



Guidelines on Gender and Diversity monitoring and within multidisciplinary teams

D1.5

*Authors: Azadeh Badieijaryani,
Beatrix Hausner, Maxie
Riemenschneider, Miriam Steiner*



Disclaimer

This report was written as part of the LOCALISED project under EC grant agreement 101036458. The information, documentation and figures available in this deliverable were written by the LOCALISED project consortium and do not necessarily reflect the views of the European Commission. The European Commission is not liable for any use that may be made of the information contained herein.

Statement of originality

This deliverable contains original unpublished work except where clearly indicated otherwise. Acknowledgement of previously published material and of the work of others has been made through appropriate citation, quotation or both.

How to quote this document

Badieijaryani, A., Hausner, B., Riemenschneider, M., & Steiner, M. (2022), Guidelines on Gender and Diversity monitoring and within multidisciplinary teams (LOCALISED Deliverable 1.5)



This deliverable is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0).

General information about this Document

Project acronym	LOCALISED
Project full title	Localised decarbonisation pathways for citizens, local administrations and businesses to inform for mitigation and adaptation action
Grant Agreement no	101036458
Deliverable number	1.5
Deliverable title	Guidelines on Gender and Diversity monitoring and within multidisciplinary teams
Deliverable nature	Guideline
Dissemination level	Public
Work package and Task	Work package 1, Task 1.1, Task 1.4
Contractual delivery date	M 4-6 2022
Actual delivery date	07.04.2022
Authors	Azadeh Badieijaryani, ÖGUT Beatrix Hausner, ÖGUT Maxie Riemenschneider, ÖGUT Miriam Steiner, ÖGUT
Reviewers	Christiane Walter, PIK Soheil Shayegh, CMCC

Revision History

Version	Date	Name
Draft	17.03.2022	Azadeh Badieijaryani
Reviewed	22.03.2022	Christiane Walter Soheil Shayegh
Final	11.04.2022	Azadeh Badieijaryani

Table of Contents

General information about this Document	3
Revision History	3
List of Figures	5
List of Tables	5
Executive Summary	6
1.1 Deliverable objective	7
1.2 Outline of the report	7
2 Organizational level and monitoring measures	7
3 Communicational level – within multidisciplinary teams	10
3.1 Teambuilding	10
3.1.1 Methods	11
3.1.1.1 World Map	11
3.1.1.2 Sociometric exercises	11
3.1.1.3 Speed dating	12
3.2 Inclusive communication	13
3.2.1 Definitions	13
3.2.2 Inclusive communication in multidisciplinary teams	15
3.3 Monitoring tools on the communicational level	18
3.3.1 Living documents	18
3.3.1.1 Communication and teamwork rules	18
3.3.1.2 Team glossary	20
3.3.2 Questionnaire	21
4 Research level – within the project	22
4.1 Gender and diversity kick-off workshop	22
4.2 Gender consulting and gender and diversity reporting	24
5 Conclusions	25
6 References	25
Annexes	30
Annex 1: LOCALISED Kickoff presentation: Gender-sensitive and inclusive communication	30
Annex 2: LOCALISED Teamwork, communication & meeting rules	30
Annex 3: LOCALISED Team glossary excerpt	30

List of Figures

[Figure 1. The four levels at which gender and diversity guidelines and monitoring measures must be adopted.....9](#)

List of Tables

[Table 1. Team glossary example.....20](#)

Executive Summary

The following document is intended to be a guideline for gender and diversity monitoring, especially within multidisciplinary teams. This guideline is not only a guiding blueprint for the LOCALISED project but rather a prototype for the implementation and monitoring of gender mainstreaming, inclusivity, and diversity within all the research projects under the Horizon 2020/Horizon Europe umbrella and beyond. Its primary goal is to close the existing gap between the gender mainstreaming and diversity policies and their implementation, execution, and assessment, exceeding the rhetoric. The use of the guideline is encouraged from the starting point of a research project until its completion.

This deliverable provides insights into multiple levels at which gender and diversity could be addressed and monitored, namely, the institutional, structural, communicational, and research levels. Deep diving into the two latter dimensions, a wide range of methods and tools are offered to both maintain gender-sensitive and inclusive internal communication, especially within multidisciplinary projects, and uphold a reflexive research process, recognizing the research impact, particularly on those who are empowered and rendered invisible by it.

Implementing and monitoring gender and diversity measures in research projects allows for visibility of power dynamics amongst participants, deliberation, reflection and adjustments, creating equal opportunities for anyone taking part in the projects, and establishing gender-sensitive, inclusive, and respectful communication rules. Its benefits include but are not limited to diversifying the common understanding and purpose of the consortium members across multiple disciplines, introducing a pleasant and constructive working environment, ensuring an excellent research quality, and reflecting on the implications of research for different groups of citizens, readers, and stakeholders.

1 Introduction

Since the 1990s, the European Union has pledged its commitment to mainstreaming gender in all its policies (Booth & Bennett, 2002; Hafner-Burton & Pollack, 2009; Vida, 2021). Nevertheless, studies suggest that the inclusion and implementation of gender mainstreaming have not been successfully executed despite all efforts (Cavaghan, 2017; Hafner-Burton & Pollack, 2009; Mergaert & Lombardo, 2017; Rees, 2006; Vida, 2021). In light of this fact, the Horizon 2020 work programs have been criticized for their slow progress with gender and diversity implementation (Pollitzer et al., 2015; Vida, 2021),

especially due to the lack of allegiance by individuals involved in the projects (Vida, 2021). This deliverable aims to contribute to closing the gap between rhetoric and practice, as Vida (2021) puts it, in regard to research projects under the Horizon 2020/Horizon Europe umbrella. Focusing on practical tools and measures, this report provides a comprehensive guide on the ways gender mainstreaming and diversity can be implemented and monitored within multidisciplinary research projects.

1.1 Deliverable objective

The LOCALISED project is broken down into nine work packages. This report is a partial output of two tasks, 1.1 and 1.4, within the first work package of the project. While Task 1.1, puts gender and diversity monitoring of the project and within the project team, as well as teambuilding at the heart of its activities, Task 1.4 focuses on quality control, impact monitoring and evaluation. Thus, the scope of this deliverable surpasses work package 1 and encompasses the ways gender and diversity are accounted for, within, and between each work package of the project, and reflects on their implications. Simultaneously, the internal communication of the consortium members and their sense of common purpose across multiple disciplines are considered through a gender and diversity lens.

Nevertheless, this deliverable is not bound to the LOCALISED project. Rather, it should be understood as a guideline prototype for the implementation and monitoring of gender mainstreaming and diversity within all the research projects under the Horizon 2020/Horizon Europe umbrella and beyond.

1.2 Outline of the report

This deliverable consists of five sections. The second section provides an overview of the multiple levels at which gender and diversity must be addressed. In section 3, guidelines on gender and diversity monitoring within multidisciplinary project teams are presented. Section 4 focuses on gender mainstreaming and diversity within the research and scientific project. The last section contains the conclusions.

2 Organizational level and monitoring measures

When it comes to monitoring gender mainstreaming and diversity within research projects, it is best to perceive the projects as organizations. Similar to organizations, research projects have an impact both on the people who work

within including employees and project members (what we call the “inside”), and on the people who consume or are affected by the end-products, goods, services or research outcomes (what we call the “outside”). It is crucial to recognize that neither the inside nor the outside influences are neutral and they all impact each other (European Institute for Gender Equality, 2016; Feldman et al., 2006; Ferdman, 2013; Mor-Barak, 2016).

In order to realize a holistic approach, gender and diversity guidelines and monitoring measures need to be adopted on the organizational level, which consists of four different levels. The first two levels, the institutional and structural levels address both the “inside” and “outside” of the project, while the communicational level only refers to the “inside”, the internal impact and dynamics of the project and the research level to the “outside”, the research itself and its outcome in terms of its external impact. It is noteworthy that the communicational level solely refers to the internal communications between the project members. While one might consider the research outputs (e.g., scientific articles, webinars, public reports, etc.) as multiple forms of communication, research outputs are categorized under the research level within these classifications (European Institute for Gender Equality, 2016).

Furthermore, each of these levels interacts with one another as well. For instance, if gender equality and inclusivity are implemented on the communicational level, the participation of all members in the research project and their openness to the contributions of various disciplines might inform the result of their research from a gender and diversity perspective. Another example is the impact of institutional and structural levels on the internal communication of the project team (communicational level) and the ways dynamic/power relations within multidisciplinary teams are established.

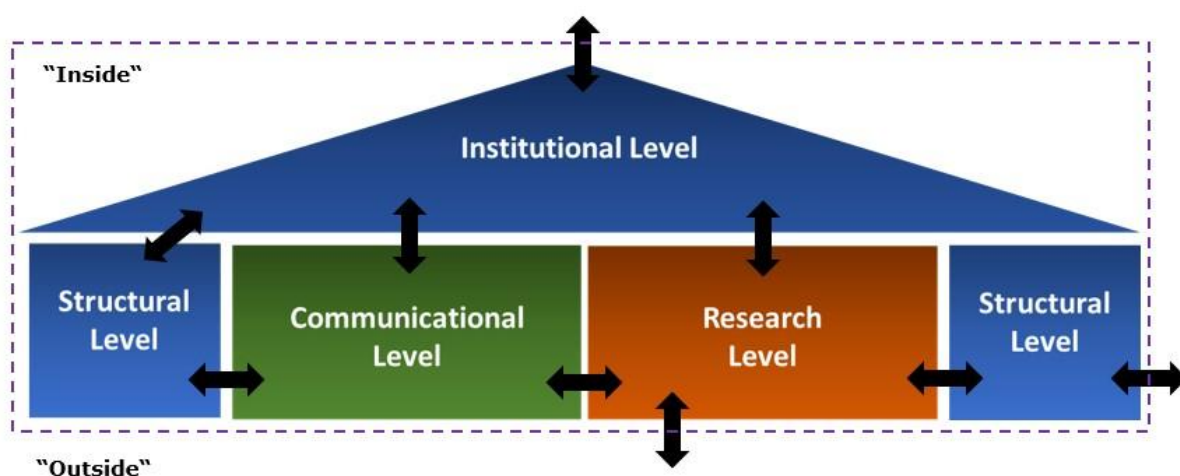


Figure 1: The four levels at which gender and diversity guidelines and monitoring measures must be adopted.

Oftentimes, scientists and staff of research projects focus on and are dedicated to the discipline-specific work for which they are responsible. It is their number one priority to ensure that the project's purpose is fulfilled, and the project's milestones are reached while guaranteeing the highest quality. Nevertheless, gender and diversity measures should not be overlooked in this process. To achieve a project-wide commitment against any kind of discrimination and to create an inclusive project environment, every project member needs to feel responsible and to actively contribute to this overarching objective. This goal can be accomplished through the introduction and implementation of specific guidelines and monitoring measures.

Each level requires different monitoring measures which aim at ensuring team members' commitment to gender mainstreaming and upholding diversity and inclusivity measures. In order to involve the project participants on the institutional level, the research proposal and project plan need to specifically state that all team members are responsible for contributing to an inclusive and gender-sensitive environment. Additionally, team members are asked to sign a collaboration agreement, including all gender and diversity guidelines. This institutional framework is necessary for team members' accountability, thus ensuring the execution of gender and diversity guidelines.

The structural level addresses both the work package and the personnel structure. One work package should specifically be dedicated to gender and diversity in the project and within the project team. While it is necessary that gender and diversity experts, the so-called gender team, be the main facilitators of the work package and its deliverables, every project member needs to be responsible for its realization. This especially includes their active contribution to the realization of all gender and diversity guidelines and measures. Additionally, it is necessary to address the personnel structure and establish whose responsibility is to uphold gender and diversity guidelines at every meeting and within every project task. This responsibility should rotate at every meeting and within an agreed-upon timeframe within project tasks.

Further elaboration on the institutional and structural levels goes beyond the limitations of this deliverable. The upcoming sections of this report only concentrate on the communicational and research levels and provide a comprehensive guideline on the methods and approaches that can be used to maintain and monitor gender mainstreaming and diversity measures at those levels.

3 Communicational level – within multidisciplinary teams

This segment generally focuses on the communicational level of research projects and, more specifically, on gender and diversity monitoring guidelines within multidisciplinary project teams.

Implementing gender and diversity guidelines and measures on an internal communicational level is decisive in achieving overall inclusiveness within H2020 projects and making gender and diversity monitoring possible. The basis for inclusive and respectful communication and the foundation of teamwork is that project participants perceive themselves as actual team members. Therefore, it is crucial to get to know one another on a professional as well as a personal level. Holding an official in-person kick-off event of the project where all team members participate offers the opportunity for teambuilding activities. The following subsection is dedicated to teambuilding activities and methods.

Furthermore, creating a gender-sensitive and diverse project environment necessitates specific knowledge by all team members. Therefore, giving them information on how discrimination may occur within the framework of international, multidisciplinary teams and most importantly, how this discrimination may be prevented presents a precondition for an inclusive environment. The second subsection of this segment delves into the relevant definitions and concepts and offers an overview of the topic of inclusive communication.

The final subsection is centered on the monitoring measures that need to be established, implemented, evaluated, and edited throughout the whole project. These measures entail the living documents, communication and teamwork rules, the team glossary and the questionnaire.

3.1 Teambuilding

Investing time in teambuilding activities has several benefits:

- Teambuilding activities improve teamwork on eye-level as a result of knowing each other better.
- Teambuilding activities improve communication and decrease the potential for conflict.
- Teambuilding activities increase the feeling of being part of a team, which increases work motivation, job performance, and engagement.

Within international research projects, where people from different countries, cultural backgrounds, languages, and disciplines need to work together as a team, teambuilding activities are distinctively important. The two upcoming sub-sections outline various methods and approaches that can be used for inclusive and discrimination-free teambuilding.

3.1.1 Methods

3.1.1.1 World Map

All participants are asked to stand up. The facilitator explains that the room or area the activity is taking place represents a world map and shows the participants where north, south, east and west are located. Then all participants are asked to answer the following question by locating themselves on the world map: "Where did I start my travel from? / Where do I live?". Once everyone has taken their position, the facilitator asks each participant to shortly introduce themselves by stating their name, their location on the map, the organization they are working for, and their role within the project.

3.1.1.2 Sociometric exercises

Do you know the project team?

The left side of the room or the area the activity is taking place in/at represents the answer "I know everyone". The right side represents the answer "I don't know anybody". After explaining the terms to the participants, the team members are asked to locate themselves somewhere between these two poles.

What is your academic background?

Specific places in the room or the area the activity is taking place in/at represent specific academic backgrounds. For example, one place represents natural sciences and technology, another place social sciences and humanities and yet another one economics and others. After explaining the terms to the participants, they are asked to position themselves in one of the places based on their academic background/expertise.

For what type of organization are you working?

Specific places in the room or the area the activity is taking place in/at represent specific types of workplaces. For example, one place represents universities, another place non-university research institutes and other for-profit or non-profit

organizations. After explaining the terms to the participants, they are asked to position themselves in one of the places based on their type of workplace.

In which work package are you primarily participating?

If the room or area allows it, draw an imaginary line from one side to the other (in small spaces, it can be some sort of a half-circle) with one end representing work package one and the other end the last work package, while all the other work packages are placed in between. After explaining the terms to the participants, they are asked to position themselves in one of the places based on the work package in which they are primarily participating. The key persons from each work package should then give a brief introduction of the activities/research within this work package.

3.1.1.3 Speed dating

The participants stand in two circles – an inner and an outer circle. The people creating the outer circle look toward the inside and the inner circle looks toward the outside. Thus, every person from the inner circle faces a person from the outer ring. The facilitator asks a question that the people facing each other will discuss for 2-3 minutes. Afterward, the people from the outer circle will rotate for x people in the same direction, so they have a new counterpart. Then the facilitator asks the second question, and the process repeats until three to six questions are covered.

Depending on participants' interests and the stage of the project, the selected questions may be on a personal and/or organizational level. Before the exercise begins, the facilitator must notify the group that it is up to each individual to decide to what extent they wish to disclose their personal and professional information. It is perfectly acceptable to answer the proposed questions on a superficial level or not answer them at all.

Example questions:

- What do you expect from this event/meeting?
- What can you contribute to this event/meeting? (In terms of knowledge/expertise, but also 'good mood, motivation, or even Belgian chocolate, etc.')
- What is your personal motivation to participate in this project?
- If you would not be here right now, what would you be doing back home at this moment?

- What open question would you like to get an answer for during this meeting?
- What sessions are you most looking forward to/are most relevant to you at this meeting? Why?
- Which other projects have you been working on/are you working on right now that have crossovers or similarities to our project?
- What do you think is the next important step we have to take/the next important question we have to answer in this project?

After each question, before the outer circle rotates and the next question is asked, the facilitator can ask whether someone wants to share a few interesting insights or learnings from their conversation.

3.2 Inclusive communication

Besides teambuilding activities, another point that must be taken into account is the establishment of inclusive communication. The definition of inclusive communication depends on the context to which it is referring. Within international projects, inclusive communication is considered in professional settings.

Inclusive communication is a complex communication strategy, it is an approach to social interaction and it is an aspiration and reflection of core values. Foremost, inclusive communication is an approach to communication that enables as many people as possible to be included in an interaction regardless of characteristics such as age, race, religion, ability, education, or communicational needs.

Inclusive communication needs to be a topic on all levels of society. In the case of an organization, or a (research) project, inclusive communication must be put in force within all modes of communication (e.g., face-to-face, telephone, virtually, E-Mail, etc.), before, during and after meetings, especially within inter- and transdisciplinary teams.

Nevertheless, to fully understand inclusive communication, the definitions of gender, diversity, intersectionality, and inclusion need to be clarified.

3.2.1 Definitions

Gender

The difference between sex and gender is not easily defined. However, sex mostly describes biological attributions of the body, such as the type of genitalia and reproductive organs one has (Connell, 2010; Fausto-Sterling, 2000). It is imperative to understand that there are more than two sexes as the sex of a person is defined by far more than visible and invisible sex organs, chromosomes, and hormones, and innumerable variations that exist – meaning there are not only two sexes (Fausto-Sterling, 2000, 2012).

Gender describes the social and cultural aspects and presentations that feed back on sex (Butler, 2011; Fausto-Sterling, 2012). The meaning of gender depends on the culture, the time (in history), and the general context. We most commonly speak about gender identities within public or society's discourse when speaking about gender. There are many different gender identities, which are best apprehended on a spectrum and not as separate entities with clear boundaries (Lips, 2020).

The complexity of gender derives from its fluidity, flexibility and dynamic. Gender is not static and fixed. It is not something that people "have" or "are", but rather something one "does" (West & Zimmerman, 1987). Behaviors, activities, tasks, roles and so on are socially or/and deemed as feminine or masculine (Butler, 2006; Lips, 2020). By complying or not complying with the established gendered norms or reproducing gendered behaviors within social interactions and settings, individuals are "doing gender" (Butler, 2006, 2011; West & Zimmerman, 1987).

However, the gendered attributions are not only limited to roles, norms, behaviors, but rather to institutions, processes, and structures (Deutsch, 2007; Ridgeway, 2011; Ridgeway & Correll, 2004). Thinking about research, this notion becomes apparent when looking at how society perceives institutions, processes and structural systems (e.g., recruitment, research grants, research topics, scholarships, publications, etc.), who creates them, for whom they are created, what their purpose is, who benefits from them, and finally, who is discriminated against because of them (see: Bird, 2011; Howe-Walsh & Turnbull, 2016; Huang et al., 2020; Kuradusenge-McLeod, 2021; Monroe et al., 2008; Scharrón-Del Río, 2020; Wijnen et al., 2021).

Diversity

Diversity describes the range of human differences and variations, such as gender, age, sexual orientation, mental and physical abilities, ethnicity, and religion but also location, language, income, education, socio-economic status, and many more (Bendl et al., 2015). Management of diversity aims to provide equal opportunities for marginalized and underrepresented groups. However, the

context and situation must be considered when one scrutinizes diversity as power and inequality relations and dynamics might still be in place despite the reinforcement of diversity (Foldy, 2003; Kirton & Greene, 2021; van Ewijk, 2011).

Intersectionality

Kimberlé Crenshaw coined the term intersectionality 33 years ago in 1989 (Crenshaw, 1989, 1990). Intersectionality describes how diverse characteristics intersect with one another, creating unique experiences and realities. Originally, the term was articulated on behalf of black women whose experiences and demands did not manifest within the feminist discourses (Crenshaw, 1989, 1990; Weldon, 2008). However, over time, the definition of intersectionality has widened. Intersectionality includes all people who face vulnerabilities and reflects on the intersections of racism, sexism, classism, transphobia, homophobia, ableism, ageism, etc., and highlights the underlying mechanisms and their interaction with each other (Collins & Bilge, 2020; Cooper, 2015; Weldon, 2008).

Inclusion

Inclusion means genuinely appreciating and facilitating diversity and acknowledging and considering intersectionality. Inclusion can be defined as the degree to which a person perceives that they are an esteemed member of a group. This perception is established, among other things, by creating an environment of respect, connection and community, where all perspectives and contributions are valued (Dobusch, 2021; Shore et al., 2011; Wasserman et al., 2008).

Inclusion is not something that is achieved and obtained. Inclusion is a process - something that requires constant work and maintenance. Inclusion needs reflexivity, and it can only be in our reach if every person is willing to question their biases, reflect on their internalized discriminatory assumptions against diverse identities, and scrutinize the "ways they have always done things", questioning power dynamics and acknowledging their situatedness and privileges (Kirton & Greene, 2021; Shore et al., 2011).

3.2.2 Inclusive communication in multidisciplinary teams

Within multi-, inter- and transdisciplinary teams, there are four primary points to be considered when it comes to teamwork and communication. First, it is necessary to work collaboratively as a team and not parallel and separated from each other. Another key factor is being open to other disciplines and their contributions while accepting and perceiving them as equally important as other

fields of study. Third, it is essential to establish a common vocabulary between the project members. The people involved in the project should translate and explain discipline-specific terms for others as they may not understand the technical/scientific terminologies foreign to their field of expertise. In the same direction, clear and explicit communication concerning what is meant or needed without assumptions or implicit indications is the last point that must be observed.

Gender-sensitive and inclusive meetings

Before, during and after meetings, there are several aspects to consider to make them more gender-sensitive and inclusive. For the first two situations, there are specific questions that need to be asked and reflected on:

- Who is participating in which role?
- Who is included in the agenda, and who is excluded or rendered invisible?
- How is gender distributed throughout the agenda?
- Who is moderating? Who is speaking on which issues?
- Who is asked to organize the breaks? Who is asked to get coffee or snacks?
- What is the general framework of the meeting?
- When does it start? How long does it take? Is it accessible for people with children, neurodivergent features, health issues, or other responsibilities?
- Is the location accessible for people with disabilities or health issues?

Taking the time to properly answer and reflect on these questions opens the possibility of illuminating gendered power dynamics and unequal gender distributions before the meeting starts. This facilitates the chance of adapting to a more gender-sensitive and inclusive setting or devising solutions and measures to provide comfort for specific groups who might face disadvantages.

During the meetings, numerous techniques, approaches, and measures can be taken to ensure a more inclusive and gender-sensitive setting and environment. The given examples do not represent an exhaustive list.

- Introductions and check-ins are vital as they allow everyone to speak at the beginning of the meeting, which possibly prevents inhibitions from speaking during the rest of the meeting.
- The establishment of communication rules may prevent difficulties and challenges, but most importantly, they offer the framework to address and reflect on them.

- A mindful moderation includes attention to speaking time, raised hands, and the active inclusion of participants while respecting people's boundaries and the fact that not everyone wants to be placed in the spotlight.
- Most meetings follow the principle of "open discussion". This often results in situations where only a few people speak, primarily those in power. To encourage balanced participation and provide the chance for those who wish to express their viewpoints, various inclusive methods could be employed. For instance, the X-minute(s)-statements method suggests that everyone has about X minute(s) to voice their thoughts and ideas. The duration of statements (value of X) might vary in settings where a diverse range of speech fluency exists or the project's official language is not the native language of the participants. Another example is the silent work method which requires the participants to write their ideas on post-its, placing them on a board. It is noteworthy that inclusive communication could differ from one context to another. The utilization of each method needs a pre-assessment of whether the selected inclusive communication style matches the needs, preferences and dynamics of the group.
- While taking minutes is a crucial task, it is often considered the work of those who are not significant contributors to the content of the meeting. If this task becomes a collective endeavor for each session or is delegated to everyone at some point, it blurs the hierarchies and establishes an equal environment.
- Sometimes participants might leave a meeting feeling confused or doubtful. Summarizing the outcome of the discussions and listing the most important points and tasks at the end of each meeting is an excellent solution to this problem.
- Opening a space where participants can voice concerns, feedback, and wishes after the main agenda points may give people who could not fully participate before the opportunity to do so now.

After meetings, there are four specific points to consider:

- Offer participants the opportunity to give (anonymous) feedback. This may be a valuable source of quality management for the meeting organizers and contributes to a more inclusive environment.
- Offer participants the opportunity to add input to the minutes/protocol if their ideas were not heard during the meeting. Doing so gives them the possibility to add and contribute to the discussions in case they have not felt comfortable doing so during the meeting.

- Scrutinize the panel from a gender and inclusivity perspective.
- Integrate these insights into the planning of the next meetings to make them more inclusive.

A presentation on the mentioned topics can be found in Annex 1.

3.3 Monitoring tools on the communicational level

Those who monitor how team members interact with each other need a framework on which they can base their evaluations. The tools for this include but are not limited to communication and teamwork rules, a team glossary, and a questionnaire. Each tool is further elaborated on in the following sub-section.

3.3.1 Living documents

The communication and teamwork rules and the team glossary are “Living Documents”, meaning that their content is not permanently fixed but under constant evaluation. Team members continuously comment, review and edit the documents based on their experiences in the project.

3.3.1.1 Communication and teamwork rules

Establishing rules addressing how team members communicate with each other and how they work together can prevent discrimination, difficulties and challenges and dedicate a space to revisiting and reflecting on them.

As a guideline, the following nine categories should be considered when establishing teamwork, communication and meeting rules:

- Basic communication rules
- Basic teamwork rules
- Rules for all meetings
- Rules specific to plenum meetings
- Rules specific to work package/streams/topic meetings
- Rules for in-person meetings
- Rules for e-mail communication
- Rules specific to the project
- General formalities

Process – communication and teamwork workshop

The process of establishing the communication and teamwork rules should include all project members, irrespective of their role within the project. Rules established by a small group and imposed on the rest of the team members are likely to be rejected or not followed. Thus, organizing a workshop dedicated to setting up communication and teamwork rules as a team should be an essential part of the project's kick-off event.

Before this workshop, all participants must receive the relevant information needed to understand the workshop's task. Therefore, the input on gender, diversity and inclusive communication should precede this workshop as well as the first teambuilding activity.

At the workshop, all participants split into small groups of about 3 to 5 people while trying to make the groups as diverse as possible, especially in terms of gender, age, discipline, and their role within the project. Answering the question "Which rules of communication and teamwork should we follow within this project?", the groups brainstorm and write down their ideas on post-its for about 25 minutes. The members should be encouraged to share their past experiences working within (multidisciplinary) teams and their feelings about this project team. Additionally, they should use the input sent to them prior to the meeting to inform their ideas and suggestions for communication and teamwork rules.

Once the 25 minutes are over, each group presents their ideas and the rules they discussed. This task can be done collectively by the whole group or a volunteer representative from each group. The people moderating should cluster the suggested rules on a board based on the nine categories indicated above.

After all the rules are presented and clustered, the board should be photographed to be subsequently documented on the shared digital platform/cloud such as Google Drive document or Dropbox. All team members, independent of their role within the project, must receive access to this document and be able to write comments. One or more people should take responsibility for implementing the feedback and/or ideas obtained through the comment function if no one else objects.

The communication and teamwork rules should be revisited on a regular basis if there are issues such as lack of participation in the document, discovering contradictory recommendations, or objections to new suggestions. Additionally, before each meeting, a person should be nominated to monitor the implementation of the rules.

The communication and teamwork rules established within the LOCALISED project can be found in Annex 2 as an example.

3.3.1.2 Team glossary

Working within multidisciplinary teams not only means that people from different educational backgrounds collaborate with each other but also signifies that they probably use different vocabulary that is specific to their discipline and likely not known to every member. Therefore, it is necessary to translate and explain discipline-specific vocabulary and terminology that may be foreign to some team members.

The so-called team glossary can be in the format of a table. The table should be filled out by all the members and then distributed between and accessed by everyone. A suggested structure for the team glossary is demonstrated below.

Table 1. Team glossary example

Vocabulary	Definition	Additional explanation	Work package/ topics
The term/concept/phenomenon/etc. that needs to be defined and explained	An official definition if possible	Any additional information that may be needed to fully understand the term or concept.	This column offers the opportunity to indicate the topic or work package for which this term is specifically relevant.

The team glossary established within the LOCALISED project can be found in Annex 3 as an example.

3.3.2 Questionnaire

The last monitoring tool on the communicational level is the questionnaire. Each team member will participate in a questionnaire every six months, answering questions concerning their experiences with the international communication and teamwork within the project, the information they have received and their potential improvements. This questionnaire should include questions such as the following.

Work environment

- How satisfied are you with the teamwork so far/during the last six months? Why?
- How inclusive do you find this work environment? Why do you think so?
- Have you felt discriminated against throughout this project? If yes:
 - How?
 - Did you report or talk about the incident(s) with the person(s) or other team/project members?
 - If not, what was your reason?
 - If yes, how did the situation develop?
- Do you see any barriers preventing this work environment from being inclusive and free of discrimination? If yes, what are those barriers?

Improvements

- What suggestions do you have to improve the communication structure?
- What recommendations do you have to make this work environment more inclusive?

Information

- How has this project informed you about gender, diversity, and inclusive communication so far? Have you learned something new?
- Do you still remember the communication and teamwork rules?
- Have you implemented the information on gender and diversity in your research? If not, why?

The goal of this questionnaire is to evaluate whether team members feel comfortable in their work environment, how to improve it and if they have all the information they need. This questionnaire will take place every six months, which allows for assessment of the implemented measure, the changes and new suggestions and comparison.

4 Research level – within the project

Similar to communication and teamwork rules, gender mainstreaming and diversity tools and measures on the research level must be devised and implemented with the involvement of all team members. Once everyone is a part of the development process, the most suitable approaches and measures will be established, ensuring a favorable outcome. Building up the fundamental knowledge concerning gender mainstreaming within their research focus, researchers contribute constructively to the development of the measures. As a guide, a gender and diversity monitoring framework has been developed and described below.

4.1 Gender and diversity kick-off workshop

The proposed gender and diversity monitoring framework first entails a “Gender and diversity kick-off workshop”. This workshop lasts about two hours, and all team members are invited to attend – at least two to three people per work package should participate. The workshop is split into two main parts: the input/insights and the output/work package.

The input/insight part of the workshop provides all the relevant information on gender mainstreaming within the respective research field. This includes theoretical information on gender, intersectionality, and diversity with a focus on research (compared to communication) and information on tools and methods for developing a gender-sensitive and diverse research design. Research is not objective. The research outcome, processes, focus, and hypothesis all reflect the researcher's ideas, values, and perceptions to some degree. For instance, considering certain inclusive variables and indicators within research depends on what researchers deem valuable or how sensitized they are to gendered consequences and implications. As gender within research (design) is an extensive topic, it is crucial that the workshop's content, as well as the guidelines, tools, and methods presented are tailored to the research topic.

The output/work package section of the workshop evolves around reflecting on the current level of gender-sensitivity and diversity within work packages, developing concrete guidelines and measures to improve it and brainstorming ways in which the gender team can support and monitor the work packages throughout the project. To do so, participants will work in small groups within their work packages to fulfill the following tasks:

Task A: Work together within your work package team and write down notes and thoughts on why your research is inclusive and gender-sensitive and how it could improve. Try to answer the following questions within the process:

- How have you considered gender and diversity in your research so far?
- Which gender and diversity aspects were not considered and why? Could they be integrated?
- Who will be affected by your research? How will they be affected? Who will be disadvantaged? Who will benefit? Who is invisible in your research? Will peoples' lives be affected differently depending on specific personal criteria (gender, age, socio-economic status, education, heritage, sexuality, location, etc.)?
- How would you define vulnerability with regard to your research? Which vulnerable groups are involved in your work? Which vulnerable groups will be influenced by your research and how? Which methods/approaches have you taken/will you take in order to include their voices/compensate them for their contributions/reduce the potential disadvantages that they might face?
- How can your research design become more gender-sensitive and inclusive? Which measures can be implemented to achieve this goal?

Task B: Considering the measures you have developed to make your research (design) more gender-sensitive and inclusive while answering the following questions:

- How can the gender monitoring team support you with implementing those measures? (e.g., receiving more information, having more meetings, etc.)
- How could the gender team monitor the implementation and realization of the gender and diversity guidelines and measures?

Subsequently, all groups/work packages come back together and present the outcome of their work session to their team members from other work packages. The delivered outcome will be clustered into work package-specific and general guidelines for all packages. The goal of the output part of the workshop is to develop general gender and diversity guidelines for each work package and encourage researchers to commit to them and be held accountable for implementing them.

If time allows it, this workshop format can be repeated several times over the project's time span. In that case, a reflection part should also be added to the

agenda, focusing on what the researchers have committed to in the past months, what has happened since then, and how they can improve in the future.

4.2 Gender consulting and gender and diversity reporting

The second item of the gender and diversity monitoring framework is concerned with "Gender consulting and gender and diversity reporting". The outcome of task B (see the Gender and diversity kick-off workshop) will be put into a cohesive gender consulting framework, applicable for all work packages, to guarantee efficient gender support throughout the whole project.

Every three months, gender should be put on the agenda of the routine project jour fixes/meetings. This means that everyone has the opportunity to discuss their gender- and diversity-related issues and questions. Additionally, the work package updates should include information on how the research is going on with respect to the gender and diversity guidelines. Based on the work package reports, the gender and diversity monitoring team can reach out to work packages if necessary.

Additionally, every six months, there are separate meetings with each work package and the gender team, to discuss their research progress from a gender perspective. If they need additional support, further appointments can be made. Lastly, project members need to provide the gender and diversity experts with all the necessary information and documents to facilitate the monitoring of the project from a gender and diversity perspective.

Gender and diversity reflection workshop

At the end of the project, holding a "Gender and diversity reflection workshop" would be beneficial for both the researchers and their future research. This workshop lasts about one hour and, same as the "Gender and diversity kick-off workshop", all team members are invited to attend – at least two to three people per work package should participate. Within this workshop, participants will gather in small groups to discuss the following two questions.

- What did I learn in this project concerning gender and diversity?
- How will this new knowledge and experience impact my upcoming studies/research?
- How will I address the influence of my research on different groups of people based on criteria such as gender, age, socio-economic status, education, heritage, sexuality, location, vulnerability, etc.?

- How could the support from the gender team be improved in the future?
- Which of the used methods did you find helpful the most? Why?
- Which of the used methods did you find helpful the least? Why?

Once all groups are finished discussing these questions, all participants come back as one group and share their answers. The outcome of this workshop is valuable information for future projects and the process of constantly improving gender mainstreaming and diversity monitoring.

5 Conclusions

The guideline on gender and diversity monitoring and within multidisciplinary teams provides a comprehensive blueprint for implementing and monitoring gender, inclusivity, and diversity within the LOCALISED project and other Horizon 2020/Horizon Europe umbrella research projects and beyond. The aim is to ensure that gender mainstreaming is not a commitment made only on the rhetorical level but effectively through all the project participants' administrative, communication, and research practices. This guideline should be used throughout the whole research project, allowing for the implementation of gender mainstreaming and diversity monitoring in every step of the process and reflection/feedback loops, especially during the consortium meetings.

6 References

- Bendl, R., Bleijenbergh, I., Henttonen, E., & Mills, A. J. (2015). *The Oxford handbook of diversity in organizations*. Oxford University Press.
- Bird, S. R. (2011). Unsettling Universities' Incongruous, Gendered Bureaucratic Structures: A Case-study Approach: UNIVERSITIES' INCONGRUOUS, GENDERED BUREAUCRATIC STRUCTURES. *Gender, Work & Organization*, 18(2), 202–230. <https://doi.org/10.1111/j.1468-0432.2009.00510.x>
- Booth, C., & Bennett, C. (2002). Gender mainstreaming in the European Union: Towards a new conception and practice of equal opportunities? *European Journal of Women's Studies*, 9(4), 430–446.
- Butler, J. (2006). *Gender trouble: Feminism and the subversion of identity*. Routledge.

- Butler, J. (2011). *Bodies that matter: On the discursive limits of "sex."* Routledge.
- Cavaghan, R. (2017). Bridging rhetoric and practice: New perspectives on barriers to gendered change. *Journal of Women, Politics & Policy*, 38(1), 42–63.
- Collins, P. H., & Bilge, S. (2020). *Intersectionality*. John Wiley & Sons.
- Connell, R. (2010). *Gender: In world perspective* (2. ed., reprinted). Polity Press.
- Cooper, B. (2015). Intersectionality. In L. Disch & M. Hawkesworth (Eds.), *The Oxford handbook of feminist theory*. Oxford University Press.
<https://doi.org/10.1093/oxfordhb/9780199328581.013.20>
- Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. *University of Chicago Legal Forum*, 1, 139–167.
- Crenshaw, K. (1990). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stan. L. Rev.*, 43, 1241.
- Deutsch, F. M. (2007). Undoing Gender. *Gender & Society*, 21(1), 106–127.
<https://doi.org/10.1177/0891243206293577>
- Dobusch, L. (2021). The inclusivity of inclusion approaches: A relational perspective on inclusion and exclusion in organizations. *Gender, Work & Organization*, 28(1), 379–396.
- European Institute for Gender Equality. (2016). *Institutional transformation: Gender mainstreaming toolkit*. Publications Office.
<https://data.europa.eu/doi/10.2839/228206>
- Fausto-Sterling, A. (2000). *Sexing the body: Gender politics and the construction of sexuality* (1st ed). Basic Books.
- Fausto-Sterling, A. (2012). *Sex/gender: Biology in a social world*. Routledge.

- Feldman, M. S., Khademian, A. M., Ingram, H., & Schneider, A. S. (2006). Ways of Knowing and Inclusive Management Practices. *Public Administration Review*, 66(s1), 89–99.
<https://doi.org/10.1111/j.1540-6210.2006.00669.x>
- Ferdman, B. M. (2013). *Diversity at Work: The Practice of Inclusion*. (1st ed.). John Wiley & Sons, Incorporated.
- Foldy, E. G. (2003). 'Managing' diversity: Identity and power in organizations. In *Gender, identity and the culture of organizations* (pp. 106–126). Routledge.
- Hafner-Burton, E. M., & Pollack, M. A. (2009). Mainstreaming gender in the European Union: Getting the incentives right. *Comparative European Politics*, 7(1), 114–138.
- Howe-Walsh, L., & Turnbull, S. (2016). Barriers to women leaders in academia: Tales from science and technology. *Studies in Higher Education*, 41(3), 415–428. <https://doi.org/10.1080/03075079.2014.929102>
- Huang, J., Gates, A. J., Sinatra, R., & Barabási, A.-L. (2020). Historical comparison of gender inequality in scientific careers across countries and disciplines. *Proceedings of the National Academy of Sciences*, 117(9), 4609–4616. <https://doi.org/10.1073/pnas.1914221117>
- Kirton, G., & Greene, A. (2021). *The Dynamics of Managing Diversity and Inclusion: A Critical Approach* (5th ed.). Routledge.
<https://doi.org/10.4324/9781003186397>
- Kuradusenge-McLeod, C. (2021). Multiple Identities and Scholarship: Black Scholars' Struggles for Acceptance and Recognition in the United States of America. *International Studies Review*, 23(2), 346–369.
<https://doi.org/10.1093/isr/viaa098>

Lips, H. M. (2020). *Sex & gender: An introduction*.

Mergaert, L., & Lombardo, E. (2017). Resistance to implementing gender mainstreaming in EU research policy. *Towards Gendering Institutionalism: Equality in Europe*, 101.

Monroe, K., Ozyurt, S., Wrigley, T., & Alexander, A. (2008). Gender Equality in Academia: Bad News from the Trenches, and Some Possible Solutions. *Perspectives on Politics*, 6(2), 215–233. JSTOR.

Mor-Barak, M. E. (2016). *Managing diversity. : Toward a globally inclusive workplace*. SAGE Publications.

Pollitzer, E., Buitendijk, S., Hermann, C., Muhlenbruch, B., & Schiebinger, L. (2015). Integrating gender in horizon 2020. *Pen Sci Technol*, 15, 208–210.

Ridgeway, C. L. (2011). *Framed by gender: How gender inequality persists in the modern world*. Oxford University Press.

Ridgeway, C. L., & Correll, S. J. (2004). Unpacking the gender system: A theoretical perspective on gender beliefs and social relations. *Gender & Society*, 18(4), 510–531.

Scharrón-Del Río, M. R. (2020). Intersectionality Is Not a Choice: Reflections of a Queer Scholar of Color on Teaching, Writing, and Belonging in LGBTQ Studies and Academia. *Journal of Homosexuality*, 67(3), 294–304.
<https://doi.org/10.1080/00918369.2018.1528074>

Shore, L. M., Randel, A. E., Chung, B. G., Dean, M. A., Holcombe Ehrhart, K., & Singh, G. (2011). Inclusion and Diversity in Work Groups: A Review and Model for Future Research. *Journal of Management*, 37(4), 1262–1289.
<https://doi.org/10.1177/0149206310385943>

van Ewijk, A. R. (2011). Diversity and diversity policy: Diving into fundamental

- differences. *Journal of Organizational Change Management*, 24(5), 680–694. <https://doi.org/10.1108/09534811111158921>
- Vida, B. (2021). Policy framing and resistance: Gender mainstreaming in Horizon 2020. *European Journal of Women's Studies*, 28(1), 26–41. <https://doi.org/10.1177/1350506820935495>
- Wasserman, I., Gallegos, P., & Ferdman, B. (2008). *Dancing with resistance: Leadership challenges in fostering a culture of inclusion*. KM Thomas (Ed.), *In diversity resistance in organizations içinde (ss. 175–200)*.
- Weldon, S. L. (2008). Intersectionality. *Politics, Gender and Concepts: Theory and Methodology*, Ed. Gary Goertz and Amy G. Mazur, 193–218.
- West, C., & Zimmerman, D. H. (1987). Doing Gender. *Gender & Society*, 1(2), 125–151. <https://doi.org/10.1177/0891243287001002002>
- Wijnen, M. N., Massen, J. J. M., & Kret, M. E. (2021). Gender bias in the allocation of student grants. *Scientometrics*, 126(7), 5477–5488. <https://doi.org/10.1007/s11192-021-03985-0>

Annexes

**Annex 1: LOCALISED Kickoff presentation:
Gender-sensitive and inclusive communication**

**Annex 2: LOCALISED Teamwork, communication &
meeting rules**

Annex 3: LOCALISED Team glossary excerpt



**Annex 1: LOCALISED Kickoff presentation:
Gender-sensitive and inclusive communication**

Gender sensitive & inclusive Communication

Beatrix Hausner, Miriam Steiner
ÖGUT

Content

- Who are we?
- Important definitions
- Why is a gender perspective on communication important?
- Inclusive communication
- Gender sensitive & inclusive meetings
- Do's and don'ts of trans- and interdisciplinary teamwork

Gender Support by ÖGUT

- We support internal communication and teamwork from a gender perspective
 - Kick-off today
 - „Living document“
 - Ongoing monitoring/ every meeting
- We support the workpackages in conducting their activities in a gender sensitive way
 - Idea: Gender workshops
 - Questionnaire for workpackage leads
 - Workshops per workpackage

Definitions



Gender

- Sex vs. Gender
- Depends on the culture, time and context
- Gender identity & doing gender
- Gendered processes & structures



Diversity

- Range of human differences and variations
- Gender, age, sexual orientation, abilities, ethnicity, religion, location, language, income, education, socio-economic status, ...



Intersectionality

- The intersection of diverse characteristics
- Creating unique experiences and realities



Inclusion

- Appreciating and facilitating diversity
- Acknowledging and considering intersectionality
- Creating an environment of respect, connection and community, where all perspectives and contributions are valued

Why is a gender perspective on communication important?

- Unconscious biases and prejudice
- Women are interrupted three times as often as men
- Women* are considered less competent and their contributions as less valuable than men's

Men* are naturally more assertive, therefore, they speak more.

It just happened to be more men* who spoke. That has nothing to do with gender inequality.

Everyone had the opportunity to participate, they just didn't have anything to say.

Inclusive Communication

Inclusive communication is an approach to communication

- which enables as many people as possible to be included in an interaction
- regardless of individual, diverse, intersecting characteristics

Inclusive communication needs to be a topic

- on all levels of society, of an organisation, **of a project**
- In all modes of communication (face-to-face, telephone, virtually, email, etc.)
- **Before, during and after meetings**
- **Especially within inter- and transdisciplinary teams**

Gender sensitive & inclusive meetings

Before

- Who is participating in which role?
- Who is included in the agenda?
- What is the general framework of the meeting?

During

- Introduction & check-in
- Establishing rules of communication**
- Mindful moderation
- inclusive methods
- Rotation in taking minutes
- Summarizing outcome
- Check-out & feedback

After

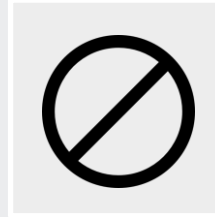
- Possibility for participants to give (anonymous) feedback afterwards
- Possibility for participants to add additional thoughts to the minutes/protocol
- Reflect the meeting from a gender and inclusivity perspective
- Integrating insights in the planning of the next meeting

Inter- and transdisciplinary teamwork



Do's

- Work collaboratively as a team
- Excepting other disciplines as equally important
- Translating discipline specific vocabulary for others
- Communicate explicitly what you mean and need



Don'ts

- Working parallel and separate from each other
- Putting your discipline above all others
- Expecting others to understand technical/scientific vocabulary of your discipline
- Making assumptions or communicating implicitly

Conclusion

Gender sensitive & inclusive communication is about...

- ... communication on eye level
- ... communication based on respect and equality
- ... speaking the same language
- ... putting communication on the agenda and reflecting on it
- ... appreciating possible communicational challenges born out of inter- and transdisciplinary teamwork

Workshop

When you think about

- ... what you have just heard
- ... past communication in projects
- ... and the organisation of meetings

How should we communicate in the LOCALISED project?

This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement 101036458.



The content of this presentation reflect the author's views. The European Commission is not liable for any use that may be made of the information contained herein.



Annex 2: LOCALISED Teamwork, communication & meeting rules

LOCALISED Teamwork, Communication & Meeting Rules

Vocabulary:

plenum meetings	meetings with all project partners
topic/work package (WP) meetings	meetings within the topic/WP groups only

Basic communication rules:

- let others finish, do not interrupt
- be patient, we are a multicultural and multilingual team and for most of us english is not our native language
- respect other team members
- respect all disciplines the same/accepting other disciplines as equally important
- be open minded

Working together:

- working collaboratively as a team
- creating working groups based on topics not work packages, but having in mind that we must follow the DoA needs and structures
- collective calendar - transparency when what meetings are taking place
- gender/inclusivity issues are to be addressed
- be prepared for meetings
- proper time management - stick to the agenda and set time slots
- define discipline specific vocabulary and add them to **the glossary** before starting your presentation
- Take into account that due to COVID many of us are working in home office and there may be interruptions

All meetings:

- no meetings before 9am and after 4pm
- collectively writing the agenda
- agenda order: 1st communicational/gender/inclusivity topics, 2nd social sciences, 3rd natural sciences
- writing minutes during every meeting with a focus on outcomes/agreements/division of tasks and use the minutes to generate use of actions (to dos) after each meeting

- everyone has the possibility to add to the minutes (marked as additions) after the meeting
- new team members are properly addressed and introduced
- everyone is welcome to participate and provide updates

Virtual plenum meetings:

- bi-weekly meetings for the first 6 months

In-person Meetings:

- teambuilding at every meeting
- sending agenda as early as possible (it was too late for kick-off event)
- at least 2 nights (2 ½ days)
- if the event is hybrid, people who join virtually need to be integrated in a better way
- (more) space for moderated discussions
- check-ins/one-minute update at the beginning of every meeting for/from everyone and not only the WP/task leaders

Email communication:

- answer and write emails with respect to everyone's workload
- take people's workload and the COVID situation into account when waiting for responses
- shortly communicate your workload (if you are not available)

Formalities:

- add a picture to your email account
- add pronouns to your email signature, your zoom/teams name (e.g. she/her; he/his; they/them;...)

Open for discussion:

- Rules for Topic/WP meetings
- Communicational rules with the cities

Annex 3: LOCALISED Team glossary excerpt

LOCALISED Team Glossary Excerpt

Vocabulary	Definition	Additional explanation	WP
Gender	Gender describes a range of culturally and socially defined behaviors and attributions associated with the biological sexes.		WP1
Diversity	Diversity refers to the presence of differences within a specific context. These differences could range from visible and invisible characteristics such as age, ethnicity, and gender to skills and abilities.		WP1
Intersectionality	Intersectionality is a lens through which one can critically look at the power dynamics and hierarchies and identify the collisions, intersections, and entanglements with other social variables such as gender and class, race, age, etc.	<p>Is a term coined by Kimberlé Crenshaw 30 years ago (1989).</p> <p>The intersection of diverse characteristics creates unique experiences and realities.</p>	WP1
Inclusion	Inclusion is appreciating and facilitating diversity, acknowledging and considering intersectionality and creating an environment of respect, connection and community, where all perspectives and contributions are valued and expressed.		WP1

<p>Inclusive Communication</p>	<p>Inclusive communication is an approach to communication enabling as many people as possible to be safely included in an interaction.</p>	<p>The definition of inclusive communication depends on the context to which it is referring. Within the LOCALISED project, we are talking about inclusive communication in professional settings.</p>	<p>WP1</p>
--------------------------------	---	--	------------



www.localised-project.eu