Romanian Academy
Institute of Geography,
Bucharest

Director,

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The Gender Equality Strategy and the Gender Equality Plan
2023-2026

for the Institute of Geography, Romanian Academy - Bucharest

January 2023

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Abbreviations and definitions

GE	Gender equality
GEP	Gender equality plan
HoD	Head of Department
HR	Human Resources
GD	General Director
SD	Scientific Director
CS	Steering Committee (Consiliul Ştiinţific)
CA	Board of Directors (Consiliul de administraţie)
Sex	Either of the two major forms of individuals that occur in many species and that are distinguished respectively as female or male especially on the basis of their reproductive organs and structures (https://www.merriam-webster.com/dictionary/)
Gender	The behavioural, cultural, or psychological traits typically associated with one sex (https://www.merriam-webster.com/dictionary/)
Sex vs Gender	A clear delineation between sex and gender is typically prescribed, with sex as the preferred term for biological forms, and gender limited to its meanings involving behavioural, cultural, and psychological traits. In this dichotomy, the terms male and female relate only to biological forms (sex), while the terms masculine/masculinity, feminine/femininity, woman/girl, and man/boy relate only to psychological and sociocultural traits (gender) (https://www.merriam-webster.com/dictionary/)

Introduction

The Gender Equality (GE) strategy for 2023-2026 was developed by the Institute of Geography, Romanian Academy on the basis of input from the entire research institute and takes into account everyone who works at our institution. The GE strategy was built on the provisions of the European Charter for researchers and of the Code of Conduct in the process of the recruitment of researchers[1], 2015-2019, the European Gender Equality Strategy 2020-2025[2] and the Horizon Europe guidance on gender equality plans[3].

The motivation for developing the GE strategy is to ensure that our research institute is a safe place for everyone, and all activities and processes that take place respect the principles of equality, diversity, inclusiveness and non-discrimination.

Based on the GE strategy, the research institute developed the GE Plan (GEP) for 2023-2026, with concrete actions and measures, as well as indicators for measuring progress of its implementation and revisions.

Enforcing its mission and values, the GE strategy and the GEP of the Institute of Geography, Romanian Academy ensure and promote equality and diversity to knowledge and the acquisition of skills to all. The objectives of the GE strategy are implemented through specific actions that aim at safeguarding an equal and inclusive organizational culture and promoting gender-equality at all levels. As such, the GE strategy and the GEP will pro-actively enable, gender equality awareness raising, skills and competences; gender balance in decision-making structures and processes, including recruitment; gender equality in research; and integrating the gender dimension in the entire research process.

I. Review of requirements, policies and case studies

Prior to developing the GE strategy and the GEP, the management of the Institute of Geography, Romanian Academy appointed a working group to conduct a literature review of the existing requirements, policies, recommendations, examples and case studies pertinent to discrimination, inclusiveness and gender equality, with a special focus on research performing organisations (RPOs).

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[1] https://cdn2.euraxess.org/sites/default/files/policy_library/ttf_goal_2_results_v1.0.pdf
[2] https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy_en
[3] https://op.europa.eu/en/publication-detail/-/publication/ffcb06c3-200a-11ec-bd8e-01aa75ed71a1

The resources used in this literature review study are presented in Annex 3.

II. Diagnosis (data collection and analysis)

II.1. Data collection

The following indicators were selected at the Institute of Geography, Romanian Academy as relevant for the discussion on gender equality issues:

- Staff numbers by sex/gender at all levels, by domains, departaments, employment position (including administrative / support staff)
- Numbers of women and men in research and administrative decision-making positions (e.g., top management team – including board of directors and head of departaments, scientific council, committees associated to the institute, recruitment and promotion panels);
- Numbers of staff by sex/gender applying for/taking parental leave, for how long and how many returned after taking the leave.

1. Women and men in leadership positions

Table 1. Research institute management

	Woman	Man
General Director		1
Deputy Director	1	
Head of Physical Geography Department	1*	
Head of Environmental Geography & GIS Department	1	
Head of Human Geography & Regional Development Department	1	
TOTAL	**3**	**1**

* position held interim by the deputy director

Table 2. Other Heads of research institute structures / units (independent units, other than research):

(please mark W or M, as appropriate and adapt to your organization)

	Woman	Man
Economic Director	1	
Head of Service - Administration		1
TOTAL	**1**	**1**

2. Women and men – research staff

Table 3. Total number of research staff, per department

	Experienced researchers (CS I, CS II, CS III)	Early -stage researchers (CS and ACS)	Total women	Total men
Department 1 (Physical Geography)	/Total Number Women/ 2	/Total Number Women/ 3	5	
	/Total Number Men/ 3	/Total Number Men/		3
Department 2 (Environmental Geography & GIS)	/Total Number Women/ 6	/Total Number Women/ 1	7	
	/Total Number Men/ 2	/Total Number Men/ 1		3
Department 3 (Human Geography & Regional Development)	/Total Number Women/ 4	/Total Number Women/ 1	5	
	/Total Number Men/ 2	/Total Number Men/ 1		3
Total women	**12**	**5**	**17**	
Total men	**7**	**2**		**9**

3. Women and men – administrative and support services

Table 4. Total number of women and men in administrative and support services

(please consider only total numbers)

	Women	**Men**
Office administration support (secretaries)	/Total number/ 1	/Total number/
Librarians	/Total number/ 1	/Total number/
Building administration	/Total number/ 2	/Total number/ 4
Others - Office administration support (accounting service)	/Total number/ 2	/Total number/
Etc.	/Total number/	/Total number/
TOTAL	**6**	**4**

As part of data collection and diagnosis, we conducted institute-wide surveys with the following indicators:

- Number of years needed for women and men to make career advancements
- Numbers of women and men candidates applying for distinct job positions
- Numbers of staff by sex/gender applying for/taking parental leave, for how long and how many returned after taking the leave
- Opinions on the work-life balance in the research institute
- Integration of the gender dimension into research content
- Perception of gender-based violence, including sexual harassment in the research institute
- Perception (opinion) regarding inclusiveness and discrimination at the research institute

II. 2. Data analysis

We conducted internal analyses of the data collected, and reviews of existing policies addressing gender equality and inclusiveness. The analyses took place in meetings at all levels, with the gender equality

function assigned for developing the GEP (The Gender Equality Strategy and the Gender Equality Plan 2023-2026 for the Institute of Geography, Romanian Academy – Bucharest) and including the research institute management, research staff and representatives of research institute administrative and support services. Each and all working groups included even numbers of men and women.

The conclusions of the internal audit were then analysed in the Steering Committee, approved in the Board of Directors, and then communicated to the entire research institute staff.

With mandate from the Board of Directors, the General Director committed to the development and implementation of the GEP for the Institute of Geography, Romanian Academy for 2023-2026.

1. Quantitative analysis of data

The analysis of numerical data illustrated that:

- There are equal number of women and men in leadership positions at institute level and only women in leadership positions at department level.
- On average, the number of women and men in research positions, i.e. experienced researcher and early stage researcher, is slightly in favor of women (64%), compared to the number of men that represent 36% of the total number of researchers (Figs.1 and 2).
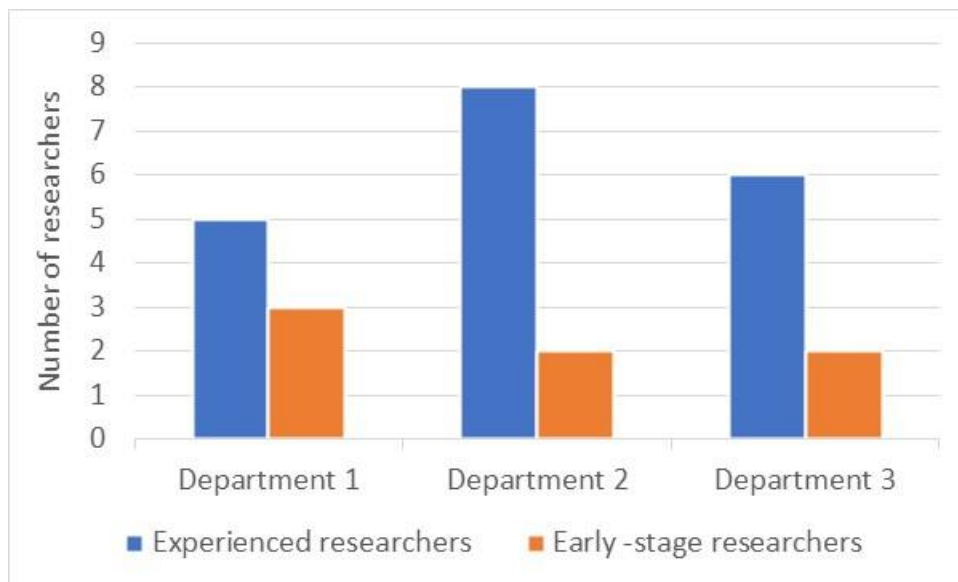

Fig. 1 The total number of researchers by research positions and departments
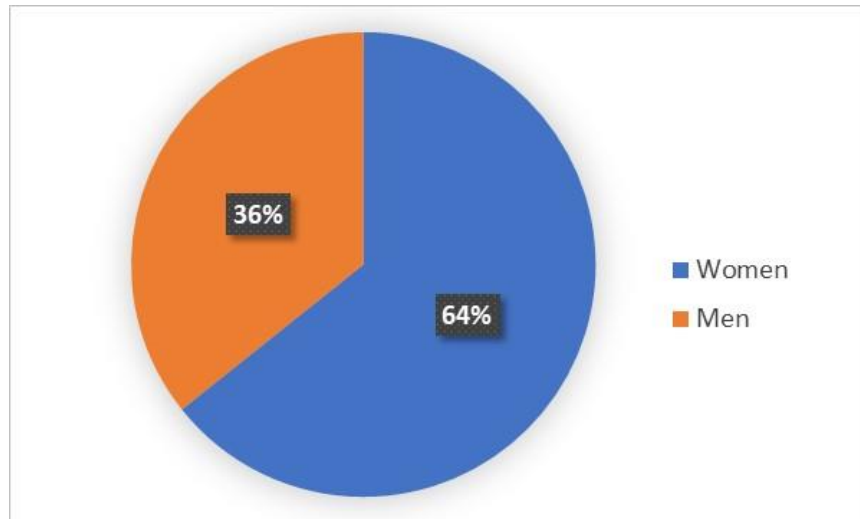
Fig. 2 The number of women and men in the Institute of Geography, Romanian Academy (management and research staff)

2. Qualitative analysis of data

The qualitative research showed that:

- The women at our institute have always managed to successfully combine work and family life, being available for national and international mobility and for holding leadership positions
- There is a continous support for partents (especially mothers) in the growing periods of children to properly balance their parents' requirements with the work issues (e.g. flexible working time, work from home days)
- The gender dimension is yet well integrated in research
- The research institute is perceived as a safe place, without gender-violence
- The research institute is overall perceived as inclusive
- Stereotypes and unspoken biases regarding gender dosn`t exist in our institute, such as beliefs that women are less ambitious, less talented, or that they are less often considered experts, while men are more determined and resistant to stress
- Respondents to surveys didn`t indicate that they had experienced situations related to, for example, someone has taken credit for another's achievements or the existence of conflicts between one's professional and private life

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To summarize the results of the studies, it can be noted that all the situations mentioned by the respondents and situations analysed at the institute don`t represent factors of discrimination or manifestations based on gender.

However, the important conclusions of the internal analysis at the Institute of Geography, Romanian Academy are:

- We need to revisit the existing policies and procedures, to make gender relevant, and develop new ones covering all identified areas of intervention

- We need to communicate gender relevant actions and measures actively and efficiently

- We need to develop a gender strategy and a GEP for 2023-2026, with clear actions and targets, and responsible persons

III. GE strategy and GEP

Based on the internal review and the national and European policies and requirements, the Board of Directors and the General Director committed to developing the institute strategy for gender equality for 2023-2026, and the corresponding GEP.

The Institute of Geography, Romanian Academy decided on creating the function of GE officer at the institute plus one GE delegate in each department. The GE officer has a proactive role, and the GE delegates have a consultant role in implementing and monitoring the GE strategy.

Specifically, the GE officer and GE delegates contribute to setting up, implement, monitor and evaluate the GEP; provide practical support and tools to the actors involved in the GEP implementation; cooperate with and engage stakeholders at all levels in order to ensure the implementation of the GEP's actions; raise awareness about the benefits of gender equality in the research institute; assess the progress towards gender equality in the institute.

The institute management mandated the GE functions (officer and delegates) at the institute and a dedicated working group to develop the GE strategy and the GEP 2023-2026. The GE working group included men and women representatives of research institute leadership and researchers, representatives of research institute administration and support services, and one external advisor (UEFISCDI).

III.1. GE Strategy 2023-2026

The GE Strategy comprises the following areas of intervention and objectives for 2023-2026:

Area of intervention	Objective(s)
(These areas are those 'recommended' by Horizon Europe for GEP. They should be used in the GEP, however other areas may be considered, as needed)	*(Please write your own objectives, as relevant for your own organization. Below are some examples that you may use, or replace with your own)*
1. Work-life balance and organisational culture	Promoting integration of work with family and personal life
2. Gender balance in leadership and decision-making	Promoting gender equality in the institutional culture, processes and practice
3. Gender equality in recruitment and career progression	Promoting processes to favour and support gender-sensitive recruitment, career and appointments
4. Integration of the gender dimension into research content	Promoting a gender and sex perspective in research process Promoting the integration of a sex and gender perspective in research activity
5. Measures against gender-based violence, including sexual harassment	Raising awareness about the importance of equality issues and strengthening positive attitudes towards diversity

III.2. GE Plan 2023-2026

The GE Plan at the Institute of Geography, Romanian Academy comprises areas of intervention, objectives, key measures, target audience, timeline, responsible persons, and indicators to measure progress.

Area 1. Work-life balance and organisational culture

Objective: Promoting integration of work with family and personal life

Action/Measure	Target	Timeline				Indicator(s)	Responsible
		2023	2024	2025	2026		
1. Availability of policies, procedures and structures at the research institute for promoting integration of work with family and personal life	Researchers, technical and administrative staff		X	X	X	Policies, procedures and services for work and personal life integration	GD, HR, HoDs, GE officer
2. Feasibility plans for the creation of new welfare services, e.g., contract arrangements made by the research institute with service suppliers from family care duties and house chores to child-care (elderly-care) in case of conference or congress, or international mobility	Researchers, technical and administrative staff		X	X	X	Policies, procedures, and services for work and personal life integration	GD, HR, HoDs, GE officer
3. Implementation of ICT-based systems for enhancing flexibility and improving a better planning of working me etings accordingly to work life balance needs (e.g., management and communications of the meeting schedule/timing)	Researchers, technical and administrative staff	X	X	X	X	Standard procedure for ICT-based systems promoting work and personal life integration	GD, HR, HoDs, GE officer, IT services
4. Availability of flexible working times arrangements, from part-time to remote working	Researchers, technical and administrative staff	X	X	X	X	Policies, procedures and services for work and personal life integration	GD, HR, HoDs, GE officer

Area 2. Gender balance in leadership and decision-making

Objective: Promoting gender equality in the institutional culture, processes and practice

Action/Measure	Target	Timeline				Indicator(s)	Responsible
		2023	2024	2025	2026		
1. Appointing delegates in departments/centres, with a proactive and/or consultant role to be responsible for monitoring and ensuring that workplace procedures and practices respect gender equality	Researchers, technical and administrative staff	X	X			Gender equality policy and structures	GD, HR, HoDs, GE officer, GE delegates
2. Routine revision of any text, communication, images, from a gender equality and diversity standing point	Researchers, technical and administrative staff	X	X	X	X	Policies, procedures and services for work and personal life integration	GE officer, GE delegates
3. Promotion of initiatives to facilitate a widespread gender competence at all levels of the organization with provision of training to staff and researchers	Researchers, technical and administrative staff	X	X	X	X	Awareness training on gender equality issues	GE officer, GE delegates

Area 3. Gender equality in recruitment and career progression

Objective: Promoting processes to facilitate and support gender-sensitive recruitment, career and appointments

Action/Measure	Target	Timeline				Indicator(s)	Responsible
		2023	2024	2025	2026		
1. Carrying out gender awareness initiatives, briefings and creating guidelines for gender-sensitive recruitment, career and appointments	Research institute management	X	X	X	X	Gender awareness initiatives and guidelines	GD, HR, HoDs, GE officer
2. Courses and training on gender equality	Researchers, technical and administrative staff	X	X	X	X	Courses and training for recruitment Courses and training for career progression Courses and training for leadership	GD, HR, HoDs, GE officer, GE delegates
3. Disseminate and communicate career good practices - role models for women (scientists, researchers and academics)	Researchers, technical and administrative staff		X	X	X	Initiatives for raising awareness on female role models Initiatives for	GE officer, GE delegates, HoDs

						raising awareness on gender diversity in research teams	

Area 4. Integration of the gender dimension into research content

Objectives:

- Promoting a gender and sex perspective in research process

- Promoting the integration of a sex and gender perspective in research activity

Action/Measure	Target	Timeline				Indicator(s)	Responsible
		2023	2024	2025	2026		
1. Internal training seminars on the use of sex and gender perspective in research, to foster the acknowledgment of its economic, social and innovation value	Researchers, scientific community	X	X	X	X	Participation in training seminars on integrating sex/gender analysis methods, by gender and field of research	CS, Researchers, GE officer
2. Development, communication and implementation of standards for the incorporation of the sex and gender variables into research	Researchers		X	X	X	Participation in training seminars on integrating sex/gender analysis methods, by gender and	CS, Researchers, GE officer

						field of research	
						Perception of the gender/sex variables in research contents	
3. Institutional recognition within the research institute of those projects that have taken the gender dimension into account. (e.g., prizes)	Researchers, scientific community		X	X	X	Awarded projects	GD, HoDs, Researchers
4. Disseminate and communicate career good practices - role models for women (scientists, researchers and academics)	Researchers, technical and administrative staff		X	X	X	Initiatives for raising awareness on female role models Initiatives for raising awareness on gender diversity in research teams	GE officer, GE delegates, HoDs
5. Workshops on the integration of gender equality and diversity issues in research activity, as support for research staff	Researchers		X	X	X	Training seminars or guidelines on integrating sex/gender in research activity	SD, HR, HoDs, GE officer
6. Courses and training tools in all departments	Researchers		X	X	X	Courses on	SD, HR,

| | | | | | | specific gender dimensions, per research activity (department) | HoDs, GE officer |

Area 5. Measures against gender-based violence, including sexual harassment

Objective: Raising awareness about the importance of equality issues and strengthening positive attitudes towards diversity

Action/Measure	Target	Timeline				Indicator(s)	Responsible
		2023	2024	2025	2026		
1. Training on discrimination phenomena (including discriminatory language), violence (including that based on prejudice or gender), harassment, and sexual harassment	Researchers, technical and administrative staff		X	X	X	Participation in training, per categories Skills acquired in relation to identifying and responding to discrimination and violence phenomena	GD, HR, HoDs, GE officer
2. Develop internal (institute) tool supporting information and education, as well as allowing the reporting of sexual harassment and	Researchers, technical and administrative		X	X	X	Dedicated research institute website/platform,	GD, HoDs, HR, IT services, GE

discrimination	staff					number of visits, number of real-case situations reported and solved	officer
3. Reinforce de Code of Ethics of the institute with provisions against gender-based violence, including sexual harassment	Researchers, technical and administrative staff	X	X	X	X	Initiatives for raising awareness on female role models Initiatives for raising awareness on gender diversity in research teams	GD, HoDs, HR, GE officer
4. Awareness campaign highlighting diversity and inclusiveness in the scientific community and encouraging prevention of discrimination in various areas	Researchers, technical and administrative staff	X	X	X	X	Awareness campaign	GE officer

IV. Monitoring and evaluation of the GEP

The implementation of the GEP at the Institute of Geography, Romanian Academy, the progress against the GE strategy aims and objectives are regularly assessed, through periodic meetings. The implementation of the GEP will be permanently monitored by the GE functions (officer and delegates) at the institute. The GE officer together with the GE delegates within each department are responsible with collecting data and input. They will perform a first analysis of the progress of the GEP (against the indicators), gather knowledge and feedback.

The GE functions at the institute will conclude findings reports (once a year), which are then presented to the research institute management (GD, HoDs) and discussed. These meetings will provide valuable conclusions on the implementation of the GEP. These meetings will also provide comments and recommendations that will enable adjustments and improvements to interventions on the GEP for the following year.

The periodic reports allow the continuous review of the impact of the GEP as well as keeping the wider community informed and engaged in the progress towards gender equality. The review of progress reports includes qualitative information as well as quantitative data, such as updates on human resource data disaggregated by sex, monitoring data to keep track of the implementation of key actions.

After their conclusion and adoption by the research institute management (Board of Directors, GD, HoDs), the periodic (annual) GE progress report is published on the research institute website and communicated to the entire scientific community.

Annex 3. List of sources used for the literature review

(in alphabetic order)

Council of Europe Gender Equality Commission,
https://www.coe.int/en/web/genderequality/gender-equality-commission

EU FESTA - Gender Issues in Recruitment, Appointment and Promotion Processes –
Recommendations for a Gender Sensitive Application of Excellence Criteria,
https://eige.europa.eu/sites/default/files/festa_gender_issues_recruitment_appointment_promoti
on.pdf

EU Strategy for Gender Equality 2020-2025, https://ec.europa.eu/info/policies/justice-and-
fundamental-rights/gender-equality/gender-equality-strategy_en

EUA - Universities' Strategies and Approaches towards Diversity, Equity and Inclusion,
https://eua.eu/downloads/publications/universities-39-strategies-and-approaches-towards-
diversity-equity-and-inclusion.pdf

EUCEN - Diversity, Equity and Inclusion in European Higher Education Institutions,
https://eua.eu/downloads/publications/web_diversity%20equity%20and%20inclusion%20in%20
european%20higher%20education%20institutions.pdf

European charter & code of conduct for the recruitment of researchers,
https://cdn2.euraxess.org/sites/default/files/policy_library/ttf_goal_2_results_v1.0.pdf

European Institute for Gender Equality, https://eige.europa.eu

GARCIA – Mapping organizational work-life policies and practices,
https://eige.europa.eu/sites/default/files/garcia_report_mapping_org_work-
life_policies_practices.pdf

Guidelines for using gender-sensitive language in communication, research and administration,
https://eige.europa.eu/sites/default/files/reutlingen_university_guidelines_for_using_gender-
sensitive_language.pdf

Horizon Europe General Annexes, https://ec.europa.eu/info/funding-
tenders/opportunities/docs/2021-2027/horizon/wp-call/2021-2022/wp-13-general-
annexes_horizon-2021-2022_en.pdf

Horizon Europe guidance on gender equality plans, https://op.europa.eu/en/publication-detail/-
/publication/ffcb06c3-200a-11ec-bd8e-01aa75ed71a1

LERU - Equality, diversity and inclusion at universities: the power of a systemic approach,
https://www.leru.org/publications/equality-diversity-and-inclusion-at-universities

Science Europe - Practical Guide TO Improving Gender Equality in Research Organisations,
https://eige.europa.eu/sites/default/files/se_gender_practical-guide.pdf

Student evaluations of teaching (mostly) do not measure teaching effectiveness,
https://eige.europa.eu/sites/default/files/science_open_research_student_eval_teaching_effectiv
eness.pdf

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