

# IMPLEMENTATION PLANS: SAGE GENDER EQUALITY PLANS



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## **Deliverable 3.3 Implementation Plans**

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**Work Package:** 3 – Mentor – Led Construction of GEPs  
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**The SAGE Consortium comprises:**

(Coordinator)	Centre for Women in Science & Engineering Research (WiSER), Trinity College Dublin	Ireland
	Università degli Studi di Brescia	Italy
	Kadir Has University	Turkey
	Instituto Universitário De Lisboa	Portugal
	Sciences Po Bordeaux	France
	International University of Sarajevo	Bosnia and Herzegovina
(Evaluator)	Queen's University Belfast	UK

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## Executive Summary

This document describes deliverable *D3.3 Implementation Plans (of GEPs)* of the SAGE (*Systemic Action for Gender Equality*) – Horizon 2020 project for which the International University of Sarajevo, Bosnia and Herzegovina is responsible as Work Package leader. The GEP has been tailored to meet the specific conditions and culture in the partner institutions. The implementation of the GEPs will involve impact assessment and audits, the introduction of innovative strategies, setting targets, monitoring indicators and ensuring that research design incorporates the gender dimension. In order to fully address the environment needs, it will be possible to adapt the GEPs during the entire implementation stage. This will ensure full alignment with the indicators that are collected during the audits.

A SAGE team (modelled on INTEGER and Athena SWAN best practice in UK/Ireland) will be created in each institution. Actions will be pursued to address the specific issues identified in organization (WP2 and WP3). Progress towards targets will be monitored using tools provided by Queens University Belfast, and impact assessments will be conducted. The results will be disseminated internally in each organization but also across the consortium to allow shared learning and revision of the action plans on an ongoing basis.

## KADIR HAS UNIVERSITY

The structure and governance of Kadir Has University is centralized and hierarchical. Many of the actions suggested in the GEP require the Rector and Board of Trustees approval. In order to introduce the GEP to the upper management (Senate, deans, vice rectors, Rector) and to receive more feedback from the implementation team, we are producing a PowerPoint presentation which covers the highlights of the GEP. In addition, we will also produce a more detailed report to accompany the presentation. The report will provide more detail and background to each aspect of the GEP. We will also try to make clear the ways that the University will benefit through the adoption of such measures.

Due to the centralized nature of the university at KHAS, the implementation team consists of the SAGE team members, the Rector, the General Secretary and the head of the Personnel department. It is an ad hoc committee and was established 3/09/2017.

One of our biggest challenge is to get people invested and involved so that we have a broad coalition advocating for the implementation of the GEP even if they are not on the implementation team. In order to develop more allies, we are working on collecting gender disaggregated data by faculty so that faculty members of the implementation team can more closely identify with the specific actions proposed and how they will benefit their particular area and faculty. We will always try to make clear the needs of such a plan as well as the benefits to the University and its members that the adoption of such a plan could bring.

Another challenge that we may face is the change of rector by February 2018. The current rector has been a supporter of the work at the Gender and Women's Studies Research Centre which is leading the SAGE Project at Kadir Has University. However, only a few specific actions for institutional change have been implemented. A new rector could be a risk but also a new opportunity for the execution of the plan. We are trying to work on arguments to overcome resistances and promote the GEP and SAGE project.

## UNIVERSITY OF BRESCIA

The structure and governance of University of Brescia is delocalised in eight Departments and four areas (engineering, economics, medicine, and law) with some autonomy, but also subjected to the approval of the Senate for many decisions. For this reason, many of the actions foreseen in GEP needs at least the commitment of Deans, who has been already contacted and got involved. A public commitment of the Rector would also be of great support for the implementation of GEP. Since the University of Brescia is divided into these 4 four areas of study, the implementation team has been composed with at least one representative of each area:

- Prof. Cristina Alessi (Economics)
- Prof. Susanna Pozzolo (Law)
- Prof. Giacomo Viggiani (Law)
- Prof Maria Lorenza Muiesan (Medicine)
- Prof. Mariasola Bannò (Engineering)

The data and the evidence collected in the first phase of the project will be presented to the University in Autumn in a dedicated report, with the aim to introduce the academic staff to the topic of gender equality and underline critical points in our institution. It will be also the occasion to set some common goals and involve new supporters in the SAGE team in Brescia. We are in fact trying to ensure that all departments are engaged in the process of advancing gender equality, and that they are all represented, however the challenges are different in the scientific departments. The initial SAGE team in Brescia was in fact made up of Law Professors only. This in part due to the fact that the Department of Law is the most committed to gender equality of all Departments of the University of Brescia. Notwithstanding, the SAGE grant agreement was signed by the Rector on behalf of the whole University, and we are determined not to limit activities and actions to the Department of Law, but to cover all Departments, even if it is more challenging.

Our strategy to overcome these challenges starts with the implementation team, which is composed by a representative of each area. This is crucial, because it allows us to have a more direct contact with those colleagues and students as well as organising activities from within those departments and not from outside. Therefore it ensures 'buy-in' from across the University. We are also delivering some focus groups this semester, with the aim to understand the main reasons why female academics in those areas do not experience adequate career progression.

However, the area of incidence of GEP is limited regarding career progression and work-like balance. The University of Brescia is an Italian public university and, therefore, follows and applies national legislation in these areas. Career progression and work-like balance policies in public bodies are mainly regulated by national law in Italy, which means that they cannot be amended or ignored by the local University. We cannot decide, for example, to hire more female academics, just because they are underrepresented. This would require a legal step to be taken by the lawmaker. There is therefore very little room for actions, but nonetheless we have identified measures to improve the working environment of the University of Brescia and to raise the profile of female academics. We will also look at what have been done in other Italian universities to draw inspiration.

Moreover, we suffer from the lack of a Gender Equality Committee, which has been replaced some years ago by the Equality Committee, with a much broader mandate and a lesser impact on the topic of SAGE. This is way we foresaw the foundation of new Gender Equality Committee.

One of the hardest difficulty we should face in the implementation of the GEP, is that some actions need the amendment of the University Statute, which is a long and complicated procedure. Notwithstanding, we had an informal meeting with the Rector and he said to be available in helping us.

## ISCTE-IUL

The context of ISCTE-IUL could be described as being supportive of an informal culture of gender equality, especially in terms of equality of opportunities, but it lacks the formal and institutional mechanisms to ensure policies at a more structured level, in accordance with SAGE objectives.

Portugal has a legal tradition of gender equality, at every level of legislation and even at the Constitutional level gender equality is one of fundamental tasks of the Portuguese State. As a public university, ISCTE-IUL follows and applies all this legislation, namely at the level of conciliation of family-work. However, the university lacks structures of support for gender equality at a more institutional level, e.g., lack of a specific office for gender equality enforcement. This project will allow a further reflection and specific actions towards more formalized and institutional procedures assuring gender equality.

ISCTE-IUL is however undergoing a change in the rector's team, due to recent elections. The former rector's team was committed with the SAGE project which allowed the construction of a good rapport with the project team, that facilitated pursuing project goals. While the governing bodies are undergoing this change, the climate is more uncertain. The project team used participatory methodologies in the gender equality plan to involve every school and research unit in the gender equality plan presentations. To convince the new governing bodies about the relevance of implementing gender equality plans, and the institution as a whole, a 3-minute video presenting SAGE was elaborated which stresses the importance of GEP's implementation. The team is expecting the new rector to designate soon a new committee to accompany SAGE and participate in the implementation of GEP.

## SCIENCES PO BORDEAUX

Even though this should not be a problem, Sciences Po Bordeaux's draft action plan will require the approval of the Director of the institute and members of senior management. It is anticipated that some changes may be required concerning certain actions and their feasibility within the timescale. There will most certainly also be budget considerations to take into account. Thus, the next step will be to present the draft plan to the Director, explain the rationale behind each action and illustrate how each action will contribute to improving gender equality within our school.

As mentioned in D 3.2, the results of the staff survey once collected and analyzed will possibly lead to the adjustment or the addition of certain actions.

Following approval, the person or service responsible for each action should bring on board colleagues interested in participating. This may require communication of the project and a presentation of the action plan in order to convince colleagues and encourage them to take part. How the actions are carried out will be closely followed by the SAGE representative in Sciences Po Bordeaux, to monitor progress and ensure their success. The implementation team will be composed of 9 members, 5 women, 4 men: the director of Sciences Po Bordeaux, the director of HR, the director of communications, the head of the careers service, the research delegate, the director of studies, the members of the SAGE team.

One of the challenges that we may face is encouraging participation. Sciences Po Bordeaux is a small institute (2000 students) with a small number of teaching and research staff (around 55) and who already have their own workload topped up with administrative responsibilities. Even though they may be convinced by the importance of such a project, the extra workload might represent an obstacle. This is one of the reasons why we anticipate that timescales may need to be adapted.

## INTERNATIONAL UNIVERSITY OF SARAJEVO

International University of Sarajevo is structured hierarchically, headed by the Rector, as the top of the management, followed by the deans of the faculties, heads of the departments and program coordinators. In order to implement Gender Equality Plan at IUS, we will need an approval of the Rectorate and possibly Board of Trustees for some issues that exceed Rectorate powers.

In the GEP we have already identified who the responsible entities are for each activity. These entities will provide support or organize activities for the implementation of each activity specified in the GEP. We are also in process of identifying SAGE Implementation Team. This team will comprise of influential people to all aspects of the university functions that are to implement GEP activities. They will include both influential academics as well as heads of University's administration units. We understand that some measures in GEP will be challenging to implement, but we are planning to mitigate these challenges by including the leaders that will help us shape the University to also include gender equality component.

We have already identified that the Human Resource Department will have a lot of duties and tasks. This could be a challenge as capacity of IUS HR service is quite overstretched already. It has been identified that the project will need to provide some human capacity planned for the WP4 to this purpose. Beside HR, responsible entities for GEP activities implementation include: Deans, Program Coordinators, SAGE Implementation Team, SAGE Project Team ... A lot of activities are based on uncovering the unconscious bias so we expect to organize a lot of trainings and seminars based on this topic. We plan to record those sessions so they can be reused. We also plan to use technology to make collected content more manageable and usable (i.e. new faculty members can go over it when becoming a part of IUS).

Special care was devoted that SAGE Implementation team is comprehensive and contains leading individuals from the identified academic and administrative units. In the end, IUS SAGE Implementation Team contains 11 academics (from various ranks and

genders and those who have been RTD staff on the project for data collection and GEP creation), 4 administration heads (HR, Student Affairs Office, QA Office, International Relations Office), a student representative and SAGE coordinator and project assistant at IUS. In total, there are 10 females and 7 male members. The team is very comprehensive, thus large, but we plan to have meetings with selected members on selected topics to make functioning of the team efficient and effective.

During the GEP implementation, we will have a regular communication and meetings with SAGE Implementation Team members. In order to this function smoothly, we will open an account on SLACK (very popular collaboration environment).

## Conclusion

The GEP implementation plans presented in this document are drafts and a part of *Work Package 3: Mentor-Led Construction of GEPs* which lasts through month 16 of the project. Additional adjustments to the GEP implementation are possible annually and will be based on reviews and evaluation feedback in *Work Package 8 – Evaluation*.