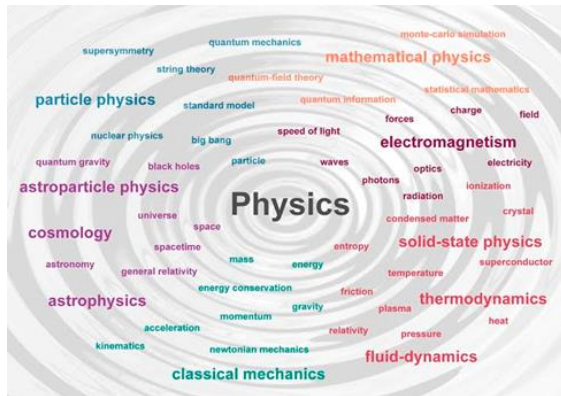


What is **GENERA** and why this Gender-in-Physics day?

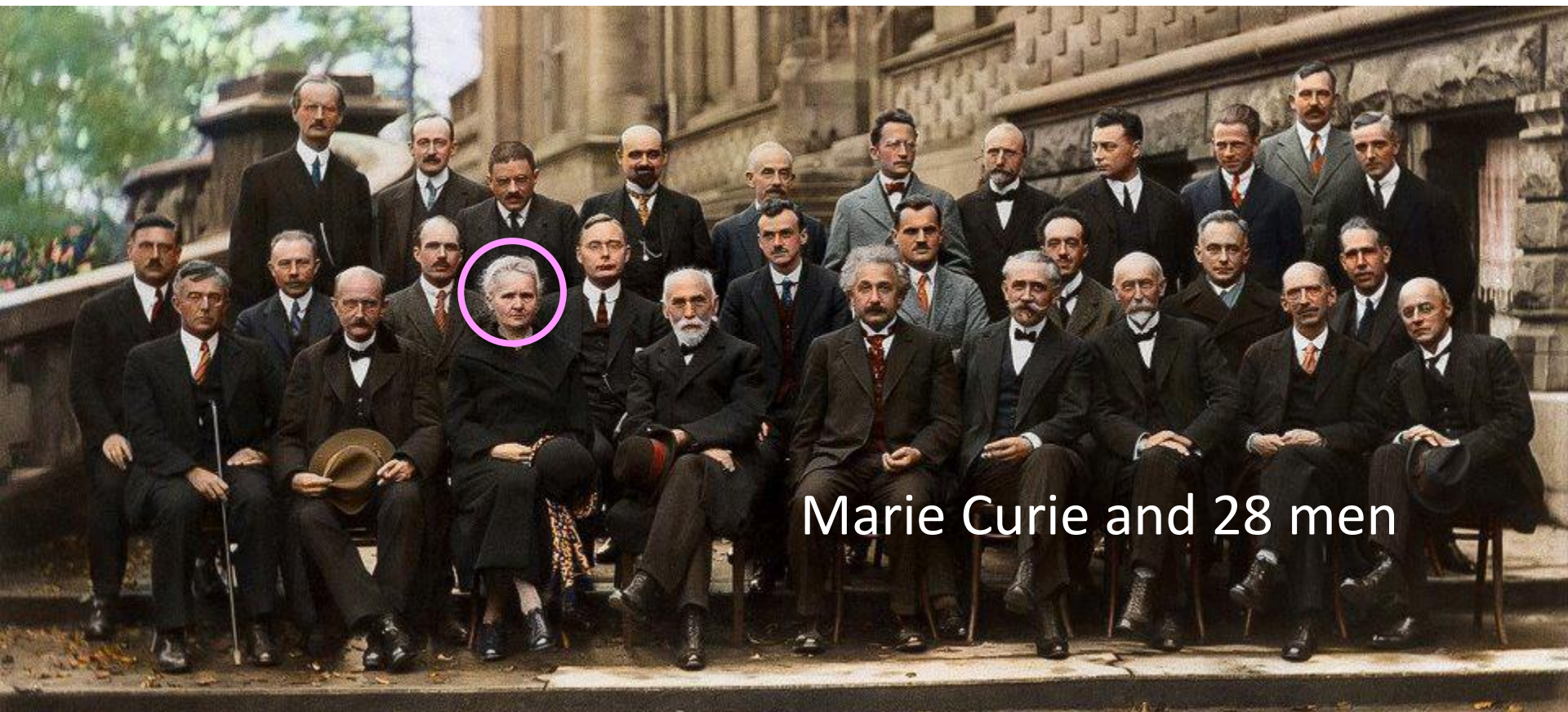


by Job de Kleuver
FOM
Dutch Gender-in-Physics Day
Amersfoort – November 1, 2016



Thanks to GENERA colleagues for using some of their slides

Brussels 1927



Marie Curie and 28 men



17 out of 135 (= 12,5%) women in physics research

Why me?

Aan de slag!

- Ik ga aan de slag met mijn (onbewuste) gedrag






GENERA Consortium

GENERA Partner

DESY	Germany	(Coordinator)
FOM	Netherlands	
KIT	Germany	
PORTIA Ltd.	UK	
INFN	Italy	
MPG	Germany	
JOANNEUM	Austria	
IAC	Spain	
UNIGE	Switzerland	
CNR	Italy	

GENERA Partner

IFIN-HH	Rumania
UJ	Poland
CNRS	France

GENERA Observers

CERN
NORDFORSK
ESO

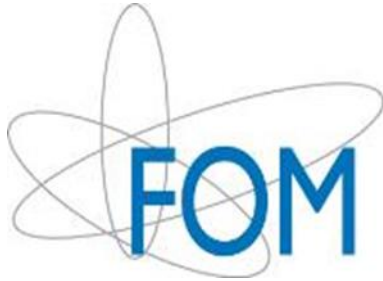
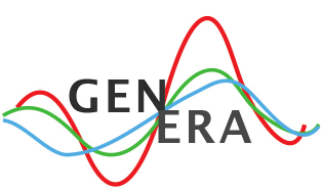
Associated Partner

Helmholtz Association	Germany
DIAS	Ireland
Donne e Scienza	Italy



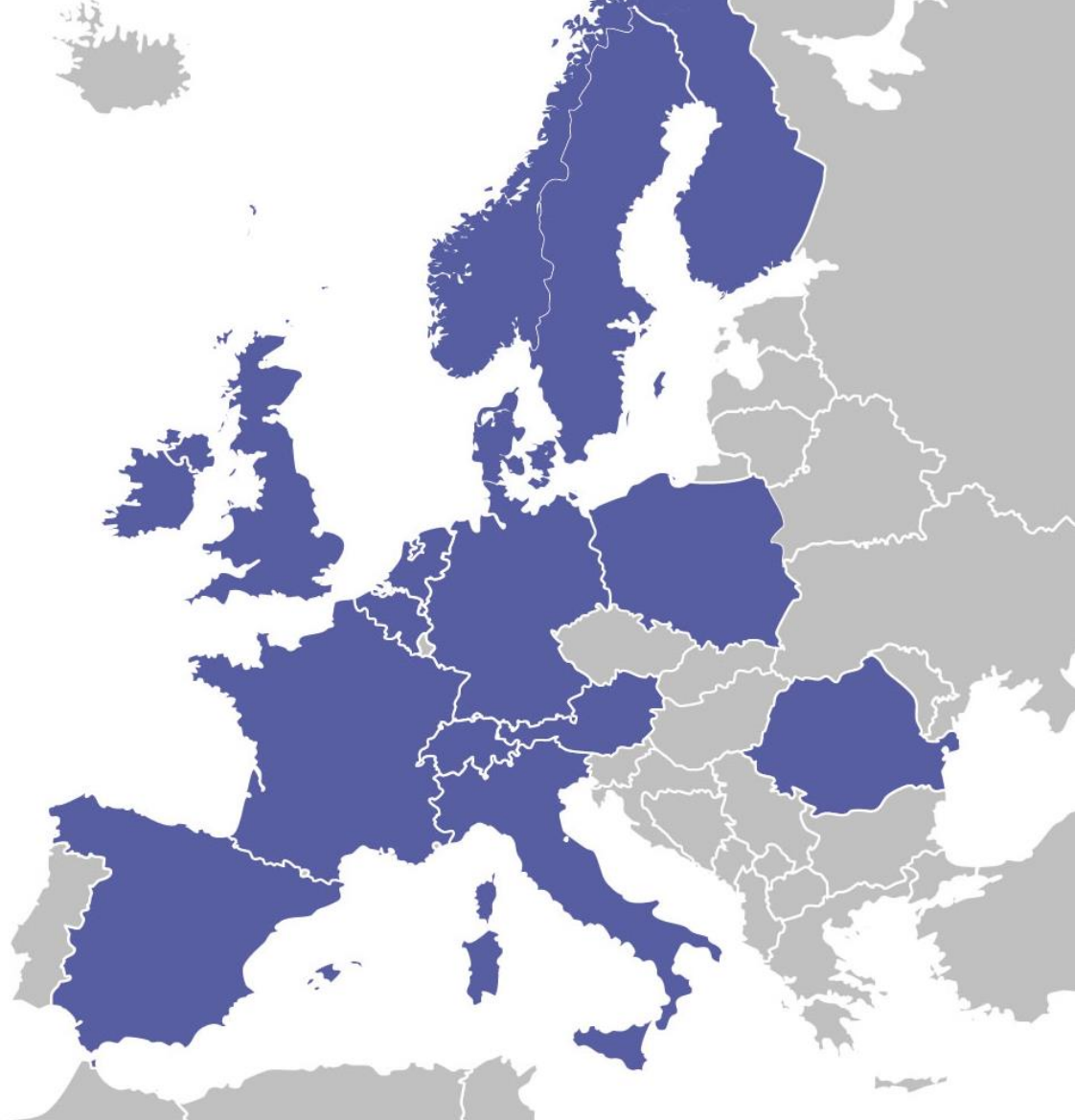
The research leading to these results has received funding from the European Union's Horizon 2020 Research and Innovation Programme, under Grant Agreement no 665637.

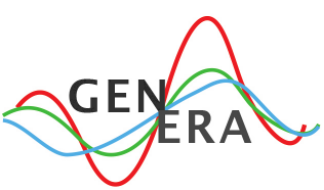
1. Assess **the present status of GEPs** and their implementation through analysis in the partner organizations and countries
2. Propose **a common framework of gender related statistical data** to compare different organizations with a monitoring system
3. **Organize a series of Gender in Physics Days** in partner countries/institutions, **raising awareness** on gender equality and announce European wide action in GENERA
4. **Interview successful individual physicists** to identify gaps in existing GEPs and national or local policies
5. Help organisations and institutions to **develop tailored GEPs**



WP5: Forming an Alliance of RPOs and RFOs Addressing Gender in Physics

1. Extension of the GENERA network to other RFO's and RPO's in Europe
2. Preparation of a framework for the implementation of a sustainable long-term monitoring of the effectiveness of GEPs





GENERA after 3 years....

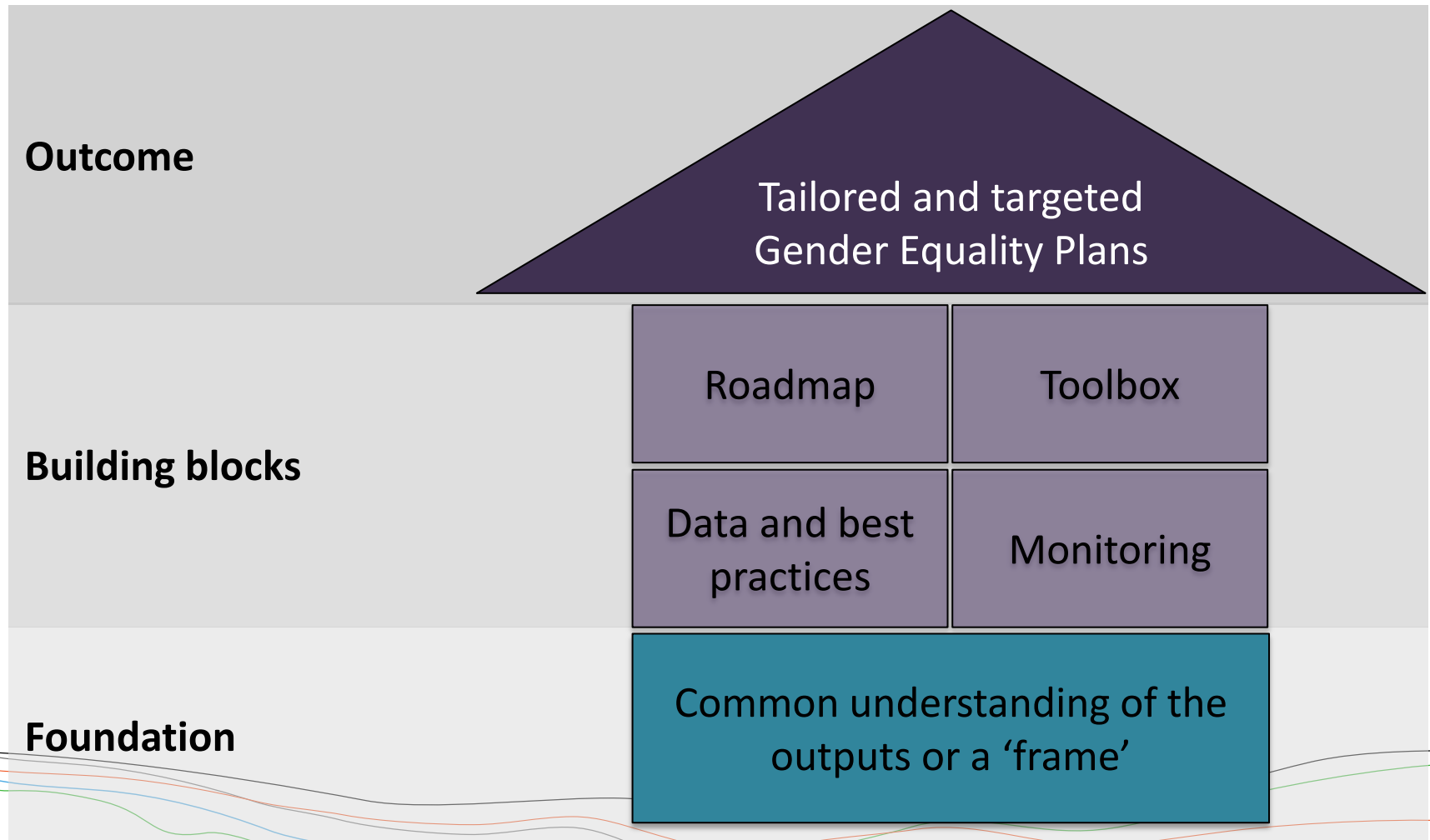


- European approach to Gender Equality in Physics
- Exchange 'good actions'
- Tailored GEPs and support for institutions
- Monitoring system Gender equality progress
- Network of RPOs and RFOs
- **More women in Physics!**



Gender-in-Physics Day

- Overview current policies and actions
- Importance of Gender Equality Plans
- FOM and universities: one physics community
- Collect recommendations for GEPs
- Impress our GENERA friends 😊



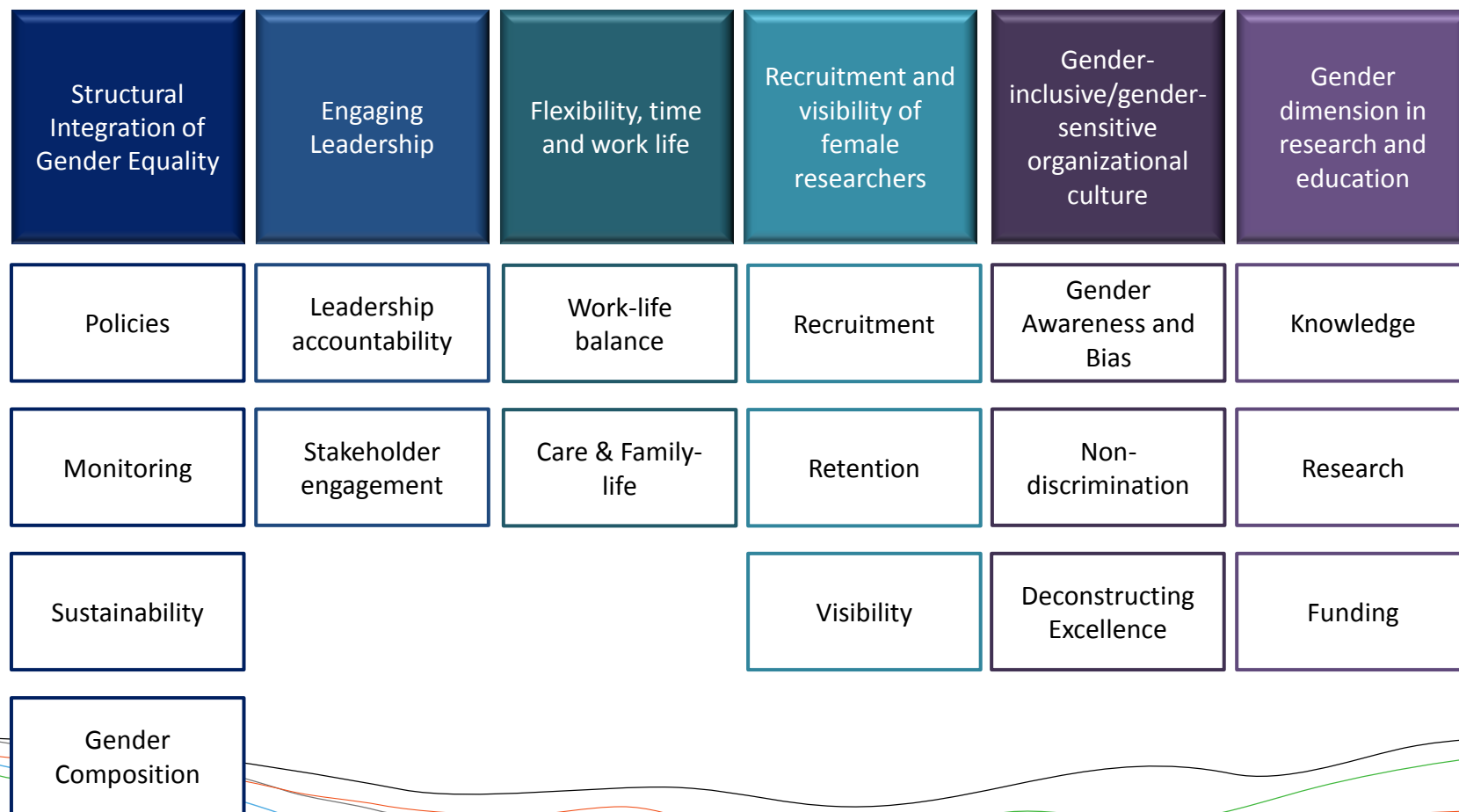
Gender Equality Plan

- Evidence-based
- Tailored to the organizational context
- Clearly formulated definitions and solutions
- Integrated into structures and implemented following clearly defined steps
- Based on targets; monitored via indicators

‘A Reinforced European Research Area Partnership for Excellence and Growth’ (COM(2012) 392 final)

Fields of Action: Examples

Recruitment procedures	Structural integration of gender equality	Accountability	Stakeholder Management	Monitoring	Child-care
Reconciliation	Work-life balance	Gender-inclusive culture	Specific and tailored GEPs	Gender-sensitive training	Research Funding
Implicit bias	Gender awareness	Retention	Gender Pay Equity	Flexibility	Deconstructing excellence
Visibility	Balanced composition of boards	Gender dimension in research	Engagement of decision-makers	Gender Mainstreaming	Sustainability



#	Field of Action	Sub-field of Action	Example areas/topics/issues	
1	Structural integration of gender equality	Policies	- Gender Mainstreaming	- Gender Equality Plans
		Monitoring	- Surveys - Evaluation of gender/HR policies	- Gender equality monitoring system
		Sustainability	- Long-term planning - Setting of aims and targets	- Continuation of efforts even when specific goals/targets are reached
		Gender Composition	- Gender competent composition of boards, bodies, committees, staff, etc.	- Enhancing the position of GE actors
2	Engaging Leadership	Leadership accountability	- Leadership accountability	- Manager and leader (gender) competence
		Stakeholder Engagement	- External Stakeholders engagement	- Employee awareness and engagement
3	Flexibility, time and work life	Work-life balance	- Working time - Pressure and myth of dedication being equal to time spend	- Team and cooperation - Flexitime - Telework
		Care & Family life	- Child-care availability and funding - Child-care tailored to physicists needs	- Non-discrimination of parents - Support of other caring activities
4	Recruitment and visibility of female researchers	Recruitment	- Transparency of selection procedures - Trainee programme for potential female leaders	- Equal treatment of part-time work - Career and life planning
		Retention	- Career progression/leaky pipeline - HR development - Education and qualification	- Equal pay - Job security
		Visibility	- Role models/representation (e.g. website) - Networking/mentoring	- Gender-sensitive language - Sex-equal speakers lists
5	Gender inclusive/ gender-sensitive organisational culture	Gender Awareness and Bias	- Gender stereotypes - Implicit bias training	- Leadership training - Employee training - Incorporate implicit bias statements
		Non-discrimination	- Zero Tolerance Sexual Harassment policies - Equal treatment of part-time work	- Policy of overall non-discrimination
		Deconstructing Excellence	- Transparency of selection criteria - Pressure (quantity/quality)	- Seminars exploring how excellence expectations are gendered
6	Gender dimension in research and education	Knowledge	- Inclusion of gender studies in all curricular	- Gender awareness trainings
		Research	- Inclusion of gender dimension in research	- Science case for gender equality
		Funding	- Inclusion of gender-related selection criteria	- Unconscious bias training for review committees

Gender bias



Gender bias

Science faculty's subtle gender biases favor male students

Corinne A. Moss-Racusin^{a,b}, John F. Dovidio^b, Victoria L. Brescoll^c, Mark J. Graham^{a,d}, and Jo Handelsman^{a,1}

^aDepartment of Molecular, Cellular and Developmental Biology, ^bDepartment of Psychology, ^cSchool of Management, and ^dDepartment of Psychiatry, Yale University, New Haven, CT 06520

Edited* by Shirley Tilghman, Princeton University, Princeton, NJ, and approved August 21, 2012 (received for review July 2, 2012)

Despite efforts to recruit and retain more women, a stark gender disparity persists within academic science. Abundant research has demonstrated gender bias in many demographic groups, but has yet to experimentally investigate whether science faculty exhibit a bias against female students that could contribute to the gender disparity in academic science. In a randomized double-blind study ($n = 127$), science faculty from research-intensive universities

gender disparity in science (9–11), and that it “is not caused by discrimination in these domains” (10). This assertion has received substantial attention and generated significant debate among the scientific community, leading some to conclude that gender discrimination indeed does not exist nor contribute to the gender disparity within academic science (e.g., refs. 12 and 13).

Despite this controversy, experimental research testing for the

reactions to the male student. These results suggest that interventions addressing faculty gender bias might advance the goal of increasing the participation of women in science.

female student was less likely to be hired because she was viewed as less competent. We also assessed faculty participants' preexisting subtle bias against women using a standard instrument and found that preexisting subtle bias against women played a moderating role, such that subtle bias against women was associated with less support for the female student, but was unrelated to reactions to the male student. These results suggest that interventions addressing faculty gender bias might advance the goal of increasing the participation of women in science.

diversity | lifestyle choices | science education | science workforce

qualified male and female student, science faculty members would show preferential evaluation and treatment of the male student to work in their laboratory. Although the correlational and related laboratory studies discussed below suggest that such bias is likely (contrary to previous arguments) (9–11), we know of no previous experiments that have tested for faculty bias against female students within academic science.

If faculty express gender biases, we are not suggesting that these biases are intentional or stem from a conscious desire to impede the progress of women in science. Past studies indicate that people's behavior is shaped by implicit or unintended biases.

Actions for today

Be active and reflective!



Directors and HR officers



Senior and junior researchers



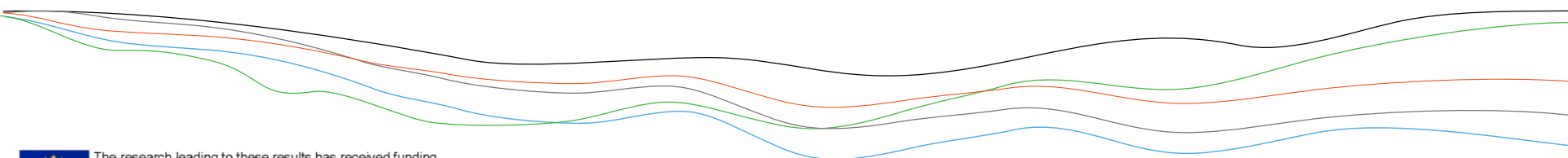
What can I do myself?

Movie

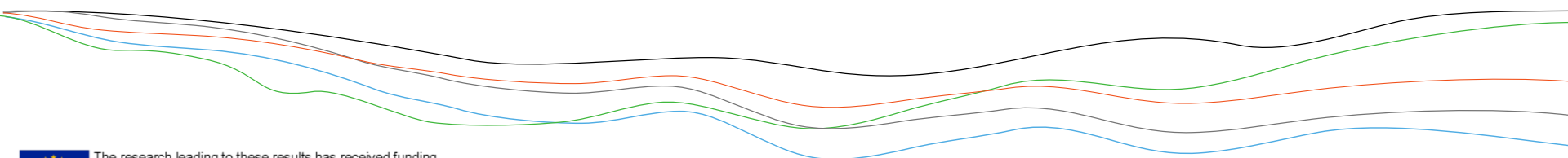
Focus on the people with the white coloured shirts and

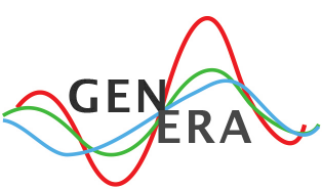
COUNT how often they pass the ball

https://www.youtube.com/watch?v=IGQmdoK_ZfY



Back-up slides





ERC Gender Equality Plan



> Fundamental principle

Women and men are equally able to perform excellent frontier research.

> Aim

Take into account and confront structural gender differences, so that the ERC can fulfil its mission to support top talent in frontier researchers across Europe, irrespective of gender, nationality or age.

> Objectives

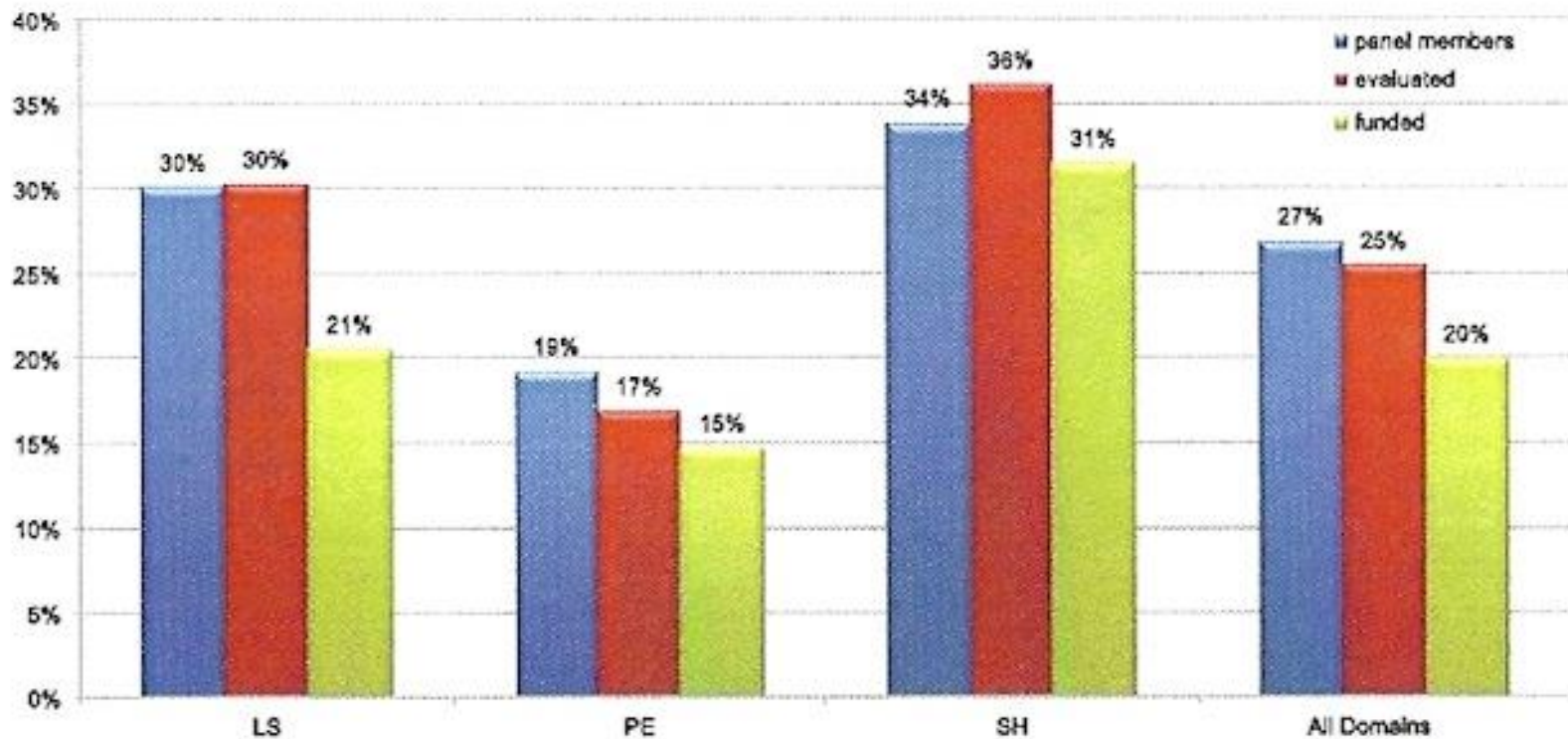
- Raising awareness about ERC gender policy amongst potential applicants and improving the gender balance among ERC applicants.
- Identifying and challenging any potential gender bias in the ERC evaluation procedure.
- Achieving gender balance amongst ERC peer reviewers and other relevant ERC decision-making bodies in the medium term.



ERC-statistics

3. Share of women panel members, evaluated and funded applicants

ERC calls 2007-2012 (AdG2012 grantees not included)



PNAS gender bias

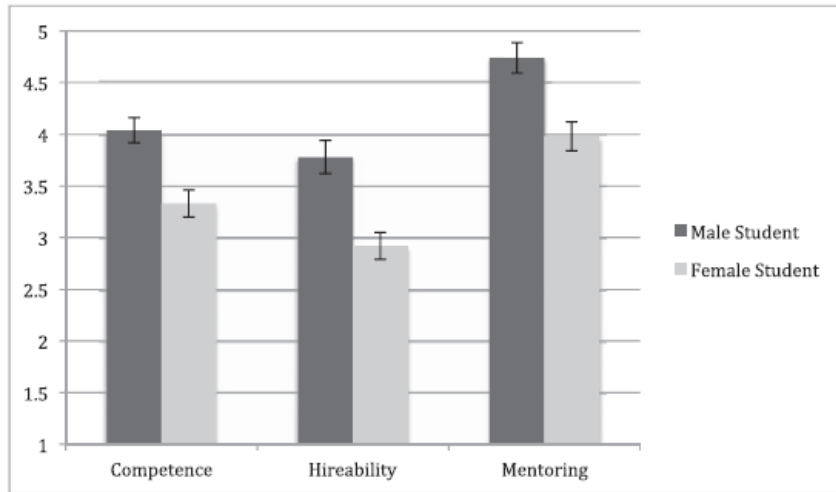


Fig. 1. Competence, hireability, and mentoring by student gender condition (collapsed across faculty gender). All student gender differences are significant ($P < 0.001$). Scales range from 1 to 7, with higher numbers reflecting a greater extent of each variable. Error bars represent SEs. $n_{\text{male student condition}} = 63$, $n_{\text{female student condition}} = 64$.

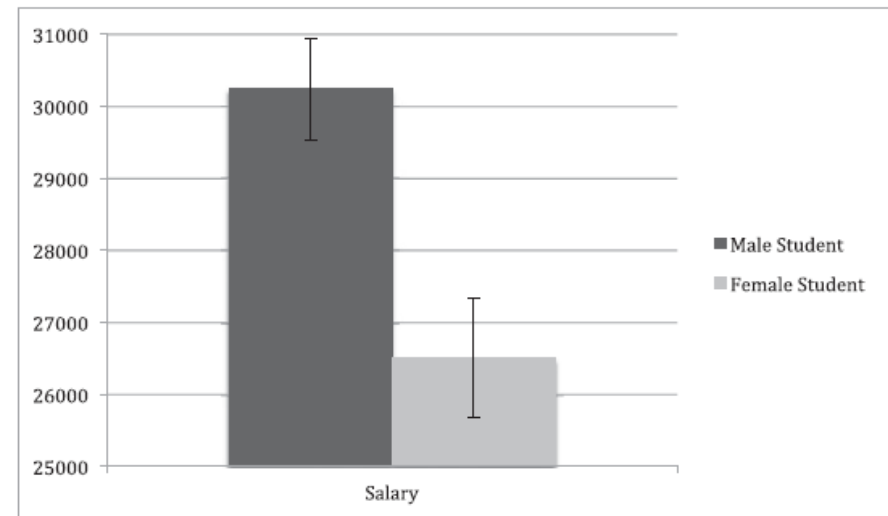


Fig. 2. Salary conferral by student gender condition (collapsed across faculty gender). The student gender difference is significant ($P < 0.01$). The scale ranges from \$15,000 to \$50,000. Error bars represent SEs. $n_{\text{male student condition}} = 63$, $n_{\text{female student condition}} = 64$.

Implicit Association Test



Impliciete Associatie Test



[Doe een Demo Test](#)
[Achtergrond](#)
[Technische Ondersteuning](#)
[De Wetenschappers](#)
[Project Impliciet](#)

Impliciet Home

Het is algemeen bekend dat mensen niet altijd zeggen wat ze denken en vermoedelijk weten mensen niet altijd wat ze denken. Het begrijpen van deze verschillen is belangrijk voor de wetenschappelijke psychologie.

Deze website presenteert een methode die verschillen tussen het bewuste en het onbewuste demonstreert op een veel overtuigendere manier dan met vorige methoden mogelijk was. Deze nieuwe methode heet de Impliciete Associatie Test, oftewel de IAT

Daarnaast bevat deze site verschillende gerelateerde informatiebronnen. Deze informatie is het meest relevant als u eerst een test probeert.

[Ga naar de demonstratie tests](#)

[Project Implicit Services](#)
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