

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

National Institute of Materials Physics

June 2022

"Document elaborat pe baza modelului realizat de Unitatea Horizon Europe NCP din cadrul UEFISCDI ©. Ianuarie 2022, autori: Laura Chirilă, Daniela Dragomir, Sabina Olaru, Dragoș Sandu, Adina Stănculea, Coordonator: Antoaneta Victoria Folea"

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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)
IT	Information & Technology
CS	Scientific Researcher
ACS	Assistant Scientific Researcher
SC	Scientific Committee
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 (https://www.merriam-webster.com/dictionary/)
Gender	The behavioral, cultural, or psychological traits typically associated with one sex (https://www.merriam-webster.com/dictionary/)
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 behavioral, 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) (https://www.merriam-webster.com/dictionary/)

Introduction

The Gender Equality (GE) strategy for 2022-2025 was developed by the *National Institute of Materials Physics* (NIMP) 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 researchers¹, 2015-2019, the European Gender Equality Strategy 2020-2025² and the Horizon Europe guidance on gender equality plans³.

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 *National Institute of Materials Physics* 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. The GEP of NIMP has been built on the background of pre-existing favorable premises and regulations partially dealing with GE issues, stated at a national or local level: i. Romanian legislation provides a strong support for parental leave; ii. The Ethic and Deontology Code of NIMP includes specific articles against any form of discriminations including sex and gender; iii. Availability of flexible working time arrangements, from part-time to remote working.

¹ https://cdn2.euraxess.org/sites/default/files/policy_library/ttf_goal_2_results_v1.0.pdf

² https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy_en

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

I. Review of requirements, policies and case studies

Prior to developing the GE strategy and the GEP, the management of the research institute *National Institute of Materials Physics* 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 organizations (RPOs).

The resources used in this literature review study are presented in Annex 1.

II. Diagnosis (data collection and analysis)

II.1. Data collection

The following indicators were selected at the *National Institute of Materials Physics* as relevant for the discussion on gender equality issues:

- Staff numbers by sex/gender at all levels, by domains, function (including researchers/ 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);
- Principal investigators by sex/gender at all levels

1. Women and men in leadership positions

Table 1. Research institute management

	Women	Men
General Director		1
Scientific Director		1
President of the Scientific Committee		(1*)
Economic Director	1	
Laboratory Leaders CS1, PhD	2	6
TOTAL	3	8

*The President of the Scientific Committee is actually also the head of Laboratory 40.

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

	Women	Men
IT	0	1
Applications, Valorization	1	0
Public procurement, dissemination, public relations, mass media, marketing	1	0
Human Resources	1	0
Accounting control, audit	1	0
Financial department	1	0
Administrative department	0	1
Prototyping workshop	1	0
Legal Department, contracting	0	1
TOTAL	6	3

2. Women and men – research staff**Table 3. Total number of research staff, per department**

	Experienced researchers (CS I, CS II, CS III)	Early -stage researchers (CS and ACS)	Total women	Total men
Laboratory 10	13 /Total Number Women/	9 /Total Number Women/	22	
	5 /Total Number Men/	6 /Total Number Men/		11
Laboratory 20	10 /Total Number Women/	5 Total Number Women/	15	
	8 /Total Number Men/	5 /Total Number Men/		13

Laboratory 30	9 /Total Number Women/	4 /Total Number Women/	13	
	13 /Total Number Men/	4 /Total Number Men/		17
Laboratory 40	6 /Total Number Women/	5 /Total Number Women/	11	
	5 /Total Number Men/	4 /Total Number Men/		9
Laboratory 50	0 /Total Number Women/	0 /Total Number Women/	0	
	5 /Total Number Men/	2 /Total Number Men/		7
Laboratory 60	6 /Total Number Women/	14 /Total Number Women/	20	
	4 /Total Number Men/	4 /Total Number Men/		8
Laboratory 70	6 /Total Number Women/	8 /Total Number Women/	14	
	8 /Total Number Men/	5 /Total Number Men/		13
Laboratory 80	3 /Total Number Women/	3 /Total Number Women/	6	
	1 /Total Number Men/	- /Total Number Men/		1
Total women	53 /Total Number Women/	48 /Total Number Women/	101	
Total men	49 /Total Number Men/	30 /Total Number Men/		79

3. Women and men – administrative and support services

Table 5. Total number of women and men in administrative and support services

	Women	Men
Office administration support (secretaries)	23/31	8/31
IT support services	0/2	2/2
Building administration	15/36	21/36
Other	1/5	4/5

TOTAL	39/74	35/74
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Table 6. Total number of women and men in leading positions of research projects

	Women	Men
Principal investigators	14/28	14/28
Project in-charge scientists	4/12	8/12

Table 7. Total Number of women and men in different elected entities

Committee	Women	Men
Scientific Council (elected members)*	8/19	11/19
Board of the Syndicate	5/5	-/5

* The GD and SD are non-elected members of the Scientific Council, not considered in this Table.

II. 2. Data analysis

The working group, including even numbers of men and women, conducted internal analyses of the data collected, and reviews of existing policies addressing gender equality and inclusiveness. The analyses took place in working meetings including the research institute management, research staff and representatives of research institute administrative and support services.

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

With a mandate from the Board of Directors, the General Director committed to the development and implementation of the GEP for the *National Institute of Materials Physics*, 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.
- On average, the number of women and men in research positions, i.e., experienced researcher, is even, reflecting good existing recruitment practices in the research institute.
- On average, the number of women vs. men in early-stage researcher positions is higher, as a result of an objective, competence-based employment procedure, devoid of gender-based criteria.
- Regarding the research staff at the institute level, the total number of women surpasses the total number of men, although some of the laboratories are better balanced than others.
- On average, the number of women and men in administrative and support services is even, reflecting good existing recruitment practices in the research institute.
- There is an equal number of women and men leading research teams in scientific projects. Most research teams are also well balanced between male and female researchers, regardless of the team leader sex.

2. Qualitative analysis of data

The qualitative research showed that:

- The research institute is perceived as inclusive in the research area. Moreover, women and men have the same capacity to attract funding for their research projects.
- A pronounced imbalance is evident in the area of management positions, suggesting the need for procedures and knowledge about GE, inclusiveness and non-discrimination.

The important conclusions of the internal analysis at the *National Institute of Materials Physics* are:

- We need to conduct a comprehensive survey addressing GE issues in our institute in order to reveal, understand and, if necessary, correct or improve the practices and rules around GE. As part of data collection and diagnosis, we will conduct 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

- We need to revisit on a periodic basis 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 GE.

- We need to communicate gender relevant actions and measures actively and efficiently.

- We need to further analyze and incorporate the results of the institute-wide survey into the gender strategy and GEP for 2022-2025, defining additional 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 of NIMP committed to developing the institute strategy for gender equality for 2022-2025, and the corresponding GEP.

The *National Institute of Materials Physics* decided on creating the function of a GE officer within the Human Resources Department at the institute. The GE officer has a proactive role and is responsible for implementing and monitoring the GE strategy.

Specifically, the GE officer:

- contributes to setting up, implementing, monitoring and evaluating the GEP; provides practical support and tools to the actors involved in the GEP implementation;

- cooperates with and engages stakeholders at all levels in order to ensure the implementation of the GEP's actions;
- raises awareness about the benefits of gender equality in the research institute;
- assesses the progress towards gender equality in the institute;

The NIMP management mandated a dedicated working group, including men and women representatives of researchers, to develop the GE strategy and the GEP 2022-2025.

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)
1. Work-life balance and organizational culture	Promoting integration of work with family and personal life
2. Gender balance in leadership and decision-making	Promoting gender equality in the institutional culture, processes and practice
3. Gender equality in recruitment and career progression	Promoting processes to favor and support gender-sensitive recruitment, career and appointments
4. Integration of the gender dimension into research content	Promoting a gender and sex perspective in research process Promoting the integration of a sex and gender perspective in research activity
5. Measures against gender-based violence, including sexual harassment	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 *National Institute of Materials Physics* comprises areas of intervention, objectives, key measures, target audience, timeline, responsible persons, and indicators to measure progress.

Area 1. Work-life balance and organizational 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	X	Policies, procedures and services for work and personal life integration	GD, HR, HoDs
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, IT services

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 a GE officer 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
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
3. Promotion of initiatives to facilitate an improved gender balance 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

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. Preserve and improve carrying out gender awareness initiatives, briefings and creating guidelines for gender-sensitive recruitment, career and appointments	Research institute management	X	X	X	X	Gender awareness initiatives and guidelines	GD, HR, HoDs,
2. Courses and training on gender equality	Researchers, technical and administrative staff	X	X	X	X	Courses and training for recruitment Courses and training for career progression Courses and training for leadership	GD, HR, HoDs, GE officer
3. Disseminate and communicate career good practices - role models for women (researchers, academics, others)	Researchers, technical and		X	X	X	Initiatives for raising awareness	GE officer, HoDs

	administrative staff					on female role models Initiatives for raising awareness on gender diversity in research teams	
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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 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	Participation in seminars on integrating sex/gender analysis methods, by gender and field of research	SD, Researchers, GE officer

2. 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 Initiatives for raising awareness on gender diversity in research teams	GE officer, HoDs
3. Workshops, courses and training tools 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

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 Skills acquired in relation to	GD, HR, HoDs, GE officer

						identifying and responding to discrimination and violence phenomena	
2. Develop internal (institute) 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	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 staff	X	X	X	X	Awareness on specific rules on this topic	GD, HoDs, HR, GE officer
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 *National Institute of Materials Physics*, the progress towards the GE strategy aims and objectives are regularly assessed, through periodic meetings. The implementation of the GEP will be permanently monitored by the GE officer at the institute. The GEP officer is responsible for collecting data and input and performing a first analysis of the progress of the GEP, gathering knowledge and feedback.

The GE officer at the institute will conclude findings reports (once a year), which are then presented to the research institute management (GD, HoDs, SC) 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, SC), the periodic (annual) GE progress report is published on the research institute website and communicated to the entire scientific community.

Annex 1. 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

EU Strategy for Gender Equality 2020-2025, 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

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

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

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

Horizon Europe General Annexes, 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/-/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 Organizations,

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