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# RIGGER

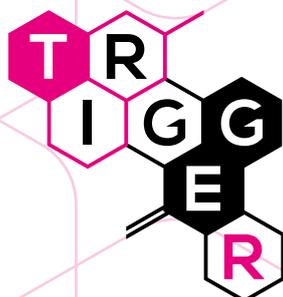


# newsletter



TRANSFORMING INSTITUTIONS BY GENDERING CONTENTS  
AND GAINING EQUALITY IN RESEARCH

GA No. 611034



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

# THE TRIGGER PROJECT



**A**lthough more and more women are now reaching senior levels in science, also as a result of the policies promoting their representation implemented at the European level over the last decade, full gender equality in this field has not been achieved yet. In fact, as the European Commission has revealed in its “She Figures 2012” report, women in research remain a minority, accounting for only 33% of researchers in 2009.

Female PhD graduates equal or outnumber men in all broad fields of study, except for science, mathematics, computing and engineering. Women’s academic career remains markedly characterised by strong vertical segregation and the underrepresentation of women is particularly striking in the field of science and engineering.

The proportion of women among full professors is highest in the humanities and the so-

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

cial sciences and lowest in engineering and technology. Considering that, as stated by the Commission in the above mentioned report, “there is no evidence of spontaneous reduction of gender inequality over time”, active policies specifically targeted at scientific, academic and research organizations are necessary to reduce gender gaps and contribute to structural changes leading to the achievement of gender equality in science.

In this framework, several initiatives have been undertaken and funded, both in different European countries and at EU level to ignite a process of institutional transformation geared at promoting gender equality in as many European research organisations as possible and at favouring a gender sensitive European science.

To this end, the TRIGGER (TRansforming Institutions by Gendering contents and Gaining Equality in Research) Project was developed and started in 2014 and will last until 2017.

TRIGGER aims at promoting systemic interventions designed to have deep, long-lasting and widespread impacts at all different levels in 5 research organizations from different EU countries also involved as co-funding institutions:

- University of Pisa, Italy;
- Institute of Chemical Technology of Prague, in collaboration with
- Institute of Sociology of the Czech Academy of Sciences, Czech Republic;
- Birkbeck College - University of London, UK;
- University Paris Diderot, France;
- Technical University of Madrid, Spain.

The project is coordinated and co-funded by the Italian Government (Department for Equal Opportunities of the Italian Presidency of the Council of Ministers, assisted by an institute specialised in gender and science (ASDO, Italy). Building on the results of earlier projects, integrated actions are being implemented within each university addressing different aspects of gender inequality in science.

Three are the major areas of intervention, namely:

1. Working environment, formal/informal culture and explicit/tacit rules (awareness-raising; collection of gender-sensitive data; support to the early stages of scientific careers; promotion of work-life balance, etc.).
2. Content and methods of scientific research to acknowledge its gender dimension and impact (updating of teaching curricula; gendering the design of research and technological innovation; allocation of funds for gendered research; contrasting stereotypes about women in science, etc.).
3. Scientific leadership at different levels (selection procedures and criteria for the evaluation of scientific merit; introduction of equality targets in decision-making bodies; enhancement of women researchers’ visibility, etc.).

Each of the 5 involved partners has designed and is carrying out a tailored gender action plan including measures related to the three areas, whose relative weight depends on their specific characteristics, situations and needs.

TRIGGER is characterised by integration, customisation, systematic nature, and concreteness.

A strong focus is given to gendering research, also through the creation of an Advisory Unit on Gendering Research composed by international experts.

Mutual learning processes are encouraged among partners as well as among the different European consortia implementing similar projects, thus giving birth to a shared vision of structural change processes.

Communication and networking activities (workshops, conferences, newsletter, website, articles, social media, etc.) are devised to facilitate public debate and awareness raising on these issues all over Europe.

Follow the activities of the TRIGGER Project on [www.triggerproject.eu](http://www.triggerproject.eu)



## ASDO

ASSEMBLY OF WOMEN FOR DEVELOPMENT AND THE STRUGGLE AGAINST SOCIAL EXCLUSION

### Supporting ongoing actions for gender equality

ASDO is a non-profit research organisation based in Italy, specialised in the study of contemporary knowledge-based societies from a gender perspective, which has carried out several projects on gender in science, mostly funded under the 7FP, also in cooperation with the Italian Department for Equal Opportunities

(see PRAGES, <http://www.retepariopportunita.it/defaultdesktop.aspx?page=2749>, WHIST, <http://www.retepariopportunita.it/defaultdesktop.aspx?page=3414>, TWIST, <http://www.thetwist-project.eu/en/>; STAGES, [www.projectstages.it](http://www.projectstages.it)).

Following the approach characterising the earlier projects and building on their main results, ASDO is carrying out a set of cross-cutting activities geared at favoring a successful implementation of the gender action plans.

This supporting action to the coordinator and the other partners, which started far before the submission of the TRIGGER proposal and its actual funding by the EC, includes technical assistance to and the evaluation of the five action plans under way.

ASDO is also in charge of an accompanying research geared at formalising the lessons learned and taking stock of the achievements of the project, through the construction of a shared view of the structural change process, also in cooperation with consortia implementing similar projects. Final Guidelines will be drafted.

Several tools have been devised to help the effective implementation of the action plans. Among these, one on-site visit a year to each Action Plan, which took regularly place in 2014. Periodic plenary meetings are held in presence on the occasion of the



steering committee meetings (the last one organized on 11 December 2014) and other initiatives of the individual action plans.

**One was convened in Prague on 24 October, seizing the occasion of a conference organised by the Czech Academy of Science, with the participation of Prof. Londa Schiebinger, Stanford University, international expert in gender in research and member of the TRIGGER Advisory Unit for Gendering Research (AUGR). The partners had the possibility to discuss with Prof. Schiebinger about their actions devoted to gender in research.**

Bilateral monitoring sessions are organised periodically at a distance through Skype and in presence during the on-site visits. An Intranet project has also been set up. ASDO's approach to technical assistance and evaluation is based on the monitoring

of the Action Plans, which is both an important tool and a precious source of information for the research (making it possible, by the way, to optimise the bilateral contacts), and on the promotion of mutual learning processes among the partners. In particular, the itinerary of internal mutual learning has started through a brainstorming in Prague, during the abovementioned meeting.

**On that occasion, the partners have expressed their priorities and points of view about the topics to be addressed.**

Among others, the discussion focused on how to find the right language to communicate the Gender Action Plan to the internal public; how to strengthen the status of gender expertise showing its link with the production of sound scientific knowledge; how to involve men researchers

and colleagues; how to put gender equality on the real agenda of top leaders; how to mobilise research leadership; how to harmonise the TRIGGER plans with existing

The exchange has continued at a distance and a list of subjects to be discussed has been prepared, so as to define a calendar of the next steps, which has

**ASDO IS ALSO IN CHARGE OF AN ACCOMPANYING RESEARCH GEARED AT FORMALISING THE LESSONS LEARNED**

initiatives and programmes aiming at gender equality; how to make research and administrative staff work together; how to attract beneficiaries, addressing the work overload of them and of the other important players within the institution; how to deal with bureaucratic and technical problems; how to leverage on the external context to directly or indirectly weaken internal oppositions and resistances.

been established during the last meeting held on 11 December in Rome.

On the same occasion, a contribution on the theme "Introducing gender contents in architecture and city planning", based on her long-standing experience, was given by Prof. Inés Sanchez de Madariaga, coordinator of the Spanish TRIGGER team.



**UNIFI**  
UNIVERSITY OF PISA

### Relaunching long-term commitment for gender equality in S&T

UNIFI is one of the oldest and largest Italian universities, with 52,000 enrolled students and 1,552 professors in 20 Departments.

The percentage of women in each step of careers is in line with the national average (female are 52% among undergraduate students, 51% of graduate students, 42.8% of researchers, 33% of associate professors, and 15% of full professors).

Despite the several differences among the various departments, the gradient of exclusion is more pronounced in the scientific field. Because of this, the actions promoted by the TRIGGER project focus on six Science and Technology Departments (in medical area and engineering).

In fact, in these fields we detect two very different records. In the medical Departments the highest rate of

expulsion of women in each step of scientific career is registered, whereas in engineering the lowest rate of females at all levels of scientific career can be noticed, which remains constant.

*To fix women at Pisa University we promote an integrated set of actions focused on both permanent innovative institutional arrangements aimed at implementing structural changes conducive to gender equality and equal opportunities, and content-oriented initiatives, aimed at practically demonstrating the usefulness of taking into account gender priorities, points of view and peculiarities within research and innovation processes.*

In fact, we believe that gender equality in science cannot be achieved without a change at the core of science and research practices, according to a gender perspective, and we consider the presence of

a large number of women in science as an important support to this process.

*With a view to supporting gender equality and equal opportunities, the action plan works on increasing the awareness of women scientists, especially in their early stage career, and on growing the institutional awareness of exclusionary practices as well as of the waste of female talents also identifying, in a shared and participated way, solutions and alternative practices.*

We organize an annual training course on the leaky pipeline phenomenon, which is closely connected with the mentoring programme for female PhD students and research fellows that will be launched and implemented during the project.

With the aim of promoting change in organisational cultures and behav-



## WE ORGANIZE AN ANNUAL TRAINING COURSE ON THE LEAKY PIPELINE PHENOMENON, WHICH IS CLOSELY CONNECTED WITH THE MENTORING PROGRAMME FOR FEMALE PHD STUDENTS

our, we have institutionalized a Delegate of the Rector for Gender Studies & Equal Opportunities as a connecting member between the University Administration and the TRIGGER group, and we promote a set of actions (research and dissemination activities) focused on work-life balance.

*In order to change gender stereotypes in Science and Technology and overcome consequent career distur-*

*tions, we promote a qualitative and quantitative analysis on female careers and we will create an online database which will include subject areas, research, results, and leadership experience of female scientists.*

An articulated set of actions has been devised in the six Departments, and the active participation and support of distinguished scientists (also from other universities, thanks to the col-

laboration with the National Conference of Italian University of Equality Bodies) has been ensured with a view to testing innovative research procedures fully integrating the gender perspective (also sponsoring scholarship and annual dissertation awards).

On the basis of the results of the tests conducted, at the end of the project a teaching module on the gendered aspects of research and on gendered research tools and procedures in the medicine area and engineering will be established.



# UCT PRAGUE ISAS CR

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

## Igniting systematic and long-lasting innovation in gender diversity management

### THE UNIVERSITY OF CHEMISTRY AND TECHNOLOGY IN PRAGUE (UCT PRAGUE)

is the largest and most significant educational and research institution of its kind in the Czech Republic as well as in Central Europe.

*Its two-hundred-year history combines tradition with the progressive trends and modern technologies in a wide range of chemical disciplines. UCT Prague consists of four faculties, Rector's office departments and students' facilities.*

The annual turnover of the university is slightly under 50 million Euros. UCT Prague employs 1,220 employees, 68% of whom are academics and researchers and 32% administrative and technical staff.

In a group of academic and research staff there are 61% men and 39% women, whereas among the administrative

and technical staff, 39% are men and 61% women.

UCT faculties (Faculty of Chemical Technology, Faculty of Environmental Technology, Faculty of Food and Biochemical Technology and Faculty of Chemical Engineering) have been accredited to provide three-year Bachelor programmes, two-year Master programmes and PhD programmes.

*The total enrolment of Bachelor and Master students in the 2013/2014 academic year was 3,834, 35% of whom are men and 65% women. There are 811 PhD students, 53% of whom are men and 47% women.*

As the recent statistics show, the number of female students has been on the rise, and this fact needs to be reflected in the university's human resources management policy. This resulted in a decision to participate in



the TRIGGER project, with the aim to start addressing gender diversity and equality, and transform the institutional culture.

The lack of experience with gender in research led to the cooperation with gender experts from the Institute of Sociology of the Czech Academy of Sciences.

Jointly, we drafted an Action Plan tailored to the needs of UCT Prague. A recent evaluation workshop we organized to assess the first year of implementation revealed very clearly the mutual benefits of such cooperation in terms of knowledge transfer, learning between the natural and social sciences and the need to attend to disciplinary "translation" issues.

*The first year of our project focused on establishing baseline knowledge. Statistical data was collected and*

*analysed, in some cases for the first time. The results showed the existence of a leaky pipeline, major disciplinary differences among faculties and a lack of women in leadership positions.*

We also carried out a questionnaire survey among all staff, which focused on the working cul-

## WE LAUNCHED GENDER COMPETENCE BUILDING AND THE MENTORING PROGRAMME FOR EARLY CAREER RESEARCHERS.

ture, work-life balance and job satisfaction, and we are now finalizing a report on the media representations and presence of women researchers at UCT Prague. We also sought to renew the university's commitment to the

project and gender equality, and the first reports to the Academic Senate were presented.

We launched gender competence building and the mentoring programme for early career researchers.

First workshops were held in gender diversity manage-

ment, management of human resources for gender equality, the gender dimension in research, work-life balance and time management.

We will continue these in the upcoming period. In line with

the action plan, we also started negotiating with the Internal Grant Agency and are happy to report first changes in eligibility criteria. The IGA grants are intended for students to develop their research skills.

*As for the next round of applications, it will be possible for people on parental leave to apply for a grant while still on leave, in order to facilitate their smooth return.*

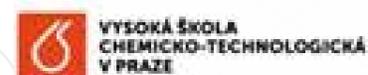
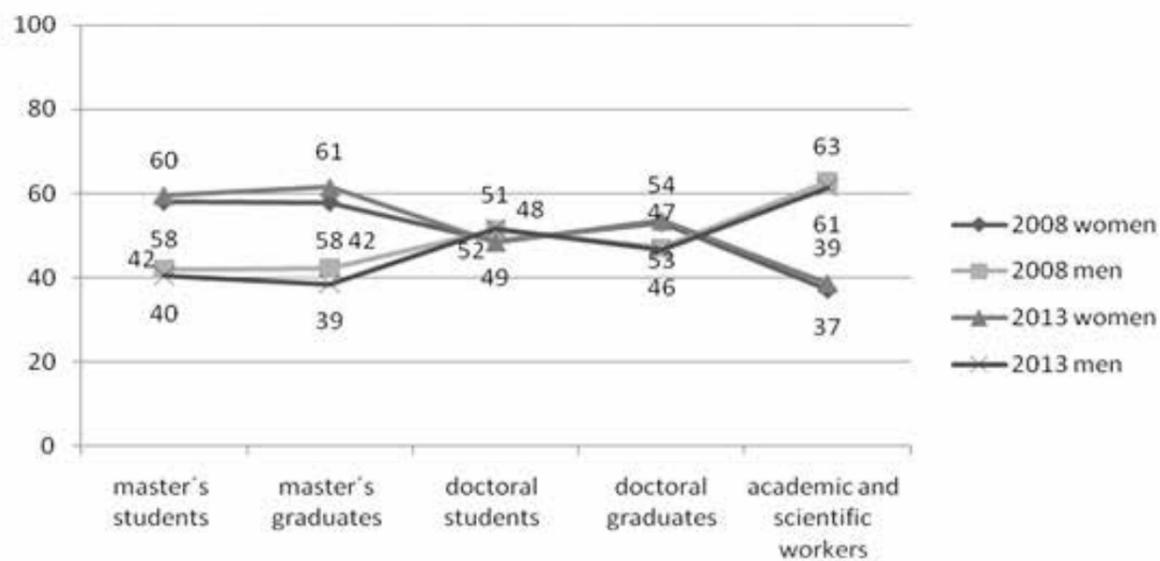
To communicate our achievements and information about the project implementation, we launched a Czech website <https://gro.vscht.cz/>.

Here we bring news about gender and research, recent studies and reports, and feature interviews with women researchers from UCT Prague.



# UCT PRAGUE ISAS CR

Chart 1: Ideal-typical career path from studies to the academic profession (%)  
UCT Prague



## GRO - genderová rovnováha

Aktivita na utváření a podporu institucionální kultury z hlediska genderové rovnováhy na VŠCHT Praha



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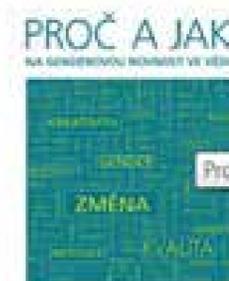
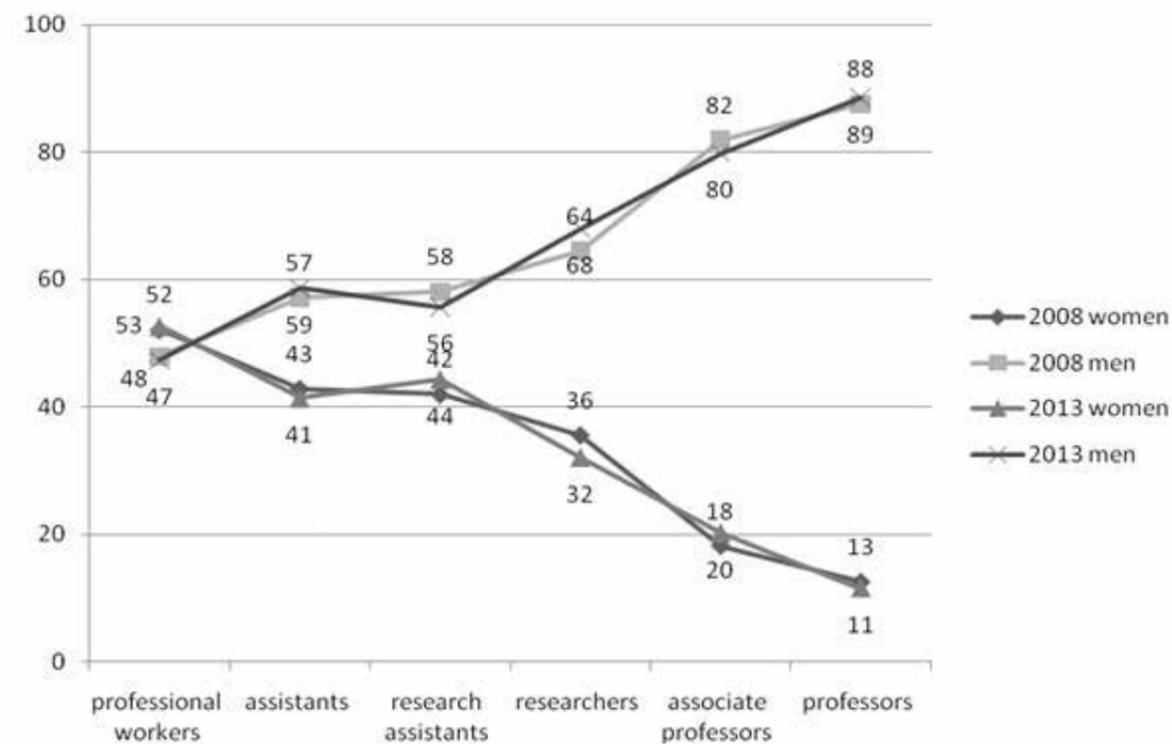


Chart 2: Ideal-typical career path of academic staff (%)  
UCT Prague





**A change of scale in gender equality commitment**

In 2014, TRIGGER project at BIRKBECK has been focused on five of the nine actions.

*The first is the applied research action, “Gender cultures in research and science”, the second and third are the design and start of two programmes tailored to researchers and academics, i.e. the “Networking” and “Science development” programmes, the fourth is the organisation of a workshop for PhD students on “Gendering research”, which should set the ground for the design of PhD module, and the last is mentoring.*

The take-off of the project has been characterized by liaison and coordination with relevant stakeholders inside and outside Birkbeck, to make sure that TRIGGER activities meet the needs of academic and professional staff and complement existing gender equality initiatives, and so to be able to make a difference

of institutional change within Birkbeck.

The “Gender cultures in research and science” action aims to investigate professional and personal trajectories of the academic and administrative staff, both women and men, in Birkbeck School of Science and School of Business, Economics and Informatics, where women are especially underrepresented at senior levels.

Narrative interviews and focus groups have been conducted with the aim to achieve an in-depth comprehension of individual trajectories and lived experiences; this should help to understand the possible reasons for women’s underrepresentation, and to propose consistent recommendations.

Birkbeck staff have responded enthusiastically to this research: the number of volunteers for interviews has been

above the expectations! TRIGGER team is now involved in analysing the data, which will inform a first report planned for March 2015.

A programme of six workshops on Networking, which will run until 2016, has been designed and is offered now to both women and men of the academic staff. The objectives are: sensitizing researchers and academics to the importance of networking, presenting and discussing relevant literature on the topic, and providing concrete opportunities for strengthening one’s own networks.

External speakers are invited to make the debate more vivid. The Networking programme complements the Science development programme: this is also dedicated to academics and researchers, and it offers six workshops together with individual coaching.

**MENTORING IS A PARTICULARLY IMPORTANT ACTION FOR BIRKBECK**

The background idea is that, to meet the scientific challenges that lie ahead, the leadership and culture of scientific teams will need to be collaborative, cross-disciplinary, and diverse. The programme is designed to develop the leadership skills, build awareness of what researchers need to be a scientific leader of the future, and learn to work in gender-balanced and diverse teams.

A workshop on “Gendering research” (gender as a relevant phenomenon to investigate when conducting empirical research) has been conducted with PhD stu-

dents of the Centre for Brain and Cognitive Development, and will laid the foundations for the design of a PhD module to be held in 2016.

*Mentoring is a particularly*

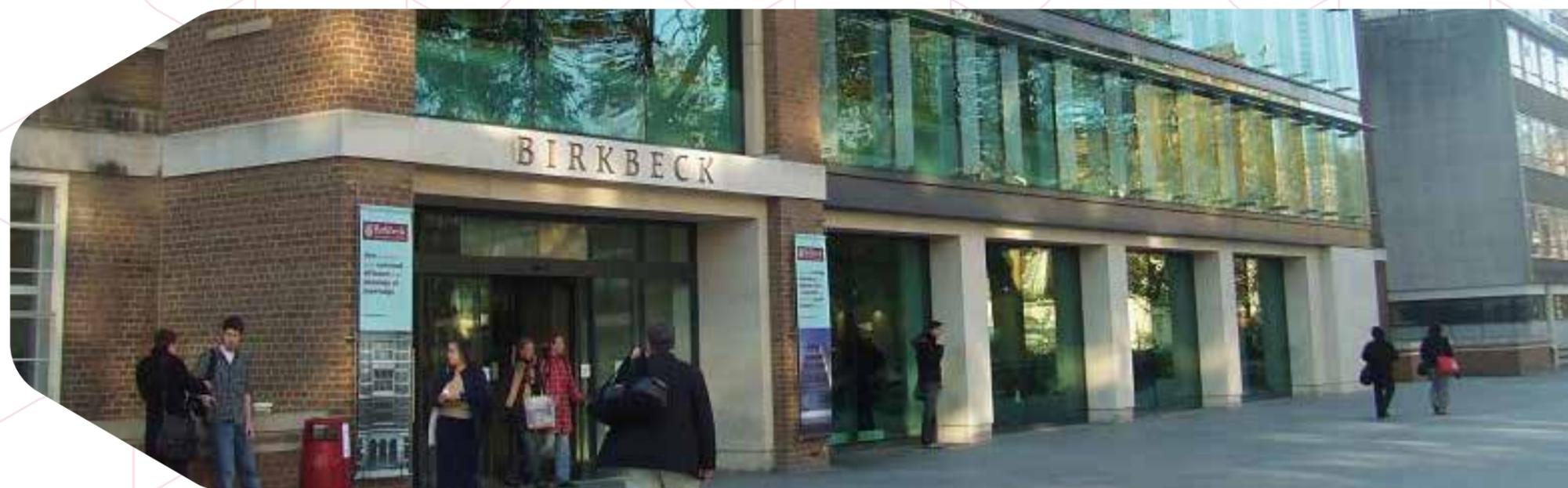
*important action for Birkbeck, and mentoring activities will run throughout TRIGGER. Work on this action started with a preliminary mapping of the present situation at Birkbeck, staff needs and people’s understanding of mentoring, both as a mentor and as a mentee.*

This work has been conducted closely with Human Resources and Athena SWAN teams, which are

coordinating the works for Athena SWAN award (an initiative to award UK higher education institutions that show their commitment to gender equality).

An introductory workshop to mentoring was organised in November, and a short paper on the state of mentoring research has been presented at the Annual Meeting of the Society for Research into Higher Education.

The challenges for year 2015 will be not only in continuing with the activities above, but also starting with the action related to the commercialisation of women’s work: this will be conducted in collaboration with the neighbouring University College London, and the objective is to make sure that women scientists build on the opportunity to commercialise the results of their research.



### Effectively integrating the gender dimension at all levels of management and research

Located in the heart of Paris, **DIDEROT (UPD)** is the only multidisciplinary university in Paris to offer a wide range of degrees in Humanities, Medicine and the Sciences.

With 26,000 students, 60% of whom are female, and 92 research laboratories, UPD is a major actor in European higher education and research. It gathers 2,000 researchers, 1,400 lecturers-researchers, 1,000 persons in the administrative and technical staff.

#### Paris Diderot, a pioneer university

As early as 1985, UPD was one of the first French universities to hire an assistant professor specialized in gender. In 2005, a financial support from the European Social Fund allowed to initiate some actions. The first one was a study on women lecturers-researchers which

showed that gender inequalities were still true. Then, since 2007, UPD has been conducting campaigns promoting gender equality.

**In 2010, Paris Diderot was the first French university to create a specific department devoted to equality between women and men-Pôle Égalité Femmes-Hommes (PEFH).**

It is still the only university in France to get such a department. The PEFH is currently composed by two sociologists, one jurist and one statistician, and coordinated by the vice president of the human resources, representing it in the presidential team of the university.

#### Some figures on gender distribution in the French higher education

At the national level, 36% of teachers and researchers are women. As for their hierarchical positions, we see that

at the bottom of the pyramid there are 42% of women (assisting professors) and that at the top there are only 24% of women (full professors). In UPD, women account for 39% of teachers and researchers, 48% of the assisting professors and 26% of full professors.

As regards students, at the national level, 60% of them are women but they constitute only 4 % of PhD students and 28% of students in the basic and applied sciences.

**In Paris Diderot, women account for 60% of students and 54% of PhD students but only 32% of physic students. Last but not least, according to a study of the European Commission published in April 2013, only 6% of the leaders of institutions of higher education in France are women.**

**France is, as such, the last one in the classification of**

**the EU Member States. Obviously, these figures had an impact on the choice of the actions proposed in TRIGGER.**

#### The TRIGGER Action plan

UPD proposes a large action plan because there is already a unit in charge of gender equality (the PEFH). The plan includes 28 actions addressing, according to their specific features, one or both of the more directly participating institutes (Physics and Biology), but often also the whole university.

The used methods are mainly based on negotiations, raising awareness and discussions with the different participants and beneficiaries, such as students, researchers, lecturers-researchers and the administrative and technical staff.

The goal is to obtain the support of the university

## THE OBJECTIVES ARE AT THE SAME TIME QUALITATIVE AND QUANTITATIVE

community for the solutions and the measures proposed through the TRIGGER action plan.

**To do it, the team of the PEFH plans to collect data and to produce detailed analyses of the situations which could lead to gender inequalities. Results will be discussed systematically with the central council of the university and spread very widely across the university.**

Training for both women and men will be implemented and proposed to students, teach-

ers and teachers-researchers and technical and administrative staff. The adoption of new internal rules will be suggested to the central council. For example, women coming back from maternity leave will have priority in the attribution of sabbatical.

**Finally, new methods which will possibly drive to include gender in research will be tried. Obviously, a proactive role and a strong support of the governance of the university are planned. The objectives are at the same time qualitative and quantitative.**

Qualitative because we want to raise awareness and to train the actors and actresses of the university on gender equality, and quantitative because we want to increase the number of women in councils, in selection committees, in management positions and among professors.





**Joining forces for structural change: equal opportunities and gender focus in technical disciplines**

The TRIGGER project at the TECHNICAL UNIVERSITY OF MADRID (UPM) represents an interesting framework to launch and develop a big number and variety of actions aimed at promoting a structural change in the institution.

The design of our Action Plan has been strategically outlined on the basis of a solid knowledge of the reality of the UPM and thus taking into account its specific conditions as a starting point.

Therefore, our Action Plan works at two levels: most of our Actions are addressed to the whole University community, but some others are specifically addressed and tailored to three "Pilot Schools" - School of Architecture, School of Industrial Engineering and School of Building Engineering.

These Schools were chosen as they had already imple-

mented some initiatives on gender and equality - for instance, the creation of a research group on gender and planning, mentoring programmes or the inclusion of gender dimension in human resources management - but also because they are among of the biggest ones and may become a reference for other Schools.

*The Equality Unit, as part of the Rector's office, is in charge of the Actions addressed to the whole University, while the Actions tailored for the Pilot Schools are launched and developed by each School.*

The Actions included in our Action Plan are classified according to TRIGGER's general structure and are aimed at delivering the objectives set by the project.

These are the Actions composing the Action Plan for the UPM:

**1 Actions promoting change in organisational cultures and behaviours (objective 1.1):**

- Research study on women at UPM
- Network of UPM women researchers
- Permanent training courses on Equal Opportunities
- Seminars on women in science and technology
- Guidelines for implementing protocols on bullying and sexual harassment
- Disseminating information on the work of Equality Unit

**2 Actions promoting work-life balance (objective 1.2):**

- Internal survey on work-life balance measures
- Work-life balance plan

**3 Actions supporting early-stage career development (objective 1.3):**

- Mentoring Programmes

**4 Actions fighting gender**

**stereotypes in s&t and consequent career distortions (objective 2.1):**

- Monitoring and fighting sexist language

**5 Actions aimed to gendering s&t contents and methods (objective 2.2):**

- Chair in Gender, Innovation and Sustainability
- Experimental incorporation of gendered contents in existing courses

**6 Actions promoting women's leadership of science (objectives 3.1 and 3.4):**

- Space on the homepage of the University

**7 Actions promoting women's leadership in the management of research (objective 3.2):**

- Review of University norms
- Targets identification for women's presence in deci-

sion-making positions

**8 Actions promoting women leadership in scientific communication (objective 3.3):**

- Proposal of women candidates for honorary degrees
- Disseminating women's publications

During the first year of TRIGGER at the UPM we have been focused on team building, seeking support and collaborations within the University and producing good dissemination and communication materials. From the very beginning we have had high-level support. The Rector and some Vice-Rectors were present and chaired the presentation of TRIGGER at the UPM in April 2014.

*We have worked very hard on the elaboration of "Women at UPM", a research study on the situation of women in our University. This report includes over one hundred*

*graphics analysing the presence of women at all levels and categories within the University over the last 10 years and seniority indicators among other issues.*

This research study has been digitally published, it will be officially launched on 21 January 2015 and is meant to become the basis for other actions.

**WE HAVE BEEN FOCUSED ON TEAM BUILDING**

A travelling exhibition composed by over 20 panels with a selection of graphics has been designed as a parallel activity to the presentation. We are now developing a blog as our main communication and dissemination tool.

