GENOVATE

Transforming Organisational Culture for
Gender Equality in Research and Innovation

The GENOVATE Model for Gender Equality in Transforming Research and Innovation

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Gender Equality in Research and Innovation

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Contents

Throughout this document reference is made to the binary genders of men and women whilst acknowledging other forms of gender identities and expressions.

Preface

Gender inequality in Research and Innovation exists to date even though the issue has been well acknowledged over time and has an enormous negative impact on science. There is also wide recognition that the issue, whether based on individual, organisational or institutional factors, can only be effectively addressed through an approach emanating from a strong drive to transform Research and Innovation, in a way to ensure seamless integration of gender equality and diversity.

The **GENOVATE Model for Gender Equality in Transforming Research and Innovation**, described in this resource, provides details of a structured approach that focuses on addressing the change from perspectives of de-biasing organisational cultures, systems and structures. The Model can be used to address gender inequalities as identified by change drivers in higher education, research and innovation environments. Its holistic nature allows it to be tailored to any institution as appropriate. The versatile character of the GENOVATE Model also facilitates its application in synergy with other existing institutional approaches to gender equality that aims to transform organisational culture.

The Model roots itself in two underpinning building blocks. Firstly, the data gathered from the GENOVATE Project (www.genovate.eu), which has implemented strategies for the transformation of organisational structures for research and innovation towards robust and sustainable organisational gender equality. Secondly, the central tenets associated with the Model: the Gender Equality Change Academy Framework and the Action Research Cycle, which are both described alongside the Model in this resource.

The Model illustrates how the GENOVATE consortium has managed gender equality change successfully, and offers an opportunity for others to be aware, learn from, apply, develop and/or build on it in addressing and promoting gender equality in transforming research and innovation. By engaging with and using such a Model, we believe that greater understanding on gender equality issues in organisations can be achieved; how transformation towards more egalitarian and gender balanced research/innovation environments can be developed; and finally, how women's and men's full potential can be unfolded for advancing personal and institutional growth sustainably.

We are grateful to GENOVATE International Advisory Board members, strategic collaborators, colleagues and our institutional leaders and managers for their support and contributions to the project.

The GENOVATE Coordinator
On behalf of the GENOVATE Consortium

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1. Introduction

Despite progress in furthering gender equality through law, policy and practice in Europe, an examination of the roles, achievements and career paths of female academic researchers highlights a persistence of career patterns and outcomes that differ from their male counterparts (ETAN, 2000; Rees, 2002; European Commission, 2009; genSET, 2010; Expert Group on Structural Change, 2011). Numerous reports and projects in recent years (Rees/Helsinki Group, 2002; ETAN 2000, Expert Group on Structural Change, 2011; Singh/UNESCO, 2002, Lipinski/GESIS, 2009, Casace, 2009/PRAGES, genSET, 2010; Scholtz et al, 2007; Holzinger and Schmidmayer/GENDERA, 2010; genSET, 2010) have recognised the gap that continues to exist between principle, policy and practice. Despite decades of work on gender equality, inequality persists in selection, experience and outcome across disciplines, levels and countries: *higher numbers of women at undergraduate and postgraduate levels get siphoned off along secondary career paths at key transition points so that women remain overrepresented in junior academic positions, are more likely to be team members on research projects than Principal Investigators, will apply less for funding (for less) and for promotion, and, will be poorly represented in decision-making roles at all levels of the research enterprise* (see Doherty and Manfredi, 2010; Probert, 2005; Özkanlı et al, 2009; Bagilhole and White, 2008; O'Connor, 2011, Bailyn, 2003).

Explanations of these gender inequalities have evolved over time, but have centred on the role of three key elements: individual factors, organisational structures and institutional cultures. GENOVATE recognises the relationality and inter-dependency between and among these elements as being at the heart of organisational change, which first and foremost emerges from the **felt need for change** by individuals, institutions and wider society (at any given point in time and not necessarily simultaneously), and which is a powerful driver for change. Both external and internal factors (for example, predominance of men's voice in decision-making processes; different time availability of women and men and their diverse needs and interests; underrepresentation of women in specific disciplines; desire for work/life balance; institutional insensitivity towards gender discrimination; wider social beliefs rooted in gender inequality; institutional pressure to comply with regional and national gender equality legislation) are important drivers that stir stakeholders' questioning of existing gender dynamics, and open up possibilities for profound structural and organisational transformations.

With a focus on transforming organisational cultures for gender equality in research and innovation, *this resource provides an overview of the structure and phases of the GENOVATE Model for gender equality in research and innovation, which unravels, understands and offers a guiding tool and process for enacting structural inequality change.*

2. What is the GENOVATE Model of Gender Equality for Research and Innovation?

The GENOVATE Model for Gender Equality in Transforming Research and Innovation, is underpinned by the Change Academy Model [CAM] principles [Jackson, 2004], the social equality approach, and informed by data collected and analysed throughout the GENOVATE project. The Model aims to make a key contribution to holistic understanding of the issues, processes and outcomes of gender inequality in research within a diverse mix of universities and national contexts and its four key features.

Four key features of the GENOVATE Model for Gender Equality in Transforming Research and Innovation are that:

- Draws from specific but diverse cases giving a whole-institution perspective on the issues and activity of all GENOVATE work packages;

- Reflects gender equality change in the GENOVATE institutions;

- Emerges from the on-going documentation of the implementation process at ground level for each GENOVATE project team; and

- Provides details of the process of implementation and the potential barriers and innovative responses that can be encountered during the process.

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3. Background to the GENOVATE Model Development

3.1 GENOVATE Model Data Source

GENOVATE is an action-research project which aims 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 project is based on the implementation of Gender Equality Action Plans (GEAPs) in 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

The GENOVATE project has implemented strategies for the transformation of organisational structures towards more gender-competent management, for the achievement of robust, substantial and sustainable gender equality research systems, so the gaps between policies and outcomes could be effectively reduced.

The GENOVATE Model was developed through focussed GEAP implementation activities in the six core GENOVATE institutions and input and feedback from the evaluation team, input from GENOVATE International Advisory Board members and other key stakeholders was of great significance. One of the objectives of the GENOVATE project was to develop a contemporary model of gender equality implementation iteratively, guided by the Change Academy Model and based on the process and outcomes of the project.

The GENOVATE Model development has evolved through the following stages of data input and analysis:

- **Stage 1:** Consultation via the Guided Reflections (both verbal and written), at micro and macro institutional levels;

- **Stage 2:** Establishment of the GENOVATE Community (online platform), which is utilised for gathering written institutional and personal reflections;

- **Stage 3:** Contextualising institutional practices, analysis and synthesis of the findings of the GEAP implementation and Work package activities;

- **Stage 4:** Six 'Stop and Share' Knowledge Exchange Sessions for mutual learning between project partners occurred throughout the duration of the project;

- **Stage 5:** Presentations and Consortium discussions at annual GENOVATE Conventions;

- **Stage 6:** Regular virtual meetings between Trnava University and University of Bradford to fine-tune the Model.

3.2 The Central Tenets of the GENOVATE Model

3.2.1. The Gender Equality Change Academy Framework

Central to the development of the GENOVATE Model is an overarching framework underpinned by the Change Academy Model [CAM]. CAM recognises that contemporary higher education institutions are highly complex social systems which continually change (adapt/invent) in spontaneous and unpredictable ways through the everyday conversations and interactions of people. CAM was already embedded within the structural mechanisms of some partner institutions [e.g. University of Bradford, UK]; for others this was a novel idea at the beginning of the project. Across the partner institutions, however, *adapting CAM to produce the Gender Equality Change Academy Framework [GECAF], which emphasises the importance of creating a supportive environment for conversation, discussion and learning on gender equality was suitable for enabling the development of the* **GENOVATE Model.**

The GECAF recognises the specificity, different contextual realities, and uniqueness of each GENOVATE partner institution, whose structures, systems and cultures have evolved in different ways, and relate to the wider structures, systems and cultures of which they are a part. The framework embraces the synergies between top-down and bottom-up actors, actions and approaches, and which delivers innovative, locally/appropriate, structural, cultural and sustainable change for gender equality in research, innovation, and organisational cultures.

One of GENOVATE's main goals and achievements is the implementation of strategies for the transformation of organisational structures towards more gender competent management. The implementation process was carried out in different institutions with the aim of developing a social model of gender equality that is locally relevant and contextually-specific. Several implementation tools have been developed by project teams with the aim of accomplishing robust, substantial and sustainable gender equality research systems to effectively reduce the policy-outcome gap.

Strong intra-consortium collaboration has been key for developing the framework, which draws from the shared experience and reflections of all partners. This was essential for the project, and in particular, the development of the GENOVATE.

To guide the GEAP implementation at institutional level, partners utilised the GENOVATE Action Research Cycle and Process with the purpose of producing both action outcomes and research outcomes. Using this cycle, initially a problem/issue is identified and data is collected for a more detailed definition of the need for action. This is followed by an identification of possible solutions, from which a single plan of action emerges and is implemented. Data on the results of the intervention are collected and analysed, and the findings are interpreted in light of how successful the action has been. Then the lessons from the implementation of action are shared with other partners. At which point, the problem is reassessed and the process begins another cycle. The process continues until the problem is resolved.

The GENOVATE Action Research Cycle and Process

CYCLIC GENOVATE partners have utilised similar steps recurrently in a similar sequence and have gone through several cycles.

PARTICIPATIVE key stakeholders within and external to our institutions have been involved as active participants, in both the action and the research processes.

QUALITATIVE involved detailed narrative and qualitative approaches.

REFLECTIVE where critical reflection upon the process and outcomes have been very important parts of each cycle.

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4. Phases of the GENOVATE Model

The GENOVATE Model rests on and comprises five overlapping and mutually influential phases: **INVESTIGATE – PLAN – ACT – OUTCOME – REFLECT** as shown in figure 1. Each of these phases involve both a diverse and a wide spectrum of stakeholders, as well as the development of a number of activities, measures, strategies, and actions to ensure a participative, inclusive, thorough and active transformation of organisational cultures towards effective gender equality.
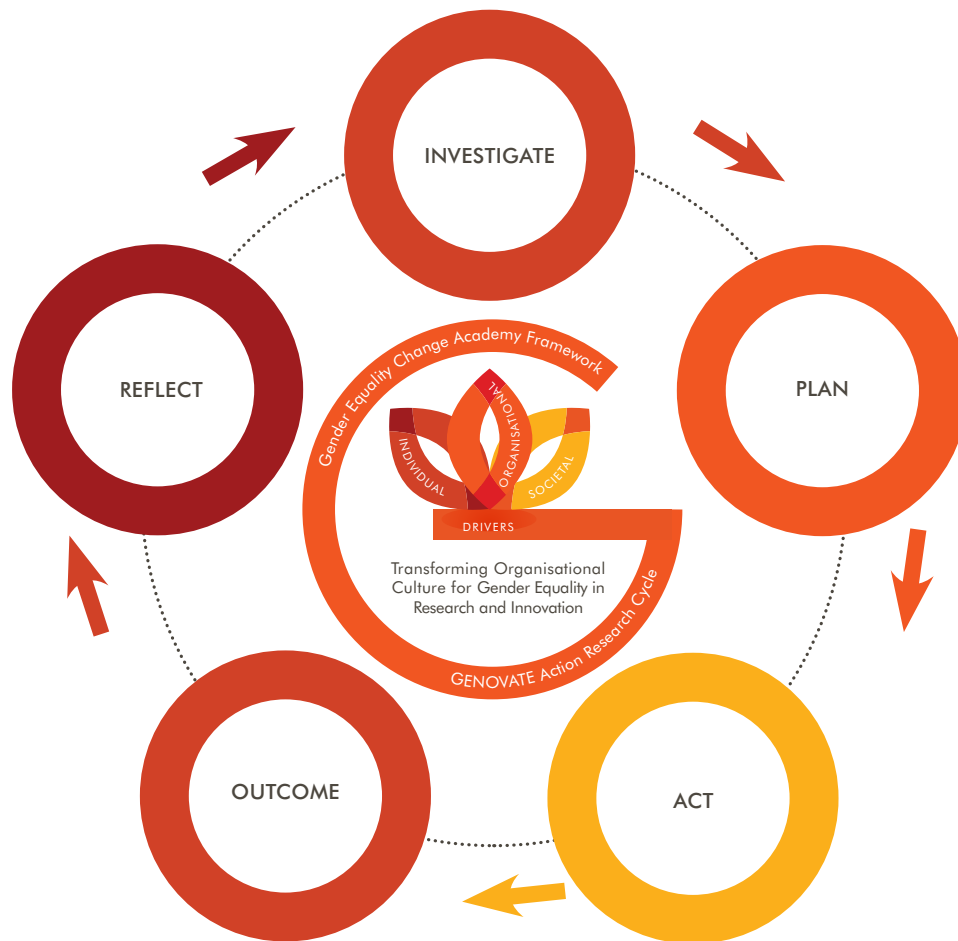
Figure 1: The GENOVATE Model for Gender Equality in Transforming Research and Innovation

4.1 INVESTIGATE PHASE

Four areas of the INVESTIGATE Phase of the GENOVATE Model:

✓ GENDER CLIMATE ASSESSMENT

✓ EQUALITY IMPACT ASSESSMENT

✓ EQUALITY MONITORING REPORTS

✓ GENOVATE CAFÉS

4.1.1   Gender Climate Assessment

Transforming organisational culture for gender equality in research and innovation requires identification of the gaps/needs/areas for support. Gender climate assessments have been widely used to inform gender mainstreaming strategies in different contexts. Common components and tools of gender climate assessments used are:

• Identification of gender under/representation by mapping the gender distribution of staff at different academic/management/key decision making positions;

• Identification of gender specific needs and strategic gender interests such as inequalities in access to institutional resources in order to transform existing unequal climate;

- Reviewing existing institutional policies, regulations and practices to check whether there are gender aware, biased or neutral one and whether there are any actions or steps taken for gender transformative policies that target balanced relationships between the genders.

Given the core goal of the GENOVATE project to ensure equal opportunities for women and men in research, innovation and scientific decision-making bodies, including universities, it is crucial to develop an institutional gender climate assessment.

At the very outset, gender climate assessment would enable identification of the potential areas including key organizational issues and individual factors that may need to be addressed in each partner institution within the local and specific context. More specifically, this gender climate assessment targets a rich evaluation of the current situation and conditions of the working environment by gathering both evidence based data on the thematic areas agreed upon:

- Existence/lack of support mechanisms for career development processes of academic and research staff,

- Involvement and inclusion mechanisms i.e. leadership and decision making processes,

- Allocation of institutional resources according to gender and academic positions,

- Challenges and available opportunities in relation to work life and family life/home balance issues in each institution

This assessment gives direction to institutions for improving their own GEAPs as a first step. In the light of their own Change Climate Assessment, institutions will determine the coming action points and develop their action strategies for further implementation of GEAPs.

4.1.2 Equality Impact Assessment (EIA)

Equality Impact Assessment (EIA) is a systematic process to determine the impact on relevant equalities groups of policies, practice, functions, procedures, criteria, service delivery and policy decisions. It is also an assessment to see if that impact is adverse or not. EIA is used within GENOVATE project to examine policies and practices related to "research excellence standards" including processes and policies related to applications for jobs or promotions, the applications for research funding, and the criteria used in judging work submitted for publication.

4.1.3 Equality Monitoring

Equality Monitoring is a process used to collect, store and analyse data about personal details (for example race, age, disability, gender, sexual orientation, religion and belief), that can be used to:

- highlight possible inequalities;

- identify any barriers to achievements or progress faced by different individuals;

- investigate the underlying causes of those inequalities;

- seek to redress any unfairness or disadvantage; and

- promote equality of opportunity.

4.1.4 GENOVATE Cafés

Adapted for GENOVATE project, this is World Café style effective and flexible format for hosting large group dialogue and utilised in numerous phases of the GENOVATE Model [INVESTIGATE, PLAN, REFLECT] as a key method adopted within the GECAF. The aim of GENOVATE Cafés is to engage with different stakeholders and promote reflections on a number of gender equality issues, and encourage them to share their experiences in a relaxed atmosphere. The café contributes to creating a safe space to discuss questions while providing information and data that can be used to work on the

transformation of each university, as well as to develop its gender-sensitive leadership. The GENOVATE Café has been applied differently by partner institutions to offer open spaces for discussing gender equality issues.

4.2   PLAN PHASE

Four areas of the PLAN Phase of the GENOVATE Model:
✓ GENDER EQUALITY ACTION PLANS
✓ GENOVATE CAFÉ[3]
✓ CONTEXT-SPECIFIC
✓ GENOVATE GENDER AND DIVERSITY TOOLKIT

4.2.1   Gender Equality Action Plans (GEAPs)

Gender Equality Action Plans (GEAPs) are strategic plans for long-term change realised through medium-term actions. GEAPs are also necessarily flexible and adaptable. In keeping with the action-research cyclical approach, it is important to allow space for amendments to actions and timelines as circumstances change and as the process of research highlights new opportunities and challenges. The Gender Equality Change Academy Framework emphasises the factors necessary for sustainable incremental institutional change in its focus rather than single unrelated innovations.

GENOVATE involves the development and implementation of GEAPs in six core European universities, which started GENOVATE at different stages of engagement with gender equality issues: a) institutional approaches to gender equality, research and innovation, and diverse organisational culture and needs. GENOVATE seeks to effect institutional change that will be maintained beyond the lifetime of the project and further progressed by an enhanced gender perspective in the wider research sector, hence the importance of solid, comprehensive, feasible and transparent GEAPs.

For example, the core principles for the partners' GEAP are: Gender equality in recruitment, progression and research support; working environment and culture change, and development of a social model of gender equality implementation; knowledge exchange and dissemination; and last but not least, excellence in research and innovation through gender equality. The expected outcomes include an increase in the recruitment of women in senior positions; the development of gender-sensitive and diversity competent leadership; enhancement of networking opportunities and dissemination to other interested institutions; and finally, embedded gender equality practice in research and innovation.

4.2.2   GENOVATE Cafes

In PLAN phase, the café contributes to creating a safe space to discuss gender-related questions while providing information and data to work on institutional transformation, as well as to develop gender-competent leadership.

4.2.3   Context Specific

A context-sensitive approach in developing policies and action plans to promote gender equality is fundamental to responding to institutional realities and needs. While the gendered nature of

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3   http://www.bradford.ac.uk/research/faculties/health-studies/areas-centres/genovate/genovatecafe/

academic/research careers is a universal phenomenon, in reality, local and national contexts provide different environments for the implementation of gender equality actions. Situated knowledge and gender responsive strategies are essential conditions to achieving in-depth, sustainable and long-term transformations of gender realities, institutional practices and mind-sets. In this respect, GENOVATE and the GENOVATE GECAF draw on partners' experiences of implementing gender equality actions, and the specific characteristics of organisational cultures to develop a contextualised analysis of how, when and where different types of interventions can have most meaningful impact. An example of applying context-specific methodology is illustrated by GENOVATE Contextualised Guidelines[4] on Implementation of Measures for Gender Equality in Recruitment, Promotion and Progression for Academics and Researchers.

4.2.4   Gender and Diversity Toolkit

The aim of this resource is to integrate gender equality and diversity into innovation systems, as well as to promote sustainable and long-term change in organisational cultures. The toolkit, reflective of GENOVATE shared experiences and designed by LTU, provides academic institutions, social innovators, funding agencies, knowledge transfer partnerships, and intermediaries with a number of gender equality and diversity instruments, which can be used during other phases of the Model itself.

4.3   ACT PHASE

Eight areas of the ACT Phase of the GENOVATE Model:

✓ Mentoring

✓ Learning Partnerships

✓ E-learning Package

✓ Guiding Principles for Research Excellence

✓ Structural Change Initiatives

✓ Gender Budgeting

✓ Career Development Plan

✓ Gender Equality Change Academy Teams

Numerous actions have been developed by the different consortium members, in realisation of their different needs regarding their organisational cultures. Considering the main premises of GENOVATE, which rely on the adaptability to the needs and realities of the institutions, their members, and the multiple social axes in which they all function, different consortium members have embarked on a number of initiatives and programmes that they felt responded to their needs and contexts. All these initiatives, though varied in nature, time frames, interest and cultural histories, emerge from the very GENOVATE activities and discussions, establishing a rich dialogue with GENOVATE principles and mainstays, which further reinforces stakeholder collaboration, collegiality, and knowledge-transfer. They also contribute to change in existing and locally defined gender dynamics, as well as strengthen GECAF as a successful and useful tool to enact change.

4.3.1   Mentoring Programme

For several decades now, mentoring programmes/schemes have been implemented as fundamental measures to promote gender equality in organisational cultures by specifically supporting and promoting women in academia, research and innovation (Global Research Council 2016, Reintke 2016, Eunmet-Net 2012). Mentoring programmes significantly enhance women's career access

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4   http://www.genovate.eu/media/genovate/docs/GENOVATE-Deliverable-3.1.pdf

and their competence in career building/development; support women's integration in scientific networks; provide women researchers with role models; and develop their identity and autonomy as researchers in their field. In an effort to transform their institutional organisation, UNINA has piloted a 12-month, [mentoring programme](#)[5] for women that aims to support the advancement of women researchers throughout their career, and improve their opportunity access. Drawing on the expertise of GENOVATE, and with the support, advice and experience of UCC, this programme represents a great opportunity to change institutional cultures through the development and implementation of a closely monitored plan in universities.

4.3.2   Learning Partnerships

In line with its participatory and inclusive ethics, and consistent with its efforts to incorporate a bottom-up and a top-down approach in gender policy making, GENOVATE has worked on establishing and growing a number of learning partnerships at individual and organisational levels among multiple stakeholders from different sectors. Considering its previous and solid experience on devising and delivering diversity and inclusion policies and practices, UNIBRAD has significantly developed different cross-institutional partnerships in order to make the process of gender mainstreaming, multi-actor collaboration, knowledge transfer, and knowledge production as widespread, local, participatory, inclusive and representative as possible.

4.3.3   E-Learning Package

This is an interactive tool on gender competent leadership and management in the higher education sector targeted at senior managers and leaders, including academics, both current and those aspiring to management positions. The development of the package was led by AU with the aim of creating gender equality awareness in a cross- cultural context, encouraging prospective leaders to reflect on their personal actions in promoting change. The package is made up of four sections, with contributions and examples from GENOVATE partners from different institutional and national contexts.

4.3.4   Guiding Principles for Research Excellence

Guiding Principles for Research Excellence seek to promote research excellence in a gender competent way in organisations, research bodies, and universities. The development of the guiding principles was led by UCC and UNIBRAD through focused activities in the six core GENOVATE partner institutions in collaboration with key external stakeholders. This set of principles aims to improve the overall organisational culture of each HE institution. The principles emerge from the specific contexts of each institution recognising the strong influence of other bodies at national and international levels, including research policy makers, funding bodies and professional bodies.

The Guiding Principles respond to the core principles at the heart of GENOVATE: Transparency, consistency, accountability and inclusivity. The operational principles are:

1. Gender Competence in Research Excellence Criteria

2. Gender Equality in Evaluating Research Careers

3. Gender Balance in Decision-making Processes and Structures for Research Excellence

4. Integration of Gender Perspectives in Research, Knowledge Production, and Knowledge Transfer Processes.

4.3.5   Structural Change Initiatives

At institutional level, structural change is an instrument for tackling gender inequality, which aims to transform organisational cultures by enhancing institutional gender-responsiveness, and addressing gender and diversity management. Structural change involves strategic management (i.e. vision and strong commitment from top leadership); a strategic GEAP with a clear set of targets; corresponding measures and actions tailored to the challenges of the respective institution; adequate human and financial resources for its implementation; and proper monitoring and accountability mechanisms for achieving these objectives.

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5   http://www.genovate.unina.it/index.php/genoblog/94-scheda-mentoring.html

Many initiatives were adopted by partner institutions to promote structural change in GENOVATE project. For example, in UCC, structural change was promoted through a dual process of investigation and targeted stakeholder engagement, focused on the promotion of Eight Proposed Actions[6] for the university, and supported by a set of resources tailored to the Eight Action Areas. In this respect, UNIBRAD has focused on strengthening and developing targeted gender mainstreaming actions[7] to advance gender equality, particularly by liaising with HR, Equality and Diversity Unit, and Research and Knowledge Transfer Support Unit.

In the case of UNINA, the structural change plan consisted of developing GEAP involving a diverse number of gender-competent stakeholders; provision of hard data about gender inequality in enrolment and career progression; and the proposal of creating a permanent Gender Observatory at UNINA, which will be supporting and promoting initiatives related to women's studies and STEM fields, and collaborating with existing PhD Programmes.

In AU, Gender Equality Action Commission was established in April 2013 which becomes an administrative unit of GEAP implementation. The Commission includes representatives of 17 faculties and 15 vocational schools responsible for monitoring AU's GEAP Implementation process. In January 2014, *"Studying in gender equality field"* was introduced as a criterion for academic promotions and appointment. In addition, Equality 'Coordinatorship' was established in January 2014 for promoting equality and diversity policies of AU.

4.3.6   Gender Budgeting

A seminal part of effective gender mainstreaming, gender-sensitive budgeting deals with the conception, planning, approval, execution, monitoring, analysis and audit of budgets in a gender-sensitive way. In this respect, within GENOVATE, UNINA embarked on a revision of its gender equality policies and practices, to identify and tackle the key areas in which the lack of policy, or the gaps between policy and practice needed to be addressed. As a result, UNINA has started a Gender Budgeting policy that will allow the university to place and keep gender at the heart of budget planning.

4.3.7   Career Development Programme (CDP)

Career development programmes can be used to support female academic researchers in accessing opportunities for advancement in their careers. CDP can encompass on-boarding, individual and organization career development strategies. In response to the needs of its institution, TU has developed a CDP for the Faculty of Health Sciences and Social Work, which drew on institutional research and involved personal development planning for academic and research staff.

4.3.8   Gender Equality Change Academy Teams (GeCATs)

GENOVATE GECAF involves staff and students teams facilitating change towards stated goals and objectives over a given time period. The role of GeCAT is therefore to support and facilitate change. How this is undertaken and over what timescale is under the control and decisions of the GeCAT. Partner institutions organised GeCATs respectively in order to localise and prompt action towards the goals and objectives of GENOVATE and to provide feedback on barriers, opportunities and progress identified. For example, at UNIBRAD the GeCATs include an overall lead institutional team comprising 7-9 members and a team based within each academic faculty. In the case of UNINA, GeCAT constitute an interdepartmental network that contributes to implement GEAP actions at UNINA involving members of the academia other than top-management representatives, and work to expand the GENOVATE network throughout UNINA schools and departments.

AU has established 3 GeCATs in three different faculties: Veterinary Faculty, Educational Science Faculty and Health Science Faculty. During 2014 and 2015, many GENOVATE Cafés were organised in these faculties for sharing faculty specific gender equality issues and improving GEAP implementation in AU.

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6   http://www.ucc.ie/en/iss21/genovate/hub/actions/

7   http://www.bradford.ac.uk/research/faculties/health-studies/areas-centres/genovate/geap/

4.4 OUTCOME PHASE

Four areas of the OUTCOME Phase of the GENOVATE Model:

✓ Gender competence in institutional cultures

✓ Gender competence in employment cycles

✓ Gender competent senior leadership and management

✓ Gender competence in research and innovation

The investigation, planning and actions developed as part of the GECAF, which aims to encourage and advance a deep transformation of institutional gender practices and organisational cultures, involve a number of important outcomes. As proved by the experiences of GENOVATE consortium members, implementing GEAP can translate into:

1. **Gender competent institutional cultures:** Overall, and proportionally reflects the impact of effective and efficient gender mainstreaming.

2. Development and improvement of gender sensitive and **gender balanced employment cycles.**

3. Demonstrable gender awareness and commitment of **senior leadership and management** in line with EC guidelines and frameworks.

4. Tangible and significant advances in developing and strengthening more **gender competent, gender balanced and gender equal research and innovation** frameworks, policies and practices.

4.5 REFLECT PHASE

Four areas of the REFLECT Phase of the GENOVATE Model:

✓ Collaborative Evaluation Model

✓ Learning Circles

✓ Guided reflections

✓ GENOVATE Café

4.5.1 Collaborative Evaluation Model

The participative, inclusive, and context-specific character of GENOVATE constitutes the robust foundations of the project. The goal of the collaborative evaluation model used in GENOVATE is to facilitate organisational learning through the use of participatory, empowerment, learning and building tools, integrating the evaluation process within each partner institution. The evaluation model is a useful tool for those interested in carrying out an evaluation of a GEAP. Based on the evaluation training process led by the GENOVATE evaluation team [UCM], the GEAPs' evaluation practices in each partner institution and on the specific support provided to each GENOVATE institutional partner, the model synthesizes the main ideas and steps to take into account while evaluating GEAPs. In this regard, firstly, the main features of the project evaluation of a GEAP are shared. Secondly, six specific steps for evaluating GEAPs are presented including concrete examples and tips from the GENOVATE partners' practice. Finally, this collaborative evaluation process is not exclusively related to this phase. Last sentence to read: It is significantly connected to other phases (INVESTIGATE-PLAN-ACT), providing an opportunity for reflection and self-observation that facilitates the whole GENOVATE Model.

4.5.2 Learning Circles

National Learning Circles (NLCs), or events that bring together partner institutions' external stakeholders, are fundamental in disseminating context-specific and institutional issues that emerge in both partners and stakeholders' country and organisational contexts. The purpose of the Learning Circles is to discuss GENOVATE tools, mid-project achievements and end-project goals. The NLCs organised by the six GEAP implementing consortium members are important arenas and opportunities to strengthen stakeholders' engagement with GENOVATE, and gender organisational change.

Through UCC's NLC, participants deepened their technical knowledge and expertise on gender equality, and developed and strengthened strategies for engaging to transform existing commitments to gender equality into results within the organisations. In the case of UNIBRAD, participation from multiple cross-sectional stakeholders was seminal. This included journal editors, researchers, staff from UK universities (i.e. senior staff, managers, researchers, lecturers, diversity specialists, and HR staff). Discussions led to plans of continuing NLC in conjunction with other universities, to further disseminate GENOVATE findings and test the usability of GENOVATE tools. This was realised by integrating the following UNIBRAD NLC into the 6th Annual International Conference on Making Diversity Interventions Count.

UNINA's NLCs focused on key actions of the UNINA Gender Equality Action Plan, specifically Gender Budgeting; Gender Dimension in Research and Evaluation; and Mentoring as a Tool to Promote Gender Equality. As a result of the NLCs, a national network of (non) academic institutions and renowned gender experts has been established to actively support gender equality initiatives on the national scale.

At TU, the NLC discussion was centred, among others, on the general actions taken in the GECAF investigation phase, focusing on their gender climate assessment results, TU Institutional Strategy for Recruitment, Progression and Promotion; gender equality issues in the academic environment and in the context of human rights; and tools for improving equal opportunities for women and men in the academic environment. LTU organised their learning circles around gender awareness, competence and sustainability in recruitment processes and practices, and the integration of gender and sustainability in innovation systems. Drawing participants from academic and research sectors, LTU engaged in a process of self-evaluation of its own GPA and LTU Code of practice, reflecting on the need for long term strategies that would neutralised gender inequality and segregation along vertical and horizontal axes.

AU has held five NLC over the duration of the project. Participants of the NLC are mostly Women Studies Centres (WSC) of other universities such as Middle East Technical University WSC, Istanbul Technical University WSC and Cukurova University WSC. Sharing ongoing gender mainstreaming activities in these universities and exchange of experiences have helped all participants to enhance understanding of common challenges and advantages in their own institutional contexts. Changes in GEAP of AU were determined in the NLC meetings and realised in December 2014.

4.5.3   Guided Reflections

Guided reflection is a powerful and effective process for facilitating organisational learning. Guided reflective practice has rarely been used as a learning strategy in a change management environment—where reflective practitioners or change agents are assisted by a guide or change facilitator in a process of self-enquiry, development, and learning through reflection in order to effectively participate in the change process [Archibong et. al. 2016]. Guided reflections are used to document the experiences of, and to elicit narratives on the process of change within institutions over a period. Guided reflections can be applied within institutions where cultural differences (national, organisational, gender mainstreaming, and scientific background) are relevant: in these contexts knowledge exchange is a fundamental step for the institutional change process.

As part of GECAF, a guided reflection framework, including verbal reflective discussions and written reflections, was devised and deployed as a tool to enable and facilitate the collection of narratives and stories on the experience of gender transformation within GENOVATE institutions. These reflective process tools have generated rich qualitative data in a reflexive narrative, which highlights key

issues for facilitating organisational learning in gender equality in research and innovation. Guided reflections discussions were organised in three rounds with the seven partners, and facilitated by TU and the UNIBRAD. The goal of the reflections was to stimulate self-reflection, at a snapshot point-in-time, through a two-way dialogue, on the process of implementation of Gender Equality Actions Plans in the six universities, and on the experiences of taking a Change Academy approach to GEAP implementation within an action-research project.

A number of key overarching conclusions have been made, of the hindering and enabling factors to GEAP implementation and at the consortium level, to the way that CAM has a key role in implementing change, and the way that CAM is informing the social model of gender equality implementation. Resistance to change within institutions, university cultures and partners institutional characteristics (bureaucracy, size, specific history and working culture); and human resources issues within teams, were some of the overarching themes. Other themes were the positive role of the institutional and international boards; management support; the positive interaction between partner teams; and progress and continuation of external and internal stakeholder collaboration were other relevant areas of concern.

4.5.4 GENOVATE Cafés

Partner institutions have applied GENOVATE Cafés differently to obtain feedback on implementation of GEAPs, gender equality policy revision and monitoring mechanisms used to enact institutional change.

5. Conclusion

University of Bradford and Trnava University led the development of the GENOVATE Model which is the outcome of the joint cooperation of all GENOVATE partner universities. All partners in the project contributed through the processes of their GEAP implementation and the use and contextualised application of the Change Academy Model in the respective institutions and in the evaluation of GENOVATE, as well as through the guided reflections (both verbal and written). In addition, the Model used the results from the guided reflections findings and the analysis of implementation of the core Work Packages of the project. This has been supported by internal knowledge exchange using the virtual communication platform, the GENOVATE Community.

The GENOVATE Model illustrates the way of supporting institutions to make significant change. Furthermore the model does not only seek to change the way that organisations work, but its social thinking ethos supports change in mindsets of those in decision making positions. Learning about change is an experiential process: those involved in the process will learn about how an organisation can change from within, based on a diverse range of agreement and disagreement, negotiating, harmonising, compromise and bargaining.

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