Female Empowerment in Science and Technology Academia

FESTA TOOLKIT WP3.2

Towards Raising
Organizational Awareness

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Female Empowerment in
Science and Technology Academia

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INTRODUCTION

The toolkit you are holding in your hand has been developed as part of an implementation project under the EU 7th framework program named FESTA – Female Empowerment in Science and Technology Academia. FESTA has been conceived in response to a need for a systematic approach to ensure the incorporation of the potential of the entire work force in Science and Technology, including gender equality and diversity.

In its five year span 2012-2017, the project aims to see: 1) female researchers encouraged to stay and make a career in Academia; 2) the creation of organizational environments where the competence of all employees are valued and fostered; 3) well-functioning working environments that welcome a diverse group of employees at all levels.

With FESTA we look into the daily environment of researchers: formal and informal decision making processes, meeting cultures, PhD supervision, perceptions of excellence in hiring processes and in the work environment, and resistance to equality measures, fostering the full potential of the entire workforce. We find the working environment of researchers in the lower levels of their careers particularly interesting: It is at this level that socialization to the prevailing norms takes place, and it is here that possibilities for advancing to the ranks of highest scientific expertise to a large extent are determined (Bagilhole 2002; Morley 2006).

FESTA comprises five project tasks, four of which consist of two subtasks each: WP3 *Raising Awareness* (WP3.1 *Raising individual awareness*; WP3.2 *Raising organizational awareness*); WP4 *Gendering Decision-Making and Communication Processes* (WP4.1 *Formal decision-making and communication processes*; WP4.2 *Informal decision-making and communication processes*); WP5 *Hidden Assumptions in Definitions of Excellence* (WP5.1 *Monitoring excellence in hiring processes*; WP5.2 *Excellence in the daily working environment*); WP6 *Improvement of Interactional Patterns* (WP6.1 *Improving meetings culture*; WP6.2 *PhD supervision*); WP7 *Dealing with Resistance*.

This toolkit is part of the task WP3.2 Raising Organizational Awareness. The objectives of WP3.2 Raising Organizational Awareness are: to ensure that change is implemented in the partner institutions through raised awareness. The task is designed to find the best ways of using organizational statistics to promote women's careers, and the objective of the task is therefore to generate statistics which can serve as starting points for actions for different groups and different levels of an institution or as tools in gender equality work among the academic staff in different units. Four partners take part in the task: Uppsala University, Sweden (UU); University of Southern Denmark, Denmark (SDU); RWTH[1] Aachen University, Germany (RWTH); Fondazione Bruno Kessler, Italy (FBK).

Task WP3.2 comprises two main phases: 1) collecting and preparing statistics using existing organizational statistics, data and equality measures and supplementing these with gender sensitive

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[1] RWTH = Rheinisch-Westfälische Technische Hochschule (Rhenish-Westphalian-University of Technology)

data, 2) raising awareness in selected units and organizational contexts where the collated data serve as a starting point for dialogue, debate, reflection – and ultimately action.

We have chosen this approach, because we think that statistics are useful in underpinning arguments, qualifying discussions on gender and dealing with resistance. Moreover, statistics are useful for contributing to evidence based policy making and as starting points for reflection, awareness raising and for spurring action. This approach is in line with for instance the Athena Swan Award practice, where applicants for the different levels of awards must collect and process statistical data (www.athenaswan.org.uk). Naturally, whether action is in fact taken also depends on other factors, such as organizational politics, commitment to gender diversity, and institutional leadership.

At the time of compiling this toolkit (February 2014), Task WP3.2 is two years into its life and is nearing the end of the first phase: collection of the first round of data and preparing presentation of statistical material. The second phase, dialogues with units and actors within the partnering organizations, is about to start. We are therefore at the crucial point in time where we have to turn figures and tables into platforms for raising questions and awareness – and thus prepare the ground for changes in action and behaviour.

It is important here to make clear, that we cannot at this stage provide any accounts of the outcomes of the activities of task WP3.2, for the simple reason that there are no outcomes of this nature yet.

Since FESTA is concerned first and foremost with practical implementation of gender sensitive practices, we have designed this project-output as a toolkit with the intention that it may serve as both practical documentation of how we have gone about our task and as a detailed source of inspiration for others who find themselves in a situation where the need for making changes in the organizational gender make-up is clear, but practical examples of how to do so are scarce. We have named the present work a toolkit to emphasize the practical nature of our task and approaches. However, we realize that it may best be understood as a detailed framework for understanding and working with objectives similar to those presented here.

The WP3.2 task team represents four different national and organizational contexts, as well as four different organizational levels, which determine where and how each of us may be able to effect and instantiate our initiatives. The examples of tools we offer here reflect these differences and the result is large variation in how we meet the same challenges. Our hope is that in this diversity in approaches you will be able to find something that can inspire your practice. We also hope that this will provide you with an appreciation of which considerations and challenges might be important to take into account in your particular context.

Our main focus is on how-to, based on how-we-did. The toolkit is therefore rich in detail and heavy with descriptions and presentations of the tools we have already developed and which we will use in the next phase of our task.

The toolkit consists of the following sections:

Background: theoretical and methodological considerations – in this section we will present our theoretical and methodological standpoint.

Institutional context – in order to provide a possibility for understanding our decisions, concerns and approaches at each of our four different organizations, an overview of our different organizational structure and the position within the organization of the FESTA project and team is provided. These specific contexts determine to a large extent what may be possible in creating lasting changes. This will be elaborated in detail in Appendix 1.

Methodological manual – this section comprises the main body of the toolkit. The methodological manual consists in turn of two parts: description of the tools we have developed and used for collecting and understanding our data and a description of the tools we have developed for turning figures into awareness.

Last, we have included three **Appendices** that serve mainly as reference and elaboration – here it is possible to find further details of the contexts and the tools presented in the methodological manual.

THEORETICAL AND METHODOLOGICAL CONSIDERATIONS

FESTA is first and foremost an implementation project with a strong focus on practical applications of our approach and findings. Therefore the present document is a toolkit, to serve as practical inspiration on an everyday level for others who are grappling with how to collect and present organizational statistics as an opening to changing the ways of doing and understanding gender in organizations. In this section we will account for the theoretical and methodological framework for our choices and approaches.

The overarching framework of FESTA and the task of raising organizational awareness is and must be a gender perspective rooted in both a humanistic/social and a business perspective on why it is important to focus on gender in the STEM[2]-disciplines. Women are still not adequately or reasonably represented in STEM-disciplines, and this is a problem both in terms of ensuring equal opportunities and in terms of making use of the full potential of the work force – as well as in addressing the entire population in the solutions. So we see problems at three levels: 1) STEM seriously lack the presence of women, 2) women face specific problems in trying to make their way in the STEM-disciplines, and 3) women and the challenges they are facing in making their way in the STEM-disciplines, as well as in the reasons why they do not choose an academic career, point crucially to problems that science and its working environments foster (General references about this: Bagilhole 2002; Hasse 2008; Kjeldal et al 2005; Morley 2006; Wajcman 1991, 2000; Trauth 2012; Tripp-Knowles 1995 – specific references for each of the bullets listed, see below):

- Bias and subjectivity in appointments and funding (European Commission 2004; Husu 2001; Van den Brink & Benschop 2011, 2012;)
- Competition, networking and marginalization in the quest for excellence (Benschop & Brouns 2003; Brouns & Addis 2004; Lamont 2009; Lewis & Ross 2011; European Commission 2008;)
- Undemocratic decision-making processes (Husu 2001; Van den Brink & Benschop 2011, 2012; Parsons & Priola 2013;
- Inefficient communication patterns
- Powerful socialization processes (Carter, Blumenstein & Cook 2013; Kantola 2008)
- Unhealthy work environments.

FESTA believes that environments which empower women are environments which empower both people and new and diverse ideas, which in turn benefit the society as a whole. To this end, we believe that raising awareness of the actual and prevailing gender imbalance is a crucial step towards true diversity and gender equality in academia. There are different ways of achieving this awareness, and some of these differences in approach and strategic objective will be offered here.

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[2] Science, Technology, Engineering and Mathematics

Our analytical framework is based on the 3R method, developed in Sweden for gender mainstreaming purposes, which involves surveying and analyzing activities in terms of gender equality on the basis of Representation, Resources and Realia. The 3R method is a means of exploring the norms that govern work, the division of power between women and men, and the ways in which gender affects the nature and organization of the activity.

In order to ensure that the knowledge gained and structured according to a gender perspective can effectively be turned into praxis, we also base our approach in a wider implementation and innovation field of study, which includes emphasis on a collaborative and participatory process and methodology approach to change. In this we draw on innovation and change management theories and on participatory and collaborative large group methodologies where applicable, such as Open Space Technology (Owen 2008), Future Search Principles (Weisbord & Janoff 2007, 2010), Presencing (Scharmer 2009; Senge 2004), World Café (Brown & Isaacs 2005), and others (such as Ingerslev & Elmholdt 2012; Vestergaard 2012; Hornstrup et al 2005; Stacey 2001, 2012; Shaw 2001).

In the following sections we will briefly elaborate on our rationale for gendered change, our analytical framework for understanding gender im/balance in our organizations, and our wider implementation foundation in terms of innovation and change process theories and methodologies.

RATIONALE FOR GENDERED CHANGE

Gender is *not* an inherent characteristic of individuals but is created and recreated in interaction. Gender in this view is not equated with sex. Moreover, gender in/equality is reproduced through the totality of patterns of social interaction and the meanings attributed to them. Such an interactive understanding of gender is proposed and elucidated in the *Doing Gender* perspective. This approach is useful, in that the main approach of the task of raising organizational awareness is centered around what it takes to effect deep and lasting change in the way organizations conceive and practice gender – and with them the people who constitute the organization (West & Zimmerman 1987).

What we aim for is no less than a radical reorganization – even if this reorganization is not in the form of an overall gender revolution but rather as incremental changes in parts of the organization, experimenting until desired effects are reached and thus working from the strategy of learning from experience (Ely and Meyerson 2000). According to Degele (2005) such a reorganization may be affected through combining, on the one hand, the approach of gender studies with respect to analyzing and understanding gender categories and relations with, on the other, a political strategy of institutionalizing gender justice, including monitoring and surveying and mainstreaming activities for

gender balance, and thus empowering women and providing enhanced creative options for everyone. This entails that gender balance and diversity become crucial criteria for the overall output of the organization. For science and technology this would include the development of new research questions and projects (Schiebinger & Klinge 2013).

We believe that working systematically towards gender equality, diversity and antidiscrimination has a positive effect on the working environment in general and on equal opportunities and outcomes. To this end we embrace both management, strategic, political and top-down initiatives, such as policies, measures, monitoring, strategies and mainstreaming activities aimed at structural changes, and more bottom-up, process-oriented initiatives that aim at effecting change at a cultural level (Lee & Faulkner 2010). However, each of us emphasize different approaches, with large variations in which of these parameters we weigh more – due to the status of national and organizational legislation and status of initiatives as well as our own positioning within our respective institutions.

The particularities of scientific and technological disciplines in academic and research institutions determine to a large extent that the full research potential for women – as well as for any individual or group that does not live up to a narrow, male-dominated and defined ideal – is not realized, no less fostered and nurtured (Morley 2006; Bagilhole 2002; O'Connor 2001; Liff & Cameron 1997; Kjeldal, Rindfleish & Sheridan 2005; Ely & Meyerson 2000; Kohlstedt & Fischer 2009). In order to bring about working conditions that are conducive to diversity and gender equality, we believe that it is important to shed light on behaviour that is present but invisible – and especially where such behaviour seems to form gendered patterns. Examples are tasks that seem to 'simply get done' but do so 'under the radar' and therefore receive no recognition, such as administrative tasks and many study-related activities. This contrasts with publishing and networking, which to a much larger extent are high-status activities, visible and career-enhancing. Other present but invisible behaviour includes activities and patterns of behaviour which ensure inclusion in or exclusion from various critical interactions and contexts such as long hours of presence at work and the opposite: early departure from work in order to tend to family life. Gendered patterns of family life, organizational culture in general, and academic culture in particular, thus critically influence who will advance in the organization and who will not.

In order to challenge and change the values and assumptions which give rise to specific gendered behaviours, changing gender culture involves, of necessity, challenging the behaviour and attitudes of men as well as women. This includes directly targeting the underlying and prevalent conception that equality is (solely) women's responsibility. In this we directly subscribe to the understanding that our task is not to fix the women but to fix the system (Morissey & Schmidt 2008).

ANALYTICAL FRAMEWORK – THE 3R-METHOD

We believe that the 3R method is a robust and simple model for structuring our data and results. The method was developed in the late 1990s, by Gertrud Åström in cooperation with the Swedish Association of Local Authorities, for gender mainstreaming and has mainly been used to chart and analyze various municipal activities from a gender equality perspective (Lehn & Lykke Nielsen 2001). For our purposes, we have adapted the method to an academic context.

The method can be described by what the three R's stand for. The first R, representation, is a survey of the gender distribution in the various parts of the organization and at all levels, e.g., among leaders, staff and/or students. In this part of the method the question of how many women and how many men are represented must be asked. This includes indicators that show the organization's gender structure, such as indicators on leadership positions and recruitment. The second R, resources, is a quantitative mapping of how resources are allocated according to gender. It answers the question: How are the resources in the organization, for instance in the form of money, time and space, distributed between women and men? For example, indicators for parental leave, form of employment, salary and sick leave reflect the resource allocation between women and men. The third R, Realia, is qualitative where the focus is on culture/institutions or the norms governing the organization. Why are representation and resources distributed as they are? What are norms and conditions like for women and men in the organization? Are they different, and if so, how and why? The objective of the last part of the method is to provide an explanation of the gender equality problems that appeared during the first two steps. The method gives a structured answer to the question of who gets what, and on what terms.

Steps one and two consist of collecting and extracting statistics on indicators and serve as the starting point for discussions with leaders and/or staff on different levels and in different units about the third and last R. We are through the first two steps and all the work we have been doing with what we call dimensions (what we are trying to measure) and hypotheses (what we think/know the indicators will indicate and why) in this toolkit's methodological manual is a way of approaching the third step. A part of this work has been to supplement quantitative findings with qualitative measures, for example in the form of meetings with responsible staff. This has been done to qualify our findings since collecting quantitative data in steps one and two is not always sufficient to carry out a reliable analysis. Dialogue and collaboration with leaders and/or staff is necessary to identify and decipher the organization's cultural codes and get in-depth knowledge of the problems behind the numbers (E.g., exceptional circumstances in any given year, a small base where one single person can sway the figures disproportionately, sick leave for reasons other than gender equality, age distribution etc.). These explanations need to be scrutinized in themselves too, since they may have the effect of obscuring underlying gender patterns. In analyzing conditions it is also fundamental to pay attention to connections with the other FESTA tasks in order to obtain the most complete picture and insights on

specific areas. For example, excellence in the daily working environment can furnish us with relevant qualitative information on values prevailing at a department and the way they may support or enhance gender inequality.

INSPIRATION FROM THE FIELDS OF IMPLEMENTATION AND INNOVATION

Implementation needs its own attention. Often strategies and plans include only top-managements' attention up till the point where the slow and arduous work of implementation actually begins and continues. And therefore the insistent questions arise: how to make plans that allow for the dynamics and discipline of implementation? How to make messy, complex reality concur with neat and orderly plans and strategies? How to adequately argue for, demonstrate and evaluate the dynamic nature of organizational change?

In WP3.2 we have been inspired by some of the literature and practices from innovation and change leadership. These practices center around making deep and radical change happen by including and engaging the people who are directly involved in the initiatives, by staying with and staying open to the situation that requires changes – even when such a situation is frustrating and in essence without an obvious solution (otherwise it would not require change). The very nature of the need for deep innovation is characterized by pain and uncertainty – if a way forward was obvious, this path would already be followed (Scharmer 2009; Stacey 2001,2012; Vestergaard 2012). Thus the navigation through deep innovation is – at least intermittently – characterized by not knowing, and with it an often overpowering sense of groping, as well by fear and frustration throughout the most bleak parts of the process. The better equipped and trained the people who undertake these kinds of journeys are and the better they are at inviting, facilitating and partaking in complex change processes involving large group involvement, and the more they are willing to take into account that things take time, the surer the path to new discoveries and the deeper and richer the resultant change. One important step towards fostering these abilities is to appreciate the importance of boundaries (vertical, horizontal, demographical, geographical, etc.) and to create room for boundary spanning activity. Thus, a solid foundation that allows for changes to take place includes attention to and diligent management of boundaries, a fostering of common ground and discovery of new territories (Ingerslev & Elmholdt 2012; Ernst & Chrobot-Mason 2010).

A large body of work on participatory processes describes ways of enabling such boundary spanning activities both in the long and short term. The main principle at work is acknowledgement of the dynamic and shifting nature of the change processes coupled with the necessity of coordination and structure. Coordination must be ongoing and take place both on a functional and a relational level. Where functional coordination is well-known and usually at the center of organizational awareness, relational coordination is – in contrast – a lot less in focus, but in need of the same kind of attention.

Relational coordination involves exchanging knowledge and experience across professional differences, fostering a sense of common objectives along with mutual respect, and a focus on finding solutions rather than placing blame (Ernst & Chrobot-Mason 2010).

Structure may be provided in the form of meeting and process architecture, as described for instance in the Future Search process, Complexity Theory, Theory U, Presencing, Systemic Leadership, Open Space technology and other approaches to large group interventions (Owen 2008; Hornstrup et al 2005; Senge 2004; Scharmer 2009; Stacey 2001, 2012; Shaw 2002; Weisbord & Janoff 2007, 2010; Vestergaard 2012). These allow for focused and facilitated processes, which – precisely because they are framed and focused – may venture into and explore those aspects of the situation under scrutiny that are complex and potentially more conflict-filled, and which give rise to frustration and contention without compromising the complexity and richness and without losing sight of the common ground and the possibility for action. A common principle for the various approaches is the involvement of all the people or stakeholders in question in the process at least once during the process at the same time and in the same room. These approaches are used in some of our contexts, where they are applicable, and where it is possible to include engagement with larger groups with more stakeholders – mainly at SDU and FBK. At UU and RWTH, these approaches are not so readily usable in their original form, since the groups engaged in the task are smaller, or it is necessary to plan for stepwise processes, involving groups of relevant stakeholders and change agents separately. However, even in these contexts, the underlying principles of dialogue, engagement and processual focus are employed.

OPEN SPACE TECHNOLOGY – AN EXAMPLE OF LARGE GROUP INTERVENTION METHODOLOGY

Open Space Technology (OST) is a methodology developed by Harrison Owen (2008) in the late Eighties, to foster and support discussions focused on a specific topic or task with large groups and to search for solutions/ proposals in a cooperative way. It is a simple and powerful way to catalyze effective working conversations on compound issues. Specifically, OST is a workshop design tool to use when the situation at hand includes a large and diverse group of people dealing with complex and potentially conflicting material; it is a facilitation method in which people can identify specific issues on a given topic, self-select into discussion groups, and work with others concerned with the same issue. It is used in contexts including strategic direction setting, envisioning the future, policy making consultation with stakeholders, collaboration and deep learning about perspectives and community planning.

We think OST can be adapted to gender-related issues within organization as these are often controversial, complex and multifaceted and can potentially and transversally be of concern to all the personnel of an organization. In other words gender issues seem to constitute the four conditions for

OST: high level of diversity of participants; high level of complexity of issues to be dealt with; high level of conflict (actual or potential); the need for decisions to be made quickly.

OST operates under four principles and one law. The principles are the following:

− *whoever comes, are the right people*: "The fundamental requirement is people who care to do something. And by showing up, that essential care is demonstrated"
− *whatever happens, is the only thing that could have happened*: "keeps people focused on the here and now, and eliminates all of the could-have-beens, should-have-beens or might-have-beens"
− *when it starts, is the right time*: "alerts people to the fact that inspired performance and genuine creativity rarely, if ever, pay attention to the clock. They happen (or not) when they happen".
− *when it's over, it's over*: "do what you have to do, and when it's done, move on to something more useful"[3].

The law is known as the "law of two feet" and implies that if one finds oneself in a situation where one is not contributing or learning, it is possible to move to another group/discussion.

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[3] The quotes are from Owen 2008, pp 91-96, see also Owen's Open Space Technology website: http://www.openspaceworld.com/brief_history.htm.

INSTITUTIONAL CONTEXTS

The four WP3.2 partners come from four different countries and from different institutional contexts, both in terms of what is nationally at stake, what the organizational context prescribes and delineates, and the location of the FESTA-team within the organization. Understanding these relative differences is important in assessing our individual points of departure for the FESTA tasks and objectives, and also the way they ultimately are put into practice.

For these reasons, the following section presents a brief overview of each of the four participating partners' organization in overall terms, their organizational structure along with the organizational location of each FESTA-team and, last, a short comparison of the most salient features and relative differences.

Appendix 1 provides more elaborated descriptions of each of the four organizations.

In order to see the four institutions in a wider context in their respective national contexts and in relation to one another, we have extracted the following comparative charts based on She Figures 2012 (European Commission 2013) of

1) the distribution of gender at the most senior academic levels in the four countries
2) the distribution of gender in heads of universities (and assimilated institutions) in the four countries
3) the relative chance for women, as compared to men, to reach top positions in Academia (Grade A) as shown in the Glass Ceiling Index in the four countries

Please note, however, that these figures relate to aggregate numbers for countries and are not directly applicable to our four individual contexts, so a direct 'translation' into the four specific contexts in WP3.2 is not possible. Also, the definition of the different categories (in particular Grade A) has very different implications in the four national contexts represented in WP3.2. Thus, in the case of Germany all people under the level of professorship (with and without a doctoral grade) fall under the lowest level, which explains why this group is so large relative to the other three national figures. Full professors, however, fall under both grades A and B. This is in direct contrast with for example Italy. Last, but not least, FBK as a private research foundations falls outside a possible comparison based on She Figures, since here they do not operate with highest academic positions, but rather with research contracts, and then it is the contractual level which is graded.

Even with these reservations concerning the usefulness of select, extracted comparisons based on She Figures, we believe that the following three figures provide an interesting backdrop for understanding the four individual contexts. Please refer to She Figures 2012 for further information and findings.

Percentage of grade A among all academic staff by sex, 2010
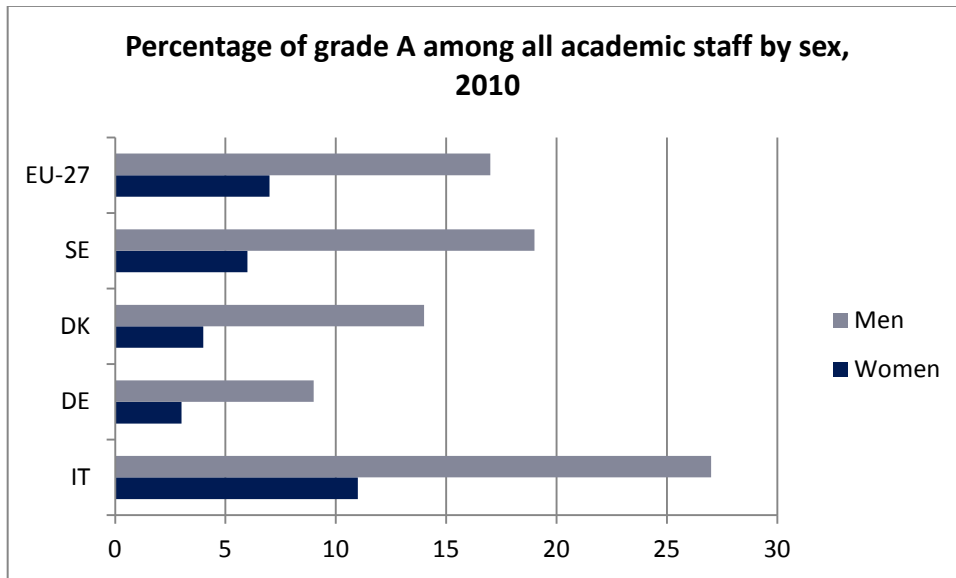
Extract based on She Figures 2012 (2013), p. 92

Explanatory note: According to She Figures 2012 (p. 87), the definition of Grade A academics is: "The single highest grade/post at which research is normally conducted". For Sweden this means professors (p. 143); for Denmark professors, academic directors and department directors (p. 141); for Germany professors (C4/W3) (p. 140); and for Italy full professors (p.142).

Proportion of female heads of universities or assimilated institution based on capacity to deliver PhDs, 2010 (%)

Extract based on She Figures 2012 (2013), p. 116

Glass Ceiling Index, 2004-2010
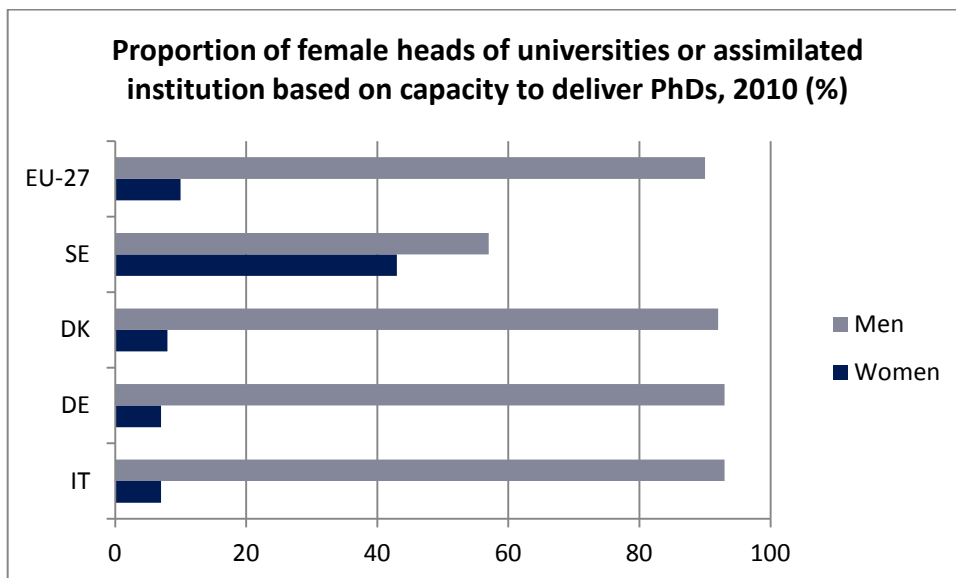
Country	2004	2010
EU-27	1,9	1,8
SE	2,05	2,14
DK	2,29	1,94
DE	1,89	1,45
IT	1,91	1,76
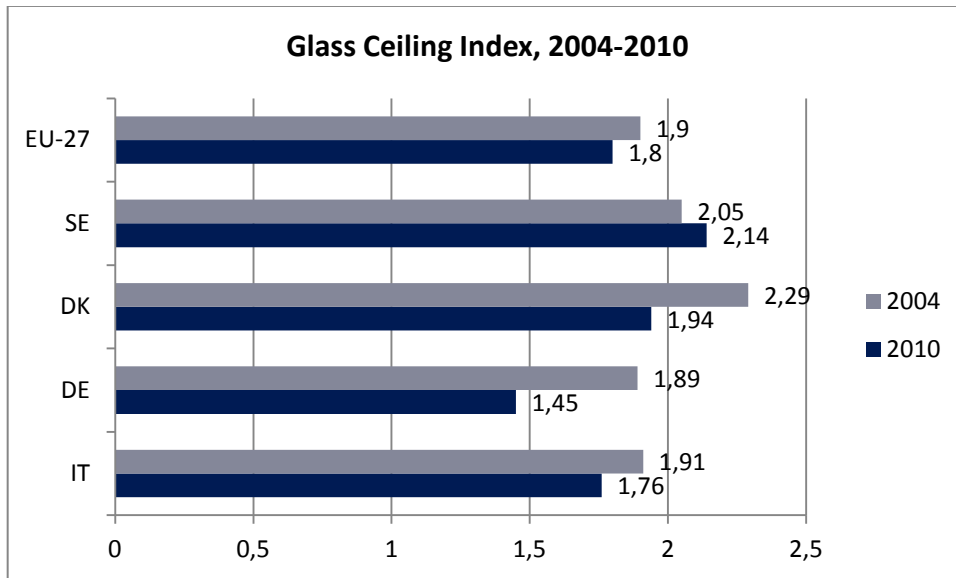
Extract based on She Figures 2012 (2013), p. 96

Explanatory note: According to She Figures 2012 (p. 95), the Glass Ceiling Index (GCI) "measures the relative chance for women, as compared with men, of reaching a top position. The GCI compares the proportion of women in grade A positions… to the proportion of women in academia (grade A, B [researchers working in positions not as senior as top position (A) but more senior than newly qualified PhD holders, p.87], and C [the first grade/post into which a newly qualified PhD graduate would normally be recruited, p.87]), indicating the opportunity, or lack of it, for women to move up the hierarchical ladder in their profession. A GCI of 1 indicates that there is no difference between women and men being promoted. A score of less than 1 means that women are overrepresented at grade A level and a GCI score of more than 1 points towards a Glass Ceiling Effect, meaning that women are underrepresented in grade A positions. In other words, the interpretation of the GCI is that the higher the value, the thicker the Glass Ceiling and the more difficult it is for women to move into a higher position."

FESTA

Uppsala University (UU)

Tommy Westberg

Partner UU

- Number of employees: c. 6,000. Some 600 full professors (24% women). 40,000 students, corresponding to about 23,000 full-time students
- Some 70 undergraduate programmes, about 60 Masters and over 2,000 freestanding courses
- Postgraduate education includes 2,400 doctoral students (49% women)
- Turn-over: 583 Million Euros. About 50% of research is funded by external sources
- Three Disciplinary Domains: Humanities and Social Sciences, Medicine and Pharmacy and Science and Technology. Nine faculties
- Participation in WP1, WP2, WP3.2, WP4.2, WP5.2, WP6.1+6.2 and WP7
- FESTA Project Team situated in Equal Opportunities Office, part of Human Resources Division
- Representing in FESTA: Science, gender/social studies and management/administration

UNIVERSITY BOARD

VICE-CHANCELLOR

Innovation

University Administration

FESTA Project Team situated in Equal Opportunities Office, part of Human Resources Division

Library

Music and Museums

Disciplinary Domain of Humanities and Social Sciences

Disciplinary Domain of Medicine and Pharmacy

Disciplinary Domain of Science and Technology

FACULTIES

Theology
Law
Arts
Languages
Social Sciences
Educational Sciences

FACULTIES

Medicine
Pharmacy

FACULTY

Science and Technology

Academic Senate

The Swedish Collegium for Advanced Study (SCAS)

Departments

Departments

Departments

The FESTA team is represented by:

- FESTA coordinator, task leader for task 5.2.: Minna Salminen-Karlsson, associate professor in sociology, researcher at Centre for Gender Research and gender equality specialist at Human Resources Division, Equal Opportunities Office.
- Coordinator for all tasks at Uppsala University: Nina Almgren, PhD in history and gender equality specialist at Human Resources Division, Equal Opportunities Office.
- Internal expert: Elisabeth Larsson, associate professor in scientific computing, senior lecturer at Department of Information Technology, Division of Scientific Computing.
- Team member task 3.2.: Louise Kennerberg, analyst at Human Resources Division, who has developed the gender equality indicators at Uppsala University before FESTA.
- Team member task 6.2.: Ulrike Schnaas, educational developer at Planning Division, Quality Enhancement and Academic Teaching and Learning, Development of teaching and learning.
- Team member task 6.1.: to be appointed.

University of Southern Denmark (SDU)

Steen Høyer

Partner SDU

- Number of employees (2012): 3,418. Scientific staff: 1,973. Tech/adm.staff: 1,445. Full professors: 223 (16% women)
- Postgraduate education includes: 881 doctoral students (58% women)
- Student body: 28,729 students
- Educational programmes: 93 BA (16 in English). 131 MA (67 in English). 21 professional Masters programmes. 11 diploma programmes (continuing education at the level of BA or MA), part time studies and The Danish University Extension
- Turn-over: DKK 351 mio €. Approximately 50% of research is funded by external sources
- Five faculties: Science, Health Science, Engineering, Humanities and Business and Social Science
- Participation in WP1, WP2, WP3.1, WP3.2, WP6.1, WP6.2 and WP7
- Project team situated in Dean's Office/Faculty administration
- Representing in FESTA: administration and leadership, gender specialist and Science
- FESTA SDU Steering Committee: Dean of Faculty of Science, Head of Department of Biology, Chair of SDU's central Equality Board and Head of unit for Organizational Development at the Human Resource Services

Board of Representatives ----- University Board

Rectorate

Executive Board

Central administration

University Library

Faculty of Humanities | Faculty of Science | Faculty of Health Sciences | Faculty of Business and Social Sciences | Faculty of Engineering

Departments | Departments | Departments | Departments

Science

Dean

Vice Dean

Support Office, Science

Faculty admin

The SDU-FESTA team

Dept for Mathematics and Computer Science | Dept for Physics, Chemistry and Pharmacy | Dept for Biology | Dept for Biochemistry and Molecular Biology

The SDU – FESTA team:

Project Manager: Eva Sophia Myers, Head of Faculty Admin

Task leader: Liv Baisner, Academic administrative officer and representative in the SDU Equality Board and Faculty Equality Board

Task leader: Gitte Toftgaard Jørgensen, Academic administrative officer

SDU FESTA Steering Committee:

- Professor Henrik Pedersen, Dean of Science
- Professor Marianne Holmer, Head of Biology
- Professor Nina Dietz Legind, Chair of SDU's Equality Board
- Chief Consultant Jakob Ejersbo, Head of unit for organizational and personal development

External supervision: Gender expertise, statistical expertise

RWTH Aachen University

Peter Winandy

Partner RWTH

- Number of employees (2012): 8253 (31% women). Scientific staff: 2022. (34% women) Tech/adm. staff: 1879 (43 % women), external funded staff: 2838 (25,65 % women).
- Professors: 512 (14,6% women) (Dez. 2013)
- Students: 40375 (31,1 % women)(Nov. 2013)
- Postgraduate education includes: 4049 doctoral students (31,7 % women) (2012)
- Educational programmes: 134 (BSc, MSc, BA, MA, PhD)
- Annual revenue: 793,6 mio € (321 mio € (40%) is funded by external sources) (2012)
- 9 Faculties (mainly engineering and natural science)
- Participation in WP2; WP3.1 +3.2; WP5.1-5.2; WP6; WP7
- FESTA Project Team: Integration Team – Human Resources, Gender and Diversity Management (IGaD)
- Representing in FESTA: gender, administration and leadership

IGaD located in Governance Structure of RWTH Aachen

Board of Governors

IGaD

Rectorate

Senate

Strategy Board

Chancellor

Rektor

Vice-Rectors

Administration

Central institutions

Profile Areas

Interdisciplinary large-scale research projects

Affiliated institutes

Fac. 1   Faculty of Mathematics, Computer Science and Natural Sciences
Fac. 2   Faculty of Architecture
Fac. 3   Faculty of Civil Engineering
Fac. 4   Faculty of Mechanical Engineering
Fac. 5   Faculty of Georesources and Materials Engineering
Fac. 6   Faculty of Electrical Engineering and Information Technology
Fac. 7   Faculty of Arts and Humanities
Fac. 8   Faculty of Business Administration and Economics
Fac. 10   Faculty of Medicine

Rectorate Staff Unit Integration Team – Human Resources, Gender and Diversity Management (IGaD)

The FESTA Team in IGaD
Project Leader: Dr. Andrea Wolffram,
Deputy Head
Project Coordinator: Manuela Aye, Social Scientist

Fondazione Bruno Kessler (FBK)

C. Baroni – Archivio FBK

Partner FBK

- Total staff (31.12.2012): 482 (33,0% women); research staff: 337 (23,4% women); Tech/adm staff: 145 (55,2% women)
- PhD students (31.12.2012): 88 (29,5% women)
- Senior researchers (level 1°): 22 (0% women); Senior researchers (level 2°): 48 (16,7% women)
- Two disciplinary domains: Science and Technology; Humanities and Social Science
- Four scientific-technological research centers
- Three humanistic research centers
- FESTA FBK steering committee: General Secretary, Head of HR and four FBK senior researchers.
- Participation in WP2, WP3.2, WP 4.1 + 4.2, WP5.1, WP6.2, WP7
- FESTA project team is situated in the General Secretariat
- Representing in FESTA: leadership, administration, gender/social studies and organizational studies

Board of Auditors

Board of Directors

Scientific Committee

Presidency

General secretariat

FBK FESTA team

Administration and research support units

Research

Technological-scientific hub

Humanistic research hub

International Center for Mathematics Research - CIRM

European Centre for Theoretical Studies in Nuclear Physics and Related Areas - ECT*

11 research units

Center for Material and Microsystems - CMM

15 research units + 4 joint research projects

Center for Information Technology - CIT

Center for Italian-German Historical Studies

Research Institute for the Evaluation of Public Policies

Center for Religious Studies

Center's Director

Heads of Research Units

The team FESTA in FBK is represented by:

Scientific responsible person: Andrea Simoni, General Secretary

FBK FESTA Steering Committee:
Alessandro Dalla Torre, Head of Human Resources
Lorenza Ferrario, senior researcher of the CMM
Ornella Mich, senior researcher of the CIT
Anna Perini, senior researcher of the CIT
George Pucker, senior researcher of the CMM

Project Manager: Ornella Mich, senior researcher of the CIT;

Task members: Tatiana Arrigoni (WP2),
Valentina Chizzola (WP5.1)
Mario Conci (WP7)
Anna Perini (WP6.2)
Barbara Poggio (WP3.2,WP 5.1)
Alessandro Rossi (WP4.2)
Liria Veronesi (WP3.2, 4.1, 4.2)
Marco Zamarian (WP4.2)

COMPARISONS BETWEEN PARTNERS – DRAWING OUT THE DIFFERENCES

Differences between and defining characteristics of the participating partners are important in understanding the scope of possible actions and initiatives in our awareness raising task. They are also important in understanding the points of departure and therefore also for the four approaches represented in task WP3.2 – raising organizational awareness.

One important comparison between the four partnering institutions to highlight is the differences in percentage of women at senior levels compared to the percentage of women at the level of doctoral students. (Note that these figures cover the entire organizations):

	Senior academic positions (Grade A)[4]	Doctoral Students
UU	24%	49%
SDU	16%	58%
RWTH	14.6%	37%
FBK	-	-

In terms of organization, UU and RWTH share the characteristic that FESTA is situated within the main university administration close to the rectorate and/or within the HR department. UU, SDU and RWTH are all comprehensive universities, whereas FBK is a non-profit organization operating as a legal entity of private law in the scientific and humanist domains. Teaching is not part of FBKs activities. FBK hosts PhD students through specific agreements with universities. Its status as a research foundation means that it has its own governance structure and governing bodies different to a university structure.

In terms of gender context, UU and RWTH share the fact that they have national, focused and detailed gender policies, monitoring and follow-up practices.

At UU and RWTH, FESTA is integrated into a wide, well-defined and comprehensive set of measures. Thus, not only are the FESTA-teams of UU and RWTH situated in units that have gender, diversity and antidiscrimination as their primary objective and task, the initiatives within FESTA will continue, develop and deepen measures already in place in the respective institutions prior to FESTA and will continue also after the end of the FESTA project.

At FBK, the FESTA-project is the first self-financed gender initiative, with people employed on the project and there are no gender legislations or policies in effect, nor is there any gender equality office or organizational focus on gender. This has implications for the way the FESTA-team must introduce and negotiate the approach, the findings and the possible implications of FESTA with a wide array of people, levels and functions.

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[4] Please note, that this categorization does not account for the positions structure of FBK, where the positions are not grouped into academic positions but rather into contractual levels. This is also the reason why comparative data cannot be obtained for FBK.

At SDU, there are national policies and legislation, but no gender equality office. The organizational focus on gender is anchored in a loosely constituted University Equality Board with all units of the university represented. SDU differs from the other three partners in that the FESTA project is anchored in the management and general administration of the Faculty of Science and does not have gender expertise within the team. SDU as FESTA-partner represents science, management and administration and as such focuses on effecting direct and tangible changes within the FESTA-period. Also, at SDU, there is a task of effecting an integration of the FESTA-initiated measures and tools in the wider practices of the university via the Central Gender Equality Board.

UU and RWTH share the fact that the FESTA project is aligned with a firmly established gender equality organization and aligned with the organization's strategic objectives for gender and equality. However, as comparable as they are, there are still differences between UU and RWTH. At UU, many of the FESTA initiatives – notably the ones in task WP3.2 – aim at piloting new applications of the already established gender monitoring measures in three different departments with very different cultures, contexts and challenges. At UU, the work within FESTA will take place in smaller groups, such as the departmental gender equality groups and department management. At RWTH the FESTA-work is integrated into the university's general equality and diversity strategic work and is therefore mainly directed at the policy-making level and the rectorate and faculty managements.

At SDU and FBK, on the other hand, it is very much up to the FESTA-project to set anchor and negotiate integration of FESTA-initiatives into the organization and its strategic objectives and monitoring procedures.

Clear national differences prevail apart from the ones drawn out here[5], among which it is evident that Italy stands out in a (Southern European) league of its own in comparison with Sweden, Denmark and Germany, who make up a much more homogenous, and Northern European, picture.

Detailed descriptions of the four partners' institutional context are provided in Appendix 1, and individual characteristics and conditions will also be apparent in the following sections.

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[5] See the European Equality Index (EIGE-reports) for further details and comparison of equality status in Europe: http://eige.europa.eu/content/gender-equality-index.

METHODOLOGICAL MANUAL

TWO SETS OF TOOLS:

1) FOR COLLECTING AND UNDERSTANDING STATISTICS AND

2) FOR TURNING FIGURES INTO AWARENESS

The Methodological Manual describes the two sets of tools we have developed for the task of raising organizational awareness. The first set is for collecting and understanding the statistics that make up the data-component of our task – the foundation from which we present and discuss organizational gender patterns. There are four tools in this set: *Tool 1.1: Dimensions, Tool 1.2: Hypotheses*, *Tool 1.3: Indicators*, and *Tool 1.4: Log Books* to document the decisions and actions we have undertaken along the way.

The second set consists of tools for turning figures into awareness. There are three tools in this set: *Tool 2.1: plans and scripts for dialogues at meetings and seminars*, *Tool 2.2: samples of discussion material* and *Tool 2.3: templates for action plans*.

In the following, the first set – tools for collecting and understanding statistics – will be presented together. In what follows directly after this introduction is first an overall description of the tools. Then follows a more elaborate presentation of each partner's work with the tools. For reference and exemplification, three of the four tools in this first set – *Dimensions, Hypotheses* and *Indicators* – will be presented in Appendices 2 and 3. In order to illustrate the strong internal connectedness between the three tools, Indicators will be presented first in connection with Appendix 2 *Dimensions and Indicators*, and then in connection with Appendix 3 *Hypotheses*.

The second set – tools for turning figures into awareness – is somewhat more hypothetical in nature, since these tools pertain to the phase of the task which according to the project plan is just about to start (spring of 2014). Also, they do not have as much mutual overlap as the tools in the first set and they will therefore be presented separately and mainly in the form of samples.

THE FIRST SET OF TOOLS: COLLECTING AND UNDERSTANDING STATISTICS

TOOL 1.1: DIMENSIONS

The first tool, *Dimensions*, describes what it is we are trying to measure. Dimensions are not directly observable but define how to categorize and understand indicators. Dimensions also allow us to see if indicators validly and reliably show what they intend to point out. Indicators become measurable through variables. Thus, variables are observable facts which may say something about the dimensions via indicators. Dimensions may have more than one indicator and indicators may have more than one variable, and thus there may be more than one variable that shows aspects of the same dimension. This is the case when a dimension is multidimensional. Typologies, indices, scales and tests are examples of the combination of several single indicators.

Despite our different understanding and use of the terms – even within our small community of the four partner's in FESTA, we will attempt a diagrammatic overview of the relation between dimensions, indicators and variables:
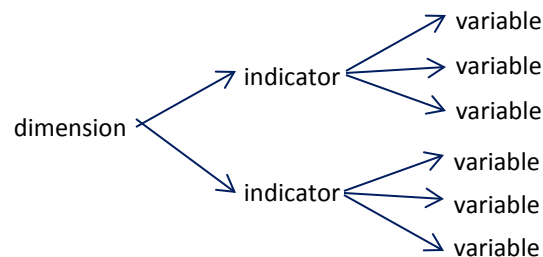
TOOL 1.2: HYPOTHESES

Where dimensions describe what we are trying to measure, *Hypotheses* – our second tool – point to what we think or know that the indicators will display. The hypotheses we have each formulated are different and in this way reflect both our organizational context and position as agents within our respective organizations and the overarching strategic objectives stemming from these positions. The hypotheses are in different ways related to the dialogues and discussions in the units. In the following, our different ways and perspectives on how to formulate hypotheses will be presented.

TOOL 1.3: INDICATORS

The third tool, *Indicators*, point to and illustrate the dimensions along which our data have been defined. Indicators become measurable through variables, and there may be more than one variable for each indicator. Descriptions of the source of the data – the where, how and by whom the data will be collected – is included in the indicator tool.

In the following four detailed descriptions, it will be clear how the task of defining indicators has been a dynamic and ongoing process with many turns along the way – in some cases the first designs have had to be abandoned, since data have been difficult or impossible to collect or have turned out to be less clear and indicative than initially supposed. In our definition of which data to collect, we have relied on the guidelines laid down in the Frascati Manual (OECD 2002).

Common to all the four partners' sets of indicators is the fact that they are defined in relation to other statistical measurements and management practices already established in the respective organizations, even though the extent to which measures are already in place varies. One of the objectives of task WP3.2 is to implement gender sensitive data collection into the standard practices of the institution – that is, integrate the data collected in relation to FESTA task WP3.2 with the organization's established procedures for collecting Key Performance Indicators, as well as providing reliable and useful data for gender and equality strategies and plans in the organization. In the description of each partner's indicators examples of the degree and manner of how this integration will take place are provided.

TOOL 1.4: LOG BOOKS

The fourth tool we have made use of is *Log books*. Log books serve one main function, namely recording all the big and small decisions and actions along the way in formulating indicators and processing data, so that it is possible for us to track the ensuing implications of our decisions and actions. Log books are particularly useful as a memory aid in the complexity of data processing.

Since they have mainly served as a working tool for these purposes, the log books in their entirety will not be presented here. Instead, as our log books fill an important function in the following four accounts of how our indicators have ended up looking as they do, they will therefore be presented, if only indirectly, in the following four descriptions of the other tools.

In order to give an idea of how we have actualized the log books in different ways, the next page shows a few examples of log entries. These are intended merely as samples of usage and are neither comprehensive nor fully representative (thus, only samples from three of the partners are shown here):

SDU LOGBOOK

DATE	TOPICS	WITH WHOM	WHERE	RESULTS
June 28th, 2012	The database PANDA and its information regarding funding applications	Officer at the faculty's pre- and postaward unit, FESTA-team	Support Office Science	We defined the exact form of data we need from PANDA for the Indicator "Patterns of funding application"
Nov 13th, 2012	The definition of activities to be included as variables for the Indicator "Scientific production". Moreover which publications count as scientific production?	Vice-Dean, FESTA-team,	Dean's Office, Faculty of Science	Definition of variables for Indicator" Scientific production" completed.
Jan 31st, 2013	Definition and collection of data from Scientific Citation Index	Librarian at SDU's research library, FESTA-team	SDU Library	At the meeting with an expert from the Library at SDU we defined extract of data from Science Citation Index with respect to the variable "citation" under Indicator "Scientific Production".

RWTH LOGBOOK

DATE	TOPICS	WITH WHOM	WHERE	RESULTS
Sep 18th, 2012	Presentation of our indicator catalogue	Vice-Rector, Deputy Chancellor, Head of Division. Head of Division., Dr. Andrea Wolffram, Manuela Aye (FESTA-Team)	Rectorate	We supported the indicator catalogue and axed a few individual indicators because they aren´t realizable (for data protection).
Dec 10th, 2012	Presentation of our indicator catalogue, Scan of the data availability	Head of Department, Head of Division, Head of Division, Dr. Andrea Wolffram, Manuela Aye	Department of Human Resources	First round of clarification if data are available with regard to indicators based on personnel factors
Dec 19th, 2012	Presentation of our indicator catalogue, Scan of the data availability	Head of Department, Head of Division, Head of Division, Dr. Andrea Wolffram, Manuela Aye	Department of Academic Affairs and Registrar's Office	Among others: prices, courses/lectures

FBK LOGBOOK

DATE	TOPICS	WITH WHOM	WHERE	RESULTS
May 23rd, 2012	The measurement of the scientific production and of networks	Research Assessment Unit	Research Assessment Unit	Quantity and type of publication (articles of Journal and conference proceedings) as indicators of the 'scientific production', quantity and destination of business trip as indicators of 'Network'.
June 15th, 2012	Selection of indicators relating to contractual terms	HR Unit, Accounting Unit, General Secretary	HR unit	Evaluation of the reliability of the selected indicators
Aug 1st, 2012	The new HR management software INAZ	HR Project Manager, Accounting Unit, HR Unit, General Secretary	HR Unit	Import of the selected indicators into INAZ
Aug 7th, 2013	Requisite for the new data warehouse	General Secretary, HR Unit	General secretary	Import of the selected indicators into the new FBK data warehouse

Partners' descriptions of the process of constructing *Dimensions, Hypotheses and Indicators*

The following four sections describe the process of constructing the three tools: *Dimensions, Hypotheses and Indicators* at each of the four partnering organizations.

UU: Constructing *Dimensions, Hypotheses and Indicators*

Uppsala University started to work on statistical gender equality indicators before FESTA. The initiative was already taken in 2004 by the central Gender Equality Committee (now Equal Opportunities Council). Six years later, financing from the state Delegation for Gender Equality in Higher Education gave the work a real boost. The fact that a project leader, Louise Kennerberg, could work full-time with the indicators was crucial to complete the indicators (Kennerberg 2012). The point of departure for the work was to complete a well-functioning self-evaluation and mapping tool to facilitate the gender equality work. The target group for the indicators was primarily persons responsible for and working on gender issues at departments/faculties/equivalent, e.g., gender equality officers, personnel administrators and heads of department. The indicators were also meant to serve as information to all employees and students at the university.

The availability of gender statistics is essential to enable the university to work towards promoting gender balance among staff and students. According to the Swedish Discrimination Act (SFS 2008:567), all employers should promote gender balance in different types of jobs and in different categories of employees. Furthermore, it is the employer's duty to act to reduce and eliminate differences in working conditions and make it easier for all employees to combine work and parenthood. The Swedish Higher Education Act (SFS 1992:1434) also stipulates that universities should observe and promote gender equality, and actively expand their recruitment.

Uppsala University has, in its Equal Opportunities Programme, formulated objectives consistent with the legislative texts. The programme specifies that the university will work to ensure, with respect to employment categories, including that of doctoral students, that every workplace (department, unit, etc.) is characterised by an equal gender distribution. This also applies to the student populations of each first-cycle course or study programme/discipline. By "equal gender distribution" a distribution according to which each gender accounts for at least 40% of the total is implied.

The gender equality indicators were intended to provide an easily accessible quantitative description of important equality aspects of the university. For people actively working with gender equality work, the

tool would mean that it was no longer necessary to individually compile these statistics. This would mean time saved which might lead to more time for other areas of gender equality work. Ultimately this could result in more effective gender equality work and to more informed questions being asked.

The ten indicators which existed before FESTA are the following:

- Employees: leadership positions, positions, form of employment, parental leave and sick leave.
- Doctoral candidates: degree of (research) activity, financing and third-cycle (licentiate/doctoral) degrees.
- Students: registered students and first- and second-cycle degrees.

The indicators are illustrated by a meter and a table (see samples of discussion material). They are of two different types with two different methods of calculation:

1. "Co-indicators" measure the difference between the proportion of women and men in a given group, such as the percentage of registered students who are women and men. Indicators of this type: leadership positions, positions, first- and second-cycle degrees, registered students and third-cycle (licentiate/doctoral) degrees. Goal: at least 40 per cent of each sex in a group (as defined in the Discrimination Act).

2. "Separate indicators" measure the relative difference in the proportion of women and men belonging to a specific group. For example, the percentage of women who are sick long-term and the percentage of men who are also sick. Indicators of this type: form of employment, parental leave, sick leave, doctoral candidate's (research) activity and financing. Goal: no more than 5 percentile point difference between the relative proportion of women and men belonging to a category.

The indicators are available on university, disciplinary domain, faculty and department level for all students and employees at Uppsala University. However, on department level only heads of department, gender equality officers and personnel administrators can see the sensitive indicators for parental leave, form of employment and sick leave for their own department. It is easy to compare the various disciplinary domains, faculties, departments and disciplines with each other and also see how the gender distribution has changed over time, from 2008 and onwards. It is possible to compare form of employment, parental leave and sick leave between other research staff, other teaching staff, doctoral candidate, senior lecturer, professor and support function.

At the outset of the Uppsala University work with indicators it was important to clarify whether the indicators would rest on a specific theoretical basis. The premise of the earlier work with the design had partly been a theory of gender structure designed by Anna Wahl and others (Wahl et al 2001), and

partly the key figures for gender equality defined by the Swedish University of Agricultural Sciences. However, there was no detailed analysis on the likelihood that the specific indicators could measure the factors that were mentioned in theory. Therefore it was decided that the specific choice of indicators would not be justified by a theory as a starting point, but rather due to the fact that they represent factors that are available in the statistics and that can be measured for the entire university.

The numbers are taken directly from the university's data systems: Primula, which is the university's payroll and HR systems, and Uppdok, which is part of the national LADOK system for student administration. Thus no extra reporting is required and the data becomes more reliable and comparable. The choice of indicators has also been based on Uppsala University's gender equality efforts as well as on detailed knowledge of the university's organization from a gender perspective. It is important to note that the indicators refer to three of the five areas, which have been specifically pointed out by the State Delegation for Gender Equality in Higher Education, namely differences between women and men with regard to study rate, dropouts and propensity to complete degrees, women's and men's differing opportunities for research careers, and the gender imbalance at senior positions in the university.

One of the ideas with the indicators was that they would raise awareness about what gender equality can entail since they highlight several different aspects of gender equality in such tangible ways. The gender distribution among professors is something that is often discussed but differences in sick leave, parental leave or form of employment is perhaps something which less frequently comes up. Here the indicators were intended to serve as "eye openers".

Because we already had done a lot of work on indicators, our intention with the FESTA project was to be able to present our way of working and to find out if there were indicators we had missed, and also if other universities/research organizations had found simple methods for collecting data for indicators that we had not included, due to the work that would be required to keep them continuously updated. In general, we based the discussion and the selection of indicators on two questions: How can we use the indicator in our work for gender equality on a permanent basis, even after the end of FESTA? Is the usefulness of an indicator worth the effort of collecting and analyzing the relevant data, a) as a once-off occurrence, or b) continuously after the end of FESTA?

Considering these two questions, our preliminary suggestion for the FESTA-project at Uppsala was:
1) To continue with the indicators at Uppsala University already in existence prior to FESTA.
2) To include age in Uppsala University's existing indicators on leadership positions, positions, form of employment, parental leave and sick leave. We planned to include age not by year of birth, but in intervals, to make groups that are big enough to avoid integrity problems.

3) Uppsala University would be the site for a national pilot study on how the gender distribution of internal research resources can be tracked. Our way of conducting that study would benefit FESTA too.
4) To see if and how it is possible to extract (the official) gender distribution of teaching/research duties from our current staff database. (This would be done by seeing from which accounts the persons in question are paid.
5) Differences in salaries between women and men can now be found on the university web on faculty level for all employees and on department level for heads of department and personnel administrators, but not in a reader-friendly format. We have found that it is difficult to create any defined salary indicator similar to the other indicators. The salary statistics as a whole will be redesigned in 2014-2015. We will work on improving the interface for gender and salary statistics, and link to that from the indicator webpage. As salaries are negotiated individually, they may vary considerably within each category. The salaries are set in local negotiations between the university and their union counterparts. At Uppsala University agreements have been reached concerning special salary grades for doctoral candidates. The salary for doctoral employment is also dependent on the progression of research. On completing 50% and 80% of the doctoral studies, salary is raised in accordance with a 'ladder' model.
6) To extract turn-over/retention data from our present databases. We already have an indirect indicator for the gendered distribution of turn-over/retention as we have the gender distribution of the different positions and can see how they differ. We also intend to extract data on people who leave Uppsala University, or leave their research career at the university (e.g., to go into administration) outside these positions (as senior lecturers/professors, in the middle of their doctoral studies or post doc periods).
7) To do statistics on success rates of applications from women and men to postdoctoral research fellow, senior lecturer and professor positions. This had to be done by extracting data from the electronic application system of the Faculty of Science and Technology, where every applicant marks his/her gender. This would be done once for the time period 2008-2011, to check and evaluate the effort/value ratio.
8) To work for the possibility of obtaining gendered output from and including particular questions in the coming university-wide employee satisfaction survey.
9) Information and documentation on the gendered composition of investigative and decision-making bodies would be manually collected from administrators at the faculty and each of the six departments involved in the FESTA project.
10) To NOT collect data on publishing, conferences, success in external fund applications etc, since
    a. This would require extra effort, which is hard to sustain after FESTA.
    b. We did not know how to generally use this kind of data in our gender equality work.

For several reasons, specified below, the following indicators were deleted from the first draft:

1) Registered students and first- and second-cycle degrees. These gender equality indicators existed before FESTA, but are not included since FESTA is concerned with implementing changes in the working environment of academic researchers. We have also deleted support functions from positions for the same reason.

3) Internal research resources. The study at Uppsala University suggests that it is possible to extract such basic data in different categories of staff and disciplines from our current data systems. Deeper information on the individuals who receive the funds – in the form of salary and/or for financing other costs – can also be extracted from our systems, but requires much more work and takes longer. Uppsala University might take part in a study on the gender distribution of internal research resources conducted by the Swedish Agency for Public Management, which has been instructed by the government to do such a survey/ analysis in a few universities. We have pushed for this, since Uppsala University with its highly advanced monitoring systems served as exemplary case in the national pilot study. This, however, falls outside the scope of FESTA both in terms of timespan and extent, and for these reasons, this indicator has therefore been left out of the present task.

4) Teaching/research duties. We cancelled this indicator along the way because the effort/value ratio was unreasonable.

6) Turn-over/retention. It was not possible to extract such data from our present databases.

8) Job satisfaction and motivation. In the current situation the university will not make a wide employee survey, which requires a huge effort to implement and does not give as specific results as if implemented when needed or requested by the heads of department. In the second case, the survey can be tailored to the department concerned (they can choose to focus on some parts). Therefore heads of department/equivalent are instead given the opportunity to survey the work environment in the work place by using the tool work environment indicator. It requires an unreasonable amount of work by the departments to call for this indicator and therefore we chose to leave it out.

9) Investigative and decision-making bodies. We omitted faculty organs as we work on department level.

The indicators in existence prior to FESTA are presented in the General management information system (GLIS), which is an internal portal at Uppsala University's web that collects several statistics regarding the activities of the university. All information about the underlying statistics and all calculations have been made available on the web. This is critical for the credibility of the indicators, especially in a scientific-technological organization where mathematics and calculations are common tools. A further advantage of a thorough record is that it is easier to make adjustments or further developments of the indicators.

The design of the ten original indicators was carried out at the Equal Opportunities Office in collaboration with the central Gender Equality Committee and its chairperson, people working with the different statistical systems, groups and researchers at the university. Tests were carried out in equality groups in five departments. These tests were intended to anchor the indicators among persons belonging to the target group and to receive feedback and suggestions for changes. Our new indicators included in WP3.2 have been discussed with the persons involved in the project and the former head of Equal Opportunities Office. We have also been in contact with people at the Faculty Office for Science and Technology and our chosen departments to find out how to collect and extract relevant statistics.

Uppsala University's existing web tool is to be used long-term in the university's gender equality work. There the indicators are updated at the start of each year with last year's data. The system is built up year by year so that it is possible to compare the years in an ever increasing database. The tool is also continuously refined and this work will go on after FESTA, although to a lesser extent. The existing indicator tool is managed by the Human Resources Division.

The new indicators which are not part of the university data systems will initially be presented to different gender equality groups and heads of department at the chosen departments in the framework of FESTA. Whether the collecting and processing of the new indicators will be continued will depend on an evaluation of the effort/value ratio. We will find out if it is possible for the Faculty Office for Science and Technology to continuously process data on gendered success rates for appointments. Gender balance in investigative and decision-making bodies is already formulated as standing assignments in the equal opportunities plans for the departments along with nominating regulations to make them achieve that end.

At Uppsala University each department/equivalent with at least 25 employees must draw up a gender equality plan every three years. The individual unit plans must be grounded in the pan-University gender equality plan and the corresponding faculty-level plan. We are going to bring together the work with gender equality plans at department level with this task and thereby making it part of the regular gender equality work. Three out of six chosen departments have decided to work with the indicators. We will support them in analyzing the indicators and creating action plans to improve the statistics, as well as follow how the action plans are put into practice.

As the name suggests, indicators are supposed to give an *indication* of the current gender equality situation (and trends over time) and in that way provide support for priorities in the gender equality work. Where indicators suggest gender imbalances follow-up is needed in terms of qualitative analysis before conclusions can be drawn and proposals for action formulated. For example, gender imbalance in sick leave may indicate gender-specific differences in the physical and psychosocial environment, but

we have to carry out a gender equality analysis to find out if this is actually the case or if there are natural explanations (e.g., exceptional circumstances in any given year, a "small base" value, age distribution etc.). In that sense the indicators are not in themselves unambiguously correlated to gender equality.

We believe that the data provided by the indicators give people working on gender equality more time to do the essential analyses of what the numbers mean – i.e., to conduct more interpretative analysis of the indicator values – and to formulate action plans. The departments will then have room and power to implement the measures they consider necessary. We think, that we (the FESTA-team) – together with the departments in the FESTA frame – will find a way to work that can be applied to more departments and ensure continuous work with indicators, also after the end of FESTA. At the moment of writing this toolkit, the Equal Opportunities Office is implementing a template for the three-year gender equality plans (see the section on Tool 2.3 Template for action plans below). The indicators have been integrated into this template, thus motivating the departments to regularly make use of them. Moreover, a high-priority target for gender equality work in the action plan for equal opportunities 2014-16 at Uppsala University is to investigate the application of gender equality indicators at the local level (to be approved by the Vice-Chancellor).

In defining the dimensions, we have followed a pragmatic approach based on experience with the organization of gender equality work and our existing indicators and variables. Initially we structured our indicators according to dimensions that were more in line with SDU's and FBK's, i.e., we set out to measure gender equality in work and study conditions, parenting and career development. Later on, we decided instead to define the dimensions in the frame of standing assignments to departments/ equivalent at the university as our function is to facilitate and monitor the work with, for example, writing gender equality plans. It is the stated objective of Uppsala University that Gender equality work must be integrated into all activities of the university. This means that the work primarily consists of standing assignments in various parts of the organization. These assignments are formulated in general terms in order to be applicable to all operations. How the assignments have been concretized is to be accounted for in the annual follow-up, which every department must do.

We have structured our indicators according to the following four dimensions/standing assignments:
– Work and study conditions
    - Form of employment
    - Parental leave
    - Sick leave
    - Third-cycle (licentiate/doctoral) degrees
    - Doctoral candidate's degree of (research) activity
    - Doctoral candidate's financing

- Leadership positions, investigative and decision-making bodies
  - Leadership positions
  - Investigative and decision-making bodies

- Salary
  - Salaries per position and age

- Recruitment
  - Positions
  - Success rates of appointments to senior lecturer, professor and postdoctoral research fellow positions

The hypotheses we have formulated for every indicator (see Appendix 3) point to what we think or know the indicators will display. As Uppsala University started to work with gender equality indicators prior to FESTA, some facts were already known and we had an understanding of what these facts indicated. For our newly added indicators, the hypotheses point rather to what we think they will show and what the expected facts may give an indication of.

We intend to use the indicators to shift the focus from "fixing the numbers of women" to "fixing the institutions". We expect that the action plans based directly on the indicators will improve the indicator values. However, we also believe that to create a working environment where indicators will point to gender equality in a permanent and stable way, even long-term actions, which aim at changing norms and practices, are important – such as the FESTA actions of changing gendered perceptions of excellence and informal decision-making processes.

SDU: CONSTRUCTING *DIMENSIONS, HYPOTHESES AND INDICATORS*

From the outset, the FESTA project was defined as strictly a faculty concern – and *not* a University of Southern Denmark project. At the university level, FESTA at the Faculty of Science has recently been termed a pilot project for a number of initiatives for the entire university inspired by FESTA and formulated by the Vice-Chancellor's Gender Equality Board (GEB). Our ambition with the collection of statistics in WP3.2 is to show results and effect with our project and lift the collation and perspectives of statistical material to become an integrated part of the statistical reports at SDU and thus embedded in the central administrative procedures. This process takes place through GEB.

SDU does not collect gender related data in a single database and therefore we have had to establish a baseline in the first place. This entailed a decision to collect as much data as possible even though the effort/value ratio was poor. Furthermore, we have had to consider how to divide the datasets between iterative collations that can be integrated into SDU's overall reporting and monitoring practice subsequent to FESTA and once-off more qualitative collections conducted within WP3.2.

The scope of the indicators and the processes for data analyses were approved by an internal WP3.2 Steering Committee, as well as the faculty management group. Moreover, at various critical stages in the data collection and evaluation process we have consulted with a gender equality expert, a social scientist and an in-house statistician for gender expertise as well as for reliability and validity of the data. In the process of defining indicators and possibilities for collection of data we have had meetings with the different central administrative units at SDU: the budgeting unit, the library, the pre-award support unit, the HR-unit.

Our data stem primarily from existing but unjoined data sources, both national and institutional:
- ØSS-data are general SDU data from the payroll system
- PU:RE is a Danish database where information on researchers, publications, research projects and research activities can be found
- PANDA is a specific SDU database where applications for external funds are registered as well as information on granted and non-granted applications.
- "Trivselsundersøgelse"[6] is SDU's tri-annual job satisfaction survey (the latest conducted in the fall 2012).

The baseline and database were established by collecting data with the different units and departments, who delivered data to the project. Data have been collected on an individual level but analyzed and presented at an aggregated level. The data are registered in an SPSS-database, cross-tabulated with

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[6] The English term is: 'Job satisfaction survey'

each other and then exported to an Excel spreadsheet. Our data are also cross-tabulated with other national reports and international findings on relevant subjects. The data analyses will be published in-house in a report with an appendix where all tables are collected. In addition,, the most salient points will be presented in a powerpoint-presentation illustrated with graphs and tables. These together will serve as the basis and documentation for the awareness raising dialogues in the units.

The development of the baseline is only for the purpose of FESTA and will not be continued after FESTA (unless the GEB and the EB decide otherwise). The ambition, however, is that individual data which form parts of the baseline will be integrated in the overall SDU monitoring procedures. The first step of this integration has already taken place as SDU's Executive Board approved the new strategy for 2014-2016 on the basis of input from GEB. SDU's Executive Board has decided that the Academic Councils, heads of department, Department Councils and the Faculty Equality Boards have to discuss statistical data and relate these to the gender distribution of the respective units. This is to serve as basis for implementing specified targets and policies for gender distribution at the various levels of management and leadership. The stated purpose of this plan is to raise organizational awareness and in a wider perspective to initiate change.

Due to the Act to amend the Gender Equality (Consolidation) Act No. 1678 of December 19th 2013[7], SDU, along with all Danish universities, is legally obligated to report gender balance data to the ministry. In addition, as part of the University Contract, SDU is obligated to meet defined targets to ensure a balanced gender distribution among permanently employed academic staff. Furthermore, the faculty equality boards and GEB report their activities to the Executive Board once a year. As part of the gender strategy for SDU in the period of 2014-2016, presented to the Executive Board in December 2013, several of the FESTA-projects at the Faculty of Science will serve as university pilot projects, where the experiences from the FESTA-project will be incorporated into relevant activities at SDU[8].

We have chosen to structure our data along the following three dimensions:

 – Gender equality in career development
 – Gender equality in research (production and funding)
 – Work/life balance

These three dimensions are made measurable through the following indicators:
 – Gender equality in career development:

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[7] Bekendtgørelse af lov om ligestilling af kvinder og mænd, LBK nr 1678 af 19/12/2013
[8] This includes improving meeting culture (WP6.1), for example as part of the activities in the SDU leaders' network as well as in the introduction programme for leaders, and as a professional training course as part of SDU's in-house training catalogue. The objective of this is to improve the ways meetings are conducted at SDU by training people responsible for meetings in general facilitation skills as well as gender and diversity sensitivization. Experience from the FESTA task WP6.2 – PhD Supervision will be incorporated in SDU's general course for PhD supervisors and in other relevant activities.

- Patterns in hiring
- Gender profile of Councils, committees and boards
- Gender profile of Leadership and management

– Gender equality in research
  - Scientific production
  - Patterns of fund application

– Work/Life balance
  - Parental leave
  - Job satisfaction and motivation

The following variables/indicators have been weeded out:
– "Permanent/restricted time period" and "Working hours":
  The idea with this indicator was to cross-tabulate data on type of contract
  (permanent/restricted time period), working hours and salary against age, gender and position.
  However, the Human Resource Services and the Financial Services at SDU have estimated that
  at an organizational level it is too difficult to obtain data on type of contract and working hours.
  Moreover, data on salary is too sensitive a subject, as it is not possible to keep confidential,
  which is a legal right in Denmark.

– "Absence and leave":
  The idea with this indicator was to look into patterns of gender roles related to absence and
  leave, by comparing the patterns of this for younger male and female researchers and cross-
  tabulating the data with the data on work/life balance. Moreover we wanted to compare our
  data with national statistics. However, the numbers are too small.

– "Recruitment":
  Our thought in the first place was to be inspired by data from the FESTA task concerning
  excellence in hiring (WP5). The indicator has been lifted out due to the fact that this type of data
  can only be collected on an individual basis and cannot be integrated into general monitoring
  practices, and is furthermore too sensitive.

– "Leaders' use of statistics":
  We chose to redefine this collection not as part of the dataset but as part of the evaluation of
  task WP3.2. Moreover, together with the relevant SDU units, we have defined this as more
  relevant on the SDU-level.

– "Retention and turn-over":
A survey on reasons for terminating employment at SDU was originally carried out by the Human Resource Services for the GEB in the fall of 2012. However, the survey had too few respondents, and the reliability and validity of the data has consequently been deemed not up to sufficient standards.

– "Parental leave":
Initially we planned to supplement statistical data on parental leave with a survey in order to investigate: Is there variation in younger scientists' use of maternity/paternity leave compared to older scientists? How many female/ male scientists take parental leave? And for how long? And when do they start their parental leave – three weeks or one day before birth? How much do scientists work during their parental leave? Do male scientists on parental leave use it as a way to advance quicker? However, we have decided not to do a survey due to the sensitive nature of the subject.

– "Internal councils, committees and boards"
Initially we planned to supplement statistical data on engagement with internal councils, committees and boards with a survey in order to investigate: how much average time do scientific personnel use on councils, committees and boards? How active are female scientists in councils, committees and boards? Is there a correlation between how engaged female scientists are in networking and how their careers advance? Are female scientists more often active in educational/ study related councils, committees and boards? However, we have decided only to collect these data once as a supplement to a baseline and have decided to not do a supplementary survey, due to time and effort/value-ratio considerations and also due to the fact that information on internal committees and boards have only relative interest, especially when the same information on external engagement can at best only be sketchy.

– "Scientific production":
Initially we planned to supplement statistical data on scientific production with a survey and interviews in order to shed further light on prevailing norms and traditions within disciplines for publishing etc., if there seem to be consistent internal differences between disciplines. However, we have decided that a survey and interviews are beyond the scope of the present project.

For each of our indicators we have formed hypotheses in the form of positively stated beliefs of what the indicator will show. The variables – that is, the data collected – can then either confirm the hypothesis or the opposite. See Appendix 3 for the specific hypotheses.

RWTH: CONSTRUCTING *DIMENSIONS, HYPOTHESES AND INDICATORS*

At RWTH Aachen University the work on monitoring numbers and structures of employees and gender equality activities was initiated with the introduction of the Gender equality action plans in 1998, where it became mandatory for German universities. This happened with the passing of the States gender equality law (LGG) and the demand for developing gender and diversity strategies initiated by the Federal Ministry of Education and Research and a German funding body. The first equal opportunities strategy of RWTH Aachen (2008-2012) – developed as part of the Professorinnenprogramm (programme for female professors) launched by the Federal Ministry of Education and Research in 2007, and the statement on the implementation of the German Research Foundation (DFG) research-oriented standards on gender equality at RWTH Aachen in 2008 – primarily focused on the goals of equal opportunities for women in science and promotion of family-friendliness. In 2013 a follow-up of the first equal opportunities strategy was carried out.

With the help of gender controlling, the RWTH Aachen University seeks to anchor equality awareness in their planning and control systems, following a gender mainstreaming approach. Based on binding equality goals whose achievement can be verified, the rectorate embraces the implementation of equal opportunities measures as a management task. The goals and measures, which are defined in the equal opportunities strategy and in the statement on the implementation of the DFG standards, are evaluated on a regular basis.

Gender controlling thus contributes to making the status quo and the goals of the equal opportunities activities at RWTH more transparent and to analyze the effectiveness of gender equality measures. In the long term, the objective is to raise awareness of gender and diversity issues at the university, with the ultimate aim to result in a culture that considers the diversity of students, faculty and staff a valuable resource and which has processes in place that are free from discrimination.

In the context of FESTA we have defined four areas (fields of action) and their respective dimensions where we wanted to look deeper into gender equality demands and which indicators it would be possible to collect. In other words, we are looking for measurable gender gaps in our institution where, up till now, no deeper attention has been paid, and our aim is to describe and analyze them annually.

A number of common underlying theoretical assumptions derive from both the gender studies and the gender mainstreaming approach when it comes to measuring the fairness of opportunities between genders. However, there is a crucial difference between gender studies and gender mainstreaming as a political strategy. Gender studies describe scientific analyses of existing gender relations, while the main concern of gender mainstreaming as a political strategy is to institutionalize gender justice into society. While the concept of gender studies is committed to reflection, ascertaining the (a?) truth and causing uncertainty in existing relations, the term gender mainstreaming stands for empowerment as an enhancement of creative options and a positive increase in power. Despite this difference, Degele points out (2005) that the strategy of gender mainstreaming combined with gender studies is well suited to be a reorganizational approach with regard to gender equality. However, this can only be the case, if the strategy does not confine itself to its descriptive and normative means but is also implemented into the practices and structures of an organization. In reference to the RWTH, the aim is thus effective integration of this concept.

RWTH has developed a gender and diversity strategy and established four major fields of action: in the field of science and education and in the realm of organization and employment. Whereas the first two fields deal with issues that refer to the university as a research and educational organization, the second group is concerned with issues that refer to the university as employer. Thus, the gender and diversity strategy focuses on the areas of research and teaching, organizational and human resource development.

In reference to research and teaching, RWTH focuses on the institutionalization of gender and diversity as knowledge integrated with the content of education and research, i.e., establishing gender and diversity as acknowledged independent scientific disciplines, raising awareness in teaching bodies and promoting interdisciplinary research.

With regard to the organizational and personnel development the focus is on data that not only counts heads on the different steps of qualification levels but also makes visible gender inequality in working and contract conditions. Finally, the main aim of the gender and diversity strategy is a change in the scientific culture towards more gender justice. (e.g., Leicht-Scholten & Wolffram 2010). Furthermore, Krais (2010) mentions four problems that can produce bottlenecks for women's academic careers:
- structural conditions for academic careers in Germany (structure)
- difficulties with categorizing and evaluating scientific performance (individual-related)
- relevance of the concept 'Science as way of life' (individual-related)
- role of competition and agonal behaviour patterns in Science (individual-related)[9]

Coming from this background we developed the following four areas for FESTA with their respective dimensions and indicators to deliver new information. These go beyond already existing data collections at RWTH:

1) Gender Mainstreaming in Research
- **Degree of gender aspects in research**
    - Indicator: Funded projects with gender aspects

        Hypothesis: Gender expertise at RWTH University is insufficient.

        Rationale: It is necessary to build up gender expertise within the group of researchers to ensure that gender aspects are incorporated in research

- **Position of women in science**
    - Indicator: Share of projects led by women
    - Indicator: Female share of invited conference presentations / other presentations
    - Indicator: Female share of publications

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[9] Vgl. Krais, Beate (2010): Das Projekt „Gleichstellung in der Wissenschaft": Anmerkungen zu Mühen der Ebenen. In: Bauscke-Urban, Carola u.a.: Subversion und Intervention. Wissenschaft und Geschlechter(un)ordnung. S.30.

- Indicator: Prizes / Awards / Honors held by women relative to the entire population

Hypothesis: The assumption is that there are fewer women who are project leaders and they have less presentations, publications and prizes.
There are still gender biases in acceptance, perception and estimation of scientific qualification and activities within the scientific community.

Rationale: The indicators provide information on the degree of integration into the scientific community and the recognition of academic performance. They are features in the evaluation of the performance of scientists. The indicators refer to the "glass-ceiling" and its causes, such as the devaluation of female performance or the "less time resources for research problems".

2) Gender Mainstreaming in Education
- **Degree of gender competence of teaching staff**
    - Indicator: Courses with gender aspects in the headline of the course announcement in relation to all courses
    - Indicator: Courses with gender aspects in the announcement description in relation to all courses

Hypothesis: Gender expertise at RWTH University is insufficient.

Rationale: Indicators provide information on how many teachers have gender expertise and about the opportunities for students to hear contents with gender reference in the courses. Gender Mainstreaming in Teaching requires gender expertise of scientific teachers.

- **Gender sensitive distribution of education work load**
    - Indicator: Share of women who carry out educational tasks relative to the share of women at the faculty

Hypothesis: Women's involvement in teaching is significantly stronger than men's, which can lead to disadvantages in individual careers.

Rationale: Work load due to teaching obligations diminish time resources for research that is more valued and has higher status than teaching and therefore has more impact on successful science careers.

3) Gender Equality in Human Resource Development
- **Degree of gender equality in career development**
    - Indicator: Contract conditions (part time/full time, duration of contracts)
    - Indicator: Success rate of applications for professorships of men and women
    - Indicator: Age at first appointment on professorship
    - Indicator: Status of professorship (short-term / long-term contract)

- Indicator: Share of women in boards and committees
- Indicator: Share of female PhD-students with scholarship/with contract
- Indicator: Personnel talk before maternity/parental leave

Hypothesis: It is assumed that women still do not have the same career opportunities as men.

Rationale: The indicators show the apparent discrimination based on the chances of career development for women and men.

4) Non-discriminating organization
- **Degree of gender equality in budgeting**
  - Indicator: Negotiated resources in appointment negotiations (salary and equipment)
  - Indicator: Negotiations with professors to remain (and appointment procedures with assistant professors)
  - Indicator: Salary including bonus of scientific staff
  - Indicator: Financing of projects led by women and men
  - Indicator: Expenses for gender equality measures

Hypothesis: Women are discriminated in budgeting and the job infrastructure (rooms, personnel, money).

Rationale: Gender Budgeting allows an equal distribution of resources. The objective of gender budgeting is to examine whether the allocation is consistent with the requirements of both sexes. In addition, the allocation of financial resources and equipment of a professorship is equal between female and male professors or if there is discrimination will be monitored.

- **Grade of homogenization in the scientific careers**
  - Indicator: CVs of male and female professors
  - Indicator: Analyses of follow-up contracts in relation to former contract after obtaining a PhD degree

Hypothesis: Women usually do not have an ideal career (level of homogenization).

Rationale: Studies show that straighter career paths lead to better chances for gaining professorship (e.g., Meuser 2007). There is evidence that women in particular do not follow pure "scientific career paths", but rather are employed in academia after 'detours' out of academia.

- **Work (Science)/ Life Balance**
  - Indicator: Maternity and Parental leave
  - Indicator: Exit and re-entry talks
  - Indicator: Reduction in working hours due to care of family members

Hypothesis: Work (science)/ life balance issues are not gender neutral. Women more often go into parental leave and reduce working hours. Motherhood and fatherhood is not an issue of human resources development at universities.

Rationale: The indicators show the influence of individual lifestyles and its impact on the working hours, flexibility and consequently on the career opportunities, especially for women. In this section we could draw on the strategy of "audit family-friendly university", which has been pursued by RWTH since 2009 aiming at a "stage of life-oriented" career development.

Institutionalization of Gender Equality and Gender Mainstreaming
- Indicator: gender structures
- Indicator: gender experts
- Indicator: gender concepts
- Indicator: gender aspects in the institutional strategies

Hypothesis: A high level of institutionalization of Gender Equality is the fundament for structural and cultural transformation processes.

Rationale: A strong institutionalization of equal opportunities is the basis for structural and cultural change processes.

After building up this theoretical framework, we first presented our approach to the Rectorate and Department for Controlling and Strategy Development. They agreed in general with the concept, however, it quickly became clear that not all indicators would be realizable due to missing data or due to data protection issues. To this group of indicators all those within the dimension "Homogenization of scientific careers" belong. In the view of the Rectorate and the Department for Controlling and Strategy Development it is not possible to make data collections about career paths ensuring anonymity, because all biography analyses are easy to connect with the professors, especially within the small group of female professors.

Subsequently we spoke with the different departments about the realization of the data collection (see Logbook). Some of the necessary data were already collected, so that we could have them for the first year 2012. Others have not yet been gathered but collection was seen as possible. Thus, the data collection for these variables began in the beginning of 2013, so that in the beginning of 2014 we can start to analyze them from the year 2013 onwards. Last, data for some of the indicators were not available in the in-house databases.

Consequently, the following indicators had to be weeded out:

– Indicator: Female share of invited conference presentations / other presentations
– Indicator: Share of women who carry out educational tasks relative to the share of women at the faculty
– Indicator: Share of female PhD-students with scholarship/with contract

- Indicator: Personnel talk before maternity/parental leave
- Indicator: Negotiated resources in appointment negotiations (salary and equipment)
- Indicator: Negotiations with professors to remain (and appointment procedures with assistant professors)
- Indicator: CVs of male and female professors
- Indicator: Analysis of follow-up contracts in relation to former contract after obtaining a PhD degree
- Indicator: Exit and re-entry talks
- Indicator: Reduction in working hours due to care of family members

With regard to the sustainability of our work, the idea is to implement the indicators in the official controlling procedures such as the gender action plans.

FBK: Constructing *Dimensions, Hypotheses and Indicators*

The objective of the selected indicators is to furnish relevant gender equality statistics from different aspects of the working environment in FBK in order to raise awareness of possible gender imbalance and, if necessary, to develop and implement suitable gender action plans and policies.

Gender statistics allow for quantitative descriptions of the gender distribution of different aspects of FBK working conditions and staff structures. Although they, alone, are often not sufficient to offer a comprehensive analysis of the investigated issues, their advantage is to provide an easily accessible and measurable framework, highlighting those aspects that are worth investigating further and that need more in-depth understanding. In other words, we can say that the utility of the gender statistics is to raise consciousness and guarantee a continuous monitoring of the gender equality status of FBK. They play the role of alarm signals and constitute materials that may serve as basis for debates and dialogues within FBK.

In FBK the choice of relevant gender-related indicators follows several criteria:
1) coherence with the aims of WP3.2
2) coherence with relevant literature on gender equality in working research contexts
3) availability of FBK in-house databases
4) effort/value ratio related to data organization, update and analysis. That is, we have chosen the indicators according to an evaluation of whether the benefits that the measures furnished are worth the effort and the cost of structuring and analyzing them
5) possibility of updating data after the end of FESTA

Before FESTA, FBK data on personnel and working conditions mainly served to accomplish diverse and separate administrative tasks (e.g., contractual procedures, accounting, budgeting). They were organized in differently structured, not directly accessible, databases (mainly in Excel format) managed by specifically appointed employees. Due to this, the first attempt to produce integrated gender statistics required a large amount of preparatory work to reorganize and create merged databases as well as the cleaning of data. This took place during 2012. In 2013, a wider institutional and formal initiative of data organization and management has taken place in FBK. The first step has been carried out by the HR unit by adopting an integrated HR management database software, INAZ, to store, organize and query HR-related data.

The second action is supported and coordinated by the General Secretariat and deals with the implementation of a unique and more complex FBK data warehouse (DWH) containing most of the FBK relevant data (e.g., personnel, budgeting, travels and business trips). The management of the General Secretariat, which has managed and supervised all the work processes, has favoured and allowed for joint and collaborated actions between different relevant FBK actors (HR unit, Accounting Unit, FESTA team, Research Assessment Unit).

The FESTA team has been involved in both actions, and thereby we have had the opportunity to integrate the selected gender indicators into INAZ, first, and DWH, second.

The work done during the last year in FBK has been relevant for several reasons:
1. the automation of data processing
2. the availability of instant analysis, at different dates and range periods
3. the presence of a unique data storage, whose reliability has been tested and evaluated
4. the continuous (supervised) update of data on gender equality indicators also after the end of FESTA

The selection of the indicators in task WP3.2 is inserted in a structured methodological process called operationalization that allows for the measurement of abstract concepts through their final empirical transformation into a set of variables. The empirical definition has required the following steps: the identification of dimensions; for each dimension, the identification of indicators; and for each indicator, the identification of a set of variables by which to measure the indicators.

The concept of "gender in scientific-technological academia" is represented by four dimensions; they themselves are measured with several indicators.

1) Gender equality in working conditions:
   – Female presence – The gender composition of research centers and units allow us to identify the extent of (possible) gender gaps in specific units and research domains.
   – Terms of employment – we can extract the gender composition of some terms of the occupational condition (as well as the specific benefits associated with them).
   – Salary – this measures of the extent of the (possible) gender pay gap.
   – Sick leave – this can be considered as a proxy of the quality of workplace well-being.

2) Gender equality in career development
   – Promotion – this offers a snapshot of organizational career mobility and the possibility of identification of factors of career promotion or hindrance
   – Turn-over
   – Recruitment – this offers information on the gender composition of the applicants to the available positions, of the selected candidates and of the members of the selection committee.
   – Leadership – this is a scientific career indicator which provides a measure of the gender composition of the leadership positions (with formal power and responsibilities); it shows (possible) glass ceiling effect.

3) Gender equality in research activities
    - Network – this is both an indicator of performance and of the chance to be part of formal and informal networks of the scientific communities (and, thus, the possibility to take advantage from them, in terms of resources, information, references..); Networks can also offer opportunities for career development.
    - Publications – they are measures of the scientific performance and constitute one of the research evaluation criteria.

4) Work/Life balance
    - Absence for care – it is useful to describe the gender distribution of family burden and commitment in relation to career trajectories.
    - Tele-working – this measures the gender distribution of the participation to this specific FBK action aimed at fostering better work/life balance.

Details of the empirical definitions of each dimension are elaborated in Appendix 2, but we offer here an example. For the dimension "gender equality in research activities", we have pinpointed two indicators i.e., Network and Publications, as we suggest that both of them constitute valid markers to measure the condition of parity between genders in the research environment. To measure "Network", we refer to the quantity of business trips done in order to participate in conferences and/or in meetings and to the place of destination as a proxy of the internationalization of the network; to measure "Publications", we refer to two variables namely the quantity and type of publications (i.e., journal articles and, separately, conference proceedings).

Indicators have been discussed within and between different FBK teams: they have been selected first within the WP3.2 team, then shared with the Human Resource Unit in order to integrate knowledge of FBK in-house databases and to map data sources.

The last version of FBK gender equality indicators (cf Appendix 2) is the result of several considerations and consequent modifications. Following considerations focused on the possibility to have a wider and deeper insight into gender issues in FBK, a few "recommended" indicators have been added to a preliminary list. They refer to:

- "Scientific production", as indicators of research performance is one of the criteria of research assessment. Specifically we decided to consider Publishing (number and type of publications) to measure the scientific production. FBK takes part in the Italian Research Assessment Exercise that ANVUR (National Agency for the Evaluation of the University and Research system) carries out on behalf of the Italian Ministry for Education, University and Research. Within this context, FBK is collecting and monitoring data on publishing by means of the so-called U-Gov system, an integrated information system that allows researchers, with prior authentication, to insert their publications. Specific indexes (i.e.: H index, impact factor), however, are not included as they are not equally

suitable for all the scientific communities, nor technological patents and prizes as the attribution to a well-defined group of researchers is not always feasible and reliable

- "Network", as a condition of career advancement and of establishing strategic positions; it is measured with the participation in conferences abroad and/or in Italy. It is collected by means of the online forms that FBK researchers fill out in order to serve administrative tasks and to ask for permission to go. Indications on destination, reason and duration of the business trips are given.
- "Family/work balance", measured with the use of tele-working, period of maternity/paternity leave and days of absence for child/family care
- "Salary", as a measure of the extent of the (possible) gender pay gap. We consider the fixed gross component of the salary and, also, its variable component which includes the productivity bonus, allowances and results of individual negotiations
- "Recruitment", monitored through data on gender distribution of the applicants to (open and internal) research calls, winner candidates and members of the evaluation committee

Due to their scarce reliability and effectiveness, to their lack of availability and costly updating, the following indicators have been deleted from the first draft:

- "Quantity and type of research projects a researcher is involved in": i.e., the quantity of research projects a researcher has worked on during a year and the type/relevance of those projects (international, European, Italian, local, based on the agency of funding). A test on data collection show that relevant data required a (too expensive) manual extraction from the database of the budget accounts; moreover, their traceability is not reliable
- "Patents and prizes": relevant data are few, incomplete and not reliable (as it is difficult to connect them to specific researchers unless they insert them in their CVs, which are often not reliably updated)
- "External fund application": i.e., an indicator of the capability of researchers to obtain external funds for their research. A test of data selection and quality showed that relevant data were not sufficiently reliable, due to the fact that it is often the person with formal power who formally stands as applicant rather than the researcher who is effectively applying for funds
- "Gender related events and costs": relevant data are not significant as FBK research domains do not include gender-related issues and, consequently, the quantity of events on gender issues have been very limited
- "Membership of committees/boards outside FBK": relevant data are not reliable as not all the researchers furnish this type of information in their CVs and, moreover, their update is not guaranteed
- "Seniority" meant as length of service in FBK: only partial data are available in HR databases i.e., available data on seniority refer only to researchers with fixed-term contracts

- "Subjective data" on researchers' job satisfaction and work motivation/commitment. According to a benefit/cost ratio we decided to focus on objective data, already available and updated within FBK administrative units. Conversely, subjective data requires extra work as collection needs the administration of questionnaire and/or interviews.

Data on selected indicators are analyzed by means of bivariate and multivariate statistical methods. Cross-comparisons with gender are always considered, so that we are able to obtain the gender distribution of each of the selected indicators. Additionally, in order to offer a more in-depth analysis, we are considering conducting multivariate analysis that explores possible interaction effects with other indicators and controls the effect of intervenient variables such as age, citizenship, educational level of the researchers. Data are collected at an individual level but, in line with WP3.2, they will be analyzed and presented at an aggregate level.

The research hypotheses we follow, focus on two main metaphors/aspects widely studied and interpreted in previous studies. First, the "leaky pipeline" refers to the progressive decrease of proportion of women in higher ranking research positions, where there is a definite overrepresentation of men. The "leaky pipeline" hypothesis explains this discrepancy by focusing on the selection steps during the scientific careers (e.g., in an FBK context, from PhD to researcher R4, R4 to R3, R3 to R2, R2 to R1) that register a drop out of women and a higher selection of men, whose overrepresentation increases with each "juncture in the pipeline" of a research career (Blickenstaff 2005; Purcell, MacArthur & Samblanet 2010). Connected to this, the "glass-ceiling" hypothesis states, that not only is it more difficult for women than for men to be promoted in the hierarchy within workplaces, regardless of their qualifications or achievements, but also that the obstacles women face relative to men become greater, as they move up the hierarchy. The glass-ceiling indicates the invisible upper limit in organizations, above which it is difficult or impossible for women to rise in the ranks. It is *glass* because it is not usually a visible barrier, and an individual may not be aware of its existence until she "hits" the barrier. The barrier is not an explicit practice (Cotter, Hermsen, Ovadia & Vanneman 2001).

Second, homophily refers to the tendency for similar individuals to associate with each other. That is, people tend to interact primarily with others who are similar in given characteristics (like gender) and tend to build gender-homogeneous networks. According to this principle, when it comes to making decisions on promotion and recruitment, the predominantly male decision-makers prefer to promote and/or hire men (rather than women) to higher positions (McPherson et al. 2001; Kegen 2013).

Specifically in the FBK context, we expect to highlight a certain degree of gender difference for each collected indicator (see Appendix 2):
- lower presence of women among FBK research personnel
- lower presence of women in the highest contractual level positions
- lower income (at each contractual level) for female researchers

- less promotions for female researchers than for male colleagues
- higher turn-over rate for women researchers
- lower quota of female selected candidates during recruitment processes
- lower female participation rate in conferences/meeting i.e., less chances to create and foster networks
- lower presence of women in responsibility roles
- less female authorships
- women are absent from work more often than men due to family/children care
- women are absent from work more often than men due to their own illness (considered as a proxy of the quality of the working environment).

Only on the ground of the results of the preliminary bivariate analyses will we be able to formulate more complex and refined research hypotheses. By now we can say, in broad terms, that we intend to analyze the effects of gender (and how it intervenes) on the complex relations between career predictor variables and career indicators. By career predictor variables we refer to the quantity of publications, networking indicators, presence at work; by career indicators we mean contractual level and terms, salary, responsibility roles.

We will verify whether:
- male principal investigators have higher values of selected career predictors than female PI's
- women as principal investigators present the same (or better) characteristics, in terms of both career predictors and career indicators, as men do

Following preliminary analyses, we will highlight control variables and hold them constant, thus removing their effects. Example of control variables are: age, educational qualification and place of birth (as a proxy of citizenship) of researchers.

COMPARATIVE CONSIDERATIONS CONCERNING *DIMENSIONS, HYPOTHESES AND INDICATORS*

In the above sections we have described the individual processes with formulating hypotheses, dimensions and indicators. In this section we will present a few of our considerations in comparing the four different contexts and practices concerning hypotheses, dimensions and indicators.

At UU the primary focus is on developing and supplementing already existing indicators and variables based on gender relevant and extensive staff data and the organization of gender equality work at UU rather than on any pronounced theoretical orientations. A guiding principle has been how to integrate the FESTA-indicators in the university gender equality efforts on a permanent basis. Hypotheses are not really used at UU, and to the extent they are, they have a more descriptive than explanatory focus. Also, at UU there is relatively little focus on dimensions, instead dimensions have been tailored around the institutionally demanded gender equality requirements and in the frame of standing assignments for the departments in the central equal opportunities plan and the objective to facilitate the obligatory handling of gender equality issues – the strong connection between UUs FESTA involvement and the ordinary gender equality work being characteristic of UU.

At SDU, the main focus is on working with existing datasets and putting them together to see if more gender specific and -sensitive information can result. Indicators have been formulated in line with the topics we have wanted to elucidate. For each of the indicators hypotheses have been formulated in the form of positively stated beliefs of what the indicator will show. The variables – that is, the data collected – can then either confirm the hypothesis or the opposite. The long term perspective is to see if such data can be integrated into the university's general monitoring practices and a more focused gender equality follow-up. At SDU, strategic objectives will be formulated in dialogue with the faculty management group and with the departments and collegiate bodies.

At RWTH, the objective is to systematically compile and analyze already existing data that are gender relevant. The hypotheses developed at RWTH derive from research findings, and the objective is to see to which extent these findings are also valid in the RWTH university context. This constitutes the basis for raising awareness among university people, which in turn is a starting point for changes in behaviour. Due to RWTHs strong theoretical focus, there is relatively more focus here on dimensions than the case of the other three partners, where the relative weight is on pragmatic experience with the respective organizations. RWTHs hypotheses are targeted more at dimensions than indicators, which is in line with a strong theoretical approach and clear political position within the university.

FBK is a research center and not a university; this means that FBK does not focus on teaching duties and education (courses, research in gender studies, etc), they have different roles than at universities (e.g., no assistant professors, full professors) and they have their own typology of contracts and positions. And last, but not least, FESTA represents the first attempt at FBK to look at gender statistics systematically and in depth. This approach entails that a baseline of knowing the institution in terms of gender in/equality first has to be established. Hypotheses developed at FBK thus have more descriptive than explanatory focus.

The following table sums up the total list of Indicators and which of the four partners make use of them. The indicators, which through the process of qualification and implementation are still included in the four respective sets of data, are indicated by black font. The indicators, which along the way have been omitted for the reasons described in the sections above, are indicated by grey font.

Since the Indicators are grouped and understood differently in each of the four partnering organizations (see Appendix 2 for the individual grouping), the table below should be read with a certain amount of global understanding that the indicators are themes rather than exact replicas of each other.

Our hope with the table is that it is possible at a glance to see differences between the four partnering institutions as well as get a sense of what has had to be left out – and how both categories (prevailing and omitted indicators) have resemblances across the four institutions if not direct similarities.

The processes of establishing data have been instructive for all four institutions not least in terms of which information is privileged and how, what is ignored, and where there are knowledge gaps as well as data/technology gaps, along with the various reasons for these gaps.

INDICATORS	UU	SDU	RWTH	FBK
Female presence				x
Terms of employment /form of employment/contract conditions	x	x	x	x
Salaries per position and age/ Salary including bonus of scientific staff /Salary	x		x	x
Sick leave	x			x
Parental leave /absence and leave/ Maternity leave and Parental leave/ Absence for Care	x	x	x	x
Seniority				x
Doctoral candidate's degree of (research) activity	x			
Doctoral candidate's financing/ Share of female PhD-students with scholarship/with contract	x		x	
Third-cycle degree	x			
Registered students	x			
First – (basic) and second-cycle (advanced) degree	x			
Teaching/research duties/ Share of women who carry out courses in comparison to their share at faculty	x		x	
Job satisfaction and motivation	x			
Success rates of appointments to senior lecturer, professor and postdoctoral research fellow positions/Success rate of applications for professorships of men and women/Promotion (both horizontal and vertical)	x		x	x
Age at first appointment on professorship			x	
Status of professorship (short-term/long-term)			x	
Personnel talk before maternity/parental leave			x	
Patterns in hiring/recruitment		x		x
Leadership positions /Leadership and Management /Leadership	x	x		x
Councils, committees and boards /Share of women in boards and committees/Membership to committees/boards/councils outside FBK		x	x	x
Leader's use of statistics		x		
Positions	x			
Turnover/retention	x	x		x
Investigative and decision-making bodies	x			
Internal research resources	x			
CV's of male and female professors			x	
Analysis of follow-up contracts			x	
Network				x
Financing of projects lead by women and men/Projects			x	x
Expenses for gender equality measures/Gender-related events and their costs			x	x

INDICATORS	UU	SDU	RWTH	FBK
Scientific production/ Female share of publications/Publications		x	x	x
Patterns of fund applications/External fund application		x		x
Funded projects with gender aspects			x	
Exit and re-entry talks			x	
Reduction in working hours due to care of family members			x	
Job satisfaction and motivation		x		
Tele-working				x
Subjective data: Job satisfaction/work motivation/commitment				x
Share of projects lead by women			x	
Share of invited conference presentations/other presentations/poster given by women			x	
Prizes/Awards/Honors held by women relative to all prizes etc./ Patent, prize and technological transfer			x	x
Courses with gender aspects in the headline of the course relative to all courses			x	
Courses with gender aspects in the description of the course relative to all courses			x	
Negotiated resources in appointment negotiations			x	
Negotiations with professors to remain (and appointment procedures with assistant professor)			x	
Gender structures			x	
Gender experts			x	
Gender concepts			x	
Gender aspects in the institutional strategies			x	

# THE SECOND SET OF TOOLS: 'FROM FIGURES TO AWARENESS'

The broad aim of task WP3.2 is to raise organizational awareness oriented at ensuring changes towards gender balance and female empowerment in scientific and technological domains. In this context, two instruments are considered suitable for raising awareness: organizational statistics and debates/dialogues. Specifically, statistics on working conditions in general and on gender im/balance in a predefined set of dimensions in particular will serve as material input for discussions during the debates or dialogues (depending on the adopted approach) with different and relevant participants. Over and above the presentation of the statistical findings, the dialogues will be designed and conducted according to participatory and inclusive meeting practices, as defined in creativity, innovation and change management literature and practices (see sections above on *Inspiration from the fields of implementation and Innovation* and *Open Space Technology*) – yet adapted to the specific context and situation of each meeting and its participants.

Raising awareness is not an end in itself. Rather, it is a means to achieve the planning and the implementation of actions aimed at causing organizational and structural changes. We could thus infer that if action plans are drawn and put into practice, gender awareness at the organizational level is raised. This, however, could be seen as a problematic and oversimplified conclusion, since other factors may be at work, such as political agendas, that sidestep or hinder action in taking place. Conversely, changed behaviour (actions) can also be caused by politics alone, which may not necessarily be connected to or caused by raised awareness.

In task WP3.2 we have identified six steps in our task of raising awareness, which may not necessarily take place in sequence but rather in iterative cycles (for instance, meetings may lead to deeper understanding and analyses):
1. mapping of gender inequalities
2. analyzing conditions
3. raising awareness through dialogues and debates
4. formulating objectives and measures and action plans
5. implementing measures
6. evaluating the outcome

A graphic representation of our intended path to raised awareness could look like this:
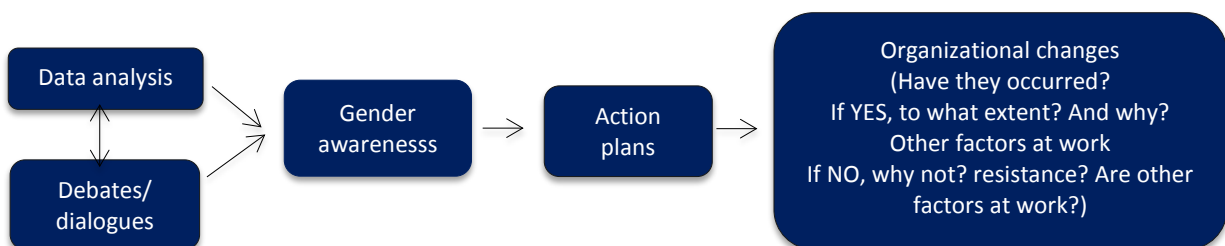
Data on selected indicators are relevant to show significant evidence and facts, to transmit knowledge, furnish baselines, underpin arguments, qualify discussions and serve as preparation for debates/ dialogues that constitute the 'arena' for data dissemination and interpretation, exchange of perspectives, evaluation of the on-going process, and of shared planning of actions and policies. Especially, debates and dialogues may set the frame for creating the conditions for involving people in the work and processes towards gender equality. Engagement and awareness are relevant for two main reasons: on one hand, to implement policies at the organizational level there is the need to collaborate with the management and the leadership of the organization with the policy making power; on the other hand, if change is the aim, policies and actions necessary for the change need to be shared, accepted and embraced by researchers, not imposed on them.

The following sections describe the tools we are presently in the process of developing for the coming task of turning our statistics into material to be presented and discussed as well as scripts and plans for how, when, where, and with whom our material should be discussed and how the involved units and people may plan and track ensuing action.

Tool 2.1: *scripts for leadership seminars and dialogue meetings* include overviews of the planned interaction with units, management and other relevant stakeholders as well as more detailed plans of single meetings.

Tool 2.2: *samples of discussion material* show examples of material input to be used in the awareness raising dialogues with the different units. At the time of this publication (February 2014) this tool is in three out of the four partnering institutions (SDU, RWTH and FBK) far from finished. The final presentation material here will be a product of careful collaboration with various stakeholders, as outlined in Tool 2.1. The meter developed and presently in use at UU is already complete and comprehensive and out of the four samples shown here also the most innovative way to present data.

Tool 2.3: *samples of templates for action plans* offer tentative ideas for how to formulate action plans at SDU and FBK. These will also be formulated in close collaboration with various stakeholders during the dialogue planning and process. In contrast, UU and RWTH will align the action plans of WP3.2 with the established and mandatory gender action plans.

TOOL 2.1: SCRIPTS FOR LEADERSHIP SEMINARS AND DIALOGUES

Meetings can follow different approaches (debates, dialogues, lectures, facilitated discussions), can involve different participants and stakeholders (management, researchers, leadership, trade unions, experts or privileged actors in equal opportunity issues in gender studies etc.), can assume different forms according to the people involved (plenary sessions or a closed and strategic meeting), can deal with different specific issues and can have different objectives (informative, preparatory, executive). Moreover, they can occur once or they can be reiterated and they can be carried out with different methods (non-structured dialogue, brain-storming, focus group, open space meeting etc.). According to their specific organizational contexts, WP3.2 partners choose the most suitable way to reach their specific and defined aims. These choices depend on whether the initial intention of the meeting is to formulate action plans, for instance as part of larger national or university legislation. Thus, there are individual differences in whether partners see their role as pure presenters of statistics to spur debate and dialogue, facilitators of the debates/dialogues, and/or as facilitators of a formulation of action plans.

To keep track of the meetings organized within each organization and register their main features we decided to fill in a shared template:

DEBATE	ORGANIZATIONAL LEVEL	PARTICIPANTS	AGENDA/ISSUES	SCHEDULE (APPROX)	COMMENTS
1					
…					

For every meeting, identified through an ID, each partner will highlight:
- organizational level (university, department, faculty) at which meetings occur;
- participants (and their role);
- agenda/issues treated;
- time of occurrence;
- comments (perceptions, intended outcomes, approach and methodology).

In each of the following four descriptions and samples, it will be clear that various considerations have gone into the planning of the meetings, who to involve, when and with which sequence and frequency, how to allow for reflection and movement, how to put power and emphasis and authority into the presentation, how to adapt to the specific context of the project team and the overriding political and strategic aims and intentions.

PARTNER'S MATERIAL – TOOL 2.1. SCRIPTS

UU – SCRIPTS

Dialogues will be conducted on departmental level with heads of department and gender equality groups. At department level, operational responsibility for gender equality work rests with the heads of department. Each department must appoint a gender equality group and a gender equality officer. Both employees and students must be represented in this gender equality group. It is the task of the gender equality groups to prepare the three-year gender equality plans as well as the annual evaluations of these. Drafts on gender equality plans are discussed and decisions taken in the department boards.

The aim of the dialogues is to show how the departments can use the indicators in their ordinary gender equality work. We want to give a spark to inactive gender equality groups by giving them something to work with and for the more active gender equality groups we want to show how the indicators can be included in their on-going work. We will do this by participating in the gender equality group meetings, where we will have a supportive role as gender equality specialists.

Our dialogues build on the following parts:
1. Initial thoughts on dialogues have been discussed with heads of department and chairpersons of gender equality groups, who want to bring together the gender equality plans at department level with the work from this FESTA task.
2. An initial mapping of "the gender equality climate" in the departments has been carried out before the actual dialogues. We have obtained insights on specific topics/aspects when meeting heads of department, gender equality groups and administrative personnel. Moreover, interviews conducted at two of the departments have furnished us with relevant qualitative information on subtle perceptions of excellence in the working environment and/or informal decision-making and communication processes.
3. Information on gender equality indicators. This runs alongside the dialogues and aims at informing the gender equality groups on how to use the indicators. The information is linked to the initial meeting with the gender equality groups.
4. Brainstorming meetings and workshops with gender equality groups where gender equality problems shown in the indicators are discussed. The groups decide which indicators they are going to work with.
5. Workshops on action plans with gender equality groups and discussions concerning the results of other FESTA tasks.
6. Feed-back and follow-up of implementation.

However, as regards point 4-6 we leave open to changes if the heads of department and the gender equality groups prefer alternative methods.

We plan to meet with heads of department and chairpersons of gender equality groups in early spring 2014 to discuss realization of dialogues in gender equality groups. We will focus on making decisions on how to present the statistical findings, how to engage and include the people at the department and how to set the framework of the meetings. What help do they need to do this gender equality plan? What do they expect us to do?

In late spring/early summer 2014, a presentation of findings and dialogues will take place in the chosen departments, organized as one to two-hour regular meetings of the gender equality groups. These meetings will cover the following three points:

1) Presentations of key findings, to avoid too much information.
2) Discuss and define the problems. Why do the indicator values look the way they do?
3) Finding solutions and formulating action plans.

Our dialogues will not be as formalized and structured as for the other partners, since the groups directly engaged in the task are small. We will not draw on large group interventions practice, even if we share the principles of collaboration between different competencies and experiences, of inclusion and establishing common ground. We also share its focus on finding solutions rather than placing blame.

Our expectation with the dialogues is to find ways to work that can lead to deeper understanding and analyses and that motivate the people responsible for gender equality activities in the university's departments to use the indicators and invest their energy in analyzing conditions and implementing measures.

SDU – SCRIPTS

SDU plans to meet with representatives from the HR-unit in late winter/early spring 2014 about their involvement in WP3.2, specifically with respect to a seminar for heads of department and facilitation of dialogues and debates in units.

In February 2014, there will be a meeting with a test panel consisting of representatives from all four departments at the Faculty of Science of both genders and diverse nationalities. The focus will be a preliminary presentation and discussion of findings and ways to present these. Moreover, we will focus on making decisions on how to present our statistical findings, how to engage critics and how to involve key persons 'on the floor', who may support the facilitation of discussions and dialogues in the units.

At the beginning of March 2014, a presentation of findings and initial debate will take place in the WP3.2 Steering Committee, in the Faculty Equality Committee and in the Faculty Management Group. The focus in the meeting with the faculty management is a decision on 'differentiated' debates: do certain indicators need a different context to be processed – for instance in the Academic Council or the Liaison Committee of the Faculty. If so, what, when, and how? This follows a decision in the Faculty Management Group on specific strategic objectives for equality measures at the Faculty over and above the objectives set in relation to fulfilling the University Contract and the measures proposed by the Vice-Chancellor's Equality Committee.

In April 2014, we will host a seminar for heads of department at the Faculty of Science as a lead-up to the dialogues in the departments. The agenda of the seminar covers the following issues:
- Run-through of statistical material and 'pilot'discussion
- Mapping of expected outcomes of the dialogues – also in relation to strategic objectives for the individual departments as well as for the Faculty (lead up to: what is possible to take action on, and how)
- Input to finalizing presentation material
- Input to finalizing debate-facilitation plan and dates
- Finalizing template for action plans

In spring 2014, a presentation of findings and initial debate will take place in the Academic Council and Liaison Committee of the faculty. These presentations are followed by dialogues in May 2014 in the four departments at the Faculty of Science, organized as two to three-hour thematic meetings on equality, diversity and their importance for research environment and quality. These theme meetings will include the following three points:
- PowerPoint presentations of findings in WP3.2
- facilitated discussions

- conclusion and – if possible – formulation of action plans.

The facilitation of the discussions will draw on large group intervention practices along the lines of Open Space Technology and principles of inclusion and establishing common ground developed for instance in Future Search, Theory U. The specific methodology proposed here is 'the Spiral'[10].

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[10] A fuller description of the spiral is provided here:

Participants in the spiral: Participants in the spiral are people who have a stake in the topic if such a topic is announced. If there is no defined topic, the people present define what is important to them to talk about.
Sequence and rules of the Spiral: The rules are simple and usually after the first round the conversation is self-organizing – though having a mild facilitator present is often useful until the interactive pattern has become well-known. It is useful (but not necessary) to have a defined topic.
There are several rounds clockwise – as many as is possible in the time allotted OR until everyone says 'Pass'. Everyone speaks in turns. I say what is on my mind about the topic. I address the present community. I speak on behalf of myself alone – that includes decisions: if I make decisions, I only commit myself. It is possible to ask questions but a direct response is not necessarily to be expected – it may or may not be given as the spiral moves along. And may take on unexpected nuances and forms. The only commitment every participant has, is to say what is on one's mind – no more, no less. There is no outer compulsion or expectation for anyone to pick up on what has been said already. If, however, there is an inner need, there is no such thing as redundant repetitions – if the same things are said more than once, this is amplification and can be seen as the relative weight or importance of the spoken to the people present.
There is no ping-pong to break the sequence. I have to wait my turn.
If, when it is my turn, I have nothing to say, I say 'pass'. I can speak again when it is my turn next.
Timing, beginning and ending the spiral: The same person begins and ends the spiral. It may be good to take two rounds and then evaluate the need to go on. Otherwise the spiral can be timed either by allotting a set amount of time, which the facilitator keeps track of, or by letting the spiral go until there is a complete round of 'pass'es' – in which case the topic is exhausted and it is time to move onto decision-making and action. Sometimes this stage comes all by itself and the Spiral disintegrates before the 'pass'-round. In this case, it is necessary that someone formally closes the spiral.
It is useful to lead up to the spiral with a three-to-five minute group or pair discussion or written, private reflection on the topic. The written reflection is done in this way: Everyone has pen and paper. The facilitator calls out two-to-three 'layering' questions, to which participants are asked to write their immediate responses by setting pen to paper and writing continuously for the entire three minutes. The first question is called out and repeated. After about a minute, the second question is called out. The questions are along the lines of:
   1) *What has struck you about the topic?*
   2) *What is important to take note of and possibly do something about?*
   3) *Why is it important?*
It is useful to introduce the written reflection by saying that the reflections are private and the objective of the exercise is to tune and focus the minds of the people present to the topic – much like the orchestra before the conductor appears on the podium.

FESTA

The spiral springs from a Hawaiian tradition called Ho'oponopono which means to set things right or disentangle. As the practice has been adapted to other situations and cultures, it shows up as a useful and efficient way to survey the grounds for making inclusive and sustainable decisions. The spiral is remarkably effective. It can be used in any size group. It is used mainly to *investigate* a situation or question or conflict, with a genuine openness for what the outcome can be. Decisions and solutions are formed after the spiral. However, decisions and solutions more often than not emerge during the spiral with surprisingly potent, creative and rich precision as well as a clear mandate of the stakeholders to the topic.

Here follows a script for the first such three-hour thematic meetings at the departments – note: this is an initial proposal for one of our smaller departments to be adjusted and finalized by the heads of department.

TIME (APPROX)	ACTIVITY	REMARKS	WHO
13.00	Welcome, reason for and objective of meeting and short presentation of FESTA WP3.2, and agenda	40-45 participants	HoD
13.10	Presentation of findings 1) Gender equality in career development 2) Gender equality in research 3) Work/life-balance	PPT with WP3.2-findings	FESTA-team
13.25	Facilitated discussion: Discuss in groups of three (5 minutes): *what strikes you?* Plenum – **a spiral**: after the first round, the subsequent rounds may be introduced by a question, depending on what has emerged during the first round: *What is important to note? Are there any surprises? What is important and necessary to do? What could the reasons be for the individual responses?*	Each round may take up to 20-25 minutes	HoD and facilitator
14.55	Status in groups of three: *what has this discussion been like? Are we ready to go on to formulating more firm solutions? Decisions on actions to be taken? Or do we need to set time aside for further in-depth discussions, investigations?*		Facilitator
15.10	Comments and plan for next steps		Facilitator
15.45	Closing remarks by HoD		HoD
16.00	End of meeting		

Evaluation on the task WP3.2, including actions taken, changes in statistics in the individual departments and the efficacy of raising organizational awareness will take place in early fall 2015 and late spring 2016. This will take the form of follow-up on statistics, focus-group interviews and as two more rounds of dialogues in the various units.

An overall evaluation of the implementation of action plans and the degree to which the use of developed dimensions and statistics have become integrated as leadership tools and measures at all levels at SDU will take place fall 2015 and again late spring 2016. However, the Vice-Chancellor's Equality Board has recently proposed a wider integration of FESTA actions, including collection of statistics as done in WP3.2 and facilitation of awareness raising dialogues in units outside the Faculty of Science.

Overall plan for presentation and dialogues in units at SDU/Faculty of Science:

LEVEL	PARTICIPANTS	AGENDA	SCHEDULE (APPROX)
FESTA + SDU-HR	FESTA-team, HR: Head of unit and consultant	Meeting with Human Resource Services for SDU, Unit for Organizational development.	Feb 2014
FESTA + researchers	Background group – representatives of all four departments – interested researchers of both genders and diverse nationalities	Preliminary presentation and discussion of findings and ways to present in background group of selected and interested scientific staff from the four departments at the Faculty of Science.	March 2014
Management	WP3.2 Steering Committee, FESTA-team	Presentation of findings and initial debate in the WP3.2 Steering Committee.	March 2014
FESTA	FESTA-team, Faculty Equality Committee	Preliminary presentation of findings to the Faculty Equality Committee.	March 2014
Department	Heads of department, Faculty of Science, FESTA-team	Presentation of findings and initial debate in the Faculty Management.	March 2014
Department	Heads of department, Faculty of Science, HR, FESTA-team	Seminar for heads of department – Lead-up to debates in departments.	March 2014

FESTA	Faculty Academic Council, Liaison Committee, FESTA-team	Presentation of findings and initial debate in the Academic Council and Liaison Committee of the Faculty.	May 2014
Department	Heads of department, Faculty of Science, HR-consultant, FESTA-team	Debates in the four departments at the Faculty of Science	May 2014
Department	Heads of department Faculty of Science, HR, FESTA-team	Evaluation data and observations, Follow-up dialogues in Departments	Fall 2015 + late spring 2016
FESTA	FESTA-team	Evaluation of the implementation of action plans and the degree to which the use of developed dimensions and statistics has become integrated as leadership tools and measures at all levels at SDU	Winter 2015/2016

RWTH – SCRIPTS

Dialogues are to be conducted on different levels of the university. The people who will be addressed are university leaders (university management), administrative personnel as well as researchers. The aim of the dialogues is to produce (more) effective gender action plans on the basis of a heightened awareness. This is to be achieved by integrating more systematic data in the plans relevant for indicating gender injustice in scientific careers (i.e., indicators) and thus constitute a useful basis for effective gender equality measures. By law, gender action plans at universities in Germany have to be developed. They are developed in the faculties with assistance from the central administration. However, evaluations of the recent gender action plans have shown that they were often superficial and without any impact. Reasons for this could be that data collections are too general with too little specific reference to scientific careers, and that there is ignorance and helplessness in the faculties and among the people selected by the deans to formulate the gender action plans. Once written, the plans have to pass the senate of the university. However, it is not a far cry to assume that also this board is characterized by helplessness and ignorance concerning gender issues and possibilities for action and implementation to be able to question and qualify the contents of the plans. Thus, the gender action plans up till now have merely been compulsory paper exercises. Our aim in FESTA is to change this through relevant dialogues based on our gender equality indicators and the findings from the data.

We started with the dialogues with members of the Rectorate and with leaders from the administration, especially with the responsible leader of the department for "planning, development and controlling". In 2012, the concept for the development of the indicators was discussed and adapted with these stakeholders. Subsequently, we launched the data ascertainment, which has been assessed in several departments of the administration. In June 2013, we discussed the first findings of the gender monitoring based on our indicators with the Rectorate, and the agreement was made to discuss findings of the gender monitoring once a year.

Our plan is now to approach three of our nine departments, focusing primarily on the engineering and science departments. In the summer of 2014, new gender action plans have to be developed, and this is a prime arena for the FESTA project to conduct dialogues within the departments and help them develop serious and effective gender action plans.

	ORGANIZATIONAL LEVEL	PARTICIPANTS	AGENDA	WHEN (APPROXIMATELY)
Debate 1	Board RWTH	Vice-Rector + Management	Presentation and discussion of the developed indicators and results of WP3.2	Summer 2013, Spring 2014, 2015, ongoing
Debate 2	Faculty Level (3 Faculties)	Head of the Faculty (Dean), and the faculty board members	Discussion on the (integrated) results of FESTA WPs 3.2, 5.1 and 5.2	Spring 2014
Debate 3	Faculty Level (3 Faculties)	Responsible Persons who are involved in developing gender action plans	Presentation of and Discussion on the (integrated) results of FESTA WPs 3.2, 5.1 and 5.2 , e.g. • the working conditions/ working structure and actions for improving qualification of female young researchers • Gender Studies in Education and Research • Funding of Projects • Harmonizing Career Development and Work Life Balance • Actions for reducing the under-representation of women	Spring 2014
Debate 4	Equal Opportunities Committee of Senate	Rectorate, Staff Councils, Group Representation	We presented and discussed already in June 2013 the conception of the FESTA Project and will present gender monitoring once a year in this board.	Summer 2013, Spring 2014,2015

CONCEPT FOR CONDUCTING THE DIALOGUES IN THE FACULTIES

Due to very different levels of awareness about gender equality in the departments at present the first step is to win access to the different levels of a faculty and to address these different levels in their respective roles. Therefore the deans will be addressed on the strategy level and the responsible persons or boards are to be addressed on the level of developing measures and activities.

From this follows, that we will present and discuss the findings of our gender monitoring in the board of faculty leaders (deans and professors) and in the faculty board within a rather short time frame. Additionally, these persons have the possibility to participate in our FESTA workshops that are carried out within the continuing learning programme (CLP) or as World Café[1] (Brown & Isaacs 2005) in the course of a lecture series that were developed in the context of WP 5.1 and 5.2 (cf. description in the introduction of this toolkit).

However, with the focus on the gender action plans we want to facilitate deeper dialogues with the persons (researchers, students as well as faculty managers and the equal opportunities officer of the respective faculty,) who are responsible for the development of these plans. We assume that the number of persons from each faculty will range between five and ten people. Therefore we want to shape the workshops with a dialogic approach called dialogic communication.

Dialogic communication is an approach that aims at strengthening a common exploring and understanding of problems (cf. Bohm 2002). In a dialogue it becomes possible to achieve a stance and mode of conversation that allows people to learn about their own points of view and suppositions and to leave retracted thought patterns. In contrast to this, a discussion is more about the domination of one opinion over another opinion. Dialogic communication opens up a room in which people have an opportunity to think creatively and collectively and to communicate together. In a dialogue people can recognize the roots of their suppositions and judgments. Dialogues give rise to a laboratory for change and development processes. Thus, a dialogue fosters and makes possible the bridge building between separate positions. Finally, FESTA team members will support the dialogues as dialogue facilitators. Our task as dialogue facilitators is to create space for dialogue and to support the dialogue partners to conduct conscious dialogic communication.

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[1] For more information cf. http://www.theworldcafe.com/method.html

FBK – SCRIPTS

We are conducting dialogues and organizing seminars according to two approaches – bottom-up and top-down – as well as one principle – the sharing of views that lead to a shared gender plan. We are thus involving both the researchers themselves, from the bottom, and the leadership, from the top, in the definition and planning of the dialogues.

Each organized meeting starts with the presentation of data and integrated findings of all the FESTA workpackages (WPs). The FESTA team supports evidence and hypotheses with all the data, both qualitative and quantitative, which we have obtained from the different tasks in such a way as to be able to furnish complete and deep analyses of the gender in/equality in FBK and to offer insights on different specific aspects/topics such as recruitment, perception of excellence, formal and informal decision-making and communication processes, gender distribution of specific employment conditions and of other collected indicators.

After the data presentation and related comments – which are relevant for the raising of organizational awareness – dialogues with the interlocutors are opened up and oriented to a shared identification of policies and/or actions promoting gender equality.

We expect different approaches to the dialogues and different feedback and styles according to the role of the actors involved, and they can all contribute with particular points of view and perspectives. Contributions can be directed at highlighting formal directives and/or legal constraints, at guaranteeing endorsement, at formulating proposals and ideas, or at improving processes.

Our plan for dialogues is structured as follows.
We invite FBK researchers to discuss in two open meetings the FESTA findings and possible related gender policies, suitable for the FBK context. We maintain that the involvement of the actors who will be the subjects of a policy is fundamental for ensuring its positive implementation and consequent impact (debate 0).
Subsequently, we meet the Head of Human Resources and the General Secretary to discuss the most striking results and analyses emerging from our findings and Debate 0 (gender pay gap and glass ceiling, for example) and to share the scheduling of following steps (debate 1).
During the meetings with the two Research centers' directors we share our proposal to involve the two Boards of Research Centers into the dialogues on gender-related emerging issues and we intend to finalize their scopes, procedures and organization (debate 2).
Each of the two Boards of Research Centers comprises the Heads of Research Units and the Director of the Center (about twenty people on each Board); during these meetings we intend to present and discuss a very first draft of gender-related policies, asking for suggestions and feedback (debate 3).;
An updated version of a gender plan – made up of a set of policies oriented at gender equality – will be formulated and presented to the trade union representatives (debate 4). A final version of the gender

plan will be presented to all FBK staff after possible changes and consequent renewed meetings with relevant particpants (debate 5).

After a brief illustration of the scope and of the expected outcomes of the meetings and after the presentation of the most significant gender statistics, Debates 1, 2 and 4 take the form of non-structured dialogues aimed at sharing points of views, perspectives and organizational tasks. Debate 5 will be structured as a "frontal lecture" followed by a discussion section. During Debates 0 (November 2013 and February 2014) we have applied Open Space Technology (OST) and we will do the same during Debates 3 (March and April 2014).

An OST meeting proceeds along the following process:

− The facilitator welcomes the participants invited to the meeting – and who spontaneously and committedly accepted to take part to it – and provides an overview of the theme faced and of the process i.e., explains how the meeting works. Facilitator's main role is to clarify the goal to reach through the discussion and to let the participants work autonomously. He/she does not have to exercise control on the process as the groups choose how to organize their discussions and related details.
− Facilitator invites people to highlight some specific aspects related to the main topic of the discussion, for example if the main topic regards gender (im)balance in a specific institution, related aspects may refer to gender inequality in the recruitment processes, work-life balance, reasons/implication of the gender inequality, gender inequality of specific terms of employment, gender and leadership styles, gender pay gap (...). The sub-themes will then constitute the topics of the sub-groups discussions. In this way the agenda items of the meeting are created by the participants themselves.
− Once the points of the agenda are completed (no other proposals come out) and related time and place are arranged, participants can freely decide to which sub-group of discussion to participate.
− The discussions start. The space organization of the OST meetings has a circular chair arrangement – signifying that all participants are equal – and the room has to be comfortable and quite informal.
− During the dialogue session recorders, determined by/within each group, capture the relevant points and write the report that, in this way, is immediately available to and shared with all participants. All the reports of the sub-discussions will finally be rolled into one document by the end of the meeting. Technology can be used in this phase as instant proceedings, which – following a standard template – can be typed on a laptop, printed and shared.
− The meeting ends with a closing circle where people are invited to share comments, insights and commitments arising from the processes (Owen 2008).

During the first Debate 0, held in November 2013, the FESTA team presented statistics on gender (in)equality in FBK in relation to indicators identified in WP3.2 (30 minutes). Participants then proposed two main themes:

    1) what aspects intervene in influencing the female underrepresentation in FBK? Is it a tolerable situation?

2) what are the actions/policies we need to implement if we aim at gender equality in FBK?
The two issues have led to the creation of two discussion groups: ten researchers participate in the sub-group associated with issue (1), ten people have joined sub-group (2) and each group engaged in one hour discussions.

The two groups finally reported the specific topics they focused on and related suggestions of "good" actions. For illustrative purposes, emerging proposals are the following: training courses on leadership competences specifically arranged for women who aim for new roles in research; open calls for all the job positions, also for the senior ones; training courses on stereotypes in order to be aware of them and (possibly) to avoid them; monitoring of the new internal reorganization (regarding the MM Center) and of the criteria adopted to allocate people to (apical) roles; monitoring of the new "Joint Research Projects" that are headed also by women in order to understand if diverse selection criteria and/or processes and/or modalities have been adopted.

The second debate 0, held in February 2014, dealt with the concept of Excellence and the main outcomes of WP5.1 were presented. Related discussions regarded: 1) what allows for discrimination and bias? 2) How is it possible to mitigate bias of an evaluation model?

Also in this case, two groups were formed and they reported, among others, the following proposals: transparency of the selection criteria forms and of their respective weight; assessment of the 'soft' skills as well as the technical/specialized ones; introduction of career evaluation *in itinere*; creation of a control body of the selection processes.

Also debates 3, with the Research Boards of CIT and CMM, will be organized according to OST. Compared to debates 0, the FESTA team will suggest three main thematic areas of discussion (recruitment, training during the career trajectories, work/life balance and time management) – that emerged as relevant during the previous dialogues – and some of the related policies/actions. A preliminary agenda of the meeting (3 hours max.) follows:
-   Purpose of the meeting and expected outcomes
-   Presentation of the FESTA project
-   Presentation of FBK gender-related statistics (WP3.2 findings)
-   Presentation of the thematic areas of discussion and some related (possible) policies/actions
-   Discussion within small sub-groups of people (max 5/6); each person can choose the group (i.e., thematic area) he/she wants to join
-   Reporting of proposals and/or considerations of each sub-group
-   Comments and plan for next steps by FESTA team
-   Closing remarks by FESTA team

ID DEBATE	ORGANIZATIONAL LEVEL	PARTICIPANTS (besides FESTA team)	AGENDA	SCHEDULE (APPROX)		USE OF OST[11]
Deb 0	FBK level	FBK researchers (open invitation)	Presentation of selected FBK data according to the indicators highlighted in WP3.2 (first meeting) and to topic and outcomes of WP5.1 (second meeting). Aim: active involvement of FBK researchers directed at dialogues on proposals of a gender equality plan	November 2013 and February 2014	Bottom level	yes, in both meetings
Deb 1	FBK level	Head of HR + General secretary	Presentation of the most relevant results of WPs 3.2, 4.1, 4.2, 5.1 and discussion on possible gender-related policies. Active involvement of leadership in the process towards a gender plan is fostered in order to have their endorsement.	December 2013 (more than one meeting will probably be needed)	Top level	no
Deb 2	FBK level	Research centers' directors	Together with the Head of HR, the Directors of the Centers are involved in order to discuss together the proposal of a gender action plan and have their support, too.	January 2014 (more than one meeting will probably be needed)		no
Deb 3	FBK level	CIT research board + CIT Director; CMM research board + CMM Director	Presentation of the most relevant results of WPs 3.2, 4.1, 4.2, 5.1 and discussion on possible gender-	March and April 2014	Bottom level	Yes, in both CIT and CMM boards

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[11] OST: Open Space Technology

			related policies.			
Deb 4	FBK level	Head of HR + Trade union	The proposal of a gender action plan is discussed with the trade union in order to know about possible constraints and legal directives.	April 2014 (more than one meeting will probably be needed)		no
Deb 5	FBK level	FBK researchers (open invitation)	Open presentation of the FBK gender action plan and its rationale	(to be scheduled)		

TOOL 2.2: SAMPLES OF DISCUSSION MATERIAL

Raising organizational awareness in the understanding of this task is – with our statistical findings as a point of departure – to raise questions and have focused dialogues with the organization, i.e., its leaders, units, boards, and functions. In keeping with FESTA's overall purpose, the ultimate objective is to move to a change in the actual, everyday behaviour in ways that are more gender sensitive and allow for more real diversity in everyday interactions as well as on strategic levels.

However, tracking the changed behavior lies somewhat outside the scope of this project, and in the project, we must therefore keep our focus on how to spark the interest and facilitate openness to a more gender- and diversity sensitive outlook that in turn will spur a tangible change in behaviour.

Many considerations have gone into how and what to present in the various contexts where we will present our findings and aim to raise awareness. These considerations include: how to get the main points across with traceable impact? How to get past obvious points of contention in order to stay on track with the important issues? Which examples and arguments from other contexts and situations will be useful in putting forward our points? How do we present a complex reality with many conflicting interests in simple and comprehensive ways, without losing validity and authority? How do we strike the right balance in reaching both peoples' minds and hearts? How can we as presenters know when we have started opening minds – and doors? And how may these presentations and the ensuing dialogues prepare the leaders and other people responsible for taking actions and defining steps?

In our considerations we have also had an eye and ear open for what might be new to the people involved in the dialogues as well as what the individuals and the units stand to gain from potential changes

This section will present examples of what we at the moment of finalizing this toolkit are planning to present. Once again, the samples presented here will vary according to our different contexts, positioning, strategic objectives and scope and nature of contact with the units where we will make our presentations.

Uppsala University already has an accessible and innovative tool for gender equality indicators that shows gender balance among employees, doctoral candidates and students in ten different areas. The tool provides us with a very useful basis for the dialogues. Lessons learnt about raising awareness from our dialogues will be included in our existing training courses "Gender equality indicators" and "Practical gender equality work", which the Equal Opportunities Office at the HR Division mainly offers personnel administrators, gender equality representatives/pilots and heads of department.

At SDU, the data will be collected and published in-house in a report of findings and conclusions shown with graphics, charts and tables. As an appendix to this report, the tables with all the collected data arranged according to indicators will be presented. Together the report and the appendix will serve as documentation and supplementary information for the planned awareness raising dialogues. In addition, powerpoint presentations with the most salient points from the report, along with examples and documented findings from other contexts and studies, as well as the focus areas to be discussed in the dialogues, will serve as the direct material input in these meetings. These points and focus areas will be the result of close collaboration between the FESTA team, and the faculty management group, as well as with the WP3.2 steering committee.

At RWTH, the data were and will be annually collected and analyzed for the whole university and separately for the three selected faculties. Afterwards data will be edited in a power point presentation and in a handout for the workshops at the faculties. Our intention is to institutionalize an annual gender monitoring report.

At FBK collected data on selected indicators will be periodically analyzed to test whether significant changes (in terms of either improvement or worsening of gender equality aspects) take place during the five year duration of the FESTA project. As discussion material, data will be internally shared at different meetings with diverse participants, at different levels, serving different specific purposes. A plenary presentation of gender statistics is also considered. PowerPoint presentations – with data mainly shown in form of tables, graphics and charts – will be used to spread outcomes. It is also possible to think about a final internal report collecting time series statistics with relevant description and trends.
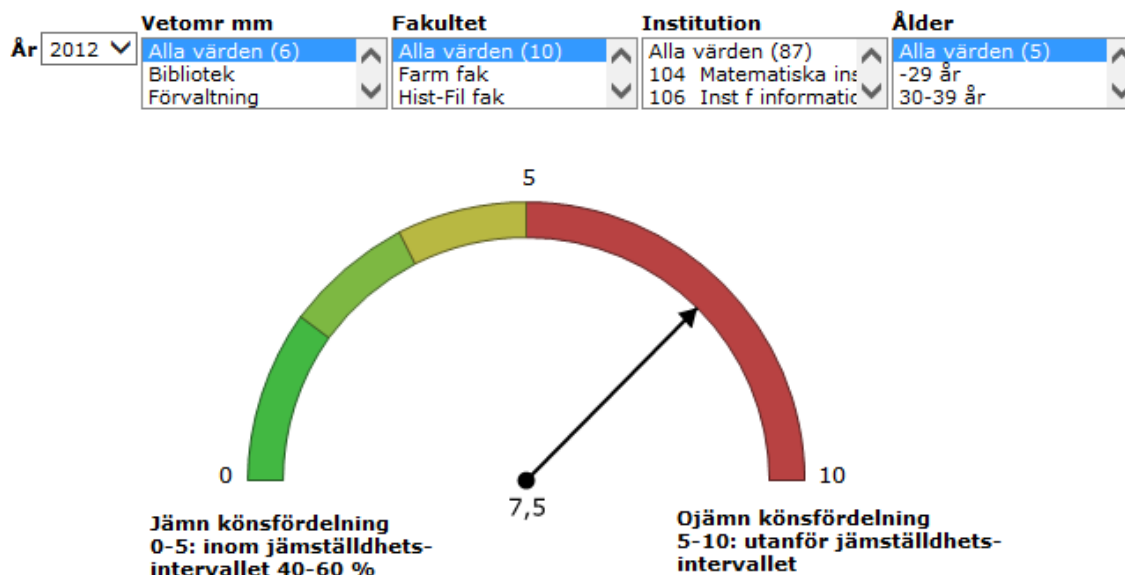
UU – PRESENTATION MATERIAL

Uppsala University's tool for gender equality indicators is essentially a visual device to present statistical data in an engaging way. The indicators are illustrated with a speedometer and a table. The meter is supposed to give all employees and students at the university an indication of the gender equality situation at the touch of a keyboard. The pointer marks the indicator value, with 0 at the far left and 10 on the right. The scale is divided into two fields of color: green for values 0-5 and red for the other values. The indicator value 5 represents the limit of what is acceptable from a gender equality point. The field of yellow-green color indicates a location close to the limit, which means that special attention is warranted. Red mark shows that the area in question definitely requires further analysis and action. The table gives a more nuanced understanding of the variation behind a particular indicator and more detailed information for people at the university with responsibility for gender equality activities. Each indicator is based in turn on statistical data from one year back in time unless otherwise noted. The HR division has information and documentation on the construction of the indicators (only in Swedish).

Our sample of discussion material is only in Swedish and therefore accompanied by the explanatory text below. At the top of the indicator there is a scrolling list where you can choose year (*år*), disciplinary domain (*vetomr mm*), faculty (*fakultet*), department (*institution*) and age (*ålder*). The meter displays the weighted average value of a number of variables (*delgrupp*), the higher the value, the more pronounced gender imbalance. The table shows the statistical data for the variables. Variables are in some cases very small and a single person can then have a significant impact on gender im/balance. If the meter shows red or if there are one or several red dots in the table it means that there is gender imbalance in this category. The indicators are always gender-neutral, i.e., they give indications be it women or men who are most/least part of the group.

For each variable and year are calculated how many FTEs (*HTEKV*) women (*kvinnor*) worked and how many FTEs men (*män*) worked. FTE (Full Time Equivalent) means that a person worked full time for a year or several people who part-time, adding up to one FTE. Then an indicator value (*indikatorvärde*) is calculated for each variable. The value shows the difference between men and women in worked FTEs. A high value indicates a large difference and a low value means a small difference. In the next step the indicator value is recalculated (*omräknat indikatorvärde*). This is done so that all indicator meters should have the same scale. Then the recalculated indicator values are weighted. The number of FTEs of that specific variable compared to the number of FTEs in all variables in total is used as weight (*vikt*). Finally a weighted average value (*omräknat indikatorvärde'Vikt*) is calculated for the variables. It is the weighted average value that is displayed in the meter.

FESTA

The indicator shows the gender im/balance in leadership positions (*ledning*) at two of our chosen departments and involves comparison to the Swedish norm of at least 40 percent of each sex in a group. The leadership positions are here divided into two groups: Academic leaders (*akademiska chefer*), e.g., heads of department and director of studies, and professors (*professorer*).

Ledning

	Vetomr mm	Fakultet	Institution	Ålder
År 2012 ▾	Alla värden (6)	Alla värden (10)	Alla värden (87)	Alla värden (5)
	Bibliotek	Farm fak	104 Matematiska ins	-29 år
	Förvaltning	Hist-Fil fak	106 Inst f informatio	30-39 år

5

0   10

7,5

Jämn könsfördelning
0-5: inom jämställdhets-
intervallet 40-60 %

Ojämn könsfördelning
5-10: utanför jämställdhets-
intervallet

Den här indikatorn visar könsfördelningen i universitetets ledning. Ledningen delas in i tre grupper: akademiska chefer (t ex dekaner och prefekter), professorer och övriga chefer (t ex chefer inom förvaltningen).

Mätaren visar skillnaden mellan andelen kvinnor och män. Ju högre värde desto mer ojämn könsfördelning. Tabellen visar det statistiska underlaget för de tre grupperna. En röd prick indikerar en ojämn fördelning. Observera att grupperna i vissa fall är mycket små och att en enskild person då har stor betydelse för könsfördelningen. Om mätaren visar rött eller om det finns en eller flera röda prickar i tabellen bör detta undersökas närmare.

Delgrupp	HTEKV Tot	HTEKV Kvinnor	HTEKV Män	% HTEKV Kvinnor	% HTEKV Män	Indikator–värde	Omräknat Indikator–värde	Vikt	Omräknat Indikator–värde^Vikt
Akademiska chefer	7,8	1,4	6,3	18,3	81,7	0,63 ●	7,72 ●	0,21	1,58
Professorer	30,0	6,2	23,9	20,5	79,5	0,59 ●	7,43 ●	0,79	5,91
Total	37,8	7,6	30,2					1,00	7,49

▦ Excel

*Observera att det kan förekomma vissa avrundningsfel i tabellen.

FESTA

SDU – PRESENTATION MATERIAL

The following graphs, bars and figures show various aspects, we find of particular interest and which may serve as openings for the dialogues. These will be further qualified and perspectivized by other findings both from our own dataset and from other national 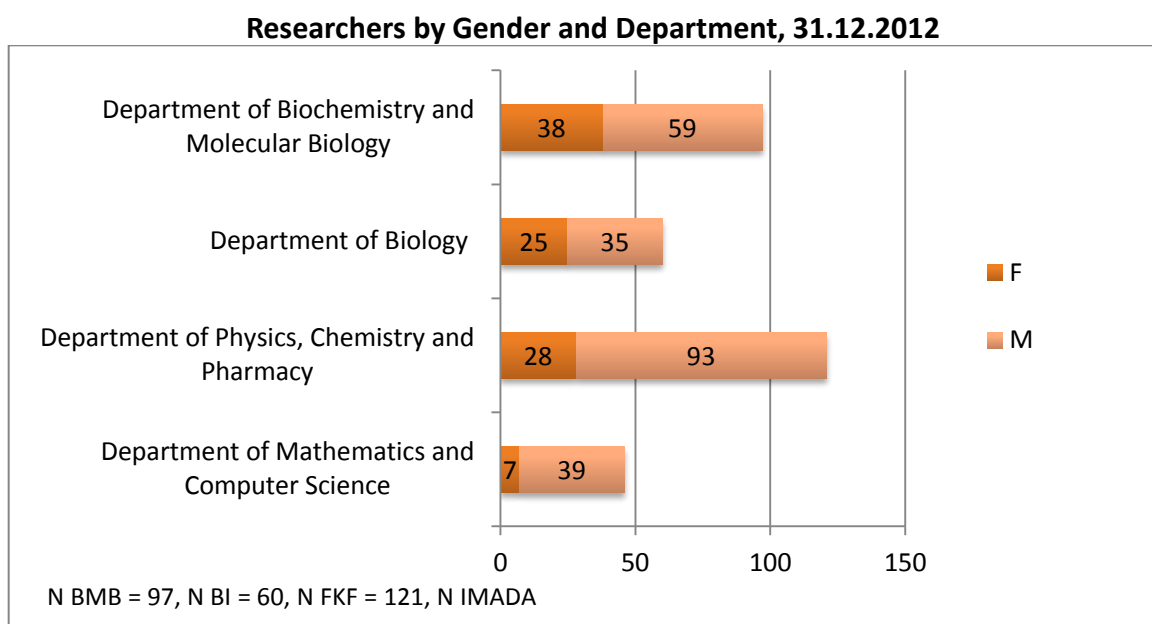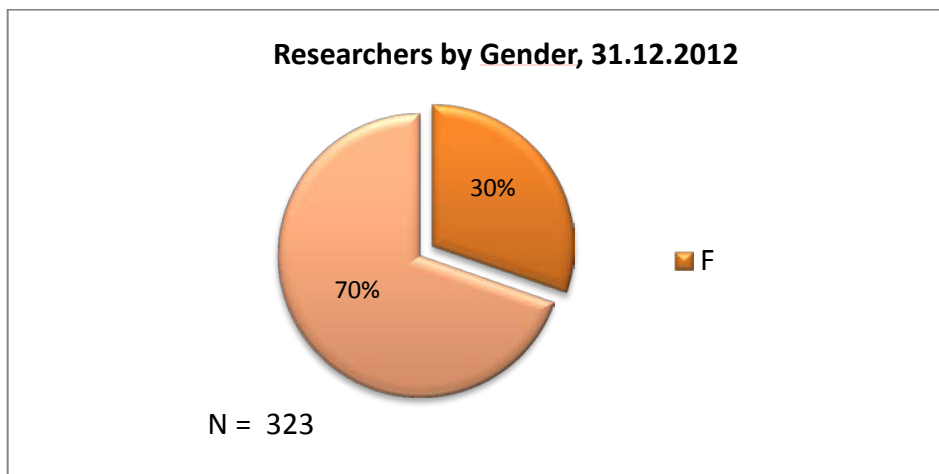and international findings. The data presented will be part of the powerpoint presentations on which to base our dialogues. They highlight particularly salient and/or problematic points. The presentations will be supplemented by a comprehensive report of findings and conclusions for the Faculty of Science, presented with text, figures, charts, graphs and tables, as well as with background data in table form.

Leadership roles at the Faculty of Science, 2014

Women

Men

Dean of Faculty of Science
1/1

Head of Dean's Office
1/1

Head of Dept Mathemathics and Computer Science
1/1

Head of Dept Physics, Chemistry and Pharmacy
1/1

Head of Dept Biology
1/1

Head of Dept Biochemistry and Molecular Biology
1/1

Researchers by Gender, 31.12.2012

30%

70%

■ F

N = 323

Researchers by Gender and Department, 31.12.2012

Department of Biochemistry and Molecular Biology | 38 | 59

Department of Biology | 25 | 35

Department of Physics, Chemistry and Pharmacy | 28 | 93

Department of Mathematics and Computer Science | 7 | 39
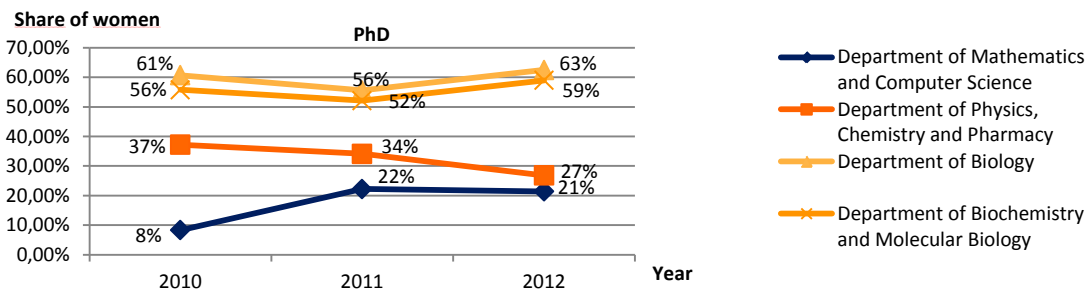
■ F
■ M

0   50   100   150

N BMB = 97, N BI = 60, N FKF = 121, N IMADA

Researchers by Gender and contractual level, 31.12.2012

	Women	Men	Total
Professor/professor mso	6	35	14,63%
Associate professor	14	62	18,42%
Post doc/ Assistant professor	26	62	29,55%
Ph.D.	52	66	44,07%
Total	98	225	30,34%

FESTA

Patterns in employment per department and contractual level, 31.12.2012

Share of women — Professor/professor mso

- Department of Mathematics and Computer Science
- Department of Physics, Chemistry and Pharmacy
- Department of Biology
- Department of Biochemistry and Molecular Biology

Share of women — Associate professor

- Department of Mathematics and Computer Science
- Department of Physics, Chemistry and Pharmacy
- Department of Biology
- Department of Biochemistry and Molecular Biology

Share of women — Post doc/assistant professor

- Department of Mathematics and Computer Science
- Department of Physics, Chemistry and Pharmacy
- Department of Biology
- Department of Biochemistry and Molecular Biology

Share of women — PhD

- Department of Mathematics and Computer Science
- Department of Physics, Chemistry and Pharmacy
- Department of Biology
- Department of Biochemistry and Molecular Biology

RWTH – PRESENTATION MATERIAL

RWTH has already made publically available a range of statistics that refer to students and employees and which differentiate between the faculties in the so called *Zahlenspiegel* (mirror of numbers). These statistics also differentiate between genders and deliver a huge range of information necessary for monitoring gender equality at RWTH. Thus they give us a good starting position for the dialogues as the following examples illustrate:

Share of women at the RWTH Aachen University

At the beginning of our debates we will start with the status quo of the share of women in research in general and in the different disciplines in the University in particular.
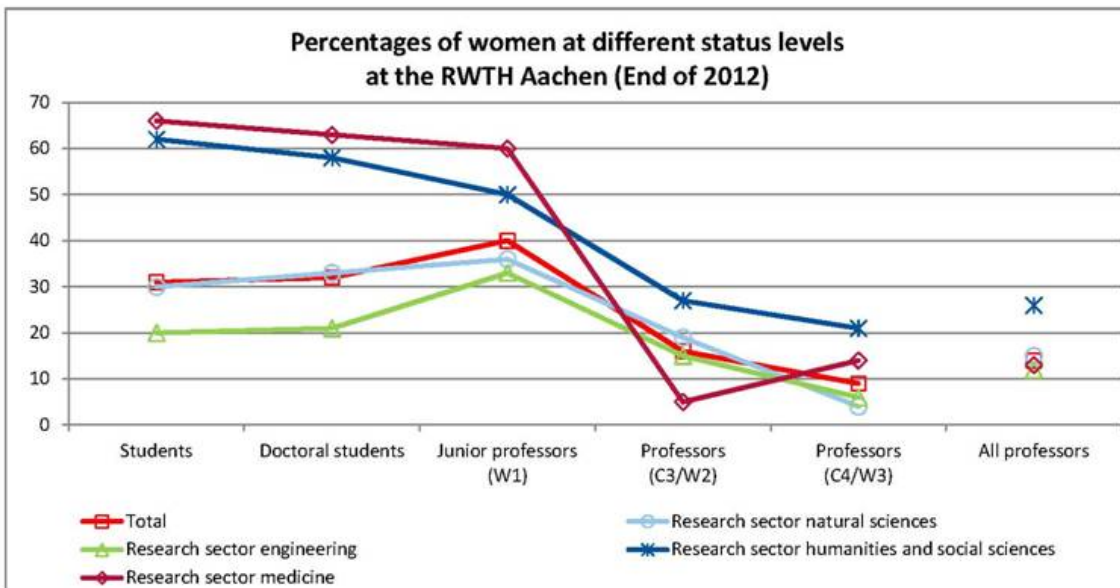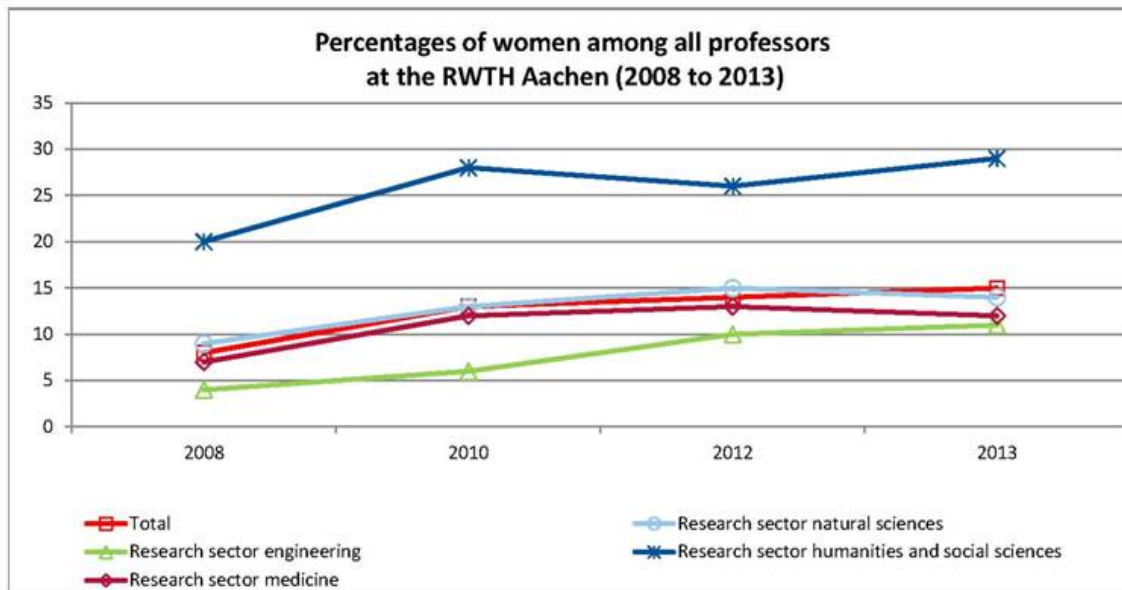

Source: Division 6.3 - Controlling and Information Management of the der RWTH 2012 © IGaD 01/2014
Percentages of students and docotoral students: Wintersemester 2012/2013, Percentages of professors on 12/01/2013
She Figures 2012 categorized junior professors as academic staff grade C; professors (C3/W2) as grade B and professors (C4/W3) as grade A (p. 140).

Percentages of women among all professors at the RWTH Aachen (2008 to 2013)

Source: Division 6.3 - Controlling and Information Management of the der RWTH 2012   © IGaD 01/2014

Within WP3.2 it is our aim to expand these statistics by developing new indicators (see above) and by checking if data for these indicators are available at RWTH

Some of these data can be found in the framework plan for gender action. Among them are for example the share of women on boards and committees:

Share of women on boards and committees

When it comes to the University level, the share of women on boards is 14,4 %. On the faculty level, the share with 19,1 % is much higher, although large differences can be seen within the faculties. The faculties "Georesources and Materials Engineering" and "Electrical Engineering and Information Technology", for example, have only one female member of their faculty council.

Moreover, we could compile data that are available in the data storages of the respective administrative departments. For example data that refer to the indicator "Degree of gender competence of the teaching staff":

Degree of gender competence of the teaching staff
- Courses with gender aspects in the head line of the course relative to all courses;
- Courses with gender aspects in the description of the course relative to all courses

Semester	winter 2011/12	summer 2012	winter 2012/13	summer 2013
number of courses with gender aspects (for both indicators the same)	5	6	6	8
number of all courses	approximately 3000 courses			

Finally, some of the indicators have delivered data where data protection concerns emerged so that they cannot be analyzed at the faculty level. This was for example the case for the indicators "Financing of projects led by women and men" and "Share of projects led by women":

Share of projects led by women and financing of projects
The data show that female professors lead fewer projects than male professors but the difference is only small. Against that the difference with regard to financing is very large in all faculties. These findings correspond with recent research finding of the German Research foundation (DFG). In the debate with the Rectorate and also with the leaders of the faculties, these findings engaged huge interest and possible reasons for the findings were discussed in depth.
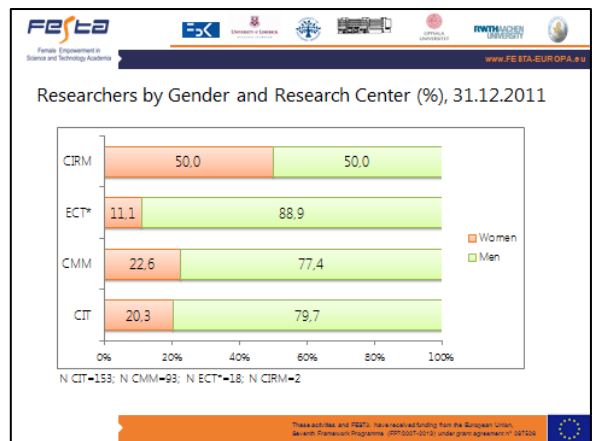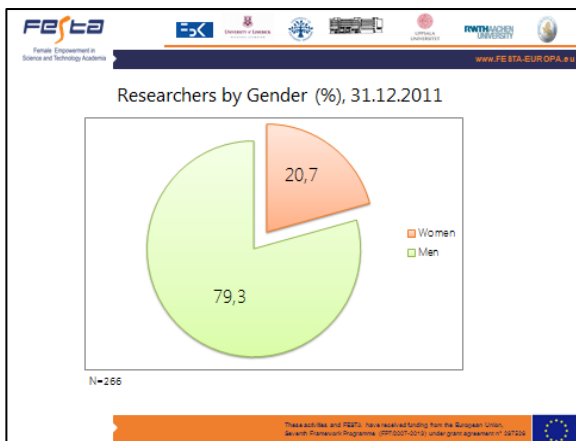
FBK – PRESENTATION MATERIAL

The following slides represent an example of material used during the first dialogue we had with FBK researchers in order to raise awareness as well as foster their comments, opinions and proposals for policies and/or actions oriented at creating gender balance in all the working aspects investigated. Data presented in the slides refer to the FBK staff of the scientific-technological research centers (administrative personnel excluded), with reference to year 2011 – in order to monitor the situation at the beginning of FESTA, February 2012. In the following years, comparisons with subsequent data analyses will show potential improvement or worsening of gender equality in the FBK working environment.

Researchers by Gender and Contractual level (%), 31.12.2011

	Women	Men	Total
R1/T1	0	12,2	9,6
R2/T2	20,5	30,2	28,1
R3/T3	61,5	38,1	43,3
R4/T4	17,9	19,4	19,1
Total	100,0	100,0	100,0
	(N=39)	(N=139)	(N=178)

FBK researchers' gross salaries by gender and contractual level, 2011

Only researchers with FBK contract are considered.
N women=34 (L2=6 L3=21; L4=7); N men=124 (L1=17; L2=27; L3=53; L4=27)

PhD students by Gender and Research center (%), 31.12.2011

N PhD student (CIT)=63; N PhD student (CIT)=30

Researchers by Gender and Educational qualification (%), 31.12.2011

	Women	Men	Total
High school diploma	0,0	5,2	4,1
Bachelor Degree	56,4	60,7	59,8
Master degree	3,6	2,4	2,6
PhD	40,0	31,8	33,5
Total	100,0	100,0	100,0
	(N=55)	(N=211)	(N=266)

Average scientific achievements and production by Gender (N), 2008-2011

Researchers and PhD students by Gender and State of birth, (%), 31.12.2011

	Researchers			PhD students		
	Women	Men	Total	Women	Men	Totale
Italy	78,2	85,8	84,2	25,8	51,6	43,0
Abroad	21,8	14,2	15,8	74,2	48,4	57,0
Total	100,0	100,0	100,0	100,0	100,0	100,0
	(N=55)	(N=211)	(N=266)	(N=31)	(N=62)	(N=93)

Business trips by gender and contractual level; lenght of the trips by gender and contractual level, 2011

	Business trips - Mean per contractual level		Nights - Mean per contractual level	
	Women	Men	Women	Men
Proj.coll.	2,0	3,4	4,8	5,1
R/T1	-	10,4	-	3,3
R/T2	4,5	5,4	3,5	3,3
R/T3	3,3	4,9	2,7	3,3
R/T4	1,7	3,0	2,2	3,3
Total	2,9	4,8	3,4	3,8

N Business trips=1006 [128 (12.7%) made by women), 878 (87.3%) made by men].
Researchers: N women=44; N men=182

Business trips by Gender and Destination (%), 2011

	Italy	Abroad
Women	39,1	60,9
Men	29,5	70,5

N women's trips=128; N men's trips=878

Researchers' age by Gender, 31.12.2011

	N	Mean	Std.Dev
Women	55	37,45	7,760
Men	211	37,78	8,884

Researchers by Gender, Working time and Tele-working (%), 31.12.2011

	Women	Men	Total
Part time	10,3	0,01	0,03
Tele-working	12,8	5,8	7,3
	(N=39)	(N=139)	(N=178)

Researchers by Gender and Type of contract (%), 31.12.2011

	Project collaborator	Fixed term employee	Open ended employee
Women	29,1	25,4	45,5
Men	34,1	22,7	43,2

N women=55; N men=211

THANK YOU!

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SEVENTH FRAMEWORK PROGRAMME

TOOL 2.3.: SAMPLES OF TEMPLATES FOR ACTION PLAN

As we believe that organizational awareness can only in the final analysis be seen through a change in behaviour, the last tool we have developed is templates for action plans. As is evident in the following sections, two of our partners, UU and RWTH, work within the framework of the respective university gender action plans already in existence. SDU and FBK, on the other hand, have no such centralized and/or legal format for such action plans, and therefore they will make use of the presented templates as points of departure for formulating more detailed action plans that may be put to use in the course of the dialogues in the units based on our statistical findings.

It is important here to note that we are fully aware that this kind of dialogue often has to take place a number of times before real and differentiated action plans can begin to be formulated. Indeed, enforcing formulation of action plans at a premature stage can be directly counterproductive and may raise more resistance than goodwill. We are also aware that dialogues, such as the ones we will facilitate, can produce differing degrees of concreteness, quality and scope of possible actions in different directions at the same time.

When used right and timely, action plans may serve an important function in measuring, tracking and follow-up, committing people to intentions and ambitions. In this way they are management tools, that may require clear objectives and dedicated work to produce, but will help to increase the degree of systematicity and follow-through and -up.

UU – TEMPLATE FOR ACTION PLAN

Uppsala University has created a template for a three-year gender equality plan for all departments. The indicators have been integrated in this template for the departments to regularly use them when they, for example, analyze the current situation prior to writing gender equality plans. At Uppsala University, this template can be accessed electronically.

Template for three-year gender equality plan for departments:

Department/equivalent	Name of department		
Date	Start date of the plan		
Cooperation	Who have worked with the plan		
Gender equality group	Who belong to the gender equality group of the department		
Evaluation of last year's gender equality plan and gender equality work	Explain in detail how the previous year's assignments and measures have been implemented		
Description of the state of the art		F	M
Employees including doctoral candidates with employment	Number of employees Number of positions Number of full time employees Average age Percentage of employed women and men		
		F	M
Leadership	Academic leaders (deans, heads etc.) Professors Other leaders		
Positions	Senior research engineer/equivalent General administration Teaching assistant Assistant research work Building, procurement and environment Leadership work Doctoral candidate Postdoctoral research fellow Researcher /equivalent Research group leader/equivalent IT work Office services Culture and information Laboratory research work Planning and administration of research and education Professor Garden, technology and service Lecturer		

	Senior lecturer		
Form of employment	Permanent contracts < 50 percent Permanent contracts ≥ 50 percent Permanent contracts 100 percent Fixed-term contracts < 50 percent Fixed-term contracts ≥ 50 percent Fixed-term contracts 100 percent		
Parental leave	Parental leave (parental benefit) Temporary parental benefit for care of sick children Unpaid leave		
Sick leave	Short term sick leave Long term sick leave		
Doctoral candidate's degree of (research) activity	10-40 percent 41-60 percent 61- 80 percent 81-100 percent		
Doctoral candidate's financing	List existing forms of financing and % of women and men		
Third cycle degree	Doctoral degree Licentiate degree		
Registered students	First (basic) level Second (advanced) level		
First- and second-cycle degree	First (basic) level Second (advanced) level		
Comment shortly on the figures which do not show a gender equal distribution			
Standing assignments in the central gender equality plan	Cut and paste the standing assignments in the central gender equality plan that are relevant for you: Work and study conditions Information Leadership positions, investigative and decision-making bodies Salary and competence development Recruitment		
Standing assignments in the gender equality plan of the disciplinary domain	List the standing assignments from the gender equality plan of the disciplinary domain		
Standing assignments carried out annually by the department	List the specific assignments at the department		
Targets in the gender equality plan of the disciplinary domain	List the targets in the gender equality plan of the disciplinary domain that is relevant for you.		
Measures in the gender equality plan of the disciplinary domain	List the measures in the gender equality plan of the disciplinary domain that are relevant for you		
Targets of the department	List the targets that you want to achieve during the period		

Measures	
Measures year 1	What – what will be done? How – how will it be done? When – when will it be done? Responsible – who is responsible for getting it done? Who – who are going to do it?
Measures year 2	What – what will be done? How – how will it be done? When – when will it be done? Responsible – who is responsible for getting it done? Who – who are going to do it?
Measures year 3	What – what will be done? How – how will it be done? When – when will it be done? Responsible – who is responsible for getting it done? Who – who are going to do it?

SDU – TEMPLATE FOR ACTION PLAN

	GENERAL ISSUE	GOALS Description of the goals you want to achieve	ACTION Description of actions to be undertaken	RESPONSIBLE Name	SCHEDULE Start/Finish	FOLLOW UP How/When you follow up on actions under-taken – do they work?	COMMENTS Other, resources required etc.
A	GENDER EQUALITY IN RESEARCH						
1							
2							
3							
B	TEACHING & EDUCATIONAL TASKS						
1							
2							
3							
C	ADMINISTRATIVE TASKS						
1							
2							
3							
D	GENDER EQUALITY IN CAREER DEVELOPMENT						
1							
2							
3							
E	GENDER EQUALITY IN WORKING CONDITIONS						
1							
2							
3							
F	WORK/LIFE BALANCE						
1							
2							
3							

RWTH – TEMPLATE FOR ACTION PLAN

RWTH's work with action plans follows the format of the already existing Action Plans on Gender Equality. This "Plan for the Promotion of Women" at Universities in our State North-Rhine Westphalia, consists of a central framework plan for the whole University and the faculties and administrative women-promotion-plans. The framework plan implements the regulations of the North-Rhine Westphalia Gender-equality–law (GEL/LLG). It was launched in 1999. The plans determine the setting of targets with regard of the increase of women in areas where they are underrepresented and the promotion of women; furthermore, they determine the methods and controlling tools that are used to achieve the specific targets.

Obligatory Frame of the "Plan for the Promotion of Women" with time perspective of three years:
1.   Introduction
2.   Survey and analysis of the employees and studying structure
    2.1.   Professors of the faculty XY
    2.2.   Scientific staff of the faculty XY
    2.3.   Non-scientific staff of the faculty XY
    2.4.   Students of the faculty XY
    2.5.   Composition of the committees of the faculty XY
3.   Prognosis of vacant positions
4.   Target-settings related to the amount of women at engagement, promotion and upgrading
5.   Internal faculty actions for the promotion of equality
    5.1.   Actions to improve the compatibility of family and profession/studies
    5.2.   Actions to improve the working conditions/ working structure
    5.3.   Actions for reducing the under-representation of women
    5.4.   Actions for qualification
6.   Assessment of the actions realized until now
7.   Gender in research and teaching
8.   Success
9.   Gender oriented finances and staff
10.   Concluding remarks

These Action plans have to be revised every three years. The new plans have to be developed and adapted in the summer 2014, and it is the intention of the FESTA team to act as consultants in this process (cf. section leadership seminars and dialogues).

FBK – TEMPLATE FOR ACTION PLAN

	GENERAL ISSUE	GOALS Description of the goals you want to achieve	ACTION Description of actions to be undertaken	PARTICI-PANTS in the dialogues	BENEFICIA-RIES of the actions	RESPONSIBLE Name	SCHEDULE Start/ Finish	FOLLOW UP How/When you follow up on actions undertaken – do they work?	COM-MENTS Other, resources required etc.
A	GENDER EQUALITY IN WORKING CONDITIONS								
1									
2									
3									
B	GENDER EQUALITY IN CAREER DEVELOPMENT								
1									
2									
3									
C	GENDER EQUALITY IN RESEARCH								
1									
2									
3									
D	WORK/LIFE BALANCE								
1									
2									
3									

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SUMMARY

With this toolkit our intention has been to provide information and inspiration on a practical and applicable level. Our primary target group is gender and HR practitioners, who are in a situation where they know action has to be taken in order to effect change at different levels in the way organizations deal with gender inequality and imbalance, but find practices and examples hard to come by.

The premise for this work has been to let the toolkit serve first and foremost as a framework for seeing possible ways to handle the task of raising awareness of gender imbalance in order to, ultimately, effect changes in actions and behaviour – on every level. The palette presented here thus represent vast differences in approach, in concrete definitions of indicators, hypotheses and dimensions, data collection and analysis as well as who to interact with, when and how. These differences are to a large extent due to our individual contexts, both national, political, institutional, sector specific and in terms of project situation and organization. Our conclusion is that there can be no toolkit on how to implement gender change using the approach presented here, which may be a one-size-fits-all. Rather, gender monitoring and awareness raising must necessarily be adapted to the local conditions and objectives of the organization in question.

Our work has made us aware of the importance of analyzing and understanding our individual points of departure. A thorough analysis and understanding of this is fundamental for the planning of the next steps: which dialogues and negotiations to have with whom. Along the way, our work has taken us through the process of defining and qualifying the basis as well as theoretical and methodological approaches for our data material: dimensions, hypotheses and indicators. An important element in this has been negotiations and collaboration with relevant other units and functions in order to ensure data validity, reliability, relevance, usefulness, and political attention. Next, collection and analyses of the data have taken place, often with implications for the definition and applicability of the various indicators, as is amply evident in the sections on how each of the four partners constructed dimensions, hypotheses and indicators.

In line with our task objective to raise awareness and our modus operandus to do so by presenting carefully compiled evidence and on this basis to engage relevant people at the different organizations in dialogues which may facilitate – ultimately – concrete changes in behaviour, an important step in our process is to turn the figures into presentation material. This brings along an entire set of considerations on how to present material and facilitate settings where the data can be discussed and action plans may be formulated. Along with who to engage and when.

We find ourselves in the interesting situation, where all these processes are up and running, and that most of them are iterative occurrences, necessitated, fed and amplified by each other.

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At the time of compiling the toolkit (February 2014), we are nearing the end of the data collection and analyses, and getting ready for the presentation of this material and facilitating dialogues on the basis of them. In terms of the tools presented here, this crux in time corresponds with the division between the first and the second set of tools. The first set of tools – collecting and understanding statistics – therefore makes up a concrete, after-the-fact presentation of what we have done. The first set of tools is further documented and elaborated in Appendices 2 and 3. In contrast, the second set of tools – from figures to awareness – is still in the making and open to changes. This set therefore consists mainly of samples of possible realizations.

The first set of tools – collecting and understanding statistics – consists of four tools:
- *Tool 1.1: Dimensions:* This tool describes what it is we are trying to measure – dimensions are themselves not visible.
- *Tool 1.2: Hypotheses*: This tool points to what we think or know that indicators will display and why.
- *Tool 1.3: Indicators*: This tool measures and illustrates the dimensions along which our data have been defined. Indicators become measurable through variables. They confirm or dismiss hypotheses.
- *Tool 1.4: Log Books*: This tool documents the decisions and actions undertaken along the way.

The second set of tools – turning figures into awareness – consists of three tools:
- *Tool 2.1: plans and scripts for dialogues at meetings and seminars*: This is a planning tool for the approach, framework and facilitation of the various dialogues to be held in the task of raising organizational awareness.
- *Tool 2.2: samples of discussion material*: This tool consists of samples of the material input based on the statistical findings to be used as the basis for dialogues and awareness raising sessions.
- *Tool 2.3: templates for action plans*: This tool is meant as a support in formulating action plans and tracking and evaluating ensuing action.

Our process has shown us that not only is understanding our individual contexts of vital importance, this understanding and deep knowledge is greatly enhanced by comparative knowledge of how things are done elsewhere – and here our four different contexts and respective practices and possibilities have proved valuable. Therefore we have put relatively strong focus on descriptions and comparative considerations of and between each of our four institutional contexts, practices, decisions and solutions. Appendix 1 provides an elaboration of institutional contexts.

Our hope is that you have also found this comparative approach valuable in considering your own practices, possibilities and needs. Thank you for your attention.

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