

TARGET } Taking a Reflexive approach to Gender Equality for institutional Transformation

D 4.1 – Gender equality monitoring tool and guidelines for self-assessment

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1 Executive Summary

TARGET aims at initiating sustainable institutional change in seven gender equality innovating institutions (GEIIs) in the Mediterranean basin – including three research performing organisations (RPOs: University of Belgrade, Serbia; UH2C, Morocco and ELIAMEP - a small non-university research institution located in Greece), three research funding organisations (RFOs: ARACIS, Romania; FRRB, Italy and RPF, Cyprus) as well as the Mediterranean Engineering School’s network (RMEI).

The process started with the Gender Equality Audit which serves as a baseline analysis of the status quo of gender equality in each of the seven GEIIs. Based on audit results, gender equality priorities have been defined which are taken up in the Gender Equality Plan or Strategy (GEP/GES) in each GEII.

The TARGET “Gender equality monitoring tool and guidelines for self-assessment” provides concrete guidance for the third stage of the TARGET project for our Gender Equality Innovating Institutions (GEIIs). Like the tools and guidelines presented so far, we don’t assume that there is a one fits all solution. In a next step the presented tool will be adapted to the specific circumstances of each GEII to be consistent with the goals formulated in the GEP/GES. Each GEII will develop a targeted set of monitoring indicators together with its supporting partner.

2 Introduction

TARGET aims at initiating sustainable institutional change in seven gender equality innovating institutions (GEIIs) in the Mediterranean basin – including three research performing organisations (RPOs: University of Belgrade, Serbia; UH2C, Morocco and ELIAMEP – a small non-university research institution in Greece), three research funding organisations (RFOs: ARACIS, Romania; FRRB, Italy and RPF, Cyprus) as well as the Mediterranean Engineering Schools Network (RMEI). TARGET takes a reflexive approach which goes beyond the formal adoption of a gender equality plan by emphasising an iterative reflection on progress made and establishing a community of practice to effect institutional transformation. Actual change is the result of increased institutional willingness and capacity to identify, reflect on and address gender bias in a sustained way (Wroblewski 2015).

The process began with a Gender Equality Audit, which served as a baseline analysis of the status quo of gender equality in each of the seven participating GEIIs. Based on the audit results, gender equality priorities were defined and incorporated into each GEII's Gender Equality Plan or Strategy (GEP/GES). The next step was to set up a monitoring process to describe any changes in the relevant context and status quo of gender equality as well as the implementation of concrete gender equality measures. The results of the monitoring should be used to initiate an internal gender equality discourse. How did the situation change? What worked? What didn't work? Why? What were the reasons for the success or failure? Is it necessary to set more concrete goals or develop the measures further? Questions like these should be discussed within the community of practice and used to develop a communication strategy to the members of the institution. Since the TARGET countries have been characterised as relatively inactive in developing gender equality policies in R&I, this gender equality discourse should be extended to the regional or national level.

The TARGET “Gender equality monitoring tool and guidelines for self-assessment” provides concrete guidance for our GEIIs for the third stage of the TARGET project. As with the tools and guidelines presented so far, we do not assume that there is a one-fits-all solution. We therefore also do not seek to provide a handbook of relevant monitoring indicators for the GEIIs to pick and choose from. The tool must be adapted to the specific circumstances of each GEII and must be consistent with the goals formulated in the GEP/GES. Furthermore, like the GEP/GES, monitoring is also a “living instrument” that changes when a GEP/GES or concrete measures is/are adapted.

We also envisage the adaptation of the tool for each GEII as means of developing competence. TARGET's aim is to act as a facilitator of an ‘institutionally-owned’ successful GEP

implementation process. Part of this entails engaging with the process of developing meaningful indicators for the specific institutional context. This learning process will enable the institutions engaged in TARGET to gain the relevant competences and know-how to develop the necessary monitoring indicators as their GEPs evolve. In the upcoming months each GEII will develop an adequate set of monitoring indicators for the final version of the GEP/GES. This process will be supported by the supporting partner and the monitoring system will be discussed in the third institutional workshop with the community of practice.

2.1 Definition of Key Concepts

Before describing the actual TARGET monitoring tool, we would first like to define the key concepts used in this context to establish a common understanding of those terms that are used differently in everyday speech.

2.1.1 Monitoring and Evaluation

In the following, **monitoring** is defined as a continuing function that uses the systematic collection of data on specified indicators to provide management and key stakeholders of an ongoing intervention with indications both of the level of progress and achievement of the objectives as well as the use of any allocated funds. In contrast, **evaluation** is the systematic and objective assessment of an ongoing or completed project, programme or policy, its design, implementation and results. The aim is to determine the relevance and fulfilment of the objectives as well as the development efficiency, effectiveness, impact and sustainability. An evaluation should provide credible and useful information that allows the lessons learned to flow into the decision-making process. Evaluation also refers to the process of determining the value or significance of an activity, policy or programme and builds ideally on monitoring data (e.g. Espinosa et al. 2016; Salminen-Karlsson 2016; Lipinsky, Schäfer 2015).

The gender equality audit includes the analysis of the status quo of gender equality in each GEII and provides the empirical basis for identifying relevant gender imbalances or discrimination. We therefore define the gender equality audit as the baseline for GEP/GES development. Hence, the audit results and identified gender equality priorities, goals and targets are also the starting point for the monitoring. Monitoring and evaluation go hand in hand; neither is more important than the other. Monitoring ensures that the right thing is done, while evaluation ensures that the right outcomes are achieved.

2.1.2 Visions, Objectives and Targets

The GEP/GES should contain concrete objectives, activities and targets derived from the audit results. The objective is what is to be ultimately achieved; the final form or situation we would

like to see. But it also has to be clearly distinguished from a vision. A vision can be idealistic; a goal must be more realistic. An organisation will ideally have a fixed vision that does not change over time. However, it can have different objectives that are adjusted to the vision from time to time.

Concrete targets have been defined for each goal in the GEP/GES. In most cases, it makes sense to differentiate between monitoring and evaluation targets. The targets formulated in the GEP/GES relate to a strategic level or in evaluation terms to the impact. Monitoring targets generally refer to the implementation level, i.e. to the desired outputs of policies or measures (e.g. 100 employees should receive gender competence training in 2019). Targets for monitoring need to be formulated for time spans that are covered by the monitoring (data collection dates/frequencies, e.g. annual, biannual). Evaluation targets, in contrast, refer to the impact or level of outcome. Indicators at this level cannot be measured in short frequencies (e.g. monthly or even biannually), and it is therefore of no practical use to set such short evaluation intervals. Targets at each level should be set at the same frequency/period as was planned for their measurement. Accordingly, targets at outcome level (for evaluative purposes) should ideally be set at three- or five-year intervals.

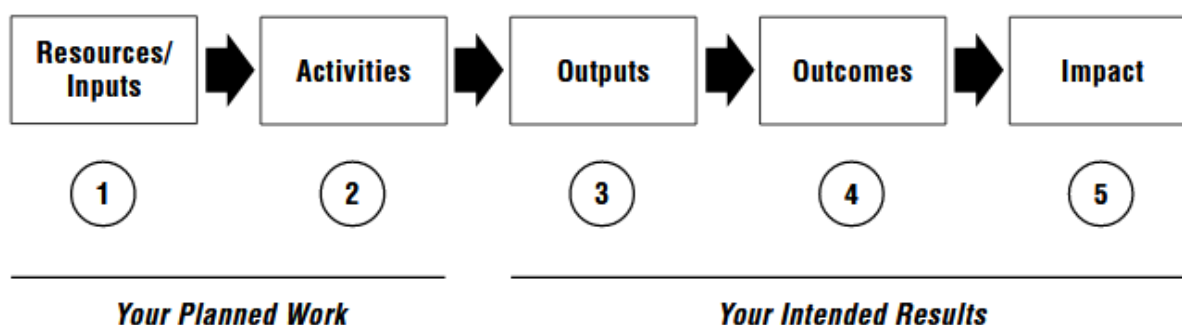
The factors to be considered when setting monitoring/output targets also apply to the evaluation/outcome level. Achieving outputs, however, does not necessarily result in achievement of the expected outcomes. Although this should logically be the case, assumptions that the measures should work can prove to be wrong or unexpected circumstances can arise which might affect outputs or outcomes.

Table 1 Examples for visions, goals and targets

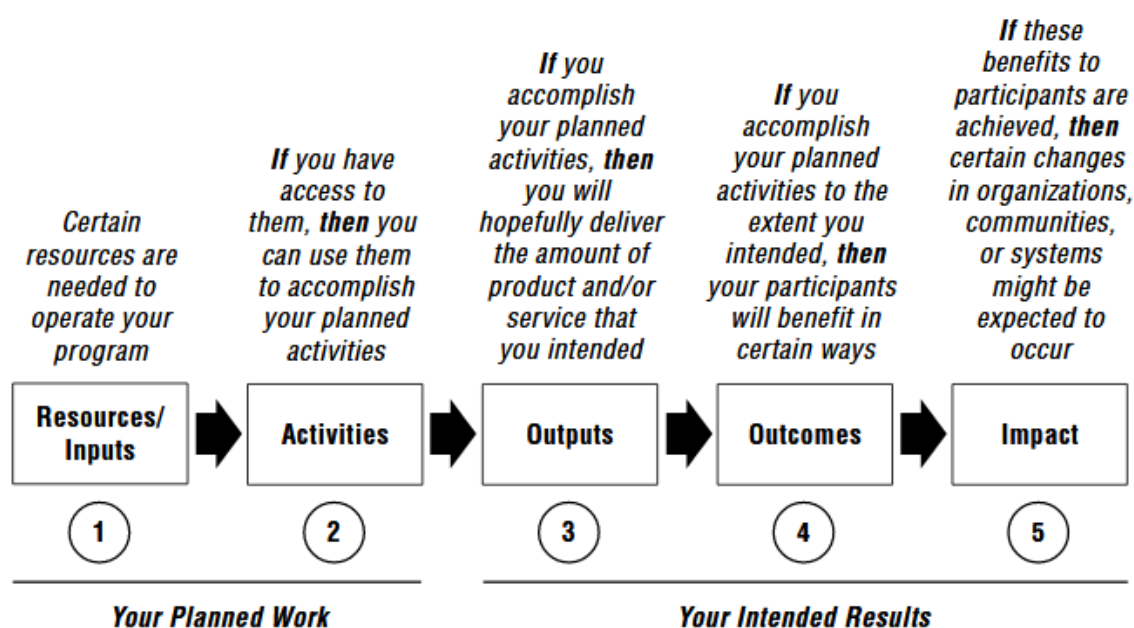
Visions	Objective	Targets at impact level	Monitoring targets
Structural barriers for women’s careers are abolished.	To foster equality in recruitment practices.	Increase the share of women among newly appointed professors up to the share of women among applicants.	Increase the share of women among newly appointed professors to X% by Y (date).
Women and men are equally represented in decision making.	To foster gender balance in decision-making committees and boards.	Increase the share of women in decision-making committees and boards.	Increase the share of women in board X to X% by Y (date).
All research projects consider the gender dimension in content in all stages of the research process.	To promote the integration of the gender dimension into research and innovation.	Increase the share of research projects which consider the gender dimension in content.	Fund X (#) research projects which consider the gender dimension in content per year.
		Increase the share of reviewers with gender competence or expertise.	X% of all reviewers participated in gender training in year Y.

The assumptions as to why interventions should lead to the expected outcome are usually formulated in a **logic model**. “The program logic model is defined as a picture of how your organization does its work – the theory and assumptions underlying the program. A program logic model links outcomes (both short- and long-term) with program activities/processes and the theoretical assumptions/principles of the program” (W.K. Kellogg Foundation 2004: III).

Figure 1 Logic Model



Source: W.K. Kellogg Foundation 2004: 1.

Figure 2 How to read the logic model

Source: W.K. Kellogg Foundation 2004: 3.

A logic model should indicate the goal at the top (intended impact), then the changes (outcomes) that need to be made to achieve that goal, then all the things that need to be delivered (outputs) to bring about those changes and the activities that need to be carried out in order to ensure that the planned outputs are delivered.

2.1.3 Indicators

The TARGET monitoring should contain indicators for each dimension that describe the relevant context (**context indicators**) as well as indicators that describe the implementation of measures or policies (**implementation indicators**). The latter contain information about input (resources), activities, outputs and outcomes.

An **indicator** is a measurable variable used to represent an associated (but non-measured or non-measurable) factor or quantity. For example, the share of staff members who have passed gender competence training is used as one of several indicators of the gender competence of the institution. A TARGET indicator must refer to a specific gender equality goal mentioned in the GEP/GES. These gender equality goals should, in turn, explicate the vision of gender equality (Wroblewski et al. 2017). Is gender equality achieved when women and men are equally represented (gender parity)? Is gender equality achieved when women are represented according to the share of women qualified for a position? Is gender equality achieved when a specific target quota set by the institution is reached?

Indicators can be either **quantitative** (e.g. number, percentage, ratio) or **qualitative** (e.g. assessment in qualitative terms). Regardless of their type, indicators should always be SMART:

- S – Specific (should be precise and focused; not a combination of multiple things)
- M – Measurable (there should be a practical and undisputed means of measuring)
- A – Achievable (should not refer to something that is beyond the means of achievement)
- R – Realistic (should not be vague and hardly make sense)
- T – Time Bound (should not consider the situation over an indefinite period).

Complex constructs such as gender equality are usually represented by **multiple indicators**. In developed monitoring systems, quantitative indicators representing a complex construct are aggregated to an **index**. An index summarises the information for several indicators into a single figure. The calculation of an index is highly sensitive to the weighting of single indicators and should therefore be based on a solid theoretical construct.

Since in most cases the data (e.g. administrative data) used for monitoring already exists, it is necessary to explicitly reflect whether this data is adequate for gender analysis. Gender-segregated data analysis is only a first step towards a gender analysis. A critical assessment of available data sources, if appropriate for gender analysis, must be conducted to avoid re-stereotyping, which could even be counterproductive. Gender-segregated data is only of limited value for gender analysis if the data collection process is biased. This is the case when the administrative purposes – the basis for the data collection – apply more often to one specific group than to others. If the validity of data regarding gender issues is limited, this must be addressed in the analysis and interpretation.

One relevant aspect of this critical reflection of data validity is the explicit discussion of data gaps. The interpretation of the indicators should address data gaps that provide important information for the further development of the monitoring. As already mentioned, monitoring – like the GEP/GES – is also a “living document”.

2.1.4 Self-Assessment and Reflection

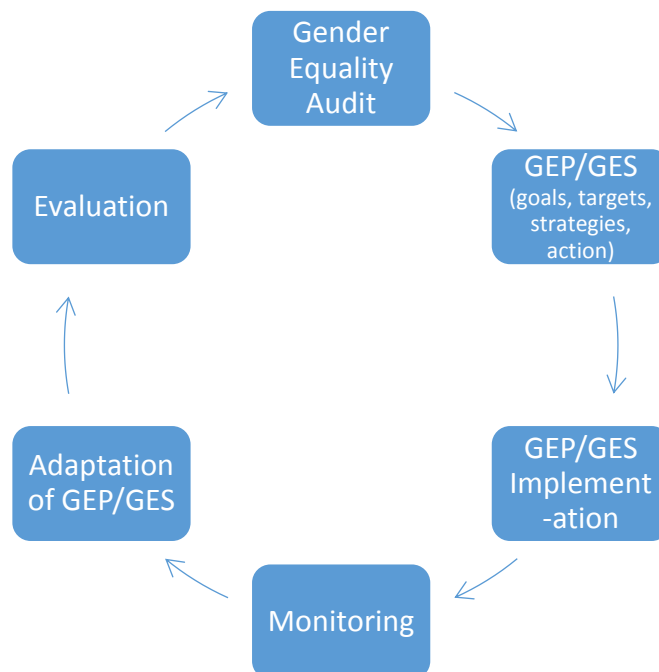
Monitoring is an integral part of the GEP/GES cycle developed for TARGET. Based on the monitoring, an internal discussion about the development of the status quo of gender equality, the reasons for positive or negative developments and the results of the implementation of gender equality measures or policies should take place. The results of the monitoring should be discussed within the community of practice and with management. They should also be communicated to all staff members. The discussion of the monitoring results should help to

identify structural differences which have affected the future career prospects of men and women differently, provide input for the development of alternative practices or processes, and support their implementation. It also allows any reservations or resistance to be addressed.

To achieve these effects, it is necessary to create room for reflection which allows open discussion and provides a basis for organisational learning (Wroblewski 2015; Moldaschl 2005). This requires the commitment of management to gender equality policy as a long-term process. This process might include the implementation of activities that are unsuccessful or are based on wrong assumptions. The creation of room for reflection thus also requires a climate of confidence and appreciation that facilitates open discussion of failure.

The discussion of the monitoring results may lead to the adaptation of concrete measures that have been implemented or indeed the GEP/GES itself.

Figure 3 GEP/GES Policy Cycle



An important aspect of the assessment of the development of gender equality is the definition of an **adequate point of reference**. The analysis of the monitoring may refer to

- the development of the institution over time (with the year prior to the implementation of the GEP/GES serving as the point of reference),
- the situation in a specific institution which is comparable for several reasons,
- the national average (e.g. regarding the share of women professors),
- the EU average,
- the target(s) formulated by the institution, etc.

2.2 Moving Forward

Starting from the GEP/GES, the next steps in the TARGET process are:

- Formulation of a **programme theory** (logic model) for each objective mentioned in the GEP/GES which explicates the assumptions why and how the planned activities should contribute to an expected outcome.
- Development of **meaningful monitoring indicators** which allow at least an annual analysis of changes in the GEII context and the implementation of planned activities.
- Definition of an adequate **point of reference for monitoring indicators** which allows an interpretation of the monitoring results regarding progress towards gender equality.
- Development of a format in which the monitoring results should be presented to the community of practice as well as to the institution itself. This format should contribute to an internal gender equality discourse and allow an open and reliable discussion of developments. The leading questions should focus on lessons learned and improvement of the status quo of gender equality, the further development of actions and measures as well as the reasons for any non-attainment of targets.

3 Monitoring: Data and Indicators

The audit reports contain a collection of existing gender-segregated data for each GEII. The analysis focuses on differences between women and men and identifies any relevant data gaps. Based on these results, priorities for the GEP/GES were formulated.

Indicators now must be developed that represent these GEP/GES priorities (goals, targets). Since the GEPs/GES are currently not available, the following examples for the three TARGET dimensions refer to the gender equality audit reports. However, there were also some aspects for which it was not possible to collect data in the audit. These data gaps should be closed gradually in the years to come.

3.1 Removing gender-related institutional barriers to careers

3.1.1 Universities

In the gender audit, the **status quo** regarding the first dimension is described as follows:

- Composition of staff by gender, differentiated by faculty or department.
- Composition of staff by gender according to hierarchical level, differentiated by faculty or discipline.
- Students and graduates by gender, differentiated by faculty or department.
- Description of internal processes for staff selection, promotion, retention.

Proposed **measures** include:

- Awareness-raising activities (workshops) for staff members
- Establishment of a gender equality body at the university

Examples of possible **context indicators** for the first dimension are:

- Share of job advertisements which are formulated in gender-sensitive language
- Share of women among newly appointed staff members in year X in relation to the share of female applicants (requires gender-segregated data collection for several stages of the appointment procedure)

The following is an example of an awareness-raising logic model for staff in an HR department and illustrates that different targets must be defined for different stages and the corresponding indicators. The intervention assumes that participation in awareness-raising activities (e.g. seminars or workshops) will increase participants' gender competence and enable them to detect implicit gender bias in everyday practices and change such practices to avoid gender-biased decisions. This will change decision-making processes, lead to "better" decisions and

contribute in the long run to achieving the objective of equal participation of men and women in all fields and hierarchical levels of an organisation.

Table 2 Logic model for awareness-raising measures (seminars, workshops) for HRM staff

	① Resource/ Input	② Activity	③ Output	④ Outcome	⑤ Impact
Description	Seminar concept, target group, trainers/experts	Selection process, seminar or workshop held	Completed seminars, participants	Participants carry out their everyday work in a more gender-competent manner	Decision-making bodies behave differently
Target	Concept is developed, trainers are available, target group is invited	Seminars/workshops are held according to schedule	Participants complete training as expected	Participants apply the content of the training in their everyday work	Decisions are made without an implicit gender bias.
Indicator	Yes/No	Number of seminars	Number of participants by gender and other relevant criteria (e.g. target group)	Number of participants who apply the content of the training in their everyday work	Share of women at different stages of appointment procedures

3.1.2 Small institutions (RPOs + RFOs)

In the gender audit, the **status quo** regarding the first dimension “removing gender related institutional barriers to careers” is described as follows:

- Composition of staff by gender, differentiated by department/hierarchical level/type of contract.
- Description of internal processes for staff selection, promotion, retention.
- Description of leave policies and other benefits as well as their take-up by gender.
- Lack of comparable data collection over time regarding recruitment, promotion, retention.

- Gender pay gap (2017)
- Number of female and male candidates applying for distinct positions.
- Number of staff who have left the organisation in previous years, by gender.

Proposed **measures** include:

- Activities to increase gender awareness among staff to address unconscious bias and promote the importance of gender equality through targeted training courses and workshops
- Training activities to increase transparency and gender competence among members of selection panels
- Inclusion of gender mainstreaming goals in the institution's strategic documents
- Provision of flexible work arrangements or work from home options
- Development of parent-friendly workplace options (e.g. breastfeeding facilities, with-child offices, post-maternity/paternity leave return schemes, 'carer breaks' to care for other dependents)

Examples of possible **context indicators** for the first dimension are:

- Number of advertised jobs (differentiated by type of jobs, qualification level, etc.)
- Number of newly appointed staff by gender
- Number of men and women leaving the organisation (incl. their reasons for doing so)
- Share of fathers taking up care leave options, average duration of care leave by gender

Examples of possible **implementation indicators** are:

- Share of women among newly appointed staff members in year X in relation to the share of female applicants (requires gender-segregated data collection for several stages of the appointment procedure)
- Share of job advertisements which are formulated in gender-sensitive language
- Number of training courses/workshops offered (incl. description of content and resources)
- Number of male and female participants per training course/workshop
- Self-assessment of increased gender competence (e.g. based on a feedback questionnaire after participation, relevance of lessons learned for everyday work)
- Share of staff members who are informed about specific gender equality policies (e.g. based on a survey)
- Take up of flexible work arrangements by men and women; share of women/men with flexible work arrangements among female/male staff.

3.2 Decision Making

There are two aspects in the “decision making” dimension which should be addressed in the GEP/GES: (1) the representation of women in decision-making bodies and (2) the increase in gender competence in decision making.

3.2.1 Research Performing Organisations (RPOs)

In the gender audit, the **status quo** regarding gender in decision making is described as follows:

- Description of decision-making bodies and their composition (number of male and female members).
- Description of appointment procedures for members of decision-making bodies (scope of action for RPOs).

Proposed **measures** include:

- Formulation of target quotas for the composition of decision-making bodies.
- Awareness-raising activities and gender competence training for members of decision-making bodies.
- Mentoring programmes.

Examples of possible **context indicators** for the dimension gender in decision making are:

- Number of women in decision-making bodies in relation to the number of men (share of women in decision making).
- In the case of elected decision-making bodies: number of women on the electoral list compared to the number of men (share of women among candidates).

The following table illustrates a logic model for target quotas for decision-making bodies. This is a more complex example than the one shown above for awareness-raising activities as it follows – in most cases implicitly – two objectives: (1) increasing female participation in decision making and (2) increasing gender competence in decision making. The table below refers only to the first of these objectives. A logic model for the second objective is described in Table 2.

Table 3 Logic Model for target quotas for decision making bodies

	① Resource/ Input	② Activity	③ Output	④ Outcome	⑤ Impact
Description	A guideline/ policy for the composition of decision- making bodies is formulated	The guideline is approved and staff are informed	Staff members know and endeavour to comply with the guideline	The composition of decision- making bodies meets the target quota	Women participate in decision making as a matter of course
Target	A guideline is formulated and information material is available	All staff members are informed about the guideline	The guideline is implemented	At least X% [target quota] of members of a decision- making body are female	Decision- making positions are equally accessible for women and men
Indicator	Yes/No	Description of communication process Number of staff members who have been informed.	Number of staff members who know and comply with the regulation	Share of women in decision- making bodies. Share of decision- making bodies which meet the quota.	Share of women in decision- making compared to share of women among staff members.

Examples of possible **implementation indicators** for the second dimension of target quotas – increasing gender competence in decision making – are:

- Number of gender competence training courses for members of decision-making bodies.
- Number of male and female participants in specific training courses.
- Self-assessment of gender competence level (e.g. through feedback surveys after training courses).
- Share of members of decision-making boards with gender competence (e.g. men and women who participated in gender training).
- Share of women among newly appointed members of decision-making bodies.

3.2.2 Research Funding Organisations (RFOs)

In the gender audit, the **status quo** regarding gender in decision making is described as follows:

Proposed **measures** include:

- Encouraging of gender-balanced evaluation panels.
- Formulation of quotas (targets) that will ensure gender-sensitive internal processes and procedures (composition of decision-making boards).
- Awareness-raising activities for members of management and decision-making bodies.

Examples of possible **context indicators** for the gender in decision making dimension are:

- Number of women in evaluation panels in relation to the number of men (share of women in evaluation panels)
- Share of female and male evaluators who have participated in specific gender competence training
- Number of women in internal decision-making bodies in relation to the number of men (share of women in decision making)
- Share of female and male members of decision-making bodies who have participated in specific gender competence training

Examples of possible **implementation indicators** are:

- Number of gender competence training courses for members of decision-making bodies
- Number of male and female participants in specific training courses
- Self-assessment of increase in gender competence (e.g. through feedback surveys after training courses)
- Share of members of evaluation panels with gender competence (e.g. men and women who have participated in gender training)
- Share of women among newly appointed members of decision-making bodies.

3.3 Gender Dimension in Teaching and Research Content

All audit reports on gender equality contain a goal to strengthen the gender dimension in research content or in teaching. Concrete measures aim to increase the visibility of research which focuses on gender issues, provide networking opportunities for gender researchers, raise awareness, build capacity, adapt calls (RFOs), etc.

3.3.1 Research Performing Organisations (RPOs)

In the gender audit, the **status quo** in research content and teaching is described as follows:

- Description of research projects focusing on gender issues.
- List of publications focusing on gender issues.
- List of gender researchers.
- Description of curricula, modules or seminars focusing on gender issues.
- List of chairs with a focus on gender issues (formal denomination, full or partial).
- Lack of explicit policies to strengthen the gender dimension in research content and teaching.

Proposed **measures** include:

- Awareness-raising activities (including training or workshops for researchers).
- Provision of networking opportunities.

Examples of possible **context indicators** for the dimension gender in teaching and research content are:

- Number of research projects which started in year X and focus on gender issues in relation to all research projects (share of gender projects).
- Number of new research projects (started in year X) with a gender expert in the team in relation to all research projects (share of research projects with gender expertise).
- Number of curricula, modules and seminars focusing on gender issues, number of ECTS assigned to them, probably in relation to all ECTS provided in the respective curricula.
- Number of publications with a gender focus in relation to all publications.

Examples of possible **implementation indicators** are:

- Number of training courses for teaching staff which focus on the gender dimension in teaching (e.g. gender-sensitive didactics).
- Number of training courses for researchers which focus on the gender dimension in research content.
- Number of male and female participants in specific training courses.
- Number of participants in networks (e.g. registered members, participants in networking events).

The provision of the necessary data requires specific primary data collection procedures or the integration of additional variables into existing administrative procedures (e.g. to record whether a course has a gender focus). The example presented below shows a specific survey of universities carried out by the Austrian Federal Ministry of Education, Science and Research to collect information regarding the consideration of the gender dimension in research content and teaching.

Erhebungsformular: Geschlechterforschung / Data collection on gender in teaching and research content											23.02.2018	
Organisationseinheit		Lehre					Professur / professorships			Auszeichnung / awards		
Organisationseinheit gemäß § 19 Abs. 2 Z 7 UG name of organisational unit responsible for the co-ordination of activities relating to equal opportunities, the advancement of women and gender research	Institut für Geschlechterforschung / Zentrum Name of institute / centre for gender studies	Studium Name of gender studies, field of studies (ISCED 1-level)	Verpflichtend zu absolvierende Teile eines Studiums curricula with compulsory gender modules/courses (field of study, ECTS)	Freiwillig absolvierbare Teile eines Studiums Curricula with optional gender studies modules/courses (field of study, ECTS)	Lehrveranstaltungen / courses		Universitätslehrgang / other university courses besides (BA, MA, PhD) (name)	§ 98 full professorships Fully or partly denominated to gender studies (field of study)	§ 99 Professorship (fixed-term contracts up to 6 years) Fully or partly denominated to gender studies (field of study)	Gastprofessor/guest professor Field of study, duration (terms)	Preise / awards (name, objective, budget, number of applicants, number of awards (m/f))	Stipendien / stipends (name, objective, budget, number of applicants, number of awards (m/f))
					Im Curriculum verpflichtend vorgesehen / number of curricula with compulsory gender studies courses, ECTS, number of all curricula, share of curricula in %	Wahlmöglichkeit im Curriculum / number of curricula with optional gender modules/courses, ECTS, number of all curricula, share of curricula in %						

Data collection for Spring Term 2017
 Template developed by Federal Ministry for Education, Science and Research, answers provided by heads of coordination units responsible for the co-ordination of activities relating to equal opportunities, the advancement of women and gender research.

Source: Wroblewski et al. 2018: 42

3.3.2 Research Funding Organisations (RFOs)

In the gender audit, the **status quo** regarding gender in research content is described as follows:

- Description of specific calls which focus on gender, calls which include integrated gender analysis as an aspect in research and calls which do not explicitly address the gender dimension.
- Description of the lack of gender expertise in evaluation panels.

Proposed **measures** include:

- Integration of gender-sensitive statements in calls and programmes to encourage more women to apply as coordinators.
- Integration of the requirement that call applicants indicate whether and how sex/gender analysis was integrated in the research proposal or outline why it was not relevant for the proposed research if this is not the case.
- Awareness-raising activities and training for applicants to enable them to detect the gender relevance of the research and conduct a proper gender analysis.
- Awareness-raising activities and training for evaluators on unconscious bias.

Examples of possible **context indicators** for the dimension gender in research content are:

- Number of female and male applicants (share of female applicants).
- Gender composition of research teams (share of women in research teams).
- Number of funded projects with a gender focus in relation to all funded projects (share of gender projects).
- Number of men and women among reviewers (share of women in evaluation panels).

Examples of possible **implementation indicators** are:

- Number of male and female participants in awareness-raising activities or training.
- Self-assessment of increase in gender competence (e.g. through feedback surveys after training).

3.4 Transversal Measures

The GEPs/GES also contain transversal measures which support or enable the reflexive and participatory gender equality process at GEIIs. These measures aim at creating and sustaining **top management commitment**, the involvement of the **community of practice** or the establishment of **data collection** procedures which allow for a gender analysis.

In the gender equality audit, the status quo regarding top management commitment and the availability of data are described in detail. These descriptions should be updated in a narrative form (description of changes; supporting or hindering factors). The further development of data sources is an integral part of most GEPs/GES. It is assumed that this will lead to a more detailed understanding of gender discrepancies, career barriers or excluding factors for specific groups of women.

Furthermore, the monitoring should also include information on the **community of practice** – especially any changes in its composition or activities. This information should include:

- The composition of the community of practice: Who was asked to participate in the community of practice (individuals, departments, functions/roles)? Who agreed and who refused to participate? Did participants mention any reservations or restrictions regarding the community of practice?
- Changes within the community of practice: Who joined the community of practice and who left? For what reason? How stable is participation in the community of practice by individuals or departments/functions?
- The frequency and intensity of involvement: How often do members of the community of practice engage with it?
- The focus of the cooperation within the community of practice: What common interests or projects do its members share? Which topics or issues are relevant for members who are not gender experts but participate because they hold another role or function in the organisation?
- Acceptance: Do the members accept gender issues? Do they recognise and incorporate gender relevance in their field of work? Do they put forward their own ideas for projects?

Data sources for monitoring: minutes of meetings or workshops, documentation of tasks of the TARGET team.

4 Guidelines for Self-Assessment

The TARGET project assumes that the implementation of a GEP/GES is a long-term project which requires constant reflection on the development of gender equality, the formulated objectives and targets as well as the proposed measures. Like the process itself, continuous objectives, targets and measures may be adapted because of changes in context, progress or a more in-depth understanding of the focused problem.

The monitoring results provide a starting point for such a reflexive process. To initiate a gender equality discourse within the organisation, a format for discussing the monitoring results internally must be found. This requires the internal **publication of monitoring results** in different forms (e.g. a printed report or website) and a discursive format (e.g. a presentation or workshop). However, the monitoring results might also be used for external publication to present the university as a gender-sensitive organisation, demonstrate progress and gender equality initiatives and contribute to a national/regional gender equality discourse. A combination of internal and external strategies and formats may also be used.

The University of Graz (Austria) publishes results of gender monitoring in an annual report on women's advancement as required by the Gender Equality Plan. Every 3-4 years there is a larger and higher quality publication in form of a booklet¹. Data on students and staff, study durations, degrees, appointments, but also gender pay gap, financial incentives, performance bonuses or glass ceiling index are presented in clear graphics with compact descriptions and interpretations. These data reports provide a sound common data base for internal target agreements and discussions on equality issues.

Another example for the use of indicators is the incentive system for women's promotion at the University of Graz (Eckstein 2016): since 2001, those departments that achieve the best results in the self-developed gender equality index, similar to the glass ceiling index, are awarded annually. In an annual public event, the heads of the institute receive a certificate and a cash prize, reports in university print media and on the homepage make the issue of gender equality public.

¹ The brochure is available in hard copy and online: https://static.uni-graz.at/fileadmin/Koordination-Gender/Services/Zahlen_Fakten_Analysen_UniGraz2014.pdf [in German]

Example: Use of indicators as internal steering instruments (University of Graz 2014)²

FINANCIAL INCENTIVES

Promotion of women is rewarded

At the University of Graz, an early attempt was made to allocate relevant budget parts via indicators for successful gender equality work. As early as 2001 and 2002, around 100,000 euros each were allocated to the three best faculties via a special incentive system. In doing so, the career levels promotion, habilitation and vocation were set in relation to the respective previous level and thus the female promotion successes of a single year were evaluated. In 2003-2007, 10,000 Euros were lent each year (exception: for 2005, 26,000 Euros were disbursed).

Since 2009, instead of the faculties, the three to five best-placed departments have been awarded a total of 10,000-15,000 euros per year. As habilitation and appointments on department-level result in low numbers, new indicators have been developed that represent career opportunities. They reflect the achieved level of equality according to the cascade model, ie the "potential" of female junior scientists within the subject is taken into account.

Entry opportunities Index

The career entry at the university can be made either via prae-doc or project posts. In order to have enough jobs and thus influence at the level of the departments, all persons who have started on such an "entry point" in the last six years will be defined as junior scientists. The proportion of women in this group is set in relation to the proportion of women among students (the "potential" here are the first semester students of bachelor and diploma studies).

Promotion opportunity index

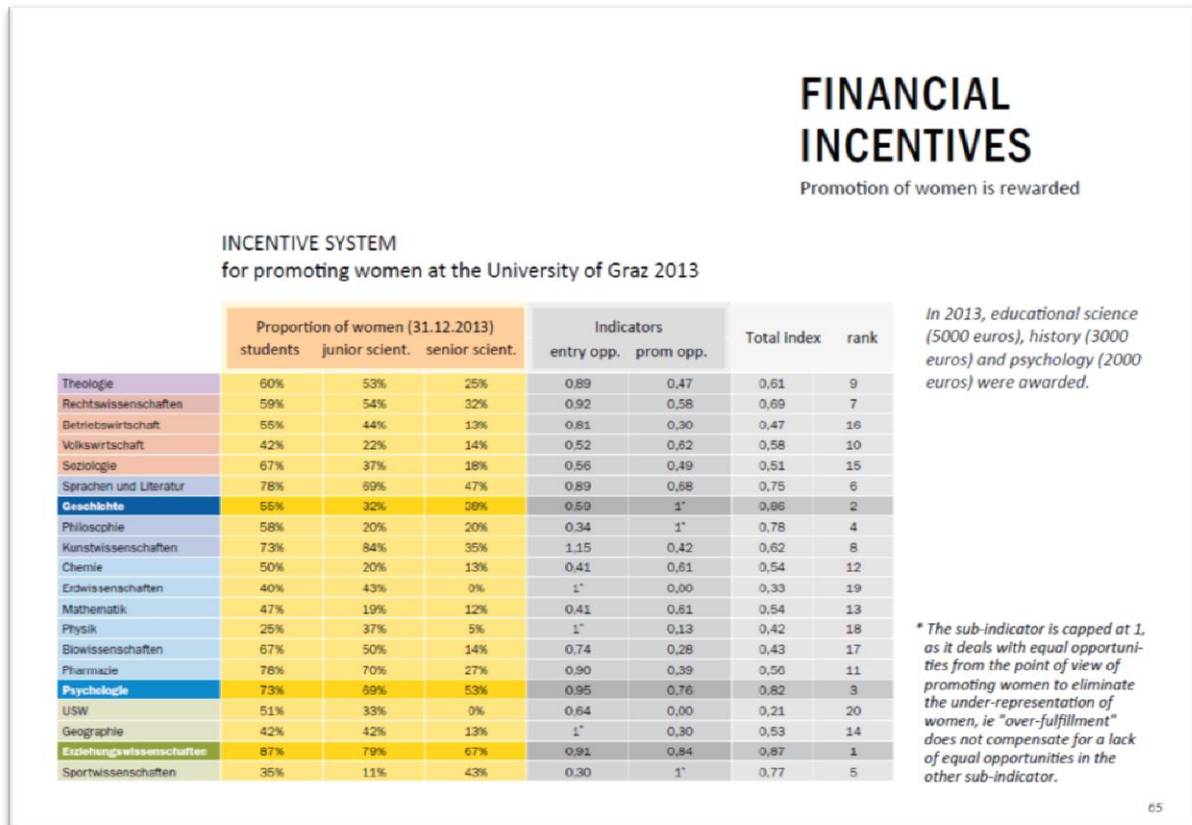
The proportion of women among senior researchers, associate professors and professors in relation to the junior scientists shows women's access to the highest level of academia. Even with seemingly small possibilities of influence because of lack of new appointments of professorships or applications from women, the proportion of women can be increased by promoting "in-house". This aspect has rarely been the focus of previous indicators, but appears to be more suitable due to the greater scope for action.

Overall index

These two sub-indicators are summed up weighted (1/3 entry chances and 2/3 promotion opportunities). To avoid distortion effects, single indicators are capped at 1.00, since the goal is to reach equal opportunities and over-fulfillment should not be rewarded extra. A "kink down" in the middle category is not rewarded thereby additionally.

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² Translation of examples by authors.



Trinity College Dublin also presents an annual equality monitoring report that covers not only gender but also other equality dimensions such as age, family status, disability or ethnicity.³ Other institutions focus on specific priorities in a GEP. The University of Sussex, for instance, publishes a Gender Pay Gap Report.⁴

An **“internal room for reflexivity”** must be created for discussing the monitoring results and should provide the participants with a secure environment for an open discussion. For the GEIs participating in TARGET, the development and implementation of the GEP/GES is their first attempt to pursue gender equality goals in a structured, consistent and coherent manner. It can therefore be assumed that some of the planned measures will not achieve their objectives or that the underlying assumptions behind measures will prove unrealistic. Failed attempts also provide useful lessons learned that are of relevance for the evolution of existing measures or development of new ones. It should be clear that – even if objectives are not reached immediately – gender equality goals will remain a priority. Failure should not result in sanctions

³ https://www.tcd.ie/equality/assets/docs/AEMR/AEMR_2016-17_FINAL.pdf

⁴ <https://www.sussex.ac.uk/webteam/gateway/file.php?name=university-of-sussex-gender-pay-gap-report-2017.pdf&site=302>

but should be turned into constructive lessons learned. This is part of the top management commitment.

The gender equality discourse emerging from the reflection room should also be used to obtain commitment for gender equality goals from all members of the institution. This is another aspect of the top management commitment: requiring gender competent action from all staff members within their field of responsibility (e.g. teachers in the teaching context, administrators in their administrative tasks, researchers in the context of research projects). Top management also has to find a balance between demand and incentives (e.g. financial incentives).

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