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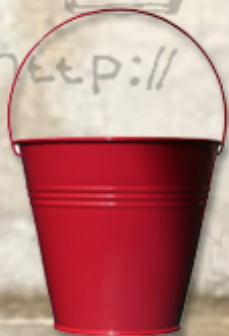
# EQUALIST

Gender Equality in Information Sciences and Technology

## GEPs Sustainability Plan

S. Kuznets Kharkiv National University of Economics

(Annex to D 5.4 Sustainability and Replication Report)



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# 1 Overall strategy of the Sustainability Plan

## 1.1 Sustainability objectives

During the period of GEP development and implementation, one of the most important goals was general awareness raising on gender equality issues, development of a culture of equality and prevention of discrimination. This was caused by individual and group resistance to the changes. The resistance was related to the feeling of ‘incapacity’ that have been caused by a lack of resources such as gender knowledge and skills, time, financial resources, and power. Besides, transformation of gender relations was considered to be ‘feminist’ and thus based on ideological and emotional rather than rational, scientific, or legal arguments.

Two years of the GEP implementation allowed, firstly, to significantly increase the level of awareness and, secondly, to demonstrate the possibility and inevitability of changes. These factors together have reduced the level of resistance to changes. Thus, in the after project period, the focus can be shifted from the goal of overcoming resistance and raising awareness on such goals as:

- Improve work-life balance of staff and students.
- Operational support for gender equality machineries. This goal is a continuation of one of the goals of the GEP (“Ensure sustainability of GEP’s actions by establishing gender equality machineries”)
- Make decision-making bodies informed and committed to the principles of gender equality.
- Improve gender balance among students of computer and economy sciences.
- Encourage gender sensitive/gender neutral communication. This goal is a continuation of one of the goals of the GEP (“Raise awareness about the value of gender sensitive/gender neutral communication”).

Thus, 3 of 5 goals came to the sustainability plan from the GEP; 2 of 5 goals are not essentially new, but are modified, so they continue to tackle challenges that were identified at the GEP development stage.

These goals are aimed at the long term and it is assumed that the University will be constantly focused on their achievement. In fact, they outline the direction for the further development of the gender mainstream at the University so it is impossible to set a specific timeframe for achieving each of them.

## 1.2 Design process of the sustainability plan

The process of sustainability plan development included four stages.

At the first stage, project members as well as members of the working group were involved.

At the joint meeting they formulated goals of sustainable development and also formed a list of actions that could potentially be included in the sustainability plan based on these goals, the current problems of the University and their own experience (at this stage 9 of 19 actions were considered sustainable).

The second stage implied the prior consent of the Rector for the implementation of the sustainability plan and the allocation of resources for this.

The third stage involved individual meetings with stakeholders involved in the implementation of certain actions. In order to determine the degree of readiness and interest in the further continuation of these actions, the level of their expertise, expected quantitative and/or qualitative targets, and the correct and unambiguous



understanding of their tasks. Consultation with stakeholders led to a reduction in the number of actions included in the plan (Stakeholders considered 5 out of 9 actions sustainable and significant for the further development of the University).

At the fourth stage, the final version of the sustainability plan was presented to the rector. The formal approval procedure for the plan implied the rector signed a Letter of Intent.

### 1.3 Plan to sustain outcomes beyond the project end

The basis for further sustainable development of the gender movement at the University is primarily the results achieved during two years of the GEP implementation. Changes made during the project period in the policies, rules, internal documents of the University are in themselves a guarantee of further sustainable development of the gender mainstreaming at the University.

Another key to sustainable success is the support of actions by external organizations such as: Kharkiv IT Cluster, local IT companies, Kharkiv Regional Gender Resource Center and Gender History Museum, All-Ukrainian Network of Gender Educational Centers at Universities, Department of Science and Education of Kharkiv Regional State Administration, Department for Improvement of Regional Competitiveness of Kharkiv Regional State Administration. Cooperation agreements were signed with all these organizations; these agreements imply joint events, information sharing, and external expertise.

Results achieved over the 2 years of the GEP implementation in the area 'HR & Management practices' are the next:

- Gender equality principles were improved in the internal University's documents (such as 'Regulation on Drawing up the Schedule of Classes at S. Kuznets KhNUE' and 'Employment policies and procedures at S. Kuznets KhNUE')
- The concept of gender equality and 'Family Friendly University' is recognised by staff and administration as an important component of the social policy of the University.
- Students and university's representatives have a free access to the information about gender equality, planned and organised activities at KhNUE and about work-life balance rights and provisions
- Increased awareness of staff on gender equality issues
- Increased level of support of initiatives in the field of gender equality by administrative staff
- A Commission on Gender Equality Issues was set-up
- Certain provisions of European Charter for Researchers are fixed in 'Code of Professional Ethics and Organizational Culture for Workers and Students of S. Kuznets KhNUE'
- Dedicated changes are fixed in 'Collective Agreement of University Administration and Trade Union Committee'

Based on the results achieved and trying to make the main ones sustainable, the following sustainability goals for this area of intervention were set:

- Improve work-life balance of staff
- Operational support for gender equality machineries. This goal is a continuation of one of the goals of the GEP ("Ensure sustainability of GEP's actions by establishing gender equality machineries")
- Make decision-making bodies informed and committed to the principles of gender equality

Results achieved so far in the area 'Teaching and students service' include:

- Increased awareness of women's roles in different areas of the social life including ICT area
- Changes in mind-sets of students and academic staff
- Experience of anti-discrimination expertise, increased awareness of gender-sensitive language in teaching materials.
- Popularisation of IT education among schoolchildren and students and attraction of girls in IT industry
- Increased awareness of gender balance in education and career among students

Thus, since most of the results were related to the popularization of IT career, the following objective is a logical continuation of the work done:

- Improve gender balance among students of computer and economy sciences

Results achieved to date in the area 'Institutional Communication' include:

- Increased awareness of gender-sensitive language in communication
- Positive changes in the area of overcoming gender stereotypes

Thus, in order to make this result sustainable, the next sustainability goal was set which is a continuation of one of the goals of the GEP ("Raise awareness about the value of gender sensitive/gender neutral communication"):

- Encourage gender sensitive/gender neutral communication

## 2 Sustainability Plan for the HR & Management Area

Action Title	Description	Links with 2 <sup>nd</sup> iteration of the GEP implementation (October 2017 – February)	Timeframe	Level of Implementation	Tentative targets
<b>Action 1.</b> Ensure priority when drawing up the schedule of classes for academic staff having young children, children with disabilities, large families, for pregnant women	<b>Main goal:</b> Improve work-life balance of staff <b>Target groups:</b> Academic staff	Action 1. Implement provisions for ensuring priority when drawing up the schedule of classes for academic staff having young children, children with disabilities, large families, for pregnant women	constantly	University level	Staff of Educational Department comply with improved practice of scheduling
<b>Action 2.</b> Ensure operational support for Commission on Gender Equality Issues	<b>Main goal:</b> Operational support for gender equality machineries <b>Target groups:</b> Staff and students	Action 9. Establish a Commission on Gender Equality Issues and develop mechanisms for its functioning	constantly	University level	The commission works by holding regular meetings 2 times a year or more often (when receiving requests from students and staff).  Students and staff are aware of the mechanisms for appeals to the Commission.
<b>Action 3.</b> Collect, analyze and publish gender disaggregated statistics of the University	<b>Main goal:</b> Make decision-making bodies informed and committed to the principles of gender equality <b>Target groups:</b> Staff and students	Action 12. Collect, analyze and publish gender disaggregated statistics of the University	constantly	University level	Continuos data collection on students and staff, disaggregated by the many variables necessary to understand the gender equality context.  Students and staff gender disaggregated statistics are included in the Rector's regular annual report.

Figure 1, Summary Table of Sustainable Actions on HR & Management

## **2.1 Action 1. Ensure priority when drawing up the schedule of classes for academic staff having young children, children with disabilities, large families, for pregnant women**

### Action's description

#### Sustainability dimensions

- Rules and procedures

This activity assumes that the staff of the Educational Department follows improved scheduling procedures in order to allow academic staff having young children, children with disabilities, large families, for pregnant women to have priority when drawing up the schedule of classes. The Educational Department is responsible for keeping staff informed about the possibilities to manage their schedule and for collecting applications from mentioned categories of staff.

The provision of such a priority has been recorded in the normative document of the University – ‘Regulation on Drawing up the Schedule of Classes at S. Kuznets KhNUE’. Since the provisions written in the regulatory documents are binding, its presence itself is an incentive for compliance with this procedure. No additional financial incentives for the staff of the Department are needed as their official duty implies the fulfilment of the requirements of this Regulation.

- Structures

The existing structure that is responsible for the implementation of activities is the Educational Department. The implementation of this activity does not require the establishment of a new structure/body.

- Resources or Financial Planning?

Since the improved practices of scheduling are built into the regular business processes of the Educational Department, this action does not require the allocation of additional resources and can be performed continuously.

- Knowledge and expertise

This activity requires only knowledge in the field of administrative procedures. Neither special gender knowledge nor external gender expertise is needed.

- Consensus & Visibility

Internal stakeholders that support this activity are: Educational Department, Trade Union Committee. This activity does not require support from external stakeholders.

## **2.2 Action 2. Ensure operational support for Commission on Gender Equality Issues**

### Action's description

#### Sustainability dimensions

- Rules and procedures

This activity assumes that the Commission on Gender Equality Issues is elected at the conference of the workforce. The commission is an instrument to control and help the administration of the University to optimize their gender policy. The main task of the commission is to consider cases of gender discrimination or harassment in relation to students or employees. The commission is responsible for keeping staff and



students informed about the mechanisms for appeals to the Commission. The commission holds regular meetings 2 times a year or more often (when receiving requests from students and staff).

The commission is elected at the conference of the workforce. Monitoring mechanisms involve regular (at least once a year) reports of Commission members at the general meeting of employees (the conference of the workforce).

The incentive for effective work of the commission members is the allocation of resources for the implementation of this activity: up to 10 hours per year of mandatory annual number of hours for each member of the commission.

- Structures

The Commission on Gender Equality is a new body created during the GEP implementation. The Commission reports to the general meeting of employees (the conference of the workforce) once per year.

- Resources or Financial Planning?

The commission consists of at least 5 persons and includes both staff and students. Each employee who is a member of the commission may spend up to 10:00 billable time for the implementation of this activity. Students are encouraged to participate at the commission in the frame of student self-government system.

It is assumed that the activity will be performed continuously.

- Knowledge and expertise

The necessary gender knowledge to sustain this activity are partially in place.

The Gender Equality Commission may involve temporary and permanent external experts on gender equality without the right to vote. External experts will be involved from those organizations with which cooperation agreements have been signed.

- Consensus & Visibility

Internal stakeholder that supports this activity is Trade Union Committee.

The support of an external organization is to provide expert advice.

## **2.3 Action 3. Collect, analyze and publish gender disaggregated statistics of the University**

### Action's description

### Sustainability dimensions

- Rules and procedures

Before the GEP implementation staff had to gather and analyse gender disaggregated data manually. Now they can accomplish this task in automated mode. After the improvement of the current database the recurring students and staff data gathering, disaggregated by the many variables necessary to understand the gender equality context has become the duty of staff of two departments - HR department and Educational Department. HR department is responsible for data gathering and generating reports on University staff.

Educational Department is responsible for data gathering and generating reports on students. Reports on gender disaggregated statistics will be generated once a year or upon request more often. Data from these

reports will be included in regular annual report of the rector, presented at the annual meeting of the workforce and will be published on the University's website.

No additional financial incentives for the staff of HR department and Educational Department are needed as their official duty implies gathering and analyzing data.

- **Structures**

The existing structures that are responsible for the implementation of this activity are HR Department and Educational Department. The implementation of this activity does not require the establishment of a new structure/body.

- **Resources or Financial Planning?**

Since the improved practices are built into the regular business processes of the Educational Department and HR Department, this action does not require the allocation of additional resources and can be performed continuously.

- **Knowledge and expertise**

This activity requires only knowledge in the field of IT. Neither special gender knowledge nor external gender expertise is needed.

- **Consensus & Visibility**

Internal stakeholders that support this activity are: Rector, Educational Department, HR Department. This activity does not require support from external stakeholders.

### 3 Sustainability Plan for the Institutional Communication Area

Action Title	Description	Links with 2 <sup>nd</sup> iteration of the GEP implementation (October 2017 – February)	Timeframe	Level of Implementation	Tentative targets
<b>Action 4.</b> Provide language and visual support for gender equality in the media content of the University	<b>Main goal:</b> Encourage gender sensitive / gender neutral communication <b>Target groups:</b> Staff and students	Action 19. Provide language and visual support for gender equality in the media content of the University	constantly	University level	Staff of Marketing and Corporate Communication Department avoid discrimination in media content of the University

Figure 1, Summary Table of Sustainable Actions on Institutional Communication

### **3.1 Action 4. Provide language and visual support for gender equality in the media content of the University**

#### Action's description

#### Sustainability dimensions

- Rules and procedures

This activity assumes that the staff of the Marketing and Corporate Communication Department systematic use the gender sensitive or gender-neutral communications and implement of the language and visual support for gender equality at media content of the University (at social media, University's website, videos, printed materials etc.).

Since all the materials that are posted on the website of the University pass through the staff of the Marketing and Corporate Communication Department, it is assumed that the Department employees will review all materials and check for discriminatory content. If there are discriminatory texts or drawings, the materials will be returned to the authors for revision.

Since the value of anti-discriminatory policies and gender-neutral communications is reflected in the internal normative documents of the University (such as 'Collective Agreement' and 'Code of Professional Ethics and Organisational Culture for Workers and Student'), this in itself is an incentive to comply with this procedure. Besides, during the GEP implementation period, staff of this Department was trained on language and visual support for gender equality in media content and they are expected to be committed to principle of gender equality. No additional financial incentives are needed as their official duty implies the fulfilment of the requirements of the internal normative documents of the University.

- Structures

The existing structure that is responsible for the implementation of activities is the Marketing and Corporate Communication Department. The implementation of this activity does not require the establishment of a new structure/body.

- Resources or Financial Planning?

Since the improved practices are built into the regular business processes of the Marketing and Corporate Communication Department, this action does not require the allocation of additional resources and can be performed continuously.

- Knowledge and expertise

During the GEP implementation period, staff of the Marketing and Corporate Communication Department was trained on language and visual support for gender equality in media content. Thus, we can say that the necessary gender knowledge to sustain this activity are partially in place.

The Marketing and Corporate Communication Department may involve external experts on gender equality. External experts will be involved from those organizations with which cooperation agreements have been signed.

- Consensus & Visibility

Internal stakeholders that support this activity are: Marketing and Corporate Communication Department. The support of an external organization is to provide expert advice.

## 4 Sustainability Plan for Teaching and Services for (Potential) Students Area

Action Title	Description	Links with 2 <sup>nd</sup> iteration of the GEP implementation (October 2017 – February)	Timeframe	Level of Implementation	Tentative targets
<b>Action 5.</b> Promotion of women's career opportunities in IT	<p><b>Main goal:</b> Improve gender balance among students of computer and economy sciences</p> <p><b>Target groups:</b> Current and prospective students (middle school students)</p>	Action 16. Conduct awareness raising events to spread information about women in IT industry and women's career opportunities in IT	constantly	Level of IS Department	<p>At least 2 events per year organized for students with the participation of women in ICT invited as guest lecturers</p> <p>At least 1 event per year organized for middle school students and aimed at promotion of IT career</p>

Figure 1, Summary Table of Sustainable Actions on Teaching and Services for (Potential) Students

## 4.1 Action 5. Promotion of women's career opportunities in IT

### Action's description

#### Sustainability dimensions

- Rules and procedures

This activity assumes that the staff of the Information Systems Department will regularly conduct events and activities aimed at creating a positive image of women in IT sphere and promoting women's career opportunities in IT, such as:

- to conduct lectures and workshops for students with successful women leaders in IT as guest lecturers,
- to invite alumnae who have made a successful career in IT as guest lecturers,
- to promote women's career opportunities in the ICT field at Career Days, Open Days and other University's events for middle school students.

Meetings of female guest lecturers with students will be built into the regular educational process. Events aimed at promotion of IT career for middle school students will be embedded in the regular events for schoolchildren organized at the University and Faculty level (such as University Career Days, Faculty Open Days, Summer Schools etc.).

The main incentives for the performance of this activity by the staff of the Information Systems Department are firstly, the opportunity to improve the quality of education and the employability of graduates, and secondly, the opportunity to attract female prospective students(middle school students)

For IT companies the main incentive for participation in such events is the opportunity to promote their company and to attract new employees.

Monitoring mechanisms involve regular reports of the group responsible for vocational guidance work (career guidance group) at the Department meeting.

- Structures

The existing structure that is responsible for the implementation of activities is the Information Systems Department, namely: the lecturer of the course 'IT basics' is responsible for inviting women in ICT as guest lecturers; career guidance group is responsible for conducting events aimed at promotion of IT career for middle school students.

The implementation of this activity does not require the establishment of a new structure/body.

- Resources or Financial Planning?

Since the improved practices are built into the regular educational processes, this action does not require the allocation of additional resources and can be performed continuously. All guest lecturers work on a voluntary basis, so no financial resources to conduct events are required.

- Knowledge and expertise

The necessary gender knowledge to sustain this activity is partially in place.

This activity requires the involvement of external experts such as guest female lecturers, successful female graduates etc. External experts will be involved from those organizations with which cooperation agreements have been signed.

- Consensus & Visibility

Internal stakeholders that support this activity are: Information Systems Department, Career Guidance Department, Development Department, Dean of the Faculty of Economic Informatics.



The support of an external organization is to conduct various events (such as lectures, seminars, workshops) on women's career opportunities in IT. In order to ensure the participation in this action of women leaders in IT, Kharkiv IT Cluster, as well as local IT companies and alumnae will be involved in this activity (organizations with which cooperation agreements have been signed). Besides, events dedicated to leadership and career opportunities for women in the IT business are conducted at the University in the frame of the new project "Girls2IT", which is the joint project of the "Kharkiv IT Cluster" and S. Kuznets KNUE.

## 5 Sustainability Plan for the Research Design and Delivery Area

Not applicable

## List of Involved Stakeholders

Position / Role	Name (gender) <sup>1</sup>
Rector of KNUE, academician, professor, Doctor of science	Vladimir Ponomarenko (m)
Professor of Information System Department, Assistant to the rector on international projects, <i>EQUAL-IST project leader at the S. Kuznets KhNUE</i>	Iryna Zolotaryova (w)
Head of Marketing and Corporate Communication Department	Olena Ptashchenko (w)
Dean of Economic Informatics Faculty	Grigoriy Kots (m)
Head of Educational Department	Anna Chumak (w)
Head of Development Department	Maksym Serpukhov (m)
<b>Departments and bodies</b>	
Career guidance group of Information system department	Anna Kholodkova (w) Mikhail Losev (m)
<b>Working Group members of the EQUAL-IST project</b>	
Head of Information system department, professor, Doctor of science	Oleg Rudenko (m)
Head of HR department	Larisa Mogilevskaya (w)
Associate professor of Information System Department	Olena Plokha (w)
Associate professor of Information System Department	Oleksii Besedovskyi (m)
Senior lecturer of Information System Department	Ganna Plekhanova (w)
Associate professor of Information System Department	Serhii Znakhur (m)
Lecturer of Marketing department	Daria Nagaivska (w)
<b>Students representatives</b>	
Deputy Head of Youth Organization	Katerina Mishneva (w)
<b>Equal Opportunities Bodies . Members of the Commission on Gender Equality Issues:</b>	
Head of University Trade Union Organisation	Genadij Kholodnij (m)

<sup>1</sup> The information in the brackets represents the stakeholder gender, where “m” stands for “man”, “w” stands for “woman”.

Head of Methodical Department	Irina Malets (w)
Associate professor of Information System Department	Serhii Znakhur (m)
Head of HR department	Larisa Mogilevskaya (w)
Deputy Head of Youth Organization	Katerina Mishneva (w)

## Abbreviations

CEO Chief Executive Officer

EQUAL-IST Gender Equality Plans for Information Sciences and Technology Research Institutions

GEP Gender Equality Plan

HR Human Resources

ICT Information and Communication Technologies

IST Information Sciences and Technology

IS Information Systems

IT Information Technology

RPO Research Performing Organisation

STEM Science, Technology, Engineering, and Mathematics

## Links to Detailed Descriptions and Further Materials

*Add here links to materials which can be useful to support in contextualizing this Sustainability Plan, such as the 2 GEPs' versions, monitoring reports, external evaluation reports, surveys that you have carried out internally, news on your RPOs' website or dedicated web pages, etc.*

1. <https://equal-ist.eu/gep-in-simon-kuznets-kharkiv-national-university-ukraine/>
2. KhNUE GEP: <https://www.hneu.edu.ua/plan-gendernoyi-rivnosti-hneu-im-s-kuznetsya/>
3. Gender disaggregate statistics of KhNUE: <https://www.hneu.edu.ua/genderna-statystyka-hneu-im-s-kuznetsya/>