



GA. No 611034

Project acronym **TRIGGER**

Project title: **TRansforming Institutions by Gendering contents and Gaining Equality in Research**

Seventh FRAMEWORK PROGRAMME
Specific programme ‘Capacity’
Work programme ‘Science in Society’

SiS.2013.2.1.1-1

Supporting changes in the organisation of
research institutions to promote Gender Equality

Deliverable D6.3

Internal evaluation report no. 1

Due date of deliverable: 30/06/2015

Actual submission date: 06/07/2015

Start date of project: 01.01.2014

Duration: 48 months

Organisation name of the WP leader:

ASDO

Organisation name of lead contractor for these deliverables:

ASDO

Project co-funded by the European Commission within the Seventh Framework Programme (2007-2013)		
Dissemination Level		
PU	Public	
PP	Restricted to other programme participants (including the Commission Services)	
RE	Restricted to a group specified by the consortium (including the Commission Services)	
CO	Confidential, only for members of the consortium (including the Commission)	X



TRIGGER

**TRansforming Institutions by Gendering contents
and Gaining Equality in Research**

(G.A. No. 611034)

Work Package 6

**Technical assistance and evaluation
of structural change Action Plans**

Internal evaluation report no. 1

January 2014 – March 2015



June 2015



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CHAPTER ONE
Introduction

A. INSTITUTIONAL FRAMEWORK

TRIGGER is a project funded by the European Commission under the 7th Framework Programme¹, with co-funding from the Italian IGRUE (Inspectorate General for Financial relations with the European Union, Ministry for Economy and Finance).

The TRIGGER Consortium is composed of the institutions listed in the table below.

Partner	Country	Acronym
* Dipartimento per i diritti e le pari opportunità	Italy	DPO
* ASDO	Italy	ASDO
* Università di Pisa	Italy	UNIPI
* Vysoka Skola Chemicko-technologicka v Praze	Czech Republic	VSCHT
* Institute of Sociology of the Academy of Sciences of the Czech Republic	Czech Republic	ISAS CR
* Birkbeck College – University of London	United Kingdom	BBK
* Université Paris Diderot – Paris 7	France	UPD
* Universidad Politecnica de Madrid	Spain	UPM

TRIGGER is aimed at consolidating the many valuable results of the process initiated by the EC over ten years ago now in the domain of gender and science, and contributing to take this same process one step further, also in the perspective of Horizon 2020. This consolidation is pursued by **developing and testing an integrated model** from the perspective of the **structural change strategy**, designed to have deep, long lasting and widespread impacts on 5 research organisations. Each of the organisations has developed and is now implementing a self-tailored **Action Plan (AP)**, addressing **three different aspects** of gender inequality in S&T:

- working environment, formal/informal culture and explicit/tacit rules;
- scientific research content and methods to acknowledge its gender dimension and impact;
- scientific leadership at different levels.

¹ The project responded to the topic: "Supporting changes in the organisation of research institutions to promote Gender Equality" (SiS.2013.2.1.1-1).

It should be noted, however, that one of the Action Plans – that in Vysoka Skola Chemicko-technologicka v Praze (VSCHT) - is carried out by the local team with strong support from the team provided by the Institute of Sociology of the Academy of Sciences of the Czech Republic (ISAS).

In the APs, special emphasis has been given to the second aspect, i.e., the **gender dimension of research** and its interaction with the other two, given the growing importance recognised to it as a crucial lever for fundamental change in S&T settings ("fixing the knowledge"). Moreover, to develop the **integrated model**, a crucial role has been attributed to discussion and exchange among the players involved in the different structural change initiatives throughout Europe, in order to share their efforts and results.

To pursue this general aim, TRIGGER has been organised in **9 work packages (WPs)**, which can be grouped into **two broad categories**:

- the Action Plans of the individual research institutions (work packages 1-5);
- a set of common/crosscutting actions (work packages 6-9).

Among the common/crosscutting actions, a set of joint activities (technical assistance, evaluation, and accompanying research) have been conceived to support and facilitate the implementation of the Action Plans as well as to draw lessons from them for the future.

One of these activities is the **evaluation of the APs**. Such an activity is included in WP6, coordinated and carried out by ASDO, with the active involvement of all the partners implementing the APs. Structure and criteria of the evaluation exercise under TRIGGER have been the subject of a specific document (D6.2).

This document is the first internal evaluation report, containing information about progress between January 2014 and March 2015.

The text does not contain a detailed description of the activities implemented, which is or will be provided in other official documents of the TRIGGER project (including the interim report, project newsletters, project website and websites of the consortium members), to which this report refers to.

The report is in **six chapters**.

This **introductory chapter** consists of this section, describing the institutional framework, and a short presentation of general aims, methodology and tools of the evaluation exercise. This part summarises the contents of the above mentioned document on the structure and criteria of the evaluation exercise (D6.2). The **remaining five chapters** are devoted, respectively, to the analysis of each Action Plan for the period concerned.

B. THE EVALUATION OF THE ACTION PLANS

1. Aims and procedures

As mentioned in the DoW, evaluation is aimed at "fostering the maintenance of high levels of quality in the implementation of the APs throughout the duration of the project".

To this end, the evaluation process has been conceived as characterised by **two different orientations**:

- a **quality** orientation;
- a **problem-solving** orientation.

From the **first perspective**, that of **quality orientation**, evaluation is viewed as a managerial procedure ensuring the systematic collection and analysis of the standard information necessary **to assess the compliance** of the AP implementation activities with schedules and criteria (pertaining, e.g., to expenses or the role assigned to each player involved) established in the detailed plans.

From the **second perspective**, evaluation is viewed as a procedure aimed at providing AP teams with support in order to **solve problems** they meet, in particular with the objective of:

- identifying emerging problems, bottlenecks, and any factor which could potentially hinder or slow down the implementation of the AP;

- devising effective solutions to deal with, or bypass, obstacles met all along the implementation phase, taking also into account changes occurring in the implementation context of each AP;
- promoting reflexivity and increasing awareness of strategies, practices, tools and results related to the AP;
- generating knowledge on structural change practices on the basis of the experience gained (actually, information from the evaluations will also be used in the accompanying research to be carried out under WP7).

Overall, the evaluation set-up is grounded on a **relational approach to evaluation** which is partially in consonance with the principle of **developmental evaluation**².

2. Evaluation criteria

The model uses **five dimensions** as criteria to assess the Action Plans: effectiveness; efficiency; impact; sustainability; relevance.

- **Effectiveness** is understood as the capacity to achieve the identified set objectives, carrying out the activities included in the detailed plans established each year for each Action Plan (keeping to schedules, even from the formal point of view, meeting targets, adhering to procedures, etc).
- **Efficiency**, understood as the capacity to make the best use of available resources, keeping to planned deadlines and costs.
- **Impact** concerns the satisfaction of the beneficiaries of the Action Plans and the capacity to promote consensus among the other stakeholders (*subjective impact*), and the effects obtained in terms of real change within the organisations (*objective impact*).
- **Sustainability**, refers to the capacity of the actions implemented through the Action Plans to continue producing effects even beyond the end of the programme.

² See, in this regard: Patton, M.Q. (2006), *Evaluation for the Way We Work, The Nonprofit Quarterly*, Spring; Dozois, E., Langlois, M., Blanchet, N. (2010), *DE201: A Practitioner's Guide to Developmental Evaluation*, Montreal, McConnell Family Foundation – IICRD; Gamble, J.A.A. (2008), *A Developmental Evaluation Primer*, Montreal, McConnell Family Foundation; Preskill, H., Beer, T. (2012), *Evaluating social innovation*, FSG, Centre for Evaluation Innovation.

- **Relevance** refers to the capacity of the planned actions to respond appropriately to the gender equality/diversity management issue identified in the institutions that promote the APs.

Overall, 73 indicators, the majority of which of a qualitative nature, have been developed, covering all these criteria. The complete list is included in the document on the structure and criteria of the evaluation exercise (D6.2), mentioned above.

3. Sources and tools

The evaluation of the Action Plans is based on several sources, both **living** (project team, beneficiaries, other staff of the institutions not directly involved in the Action Plans, members of IBSA and national project committees) and **documentary** (notes of the monitoring sessions, meeting reports, official documents such as deliverables and websites, other working documents of the implementing institutions).

The **technical tools** include ongoing evaluation grids, questionnaires addressed to different interlocutors, as well as reading grids and check-lists to read and analyse deliverables and other documents.

Information is collected by ASDO, the organisation in charge of evaluation, with the substantial help of Action Plan teams, through monitoring activities, and using specific technical tools.

CHAPTER TWO
**University of Pisa -
Action Plan n. 1**

A. EFFECTIVENESS

1. Process evaluation

1.1. *Planned activities/implemented activities*

The implementation level of the actions included in the detailed Action Plan at the University of Pisa is summarised in the Table 1.

Table 1 - Actual implementation of the actions

Actions	Implementation of the planned activities		Respect of deadlines Yes or No, comments
	Yes	No	
1.1.1. Creation of Delegate of the Rector in Gender Studies & Equal Opportunities	X		Yes
1.1.2. Supporting the National Conference of Italian Universities' Equality Bodies (CoNaEB) to promote gender aspects of research	X		Partially respected
1.2.1. Satisfaction survey with existing services and integration plan	X		Yes
1.2.2. Itinerant lectures on parental roles within the couple	X		Yes
1.3.1. Annual seminars on career support	X		Partially respected
1.3.2. Annual training course on the leaky pipeline phenomenon	X		Yes
1.3.3. Mentoring programmes for female PhD students and research fellows	X		Yes
1.4.1. Analysis of female careers and related awareness-raising activities	X		Yes
1.4.2. Gender-oriented analysis on administrative documents	X		Yes
1.5.1. Training on the gendered	X		Yes

Actions	Implementation of the planned activities		Respect of deadlines Yes or No, comments
	Yes	No	
aspects of research			
1.5.2. Testing innovative research tools for the gendering of research procedures	X		Yes
1.5.4. Annual competition for theses with a gendered approach	X		Yes
1.6.1. Creation and regular updating of an on-line database of female scientists (for the 6 targeted Departments)	X		Yes
1.6.2. Agreement for equal gender representation in decision-making bodies (whole university)	X		Yes
1.6.3. Annual conference with local institutions	X		Yes

Source: First evaluation grid - Action Plan n. 1

As shown in the table, all the actions were implemented according to the detailed Action Plan. Only in two cases (Actions 1.1.2. and 1.3.1.) out of fifteen, the deadlines set in the detailed Action Plan were only partially respected.

- In the case of the **Support to the National Conference of Italian Universities' Equality Bodies** (CoNaEB) in order to promote gender aspects of research (Action 1.1.2.), initially the plan first envisaged establishing the thematic section on gendered research within CoNaEB and then activating the planned training activities. However, since the formal establishment of the thematic section was taking more time and requiring more effort than expected, the UNIPI team decided to start with the training activities before the actual institutionalisation of the thematic section. This process was completed in the framework of the first CoNaEB General Assembly, which was held on May 15 2015 in Matera.
- As for the **Annual seminars of career support** (Action 1.3.1.), the team decided to postpone the action so as to exploit the results of two other Actions (1.2.1. and 1.4.1.) in order to stimulate debate and improve the leaders' awareness of equality in scientific careers. This choice was taken especially after observing the tendency

of leaders and personnel to deny the presence of unequal treatment between women and men in this domain (e.g., interpreting the different career achievements of female and male researchers as merely the output of women's individual career choices and preferences) or to see any action aimed at supporting women as breaking the principle of meritocracy in hiring and promotion procedures.

1.2. Compliance with internal procedures and deadlines

Deliverables

UNIPi complied with the deadlines on the submission of deliverables under its responsibility. The two deliverables D1.1. and D1.2. were submitted to the EC before the final deadline and were already accepted by the EC services.

Technical assistance: monitoring, on-site visits, transmission of documents and information

Contacts between the UNIPi Team and the ASDO team in charge of technical assistance were frequent throughout the evaluation period, through both the planned bilateral monitoring sessions and other means (by email and telephone). The first on-site annual visit was held on October 1st, 2014, while the second is planned for the second part of the year. Members of the ASDO team also participated in another two initiatives related to AP no. 1. Documents and further information about the AP was quickly provided to the technical assistance team.

Evaluation

The UNIPi Team provided quickly and fully all the information and documents needed to evaluate the Action Plan. Therefore, no specific remark is to be made in this regard.

1.3. Actual execution of the assigned tasks

All the persons involved in the **core and extended teams** fulfilled their assigned tasks.

2. Results evaluation

2.1. Number of planned beneficiaries/number of actual beneficiaries

In the period concerned, data on the direct beneficiaries of 7 planned actions and 3 other initiatives were analysed. The outputs of this analysis are summarised in Table 2.

Table 2 - Comparison between intended and actual number of beneficiaries

Actions	Planned number	Actual number	Actual Number/Planned Number %
1.2.2. Itinerant lectures on parental roles within the couple	60	50	83
1.3.2. Annual training course on the leaky pipeline phenomenon	20	20*	100
1.3.3. Mentoring programmes for female PhD students and research fellows	Mentors: 6 Mentees: 24	Mentors: 7 Mentees: 14	116 58
1.5.1. Training on the gendered aspects of research (Medicine)	20	24	120
1.5.1. Training on the gendered aspects of research (Engineering)	20	21	105
1.6.3. Annual conference with local institutions	15	15	100
Other action/initiative. Initiative 1: "Parità di genere e carriere scientifiche" with Rossella Palomba CNR Roma – 29.04.14	10	9	90
Other action/initiative. Initiative 2: "Progettare in Horizon 2020: la trasversalità della dimensione di genere" – 30.06.14	35	40	114
Other action/initiative. Initiative n.3: National Conference "Genere e Scienza. Saperi e carriere femminili nell'orizzonte europeo"- 29-30.09.14	100	106	106

Source: First evaluation grid - Action Plan n. 1

Overall, 10 cases have been considered. In 5 of them, the actual number exceeded plans, while in another two cases, the two numbers correspond. **Only in 3 cases** was the planned target not fulfilled.

In the case of the **Action 1.2.2.**, the discrepancy was due to the fact that the first two lectures were organised in a period when other project deadlines had been established. Therefore, the team was not able to promote the initiatives as planned. However, the discrepancy remains relatively small (-17%).

As for **Action 1.3.3.**, the discrepancy in the number of mentees is due to the team's decision not to assign more than two mentees per mentor, considering that it was the first time that the team members were organising a mentoring scheme.

Finally, the discrepancy in the cases of **Initiative 1** is actually due to chance only.

Other short remarks can be made about these figures:

- In the case of **Action 1.3.2.**, the actual number refers to the participants who started the course. However, 14 of them actually completed the course, matching the established frequency rate (80% of the lessons);
- As for **Action 1.5.1.**, it should be remembered that, on the basis of the decision taken under Action 1.1.2 to start delivering training activities targeting CoNaEB members (see above para. 1.1.), the participation in the training activities on the gendered aspects of research was open to them too.

2.2. Type of intended beneficiaries/type of actual beneficiaries

The typology of actual beneficiaries fully matched expectations in all the cases mentioned in the previous paragraph, **the only exception being Action 1.6.3.** (Annual conference with local institutions), where a partial mismatch was recorded. In fact, more participants came from the University of Pisa than from local institutions. This unexpected output was due to a national strike called by the trade unions involving public workers. For different reasons (including the proximity of the Christmas holidays), changing the date of the event turned out to be impossible.

B. EFFICIENCY

1. Financial and administrative management problems

No financial or administrative management problems were recorded during the evaluation period.

2. Adequacy of the available funds

As for the availability of funds, they turned out to be generally adequate. However, it is to be observed that funds allocated for the organisation of workshops and seminars (Actions 1.2.2., 1.3.2., 1.3.3. and 1.6.3.), as well as for other information, awareness and communication activities (initiatives nos. 1, 2 and 3) turned out to be excessive while those allocated for supporting testing activities (Action 1.5.2.) appeared to be inadequate. A more balanced reallocation of funds was carried out. This allowed research scholarships to be used to support the testing phase and to assign research on administrative documents to an experienced research fellow, thus limiting a direct involvement of the core team in the implementation of the research (which would hardly have been compatible with the other tasks that the team is in charge of).

C. IMPACT

1. Subjective impact

1.1. *Level of agreement on the activities*

The team was asked to rate the agreement of the different players involved in the actions already implemented, also on the basis of questionnaires administered to the beneficiaries and interviews.

The level of agreement was rated **very high** (5 in a range of 1-5 by the **beneficiaries** and **high** (4 in a range of 1-5) by the **other four types of stakeholders** considered, i.e. university managers and leaders, the male component of the organisation (i.e. male employees regardless of their hierarchical level), the vice rector for research activity and the university administrative management.

1.2. Level of satisfaction

The level of general satisfaction of the concerned players with the activities is very positive (see table 3). In fact, 2 of the concerned players out of 6 expressed a very high level of satisfaction and the remaining 4 a high level of satisfaction.

Table 3 - General degree of satisfaction with the activities

Concerned actors	1	2	3	4	5
Direct beneficiaries					X
Managers/leaders of the organisation				X	
Male component of the organisation				X	
Core project team					X
Internal Support Committee/board of the Action Plan (Extended team)				X	
Other involved actors: university administrative direction				X	

Source: First evaluation grid - Action Plan n. 1

Looking in detail at the individual Actions (see table 4), the satisfaction levels resulted medium (3 in a range of 1-5) in 11 cases out of 36 (equal to 30.5%), high in 19 cases out of 36 (52.8%) and very high (5 in a range of 1-5) in 6 cases (16.7%)

Table 4 - Satisfaction with the results of the actions implemented

Actions	DB	MC	CT	ET
1.1.1. Creation of Delegate of the Rector in Gender Studies & Equal Opportunities	NA	3	4	4
1.1.2. Supporting the National Conference of Italian Universities' Equality Bodies (CoNaEB) to promote gender aspects of research	5	NA	5	NA
1.2.1. Satisfaction survey with existing services and integration plan	NA	NA	4	3
1.2.2. Itinerant lectures on parental roles within the couple	4	4	4	3

Actions	DB	MC	CT	ET
1.3.1. Annual seminars on career support	NA	NA	NA	NA
1.3.2. Annual training course on the leaky pipeline phenomenon	4	NA	4	4
1.3.3. Mentoring programmes for female PhD students and research fellows	4	4	4	3
1.4.1. Analysis of female careers and related awareness-raising activities	3	3	4	3
1.4.2. Gender-oriented analysis on administrative documents	NA	NA	4	5
1.5.1. Training on the gendered aspects of research	5	4	5	4
1.5.2. Testing innovative research tools for the gendering of research procedures	NA	NA	NA	NA
1.5.4. Annual competition for theses with a gendered approach	4	4	5	4
1.6.1. Creation and regular updating of an on-line database of female scientists	NA	NA	NA	NA

Legend

DB = Direct beneficiaries	MC = Male component	CT = Core team	ET = Extended team	NA = Not applicable
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Source: First evaluation grid - Action Plan n. 1

The highest level of satisfaction is reported for the support to the CoNaEB (Action 1.1.2.) and for training on the gendered aspects of research (Action 1.4.2.). According to the team, these undoubtedly good satisfaction levels displayed by stakeholders may be, at least partially, the result of the specific strategy adopted in the first year of implementation of the Action Plan.

This **strategy** was characterised by a sort of “crescendo”, allowing the most relevant events, and especially the training course on “Gender in research as a mark of excellence”, held by the Yellow Window Group, to be placed at the end of the year, progressively creating a favourable framework in which the different actions were contextualised.

From this perspective, the course held in December by Katrien Van Der Heyden was a real turning point. The contents of the course were much appreciated by the stakeholders and, above all, after this course, a significant increase in interest for the testing activities (Action 1.5.2.) among academic staff members in the 6 targeted

departments was noticed. The participants were promoting research proposals to include in the testing activities which were perfectly consistent with the AP objectives.

2. Objective impact

2.1. Changes within the organisation

As for the changes within the organisation, the UNIFI team reported **two relevant cases**.

The first concerns the impact of **Gender-oriented analysis** on administrative documents (Action 1.4.2.), the results of which revealed a set of critical issues in some university internal regulations pertaining to research fellowships, researchers working on a temporary basis, research scholarships, the working conditions of PhD students and those of free-lance professionals hired by the university. On the basis of this analysis (which highlighted the presence of significant discrepancies between these regulations and general university rules), some amendments to regulations were accepted by the Academic Senate and by the Board of Directors³.

The second case pertains to work-life balance. The **Satisfaction Survey** with existing services and integration plan (Action 1.2.1.) made it possible to gauge impacts on employees' lives of the decisions taken by the university in the previous years, aimed at reducing or even eliminating services and measures in support of work-life balance. Thanks to the survey, starting in 2015, the university administration signed many agreements with different cooperatives to match the need for child-related services not only for employees but also students, PhD students and other people working for the university on a temporary basis.

2.2. Effects on the actors involved

Considering the **positive** effects on the actors involved, the team noted that the adoption of a gender-sensitive approach to careers is becoming increasingly widespread, and becoming a cross-cutting issue. UNIFI top management, especially

³ The Academic Senate (Resolution no. 93/April 22nd 2015) and the Board of Directors (Resolution no. 93/April 22nd 2015) adopted the amendments proposed by amending Regulations.

thanks to their involvement in the national conference on “Gender and Science” (Initiative no. 3, table 2) held in September 2014, started an internal debate strongly supported by the vice-rector for research. This process resulted in a survey, totally independent from TRIGGER, aimed at analysing, from a gender perspective, the internal processes for selecting research projects. The survey, carried out by university administrative staff, is currently ongoing.

No specific **negative** effects have been recorded by the team.

2.3. Effects on gender equality/diversity not envisaged in the design phase

No unplanned effects, either positive or negative, were mentioned by the team.

2.4. Effects on non-gender-related organisational policies, measures or actions not envisaged in the design phase

No unplanned effects, either positive or negative, were mentioned by the team.

2.5. External relations and outreach

As regards the involvement of external players, mention should be made of the change in the Action “Supporting the **National Conference of Italian Universities’ Equality Bodies** (CoNaEB) to promote gender aspects of research” (1.1.2.).

Originally, this Action was designed to favour the institutionalisation of the dissolving network of Equal Opportunities Committees in Italian universities. However, this process of institutionalisation was completed before the actual start of the TRIGGER project, giving rise to the aforementioned CONaEB, which represents the national association of Italian universities bodies for equal opportunities (called CUG, Guarantee Committees).

Therefore it was decided **to turn the original Action into a training and support activity to CoNaEB** with the aim of helping this association to pursue its statutory objectives of “promoting and supporting research and teaching on gender studies and monitoring careers development” from a gender perspective in Italian universities. While implementing this Action, an effort was made to involve, in the awareness and

communication initiatives, other institutions, including other Italian universities and research institutes (e.g. University of Milan and the Italian National Research Council), as well as national associations (such as the Italian association Gender and Science). These entities were involved as ambassadors or qualified supporting bodies in the framework of conferences, seminars and workshops organised under TRIGGER.

2.6. Variations in the presence of women in different roles/positions

An important aspect related to the objective impact of the Action Plan is the occurrence of variations in the percentage of women in specific roles (such as writers of scientific papers) or positions. The figures concerning the University of Pisa are summarised in the table below.

Table 5 – Variations in the presence of women in selected roles and positions

Selected roles and positions	October 2013	April 2015
- Female representation in internal hiring commissions	10%	18%*
- Female representation in top-level boards	15-20%	15-20%**
- Establishment of the Delegate of the Rector on gender issues participating to the top management committee of the University	NO	YES
- Number of publications in Italian and international scientific journals concerning the gendered research issues	6	16***
- Number of fellowships for women researchers in the areas of Medicine and Engineering	0	2****
<p>Notes</p> <p>* The nature of the hiring commissions is changed. In October 2013 they were responsible for the access to academic positions. Now this procedure is changed, since the selection is done on a national basis (law n. 240/2010). Therefore this percentage is calculated on the basis of the activities of the internal evaluation commission for rating and assignment of internal resources.</p> <p>** The membership of the top-level boards is not changed since none of them has been renewed during the considered period.</p> <p>*** This figure only refers to the articles published in the targeted areas (Medicine and Engineering) between November 2013 and April 2015.</p> <p>**** Up to April 2015 no fellowship was delivered. However, two fellowships are planned to be delivered within June 2015.</p>		

Source: First evaluation grid - Action Plan n. 1

D. SUSTAINABILITY

As for sustainability-related issues, two elements deserve to be mentioned, according to the UNIFI team.

- The first element is the involvement the **National Conference of Italian Universities' Equality Bodies (CoNaEB)** in the support and training action promoted under the AP (Action 1.1.2.) and the institutionalization of the thematic session on “Gender and Science” inside the Association. This involvement may play an important role in ensuring the sustainability of the actions included in the AP. In fact, this association could support the sustainability process from different points of view, i.e., fostering communication (spreading information on research projects made by women, for women and with women), delivering training (promoting the transfer of gendered contents in the scientific field) and promoting support activities to research programmes based on a gender approach (e.g., by sponsoring scholarships or fellowships).
- A second aspect which deserves to be mentioned is the contact established by the UNIFI team with “**La Limonaia**”, a Pisa-based association specialised in science communication, which organised, between April and May 2015, an exhibition titled “On Science from a female point of view”. The UNIFI team is now consolidating these contacts with the aim of involving this association in support of the Actions focused on **science communication** carried out by women (Actions 1.6.1. and 1.6.3.) and establishing arrangements which could go beyond the project life span.

E. RELEVANCE

1. Changing scenarios and adapting plans

Up to now, non relevant changes in the project context have been recorded and the **Action Plan is still fully relevant to the needs of gender diversity management**, which were identified during the design phase, as well as to the **general needs of the University**.

Specifically with respect to the relevance of the actions related to the **promotion of gendered research**, the team maintains that it is too early to get information in this regard.

Another aspect which has been considered here is the **relevance of the gendered research** carried out under TRIGGER with the scientific community. A rough indicator of this is given by the publications, papers and other presentations made during the implementation of the TRIGGER Action Plans focusing on gendered research.

In the **case of UNIPI**, the outputs are undoubtedly promising, as witnessed by the articles, papers and poster presentations listed below.

Articles:

- Biancheri R., “Dalla medicina di genere al genere in salute”, in *Salute e Società*, XIII, 1/2014: 17-33.
- Biancheri R., “La trasversalità dell’approccio dell’esposizione a rischi lavorativi”, in *Salute e Società*, XIII, 1/2014: 127-141.
- Bianchi C., Del Prato S., “L'altra metà del ... diabete”, in *Salute e Società*, XIII, 1/2014: 58-74.
- Caponi E., Carducci A., “La prospettiva di genere nella valutazione formazione alla professione medica”, in *Salute e Società*, XIII, 1/2014: 159-167.
- Carmassi C., Dell’Osso L., “Le differenze di genere in psichiatria”, in *Salute e Società*, XIII, 1/2014: 89-102.
- Cervia S., “Genere e tutela della salute sul lavoro: definizioni e proposte di lettura”, in *Salute e Società*, XIII, 1/2014: 142-158.
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- Zucchi R., “Medicina di genere e formazione alla professione medica”, in *Salute e Società*, XIII, 1/2014: 34-43.

Presentation of papers in national/international meetings:

- Ninci A., Breschi C., Vanni E., Conti P., Biancheri R., Carducci A., Foddis R., Caponi E., Cervia S., Ficini G., “Health and safety at work, a matter of gender too”, Oral Presentation to the XX World Congress in Safety and Health at Work, 24-27 August 2014, Frankfurt- Germany.
- Bruno R.M., Palagini L., Mauri M., Ghiadoni L., Cervia S., Taddei S., Biancheri R., “Stress, strategie di coping e disturbi del sonno: differenze di genere in una popolazione ipertesa e relazione con il controllo pressorio”, Oral Presentation to the National Conference on La costruzione della salute nel welfare socio-sanitario. Nuovi scenari e pratiche sociologiche, 11-12 June, 2014? Pisa-Italy.
- Biancheri R., Cervia S., (Department of Political Sciences, Women in Medicine: Gender Specialization as Results of Multilayered Process International Conference on Women In Academic World, Paris, 25-27 March 2015.

Poster presentations:

- Bruno R.M., Palagini L., Mauri M., Ghiadoni L., Cervia S., Taddei S., Biancheri R., “Gender differences in the impact of dysfunctional coping in a hypertensive population”, poster presentation to the International Meeting of *Organisation for the Study of Sex Differences (OSSD)*, 21-23 April 2015, Stanford, Palo Alto (CA).

2. Negotiation in action

The UNIPI team is developing a wide range of negotiation activities, at different levels, aimed at activating the Action Plan and building the first building blocks for future sustainability strategies.

From the point of view of **institutional negotiation**, the team is very well acquainted in its internal institutional environment, both from the standpoint of the academic governance (rector and vice rectors) and from that of the departments where the actions are taking place. As for the central level, some achievements are noteworthy. Among these, the establishment of the Delegate of the Rector in Gender Studies and Equal Opportunities (Action 1.1.1.), who is actually already involved in some of the actions the UNIPI team is carrying out. The already mentioned change in the university regulation, aimed at equalizing the treatment of parental leaves among different categories or workers, is also a relevant effect of institutional negotiation. Finally, the team is also maintaining relations with the internal guarantee committee, whose

president is nominated by the Rector, encompassing representatives of different kinds of personnel and of trade unions.

As for the departmental level, despite being from another scientific area, the core team has been able to involve to some extent the directors of the concerned departments (all men) in designing and implementing the different actions in the Action Plan, encompassing innovative or at least non usual aspects of academic activity such as gendered research or reflections on work-life balance.

Outside the Pisa area, it is also important to notice the efforts made by the team in supporting the creation and consolidation of the National Conference of Italian Universities' Equality Bodies (CoNaEB).

Strategically, these achievements are particularly significant for the future of the Action Plan, since they provide it with both an internal and an external institutional counterpart to work with, especially from a sustainability perspective.

With respect to **interpretive negotiation**, efforts have been made through both the activities of the Action Plan and exchanging information with other scholars to create and share a picture of gender inequalities in the University of Pisa and beyond, so as to promote wider internal and external debate (e.g. during the national conference "Gender and science", held in September 2014) about possible measures to adopt. As for project actions, the first impacts of the survey on satisfaction with existing services related to work-life balance (Action 1.2.1.) are very promising, since they already triggered some reactions from the university administration aimed at improving life conditions, not only of employees, but also of students and professionals working for UNIPI on a temporary basis. The same can also be said for the already mentioned gender-oriented analysis on the administrative documents (Action 1.4.2.), which showed significant discrepancies between specific regulations and general university rules, pushing both the Academic Senate and the Board of Directors to take appropriate measures in this regard.

As far as **symbolic negotiation** is concerned, the visibility of the Action Plan and the manifold relationship between gender and science have been promoted through different public initiatives. All this undoubtedly increased, thanks to the organisation of the training course on "Gender in research as a mark of excellence", which saw the participation of the Yellow Window Group. More in general, gendered research seems to be particularly effective in attracting the attention of researchers. This aspect will be

deepened in the future, especially with the full development of Action 1.5.2., aimed at testing innovative research tools for gendering research procedures, and Action 1.5.4., under which an annual competition for theses with a gendered approach is promoted.

With regard to **operational negotiation**, undoubtedly many constraints and implementation problems are addressed by resorting to the strong personal links that the UNIFI team members have within the university. Moreover, the increasing mobilisation of the leaders in the six departments (in medical areas and engineering) concerned with the Action Plan started to produce some important effects. In the future, increased support from the newly appointed Delegate of the Rector in Gender Studies and Equal Opportunities could play an important role also in this regard.

F. FINAL CONSIDERATIONS

1. Observations of the Action Plan team

No further specific observation was made by the UNIFI team.

2. Observations of the evaluation team

Considering the reporting period as a whole, **quality and implementation standards** have been achieved.

With reference to **effectiveness**, the planned activities were implemented. Only in two cases (Actions 1.1.2. and 1.3.1.) were timesheets only partially respected. However, in both cases, delays were not due to implementation problems, but to specific choices made by the UNIFI team, geared, in one case, to react quickly to unexpected contextual situations (the time necessary for the formal establishment of the CoNaEB) and, in the other case, to improve the effectiveness of the Action (postponing it in order to fully leverage on the outputs of other two Actions, i.e. 1.2.1. and 1.4.1.). Moreover, a good level of matching may be noticed between the number of the expected beneficiaries of the actions and that of the actual beneficiaries.

No problems were observed with regard to the dimension of **efficiency**. The only remark regards a partial change of budget structure in order to increase internal balance.

Up to now, the **impact** of the activities has been surely positive in terms of levels of agreement and satisfaction (subjective impact). In terms of actual changes induced by the Action Plan within the organisations (objective impact), some first results have already been obtained. This is quite promising, since the effects of an Action Plan usually start to occur only after two or three years.

As for **sustainability**, some first positive advancements can be observed, especially as concerns the possibility for the team to establish institutional agreements with external players (two cases have been mentioned by the team, i.e. CoNaEB and “La Limonaia”). An important role could be played in the future by the Delegate of the Rector in Gender Studies and Equal Opportunities. Finally, the fully involvement of the leaders of the six departments concerned with the Action Plan will be particularly important.

Finally, the **relevance** level of the Action Plan appeared to be good so far. A specific effort has been made by the team about the promotion of gendered research, through both the Action Plan and publications (articles, papers, poster presentations, etc.).

CHAPTER THREE

**Vysoka Skola Chemicko-technologicka
v Praze (VSCHT) -
Action Plan n. 2**

A. EFFECTIVENESS

1. Process evaluation

1.1. *Planned activities/implemented activities*

The level of implementation of the actions included in the VSCHT Action Plan of for the period January 2014- June 2015 is detailed in Table 6.

It should be underlined, so as to avoid misunderstandings, that the term “deadlines” refers not only to the final deadline of the action but also to the different deadlines included in the implementation process of any single action. This is the reason why – in the case of the Action Plan implemented by VSCHT and also in that of other Action Plans – some actions may be reported as only partially implemented according to the plan but considered as respecting the deadlines, obviously for what concerns the parts of the action actually implemented.

Table 6 - Actual implementation of the actions

Actions	Implementation of the planned activities		Respect of deadlines Yes, No, comments
	Yes	No	
2.1.1. Initial statistical survey of the institution	X		Yes
2.1.2. Initial survey of needs, obstacles and challenges		Partial	Yes
2.1.4. Key messages to communicate the structural change initiative at VSCHT	X		Yes
2.1.5. Organisation of 4 workshops on gender diversity management for administrators/managers		Partial	Yes
2.1.6. Establishment of a network of women researchers for mutual support and empowerment		Partial	Partially respected
2.1.7. Two courses on equal opportunities and gender stereotypes in science for top management		Partial	Partially respected

Actions	Implementation of the planned activities		Respect of deadlines Yes, No, comments
	Yes	No	
2.2.1. Establishing and providing technical assistance to home offices for staff		Partial	Partially respected
2.2.2. Formulating rules to introduce flexible working hours		Partial	Partially respected
2.2.3. Formulating rules for the interruption/postponement of grant implementation due to pregnancy	X		Yes
2.3.1. Providing direct support to female researchers through an informal mentoring programme	X		Yes
2.3.2. Providing career advice and training for early-career researchers		Partial	Partially respected
2.4.1. Poster	X		Yes
2.4.2. Book publication of interviews to present female role models		Partial	Yes
2.5.1. In cooperation with Yellow Window, organising 8 workshops using the Gender Toolkit		Partial	Partially respected
2.5.2. In cooperation with the Internal Grant Agency, formulate rules to fund specific projects with a focus on gender dimension		Partial	Partially respected
2.5.3. Organise 3 trainings on the gender dimension of curricula and the pedagogical process	X		Yes
2.5.4. Negotiating and supporting the insertion of doctoral theses with a gender dimension		Partial	Yes
2.6.1. Establishing praxis in connection to professional assessments and evaluations that at least one female professor participates in all committees for professor appointment	X		Yes
2.6.2. Linking evaluation of scientific production to available time (for instance in case of maternal leave)		Partial	Partially respected
2.6.3. Open and transparent dissemination of information about available opportunities/vacancies		Partial	Partially respected

Actions	Implementation of the planned activities		Respect of deadlines Yes, No, comments
	Yes	No	
2.6.4. Annual reporting to the Academic Senate	X		Yes
2.7.1. Organising 4 trainings to access decision-making boards and committees	X		Yes
2.7.2. Support to access decision-making boards and committees by establishing an internal rule on the minimum proportion of women to be included planning: M15 → ongoing	X		Yes
2.8.1. Analysis of press monitoring since 2009 on the percentage of women and men employees in scientific communication in the media and continued monitoring onward		Partial	Partially respected
2.9.1. Monitoring women's and men's involvement in cooperation with industry and civil society actors	X		Yes
2.9.2. Monitoring the gender dimension of intellectual property rights (patents, know-how and other registered knowledge, technological development and innovations)	X		Yes
2.9.3. Communication and dissemination: participation of the project in national events	X		Yes
2.9.4. Cooperation with FP projects on gender and science, support for early stage researchers and science communication	X		Yes

Source: First evaluation grid - Action Plan n. 2

Overall, 14 out of 28 actions have been fully implemented and 14 implemented partially. In 18 cases out of 28, the deadline has been respected while in the remaining 10 cases it has been respected partially. In 4 cases out of 18 the deadlines have been respected even though the action has been implemented only partially.

In the following points, additional information is provided in order to complete this quantitative picture.

- For **Action 2.1.2.**, according to the ISAS team, the partial implementation was due to the fact that the leaders of the faculties did not give their support as was

expected. This was only partially compensated by the support given by the vice-rector. In particular, the bursar disapproved the publication of the research report, thus preventing the staff from presenting the survey results at the women's network internal seminar and in a formal meeting with all leaders.

- In the case of **Action 2.1.5.**, the ISAS team highlighted that, in preparation of the planned workshops, the need emerged to organise formal meetings with the leaders of the faculty involved in order to introduce the workshops. It was also decided to open the first workshop to all staff from all faculties and departments. Finally, since the second edition of this activity was planned in May, it was necessary to postpone it to October/November in order to improve motivation and explain its possible outcomes in terms of improved scientific performance. Going a little bit into the contents of the workshop, the VSCHT team remarked that from the discussion held in the framework of the workshop a positive evaluation also emerged on the topic of diversity, viewed as sensitive and useful. Nevertheless, some participants tended to quantify the benefits of gender diversity in real numbers, in terms of "what is it good for?" or in terms of better rate of successfully evaluated project proposals, increase in the number of publications or increase in the number of applicants for study programmes, etc.
- As for **Action 2.1.6.**, the VSCHT team reported serious problems in launching the network of women researchers. In this regard, a big debate took place to identify such problems. Students and employees work in mixed teams, which makes it difficult to create a network that would be accessible only to a certain group of people (in this case, women). Moreover, neither young nor senior researchers and academics appear to be interested in participating in a network open only to women, feeling it as a sort of personal segregation. Therefore, a network named *Klub rovných šancí* (Equal opportunities club) was set up, open to anyone interested in promoting fair management at the university. The *Klub* is, therefore, not focused on women-related issues only. Communication is ensured by a web page (<http://gro.vscht.cz>), and by personal contacts when new strategies are devised and new activities are implemented.
- With respect to **Action 2.1.7.**, according to the VSCHT team, the problem encountered was that Paul Walton (the lecturer invited to the first workshop for top management scheduled for October 21 2014) had unexpected health problems, preventing him from participating. The workshop was therefore led by the VSCHT

team coordinator, Anna Mittnerova. However, due to this change, it was decided to postpone the workshop for the top manager scheduled for March 2015, in order to involve an international expert in the lecture. The 2016 workshop will be conducted by Curt Rice, who has already accepted to play this role.

- In the case of **Action 2.2.1.**, the partial implementation of the action is mainly due to specific problems in making home office in the chemistry sector. In fact, as the VSCHT team reported, technical assistance to home office is already in place, allowing students and staff members to use a remote access from anywhere to their computer at the university, via a virtual private network. This system is especially used for drafting reports and carrying out administrative work. However, in the chemistry sector, a lot of work, such as lecturing students, measurements and experiments, is to be done in the laboratories. Sometimes, working hours are to be adjusted according to experiment processing and class schedules. Moreover, the rules for remote working and flexible working hours are specified in the Collective Agreement with Trade Unions and will also be maintained in the new Collective Agreement (6/2015-2017). The final approval of the new Collective Agreement is planned for the first week of June 2015. At the time this report was drafted, it was still unknown if measures would have been enforced by unions and agreed by the university.
- With regard to **Action 2.2.2.**, the VSCHT team reported problems in formulating new rules to introduce flexible working hours. Actually, besides the Collective Agreement, the rules for flexible working hours are also specified in the university's internal directive "Conditions of employment", which establishes that "flexible working hours can be applied, as long as specific working conditions or other obstacles does not occur. Basic working hours are from 9:30 to 14:00. The working week is 40 hours. Exceptions must be agreed with the head of department". Attempts to introduce additional specifications in favour of women failed, because of resistance resulting from the collision of the new rules with the national labour code and the fear of being penalised by the labour inspectorate authority. Discussions were held between the team and the Head of Personnel Department, the Bursar (who is a female officer) and representatives of trade unions, resulting in the decision to not propose specific new rules since they would produce negative responses. Nevertheless, the team decided to pursue the objective of giving more information to the staff about their rights as regards flexible working hours and home office. Currently, the team is involved in proposing an internal directive ("Equal treatment and non-discrimination"), which would avoid

discrimination also in terms of violation of the rule of flexible working hours and home office.

- As for **Action 2.3.2.**, the VSCHT team is working on this topic together with the newly established Department of Communication, which is in charge of career advice for BA, MA and PhD students. Due to staff reductions at this department, career advice and training are not provided as intended. Therefore, the team is still negotiating new concepts (especially a more informal kind of mentoring) for post-doc staff, particularly women. The team considers this action as partially implemented, since it entails a process of creating a new strategy. Several trainings have been organised, but the idea is to organise a fully operational career advice centre, which is not running yet.
- With respect to **Action 2.4.2.**, the plan was to conduct and upload on the web a set of interviews with women researchers in order to present them as female “role models”. According to the ISAS team, it was impossible to do it on a regular basis because of unexpected problems met in contacting the interviewees and getting their approval for the interviews, and also because of the time (far longer than originally planned) needed for editing and authorising the interviews, mainly due to some concerns and fears expressed by the featured women scientists.
- In the case of **Action 2.5.1.**, according to both VSCHT and ISAS teams, the problems met in implementing it were due to the total novelty of the topic “gender dimension in research”. For this reason, it was decided to postpone the involvement of Yellow Window to Year 2. Two trainings are planned for September 2015. The schedule for workshops was upheld and two seminars were organized and held by Marcela Linkova (ISAS).
- As for **Actions 2.5.2. and 2.5.4.**, the VSCHT reported that an immediate implementation of the gender dimension in doctoral theses was not possible, since the education system in the Czech Republic links the accreditation of study disciplines is done by the Ministry of Education. Therefore, in 2014 an internal monitoring of VSCHT was carried out, from it was observed that PhD students mostly continue working on the same topic started during the bachelor’s and at the master’s. Consequently, it seemed to be impossible to start with the inclusion of gender topics only during PhD studies. Thus, the team decided to introduce gender topics at the bachelor’s or master’s degree and continue to the PhD degree. To

stimulate interest in students in gendered topics, the team is planning a contest, in which the best student's paper on a gender-oriented topic will be awarded. This new award will be incorporated into the existing annual contest "The best student scientific work" (*Studentská vědecká odborná činnost SVOČ*). This activity is planned to start in M20 (August 2015).

- With reference to **Action 2.6.2.**, the VSCHT team noticed that the general framework for linking the evaluation of scientific production to available time (for instance in the case of maternal leave) was becoming more complex than expected. First of all, the nationwide project METODIKA - focused on assessing research work, effectiveness of research and academic staff – is running as a pilot at VSCHT. The team is cooperating with this project, focusing on gender equality issues. Secondly, the survey made in 2014 showed that the methodology for the assessment of staff performance varies not only at the faculties level, but also according to individual departments. The best evaluation system is that developed at the faculty of chemical engineering. The university management is trying to implement an integrated system for the whole university. Finally, at the end of 2014, the self-evaluation questionnaire was carried out at the university, but some of the staff members expressed strong resistance. Currently, the team is supporting the management in its effort to implement such an integrated system and to watch gender equality issues.
- With reference to **Action 2.6.3.**, aimed at fostering an open and transparent dissemination of information about available opportunities and vacancies, the VSCHT team is presently cooperating with the Personnel Department in charge of new staff recruitment. In this framework, on the VSCHT's web page (launched in September 2014), each vacancy is published in gender correct language. The person in charge has begun to record the evidence of announced vacancies and applicants for positions. All this produced a change in the action and a delay in implementation
- Finally, as for **Action 2.8.1.**, the ISAS team reported that the follow-up actions (disseminating the results within VSCHT, presenting results and recommendations and setting up regular media monitoring at VSCHT) were postponed to Year 2 due to a change in the head of the Communication Department and the need to develop a cooperative relationship with the new head of this department.

1.2. *Compliance with internal procedures and deadlines*

Deliverables

The deliverables related to WP2 (D2.1 to D2.7) were delivered on time and submitted to the EC, apart from D2.2, which was submitted slightly later than established in the actual planning of the first year (see Deliverable D9.1).

Technical assistance: monitoring, on-site visits, transmission of documents and information

The two teams of VSCHT and ISAS complied with the internal deadlines related to technical assistance and provided all information and documents needed on time and when requested.

Bilateral monitoring sessions have been regularly carried out. The Technical Assistance visit took place as planned on June 19th-20th 2014 and the second one is planned for November 2015.

Evaluation

All the necessary information for implementing the evaluation of the Action Plan was given on time.

1.3. *Actual execution of assigned tasks*

The VSCHT team noticed the existence of some problems due to the fact that members of the extended team (especially women professors) are **overloaded with work**, being involved with teaching, supervising students' theses, writing publications, participating as members in assessment committees or participating in research projects. Almost of the team members are moreover involved in other projects or institutional activities. Because of this, it was, therefore, complicated to convene all TRIGGER team members for meetings. The measures adopted by the team to address this problem were to record team meetings mostly for those who couldn't participate and organise workshops at noon and during lunch breaks (serving sandwiches and coffee during the meetings). Nevertheless, if their workload increases, they will be no longer able to complete their tasks under the TRIGGER project. On the other hand,

their role in the decision-making process is significant and they are really helpful in pushing forward all of the strategic issues.

According to the ISAS team, the **Action Plan is anyhow on track in terms of deadlines**. However, the involvement of some team members had to be reconsidered. The team also decided not to form a network of women scientists (which could have been helpful in implementing the Action Plan) for fear of triggering forms of marginalization and ostracism, since activities open only to women (as said above) are usually not appreciated by either women or men.

2. Results evaluation

2.1. Number of planned beneficiaries/number of actual beneficiaries

The outputs of the analysis about the number of direct beneficiaries of the action promoted under the Action Plan are reported below.

Table 7 - Comparison between intended and actual number of beneficiaries

Actions	Planned Number	Actual Number	Actual No./ Planned No. %
2.1.2. Initial survey of needs, obstacles and challenges - quantitative survey	Representative sample	480 (351 academic and 129 administrative)	106 (43 academic and 63 administrative)
2.1.2. Initial survey of needs, obstacles and challenges – focus groups	18	26	145
2.1.5. Organisation of 4 workshops on gender diversity management for administrators/managers (1 st year)	No planned target	10	NA
2.1.6. Establishment of a network of women researchers for mutual support and empowerment	No planned target	17	NA
2.1.7. Two courses on equal opportunities and gender stereotypes in science for top management (1 st edition)	No planned target	9	NA
2.3.1. Providing direct support to female researchers through an informal mentoring programme	5	7	140

Actions	Planned Number	Actual Number	Actual No./Planned No. %
2.3.2. Providing career advice and training for early-career researchers	10	11	110
2.5.1. In cooperation with Yellow Window, organising 8 workshops using the Gender Toolkit (1 st edition)	No planned target	17	NA
2.5.3. Organise 3 trainings on the gender dimension of curricula and the pedagogical process (1 st edition)	No planned target	17	NA
2.5.4 Negotiating and supporting the insertion of doctoral theses with a gender dimension: 2 “Coffee break” meetings focused on assessment of options of inserting a gender dimension to student’s theses	No planned target	20	NA
2.7.1. Organising 4 trainings to access decision-making boards and committees (1 st edition)	No planned target	9	NA
2.8.2 Communication training, especially for women researchers	No planned target	16	NA

Source: First evaluation grid - Action Plan n. 2

As shown in the table, in the majority of cases (8 out of 11), no specific target number was planned. This was mainly due to the fact that it was the first time that a gender equality action was developed within the VSCHT. Because of the lack of past experience, it was therefore very difficult for the team to estimate in advance the number of beneficiaries for many of the actions included in the AP. Moreover, VSCHT is a technical university, i.e., a type of academic environment which is not usually women friendly. This fact increased the level of uncertainty about the number of beneficiaries.

In general, however, the level of participation was considered satisfactory by the team. In the other three cases, the actual number exceeded the planned number of participants. As for the quantitative survey, in particular (Action 2.1.2.), the compilation rate of the questionnaires was much higher than expected.

2.2. Type of intended beneficiaries/type of actual beneficiaries

The actions analysed above are also considered from the point of view of the types of beneficiaries. The outputs of this analysis are summarised in the table below.

Table 8 – Correspondence between the intended and actual type of beneficiaries

Actions	Full	Partial	No
2.1.2. Initial survey of needs, obstacles and challenges - quantitative survey	X		
2.1.2. Initial survey of needs, obstacles and challenges – focus groups		X	
2.1.5. Organisation of 4 workshops on gender diversity management for administrators/managers (1 st year)		X	
2.1.6. Establishment of a network of women researchers for mutual support and empowerment		X	
2.1.7. Two courses on equal opportunities and gender stereotypes in science for top management (1 st edition)	X		
2.3.1. Providing direct support to female researchers through an informal mentoring programme	X		
2.3.2. Providing career advice and training for early-career researchers		X	
2.5.1. In cooperation with Yellow Window, organising 8 workshops using the Gender Toolkit (1 st edition)	NA		
2.5.3. Organise 3 trainings on the gender dimension of curricula and the pedagogical process (1 st edition)	X		
2.5.4 Negotiating and supporting the insertion of doctoral theses with a gender dimension: 2 “Coffee break” meetings focused on assessment of options of inserting a gender dimension to student’s theses	X		
2.7.1. Organising 4 trainings to access decision-making boards and committees (1 st edition)	X		
2.8.2 Communication training, especially for women researchers	X		

Source: First evaluation grid - Action Plan n. 2

As may be easily observed, in 7 cases out of 13 a full correspondence was reported. In one case (Action 2.5.1.), analysis was not possible, since the implementation of the action was postponed. For the remaining four cases, where there was partial correspondence, the following remarks have been made by the team.

- As for **Action 2.1.2. – focus groups**, the number of males participating in the focus groups was lower than expected, due to difficulties encountered by senior male researchers in participating (the most common explanation was lack of time).
- With respect to Action **2.1.5.**, a higher participation of representatives of the management and of heads of research departments was expected.
- With regard to Action **2.1.6.**, as explained above, the network was initially open to women only. After an analysis of the lack of interest towards a one-gender networking initiative expressed by researchers and academics and observing the interest in gender fairness by both men and women, the team decided to establish the Equal Opportunities Club (KRS), open to everyone and dealing with any kind of equality-related aspects.
- With reference to **Action 2.3.2.**, as explained above, it was decided to involve in career advice and training activities students doing masters and doctoral studies, rather than post-docs (early career researchers) as initially planned, being more interested in and concerned with this action than the post-docs.

B. EFFICIENCY

1. Financial and administrative management problems

According to the ISAS team, a problem occurred over the involvement of Yellow Window, the cost of which resulted higher than anticipated. In cooperation with ASDO, which is the partner in charge of technical assistance, a solution was found, consisting of changing the organisation of the workshops held by Yellow Window, devoting one day only to the introductory workshop and one day to the topics relevant to VSCHT.

2. Adequacy of the available funds

No difficulties related to the adequacy of funds were mentioned by the team.

C. IMPACT

1. Subjective impact

1.1. Level of agreement on the activities

As for the **level of agreement** on the activities carried out, the results of the analysis made by the team in this regard are summed up in the table below.

Table 9 – Agreement on the activities

Concerned actors	1	2	3	4	5
Direct beneficiaries				X	
Managers/leaders of the organisation			X		
Male component of the organisation			X		
Other involved actors 1. persons in charge of internal programmes					X
Other involved actors 2. persons in charge of human resources				X	
Other involved actors 3. Persons in charge of EU projects management					X
Other involved actors 4. persons in charge of Kindergarden Zkumavka					X
Other involved actors 5. persons in charge of PR from Communication Department					X
Other involved actors 6. Researchers and students under 40 years old				X	
Other involved actors 7. Researchers and academics over 55 years old		X			

Source: First evaluation grid - Action Plan n. 2

In general, 7 types of stakeholders out of 10 show a high or very high level of agreement. Less positive (but not negative) orientations were recorded among

university managers and leaders and by the male component of the university. The lowest level of agreement is reported among researchers and academics over 55.

1.2. Level of satisfaction

With respect to the level of **satisfaction with the general approach and specific setup of the activities** included in the Action Plan, this appears very high (5 in a range of 1-5) in 8 cases out of 12, according to VSCHT (see Table 10).

Table 10 – General degree of satisfaction with the activities

Concerned actors	1	2	3	4	5
Direct beneficiaries					X
Managers/leaders of the organisation			X		
Male component of the organisation			X		
Core project team					X
Internal Support Committee/ board of the Action Plan (Extended team)					X
Other involved actors 1. persons in charge of internal programmes					X
Other involved actors 2. persons in charge of human resources				X	
Other involved actors 3. Persons in charge of EU projects management					X
Other involved actors 4. persons in charge of Kindergarden Zkumavka					X
Other involved actors 5. persons in charge of PR from Communication Department					X
Other involved actors 6. Researchers and students under 40 years old					X
Other involved actors 7. Researchers and academics over 55 years old			X		

Source: First evaluation grid - Action Plan n. 2

Information on the breakdown of the satisfaction levels by actions is given in Table 11.

Table 11 - Satisfaction with the results of the actions implemented

Actions	DB	MC	CT	ET
2.1.1. Initial statistical survey of the institution	4	4	5	5
2.1.2. Initial survey of needs, obstacles and challenges	4	4	4	3
2.1.4. Key messages to communicate the structural change initiative at VSCHT	3	3	4	3
2.1.5. Organisation of 1 workshop on gender diversity management for administrators/managers	4	4	4	4
2.1.6. Establishment of a network of women researchers for mutual support and empowerment	3	2	3	3
2.1.7. Two courses on equal opportunities and gender stereotypes in science for top management	3	2	4	4
2.2.1. Establishing and providing technical assistance to home offices for staff	4	4	4	4
2.2.2. Formulating rules to introduce flexible working hours	4	4	4	4
2.2.3. Formulating rules for the interruption/postponement of grant implementation due to pregnancy	5	5	5	5
2.3.1. Providing direct support to female researchers through an informal mentoring programme	5	5	5	5
2.3.2. Providing career advice and training for early-career researchers	3	3	3	3
2.4.1. Poster	5	5	5	5
2.4.2. Book publication of interviews to present female role models	5	NA	5	5
2.5.1. In cooperation with Yellow Window, organising 8 workshops using the Gender Toolkit	4	2	4	4
2.5.2. In cooperation with the Internal Grant Agency, formulate rules to fund specific projects with a focus on gender dimension	3	2	3	3
2.5.3. Organise 3 trainings on the gender dimension of curricula and the pedagogical process	4	3	4	4
2.5.4. Negotiating and supporting the insertion of doctoral theses with a gender dimension	3	2	3	3
2.6.1. Establishing praxis in connection to professional assessments and evaluations that at least one female professor participates in all committees for professor appointment	3	1	3	3
2.6.2. Linking evaluation of scientific production to available time (for instance in case of maternal leave)	3	3	3	3
2.6.3. Open and transparent dissemination of information about available opportunities/vacancies	4	4	4	4

Actions	DB	MC	CT	ET
2.6.4. Annual reporting to the Academic Senate	4	3	4	4
2.7.1. Organising 1 trainings to access decision-making boards and committees	5	4	5	5
2.7.2. Support to access decision-making boards and committees by establishing an internal rule on the minimum proportion of women to be included	1	1	3	3
2.8.1. Analysis of press monitoring since 2009 on the percentage of women and men employees in scientific communication in the media and continued monitoring onward	5	5	5	5
2.9.1. Monitoring women's and men's involvement in cooperation with industry and civil society actors	4	4	4	4
2.9.2. Monitoring the gender dimension of intellectual property rights (patents, know-how and other registered knowledge, technological development and innovations)	4	4	4	4
2.9.3. Communication and dissemination: participation of the project in national events	4	3	4	4
2.9.4. Cooperation with FP projects on gender and science, support for early stage researchers and science communication	5	5	5	5

Legend

DB = Direct beneficiaries	MC = Male component	CT = Core team	ET = Extended team	NA = Not applicable
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Source: First evaluation grid - Action Plan n. 2

In the following points, the arguments given by the two teams (VSCHT and ISAS) in support of their assessments are presented. Usually, the information provided by the team most involved in the action are reported. In some cases, both the teams expressed their own point of view. As we can easily see, beyond that, they also provide very useful information on the activities implemented under the Action Plan.

Action 2.1.1. Initial statistical survey of the institution. According to the VSCHT team, the statistical survey met with broad interest in VSCHT. The survey showed that representation of female students has rapidly increased (from 25% to 60%) over last 20 years. This was the first time that a statistical analysis of this kind has been carried out on VSCHT and the results of the survey were mostly positively accepted. In turn, the ISAS team noticed some resistance when the results of the survey were presented to the Academic Senate.

Action 2.1.2. Initial survey of needs, obstacles and challenges. The VSCHT team remarked that the questionnaire was filled in by 60% of respondents. Since the questions were too detailed (referring to, e.g., age, number of children, or degree obtained), respondents were concerned with the low level of anonymity guaranteed. Despite this, particularly interesting data were collected. According to the ISAS team, the results of the survey were not well received by some of the VSCHT top leaders, especially as concerns those related to overtime as well as the entire report on the focus groups, which was dismissed as not representative.

Action 2.1.4. Key messages to communicate the structural change initiative at VSCHT. With reference to this action, the VSCHT team highlighted that collecting and publishing (albeit internally) written key messages is a very sensitive topic, particularly at the beginning of the Action Plan, when diplomatic action is needed. There are members of top management who accepted some of the activities and refused the others. This also varies according to specific factors such as the external politics or the financing of the institution. As for ISAS team members, after a discussion with the university staff, they found that neither young nor senior researchers/academics were interested in “being segregated” into groups by gender. It was also noticed that male representatives would like to be involved in gender fairness as well. This observation led to the decision to modify Action 2.1.6., establishing the Equal Opportunities Club, a new network aimed at supporting a fair attitude within the university.

Action 2.1.5. Organisation of 4 workshops on gender diversity management for administrators /managers. Even though workshops were seen as positive, the VSCHT team noticed that there was a problem over the attendance of middle management members. Most of them face time constraints; therefore, it is very difficult to get them together, women especially. ISAS team members, in turn, remarked that participants were not satisfied with missing top leaders at the seminar; one of the male participants discussed “business case” arguments, which were missing from the presentations to the workshops. He wanted to compare the scientific performance of the faculty before and after implementation of actions to promote gender equality to find out if gender equality measures will help to increase the scientific performance of the university in future.

Action 2.1.6. Establishment of a network of women researchers for mutual support and empowerment. As said above, the VSCHT team established a network (*Klub rovných šancí* - Equal Opportunities Club), which, however, does not work as intended, since the women concerned are too busy and have no time to participate. It was

therefore decided to communicate with women on an individual basis and electronically (via email or web pages - <http://eupro.vscht.cz/gro>).

Action 2.1.7. Two courses on equal opportunities and gender stereotypes in science for top management. According to the VSCHT team, convincing top management to attend the course turned out to be very difficult. Moreover, the team is actually facing great resistance. Members of top management always say they support the “gender project”, but this is not on their main agenda. They add that their major commitment is to strategy management (but in the field of chemistry only), fundraising projects and investments into the infrastructure of education and research, while management of human resources has been neglected for long time. The consequence is that not only gender dimension, but also other HR-related issues, such as diversity, ethical issues, foreigners, or research assessment, are still marginalized, being considered of little importance. Paradoxically, the Action Plan is helping reveal other long-neglected issues in HR in addition to gender.

Action 2.2.1. Establishing and providing technical assistance to home offices for staff. In the opinion of the VSCHT team, rules for remote working (via VPN = virtual private network) is specified very generally in the Collective Agreement with Trade Unions, and will be retained also in the new Collective Agreement (6/2015-2017). The Bursar, who is in charge of HR policy, is afraid to define detailed conditions for home offices in the internal directive. Her reason is that home office is not consistent with national legislation and formalising the rule could lead to checks by the labour inspectorate and subsequent sanctions. Nevertheless, home office is routinely practiced at VSCHT. According to the ISAS team, home working is informally available and depends on reaching an agreement with the head. Interviews with women researchers show that there is great demand for home working, but also very strong resistance from the leadership toward formalization of any rule on home working (the issue was even raised that if people work at home, they might require “overhead” payments from the university, for example for electricity).

Action 2.2.2. Formulating rules to introduce flexible working hours. With respect to this action, as already said above (see paragraph 1.1.), the VSCHT team noticed resistance resulted from the possible collision between the university’s internal directives and the national labour code and the fear of penalization by the Labour Inspectorate Authority. This caused activities not to be carried out. The envisaged solution was to give staff more information about their rights on flexible working hours and home office.

Action 2.2.3. Formulating rules for the interruption/postponement of grant implementation due to pregnancy. VSCHT reported that this new rule was negotiated and approved for the Internal Grant Agency rules in 11/2014.

Action 2.3.1. Providing direct support to female researchers through an informal mentoring programme and 2.3.2. Providing career advice and training for early-career researchers. According to the VSCHT team, these actions were positively accepted, because of their novelty. In fact, before the project began, no action similar to those proposed by TRIGGER had ever been carried out.

Action 2.4.1. Poster. VSCHT reported that the poster has been designed and printed (Czech and English version). Presently, it is hanging on the main corridor of the university.

Action 2.5.1. In cooperation with Yellow Window, organising 8 workshops using the Gender Toolkit (1st edition). The ISAS team highlighted that the evaluation of the first introductory course was positive. However, further negotiations of the topic with the top management revealed the presence of further resistance. Upon the first discussion with the Vice-Rector for Strategies, the issue of gender dimension in research was well received, even though he pointed to potential areas of concern. It should be noted that, in Spring 2015, top management started to argue that the issue was irrelevant and that the university should focus only on its core tasks (teaching and basic research), leaving aside gender issues which were not considered to be part of such core tasks.

Action 2.5.2. In cooperation with the Internal Grant Agency, formulate rules to fund specific projects with a focus on gender dimension and 2.5.4. Negotiating and supporting the inclusion of doctoral theses with a gender dimension. As said above, the VSCHT team decided to introduce gender topics at the bachelor's or master's level and continue to the PhD degree, motivating students by granting an award. Resistance was observed from male professors, while female professors do not see much chance of implementing gender into the content of research as well. The VSCHT observed that the younger academics are more accessible to the idea of gendered research and innovation in students' work.

Action 2.5.3. Organise 3 trainings on the gender dimension of curricula and the pedagogical process. The VSCHT team reported that one training has already been

organised; the next 2 are planned for May. These courses will be conducted at the Department of Education, where chemistry teachers-to-be are educated. An important key message is that of starting with young people, since the older academics are, the more conservative they are. In turn, the ISAS team noticed that male participants were dissatisfied with the introductory part of the presentation concerning gender stereotypes and roles (judged as “silly” for the academic environment). They expressed the need to improve their pedagogical competencies and skills, so the seminars should be more practical and focused only on pedagogical topics.

Action 2.6.1. Establishing praxis in connection to professional assessments and evaluations that at least one female professor participates in all committees for the appointment of professors. With respect to this action, the VSCHT team reported great resistance against the adoption of any quota. According to university rules, heads of departments are members of committees by professor nominations. An effort geared to stimulate women to apply for the positions of heads of departments is, therefore, necessary.

Action 2.6.2. Linking evaluation of scientific production to available time (for instance in case of maternal leave). The VSCHT team reported that, in 2014, the Vice-Rector for Research and Development introduced a new rule in the Rector’s Award for young scientists, shifting the age limit for women applicants. Usually, only academic staff under the age of 35 can apply. The age limit for women was shifted to 38 because they usually spend some time on maternal leave. This statement met with broad disagreement because not all of women have/take care of children. In 2015, this rule was modified. The age limit was shifted to 38 years for academics (including men) who had spent some time on maternal/parental leave or hadn’t been able to carry out work due to any other serious family reasons. These circumstances have to be documented and the extension of the age limit approved by the commission. All of the vice-deans for research and development agreed with this modification.

Action 2.6.3. Open and transparent dissemination of information about available opportunities/vacancies. All vacancies are published on VSCHT’s new web site (launched in September 2014) in a gender sensitive language. The VSCHT team has not observed any resistance. During the survey in 2014, the team found that in the Czech Republic, contracts with academic staff are concluded mostly for a fixed period. After the contract’s expiration, a new tender must be arranged. In the past, trade unions negotiated a non-discrimination approach, which is now set in the collective agreement. (“When filling academic vacancies - except leading positions -, first, there is an internal tender for existing

employees and later - in case no one is selected- the tender is extended to external applicants.”). Anyway, academic staff have to keep applying for their own position to stay employed. Normally, they should get an indefinite period contract, but there’s a loophole in the law which allows for this to happen.

Action 2.6.4. Annual reporting to the Academic Senate. During the first reporting period, reporting to the Academic Senate was held 3 times. In April 2014, the VSCHT team provided basic information about the TRIGGER project to the Senate. In June 2014, the results of the statistical survey were shared. In March 2015, the team proposed some recommendations to the strategy plan (specified within the project KREDO). Most Senate members agreed and accepted the team’s proposals. However, some of the members joked about gender issues, considered by them not so important as other issues like financing, fundraising, or investments.

Action 2.7.1. Organising trainings to access decision-making boards and committees. According to the VSCHT team, these trainings have been received very positively. No one had a negative attitude and participants kept asking for more trainings like it. The only obstacle was to find an available time range that suits all participants. After a discussion with the group of potential female candidates for decision-making boards and committees, the team decided to meet their requirement to train them in soft skills. Topics of trainings already held include: time management; communication (with different groups and partners); self-confidence and strengths identification; how to evaluate a project proposal. The reason is that researchers and academics are very well educated in the technical (STEM) disciplines, but not in soft skills that need to be strengthened.

Action 2.7.2. Support to access decision-making boards and committees by establishing an internal rule on the minimum proportion of women to be included. In this action, the VSCHT team are facing strong resistance from the majority of employees, including young ones (PhDs). They prefer expertise to quotas. This resistance might linger from the socialist era, when everything was controlled by the state. Still, a lot of people cannot tolerate what they consider to be contrived rules. This might explain, according to the team, resistance to European regulations and even to the Euro.

Action 2.8.1. Analysis of press monitoring since 2009 on the percentage of women and men employees in scientific communication in the media and continued monitoring onward. The VSCHT team reported that a press monitoring report was

carried out and presented to the head of the Communication Department, who accepted the report and used some of the results and recommendations. An assumption - that men are more likely to be chosen to present their research findings and success in the media than women - has not been confirmed. The analysis showed that media focus on particular “stars of the institution” with whom they are in touch. Few researchers appear in the media regularly. The team recommend that the media should focus on junior researchers, both male and female.

Action 2.9.1. Monitoring women’s and men’s involvement in cooperation with industry and civil society actors and Action 2.9.2. Monitoring the gender dimension of intellectual property rights (patents, know-how and other registered knowledge, technological development and innovations). The VSCHT team noticed that both actions led to the incorporation of a new indicator (male/female) in newly designed electronic registers and in a new web application concerning patents. It allows the proportion of male and female involvement to be monitored. This new indicator was positively accepted.

Action 2.9.3. Communication and dissemination: participation of the project in national events. The VSCHT team highlighted the resistance of the Vice-Rector for Education, who considers gender as a relevant topic for the Department of Education and Human Sciences but not for the content of research. As for specific actions, the team reported that the TRIGGER poster was showcased at the Gender Summit 4 EU and at the GenPORT project workshop, held in Brussels in June 2014. The project was also promoted at several national events, including: the international gender conference in Prague, September 2014; the Researchers’ Night, 2014; a conference at the University of Olomouc; an international conference on innovation, 2014, Prague. The project was also promoted in several articles published in magazines focused on the research community.

Action 2.9.4. Cooperation with FP projects on gender and science, support for early stage researchers and science communication. The VSCHT team reported this action as positively accepted. This was also because the rules of H2020 and Norway Funds require a proposal on how gender will be incorporated in the project. A new lecture on responsible research and innovation, including the gender dimension, was added to the seminars organised for PhD students and researchers preparing proposals for international projects.

2. Objective impact

2.1. Changes within the organisation

As for changes introduced in the organisation connected to the Action Plan, the following points can be mentioned.

- **Access to leadership positions.** The team did not report any official regulatory or procedural change facilitating women's access to leadership positions. However, the existence of the Action Plan undoubtedly favoured the election of the first female dean (at the Faculty of Chemical Engineering), who took up office in February 2015.
- **Access to grants.** Since April 2015, a new rule has been incorporated in the Internal Grant Agency (IGA) regulations, providing for the opportunity to apply for a grant even on parental leave, with the condition that the applicant enrolls for the present form of PhD studies before the project starts.
- **Gendered data.** An important change due to the project is that VSCHT electronic systems and databases concerning applications for new patents and applications for the internal research grants now sort data according to gender/sex, so differentiating male and female applicants.
- **Rector's Award to Outstanding Early Stage Researchers.** Since April 2015, a new rule for the annual Rector's Award to Outstanding Early Stage Researchers has been adopted, shifting the age limit from 35 to 38 years for academics who had to spend time on maternal/parental leave or had been unable to accomplish work due to any other serious family reasons.
- **Opening of courses and workshops to all faculties.** The AP focuses on two out of four faculties. However, courses and workshops organized within the project are now open for people all over the university.
- **Opening of courses to other universities.** Courses (for PhDs and other researchers) focused on participation in H2020 and Norway funds projects are held together with the Czech Technical University in Prague and are also open to other Prague universities and Academia institutes.

- **Responsible Research and Innovation.** A new lecture on Responsible Research and Innovation, including the gender dimension in projects, was introduced within the university. Now, starting in January 2015, the gender dimension section is part of every workshop for early-stage and experienced researchers, who are applying for both national and international funding.
- **University support to the kindergarten.** The kindergarten Zkumavka (means “test-tube”) continues to provide services for staff children, even though the financing from the project finished in November 2014. University contributes financially to its operation.

In addition to these changes, the VSCHT team also reported **other kinds of changes** within the institutions.

- A new web page (<http://gro.vscht.cz>) has been launched, with a new logo (referring to gender balance) designed in 2014.
- Trade unions started cooperating with the team, including the goals of the TRIGGER project as part of their own strategy. They agreed to the integration of some gender issues into the new collective agreement proposal.
- Based on a set of comments on the Strategy Plan for the next 5 years (specified within 8 priority objectives of a nationwide project KREDO) submitted by the TRIGGER team to the management and Academic Senate, gender issues will be incorporated in it.
- The directive on sexual harassment has been updated and incorporated into the wider frame of the ethical code. A new internal directive on “Equality and non-discrimination” has been also drafted.

2.2. *Effects on the actors involved*

According to the VSCHT team, many actions (including some of those mentioned above) had important **positive effects** on the actors involved with the AP. The following effects have been mentioned (in bracket, the most involved actors are mentioned):

- Incorporation of the male/female indicator into VSCHT electronic systems (on students, patents, and grants) in order to monitor the ratio of women/men involved (university leaders);

- Introduction of a new rule in the IGA programme (researchers);
- Introduction of a new rule for the Rector’s Award For Early Stage Researchers applications (researchers);
- Involvement of the VSCHT team in commenting the new Strategy Plan, designed within the nationwide project KREDO (university leaders);
- Opening and developing negotiations with trade unions. After initial diffidence, representatives started to cooperate. This cooperation is leading to the incorporation of rules concerning work life balance into the new collective agreement (trade unions), i.e. financial contribution to seasonal activities of Kindergarten Zkumavka;
- Cooperation in the development of the new internal directive “Equality and non-discrimination”, getting the institution to deal with this topic (university leaders);
- Cooperation with the Communication Department (which is in charge of career advice services for students) in order to devise a strategy aimed at making these services available also to academics and early stage researchers (researchers);
- Opening and developing negotiations aimed at putting gender in the contents of students’ theses (students).

As for the **negative effects**, the team mentioned the fact that top leaders, after the proposal on training on gender research, started to argue that it was irrelevant to the core task of VSCHT, gender dimension being irrelevant to basic chemistry (only dealing with molecules and chemical compounds).

In addition to all this, the ISAS team mentioned that one of the project impacts included the trainings and interviews with female researchers, which also contributed to the communication of the project and the issue of gender equality and awareness raising within the organisation.

2.3. Effects on gender equality/diversity not envisaged in the design phase

The VSCHT team included among the positive effects not envisaged in the design phase a set of activities which were new for a technically oriented university. Before the TRIGGER project started, the range of soft skill activities, particularly those with a gender dimension, was very poor. The new activities were as follows:

- Implementation of new IGA rules, which was faster than expected;
- Introduction of a new rule for Rector's Award applicants (shifting the age limit, as already mentioned above);
- Support in shaping new strategic directions, formulated in the projects KREDO and METHODIKA, facilitating the implementation of new rules concerning gender and the change of the rigid university structure;
- Improvements in the attitude of young male researchers and academics to gender issues (resulting from group interviews, interviews with mentees and student representatives in the Academic Senate).

Speaking of the non envisaged effects of the AP, the VSCHT team also noticed that the direct involvement of female professors has, so far, not been as strong as expected, because of the huge workload affecting them (see above).

No specific **negative effects** were mentioned by the two teams.

2.4. Effects on non-gender-related organisational policies, measures or actions not envisaged in the design phase

As regards the **positive effects** of the Action Plan that were not gender-related and not envisaged, the VSCHT team highlighted some points.

- The team noticed that the positive impacts of the statistical surveys allowed the actual situation within the VSCHT to be shown and, consequently, more effective HR strategies to be developed.
- Similarly, the actions aimed at changing institutional rules allowed some gaps to be identified in the whole management system adopted by the VSCHT. This also allowed the team to participate under the KREDO project in planning a new strategy for the School.
- General benefits also derived from the actions of the AP geared towards improving work-life balance, even though this aspect still remains strongly dependant on agreements between individual staff members and the head of department.

More in general, the VSCHT team highlighted that the implementation of the TRIGGER project revealed the presence of structural and management problems within the university, preventing the institution from achieving European standards, at least in some aspects. This problem affects, not only gender-related issues but the whole

systems, including the legal frame of the tertiary education sector in the Czech Republic.

The institution appears to be afraid to express new rules because of low support in national legislation.

2.5. *External relations and outreach*

The Action Plan involved **different external actors**.

- Researchers from the Czech Technical University in Prague (who unsuccessfully presented a proposal under H2020 on gender equality) are presently in contact with the VSCHT team that gave them advice about the promotion and implementation of gender oriented projects.
- Researchers from the University of Brno involved with another EC funded project on gender equality are also in contact with the VSCHT team.
- Through the ISAS team, cooperation has been established with Czechglobe, who is part of the consortium implementing the EC-funded EGERA project. In March 2015, both VSCHT and Czechglobe participated in a workshop focused on sharing experiences and discussing obstacles and achievements after the first year of implementation.

According to the VSCHT team, **some results and outputs of the Action Plan have been also used by other organisations**. This was also promoted by the participation of the team in three seminars organised by the Technology Agency (TA CR), a grant agency supporting research and development. The seminars focused on gender in innovation and successful female researchers and innovators. TA CR also promoted the TRIGGER project on their webpage (http://www.tacr.cz/index.php/cz/?option=com_content&view=article&id=481).

Information on the TRIGGER project has also been **widely spread through different initiatives**, both at national and European levels. The following initiatives can be mentioned:

- Publication of articles in magazines and bulletins targeting the research community;
- Presentation of the project at the Researchers' Night 2014 in Prague;

- Participation of VSCHT team members in the Brussels Gender Summit (a poster on the Action Plan and the TRIGGER project was also presented);
- Participation of VSCHT team members in the 3rd international conference on “Gender in Science”, Prague, October 2014 (a poster was also showcased);
- Participation of VSCHT team members in the conference on “Management of International Research Projects”, November 2014, University of Palacky Olomouc (CZ);
- Participation of VSCHT team members in the international conference “Inovace 2014” (Prague, December 2014); a lecture was given on soft skills as an integral part of educational and research process at the technical university; information about the project activities were provided and a poster was also showcased (http://www.aipcr.cz/zavery_2-12-2014.asp);
- Participation of VSCHT team members in the workshop “Gender equality plans”, organised by the national network Klub NKC (Working Group for Change) on March 2015.

2.6. Variations in the presence of women in different roles/positions

With respect to the variations in the numbers of women in different roles or positions, as mentioned in the initial description of work of the TRIGGER project, figures regarding VSCHT are summarised in the table below.

Table 12 – Variations in the presence of women in selected roles and positions

Selected roles and positions	October 2013	April 2015
- Gender balance in educational and research new vacancies	NA*	28%
- Gender balance in applications for European research	43% (7 projects accepted for financing, 4 with male and 3 with female heads of the team)	0% (2 projects accepted for financing both with male heads of the team)
- Female representation in evaluation committees in the Internal Grant Agency	13%	16%
- Top managers receiving EO training in the whole University and all Faculties	0	82%
Notes		
* At that time, this information was not monitored electronically.		

Source: First evaluation grid - Action Plan n. 2

Data are difficult to interpret. The first aspect (gender balance in educational and research new vacancies) cannot be analysed because of the lack of figures for October 2013. The second aspect (gender balance in applications for European research) is not so meaningful because of the strong decrease in the number of accepted projects from the period October 2013 and April 2015. The third aspect (female representation in evaluation committees) is meaningful, even though a very limited change has been reported. Finally, as for the fourth aspect (top managers receiving EO training in the university and all faculties), this information is very interesting since it shows a remarkable improvement in the situation.

D. SUSTAINABILITY

From the point of view of the future sustainability of the activities included in the Action Plan, the VSCHT team remarked that – especially thanks to its partnership with ISAS – strong contacts have been established with **national and European networks** involving experts and policy makers working on gender equality in science and technology. The cooperation between the VSCHT team and the ISAS team is also

developing into the national initiative Klub NKC and, especially, its working group on structural change.

Again from the sustainability perspective, it may also be noticed that the new European Structural and Investment Funds (ESIF) operation programme on science, research and education now includes the gender dimension among its topics. This could allow the team to develop a new project ensuring the continuation of the Action Plan or a part of it after the completion of the TRIGGER project. It is to be noted, in this regard, that some ISAS team members are also part of the committee proposing the topics for the ESIF operation programme.

Finally, in terms of sustainability, the new rule adopted in the IGA programme under the Action Plan can be considered as a completed (and therefore fully sustainable) activity carried out under the TRIGGER project.

E. RELEVANCE

1. Changing scenarios and adapting plans

During the first half of the period of implementation, the Action Plan was modified in some components in order to adapt it to changes that occurred inside or outside the School. In particular, the following actions (listed with their reference number) were by changes.

Action 2.2.3. Formulating rules for the interruption/postponement of grant implementation due to pregnancy. As said above, the new rule was adopted earlier than planned, being valid as of January 2015.

Action 2.1.6. Establishment of a network of women researchers for mutual support and empowerment. In contrast with the initial plan, the network was open also to the participation of men. The huge amount of work and duties of female academics did not allow for the organisation of regular meetings, therefore communication is on an individual basis and on-line.

Action 2.1.7. Courses on equal opportunities and gender stereotypes in science for top management. Due to the election of new top management planned at the end of 2015, one course for top management was postponed until 2016.

Action 2.5.1. In cooperation with Yellow Window, organising 8 workshops using the Gender Toolkit (1st edition). The team postponed this action, having decided to run this workshop simultaneously with the “student’s works contest” (SVOC), which is planned for Autumn 2015. At this contest, some students’ works with gender dimension will be introduced into the competition.

Action 2.5.2. In cooperation with the Internal Grant Agency, formulate rules to fund specific projects with a focus on gender dimension and 2.5.4. Negotiating and supporting the insertion of doctoral theses with a gender dimension. As opposed to the plan, gender topics have been introduced at the bachelors and masters levels and not at the PhD course level.

Besides these modifications, the Action Plan as a whole and its actions are still fully relevant to the needs identified in the design phase and the general needs of the institution.

2. Negotiation in action

Negotiation activities are playing a pivotal role in the implementation of the Action Plan.

As regards negotiations, the VSCHT team highlighted some factors allowing for improved contextualisation of the negotiation processes connected to the implementation of the Action Plan. In particular, two aspects have been underlined.

On the one hand, **VSCHT is presently strongly involved in the implementation of the Kvalab project**, which is aimed at improving laboratory facilities, ICT facilities and space. This project requires an enormous effort, also in term of co-funding. In fact, because of problems with cash flow from the Ministry of Education, the university administration had to take a loan from a bank. Other projects (KREDO and METHODIKA, focused on new institutional strategy and research assessment) also require a big

effort. Consequently, other activities and projects are considered marginal and, also in the case of TRIGGER, have been postponed.

On the other hand, the team noticed that some issues (e.g. childcare services for the university staff) have **disappeared from the competences and agenda of trade unions**, which otherwise would be a “natural” partner in promoting more balanced working conditions for women and men as well. Due to the TRIGGER project, the team started to collaborate with Kindergarten staff. In 2014 they helped them to organize the questionnaire on parent satisfaction. The results were positive, so the university contributes to the running of the Kindergarten. The existence of TRIGGER supported informally the position of the bursar, who is the promoter of the Kindergarten.

The ISAS team, in turn, noticed that - despite the initial fairly positive reaction to the issue of the gender dimension in research - in 2015, **criticisms have been reported in this regard by some leaders**. In particular, vice-rectors argue that gender equality is not core to the university’s activities. This position confirms what was just said about the major concerns of the university management arising from the investment project KvaLab running in 2015.

However, the ISAS team highlighted **some factors facilitating the development of the Action Plan** within the VSCHT.

- Positive results derived from the approach adopted for implementing the AP – referred to by the team as the “mistletoe approach” – based on “cloaking” the gender equality issue in another issue or under a different rubric, so as to prevent or limit negative reactions. In fact, as it was already observed above, staff members, including women, tend not to appreciate actions aimed at supporting a specific group only.
- For this same reason, another positive choice taken by the team was that of not using terms like “gender” or “equality” and adopting terms like “balance”, which are more accepted, at least among chemists.
- Again because of the negative perception of activities aimed only at women, the decision not to form a support network only involving women was also positive. In this way, all actions were perceived as aimed at men too and having no intention of excluding them.

- Finally, the ISAS team also stressed the necessity to time and phase the actions so that staff and management do not perceive they are overloaded with gender-related issues in internal communication (e.g. on the school board or TV).

Observing the Action Plan as a whole, some remarks can be done with reference to the four different kinds of negotiation considered in this evaluation exercise.

The **institutional negotiation** has been fully developed for the implementation of many actions included in the Action Plan. Among them, we can mention the successful negotiations related to the formulation of new rules on flexible working hours (Action 2.2.2.) and on the interruption/postponement of grant implementation due to pregnancy (Action 2.2.3.). Important institutional negotiations have also been initiated with the Internal Grant Agency in order to formulate rules for funding specific projects focused on gender (Action 2.5.2.). Undoubtedly, the great effort VSCHT management is devoting to other projects (especially KvaLab) is making institutional negotiations more difficult to carry out, putting at risk in the long run the sustainability of the Action Plan after the end of the TRIGGER project. As the team observed, developing new institutional arrangements involving professors and sometimes students were, in this first phases of the Action Plan, particularly difficult, for different reasons, including time constraints and diffidence towards initiatives targeting women only.

As has been pointed out by the ISAS team, difficulties were encountered in institutionalising rules on home working, although the Czech labour code provides for various types of flexible work in line with the EU directive. Even though this form of work is informally available, and people on an informal basis do actually work from home, it has been impossible to negotiate rules governing home working. As said above, the Bursar presented the argument that people working from home may require overheads from the School because when they work at home, they use, for example, their own electricity. These reactions point to a fear of defining rules which are available to all.

Turning to **interpretive negotiation**, the impact is to be highlighted on the internal life of the School produced by the initial statistical survey of the institution (Action 2.1.1.) and the initial survey of needs, obstacles and challenges (2.1.2.). Especially the former allowed data to be produced which had never been collected before and a more reliable representation to be developed of the evolution and present situation of women at VSCHT. However, the different ways in which the results of both the surveys were accepted by the management and internal stakeholders suggest that the process

of changing the interpretation of women's condition in the institution is still far from being accomplished. From this perspective, for example, significant resistance from top managers have been reported in some cases, such as that of the courses on equal opportunities and gender stereotypes (Action 2.1.7). In terms of interpretive negotiations, it is also important to mention the analysis of press monitoring since 2009 (Action 2.8.1.), the monitoring of women's and men's involvement in cooperation with industry and civil society actors (Action 2.9.1.) and the monitoring of the gender dimension in the domain of intellectual property rights (Action 2.9.2.).

Important dynamics related to **symbolic negotiation** connected with the Action Plan are also to be noticed. From the beginning, the team adopted an overall symbolic negotiation strategy which did not deal with gender equality as a specific issue, unrelated to other key aspects of School life or as an issue involving women only. This strategic choice was based on the clear perception that neither management nor the staff appeared to be interested in getting involved in actions affecting women only or any other specific group. Hence the choice to embed gender equality in broader meanings (for example, that of equal opportunities for all staff members) and developing actions which were connected with broader institutional perspectives (for example, that of improvements in human resources management). From this point of view, some actions seem to be particularly significant such as the development of key messages to communicate structural change initiatives (Action 2.1.4.), the approach adopted in networking activities (Action 2.1.6.) and the courses targeting top managers (2.1.7.).

As far as **operational negotiation** is concerned, it is to be observed that some significant results have already been recorded (see the adoption of the above mentioned new rules on flexible working hours and interruption/postponement of grant implementation). However, it is also to be highlighted that the team encountered difficulties in regularly involving key actors and decision makers so as to actually make the full implementation of the Action Plan possible. As we noticed above, top and middle managers are presently involved in time-consuming and economically risky institutional projects which are considered as a priority for VSCHT. Therefore, their involvement in operational negotiations is objectively more limited. Heavy time constraints also affect many women professors involved with the Action Plan and are expected to become even stronger in the future. Also this fact could contribute in making operational negotiations (specifically aimed at concretely implementing the decisions taken) more difficult to carry out.

F. FINAL CONSIDERATIONS

1. Observations of the Action Plan team

The two teams encapsulated their own final considerations on the Action Plan in some short recommendations emerging from the experience gained in implementing the Action Plan at the VSCHT.

- Focusing on young people (especially students, PhDs, young academics and researchers up to 40-45 years old).
- Working hours and flexible working time are not an obstacle. In a chemistry university, time limitations are due to:
 - lessons and lectures scheduled during the academic year (daily from 8am to 7pm);
 - laboratory works and experiments;
 - research, fundraising, and project administration;
 - writing publications;

Possible solutions could help staff with care of children through kindergartens, care vouchers, holiday activities (camps, nature schools, clubs for children), higher salaries and reintegration grants after parental leave, etc

- Promoting gender in research content by:
 - focusing on young students;
 - trainings in new approaches to gendered innovation;
 - providing stimulation by granting awards.
- Empowerment actions focusing on junior researchers through initiatives such as:
 - soft skills trainings,
 - mentoring, career advice.

A key point is the support and cooperation of the TRIGGER team with the university management in developing university strategies, internal rules and directives, ethical codes and the internal political approach.

2. Observations of the evaluation team

In this first year and half of implementation, the teams started a very large array of actions, dealing with different aspects including the introduction of new regulations, the production of data and monitoring actions on the condition of women, the delivery of trainings targeting top managers, the promotion of gender issues among students and young researchers, a first discussion on gendered research in chemistry and communication and dissemination activities. Such a huge and ambitious effort is challenging from any point of view, making it not always easy to keep to schedules.

Bearing this in mind, it becomes easier to appreciate that some first results have already been achieved, especially with regard to the introduction of new regulations. However, as already pointed out, the context is not fully favourable for promoting gender-related initiatives and resistance is reported even at the top and middle management levels.

All things considered, the overall degree of **effectiveness** of the Action Plan can be considered as good. Important changes in the schedule as well as in the nature of some actions were introduced mainly in order to address new and often unexpected institutional and organisational dynamics. This sometimes also affected the types of beneficiaries involved in the actions. The number of beneficiaries tends, however, to be close to plan. Compliance with internal procedures and deadlines was always achieved. Emerging problems were recorded in terms of the actual execution of assigned tasks, because of the huge workload the members of the extended team had to handle (especially women professors). This could emerge as a real risk for the future implementation of the Action Plan, of which the team appears to be fully aware.

No specific problems were detected with regard to the **efficiency** in the management of the resources allocated for the Action Plan, apart from a specific constraint concerning the costs of external consultancy, which has been already solved.

The **impact** of the activities carried out is remarkable, both in terms of consensus and satisfaction. Some problems were encountered with researchers and academics over 55 years old and – as mentioned above – in some cases also with top and middle leaderships. The level of satisfaction significantly varies according to the action: some

actions were undoubtedly more able to produce impacts than others were. Important strategies were devised in order to make gender issues more culturally acceptable within an institutional and organisational context – that of the VSCHT – which, for many reasons, is difficult to handle, due also to the presence of significant structural and management problems affecting the institution as a whole.

As far as **sustainability** is concerned, it is evidently difficult to develop a reliable picture after only one year and half from the start of the Action Plan. To be noted is the increasing connection of the team with national and European networks, which is an important preliminary step in building effective sustainability strategies.

Finally, with respect to the **relevance** of the Action Plan, we can observe the teams strong aptitude for promptly reacting to changing contextual conditions. Great efforts were made in all the four types of negotiation considered in this report (institutional, interpretive, symbolic and operation negotiation). However, it is to be observed that the level of relevance of the Action Plan will greatly depend upon the overall strategies and priority schemes adopted by the university top management. Presently, priority seems to be increasingly given to other institutional projects, with the consequence of marginalising the TRIGGER Action Plan. It is, therefore, necessary to verify if and to what extent this trend will change and how it can be effectively countered in the future.

CHAPTER FOUR
**Birkbeck College, University of London –
Action Plan n. 3**

A. EFFECTIVENESS

1. Process evaluation

1.1. Planned activities/implemented activities

The activities included in this first evaluation report at the Birkbeck College – University of London (BBK) are listed below.

Table 13 - Actual implementation of the actions

Actions	Implementation of the planned activities		Respect of deadlines Yes or No, comments
	Yes	No	
3.1.1. Systematic observation of potentially discriminating formal/informal behaviours	X		No
3.1.2. Promoting the inclusion of women scientists in external collaborative networks	X		Yes
3.2.1. Developing a permanent mentoring programme and a related handbook of best practice (whole College)		Partial	Partially respected
3.3.1. Training on the gendered aspects of research	X		Yes
3.3.2. Testing innovative research tools for the gendering of research procedures	X		Yes
3.4.2. Planning and Implementation of Development Workshops (DW), that recreate close-to-reality conditions for job appointment selection interviews and funding panels	X		Yes
3.5.1. Creation of structural opportunities for the commercialisation of the work of women scientists	X		Yes

Source: First evaluation grid - Action Plan n. 3

As it can be easily observed, only in one case (Action 3.1.1.) was the deadline not respected, while in another case (Action 3.2.1.), the deadline was only partially respected and activities were partially implemented.

In the case of Action 3.3.1, the delay in submitting the deliverable was due to the length of the ethical review process: in fact, all the activities planned at the beginning of the action (months 1-3) were successfully undertaken, but the team was obliged to postpone them. The action was designed as applied research, with interviews, focus groups and observations on BBK staff, and the approval of the College Ethical Committee was necessary for that. Approval for interviews and focus groups was obtained on July 31st 2014, while approval for observations was obtained in January 2015. The College Ethical Committee was concerned about anonymity, confidentiality, and conflict of interest.

In the case of Action 3.2.1., the launch of the mentoring programme was postponed to autumn 2015 so as to build synergies with the Human Resources Department (HR) which ran a pilot programme in 2013-2014 in the framework of Athena SWAN (this is a UK-wide initiative to award institutions that show sensitivity towards gender equality, www.ecu.ac.uk/equality-charter-marks/athena-swan). Actually, during the planning phase, it became clear that designing and implementing a unique programme with HR is more beneficial to the target group and the institution and helps TRIGGER to ensure its legacy.

1.2. Compliance with internal procedures and deadlines

Deliverables

The three deliverables due in the first reporting period have actually been submitted to the EC. While the first (D3.1) was delayed because of a slow down in Action 3.3.1. (Systematic observation of potentially discriminating formal/informal behaviours), duly communicated to the EC services. The other two were submitted almost on time and two out of three have been already accepted.

**Technical assistance: monitoring, on-site visits,
transmission of documents and information**

No specific problems can be observed in relation to the provision of all the information and documents necessary for the purpose of technical assistance.

Bilateral monitoring sessions were regularly held. The on-site visits for the reporting period were conducted on February 19th-20th 2014 and on March 18th-19th 2015.

Evaluation

The information needed for the evaluation of the Action Plan was provided on time. No problems can, therefore, be recorded in this regard.

1.3. *Actual execution of the assigned tasks*

All the persons involved are reported to have fulfilled their assigned tasks, complying with the annual work plan.

The PhD student who was appointed under TRIGGER resigned in August 2014 for personal reasons. This had a knock-on effect on the timing of the longitudinal study on PhD students (which was scheduled to start in autumn 2014). The design of the study was undertaken by the research assistant, and then submitted for ethical review in February 2015; a feedback from the College Ethics Committee is due soon.

The research team and the PhD student are in contact; the PhD student prepared a draft paper to be published as a TRIGGER working paper, so that the work she conducted under TRIGGER will inform subsequent actions and be part of the project results.

2. Results evaluation

2.1. Number of planned beneficiaries/number of actual beneficiaries

A quantitative comparison between planned and actual beneficiaries is summarised in the table below, limited to actions in which beneficiaries were directly and personally involved.

Table 14 - Comparison between intended and actual number of beneficiaries

Actions	Planned Number	Actual Number	Actual Number/Planned Number %
3.1.2. Promoting the inclusion of women scientists in external collaborative networks	30	50	166
3.2.1. Developing a permanent mentoring programme and a related handbook of best practice (whole College)	15	4	26
3.3.1. Training on the gendered aspects of research	10-12	11	100
3.4.2. Planning and Implementation of Development Workshops (DW)	12	3	25

Source: First evaluation grid - Action Plan n. 3

It is worth noticing that, in two cases, the target was reached and even exceeded while in the other two cases it was not reached. Some additional information has been provided by the team in this regard.

- As for Action 3.1.2., the last event, organised in March 2015, attracted more people than expected, probably because the group of panellists included both internal and external speakers.
- With respect to Action 3.2.1., the figure refers to the first introductory workshop on mentoring, held in November 2014, which actually was characterised by a low level of participation.
- With reference to Action 3.4.2., few people took part when the action started (November 2014) but more people then enrolled in the programme (July 2014). The reason given by the potential participants in the workshop held in November 2014 was that of work overload in their own Departments.

2.2. Type of intended beneficiaries/type of actual beneficiaries

The analysis on the four actions mentioned above showed a partial discrepancy between the type of intended beneficiaries and the type of actual beneficiaries in two cases, i.e., Action 3.2.1. and Action 3.4.2.

As for Action 3.2.1., a first workshop was planned for November 2014, but only 4 people enrolled. As a consequence, both the promotion strategies and the contents were reviewed, and a bigger event was organised. This was very successful in terms of participation. Participants came both from Birkbeck and outside Birkbeck, while initially the team had planned to have mainly BBK staff as participants. This outcome was positive because the participants appreciated the event and reputed this to be useful. The team noticed that establishing contacts outside academia was really important because it can create opportunities for maximizing one's own research impact, this being an important pillar in the evaluation of research in UK.

With respect to Action 3.4.2., the team expected to have both women and men take part in the development workshops. Initially, both women and men enrolled, but then just women participated. It was difficult to understand the reasons for this. Participants who did not come were contacted and they explained they had a work overload at that time.

B. EFFICIENCY

1. Financial and administrative management problems

Some problems reported by the team referred to expenditure. In particular, during the AP implementation, the lack of a budget devoted to participation in conferences was seen to be necessary, participation being important for building the credibility of the Action Plan and for promoting it inside and outside Birkbeck. As a solution, the team shifted costs from cost centres and applied for additional funding from the Department and the School.

Another aspect to be taken into consideration in terms of efficiency is that of the human resources involved in the Action Plan. In this regard, the team reported that, during the implementation of the project, the PhD student supported by TRIGGER left. Therefore, **a part-time coordinator was hired**. The choice to hire a new staff member on a part-time basis (40%) was due to the difficulty of recruiting a new PhD student at that time of the year and also the lack of sufficient funding to fully cover a PhD fellowship. According to the team, this was a good solution since the new member of the team provides support to administrative and organisational tasks, which are particularly onerous when events and board meetings are approaching, and research tasks (such as transcribing) are to be performed.

2. Adequacy of available funds

The team judges the available funds to be adequate to needs of the Action Plan.

C. IMPACT

1. Subjective impact

1.1. Level of agreement on the activities

The overall level of agreement on the activities carried out under the Action Plan, as assessed by the team, is reported in the table below.

Table 15 - Agreement on the activities

Concerned actors	1	2	3	4	5
Direct beneficiaries					X
Managers/leaders of the organisation				X	
Male component of the organisation				X	
Other involved actors: HR Department					X
Other involved actors: Athena SWAN					X

Source: First evaluation grid - Action Plan n. 3

Four different stakeholders were considered. In three cases, the team reports agreement as being very high (5 in a range of 1-5) and in two cases (managers/leaders of the organisation and male components of the organisation) as high (4 in a range of 1-5).

1.2. Level of satisfaction

Similar outputs can be recorded for the level of satisfaction expressed by different stakeholders towards the general approach and specific setup of the activities.

Table 16 - Levels of satisfactions

Concerned actors	1	2	3	4	5
Direct beneficiaries					X
Managers/leaders of the organisation				X	
Male component of the organisation				X	
Core project team					X
Other involved actors: HR Department					X
Other involved actors: Athena SWAN					X

Source: First evaluation grid - Action Plan n. 3

The breakdown of stakeholder satisfaction levels for single actions is reported below.

Table 17 - Satisfaction with the results of the actions implemented

Actions	DB	MC	CT	ET
3.1.1. Systematic observation of potentially discriminating formal/informal behaviours	5	5	5	5
3.1.2. Promoting the inclusion of women scientists in external collaborative networks	5	4	5	5
3.2.1. Developing a permanent mentoring programme and a related handbook of best practice (whole College)	5	3	4	4
3.3.1. Training on the gendered aspects of research	5	NA	5	5
3.3.2. Testing innovative research tools for the gendering of research procedures	5	NA	5	5
3.4.2. Planning and Implementation of Development Workshops (DW)	5	3	4	4

Actions	DB	MC	CT	ET
3.5.1. Creation of structural opportunities for the commercialisation of the work of women scientists	4	4	5	5

Legend

DB = Direct beneficiaries	MC = Male component	CT = Core team	ET = Extended team	NA = Not applicable
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Source: Third year evaluation grid - Action Plan n. 3

For 17 out of 28, the team recorded a very high satisfaction level (5 in a range 1 to 5) and in 7 cases a high satisfaction level (4 in a range of 1 to 5). The male component is the group that shows a level of satisfaction which is a little bit lower than those displayed by the other stakeholders.

In order to look at this issue in depth, some additional information provided by the team could be useful.

- **Action 3.1.1. Systematic observation of potentially discriminating formal/informal behaviours.** This action was warmly welcomed by Birkbeck staff, and both women and men at all levels and grades volunteered to participate.
- **Action 3.1.2. Promoting the inclusion of women scientists in external collaborative networks.** At the last networking event (March 2015), the team noticed that academic staff appreciated the opportunity to speak about how to address gender equality. Both women and men were involved as panellists, and the audience was also mixed (even though more women were present).
- **Action 3.2.1. Developing a permanent mentoring programme and a related handbook of best practice (whole College).** This action started with a preliminary survey within the Department of Management (April 2014), and the organisation of an introductory workshop (November 2014). While in the survey both women and men showed high level of interest towards mentoring, at the introductory workshop few people participated and just women. For us, this result indicates the necessity to build stronger synergies with more actors inside departments and schools to launch a successful programme.

- **Action 3.3.1. Training on the gendered aspects of research.** Regarding the workshop on gendering research procedures, PhD students were satisfied to have a platform for discussing how to study gender in their own work. The participants are all women: this is due to the fact that the research group involved in this task (Babylab, www.cbcd.bbk.ac.uk/babylab) is almost exclusively made up of women, because in this subject area (developmental psychology) women are traditionally overrepresented.

- **Action 3.4.2. Planning and Implementation of Development Workshops (DW).** Participants in the DW showed very high satisfaction rates. However, the team could not succeed in involving all the people who initially enrolled, and only women stayed in the programme. The team is now reflecting on the evaluation and trying to understand which strategy could be best for next year.

- **Action 3.5.1. Creation of structural opportunities for the commercialisation of the work of women scientists.** This action is still in its initial stages. In the preliminary phase, both women and men were involved to try and understand the current situation at Birkbeck and both showed interest in this initiative. What is more, the team found that the low level of commercialisation activities at Birkbeck does not seem to be rooted in a problem of gender, but it is far deeper and structural.

All in all, according to the team, all the actors involved were satisfied; the main problem met sometimes was represented by the low level of participation (see Actions 3.2.1 and 3.4.2).

2. Objective impact

2.1. *Changes within the organisation*

Two internal changes directly or indirectly linked to the activities promoted under the Action Plan were observed by the team.

- Action 3.1.1 provided data to support the request to appoint a **Pro-Vice Master for Equality Issues**, which was received favourably. A committee has been set up for

working on this and the TRIGGER team leader at BBK will sit as a member of that Committee.

- As a result of Action 3.5.1, a recommendation has been put forward **to nominate a member of staff as an innovation champion in each research group**, with a proportion of their time designated to working exclusively on this issue. The aim is to make staff aware of marketing opportunities and of the commercialisation potential of their research.

2.2. Effects concerning the actors involved

No specific effects concerning the actors involved have been reported by the team.

The team detected some positive new attitudes in Birkbeck leaders towards TRIGGER and gender equality more generally. These are demonstrated by the fact that two proposals made by TRIGGER (the creation of a post of a Pro-Vice Master for equality, and the creation of champions for commercialisation marketing in STEM research groups) were favourably received and followed-up. Additionally, the integration of TRIGGER in the works of the Athena SWAN Committee shows a positive concern.

2.3. Effects on gender equality/diversity not envisaged in the design phase

The team reported three main effects on gender equality produced by the Action Plan but not envisaged in the design phase.

- The first is the **creation of a discussion on gender equality at college level**, with the setting up of a working group for the appointment of a Pro-Vice Master for Equality Issues.
- The second effect is the **support the TRIGGER team is giving to the Athena SWAN Committee** to work on the submission of a proposal for a bronze award (School of Science and SET Departments in the School of Business, Economics and Informatics). In fact, the TRIGGER team is part of the Committee and TRIGGER project actions significantly contributed to strengthening the application.

- A third is represented by the emerging discussions on the need to foster commercialisation at Birkbeck: these have informed a proposal (made by TRIGGER External Board) to have an innovation champion in each research group in STEM subjects to help identify commercial possibilities.

2.4. *Effects on non-gender-related organisational policies, measures or actions not envisaged in the design phase*

The team did not mention any effect of the Action Plan on non-gender-related organisational policies.

2.5. *External relations and outreach*

During the report period, the team, through Action 3.1.2 on the establishment of **collaborative networks**, is involving organisations from both the private and public sector (such as: PwC; Cisco; Google; Mercer; Syngenta; Three; MWS Consulting; CBI; BIS; The Guardian Higher Education; Greater London Authority). External actors have been involved in feeding a discussing about measures to foster gender equality. The aim is not only to learn the best practices, but also to build a discussion that can strengthen the impact of TRIGGER inside and outside Birkbeck.

As regards outreach, note should be made of the great effort made by the team in participating in the **scientific debate on gender in science and technology**, as witnessed by the presentations and papers listed below.

Presentations in Conferences:

- Meschitti V., Vallentin A., Lawton Smith H., 2014. Mentoring to guide women's academic careers. A review and proposition for future research. *Annual Meeting of the Society for Research into Higher Education*, Newport, December 10-12, 2014, www.srhe.ac.uk/conference2014
- Meschitti V., Hein W., Etzkowitz H., Lawton Smith H., 2015. *Getting the deliverable ready: Time and times in the conduction of a European project* at the next EGOS Colloquium, Athens, July 2-4 2015, www.egosnet.org⁴

⁴ Even if this activity is out of the concerned period, the paper has been submitted and accepted before April 2015.

Presentation at Workshops:

- Lawton Smith H., Poulouvasilis A., Henry C., Eitzkowitz H., Meschitti V., 2015. Female academic entrepreneurship: a review of the evidence and issues. *Gender issues in knowledge-based entrepreneurship*, Università Politecnica della Marche, Ancona, May 12th, 2015⁵.

2.6. Variations in the presence of women in different roles/positions

With regard to the variations in the numbers of women in different roles or positions, the figures for BBK are summarised in the table below.

Table 18 – Variations in the presence of women in selected roles and positions

Selected roles and positions	October 2013	April 2015
– Share of women professors in Birkbeck Business, Economics & Informatics School and in the School of Science	25%	26%
– Women scientists profitably commercialising their research (patents, licences, new start-up firms)	33%	-
– Gender balance at senior management levels within Birkbeck	30%	30%
- Establishing a Centre for Women and Leadership	No	No

Source: First evaluation grid - Action Plan n. 3

The scheme clearly shows that – as largely expected – relevant changes have not occurred yet.

With reference to the lack of data concerning the women scientists profitably commercialisation their research, the team noticed that providing data in this regard is particularly challenging. As mentioned above, this activity is not very developed at Birkbeck. In the period 2011-2014, precisely three patents were filed. One was by a combination of male and female researchers and the other two were by a female researcher. In the same period, three licenses were taken out. One involved a male, one a female and the third a combination of male and female researchers. However, the number of individuals involved in all licenses and patents is three – two males and one female.

⁵ *Idem.*

D. SUSTAINABILITY

As for the development of national or international contacts in order to access additional human, material or economic resources, the team reported that **a network is being built with other organisations**, from the private and public sector, to maximize TRIGGER research impact.

The networking event organised in March 2015 is a starting point. A proposal is now under submission for organising a panel at the next Global Equality and Diversity Conference, to be held in London in November 2015, and this would represent a follow up to the previous event. The conference aims to bring together academics and practitioners, and the panel would involve speakers coming from more organisations active in the London area to discuss measures to foster gender equality.

Moreover, the team was presented at the last Conference of the Society for Research into Higher Education and it is committed to participating in this network to strengthen contacts with scholars studying academic practices.

One of the objectives pursued by the team is to establish stable links with other bodies involved in the implementation of gender equality initiatives in the science and technology sector.

Within Birkbeck College, **linkages have been established with the BBK Master** to propose the appointment of a Pro-Vice Master for Equality Issues. The proposal is being considered and the constitution of a committee to work on it (with the team leader as a member) should provide a solid link to the senior management team and facilitate the implementation of the Action Plan.

E. RELEVANCE

1. Changing scenarios and adapting plans

In order to adapt the Action Plan to the changes occurring within the organisation, the team decided to postpone the mentoring programme so as to build synergies with the Human Resources Department and the Athena SWAN. Besides this, all the **activities included in the Action Plan are still fully relevant**, according to the team.

With reference to the **actions aimed at promoting gendered research**, according to the team it is too early to provide reliable information about their relevance.

2. Negotiation in action

Negotiation activities carried out by the team have been carried out, especially in this phase, to launch and develop the Action Plan within Birkbeck College.

Institutional negotiations have been extensively undertaken since the very beginning of the Action Plan and even before, addressing the leadership of the College and other key players, like the heads of the departments involved in TRIGGER actions. The core team, indeed, is backed by a TRIGGER management board, encompassing important college leaders (e.g., the Pro-Vice Master for special projects, who is also the chair, the Director of Human Resources, the Executive Dean of the School of Science). Furthermore, the team has also received, in various occasions, the individual support of the Director of Human Resources, the Pro-Vice Master for Learning and Teaching and even the Master.

Institutional negotiation has concerned different aspects, including the optimization of the actions (especially, the creation of synergies with the HR Department in the case of the mentoring programme under Action 3.2.1.) and the establishment of institutional cooperation agreements (for example, in the case of the support given by the team to the Athena SWAN Committee). Also noteworthy is the team's increasingly close cooperation with the Babylab for the development of the action on gendered science. Again as regards institutional negotiations, an important aspect to be mentioned is the participation of the team leader in the committee established in the

college to appoint a Pro-Vice Master for Equality Issues. Institutional negotiations will evidently increase in the future, especially in view of an institutionalisation of the various actions.

Interpretive negotiation was displayed through the diffusion of the data related to gender balance at BBK made at the very beginning of the Action Plan and commented during the first meeting of the management board on February 20th 2014 and the official launch of TRIGGER activities at Birkbeck on the same date. Subsequently, this exercise has been especially developed in connection with Action 3.1.1. (Systematic observation of potentially discriminating formal/informal behaviours), which can provide fresh data on the actual dynamics producing and reproducing inequality within the institution. The results of this action have been positively accepted so far. Moving on to the second step of the action, including direct observations of daily life in some departments, the impact of this action, in terms of the interpretation of the actual condition of women researchers, is expected to grow.

Symbolic negotiation has, so far, been linked to the big event “Improving gender equality in work - what can we learn from London's business and policy organisations?”, held on March 18th 2015, which attracted more people than expected, from both the College and other institutions (see whole recording: <https://www.youtube.com/watch?v=-oBh5elU-dg>). Another important building block concerning this kind of negotiation is the increasing cooperation between the team and the Athena SWAN Committee, which is still helping to put gender-related issues on the BBK institutional agenda. The future activation of the mentoring programme would also contribute to changing the perception of gender issues by the BBK staff. To be noted, however, are the difficulties encountered by the team in mobilising BBK staff members, especially women, in some of the networking and mentoring initiatives included in the Action Plan. This fact is likely due to different factors, including the strong time constraints on the staff, but also the still low visibility of gender issues within the institution. Also to be borne in mind is that not all BBK leaders share the same sensitiveness about recognising gender equality issues in the public communication and image of the College. Indeed, in 2014, the Business Week organised by the BEI School, where women speakers were severely underrepresented, was the object of complaint in a letter signed by numerous women BEI staff, which was at the origin of an internal conflict.

As for **operational negotiations**, it is worth mentioning the complex and time-consuming negotiations undertaken for the approval by the College Ethical Committee

of the research activities to be carried under Action 3.3.1. In the other cases, no specific negotiation of this kind was needed, while it is often necessary to insist on getting data and answers from services other than the core team, due to an alleged work overload which imposes different priorities

F. FINAL CONSIDERATIONS

1. Observations of the Action Plan team

No general observations have been made by the team with regard to the implementation of the Action Plan so far.

2. Observations of the evaluation team

In the first year and half of activities, the team has been necessarily engaged in the launch of the Action Plan and in the creation of conditions for its implementation.

As for the **effectiveness** of the Action Plan, it should be noted that only in one case was the deadline not respected and in another case was only partially respected. Compliance with the TRIGGER project's internal procedures was ensured by the team, and no specific constraints were reported in the actual execution of the assigned tasks. The only aspect highlighted by the team as problematic was the level of participation in some of the actions (mentoring programme, development workshops). This led the team to partially modify the strategy adopted, with some significant results (for example in the case of Action 3.1.2. concerning collaborative networking).

With respect to **efficiency**, only one marginal problem, concerning the costs for participating in conferences, has been reported. Moreover, a new part-time coordinator has been hired in order to improve management of the administrative and organisational aspects related to the implementation of the Action Plan.

As for **impact**, the degree of agreement and satisfaction expressed by beneficiaries and stakeholders on the activities carried out is reported as high, even in the case of

the male component of the organisation (which is the least favourable group towards the Action Plan). Some interesting changes induced by the Action Plan are also reported, including the support given by the team to the Athena SWAN Committee and the establishment of a working group for the appointment of a Pro-Vice Master for Equality Issues. The presence of the team in the scientific debate on gender and science is also to be highlighted.

In terms of **sustainability**, it is evidently difficult, at the present stage of the project, to make a meaningful assessment. The team is presently focusing its action on developing formal or informal cooperation with networks and stakeholders both inside and outside the College, with the aim of establishing stable links with them from a long-term sustainability perspective.

Finally, with respect to the **relevance** of the Action Plan, the team is presently making a major effort aimed at ensuring a high level of relevance of the Action Plan and to adapt it to some changes occurring within the organisation. From this point of view, strategic links are being established with the Human Resources Department and the BBK managers in charge of Athena SWAN.

CHAPTER FIVE
**Université Paris Diderot, Paris 7 –
Action Plan n. 4**

A. EFFECTIVENESS

1. Process evaluation

1.1. Planned activities/implemented activities

The Action Plan carried out at the University Paris Diderot – Paris 7 (UPD) is being implemented by a specific UPD service, the *Pôle Égalité Femmes-Hommes (PEFH)*, fully devoted to the promotion of gender equality.

The main data concerning the actual implementation of the Action Plan are summarised in the following table⁶.

Table 19 - Actual implementation of the actions

Actions	Implementation of the planned activities		Respect of deadlines Yes or No, comments
	Yes	No	
4.1.1. Annual statistical analyses to assess respective situations of women and men among staff and students	X		Yes
4.1.2. Annual discussions in the central administrative/decisional council and locally in the targeted institutions		X	No
4.1.3. Trainings courses on equal opportunities and gender diversity management	X		Yes
4.1.4. Establishment and management of a network of referents for women/men equality in each department of the university	X		Yes
4.2.1. Establishment of a qualitative study to identify critical issues and promote internal discussion in the two participating organisations	X		Yes

⁶ As said above, in some cases deadlines are reported as respected also when the action has not been fully implemented. Evidently, the deadlines considered are only those linked to the part of the action which has been actually carried out.

Actions	Implementation of the planned activities		Respect of deadlines Yes or No, comments
	Yes	No	
4.2.2. Establishment of a new rule giving priority for women in being awarded a sabbatical within the first two years after a maternity leave		X	No
4.2.3. Support homeworking by the promotion of video-conference meetings and other homeworking tools		X	No
4.3.1. Biannual workshops for young and senior researchers on career path issues	X		Yes
4.3.2. Establishment of new rules about gender turn-over in administrative and teaching		X	No
4.3.3. Annual “open university and sciences” days		Partial	Partially respected
4.4.2. One-day training sessions on gender stereotypes for first-year students	X		Yes
4.4.3. Gender-unbiased language in all internal documents including job offers and in new student books		Partial	Yes
4.5.1. Training on the gendered aspects of research	X		Partially respected
4.5.2. Annual seminars/conferences with recognised scientists who have successfully integrated gender in their research		Partial	Partially respected
4.5.3. Identify one researcher in biology and one in physics who commit to integrate gender in their research		Partial	Yes
4.6.1. Annual statistics on recruitment broken down by gender	X		Yes
4.6.2. Annual statistics on women’s publishing activities	X		Yes
4.6.3. Establishment of a rule to have a minimum of 40% of the under-represented gender in hiring commissions and publication of the composition of hiring commissions	X		Yes
4.7.1. Training of female assistant professors	X		Yes

Actions	Implementation of the planned activities		Respect of deadlines Yes or No, comments
	Yes	No	
and full professors in project writing and team management, including empowerment			
4.7.2. Establishment of rules to have at least 40% of the under-represented gender in most important decisional meetings		Partial	No
4.7.3. Establishment of rules to include in all proposals for internal research funding the number of women involved and their position		No	No
4.8.2. International colloquium on gender studies and the situation of women in academic research	X		Yes
4.9.2. Inclusion in the Foundation of the University an axis "Equality and Gender"		Partial	Yes

Source: First evaluation grid - Action Plan n. 4

Overall, in the report period, 24 actions were to be implemented, 11 of which have been implemented according to plan, 5 have not been implemented and 6 have been reported as partially implemented.

The UPD team highlighted that 4 (actions 4.1.2., 4.2.2., 4.3.2., and 4.7.2.) of the 5 actions which have not been implemented required the adoption of new rules by the University Central Council. The decision to postpone their implementation was taken for two main reasons.

- First of all, there was a **strategic reason**. The team preferred to wait for the results of qualitative and quantitative studies in order to have good data and arguments in order to support the demand for new regulations.
- Moreover, there was an **organisational reason**. The Central Councils were overloaded with work for a long period in 2014 because of the election of all the Council members and of the President of the University. To complicate the situation, a new law on Higher Education was introduced the same year, requiring new complex organisational arrangements.

As for Action 4.2.3., it was postponed because the team wanted to wait for the results of Action 4.2.1 to support the proposition made under the Action Plan.

With reference to Action 4.7.2., the team reported that the Central council did not adopt the proposed new rule. However, the proposed rule was partially included in the new national law on Higher Education.

The planning of Actions 4.3.3. and 4.5.2. were delayed because of the organisation of the International Colloquium (Action 4.8.2.), which involved a heavy workload. For the “Open University and Sciences” Day (Action 4.3.3.), the UPD team almost caught up for the time previously lost and says that the event will be held in October as planned (since this action will be a part of an event which is already being organized by the UPD communication office). As for the delay in implementing Action 4.5.2., the UPD team thought that it was too late to organize this lecture, especially since the month of May is not a good time to organise an event like this (because of the exams). Therefore, the UPD team decided to postpone the implementation of this action to October and it has already established contacts with lecturers in this regard. Action 4.5.3. is ongoing; the UPD team has already identified persons to seek out to find researchers who could be interested. As for 4.9.2., an external problem is producing the delay. The *Université Paris Diderot Foundation* is currently looking for someone to hire as its head and to redefine its missions. It is now really difficult to know how this will evolve.

1.2. *Compliance with internal procedures and deadlines*

Deliverables

The UPD team sent the project coordinator most part of the deliverables under their responsibility (6 out of 7) on time. As for Deliverable D4.2, which was due by the end of October 2014, new planning for Action 4.2.1. has been produced in the Detailed Planning for year 1 (Deliverable D9.1). Furthermore, a letter explaining the reasons for the change and describing the revised timing has been sent to the project coordinator, who forwarded it to the EC offices.

Apart from the last deliverable transmitted, all the others have been approved by the EC services.

**Technical assistance: monitoring, on-site visits,
transmission of documents and information**

No problems are reported in the relationships between the UPD team and the ASDO team in charge of technical assistance. Frequent contacts have been held during the

evaluation period, by means of the periodic bilateral monitoring sessions, as well as direct interactions by email, skype and phone calls. The first on-site annual visit was carried out on 4-5 December 2014 and a second is planned for December 2015.

Evaluation

Information and data necessary for ASDO to draft this first evaluation report were provided in full and on time by the UPD team.

1.3. Actual execution of the assigned tasks

In order to ensure the actual execution of the assigned tasks within the team, some obstacles encountered had to be address by establishing new arrangements.

Three points, in particular, were highlighted by the team in this regard.

- For technical reasons, the recruitment of an expert in charge of carrying out AP tasks entailing the analysis of quantitative data occurred 6 months later than initially planned.
- The expert in charge of the qualitative studies envisaged in the AP was on maternal leave for three and a half months.
- The PEFH (the unit in charge of AP implementation) also has specific responsibilities on gender issues within the *Université Sorbonne Paris Cité*, an institutional federation of 8 universities and 5 research centres based in Paris. This represents a unique opportunity to enlarge the scope of the Action Plan to other high education institutions and to gain resources and support from them. However, this fact undoubtedly entails a serious work overload for the expert permanently working on the implementation of the TRIGGER Action Plan at UDP.

2. Results evaluation

2.1. Number of planned beneficiaries/number of actual beneficiaries

The outputs of the analysis on the correspondence between the planned and the actual number of beneficiaries per single action are reported in the table below.

Table 20 - Comparison between intended and actual number of beneficiaries

Actions	Planned number	Actual number	Actual Number/Planned Number %
4.1.3. Training courses on equal opportunities and gender diversity management	45	23	51
4.1.4. Establishment and management of a network of referents for women/men equality in each department of the university	20	33	165
4.4.2. One-day training sessions on gender stereotypes for first-year students	1 900	1 900	100
4.8.2. International colloquium on gender studies and the situation of women in academic research	75 persons/day on 3 days	75 persons/day on 3 days	100
4.4.2. One-day training sessions on gender stereotypes for first-year students” extended to the first-year master students of USPC	10	40	400

Source: First evaluation grid - Action Plan n. 4

Overall, in two cases out of five, the two numbers coincide. In another two cases the actual number of beneficiaries exceeds the planned number (even significantly: 400% in the case of Action 4.4.2.) and only in one case (Action 4.1.3.) was the target not reached.

In the case of **Action 4.1.3.**, the target was missed, according to the team, because it turned out to be more difficult than expected to involve teachers and researchers serving as equality referents within the different organisational units, since they were extremely overloaded with work. As far as managers of the administrative staff are concerned, they were expected to be more numerous, but actually they appeared to be little concerned with equal opportunities.

The good level of involvement recorded in the case of Action **4.1.4.** is explained by the team mainly referring to the support given by the President to this action. Among other things, he also sent a personal email to the directors of each service/department to sensitize them about the network. This support was very effective.

Finally, the team remarked that participation in **Action 4.4.2.** was extremely good, notwithstanding it was not compulsory, such as for the first-year students. The team attributes this success not to the interest towards the training activity but to the effectiveness of the communication efforts made by the team, largely based on the use of social networks.

2.2. Type of intended beneficiaries/type of actual beneficiaries

The typology of actual beneficiaries fully matched those expected in four cases out of five. The **only exception was Action 4.1.3.** (training courses on equal opportunities and gender diversity management) where – as already remarked above – in addition to researchers, also human resources managers and equality referents were involved.

B. EFFICIENCY

1. Financial and administrative management problems

The team did not report any financial or administrative management problem.

2. Adequacy of the available funds

Funds were evaluated as adequate by the UPD team.

C. IMPACT

1. Subjective impact

1.1. Level of agreement on the activities

The UPD team was asked to assess the level of stakeholder agreement on the Action Plan.

The level of agreement was rated as **middle** (3 in a range of 1-5) as concerns the direct beneficiaries, managers and leaders of the organisation and the male component of the organisation, and **high** (4 in a range of 1-5) with reference to the managers and leaders of the target institutes.

1.2. Level of satisfaction

The level of general satisfaction with the activities of those concerned is generally positive (see the table below). Two out of 5 stakeholders expressed a middle level of satisfaction (3 in a range of 1-5) and 3 a high level of satisfaction (4 in a range of 1 to 5).

Table 21 - General degree of satisfaction with the activities

Concerned actors	1	2	3	4	5
Direct beneficiaries				X	
Managers/leaders of the organisation			X		
Male component of the organisation			X		
Core project team				X	
Internal Support Committee/board of the Action Plan (Extended team)				X	

Source: First evaluation grid - Action Plan n. 4

In the table below shows the degree of satisfaction for single actions included in the UPD Action Plan.

Table 22 - Satisfaction with the results of the actions implemented

Actions	DB	MC	CT	ET
4.1.1 Annual statistical analyses to assess respective situations of women and men among staff and students	NA	NA	4	4
4.1.2 Annual discussions in the central administrative/decisional council and locally in the targeted institutions	NA	NA	1	NA
4.1.3 Trainings courses on equal opportunities and gender diversity management	4	4	4	3
4.1.4 Establishment and management of a network of referents for women/men equality in each department of the university	3	NA	4	4
4.2.1. Establishment of a qualitative study to identify critical issues and promote internal discussion in the two participating organisations	5	NA	5	5
4.2.2. Establishment of a new rule giving priority for women in being awarded a sabbatical within the first two years after a maternity leave	NA	NA	1	NA
4.3.2. Establishment of new rules about gender turn-over in administrative and teaching responsibilities	NA	NA	1	NA
4.4.2. One-day training sessions on gender stereotypes for first-year students	4	3	5	5
4.4.3. Gender-unbiased language in all internal documents including job offers and in new student books	2	2	4	3
4.6.1. Annual statistics on recruitment broken down by gender	NA	NA	4	4
4.6.2. Annual statistics on women's publishing activities	3	2	4	4
4.8.2. International colloquium on gender studies and the situation of women in academic research	5	5	5	5

Legend

DB = Direct beneficiaries	MC = Male component	CT = Core team	ET = Extended team	NA = Not applicable
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Source: First evaluation grid - Action Plan n.4

Overall, in 15 cases out of 48, it was not possible to attribute a score (NA). In the remaining 33 cases, the level of satisfaction was assessed in 8 cases as very high (5 in a range of 1-5), in 13 cases as high (4 in a range of 1-5) and in 6 cases as middle. In 6 cases the degree of satisfaction was assessed as low or very low. In particular, the lowest level of satisfaction was reported for Actions 4.1.2., 4.2.2. and 4.3.2. These three

actions are in the group of actions mentioned above which have not been yet implemented because of reasons beyond the team's power. The level of satisfaction refers just to that expressed by the core team.

In order to clarify the allocation of the scores, the UPD team provided some more specific information about the single actions.

- **Action 4.1.3.** Even though the planned numbers of participants was not reached, the team reported very good feedbacks from the beneficiaries. In the case of the last training initiative, two-thirds of the participants declared they were very satisfied and one-third satisfied.
- **Action 4.1.4.** During the year, an increased involvement of the referents in the TRIGGER project has been reported. For example, in 2015, the referent of the Psychoanalytic Department proposed the establishment of a partnership with the team, while the referents for the Physics and Biology departments (target institutes of the Action Plan) have been very active and efficient in promoting the actions included in the AP.
- **Action 4.2.1.** The direct beneficiaries (teachers and researchers) of this study expressed satisfaction with the interest showed by the university administration in the critical issues related to work conditions dealt with in the qualitative study. The TRIGGER think tank⁷ is also very interested in this study and its results.
- **Action 4.4.2.** During the training, the level of participation (in terms of discussion and questions) and personal involvement displayed by the students was very high.
- **Action 4.4.3.** This action has been partially implemented. Generally, the team observed that a lot of internal UPD actors (administrative staff, teachers and researchers, students, top leaders, etc.) did not seem satisfied with this action since they considered it to be useless.

⁷ Two times a year, UPD gathers a reflection group composed of the members of the PEFH, heads of university (including, e.g., the president, the director for human resources and members of central councils), equality referents and heads of the two departments involved in the TRIGGER project and student representatives (16 persons all in all). Progress of the project is discussed and the members of the group give their advice on different subjects. They help the team in the information's spreading.

- **Action 4.8.2.** The top leaders of the *Communauté Sorbonne Paris Cité* (USPC) were very satisfied with the colloquium. Some good feedbacks from speakers and participants have been also collected by the team. They are also very interested in acquiring the conference proceedings and the video as soon as possible.

2. Objective impact

2.1. *Changes within the organisation*

Before mentioning the changes within UPD produced by the implementation of the Action Plan, the team reported one important event, which is **not due to the Action Plan, but is having a positive effect on it**. Thanks to a new law promulgated in 2014 concerning Higher Education in France, gender equality has been introduced as a goal for the university system. According to this law, an officer in charge for this issue is to be appointed in each university and central councils are to be balanced in terms of gender representation. Moreover, a decree promulgated in 2015 established that, in the hiring commission for teachers and researchers, the under-represented gender must make up 40% of the commission membership. Since March 2014, the membership of the UPD central councils is balanced from the gender point of view.

Coming back to the Action Plan, it has directly and indirectly contributed to promoting changes inside the organisation. One of them is that, for the first time, the UPD management launched an internal **debate on teleworking**, mainly on the basis of the activities conducted by the UPD team in this regard.

Some other changes concern the activation of **new programmes, actions or policies**. In this regard, the team reported the following.

- The Psychoanalytic Department proposed forming a partnership with the UPD team to develop two trainings on gender and violence against women. This proposal came from the equality referent of this department.
- Several awareness-raising actions (movie debates, exhibitions, theatre performances, etc.) were organized in collaboration with the culture service. These initiatives were promoted by the referent for equality in this service.

- In cooperation with colleagues involved in other European projects (EGERA, INTEGER), the team organised a Study Day on the involvement of the European Commission on gender equality through the funding of European projects.
- As a consequence of the activities promoted by the Action Plan on work-life balance, the university administration started an internal debate on the creation of a nursery at UPD.
- Finally, another change to be mentioned is the establishment of a new organisational unit dedicated to the fight against sexual harassment at the level of the *Communauté Sorbonne Paris Cité*.

In at least two cases, the team reported the **use of some of the outcomes** deriving from the implementation of the Action Plan **in other sectors of UPD**. In particular, the training for the first-year students has been extended to students studying for a masters at the *Communauté Sorbonne Paris Cité*. Moreover, the international colloquium carried out under Action 4.8.2., initially planned as a UPD activity, has been actually organised by all the universities affiliated to the *Communauté*.

Finally, **some actions started under the Action Plan have been continued even though this was not planned**. This is the case of the training for the first-year students (which is likely to be institutionalised), the training for master's students (which will be launched again in 2016) and the training targeting equality referents (a second session will be organised).

2.2. *Effects concerning the actors involved*

Considering the **positive** effects on the actors involved, the UPD reported the following points.

- The director of the PhD school of the *Communauté Sorbonne Paris Cité* asked the team to establish a partnership for an equality Action to be developed in the framework of an EC-co-funded project. The team defined the Action and will help to implement it.
- Strong support from the director of the PhD training centre has been given to the UPD team in order to implement the training for PhD students. He is also strongly involved in the TRIGGER project through the TRIGGER think-tank.
- Strong support to the team has also been given by the directors of Biology and Physics departments (which are target institutes of the Action Plan) for the

implementation of some actions, such as those involving the collection of statistical data (for example, Actions 4.6.1. and 4.6.2.) or the study of critical issues concerning work-life balance (Action 4.2.1.).

As for the **negative** effects, the team recorded some conflicts, resistance or lack of full cooperation from some university components. In particular, the following points have been highlighted.

- The involvement of top leaders in equality policies was not as strong as expected. This fact made it more difficult to implement some actions.
- Actions targeting only women, such as Action 4.7.1, generated negative reactions from some men who felt discriminated against. For this reason, the team decided to no longer develop actions open only to women.
- Strong opposition has been observed by the team from both actors and direct beneficiaries to the use of gender-neutral language.
- Difficulties have also been reported by the team in convincing the majority of the beneficiaries to participate in the actions proposed under the Action Plan because they did not understand the actual usefulness of these actions for themselves. This is especially true for trainings addressing staff.

2.3. Effects on gender equality/diversity not envisaged in the design phase

In describing the impact of the Action Plan, it is important to bear in mind the changing context in which the plan is implemented. Its impact, indeed, in certain cases is amplified, while in other it is lessened, by external circumstances.

With respect to **unplanned positive effects** of gender equality, the team underlines the great impact of the new law on gender equality in Higher Education, which was an important facilitating factor for the implementation of the Action Plan at UPD.

Another important factor was, undoubtedly, the constitution of the *Communauté Sorbonne Paris Cité*, which allowed the team to enlarge the scope of some key actions included in the Action Plan to other universities and research centres which are part of this federation.

Finally, the team highlighted the unexpected impact of one of the actions included in the UPD Action Plan, i.e. the constitution of the equality referents network, which strongly benefitted the Action Plan as a whole.

With reference to the **unplanned negative effects**, the team remarked the role played by two contextual elements.

The first was the impact of the public political and social debate presently occurring in France on issues like same-sex marriage, adoption of children by a same-sex couple, or the design of a national Action Plan on gender in the education sector. During this debate, gender studies were so criticized that some actors of the university were afraid to even use the word “gender” with reference to the Action Plan.

Another important factor was the change of university president. When the Action Plan was defined, the former president provided strong support to gender equality, while the new president, elected in 2014, is more cautious than the previous one.

2.4. Effects on non-gender-related organisational policies, measures or actions not envisaged in the design phase

Also in the case of the **unplanned positive effects on non-gender-related policies, measures or actions** at UPD, external factors made a strong impact on the Action Plan. The team, indeed, reported how the abovementioned law in Higher Education, adopted in 2013, also imposes the design of a policy to integrate disable people. The team seized this opportunity to implement actions on gender and disability.

Another effect derived from the creation of the *Communauté Sorbonne Paris Cité*, which allowed the team to find new funding sources to implement the actions included in the Action Plan.

Some **negative effects** have been also noticed. The election of the central councils’ members and the president of the university, as well as the implementation of the new law in higher education, changed the priorities of the institutional agenda, thus delaying the adoption of the new measures proposed in the Action Plan. Moreover, the team remarked that the bad financial and economic situation, also affecting research institutes, provided some university leaders with further arguments for not including gender equality as a priority for the institution.

2.5. *External relations and outreach*

As regards the **involvement of external players**, the team primarily underlined the strong contribution given by the *Communauté Sorbonne Paris Cité* (especially the universities of Paris 3, Paris 5 and Paris 13) to the implementation of the International Colloquium on gender studies and the situation of women in academic research (Action 4.8.2.), e.g., providing specific funds and participating in the scientific and organising committees.

Other important partners include the CNRS and Science Po, which contributed to the organisation and implementation of the Study Day on the involvement of the European Commission on gender equality through the funding of European projects.

Beyond that, the team also reported the importance of the partnership established with CPED (*Conférence Permanente des chargées de mission Egalité Diversité dans l'enseignement supérieur*), which is the national association for gender equality officers in French universities. This partnership **allowed many gender equality officers nationwide to know and use the statistical data collected under the Action Plan**. The opportunity was given by the participation of the UPD team in a meeting organised by CPED, where such data and, more in general, the Action Plan were presented. Moreover, thanks to this event organised by CPED, some of the actions (establishment of equality referents, first-year students' training, training on equal opportunities for the staff) are also reported to have been replicated in other institutions.

2.6. *Variations in the presence of women in different roles/positions*

No specific information about variations in the numbers of women in different roles and positions have been provided. This is due to the fact that official data for the year 2014-15 cannot be accessed until June 2015.

D. SUSTAINABILITY

As for sustainability-related issues, a set of facts have been highlighted by the UPD team.

First of all, **contacts** established with other external organisations could play a role in the future to ensure long-term sustainability to the Actions launched under the Action Plan. In this regard, the team mentioned:

- the collaboration established with CNRS and Science Po, in the organisation of the above mentioned Study Day on the involvement of the European Commission on gender equality through the funding of European projects;
- the strong links developed with the CNRS team involved with the EC-funded INTEGER project, for example, in spreading the training scheme on gender in research developed under TRIGGER;
- the links established with the French association “Women and Science”, especially in the case of the International Colloquium (the honorary president of the association was a member of the Scientific Committee of the event and organised one of the opening conferences) and in the Study Day on European projects.

Stable connections have also been established with **other institutions and networks involved in gender equality in different sectors** (science, industry, etc.). The following cases are to be mentioned here.

- **The equality network of the *Communauté Sorbonne Paris Cité***. This network is made up of gender equality officers from the 4 universities and the 4 research institutes of the *Communauté*. The 8 members are: CNRS, Science Po, Demographic National Institute, School of High Study in Health and Sociology, universities of Paris 3, Paris 5, Paris 7 and Paris 13. This network is coordinated by PEFH (which is also in charge of the UPD Action Plan), which proposes an Action Plan each year for the 8 members. For example, in 2015, PEFH proposed trainings for students, the international colloquium and research chairs in gender. A service against sexual harassment was also defined.
- ***Conférence Permanente des chargées de mission Egalité Diversité dans l'enseignement supérieur (CPED)***. Historically PEFH is one of the founding members of this association, created in 2011. Since then, PEFH has been deeply engaged with

this association, whose objective is to set up and exchange good practices among universities. As PEFH is the only service on gender equality established in a French university, a lot of the Actions carried out at UPD have become reference experiences and have been replicated in other universities.

- **UN Women (United Nations Entity for Gender Equality and the Empowerment of Women), French Office.** UN Women has had an office at UPD since September 2013. This circumstance greatly helped create strong links between this entity and PEFH. Two events were co-organised, i.e., a movie debate on violence against women and a video contest for French students (also in collaboration with the Hubertine Auclert Centre), established in the framework of the UN Women campaign “HeforShe”, aimed at involving men in gender equality.
- **Laboratoire de l’Egalité (Equality Laboratory).** The main mission of this association is that of lobbying for the inclusion of gender equality in different sectors. This organisation, too, has had an office at UPD since 2013. Both UN Women and the *Laboratoire de l’Egalité* probably decided to locate their office at UPD because of the acknowledged commitment of the university on gender equality. The *Laboratoire* was involved in the Study Day on gender equality in High Education. When representatives of the *Laboratoire* met the French Minister of Higher Education, the UPD team provided advice on measures to be proposed to her.

Important contacts have also been established with the French Ministry of Higher Education and with single members of the UPD Central Councils.

Another important aspect concerning sustainability is **access to new economic, material and human resources**. In this regard, the UPD team reported the contribution (100,000 euros) given by the *Communauté Sorbonne Paris Cité* for implementing actions included in the UPD Action Plan when they are extended to institutions which are part of the *Communauté* (this was the case, for example, of the International Colloquium).

The **institutionalization of actions** promoted under the Action Plan has been also reported. This is the case of trainings targeting PhD students and administrative staff, which have been implemented in connection with the Centre of PhD Students’ Training and the Human Resources Training Office, two existing facilities devoted to training at UPD. Now, such trainings are part of the training activities offered by these structures.

There are other actions that are expected to be institutionalized once they are adopted by the central councils. We are referring in particular to:

- a new rule giving priority to women in awarding sabbaticals within the first two years after a maternity leave (Action 4.2.2.);
- a new rule about gender turnover in administrative and teaching responsibilities (Action 4.3.2.);
- the adoption of a gender-unbiased language in all internal documents including job offers (Action 4.4.3.);
- a new rule ensuring the presence of at least 40% of the under-represented gender in most important decisional meetings (Action 4.7.2.).

E. RELEVANCE

1. Changing scenarios and adapting plans

Some actions have been modified in order to adapt them to changes occurred within the institution so that they remain relevant to the **general needs of the University**. The UPD team reported the following cases.

- **Action 4.1.3.** The training activities originally targeting only researchers have also been extended to HR managers and equality referents.
- **Actions 4.1.2., 4.2.2., 4.3.2., 4.7.2. and 4.7.3.** These actions – implying the adoption of new rules by the Central Council – have been modified and delayed in order to leverage the results of the qualitative and quantitative studies, thus finding new arguments for their adoption as well as waiting for the election of council members and the new president of the university.
- **Action 4.2.3.** Also in this case, the action – concerning the promotion of homeworking – was modified and postponed to leverage the result of the action 4.2.1.
- **Actions 4.5.1. and 4.5.2.** These actions were postponed due to the Action Plan overloaded schedule.

In general, the **Action Plan is considered by the team still fully relevant** to the needs of UPD, the needs of work-life balance within the organisation and those of the wider territorial area and innovation system UPD belongs to.

The following elements can be mentioned in this regard.

UPD strongly supports gender studies, with about 20 teachers/researchers working on gender issues in different departments (sociology, history, geography, letter, languages).

Since the beginning of the TRIGGER project, **links with teachers/researchers on gender became increasingly stronger**. Before the activation of the Action Plan, the majority of actions promoted by PEFH were more focused on equality than on gender in research. The reinforcement of these links with teachers/researchers on gender is illustrated by the proposal made to PEFH for collaboration on different initiatives (participation in study days, training partnerships, etc.). The ease with which gender trainings promoted under the Action Plan have been institutionalized (being now registered in the official catalogue of the training centres for PhD students) shows that there is a real need for this topic.

The strong support to the Action Plan by UPD staff is also to be underlined. For example, the Scientific Committee of the International Colloquium on Women in the academic world was made up of well-known gender teachers and researchers, who also coordinated the opening conferences. In addition, the importance of the study on work-life balance has been approved by gender teachers/researchers and by department leaders.

2. Negotiation in action

The UPD team is involved in many negotiation activities.

Institutional negotiations have been playing a pivotal role in the implementation of the Action Plan. This type of negotiation is particularly important in the cases of actions aimed at introducing new rules (Actions 4.1.2., 4.2.2., 4.3.2., 4.7.2. and 4.7.3), to be adopted by the Central Council. Institutional negotiations are taking place also in connection with the replication of part of the Action Plan in other research institutions

and universities affiliated to the *Communauté Sorbonne Paris Cité* (which represents an important step towards increasing both the impact and the sustainability perspectives of the Action Plan). Moreover, institutional negotiations with some UPD units (HR Training Office and the Centre of PhD Students' Training) have already agreed to the institutionalisation of some training actions promoted under the Action Plan. The interaction with these units, the central councils and the *Communauté* may turn out to be even more important, considering that institutional support from the UPD Presidency seems to be weaker than initially expected. Furthermore, continuous internal negotiation with different players – representing scientific and administrative personnel at various seniority levels – had already been taking place even before the actual start of the TRIGGER project, so making possible the creation of new institutional arrangements, both inside the UPD, such as the network of equality referents, and outside it, e.g., extending the coordination of the officers in charge of equality to different institutions belonging to USPC.

With respect to **interpretive negotiation**, it seems to be particularly important to take into account the widespread tendency of university staff members and leaders to overlook, if not to deny, the relevance of gender equality issues. In this regard, it should be noted that there is resistance and conflict over the implementation of the Action Plan, the tendency of men to negatively react to actions targeting women only or the difficulties met by the team in involving the beneficiaries of the Action Plans. Another important issue addressed through interpretive negotiation has been that of affirming the full capacity and legitimacy of PEFH to conduct research activities on gender-related issues at UPD, also by involving other teachers/researchers as reviewers of scientific findings. All this suggests that, overall, notwithstanding a very favourable national context, the climate at UPD is not so culturally favourable for the promotion and implementation of an Action Plan fully devoted to gender equality. In this framework, the annual collection of statistics (Actions 4.1.1., 4.6.1., 4.6.2.) and the qualitative study (4.2.1.), as well as the dissemination of the results, starting with their presentation to the president of UPD, are playing, and will play even more in the future, an important role in changing the perception of gender issues within the university.

As far as **symbolic negotiation** is concerned, a key step has undoubtedly been the organisation and implementation of the International Colloquium on gender studies and the situation of women in academic research. On the one hand, this event increased the visibility of the Action Plan within the university. On the other, it gave the team the opportunity to play a visible role also within the *Communauté Sorbonne Paris*

Cité. In this same light, other cooperation relationships established by the team with external bodies (*Laboratoire de l'Égalité*, INTEGER-CNRS team, CNRS, Science Po, “Women and Science”, CPED, UN Women) are expected to increase TRIGGER visibility and mobilisation capacity.

Finally, as far as **operational negotiations** are concerned, mention should be made of the deep involvement of the equality referents with the Action Plan, which is remarkably and unexpectedly facilitating the implementation of various actions and of the leaders of the departments concerned, who committed themselves to finding solutions to methodological and practical problems (e.g. encouraging answers to the questionnaires on work-life balance or finding a way to analyse the dynamics of women publications in Physics, in the absence of gendered statistics). Besides, it should be noted that to ease the implementation of the planned activities and to avoid possible conflicts with administrative and technical offices not directly engaged in the project, the team members have carried out organisational and logistic tasks far beyond their duties.

F. FINAL CONSIDERATIONS

1. Observations of the Action Plan team

After reflections and the experience of more than one year in this project, we realized we were too ambitious! Indeed 28 actions have been activated. It is very difficult to respect the schedule working in good conditions. If we have to renew this experience, it would be more realistic to focus on about 15 actions.

2. Observations of the evaluation team

Considering the reporting period as a whole, the outputs emerging from the evaluation exercise can be actually considered to be promising, even though some **obstacles** can be singled out.

As for **effectiveness**, some problems were found at the implementation level (20% of the actions were delayed and 30% were partially implemented). However, it was decided to postpone the actions following a strategic approach and with the aim of adapting the actions concerned to the institutional changes affecting the organisation (due to the implementation of the new national law on higher education). It is also true that - as stressed above by the UPD team – there were too many actions included in the Action Plans for the available human resources, taking into account also that the PEFH (the unit in charge of AP implementation) is also engaged in gender issues within the *Université Sorbonne Paris Cité*. This aspect is likely to become more problematic in the future. However, it should be noted that, up to now, the the team has fully complied with internal procedures and deadlines, and the number of beneficiaries is, overall, more than satisfactory.

No problems may be mentioned as regards the **efficiency** of the Action Plan.

As for the **impact** of the activities, the level of agreement and of satisfaction can be improved, even though they are already more than acceptable. As said above, the cultural context in which the Action Plan is being implemented is surely not so positive and conflicts and resistance have been recorded, also due to the national political debate on gender culture. With respect to the objective impacts, some events (such as the launch of internal debates on teleworking and on the creation of a nursery inside the university or the establishment of a new unit to combat sexual harassment within the *Communauté Sorbonne Paris Cité*) let us be quite optimistic. Many effects on the actors involved (both positive and negative) have also been recorded, as well as unplanned gender-related and non-gender-related effects (again positive and negative).

As for **sustainability**, the role played by the team within the *Communauté Sorbonne Paris Cité* and the mobilisation of the equality referents are probably the most significant elements to have emerged so far. Besides this, also the many contacts with external bodies established by the team are an important aspect to take into consideration. The institutionalisation of some training activities is another remarkable fact to be mentioned.

Finally, the degree of **relevance** of the Action Plan seems to be good. A key role has been played by institutional negotiations, which are allowing the team to gain institutional recognition within both UDP and the *Communauté*. More efforts are likely to be required in future (especially through broad interpretive and symbolic

negotiations) to modify the overall attitude of staff and leaders towards gender issues, which are far from being considered a priority for the institution.

CHAPTER SIX
**Universidad Politécnica de Madrid –
Action Plan n. 5**

A. EFFECTIVENESS

1. Process evaluation

1.1. *Planned activities/implemented activities*

During the reporting period, the team at the Universidad Politécnica de Madrid has and implemented fully and on time all the 13 actions included in the Action Plan, as shown in the table below.

Table 23 - Actual implementation of the actions – First year

Actions	Implementation of the planned activities		Respect of deadlines Yes or No, comments
	Yes	No	
5.1.1. Research study on women at UPM (first/final)	X		Yes
5.1.2. Network of UPM women researchers	X		Yes
5.1.3. Permanent training courses on Equal Opportunities	X		Yes
5.1.4. Seminars on women in science and technology	X		Yes
5.1.5. Guidelines for implementing protocols on bullying and sexual harassment	X		Yes
5.1.6. Disseminating information on the work of the Equality Unit	X		Yes
5.3.1. Mentoring programmes	X		Yes
5.4.1. Monitoring and fighting sexist language	X		Yes
5.5.2. Experimental incorporation of gendered contents in existing courses	X		Yes
5.6.1. Web spaces	X		Yes
5.7.1. Review of University norms	X		Yes
5.8.1. Proposal of women candidates for honorary degrees	X		Yes
5.8.2. Disseminating women's publications	X		Yes

Source: First evaluation grid - Action Plan n. 5

1.2. Compliance with internal procedures and deadlines

Deliverables

No specific problems or significant delays have been reported in the preparation of the deliverables due in the report period.

Technical assistance: monitoring, on-site visits, transmission of documents and information

The activities related to technical assistance (such as bilateral monitoring sessions and annual on-site visits) have been carried out. The team also provided ASDO with all the documentation and information needed to duly conduct technical assistance.

The first on-site visit took place on April 1st 2014. The second is to be arranged by the end of 2015.

Evaluation

The team complied with the request for information needed to develop the evaluation of the Action Plan.

1.3. Actual execution of the assigned tasks

So far, the team has carried out the assigned tasks without any particular problem.

An organisational question which emerged during the report period regarded how to deal with the absence of one of the team members during her maternal leave. To avoid any delay in the implementation of the Action Plan, the person concerned completed in advance part of her work before the leave. In case of future problems, a temporary redistribution of tasks among the team members is already envisaged.

Another issue was the implementation of activities in two out of the four centres involved with the Action Plan. In these centres, the two team members (who are working on a voluntary basis) are carrying out the assigned tasks very well. However, they are heavily overloaded with work, a fact which prevents them from finding

additional time to devote to the project. This may be problematic in the future when additional efforts are likely to be required.

2. Results evaluation

2.1. Number of planned beneficiaries/number of actual beneficiaries

The following table offers a comparison of the planned and the actual number of beneficiaries (for actions where comparison is meaningful).

Table 24 - Comparison between planned and actual number of beneficiaries

Actions	Planned Number	Actual number	Actual Number/Planned Number %
5.1.1. Research study on women at UPM (first/final)	40	40	100
5.1.2. Network of UPM women researchers	NA		
5.1.3. Permanent training courses on Equal Opportunities	40	60	150
5.1.4. Seminars on women in science and technology	40	40	100
5.1.5. Guidelines for implementing protocols on bullying and sexual harassment	NA		
5.1.6. Disseminating information on the work of the Equality Unit	Web-all UPM	Web-all UPM	
5.3.1. Mentoring programmes	15	30	200
5.4.1. Monitoring and fighting sexist language	NA		
5.5.2. Experimental incorporation of gendered contents in existing courses	12+30	12+30	100
5.6.1. Web spaces	All UPM	All UPM	
5.7.1. Review of University norms	NA		
5.8.1. Proposal of women candidates for honorary degrees	1	2	200
5.8.2. Disseminating women's publications	NA		

Source: First evaluation grid - Action Plan n. 5

The comparison between the planned and the actual number of beneficiaries provides a positive picture: in three cases out of six the actual number exceeded those planned and in the remaining three cases the two numbers coincide.

2.2. Type of intended beneficiaries/type of actual beneficiaries

No meaningful difference has been reported with respect to the types of expected beneficiaries and the types of actual beneficiaries.

B. EFFICIENCY

1. Financial and administrative management problems

No specific problem related to the financial or administrative management of the Action Plan has been mentioned by the team.

More funds are likely to be necessary in order to ensure a better dissemination of the Action Plan on the web in Spanish. In fact, an increasing need to effectively address the university community and the wider Spanish-speaking national STEM community clearly emerged during the report period. Since the budget allocated for travel expenses proved to be in excess of actual needs, the team intends to move a small part of the funds from the heading “travel” to the heading “communication”.

2. Adequacy of the available funds

According to the team, the available funds were adequate for the needs of the Action Plan.

C. IMPACT

1. Subjective impact

1.1. Level of agreement on the activities

The table below summarises the level of **agreement** among the different players with the aims, philosophy and setting of the actions they were involved in.

Table 25 - Agreement with the activities

Concerned actors	1	2	3	4	5
Direct beneficiaries					X
Managers/leaders of the organisation					X
Male component of the organisation			X		
Other involved actors: Human Resources Department					X

Source: First evaluation grid - Action Plan n. 5

As we can observe, 3 actors out of 4 expressed a very high level of agreement (5 in a range of 1-5) while the remaining one a middle level of agreement (3 in a range of 1-5).

1.2. Level of satisfaction

The overall levels of satisfaction with the Action Plan as a whole are reported in the table below. As may easily be observed, as many as 5 players out of 6 are reported to express a very high level of satisfaction.

Table 26 - Agreement with the activities

Concerned actors	1	2	3	4	5
Direct beneficiaries					X
Managers/leaders of the organisation					X
Male component of the organisation			X		
Core project team					X
Internal Support Committee/ board of the Action Plan (Extended team)					X
Other involved actors: Human Resources Department					X

Source: First evaluation grid - Action Plan n. 5

The **breakdown of the satisfaction levels by action** is summarised in the table below.

Table 27 - Satisfaction with the results of the actions implemented

Actions	DB	MC	CT	ET
5.1.1. Research study on women at UPM	5	4	5	5
5.1.2. Network of UPM women researchers	NA	NA	5	NA
5.1.3. Permanent training courses on Equal Opportunities	5	4	5	5
5.1.4. Seminars on women in science and technology	5	5	5	5
5.1.5. Guidelines for implementing protocols on bullying and sexual harassment	NA	NA	5	5
5.1.6. Disseminating information on the work of the Equality Unit	5	5	5	5
5.3.1. Mentoring programmes	5	5	5	5
5.4.1. Monitoring and fighting sexist language	3	3	3	3
5.5.2. Experimental incorporation of gendered contents in existing courses	5	4	5	5
5.6.1. Web spaces	5	4	4	4
5.7.1. Review of University norms	4	3	5	5
5.8.1. Proposal of women candidates for honorary degrees	5	5	5	5
5.8.2. Disseminating women's publications	NA	NA	NA	NA

Legend

DB = Direct beneficiaries	MC = Male component	CT = Core team	ET = Extended team	NA = Not applicable
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Source: First evaluation grid - Action Plan n. 5

As shown in the table, the level of satisfaction appears to be very high (5 in a range of 1-5) in 31 cases out of 52, high (4 in a range of 1-5) in 7 cases and middle (3 in a range of 1-5) in 5 cases. Action 5.4.1. (Mentoring and fighting sexist language) is the one with the lowest reported level of satisfaction.

The Team provided some useful information to interpret the information given in the table above.

- As for **Action 5.1.2.**, only the level of satisfaction expressed by the team has been considered, since the action is still in its early stages. Providing information about the satisfaction of the other stakeholders is, therefore, inappropriate at present.

- **Action 5.1.3.** was very well accepted by all components, especially top managers, with some exceptions in the middle management.
- With respect to **Action 5.1.5.**, the degree of satisfaction expressed by beneficiaries and the male component of the institution could not be reported since the guidelines for implementing protocols on bullying and sexual harassment are still to be disseminated.
- With regard to **Action 5.4.1.**, as we said above, this action turned out to be particularly difficult to carry out because of its intrinsic complexity as well as the widespread resistance it generated in diverse stakeholders, including women. Such an action deals with a very sensitive and deep issue and, therefore, it will take time to see to what extent this action will be able to modify the language adopted within the institution.
- As for **Action 5.5.2.**, the team reported that the attitudes of the students and of many professors was good. Within the male component, someone showed a very high level of satisfaction while others some forms of dissatisfaction, which however has been rarely overtly expressed.
- With regard to **Action 5.6.1.**, the team considers the level of satisfaction more than satisfactory. Nonetheless, the team also expressed the need to urgently activate a website in Spanish addressing the Spanish-speaking audience.
- **Action 5.7.1.** has been undoubtedly successful so far. However, the team notices that reviewing university rules has also been triggered some negative reactions, especially in the male component of the university, as well as surprising opposition also from women.
- As for **Action 5.8.1.**, a high level of satisfaction has been reported by all the stakeholders involved. The only obstacle was that the person selected to receive the honorary degree - an outstanding architect resident in the USA – was unable to travel to Spain for the ceremony because of her advanced age.

- Finally, as for **Action 5.8.2.**, the team highlighted that this action is in its initial stages and therefore it was impossible to assess the degree of satisfaction in this case.

2. Objective impact

2.1. *Changes within the organisation*

Some changes occurred within the organisation as a consequence of the implementation of the Action Plan at UPM.

With respect to the **introduction of organisational, regulatory or procedural changes** aimed at facilitating women's access to leadership, the team reported the establishment by the rector, in March 2015, of a committee to draft a gender equality plan for the university. The committee, which has its own office space in the Rectorate building, includes representatives of different university centres. Membership of the committee was designed to include, as far as possible, different generations and career levels of the university staff. Three vice-rectors are members of the committee. The Action Plan of the TRIGGER project will be the core of the gender equality plan and one of the team members acts as Committee Secretary. Three meetings were in the report period and the drafting process is expected to be completed by October 2015.

The creation of this committee is evidently supposed to **foster changes in the current policies and procedures** of UPM and will probably provide the basis for the **activation of new programmes** modelled on the TRIGGER Action Plan.

2.2. *Effects concerning the actors involved*

As for the effects on the actors involved, the team reported some **negative reactions** by professors and managers (especially male) about the effort made through the Action Plan to raise awareness among staff and leaders on the need to ensure gender balance in the composition of the evaluation committees in charge of hiring and promotion. Guaranteeing such a balance is a requirement in Spain, established by law in 2007. However, this rule is still largely not applied. This is mainly due to fact that applying this rule may change the present power configurations within the institutions

(including UPM), causing many leaders to lose their control over the hiring and promotion processes.

At the same time, mention should be made of the **active engagement of the rector** on gender issues and in support of the Action Plan as well. This is evidently not only an effect of the TRIGGER project. However, it is likely that the start of the project at UPM helped facilitate and reinforce this engagement.

2.3. Effects on gender equality/diversity not envisaged in the design phase

With reference to non-envisaged effects of the Action Plan on gender equality, the team noticed, especially within the new committee to establish the university gender equality plan, an unexpectedly **very supportive attitude from the male members**. Actually, only one member (a woman) displayed very little collaborative behaviour.

Overall, the team reported a very positive response from high ranking men in the University Rectorate. They are aware of the importance of gender and how promoting women's involvement in engineering is very positive for the university.

2.4. Effects on non-gender-related organisational policies, measures or actions not envisaged in the design phase

The team did not find any unintended effect concerning non-gender-related organisational policies, measures or actions.

2.5. External relations and outreach

Many dissemination activities concerning the Action Plan have also been carried out outside the university (in this regard, UPM TRIGGER activities were presented in international meetings in Turkey, Greece, Romania and Austria) and important relations have been established with external bodies. This is all referenced in the blog.

In particular, the following points can be mentioned.

- Some team members, as part of the UPM, are leading a **group on gender equality involving the four engineering universities in the country**, respectively based in Barcelona, Madrid, Valencia and Cartagena. The group is presently discussing how to work together on these issues and to exchange experiences. This also includes sharing practices emerging from the TRIGGER project.
- Another important external relationship is the one established with one of the candidates for the next election at the presidency of the **National Association of Architects**. He is a member of UPM who has so far been very supportive of the Action Plan and strongly committed to gender equality issues. There is an agreement according to which, in case of election, a gender equality programme within the association will be launched with the support of the UPM team.
- A recent **international conference of architects** allowed the team to organise a panel on gender equality. This made it possible to establish many new contacts which could pave the way to new cooperation programmes.

Moreover, according to the team, **some outputs of the Action Plan have already been used outside the university**. This is the case of the statistical data produced under the Action Plan, which are reported to be used, not only by external university bodies, but, in some cases, also by private engineering companies. In particular, one of the largest Spanish companies working especially in the energy sector contacted the team for some explanations about the statistics developed in the framework of the Action Plan.

2.6. Variations in the presence of women in different roles/positions

The team did not report any variation in the number of women in different roles and positions in the report period.

D. SUSTAINABILITY

With respect to contacts and links with other national and international networks, associations and bodies in order to **access further human, material or economic resources**, the team highlighted the relations established with the Conference of

European Schools for Advanced Engineering Education and Research (CESAER), a European association the UPM is part of. The team contacted a researcher who conducted a research project on women in the universities affiliated to CESAER in order to create a group of universities able to participate in a H2020 call. This would possibly allow the team, in the medium term, to access additional resources.

Moreover the team is obtaining from the university management permission for one permanent technical staff member to be assigned to the committee in charge of drafting the gender equality plan. This new staff member will also be engaged in the implementation of the Action Plan.

The team underlines the **importance of the Committee as a counterpart for the team**. In fact, many of the actions at present included in the TRIGGER Action Plan are supposed to be embodied in the future gender equality Action Plan directly managed by the university, thus allowing these actions to be fully institutionalised.

E. RELEVANCE

1. Changing scenarios and adapting plans

No relevant changes have been introduced in the Action Plan, which the team assesses as still fully relevant with the general needs of the organisation, the needs in terms of gender diversity management, and those related to work-life balance at UPM. With respect to this latter issue, it should be noted that, because of the economic crisis, previously existing measures in support of work-life balance have been suppressed. This is making the actions aimed at promoting work-life balance even more necessary now.

2. Negotiation in action

With reference to negotiation processes, the role played by **institutional negotiations** seem to be particularly important. Indeed, since the very beginning of the activities, the team have been in talks with the UPM governance, including the rector,

the vice rectors and the heads of different schools, who were involved in launching the project at central level. The project was presented as a way to implement the national policy of gender equality in science at university level, which remains largely unapplied. High level institutional negotiation has been constant. Among the issues dealt with, we can mention here the opportunity to start a course on gender planning (already planned 5 years ago) and then successfully activated for the Master of Architecture, and the creation of institutional and practical conditions for establishing a new chair on gender, innovation and sustainability (Action 5.5.1), which is likely to be sustained by the L'Oreal funds. Subsequently, this kind of negotiation led to the establishment of the committee in charge of drafting the gender equality plan, which is now proceeding to develop this plan. As said above, the role of the committee may turn out to be pivotal for the institutionalisation of part of the actions now included in the TRIGGER Action Plan. Institutional negotiations are playing an important role also in the case of Action 5.6.1, which is aimed at reviewing the rules adopted by the university to make them more gender-sensitive. Actually, introducing new regulations is particularly difficult since they tend to also modify the power relationships inside the organisation.

Some important **interpretive negotiation**-oriented activities are being carried out by the team. Perhaps, the most relevant among them is the research study on women at UPM (Action 5.1.1.), which allowed a reliable and comprehensive picture of the women's situation to be drawn. The report has been well received (it is noteworthy that on the occasion of the presentation of the report, the rector announced his decision to start a gender Action Plan at UPM) and its results have also been used outside the university. Other actions entailing interpretive negotiation are those aimed at establishing permanent training courses on equal opportunities (Action 5.1.3.) (which are also expected to modify the way in which gender issues are perceived) and the guidelines for implementing protocols on bullying and sexual harassment (Action 5.1.5.) (if only because they draw attention to a problem which is often overlooked or even denied). However, it is also clear that modifying how the staff and leaders perceive women is a long-term process, especially in the case of technical universities, which traditionally do not offer a friendly working environment for women. Moreover, actions supporting interpretive negotiations typically generate conflicting reactions and sometimes overt resistance. This has been the case, for instance, of the attempt to discuss bullying and harassment at UPM, which resulted in negative feedback from different interlocutors, namely the Communication Department and some other high ranking officers. Hence the need to increase efforts towards an intensification of this kind of negotiation, targeting both the staff and leaderships.

Similar considerations might be made about **symbolic negotiations**. Undoubtedly, the team activated diverse actions entailing this kind of negotiation. We can mention here:

- the dissemination of information on the work of the Equality Unit (Action 5.1.6.), shedding light on a longstanding work that is often scarcely recognized;
- monitoring and combating sexist language (Action 5.4.1.), intended to highlight the hidden factors of inequality entailed by the unconscious use of stereotypical languages and images both inside and outside the UPM;
- the development of web spaces (5.6.1.), aimed at spreading the word about TRIGGER activities and results;
- the proposal of women candidates for honorary degrees (5.8.1.), trying to reverse the underrepresentation of women's excellence.

As suggested by the reports made by the team, it is not rare for symbolic negotiations to produce contrasting reactions and more or less overt opposition (as was the case when the very limited numbers of women in the promotional videoclip to attract more students at UPM was underlined by the Gender Unit), as they come to touch on consolidated power relations and cultural representations. However, the visibility of the Action Plan is clearly increasing over the time.

With respect to **operational negotiations**, it should be noted that the team generally succeeded in keeping control over the actual implementation of the decisions taken at university level deriving from the Action Plan, and were also able to put in place practical arrangements to implement future activities (e.g. the location of the future new chair on gender, innovation and sustainability in an office in the rector's building). It should be borne in mind that the current TRIGGER team leader at UPM, during the target period, resigned her previous mandate at the Ministry of Economy, where she was in charge of the unit for gender and science. This decision strengthened the team and its authoritativeness, as well as its capacity to act. Moreover, it is worth mentioning the leading role played by the team within the committee established for developing the university equality plan, acting also as the Committee Secretariat, which could have relevant positive effects also in terms of operational negotiations.

F. FINAL CONSIDERATIONS

1. Observations of the Action Plan team

No general observations have been provided by the UPM team.

2. Observations of the evaluation team

The information collected throughout the report period and information provided directly by the team allowed an overall picture to be built of the implementation of the Action Plan at UPM. This picture is undoubtedly positive, although the various challenges which are still to be addressed (such as rendering the working environment more friendly for women and altering the dominant perception which leads to overlooking or denying the relevance of gender issues within the institution and in scientific practice as well).

Considering the Action Plan in terms of **effectiveness**, we can easily notice that all the activities were performed on time, without any exception. The actual number and types of beneficiaries correspond to those originally planned.

No problems of **efficiency** were signalled by the team.

With respect to **impact**, information on the level of agreement and that of satisfaction are more than positive. Evidently, in some cases – as we have already observed above – the actions activated negative reactions and resistance, which were even expected, at least to a certain extent. This tendency has been mainly observed in case of actions geared to modifying well-established representations of women (such as in the case of Action 5.4.1. - Monitoring and fighting sexist language), those aimed at introducing new rules (as in the case of Action 5.7.1. – Review of University rules) or, to a lesser extent, those focused on the use of sex and gender as variables to be applied in scientific practice (this is the case of Action 5.5.2. - Experimental incorporation of gendered contents in existing courses). Speaking of objective impacts, the most relevant elements include the creation of the committee to draft the university gender equality plan (which is potentially a step that can greatly accelerate the pace of change within the institution) and the establishment of cooperation relationships between the

team and some influential external players, including the network of the four Spanish engineering universities and the National Association of Architects. For the years to come, project impacts could be reinforced by bottom-up strategies, integrating the top-down strategies already in place, through the full activation of the UPM network of women researchers.

The creation of the above mentioned committee could play a key role also in terms of **sustainability**. In fact, the establishment of a university plan on gender is likely to pave the way for a rapid consolidation and institutionalisation of some of the actions presently implemented under the TRIGGER Action Plan.

Finally, the **relevance** of the Action Plan with the needs and actual dynamics of UPM as regards gender diversity management, work-life balance and general needs of the institution, appears to be confirmed and even strengthened.