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## D2.2 – Audit Guidelines

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**Work Package:** 2 – Institutional Self-Assessment  
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**Actual Submission date:** 27/03/2017 (Month 7)  
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**The SAGE Consortium comprises:**

(Coordinator)	Centre for Women in Science & Engineering Research (WiSER), Trinity College Dublin	Ireland
	Università degli Studi di Brescia	Italy
	Kadir Has University	Turkey
	Instituto Universitário De Lisboa	Portugal
	Sciences Po Bordeaux	France
	International University of Sarajevo	Bosnia and Herzegovina
(Evaluator)	Queen's University Belfast	UK

Each SAGE partner will conduct a gender impact assessment/audit of internal procedures and practices to identify gender best practices at organizational level. The analysis will include data on Institutional Governance (including policies and practices), Career Progression, Work-Life Balance, and EnGendering Knowledge. This information will: identify critical gaps and challenges; assess the level of resources allocated to gender activities; establish the baseline for possible improvements and innovations, and feed into the design of Gender Equality Plans (GEPs).

### **Completion of the checklist**

The SAGE implementation teams will each complete the checklist for their own university, consulting as necessary with relevant stakeholders in their university, such as Human Resources and Equality and Diversity personnel.

### BEST PRACTICES CHECKLIST

This questionnaire interview is to map the policies and practices relating to gender equality in the University. There will be more detailed study of the policies at a later date.

	Yes	No	Partially	Don't Know
<b>A. Institutional Governance</b>				
A.1 Does the University have a policy on gender equality/diversity?				
A.2 If yes, where is this accessible (e.g. the University's website, policy booklet, etc.)? _____				
A.3 Is gender equality integrated into the University's objectives (e.g. Strategic Plan)?				
A.4 Does the University have a LGBTQI+ <sup>1</sup> Policy?				
A.5 If yes, where is this accessible (e.g. the University's website, policy booklet, etc.)? _____				
A.6 Is there a working plan or roadmap to achieve gender equality for the university?				
A.7 If yes, where is this accessible (e.g. the University's website, policy booklet, etc.)? _____				
A.8 Does the University's annual budget include provision for the promotion of gender equality? (e.g. budget to organize activities on gender-related issues, funding to research on gender, child care facilities or subsidies)				
A.9 Does the University have a policy to combat bullying and harassment?				
A.10 If yes, where is this accessible (e.g. the University's website, policy booklet, etc.)? _____				
A.11 Are there institutional activities to counteract or prevent sexual harassment and gender discrimination (e.g. information campaign, contact persons)?				

<sup>1</sup> Lesbian, Gay, Bisexual, Transgender, Queer and Intersex +

	Yes	No	Partially	Don't Know
A.12 If yes, please elaborate:				
A.13 Is training (e.g. on unconscious bias) available to staff to prevent and combat gender discrimination and sexism?				
A.14 If yes, (i) to whom is this targeted?  _____				
(ii) is this training obligatory for members of interview panels, or other recruitment/promotion roles?				
A.15 Is attention given to gender-sensitive language and images in all University official documents and on the University website? (e.g. does the university have guidelines or principles on gender-sensitive communication?)				
A.16 If so, give a brief overview: _____ _____ _____				
A.17 Are gender pay gap audits conducted?				
A.18 If yes, how often? Please elaborate _____ _____ _____				
A.19 Are members of recruitment, selection and promotion panels required to undergo equality training or awareness?				
A.20 If yes, how is this conducted? Please elaborate _____ _____ _____				
<b>B. Engendering Knowledge</b>				
B.1 Are there courses on gender at undergraduate level?				
B.2 Are there courses on gender at postgraduate level?				

	Yes	No	Partially	Don't Know
B.3 Does the University have a research centre(s) that focuses on gender equality or related activities?				
B.4 If yes, please name/list the centre(s) _____ _____ _____				
B.5 Does the University allocate financial resources to promote gender in the curriculum?				
B.6 If yes, please elaborate _____ _____ _____				
B.7 Does the University organise events relating to gender equality (e.g. International Women's Day)?				
B.8 Are staff members rewarded for or encouraged to engage in activities to advance/promote gender equality?				
B.9 If yes, please elaborate _____ _____ _____				
B.10 Are any initiatives in place to encourage women to take leadership roles in research (e.g. by applying for ERC funding?)				
B.11 Are researchers required or encouraged to include gender dimensions in research projects?				
<b>C. Career Progression</b>				
C.1 Is recruitment monitored to provide gender disaggregated data on applications/short-listing/appointments outcomes?				
C.2 Is promotion monitored to provide gender disaggregated data on applications/appointments outcomes?				
C.3 Does the University provide leadership training specifically for women?				

	Yes	No	Partially	Don't Know
C.4 Are there mentoring programmes for: i. early-career female researchers? ii. mid-career female researchers? iii. senior academic women?				
C.5 If yes, please elaborate _____ _____ _____				
<b>D. Work Life Balance</b>				
D.1 Does the University have a policy on work-life balance?				
D.2 If yes, where is this accessible (e.g. the University's website, policy booklet, etc.)? _____ _____				
D.3 Does the University have a policy on maternity leave?				
D.4 If yes, where is this accessible (e.g. the University's website, policy booklet, etc.)? _____ _____				
D.5 Does the University have a policy on paternity leave?				
D.6 If yes, where is this accessible (e.g. the University's website, policy booklet, etc.)? _____ _____				
D.7 Does the University have a policy on parental leave?				
D.8 If yes, where is this accessible (e.g. the University's website, policy booklet, etc.)? _____ _____				
D.9 Does the University have a policy on adoption leave?				
D.10 If yes, where is this accessible (e.g. the University's website, policy booklet, etc.)? _____ _____				
D.11 Does the University have a policy on carer's leave?				
D.12 If yes, where is this accessible (e.g. the University's website, policy booklet, etc.)? _____ _____				

	Yes	No	Partially	Don't Know
D.13 Does the University have a policy on sabbatical leave?				
D.14 If yes, where is this accessible (e.g. the University's website, policy booklet, etc.)? _____				
D.15 Does the University have a policy on flexible working?				
D.16 If yes, where is this accessible (e.g. the University's website, policy booklet, etc.)? _____				
D.17 Is there an institution-wide core hours (e.g. meetings scheduled between 10am and 4pm) policy to take account of caring/family/other responsibilities?				
D.18 If yes, please elaborate _____ _____ _____				
D.19 Is teleworking/telecommuting <sup>2</sup> available?				
D.20 Are there any support services or benefits available to staff with child caring responsibilities (e.g. workplace crèche, breast feeding facilities, baby-changing stations in both women's and men's toilets or separate toilet, subsidies for child care)? If Yes, please elaborate _____ _____ _____				
D.21 If yes, please indicate if any of these are accessible to women only _____ _____ _____				
D.22 Do you have further comments? If there are any other policies or practices you would like to highlight please do so here. _____ _____ _____				

<sup>2</sup> Teleworking and/or telecommuting refers to working remotely via internet, phone, etc. In the university context it may be defined as working a portion of contracted hours in the University and a portion at home.