WOMEN in Academia

"WE CAN'T JUST SIT AROUND WAITING FOR THE GLOBAL SOLUTION"

Elinor Ostrom | Nobel Laureate (1933-2012)

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INTRODUCTION

INTRODUCTION

This report examines aspects of gender equity at the academic staff level at Maastricht University, School of Business and Economics (SBE), and makes recommendations for improvement.

The Mission and Strategic program of Maastricht University explicitly positions it as a university **where talent can flourish**. Currently, not all talent can flourish within SBE as women are significantly underrepresented at all academic levels, a situation that will not correct itself within the next decade.

This research team believes in the importance of changing this situation for two reasons:

Business case: The intellectual capital of women should be utilized to attract and retain the best talent and realize the positive results of a diverse workforce.

Social justice case: Women deserve equal opportunity and fair treatment in the absence of bias and discrimination.

The team analyzed the situation and developed recommendations utilizing 5 methods:

- Data analysis
- Literature research
- Qualitative interviews
- Analyses of HR processes
- Best practices

The results formed the input for a set of recommendations to attract, retain and develop all talent with the goal to position SBE in the following way: SBE – where all talent can flourish.

> "In finance we are looking for underpriced assets and diversification gains. If the market undervalues women, it is up to us to grab the opportunity."

Department Head | SBE

School of Business and Economics

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**Lisa Brüggen** | Projectleader WiA-project

WORK METHOD

The chart below depicts the process the team utilized to identify the underlying reasons for the situation at hand and to develop recommendations. The team used the three-phase process of the Service Science Factory. This process is designed to create the flexibility and freedom for creative input while also providing the structure necessary for reaching deadlines.

SEEK: The SEEK phase is dedicated to exploring stakeholder needs and studying the literature as well as best practices in relevant fields. Inspiration is drawn from various sources and research methods, generating a big picture of the topic at hand.

SHAPE: The SHAPE phase builds on the collection of insights gathered previously and attempts to organize and cluster ideas into rough concepts. Visualization tools such as blueprints are particularly relevant at this point, ensuring that everyone has the same understanding of the concepts.

FACTORYZE: The FACTORYZE phase consists essentially of narrowing down and refining the concepts developed previously. Recommendations are developed to convey the message to the client and/or other important stakeholders.

The figure below contains examples of activities and tools used for the **WOMEN in Academia** project. The following chapters provide more detailed information about each phase.

| SEEK	SHAPE	FACTORYZE
BENCHMARKING	PERSONAS	RECOMMENDATIONS
INTERVIEWS	HR BLUEPRINTS	
LITERATURE	VISION	
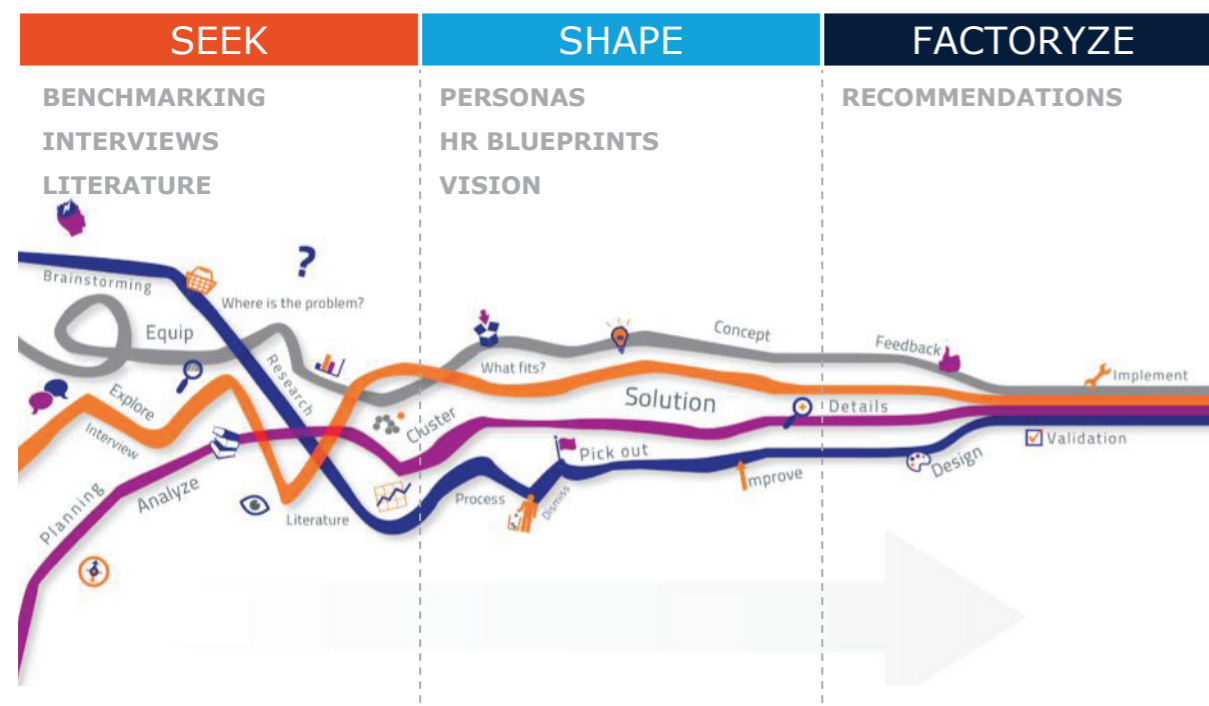
Brainstorming at SSF

SEEK

WHAT DATA TELL US

The Netherlands Organisation for Scientific Research (NWO) reports that less than 15 percent of full professors in the Netherlands are female, one of the lowest percentages in Europe. NWO explicitly states that there are too few women at the top of Dutch science, a conclusion that can also be drawn for SBE:

- In 2014, 17.5% of professors at Maastricht University were female
- The numbers differ largely by faculty: whereas the Faculty of Psychology and Neuroscience and the Faculty of Arts and Social Sciences have 39% and 31% female professors respectively, the Faculty of Humanities and Science has only 7% female professors. (see Appendix I for more details)
- SBE has 9% female full professors
- What is noteworthy about SBE is that only 20% of assistant professors are female, whereas 46% of the PhD students are female. This drop is more drastic than in other faculties.
- Interestingly, the percentage of women in the student population is 38%, lower than at the PhD level. Thus, proportionally, more women choose to begin an academic career.
- The team's analysis shows that women perform at least equally well, if not better, than their male counterparts. They have lower drop-out rates and finish their studies more often, and within the designated time. Thus, there is no reason to expect lower performance of women at higher levels.

SBE HAS A LOW SHARE OF FEMALE FULL PROFESSORS. BUT, WHAT IS MORE WORRISOME IS THE LOW NUMBER OF ASSISTANT PROFESSORS, INDICATING AN INFLOW PROBLEM. .

UM - 2014

SBE - 2014

WOMEN in Academia
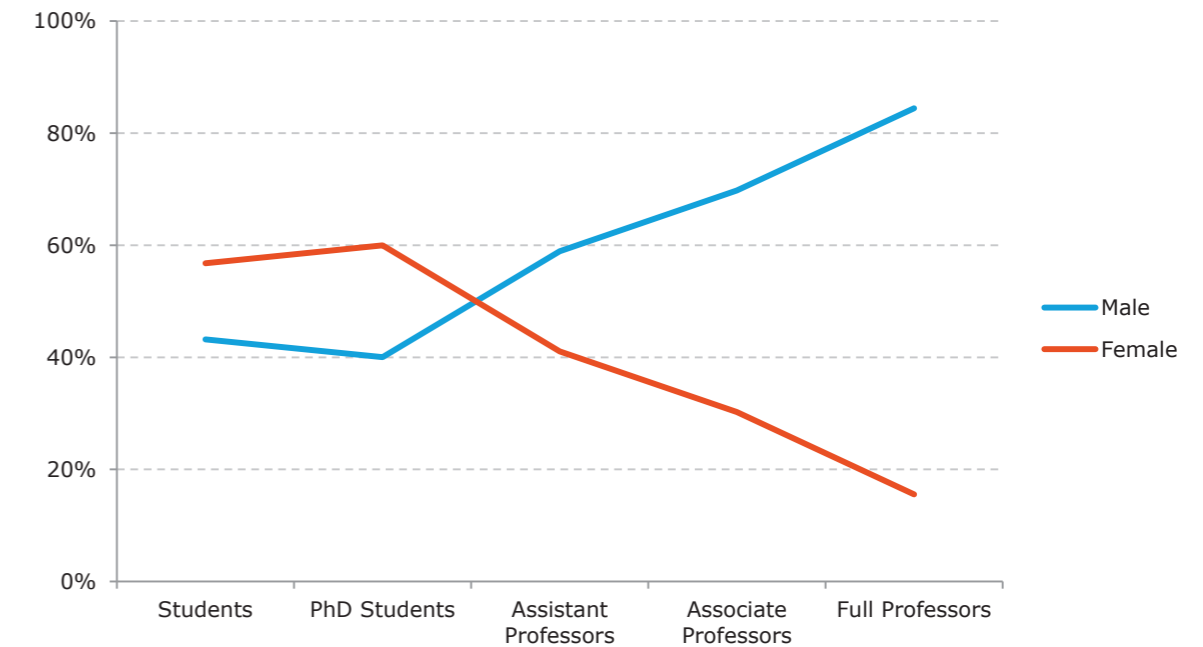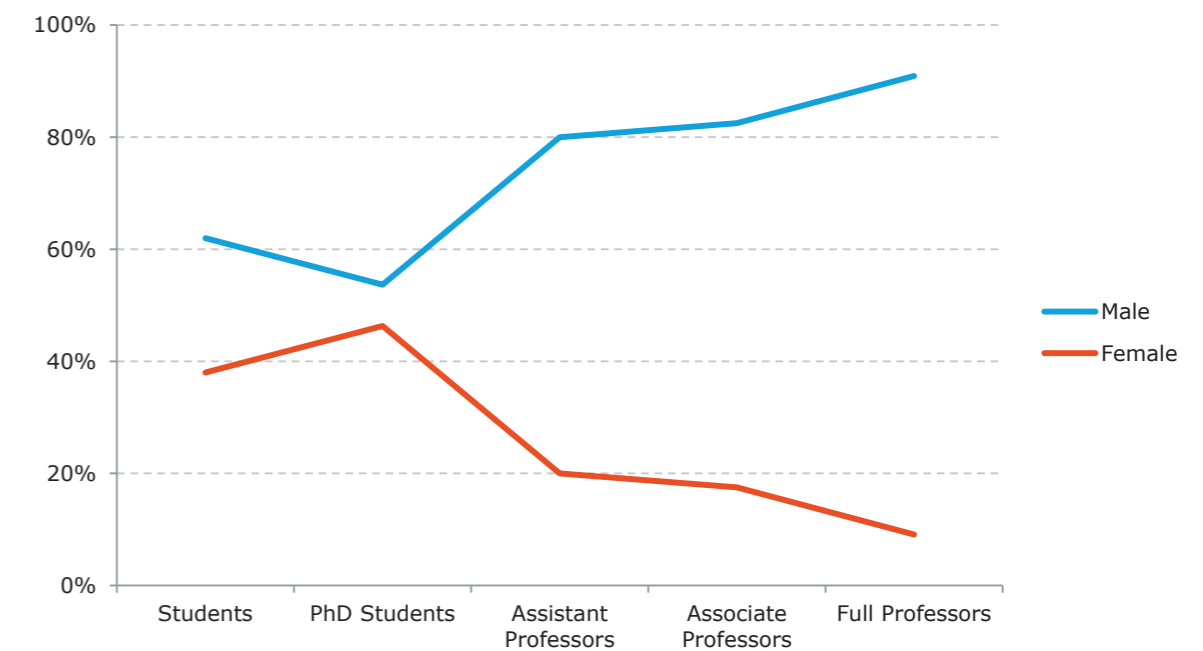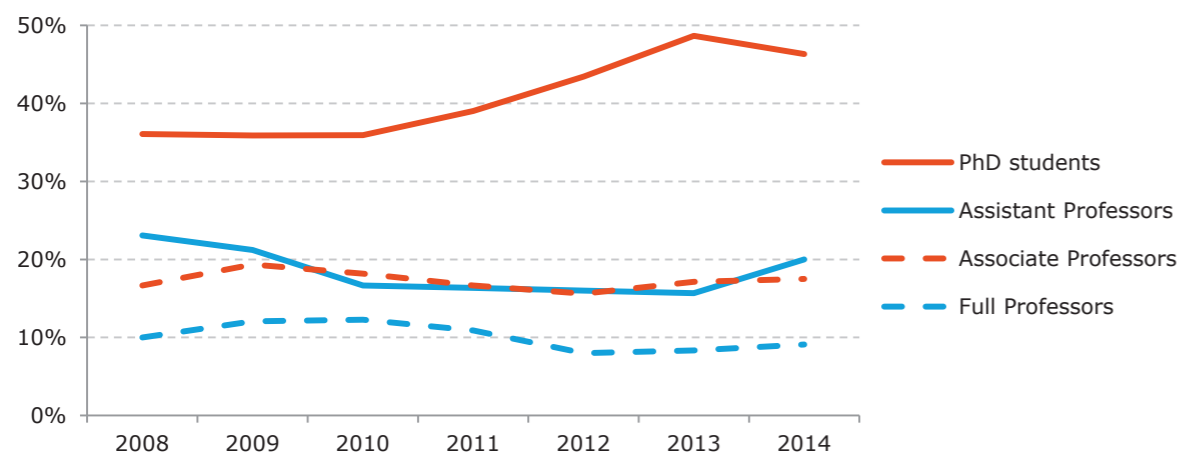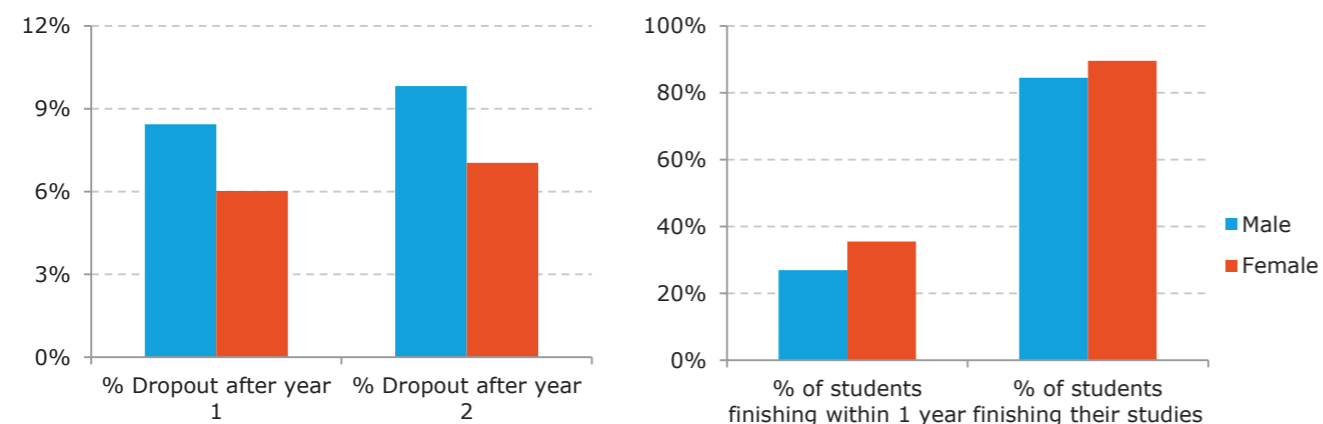
SBE – 2008-2014

SBE – 2014: DROPOUT AND FINISHING RATES IN MASTER PROGR.

THE SHARE OF FEMALE PROFESSORS WILL NOT CORRECT ITSELF. THE NUMBERS INCREASED SLIGHTLY OVER THE YEARS, BUT NOT FAST ENOUGH TO REACH THE UM TARGET OF 30% WITHIN THE NEXT 10 YEARS.

INSIGHTS FROM ACADEMIC LITERATURE

The objective of this literature review was to determine why the number of women in academia, and economics (science) in particular, is so low. The literature review is based on research in psychology, management, and sociology. This section summarizes the most important findings. A more detailed overview of the literature can be obtained upon request.

The factors that contribute to the gender imbalance in academia can be classified into 'contextual factors' (sociocultural & institutional barriers) and 'individual-specific factors' (women's personality & personal preferences). Importantly, contextual and individual-specific factors do not operate independently of each other, but are to a large extent interrelated.

CONTEXTUAL FACTORS
a. Implicit biases
Implicit biases represent one, perhaps the most important, factor explaining gender inequality in academia. Implicit biases are attitudes held by women and men alike towards a person, thing, or group that are outside conscious awareness (Ceci et al. 2014). For example, randomly assigning a male or female name to the same CV shows that men (and women!) tend to **underestimate women's competence** and give male applicants better evaluations for teaching, research, and service experience and are **less likely to hire a woman** than a man with identical qualifications (Ceci et al. 2014; Marcotte et al., 2014; Porter et al., 2014). Harvard University openly admits that they discovered a bias in the evaluation of female students (Scott, 2014). Likewise, implicit association tests that measure **subconscious attitudes** (Greenwald et al. 2009) confirm that people generally find it more difficult to pair words like 'president', 'governor' and 'executive' with women (Mo et al., 2012). A recent textual analysis on the website "Ratemyprofessor.com" reveals that female professors are more likely to be rated as 'bossy', 'disorganized', 'helpful', 'annoying' or 'playing favorites' while male professors are described as 'genius', 'knowledgeable', 'awesome' and 'best professor' (Shen, 2015). A nice illustration of implicit biases is a picture in the Dutch Science Vision 2025 report where very successful Dutch scientists are shown – all of them men.

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Picture from the Dutch Science Vision 2025 report where only men are shown

Alternative Science Vision developed by Naomi Ellemers where only female scientists are shown, all winners of the Spinoza Prize - the highest scientific award in the Netherlands

should ensure transparency and accountability often become **"paper tigers."** And, the recruitment process suffers from a problem of **micro-politics** (Van den Brink et al. 2010). Research has shown that the Dutch practice of promoting only if there is a position available has negative consequences for the flow of women to top positions at Dutch universities (Bleijenbergh 2010). Moreover, the transition from PhD to assistant professorship seems to be more problematic in fields in which many women are already present rather than math intensive fields where the ratio of females is typically rather low (Ceci et al. 2014).

The problem of a low inflow of women to top positions at Dutch universities may also partly result from the prestige associated with an academic career and the low number of academic positions in the Netherlands, which differs compared to countries such as the US or Norway (Balen and van Vianen 2002). In addition, institutional systems generally differ in their female friendliness. Researchers claim the Latin university model[1] to be most female friendly with respect to entry positions whereas the steep hierarchy of the English system[2] poses a particular barrier to women (Bain and Cummings 2000).

Furthermore, a survey reveals that among Millennials only one third of men expected a 50/50 share in childcare responsibilities, which reflects **a more traditional idea of a woman's role** as primary care giver (Ely et al. 2014). Finally, women who actively negotiate are considered aggressive and risk being disliked (Kay and Shipman 2014).

b. Institutional and organizational factors

In male dominated environments, women often **lack sponsors**, a person or people who go beyond the role of a mentor to create opportunities for and help his/her protégé (Barsh et al. 2008). Another influential factor is found in the hiring process. Most decision-makers are men, who usually hire applicants similar to themselves and who fit into the **masculine organizational culture** (Norel 2013; Van den Brink et al. 2010). Also, **closed recruitment procedures** are still common at Dutch Universities, especially in the natural and social sciences (Norel 2013; Van den Brink et al. 2010). The recruitment and selection processes at Dutch universities are characterized by **bounded transparency and limited accountability** (Van den Brink et al. 2010). Protocols that

Three influential women scientists in the 1900s:
Marie Curie (1867-1934), Lise Meitner (1878-1968), and Emmy Noether (1882-1935)

[1] Latin university model: Institutional model that was first developed in Italy and Spain. It emphasizes professional training and many of the faculty members teach part-time while holding a full-time professional job in the private sector or government
[2] English system: The English system has most rungs in academic ladder and is most hierarchical

INDIVIDUAL FACTORS

a. Personality factors: Confidence/Negotiation styles

Research has shown that there is a general disparity in confidence between men and women, which partly stems from women often **underestimating their abilities**, while men tend to overestimate theirs (Norel 2013). Another contributing factor to this difference in confidence is that girls learn early to be "nice" and to avoid risk taking. Research generally confirms that women are **more risk averse** compared to men in a wide range of topics (Byrnes et al. 1999). Risk taking and failure, however, are essential for confidence building as well as beginning an academic career in an uncertain tenure track position.

Another important personality factor, which may contribute to a lack of women in higher academic positions, is the difference in women's and men's **negotiation styles** and how **speaking up for one's own purposes** is perceived by others (discussed under "implicit biases"). Generally, research suggests that women are **less likely to cite themselves, self-promote less, negotiate less,** and see smaller performance gains from competition (Shonk, 2014).

Thus, a **lack of confidence**, **different negotiation styles**, and **an unwillingness to speak up for one's own purposes** (Barsh et al. 2008; Kay and Shipman 2014; Pierson, 2014; Shonk, 2014) contribute to the fact that women are less likely than men to apply for an academic position or to ask for promotion. However, these attributes often result from socialization or other external factors and are thus **neither generalizable nor definite.**

b. Personal preferences: Work-life balance/interests

Personal preferences represent another set of factors that may at least partly explain why women do not pursue an academic career. Research confirms that generally there is a **high family-work conflict** for women in academia (Ceci et al. 2014). Furthermore, while men are more interested in occupations associated with 'things', women generally prefer people-oriented work (Ceci et al. 2014). They therefore spend more time on teaching activities and are more likely to work at institutions that emphasize teaching over research (Ceci et al. 2014).

COMMON MISBELIEFS

Two primary misbeliefs prevail regarding women's internal individual-specific factors. First, some might argue that male and female PhD students at Dutch Universities differ in their aspirations to pursue an academic career and to become associate or full professor. This belief, however, has not been confirmed (Ellemers et al. 2004; Visser et al. 2001). Second, some may argue that the low number of women in academia, specifically in math intensive fields, may partly result from general differences in math aptitudes between men and women. Again, research finds no difference in math aptitudes (Ceci et al., 2014).

Research also does not find significant differences between men and women with respect to in journal acceptance rates or citations (Ceci et al., 2014). And, grant rates do not differ between men and women (Ceci et al., 2014). Grant dollar amounts, in contrast, tend to be larger for men.

INSIGHTS FROM QUALITATIVE RESEARCH

To shed more light on the underlying reasons identified in the literature research, and to learn from the experiences from academic staff at SBE, the team conduced qualitative interviews with 18 male and 17 female academics from all levels of the academic career ladder (Phd, post-doc, researcher, assistant/associate/full professor) and high level support staff. The interviews lasted between 25 and 75 minutes. Two interview tools were developed for this purpose. The first was used with decision-makers, which focussed mainly on whether they perceive the low share of women as a problem, what they see as the main reasons for the underrepresentation of women, and how they think the situation could be changed. The second interview tool was used with academic staff and covered topics related to their past, present, and future job; including work-life balance, working at SBE, workplace needs, and recommendations. Interviews were summarized in a standardized format.

On the basis of these summaries, notes, and insights gained, the team conducted a thematic analysis. This analysis revealed how SBE is perceived as a working environment and resulted in the **THREE TYPOLOGIES OF SBE** as summarized below:

DAILY HOME
Supportive |**Flexible** | **Inspiring** | **Informal** | **Nice** | **Collaboration**
Effective and Efficient | **Family**

GLOCAL SCHOOL (GLOBAL+LOCAL)
International | **Networking** | **Small fish in a big bowl**
International exposure needed for local career

POLITICAL PIT
Snake pit | **Competitive** | **Nepotism** | **Lack of transparency** | **Lack of appreciation** |
Blurred organization and responsibilities | **Extremely high work load**

Second, the interviews were used to develop **PERSONAS** that represent the different types of academics identified. The interviewees also articulated personal needs and general ideas, which were used for the development of this report's recommendations.

THREE PERSONAS: THE 'WHY-NOT?', THE TANTALUS, THE NAVIGATOR
Personas are fictional characters that the research team created to represent the different SBE academic types. Personas are useful tools to orient decision-making and, in this case, to stay as close to the faculty as possible. Common features of each of the three personas are their academic career goals, perceptions, attitudes, and behavior. Differentiating characteristics are categorized using the **'Why-Not?', the Tantalus**, and **the Navigator** personas depicted on the following pages.

Often, people show characteristics of two or even all three different personas. However, one persona is typically dominant. To some extent, the personas reflect different stages in an academic career. While all three personas include both men and women, there were proportionally more females in the "Why-not" category.

THE WHY NOT   THE TANTALUS   THE NAVIGATOR

THE WHY - NOT?
20 - 30 YEARS | OFTEN FEMALE | OFTEN PhD CANDIATE

Why not research?
Why not stay in academia?
Why not switch to the industry?
Why not become full professor?
Why not work part-time?

QUOTE BY: PhD CANDIDATE

" It's a period in which you can find out if it really is what
you want - doing research and teaching - and if you are
suited for working in academia."

GETTING A JOB
Made a good impression in MA and was invited to apply
for a PhD position.

DOING THE JOB
Likes teaching and research.
Enjoys the moment. Very open options for future.
Occasional doubts and uncertainty.

WORKING VS PRIVATE
Works 40 hours. Partner, no kids.
Social life inside and outside SBE.

WORKING IN ACADEMIA
PhD period as a safe zone. Little awareness of the
competitive career game of publishing, networking and
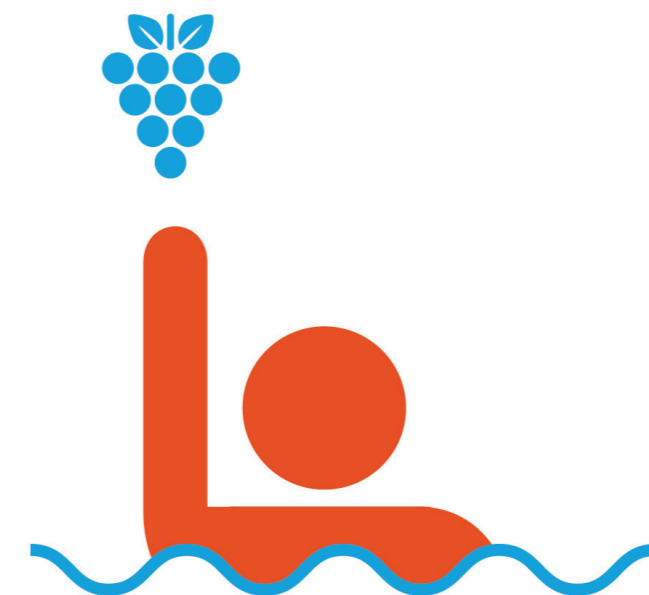
THE TANTALUS
30 - 40 YEARS | MALE & FEMALE | ASSISTANT & ASSOCIATE PROFS

Promotion seems within reach, but keeps receding.
Punished by the gods, the Greek mythological figure
Tantalus suffered eternal hunger and thirst.
When he reached for food, the fruit would draw back.
When he bent down to drink, the water receded. All was
so close and yet so far.

QUOTE BY: ASSOCIATE PROFESSOR

"There is a lot of frustration.
I am always comparing myself with others:
why did he get the position and not me?"

GETTING A JOB
Through network or negotiation.

DOING THE JOB
Complies with multiplicity of obligations. Prefers more
research time. Feels condemned to staying in SBE.

WORKING VS PRIVATE
Works 50 hours. Only female parents are parttimers.
Work causes pressure on private life of males and
females.

WORKING IN ACADEMIA
Tantalizing: temptation without satisfaction. Experiences
that hard work is often not rewarded. Intransparent poli-
cies make it difficult to get a grip on one's career path.
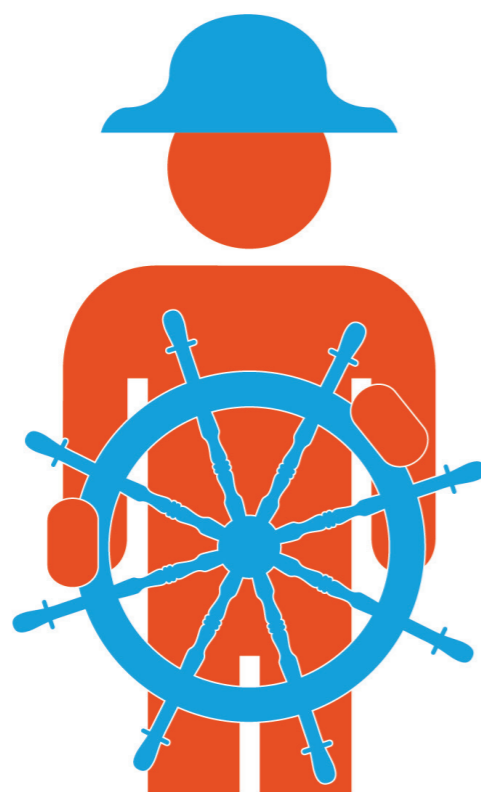
THE NAVIGATOR
ALL AGES | MALE & FEMALE | ALL LEVELS (OFTEN TOP POSITIONS)

Draws a rough map of own career journey.
Adopts strategy to own needs.
Navigates through high and calm academic seas.
Has strategic flexibility: knows when and how to adjust
the course. Creates and attracts a lucky star.

QUOTE BY: JUNIOR NAVIGATOR (PhD CANDIDATE)

"It is important during my PhD to strategically plan having a paper as benchmark for future employers and make contacts with people at different universities, also via my supervisors."

QUOTE BY: SENIOR NAVIGATOR (FULL PROFESSOR)

"The next career step is a means and not an end."

GETTING A JOB
Result of perseverance, agility and network. Was promoted as reward for achievements, or created own position.

DOING THE JOB
Deals efficiently with workload.
Work as source of energy. Feels in control of career.

WORKING VS PRIVATE
Works 50 hours. Family life and work in balance if full daycare or active partner at home. Part-time contract no career obstacle.

WORKING IN ACADEMIA
Knots a strong internal & external network and uses helicopter view.

SHAPE

ANALYSIS OF HUMAN RESOURCES PROCESSES

The team documented the official Human Resources (HR) processes guiding hiring and promotion to assess the steps taken to ensure fair and transparent HR practices. For that purpose, several interviews were conducted with HR officers and all documents available on the UM intranet were studied. Based on the acquired information, the team developed **blueprints of the key HR processes** for the inflow and through-flow of female and male assistant professors. The blueprints that focus on the inflow problem and integrated into this report are (1) Hiring assistant professors and (2) Tenure track assistant professors. Two major conclusions can be drawn from the blueprints. First, the formal procedures are complex and time-consuming. And second, these procedures *would* ensure a fair and transparent hiring and promotion process *if they were followed.*

Next, the team investigated both how far these procedures are followed by the departments and reasons for non-compliance. Accordingly, the team conducted interviews with the owners of the HR processes (HR officers) and the users of the system (various decision-makers within SBE, mainly department heads and members of the GSBE board).

Resulting analysis revealed that there is **much room for improvement, particularly in terms of transparency** in these HR processes, within and across departments. Interviews with HR officers revealed that the reason for this lack of transparency within SBE is not a lack of formal procedures. Instead, it was found that the existing formal procedures **are not consistently followed** by the departments. Paradoxically, departments do not comply with the formal procedures, not because they do not agree with the procedures themselves, but because they are perceived as being **overly complex and inefficient**. The current HR system was especially criticized for its lack of user-friendliness, unreliability, and inability to support the key process. Thus, SBE has reached a situation where non-compliance is tolerated. These problems **mutually reinforce each other**, and pose significant challenges to ensuring fairness.

THE CURRENT HR SYSTEM IS OLD-FASHIONED, NOT USER-FRIENDLY AND NOT WELL-ALIGNED WITH THE NEEDS OF THE DEPARTMENTS. IT CANNOT PROVIDE THE INFORMATION NECESSARY TO DEVELOP MEANINGFUL KPIs TO MONITOR AND EVALUATE HR PROCESSES.

HR PROCESSES

Swim lane: **PHYSICAL EVIDENCE**
- Open positions
- Internal and external vacancy posting
- Applications by the candidates and notice is forwarded to the candidates that the application has been received
- Non listed candidates receive notice that their application has come to an end
- Short listed candidates are invited
- Remaining Candidates are informed that they have made it through the first round
- Second round candidates are invited
- Position offer is sent to the first candidate

Swim lane: **CANDIDATES ACTIONS**
- Knowledge of the open position via academic transfer, conference chain e-mails etc.
- Candidates draft and submit their applications
- Candidates present themselves to the department and Interview
- Candidates present themselves
- Contract negotiation with the Department Head and HR

Swim lane: **ACTIONS WITHIN THE DEPARTMENTS**
- Change of the structural Position or a replacement in the department creates a new post
- Dean/ Department head takes the hiring decision / Discretion to set up a hiring committee
- Applications are received or forwarded to the Department or the head of the hiring committee
- A short-list and long list of candidates is drawn up
- Department secretary invites the short listed candidates and informs HR/ Depart. secretary
- Head of department/ hiring committee evaluates the candidates
- Department head/ hiring committee evaluates candidates
- Department secretary invites top 3 candidates to the second round
- Department Head/ hiring committee selects the candidate and informs HR
- Meeting with the candidate and HR
- Meeting with the Department Head and candidate

Swim lane: **HR SUPPORT PROCESSES**
- HR receives notice of open position and places the vacancy externally With the "vacancy-mailbox"
- Applications are received by the HR which are then forwarded to the department
- Department secretary receives shortlist and sends the invitation to the selected candidates HR informs the non-listed candidates
- HR sends the invitation to the first candidate

Swim lane: **INFORMAL PROCESSES**
- Informal announcement of open positions:
  • Candidates are selected from a pool of CVs collected at job markets.
  • External procedures (e.g. via CASE annual conferences)
- Vacancy and Hiring Committee:
  • The vacancy provides for the applications to be sent immediately to the department or certain candidates apply directly to the department
  • HR may not be involved at all
  • There is no hiring committee and the composition of hiring committee is predominately male (gender bias?)
- Negotiations of the terms and /or contractual obligations without any involvement of HR

TENURE TRACK

Swim lane: **PHYSICAL EVIDENCE**
- Appointing UD 2 * The formal HR process stays the same
- Invite UD for a performance interview after three years
- Inform UD of the extended years
- Invite UD for an assessment meeting in the 5th year
- Promotion to UD 1

Swim lane: **CANDIDATES ACTIONS**
- Candidate goes through the recruitment process accepts the offer and is appointed
- Candidate must meet the contractual obligations
- Present the progress made in the first three years
- Candidate meets with the Department head and Administrative Manager
- Candidate is appointed to UD1

Swim lane: **ACTIONS WITHIN THE DEPARTMENTS**
- Head of the department/ hiring department offers a UD position
- Department's secretary invites candidate for the evaluation
- Committee of full-time full professors evaluate the candidate (AE1)
- Committee takes decision to extend tenure track with +3 years and informs candidate
- Department secretary invites candidate for an assessment meeting
- Department head and Administrative Manager evaluate the candidate's performance
- All full-time professors of the department decide on promoting the candidate to UD1 (EAI)

Swim lane: **HR SUPPORT PROCESSES**
- HR Involvement at the recruitment, selection a hiring stages
- Department secretary sends evaluation form to HR
- HR adds evaluation form in the employee's history documents
- HR informed of promotion to UD1

Swim lane: **PROBLEM AREAS**
- The informal processes mentioned in the HR processes blue print are equally relevant during the hiring process of a UD 2 position
- Objective and subjective bias
- Evaluation form is minimally filled in the evaluation form

FACTORYZE

RECOMMENDATIONS

SBE should become a place where ALL TALENT can flourish by implementing the following recommendations. (More detail follows)

School of Business and Economics

Where ALL TALENT can flourish!

SOIL | HR Processes & Systems

- Transparent HR policy within SBE/Departments
- Modern HR system allows tracking of relevant KPIs
- Add HR KPIs to Departments' Balanced Scorecards
- Advisory committee
- Document recruitment efforts to actively spot talent
- Dual career office

WATER | Training & Mentoring

- Mentoring program
- Diversity module in leadership programs
- Obligatory PhD training
- Negotiation/confidence training

AIR | Parenthood

- Taking (temporary) reduced working time into account
  - Performance evaluations
  - GSBE fellowship
  - Teaching load
- Childcare support
- Baby info kit

SUN | Awareness

- Adding diversity to a board member portfolio
- More attention to diversity next strategic plans
- Involve decision-makers
- Communication on website, UM magazine, newsletters

HR PROCESSES & SYSTEMS

The team strongly believes that an important prerequisite to attracting all talent is an efficient and effective human resource management system at SBE. This system should have at its core the key principles of fairness, i.e., granting **equal opportunities** and access to information to everyone and ensuring comparable conditions within and across departments. Fairness can only be reached by **transparency in HR procedures, clarity on objectives, and making decision-makers accountable** for compliance with procedures and the pursuance of objectives (though not necessarily the achievement of those objectives).

TRANSPARENT HR POLICY

Transparency in procedures requires the communication of expectations to both internal and external stakeholders and the consistent and comparable documentation of HR processes within and across departments. To this end, the team recommends, in line with SBE's strategic HR task force, that SBE as a whole, as well as every department, develop a **transparent HR policy**. Appendix II includes a detailed list of topics that such a policy should contain. With respect to female faculty members, the policy should explicitly explain:

- What happens when women go on maternity leave, how these individuals' teaching load is adjusted, and other ways they will be supported (more details under Parenthood).

- How hiring committees are formed and how many women are included in each committee. In accordance with with recent UM board suggestions, the team proposes that at least 1, but preferably 30%, of a committee is female. It should not be required that these female committee members be sourced from within the hiring department/faculty. This policy ensures that the administrative burden on the few women at SBE is not increased too drastically. Also, Associate Professors should be involved in the process, especially when hiring at lower levels. The team suggests that juries consisting 90% or more of one gender are

not permitted. The board of SBE, assisted by HR, should be responsible to ensure compliance.

HR SYSTEM

One of the team's most fundamental recommendations is to install a **more professional, user-friendly, and efficient HR system** that supports the recruiting and performance evaluation process. As outlined in the analysis, the current system has problems and is inadequate for professionally managing a university in the 21st century. Because talented employees are absolutely crucial for a university to be successful, SBE needs a system that helps to attract and retain the best talent.

The HR system should be based on the following features:

- ✓ All information should be stored in one system
- ✓ Easy access to the system by all relevant users (applicants, HR, hiring committee)
- ✓ Easy information sharing
- ✓ Insightful dashboards that track relevant KPIs such as the % of male/female applicants, interviewees, hires, and employees
- ✓ It could even be used as a sort of CRM system to track people that once applied

Current HR "Dashboard"

It took a student assistant several hours to manually open all CVs to record the gender of applicants. Despite those efforts, the numbers shown are incorrect since in most cases, the person that was hired was not among the ones in the system. This shows that many HR processes go around the formal HR system.

Desirable look of a HR Dashboard

Desirable look of a dashboard that efficiently and correctly shows an overview of all relevant KPIs

HR KPIs IN THE DEPARTMENTS' BALANCED SCORECARDS

The research team recommends using the SBE balanced scorecard to communicate the strategy (especially the goals on gender balance) to department heads. Furthermore, it suggests coming to agreement on gender action points with department heads, possibly during the spring and fall SBE board meetings. Instead of giving departments output targets, the team suggests holding departments accountable for complying with the processes and allowing them to explain deviations (comply and/or explain policy). Once a professional HR system has been installed, it will be simple to establish dashboards for deans and department heads showing relevant KPIs. The team believes that **controlling the process** is more effective than merely controlling outputs (e.g., quotas, hard targets), as the pressure to meet such goals can easily lead to strategic and short-sighted behavior that might hurt SBE in the long run. If the HR processes are thoroughly defined, efficiently implemented, complied with by the departments, and monitored by the board, the results will follow! Notably, the SBE board must also formulate and be consistent in the application of clear consequences for non-compliance with the processes.

Dr. Jennifer Barnes

(Pro-Vice-Chancellor for International Strategy, University of Cambridge); Keynote speaker at the Opening of the Academic Year 2014/2015 at Maastricht University

(Photographer: Harry Heuts)

RECRUITMENT

Because the analysis identified the inflow of women into an academic career as a major challenge for SBE, the team developed three recommendations regarding recruitment:

- Every department should be required to **actively spot** all talent and document recruitment efforts to reach out as widely as possible to the relevant peer group. The Wharton School employs a similar principle. Hiring departments must document and are held accountable for where and the intensity level of outreach to the relevant pool of applicants. There are several ways in which SBE could actively spot talent, including asking colleagues from other (Dutch) faculties whether they know a suitable talented (female) candidate, spotting talent at conferences, searching the HR system for former applicants, and requesting relevant suggestions from the Landelijk Netwerk Vrouwelijke Hoogleraren (LNVH).

- As mentioned above, the team recommends (in accordance with UM-wide plans) that **hiring committees** consist of at least 1, but preferably 30%, female members.

- Reconsider the often applied but informal rule that internal PhDs are not hired as assistant professors. The UM does an excellent job in spotting good PhD students among its master students. However, this is not the case when considering assistant professors. In certain faculties, hiring internal PhD students is 'not done' so that new research themes, ideas, and networks can be developed. This is a valid consideration, but this report questions whether the advantages always outweigh the costs of this practice. Research shows that women are much more risk averse than men (Charness and Gneezy, 2012). This difference in risk aversion can explain the occupational segregation of women in less risky jobs in terms of job and wage uncertainty (Bonin et al. 2007). It also explains why women prefer not to change employers (Douce and Hansen, 1990). Moreover, women are often less mobile than men when it comes to relocation. This could be the result of risk preference. But, a second factor could also play a role. As most females in academia have a highly skilled partner also on a career path, it is often difficult for women to frequently change employers and move from one city or country to the next. The UM has an additional disadvantage in this regard, as South Limburg does not contain many opportunities for highly skilled foreign partners.

- To attract women, **job advertisements** should include a section that highlights the attractiveness of UM as an employer and how SBE supports female and male talents. Also, the team suggests developing a **checklist for job advertisement** that ensures gender neutrality. This checklist should include avoiding gender-specific position names, formulating the position requirements in a manner that does not discourage women from applying, and including the available secondary terms of employment. The UHasselt explicitly states in their vacancies that they do not discriminate (either positively or negatively) by adding the following statement: "Quality of people is what matters. Gender, ethnic background, disability, nationality, and age are not considered.[3]". In Germany, all job advertisements for the public sector contain the statement "in the case of equal qualifications, women are preferred."

[3] Original text (in Dutch): "De Universiteit Hasselt draagt bij tot de ontwikkeling van de kenniseconomie in de (Eu)regio. Actief onderwijs op maat van de student, toponderzoek in welomlijnde domeinen en internationale oriëntatie zijn haar kenmerken. Dank zij haar kleinschaligheid bouwt zij met haar medewerkers aan een organisatie waar het aangenaam werken is. Kwaliteiten bij mensen zijn de enige maatstaf. Geslacht, etnische afkomst, handicap, nationaliteit, leeftijd worden niet in overweging genomen."

PERFORMANCE EVALUATION

With respect to performance evaluation, the team recommends the creation of an **advisory committee**. This committee could serve as a calibration committee for tenure decisions to increase accountability. It would require each department to explain their choices based on the documented tenure track requirements. Note that this is simply an *advisory* committee to the dean who makes the final decision. The committee itself has no direct decision-making power. The advisory committee could also be used to give advice on higher-level promotions. The advantage of an advisory committee is that it reduces the possibilities for and suspicion of nepotism.

DUAL CAREER OFFICE

According to Luc Soete, Rector Magnificus of Maastricht University, it is often difficult to 'lure' external talent to Maastricht in cases of families with dual careers. The labor market prospects in the Maastricht region are challenging, meaning that it is difficult to attract couples. But, there are many opportunities in the region, though they may be difficult to recognize at first. A dual career office could help match partners with potential employers and notify them of open job postings. Such dual career services are very common in the US, but are only recently adopted in Europe. The Dual Career Services at the TU Delft or at the RWTH Aachen could serve as examples of how UM could implement such a service.

TRAINING & MENTORING

MENTORING SCHEME

Based on an analysis of best practices from the University of Münster, QUT, Emory University, UCSD, and Stanford Medical School, recent suggestions from the UM board, and the results of interviews, the team recommends developing a mentoring system. The mentorship programme seeks to establish a formal relationship between a junior faculty member and a senior faculty member.

Goals of the mentorship programme

- Increase performance and personal development of mentor and mentees and assist junior staff to reach full potential as effectively and quickly as possible.
- Enhance information and experience sharing so that it is easier for new faculty members to integrate into the SBE culture, structures, processes, policies, and interpersonal climate as well as the professional network (networking, advice on which (internal) meetings to attend, conferences, summer schools, paper submissions etc.).

MODEL

Having considered a variety of possible mentorship programs, the team recommends an **Intra faculty group-mentoring** system with:

1 Mentor: A senior faculty member, preferably one rank above the mentees.

2 Mentees: A combination of a junior and somewhat more experienced faculty member. For example, this could be a combination of a Post-Doc and young tenure-tracker, or tenure-tracker and tenured Assistant Professor. It is important that the group consist of both men and women so that mutual awareness and understanding is created. An additional reason to have two mentees share one mentor is to stimulate exchange of information and experiences between the 'senior' and 'junior' mentee. This will be beneficial for the junior mentee as the senior mentee will be easier to relate to. In addition this will provide an opportunity for the senior mentee to experience and gain some mentoring skills.

The team developed guidelines and documents to facilitate the smooth implementation of a mentoring program at UM (see Appendix III for details). Newly hired staff/academics are to be informed about the mentorship programme at the beginning of their employment. The **Profile Pairing Questionnaire and Application for Mentorship** documents are to be provided to the individual when she/he signs an employment contract, so that the pairing can take place quickly. The questionnaire contains questions about reasons for participating in the program, expectations for how the mentorship can be helpful, hobbies, and interests. The purpose of the questionnaire is to optimally match mentors and mentees.

The mentoring program should kick-off with **training workshops** for both mentors and mentees. Mentors and Mentees are encouraged to sign a **Mentor Partnership Plan and Agreement** at their first meeting, containing specific tasks, goals, and mutual expectations. The questionnaires completed during the pairing process may serve as a base of inspiration when drafting the programme agreement. Mentors and Mentees should be provided with a **Mentorship Programme Guide**[4].

Mentors and mentees should be encouraged to establish personal relationships within as well as outside the institution. The Mentor receives two activities vouchers (e.g. 50 euro VVV vouchers), which they are encouraged to spend in an activity together with their mentees.

The team recommends that the Mentorship Programme should first focus on Assistant and Associate Professors. Subsequently, it would be good to include PhD students in an effort to encourage them to pursue an academic career. This concept can also be extended to Research Master Students, for example, by matching 5 or 6 research master students and 2 mentors, one of whom is a 3rd/4th year PhD student and one senior faculty member.

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[4] This document should also contain a paragraph on changing mentors in case of practical or personal impediments.

TRAINING

The team also recommends developing a variety of workshops to train UM academics and staff in specific skills and raise awareness about gender issues and the implicit biases that all of us carry.

Training: "Valuing Diversity"

One way to increase the number of talented women at the top and achieve gender balance is through diversity training (Kalev et al. 2006). Diversity training is an effective way to make potential and current leaders aware of how bias affects their actions and those of employees and direct reports (Valian 1998). Wittenberg-Cox (2014) indicate that in order to reach gender balance, organisations need to start top-down; that is, to create awareness with and build support for a gender-balanced organisation at the leadership level and to change leadership behaviour in *dealing* with diversity. Leaders should learn that *valuing* diversity has many educational and organisational benefits, such as increased collaboration, successful decision-making, greater customer satisfaction, an enhanced ability to reach strategic goals, and improved outcomes (Annis and Merron 2014). Similar workshops on diversity are given at TU Delft, RUG, and Leiden University.

The team suggests integrating **training on valuing diversity in existing leadership programs** such as 'Steep Face', 'Fast Forward,' and the Academic Leadership Program 'Hard Work, Strong Skills'. Valuing Diversity can be a two-day workshop focused on helping participants become aware of their own frame of reference, their implicit biases and attribution styles concerning multi- and mono-cultural diversity, as well as gender and interpersonal differences. The training should offer cognitive, verbal, and non-verbal strategies to effectively deal with differences. Appendix IV contains a possible course outline for the workshop.

Obligatory PhD training

In order to keep talented men and women 'on board' and let talent flourish at SBE, the team suggests providing a mandatory **training workshop for male and female 3rd year PhDs.** Interviews showed that many PhD students identified with the "Why-Not" persona and were still rather naive about the work required to successfully stay in academia. The goals of this workshop would be to better prepare and train PhD students for the job market. Literature suggests that awareness of personal visions and missions, as well as confidence and competence in networking, speaking up, interviewing and negotiation increases talent development and the effective performance of women (see case study from John Hopkins Medical School in Valiant, 1998).

> "LIFE IS NOT EASY FOR ANY OF US. BUT WHAT OF THAT? WE MUST HAVE PERSERVERANCE AND ABOVE ALL CONFIDENCE IN OURSELVES. WE MUST BELIVE THAT WE ARE GIFTED FOR SOMETHING, AND THAT THIS THING, AT WHATEVER COST, MUST BE ATTAINED"

Marie Curie | Two-Time Nobel Laureate (1867-1934)

Extend training portfolio

Talent will also flourish at SBE if the **training portfolio** at the staff development centre is extended to include specific workshops on **negotiation skills** or by using leadership embodiment training to **strengthen confidence**. Completing such training workshops would increase the opportunities of both males and females to demonstrate talent.

Coaching

In addition to diversity training and leadership development, individual performance coaching is an effective way to build competencies and provide learning experiences necessary for talent to flourish and for individuals to achieve optimal performance within the organisational context. Moreover, mentors (see mentoring chapter) might also benefit from receiving individual coaching to effectively support and coach their mentees.

PARENTHOOD

This chapter elaborates upon three broad categories of suggested policies related to parenthood: taking (temporary) reduced working time into account, child care, and a baby info kit.

"SCIENCE AND EVERYDAY LIFE CANNOT

AND SHOULD NOT BE SEPARATED"

Rosalind Franklin | discovered DNA

Taking (temporary) reduced working time into account

Though SBE HR policies include parental leave and reduced contractual working hours, unless the organizational culture changes, these regulations do not, in and of themselves, make SBE an attractive employer. Researchers still perceive that reducing working hours harms an academic career. SBE could take these regulations a step further by not only allowing (temporary) reduced working time, but also showing (future) employees that utilizing this policy does not harm an academic career. To this end, SBE should:

Take (temporary) reduced working time into account when evaluating academic staff. Appropriate input should be considered when evaluating output. This holds for determining SBE research fellow postings as well as for tenure decisions. The team therefore suggests the following three action points:

- In the case of childbirth, extend the period in which new applicants are evaluated by one year. SBE hopes to encourage young researchers to become research fellows by regarding a completed PhD as a B-publication. But, research fellowship positions do not take absence due to childbirth into account. As SBE already extends the evaluation period by one year for fellows wishing to extend their fellowship, a similar rule should be applied for new SBE applicants.

- SBE should consider the work-time equivalents[5] of applicants. A researcher working four days per week should not be expected to have the same research output as a researcher working five days per week. For example, in the case of a 0.8 FTE contract for four years, SBE could lower the required publication points by $0.8*16=12.8$, rounded to 13 points. In the case of a 3 year full-time, and 1 year 0.8 FTE, the required publication points should be $(3*16 + 0.8*16)/4=15.2$ points, rounded 15 points.

- As explained above, each department should utilize a transparent HR policy in which it is stated how absences in case of childbirth are considered when evaluating tenure track employees.

While some departments already implicitly take (temporary) reduced working time into account, this practice is not consistent across departments. Moreover, by making such rules explicit, a strong signal is sent to all faculty, contributing to a more women- and

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[5] Note: we suggest considering the work-time equivalent and not the FTE because people who have several part-time positions at different universities would unfairly benefit from this rule. Also, parental leave is not correctly covered by FTE, which formally stays at 100%

family-friendly organizational culture. Explicit policies should also be monitored for compliance.

MONASH UNIVERSITY INCORPORATES THE PHILOSOPHY OF ASSESSING "ACHIEVEMENT RELATIVE TO OPPORTUNITY"

Take (temporary) reduced working time into account when it comes to distributing teaching duties. Despite the fact that departments receive financial support to replace staff during maternity leave, these funds are not often spent for this purpose. Instead, before or after maternity leave, the teaching load of the academic in question is often not adapted proportionally. Thus, maternity leave reduces women's research time two ways: a reduction of working time in general (at least 4 months of pregnancy leave) and via a relative increase in teaching load before or after returning to work. It should not come as a surprise that this harms the academic performance of women in terms of research output. The team therefore suggests the following two action points:

- Introduce and monitor a **proportional teaching duty** system based on actual working months. Departments already receive funding to enable this system, so there would be no additional cost involved.

- Offer parents who are on leave for a period of at least 3 months full-time the possibility to apply for a research grant. This would allow a new parent to catch up on foregone research time. Applicants could either use this grant to buy off teaching duties (a so-called research sabbatical) or for research support or assistance. This practice has become more common at a number of other universities: UHasselt (12 months), QUT ($10000), UCL (1 term), Université de Strassbourg (6 or 12 months). The Elinor Ostrom fund could be used to pay for half of the amount, which would be matched by SBE.

"EARMARK FUNDS TO SUPPORT RESEARCH PROGRAMMES AND TEACHING DURING MATERNITY AND NURSERY YEARS"

Deborah Goberdhan | Oxford

Childcare

The team suggests that SBE offer a variety of childcare options to ease the family-work conflict. To ensure that funds are spent where most needed, an **online questionnaire** is recommended to gain insight into the childcare needs of parents. Issues to consider include:

- *Childcare at conference attendance:* When children are still very dependent on their parents, it is often difficult for parents to attend conferences. This harms an academic career as networking and presenting papers are generally seen as important for young researchers. In this context, it would help parents of dependent children if they could apply for a grant to take one accompanying person and a child with them to conferences. The Goethe University Frankfurt and QUT have successfully introduced this policy and participating women are enthusiastic. The Elinor Ostrom fund could be used to pay for this initiative.

- *Childcare during summer holidays:* Children of primary school age have a large number of holidays. It is difficult to arrange childcare during these periods and the options in Maastricht, in particular, are extremely limited. SBE could assist these parents by facilitating childcare during the summer holidays. Several companies (e.g. RWE) offer this to their employees. These programs could be provided at a cost to the parent. The team spoke with several parents who agreed that they would be willing to pay for the service if the option and content were attractive.

- *Regular childcare:* Childcare is expensive and often inflexible in terms of operating hours. Given this reality, SBE could support parents in two ways – providing financial

support for childcare and arranging childcare that fits the academic schedule at SBE. This includes ensuring that childcare is available until 18.30, as parents may have teaching duties until 18.00. Childcare at or close by the campus would be ideal, as parents would not need to spend additional time transporting children. Tilburg University and Leiden University are two examples of Dutch universities offering childcare with extensive opening hours on the campus, which is (co-)organized by the university. The University of Oxford offers 444 discounted FTE childcare spots for their employees.

The team suggests discussing options with the MIK, particularly concerning the Juliana crèche located near the university on the Grote Looiersgracht. The Tapijnkaserne may also be an ideal location for a new childcare option.

Baby info kit

The UM website and intranet include relevant information for academics expecting children but it is scattered and not easily accessible. Thus, potential parents may be concerned about practical issues and worry about combining children and work. SBE should send a strong signal that children are welcome and that it is possible to combine children with an academic career.

These concerns could be alleviated by providing, in addition to a small gift, a packet of information about relevant UM/SBE policies to expecting parents. The team developed a sample "baby info kit," as shown in Appendix V.

AWARENESS

STRATEGIC LEVEL

"Women in academia" is high on the UM agenda given its selection by the university board as the topic for the opening of the 2014/2015 academic year. The team believes that change is only possible if the topic continues to receive attention. Therefore, it is suggested that **Diversity is added to the portfolios** of one member of the UM and SBE boards. This person would be accountable for implementing many of the changes suggested in this document and for monitoring the change over time. The team also believes that it is absolutely crucial that the next **strategic plans**, both at the UM and SBE level, pay much more attention to this topic and explain in more detail how female talent is supported. **"SBE – where ALL TALENT can flourish"** should be the core message, but the strategic plan should also be specific about what exactly will be done to make this happen.

An awareness boost can be expected from **board members firmly articulating their ideological and financial commitment**. Also critically important to change are **department heads** as they typically make HR decisions, whether alone or in a committee. It is thus important to make sure this layer of the academic hierarchy is actively involved in the change process. Additionally, the board should inspire decision-makers, rather than push change through the hierarchy. Thus, the team suggests that the UM/SBE boards organize **round-table or world café discussions** to which inspiring speakers (e.g., Curt Rice) could be invited. The discussions should be organized during convenient time slots (e.g. at lunchtime) and should be well facilitated.

Communication

UM's many internal and external communications channels are an excellent means to reach the academic community. The **UM website** should become an exemplary, lively messenger for "SBE – where all talent can flourish". This can be achieved with a specialized chapter on Women in Academia, including topic specific information on

multiple sub-pages. Information about relevant policies and events should be easily retrievable and updated regularly. Opportunities for improved public relations in this area are endless. The **UM Magazine**, for instance, could initiate a long-term series of inspiring stories about women in academia (e.g., interviews with female deans). Stories about talented females could be published more often. SBE, perhaps through the Elinor Ostrom fund, could also organize a yearly women's **network dinner**. Also, one or a series of **interactive lectures** could be organized and featured in publications. At these occasions, speakers (both male and female) could reflect with the target audience on topics such as career progress, work-life balance, etc.

It is important that any featured publication be subjected to the Finkbeiner test. The

> *"The Finkbeiner test is a checklist proposed by journalist Christie Aschwanden to help journalists avoid gender bias in articles about women in science. To pass the test, an article about a female scientist must not mention:*
>
> - *The fact that she's a woman*
> - *Her husband's job*
> - *Her child care arrangements*
> - *How she nurtures her underlings*
> - *How she was taken aback by the competitiveness in her field*
> - *How she's such a role model for other women*
> - *How she's the "first woman to..."*
>
> *(http://en.wikipedia.org/wiki/Finkbeiner_test)*

SYMBOLIC INTERVENTIONS

Examples of symbolic interventions that have a large effect on awareness include:

- Ensuring that females are represented in the corona during PhD defenses;
- Checking that females are properly represented in research seminar series;
- Highlighting female achievements ("Sharing Successes");
- Organizing events around this topic.

Furthermore, the team suggests creating a **"gender equity toolkit"** including all of the above-mentioned recommendations and made available on the Internet. The toolkit would summarize the guidelines and identify how help can be found for those interested.

Prof. Dr. Martin Paul (President, Maastricht University) at the Opening of the Academic Year 2014/2015
(Photographer: Harry Heuts)

WORK PACKAGES

This section organizes "work packages" for the different players in the change process to ensure that it is clear who is responsible for which change. The team truly believes that its recommendations will contribute to making SBE place where all talent can flourish. To ensure that these ideas do not end up languishing in a drawer, the recommendations are presented below as **"Cut-out-and Keep Guides"** for the different players. Cut it out and pin it up as a daily reminder about how to encourage women in academia!

WORK PACKAGE UM BOARD

CLEAR COMMITMENT AND FINANCIAL SUPPORT!

SOIL | HR Processes & Systems
Develop and implement modern HR system
Develop a checklist for Dos and DON'Ts for job advertisements

WATER | Training & Mentoring
Develop and finance mentoring program
Integrate diversity into leadership training programs
Enhance training opportunities (e.g. negotiation skills or confidence training)

AIR | Parenthood
Investigate the need for child-care support
Provide financial support for child-care
Facilitate emergency child-care/holiday camps during vacations

SUN | Awareness
Add diversity to the portfolio of one board member: safeguard and control over time
Pay more attention to and elaborate on the topic in the next strategic plan
Generate awareness (video, website)
Develop gender equity toolkit for intranet
Organize round-table lunches with decision makers

WOMEN in Academia ⚥

WORK PACKAGE SBE BOARD

CLEAR COMMITMENT AND FINANCIAL SUPPORT!

SOIL | HR Processes & Systems
Monitor recruitment processes and promotion decisions (advisory committe?)
Develop a transparent, strategic HR policy
Actively monitor compliance: "comply or explain"
Decide on consequences for non-compliance
Introduce HR system at SBE

WATER | Training & Mentoring
Integrate diversity into leadership training programs

AIR | Parenthood
Make and distribute info kit for parents

SUN | Awareness
Add diversity to portfolio of one board member: safeguard topic and control over time
Make diversity part of balanced scorecard of department heads; monitor KPIs
Pay more attention to and elaborate on the topic in the next strategic plan
Generate awareness ("sharing successes")
Invite decision-makers for follow-up discussion and decision making
Develop gender equity toolkit for intranet on the basis of our recommenda

WORK PACKAGE GSBE BOARD

CLEAR COMMITMENT

WATER | Training & Mentoring
(Co-)Develop mentoring scheme for PhD students
(Co-)Develop and offer trainings for PhD students

AIR | Parenthood
Extend the application period for GSBE fellowship
Adjust research performance evaluations for part-timers

WORK PACKAGE DEPARTMENT HEADS

CLEAR COMMITMENT

SOIL | HR Processes & Systems
Actively spot talent
Document search efforts
Form hiring committees that include women
Check the content of job ads

WATER | Training & Mentoring
Craft a transparent HR policy for the department

AIR | Parenthood
Ensure fair reduction of teaching load for women who go on maternity leave
Adjust performance evaluation to work-time factor (input/output)

SUN | Awareness
Ensure proper representation of women in research colloquium series and coronas

WORK PACKAGE ELINOR OSTROM FUND

CLEAR COMMITMENT

**ELINOR OSTROM FUND AS VEHICLE
KEEP IT ALIVE (E.G. WITH FUTURE ASPASIA GRANTS)**

AIR | Parenthood
Provide academic support grant of €3500 (matched by faculty) to women
Finance flight for dependent child +accompanying person (Elinor Ostrom fund, matched by university)

SUN | Awareness
Organize events (Annual women's Dinner)
Take responsibility for other current or future initiatives that fit the mission and are not covered otherwise

WORK PACKAGE EVERYONE

CLEAR COMMITMENT

SUN | Awareness
LEAN-IN!
Spot female talent
Help to recruit female talent
Support female talent
Reflect on whether enough women are invited to present at colloquia or sit in corona
Contribute to a nurturing environment in which talent can flourish!

CONCLUSION

The Women in Academia project clearly demonstrates how urgent the issue of the gender imbalance is to the SBE board. Interestingly, the majority of the recommendations included in this report benefit both male and female academics. The team believes that its suggestions will help SBE to become an even more attractive employer. Some recommendations are strategic. Others are very practical. Some require financing, but many can be implemented without any out-of-pocket costs. What was learned from studying the literature and best practice examples is that many large and small changes must be implemented if UM wants to see an increase in the number of female professors.

"It is the small things about an organisation, accumulating over time, which create the culture. So, matters which appear inconsequential, such as the times meetings are held, or the absence of women from speakers at a conference, can be some of the many molehills that make the mountain. Consequently, making improvements to many small matters of organisational practice can have a positive impact on organisational culture – small gestures such as a statement from the CEO; a bouquet for an achievement; or assistance with a work-life balance issue."

Gender equity, research, and related issues at QUT

The team hopes that SBE is serious about creating an environment where ALL talent can flourish. Implementing the above recommendations should not be considered a one-time initiative. Instead, progress on change should be carefully encouraged and monitored over time. In the short- and medium-term, departmental discussions about the Women in Academia recommendations and resulting changes will raise awareness among staff members and facilitate smooth transition. Ultimately, decision-makers will automatically consider how their actions affect women. A modern HR system will enable more female recruitment with policies that support women's choices. Publications will feature women in academia and be written with language that promotes equality. Mentors and mentees will encourage, challenge, and enrich one another. And parenthood choices will not be considered an obstacle to female advancement. This is truly an environment in which ALL talent can flourish.

"Great things are done by a series of small things brought together."

Vincent van Gogh

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& APPENDIX

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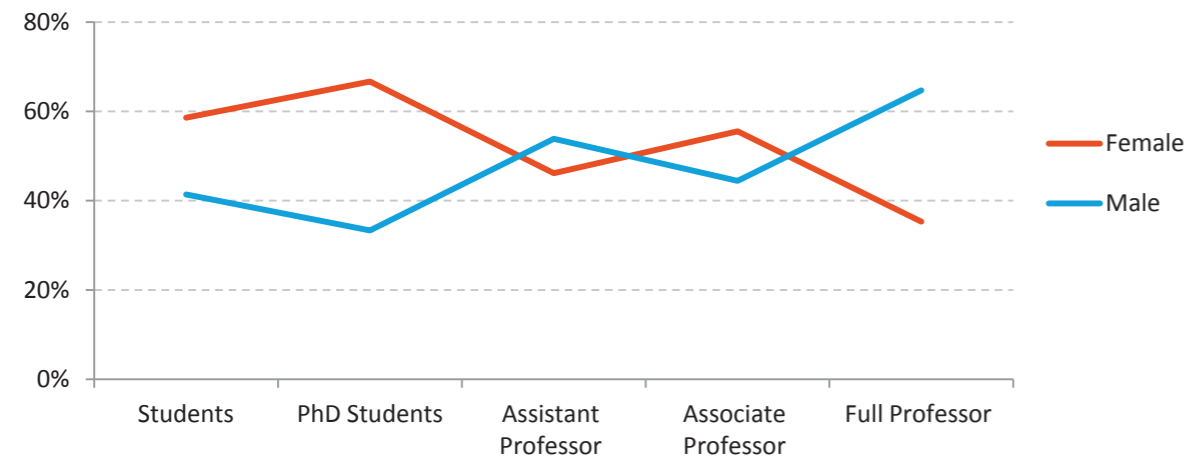
APPENDIX I: ADDITIONAL NUMBERS FOR OTHER UM FACULTIES

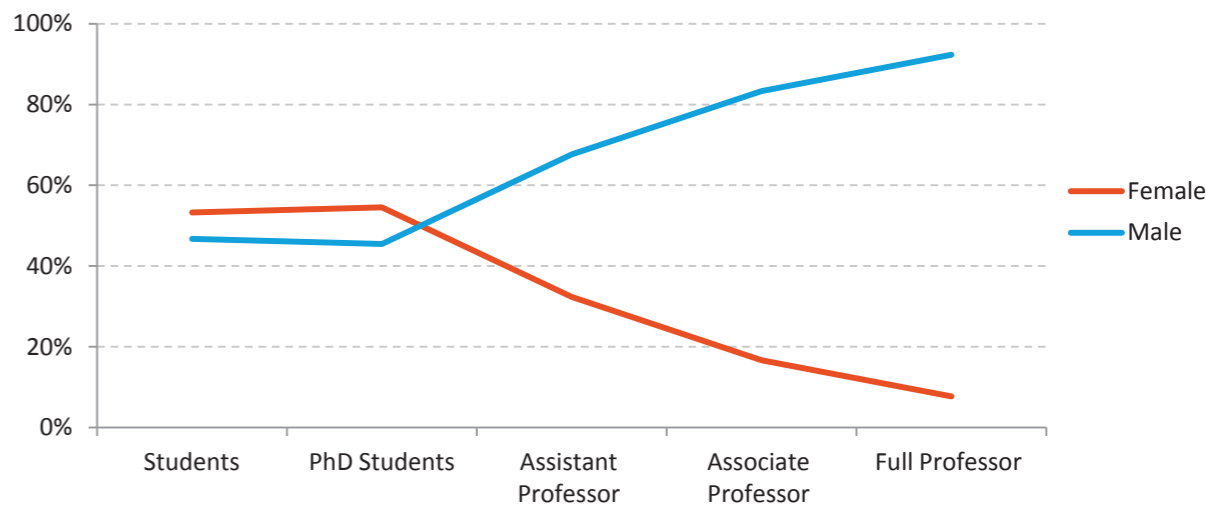## FACULTY OF HEALTH, MEDICE, AND LIFE SCIENCES (FHML) - 2014
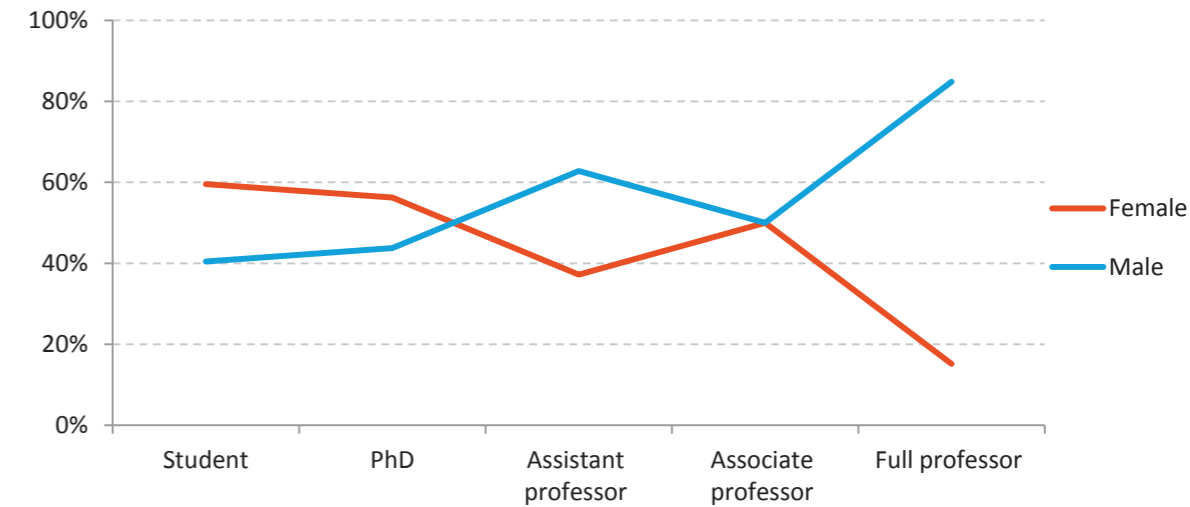

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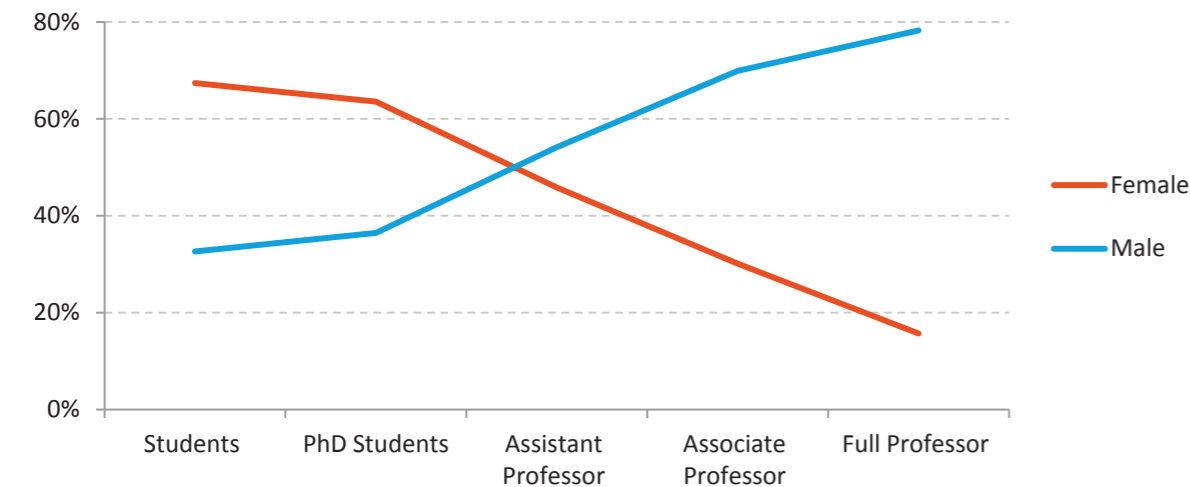
FACULTY OF PSYCHOLOGY AND NEUROSCIENCE (FPN) - 2014

FACULTY OF LAW (FdR) - 2014
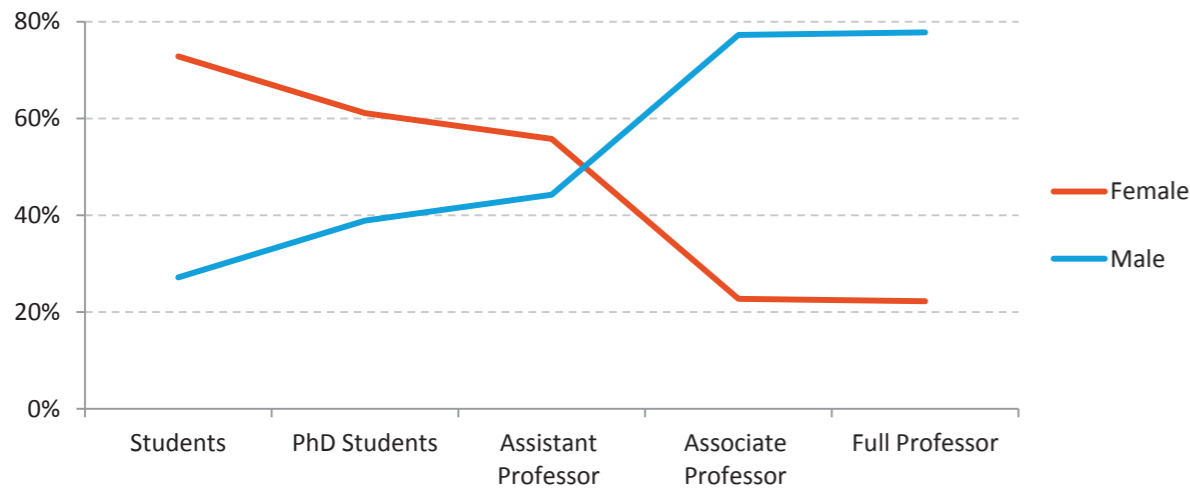
FACULTY OF ARTS AND SOCIAL SCIENCES (FASoS) - 2014

APPENDIX II: CONTENT HR POLICY DOCUMENT SBE/DEPARTMENTS

This document was developed by the SBE strategic HR task force under the lead of Prof. Dr. Martin Carree (Ingrid Voncken, Katinka Bastin, Arno Riedl, Lisa Brüggen)

1. **Preamble**
    <short description of ambition & goals of SBE/department >

    The realization of these ambitions & goals calls for appropriate and transparent HR and financial policies. The general terms of these policies are explained in this document. SBE can leave out certain aspects that are departmental responsibilities.

2. **HR policy of <SBE/department name>**
    - The accompanying HR strategy and vision.
    - Description of activities (research, teaching, managerial tasks, knowledge transfer etc.)
    - Structure for performance and appraisal interviews for all academic staff (postdoc, UD, UHD, professor, PhD etc.). Who interviews who, when is a committee involved, how often etc.
    - *NOTE: according to the "Women in Academia Beleid UM" which is currently being* **discussed at the UM board, hiring committees must include at least 1 female academic** *staff member (not necessarily from SBE). Preferably, hiring committees should be at least 30% female. The team suggests that juries may not be convened if they consist of 90% or more of one gender. The SBE board, assisted by HR, should be responsible for ensuring compliance.*

    a) **Performance:** Good/excellent performance (what is expected) for full- and part-time. Quality of publications, teaching evaluations, other activities.
    b) **Promotion:** Description of internal promotion possibilities and necessary conditions on research, teaching and other activities.
    c) **Career Development:** Description of faculty development opportunities (training, coaching, counselling etc.).
    d) **Tenure:** Description principles (duration) and procedures (evaluation, promotion). Definition of A-(B-) journals for tenure and promotion decisions Description of when a publication is classified as an A-(B-) journal publication. E.g., *'As of <date>, the following applies: a (forthcoming) publication is counted as an A-(B-) journal publication if the outlet is classified as an A-(B-)journal in the then valid GSBE Journal Classification'*
    e) **Maternity leave:** Description of adjustment due to maternity leave (e.g. proportional reduction of teaching load etc.)

3. **Finances**
    Description of university money streams and the money flows within the department (central department account, LIBER accounts, private accounts etc.)

4. **Teaching load**
    Description of the teaching load of department faculty (full-time/part-time faculty) and potential options to increase or decrease teaching load.

5. **Visiting professors**
    Procedure and Funding possibilities (GSBE/NWO)

Suggestions to add, depending on specific department activities/policies: seminars/events/conferences…

APPENDIX III: MENTORING SCHEME

Mentors and mentees will each be provided with the Mentorship Programme Guide explaining expected roles and responsibilities

Mentor Compensation: It is preferable that a non-monetary form of compensation be given to Mentors. Including mentoring activities in yearly appraisal interviews could be considered as an incentive, in addition to a voucher and the intrinsic value gained from participating as a mentor.

Implementation agents:
- o   Diversity manager
- o   Diversity task force
- o   HR involvement
- o   Role of the department (head)?

WHO ARE MENTEES AND WHAT ARE THEIR NEEDS?

Main needs:
- professional: Information sharing, integration within the faculty, skills training.
- psychosocial : frequent meetings with the mentor

Personality factors:
- commitment
- taking the initiative
- proactive
- honest
- available/ flexible
- open for receiving feedback/ self-reflection

MENTEE NEEDS	RESEARCH MASTER STUDENTS	PHD STUDENTS	HIGHER ACADEMIC POSITIONS
Psychosocial			
Frequent meetings with the mentor	Once a month with at least one of the mentors	Once every six weeks for the junior PhD mentee- Once every two months for the senior PhD mentee	Meetings according to personal needs. Continuity should be ensured
Interpersonal relationships with the mentor	Within the department/faculty	Within and outside of the department/faculty	Within and outside of the department/ faculty
Professional			
Information sharing	▪ Career prospects within academia or private sector ▪ Research ideas generation ▪ Grant schemes/funding ▪ Conferences, call for papers, summer schools etc. ▪ -Living in Maastricht (for newcomers) ▪ Information on administrative paperwork (e.g., taxes, insurances, refunding etc.)	▪ Career prospects within academia or private sector ▪ Insights on work and life-balance ▪ Guidance on supervising master and bachelor students. ▪ PhD visiting scholarship. Information on who needs to be approached for what ▪ Grant schemes/funding ▪ Conferences, call for papers, summer schools etc. ▪ Living in Maastricht (for newcomers)	▪ Career prospects within academia or private sector ▪ Guidance on supervising PhD students. ▪ Course coordination and teaching experiences ▪ Grant schemes/funding ▪ Generating research funds and other additional income streams (e.g., cooperation with companies) ▪ Information on administrative paperwork (e.g., taxes, insurances, refunding etc.) ▪ Living in Maastricht (for newcomers) ▪ Insights on work and life balance, family planning, and pension ▪ Information on who needs to be approached for what ▪ Committee work
Integration within the faculty and in the research field	▪ Networking within the faculty	▪ Networking within the faculty (attending faculty/department meetings) ▪ International networking (attending seminars, conferences)	▪ Networking within the faculty (attending faculty/department meetings) ▪ International networking(attending seminars, conferences)
Skills training	▪ Academic writing ▪ Methodology training ▪ Networking skills	▪ Academic writing ▪ Methodology training ▪ Negotiation skills ▪ Networking skills ▪ Presentation/thesis defense skills ▪ Time management for PhDs	▪ Academic writing ▪ Negotiation skills ▪ Networking skills ▪ Leadership training

WHO ARE THE MENTORS AND WHAT ARE THEIR RESPONSIBILITIES?

Main needs:
- Coaching and communications training.[6]
- Experience exchange between mentors
- Personal information about the mentees and mentee's expectations
- Match the knowledge needs of the mentee

Personality factors:
- commitment
- taking initiative
- responsiveness
- enthusiasm about coaching
- honesty
- discretion
- provide professional feedback on mentee's personal development
- Motivation and encouragement
- Trust in mentee's abilities
- Good listener
- Empathetic
- availability/ flexibility
- openness for receiving feedback/ self-reflection

MENTOR RESPONSIBILITIES

FACTORS	MENTOR FOR RESEARCH MASTER LEVEL AND PHD LEVEL	MENTOR ON HIGHER ACADEMIC POSITIONS
Personality factors	Accessibility & flexibility for regular meetings Responsiveness	Accessibility, Responsiveness Continuity in mentor-mentee relationship
Knowledge	▪ Knowledge on mentees needs- Knowledge on who need to be approached for which task in respect of teaching activities and generating research funding. ▪ Encouraging and supporting the mentee to establish a professional network. ▪ Help mentee to acclimate and achieve excellence. ▪ Encourage in the personal development and goal to pursue and academic career, establish professional network)	▪ On teaching, course coordination, research funding and committee work. ▪ Knowledge about who needs to be approached for which task, networking (encouraging and supporting new faculty member establish professional network)
Coaching and Communication		▪ Help mentee to acclimate and achieve excellence - review grant proposal, paper submission

[6] For example helping junior faculty member identify and build on his/her own strengths. For more tips see: 'Tips for mentors'

MENTORING PROGRAMME PARTNERSHIP PLAN AND AGREEMENT

Expectations

1. What are the specific outcomes I would like?
2. At the end of this mentoring time, how will I know if it has been successful?
3. Guidelines and Boundaries
4. What are the norms and guidelines I would like for us to follow?
5. How do I protect confidentiality between us?
6. How will I communicate/coordinate with the mentee
7. Introductions/Benefits to the Community
8. What are the benefits of introducing your mentee to others in the organization?
9. How and to whom would you make those introductions?
10. What do you see as the benefits of this mentoring relationship?

The following are questions to be addressed and discussed in your initial meeting. It is suggested that the questionnaire be completed individually. Then discuss it together and draft a summary document at the end of the meeting. The Mentee and Mentor should each keep a copy so s/he can periodically revisit it and possibly renegotiate your plan and agreement.

Time Management
11. Can I agree to a mentoring commitment for this process?
12. How will I allocate sufficient time to meet our needs?
13. How do I protect this time when other demands encroach upon it?
14. Communications
15. How often will we meet?
16. How will we schedule our meetings (all at once, after each one, etc.)?
17. What are my communication strengths and weaknesses?
18. Based on our individual communication styles, how do I plan to begin this relationship?
19. Besides face-to-face meetings, how will I use other forms of communication (e.g., email, memos, telephone)?
20. Strategies for Addressing Stumbling Blocks
21. What stumbling blocks might we encounter?
22. What process should we have in place to deal with them as they occur?

PROFILE PAIRING QUESTIONNAIRE AND APPLICATION FOR MENTORSHIP

Please include a CV with this application

Name: _____

University Phone Number: _____

Email Address: _____

Date Submitted:_____

Expertise Focus of: _____

Current Title: _____

Primary Position Responsibilities:
- Do You Want to Become a _____ Mentor? _____ Mentee?
- What do you hope to contribute/gain from the experience?
- How would you describe your ideal mentoring relationship?

Do you have anyone in mind with whom you would like to be paired?

For Mentee: answers to the questions below will help pair mentors and mentees.

- Please describe in a few sentences your research interests.
- Please describe in a few sentences the kinds of teaching you do or expect to do i.e., lectures, seminars, graduate advising, etc.)
- Each mentor/mentee will agree on a plan for the mentoring partnership. Please state 3 areas where you feel a mentor could help you:
- Please state any preferences you might have regarding your potential mentor?
- What do you hope to contribute/gain from the experience?
- How would you describe your ideal mentoring relationship?

For Mentors: answers to the questions below will help pair mentors and mentees.
- Please describe in a few sentences your research interests.
- Please describe in a few sentences the kinds of teaching you do or you are expecting to do (i.e., lectures, seminars, laboratory teaching, graduate advising, etc.).
- Please describe your particular strengths as a mentor (for example: teaching techniques; time management; networking with other faculty; etc.).
- How available can you be to your mentee?
- What do you hope to contribute/gain from the experience?
- How would you describe your ideal mentoring relationship?
- Please state any preferences you might have regarding your potential mentee.

MENTORSHIP PROGRAMME GUIDE

IF YOU BECOME A MENTEE

Benefits
If you choose to be a mentee, you can typically expect to gain:
- Advice on balancing teaching, research, civic engagement, and other responsibilities
- Advice on research and teaching
- Information about the inner workings of your School and the University at large
- Access to your mentor's professional network of colleagues
- Individual recognition and encouragement
- Informal feedback on strengths and areas for improvement
- Knowledge of the informal and formal rules for advancement
- Opportunities to share off-campus activities with your mentor (e.g off-campus meals, company/institution visit.

Responsibilities
Because the program is set up primarily for your benefit, you should take considerable responsibility for making the relationship work. You should expect to:
- Contact your mentor to set up the first meeting, at which both of you should reach a clear understanding of what you expect from each other.
- Formulate your goals for the mentoring relationship
- Define any problems you want to discuss with your mentor
- Take responsibility for the relationship and the outcomes
- Follow all university policies and procedures, within the context of the mentor/mentee relationship, such as the sexual harassment and anti-discrimination policies.

Criteria for Participation
To gain the full benefit of the mentoring relationship, you must be willing and able to:
- Commit to a one-year mentoring relationship
- Be open to feedback
- Learn and try new things
- Be accessible
- Take ownership for your own professional growth
- Listen and communicate effectively
- Surface and resolve conflicts
- Maintain confidentiality of information provided to you by your mentor, or as agreed between the two of you.

Tips for Mentee
- Show initiative in career planning: write a personal statement about your educational philosophy (to be amended as needed); exchange your CV with your mentor for discussion.
- Find out about, and take advantage of, opportunities for learning about how the university, and your field, operate. Write down questions as they occur to you, and then begin searching for the answers.
- Realize that your success is important not just to you, but also to your department and the university. Consider that "going it alone" doesn't work that well for anyone.
- Make your scheduled meetings with your mentor a priority, and take advantage of e-mail and the telephone to keep in touch informally.
- Be willing to ask for help. Let the mentoring coordinator know if you have questions or concerns about the program.

- Begin assembling your "advisory board" of supporters and advisors in the university community.
- Make and maintain contacts with other junior faculty, within your department as well as in other departments and schools.
- Become familiar with the resources available to support and strengthen your teaching and research.
- Set a meeting with your chair to discuss departmental expectations for tenure and promotion.

IF YOU BECOME A MENTOR
Benefits
If you choose to be a mentor, you can typically expect to gain:
- The satisfaction of assisting in the development of a colleague
- A network of knowledgeable colleagues who have passed through the program
- Overall quality improvement of the department and the faculty, resulting in a higher calibre research environment for the mentor and better education for the graduate students
- The opportunity to share an off-campus meal with your mentee once per quarter.

Responsibilities
As a mentor, you cannot guarantee the happiness or work environment of your mentee and you cannot make promises about advancement and/or salary issues. You can, however, offer support, guidance, encouragement, and useful information. You are expected to:
- Respond in a timely fashion to your mentee's request for meetings
- Reach a clear understanding, with your mentee, of what you expect from each other
- Follow all university policies and procedures, within the context of the mentor/mentee relationship and, as applicable, advise the mentee of these, such as the sexual harassment and anti-discrimination policies.

Criteria for Participation
It is essential that, if you take on the mentoring role, you are willing and able to:
- Commit to a one-year mentoring relationship
- Share your professional expertise and experiences
- Listen and communicate effectively
- Surface and resolve conflicts
- Maintain total confidentiality of information provided to you by your mentee, or as agreed between you the two of you

Tips for Mentors
- Exchange CVs with your mentee to stimulate discussion about career paths and possibilities.
- Ask about and encourage accomplishments. Provide constructive criticism and impromptu feedback.
- Use your knowledge and experience to help junior faculty member identify and build on his/her own strengths.
- Attend all mentoring events, including the fall training session and periodic workshops.
- Try to be in contact twice monthly (if possible) about the junior faculty's career and activities. Commit to making one contact per month to show you're thinking about your mentee's career.
- Discuss annual performance reviews with the junior faculty member: how to prepare, what to expect, how to deal with different outcomes. Preview the document before it is submitted to the chairman.
- Aid the junior faculty in exploring the institutional, school, and departmental culture, i.e. what is valued? What is rewarded?

- Check-in with mentoring coordinator with any concerns, or problems. Respond to occasional calls from the coordinator to see how each pair is doing.
- Share knowledge of important university and professional events that should be attended by the junior faculty member.

Changing mentors
In exceptional cases there should be a policy in place that allows mentees to change mentors. In cases of changing commitments, incompatibility or where the relationship is not mutually fulfilling, either the new faculty member or mentor should seek confidential advice from his or her Chair of Department. It is important to realise that changes can and should be made without prejudice or fault. The new faculty member, in any case, should be encouraged to seek out additional mentors as the need arises.

APPENDIX IV: VALUING DIVERSITY – TRAINING CONCEPT

Concept outline two-day experiential workshop for Steepface or Hard work, Strong skills.

How we *cope* with diversity is a question that sees its relevance every day in our university, with internationalism and striving for excellence at the core of its daily practice and strategy. Be it in a team or classroom, departmental setting or board meeting, *valuing* diversity has many educational and organisational benefits, such as increased collaboration, successful decision-making, greater customer satisfaction, an enhanced ability to reach strategic goals and improved outcomes. However, diversity also can pose huge challenges. In multicultural or intercultural contexts these can become quite explicit: we notice we need to exert a lot more effort than in a mono-cultural context to bridge differences and find a way to work together in an effective and satisfying manner. When we aren't conscious of your own thinking patterns, appropriate skills and knowledge when entering intercultural encounters that matter, we might as well be someone who wants to climb Mount Everest in jeans and sneakers or scuba dive with shorts and a snorkel. In mono cultural contexts, interpersonal or gender differences can just as well pose challenges to valuing diversity, with biases and blind spots unknowingly blurring our view and blocking effective, inclusive behaviour.

Sensible as we are, we know it is necessary to prepare for any journey into unknown territory. You have to train yourself physically and mentally in order to know what your challenges and strengths are and how to respond in certain situations. You have to select and test your equipment, choose a guide familiar with the terrain and organise fellow explorers for backup or support, sharing experiences and even survival.

In our vision, appreciating and dealing with diversity is like exploring a new land: you had better prepare for it in order achieve your goal and enjoy the journey.

In this two-day experiential workshop, which covers *appreciating differences,* you will be prepared for this exploration and you will be equipped with:

- Training of the 'mental' part: awareness of your own framework, challenges and supporting qualities
- Training of the 'body': experiencing and experimenting different communication skills
- Tools: knowledge, strategies and observation/analysis tools
- Means to optimize cooperation between fellow explorers (dialogue and learning together)

Between equity and diversity: striving for inclusion.

When on an expedition, some experiences will be familiar. They will be similar to what you are used to, like the air you breathe. Other experiences can be very strange or disruptive. We will switch between these polarities: on one side you will mostly focus on the difference, the "being different", how you experience that and how you will deal with that. On the other side you will become more conscious of what we have in common. You will learn to look from an 'inclusive' point of view that may feed your interaction with people who differ in a positive and effective way.

We will look at diversity through different points of view:

- Diversity exists because you belong to a cultural group. For example: gender, sport, region, profession, country or grade of education.
- Diversity between two (or more) people (interpersonal)
- Internal diversity (intrapersonal)

The most important skills you will explore and practice are:

- Observing without judgement and 'learning to see in the dark'
- Self-awareness, gender and cultural awareness and reflection
- Mental and behavioural flexibility
- Handling your own emotional reaction to cultural differences
- Perseverance and recovery
- Dialogue and inclusive leadership

Tools you will take with you on your journey

- Knowledge:
  - Different value systems and how you will handle polarities in values
  - Nature / nurture differences
  - Essential intercultural concepts like: identity negotiation, attribution mistakes, the IDIE model,
- Knowledge of your own thinking frame
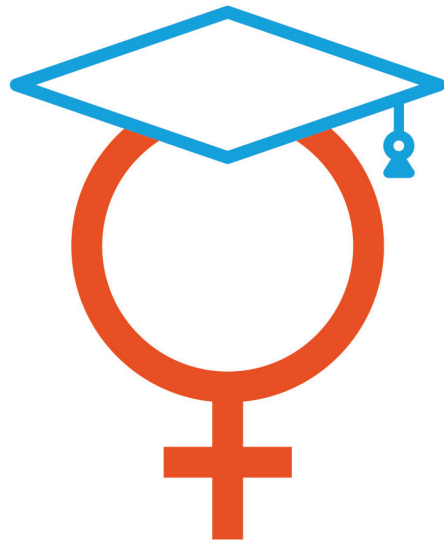- Intercultural and interaction skills and strategies.

APPENDIX V: BABY INFO KIT

APPENDIX V: BABY INFO KIT

WOMEN in Academia

A SERVICE SCIENCE FACTORY PROJECT

INITIATIVE TAKERS

Prof. Dr. Philip Vergauwen

(Dean, SBE, Maastricht University)

Elinor Ostrom Fund

(http://www.ufl-swol.nl/index.php/en/named-funds/elinor-ostrom-fund)

PROJECT LEADER

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service science factory
research | business | education