

**SEVENTH FRAMEWORK PROGRAMME CAPACITIES
PROGRAMME SCIENCE IN SOCIETY**

Grant agreement for: **Support action**

Annex I. - “Description of Work”

***THIS IS A SHORTENED VERSION OF THE
DESCRIPTION OF WORK TO CIRCULATE TO
CANDIDATES WHO HAVE BEEN SHORTLISTED FOR
INTERVIEW FOR FESTA POSITIONS***

Project acronym: *FESTA*

Project full title: Female Empowerment in Science and Technology Academia

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1. Concept and objectives, progress beyond the state of the art, S/T methodology and associated workplan

B 1.1 Concept and project objectives

Concept

The aim of this project is to find ways for European universities to retain and fully employ the competencies and capacities of the whole research force, regardless of gender.

FESTA is concerned with 1) implementing changes in the working environment of academic researchers, 2) encouraging female researchers in science and technology to stay and make a career in the academy and 3) to remove some of the hurdles which make it more difficult for them than for their male peers to reach their professional goals. It is important to address the working environment of researchers in the lower levels of their careers to reach the goal of gender equality all the way to the highest technical and scientific expertise. By addressing these issues we not only promote women's possibilities of making a career, but also improve the working conditions for all research staff, enhance diversity in the research work force and thus increase the creativity and quality of research output on all levels of seniority.

The point of departure of FESTA is that it is not women who are lacking essential characteristics for being good researchers, but that the academic environment is lacking essential characteristics for fostering the research potential of women. That is why almost none of our actions target women in particular. Instead, the project will change the environment where these women do their research and compete about the possibilities of advancing their research careers.

The project concentrates on the environment of researchers in the *lower academic levels*, that is, *everyday life at departments* where research is done. Gender bias in research funding is certainly a major problem, but daily interactions and daily decisions on a departmental level determine to a high degree, which researchers will apply for and get research grants. The project will improve the working conditions also of those women who never come up to the highest levels of the hierarchy, by enhancing work environments where inspiration and creativity are not impeded by chilly climate, overt or subtle harassment or other forms of inequality between different groups. One consequence of the approach is that it will benefit *different kinds of women*, with different backgrounds and ambitions. Another consequence is that the project will improve the working environments of *other disadvantaged groups* and thus increase the diversity in the research force in general.

The project works on the area of *natural science and technology*, because that is where the numerical balance is most skewed. However, both scientific environments with *extremely few women* and environments with a much *more balanced gender* mix are included.

In contrast to many other gender equality projects, FESTA acknowledges the existence of *resistance* of different kinds to gender equality measures from the beginning, and will put considerable effort to finding strategic and creative ways of counteracting it.

Objectives

The FESTA project will *improve the daily working environments of female researchers, in particular in the first stages of their careers*. We will work on *organizational culture and on the micro-politics* in the daily working environments of researchers. Our objective is to affect changes in such everyday routines that disempower female researchers. The measurable effects of such changes will first and foremost be seen in the increased work satisfaction of female researchers and their increased influence in decision making processes, but also in different material indicators (salaries, benefits, gendered division of work etc). In the long run such effects will result in the increased recruitment and retention of female researchers, as well as their advancement to the highest levels of the academic hierarchy.

These objectives will be reached by means of actions in a number of different areas:

- *Enhance awareness raising* at individual, organization and scientific community level (WP3). This including increasing the awareness of female researchers on the institutional procedures and politics that influence their work and careers, and helping them to navigate the system, both through training and by creating a software tool which will aid them in their career decisions. For awareness raising in the institutions, statistical tools will be developed to show the effects of inequality between women and men on institutional and departmental levels and on the basis of these, leaders and staff will develop actions which can be used to correct the imbalances shown by statistics.
- *Improve both formal and informal decision making processes* (WP4), to make them more transparent.
- *A clearer and more objective notion of scientific excellence to be used in recruitment processes and assessments of research related to everyday decisions* (WP5).
- *Improvement of meeting culture and other interactional patterns* (WP6) by minimizing the negative effect of gendered interactional patterns: a) by structuring formal and informal meetings in ways that are based on collaboration and negotiation rather than traditional academic positioning. b) in supervisory relationships by addressing the socialization of PhD students and by improving supervisory practices.
- *Better understanding of resistance and how it can be overcome* (WP7). The objective is to gain a deeper understanding of resistance against structural change towards gender equality. Different ways of dealing with resistance will be explored and a handbook based on the ten milestone texts which report and analyze the resistance practices we encounter during the project will be prepared.

The actions will run during the lifetime of the project and objectives will thus be achieved during months 50 – 56 (except task 5.2., achieved month 42).

B 1.2 Progress beyond the state of the art

The problems that women researchers face in their daily environment are partly problems which are reported from women in many male dominated organizations, and partly caused by the particular form of organization of academic research. The FESTA project to a large degree uses the results of research on gender in male dominated organizations in general, as the issues in the daily working environment are often similar: lack of awareness, defining characteristics of value so that they better fit men, excluding women from decision making both formally and informally, and reproducing gendered patterns which keep women in subordinate positions in daily interactions. It has long been recognised that men's relationships with other men are a key factor in perpetuating male dominance. This phenomenon has been referred to in various terms including homosocial behaviour (Lipman Blumen, 1976) and male homosociality (Husu, 2001; Collinson and Hearn, 2005).

However, we cannot disregard the fact that what we address is taking place in academic organizations, which creates a special frame, for example in being very individualistic and competitive (Morley, 1999; Acker & Armenti, 2004). Thus, we will be addressing gendered organizational phenomena in a particular kind of organizational context.

Our actions address mainly organizational culture, but we believe that structural changes, which create new framings to this culture also change it. By organizational culture we mean "a set of widely shared attitudes, values and assumptions that give rise to specific behaviours and physical manifestations which become entrenched in the minds and practices of organizational participants (Wicks & Bradshaw 2002, p. 137). We agree with Faulkner's (2006) notion that by including and excluding people in workplace interactions, organizational culture is decisive for who will advance in an organization and who will not. According to Faulkner, structural changes which may bring in more women and giving them better working conditions do not bring about gender equality, unless these measures also affect the overall culture of the workplace. That is why we want to provide a selection of tools which aim at cultural change – either through awareness raising or through structural adjustments.

In organizational research, the “doing gender” approach (West & Zimmerman, 1987) is frequently used to understand gender issues. This approach, which states that gender is not an inherent characteristic of individuals, but is created and recreated in human interaction, opens up for a more nuanced understanding of gender than the dichotomous division into men and women. In particular, it helps in understanding women’s strategies in male dominated environments, such as most scientific research environments. When we understand that for women, it is necessary to “do” masculine gender to some degree, to be able to function in that environment, we can also understand why many academic women are not interested in measures targeted to women (Bagilhole & Goode, 2001). However, as seen by their male colleagues, women only can do masculinity to a certain limit. For women in a male dominated environment, there is an invisible border between behaviour which is masculine and acceptable and even necessary for a person to be accepted in the environment, and behaviour which is too masculine and, thus, unacceptable in the eyes of, often both male and female colleagues (Miller, 2001). It is important to be aware of this complexity, particularly in those of our actions that target women, but also when addressing the organizational culture of a department.

Martin’s (2001) notion that the disadvantage to women in many cases is a by-product of the importance for men in doing masculinity towards each other is a particularly interesting aspect in gender equality work. It is also in accordance with Husu’s (2001, p. 95) notion of the academic structure having been created to reproduce the hierarchy between men, and women, as “imperfect men” having to share the lower positions of the hierarchy with men of “lesser value”. We believe that we also need to influence the way men interact towards each other, to enable women to get integrated in the academic hierarchies. Thus, some of our actions should improve the situation of those who implicitly are regarded as having “lesser value”, either because of their gender, their ethnicity or other characteristics which set them apart from the male norm of the academy.

Keeping women from decision making bodies, or moving decision making to informal occasions where women are not present is a general organizational phenomenon and part of organizational politics, and one example of the patterns which keep women in the margins. Organizational research finds women less interested in organizational politics than men (Davey, 2010), just as research on women in the academy finds them more concentrated on their research activities, and less interested in the formal and informal departmental politics (Fox & Colatrella, 2006). Studies show how even those women who are interested in organizational politics are kept out, in particular when power is exerted in informal arenas, also in the academia (Davey, 2010; Morley, 2006). Thus, all kinds of decision making processes are important to address in two ways: firstly, making it possible for women to influence them, which is necessary to, secondly, make women researchers appreciate departmental politics as worthwhile to engage in.

The way excellence is gendered in academic working environments can partly be understood through research on the gendering of valuable characteristics in other kinds of organizations. The concept of “excellence” carries particular weight in the new managerialism of the research sector, and the concept has crept down from European and national funding bodies to the everyday discussions at many departments. Several EU reports (European Commission 2004; Addis & Pagnini, 2010) have pointed out that excellence is a gendered concept, and that the way excellence normally is measured – number of publications, seniority (Benschop & Brouns, 2003) – actually says very little about the potential for new discoveries. Gender equality could well be seen as one aspect of excellence, but in the overall discourse it is not –rewards are bestowed to what are perceived as excellent researchers and environments, often with no interest in the equality aspects. Even when gender equality is mentioned in the review process, it is not one of the most important criteria (Melin, 2007). GenSET see this omission as impacting negatively on scientific excellence.

The excellence discourse on departmental level can promote those individuals who are seen as excellent on the basis of some kind of general impression, or those who actually publish most. In research financing it has been shown that when it comes to judging excellence and comparing women and men, the “objective” criteria, such as the number of publications, may not be conclusive after all (Lamont, 2009), and similar effects of men being seen as more excellent can be expected even on departmental level. In general, women have to prove their capacity to get credit for it, while men more often can be recognised as having research potential, with lesser requirements to prove it (Gupta et al, 2004). Furthermore, it is widely recognized that women are less able to ‘market’ their achievements and so these are more easily overlooked. Thus, the overall discourse on excellence can have different kinds of gendered effects at a departmental level, but on the basis of research on gender and excellence and on women’s need to prove themselves in male dominated organizations, our expectation is that this discourse is probably disadvantaging women even on this level.

Resistance in the organization is mainly found as a notion, rather than as a main issue in research articles on gender equality in academia. However, Bagilhole (2001) addresses the issue directly and finds four different kinds of resistance, mostly exhibited by men, but even by some women in the university she studied: confusion, collusion and cynicism and contrariness. Bagilhole defined these categories on basis of interview data, but they affect both equality discourses and equality measures in the daily life of research units, even if they mostly were subtle in an institution where gender equality work had been undertaken and sanctioned during some time. Common to all the subtle forms of resistance was the opinion that equality was women’s responsibility – a notion that our measures directly target. Bagilhole’s observations can serve as a starting point, however, on the basis of our experiences we believe that the picture is even more varied.

The fact that we are not working for a profound change on all levels at our institutions is an approach which has been inspired by Ely & Meyerson (2000). We agree with their argumentation for working for incremental change in parts of the organization, rather than aiming at an overall gender revolution: big overall changes are difficult to obtain, power relations are not changed overnight and gender relations are contextualized in many different ways and, thus, change efforts have to take these differences into account. Because gender relations are contextual, Ely & Meyerson also describe change processes as experimenting, until the desired effect has been reached, rather than implementing ready-planned solutions

- which also appeals to us, as our experiences tell us that plans often do not work quite as intended and that going on by experimenting with different modifications is a more fruitful strategy than abandoning the planned work altogether. Thus, the notion of a change process as a process of learning, for both change agents and the organization is in accordance with our experiences – and also in accordance with the project call. Ely & Meyerson also suggest that rather than achieving certain measurable results a goal for a change project should be starting up an ongoing process of learning about how gender relations are constituted in the organization and how they can be made more equal,. We do believe in measurable results, where such can be expected in a timeframe of a project, but we agree that, as gender equality work necessarily has to be seen in a long time perspective, starting up a positive spiral which will result in new actions after the end of the project is even more valuable.

In our approach we are also inspired by other institutional transformation projects. Among them are Morrissey & Schmidt (2008), whose transformative project resembles our actions, such as basing the transformation on careful collection and analysis of statistical data and identifying and supporting women on their way to leadership positions.

The specific background for each work package is as follows:

WP 3 Awareness raising

Universities have been widely seen as characterised by career paths that serve to perpetuate a pattern of male dominance. It has also been widely noted that women appear to be less astute than men in recognising what is necessary to be promoted/ appointed, with Bagilhole and Goode (2001) suggesting that this reflects a rejection of academic politics. However, it is not clear to what extent men and women's career paths have similar/different critical moments, timings and pre-requisites and in particular whether there are gendered similarities/ differences in SET disciplines and to analyse the extent to which these patterns vary cross nationally.

Statistical baselines are extremely important in contributing to evidence based policy making in the increasingly managerialist context existing in most universities internationally (Meek, 2002). Gender mainstreaming initiatives require base line statistics related to the development, implementation and evaluation of policies to build measures of gender auditing or budgeting. A mechanistic approach to such data collection is likely to be ineffective (Morley, 2007). Gender mainstreaming and gender budgeting are concepts that are mostly used on national or international levels, not in individual academic organizations. Our aim to create solid and relevant statistical indicators of gender equality in research organizations in different national contexts, and to design and implement actions related to those statistics is pioneering work.

WP 4 Decision making

Many universities and research institutions are a male dominated environment where several cultural, social and psychological factors contribute to create a "chilly climate" for women. Among these factors, there are gender-biased decision making and communication processes. These processes, both formal and informal, are often non transparent, stereotyped and dependent on informal male networks, the "old boys networks" [Rand & Bierema, 2009]. Despite their increased participation in S&T sectors, women are underrepresented in leadership and decision making positions.

Over the last decade or so there is a move across Europe towards managerialism in Higher Education. Therefore we need to examine the impacts of managerialism on women's careers. We need to examine the roles of men and women in management positions, the different practices they adopt, the different styles and the impact of these on women's careers. Are women in senior positions role models for aspiring female leaders.

Key aspects for improving the possibilities of women to be part of decision-making processes are found to be visible commitment of leadership to diversity/gender; strategic and corporate plans which incorporate diversity/gender targets; advocates and networks in place to take the diversity/gender agenda forward; systems in place to support the diversity/gender agenda. The work should start from an understanding of how interrelated policies, practices, processes, actions and values can result in gender inequalities.

WP 5 Identification of hidden assumptions

Research in the field of Science and Technology Studies have revealed that science has a strong gender dimension regarding its contents and methods and is not neutral as commonly is presumed (Keller, 1995; Schiebinger 2008). In this context, the definition of excellence is contested terrain. Commonly accepted measures in the scientific community to evaluate the excellence of a researcher are among others the number of publications and the impact factor, the amount of research funds and talks. However, these evaluation criteria of excellence obviously contain arbitrary and subjective components which disadvantage women. Thorvaldsdóttir (2007) has revealed that by using gender-bias language and gendered characteristics the social weight of the applicants in hiring processes were raised or lowered. The same is valid with regard to the working environments of young researcher where the socialisation into the academic community takes place. Here, gendered discourses on excellence influence the workplace culture. Our aim is to work on the lower level of daily interactions, where these overarching definitions of excellence are translated into departmental practices. The official criteria of excellence in research are supplemented with unofficial criteria of what is excellent research. The conceptions of excellent research are created in the male-dominated and homosocial environment of research governance (including peer-review) and funding, and thus advance characteristics that men who dominate these bodies value in their peers (Hearn, 2005).

Such perceptions of excellence tend to disadvantage women, but being implicit they are not often addressed by equality policies.

The common hiring and promoting practice at present is harmful for academia and society because best brains and talents can't be recruited to research when the gender-bias will not be abolished in academia. As excellence is considered as the most important factor in scientific working environments and in hiring processes for professorships at universities, it is necessary to make the diffuse concept of excellence objective and measurable.

WP 6 Improving meeting culture and PhD supervision

Formal and informal values, policies and codes of conduct are played out in meetings. Apart from constituting one of the principal formats for achieving results, meetings encompass a myriad of encounters, cooperative endeavours and relations. These may support creative and constructive interactions or the opposite (Martin, 2001).

Very quickly and effortlessly – usually within the first three meetings – we are socialized into local traditions, norms, codes of conduct, group dynamics and hierarchy. The subordinate position of women in organizations is consolidated by this dynamic (Ridgeway & Smith-Lovin, 1999).

Changing the meetings culture on a practical level is an effective way to renegotiate the dominant culture making meetings in general and the PhD-supervisor relation in particular a setting to actively pursue changes in interactional patterns and the ways formal and informal values are played out.

The different expectations placed on men and women in Academia and their hampering effect on women's careers are particularly evident in the PhD-supervisor relation (Fox, 2001).

In science and technology milieus most supervisory relationships are male-to-male and there is a patriarchal tradition of young PhD's to be seen as heirs to their professors. Women do not always fit into their supervisors' image of candidates to guard the heritage and advance the discipline. As a result female PhD's often find it more difficult to become fully integrated in the community than their male peers (Bartlett & Mercer, 2000). This dynamic may very well contribute to what has become known as 'the leaky pipeline'.

WP 7 Resistance

Patriarchies produce resistance against equality struggles. A study based on data from India, Germany and the US, puts forward that despite an increase in women's inclusion into science, two trends are still observable: "(1) the tendency of fields to reduce in status as women achieve equality of representation and (2) continued resistance to women reaching higher positions of authority" (Gupta et al., 2004: 41). "The complex dynamics of active and passive resistance against gender equality interventions within universities and academic institutions" (Husu, 2005: 27) is regarded as one of the issues researchers are called to study.

A recent EU project, Prometea, revealed that existence of good gender equality policies does not guarantee implementation of these policies (Lee & Faulkner & Alemany, 2010). There is a significant amount of resistance coming from both men and women. Many women and men in Prometea research reported that they do not believe that gender was a relevant factor in their careers. The majority of men neither discussed issues related to gender in their work environment nor they discussed gender genuinely as their problem. In parallel some women resisted taking part in an initiative designed 'for women', because of the perception that supporting women is inevitably linked with positive discrimination policies. Many women also did not want to be part of women-only groups, for fear that this will be seen to set them apart from their male colleagues, creating barriers between them (Prometea, 2008: 80).

B 1.3 S/T methodology and associated work plan

Based on the results of the evaluation summary report, amendments regarding the support mechanisms, evaluation and long term impact have been made:

Action plans and implementation road maps for all partners are included in B 1.3.1 Overall strategy and general description Appendix 1 Written confirmation of support from high level representatives of all partners. Appendix 2 Plans and mechanisms to ensure the continuation of the project measures in the long run without EU support at all partner institutions. A detailed account of the final evaluation process is included in B 1.3.1. Overall strategy and general description

B 1.3.1 Overall strategy and general description

The starting point of the FESTA project is to allow individual partners to create action plans which fit the needs of their particular institutions, acknowledged both by the project members and the management of the institution. All action plans and roadmaps are included in the end of this section. At the same time we want to have a structure which makes it possible to compare the implementation processes and results across Europe and maximize the partners' possibilities of learning from each other. The project actions consist of seven work packages :

WP 1: Management WP 2: Communication and dissemination WP 3: Awareness raising: 1) among female researchers and 2) at the institution WP 4: Decision making processes: 1) formal and 2) informal WP 5: Conceptions of excellence: 1) in hiring processes and 2) in the departmental culture WP 6: Daily interactions: 1) in meetings and 2) in PhD supervision WP 7: Resistance

In each support activity oriented work package, except the one on resistance, there are two different tasks. Out of these eight options, each partner has put together a package of actions which are deemed as relevant at their own institution. The number of actions between partners varies. The action plan for each institution consists of the composition of tasks chosen. Each task has been chosen by at least three partners. In this way we guarantee that all our actions will be tried out in at least three European countries and that there is cooperation and mutual learning between partners in every aspect of the work. In addition, each partner will take part in the work of analyzing the resistance which they meet at their own institution, and so contribute to the analysis of resistance work package.

WP 3, *Awareness raising*, means increasing awareness of gender issues among both women and men on different levels of the organizational hierarchy. The project will increase the *awareness of female researchers* on the institutional procedures and politics that influence their work and careers, and help them to navigate the system, both through training and by creating a software tool which will aid them in their career decisions (task 3.1.) For awareness raising in the institutions the project will develop *statistical tools* which are easy to implement and relevant for showing the effects of inequality between women and men on institutional and departmental levels (task 3.2.).

WP 4 targets *decision making processes*. The project will make the institutions aware of how different institutional processes affect the unequal representation of women and men in different *formal decision making* bodies, and how the numerical representation can be improved. Women are also educated in how they can use their influence in the decision making positions they achieve (Task 4.1.) Task 4.2. targets *informal decision making*, which also takes place in all organizations, which is not transparent and which often takes place in the context of informal male relationships and networks. The project will work with these processes, make the organization aware of them, help to make them formal or at least accountable, and improve communication about internal matters at a unit, so that the effects of different decisions, even when they are not formalized, are made public.

WP 5 works with gendered *perceptions of excellence*, which have been found to have detrimental effects for women's research careers. The project will transfer the insights that have been achieved by European and some national levels about this issue to institutional and departmental levels. The project will raise awareness among those responsible for decisions related to hiring of academic staff about what perceptions of excellence actually are at play, and together with them create and implement more gender neutral criteria (task 5.1.). The project will also raise awareness of the local implicit perceptions of excellence which are at work at a number of chosen departments and research units, and help them start questioning their influence on organizational effectiveness, creativity and gender equality (task 5.2.).

WP 6 works with the essence of organizational culture, *daily interactions*. In particular, different kinds of *meetings* will be addressed (task 6.1.). The task targets the leaders of different units, as well as male and female staff, to enable them to detect different kinds of silencing and marginalization techniques that are in effect in human interaction, and disturb effective communication and cooperation, and to find better ways of interacting, to the benefit of the organization and in particular its female members. In task 6.2. PhD supervisors will be educated both on managing the supervisory relationship as such in an adequate and gender inclusive way, and to help their female PhD students to acquire the same advantages that they often, without particular reflection, give to their male students.

WP7, about *resistance* cuts through all the other packages. The forms of resistance met by the project will be analysed and strategies to counteract them will be developed.

While all partners take part in the analysis of resistance in the organization, each partner has made a choice of tasks relevant to their institution. Because the composition of tasks is individual for each partner, the tasks cannot build on each other. However, there are connections between them, and these will be paid attention to in the project:

- a) Awareness raising for female researchers (3.1) and formal decision making processes 4.1.) address the issue of male dominance in formal leadership roles from two perspectives. While awareness raising for female researchers shall enable single researchers to better understand and take advantage of the paths to the top, the task on formal decision making processes works for making the institution to address the barriers that these women meet on their way to the top.
- b) Awareness raising at the institution (3.2.) deals with the use of statistics as a starting point for taking gender equality actions, while conceptions of excellence in the departmental culture (5.2.) deals with the values prevailing at a department and the way they may support gender inequality. Both these tasks, and in particular conceptions of excellence also feed into the PhD supervision task (6.2.), by anchoring general problems in gender equal supervision in the local institutional context.

c) Informal decision making processes (4.2.) and interactional culture (6.2.) both deal with the myriad of daily decisions which constitute the everyday working environment of researchers. While the informal decision making processes task works with changing where and by whom decisions which may disadvantage female researchers are made and communicated, the interactional culture task works with the issue of how these decisions are made and how meetings cultures and be changed to become more gender inclusive.

d) Formal decision making processes (4.1.) touch the issue of excellence in hiring processes (5.1.), as hiring processes are an important area of formal decision making. Formal decision making processes task deals with the structural aspect, what decisions are made by whom, while excellence in hiring processes task deals with the content, the cornerstones of these decisions and how they can be changed.

The task of analyzing what kinds of resistance gender equality measures meet in different institutional and national contexts runs through the project, as part of every action where it shows to be relevant, and will be performed by all partners in cooperation.

Risk- and contingency plan

The consortium has identified three main risks that may affect the project:

1: Resistance from the organization against equality measures Contingency plan: From the start FESTA is built on strong support at strategic level in each organization. This support will be sustained by close dialogue and involvement of the institutional decision makers and key staff in project meetings at local and EU level. By inviting key people to joint conferences and meetings with other partners, they will be given opportunity to discuss concerns and get support in their commitment in promoting female researchers. FESTA partners will work to anchor the project on different levels of the organization to ensure that, in case of committed key persons leaving their positions, there still will be support for the project in the organization. The design of FESTA is aimed at counteracting resistance at lower levels with cooperative, strategic efforts.

2: Tasks take longer time than predicted, causing problems to produce deliverables and increased costs Contingency plan: the PMG will decide on a working plan with clear activities, responsibilities and delivery dates. This plan will be communicated with all involved staff and the scientific coordinator will keep close track of progress. If there are any problems that cannot be solved by the coordinator, work package leaders and task leaders, the PMG will take appropriate actions. This might lead to termination of a partner's participation after communication with the Commission Project Officer.

3: Key staff leaving the project causing disruption in the progress of the project. This is a consequence of the length of FESTA. Contingency plan: As a consequence of the length of FESTA key staff may leave the project for different reasons. 1) Most partners consist of a team, and, thus, are not totally dependent on one person. The importance of having local contingency plans for staff leaving the project will be stressed in the beginning of the project. 2) If the situation cannot be handled locally, we will reorganize the WP's and teams to improve tasks' overlap. Moreover if necessary we will perform a redundancy exit on key tasks. 3) In the unlikely case where it looks as though a WP cannot be successfully completed, the Scientific Officer will be informed and brought into discussions on whether alternative strategies should be used to fulfill the objectives or to allocate the resources to other WPs. At the onset, we have not identified any aspects of the WPs that might possess bottlenecks or problems that would stand in the way of progress. The coordination will be secured against risk 3 by having a local contingency plan. Uppsala University equal opportunities office has a staff of several people with gender equality expertise, and they have access to staff at the Centre for Gender Research, with long experience of international cooperation. The university has also an EU support office represented by seven project coordinators available to FESTA.

Evaluation

The effects of the actions implemented will be evaluated by the FESTA partners in connection to each task, as stated in the WP descriptions. In addition, the FESTA proposal also includes an impartial assessment, of not only the actions implemented, but the workings and impact of the project in itself.

External evaluation

The final evaluation will be done by 2-3 independent evaluators. The qualifications of the evaluators are of primary importance, and have to include research on gender in the academy and practical gender equality work. In addition, to ensure the impartiality of the evaluation, it is important that the evaluators do not have a previous relation to any of the FESTA partners. To find such persons the networks of our scientific advisory board are used. As persons with that level of qualifications normally are tied up with a number of engagements, they are engaged during year three, for a task which is mainly to be conducted during year five. For the same reason two or three evaluators will be engaged, so that the burden will be smaller for each of them and thus more manageable. This has also the advantage of more perspectives being brought to the evaluation.

The evaluation should deal with four issues a) Has the project been conducted according to plan when it comes to actions and management? b) Has the cooperation between partners brought added value to the individual institutions? c) What kind of institutional impacts have been achieved and have they been mainstreamed to the extent that they can be expected to last? d) Have the results of the project been compiled and disseminated in a manner that brings added value to gender equality work at academic institutions in the partner countries and across Europe? Questions c) and d) should be regarded as the main questions.

The evaluators will initiate their work during year four by being invited to the PMG meeting and the consortium meeting and being provided with all the documentation that has been produced in the project that far. On that basis, they can deem whether they need more data to be produced for the evaluation during year five, in addition to what has been planned by the project partners. Such requests, if they imply a significant effort, should be stated by the evaluators to the consortium by month 48 at the latest.

The main part of the evaluation will be undertaken year five. The evaluators are free to plan their work in a manner that best answers the evaluation questions. However, the evaluation is expected to include site visits to partner institutions with interviews with both FESTA officials and members of the target groups. In addition, questions to other stakeholders (other academic institutions, women researchers' associations, central higher education authorities etc), either in person or through questionnaires are probably relevant in assessing the general impact of the project.

An evaluation report is to be produced by month 60.

Uppsala University: Implementation Action Plan

FESTA Theme	Issue to be Addressed	Interventions/mechanisms: actions, activities	Outcomes	Long term impact
3.2.	UU has started work on statistical gender equality indicators. We will refine them and put them to use on departmental level.	Refinement of tools to extract relevant statistics from university databases; supplementation of the quantitative findings with qualitative measures to qualify findings, creation of action plans in selected departments on basis of the statistics	Well adjusted tools to extract gender statistics on a regular basis. Examples from some departments of how to come to terms with particular problems.	Regular monitoring of statistics from a gender perspective. Clearly stated aims and measures in the yearly departmental gender equality plans for improving the statistics.
4.2.	UU has some experience (from one department) of how informal decision making and communication channels can be improved, for the benefit of all and in particular female researchers. We want to find regular forms for the work.	Mapping of the informal decision-making and communication processes inside two departments. Together with department heads/staff identify practical actions. Implement actions. Evaluate. Make improvements on basis of evaluations.	Well functioning decision and communication procedures at selected departments. All staff and particularly female researchers are more satisfied with the information about decisions to be made and decisions made, with the fairness of decisions, and their possibilities to influence them.	The two departments function as best practice examples. The methods are spread to more departments.
5.2.	At departments where there are both men and women negative to gender issues, we want to approach them through the more "neutral" exercise of discussing the concept of excellence.	Map the notions of excellence at a department by interviewing researchers in different positions. Prepare discussion material for workshop. Conduct workshop, relate perceptions also to gender. As far as possible, aim at consensus on what is regarded as excellence at the department and awareness of its gendered and other effects. Follow-up evaluation about possible change in departmental culture.	Departmental culture changed and more aware of how implicit notions of excellence affect work and gender issues.	The report prepared with the other FESTA partners on gendered perceptions of excellence & discussion suggestions will be spread on faculty level and to different departments. Provisional workshops.
6.1.	Meetings culture is often experienced as unsatisfactory, in particular by female researchers.	In-depth training of research and departmental leaders to achieve facilitation skills. Supervising meetings in different units, giving feedback to leaders and participants, for more effective and inclusive meetings. Be observant to and break gendered patterns in particular. Evaluate.	Better meetings at selected departments, in particular female researchers are listened to more.	Selected departments function as best practice cases. Awareness raising of the importance of interactional patterns for gender equality at the institution.
6.2.	The present element about gender in UU's PhD supervision course is unsatisfactory both for the	Prepare study material for gender equal PhD supervision, including both international literature and local data, e.g. from 3.2. and 5.2. Conduct a number of study meetings of PhD supervisors.	A number of more gender aware PhD supervisors. More awareness of gender issues in PhD supervision at the unit of university	An abridged version of the study material will be used in the compulsory PhD supervision education. Whole

	teachers and the participants. Supervisors in the scientific-technical faculty may have special needs.	Evaluate.	pedagogy.	material will be used in provisional supervisor courses/reading circles.
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Abbreviated DoW - see Note Page 1

Uppsala University: Implementation Roadmap

Task number/months	1-6	7-12	13-18	19-24	25-30	31-36	37-42	43-48	49-54	55-
3.2.	Create tools for statistics collection, complement with qualitative data				Workshops to create action plans	Action plans in place		Evaluate		Statistical measures regularly collected and used. Action plans spread to other parts of the institution.
4.2.		Map informal decision making and communication. Start changing them			Continue changing processes.		Evaluate effects of action	Modify action. Transfer to another department.	Final evaluation and analysis of action	Use guidelines produced by the project in several departments, use departments taking part in the action as best practice cases.
5.2.		Map criteria of excellence	Create discussion material		Workshop on excellence		Evaluation			Use discussion material on more departments. Use internal information channels to disseminate at institution
6.1					Planning and conducting meetings culture seminar for leaders. Evaluate.	Supervise meetings in units, give feedback to facilitators. Survey & feedback		Survey		Use course material produced by the project in other units.
6.2.				Create study material		Supervisor study circle		Evaluation		Integrate best parts in compulsory supervisor education. Make whole study circle provisional for those interested.

Siauliai Universitetas: Implementation Action Plan

FESTA Theme	Issue to be Addressed	Interventions/mechanisms: actions, activities	Outcomes	Long term impact
3.1	Lack of pathways' & strategies' supporting women progress through their research careers within organisation	<p>'Project-pilot': to conduct interviews, to collate and prepare material and meetings</p> <p>To select, develop, assess and qualify dimensions for quantitative and qualitative measures;</p>	<p>Quantitative and qualitative measures</p> <p>Comparison the situation within UL, SU and ITU</p> <p>List of negative tendencies</p>	<p>Statistical measures regularly collected, used and published on SU website</p> <p>Best practice of pathways' & strategies' supporting women progress through their research careers within organisation.</p>
3.2	Lack of awareness by some middle-management	<p>To plan and facilitate leadership seminar;</p> <p>Leaders decision on and implement actions to counter negative tendencies</p> <p>Employees in relevant units /departments debates and contribution in the planning and implementation of actions</p> <p>Workshops to create action plans</p>	<p>Action plans in place</p> <p>Evaluation of ŠU IAP quality</p>	<p>Action plans spread to other parts of the institution</p> <p>Annual discussion at university with top management</p>
4.1 4.2	No such action has been implemented at ŠU, increasing transparency and inclusivity	<p>Comparison of the formal decision making and communication processes situation within the University of Limerick</p> <p>Mapping of the decisions making and communication processes</p> <p>Development of transparent procedures</p> <p>Trainings of individual & committee members.</p>	<p>Reflections</p> <p>Charts of the decision making and communication</p> <p>Draft of transparent procedure</p> <p>Publicity at ŠU PR</p>	<p>Use guidelines produced by the project in several departments, use departments taking part in the action as best practice cases</p> <p>Evaluation of the developed transparent procedures'</p>

		Actions modifications	Individual & committee members trained Conclusions on actions and activities implementation and effects analysis	Balancing women and men awards at ŠU
6.1	Structure of formal and informal meetings in ways that are based rather on traditional academic positioning than collaboration and negotiation	<p>Collation and development of discussion material as background material for study group discussions based on findings (in WP tasks 3.2, 4.1, 5.1, 5.2, 6.1).</p> <p>5 day seminar for research and departmental leaders to achieve facilitation skills from a gender perspective</p> <p>Supervising meetings in different units: research groups, departments or leader-groups in order to improve meetings along three dimensions, results, relations, room for diversity</p> <p>Development of the plan for implementation of adjustments and exchange of experience</p>	<p>More equal women distribution share;</p> <p>Identification of their success and blockers consideration and appreciation for their contribution.</p> <p>Research and departmental leaders trained</p> <p>Feedback to facilitators</p> <p>Plan for implementation of adjustments</p>	Dissemination of findings at national and regional levels
6.2	Prevailing traditional academic (masculine) communication culture among Supervisors and selected PhD-students	<p>Partner meeting to coordinate material for a toolkit on gender equal supervision in Danish, English, German, Swedish, Italian and Lithuanian.</p> <p>Study group sessions over 12 months for PhD supervisors</p>	<p>Material on gender equal supervision in Danish, English, German, Swedish, Italian and Lithuanian.</p> <p>PhD supervisors trained</p>	Dissemination of Toolkit in English for the PhD supervisors to consciously to integrate gender awareness and gender sensitive practices

		<p>Evaluation of institutional changes and organizational culture: Interviews with Supervisors and selected PhD-students.</p> <p>Generation of supervision-toolkits and report on the institutional changes and organizational culture: the effects of supervision</p>	<p>The impact of institutional changes and organizational culture to the criteria of a heightened success rate of female PhD students</p> <p>Report</p>	
7.1	No such action has been investigated and any actions taken at ŠU	Writing logbook (diary) about the resistance we experience during implementation WP actions and activities of the project at ŠU	Diary	Improving the awareness about the pros and cons of the further thinking and discussion on resistance in academia
7.2	Lack of deeper understanding of resistance against structural change towards gender equality at universities	Analysis of logbooks together with the Work Package leader as a way of learning from each other	Peculiarities between countries	Provide a checklist/documentation of the ways/actions of handling different kinds of resistance in the history of various higher education institutions in Europe
7.3 7.4	Continued resistance to women reaching higher positions of authority	<p>Analyse and reporting of resistance</p> <p>Identification of ways to deal with resistance</p>	<p>Handbook addressing the resistance in gender projects in academia</p> <p>Intercultural comparison of the resistance</p>	Dissemination of good practices to counter resistance around other universities in Europe

Siauliai Universitetas: Implementation Roadmap

Task number/months	1-6	7-12	13-18	19-24	25-30	31-36	37-42	43-48	49-54	55-
3.1.	To analyse the career paths which have been taken by both genders within SET of those who are working towards and those how have recently reached senior level, questioning the assumption that specific tasks / roles make the difference between being promoted to				Workshops to create action plans	Action plans in place		Evaluate		Statistical measures regularly collected and used. Action plans spread to other parts of the institution

	higher levels								
3.2.	Create tools for statistics collection, complement with qualitative data			Workshops to create action plans	Action plans in place		Evaluate		Statistical measures regularly collected and used. Action plans spread to other parts of the institution
4.1.		To analyse by gender all relevant committees at faculty and university level within the partner institutions To develop training courses		Continue changing processes		Evaluate effects of action	Modify action. Transfer to another department	Final evaluation and analysis of action	Use guidelines produced by the project in several departments, use departments taking part in the action as best practice cases
4.2.		Map informal decision making and communication. Start changing them		Continue changing processes		Evaluate effects of action	Modify action. Transfer to another department	Final evaluation and analysis of action	Use guidelines produced by the project in several departments, use departments taking part in the action as best practice cases
5.2.		Map criteria of excellence	Create discussion material	Workshop on excellence		Evaluation			Use discussion material on more departments. Use internal information channels to disseminate at institution
6.1.				Planning and conducting meetings culture seminar for leaders. Evaluate	Supervise meetings in units, give feedback to facilitators. Survey & feedback		Survey		Use course material produced by the project in other units
6.2.				Create study material. Collation and development of discussion material as background material for study	Supervisor study circle		Evaluation		Integrate best parts in compulsory supervisor education. Make whole study circle provisional for

				group discussions based on findings (3.2, 4.1, 5.1, 5.2, 6.1).				those interested. To discuss findings and generate supervision-toolkits as well as writing a report on the institutional changes and organizational culture: the effects of supervision
7.1.	To write logbooks (diaries) about the resistance we witness during different work packages of the project							A handbook based on the ten milestone texts which report and analyse the resistance practices we encounter during the project will be prepared
7.2.	To analyse logbooks together with the Work Package leader as a way of learning from each other							
7.3.	To find ways to deal with resistance we encounter and write these in our logbooks							
7.4.	To prepare a handbook on addressing resistance in gender projects in academia							

Syddanske Universitet: Implementation Action Plan

FESTA Theme	Issue to be Addressed	Interventions/mechanisms: actions, activities	Outcomes	Long term
Awareness Raising, WP3	Lack of pathways' & strategies' supporting women progress through their research careers within organisation. Lack of awareness of gender issues at management and leadership levels	train female scientific staff in strategic ways to pursue chosen careers 'Project-pilot': to conduct interviews, to collate and prepare material and meetings, to plan and facilitate leadership seminar in cooperation with external consultant; To select, develop, assess and qualify dimensions for quantitative and qualitative measures; To plan and facilitate leadership seminar; Leaders decision on and implement actions to	more focused careers development in women academics Quantitative and qualitative measures List of negative tendencies Units' implementation plan	more women in Academia and decision making positions at higher levels – closing the leaking pipeline

		<p>counter negative tendencies</p> <p>Employees in relevant units debates and contribution in the planning and implementation of actions</p>		
Meetings Culture, WP6	Structure of formal and informal meetings in ways that are based rather on traditional academic positioning than collaboration and negotiation	<p>Collation and development of discussion material as background material for study group discussions based on findings</p> <p>5 day seminar for research and departmental leaders to achieve facilitation skills from a gender perspective</p> <p>Supervising meetings in different units: research groups, departments or leader-groups in order to improve meetings along three dimensions, results, relations, room for diversity</p> <p>Plan for implementation of adjustments and exchange of experience</p> <p>Partner meeting to coordinate material for a toolkit on gender equal supervision in Danish, English, German, Swedish, Italian and Lithuanian.</p> <p>Study group sessions over 12 months for PhD supervisors</p> <p>Evaluation of institutional changes and organizational culture: Interviews with Supervisors and selected PhD-students. Generation of supervision-toolkits and report on the institutional changes and organizational culture: the effects of supervision</p>	<p>More equal women distribution share; Identification of their success and blockers consideration and appreciation for their contribution.</p> <p>Research and departmental leaders trained</p> <p>Feedback to facilitators</p> <p>Plan for implementation of adjustments</p> <p>Material on gender equal supervision in Danish, English, German, Swedish, Italian and Lithuanian.</p> <p>PhD supervisors trained</p> <p>The impact of institutional changes and organizational culture to the criteria of a heightened success rate of female PhD students</p> <p>Report</p>	<p>Dissemination of course material</p> <p>Dissemination of Toolkit in English for the PhD supervisors to consciously to integrate gender awareness and gender sensitive practices</p>

Dealing with resistance, WP7	Lack of deeper understanding of resistance against structural change towards gender equality at universities	<p>Writing logbooks (diaries) about the resistance we experience during implementation WP actions and activities of the project</p> <p>Analysis of logbooks together with the Work Package leader as a way of learning from each other</p> <p>Identification of ways to deal with resistance</p>	Handbook addressing the resistance in gender projects in academia	<p>Encourage further thinking and discussion on resistance in academia</p> <p>Provide a checklist/documentation based on practical experience of the ways/actions of handling different kinds of resistance in the history of various higher education institutions in Europe</p> <p>Dissemination of good practices to counter resistance around other universities in Europe</p>
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Syddanske Universitet: Implementation Roadmap

Task number/months	1-6	7-12	13-18	19-24	25-30	31-36	37-42	43-48	49-54	55-
3.1. raising individual awareness	<ul style="list-style-type: none">Analysis of senior level the career paths for men and women within Science & EngineeringInterviews (mth 1-18)			<ul style="list-style-type: none">Cross-project comparison (UL, SU, ITU, SDU) (Months 18-30)Develop Training course: How to strategically pursue your chosen career path (Months 24-36)			evaluation of Training programme (Months 36-48)		Testing the decision support software tool developed by ITU (Months 42-60)	
3.2 (raising organizational awareness)	<ul style="list-style-type: none">cross-partner coordination-meeting in Denmark - SDU, UU, SU, FBK - (month 4): selection of dimensions for collation of statisticsDevelopment of tools and collection of statistics (month 4-16)evaluation of measures, supplement statistics with qualitative measures (month 16-25)				<ul style="list-style-type: none">cross-partner comparison (month 25)workshops to create action plans (month 25-27)implementation of action plans (month 26-48)			<ul style="list-style-type: none">evaluate (month 48-52)cross-partner meeting in Ireland to evaluate (month 52)	<ul style="list-style-type: none">Statistical measures regularly collected and used.Action plans spread to other parts of the institution	
6.1. improving meetings culture					<ul style="list-style-type: none">cross-partner coordination-meeting in Denmark(?) – SDU, UU, SU	<ul style="list-style-type: none">cross-partner meeting in Lithuania, SDU, SU, UU (month 30 –		<ul style="list-style-type: none">survey 2 (month 48)	<ul style="list-style-type: none">cross-partner meeting in Denmark to evaluate (month 50)	apply course material generated by the project in other units

					<ul style="list-style-type: none">(month 26)· Seminar for leaders (month 27)· control survey (month 29)	<ul style="list-style-type: none">coordinated with task 6.2.)· supervise meetings in units, feedback to facilitators (month 30-36)· Survey 1 and feedback (month 36)				
6.2. (PhD Supervision)					<ul style="list-style-type: none">· create study material for study groups (month 26-30)	<ul style="list-style-type: none">· cross-partner coordination-meeting in Lithuania(?) – SDU, UU, SU, RWTH, FBK (month 30 – coordinated w task 6.1.)· Supervisor study circle (month 30-42)	<ul style="list-style-type: none">· evaluation: interviews (month 42.48)	<ul style="list-style-type: none">· cross-partner meeting in Denmark to evaluate (month 50)	<ul style="list-style-type: none">· integrate best parts in compulsory supervisor education. Make study circle provisional henceforth	
7 dealing with resistance*		write logbooks on resistance								

RWTH Aachen University: Implementation Action Plan

FESTA Theme	Issue to be Addressed	Interventions/mechanisms: actions, activities	Outcomes	Long term impact
5.1.	Excellence as most important factor in hiring processes is analysed with regard to its effect on gender imbalance at universities; on this base we want to develop a gender-sensitive conception of excellence	Map the criteria of excellence in selection committees by interviewing members of several selection committees as well as applicants. Compile findings in a gender-sensitive conception of excellence. Conduct gender awareness workshops with members of selection committees. Evaluation of the effects by interviewing trained members.	Selection processes get more gender-sensitive because there is more awareness of implicit gender-bias criteria of excellence that usually is applied in selection committees and how gender-sensitive-conceptions of excellence can be applied.	The work package delivers a handout on gender-sensitive practices in selection committees that include material for awareness workshops for members of selection committees. The handout will be made available for equal opportunity officers at universities who can apply the handout for the conduction of own awareness workshops in the context of hiring process at their university.

5.2.	At departments where there are both men and women negative to gender issues, we want to approach them through the more “neutral” exercise of discussing the concept of excellence.	Map the notions of excellence at a department by interviewing researchers in different positions. Prepare discussion material for workshop. Conduct workshop, relate perceptions also to gender. As far as possible, aim at consensus on what is regarded as excellence at the department and awareness of its gendered and other effects. Follow-up evaluation about possible change in departmental culture.	Departmental culture changed and more aware of how implicit notions of excellence affect work and gender issues.	The report prepared with the other FESTA partners on gendered perceptions of excellence & discussion suggestions will be spread on faculty level and to different departments. Provisional workshops.
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RWTH Aachen University: Implementation Roadmap

Task number/months	1-6	7-12	13-18	19-24	25-30	31-36	37-42	43-48	49-54	55-
3.2.	Identification, adjustment and refinement of statistical collection tools with regard to gender indicators and complementation with qualitative data				Workshop to create action plan	Action plan in place		Evaluation		Adjusted statistical measures are used in steering and controlling processes
5.1	Map criteria of excellence in hiring processes		Develop gender-sensitive conception	Gender awareness workshops	Evaluation of effects	Create handout				Use of handout in future hiring processes in order to improve selection processes
5.2		Map criteria of excellence		Create discussion material	Workshop on excellence perception among scientists		Evaluation			Dissemination and use of discussion material at other departments
6.2				Creation of study material		Supervisor study circle		Evaluation		Guidelines and integration in offers of advanced training of senior researchers

University of Limerick: Implementation Action Plan

FESTA Theme	Issue to be Addressed	Interventions/mechanisms: actions, activities	Outcomes	Long term impact
3.1.	It is generally assumed that progression through career paths and levels have specific requirements which do not change as we move through levels. In this task we challenge that assumption, and want to understand and map how career path requirements change as people progress through their careers.	Study of individual career paths; analysis and mapping of these paths; development of training courses; development of software; evaluation of training	Documentation of career paths; training course; software package.	Career improvement as women recognize the need to change the focus as they progress through their careers.
3.2.	Lack of statistical information about the organization, particularly at leadership and management level.	Collect statistics; analyse statistics.	Use of statistics by both management and women to support progression of academic women in their careers.	Greater understanding by management of the situation in which female academics find themselves, thus feeding into long term UL strategy.
4.1	There are many formal decisions which are made, often by one or two individuals, mainly because of the delegation from executive to middle management (normally but not necessarily Head of Department). These decisions are often not accountable, although they have an effect on the careers of female academics.	Investigate and analyse such formal decisions; Develop procedures which should be followed to make such decisions; Implement and analyse decision making process; train management	An understanding by management of how their individual decisions can affect individuals. Implementation of procedures to make decisions gender neutral.	That women will not be adversely affected by formal decisions made by individual managers.
4.2	Informal decision making and communication processes are often experienced as unsatisfactory, in particular by academic women.	Mapping of informal decision making and communication process through qualitative research methods and analysis; develop procedures; train academics.	Informal decision making and communication maps used to inform University decision structures. Awareness by women as to how such decisions are made.	This will allow UL management to change the level of informal decision making where it is seen to be detrimental to women progressing in their careers.
5.1.	Concern that the hiring process at senior level may not be gender neutral.	Investigation and analysis of the hiring process for senior appointments to understand whether there are elements which can be improved from a gender perspective; documentation and implementation of a gender neutral process; hosting of workshops.	Implementation of a gender neutral process if required should increase the number of appointments of women at senior level.	Increase in number of women hired at senior level within the University.
5.2	Concern that the perception of research excellence is not gender neutral.	Analysis of current perception of research excellence; understanding whether this can be seen as gender neutral; development of research excellence from a gender neutral perspective; hosting of workshop.	Implementation of statistics and concepts of gender neutrality within the academic community.	Increased numbers of female researchers progressing through research career paths.

University of Limerick: Implementation Roadmap

Task number/months	1-6	7-12	13-18	19-24	25-30	31-36	37-42	43-48	49-54	55-
3.1	Study of individual career paths				Analysis and mapping of career paths; Development of training courses;			Development of software		Evaluation of training; Software testing
3.2	Collect statistics; analyse statistics.				Use data to understand current situation					
4.1	Investigate and analyse formal decisions				Develop procedures which should be followed to make such decisions; Implement and analyse decision making process;			Train Management		
4.2					Mapping of informal decision making and communication process through qualitative research methods and analysis			Develop procedures;		Train academics.
5.1	Investigation and analysis of the hiring process for senior appointments to understand whether there are elements which can be improved from a gender perspective				Documentation and implementation of a gender neutral process;			Hosting of workshops		
5.2					Analysis of current perception of research excellence			Development of research excellence from a gender neutral perspective		Hosting of workshop

Fondazione Bruno Kessler: Implementation Action Plan

FESTA Theme	Issue to be Addressed	Interventions/mechanisms: actions, activities	Outcomes	Long term impact
Task number	Why do this at your institution	What will you do (short version of) task description in WP template	Expected outcome at your institution (possibly consult "objectives")	How will the work be carried on after project has ended? (Possibly consult objectives and deliverables)
WP2.2 Dissemination: Final Conference	Disseminate and mainstream the outputs and outcomes of the project	Organisation of an International Conference	Contribution to the awareness raising in the gender issues	
WP3.2 Awareness raising at institution level	Increase awareness especially by research management	Development of tools to collect and extract relevant statistics.; collection of statistics at FBK; supplementation of the quantitative findings with qualitative measures to qualify findings and possible adjustments of the dimensions; assessment of findings	extend current organizational processes with seamless collection and use of gender disaggregated statistics	collection and use of appropriate statistics will be a permanent activity in FBK
WP4 Gendering Decision-making and Communication Processes	Increasing transparency and inclusivity	<p>Analysis of formal & informal decision making and communication in a research unit (team, department, faculty);</p> <p>Development of transparent procedures so that women and men can understand how committees are convened, how they conduct their business and how decisions made both by committee and individuals affect scientists, both male and female.</p> <p>Training of individual & committee members.</p>	<p>Maps of the decision making and communication</p> <p>Actions for changing towards a more transparent and inclusive decision making;</p> <p>Publicity</p> <p>Individual & committee members trained</p>	<p>transparency and inclusivity will be measured at regular interval;</p> <p>implemented actions will be tuned on emerging necessities</p>

WP5.1 Conceptions of excellence in hiring processes	to make visible the perceptions of excellence in hiring processes; to develop variables that make the concept of excellence objective and measurable in a gender-sensitive way; to train members of the selection committees	Map the criteria underlying perceptions of excellence in hiring processes; interview senior researchers (members of selection committees) about who is an excellent researcher and how this is acknowledged. Three hiring processes at each partner institute will be selected and interviews will be made individually as well as with the whole selection committee	Toolkit for training members of the hiring committees in their ability to make reliable, unprejudiced and therefore gender-sensitive judgments on the excellence of the applicants	Hiring committees in FBK should always apply the gender-sensitive conception of excellence reported in the resulted handout
WP6.2 Daily interactions in PhD supervision	to minimize the negative effect of gendered interactional patterns in supervisory relationships	study group discussions based on findings of work packages 3.2, 4.1, 5.1, 5.2, 6.1; prepare material for a toolkit on gender equal supervision	improve supervisory practices; trained supervisors increased perceived self-confidence in women student	the toolkit will be also used after the conclusion of the project to address gender issues in supervisory activities

Fondazione Bruno Kessler: Implementation Roadmap

Task number/months	1-6	7-12	13-18	19-24	25-30	31-36	37-42	43-48	49-54	55-
2.2								Organisation of the conference		
3.2	Create tools for statistics collection, complement with qualitative data				Workshops to create action plans	Action plans in place		Evaluate		Action plans spread to other parts of the institution.
4.1	Analysis of committees within FBK; analysis of decision making processes of committees and individuals			Development of training courses			Evaluate			Write conclusions on training and evaluation

4.2	Map informal decision making and communication.		Start changing them	Continue changing processes.		Evaluate effects of action	Modify actions.		Final evaluation and analysis of action	Use guidelines produced by the project in several departments, use departments taking part in the action as best practice cases.
5.1	Select three hiring processes; interview researchers		Analyse interviews	Workshops with members of hiring committes	Evaluate	Compile handout				
6.2				Create study material		Supervisor study circle		Evaluation		Integrate best parts in compulsory supervisor education; make whole study circle provisional for those interested.

Abbreviated Do

Istanbul Teknik Universitesi: Implementation Action Plan

FESTA Theme	Issue to be Addressed	Interventions/mechanisms: actions, activities, tool/toolkit....	Outcomes	Long term Impact
Awareness Raising, WP3.1	<p>Lack of pathways & strategies supporting women's progress through their research careers within organisation.</p> <p>Need of awareness improvement by some middle-management</p>	<p>'Project-pilot': to conduct interviews, to collect and prepare material and meetings, to plan and facilitate leadership seminars in cooperation with external consultant;</p> <p>To select, develop, assess and qualify dimensions for quantitative and qualitative measures;</p> <p>To plan and facilitate leadership seminars;</p> <p>Influencing leader' decisions on and implementation actions to counter negative tendencies</p> <p>Debates between employees in relevant units, debates and contribution in the planning and implementation of actions</p>	<p>Quantitative and qualitative measures</p> <p>List of negative tendencies</p> <p>Units' implementation plan</p>	<p>Statistical measures regularly collected, used and published on ITU website. Best practice of pathways and strategies supporting women progress through their research careers within organization.</p> <p>Dissemination of the results through the networks of female academicians between universities in order to generalize the implications.</p>

Improvement of Decision Making and Communication WP4	<p>Absence of implementation of such actions at ITU</p> <p>Increasing transparency and inclusivity</p>	<p>Exploration of perceptions of excellence in hiring process of professors at universities: we will map the criteria underlying these perceptions in hiring processes and they will be compared with the notions of excellence which will be explored in the working environment of researchers. We will interview senior researchers from selection committees who can be considered as “gatekeepers”, successful researcher (got the professorship) and unsuccessful (were invited) researchers, as well as the equal opportunity officers as far as s/he was involved in the hiring process, about the issue of who is an excellent researcher and how this is acknowledged. Three hiring processes at each university will be selected and interviews will be made individually as well as with the whole selection committee (focus group). In order to prepare the enquiry and adjust interview guideline the member of this WP will meet at month 1.</p> <p>Analysis of formal & informal decision making and communication in a research unit (team, department, faculty);</p> <p>Development of transparent procedures .</p>	<p>Maps of the decision making and communication</p> <p>Scheme of transparent procedures;</p> <p>Publicity</p> <p>Trained Individuals & committee members</p> <p>Development of gender equality mission statement in the units</p>	<p>Use guidelines produced by the project in several departments taking part in action as best practice cases.</p> <p>Evaluation of the developed transparent procedures; balancing women and men at ITU.</p> <p>Dissemination of the results through the networks of female academicians between universities in order to generalize the implications.</p> <p>Dissemination of the results through the networks of female academicians between universities in order to generalize the implications.</p>
5.1._Monitoring excellence in hiring processes	Exploration of perceptions of excellence in hiring process of professors at universities:	<p>We will map the criteria underlying these perceptions in hiring processes and they will be compared with the notions of excellence which will be explored in the working environment of researchers. Three hiring processes at each university will be selected and interviews will be made individually as well as with the whole selection committee (focus group). In order to prepare the enquiry and adjust interview guideline the member of this WP will meet at month 1.</p>	<p>On the base of the findings a gender-sensitive conception of excellence will be developed. Gender awareness workshops will be carried out with the members of three future hiring committees at each participating university. An evaluation of the effects will be carried out through focus group interviews with the trained members of the selection committees and the equal opportunities officers as far as s/he was involved, questioning whether the gender-sensitive</p>	<p>Integration of the results into activities of Center of women Studies and dissemination of the results through the networks of female academicians between universities in order to generalize the implications.</p>

			<p>conception of excellence were applied in the hiring process and what experience was made with this conception. In order to compile all findings and experiences and prepare the final task a meeting of WP members will take place at month 31.</p> <p>On the basis of the interview findings and the workshop results a handout will be compiled with a gender-sensitive conception of excellence that should be applied in hiring committees.</p>	
SD dealing with resistance, WP7	<p>Lack of deeper understanding of individual and institutional resistance against structural change towards gender equality at universities</p>	<p>Designing logbooks Writing logbooks (diaries) about the resistance experienced during implementation of WP actions and activities of the project</p> <p>Analysis of logbooks together with the Work Package leader as a way of learning from each other</p> <p>Workshops on logbook feedback</p> <p>Identification of ways to deal with resistance Preparation of handbook on resistance Dissemination of handbook</p>	<p>Quantitative and qualitative data on resistance</p> <p>List of strategies to deal with resistance</p> <p>Dissemination of best practices</p> <p>Handbook addressing the resistance in gender projects in academia</p>	<p>Encouraging further thinking and discussion on resistance in academia</p> <p>Providing a checklist/documentation of the ways/actions of handling different kinds of resistance.</p> <p>Dissemination of good practices to counter resistance around other universities.</p>

Istanbul Teknik Universitesi: Implementation Roadmap

Task number/ months	1-6	7-12	13-18	19-24	25-30	31-36	37-42	43-48	49-54	55-
3.1.		Analysis of career paths in ITU and comparison of these with other partners	Analysis of career paths in ITU and comparison of these with other partners	Analysis of career paths in ITU and comparison of these with other partners	development, implementation and evaluation of a training course within ITU.			Evaluation by getting written and oral feedback from the participants of training course in ITU. Comparing country results		
4.1.	Mapping of the formal decision making and communication practice. Start of change implementations.. Improvement of transparency and inclusiveness	Mapping of formal decision making and communication practice. Start of change implementations.. Improvement of transparency and inclusiveness	Mapping of formal decision making and communication practice. Start of change implementations.. Improvement of transparency and inclusiveness	Implementation processes.	Implementation processes			Evaluation by observing concrete changes in the institution, by comparing start and end points., conducting interviews with the participants		
4.2.	Mapping of the informal decision-making and communication processes inside the chosen research units Checking the weak points of the current actions. Making necessary changes in the applied actions	Mapping of the informal decision-making and communication processes inside the chosen research units Checking the weak points of the current actions. Making necessary changes in the applied actions	Implementation of actions modified as a result of the previous step Analysis of the effects A second survey					Evaluation by observing concrete changes in the institution, by comparing start and end points., making interviews with the participants		
v5.1.	Mapping the criteria of excellence Creating discussion material	Mapping the criteria of excellence Creating discussion material		Workshop on excellence				In the instrument created for the mapping of excellence each predefined criterium will be assigned a certain		Use discussion material on more departments. Use internal information channels to disseminate at

							weight. Total points calculated for each respondent will be the basis of evaluation		institution
7	Creation of tools to record and analyse logbook data write logbooks and collect feedback from partners	Workshops to evaluate possible strategies write logbooks and collect feedback from partners	Create discussion material write logbooks and collect feedback from partners	write logbooks and collect feedback from partners Workshops to evaluate	Identification of ways to deal with resistance	Workshop on handbook preparation Identification of ways to deal with resistance	Handbook preparation	Final version of handbook	Dissemination of handbook among partners.

Abbreviated DoW - see Note Page 1

B 1.3.2 Timing of work packages and their components

	Month									
	6	12	18	24	30	36	42	48	54	60
WP1	WPL: UU; All other partners									
WP2	WPL: SU; All other partners									
WP3	WPL: UL Partners: All									
3.1 Individual	TL: UL, Partners: SU, SDU, ITU									
3.2 organization	TL: SDU Partners UU, SU, FBK, RWTH									
WP4	WPL: FBK Partners: UU, SU, UL, FBK, ITU									
4.1 Formal	TL: UL Partners: SU, FBK, ITU									
4.2 Informal	TL: FBK Partners: UU, SU, ITU									
WP5	WPL: RWTH Partners: ITU, FBK, UU, UL, SU									
5.1 Hiring	TL : RWTH; Partners: ITU, FBK, UL									
5.2 Daily	TL: UU; Partners: SU, RWTH									
WP6	WPL: SDU; Partners: UU, SU, SDU, FBK, RWTH									
6.1	TL: SDU, Partners: UU, SU									
6.1.1										
6.1.2										
6.1.3										
6.1.4										
6.1.5										
6.1.6										
6.1.7										
6.1.8										
6.2	TL: SU, Partners UU, SDU, FBK, RWTH									
6.2.1										
6.2.2										
6.2.3										
6.2.4										
6.2.5										
WP7	WPL: ITU; All partners									
7.1-4										

B2. Implementation

B 2.1 Management structure and procedures

The project management plan is described below and shows how the 60 month project will be organized. FESTA consists of a Project Management Group (PMG), Scientific Advisory Group (SAG) and a Project team (PT). A project support office at Uppsala University will also provide administrative, legal and financial advice to the partnership. The core of FESTA is the Project management group (PMG) that will be composed by one representative from each organization. PMG holds the executive power to make all decisions to ensure that the project is a success. The group will meet twice a year, monitor progress, spread knowledge and handle problems that cannot be solved by work package leaders and task leaders.

The FESTA work plan is structured around seven work packages and builds on the partners' respective strengths and expertise and through clear identifiable and achievable objectives, ensures that the work carried out is consistently of high quality and builds a firm base for the stakeholders with relevance for potential future research, exploitation and innovation. The work packages are:

WP1 Management (WP leader UU)

WP 2 Communication & dissemination (SU)

WP3 Awareness raising (UL)

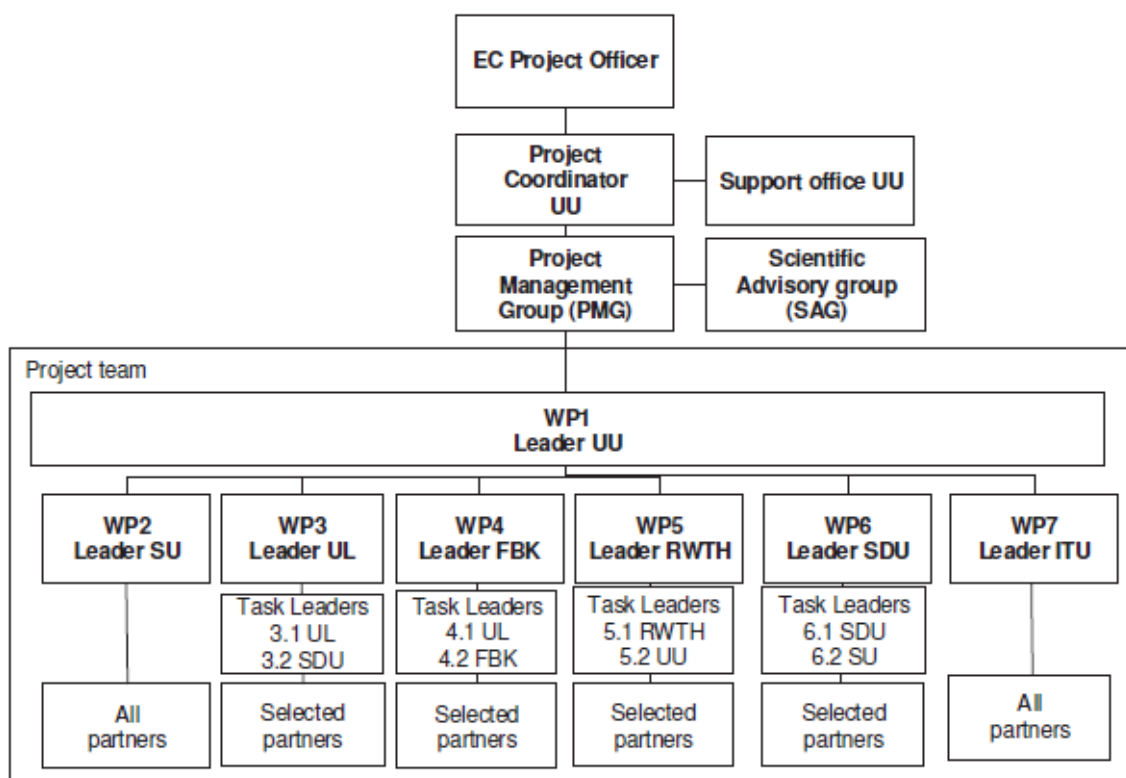
WP4 Improvement of decision making and communication processes (FBK)

WP5 Awareness raising of hidden assumptions (RWTH)

WP 6 Improvement of interactional patterns (SDU)

WP7 Dealing with resistance (ITU)

Connected to the work packages, an organization structure has been designed:



Management structure of FESTA

Project management group - PMG

The PMG is authorized to take all main decisions on progress, philosophy and focus of the project and will be composed of the principle investigator from each partner, the administrative coordinator and chaired by Dr Minna Salminen-Karlsson at Uppsala University. She has a detailed understanding of all aspects of the project and is experienced in administrating EU funded projects. The PMG will oversee the execution of the work packages and the coordination of the transfer of knowledge between the WPs. WP1 sets out the formal tasks and reporting framework for elements of the work. It provides the structure and mechanism by which the Partners can receive information regularly about progress on all tasks. Through regular email, telephone and Skype contact and 6 months project meetings the PMG will monitor scientific and management tasks and where necessary make decision for how changes or challenges are met. It will be a requirement under the

consortium agreement that progress towards deliverables are reported by each Partner at Project Meetings and that assessment of deliverables are made at the appropriate reporting date. Tasks and authorities of the PMG are:

- Take responsibility of the content and quality of the project in consultation with the Scientific Advisory Group
- Decide on whether milestones and deliverables (planning) are reached and address appropriate actions for correction if necessary
- Alter the planning, whenever is appropriate or necessary
- Suggest, whenever appropriate/necessary, alternatives in the project's approach
- Hold evaluation meetings in order to discuss the progress and quality of the project
- Approve and/or arrange appropriate Peer Review of the (progress, management and financial) reports
- Appoint and instruct an external evaluator in the last phase of the project, and facilitate the evaluation work
- Implement the project activities and results
- Ensure EU requirements are met with respect to ethical and gender issues
- Take decisions on IPR (intellectual property rights)
- Dissemination issues
- Quality Assurance issues
- Training needs
- When it is impossible to reach a consensus decision, the PMG will reach decisions on the basis of majority of votes of the members, with the scientific coordinator having the casting vote. The PMG will make regular reports to the members of the consortium (at min intervals of 6 months).

Project coordinator

The project will be coordinated by partner 1, UU, and led by Minna Salminen-Karlsson at Uppsala University. She will take on all tasks and responsibilities identified in the model contract. Dr Salminen-Karlsson will ensure that the transfer of knowledge, deliverables and information between work packages occurs smoothly. If serious problems arise, including any conflicts that may jeopardize the progress of the project, she will, in consultation with the Project Management Group and the Scientific Officer at the Commission, have the responsibility of reorganizing the project or replacing project participants.

Support office

The Scientific Coordinator works closely with the university EU Support Office that currently is involved in approximately 150 EU funded projects (14 as coordinator). These tasks can concern, but are not limited to the following:

- Financial issues (consolidation of financial reports),
- Issues concerning Intellectual Property Rights,
- Any ethical issues,
- Recruitment and selection of additional staff for the project,
- General administrative tasks,
- Contract preparations.

Project coordinator Gustav Sigeman will be the Administrative Coordinator of the project. He will have an important management function in the FESTA project, overseeing administrative and financial coordination, such as project meetings, time plans, work plans, reports to the European Commission etc. Mr Sigeman has many years' experience as a EU funding specialist and project manager. The project also involves, as WP coordinators, other members who also have experience in the coordination of full European projects, and thus the project coordinator will receive strong support for the coordination of subtasks. Johan Asker, legal officer at the legal affairs department, and Eva Thulin, economist at the financial department, will assist Dr Salminen-Karlsson.

Scientific Advisory Group - SAG

The scientific advisory group (SAG) is crucial for the success of FESTA. It will provide valuable input to the planning, implementation and evaluation of the project from start to finish. The SAG is composed by ten highly motivated and leading scientists in gender research. The advisory group will be invited to visit the PGM meetings every 12 months and are particularly requested to attend the kickoff, midway meeting in month 37 and the final conference in month 56.

The principal tasks of SAG will be to :

- _ Give advice on content, quality and direction of the project
- _ Assist in decisions about milestones and deliverables
- _ Suggest alternative approaches when necessary
- _ Facilitate dissemination of project results and new approaches
- _ Enhance the impact of FESTA

Project management (WP1)

The overall tasks of the Project Management WP are to:

- Manage/co-ordinate the project and the teams of the WPs
- Assure the coherence within the WPs and an optimal information flow between them
- Manage the time schedule against the objectives set
- Manage the available budget against the foreseen deliverables
- Initiate project meetings, manage communication/information flow (progress, costs etc)
- Communicate and liaise with the European Commission and other stakeholders
- Prepare and consolidate (progress/management/financial) reports, based on the reports of the several WP teams
- Handle all contacts with the European Commission
- Prepare decisions for the PMG

Project teams (WP3 to WP7)

The main elements of the project are covered by WP3-7. Each WP will be organized and lead by a WP leader (see table below) in cooperation with task leaders. The WP leaders will:

- Coordinate the activities within the WP by monitoring progress against objectives and milestones
- Ensure that potential intellectual property will be protected before the information is made public
- Optimize the efficiency of the work towards the WP goals
- Be responsible for solving possible disagreements within the work package

The FESTA structure gives a relatively independent position to the task leaders. The task leaders will

- organize the cooperation within the task
- be responsible for the timely production of deliverables connected to the task
- be responsible for the ongoing dissemination of the project results, e.g. by reporting to the webpage, public and private areas, where appropriate
- facilitate the work of the WP leaders in relation to their particular task

In WP 1, 2 and 7, where WP leaders also are task leaders, the task leader's responsibilities are assigned to WP leaders.

WP	Workpackage Name	WP Leader	Task leaders
WP1	Management	UU	Each organization will report their costs and activities to the coordinator
WP2	Communication & dissemination	SU	All organizations will be involved
WP3	Awareness Raising and Managing Resistance	UL	3.1 UL 3.2 SDU
WP4	Improvement of Decision Making and Communication Processes	FBK	4.1 UL 4.2 FBK
WP5	Identification of hidden assumptions (including gendered ones) in definitions of excellence	RWTH	5.1 RWTH 5.2 UU
WP6	Improving meeting culture and PhD supervision	SDU	6.1 SDU 6.2 SU
WP7	Dealing with resistance	ITU	All organizations will be involved

Abbreviated DoW - see 1

Meetings and progress reports

Formal meetings will be held and formal reports drafted at regular intervals and uploaded to the secure area of the FESTA website. This will ensure that deliverables and milestones are met in a timely and efficient way. Informal communications between partners will be encouraged via the website and by other means as appropriate.

Project planning

A project kick off meeting of all Partners will be convened at the beginning of the project, the aims of which will be:

- to assess the legal and financial aspects of the grant agreement and plan projected expenditure
- to refine project contingency plans and discuss the creation of local contingency plans
- to agree on internal communications and meeting procedures to create an efficient cooperation culture
- to create and approve a preliminary communication and dissemination plan
- to review the proposal process and in particular the resistance encountered with anchoring the proposal (WP7)

Abbreviated DoW - see Note Page 1

B 2.3 Consortium as a whole

The consortium is diverse both in terms of geography and in terms of competence, representing countries that the European report *The Gender challenge in research funding* (2009) defines as proactive, as well as those which are defined as relatively inactive. The historical backgrounds and contexts in regard to gender issues of the participating countries are different. The perceptions of issues concerning gender equality in the academic settings, as well as the measures that have hitherto been taken are also quite different.

The project teams from the different partner institutions represent a wide range of competencies:

- 1) researchers in natural science and technology, with an interest in gender equality issues
- 2) social science researchers with a background in studies of gender in academic organizations
- 3) people in high academic administrative positions at their institutions
- 4) gender equality workers at academic institutions

Interaction between natural science researchers and social science researchers is not always simple, due to the very different cultures they have been socialised into. However, cooperation between people from the two scientific areas is crucial when change is to be implemented. In the consortium, the practical, hands-on and even emotional knowledge of the natural science researchers is crucial for the gender researchers, while the natural science researchers need the larger frame to understand why certain phenomena take place and why and how they possibly could or could not be addressed. In the consortium, the interdependence is acknowledged and possible problems of communication will be dealt with. In addition, the consortium consists of persons in high administrative positions at their institutions. They have profound experience of organizational procedures and politics, as well as introducing other reforms and other measures in the working environment and, thus, their experiences are also crucial in introducing gender equality measures. The gender equality workers have more hands-on knowledge in working with equality issues, and their experiences, not least of resistance and how to counteract it, add another competence to the set up of the consortium. In addition to the consortium teams FESTA includes an advisory board, consisting of two kinds of people:

- 1) those with an extensive competence in working with the women in science issue on a European level and
- 2) those who have done research in our core issue: gender in the daily life of male dominated organizations

Thus, the advisors, in addition to inspiring and guiding the work in general, will help in anchoring the project to the general needs of European research policy, and in finding the most adequate measures and make correct analyzes of the successes and failures in working with the organizational cultures of the partner institutions.

Subcontracting

Three kinds of tasks have been subcontracted: 1) Tasks which research institutions regularly subcontract, such as transcription, conference arrangements and website maintenance, 2) tasks requiring expertise not available at the institution, 3) tasks deemed not suitable to be conducted by FESTA staff for risk for bias: The final evaluation.

B 3 Impact

B 3.1 Strategic impact

Institutional level

On the institutional level, the FESTA actions will promote the careers of women researchers on all levels, by reducing different organizational obstacles identified in

previous studies. Ultimately this implies getting more women into institutional leadership positions as well as into the ranks of the top researchers at the institution. The actions are also designed to stop the leakage of female researchers from lower levels in the pipeline, by creating a research workplace that is more inclusive and, thus, more attractive. In addition, the actions will empower female researchers on all levels, thus making it easier for the institution to benefit from their competence and creativity. The FESTA consortium will make these institutional benefits reachable on the national and European levels, by compiling, publishing and disseminating successful experiences and guidelines for other institutions interested in similar structural approaches. These guidelines will be available in writing, but they will also be promoted in workshops organized on national and European levels. As a result of the FESTA actions the partner institutions will reach

- a) increasing awareness of structural factors that have different impacts on women and men
- b) increasing awareness of gender bias in research appraisal
- c) increasing awareness of the problems caused by resistance, in implementing gender equality measures

Impact of task 3.1. A number of female researchers on different levels of their careers will have received training in how to detect crucial points in their career development and how to address institutional obstacles. The institution will have increased awareness of the problems in the career paths of female researchers. The female researchers will have access to a software tool to help them in their career planning.

Impact of task 3.2. The collection of gender-disaggregated quantitative data to underpin arguments is one way to qualify discussions on gender and deal with resistance. The proceedings from this task can serve as the basis for tasks in the other WPs, in that the collected material can be used to open up and qualify the need to take action. After action 3.2., the institution has a routine for collecting statistics which can be indicators of gender inequality. Institutional examples have been created on how to address problems indicated by the statistics.

Impact of task 4.1. After action 4.1, the proportion of women in official decision-making bodies and different committees will have increased, and there are plans for how this trend will be sustained after the project. Targets will be set at every single institution, after analysing the situation (which committees exist, how often their membership changes, available pool of female researchers etc). Long time targets are gradual and different for each involved institution

Impact of task 4.2. After action 4.2, there is an awareness of which individuals and informal groups make decisions at particular departments/research units. A number of the informal decision-making are made formal and based on peer-negotiation of all the stakeholders (see also impact of 6.1). It is difficult to quantify this number due to the fact that there are no data on informal meetings. However, it seems reasonable to expect that at least 50% of informal meetings is made formal, after action 4.2. Moreover, introduced methodology guarantees a progressive decrease of informal meetings even after the end of the project. Communication channels are improved, so that the individual and informal decision-making that are to be made and that have been made, are communicated to the staff. The institution has a methodology of how to map these processes at different departments and how to formalize decisions and improve communication.

Impact of task 5.1. After action 5.1, a number of selection committees at the institution will have participated in gender awareness workshops. This will lead to an increasing transparency of selection procedures at the institution. The institution will have a program for gender equality workshops for hiring committees. The success rate for female applicants will be improved. Targets will be set by each partner institution after analysing the current situation. The hiring committees which have undergone the training can be made accountable for the gender equality considerations in their decisions.

Impact of task 5.2. After action 5.2, the institution will be more aware of how gender issues are relevant and gender bias is produced in the daily interaction of researchers locally at the institution, that is, the assumption of science as gender neutral will be less

powerful. This task brings down the transformational potential of discussions on gender and excellence on the EU commission level to the daily working environment of researchers. Discussions of these issues will be facilitated by the workshop material produced.

Impact of task 6.1. After action 6.1, there is a heightened practical awareness based on everyday skills in facilitating and forwarding diverse and inclusive interactional patterns, particularly in different kinds of meetings. A number of formal and informal meetings have been structured in ways that are based on collaboration and negotiation rather than traditional academic positioning. There is a proven methodology of how to continue this development at the institution. An expected further impact is an overall working environment conducive to other kinds of diversity in addition to gender, such as minority and religious and sexual observance, and a vocabulary to openly address issues relating to gender and diversity in an academic context regardless of one's own gender.

Impact of task 6.2. After action 6.2, a number of PhD supervisors have learnt to handle the supervisory relationship and responsibility with a differentiated and supportive sensitivity to the career advancement of their PhD students of any gender, and in particular being able to help women at the very beginning of their careers, in a male dominated research environment, to find ways of surviving and competing. There is a ready-made educational package on gender equality in PhD supervision in use at the institution. The targets of how many PhD supervisors will undergo this education will be set by each institution, but at least all new PhD supervisors should have at least part of the package as a routine. The long term expected impact is more female PhD students staying at the institution and a more open and verbalised handling of gender sensitive career-advancement.

Impact of WP 7. Throughout the project and after it has ended the institution will have gained knowledge of where and in which forms gender equality work faces problems because of resistance, that is, which groups and individuals block the work by open resistance, hidden strategies or inertia. There will also be knowledge on how different forms of resistance have been successfully or unsuccessfully handled at the institution and at other partner institutions. This knowledge will make future gender equality work at the institution more effective.

European level

The FESTA project contributes to the Strategy for Equality between Women and Men 2010-2015 and policy follow-up: modernizing of working culture and working conditions in universities/research institutions who implement structural change to increase the gender awareness of their HR management.

The project adds value by producing operational and implementation handbooks that are planned and developed in a coherent and consistent manner. Common themes identified across partner countries will enable common actions and solutions. These common solutions will be recorded and submitted to the European Commission as toolkits and guidelines. The approach to gender management developed by FESTA and disseminated through the guidelines will encourage uptake of similar activities by Higher Education Institutions and research organisations after the end of the project. The relationships built on over the course of the FESTA project will encourage other targeted organisations to develop and implement similar institutional changes using implementation action plans.

Our main contribution to the European work for gender equality in research will be a number of measures, tried out in different contexts, which can be taken at departmental level to affect sustainable change in the working environment. We will present a toolkit for gender equality work in research institutions, from which those interested in gender equality work can pick up a tool that corresponds to the issues they see as important in their environment and possible to address. Each of these tools will come with instructions of use, stating the tasks for which it is suitable and under which conditions, and also stating aspects to be cautious about.

Our second contribution is the analysis of resistance. We want to introduce the concept of resistance in the discourse on increasing the number of women in science, so that the future work on this area will address resistance as resistance, and will not be led astray

by problems which actually are masked resistance. We will help particularly those who are new to gender equality work to detect the resistance in the environment, by presenting indicators and examples. We will share our experiences of dealing with resistance in the context of gender equality work in the daily working environments in different parts of Europe.

Impact of task 3.1. This task will provide women researchers with a software tool which will guide them in decisions related to their career development. The task will also provide women researchers and organisations with clear understandings of women's career paths and the obstacles in them in different national contexts. The novelty in these descriptions is showing how the different problems (work-life balance, mobility, gender biased appraisal, building of networks, etc), which normally are described separately, build up to direct the possible career paths of individual women, and thus, how actions to solve these problems from the part of the individual or the institution affect women's careers. Primary target groups: Women researchers on different levels of their careers, institutional leadership, human relations officers.

Impact of task 3.2. This task will result in reports that guide universities and research institutions in different parts of Europe to find the organisational statistics that are most useful for gender equality work and to give examples of how problems identified by statistics can be addressed. Primary target groups: Human relations officers, deans, institutional leadership.

Impact of task 4.1. This task will provide research institutions in different European settings with a tool for analysing which formal decision making bodies on an institutional level are most crucial for women's careers, how the current gender imbalances in them can gradually be corrected, and how challenging but reasonable targets can be set. We will also provide material for educating women researchers to become effective committee members and decision makers. Primary target groups: Institutional leadership, national authorities of higher education, women researchers.

Impact of task 4.2. The results of this task will raise the awareness of how small decisions which may be regarded as trivial in the daily working environment of researchers, not least in the lower levels, add up to profoundly affect their possibilities for making a career. The project will deliver guidelines of carrying out informal decisionmaking in different academic contexts in a more transparent manner and will give arguments for the benefits (for gender equality, but also for organizational effectiveness) of doing so. Primary target groups: institutional leadership, academic/research staff.

Impact of task 5.1. This task provides institutions with sets of gender sensitive criteria which can be used in hiring processes and suggestions for their use: how to train committee members, how to integrate them in instructions for peer reviewers, how to argue for them in the institutional context. These criteria will also be useful in making the internal research appraisal more gender equal. Primary target groups: Bodies responsible for recruitment of researchers and for evaluation on institutional, national and European level.

Impact of task 5.2. This task functions as an eye-opener about the fact that science is not gender neutral. The task will result in a report of how excellence is viewed in the everyday work in the partner institutions, but more importantly, it provides material which can be used in such discussions concerning the local contexts at other institutions.

Primary target groups: Academic staff, deans, institutional leadership.

Impact of task 6.1. This task will show the value of a positive and inclusive meetings culture for efficiency, creativity and gender equality. The expected impact is a heightened practical awareness/wisdom among institutional leaders and better everyday skills in facilitating and forwarding diverse and inclusive interactional patterns. There will also be guidelines for improving meeting cultures in academic settings, and making allowances to the different national cultures which affect interaction patterns in the academia. The secondary target group of WP6 is the group of employees at large of either gender. The expected impact is a heightened awareness among all employees of what is conducive to a diverse working environment that is effective in terms of achieving results, being creative and able to foster sustainable and supportive relations in academia. Thus, there will be two kinds of guidelines – for leaders who have a given

position and a responsibility for the conduct of meetings, and for participants, in particular for women who may want to cope from an initially marginalised position. Primary target groups: Deans, staff, institutional leadership.

Impact of task 6.2. This task will provide material for educating PhD supervisors in gender equal supervising. There will be both material for a minimum requirement, which can be made compulsory at an institution, and material for a more profound education, which can be made provisional. In addition there will be an educational package for female PhD students, whose supervisors are not willing or compelled to undergo the training, to enable them to gain the insights about academic life and gender neutral interaction that their supervisors should have given them. The long term expected impact is more female PhD students staying in Academia and a more open and verbalized handling of gender sensitive career-advancement.

Primary target groups: Bodies responsible for staff development and PhD supervisors.

Impact of WP 7. The handbook of resistance to gender equality in academia will place the reality of resistance in the discourse of equality work on the European level. By providing a checklist/documentation of the ways of handling different kinds of resistance in various higher education institutions in Europe, it will help to see that it is possible to deal with resistance. By illustrating the good practices to counter resistance, it will also help to improvise tools to be used in research institutions throughout Europe. Primary target groups: Gender equality workers, institutional leaders on different levels, women researchers, officials on European level engaged in gender equality in research.

B 3.2 Plan for the use and dissemination of foreground

Project dissemination has four key elements:

1. within each organisation
2. across the partnership
3. personal relationships
4. externally, across Europe, to identified main actors, to the research and higher education communities within each partner's country, across Europe, as well as outside Europe.

The SU as lead of WP2 has the responsibility for motivating the partnership to understand the importance of communicating lessons learned alongside delivery of project activity. This involves identifying and engaging with a wider network through a multi-action approach and exploiting all possible opportunities – for example conversations, seminars, conferences, webpage, publications and showcasing of activity.

The partnership will identify and engage with its own countries networks. A simple project logo used widely in all areas of project activity will help raise project awareness across these networks. The project webpage will be a central device for dissemination, as well as for two-way communication with stakeholders and other interested parties. The partner institutions will be presented as best practice cases on national level. The partners' networks of female researchers, gender equality workers, human relations administrators in the academy, higher academic officials etc will be engaged in spreading the methods used in the project. In addition, workshops will be arranged on the national level by each partner. We aim at reaching the minimum of 10-20% of the relevant research institutions in each country with a workshop, conference or seminar, the percentage varying according to the number of institutions in our countries. In addition to universities and research institutions our results will be disseminated to different umbrella bodies/associations, appropriate government departments and professional bodies and trade unions.

As to the European level, our project connects to other EU projects on the same area. We have contacts with some of them, and with the others, establishing contact and cooperation will be one of the first tasks of management and dissemination activities. Relevant projects, are GenSET, DIVERSITY, GENDERA and WHIST.

In addition we will use the networks we are part of to encourage other institutions to

adopt measures which have been developed by the FESTA project. Such networks are, for example, the Network of Gender Equality in Higher Education, and its bi-annual conferences, and the network of University Women in Europe, as well as the European Platform of Women Scientists. Other target groups on European level are the Directorate General of Research, European Institute of Gender Equality, Helsinki Group of Women in Science, Nordforsk, European Science Foundation, Women's Engineering Society, Women in Science Initiatives and Centres, and Baltic States network Women in Sciences and High Technology. Outside Europe our work will be disseminated to the NSF-ADVANCE institution network in the USA. Today we are members of or have personal connections to several of these bodies. Including the networks of our Scientific advisory board will facilitate the knowledge dissemination and exploiting of results even further.

The final conference of the project will be targeted to academics interested in gender equality, as well as human relations officers and gender equality workers in academia all over Europe.

Abbreviated DoW - see Note Page 1