

Policies and Actions in Gender Equality

Comparing universities' experiences



Webinar

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SAPIENZA
UNIVERSITÀ DI ROMA

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Introducing myself...

Mariella NOCENZI, PhD. in “Sociology of culture and political processes”

Member of the **Sapienza Scientific Committee for Diversity and Inclusion**

Member of the **Sapienza Scientific Committee for Sustainability**

Coordinator of the **Sustainable Universities Network Work Group on Diversity and Inclusion**

Founder of the **Gender Interuniversity Observatory**

Member of **Minerva Laboratory on Diversity and Gender Inequality -Sapienza University of Rome**

Scientific Coordinator of *Sostenibilia – International Observatory of social theory on the new technologies and the sustainability.*

Italiana Sociological Association, Gender Studies Research Network, member of the Scientific Committee

Latest publications

Migratory and Intercultural Processes form a **Gender Perspective**: the Changing Roles of Migrant Women, *International Review of Sociology*, 1/2017;

“New Perspectives for a New Social Theory of **Sustainability**”, Springer, 2020



Table of Contents

✓ Gender Equality and Universities: a double connection

✓ Which Gender Equality in the Academia?

✓ Gender Equality policies, tools and actions in the academic experiences

✓ What development perspectives for the policies, tools and actions

✓ Gender Equality and
universities: a **double
connection**

Gender Equality (GE) and universities: a double connection

GE as key policy of the academic organization and activities (education and research)

- **fundamental value** for European and Western institutions
- **Integration** of the gender perspective in the implementation and interpretation of **social facts and policies** (**gender mainstreaming**)
- gender as a **cross-cutting objective** and as a theme in specific programmes (science with and for society)

GE as subject of academic research and education, whose results are shared with society (third mission)

- production of **public goods** that **increase the well-being of society**. These goods may be **cultural** (cultural events and assets, science dissemination), **social** (public health, community benefit activities), **educational** (adult education, life-long learning,) or **civic awareness** (public debates and controversies, scientific expertise)
- promote **economic growth**, through the **transformation of knowledge** produced by research into knowledge that is useful for production

**✓ Which Gender Equality
in the Academia?**

In a scenario of gender equality, women and men are expected to participate proportionally to their share of the population. In many areas, however, women participate less than what would be expected based on the sex distribution in the population (underrepresentation of women), while men participate more than expected (overrepresentation of men).

(European Parliament, 2016)

Gender Equality in the Academia

FUNCTIONS

Education

- Gender stereotypes on education choices (e.g. STEM)
- **Gender biased contents** of the school textbooks
- Lower level of women's participation in **several academic fields at all career stages**

Research

- Under-representation of women researchers in different career stages ('leaky pipeline' and 'glass ceiling')
- Gender differences in **access to research funding**
- Inequalities persist in the **labour market in science and technology occupations**
- More men than women among **active authors**
- **bullying, harassment, or discrimination related to gender** during their research career
- **The proportion of women researchers who were employed part-time in the HES exceeded the equivalent proportion of men researchers**
- A very small proportion (just under 2%) of publications included a gender analysis
- Between 2014-2020, less than 3% of Horizon 2020 projects **integrated a gender dimension**
- Gender gap in innovative start-ups and venture capital investments

PROCESSES

Career

- Lower representation of women compared to men on **evaluation committees** where **women candidates in academia** are less likely to be promoted when a committee is composed exclusively of men
- **Gender pay gap**
- **Precariousness of academic careers** affecting women in particular
- Persistent imbalance between men and women in **key decision-making, governance, and leadership roles**

Work life balance

- Environment of **long working hour culture** and **presenteeism** problematic for women
- **Pandemic and the lockdown measures** impact on the research output of women scientists

Human relations

- **sexual harassment**, especially against women and the youngest among them

EDUCATION

Girls are less likely than boys to take up science subjects in high school, in western countries

At age 15, **60%** of the lowest achievers in mathematics, reading and science are boys, **40%** are girls.



IN 6 OUT OF 10 COUNTRIES
BOYS CONTINUE TO PERFORM
BETTER IN MATHEMATICS
THAN THEIR FEMALE PEERS



GIRLS – EVEN HIGH
ACHIEVERS - LACK
CONFIDENCE
IN MATHEMATICS



**2 IN 3 GIRLS
VS 1 IN 2 BOYS**
report often worrying
that it will be difficult
for them in mathematics
classes



Four times the number
of boys as girls consider a career
in engineering and computing

Scientific fact:

*“Perceptions and expectations
influence the performance of
students”*

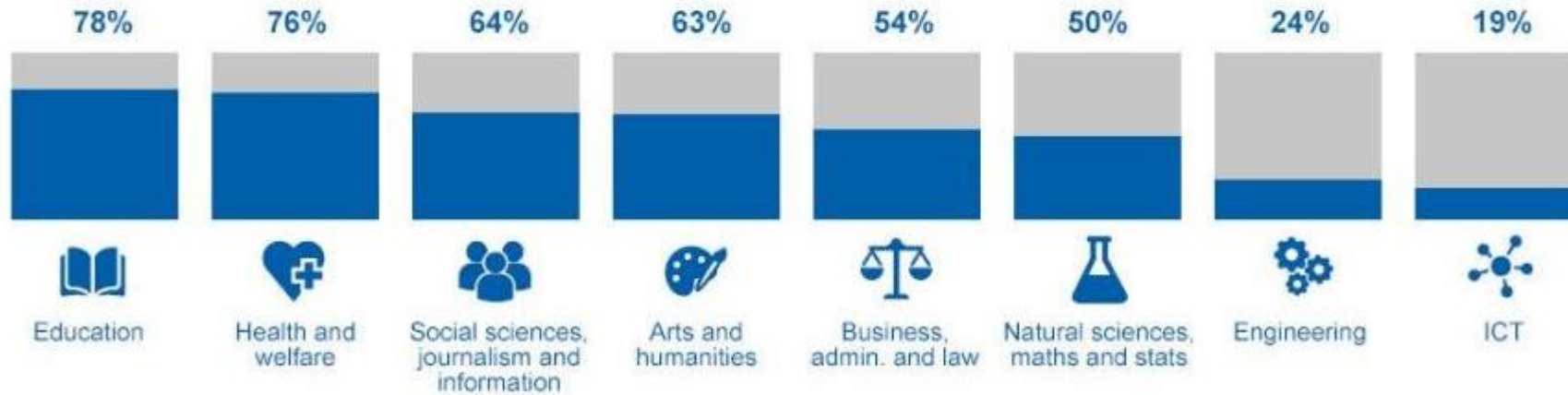
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Education choices

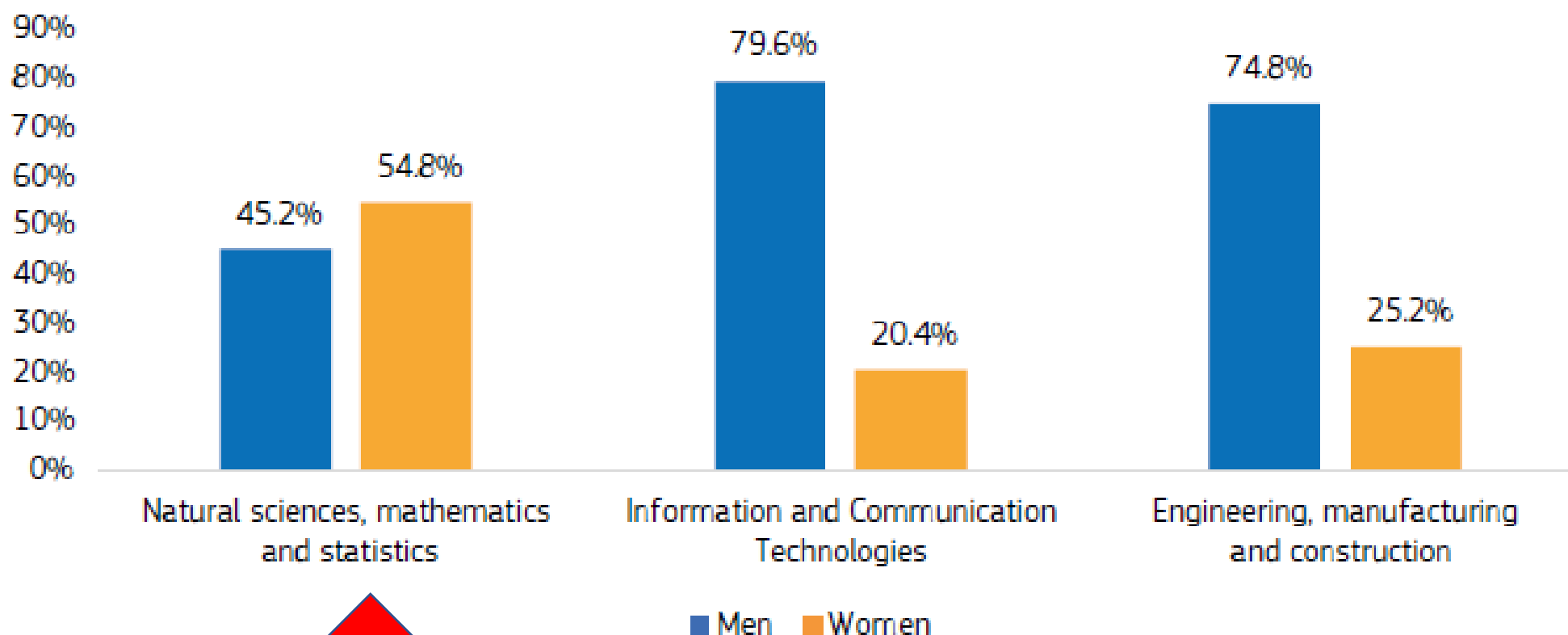


Gender parity across disciplines: still a long way to go

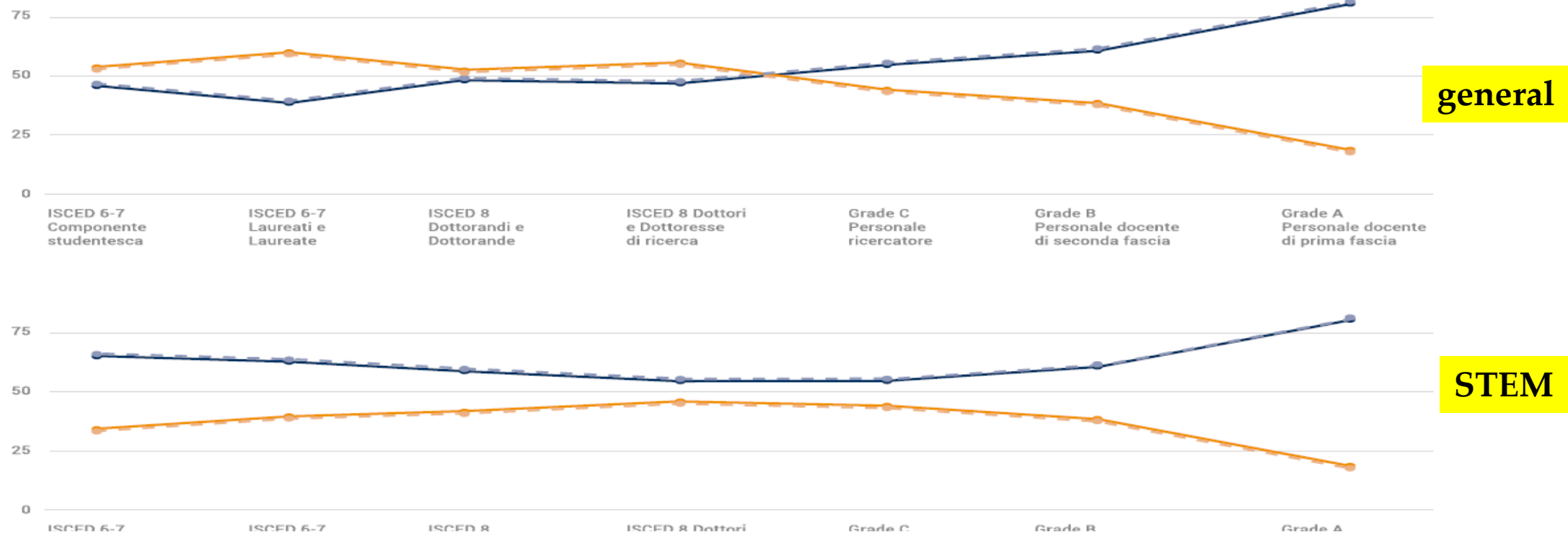
% of women entering tertiary-level studies in OECD countries



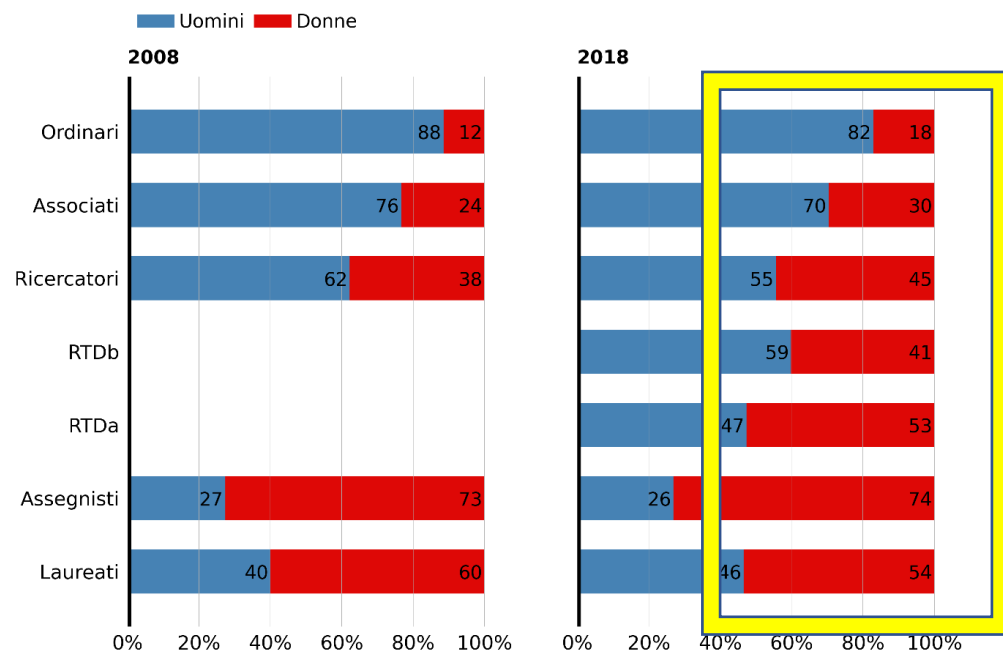
Share of Bachelor's or equivalent level graduates by STEM field Eurostat, 2019



Students and Teaching Staff in the Italian Academy (general and for STEM) (She Figures, 2018)



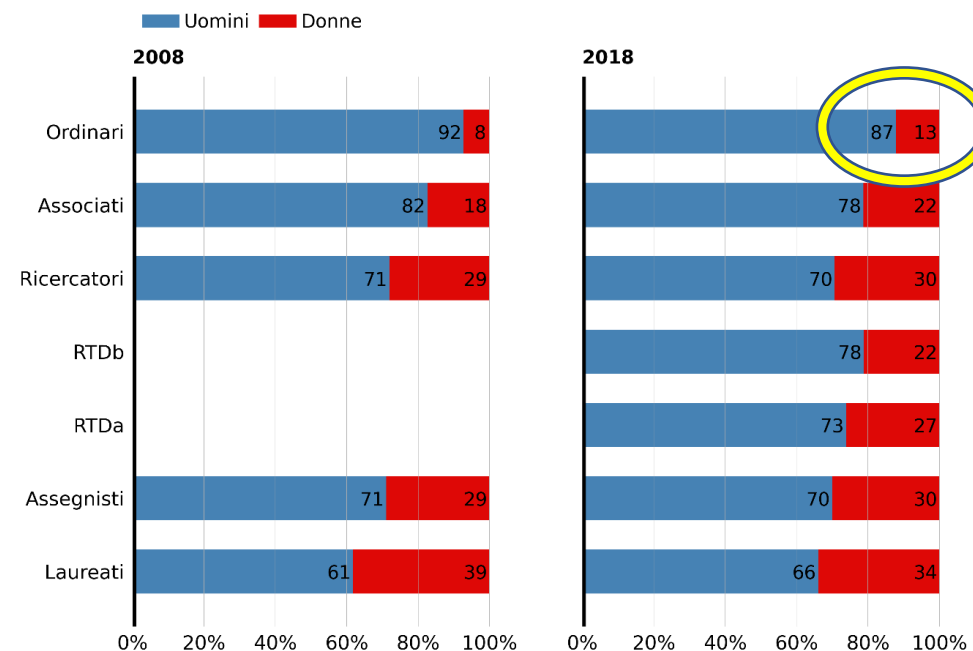
Gender gap in the Italian Health Sciences



Ordinari: **Grade A**
 Associati: **Grade B**
 Ricercatori: **Grade C**

Rtdb and RtdA: **fixed-term**
 Assegnisti: **ISCED 8**
 Laureati: **ISCED 6-7**

Gender gap in the Italian Physical Sciences



Ordinari: **Grade A**
 Associati: **Grade B**
 Ricercatori: **Grade C**

Rtdb and RtdA: **fixed-term**
 Assegnisti: **ISCED 8**
 Laureati: **ISCED 6-7**

HORIZONTAL
SEGREGATION

FEMININITY RATIO in Italian Academia

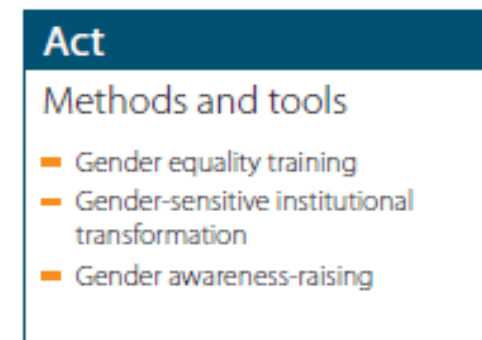
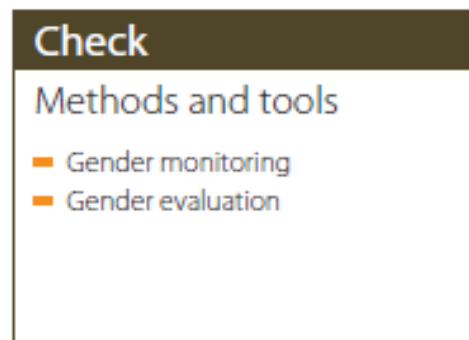
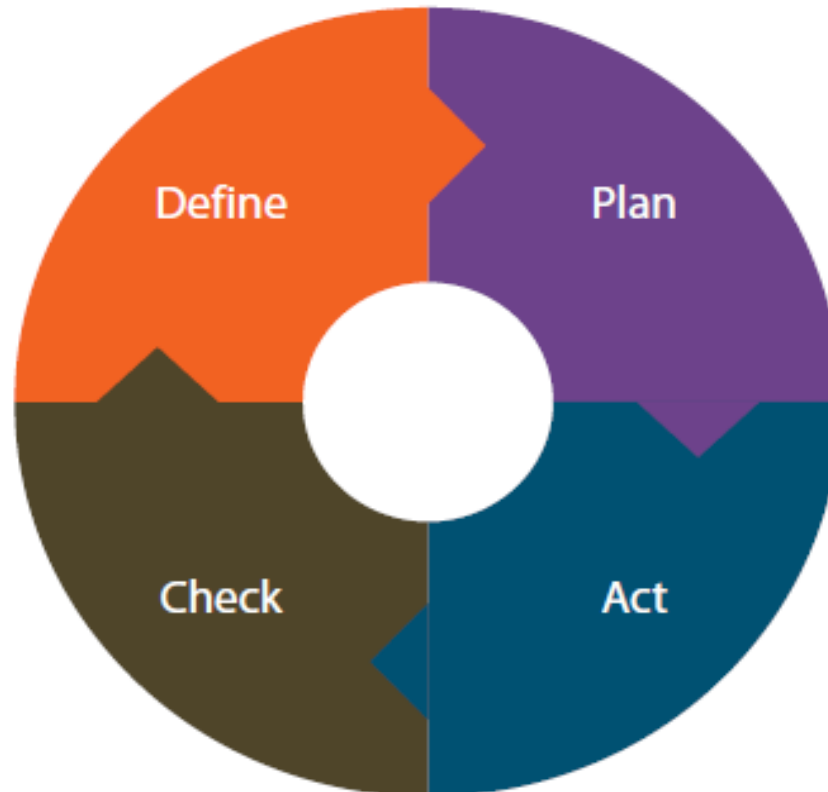
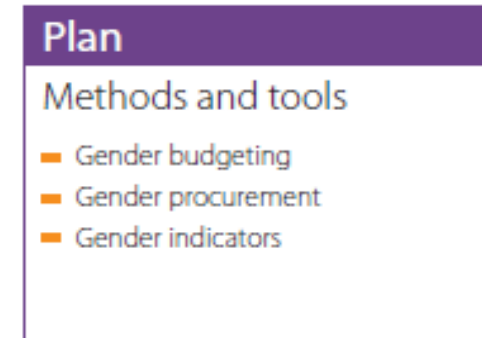
VERTICAL
SEGREGATION

	RTD		RU		PA		PO	
	2014	2017	2014	2017	2014	2017	2014	2017
01. Scienze matematiche e informatiche	0,53	0,41	0,66	0,78	0,66	0,54	0,22	0,25
02. Scienze fisiche	0,33	0,28	0,36	0,36	0,23	0,28	0,12	0,14
03. Scienze chimiche	0,81	1,15	1,38	1,67	0,73	0,89	0,27	0,34
04. Scienze della terra	0,74	0,38	0,47	0,54	0,45	0,44	0,24	0,22
05. Scienze biologiche	1,52	1,25	1,75	1,91	0,94	1,11	0,45	0,50
06. Scienze mediche	0,83	0,90	0,69	0,78	0,33	0,39	0,16	0,18
07. Scienze agrarie e veterinarie	0,93	0,99	0,91	0,93	0,58	0,71	0,18	0,21
08. Ingegneria civile e Architettura	0,76	0,74	0,62	0,67	0,33	0,47	0,20	0,24
09. Ingegneria industriale e dell'informazione	0,28	0,26	0,27	0,31	0,19	0,22	0,07	0,10
10. Scienze dell'anrtichità, filologico-letterarie e storico-artistiche	1,59	1,31	1,58	1,68	1,24	1,23	0,73	0,75
11. Scienze storiche, filosofiche, pedagogiche e psicologiche	1,01	0,96	1,08	1,18	0,83	0,87	0,49	0,58
12. Scienze giuridiche	0,70	0,82	0,91	0,98	0,57	0,67	0,27	0,32
13. Scienze econimiche e statistiche	0,76	0,89	0,84	0,97	0,59	0,66	0,26	0,30
14. Scienze politiche e sociali	0,75	0,74	0,86	0,97	0,58	0,67	0,34	0,36

PO: Grade A
PA: Grade B
RU: Grade C
RtD: fixed-term

**✓ Gender Equality policies,
tools and actions in the
academic experiences**

Gender Equality process in the Academy



Gender Equality Policies

Fostering equality in scientific careers

- ✓ Ensure that at least 40% of the underrepresented sex participate in committees involved in recruitment/career progression and in establishing and evaluating research programmes *
- ✓ Supporting equal career progression through quotas, reconciliation of work/care and enhanced monitoring
- ✓ Enhancing the transparency of recruitment, evaluation and progression procedures
- ✓ Monitoring, with appropriate indicators, the implementation of gender policies, and actions at institutional, national and EU level

Ensuring gender balance in decision-making processes and bodies

- ✓ Engage in partnerships with funding agencies and research Performing (RPOs) and Funding (RFOs) organisations to foster cultural and institutional change on gender especially in higher education institutions
- ✓ Research and higher education institutions as gendered settings
- ✓ Promote a balanced gender presence in all institutions of excellence *
- ✓ Monitoring, with appropriate indicators, the implementation of gender policies, and actions at institutional, national and EU level

Integrating the gender dimension in research and innovation content

- ✓ Unconscious or implicit bias is critical and problematic when it is at play in the assessment and evaluation of people (for example for election to posts or positions, fellowships, awards, etc.) because it impedes an objective and fair judgement
- ✓ Gender-science stereotypes, meaning that men tend to be more associated with science than women
- ✓ Much research is still gender-blind or gender-biased
- ✓ Collect sex-disaggregated data *
- ✓ Recognising the scientific dignity of gender studies wherever possible by introducing gender specificities, different for each discipline

Gender Equality Tools

Analytical measures, targets, indicators, monitoring and evaluations

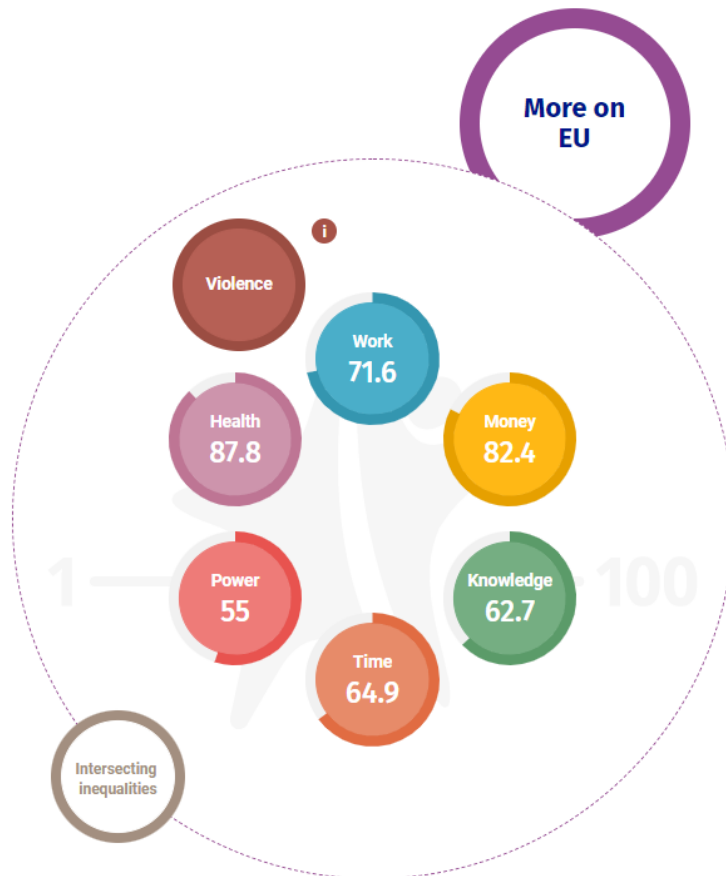
- Gender indexes
- Gender balance
- Gender Equality Plan (Horizon)
- University rankings

Language revisions of all the university's institutional communications

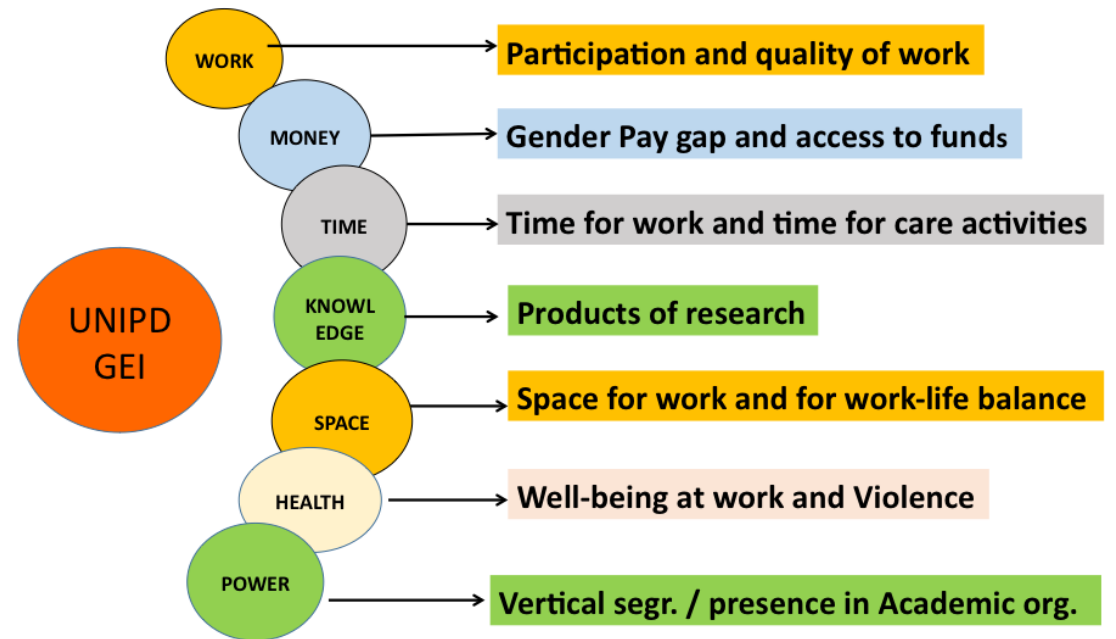
- Guidelines for a language respecting differences

Gender indexes

Gender Equality Index



UNIPD-GEI for Academic institutions



What is a Gender Equality Plan (GEP)

AIMS

1. Conducting **impact assessment / audits of procedures and practices** to identify **gender bias**
2. Identifying and implementing **innovative strategies** to **correct any bias**
3. Setting **targets** and monitoring **progress** via **indicators**

PHASES

- An **analysis** phase, in which **sex-disaggregated data** is collected; procedures, **processes and practices** are **critically assessed** with a view to detect gender inequalities and gender bias
- A **planning** phase, in which **objectives** are defined, targets are set, **actions and measures** to remedy the identified problems are decided, **resources and responsibilities** are attributed and timelines are agreed upon
- An **implementation** phase, in which **activities** are **implemented** and outreach efforts are undertaken so as to gradually expand the network of stakeholders
- A **monitoring** phase, in which **the process and the progress are regularly followed through and assessed**. Findings from the monitoring exercise(s) allow to adjust and to **improve interventions**, so that their results can be optimised

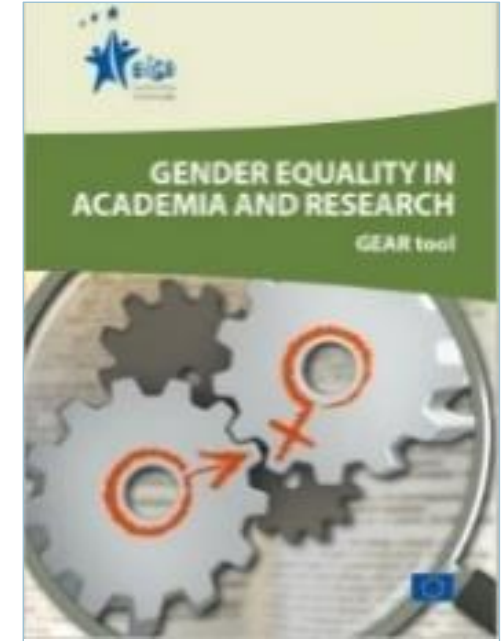
BENEFITS

Leverage for **organisational change**
Creating **better work environments**
Compliance with domestic and EU regulations
Excellence and research **quality**
Economic benefits

Supporting GEP practice

Extensive knowledge and support on GEPs already available

- [The GEAR tool](#) ('Gender Equality in Academia and Research'): a step-by-step online guidance co-developed by DG RTD and EIGE for implementing GEPs, including e.g.:
 - Action toolbox: **key themes** to consider in a GEP
 - Concrete **examples of good practices**, building on GEP projects funded under FP7 and Horizon 2020
 - Who is **involved** in GEPs
 - **Legislative and policy backgrounds** in each Member State



Additional guidance and support on GEPs upcoming, including through a Pilot knowledge and support facility on institutional change through GEPs

HORIZON EUROPE

Gender Equality



Eligibility: Gender Equality Plan



Award Criteria: Integration of the gender dimension



Ranking Criteria: Gender balance



Eligibility Criterion

Gender Equality Plan (applicable from 2022 onwards)

Participants that are **public bodies, research organisations or higher education institutions*** established in a Member State or Associated Country **must have a gender equality plan in place, fulfilling mandatory process-related requirements**

- A self-declaration will be requested at proposal stage (for all categories of participants)
- Included in the entity validation process (based on self-declaration)

* Private-for-profit entities (incl. SMEs), NGOs, CSOs, as well any type of organisations from non-associated third countries, are exempted for the criterion
See legal categories definitions in the Funding & Tenders Portal [here](#)

Mandatory GEP process requirements



Public document

- Formal document
- Signed by top management
- Published on the institution's website
- Disseminated through institution



Dedicated resources

- Funding for gender equality positions or teams
- Reserved time for others to work on gender equality



Data collection and monitoring

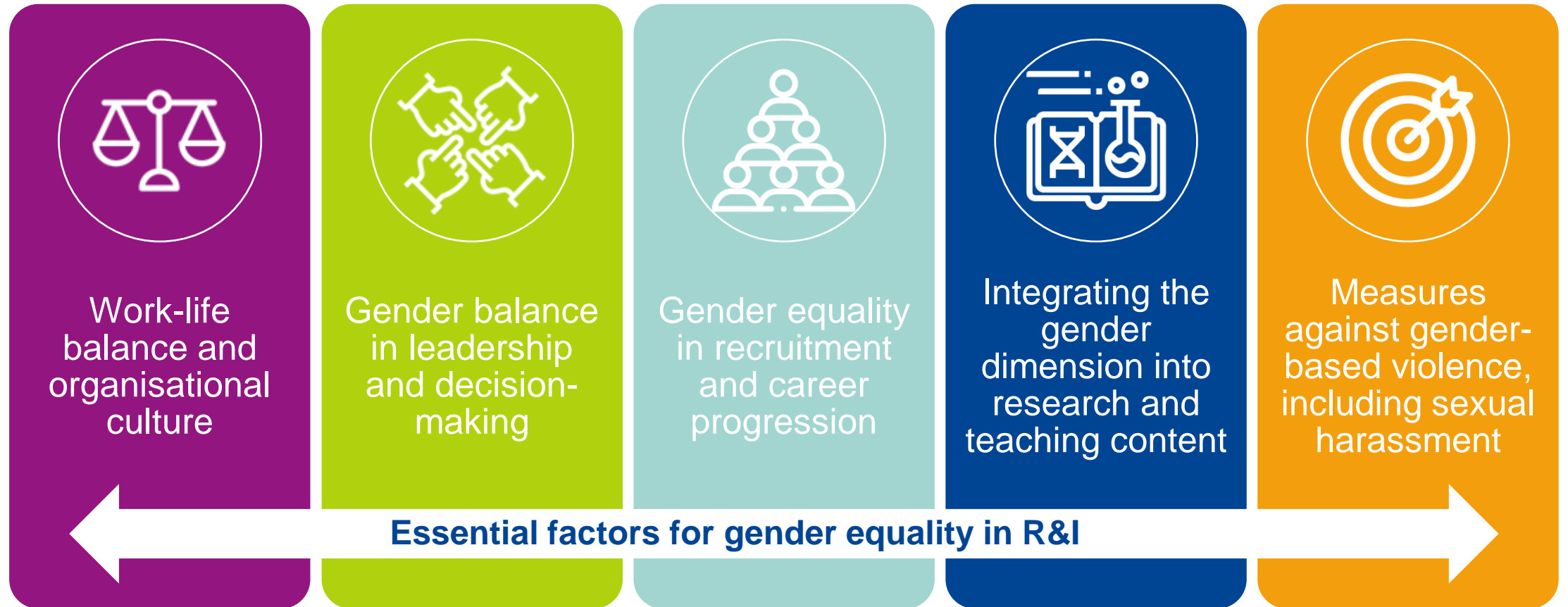
- Data on sex or gender of staff across roles and leadership
- Annual reports and evaluation of progress and outcomes



Training and capacity building

- Whole organisation engagement
- Tackle gender biases of people and decisions
- Joint action on specific topics

Recommended GEP content areas





Award Criteria: Integration of the gender dimension

EXCELLENCE criterion for RIAs/IAs

- ✓ Clarity and pertinence of the **project's objectives**, and the extent to which the proposed work is ambitious, and goes beyond the state-of-the-art.
- ✓ **Soundness of the proposed methodology**, including the underlying concepts, models, assumptions, inter-disciplinary approaches, **appropriate consideration of the gender dimension in research and innovation content**, and the quality of open science practices including sharing and management of research outputs and engagement of citizens, civil society and end users where appropriate.

Proposals aspects are assessed to the extent that the proposed work is within the scope of the work programme topic



Integration of the gender dimension in R&I content

Gender Dimension

Addressing the gender dimension in research and innovation content entails taking into account sex and gender in the whole research & innovation process

The integration of the gender dimension into R&I content is mandatory, unless it is explicitly mentioned in the topic description

Why is the gender dimension important?

- Is it ethical to develop AI products that spread gender and racial biases due to a lack of diversity in the data used in training AI applications?
- Is it normal that household travel surveys, and thus mobility analysis and transport planning, underrate trips performed as part of caring work, which are predominantly undertaken by women?
- Did you know that pheromones given off by men experimenters, but not women, induce a stress response in laboratory mice sufficient to trigger pain relief?
- And did you know that climate change is affecting sex determination in a number of marine species and that certain populations are now at risk of extinction?*

Gender Equality **ACTIONS** in the Academia

Education

- Activating **courses on gender issues** at all levels of education
- **Orientation from primary school to high school students on STE(A)M degree courses** to promote a positive change of attitudes towards non-stereotyping models*
- Provide **training on gender equality** and more broadly diversity issues to raise awareness **for academic leaders, staff and students**
- the **annual International Girls in ICT Day** encourages girls, young women and nonbinary persons to pursue studies and careers in the technology

Research

- Improve the gender balance in the **awards of research and innovation funding**
- **Preferential treatment when selecting projects** with researchers returning from parental leave
- Includes a **gender expert** on the panel which evaluates research proposals
- **More holistic evaluation practices**, where the focus is on academic career and research quality assessment
- **International Awards L'Oréal-UNESCO for Women in Science** awards five women in STEM every five years from five regions of the world
- **Appointing role models** that will inspire women to apply

Career

- Implementation of a **robust monitoring and assessment system** to evaluate the impact and efficiency of balancing measures
- **Introduce quotas, targets or other quantitative data** for academic staff and students
- Supporting implementation through **specific financial incentives** such as additional funding for changing the gender balance in leadership positions
- Publication, monitoring and discussion of the progress made through standard and **publicly available sex-disaggregated statistics in leadership and decision-making positions**

Work life balance

- **reform the workload allocation models**, their reflection in the performance review
- adapt granting procedures in order to allow **more flexibility for grantees**, including by extending submission deadlines and grants, offering student support, and **adapting evaluation procedures to pandemics delays in applications**

Human relations

- **helpline and experts** to receive complaints of violence and to protect victims such as the Italian “Consigliera di Fiducia”

**What development perspectives
for the policies, tools and actions**

GE Policies, Tools and Action Perspectives: Intersectional Analysis

- ✓ Considering that **diversity of identities**, exposing the **different types of discrimination and disadvantage** that occur as a consequence of the intersection between sex and gender, age, ability, ethnicity, sexual orientation and other social characteristics
- ✓ An **intersectional approach** should be
 - ✓ **STRUCTURAL**: **how structures** combine to constrain, oppress, establish, and reinforce **forms of inequality**
 - ✓ **POLITICAL**: how political / organisational choices and agendas **shape particular forms of prejudice**
 - ✓ **REPRESENTATIONAL**: on imagery and ways in which representations reinforce **existing prejudices and inequality**

Gender – aware	Gender – sensitive	Gender – responsive	Gender – transformative
<ul style="list-style-type: none">• Gender is considered in rationale• Not yet operative in methodology	<ul style="list-style-type: none">• Gender is considered in rationale and is operative in methodology• Example, gender-differentiated barriers, roles, impacts• Not yet rigorous analysis	<ul style="list-style-type: none">• Gender is considered in rationale and is operative in methodology• Rigorous analysis of relations and how gender intersects with other relevant aspects of identities• Not yet root causes or process	<ul style="list-style-type: none">• Gender is considered in rationale, operative in methodology, rigorous analysis of intersecting identities• Explicit analysis of root causes, aim for structural changes in power relations, norms & policies



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- *She figures (several years)*, European Commission. Luxembourg: Publications Office of the European Union. https://ec.europa.eu/research/swafs/index.cfm?pg=library&lib=gender_equality



Equitable = not treating everyone the same, but creating an environment which allows everyone to give of their best...



THANKS FOR ATTENTION!



**FOR QUESTIONS AND
SUGGESTIONS EMAIL:**



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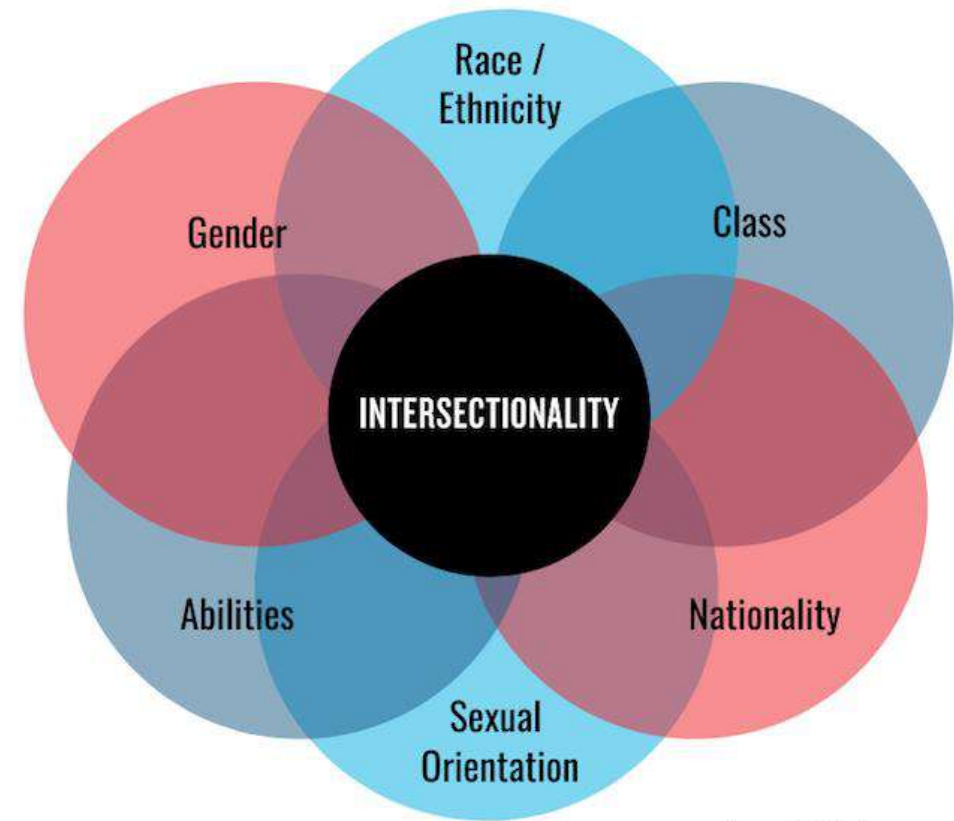


Image: First Book



Dove è per noi la casa? È un luogo fisico o mentale? È sulla mappa o nella memoria? È dove siamo nati o dove siamo?
È la nostalgia del passato o dove vorremmo essere in futuro? È dove ci salviamo dalle paure o una sicura prigionia melanconica?
E' il luogo dei ricordi felici o delle perdite tragiche? È il conosciuto abituale o lo spazio dell'infanzia di cui ci affiorano solo frammenti?
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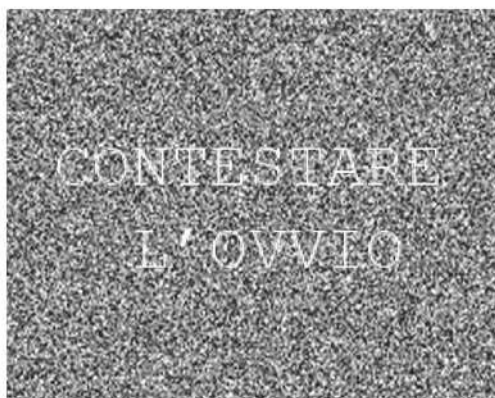


Contestare l'ovvio

Curated by Helia Hamedani

18 Ottobre - 10 Novembre 2017

MLAC- Museo Laboratorio di
Arte Contemporanea



Inaugurazione 18 ottobre 2017 ore 17:00 / 20:30

Marco Bernardi, Fabrizio Cicero, Marco Colazzo,
Rita Mandolini, Pasquale Polidori

Lezione-performance di Cesare Pietrolusti
9 novembre 2017

a cura di Helia Hamedani

MLAC - Museo Laboratorio di Arte Contemporanea
Sapienza Università di Roma
Palazzo del Rettorato, piazzale Aldo Moro, 5
Roma, Italia
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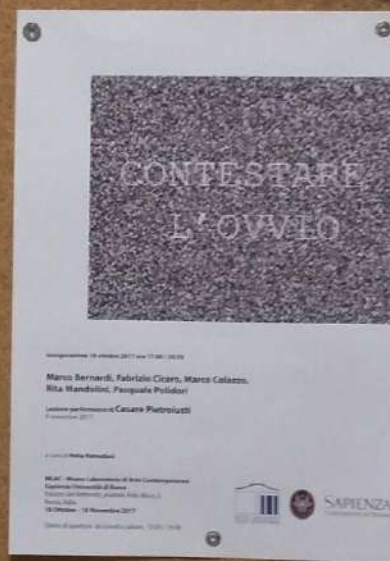
Orario di apertura da lunedì a sabato 15.00 / 19.00



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www.museolaboratorioartecontemporanea.it/mostra/contestare-lovvio/

AVVISI PER GLI STUDENTI



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UNIVERSITÀ DI ROMA

ANDERE MENSCHEN DENKEN

In 1927, 15-year-old John Cage gave a speech representing Los Angeles High School at the Hollywood Bowl, one of the largest open-air theaters in the USA, in a speech competition. Cage addresses the conflict-laden relations between the USA and Latin America and asks for a moment to pause, a moment of silence as a caesura that enables us to “listen to others”.

Others can be also referred to women and all the marginalized groups and voices.

Alfredo Jaar, artist, architect, and filmmaker, developed the installation *Andere Menschen denken* for the 3. Berliner Herbstsalon, 2017



HEforSHE: Diversity and Inclusion as a mission

Sapienza Technical and Scientific Committee on Diversity and Inclusion (CTS)



SAPIENZA
UNIVERSITÀ DI ROMA



Prof. Marcella Corsi
Minerva – Laboratory on diversity and gender inequality

- **Sapienza Technical and Scientific Committee on Diversity and Inclusion** (CTS) is made up of lecturers, students and technical-administrative staff and works to promote processes of inclusion and combat all forms of discrimination, whether direct or indirect, within the University.
- The aims and activities of the CTS are coordinated with other bodies of the University operating in similar fields (e.g., GEP team, the Gender Committee, Confidential Counselor, the Technical and Scientific Committee for Sustainability, etc.) in order to implement strategic plans and initiatives aimed at enhancing the potential of individuals, supporting equality and integration, promoting collaboration and the creation of new networks, both internal and external, to promote inclusion policies.

<https://www.uniroma1.it/it/pagina/comitato-tecnico-scientifico-sulla-diversita-e-inclusione>

Work programme (2020/21)

<https://www.uniroma1.it/it/pagina/il-programma-di-lavoro-del-comitato-la-diversita-e-linclusione>

- Organisation of listening and discussion moments with representatives of other bodies/groups/responsibilities (internal hearings)
- Elaboration of proposals based on hypotheses of initiatives developed in subgroups
- Collective choice of initiatives to be launched (internally and externally) and their priorities
- Elaboration of proposals to the academic community and possibly to the media with physical or virtual public events.

Sub-groups (2020/21)

- Mapping of students' perceptions on different areas of possible discrimination, on the effects on perceived well-being, on the knowledge of Sapienza's services and initiatives for inclusion (online questionnaire)
- Identification and intervention on architectural barriers
- Promotion of a non-hostile language and communication (hate speech)
- Promotion and dissemination of the sign language within the entire University community
- Creation of a website on inclusion and diversity

- **Minerva - Laboratory on Diversity and Gender Inequality** is an interdisciplinary laboratory, within the Department of Statistics, collecting contributions from economics, history, sociology, architecture, demography, law, etc.. It aims to contribute to scientific research and to facilitate the dissemination of research outputs in a gender perspective.
- By mission, it organizes workshops, seminars, conferences, lectures and training courses.
- At the moment, is composed of 29 researchers

<https://web.uniroma1.it/labminerva/en/node/5588>

- How these activities/actions fit into HeforShe

*A good university is like a tiny utopia –
it's a miniature model of how the whole of society could look*

- Platforms that engage the (*whole?*) university community as change agents
- Mechanisms by which to measure and evaluate success (gender budgeting, gender indicators, etc..)

- **What other actions should/could be taken in the near future**

*We must first understand the problem
in order to solve it*

- Implementation of gender sensitization education for students, faculty and staff
- Develop programs to address gender-based violence on campus
- Provide a transparent accounting of all program data (open dialogue on successes as well as challenges)

Ready to cooperate!



marcella.corsi@uniroma1.it

Webinar
Policies and Actions in Gender Equality Comparing universities' experiences
December 17th, 2021 h. 9-12

Giovanna Gianturco, Director of the Training Courses in Policies and Tools for Gender Equality, Sapienza University of Rome - institutional greetings

On behalf of the Rectress of the University of Rome La Sapienza, Antonella Polimeni, and the Deputy Vice-Rector, Giuseppe Ciccarone, I welcome the speakers of this webinar today, the guest speakers from other universities and the colleagues from our University, and I also thank the Internationalisation Office for organising this important meeting.

I would like to underline the importance of this event because talking about gender equality policies and actions starting from the experiences of universities and, specifically, of those belonging to the CIVIS Consortium is quite strategic in this historical moment.

Firstly, the objective of gender equality transversely affects all others sustainable development objectives, proving to be the decisive element in correcting and improving a model of society in which gender has been a factor of exclusion and subordination.

Second of all, energies toward knowledge and studying that can come from universities, through its research activities, but also through its training and Third mission activities, are fundamental and crucial in fostering the sustainable development of society.

In our University, this function, as the Rectress emphasised at the opening of the last academic year, is inspired by the guaranteeing of respect for the rights of all and the fight against all forms of discrimination and exclusion, to the extent that we can recognise this function as the University's fourth mission.

As higher education and research centres, universities can plan and act in the face of the growing inequalities we are witnessing, not only in our country. It is necessary to fight the refusal of diversity and the prejudice that inequalities are useful to society because they favour and foster economic growth. The university has a crucial role in tackling such inequalities, drawing inspiration from the democratic ideal according to which people perceive themselves as having a common humanity and equal rights.

Our University is at the forefront of this process. The relevance and the negative effects of inequalities have always been the focus of many studies conducted here at Sapienza, starting with the issue of unequal access to education in technological, engineering, and mathematical sciences, as well as asymmetries in career progression between male and female researchers, and the gender pay gap. At the same time, the University is also a social institution in which the value of gender equality is applied to its organisational culture, and this is a solid point in the Rectress' mandate. Already in the first year the collegiate bodies of Sapienza approved the new *Code of Conduct*, which proposes a special training

programme on the protection of people's personal freedom and dignity. A *Trusted Advisor* position has been established with the aim to receive and examine reports, from the student and the teaching body as well as the technical-administrative staff, of episodes of discrimination, harassment, and loss of dignity. Furthermore, a *Technical and Scientific Committee on Diversity and Inclusion*, composed of teachers, technical-administrative staff, and students, has been established to implement strategic plans and initiatives to promote equality and integration while also creating new networks in clearly defined areas of interest. Last but not least, Sapienza's participation in the CIVIS Consortium, whose strong civic identity is based precisely on this value.

In wishing all participants good work, I do so with the strong belief that this webinar is the most fruitful opportunity for Sapienza to discuss with other partner universities the new challenges for a gender-based development of society. Thank you all for your attention.

Policies and actions in Gender Equality comparing universities' experiences

Good morning, my speech today relates to the experience of the Confidential Counsellor, the role I fulfil at (the University of Rome) Sapienza.

To give you some context: the Confidential Counsellor is a role the European Parliament recommended establishing within organisations - since 1994 - to prevent and contrast sexual harassment and blackmail. This recommendation has been widely disregarded as the establishing of the role is discretionary. Sapienza decided to create it in 2021. In Italy, 33 public universities set up the role of the Confidential Counsellor, out of 66 institutions.

What does the role entail? In summary, the Confidential Counsellor is the figure to whom everyone inside the university (students, professors, office workers, etc) can speak to report cases of gender-based discrimination and sexual harassment of which they could be victims or witnesses.

The Confidential Counsellor's power to act is established in an anti-harassment policy. They act independently, in an informal way, or, with respect to more serious or complex cases, in synergy with institutional figures such as the Committee for Equal Opportunities (Comitato Unico di Garanzia), the Ethics Committee (Comitato Etico), the Disciplinary Committee (Commissione disciplinare).

As I said, in the role of Confidential Counsellor I intervene in cases of sexual harassment and sexual blackmail.

Let's start with some data: how present is this phenomenon inside Italian universities?

The slide is white because there is no data. The reason for this absence is that (the phenomenon/it) isn't mapped, making it invisible and hidden.

Invisible. The consequence of invisibility is that officially the problem doesn't exist; this could also be the reason why the role of the Confidential Counsellor isn't very common: why hire someone to manage something that isn't there?

Invisibility is not only the consequence of the lack of data. It's also the symptom of the normalisation of the sexist language and culture that are pervasive and endemic within the university and most social and organisational contexts.

Hidden. This aspect is deeply connected to victim-blaming, secondary victimisation, the shame of 'asking for it', the fear of not being believed, the dread of retaliation, the distrust towards the protection systems.

In addition to my work at Sapienza, I'm Confidential Counsellor in other organisations. Every time I take on a new role like that, after the customary welcome, two thoughts are usually expressed:

1 - let's hope there aren't any reports

2 - if there are, let's hope they aren't serious

Regarding the first sentence, I always read as the implicit subtext to such statements the fear caused by having to highlight a problem like harassment and gaining awareness of the fact that our organisation is not exempt from it. It shatters an idyllic picture, putting a strain on the organisation itself and its founding value of respect.

On the other hand, NOT reporting is NOT a good sign. It isn't good because it's a sign of distrust and resignation of the individuals, therefore of defeat for the organisation.

If a person reports, it means that:

- a) they have understood what is happening, overcoming feelings like discomfort, shame, and blame that are experienced by victims of harassment, sexual harassment and sexual blackmail
- b) we're helping a woman break the silence and find new coping strategies to deal with the situation
- c) we've created a climate of trust and psychological safety, that is the basis of any gender equality policy
- d) we're changing the culture starting from the heart of the problem, that is the power dynamic between genders

Regarding the second sentence, "Let's hope they're not serious cases", again I read an implicit and unintentional subtext: we should handle the situation as quietly as possible, without much clamour.

My question is: what constitutes "serious"? At the tip of the iceberg, we find sexual abuse and blackmail, but below we see attitudes, behaviours and interactions that are still deemed the norm in the relation between genders.

I hope that these behaviours are considered "serious" because in doing so we raise the level of attention, we act upon the mechanism of normalisation and we work on the hidden roots of gender-based discrimination.

Since the past 1st of July, when I got the role, this has been my main goal: getting the community of the university to know the position of the Confidential Counsellor, to promote a climate of psychological safety and make the hidden phenomenon come to light. I hope to meet you again in a year with a new slide with data to discuss.

Thank you



Raising awareness of gender bias

Isabelle Régner

Professor in Social Psychology

Vice-President for Gender Equality and Anti-Discrimination

AMU's Gender Equality Plan

- Designed by the Human Resources Management, the Vice-Presidency for gender equality, and a working group (September 2020-April 2021).
- Submitted to the French Ministry in April 2021, signed by AMU top management in May-June 2021.
- Available on the website: <https://www.univ-amu.fr/fr/public/plan-daction-2021-2023-en-faveur-de-legalite-professionnelle-entre-les-femmes-et-les-hommes>
- 5 main axes with 51 concrete actions and several indicators to monitor progress :
 - governance for gender equality
 - work-life balance
 - assessing, analyzing, and eliminating (if any) gender pay gap
 - measures against gender-based violence, sexual harassment, racism and antisemitism
 - gender equality in recruitment and career progression

Research-driven policies to raise awareness of and reduce the influence of gender stereotypes

1- A new compulsory teaching course on gender-based stereotype threat effects in Science is proposed to all first-year undergraduates in Science Faculty to help women resist gender stereotypes influence on academic learning and performance.

2- A new policy of systematic training regarding implicit gender bias

2.1- **A short training session** for hiring committees in charge of the annual competition for research positions.

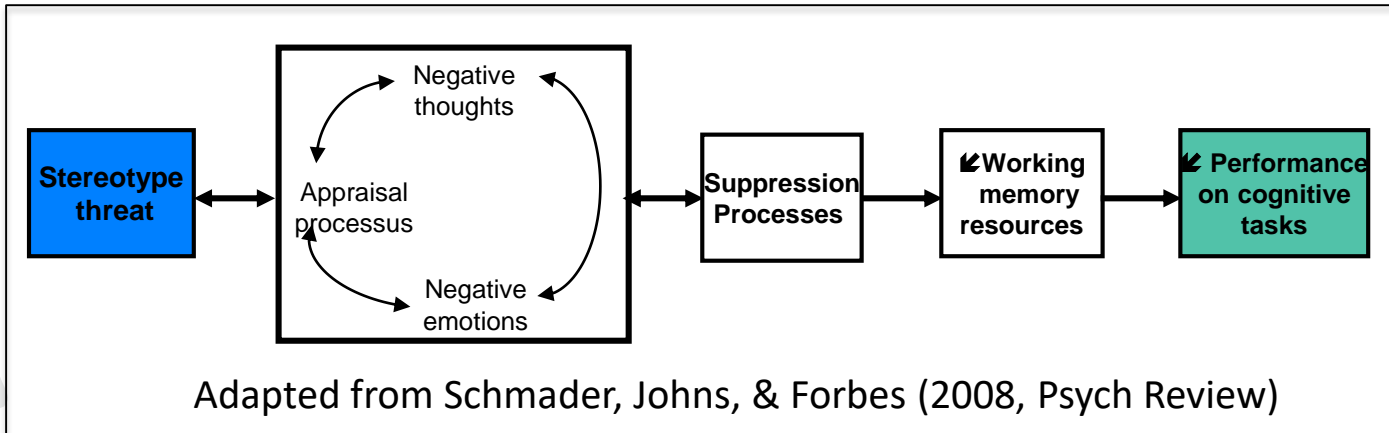
2.2- **A longer training session** (6h workshop) for labs, parity groups, PhD students.

1- A new compulsory teaching course on gender-based stereotype threat effects in Science

Claude Steele (1997)



- ST is a situation-specific threat that occurs in contexts where members of negatively stereotyped groups risk the possibility of confirming the stereotype about their group.
- The fear of confirming the stereotype can interfere with performance in the stereotyped domain, ironically leading to decreased performance in, or orientation towards, the domain.



Spencer, Quinn, & Steele (1999) (SAT-M)

If x and y are positive integers, which of the following is equivalent to $(2x)^{3y} - (2x)^y$?

- (A) $(2x)^{2y}$
- (B) $2^y(x^3 - x^y)$
- (C) $(2x)^y[(2x)^{2y} - 1]$
- (D) $(2x)^y(4x^y - 1)$
- (E) $(2x)^y[(2x)^3 - 1]$

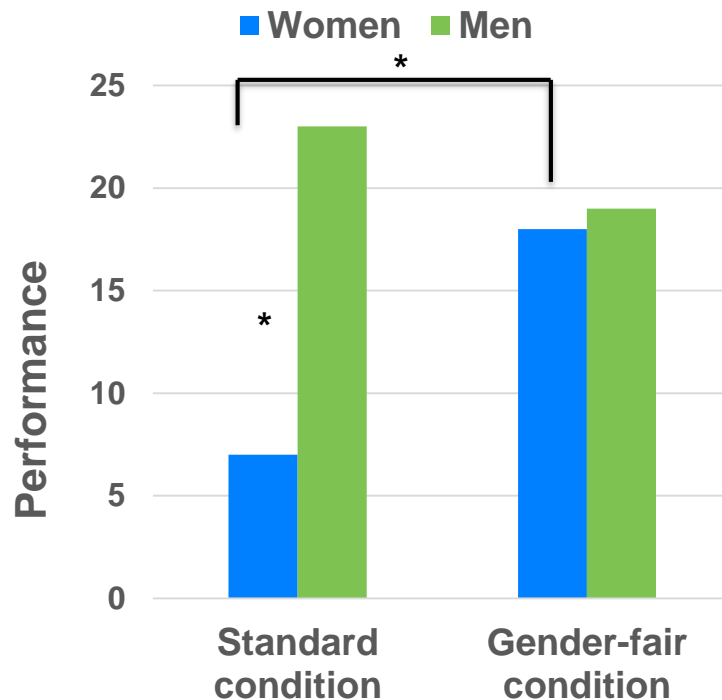
OR

Standard condition

This is a difficult Math test

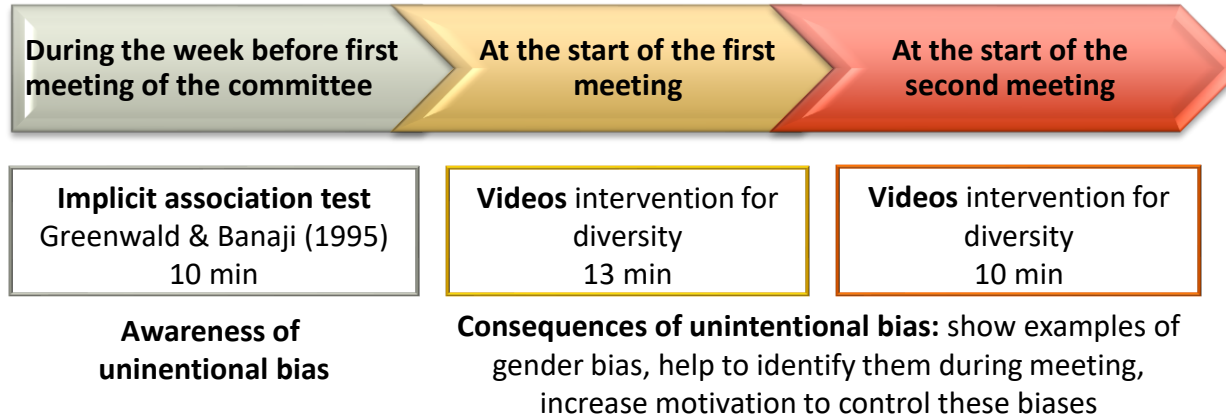
Gender-fair condition

This is a difficult Math test
+
There is no gender differences on this test

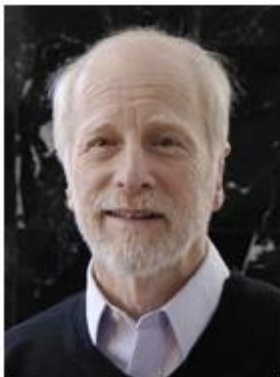


2- A new policy of systematic training regarding implicit gender bias

2.1- A short training session for hiring committees in charge of the annual competition for research positions.



A standardized action, with participation rates, and longitudinal analysis of « adverse impact »



Greenwald & Banaji (1995)

https://faculty.washington.edu/agg/iat_materials.htm

Implicit association test (IAT)

Implicit associations make it easier for people to connect science and math with males rather than females





Project Implicit®

The 2013 general audience book that fully explains the IAT



PROJECT IMPLICIT SOCIAL ATTITUDES

Log in or register to find out your implicit associations about race, gender, sexual orientation, and other topics!

[LOGIN](#) [REGISTER](#)

Or, continue as a guest by selecting from our available language/nation demonstration sites:



[GO!](#)

PROJECT IMPLICIT MENTAL HEALTH

Find out your implicit associations about self-esteem, anxiety, alcohol, and other topics! [GO!](#)

PROJECT IMPLICIT FEATURED TASK

Measure your implicit associations with U.S. presidential candidates

[GO!](#)

Reducing STEM Gender Bias With VIDS (Video Interventions for Diversity in STEM)

Moss-Racusin, C.A., Pietri, E. S., Hennes, E. P., Dovidio, J. F., Brescoll, V. L.,
Roussos, G., & Handelsman, J.

<https://academics.skidmore.edu/blogs/vids/expert-interview-videos/>

VIDS: VIDEO INTERVENTIONS FOR DIVERSITY IN STEM

ABOUT VIDS / NARRATIVE VIDEOS / EXPERT INTERVIEW VIDEOS / SUMMARIES + DISCUSSION QUESTIONS / PUBLICATIONS



ELSEVIER

Contents lists available at ScienceDirect

Journal of Experimental Social Psychology

journal homepage: www.elsevier.com/locate/jesp



FlashReport

A gender bias habit-breaking intervention led to increased hiring of female faculty in STEMM departments^{☆,☆☆}

Patricia G. Devine^{a,*,} Patrick S. Forscher^{b,} William T.L. Cox^{a,} Anna Kaatz^{c,} Jennifer Sheridan^{d,} Molly Carnes^c





APRIL 10, 2018

PUTTING RACISM ON THE TABLE

EXPANDING THE TABLE

SESSION 4:

IMPLICIT BIAS

A TRAINING TO BREAK THE PREJUDICE HABIT

Dr. Patricia G. Devine
Dr. William T.L. Cox

Reducing STEM Gender Bias With VIDS (Video Interventions for Diversity in STEM)

Moss-Racusin, C. A., Pietri, E. S., Hennes, E. P., Dovidio, J. F., Brescoll, V. L.,
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VIDS: VIDEO INTERVENTIONS FOR DIVERSITY IN STEM



ABOUT VIDS / NARRATIVE VIDEOS / **EXPERT INTERVIEW VIDEOS** / SUMMARIES + DISCUSSION QUESTIONS / PUBLICATIONS



en quoi les choix de mots
dans les lettres de recommandation



je voudrais qu'on parle
de ceux de la *short list*.

Video CERCA Institute	Expert video #1	Expert video #2	Expert video #3	Expert video #4	Expert video #5	Expert video #6
7 min	5'26 min	5'32 min	4'56 min	5'10 min	5'03 min	5'16 min
-Questioning women's independence -Use of informal information -Linguistic gender bias in reference letters -First impression; affinity bias -Questioning women's competencies -Motherhood penalty	Linguistic gender bias in reference letters	Gender bias in CV evaluation	Backlash effect against modest men	Motherhood penalty	Stereotype threat effect due to solo status/minority	Backlash effect against assertive women
Narrative video #1	Narrative video #2	Narrative video #3	Narrative video #4	Narrative video #5	Narrative video #6	
5'50 min	5'48 min	4'40 min	4'08 min	4'41 min	5'06 min	
Linguistic gender bias in reference letters	Backlash effect against assertive women	Stereotype threat effect due to solo status/minority	Gender bias in CV evaluation	Backlash effect against modest men	Motherhood penalty	

2- A new policy of systematic training regarding implicit gender bias

2.2- A longer and interactive training session (6h workshop) for labs, parity groups, PhD students

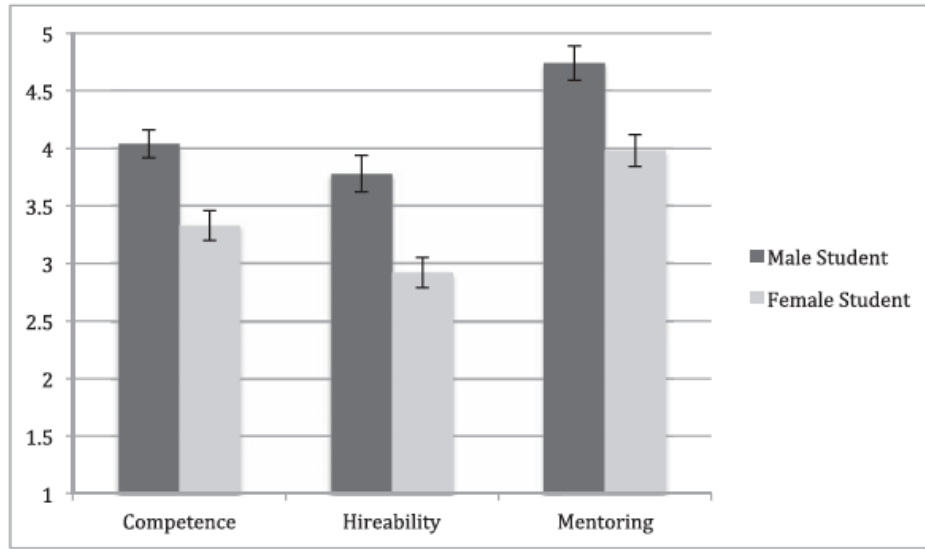
- Example of research presented:

Gender stereotypes influence how we perceive and evaluate men and women

Moss-Racusin et al. (2012). *Proceedings of the National Academy of Sciences*

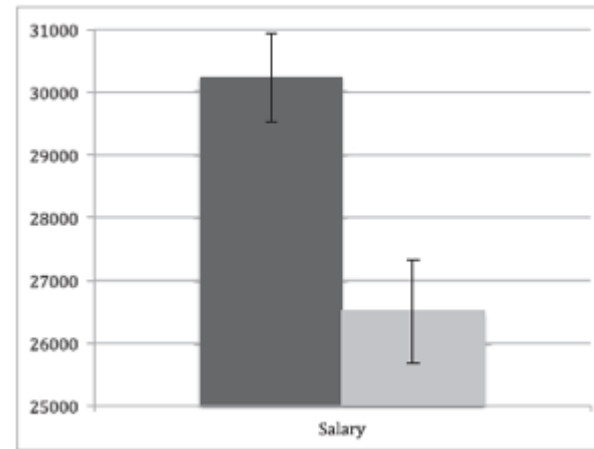
CV: Jenifer versus John !?!

- A nationwide sample of biology, chemistry and physics professors (n=127)
- 6 top US Universities
- Application of an undergraduate science student for a science laboratory manager position.
- Randomly assigned to either the name of a male or a female student



Scales range from 1 to 7, with higher numbers reflecting a greater extent of each variable. Error bars represent SEs.

This bias against the female student was independent of the evaluator's gender

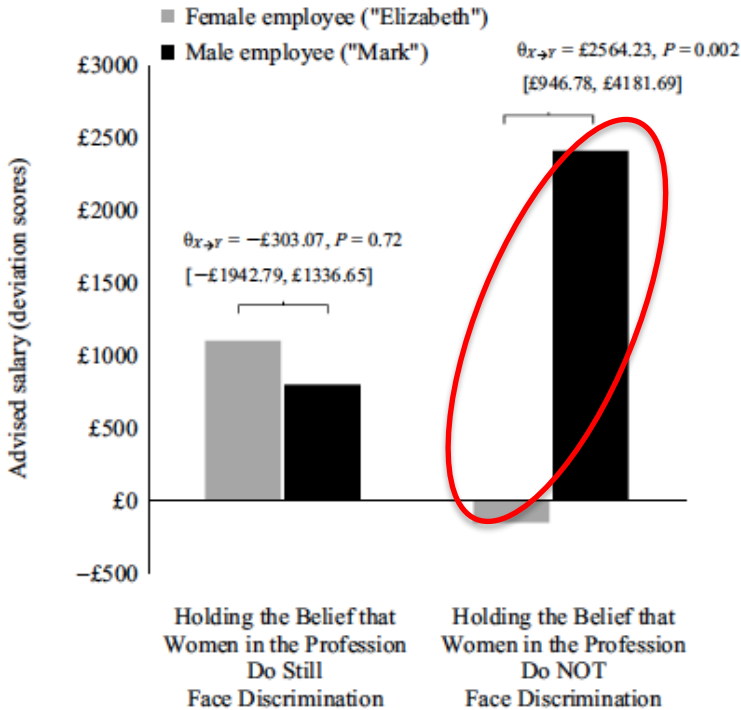
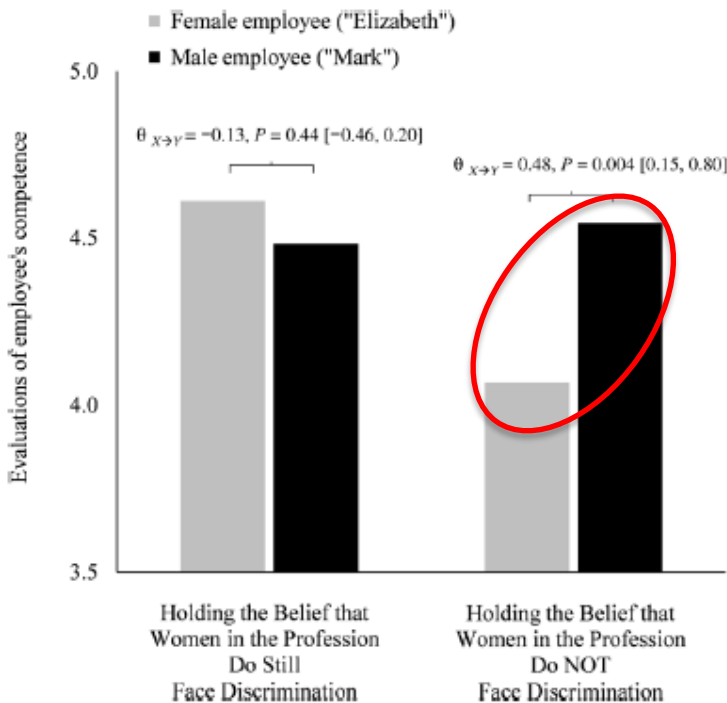


PSYCHOLOGICAL SCIENCE

In some professions, women have become well represented, yet gender bias persists—Perpetuated by those who think it is not happening

C. T. Begeny^{1*}, M. K. Ryan^{1,2}, C. A. Moss-Racusin³, G. Ravetz^{4,5}

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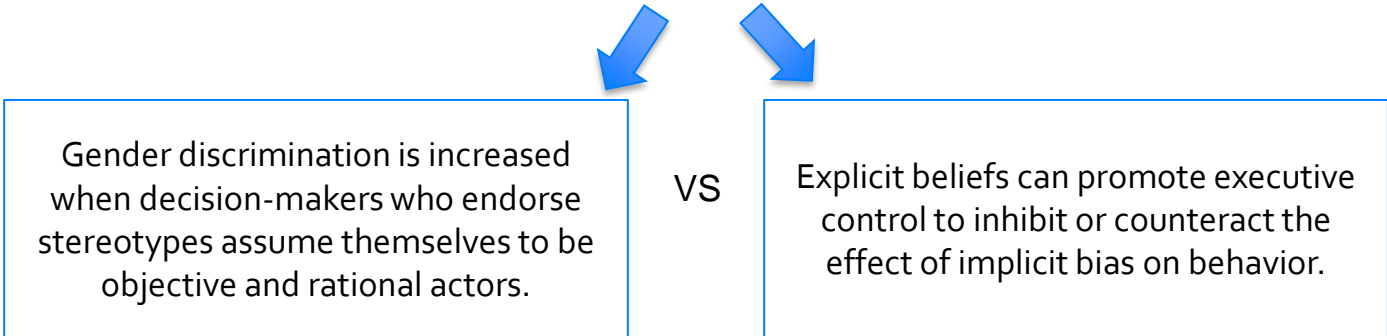


Committees with implicit biases promote fewer women when they do not believe gender bias exists

Isabelle Régner^{1*}, Catherine Thinus-Blanc¹, Agnès Netter², Toni Schmader^{3,5} and Pascal Huguet^{4,5*}

Test whether implicit beliefs predict real-world hiring decisions in academic science, as a function of explicit beliefs.

Explicit beliefs can amplify VS counteract the effect of implicit bias on behavior.



Gender discrimination is increased when decision-makers who endorse stereotypes assume themselves to be objective and rational actors.

VS

Explicit beliefs can promote executive control to inhibit or counteract the effect of implicit bias on behavior.

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Thank you !



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<https://www.univ-amu.fr/fr/public/egalite-femmes-hommes-lutte-contre-les-discriminations>



www.univ-amu.fr



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