Grant agreement no. 654139

LEARN

Leaders Activating Research Networks: Implementing the LERU Research Data Roadmap and Toolkit

Coordination & support action
H2020-INFRASUPP-2014-2
Topic: e-Infrastructure policy development and international cooperation

D5.2 Gender Workforce Statistics Report

Work Package:	WP5	
Due date of deliverable:	month 22	
Actual submission date:	21/08/2017	
Start date of project:	01/06/2015	Duration: 24 months

Lead beneficiary for this deliverable: University College London (UCL)
Contributors: All partners

Project co-funded by the European Commission within the H2020 Programme (2014-2020)		
Dissemination Level		
PU	Public	✓
CO	Confidential, only for members of the consortium (including the Commission Services)	
CI	Classified, as referred to in Commission Decision 2001/844/EC	

Disclaimer

Table of contents

1. Version log

Version	Date	Released by	Nature of Change
V1.0	14 July 2017	I. Marsili (UCL)	
V1.0	24 July 2017	M. Moyle (UCL)	Revision/comments to first draft

2. Definition and acronyms

Acronyms	Definitions
LEARN	LEaders Activating Research Networks: Implementing the LERU Research Data Roadmap and Toolkit
LIBER	Association of European Research Libraries
UB	Universitat de Barcelona
UCL	University College London
UNIVIE	Universität Wien
UN ECLAC	United Nations Economic Commission for Latin America and the Caribbean

3. Introduction

This deliverable has been completed as part of Task 5.3 “Gender issues” within WP5 “Project Management” and it reports on the current state of equality in the consortium and how gender balance has been monitored throughout the project. It also gathers information about the equal opportunities policies of each partner institution.

General context

According to available statistics and surveys, women do not hold leading positions, even in sectors where they form a majority. Differences can be found across Member States, economic sectors, fields of research and academic grade. Although some countries are leading with more than 30% of women holding full academic positions, others are way below. What strikes is the low presence of women in the highest academic and decision-making positions in scientific institutions and universities, suggesting the existence of barriers hindering the advancement of women.

Although the project does not have a gender dimension, nor do its findings specifically affect women or men, the consortium has, however, strived to reach a good balance of female and male involvement in the project research teams and encouraged the participation of women in high level decision-making bodies. We believe that where successes are noted, with a number of senior positions occupied by women, their active role should serve to stimulate other women to take responsibilities within European consortia.

4. Summary of activities

Articles 2 and 3 of the Treaty of the European Union (2009) enshrine the right to non-discrimination and equality between women and men as one of the essential values and tasks of the Union, and positive measures are allowed for providing specific advantages under article 23 of the Charter of Fundamental Rights of the EU (2000). An open and impartial selection procedure, as well as fair working conditions, to researchers recruited for work, in line with the Commission Recommendation of 11 March 2005 on the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers have been taken into consideration in the content, research and management of LEARN.

Based on this and in order to achieve the first objective of this deliverable (i.e. providing an overall picture of women’s representation in LEARN), we have collected information from partners relating to the personnel working on LEARN. It must be noted that some figures may differ to those included in Annex 1, Part B, since more personnel have been recruited since the project started and some roles have been reassigned:

- The EU Project Manager of the project and leader of the Work Package 5 is a female, Ms Ilaria Marsili;
- The leader of the Work Package 2 is a female, Ms Friedel Grant;

- Given the small size of the consortium, only 1 woman is a member of the General Assembly (the highest level decision making body), although all decisions have been taken unanimously without resorting to a formal vote;

- In total, 13 women versus 9 men are currently involved in the project (Fig. 1) and personnel costs of 7 women versus 4 men have currently been charged on the project (Fig. 2), both set of data showing that efforts made within LEARN have led to a better than sectoral average involvement of women in the project.

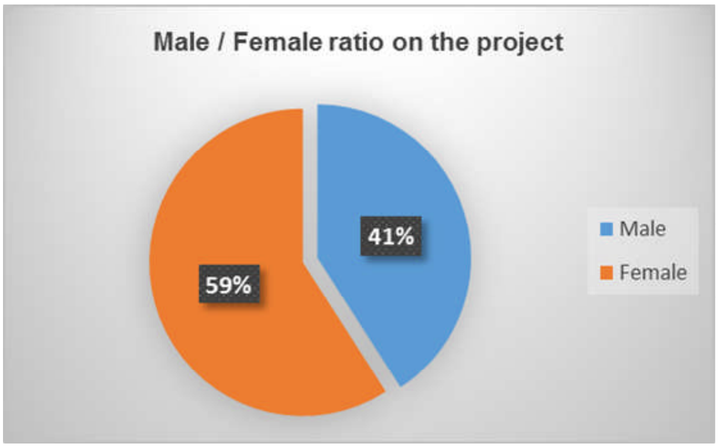

Figure1

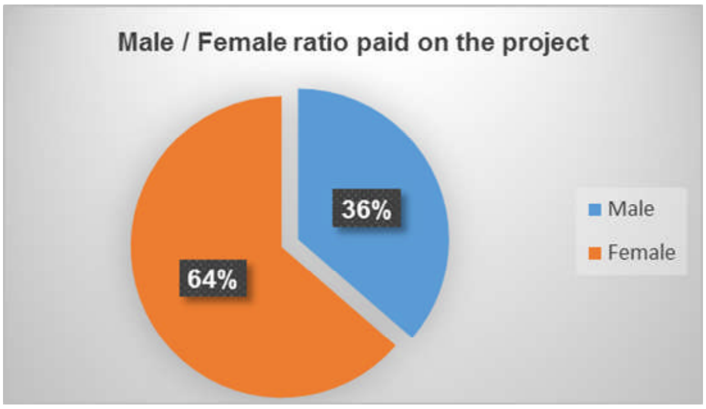

Figure 2

For a more detailed overview of LEARN's gender equality status, we have reported below a list of the personnel currently working on LEARN. This list takes into consideration both permanent and temporary personnel involved in the project tasks, as well as all different job profiles roles within the project.

Partner 1 - UCL

Gender	Position
Female	EU Project Manager
Female	Support to EU Project Manager
Male	Scientific Coordinator
Male	Support to Scientific Coordinator

Partner 2 - UB

Gender	Position
Male	Principal Investigator

Partner 3 - LIBER

Gender	Position
Female	Communications Officer
Female	Project Manager
Female	Executive Director
Female	Executive Director
Male	Project Manager

Partner 4 - UNIVIE

Gender	Position
Female	Expert in Policy dev and alignment
Female	Project Manager
Female	Project Assistant
Female	Legal, Financial, Admin Consultant
Male	Principal Investigator
Male	Technical Issues
Male	Expert in Key Performance Indicator

Partner 5 – UN ECLAC

Gender	Position
Female	Project Manager
Female	Consultant
Female	Liaison Librarian for Statistical Division
Male	Scientific Coordinator

The gender balance across the consortium reflects the fact that partners are ensuring action is taken towards gender balance both within the project as well at their institutions at the overall level. All institutions participating into the project have reached a great representation of women (Table 1) through policies that are grounded in employing transparency of recruitment and advancement processes, using gender-sensitive language in vacancies and job-descriptions, adopting family-friendly policies, offering flexible working hours and working locations, and offering development of leadership opportunities.

Table 1

Proportion of women within Institutions	
Partner	**% of Women**
UCL	63%
UB	51%
LIBER	83%
UNIVIE	51%
ECLAC	50%

In regards to the second objective of this deliverable, we gathered information about partners institutions' policies on equal opportunities:

Partner	Gender policies and/or measures implemented
UCL	UCL defines 'equality' as the absence of unjust social hierarchy such as those based on age, disability, ethnicity, gender, sexual orientation and religion, and 'diversity' as the presence of different cultural traditions and identities. UCL wishes to foster a positive cultural climate where all staff and students can flourish, where no-one will feel compelled to conceal or play down elements of their identity for fear of stigma. UCL will be a place where people can be authentic and their unique perspective, experiences and skills seen as a valuable asset to the institution. To achieve this UCL will: 1. Increase the 'net diversity' of senior staff in grades 9 & 10 at UCL – primarily looking at disability, gender and race - to achieve a 5% increase by 2019; 2. Improve the consistency of experience and support of staff and students around pregnancy, maternity, paternity, childcare and caring responsibilities; 3. Improve UCL's standing in relation to national award schemes, in particular the Athena SWAN Charter, ECU Race Charter and Stonewall Workplace Equality Index; 4. Champion a culture where disabled people can thrive at UCL; 5. Take action to achieve universal and timely disclosure of student disability status, and collect and analyse student monitoring data on sexual orientation, gender identity and caring responsibilities with a view to increasing outreach and support; 6. Explore and understand the Black and Minority Ethnic (BME) student attainment gap at UCL, with a view to reducing it where it exists; 7. Increase student applications and enrolments from underrepresented groups across UCL: in particular from mature students, students from underrepresented BME backgrounds, students with disabilities and maintain applications and enrolments from young male students against a falling national trend.

	Specific information can be found at http://www.ucl.ac.uk/hr/equalities/gender/index.php, and http://www.ucl.ac.uk/hr/equalities/corporate/strategy.php
UB	The Equality Unit aims to support and monitor the policies of democracy, justice, equality and solidarity to the university community and given compliance with the provisions of article 4th of the Statutes of Univesitat Barcelona. The purpose of this unit is to make it a true equality between all people who are university community. The deployment of the Second Equality Plan approved by the Governing Council on 12 April 2011, must be a commitment and a tool for everyone to promote all actions therein are contemplated. http://www.ub.edu/web/ub/ca/sites/genere/index.html http://www.ub.edu/gtr/indicadors/genere.html
LIBER	No specific gender policy. However, equal opportunities are offered to both men and women and no gender distinction is made as to the distribution of males and females among departments. LIBER currently employs 6 women and 2 men.
UNIVIE	The Gender Equality and Diversity Unit is a service point by the University of Vienna that takes care of **equal opportunities for all members** of the university. The focus of the unit lies on programs and measures to support female academics in their careers. Moreover, the team carries out programs in the field of **gender monitoring** (e.g. gender pay gap analysis), develops **new strategies** and explores new fields of action from a **diversity** perspective. http://gleichstellung.univie.ac.at/en/gender-equality/
UN ECLAC	UN ECLAC believes that gender equality is rooted in the concept that women's autonomy in both the public and private spheres is fundamental to ensuring they are able to exercise their human rights. Thus, women's ability to earn their own income and control assets and resources (economic autonomy), their control over their own bodies (physical autonomy), and their full participation in decisions affecting their lives and those of their community (decision-making autonomy) are the three pillars of gender equality and parity. As may be seen in regional consensuses adopted by the Governments, the concepts of autonomy and substantive equality have both evolved over time. http://www.cepal.org/en/publications/40448-strategy-mainstreaming-gender-economic-commission-latin-america-and-caribbean

5. Conclusions

From the information provided in this report, we can conclude that LEARN has managed to create a positive gender-balanced scenario and allocation of leadership roles within the project and that all institutions have gender equality policies or other relevant policies in place.

6. References

European Parliament. Draft Report on women's careers on science and University and glass ceilings encountered (2014/2251/(INI)). 26.5.2015
http://www.europarl.europa.eu/meetdocs/2014_2019/documents/femm/pr/1062/1062625/1062625en.pdf

https://horizon-magazine.eu/key-themes/women-science