

The table below is based on a collective discussion within the GEARING-Roles project on how the OTM-R Checklist could be updated to foster gender equality in the researcher recruitment processes. **All the suggestions are highlighted in purple.**

This is a GEARING-Roles working document with no official recognition. You can download the current official version of the OTM-R Checklist [here](#).

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**THE OPEN, TRANSPARENT, MERIT BASED RECRUITMENT TOOLKIT  
SEEN THROUGH GENDER EQUALITY LENSES. A FIRST ATTEMPT**

All the suggestions are highlighted in purple

**OPEN TRANSPARENT MERTIT BASED RECRUITMENT SYSTEM (OTMR) AS A WHOLE**

Principles /Subprinciples	Some ideas on how these principles and subprinciples could support gender equality	Suggested indicators (or form of measurement)
1. Have we published a version of our OTM-R policy online (in the national language and in English)?		[web link]
2. Do we have an internal guide setting out clear OTM-R procedures and practices for all types of positions?		[Date of latest update; ensure that it is sent to all staff]
3. Is everyone involved in the process sufficiently trained in the area of OTM-R?		<ul style="list-style-type: none"> <li>- Existence of training programs for OTM-R</li> <li>- Number of staff following training in OTM-R</li> </ul>
3a. Does this training involve awareness about the underrepresentation of women in research careers?	It essential that all the staff involved in the recruitment of researchers is aware of the "leaky pipeline" effect which affects research careers and the reasons behind it.	Training content
4. Do we make (sufficient) use of e-recruitment tools?		Web-based tool for (all) the stages in the recruitment process
4a. Do these tools support the application of disadvantaged candidates?		Tools allowing disadvantaged candidates to apply

<p><b>5.</b> Do we have a quality control system for OTM-R in place?</p>		
<p><b>5a.</b> Does this system allow to keep sex disaggregated data on all parts of the recruitment process?</p>	<p>Sex disaggregated data is essential to monitor progress on gender equality and plan correction measures.</p>	<ul style="list-style-type: none"> <li>- Phases of the recruitment process in which sex disaggregated data are kept</li> <li>- Reports with indicators</li> </ul>
<p><b>5b.</b> Is the system subject to any legal commitment to non-biased recruitment?</p>	<p>Institutional policies supporting gender equality and diversity should influence recruitment practices.</p>	<ul style="list-style-type: none"> <li>- Institutional gender and/or diversity equality plans</li> </ul>
<p><b>6.</b> Does our current OTM-R policy encourage external candidates to apply?</p>		
		<p>Trend in the share of applicants from outside the organization</p>
<p><b>7.</b> Is our current OTM-R policy in line with policies to attract researchers from abroad?</p>		
		<p>Trend in the share of applicants from abroad</p>
<p><b>8.</b> Is our current OTM-R policy in line with policies to attract underrepresented groups?</p>		
	<p>There is already a lot of knowledge on how to set up policies to foster gender equality in the recruitment of researchers. Our institutional OTM-r policy should explicitly refer to these.</p>	<p>Trend in the share of applicants among underrepresented groups (frequently women)</p>
<p><b>9.</b> Is our current OTM-R policy in line with policies to provide attractive working conditions for researchers?</p>		
		<p>Trend in the share of applicants from outside the organization</p>
<p><b>10.</b> Do we have means to monitor whether the most suitable researchers apply?</p>		
<p><b>ADVERTISING AND APPLICATION PHASE</b></p>		
<p><b>Principles /Subprinciples</b></p>	<p>Some ideas on how these principles and subprinciples could support gender equality</p>	<p><b>Suggested indicators (or form of measurement)</b></p>
<p><b>11.</b> Do we have clear guidelines or templates (e.g., EURAXESS) for advertising positions?</p>		
	<p>Include criteria that will be assessed during the selection and evaluation phase</p>	

<p>11a. Do these guidelines follow good practices on the advertising phase in order to attract women?</p>	<p>These good practices may include:</p> <ol style="list-style-type: none"> <li>I. Ensure gender sensitive language is applied (e.g., avoid gendered concepts such as "excellence").</li> <li>II. Highlight any existing institutional policies against sexism, sexual harassment and gender-based violence in your institution.</li> <li>III. Highlight in the ad any existing institutional equity policy (work-life balance policies, child-care facilities, etc.).</li> <li>IV. Include any relevant information regarding career progression in the institution.</li> </ol>	<p>Trend of women in the share of applicants</p>
<p>12. Do we include in the job advertisement references/links to all the elements foreseen in the relevant section of the toolkit?</p>		
<p>13. Do we make full use of EURAXESS to ensure our research vacancies reach a wider audience?</p>		<ul style="list-style-type: none"> <li>- The share of job adverts posted on EURAXESS;</li> <li>- Trend in the share of applicants recruited from outside the organisation/abroad</li> </ul>
<p>14. Do we make use of other job advertising tools?</p>		
<p>15. Do we keep the administrative burden to a minimum for the candidate?</p>		
<p><b>SELECTION AND EVALUATION PHASE</b></p>		
<p><b>Principles /Subprinciples</b></p>	<p><b>Some ideas on how these principles and subprinciples could support gender equality</b></p>	<p><b>Suggested indicators (or form of measurement)</b></p>
<p>X. Are there measures in place to make sure that the interviews are compatible with good work-life balance practices?</p>	<p>Caring obligations tend to fall over women, so it is important to facilitate the possibility to participate in the recruitment process by allowing sufficient time between notification and interview, use family-friendly schedules, using online tools, etc.</p>	

<p><b>16.</b> Do we have clear rules governing the appointment of selection committees?</p>	<p>In order to minimise unconscious biases, measures to ensure diverse committees can be implemented. Beyond gender balance (principle 18), committees could include external members (other disciplines, other institutions, other countries)</p>	<p>Statistics on the composition of panels</p>
<p><b>X.</b> Are selection committees duly trained on how to perform open, transparent, bias-free, merit-based recruitment processes?</p>	<p>Apart from trainings on gender equality in research careers, committee members should be trained on unconscious biases to ensure these aren't enacted during the selection and evaluation phase.</p>	<p>Training about unconscious biases</p>
<p><b>17.</b> Do we have clear rules concerning the composition of selection committees?</p>	<p>The attendance of a HR officer will make sure that the process is following the OTM-r policy and that the selection committee member's opinions are given the same weight (democratic committees)</p>	<p>Written guidelines</p>
<p><b>18.</b> Are the committees sufficiently gender-balanced?</p>	<p>A gender balance committee will contribute to gender equality during the selection and evaluation phase.</p>	
<p><b>18a.</b> Is intersectionality taken into consideration when setting the selection committees?</p>	<p>Intersectional discrimination should also be addressed in the selection committees for example, though their composition and/or by providing trainings.</p>	<p>Trainings on intersectional discrimination</p>
<p><b>19.</b> Do we have clear guidelines for selection committees which help to judge 'merit' in a way that leads to the best candidate being selected?</p>	<p>Current practices about how merit is being assessed in academia are being questioned by many different communities (open science's, gender equality, etc.). More and more institutions are evolving their definition of "merit" to foster a more open, gender-equal academic community.</p>	<p>Written guidelines</p>
<p><b>APPOINTMENT PHASE</b></p>		
<p><b>Principles /Subprinciples</b></p>	<p>Some ideas on how these principles and subprinciples could support gender equality</p>	<p><b>Suggested indicators (or form of measurement)</b></p>
<p><b>20.</b> Do we inform all applicants at the end of the selection process?</p>	<p>Providing constructive, homogenous feedback to all candidates can help avoiding any unconscious biases that may have influenced the selection phase.</p>	

21. Do we provide adequate feedback to interviewees?

Establishing feedback mechanisms about the recruitment process for all candidates can help identify any practices hampering gender equality.

22. Do we have an appropriate complaints mechanism in place?

Statistics on complaints

OVERALL ASSESSMENT

**Principle**

Some ideas on how these principles and subprinciples could support gender equality

**Suggested indicators (or form of measurement)**

23. Do we have a system in place to assess whether OTM-R delivers on its objectives?

23a. Do these objectives include clear gender equality indicators?