



GENDER EQUALITY PLAN 2022-2027



İZMİR BAKIRCAY
UNIVERSITY

**A publication under the responsibility of the Unit of Scientific Research
Projects Coordination- Izmir Bakircay University.**

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Summary

The goal of this gender equality plan is to present a specific list of actions that must be taken while also identifying the top areas that at Izmir Bakircay University require intervention.¹

In order to strengthen gender equality in higher education institutions, a plan has been started and will be further developed in accordance with the strategies, objectives, and guidelines suggested by national-level institutes, the European Union (EU), and the European Institute for Gender Equality (EIGE).²

To analyze the ethical principles, the strategic goals, and the research strategy of Izmir Bakircay University as a whole, the Gender Equality Action Plan (GEP) was developed within the framework of the European Union Horizon 2020 GEARING-Roles project. The needs and objectives of the organization dictated the necessary research, gathering of data and addressed areas. Thus, the GEP covers topics -which are presented in the related subheadings- that reflect the institutional stance of the university in the area of gender equality to each aspect of its academic and administrative mechanisms.

The GEP is divided into three sections. The first section gives a quick summary of the institutional and national framework while detailing the most important laws and regulations pertaining to gender equality and anti-discrimination. The second section provides a preliminary analysis of gender-disaggregated data that was gathered from the University's academic and administrative entities in August 2022. Where available, there is data comparison for the years 2019, 2020, 2021 and 2022. The University recognizes the significance of acquiring and analyzing gender-related data generated from a broad variety of sources in order to be able to monitor gender equality consistently and effectively, and identify needs. Considering this, the University intends to carry out more thorough empirical research on gender equality over the course of the following reporting period by using a variety of quantitative and qualitative data collection methods, such as gender-related staff and student surveys, in-depth interviews, and focus groups with representatives from all levels of staff. The last section lists Izmir Bakircay University's goals for gender equality and the main initiatives that will take place.

¹ The Izmir Bakırçay University Commission on Equal Opportunity and Non-Discrimination created the action plan. The Rector, the Vice-Rectors, the YTU Graduate School of Social Sciences, the Office of the Dean of Student Affairs, and all of the University's administrative and academic departments engaged in the Plan all made significant contributions.

² The GEAR Toolkit, which is offered by the European Institute for Gender Equality, was used as a step-by-step manual for creating the gender equality plan at Izmir Bakırçay University.

Part I - National & Institutional Context

National Context

Various institutions and organizations in the world carry out studies and implement legal and social contracts, towards the application of the principle of equality; and even more, they strive to put other countries to this direction.

In this context, UN's Sustainable Development Goals, which consists of 17 articles in total, has dedicated article 5 to gender equality. Similarly, one of the Council of Europe's top priorities is gender equality. Turkey ratified the UN Convention on the Elimination of All Forms of Discrimination Against Women.

In addition, Turkey has taken steps towards the principle of equality with its constitutional regulation in this regard. The Turkish Constitution, which ensures that all people are treated equally, regardless of gender, under the law, serves as the country's essential legal framework for gender equality. Everyone is equal before the law without discrimination as to language, race, color, sex, political opinion, philosophical belief, religion, sect, or any other such reasons, as stated in Article 10 of the Constitution. The rights of men and women are equal³.

The State is required to make sure that this equality is applied in real life. Concerning gender equality in the family, Article 41 of the Constitution states that the family is the foundation of Turkish society based on equality between spouses.⁴ In addition to the Constitution, other important legal documents pertaining to gender equality and the prohibition of gender-based discrimination are included in the Turkish Civil Code, the Criminal Code, and the Labour Act.

In summary, Turkey has been involved in various organizations since 2012, 2015, and 2019 for practices aimed at gender equality and increasing the proportion of women.

The Council of Higher Education (CHE) issued the Position Paper on Gender Equality in Higher Education in 2015. Also, the Scientific and Technological Research Council of Turkey (TUBITAK) published the Policy Guidelines for Increasing the Participation of Women Researchers in the TUBITAK process in 2015.

³ Part 1 General Principles of the Turkish Constitution, page 12.

⁴ "Part 2 Fundamental Rights and Duties" of the Turkish Constitution, page 22.

Institutional Context

Izmir Bakircay University was founded on 20 August 2016 by the Law no. 6745, and the appointment of the rector took place on 28.08.2017. Our university, which has a history of nearly five years, has started to eliminate the technical and administrative shortcomings of the university. Currently, Izmir Bakircay University has established seven faculties, namely Faculty of Humanities and Social Sciences, Faculty of Law, Faculty of Economics and Administrative Sciences, Faculty of Engineering and Architecture, Faculty of Health Science, Faculty of Medicine, Faculty of Pharmacy, one institute, and three vocational schools, and the School of Foreign Languages. Also, the University has eight administrative units. As of 2022, the university has 7194 students, 325 academic staff, and 181 administrative staff.

Justice and merit are among the university's core values, as stated in the Izmir Bakircay University Strategic Plan for 2022–2026. The Strategic Plan of 2022-2026 identifies a fair administration with its universal approach that opposes all kinds of discrimination.

The statistical analysis presented in this report indicates the substantial efforts made by the university administration to increase the presence of female academic and administrative employees across all university departments. The analysis's findings make it abundantly evident that the employment rates of women in the academic and administrative areas have significantly increased.

PART II - Analysis of Data About Izmir Bakircay University Staff and Students by Gender

Data about students, administrative personnel, and academic staff are presented in this section and are divided down by gender. Moreover, there is related information about initiatives that received national and international monetary support.

This preliminary study provides the framework for selecting the key areas for action, which are further developed in Part III.

Data is gathered and analyzed using a set of indicators recommended in the Gender Equality in Academia and Research (GEAR) toolbox that was proposed by the EIGE. These include:

1. Academic and administrative staff numbers by gender.
2. Numbers of female and male holding positions of authority in academia and administration.
3. Numbers of female and male having departed the University in recent years, together with their years of service.
4. Numbers of female staff taking maternity leaves.
5. Number of female and male students across all grades and fields.
6. Numbers of female and male researchers for accepted projects by year.

A. Overview of Key Findings – Izmir Bakircay University Staff

The academic and administrative staff numbers by gender are presented in Tables 1 and 2. In August 2022, there were 596 total academic and administrative staff members. Among the 325 academic staff members, there were 161 women and 164 men; among the 181 administrative staff members, there were 52 women and 129 men.

Table 1. Female and Male Academic Staff Numbers by Degree (2019-2022)

2019		Female	Male	Total
	Professor	5	12	17
	Associate Professor	9	10	19
	Assistant Professor	32	18	50
	Lecturer	6	5	11
	Research Assistant	6	11	17
	Foreign Lecturer	-	-	-
	General Total	58	56	114
2020	Professor	7	18	25
	Associate Professor	15	19	34
	Assistant Professor	48	33	81
	Lecturer	10	15	25
	Research Assistant	27	27	54
	Foreign Lecturer	1	-	1
	General Total	108	112	220
2021	Professor	12	27	39
	Associate Professor	22	26	48
	Assistant Professor	55	45	100
	Lecturer	17	22	39
	Research Assistant	36	33	69
	Foreign Lecturer	3	1	4
	General Total	145	154	299
2022	Professor	12	26	38
	Associate Professor	21	28	49
	Assistant Professor	64	51	115

Lecturer	24	24	48
Research Assistant	38	34	72
Foreign Lecturer	2	1	3
General Total	161	164	325

As shown in Figure 1 and Figure 2 below, there has been no significant increase or decrease in the ratio of male and female academic staff in the last three years.

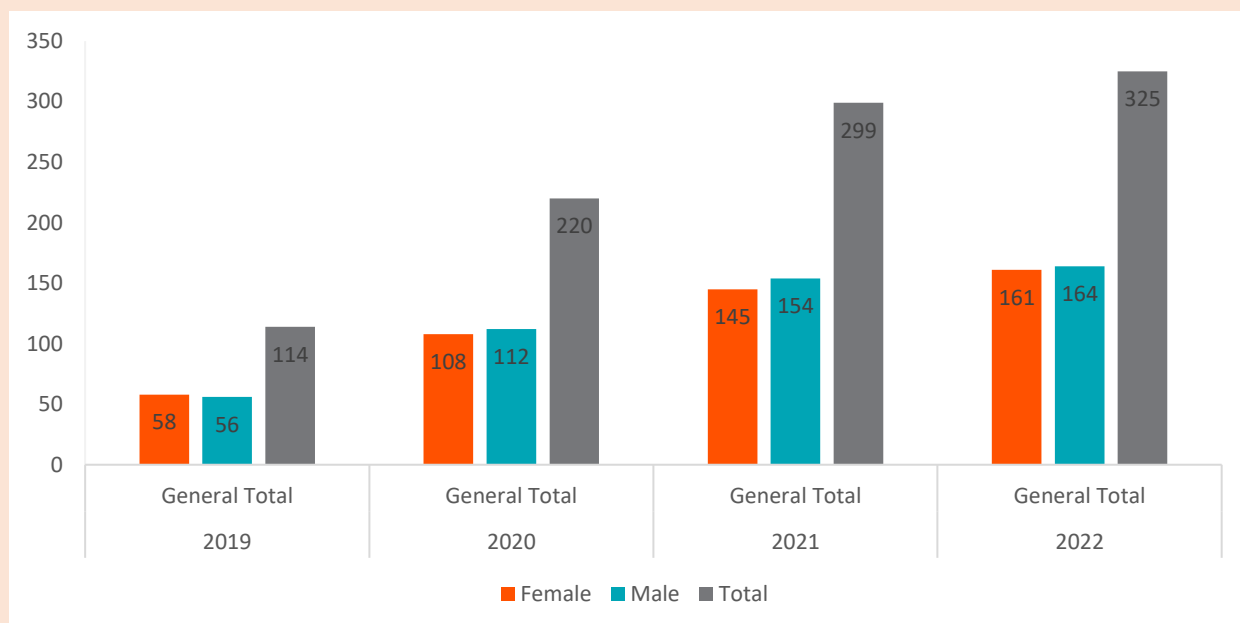


Figure 1. Female and Male Academic Staff Numbers by Degree (2019-2022)

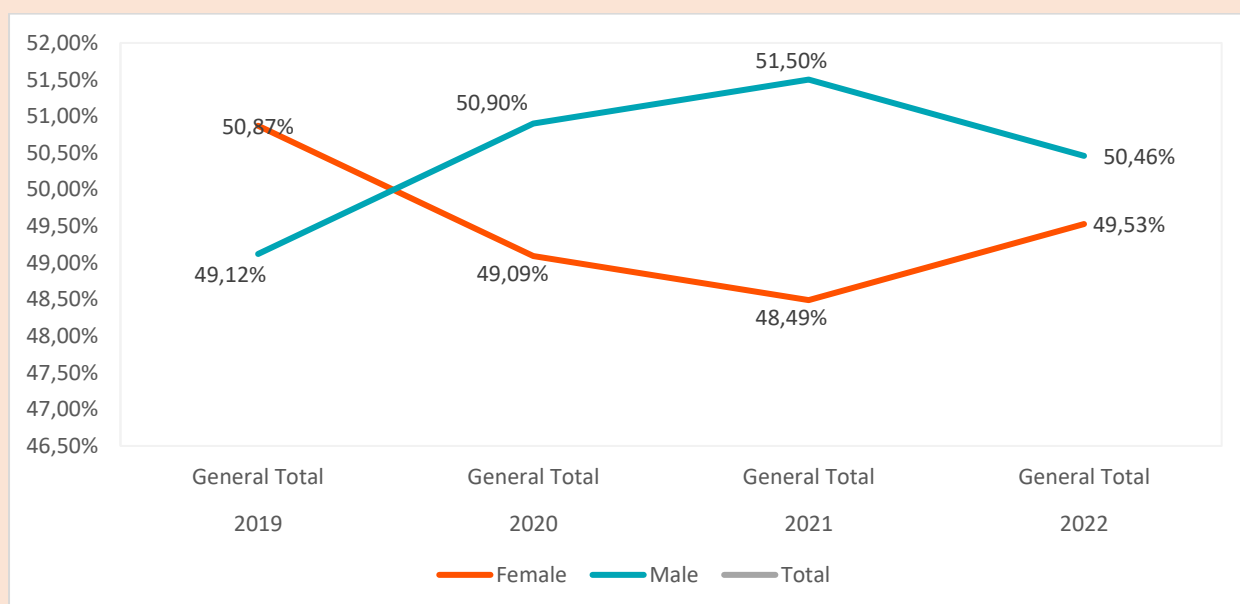


Figure 2. Percentage of Number of Female and Male in Academic Staff (2019-2022)

As seen in Table 2 and Figure 3, the gender gap is higher among the administrative staff. However, female staff in total has increasing since 2019. General and technical services are seen as the units with the highest male ratio. The rate of change in the number of female and male staff is similar from 2019 to 2022.

Table 2. *Number of Administrative Staff by Department*

		Female	Male	Total
2019	General Administration Services	8	28	36
	Health Service	-	-	-
	Technical Services	1	8	9
	Auxiliary Services	-	1	1
	Permanent Workers	16	27	43
	Contracted Personel	11	16	27
	General Total	36	80	116
2020	General Administration Services	10	37	47
	Health Service	-	-	-
	Technical Services	2	9	11
	Auxiliary Services	1	1	2
	Permanent Workers	16	29	45
	Contracted Personel	13	21	34
	General Total	42	97	139
2021	General Administration Services	13	48	61
	Health Service	-	-	-
	Technical Services	2	11	13
	Auxiliary Services	1	1	2
	Permanent Workers	16	29	45
	Contracted Personel	14	25	39
	General Total	46	114	160
2022	General Administration Services	15	48	63
	Health Service	1	-	1
	Technical Services	2	11	13
	Auxiliary Services	2	1	3
	Permanent Workers	16	29	45

Contracted Personel	16	40	56
General Total	52	129	181

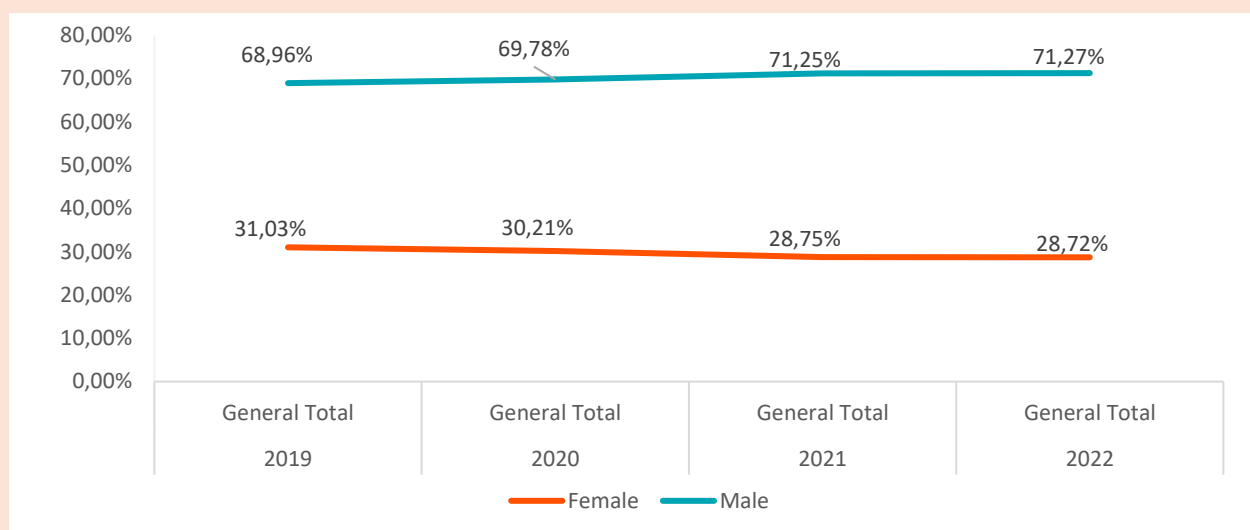


Figure 3. Percentage of Number of Female and Male in Administrative Staff (2019-2022)

Below, Table 3, and Figures 4 and 5 provide information about the overall gender ratio, and provide comparison between academic and administrative staff regarding the issue. Although the ratio of administrative men and women is not close, and is in favor of male representation, the numbers of men and women in academic units are very close. Also, as Table 3 shows, female representation in both areas increased between 2019 to 2022. According to general results, the number of females in academic positions increased from 58 in 2019 to 161 in 2022. The number of female administrative staff increased from 36 in 2019 to 52 in 2022.

Table 3. Comparison of Number of Academic and Administrative Staff

		Female	Male	General Total
2019	Academic Staff	58	56	114
	Administrative Staff	36	80	116
	General Total	94	136	230
2020	Academic Staff	108	112	220
	Administrative Staff	42	97	139
	General Total	150	209	359
2021	Academic Staff	145	154	299
	Administrative Staff	46	114	160
	General Total	191	268	459

2022	Academic Staff	161	164	325
	Administrative Staff	52	129	181
	General Total	213	293	506

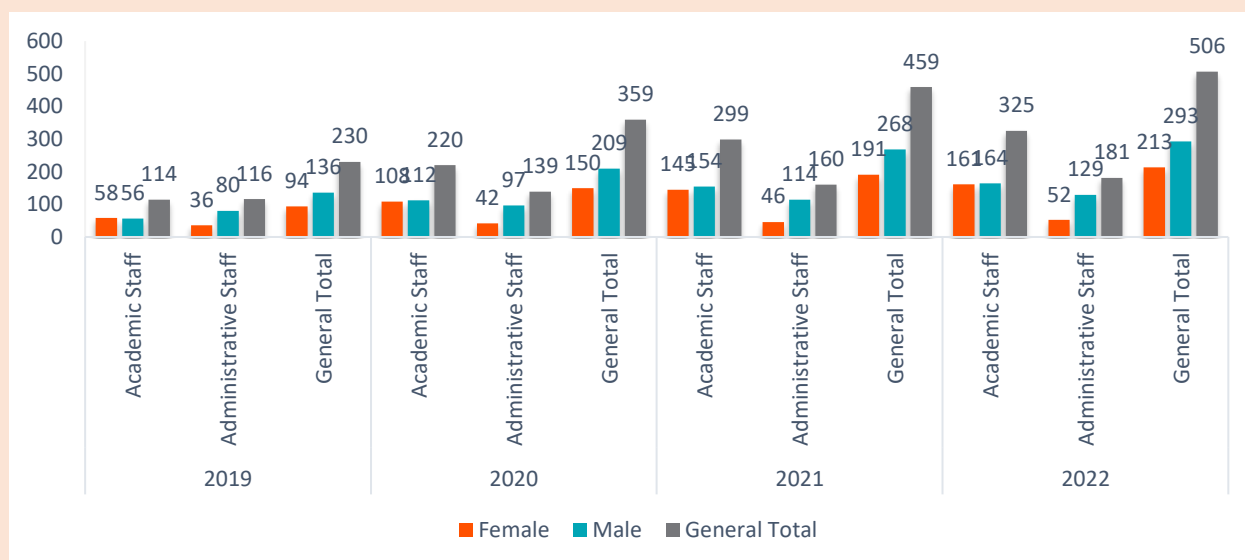


Figure 4. Comparison of Administrative and Academic Staff Numbers by Gender (2019-2022)

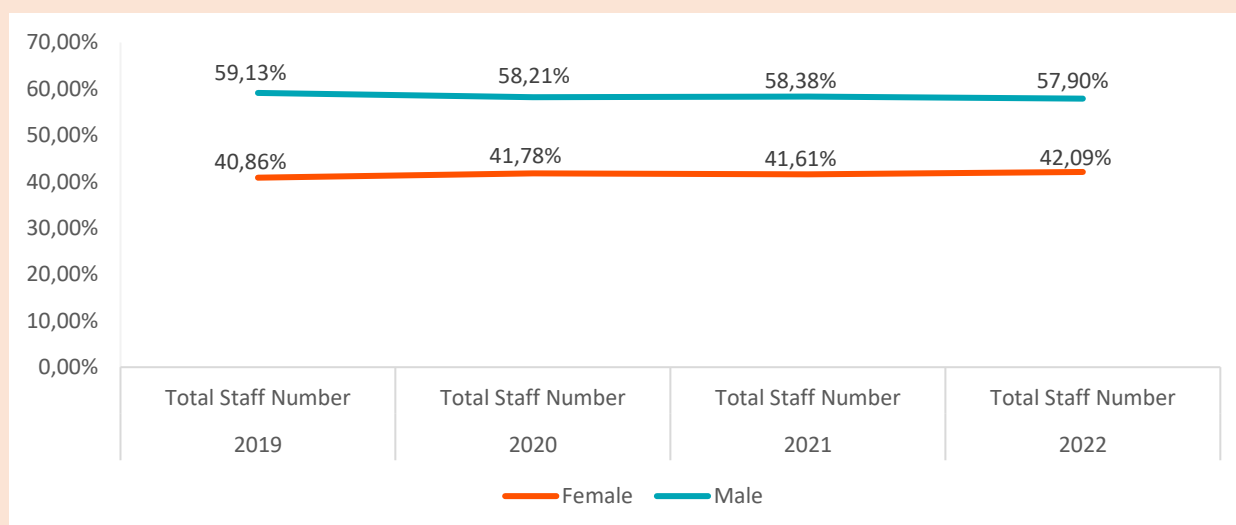


Figure 5. Percentage of Comparison of Number of Female and Male Staff (2019-2022)

These roles were broken down into the following five categories: high-level academic management positions, mid-level academic management positions, high-level administrative management positions, and board and commission membership in order to assess the gender composition in academic and administrative decision-making positions. By 2022, the number of women serving on boards and commissions had the biggest increase (four-fold increase). The number of women for high-level administrative staff positions also has increased from 10 to 20 by 2022. The rate of increase in the number of men and women in mid-level academic positions is also very close to each other. While the number of men increased from 20 to 42, the number of women increased from 22 to 39 (approximately a double increase).

Table 4. *The Numbers of Female and Male in Academic and Administrative Decision-Making Roles*

	2019		2020		2021		2022	
	Female	Male	Female	Male	Female	Male	Female	Male
Mid-level academic management position	22	20	32	31	39	39	39	42
High-level academic management position	4	17	5	19	5	19	2	20
Mid-level administrative management position	2	20	3	25	5	29	11	41
High-level administrative management position	10	26	13	30	14	33	20	53
Board and commission membership	3	12	3	13	3	14	12	40
Total	41	95	56	118	66	134	84	196

32 members of the academic and administrative personnel at Izmir Bakircay University have left as of September 2022. The number of male employees (14) who departed Izmir Bakircay University is nearly equal to the number of female employees (18). Among these female employees, 6 worked in academia, and 8 in administration; among these male employees, 8 worked in academia, and 10 in administration.

Table 5. *The Number of Female and Male Who Left the Organization in Recent Years, together with the Duration of Their Employment*

	2019		2020		2021		2022	
Seniority levels of staff	Male	Female	Male	Female	Male	Female	Male	Female
Academic Seniority (between x years)	1	1	3	1	1	6	1	0
Total Academic Staff	1	1	3	1	1	6	1	0
Administrative Seniority (between x years)	1	1	3	4	4	5	0	0
Total Administrative Staff	1	1	3	4	4	5	0	0
Total Academic and Administrative Staff	2	2	6	5	5	11	1	0

A total of 15 academic and administrative staff members took maternity leave between 2019 and 2022. (See, Table 6). Women took more maternity leaves than males did, and the proportion of female academic personnel to female administrative staff was roughly equal. Additionally, there were 11 women and 2 males on work who took maternity leave in 2021.

Table 6. *Number of Staff with Maternity Leave*

	2019		2020		2021		2022		
									Total
	Male	Female	Male	Female	Male	Female	Male	Female	
Academic staff	0	0	0	1	6	1	0	0	0
Administrative staff	0	0	0	0	5	1	0	0	0
Total	0	0	0	1	11	2	0	0	0

B. Overview of Key Findings – Izmir Bakircay University Students

An overview of the gender distribution among students throughout all degree levels (foundation, undergraduate, and postgraduate) and for all academic units is shown in Table 7. Male enrollment at universities marginally declined from 2019 to 2021, whereas the number of female students climbed overall since 2019. However, there was a tiny increase in male enrollment in the university during the 2022 timeframe.

In the vocational school category, as seen in Figure 6 below, the proportion of female students has gradually declined from 2019 to 2022, but there has been no appreciable change in the gender composition for other categories.

Table 7. The Number of Female and Male Students by Faculty and Degree

Degree Type	Unit	2019				2020				2021				2022			
		Female	Male	Female%	Male%	Female	Male	Female%	Male%	Female	Male	Female%	Male%	Female	Male	Female%	Male%
Vocational School	Vocational School of Justice	44	22	66,67	33,33	49	26	65,33	34,67	55	20	73,33	26,67	42	29	59,15	40,85
	Menemen Vocational School	0	0			21	55	27,63	72,37	40	43	48,19	51,81	30	118	20,27	79,73
	Total	44	22	66,67	33,33	70	81	46,36	53,64	95	63	60,13	39,87	72	147	32,88	67,12
Undergraduate	Faculty of Law	67	47	58,77	41,23	67	62	51,94	48,06	116	70	62,37	37,63	100	179	35,84	64,16
	Faculty of Medicine	17	14	54,84	45,16	18	20	47,37	52,63	11	30	26,83	73,17	26	41	38,81	61,19
	Faculty of Humanities and Social Sciences	115	67	63,19	36,81	132	99	57,14	42,86	175	95	64,81	35,19	179	104	63,25	36,75
	Faculty of Economics and Administrative Sciences	81	81	50,00	50,00	95	134	41,48	58,52	115	135	46,00	54,00	115	144	44,40	55,60
	Faculty of Engineering and Architecture	106	149	41,57	58,43	102	82	55,43	44,57	148	181	44,98	55,02	135	193	41,16	58,84
	Faculty of Health Sciences	190	65	74,51	25,49	240	96	71,43	28,57	278	123	69,33	30,67	282	121	69,98	30,02
	Total	576	423	57,66	42,34	654	397	62,23	37,77	843	511	62,26	37,74	837	782	51,70	48,30
Postgraduate	Graduate School of Education	33	45	42,31	57,69	153	138	52,58	47,42	115	129	47,13	52,87	122	126	49,19	50,81
	Total	33	45	42,31	57,69	153	138	52,58	47,42	115	129	47,13	52,87	122	126	49,19	50,81
General Total		620	445	58,22	41,78	724	478	60,23	39,77	938	574	62,04	37,96	909	929	49,46	50,54

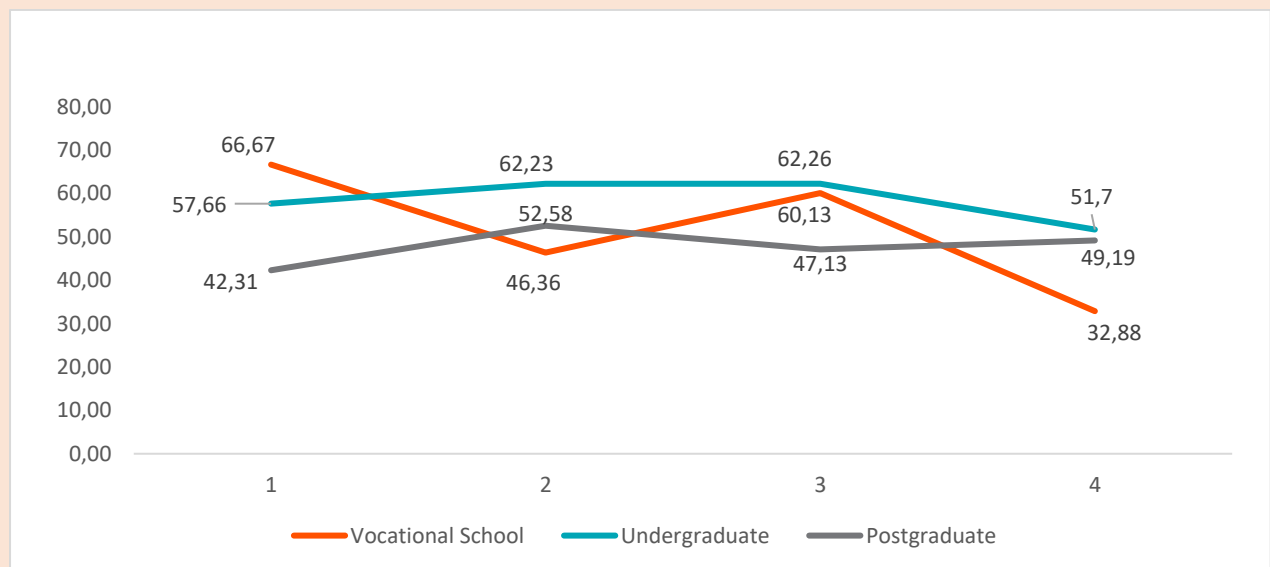


Figure 6. Percentage of Female Students by Degree (2019-2022)

C. Overview of Key Findings – Izmir Bakircay University Research Statistic

Figure 7 shows the percentage of distribution between females and males in selection committees on Scientific Research Projects is close to each other. The committee is consisted of seven people, including four females and three males. While 57% of females are represented in the committee, there is also 43% male representation.

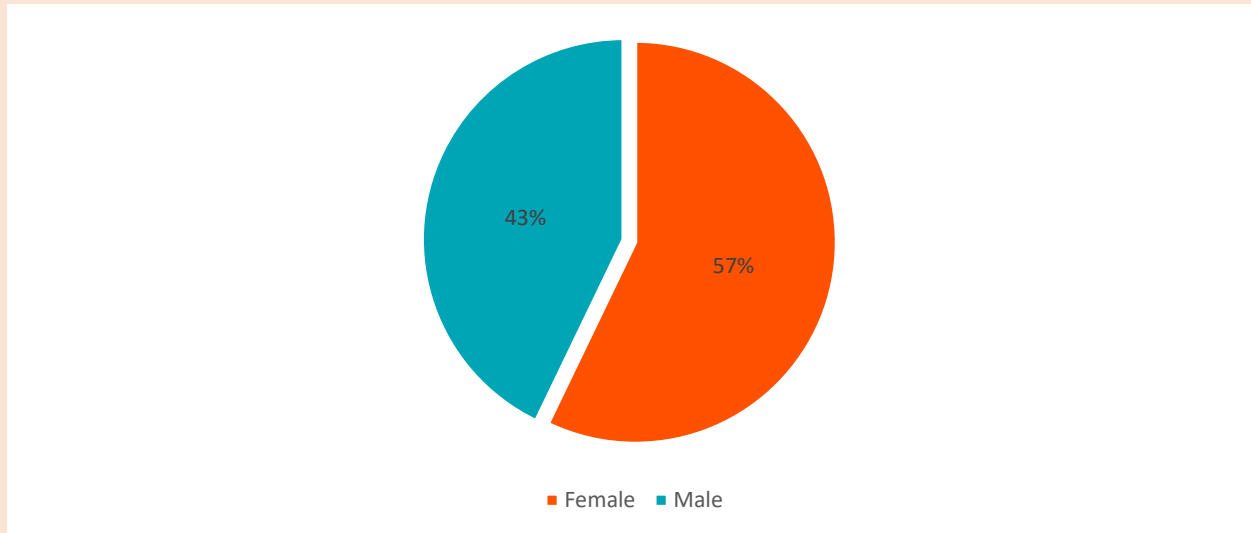


Figure 7. Percentage of Female and Male in Izmir Bakircay University Scientific Research Projects Committee

As it is seen in Figure 8 and Table 8, the number of accepted research projects are close to each other regarding gender (56%, 44%). Projects held by a female project manager (3) of international projects are taking attention compared to the number of projects (1) managed by a male researcher. In addition, between 2019 and 2022, fifty-seven national, and four international projects have been taking place at Izmir Bakircay University. Figure 11 illustrates the distribution of national and international projects according to male and female researchers.

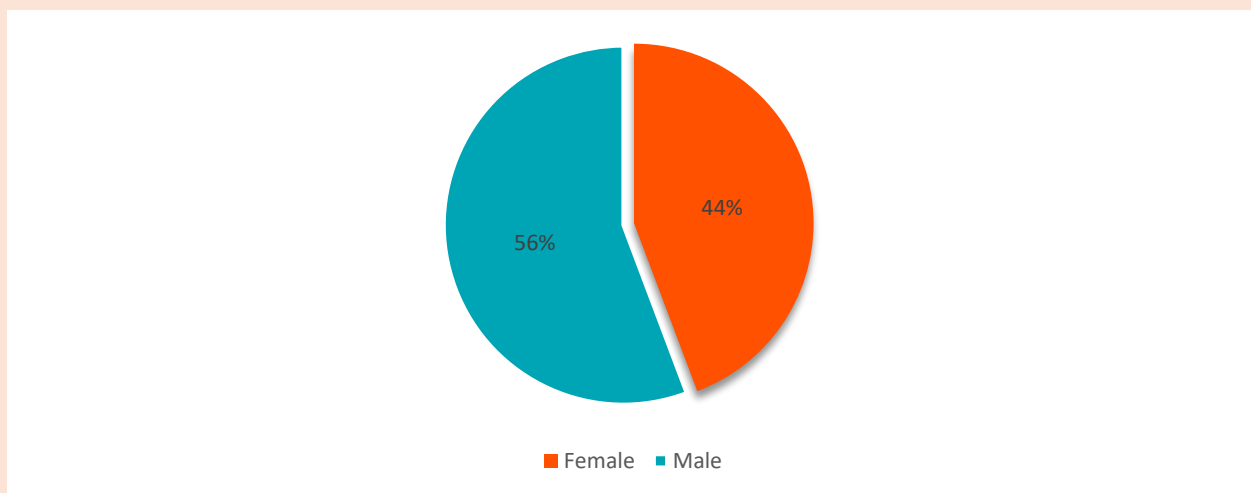


Figure 8. Total Number of Research Projects by Gender

Table 8. Number of Accepted National and International Research Projects by Gender

		Number of Female-Held Projects	Number of Male-Held Projects	Total
National	SRP	20	29	49
	TÜBİTAK	4	4	8
International	EU	3	1	4
General Total		27	34	61

Figures 9 and 10 show the percentage of research projects conducted by women and men (national, international and overall). In 2020, that ratio seems the same (50%; 50%), but the number of projects led by males as project managers has gradually increased.

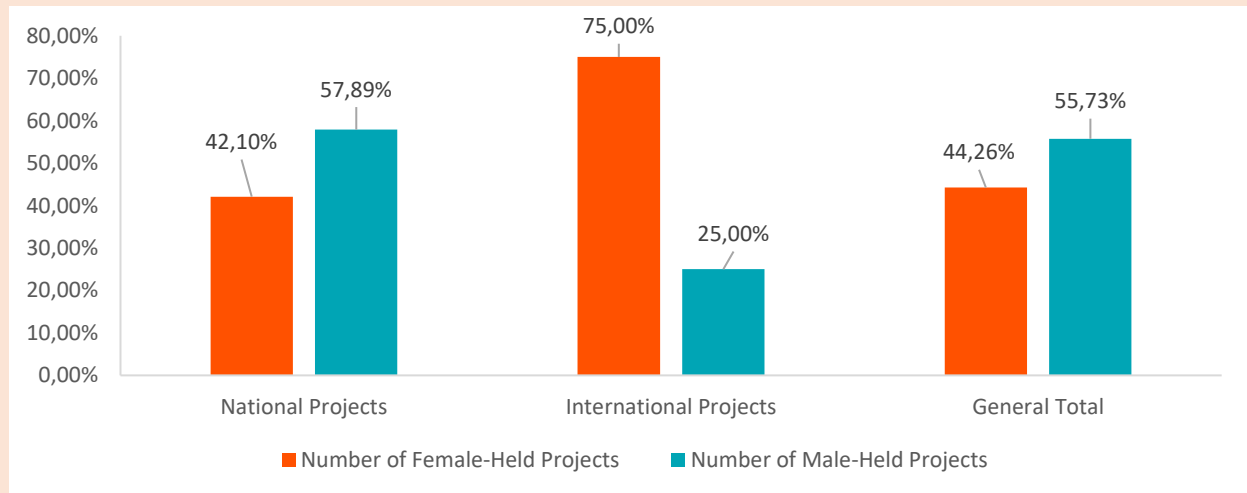


Figure 9. Percentage of Female and Male Researchers in Selected National and International Projects (2022)

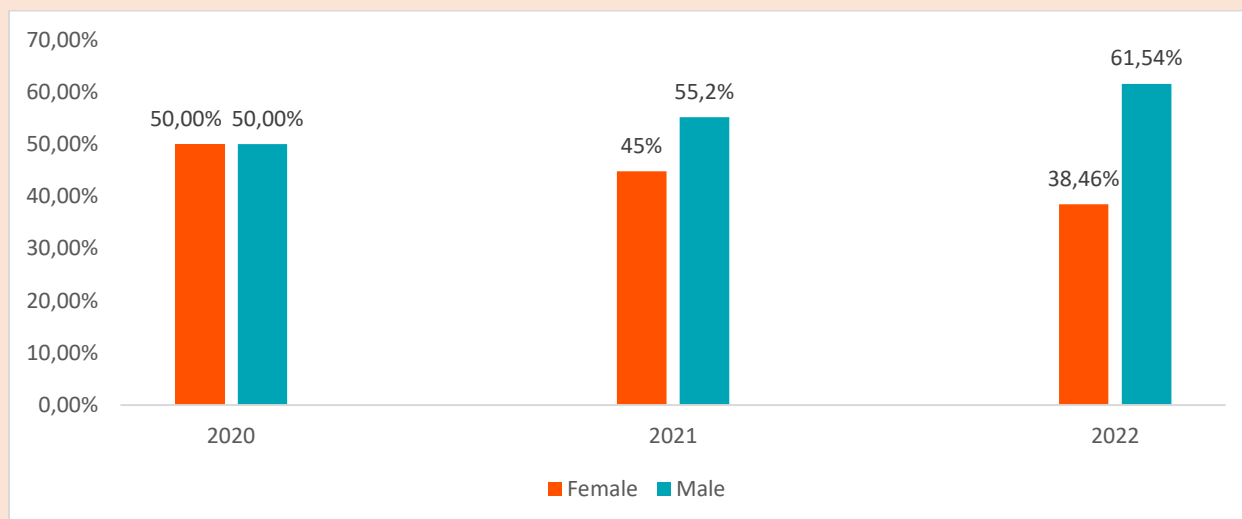


Figure 10. *Percentage of Female and Male Researchers in Selected Projects by Year (2019-2022)*

PART III - Key Objectives and Areas of Action

This section of the report includes the objectives and related actions that Izmir Bakircay University has taken upon in order to enhance and sustain the gender equality within the organization. The division of the key areas and the selection of the objectives and actions were based on the PLOTINA Project (Promoting gender balance and inclusion in research, innovation and training) tools, which has been funded by the European Union's Horizon 2020 research and innovation programmer. Its toolkits can assist organisations to develop and implement a self-tailored Gender Equality Plan (GEP).

KEY AREA 1: The governance bodies, key actors and decision-makers

Objectives	Actions
1.1. Promote decision-makers institutional engagement on gender equality	001 Ratifying the European Charter for Researchers
	002 Enhancing visibility of the support from key actors and senior leader to the GEP (e.g. at conferences, awards, posters or others...)
	003 Arranging regular GEP follow-up meeting with senior management, leaders, human resources staff, to create ownership of the GEP, to strengthen the potential of the plan and maximize its impact
	004 Formally providing empirical data to decision-makers to make gender situation visible and known
	005 Organizing initiatives to enhance engagement and commitment of decision makers and key actors in gender equality activities
1.2. Create structures and offer tools to support and promote gender equality in the institution with the engagement of key figures	006 Appointing delegates (in departments/faculties/schools) to be responsible for monitoring and ensuring that workplace procedures and practices are gender-neutral
	007 Creating institutional gender equality structures
	008 Creating a Gender Equality Team, provided with the necessary skills and experience and with time/financial resources, that will take the lead to coordinate the implementation of the GEP

	009	Ensuring engagement of institution key figures (human resources staff, staff in the Governing bodies, workers' union representatives,...) and all the necessary Experts (ex. Change management, Marketing, etc...) in the Gender Equality Team
	010	Creating a network structure with the aim to facilitate and maintain communication and cooperation between actors in the areas of gender research and gender equality practice
	011	Developing initiatives to raise gender awareness and capacity at all levels of the organization with provision of training to staff, teaching and research staff
1.3. Promote a gender-aware and egalitarian leadership in the institution	012	Raising gender equality awareness through the development and provision of seminars to senior leadership and key figures
	013	Organizing initiatives for a gender sensitive and diversity competent leadership
1.4. Prevent and combat sexual and gender-based harassment in the institution	014	Developing sexual harassment prevention and support structures/channels, easily available, accessible and well communicated to all stakeholders
	015	Analysing the support structures and/or procedures that exist in the institution, and revising them if necessary
	016	Offering specific training on sexual and gender-based harassment to staff members that are responsible for this issue in the institution
	017	Organizing awareness-raising sessions on sexual and gender-based harassment for all staff-members
1.5. Review the institution (representation, structures, culture...) from a gender perspective	018	Integrating and analysing questions about gender equality issues in internal questionnaires about staff satisfaction at work or working atmosphere
	019	Gathering gender disaggregated data regularly, quantitative and qualitative. Analysing these data in a dedicated Report so as to monitor gender and diversity in the organization
	020	Including Gender Equality as a core issue in formal documents: policy, communication, marketing (for internal and external stakeholders)

1.6. Adopt strategies to encourage accountability at all levels for the implementation and institutionalization of the GEP	021	Formally requesting consideration of the gender perspective in the planning of university activities, when applicable
	022	Planning university activities from a gender perspective
	023	Including the Gender Equality Report and the relative Gender Equality Plan - with quantitative and qualitative data - in the Programming cycle of top decision making bodies/Governance
	024	Integrating Gender Equality policies and processes in the Quality System Management
1.7. Ensure all stakeholders are aware and have easy access to the information about the gender equality policy and GEP implementation	025	Communicating the institutional gender balance policy adopted to reach gender balance in all Governing, top decision making Bodies and Managing roles
	026	Providing online and/or hard copies of gender equality and diversity policies to internal and external staff
	027	Developing a communication plan that includes all stakeholders to communicate the initiatives linked to the gender equality and diversity policy of the institution
1.8. Engage students as stakeholders in gender equality institutional process	028	Encouraging students' organizations to get involve in particular activities to develop the understanding of equality and diversity among the students
	029	Providing resources for student unions and groups to organize awareness raising events for the student population

KEY AREA 2: Recruitment, career progression and retention

Objectives	Actions
	030 Promoting gender balance in all Recruitment process actors with the aim of reaching a 40-60 balance

2.1. Promote gender inclusive and bias free recruitment, career progression, retention and evaluation policy in the institution	031	Developing and communicating a guide on biases that might affect recruitment, evaluation and promotion committees
	032	Taking maternity, paternity and parental leave periods into consideration when assessing and evaluating Research output for recruitment and promotion decisions
2.2. Understand more deeply the multiple gender bias that happen in the recruitment, career progression and retention processes	033	Developing an exit questionnaire for staff to understand the reasons for leaving the organization from a gender perspective
	034	Analysing the eligibility criteria for grant applications, to identify the sources of possible bias and to prevent discrimination
2.3. Ensure all women in the institution are empowered from a gender perspective	035	Developing awareness raising initiatives to enhance women's contribution to research
	036	Organising empowering activities for early career researchers and offering them training to increase their leadership skills.
	037	Launching induction and/or mentoring initiatives for newly hired faculty member to gain valuable insight from a small group of senior faculty members
	038	Mentoring and empowerment courses to improve visibility, self-confidence, negotiating and leadership skills, particularly dedicated to the underrepresented gender
2.4. Promote initiatives to support the career progression of the underrepresented gender in high and top positions	039	Creating a Gender Balance Committee with the aim to monitor women's career progression and attract female scientists
	040	Reviewing career progression criteria to avoid cases in which employment status of the underrepresented gender is considered a barrier for career progression. e.g. fixed-term positions, part-time contract or career breaks – common characteristic of women's career paths
	041	Encouraging women to participate in management positions (e.g. through seminars, lettlers, mentoring, individual meetings...)

	042 Providing training and advice to women in STEMM to apply and write funding applications
2.5. Ensure a wide pool of diverse applicants is reached in all vacant positions	043 Implementing a wide communication policy for vacant positions, inside and outside
	044 Inclusive writing of job profiles in order to encourage/attract a diverse pool of candidates
	045 Creating a Handbook for Academic Hiring and Search Committee, to provide guidance on every phase of the search and hiring process in order to ensure fair and consistently applied practices

KEY AREA 3: Researchers and research: gender equality and sex and gender perspective

Objectives	Actions
3.1. Promote diversity in research management	046 Monitoring of all research data disaggregated by gender: funding allocation, publications submission, excellence evaluation, patent applications etc.
	047 Ensuring research teams are gender balanced when possible
	048 Ensuring transparency in all research funding allocation phases
	049 Raising awareness and enhancing visibility of female researchers as role models in local community events
3.2. Promote the inclusion of the sex and gender dimension in research content	050 Requesting sex and gender variables in Research planning, activity and results
	051 Disaggregating research data (data used in for example, academic articles, reports...) by sex and/or gender where relevant
	052 Requiring all applicants for funding to consider sex and gender in their research design where relevant

	053	Requiring calls for application to include sex and gender where relevant
	054	Promoting incentives (e.g. additional marks for the evaluation, requiring it in the evaluation criteria, etc) to encourage researchers including the gender dimension in their Research
	055	Enhancing visibility of the gender dimension in research
3.3. Raising awareness and training researchers on integrating the sex and gender dimension in research content	056	Organising empowering seminars for female researchers linked to issues such as research funding, leadership in research groups, etc.
	057	Organising internal training workshops on the use of sex and gender analysis methods in research
	058	Organising seminars to raise awareness/educate the importance of the introduction of sex and gender variable in research

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