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Project full title:	Evaluation Framework for Promoting Gender Equality in R&I
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Programme:	Horizon 2020 - Science with and for Society (SWAFS)
Objective:	GERI-3-2015, "Evaluation of initiatives to promote gender equality in research policy and research organisations"
Type of action:	RIA

Full List of Indicators

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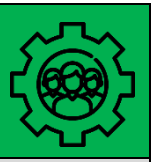
Indicators distributed per category[1]

CATEGORY **1** **PERSONNEL** in regard to research organisations, universities, ministries, companies

RESULTS/ **POLICY MEASURE STRATEGIES**	**INDICATORS AT TEAM LEVEL** 	**INDICATORS AT ORGANISATIONAL LEVEL** 	**INDICATORS AT POLICY/ COUNTRY LEVEL** 
1.1 GENDER EQUALITY DIMENSION: **POSITION**			
STRATEGY 1. More women in R&D *STRATEGY 2. More women in leadership positions* **1.1.1 Increased number of women in academic and**	• Composition of academic positions per team (AKKA, LDW, LEAP, NL, Rice, Stanford) • Number of tenured/tenure-track/non-tenured faculty (Toolkit) • Perception of hampering performance due to increased costs of coordination and negotiating	• Horizontal/vertical segregation in positions (AU) • Relative probability between the ability of men and women to reach a top position (NL) • Period of time spent in academic positions (LEAP)	• Relative size of business enterprise in R&D sector (FI) • Models of public involvement in S&T decision-making (MoRRI) • Horizontal/vertical gender segregation in occupations and in economic sectors (ECNGD, 53)

[1] Descriptions of the programmes can be found in the following: Advance IT (Laursen et al. 2015), AKKA (Lövkrona & Widén 2012), Athena SWAN (Munir et al. 2014), AU (Cacace et al. 2015), FI (DFF – Det Frie Forskningsråd 2013a), ECNGD (Reidl et al. 2017b), ESWN (Archie & Laursen 2013; University of Colorado n.d.), Gender-NET (Gender-NET n.d.-b), GenPORT (GenPORT 2016), GPGSR (UAB & EGERA 2016), JR (FFG & BMWA 2008), LDW (Davidson 2013), INTEGER (INTEGER n.d.), LEAP (Hassi & Laursen 2008), Michigan (Stewart, La Vaque-Manty & Malley 2004), MoRRI (MoRRI n.d.; Ravn et al. 2015a; 2015b), NL (Timmers et al. 2010), NZWIL (Harris & Leberman 2012), Rice (O'Brien et al. 2015), Stanford (Stanford University n.d.; Valantine et al. 2014), Toolkit (Frehill et al. 2015), Uppsala (Neu Morén 2012) YDUN (Damvad Analytics 2015).

other RTDI positions	between diverse members (ESWN, A4) • Gendered competency expectations (GenPORT) • Women's participation in paid work (MoRRI)	• Cohort/event history analyses of tenure and promotion (Toolkit) • Proportion of doctorates becoming professors within a 12-year period (VINNMER) • Comparison between the proportion of female faculty during the most recent academic year to the proportion hired in the period of the past 3 years (Michigan) • Rate of change in composition of faculty (Stanford) • Number of newly appointed full professors (hired or promoted) (Stanford) • Encouragement to engage in decision-making (LDW) • Share of female heads of RPOs (MoRRI) • Citizen preferences for active participation in S&T decision-making (MoRRI)	• Distribution of grade A staff across age groups by sex (ECNGD, 64) • Distribution of staff across gender • Distribution of RFOs across gender • Success rates of men and women applicants to positions • Percentage of research evaluation panels in RFOs that included the target of at least 40 % of underrepresented sex in boards (ECNGD, 64) • Proportion of women in grade A positions (ECNGD, 63) • Proportion of women grade A staff by main field of science (ECNGD, 63) • Dissimilarity Index (MoRRI) • Glass Ceiling Index (MoRRI) • Gender wage gap (MoRRI) • Percentage of member state's funding programmes explicitly including gender requirements (MoRRI)
STRATEGY 2. More women in leadership positions **1.1.2 Increased number of women in decision-making positions**	• Increase in leadership positions by women who participated in the programme (Uppsala, NZWIL) • Experiences to be sought for leadership roles (NZWIL)	• Taken up leadership positions such as rector, associate professor, dean/as-sociate dean, centre director, head of department, leader of research (AKKA) • Composition of boards or committees (AKKA, Athena SWAN, Toolkit) • Percentage of professional staff at employment levels (NZWIL) • Kinds of leadership roles engaged since the programme (NZWIL)	• Measures addressing gender balance in decision-making (ECNGD, 41) • Proportion of women heads of institutions in the higher education sector (ECNGD, 64) • Proportion of women in leadership positions (AU) • Distribution of gender among rectors • Distribution of gender among reviewers

		• Proportion of women on (company) boards, members and leaders (ECNGD, 64) • Share of male and female members of boards in largest quoted companies, supervisory board or board of directors (ECNGD, 58) • Percentage of women in advisory committees (MoRRI) • Percentage of women in expert groups (MoRRI) • Percentage of women in proposal evaluation panels (MoRRI)	• Distribution of gender among heads of review panels • Distribution of gender in recruitment or promotion boards
1.2 GENDER EQUALITY DIMENSION: **RECRUITMENT CAPACITY**			
STRATEGY 1. More women in R&D *STRATEGY 2. More women in leadership positions* **1.2.1 Improved recruitment of talented women**	• Number of new hired faculty (Toolkit) • Negotiation of job offers (concerning salary, workload, office space) (LEAP) • Reaction to female supporting treatment (Athena SWAN, ESWN)	• Fairness of evaluation (Advance IT) • Guidelines for recommendation letters (e.g. content; length; solid recommendation; professional portrayal) (Advance IT) • Composition of search committees and applicant pool (Advance IT) • Facts about contracts of newly hired faculty (e.g. base salary, funding source, benefits, technical support) (Toolkit) • Relation between gender composition and success rate of the candidate pool (Stanford) • Share of gender-balanced recruitment committees at RPOs (MoRRI)	• Openness of labour market for researchers (ECNGD, 6) • Degree of institutional autonomy (ECNGD, 6) • Sex differences in international mobility of researchers during PhD/in post-PhD careers (ECNGD, 63)

CATEGORY

2 WORKING CONDITIONS

RESULTS/ POLICY MEASURE STRATEGIES	INDICATORS AT TEAM LEVEL	INDICATORS AT ORGANISATIONAL LEVEL	INDICATORS AT POLICY/ COUNTRY LEVEL
2.1 GENDER EQUALITY DIMENSION: **WORK-LIFE BALANCE**			
STRATEGY 1. More women in R&D *STRATEGY 2. More women in leadership positions* **2.1.1 Improved compatibility of family and career**	• Extent of experienced work-family conflict (Rice) • Perceived challenges in balancing private life and work (AKKA, Athena SWAN) • Satisfaction with current work-life balance (ESWN) • Perception of influence of career break on career progress (Athena SWAN) • Ability to balance work-life (LDW) • Who is entitled to take parental leave (ECNGD, 32) • Flexibility of parental leave arrange-ments (ECNGD, 33) • Average duration of parental leave periods by sex (ECNGD, 36) • Amount of professional high-quality time (FI)	• On-site child care is seen to reduce job stress (Rice) • Range of institutional support (childcare; partner/spousal hiring; health accommodations; career planning; etc.) (LEAP) • Work-life culture points enables work-life balance (family-friendly working conditions; flextime, work-family policies, etc.) (Athena SWAN) • Working time culture – average working time compared to contracts, all-inclusive contracts, working on weekends, during the night, etc. (JR) • Opportunity to bring family along during stay abroad (VINNMER) • Modified duties in response to personal needs (Advance IT)	• Possible duration of maternity leave (ECNGD, 31) • Possibility of paternity leave (ECNGD, 31) • Possible duration of parental leave (ECNGD, 32) • Legal right to reduce working time on request (ECNGD, 35) • Compensation rate for wages for maternity/parental leave (ECNGD, 34) • Protection against dismissal (ECNGD, 35) • Additional paid leave for working parents (ECNGD, 34) • Who is entitled to take parental leave (ECNGD, 32) • Flexibility of parental leave arrange-ments (ECNGD, 33)

	• Perceived interpersonal conflicts related to family obligations; "mothers leave earlier from work" (HM Government 2016)	• Support for returners (Athena SWAN) • Possibility of paternity leave (ECNGD, 31) • Share of entitled men and women using parental leave (ECNGD, 35) • Regulations and initiatives supporting parents returning to work (ECNGD, 33) • Number of sick days (Eurofound 2010) • Fluctuation at the department/sex (Griffeth, Hom & Gaertner 2000) • Who is entitled to take parental leave (ECNGD, 32) • Flexibility of parental leave arrangements (ECNGD, 33) • Average duration of parental leave periods by sex (ECNGD, 36) • Culture and attitude towards parental leave (AU) • Employment by full-time and part-time status, sex (ECNGD, 49) • Administrative/organisational practices on space allocation (Toolkit)	• Average duration of parental leave periods by sex (ECNGD, 36) • Employment rate by age of children and sex (ECNGD, 46)
2.2 GENDER EQUALITY DIMENSION: **JOB SATISFACTION**			
STRATEGY 1. More women in R&D **2.2.1 Appropriate respect/recognition for (academic/**	• Range of respect by boss/colleagues/ students (ESWN) • Perception by others as a legitimate scholar (LEAP) • Changes in salary and position from entry to exit/current position (JR)	• Award or honour by institution (Toolkit) • Events to create visibility and credibility and specific types of recognition for women (Advance IT, AKKA)	• General gender pay gap (ECNGD, 62) • Gender pay gap in RTDI (ECNGD, 62)

scientific/leader-ship) work	• Transparent promotion system (van den Brink et al. 2010) • Salary compared to colleagues (ESWN) • Equality of attention (ESWN) • Experienced sex discrimination/ sexist remarks (ESWN)	• Transparent promotion system (van den Brink et al. 2010)	
STRATEGY 1. More women in R&D *STRATEGY 2. More women in leadership positions* **2.2.2 Positive individual job rating**	• Satisfaction with career (ESWN) • Amount of social interaction in unit/ team (ESWN) • Contribution to scientific field (ESWN) • Day-to-day intellectual stimulation (ESWN) • Level of funding (ESWN) • Involvement in unit/team decision-making (ESWN)	• Sense of valuing scholars and colleagues (ESWN) • Perception of people working in the area of R&I in regard to gender equality, e.g. percentage of women in R&I who believe they have equal opportunities to pursue their careers in comparison to men (MoRRI)	
STRATEGY 1. More women in R&D **2.2.3 Overall work climate**	• Perceptions of work climate (Athena SWAN) • Feelings of social isolation (ESWN) • Sense of belonging to group (Athena SWAN, LDW) • Sense of community (ESWN)	• Measures on work environment/work practices (LEAP) • Cultural/professional features of work environment (LEAP)	
STRATEGY 1. More women in R&D **2.2.4 Allocation of workload**	• Composition of faculty workload (in terms of number of taught courses and supervised graduate students) (Toolkit) • Workload by gender (AU) • Main differences of working hours between men and women in full-time employment (ECNGD, 59)	• Share of hours spent on research/teaching/other activities per sex (AU) • Measures led to renegotiation of workload (LDW) • Guidelines on how to argue a release from one kind of activity (for example teaching) to focus on research (LEAP)	• Measures due to labour law (AU) • Time spent on unpaid work (ECNGD, 39) • Actual weekly working hours of full-time employed persons in academic/ scientific professions by gender and country (ECNGD, 60) • Actual weekly working hours of full-time employed persons in leadership positions by gender and country (ECNGD, 60)

2.3 GENDER EQUALITY DIMENSION: **COMPETITIVENESS/PROMOTION AND CAREER**			
STRATEGY 1. More women in R&D *STRATEGY 2. More women in leadership positions* **2.3.1 Transparent, non-biased and flexible promotion/ tenure criteria**	• Diversity in team structure concerning tenure (Toolkit) • Career opportunities (ECNGD, 61)	• Contracts take major life events into account (e.g. child birth) (Advance IT, VINNMER) • Flexibility in promotion policy (Athena SWAN) • Assessment of number of submitted tenure applications and number of awarded tenures (Toolkit) • Assessment of number of promotion applications and number of admissions (Toolkit) • Assessment of fixed-term contracts vs. permanent positions/contracts (ECNGD, 61) • Transparent promotion system (van den Brink et al. 2010)	
STRATEGY 2. More women in leadership positions **2.3.2 Strengthened confidence for promotion and responsible positions** **2.3.3 Improved support to advance research career**	• Knowledge of criteria for promotion (Athena SWAN) • Rating of obstacles to get promotion/responsible position (ESWN) • Rating of own contribution (ESWN) • Awareness of research opportunities (Athena SWAN) • Confidence in own ability (Athena SWAN) • Revisions of career plan (VINNMER, LDW) • Considerations about leaving current positions (Athena SWAN) • Number of participants promoted after the programme (NZWIL)	• Existence of rewards and incentives (Athena SWAN) • Received personal and professional support from institution (VINNMER) • Extent of support and encouragement from institution to adopt and enact the content of promotion programmes (Uppsala) • Implementation of new tasks/respon-sibilities (VINNMER, LDW) • Development of the number and proportion of women ISCED 5 graduates within a certain period of time (ECNGD, 44)	• Awareness of gender-specific know-ledge (AU) • Participation of women and men in RTDI (ECNGD, 50) • Gender-specific research funding programme in place (Gender-NET) • Proportion of scientists and engineers (ECNGD, 15) • Share of ISCED 6 STEM graduates in the whole population (ECNGD, 14) • Share of tertiary educated population among the group of 25 to 34 years old by sex (ECNGD, 18)

	• Change in motivation to invest more effort in scientific career (Uppsala) • Perception of own improvement of profession (Uppsala) • Description of academic future (Uppsala) • Perceived challenges to get a scientific position (Athena SWAN) • Possibility to approach senior staff for assistance and tips (measuring the confidence) (LDW) • Acts of support through upper manager (NZWIL) • Received personal and professional support from unit/team (VINNMER) • Experienced extent of support and encouragement from unit/team to adopt and enact the content of promotion programmes (Uppsala)	• Development of the proportion of wo-men ISCED 6 graduates (ECNGD, 44) • Development of the number and proportion of women ISCED 6 graduates differentiated by field of study (ECNGD, 44) • Development of the proportion of women ISCED 6 graduates differentiated by narrow fields of study (ECNGD, 45) • Employment rate by sex (ECNGD 46) • Distribution of researchers across economic activities (NACE Rev. 2) in the business enterprise sector, by sex (ECNGD, 57)	
2.4 GENDER EQUALITY DIMENSION: **WORKPLACE**			
STRATEGY 1. More women in R&D *STRATEGY 2. More women in leadership positions* **2.4.1 Equal work-space/facilities allocation**	• Perceived space allocation of faculty (Toolkit) • Access to necessary facilities and work space (VINNMER) • Ranking of workplaces' quality (Toolkit) • Gender resource gap	• Parking for pregnant women (AU) • Study of actual space allocation of faculty at organisational level (access to the lab, square footage, proximity to electrical power, years since last renovation, services) (Toolkit) • Study of perceived space allocation of faculty (Toolkit)	

CATEGORY

3 PROFESSIONAL CAPABILITIES

RESULTS/ POLICY MEASURE STRATEGIES	INDICATORS AT TEAM LEVEL	INDICATORS AT ORGANISATIONAL LEVEL	INDICATORS AT POLICY/ COUNTRY LEVEL
3.1 GENDER EQUALITY DIMENSION: **LEADERSHIP**			
STRATEGY 2. More women in leadership positions **3.1.1 Increased confidence and ability of leadership roles**	• Ability to apply and exercise learned leadership skills (LDW, Uppsala) • Attractiveness and personal motives to take up leadership positions (AKKA) • Growth of knowledge about local leadership and organisation culture (LDW) • Perception of own role being a leader concerned with supporting women's opportunities (LDW) • Contribution to the participant's self-perception as a primary investigator/project leader (YDUN) • Tangible examples of leadership development skills in daily work (Uppsala) • Visibility in the unit/team (AKKA)	• Implementation of leadership development programme (VINNMER) • Assessing deans/chairs/committee leaders by assessment criteria, professional requirements, stereotypes (Advance IT) • Organisational views of the advance-ment of women by structural features (Athena SWAN) • Mentoring system from the very beginning when one enters the organisation (NaTE) • Visibility of women at the university/ organisation (AKKA) • Share of projects directed by women (LDW)	• Women with leadership positions (AU) • Visibility of women at national level (AU)

	• Strength of identification as a female leader (Uppsala) • Increased self-awareness (Uppsala) • Contributed to and/or leading meetings (LDW) • Initiation/involvement in projects (LDW)		
3.2 GENDER EQUALITY DIMENSION: **PROFESSIONAL ACHIEVEMENTS**			
STRATEGY 1. More women in R&D *STRATEGY 2. More women in leadership positions* **3.2.1 Increased professional development of work skills (for career success)**	• Time management improvement (ESWN) • Building/extension of network and its usage to advance career (ESWN) • Development of long-term career plan (ESWN) • Improved ability to manage budgets (ESWN) • Deepening of knowledge of own discipline (ESWN) • Clarity about own value as a scientist (ESWN) • Encouragement to undertake further training and pursue personal develop-ment opportunities (Athena SWAN) • Knowledge about own career path and potential obstacles (ESWN) • Knowledge about leadership and university governance (AKKA) • Improved understanding of different departments'/sections' culture and procedures (AKKA) • Improved negotiation skills (ESWN)	• Availability of positions in the organi-sation (AU) • Support and opportunities to publish (AU) • Availability of training and workshops (Advance IT) • Support to management of grant writing (Advance IT)	• Availability of positions in the RTDI system (AU) • Availability of research grants (AU) • Availability of grants for staying abroad (AU) • Availability of publishing grants (AU)

	• Improved voicing of opinion/confidence to argue one's position (ESWN) • Confidence and preparedness in long-and short-term goals/path (ESWN) • Ability to identify and access mentors (ESWN) • Improved self-promotion skills (ESWN) • Supervising/mentoring others (ESWN) • Gaining a research or mission state-ment (ESWN) • Participation/strategic behaviour in committees (LDW) • Opportunities for publishing (VINNMER) • Number and level of career activities: participation in training, coaching, conferences, etc. (JR) • Quality of the activities for the support of a scientific career (JR) • Gender differences in research focus (FI)		
STRATEGY 1. More women in R&D *STRATEGY 2. More women in leadership positions* **3.2.2 Improve-ment of network building and use**	• Ability to create/enhance/sustain new networks/contacts/ collaborations (AKKA, Athena SWAN, Uppsala) • Use of mentoring (promoting of career, obtaining of resources, useful advices, etc.) (LEAP) • Identification of useful local "allies" in encouraging GE (Michigan)	• Support to create/sustain networks (AU) • Implementation of mentoring/ coaching programmes/sessions (Advance IT, Athena SWAN) • Invitations of visiting scholars (Advance IT, Athena SWAN) • Invitation of female speakers (AU) • Invitation of female panelists (AU)	

	• Experienced value of the opportunity to network and discuss with peers (NZWIL) • Value of having a mentor (male/ female) (Rice) • Benefits of coaching/mentoring (Uppsala)	• Facilitation of informal get-together events (Advance IT, Athena SWAN) • Existence of women-only groups/ networks (AKKA, Athena SWAN) • Share of women local researchers who are considered as mentors (LEAP)	
3.3 GENDER EQUALITY DIMENSION: **AWARENESS OF/COMMITMENT TO GENDER EQUALITY**			
STRATEGY 1. More women in R&D *STRATEGY 2. More women in leadership positions* *STRATEGY 3. Gender dimension in research content and curricula* **3.3.1 Increased gender awareness**	• Scale of personal commitment to gender diversity (LEAP) • Scale of empathy (GenPORT) • Concernment in terms of gender awareness/knowledge (Michigan) • Motivation and confidence in actively promoting gender equality (Michigan) • Level of team deference (GenPORT, A23)	• Scale of organisational commitment to gender diversity (measurement through regulations, contracts' re-formulation, founding of new initiatives) (AU) • Perceived commitment of the university/institution to promote equality and diversity (Athena SWAN) • Raised credibility to former and current GE work (Athena SWAN) • Establishment of institutional data-gathering (Advance IT, AU) • Effect of data collection on the application process (Athena SWAN) • Perceived general gender egalitarian-ism (Rice) • Inclusion of the gender dimension in teaching/curricula (ECNGD, 66) • Institution's commitment to promote equality and diversity (Athena SWAN) • Share of staff/researchers who have received training on IGAR (Gender-NET)	• Content and manner of appropriate GE campaigns (AU) • National R&I strategy/goals per country (ECNGD, 9) • Equal opportunity/anti-discrimination legislation (ECNGD, 25) • Overall strategic gender equality policies in RTDI in place (ECNGD, 39) • Measures addressing GE in scientific careers (ECNGD, 41) • Measures addressing GE in leadership positions in RTDI (AU) • Bodies responsible for GE monitoring (AU)

		• Budget allocated to GE monitoring (NaTE) • Dedicated person/department/team in charge of GE monitoring (NaTE)	
3.4 GENDER EQUALITY DIMENSION: **FUNDING TO PROMOTE GE IN TERMS OF FEMALE CAREERS**			
STRATEGY 1. More women in R&D *STRATEGY 2. More women in leadership positions* *STRATEGY 3. Gender dimension in research content and curricula* **3.4.1 Increased funding to promote GE**	• Proportion of women receiving a grant (AKKA) • Average size of grant distributed by gender (AU) • Reasons for potential applicants not to apply/to apply for funding • Offers of grants (AU)	• Grants for early career development (Advance IT) • Support for career and life transitions (e.g. returners), fieldwork, conferences, professional development (Advance IT) • Proportion of women receiving a grant (AKKA) • Offer of grants (AU) • Distribution of project funds among men and women (AU) • Research Funding Organisations Index (MoRRI)	• Major funding agencies (national & regional) (ECNGD, 22) • Promotion of gender equality as a funding requirement (AU) • Existence of formal governance structures for RRI within research funding and performing organisations (MoRRI) • Share of research funding and performing organisations promoting RRI (MoRRI) • Funder mandates (MoRRI) • Share of men and women among applicants (AU) • Share of men and women among successful applicants (AU)

CATEGORY

4 STRUCTURAL FEATURES

RESULTS/ POLICY MEASURE STRATEGIES	INDICATORS AT TEAM LEVEL	INDICATORS AT ORGANISATIONAL LEVEL	INDICATORS AT POLICY/ COUNTRY LEVEL
4.1 GENDER EQUALITY DIMENSION: **GENDER EQUALITY CHALLENGES/BARRIERS**			
STRATEGY 1. More women in R&D *STRATEGY 2. More women in leadership positions* **4.1.1 Decrease of GE barriers**	• Perception of a gender-oriented receipt of attention (Athena SWAN) • Perception of working up effort with respect to gender (Athena SWAN) • Acknowledgement of gender issues in team (AKKA) • Acceptance of cultural change (Athena SWAN) • Value of gender-promoting measures (ESWN) • Experienced sex discrimination/sexist remarks (ESWN) • Gender bias in task allocation (Gender-NET) • Level of visibility (Rice)	• Acknowledgement of gender issues (AKKA) • Acceptance of cultural change (Athena SWAN) • Engagement of decision-makers (INTEGER) • Gender monitoring/reporting in regular monitoring instruments (INTEGER) • Sustainability of gender equality initiatives (Athena SWAN, LDW) • GE-dedicated administrative staff (Athena SWAN) • Enacting of policy change (Advance IT) • Science communication culture (MoRRI)	• Main challenges concerning GE in RTDI (ECNGD, 41) • Percentage of schools (primary and secondary) that have programmes promoting GE issues in regard to career choices (MoRRI) • Perception of gender roles in science amongst young people and their parents (MoRRI) • Percentage of parents who believe their children (daughters) will have equal opportunities to pursue a career in STEM (MoRRI) • Percentage of research institutions that document specific actions that minimise/reduce barriers in work/environment that disadvantage one sex (e.g. flexibility of working hours) (MoRRI)

		• Citizen science activities in RPOs (MoRRI) • RPO support structures for researchers as regards incentives and barriers for data sharing (MoRRI) • Integration of GE in key performance indicators (KPIs) (FI) • Percentage of women taking part in research mobility programmes (MoRRI)	• Share of RPOs with gender in research content (MoRRI)
4.2 GENDER EQUALITY DIMENSION: **ORGANISATIONAL/CULTURAL CHANGE**			
STRATEGY 1. More women in R&D *STRATEGY 2. More women in leadership positions* **4.2.1. Organisational/cultural change with regard to GE**	• Perceived extent and pace of cultural change at team level (Athena SWAN) • Experience of a cultural shift during career (LDW) • Advices to a successful cultural/ organisational change (Rice) • Rating of communication paths and processes (INTEGER) • Rating of transparency regarding decision-making bodies and criteria (Athena SWAN)	• Establishment of gender equality structures and procedures (GenderNET) • Perceived extent and pace of cultural change at organisational level (Athena SWAN) • Adaptations in guidelines, employee rights, spousal appointments (Rice) • Capacity building as to GE (e.g. career development centre) (AU) • General organisational consciousness and messages with symbolic value (Advance IT) • Assessment of the effectiveness of existing equal opportunity/anti-discrimination legislation/measures (ECNGD, 28) • Adoption of GE plans (ECNGD, 44) • Ethics at the level of universities/ RPOs (MoRRI)	• Perceived extent and pace of cultural change at policy level (Athena SWAN) • Ministries responsible for R&I and GE (ECNGD, 21) • Structures for GE (ECNGD, 26) • Relevant policy initiatives to foster equality (ECNGD, 26) • Policy-oriented engagement with science and GE (MoRRI) • Percentage of RPOs that document specific actions aiming to change aspects of their organisational culture that reinforce gender bias (MoRRI)

4.3 GENDER EQUALITY DIMENSION: **PREFERENTIAL TREATMENT**			
STRATEGY 1. More women in R&D *STRATEGY 2. More women in leadership positions* *STRATEGY 3. Gender dimension in research content and curricula* **4.3.1 Equal treatment**	• Perception of preferential treatment such as advice, access to lab or equip-ment, resources, recruitment, pro-motion, attention to meetings (Athena SWAN, ESWN) • Perception of likelihood of male/fe-male success in academia (Athena SWAN) • Amount of free time, i.e. high-quality time for the researcher to stimulate ideas, discussion, etc. (FI)	• GE unit/committee in place (Gender-NET) • Gender in Research Content unit/ committee in place (Gender-NET) • Facilitating mobility of female researchers (Gender-NET)	• Legislation in place
4.4 GENDER EQUALITY DIMENSION: **FUNDING FOR STRUCTURAL TRANSFORMATION**			
STRATEGY 1. More women in R&D *STRATEGY 2. More women in leadership positions* *STRATEGY 3. Gender dimension in research content and curricula* **4.4.1 Increased funding to achieve structural transformation**	• Proportion of women receiving a grant (AKKA) • Average size of grant distributed by gender (AU) • Reasons for potential applicants not to apply/to apply for funding • Offers of grants (AU)	• Budget spent on GE measures (INTEGER) • Grants for early career development (Advance IT) • Support for career and life transitions (e.g. returners), fieldwork, conferences, professional development (Advance IT) • Proportion of women receiving a grant (AKKA) • Composition of applicants and those who received funding (YDUN) • Offer of grants (AU) • Distribution of project funds among men and women (AU) • Research Funding Organisations Index (MoRRI)	• Major funding agencies (national & regional) (ECNGD, 22) • Requirements for funding to promote GE (AU) • Existence of formal governance struc-tures for RRI within research funding and performing organisations (MoRRI) • Share of research funding and per-forming organisations promoting RRI (MoRRI) • Funder mandates (MoRRI) • Share of men and women among applicants (AU) • Share of men and women among successful applicants (AU)

CATEGORY

5 RESEARCH & INNOVATION/RRI

RESULTS/ POLICY MEASURE STRATEGIES	INDICATORS AT TEAM LEVEL	INDICATORS AT ORGANISATIONAL LEVEL	INDICATORS AT POLICY/ COUNTRY LEVEL
5.1: RESEARCH AND INNOVATION DIMENSION: **RESEARCH OUTPUTS AND IMPACTS**			
5.1.1 Scientific outputs	• H-index (Campbell et al. 2013, 2–3) • Number of presentations at conferences • New, altered or improved research tools and techniques, models and simulations (EC 2016) • New advanced capabilities, methods, systems, infrastructures and technologies (EC 2016) • Science prizes/rewards (WR) • Stipends/scholarships/grants (WR) • Consulting activities (WR) • Membership in editorial boards/editors (WR) • License income (patent, software, know-how, patents, trademarks) (WR)	• Percentage of publications from projects which are among the top 1 % highly cited (EC 2015b) • Number of publications in peer-reviewed high impact journals (EC 2015b) • Percentage of publications published in the top 10 % impact ranked journals (EC 2015b) • Publications' interdisciplinarity (FI) • Number of citations/field-specific citation rates (FI) • Percentage of women that are first authors of research papers (EC 2015a) • Conferences/workshops papers and proceedings (EC 2016)	• Publications' interdisciplinarity (FI) • Number of citations (FI) • Country's share of publications (ECNGD, 6) • Number and share of female authors (MoRRI) • Scientific breakthroughs spurring innovation across sectors (EC 2016) • Emergence of new technologies or fields of science in the EU (EC 2016) • EU world-class excellence in science (EC 2016) • Number of scientific papers in relation to the population size (ECNGD, 17)

5.1.2 Networks	• Scientific collaboration across disciplines on new, high-risk ideas (EC 2016) • Cross-country (also beyond EU) and cross-disciplinary research and innovation networks (incl. SMEs) (EC 2016)	• Publication's international collaboration (FI) • Number and percentage of joint public-private-publications out of all publications (EC 2015b)	• Publication's international collaboration (FI) • Percentage of international scientific co-publications (ECNGD, 6) • Public-private co-publications (ECNGD, 6) • Stronger pan-European collaboration across disciplines, sectors, value chains and technology levels (EC 2016)
5.1.3 Training/ human capital		• Researchers trained (inc. PhD, post-docs, gender-balanced) (EC 2016)	• Improved attractiveness of researchers' careers across the EU (EC 2016) • Strengthened human potential in R&D in business and academia (incl. gender balance) across EU countries
5.1.4 Strengthened R&I capacities/excellence			• Reputation and excellence of Europe in scientific and technological research (modernisation of research institutions, vitality of research environment, quality of research outputs in basic and applied research) (EC 2016)
5.1.5 Research priorities and outcomes in terms of GE	• Personal experience and interests (Stanford) • Beliefs and unconscious assumptions (Stanford) • Women's perception of their ability to be an entrepreneur and to hold themselves to a stricter standard of competence (FI, A29) • Women's perception to hold themselves to a stricter standard of competence (FI, A29) • Degree of fear of failure (FI, A28)	• Professional career tracks and standards for promotion (Stanford) • Turnover at RPOs (FI, A7) • Composition of gendered product development (FI, A7)	• Initiatives of public and private funders and other stakeholders (Stanford) • Industrial funding and lobbying (Stanford) • Military funding priorities and lobbying (Stanford) • Health funding priorities and lobbying (Stanford) • Regulatory environment (Stanford)

			• Market research on competitors or particular market segments (Stanford) • Configuration of academic disciplines (Stanford) • Political and cultural initiatives and movements (Stanford) • RTDI tax incentives (ECNGD, 9) • Expenditures on RTDI sector in comparison to remaining sectors by public sector/domestic business (ECNGD, 7) • Share of research projects with specific GE actions (MoRRI)
5.2 RESEARCH AND INNOVATION DIMENSION: **INNOVATION OUTPUTS AND IMPACTS (INCL. TECHNOLOGICAL IMPACTS)**			
5.2.1 Conventional innovation indicators	• Joint databases, platforms, testbeds (EC 2016) • New common methodologies (EC 2016) • Technology roadmaps (EC 2016) • New or improved standards (EC 2016) • Proof of scientific and technological feasibility (EC 2016) • Awareness of market and end-user needs (EC 2016) • Demonstrators of innovative solutions • Business plans (EC 2016) • New context-adapted solutions (technological and non-technological, e.g financial,	• Number of patent applications (EC 2015b) • Number of awarded patents (EC 2015b) • Number of patent applications by theme (EC 2015b) • Number of awarded patents by theme (EC 2015b) • New products, processes, and methods launched into the market (EC 2015b), according to societal challenges • Improved products, services, processes launched onto the market (EC 2015b) • Standardisation/norm-setting (Horvat 2011)	• Women's representation among inventors in Europe (FI) • RTDI expenditures in the business sector (ECNGD, 6) • Community designs (ECNGD, 6) • Community trademarks (ECNGD, 6) • Number of patents per inhabitant/ citizen (ECNGD, 18) • Number and share of female inventors (MoRRI) • Better innovation capability of EU firms (EC 2016) • Number of young patenting firms per GDP

	regulatory or business models) (EC 2016) • Innovative processes, products and service delivery systems (EC 2016) • Projects having sought additional or follow-up funding – private or public – incl. from regional/national schemes (EC 2016)	• New instruments/demonstrators • Industrial spill-overs • Spin-offs (WR) • Set-up of knowledge and innovation communities gathering research, innovation and higher education (EC 2016) • Networks of developers, providers and users of solutions involved in co-creation (value chain) (EC 2016) • Private companies introducing innovations (self-reporting (yes/no) of participating firms, based on a common definition of "innovations new to the company or the market") (EC 2015b) • Number and percentage of participating SMEs that have introduced innovations to the company or the market (EC 2015b) • New, altered or improved ideas, products, designs, processes, services and business models (EC 2016) • Turnover from innovation; sales of new to market and new to firm innovations (Fan) • License and patent revenues from abroad (Fan)	
5.2.2 Diffusion of innovation in products, services, processes			• Portfolio of demonstrated replicable, up-scalable and "contextualisable" innovative solutions (EC 2016) • All forms of innovation that enable the transition to more sustainable

			economies fostered, incl. through digital systems (EC 2016) • Improved market uptake and replication of tested technologies (EC 2016) • Solutions brought closer to market (increase in technology readiness level) (EC 2016) • Improved cost-effectiveness and sustainability of solutions (EC 2016) • Improved manufacturing processes and equipment of EU industry (EC 2016) • Improved time-to-market for European manufacturers and service providers (EC 2016) • Improved sustainability across the entire product-service lifecycle (EC 2016) • Increased digitisation of industry and economy (EC 2016) • New and better product-service offerings addressing customer needs (EC 2016) • Creation of smart global value chains that enable value capture to Europe (EC 2016)
5.2.3 Incorporation of knowledge about sex and gender into engineering innovation processes			• Innovations and technologies serving certain groups of women or men more than others (Stanford) • Development of user-driven innovation/design innovation (JR, A33) • Degree of competition by image shaping by gendered productivity (JR, A33)

5.3 RESEARCH AND INNOVATION DIMENSION: **ECONOMIC OUTPUTS AND IMPACTS (INCL. ENTRPRENEURSHIPS)**			
5.3.1 Economic impacts		• Growth and job creation in participating SMEs (EC 2015b) • Turnover of company, number of employees (EC 2015b)	• EU technological leadership & strengthened competitive position of European industry (incl. SMEs, start-ups) (EC 2016) • Diffusion of innovation in the economy (incl. in SMEs) generating jobs, growth and investments (EC 2016) • Share of enterprises cooperating with academia (e.g. patents filed by unis and public labs per GDP) (Fan)
5.3.2 Entrepreneurship		• Risk finance – total investments mobilised via debt financing and venture capital investments (EU 2015b) • Number of business ideas incubated (EU 2015b)	• Share of women founding a company (FI) • Average number of full-time equiva-lents in women-owned businesses (FI) • Employment in fast-growing firms of innovative sectors (Fan) • Ease of entrepreneurship index (Fan) • Venture capital investments per GDP (Fan) • Innovative enterprises as percentage of total enterprises by size and type of innovation (Fan)
5.3.3 Strengthened framework conditions for R&I			• Leveraged private and public investment in R&I (EC 2016) • Leveraged demand for solutions for tackling societal challenges (EC 2016) • More innovation-conducive regulatory frameworks (EC 2016)

			• Innovative financing, business and governance models for innovative solutions adopting transdisciplinary and participatory approaches and promoting citizens' engagement (co-creation processes) (EC 2016) • Increased availability of debt & equity finance for R&D and innovation-driven companies (EC 2016)
5.3.4 Jobs, growth & competitiveness of participants (incl. SMEs)			• Enhanced innovation capability and competiveness of European enterprises in global market for innovative solutions (esp. SMEs) (EC 2016) • Jobs maintained and created in business and academia (EC 2016) • New business entities created or improved performance of existing businesses (EC 2016) • Opening up of new markets for participants (EC 2016) • Growth & internationalisation of participating SMEs (EC 2016)
5.4 GENDER EQUALITY DIMENSION: **GENDER-SENSITIVE RESEARCH**			
STRATEGY 1. More women in R&D *STRATEGY 3. Gender dimension in research content and curricula* **5.3.1 Achieved gender equality in research process**	• Gender balance in research team/research team composition (GPGSR, 9) • Number of projects lead by women (GPGSR, 9)	• Research includes or fosters participation of all agents in the process of investigation (GPGSR, 11) • Equitably published results to ensure a balance of authorship in research (GPGSR, 12) • Measures for research team-building and their regularity (JR)	• Awareness of and support to gender-sensitive research at system level (research councils, other RFOs) (AU)

STRATEGY 3. Gender dimension in research content and curricula **5.3.2 Research quality: integration of the gender dimension/perspective in research and content, in research projects, patents, and agreements**	• Research question has been delimited (Stanford)	• Percentage of research projects inclu-ding gender analysis/gender dimen-sions in the content of research (MoRRI) • Scientific production infused with power relations and based on hierar-chical relationships between different fields of knowledge (GPGSR, 6) • Gender, sexuality and the body are part of the processes of control in work organisations, especially of women (GPGSR, 6) • Issues related to procreation and emotions are abandoned and ex-cluded (GPGSR, 6) • Reconsiderations of the significance of scientific validity in order to visibilise hidden hierarchy of organisations (GPGSR, 6) • Importance in scientific analyses to attach to everything related to gender inequalities and power relationships (GPGSR, 6) • Gender appears in studies of any subject (GPGSR, 6) • The project's title in terms of gender and gender equality to describe project (GPGSR, 9) • Existence/absence of knowledge on sex and gender in research field (GPGSR, 10) • Definition of research priorities con-sidering who will benefit/be ignored by research projects (GPGSR, 10)	• Share of research projects with gender dimension in content (MoRRI) • Share of RFOs promoting gender con-tent in research (MoRRI) • Share of gender-balanced research evaluation panels in RFOs (MoRRI) • Percentage of research institutions that provide training/support for re-searchers in regard to the inclusion of gender dimension in the content of research (EC 2015a) • Competitive advantage through in-creased usability of products (FI, A32) • Measures addressing the integration of gender dimension in research (ECNGD, 42)

		• Sample composition by sex (GPGSR, 11) • Needs and expectations of research subjects as well as power relationships and gender assumptions (of research-ers and research subjects) have been considered and included (GPGSR, 10) • Sex differences have been analysed (GPGSR, 11) • Other "biological and socio-cultural" differences have been taken into account (GPGSR, 11) • Analysis of gender has been set out and clearly explained in the dissemination of research results (GPGSR, 12) • Gender-neutral, non-sexist language is used (GPGSR, 12) • Active information search about controversial technology (Meijer et al. 2016)	
STRATEGY 3. Gender dimension in research content and curricula **5.3.3 Making of contributions to strengthening gender-sensitive research**	• People/employees feel empowered making research more participatory, creative and inclusive (GPGSR, 7) • Perception of improvement of people's and social groups' lives (GPGSR, 7) • Perception of rebalancing power especially in relation to women at team level (GPGSR, 7)	• Perception of rebalancing power, especially in relation to women at organisational level (GPGSR, 7) • Level of scientific reflection of re-search projects (GPGSR, 7) • Level of taking the role of the re-searchers and their relationship with their participants into account (GPGSR, 7) • Research tools are adapted to the subject's language and worldview (GPGSR, 7)	• Perception of rebalancing power, especially in relation to women at country level (GPGSR, 7) • Increase of scientific knowledge about gender (GPGSR, 8) • Policy requiring the integration of the gender analysis into research funding programmes in place (Gender-NET) • Support to the inclusion of gender contents in research agendas by funders (ECNGD, 65)

		• Legal concepts related to gender and analysis techniques about main-streaming gender perspectives in public policies are included (GPGSR, 7) • Senior managers are involved in the implementation of the policy that integrates gender analysis into research funding (Gender-NET) • Number of calls that include dissemi-nation materials and guidelines to support applicants in the integration of the gender analysis into research proposals (Gender-NET) • Explicit integration of sex/gender analysis as one of the issues to be monitored in mid-term/final project reporting (Gender-NET)	• Inclusion of the gender dimension in research contents (ECNGD, 65) • Relevance of national and regional levels in R&I policy and financing (ECNGD, 23) • Number of programmes which include measures aimed at integrating the gender analysis (Gender-NET) • Number of topics which are gender flagged/tagged (explicit cross-cutting gender analysis) (Gender-NET) • Number of calls that include a man-datory requirement for applicants to indicate whether sex and/or gender is relevant to their research proposal (Gender-NET) • Number of calls that include a man-datory requirement for applicants who do not include sex and gender analysis to explain why not (Gender-NET) • Number and percentage of proposals submitted that have responded 'Yes' to the sex/gender relevance question (Gender-NET) • Number and percentage of 'Yes' respondents to the sex/gender relevance question that: Do not include explicit consideration to sex/gender in the content of the research approach/cycle; Provide inappropriate (inconsistent, apparent) explicit inclusion of sex/gender considerations in the

			research approach/cycle; Appropriately include sex/gender analysis across the research approach/cycle (Gender-NET) • Amount and percentage of the total call budget spent on projects which include sex/gender analysis (Gender-NET) • Amount and percentage of overall budget dedicated to enforcing the gender integration in research contents (e.g. gender training, gender experts, gender eligible costs in calls, etc.) (Gender-NET)
5.5 GENDER EQUALITY DIMENSION: **RESPONSIBLE RESEARCH AND INNOVATION (RRI)**			
5.5.1 Gender equality	• Encouragement of gender-balanced teams in the work environment (MoRRI) • Active support of female colleagues within the teams (MoRRI) • Considering gender aspects in the research design (MoRRI) • Using a gender-sensitive language in publications (MoRRI) • Explicitly dealing with gender issues in research projects (MoRRI) • Percentage of women participants in [Horizon 2020] projects (EC 2015b) • Percentage of women project coordinators [in Horizon 2020] (EC 2015b) • Percentage of projects taking into account the gender dimension in	• Percentage of member state's funding programmes explicitly including gender requirements (EC 2015a) • Percentage of research institutions (including universities) that (a) have gender equality plans and (b) provide documentation of their implementation (EC 2015a) • Percentage of research institutions that document specific actions that minimise/reduce barriers in work environment that disadvantage one sex (e.g. flexibility of working hours) (EC 2015a) • Percentage of research institutions that document specific actions aiming to change aspects of their	• Share of female heads of RPOs (MoRRI) • Share of female researchers by sector (MoRRI) • Share of RFOs promoting gender content in research (MoRRI) • Dissimilarity Index (MoRRI) • Share of RPOs with gender in research content (MoRRI) • Glass Ceiling Index (MoRRI) • Gender wage gap (MoRRI) • Share of female heads of RPOs (MoRRI) • Share of gender-balanced recruitment committees at RPOs (MoRRI) • Number and share of female inventors and authors (MoRRI)

	research and innovation content (EC 2015b)	organisational culture that reinforce gender bias (EC 2015a) • Percentage of research institutions that provide training/support for researchers in regard to the inclusion of gender dimension in the content of research (EC 2015a) • Percentage of schools (primary and secondary) that have programmes promoting gender equality issues in regard to career choices (EC 2015a) • Percentage of women on advisory committees (EC 2015a) • Percentage of women in expert groups (EC 2015a) • Percentage of women on proposal evaluation panels (EC 2015a) • Percentage of women in projects throughout the whole life cycle (in full-time equivalent) (EC 2015a) • Percentage of women that are principal investigators on a project (EC 2015a) • Percentage of research projects including gender analysis/gender dimensions in the content of research (EC 2015a) • Percentage of women taking part in research mobility programmes (EC 2015a)	• Percentage of women in [EC] advisory groups, expert groups, evaluation panels, individual experts, etc. (EC 2015b) • Share of gender-balanced recruitment committees of RPOs (MoRRI) • Share of RPOs with GE plans (MoRRI) • Share of organisations with organisational structures for GE (MoRRI) • Share of RPOs with female recruitment and promotion policies (MoRRI) • Gender of individual participants with contact person roles in signed grant agreements (MoRRI) • Years to achieve gender equality in research participation (MoRRI) • Female graduates and academic staff by grade (MoRRI) • Development of number of researchers in the whole RTDI sector and its subsectors (ECNGD, 10)
5.5.2 Ethics	• Submission of projects to ethical reviews) (MoRRI) • Conduction of ethical reviews of projects (MoRRI)	• Documented change in R&I priorities attributable to appraisal of ethical acceptability (EC 2015a) • Percentage of research proposals for which ethics review/institutional	• New or improved ethical standards or guidelines (EC 2016) • Ethics at the level of yniversities (MoRRI)

	• Considering ethical issues when designing research (MoRRI) • Contributing to the development of ethical standards (MoRRI) • Contributing to training on ethical issues (MoRRI)	review board clearance process requires substantive changes in grant application or second ethics assessment (EC 2015a)	• National Ethics Committees Index (NEC index) (MoRRI) • Research Funding Organisations Index (MoRRI)
5.5.3 Public engagement	1) Information for non-academics about research results through • Written outputs (popular science books, chapters, articles in newspapers/magazines/blogs) (MoRRI) • public lectures (MoRRI) • appearances on TV/radio (MoRRI) • science cafés, science festivals, researchers' nights (MoRRI) 2) Involvement of citizens in the following phase(s) of the research by • determining what research should be performed (MoRRI) • conducting the research (data collection, data analysis) (MoRRI) • discussing the consequences of research/its application (including technology assessment) (MoRRI) • communicating and disseminating the results of the project (MoRRI) • commercialising/exploiting results (MoRRI) 3) Active consideration of how research and innovation results will be perceived and used (MoRRI) 4) Collaborating with people who specialise in dialogue with citizens and civil society (e.g. professional mediator,	• Public engagement funding percentage from R&I (EC 2015a) • Public influence on research agendas (EC 2015a) • Share of PE in R&I projects based on consultation, deliberation or collaboration (EC 2015a) • Media coverage (EC 2015a) • Social media/Web 2.0 attention (EC 2015a) • Museum visits and impacts (on visitors, stakeholders, local communities) (EC 2015a) • Civil society organisation activities and impacts (EC 2015a) • Training of communicators (EC 2015a) • Training of scientists/engineers (EC 2015a) • PR staffing (EC 2015a) • Social scientists' collaboration (EC 2015a) • In-house/outsourced consultancies (EC 2015a) • The stat of science journalism (EC 2015a)	• Models of public involvement in S&T decision-making (MoRRI) • Policy-oriented engagement with science (MoRRI) • Citizen preferences for active participation in S&T decision-making (MoRRI) • Active information search about controversial technology (MoRRI) • Public engagement performance mechanisms at the level of research institutions (MoRRI) • Dedicated resources for PE (MoRRI) • Embedment of PE activities in the funding structure of key public research funding agencies (MoRRI) • PE elements as evaluative criteria in research proposal evaluations (MoRRI) • R&I democratisation index (MoRRI) • National infrastructure for involvement of citizens and societal actors in research and innovation (MoRRI)

	communication company, science museums) (MoRRI)		
5.5.4 Science education	• Work with school pupils (e.g. open days, joint projects) (MoRRI) • Development of science education material (e.g. kits, websites, explanatory booklets, DVDs) (MoRRI) • Work in partnership with schools and/or teachers (MoRRI)	• Education institutions/research disciplines: presence of RRI education/training (EC 2015a) • R&I project level: encouraging or requiring RRI education/training (e.g. in an integrated ethical, legal and social aspects model) (EC 2015a) • Percentage of research projects with at least one educational resource deliverable (EC 2015a) • Percentage of research projects involving STEM teachers or students (EC 2015a) • Number of projects registered (EC 2015a)	• Textbook knowledge about science and technology (MoRRI) • Share of STEM graduates (MoRRI) • Science competence in secondary school pupils (PISA) (MoRRI) • School hours in STEM subjects in primary and secondary school (MoRRI) • Science communication culture (MoRRI) • Science communication budget (MoRRI) • Number of science museum visitors per million inhabitants of a country (MoRRI) • Strategic approach to citizen science (MoRRI) • Citizen science projects (MoRRI) • Importance of societal aspects of science in science curricula (MoRRI) • EU and national levels: presence of RRI descriptors in the qualification frameworks for lower and higher education (EC 2015a) • Science and innovation awareness-raising activities (incl. science shops, science cafés, exhibitions) (EC 2016)
5.5.5 Open access	• Use of open access publications (MoRRI) • Publish open access (green or gold) (MoRRI) • Use of publicly available data (MoRRI)	• Percentage of research projects with a virtual environment that is updated and actively used with a threshold frequency (to be defined) (EC 2015a)	• OAL (Open Access Literature) (MoRRI) • Data publications and citations per country (MoRRI) • Social media outreach/take up of OAL and open research data (MoRRI)

	• Providing publicly available data (MoRRI) • Implementing research data management plans (MoRRI)	• Percentage of data repositories that include explanation and commentary to facilitate use (EC 2015a) • Percentage of research projects with daily laboratory notebooks online (EC 2015a) • Percentage of research projects that report real added value by an open science mechanism (for themselves and/or other actors) (EC 2015a)	• Public perception of open access (MoRRI) • Funder mandates for open access publishing (MoRRI) • RPO support structures for researchers as regards incentives and barriers for data sharing (MoRRI) • Number of OA journals/publications per country (MoRRI) • Number of OA repositories (MoRRI) • Open Data Barometer (ODB) (MoRRI)
5.5.6 RRI/ governance	• Percentage of projects where citizens, civil society organisations and other societal actors contribute to the co-creation of scientific agendas and scientific contents (EC 2015b)	• Activities of funders to promote RRI (EC 2015a) • Number of funding mechanisms to support RRI activities (EC 2015a) • Amount of money invested in RRI projects (EC 2015a) • Number of references in applications to RRI (EC 2015a) • Number of collaborative RRI projects (EC 2015a) • RRI-related training at RPOs (MoRRI) • Responsible R&I principles embedded in EU higher education (EC 2016)	• Identification of formal and informal networks of R&I that promote RRI, at both the national and the EU level (EC 2015a) • Involvement of the wider public in RRI debates, measured e.g. through social media (EC 2015a) • Involvement of the wider public in RRI policy, the development of policy, protocols (EC 2015a) • RRI awareness and support to implementation at system level (AU) • Composite indicator of RRI governance (MoRRI) • Existence of formal governance structures for RRI within RFO and RPO (MoRRI) • Share of RFO and RPO promoting RRI (MoRRI)

5.6 RESEARCH AND INNOVATION DIMENSION: **SOCIETAL CHALLENGES**			
5.6.1 Research priorities & outcomes in terms of GE	• A desire to address societal problems (Stanford)	• A desire to address societal problems (Stanford)	• Composition of innovation policy put-ting more emphasis on social and service innovations (JR, A26)
5.6.2 R&I indicators		• Publications in peer-reviewed high impact journals in the area of the different societal challenges (EC 2015b) • Percentage of publications published in the top 10 % impact-ranked journals by subject category (EC 2015b) • Number of patent applications and patents awarded in the area of the different societal challenges, by theme (EC 2015b) • Number of prototypes, testing (feasibility/demo) activities, clinical trials (EC 2015b) • Societal challenges – number of joint public-private publications (EC 2015b) • Number of projects with new innovative products, processes and methods • New products, processes, and methods launched into the market (EC 2015b), according to SC	• Better contribution of R&I to tackling societal challenges (EC 2016) • Stronger global role of the EU, steering the international agenda to tackle global societal challenges (EC 2016)
5.7 RESEARCH AND INNOVATION DIMENSION: **SOCIETAL AND ENVIRONMENTAL IMPACTS**			
5.7.1 Societal impacts		• Responsible R&I principles embedded in EU higher education (EC 2016)	• Improvement of societal awareness, understanding and engagement to

			tackle societal challenges through R&I (EC 2016) • Better societal acceptance of innovative solutions (EC 2016) • Increased awareness of innovations among industry, research, user and policy communities (EC 2016) • Reinforced research integrity and ethics standards (EC 2016) • More effective promotion of gender equality and the gender dimension in research and innovation content (EC 2016) • Improved quality of life • Reduced direct and indirect costs linked to societal issues (EC 2016) • Improved research and innovation culture in EU (EC 2016)
5.7.2 Environmental impacts			• Improved environmental performance (climate change, biodiversity, sustainability) (EC 2016)

Explanation of the EFFORTI categories, dimensions and subdimensions

Category 1, *personnel*, refers to personnel in research organisations, universities and ministries, as well as personnel in companies. In dimension **1.1**, *(development in the) composition of academic and RTDI positions*, it is relevant to evaluate GE in regard to personnel in terms of both *gender equality in decision-making* and *increased number of women in academic and other RTDI positions* (subdimension **1.1.1**). Relevant indicators can be related to gender segregation and history of tenure/promotion in personnel groups, contextual circumstances or barriers for change, etc. *Equality in decision-making* includes parameters such as funding programmes that include gender requirements, encouragement to engage in decision-making, probability of women reaching a top position (e.g. full professorship), gender wage gap, etc. *Academic and other RTDI positions* (i.e. positions in RFOs, economic sector, etc.) include, for instance, women in decision-making positions (top academic positions, heads of RFOs, etc.), doctorates, professors, principal investigators (PIs), administrative staff, etc. Subdimension **1.1.2**, *increased number of women in decision-making positions* – more specifically than subdimension **1.1.1** – provides indicators for measurements specifically targeting the number or share of women in top leadership positions (e.g. company leader, company board leader/ member, recruitment/promotion board member, reviewer/head of review or evaluation panel, rector, professor, dean, centre director, head of institution/department), different leadership roles, etc.

Dimension **1.2,** *recruitment capacity*, is relevant in, for instance, evaluations focusing on changes in terms of recruitment, including (recent) recruitment history – procedures and structures (e.g. whether and/or how there have been improvements/changes in the overall recruitment of talented women, and whether this was an intentional strategy). The respective subdimension, *improved recruitment of talented women* (**1.2.1**), includes indicators such as initiatives targeting female personnel, composition of search/recruitment committees, applicant pool, mobility of researchers, contracts, job negotiations, recruitment evaluations, etc.

Category 2, *working conditions*, relates to institutional[ised] factors as well as factors related to e.g. family policy, employees' perceptions of the working conditions, and internal career/tenure possibilities (such as promotion issues).

Dimension **2.1,** *work-life balance*, is especially relevant for evaluations that take into account employees' possibilities of balancing career objectives and private/family life. This is also illustrated in subdimension **2.1.1,** *improved compatibility of family and career*, which includes indicators such as career planning, influence of work breaks on career progress, parental leave policy and flexibility, (actual) working time, possibilities for reduced working time/part-time, etc.

Dimension **2.2**, *job satisfaction*, includes four subdimensions ranging from *appropriate respect/recognition for work* (**2.2.1**) and *positive individual job rating* (**2.2.2**), to *overall work climate* (**2.2.3**) and *allocation of workload* (**2.2.4**). Indicators in the first subdimensions are mainly concerned with aspects of sex discrimination and gender pay gap (**2.2.1**), as well as inter-collegial relations, scientific contribution, received funding, and perceptions of career opportunities (**2.2.2**). Subdimensions **2.2.3** and **2.2.4** include indicators such as employees' social well-being and (results from) employee well-being studies (**2.2.3**), as well as

workload compositions, working time/time spent on paid and unpaid tasks, and (guidelines for) negotiating workload or work tasks (**2.2.4**).[2]

Dimension **2.3**, *competitiveness/promotion and career*, is specifically oriented towards parameters concerning promotions/possibilities for future promotion, the history of/possibilities for career progression, employees' perceptions/experiences of career competitiveness, and other career parameters. Subdimension **2.3.1,** *transparent and flexible promotion/tenure criteria*, is relevant for evaluators particularly interested in measuring tenure and includes indicators such as fixed-term vs. permanent positions, (contractual) handling of major life events, promotion policies, flexibility in promotion arrangements, etc. Subdimension **2.3.2**, *strengthened confidence for promotion and responsible positions/improved support to advance research career*, consists of indicators for evaluators interested in how employees navigate in regard to possibilities for promotion and career progression, e.g. developments in the participation of men and women in RTDI (e.g. proportion of scientists and engineers), but also employees' awareness of research [project] opportunities, personal as well as professional institutional/managerial support, career obstacles/challenges, etc.

Dimension **2.4**, *workplace*, relates to the quality of the workplace: for instance, subdimension **2.4.1**, *equal workspace/facilities allocation*, includes indicators such as employees' access to appropriate workspace as well as other facilities and services.

Category 3, *professional capabilities*, is concerned with aspects regarding (female) leadership (**3.1**), different kinds of measurable achievements (e.g. skills, networks, collaborations, mentoring) and women's visibility (**3.2**), overall organisational awareness of or commitment to gender equality goals (**3.3**), as well as funding promoting women's careers (**3.4**).

As the title of dimension **3.1**, *leadership*, reveals, the subdimension *confidence and ability of leadership roles* (**3.1.1**), consists of indicators such as leadership positions, leadership skills, leadership development programmes, organisational culture, support to women's opportunities (e.g. mentoring systems), etc.

Dimension **3.2**, *professional achievements*, provides a variety of indicators measuring achievements related to *professional developments of work skills* (**3.2.1**) and *network building and use* (**3.2.2**). Subdimension **3.2.1** contains indicators such as organisational understanding, improvements in time and budget management, participation in and development of career activities (e.g. networks, coaching, career plans), support for writing applications and for publishing, available workshops, etc. Subdimension **3.2.2** consists of indicators related to contacts/networks, collaborations, coaching and mentoring programmes (including indicators for measuring women's visibility and arrangements/networks for women).

Dimension **3.3**, *awareness of/commitment to gender equality*, is primarily concerned with indicators aiming to measure commitment to gender equality. Subdimension **3.3.1**, *gender awareness*, includes indicators such

[2] While, for instance, subdimensions 2.1.1 and 2.2.4 include similar indicators regarding working time, workload and flexibility of working arrangements, indicators in dimension 2.1 *work-life balance* mainly have employees with family responsibilities as their focus, while indicators in dimension 2.2 *job satisfaction* do not (necessarily) take family responsibilities as their point of departure – here the interest is in the more general (perceived) fairness of different aspects of the working conditions (some of which might also be found in studies with a particular focus on employees with children, as in dimension 2.1 and its subdimensions).

as national strategies, legislation and goals, overall promotion of gender equality and diversity (as a value), (history) of gender equality and diversity initiatives and campaigns, studies initiated on GE issues and initiatives, inclusion of the gender dimension in teaching/curricula, etc.

Dimension **3.4**, *funding to promote gender equality in terms of female careers*, and subdimension **3.4.1** are particularly concerned with indicators for evaluating which funding and grants are available and how they are distributed in terms of gender equality, e.g. funding requirements promoting GE, proportion of women receiving grants, average size of grants distributed by gender, etc.

Category 4, ***structural features***, contains broader aspects related not to the women in question, but to relevant structures in organisations (e.g. RPOs, universities, companies), such as the organisational logic and culture in which barriers for gender equality can be found.

Dimension **4.1**, *gender equality challenges/barriers*, is especially relevant when analysing institutionalised inequalities/barriers for gender equality in organisations. Consequently, subdimension **4.1.1**, *decrease of gender equality barriers*, provides the evaluator with a diverse range of indicators at team, organisational and policy/country levels, centred around structural matters such as general acknowledgement of and attentiveness to GE issues and challenges, perceptions of gender roles in STEM, initiation of cultural change, citizen science activities in RPOs, RPOs with gender in research content, employees' experiences of sexism, etc.

Dimension **4.2**, *organisational/cultural change (with regard to gender equality*, **4.2.1**), also provides the evaluator with indicators at all three levels of evaluative analysis, including indicators such as GE policy initiatives and policy-oriented engagement with science and gender equality, clear communication paths and transparency in decision-making bodies, ethics in universities/RPOs, and adoption of GE plans/actions targeting gender bias in organisational culture in RPOs. Subdimension **4.2.1** also includes indicators such as (experiences of) successful implementation of cultural changes/shifts, career development capacity, etc.

Dimension **4.3**, *preferential treatment,* places particular focus on the gender perspective regarding (perceptions of) differences in the work culture and climate for women and men. Consequently, subdimension **4.3.1**, *equal treatment*, contains indicators for the evaluation of perceptions of preferential treatment, differences in women's and men's academic careers, time available for academic activities such as idea stimulation, discussions, etc., as well as indicators such as GE legislation and policies and existence of a GE unit/committee.

Dimension **4.4**, *funding for structural transformation,* pays attention to increased funding to achieve structural and cultural change in organisations, and budget spent on gender equality measures; it also considers offers and opportunities of grants to women researchers and focuses on the proportion of women receiving grants.

Category 5, *research and innovation/RRI*, provides evaluators with an overview of the most important research and innovations indicators including RRI mentioned in the respective academic literature, but also reflecting recent discourses at the EU level regarding the evaluation of H2020 and collection of RRI indicators. Category 5 is divided into seven dimensions and 25 subdimensions. Dimension **5.1** is dedicated to *research outputs*. Different types of scientific outputs play a prominent role and build the subdimension **5.1.1.**, reflecting a variety of primarily bibliometric indicators like number of articles and number of citations, but also international co-publications and interdisciplinarity. A further subdimension is constituted by scientific

networks which are assumed to differ between male and female researchers (**5.1.2**), training and human capital effects like number of researchers trained, but also (gendered) attractiveness of research careers, (**5.1.3**), strengthened R&I capacities (**5.1.4**) as well as research priorities and outcomes in terms of GE (**5.1.5**).

Dimension **5.2**, *innovation outputs and impacts including technological ones*, is divided into three subdimensions. The first one, *conventional innovation indicators*, collects the most frequently mentioned indicators from comparative overview reports compiled by the OECD or the EC. It involves patent indicators as well as effects on norms and standards, spill-overs and spin-offs but also product and process innovations (**5.2.1**). Subdimension **5.2.2** collects indicators which measure the diffusion of innovations (**5.2.3**), laying special emphasis on innovations that foster sustainable economies. The last subdimension refers to the incorporation of knowledge about sex and gender into engineering and innovation processes (**5.2.3**) and asks, for example, whether innovation and technologies serve certain groups of women or men more than others, or examines the degree of competition by image shaping by gendered productivity.

Dimension **5.3**, *economic outputs and impacts including entrepreneurship*, involves four subdimensions. In this area, one can find numerous indicators used in classical impact evaluation studies at the European level: for example, within subdimension **5.3.1** (*economic impacts*) – indicators on growth and job creation, turnover, co-patents between science and industry. Subdimension **5.3.2**, *entrepreneurship*, involves indicators regarding risk financing as well as the share of women founding a company. Subdimensions **5.3.3** (*strengthened framework conditions*) and **5.3.4** (*jobs, growth, competitiveness*) mention only indicators at the macro level which will presumably be only measurable in the long run, i.e. opening up of new markets, jobs maintained and created, and growth of SMEs, to mention some of them.

Dimension **5.4**, *gender-sensitive research*, provides suggestions for measuring research from a gender perspective. Where subdimension **5.4.1**, *achieved gender equality in research process,* contains indicators addressing the share of female project leaders, gender balance in research teams and in authorships, team building, awareness of/support for gender-sensitive research in RFOs, etc., subdimension **5.4.2** is centred around questions of *research quality,* i.e. whether a *gender dimension/perspective in research and content, in research projects, patents, agreements* is integrated into the research in question. This includes measures such as exclusion of issues related to procreation as well as “emotional issues” and gender mainstreaming in research/research content. The latter includes indicators such as RPOs providing support for the inclusion of a gender dimension, RFOs promoting gender content, gender balance in research evaluation panels in RFOs, sample composition by sex/analysis of sex differences (e.g. regarding product usability or social media and open access outreach), share of research projects including gender analysis/gender dimension, inclusion of analysis of power relations and gender inequalities, (awareness of) hierarchical dimensions in perceptions of scientific validity, etc.

The subdimension **5.4.3**, *contribution to strengthening gender-sensitive research agenda*, consists of indicators related to different aspects of reflexivity, ethics and responsibility as well as diversity and gender awareness. The indicators included in this subdimension are, for instance, (support for engagement in) participatory, creative and inclusive research, (perceptions towards and) awareness of (gendered) power relations, awareness of the relationship between researcher and informant/participator, inclusion of concepts of and techniques for gender mainstreaming in public policies and policies on the inclusion of gender analysis in research funding programmes, (senior managers involved in the) implementation/integration of gender analysis in research funding/calls and proposals (including senior managers involved, measures related to public engagement, share of calls that include dissemination

material/guidelines for applicants, research calls that include a “comply or explain” principle, share of budget spent on this matter, etc.), increase of scientific knowledge on gender, (programmes targeting the) inclusion of the gender dimension in research contents, etc.

Dimension **5.5** is dedicated to the collection of *RRI* indicators at the micro, meso and macro levels. The basis for this collection are EU-funded projects and expert groups and it thus follows the EC approach to defining RRI as consisting of 5 crucial RRI keys, i.e. *gender equality* (subdimension **5.5.1**), *ethics* (**5.5.2**), *public engagement* (**5.5.3**), *science education* (**5.5.4**), *open access* (**5.5.5**) and, lastly, *RRI/governance* (**5.5.6**). The GE indicators collected here refer to all three ERA objectives, e.g. more women in R&I, more women in leadership positions and better consideration of gender aspects in research. *Ethics* shows indicators which describe new standards or guidelines or the National Ethics Committee Index but also, for instance, the percentage of research proposals for which ethics reviews required any changes. *Public engagement* addresses questions about the role the general public plays during all stages of research and innovation processes but also includes indicators which refer to organisational strategies to foster public engagement. *Science education* involves indicators to describe the development of science education material, engagement in partnership with schools, science communication culture and budget in the EU member states. *Open access* involves the most recent indicators at the macro level like open access literature and public perception of open access, but also indicators which describe the relevance of OA for the daily practice of European researchers. Finally, *RRI/governance* reflects the emergence of formal and informal RRI networks as well as the number of projects showing co-creation of scientific agendas or the existence of RRI-related trainings at RPOs.

Dimension **5.6**, *societal challenges*, involves research priorities and outcomes in terms of GE (subdimension **5.6.1**), as well as more traditional research and innovation indicators like publications and patents, but with a special focus on the societal challenges (subdimension **5.6.2**). Lastly, we added the dimension **5.7** to describe further societal (**5.7.1**) and environmental impacts (**5.7.2**) which both refer primarily to the macro level and are partly linked to the RRI indicators above.

Sources for the indicators: Smart practice examples

Programme	GE measure	Source
Advance IT	Increasing the Participation and Advancement of Women in Academic Science and Engineering Careers (ADVANCE) founded by NSF. The program has three tracks with distinct purposes, but the evaluation at hand focus on the Institutional Transformation (IT) track.	Laursen, Sandra L.; Austin, Ann E.; Soto, Melissa & Martinez, Dalinda (2015): "Strategic Institutional Change to Support Advancement of Women Scientists in the Academy", in Women in the Geosciences: Practical, Positive Practices Toward Parity (eds. M. A. Holmes, S. OConnell and K. Dutt), John Wiley & Sons
AKKA – Akademiska Kollegors Ansvar (Academic Colleagues Responsibility)	AKKA is a gender integrated leadership program at Lund University. The program started in 2004 and is still running every second year (AKKA I, II, III, IV and V).	Lövkrona, Inger & Widén, Kajsa (2012). AKKA vitbok: ledarskapsprogrammet AKKA vid Lunds universitet år 2004-2011: erfarenheter från ett genusintegrerat ledarskapsprogram. AKKA styrgrupp, Lunds universitet.
Athena SWAN	The Athena SWAN Charter award scheme operates by making Gold (significant sustained progress and achievement), Silver (significant record of achievement and progress) and Bronze (solid foundation of policies and practices to eliminate gender bias and an inclusive culture that values female staff). Awards at both institutional and departmental level twice per year. Furthermore, it provides workshops, guidance and opportunities to share effective practice via its website. Any (mainly UK based) HEI that is committed to the advancement of the careers of women in STEMM can become a member of the Charter.	Munir, Fehmidah; Mason, Carolynne; McDermott, Hillary; Morris, John; Bagilhole, Barbara & Nevill, Mary (2013): "Advancing women's careers in science, technology, engineering, mathematics and medicine: evaluating the effectiveness and impact of the Athena SWAN Charter", Loughborough University.
Earth Science Women's Network (ESWN)	It is a women-only grassroots organization intended to contribute to the mentoring of women in the atmospheric sciences. The ESWN was established in 2002 and has increased to an international membership of over 2000 women in the Earth sciences spanning more than 50 countries (2015). The actual activities of ESWN is mainly 1) an online forum and electronic network, 2) In-person networking events at national meetings and workshops (1-3 hours), 3) intensive professional development workshops (1-3 days); 4) and informal meal or get-together events.	Archie, Tim & Laursen, Sandra (2013): "Summative Report on the Earth Science Women's Network (ESWN) NSF ADVANCE PAID Collaborative Award (2009-2013)", Ethnography & Evaluation Research, University of Colorado Boulder.

Programme	GE measure	Source
Leadership Development for Women (LDW)	The program creates different learning spaces which include interactive workshops, individual readings, mentoring, and peer support groups. The Charles Sturt University's LDW program has three broad learning components: 1) The core workshop program consists of an initial 4 day workshop, a two-day leadership skill development workshop mid-year, and a one-day workshop at the end of the year. Participants are directed to a set of readings which are referred to in the workshops. 2) Self-learning peer groups which select their own learning goal and strategy 3) Mentor relationship where participants are able to identify their preferred mentor, and every effort is made to match to the participant's preference.	Davidson, Penny (2013): "Charles Sturt University Leadership Development for Women evaluation 2006-2012", Women Steering Committee.
Leadership Education for Advancement and Promotion (LEAP)	LEAP's main goal is the advancement of female faculty in STEM, the LEAP components were also offered to men and non-STEM faculty members.	Hassi, Marja-Liisa & Laursen, Sandra (2008): "Leadership Education for Advancement and Promotion - Faculty Climate Survey", Technical Report for University of Colorado.
University of Michigan (UM)	The evaluation focuses on one of UM ADVANCE Project's interventions: the creation of a faculty committee called Science and Technology Recruiting to Improve Diversity and Excellence (STRIDE), which was designed to improve the recruitment and hiring of women through a process of peer education conducted by senior science and engineering faculty members.	Stewart, Abigail J., LaVaque-Manty, Danielle & Malley, Janet E. (2004). Recruiting female faculty members in science and engineering: Preliminary evaluation of one intervention model. Journal of Women and Minorities in Science and Engineering, 10(4).
Higher Education in the Netherlands (NL)	The study is a meta-evaluation analysing the effect of all gender equality measures implemented within Higher Education in the Netherlands during the period 2000-2007. It identified 29 different gender equality policy measures in official documents obtained from 14 universities. The measures were classified either as applying an individual, cultural or structural perspective. However, by survey and conducting interviews with 27 HR staff members across the universities, it was only sufficiently evident that 19 measures were actually implemented.	Timmers, Tanya M.; Willemsen, Tineke M. & Tijdens, Kea G. (2010). Gender diversity policies in universities: a multi-perspective framework of policy measures. Higher Education, 59(6), 719-735.
The New Zealand Women in Leadership (NZWIL)	The program was designed by women, for women consisting of 20 participants per cohort from the eight universities of New Zealand. The target population is women at upper-middle levels in universities in academic and general staff	Harris, Candice A., & Leberman, Sarah I. (2011). Leadership development for women in New Zealand universities: Learning from the New Zealand women in

Programme	GE measure	Source
	positions and catered for women who are in, or aspire to be in, leadership positions. It provides opportunities for participants to examine leadership attributes and reflect on strategies; increase knowledge of a range of management competencies relevant to higher education, the tertiary education sector, and of the research funding environment to develop strategies for securing grant monies; and build personal and national networks.	leadership program. *Advances in Developing Human Resources*.
Rice University	Rice University in Texas has for two decades implemented several gender equality initiatives and evaluated those continuously. It did receive in 2006 a five-year National Science Foundation-funded ADVANCE Institutional Transformation grant. This program both sustained and extended existing initiatives as well as establishing new ones.	Ridgway O'Brien Katharine; Martinez, Larry; Ruggs Enrica N.; Rinehart, Jan; Hebl, Michelle R. (2015),"Policies that make a difference: bridging the gender equity and work-family gap in academia", Gender in Management: An International Journal, Vol. 30 Iss 5 pp. 414 – 426.
Stanford University	Establishment of the McCormick Faculty Awards to provide women assistant professors with funding for protected time to pursue research. Three awards of $60,000 for two years are made each year. A total of 12 awards were made during 2006–2010, serving approximately 8% of women assistant professors.	Valantine, Hannah; Grewal, Daisy; Ku, Manwai Candy; Moseley, Julie; Shih, Mei-Chiung; Stevenson, David & Pizzo, Philip A. (2014). The gender gap in academic medicine: comparing results from a multifaceted intervention for Stanford faculty to peer and national cohorts. Academic Medicine, 89(6), 904-911.
Toolkit for Advance IT	Increasing the Participation and Advancement of Women in Academic Science and Engineering Careers (ADVANCE) founded by NSF. The program has three tracks with distinct purposes, but the evaluation at hand focus on the Institutional Transformation (IT) track.	Frehill, Lisa et al. (2005): Toolkit for Reporting Progress Toward NSF ADVANCE: Institutional Transformation Goals, ADVANCE Institutional Transformation
Leadership development program for women at Uppsala University	The program consists of 2 two-days off-site workshops, a number of full-day seminars, individual coaching, and subsequently a mentor platform. In the period covered by the evaluation 55 women has participated and completed the program.	Neu Morén, Elisabeth (2012). Ledarprogrammet för kvinnor vid Uppsala universitet: Utvärdering av de tre första programmen 2008-2011. Uppsala Universitet.
VINNMER programme	The measure operates by financially bolstering opportunities for researcher qualification through increased national and international mobility for women in fields of strategic importance to Sweden.	Anaya-Carlsson, Karla (2012): ”Sammanställning av 2012 enkätresultat av VINNMER - Marie Curie international qualification och national qualification”, Vinnova (Not published externally, requisition from Erik Litborn).

Programme	GE measure	Source
Younger women Devoted to a university career (YDUN)	The actual implementation of the measures took the form of 17 research grants of maximum 4 years of length and up to 4.5 million DDK. YDUN's main objective was to support women, but men were also allowed to apply. However, only women were awarded grants.	DAMVAD Analytics (2015): Undersøgelse af YDUN-programmets kortsigtede effekter og betydning. Det Frie Forskningsråd, Styrelsen for Forskning og Innovation. ISBN: 978-87-93151-82-6.
Gender in EU-funded research: toolkit and training	The toolkit and training, commissioned by the European Commission, build capacity for integrating gender perspectives into research and for exploring ways to promote gender equality in R&I. The toolkit and training sessions provide practical tools to integrate gender perspectives, including equal opportunities for women and men researchers in project teams and the gender sensitivity to R&I. The toolkit examines the link between gender-conscious research content and research excellence and analyses case studies based on concrete examples drawn from nine specific research fields at DG Research and Innovation: health; food, agriculture and biotechnology; nanosciences, materials and new production technologies; energy; environment; transport; socioeconomic sciences and humanities; science in society; and specific activities of international cooperation.	http://www.yellowwindow.be/genderinresearch/index.html http://www.uab.cat/doc/good-practices
Laura Bassi Centres of Expertise (LBC) programme	The "Laura Bassi Centres of Expertise" (LBC) programme, commissioned by the Federal Ministry of Science, Research and Economy (BMWFW), establishes centres of excellence at the interface between academic and industrial research under the leadership of female scientists and seeks to increase visibility of female accomplishments in science as well as increase female participation in the long-run. The development and implementation of the programme was a response to the low number of female directors of research centres focused on applied science research in cooperative research fields.	Heckl, Eva; Dörflinger, Aliette (2014): Begleitende Evaluierung der Impulsaktion "Laura Bassi Centres of Expertise" http://www.w-fforte.at/fileadmin/Redaktion/Daten/Downloadbereich/Endbericht_Zwischenevaluierung_LBC.pdf kmu Forschung Austria, Vienna
Programs for Advancing Women's Leadership in Medical Schools	The University of Pennsylvania increased recruitment of women physicians by including information about the University's broad goals and public health mission in job descriptions, as well as providing information about the University's family-friendly policies (such as daycare facilities and mentoring programs) in	Sheridan, Jennifer, Fine, Eve, Pribbenow, Christine, Handelsman, Jo, & Carnes, Molly (2010). Searching for Excellence and Diversity: Increasing the Hiring of Women Faculty at One Academic

Programme	GE measure	Source
	"resource packets" for both women and men applicants. This strategy tripled the representation of women in surgery over eight years.	Medical Center. Academic Medicine, 85, 999-1007. Morton, Melinda, Bristol, Mirar, Atherton, Peter, Schwab, William, & Sonnad, Seema (2008). Improving the Recruitment and Hiring Process for Women Faculty. Journal of the American College of Surgeons, 206 (6), 1210-1218.
Promotion of research and teaching on gender issues at the University of Milan	Courses on Gender Medicine for students in the Faculty of Medicine were organised. A pilot course at the Policlinico Hospital Unit was replicated and extended to include the San Paolo and the Sacco Hospitals. A number of professors and researchers involved as teachers in the courses included a gender medicine perspective in their own courses.	Cacace, Marina; Balahur, Doina; Bleijenbergh, Inger; Falcinelli, Daniela; Friedrich, Michaela & Kalpazidou Schmidt, Evanthia (Eds) (2015). Structural Transformations to Achieve Gender Equality in Science: Guidelines. European Commission. https://www.rri-tools.eu/-/stages-guidelines-structural-transformation-to-achieve-gender-equality-in-science
Database of Women Scientists	The Center of Excellence Women in Science (CEWS) in Germany has created a database that contains the contact information of several thousand German-speaking women scientists for research and management positions.	https://www.gesis.org/en/cews/cews-home/

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