



Towards Gender Equality

- EU: Lisbon targets for reaching gender equality in academia in Europe
- Dutch context: Charter Talent to the Top:
 - targets for number of women full professors



The female professor task...

Experiment

You are a member of the Board of Executives of an University. In the present situation 11% of the 300 professors are women and 89% are men. On average a professor remains for ten year. The aim of the board of executives is reach a 50/50 representation of men and women.

- What annual percentage of female professors would you hire?
- In what year the target will be reached?

source:
Inge Bleijenbergh, Marloes van Engen, Jac Vennix, Eric Jacobs
(2012) TVA, 28, 83-99



Radboud Universiteit Nijmegen

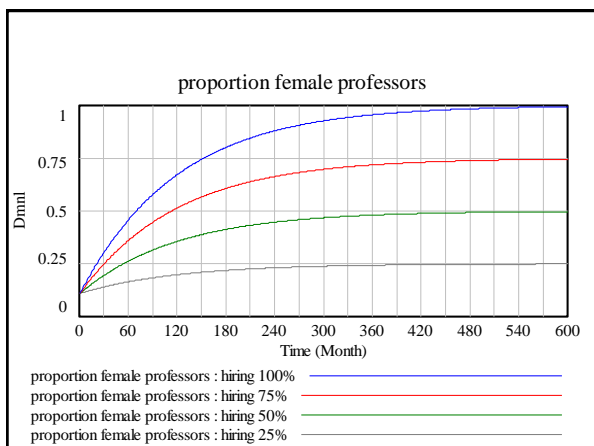
Results

Task performed in 2009 and 2010 by 195 participants (168 complete)

- 34% recommends hiring < 50 women
- 30% recommends hiring 50% women
- 26% recommends hiring > 50 women
- Median estimated target year is 2020 (with 50% the target is reached in 2050).
- No significant differences between male and female participants



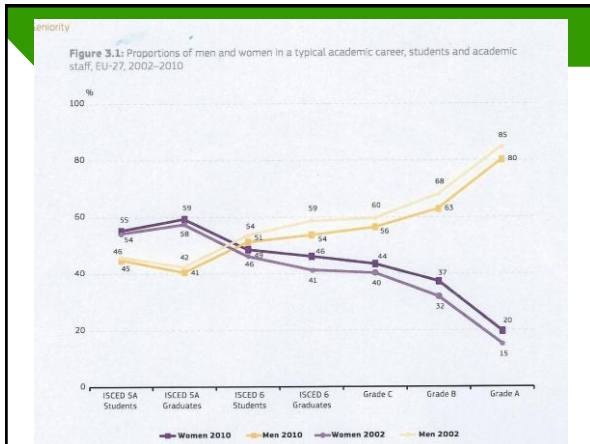
Radboud Universiteit Nijmegen



Leading Change: Today

- Policies and practices, what we know about effectiveness
- Principles of Evidence-Based Management
- The need for tailor-made interventions
- Cases:
 - Tilburg University
 - (Delft University of Technology)
- Some principles
- Conclusion





Policies and practices: Different perspectives

- **Equality:**
 - **Procedural justice** (focus on achieving equality in procedures and processes)
 - **Distributive justice** (focus on achieving equality in outcomes)
- **Business Case:**
 - **Talent, Resources**
 - **Innovation & Performance**

But mind you:

- **Equality:**
 - Resistance in Organization
 - Stigmatization (and Exclusion)
- **Business Case:**
 - Diversity scepticism
 - Diversity opportunism

Effectiveness of Diversity Programmes

- Types of programmes Kalev, Dobbin & Kelly, 2006):
 1. **Organisational Change: Responsibility structures**
 - 'Affirmative action plans'
 - Diversity evaluations
 - Diversity staff
 - Diversity task force



Effectiveness of Diversity Programmes

- Types of programmes Kalev, Dobbin & Kelly, 2006):
 - Organisational Change: Responsibility structures
 - Behavioral Change: Reducing Bias
 - » Gender Awareness
 - » Gender diversity in hiring, selection, promotion



Diversiteitspraktijken: Werken ze?

- Types of programmes (Kalev, Dobbin & Kelly, 2006):
 - Organisational Change: Responsibility structures
 - Behavioral Change Reducing Bias
 - Reducing Isolation: Mentoring & Networking
 - Coaching & mentoringprogrammes
 - Support internal networks
 - Internal and external communication



Effectiveness of Diversity Programmes

- Kalev, Dobbin & Kelly (2006)
- Longitudinal study effects of EEO programs 1972-2002 of 708 profit-organisations in USA:
 1. Responsibility structures **YES!**
 2. Reduce bias: **Least effective**
 3. Reduce social isolation **Modest effects**
- **2 en 3 have stronger positive effects if 1 is present**

Where to start?

- Tailor made interventions
- Evidence-Based interventions

the Knowledge-Doing gap

Evidence Based Management (EBM) means

- "... *translating principles based on best evidence into organizational practices. Through evidence based management, practicing managers develop into experts who make organizational decisions informed by social science and organizational research.*" (Rousseau, 2006:256)..
- Unfortunately, most managers consult **other managers** (Brown & Duguid, 2002; Wenger, McDermott, & Snyder, 2002), or the **internet** (Rynes, Colbert, & Brown, 2002)

Four element of an EBM approach:

- Use of external research and systematic reviews ;
 - Include practitioner experience and judgment ;
 - Take into account context, organizational actors and circumstances ; and
 - Involve stakeholders (e.g. employees, managers)
- (cf. Briner, Denyer, & Rousseau, 2009)

Lessons learned from two cases:

Research to inform interventions

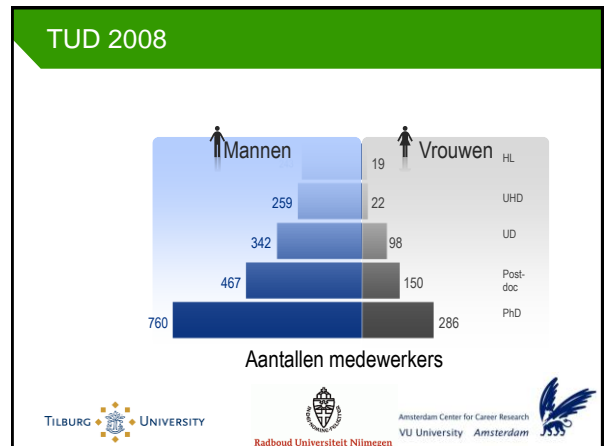
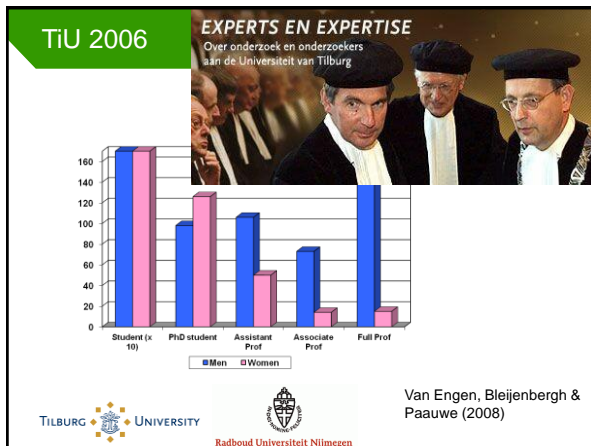
Research to support change

- Executive board initiated research
- Aim
- Aim: tailor-made interventions for two faculties and the university, informed by research
- Along the way:
- Involve stakeholders (deans, HR managers, department chairs and employees) in the analyses and the development of policy recommendations

Collaborators:

Tilburg University: Inge Bleijenberg (Radboud University), Jaap Paauwe (TilU)

Delft University of Technology: Claartje Vinkenburg (VU Amsterdam); Inge Bleijenberg (Radboud University),



Research Set up - 1:

- Literature Search
- Document analysis:
 - Level of University and Schools:
 - Intended policy
 - Actual practices
- Quantitative study: Facts and Figures
 - Personnel data files (salary, performance, etcetera)
 - Gender Gap in Wage, Positions
 - Delft: Survey (WiST)

TILBURG UNIVERSITY

Research Set up - 2:

Qualitative study: (Gendered) processes of hiring, promotion and turnover

- Interviews (dean, m/f assistant, f associate, f full professor, HR, exit)
- Focus groups (assistant, associate and full professors)
- Tilburg:
 - Focus group : deans, chairs and HR
 - Group Model Building research team
 - Steering committee
- Delft:
 - Group Model Building deans, chairs and HR
 - ..later stage: TU Delft president involved!

TILBURG UNIVERSITY

Literature findings

- Pipeline – cohort effect?
- Caring tasks?
- Capabilities?
- Motivation?!
- Stereotypes and Prejudice*
- Organizational Practices*

TILBURG UNIVERSITY

1. Pipeline – cohort effect

The idea is that: "it is a cohort problem and we will get there eventually"

- But the (general) facts are:
- Leaky pipeline: a larger proportion of women than men leave along the way
- Over the previous decade, the underrepresentation of women in higher positions has actually increased (AWT, 2000)
- Research among cum laude PhD's shows that women are stalled in lower level positions and salaries (Brouns et al, 2004)

TILBURG UNIVERSITY

2. Caring tasks

The expectation is that because "women have kids and become emotionally attached to the family not the career" they lose their stamina for academia

- But research shows that:
- In Dutch academia women work .84 fte and men .87 (VSNU, 2007)
- Female academics do have fewer kids (van Engen et al., 2008)
- Productivity of mothers (and fathers) is just as high as that of non-parents (King, 2008; van Engen et al, 2008)
- There is both Work-Family Conflict as well as Work-Family Facilitation (van Steenbergen, 2007)

3. Capabilities

The expectation is that women publish less and are hesitant to go abroad, ...

- But research shows that:
- Female cum laude PhD's publish less but have more impact (Brouns et al, 2004)
- Studies of gender differences in publications show mixed results depending on measure and length of evaluation period;
- Citation scores of women are slightly lower, but can be explained by seniority and networks (Hunter & Leahey, 2009)
- Younger cohorts have just as much international experience (SoFoKleS, 2003)
- Differences in math capabilities and variability of boys and girls are negligible (Else-Quest et al., 2010; Hyde & Mertz, 2009)

4. Motivation

The expectation is that women lack ambition & drive

- Research shows:
- Motivation, ambition, and investments are about the same for male and female academics (Portegijs & Bakker, 2000; Rutgers, 2000; King, 2007)
- Yet: young female academics are not happy with support and adjust their aspirations (Need, Visser & Fischer, 2001)
- And: pragmatic paradox of ambition in the Netherlands. You have to be and show that you are ambitious, but you are not allowed to say it! (Sools, van Engen & Baerveldt, 2007)
- S&T: generally speaking women are more interested in people, men in things (Su et al, 2009; Rosenbloom et al, 2007)
- Math: Dutch girls have low self-efficacy in math, lack role models, and do not think math is important for their career (Else-Quest et al, 2010; Williams & Williams 2010)

5. Stereotypes and Prejudice – 1

- Prejudice: gender roles, social roles, and stereotypes
 - Women & care roles perceived as communal (relation-oriented)
 - Men & work roles perceived as agentic (task-oriented)
 - Role incongruity: "double bind"
- Be(com)ing a mother:
 - Double bind deepens ("maternal wall," Williams, 2005)
 - Mother's ambitions and achievements are underestimated by the supervisor but not that of fathers (King, 2008)
 - Supervisor judgments more important for promotion than actual performance (King, 2008)
- In S&T: (In)visibility paradox (Faulkner, 2009)



6. Organizational Practices

- There is a tiny difference in resources and rewards allocated to women (less than men), but all these effects cumulate to quite a large effect (Agars, 2004)
- Absence of women in selection committees results in less appointments (Van den Brink, Brouns & Waslander, 2006)

Hypothetical example: Small effect size (.07), large effect

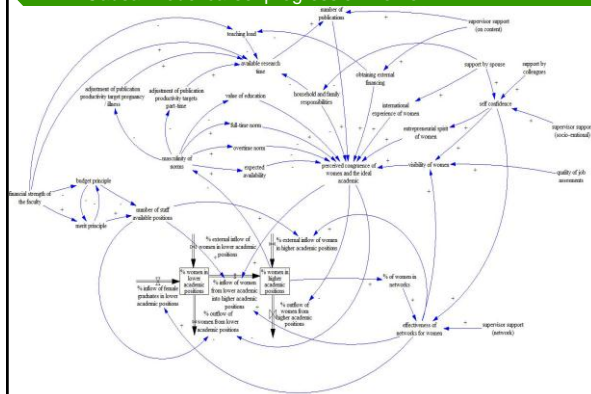
Candidates	100 men	100 women
Entry (50%)	52 hired	48 hired
Promotion 1 (50%)	28 promotion	22 promotion
Promotion 2 (20%)	6 promotion	4 promotion
Promotion 3	1 promotion	0 promotion

Adapted from Agars (2004)

Quantitative Results

- Fewer women with every career step
- Work hours:
 - About equal for women and men
 - Fathers and mothers slightly less hours
- Parents publish just as well (even somewhat more)
- Delft University of Technology:
 - women: children -> leave -> more publications,
 - men: children, leave -> more publications
- Men have more often, and more children
- Women more often have temporary contracts
- Tilburg University: Women earn less than men
 - Men > 1226 EURO more a month, still 475 after correction for demographic, work-related and performance factors

Qualitative results: Causal model career progression women



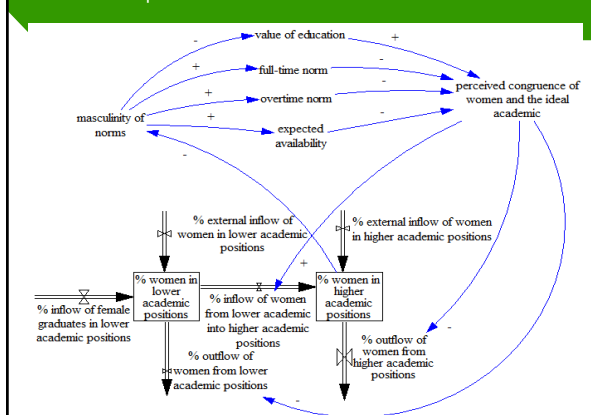
Qualitative Results: The Ideal academic

- Image/Norm/Ideal academic:
 - full-time contract, available everyday of the week, prepared to work long hours, visible, Delft: entrepreneurial, Tilburg: nurdy
- Perception of female academics:
 - part-time, family primary, less available, less prepared to work long hours and weekends, Delft: nurdy, Tilburg: practice-oriented
- However in practice:
 - men/women, fathers/mothers are passionate, work far more than contract hours in evenings and weekends



- Mismatch between actual and perceived woman academic

Feedbackloop 1



Qualitative Results

And..

- Financial strength is related to merit based system, which seems to be beneficial for women
- Visibility is key, and supervisor plays an important role in visibility
- Networking is key and here too the supervisor plays an important role
- Correction for leaves and part-time factor mostly absent, and if not, problematic
- Delft: routes go through industry or other institutions and women are 'off the radar'

Dilemma's in levers for change: Between equal treatment and making a difference

- Positive discrimination:
 - + As a safeguards to reach academic excellence
 - Threatens academic excellence
 - Tracking and nourishing talent
- Mentoring programs
 - Stigmatizing
 - + As an antidote to exclusion
 - Reciprocal mentoring or Sponsorship
- Compensation:
 - Absolute criteria count
 - + Relative performance counts
 - + Compete on equal grounds
 - Criteria need to be screened

Dilemma's in levers for change: Between equal treatment and making a difference

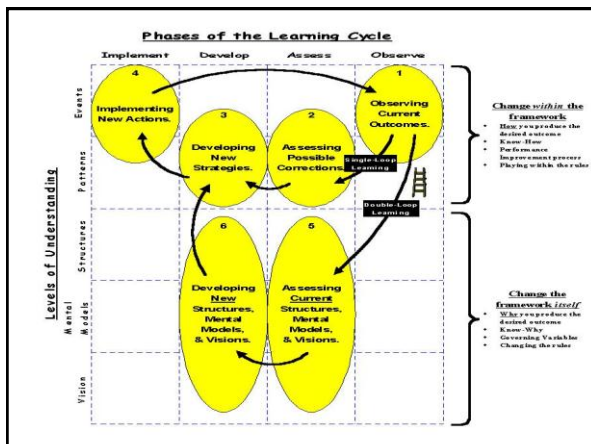
- *Pride and prejudice*: Pride about (masculine) culture and awareness that (some) change is needed.
- *Wuthering heights*: Talent management in times of budget cuts.
- *Sense and Sensibility*: Stigmatization of preferential treatment.

Interventions (selection) good intentions

- TiU and TUD:
 - Research sabbatical after childbirth
 - On-site child care...?
- TUD:
 - Broad profiles for chairs
 - Shortlists at least 3 excellent women candidates
 - Delft Technology Fellowship
 - Talent tracking system....?
- TiU:
 - Correction output criteria
 - Merit based promotion....?
 - Visibility: Media...?

Sustainable change: Perseverance is key:

- Strategy: Create Organizational Responsibility structures:
 - Embedded in organizational mission
 - Task force and Staff
 - Find linkages with primary process: both in staff and in topics
- 'Evidence-Based' Management" steps
- Secure knowledge transfer:
 - Monitoring & Evaluation
 - Needs nourishing
 - Double loop learning



What happened?

- Delft University of Technology:
 - 3 women deans (of 8), 1 woman in executive board
 - Steady increase women full professors
 - Gender on agenda
 - ➔ President, HR director and diversity staff crucial for success
 - Participating schools active
- Tilburg University:
 - 1 woman dean (of 5), 3 women directors (of 6)
 - Decrease wage gap lower levels
 - From 2010 Increase women full professor but halted, but..
 - ➔ Gender in strategy 2014-2017!

