

**S**  
systems & values

*portia*  
furthering SET



**genSET**  
www.genderinscience.org



**C**  
collaborative partnerships

**N**  
networks of interactions

# Gender Stereotypes and Gender Attitudes in the Assessment of Women's Work

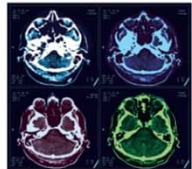
**I**  
intellectual capital

**C**  
careers in research

**E**  
excellence in knowledge

**E**  
expertise for innovation

## Workshop, Athens 3-4 March 2011



**G**  
governance structure

**E**  
evidence & explanation

**N**  
norms & narratives

**D**  
diversity & inclusion

**E**  
education & enterprise

**R**  
roles & stereotypes

**E**  
executive decisions

**Q**  
quality of work

**U**  
unbiased knowledge

**A**  
assessment of ability

**L**  
leadership & management

**I**  
institutional mechanisms

**T**  
technology transfer

**Y**  
your responsibility



On the behalf of



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Welcome to the Workshop on:  
Gender Stereotypes and  
Gendered Attitudes in the  
Assessment of Women's Work

# Key issues to be discussed / addressed

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- ▶ Factors that enhance the existence of gender stereotypes and gendered attitudes in the assessment of women's work and the consequences they have to the functioning of the organization,
- ▶ Opportunities to address issues through gender equality action plan in organizations
- ▶ Capacity needs of the organizations in relation to putting in place a gender action plan
- ▶ Management support requirements for assisting organizations with the implementation of gender action plans (exploring possible implications, discrepancies and success factors through the use of 'best practices' paradigms)

# Key objective of the Lisbon Agenda

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- ▶ Increase human resources in science and technology
  - ▶ First by using the already pool of highly trained and competent women
  - ▶ Second by encouraging women to study and work in S&T
- ▶ Having a clearer picture of the employment situation for women in science and technology will be of the utmost important in order to implement European action in this area better. (Statistics in Focus – Eurostat 10/2008)  
*European Commission, Information Society and Media: Women and ICT status Report 2009 (March 2010)*

# Why engaged in gender and science?

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- ▶ The arguments in favour of having more women in research and in decision-making positions are clustered into three major categories:
  - a) *ethical/human rights arguments,*
  - b) *utilitarian arguments*
  - c) *common good arguments.*

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European Commission considers that without gender equality in science and without a better use of the human resources available → scientific excellence will never be truly achieved within the European Research Area

# Phases of Key Recent European Union Recommendations and Interventions for Gender Equality

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- a) Phase 1: 1990s; Focus on Gender Equality for Women – Mapping and Identification of the Problems
- b) Phase 2: early 2000s; Focus on Gender Differences – Reflections on Statistics: Measurement, Mainstreaming, Evaluation
- c) Phase 3: late 2000s; Focus on Context – Integrated Perspective: Work-Life Balance, Scientific Excellence, Research
- d) Phase 4: current situation (2009); Focus on Tools – Social Mainstreaming, Tool Development on Basis of the Problem



- ▶ Gender Action Plans (Friday's discussion)
- ▶ Other

## The discussion on Gender Action Plans started with FP6 where the focus was on

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- ▶ To increase women's participation within the research workforce, especially at decision-making level;
- ▶ To allow a better understanding of the gender dimension in research, especially for the definition and the evaluation of scientific excellence;
- ▶ To raise the gender awareness of different categories of actors, within and outside the European Commission, involved in the design, the evaluation, the selection, the negotiation, the realization, the implementation and the follow-up of IP and NoE research projects;
- ▶ To highlight the respective responsibility of each category of actors regarding the EU commitment to ensure gender equality and to implement a gender mainstreaming strategy in all its policies and programmes, including the Research policy and the Framework Programme.

**Current concern:** To build institutional capacity to reflect on and act upon the utilization of the available human resources under the scope of “scientific excellence”

# A GAP is built around two steps:

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1. A diagnosis on the current situation regarding gender (women's participation and gender aspects in research)
2. Practical proposed actions based on a diagnosis

## Gender Action Plans provide 2 kinds of information:

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1. Actions to be undertaken
2. Specific gender aspects (field dependant)

“Gender equality is a strategic concern for the University of Oslo that encompasses democracy as well as fundamental human rights. Gender equality also has an impact on the quality of the University’s activities and on its legitimacy in society as the country’s foremost institution for research, education, and the dissemination of research findings.”

# genSET objectives

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genSET goal is to support European Science institutions in promoting gender equality and taking action on the gender dimension in order to improve science knowledge making; human capital development, institutional processes and practices and compliance with regulation

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genSET aims to transfer gender research knowledge into science institutions through dialogue to **increase their capacity to mainstream gender.**

## Dialoguing process

- ▶ Science Leaders: Consensus Seminars: Recommendations
- ▶ Stakeholders: Workshops: Capacity Building via Gender Action Plans
- ▶ Policy makers: 1st European Gender Summit - Polish presidency's patronage of the Gender Summit.

# genSET's Position on Gender in Science

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1. The genSET Consortium recognises that there are several **different perspectives and theories on gender**, and that **gender research and gender experts come from different intellectual traditions**: biological, social, psychological, political etc.
2. We also acknowledge that **the relevance and usefulness of gender research findings will vary depending on the target of the intended gender mainstreaming activities**. Relying on just one type of explanation is not sufficient because complex interplay between different factors can contribute to biases and inequalities in science.
3. The **support measures** created by genSET to **increase institutional capacity for gender mainstreaming actions**, champion the view that:
  1. Although more comprehensive explanations of the nature and consequences of the observed inequalities and biases in the position of women and men in science may not be available at present, this does not mean that such inequalities and biases should be accepted as the norm, and that
  2. There is ample and persuasive evidence available that gender differences, divisions, dynamics and processes can impact at a number of different levels in research and science knowledge-making to necessitate a dialogue between scientists and gender experts to establish a consensus view on the possible consequences for excellence in science.
4. The genSET support measures are designed to facilitate collaborative and sustained dialogue between scientists and gender experts to produce more complete understandings of how and why inequalities and biases arise and persist in science as a social enterprise, and as a collective body of human knowledge.
5. The outcome of the dialogue will be better recognition of the challenges and complexity of removing gender inequalities and biases from the structures and processes defining science excellence, and well-reasoned evidence for implementing gender mainstreaming activities.

# Gender Workshops

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- ▶ Research Excellence
  - ▶ **Advancing Excellence in Science through Gender Equality**  
**Location:** The Tema Institute (Gender Studies), Linköping University, Sweden  
**Date:** lunchtime Monday 28th until late afternoon Tuesday 29th March 2011
- ▶ Recruitment & Retention
  - ▶ **Advancing RTD through Gender-Fair Recruitment and Retention Strategies**  
**Location:** Campus of the University of Vienna, Seminar room of the Institut für Ethik und Recht in der Medizin, Old Chapel, court 2.8, Vienna, Austria  
**Date:** 19th - 20th May 2011
- ▶ Assessment of work
  - ▶ **Gender Stereotypes and Gendered Attitudes in the Assessment of Women's Work**  
**Location:** Athens, Greece  
**Date:** 3rd - 4th March 2011

# Workshop in Athens

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- ▶ The workshop on ***Gender Stereotypes and Gender Attitudes in the Assessment of Women's Work*** is an opportunity for institutions and decision makers to be part of a knowledge transfer and a dialogue with gender experts and with other institutions in the European science system leading towards greater equality in how women and men are valued in science.
- ▶ Workshop aims:
  - ▶ Awareness development: understanding the complexity on 'dealing' with gender in science.
  - ▶ Knowledge sharing: increase the knowledge base (peer learning approach).
  - ▶ Knowledge construction: increase institutions capacity building.
    - ▶ Reflecting on Gender Action Plans
    - ▶ Adopting of Gender Action Plans
    - ▶ Applying Gender Action Plans

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Gender is constructed in social interaction



focus on stereotyping

## i. What do we know about Gender and Science

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- ▶ Gender pay gap (across Europe women earn around 17% less than men and in some country the gender pay gap is widening (*European Commission, Information Society and Media: Women and ICT status Report 2009, March 2010*))
- ▶ There is country differentiation in females working in S&T occupations (LT, EE higher than other EU countries)
- ▶ Average proportion of female researchers is less than 35% (both for government and higher education sectors)
- ▶ Leaking pipeline effect at all levels/types of activity
  - ▶ In science and engineering women account for around 31% of the student population
    - ▶ 36% at PhD ↗
    - ▶ 33% in grade C academic staff ↘
    - ▶ 22% in grade B and only 11% in grade A (32% for Romania and 2% for Malta) ↘
  - ▶ **New Member States** representation of women in academia is **higher** than EU15
  - ▶ Lowest in MT, LU, CY, IE, BE and GR

## ii. What do we know about Women in Decision Making positions

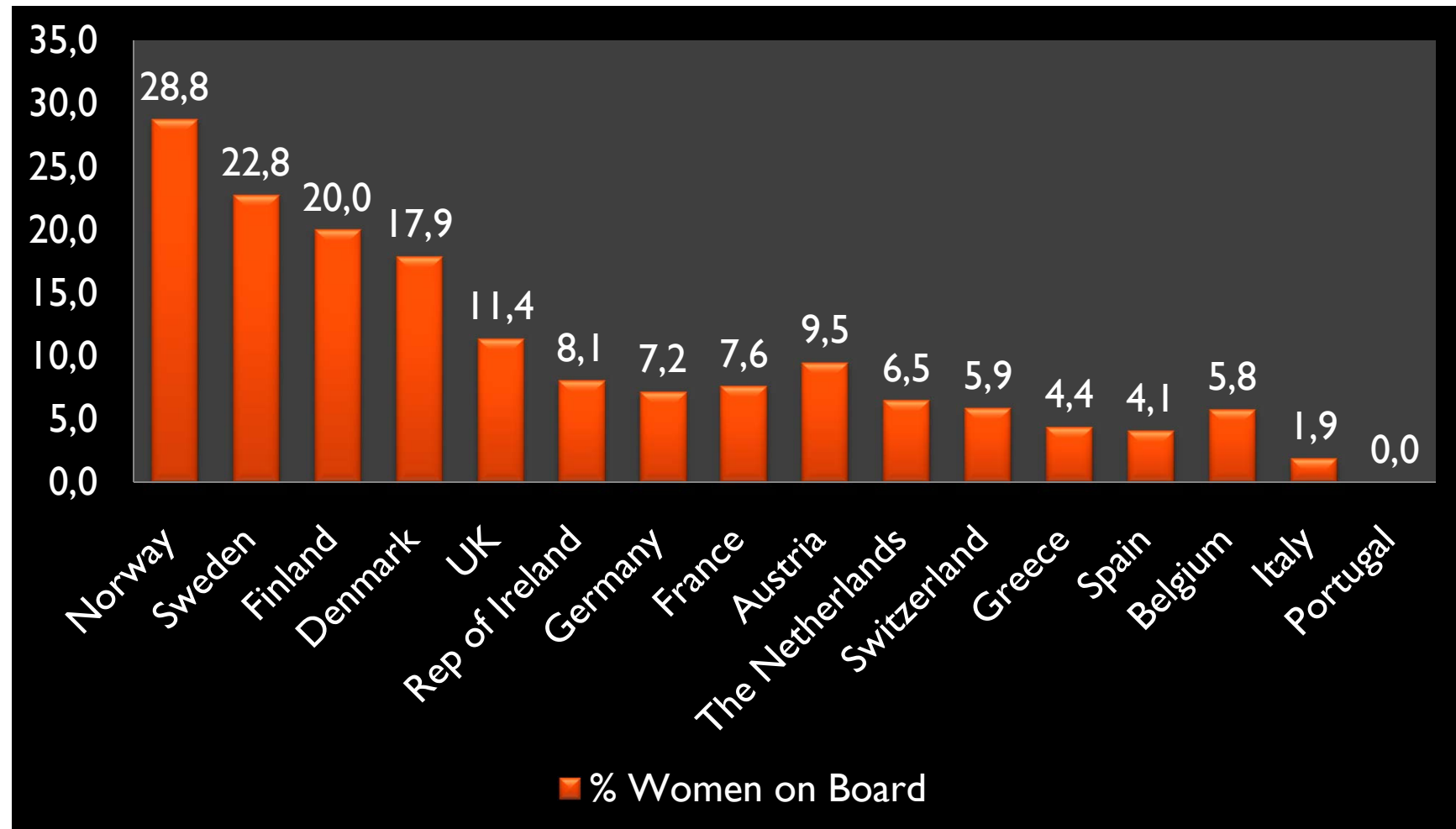
- ▶ Leaky pipeline ➡ decline in career progression
- ▶ Glass ceiling ➡ male-norm for seniority

Women in Boards across Europe

Country	% Companies with Women on Board	% Women on Board	Average number Women on Board
Norway	100,0	28,8	3,0
Sweden	100,0	22,8	3,7
Finland	100,0	20,0	2,2
Denmark	100,0	17,9	2,5
<b>Total top</b>	<b>100,0%</b>	<b>22,5%</b>	<b>3,1%</b>
UK	86,0	11,4	1,4
Rep of Ireland	60,0	8,1	1,0
Germany	72,0	7,2	1,7
France	75,0	7,6	1,2
Austria	50,0	9,5	1,8
The Netherlands	50,0	6,5	0,8
<b>Total middle</b>	<b>75,0%</b>	<b>8,6%</b>	<b>1,3%</b>
Switzerland	58,0	5,9	0,9
Greece	57,0	4,4	0,6
Spain	48,0	4,1	0,6
Belgium	43,0	5,8	1,0
Italy	33,0	1,9	0,3
Portugal	0,0	0,0	0,0
<b>Total low</b>	<b>41,0%</b>	<b>3,8%</b>	<b>0,6%</b>

## ii. What do we know about Women in Decision Making positions

### Women in Boards across Europe



### iii. Why women do not stay in the IT industry

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- ▶ Women tend to quit technology careers due to “antigens”:
  - a) machismo that continues to permeate work environments - 63% of women in science engineering and technology have experience sexual harassment
  - b) sheer isolation many women cope with daily
  - c) career path is all very mysterious
  - d) risky behavior patterns that are rewarded

## iv. Male vs Female learning cultures

Male learning culture	Female learning culture
Tendency to dominant behavior in educational situations	Tendency to cooperative behavior and orientation
More frequent take-over of monitoring discourse	Willingness to be responsible for ongoing discourse
Longer and more frequent contributions in discourse	Shorter contributions in discourse
More often involved in the development of enforcement strategies	Open for proposals of other people and for cooperative work in general
Desire to impress others and competitive behavior	Willingness to discuss topics, supportive of others
Development and maintenance of competitive relations	Care for a just distribution of learning tasks; preference for group work

(Kuhlen 2006)

# Workshop Agenda

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## I.

- a. Mainstreaming Gender in HE and Research  
↓  
norms and attitudes → gender equality/inequality
- b. Institutional capacity to address diversity
- c. Action Plans as tools to mainstream gender equality in Science and Research

## II.

- ▶ Session A 9:30-10:30 - **Welcome and orientation session**
- ▶ Session B 10:50-13:00 – **Mainstreaming gender in higher education and research**
- ▶ Session C 14:00-16:00 - **Identification of Problems**
- ▶ Session D 16:20 – 18:20 - **Reflections on the Institutional Capacity to address a Gender Action Plan for the future** (Interactive Discussion on SWOTs in parallel sessions)
- ▶ Session E 9:30-11:00 - **Gender Action Plans**
- ▶ Session F 11:30-13:00 - **Building Action Plans** → interactive session
- ▶ Closing session 14:00-16:00 - **Discussion and conclusions** → interactive session

# Composition of workshop participants

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## ▶ Participants

### ▶ Diverse Discipline Representation

- ▶ Electrical Engineering
- ▶ Mechanical Engineering
- ▶ Mathematics
- ▶ Computer Science

### ▶ Diverse Types of Institutions

- ▶ Research Centers
- ▶ Universities
- ▶ Research Councils
- ▶ Government Agencies

## ▶ Represented Countries

- ▶ Slovakia (3)
- ▶ Spain (1/3)
- ▶ Latvia
- ▶ Italy (2)
- ▶ Malta
- ▶ Belgium
- ▶ Bulgaria
- ▶ Poland (2)
- ▶ France
- ▶ Slovenia
- ▶ Greece (7/8)
- ▶ EC: European Research Council

# Composition of workshop participants

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## ▶ Project actors

- ▶ Elizabeth Pollitzer, Portia
- ▶ Henrietta Dale, Portia
- ▶ Athanasia Margetousaki, FORTH
- ▶ Stella-Melina Vasilaki, FORTH

## ▶ Invited Gender Experts

- ▶ Gerd Karin Bjørhovde, Professor at the Faculty of Humanities at the University of Tromsø, Chair at the Committee for Mainstreaming Gender in Science in Norway, Member of the Committee for Gender Balance in Research (Norway)
- ▶ Rossella Palomba, Director of research at CNR in Italy, specialized in the impact of policies on gender equity, gender statistics and indicators, Member of National and International projects on gender in Science, Member of the Gender and Excellence EU expert group, author of over 180 articles, etc
- ▶ Richard Gamauf, Professor of Law at the University of Vienna, Member of the Working Group for Equal Opportunity at the University of Vienna, and compliance officer at the Law Faculty of Vienna (since 2002), Chairman of the Arbitration Commission of the Danube University Krems

# What follows the Workshop?

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## A. Mentoring Phase

- ▶ Opportunity for mentoring support to assist 5 organisations with implementation of action plans
- ▶ Selection of organizations (volunteers ???)

# Evaluation of this workshop

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*Post event activity: Open-ended orientation*

## ▶ Axes of Evaluation

- ▶ Knowledge increase
- ▶ Knowledge sharing
- ▶ Knowledge construction
- ▶ Interaction
  - ▶ With project contents, materials (resource level)
  - ▶ With the project (preparation level)
  - ▶ With the participants (workshop level)
- ▶ Workshop's Capacity to empower the institution to reflect on Gender and Science issues from the perspective of Gender stereotypes and gender attitudes in the assessment of women's work.
- ▶ Solution provision. How will solution be dealt within the context of the institution?

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- ▶ We have the honor to have with us today **Prof. Maria Stratigaki**, Secretary General for Gender Equality of Greece
  - ▶ We will also hear more on the genSET Project / Initiative by the Project coordinator **Ms. Elizabeth Pollitzer**
  - ▶ On Women in Science in Greece we'll be informed by **Ms. Maria Samara** from the National documentation Center and partner in GENDERA Project

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Thank you for your attention....