



# Equal opportunities and diversity management Plan

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2020-2023

Created by IBEC's Gender and Diversity Commission

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# Directorate's commitment Letter

Dear colleagues,

we are pleased to present you the third IBEC Plan of equal opportunities and diversity management. This new Plan has been defined thanks to the experience that we have accumulated with the previous two Plans; the analysis of the current situation keeping in mind indicators of evolution; the feedback from the IBEC community through the survey carried out in January 2020; and the work and effort of the new commission of equality and diversity. The commission is in charge of the design, implementation and pursuit of the Plan and it is composed by a diverse group of Ibec members from different nationalities, both from the research and support areas, with representation of the Works Council and with different levels of responsibility inside the Institute.

With this new Plan IBEC aims to achieve a structural change in the sense of Gender Mainstreaming, so that the consideration for gender and diversity issues are present in all areas of IBEC.

We are aware that IBEC cannot reach its full potential unless it benefits from the talents of all. That is why the philosophy guiding the Plan is that inclusion does not mean trying to fix or change individuals, but rather fix or change the Institution by recognizing people's differences thus making people feel integrated.

The Plan and its 35 actions reflect IBEC's commitment to advance in gender equality; increase the inclusion of all diversities; advance towards a beneficial work-life balance; prepare women for the advancement of their careers; attract women and diverse profiles of researchers to decision making positions and foster the incorporation of the gender perspectives in research, to highlight some of the main objectives. The Plan will make available gender and diversity-sensitive statistical information through staff surveys and other tools. This information will be used for measure assessment and follow-up.

The Plan is part of the measures implemented in the Human Resources Strategy for researchers (HRS4R) and is supported by the grant Centros de Excelencia Severo Ochoa (CEX2018-000789-S).

We count on the participation and commitment from all IBEC members, in particular from those in senior roles, to make our Institute advance in gender equality and where there is no discrimination of any type.

Josep Samitier and David Badia  
Director and Managing Director

## **IBEC Background in Gender Equality and Diversity**

IBEC's Strategic Plan (2018-2020) describes "The IBEC way", which includes talent as a stand-out factor. Within this framework, gender and diversity are core elements of our HR Strategy for Researchers, designed according to the principles and responsibilities outlined in the "European Charter for Researchers" and "The code of conduct for Recruitment of Researchers".

The Charter & Code proposes a Code of Conduct and Best Practices towards excellence in the management of people in research centres and European universities, based on 40 Principles.

Among the 40 principles, there are several explicit allusions to factors of equality and diversity, such as:

- N° 10 – Non-discrimination
- N° 27 – Gender Balance

Altogether, IBEC's previous and present Equality and Diversity Plans (G&D Plan) represent the spirit of continuous improvement to adopt best practices that promote equality of opportunities and an inclusive management of the diversity we find at IBEC, thus contributing to a positive work environment in which everybody feels respected, appreciated, and in which an inclusive culture is promoted. IBEC formalized its explicit commitment in favour of equal opportunities with the development of the First G&D Plan 2014 - 2016. The approval of this plan, which contained 17 actions and its subsequent implementation is considered a key turning point in the path of the Institute for the achievement of equality.



## Achievements and milestones of IBEC's previous G&D Plan

The second G&D Plan 2017 – 2019 had the aim of strengthening the lines of action that had proven to be effective during the first G&D Plan and further improving the actions that have either not provided the expected results or could not be developed, many novel and ambitious actions were defined and implemented, and all in all, it aimed at having a positive impact in IBEC's culture and in overall be more ambitious. Among the 34 actions that constitute the second plan, some of the milestones were:

**1. Increase the percentage of women in decision making positions (GL & ISC members) as well as the percentage of female Postdocs:** in order to positively impact on what is described as the “leaky pipeline” dynamic, continuous efforts have been made to empower female researchers and increase their presence in these strategic roles. The effects of these efforts are clearly measurable, as for example the number of female Group Leaders has increased from 15% in 2016 to 23% in 2019 and the number of female postdocs has increased from 36% in 2016 to 50% in 2019.

**2. Raise the awareness of Gender & Diversity issues for all IBEC staff** via awareness-raising activities including the strengthening of knowledge and skills of IBEC members of all areas in the field of gender and diversity management. Actions in this field included:

- Talks on equality and inter-cultural diversity
- Specific Training in Equality and diversity management
- Informative campaign on advantages of declaring a recognized disability (SUMA project) which included a consultation service for employees and their families
- Creation of a quarterly informative leaflet to raise awareness and distributed in different “public” spaces at the IBEC facilities.
- Bring science closer to society and promote STEM among young women students “Bojos per la Bioenginyeria”

**3. Creation of IBEC Vital**, a program that aims on promoting healthy habits and wellbeing at work. The program includes a series of measures and actions such as yoga classes, mindfulness training, psychologist support, training, sports, nutrition and many more.



**4. Gender Perspective in Research:** Training session on integration of gender dimension into research content and process were offered to IBEC researchers. The sessions addressed important issues such as: sex/gender as conditions of quality in science knowledge making; demonstrate sources and effects of gender bias in results and outcomes and demonstrate examples of research that has included methods of gender analysis.

**5. Expanding our network:** during recent years IBEC has been involved in more and more networks with the positive effect of sharing knowledge and experience with other institutions as well as benefiting and being inspired by other good practices.

Best practices and inspiration from other Institutions has helped IBEC to further broaden our gender equality actions and address areas not yet covered. These synergies have generated a new level of excellence and impact for IBEC's G&D Plan. Examples of our network related to Gender and Diversity are:

- **Barcelona Institute of Science and Technology (BIST)** recognizes and supports scientist mothers that are working to reach a leading position and advance the research in their fields.

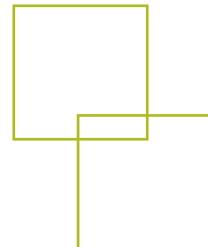
BIST first launched the **Mothers of Science** programme in 2018. The programme offers supporting grants and coaching sessions to talented BIST female researchers that are mothers to recognize their roles as scientists and mothers and support them along their way to becoming pioneers in their fields.

BIST aims to address the gap that exists between the number of women in the BIST community who are research associates or senior postdoctoral researchers (41%) and the percentage of women who are group leaders (18%). The programme will take place every second year.

- **ACT LifeSciCoP:** IBEC is a member of the *Community of Practice for Accelerating Gender Equality and Institutional Change in Research and Innovation across Europe* (CoP), within the ACT framework. The partners of the Life Science Community of Practice (LifeSciCoP) are European research centres and university departments with the focus on life sciences. The mission of the LifeSciCoP is to tackle barriers to gender equality that are common at the member institutions; learn from different European and Institutional contexts; implement measures at member institutions; and disseminate learning outcomes, results, and best practices to the wider research community.

The individual members are represented through professionals that are in a strategic position to change the culture of their institution (e.g. equality officer, chair or member of gender equality committee, training manager, HR staff, and management staff). We have regular meetings every second month and exchanges on gender and diversity related issues with the other members.





Within the framework of IBEC's present G&D Plan, the 2020 Gender & Diversity Survey was developed in cooperation with the other COP members and its results will be shared and analysed within the community. <https://lifescicop.act-on-gender.eu/>

- **Collaborations with Eurofirms Foundation:** The Foundation works to promote the culture of equality in organizations, guaranteeing full accessibility to the labour market and equal conditions. Its main objective is the insertion into the labour market of people with disabilities, guaranteeing accessibility to the workplace and contributing to their development within society. As experts on inclusion, the foundation offered trainings, consulting, and team-building activities for the IBEC community.
- **Mujeres por Africa (Women for Africa) Foundation** is a non-profit entity, committed to sustainable economic and social development, human rights, peace, justice, the dignity of people and especially of women and girls on the African continent. Its mission is to contribute to the progress of people and of African women and the societies in which they live, by promoting their own programs, strategic alliances or collaborations with third parties. IBEC has signed a collaboration with the foundation and will continue the collaboration in the future.
- **Swafs proposal IAGRI** (Impact and Actions for Gender in Research and Innovation). IBEC has partnered with universities, other research performing organizations and national funding agencies comprising the IAGRI consortium in the presentation of a proposal to the call H2020 Science with and for Society (SwafS-09-2018-2019-2020). The IAGRI consortium was established with the aim of creating a strong STEM-focused partnership and sharing the goal of supporting young female researchers' career path. Together, we are committed to excellence in research and to develop solutions for the major challenges of society. Via IAGRI we combine our strengths and connect our innovation eco-systems across borders, contributing to Europe's leadership in technology.

If granted, IBEC will share its experience and learnings from the previous G&D Plan implementations with those consortium partners that are at an earlier stage. Participation in the IAGRI project will provide IBEC with a transnational framework for this new plan and therefore strengthen its impact and visibility.

- **Catalan Agency for Health Quality and Evaluation (AQuAS)** is one of the examples of IBEC's network institutions in Catalonia. Research centers within the region of Catalonia that are committed to the principles, measurement, and implementation of G&D Plans as established in the Charter to foster gender equality and structural change.



In 2019 AQuAS organized the Summit for Women's Advancement and Leadership in Health Research where managers and representatives of the 19 health research centres and institutes of Catalonia and renowned international experts in women's leadership in the field of science met in an innovative initiative to discuss and propose actions to advance the improvement of gender equality in the health research system of Catalonia. The idea is to stimulate scientific progress and social progress through thorough self-assessment and reflection.

The Summit culminated with the presentation of a Letter of Commitment, a document to be signed by the directors and representatives of the 19 health research centres and institutes in Catalonia and which includes 12 principles for gender equality. A one-year action plan was jointly decided to accelerate the advancement and leadership of women in health research.

- **SOMMa** is an alliance between the 'Severo Ochoa' Centres and 'María de Maeztu' Units of Excellence. SOMMa's mission is to internationally promote, strengthen and maximise the value of the ground-breaking research produced by both Units of Excellence and the scientific, social and economic impact they generate. The goal of this scientific ecosystem is to attract and nurture scientific talent and promote ground-breaking research, following principles of excellence, integrity, external peer-review, competitiveness, and international cooperation. In terms of gender and diversity IBEC participated in the SOMMa 1st meeting on gender equality policy on October 2019.



# Framework and context of the Plan

## Legal framework

The principle of gender equality appears in the set of laws and other frameworks that must be followed by IBEC. At the European level, the following framework applies:

- The **European Charter for Researchers**: which includes the general principles and requirements the paper specifies, the responsibilities and rights of the research staff and the entities that contract or finance them and the **Code of Conduct** for The Recruitment of Researchers.

These two documents, created in 2005 by the European Commission, describe the rights and responsibilities of both researchers and their workers, and represent a contribution to the creation of a transparent, attractive and open labour market for researchers from all over the world, as well turning research into an attractive professional career.

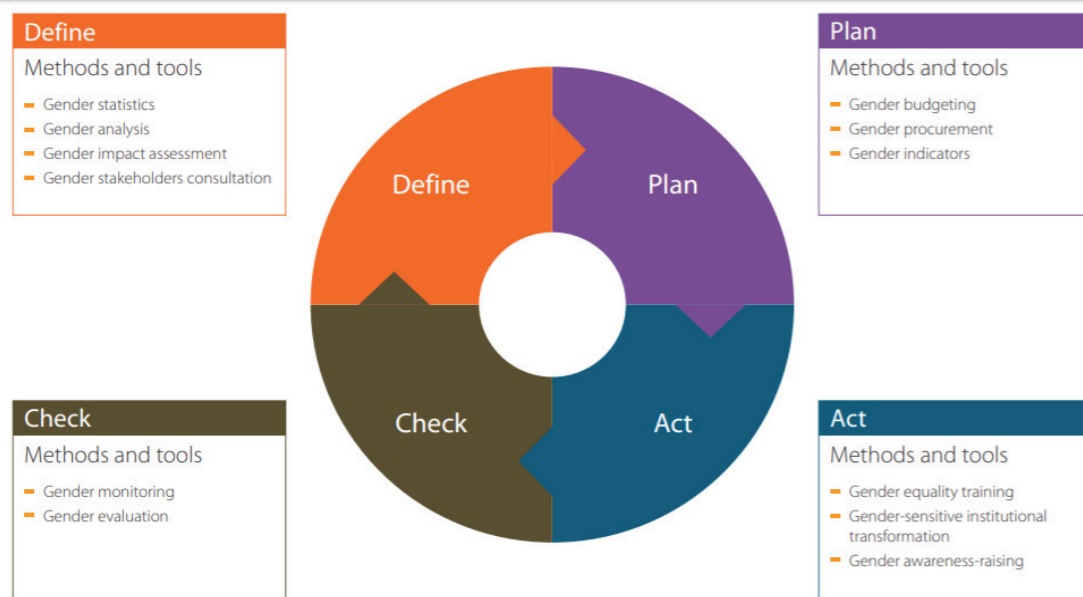
To facilitate the implementation of the European Charter and Code of Conduct (C & C), the European Commission (EC) has set in motion **the Human Resources Strategy for Researchers** - HRS4R. This mechanism is a support tool for increasing the transparency of labour conditions and promoting good practise in the organisation with the right to use the hallmark of “HR Excellence in Research”. IBEC is certified as an HR Excellence in Research Centre and is therefore committed to its principles.

- The **Communication of the European Commission on the European Research Area (ERA)**, which establishes gender as one of the 5 key priorities. In this context, the following objectives of gender equality are visualized:
  - Ensure the gender balance in the making of decisions in the selection processes:
  - Evaluators’ Panels: Presence of 40% of the underrepresented gender
  - Promoting gender balance in research teams: Obligation to aspire to gender equality:
  - In the evaluation stage: If two projects receive the same qualification, gender equality will be a factor of prioritisation.
  - Integrate the analysis of gender in the content of research and innovation: gender analysis is considered a factor of excellence.

- **EIGE (GEAR TOOLBOX):** Our plan introduces the GEAR tool from EIGE; a continuous learning philosophy to ensure progress and impact for G&D plans.

By applying the GEAR tool (see figure below), IBEC can define, plan, act and check in a continuous loop of learning. Using the toolbox allows for the identification of best practices and pitfalls, it fosters learning as well as taking adaptive measures to accommodate project results, impact and changes in the surrounding environment.

The guide defines each of the steps of the development of a G&D plan through the Gender Mainstreaming Cycle. By providing a clear overview of the gender-mainstreaming cycle the guide indicates the steps to develop a G&D plan, how to put it in motion and how to live up to it. Each phase was followed in the development of IBECs second and third G&D Plans. <https://eige.europa.eu/>





At the national level, the following framework applies:

- The Spanish **Royal Decree-Law 2/2019** defines measures to guarantee equal treatment and opportunities for women and men in employment and occupation. The following new developments can be highlighted:
  - Equality Plans: The need to implement equality plans in companies with 50 or more employees,
  - Paternity leave: The progressive extension of paternity leave to 16 weeks, which together with maternity leave, will be redefined as “birth leave”.
  - Breastfeeding: Extension of breastfeeding leave for the other parent. Breastfeeding leave is extended for the other parent so that both parents have the right to be absent from work for one hour (or two half-hours, at their choice) until the child reaches 9 months of age.
  - Equal pay: Reinforcement of measures to ensure equal pay and non-discrimination based on gender in terms of salaries.
- The **Guia pràctica de diagnosi. Igualtat de dones i homes a empreses i organitzacions** (Practical guide for the diagnosis of equality of women and men in companies and organizations) by the Generalitat of Catalunya. The guide is comprehensive and practical tool for organizations to guide them in the process of diagnosis. It provides methodology and tools needed to analyse and identify the current situation of organizations and recognize how talent policies influence the achievement of the equal treatment and opportunities in the organization.

## Conceptual framework and European Projects that have inspired the plan

Inspiration and guidance for the theoretical approach to developing the plan were based on several approaches to Gender Mainstreaming as well as successfully implemented European projects.

- **Genovate**, an European action-research project which aims to ensure equal opportunities by encouraging a more gender competent management in research, innovation and scientific decision-making bodies. The project describes the utility of the describing a “Theory of Change” as a model of how the interventions in an G&D plan contribute to a chain of intermediate results and finally to the intended or observed outcomes and impacts on the organizational culture.

Broadly speaking the “Theory of change” is expressed in the goals and expected results of the plan; in the relationships that the plan defines between goals, expected results and actions; and in the structures for successfully implementing the plan.

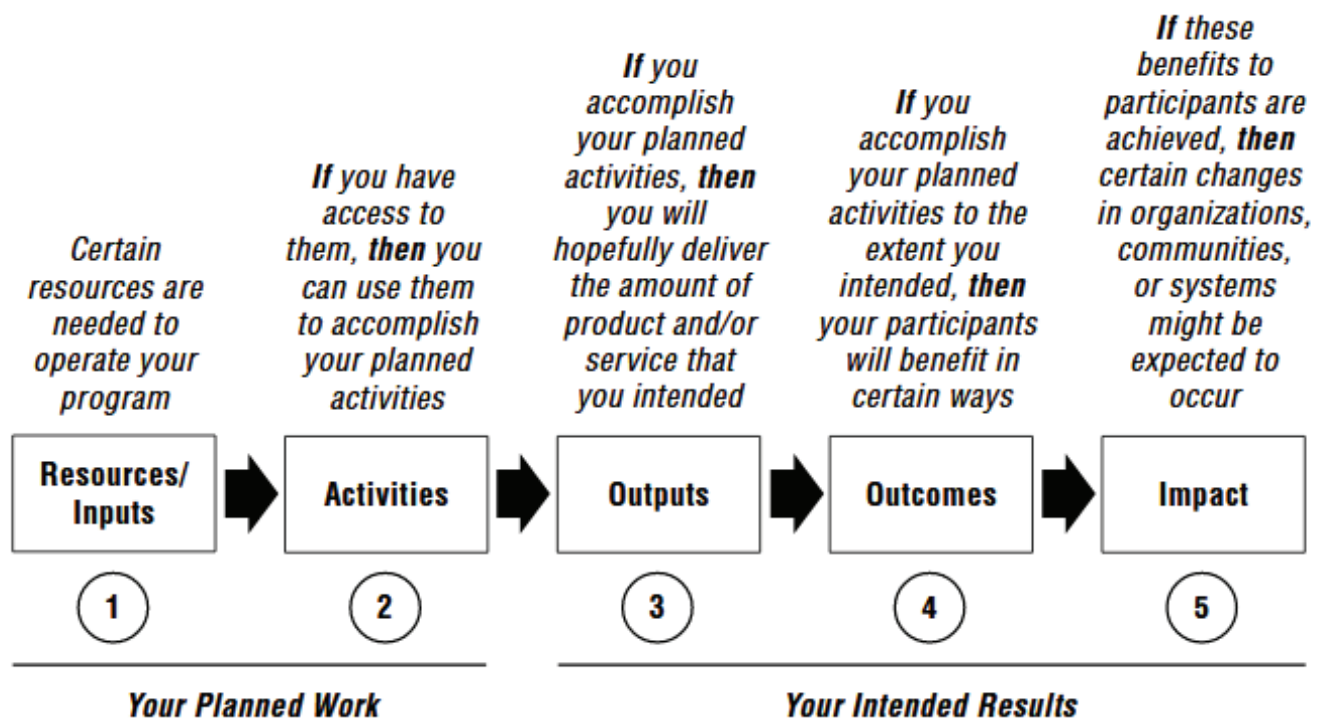
[www.genovate.eu](http://www.genovate.eu)

**Efforti** (Evaluation Framework for Promoting Gender Equality in R&I) is a European project that seeks to analyse and model the influence of measures to promote gender equality on research and innovation outputs. The aim of the project is to systematise and deepen knowledge on the scope, relevance, effectiveness and efficiency of gender equality policies by designing a common analytical framework. EFFORTI describes an “Intervention Logic Model” that considers inputs, throughputs, and outputs (I-O-O-I Model), as well as results and impacts of the former two. <https://www.efforti.eu/>

- **Target** is a European project that aims on contributing to the advancement of gender equality in research and innovation by supporting a reflexive gender equality policy. The TARGET approach goes beyond the formal adoption of a gender equality policy by emphasising an iterative and reflexive process towards equality at the institutional level as well as the establishment of a Community of Practice for gender equality within the institution: actual change is the result of increased institutional willingness and capacity to identify, reflect on and address gender bias in a sustained way. <http://www.gendertarget.eu>

## IBEC's I-O-O-I Model

As a synthesis of the learnings presented in the above mentioned projects, we decided to define our own **Theory of Change and I-O-O-I Model (Input-Output-Outcome-Impact)** for the key areas of the G&D Plan. This framework helped us to formulate assumptions as to why our actions should lead to the expected outcome. It helped to define a picture on how change occurs in the organization – which are the theory and assumptions underlying the plan.



With the help of the model the intended impact of the plan was identified as well the changes (outcomes) that need to be made to achieve that impact. Finally, all the results that need to be delivered (outputs) to bring about those changes and the actions that need to be carried out to ensure that the outputs are delivered. In the description of the actions, the methodology can be observed for three areas that have been identified as priority by the members of the commission.

## Gender and Diversity Commission

At the end of 2019, a new Gender and Diversity Commission was established. Its Mission is to involve the whole IBEC community in the next steps towards becoming a more equal and diverse organization through the Gender & Diversity Plan 2020 – 2023.

The commission aims at advancing and promoting gender equality, diversity and inclusion at IBEC. Its philosophy is that inclusion does not mean trying to fix or change individuals, but rather fix or change the Institution by recognizing people's differences thus making people feel integrated.

The G&D Plan will be successful when structural change is achieved, in the sense of Gender Mainstreaming, so that the consideration for gender & diversity is present in all areas of IBEC.

Name and Surname	Professional Position	Gender
Benedetta Bolognesi	Junior Group Leader	Female
Rafael Mestre	Predoctoral researcher	Male
Ariadna Marín	Predoctoral researcher	Female
Marija Matejcic	Postdoctoral researcher	Female
Amélie Godeau	Postdoctoral researcher	Female
Teresa Sanchis	Head Strategic Initiatives	Female
Leone Rossetti	Postdoctoral researcher & Works Council member	Male
Carol Marí	Head of HR	Female
Anke Kleff	Senior HR Officer	Female
David Badía	Managing Director	Male

The Gender & Diversity Commission oversees developing the present G&D Plan and will guide IBEC's actions in this field throughout the whole duration of the present plan, until the December 2023.

As IBEC members come from different Research Groups / Areas and career stages they will act as change agents promoting the participation and inclusion of different perspectives and experiences.

The present G & D plan constitutes only a part of the actions that we will implement. As Gender Mainstreaming involves constant learning loops, we will constantly update and add new, disruptive measures that go beyond the current state-of-the-art in gender & diversity policies at IBEC.





# Process of elaboration Gender & Diversity Plan 2020 – 2023

The drafting of the present plan has been carried out following the phases detailed below:

**1. Gender and diversity equality audit.** The process included the gathering of both quantitative and qualitative data. The gender equality audit includes the analysis of the status quo of gender equality and diversity at IBEC and provides the empirical basis for identifying relevant gender imbalances or discrimination. A detailed description of the quantitative and qualitative data collection is included in the diagnosis chapter of this plan.

**2. Definition of strategic axes and definition of the I-O-O-I Model of the plan.** Following the analysis of the data obtained through the audit, the commission decided on key areas to focus on and defined the impact that should be achieved through the implementation of the current plan. Once the desired organizational impact was decided, in the next steps we decided on the corresponding actions, outcomes and outputs. As inputs for the proposal of concrete actions to be included the following aspects were taken into consideration:

- The areas described in the Gear Toolbox (EIGE)
- The Practical guide for the diagnosis of equality of women and men in companies and organizations) by the Generalitat of Catalunya.
- The strategic objectives and actions defined in IBEC's 2nd Gender & Diversity Plan
- The areas of improvement detected in the analysis of results of the Gender and Diversity Survey 2020.

Important areas described in these documents were clustered into thematical axes and formulated into the strategic impacts for IBECs 3<sup>rd</sup> G & D Plan. For each of these impacts an objective was formulated to guide the process of designing the corresponding actions.

**3. Elaboration of the Plan.** This step consisted of the drawing up of a first draft of the Plan. As described above, the design of the plan was centred around the strategic impact that we are planning to achieve through its implementation. The draft came out after various consultations with different key stakeholders and included analysis, actions as well as the definition of the monitoring and evaluation framework.

**4. Final review and validation:** Approval of the final draft by the Gender and Diversity Commission, Works Council and the Directorate of IBEC.

## Gender and Diversity Diagnosis

The Gender and Diversity Equality Audit that was carried out during the first trimester of 2020 included the following sources for qualitative and quantitative data:

Quantitative data:

- **Gender and Diversity Survey 2020.** As described above, IBEC forms part of a Community of practise (CoP). Within the framework of the LifeSciCoP, a common survey was elaborated, that contains a set of shared core questions that will allow the comparison of data between the different research institutions.

In addition to these core questions, two more categories were included: follow-up questions that showed the development regarding critical issues from IBEC's last survey and specific questions regarding issues that were not covered in the shared questions. The survey, that was answered by 189 out of 376 IBEC members, covered the following areas:

- Working conditions
- Work-life balance
- Parental Leave
- Organisational Culture & Climate – Recruitment
- Bullying, Harassment, Microaggressions

*For the complete Survey, please consult Annex 1*

- **Baseline data.** Quantitative baseline data in this document reflects the situation regarding gender and diversity in the IBEC with data taken on 31.12.2019
- **Final evaluation of the Gender & Diversity Plan 2017 – 2019.** The 34 actions of the 2<sup>nd</sup> plan were evaluated regarding their status, impact and need for continuity.

Indicators were evaluated and consequently, out of the 34 actions of the 2<sup>nd</sup> plan, 21 were chosen to be given continuity and/or amplification within the framework of the present G&D Plan.



Quantitative data:

- **Focus Groups.** To complete the quantitative data that was obtained through the above-mentioned channels, the IBEC community was invited to an open Focus Group that was structured around the following 2 thematic areas and subareas:

**Decision Making, Career Progression and Work-Life-Balance:**

Co-responsibility and parental leave

Working culture & remote working teams

Leadership and Decision making

**Diversity:**

Harassment and Micro-Aggressions /  
Intercultural communication

Recruitment and professional development

Gender and Diversity perspective in Research

## Conclusions of the Gender and Diversity Diagnosis

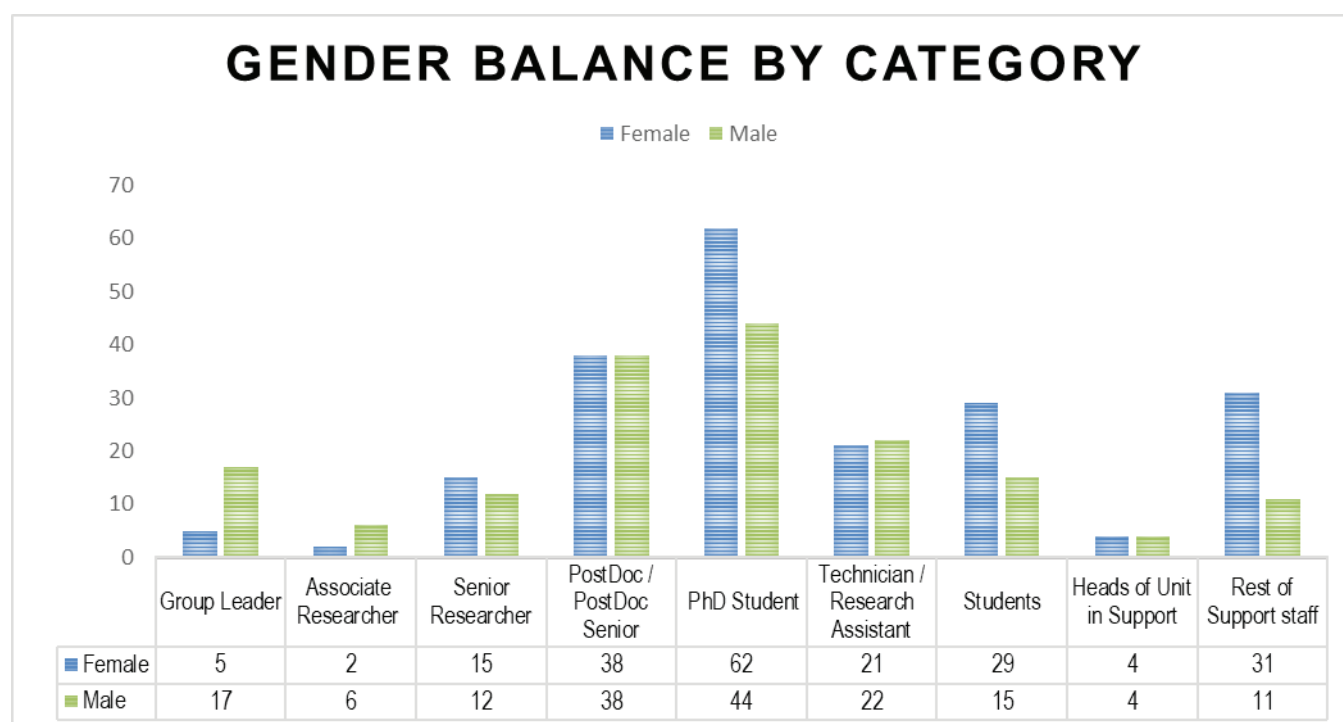
IBEC has a total of 376 staff members, distributed in two large Areas: The **Research Area**, where the majority (87%) of the staff is concentrated and the **Support Area** with 13% of the total staff.

In total, 207 women and 169 men constitute the IBEC community.

The following data is from December 31<sup>st</sup>, 2019:

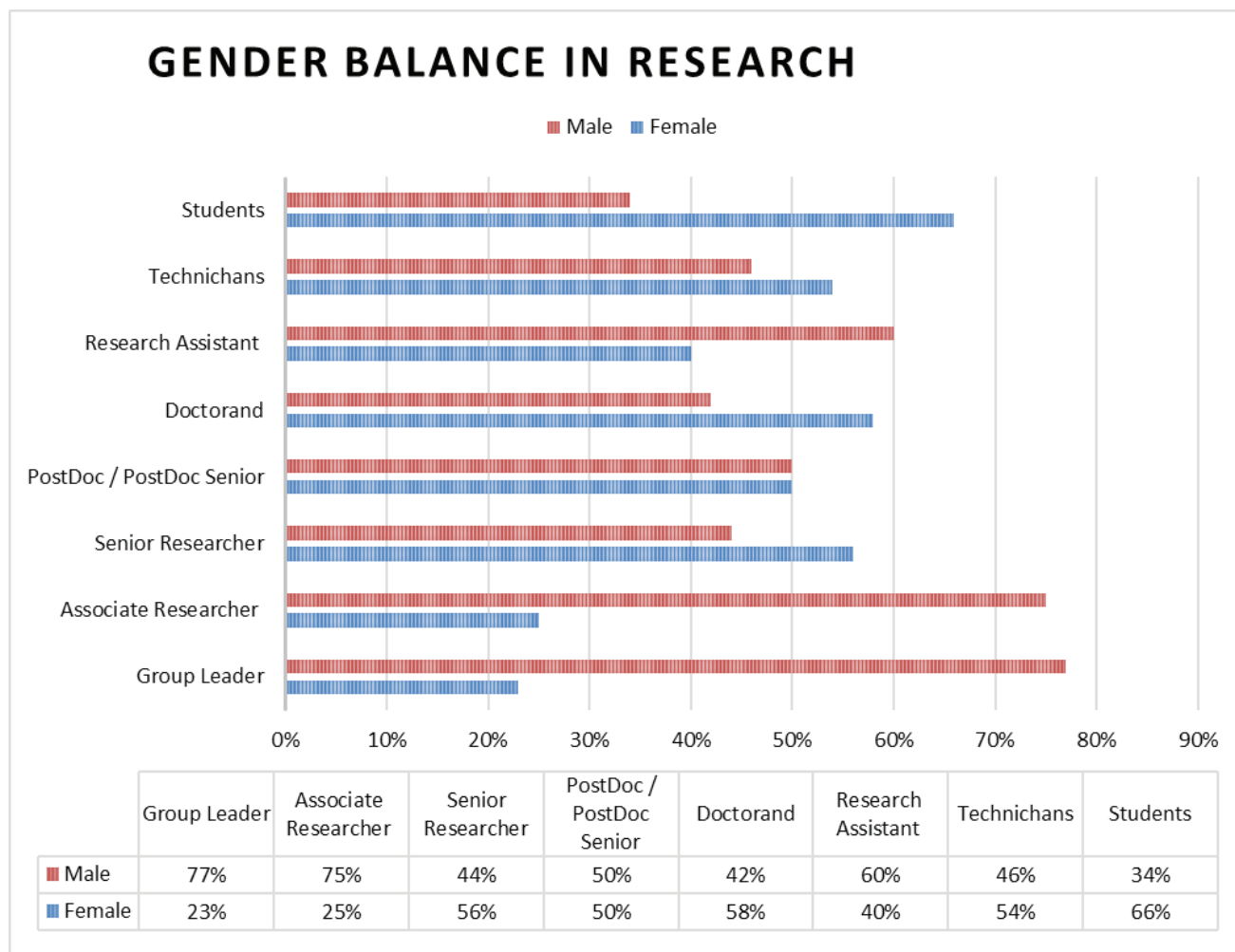
	Female	Male	Total
Group Leader	5	17	22
Associate Researcher	2	6	8
Senior Researcher	15	12	27
Postdoc/Postdoc Senior	38	38	76
PhD Student	62	44	106
Technician / Research Assistant	21	22	43
Students	29	15	44
Heads of Unit in Support	4	4	8
Rest of Support	31	11	42
<b>Total general</b>	<b>207</b>	<b>169</b>	<b>376</b>

The plot below shows the gender balance by professional category:



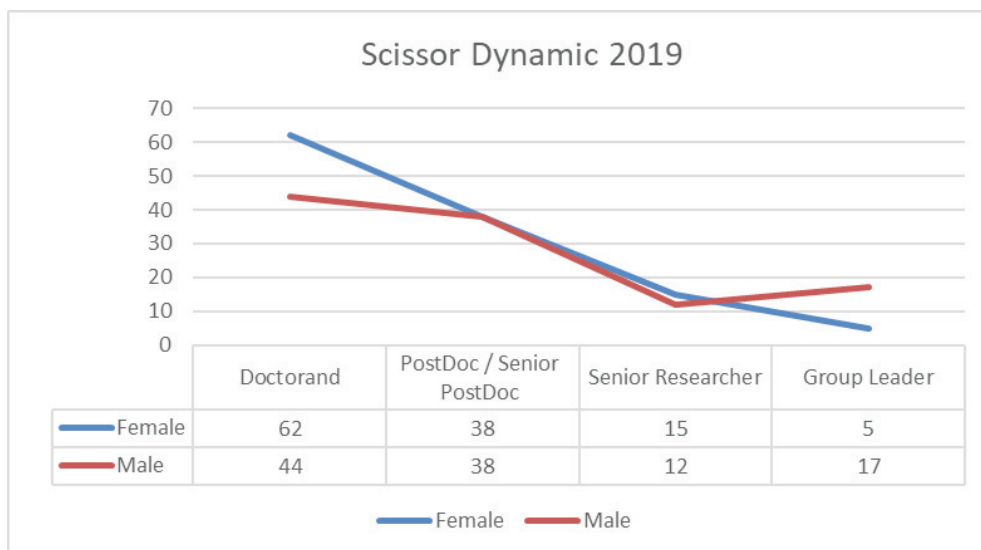
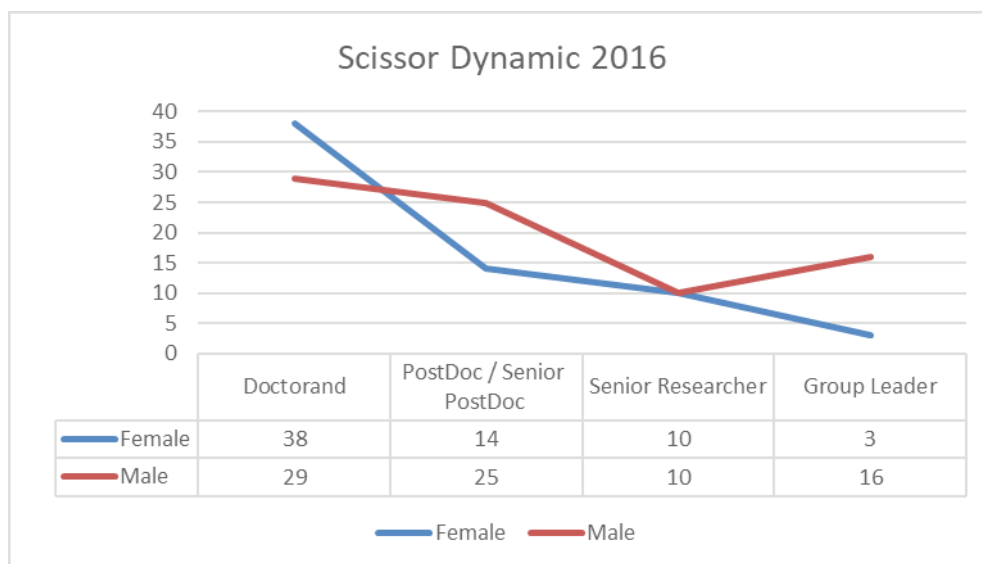
## Leaky pipeline of women in science

Within the research area at IBEC, the gender balance depends highly on the specific roles and responsibilities. In the early career stages we find a majority of women but there is a shift towards a majority of men for Associate Researchers and Group leader roles: as the responsibility increases the distribution of gender is consolidated towards the male gender.



The dynamic known as “Leaky pipeline of women in science” explains that as women evolve in their research career, their number diminishes, especially in the STEM field. Both, the 1st and the 2nd Gender & Diversity Plans contained important measures to reverse this dynamic which have proven to be successful, as shown in the following graphics.

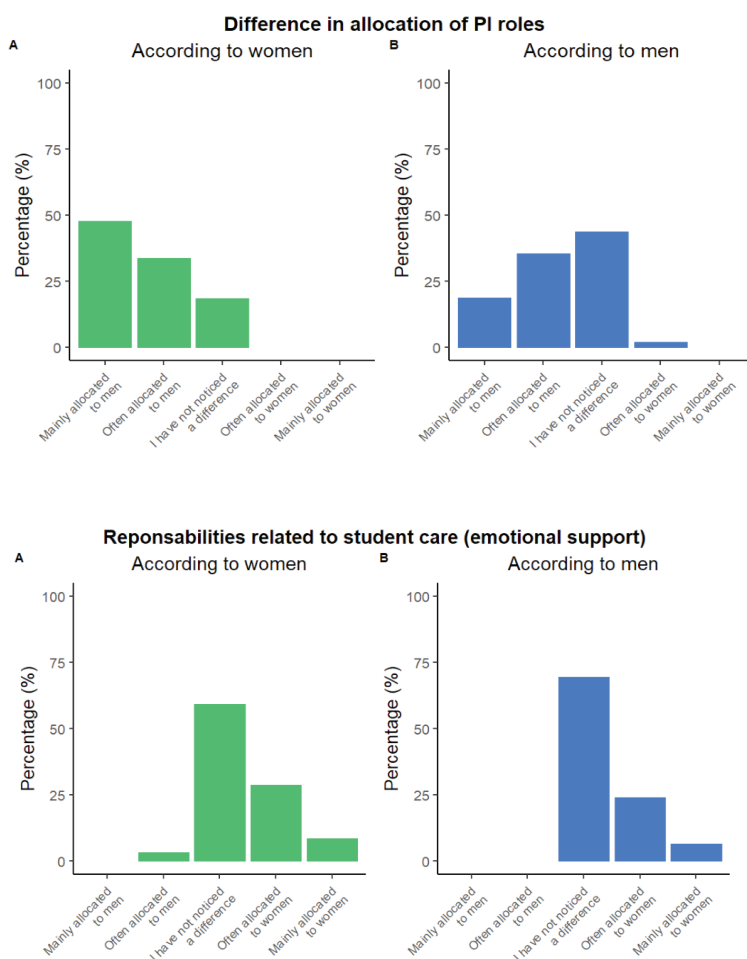
For the present plan, to continue to improve this dynamic is one of the key objectives and will be tackled by actions in several thematic areas of the plan.



## Differences in perception regarding gender equality at IBEC

One of the most important insights from the Gender and Diversity Survey 2020 was that the Institute needs a common awareness on gender issues: Men and women still have very different perceptions on gender roles at IBEC.

According to the answers to the survey, while 47 % of the women perceive that status related resources (such as PI roles) are mainly allocated to men at IBEC, only 19 % of men share that perception.



At the same time, both men and women agreed upon the perception that tasks related to student care, such as giving emotional support to early career researchers, are mainly responsibility of women.

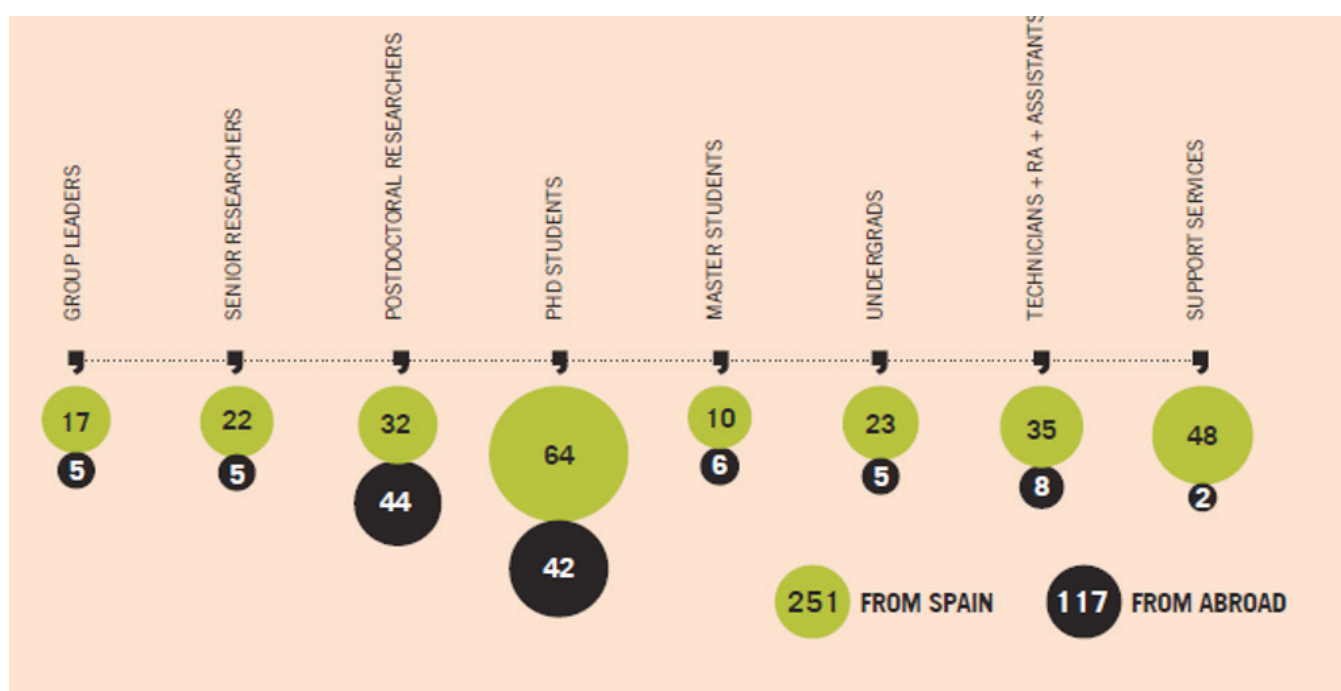
These results from the Survey leave no doubt that it is essential to include actions in the field of Awareness Raising to create a common understanding and sensitivity regarding equality. In fact, Awareness Raising & Trainings is one of the key areas of the present G&D Plan.



## Diversity & inclusion at IBEC

IBEC's strength and competitiveness are rooted in the diversity of its staff. Not only regarding the nationality (almost 40% of our staff are non-Spanish citizens) but also regarding our different cultures, approaches, backgrounds, sexual orientations, gender identities and capacities.

The results of the survey as well as the qualitative data obtained through the open Focus Group helped us to identify needs and preoccupations of IBEC staff that identifies with diverse sexual orientations and gender identities. The data also helped understand the needs of the staff with diverse nationalities, who are mainly part of IBEC's Research area. Celebrating diversity and protecting vulnerable collectives when needed will be one of the cornerstones of IBEC's 3rd G&D Plan.





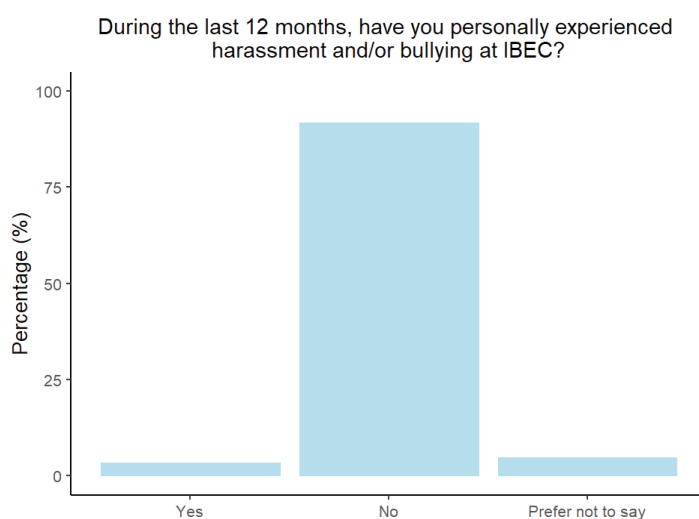
## Harassment & Microaggressions

In the survey, 92% of participants reported not being harassed or bullied, while 3% confirmed that they have suffered some type of harassment and 5% preferred not to answer.

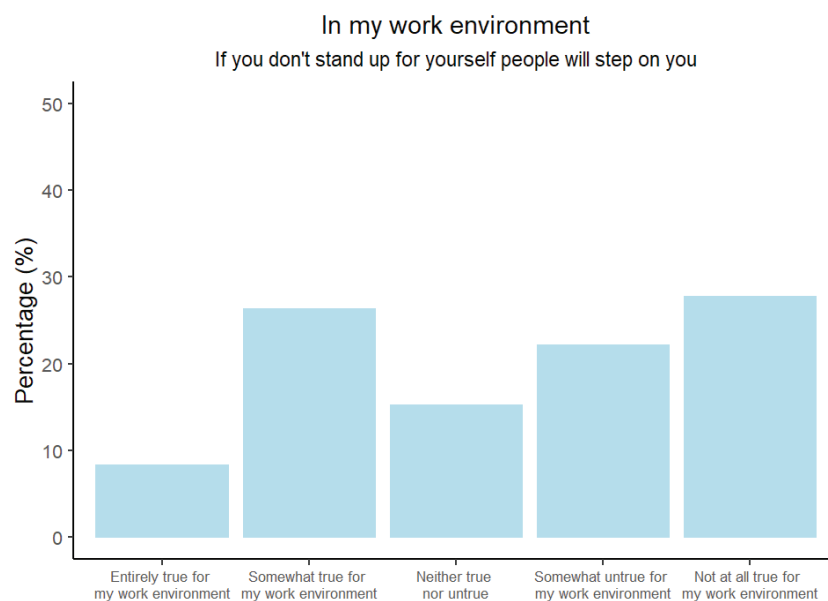
The Gender & Diversity Survey showed that, when it comes to harassment and microaggressions, some collectives are more vulnerable. The answers showed us, that women and early career researchers of IBEC are more likely to suffer harassment in the work environment than other collectives.

In general terms, harassment and bullying are extremely uncommon at IBEC. Protocols, leaflets and an anti-harassment are available to the IBEC community.

Nevertheless, our aim as Commission must be to reduce cases of harassment and bullying to zero for all collectives. Further qualitative investigation on inclusion and diversity is planned so that we can identify areas of support, reduction and prevention.



In general terms, 96.3% of IBEC members agreed or strongly agreed that they get along very well with their colleagues. But at the same time, there is a considerable amount of answers that indicate that the work culture is perceived as more competitive than collaborative as for example 26 % of the survey participants consider that the statement “if you don’t stand for yourself, people will step on you” is somewhat true for their work environment.



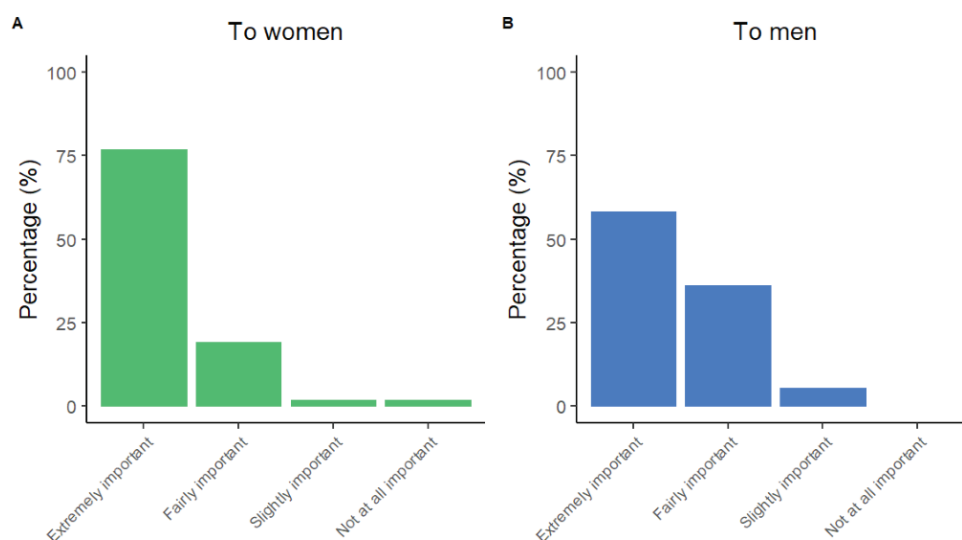
## Development and access to decision making positions

In general terms, the survey showed that IBEC culture is perceived as highly competitive. While 77% of women feel that the opportunity to develop new skills or take on new responsibilities is extremely important for them when considering a job promotion, only 53 % of men give the same importance to it.

Women participated in a total of 928 of Training hours from IBEC's Annual Training Plan, while men only participated in 506 hours in the same timeframe.

Regarding the invitation of external experts, currently (2019) 33% of invited speakers are women. To improve this number, a gender sensitive planning for the invitation of external expert will be proposed within the framework of this G&D Plan.

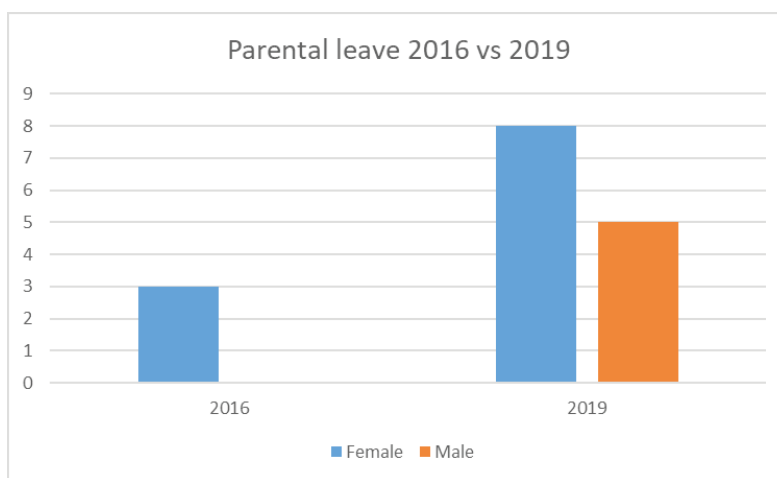
**If you were considering to apply for a promotion, how important would the following be to you?**  
**Opportunity to develop new skills/take on new responsibilities**



## Parental leave & Work-life conciliation

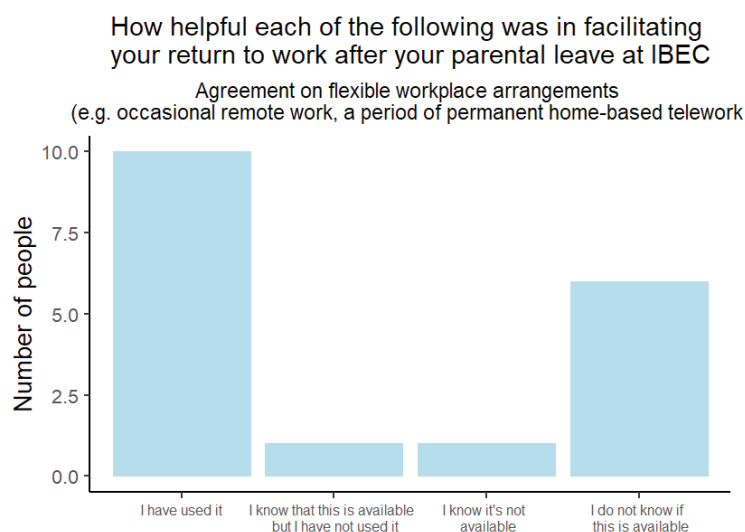
As described above, the legal framework for parental leave has changed with the implementation of the Royal Decree-Law 2/2019. At IBEC, a growing number of male staff members have taken parental leaves.

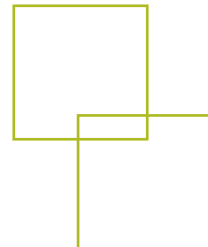
While in 2016 the percentage of parental leave taken by men was 0%, in 2019 a 38 % of the total parental leaves were from fathers.



As the legal framework and measures for work-life conciliation further improve, this tendency will hopefully be further consolidated.

In the 2020 survey, the parents in our IBEC community indicated that they have experienced that a smooth return from parental leave requires resources, support and awareness regarding the existing options. IBEC members during and after parental leave highly appreciate measures to facilitate a smooth return to work. But we need to make sure that all IBEC members are fully aware of them!





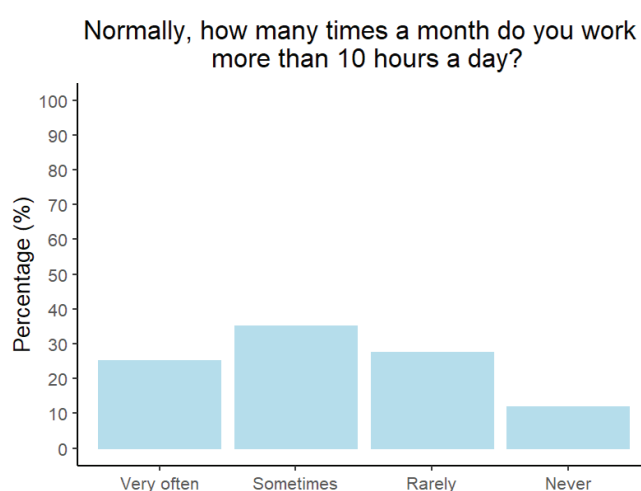
IBEC offers resources for parents, such as the official “Guideline for reconciliation of work and family life”, but the Survey showed us a gap regarding awareness of these resources.

Some IBEC employees found the recourses offered at the Institute very helpful during and after their parental leave, while other participants stated that they were not aware that these recourses existed. (33% in the case of flexible workplace arrangements). One of the goals of the current plan is that all parents are fully aware of their rights and the support they can count on.

## Work-life Balance

Through the data in the survey and the Focus Groups it was shown that best practices for Work-life balance are needed for teams and leaders at IBEC: While 69% of the survey participants indicated that they were satisfied/very satisfied, with the measures that IBEC offers for Work-life-Balance there is still room for improvement:

60% of the IBEC community recognize that they work more than 10 hours a day frequently (sometimes or even very often), while only 12% report that they never do it.



39% of the survey participants stated that they frequently come home too tired to take care of the household (several times a week). However, only 4% reported that come to work too tired because of their household work several times a week. The work-life is out of balance.

In the survey - that was conducted before the Global Health Crisis – 20% of the people in the research area reported that they were not aware of the possibilities and functioning of remote working. It will be essential to investigate this issue more thoroughly in our community and propose best practises for telework and conciliation.





## Plan for equal opportunities and diversity

The present Plan constitutes a part of the actions that will be implemented. As Gender Mainstreaming involves constant learning loops, we will regularly update and add new, disruptive measures that go beyond the current state-of-the-art in gender & diversity policies at IBEC.

### Mission and Objectives of the 3<sup>rd</sup> Plan

With this new Plan IBEC aims to achieve a structural change in the sense of Gender Mainstreaming, so that the consideration for gender & diversity issues is present in all areas of IBEC.

The philosophy guiding the Plan is that inclusion does not mean trying to fix or change individuals, but rather fix or change the Institution by recognizing people's differences thus making people feel integrated.

The objectives for the present plan are the following:

1. Increase IBEC's commitment to inclusion and equal opportunities through raising awareness of topics such as gender bias and stereotypes.
2. Help to advance towards a beneficial work-life balance for everyone with a special focus on parents and other caretakers of all genders.
3. Prepare women for the advancement of their careers, at IBEC or other institutions. Thus, reduce the leaky pipeline and scissor figure dynamic.
4. Attract women and diverse profiles of researchers to decision making positions such as the Group Leaders.
5. Incorporate gender perspectives in research
6. Include the gender and diversity perspective into how we define performance and success at IBEC
7. Connect IBEC's culture to gender, diversity and LGBTBI actors in society so that the Institute's culture reflects cultural changes and achievements.
8. Stay updated and make sure our gender and diversity actions are going through a constant learning and feedback process.

## Overview thematic Areas of the plan

The present plan is divided into 10 thematic areas:

Areas 1-3 have been identified as Key Areas after the process of diagnosis.

Areas 9-10 are transversal topics that affect all areas of the plan.

Key Area 1: **Awareness Raising & Training**

Key Area 2: **Health & Work-Life-Balance**

Key Area 3: **Recruitment, Selection and Career Progression and access to decision making**

Area 4: **Communication and inclusive language**

Area 5: **Gender in Research**

Area 6: **Gender Pay Gap**

Area 7: **Inclusion - Structures and recourses to support diversity and gender equality at work**

Area 8: **Prevention and Treatment of Harassment**

Transversal Area 9: **Monitoring & Evaluation**

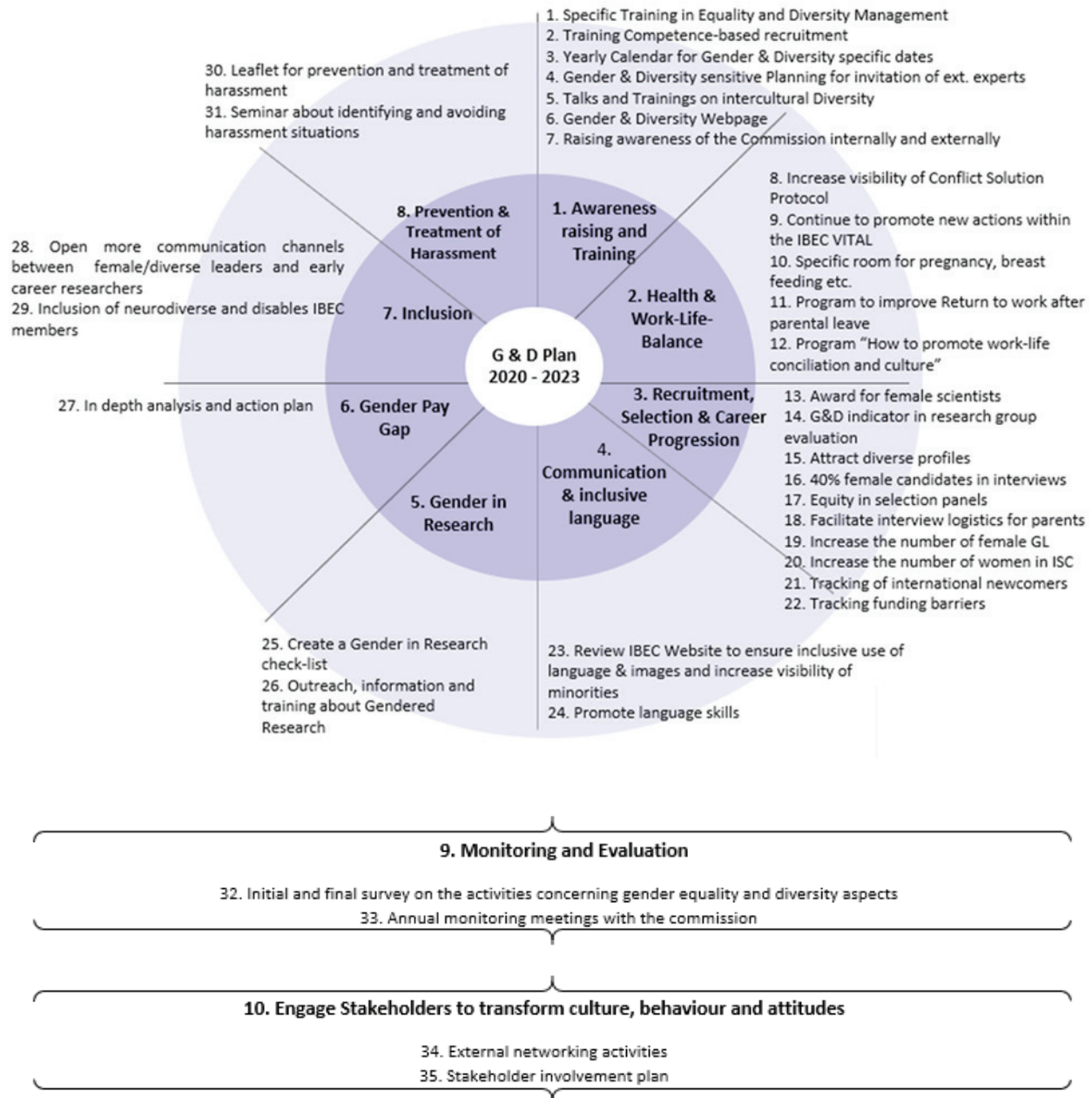
Transversal Area 10: **Engage stakeholders to transform culture, behaviour and attitudes**

**Thematic Areas Gender & Diversity Plan**

Awareness Raising and Training		Health & Work-life balance		Recruitment	
Communication and inclusive language	Gender in Research	Gender Pay Gap	Inclusion	Prevention and Treatment of Harassment	
Monitoring and Evaluation					

Engage stakeholders to transform culture, behavior and attitudes

## Overview of the 10 Areas and its associated actions

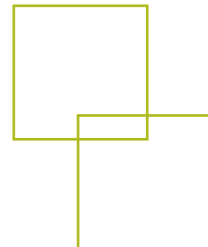


## Key Area 1: Awareness Raising & Training

**Expected impact:** As a community, share a common understanding and sensitivity on gender and diversity issues by strengthening the knowledge and skills of our staff and thus increasing their commitment to gender and diversity equality. In this sense, “Gender Mainstreaming” is expected to the gender perspective into all strategic aspects of the organization.

<b>Action 1</b>	<b>Specific Training in Equality and Diversity Management</b>
<b>Output</b>	Training Session given
<b>Outcome</b>	Improved skills on Equality and Diversity Management for a broader collective
<b>Indicator</b>	Training given / Number of participants
<b>Implementation</b>	2020 (T4), 2021 (T2)
<b>Responsibility</b>	G&D Commission

<b>Action 2</b>	<b>Training in Competency-Based Recruitment with focus on gender &amp; diversity sensitivity</b>
<b>Output</b>	Annual Training Session given
<b>Outcome</b>	Increase awareness of Gender & Diversity awareness in recruitment processes / Increased number of interviews held with the use of the methodology
<b>Indicator</b>	Training given / % of Interviews held with the use of the methodology
<b>Implementation</b>	Yearly T3
<b>Responsibility</b>	G&D Commission / HR



<b>Action 3</b>	<b>Agree upon a yearly calendar for Gender &amp; Diversity specific dates.</b> Celebrate historic and current achievements and Gender & Diversity related events
<b>Output</b>	Yearly calendar published
<b>Outcome</b>	Increased number of publications and events regarding Gender & Diversity specific dates
<b>Indicator</b>	Annual calendar publication / Number of events
<b>Implementation</b>	Yearly T4
<b>Responsibility</b>	G&D Commission / Communication

<b>Action 4</b>	<b>Gender &amp; diversity sensitive planning for the invitations of external experts.</b> Study and improve IBEC's yearly planning of seminars from a gender & diversity perspective
<b>Output</b>	Gender and Diversity sensitive annual planification of invitation for external experts
<b>Outcome</b>	Improved presence (%) of female and diverse experts
<b>Indicator</b>	% of female external experts invited
<b>Implementation</b>	Yearly T4
<b>Responsibility</b>	G&D Commission / Strategic Initiatives / Communication

<b>Action 5</b>	<b>Talks and Trainings on intercultural diversity</b>
<b>Output</b>	Biannual Trainings "Cross-cultural Communication" given
<b>Outcome</b>	Raised awareness regarding inclusion at IBEC
<b>Indicator</b>	Trainings given / Number of participants
<b>Implementation</b>	2021 (T3) / 2023 (T3)
<b>Responsibility</b>	G&D Commission / HR / Strategic Initiatives / Communication

<b>Action 6</b>	<b>Create a devoted Gender &amp; Diversity Webpage</b> Located on IBECNET with the following features: Blog Dissemination and information about LGBT+ issues and statistics All publications regarding the plan: calendar, actions, monitoring, etc When needed, participatory planning through quick polls to prioritize actions
<b>Output</b>	Website created / Blog entries from IBEC members / Increased stakeholder participation
<b>Outcome</b>	Improved communication and diffusion of the New Plan
<b>Indicator</b>	Website created / Number of blog entries / Number of visits /
<b>Implementation</b>	2020 (T4) / 2021 (T1)
<b>Responsibility</b>	G&D Commission / Communication

<b>Action 7</b>	<b>Raising awareness of the Gender and Diversity Commission as well as gender equality and diversity aspects</b> Prepare a power point presentation “Gender & Diversity Commission in a Nutshell to all IBEC members
<b>Output</b>	IBEC includes in their presentation a short introduction to gender commitment and presents the Commission at the Symposium. Informative posters are hanged out in visible locations related to gender equality & diversity
<b>Outcome</b>	Increased visibility of the commission and about gender equality and diversity.
<b>Indicator</b>	Number of presentations and informative Posters that include statement regarding gender commitment
<b>Implementation</b>	Yearly (T4)
<b>Responsibility</b>	G&D Commission / Communication

## Key Area 2: Health & Work-Life Balance

**Expected impact:** Create an organizational culture that contributes to the conciliation of personal and work life for the IBEC community. Promote the equality of conditions in career progression.

<b>Action 8</b>	<b>Increase visibility of the IBEC Conflict Solution Protocol</b>
<b>Output</b>	Explain IBEC conflict solutions protocol in stakeholder meetings (PhD meetings, Postdoc meetings) and Welcome Session for newcomers
<b>Outcome</b>	Increase awareness of IBEC conflict solutions / Increase number of conflicts solved via the protocol
<b>Indicator</b>	Welcome Session include presentation of conflict solutions offer / %of IBEC members aware of conflict solutions offer (final survey)
<b>Implementation</b>	Continuous
<b>Responsibility</b>	G&D Commission / HR

<b>Action 9</b>	<b>Continue to promote new actions within the IBEC VITAL to promote healthy habits</b>
<b>Output</b>	Increased number of actions in the IBEC VITAL portfolio
<b>Outcome</b>	Improved wellbeing of IBEC community, increased perception that IBEC cares for the wellbeing
<b>Indicator</b>	Number of new actions included in the portfolio / Dissemination actions
<b>Implementation</b>	continuous
<b>Responsibility</b>	G&D Commission

<b>Action 10</b>	<b>Specific room for pregnancy, breast feeding and other uses at PCB</b> Evaluate a join action with other institutions at PCB (IRB, IBEC, CSIC and CNAG)
<b>Output</b>	Rental agreement signed with PCB
<b>Outcome</b>	improved evaluation of return after parental leave
<b>Indicator</b>	Agreement signed / improved evaluation in comparison with Survey 2020
<b>Implementation</b>	2022
<b>Responsibility</b>	G&D Commission/ Directorate



<b>Action 11</b>	<b>Programme to Improve Return to Work after parental leave</b> Facilitate support more proactively & inform of the possibilities of part-time return Flexibility in the incorporation date for women after maternity Monitoring: Follow up (statistics) Promote shared parental leave and gender equity at home Provide the possibility for parents to put their kids in a kindergarten nearby PCB Info-campaign for GL about advantages of covering positions during parental leave
<b>Output</b>	Improved availability of information regarding options for parents / Improved data available
<b>Outcome</b>	improved perception of the return after parental leave / Change culture for families
<b>Indicator</b>	Improve the culture of conciliation / improved evaluation of return after parental leave in comparison with Survey 2020
<b>Implementation</b>	Continuous on from 2021
<b>Responsibility</b>	G&D Commission

<b>Action 12</b>	<b>Programme “How to promote work-life conciliation &amp; culture and manage stress”</b> Work-Life balance discussion groups based on mutual interests (Predocs, postdocs, GL, administration, technical staff etc) Include new actions in the internal procedures guide, such as the right to digital disconnection Guide of best practices for supervisors to promote WLB (including aspects of telework and of flexibility) Workshop on how to manage and compensate stress
<b>Output</b>	Focus Groups held / new actions included in the procedures guide / Guide for Best Practises distributed to GL
<b>Outcome</b>	Improved evaluation of Work-Life-Balance in comparison with Survey 2020
<b>Indicator</b>	Number of Focus Groups & participants / Improved evaluation of Work-Life-Balance in comparison with Survey 2020
<b>Implementation</b>	Yearly T1 & T2
<b>Responsibility</b>	G&D Commission



### Key Area 3: Recruitment, Selection, Career progression and access to decision making

**Expected impact:** Attract women and diverse profile researchers to GL positions and to decision making positions. By doing so, we will reduce the Leaky Pipeline and ultimately the dynamic described by the Scissor figure

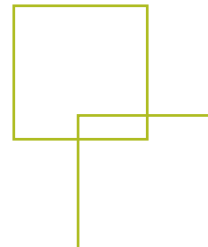
<b>Action 13</b>	<b>Study the possibility to establish a biannual Award for women scientists together with other international Institutions</b> Together with TU Eindhoven or at BIST or CERCA level / An award for women researchers in recognition of significant contribution
<b>Output</b>	Award programme approved and implemented. Organization of an award event.
<b>Outcome</b>	Visibility and sustainable networking; recognition; career progression
<b>Indicator</b>	Award programme approved and implemented
<b>Implementation</b>	2022
<b>Responsibility</b>	Communication, HR, Strategic Initiatives

<b>Action 14</b>	<b>Include gender &amp; diversity/internationalization qualitative indicator in research groups self-evaluation report</b> Phase 1: Junior GL Phase 2: all GL Aim: Qualitative indicator which aim to create awareness considering the GL contribution to diversity, not only research Impact.
<b>Output</b>	Gender & diversity qualitative indicator approved and included in the self-evaluation report for the GL evaluation at ISC level
<b>Outcome</b>	Improved contribution of GL to gender & diversity issues /
<b>Indicator</b>	Gender indicator implemented and monitored
<b>Implementation</b>	2020 (T3): junior GL / 2021 (T3): include all GL
<b>Responsibility</b>	G & D Commission

<b>Action 15</b>	<b>Attract diverse profiles</b> Gender sensitive job publishing / Gender & Diversity quotations in the Research Group Webpages
<b>Output</b>	Gender sensitive job publishing / Talent attraction
<b>Outcome</b>	More female & diverse candidates
<b>Indicator</b>	% of job adds revised / % of Research Groups that include quotation / % female candidates / use of gender decoder software
<b>Implementation</b>	continuous
<b>Responsibility</b>	G & D Commission

<b>Action 16</b>	<b>Ratio of 40% women candidates in the interview phase</b>
<b>Output</b>	Gender sensitive recruitment process
<b>Outcome</b>	More female candidates
<b>Indicator</b>	% of women who pass to interview-shortlist in selection processes
<b>Implementation</b>	continuous
<b>Responsibility</b>	G & D Commission / OTMR policies

<b>Action 17</b>	<b>Equity in the selection panels</b> For Junior GL, Senior Researcher & Postdoc positions
<b>Output</b>	Gender sensitive recruitment process
<b>Outcome</b>	Improved objectivity of recruitment process
<b>Indicator</b>	Equity in the selection panels: Junior GL, Senior Researcher & Postdoc
<b>Implementation</b>	continuous
<b>Responsibility</b>	G & D Commission / OTMR policies



<b>Action 18</b>	<b>Facilitate interview logistics for parents</b> Candidates who travel to job interview with child of less than 18 months will get aid for childcare
<b>Output</b>	Gender sensitive recruitment process
<b>Outcome</b>	Attract female candidates
<b>Indicator</b>	Support programme approved
<b>Implementation</b>	On from 2021 (T2)
<b>Responsibility</b>	G & D Commission / OTMR policies

<b>Action 19</b>	<b>Continue to increase the number of women GL</b>
<b>Output</b>	Reduced Scissor Dynamic
<b>Outcome</b>	Improved access to decision making, increased diversity
<b>Indicator</b>	minimum of 30% female GL / Postdocs continue with the minimum of 50% female
<b>Implementation</b>	continuous
<b>Responsibility</b>	G & D Commission

<b>Action 20</b>	<b>Increase the number of women in ISC (International Scientific Committee)</b>
<b>Output</b>	Reduced Scissor Dynamic
<b>Outcome</b>	Improved access to decision making, increased diversity
<b>Indicator</b>	2022: 33% female members (from 25% female members in July 2020) 2023: 42% female members Achievability of objectives linked to rotation in the ISC group
<b>Implementation</b>	continuous
<b>Responsibility</b>	G & D Commission

<b>Action 21</b>	<b>Tracking of international newcomers at IBEC</b>
<b>Output</b>	Visibility of diversity
<b>Outcome</b>	Increase visibility of diversity at IBEC
<b>Indicator</b>	Annual report available
<b>Implementation</b>	Yearly (T4)
<b>Responsibility</b>	G & D Commission

<b>Action 22</b>	<b>Tracking Funding barriers for female applicants</b>
<b>Output</b>	Data collection regarding barriers and needs for female Funding Applicants
<b>Outcome</b>	Structural support for female funding applicants
<b>Indicator</b>	% female funding applications / % of granted female applicants / Tacking of women that are first authors of publications
<b>Implementation</b>	Yearly (T4) on from 2021
<b>Responsibility</b>	G & D Commission



## Area 4: Communication and inclusive language

**Expected impact:** use a common language that includes all IBEC members and remove language barriers at our international institution

<b>Action 23</b>	<b>Review the IBEC website to ensure inclusive use of language and images and increase visibility of minorities</b>
<b>Output</b>	Annual working meeting with the IBEC communications unit
<b>Outcome</b>	All Ibec communications use inclusive language
<b>Indicator</b>	Working meeting with the IBEC communications unit held
<b>Implementation</b>	Yearly (T2)
<b>Responsibility</b>	G & D Commission / Communication

<b>Action 24</b>	<b>Promote language skills</b> provide more information on official language programmes (Generalitat) create language tandems programme to organize tandems depending on languages offered / requested
<b>Output</b>	Language tandem programme created / Visibility of official programmes
<b>Outcome</b>	Foster mutual understanding in the IBEC community
<b>Indicator</b>	Language tandem programme organized / Number of participants
<b>Implementation</b>	Twice a year in March and October
<b>Responsibility</b>	HR

## Area 5: Gender in Research

**Expected impact:** create awareness and knowledge reading gendered research and make sure that IBEC takes the gender perspective into consideration when evaluating research projects

<b>Action 25</b>	<b>Create a Gender Dimension in Research check list</b> Ensure that all funded projects at IBEC fill in the check list and prepare measures to fill in the missing parts
<b>Output</b>	Creation and approval of the checklist / Implementation of the checklist
<b>Outcome</b>	Gender perspective is included in the research that is performed at IBEC
<b>Indicator</b>	Check list approved / Number of projects audited by the checklist
<b>Implementation</b>	continuous
<b>Responsibility</b>	G & D Commission / Strategic Initiatives

<b>Action 26</b>	<b>Outreach, information and training about Gendered Research</b>
<b>Output</b>	Annual Training Session given
<b>Outcome</b>	Raise awareness of the importance of the gender perspective in research
<b>Indicator</b>	Number of participants / Evaluation of the training
<b>Implementation</b>	Yearly (T2)
<b>Responsibility</b>	G & D Commission / HR



## Area 6: Gender Pay Gap

**Expected impact:** by including this new area to the plan, we aim on gaining insight regarding a possible Gender Pay Gap and promoting the approval of an action plan if necessary

<b>Action 27</b>	<b>In depth analysis and action plan.</b> Including diverse dimensions, such as part-time work and fellowships
<b>Output</b>	Data Analysis and Action plan / Approval by the directorate
<b>Outcome</b>	Understand and correct any Gender Pay Gap, if necessary
<b>Indicator</b>	Analysis and Action plan / Approval by the directorate
<b>Implementation</b>	Analysis: 2021 (T3) / Action plan: 2022
<b>Responsibility</b>	G & D Commission / HR



## Area 7: Inclusion – Structures and recourses to support diversity and gender equality at work

**Expected impact:** to create an inclusive organization with diverse role models for researchers where all identities are valued.

<b>Action 28</b>	<b>Open more communication channels between female/diverse leaders and early career researchers</b> Events, talks about Female Scientists, including experiences on how they manage conciliation Explain the life of a female GL at IBEC, foster diverse role models Newsletter: communication and interviews with women / diverse Group Leaders Peer Mentoring for female PIs
<b>Output</b>	Events organized
<b>Outcome</b>	Role models are identified, internal networking is improved within researchers at different levels
<b>Indicator</b>	Number of actions organized
<b>Implementation</b>	Continuous on from 2021
<b>Responsibility</b>	G & D Commission / HR

<b>Action 29</b>	<b>Inclusion of neurodiverse and disabled IBEC members</b> LGD 2% inclusion Informative session on advantages of declaring a recognized disability, Collaboration with Eurofirms in events that foster inclusion Inform on and implement measures to avoid ableism in academia
<b>Output</b>	Compliance with LGD legislation / Events organized
<b>Outcome</b>	increase diverse employees at IBEC / improved visibility
<b>Indicator</b>	Compliance with LGD legislation, including alternative activities
<b>Implementation</b>	continuous
<b>Responsibility</b>	G & D Commission / HR



## Area 8: Prevention and Treatment of Harassment

**Expected impact:** to reduce the harassment and microaggressions at IBEC to zero and make sure the especially vulnerable collectives are protected and aware of their rights.

<b>Action 30</b>	<b>Leaflet for prevention and treatment of harassment</b>
<b>Output</b>	Leaflet created, distributed and disseminated
<b>Outcome</b>	increase awareness of harassment and employees right
<b>Indicator</b>	Leaflet approved
<b>Implementation</b>	2021 (T1)
<b>Responsibility</b>	G & D Commission / HR

<b>Action 31</b>	<b>Seminar about identifying and avoiding harassment situations</b>
<b>Output</b>	Seminar given
<b>Outcome</b>	increase awareness of harassment and employees right
<b>Indicator</b>	Number of participants Evaluation of the seminar
<b>Implementation</b>	2021 (T1) – connected to the publication of the leaflet (see action 30)
<b>Responsibility</b>	G & D Commission / HR

## Area 9: Monitoring & Evaluation

**Expected impact:** continuous monitoring and evaluation will allow the commission to involve stakeholders and take corrective actions if necessary

<b>Action 32</b>	<b>Initial and final survey on the activities concerning gender equality and add diversity aspects</b> Additional Ad-hoc surveys for specific areas will be defined on demand
<b>Output</b>	Surveys conducted
<b>Outcome</b>	Feedback regarding outcome / output of the actions
<b>Indicator</b>	Initial and final surveys conducted
<b>Implementation</b>	Initial survey 2020 (T1) / final survey 2023 (T3)
<b>Responsibility</b>	G & D Commission

<b>Action 33</b>	<b>Annual monitoring and regular meetings with Commission</b> Impact for the main 3 areas with the methodology (IOOI) will be analysed at the middle and at the end of the Plan.
<b>Output</b>	Yearly Monitoring report. Meetings with the commission to analyse and decide if changes are needed
<b>Outcome</b>	Feedback regarding outcome. Corrective actions decided and implemented.
<b>Indicator</b>	Meetings held.
<b>Implementation</b>	Yearly (T1)
<b>Responsibility</b>	G & D Commission

## Area 10: Engage stakeholders to transform culture, behaviour and attitudes

**Expected impact:** create ownership for the different stakeholders that are involved in fostering structural change at IBE

<b>Action 34</b>	<b>External networking activities</b> More collaboration local organizations, such as Barcelona Activa and Barcelona Global Exchange of experiences with ACT CoP Institutions Collaborations with SOMMA, BIST Collaboration and support with research organizations experts in equality of opportunity Women in Africa Programme
<b>Output</b>	Co-organized activities / increased external network
<b>Outcome</b>	Gain knowledge and share best practises
<b>Indicator</b>	Number of co-organized activities / Number of new network partners
<b>Implementation</b>	On from 2021 continuous
<b>Responsibility</b>	G & D Commission

<b>Action 35</b>	<b>Stakeholder involvement plan</b> Definition of specific actions and information for: Directorate / Group Leaders and Heads / Workers Council / Ibec community (Research & Support) / Charter & Code Commission / PhD Committee / Anti-Harassment Committee / Postdoc Committee
<b>Output</b>	Stakeholder involvement plan by group. Specific actions for groups
<b>Outcome</b>	Create ownership and involvement
<b>Indicator</b>	Number of group-specific activities
<b>Implementation</b>	2020 (T3), 2021-2023 (T1)
<b>Responsibility</b>	G & D Commission

# Annex 1: Gender & Diversity Survey 2020

We appreciate that you take time for answering the questionnaire. The survey is strictly confidential. There are 39 questions - only 3 of them are mandatory. There are no incorrect answers, please base your answers on your personal experience.

## Section A: Global variable definitions

This question group is hidden and will not be visible to survey participants. Survey administrators can set global variables for the questionnaire such as organizational type.

A1. Survey admins only: Please specify the reference organizational unity for this survey.

organisation ☐

institution ☐

faculty ☐

department ☐

office ☐

research unit ☐

intitute ☐

PLACEHOLDER-CHECK-EN ☐

IBEC ☐

## Section B: Working conditions - About current job

Please tell us about your current job.

B1. What is your current professional category at IBEC?

*Academic / researcher refers to academic teaching staff, researchers including PhD or postdoc positions. Technician includes laboratory technicians, research assistants, and other support staff for academic or research tasks. Administrative refers to administrative-, secretarial-, finance-, management- or Human Resources staff.*

Academic / researcher ☐

Technician ☐

Administrative ☐

Other ☐

Other

**B2.** Please indicate your current role at IBEC

- Group Leader ☐
- Senior Researcher ☐
- Postdoctoral Researcher ☐
- Other research position ☐
- Support - Head of Unit ☐
- Other support position ☐

**B3.** Are you on a full- or part-time contract?

*Part-time is defined as a contract of 80% or less than a full-time contract.*

- Part-time ☐
- Full-time ☐
- Other ☐

Other

## Section C: Working Conditions - Work-life balance

We are interested in your current work intensity in combination with your current care responsibilities. The overall work satisfaction is often influenced by work-life balance.

**C1.** Are you the primary carer for an adult requiring care?

- No ☐
- Yes ☐
- Prefer not to say ☐

**C2.** Normally, how many times a month do you work ...?

- |  | Never                    | Rarely                   | Sometimes                | Very often               |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| ...at night, for at least 2 hours between 10.00 pm and 05.00 am? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ... on Sundays?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ... on Saturdays?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ... more than 10 hours a day?                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

<p><b>C3. Are you the parent or legal guardian of any children aged 18 years or younger?</b></p> <p style="text-align: right;">Yes <input type="checkbox"/></p> <p style="text-align: right;">No <input type="checkbox"/></p> <p style="text-align: right;">Prefer not to say <input type="checkbox"/></p>																																																
<p><b>C4. How many children aged 18 years or younger are you the legal guardian of?</b></p> <p style="text-align: right;">1 child <input type="checkbox"/></p> <p style="text-align: right;">2 children <input type="checkbox"/></p> <p style="text-align: right;">3 children <input type="checkbox"/></p> <p style="text-align: right;">4 children <input type="checkbox"/></p> <p style="text-align: right;">5 children or more <input type="checkbox"/></p> <p style="text-align: right;">Prefer not to say <input type="checkbox"/></p>																																																
<p><b>C5. Please indicate your awareness and/or use of the following working options at IBEC:</b></p> <table border="0" style="width: 100%;"> <thead> <tr> <th></th> <th style="text-align: center;">I do not know if this is available</th> <th style="text-align: center;">I know that this is not available</th> <th style="text-align: center;">I know that this is available but I have not used it</th> <th style="text-align: center;">I know that this is available and I have used it</th> </tr> </thead> <tbody> <tr> <td>Being able to ask for time off at a short notice</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Flexibility in hours and days worked, working patterns</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Home-based or remote working</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Job sharing with a colleague</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>		I do not know if this is available	I know that this is not available	I know that this is available but I have not used it	I know that this is available and I have used it	Being able to ask for time off at a short notice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Flexibility in hours and days worked, working patterns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Home-based or remote working	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Job sharing with a colleague	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																							
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<p><b>C6. To what extent do you agree or disagree with the following statements about your job?</b></p> <table border="0" style="width: 100%;"> <thead> <tr> <th></th> <th style="text-align: center;">Strongly disagree</th> <th style="text-align: center;">Disagree</th> <th style="text-align: center;">Neither agree nor disagree</th> <th style="text-align: center;">Agree</th> <th style="text-align: center;">Strongly agree</th> </tr> </thead> <tbody> <tr> <td>Considering all my efforts and achievements in my job, I feel I get paid appropriately</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>My job offers good prospects for career advancement</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>I receive the recognition I deserve for my work</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>I generally get on well with my work colleagues</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>The organisation I work for motivates me to give my best job performance</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>I get on better with others in my personal life because I have a job</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>I might lose my job in the next 6 months</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Considering all my efforts and achievements in my job, I feel I get paid appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	My job offers good prospects for career advancement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I receive the recognition I deserve for my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I generally get on well with my work colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The organisation I work for motivates me to give my best job performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I get on better with others in my personal life because I have a job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I might lose my job in the next 6 months	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
If I were to lose or quit my current job, it would be easy for me to find a job of similar salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>C7. How would you rate the grade of satisfaction regarding the measures of work-life-balance at IBEC?</b>					
				Very satisfied	<input type="checkbox"/>
				Satisfied	<input type="checkbox"/>
				Slightly satisfied	<input type="checkbox"/>
				Not at all satisfied	<input type="checkbox"/>
<b>C8. How often has each of the following happened to you during the past three months?</b>					
	Several times a week	Several times a month	Once or twice	Never	
I have come home from work too tired to do the chores which need to be done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
It has been difficult for me to fulfill my commitments in my personal life because of the amount of time I spent on my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I have arrived at work too tired to function well because of household work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I have found it difficult to concentrate at work because of my personal commitments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## Section D: Working Conditions - Parental Leave

The following section asks about the availability and your experience with parental leave policies at your organization.

<b>D1. Have you ever taken, or are you currently taking any form of parental leave?</b>	
<i>Parental leave includes maternity leave, paternity leave, adoption leave, unpaid- or paid parental leave.</i>	
	No <input type="checkbox"/>
	Yes <input type="checkbox"/>
	Prefer not to say <input type="checkbox"/>
<b>D2. Which of the following forms of leave have you taken / or are you currently taking?</b>	
	Maternity leave <input type="checkbox"/>
	Paternity leave <input type="checkbox"/>
	Adoption leave <input type="checkbox"/>
	Unpaid parental leave <input type="checkbox"/>
	Paid parental leave <input type="checkbox"/>



	Other <input type="checkbox"/>
Other	

**D3. Overall, how much time have you spent on any form of parental leave? (Please sum up the total time you have spent on parental leave for all your kids)**

None	<input type="checkbox"/>
Less than one month	<input type="checkbox"/>
1-3 months	<input type="checkbox"/>
4-6 months	<input type="checkbox"/>
7-9 months	<input type="checkbox"/>
10-12 months	<input type="checkbox"/>
13-15 months	<input type="checkbox"/>
16-18 months	<input type="checkbox"/>
19-21 months	<input type="checkbox"/>
22-24 months	<input type="checkbox"/>
More than 24 months	<input type="checkbox"/>

**D4. Please indicate how helpful each of the following was in facilitating your return to work after your parental leave at IBEC.**

	Not at all helpful	Slightly helpful	Fairly helpful	Extremely helpful
Keeping in touch with the institution while away (e.g., attending important meetings on occasion)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agreement on flexible working-time arrangements (e.g. a period of part-time work, flexible working-time schedule)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agreement on flexible workplace arrangements (e.g. occasional remote work, a period of permanent home-based telework)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agreement on temporary reduction of workload related to specific tasks (e.g. administration or management work, research supervision, clinical work)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Childcare services at workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Childcare related policies at workplace, including payments and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compensations or extensions for existing deadlines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Not at all helpful	Slightly helpful	Fairly helpful	Extremely helpful
Adapted criteria for evaluation in annual performance review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health and safety assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**D5. Please indicate the availability of the following options either before, during or upon your return from your most recent/current parental leave at your organization.**

	I do not know if this is available	I know it's not available	I know that this is available but I have not used it	I have used it
Keeping in touch with the institution while away (e.g., attending important meetings on occasion)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agreement on flexible working-time arrangements (e.g. a period of part-time work, flexible working-time schedule)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agreement on flexible workplace arrangements (e.g. occasional remote work, a period of permanent home-based telework)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agreement on temporary reduction of workload related to specific tasks (e.g. administration or management work, research supervision, clinical work)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Childcare related policies at workplace, including payments and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compensations or extensions for existing deadlines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adapted criteria for evaluation in annual performance review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health and safety assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**D6. With regard to your most current or most recent period of parental leave, how prepared do you/ did you feel to return to work at your current organization?**

Extremely underprepared	<input type="checkbox"/>
Underprepared	<input type="checkbox"/>
Neither prepared nor unprepared	<input type="checkbox"/>
Prepared	<input type="checkbox"/>
Extremely prepared	<input type="checkbox"/>

## Section E: Organisational Culture & Climate - Gender Equality

The following section addresses your perceptions regarding gender equality in your work environment.

### E1. Please indicate the extent to which you agree or disagree with the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
In general, men and women are equally represented (in terms of numbers) in my research group/unit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In general, men and women are treated equally in my research group/unit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My research group /unit is committed to promoting gender equality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Myself and colleagues know who to go to if we have concerns related to gender equality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My research group/ unit is responsive to concerns about gender equality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### E2. Have you perceived a difference in the allocation of the following at IBEC?

	Mainly allocated to women	Often allocated to women	I have not noticed a difference	Often allocated to men	Mainly allocated to men	Not applicable
The receipt of mentoring and/or other guidance in making career decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Representation in senior positions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responsibilities related to student care (e.g., providing support for students' emotional wellbeing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to informal circles of influence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recruitment and selection of new staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promotion decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appointments to editorships of journals, committees and panels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognition of intellectual contributions during meetings, conferences, workshops, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Principal Investigator roles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Funds and monetary resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Awards and recognition of excellence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Authorship opportunities (including first author, corresponding author, senior author, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**E3.** When comparing the ease with which individuals can reach senior positions at IBEC, it is in general:

- Much easier for a woman ☐
- Slightly easier for a woman ☐
- The same for men and women ☐
- Slightly easier for a man ☐
- Much easier for a man ☐

**E4.** How would you view the representation of men and women at IBEC?

*Academic / researcher refers to academic teaching staff, researchers including PhD or postdoc positions. Technician includes laboratory technicians, research assistants, and other support staff for academic or research tasks. Administrative refers to administrative-, secretarial-, finance-, management- or Human Resources staff.*

- More women than men      Roughly equal number of men and women      More men than women
- In general? ☐ ..... ☐ ..... ☐
- With regards to academic/ research staff? ☐ ..... ☐ ..... ☐
- With regards to technicians? ☐ ..... ☐ ..... ☐
- With regards to administrative staff ☐ ..... ☐ ..... ☐
- At the Group Leader level ☐ ..... ☐ ..... ☐

**E5.** In the scientific environment, women have as much access to competitive grants or acknowledgement as men do.

- Strongly agree ☐
- Agree ☐
- Neither agree or disagree ☐
- Disagree ☐
- Strongly disagree ☐

## Section F: Organisational Culture & Climate - Recruitment

This section asks about your perceptions regarding gender equal recruitment practices in your organisation.

**F1.** Please indicate how important each of the following were when deciding to apply for or take up the post at IBEC:

- |  | Not at all important     | Slightly important       | Fairly important         | Extremely important      |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| Flexibility of working hours           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Work/life balance offered by IBEC      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Childcare facilities available at IBEC | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

	Not at all important	Slightly important	Fairly important	Extremely important
A diverse and inclusive working environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equality or diversity staff networks within IBEC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The reputation for training or career development offered by IBEC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not needing to relocate geographically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**F2. If you were considering to apply for a promotion, how important would the following items be to you?**

	Not at all important	Slightly important	Fairly important	Extremely important	Not applicable
Meeting the essential criteria outlined in the job description	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being encouraged to apply by your manager or a senior member of staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having a mentor to discuss and review your application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Whether the role accommodates flexible working arrangements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunity for a pay or salary increase	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunity to develop new skills/take on new responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Obtaining a more senior job title	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having access to information regarding the application and promotion process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**F3. Hypothetically, when applying for a promotion or new post, what proportion of the essential criteria do you need to meet to submit an application?**

*Essential criteria are the skills, attributes, knowledge and qualifications that the employer has defined as being essential for satisfying the requirements of the job.*

Between 0% and 20%	<input type="checkbox"/>
Between 21% and 40%	<input type="checkbox"/>
Between 41% and 60%	<input type="checkbox"/>
Between 61% and 80%	<input type="checkbox"/>
Between 81% and 100%	<input type="checkbox"/>
Not sure	<input type="checkbox"/>

**F4. In my work environment**

	Not at all true for my work environment	Somewhat untrue for my work environment	Neither true nor untrue	Somewhat true for my work environment	Entirely true for my work environment
Admitting you don't know the answer looks weak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Not at all true for my work environment	Somewhat untrue for my work environment	Neither true nor untrue	Somewhat true for my work environment	Entirely true for my work environment
Expressing any emotion other than anger or pride is seen as weak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's important to be in good physical shape to be respected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To succeed you can't let family interfere with work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking days off is seen as negative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You're either "in" or you're "out", and once you're out, you're out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If you don't stand up for yourself people will step on you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Section G: Behavior - Bullying, Harassment, Microaggressions

The following section addresses bullying, harassment and microaggressive behavior that you may have experience in your work context.

By microaggressions we mean brief and commonplace verbal, behavioral, and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative slights and insults to the target person or group. They might be related to race or the colour of one's skin, gender, sexual orientation, age, ethnic group, or religion.

Bullying and harassment includes experiences such as: unwanted physical or sexual contact, unwanted phone calls, emails, voice/text messages, pictures or videos that make you afraid for your personal safety. It can furthermore include threats or verbal, nonverbal, psychological or physical abuse and humiliation.

**G1.** The following items relate to your experience of microaggressions. Please rate how often you have experienced the following microaggressions within your workplace:

	Never	A little or rarely	Sometimes, a moderate amount	Often or frequently
I am often mistaken for being a lower-status worker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am treated like a second-class citizen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sometimes I feel as if colleagues look past me or do not see me as a real person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My contributions are dismissed or devalued	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colleagues have prejudices about my intelligence and abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others assume that I will act aggressively or are scared of me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colleagues ask me where I am from, suggesting that I do not belong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I notice that there are few role models at IBEC with a similar background to my own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others hint that I should work hard to prove that I am not like other people from my background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Never	A little or rarely	Sometimes, a moderate amount	Often or frequently
Others suggest that people from my background get unfair benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some colleagues deny that people from my background face extra obstacles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**G2. The following questions are related to bullying and harassment within your workplace. How confident are you or would you be to report incidences of bullying and harassment to:**

	Not at all confident	Slightly confident	Fairly confident	Completely confident
Your manager within your research group/unit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A representative from Human Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A senior colleague who is not your manager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A representative from a trade union	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A representative from your equality diversity and/or inclusion committee/organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**G3. During the last 12 months, have you personally experienced harassment and/or bullying at IBEC?**

No ☐

Yes ☐

Prefer not to say ☐

**G4. If there is more that you would like to say regarding your experience(s) of bullying and harassment at IBEC, please do so here.**

**G5. Do you know the procedure and who to adress in case of harassment at your workplace?**

Yes ☐

No ☐

## Section H: Socio-demographics

The following section asks about your personal background, including your age, nationality, gender and other identity characteristics. Some respondents might find the answers to these questions sensitive or feel reluctant to share this information. Please note that no questions are mandatory. However, at the same time, we encourage you to share as much information as you wish as this will help us understand if certain social groups are treated differently or experience more disadvantage than others.

**H1. Do you consider yourself to be trans or have a trans history?**

No ☐

Yes ☐

Prefer not to say ☐

**H2. Are you**

A man ☐

A woman ☐

Other ☐

Other

**H3. Do you have any disability, impairments or long term health conditions?**

No ☐

Yes ☐

Prefer not to say ☐

**H4. What is your current net salary in Euros per month? (If you cannot recall your exact salary please provide an estimate).**

*Net salary is your take-home pay, after tax and any other deductions such as pensions.*

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**H5. Which best describes your sexual orientation?**

Bisexual ☐

Gay / lesbian ☐

Heterosexual / straight ☐

Prefer not to say ☐

Other ☐

Other

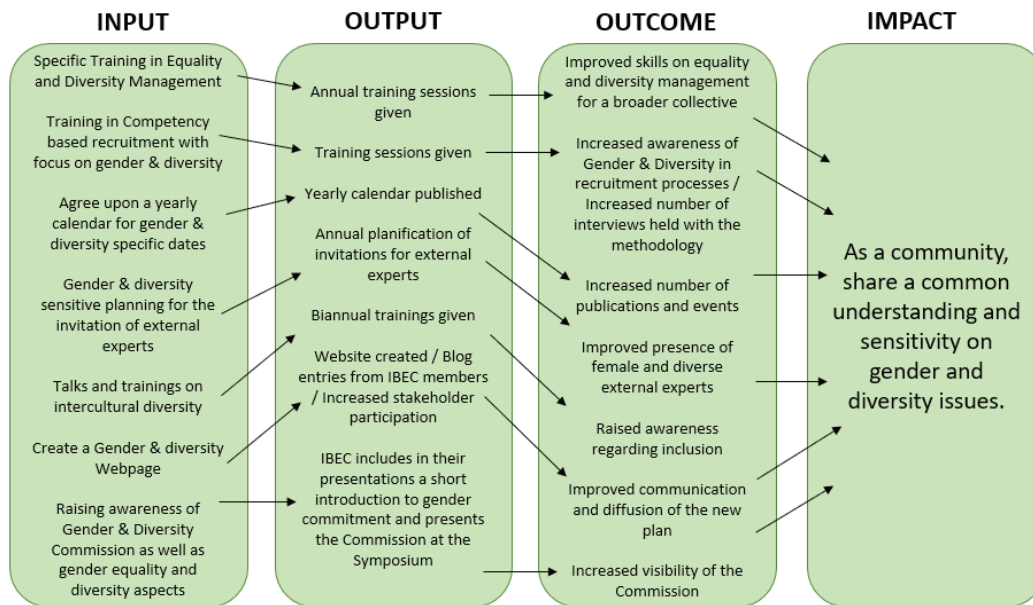
**H6. Would you like to make any suggestions or other remarks regarding gender and diversity at IBEC?**

**H7. In your opinion, which are the 3 main challenges/problems in terms of Gender & Diversity at IBEC?**

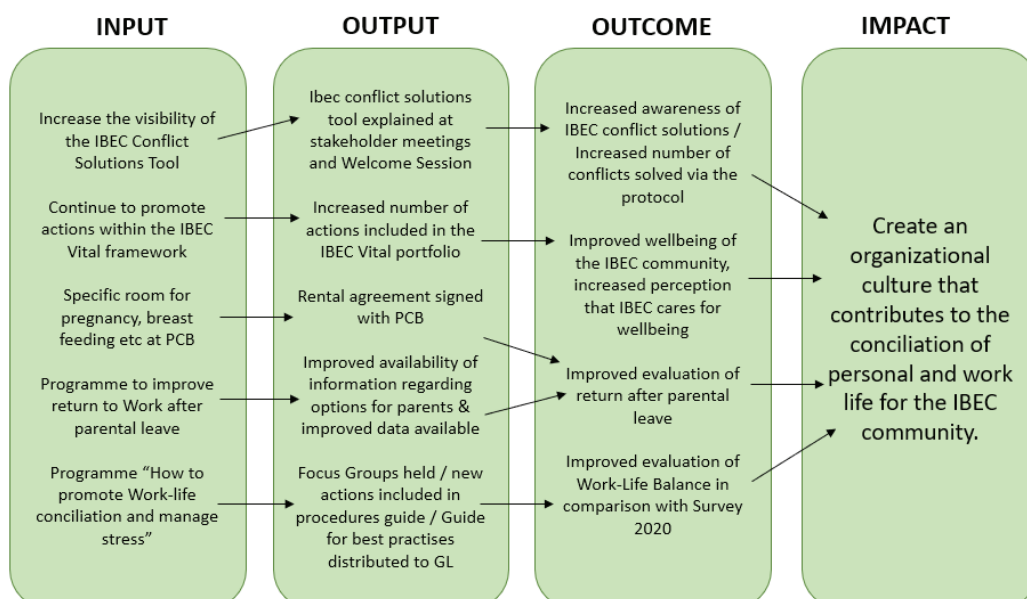
**Thank you on behalf of the IBEC COMISSION ON EQUALITY AND DIVERSITY**

## Annex 2: I-O-O-I Model for the Key Areas of the Plan

### I-O-O-I Model Key Area 1: Awareness Raising & Training



### I-O-O-I Model Key Area 2: Health & Work-Life Balance



### I-O-O-I Model Key Area 3: Recruitment, Selection, Career Progression and access to decision making

