



**INSTITUTUL NATIONAL DE CERCETARE- DEZVOLTARE  
PENTRU TEHNOLOGII IZOTOPICE SI MOLECULARE**

Str. Donat, nr. 67-103, 400293, Cluj-Napoca, ROMANIA

Tel.: +40-264-584037; Fax: +40-264-420042; GSM: +40-731-030060

e-mail: [itim@itim-cj.ro](mailto:itim@itim-cj.ro), web: <http://www.itim-cj.ro>



# The Gender Equality Strategy and the Gender Equality Plan 2022-2025

for the NATIONAL INSTITUTE FOR RESEARCH AND DEVELOPMENT OF ISOTOPIC AND  
MOLECULAR TECHNOLOGIES - ITIM

April 2022

## **Contents**

Introduction	4
I. Review of requirements, policies and case studies	4
II. Diagnosis (data collection and analysis)	5
II.1. Data collection	5
II. 2. Data analysis	7
III. GE strategy and GEP	9
III.1. GE Strategy 2022-2025	10
III.2. GE Plan 2022-2025	11
IV. Monitoring and evaluation of the GEP	18
Annex 1. Horizon Europe recommended indicators for data collection and analysis	19
Annex 2. List of sources used for the literature review	20

## Abbreviations and definitions

GE	Gender equality
GEP	Gender equality plan
HoD	Head of Department
HR	Human Resources
GD	General Director
SD	Scientific Director
CD	Steering Committee (Comitet de direcție)
CA	Board of Directors (Consiliul de administrație)
Sex	Either of the two major forms of individuals that occur in many species and that are distinguished respectively as female or male especially on the basis of their reproductive organs and structures ( <a href="https://www.merriam-webster.com/dictionary/">https://www.merriam-webster.com/dictionary/</a> )
Gender	The behavioural, cultural, or psychological traits typically associated with one sex ( <a href="https://www.merriam-webster.com/dictionary/">https://www.merriam-webster.com/dictionary/</a> )
Sex vs Gender	A clear delineation between sex and gender is typically prescribed, with sex as the preferred term for biological forms, and gender limited to its meanings involving behavioural, cultural, and psychological traits. In this dichotomy, the terms male and female relate only to biological forms (sex), while the terms masculine/masculinity, feminine/femininity, woman/girl, and man/boy relate only to psychological and sociocultural traits (gender) ( <a href="https://www.merriam-webster.com/dictionary/">https://www.merriam-webster.com/dictionary/</a> )

## Introduction

The Gender Equality (GE) strategy for 2022-2025 was developed by the research institute ITIM on the basis of input from the entire research institute and takes into account everyone who works at our research institute. The GE strategy was built on the provisions of the European Charter for researchers and of the Code of Conduct in the process of the recruitment of researchers<sup>1</sup>, 2015-2019, the European Gender Equality Strategy 2020-2025<sup>2</sup> and the Horizon Europe guidance on gender equality plans<sup>3</sup>.

The motivation for developing the GE strategy is to ensure that our research institute is a safe place for everyone, and all activities and processes that take place respect the principles of equality, diversity, inclusiveness and non-discrimination.

Based on the GE strategy, the research institute developed the GE Plan (GEP) for 2022-2025, with concrete actions and measures, as well as indicators for measuring progress of its implementation and revisions.

Enforcing its mission and values, the GE strategy and the GEP of the research institute ITIM ensure and promote equality and diversity to knowledge and the acquisition of skills to all. The objectives of the GE strategy are implemented through specific actions that aim at safeguarding an equal and inclusive organizational culture and promoting gender-equality at all levels. As such, the GE strategy and the GEP will pro-actively enable, gender equality awareness raising, skills and competences; gender balance in decision-making structures and processes, including recruitment; gender equality in research; and integrating the gender dimension in the entire research process.

## I. Review of requirements, policies and case studies

Prior to developing the GE strategy and the GEP, the management of the research institute ITIM appointed a working group to conduct a literature review of the existing requirements, policies, recommendations, examples and case studies pertinent to discrimination, inclusiveness and gender equality, with a special focus on research performing organisations (RPOs).

The resources used in this literature review study are presented in Annex 2.

---

<sup>1</sup> [https://cdn2.euraxess.org/sites/default/files/policy\\_library/ttf\\_goal\\_2\\_results\\_v1.0.pdf](https://cdn2.euraxess.org/sites/default/files/policy_library/ttf_goal_2_results_v1.0.pdf)

<sup>2</sup> [https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy\\_en](https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy_en)

<sup>3</sup> <https://op.europa.eu/en/publication-detail/-/publication/ffc06c3-200a-11ec-bd8e-01aa75ed71a1>

## II. Diagnosis (data collection and analysis)

### II.1. Data collection

*(A comprehensive list of indicators to be used for data collection is presented in Annex 1).*

The following indicators were selected at the ITIM as relevant for the discussion on gender equality issues:

- Staff numbers by sex/gender at all levels, by domains, function (including administrative / support staff)
- Numbers of women and men in research and administrative decision-making positions (e.g., top management team, boards, committees, recruitment and promotion panels);
- Numbers of staff by sex/gender applying for/taking parental leave, for how long and how many returned after taking the leave.

#### 1. Women and men in leadership positions

**Table 1. Research institute management**

	Woman	Man
President of the Board of Directors	0	1
General Director	0	1
Scientific Director	0	1
President of the Scientific Committee	0	1
Economic Director	1	0
Head of Department 1 (Dr. Alina Măgdaş)	1	0
Head of Department 2 (Dr. Ovidiu Pană)	0	1
Head of Department 3 (Dr. Ioan Turcu)	0	1
Head of Department 4 (Dr. Szucs-Balazs Zsolt)	0	1
Head of CETATEA Dr. Ing. Emanoil Surducan	0	1
Head of LIME Dr. Lucian Barbu	0	1
<b>TOTAL</b>	<b>2</b>	<b>9</b>

**Table 2. Other Heads of research institute structures / units (independent units, other than research):**

	<b>Woman</b>	<b>Man</b>
Unit 1 (Administrative)	1	1
Unit 2 (Workshop)	0	1
Unit 3 (MEI)	0	1
Unit 4 (Data Center)	0	1
<b>TOTAL</b>	<b>1</b>	<b>4</b>

## 2. Women and men – research staff

**Table 3. Total number of research staff, per department**

	<b>Experienced researchers (CS I, CS II, CS III)</b>	<b>Early -stage researchers (CS and ACS)</b>	<b>Total women</b>	<b>Total men</b>
Research department 1 (DSMCSFA)	Total Number Women/22	Total Number Women/4	26	
	Total Number Men/4	Total Number Men/3		7
Research department 2 (DFSN)	Total Number Women/16	Total Number Women/1	17	
	Total Number Men/9	Total Number Men/2		11
Research department 3 (DFMB)	Total Number Women/18	Total Number Women/9	27	
	Total Number Men/16	Total Number Men/5		21
Research department 4 (DFTI)	Total Number Women/3	Total Number Women/1	4	
	Total Number Men/4	Total Number Men/0		4
Research department 5 (CETATEA + LIME)	Total Number Women/9	Total Number Women/2	11	
	Total Number Men/21	3		24
<b>Total women</b>	<b>68</b>	<b>17</b>	<b>85</b>	
<b>Total men</b>	<b>54</b>	<b>13</b>		<b>67</b>

### 3. Women and men – administrative and support services

**Table 4. Total number of women and men in administrative and support services**

	<b>Women</b>	<b>Men</b>
Office administration support (secretaries)	1	0
IT support services DC	0	5
Librarians	0	1
Building administration + MEI	19	15
Other (Workshop + Technicians)	8	21
<b>TOTAL</b>	<b>28</b>	<b>37</b>

As part of data collection and diagnosis, we conducted institute-wide surveys with the following indicators:

- Number of years needed for women and men to make career advancements
- Numbers of women and men candidates applying for distinct job positions
- Numbers of staff by sex/gender applying for/taking parental leave, for how long and how many returned after taking the leave
- Opinions on the work-life balance in the research institute
- Integration of the gender dimension into research content
- Perception of gender-based violence, including sexual harassment in the research institute
- Perception (opinion) regarding inclusiveness and discrimination at the research institute

## II. 2. Data analysis

We conducted internal analyses of the data collected, and reviews of existing policies addressing gender equality and inclusiveness. The analyses took place in workshops, meetings and working seminars at all levels, with the gender equality function assigned for developing the GEP of ITIM and including the research institute management, research staff and representatives of research institute administrative and support services. Each and all working groups included even numbers of men and women.

The conclusions of the internal audit were then analysed in the Steering Committee, approved in the Board of Directors, and then communicated to the entire research institute staff.



With mandate from the Board of Directors, the General Director committed to the development and implementation of the GEP for the research institute ITIM, for 2022-2025.

## **1. Quantitative analysis of data**

The analysis of numerical data illustrated that:

- There are more men than women in leadership positions at department level; women are more reluctant in taking up additional administrative responsibilities because of work-life balance.
- On average, we tend to equalize the number of women and men in research positions, i.e., experienced researcher and early stage researcher, reflecting the good recruitment practices existing in the research institute.

## **2. Qualitative analysis of data**

The qualitative research showed that:

- Combining work and family life – women more often declare that they are responsible for most of family duties;
- The expectation of international mobility is more difficult for women to reconcile with taking care of children and other dependents;
- Women do more housework; maternal responsibilities delay research work and discourage women from taking up administrative positions;
- Women with children do not take longer trips abroad, they publish less, become less involved in the social life of the department, and less frequently decide to take up administrative positions;
- The gender dimension is not yet well integrated in research;
- The research institute is perceived as a safe place, without gender-violence;
- The research institute is overall perceived as inclusive;
- Stereotypes and unspoken biases regarding gender still exist in the institute, such as beliefs that women are less ambitious, less talented, or that they are less often considered experts, while men are more determined and resistant to stress;
- Stereotypes and prejudices translate into behaviours, such as condescending treatment, refusal to recognise the substantive training of women due to their style of self-presentation, which is less confrontational, for instance;



- The strategies of the departments are rather unclear – cases are handled covertly; departments do not communicate that they act on gender equality in any way;
- There is a noticeable lack of procedures and knowledge about the gender equality, inclusiveness and non-discrimination;
- Respondents to surveys indicated that they had experienced comments or jokes referring to stereotypical beliefs about gender (1%), inappropriate informal attitudes (0,2%), derisive comments about dress and appearance (2%), questioning the ability to combine professional work with caring for children (1%);
- Respondents to surveys indicated that they had experienced situations related to, for example, someone has taken credit for another's achievements (1%) or the existence of conflicts between one's professional and private life (1%);
- A small number of respondents to surveys indicated inappropriate violations of personal space (3%), persistent attempts at initiating contact about private matters (1%), sexual advances (0%).
- However, none of these situations may be taken lightly.

To summarize the results of the studies, it can be noted that all the situations mentioned by the respondents and situations analysed at the institute are, to some extent, factors of discrimination or manifestations based on gender.

The important conclusions of the internal analysis at the research institute ITIM are:

- We need to revisit the existing policies and procedures, to make gender relevant, and develop new ones covering all identified areas of intervention;
- We need to train and educate our staff on gender-equality;
- We need to communicate gender relevant actions and measures actively and efficiently;
- We need to develop a gender strategy and a GEP for 2022-2025, with clear actions and targets, and responsible persons.

### **III. GE strategy and GEP**

Based on the internal review and the national and European policies and requirements, the Board of Directors and the General Director committed to developing the institute strategy for gender equality for 2022-2025, and the corresponding GEP.

The research institute ITIM decided on creating the function of GE officer at the institute plus one GE delegate in each department. The GE officer has a proactive role, and the GE delegates have a consultant role in implementing and monitoring the GE strategy.

Specifically, the GE officer and GE delegates contribute to setting up, implement, monitor and evaluate the GEP; provide practical support and tools to the actors involved in the GEP implementation; cooperate with and engage stakeholders at all levels in order to ensure the implementation of the GEP's actions; raise awareness about the benefits of gender equality in the research institute; assess the progress towards gender equality in the institute.

The institute management mandated the GE functions (officer and delegates) at the institute and a dedicated working group to develop the GE strategy and the GEP 2022-2025. The GE working group included men and women representatives of research institute leadership and researchers, representatives of research institute administration and support services, and one external advisor *from a relevant organization*.

### III.1. GE Strategy 2022-2025

The GE Strategy comprises the following areas of intervention and objectives for 2022-2025:

Area of intervention	Objective(s)
<b>1. Work-life balance and organisational culture</b>	Promoting integration of work with family and personal life
<b>2. Gender balance in leadership and decision-making</b>	Promoting gender equality in the institutional culture, processes and practice
<b>3. Gender equality in recruitment and career progression</b>	Promoting processes to favour and support gender-sensitive recruitment, career and appointments
<b>4. Integration of the gender dimension into research content</b>	Promoting a gender and sex perspective in research process Promoting the integration of a sex and gender perspective in research activity
<b>5. Measures against gender-based violence, including sexual harassment</b>	Raising awareness about the importance of equality issues and strengthening positive attitudes towards diversity

### III.2. GE Plan 2022-2025

The GE Plan at the research institute ITIM comprises areas of intervention, objectives, key measures, target audience, timeline, responsible persons, and indicators to measure progress.

#### Area 1. Work-life balance and organisational culture

**Objective: Promoting integration of work with family and personal life**

Action/Measure	Target	Timeline				Indicator(s)	Responsible
		2022	2023	2024	2025		
1. Availability of policies, procedures and structures at the research institute for promoting integration of work with family and personal life	Researchers, technical and administrative staff		X	X	X	Policies, procedures and services for work and personal life integration	GD, HR, HoDs, GE officer
2. Implementation of ICT-based systems for enhancing flexibility and improving a better planning of working meetings accordingly to work life balance needs (e.g., management and communications of the meeting schedule/timing)	Researchers, technical and administrative staff	X	X	X	X	Standard procedure for ICT-based systems promoting work and personal life integration	GD, HR, HoDs, GE officer, IT services
3. Availability of flexible working times arrangements, from part-time to remote working	Researchers, technical and administrative staff	X	X	X	X	Policies, procedures and services for work and personal life integration	GD, HR, HoDs, GE officer

## Area 2. Gender balance in leadership and decision-making

**Objective: Promoting gender equality in the institutional culture, processes and practice**

Action/Measure	Target	Timeline				Indicator(s)	Responsible
		2022	2023	2024	2025		
1. Appointing delegates in departments/centres, with a proactive and/or consultant role to be responsible for monitoring and ensuring that workplace procedures and practices respect gender equality	Researchers, technical and administrative staff	X	X			Gender equality policy and structures	GD, HR, HoDs, GE officer, GE delegates
2. Routine revision of any text, communication, images, from a gender equality and diversity standing point	Researchers, technical and administrative staff	X	X	X	X	Policies, procedures and services for work and personal life integration	GE officer, GE delegates
3. Promotion of initiatives to facilitate a widespread gender competence at all levels of the organization with provision of training to staff and researchers	Researchers, technical and administrative staff	X	X	X	X	Awareness training on gender equality issues	GE officer, GE delegates

## Area 3. Gender equality in recruitment and career progression

**Objective: Promoting processes to facilitate and support gender-sensitive recruitment, career and appointments**

Action/Measure	Target	Timeline				Indicator(s)	Responsible
		2022	2023	2024	2025		
1. Carrying out gender awareness initiatives, briefings and creating guidelines for gender-	Research institute	X	X	X	X	Gender awareness	GD, HR, HoDs, GE

sensitive recruitment, career and appointments	management					initiatives and guidelines	officer
2. Courses and training on gender equality	Researchers, technical and administrative staff	X	X	X	X	<p>Courses and training for recruitment</p> <p>Courses and training for career progression</p> <p>Courses and training for leadership</p>	GD, HR, HoDs, GE officer, GE delegates
3. Disseminate and communicate career good practices - role models for women (scientists, researchers and academics)	Researchers, technical and administrative staff		X	X	X	<p>Initiatives for raising awareness on female role models</p> <p>Initiatives for raising awareness on gender diversity in research teams</p>	GE officer, GE delegates, HoDs

#### Area 4. Integration of the gender dimension into research content

##### Objectives:

- Promoting a gender and sex perspective in research process
- Promoting the integration of a sex and gender perspective in research activity

Action/Measure	Target	Timeline				Indicator(s)	Responsible
		2022	2023	2024	2025		
1. Internal training seminars on the use of sex and gender perspective in research, to foster the acknowledgment of its economic, social and innovation value	Researchers, scientific community	X	X	X	X	Participation in training seminars on integrating sex/gender analysis methods, by gender and field of research	SD, Researchers, GE officer
2. Development, communication and implementation of standards for the incorporation of the sex and gender variables into research	Researchers		X	X	X	Participation in training seminars on integrating sex/gender analysis methods, by gender and field of research	SD, Researchers, GE officer
						Perception of the gender/sex variables in research contents	
3. Institutional recognition within the research	Researchers,		X	X	X	Awarded projects	GD, HoDs,

institute of those projects that have taken the gender dimension into account. (e.g., prizes)	scientific community						Researchers
4. Disseminate and communicate career good practices - role models for women (scientists, researchers and academics)	Researchers, technical and administrative staff		X	X	X	Initiatives for raising awareness on female role models	GE officer, GE delegates, HoDs
						Initiatives for raising awareness on gender diversity in research teams	
5. Workshops on the integration of gender equality and diversity issues in research activity, as support for research staff	Researchers		X	X	X	Training seminars or guidelines on integrating sex/gender in research activity	SD, HR, HoDs, GE officer
6. Courses and training tools in all departments and at all levels (experienced or early researchers) on sex and gender variables	Researchers		X	X	X	Courses on specific gender dimensions, per research activity (department)	SD, HR, HoDs, GE officer



## Area 5. Measures against gender-based violence, including sexual harassment

**Objective: Raising awareness about the importance of equality issues and strengthening positive attitudes towards diversity**

Action/Measure	Target	Timeline				Indicator(s)	Responsible
		2022	2023	2024	2025		
1. Training on discrimination phenomena (including discriminatory language), violence (including that based on prejudice or gender), harassment, and sexual harassment	Researchers, technical and administrative staff		X	X	X	Participation in training, per categories	GD, HR, HoDs, GE officer
						Skills acquired in relation to identifying and responding to discrimination and violence phenomena	
2. Develop internal (institute e-mail) electronic tool (website/platform) supporting information and education, as well as allowing the reporting of sexual harassment and discrimination	Researchers, technical and administrative staff	X	X	X	X	Dedicated research institute website/platform, number of visits, number of real-case situations reported and solved	GD, HoDs, HR, IT services, GE officer
3. Reinforce de Code of Ethics of the institute with provisions against gender-based violence, including sexual harassment	Researchers, technical and administrative	X	X	X	X	Initiatives for raising awareness on	GD, HoDs, HR, GE officer

	staff					female role models	
						Initiatives for raising awareness on gender diversity in research teams	
4. Awareness campaign highlighting diversity and inclusiveness in the scientific community and encouraging prevention of discrimination in various areas	Researchers, technical and administrative staff	X	X	X	X	Awareness campaign	GE officer

#### IV. Monitoring and evaluation of the GEP

The implementation of the GEP at the research institute ITIM, the progress against the GE strategy aims and objectives are regularly assessed, through periodic meetings. The implementation of the GEP will be permanently monitored by the GE functions (officer and delegates) at the institute. The GE officer together with the GE delegates within each department are responsible with collecting data and input. They will perform a first analysis of the progress of the GEP (against the indicators), gather knowledge and feedback.

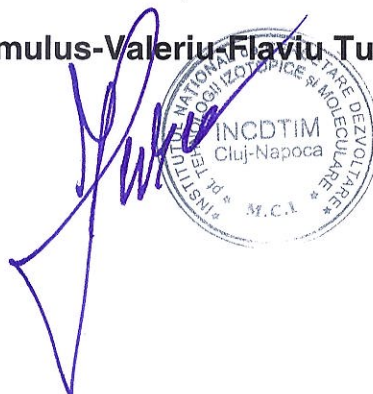
The GE functions at the institute will conclude findings reports (once a year), which are then presented to the research institute management (GD, HoDs) and discussed. These meetings will provide valuable conclusions on the implementation of the GEP. These meetings will also provide comments and recommendations that will enable adjustments and improvements to interventions on the GEP for the following year.

The periodic reports allow the continuous review of the impact of the GEP as well as keeping the wider community informed and engaged in the progress towards gender equality. The review of progress reports includes qualitative information as well as quantitative data, such as updates on human resource data disaggregated by sex, monitoring data to keep track of the implementation of key actions.

After their conclusion and adoption by the research institute management (Board of Directors, GD, HoDs), the periodic (annual) GE progress report is published on the research institute website and communicated to the entire scientific community.

**General Director,**

**Ph.D. eng. Romulus-Valeriu-Flaviu Turcu**



The stamp is circular with the text "INSTITUTUL NAȚIONAL DE FIZICĂ MOLECULARE" around the perimeter. In the center, it reads "INCDTIM Cluj-Napoca" and "M.C.A." at the bottom.

## Annex 1. Horizon Europe recommended indicators for data collection and analysis

(Source: Horizon Europe guidance on gender equality plans, <https://op.europa.eu/en/publication-detail/-/publication/ffc06c3-200a-11ec-bd8e-01aa75ed71a1>)

Relevant data on gender equality for all organisations can include:

- Staff numbers by sex/gender at all levels, by function (including administrative / support staff) and by contractual relation to the organisation;
- Average numbers of years needed for women and men to make career advancements (per grade);
- Wage gaps by sex/gender and job;
- Numbers of women and men in academic and administrative decision-making positions (e.g. top management team, boards, committees, recruitment and promotion panels);
- Numbers of female and male candidates applying for distinct job positions;
- Numbers of women and men having left the organisation in past years, specifying the numbers of years spent in the organisation;
- Numbers of staff by sex/gender applying for/taking parental leave, for how long and how many returned after taking the leave;
- Number of absence days taken by women and men and according to absence motive;
- Number of training hours/credits attended by women and men;

Specific data on gender equality relevant to research performing organisations (RPOs) may include:

- Number of female and male students at all levels and for all disciplines and employment outcomes;
- Share of women and men among employed researchers;
- Share of women and men among applicants to research positions, among persons recruited and success rate, including by scientific field and contract status;
- Share of women and men in recruitment or promotion boards, heads of recruitment or promotion boards and share of decision-making bodies, including by scientific field.



## Annex 2. List of sources used for the literature review

(in alphabetic order)

Council of Europe Gender Equality Commission,

<https://www.coe.int/en/web/genderequality/gender-equality-commission>

EU FESTA - Gender Issues in Recruitment, Appointment and Promotion Processes –  
Recommendations for a Gender Sensitive Application of Excellence Criteria,

[https://eige.europa.eu/sites/default/files/festa\\_gender\\_issues\\_recruitment\\_appointment\\_promotion.pdf](https://eige.europa.eu/sites/default/files/festa_gender_issues_recruitment_appointment_promotion.pdf)

EU Strategy for Gender Equality 2020-2025, [https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy\\_en](https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy_en)

EUA - Universities' Strategies and Approaches towards Diversity, Equity and Inclusion,

<https://eua.eu/downloads/publications/universities-39-strategies-and-approaches-towards-diversity-equity-and-inclusion.pdf>

EUCEN - Diversity, Equity and Inclusion in European Higher Education Institutions,

[https://eua.eu/downloads/publications/web\\_diversity%20equity%20and%20inclusion%20in%20european%20higher%20education%20institutions.pdf](https://eua.eu/downloads/publications/web_diversity%20equity%20and%20inclusion%20in%20european%20higher%20education%20institutions.pdf)

European charter & code of conduct for the recruitment of researchers,

[https://cdn2.euraxess.org/sites/default/files/policy\\_library/ttf\\_goal\\_2\\_results\\_v1.0.pdf](https://cdn2.euraxess.org/sites/default/files/policy_library/ttf_goal_2_results_v1.0.pdf)

European Institute for Gender Equality, <https://eige.europa.eu>

GARCIA – Mapping organizational work-life policies and practices,

[https://eige.europa.eu/sites/default/files/garcia\\_report\\_mapping\\_org\\_work-life\\_policies\\_practices.pdf](https://eige.europa.eu/sites/default/files/garcia_report_mapping_org_work-life_policies_practices.pdf)

Guidelines for using gender-sensitive language in communication, research and administration,

[https://eige.europa.eu/sites/default/files/reutlingen\\_university\\_guidelines\\_for\\_using\\_gender-sensitive\\_language.pdf](https://eige.europa.eu/sites/default/files/reutlingen_university_guidelines_for_using_gender-sensitive_language.pdf)

Horizon Europe General Annexes, [https://ec.europa.eu/info/funding-](https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/horizon/wp-call/2021-2022/wp-13-general-annexes_horizon-2021-2022_en.pdf)

[tenders/opportunities/docs/2021-2027/horizon/wp-call/2021-2022/wp-13-general-annexes\\_horizon-2021-2022\\_en.pdf](https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/horizon/wp-call/2021-2022/wp-13-general-annexes_horizon-2021-2022_en.pdf)

Horizon Europe guidance on gender equality plans, [https://op.europa.eu/en/publication-detail/-](https://op.europa.eu/en/publication-detail/-/publication/ffcb06c3-200a-11ec-bd8e-01aa75ed71a1)

[/publication/ffcb06c3-200a-11ec-bd8e-01aa75ed71a1](https://op.europa.eu/en/publication-detail/-/publication/ffcb06c3-200a-11ec-bd8e-01aa75ed71a1)

LERU - Equality, diversity and inclusion at universities: the power of a systemic approach,

<https://www.leru.org/publications/equality-diversity-and-inclusion-at-universities>

Science Europe - Practical Guide TO Improving Gender Equality in Research Organisations,

[https://eige.europa.eu/sites/default/files/se\\_gender\\_practical-guide.pdf](https://eige.europa.eu/sites/default/files/se_gender_practical-guide.pdf)

Student evaluations of teaching (mostly) do not measure teaching effectiveness,

[https://eige.europa.eu/sites/default/files/science\\_open\\_research\\_student\\_eval\\_teaching\\_effectiveness.pdf](https://eige.europa.eu/sites/default/files/science_open_research_student_eval_teaching_effectiveness.pdf)