

CeMM Gender Equality Plan

AREA	LINE OF ACTION	ACTION
1. Recruitment Policies and Procedures	1.1. Improving job announcements equally attractive for women and men	1.1.1. Organization of a workshop on best practice for gender inclusive job announcements and recruitment measures addressing HR staff (including gender experts)
		1.1.2. Participation of HR representatives in a workshop on best practice for gender inclusive job announcements and recruitment measures
		1.1.3. Compiling job announcement guidelines
		1.1.4. Applying job announcement guidelines (see 1.1.3) to prepare gender-inclusive requirement profile templates which will be used for all subsequent job announcements.
	1.2. Increasing the percentage of female applicants and the offer acceptance rate	1.2.1. Institutional website revision (in collaboration with PR department) to demonstrate diversity-inclusive work environment (e.g. including pictures of both male and female role models in non-traditional roles)
		1.2.2. Creating a section on institutional website describing social benefits and measurements improving work-life balance (e.g. family friendly workplace)
		1.2.3. Developing and presenting at least one “family case” on institutional website, introducing a family of which one parent is working at the institute. (E.g. interview with the parents describing how they handle their family and business life.)
		1.2.4. Developing gender inclusive PR material (e.g. posters, brochures (see 1.3.6)) to present a more diversity-inclusive environment. Make sure that contracted companies (graphics & design) understand the purpose.
		1.2.5. Proactively identify and contact potential female candidates for leading positions (faculty and senior leadership positions). E.g. by searching female expert profile databases (e.g. EMBO, AcademiaNet), browsing the EULIFE website, and via personal contacts.
		1.2.6. Review internal and external vacancy advertisement tools (e.g. advertisement platforms concerning reach and accessibility, language use, etc.) and improve them to reach more women.
		1.2.7. Promote transparency of recruitment practices internally and externally
		1.2.8. Supporting dual-career options and using local networks to identify suitable jobs for the partner of new hires
	1.3. Introducing rules/standards/guidelines for candidate selection/appointment	1.3.1. Assembling LIBRA recruitment guidelines recommending an unbiased and fair recruitment processes.
1.3.2. Creating institutional policies for recruitment processes by implementing recommendations of the LIBRA recruitment guidelines (see 1.3.1)		
1.3.3. Applying a standard ratio of male to female candidates invited to the final interview for a vacancy (depending on the ratio in applications). Recommendations will be provided by the LIBRA recruitment guidelines (see 1.3.1)		
1.3.4. Agreeing on a list of interview questions to be asked to each candidate among members of the recruitment committee (specified for each vacancy).		

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1. Recruitment Policies and Procedures	1.3. Introducing rules/standards/guidelines for candidate selection/appointment	1.3.5. Creating interview report forms to be completed by each recruiter for faculty and senior leadership positions.
		1.3.6. Creating a communication policy for communication with candidates and communication among hiring committee members
		1.3.7. Prepare an information sheet/brochure about work- life balance aspects of the work, childcare facilities, social benefits, dual career opportunities etc. (see also 1.2.4) to be included when sending out offers or handed to candidates during on-site interviews
	1.4. Data collection and monitoring	1.4.1. Monitoring gender balance at each stage of the recruitment process and for each advertised scientific vacancy.
		1.4.2 Providing ASDO (gender expert organization) with gender balance data collected throughout the recruitment procedures (see 1.4.1) for evaluating the effectiveness of recruitment strategies
		1.4.3. Present statistics about gender relevant recruitment data to the Faculty of the institution
	1.5. Training hiring committees' members	1.5.1. Training recruitment committees' members in responsible and fair selection process (including gender- aware evaluation), e.g. by seminars, web-based-training, video)
		1.5.2. Organizing Gender Bias (and other biases) awareness- raising initiatives (e.g. LIBRA Gender Bias test)
	1.6. Ensuring gender balance in recruitment committees	1.6.1. Negotiating guidelines about the proportionate presence of women in committees deciding on faculty and senior leadership appointments
		1.6.2. Providing support for administrative tasks to senior women sitting in many committees (to fulfil gender balance requirements of committees) to compensate for overload
2. Career Development and Training	2.1. Training supervisors	2.1.2. Organising locally 2 workshops on gender bias for staff supervising junior researchers
	2.2. Postdoc career development scheme	2.2.2. Participating in the pilot career development program for postdoctoral researchers
	2.3. Providing mentoring schemes	2.3.2. Adopt the CRG peer mentoring program for young PIs and tailor it for the specific needs/circumstances of the institute
		2.3.4. Participate in the mentoring program for young female PIs
	2.4. Providing career development and networking opportunities	2.4.3. Organise seminars for PhD students and postdocs about available opportunities in non-academic scientific sectors
	2.5. Unbiased Evaluation of faculty members	2.5.2. Consider recommendations of the "LIBRA Gender Handbook" and adjust the internal evaluation policies accordingly
3. Work-Life Balance	3.1. Training in work-life balance awareness related to the work of HR departments	3.1.2. Participating in the work-life balance awareness training program for leaders of HR departments and senior scientific staff
		3.1.4. Tailoring the web-based induction module on work- life balance and train all new hires.

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3. Work-Life Balance	3.2. Increasing work-life balance awareness for scientists	3.2.2. Participating in the poster campaign promoting the benefits of WLB
		3.2.3. Hosting lectures of seminar series “My life in science” highlighting challenges and benefits of maintaining a good WLB
		3.2.4. Publishing on the institute’s website a clear policy on work-life balance
	3.3. Promoting employees with family responsibilities	3.3.1. Creating/extending on-site childcare services
		3.3.2. Providing facilitated access/vouchers to external childcare services
		3.3.4. Offering leave days in the case the child is sick
		3.3.6. Providing rooms for breastfeeding/milk pumping/nappy changing
		3.3.7. Improving pregnancy safeguard measures
		3.3.8. Promoting institute family networks
		3.3.10. Promoting shared leave policies between men and women
		3.3.11. Making funds available to cover research projects during parental leave
		3.3.13. Promoting personal return plans to be arranged before leave
		3.3.14. Promoting re-entry support after leave periods
		3.3.15. Relieving staff returning after leave from administrative duties
		4. Sex and Gender Dimension of Research
4.2. Training on the sex/gender dimension of research	4.2.3. Incorporating the teaching modules on gendered aspects of research in the life sciences in the institute’s PhD programme and more advanced courses	
	4.2.4. Identify national/international groups with experience on gendered research, in the field of the institute’s research topic. Organizing visits and working seminars for researchers (in particular young scientists and junior group leaders) to learn how to integrate sex/gender dimension into their project planning.	
	4.2.5. Develop an internal best practices on how to consider sex and gender dimension in experimental setup and data analysis (tailored for the institute’s research).	
	4.2.6. Integration of a sex/gender dimension assessment in internal pre-publication reviews of manuscripts (if the institutional policy was followed)	
	4.3.2. Participating in the workshop on the Gender Dimension of Research with representatives from the industrial sector and national funding organizations (taking place latest Oct 2018)	
4.3. Engaging with funding bodies and industry	4.3.3. Keep a dialogue with national and local funding bodies and industry about the gendered aspects of research in the life sciences and try to influence national research council policy in this direction. Invite them for the workshop.	

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4. Sex and Gender Dimension of Research	4.4. Promoting exchange with experienced groups in gendered research	4.4.1. Identify national/international groups with experience on gendered research, in the field of the institute's research topic. Organizing visits and working seminars for researchers to learn the practical implementation of the gendered aspect in their research.
5. Management	5.1. Regularly collecting gender-disaggregated data	5.1.1. Modifying data analysis tools to have gender- disaggregated data on all the indicators currently in use for reporting
		5.1.2. Introducing new gender-sensitive indicators to be regularly collected
	5.2. Identifying the reasons of employees for leaving the institute	5.2.1. Introducing the administration of exit interviews as standard procedure
	5.3. Adopting gender-sensitive language	5.3.1. Screening internal documents and communication for gender-unfairness and change them accordingly