The HBP Equal Opportunities Checklist

The HBP Equal Opportunities Checklist	Yes/No
1) Do we maintain statistics that differentiate gender and career levels of our staff?	
2) Have we checked our statistics against available reference numbers (university data, conference data, SHE Figures, Elsevier-Report, etc.)?	
3) Does the diversity of our team represent the diversity of the available workforce?	
4) Are women and men proportionally represented at all career levels?	
5) Are job advertisements tested with representatives of the target groups to ensure that they are a clear invitation to all genders?	
6) Are the networks and channels for advertising open positions evaluated on a regular basis to ensure that the greatest pool of possible applicants is reached, especially applicants who are underrepresented according to the reference data?	
7) Are all open positions communicated transparently and made easily accessible to the overall pool of applicants with the specific skill profile sought (e.g. scientific background, language competences, etc.)?	
8) Are guidelines and briefings in place for selecting applicants via evaluation of written applications (to counteract unconscious biases in the best possible way, e.g. considering type of contract/framework conditions under which certain achievements have been made)?	
9) Are guidelines and briefings in place for designing and documenting hiring interviews? (to counteract unconscious prejudices in the best possible way)	
10) Are hiring or appointment decisions clearly documented and communicated to all applicants (to give supportive feedback, if possible explaining how the decision was reached, in accordance with national regulations)?	
11) Are measures in place to support new team members and/or leaders in performing their new tasks to the best of their abilities? (e.g. buddy systems, mentoring, welcome packages, training, etc.)	
12) Do we know and have we made best use of related measures at our organisation or university?	
13) Is the distribution of work and resources within a team or unit re-evaluated on a regular basis? (e.g. time for research and publishing, distribution of additional administrative workload, writing proposals, time in the lab, etc.)	
14) Are measures in place to ensure a collaborative, inclusive culture that values each person's contribution? (e.g. team training, workshops enhancing mutual understanding across all disciplines, cultures, and genders, regularly reflection, surveys, support in conflict resolution, etc.)?	
15) Are measures in place to enable life-work-balance, in collaboration with employers and other relevant organisations? (flexible working hours, Kindergarten, dual career service, coaching)?	
16) Have we provided career advice and development plans for all employees?	
17) Are there measures in place to make sure that these plans are not influenced by unconscious biases? (e.g. comparing and reflecting plans, as well as work distribution in a team, to ensure that the distribution is fair and that what is demanded for a specific career goal does not differ significantly from one person to the other)?	
18) Are measures in place to counteract disadvantages and to give talented people the chance to acquire all necessary skills (e.g. based on cultural differences, less experiences with specific tasks)?	
19) Do we monitor and reflect on data on drop-out rates and career aspirations and career achievements?	
20) Are leaders actually held responsible for an inclusive work environment enhancing equal opportunities within their area of responsibility (e.g. via training or by redefining their area of responsibility)?	