



| CESAER Task Force Human Resources |

Gender Equality at European Universities of Science and Technology

Results of the CESAER Gender Equality Survey 2014
Final Report 2015

CESAER

conference of european schools
for advanced engineering education
and research

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1. Introducing CESAER

CESAER - the Conference of European Schools for Advanced Engineering Education and Research - is a not-for-profit international association of leading European universities of technology and engineering schools/faculties at comprehensive universities and university colleges*. A list of CESAER member institutions is provided in ANNEX 1.

Maintaining and promoting the highest quality standards in knowledge creation

and transfer CESAER stands for scientific excellence in engineering education and research, and the promotion of innovation through close cooperation with the private and the public sector in order to ensure the application of cutting-edge knowledge in industry and society. CESAER and its member institutions will contribute substantially to making the knowledge triangle a reality in HORIZON 2020.

CESAER vision and mission

- To be the main European point of reference for engineering education, research and innovation
- Serving as a close network for mutual learning of universities of science and technology committed to excellence
- Contributing to European developments by dialogue with EU institutions
- Inspiring reflections and fostering understanding of the role of engineering in modern knowledge-based societies supporting sustainable development.

CESAER objectives

- Supporting research-based education preparing students for addressing complex problems and grand societal challenges
- Promoting advances at the frontiers of research
- Stimulating cooperation between universities for strengthening EU as location for RTI
- Working with industry and other societal actors for strengthening innovation in Europe
- Supporting the provision of excellent research infrastructures.
- Promoting excellence in education and life-long learning (LLL) integrated with research and innovation in the knowledge triangle

CESAER is member of the ERA Partnership between the European Commission and stakeholder organisations and works closely with partner associations of smaller groups of its member institutions: EuroTech

Universities, CLUSTER, IDEA League, Nordic Five Tech. CESAER member institutions form the strongest group among the top 50 higher education institutions participating in FP7.

* http://ec.europa.eu/research/era/partnership_en.htm

2. The CESAER Gender Equality Survey 2013/2014

In July 2013, CESAER joined the ERA Stakeholder Platform that was established by the European Commission in the follow-up of the ERA Communication of July 2012¹. The CESAER Gender Equality Survey is part of the activities started in the course of the implementation of the CESAER Unilateral Statement on the European Research Area² presented to the European Commission in June 2013 and accepted by Commissioner Máire Geoghegan Quinn on 17 July 2013.

In the Unilateral Statement, CESAER's commitment regarding gender equality is defined as "Develop and start, or continue and share implementation experiences with institutional gender strategies and Gender Equality Plans encompassing e.g. commitments from the CESAER member institutions' leadership, promoting the appropriate mix of gender-specific career development measures, or by ensuring monitoring of the implementation of Gender Equality Plans through the appropriate internal procedures."

In the follow-up of the Statement, the preparations for the CESAER Gender Equality Survey started in autumn 2013. The goal of the survey is to get an overview about the state of play of gender equality and its management at CESAER member institutions. In a first step, the contact persons for gender related activities at the CESAER member institutions were identified in order to start forming a community of gender equality practitioners within the association.

The questionnaire was prepared in an iterative way based on a draft prepared by the team that was commented and amended by the members of the CESAER Task Force Human Resources³ and experts from the Gender Sector, Directorate Research and Innovation, European Commission⁴. The structure of the questionnaire was as follows:

- Three questions for identification of the respondent person and institution, and
- Ten detailed questions addressing
 - The organisational structure for GE
 - Gender Equality Plan, implementation and monitoring
 - Initiatives and measures supporting Gender Equality
 - Barriers
- Statistics: top management, academic staff, students, FP7
- Examples of best practice, institutional change, next steps

In January 2014, the questionnaire was distributed to the gender equality contact persons at CESAER member institutions and, by April, forty-eight responses were received, which is a 100% response rate.

The results of the survey and a draft report were discussed in a workshop organised at

- (1) European Commission: A Reinforced European Research Area Partnership for Excellence and Growth. COM(2012) 392 final, 17.7.2012. Members of the Stakeholder Platform are: CESAER, EARTO, EUA, LERU, Science Europe, NordForsk. See: http://ec.europa.eu/research/era/partnership_en.htm
- (2) http://www.cesaer.org/content/assets/docs/CESAER_Statement_on_the_European_Research_Area_June_2013.pdf
- (3) <http://www.cesaer.org/en/projects/human-resources/>
- (4) The continuous support of Viviane Willis-Mazzichi and Maria Allegrini during the preparation of the survey and the report is particularly acknowledged.

Vienna University of Technology⁵ on 27-28 November 2014. In addition, the author presented and discussed the draft report at workshops of the Gender Configuration of the ERA Doers Network (Brussels, 10 March 2015), the COST Network “Engendering STEM⁶ disciplines. Structural Change in academia: Recruitment, Retention, Promotion and Leadership of Women” (University of Lisbon, 30 March 2015), and a workshop of Austrian funding agencies and policy research institutes (Vienna, 14 April 2015). Results of the discussion in the frame of these events were considered in the final report and integrated in the summary, conclusions and recommendations at the end of the present report.

The report is supposed to present first information for the CESAER member universities and to provide a factual basis for future opportunities of mutual learning and possible joint initiatives. The survey was the first one on gender equality carried out among CESAER member institutions. All parts of the report provide a spotlight picture of the present

state of gender equality at the targeted universities of science and technology. The outcomes prove already interesting and relevant for benchmarking and as basis for institutional policy decisions. However, repetition of such a survey should be considered: it would enable universities to monitor and assess their gender related developments over time and would permit an assessment of efficiency, effectiveness and impact of specific measures; in general, regular monitoring would enable to follow institutional change with regard to different aspects of the gender dimension. In addition, a coordination with the regular ERA Surveys’ launched by the European Commission as well as with the monitoring of the implementation of the ERA Roadmaps by member states and the related ERA indicators should be envisaged in order to minimise the burden of institutions with surveys and the collection of different indicators.

- (5) <http://www.cesaer.org/en/news-items/news/presentations-from-the-cesaer-gender-workshop-at-tu-wien/>
- (6) STEM – Acronym that stands for Science, Technology, Engineering and Mathematics.

3. The state of play regarding Gender Equality at CESAER member institutions – Statistics for the academic year 2012/2013⁷

3.1 Introductory note

The questions related to statistical data addressed university leadership, academic staff, and new student entries, Bachelor graduates (degrees), Master graduates, PhD graduates, as well as FP7 participations in different categories of participation modes. The data characterise the situation in the academic year 2012/13 covering autumn and winter 2012/2013 and summer 2013. In the Annexes 3 to 7, all data collected during the survey are presented.

The questions were formulated in a “soft” way which was probably the reason why not all respondents provided statistical data. In addition, the survey results indicated that at some institutions the requested gender specific data may not be available. That is a major issue and a challenge for future similar exercises because without having reliable data it is difficult for the university management to assess the situation at an institution and to design targeted measures.

The draft report including the tables with the detailed data was sent to the CESAER gender contact persons for comments of the text and possible review of the data. Feedback and corrected data were received till end of June which contributed to a further consolidation of the findings and the data.

At several institutions⁸, only the faculty of engineering is member of CESAER. Since the specific statistical data at faculty level were not available data for these five member institutions were not taken into account with the exception of information regarding university leadership. Thus, for

academic staff, students and PhDs, the total sample was forty-three universities. Of course, the responses and information regarding the open questions of all forty-eight responding member institutions were taken into account.

CESAER member institutions are universities of science and technology which does not mean that they comprise only STEM fields (Science, Technology, Engineering and Technology) but they may host also faculties or schools in other fields such as architecture, social sciences, economics and humanities, or even medicine. As a consequence, the results of the present survey divert from surveys and studies that are strictly focussing on STEM fields. It would, of course, be interesting to analyse in detail the gender distribution in the different parts of CESAER member institutions because there are certainly big differences between different fields of science and technology. This would certainly be an interesting task for future analyses.

For the present survey, four levels were defined for the academic staff based on steps in the academic career and the related “academic seniority”:

- Full professors or equivalent as the highest post at which research is normally conducted⁹,
- Associated professors or equivalent,
- Assistant professors or equivalent, and
- Other scientific staff.

(7) Tables with the full sets of data for the participating institutions are presented in the full report that will be available from the CESAER website: <http://www.cesaer.org/en/publications/>

(8) KU LEUVEN, UC LOUVAIN, AALBORG UNIVERSITY, UNIVERSITY OF PORTO, and LUND UNIVERSITY

(9) See also the four level grading used in: European Commission, *She Figures 2012, Gender in Research and Innovation, Statistics and Indicators. 2013*; p. 87 (updated version announced for October 2015)

The segregation of the academic staff in four levels seems justified by the fact that in the vast majority of Member States four levels of academic staff are defined¹⁰, even when different titles are used. In some countries, though, there is a wider spectrum of academic positions. In the case of Spain, the grouping into the four categories was performed with the help of colleagues from the member universities. Between thirty-three and thirty-four institutions responded in accordance with their staff structures so that the resulting data provide a valid presentation of the situation at CESAER member institutions.

For the student and doctoral levels, four categories were defined for the academic year 2012/2013:

- New entrants or first year students,
- Bachelor graduates (diplomas awarded in the course of the academic year),

- Master graduates (diplomas awarded),
- PhD/doctoral graduates (diplomas awarded).

Between thirty-one and thirty-four member institutions provided valid data for the bachelor, masters and doctoral graduate population.

Summing up, in all categories a majority of CESAER member institutions provided statistical information so that it was possible to draw highly representative if still indicative conclusions. For future surveys, it will be possible to draw lessons from the present experiences leading to even better and more complete results possibly covering all CESAER member institutions.

3.2 Academic and non-academic management at universities

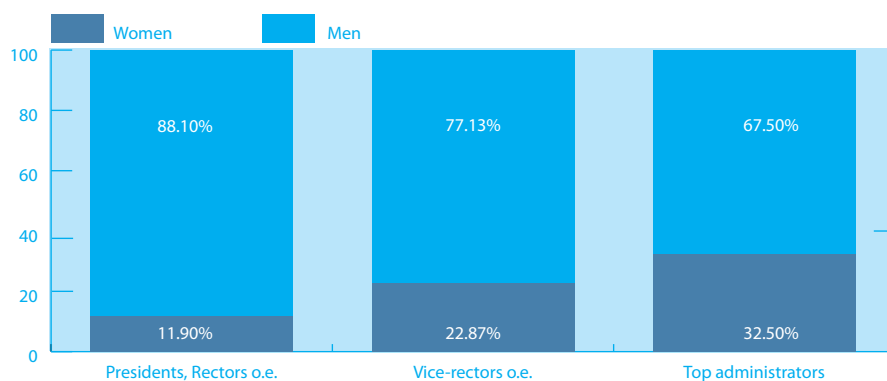
Detailed numbers were provided by the responding universities for the top academic and non-academic management. For other levels of university management, only the percentages of women were requested and reported.

five of the forty-three universities - that is 11,90% - included in the analysis are led by female rectors or presidents: TU Wien, Grenoble Institute of Technology, Aalto University, UP Bucharest, and Chalmers University of Technology.

The **top academic management** is clearly dominated by men. During the period of the survey from January to April 2014, only

The top academic and non-academic leadership situation is summarised in the following table.

Diagram: The percentages of women at different levels of top academic and non-academic management



(10) See She Figures 2012, op. cit., pp. 139-145

From a total number of 188 vice-rectors (or equivalent) at thirty-six universities forty-three are women which makes 22,87%.

When assessing the situation, it is important to consider that in some countries target numbers for women in management positions are set at between 30% and 40%.

The diagram below provides an overview regarding the proportion of women at the level of vice-rectors. Thirty-eight universities provided data. At ten universities (26,32% of the total), only men are occupying the positions of vice-rectors. At five university (13,16%), the percentage of female vice-rectors is between 10% and 20%. At ten universities, the quota of female vice-rectors lays between 21% and 30,00% including eight universities where one quarter of the vice-rectors are women. At eight universities, the percentage of women at the second level of top university management is between 31% and 40%: Tallinn University of Technology (33,33%), TU Braunschweig (33,33%), RWTH Aachen University (33,33%), TU Munich (37,50%), Brno University of Technology (40,00%). At five universities, women hold 50% of the vice-rector positions: Grenoble Institute of Technology, Aristotle University of Thessaloniki, Politecnico di Milano, TU Delft and the Norwegian University of Science and Technology.

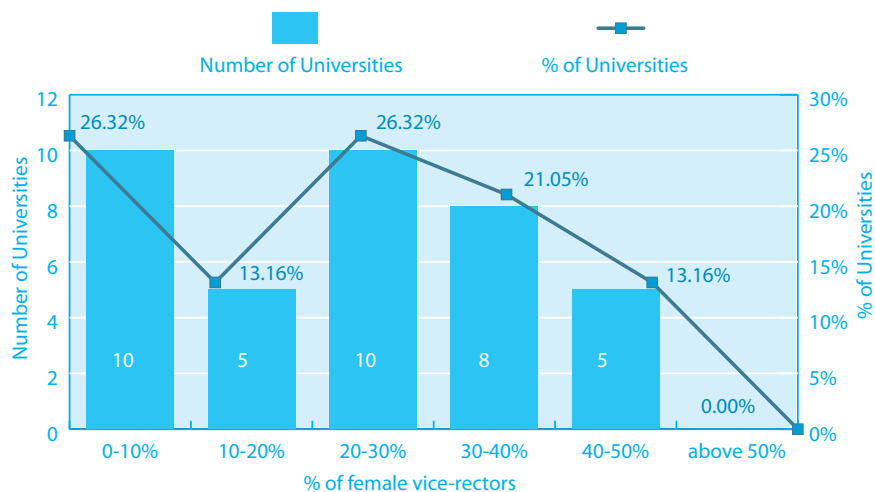
The situation is different in the area of **non-academic management**. At forty institutions, there are thirteen female heads of administration (top non-academic management) out of a total of forty position which is 32,50%%.

How is the situation at the **other levels of university management?** (for details see Annex 4)

For deans, heads of departments and the second level of administrative management only percentage numbers were requested in the survey.

Thirty-nine universities reported about the percentages of female deans in their institution. The diagram below shows the numbers and percentages of the universities in the different ranges of percentages of women in dean's positions. At eight universities or 20,51%% of the analysed universities, there are no women in the lead of faculties or schools or equivalent university structures. It is also remarkable that at twenty universities or 51% of the universities the percentage of female deans is 20% or below 20% - actually only at two universities it is 20%, namely at TU Ilmenau and Politecnico di Milano. At three universities, the percentage of female deans is between 21% and 30%. Six universities are in the range between 31%

Diagram: Percentages of female vice-rectors (or equivalent) at CESAER member institutions



(9) In the full report that will be published separately all detailed data will be presented.

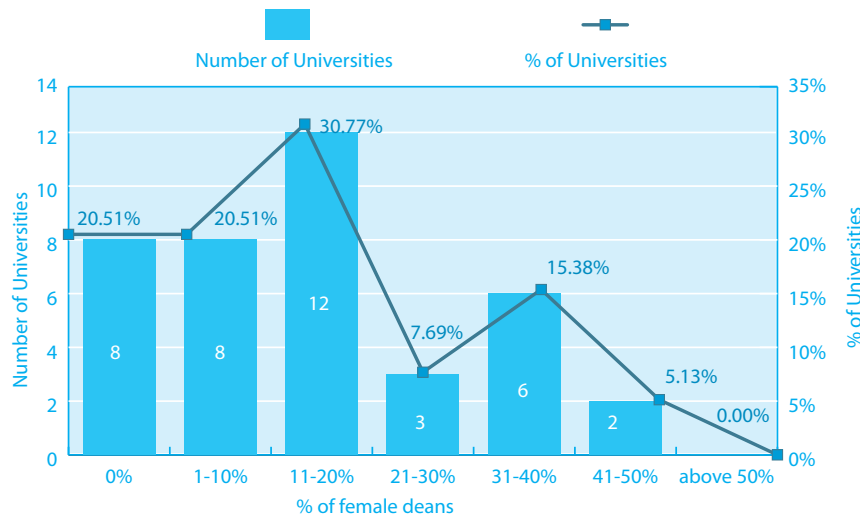


Diagram: Percentages of women in the positions of deans (or equivalent) at universities

and 40%, with EPF Lausanne and Politecnico di Torino at 40%. The universities with the highest numbers of female deans are the Norwegian University of Science and Technology (43%), and Aalto University (50%). At no university, there are more than 50% female deans.

Thirty-two universities contributed percentage numbers for women at the level of heads of academic departments or equivalent. In the diagram below, the data describing the gender related situation at that level of academic university management is shown.

In about 70% of the reporting universities, less or equal than 20% of the departments

are lead by women. At five universities, the percentage of women in these positions is between 20% and 30%. Four universities have between 31% and 40% female heads of departments or equivalent: UP Valencia (32%), Norwegian University of Technology (33%), Kaunas University of Technology (35%), and Aalto University (35%). Only at Tomsk Polytechnic University there are more than 40% women as heads of departments, namely 42%. Summing up, at only five universities (15,63%), the quota is between 30% and 40% (and beyond) the percentage that frequently is envisaged to be achieved as proportion of women in management positions.

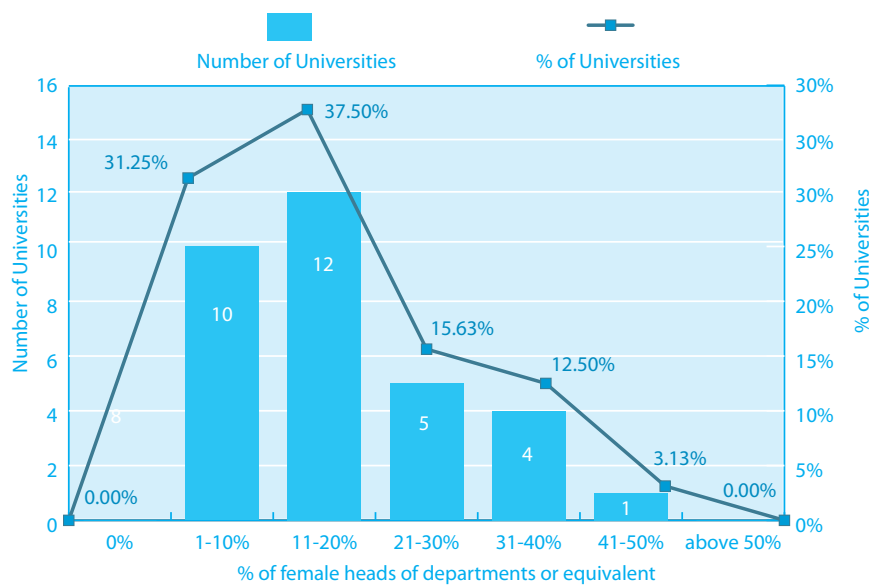


Diagram: Percentages of women in the positions of heads of academic departments or equivalent

Finally, also data about the second level of administrative management at thirty-six responding universities were analysed.

The situation in that part of university management is quite different from the higher levels discussed before. Twenty universities have a women's quota between 31% and close to 60%, while at eight universities the percentage of women in those management positions is even higher: EPF Lausanne (60%), Tallinn University of Technology (62%), Istanbul University of Technology (67%), Leibniz University Hannover (67%), TU Braunschweig (70%), KTH Royal Institute of Technology (80%), Instituto Superior Técnico Lisboa (82%), and UP Madrid even 100%.

Overall, the data show, that the under-representation of women in academic

and also non-academic leadership is remarkable. As responses to the survey in the open text comments indicate, the visibility of women at the top-level of university management influences the situation of gender equality in the academic parts of the institutions. That means that involving women at the different levels of academic university management is an important strategy towards achieving institutional change in that area. It is also interesting to note, that also at the top level of the administrative management at universities, women are only in about 30% of the institutions in those positions. The situation at level 2 of the management positions in the university administration is substantially different. In seventy-eight percent of the institutions the proportion of women is above 30% at that level.

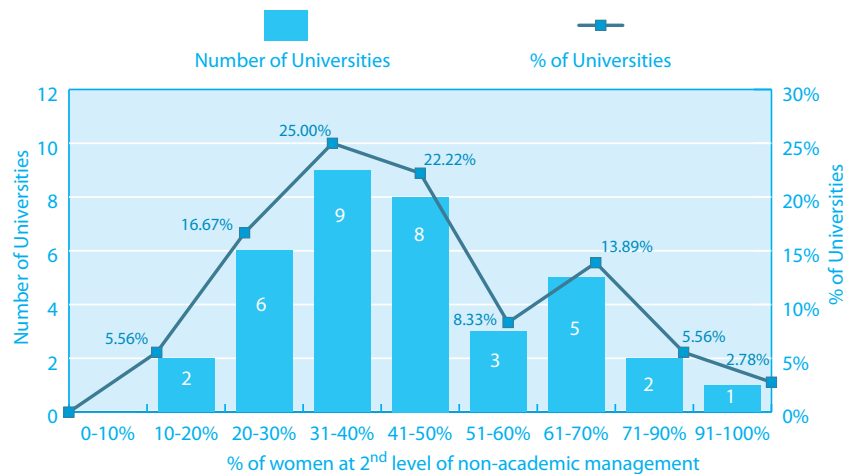


Diagram: Percentages of women in level 2 administrative management positions

3.3 Academic Staff

For the **academic staff**, a steady decrease of the number and percentage of women can be seen from the level of Assistant Professors (or equivalent) towards the higher ranks in the academic hierarchy equivalent to Associated Professors and Full Professors. The full set of data is presented in Annex 5

The numbers and percentages show the dominant role of men in the academic

community and the decreasing proportion of women from the level of Assistant Professor to the positions of Full Professor.

At first sight, it may, however, look like an interesting result that the proportion of women among full professors at the CESAER member universities is higher than the 11% reported for the year 2010 for Grade A positions in the area of science and engineering in the SHE Figures 2012¹¹.

However, a word of caution is in place here. As indicated above already, the reason for the difference is certainly related to the fact that in the present survey the data for the full member institutions were taken and not only the data for the science and engineering or STEM parts of the universities. In many CESAER universities, there are also non-STEM departments, faculties or schools, such as architecture, and social and economic sciences, humanities, and medicine. There is anecdotal evidence from some universities such as Aalto University that considering

just the STEM parts of the institution leads to numbers that are in line with the SHE results. That fact will have to be taken into account in future examinations. That said, it will, however, have to be considered that a more diversified and detailed survey will impose substantially higher effort on respondents. In addition, the question remains if such detailed data are available at the universities at all. That is an aspect that has to be taken into account also when organising the monitoring of the implementation of plans and measures promoting gender equality.

Category of academic staff	Universities that contributed valid data (out of total 48)		Academic staff				
	Number	%	Total #	Women		Men	
				Number	%	Number	%
Other scientific staff	32	66,67%	42.594	12.718	29,86%	29.876	70,14%
Assistant Professors o.e.	34	70,83%	9.784	3.156	32,26%	6.628	67,74%
Associate Professors o.e.	33	68,75%	11.025	2.941	26,68%	8.084	73,32%
Full Professors o.e.	38	79,17%	9.308	1.408	15,12%	7.900	84,88%

Table: Gender diversity of academic staff

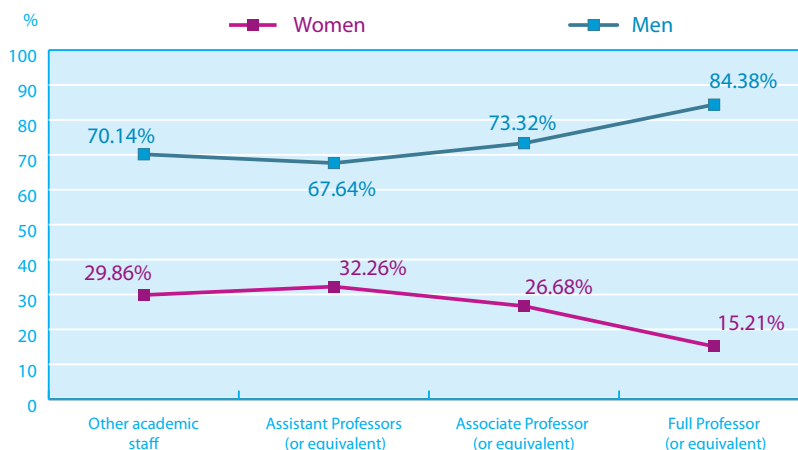


Diagram: the percentages of women at different levels of the academic career

(11) European Commission. She Figures 2012. Gender in Research and Innovation. Statistics and Indicators. Brussels, 2013. pp. 88-89

3.4 Students and PhDs (or equivalent)

For the **student population**, the proportion of women decreases from 35,57% at the entry to the university to 34,00% at the level of bachelors' degrees; it increases towards almost 36% at masters' level and decreases to 32,69% of women among PhD graduates. For the detailed data of individual universities see ANNEX 6 where it is interesting to note the substantial differences between universities which is an area for future deeper investigations.

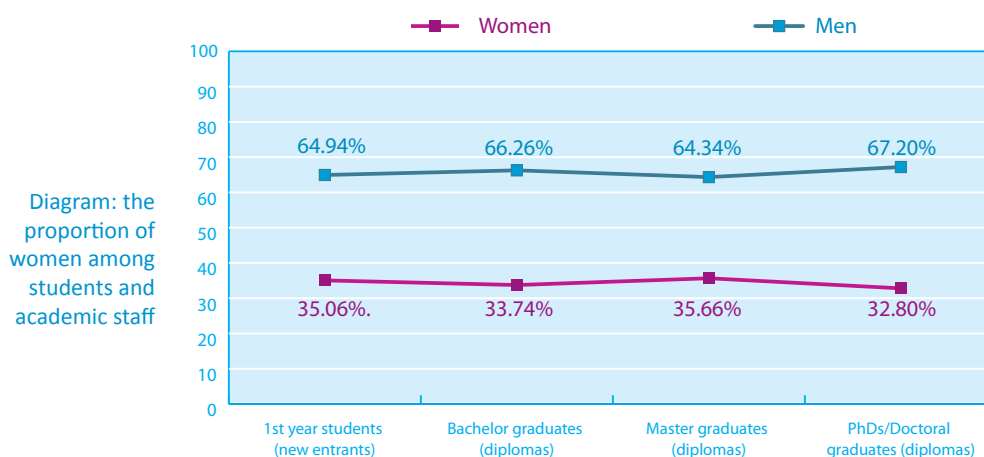
It is interesting to put the above data into the broader context, For the PhD level some comparative data were available from the She Figures 2012¹². In 2010, on average in the EU-27, 46% of all PhD graduates were women¹³. However, in science, mathematics and computing, women constitute 40% of PhD graduates and in engineering, manufacturing and construction their share drops to 26%¹⁴. The average data

of CESAER member universities of science and engineering reflect the fact that they encompass also disciplinary areas beyond engineering. Depending on the profile of the institutions, the situation between CESAER universities differs substantially and lay in a range between 15% of female PhDs at Grenoble Institute of Technology and 53,28% at University College Dublin.

In general, it will be interesting for future investigations taking a more detailed look at different universities with percentages of women substantially above the average numbers in order to eventually learn from them. Reasons may be quite manifold ranging from the economic setting of the region to specific study programmes and to targeted measures to attract women and provide a favourable study and working conditions and others.

Category	Universities that contributed valid data (out of total 48)		Students and PhDs				
	Number	%	Total number	Women		Men	
				Number	%	Number	%
First year students (new entrants)	32	66,67%	168.028	58.913	35,06%	109.115	64,94%
Bachelor graduates (diplomas)	31	64,58%	73.105	24.663	33,74%	48.442	66,26%
Master graduates (diplomas)	31	64,58%	44.066	15.716	35,66%	28.350	64,34%
PhDs/Doctoral graduates (diplomas)	34	70,83%	12.414	4.072	32,80%	8.342	67,20%

Table: Women in the student population at different levels: numbers and percentages



(12) European Commission: She Figures 2012. Gender in Research and Innovation. Statistics and Indicators. Brussels 2013.

(13) Op. cit., p. 50

(14) Op. cit., p. 53

3.5 Intermediary conclusions

Putting the above results together, the following table shows that the proportion of female students and “other scientists” up to the level of Assistant Professor (or equivalent) is in the range around one third. Beyond those levels, there is a significant decline of percentages of women in the academic hierarchy on the path towards the level of full professor positions. That situation is clearly shown in the next diagram combining results for students, PhDs and academic staff.

It must be noted that the above table provides evidence for the general trend of the dominant role of men towards the higher ranks in academia at universities of science and technology. This cannot, however, be interpreted as a “leaking pipeline” because there is no linear relation or “pipeline” between newly entering students on the left side of the table and full professors at the right side. The table summarizes spotlights of the specific situation at the different levels of academic studies and academic careers.

There is an important aspect to be taken into account for more detailed analyses: The data for the different levels of student

and staff careers are the results of different trajectories and time lines where, in addition, there is an inflow of bachelors from other universities for master studies as well as outflow of bachelors leaving after the diploma would have to be considered. Similar issues of influx and outflow would have to be considered for each level. In that connection, it would be interesting to investigate the gender distributions of graduates leaving or joining the universities at the different levels.

However, the table provides a “spotlight” overview of representative data from all levels of students and academic staff from the responding CESAER member institutions for the academic year 2012/2013. In any case, there is a general trend of a 20% decrease of the percentages of women and a 20% increase of men along academic career paths.

As mentioned above already, all available detailed data for the university management, academic staff and students for all responding universities are provided in the tables in Annexes 3 to 6.

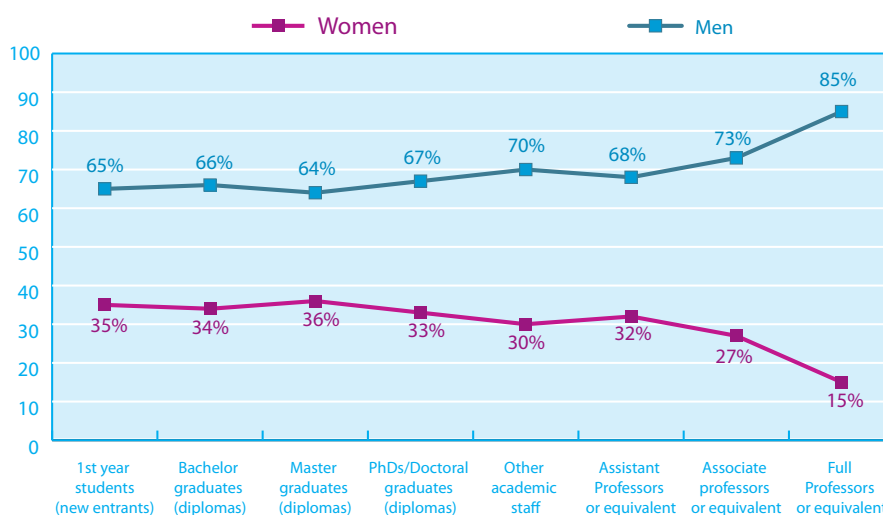


Diagram: The proportion of women among students and academic staff

3.6 Women in FP7 participations of CESAER member institutions

In the course of the survey, also data were collected regarding the involvement of women in different actions of the 7th EU Research Framework Programme based on data available during the period of the survey between January and April 2014. The significance of the result of the survey is influenced by the fact that some big and very successful universities did not provide data or provided incomplete data, e.g. only percentages of women researchers and not the total numbers. Therefore, their data could not be considered in the synthesis of the data. These are aspects that have to be considered in a future survey.

Despite some limitations of the data collection, the table shows that also in the frame of the participations in FP7 women are substantially under-represented and men play a dominant role. It must be noted, that the numbers for the involvement of women in FP7 participation are even dramatically lower than the percentages of women at PhD level and at the different levels of academic staff. The deficits of women's participation become particularly evident from the data for the European Research Council (ERC) which is one of the most important funding instruments for a scientific career in Europe.

FP7 Activity	Universities that contributed valid data		Number total	Women	
	Number	%		Number	%
ERC Starting Grants	29	60,42%	184	32	17,48%
ERC Consolidator Grants	25	52,08%	30	3	10,00%
ERC Advanced Grants	26	54,17%	136	14	10,40%
Marie Curie Incoming Fellows	25	52,08%	121	27	22,19%
Marie Curie Outgoing Fellows	24	50,00%	343	72	21,06%
FP7 Coordinators	29	60,42%	463	94	20,38%

Table: Women in FP7 activities – numbers and percentages

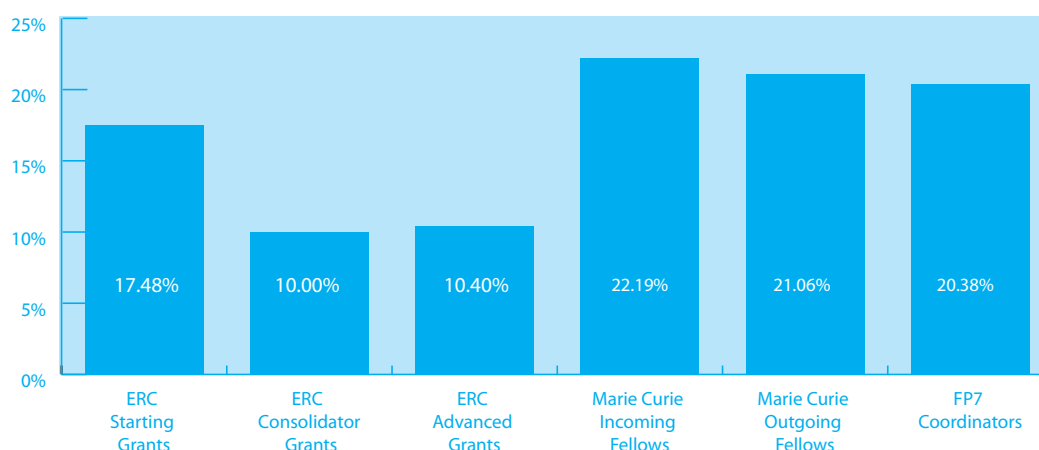


Diagram: Percentages of women in FP7 activities

It is important to develop such evidence of the situation of female researchers in European activities in research, technological development and innovation. Considering the specific gender actions and requirements of several past Framework Programmes the results of the survey show that the situation is still very disappointing; however, to some extent it is a logic consequence of the general under-representation of women at the universities addressed in the survey.

The detailed overview of the FP7 data for the responding CESAER member institutions is provided in Annexes 7.1 and 7.2. The data present the cumulative numbers at the time of the survey – January to April 2014 – as they were reported by the responding universities based on the available information about the participation in FP7 from 2007 till that time.

4. Institutional strategies and plans¹⁵

4.1 Gender Equality Plans and other measures

Out of the forty-eight responding CESAER member institutions twenty-six (54,17%) have a Gender Equality Plan (GEP). Eighteen universities (37,50%) have currently no GEP. At two institutions (4,17%) that do not have a GEP, gender equality is mentioned in

the overall institutional strategy. Two universities did not provide respective information.

The following diagram provides an overview of the situation at the CESAER member institutions.

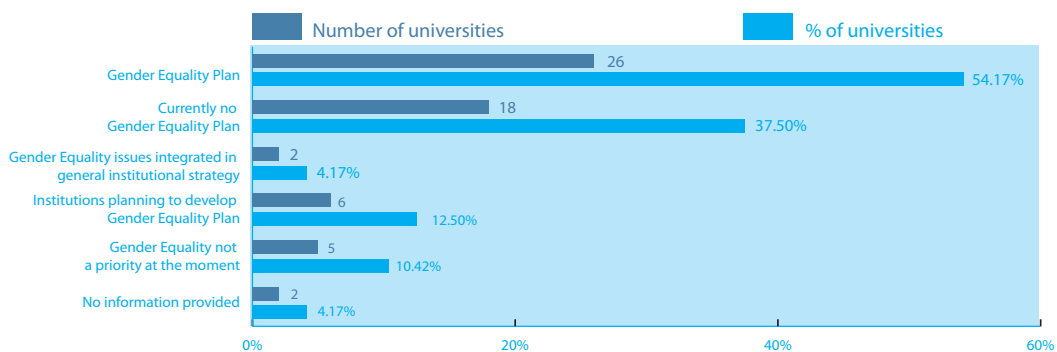


Diagram: Institutional Gender Equality Plans and activities

(15) This chapter summarises the responses to Question 6: Does your organisation have a “Gender Equality Plan” (or equivalent)?

The table below shows the twenty-six CESAER member institutions that work based on a Gender Equality Plan.

▪ AT: TU Wien	▪ DK: Aalborg University
▪ BE: Ghent University	▪ ES: UP Catalonia
▪ BE: KU Leuven	▪ FI: Aalto University
▪ CH: ETH Zurich	▪ HU: Budapest University of Technology and Economics
▪ CH: EPF Lausanne	▪ IL: Technion – Israel Institute of Technology
▪ DE: RWTH Aachen University	▪ IT: Politecnico di Torino
▪ DE: TU Berlin	▪ NL: TU Delft
▪ DE: TU Braunschweig	▪ NL: University of Twente
▪ DE: TU Darmstadt	▪ NO: NTNU – Norwegian University of Science and Technology
▪ DE: TU Dresden	▪ SE: Chalmers University of Technology
▪ DE: TU Ilmenau	▪ SE: Lund University
▪ DE: KIT Karlsruhe Institute of Technology	▪ SE: KTH Royal Institute of Technology
▪ DE: Leibniz University Hannover	
▪ DE: TU Munich	

CESAER member institutions that have a Gender Equality Plan

For the references to the available Gender Equality Plans and other documents provided by responding universities, see ANNEX 8. From the eighteen CESAER universities that did not have a Gender Equality Plan at the moment of the survey, ten institutions (14,58%) reported their intentions towards developing a GEP in the future: UC Louvain, EPF Lausanne, TU Darmstadt, Technical University of Denmark, INSA Lyon, UP Madrid, UP Valencia, UC Dublin, Bucharest Polytechnic University, and Istanbul Technical University.

For six universities, gender equality is not a priority now: Tallinn UT, Grenoble Institute of Technology, Poznan UT, Warsaw UT, Faculty of Engineering of University of Porto, and Tomsk Polytechnic University. That does not necessarily mean that

the gender issue is not considered as the following statement shows: “We are progressing in the increase of the number of female students and staff members which in both cases increased by few percents in recent years. However, the gender issues are treated as equally important with any other social problems and so far we see no need to create a separate organization at the university dealing specifically with gender issues.”¹⁶.

Because of the importance that universities are putting on Gender Equality Plans and their implementation, it is considered to prepare a separate report analysing the available institutional Gender Equality Plans which, in the future, may present useful information for other institutions preparing such a plan.

(16) Warsaw University of Technology

(17) The report is in preparation building on preparatory work by Nina Hein-Saygili who worked under a contract from Vienna University of Technology.

4.2 Monitoring and other measures following-up on the implementation of strategies and plans¹⁸

Twenty-eight universities reported approaches for monitoring, evaluating and benchmarking gender equality initiatives or other follow-up measures regarding the implementation of their Gender Equality Plans respectively other gender equality measures.

Universities apply different approaches for monitoring and evaluating the implementation of the Gender Equality Plans as well as for benchmarking with other institutions. They use a broad spectrum of measures for preparing internal reports that are discussed in different arrangements of committees or boards in regular terms (mostly on an annual basis). Some universities use also external expertise for evaluating their gender equality measures. There are also examples where universities report to regional authorities on the implementation of regional programmes. In Germany, the German Research Foundation (DFG) plays a

special role through the “Research-oriented Standards on Gender Equality”¹⁹ that institutions must implement as an eligibility criterion for research funding applications. Consequently, German universities report to DFG on the implementation of gender equality measures. Of similar importance is the requirement that in the German Excellence Initiative²⁰ e.g. the proposals for clusters of excellence must include promotion activities for gender equality in research.

Some universities gave also examples of supporting measures such as gender budgeting, internal communication as well as gender equality related training or guidance material for different target groups.

The following diagram presents the spectrum and frequency of activities reported.

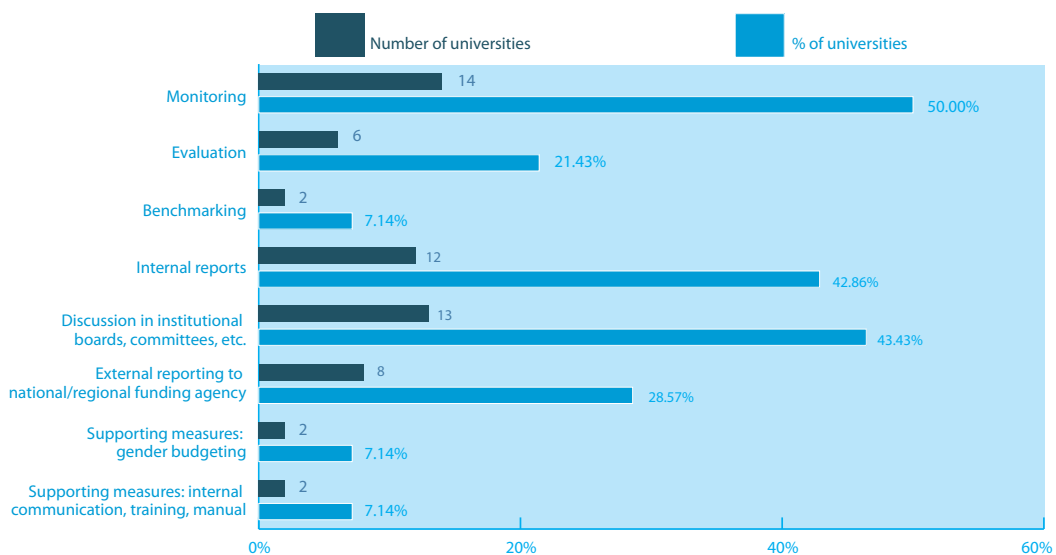


Diagram: Monitoring and follow-up of the implementation of strategies and plans

(18) This sub-chapter summarises the responses to Question 6: Does your organisation assess the implementation of the Gender Equality Plan or Strategy?

(19) http://www.dfg.de/en/research_funding/principles_dfg_funding/equal_opportunities/research_oriented/

(20) http://www.dfg.de/en/research_funding/programmes/excellence_initiative/

The universities below apply monitoring, evaluation and benchmarking measures:

- Fourteen universities reported different ways of monitoring the implementation of their GEPS: TU Wien, KU Leuven, EPF Lausanne, TU Berlin, Karlsruhe Institute of Technology, Aalborg University, UP Valencia, Aalto University, Budapest University of Technology and Economics, Technion Israel Institute of Technology, TU Delft, TU Eindhoven, Chalmers University of Technology, KTH Royal Institute of Technology.
- Six universities reported evaluation measures: KU Leuven, TU Berlin, TU Braunschweig, TU Dresden, TU Ilmenau, Karlsruhe Institute of Technology.
- Leibniz University Hannover and Karlsruhe Institute of Technology apply benchmarking with other institutions.

The results of the above gender equality measures are followed-up in different ways:

- Thirteen universities discuss the implementation of the gender equality measures in their institutional boards, academic senate, special committees, etc.: Czech Technical University in Prague, RWTH Aachen University, Karlsruhe Institute of Technology, TU Munich, Aalborg University, UP

Catalunya, Budapest University of Technology, Technion Israel Institute of Technology, Politecnico di Torino, TU Delft, TU Eindhoven, University of Twente, NTNU Norwegian University of Science and Technology.

- Twelve universities provided information about internal reports that are prepared regularly on an annual or multi-annual basis: Ghent University, KU Leuven, ETH Zurich, Aalborg University, TU Berlin, Leibniz University Hannover, Karlsruhe Institute of Technology, TU Munich, UP Catalunya, Budapest University of Technology and Economics, Lund University, KTH Royal Institute of Technology.
- External reporting to regional government and/or funding agency: All eight German CESAER member universities.

Universities apply also different accompanying measures supporting the implementation of the Gender Equality Plans:

- Gender budgeting: EPF Lausanne and TU Berlin.
- Training and internal communication: UP Valencia and Aalto University.

Annex 9.1 provides detailed descriptions of the activities of the individual universities.

5. Organisational structures and other specific provisions supporting Gender Equality²¹

5.1 Organisational structures supporting Gender Equality

All forty-eight participating universities reported about how Gender Equality is reflected in terms of their institutional structures. An overview is given in the diagram on the next page.

- Fifteen universities (31,25%) have a special organisational unit focussing on gender equality: TU Wien, ETH Zurich, EPF Lausanne, RWTH Aachen University, TU Berlin, TU Darmstadt, TU Dresden, Leibniz University Hannover, Karlsruhe Institute of Technology, UP Madrid, UP Valencia, Aristotle University of Thessaloniki, Politecnico di Milano, Lund University, Istanbul Technical University;
- “Gender Equality” is dealt with among other issues in a unit with broader responsibilities at sixteen universities or one third of the universities,: Ghent University, UC Louvain, KU Leuven, TU Braunschweig, TU Ilmenau, TU Munich, Denmark Technical University, Tallinn University of Technology, UP Catalunya, Aalto University, École Centrale Paris, University College Dublin, Politecnico di Torino, University Twente, NTNU Norwegian University of Science and Technology, Chalmers University of Technology;
- At four universities, there is no special organisational unit but a single person is dealing supporting with gender equality only: 8,33%
- At one university, there is no special organisational unit but a single person is dealing with gender equality among other responsibilities: 2,08%
- At seven universities, there is no special department or person responsible for this topic: 24,5%
- Four universities without a special unit or person being responsible for Gender Equality reported that they use other forms of organisation: 8,9%

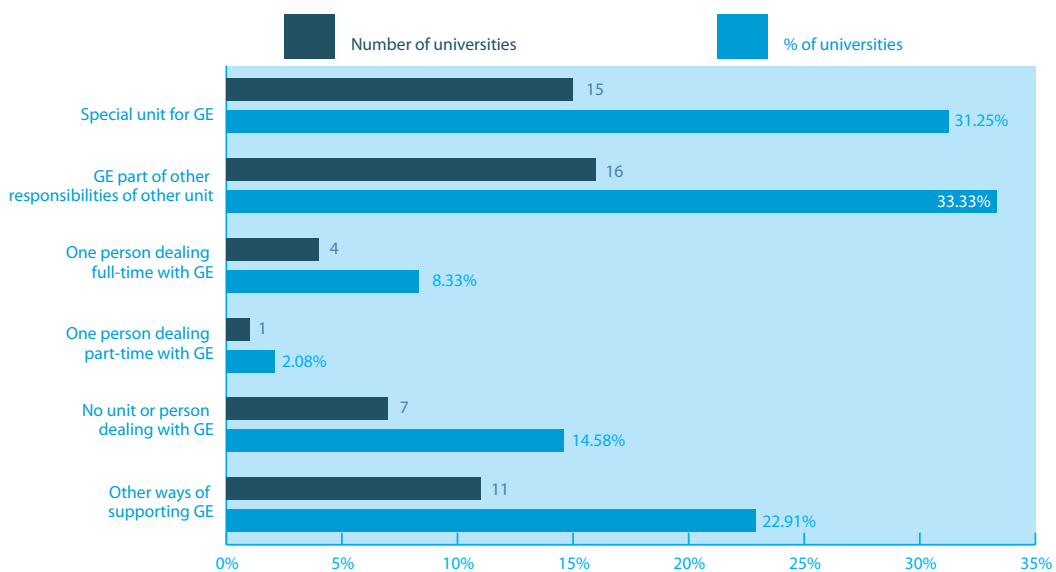


Table: Organisational structures and approaches promoting Gender Equality

(21) This chapter summarises the results of the responses received for Question 4: How is the topic “Gender Equality” embedded in the organisation of your university?

The results show that thirty-one CESAER member institutions (64,58%) foresee structural provisions for implementing gender equality measures by assigning either a special unit with dealing with gender equality or including gender equality in the responsibilities of another unit, e.g. the organisational unit dealing with human resources. It is a topic for

further discussions to identify advantages or disadvantages of the two different approaches. An interesting question is also how division of labour, cooperation, coordination and communication between special units for gender equality and other university units for human resources or personnel management and administration and organised and functioning.

5.2 Specific provisions promoting Gender Equality: Appropriate arrangements in and for appointment committees

There is general agreement that the composition and procedures of committees – especially appointment committees – plays an important role for developing gender equality. Forty-two universities responded to the question about requirements or regulations with regard to gender diversity in appointment committees. At twenty-seven universities (62,79%) there is such a requirement, sixteen universities do not have such a requirement.

Twenty-one universities provided specific information regarding regulations for gender diversity in appointment committees:

- A minimum number of two female members is required at six universities,
- At one university, the minimum composition of a committee is one woman and one man,

- A quota of one third women is applied at five universities,
- A quota of 40% women is required at eight universities, and
- At one university, the required quota is 50%.

For the future, it would be interesting to gain information whether these regulations reflect national policies or laws which would indicate how national legislation can influence institutional policies and strategies.

From the forty-two universities that responded to the question if gender competence is provided supporting appointment committees, twenty-nine institutions (69,05%) reported that competent personnel is made available for advising appointment committees on gender equality issues.

6. Implementing strategies and plans: The spectrum of activities addressing Gender Equality²² and developing gender competence at universities

6.1 Activities addressing gender equality

All forty-eight universities reported on activities addressing gender equality by responding to the predefined categories of activities. The diagram below provides a general overview regarding the frequency of the reported different categories of activities.

More than 70% of the responding universities – i.e. thirty five institutions - are implementing measures supporting work-life balance which indicates that institutions see such measures as highly important for supporting gender equality.

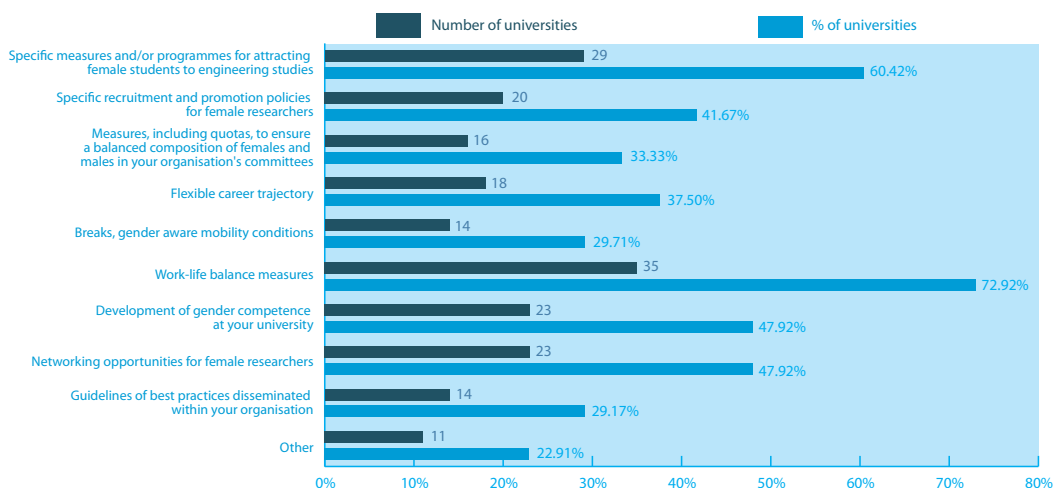
Three out of five universities are implementing specific measures and/or programmes for attracting female students to engineering studies pointing to the fact that the problem of unequal distribution between women and men in science and technology starts already before the entrance to university studies in these areas or – more explicitly - in the education system well before university

entry. That aspect is also taken account of by substantive activities implemented by universities addressing schools or organised jointly between universities and schools. In that context, teacher education and training – especially in STEM areas – would deserve closer consideration. However, that problem area was not covered in the frame of the present survey and is left for future investigations and possible initiatives²³.

Around 50% of the universities are supporting networking activities for female researchers and are taking active measures to develop the gender competence at their institutions. Two out of five universities or around 40% apply specific recruitment and promotion policies for female researchers.

More than a third of the universities agree that providing flexible career trajectories for women is important.

Diagram: Activities implemented in connection with gender equality issues



(22) This chapter summarises the results of the responses to Question 7: There is an array of activities, which may be implemented in connection with gender equality issues. Which of the following activities were implemented at your university in 2012 and 2013? (Multiple answers possible)

(23) Actually, CESAER is preparing an inventory of universities' initiatives for attracting students to STEM studies where also targeted measures addressing young women are considered in particular.

A third of the responding institutions implement specific measures in order to ensure gender balance in committees – see also the details presented in the previous chapter already.

competence at the universities as a basic activity. Therefore, universities were invited to provide specific information in free text format about their provisions regarding that issue.

The survey put a special focus on the specific issue of developing gender

6.2 Development of gender competence at universities and other activities

Twenty-seven respondents reported in free text format on a broad spectrum of specific activities for developing gender competence as well as for promoting gender equality that can be grouped in categories presented in the diagram below.

University Twente offers dedicated tenure track positions for women.

The diagram below summarizes the reported activities with regard to their frequency.

Twelve universities reported about training measures for university leadership and middle management: TU Wien, KU Leuven, Czech Technical University in Prague, TU Berlin, Leibniz University Hannover, TU Ilmenau, Karlsruhe Institute of Technology, Politecnico di Torino, Chalmers University of Technology, KTH Royal Institute of Technology, University of Twente, and Istanbul Technical University.

At University Twente a special committee is charged with advising the Executive Board on gender equality issues.

Specific information regarding gender aspects in appointments, appraisal, and payment was provided by six universities provided: Leibniz University Hannover, Karlsruhe Institute of Technology, Aalto University, Budapest University of Technology and Economics, and UP Madrid.

Training for other academic staff, students and also for target groups outside the university was reported by seven universities: TU Wien, TU Munich, UP Madrid, Chalmers University of technology, Lund University, KTH Royal Institute of Technology, University Twente.

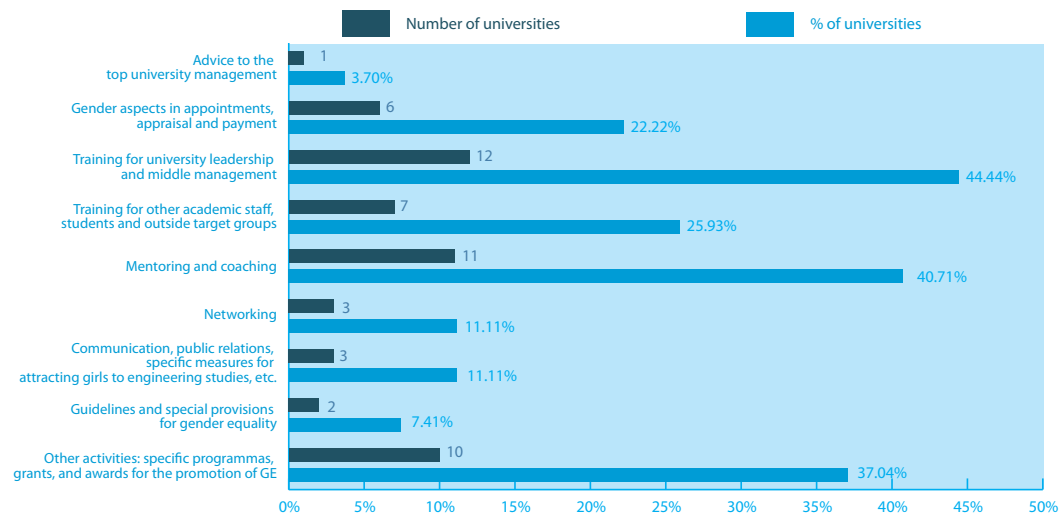


Diagram: Activities towards developing gender competence at universities

Eleven universities highlighted their mentoring and coaching activities: Ghent University, EPF Lausanne, Czech Technical University in Prague, TU Dresden, Leibniz University Hannover, Karlsruhe Institute of Technology, UP Catalunya, Technion Israel Institute of Technology, Politecnico di Torino, TU Eindhoven, and University Twente.

Support for networking between female researchers is provided by Czech Technical University in Prague, Politecnico di Torino, and by the University Twente.

Communication, Public Relations, specific measures for attracting girls to engineering studies, etc. were reported by Ghent University, UP Madrid, and EPF Lausanne.

At UP Madrid, guidelines and special provisions for gender equality are available addressing sexual harassment issues.

Ten universities reported also other activities such as specific programmes as well as grants, and awards for the promotion

of gender equality are reported by ten universities: RWTH Aachen University, TU Berlin, TU Braunschweig, TU Darmstadt, Karlsruhe Institute of Technology, Technical University of Denmark, Budapest University of Technology, University of Twente, UP Madrid, Istanbul Technical University.

The above results are based on the responses provided by the universities in free text format indicating the importance attributed by the respondents to the activities. These results may form a basis for the design of future surveys.

Universities provided also information in free text format on other activities not pre-defined in the questionnaire: Specific programmes, grants, and awards for the promotion of gender equality.

Annex 9.2 provides detailed descriptions of the activities of the individual universities.

7. Barriers against gender equality measures²⁴

Eighteen universities reported that they face barriers when implementing gender equality measures. Twenty-four institutions do not face any barriers and six universities did not respond to that question.

The following table provides clear evidence that internal resistance is a major barrier. Also lack of resources is representing a similarly important barrier.

The above result indicates that institutional policies and management of change are the starting-points as well as allocating resources for addressing the gender equality issue. For European or national policies that means that incentives could support change and funding for the

implementation of Gender Equality Plans including the definition of concrete targets should be considered. Respective calls for proposals under Horizon 2020 are steps in that direction.

It is interesting to note that also regulations or policies are mentioned as barriers. For three universities these frameworks present important barriers: TU Berlin, Aristotle University in Thessaloniki, and UP Catalunya. Five universities find that regulations or policies at national or regional level are not specifically supportive or to a certain extent not supportive: KU Leuven, TU Munich, Aalborg University, UP Madrid, and TU Delft.

(24) This chapter summarises the results of Questions 8. and 8.1: Does your organisation face barriers when setting up activities in connection with gender issues? If your organisation is facing barriers how important are the following barriers to setting up activities in connection with gender issues? (Please rate accordingly.)

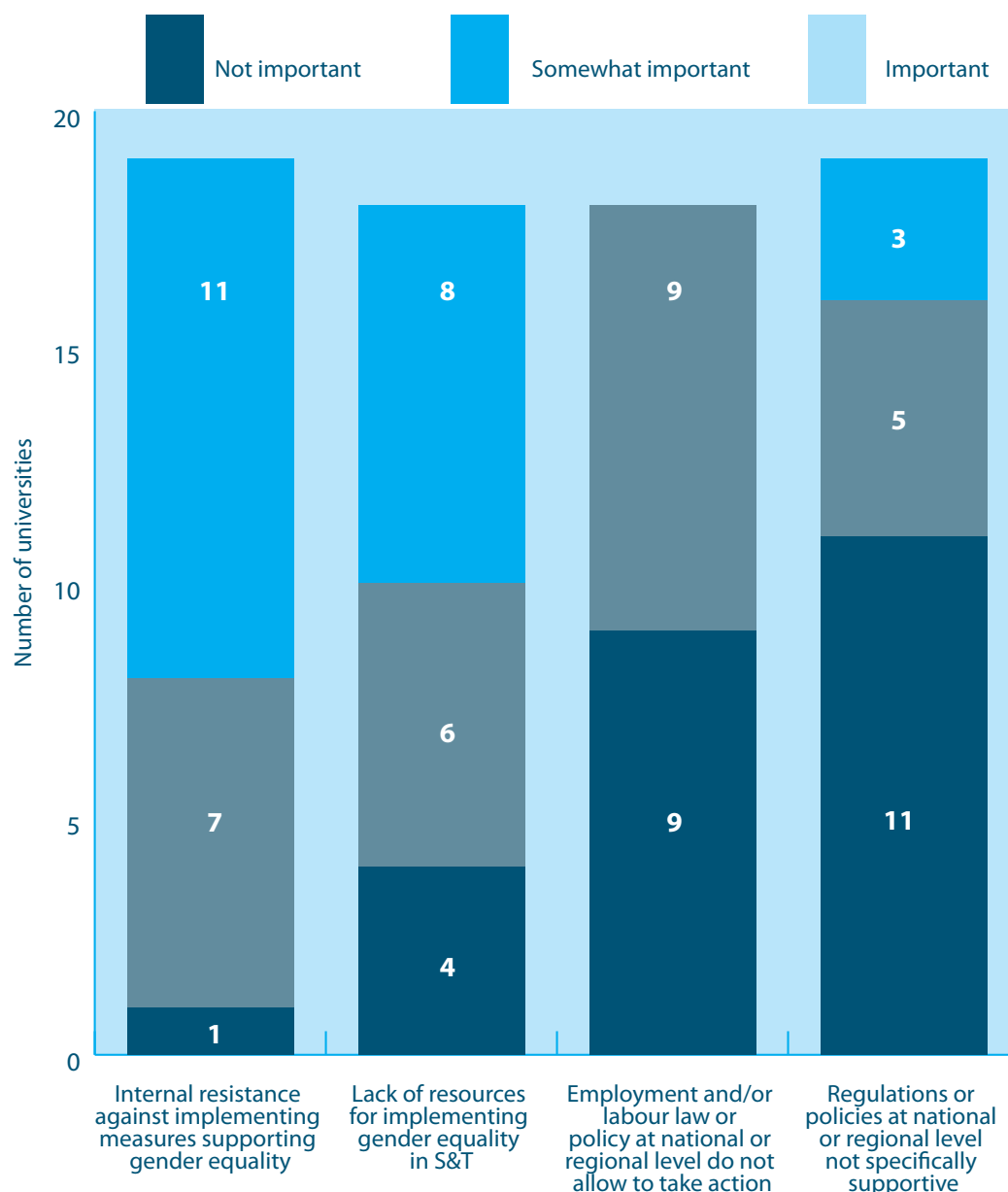


Diagram: Barriers against gender equality measures

Nine universities report that employment and/or labour law or policies at national or regional level are somewhat important barriers for taking action: KU Leuven, TU Berlin, TU Braunschweig, TU Munich, Aalborg University, UP Madrid, TU Delft, University Twente, and KTH Royal Institute of Technology.

In future analyses, it will be interesting to identify details of the existing barriers and develop ideas to overcome them. In that context, it would be good to investigate the role of the implementation of the EC Directive 2006²⁵. Furthermore, the relation or correlations between the above results and gender equality policies in public research should be investigated in detail²⁶.

(25) DIRECTIVE 2006/54/EC OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 5 July 2006 on the implementation of the principle of equal opportunities and equal treatment of men and women in matters of employment and occupation (recast). Official Journal of the European Communities, No L 204/23-36, 20.7.2006

(26) See: A. Lipinski: Gender Equality Policies in Public Research. Based on a survey among Members of the Helsinki Group on Gender in Research and Innovation, 2013. European Commission. Directorate-General for Research and Innovation. Directorate B – Innovation Union and European Research Area. Unit b.7 – Science with and for Society. Brussels 2014

8. Examples of best practice as defined by the universities²⁷

Universities were asked which three specific activities of their gender equality initiatives they would define as examples of best practice. Thirty-two universities reported activities that can be grouped in nine categories as shown in the diagram below with the frequency of reported activities. It must be pointed out that the information does not provide a comprehensive overview of the universities' all activities regarding gender equality but shows initiatives and measures that universities rank top in their self-assessment indicating that the universities see these activities as most successful in their experiences.

In the following, the measures are presented in the order of the frequency they were reported by the responding universities.

Thirteen institutions defined support for maternity leave and return to work as well as family friendly services as most important measures: KU Leuven, UC Louvain, EPF Lausanne, Czech Technical

University in Prague, RWTH Aachen University, TU Braunschweig, Leibniz University Hannover, TU Ilmenau, Karlsruhe University of Technology, Budapest University of Technology and Economics, Technion Israel Institute of Technology, Politecnico di Milano, and Politecnico di Torino.

Nine universities saw their programmes supporting female PhDs and young researchers as examples of best practice: TU Wien, Ghent University, TU Berlin, TU Dresden, Leibniz University Hannover, Aalto University, Politecnico di Milano, TU Delft, and TU Eindhoven.

Institutional strategies, goals and structures for the support of gender equality are among their three favourite activities for nine institutions: KU Leuven, TU Munich, Aalborg University, TU Delft, TU Eindhoven, University Twente, UP Bucharest, Chalmers University of Technology, KTH Royal Institute of Technology.

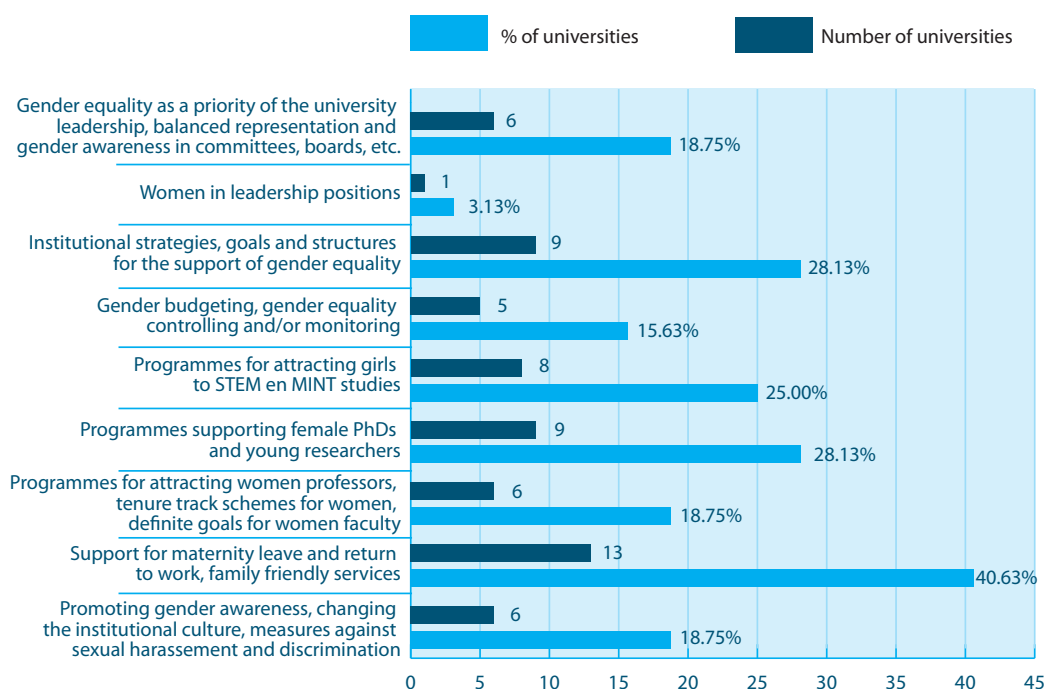


Diagram: Examples of best practice as defined by the universities

(27) This chapter summarizes the results of Questions 10. and 10.1: Which three specific “Gender Equality” initiatives of your university would you define of examples of best practice? Why do you remember them, what was special about them?

Programmes for attracting girls to STEM and MINT studies were reported by eight universities: TU Wien, EPF Lausanne, Czech Technical University in Prague, TU Braunschweig, Karlsruhe Institute of Technology, Budapest University of Technology and Economics, Warsaw University of Technology, and UP Bucharest.

Programmes for attracting female professors, tenure track schemes for women, and definite goals for women faculty were chosen as best practice by six institutions: EPF Lausanne, RWTH Aachen University, TU Darmstadt, Karlsruhe Institute of Technology, TU Munich, and University of Twente. RWTH Aachen has set the target of reaching a level of 20% female professors by 2020.

Six universities selected as best practice having defined gender equality as a priority of the university leadership and ensuring a balanced representation of women as well as gender awareness in committees, boards, etc.: Ghent University, KU Leuven, RWTH Aachen University, Aalto University, Budapest University of Technology and Economics, Technion Israel Institute of Technology. It is certainly interesting to highlight that RWTH Aachen University underpins its priority setting by aiming at a 30% share of women of all staff.

Measures regarding promoting gender awareness, changing the institutional culture, and against sexual harassment and discrimination are assessed as best practice by six universities: TU Ilmenau, UP Catalunya, UP Madrid, UP Valencia, Politecnico di Torino, and Istanbul University of Technology.

Gender budgeting, gender equality controlling and monitoring is defined as their best practices by five universities: TU Berlin, Leibniz University Hannover, Karlsruhe Institute of Technology, Aalborg University, and Politecnico di Milano.

Czech Technical University in Prague reported the re-election of a woman as dean of the faculty for civil engineering as one of their success stories and underlined the importance of women in leadership positions. It should be mentioned that this is the first female dean in the history of more than 300 years of the university.

The results clearly show which measures are easier to implement compared to others – supporting work-life balance is obviously much easier than getting women in leadership positions.

In Annex 9.3, the activities reported by responding universities are presented in detail including – where available - in italics also the reasons why they selected the reported measures.

9. Impact of strategies, plans and activities: different forms of change²⁸

The present report provides ample evidence about strategies, plans and measures towards promoting and improving gender equality prepared and implemented by CESAER member universities of science and technology. However, it is important to critically review activities regarding their impacts towards contributing to change.

The positive developments and changes that thirty-two universities reported can be summarised as follows: Universities identified substantial changes regarding the focus and awareness of the institutional leadership on gender equality issues. Women are getting more visibility in top positions and in decision taking bodies at universities. Universities develop appropriate institutional structures for dealing with gender equality and their work is recognised. Gender equality induces also cultural changes at universities and women bring new perspectives about how an institution is run and contribute to better results in all university activities. Universities take care of improving the working environment and they focus on family-friendly institutional frameworks.

It is encouraging that results of the survey show that there are not only changes a in qualitative terms but also in numbers: universities report about positive quantitative developments and numbers of women are increasing in many institutions because of continuous efforts towards supporting gender equality. Universities see the success of specific measures they implemented and they develop approaches for monitoring and assessment of their activities. Some institutions use also external competences to evaluate and

benchmark their activities. Gender equality can also play a role in university rankings²⁹.

In the following diagram, information that is more specific is given on aspects of positive changes as reported by twenty-nine responding universities under the categories presented with their respective reporting frequency. It is remarkable that almost 40% of responding institutions report also quantitative changes.

The top institutional level taking responsibility for gender equality is a significant factor for achieving impact at five universities: RWTH Aachen University, TU Darmstadt, TU Dresden, Aalto University, and University of Twente.

More women at all levels of the institution and, thus, women becoming more visible is seen as major change by five universities: Ghent University, RWTH Aachen University, Leibniz University Hannover, Technion Israel Institute of Technology, TU Delft, and TU Eindhoven.

For seven universities, the importance attributed to gender equality is also shown by the fact that dedicated institutional structures for taking care of gender equality are established and their work is more and more recognised: TU Dresden, UP Madrid, University College Dublin, and TU Munich.

Eight universities see as major changes that gender awareness is growing and gender and diversity are seen as a topical issues and cross-sectional dimensions: Aalborg University, TU Darmstadt, TU Ilmenau, UP Catalunya, UP Valencia, Budapest University of Technology and Economics,

(28) This chapter summarised the results of Questions 11: If your university has a Gender Equality Strategy: Please mention some positive changes since your university focuses on "Gender Equality"?

(29) Löther, Andrea ; GESIS - Leibniz-Institut für Sozialwissenschaften Kompetenzzentrum Frauen in Wissenschaft und Forschung (CEWS) (Ed.): Hochschulranking nach Gleichstellungsaspekten 2013. Köln, 2013 (cews.publik 17). URL: <http://nbn-resolving.de/urn:nbn:de:0168-ssoar-402335>

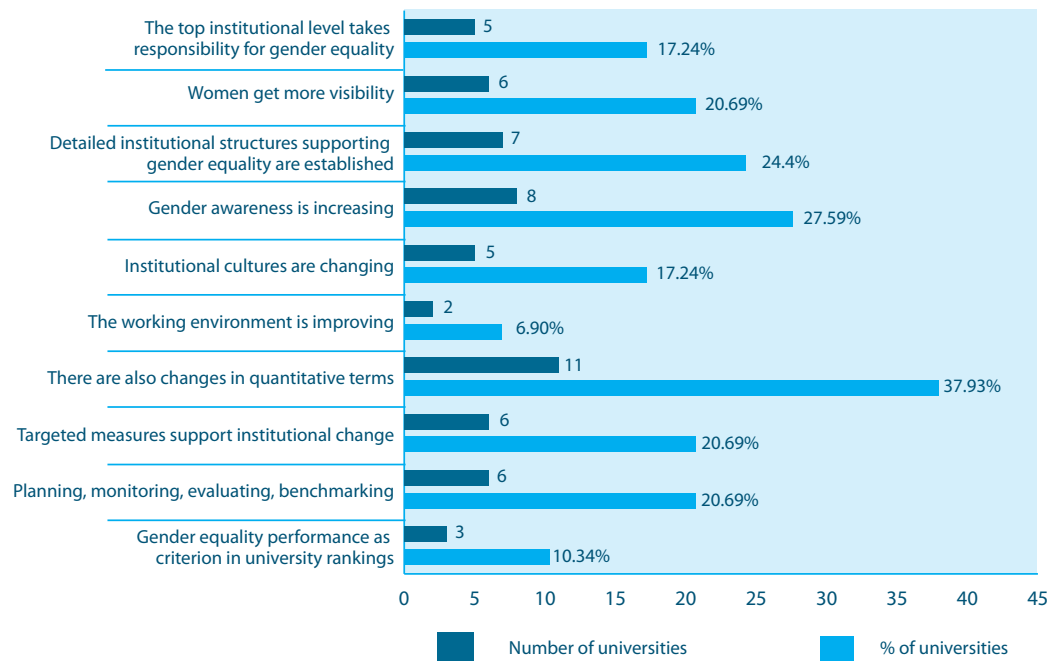


Diagram: Impacts of strategies, plans and activities

TU Eindhoven, and KTH Royal Institute of Technology.

A major aspect is the institutional culture change as emphasised by five universities: ETH Zurich, RWTH Aachen University, Leibniz University Hannover, Aalto University, and University of Twente.

Two universities, Leibniz University Hannover and Chalmers University of Technology see improvements of the working environment as major change.

It is worthwhile noting that eleven institutions report also quantitative changes by increases in the number of women: ETH Zurich, EPF Lausanne, TU Berlin, TU Braunschweig, TU Darmstadt, TU Ilmenau, Technion Israel Institute of Technology, TU Eindhoven, University Twente, and KTH Royal Institute of Technology.

Six universities confirmed that targeted measures support institutional change: TU Wien, TU Darmstadt, TU Dresden,

Karlsruhe Institute of Technology, Aalborg University, and Technion Israel Institute of Technology.

Six universities see the successful planning, implementation and monitoring of gender equality measures as crucial for achieving and documenting impact: KU Leuven, Leibniz University Hannover, Karlsruhe Institute of Technology, Aalborg University, Aalto University, and Lund University

In Germany, the Centre of Excellence Women and Science (CEWS) publishes a ranking of higher education institutions with regard to gender equality³⁰. According to the 2013 ranking, TU Berlin is the most successful German university implementing gender equality closely followed by two other CESAER members, namely RWTH Aachen University and TU Munich as well as two institutions not related to CESAER³¹.

Annex 9.4 provides detailed information of the information provided by the responding universities.

(30) Löther, Andrea ; GESIS - Leibniz-Institut für Sozialwissenschaften Kompetenzzentrum Frauen in Wissenschaft und Forschung (CEWS) (Ed.): Hochschulranking nach Gleichstellungsaspekten 2013. Köln, 2013 (cews.publik 17). URL: <http://nbn-resolving.de/urn:nbn:de:0168-ss0ar-402335>

(31) Op. cit. p. 34

10. Universities' plans for the future: Next steps³²

The CESAER survey showed that there are dynamic developments under way in the area of promoting gender equality at CESAER member universities of science and technology. They are working on the basis of broad portfolios of strategies, plans, programmes and activities. Thirty universities reported specific next steps supporting the development of gender equality at their institutions. In the following as well as in the diagram below, the related activities planned by the universities are grouped in seven different categories.

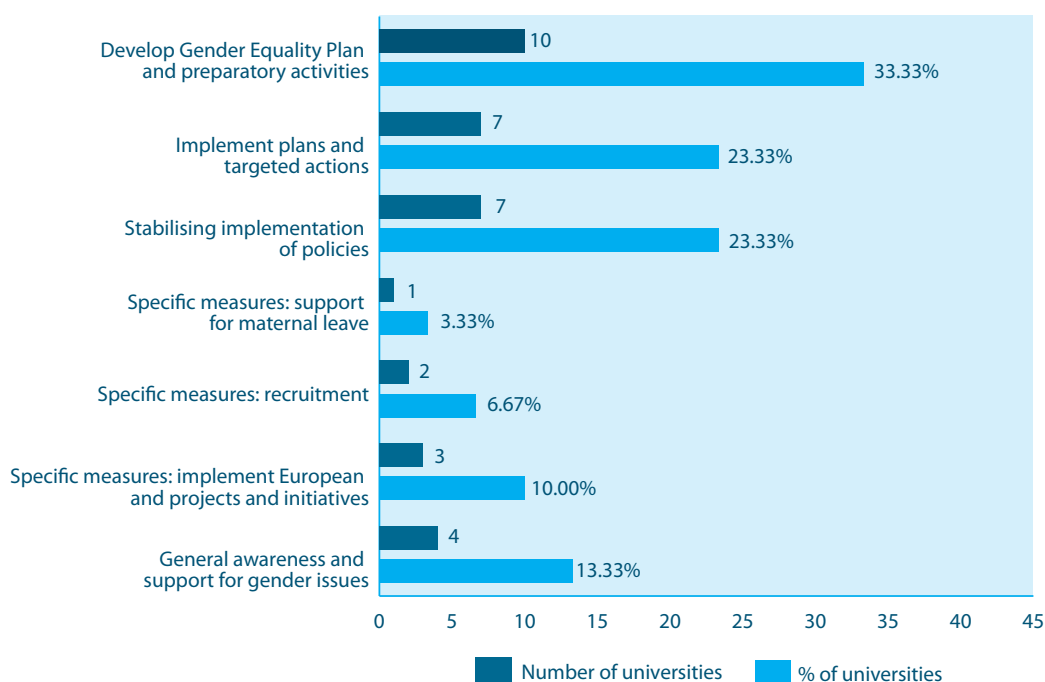
Developing Gender Equality Plans and implementing preparatory activities were reported as next steps by ten universities: UC Louvain, EPF Lausanne, TU Darmstadt,

Technical University of Denmark, INSA Lyon, UP Madrid, UP Valencia, UC Dublin, Bucharest Polytechnic University, and Istanbul Technical University.

Implementing existing plans or targeted actions are priorities for seven institutions: RWTH Aachen University, TU Darmstadt, Aalto University, TU Eindhoven, University Twente, and KTH Royal Institute of Technology.

For seven universities stabilising the implementation of gender equality policies is a main aspect of their plans for the future: TU Wien, Czech Technical University in Prague, TU Berlin, TU Braunschweig, TU Dresden, Leibniz University Hannover, and TU Ilmenau.

Diagram: Universities' plans for next steps



(32) This chapter summarises the results of Question 12: What are the next steps about "Gender Equality" in your universit

Several universities plan very specific measures as major next steps:

- Budapest University of Technology and Economics will focus on measures supporting maternal leave;
- Aalborg University and Technion Israel Institute of Technology will concentrate on measures for promoting women in recruitment measures;
- UP Catalunya, UP Madrid and TU Delft plan to implement European

and other projects and initiatives supporting gender equality;

- At Ghent University, TU Munich, UP Madrid and Politecnico di Milano main next steps will be promoting general awareness and support for gender issues.

The results of the survey show that institutions put a priority on systematic implementation of strategies and plans.

Annex 9.5 provides the information on universities' plans for next steps in more details.

11. Summary of the survey results

In the first half of 2014, CESAER conducted a gender equality survey amongst its member institutions. 100% - that is forty-eight - of the institutional members of CESAER returned the questionnaire. The survey is one of the activities towards implementing the CESAER commitments made in the CESAER Statement on the European Research Area of June 2013 that was accepted by the European Commission on 17 July 2013³³.

In the analysis of the survey results, a first focus was put on the state of play with regard to gender equality at CESAER member institutions. For the statistical analysis, only the CESAER members where the full university and not just one faculty or school is member were considered.

For assessing the state of play regarding gender equality at the universities the main starting point is the statistical evidence at the different levels of university management as well regarding students and academic staff.

Only five out of the forty-three considered CESAER member universities are led by women (11,90%); 22,87% of vice-rectors (or equivalent) are women.

At ten universities - that is 26% out of the thirty-eight responding universities - only men are occupying the positions of vice-rectors. At eight universities, one quarter of the vice-rectors is women. At eight universities, the percentage of women at the second level of top university management is between 30% and 40% percent. At five universities, women hold 50% of the vice-rector positions: Grenoble Institute of Technology, Aristotle University of Thessaloniki, Politecnico di Milano, TU Delft, and the Norwegian University of Science and Technology. At no university, more than 50% of vice-rectors are women.

32,50% of the top positions in the university administration are occupied by women.

At eight universities or 20,5% of the thirty-nine universities that responded to that question, there is no female dean. At about half of the universities, the percentage of women in deans' positions is between 5% and 20%. At nine universities, the share of women in deans' positions is between 21% and 40%. The universities with the highest percentages of female deans are the Norwegian University of Science and Technology (43%) and Aalto University (50%)

(33) See: <http://www.cesaer.org/en/publications/>

In about 80% of the reporting thirty-two universities, less than 30% of departments are lead by women. At five universities the proportion of women is above 30% with the highest proportion at Aalto University (35%), and Tomsk Polytechnic University (42%). Summing up, at only 5 universities (19%), the quota between 30% and 40% that in a number of countries is envisaged as adequate proportion of women in management positions has been achieved.

The situation at the second level of non-academic management is quite different from the higher levels discussed before. Twenty out of thirty-six universities have a women's quota between 31% and 60% while at eight universities the percentage of women in those management positions is even higher with the top percentages at TU Braunschweig (70%), KTH Royal Institute of Technology (80%), Instituto Superior Técnico Lisboa (82%), and UP Madrid with even 100%

At students' and PhDs' level, women represent around one third of the entry students and of bachelor and master as well as doctorate graduates. That holds also for the positions of assistant professors or equivalent academic staff. However, the percentage of female academics seriously drops when progressing towards positions of full professors where only some 15% are women; that is above the level of the She Figures 2012 average for science and engineering of 11%³⁴. That finding has, however, to be dealt with caution because the She Figures relate strictly to science and engineering whereas quite a few CESAER member institutions comprise also disciplines other than science and

engineering, such as e.g. architecture, social and economic sciences, humanities or medicine. In future surveys or studies this will have to be considered. It is, however, important to note that the percentage of female professors at CESAER universities is lower than the 2010 average in EU-27 academic institutions that is 20%³⁵.

The Framework Programme and particularly the European Research Council (ERC) play an important role for academic careers. Therefore, the low percentages of women in that domain of research activity are a matter of concern. About one fifth of FP7 coordinators from responding CESAER universities are women. 22% of incoming and 21% of outgoing Marie Curie fellows are women. The percentages of successful female ERC grantees are even lower: only 17,48% of Starting Grants and 10% of Advanced Grants and Consolidator Grants respectively are awarded to female researchers. That is even remarkably below the percentages of female academic staff which is an aspect that deserves to be analysed in more detail in future investigations.

The statistical data provide critical evidence about the under representation of women at all levels of academic life at CESAER member institutions. These results will have to play a crucial role in the context of plans for improving the situation towards an adequate participation of women in the academic life of CESAER member institutions.

The analysis of the other survey results provides important insights regarding plans, structures as well as measures promoting gender equality at CESAER member institutions.

(34) European Commission: *She Figures 2012. Gender in Research and Innovation. Statistics and Indicators.* Luxembourg, 2013, Figure 3.2 on p. 89

(35) Op. cit. Figure 3.1 on p. 88

Gender Equality Plans at universities of Science and Technology:

- Twenty-six or 54% of responding universities have a specific Gender Equality Plan, eighteen universities or 37% don't. However, ten universities plan to develop a Gender Equality Plan;
- 4% of the respondents address gender equality in the general institutional strategy;
- For five universities, gender equality is not a priority, now.

Gender Equality issues play also a role in the university organisation and structures:

- At fifteen universities, a special unit deals with gender equality.
- At sixteen institutions, gender equality is the responsibility of an organisational unit with a wider remit.
- At one university, there is no special organisational unit but one person is dealing full-time with gender equality;
- Eleven (23%) of the responding universities choose other ways of supporting gender equality.

In some countries such as in Germany, the main research-funding organisation (DFG) defines gender equality measures as eligibility criterion for funding. The "DFG Research-oriented Standards for Gender-Equality" are a strong incentive for universities towards putting a priority on plans, strategies, structures and related measures towards gender equality. In addition, and possibly similarly important, the fact that implementing gender equality measures is a requirement and evaluation criterion in the German Excellence Initiative. These are certainly examples of successful practices that might inspire other stakeholders in other countries.

Promoting gender equality has to cope with different barriers whereby internal resistance and lack of resources are the main issues. In addition, several universities reported that employment and labour

laws or national or regional policies and regulations are not supportive or do not allow to take targeted action.

When implementing Gender Equality Plans and measures, universities are applying different approaches for the follow-up such as internal and external reporting, monitoring and evaluation as well as benchmarking of their respective measures. In that context, collecting relevant data on a regular basis is important.

There is a high level of awareness regarding the key role of appointment committees and their composition. From forty-three responding universities, twenty-seven (62,79%) reported specific requirements such as minimum numbers of female members or quota from 33% to 50%.

All universities reported about the broad spectrum of activities they are applying towards promoting gender equality. On top are activities supporting work-life balance of researchers that are important for thirty-five universities (73%). Twenty-nine universities implement specific approaches for attracting female students and twenty universities apply specific recruitment and promotion policies for female researchers. In addition, providing networking opportunities for women is high on the gender equality agenda.

A specific feature of university measures is the focus on activities for developing gender competence within their institutions. Gender equality training for university leadership and middle management is considered important, followed by mentoring and coaching schemes. A number of universities are implementing specific programmes, grants or awards promoting gender equality.

Universities were asked to identify examples of activities that they would define as most successful and, therefore, their best practice. Programmes supporting female PhDs and young researchers, support for maternity leave and return to work as well as family friendly services rank high on the list of reported measures followed by institutional strategies on gender

equality supported by the top university management. Also in that context, targeted programmes for attracting female students to STEM studies are ranking high.

From the thirty-two universities reporting about impacts of implementing gender equality measures eleven universities, which is 38%, reported quantitative changes towards more women in the gender balance. The majority of universities indicate qualitative changes regarding cultural change in their institutions such as increased gender awareness and more visibility of women. Ownership and responsibility for gender equality measures by the top university management is extremely important as well as dedicated support structures either as stand-alone units or integrated into other university structures.

Thirty universities provided information about their future plans and next steps towards promoting gender equality. Most importantly, ten universities plan to prepare and implement Gender Equality Plans whereas other universities will focus on stabilising the implementation of policies, plans and targeted measures. Raising awareness for gender issues will play a prominent role. Three universities underline the importance of European projects and initiatives.

The results of the survey provide convincing evidence of the broad range of strategies, plans and activities as well as the substantial investments of CESAER member institutions in the area of gender equality. The survey results show that the CESAER community forms an excellent basis and provides ample room for mutual learning and exchange of experience supporting further progress

towards developing inclusive institutions utilizing the full human resource potential for science and technology.

The CESAER Gender Equality Survey 2014 is a main contribution to the implementation of the commitments made in the CESAER Statement on the European Research Area of June 2013³⁶. Furthermore, it is a proactive measure towards the actions in the ERA Roadmap³⁷ under Priority ERA Priority Four “Gender Equality and Gender Mainstreaming in Research” stating “*At National level Member States and Associated Countries should develop policies on gender equality in RPOs³⁸, and regularly monitoring their effectiveness and adjusting measures as necessary. RPOs should in turn review and enhance their policies for gender equality in research and ensure their implementation. Special attention should be paid to areas where women are underrepresented (for instance in senior positions and in research management) and to the funding schemes and disciplines where the imbalances are greatest.*” The ERA Roadmap was adopted by the Council of the European Union on 19 May 2015.

As the survey shows, CESAER and the association’s member universities are advanced in implementing gender equality policies, strategies, plans and activities and are committed towards cooperation and mutual learning for further improving the situation in their institutions in order to provide conducive working environments supporting gender equality and diversity and making optimal use of the human resources for higher education, research and innovation.

(36) CESAER Statement on the European Research Area. 20 June 2013, p. 3. See: <http://www.cesaer.org/en/publications/>

(37) European Union, European Research Area and Innovation Committee, ERAC Secretariat: ERAC Opinion on the European Research Area Roadmap. ERAC 1208/15. 12 February 2015, p. 13

(38) Research Performing Organisations

12. Conclusions: Ten elements of institutional strategies supporting gender equality

Based on the analysis of the survey results of the CESAER member universities, one can identify ten elements of institutional strategies and measures towards promoting gender equality.

1. Institutional leadership

It is important that gender equality is a credible priority of the top university management. Institutional goals, strategies, structures and resources as well as long-term plans and activities for the support of gender equality are prerequisites for achieving institutional change. Setting specific goals and targets is an issue deserving special consideration. It is a major challenge for the university leadership to overcome internal resistance and achieve ownership of gender related goals and initiatives across the whole institution. For that purpose, it is important to apply participatory approaches for preparing and implementing initiatives addressing gender equality. Women in leadership positions at different levels will act as role models supporting the development of gender equality.

2. Gender competence

Developing gender competence at universities paves the way for overcoming internal resistance including unconscious biases and developing an institutional culture conducive to progress towards gender equality. Measures comprise guidance and training for the university leadership and middle management and at all other levels of university staff and, possibly, also for target groups outside the university. Professional gender competent staff has a key role to play in that area.

3. Gender sensitive recruitment and promotion

Paying attention to gender issues in recruitment, appointment, appraisal and salary matters is a key aspect of gender equality strategies. Therefore, in university boards and committees, especially appointment committees, approaches including minimum standards and quotas

should be considered to ensure a balanced composition of female and male members. In addition, support by professional staff is essential for ensuring appropriate procedures.

4. Attracting and retaining women at universities of science and technology

Universities apply specific measures and programmes for attracting female students to science, technology, engineering and mathematics - STEM – studies. This holds also for specific measures addressing female researchers and promotion measures for PhD and young researchers. Many universities have targeted programmes in place for attracting female professors and implementing specific tenure track schemes for women.

5. Mentoring, coaching, mutual learning and empowerment

Universities provide gender related mentoring and coaching schemes for researchers at all levels. Networking opportunities for female researchers offer opportunities for mutual learning and empowerment.

6. Family-friendly universities supporting work-life balance

Examples of best practice show universities' approaches supporting maternity leave and return to work as well as the high priority they give to these measures. Universities provide family friendly services and measures establishing an institutional environment enabling work-life-balance. Flexible career trajectories, adequate arrangement for breaks and gender aware mobility conditions support the opportunities for women in science and technology.

7. Internal guidelines, manuals and special provisions

Internal - formal and informal - guidelines and manuals help developing the understanding for gender issues at universities. Special provisions and support services for gender equality should be foreseen especially regarding measures against sexual harassment and discrimination.

8. Programmes, grants and awards as well as standards promoting gender equality

It is important that universities, ministries and also regional authorities offer specific programmes, grants, and awards for the promotion of gender equality. As examples of inspiring practices show, standards for gender equality defined by research funding organisations are supporting institutional change. European schemes, projects and initiatives addressing gender equality issues provide opportunities for mutual learning and developing common standards and guidelines. The CESAER gender community should in particular use the opportunities offered by Horizon 2020 calls for proposals.

9. Communication supporting cultural change

Communicating institutional strategies and plans as well as internal and external public relations regarding examples of best practices help promoting gender awareness and supporting gender equality issues. Internal communication is crucial for supporting changes of institutional

cultures. That must not be the task of a Public Relations department and its staff only but needs the active and visible involvement of the top management of the university. Participatory measures such as internal reporting, discussions at the management level, in committees as well as in various forms of feedback processes are adequate approaches towards achieving ownership of gender equality strategies and measures across the institution. In addition, interaction with regional and/or national government authorities and funding agencies play a role in the implementation and review of related programmes and schemes or contractual relations of the universities.

10. Following-up on the implementation and impact of gender equality plans and activities

Universities that gradually implement gender equality plans need to support institutional learning by appropriate mechanisms to control, monitor, evaluate and benchmark. In that context, the definition of appropriate indicators and the regular collection of the related necessary data are key tasks. Alignment with the indicators that will be used for the monitoring of the implementation of the ERA Roadmap at national and European will be advantageous. In that context also analysing what has not worked and developing actions to ameliorate the situation should be considered.

13. Recommendations for CESAER

The survey results and feedback from the Vienna workshop in November 2014 as well as the events in spring 2015 provided the basis for developing the following recommendations for possible next steps within the CESAER community.

In the course of the preparation and implementation of the survey, contact persons for gender equality were identified at all CESAER member universities. Based on expressions of interest received it is recommended to form a community of these practitioners for initiating and implementing future joint activities in the CESAER network in accordance with the needs and demands of the practitioners.

The CESAER Gender Equality Survey should be repeated on a regular basis, probably every two years. That would enable the universities to monitor their activities and to benchmark their progress as well as to assess the effectiveness and efficiency, benefits and impacts of their plans and activities over time. Also learning from failed initiatives was identified as important and exchange of information and experiences will be useful.

The results of the present work, the experiences and lessons learned should be used for fine-tuning and improving the methodology of such survey exercises. Participants in the Vienna workshop identified a spectrum of topics which they find most valuable to further explore in appropriate arrangements.

In the following, such issues are presented and grouped without claiming that the list is comprehensive or complete; it should rather inspire discussions within the CESAER network and beyond, particularly with the partner associations CLUSTER, EuroTech Universities, IDEA League, and Nordic Five Tech:

- Leadership engagement and involvement
 - Monitoring and evaluation, benchmarking, performance indicators
 - International benchmarking on gender equality and sharing of good practice
 - Comparisons of gender equality plans and implementing activities (*work in progress already*)
 - Different ways of organising and structuring the implementation of gender equality plans and activities at universities
 - Developing guidelines and standards for gender equality
 - Open, transparent and merit based recruitment ensuring equal opportunities
 - Attracting more women to science and technology studies
 - Attracting and retaining female PhDs, post docs, senior researchers and professors
 - Developing European academic career paths for researchers including European mobility schemes and tenure track provisions
 - Assessing the role of national laws and regulations and the views of different cultures
 - Identifying and analysing barriers and resistance towards implementing gender equality and developing measures towards overcoming the barriers
 - Gender issues in education, research and innovation.
-
- Developing a common understanding of gender equality and diversity at universities of science and technology

Workshops and seminars were recommended as possible forms of mutual learning and exchange of information and for developing joint activities. In addition, staff exchange and visiting programmes providing first-hand insights in different institutional practices should be considered.

A specific point of interest is the preparation of collaborative proposals for cooperation and support actions following gender oriented calls for proposals under Horizon 2020.

Finally, and as a consequence of the above considerations and requests it is recommended to establish a CESAER Gender Equality Working Group based on a core group of practitioners who are committed to developing the topic further and who can ensure regular interaction and

cooperation with the CESAER community of gender equality contact persons and “doers”. At the meeting of the Board of Directors at the University of Aalborg, the above recommendations were supported already.

The cooperation with CLUSTER, EuroTech Universities, IDEA League, and Nordic Five Tech has the potential to play an important role in the future development of that matter among the community of universities of science and technology. In addition, the discussion and collaborations with the other ERA Stakeholders should be high on the future agenda.

ANNEXES

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- ANNEX 2 CESAER Gender Equality Survey 2014: The Questionnaire
- ANNEX 3 Statistics: Top academic and non-academic management
- ANNEX 4 Statistics: Other academic and non-academic management positions
- ANNEX 5 Statistics: Academic staff in the academic year 2013/2014
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- ANNEX 7 Statistics: FP7 participations of CESAER universities (data available by the survey period January till April 2014):
 - 7.1 European Research Council (ERC)
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- ANNEX 8 Gender Equality Plans of CESAER member institutions
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 - A9.1 Monitoring and other measures following-up on the implementation of strategies and plans
 - A9.2 Development of gender competence at universities
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 - A9.5 Universities' plans for the future: Next steps

ANNEX 1

CESAER member institutions

AUSTRIA

TU Wien

BELGIUM

Ghent University, Faculty of Engineering and Architecture

KU Leuven (Katholieke Universiteit Leuven), Faculty of Engineering Science

UC Louvain (Université catholique de Louvain), École Polytechnique

CZECH REPUBLIC

Brno University of Technology

Czech Technical University in Prague

DENMARK

Aalborg University, Faculty of Engineering and Science

Technical University of Denmark

ESTONIA

Tallinn University of Technology

FINLAND

Aalto University

FRANCE

École Centrale Paris

Institut National Polytechnique de Grenoble

INSA Lyon

GEA – Groupement des Grandes Ecoles

Aeronautiques et Spatiales *)

Paris Tech *)

GERMANY

RWTH Aachen University

TU Berlin

TU Braunschweig

TU Dresden

Leibniz University Hannover

TU Ilmenau

Karlsruhe Institute of Technology

TU Munich

HUNGARY

Budapest University of Technology and Economics

IRELAND

University College Dublin

ISRAEL

Technion Israel Institute of Technology

ITALY

Politecnico di Milano

Politecnico di Torino

LITHUANIA

Kaunas University of Technology

THE NETHERLANDS

TU Delft

TU Eindhoven

University Twente

NORWAY

NTNU Norwegian University of Science and Technology

POLAND

Poznan University of Technology

Warsaw University of Technology

PORTUGAL

IST Instituto Superior Técnico Lisboa

University of Porto, Faculty of Engineering

ROMANIA

Bucharest Polytechnic University

RUSSIA

Tomsk Polytechnic University

SPAIN

UP Catalunya (Universitat Politècnica de Catalunya)

UP Madrid (Universitat Politècnica de Madrid)

UP Valencia (Universitat Politècnica de Valencia)

SWEDEN

Chalmers University of Technology

Lund University, Faculty of Engineering

KTH Royal Institute of Technology

SWITZERLAND

EPF Lausanne (École Polytechnique Fédérale de Lausanne)

ETH Zurich (Eidgenössische Technische Hochschule Zuerich)

TURKEY

Istanbul Technical University

*) GEA and ParisTech are groupings of universities and did not participate in the survey

ANNEX 2



Leuven and Vienna, January 2014

CESAER GENDER EQUALITY SURVEY 2013

Dear colleague,

welcome to the CESAER survey "The Establishment of Gender Equality in CESAER member universities"!

The following survey is part of the implementation of CESAER's commitments in the frame of the European Research Area Partnership with the European Commission. On the basis of the results of the survey we will prepare a report about the state of play of gender equality and its management at CESAER member institutions. The report is supposed to present interesting information for our member universities and will provide opportunities for mutual learning and also possible new initiatives. In addition, CESAER may use the results for preparing recommendations to the European Commission for specific gender equality related support actions to be taken at European level.

We thank you in advance for answering the questions below not later than by **24 January 2014**.

You will receive a report with the consolidated and aggregated results of the survey as soon as it will be ready.

Thank you!

The CESAER Gender Equality Survey team:

Anna Steiger, Vice-Rector for Human Resources and Gender, Vienna University of Technology

Nina Hein-Saygili, CESAER Gender Survey project manager, Vienna University of Technology

Manfred Horvat, CESAER Senior Advisor

Lieve Coninx, CESAER Liaison Officer

1. Name of your university:

2. Your name and position in the university:

Name:

Position:

Email address:

Telephone number:

3. Please quote if you are female or male:

female

male

4. How is the topic "Gender Equality" embedded in the organisation of your university?

- There is a special organisational unit focusing on "Gender Equality"
- "Gender Equality" is dealt with among other issues in a unit with broader responsibilities
- There is no special organisational unit established in my university, but a single person is
 - dealing with gender equality only,
 - dealing with gender equality among other responsibilities
- There is no special department or person responsible for this topic.
- Other form of organisation:

If other, please specify:

5. Does your university have a "Gender Equality Plan" (or equivalent)?

(Please ignore that question In case you responded to the short preparatory CESAER inquiry already!)

- Yes, there is a separate Gender Equality Plan
Please provide us with the web link to your plan (or equivalent):

.....

or

send it as pdf by email to our project manager Nina Hein-Saygili: ninahein@yahoo.de

- No, there is no separate Gender Equality Plan
- Gender is an integrated part of the university's Human Resource Strategy
Please provide us with the link to the Human Resource Strategy

.....

or

send it as pdf by email to our project manager Nina Hein-Saygili: ninahein@yahoo.de

- There are plans to develop an institutional Gender Equality Plan/Strategy
- At the moment Gender Equality is not a priority topic of my university

Comments:

Please specify the answers quoted.

6. Does your organisation assess the implementation of the Gender Equality Plan or Strategy?

- Yes No

Yes, your university assesses the implementation of the Gender equality Plan or Strategy.

Please specify which measures are used for assessments:

7. There is an array of activities which may be implemented in connection with gender equality issues.

Which of the following activities were implemented at your university in 2012 and 2013?
(Multiple answers possible)

- Specific measures and/or programmes for attracting female students to engineering studies**
- Specific recruitment and promotion policies for female researchers**
- Measures, including quotas, to ensure a balanced composition of females and males in your organisation's committees** (e.g. involved in recruitment, appointment, career progression, or - if applicable - in evaluation of research programmes or projects); see also Question 9.3
- Flexible career trajectory** (e.g. provisions to allow interruptions of career, returning schemes after career)
- Breaks, gender aware mobility conditions**
- Work-life-balance measures** (e.g. parental leave, flexible working arrangements for researchers)
- Development of gender competence at your university** (e.g. specific leadership training, gender/diversity training for top or middle management, mentoring for female researchers)

If there are activities for the development of gender competence, please specify:

- Networking opportunities for female researchers**
- Guidelines of best practices disseminated within your organisation**
- Other**

If other, please specify:

8. Does your organisation face barriers when setting up activities in connection with gender issues?

- Yes No

8.1. If your organisation is facing barriers how important are the following barriers to setting up activities in connection with gender issues?

Please rate accordingly

Barriers	Important	Somewhat Important	Not important
Regulations or policies at national or regional level are not specifically supportive of achieving gender equality at universities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employment and/or labour law or policy at national or regional level do not allow to take action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of resources for implementing gender equality in science and technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internal resistance against implementing measures supporting gender equality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Other barriers**
If your university faces other barriers, please specify

9. If possible without too much effort please provide some statistics regarding percentages of females at different levels and for different categories of human resources at your university:

(If providing data to some of the questions is not possible or not possible just do not respond!)

9.1. Top academic management of the university:

- 9.1.1 President, Rector, CEO or equivalent leader of the institution** female
 male

9.1.2 If there are more equally responsible persons in the top university leadership team:

- **Number of the persons in the leadership team:**
- **Number of women in the leadership team:**

9.1.3 Academic management level 2: Vice-Rectors (or equivalent)

- **Number of Vice-rectors (or equivalent):**

.....

- **Number of female Vice-rectors:**

.....

9.1.4 Academic management level 3 (e.g. deans, please define in accordance with the structure of your university)

- **% of women at academic management level 3**%

9.1.5 Academic management level 4 (e.g. department heads, please define in accordance with the structure of your university)

- **% of women at academic management level 4**%

9.2. Top administrative management of the university**9.2.1 Administrative director (or equivalent)**
 female male
9.2.2 Administrative management level 2 (please define in accordance with the structure of your university)

- **% of women at administrative management level 2**%

9.3. Women in appointment committees**9.3.1 Is there a requirement for gender diversity in appointment committees?**
 Yes No
9.3.2 If yes, is there-a rule for a minimum number or a rate of female members
 Minimum number

 Minimum rate (%)%
9.3.3 Is there personnel available for advising appointment committees on gender equality issues
 Yes No
9.4 Scientific staff (as of today)

- **Number of full professors**

.....

- **% of female full professors**

.....%

- **Number of associate professors**

.....

- **% of female associate professors**

.....%

- **Number of assistant professors**

.....

- **% of female assistant professors**

.....%

- **Number of other scientific staff**
.....
- **% of female other scientific staff**%
- 9.5. Students (academic year 2012/2013):**
 - **Number of entry students:**
.....
 - **% of female entry students**
.....%
 - **Number of bachelor graduates:**
.....
 - **% of female bachelors graduates:**
.....%
 - **Number of master graduates:**
.....
 - **% of female master graduates:**
.....%
 - **Number of doctoral/PhD graduates:**
 - **% of female doctoral/PhD graduates :**
- 9.6. FP7 ERC grantees**
 - **Number of ERC Starting Grants:**
.....
 - **% of female ERC Starting Grantees:**
 - **Number of ERC Consolidator Grants:**
 - **% of female ERC Consolidator Grants:**
 - **Number of ERC Advanced Grants:**
 - **% of female ERC Advanced Grantees:**
- 9.7. FP7 Marie Curie Fellows**
 - **Number of outgoing Marie Curie Fellows:**
 - **% of female outgoing Marie Curie Fellows:**
 - **Number of incoming Marie Curie Fellows:**
 - **% of female incoming Marie Curie Fellows:**
- 9.8. FP7 Coordinators of collaborative projects and Coordination and Support Actions (CSA) at your university:**
 - **Number of FP7 coordinators:**
 - **% of female coordinators:**
.....%

10. Which three specific "Gender Equality" initiatives of your university would you define of examples of best practice?

1.
2.
3.

10.1. Why do you remember them, what was special about them?

1.
2.
3.

11. If your university has a Gender Equality Strategy: Please mention some positive changes since your university focuses on "Gender Equality"?

--

12. What are the next steps about "Gender Equality" in your university?

--

13. Any other comments:

--

Thank you for supporting this CESAER initiative!

The CESAER Gender Equality Survey team

Institution	Country	Academic leadership, Top level: President, Rector, CEO, or equivalent (data of 42 (48) responding universities)		Academic leadership, Level 2: Vice-presidents, Vice-rectors, o.e. (data of 38 universities)			Non-academic leadership, Top level: Administrative director, Head of administration, or equivalent (data of 40 universities)	
		Men	Women	Total	Women	% Women	Men	Women
TU WIEN	AT	0	1	4	1	25,00%	0	1
GHEENT UNIVERSITY, FACULTY OF ENGINEERING AND ARCHITECTURE								
KU LEUVEN, FACULTY OF ENGINEERING SCIENCE	BE							
UC LOUVAIN, ECOLE POLYTECHNIQUE								
EPF LAUSANNE	CH	1	0	4	1	25,00%	1	0
ETH ZÜRICH		1	0	4	0	0,00%	0	0
BRNO UNIVERSITY OF TECHNOLOGY	CZ	1	0	5	2	40,00%	1	0
CZECH UNIVERSITY OF TECHNOLOGY		1	0	6	0	0,00%	1	0
RWTH AACHEN UNIVERSITY		1	0	3	1	33,33%	0	1
TU BERLIN		1	0	4	1	25,00%	1	0
TU BRAUNSCHWEIG		1	0	3	1	33,33%	1	0
TECHNISCHE UNIVERSITÄT DARMSTADT		1	0	3	1	33,33%	1	0
TU DRESDEN	DE	1	0	no data	no data	no data	0	1
LEIBNIZ UNIVERSITÄT HANNOVER		1	0	5	2	40,00%	1	0
TU ILMENAU		1	0	2	0	0,00%	0	1
KARLSRUHE INSTITUTE OF TECHNOLOGY		1	0	4	1	25,00%	1	0
TU MUNICH		1	0	8	3	37,50%	1	0
AALBORG UNIVERSITY, FACULTY OF ENGINEERING AND SCIENCE	DK							
TECHNICAL UNIVERSITY OF DENMARK		1	0	1	0	0,00%	0	1
TALLINN UNIVERSITY OF TECHNOLOGY	EE	1	0	3	1	33,33%	1	0
UP CATALUNYA		1	0	11	3	27,27%	0	1
UP MADRID	ES	1	0	8	2	25,00%	0	1
UP VALENCIA		1	0	8	2	25,00%	1	0
AALTO UNIVERSITY	FI	0	1	3	0	0,00%	1	0
ECOLE CENTRALE PARIS		1	0	no data	no data	no data	1	0
GRENOBLE INSTITUTE OF TECHNOLOGY	FR	1	0	8	4	50,00%	1	0
INSA DE LYON		1	0	5	1	20,00%	0	1
ARISTOTLE UNIVERSITY OF THESSALONIKI	GR	1	0	4	2	50,00%	1	0
BUDAPEST UNIVERSITY OF TECHNOLOGY AND ECONOMICS	HU	1	0	2	0	0,00%	1	0
UNIVERSITY COLLEGE DUBLIN	IRL	1	0	14	2	14,29%	no data	no data
ISRAEL INSTITUTE OF TECHNOLOGY	IL	1	0	4	0	0,00%	1	0
POLITECNICO DI MILANO	IT	1	0	2	1	50,00%	1	0
POLITECNICO DI TORINO		1	0	4	1	25,00%	1	0
KAUNAS UNIVERSITY OF TECHNOLOGY	LT	1	0	3	1	33,33%	0	0
TU DELFT		1	0	2	1	50,00%	0	1
EINDHOVEN UNIVERSITY OF TECHNOLOGY	NL	1	0	no data	no data	no data	0	1
UNIVERSITY TWENTE		1	0	no data	no data	no data	No compatible data	No compatible data
NORWEGIAN UNIVERSITY OF SCIENCE AND TECHNOLOGY	NO	1	0	4	2	50,00%	2	1
POZNAN UNIVERSITY OF TECHNOLOGY	PL	1	0	4	1	25,00%	1	0
WARSAW UNIVERSITY OF TECHNOLOGY		1	0	6	0	0,00%	1	0
ISTITUTO SUPERIOR TECNICO LISBOA	PT	1	0	9	2	22,22%	1	0
UNIVERSITY PORTO, FACULTY OF ENGINEERING								
UP BUCHAREST	RO	0	1	10	1	10,00%	1	0
TOMSK PU	RU	1	0	5	0	0,00%	1	0
CHALMERS UNIVERSITY OF TECHNOLOGY		0	1	5	1	20,00%	1	0
LUND UNIVERSITY, FACULTY OF ENGINEERING LTH	SE	1	0	5	1	20,00%	0	1
KTH ROYAL INSTITUTE OF TECHNOLOGY		1	0	3	0	0,00%	0	1
ISTANBUL TECHNICAL UNIVERSITY	TR	1	0	5	0	0,00%	0	1
Total		37	5	188	43	22,87%	27	13
Percentages of women		% female rectors o.e.	11,50%	% female vice-rectors o.e.	22,87%	% female top administrators	32,50%	32,50%
Percentages of men		% male rectors o.e.	88,10%	% male vice-rectors o.e.	77,13%	% male top administrators	67,50%	67,50%

Universities, where not the whole university but only the faculty of engineering (or equivalent) is member and the specific data for the faculty were not available
No data delivered to survey
Delivered data not compatible with definition by the survey or possibly wrong
100,00%

Other academic and non-academic management positions

Institution	Country	Academic leadership, Level 3: Deans, or equivalent (data of 39 universities)	Academic leadership, Level 4: Heads of department or institute, or equivalent (data of 32 universities)	Non-academic leadership: Level 2 as defined by institution (data of 36 universities)
		% Women	% Women	% Women
TU WIEN	AT	0,00%	5,00%	50,00%
GHENT UNIVERSITY, FACULTY OF ENGINEERING AND ARCHITECTURE	BE			
KU LEUVEN, FACULTY OF ENGINEERING SCIENCE				
UC LOUVAIN, ECOLE POLYTECHNIQUE				
EPF LAUSANNE	CH	40,00%	6,00%	60,00%
ETH ZÜRICH		6,25%	8,80%	12,50%
BRNO UNIVERSITY OF TECHNOLOGY	CZ	18,00%	5,00%	32,00%
CZECH UNIVERSITY OF TECHNOLOGY		12,00%	15,00%	10,00%
RWTH AACHEN UNIVERSITY	DE	0,00%	17,50%	40,00%
TU BERLIN		7,60%	14,29%	no data
TU BRAUNSCHWEIG		7,00%	no data	70,00%
TECHNISCHE UNIVERSITÄT DARMSTADT		15,69%	no data	28,57%
TU DRESDEN		0,00%	4,20%	42,80%
LEIBNIZ UNIVERSITÄT HANNOVER		10,00%	no data	66,67%
TU ILMENAU		20,00%	10,20%	34,00%
KARLSRUHE INSTITUTE OF TECHNOLOGY		0,00%	4,90%	40,00%
TU MUNICH		23,08%	no data	no data
AALBORG UNIVERSITY, FACULTY OF ENGINEERING AND SCIENCE		DK		
TECHNICAL UNIVERSITY OF DENMARK	0,00%		9,00%	31,00%
TALLINN UNIVERSITY OF TECHNOLOGY	EE	6,00%	22,00%	62,00%
UP CATALUNYA	ES	31,23%	9,52%	50,40%
UP MADRID		5,00%	18,00%	100,00%
UP VALENCIA		32,00%	32,00%	42,00%
AALTO UNIVERSITY	FI	50,00%	35,00%	45,00%
ECOLE CENTRALE PARIS	FR	no data	18,00%	no data
GRENOBLE INSTITUTE OF TECHNOLOGY		no data	no data	50,00%
INSA DE LYON		18,00%	no data	50,00%
ARISTOTLE UNIVERSITY OF THESSALONIKI	GR	10,00%	30,00%	30,00%
BUDAPEST UNIVERSITY OF TECHNOLOGY AND ECONOMICS	HU	0,00%	10,52%	31,25%
UNIVERSITY COLLEGE DUBLIN	IRL	data not compatible	18,42%	no data
ISRAEL INSTITUTE OF TECHNOLOGY	IL	15,00%	no data	no data
POLITECNICO DI MILANO	IT	20,00%	16,60%	27,00%
POLITECNICO DI TORINO		40,00%	18,18%	25,00%
KAUNAS UNIVERSITY OF TECHNOLOGY	LT	27,78%	31,71%	55,56%
TU DELFT	NL	25,00%	8,00%	40,00%
EINDHOVEN UNIVERSITY OF TECHNOLOGY		11,00%	no data	50,00%
UNIVERSITY TWENTE		13,00%	16,00%	31,00%
NORWEGIAN UNIVERSITY OF SCIENCE AND TECHNOLOGY	NO	42,86%	33,33%	no data
POZNAN UNIVERSITY OF TECHNOLOGY	PL	0,00%	10,81%	68,18%
WARSAW UNIVERSITY OF TECHNOLOGY		15,00%	25,00%	40,00%
INSTITUTO SUPERIOR TÉCNICO LISBOA		0,00%	no data	82,00%
UNIVERSITY PORTO, FACULTY OF ENGINEERING	PT			
UP BUCHAREST	RO	13,33%	9,65%	22,20%
TOMSK PU	RU	37,50%	42,00%	20,00%
CHALMERS UNIVERSITY OF TECHNOLOGY	SE	12,00%	no data	43,00%
LUND UNIVERSITY, FACULTY OF ENGINEERING LTH				
KTH ROYAL INSTITUTE OF TECHNOLOGY		10,00%	28,00%	80,00%
ISTANBUL TECHNICAL UNIVERSITY	TR	33,00%	27,00%	66,60%
	Universities, where not the whole university but only the faculty of engineering (or equivalent) is member and the specific data for the faculty were not available			
	No data delivered to survey			
	Delivered data not compatible with definition by the survey or possibly wrong			

The academic staff in the academic year 2012/2013

Institution	Country	Full professors (data for 38 responding institutions)			Associate professors (or equivalent) (data for 32 responding institutions)			Assistant professors (or equivalent) (data for 34 responding institutions)			Other scientific staff (data for 32 responding institutions)		
		Total	Women %	Women Number	Total	Women %	Women Number	Total	Women %	Women Number	Total	Women %	Women Number
TU WIEN	AT	144	9,00%	13	224	8,50%	19	20	25,00%	5	1.969	26,00%	512
GHEENT UNIVERSITY, FACULTY OF ENGINEERING AND ARCHITECTURE	BE												
KU LEUVEN, FACULTY OF ENGINEERING SCIENCE	BE												
UC LOUVAIN, ECOLE POLYTECHNIQUE	BE												
ETH ZÜRICH	CH	389	10,00%	39				77	28,00%	22	4.924	28,00%	1.379
EPFL	CH	no data	6,10%	no data	no data	no data	no data	no data	26,80%	no data	no data	25,00%	no data
BRNO UNIVERSITY OF TECHNOLOGY	CZ	163	7,00%	11	307	13,00%	40	612	27,00%	165	346	30,00%	104
CZECH TECHNICAL UNIVERSITY IN PRAGUE	CZ	186	9,00%	17	305	14,00%	43	1.002	24,00%	240	272	35,00%	95
RWTH AACHEN UNIVERSITY	DE	283	9,00%	25	184	18,00%	33	47	36,00%	17		no data	
TU BERLIN	DE	311	16,10%	50					no data		2.481	27,20%	675
TU BRAUNSCHWEIG	DE	132	14,40%	19	67	28,90%	19	10	0,00%	0	422	21,80%	92
TECHNISCHE UNIVERSITÄT DARMSTADT	DE	303	14,79%	46				11	no data		2.105	24,77%	521,5
TU DRESDEN	DE	486	12,30%	60				20	36,00%	4	4.365	36,50%	1.593
LEIBNIZ UNIVERSITÄT HANNOVER	DE	289	22,15%	64				6	4,26%	2	915	35,08%	321
TU ILMENAU	DE	93	8,60%	8	9	33,00%	3	6	16,00%	1	689	22,90%	158
KARLSRUHE INSTITUTE OF TECHNOLOGY	DE	324	11,40%	37	7	0,00%	0	15	40,00%	6	4.671	26,00%	1.214
TU MUNICH	DE	298	10,74%	32	167	24,55%	41	5	40,00%	2	6.165	32,99%	2.034
AALSBORG UNIVERSITY, FACULTY OF ENGINEERING AND SCIENCE	DK												
TECHNICAL UNIVERSITY OF DENMARK	DK	214	9,00%	19	731	21,00%	154	244	30,00%	73	1.481	26,00%	385
TALLINN UNIVERSITY OF TECHNOLOGY	EE	120	14,00%	17	136	31,00%	42	324	52,00%	168	513	37,00%	190
UP CATALUNYA	ES	250	7,60%	19	810	24,07%	195	343	30,03%	103	994	24,75%	246
UP MADRID	ES	335	13,43%	45	1.487	34,36%	511	324	36,73%	119	586	20,82%	122
UP VALENCIA	ES	320	15,63%	50	1.294	28,98%	375	294	39,80%	117	773	31,18%	241
AALTO UNIVERSITY	FI	235	15,00%	35	40	20,00%	8	43	30,00%	13	2.430	29,00%	705
ECOLE CENTRAL PARIS	FR	90	20,00%	18	200	30,00%	60		no data			no data	
GRENOBLE INSTITUTE OF TECHNOLOGY	FR	128	18,00%	23	280	29,00%	81	128	37,00%	47		no data	
INSA-DE LYON	FR												
ARISTOTLE UNIVERSITY OF THESSALONIKI	GR	229	24,89%	57	409	15,64%	64	679	21,94%	149	219	15,06%	33
BUDAPEST UNIVERSITY OF TECHNOLOGY AND ECONOMICS	HU	156	20,00%	31	88	27,00%	24		no data			no data	
UNIVERSITY COLLEGE DUBLIN	IRL	232	8,00%	19	176	19,00%	33	128	27,00%	35	242	42,00%	102
ISRAEL INSTITUTE OF TECHNOLOGY	IL	340	16,00%	54	354	29,00%	103	619	32,00%	198		no data	
POLITECNICO DI MILANO	IT	214	9,81%	21	234	26,07%	61	365	34,79%	127	517	34,43%	178
POLITECNICO DI TORINO	IT	176	27,27%	48	441	45,58%	201	395	58,48%	231	171	45,03%	77
KAUNAS UNIVERSITY OF TECHNOLOGY	LT	244	10,00%	24	211	16,00%	34	364	24,00%	87	1.845	27,00%	498
TU DELFT	NL	164	8,00%	13	125	12,00%	15	264	19,00%	50		no data	
EINDHOVEN UNIVERSITY OF TECHNOLOGY	NL	162	12,40%	20	163	14,60%	24	326	27,4%	89	1.033	32,80%	339
UNIVERSITY OF TWENTE	NL	648	21,91%	142	380	36,84%	140	39	89,74%	35	141	37,59%	53
NORWEGIAN UNIVERSITY OF SCIENCE AND TECHNOLOGY	NO	109	11,93%	13	171	16,37%	28	581	26,33%	153	353	28,05%	99
POZNAN UNIVERSITY OF TECHNOLOGY	PL		no data		no data	25,00%	no data		no data			no data	
WARSAW UNIVERSITY OF TECHNOLOGY	PL	104	11,00%	11	175	19,00%	33	493	29,00%	143	176	38,00%	67
INSTITUTO SUPERIOR TÉCNICO LISBOA	PT												
UNIVERSITY PORTO, FACULTY OF ENGINEERING	PT												
UP BUCHAREST	RO	297	22,56%	67	281	36,65%	103	801	42,82%	343	32	65,63%	21
TOMSK PU	RU	216	15,00%	32	1.023	29,00%	297	614	32,00%	196	197	38,00%	75
CHALMERS UNIVERSITY OF TECHNOLOGY	SE	202	9,00%	18	101	21,00%	21	133	28,00%	37	364	28,00%	102
LUND UNIVERSITY, FACULTY OF ENGINEERING LITH	SE												
KTH ROYAL INSTITUTE OF TECHNOLOGY	SE	268	11,00%	29	240	22,00%	53	103	27,00%	28	386	29,00%	112
ISTANBUL TECHNICAL UNIVERSITY	TR	454	35,00%	159	205	41,00%	84	355	42,00%	149	817	46,00%	376
TOTAL		9.308	15,12%	1.408	11.025	26,68%	2.941	9.784	32,26%	3.156	42.594	29,86%	12.718

Universities, where not the whole university but only the faculty of engineering (or equivalent) is member and the specific data for the faculty were not available
No data delivered to survey
Three highest proportions of women

Institution	Country	First year students (new entrants) (data of 32 responding universities)			Bachelor graduates (Diploma) (data of 31 responding universities)			Master graduates (Diploma) (data of 31 responding universities)			PhD/Doctoral graduates (Diploma) (data of 34 responding universities)		
		Total	Women %	Women Number	Total	Women %	Women Number	Total	Women %	Women Number	Total	Women %	Women Number
TU WIEN	AT	8.998	31,28%	2.815	1.382	26,99%	373	873	25,77%	225	272	21,69%	59
GHEENT UNIVERSITY, FACULTY OF ENGINEERING AND ARCHITECTURE													
KU LEUVEN, FACULTY OF ENGINEERING SCIENCE	BE												
UC LOUVAIN, ECOLE POLYTECHNIQUE													
EPT LAUSANNE	CH	2.549	no data	816	no data	27,00%	no data	no data	26,60%	no data	no data	28,00%	no data
ETH ZÜRICH					1.477	29,00%	428	1.650	33,00%	545	747	32,00%	239
BRNO UNIVERSITY OF TECHNOLOGY	CZ	no compatible data	no compatible data	no compatible data	no compatible data	no compatible data	no compatible data	no compatible data	no compatible data	no compatible data	no compatible data	no compatible data	no compatible data
CZECH UNIVERSITY OF TECHNOLOGY		5.803	19,00%	1.103	3.417	18,00%	615	1.950	19,00%	371	115	24,80%	29
RWTH AACHEN UNIVERSITY		7.288	35,00%	2.551	5.749	32,00%	1.840	no data	no data	no data	773	34,40%	266
TU BERLIN		8.680	35,20%	3.055	no data	no data	no data	no data	no data	no data	462	32,00%	148
TU BRAUNSCHWEIG		3.860	41,90%	1.617	1.344	42,40%	570	831	52,60%	437	298	39,60%	118
TECHNISCHE UNIVERSITÄT DARMSTADT		5.343	30,92%	1.652	1.823	29,79%	543	927	25,79%	237	424	22,70%	87
TU DRESDEN		no compatible data	no compatible data	no compatible data	no compatible data	no data	no data	no data	no data	no data	650	44,00%	286
LEIBNIZ UNIVERSITÄT HANNOVER	DE	7.751	46,51%	3.605	1.541	46,27%	713	959	49,01%	470	743	#DEEL/OI	230
TU ILMENAU		793	28,20%	224	588	31,50%	185	315	24,10%	76	79	22,80%	18
KARLSRUHE INSTITUTE OF TECHNOLOGY		6.073	28,29%	1.718	1.963	28,30%	556	461	27,10%	125	434	27,40%	119
LEIBNIZ UNIVERSITÄT HANNOVER		7.751	46,51%	3.605	1.541	46,27%	713	959	49,01%	470	743	34,40%	230
TU MUNICH		11.673	33,00%	3.852	4.962	31,00%	1.527	1.983	36,00%	713	964	38,00%	366
AALBORG UNIVERSITY, FACULTY OF ENGINEERING AND SCIENCE	DK												
TECHNICAL UNIVERSITY OF DENMARK		2.251	26,00%	585	1.035	25,00%	259	989	29,00%	287	1.155	16,00%	185
TALLINN UNIVERSITY OF TECHNOLOGY	EE	4.142	41,80%	1.731	1.098	48,50%	533	807	41,60%	336	68	47,10%	32
UP CATALUNYA		8.799	26,57%	2.338	3.390	24,18%	820	926	37,68%	349	354	35,31%	125
UP MADRID	ES	6.652	31,00%	2.062	5.899	33,00%	1.947	866	33,00%	286	334	29,00%	97
UP VALENCIA		6.873	46,00%	3.162	no data	no data	no data	no data	no data	no data	no data	no data	no data
AALTO UNIVERSITY	FI	1.720	30,00%	516	1.510	35,20%	532	1.583	37,90%	600	210	29,00%	61
ECOLE CENTRALE PARIS		no compatible data	no compatible data	no compatible data	no data	no data	no data	no compatible data	no compatible data	no data	no data	no data	no data
GRENOBLE INSTITUTE OF TECHNOLOGY	FR	no compatible data	no compatible data	no compatible data	400	21,00%	84	no compatible data	no compatible data	no data	200	15,00%	30
INSA DE LYON		1.239	28,00%	347	no data	no data	no data	1.139	29,00%	330	143	28,00%	40
ARISTOTLE UNIVERSITY OF THESSALONIKI	GR	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data
BUDAPEST UNIVERSITY OF TECHNOLOGY AND ECONOMICS	HU	14.383	52,83%	7.599	2.620	27,71%	726	1.080	32,41%	350	112	8,04%	9
UNIVERSITY COLLEGE DUBLIN	IRL	1.581	37,00%	585	5.543	52,12%	2.889	2.763	47,48%	1.312	259	53,28%	138
ISRAEL INSTITUTE OF TECHNOLOGY	IL	no data	no data	no data	no compatible data	no compatible data	no data	699	33,00%	231	185	50,00%	93
POLITECNICO DI MILANO	IT	4.926	29,88%	1.472	5.329	36,00%	1.918	4.301	39,00%	1.677	326	41,00%	134
POLITECNICO DI TORINO		3.321	43,57%	1.447	3.181	32,54%	1.035	2.517	33,65%	847	213	35,68%	76
KAUNAS UNIVERSITY OF TECHNOLOGY	LT	2.613	25,00%	653	2.030	45,76%	929	1.209	55,17%	667	76	56,58%	43
TU DELFT		1.781	23,00%	410	781	25,00%	195	1.048	20,00%	210	256	24,00%	61
EINDHOVEN UNIVERSITY OF TECHNOLOGY	NL	1.539	39,00%	600	1.221	41,00%	501	1.150	39,00%	449	220	32,00%	70
UNIVERSITY TWENTE		8.218	29,98%	2.464	726	57,16%	415	1.160	55,95%	649	1.153	40,76%	470
NORWEGIAN UNIVERSITY OF SCIENCE AND TECHNOLOGY	NO	6.000	40,00%	2.400	2.894	31,10%	900	2.348	30,49%	716	69	21,74%	15
POZNAŃ UNIVERSITY OF TECHNOLOGY	PL	2.598	26,00%	675	3.500	34,00%	1.190	2.500	30,00%	750	200	30,00%	60
WARSAW UNIVERSITY OF TECHNOLOGY					1.038	24,00%	249	851	25,00%	213	132	34,00%	45
INSTITUTO SUPERIOR TÉCNICO LISBOA	PT												
UNIVERSITY PORTO, FACULTY OF ENGINEERING		5.042	31,75%	1.601	2.383	28,33%	675	2.388	41,04%	980	328	45,73%	150
UP BUCHAREST	RO	3.623	30,00%	1.087	no compatible data	no compatible data	no compatible data	no compatible data	no compatible data	no compatible data	no compatible data	no compatible data	no compatible data
TOMSK PU	RU	no compatible data	no compatible data	no compatible data	714	30,00%	214	1.044	30,00%	313	no data	no data	no data
CHALMERS UNIVERSITY OF TECHNOLOGY	SE	5.285	32,00%	1.691	736	34,00%	250	1.822	30,00%	547	235	24,00%	56
KTH ROYAL INSTITUTE OF TECHNOLOGY		6.631	37,40%	2.480	2.831	37,20%	1.053	927	45,40%	421	225	52,00%	117
ISTANBUL TECHNICAL UNIVERSITY	TR	175.779	35,57%	62.518	74.646	34,00%	25.376	45.025	35,95%	16.186	13.157	32,69%	4.302
TOTAL													

Universities, where only the faculty of engineering (or equivalent) is member and not the whole university

No data delivered to survey

Delivered data not compatible with definition of survey (first year students, graduates – number of diploma awarded during academic

Three highest proportions of women

Institution	Country	ERC Starting Grants		ERC Consolidator Grants		ERC Advanced Grants	
		Total number	% of total	Total number	% of total	Total number	% of total
TU WIEN	AT	7	0,00%	0	0,00%	5	40%
GHENT UNIVERSITY, FACULTY OF ENGINEERING AND ARCHITECTURE	BE						
KU LEUVEN, FACULTY OF ENGINEERING SCIENCE	BE						
UCLouvainn ECOLE POLYTECHNIQUE	CH	26	19,00%	5	25,00%	46	9%
EPFL	CH	no data	23,00%	no data	100,00%	no data	8,00%
BRNO UNIVERSITY OF TECHNOLOGY	CZ	4	no data	1	no data	4	no data
CZECH UNIVERSITY OF TECHNOLOGY	CZ	8	25,00%	0	0,00%	5	25,00%
RWTH AACHEN UNIVERSITY		5	0,00%	1	0,00%	4	0,00%
TU BERLIN		3	40,00%	2	0,00%	4	0,00%
TU BRAUNSCHWEIG		3	33,33%	1	0,00%	0	0,00%
TECHNISCHE UNIVERSITÄT DARMSTADT		3	33,33%	1	no data	0	no data
TU DRESDEN		2	no data	0	no data	0	no data
TU ILMENAU		7	0,00%	0	100,00%	1	no data
KARLSRUHE INSTITUTE OF TECHNOLOGY	DE	6	28,60%	2	0,00%	1	0,00%
LEIBNIZ UNIVERSITÄT HANNOVER	DE	19	17,00%	1	no data	3	0,00%
TU MUNICH	DE	0	21,00%	4	0,00%	11	0,00%
AALBORG UNIVERSITY, FACULTY OF ENGINEERING AND SCIENCE	DK	7	no data	no data	no data	5	no data
TECHNICAL UNIVERSITY OF DENMARK	DK	0	0,00%	0	0,00%	0	0,00%
TALLINN UNIVERSITY OF TECHNOLOGY	EE	2	0,00%	0	0,00%	1	0,00%
UP MADRID	ES	1	no data	0	no data	no data	no data
UP VALENCIA	ES	10	0,00%	0	no data	2	50,00%
UP CATALUNYA	ES	1	10,00%	1	0,00%	3	67,00%
AALTO UNIVERSITY	FI	0	no data	0	no data	2	100,00%
ECOLE CENTRAL PARIS	FR	0	0,00%	0	no data	0	no data
GRENOBLE INSTITUTE OF TECHNOLOGY	FR	0	no data	0	no data	0	no data
INSA DE LYON	FR	0	no data	0	no data	0	no data
ARISTOTLE UNIVERSITY OF THESSALONIKI	GR	3	no data	0	no data	1	0,00%
BUDAPEST UNIVERSITY OF TECHNOLOGY AND ECONOMICS	HU	8	50,00%	4	0,00%	3	0,00%
UNIVERSITY COLLEGE DUBLIN	IRL	25	9,00%	2	0,00%	8	0,00%
ISRAEL INSTITUTE OF TECHNOLOGY	IL	1	0,00%	0	0,00%	4	0,00%
POLITECNICO DI MILANO	IT	3	0,00%	0	0,00%	1	0,00%
POLITECNICO DI TORINO	IT	17	no data	no data	no data	10	no data
KAUNAS UNIVERSITY OF TECHNOLOGY	LT	11	27,00%	3	0,00%	9	0,00%
TU DELFT	NL	8	25,00%	2	0,00%	6	no data
EINDHOVEN UNIVERSITY OF TECHNOLOGY	NL	4	25,00%	1	0,00%	4	25,00%
UNIVERSITY TWENTE	NL	0	0,00%	0	0,00%	0	0,00%
NORWEGIAN UNIVERSITY OF SCIENCE AND TECHNOLOGY	NO	0	0,00%	0	0,00%	0	0,00%
POZNAN UNIVERSITY OF TECHNOLOGY	PL	1	no data	0	no data	1	no data
WARSAW UNIVERSITY OF TECHNOLOGY	PL	0	0,00%	0	0,00%	0	0,00%
IST	PT	7	0,00%	0	0,00%	9	0,00%
UNIVERSITY PORTO, FACULTY OF ENGINEERING	PT	0	no data	0	no data	0	no data
UP BUCHAREST	RO	0	no data	0	no data	0	no data
TOMSK PU	RU	0	0,00%	0	0,00%	0	0,00%
CHALMERS UNIVERSITY OF TECHNOLOGY	SE	8	12,50%	1	25,00%	9	11,10%
LUND UNIVERSITY, FACULTY OF ENGINEERING LTH	SE	0	0,00%	0	0,00%	0	0,00%
ISTANBUL UNIVERSITY OF TECHNOLOGY	TR	184	17,48%	32	10,00%	136	10,40%
Total							

17,48%

Data incomplete and, therefore, not included in analysis

No data delivered to the survey

Institution	Country	Marie Curie Outgoing Fellows (valid data of 25 universities)			Marie Curie Incoming Fellows (valid data of 24 universities)			FP7 Coordinators (valid data of 29 universities)		
		Total number	Women		Total number	Women		Total number	Women	
			% of total	Number		% of total	Number		% of total	Number
TU WIEN	AT	31	19%	6	69	16%	11	16	13,00%	2
GHEENT UNIVERSITY, FACULTY OF ENGINEERING AND ARCHITECTURE	BE									
KU LEUVEN, FACULTY OF ENGINEERING SCIENCE										
UC LOUVAIN/ECOLE POLYTECHNIQUE										
ETH ZÜRICH	CH	12	25%	3	20	13%	3	28	14,00%	4
EPFL			no data		no data	28,00%	no data	no data	8,30%	no data
BRNO UNIVERSITY OF TECHNOLOGY	CZ		no data			no data			0,00%	0
CZECH UNIVERSITY OF TECHNOLOGY		2	0,00%	0	11	18%	2	19	17,00%	3
RWTH AACHEN UNIVERSITY		0	0,00%	0	21	28,50%	6	18	5,50%	1
TU BERLIN		3	33,30%	1	4	no data	no data	207	4,30%	9
TU BRAUNSCHWEIG		1	0,00%	0	10	20,00%	2	5	40,00%	2
TECHNISCHE UNIVERSITÄT DARMSTADT	DE		no data		1	0,00%	0	5	20,00%	1
TU DRESDEN				no data		2	0,00%	0	15	no data
LEIBNIZ UNIVERSITÄT HANNOVER		2	0,00%	0	2	0%	0	21	26,67%	0
TU ILMENAU		0	no data	0	1	no data	0	22	0,00%	0
KARLSRUHE INSTITUTE OF TECHNOLOGY		0	0,00%	0	1	0%	0		4,50%	1
TU MUNICH			no data			no data			no data	
AALBORG UNIVERSITY, FACULTY OF ENGINEERING AND SCIENCE	DK		no data			no data			no data	
TECHNICAL UNIVERSITY OF DENMARK		3	100,00%	3	0	0,00%	0	11	no data	1
TALLINN UNIVERSITY OF TECHNOLOGY	EE		no data		33	3,00%	1	no data	no data	no data
UP CATALUNYA		8	12,50%	1	35	20,00%	7	44	16,00%	7
UP MADRID	ES		no data			no data			no data	no data
UP VALENCIA		1	0%	0	4	50,00%	2	18	22,00%	4
AALTO UNIVERSITY	FI		no data			no data			no data	no data
ECOLE CENTRAL PARIS	FR		no data			no data			no data	no data
GRENOBLE INSTITUTE OF TECHNOLOGY				no data			no data		no data	no data
INSA DE LYON		7	28%	2	9	22,00%	2	2	0,00%	0
ARISTOTLE UNIVERSITY OF THESSALONIKI	GR		no data			no data			no data	no data
BUDAPEST UNIVERSITY OF TECHNOLOGY AND ECONOMICS	HU	0	0,00%	0	3	33,00%	1	0	0,00%	0
UNIVERSITY COLLEGE DUBLIN	IRL	13	30,80%	4	31	32,25%	10	19	10,50%	2
ISRAEL INSTITUTE OF TECHNOLOGY	IL	12	25,00%	3	8	25,00%	2	5	40,00%	2
POLITECNICO DI MILANO	IT	2	0,00%	0	2	100,00%	2	34	15,00%	5
POLITECNICO DI TORINO		17	23,50%	4	11	36,00%	4	39	33,33%	13
KAUNAS UNIVERSITY OF TECHNOLOGY	LT		no data			no data			no data	no data
TU DELFT		1	0,00%	0	19	45,00%	9	8	no data	no data
EINDHOVEN UNIVERSITY OF TECHNOLOGY	NL	2	0,00%	0	16	31,00%	5	20	5,00%	1
UNIVERSITY TWENTE		2	0,00%	0	9	no data	no data	27	19,00%	5
NORWEGIAN UNIVERSITY OF SCIENCE AND TECHNOLOGY	NO	2	0,00%	0	11	2,00%	0	19	16,00%	3
POZNAN UNIVERSITY OF TECHNOLOGY	PL	0	0,00%	0	1	100,00%	1	6	100,00%	6
WARSAW UNIVERSITY OF TECHNOLOGY				no data			no data		no data	no data
IST	PT	0	0,00%	0	6	no data	no data	10	no data	no data
UNIVERSITY PORTO, FACULTY OF ENGINEERING			no data			no data			no data	no data
UP BUCHAREST	RO	2	0,00%	0		no data		1	100,00%	1
TOMSK PU	RU	0	0,00%	0	3	0,00%	0	20	100,00%	1
CHALMERS UNIVERSITY OF TECHNOLOGY	SE		no data			no data			0,00%	0
LUND UNIVERSITY, FACULTY OF ENGINEERING LTH				no data			no data			no data
KTH		0	0,00%	0	8	37,50%	3	53	9,40%	5
ISTANBUL UNIVERSITY OF TECHNOLOGY	TR		0,00%	0	8	21,06%	3	33	35,30%	11
Total		121	22,19%	27	343	21,06%	72	463	20,38%	94

Universities, where not the whole university but only the faculty of engineering (or equivalent) is member and the specific data for the faculty were not available

Data incomplete and, therefore, not included in analysis

No data delivered to the survey

ANNEX 8

Gender Equality Plans and some other gender related documents of CESAER member institutions

Gender Equality Plans and other policy documents and reports provided by respondents to the CESAER Gender Equality Survey 2014:

Austria:

- Technische Universität Wien: Frauenförderungsplan der Technischen Universität Wien, <http://www.tuwien.ac.at/akgleich/frauenfoerderungsplan/> [as Nov. 04, 2013] (26.03.2012); also available in English.

Belgium

- Ghent University: Een leidraad voor genderneutrale aanstellingen, benoemingen en evorderingen in het ZAP-kader aan de Universiteit Gent. Hanneke Pyck, Beleidscel Diversiteit en Gender, April 2012. <https://www.ugent.be/diversiteitengender/nl/gender/leidraadgenderneutrale.html> (as of Jan. 10, 2015)
- KU Leuven: Lancering Genderactieplan KU Leuven 2014 – 2017. <http://nieuws.kuleuven.be/node/12784> (as of Jan. 10, 2015)

Switzerland:

- ETH Zurich: Strategie und Entwicklungsplan 2012-2016, <https://www.ethz.ch/de/die-eth-zuerich/portraet/strategie.html> [as at Nov. 13, 2013] English version available via this web page.
- EPF Lausanne: Bureau de l'Égalité des Chances de l'EPFL. Rapport d'activités 2012. 20 Mars 2013. <http://egalite.epfl.ch/page-104381-en.html> (as of Jan. 10, 2015)

Denmark:

- Aalborg University: Strategi for ligestilling 2012-2015. Ligestillingsudvalget (Equality Commission). Sagsnr.: 2013-021-00295. http://www.aauhaandbog.aau.dk/file/5352/Strategi_for_ligestilling_-_final.pdf (as of Jan. 10, 2015)

Finland:

- Aalto University: Aalto University Equality Plan 2012-2014 http://www.aalto.fi/en/midcom-serveattachmentguid-1e40c1fbe7ebd1c0c1f11e4a5b7914a17b855595559/aalto_equality_plan_2012-2014.pdf

France:

- INSA Lyon: Human Resources Policy. <http://www.insa-lyon.fr/en/content/politique-de-ressources-humaines/>

Germany:

- RWTH Aachen: Gender and Diversity Management. Gleichstellungskonzept RWTH Aachen, http://www.rwth-aachen.de/global/show_document.asp?id=aaaaaaaaaagszj&download=1. [as at Nov 20, 2013]

- TU Berlin (1): Präsidium der TU Berlin und Zentrale Frauenbeauftragte Technische Universität Berlin (ed.): GEMEINSAM AUF DEM WEG. Geschlechtergerechtigkeit und Chancengleichheit an der TU Berlin, http://www.tu-berlin.de/fileadmin/i31/Publikationen/TUB_Imagebroschuere_Gleichstellung.pdf [as at Feb. 14, 2014] (October 2013)
- TU Berlin (2): Technische Universität Berlin: Zukunftskonzept für die Jahre 2013-2020, https://www.tu-berlin.de/menue/ueber_die_tu_berlin/profil_geschichte/zukunftskonzept/ [as at 14.02.2014] (11.06.2012)
- TU Berlin (3): Technische Universität Berlin, Zentrale Frauenbeauftragte: Gleichstellung gestalten, http://www.tu-berlin.de/zentrale_frauenbeauftragte/menue/gleichstellung_gestalten [as at 11.01.2014]
- TU Braunschweig: Technische Universität Braunschweig: Grundordnung der Technischen Universität Braunschweig, <https://www.tu-braunschweig.de/Medien-DB/gb1/hob/hob-822-grundordnung.pdf> [Feb. 22, 2014] Accessible only to members of TU Braunschweig
- TU Darmstadt: Technische Universität Darmstadt: Frauenförderungsplan der Technischen Universität Darmstadt. Ziele und Maßnahmen zur Geschlechtergleichstellung, http://www.intern.tu-darmstadt.de/media/dez_vii/infosaz/frauenfoerderplan.pdf [as at Jan 13 2014], (March 8, 2010)
- TU Dresden: Technische Universität Dresden: Gleichstellungskonzept der Technischen Universität Dresden. Professorinnen-Programm des Bundes und der Länder zur Förderung der Gleichstellung von Frauen und Männern in Wissenschaft und Forschung an deutschen Hochschulen, March 02, 2009 http://tu-dresden.de/die_tu_dresden/gremien_und_beauftragte/beauftragte/gleichstellung/chancengleichheit/grundlagen/gleichstellungskonzept [as at Nov. 11, 2013]
- TU Hamburg-Harburg: Technische Universität Hamburg-Harburg: Endbericht der Technischen Universität Hamburg-Harburg zur Umsetzung der Forschungsorientierten Gleichstellungsstandards der DFG, http://83.143.5.70/download/pdf/foerderung/grundlagen_dfg_foerderung/chancengleichheit/abschlussberichte/gleichstellungsstandards_hamburg_tu_2013.pdf [as at Jan 11, 2014] (March 2013)
- Karlsruhe Institute of Technology: Kurzfassung des Chancengleichheitsplans des Karlsruher Instituts für Technologie (KIT) 01. Januar 2014 – 31. Dezember 2018. KIT, 2014. www.chg.kit.edu/downloads/Chancengleichheitsplan_kurz.pdf (as of Dec 16, 2014)
- Leibniz Universität Hannover: Leibniz Universität Hannover: Senatsrichtlinien zur Gleichstellung von Frauen und Männern an der Universität Hannover (May 3, 1995) <http://www.gleichstellungsbuero.uni-hannover.de/1955.html>
- Leibniz Universität Hannover: Gotzmann Helga: Bericht zum Gleichstellungsplan der Leibniz Universität Hannover 2011. Chancengleichheit in der Wissenschaft, <http://www.uni-hannover.de/de/universitaet/veroeffentlichungen/gleichstellungsplan/> [as at 23.03.2014]
- TU Ilmenau: Technische Universität Ilmenau: Frauenförderungsplan der Technischen Universität Ilmenau, https://www.tu-ilmenau.de/fileadmin/media/gleichstellungsrat/pdf/frauenfoerderplan_TU.pdf [as at Jan 11, 2014] (Jan 8, 2007)

- TU Ilmenau: Technische Universität Ilmenau: Gleichstellungskonzept der Technischen Universität Ilmenau 2008, <http://www.tu-ilmenau.de/gleichstellungsrat/gleichstellungskonzept/> [as at Jan 11, 2014] (May 6, 2008)
- TU Munich (1): Technische Universität München: Diversity-Leitbild. <http://www.diversity.tum.de/print/diversity-leitbild/> [as at Nov. 13, 2013]
- TU Munich (2): Technische Universität München: TUM Diversity Code of Conduct, <http://www.diversity.tum.de/print/tum-diversity-code-of-conduct/> [as at Nov. 13, 2013]
- TU Munich (3): Technische Universität München: Gleichstellungs- und diversitätsorientierte Zielvereinbarung an der Technischen Universität München – Fakultät Wissenschaftszentrum Weihenstephan für Ernährung, Landnutzung und Umwelt, http://www.wzw.tum.de/fileadmin/pdf/Gender/WZW_Zielvereinbarung_Homepage_2_.pdf [as at Nov. 13, 2013] (Sept. 27, 2012)

Norway:

- NTNU: Norwegian University of Science and Technology: Action plan for a better gender balance 2014 – 2016 (June 15, 2014) <http://www.ntnu.edu/strategy> (Nov. 10, 2014)

Sweden:

- Chalmers (1): Chalmers University of Technology: Policy and Action Plan for Work Environment and Equal Opportunity 2012-2015
- Chalmers (2): Chalmers University of Technology: Priority Operational Development 2014-2018
- KTH: Royal Institute of Technology: Equal opportunities policy 2012, <http://intra.kth.se/en/regelverk/policyer/personalpolicyer/jamstalldhetspolicy-1.29570> [as at 14.02.2014] (Nov. 07, 2013)
- KTH: Action Plan for Equality, Diversity and Equal Treatment at KTH 2014-2016. 1 September 2014. <http://intra.kth.se/en/regelverk/policyer/personalpolicyer/handlingsplan-for-jamstalldhets-mangfald-och-lika-villkor-vid-kth-2014-2016-1.496320/> (as of Jan. 10, 2015)

The Netherlands:

- TU Delft: Diversiteitsplan TU Delft 2013. HR Talent februari 2013
- TU Eindhoven: Where innovation starts. Strategic Plan TU 2020, http://www.tue.nl/uploads/media/TUE_2020_Strategisch_Plan_EN_01.pdf [as at Jan. 11, 2014]
- TU Eindhoven: Women in Science Eindhoven Network. WISE-Network Annual Report 2012. http://w3.tue.nl/fileadmin/de_universiteit/netwerken/wise/PDF-bestanden/Annual_Report_2012.pdf/ (as of Jan. 10, 2015)
- University of Twente: In- en doorstroom van vrouwen aan de UT 2009. Evaluatie van het huidige beleid en aanbevelingen voor aanvullende maatregelen („Fixing the women“ is belangrijk en succesvol, nu de organisatie nog ...). 2010

ANNEX 9

ANNEX 9 Details of CESAER universities' gender equality measures

A9.1 Monitoring and other measures following-up on the implementation of strategies and plans

A9.2 Development of gender competence at universities

A9.3 Examples of best practice as defined by the universities

A9.4 Impacts of strategies, plans and activities: different forms of change

A9.5 Universities' plans for the future: Next steps

A9.1 Monitoring and other measures following-up on the implementation of strategies and plans¹

Monitoring:

TU WIEN: Annual monitoring through the Vice-Rectorate for Human Resources and Gender, discussing the data (students, staff, salaries) as well as taking decisions on conclusions regarding follow-up measures.

KU LEUVEN: Systematic monitoring of gender balance in boards, commissions and in academic and non-academic positions (KU Leuven).

EPF LAUSANNE: Gender monitoring at different levels and for different categories of students and staff.

TU BERLIN: monitoring of different status groups (there is a plan to have an annual gender equality report).

KARLSRUHE INSTITUTE OF TECHNOLOGY: there is a special position for gender monitoring. This new staff member is to reliably compile gender- and diversity-sensitive data, to maintain regular contacts to divisions and institutes, and to report to the Presidential Committee and the equal opportunities commissioners.

AALBORG UNIVERSITY: Regular measurement of the population shared among positions, gender, ages etc. as well as on the “leaking pipeline”.

UP VALENCIA: Elaboration of the necessary indicators for the development of diagnostic study prior to the development of the Gender Equality Plan - The indicators are designed according to four axes present in both groups - administrative and service staff (PAS) and teaching and research staff (PDI) - career, reconciliation, active participation in university life, training is interpreted as part of career.

AALTO UNIVERSITY: Different KPIs are applied such as training committee members, recruitment and student processes, salary processes, communications and different statistics; follow up measures are used on recruitments and students (gender equality in no of men and women in recruitments/applicants, degrees/students,), also other issues than gender equality is followed up (language, ethnic and cultural background, sexual orientation and gender identity, age, state of health and disability, nationality, personnel group, sustainable development, harassment and discrimination issues).

BUDAPEST UNIVERSITY OF TECHNOLOGY AND ECONOMICS: Surveying via questionnaires has been identified as an effective channel for assessment and monitoring. First survey was conducted in 2012; a second one is due to be rolled out this year (2014). Data analysis based on the answers will facilitate taking stock of the state of affairs in regards to gender issues and the ensuing report will be submitted for the upper management's perusal. The report is meant to serve as a reference for evaluating all the tools available on the table in order to take corrective action and/or shape policy and strategic direction on various issues including gender equality at the University.

¹ See Chapter 4.2

TECHNION ISRAEL INSTITUTE OF SCIENCE AND TECHNOLOGY: using objective measures of the percentage of female students – undergraduate and graduate, recruitment of new women faculty members, promotion of women faculty and decision making positions held by women faculty.

TU DELFT: monitoring the implementation of the Charter Talent to the Top2, meeting with the Deans by DEWIS (see above).

TU EINDHOVEN developed a university “Monitor Talent to the Top3” whereby the number of female full professors, associate professors and assistant professors can be assessed. The numbers are based on targets established by the board of the departments and discussed by the Board of the University.

CHALMERS UNIVERSITY OF TECHNOLOGY monitors if the goals in the plan are reached, the gender distribution different occupations among managers, wages, sick leave, parental leave, and number of harassments.

KTH ROYAL INSTITUTE OF TECHNOLOGY: The gender composition of the faculty and the students are monitored through indicators for internal control. See also reporting.

Evaluation:

KU LEUVEN: evaluation of the quality of training programmes.

TU BERLIN: applies an internal evaluation of projects/programmes and external evaluations of all-over strategy and implementation of gender equality (Prognos AG).

TU BRAUNSCHWEIG: Evaluation of Gender Equality Plan.

TU DRESDEN: The Gender Equality Plan and its implementation was evaluated by three external experts in the Year 2013. The evaluation was the basis for an update of the gender equality plan. This new plan will become effective in 2014. Also, there is a monitoring of the individual measures of the gender equality plan.

TU IMENAU: Programme evaluation.

KARLSRUHE INSTITUTE OF TECHNOLOGY: internal evaluation of the GEPs of the five sectors of KIT.

Benchmarking:

LEIBNIZ UNIVERSITY HANNOVER: Periodic participation in benchmarking processes and evaluation studies.

KARLSRUHE INSTITUTE OF TECHNOLOGY: external rankings or benchmarking with other universities

Internal reporting:

GHENT UNIVERSITY: the Policy Unit Diversity and Gender reports about the implementation of the gender action. Every 2 years, overview about male/female numbers is presented.

² http://www.talentnaardetop.nl/Home_EN/?Language=en

³ http://www.talentnaardetop.nl/Home_EN/?Language=en

KU LEUVEN: A Gender Report is planned for 2016.

ETH ZURICH: A gender monitoring report is published every year.

AALBORG UNIVERSITY: The gender committee has developed a standard gender-report focusing on gender, age and ethnicity compared to the career ladder of researchers and administrative employees.

TU BERLIN plans an annual gender equality report.

LEIBNIZ UNIVERSITY HANNOVER: Since 1996 Leibniz Universität has a Gender Equality Plan. Every two resp. three years there is a report to the gender equality plan. All faculties and departments take part in the reporting.

KARLSRUHE INSTITUTE OF TECHNOLOGY: there is a special position for gender monitoring. This new staff member reports to the Presidential Committee and the equal opportunities commissioners.

TU MUNICH: There are written reports every two years.

UP CATALUNYA: A report about evolution of gender figures presented once a year.

BUDAPEST UNIVERSITY OF TECHNOLOGY AND ECONOMICS: Data analysis based on the answers will facilitate taking stock of the state of affairs in regards to gender issues and the ensuing report will be submitted for the upper management's perusal. The report is meant to serve as a reference for evaluating all the tools available on the table in order to take corrective action and/or shape policy and strategic direction on various issues including gender equality at the University.

LUND UNIVERSITY: Since 2012, the university as well as the faculties have to present the past years activities in a summary called "Jämställdhetsbokslut" (financial equality, closing the gender gap).

KTH ROYAL INSTITUTE OF TECHNOLOGY: The gender composition of the faculty and the students are monitored through indicators for internal control, as well as in annual reports etc, and there are specified numerical targets for these. There is also continuous reporting of actions and performance from the schools and other units. In addition to the overall plan for KTH each school formulates its own goals and activities, and these are reported to the vice president for faculty development and gender equity, or other channels through the management.

Discussion in institutional boards, committees etc.:

CZECH TECHNICAL UNIVERSITY IN PRAGUE: No assessment of the GEP (there is no GEP); Gender Equality issues are discussed by the university and faculty leadership. It is widely recognized that the university needs more female students, and that female academic staff are good for the university. The small proportion of women in high academic and leadership roles is considered to be unsatisfactory. However, there seems to be little support, even among women, for quotas favouring women. It is widely agreed that women's merits as engineers need to be recognized and that they should be promoted on the basis of merit, and not quotas.

RWTH Aachen University: Statistics and yearly reports to Equal Opportunities Committee and Senate.

KARLSRUHE INSTITUTE OF TECHNOLOGY: gender equality report is discussed by the Presidential Committee and the equal opportunities commissioners.

TU MUNICH: Annual discussions with the responsible management.

AALBORG UNIVERSITY: Once a year, the Gender Committee requests plan of actions from the four faculties and the administration. UP Valencia: Establishment of the Equality Commission as the representing agency of the administrative and service staff (PAS) and teaching and research staff (PDI) of the Universidad Politécnica de Valencia (UPV)

UP CATALUNYA: annual meeting with people involved in Equal opportunities, two meeting per year of the Equal Opportunities commission; every two months, the Working Group meets with representatives of each School / Faculty board teams.

BUDAPEST UNIVERSITY OF TECHNOLOGY AND ECONOMICS: The assessment is carried out by the Equal Employment Opportunity Commission (Esélyegyenlőségi Bizottság) in concert with the Office of Representation (Érdekképviselői Iroda). The methods employed are as follows: 1. constant monitoring; 2. advocacy; 3. fielding phone calls; 4. processing and investigating claims.

TECHNION: The gender equality resolutions are implemented each year and a report on the execution of the resolutions is submitted to the Board of Governors every year, using objective measures of the percentage of female students – undergraduate and graduate, recruitment of new women faculty members, promotion of women faculty and decision making positions held by women faculty.

POLITECNICO DI TORINO: Gender Equality issues are also discussed with the leadership (and with ex CPO Referent and Consigliera di Fiducia), either directly or they discuss in their own meeting (the Deans, Rector and Pro Rectors)./The Gender Equality plan is planned in Statuto of Politecnico and is implemented in the actual strategy plan for the Politecnico. Gender Equality issues are also discussed in the past with the OP (Pari Opportunità) Referent and with Consigliera di Fiducia and actually with the OP (pari Opportunità) Referent, with the leadership, either directly or they discuss in their own meetings (The Deans, Rector and Pro Rectors).

TU DELFT: yearly meeting of “Delft Women in Science” DEWIS⁴ with the Deans.

TU EINDHOVEN: in the University Board the results of the University “Monitor Talent to the Top” are discussed (see below under “ Monitoring”).

UNIVERSITY OF TWENTE: The Executive Board and the Supervisory Board actively manage diversity, both through institutional policy and the provision of financial means, the selection of key positions, and its embedding in the planning and control cycle.

NTNU: The Gender Equality Plan is implemented in the Strategy Plan for the University. Gender equality issues are also discussed with the leadership, either directly or they discuss it in their own Meetings (The Deans, Rectors and the Pro Rectors).

⁴ <https://intranet.tudelft.nl/en/on-campus/personnel-associations/dewis/> DEWIS, Delft Women In Science: Delft University of Technology’s own community for female scientists, wants to contribute to the personal development and career track development of female scientist in creating chances for them in science, in an inspiring manner. Besides that, DEWIS wants to keep stimulating the Executive Board, the faculties’ deans, the Council of Professors and Selection Committees to bring about awareness for the importance of our scientific staff’s diversity. This might increase the awareness of these boards, which might eventually lead to an increase in diversity.

External reporting to regional and/or national government or funding agency:

The German TUs participate and report to the DFG in the frame of the implementation of the Research-oriented Standards on Gender Equality (2009, 2011, 2013).

TU BERLIN reports to the Berlin Programme to Promote Equal Opportunity for Women in Research and Teaching.

Supporting measures: Gender budgeting:

EPF Lausanne: A certain percentage of the annual budget is dedicated to gender equality actions.

TU BERLIN: gender budgeting – there is an annual budget for gender equality actions.

Supporting measures: Internal communication:

UP VALENCIA: the structure and content of the Equality Unit Web is being developed;

AALTO UNIVERSITY: communicating the equality plan, embedding equality issues as part of induction as well as leadership training.

Other supporting measures (training, manual, etc.)

UP VALENCIA: Gender Equality training is proposed aiming at both PDI and PAS staff of the University; a brief manual on good practices for non-sexist communication is being prepared.

AALTO UNIVERSITY: appropriate training is offered for the equality committee members and equality issues are embedded in introductory as well as leadership training.

A9.2 Development of gender competence at universities⁵

Advice to the top university management

UNIVERSITY TWENTE: The Ambassador's Network is a committee set up by the UT Executive Board. The Network is composed of men and women charged with advising the Executive Board on measures for promoting women to more senior positions.

Gender aspects in appointments, appraisal, and payment

LEIBNIZ UNIVERSITÄT HANNOVER: guidelines for appointment procedures for professors.

KARLSRUHE INSTITUTE OF TECHNOLOGY: Integration of gender aspects in all job interviews and appraisal interviews.

UP MADRID: balanced composition of commissions for the First Additional Provision of Constitutional Law for the effective equality of women and men 3/2007, of the 22nd March.

AALTO UNIVERSITY: follow up in recruitments on number of female/male applicants but no quotas are used, the best applicant is always chosen.

BUDAPEST UNIVERSITY OF TECHNOLOGY AND ECONOMICS:

1. The University is an equal opportunity employer and as part of its labour rights and anti-discrimination policy it ensures that every candidate for employment is treated with fairness and is not discriminated against based on race, sex, religion, national origin, physical disability, and age. Hiring is based solely on competence and fitness for the job.
2. University policy mandates equal pay and remuneration for equal work, so there is no gender gap pay. It also includes passages that contain certain components of development of gender competence, and also focuses on the work-family balance.

UNIVERSITY TWENTE: Dedicated tenure track positions: Utwist program.

Training for Leadership, top and middle management:

TU WIEN: Workshops and trainings for Top Management and for special target groups.

GHENT UNIVERSITY: Gender equality training offers.

KU LEUVEN: in 2014 KU Leuven plans a training programme on gender (and other) bias for members of appointment and evaluation committees.

CZECH TECHNICAL UNIVERSITY IN PRAGUE: Specific leadership training is integrated into the University leadership program (deans, department heads, and office managers).

TU BERLIN: different institutions that offer gender/diversity training and coaching for teaching (ZEWK) and students

(ZIFG: http://www.zifg.tu-berlin.de/menue/home/ueber_das_zentrum/parameter/en/)

⁵ See Chapter 6.2

LEIBNIZ UNIVERSITÄT HANNOVER: specific training on gender aspects for leadership and middle management, specific leadership training for female researchers.

TU ILMENAU: leadership training with gender focus.

POLITECNICO DI TORINO: Specific leadership training, integrated in the Politecnico leadership program (deans, department leaders, office manager).

CHALMERS UNIVERSITY OF TECHNOLOGY: Gender equality is included in the mandatory training for all managers. There are seminars and specific training for those who make decisions about recruitment and promotion.

KTH ROYAL INSTITUTE OF TECHNOLOGY: workshops that train management groups in how to handle gender issues are carried out now throughout KTH. Training in gender issues is also included in pedagogical courses, supervision training, and management training in general.

UNIVERSITY TWENTE: Career development: Leadership course, Career Management course.

ISTANBUL TECHNICAL UNIVERSITY: Bi- annual European Women Rectors Conference.

Training – General, students, other staff,; other target groups

TU WIEN: Trainings for companies about recruiting female engineers, to help female alumnae to improve their chances for careers in industry.

TU MUNICH: Diversity training for students and staff.

UP MADRID: Gender specific subjects for gender equality training proposals.

CHALMERS UNIVERSITY OF TECHNOLOGY: Gender equality is included in the mandatory training for the introduction of new employees. There are seminars and training for all staff.

LUND UNIVERSITY: training, only on a voluntary basis.

KTH Royal Institute of Technology: Training in gender issues is also included in pedagogical courses, supervision training, and management training in general.

UNIVERSITY TWENTE: Training programmes: Assertiveness course.

Mentoring and coaching:

GHENT UNIVERSITY: mentoring programme for young researchers, presentation about e.g. dual careers for PhD students.

EPF LAUSANNE: Mentoring and coaching programmes for female students and researchers.

CZECH TECHNICAL UNIVERSITY IN PRAGUE: There are mentoring and shadowing programmes for researchers, PhD, students, post docs, and associate professors. Participation of females in these programmes is welcomed.

TU DRESDEN: There is a mentoring programme for female postdocs.

LEIBNIZ UNIVERSITÄT HANNOVER: mentoring for female researchers.

KARLSRUHE INSTITUTE OF TECHNOLOGY: mentoring and workshops for female researchers; coaching for female professors.

UP CATALUNYA launched a pilot programme M2m where senior women mentor young women (Masters and PhD level).

TECHNION ISRAEL INSTITUTE OF TECHNOLOGY: Once a year there are special meetings with women faculty members, advising women faculty on promotion and tenure. Also, every few years, there is a special workshop to doctoral students on “life after the PhD”.

POLITECNICO DI TORINO: Specific brainstorming and focus group Mentoring programme for female researchers (and services for females with babies, i.e. Policino), PhD, post doctors, professors, Fellowship, etc.

TU EINDHOVEN: for assistant professors coaching is available.

UNIVERSITY TWENTE: Mentoring programme.

Networking

CTECH TECHNICAL UNIVERSITY IN PRAGUE and POLITECNICO DI TORINO: support for networking among female researchers.

UNIVERSITY OF TWENTE: The Female Faculty Network Twente (FFNT) aims to improve professionalism of female faculty by providing a platform for: networking, forming of opinion, and lobbying, at UT and its scientific and regional environment.

Communication, PR, specific measures for attracting girls to engineering studies, etc.

GHENT UNIVERSITY: a gender tool that screens the gender equality of policy texts.

UP MADRID: Gender specific subjects for attracting students, interviews with researchers and published on the web as references.

EPF LAUSANNE: A whole programme for young girls beginning from the age of 7 to raise the interest of young girls for scientific branches and enhance their confidence about their capacities in these fields.

Manual and special provisions regarding sexual harassment

UP MADRID: Non sexist training manual; protocols for sexual harassment or for reasons of sex;

Other activities: Specific programmes, grants, and awards for the promotion of gender equality

RWTH AACHEN UNIVERSITY: Award “FAMOS für Familie” for family friendly leadership; Award Brigitte Gilles (projects for promotion of STEM for girls and projects to support newly registered female students in STEM programmes).

TU BERLIN: job programs (Programme for Women Professors: tu-innovativ, tu-cofund), Gender Budgeting (distribution of resources based on gender equality issues), gender sensitive course of studies (MINT grün).

TU BRAUNSCHWEIG: Gender & diversity in education.

TECHNISCHE UNIVERSITÄT DARMSTADT: stipends for female researchers after parental leave, specific mentoring programmes for female pupils, students, PhD students and post-doc researcher, gender equality concepts in all university departments, a gender equality award.

KARLSRUHE INSTITUTE OF TECHNOLOGY: in-house grant of funding follows gender guidelines (among other requirements).

TECHNICAL UNIVERSITY OF DENMARK: A number of Danish regulations by law and collective bargaining agreements impose a number of activities; A pilot talent programme for mainly female researcher talents, including as well group activities as individual coaching and creation of a network for the female participants.

BUDAPEST UNIVERSITY OF TECHNOLOGY AND ECONOMICS: The University actively participates in the Girls' Futures Day programme and promotes its engineering programs to middle and high school age female populations (<http://www.lanyoknapja.hu/jelentkezes/program/egyetem/57>). Some faculties also take initiative on their own and design projects that address the gender gap in ICT and Electrical Engineering and campaign to recruit girls to electrical engineering and informatics faculties (for example, the GENDERA project initiated by the University's Faculty of Electrical Engineering and Informatics and endorsed by the Association of Hungarian Women in Science -- <http://www.gendera.eu/index.php5?file=2>).

UNIVERSITY OF TWENTE: Financial support: UT Aspasia Fund and TU Incentive Fund; Prizes: Professor de Winter prize; Scholarship: Marina van Dame Scholarship.

UP MADRID: Specific European projects, attracting students, interviews with researchers and published on the web as references, Gender equality training proposals.

ISTANBUL TECHNICAL UNIVERSITY: EU Projects on Gender Equality: FESTA and SHEMERA; National project carried out between 2010- 2013: Formation of Network of Female Academics in Science, Engineering and Technology in Turkey (NETFA) See also: Women's Study Centre in Science and Engineering: <http://www.kaum.itu.edu.tr/en/>

A9.3 Examples of best practice as defined by the universities

Universities chose three measures each that they saw as most successful and examples of best practice. Most of them reported also the reason for their choices (highlighted in *italics* in the texts below).

Gender equality as a priority of the university leadership, balanced representation and gender awareness in committees, boards, etc.

GHENT UNIVERSITY: A gender policy text, supported by the top of the university. Gender equality in boards and commissions.

KU LEUVEN: Trained gender vanguard (full professor) in appointment and evaluation committees (gender action plan, to be implemented as of 2014).

An innovative measure to reduce gender bias in appointment and evaluation procedures.

RWTH AACHEN UNIVERSITY: Allocation model in the framework of the Excellence Initiative aiming for 30% of share of women of all personnel funded by the Institutional Strategy.

Excellence in Research needs excellent researchers, esp. more women.

AALTO UNIVERSITY:

Overall: Combining gender equality with overall equality issues (diversity, age, ethnicity, culture, language, and harassment issues). Also communicating about Finland's excellent possibilities to combine work-life balance.

To have top management ownership in equality matters.

Top-management involvement and ownership/championship ensures implementation and seriousness of the matter.

BUDAPEST UNIVERSITY OF TECHNOLOGY AND ECONOMICS: Female presence in representation bodies: The Equal Opportunities Committee is headed by a chair-woman, and the University's coordinator of equal opportunities is female as well. There are two labour unions (FDSZ and KKDSZ) representing employees at our University, both headed by female secretaries. 3 out of 8 faculty coordinators of equal opportunity are female, a gender-equal number considering the university wide male-female student ratio (At Budapest University of Technology and Economics, the coordinator of equal opportunities helps to find solutions for students with disabilities.).

In a heavily men-dominated STEM University that is quite good...

TECHNION - ISRAEL INSTITUTE OF TECHNOLOGY:

1. Setting gender Equality resolutions by the Board of Governors, Reporting on the execution of the resolution.
2. Advisor to the President on gender equality reviews the status of women faculty together with the Rector and together they identify cases that need special attention.

Women in leadership positions

CZECH TECHNICAL UNIVERSITY IN PRAGUE: The election of a woman to be the dean of the faculty of civil engineering – the first female dean of the faculty, which traces its origins back to 1707.

The dean, now re-elected for a second term, is gradually convincing the university that she can do the job well.

Institutional strategies, goals and structures for the support of gender equality

KU LEUVEN: Establishing the Gender Desk at the Personnel Office (gender action plan, to be implemented as of 2014).

This measure will increase gender expertise within HRM policy and offers answers to specific questions of researchers; e.g. practical organisation concerning family in case of international mobility.

TU MUNICH:

1. Annual reports with the faculties: Target Agreements with the Departments.
2. Senior Vice President for Diversity and Talent Management.

AALBORG UNIVERSITY:

1. Establishing a gender committee with dedicated members (Employees and managers).

The committee made a difference. The members took ownership and gender equality is now an important topic at Aalborg University.

2. Define workable and measurable goals.

It's important to show your organization that they can affect the development through awareness and policy regarding gender and diversity.

3. Standard reports regarding gender, age and ethnicity.

Evidence and uniform data is important and it supports the managers/the organization in their work with gender equality.

4. Equality coordinators and contact persons in each school (not only gender equality issues).

School/Unit level representation ensures that equality matters are included in all processes

At TU DELFT there is a Geschillencommissie (Arbitration Committee) that is working successfully; see Delft Student Charter <http://www.regulations.tudelft.nl/>, e.g. regarding to the reference to “sexual harassment.”

TU EINDHOVEN:

1. Two scientific women in appointment and assessment committees.

Gender awareness in practice!

2. Monitoring the numbers of female in scientific positions and taking measures.

In Medio 2012, we saw that the numbers of female assistant professors decreased. The Board of the University declared that 50% of the assistant professor positions had to be filled by women.

UNIVERSITY TWENTE: Define targets and actively monitor them (embedding in the planning and control cycle).

Targets help to create awareness and keeping the topic on the agenda of the executive board.

UP BUCHAREST:

1. Equal conditions for admission and study for students regardless of gender
2. No discrimination in professional promotion
3. Ensuring that the salaries at occupied position tasks are defined without gender discrimination.

These are most valuable initiatives of the University validated by practice.

CHALMERS UNIVERSITY OF TECHNOLOGY:

1. "We have stopped seeing women as representatives of an anonymous gender collective and see instead both women and men at Chalmers as professional individuals."

Women are no longer viewed as a weak group in need of support efforts to cope.

2. We are trying to change the injustices in the structures instead of targeting specific support to women.

We are forced to change and equality secures a series of routines and examines how men benefit from different structures.

3. Both men and women are engaged in the work for gender equality.

Gender equality is an issue that concerns everyone and an important part of the work environment, not a specific women's issue.

KTH ROYAL INSTITUTE OF TECHNOLOGY:

1. Coupling the work to develop faculty positions, career support etc. explicitly to the task of addressing gender imbalance.

2. Integrating the work on gender equality in the ordinary management structure - but make it an explicit responsibility at all management levels.

3) Career support etc. that KTH offers or requires should be directed to both men and women, but enthusiastic support is given to women's networks etc. when the initiative is taken by the group.

They work towards engaging the entire organization in the work on gender equity, in particular the (predominantly male) persons in leadership positions.

Gender budgeting, gender equality controlling, monitoring and reporting

TU BERLIN: Gender equality controlling

https://www.gender-diversity.tu-berlin.de/gdo/beendete_projekte/gender_controlling/

The gender equality controlling is responsible for the implementation of gender equality in the strategic controlling (e.g. construction of gender equality monitoring and reporting systems, assessment of figures). Based on the implemented analyses the gender equality controlling supports and advises the academic and administrative management of the TU Berlin in the further implementation of different measures, projects and programs according to the gender equality strategy. Consequently, the gender equality controller checks the reached goals. Therefore, this is a new approach in the implementation of gender equality at universities. Referring to quality management tools, e.g. the quality circle, the gender equality controller plans, does, checks and acts.

LEIBNIZ UNIVERSITÄT HANNOVER: Gender budgeting.

A part of the university's budget is distributed according equality criteria (percentage of female full professors, of female doctoral graduates and of female graduates).

KARLSRUHE INSTITUTE OF TECHNOLOGY: in 2014 a gender monitoring position was established at KIT.

This new staff member is to reliably compile gender- and diversity-sensitive data, to maintain regular contacts to divisions and institutes, and to report to the Presidential Committee and the equal opportunities commissioners.

AALBORG UNIVERSITY: Standard reports regarding gender, age and ethnicity.

Evidence and uniform data are important and support the managers/the organization in their work with gender equality.

POLITECNICO DI MILANO: Monitoring of possible discrimination issues.

Programmes for attracting girls to STEM and MINT studies

TU WIEN:

1. FiT – Frauen in die Technik – is a programme addressing high-school girls age 16 – 18 years, providing them with information about science and engineering studies.

<http://www.fitwien.at/>

We make this programme every year and have about 200 participants every time.

2. TechNIKE are summer-workshops addressing girls from 10 to 15 years with hands-on workshops.

<http://www.tuwien.ac.at/technike/>

http://www.tuwien.ac.at/aktuelles/news_detail/article/8800/

This is the most popular format and widely accepted within the university and also acknowledged outside: more than 1.100 participants in about 130 TechNIKE workshop days.

EPF LAUSANNE:

- Only girls MINT courses and workshops for girls from 7 to 13 years old and MINT courses with 50% girls quota for youngsters 11-13 and 14-16 years old, and
- Science Campaign with gender dimension.

EPFL is working to shatter gender stereotypes in the society and the huge participation of young girls to the activities settled for them in the MINT fields is a very good measure of the positive influence of the science programme and information with gender dimension on children and their parents.

CZECH TECHNICAL UNIVERSITY IN PRAGUE: Establishing the Holky Pozor campaign to attract girls to study science and to raise awareness of studies for girls at CTU.

The campaign is effective - and is fun.

KARLSRUHE INSTITUTE OF TECHNOLOGY: Recruitment of female students.

Recruitment of female students: awareness among staff (girls' day, KIT at schools).

Slight increase of female quota in the last years.

TU BRAUNSCHWEIG: Measures for attracting female students and female researchers to engineering studies and natural sciences.

It is important to focus on MINT (Mathematics, Informatics, Natural and Technical Sciences).

BUDAPEST UNIVERSITY OF TECHNOLOGY AND ECONOMICS:

Specific programmes for attracting female students to engineering studies:

In 2013, the University participated in the Girls' Day Program (Mädchen-Zukunftstag) for the second time. Three faculties had events organized for this day – the Faculty of Transportation Engineering and Vehicle Engineering, the Faculty of Electrical Engineering and Informatics, and the Faculty of Mechanical Engineering. Generally, programs offered by these faculties have a low female enrolment and they are consciously targeting female prospective students to increase their female-to-male ratio. Thanks to the Girls' Day Program and other like-minded initiatives, the Faculty of Electrical Engineering and Informatics managed to drive its female enrolment ratio up from 5 percent to 8 percent in just over an academic year's span. On another note: female-to-male ratios in Economics,

Architecture and Chemistry programmes have been hovering around and above 50%. Besides actively contributing to the University's efforts to make Girls' Day a success, the Faculty of Electrical Engineering and Informatics deliberately features female recruiters/admission officers and speakers on their road show to better appeal to a young female audience. A vast number of their promotional literature, publications and recruitment materials have a gender-bias in an effort to target females, and cater to female freshmen.

(<http://www.hrportal.hu/telkes/index.phtml?page=article&id=102427>)

The Girls' Day got a lot of press in the mainstream media, which was a good way of keeping the issue hot and giving the program a lot of traction and clout

WARSAW UNIVERSITY OF TECHNOLOGY: Recruitment action for females for technical universities.

This action led to the increase in number of female students in the recent years.

UP BUCHAREST: Equal conditions for admission and study for students regardless of gender.

Programmes supporting female PhDs and young researchers

TU WIEN: WIT – Women in Technology Programme (see

http://www.tuwien.ac.at/en/services/gender_studies/best_practice/women_in_technology

This was a comprehensive programme (which FIT and TechNIKE (see above) were part of) with an excellent curriculum for the PhD students. 1.220 participants in 61 seminars.

GHENT UNIVERSITY: The mentoring programme for young researchers.

TU BERLIN:

1. Job programme Wissenschaftlerinnen an die Spitze (women scientists to the top) - tu-innovativ, tu-cofund, tu-international (30 post-doc-positions for female researchers).

https://www.tu-berlin.de/zentrale_frauenbeauftragte/menue/karrierefoerderung/wissenschaftlerinnen_an_die_spitze/

This programmes lead to a real structural change because it focuses on the increase of the actual number of women at TU Berlin. It is a direct quantitative change for our institution and helps women to upgrade their position and qualifications.

2. Institutional promotion of young female talents since 2001 (Techno-Club: http://www.techno-club.tu-berlin.de/menue/about_us/parameter/en/)

TU Berlin promotes women in their different academic career stages. Therefore, there are many different female status groups with different needs and requirements (from schoolgirl to female professors). For TU BERLIN, it is important to offer not only ad-hoc measures but continuity and reliability. Consequently, some successful and well-constructed measures became continuous programmes. One of these programmes is the Techno-Club. Since 2001 the Techno-Club aims to reach girls in the eleventh and twelfth grades. It helps to reduce barriers into the university, especially to STEM faculties and courses.

TU DRESDEN:

1. The Eleonore-Trefftz-Guest-Professorship-Programme invites female researchers for one year:

https://tu-dresden.de/exzellenz/zukunftskonzept/gleichstellung/trefftz_programm/document_view?set_language=en

2. Maria-Reiche-Funding-Programme: One year funding for postdocs:

http://tu-dresden.de/wiss_karriere/TUD_foerderpr/maria_reiche_foerderprogramm/maria_reiche/document_view?set_language=en

3. Maria-Reiche-Mentoring-programme: One-to-One-Mentoring for female postdocs:

https://tu-dresden.de/die_tu_dresden/gremien_und_beauftragte/beauftragte/gleichstellung/chancengleichheit/mentoringprogramm

The University does quite well in recruiting students and has a good percentage of women in bachelor's and master's degree and promotion. Nevertheless, the university still does not have many female professors. These three measure support female researchers in their scientific career.

LEIBNIZ UNIVERSITÄT HANNOVER: Caroline Herschel Programme, which aims to increase the number of young women scientists in those areas where the representation of women has so far been less than 20%.

<http://www.gleichstellungsbuero.uni-hannover.de/carolineherschelprogramm.html>

One of the most successful initiatives is the Caroline Herschel Programme, which aims to increase the number of young women scientists in those areas where the representation of women has so far been less than 20%. The programme offers highly qualified applicants the prospect of employment for 5 years to develop a scientific perspective.

AALTO UNIVERSITY: Follow-up and statistics of recruitment (promotion of gender equal treatment).
Recruitment statistics give valuable information on attractiveness to female applicants and students.

POLITECNICO DI MILANO: Career services actions specific for girls.

Supports girls towards not committing errors in their presentation and initial career steps

TU DELFT:

1. Delft Technology Fellowship DEWIS Young Delft and Delft Technology Fellowship DEWIS (DEWIS award)

<https://intranet.tudelft.nl/en/on-campus/personnel-associations/dewis/activities-dewis/symposium/2013/>

2. Geschillencommissie (arbitration committee)

They stimulate and inspire, making gender equality a priority.

TU EINDHOVEN: The Steering Group "Talent to the Top" under the chair of the president of the University and the Ambassador Network

<https://www.tue.nl/en/university/working-at-tue/development-and-career/scientific-personnel/women-in-science/>

http://www.talentnaardetop.nl/Home_EN/?Language=en

The Steering Group has influence, provides guidance of gender in the whole university and anchor it in the strategic agenda.

Programmes for attracting women professors, tenure track schemes for women, definite goals for women faculty

EPF LAUSANNE: Action plan of the school of engineering for hiring more women professors.

There is an important increase of female tenure track assistant professors in the school of engineering (where the reservoir of female students and researchers is small) thanks to the hiring policy of this school.

RWTH AACHEN UNIVERSITY: Proactive Recruitment of female professors.

Concrete measure to reach the aim of 20% of female professors by 2020.

TU DARMSTADT: Our Initiative programme since 2009 (it includes a range of structural and individual measures) [http://www.intern.tu-](http://www.intern.tu-darmstadt.de/frauenbeauftragte/initiativprogramm/initiativprogramm.de.jsp)

[darmstadt.de/frauenbeauftragte/initiativprogramm/initiativprogramm.de.jsp](http://www.intern.tu-darmstadt.de/frauenbeauftragte/initiativprogramm/initiativprogramm.de.jsp)

The new gender equality concept from March 2014 will deepen the university's gender equality strategy; more measures will be implemented especially for female professors.

KARLSRUHE INSTITUTE OF TECHNOLOGY: Development of a gender-compliant appointment concept which is divided into three phases: 1) initiation; 2) selection; 3) appointment negotiations. In all these phases gender-related information / aspects play an important role.

Establishment of appeal procedures.

More successful for recruitment of women and increasing awareness.

TU MUNICH: Liesel Beckmann Professorships

<http://www.tum-ias.de/people/members/tum-liesel-beckmann-distinguished-professors.html>

Unique and effective measures supporting the TUM goal of women accounting for one quarter of all its professors by the year 2025.

UNIVERSITY TWENTE: Talent and Career Development programmes for women only. Utwist (centrally funded tenure track positions for women only).

Awareness and empowerment of individual women. Being able to create new opportunities for women.

Support for maternity leave and return to work, family friendly services

KU LEUVEN: Solidarity funds to compensate research groups for extra costs of labour inactivity, e.g. in case of maternity leave (gender action plan, to be implemented as of 2014).

Reduces costs for research groups in case of pregnancy; reduces barriers to recruit females.

UC LOUVAIN:

1. Measures to facilitate the reconciliation of work and family life of women members of the academic staff.

In accordance with the law, maternity leave is granted to all women in the scientific and academic staff. Women of the academic staff have the additional opportunity to be exempted from courses during the year following childbirth and may be replaced by APH (Academic hourly) year.

2. Creating a company manger (nursery) for members of UCL staff.

3. Measures to facilitate sabbatical leave of young academics

Specifically, the academics who seek to benefit from a sabbatical can benefit from 60h APH (instead of 30 hours) if their teaching load is particularly heavy (large audiences); using a maximum of € 3,000 for an intervention in the payment of their rent if they stay abroad with their families.

EPF LAUSANNE: Development of Kindergarten and day care within EPFL.

Many women (for example several female assistant professors) could continue their career thanks to Kindergarten and day care solutions.

CZECH TECHNICAL UNIVERSITY IN PRAGUE: Establishing a university kindergarten with major support from the university in 2010.

This was the first university kindergarten in the Czech Republic. It is excellent. It has offered advice to other Czech universities that have decided to open their own kindergarten.

RWTH AACHEN UNIVERSITY: Golden Rules of Family-Friendly Leadership

<http://www.rwth-aachen.de/go/id/xfalidx/1>

Importance for cultural change; intensive and fruitful discussions about the Golden Rules, basis for good practise and minimum standards.

TU BRAUNSCHWEIG:

1. Measures for a family friendly university;

The commitment of president (university leadership) and entire university;

2. Project group & jour fixe "Gender Equality & Family"

The involvement of different hierarchical levels of the TU Braunschweig

LEIBNIZ UNIVERSITÄT HANNOVER: The Family Service:

<http://www.service-fuer-familien.uni-hannover.de/482.html?&L=1>

Leibniz Universität Hannover is continuously developing the family-friendly structures. In all areas and at all levels the students and employees with children or with dependents in need of care or other family commitments should get assistance. Leibniz Universität Hannover offers back up for children in case of need, day care, nursery school, communication of places, consultation for persons with dependents in need of care etc. Furthermore, there is the possibility of teleworking and offers for dual career couples.

TU ILMENAU: Re-entry grants after a maternal/paternal leave for female and male researchers.

Good participation rate and many individual success stories.

KARLSRUHE INSTITUTE OF TECHNOLOGY: Reconcilability of work and family life.

Flexible working time: Employees of KIT can work according to flexible schedules. For family reasons, also mobile work / work at home offices may be applied for in agreement with the superior. For meetings as well as for work in commissions and bodies, superiors and organizers are obliged to find family-friendly dates.

Parental leave programme: This holistic program at KIT is aimed at supporting, advising, and accompanying employees during parental leave and re-entry into the job.

Compensation pool to fund pregnancy-related absence: To replace scientific and academic staff members, who are not allowed to do certain laboratory work during pregnancy, funds in the form of a specifically designed compensation pool are available at KIT.

Child care. KIT supports the compatibility of job and family by a comprehensive child care concept that is based on three pillars: All-day child care, holiday care, and emergency care. The KIT possesses

four child care facilities offering a total of 215 full-time and part-time child care places for children aged from three months to the age of school entrance.

Reconciliation of work and family life: well-developed child-care concept.

BUDAPEST UNIVERSITY OF TECHNOLOGY AND ECONOMICS: Flexible career trajectory and work-family balance:

Policy in practice – During an interview by the University's biweekly newspaper, Múhely, the female researcher, Lippai Rita gives an account on how flexible career schemes work at the Faculty of Economic and Social Sciences "Our higher ups are really flexible about this issue. Mothers to newborns and toddlers may return to work early coming off of their maternity leave. Your work schedule is very accommodating and it is shaped so that you work from home and come to the workplace only when absolutely necessary. Research is something you can do out of your home at your own pace while caring for your children." (<http://www.muhely.com/getpdf/100>)

Again, the issue of mothers returning to the labour force, earning a full-time wage and being eligible for extra maternity leave benefits (childcare allowance and childcare benefit) has been hyped in the national and international media, generating a great deal of gender equality discourse, which in turn raised awareness.

TECHNION ISRAEL INSTITUTE OF TECHNOLOGY: Special employment terms for graduate students and women faculty who give birth.

POLITECNICO DI MILANO: Support in day-care for children in Politecnico during school vacations.
It provides some relief to mothers during the long school vacations.

POLITECNICO DI TORINO: Policino (babies nursery)

Promoting gender awareness, changing the institutional culture, measures against sexual harassment and discrimination

TU ILMENAU:

1. Summer university for female students' gender-diversity.

The summer university is running for 17 years

2. Certificate for students, which they can obtain in the studium generale.

<http://www.tu-ilmenau.de/en/institute-of-media-and-communication-science/programs-courses/bachelor-of-arts/gender-diversity-zertifikat/>

The Gender-certificate is a well-asked course taken by students from all faculties.

UP CATALONIA:

1. Sexual harassment prevention protocol for approval.

2. Inclusion of gender perspective in the prevention of occupational risks (maternity and nursing).

3. Training in Equal Opportunities UPC staff

4. Development of guidance to include a gender perspective in the language (written documentation).

5. Introduction gender perspective in promoting studies.

We remember them as they have been incorporated into our way of working. However, there is still a long way to go.

UP MADRID:

1. Measures against sexual harassment for reasons of sex by means of Protocols for action.

Avoid any kind of physical violence or moral discrimination for reasons of sex.

2. Put into practice the First Additional Provision of the Constitutional Law for the effective equality of women and men as regards the balanced presence of men and women (60/40%).

Put into practice the principle of equality of opportunity and female leadership training.

3. Put into practice non-discriminatory language against women through its non-sexist language manual.

The University transmits concepts and social attitudes by highlighting the equality of women and men by mean through language.

UP VALENCIA:

1. Development of the structure and content of the Equality Unit Web.

2. Proposal for Gender Equality training aimed at both PDI and PAS staff of the University.

3. Preparation of a brief manual on good practices for non-sexist communication - Design of the Corporate Volunteer from gender mainstreaming.

The actions undertaken have begun to cause an atmosphere of dialogue and reflection on the subject.

POLITECNICO DI TORINO: Consigliera di Fiducia (councillor trust) and Specific Events.

These Gender initiatives are innovative for the Italian university and job spaces.

ISTANBUL TECHNICAL UNIVERSITY:

1. Women Studies Center in Science, Engineering and Technology

<http://www.kaum.itu.edu.tr/en/>

They are directly related to the subject.

2. European Women Rectos Conferences (<http://beyondtheglassceiling2014.com>)

They are powerful for creating awareness and take actions.

3. FP7 Projects on Gender Equality.

They create a culture on gender balance.

A9.4 Impacts of strategies, plans and activities: different forms of change⁶

The top institutional level takes responsibility for gender equality

The top university management – president or rector – assume responsibility for gender equality issues (TU DARMSTADT, TU DRESDEN, AALTO UNIVERSITY) and gender awareness at the institutional leadership level has increased substantially (RWTH AACHEN UNIVERSITY). It is accepted at top and sub-top policy and executive levels that gender diversity needs structurally conscious attention (UNIVERSITY OF TWENTE).

Women get more visibility:

GHENT UNIVERSITY: A female rector for the first time in the history of Ghent University.

RWTH AACHEN UNIVERSITY, LEIBNIZ UNIVERSITY HANNOVER: The presence and visibility of women on every level and in leading positions has been increased.

TECHNION - ISRAEL INSTITUTE OF TECHNOLOGY: More women faculty get into decision-making positions.

TU DELFT: Women are becoming more visible in the organisation and bring different perspectives.

TU EINDHOVEN: Female role models attract and inspire female students.

Dedicated institutional structures supporting gender equality

The importance attributed to gender equality is also shown by the fact that dedicated institutional structures for taking care of gender equality are established and their work is more and more recognised:

TU BRAUNSCHWEIG: The increasing acceptance of gender-equality-measures and programs for a family friendly atmosphere.

TU DRESDEN: A commission for gender equality and an executive department (staff function Diversity Management) to support the rectorate.

KARLSRUHE INSTITUTE OF TECHNOLOGY: Creation of gender monitoring position (April 2014) as a contribution to quality management.

TU MUNICH: Increased acceptance for the work of the Gender Equality Officer.

UP MADRID: The creation of an Equality Unit which deals with all areas related to gender at the University: equality of opportunity, no discrimination, non-sexist language, training, awareness among the university community.

AALTO UNIVERSITY: Equality coordinators and contact persons in each school (not only gender equality issues).

⁶ This chapter summarised the results of Questions 11: If your university has a Gender Equality Strategy: Please mention some positive changes since your university focuses on "Gender Equality"?

UNIVERSITY COLLEGE DUBLIN UCD: a Gender Project Manager has been recruited who will take the lead on the development of a Gender Project, guiding the design, driving its implementation and supporting relevant university wide processes. The project aims to enhance women's participation and equality in research, including through engaging in gender equality action planning and developing frameworks to support gender equality. The Project Manager will work closely with the Diversity Unit, UCD HR, to ensure that the project outcomes around equality and diversity align with the overall University framework. Separately, a "Women in the Sciences" Committee has been established (awaiting Terms of Reference).

Gender awareness is increasing

There are many signs that gender awareness is increasing and gender and diversity are seen as a topical issue and a cross-sectional dimension:

TU DARMSTADT, TU ILMENAU, AALBORG UNIVERSITY, TU EINDHOVEN: There is increased gender awareness and Gender Equality is a topic which is discussed in the university departments.

TU DARMSTADT: Gender Equality is a cross-sectional dimension in human resources and in the frame of appeal procedures.

TU ILMENAU: Because of financial incentives, people start seeing it as an opportunity and start considering gender equality.

UP VALENCIA: the Gender Equality Plan has resulted in a debate and reflection on the reality of the university and led to higher awareness of the staff on that matter.

UP CATALUNYA: UPC being a highly masculinised university, actions and existence of a Gender Equality Plan are useful for educating the university community.

BUDAPEST UNIVERSITY OF TECHNOLOGY AND ECONOMICS sees two developments:

1. Increased awareness of gender equality issues and a conscious effort to improve opportunities not only for women, but also for members of certain classes or ethnic groups.
2. Recognizing the stereotypes and moving past them, identifying and overcoming sexism, realizing that there is a support structure in place and forums where gender issues can be addressed

KTH: Over the last few years, the organization has also become much more aware of gender issues.

Institutional cultures are changing

ETH ZURICH, RWTH AACHEN UNIVERSITY :The different measures addressing gender equality lead to cultural changes in universities, which become noticeable at organisational and personal levels.

LEIBNIZ UNIVERSITY HANNOVER: The institutionalized and implemented measures are a guarantor for a successful strategy towards equal opportunities and gender equality that from the beginning had an important influence on the scientific culture, the mission statement and the objectives

AALTO UNIVERSITY: Overall: Combining gender equality with overall equality issues (diversity, age, ethnicity, culture, language, harassment issues). Aalto is also communicating about Finland's excellent possibilities to combine work-life balance.

At UNIVERSITY TWENTE, it has become generally accepted that gender diversity contributes to innovation, better decision making and better business results.

The working environment is improving

Universities report that the working environment and the conditions for work have improved:

LEIBNIZ UNIVERSITÄT HANNOVER: The conditions for studying and working have been improved through measures that help to combine the needs of a family with studies and work and science.

CHALMERS UNIVERSITY OF TECHNOLOGY: The gender and diversity issue is an integral part of the work environment and many members of the university are engaged.

There are also changes in quantitative terms

It is important to note that there are encouraging facts that there are not only changes in qualitative terms:

ETH ZURICH, TU BERLIN: In the past few years, the numbers of women increased in the different status groups.

EPF LAUSANNE: Increase of percentages of women in different categories 2002-2012: Bachelor 23-27%, Master 17.5-26.5%, PhD 23-29%, Scientific Personal 19,5-25.5%, Tenure-track assistant professor (PATT) 6-27% Associate- full professors 4.6-7%, School Deans 0-40%.

TU BRAUNSCHWEIG: Increase of the share of female professors.

TU DARMSTADT: Numerous mentoring programmes and measures had a good effect on raising the number of female students and professors.

TU ILMENAU: the percentage of female researchers increased especially in the STEM-field.

TECHNION ISRAEL INSTITUTE OF TECHNOLOGY: A significant increase in the number of women faculty full professors.

EINDHOVEN UNIVERSITY OF TECHNOLOGY: The number of women in scientific positions is increasing.

UNIVERSITY TWENTE reports a clear increase number of women at the top and sub-top level.

KTH ROYAL INSTITUTE OF TECHNOLOGY has seen an increase in the number of women in the faculty: 11% professors in 2012 (from 6.6% in 2006), and 22% associated professors in 2012 (13% in 2006). Even if the numbers are still low, there a positive trend.

Targeted measures towards promoting gender equality support institutional change

TU WIEN:

- Family-friendly policies were put in place (part time and teleworking, flexible work times ...), kindergarten with 80 children;
- Dual career service set up;

Agreement on cooperative working-culture and anti-mobbing strategy set up.

TU DRESDEN: Because of the funding available through the “Professorinnen Programm”⁷ (Programme for Female Professors) it was possible to implement most gender equality measures of the university’s gender equality strategy.

TU DARMSTADT: Numerous mentoring programmes and measures had a good effect on raising the number of female students and professors.

KARLSRUHE INSTITUTE OF TECHNOLOGY:

- improvement of recruitment strategy;
- development of new career paths for women and men in science;
- concept for gender-equal public relations;
- compensational pool for internal funding during pregnancy/maternal leave.

AALBORG UNIVERSITY decided to address and affect the development regarding the leaky pipeline.

TECHNION ISRAEL INSTITUTE OF TECHNOLOGY: Special provisions were introduced and show effect:

- special employment terms for women graduate students and faculty members who give birth;
- Post doc fellowships for women doctoral students who go to study abroad;
- Special recruitment efforts towards women undergraduate students in engineering faculties such as Electrical Engineering, Computer Science and Mechanical Engineering.

Planning, monitoring, evaluating, benchmarking

KU LEUVEN: The implementation of the different measures in the Gender Action Plan.

KARLSRUHE INSTITUTE OF TECHNOLOGY created a gender monitoring position (April 2014) that leads to quality management in that area.

LEIBNIZ UNIVERSITY HANNOVER is successful in implementing its gender quality measures.

AALBORG UNIVERSITY: Once a year, the university board receives a report regarding gender and diversity; also, the faculties and the departments formulate plans.

AALTO UNIVERSITY: Follow-up and statistics of recruitment in the course of promoting gender equal treatment.

LUND UNIVERSITY: The University has a Gender Equality Strategy Plan regarding salaries, and recruitment goals regarding full professors.

⁷ See: <http://www.bmbf.de/en/494.php>

Gender equality performance as a criterion in university rankings

In Germany, the Centre of Excellence Women and Science (CEWS) publishes a ranking of higher education institutions with regard to gender equality⁸. According to the 2013 ranking, TU Berlin is the most successful German university implementing gender equality closely followed by two other CESAER members, namely RWTH Aachen University and TU Munich as well as two institutions not related to CESAER⁹.

⁸ Löther, Andrea ; GESIS - Leibniz-Institut für Sozialwissenschaften Kompetenzzentrum Frauen in Wissenschaft und Forschung (CEWS) (Ed.): *Hochschulranking nach Gleichstellungsaspekten 2013*. Köln, 2013 (cews.publik 17). URL: <http://nbn-resolving.de/urn:nbn:de:0168-ssoar-402335>

⁹ Op. cit. p. 34

A9.5 Universities' plans for the future: Next steps¹⁰

Develop Gender Equality Plans and preparatory activities

UC LOUVAIN next steps are

- Make a detailed inventory of the state of gender (in the areas of teaching, research, service to society and the institution),
- Develop a gender action plan.

EPF LAUSANNE will develop specific gender action plans, in collaboration with different schools, services and Human Resources Department.

TU DARMSTADT: passing our new gender equality concept and implementing the new measures which are planned within the concept.

TECHNICAL UNIVERSITY OF DENMARK: A more detailed gender equality policy is expected to be produced this and possibly the following year. Preparatory analysis and other things are in preparation. Discussions with top administrative management of the university will be ongoing.

INSA LYON plans to develop a Gender Equality Plan in accordance with the French law of gender Equality.

UP MADRID, UP VALENCIA and UC Dublin expressed their intentions to develop Gender Equality Plans for their institutions.

UP BUCHAREST intends to promote an internal Gender Equality assessment taking in account EU policies.

ISTANBUL TECHNICAL UNIVERSITY plans to create a gender action plan and implement it with efficient monitoring mechanisms.

Implementation of plans and targeted activities

RWTH AACHEN UNIVERSITY's next steps:

- Gender and Diversity concept must be implemented,
- Revision of the gender plans, development of concrete quota per faculty

TU DARMSTADT will pass the new gender equality concept and implement the new measures that are planned within the concept.

UP VALENCIA: intends to adopt the Equality Plan directed to its teaching and research staff and the personnel of administration and services, to develop the respective actions and to expand the perspective on the issue.

AALTO UNIVERSITY will follow up the current action plan and update it in the fall of 2014.

¹⁰ This chapter summarises the results of Question 12: What are the next steps about "Gender Equality" in your university?

TU EINDHOVEN plans to keep up close monitoring and supporting to adjust the targets and interventions to increase further.

For UNIVERSITY TWENTE, the gender diversity policy has three angles in 2014:

- women are skilled in giving strategic direction to their career;
- a policy that ensures that effects are the same for women and men;
- influencing organizational culture by raising awareness that gender diversity structurally needs conscious attention.

KTH ROYAL INSTITUTE OF TECHNOLOGY plans as next steps:

- Training in gender issues for all management groups down to department level;
- Work in more depth with a few departments or groups to develop the culture and gender awareness there;
- To continue to develop our tenure track and career support for faculty in a gender aware way;
- To specifically address the group of non-faculty researchers. This group has an overrepresentation of women, compared to the faculty. Develop our processes for hiring faculty.

Stabilising policies implementation

TU WIEN will

- Raise the number of women in scientific staff: tutors, teaching assistants, post docs, assistant professors, etc.,
- Support appointment committees to have more female applications and to raise the awareness of members of the committees about gender biases in decision-making.

CZECH TECHNICAL UNIVERSITY IN PRAGUE has two objectives:

- To continue promoting science education for girls, beginning with very young girls. Attracting girls to study at CTU, partly by designing new study programmes that will be attractive for them. Making doctoral studies attractive for female graduates;
- By increasing the number of female PhD graduates, to increase the proportion of women on the university's staff and in leadership positions at the faculties and at the university.

TU BERLIN will focus on

- stabilisation and institutionalisation of established structures and strategies;
- definition of a gender equality charter - further development of our gender equality concept (e.g. harmonisation of different concepts and policies);
- improvement of gender equality management systems (e.g. gender equality plans of faculties);
- improvement of recruiting and appointment processes (e.g. active sourcing, policies);
- definition and implementation of an annual gender equality report.

TU BRAUNSCHWEIG supports female PhD graduates and focussed on female post graduates

At, TU DRESDEN, the Gender Equality Plan was updated in 2013. It became effective in 2014. The new plan has its focus on an increasing involvement of the schools/faculties in the implementation of gender equality.

LEIBNIZ UNIVERSITÄT HANNOVER reported three main next steps:

- Tenure track programme for increasing the number of female full professors to 30 % in 2020;

- Benchmarking on the prospects of women in academia (in terms of career and leadership) in the institutions of higher education and research organizations.
- Leibniz Universität Hannover joined the German “Charta der Vielfalt” (charter of diversity, <http://www.charta-der-vielfalt.de/startseite.html>) and passes a concept for diversity management. Helga Gotzmann, equal opportunity commissioner, is in charge to start the process of diversity management with a mixed team from different fields of activities from faculties, departments and service centers.

TU ILMENAU plans to establish network-opportunities for female researchers’ participation in the “Professorinnen Programme II” (Programme for Female Professors aiming to raise the percentage of female professors)

Specific measures: support for maternal leave

BUDAPEST UNIVERSITY OF TECHNOLOGY AND ECONOMICS will focus on the Introduction and implementation of the maternity leave benefit known as ‘GYED Extra’ In Hungary, childcare allowance (GYED) is received by families until the child becomes two years old, parallel to which the mother also receives a pension contribution. After this period, childcare benefit (GYES) may be claimed until the child’s third birthday. The amendments taking effect in 2014 introduce the following changes:

- Mothers who decide to return to work after their child’s first birthday, including full-time employment and earning full-time pay, will remain eligible for both childcare benefit and childcare allowance.
- From 2014, the childcare subsidies will be multiplied by the number of children eligible, as opposed to the previous system where parents could only claim one form of support at a time irrespective of the number of children less than 3 years of age.
- Until 2014, students with no work-related income were only eligible for childcare benefit, but from 2014 they can also claim childcare allowance, as if the mother was earning a minimum wage.
- For mothers with three or more children, the current three-year social employer's contribution allowance introduced within the Job Protection Action Plan will be extended by a further two years. As a result, employers will only have to pay 50% of contributions in relation to such employees in the fourth and fifth year.

Specific measure: recruitment

AALBORG UNIVERSITY will address key questions

- Recruitment: From master to PhD, from PhD to assistant professors etc.: why are the women leaking?
- How to meet and support international staff

TECHNION -ISRAEL INSTITUTE OF TECHNOLOGY will focus on proactively recruiting new women faculty

Specific measures: Implement European and other projects and initiatives

UP CATALUNYA will develop our project DONA 2.0 (Woman 2.0)

UP MADRID plans to put into effect gender specific European Projects (TRIGGER, IN2SAI), through which a diagnosis will be made as regards the current situation and establish corrective measures against inequalities and discriminations that may arise.

TU DELFT will implement another round of Delft Technology Fellowship and will continue of the activities DEWIS and Young Delft. A New Policy for 2014 has to be developed.

General awareness and support for gender issues

GHENT UNIVERSITY's next step will be getting more general support for gender related themes.

TU MUNICH will focus on raising awareness on unconscious bias.

UP MADRID plans

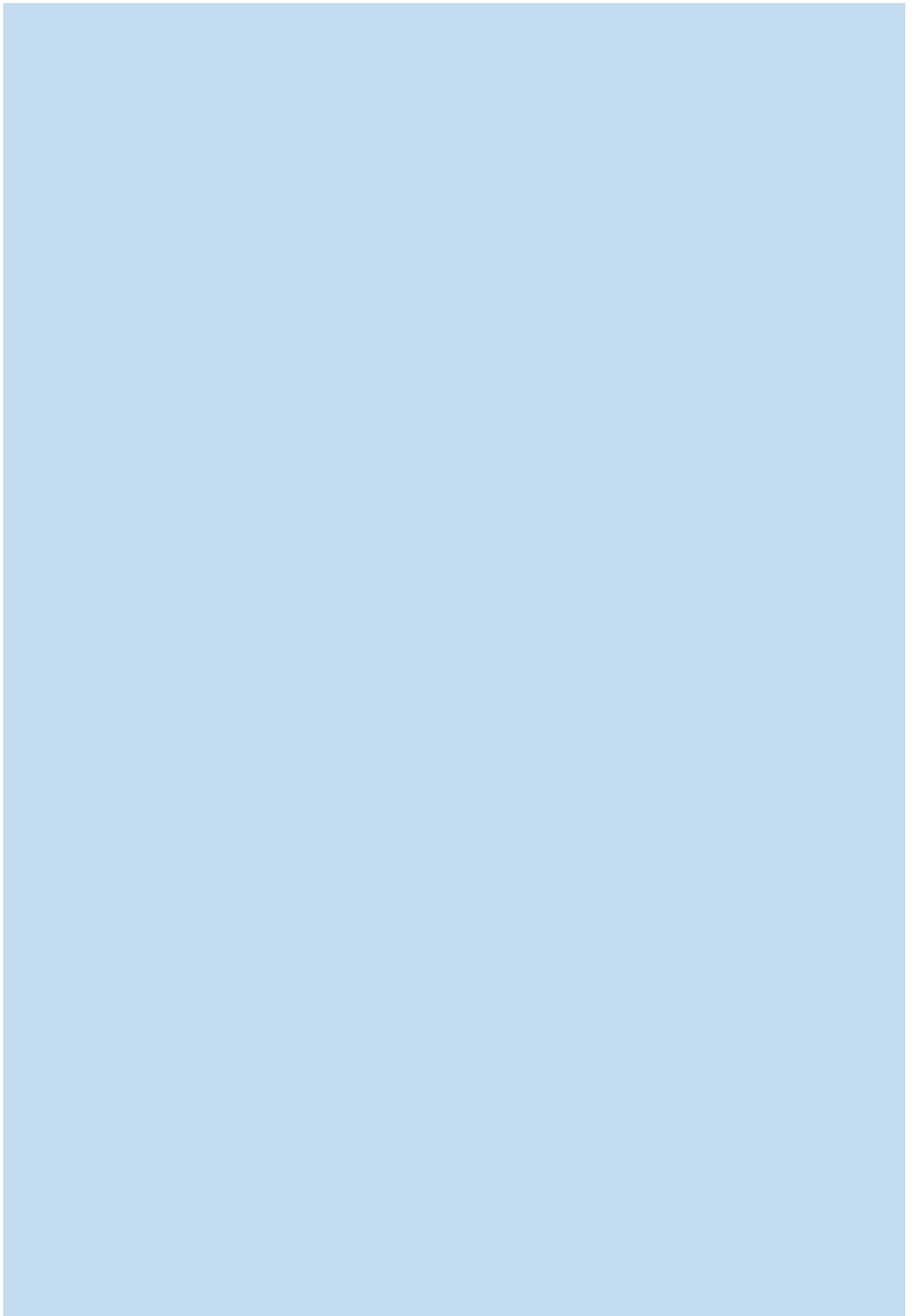
- To hold international open days on the 8th March and 25th November with the objective of the sensitisation and awareness of women in society and the world of the university;
- To promote female vocations in Engineering and Architecture through meetings with prestigious companies within these fields as regards the new intake of students

POLITECNICO DI MILANO plans raising awareness in women and encourage taking action in getting more responsibilities on the job.

No specific measures

In the opinion of WARSAW UNIVERSITY OF TECHNOLOGY, this should go just a normal way. The number of female will increase due to the demographical statistics

Notes



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