GENOVATE
Transforming Organisational Culture for Gender Equality in Research and Innovation

Report from Eportfolio

Successes and challenges in the implementation of Gender Equality Action Plans

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This report was produced as part of the GENOVATE project.

GENOVATE[1] is a FP7-funded action research project, which operates across seven European partner institutions with different institutional and national contexts for gender equality. GENOVATE sought to address gender inequalities in research and innovation through the implementation in each partner institution of a context-specific Gender Equality Action Plans (GEAP).

[1] See also http://www.genovate.eu/

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1. Background

GENOVATE is an action-research project which aims to ensure equal opportunities for women and men by encouraging more gender-competent management in research, innovation and scientific decision-making bodies, with a particular focus on universities. The project is based on the implementation of Gender Equality Action Plans (GEAPs) in six European universities and brings together a consortium with diverse experience in gender mainstreaming approaches. All consortium partners come from different disciplinary backgrounds and have different national contexts. However, each of the institutions shares common challenges for gender equality in research and innovation, and all have identified three common areas for intervention:

- Recruitment, progression and research support
- Working environment, work-life balance and institutional culture
- Gender and diversity dimensions of research excellence and innovation

In parallel to the implementation of the GEAPs in six European universities, a seventh partner institution – the Complutense University of Madrid (UCM) – is in charge of the on-going and collaborative evaluation of the project, as well as of training and support to partners in their GEAP evaluation process.

This deliverable presents an analysis of GENOVATE's visual production related to successes and challenges during the 4 years of the GEAPs' implementation. In this regard, the Complutense University (UCM) team worked with the Università degli Studi di Napoli Federico II (UNINA) team to create an 'Eportfolio for the Evaluation', as part of the GEAP Implementation Roadmap[2] in the GENOVATE online platform. Here, partners uploaded pictures related to the main advances and bottlenecks of the core work packages (WP3, WP4 and WP5). The analysis of GENOVATE visual productions has been a key element for partners' learning as well as for the on-going evaluation process.

[2] The GEAP Implementation Roadmap is a concrete space in the GENOVATE community where partner institutions have uploaded information related to the Change Academy Model and the implementation of the GEAPs.

2. Scope

This deliverable relates to task 7.2, linked to the evaluation's on-site visits and virtual reflections. It specifically reflects the work done in the 'Eportfolio for Evaluation', that has been an important online tool for generating and sharing visual information about GEAP implementation. At earlier stages, all this information contributed to on-going evaluation process as well as representing a crucial input for the Report on Institutional Case Studies (D6.2).

The present report seeks to be **an inspiring document for learning about gender structural change projects and improving future projects** in this field. In this regard, it will be published as an Open Access Report on the GENOVATE website. Moreover, it is a **crucial input for the final evaluation report and for Consortium papers** focused on GENOVATE institutional experience of implementing the GEAPs.

The report summarises the **main challenges and successes in the implementation of the GEAPs**. It concretely presents the challenges and successes regarding the three areas of action of the GEAPs: Gender Equality in Recruitment, Progression and Research Support Successes (WP3); Working Environment and Culture Change (WP4); and Excellence in Research and Innovation through Gender Equality and Diversity (WP5).

In terms of the report's structure, first, the methodology applied is outlined, as are its potentials and limitations. Second, the challenges and successes of each area of action (WP3, WP4 and WP5) are explored through the presentation of visual collages and explanations agreed upon by the project partners.

Broadly speaking, **GENOVATE work is based on shared learning and on-going cooperation among all partners** and, as such, some of the deliverables produced may contain similar analyses and information. However, the approaches and the foci that inform each GENOVATE deliverable are distinct, and represent different tasks and purposes.

The **GENOVATE Model for Gender Equality in Transforming Research and Innovation** (D2.1), coordinated by the WP2 Coordinators, UNIBRAD and TU, is based on the work of GEAP-implementing partners, and provides a framework for gender equality implementation that can be adopted by universities and academic institutions in Europe. The GENOVATE model seeks to support institutions in implementing institutionally-specific GEAP in effective, relevant and sustainable ways.

The **Contextualised Guidelines on Implementation of Measures for Gender Equality in Recruitment, Promotion and Progression for Academics and Researchers** (D3.1) is based on analysis of implementation experiences of

Consortium partners guided by the WP3 Coordinator, UCC, and it focuses on the translation of partner experiences, specifically in the GEAP area of career transitions, into concrete and contextualised Guidelines for other institutions and projects.

The **Report on the Institutional Case Studies** (D6.2) illustrates and analyses both the achievements and the challenges experienced by Consortium partners. It is based on the material submitted by GEAP-implementing partners to the WP6 Coordinator, UNINA, and, in part, on a first version (November 2015) of the **Report on the Eportfolio** collated by the WP7 Coordinator, UCM, as part of the on-going evaluation activity.

This Report from Eportfolio (D7.2) looks at GEAP implementation trends in general, while D6.2 focuses instead on the specifics of each partner's GEAP implementation experiences. The Report from Eportfolio presents the main advances and challenges regarding the 3 main areas of the GEAPs: gender equality in recruitment, progression and research support successes; working environment and culture change; and excellence in research and innovation through gender equality and diversity. It seeks to share lessons learned about GEAPs implementation.

3. Deliverable: Report from Eportfolio

3.1. Introduction

The present report is based on the analysis of the pictures submitted by partners between July 2015 and May 2016 and relate to years 1 to 4 of the GENOVATE project. In July 2015, each partner institution uploaded 20 images related to the main successes and challenges of their GEAP since the beginning of the project. From September 2015 to May 2016, four images (on average) were uploaded per institution, linked to the same topics each month.

These pictures constitute the inputs of the **'Eportfolio for evaluation'**, which forms part of the **GEAP Implementation Roadmap.** They aspire to provide information about the main challenges and successes related to the core work packages (WP3, WP4 and WP5) of the GEAPs.

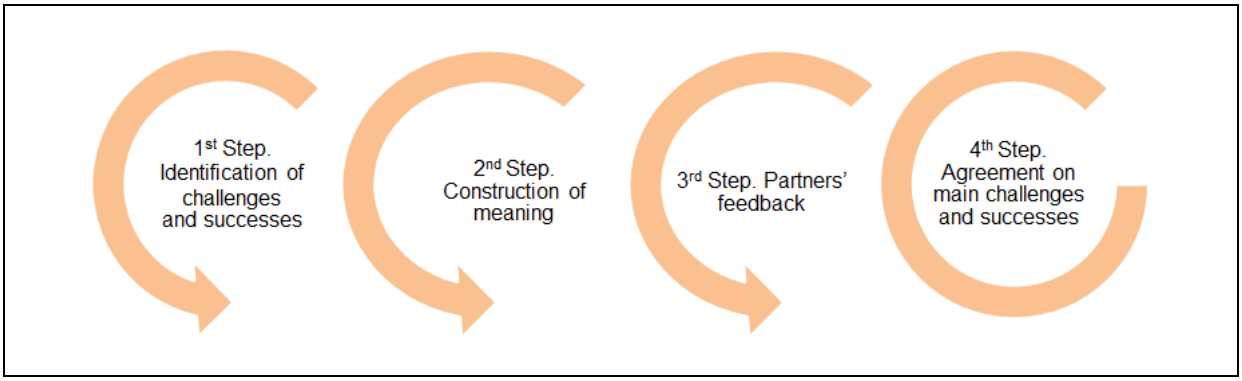
A first report was prepared in November 2015 as an input for D6.2, "A portfolio of institutional case studies from each consortium partner", and for the on-going evaluation process. The current report presents the general picture of the four years (until month 43) of the GEAPs' implementation. Thus, it represents an opportunity to share **ideas about the GEAPs' implementation and the main pitfalls and advances encountered during the implementation process.**

According to specialised literature on the analysis of visual production, every image reflects a discourse. When analysing images, it is important not only to focus on the image *per se* but also on the intentional production of meaning. Visual production is related to social practices of production and the viewing of images (Hodder, 1994 and Serrano, 2008).

This report presents the main challenges and successes of the GEAPs' implementation. The identification of these challenges and successes has been based on the **repetition of ideas emanating from pictures**. In this regard, for WP3, WP4 and WP5, different collages of images have been created using those images which present a common idea in relation to successes or challenges. Each collage has a specific **title** related to the shared **meaning of that set of images**.

Additionally, **partners' reviews and contributions to this visual analysis** have been a key input to the process of agreeing upon the main challenges and successes of the GEAPs' implementation. The efforts of the UCM team, in coordination with the six GEAP implementing partners, have encompassed the following four steps:

Box 1. Steps in the analysis of images



- 1st Step. Identification of the main challenges and successes related to WP3, WP4 and WP5: The different images and each of their titles expedited a first assessment of the successes and challenges faced by the GEAPs' implementation.
- 2nd Step. Construction of meaning: A discourse was constructed concerning these challenges and successes.
- 3rd Step. Partners' feedback: Consensus and dissent was expressed about the proposed construction of meaning.
- 4th Step. Agreement on the main GEAP successes and challenges: A final report was produced detailing the agreed challenges and successes of the GEAPs' implementation.

There may be some limits of this visual analysis and, for different reasons, this cannot be considered an exhaustive assessment of GEAP implementation. First, the Eportfolio images provided between July 2015 and May 2016 are of a different type than those related to the earlier period of the project. For this earlier period, partners provided archived pictures and images that had not been taken and/or created specifically for the Eportfolio. This implies that GEAP actions relative to the first two and a half years of implementation are not sufficiently represented by the images collected. Second, a substantial portion of GEAP actions occur "behind the scenes" and are, therefore, difficult to represent through images. While an official meeting with management, for instance, can be easily represented in a picture, the same does not apply to pre-meeting phone calls, emails, discussions, networking with top and middle management or lobbying, etc.

Overall, since the beginning of the project, this present visual analysis was conceived of as an important input for the global GENOVATE learning and evaluation process. It has contributed to providing a general picture of the main challenges and successes of the GEAPs' implementation. Furthermore, this report reveals similar trends highlighted by the GENOVATE Model for Gender Equality in

Transforming Research and Innovation (D2.1), the Contextualised Guidelines on Implementation of Measures for Gender Equality in Recruitment, Promotion and Progression for Academics and Researchers (D3.1) and the Report on the Institutional Case Studies (D6.2). Therefore, this visual analysis contributes to cross-check GENOVATE's learning and makes this learning more robust. In this regard, it also constitutes a key input for the final evaluation report and the future Consortium papers based on institutional practice.

3.2. Gender Equality in Recruitment, Progression and Research Support (WP3)

With respect to gender equality in recruitment, progression and research support, the visual analysis outlines two main challenges. First, gender equality has been revealed to be a controversial issue and the discussion opportunities promoted by partner institutions have faced different kinds of difficulties and resistances in this regard. Second, GENOVATE implementation at the institutional level has contributed to visualizing gender imbalance in facts and figures in relation to recruitment, progression and research support. That is, it has contributed to highlighting the challenges to be addressed.

Regarding successes, partners have worked with stakeholders and jointly identified solutions to specific problems related to gender inequality in recruitment, progression and research support. In addition, all of the partners have carried out concrete activities linked to this area of action and have increased visibility and recognition of women at the institutional level.

Below, different visual collages and further details from the experiences of partner institutions are presented.

3.2.1. Challenges

Gender equality as a controversial issue: difficulties in promoting inclusive discussion at universities

Since the beginning of the project, gender equality discourses around recruitment, progression and research support have been revealed to be controversial in some contexts. In this regard, partners have promoted discussion opportunities (workshops, GENOVATE Cafés, seminars, meetings and focus groups), to share views on gender inequality in recruitment, progression, and research support, and to raise gender awareness. Senior management teams, management staff, academic staff, and students participated in these discussions.

However, in several cases, fostering such discussions within partner institutions has been a challenge in itself. Some partners faced difficulties in involving particular groups within their institutions, such as students and men. From a strategic point of view, in order to be more effective, partners have worked on identifying the factors which hinder and enable the achievement of gender equality in research and innovation. Working with these particular groups has been identified as a key step for promoting gender equality at universities.

Gender imbalance: Facts and figures

	Full Prof. M / F (%)	Ass. Prof. M / F (%)	Res. M / F (%)
Italy	79 / 21	65 / 35	55 / 45
UNINA	83 / 17	61 / 39	57 / 43

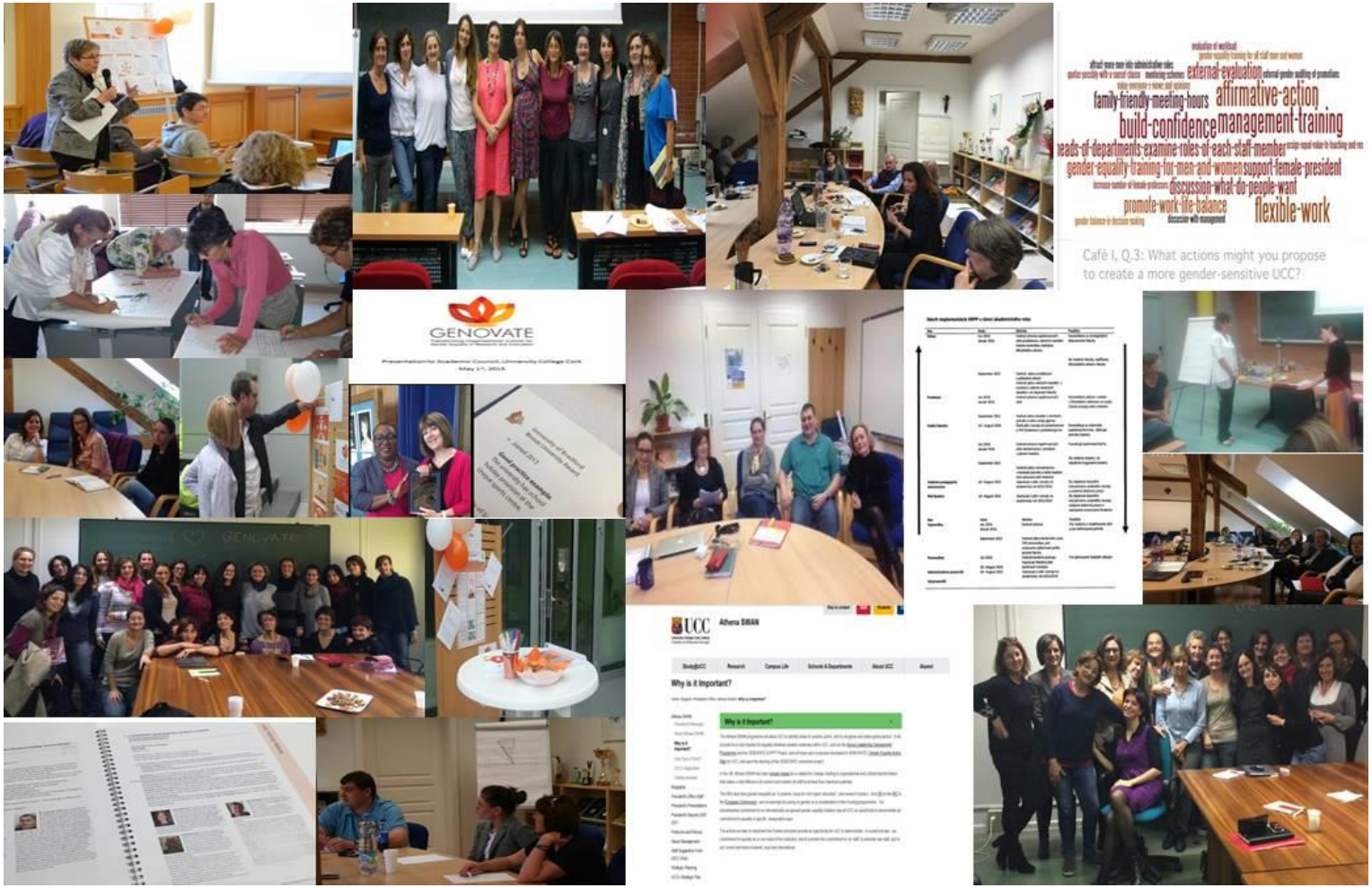
Gender imbalance at university was part of the rationale of the GENOVATE project. As a result of the project's implementation, all partner universities have specifically investigated and revealed a clear gender imbalance in terms of recruitment, progression and research support. This work has been essential in making visible previously hidden patterns in many partner institutions. Gender imbalance has been an important challenge during the project, as well as a fundamental area to change.

This imbalance varies depending on the discipline – i.e. whether a discipline is more traditionally male or more traditionally female – but it is common to all the partner institutions. A clear example of this imbalance is the UNINA (Università degli Studi di Napoli Federico II) scissor diagram[3]: although women comprise up the majority at the Master's and PhD levels, their presence as researchers, associate professors and full professors is far lower than that of men.

[3] The UNINA scissor diagram can be seen in the left corner of the bottom of the collage.

3.2.2. Successes

Working with stakeholders and proposing solutions in a collaborative manner

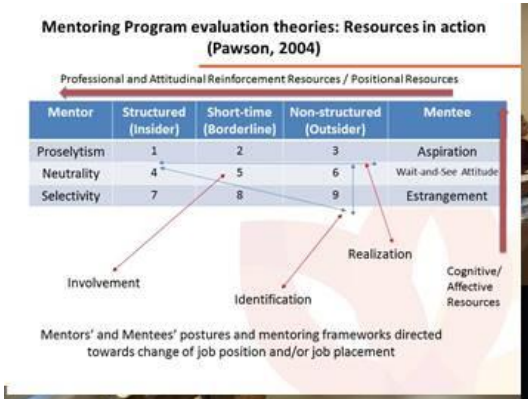


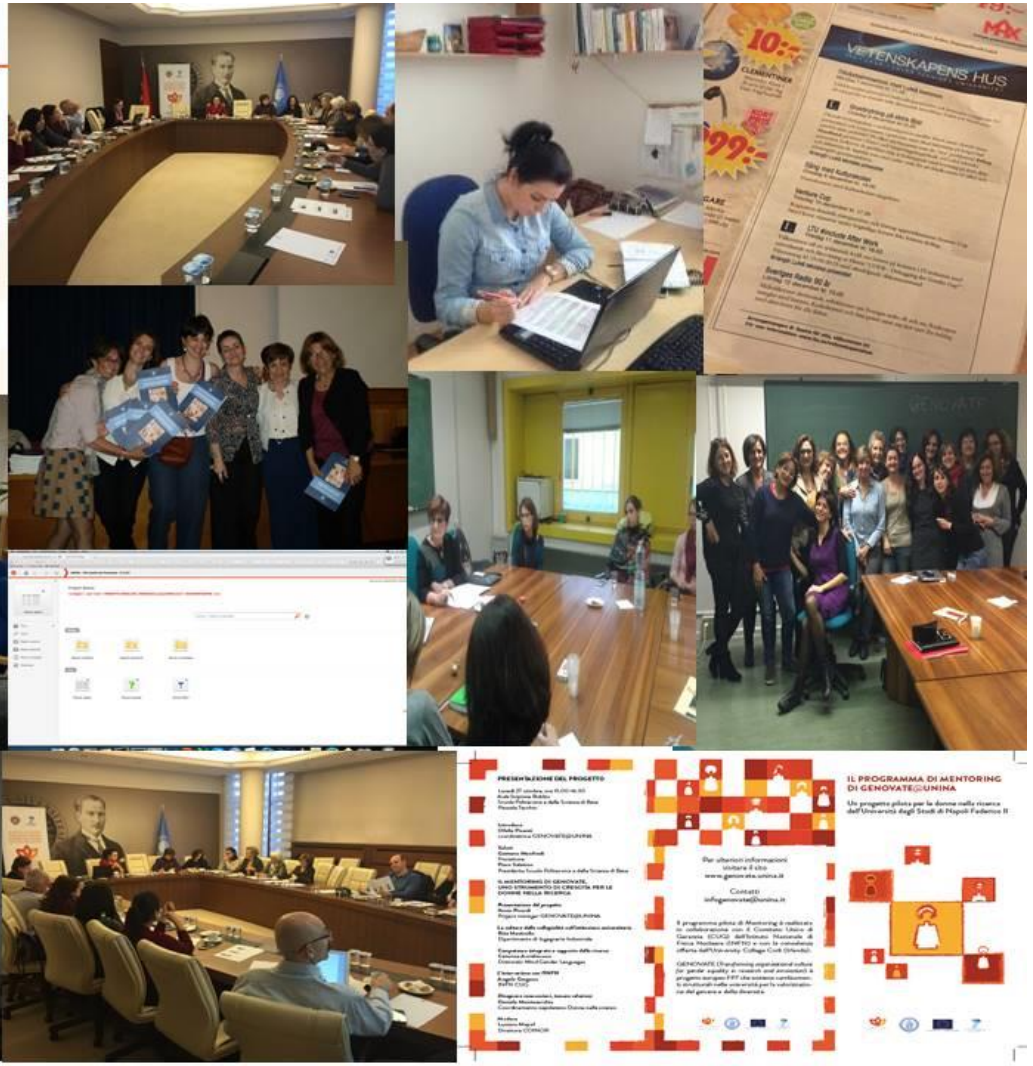
Since the inception of the GENOVATE project, all partners have acknowledged that working with different stakeholders is a key step for promoting structural change in gender relations. As such, they have undertaken actions to collaborate with stakeholders wherever possible. In this regard, focus groups, GENOVATE Cafés, workshops, working sessions and meetings have been carried out with stakeholders. They include Human Resource Departments, Academic Councils, GECATs, the GENOVATE team, deans and external stakeholders, among others.

Specifically, University College Cork (UCC) engaged with strategic actors to commit to implementing GENOVATE's actions. Trnava University (TU) has involved stakeholders in concrete GEAP activities such as the Career Development Plan. In the case of Luleå University of Technology (LTU), stakeholders have been involved in specific GEAP activities such as gender-aware and sustainable recruitment process in collaboration with the Human Resources Department, as well as efforts to embed gender in innovation systems alongside researchers and companies.

Particularly notable is the University of Bradford (UNIBRAD), whose gender equality work continues through its robust Athena SWAN Action Plan (ASAP), which encompassed UNIBRAD's GEAP, Compact and WISE actions. This action plan sets out UNIBRAD's activities to address the issues identified in the Bronze Award Self-Assessment Submission. The Institutional GeCAT (Athena SWAN Self-Assessment Team, SAT) is responsible for implementing and monitoring performance against the ASAP, such as issuing recommendations to improve representation on male-dominated and gender-imbalanced committees, as well as monitoring and evaluating ASAP performance across faculties. A report on progress against these actions will be produced on an annual basis to the Senior Management Team, the Executive Board (EB), the AS Steering Group (the GENOVATE Institutional Advisory Board), the E&D Committee and the RKT Committee. In addition, the SAT will work with the faculties on their individual disciplinary submissions concerning their compliance with the newly expanded AS Charter.

Strong implementation of GEAP work





Partners have implemented specific activities linked to the field of “Gender Equality in Recruitment, Progression and Research Support”. In this respect, AU (Ankara University) established the Gender Equality Action Commission. LTU involved the Computer Science, Electrical and Space Engineering Department in the implementation work, resulting in the department creating and carrying out their own projects and initiatives to attract more women to take up study programmes and academic staff positions. UCC’s University Strategic Management Committee (UMTS) committed to implement all GENOVATE@UCC Action’s for the university including Action 3: “Integrate gender equality monitoring into University recruitment, selection and promotion procedures”. Moreover, UNIBRAD involved the Human Resources Department to ensure the sustainability of gender equality in recruitment and career progression. UNINA has implemented the woman-to-woman Pilot Mentoring Programme (the first in Italy). It has also officially published and presented the *First Gender Budget of the Ateneo Fridericiano*. Trnava University has designed and tested their Career Development Plan.

Increase in the visibility and recognition of women at the institutional level

Constitution of Appointment Panels – Academic & Senior Roles

Academic Leadership & Managerial Roles

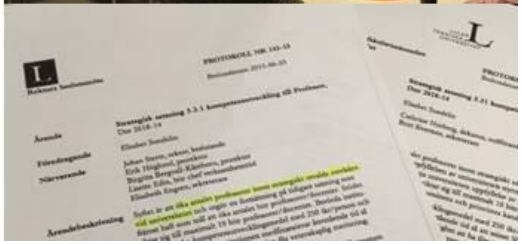
Role	Chair	Panel members
Associate Dean	DVC (Academic) (PVC if DVC unavailable)	• PVC (L&T or RKT) • Dean of Faculty • Senior academic or manager from the Faculty • HR Business Partner / Head of HR Function
Dean	DVC (Academic) (PVC if DVC unavailable)	• PVC (L&T or RKT) • Dean of Faculty (or from a different Faculty if required) • Senior academic from the Department / Division / Group • HR Business Partner / Head of HR Function
Head of Academic Department/Division/Group	DVC (Academic) (PVC if DVC unavailable)	• PVC (L&T or RKT) • Dean of Faculty • Senior academic from the Department / Division / Group • HR Business Partner / Head of HR Function
Readership	DVC (Academic) (PVC if DVC unavailable)	• PVC (L&T or RKT) • Dean of Faculty • Senior academic from the Department / Division / Group • HR Business Partner / Head of HR Function

The panel should be representative of diverse perspectives and backgrounds, e.g. gender, race, dis/ability. If you are not able to achieve this from within your department, consider inviting colleagues from cognate areas to contribute wherever possible.

Recruiting managers must ensure that interview panels are of mixed gender composition.

Female: male ratio of academic staff – whole institution

Whole Institution		Headcount			Percentage		Gender parity (F% - M%)
	GRADE	Female	Male	Total	Female	Male	
2011/12	Researcher	28	49	77	36.4	63.6	- 27.3
	Lecturer	122	93	215	56.7	43.3	13.5
	Senior Lecturer	59	95	154	38.3	61.7	- 23.4
	Reader	3	16	19	15.8	84.2	- 68.4
	Professor	22	80	102	21.6	78.4	- 56.9
	Total	234	333	567	41.3	58.7	- 17.5
2012/13	Researcher	27	40	67	40.3	59.7	- 19.4
	Lecturer	134	110	244	54.9	45.1	9.8
	Senior Lecturer	56	94	150	37.3	62.7	- 25.3
	Reader	2	13	15	13.3	86.7	- 73.3
	Professor	26	75	101	25.7	74.3	- 48.5
	Total	245	332	577	42.5	57.5	- 15.1
2013/14	Researcher	33	34	67	49.3	50.7	- 1.5
	Lecturer	158	131	289	54.7	45.3	9.3
	Senior Lecturer	56	87	143	39.2	60.8	- 21.7
	Reader	4	12	16	25.0	75.0	- 50.0
	Professor	27	68	95	28.4	71.6	- 43.2
	Total	278	332	610	45.6	54.4	- 8.9



Two of the six implementing partners have witnessed an increase in the number of women in positions at the institutional level, for instance in the context of honorary doctorates, professorships or honorary graduates, even in male-dominated departments. For example, in the case of LTU, the share of women academic staff within the male-dominated Department of Computer Science, Electrical and Space Engineering has increased from 11% to 21% in three years through the enhanced gender-awareness of the department's management and staff members. In addition, in the same university, the proportion of women professors is now 22% compared to 17% at the beginning of the project. The share of women among the university's new professors has remained above 1/3 for two years in a row.

In some partner institution, the percentage of women in decision-making bodies (such as senior representatives) has also increased and gender-balanced appointment and recruitment panels have been constituted. In this regard, in UNIBRAD, 11 of 17 senior representatives are women and there is a 50:50 representation among honorary graduates. Moreover, UCC's Academic Council endorsed GENOVATE@UCC's proposed actions to promote gender balance on strategic decision-making bodies, as expressed in Action No. 6 of the GEAP.

3.3. Working Environment and Culture Change (WP4)

In terms of the working environment and culture change, different challenges have been faced by partner institutions. First, due to different understandings of the problem of 'gender inequalities', partners have not found consensus on the centrality of this problem at their universities. This has made the promotion of gender change far more difficult. Second, decision-making roles and senior positions have been male-dominated, which has been a hindering factor in terms of boosting gender change.

In addition, the sustainability of GENOVATE values and achievements, and the unclear vision of gender equality and Women in Science, have been identified as key challenges by partners in the promotion of a more gender-sensitive working environment and culture. Low male involvement in GENOVATE activities has also been a constraining factor in this regard.

As to the successes, partner institutions have made important advances. They have promoted internal dissemination and engagement, while implementing concrete GEAP actions to bolster gender change within their institutions' working environments and culture. Partners have also developed external dissemination activities to increase public awareness in this regard. They have further enhanced their engagement and participation in networks, and have gained the support of senior management teams.

The following pages present a set of visual collages and agreed explanations to illustrate these challenges and successes.

3.3.1. Challenges

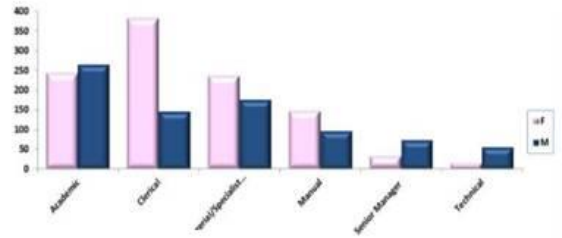
Engaging and changing institutions: Framing gender as a core issue and transforming institutions' work

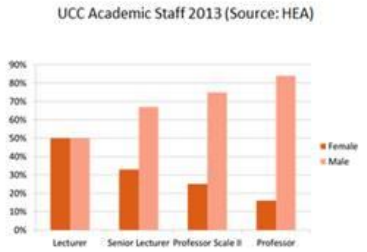
In the vast majority of partner institutions, framing gender as a core issue and transforming institutions have emerged as two important challenges since the beginning of the GENOVATE project. There are different understandings of the problem of 'gender inequalities' and consensus does not always exist about the centrality of this problem at universities.

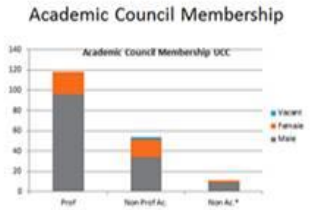
Specific involvement activities have been promoted in this regard. For example, by embedding a gender dimension in the core activities of the institution, LTU has found it easier to enhance institutional stakeholders' active participation in the project. However, engaging with institutional stakeholders has not always been an easy task. Some partners have faced both resistance to change among some stakeholders, and fatigue in response to the slow pace of change among others. In other cases, such as in UCC, fatigue and resistance were challenges that emerged from the outset and have faded slightly. In all cases, partners have engaged actively to address these challenges and to position gender equality as a core issue for their institutions.

In the case of UNIBRAD, the implementation of the Gender Equality Change Academy Framework, and the GEAP, has been pivotal for coping with institutional challenges in advancing gender equality, and in framing gender as a core issue. For example, regularly running GENOVATE Cafés and working closely with GeCATs has facilitated the assessment of the organisational gender climate, while concurrently opening spaces for institutional transformation. Adopting a blended approach, which involves simultaneous work among senior management and other organisational spheres (i.e. academics, administrative staff and Human Resources), has encouraged overall positive change in organisational and personal attitudes and understandings towards gender equality. In essence, this has fostered a collective commitment to "make it happen". Other important initiatives that prioritise gender and put gender equality at the heart of the organisation include rendering women more visible in senior leadership roles through senior appointments (i.e. Chair of Council, Chancellor, Deputy Vice-Chancellor and Pro-Vice Chancellor in 2015); enhancing and strengthening policies that ensure a work/life balance and therefore support women's career progression; developing robust and active gender-competent management through specific training and policies (Well-being programme; Bradford Excellence Programme); and thorough the GEAP's implementation at the faculty level.

Male-dominated decision-making roles and senior positions

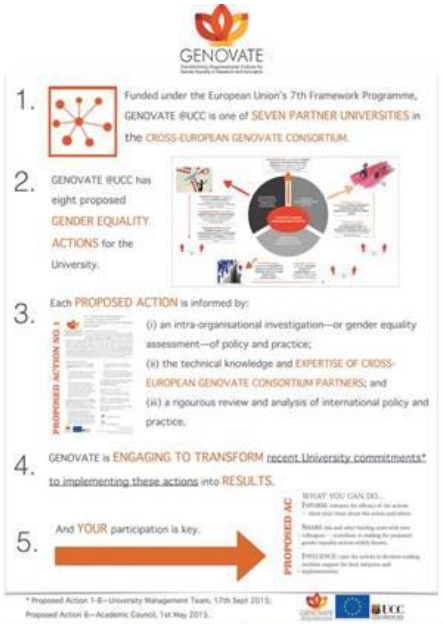


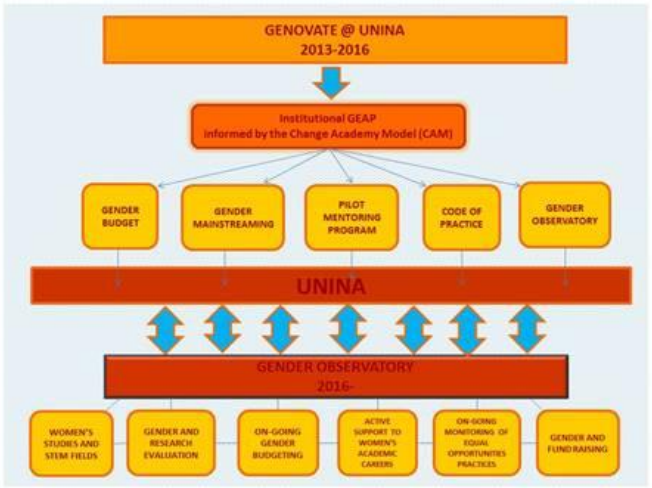




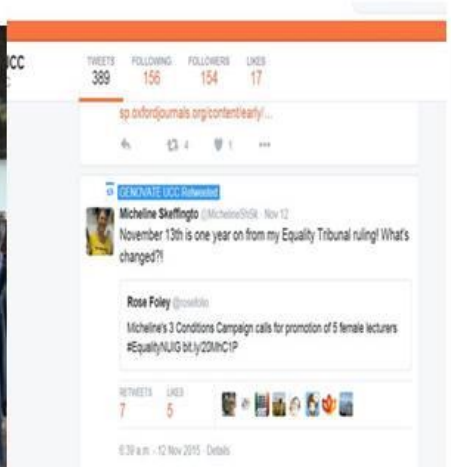
In relation to working environment and culture change, several partners have highlighted the fact that decision-making roles and senior positions are male-dominated. Although there have been some advances, this gender imbalance is an important challenge when promoting gender equality and diversity in the working environments and organisational culture of partner institutions. For this reason, some partners have focused on addressing this issue directly through their GEAPs. For example, UCC has developed a set of proposals to address gender imbalance within strategic decision-making bodies.

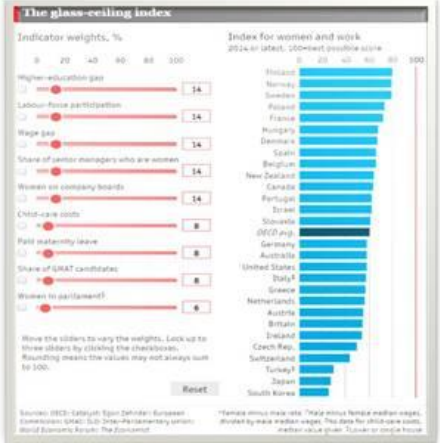
Sustainability: Keeping the gender equality conversation alive





Please share your views on GENOVATE@UCC





The sustainability of GENOVATE values and achievements beyond the project's lifespan is one of the main challenges for GENOVATE itself, as well as for consortium partners. Gender equality is seen as a long-term journey and discussions and actions have been promoted to ensure that the gender equality conversation and activities remain alive after the project.

In the vast majority of cases, sustainability has been the team's focus and a key challenge to overcome from the very beginning of the project. LTU's team has focused on changing the structures of their university rather than focusing on individual women.

In the case of UNINA, the proposal to create a permanent Gender Observatory on campus – a very important aspect of UNINA's work for the last months – was approved by the Rector in May 2016. This may be considered both a success and a challenge. It is a success because the proposal was approved by the Rector; indeed, a rectoral decree on its establishment has been issued in July 2016. Nevertheless, it is also a challenge because the UNINA team will have to carry out a research-action plan in line with the GENOVATE experience and sustainability directives, so as to make the project a solid legacy for UNINA.

UNIBRAD is working with its Human Resources Department to develop a positive action approach linked to an Athena SWAN Action Plan and other institutional change programmes, like its sustainability strategy. Aligning GENOVATE work to planned activities will help avoid the creation of new workloads and will offer the opportunity for collaboration between activities already running throughout UNIBRAD. Mainstreaming GENOVATE in this way will promote sustainability. In addition, UNIBRAD will maintain GENOVATE Cafés to sustain the culture of dialogue with colleagues, so as to raise awareness of the distinct areas where gender disparities exist.

Unclear vision of Gender Equality and Women in Science

There remains a lack of a clear vision about women and gender equality in science. Partners have used the GENOVATE project as a lever to overcome gender stereotypes, make gender gaps visible, promote women scientists, change perceptions on the relevance of gender in science and transform academic culture.

Whilst UNIBRAD has achieved gender balance in Senior Management at an institutional level, challenges persist at the faculty level. In light of this, UNIBRAD's Faculty of Engineering and Informatics has developed an action plan to tackle women's under-representation in STEMM and address the deficit in the supply-line of women at the post-graduate level. This encompasses initiatives to ensure application, retention and progress in academic roles; SET-women networks to raise aspirations; the provision of role models and postgraduate sponsorships for female students. In general, the Aurora and Bradford Leader programmes seek to build a pipeline of women leaders at UNIBRAD.

Low male involvement in GENOVATE activities

Some partners have faced difficulties involving men in GENOVATE activities, while some faced other gender equality issues, such as work-life balance concerns. While many men have participated in GENOVATE activities, the majority of participants in GENOVATE Cafés, seminars and meetings were women.

In the case of LTU, this predicament drives its strategy to generate gender-awareness by adding value to the core activities of departments, faculties and Human Resources. Furthermore, the LTU GENOVATE project, like many of the partners, is designed to include the university's academic management on the project's advisory board and in its core team to lend legitimacy to the change process. Equally important is the impetus for university staff to take ownership of the change process, a key step to sustainable change in terms of both working culture and structures.

3.3.2. Successes

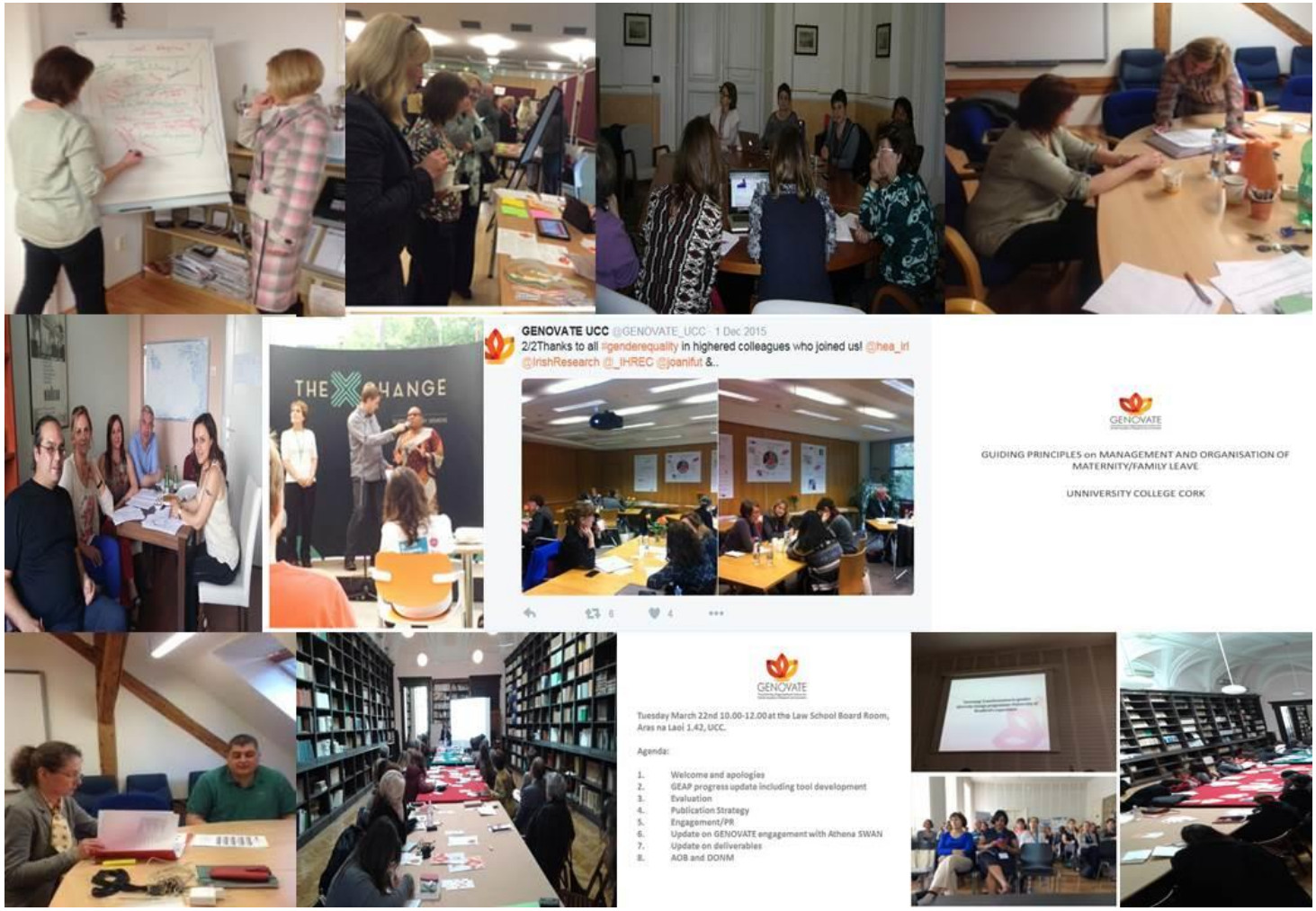
Internal dissemination and engagement

All the partners have conducted activities (GENOVATE Cafés, meetings, panels, seminars, conference presentations, and GENOVATE blogs, etc.) to enhance gender awareness at their universities and engage stakeholders. In this regard, specific activities have been carried out with Senior Management, academic staff and students.

According to some partners, these activities were useful for involving Senior Management as well as to trigger the process of transformation in their institutions via a bottom-up approach. For instance, the GENOVATE@UCC's presentation to the university's strategic management team (UMTS) resulted in a commitment to GENOVATE's eight gender equality actions.

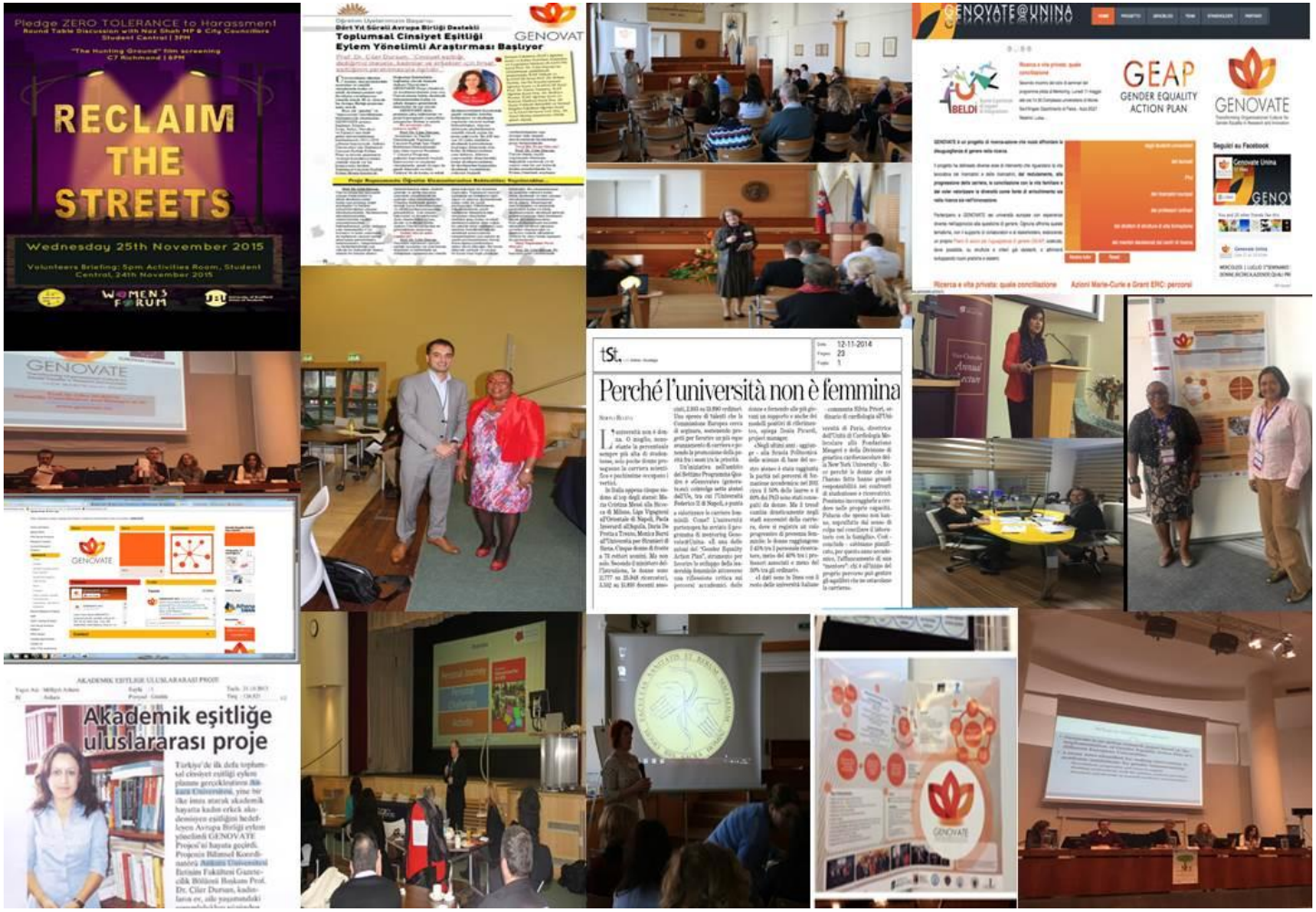
In the case of UNIBRAD, GENOVATE Cafés and GeCATs were particularly successful at raising gender awareness and tackling gender discrimination among members of staff, as well as in involving staff members in advancing gender equality. These two types of activities contributed to making people feel that gender equality is a collective responsibility, and that both men and women are part of the solution to its institutional absence.

Development of specific GEAP actions



All the partners have made progress in terms of developing of specific activities linked to their GEAPs, as well as in the field of “working environment and culture change” more broadly. In this regard, AU has improved the existing Scientific Research Unit Directive according to the equality principle for resource allocations in the research and development process. TU has promoted specific actions related to its Career Development Plan. LTU has supported the university’s Human Resource Department in implementing a sustainable, gender-aware recruitment process. LTU has also established joint learning and knowledge sharing processes in project partnerships and innovation systems between academia and industry, in order to embed a gender dimension into the design, processes, content and implementation of their core project activities. UCC has created spaces for reflecting on and deepening the gender equality actions of its GEAP. UNIBRAD has promoted GENOVATE’s institutionalisation within the University. Finally, UNINA has consistently advanced the development of the first gender-budget analysis of the institution, which was finalised and officially presented on the 7th of June, 2016.

External dissemination activities to increase public awareness

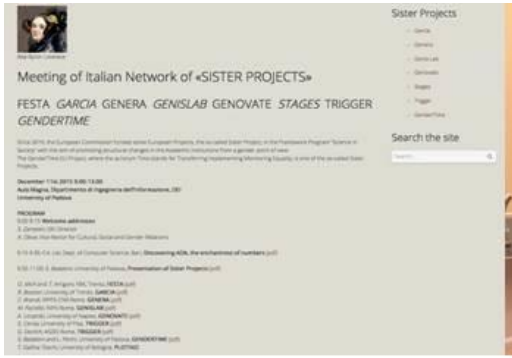


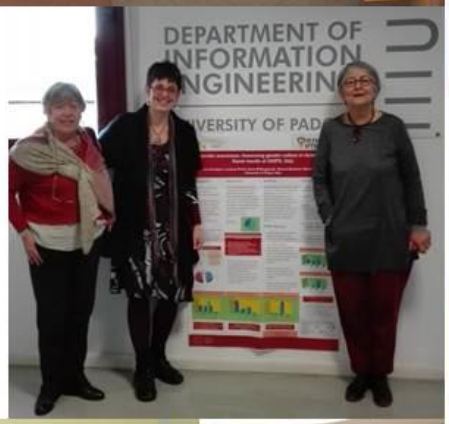
Various partners have carried out actions linked to the mass media (social media, television, radio, and newspapers) to disseminate information on GENOVATE and to increase public awareness about gender inequalities. Alongside the project's website, some partners have also created a GENOVATE website, while others have disseminated information through existing university and departmental websites, Facebook pages and Twitter accounts. This has attracted more readers through channels which they were already accessing. Some partners have also contributed to dissemination through public posts on the GENOVATE Community's Institutional Blog.

UNIBRAD has been in charge of updating the GENOVATE website and the GENOVATE Consortium Twitter account. The project's website has served as a central tool for the purposes of communication and dissemination. Social media has been used strategically to promote the active dissemination of the project. In terms of Twitter, tweets on common topics of interest for the project have been regularly posted on the project's Twitter account. Moreover, a specific hashtag, #genovate, is used to indicate when tweets provide information specifically related to the GENOVATE project.

In the same way, partner institutions have also worked on their National Learning Circles and have participated in local, national and international events centred on disseminating gender equality issues.

Increased engagement and participation in networks





Partners have placed specific emphasis on promoting stakeholder engagement. In this way, advances have been made in the involvement of students, in promoting male-colleagues' interest in gender issues and in engaging women working at senior levels in the local community.

In parallel, collaboration with other sectors and partnerships to boost gender equality has been also promoted. The participation of UCC and UNIBRAD in the Athena SWAN Project is a good example of this. UCC collaborated with colleagues at the domestic level to strengthen collective knowledge, expertise and tools for effecting change towards greater gender equality, including through their participation on the National Athena SWAN Committee. Moreover, AU developed a network for collaborative work with the Turkish partners of the FESTA and EGERA projects in 2015. LTU highlighted a gender perspective in context of the newly-launched certificate programme of the European Association of Researchers Managers and Administrators (EARMA). UNINA participated in the meetings of the Italian Network of Sister Projects.

Support from senior management teams

The vast majority of partners have received clear support from their senior management teams (rectors, vice chancellors, deans, vice deans, heads of department, etc.) in different meetings and conventions. Additionally, in some partner institutions, senior management staff has been included on the Institutional Advisory Board or in the core GENOVATE team to contribute to sustainable project results.

3.4. Excellence in Research and Innovation through Gender Equality and Diversity (WP5)

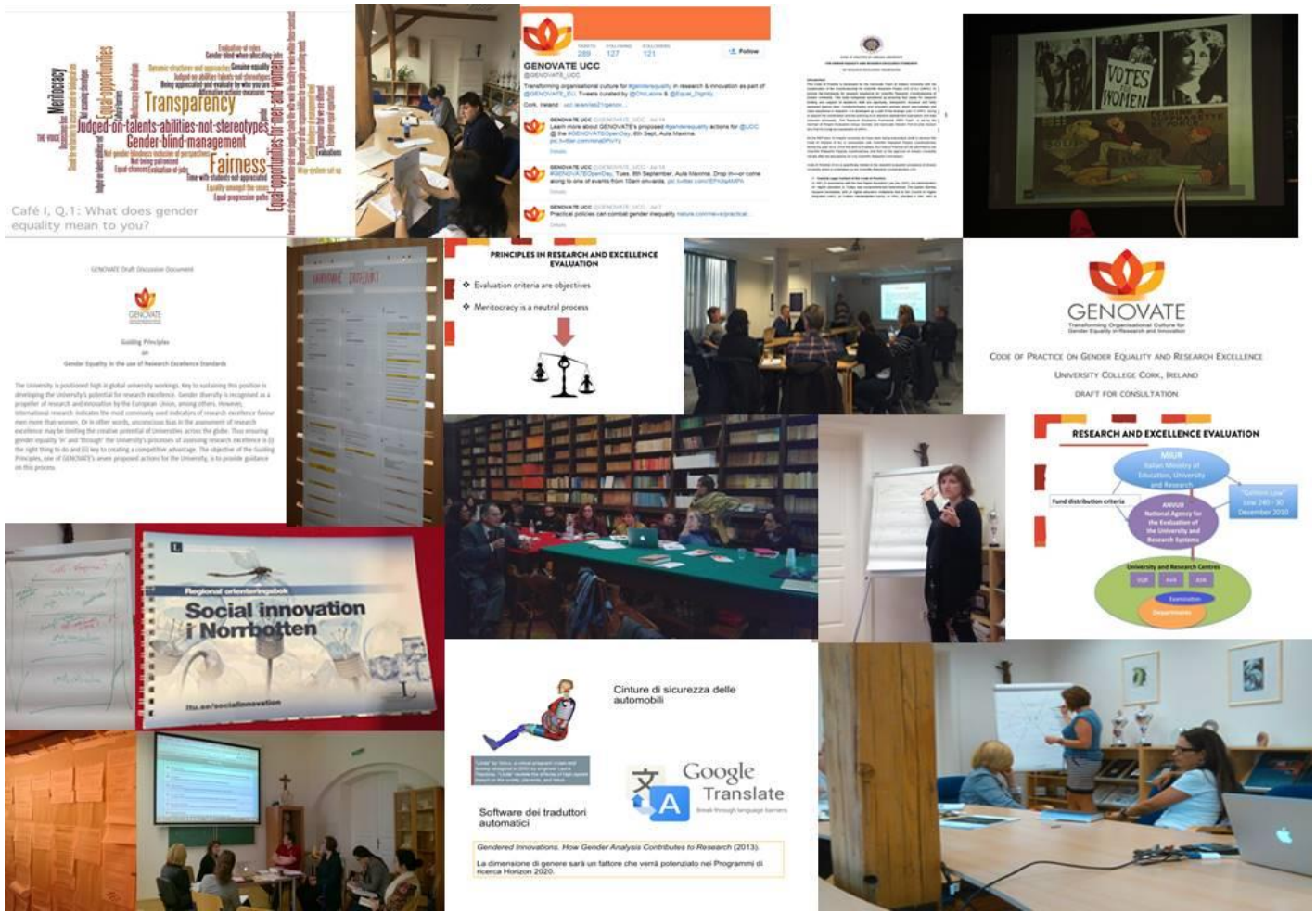
With regard to excellence in research and innovation through gender equality and innovation, partner institutions have faced two important challenges. First, the pressing need for broadening the concept of innovation and research, due to limited awareness of the gendered nature of current systems and methods of evaluating innovation and research. Second, the challenge of promoting gender balance in research excellence.

Among their successes, partner institutions have successfully put gender equality on the research and innovation agenda. They have contributed to disseminating information on gender and diversity issues in research and innovation to both academic and non-academic audiences.

The following pages outline more information on these challenges and successes.

3.4.1. Challenges

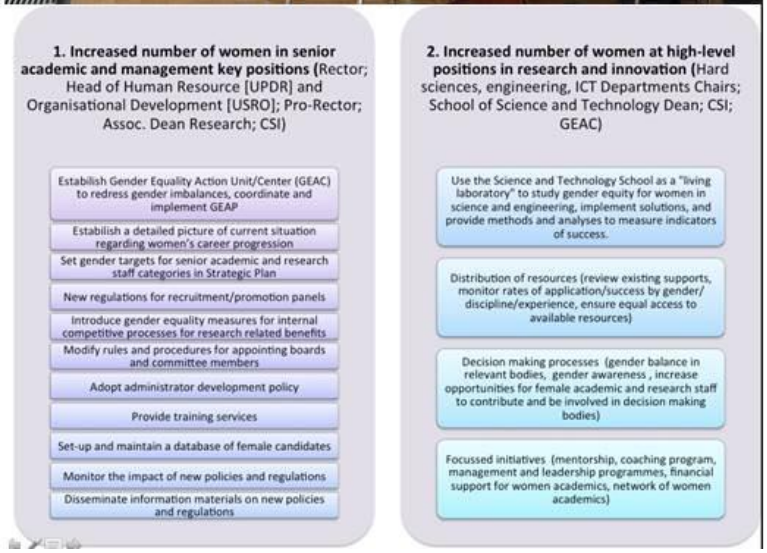
Broaden the concept of innovation and research



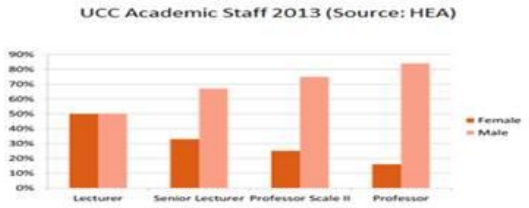
Several partners faced challenges to broadening the concept of innovation and research. There has been little awareness of the gendered nature of current systems/methods of evaluating innovation and research in many partner universities and among their institutional stakeholders. Partners have promoted gender sensitivity through different kinds of internal working meetings and through discussions in the National Learning Circles. However, few men have participated in these discussions around gender equality.

Additionally, partners have sought to promote gender equality on research excellence standards through institutional codes of practice. Some partners have also undertaken actions to boost inclusive innovation systems and strategic networks to create equal opportunities for women and men.

Gender imbalance in research leadership



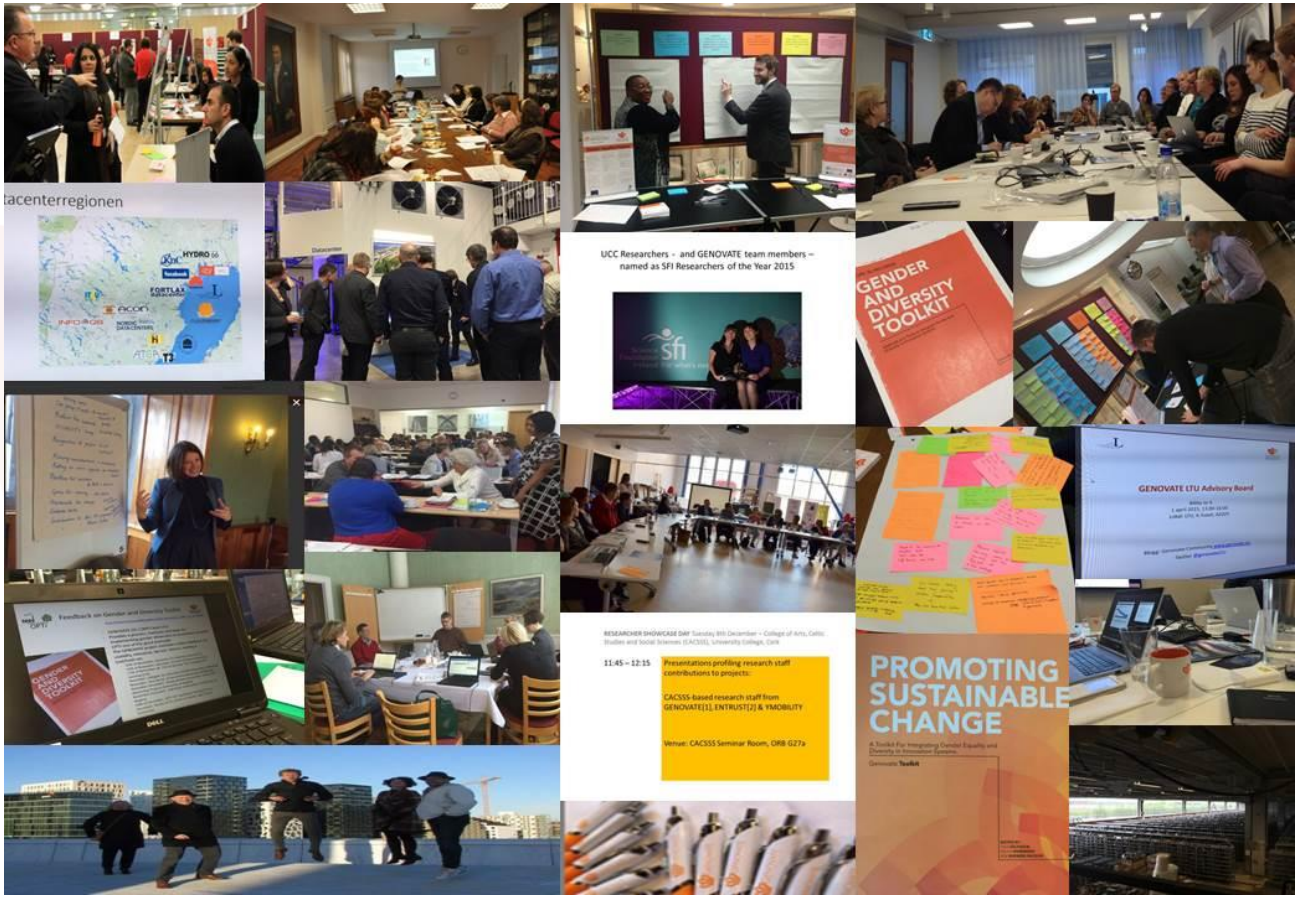
		Female			Male		
		Permanent	Fixed	% Fixed	Permanent	Fixed	% Fixed
2011/12	Researcher	6	22	79%	11	38	78%
	Lecturer	104	18	15%	85	6	7%
	Senior Lecturer	58	1	2%	97	1	1%
	Reader	3	0	0%	16	0	0%
	Professor	18	4	18%	66	13	16%
2012/13	Researcher	6	21	78%	10	28	74%
	Lecturer	117	16	12%	103	7	6%
	Senior Lecturer	55	2	4%	96	2	2%
	Reader	2	0	0%	13	0	0%
	Professor	21	5	19%	62	11	15%
2013/14	Researcher	6	27	82%	8	24	75%
	Lecturer	133	20	13%	116	13	10%
	Senior Lecturer	57	3	5%	89	2	2%
	Reader	3	1	25%	12	0	0%
	Professor	24	4	14%	64	5	7%



Some partners have strived to change the situations underlying gender imbalanced figures. This has been identified as a key challenge for four of the six partner universities (AU, LTU, UCC and UNIBRAD). In some cases, the gravest challenge relates to the small number of women professors or the large number of women in fixed-term positions. In others, the challenge is linked to unequal access to strategic networks and research funds.

3.4.2. Successes

Putting gender equality on the research and innovation agenda:
Working together, learning and proposing solutions to underlying issues



Partners have created different spaces for reflecting with stakeholders about possible solutions to underlying issues connected to gender inequality and diversity in the field of research and innovation. For example, GENOVATE Cafés, seminars and meetings have been carried out with GENOVATE staff, management staff, staff from different disciplines, the GENOVATE evaluation team, external stakeholders and others.

As a result of these spaces, institutional conversations have been established. Collaboration to strengthen gender mainstreaming processes in research and innovation has been achieved, and different tools have been produced to ensure the organisational promotion and sustainability of gender equality. These include, for instance, 'Guiding Principles on Gender Equality and Diversity Competence in Research Excellence Standards' and a 'Gender and Diversity Toolkit to integrate gender and diversity perspectives in innovation systems'.

Specific actions include UCC's development of its own Guiding Principles on Gender Equality and Research Excellence Assessments. LTU has integrated a gender perspective in project partnerships and innovation systems together with researchers, companies and other organisations by adding value to the core activities of these projects. Embedding a gender dimension in decision-making, communication and user participation has enhanced the gender-awareness of project managements and members. UNIBRAD has institutionally applied the Gender Equality Change Academy Framework (GECAF) to effect organisational change in Higher Education, which has been positively reflected in UNIBRAD's ATHENA SWAN award. Since the commencement of GENOVATE, UNIBRAD has successfully completed the GECAF phases in terms of implementing its GEAP. Among other results, GECAF development and effective implementation manifests itself in cultural change within UNIBRAD. The university is now marked by greater general awareness of gender equality as well as gender competent management, underscored by important revisions, evaluations, and updates of the overall institutional gender governance and policy framework.

Bringing WP5's GENOVATE issues to the university and wider community

Partners have promoted gender and diversity issues in the fields of research and innovation at the university-level, and throughout the broader community. This has been achieved through National Learning Circles, workshops, GENOVATE Cafés, panel discussions on equality and diversity, science festivals and conventions, training, and specific dissemination actions at the local, national and international levels.

In addition to specific academic activities, partners participated in non-academic oriented activities that have an impact on society at large. For example, UNIBRAD organised the Diversity Festival with a GENOVATE Café that was warmly welcomed and piqued public interest.

In the case of LTU, attention from national and international actors has strengthened the implementation of their GEAP activities. The issue of how to integrate a gender and diversity perspective in project funding applications has gained the most external attention.

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