



**GENOVATE**

Transforming Organisational Culture for  
Gender Equality in Research and Innovation

## **Work Package 4:**

### **Working Environment and Culture Change**

#### **Deliverable 4.2:**

### **Gender Culture and Working Climate Assessment Change Report**



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## Executive Summary

This report is a deliverable of the GENOVATE action-research project which aims to ensure equal opportunities for women and men by encouraging a more gender-competent management in research, innovation and scientific decision making bodies, with a particular focus on universities. It is funded by the European Commission under the Seventh Framework Programme, designed to address the common challenges still facing the European Research Area in achieving one of its key priorities, gender equality in research institutions and the integration of the gender dimension in research contents.

**The Change Report** (GENOVATE Deliverable Report D4.2) summarises the findings of the research undertaken by partner institutions close to the end of GENOVATE implementation. The report aims to highlight the changes and/or continuities identified in each institution during the implementation of GEAPs (Gender Equality Action Plan) designed and executed by institutional GENOVATE teams. For this, each partner institution utilized their findings obtained in their baseline research at the start year of GENOVATE (Working Document 4.1) and compared this with the situation in the final year of the project to identify the institutional changes and continuities over the period of project implementation and subsequently conducted similar and/or quite different types of data gathering and analyses in order to *either* provide an updated version of previous gender climate reports of specific universities *or* illustrate some perspectives on gender equality on behalf of a limited number of Faculty members and Administration staff in specific universities.” .

The report provides an overview of the changes achieved and/or continuities/constants identified by GENOVATE member institutions. Gender climate assessment in each partner institution has been conducted by collecting both quantitative and qualitative data. Assessments enabled each GENOVATE team to better understand existing working culture and climate and identify where the needs are in transforming into more gender equal working cultures. For example, information on gender representation in key positions and roles in the institution i.e. data/evidence on the actual gender composition of key decision-making bodies as well as the distribution of resources and funds has been collected. Complementary to collection of quantitative data is qualitative information has also been gathered on how academic staff perceive and experience gender culture and working climate via varied means of techniques that reflect richer information, for example, online/paper based surveys, focus groups, semi-structures interviews, value exercises and workshops. This change report also includes a review of the existing institutional policy and regulatory changes. The research questions focused on in the assessments correspond to the following five thematic areas:

- Gender Parity in Numbers: provides a picture of the gendered structure of decision making bodies in the institution through evidence based data.
- The Allocation of Resources: exposing how the resources and research funds are distributed according to genders and academic position in the institution through evidence based data.
- Conditions in Relation to Work Life and Home Balance: exposing the patterns embedded within the working structures and practices which underpin decision making of academics that reinforce or challenge gender inequality in the institution.
- Policy Documents to Strengthen Gender Equality in the Institution: exposing new policy documents and/or changes on the documents in favour of gender equality policies both at the institutional level and national level.
- Awareness and attitudes: exploring changes and continuities in attitudes to gender inequality in the university community.

The findings summarized in the Change Report help institutional GEAP teams evaluate their actions and tasks completed throughout GENOVATE but also may be of interest to the researchers and policy makers working within, or with universities and other higher education institutions and research organisations, to address gender inequalities in academic/research career transitions.

## Background

GENOVATE is an action-research project which aims to ensure equal opportunities for women and men by encouraging a more gender-competent management in research, innovation and scientific decision-making bodies, with a particular focus on universities. The project is based on the implementation of Gender Equality Action Plans (GEAPs) in six European universities and brings together a consortium with diverse experience in gender mainstreaming approaches. All consortium partners come from different disciplinary backgrounds and have different national contexts. However, the institutions share common challenges relative to gender equality in research and innovation, and all have identified three common areas for intervention:

- Recruitment, progression and research support
- Working environment, work-life balance and institutional culture
- Gender and diversity dimensions of research excellence and innovation

## Scope

The objective of the **Change Report** is to identify changes and continuities in gender climate in each partner institution with reference to policies, structures and practices for promoting gender equality throughout GENOVATE GEAP implementation process.

More specifically, the Change Report aims to provide a rich evaluation of the current situation and conditions of the working environment by gathering evidence based data on the thematic areas agreed upon:

- existence/lack of support mechanisms for career development processes of academic and research staff,
- involvement and inclusion mechanisms i.e. leadership and decision making processes,
- allocation of institutional resources according to gender and academic positions
- challenges and available opportunities in relation to work life and family life/home balance issues in each institution

The Change Report aims to give a direction to each institution for improving their own GEAP's at a first step. In the light of their own Change Climate Assessment Report, institutions will determine the coming action points and develop their action strategies for further implementation of GEAPs. The research analyses covered in the Change Report include the findings regarding the changes throughout GEAP implementations. Also, each institutional report describes the cultural and socio-economic contexts in which the GEAPs take place, the specific gendered dynamics that shape each research milieu, and the specific approaches adopted in each institution.

### **Context**

In order to achieve gender equality, transforming organizational culture in research and innovation requires identification of the gaps/needs/areas for support. Gender climate assessments have been widely used to inform gender mainstreaming strategies in different contexts. Common components and tools used by the partner institutions to assess and track changes in working culture and climate are:

- identification of gender under/representation by mapping the gender distribution of staff at different academic/management/key decision making positions.
- identification of gender specific needs i.e. needs arising from women's reproductive role and strategic gender interests such as inequalities in access to institutional resources in order to transform existing unequal climate.
- reviewing existing institutional policies, regulations and practices to check whether there are gender aware or biased/neutral ones and whether there are any actions or steps taken for gender transformative policies that target balanced relationships between the genders.

Given the core goal of our GENOVATE project is to ensure equal opportunities for women and men in research, innovation and scientific decision-making bodies in our universities,

developing institutional gender climate assessment enabled each institution to identify the potential areas of intervention, i.e. key organizational issues and individual factors that may need to be addressed in each partner institution within the local and specific context before designing our strategies. The thematic areas agreed upon are:

- existence/lack of support mechanisms for career development processes of academic and research staff,
- involvement and inclusion mechanisms i.e. leadership and decision making processes,
- challenges and available opportunities in relation to work life and family life/home balance issues in each institution

*The Change Report* includes a review of the changes and continuities in existing institutional policy and regulation documents as well as evaluation of the practices relating to the three main thematic areas listed above. Tools that are used for assessments vary from online anonymous structured surveys, to semi-structures interviews and focus groups adapted to each institutional context.

### **Methodology**

In the preparation phase of the Change Report, guidelines were shared with the partner institutions which included the Baseline Gender Culture and Climate Assessment Survey/Interview/Focus Group Instruments. Each partner institution adopted one/multiple instruments specific to their institutional context. Distributional statistics were derived from the data provided by staff surveys. While some surveys were conducted via face-to-face interviews, in others online survey method was used. Institution wide staff surveys were other alternatives to summarize gender distribution in numbers for climate assessments. Moreover, there exist new data collection tools specific to GENOVATE including institutional and faculty GENCafés to track the changes. Complementary to quantitative data qualitative information was also gathered on how academic staff perceives and experiences gender culture and working climate. Varied means of techniques were utilized to reflect rich information i.e. focus groups, semi-structures interviews, value exercises and workshops (See Figure 1).

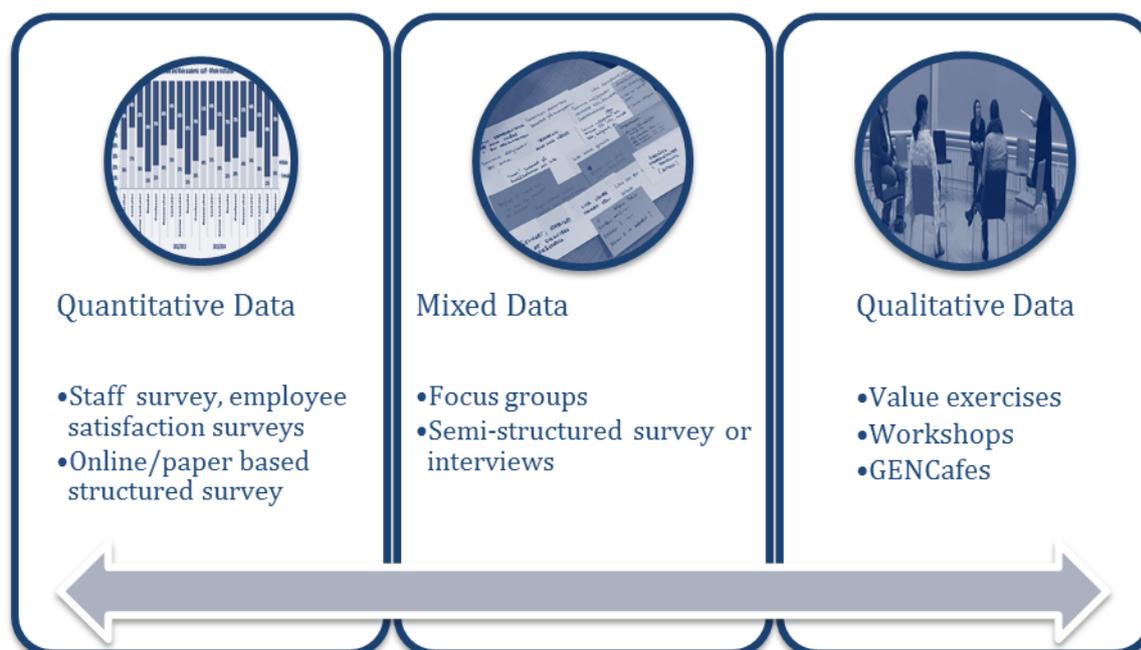


Figure 1. Data Collection Techniques<sup>1</sup>

**The Change Report** summarises the major changes according to the thematic areas identified under WP4 and highlights different institutional contexts to understand the achievements/challenges faced by all partner institutions.

### Overview

We provide here an overview of findings from the climate assessment and analyses. We do this to contextualize the more detailed findings in each partner institutions' report in Appendixes. These findings are selected and compiled from the institutional reports. Please note that the list below does not necessarily correspond to all partner institutions but is rather a comprehensive collection of changes/constants in any/multiple of the institutions:

### Quantitative and Qualitative Changes

- Greater awareness on gender disparities within the institutions
- More visibility of gender equality issues and greater willingness among academics to discuss existing issues
- Wider recognition of gender equality with its structural dimensions rather than individualistic perceptions
- Greater awareness and higher commitment to gender equality and diversity issues by the top leadership via adoption of the GEAPs

<sup>1</sup> The pictures are retrieved from the institutional change reports of UNIBRAD and LTU.

- Higher attention on gender equality and greater involvement of academic staff at all levels in gender equality actions
- Improved gender equality data monitoring and human resources system towards a more appropriate system for the analysis of gender disparities and intersectional analysis
- New training tools on gender equality are introduced.
- Greater knowledge about gender equality issues among selection committees of recruitment.
- New support mechanisms for career development to ensure more women apply for, remain in, and progress towards academic roles.
- Higher number of initiatives or introduction of initiatives to promote gender equality in distribution of resources for research.
- Better awareness of gender inequalities and diversity issues.
- Institutionalized initiatives introduced by GENOVATE that are supported and owned by the management of institutions.
- Strengthened gender networks and gender equality support mechanisms.
- Higher priority to gender equality work in terms of distribution of resources.
- Better monitoring systems to record requests and approvals of flexible working hours.
- Improved working culture and climate, more positive reflections among academics.

### ***Continuities***

- Persistence of gender imbalances in decision-making structures.
- Despite some increases in women's share in some academic positions relatively at lower ranks, at high levels of academic positions women are still underrepresented especially at the level of professorship.
- In terms of recruitment, promotion and retention, no significant change is recorded in the distribution of applicants for vacancies.
- No senior-level officer role or single unit with responsibility for promotion of equality has been identified
- Persistence of workload pressures and funding pressures.
- Continued career development plans and extending into longer term plans.

### ***Some Key Advise from the Respondents***

- The need for a more solid and long-term actions in order to concretely support women's careers and produce substantial change has been raised.
- Initiatives such as mentoring program, training workshops are recognized as important tools for awareness raising and uncovering hidden gender disparities in academia.

- Raising awareness and strengthening gender equality in academic environment with a context specific approach has been raised as the strongest characteristic of GENOVATE.
- Institutionalisation of gender equality in different institutional structures, resources, working methods and approaches plays a key role even when gender equality work has been initiated and existed in the institution before.
- The integration of gender equality into the university's core functions, activities and priority areas is pointed out as more critical than existence of the units.
- Provision and monitoring of gender-disaggregated empirical data on a regular basis is imperative for envisioning and implementing gender-equality policies.
- Equality Action Plan Commissions and Gender Observatories are emphasized to ensure the project sustainability.

### **Gender Parity in Numbers**

Gender disparities in numbers show variations depending on the level and posts of academics in all partner institutions. A majority of partner institutions provide information on how the picture of gender distribution in their institution has changed since 2013 comparing their institutional picture with national averages. This enables the understanding of to how similar the distribution within the institution is to the national picture. Comparison also provides information about on whether the reported findings are outliers or represent the general national context of each institution.

Regarding gender disparities in numbers, Partner A presents a figure similar to the national division: women still dominate managerial/professional/ clerical/manual roles while men take academic and technical roles. Despite some positive changes observed since 2013, in terms of representation of women, it is highlighted that women are still under-represented at higher levels, significantly more so in case of professorship levels. Similarly, Partner D also emphasizes that it was observed no significant change in terms of gender distribution, particularly at high level academic or executive positions since 2013. Greater awareness on gender equality seems to be not translated into the numbers in key decision making units. One of the respondents of Partner D's survey, puts this finding strongly as "decision making here is still in men's hands". Partner C's change records present a more positive picture in terms of ratio of women even at professorship level yet 'professor' seems still a male dominated position as of today.

### **The Allocation of Resources**

Gender disparities in allocation of both financial and human resources have been identified as one of the major issues at universities which extends to inequalities in opportunities for career development as well as outcomes such as pay gap and segregation. Partner

institutions report a number of GENOVATE supported initiatives on top of collaborating with existing ones in order to improve gender allocation of resources. GENOVATE teams took actions to support academics to raise their profile, to work collaboratively, to support their transition to senior roles or leadership positions. Several skill-focused programmes and workshops within GeCAT programmes held by Partner A represents successful examples of such initiatives. The teams could also spare and provide funding for a number of academics' participation in existing women's leadership programme. In a similar manner Partner D mentions that Gender Budget [is] a tool that, once institutionalized, *can* help to invert gender-biased trends in resource allocation. Partners also monitored universities' support for research funds, international conference participations, support and incentives for academic performance, publication and research which enabled to reveal gender disparities at the outset. Partner C initiated an analysis that tracked and monitored these in their institution for the first time. In climate assessments despite the recognition of the importance and need for these initiatives and mechanisms for a more equal resource distribution, respondents state that there has been no significant change yet in their institution.

### **Conditions in Relation to Work Life and Home Balance**

The work life and home balance issue has been a critical dimension of gender equality in work life, working conditions of academics are no exceptions. Our partner institutions analyze this cross-cutting topic together with all other dimensions of gender equality using a variety of techniques. The issues related to policies and strategies implemented at the national level as well as at institutional level were first placed as the framework of discussion. University's policy and strategy documents were reviewed to explore how each institution reflect policies including parental leave, flexible working hours, mediation or carer's leave and pensions. The resources and opportunities availability to promote inclusive work life and home balance policies and their implementation processes. In addition, semi-structured interviews and focus group discussions with academics conducted by some of the partners provide very rich and important information about how the degree of difficulties faced vary among genders. Similar to the observations obtained at the beginning of GENOVATE responses to the current assessments raise attention to continuing need for further work on the issue as the struggles to balance work life and home may create serious constraints for promotions and taking positions at leadership positions. More women than men point to their pressures due to double workload at the university and at home. This has not changed and, on the contrary, in some cases such as in the case of Partner D women's workload in academia has increased for the last few years.

**Appendices:**

**Gender Culture and Working Climate Assessment: Institutional Change Reports**



## Appendix 1: Continuities and Changes: Gender Climate Change Summary Report for UNIBRAD

### Introduction

The commencement of GENOVATE in 2013 at the University of Bradford (UNIBRAD) coincided with change in Senior Management Team (SMT). UNIBRAD has developed a new strategic plan [2015-2025] and considers the gender equality journey as crucial in achieving its core objectives. GENOVATE has been central in supporting the university in this journey.

Comparing the institutional gender climate change from our initial assessment (2013, M6) with current status (2016, M41), the objective of this report is to identify changes and continuities in UNIBRAD's gender climate and university policies, structures and practices for promoting gender equality. The report builds on quantitative and qualitative data drawn from the institution's staff profiles, staff survey (2014) and 3 institutional GENCAfés (November 2013, February 2014 and April 2016) and 5 Faculty GENCAfés (April/May 2015 and February/March 2016) involving staff at all levels of the institution.

**Changes:** Important changes in our institutional culture and climate have taken place in the following areas:

*Gender Equality Change Academy Framework (GECAF) Implementation:*

GENOVATE@UNIBRAD implementation of GECAF has institutionally translated into:

- Organisational transformations towards gender egalitarian institutional practices, and greater general gender equality awareness.
- Thorough GEAP implementation.
- Robust and enhanced gender competent management.
- Increase of women in senior leadership roles of Deputy Vice Chancellor, Pro Vice Chancellor, Chair of Council, Pro Chancellor and Chancellor since 2015;
- Achievement of Athena SWAN (AS) Institutional [Bronze award](#) [April 2016].

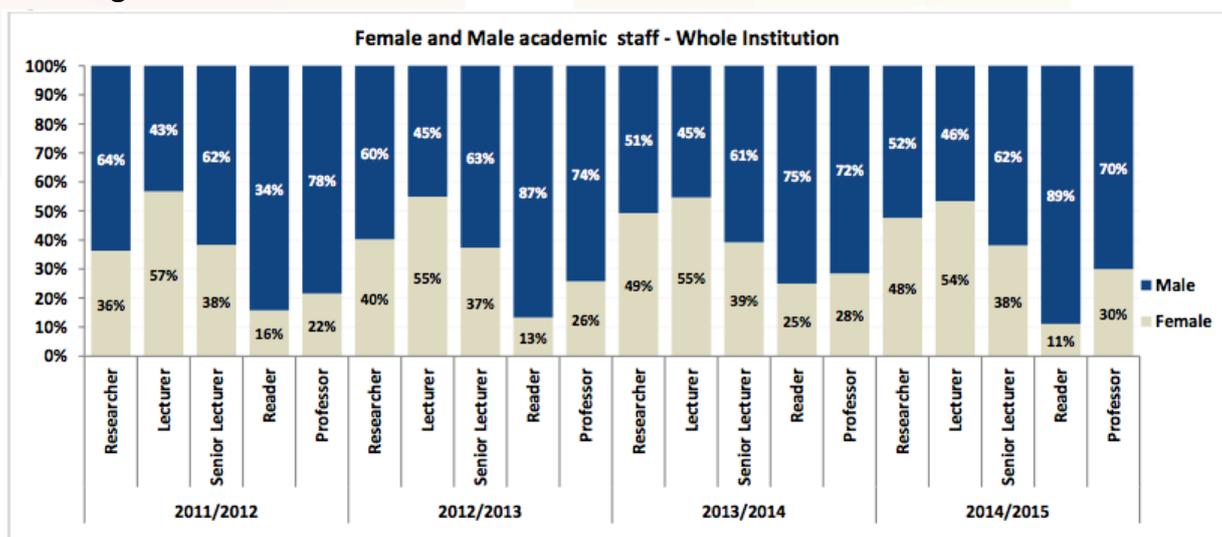
*Recruitment, promotion and retention:*

- Improved HR data monitoring mechanisms inclusive of intersectional analysis.
- Gender sensitive review of recruitment processes and practices to a) attract more women applicants; and to b) balance male/female appointments. This includes gender sensitive recruitment strategy.
- Still gender segregation in managerial/professional/ clerical/manual roles (women) academic and technical ones (men) [see figure 2].
- Women still under-represented for the most part at higher levels (i.e. readers and professors). However, female professors in UNIBRAD (30%) are higher than the national average (22%), a change from 26% in 2013, with the appointment of 2

female professors out of 10 Chairs in 2013/14.

- Staff turnover remained greatest among researchers which is related to the fixed term funding available for these positions. Permanent contract turnover rates were lower than grade-equivalent Fixed Term Contracts [FTC], with relatively little change. Overall male/female turnover was >10%.
- Development of equal pay audits to ensure eradication of gender pay gap, which at UNIBRAD is below the national average and with only a slight increase of 0.4% since 2013 data; academic and professor groups are within the 5% tolerance rate. UNIBRAD's wide equal pay audit underlines our commitment to monitor our pay practices and the impact on our staff profile..
- Gender Sensitive Policy Developments:
  - a. Specific gender and diversity sensitive training and short-listing guidelines for staff and selection panellists.
  - b. Positive impact of Unconscious-Bias training (delivered in October 2015) for gender equality work.
  - c. Recruitment and Selection policy to tackle gender balance on selection panels.
  - d. Development of an academic trajectory analysis to inform promotion policy review.

Figure 2:



**Support mechanisms for career development:** UNIBRAD utilises a range of mechanisms to support the career development of its staff including:

- New career development training as part of GENOVATE faculty projects.
- Gender sensitive professional development and review;
- Faculty of Engineering and Informatics [FoEI] action plan to tackle women under-representation; and deficit in the supply-line of women at post-graduate level.

- FoEI initiatives to ensure application, retention and progress in academic roles (i.e. SET-women networks to raise aspirations; role model provision, postgraduate sponsorships to female students).
- 'Research Concordat' to support researcher career development with implementation of action plan overseen by Research Knowledge Transfer (RKT) Committee;
- Using '[Vitae](#)' for pre- doctorate researchers and those pursuing an (academic) career post PhD.
- Implementing approaches (Cultural Understanding in Leadership and Management learning partnership) to boost positive work-life and career progression in all faculties.

### ***Resources for gender and academic positions:***

There are a number of institutional and GENOVATE supported initiatives, including:

- Bradford: Leader programme - introduced in 2015/2016 for all staff (8 cohorts, 53% women).
- GENOVATE funded places on 'Aurora' women's leadership programme.
- Gender Equality Change Academy Team [GeCAT] programmes in 2 Faculties [ Management and Law [FoML] & Health Studies] to make 'seed corn' funding available for new academics for research (80% women applicants); and FoML's writing and skills-focused workshops/retreats (2013/14, 80% women participants);
- RKT's development programme, Realising your Research Potential, to support Early Career Researchers and colleagues with strong research potential but no previous experience.
- Forum to encourage collaborative work;
- Toolkits to support staff with media opportunities/interviews; raising their profile; publicising events

### ***Leadership and decision-making:***

- Holistic leadership approach to tackle women's absence at HoS level in Engineering.
- GENOVATE development and mainstreaming of gender competent management and decision making to lead organisational change programmes (i.e. Wellbeing programme; Bradford Excellence Programme, Aurora Programme).
- Significant changes to SMT with a 63% rise on women's representation (2015) and 50/50 gender balance in 2012/13 and 2013/14.
- Revision of gender imbalance on influential committees and committee membership by a) GENOVATE GeCAT as Athena SWAN Self-Assessment Team (SAT); and b) the Governance Team.

*Challenges and available opportunities in relation to work life and family life/home balance issues:*

Despite the positive staff response to UNIBRAD work/life balance policies, strategic revision to enhance transparency and staff support has involved:

- Development of 2014 revised policy to request flexible hours plus enhanced transparency on requests/approval processes, which also includes managers capacity training. Feb-Nov 2015 data shows that a majority of women have made use of this policy.
- Update of UNIBRAD policy framework to support staff with responsibility for childcare, beyond statutory obligations.
- Development of managers' capacity training on options available and support for staff, including conducting risk assessments.
- Policy revision on organisational support to academic staff returning from a career break (e.g. maternity leave).

#### *Continuities [Sustainability of the Gender Climate Change]*

The University places great importance on our achieving Athena SWAN's aims, and trust that UNIBRAD's gender equality work will continue through our robust Athena SWAN Action Plan (ASAP), encompassing our GEAP, Compact and WISE actions. ASAP sets out UNIBRAD agenda to address the issues identified in the Bronze award self-assessment submission. Among others, this include:

- Successful completion of the GeCAF phases in implementing our GEAP.
- ASAP implementation and monitoring performance, and annual reporting to SMT, Executive Board [EB], AS Steering Group [GENOVATE Institutional Advisory Board], Equality & Diversity Committee and the RKT Committee.
- Examination and modification of policies and practices to ensure the widest egalitarian opportunities and support to male and female employees to a) advance their careers; and b) achieve a healthy work-life balance.
- Collaboration between faculties and internal AS Team to ensure a) implementation of action points to promote gender equality; and b) institutional dissemination of best practices.
- Organisation of annual series of open space events [GenCafés] to keep advancing gender equality and change objectives after GENOVATE.
- Institutionalisation and dissemination of GENOVATE initiatives as part of the University's social impact agenda.
- Faculty GeCATs monitoring of disciplinary faculties' submission of ASAP implementation, progression and achievements of principles of the [newly expanded AS Charter](#).

**Conclusion**

This comparative analysis of GENOVATE@UNIBRAD gender climate analysis in 2013 and 2016 point out

- Gender equality work is gaining momentum at UNIBRAD
- Resources for gender networks and gender equality support systems has been given higher priority and strengthened at UNIBRAD
- Institutionalisation of gender equality in different institutional structures, resources, working methods and approaches
- Attempts to integrate gender equality into the university's core functions, activities and priority areas are being received positively.



**Appendix 2 - Continuities and Changes: Gender Climate Change Summary Report for UCC*****Introduction***

This report presents a summary of the key changes and continuities in UCC's institutional climate (2013 – 2016) with regard to gender equality. The focus of the analysis is the university's institutional culture, working environments, decision-making structures and work-life balance, assessed against the baseline of the institutional culture of the university mapped and analysed in the UCC Institutional Gender Climate Assessment Report WD4.1 (2013).<sup>2</sup>

GENOVATE@UCC's work has developed in a wider climate of developing momentum towards transforming organisational culture for gender equality in higher education in Ireland, including, for example, the extension of the Athena SWAN Charter (AS) from the UK to Ireland (2014) and the establishment by the Higher Education Authority (HEA) of a full review of gender equality in higher education (2016).

***UCC Culture and Climate – Changes and Continuities******Culture, climate and discourse***

One of the key changes since 2013 has been a significant increase in the profile and visibility of gender equality issues on campus and a greater willingness among the university community to engage in debate and discussion on these, as evidenced in, for example: the nature of staff email debates on gender issues; the greater frequency of events on campus focusing on gender equality issues in academia and the high number of Governing Body (GB) election candidates who included a gender equality agenda in their manifestos in 2014.

***Career Development Supports***

The university continues to provide a wide range of career development supports to academic and research staff, including now an integrated programme of professional development training for research staff. The university has participated in the Aurora Leadership Programme for women since 2013, supporting the participation of the maximum cohort in 2015-16.

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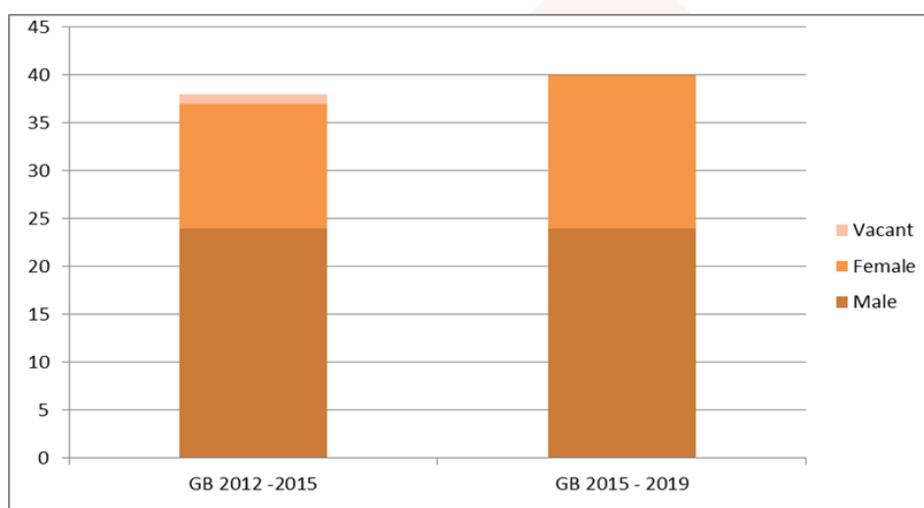
<sup>2</sup> O'Gráda, A. and Ní Laoire, C. (2013) UCC Gender Climate Assessment Report (Internal use only)

*Leadership and decision-making*

Academic Council (AC), in May 2015, adopted GENOVATE's three specific proposals regarding gender balance in decision-making structures in UCC, and is currently working to achieve this on AC committees and through College structures.<sup>3</sup>

The gender composition of Governing Body altered post-election (2014) as more female representatives were elected to the Academic Staff and Graduate panels of GB (see Figure 3).

**Figure 3 Governing Body membership**

*Work-life balance*

GENOVATE's research on experiences of maternity leave in the university has contributed to the increased visibility of equality issues relating to maternity and family leave and has led to the establishment of a Cross-University Working Group to develop policy in the area. The university's AS Action Plan includes a wide range of measures to improve work-life balance for staff, including, for example, measures to address cover for staff on leave and the development of a comprehensive guide to managing maternity and family leave for line-managers.

<sup>3</sup> (a) Encourage Gender Balance (60:40) of all strategic decision-making committees; (b) Develop and maintain a list of women and men, irrespective of grade, with appropriate qualifications and experience, available to fill decision-making functions and committee roles; (c) Consider provision for alternative representatives, other than chair of committees and/or ex-officio members, on strategic decision-making bodies.

*Leadership and institutional commitments*

There have been very significant developments in terms of institutional commitments to the transformation of organisational culture for gender equality since 2013, including:

- UCC's President and University Management Team (UMT) publicly committed to the Athena SWAN (AS) Charter resulting in the following:
  - (i) Appointment (March 2015) of a full-time Athena SWAN Project Officer
  - (ii) Establishment of an institutional AS Steering Group, chaired by the Registrar and composed of members drawn from a broad cross section of the university community.
  - (iii) Development of an institutional Gender Equality Action Plan (GEAP) based on self-assessment and incorporating input from GENOVATE, outlining 53 distinct actions to address gender inequalities.
  - (iv) UMT approval of the AS Action Plan and application for award (September 2015 and April 2016)
  - (v) Achievement of AS Bronze Institutional Award by July 2016
- Inclusion of a periodic reporting mechanism to review gender equality actions in the 2015/16 UCC Annual Strategic Plan (proposed by GENOVATE)
- Approval by UMT of GENOVATE's Eight Proposed Actions for Gender Equality;<sup>4</sup>
- Local-level initiatives for gender equality monitoring in various academic/research units
- Appointment of an Equality Officer<sup>5</sup> within Department of Human Resources

Nevertheless, significant challenges remain:

- No senior-level officer role or single unit with responsibility for promotion of equality
- Many institutional commitments (identified above) have yet to be implemented and realised.
- Enduring challenges remain: (i) managerialist culture (ii) workload pressures (iii) third-level funding pressures.
- Persistence of gender imbalances in decision-making structures

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<sup>4</sup> The University has committed to implementing GENOVATE's eight proposed gender equality actions for the University. There is a commitment to implement all actions by the University Management Team and further/additional commitments to implement selected actions by designated decision-making bodies.

<sup>5</sup> After a period when the only equality structure within UCC was the UCC Equality Committee (2010 – 2015) and when the equality role was just one of a portfolio of roles for a staff member within Human Resources (2012 – 2015).

***Conclusion: Evaluating Change and Considering Future Potential for Change***

This report has highlighted a number of positive developments and continuities in the institutional gender climate. The enduring challenge is to transform the commitments into sustainable results for gender equality. Participants in GENOVATE's National Learning Circle emphasised that visible and relentless commitment from senior management is crucial to addressing the structural and cultural conditions which determine gender inequalities in academia. Presently, responsibility for gender equality is diffused amongst a number of units, personnel and workloads and whilst UMTS members are being identified as champions for GENOVATE's gender equality actions and senior management visibly endorses the AS process, there is no single unit at strategic level with responsibility for gender (and other) equality issues.

The gender equality conversation at UCC could overall be considered to be visible, open and encouraged as the university community engages with the issues. The university is embracing proposals and actions to address gender inequalities in response to research-based evidence, bottom-up and top-down engagement and external strategic imperatives. However, GENOVATE's evaluation research suggests that there may still be a perception of some resistance to gender equality initiatives; in addition, many of the institutional commitments are yet to be implemented and realised. Therefore, there may be a risk that cultural conditions could continue largely unchanged and gendered patterns embedded within working structures, policies and practices could persist and thus potentially exclude those who most feel the effects of gender inequalities. However, gender inequality is now considered a visible and unavoidable issue in the university; there have been very significant commitments to change and some important developments have already been seen. A sustained and concerted effort to transform commitments into further results can contribute to real and meaningful change in the long term.

**Appendix 3 - Continuities and Changes: Gender Climate Change Summary Report for LTU**

This document summarizes the report that describes gender representation and gender equality interventions at Luleå University of Technology (LTU). Drawing on data from a project called Measuring eQuality and from an employee survey carried out in February 2013 as well as in 2015, perceptions of gender equality as well as culture and climate of LTU are described and analysed. While data from Measuring eQuality are of a qualitative and interactive nature, targeting an innovation system within ICT, data from the survey are quantitative and based on a larger population i.e all academics at LTU. This dual approach provides an understanding both of the culture and climate of LTU, but also of an innovation system within ICT, corresponding to one of the key challenges of Genovate at LTU. Based on these results and on the Gender Equality Action Plan (GEAP) of LTU, in the end of the report, we discuss the design of future gender equality interventions at LTU.

***Work place climate***

There are today no notable differences between women and men in terms of their perceptions whether LTU provides on the overall a good working place or not. The assessment results in 2015 are more positive than they were for 2013 and the tendency that the change is even more positive among women than among the men. In 2013 women and men respondents provided rather similar answers. In 2015 the response indicated improved culture and climate, judging from the response by male as well as female academic staff. LTU has climate that stimulates innovation and creativity. Women's assessment of having LTU as their workplace and employer is even better than men's and, comparing the surveys of 2013 and 2015, give an encouraging result.

When analyzed in more detail there are however some less encouraging trends in some other aspects of LTU as workplace. Though the picture is more positive for 2015, the gender difference remains. Another important aspect of psycho-social working conditions is workload. Between 2013 and 2015 women's assessment of their situation changed in a negative direction while that of men remained at a similar level, even slightly improved.

***Management and leadership climate***

Regarding confidence in LTU's top management to lead the university, women are more affirmative in their responses in the 2013 survey, while in 2015 the balance had switched. Women's assessment was slightly higher in 2015 than 2013, but men's experience of the top leadership had gone through a definitely more significant improvement. Regarding whether the employees have confidence in the head of department, men were definitely more positive in 2013. The pattern was the same in 2015, but with higher ratings by the women as well as the men who took the survey and a more definite move in a good direction in the ratings made by the women academic staff.

### ***Discrimination***

More women than men indicated that there is discrimination of different kinds, both in 2013 and 2015. The trend, as seen over time, is positive, though there is still a certain gap between men's and women's assessments. With discrimination based on age, the pattern was the same. Both in 2013 and 2015 men were more likely than women to agree that there is discrimination on basis of ethnicity, while discrimination based on gender was a more common observation reported by women.

### ***Conclusions and discussion***

In the longer version of the report, based on project activities in an ICT research and innovation system, we demonstrate the ways in which different interactive tools and methods have been used both to promote and illustrate change. Interviews and focus groups carried out within the research and innovation system prior to interactive methods showed that differences between women and men were explained in individualistic, biological terms, and that based on the conception that such differences should be valued and sustained and that society is already gender equal, there was no clear commitment to gender equality issues.

Some concluding remarks can be listed as:

- The participants are now in charge of changes towards equality. This is also illustrated by the fact that they now implement a gender and equality perspective when applying for all kinds of project funding, which provides favourable conditions for sustainability and long-term effects. During the activities carried out in 2016, the participants included both quantitative and qualitative aspects of equality. They were engaged in issues of segregation and searched for answers to the questions of why women dominate on administrative positions, while men dominate in programming and at leading positions in the ICT sector as well as why men dominate in positions as professors.
- At LTU, 'professor' is still a male-dominated position in 2016, but the structure is changing and the proportion of women increases. The proportion of women professors at LTU has increased from 17 % in 2012 to 22% in 2016. We can only speculate, as there are many initiatives taken place in the arena of gender equality at LTU, but Genovate does have a role in this change process. From earlier qualitative and participatory method research within LTU we know that career structures and opportunities are perceived as gendered.
- Women are less sure that all are treated equally at LTU. Women also feel less secure than do men that it is permitted to raise a voice and question routines and methods. They are less satisfied with their workload, and to a higher degree than men, expect negative effects on their health due to the working environment. Women also have less confidence in their near superiors than do men. All of the differences in men's

and women's results, and in comparing the 2013 and 2015 survey are not statistically significant, or are barely so.

- Comparing the 2013 and 2015 surveys one particularly important result obtained is the weakening tendency reported by women academic staff to co-operate over organizational borders. The current strategy, 'Areas of excellence in research and innovation', is explicitly formed to gather and focus efforts across disciplinary and organizational borders.
- The survey results comparison also indicates an increasing workload for women academic staff while for men the indications are that the level of comfort with regards to work load has increased which is a result that emphasizes that resources put into supporting gender equality in the organization must not go to waste because of other processes, such as the Strategic Areas of Excellence or other, in practice creating dynamics that counter them. We are not yet at the point where gender equality within the organization is stable enough to 'evolve by itself'.

Looking back at the introductory section of this report, in which key challenges as well as actions of GENOVATE are described, it is clear that we need to continue developing tools and methods for gender equality interventions, in academia in general and in certain research and innovation systems, e.g. within engineering and ICT, with particularly problematic gender gaps. Specifically, the aim is not only to count bodies, but to challenge and transform workplace cultures, attitudes and behaviours.

**Appendix 4 - Continuities and Changes: Gender Climate Change Summary Report for AU*****Climate Change at the National Level - Gender Mainstreaming in Academia in Turkey:***

When GENOVATE Project has started in 2013, there was no policy document of the Higher Education Institution (HEI) on gender mainstreaming, which is the supreme organisation that determines higher education policies in Turkey. On top of the commitments at the institutional level, GENOVATE AU team took the responsibility to contribute preparations of gender equality action plans as for the inner and outer stakeholders of the Project as HEI. The higher Education Institution in Turkey has declared a policy document for gender mainstreaming in public and private universities in 2015. This document provides a general frame from top down for the first time to gender mainstreaming in Turkey. AU GENOVAT team has given written feedback to the preparation process of this document which strengthened the implementation process of GEAP of AU in its institutional context.

***Institutional Context:***

GENOVATE team targeted four main intervention activities for gender equality at AU:

- Networking with the significant platforms of AU (Equality Coordinatorship, Women's Platform, Women Studies Centre).
- Close collaborations established with the central units of AU (Technology Transfer Office, Scientific Research Project Unit and Distance Learning Centre).
- Monitoring selected gender indicators using the data provided by AU research units and sharing the changes and identified challenges with the related Unit.
- Reviewing and revising fundamental directories and structural policy documents of AU and sharing reports with the top management (ex. existing standards and procedures for research awards and research funds of national institutions including the Scientific Research Council are reviewed in 2014).
- Community engagement: wider dissemination of our Climate Assessment Reports served the purpose of achieving a perspective for gender balance in recruitment processes by raising awareness on current gender segregation at AU. Meetings with the Women Platform, Women Studies Centre and other units of AU have also raised gender equality understanding at the management level in the faculties.

***Involvement and Inclusion Mechanisms in the Leadership and Decision Making Process:***

Female and male academics highlight that taking part in administrative mechanisms is important and required to achieve gender equality at AU. However, due to the social norms and traditional division of labor within their households taking part in the decision making process is still an issue for women at AU. The top management positions are still occupied by male academics. Among 61 members of the supreme

board of university, the Senate, %23 (14 women) are women whereas %77 (47 man) are men as of 2016. Analysis of other managerial positions including dean and vice deans of 17 faculties, administrators and vice administrators of 12 vocational schools, institute administrators and vice administrators of 13 institutes, chairs and vice chairs of 47 research centers show that the gap between women and men is highest among the deans in favour of male academics although vice dean positions are equal in gender. Likewise in the vocational schools male administrators are higher in number although vice administrators are mostly female in these schools. This pattern is the same for institute management positions and research centre management positions; male are higher than female at these positions however vice chairs are more occupied by women. The other important position for top management of Ankara University is Coordinatorships. There are 26 coordinatorships which are directly co-works with the rectorate and 11 of them are female 15 are male. There is a balance in relative when we consider to the other management positions.

#### ***Allocation of Resources for Academics:***

Two main indicators we developed in order to analyse the changes/continuities in terms of allocation of resources at AU in 2016 are:

- the gender distribution of academicians who were entitled to Academic Incentive Pay policy which has just initiated in 2015 at the national level at Universities, and
- the gender distribution of academicians who applied and gained funding support for their projects from the institutional Scientific Research Funds by Scientific Research Projects Unit.

Accordingly, over 70 percent of all who benefit from Academic Incentive Pay policy hold professorship (including full, associate and assistant professorship) and full professors comprise more than half of this group. Research assistants follow professors with 22 percent. Women comprise 47 percent of the total whereas 53 percent of the total are men. While women academics make more than half of the beneficiaries among the academicians at their start of the career the balance turns against women at higher academic titles. We also observe that the gap between women and men increases with academic degree. However academic incentive pay for associate professorship and assistant professorship are relatively equal between genders. Gap between gender is highly significant among the top level academic titles

Distribution of the funds for research project according to the fields by gender and academic positions present that women academics are leading in both professorship and research assistantship by number. Unlike the previous years the gap between gender is clearly narrowed in between 2013-2016 in AU.

**Family and Work-life Balance:** Developing institution-specific strategies to improve work-life balance arrangements for academic researchers has been the most challenging target of AU GEAP. Many of the academics from different fields and diverse academic positions were very aware that there is a gender inequality for balancing between work life and family life. However they all agree that taking some measures for balancing work and family life and supporting academics for this balance can not be a part of gender mainstreaming policies of AU management.

**Career development and training:** Professorship seems still a male dominant position, however the gap between man and women associate professorship is remarkably narrowed in time and number women academics in assistant professorship is higher than male. When we consider that low level and contracted academic positions are still more occupied by women than men, we can infer that in medium run, women academics will achieve permanent academic positions (professorship and associate professorship) with a higher number every year. Glass ceiling effect is still visible nevertheless there is a dynamic to overcome the issue at AU.

**Conclusion: Changes and Future Potentials for Change:** In the last 42 months, basic indicators of gender equality in Ankara University show positive changes towards gender parity. Rising awareness has been one of the achievements of GENOVATE team. The Policy Document of HEI of Turkey about gender mainstreaming has provided a momentum for the efforts of implementation activities. We believe that gender mainstreaming and structural changes can be projected towards students of AU that could easily be built upon the strong structures that GENOVATE Project has provided.

## Appendix 5 - Continuities and Changes: Gender Climate Change Summary Report for UNINA

### *Introduction*

This report presents a summary of some changes and continuities in gender dynamics at UNINA from 2013 to 2016. It is based on GENOVATE project records and on a small qualitative survey (2016) of some Faculty and Administration staff who are also members of the CII (Comitato di Indirizzo Istituzionale = Institutional Advisory Board of GENOVATE). GENOVATE's Gender Climate Report of 2013 provides a point of comparison on some indicators.

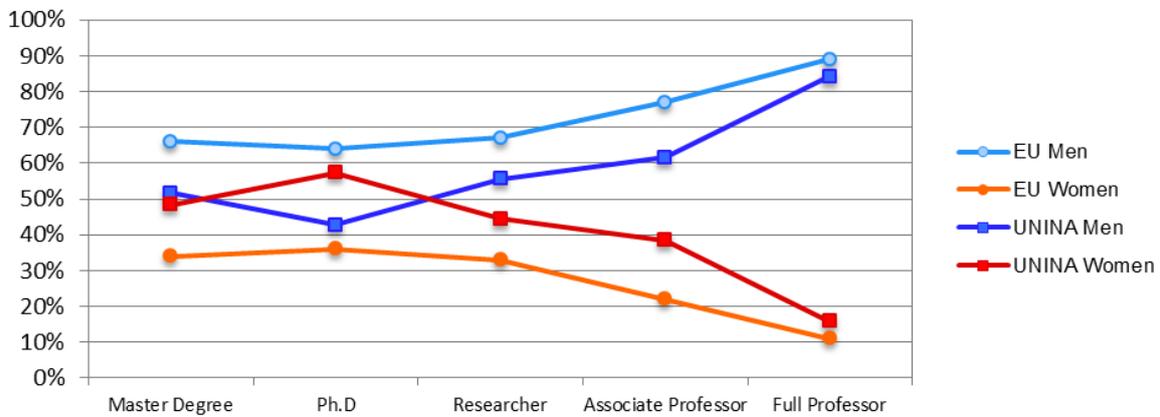
The 2016 qualitative survey of CII members focuses on their views on gender issues at UNINA. Because the CII is composed of both Faculty and Administration (male and female) senior staff from UNINA, their informed opinion on the subject can contribute an interesting, though partial, account of today's gender dynamics in the institution. In fact, CII members are all involved, although in different degrees, in gender-sensitive initiatives and/or programs on campus.

### *Career development supports for women at UNINA*

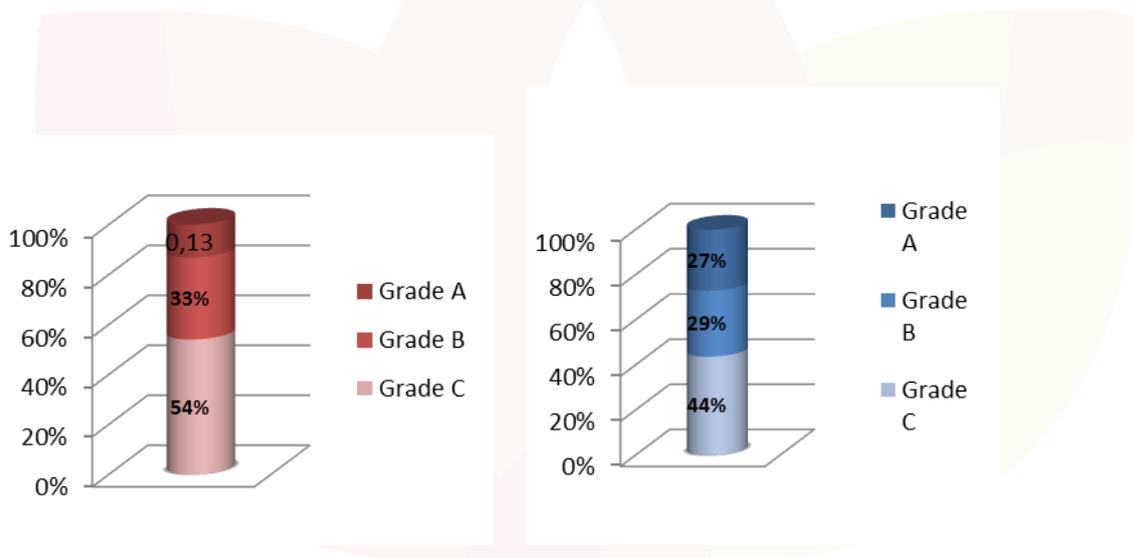
According to respondents, much more solid and long-term actions are needed in order to concretely support women's careers and produce substantial change in this regard. However, they also acknowledge a certain increase in gender-aware perspectives and practices on behalf of individual staff members, as well as valuing the presence of bodies such as the CII and of GENOVATE initiatives such as the Mentoring Program on campus.

One of GENOVATE's flagship projects at UNINA is the **Pilot Mentoring Program**. This program consists of matching young PhD or Post-Doc women with senior women faculty in a goal-oriented relationship that aims to nurture career development and reflection on the part of the mentee through guidance and support from a more experienced mentor. As a result of this programme, survey respondents highlight the value of mentoring as a tool that can contribute to bring to surface hidden concerns relevant for women; that can increase gender awareness; that can create a communication channel between more and less experienced women; that can help young women to improve their self-esteem and that may prevent overt or covert mobbing practices; and that can also become a space in which mentors can further observe gender dynamics on campus. One respondent also emphasizes the symbolic value of mentoring.

**Figure 4: Gender ratios among senior academic positions, leadership roles and decision-making structures**

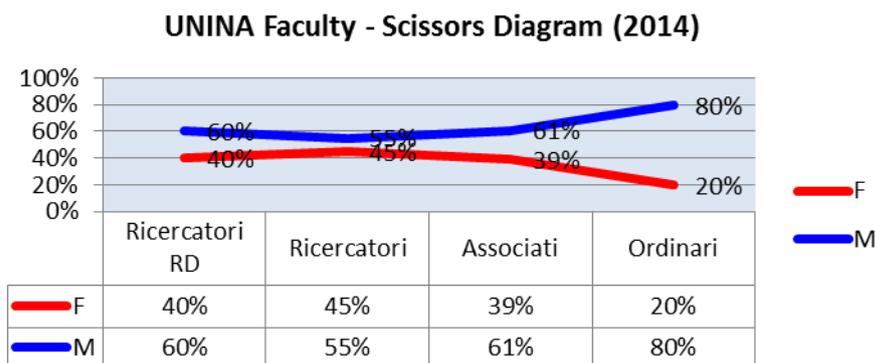


The scissor diagram above illustrates the proportion of men and women (students and academic staff) in a typical academic career in STEM fields at UNINA in 2011. It also shows a comparison between UNINA and EU data.



**Figure 5: Academic positions in UNINA 2013**

These diagrams illustrate the gender ratio (women on the left; men on the right) at UNINA in the year 2013. Academic positions in Italian universities are divided into three categories: Full Professor, which corresponds to grade A in the EC classification; Associate Professor, corresponding to grade B; and Researcher, corresponding to grade C.



ROLE		WOMEN	MEN	TOTAL
Contract Researchers	(non-tenure)	54	82	136
Lecturer		416	509	925
Senior Lecturer		297	460	757
Full Professor		119	472	591
Total		886	1523	2409

Figure 6 Gender ratios in academic positions at UNINA (Gender Budget 2014)

Figure 6 shows gender ratios among academic and research staff in 2014. However, it is important to emphasize that any eventual changes in gender ratios from 2011 to 2014 are not connected to GENOVATE actions, which in 2014 were at the very beginning of their planning and implementation phases. In general, it can be said that the gender ratio of top academic positions at UNINA has not changed significantly since 2011.

Increased gender awareness has translated into change in the number of women present in some but not all key institutional bodies. For instance, CUG (Comitato Unico di Garanzia = Equal Opportunities Committee)<sup>6</sup> has seen an improvement in representation of women, but not the UNINA Administration, where women's presence is still marginal. The very first

<sup>6</sup> <http://www.unina.it/ateneo/organigramma/cug>  
<http://www.pariopportunita.gov.it/index.php/archivio-dossier/2010-carfagna-qstrumento-unico-contro-le-discriminazioni-al-lavoro>

Gender Budget analysis carried out by GENOVATE at UNINA can be considered a milestone in this regard, for it provides empirical evidence of the gender disparities and has contributed to greater attention to gender issues and initiatives on campus. Prior to the Gender Budget, our institution lacked an analysis of gender-disaggregated data of both Faculty and Administration staff, as well as students.

Survey respondents do not identify any relevant and widespread change in the gender balance in decision-making processes at UNINA. In the words of one particular interviewee, "decision making here is still in men's hands". In this case too, however, the GENOVATE Gender Budget analysis is considered a *sine qua non* condition for setting any change in motion.

### ***Work-life balance***

The survey data do not suggest that work-life balance issues have improved in UNINA. One respondent suggests that women's workload has actually been increasing for the last few years. In particular, she emphasizes how the new standards for research evaluation are also contributing to promoting further competitiveness and individualism in academia.<sup>7</sup>

### ***Allocation of (human, financial, etc.) resources***

Survey respondents indicate little visible change in this area and some point to the increased concentration of decision-making in smaller units which may lead to individual interests prevailing over decisions based on equity. However, a major development in addressing this is the UNINA Gender Budget conducted by the GENOVATE project, a tool that, once institutionalized, can help to invert gender-biased trends in resource allocation.

### ***Gender awareness***

Survey data reveal that in certain spheres of the institution, such as the Rectorate, Academic Senate, Administration, a better and more widespread perception of gender awareness has become evident. Staff and senior decision-makers have been paying more attention to gender-sensitive initiatives and requests, evident for example in the creation of the CUG and in the support given to the GENOVATE Project and to the Women-in-Science Committee of Naples.<sup>8</sup> Gender issues are now more widely discussed on campus and, even though 'talking' is not the same as 'acting', one respondent emphasizes how "at least now people on campus know what we talk about".

The creation of CUG at UNINA in March 2015 is evidence that our institution (also in line with national directives) is implementing specific measures to prevent gender-based discrimination and to increase gender awareness in the workplace. GENOVATE has been

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<sup>7</sup> [http://www.anvur.org/index.php?option=com\\_content&view=article&id=799&Itemid=597&lang=it](http://www.anvur.org/index.php?option=com_content&view=article&id=799&Itemid=597&lang=it)

<sup>8</sup> [http://www.atenedelledonne.unina.it/Donne\\_nella\\_scienza/italian/](http://www.atenedelledonne.unina.it/Donne_nella_scienza/italian/)

very supportive of the creation of CUG by sponsoring its cause with top management. The new CUG includes both Administrative and Faculty representatives, compared to the former Equal Opportunities Committee comprising only of Administration and one Rector's representative. This change marked a new organizational trend in our institution, which was actively supported and, to a certain degree, also facilitated by the GENOVATE team. As of today, a productive collaboration between GENOVATE and CUG has been developing on a regular basis.

### ***Concluding Remarks***

GENOVATE@UNINA has contributed to catalyzing the increasing cooperation among gender-sensitive actors and initiatives on campus and has provided a very important - it may be said fundamental - missing element in this process. Provision and monitoring of gender-disaggregated empirical data on a regular basis provides a springboard for gender equality action at UNINA and a bedrock for envisioning and implementing more strategic gender policies.

Similarly, the Pilot Mentoring Program has also contributed to increasing gender awareness at UNINA and strengthening women's networks. As such, the respondents have also welcomed and been supportive of the proposal to institute a permanent Gender Observatory at UNINA, so as to ensure the project sustainability.

In general, it can be said that the involvement and the support of UNINA Faculty and Administration to the GENOVATE Project has been growing since the initial stages of the Project. Active involvement in the Pilot Mentoring Program in the CII and in a number of other activities connected to our institutional GEAP, as well as the support and interest in the Gender Budget analysis are all concrete evidence of GENOVATE achievements on campus, which provide the bedrock for future and ongoing organisational transformation for gender equality.

**Appendix 6 - Continuities and Changes: Gender Climate Change Summary Report for TU****Context:**

The Gender Climate Assessment Report 2016 was developed within the GENOVATE project and aims to describe the present situation at Trnava University (TU). The data was gathered from an online anonymous survey addressed to TU staff belonging to three different faculties: FoHSSW, Faculty of Law, and Faculty of the Education. There was no participation from the Faculty of Theology and the Faculty of Philosophy and Arts.

The objective of this Gender Climate Change Assessment is to identify the gaps, needs, and openings for advancing gender equality at Trnava University and eradicating gender discrimination in HE. Moreover, the purpose of the survey is to map and assess the gender distribution of staff at different academic, management and key decision-making positions through close examination of resource-allocation and gender perceptions. In order to do so, TU ran three WP4 surveys during 2013, 2014 and 2016. However, there was a significant decrease in the number of participants, which dropped from 72 in 2013, to 47 in 2014, and to 32 in 2016<sup>9</sup>. This fact makes it challenging to draw conclusions based on a comparative analysis over the years, for which we will report on 2016 exclusively.

**Gender Balance in Academic, Managerial and Leadership Positions:**

Trnava University (TU) still needs to develop and strength its gender equality policy framework and gender mainstreaming mechanisms, as it is the case with other Slovak Universities. In effect:

- Women are underrepresented as vice-dean and dean positions, and other top management and academic positions such as professorship and associate professorships, which are mostly hold by men.
- At Rectorate Level, Vice-Rectors have traditionally been mostly men (3) and one woman, the Rector is a man.
- Women are overrepresented as assistant professors and in administrative positions as heads of financial departments of all faculties.

Assessment of gender related perceptions enabled us to identify potential areas for gender sensitive analysis and for GECAF implementation. We summarize the findings below.

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<sup>9</sup> The drop in survey participation also reflects broader institutional structural changes in the wider Slovak education system, which over the last ten years has considerably reduced the size of its faculties, particularly the FoHSSW.

***Remuneration, gender pay gap and career progression:***

- Women feel their academic career lags behind men's due to the social and professional expectations as mothers, nurturers and carers. This role is often (but not always) felt as natural. According to our survey, the majority of women academics and professionals stay at home, and apply for maternity leave. Therefore, TU and Slovak HE institutions do not follow other Western European paternity and parental leave policies that encourage and support men to stay at home, and participate in children's upbringing from a very early age, which fosters gender balance in the work place, and continuous professional development and career progression for women.
- Across surveys, women felt the reward (remuneration) of work performance and success should be gender-equal.
- Almost 40% of women consistently identified men's overrepresentation in their area of expertise (2013, 2014, and 2016). However, men did not agreed with this statement
- Both men and women mainly agreed no gender is advantaged at leading managerial positions at their workplace.

***Institutional gender policy framework:***

- Interestingly, although neither men nor women openly admitted that they personally or someone they know was ever discriminated or mobbed at TU due to their gender, more than 15, 6% of both men and women agreed that it would be beneficial to have institutional programs that support gender equality and fight gender discrimination.
- More than 28% of both men and women agreed it would be beneficial to have gender equality awareness programmes at institutional level.
- Both men and women would welcome stronger social support from their institutional employer, Trnava University (TU).

***Key changes***

According to the data, there is a felt need among staff for more gender balanced and gender equal organisational dynamics, policies and cultures; particularly in terms of career development, opportunity access, remuneration, parental leave, work/life balance. Therefore, TU GENOVATE team has worked to raise gender awareness in the institution, and to strengthen gender equality in the academic environment. Work on these areas has been developed as part of the first steps within the GENOVATE project. From a context-specific perspective, TU GENOVATE Team suggests the following changes to promote gender equal opportunities in the academia:

1. On-going gender climate change and equal opportunities assessment (surveys 2013, 2014, 2016). In this respect, GENOVATE TU is concerned about the drop in number of survey participants, and will identify the reasons for this decrease.

2. Strategy development under GENOVATE to continue to raise awareness in the area of equal opportunities and gender equality through GENOVATE Cafés.
3. Involvement of senior management in advancing organisational gender equality: the TU Quality Board Head is a member of GENOVATE Institutional Advisory Board, which facilitates implementation of GENOVATE project, tools and the Gender Equality Change Academy Framework (GECAP) in the future.
4. Change in representatives is according to voting of Rector (in 2015) and voting of Deans of Faculties (different years of voting according to faculties).
5. As of 2015, 50% of women have become Vice-Rectors.
6. Development and implementation of a pilot career development programme, which has been carried out successfully in 2016, and which is in use across the FoHSSW.
7. Gender sensitive and progressive gender competence in senior, leadership and decision-making positions. In effect, TU has a number of representatives from the Faculty of Education and the Rectorate who are members of GENOVATE Institutional Advisory Board, as well as external stakeholders (from Institute of gender equality, Centre of Gender Equality in Trnava, and the International Human Rights Institute).
8. Foundation of the Trnava University Quality Board (2015), which in cooperation with GENOVATE and the TU GENOVATE team aims to ensure gender equality and equal opportunities throughout university policy-making processes, TU documents and projects.
9. Development and implementation of a gender sensitive and gender equal Career Development Plan (CDP), which is now a part of the FoHSSW long term strategy.
10. TU GENOVATE is working hard on advancing women's representation in leadership positions, as it has been the case with Deans (1 out of 5 is a woman at TU) and Vice-deans (75% women at FoHSSW). Further efforts are needed in terms of other top management positions in other sectors.

### ***Key continuities***

1. Gender mainstreaming in organisational policies, with a special focus on career development for women professionals. This measure is mainstreamed and implemented as part of the FoHSSW, which will be used by 2020 (5 year plan)
2. Ensure regular collaboration with the Faculty of Education and the Rectorate.