



G.A. 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'**  
**FP7-SCIENCE-IN-SOCIETY-2013-1**

Deliverable D6.1

### **Monitoring schemes**

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Duration: 48 months

Organisation name of the WP leader:

ASDO

Organisation name of lead contractor for these deliverables:

ASDO

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



# TRIGGER

**TRansforming Institutions by Gendering contents  
and Gaining Equality in Research**  
(G.A. No. 611034)

## MONITORING SCHEMES

ASDO

*March 2014*

## Institutional framework

The TRIGGER project has been funded by the European Commission under the 7<sup>th</sup> Framework Programme, with co-funding from the Italian IGRUE (Inspectorate General for Financial relations with the European Union, Ministry for Economy and Finance). The topic it responds to: “**Supporting changes in the organisation of research institutions to promote Gender Equality**” (SiS. 2013.2.1.1-1) actualises the shift in focus progressively introduced by the Commission from women scientists to research organisations and universities as the main targets of actions aimed at supporting gender diversity in science and technological innovation, and devotes a particular attention to the integration of gender in curricula and research content.

In this framework, the TRIGGER project has been designed with the general aim of consolidating the many and valuable results of the process initiated by the EC since more than ten years now in the domain of gender and science, and contributing to take this same process one step further, also in the perspective of the Horizon 2020<sup>1</sup> purpose of implementing actions to remove barriers preventing women from pursuing successful scientific careers. TRIGGER original contribution is defining and testing, in 5 S&T organisations, a new Integrated Model to produce deep, systematic and long-lasting change in scientific and technological organisations, coherently and innovatively combining the most promising notions and tools developed along the way, also taking advantage from the fact it is participating to what is already the fourth wave of structural change initiatives launched by the EC. The challenge the project chooses to undertake is consequently that of translating an advanced set of gender-equality oriented policies and approaches into widespread social action, that is, into concrete, active and daily support to change at all levels, affecting the ordinary functioning and daily behaviour of people at the 5 involved organisations, thus initiating (“triggering”) self-sustained and durable change processes.

The TRIGGER Consortium is constituted by the following partners:

1. **Department for Equal Opportunities**, Presidency of the Councils of Ministers (Italy, Co-ordinator);
2. **ASDO** (Italy);
3. **University of Pisa - UNIPI** (Italy);
4. **Vysoka Skola Chemicko-Technologicka V Praze - VSCHT** (Czech Republic);
5. **Institute of Sociology of the Academy of Sciences or the Czech Republic Public Research Institution - ISAS CR** (Czech Republic);
6. **Birkbeck College, University of London - BBK** (United Kingdom);
7. **Université Paris Diderot, Paris 7 - UPD** (France);
8. **Universidad Politecnica de Madrid - UPM** (Spain).

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<sup>1</sup> See European Commission (2011). *Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. Horizon 2020 - The Framework Programme for Research and Innovation*, Brussels, 30.11.2011.

Among the first important accomplishments of the project, to be delivered by the third month (March 2014), is the format of the monitoring schemes of the five Action Plans (part of the deliverable D.6.1). **Monitoring schemes**, i.e., forms to be used to collect updates on the operations being implemented, represent the main tool for the practical implementation of the monitoring sessions foreseen under bilateral technical assistance activities, to be performed under work package 6.

## **From detailed planning to monitoring schemes**

The monitoring schemes have been developed on the basis of the results of other preliminary tasks, and in particular the drafting of the provisional version of Detailed Plan of all project activities (for the final version see deliverable 9.1 foreseen on M6). The detailed planning, in fact, is the starting point for the **monitoring of the Action Plans**.

Within the Detailed Plan, chronograms have been drafted covering all the activities foreseen in the work packages. In the chronograms, all activities and actions that are the object of monitoring have been broken down into “**Minimum Control Units**” (MCU), i.e., operations that must be performed and deadlines that must be met, according to a standardisation process implemented on the basis of common and shared criteria.

Monitoring and **monitoring schemes are therefore based on Minimum Control Units**, maintaining all reference numbers at the different levels (tasks, actions, sub-actions, etc.) which have been assigned in the Detailed Plan, so to have homogeneous control tools.

Overall, **630 MCUs have been identified only as concerns the actions starting in the first year** (66 actions out of the total 103 in the 4-year lifespan of the TRIGGER project), unevenly distributed among the Action Plans, in consideration of their different characteristics and the different timing of their actions:

- 114 for the Action Plan at UNIPI;
- 206 for the Action Plan at VSCHT;
- 46 for the Action Plan at BBK;
- 142 for the Action Plan at UPD;
- 122 for the Action Plan at UPM.

On average each action, for year 1, has been broken down into slightly less than 10 MCUs.

## The structure of the monitoring schemes

### *Actions included*

For each Action Plan, a monitoring scheme has been developed including all actions preliminary broken down into control units, i.e., all actions starting in the first year (this procedure will be replicated each year).

Therefore, 66 actions out of 103 are included in current monitoring schemes (year 1), which are listed below.

#### UNIPI (14)

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- Action 1.1.1. - Creation of Delegate of the Rector in Gender Studies & Equal Opportunities
- Action 1.1.2. - Supporting the National Conference of Italian University of Equality Bodies (CoNaEB) to promote gender aspects of research
- Action 1.2.1. - Satisfaction survey with existing services and integration plan
- Action 1.2.2. - Itinerant lectures on parental roles within the couple
- Action 1.3.1. - Annual seminars on career support
- Action 1.3.2. - Annual training course on the leaky pipeline phenomenon
- Action 1.3.3. - Mentoring programmes for female PhD students and research fellows
- Action 1.4.1. - Analysis of female careers and related awareness-raising activities
- Action 1.4.2. - Gender-oriented analysis on the administrative documents
- Action 1.5.1. - Training on the gendered aspects of research
- Action 1.5.2. - Testing innovative research tools for the gendering of research procedures
- Action 1.5.4. - Annual competition for theses with a gendered approach
- Action 1.6.2. - Agreement for equal gender representation in decision-making bodies (whole university)
- Action 1.6.3. - Annual conference with local institutions (whole UNIPI)

#### VSCHT - ISAS CR (20)

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- Action 2.1.1. - Initial statistical survey of the institution
- Action 2.1.2. - Initial survey of needs, obstacles and challenges
- Action 2.1.4. - Key messages to communicate the structural change initiative at VSCHT
- Action 2.1.5. - Organisation of 4 workshops on gender diversity management for administrators/managers
- Action 2.1.6. - Establishment of a network of women researchers for mutual support and empowerment
- Action 2.2.1. - Establishing and providing technical assistance to home offices for staff
- Action 2.2.2. - Formulating rules to introduce flexible working hours
- Action 2.3.1. - Providing direct support to female researchers through an informal mentoring programme
- Action 2.3.2. - Providing career advice and training for early-career researchers
- Action 2.4.1. - Poster
- Action 2.4.2. - Book publication of interviews to present female role models
- Action 2.5.1. - In cooperation with Yellow Window, organising 8 workshops using the Gender Toolkit
- Action 2.5.2. - In cooperation with the Internal Grant Agency, formulate rules to fund specific projects with a focus on gender dimension

- Action 2.5.4. - Negotiating and supporting the insertion of doctoral theses with a gender dimension
- Action 2.6.3. - Open and transparent disseminating information about available opportunities/vacancies
- Action 2.7.1. - Organising 4 trainings to access decision-making boards and committees
- Action 2.8.1. - Analysis of press monitoring since 2007 on the percentage of women and men employees in scientific communication in the media and continued monitoring onward
- Action 2.9.1. - Monitoring women's and men's involvement in cooperation with industry and civil society actors
- Action 2.9.2. - Monitoring the gender dimension of intellectual property rights (patents, know how and other registered knowledge, technological development and innovations)
- Action 2.9.3. - Communication and dissemination: participation of the project in national events

#### BBK (5)

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- Action 3.1.1. - Systematic observation of potentially discriminating formal/informal behaviours
- Action 3.2.1. - Developing a permanent mentoring programme and a related handbook of best practice (whole College)
- Action 3.3.1. - Training on the gendered aspects of research
- Action 3.3.2. - Testing innovative research tools for the gendering of research procedures
- Action 3.4.2. - Planning and Implementation of Development Workshops (DW), that recreate close-to-reality conditions for job appointment selection interviews and (b) funding panels

#### UPD (17)

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- Action 4.1.1. - Annual statistical analyses to assess women's to men's position among staff and students
- Action 4.1.2. - Annual discussions in the central administrative/decisional council and locally in the targeted institutions
- Action 4.1.3. - Training courses on equal opportunities and gender diversity management
- Action 4.1.4. - Establishing and management of a network of referents for women/men equality in each department of the university
- Action 4.2.1. - Establishment of a qualitative study to identify critical issues and promote internal discussion in the two participating organizations
- Action 4.2.2. - Establishment of a new rule giving priority for women in being awarded a sabbatical (CRCT) within the first two years after a maternity leave
- Action 4.2.3. - Support homeworking by the promotion of video-conference meetings and other homeworking tools
- Action 4.3.1. - Annual workshops for young and senior researchers on career path issues
- Action 4.3.2. - Establishment of new rules about gender turn-over in administrative and teaching responsibilities
- Action 4.4.2. - 1-day training sessions on gender stereotypes for first year students
- Action 4.4.3. - Gender-unbiased language in all internal documents including job offers and in new student books
- Action 4.5.1. - Training on the gendered aspects of research
- Action 4.5.2. - Seminar/conferences with recognized scientists who have successfully integrated gender in their research
- Action 4.5.3. - Identify one researcher in biology and one in physics who commit to integrate gender in their research

- Action 4.6.1. - Annual statistics on recruitment broken down by gender
- Action 4.6.2. - Annual statistics on women's publishing activities
- Action 4.8.2. - International colloquium on gender studies and the situation of women in academic research

#### UPM (10)

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- Action 5.1.1. - Research study on women at UPM
- Action 5.1.2. - Network of UPM women researches
- Action 5.1.4. - Seminars on women in science and technology
- Action 5.1.5. - Guidelines for implementing protocols on bullying and sexual harassment
- Action 5.1.6. - Disseminating information on the work of the equality unit
- Action 5.3.1. - Mentoring programmes
- Action 5.4.1. - Monitoring and fighting sexist language
- Action 5.5.2. - Experimental incorporation of gendered contents in existing courses
- Action 5.8.1. - Proposal of women candidates for honorary degrees
- Action 5.8.2. - Disseminating women's publications

#### *Format*

The format for the monitoring schemes was developed from the chronograms in the Detailed Plan. To the aim of explaining the development process of the schemes, a sample chronogram is reproduced in the next pages (in the form of a GANTT chart) for the first action of the UNIPI Action Plan. Minimum Control Units are indicated here by letters from the alphabet, and additional numerical codes when necessary.

GANTT chart for action no. 1.1.1.

Months	1		2		3		4		5		6		7		8		9		10		11		12	
	J		F		M		A		M		J		J		A		S		O		N		D	
Two-weeks periods	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
<b>PLANNING</b>																								
<b>A. Informal meetings at University level (INST., INT., OP. NEG.)</b>	X	X	X	X	X	X	X	X																
A.1. Informal meetings and brainstorming with REGED group (OP. NEG.)	X	X					X	X																
A.2. Informal meetings (face to face) with members of TRIGGER board (INST., INT. NEG.)			X	X																				
A.3. Informal meetings with representatives of CUG (INST. NEG.)					X	X																		
A.4. Informal meetings with the leadership of UNIPI (IST., INT. NEG.)							X	X																
<b>IMPLEMENTATION</b>																								
<b>B. Settlement of the Rector in Gender Studies &amp; Equal Opportunities (SYMB., INST., INT., OP. NEG.)</b>									X	X	X	X	X	X	X									
B.1. Formal meeting with REGED group to draft a formal proposal (IST. NEG.)									X															
B.2. Formal meeting of TRIGGER Board to amending the proposal (IST., INT. NEG.)										X	X													
B.3. Formal meeting with a delegation of TRIGGER Board and the Rector of UNIPI (IST., INT. NEG.)												X	X	X										



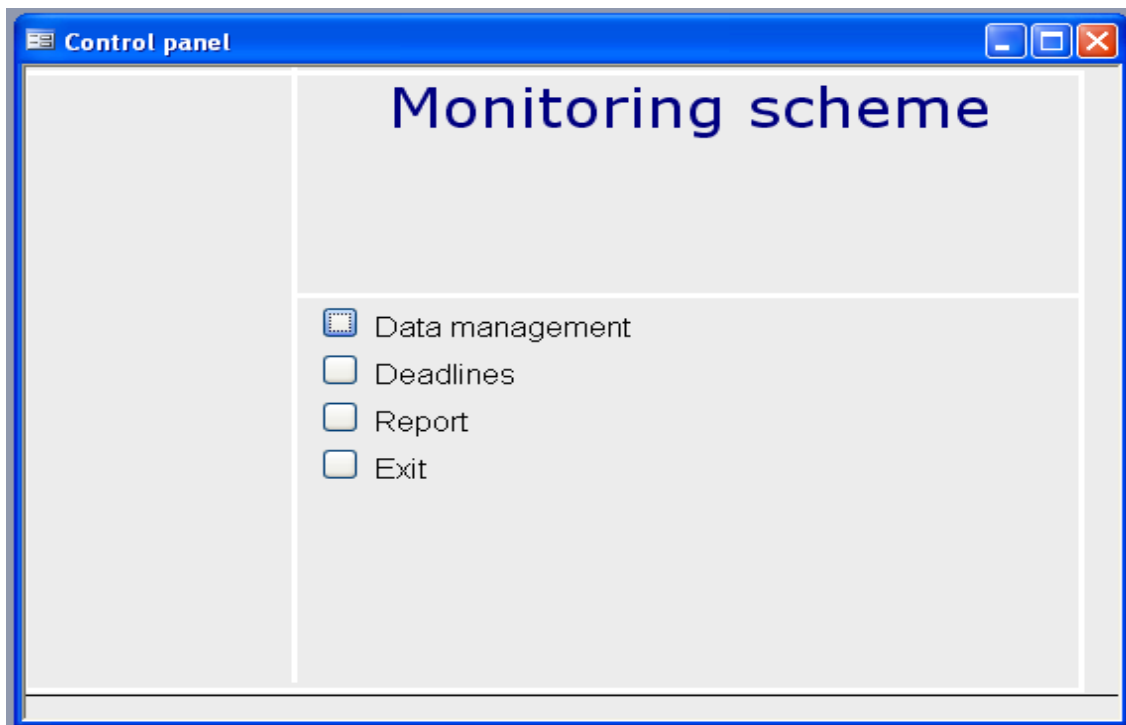
Months	1		2		3		4		5		6		7		8		9		10		11		12	
	J		F		M		A		M		J		J		A		S		O		N		D	
Two-weeks periods	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
B.4. Amending the proposal by REGED group and TRIGGER Board (IST., INT. NEG.)																X	X							
B.5. The Delegate of the Rector in Gender Studies & Equal Opportunities is appointed (SYMB., INST. NEG.)																		X	X					
B.6 The Delegate of the rector full enter in to force (SYMB., INST., OP. NEG.)																			X	X	X			
<b>FOLLOW-UP</b>																								
C. Presentation and start of work (SYMB. NEG.)																			X	X	X			
C.1. Presentation of the Delegate of the Rector at the Academic Senate (SYMB. NEG.)																			X	X	X			

On the basis of the Gantt scheme, an **electronic database** was therefore developed, using the ACCESS software. In the database, each Minimum Control Unit was assigned a record.

Besides providing space to comfortably **record information** about every action and its MCUs, the ACCESS database also allows for efficient **control over deadlines** and deliverables, while also representing a system to **store and retrieve information** easily.

In the next few pages, some forms are shown from the database.

## 1. General database form



## 2. Record relating to the first MCU of action 1.1.1. of BBK Action Plan

Update
[-] [ ] [X]

Organisation:

number01:  ID:

number02:

Description:

Ongoing:

Completed:

Type:

Info:

JA1:  JL1:

JA2:  JL2:

FB1:  AG1:

FB2:  AG2:

MR1:  SP1:

MR2:  SP2:

AP1:  OC1:

AP2:  OC2:

MA1:  NV1:

MA2:  NV2:

JN1:  DC1:

JN2:  DC2:

Record: 15 of 15 | No Filter | Search

## 3. First page of the printable report for action 1.1.1. of UMIL Action Plan

ID	number01	Description	JA1	JA2	FB1	FB2	MR1	MR2	AP1	AP2	MA1	MA2	JN1	JN2	JL1	JL2	AG1	AG2	SP1	SP2	OC1	OC2	NV1	NV2	DC1	DC2	Ongoing	Complete
15	UNIP1.1.1.	C.1. Presentation of the Delegate of the Rector at the Academic Senate (SYMB. NEG.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	UNIP1.1.1.	C. Presentation and start of work (SYMB. NEG.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	UNIP1.1.1.	B.6 The Delegate of the rector full enter in to force (SYMB., INST., OP. NEG.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	UNIP1.1.1.	B.5. The Delegate of the Rector in Gender Studies & Equal Opportunities is appointed (SYMB., INST. NEG.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	UNIP1.1.1.	B.4. Amending the proposal by REGED group and TRIGGER Board (IST., INT. NEG.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	UNIP1.1.1.	B.3. Formal meeting with a delegation of TRIGGER Board and the Rector of UNIP1 (IST., INT. NEG.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>