LEARNING AND DISSEMINATION SEMINAR
EIGE’S ONLINE TOOL FOR INSTITUTIONAL CHANGE FOR GENDER EQUALITY IN RESEARCH AND HIGHER EDUCATION INSTITUTIONS
Background note
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1. EIGE’S WORK ON INTEGRATING GENDER EQUALITY IN RESEARCH AND HIGHER EDUCATION INSTITUTIONS

As laid down in the Article 3 of its founding Regulation, EIGE is designated to "(...) develop, analyse and disseminate methodological tools in order to support the integration of gender equality into all Community policies and the resulting national policies and to support gender mainstreaming in all community institutions and bodies".1

Since 2010, EIGE’s gender mainstreaming programme was focused on the collection of information, including tools, methods and good practices for the implementation of gender mainstreaming. This first mapping phase was finalised in 2015, when the web page on EIGE’s Gender Mainstreaming Platform became operational and all collected information was made publicly accessible on-line. The main focus of EIGE’s gender mainstreaming work since 2014 has been on offering support to the administrations in Member States and European Union institutions in translating gender mainstreaming concepts into concrete actions. This objective is being pursued though development and dissemination of online practical materials on gender mainstreaming tailored to the needs of policy makers and implementers, to be placed on EIGE’s online Gender Mainstreaming Platform.

In 2014-2016, building on the previous achievements/results of the Gender Mainstreaming programme, EIGE focuses on a sectoral approach to gender equality with the aim to address gender in specific policies or areas (sectors) and to design practical online toolkits to support the integration of gender equality into different policy areas.

A sectoral approach to gender mainstreaming takes into consideration that different policy areas require a variety of tools, tailored to their specific needs, for gender mainstreaming to be most effective. The first such body of work focused on the research policy area and it is in this context that an online module for the setting up, implementation and evaluation of Gender Equality Plans in research organisations and higher education institutions has been developed.

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2. ONLINE TOOL FOR INSTITUTIONAL CHANGE FOR GENDER EQUALITY IN RESEARCH AND HIGHER EDUCATION INSTITUTIONS

The main output of EIGE’s project on the integration of gender equality in research and higher education institutions is an online tool. This tool is intended to be a learning instrument to help the user gain new knowledge in an attractive way. The online tool aims at responding to the needs of research and higher education institutions. The tool was developed to enhance gender equality competence of decision-makers, Human Resources staff, researchers and academics, among other profiles, working in research and higher education institutions. With the goal of being practical and simple to use, the tool provides clear guidance by identifying and explaining the different steps of the process, including how to set up, implement, monitor and evaluate a Gender Equality Plan within a research and higher education institution.

The development process

The development of the tool comprised three aspects:

Conceptual development
All the activities taking place throughout the project (including a desk research, fieldwork in 28 EU Member States, two online discussions, three physical meetings with experts and test-rounds of the beta version of the tool with future users) have contributed to the development of the online tool, either as building blocks in terms of content or through insights obtained as regards the target groups’ needs.

Content development
Yellow Window drafted the texts which were fed into the different components of the online tool. The language is user-friendly and adapted to the future users’ professional contexts. Any concepts that could be considered as ‘jargon’ are explained.

Technical development
The technical development process ran in steps, following a schedule that allowed multiple feedback cycles.

What can be found in the online tool
The online tool contains the following information:

- A practical explanation of what is a ‘gender equality plan’ in the particular context of higher education and research institutions. A list of basic requirements and success factors for realising it is also available.
- A guide providing insights on how to set up, implement, monitor and evaluate Gender Equality Plans. The guide also contains information about common obstacles and challenges, along with suggestions on how to overcome them.
- An action toolbox with useful tips, instruments and examples for each of the areas that can be addressed in a Gender Equality Plan.
- Advocacy arguments to promote gender equality structural change in research and higher education institutions.
- Background information about the EU and national legislation and policies supporting gender equality in research.

YELLOW WINDOW
EUROPEAN INSTITUTE FOR GENDER EQUALITY
Integrating Gender Equality into research and higher education institutions
3. ANALYTICAL PAPER ABOUT THE INTEGRATION OF GENDER EQUALITY IN RESEARCH AND HIGHER EDUCATION INSTITUTIONS IN THE EU MEMBER STATES

The present project comprised a research phase at EU Member State level. The research results are presented in a paper that describes the policy and legislative frameworks, and other initiatives to support institutional change for gender equality in research and higher education institutions in the European Union. The analysis comprises the EU level as well as the national legislative, policy and other initiatives in the Member States. The different objectives and priorities set at the EU and national level are compared, similarities and differences in approaches are outlined and the main gaps and challenges are identified.

As outlined in other publications (see for example the ERA Facts & Figures Report 2014\(^2\) or the European Commission’s report Gender Equality Policies in Public Research, 2013\(^3\)), the situation regarding the uptake of gender equality initiatives by research and higher education institutions varies significantly across the Member States. This paper sheds light on some explanatory factors. It also highlights the stimulatory elements that have been identified in Member States as promoting the uptake of gender equality initiatives by research and higher education institutions. Particular attention is paid to how institutions have taken up the challenge to tackle gender inequalities.

The study on which this paper is based has taken place in the fall of 2015. Data collection has taken place in all EU Member States, departing from existing information and materials collected in the context of various EU-funded projects. While these materials primarily focused on the policy levels, the information contained in these sources has been verified and updated where necessary, and complemented with new information about the state-of-play as regards gender equality work within the institutions themselves. This is where the main and particular added value of this study relies. It provides information on the status of institutional change efforts within the research and higher education institutions in the EU. The focus of the analysis herein has been on public research and higher education institutions.

The scope of the national fieldwork covered the period between 2010 and 2015 and comprised:
- Legal and policy framework to promote gender equality in (public) research
- Other stimulatory initiatives (for instance, programmes, awards or other measures that are not part of the policy framework, not being initiated by public sector actors)
- Gender Equality Plans (GEPs) in research and higher education institutions
- Examples of tools, instruments, approaches and initiatives undertaken by research and higher education institutions, as well as evaluation reports.

Main lessons
Some lessons learnt from this study include:
- Although developments in integrating gender equality in research and higher education institutions are mainly driven by domestic features, patterns of Europeanisation also exist. These can be associated with the broader context of gender mainstreaming implementation (in terms

\(^3\) http://ec.europa.eu/research/pdf/199627_2014%202971_rtd_report.pdf
of policy transfer, ways of doing things, methods...), and with the initiatives of the European institutions to promote gender equality in research, notably through the funding of institutional change projects.

- Legislative and institutional frameworks, as well as Gender Equality Plans in research and higher education institutions are in consonance with two of the European Commission’s objectives to promote gender equality in research, i.e. 1) fostering the participation of women in research activities and promoting equal opportunities for advancement in research careers, and 2) increasing the participation of women in research decision-making. The third EU objective relating to the integration of a gender dimension in research content is being pursued to a much lesser extent, and only occasionally through Gender Equality Plans. However, research funding organisations are increasingly contributing to the latter objective, and innovative actions have been designed and implemented as part of EU-funded institutional change projects.

- An ample majority of Gender Equality Plans do not rely upon a thorough assessment of the prior situation with respect to gender equality, and lack proper monitoring and evaluation mechanisms. Planned measures are only seldom financed (with external or internal funds). Moreover, top management structures of research and higher education institutions are rarely associated to the drafting process and not always mobilised to formally endorse gender equality initiatives or Plans, the latter not always made public.

- Institutional change projects funded by the European Commission embrace a usually broader range of issues, intend to tackle institutional practices and processes, generate more data about gender in research and higher education institutions than “standard” Gender Equality Plans, and bring valuable contribution in form of guidelines, toolkits, training concepts, etc.

- Initiatives out of the scope of formal policies or initiatives (such as the Athena SWAN initiative) that make use of the context of intense competition – that nowadays characterises the European Research Area – have the potential to generate positive effects on the integration of gender equality in research, at least in those contexts where research and higher education institutions are fully engaged in such a competition.
4. SELECTING GOOD PRACTICES PROMOTING GENDER EQUALITY IN RESEARCH AND HIGHER EDUCATION INSTITUTIONS

During the study phase of the present project, one to three examples of interesting measures that contribute to mainstream gender equality in research and higher education institutions were identified in each of the EU Member States. The goal was to set concrete examples that can inspire the work of others throughout the EU. From the 57 examples identified across the EU Member States, 31 practices with potential were chosen. In an expert consultation meeting held in Vilnius in November 2015, 11 good practices were selected. The process to select the good practices is described below.

**Step 1: Identifying relevant examples at EU Member State level**

In order to gather information at national level, the core team of this project was supported by national researchers who were asked to identify one to three relevant examples of measures per country. The identification process of such practical examples was consistent with EIGE’s work on institutional transformation and on good practices. EIGE’s basic criteria were used to identify the practices (these criteria are detailed in chapter 5).

The researchers were instructed to identify examples of tools/instruments, approaches or initiatives aimed at promoting gender equality in universities and research institutions. Integral gender equality plans were not to be considered. However, measures within such plans could be regarded. An additional request was related to the implementation timeframe and scope of the practice. Ideally, the practice was or has been implemented for a certain period of time (more than one year) and framed within a strategy, plan or programme. Therefore, ad-hoc or isolated initiatives were not considered.

**Step 2: Consulting stakeholders in an online discussion**

Within the framework of this project, an online discussion was organised on 20 October 2015. One of the objectives of this online discussion was to define relevant qualitative criteria for identifying and selecting good practices in integrating gender equality in universities and research institutions. The output of this exercise can be consulted in detail in the report of the online discussion available at the event’s page. The suggestions provided were considered when developing the common criteria to assess the practices with potential.

**Step 3: Defining draft qualitative criteria**

Based on EIGE’s basic criteria, the insights gathered during the online discussion, as well as the additional criteria used by the national researchers, a draft set of common qualitative criteria to assess good practices promoting gender equality in universities and research institutions has been put together. These draft criteria fed into the final set of criteria described in chapter 5.

**Step 4: Pre-selecting practices with potential**

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4 Most of these promising practices have been used in the online tool to provide inspirational examples to those involved in carrying out gender equality work in research and higher education institutions.

5 Although 11 good practices were selected at this meeting, only 10 were included in this background note. All good practices were further developed after having been selected. Nevertheless, EIGE did not receive enough information from one of the practices to bring it to the same quality as the others within the timeframe foreseen for this task.

In total, 57 relevant examples were identified across the 28 EU Member States. Considering the nature of the identified practices, nine categories were defined (including a rest category). The categorisation of the practices was aimed at enhancing the analysis and assessment process, and to allow for comparability between practices (to a certain extent). The practices were categorised as follows:

1. Structures to support gender equality work
2. Awareness-raising and competence development
3. Career progression
4. Leadership and decision-making
5. Organisational culture & work-life balance
6. Analytical procedures, monitoring and evaluation
7. Personnel selection & recruitment
8. Incentives to promote gender equality
9. Other

All identified examples were analysed by, at least, two members of the project’s core team. The identified practices were assessed against the draft set of qualitative criteria. This assessment allowed to narrow down the number of practices to 31. They were distributed as follows:

<table>
<thead>
<tr>
<th>Categories</th>
<th>No. practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structures to support gender equality work</td>
<td>5</td>
</tr>
<tr>
<td>Awareness-raising and competence development</td>
<td>6</td>
</tr>
<tr>
<td>Career progression</td>
<td>3</td>
</tr>
<tr>
<td>Leadership and decision-making</td>
<td>3</td>
</tr>
<tr>
<td>Organisational culture &amp; work-life balance</td>
<td>4</td>
</tr>
<tr>
<td>Analytical procedures, monitoring and evaluation</td>
<td>4</td>
</tr>
<tr>
<td>Personnel selection &amp; recruitment</td>
<td>2</td>
</tr>
<tr>
<td>Incentives to promote gender equality</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
</tr>
</tbody>
</table>

Step 5: Expert consultation meeting
An expert consultation meeting took place on 24-25 November 2015, in Vilnius, Lithuania. At this meeting, the final set of criteria to identify and select good practices promoting gender equality in universities and research institutions was agreed upon (see chapter 5). Based on these criteria, the practices with potential were discussed by the meeting’s participants, who selected 11 good practices.

Step 6: Re-working the selected good practices
The selected practices were re-worked based on the participants’ and EIGE’s feedback in direct consultation with the person(s) responsible for the good practices. The description of the good practices can be found on EIGE’s good practices online database, and in its specific online tool targeting research and higher education institutions.
5. CRITERIA TO ASSESS AND SELECT GOOD PRACTICES
PROMOTING GENDER EQUALITY IN RESEARCH AND HIGHER
EDUCATION INSTITUTIONS

EIGE has developed its own approach to Good Practices, including a set of basic criteria for the
identification of practices with potential and is applying the same methodology for the identification
and dissemination of good practices in all selected areas. The aim of the project—building capacity of the
Member States for effective implementation of gender mainstreaming strategies and gender equality
policies—is achieved by providing relevant stakeholders with examples of gender mainstreaming tools
and methodological approaches (identified as good practices), as well as enhancing networking and
competence development and increasing the opportunity for peer learning. More information about
EIGE’s approach to select good practices can be found here: http://eige.europa.eu/gender-
mainstreaming/good-practices/eige-approach.

Good practices are assessed and selected against a set of criteria. These criteria are divided in three
groups:

- **Basic criteria** adopted by EIGE to assess tools, methods or practices with potential to positively
  affect gender equality;
- **Common criteria** applicable to all good practices in the field of promoting gender equality in
  universities and research institutions (cross-cutting all themes);
- **Specific criteria** applicable to a particular theme.

**EIGE’s basic criteria**

According to EIGE, the basic elements defining a practice with potential are:

- It has been working well (the practice is implemented, or at least shows substantial achievement
  provided by the practice itself);
- It could be replicated elsewhere (is transferable);
- It is good for learning how to think and act appropriately;
- It is embedded within a wider gender mainstreaming strategy;
- It shows effective achievement in terms of advancement of gender equality.

**Common criteria**

The different consultations organised within the framework of this project allowed developing common
criteria for assessing practices promoting gender equality in universities and research institutions. These
include a refinement of EIGE’s basic criteria, along with other criteria relevant for this particular field.

**Effectiveness**: the practice has been working well (the practice is implemented, or at least shows
substantial achievement provided by the practice itself). The practice shows effective achievement in
terms of advancement of gender equality. In order to ease the verification of this criterion, sub-criteria
were identified:

- **Availability of a monitoring and evaluation mechanism** which is aimed at following up and
  assessing the implementation process and/or the impacts of the practice.
- **Checkability/Accessibility**, which is understood as the possibility of checking existing evaluations.
- **Existence of short- and long-term term objectives.**
• **SMARTness** (SMART = Specific, Measurable, Attainable, Relevant and Time-based) to assess whether the objectives have been ‘SMARTly’ defined, operationalised and achieved.

**Embeddedness** the practice is embedded within a wider gender mainstreaming strategy (including a gender equality plan) and/or in the organisation. In order to ease the verification of this criterion, sub-criteria were identified:
  • Intertwining with other actions (the practice is intertwined with other actions).
  • Accountability, which is understood as the possibility to verify who in the organisation is accountable/responsible for the practice.

**Transferability** the practice can be replicated elsewhere (i.e. the whole practice or the majority of its elements is transferable).

**Learning value/potential** the practice is good for learning how to think and act appropriately.

**Adequacy/Relevance** the practice fits to disciplinary scope, the size and complexity of the organisation. The practice is especially suited for/within the context in which it is embedded. The practice is suited to the problems identified.

**Multiplier effect** the practice was particularly useful or visible or a multiplier in a specific context. It triggered other actions.

**Participation and inclusiveness** the practice promotes the involvement of stakeholders and/or beneficiaries during its development and/or implementation.

**Transformative impact** the practice has potential to transform organisational structures and procedures in a durable way.

**Innovativeness/novelty** the practice created new concepts or brings something unique to what already exists in its particular context, integrating existing knowledge and not re-inventing the wheel. The practice contains an element that stands out.

**Sustainability** the practice is supported within the organisation and has ensured its continuation and maintenance.

**Resilience** the practice can respond to resistance, it adapts to changing conditions and environments, and it can survive in challenging times and/or when funding ends.

**Visibility of actions** the practice is designed in a way that speaks to different target groups and audiences; it is tailored taking into account its target group(s).

**Specific criteria**
Specific criteria were defined for each of the themes covered within institutional practices of universities and research organisations.

**Structures to support gender equality work**
• The structure has dedicated staff to perform the tasks related to gender equality work. Their role and responsibilities are clearly defined (and do not overlap with other functions they have or previously may have had).
• The structure is supported by the organisation’s decision-makers (e.g. the latter recognise authority and give power to the former to supervise and monitor gender equality work).
• The structure involves and works together with different stakeholders, including top level management (e.g. senate, deans, or rectors).
• The structure provides support to and/or follows up gender equality work in the organisation.
• The structure’s actions are visible and transparent to the organisation.

**Awareness-raising and competence development**
• The practice triggers a snowball effect (e.g. other actions) creating impact beyond awareness in the individual.
• The practice uses different awareness-raising methods according to the profile of the target group (e.g. mobilising different approaches to reach students than to engage with senior researchers).
• The practice tracks behaviour change through monitoring and evaluation actions (e.g. through evaluation reports) rather than merely noting the numbers of people reached.

**Career progression**
• The practice’s indicators are time-bound and proportional.
• The practice’s approach considers if affirmative action is included in the law where the practice is based (to avoid adverse effects when positive discrimination is rejected in court).
• The practice’s focus is where the greatest impact can be achieved, i.e. the practice considers whether early career or mid-career is to be targeted.
• The practice considers family responsibilities and impacts on career progression.

**Leadership and decision-making**
• The practice promotes a balanced gender representation in decision-making positions.
• The practice provides tools or mechanisms to support the underrepresented sex in achieving leadership positions (e.g. quota systems, individual or group counselling, or a set of different activities aimed at strengthening leadership competences).

**Organisational culture & work-life balance**
• The practice promotes an equal working culture and a safe working environment.
• The practice provides support to ensure for staff who:
  o Experienced any kind of harassment (physical, psychological, sexual).
  o Returned from parental leave.

**Analytical procedures, monitoring and evaluation**
• The practice departs from a thorough initial baseline assessment of the organisation and/or benchmarking of other existing methodologies or procedures. This will ensure that the future analysis (e.g. monitoring exercise) will depart from a robust understanding of methodological approaches and/or of the state-of-play of the organisation.
• The practice uses different methods or a mixed-method approach.
• The practice provides information about the state-of-play of the organisation on a systematic basis.
Personnel selection & recruitment

- The practice is prepared for backlash and resistance as measures to promote women (notably quotas) may also have a detrimental effect and trigger questions about candidates’ competences.
- The practice strives for achieving a balanced gender representation.
- The practice may require benchmarking and minimum standards.

Incentives to promote gender equality

- The practice supports gender equality work by recognising its relevance and importance to the organisation.
- The practice provides monetary benefits and/or public recognition to staff promoting gender equality in the organisation and/or in research content or teaching.
6. **GOOD PRACTICES PROMOTING GENDER EQUALITY IN RESEARCH AND HIGHER EDUCATION INSTITUTIONS**

An overview and detailed description of the 10 selected good practices are provided below.

**HUMAN RESOURCES MEASURES**

<table>
<thead>
<tr>
<th>Practice</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overcoming bias in personnel selection procedures</td>
<td>Austria</td>
</tr>
<tr>
<td>Women represented in all rounds of applications</td>
<td>Denmark</td>
</tr>
</tbody>
</table>

**ORGANISATIONAL CULTURE AND LEADERSHIP**

<table>
<thead>
<tr>
<th>Practice</th>
<th>Country</th>
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</thead>
<tbody>
<tr>
<td>Ensuring a gender-balanced representation in the highest decision-making body of Ghent University</td>
<td>Belgium</td>
</tr>
<tr>
<td>Enabling women to run for the elections for the university’s council</td>
<td>Lithuania</td>
</tr>
<tr>
<td>Attracting more women to academic leadership positions</td>
<td>Sweden</td>
</tr>
</tbody>
</table>

**STRUCTURES AND INCENTIVES**

<table>
<thead>
<tr>
<th>Practice</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinating and monitoring for effective decentral action</td>
<td>Germany</td>
</tr>
<tr>
<td>Monitoring progress towards gender equality in the University of Beira Interior</td>
<td>Portugal</td>
</tr>
<tr>
<td>Integrating a gender perspective in research and teaching: an award promoted by the University of Santiago de Compostela</td>
<td>Spain</td>
</tr>
<tr>
<td>Gender certification: a road to change?</td>
<td>Sweden</td>
</tr>
<tr>
<td>Supporting work-life balance for parents returning to work</td>
<td>UK</td>
</tr>
</tbody>
</table>
HUMAN RESOURCES MEASURES

Workshop bias sensitising
University Graz, Coordination Centre for Gender Studies/Research and Equal Opportunities
Austria - 2010

OVERCOMING BIAS IN PERSONNEL SELECTION PROCEDURES

Summary
As part of the internal leadership training programme of the University of Graz, the gender equality office is organising since 2010 an annual bias sensitising workshop. This workshop aims at creating reflexivity about gender and other discrimination-related biases in personnel selection procedures and at creating a general understanding that equality and quality are mutually reinforcing goals. The training takes place over two half-day sessions of five hours each. It is facilitated by external experts, as well as university-internal gender equality experts. In this workshop, participants gain knowledge about diversity issues, societal inequalities, and academic evaluation procedures. They also participate in a simulated personnel selection procedure, as well as discussions on academic curricula vitae, to trigger reflection about their own selection criteria, prejudice and biases.

The need of becoming aware of gender biases
An extensive body of academic research shows that selection procedures for academic personnel are shaped by gender bias. Gender bias in personnel selection is based on effects of homophile and male networks, as well as on gender stereotypes and masculine imagery of the ideal academic. In order to counter these effects, several gender equality measures have been put in place in Austrian universities. Most extensively, equal treatment commissions have been created in every university, whose main task is to monitor personnel selection procedures (especially professorial appointments) and file complaints if they suspect discrimination. However, the effects of gender bias can be very subtle and hard to detect, and often, those whose decisions are gender biased are unaware of the socially constructed gender stereotypes and contextual conditions that shape their opinions. In order to increase awareness for this subtle and invisible mechanism, which perpetuates gender inequality in academia, the University of Graz is conducting since 2010 a bias-sensitising training module as part of their general leadership training programme. The main goal is to improve the overall quality of personnel selection procedures.

Bias sensitising workshop
This training is anchored in the university’s Plan for Women’s Advancement, which prescribes that the rectorate has to organise regular events for information and training about gender mainstreaming, particularly for leadership personnel.

The bias sensitising workshop aims to address a particular problem: contribute to the understanding that the goal of equality which goes hand in hand with the goal of quality and excellence. Considering that the identity, and the main task, of universities and academics is to conduct high-quality teaching and research, gender equality, when understood as contradictory to this aim, can be perceived as illegitimate. If the main criterion for decision-making in personnel selection procedures is to identify the candidate who is of the highest quality and best fit for the job, then criteria that take into account other issues, such as for example gender equality, are often seen as misplaced in these procedures. This training effectively counters such perceptions: it shows that what is believed to be a bias-free, objective decision is actually strongly shaped by societal beliefs and inequalities. This training therefore improves the quality of
decision-making by increasing awareness of such bias. More generally, it shows that it is not equality, but rather inequality, which is contradictory to quality. Besides making participants aware of their own and others’ bias in decision-making, this training also aims at a wider transformation in the understanding of equality and diversity work.

This training is targeted at members of academic personnel at the university, who fulfil internal administration duties as members of committees in decision-making bodies. It takes place over two half-day sessions of five hours each, with about one month in between these sessions. The first session focuses on diversity, as well as on the effects of expectations and societal inequalities on evaluations and decisions. It is facilitated by a trainer from the Austrian Society for Diversity, i.e. external to the university. This first session consists of an input about diversity issues and bias effects, and it promotes reflection and discussion. The second session focuses on the formation of scientific reputation and the practice of evaluating academic curricula vitae. It is facilitated by members of the university’s equal treatment commission, the university’s coordination centres for gender studies/research and equal opportunities, as well as an external expert specialised in academic consulting. This session mostly consists of a group exercise. In this exercise, participants take the role of evaluators in a mock selection procedure. The candidate profiles are designed so as to contain CV elements which reflect the most common evaluation biases of different underrepresented groups, including a number of gender specific career trajectories such as, for example, childcare time. In the ensuing discussion and reflection, participants discover that what they thought were neutral and objective evaluations are actually shaped by bias.

**Ensuring a broader participation**

In 2010, the Coordination Centre for Gender Studies/Research and Equal Opportunities of the University of Graz, as part of their awareness-raising and gender-training activities, developed a workshop to tackle gender bias in personnel selection procedures. This workshop was later integrated in the general training programme for academic leadership personnel in 2013 as an optional module. This change substantially widened the participation in the training. The bias sensitising workshop is not understood as a specific gender equality activity. It is rather conceptualised as a means for improving the quality of personnel selection procedures, and therefore attracts academic personnel who would normally not participate in gender equality and diversity activities. An additional measure towards promoting participation in this module was initiated by the equal treatment commission of the University. Since 2009, collegial bodies by law have to fulfil a gender quota, and the equal treatment commission can veto the composition of these bodies if the quota is not fulfilled. Since 2011, the equal treatment commission refrains from filing such complaints if some of the male members of these bodies have taken part in the training module. To sum up, four steps were critical to widen the attendance to this workshop:

- The workshop was integrated as an optional module in the university’s overall training programme for leadership personnel. This lifted the training from an isolated gender-specific activity to an integral part of leadership development.
- Attendance in the training can be brought forward as a justification for not fulfilling the legally prescribed gender quota for decision-making bodies.
- The training is explicitly framed not as an equality activity, but as a measure towards increasing the quality of decision-making.
- Because of the high quality of the training, and particularly because of the revelatory character of the group exercise (mock evaluation procedure and reflective discussion), word-of-mouth of participants created a high reputation and attractiveness of the workshop.
Since 2013, the possibility to participate in this training has been extended to other universities (through the payment of a fee). For instance, the personnel of the Danube University of Krems has been participating in this training on a regular basis. Over the last years, the participation rates have been quite constant.

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FURTHER INFORMATION
Workshop flyer (in German):
http://static.uni-graz.at/fileadmin/Koordination-Gender/Gleichstellung/ABS.pdf
Equal representation in applications
University of Copenhagen, KU Communications
Denmark – 2014

WOMEN REPRESENTED IN ALL ROUNDS OF APPLICATIONS

Summary
Different specific initiatives have recently been implemented at the University of Copenhagen (UCPH) related to processes of announcement of vacant positions, recruitment and assessment of applications. For instance, UCPH is currently requesting at least one applicant of either sex before a vacant post can be filled and, similarly, there has to be at least one person of each sex in all appointment and review committees. UCPH has also begun to reassess the way position vacancies are announced, and they have introduced the use of search committees, which are to look carefully for promising candidates (inter)nationally, prior to the filling of research positions.

Addressing the underrepresentation of female professors through monetary incentives: effective approach, but very much criticised
Most Danish universities suffer from the problem of retaining female researchers, especially when it comes to their further career advancements. The University of Copenhagen (UCPH) is no exception. Throughout time, and especially since 2007, UCPH has been particularly addressing the low rate of female professors. This concern gained visibility in the university’s gender equality plan for 2008-2013, in which UCPH focused on ensuring a bigger share of female researchers. After having obtained a dispensation from the Danish Equal Treatment Act, the university was allowed to give its faculties economic incentives to meet this goal. Hence, faculties, which hired a specific number of female professors, were awarded with an extra professorship (M/F), and the faculties that increased the ratio of newly appointed female professors by 5 % received funds from a bonus pool. This approach was debated by some people because of what they saw as positive discrimination of women. The most common argumentation was that this might entail a preference of gender over scientific accomplishments and competence. Work on the plan and especially the reactions and speculations especially attaching to the financial incentives have shown that it is extremely important to constantly stress that the original plan was based on the University appointing the best qualified candidates, regardless of gender. Creating a more diverse University by getting the best qualified individuals, regardless of gender, to apply for and get the scientific posts at the University has been maintained right through the process as a basic precondition and objective of the plan.

The financial initiative among others in the first action plan led to an increase in female professors from 15.3 % in 2007 to 22.8 % in 2013.
During the period with this first action plan it was found that female professors were more frequently appointed as professor MSOs (i.e. typically posts with five year tenure) than their male colleagues. With respect to the men, during the period there was also an increase in appointments as professor MSOs but the increase was not so marked as for the women.

Considering women's share of the other role categories, generally speaking more women still leave the University the higher up in the role category one goes. The greatest decline occurs when transitioning from the level of assistant professor to associate professor, i.e. at the level where the normally unrestricted tenure positions are appointed. Here, women fall from 51% of the assistant professor group to barely 35% of associate professors. Termed the 'leaking pipeline', this continues to be the reality at the University.
Despite the results of the first action plan it was still considered nowhere near adequate. Furthermore, an analysis of the university’s statistics revealed several problems in recruitment procedures. It was found that every third professor position only had one applicant, and that 36% of the positions were filled without any female applicants (and 17% without male).

**A new approach to increase the number of female academic staff**

Having this analysis in mind, in January 2014, a new action plan was delineated and originated the university’s new gender equality plan for 2015-2017. The main aim of ensuring a bigger share of female academics remained the same; yet, the means to achieve this goal were different. This time a specific focus on the recruitment process was emphasised. After changing the internal hiring rules, there has to be at least one applicant of each sex for professor, associate professor and assistant professor positions before these positions can be filled. In certain cases, the Rector can grant a dispensation when no qualified applicants of both sexes can be found. The measure is simply a matter of ensuring that an effort is made at finding applicants of both sexes. In order to remain in compliance with the law, UCPH has applied for, and been granted, a dispensation from the Equal Treatment Act.

Similarly, there also has to be at least one person of each sex in all UCPH appointment and review committees.

Furthermore, UCPH has also begun to reassess the way position vacancies are announced. It is considered important that both female and male applicants can see themselves in the described position, and are made aware of the announcements. Accordingly, the university has reasserted the use of search committees, which are to look carefully for promising candidates (inter)nationally, prior to filling research positions. These candidates can then be given a hint about the opening. This should not only ensure a higher application rate, but also make the recruitment process more open.

To sum up, this initiative aims at ensuring that the university gets more applicants, particularly female, as the low female application level is perceived as a waste of good talent.

> “The University of Copenhagen does not want to make it easier for women to get through the review process or to obtain a position at the university, but we wish to ensure that more talents get the opportunity. Talent must be the decisive factor—not gender” (Rector Ralf Hemmingsen).

**Assessing the impact of the initiative is planned**

Based on the overall gender equality action plan, each faculty had to develop their own plan. These plans should be publicised on the faculty homepages, and the results of their compliance with the targets must be reported to the Rector and the Board on an annual basis. The first annual report has been issued in June 2016.

The report from the year 2015 reflects the fact that the plan is being phased in, as a number of initiatives will take time to implement in its entirety, just as the effect of the overall initiatives may not be measured in just one year. In other words the new action plan is working to create more lasting changes and must to an even greater extent be integrated in the daily practice in the research environments. There are, to a great extent, talk about changing the culture, and that kind of initiative will take time. The action plan emphasize the need to work with the recruitment process in the form of, e.g. search committees and width in the field of applicants have already in the first year of the action plan had an effect. All faculties have been working with the search for candidates. The faculties report that they have used search committees to all or the majority of jobs, which are advertised.

The action plan introduced a rule that there should be at least one applicant of each sex to all faculty positions. Overall, since 2013 there has been a positive development, so that in 2015 less faculty positions were filled where applications came from one gender.
In the first year there has not been a change in gender balance among the population of professors. The women’s share of professors in 2015 is in other words more or less the same as in 2013, namely overall 22.2 % in 2015 against 22.7 % in 2014. On the other hand there has been an increase, when looking at the women’s share of newly appointed professors: here, women make up 24.6 % in 2015 against 20.3 % in 2014. Women’s share of associate professors has been increasing slightly throughout the entire period from implementation of the first action plan, and it also seems to continue with this new action plan, as the women in 2015 was 38.5 % against 36.7 % in 2014. It has been announced that the effect of the action plan will be evaluated in 2018.

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FURTHER INFORMATION

ORGANISATION CULTURE AND LEADERSHIP

The new election procedure
Ghent University
Belgium – 2014

ENSURING A GENDER-BALANCED REPRESENTATION IN THE HIGHEST DECISION-MAKING BODY OF GHENT UNIVERSITY

Summary
Since Ghent University was founded, the composition of the university’s Board of Governors (Raad van Bestuur) has been traditionally male-dominated. This Board is highest decision-making body of the university. In order to ensure a gender-balanced representation in the Board of Governors, in 2014, Ghent University changed its procedures for the election of the members of this Board. The current election procedures request a 40/60 % gender-balanced representation of its members. Faculties are required to have at least one male and one female candidate for the elections. If the elections do not respect the minimum 40/60 gender balance, the candidate with the least votes from the overrepresented sex (compared to other faculties) will have to be replaced by the faculty’s candidate of the other sex with the highest number of votes. As soon as the new procedure was implemented for the first time (2014), it has instantly changed the university’s male-dominated board; gender balance was achieved for the first time in the university’s history.

EU policies and regional laws triggering change at institutional level
Belgium has specific laws and policies to improve gender equality in research institutions (research and decision-making) launched at the level of the Flemish and French Communities. Flemish legislation (2012) already issued a binding decree that stipulated that gender balance ranging from 1/3 to 2/3 had to be ensured in the universities’ decision-making and advisory bodies these are expert commissions, boards or steering groups. As this legislation did not apply to private universities, they have spontaneously adopted internal rules in line with this legislation. In response to this decree, Ghent University changed its election procedures for such bodies. For the election of its highest decision-making body, the Board of Governors (Raad van Bestuur), the university decided to go beyond the legal minimum proportion. Instead of proposing a 1/3 share of the underrepresented sex, the new institutional election procedures established a gender-balanced target ranging from 2/5 to 3/5 (or 40/60 %). The rationale behind this decision was that Ghent University wanted to anticipate the European Directive that stipulates a gender balance of minimum 60/40 for the boards of directors of companies and public institutions by 2017.

The new election procedure
In the new procedure, faculties are required to have at least one male and one female candidate for the elections. If the elections have an unbalanced gender outcome (not respecting the minimum 40/60 gender balance) the candidate with the least votes from the overrepresented sex (compared to other faculties) has to give way to the faculty’s candidate of the other sex with the highest number of votes.
It is interesting to note that Ghent University did not opt for a ‘duo’ election system in which a male and a female candidate are elected as a team. This was actually requested by opponents of the current system as the duo-system leads to a formal compliance but informally perpetuates inequality. Although the duo-system often results in duos where the female candidate is the official candidate and the male candidate is the official ad interim candidate, the male candidate is seating in practice.

From a male-dominated to a gender-balanced Board of Governors

YELLOW WINDOW EUROPEAN INSTITUTE FOR GENDER EQUALITY
Integrating Gender Equality into research and higher education institutions
The composition of the university’s Board of Governors has been traditionally male-dominated since the university was founded. Over the years, the increasing number of female professors at the university did not change the male composition and decision-making culture. For instance, before the Flemish law entered into force and the new procedure was instituted, it was a common informal practice to appoint the resigning dean of a faculty to be seated in the Board of Governors. Before the new procedure was installed, the number of female professors in this Board varied from zero to two out of 12 professor positions (or 0 to 16 %).

Main obstacles and results
After its institutionalisation, 8 out of 11 faculties supported the new procedure. Three faculties boycotted the ‘undemocratic procedure’ by making pre-agreements as regards who to vote for. Despite such incidents, the elections represented a significant success and meant a historic shift for gender equality at Ghent University. As a result of the 2014 election, the Board has now a 50/50 composition. No female representative had to be positively discriminated. To the contrary, to reach the 40 per cent minimum, one woman had to give way to her male counterpart although she had more votes in total. Furthermore, the reformed election has attracted the most voters ever in the history of the University (9,268 votes).

Other actions promoting gender equality in Ghent University
Ghent University is showing a wider commitment to establishing a gender policy through its gender actions 2012. The current rector and her team are supporting this initiative. Likewise, the gender policy officer is putting efforts in gender-sensitising the faculties. These seem to be important pre-conditions supporting the outcomes of the new elections procedure.

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FURTHER INFORMATION
News about the Board of Governors of Ghent University

Diversity and Gender Policy Unit at Ghent University
Council election strategy
Siauliai University, Centre for Gender Studies and Research
Lithuania - 2014

ENABLING WOMEN TO RUN FOR THE ELECTIONS FOR THE UNIVERSITY’S COUNCIL

Summary
The EU-funded structural change project INTEGER has taken on a pioneering role at Siauliai University (SU) and in Lithuania as a whole. This project was fundamental to promote institutional transformation in a higher education institution. During the project’s implementation, the Council elections were planned to take place. Considering the striking underrepresentation of women in the university’s Council, the SU Council Election Tactics and Strategy Plan were developed within INTEGER in order to encourage a gender-balanced representation of the Council. Several activities were undertaken in order to empower female candidates to run in the university’s Council elections, such as: communication with the highest management staff at SU through formal meetings; consultation with the university lawyer about the possible ways of making women’s representation in the Council’s election; participation in the preparation of the election regulations; search for women candidates from SU representatives according to criteria such as loyalty to the university and commitment to implement gender equality at the university. As a result of these initiatives, the number of women to the Council significantly increased from 0% in 2011 to 36.3% in 2014.

A collegial management body without women
According to the Lithuanian Law on Higher Education and Research (2009), the Council of a state university is one of the main collegial (corporate) management bodies. The university Council is responsible for approving the institution’s vision and mission, as well as a strategic action plan, set the management procedures, and use and disposal of the university’s funds. In Siauliai University (SU), in 2010, the Council was composed of 11 male members (no women).
Considering the important role of this body, there was a pressing need to change its male-dominated composition. In Lithuania, there is no any legal document supporting quota systems for achieving a gender-balanced representation in decision-making bodies of an institution. Therefore, it is hardly possible to apply quotas in a local university. On the other hand, the predominant masculine academic culture, along with persisting stereotypes and unconscious biases about women in society and particularly those in higher academic and management positions, have clear repercussions on the limited female representation in the university’s management bodies.
Having the abovementioned issues in mind, SU decided to draft a strategy to increase women’s representation in decision-making bodies.

A strategy to increase the number of women in the university’s Council
The aim of this initiative was to increase women’s representation in the 2014 SU Council elections up to 25% (i.e. reaching the university’s critical mass). SU’s strategy integrated a thorough planning for each phase of the election process.

More specifically, the detailed set of actions taken within this strategy included:
1. Development of the Siauliai University Council Election Tactics and Strategy Plan. Informing the Rector and Chair of the Senate about the proactive participation of the project’s team in the election.

2. Consulting the university’s lawyer about possible ways of making representation of women in the Council’s election more fluent.

3. Contributing to the preparation of the election regulations by providing suggestions and participating in discussions.

4. Searching for women candidates from SU’s representatives, lobbying and recruiting according to the following criteria: 1) loyalty to the university; 2) preparation and willingness to implement gender equality in the university.

5. Writing a public letter to the Rector reminding him about the employers’ duty to implement equal opportunities of women and men at the university. The letter was announced during a meeting at Rector’s office.

6. Meeting with female candidates and identifying the potential candidates who have experience in academic and management fields and expressed their motivation to run for the elections. This was necessary to ensure the support from the scientific community, students and external representatives.

7. Changing the regulations for the SU council composition. The changes proposed by INTEGRER’s project team (particularly section 17.1) ensured a higher openness for female candidates to participate in the elections. More specifically, the requirement to have 10 years of experience in management and supervision was reduced to five years. This guaranteed broader possibilities to women to become candidates.

8. Designing individual election campaigns to each of the female candidates: identifying and highlighting specific competences of each candidate to work in the Council, assisting in building a professional decision-making image, using different publicity and communication elements for each candidate.

9. Participating in interviews which were broadcasted on the university’s webpage and through a local TV station.

10. Monitoring of the election process (internally and externally).

11. Raising awareness about the results of the elections to the University Council.

Outcomes and lessons learnt
As a result of these actions, four women were elected to be part of the university’s Council. The number of women to the Council significantly increased from 0 % in 2010 to 36.3 % in 2014.

Lessons learnt from the process:

- **Be prepared for the unexpected.** Be aware that you may be confronted with academic (pedagogical & research) routines that may put some obstacles in the process. In addition, decision-making on the senior management level can be less democratic. Be ready to cope with structural and leadership changes.

- **Be helpful not obstructive.** All interventions should be consistent with the academic life cycle referring to local/national law.

- **Learn about the STEM culture features.** Staff working in STEM fields have their own culture with its own characteristics. STEM professionals and disciplines usually rely on numbers, data and direct outcomes. Thus, they might not be the social sciences savvy when it comes to gender issues, gender sensitivity and equality. Capacity building, competence building, or awareness-raising

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7 Science, Technology, Engineering, Mathematics.
trainings’ content should follow an outcome-based approach. Traditional trainings are not effective. Search for non-traditional training forms.

- *Knowledge is key.* Keep in mind that STEM academics and professionals, as well middle and top management may not be gender sensitive. Thus, efforts to raise their awareness and build competences need to be made. The more people are gender sensitive, the easier will be to move towards structural change.

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**FURTHER INFORMATION**
How to increase women’s representation in the 2014 SU’s Council elections?  
https://www.youtube.com/watch?v=13XU4nyJQ2E  

INTEGER’s website  
www.projectinteger.lt  

INTEGER’s Online Guidelines  
http://www.integer-tools-for-action.eu/en
AKKA leadership programme
Lund University
Sweden - 2004

ATTRACTING MORE WOMEN TO ACADEMIC LEADERSHIP POSITIONS

Summary
In 2004, Lund University launched a gender-integrated leadership programme (AKKA). Within this programme, leadership is understood as something that can be learnt and developed, and that focuses on the individual’s competences, and not on personal characteristics. The AKKA programme aims at raising gender knowledge and awareness, and providing methods and tools for structural change in order to achieve sustainable gender equality. From 2004 to 2014, five AKKA programmes have been offered for 150 senior scholars in Lund University (Sweden) (of which 37 were men). The programme runs over a year with monthly meetings. Throughout the years, AKKA has increased the number of women in leading positions, contributed to an enhanced visibility of women as potential leaders, increased willingness of both women and men to assume leadership positions, raised gender awareness among female and male academic leaders, promoted networking and collaboration within the university, raised the knowledge about the university’s politics and activities, developed tools to deal with resistance to gender issues and for change management, contributed to highlight discrimination, and developed concrete change projects.

The rationale behind the AKKA programme
Back in 2004, few women upheld leadership positions in the university. For instance, the university had eight deans, of which only one was a woman. Considering this situation, the AKKA programme defined short and long term goals. The short-term goal of the programme was to encourage female researchers working at Lund University to apply for deans and vice-deans. The long-term goal consisting in increasing the number of female leaders at the university, and breaking the male power base.

The university understood that positive actions targeting women were not enough and that more women does not necessarily lead to sustainable gender equality. As such, the university needed gender-aware leaders who will serve as “change agents” and who will identify and address discriminating structures in the academia. As such, the AKKA programme was designed to raise gender knowledge and awareness, and provide methods and tools for structural change in order to achieve sustainable gender equality. Nevertheless, structural changes are not, and should not be, only women’s responsibility. This is a responsibility of both women and men. Therefore, AKKA aims to be a forum for discussion of higher education politics and activities, as well as for networking within and across faculty boundaries.

AKKA’s basic concept is that leadership can be learnt: a person is not “born” leader, s/he “becomes” a leader. Hereby, the focus shifts from personal characteristics to competencies, something that could be achieved and developed. Certainly, personal characteristics play a role, but they are not innate or given once and for all. Personal characteristics are in fact cultural constructs related to gender roles. Women in leadership positions are often depicted in complementary terms to men. The leadership role is frequently narrowed to gender stereotypical patterns. Such stereotypes have affected the expectations of a leader’s role and its individual approaches. AKKA’s message is that everyone can develop leadership skills irrespective of their gender. “Doing leadership”, to make herself or himself a leader, is a process over time and requires both theory and practice, both knowledge and reflection. For this reason, the duration of the programme is extended to over a year with monthly gatherings. This design is highly valued and also helps the participants to get to know each other and to create sustainable networks.
Contributing to structural change through a leadership programme
Within this programme, the academic organisation and academic leadership are subjected to critical scrutiny from a gender perspective. The purpose is to address gender structures and make visible the gendered power structure (an academic gender regime or culture) that generates different possibilities and conditions for women and men. This programme does not see women as the “problem”, but rather the gendered structures. The following issues are addressed: Why are there so few female leaders at Lund University? How does gender operate in the academic culture? What are the effects of the gender structures on the academic organisation and activities? In what ways is leadership gendered? Do women and men at the university enjoy equal opportunities and conditions?
The AKKA programme understands that a gender-sensitive leadership is a leadership that also works to change other discriminatory structures such as class, ethnicity and sexuality. This programme aims at contributing to an intersectional understanding of the gender concept.

The AKKA programme
From 2004 to 2014, five AKKA programmes have been offered to 150 senior scholars. The first two programmes only targeted women. The following programmes also invited men invited to participate. In total, until 2014, 37 men participated in the programme. Whereas one programme (AKKA IV, 2010-2011) received support from the Swedish government (Delegation for Equal Opportunities in Academia), the remaining four were funded by Lund University.
Within its five editions, the programme followed the same structure, including seminars, workshops and a project work.
A seminar with one (or more) invited lecturers is usually followed up by a workshop to discuss the topic, with or without the presenter. The lecturers are prominent gender researchers in leadership, in academic organisation, as well as other relevant topics. In addition, representatives of the university, along with a few external consultants, are invited as lecturers. The topics of the seminars have been relatively constant throughout all programmes: university organisation and governance; current university issues; faculty’s structure, management and activities; leadership and gender; equality and diversity; academic culture; ethical aspects of leadership; rhetoric, debate and communication; and finally the academic and personal leadership. In the latest programme, the gender perspective evolved to include gender in knowledge production.
The workshops serve as a discussion forum where participants exchange experiences and knowledge, a sort of “peer learning”, where problems are approached from a multidisciplinary point of view. Case studies and role plays designed by the participants are used as pedagogical tools. Participants from previous AKKA programmes are occasionally engaged as supervisors and to provide support.
The project work is introduced at the opening session and runs in parallel with other programme activities. The project work allows the participants to deepen their knowledge about the faculty and its management. The purpose of project work is to identify and analyse particular discriminatory practices or other problems within the faculty. The identified problem must have a clear and integrated gender and diversity perspective, and focus on the possibilities for change. The purpose is to provide constructive solutions. The project work is carried out individually or in groups, and is published in the final report of each edition of the AKKA programme.

Overcoming resistance in the programme
The gender-sensitive approach adopted by the AKKA programme has generally been perceived as very positive, instructive and new. However, suspicion and resistance were encountered in the mixed-gender programmes. Resistance was manifested mainly by men: they hogged or interrupted the activities, they expressed negativism towards gender issues, they were rather defensive, made faces, sighed, checked
emails, played with cell phones, among others. These actions can be summarised in oral and body language. Other manifestations of resistance could be noted among the male participants, by excelling and trying to outdo each other. Men signalled male affinity with each other. In the women-only programme, as well as in the mixed gender programmes, it was noted that, in certain situations, women were loyal to men. Individual women showed loyalty to men (no matter if men were present) because they wanted to downplay the significance of gender. They endorsed men by being a (relatively) quiet and confirmatory audience. An interesting observation is that those participants who were already gender-aware (mainly women), both legitimised the gender perspective and served as “boundary workers”. Their interventions contributed constructively to convey a gender perspective to the others. They quashed the possibilities for creating a platform for opposition.

Resistance was understood as unfamiliarity to gender studies. The strategy chosen to address this unawareness was to strengthen the programme’s gender perspective. Gender issues permeate the whole process: from the announcement, selection and admission to the programme, as well as its structure and contents, working methods and practices. A mandatory course book, a handbook on gender and leadership, was introduced to bridge the knowledge gap and enhance the gender awareness. This strategy legitimated the gender perspective. In the 2013-2014 programme, resistance turned into interest, acceptance and active engagement.

Learning from the experience

By the spring semester of 2015, the impact of the AKKA programme is noticeable. Lund University has now one female deputy vice-chancellor, five female deans out of eight (of which three participated in the programme), both female and male participants of the AKKA programme are vice-deans and department heads, and more than half of the participants held leading positions at various levels within the university. The AKKA programmes are continuously assessed through questionnaires filled in by the participants. The programme officers have further summarised their experiences and reflections in the “AKKA White Book” (AKKA Vitbok, 2012). The programme is also assessed by external evaluators in order to provide a neutral perspective on programme quality and effectiveness. Reports from the programmes are continuously published (2006, 2008, 2010, 2012, and 2015). The following results and effects of the programme have been recognised:

- Increasing the number of women in leading positions;
- Raising visibility of women as potential leaders;
- Increasing willingness of both women and men to assume leadership;
- Raising gender awareness among academic leaders – men and women;
- Contributing to networking and collaboration within the university;
- Raising knowledge of university politics and activities;
- Developing tools to deal with resistance to gender issues, and for change management;
- Contributing to highlight discrimination;
- Developing concrete change projects.

The programme has been presented by the programme officers at several Swedish and Nordic universities. It served as inspiration for local leadership programmes (such as in the universities of Uppsala and Växjö). The programme was also presented at Nagoya University in Japan and used as a model for a leadership programme.
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FURTHER INFORMATION
The AKKA reports and the White Book will be available online in March 2016. For earlier access please contact Inger Lövkrona (inger.lovKrona@kultur.lu.se).
Structures and incentives

Gender & Diversity Controlling
Goethe University Frankfurt
Germany - 2010

COORDINATING AND MONITORING FOR EFFECTIVE DECENTRAL ACTION

Summary
Goethe University Frankfurt is committed to promote gender equality within its organisation. After realising that the level of commitment to design and implement gender equality measures differed significantly between the decentral units, and recognising the need for centralising information on gender equality initiatives in the faculties, Goethe University Frankfurt established the Gender & Diversity Controlling in 2010. The establishment of this structure was foreseen in the university’s gender action plan covering the period between 2009 and 2013 (Frauenförderplan 2009-2013). The Gender & Diversity Controlling aims at monitoring developments with respect to gender (in)equalities across the university, as well as at providing guidance and support, and monitoring gender equality-related efforts within the 16 faculties (Fachbereiche) of Goethe University Frankfurt. More specifically, the Gender & Diversity Controlling coordinator is in charge of steering the controlling/monitoring procedures and of managing the compilation of gender & diversity statistics within the university.

Promoting gender equality and diversity at Goethe University Frankfurt
Since 2010, in each of the 16 faculties it is mandatory to set up a Gender Equality & Diversity Action Plan (GEDAP) every two years and to comply with reporting requirements. The action plans are linked with target agreements (Zielvereinbarungen) that are issued between the university management and the faculty management. The process of setting up Gender Equality & Diversity Action Plans is steered by the Gender & Diversity Controlling coordinator.

The Gender & Diversity Controlling unit: combining monitoring and support tasks
Within the Equal Opportunities Office there are several strategic and/or service-oriented fields of activity, including the Gender & Diversity Controlling. The coordinator Gender & Diversity Controlling is a member of the Equal Opportunities Office, who cooperates closely with the university’s central reporting and controlling unit. This position was established in 2010. The coordinator is supported by a team to undertake the controlling/monitoring tasks. This team is composed of coordinators of other fields of activity of the Equal Opportunities Office, namely ‘Gender Consulting’, ‘Diversity Consulting’ and ‘Family Service’. The coordinator and her team guide the faculties’ representatives through the following four-step cycle: (1) analysis of the status quo and needs assessment; (2) planning of gender equality measures addressing the identified needs; (3) implementation of these measures; and (4) assessment of successes and shortcomings of the measures, as well as issuing recommendations. In addition to guiding and monitoring the assessment and further development of the Gender Equality & Diversity Plans, the Gender & Diversity Controlling unit provides services that are sought by management staff, administrators and researchers. This unit carries out Gender Equality Monitoring of the share of female and male staff in different positions and in different decision-making bodies, amongst others.
Clear procedures for a smooth process
The Gender and Diversity Action Plans at faculty level cover a period of two years. After these two years, reporting takes place. In order to ensure that the Gender & Diversity Controlling unit can thoroughly provide advice to all 16 faculties, the reporting period is not scheduled for all of them at the same time. As a first step in the process, the Gender & Diversity Controlling coordinator provides the faculties with sex-disaggregated statistics, tools to assist them in the reporting and planning process, and further relevant material if deemed necessary. The faculties are expected to analyse the status quo, to assess existing measures and to design their next Gender and Diversity Action Plan within three months. At least one Gender & Diversity Consulting meeting takes place with each faculty, complemented by less formalised forms of exchange. During this meeting, the Gender & Diversity Controlling coordinators, as well as experts from ‘Gender Consulting’ and the ‘Family Service’, provide a first feedback and advice with regard to identified needs and promising initiatives. This meeting is also aimed at finding a shared understanding about the priority areas of intervention (as usually resources are limited). These experts are brought together in order to make use of the available in-house expertise in different fields of action. They support the faculties in setting up tailor-made measures addressing the identified individual needs.
It is up to the faculties to decide who takes part in these meetings from their side. The type of representatives chosen by each faculty differs significantly. This is partly due to the varied sizes, and the administrative and managerial structures of the different faculties. Typically, the following representatives take part of these meetings: the Dean or his/her deputies, the Head of the faculty’s administration or Head or member of the faculty’s quality management unit, the coordinator of study/teaching issues within the faculty (who is most likely a member of the research/teaching staff, and the faculty’s women’s representative (who may be a researcher and/or a member of the administrative staff). The faculties are responsible for designing their next Gender and Diversity Action Plans following guidelines and templates. Once they submit the action plans to the Gender & Diversity Controlling coordinator, the unit assesses the plans and issues a comprehensive report. Subsequently, the University Senate’s Commission on Gender Equality and Diversity (Sektionskommission Frauenförderung, Gleichstellung und Diversität) receives the action plans together with the assessment made by the Gender & Diversity Controlling unit and provides a written feedback to the respective faculties.
For the assessment of the Gender and Diversity Action Plans, the quality criteria defined in the Research-Oriented Standards on Gender Equality of the German Research Foundation (DFG) are applied, namely consistency, transparency, competitiveness and forward-looking approach, and competency. These criteria are complemented by the following two criteria: the extent to which the measures fit the context and the objectives (i.e. if they respond adequately to the problems identified); and how the measures address the needs of their target groups orientation. The faculties have the power to decide on the modification of their action plans based on the feedback received.
Having overcome some initial resistances, this process is well-established and accepted by now. However, subtle resistance remains among a few stakeholders that is shown in a low level of cooperation with the coordinator and the disregard of advice. The resistance is likely to be rooted in the concern of some researchers that such controlling instruments restrict their freedom in decision-making and research, and impose labour-intensive administrative duties. Yet, most stakeholders tend to accept and appreciate the controlling/monitoring process once they are more familiar with it and its aims. To give an example, a broad acceptance of the initiative is more likely if the objectives of the controlling/monitoring that are to be communicated are aligned with the university’s and faculties’ objectives, e.g. those related to excellence.

Useful tools to support steering and reporting

YELLOW WINDOW EUROPEAN INSTITUTE FOR GENDER EQUALITY
Integrating Gender Equality into Research and Higher Education Institutions
Several tools have been developed in order to guide and assist actors at faculty level throughout the process. These tools are continuously being updated and adjusted and have become well-accepted among their target group.

At the beginning of each phase of reporting activities, the Gender & Diversity Controlling coordinator provides the faculties with the following tools:

- Guidelines on how to carry out a baseline and a needs assessment, how to define priority objectives and how to identify target groups, together with a reporting template;
- A template for documenting the assessment of measures implemented regarding a reporting period;
- A template for developing new measures to be implemented in the upcoming reporting period, including the definition of objectives, target groups, costs and responsibilities;
- A toolkit featuring exemplary measures at faculty level.

In addition, the coordinator prepares and shares sex-disaggregated statistics including, amongst others, comparisons over time and an assessment of the achievement of the action plans' objectives.

**A convincing approach showing first successes**

After the first two controlling/monitoring rounds, the Gender & Diversity Controlling prepared a report to analyse the results and effects achieved so far, including an assessment of strong and weak points of the procedures. This 'Self-Evaluation' was then reviewed by the university Senate's Commission on Gender Equality and Diversity. Based on this review, some amendments were made to the procedure, which have been implemented in third round.

The Gender & Diversity Controlling approach and procedures have proven very promising at Goethe University Frankfurt. They have met the needs for central steering and monitoring, while granting the faculties freedom to design and implement tailor-made action plans. Gender & Diversity Controlling makes gender equality-related efforts within the faculties more binding and supports informed action with regard to gender equality. The different elements and services provided by the Gender & Diversity Controlling unit are considered to contribute to the acceptance and success of the controlling/monitoring procedures.

This structure is embedded in a wider strategy and in the organisation, which ensures its continuity and sustainability. It adopts a participatory and inclusive approach by ensuring the involvement of the University's Senate, faculties' representatives, along with other structures of the university (such as experts from Gender Consulting and the 'Family Service'). The controlling/monitoring procedures and tools are good for learning how to act upon existing inequalities. The Gender & Diversity Controlling model designed and implemented at Goethe University Frankfurt is likely to be transferable to other Universities (certain adaptations may have to be considered depending on each specific context).

At the time of the third reporting period that was being undertaken in the autumn of 2015, it could be observed that the Gender Equality and Diversity Action Plans at faculty level have been significantly developed and advanced in comparison to previous reporting periods. Gender Equality & Diversity measures tend to have a larger scope than before and are more likely to be successfully implemented. The active involvement of a variety of stakeholders in gender equality-related efforts within the faculties has increased over the years. Furthermore, the coordination of the process by the Gender & Diversity Controlling coordinator ensures an overview and understanding of the developments and initiatives in different, autonomous faculties. This controlling/monitoring approach enables the exchange of ideas, and has the potential to transform organisational structures and procedures.

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FURTHER INFORMATION
Website on Gender & Diversity Controlling at Goethe University Frankfurt:
http://www.uni-frankfurt.de/39809233/aufgaben (in German)

Informative flyer about Equality at Goethe University Frankfurt:
http://www.goethe-university-frankfurt.de/50824238/Flyer-Equality-Goethe-University.pdf

More information about the Women’s Representative and the Equal Opportunities Office:
http://www.goethe-university-frankfurt.de/50611397/Equality
MONITORING PROGRESS TOWARDS GENDER EQUALITY IN THE UNIVERSITY

Summary
University of Beira Interior (UBI) was the first university in Portugal to set up a gender equality plan as early as 2011. The pioneer work of UBI in this field is well-known in the country. A thorough initial assessment (2010-2011) of the gender equality state-of-play of the university preceded the development of the gender equality plan. UBI's plan established as a measure the elaboration of sex-disaggregated statistics about teaching and non-teaching staff, and students. Since 2012, Gender Equality Reports have been prepared on an annual basis to monitor the progress towards gender equality in the university. These reports are publicly accessible and build on the initial assessment carried out early in the process of setting up UBI's gender equality plan. The analysis provided in the reports considers the gender balance in terms of disciplines taught and on decision-making and leadership positions, the gender pay gap, the use of measures to reconcile professional and personal life (like flexible working hours), a gender analysis of the utilisation of leaves, and information about the number of students disaggregated by sex and faculty.

The first gender equality plan in a Portuguese university
Despite the fact that in Portugal there are no legal or policy provisions requiring universities and research institutions to have gender equality plans, University da Beira Interior (UBI, Covilhã) set up a plan in 2011 through the then structural funds framework programme⁸. More specifically, there was a particular intervention typology funding Plans for Equality (intervention typology 7.2)⁹. UBI was funded twice under this intervention typology for the project UBIequal (‘Igual’ in Portuguese means ‘equal’). The first edition of the project was approved in 2009 and aimed essentially at carrying out an initial assessment of the state-of-play concerning the integration of gender equality in the organisation and its practices, as well as setting up a gender equality plan. A few activities of the plan were implemented, mostly those concerning awareness-raising actions. The second edition of UBIequal ensured the financial resources to implement the gender equality plan from 2011 to 2013. Although the funding ended in 2013, the plan continues to be implemented by its Commission for Gender Equality. No financial resources have been made available to support the implementation of the plan.

Understanding the gender equality state-of-play in the university to target specific problems
One of the objectives of UBI’s gender equality plan was to deepen the knowledge about the social and institutional dynamics that influence the reproduction of inequalities between women and men at university level. To this end, a thorough initial baseline assessment (Diagnóstico Organizacional da Igualdade de Género na UBI) was conducted between March 2010 and January 2011 to establish a solid

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⁸ National Strategic Reference Framework (QREN), 2007-2013, was the structural funds framework programme that was institutionalised in Portugal to regulate the application of EU’s economic and social cohesion policies. The operational structuring of QREN was systematised through three Thematic Operational Programmes and five Regional Operational Programmes for continental Portugal and for the two Autonomous Regions (i.e. Madeira and Azores).

⁹ One of the three thematic operational programmes of QREN was the Human Potential Thematic Operational Programme (POPÔH). It was structured around 10 priority axles, of which one tackled Gender Equality (Axle 7). Axle 7 was composed of seven intervention typologies, of which one focussed on funding Plans for Equality (intervention typology 7.2).
ground for advancing gender equality policies and actions in the university. The assessment was done in three phases:

1. Communication and promotion of UBIgual to obtain the support and involvement of the top management, as well as to inform the university’s community about the project.
2. Collection and analysis of quantitative data (April to August 2010).
3. Collection and analysis of qualitative information (September 2010 to January 2011).

This initial assessment included a diachronic analysis between 2005 and 2009 in order to assess the evolution towards promoting gender equality in the institution during this period. An analytical framework model was devised based on an exhaustive literature review about gender equality, along with the sociological study of the organisation. Eight dimensions and respective indicators for each dimension, of distinct relevance levels, were defined to allow detecting gender inequalities and discrimination in UBI, as well as to assist in the establishment of priorities, objectives and concrete actions of the gender equality plan. The dimensions considered were: 1) the organisational structure of UBI, 2) policies and measures, 3) communication, 4) organisational culture, 5) non-teaching staff, 6) teaching staff, 7) research & development in UBI, and 8) students.

The approach followed comprised quantitative and qualitative methodologies including:

- A statistical analysis using descriptive and bivariate techniques. The data referred to 2005 and 2009 and was available through different university databases.
- A documentary analysis of institutional documents.
- Two questionnaires:
  - One targeting students and aimed at assessing their knowledge about gender and perceptions about gender inequalities, evaluate attitudes in relation to gender equality, understanding social representations about household tasks and how these are reproduced within the family. The questionnaire was applied during classes.
  - One targeting teaching staff and aimed at assessing hostile and benevolent sexism. These concepts were adapted from the Ambivalent Sexism Inventory of Glick & Fiske (1996). Teachers were invited to respond voluntarily to the questionnaire.

- Interviews with top leadership, teaching and non-teaching staff, researchers, and decision-makers. Different indicators were used for non-teaching staff, and for teaching and research staff. The interviews were audio-recorded and integrally transcribed. A content analysis was then performed.

The results of the initial assessment were presented following the eight dimension earlier identified. The assessment includes concluding remarks about the university’s gender equality state-of-play.

**Annual Gender Equality Reports**

UBI’s gender equality plan defined seven intervention areas, of which the first focussed on gender equality policies. The objective of this intervention area was to integrate gender equality in management and governance actions in order to promote and ensure all staff’s commitment. One of the activities/measures established was the elaboration of sex-disaggregated statistics about teaching and non-teaching staff, and students (activity no. 2). The annual Gender Equality Report was one of the monitoring and evaluation mechanisms foreseen to verify the completion of activity no. 2. Four reports were compiled so far on an annual basis: 2012, 2013, 2014 and 2015. These reports build on the initial assessment described above, which was undertaken before developing the gender equality plan. All reports can be accessed online. Every time a new report is drafted, it is advertised by the public relations department. The purpose is to encourage debate within UBI’s community through the university’s website and social networks.
The same methodological approach was followed to develop the four reports. This includes secondary data sources, namely the university’s databases, UBI’s social balance report, and the report of the Training-Interaction Centre of UBI’s Business Structures. The same sources, dimensions and indicators were used in the three most recent reports. The dimensions analysed are 1) the organisational structure of teaching and non-teaching staff, and 2) the students. The indicators for each dimension are listed below. The sources of information for each indicator are laid out in the reports.

<table>
<thead>
<tr>
<th>Organisational structure of teaching and non-teaching staff</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>• No. of women and men by age</td>
<td>• No. of students by sex</td>
</tr>
<tr>
<td>• No. of women and men by level of education</td>
<td>• No. of students by sex and by sex</td>
</tr>
<tr>
<td>• No. of female and male foreign workers by nationality</td>
<td>• No. of students registered in the first cycle (equivalent to bachelor degree) by faculty and by sex</td>
</tr>
<tr>
<td>• No. of women and men by professional group</td>
<td>• No. of students registered in the second cycle (equivalent to master degree) by faculty and by sex</td>
</tr>
<tr>
<td>• No. of female and male faculty presidents</td>
<td>• No. of students registered in the third cycle (equivalent to PhD degree) by faculty and by sex</td>
</tr>
<tr>
<td>• No. of female and male department presidents</td>
<td>• Salary of women and men by remuneration intervals</td>
</tr>
<tr>
<td>• Salary of women and men by remuneration intervals</td>
<td>• No. of women and men by type of contract</td>
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<tr>
<td>• No. of women and men by schedule modality</td>
<td>• No. of women and men by schedule modality</td>
</tr>
<tr>
<td>• No. of extraordinary hours by women and men according to the type of services provided</td>
<td>• No. of extraordinary hours by women and men according to the type of services provided</td>
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<tr>
<td>• No. of absence days by women and men according to the absence motive</td>
<td>• No. of absence days by women and men according to the absence motive</td>
</tr>
<tr>
<td>• Change of the effective situation according to the motive</td>
<td>• Career progression</td>
</tr>
<tr>
<td>• No. of women and men recruited and returned</td>
<td>• No. of women and men recruited and returned</td>
</tr>
<tr>
<td>• No. of women and men contracted as teachers</td>
<td>• No. of women and men contracted as non-teaching staff</td>
</tr>
<tr>
<td>• No. of women and men contracted as non-teaching staff</td>
<td>• Training received by women and men</td>
</tr>
</tbody>
</table>

**Monitoring progress towards gender equality**

The objective of the annual reports is to inform the academic community about the current situation of the university in relation to gender equality. The comparative analysis between the most recent data and the results from previous exercises (including the initial assessment and the other gender equality reports) allows understanding the progress and/or retrocession in relation to gender equality. In addition, this analysis allows making recommendations to promote the institutionalisation of promoting gender equality in UBI.

**Challenges experienced**

Whereas funding was available to carry out the initial assessment and the 2012 and 2013 annual gender equality reports, the 2014 and 2015 reports did not have any financial support. During the implementation of the project UBlgual (2009-2011 and 2011-2013), a full-time researcher was working at the Commission for Gender Equality. The role of this researcher was extremely important to set up, implement, monitor and evaluate the gender equality plan, including the collection and analysis of data for producing the annual gender equality reports. Currently, the Commission for Gender Equality is composed of three professors. As indicated by the Coordinator of the Commission for Gender Equality, it is difficult to respond both to the demands of professorship and research roles in the institutions and to the continuous work required for implementing and monitoring a gender equality plan (including the...
annual gender equality report). Therefore, the activities of such plan (such as the timely preparation of
the gender equality reports) are relegated to a second (or lower) priority level.

**Learning from this practice**
Progress towards gender equality in UBI has been monitored through annual gender equality reports
prepared by the university’s Commission for Gender Equality since 2012. The gender equality plan
developed by UBI sets the obligation to undertake this monitoring exercise. Therefore, the monitoring
practice is embedded in the university’s gender equality plan.
The reports are good for learning how to think and act properly as they departed from a thorough
analysis about the university’s state-of-play in relation to gender equality, which has been monitored
ever since. The effective achievements towards gender equality in UBI, as well as backlashes, can be
identified and acted upon based on the information provided in the annual gender equality reports. The
reports provide relevant evidence which can be used to trigger actions at different levels in the
institution.
This monitoring procedure can be potentially transferable as long as sex-disaggregated data are available
for all dimensions and respective indicators. The dimensions and indicators can be adapted to the reality
of each university or research institution, and depending on the objectives set for such monitoring
exercise.

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**FURTHER INFORMATION**
All information is available in Portuguese.

*Website of UBIgual*

*Initial assessment report (Diagnóstico Organizacional da Igualdade de Género UBI)*

*Gender Equality Plan*

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INTEGRATING A GENDER PERSPECTIVE IN RESEARCH AND TEACHING: AN AWARD PROMOTED BY THE UNIVERSITY OF SANTIAGO DE COMPOSTELA

Summary
Since 2010, a gender perspective award is being organised on an annual basis by the University of Santiago de Compostela (USC). The award aims to recognise and make visible existing research projects and teaching practices that stand out for integrating a gender dimension. Six prizes are awarded annually: three for teaching achievements (excluding gender-specific courses) and three for research projects in any field (which integrate a gender dimension in hypothesis formulation, research design, methodology, research processes or the dissemination and publication of results). The award is fostering synergies with other initiatives undertaken by the university such as gender training and conferences. The award is remarkably bringing more visibility to gender issues in research and teaching. Furthermore, synergies were activated with other parallel initiatives (such as conferences and trainings) on which awardees have the possibility to share their research findings or how they managed to introduce a gender perspective in their teaching activity (including obstacles and resistances faced and how these were overcome).

Promoting actions towards gender equality in the university since 2006
The University of Santiago de Compostela has a strong history of promoting gender equality. The university is recognised by its pioneer initiative of creating a Gender Equality Office as early as 2006 (Oficina de Igualdade de Xénero, OIX), prior to the enactment of the Spanish Equality Law 3/2007. An Equality Commission of representatives from different groups within the university community was established in 2007, and the first Strategic Plan for Equal Opportunity between Women and Men was approved in 2009 and implemented until 2013.

An award to recognise research projects and teaching practices that integrate a gender dimension
The Gender Perspective in Research and Teaching Award (Premios a la introducción de la perspectiva de género en la docencia y la investigación) was launched in 2010. It has three-fold goal: to promote gender perspective in research and teaching, to advance gender training within the university community, and to boost and disseminate gender-sensitive research at the university. The prize annually awards six outstanding achievements in two different modalities (each identifying the first, second, and third places):

- **Prize for teaching achievements that incorporate gender perspective** The achievement should include the gender perspective in teaching and learning through the design of materials, application of new technologies, innovation in practices or currículum, or mentoring or coaching initiatives, among others. Applications must present a brief assessment of the benefits conferred by the achievement. Gender-specific courses are excluded, whereas initiatives in fields of knowledge where a gender perspective has traditionally been disregarded are especially welcome.

- **Prize for research achievements that incorporate gender perspective** The achievement may be carried out in any field of knowledge and at any stage of the research process: in hypothesis formulation, research plan design, methodology, implementation, or dissemination and publication of results.
Eligible achievements must have been carried out within the last three years by teaching and research staff of the university. Individual or groups can apply. An evaluation committee is constituted every year. Usually it is composed by the Rector or a Vice-Rector (in 2015 it was the Vice-rector of Students, Culture and Social Responsibility, who presided the committee), the director of the Institute of Education Sciences (ICE), university’s teaching and research staff from different areas of knowledge (four members in 2015), and the coordinator of the Gender Equality Office (who acted as secretary of the committee in 2015).

A monetary compensation is given to the awardees. The initiative was funded by the General Secretariat for Equality of Xunta de Galicia (the Galician regional government) and co-financed by the European Social Fund (ESF) between 2010 and 2013. It is currently solely funded by the university’s budget. The amount given has been decreasing throughout the years. Whereas in its first edition (2010) the amount of the prize was 1,500€ for first place, 1,000€ for second, and 500€ for third, in its sixth edition (2015) the prizes amount to 750€, 500€ and 300€, respectively. The reduction of the monetary compensations is explained by the overall cuts in the budget allocated to gender policies by the different funding bodies involved.

The features of this award can be replicated in any university or research institution. Nonetheless, it is advisable to consider targeted communication actions to ensure a higher participation in the first years of implementation.

**Nearly 100 achievements recognised since 2010**

The prize has generated significant impact in the university’s community, with over 260 applicants presenting nearly 100 total eligible achievements (primarily in the research modality) since the award was launched in 2010. Different disciplines have been awarded through the years, covering a wide range of diverse areas such as astronomy, political science, economy, medicine, communication, psychology, and geography, among others.

It is worth noting that the existence of a significant number of research groups working on gender issues and/or from a gender perspective has contributed to the success of the award. The Gender Equality Office is currently designing a directory of these groups in order to make them more visible.
An award triggering other actions

Significant synergies have been created between the award and other initiatives carried out by the university. Awardees are encouraged to participate in other gender equality initiatives and training workshops promoted by the institution.

As regards the research modality, awardees are invited to present their results at the Annual Galician University Conference on Gender (Xomada universitaria galega en xénero, XUGEX) to promote and recognise research that integrates a gender dimension. The conference, hosted annually since 2013 by three Galician universities (University of Santiago de Compostela, University of A Coruña and University of Vigo), brings visibility to gender-sensitive research, fosters public debate on current changes in gender roles, and promotes interuniversity and interdisciplinary collaboration among researchers. The conference includes not only lectures from invited keynote speakers and roundtables on specific topics, but also poster sessions. Speeches, lectures and communications presented at the conferences were collected and published in an ISBN publication.

The teaching modality received greater exposure through the participation of awardees in a blended learning course organised by the Equality Office to introduce and strengthen gender expertise among the university’s teaching staff. The training “Integration of a Gender Perspective in University Teaching” was created in 2014 as part of the Training and Innovation in Teaching Programme of the university. In particular, the training aims at providing theoretical and practical tools for teaching from a gender perspective, using participatory methods and practical examples. Awardees from the teaching modality participate actively as trainers. They explain in detail how they succeeded in incorporating a gender perspective into specific settings and/or specific fields of knowledge. By doing so, they are further disseminating applied knowledge on how to put gender expertise into practice on a collaborative basis. Three sessions of the course, lasting between 20 and 30 hours total, depending on the session, have been held until October 2015, with a total of 61 participants (teachers).

A significant contribution towards gender-sensitive teaching

The actions of the Gender Equality Office have a clear positive impact on teaching practices. While in 2008 only nine courses in the entire university explicitly integrated a gender perspective, in 2011 this number increased to 118 courses. In 2011, 48 % of degree programmes included at least one course referring explicitly to gender. In 2008, courses featuring a gender dimension were taught in only some fields (namely, education, psychology, work science, law, political science and literature), whereas three
years after, courses of this kind were taught in all five major areas of knowledge within the university (albeit with very important differences among them). This positive evolution is considered to be related to a growing awareness of the concept of gender rather than showing a real integration of a gender perspective in academic subjects. In addition, the on-going transformation of European university degree programmes, as a consequence of the implementation of the Bologna Process, is a factor to be also taken into consideration. It entailed both a significant reorganisation of academic programmes and a review of teaching practices and contents. Therefore, the newly reinvented undergraduate degree programmes represented a great opportunity for incorporating gender perspective in teaching. Another advantage to the major structural changes taking place at universities as a result of the Bologna Process was found in the creation and implementation of new innovation and quality strategies.

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FURTHER INFORMATION
Documents concerning the prize call, list of applicants and respective research and teaching works, and jury decision:

Information about the "Annual Galician University Conference on Gender":

Information about the training "Applying gender perspective to university teaching":
Gender Certification
Department of Physics, Lund University
Sweden - 2010

GENDER CERTIFICATION: A ROAD TO CHANGE?

Summary
The aim of the project is to increase the knowledge on gender issues and to create conditions for a possible 'gender certification' at the departments of Physics, Earth Sciences, and Energy Sciences at Lund University in Sweden. This project was initiated in 2007 at the Department of Physics and consisted of three steps: 1) Education, Information and "Infiltration", 2) Realising ideas and 3) Evaluation. A working team has been appointed to share information about the project within the departments and to discuss, initiate and implement various activities. The gender certification group (the working team) meets regularly since the beginning of 2010.
This project assisted the departments in understanding gender assumptions in their teaching and research. This led to rethinking teaching, changing concepts and languages, and possibly also changed research questions and priorities.

A pilot project to assist in the implementation of gender equality policies of the university
The AKKA leadership programme promoted by Lund University interviewed leaders at various levels of academia (including rectors, deans, and heads of departments) to discuss their perceptions about the gender equality policy of the university. They often expressed willingness to work for the realisation of the policy, but at the same time were very uncertain on how this could be done. This finding suggested that it is not enough to formulate policies, plans or lists of core values, and expect them to be implemented – they have to be accompanied by active support and information.
As a result, in 2007, a gender certification pilot project was initiated by the Vice Chancellor of Lund University. A project group was appointed to investigate the feasibility of using certification to accelerate a broad inclusion of relevant gender perspectives at Lund University. The group consisted of representatives from all faculties, along with representatives from the union, students and administrative personnel. The group prepared a final report and presented it in March 2008. This report thoroughly investigated the concept of gender certification and provided suggestions, in the form of questions, of criteria for certification. The concept of certification was interpreted as some form of quality assurance. It stressed that self-assessment is important to create activity and dialogue, but it also needs to be extended in order to involve a third party evaluation. The criteria for certification listed suggestions on how to implement the self-assessment by answering questions in four areas:

- **Gender awareness** which concerns the culture in the institutions. Examples of questions for this criterion are: Is everybody given the same opportunity to be seen and heard? Are exams anonymous? Are different forms of examination used?
- **Gender Perspective** which concerns the subject matter. The following questions were used for this particular criterion: Are teachers given the opportunity to learn about gender research linked to their subject of research and teaching? Are concepts in and the content of a course or research problematised from a gender perspective?
- **Plans and strategies** which raises questions on how gender equality is introduced, followed up and implemented.
- **Protection against discrimination**, containing questions about how the department works to prevent harassment and discrimination.
After the final report was submitted, the Vice Chancellor invited the departments of the university to participate in the certification project. Three volunteered: the Department of Physics, the Department of Earth Sciences and the Department of Energy Sciences.

In December 2008, as a kick-off of the pilot project, the Department of Physics organised a symposium with renowned international famous sciences from different universities to share and exchange about gender issues and gender certification. In 2009, the pilot project was financially supported by the Delegation for Equal Opportunities in Academia (Delegationen för Jämställdhet – DJ).

**Gender certification at the Department of Physics**

Since 2007, the Department of Physics has been undertaking the following steps to implement the ‘Gender Certification’ project.

**Step 1: Education, Information and “Infiltration”.**

The understanding of how gender theories could be combined with physics was low. Therefore, it was necessary to introduce the subject through a number of different activities:

- A workshop about discrimination ‘See the Human Beyond’ (Se Människan). The Swedish Discrimination Act was discussed from a norm-critical perspective. This workshop also included a presentation of research in the field, and used bias tests, case studies and assessments to create discussion on the culture of the institute.
- A symposium with experts on Gender and Science: ‘What does Gender have to do with Physics?’.
- A reference group with people representing different divisions and categories of personnel. Information meetings about the project were held and questionnaires were distributed.
- A course on ‘Gender in Science and Technology’ both for students and teachers (this course is still being organised nowadays).
- A symposium on ‘Gender Perspectives and Gender Awareness – how can we implement change of culture and subject at the Physics department?’ The first half-day introduced the topics and the second brought up possible activities to be implemented in the second step.

**Step 2: Realising ideas**

In the second part of the project, ideas brought up during the “education-phase” were carried out, such as:

- A brochure with a credit-card-size for wallet with information about Gender and Physics which was distributed to students. It also contained information on where to turn if a student had experienced discrimination or harassment.
- A new type of questions was included in course evaluations, regarding gender and equality issues.
- A symposium on ‘Gendered Innovations’ by Londa Schiebinger.
- A bookshelf with Gender and Science literature in the Physics library. This bookshelf was also sent around the lunchrooms of the Department.
- A Gender Coach was employed for a year, acting as a resource for the Department in its gender work. The coach was invited analyse the Department’s budget from a gender perspective.
- A parental leave reform for PhD and Post-docs was conducted. It was decided to give a double extension of the appointment when parental leave was used (e.g. if a PhD is on parental leave for four months, one can apply for an extension of up to eight months).
Step 3: Evaluation
The final step included both a “Book of Methods” and an evaluation of the outcome. These are available upon request in Swedish and soon summarised in English.

Aftermath – what happened?
This project has changed the atmosphere of the participating departments. It became clear from the project’s experience that the existence of a goal – a certification – focussed the work. The fact that criteria gave suggestions on what to work on was an important support for the organisation and helped reaching a larger group of people. On the other hand, in the end of the project, the reward in the form of a certification was not so relevant for the participants: the focus was on changing the institute. A brief analyses, using techniques from the ‘Gender Certification’ project, shows that they worked on understanding gender assumptions in their teaching and research through workshops. This led to rethinking teaching, changing concepts and languages, and possibly also changed research questions and priorities. This change is currently being investigated by collecting statistics and by conducting interviews. The purpose is to better understand the process and to be able to give advices for the future. Another change concerns the gender group. It started with only male researchers and students. A few years later, they have employed a senior female researcher and attract a significant number of women as PhD students. Currently, projects for change are appearing spontaneously, and seminars focussing on gender are still being organised.

The ‘gender certification’ working team
In 2010, a working team has been appointed to share information about the project within the departments of Physics, Earth Sciences and Energy Sciences and to discuss, initiate and implement various activities. The gender certification group (the working team) was meeting on a regular basis to plan the projects’ activities and to bring them further.

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FURTHER INFORMATION
Information available at the Department of Physics
http://www.utbildning.fysik.lu.se/genderandphysics

Information available at the Department of Energy Sciences
http://www.energy.lth.se/english/gender-certification/

“Core Value Project at Lund University” (to be published in 2016)
Maternity cover Fund
Queen’s University Belfast
United Kingdom- 2000

SUPPORTING WORK-LIFE BALANCE FOR PARENTS RETURNING TO WORK

Summary
In Queens University Belfast (QUB), all Schools have adopted the University return to work policies, and fund these from a combination of Schools’ resources and central University resources. The policies cover the maternity period and the immediate return to work period. These policies aim to ensure that mothers-to-be can take their maternity leave without worrying about how their leave impacts on others. Moreover, these policies ensure that mothers have time to readjust to work on their return and focus on research activities without teaching pressures. These policies also extend to female and male staff taking adoption leave.

Maternity Cover Fund and Return to Work policies
The Maternity Cover Fund was created following a recommendation in the Women’s Forum Report on Gender Imbalance at Queens, in May 2000. It was implemented shortly thereafter and was first adopted by Queens University Belfast’s Schools in the fields of Science, Engineering and Technology (SET). The adoption of these policies has expanded ever since to now cover all Schools and Directorates (operational units) in the University. The measure also applies to postdoctoral researchers on contract, even if their funding grant does not take maternity leave into account.
The principle underpinning the Maternity Cover Fund is as follows:

In order to ensure there is consistency of approach throughout the University and that no member of staff is disadvantaged in the application of this policy, the following principle should apply:

- Any monies provided from the Maternity Cover Fund must be used to allow women anxiety-free maternity leave so the cover provided should not have the effect of postponing work until the woman returns from maternity leave; particular specialisms and administrative loads should be catered for during the period of maternity leave.

Maternity Cover Fund is comprised of money reclaimed through Statutory Pay Credits and a contribution from university funds. The fund provides assistance to Schools and Directorates to ensure that the essential work of all staff members who take maternity leave is covered so that they can enjoy an anxiety-free maternity leave. The Maternity Cover Funds are administered and managed centrally by the Personnel Office. Claims can be made through an online application which is then reviewed by a Maternity Cover Fund Group. Replacement Teaching Costs are estimated at a faculty level and come out of Schools budgets. The Fund enables women across the university, academics and professional/support staff, to take maternity leave without worry about work, and enables the manager/department head to apply for funds to employ substitutes to carry out the mother’s work while she is on leave. The outcome of this Fund and policy is a 100 % maternity leave rate for Queen University Belfast since 2011.

The Return to Work policy began in SET Schools in QU8 and is now applied across the University and has the possibility to be replicated elsewhere. Essentially, this involves providing academic women with six months of protected research time on their return from maternity leave. Their teaching and administrative duties – which were supported while they were on maternity leave – continue to be carried out by other staff employed to do so. The purpose of this policy is to enable returning mothers re-engage with their research activities or teams, produce publications, and apply for research grants. In
addition to this specific measure, all women returning from maternity leave can apply for staged return, gradually working up to full-time return. The proportion of return is negotiated between the returning mother and the Head of School, and typically sees the returning mother come back on a .6 basis initially, moving in agreed stages to full-time return. The six month protected research period is also applied pro-rata in these cases. These staged return policies do not restrict, or inhibit, the returning mother from applying for promotion during this period.

**Return to Work policies framed within a wider gender equality work at Queens University Belfast**

The Maternity Cover Fund and return to work policies in Queens University Belfast are situated in a wider gender equality work, including:

- The Athena SWAN awards which require the University as an institution along with each School to develop tailor-made gender equality action plans, and deliver on them over a three-year period.

- A top-down commitment to gender equality in the University, which is evidenced by an investment of over £2million in supporting the Queen’s Gender Initiative (QGI) and its projects since the establishment of QGI in 2000.

- A dedicated Queen’s Gender Initiative office, headed by a female academic with expertise in gender equality, and chaired by a female member of the University’s Senate (the governing body). The QGI office is an autonomous unit focused on institutional actions, initiatives and projects directed at supporting the progression of gender equality. The QGI office works closely with the Equal Opportunities Unit, the Human Resources Directorate, Schools and University Executive Board in delivering gender equality, and provides in-house academic-led knowledge on gender equality in Higher Education. The QGI director reports directly to the Vice-Chancellor on gender equality issues.

- On-going supports for management and culture changes that create an environment where gender equality can flourish. At a management ‘away day’ in 2015, a significant discussion item was the University’s plans for further progression of gender equality in the short-medium term.

**Learning from the practice**

This practice is clearly embedded in the organisation for more than a decade. It mainstreams annual budgeting for maternity leave cover in Schools.

These policies are enabling Queens University Belfast to have a 100% maternity return to work rate since 2011. The Maternity Cover Fund has particular relevance to female researchers as they can focus on their research post-maternity leave for the first semester on return. Since December 2013, 162 maternity fund applications have been approved. The Maternity Cover Fund was evaluated in 2014, after which the application process and related forms were placed online.

Queens University Belfast’s policies have the potential to be replicated elsewhere, as long as a budget can be made available for their implementation.

These policies have received very positive feedback and strong praise. For example:

“I received maternity cover funding from the university to fund a PDRA to continue my research during a period of maternity leave following the birth of my second child. I also benefitted from a reduced teaching load on return from maternity leave. Both these initiatives allowed me to maintain the momentum I was building in my research. In 2012 I was confirmed in post following an assessment of my contribution to research, teaching and administration on a pro rata basis”.

**YELLOW WINDOW**

**EUROPEAN INSTITUTE FOR GENDER EQUALITY**

**Integrating Gender Equality into research and higher education institutions**
Lecturer, School of Planning, Architecture and Civil Engineering 2014.

A member of staff in the School of Psychology has benefited greatly from the School’s policies around flexible return to work following maternity leave. Following an initial maternity leave in 2010, she returned to work part-time in a 4-year incremental plan and the School employed a teaching fellow with the remainder of her salary to deliver her lectures and tutorials. This allowed her to focus on her research, and she secured a major grant from the Research Councils UK in this period. With the support of the School, this member of staff successfully applied for promotion to Reader in 2014. She stated how beneficial this was:

“This arrangement was enormously beneficial allowing me to focus my limited working hours on administration (I was a Director of Research) and research (the extra time allowed me to apply for, and successfully secure a substantial RCUK grant. I believe this arrangement greatly reduced any stress associated with trying to balance childcare and part-time work, which, in most instances can amount to substantially more than part-time hours”.
Reader, School of Psychology 2013.

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FURTHER INFORMATION
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Maternity and Adoption Leave at Queen’s University Belfast:
http://www.qub.ac.uk/directorates/HumanResources/PersonnelDepartment/EmployeeBenefits/Leave/MaternityandAdoptionLeave/