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TRIGGER

newsletter

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TRANSFORMING INSTITUTIONS BY GENDERING CONTENTS
AND GAINING EQUALITY IN RESEARCH

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TRANSFORMING INSTITUTIONS
BY **GENDERING** CONTENTS
AND GAINING EQUALITY IN **RESEARCH**

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ASDO

TECHNICAL ASSISTANCE: STARTING THE SUSTAINABILITY PATH



In the second part of 2015, the ASDO team has continued its constant activity related to the five Action Plans, i.e., evaluation and technical assistance, including, among other, bilateral monitoring, on-site visits, devising of working documents, and tailored consultancy. In this framework, some time has been devoted to visit three out of five organisations implementing Action Plans and devise the feasibility study on sustainability (due by August 2015), which will be used as a tool in the following period to plan and consolidate actions after the conclusion of TRIGGER in each of the five involved organisations. Besides this, the ASDO team has been required to report about the

TRIGGER project in some workshops and meetings organised by scientific institutions in Italy and abroad and to contribute to the study on “Integrating Gender Equality into Research Institutions: benefit, good practices and tools”, entrusted to the Yellow Window company by the European Institute for Gender Equality (EIGE).

As for the **feasibility study on sustainability**, based on literary and documentary reviews, information collected during the first visits, bilateral monitoring sessions and the further contacts with the organisations implementing the Action Plans, including the mutual learning sessions, the Feasibility study on sustainability has been drafted and sent to both project partners and members of the International Board of Scientific Advisors. The partners integrated the information from their Action Plans and the international advisors provided general comments and suggestions.

A SPECIAL MENTION SHOULD BE MADE OF THE ON-SITE VISITS, WHICH ALSO ALLOWED TO GATHER INFORMATION TO BE USED FOR THE ACCOMPANYING RESEARCH.

In this framework, Ms. Giovanna Declich and Ms. Francesca Pugliese met in Pisa on October 13rd the team of the University of Pisa.

A monitoring in presence was organised and first ideas about the future sustainability of the plan have been discussed.

The same team visited **Madrid** on November 16th and 17th on the occasion of the public presentation of the “Guidelines for the prevention of sexual harassment, harassment on grounds of sex and psychological harassment” (see UPM’s article) drafted by the UPM team for the benefit of the whole university. Also in this case, the visit was the occasion for an in-depth monitoring session and a joint reflection about the sustainability after the TRIGGER lifespan.

A visit in **Prague** followed in the two subsequent days. On November 18th, the ASDO team attended the first edition of the Julie Hamackova Award (see article of VSCHT in the following pages). The following day was devoted to an in-depth analysis of the current actions of the Plan and to a first discussion about which of them are already institutionalised or likely to be made permanent in the future.

As for the participation in **external meetings**, Ms. Giovanna Declich was invited to speak about the TRIGGER structure, activity and results in the Workshop on women in higher education and research held on June 12nd in **Trabzon** (Turkey), at the Karadeniz Technical University (KTU).

On December 11st, a meeting of the network of the Italian representatives of the EU funded structural change projects was organised by the GenderTIME Italian team of the **Padua** University, where Ms. Declich presented TRIGGER’s challenges and first results.

Lastly, in autumn 2015, ASDO was solicited to contribute to the mentioned **EIGE study**, aiming to set concrete examples that can inspire the work of others throughout the EU, resulting in an online tool to assist research organisations in setting up gender equality plans. Ms. Giovanna Declich and Ms. Marina Cacace were requested to answer to **interviews** as evaluators and gender experts and to intervene in an **online discussion** held on October 20th, 2015. Subsequently, Mr. Luciano D’Andrea participated in the **expert consultation meeting** held in Vilnius on November 24th and 25th 2015.



UPM

UNIVERSIDAD POLITÉCNICA DE MADRID
TECHNICAL UNIVERSITY OF MADRID

TWO YEARS OF TRIGGER PROJECT AT UPM:

LEARNING FROM EXPERIENCE

The TRIGGER Action Plan for the Technical University of Madrid (UPM) covers seventeen actions. Most of them are addressed to the whole UPM community and some others target three pilot Schools: The School of Architecture, the School of Industrial Engineering and the School of Building Engineering. We started with a comprehensive statistical study on the situation of women in our university, the report "Women at UPM". This publication, which was also our first deliverable, has become a catapult for the project because the statistical results and all the complementary dissemination of the study endorse the implementation of a structural change project such as TRIGGER, and make it more visible.

Having top-level support has also been very important. Our Rector has appointed Inés Sánchez de Madariaga (TRIGGER

Principal Investigator at UPM) as his delegate for Gender Equality issues with a new office located at the Rectorate of the University.

the Plan. The development of the Equality Plan includes the review of University norms, thus complying with one more of our Actions.

THIS IS A FIRST STEP TOWARDS THE CREATION OF A CHAIR ON GENDER, INNOVATION AND SUSTAINABILITY, WHICH IS PART OF OUR ACTION PLAN AND A DRIVING FACTOR TO CONSOLIDATE GENDER IN OUR INSTITUTION.

Moreover, the first Equality Plan is being launched with three members of the UPM TRIGGER team being part of the commission in charge of the drafting process. The strategy of the Equality Plan is mainly inspired by TRIGGER actions and it also strengthens the feasibility of the project since many actions are assumed and institutionalised through

During the last two years we have organized, co-organized or participated in many seminars or roundtables related to women in STEM. The last one was a conference by professor Iñaki Piñuel on mobbing at universities, on the occasion of the presentation of our *"Guidelines for the prevention of sexual harassment, harassment*



on grounds of sex and psychological harassment”, which are part of our Action Plan. We have also organized five training courses on equal opportunities in higher educational institutions. From 2 hours master class to a comprehensive 20 hours module, all courses offered last year have been also organized in 2015. The experience gained in these activities is compiled in one of our last deliverables, to be published in January 2016.

Some of the permanent actions, such as the dissemination of the work of the Equality Unit and all TRIGGER activities, have been conducted through our own blog (www.triggerprojectupm.wordpress.com) and the Equality Unit website, which is now available on the main menu of the UPM homepage. **We are now on the process of launching a new blog to disseminate the work of UPM women, as a tool not only to make women's work more**

visible but also to congregate them and boost the creation of a Network.

Gender has been incorporated in already existing courses at the School of Architecture and the School of Industrial Engineering, both at undergraduate and master levels, and very soon a doctoral thesis on gender and transportation will be presented. On the other hand, the second edition of the mentoring programmes at the School of Building Engineering is now in progress, this year focussing on first-year female students mentored by girls from later years, who are also trained on leadership.

One of our Actions promoting women's leadership in science is the annual candidacy for Honorary Degrees. Last year our candidacy got the support of the Rector, Rector's council and a considerable group of UPM members and the urban

planning professor Denise Scott-Brown was proposed to be awarded the UPM Honoris Causa prize. Unfortunately, her candidacy could not be materialised since she could not travel to Madrid due to her advanced years. We are now preparing a new candidacy, this time coordinated by the School of Industrial Engineering.



Picture 1 - UPM TRIGGER Team working session (March 2015)

Picture 2 - Exhibition of "Women at UPM" at the School of Telecommunications. April 2015

Picture 3 - On-site monitoring session. November 2015

TWO YEARS OF TRIGGER PROJECT AT UPD

Our team carried out a survey on Work-Life Balance at UPD. The aim of the study was to have an overview of the career path of men and women, to understand the impact of parenthood on both sexes and

TO OFFER NEW MEASURES TO ENHANCE WOMEN'S CAREER PATHS

The outcome of the survey shows that men more often have elective functions than women in the same familial status (regardless of whether they have child(ren) or not). Non-elective administrative tasks are more often carried out by women (44%) than men

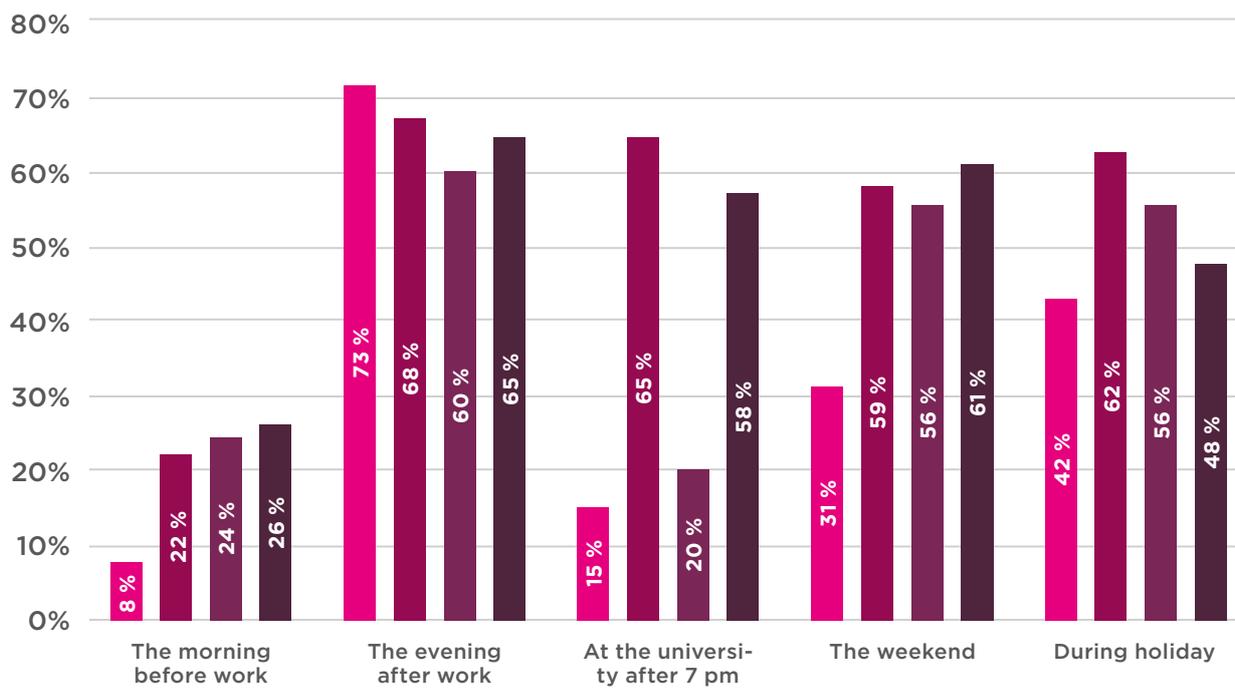
(27%), whereas men more often have non-elective scientific responsibilities (54%) than women (48%), regardless of the familial status. The study also shows that more often men than women tend to organize colloquiums or seminars, while women participate more in these activities. Furthermore, there is a difference in the way they take part in colloquiums: women more often participate by being selected by their papers while men are more likely to be invited as lecturers. Men are much more often asked to evaluate papers (75% of the men vs 49% of the women have been asked over the last 12 months) and funding application than women (43% vs 21%).

The second main outcome of the survey is that lecturers-researchers' working habits change when they become parents. For

example, men and women with child(ren) under the age of ten work less at the university after 7 pm and during weekends than their colleagues.

However, there is a difference in how fathers and mothers with child(ren) under ten work: during work hours men tend to work a little bit more at the university, while women tend to work more at home after office hours. This habit was mentioned quite often by women during the interviews: they said that they changed their work habits, and that now they work while their child(ren) is/are asleep.

Graphic - Work rate of people working "often", "very often" or "always" outside business days by sex and taking into account the presence or absence of children under ten.



● WOMEN WITH CHILDREN UNDER 10

● WOMEN WITHOUT CHILDREN UNDER 10

● MEN WITH CHILDREN UNDER 10

● MEN WITHOUT CHILDREN UNDER 10

Field: the 119 teachers and teachers-researchers who answered to the survey.

Sources: Centre for women-men equality of the University Paris Diderot-Paris 7, Work-life balance survey, 2015

The sharing of parental responsibilities seems to be unequal among the respondents. For instance, women tend to pick up the child(ren) from school or kindergarten every evening or most of the time (35% vs 4%). This brings about a lack of time in the evening especially to have informal discussions with colleagues, as some of the interviewed women highlighted. This reduction of available time during a working day is almost always seen as a constraint, even if a large part of the women said in the questionnaires and during the interviews that it leads them to be more efficient at work. In fact, this responsibility reduces time for breaks and networking.

THIS SITUATION MAKES WOMEN ADAPT TO A KIND OF AMBIVALENCE SINCE THEY WANT TO BOTH BE SUCCESSFUL AT WORK AND ENJOY BEING WITH THEIR CHILD(REN).

In order to overcome these problems, we imagine measures that would advance work-life balance

by promoting time and spatial flexibility, and also by providing information, first, on rights and obligations and second, on existing infrastructures that could help them with different kinds of project-related tasks.

LI AND M1 TRAININGS

All first year students received gender equality training during the two first weeks of September. 15 sessions were held by three trainers, that received good evaluation from the students. Just like last year, we also organized a training for Master students, but with a novelty: this year they can obtain a certification from USPC if they attend 1) the introduction part (3 hours in November) 2) two seminars given by Laura Frader (equality chair 2015, December) 3) two seminars given by Samantha Goppa (equality chair 2016, January) 4) Equality Spring school (two days in April).

ANNUAL WORKSHOPS FOR YOUNG AND SENIOR RESEARCHERS ON CAREER PATH ISSUES

As for the first year, the action "Annual workshops for young and senior researchers on career path issues" was defined and implemented in collaboration with the Department of Human Resources. Through the exchanges with them, we found out that the key steps of the career path were not well known by new administrative and teacher-researcher (TR) staff. Therefore, we

decided to organize a day dedicated to the topic of career path in November 2015, that was open to all new administrative and TR staff. During this event, the Department of Human Resources disseminated information on the university and careers, while TR and administrative staff gave advice on how to face related difficulties. The content and the target of this action were a little bit changed as, strategically, it was more interesting to integrate an action implemented by the university in order to assess a larger public. Indeed, this strategy allows the institutionalization of this action.

During this event the UPD TRIGGER team presented the actions on gender equality, the results of its studies and other studies on gender discrimination. The audience was very much interested in the topics (about one hundred participants), but also in our office, events and action plan. Some participants suggested that the implementation of new actions on child care would be much desired,

WHILE OTHERS REQUESTED TO EXTEND OUR ACTIONS TO TACKLE ALL FORMS OF DISCRIMINATION.



Our last meeting with the TRIGGER advisory committee (composed by teacher-researcher, staff managers, members of presidential team) was dynamic and interactive. On that occasion, we presented and discussed the above explained survey on work-life balance. The participants were very interested in the results and suggested us a lot of measures and actions to promote work-life balance.

departments (Department of Chemistry and Engineering School) asked us to provide training on gender equality for their students, while we also receive individual requests from students for help and information on several issues. **One of the aims of UPD WP was to make lecturers-researchers, students and administrative staff aware about equality issues and after 2 years we feel that we are on the good path to reach this goal.**

Overall, more and more people participate in our actions and events and show a real interest in gender equality. Also, since September 2015, we have been more and more solicited by colleagues and students. For example, the Faculty of Medicine requested our help in setting up a Committee on sexual harassment dedicated only to their topics and students. Furthermore, two





BBK
BIRKBECK COLLEGE
UNIVERSITY OF LONDON

TWO YEARS OF TRIGGER PROJECT AT BBK

Birkbeck is focusing especially on its activities in relation to networking, mentoring, and research on gender and career trajectories.

Networking events are an essential means of promoting gender equality and maximising impact: the format of a panel with experts from different sectors, followed by an open and informal discussion, allows for bringing more voices into the debate, sharing experiences, and broadening participants' networks. The team has organised an event with Birkbeck's Department of Computer Science: the discussion was facilitated by a Birkbeck alumna with extensive experience in both the academic and the business sector, which permitted students and researchers to discuss issues related to managing a career across several

organisations, and the ways in which diversity impacts professional trajectories.

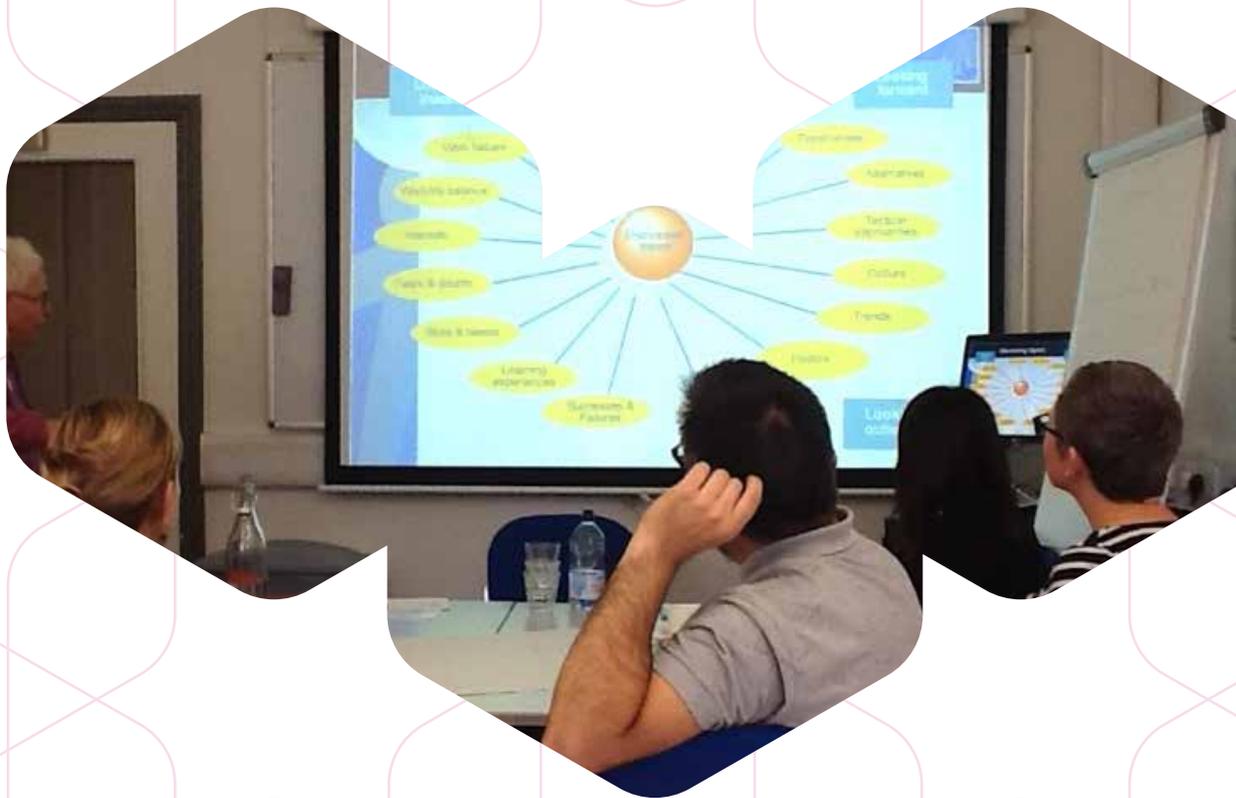
Because of its success, the Birkbeck team has brought this formula to other institutions as well, such as the Dundalk Institute of Technology (Ireland) and the University of Lund (Sweden): two events have been organised, with a focus on entrepreneurship and commercialisation of research, which are relevant topics in Birkbeck's action plan.

on the other hand, the contribution of women entrepreneurs is already important, but is often

underestimated. For this reason it is vital to support and promote women. The start of the new academic year at Birkbeck has seen the launch of a College-wide mentoring programme for academic and research staff, in collaboration with Birkbeck Human Resources and in the framework of the Athena SWAN initiative (which awards universities especially engaged in promoting gender equality). A cohort of nine mentees and nine mentors, from different Departments, has

been trained and prepared to manage the one-to-one relationship that should help mentees especially

A TOPIC THAT EMERGED IN BOTH EVENTS WAS THAT ENTREPRENEURSHIP AS A CONCEPT IS PERCEIVED AS "MASCULINE";



to better define their career trajectory. Mentees and mentors will meet all together in a few months, and then at the end of the programme, to discuss their achievements. **Birkbeck's research agenda focuses on the study of career trajectories and how these are gendered: after the "Gender cultures in research and science" study, the team has now started a longitudinal study on PhD students' trajectories, to understand how decision making unfolds during the first two years of the doctorate especially (this being a critical moment, as dropout rates are usually higher in the first two years).** Similarly to "Gender cultures", both women and men are involved, to allow for making comparisons. What is more, part of the findings from "Gender cultures" have been presented at the Society for Research into Higher

Education Conference 2015 (December 9-11, Newport in Wales), with a focus on how gender interplays with allocation of tasks in an academic career. Actually, our data show that often the allocation of tasks in a Department does not follow a clear rationale, with expectations instead related to past experiences: this means that people shown to be adept at such tasks are given more and more, regardless of their present load. Also, because of the flat hierarchical structure in departments and teams, a person can become responsible for some tasks without having any formal power. Task overload can have serious implications in terms of promotion, and on gender equality as well. As one of our participants underlines, women are the ones more likely to do "the domestic work of the organisation", instead of focusing on "high status

stuff". Another participant stresses how training can help in making people aware of these issues and avoiding gender biases in the allocation of work. Finally, for those interested to find out more about TRIGGER actions at Birkbeck, the team has published on its website three working papers focusing on key topics, and laying the ground for the present and future activities: a working paper on early career researchers in STEM, this being the base for the longitudinal study on PhD students; a literature review on commercialisation of women's scientific work; and a literature review on mentoring.

www.bbk.ac.uk/trigger/our-research



UCT PRAGUE

UCT PRAGUE ISAS CR

UNIVERSITY OF CHEMISTRY
AND TECHNOLOGY IN PRAGUE
INSTITUTE OF SOCIOLOGY OF
THE ACADEMY OF SCIENCES
OF THE CZECH REPUBLIC

TWO YEARS OF TRIGGER PROJECT AT UCT

Over the past 2 years of the project, the UCT Prague team along with experts from the National Contact Centre for Gender and Science at the Institute of Sociology of the Czech Academy of Sciences made

as **quantitative and qualitative research on the working conditions at the university among university staff**. These findings were presented to the Academic Senate, published in a poster and on **UCT Prague's website (gro.vscht.cz)**, which was created to present the project outcomes. Another great success of the first year involved the implementation of a **new rule in the Internal Grant Agency eligibility criteria**. The competition is now open also to parents on a parental leave who return after a career break for childcare.

to be used at UCT Prague. Two discussion **seminars** on equal opportunities and gender stereotypes in science were organised **for top management**, one of them delivered by Professor Manfred Horvath, an HR expert from the Vienna University. We also organised **workshops for mentees and mentors of our mentoring programme**. Some of these workshops were delivered by the highly recognized mentoring and coaching expert, Dr Jennifer de Vries, organisation and development consultant from University of Melbourne. In total 12 mentees (7 of them women) participated in the pilot mentoring programme. We are now planning the next run for 2016. Several workshops were organised to **support women's access to decision-making boards and committees**. According to the results of the initial survey, these trainings were focused on soft skills, including time management, self-confidence

TO OFFER NEW MEASURES TO ENHANCE WOMEN'S CAREER PATHS

important strides to advance the issues of diversity, gender equality and ethics of research at the university.

The most significant results of the first year of the project was **the statistical review report on gender equality** at UCT Prague as well

Several workshops were organised during both years of the project. We organised 4 **workshops on gender diversity management** for administrators and managers, focused on work-life balance, evaluation of scientific work and other major issues affecting research careers. Furthermore, a **structural change toolbox** was prepared



and communication.

Perhaps the most significant achievement of the second year was the institutionalization of the **Julie Hamackova Award**. This award was triggered by the need to communicate the issue of sex/gender analysis for gendered innovations to the academic staff and students, and to motivate students to engage in explorations of the opportunities sex/gender analysis offers. The Award bears the name of Professor Julie Hamackova, the first female student, Professor and Dean of the Technical University in former Czechoslovakia. The first Julie Hamackova Award for a student thesis with a gender dimension was awarded, with 11 student thesis submitted and 3 awarded. At the end of 2015, another JH Award will be awarded to an outstanding woman researcher at UCT Prague, this time for a significant contribution to

the development of science, research, pedagogy and innovation. To facilitate the sex/gender analysis and development of topics with a gender dimension, the project enlisted Yellow Window, in line with its Gender Equality Plan. Two workshops were delivered, an introductory one and a more advanced workshop where participants worked on concrete topics.

Throughout the year, interviews were carried out with women researchers at UCT Prague at various stages of their research and pedagogic careers, and published on the gro.vscht.cz website. The women researchers were also presented at the Researchers' Night at UCT Prague through a poster exhibition conveniently located near the brewery stand offering beer which UCT Prague brews as part of its research and development activities. The interviews will be published in a book of interviews, which will be

launched in February 2016. The goal of this action was to reduce gender bias and to increase the visibility of women researchers at UCT Prague.

Equal in importance to the institutionalization of the Julie Hamackova Award was **the inclusion of gender issues among the three most important issues in the UCT Prague long-term plan.**

All the project results and outcomes are published on UCT Prague gro.vscht.cz website and ISAS's www.gendervH2020.cz website dedicated to gender in HORIZON 2020 and the structural change for gender equality.





UNIFI
UNIVERSITY OF PISA

TWO YEARS OF TRIGGER PROJECT AT UNIFI

Over the second year of the project, we continued to promote the integrated set of actions focused on both permanent innovative institutional arrangements and content-oriented initiatives. As for the former,

as well as to identify, in a shared and participated way, alternative solutions. We obtained some integrative work-life balance services at university and, currently, we are sharing the results with the top management to change

reflexivity process on the use of the Italian language in the administrative documents. From this point of view, we carried out a broader gender-oriented analysis on the above mentioned documents from a cultural perspective and in a bottom-up way. We have promoted a training course on the use of gender-sensitive language among top managers, in order to involve them in a shared analysis of the main administrative documents used at university and departmental level. The training programme is now ongoing, with the participation of 37 civil servants. Furthermore, we continued to carry out our initiatives to increase awareness of the different forms of discrimination against women scientists, especially in the earliest stages of their career. We organized the second edition of the training

WE SUPPORTED TAILORED STRUCTURAL CHANGES TO PROMOTE GENDER EQUALITY AND EQUAL OPPORTUNITIES BY INCREASING THE INSTITUTIONAL AWARENESS OF DISCRIMINATORY PRACTICES AND THE WASTE OF FEMALE TALENTS.

We used the Survey on Satisfaction with Work-Life Balance Services as an opportunity to stress both the need to adopt new arrangements and practices at University level, and the effects on career progression (leaky pipeline),

some work organisation practices. Considering such practices, we have analysed the content of internal regulations and obtained the review of some of them. The language is also a symbolic and crucial aspect: we wanted to promote a self-



course on the leaky pipeline phenomenon and we proceeded supporting the mentoring programme for female PhD students and research fellows, which had been launched at the end of the first year of the project. The close relationship between the core team of the project and the youngest scientists seems to be very useful also for the achievement of another project's goal: the promotion of a gender-sensitive approach in the target Departments (from Medicine and Engineering Faculties). In this second case, our strategy aims to insert this topic in a broad contest, by using the priorities settled in Horizon 2020 and the *Vademecum on Gender Equality in Horizon 2020*, and by promoting wider scientific networking. **In this area, TRIGGER project supported the National Conference of Italian Universities'**

Equality Bodies (CoNaEB) in the establishment of a thematic session on gender in research devoted to promote gender-sensitive research in scientific and technological fields, and contributed to the session by involving members in targeted training activities. Connecting the genderization of research contents with the European guidelines, in particular offering training courses held by the European Yellow Window team, allowed us to show the importance of gender priorities, perspectives and peculiarities within the research and innovation processes, and collect many research ideas and requests for collaboration from target fields of medicine and engineering. As of now, we have formalized four research lines, two in Medicine and two in Engineering Faculties. We co-funded a post-doc

position in Psychiatry for the analysis of the *Adult Autism Spectrum Disorder in Subjects with Axis I and II Mental Disorders*. The study aimed to explore the prevalence of the disorder, as well as gender differences and clinical correlates. The second co-funded position is within the field of internal medicine and is devoted to analyse gender differences in the impact of lifestyle, perception and adaptation to stress on blood pressure and central branchial. **In the Faculty of Engineering, we co-financed a post-doctoral position for the collection and processing of images and data relating to the pedestrian behaviour and related software implementation.** The second position in Engineering explored the links between hospitals, healthcare and gender, by analysing how the architecture of healthcare facilities affects personal wellbeing.