



*Presidenza del Consiglio dei Ministri*  
Dipartimento per le Pari Opportunità

# PROJECT STAGES

STRUCTURAL TRANSFORMATION TO  
ACHIEVE GENDER EQUALITY  
IN SCIENCE

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NEWSLETTER 6



## CONTENTS

**03** THE DOCUMENTARY EXHIBITION “UAIC – A PLACE FOR WOMEN IN SCIENCE”

**05** SHARING GOOD IDEAS AND ACTIONS: A WORKSHOP FOR EQUAL OPPORTUNITIES OFFICERS (BFCS)

**06** THE STAGES ACTION PLAN AT UNIVERSITY OF MILAN (UMIL) – ADVANCING GENDER EQUALITY: HOW TO ENHANCE CHANGE IN SCIENTIFIC CAREERS

**07** THE STAGES PROJECT AT THE RADBOUD UNIVERSITY

**08** AARHUS UNIVERSITY ACTION PLAN

# ONE LAST YEAR TO GO: THREE EMERGING CHALLENGES

The STAGES project is entering its last year, and important results are now apparent in many strategic areas of all the Action Plans implemented in the five participating universities/research institutions: University of Milan, Fraunhofer Gesellschaft, Aarhus University, Alexandru Ioan Cuza University, Radboud University. At the same time, new challenges are becoming increasingly topical in this phase.

Some particularly interesting and promising achievements, among the many which could have been singled out, are described in the sections devoted to the different Action Plans, in this newsletter. As for the challenges, three can be highlighted here.

The first regards the evaluation of the Action Plans and their results, and it involves all the projects that have been activated in Europe under the different structural change calls. As the first projects are getting near to the end (and one of them, GENISLAB, will be actually concluded in December), the need is felt of identifying the evaluation tools that would better respond to the peculiar features of structural change projects, accounting for their complex and processual nature. To address this issue, a meeting of project evaluators in the different consortia was convened in Brussels on September 11 and 12. The ASDO team, participating for STAGES, suggested one of the topics chosen for the group discussion: The role of evaluators in between internal and external positions. The other topics addressed have been suggested by different consortia: What should the evaluation focus on? (CESIS, EGERA project; Uppsala University, FESTA project); What definition of structural change should be used for evaluation? (UPEC, GENDERTIME project; Fondazione Brodolini, GENISLAB project); How the evaluation is designed? (GESIS, INTEGER project; UCM, GENOVATE Project).

The second challenge concerns sustainability. While approaching the conclusion of the project, it becomes all the more urgent to secure continuing support to the actions and institutional arrangements introduced. This is something which the implementing groups at the involved institutes are working on since the beginning of the project, and interesting results have been achieved, with many actions already institutionalised. Now sustainability plans are about to be fully formalised, and they will also include the planning of the transitional phase to the new institutional frameworks.

Last, the STAGES consortium will soon have to start working on the final Guidelines of the project, by identifying and presenting the more interesting lessons learned, so to support the favourable development of similar initiatives in other research institutions. A discussion on the most suitable contents and structural options for the Guidelines is currently ongoing on the project Intranet, while the issue will be discussed at length at the next Steering Committee, to be held in Rome on January 26.

## THE DOCUMENTARY EXHIBITION “UAIC – A PLACE FOR WOMEN IN SCIENCE”

The documentary exhibition “UAIC – A Place for Women in Science” has been organized by the UAIC-STAGES project and the UAIC Centre for Gender Equality in Science in the large open space named “the Hall of Echoing Footsteps” of the central building of the UAIC, “University Palace”, a prestigious historical edifice, built in the 19 century (see <http://www.uaic.ro/en/university-2/hall-echoing-footsteps/>).

The exhibition was conceived as a relevant and unitary communication action about the active presence of the UAIC’s women scientists and their important contribution in education and research. At the same time, being organized within the framework of the STAGES project, the exhibition aims to show the main objectives included in the UAIC-STAGES action plan, namely to increase the public visibility and acknowledgement of the women’s scientific achievements, to promote their inspiring role model for young researchers, to strengthen the organizational awareness by building up on gender equity culture and its benefits for scientific performance as well as to present the implementation of the programmes devoted to achieve gender equality in science at the UAIC.

Therefore exhibition reflected, like a public mirror, the activities and events held at the UAIC on the first 30 months period under the aegis of the European Project STAGES in order to promote gender equality in science. The themes of the 24 compositional panels, that gathered more than 250 photos-documents, posters, pictures and explicative texts, have been correlated with the main directions of the Action Plan and illustrate the setting up of new institutional structures and practices, the organizing of public events and scientific workshops, training sessions and many other activities aiming to make more visible the scientific contribution and social responsibilities of women academics and researchers from the UAIC.

Each poster had a thematic identity that was indicated by its specific title, its content and its imagistic components. (see <http://stages.csmcd.ro/index.php/documentaryexhibitionuaic>). In addition, different audio-video materials - as films entitled “UAIC Profiles of Women in Science” (2013 and 2014), TV interviews and talk-shows, TV reports on the public events as “Women Researchers Day” (2013 and 2014) – were presented on a large monitor.

The varnishing event has been held on June 23th 2014 and was introduced by Prof. Dr. Doina Balahur, the UAIC-STAGES coordinator, who emphasized the objectives and the message intended by this exposition, that is: “women in science are at home in UAIC”. As invited speaker, Prof. Dr. Vasile Isan, the UAIC Rector, highlighted the importance of the STAGES project for the UAIC, appreciated the efforts for organizing this successful exhibition, and congratulated all the participant women for their contribution at increasing the scientific reputation of our University.

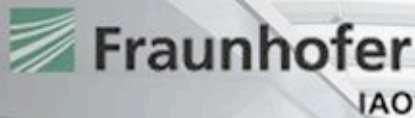


The event was attended by more than 50 academics and researchers, Senate members, managers and administrative staff, post-docs and PhD candidates, most of them also finding themselves as being present in the various images displayed on the exhibition stands.

The documentary exhibition was open on the period 23 June - 11 July 2014, each day from 8:00 AM to 10:00 PM. The access was free and the number of visitors could be estimated at about 2000 persons. Thus, the event was a real opportunity for numerous members of academic community and many other visitors of the UAIC to learn about our program on gender equality in science. The exhibition event was also presented in two reports produced by TVR/ the Romanian National Broadcasting Company, in several printed and on-line newspapers and in social media.

At the European level, the news on exhibition was published on the websites of the European Platform of Women Scientists (EPWS) and Gender Portal Project as well as in the EPWS Newsletter Nr. 36/2014. For more information one can see the extensive presentation edited on the UAIC-STAGES website. (<http://stages.csmcd.ro/index.php/documentaryexhibitionuaic> ).

*Prof. Dr. Doina Balahur*



## SHARING GOOD IDEAS AND ACTIONS: A WORKSHOP FOR EQUAL OPPORTUNITIES OFFICERS (BFCS)

It is the aim of STAGES and of Fraunhofer IAO as one of the project partners, to initiate and foster the dialogue and the exchange between interested people of different institutes. One activity in order to reach this aim is the toolbox. The toolbox is a precious instrument to inform people from other Fraunhofer institutes about good practices in gender diversity. But as it is an online platform, people do not necessarily make face-to-face contact. This is why the STAGES team at Fraunhofer IAO decided in the beginning of 2014 to offer a workshop. This workshop should enable a direct exchange between persons of different institutes. The topic of the workshop was "child care facilities at the Fraunhofer institutes". We chose this topic because we know from the toolbox, that a couple of institutes already have good examples and quite different offers in this area, like child care in the holidays, child-friendly offices, and child care for emergency cases. Furthermore, we heard from others on several occasions, that they would like to implement a new offer but do not know how or who tried it and did not succeed until now. Via the toolbox we asked different BfCs from institutes with many good activities to present these at the workshop. In coordination with the central equality officer we were looking for an appropriate date for the workshop. It should be a date at which there are no other important events for BfCs. We finally fixed November 26, 2014, as it was not possible to find an earlier date. Then we informed the BfCs via E-Mail about the workshop. Finally, 12 BfCs registered for the workshop. The workshop started with a round of introductions and the expectations of the participants. Then the Fraunhofer project team presented the STAGES project. Afterwards, the three BfCs contacted in advanced, presented the activities for child care at their institutes: The first one talked about the implementation and the use of the child-friendly office, and about the holiday program for children. The second BfC talked about the mobile child-friendly office. The third BfC talked about the cooperation with a child care facility, the holiday program and the child care possibilities in emergency cases. The whole afternoon of the workshop was dedicated to dialogue and discussion. One of the participants told about the holiday program for children of employees at her institute, which

differed from the ones already presented. For the participants, it was a big benefit to have the possibility to ask directly for details, costs, problems, etc. of the different activities. Two of the participants even noticed that their institutes are located quite near and that they could cooperate more in the future. When the participants could not answer a question, they agreed to look it up and exchange more information after the workshop.



The feedback about the workshop was very positive, it was evaluated as helpful. The participants would be delighted if there would be other workshops like this one, to other topics. They identified "the appearance of the BfC: standing at the institute and intranet presence of the BfC" as an interesting topic.

*Jurgen Wilke, Michaela Klemish, Anne Spitzley*

# THE STAGES ACTION PLAN AT UNIVERSITY OF MILAN (UMIL) ADVANCING GENDER EQUALITY: HOW TO ENHANCE CHANGE IN SCIENTIFIC CAREERS

The action Plan was drafted after gathering data on female presence in research within the entire university and, in particular, within the Faculties of Medicine and Agricultural and Food Sciences, targeted by the project. In the latter Faculty, data on funding highlighting interesting patterns were also collected. With regard to European funding, the Team found out that women had more or less the same chance as men to obtain funding but that they applied less than their male colleagues. These results matched those highlighted in the She Figures reports. Subsequent interviews carried out with female researchers revealed that most of them perceived access to European funding as very difficult being applications, in their opinions, time consuming, complicated and granting few possibilities of success. This perception, which did not match actual success rates, was very widespread. The Team thus decided to include an ad hoc action having the twofold aim of sensitizing researchers about the very importance of European projects for their career paths and of providing them with concrete tools for applying. The planning of the School for European Projects Drafting and Management was completed following several meetings with members of the newly created Network of female researchers as well as with members of the STAGES Board. The Team, indeed, decided to 'tailor' the action on the needs of early career researchers by progressively sharing with them ideas about the structure, contents, duration of the School and by, at the same time, strengthening partnerships with UMIL's offices dealing with research and innovation in order to make those needs visible and grant adequate response. The School was then activated following a "call for participation" which was presented in September 2013 during an open initiative. To the School enrolled over 40 researchers. The School was divided into two parts. Lessons of the first part (October 2013 - January 2014), which were taught by UMIL's personnel, aimed at providing participants with an overview on the structure of Horizon 2020 and of other programmes, on the budgeting, management and financial reporting of grants, on the valorisation of scientific results and on the gender dimension in research. The second part of the School (February 2014 - June 2014), aimed at concretely supporting participants in the drafting of projects and included initiatives such as a workshop, open to the entire University and attended by over 100 participants, held by Dr. Isabella Tamagnini, ERC Officer, who described the different ERC programmes.

Her presentation was followed by two round tables with UMIL's grantees and evaluators of ERC grants who talked about



their own experiences and provided participants with advices. A further lesson was held by Sean McCarthy (Hyperion), one of the most experienced expert in providing training courses on successful strategies for applying to European grants.

The last class focused on EuropeAid - a programme related to the specific areas of interest signalled by participants to the School – and was held by Marina Marchetti, EuropeAid's Head of Sector for Gender and Non-Discrimination .

The School proved successful in many ways: participants evaluated it in very positive terms; they had the chance to meet officers and experts and to ask very concrete questions; it allowed the Team to present the STAGES project to several new actors during open events and to consolidate contacts with UMIL's offices.

In other words, the idea of providing a service explicitly targeting female researchers and designed according to a gender perspective, but relevant and open to everybody triggered a constructive transformational dynamic not only of participants but also of the general environment. Given the very positive outcome of the School the Team decided to use the same format to launch the School for International Publishing which is currently being implemented.

*Daniela Falcinelli, Elena De Giorgio*

# THE STAGES PROJECT AT THE Radboud UNIVERSITY

In 2014 the team at Radboud University Nijmegen paid special attention to the activity of screening and improving internal communication on recruitment and career progress. We performed research into gender assumptions in the recruitment of academic staff members. Gender wording of job advertisements may affect the proportion of men and women applying for an academic position. Masculine wording may make job advertisements less appealing for women, which may strengthen gender inequality in academic positions. We examined job advertisements in two research institutes, namely the Donders Institute for Brain, Cognition and Behaviour and the Institute for Management Research. Which traditional masculine and feminine attributes were communicated through the job advertisements?

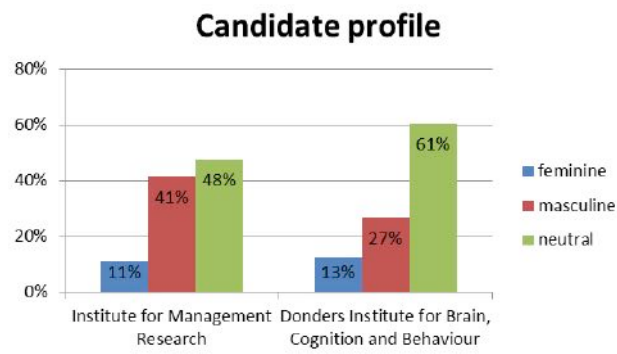
The team members Claudia Lüttke and Inge Bleijenbergh analyzed the 33 job advertisements that were distributed by the institutes between September 2012 and March 2014. We investigated the candidate profile (How should the ideal candidate be?) and the organization profile (What kind of image of the organization is sketched by the job advertisement?). The texts were coded with feminine, masculine and neutral values. On the basis of a literature review, we coded agentic and achievement-oriented attributes (leading and management skills, resilience, self-reliance, achievements as personal qualification) as masculine values while communal and service-oriented attributes (supporting role, social and communicative skills, team skills) were categorized as feminine values. The remaining qualifications (e.g. language, research, computer skills, a degree in a relevant field) were defined as neutral values.

By conducting quantitative content analysis, we were able to reveal that in both institutes neutral values dominated in the job advertisements and that more masculine than feminine characteristics of the candidates were communicated in the advertisements. At the Institute for Management Research, the candidate profile for academic staff contained 40 (11%) feminine, 139 (41%) masculine and 138 (48%) neutral values (see figure 2). Thus, masculine values were communicated three times more often than feminine values. At the Donders Institute the candidate profiles of academic staff contained 24 (13%) feminine, 60 (27%) masculine and 105 (61%) neutral concepts. Thus, twice as many masculine than feminine concepts were communicated.

We contrasted the candidate profiles with the organization profile that was communicated. While the Institute for Management Research had a more gender neutral organizational

profile (with 47% neutral values and a balance between 29% masculine and 23% feminine values), the Donders Institute had a much more masculine organization profile that consisted of mainly masculine values (53%). Feminine (28%) and neutral values (20%) occurred less often.

We conclude that the Institute for Management Research more consistently emphasizes neutral values in the candidate profile as well as in the organization profile. In contrast, the Donders Institute gives a more ambiguous impression since the



ideal candidate is described rather gender neutral but the organisation presents itself in a masculine way. This might potentially confuse applicants.

We discussed our findings with the management teams at both institutes. After we explained our method of content analysis and the results, they recognized the findings of our analysis. The management teams explained never to have thought of their job profiles as containing gender assumptions, but now understood how a (unconsciously) a certain candidate and organization profile was communicated. We discussed ways to make the texts of job advertisements more gender neutral, for example by putting stronger emphasis on feminine values to balance the masculine characteristics. The management teams were very satisfied with our recommendations and were looking forward to improve their advertisements.

*Inge Bleijenbergh*



## AARHUS UNIVERSITY ACTION PLAN

The STAGES team at Aarhus University (AU) finalized in December 2014 a report as an important input in the gender equality debate and policy of the university. The report contributes with empirical inputs to AU's current work on the development of a new gender equality policy.

The report opens with a discussion on the leaky pipeline phenomenon. Drawing on the most recent data on the gender distributions across scientific ranks and fields at AU, seen in a historical perspective, this part provides clear indications that the inequality problem will not be resolved over time. Second, Chapter one compares the gender equality situation at AU with this at other universities in Denmark, Sweden and Norway. It also provides an overview of the efforts made by six Scandinavian Universities (including AU) to promote women in academia, revealing that the Swedish and Norwegian universities are making a bigger effort to commit departments/faculties to engage in gender equality, than what is the case in Denmark. Finally, it highlights the importance of anchoring the gender equality work in the overall management strategy and making the top level management's commitment and support more visible and clear.

Chapter two revolves around the question of gender and scientific performance. On the basis of a bibliometric analysis of app. 2000 Danish researchers' publication rates and app. 3500 AU researchers' citation rates, this part illustrates that while younger women researchers in the Danish Natural and Health Sciences are still not quite at the same publication level as their male colleagues, AU researchers, in general, are at gender parity when it comes to the question of normalised citation rates and contributions to the top10 most cited articles in the world. These findings clearly illustrate that the gender segregating mechanisms should not be interpreted as effects of women's lower scientific performance but rather the result of factors adhering to the current structures and academic cultures.

Chapter three addresses the current gender equality challenges at AU, opening with a discussion of the department heads' views and interpretations of the issue. Based on an analysis of 24 qualitative interviews, this part illustrates how women still - to some extent - are described as outsiders in academic environments characterized by a high degree of individualism and competitiveness. Several of the department heads, for instance, highlight allegedly positive employee features (e.g. women are less egoistic and more social than men, better at networking, more collectivistic, better at communicating and more exhaustive and thorough in their publication approach), which in the context of the prevailing research cultures can be viewed as gendered disadvantages. The second part of Chapter three focuses on the department heads' views on issues of gender and recruitment practices and illustrates that the interviewees by sticking to the idea of objective and gender neutral evaluation criteria, may put early career women researchers at a disadvantage. Finally, Chapter three uses ten years of recruitment statistics from AU to illuminate potentially gendered patterns in the organization. It reveals that women are put at a disadvantage when recruitments for associate/full professorships take place under closed procedures (i.e. recruitment without announcement in open competition) which is the case for 19% of the appointments. In addition, focus is on the surprising fact that 47% of all professor and 37% of the associate professor appointments merely had one applicant. Furthermore, this part of the report illustrates that women applying for professorships are much more likely to end up in temporary positions than their male competitors. All in all, this part highlights the potential gender equality effects of creating more open and transparent recruitment procedures.



The last Chapter revolves around the question of gender and career-life issues. Drawing on a gender specified analysis of the 2012 Psychological Workplace Assessment (APV) and a web survey on work-life aspects, this part provides new insights into gender differences and how AU researchers perceive and live professional lives in the organisation. First, the APV and web survey illustrate that women tend to find the research profession more stressful. They spend less of their work time on activities directly related to research output, and to a greater extent request flexible work conditions, both in terms of time and space. These findings highlight the importance of focusing managerial attention to the question of how different types of work activities are prioritized and rewarded in the organisation, as well as the question of how the departments can create more flexible and family-friendly work structures. Second, this part of the analysis also shows that women tend to be less satisfied with their career prospects at AU than their male colleagues. They also feel less secure in their current positions, and are more likely to consider opting out of a research career due to issues of unclear career paths and feelings of job insecurity. Third, the web survey indicates that the increased institutional emphasis on international research mobility as

assessment criteria in the recruitment of associate professors, to some extent counteracts the university's other gender equality activities. More specifically, a considerably larger share of the female than male postdoc and PhD respondents states that institutional requirements for a long-term stay abroad have/or will make them consider opting out of a career at the university. Finally, the APV and web survey reveal that women at some ranks and in some fields feel less satisfied, lonelier and less socially included in their research environments than their male colleagues.

In tune with the current draft of the new gender equality policy, we can thus conclude that increased institutional awareness and cultural change for the development of more gender inclusive work environments, where everyone feels welcomed, supported and recognized for their efforts is of crucial importance if AU aspires to attract and retain a larger share of the overall talent pool.

*Mathias Wullum Nielsen, Evanthia Kalpazidou Schmidt, Ebbe Krogh Graversen & Ulrik Lebech Vinther*