GENOVATE

Transforming Organisational Culture for
Gender Equality in Research and Innovation

Report on Institutional Case Studies:
experiences of GENOVATE Institutions

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GENOVATE

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GENOVATE

Contents Page

GENOVATE

Background

GENOVATE[1] is a FP7-funded [under Science in Society SiS 2012. 2.1.1-1 programme] action research project, which operates across seven European partner institutions with different institutional and national contexts for gender equality. GENOVATE seeks to ensure equal opportunities for women and men by encouraging a more gender-competent management in research, innovation and scientific decision-making bodies, with a particular focus on universities. The core aims are:

- To implement innovative and sustainable strategies for change in universities and research organisations to better support gender diversity and equal opportunities

- To promote the ways in which gender equality and diversity benefit excellence in research and innovation

- To facilitate meaningful knowledge exchange between European universities with very different levels of experience

- To develop and widely disseminate a sound management approach for abolishing gender inequalities and contributing to the improvement of working conditions for male and female researchers

GENOVATE seeks to address these aims through the implementation in each institution of Gender Equality Action Plans (GEAPs) with sustainable strategies to ensure that there is organisational ownership of the integrated gender-competent agenda. To fulfil the goals and objectives of the project the work has been broken down into 8 Work Packages (WP), organized in three strands[2]:

- Strand 1: Model Development and Methodological Framework (WP2)

- Strand 2: Gender Equality Action Plan Road Map (WP3, WP4, WP5)

- Strand 3: Evaluation Reflection and Outputs (WP6, WP7, WP8)

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

[2] http://www.genovate.eu/project/

GENOVATE

Scope

The GENOVATE consortium consists of seven partner institutions that bring to the partnership unique expertise and varying needs in relation to gender issues. This diversity of strengths and interests provides an opportunity to exchange information across the partners and to learn from each other's skills and experiences in support of the implementation of the GEAPs.

Work package 6 provides effective strategies and networking activities for knowledge exchange among partners and designs and develops the tools (virtual and face to face) needed to meet identified needs. In addition, this WP aims to customise existing tools by supporting networking activities and information exchange in relation to the implementation of GEAPs.

The use of case studies in European projects that support institutional development gives partner institutions the opportunity to share their experiences and to learn from each other's work. These projects can benefit from a variety of inputs from each institution, and can articulate responses to the set goals that reflect the diversity of partners' socio-economic and cultural contexts. This is vital to overcome barriers to creating shared understandings of some key values and principles that should inform a wide range of institutions in Europe.

First, the scope of this report is to identify similarities and differences in both the achievements and the challenges encountered by the different partner Institutions in their GEAP implementation process; second, to provide a preliminary analysis of the most relevant successes and challenges experienced by Consortium partners.

GENOVATE

Deliverable

Deliverable D6.2 of the GENOVATE project concerns a portfolio of institutional case studies from Consortium partners. The case studies focus on GEAP actions implemented by each partner institution and report the successful strategies but also the difficulties of GEAP implementations.

An online portfolio of the GENOVATE case studies will be posted on the GENOVATE Community, in the section *GEAP Implementation Roadmap*[3].

The Implementation Roadmap has been built during the third year of the GENOVATE project in order to collect contributions concerning the different aspects of GEAP implementation from Work Packages WP2, WP6, WP7:

1. Reflections on Change Academy Model (CAM) implementation: reflections from GENOVATE partners related to the CAM implementation and the Social Model to be developed by WP2, co-led by Trnava University (TU) and University of Bradford (UNIBRAD).

2. Case studies on the GEAP implementation: raw data on the implementation of GEAPs in each institution provided by GENOVATE partners in response to UNINA requests (WP6, led by University of Naples Federico II, UNINA).

3. E-Portfolio for the evaluation: pictorial material (photos, pictures, graphics, charts, etc) about advances, mechanisms/activities and resistances related to the GEAP implementation (WP7, led by Universidad Complutense de Madrid, UCM).

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[3] http://www.genovate.unina.it/community/index.php/geap-implementation-roadmap.html

GENOVATE

This document reports on the case-studies material received from six Consortium partners. The aim is to identify recurring themes across GEAP implementation, to understand the similarities and differences in how these themes have been addressed by partners, and to provide a brief analysis of the most significant themes identified.

As agreed by all Consortium partners, all data have been anonymised in this report, so that no specific institution can be identified by agents external to the GENOVATE Project.

The first section (Methodology) of this document briefly describes the key points of the methodological approaches and tools used for producing this report. The following sections (Achievements and Challenges) provide an analytical synthesis of key achievements and challenges identified by each institution. Conclusive remarks are presented in the final section, while Appendix 1 contains the Case Study Template.

1 - METHODOLOGY

A significant contribution to D6.2 was drawn from the preliminary analysis of images (pictures, graphs, surveys, etc.) collected, from core partners, as part of ePortfolio for D6.2, a working document produced by the WP7 team (led by UCM). The images were collected and collated by UCM from July 2015 to exemplify some of the key moments representing achievements and challenges in their GEAP implementation process. In July 2015 partners were asked to send twenty images representing both successes and challenges of their GEAP implementation plans linked to the core work packages - WP3, WP4 and WP5. Subsequently, partners sent four images per month from August until November 2015.

The collection of images will continue until the end of the project and will form part of the final evaluation report. UCM analysis of images is based on a methodological perspective that looks at images as representations of discourses that actively produce and/or reinforce specific sets of meanings, values, and worldviews. According to the specialized literature on analysis of visual production, each image reflects a discourse. When analyzing images, it is important not only to focus on the image *per se* but also the intentional production of meaning. The visual production is related to social practices of production and viewing of images (Hodder, 1994 and Serrano, 2008). This analysis has been incorporated into the findings of this report, where relevant, and has been used in several subsections to exemplify similar or even identical themes. The steps in the analysis of images are illustrated in figure 1.
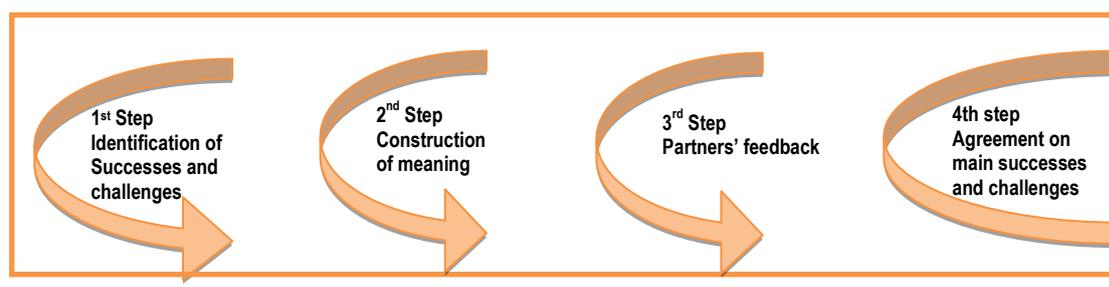
Figure 1. Steps in The Analysis of Images

- 1st Step. Identification of main successes and challenges related to WP3, WP4 and WP5: The different images and the titles of each of them have helped to make a first assessment of the successes and challenges.

- 2nd Step. Construction of meaning: There has been constructed a discourse about these successes and challenges.

- 3rd Step. Partners' feedback: Consensus and dissent about the proposed construction of meaning.

- 4th Step. Agreement on main GEAPs' successes and challenges: Final report with the agreed GEAPs' successes and challenges.

The present report utilises an analytical frame similar to the analysis of images. The combination of both textual and pictorial material can give a more comprehensive, though not an exhaustive, description of what Consortium partners consider as GEAP achievements. This report presents the main successes and challenges identified based on the repetition of ideas coming from pictures and narratives. In this regard, for WP3, WP4 and WP5, different collages of images have been used with the narratives that present a common idea in relation to achievements or challenges.

The UCM analysis is supplemented by information provided by partners in response to a template prepared by UNINA for their contributions to Deliverable 6.2. In this template, UNINA has asked Consortium partners (all but UCM, in charge of Evaluation) to think about their GEAP implementation, to identify some of the key challenges they have faced, and the solutions they have adopted to address them. GEAP implementation then marks the general contours in which partners are asked to observe and report on their activities, forming the basis of our case-study analysis.

GENOVATE

Given the large quantity of data received from partners, NVIVO software was used as a partial support to our critical reading of data.

This report provides short descriptive vignettes (either as paraphrases, or as direct quotations) that exemplify some of the key achievements as well as challenges; followed by a brief analysis of the most relevant elements for each identified theme. The challenges section in particular, emphasises some of the proactive efforts by partners to address emerging challenges from GEAP implementation. Finally, some conclusive remarks relative to the material are presented in this report.

2 - ACHIEVEMENTS

This section reports on key achievements of partner institutions.

Vignettes are used to exemplify specific achievements linked to themes identified. In some cases, such as the ones related to involvement of top management and key stakeholders, a majority of partner institutions provided evidence of (positive) interactions. A selection of narratives is included in this report in the form of vignettes.

1. **Retrieval and/or Analysis of Gender-Sensitive Data – Data Collection – Gender-Sensitive Evidence:**

Analysis and monitoring of gender equality was found to be key to the development of positive approach within partner institutions. In fact, retrieval and study of disaggregated data helped increase the effectiveness of the undertaken actions, and contributed to raising awareness of relevant government bodies and key stakeholders. This is supportive when overcoming challenges of gender imbalances as identified by ePortfolio images that follow:

All the partner Universities present a clear gender imbalance in relation to recruitment, progression and research support. This imbalance varies depending on the discipline –more traditionally male or more traditionally female– but it is common in all the partners.

The following experience, by Partner B, exemplifies this:

> "There is a need for gender-sensitive qualitative data to contribute to an informed understanding of the factors that can contribute to gendered career paths and outcomes, and to make visible the under-appreciated impact of gender inequalities on women's careers. The production of gender-sensitive empirical evidence has been fundamental to involve key stakeholders in supporting interventions that aim at modifying gender-neutral practices and regulations in academic institutions." (Partner B)

This vignette identifies the significant contribution that gender-sensitive data can make towards raising awareness of restricted career progression opportunities for women.

The challenge of male dominated decision-making roles and senior positions, as illustrated by the following ePortfolio images can be overcome by successful retrieved and/or analysis of gender-sensitive data and raise awareness of current imbalances:

GENOVATE

Several partners highlight that decision-making roles and senior positions are male dominated. This gender imbalance is an important challenge when promoting gender equality and diversity in their working environment and organizational culture. The use of gender-sensitive data and longitudinal analysis can help identify future successes in overcoming such imbalances.

Another partner provides details on the use of gender-sensitive data within their institution:

> GENOVATE is working very closely with our newly restructured Human Resources and Organisational Development Directorate and have embarked upon a wholesale policy review. GENOVATE's involvement is to ensure gender and diversity competence of all HR policies. GENOVATE team has highlighted potential opportunities for improvement, and strategies for achieving required changes in policies and practice implementation with the support of qualitative and quantitative baseline data.
>
> Baseline data have helped to refine equality-monitoring structures within the institution and supported the application for Athena SWAN, by recognizing the advantage of having actions that require regular monitoring. Thus, an improvement in our monitoring data has helped with institutional gender equality initiatives. Various other research based activities, such as the Academic Trajectory Analysis and Career Break Project will provide the data required for

> monitoring, support the transformation of progression policies, and benchmarking. (Partner A)

Partner A echoes some of the benefits identified by Doneys et al. (2012), of gender-sensitive monitoring and evaluation. The above vignette highlights the broader organisational benefits of using gender-sensitive data for policy review, refining of equality-monitoring structures, strategic implementation of change in policies and practices, supporting application of external awards, and other gender equality initiatives. Doneys et al. (2012) add a focused view of the benefits of gender sensitive monitoring and evaluation, by suggesting that it will assess the intended and unintended effects and impacts of the project, and also changes in attitudes, perceptions, self-confidence, gender division of labour and workload, and economic and income-earning activities.

Partner D explains the benefits of presenting the data to senior staff:

> "Providing systemic data on gender indicators for top managers and academic personnel through short reports can be especially useful to the distribution of research resources." (Partner D)

The allocation of resources has been a significant problem in Higher Education Institutions (Ho et al., 2007) therefore the support provided by data collected within the institution can be extremely useful, as is the case with Partner D. The following ePortfolio images represent gender imbalance in research excellence that can benefit from achievements reached through retrieval and/or analysis of gender-sensitive data:

In some cases, the challenge is related to the low number of women professors or the decreasing of women in fixed term positions; in others, the challenges are linked to unequal access to research funds. Some of the suggestions by Doney's (2012) can help overcome issues of unequal access and distribution of resources and research funds.

So far this report has focused on the first achievement commonly found amongst partner institutions: the retrieval and/or analysis of gender-sensitive data. The vignettes collected so far, and some external research, clarify: the significance of this achievement in partner institutions; use and benefits in Higher Education Institutions; and advantages in re-shaping attitudes, perceptions and behaviours.

2. Transforming Academic Culture and Structures –From Gender-Neutral to Gender-Sensitive Practices:

In a publication prepared for the EU, Selanec (2012) reports an increase in the acceptance and implementation of positive action models, after years of initial proposals, even within nations that ' traditionally opposed sex-based preferences as an instrument of equality promotion' (p.1). Various factors, including raising awareness of the benefits of positive action towards gender equality, specifically within academic organisations, help increase internal and external acceptability of positive action measures to promote gender equality (Selanec (2012).

In this respect, partners have adopted a variety of practices: mentoring programs, courses on gender equality, meetings, and seminars. One partner explains the benefits of a mentoring programme:

> "Half of the young women researchers said they benefited from the Mentoring Program: the mentor-mentee relationship has helped them to reflect on their academic career critically and to further clarify some of their objectives. Almost all mentees said the mentoring relationship has helped them to reflect on personal life/research career balance, which is a concern for the vast majority of women researchers." (Partner E)

This vignette demonstrates the reflective support provided by mentoring programmes (Brockbank and McGill, 2006), and the direction provided by clarification of objectives, towards women's research careers.

Another partner identifies other steps towards culture change:

> "An elective course on Gender Equality cross-listed in all departments, as well as a new textbook written by members of the Women's Studies Centre is a significant step towards academic culture change." (Partner D)

GENOVATE

The culture change identified in this vignette supports and raises awareness of gender equality from the bottom up, to include students and wider society. Partner C extends this to recruitment of Postgraduate researchers:

> The first step (in gender-mainstreaming) at the department level was taken by the head of the ICT department with aim to broaden the recruitment group of a chaired professor. A diverse and gender-balanced recruitment group was established and a member of the GENOVATE team was invited to the meetings. The activity resulted in a funding application to support a more flexible process for hiring women PhDs to the ICT department. Even though the application was not approved, the department decided to allocate its own strategic funds to employ 2-3 women PhDs in the next two years. (Partner C)

This partner shaped a culture change in the recruitment of female Postgraduates, by taking advantage of a declined grant application, and utilising it to justify the need for departmental allocation of funds for female Postgraduates.

The achievements, in light of transforming academic culture and structures, have been common across all partner institutions, as reflected in the e-portfolio:

> All the partners have conducted activities (GENcafé, meetings, panels, seminars, conference presentations, GENOVATE blog, etc.) to enhance gender awareness at their Universities. According to some partners, these activities were also useful to trigger the process of transformation in the institutions with a bottom up approach. (ePortfolio, Section 1.2))

The vignettes presented so far demonstrate the importance of all gender equality initiatives and strategies to raise awareness and create internal and external acceptability of gender equality and related interventions. Intended changes, such as the grant application by Partner C, to change recruitment processes, may not always be accepted by the intended audience but may receive support from another stakeholder. This is noteworthy when implementing activities to transform academic cultures and structures: the outcomes will extend beyond those that were initially anticipated.

The following ePortfolio images are also representative of actions by some partners to increase the visibility and recognition of women at institutional levels:

Whole Institution	GRADE	Headcount			Percentage		Gender parity (F% - M%)
		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 partners have advanced in increasing the number of women such as honorary doctorates, professors or honorary graduates. According to some partners, it is a result of the collaboration through the GENOVATE project.

3. Involvement of Top Management:

Structural change requires the involvement of senior management (Basu et al., 2002) in a process directed towards the radical transformation of value systems and resource allocation models. Senior management involvement can promote success of the positive actions undertaken and sustainability of change.

EPortfolio images are supportive of this involvement:

GENOVATE

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

The following vignette offers short focused descriptions of one partners' experience:

> The support of decisional and executive organisms is fundamental to stimulate processes of structural change in academia. Without the contribution of these organisms, gender mainstreaming becomes more exacting, and achieving any result may take longer than necessary. [For instance], every time that CII (Institutional Advisory Board) members have been asked to express opinions and/or provide feedback on something, they did so and the GENOVATE team has unanimously found CII feedback accurate and useful at all times. (Partner E)

Basu et al. (2002) shed light on the positive outcome of involving senior management in change activities; therefore the support received from senior management has been a significant achievement for sustained change. The ePortfolio report also identifies the progression of this achievement by all partners:

> The vast majority of partners have received clear support of their senior management teams (rectors, vice chancellors, deans, vice deans, heads of department, etc.) in different meetings and in the conventions. Additionally, in some partners, senior management staff has been included in the Institutional Advisory Board or in the core GENOVATE team to contribute to the project's sustainability. (ePortfolio, Section 1.2)

Overall, partners' involvement of senior management has proved successful in various capacities, from inclusion in Institutional Advisory Boards, to receiving feedback on GENOVATE activities.

4. Joint Implementation of Actions and Collaboration with External (Non-GENOVATE) Strategic Drivers and Different Stakeholders in General:

Collaboration with stakeholders, who can help shape the development of effective measures towards gender equality, is imperative (Jongbloed et al., 2008), especially in connection with the need of effectiveness and sustainability of processes. This is inclusive of strategic drivers. EPortfolio images of WP5 activities identify the values of working together, learning and proposing solutions to underlying issues:

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Partners have created different spaces for thinking with stakeholders about possible solutions to underlying issues connected to gender equality and diversity in the field of research and innovation. This includes collaborative and involvement of management staff, staff from different disciplines, the GENOVATE evaluation team, and other internal and external stakeholders.

Partner B explains involvement with an external strategic driver:

> The GENOVATE project has actively participated in the Athena SWAN process on campus.[4] The university has made a commitment to the principles of the Athena SWAN Charter and a close collaboration has been developed between GENOVATE and the Athena SWAN process, in the belief that a strengths-based approach, which draws on the strengths of both, is key to success and sustainability in addressing gender inequalities in the institution. Indeed some GENOVATE actions have been inserted into the Athena SWAN Gender Equality Action Plan for the university, thus reaffirming them and embedding them more deeply within university structures. (Partner B)

Collaboration between the GENOVATE project and external strategic drivers such as Athena SWAN has yielded positive support outcomes for both. This is similar to the experience of another partner, but in collaboration with other strategic drivers:

> The University has defined a clear agenda to promote an inclusive and supportive working and learning environment that is consistent with its strategic objective of equality and diversity. This renewed approach sets out a strong commitment to bring about positive change through mainstreaming equality and diversity in all core functions of the University. GENOVATE's work with HR seeks to advance the university's positive action approach through a consolidation of gender equality actions linked to various institutional change programs, and to facilitate the joint implementation of actions and collaboration of various stakeholders with GENOVATE activities. A holistic approach to addressing gender equality within the institution ensures that gender initiatives such as Athena SWAN, Aurora, COMPACT and the health and wellbeing initiatives are closely aligned with GENOVATE. (Partner A)

This partner has used a variety of means to collaborate with other gender initiatives, such as Aurora. Aurora is a women-only leadership development programme, created in response to the underrepresentation of women in senior leadership positions. The GENOVATE project has therefore collaborated with this initiative by funding a number of places across the university to support the career progression, of women within this partner institution, towards senior management positions.

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[4] http://www.ecu.ac.uk/equality-charters/athena-swan/

GENOVATE

Another partner has identified the benefits of collaborating with HR and research management organisations:

In collaboration with the GENOVATE team, the university's Human Resources department (HR) has improved guidelines with the perspective of equality, diversity and cooperation. The GENOVATE team's support includes regular meetings with a HR specialist, contribution to the university's central equal opportunities plan, delivery of training sessions and spreading these activities in local, national and international workshops, conferences and university's website.

Furthermore, the GENOVATE team cooperates with the European Association of Research Managers and Administration (EARMA) to annual conferences and working group activities, design of training programs with a gender perspective as well as workshops, seminars and poster presentations.

Another action aims to integrate a gender and diversity perspective in the core activities of ICT innovation systems. Also, the GENOVATE team has embedded a gender dimension in twenty Horizon 2020 and other funding application over the past three years; as a result additional funds have been approved by the university. (Partner C)

Collaboration with external stakeholders has supported the dissemination and sustainability of GENOVATE activities. This joint implementation of actions has yielded favourable results for all parties, and proved successful in generating funds and support from other, unintended avenues, in the process.

The ePortfolio images are representative of this and illustrate the involvement of various stakeholders to the success of GENOVATE project:
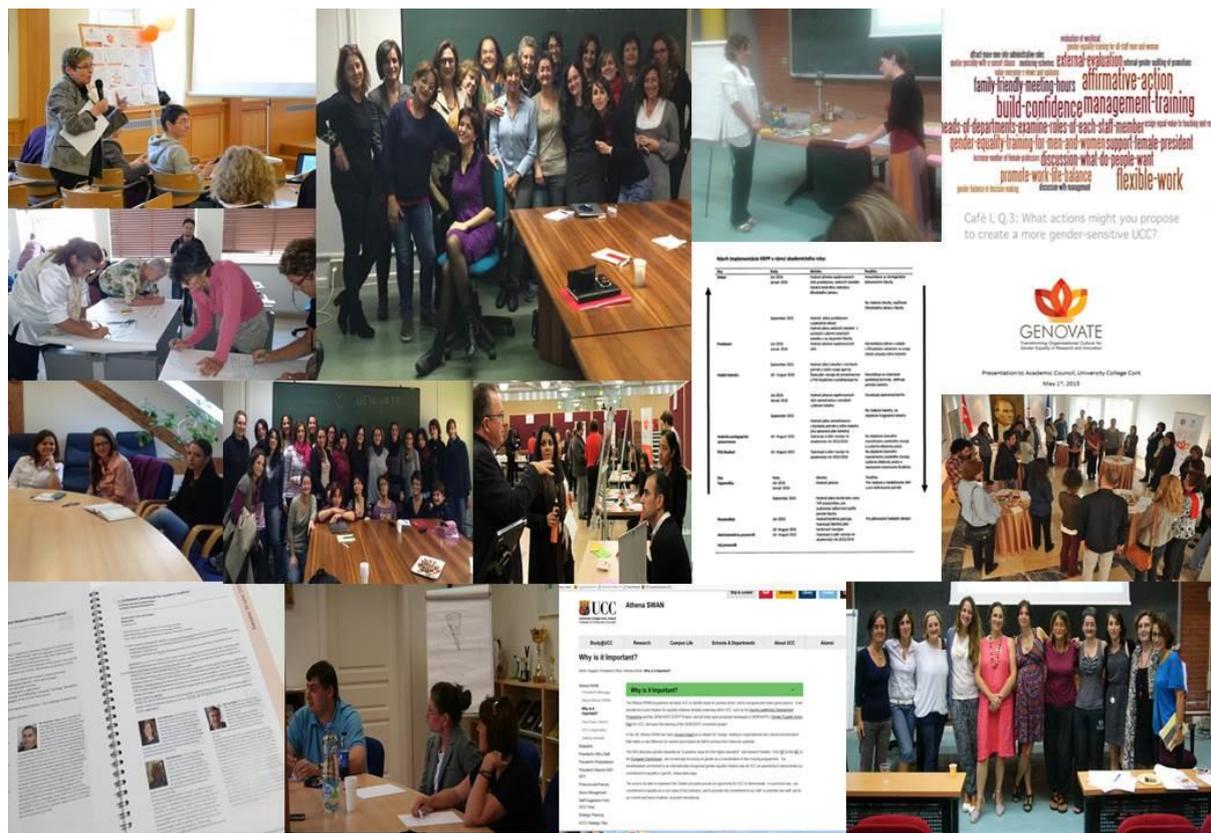
The above images represent WP3 actions taken by partners to collaborate with stakeholders such us Human Resources Department, Academic Council, GECATs, GENOVATE team, external stakeholders, etc. This includes the delivery of focus groups, world cafés, workshops, working sessions, and meetings.

5. Active Contribution to The Proposals and/or Development and/or Endorsement of Official Plans and/or Protocols Relative to Gender Equality Implementation to Be Approved by Top Management:

Meaningful involvement of target groups can be realized through the development of official documents (workforce planning, gender equality policy documents, codes of practice) that contribute in modelling policies of the academic institutions.

The following vignettes offer short focused descriptions of partners' experiences. One partner explains the importance of using career development plans:

> "Career development plan is a tool that may be used by management and employees to guide and direct personal and professional development. This is accomplished by identifying the necessary skills and abilities required to competently perform in a particular position. [...] Career Development plan was drafted and submitted to the dean of Faculty of Health Sciences and Social work and to Rector in May 2015." (Partner F)

GENOVATE

Baruch (2006) discusses career development in organisations and the shift from the individual to the organisation. The paper provides a balanced viewpoint of career development plans and identifies the need to create career development plans that do not merely focus on traditional career paths and traditional career development activities. Partner F has therefore drafted a context specific career development plan to fit the institutions needs and to support employees within.

Another partner refers to a Gender Equality Practice Document of HEC that can be used more broadly by all universities across the nation:

> Gender Equality Policy Document (GEPD) of Higher Education Council (HEC) was accepted by HEC on 28 May 2015 and later sent to all academic units of 175 Universities in the country. The document illustrates seven actions to which universities should commit to in order to enhance gender equality on their campuses. (Partner D)

Committing to gender equality is a step towards ensuring sustainability of GENOVATE activities within all institutions. The involvement of senior management is crucial towards the sustainability of this commitment and sustainability beyond the life of GENOVATE. This includes the involvement of cross-university groups in embedding policies and codes of practice within current structures as demonstrated by Partner B:

> Drawing on GENOVATE action research and the challenges identified therein, GENOVATE has proposed a cross-University Working Group be established to develop a Code of Practice on Managing Maternity and Family Leave on campus. This aims to address issues regarding the culture surrounding maternity leave as well as the impact of maternity leave on career progression. This proposed action has been incorporated into the University's Athena SWAN Action Plan and along with GENOVATE's seven other recommendations has been approved by the University Strategic Management Committee. (Partner B)

Partner B emphasized the impact this can have on the culture in the institution and subsequently on career progression. In essence, active contribution to activities related to gender equality implementation; require the support of senior staff and influential actors external to the GENOVATE project.

GENOVATE

6. Dissemination in Mass Media and Websites:

Dissemination of GENOVATE general findings is undertaken by all partners to maximize the impact of the project. GENOVATE e-Portfolio images show how partners have worked towards bringing GENOVATE issues to the university and wider community:

Partners have promoted gender & diversity and research & innovation issues in the University and wider community through workshops, Science Festivals, training, specific dissemination actions, etc.

This is explained in the ePortfolio:

> Various partners have carried out actions to disseminate GENOVATE in mass media (social media, TV, radio, and newspaper). Some of them have also created a GENOVATE website to this end and other have promoted information through existing University and department websites as well as Facebook pages to attract more readers through channels that already have reached them. (ePortfolio, FP7-321378 , Section 1.1)

EPortfolio images are also illustrative of the variety of activities undertaken by partners:

GENOVATE

The above images are illustrative actions of WP3 to disseminate GENOVATE in mass media (social media, TV, radio, and newspaper). Some partners have created a GENOVATE website to this end and other have promoted information through existing University and department websites as well as Facebook pages to attract more readers through channels that already have reached them.

WP4 activities, such as internal and external dissemination to increase gender and public awareness illustrated by the following images:

GENOVATE

According to some partners, these activities were also useful to trigger the process of transformation in the institutions with a bottom up approach.

2 – CHALLENGES

This section reports on the main challenges faced by partner institutions and on some of the efforts put forward by partners to plan solutions to these challenges.

1. Project Sustainability:

All partners recognize the necessity of guaranteeing sustainability to the processes catalysed by the GENOVATE project in each institution. This could be challenged by several factors, such as, for instance, the small number of people actively involved in the process, the difficulty to motivate certain target groups such as students and male colleagues, etc.

Here is an example to illustrate this point:

> "Ensuring the continuity of GENOVATE actions requires sustained involvement; however, while support for the equality agenda is strong, the number of people regularly involved in GENOVATE activities in the university has been relatively small: generally, any conflict or disagreement has been evident more in silent resistance which is difficult to address". (Partner B)

To overcome the challenge of silent resistance, partners used approaches, such as collaboration with key stakeholders and with internal and external strategic drivers such as Athena SWAN. In addition partners suggested the need for regular dialogue with colleagues using research evidence.

Partner E suggests that:

> In order to ensure the sustainability of change, a series of challenges have to be confronted, such as low student involvement on campus in regards to gender equality initiatives, as well as low involvement of male colleagues in GeCAT teams. (Partner E)

Partner E found that support from the students union was required to improve student involvement. Such support includes undertaking targeted events linking secondary schools with faculties within the university and utilizing a 50/50 ratio of male/female ambassadors for student recruitment events.

The continuation of GENCafés will provide a regular opportunity to view the progression of GENOVATE work within faculties and support attempts to promote consistency in messaging, thereby reducing mixed expectations. This will also assist in clarifying the GENOVATE goal of promoting equal opportunities for both men and women, so as to improve the involvement of male colleagues in GeCAT and other

GENOVATE

gender equality work within institutions.

Partners have mentioned, to different degrees, the necessity to involve existing top decision-making bodies (Faculty and Administration) in the implementation of gender-awareness initiatives that want to contribute to modify academic organisms and institutional procedures. Thus the challenges experienced by partners to secure project sustainability are at the same time compensated by the support received by top decision-making organisms, external strategic drivers, and internal stakeholders, to GENOVATE objectives.

A positive atmosphere of cooperation between GENOVATE teams and top management is common, in general, to all partner Institutions. Indeed, no case of sheer dismissal of GENOVATE *proposals* has been reported in the material received. The shortcomings and the lacunae found by each partner cannot be overlooked, in top management, policies and practices, such as a low number of women in decision-making bodies (Partner C). However, it can be said that sustained efforts to involve top management in institutional GEAPs represent a key factor to secure the sustainability process of the project. Even in those cases where low student and contract Faculty involvement emerge as elements that may slow down and/or hamper the progression of sustainability actions (Partner D and Partner E), the steady support of top management may become one of the kernels around which GENOVATE actions may be further defined and refined for the next months.

However, another partner (Partner A) has individuated middle management as a target group that is often overlooked in the action plans and initiatives taken at the institutional level for a variety of purposes. Middle management can be considered as both a challenging and resourceful area for which interventions may be designed and subsequently implemented.

On the one hand, middle management may show relatively more resistances to change and/or to adopt new directives than other target groups; on the other though, it is precisely because middle management represents the people who generally stay employed for the longest time in an institution that focused interventions could be tailored for them and a more stable basis for change may ensue in return. Partner A in the GENOVATE Consortium has been working in this direction and this may become a key factor in contributing to create the proper conditions for project sustainability, even in contexts different from the one where GENOVATE has focused on middle management involvement. Efforts directed to involve middle management may in fact also contribute to reduce in part the scepticism observed elsewhere by some other partners (Partner D) about change initiatives started outside of Institutional top management on behalf of Faculty, Administration and students.

2. Cultural Context and Resistance to Change:

Barriers to positive action measures are often connected to specific convictions and beliefs on gender roles and gender equality issues, in and outside Academia. This includes an unclear vision of Gender Equality and Women in Science as represented by ePortfolio images:

Partners have been trying to overcome gender stereotypes, promote women scientists, and change academic culture in this regard.

The difficulties related to promoting gender awareness concern both the impediments, restrictions and/or overt biases derived from socio-cultural and religious contexts in which the Institutions are located and the structural impediments derived from the specific organization of labour of the institutions at stake (Partner F). Another institution (Partner B) emphasizes the widespread inattention to the impact of political-economic measures that tend to reduce funding for social care (for instance reduction of paid maternity leave at universities) which inevitably affect both personal life and career choices of women researchers.

One partner explains this in detail:

"[D]eep-seated convictions and beliefs that resist some aspects of modern thinking persist in both academic milieus and civil society in general. Ideas about gender identities and gender roles are also informed by a complex – not devoid of contradictions – mixture of stereotypes and at the same time by efforts to contest them: ideas reinforcing women's subordination to patriarchy, a rigid gendered division of labour, compulsory motherhood *coexist* with critical perspectives that contest patriarchal values and actively nourish alternative

> visions of labour division, of motherhood, of gender identities." (Partner A)

This partner has identified the involvement of Gender Equality Change Academy teams to overcome this challenge. As the GeCATs are an inter-departmental network their work is fundamental to promoting and consolidating GEAP actions in all collegial bodies and academic communities at all levels.

Another partner describes a similar experience:

> "Our society overall sees women as primarily child-bearing and child-raising individuals. The scientific career of men is almost independent from family obligations while in women-scientist their family management role is observed as the most important."(Partner F).

As a means to overcome this challenge, this partner proposed to increase the age limit of grant proposals eligibility within this institution to 40 years of age, which was supported by the Rector of the institution. A formal proposal was submitted in September 2015.

Overt resistance to acknowledge gender inequities is also reinforced by other discourses that tend to subordinate gender awareness to other, 'more important' issues: Partner D for instance relates how some specific faculties in their Institution, such as Engineering, Medicine, Law, etc., would see GEAP implementation as secondary and/or irrelevant perhaps with respect to what are considered other, "more serious" structural issues.

In light of these challenges, a diverse variety of actions have been implemented to promote gender-sensitive practices, which may be tentatively divided in two groups:

- in the first group initiatives were directed towards either the general public, open to all people interested in gender mainstreaming and/or also restricted to specific target audience but in any case moved by the intention of contributing to knowledge about gender issues, to dissemination of GENOVATE objectives, and to networking with Faculty and students interested in gender themes. World cafés, seminars, National Learning Circles, various knowledge building activities have been used for this scope. These initiatives have been taken by a majority of partners in the Consortium.

- in the second group the establishment of Gender Equality Commissions (Partner D), efforts to introduce Gender courses in university curricula (Partner D), development of a Code of Practice for Research Units in charge of funding (Partner D), efforts to implement training programs for Administration and Faculty (Partner C), the implementation of a Pilot Mentoring Program for young post-doc women researchers (Partner E), the establishment and consolidation of a Gender Equality Change Academy Teams (GeCAT) networks (Partner E),

efforts to have the Institution adopt a Career Development Plan (Partner F).

It can be observed that the initiatives clustered in the first group certainly contribute to raise gender awareness in the institutions (but also outside, depending on the extent of GENOVATE outreach activities in each given context) and to gender networking, but they should also be followed (indeed this is the case for the GENOVATE Consortium) by initiatives of a different kind. And that is by initiatives that aspire to contribute to the creation of more solid, long-lasting organisms and/or initiatives in Academia that take gender awareness and gender climate change as a long-term, ongoing commitment.

Some of these initiatives are listed in the second group. The necessity to lay more solid foundations for gender climate change to occur and to sediment in Academia is also in tune with our discussion of the material analysed in the previous section (1. Project Sustainability). In fact, involvement of top and middle management as actions implemented to secure the project sustainability can also be understood as steps towards creating more solid structures committed to gender equality.

3. Promoting Inclusive Discussion about Gender Equality at University:

An essential driver of change in organizations is inclusiveness. In this regard, the process of effectively involving several target groups in their institutions has revealed to be a challenge for some partners. EPortfolio images illustrates this challenge:

This aspect is also highlighted in the e-Portfolio report:

GENOVATE

Partners have promoted discussion opportunities (workshops, GENcafés, meetings), 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. In several cases, the development of this kind of discussion inside the institutions has been a challenge itself. Additionally, some partners have faced difficulties to involve particular population sectors, such as students or men. (e-Portfolio, FP7-321378, Section 2.1)

The low male involvement in GENOVATE activities is reflected in ePortfolio images:

Some partners have faced difficulties involving men in GENOVATE activities, with some facing gender equality issues, such as work-family balance. The majority of participants in world cafés, seminars and meetings were women.

In one particular case, moreover, efforts directed towards involving some (external, non-academic) stakeholders has revealed challenges in a very specific sense: in fact, these stakeholders appear to be actively interested in gender equality in a rather instrumental way, to the benefit of their own agenda more than to the

advancement of gender equality per se. These stakeholders may be inclined to consider gender-aware activities and gender-sensitive innovation mainly as an opportunity to expand the marketability of their products (Partner C).

In this example inclusion represents a challenge in several aspects: sometimes, besides the attempts to involve specific segments of Academia in gender equality and gender mainstreaming practices, there are also other elements to be considered. This partner found that an interactive collaboration process where stakeholders, gender experts, and gender researchers collaborate on equal terms in joint learning and knowledge sharing processes was a useful way of overcoming this challenge. This increased stakeholder commitment, and has provided an optimistic view for continuation of change processes when the project is over. Reflection with stakeholders, of benefits of gender equality and diversity initiatives, were one of the methods to promote joint learning processes.

In general, partners have responded to the challenges associated to inclusion work through sustained and numerous attempts (GENCafés, seminars, etc.) to promote discussion around gender disparities in their institutions, on the understanding that this is a slow process, also strictly connected to the larger goal of gender culture change discussed in the previous section.

4. Structural Change:

In our case, structural change bears numerous and close resemblance to the GENOVATE sustainability, for our project is precisely guided by a change model proposing substantial and well-founded changes of target academic systems. Structural change requires a variety of joint activities sustained for long periods of time and the committed involvement of several target stakeholders.

It could be said that structural change – informed by gender equality in our case – in Academia is actually the very (long-term) goal of GENOVATE and, as such, also a core challenge for all Consortium partners.

In this regard, it is emphasised that one of the first impediments to work towards targeting structural changes is the lack of empirical data that can support claims of gender disparities, unequal treatment, and widespread structural, uneven, power relations in Academia.

One partner identifies the importance of gender-sensitive data:

> "There is a need for gender-sensitive qualitative data to contribute to an informed understanding of the factors that can contribute to gendered career paths and outcomes, and to make visible the under-appreciated impact of

gender inequalities on women's careers. The production of gender-sensitive empirical evidence has been fundamental to involve key stakeholders in supporting interventions that aim at modifying gender-neutral practices and regulations in academic institutions." (Partner B)

This partner began the process of proposing systems for gender equality monitoring in recruitment, promotion and retention processes to IGMB, in October 2014. The proposals were further refined and framed for engagement with key institutional stakeholders at the institution, including HR and the institutions Strategic Management Teams. The partner then formulated a suite of proposals and since has collaborated with external strategic drivers, such as Athena SWAN to collect the suggested gender equality monitoring data. They have since proposed the collection of this data on an annual basis, with reports to strategic bodies within the institution. This includes analysis for gender patterns, and the identification of progress towards meeting strategic gender equality objectives.

Another partner faced a similar challenge:

"Lack of data as well as indicators to monitor and evaluate the work environment at university makes it difficult to explain why gender equality matters to our institution." (Partner D)

This partner carried out a Gender Culture and Working Climate Assessment. They found that sharing their first data analysis with the Rectorate was useful in convincing the institution to include gender equality data among regularly collected data and information. Furthermore, preparing a Code of Practice for the Scientific Research Unit was also a key action in targeting this challenge.

Actions directed to provide and/or update disaggregated gender data have been common to a majority of partners, and have provided empirical evidence of gender disparities in Academia.

The following excerpt from the e-Portfolio analysis confirms the outcome of partners' monitoring activities:

"All the partner Universities present a clear gender imbalance in relation to recruitment, progression and research support. This imbalance varies depending on the discipline – more traditionally male or more traditionally female – but it is common in all the partners." (ePortfolio report, Section 2.1)

In the case of Partner E, the development of a gender budget analysis is actually one of the cornerstones of the institutional GEAP. A gender budget analysis helps to visualize gender imbalances and to analyse inter-institutional patterns. Provision of accurate quantitative data is absolutely fundamental to develop gender-aware policies in all types of institutions.

Finally, in some circumstances, those very achievements and successes in GEAP implementation that may contribute to secure (more) structural changes are also seen by some partners as ongoing challenges. The following excerpt from Partner D demonstrates this point:

> "Although we've implemented top-down approaches effectively, sometimes it is hard to get bottom-up contributions to GEAP implementation, except for GENcafès. Directives related to research and appointment and promotion procedures." (Partner D)

When it comes to discussing structural change then, this case in particular invites us to avoid clear-cut understandings of GEAP actions. In fact, here what has been a supportive element to some GENOVATE actions (for example, the endorsement of the Gender Equality Policy Document on behalf of the HEC) may also turn into an obstacle to other change dynamics not immediately 'dispensed' through top-down channels and may equally contribute to guide systemic change successfully. As a means to overcome this challenge, Partner B contributed to the academics initiatives through the institutions Women Studies Centre for building a central framework that can support gender sensitive university workshops.

This example invites us to think about the complexity of structural change, and to pay attention to the specificities of the contexts at stake. Thus while the support of top management has been crucial to determine the success or otherwise of GEAP actions, it is also noticeable that in some other circumstances emphasis on this type of support may obfuscate and/or discourage change initiatives coming from agents external to top management.

3 - CONCLUSIVE REMARKS

This document has reported the case studies material concerning implementation of the Gender Equality Action Plans in the six core partners of the GENOVATE Consortium, with input from the evaluation team.

In general, most Consortium partners consider successful a large portion of the varied and numerous dissemination activities relative to gender mainstreaming and networking so far implemented, as it also appears from the e-Portfolio (FP7-321378, Section 1.2; Section 1.3). In addition to these activities, the establishment of GeCATs in several institutions, in-progress gender-sensitive editing of textbooks, the introduction of gender classes in institutional curricula, and the endorsement of a Gender Equality Policy Document on behalf of top decision-making organisms in one specific institution are also to be considered successes in gender mainstreaming.

In most cases, actions directed to involve top-management and varied university

stakeholders have never been overtly undermined and have been successful for the most part, which may indicate that, however slowly, gender awareness is progressing in the institutions of the GENOVATE consortium. This also appears from the e-Portfolio (FP7-321378, Section 1.2). In several cases top management and Senior Faculty have officially endorsed Gender Equality policy documents and/or committed to reinforce a variety of gender-sensitive practices (more funding included), and even accepted to be on GENOVATE Advisory Boards.

Furthermore, as it was discussed in the Challenges Section of this report, the support of top – and middle – management reveals to be crucial also to the initiatives taken to secure the project sustainability. This aspect is especially relevant in this final year of GENOVATE, as partners are already devising effective strategies for project sustainability, which is one of the key challenges for the Consortium.

Top and middle management support actually appear connected to project sustainability and structural change at large. Our findings indicate that these three elements seem to be connected for a majority of partner Institutions, and that proposals towards project sustainability and solutions to structural change challenge are heavily reliant on institutional management support. This is evidence that a significant degree of consensus on some GEAP actions is finally emerging across the different partners as a result of all our shared learning efforts.

At this stage of the project, however, as partners are still implementing GEAPs and still have almost twelve months remaining, new challenges may emerge, with a need for new solutions.

GENOVATE

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APPENDIX 1 - CASE STUDY TEMPLATE

GENOVATE partners (except for UCM, which is in charge of Evaluation) were invited to describe the cultural and socio-economic contexts in which their GEAPs are implemented and the specific approaches adopted in their gender mainstreaming initiatives in the template below.

1. Challenges of my GEAP implementation Due by the **1st May 2015**	*Some examples of challenges: involving people from the academia in the GEAP implementation, increasing the awareness on gender issues in the academia, ensuring sustainability of change, increasing the women in leadership positions, etc.* *Indications: Reviewing documents such as results from World Café or meetings with stakeholders,* Written reflection on the GEAP implementation *(WP2),* Recruitment, Progression and Research Support Strategy Document *(WP3),* Report on Climate gender *(WP4), Evaluation report (WP7) will help to identify these challenges. In case quote them.* *Write at most 1000 words.*

Challenge 1:

Why this theme is a challenge in my institution:

Challenge 2:

Why this theme is a challenge in my institution:

Challenge 3:

Why this theme is a challenge in my institution:

2. One or two actions of your GEAP related with each identified challenge Due by the **1st July 2015**	*Indications: describe these actions, specifying also their timeline and if they are in course or concluded. Please bear in mind the peculiarities of your institution.* *Write at most 500 words.*

Action(s) related with the challenge 1:

Why the above actions are connected with the identified challenges:

GENOVATE

Action(s) related with the challenge 2: **Why the above actions are connected with the identified challenges:**	
3a. Examples of how the implementation of the actions have faced the challenges Due by the **31st October 2015**	*Indications: report illustrative episodes of the action's implementation, interviews with stakeholders, quotations, links with the institutional Blog of the GENOVATE Community, images gathered for the Evaluation e-portfolio, etc.* *Each partner can choose a number of examples to report, but it has to report at least an example for each mentioned action.* *Links to articles on blog, audio or video-interviews, links to the Evaluation e-portfolio are very welcome.* *Write at most 3000 words.*
3b. General comments Due by the **31st October 2015**	*Indications: report difficulties, achievements and defats in facing the challenges in the implementation of the chosen GEAP actions.* *Write at most 500 words.*