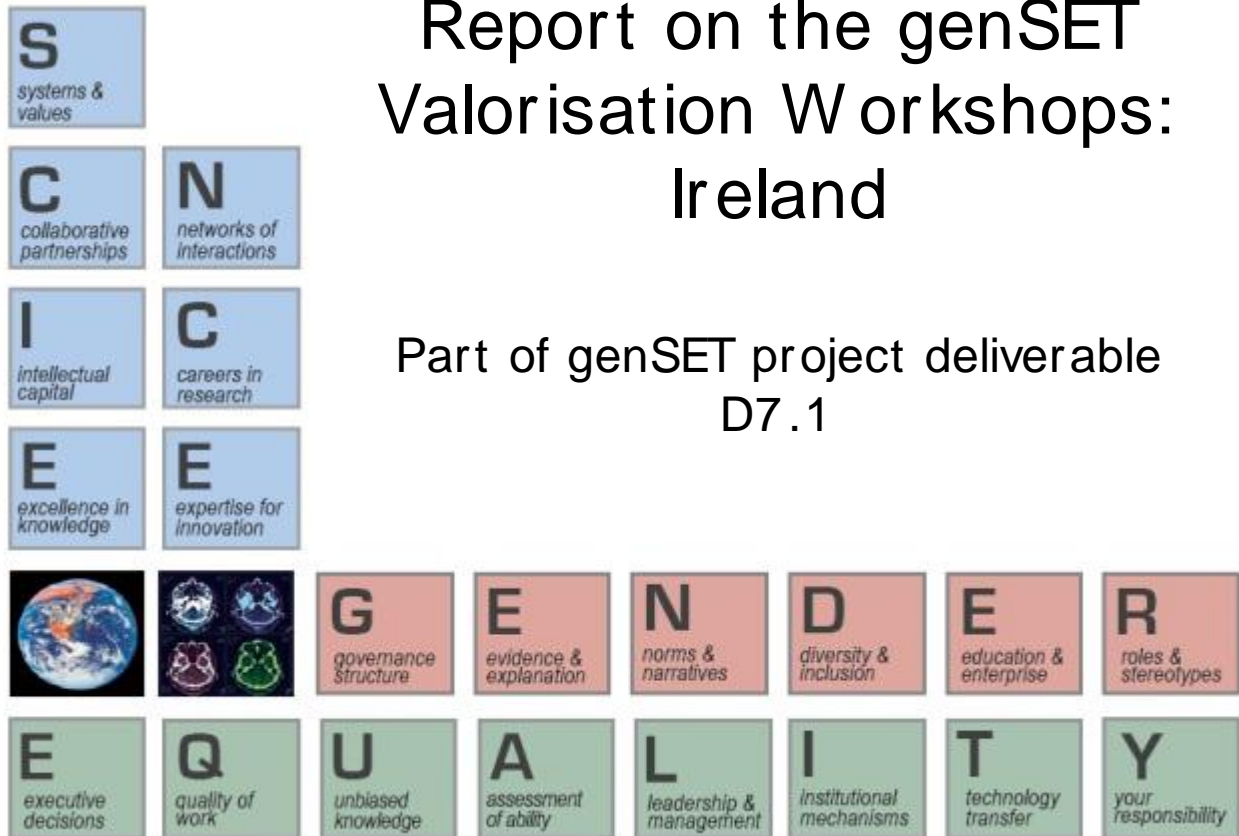


Report on the genSET Valorisation Workshops: Ireland

Part of genSET project deliverable
D7.1



29.11.2010

This report documents the genSET Valorisation Workshop held in Ireland on the 5th November 2010, in collaboration with EuroScience, entitled “The role of gender in scientific enterprise”.

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1. Background

The aim of the genSET valorisation workshops is to:

- Introduce the genSET consensus report with the Recommendations for Action on the Gender Dimension in Science
- Identify how the consensus Recommendations could be promoted and implemented within and through the institutions making up the science system in the selected countries (Ireland and Poland)
- Promote a new approach to addressing gender issues in science, focused on the role of the gender dimension in influencing the excellence of S&T&I in the selected countries
- Learn about the structures and mechanisms available in these countries for mainstreaming gender in science

The workshop in Ireland was delivered as a joint event with Euroscience (genSET Patron), and in particular, the Irish Group of Euroscience. The planning process took approximately six months and included a visit to Ireland to meet with the Euroscience Irish Group and with key women's organisations, such as WISER.

The involvement of the newly formed Irish Group of Euroscience in the Workshop was intended as an opportunity to create a channel for disseminating the Consensus Report into science institutions in Ireland, and for possible incorporation of gender issues in the plans for the Euroscience Open Forum 2012, which will take place in Dublin, and which will be organized by the Irish Group.

Participation in the event was by invitation, limiting the size of the audience to a maximum 40 senior academics, decision-makers and leaders in order to ensure that the discussion remained well focused and productive.

The Workshop took place on 5th November 2010, at the Royal Dublin Society, under the theme: **The Role of Gender in Research and in Scientific Enterprise**

2. The Valorisation Workshop in Ireland

2.1 Workshop Aim

The workshop was organised as a joint event with the Irish Group of EUROSCIENCE. The workshop was part of the objectives of the **genSET** project to increase the capacity of European science institutions to take action on the gender dimension in science in order to improve: ***science knowledge making; human capital development; institutional processes and practices; and compliance with regulation.***

The aim of the workshop was to introduce the ***genSET Consensus Report on the Gender Dimension in Science*** produced by a panel of 14 European Science leaders. The Report, published in June 2010, offers to the science community an overall gender strategy and 13 fully evidenced and specific recommendations for action, designed to improve gender equality and excellence in the scientific enterprise.

Two members of the genSET Science Leaders Panel, Prof Simone Buitendijk and Prof Curt Rice, have attended the Workshop to describe their experience of participating in the consensus process leading to the Report, and to discuss the progress made in implementing the Recommendations in their own institutions and countries.

During the open discussion session, participants explored and discussed how the gender dimension in science could be best approached in Ireland, and how national institutions could be encouraged to implement the genSET Recommendations. The issues of particular interest in relation of the Workshop Report and reporting the outcomes to the European Commission included:

- Gender strategies and gender research knowledge as drivers for research innovation, and equality and excellence in science
- Impact of European and national gender mainstreaming policies on national science policies and societal expectations
- Creating dialogue for knowledge transfer involving science community, gender research community and policy makers to promote action on the gender dimension in science as part of the European Research Area and Framework Programme 8.

2.2 Workshop Programme

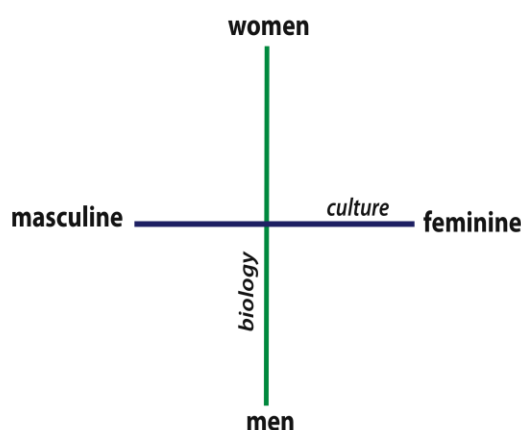
- 10:00 - 10:15 Arrival, Registration, Coffee
- 10:15 -10:30 Welcome and overview of the day
Prof Eileen Drew, Trinity College, and member of WISER
- 10:30 - 10:50 The Gender Dimension in Science – New Perspectives and Expectations
Dr Elizabeth Pollitzer, genSET project Consortium member
- 10.50 - 12.30 genSET Consensus Recommendations and their Implementation
Presentations by **members of the genSET Science Leaders Consensus Panel**
- Implementing the Consensus Recommendations in The Netherlands
Prof Simone Buitendijk, Head of Child Health Programme, TNO
 - Implementing the Consensus Recommendation at the University of Tromso
Prof Curt Rice, Vice Rector, University of Tromso, Norway
 - Discussion
- 12.30 – 13.30 Lunch
- 13.30 - 14:00 Science and Gender Strategy at the Science Foundation Ireland
Dr Marion Boland, Science Foundation Ireland
- 14.00 – 14.30 Science and Gender Strategy at the IRCSET
Dr Jennifer Brennan, Irish Research Council for Science, Engineering and Technology
- 14.30 – 14.45 Discussion
- 14:45 - 15.15 Coffee/Tea
- 15:15 – 16:30 Open discussion: Opportunities for implementing genSET Consensus Recommendations in Ireland’s science institutions
Facilitator Eileen Drew
- 16:00 - 16:15 Summary and close of Workshop
Elizabeth Pollitzer and Eileen Drew
- 16.15 - 16.45 Refreshments

2.3 Summary of Presentations: *Speakers from genSET*

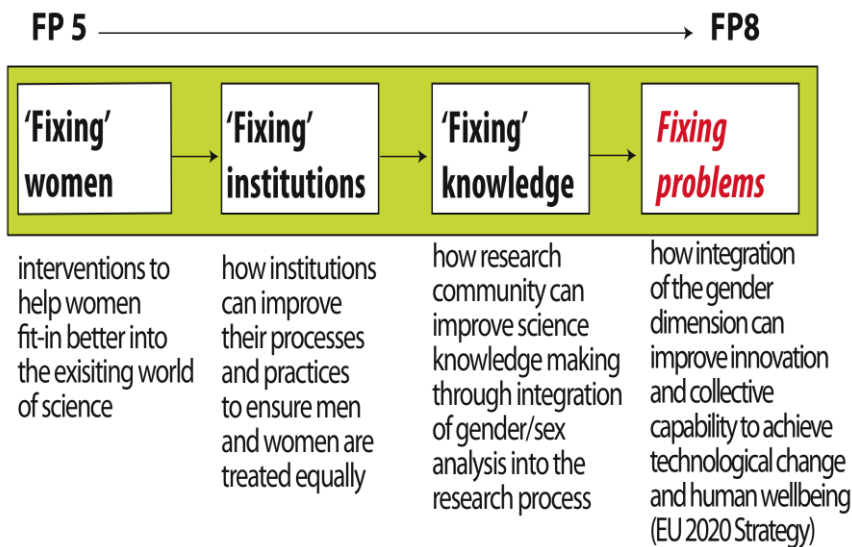
In the first part of her presentation **Elizabeth Pollitzer** explained why the Workshop was taking place in Ireland, namely to

- Introduce the genSET Consensus Report Recommendations for Action on the Gender Dimension in Science
- Report to the Commission on the circumstances impacting the implementation of the report's Recommendations
- Disseminate research scholarship on the gender dimension in science
- Explore opportunity for raising awareness on gender issues through the forthcoming event Dublin the City of Science in 2012, when the Irish Group of Euroscience will host the next Euroscience Open Forum (ESOF), on 12-16 July.

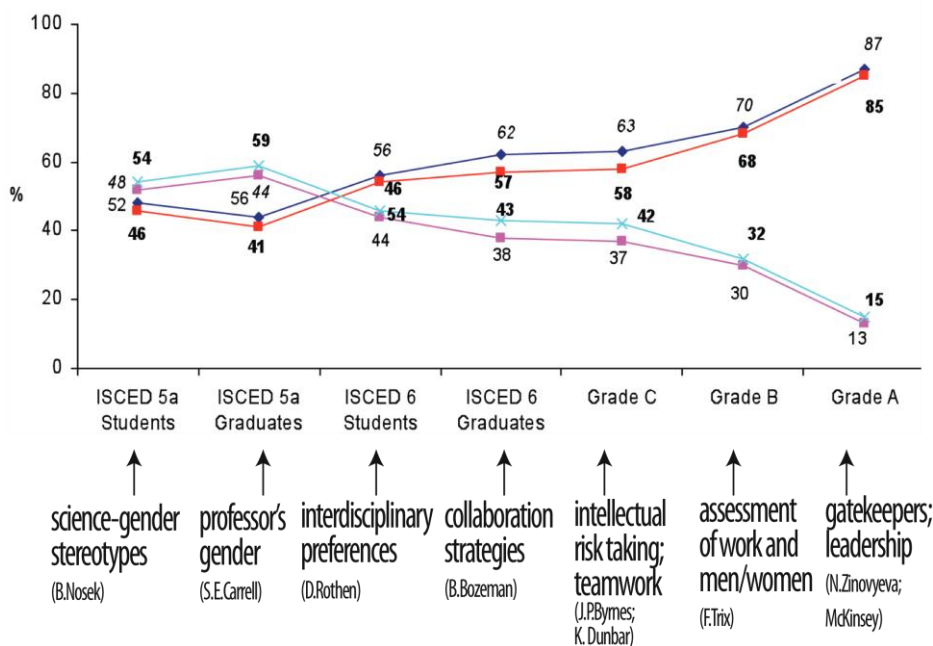
Elizabeth provided an overview of how the thinking about gender issues has changed in the last few years, moving away from dichotomous arguments to treating gender issues as a continuum, and explained that gender issues, which are embedded in cultures, should be distinguished from those linked to biological, sex differences:



The presentation has also pointed out how policy direction associated with the Framework Programme has evolved from first focusing on 'fixing women' to the current thinking of seeing gender as a resource for innovation to solve societal problems (e.g. EU 2020 Strategy).



Considerable research scholarship has emerged since the publication of the ETAN report, which provides important evidence to support practical actions to address gender issues and remove barriers to the advancement of women in science, which persist, in particular, from the PostDoc period onwards.



In particular, gender research has produced new understanding of the importance of social interactions in scientific enterprise, and has pointed out a number of significant differences between how women and men engage with others as part of their work, and how they develop and deploy their social capital (e.g. through social

interactions, collaboration strategies, attitudes to intellectual risk-taking, assessment of work, leadership experience, and gatekeeping roles).

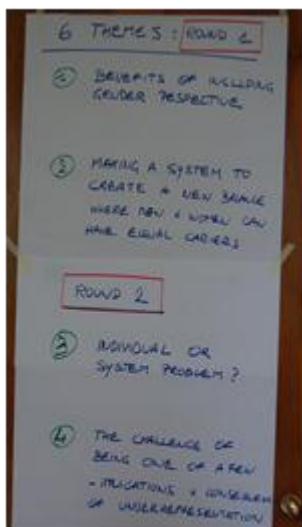
The second part of Elizabeth’s talk focused on genSET, explaining the motivations behind the project, namely that sufficient gender expertise and knowledge is available to take action, and objectives, namely, that what is lacking is institutional capacity to take action.

Elizabeth highlighted, in particular, the involvement and support of genSET by European science institutions, with high-level impact through the role of Patron, and at grassroots level through the Stakeholder Network.

She described the consensus process involving a group of European science leaders in the discussion, consultation and review of evidence in order to produce the report on the Recommendations for Action on the Gender Dimension in Science, intended as the guiding principles for gender equality work at institutional level.

The images below were used to demonstrate the evolving nature of the consensus process, from analysis of personal experience, to group based prioritising of issues, to consultation of research scholarship and experts, leading finally to the recommended gender equality strategy and recommendations.



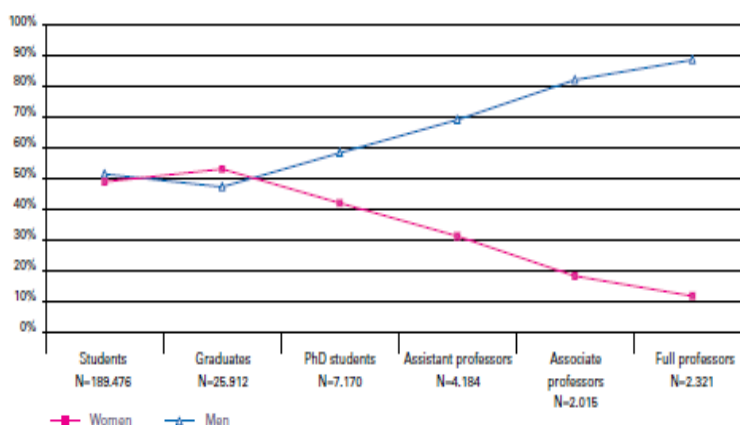


In the first part of her presentation **Simone Buitendijk**, of **TNO**, described the situation in The Netherlands: 75% of women are in part time jobs; only 11.7% of professors are women. The cultural gender influence is very strong: ‘Dutch children need their mother’.

TNO, one of genSET Patron organisations, employs 4500 people. Employee data is not gender desegregated but at the top of the leadership there is only a handful of women. Following the Consensus Seminars, budget has been secured within TNO for workshops involving genSET experts to explore how the Recommendations could be prioritised and implemented within TNO.

GRAPH 1.1

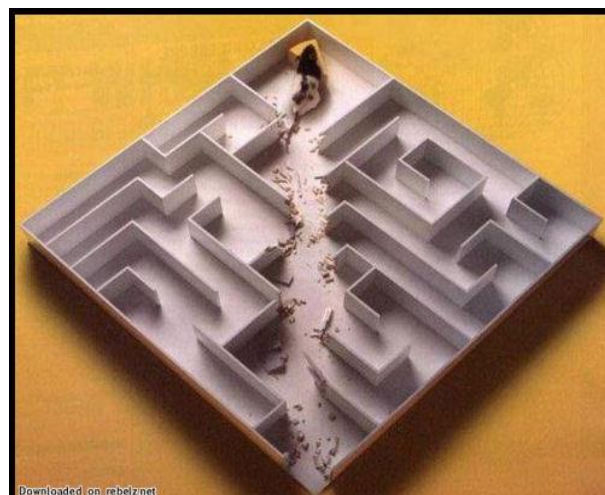
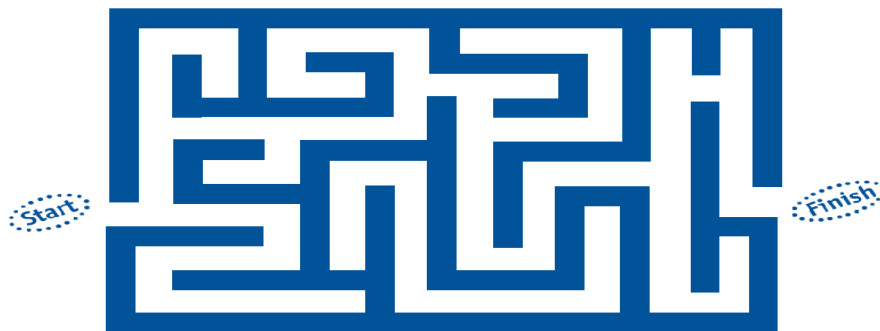
Gender distribution of enrolled students, graduates, PhD students, assistant professors, associate professors and full professors at the end of 2008.^{1,3}



Simone introduced the concept of a maze as a metaphor for discussing and comparing the situation for women and men in science in terms of different obstacles and difficulties characterising their career pathways.

The maze metaphor allows for a number of important distinctions to be made when explaining the position of women in the science system in an easily accessible way, namely:

- Both men and women experience a career progression maze, but the maze is different for women than for men
- When we are in the maze, it is hard to know where you are and which direction to take in order to reach the ultimate goal
- In some parts of the maze, some help may be needed to move forward and reach the end, this is particularly the case for women advancing to senior leadership roles
- We need to study mazes from the top (and reject anecdotal evidence fixed on individual stories)

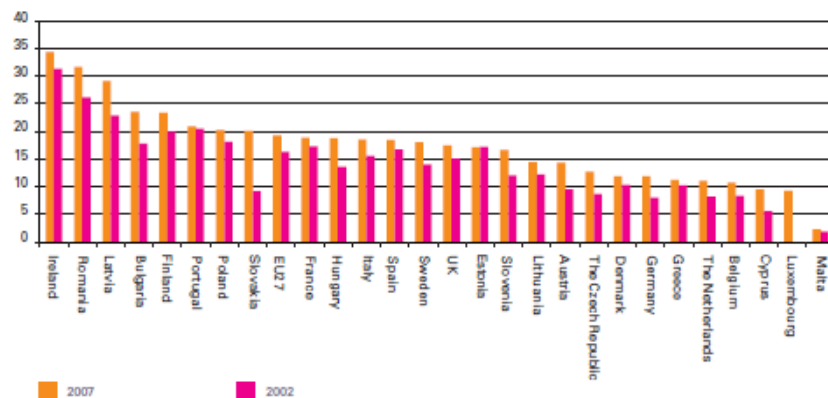


Simone stressed that with regard to the implementation of the Consensus Recommendations at TNO, the priority has to be to implement first the recommendations that help achieve greater gender equality at leadership levels. This will be difficult enough to do since deeply ingrained attitudes and cultures will have to be challenged: both organisational and individual (women and men). The implementation of the Recommendations on gender as a condition of excellence in science knowledge making will have to come later – at this stage it is not clear how this argument could be developed to make a persuasive business case for TNO.

One of the slides used in Simone’s presentation included a graph showing the proportion of female professors in different EU countries, which was derived from She Figures. The numbers shown in the graph for female professors in Ireland caused much comment from the audience because it suggested that Ireland was well ahead of other countries in achieving gender equality – doing better than the University of Tromso, the subject of the next talk. The audience was doubtful that the Irish statistics used in She Figures were correct, since, there has not been any routine effort of collecting gender statistics in the HE institutions in Ireland.

GRAPH 3.1

Percentage of women professors (Grade A Academic Positions) in EU27 countries in 2007 and 2002.*



The third speaker representing genSET was **Curt Rice**, whose presentation was focused on the gender equality situation at the **University of Tromso**. The Board of Directors of the University is 50:50 composed of men and women, and has systematically demonstrated commitment to making gender equality an essential governance criterion, for example in achieving gender balance in the appointment of staff.

Last October, the Board adopted the genSET Consensus Report in full as the guiding principles for gender quality work at the University.

The situation in Norway contrasted strongly with the situation in The Netherlands, at TNO, and in Ireland. In Norway, gender equality is protected by law, and is not considered to be an issue. PhDs are employees and as such are entitled to standard maternity/paternity benefits. However, gender equality has not been achieved at senior academic levels. For example, at the University of Tromso, the proportion of male to female professors is 77:23, and Assistant Professors 60:40. There are six faculties and no faculty is below 20% women, but Humanities have 50%.

Clearly, something stands in the way of advancing women from the assistant professor stage to a full professor status in five out of the six faculties. The University has now set a target to increase the overall proportion of full female professors to 30% by 2013. In terms of numbers this means 40 more women. Curt Rice is responsible for achieving this target.

One of the strategies deployed to achieve the target is to require that search committees identify a potential pool of female candidates before the job is advertised. Another strategy already tested was to run a pilot where an external panel conducted a trial evaluation of 10 female assistant professors to establish how close they were to being ready to apply for the position of a full professor. Of the 10, six were found to be ready (in the opinion of the evaluation panel), and the remainder was almost ready, subject to achieving a relatively straightforward condition such as completing for publication a currently under preparation research paper.

Curt highlighted the fact that **scientific equality is about scientific productivity and quality**. He quoted a recent study on group intelligence, which found that there was no correlation between quality and individual IQs of the research team but there was a correlation with the number of women on the team. Another way to drive the scientific quality argument (as a business case for mainstreaming gender) is by highlighting research findings showing that papers with men and women as co-authors are cited more often.

During discussions, participants commented on the different way in which staff are graded at Tromso, with a much flatter hierarchy, and explored possible consequences on the statistics in Ireland if the more complex grading system there was simplified in this same way.

The fact that Tromso is using 'targets' was also commented on as a very good strategy, in particular since, the university system in Ireland is increasingly forced to adopt business management approaches, and 'targets' are a common tool of measuring management performance. The audience has drawn a clear distinction between 'targets' and 'quotas'. It was agreed that targets (linked to European strategies) would be the most realistic way to encourage institutional action in Ireland to raise the proportion of women at senior levels.

However, participants have also pointed out that in the case of Engineering, recruitment at an early career stages (and schools) is also critical because the proportion of females choosing to study engineering in Ireland is critically low so there would not be available the necessary pool of early talent to advance from.

2.4 Summary of presentations: *Speakers from Ireland*

Marion Boland from the **Science Foundation Ireland (SFI)** gave an overview of the background, structures and mechanisms through which SFI functions as a grant awarding body, and how gender issues are addressed in that institution.

The institution is only 10 years old. It is a funding agency of the government, employing 50 staff, 22 working as scientific programme managers. There is a 50:50 gender balance among the SFI staff.

Ireland's total R&D budget is Euro 8.2 billion and the SFI is responsible for Euro 1.4 billion of this budget, which it distributes through a number of different programmes.

The key performance criterion is to “strengthen scientific and engineering research”, with priorities placed on life sciences and ICT research. There is recognition of the role of gender in research in general and a strong presence of gender/sex identities as a research topic in a number of fields (e.g. neurosciences).

Awards committees monitor gender statistics; the 2009 SFI **Census on Gender** has shown that:

- The ratio of males to females is approximately two thirds to one third (research community of >3000)
- However, further analysis shows that there is a loss of female researchers at the point of progression from team members (65% male:35% female) to grant holders (80% male:20% female)
- This remains unchanged since 2007

The numbers from the Census also reveal that:

- women are clearly under-represented in SFI applicant cohort, especially in ICT
- ~10% of awards in ICT made to women compared with 20% in Life Sciences

Table 1.5: Total Number of each Award Type by Award Holders and Gender in 2009

	All	Female	Male
CSET	10	1	9
CP	7	0	7
PI	168	20	148
MI	6	0	6
PICA	10	10	0
PIYRA	18	5	13
RFP	553	110	443
RP	13	0	13
SIRG	15	4	11
SRC	19	0	19
US Irl	3	1	2
Number of Awards	822	151	671

The SFI's main objective is to encourage and participate in the development of sustainable mechanisms and practices, which will ensure that women have an equal opportunity to compete on the basis of their scientific expertise, knowledge and potential. The SFI structures currently available for implementing genSET consensus recommendations include a variety of grant programmes and gender equality measures (highlighted on bold, below):

Institute Planning Grants & Development Awards

- **SFI Scholarship** – Young Women in Engineering
- **SFI Conference** and Workshop Programme
- Principal Investigator Career Advancement Awards (**PICA**)

Principal Investigator Career Advancement Awards (PICA)

- Modelled on the **SFI Principal Investigator Award** but with a buyout provided for teaching duties.
- To be eligible, applicants must have taken (minimum statutory) maternity, paternity, paternal, adoptive, sick or carer's leave.
- The notion of a period of grace has been extended to other award programmes (**SIRG, PIYRA**) where applicants are limited by their 'years post PhD'. SFI now allows 18 months for each child borne to the applicant, in line with the ERC and other agencies.

In relation to gender issues in science knowledge making:

- SFI deploys a process of multi stage **peer review**, which involves experts in fields of research pertinent to each proposal, ensures that consideration of the gender dimension in subject areas where it is required is rarely overlooked.
- Research in which due consideration should be given to the gender dimension arises from a rigorous **policy of continual assessment**.

Statistics for gender in regard to **grants for Principal Investigators**, during the period from 2000-2007 the SFI has processed show that:

- 573 applications for **PI type funding in Life Sciences**
- 144 (~25%) were from female researchers
- Approx. 20% of SFI awards to date in BIO have been to female researchers

- 358 applications for **PI type funding in ICT**
- 36 (~10%) were from female researchers
- Approx. 11.5% of SFI awards to date in ICT have been to female researchers

Statistics for gender in relation to the **SFI Research Frontiers Programme (2008)**, show that:

- 394 applications were received
- 99 (~25%) were from female researchers
- Approx. 29% of the grants awarded were to female researchers.
- In Life Science, 38% applicants were female, 35% awardees.
- In non-Life Science, 19% applicants were female, 28% awardees

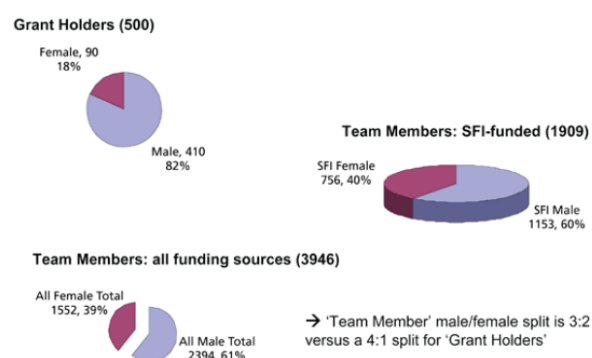
Statistics for gender in relation to the **2007 President of Ireland Young Researcher Award (within 5 years of PhD)**

- Applications received ~15% applicants from females.
- 50% of awardees were female.

The overall picture on men and women in research groups is shown below.

2 Constitution of the research groups

2.1 Gender Analysis



The second speaker from Ireland was **Jennifer Brennan** from **IRCSET**, a grant awarding institution, overseen by the Department for Education. Its sister institution is the Higher Education Authority (**HEA**). IRCSET is significantly smaller both in size and scope than SFI. Its focus is on early career stages, which it promotes through grants for **Masters by Research, PhDs and PostDocs**. IRCSET does not provide funding for principal investigators.

IRCSET does not have an explicit gender equality strategy but it does have a general **goal of promoting women in science**, taking as a guide advice emanating from the European Commission through the various reports published on the subject recently. An additional mechanism for mainstreaming gender are **Enterprise Scholarships**, which are 30% funded by industry and require individuals to spend some time in industry.

IRCSET's **Council** has 15 members, seven females and eight males, and the **Chair** a female, Professor Jane Grimson from Trinity College. Jennifer highlighted the fact that the profile of the Council reflects Recommendations 5 and 7, namely achieving gender balance of high level committees and making the women more visible.

Among **PostGrad applications** in 2010 the gender proportions were:

2010 Call	Applications	Awards	Success Rate by Gender
Female	260 (37%)	76 (51%)	29%
Male	436 (63%)	74 (49%)	17%

IRCSET has made consistent efforts to encourage more applications from women and this topic was discussed by the participants with a number of new suggestions of how to improve outreach and better targets in any future publicity activities. It was suggested, for example, to hold day-events for potential supervisors and aspiring applicants; offer some reward to institutions, etc.

The gender proportions for **applications at PostDoc** level:

2009/2010 Call	Applications	Awards	Success Rate by Gender
Female	131 (30%)	19 (29%)	15%
Male	229 (70%)	46 (71%)	15%

Gender patterns of members of the **Assessment Panels** are:

- Postgrad applications: F – 4, M – 8
- PostDoc applications: F – 49, M – 61

Additional structure available for mainstreaming gender is the current effort to find new **assessors** for the **Review College**. The current process involves **self-nomination**.

Jennifer included in her presentation a description of the situation at the **Higher Education Authority (HEA)**, which oversees ICRSET's grant funding. HEA have provided the following details about their position on gender equality for the Workshop:

In case of the **Programme for Research in Third Level Institutions (PRTL)**, the HEA reported that:

Assessment Process Level : International Panel

• In the case of the PRTL, every effort is made to ensure that during the process of selecting **international panel members** and **peer review teams**, due regard is given to gender balance in the composition of any HEA decision making panel.

Project Level : Composition of Research Teams

• The HEA monitors the gender composition of funded students and staff under the PRTL. HEI's are informed that all projects will require proofing having regard to gender. Institutions are reminded to be aware that the **NDP Gender Equality Unit** will require gender data going forward on the **composition of assessment boards** from formulation of institutional proposal through to recruitment of researchers.

Currently 44% of PRTL Cycle 4 funded students and staff appointed to date are female

Irish Aid Programme for Strategic Co-operation

- Under the two rounds of Irish Aid funding to date, it was recognised by the Panel that sustainable development is only attainable when the needs and interests of both men and woman are fully recognised.
- Proposals that can support the implementation of the objectives outlined in its policy on gender equality were looked upon favourably.
- Irish Aid's gender equality policies include: the advancement of equal rights for women and men; the elimination of gender inequalities in access to, control of and benefit from resources and services; support for women's equal participation with men in political and economic decision making.

2.5 Open discussion and debate

A very lively discussion followed the presentations. The focus was on thinking about *opportunities* for the implementation of the Recommendations, and for increasing capacity to mainstream gender in the institutions comprising the scientific enterprise in Ireland.

2.5.1 Involvement of national institutions

Participants recommended that the following institutions should be involved in future genSET valorisation and gender mainstreaming activities:

Irish Universities Association

IRCSET

SFI

HEA

IBEC

IFUT, TUI, Mandate, SIPTU (unions)

IDA

Forfas

Engineers Ireland

HRB

Biotech

ESRI

Euroscience Irish Group

NWC

Chief Scientific Adviser

Government departments: education/skills; enterprise/trade/innovation; equality; agriculture/food; health & children; social protection/inclusion

2.5.2 Using ESOF 2012 to promote action on mainstreaming gender in the Irish science system

Workshop participants have identified the forthcoming ESOF 2012 as an opportunity for:

- promoting the Consensus Report
- raising awareness of gender issues in science, and
- encouraging action for mainstreaming gender within and through science institutions.

Participants suggested a new initiative for ESOF 2012, under the theme: ***Working towards better science for all***, that would highlight women as producers and consumers of science knowledge and research products. The aim of this initiative will be to:

- Ensure a 'buy-in' from decision makers
- Join genSET Stakeholder Network
- Get all organisations participating in the valorisation workshop to 'sign-in' to the project
- Motivate institutions by creating a gender award for companies and 3rd level HE institutions
- Target a wider science in society audiences that combines science, society, and culture

2.5.3 Key issues that will impact progress

The major issues regarding creation of capacity for implementing the consensus recommendations in Ireland include:

- Cultures and traditions are very much male orientated
- Women are very poorly represented in Engineering – not helped by the fact that some schools don't include Physics in the curriculum
- Work-life issues – part time work is common among women
- Lead from Europe is needed to demonstrate status of gender issues
- There are no good statistics: no gender-disaggregated data for Higher Education faculty or senior management particularly in the Universities or for governance posts in councils, boards of directors, etc.
- Key posts are filled by appointment
- Accuracy of She Figures data with regard to the number of female professors - there is a danger that incorrect She Figures data might be picked in Ireland as evidence of good performance.

2.6 Actions from the Workshop

- genSET to circulate the Consensus Report to the target institutions in Ireland
- genSET to circulate the Report from the Workshop to these institutions
- genSET to discuss with Euroscience as its Patron, the adoption of the proposed initiative, *Working for Better Science for All*, as part of a programme for ESOF 2012
- genSET to check/communicate possible doubts regarding the validity of She Figures quoted at the Workshop
- Participants to get their institutions to join the genSET Stakeholder Network and sign the MOU as a demonstration of support for new action on gender in Ireland
- Participants to collaborate on the new initiative (assuming the proposed plan for utilising ESOF 2011 for publicising action on gender is agreed to by Euroscience)