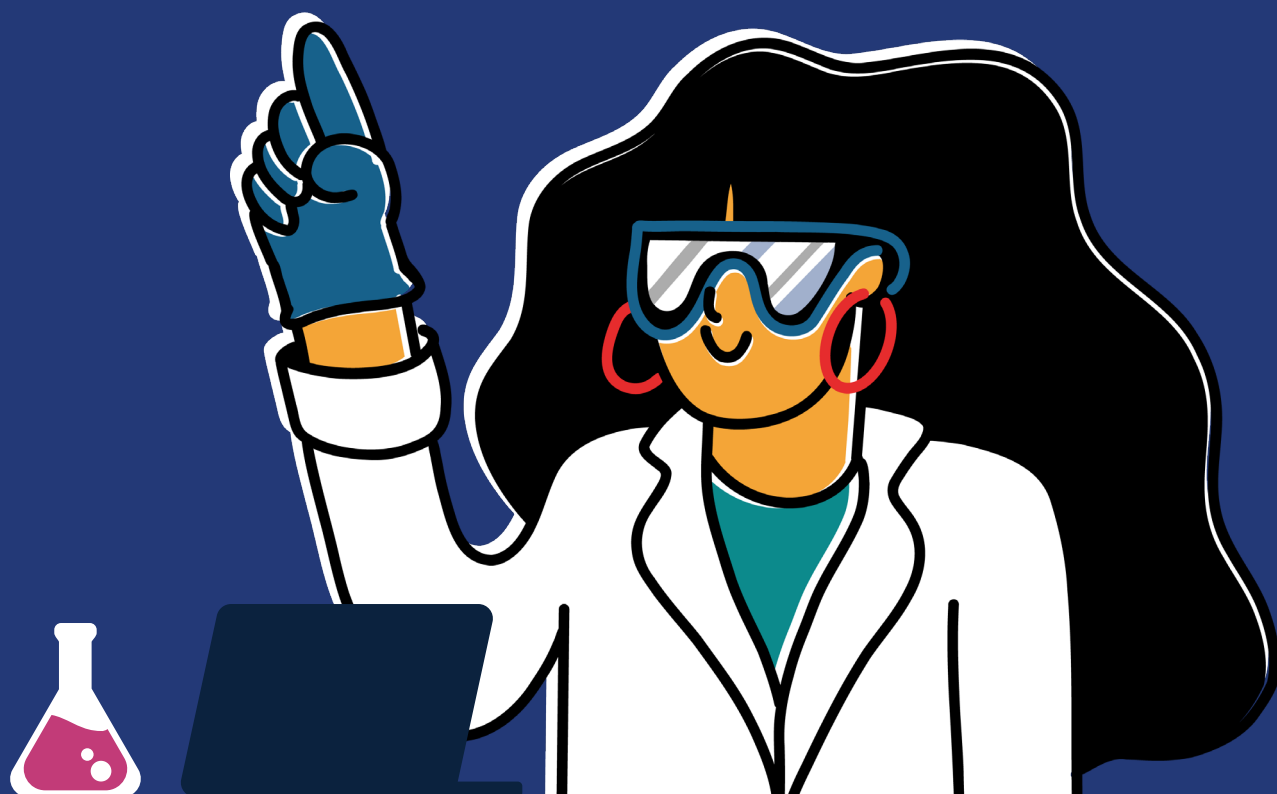GENDER@UC EEAGRANTS

GUIDE FOR THE INTEGRATION OF THE GENDER PERSPECTIVE IN THE MANAGEMENT OF RESEARCH PROCESSES AND CONTENTS OF R&D UNITS

GUIDE FOR THE INTEGRATION OF THE GENDER PERSPECTIVE IN THE MANAGEMENT OF RESEARCH PROCESSES AND CONTENTS OF R&D UNITS

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EEA Grants

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CONTENTS

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INTRODUCTION

Gender equality is a fundamental value of the European Union (EU), one of the UN Sustainable Development Goals *SDGs(and is enshrined in the Portuguese national legislation.

Although progress has been made towards gender equality in Research & Development (R&D) as a result of a series of EU, national and institutional policies and measures, there is still a lot of work to be done, as evidenced by the persistence of intricate and significant gender inequalities, widely documented in the literature[1]. The idea of a successful research career that results only from the merit of hard work and motivation neglects the underlying systemic barriers and biases, privileging some groups of people over others (European Commission, 2022: 3). There are several reasons why the field of R&D does not offer a level playing field for those who do research, with women in particular facing multiple barriers in the early stages of their careers and in their career development. Tackling these gender inequalities and the obstacles to equal opportunities and inclusion is not only a matter of social justice, it is also fundamental to increasing the competitiveness and social relevance of R&D - diverse teams produce better results and are better at reflecting the needs and perspectives of diverse groups in research results. In addition, it can contribute to more valid and reliable research methodologies and results, improving the quality of research (EIGE, 2022; European Commission, 2021). Equitable and inclusive workspaces strengthen long-term R&D systems and help attract and retain talent from around the world (European Commission, 2022).

In addition to the individual reports that systematise the results of the self-assessment of gender equality policies and practices, in which 29 of the 38 R&D Units at the University of Coimbra (UC) took part, this Guide aims to share specific guidelines for integrating a gender perspective into the internal structures and mechanisms of the R&D Units of the UC community, challenging and supporting them to introduce gender equality concerns into their research processes. The aim is to help raise awareness among members of the UC community of the importance of reinforcing the integration of a gender perspective in UC research processes and content, by providing them with the tools to do so.

This guide also aims to support R&D Units in responding to the challenges posed by the new EU research and innovation framework programme, namely the requirement that they submit a *Gender Equality Plan* - GEP, and that they integrate the gender dimension into the content of the research. Thus, in Horizon Europe, the existence of a GEP becomes an eligibility criterion for certain categories of legal entities (including public entities, research organisations and higher education establishments); the integration of the gender dimension into the research content becomes a default requirement; and gender balance between research teams is established as a criterion for ranking proposals with the same score.

In line with the funding requirements, the document is organized into 4 thematic areas recommended as content for the GEP by the European Commission (EC), namely: Section 1 - Governance, leadership and decision-making; Section 2 - Recruitment and career development; Section 3 - Balance between professional and personal/family life and organizational culture; and Section 4 - Integrating the gender dimension into research content. The guide provides concrete and practical guidelines for the development of initiatives to combat inequalities and promote gender equality, adapted to the context and specific conditions of research organisations, and which are aligned with the requirements of Horizon Europe. The guidelines are illustrated with inspiring examples of good practice from R&D Units of the University of

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[1] See, for example, at European and national level, the publication of the European Commission She Figures 2021, and at the local level of the University of Coimbra, the gender diagnostic study that supported the first Plan for Equality, Equity and Diversity 2019-2023 of the University of Coimbra, and the results of the exercise of mapping Gender Equality policies, procedures and practices in force in the UC's R&D Units carried out under the GendER@UC EEA Grants.

Coimbra and other European research organisations that have already implemented gender equality measures and/or are planning such measures.

The guide is the result of an exercise of mapping gender equality policies, procedures and practices in force in the UC R&D Units, taking into account those recommendations and results and based on a set of resources produced by EU organisations and other international agencies[2]. A number of measures are suggested for the thematic areas and are highlighted in the text by boxes. In addition, for each of the four thematic areas, examples of good practices in place at UC R&D Units and other institutions in Europe were separated out.

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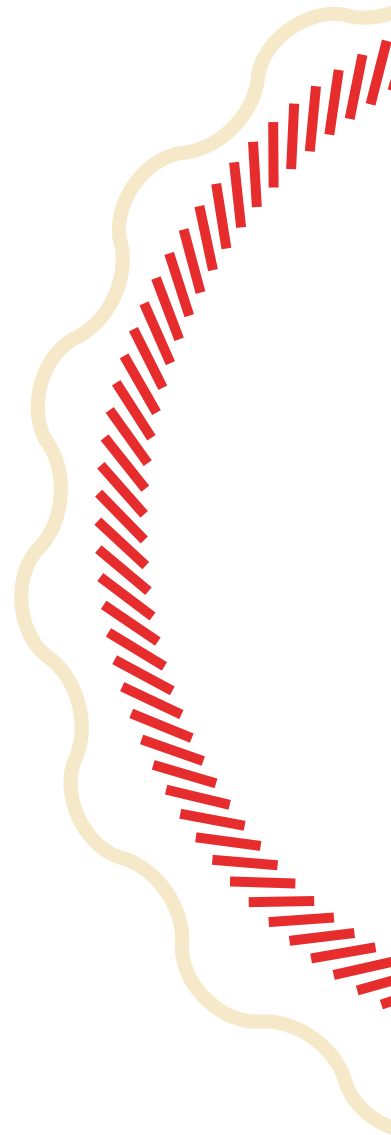
[2] Namely: Gender Equality in Academia and Research – GEAR-Tool (available at https://eige.europa.eu/gender-mainstreaming/toolkits/gear); Horizon Europe Guidance on Gender Equality Plans (disponível em https://op.europa.eu/s/y54r); The Equality Charters - Good Practice Initiatives - Athena Swan Charter (available at https://www.advance-he.ac.uk/equality-charters/athena-swan-charter).

SECTION 1 - GOVERNANCE, LEADERSHIP AND DECISION-MAKING
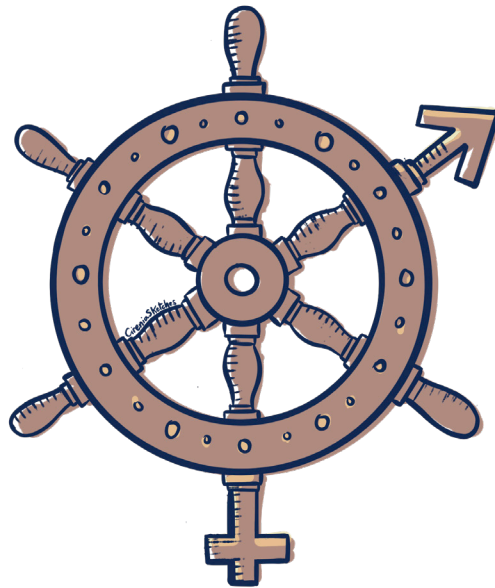
Gender governance

An institutional strategy for gender equality requires the support and official commitment of top leadership, and should be reflected in organizational-level mission and policy documents. It should also be structurally anchored and supported in the organisation at different levels, for example through a unit, office, team, working group or committee with adequate and dedicated resources and levels of expertise needed to promote the implementation of structural changes towards gender equality. In order to initiate a process of structural change, it is also vital to raise awareness of inequalities and provide training on gender issues for decision-makers and work teams. Finally, the regular recording, collection, analysis and reporting/publication of sex/gender disaggregated information is essential not only to identify imbalances and substantiate corrective actions, but also to monitor the evolution of the situation of R&D units in terms of gender equality.

Emphasising the central role of these conditions in supporting an action plan for equal opportunities in research institutions, Horizon Europe establishes four mandatory process requirements for the development of the GEP:

1) To be a public document

2) Have adequate and dedicated resources (financial and human) and levels of expertise in gender equality

3) Provide for the collection, monitoring and annual reporting of sex/gender disaggregated data

4) Include training and sensitisation on gender equality

Below are some measures that should be considered to guarantee these conditions:

- Formally integrate the **principles, policies, objectives** and measures for gender equality into the Unit's mission and strategy (e.g. in the statutes, regulations, strategic plan, …).

- Create **support structures/mechanisms** for gender equality intervention (e.g. unit, office, team, working group or commission).

- Guarantee **resources for the capacity building of a unit** or working group for institutional intervention in the field of gender equality (ensuring the necessary expertise to coordinate and conduct the work) and ensure mechanisms for formally recognising/valuing their involvement in the implementation and monitoring of the institutional strategy for equality.

- Allocate **human (working time) and financial resources** to the development of specific measures and actions in the field of gender equality.

- Develop **systematic procedures for collecting, periodically monitoring and reporting/ disseminating data** on gender equality:

  • Systematically integrate the sex/gender variable in the data recording system (human resources, projects, students, bibliometrics, etc.);

  • Ensure that the institution's regular reporting processes (e.g. annual reports, newsletters, repositories, newsletters, intra or internet) include information broken down by sex/gender and specific indicators on the (evolution of the) situation of the R&D Unit in terms of gender equality and on the implementation and impact of equality interventions.

- Provide s**pecific training in gender equality and non-discrimination** for all decision-makers, leaders and members of juries, in order to raise awareness, sensitise and mitigate (unconscious) biases in decision-making processes.

- Promote **communication and awareness**-raising activities, for example participatory workshops with work teams, conferences by gender equality experts, women scientists and leaders, awareness-raising campaigns on social networks, creative competitions.

- **Proactively inform about the R&D Unit's equality objectives and actions**, as a means of raising awareness among the community, but also to strengthen their involvement in interventions

💡 **GOOD PRACTICE**

★ **CES – Centre for Social Studies,** R&D Unit of the University of Coimbra, develops several good practices in the field of governance, integrating principles and guidelines in the field of gender equality in its main policy and management documents: declares in its statutes a policy of equality and non-discrimination, and parity of its management bodies; includes a specific section on equality, diversity and non-discrimination, and another on sexual and moral harassment in its Code of Conduct; and applies the use of inclusive language across the board in the Centre's various guiding documents (official documents, including its Statutes).

★ The Regulation of the **CEIS20 – Centre for Interdisciplinary Studies** explicitly assumes guiding principles to align with European policies on gender equality and the promotion of diversity, and the promotion of a policy of equal opportunities, anti-discrimination and promotion of human rights.

★ The **ISR-UC – Institute of Systems and Robotics of the University of Coimbra** already has a team dedicated to the design, implementation and monitoring of the strategy and action plan for gender equality at the Institute, *Gender Equality Working Group* (GEWG).

★ The **GEP** of **ADAI - Association for the Development of Aerodynamics Industry,** UC R&D Unit, includes a system of 14 indicators to characterize and monitor the situation of the Unit on gender equality terms. The GEP also foresees the use of the GEAM (Gender Equality Audit and Monitoring) tool to support the initial diagnosis of the situation of the ADAI in terms of gender equality.

Gender balance in leadership and decision-making

Despite efforts in several countries to promote gender balance in leadership and decision-making, women are still underrepresented in academic and administrative leadership and decision-making positions in universities and research institutions across Europe. Data from the latest She Figures 2021 report revealed that in 2019, only 14% of rectors in 46 member countries of the European Association of Universities were women. (it seems useful, given the theme of the Guide, to refer here to leadership/coordination of R&D units by women, and not just top institutional decision-making positions such as Rector).

Listed below are some measures to be considered to improve processes, procedures and organisational culture, so that more women can take up and remain in leadership and decision-making positions, thus improving the gender balance in leadership and decision-making in R&D Units:

• **Ensure the legally established minimum threshold (40 per cent) of balanced representation of men and women** in all governing/management bodies of the R&D Units covered by the law - Cf. Law no. 26/2019, of 28 March; UC Order no. 210/2019.

• **Analysing and adjusting the processes and procedures for selecting and appointing people to boards, commissions and other decision-making bodies**. This could include, for example, auditing the work of these bodies to assess the inclusiveness of their practices and results and reviewing the selection processes for these bodies.

- **Make the composition of boards/commissions/panels more transparent**, by making information about members available, publishing minutes and publicising job vacancies with application and evaluation criteria. Evidence has shown that women are more likely to succeed in recruitment and promotion when there is clarity about what is required, when information about opportunities is freely available and when the criteria used in decision-making are transparent.

- **Ensure that leadership and decision-making roles are duly recognised in work**, particularly in relation to attracting funding and research outputs.

- **Provide specific support for women** (who tend to be disproportionately overburdened) to achieve leadership objectives. For example, by offering leadership programmes for women and/or leadership mentoring programmes; by encouraging collaboration and cooperation between women leaders; by implementing recognition systems that highlight the achievements of women in research, such as specific awards for women leaders and mentions at institutional ceremonies.

- Adopt systematic procedures for collecting, monitoring and reporting data on gender and leadership:

  • Systematically integrate the sex/gender variable into the system for recording data on leadership and decision-making bodies;

  • Monitor the evolution of the situation in terms of gender equality in leadership and decision-making, by analysing and monitoring specific indicators;

  • Integrate information broken down by sex/gender on the evolution of the situation in terms of equality in decision-making bodies and on the implementation and impact of actions for equality in this area into the R&D Unit regular reporting mechanisms.

💡 **GOOD PRACTICE**

> ★ Although not yet formalised, the **CHSC – Centre for the History of Society and Culture** develops consistent initiatives to ensure gender balance in leadership and decision-making: in all the initiatives promoted by the Centre where external experts are invited, care is taken to invite the same number of people of both sexes; the CHSC's management bodies (Board of Directors, Scientific Council and External Monitoring Council), the coordination of research groups and the committees organising activities have, by decision of the CHSC, a gender-equal composition.
>
> ★ **CES – Centre for Social Studies** integrates sex-disaggregated information into its regular institutional reporting system, dedicating a space in its website (in the na "CES in numbers" section) and a chapter in its activity report to analyse the (evolution) of the Centre's situation in a set of key indicators in terms of gender equality. The 2022 GEP is already based on the analysis of a set of data that CES collected annually on decision-making bodies, work and student teams and scientific production indicators (projects and publications.

Other tools, resources and examples on Gender Balance in Leadership and Decision-Making can be found on the online page dedicated to Gender Equality in Academia and Research (GEAR Tool) of the European Institute for Gender Equality (EIGE).

SECTION 2 - RECRUITMENT AND CAREER DEVELOPMENT

Cirenia Sketches
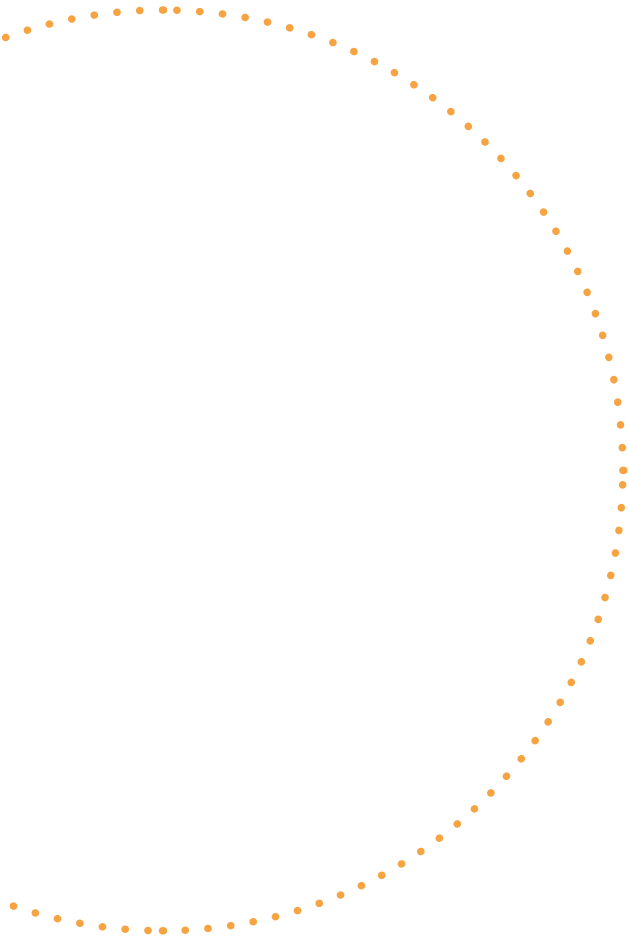
Several studies have shown the existence (and persistence) of implicit gender bias in the evaluation of research and performance[3]. Initiatives in the field of recruitment, selection and career development aim to ensure that women and men have the same opportunities for development and progression in their scientific careers. A critical review of all phases of recruitment and selection processes and procedures and the correction of any biases are important steps to guarantee effective equality between men and women in academic and research careers.

In order to promote an environment with equal scientific career opportunities for women and men, the following are some measures that could be adopted:

• Adopt systematic procedures for collecting, monitoring and reporting/disseminating data on gender and leadership:

• Systematically integrate the sex/gender variable into the system for recording data on academic/technical/administrative staff, performance evaluation, selection boards and stages in recruitment and promotion processes (applications and admissions), students (by degree cycle);

• Monitor the evolution of the situation in terms of gender equality in the distribution of work and student teams, and in recruitment, evaluation and career development processes, by analysing and monitoring specific indicators;

• Ensure that regular reporting processes include information broken down by sex/gender and specific indicators on the evolution of the situation in terms of gender and on the implementation and impact of equality actions in this area.

• Provide/facilitate access to training for people involved in recruitment, promotion and evaluation processes, in order to prevent unconscious or implicit gender bias from interfering in decision-making.

• Establish specific guidelines for conducting recruitment, promotion and evaluation processes that are transparent and free of gender (or other) bias.

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[3] See, e.g., ERAC (European Research Area and Innovation Committee) (2018), Tackling Gender Bias in Research Evaluation – Recommendations for action for EU Member States, ERAC Standing Working Group on Gender in Research and Innovation, Brussels (https://data.consilium.europa.eu/doc/document/ST-1204-2019-INIT/en/pdf).

- Ensure that the composition of selection (recruitment) and assessment (doctoral exams) boards respects the minimum threshold of 40 per cent women and men, as established in the UC Strategic Plan and in the UC Equality Plan, and article 70, number 4, point f) of the Academic Regulations.

- Set (voluntary) targets for the representation of women and men (establishing a minimum threshold of representation) in each career category of the research teams and monitor their fulfilment.

- Ensure a transparent and equitable service distribution model. segurar um modelo de distribuição de serviço transparente e equitativo.

- Adopt mechanisms/measures to retain female talent throughout the academic career of R&D Units, for example:

    - Promote mentoring programmes that provide guidance, support and networking opportunities;

    - Recognise and highlight the achievements of female researchers, highlighting them as role models;

    - Establish formal institutional recognition initiatives that celebrate the work and specific achievements of female researchers (awards, recognition ceremonies, releases);

    - Promote inclusive working environments where women feel valued and supported.

In terms of recruitment and selection, the following measures could be considered by R&D Units:

- Adopt a proactive approach in the opening/dissemination phase of research vacancies in order to increase the number of applications from women/men (thus increasing the likelihood of selecting women) **in positions where they are underrepresented**. Attracting female/male candidates can be done, for example:

    - Circulating the call for applications on unofficial channels - less masculinised/feminised personal networks to which women/men have access;

    - Identifying 'suitable' candidates through professional networks and inviting them to apply;

    - Broadening the disciplinary range of the competition;

    - Opting for open and publicly publicised recruitment and selection procedures rather than closed ones.

- Considering the use of models for presenting CVs (standardised CVs).

- Use anonymity in the selection process, in line with the good practices of the GDPR and the methodologies and principles of transparency proposed for selection and recruitment in some public administration careers.

- **Intensify scrutiny and accountability** and require departments and selection boards to justify recruitment and promotion shortlists that do not include women/men.

- Implement a policy of **republishing vacancy adverts** if there are no women in the applicant pool.

- Adopt a proactive approach to attracting and retaining **girls/boys to study programmes in which they are underrepresented**. Attracting female/male candidates can be done, for example:

  - Promoting and publicising role models and mentors who can provide inspiration and guidance;

  - Developing awareness-raising programmes that highlight the value and diversity in the field of study in which the programme falls and deconstruct gender stereotypes in relation to the discipline; reviewing curricula, making them more inclusive (namely by addressing discipline-specific gender issues and integrating social and relational perspectives, especially in fields such as engineering and technologies);

  - Organising awareness-raising events and workshops in high schools to present the field of study in an engaging and inclusive way. Providing practical experiences to spark interest (e.g. joining the Engineers for a Day. taking part in SoapBox Science);

  - Establishing collaborations with other organisations or networks that promote the participation of women/men in the field in order to strengthen the visibility of the opportunities available.

For the evaluation and assessment criteria, the following measures can be taken into account:

- Ensure adequate valorisation of the performance of administrative/management and student monitoring tasks (essential to the functioning of institutions), alongside research outputs (results).

- Adopt **gender-sensitive evaluation parameters/criteria.** For example, favour research quality over quantity, avoid basing assessment on journal metrics, and assess transversal competences.

- **Take career breaks into account,** subtracting periods of leave, when assessing research output. Also assign an appropriate value to non-traditional career paths.

💡 **GOOD PRACTICE**

★ **LIP – Laboratory of Instrumentation and Experimental Particle Physics** is committed to promoting the entry of people from underrepresented genders in new vacancies, particularly in response to the marked underrepresentation of women in its work teams. To achieve this goal, LIP proposes in its GEP to implement the following actions in all new competitions: use inclusive or neutral language in advertisements for recruitment; include information on LIP's diversity policy and promotion of work-life balance, directly encouraging applications from genders and other underrepresented groups: ensure gender parity on selection boards; and publicise job offers and PhD programmes in an inclusive and comprehensive manner.

★ The **Departament of Bioengineering at Imperial College**, London, in the UK, has reviewed the way in which adverts for new posts in the department are made, to ensure that they do not reproduce prejudices in relation to the applicants, including checking the wording of advertisements and other information associated with gender stereotypes. In addition, the department has adopted a proactive strategy, involving academic members in the search for potential candidates and qualified candidates in their wider networks. This innovative approach before the pre-selection phase has had significant results. The proportion of women at the interview stage increased from 25 per cent to 46 per cent, and the acceptance of offers by female candidates increased from 27 per cent to 67 per cent.

Other tools, resources and examples on Gender equality in recruitment and career development can be found on the online page dedicated to Gender Equality in Academia and Research (GEAR Tool) of the European Institute for Gender Equality (EIGE).

SECTION 3 - BALANCE BETWEEN PROFESSIONAL AND PERSONAL/FAMILY LIFE AND ORGANISATIONAL CULTURE

A key component of transforming organisational culture to promote gender equality is the balance between professional and personal life. The balance between professional and personal life is relevant to all professional/academic groups and involves ensuring the necessary support for career progression in harmony with personal responsibilities outside the workplace, including caring responsibilities.

Below are some policies and measures to support the **work-life balance** that can be integrated into the strategy and routine of R&D Units:

- **Flexible ways of organising working time and space:**

• Facilitating access to flexible working time and space arrangements: flexibility in the choice of place of work, whenever possible - teleworking, hybrid work arrangements, home working, mobile office; flexible or adaptable working hours/continuous working hours; part-time work at the initiative of the worker/and in a reversible way; concentrated hours/banked hours, for the purposes of reconciliation.

• Prioritise carers in access to flexible working arrangements.

• Implementing a time limit for scheduling meetings, avoiding environments that promote the creation of '*old boys clubs*' - for example, meetings held in the late afternoon or evening.

• Promoting the digital break: restricting the sending of emails and telephone contacts between superiors and employees, or teachers and students, between the hours of 6pm and 8am, and during weekends, public holidays and holiday periods. When sending emails during these periods, please make it clear that an immediate response is not expected.

• Establishment of a lights off policy (lights off from 8pm), preventing employees from remaining at their workstation - excluding exceptional cases).

- **Workload management,** Including the way in which different tasks are assigned and distributed, e.g. division of management/administrative workload versus research activities.

- Adoption of practices to **reverse the culture of long working hours/total dedication**:

  • Setting clear expectations regarding reasonable working hours, clearly communicating that long hours should not be the norm;

  • Explicitly encouraging work teams to take adequate rest periods, holidays and to respect established time limits;

  • Leadership should set an example by avoiding sending emails or messages outside normal working hours, and clearly demonstrating the importance of time for rest and personal activities.

- **Offering wellness programmes** that encourage healthy stress management practices and promote self-care. For example, workshops, meditation sessions or physical activities.

- **Management of parental leave:**

  • Automatic extension of fixed-term employment contracts/research grants for the period of family support leave (so that the outstanding months of the original contract are completed);

  • Active promotion of paternity leave, for example through awareness-raising actions that highlight the positive impacts on child development, work-life balance and the promotion of gender equality; information initiatives that highlight the clarity and accessibility of this leave; promotion of role models, highlighting testimonies and real-life stories that can inspire other parents.

- **Formalise (in writing) and publicise internally (on the intranet, for example)** all the work-life balance measures in place.

In order to promote **a more inclusive organisational culture,** here are some policies and initiatives that could be considered:

- **Policies on harassment and dignity at work** that define expectations for the behaviour of work teams and leadership, that include clear procedures and widespread dissemination of tools for reporting cases of harassment (indicating to whom incidents should be reported and outlining the investigation process) and that specify the disciplinary consequences for those who violate them.

- **Measures to support the active use and encouragement of inclusive communication** (oral, written and visual) in terms of gender and other forms of identity and diversity, in particular through specific guidelines on gender-sensitive communication accompanied by training and awareness-raising activities.

> The GendER@UC project has produced a Manual on Inclusive Communication in Research that could serve as a basis for these guidelines.

- **Assess the informal aspects of the organisational culture,** ensuring that social practices are welcoming and inclusive for all members of the Unit. This may include events, traditions or unwritten norms that impact the academic environment.

- Adopt systematic procedures for collecting, monitoring and reporting/disseminating data on reconciliation and organisational culture:

  • Establish continuous feedback channels so that work teams can express their work-life balance needs;

  • Monitor the use of parental leave policies, flexible working time and space arrangements and other work-life balance measures (information broken down by sex/gender);

• Collecting data on informal practices in the organisational culture that may affect work-life balance;

• Integrate information on work-life balance and organisational culture into organisational reporting and dissemination mechanisms (annual reports, newsletters, information brochures, intranet or internet...).

💡 **GOOD PRACTICE**

★ Also at the UC, the **CLP – Centre for Portuguese Literature**, adopts measures that promote the balance between professional and personal/family life, even though they are not formalised. These measures include the concern not to interfere in the extra working hours of the people who are part of the team, the definition of the schedule of grantees taking into account the people in the team with children, and generalised access to flexible working hours.

★ In Slovenia, the **National Institute of Chemistry** extended the option of working from home for a greater number of days even before the COVID-19 pandemic. This measure, aimed at research staff of all genders, makes it easier for the staff to reconcile work and family life and organise their own time. During the COVID-19 pandemic, the National Institute of Chemistry organised a series of webinars aimed at its teams on how they could balance their work, family and personal well-being.

★ The **CHSC – Centre for the History of Society and Culture,** an R&D Unit of the University of Coimbra, adopts the use of inclusive and gender-sensitive language, which is present in its Statutes aproved in March 2022, website and other documents of this Centre. This is one of the measures that encourage a change in organisational culture in favour of gender equality.

Other tools, resources and examples on Work-life balance and organisational culture can be found on the online page dedicated to Gender Equality in Academia and Research (GEAR Tool) of the European Institute for Gender Equality (EIGE).

SECTION 4 - INTEGRATION OF THE GENDER DIMENSION IN RESEARCH CONTENT
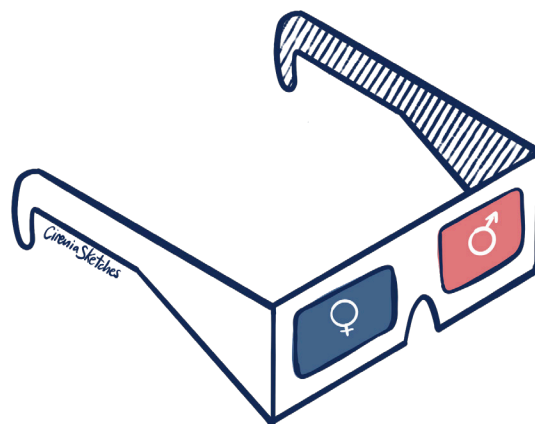
Integrating the gender dimension into research and innovation implies taking sex and/or gender into account throughout the R&D process, from defining research priorities, defining concepts, formulating research questions, developing methodologies, collecting and analysing data, to evaluating and communicating results and transferring them to the markets in products and innovations that will benefit all people and promote gender equality. Analysing potential sex and/or gender differences and issues related to gender equality brings added value in terms of research quality, rigour, reproducibility and creativity, provides an in-depth understanding of the needs, behaviours and attitudes of all people and increases the social relevance of research and innovation. Integrating the gender dimension into educational activities, including teaching curricula, as well as community engagement, is also crucial for the proper training of the next generations of researchers and innovators.

The following measures are recommended in order to **integrate the gender dimension into the research and teaching content of R&D Units:**

• Provide/facilitate access to workshops and training sessions on integrating the gender perspective into research for the entire research team.

• Disseminate guides for conducting gender analyses in the design and development of concepts and theories, in the formulation of research questions, in the collection and analysis of data and in the use of analysis tools.

• Encourage gender studies and projects in the scientific area in which the R&D Unit operates, supporting the dissemination of their results.

• Include the integration of the sex/gender dimension as a criterion in the **quality assurance and approval processes for research and teaching programmes**, including an analysis of the integration of the sex/gender dimension in the design of these programmes.

• Adopt systematic procedures for collecting, monitoring and reporting/disseminating data on research content:

• Systematically integrate the sex/gender variable into the data recording system for projects (leaders, teams, funding amounts) and scientific production;

• Integrate **the gender dimension into the monitoring of research results**, e.g. the number of publications and research projects that include a sex/gender dimension, the number of innovations that can be classified as gender-sensitive, and the number of high-quality funded applications/projects that take the gender dimension into account in their methodological approach in a systematic way;

• Ensure that regular reporting processes, both internal and external, integrate information broken down by sex/gender and specific indicators on the evolution of the situation in terms of gender in research processes and content, and on the implementation and impact of actions to promote equality in this area.

The European Commission's Directorate-General for Research and Innovation (2021) proposes a reflection in Research and Development (R&D) Units on the incorporation of the gender dimension into their research and teaching content, through three fundamental questions Direção-Geral para Investigação e Inovação da Comissão Europeia (2021) propõe uma reflexão nas Unidades de Investigação e Desenvolvimento (I&D) sobre a incorporação da dimensão de género nos seus conteúdos de investigação e ensino, através de três questões fundamentais:

i. Do research projects consider an impact assessment on gender or similar issues? This includes analysing the scope and design of the research, as well as identifying the groups affected by the results achieved.

ii. Do the internal quality assurance and internal review/validation processes for research projects check whether the gender dimension has been properly considered in their design?

iii. Is there support and leadership to encourage and promote the incorporation of gender analysis into the design of research and the revision of teaching curricula?

💡 **GOOD PRACTICE**

★ At the University of Coimbra, the IEF – Institute of Philosophical Studies has adopted a number of measures to promote the integration of the gender dimension in research and teaching content, including the contribution to the creation and dissemination of inclusive research content resulting from the development of the first national research project dedicated to the "philosophy of care."

★ The CFE – Centre for Functional Ecology – Science for People & the Planet and the CEIS 20 – Centre for Interdisciplinary Studies pursue a proactive approach to creating opportunities for their members to get involved in initiatives that promote gender equality and to integrate the gender dimension into their research content, namely by publicising scientific and institutional events, as well as calls for project proposals on this topic, and sharing documentation and current actions on this topic (internal repository, newsletter).

★ One of the ways to promote the integration of the gender/sex dimension into research and teaching content is to create awards for this purpose. UCT – University of Chemistry and Technology, in the Czech Republic, has created the Julie Hamackova Award to support the integration of gender aspects in research and pedagogical work. The award is given annually in three categories: (1) extraordinary contribution to the development of research, pedagogy and work in the academic field; (2) extraordinary contribution in the field of supporting and promoting equal opportunities in labour relations and research at the University; and (3) best work that integrates sex/gender analysis in research (for bachelor's, master's and doctoral students).

Other tools, resources and examples on Integrating the sex/gender dimension into research and teaching content can be found on the online page dedicated to Gender Equality in Academia and Research (GEAR Tool) of the European Institute for Gender Equality (EIGE).
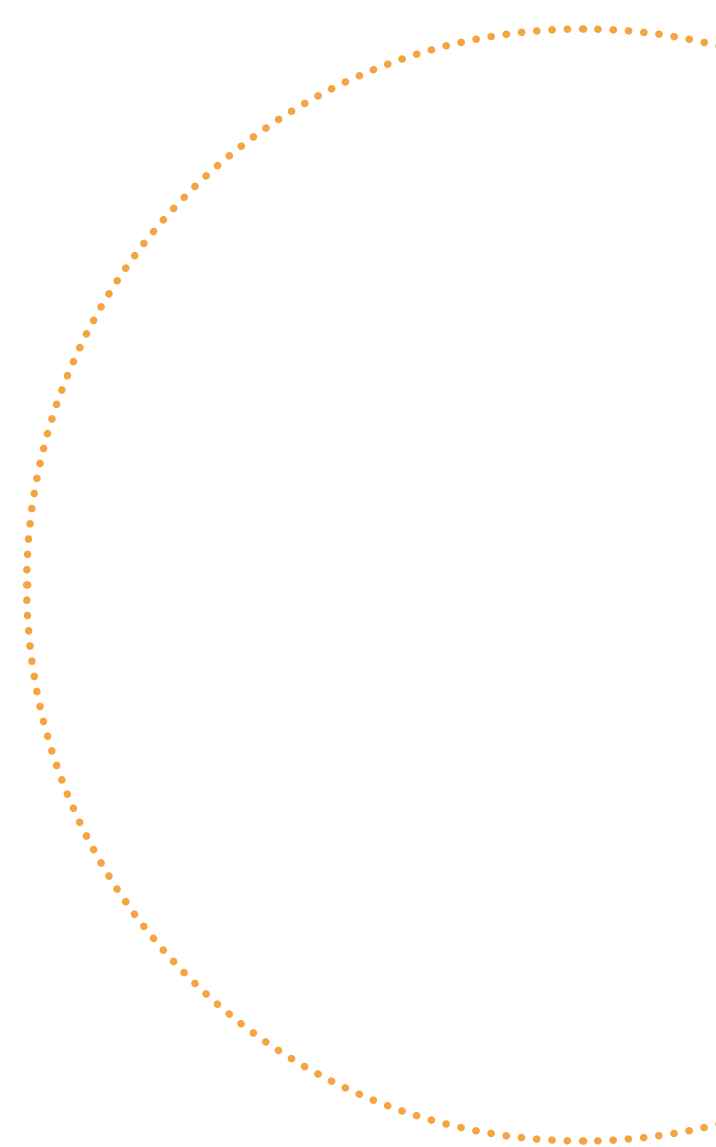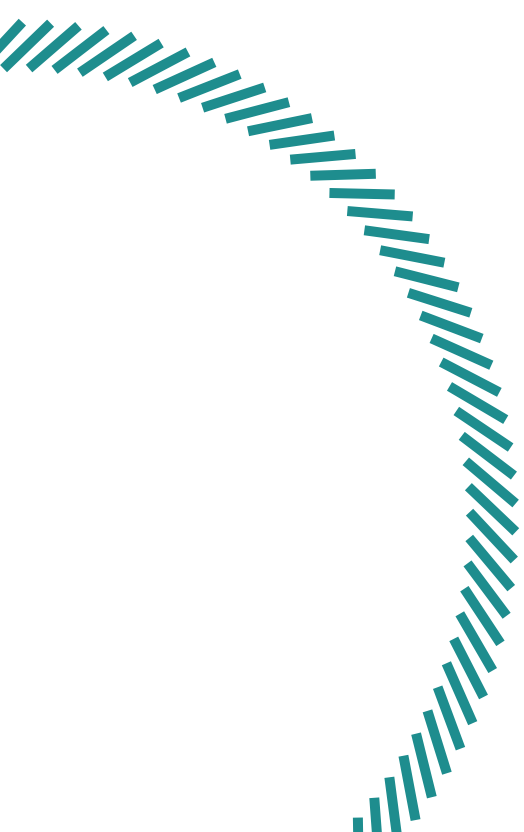
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