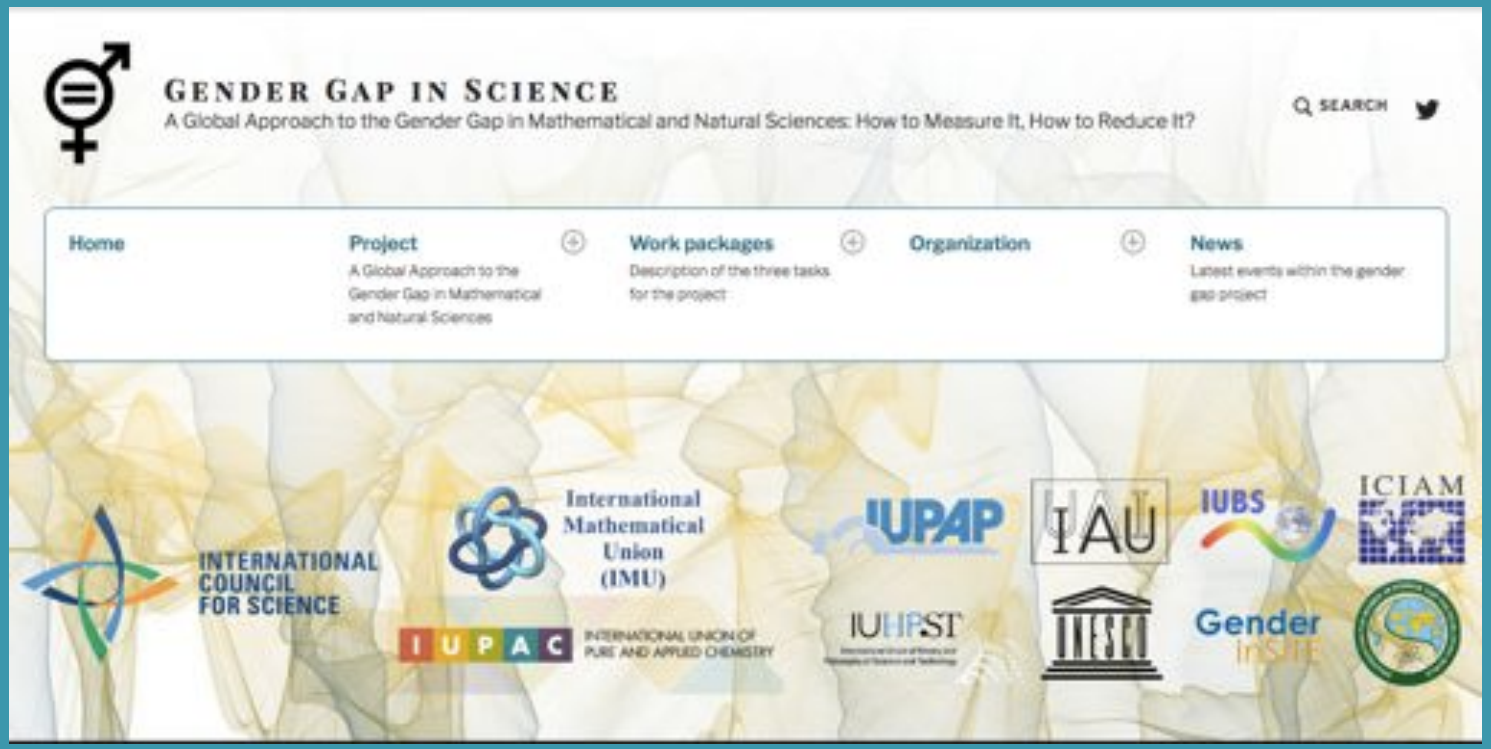
Lists of good practices

Silvina Ponce Dawson
Departamento de Física, FCEN-UBA and IFIBA (CONICET)



Good practices, what for?

To improve the workplace environment, to make it more livable and allow women (and everybody) to develop their full potential.

To allow compatibility between scientific/academic/professional career and personal life/family.

To help reduce unconscious biases so that women in science are fully recognized and their work is made visible.

To recognize and value different types of contributions for the advancement of science.

To transform the practice of science into a more diverse endeavor.

To change perceptions so that more people choose careers in STEM, “destroy” stereotypes so that more girls choose them.

To recover the

To help young women advance in careers where women are under-represented.

To end all sorts of violence and discrimination and help people that suffer them.

Anything else?

Multiple dimensions, actors and strategies

International Scientific Unions

National Scientific Societies

Academic and research institutions

Funding agencies

Companies

Government

Scientific Community

ONGs, Foundations, who else?

We want to collect information on policies decided and implemented at all levels. Then, each of us should think of which good practices are needed in our countries and region.

This information will be useful as long as we can influence some of the actors to produce change in our countries, institutions, scientific societies and unions. We will discuss that as well.

Good Practices (and lists of)

International Scientific Unions and National Scientific Societies

Charters and declaration of principles that include gender equity (Astronomy: Pasadena and Baltimore Charters, IUPAP: Waterloo Charter)

Working Groups to analyze situation and suggest changes

Rules (quotas) for the composition of their bodies (committees, etc)

Rules to give funding (typically for scientific conferences): composition of committees, speakers, prizes

Policies to handle cases of sexual harassment within international collaborations or in conferences (IAU: anit-harassment policy in observatories; IUPAP: anti-harassment policy in conferences).

Scientific Unions can “inspire” their members (e.g.: sci societies).

Scientific Societies can influence behavior in their communities and push for policy changes in their countries

Academic and research institutions (some also apply to organisms such as CONICET or to private companies)

Clear and fair allocation of tasks

Flexible working hours

Recognition of multiple types of contributions

Time of the day at which important meetings take place.

Policies to assign spaces

Conformation of decision making bodies

Policies to reduce unconscious bias for hiring and promotion.

Policies to “destroy” stereotypes

Policies to handle cases of gender violence and discrimination

Policies to help with dual careers (e.g.: New England HERC dual-career program: network of institutions to help partners find jobs within NE).

Global National Research Bodies (CONICET, CONICyT, CNPq, CONACyT, etc) and Funding Agencies

Balanced conformation of committees

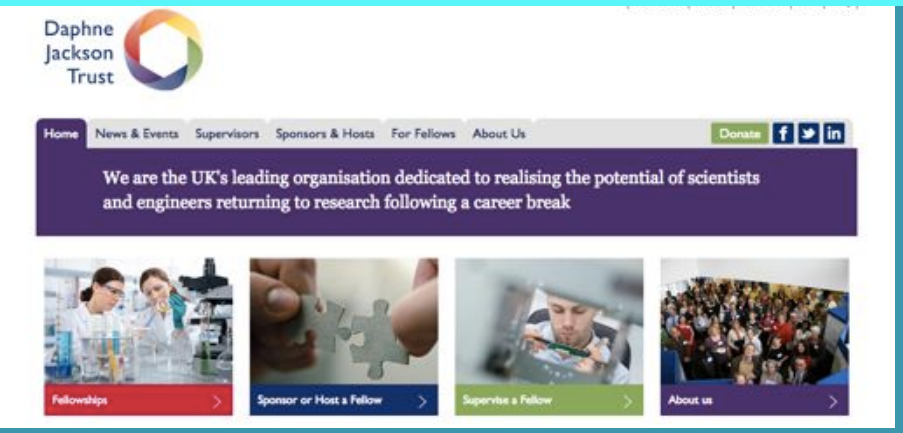
Requirements on gender balance to give funding

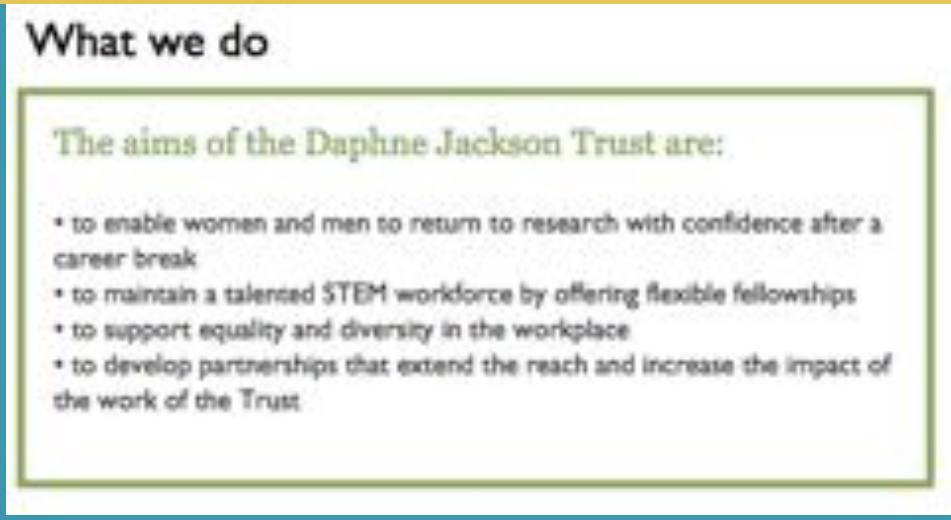
Age limits: switch from chronological to academic age limits

Take into account kids (and other caring activities?) for hiring and promotion evaluation (needs changes in standardized CVs).

Grants and fellowships to return after a career break.

The Daphne Jackson Trust, UK





Government

Paid paternal/maternal leave

Provide day care facilities at work place

Retirement conditions (age, etc)

Provide help with other caring activities

ONGs, Foundations

Special Programs for Women Scientists

Awards for Women Scientists

Community

Working Groups

Networking

Mentoring

Workshops

Engagement

Two types of approaches to promote institutional changes that could be implemented in our countries.

These two examples provide a framework for Institutions to discuss and decide specific measures to achieve the desired goals.

The NSF ADVANCE Program, USA.

Goals: (1) to develop systemic approaches to increase the representation and advancement of women in careers; (2) to develop innovative and sustainable ways to promote gender equity in the STEM academic workforce; (3) to contribute to the research knowledge base on gender equity and the intersection of gender and other identities in STEM.

It is a line of funding for Institutions to apply to. There are 3 tracks:

Institutional Transformation: supports the development of innovative organizational change strategies to produce comprehensive change.

Adaptation: supports the adaptation and implementation of evidence-based organizational change strategies.

Partnership: supports partnerships of academic institutions and/or STEM organizations to increase gender equity in STEM academics.

Info on IT strategies can be found through the StratEGIC Toolkit
www.strategictoolkit.org

Some examples on Tenure & Promotion (Laursen, S. L., & Austin, A. E., StratEGIC Toolkit: Strategies for Effecting Gender Equity and Institutional Change).

Structural

--Georgia Tech established a new office to centralize all personnel transactions for academic faculty (tenure, promotions, hiring, etc)

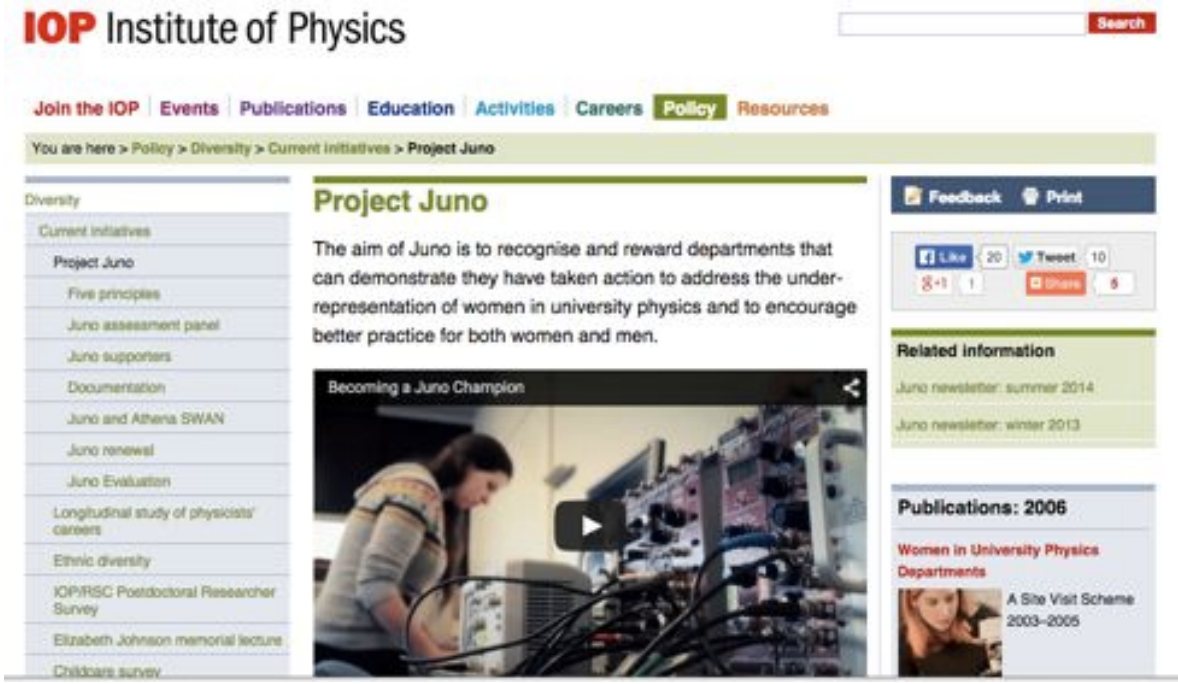
--Utah established the position of ombudsperson (non-voting member of P&T committees) for each college and provided training for them.

Educational,

--Georgia Tech developed an online tool (Awareness of Decisions in Evaluating Promotion and Tenure, ADEPT) for preparing P&T committees and applicants. It includes case studies, games, and bibliography to help identify forms of bias in evaluation.

--Several institutions offered workshops to department heads for mentoring colleagues through P&T and carrying out evaluation processes fairly.

Project Juno, IoP, UK (for Physics Departments)



The aim of Juno is to recognize and reward departments that can demonstrate they have taken action to address the under-representation of women in university physics and to encourage better practice for both women and men. It was established in 2007 after a series of site visits.

There are three levels of Juno awards. Institutions can apply to each of them (starting at the lowest level) and then are evaluated. They need to pay to be considered and evaluated for the award.

Not only the award is important. The discussion that leads to the application is even more relevant.

There are 5+1 principles that need to be met to receive an award.

Robust organizational framework to deliver equal opportunity and reward

Appointment and selection processes and procedures that encourage men and women to apply for posts at all levels.

Departmental structures and systems which support and encourage the career progression and promotion of all members.

Departmental organization, structure, management arrangements and culture that are open, inclusive, transparent and encourage the participation of all

Flexible approaches and provisions that enable individuals at all career and life stages to optimize their contribution to their department.

6, added in 2017: An environment where professional conduct is embedded into departmental culture and behavior.
--Ensure that all staff and students are aware of expected professional conduct.
--Address bullying, harassment and misconduct
Ensure all staff and students are aware of how complaints of bullying, harassment or other misconduct will be dealt with through an enforceable formal policy.
Ensure there is a transparent reporting mechanism within the department to address any complaints.

More specifically, to promote an inclusive culture it recommends:

- Gender awareness included in the training of all the staff
- Promotion of inclusive social activities and opportunities for mutual support and interaction
- Use inclusive images in both internal and external communications
- Encourage and support female seminar speakers.

And for a transparent work allocation model:

- Recognize the full range of types of contribution, including administration, welfare and outreach

Athena Swan
(similar to Juno but for STEMM)

Athena SWAN Charter

Recognising advancement of gender equality: representation, progression and success for all.

ECU's Athena SWAN Charter was established in 2005 to encourage and recognise commitment to advancing the careers of women in science, technology, engineering, maths and medicine (STEMM) employment in higher education and research.

Equality Challenge Unit

Athena SWAN
ECU GENDER CHARTER

Two initiatives at the international level (related to our project):

GenderInSite (Gender in science, innovation, technology and engineering (SITE), https://genderinsite.net/)

An international initiative to promote the role of women in science, innovation, technology and engineering. Has focal points (led by groups of social scientists) in various countries.

SAGA, (STEM and Gender Advancement, http://www.unesco.org/new/en/saga).

A project of UNESCO funded by SIDA whose aim is to contribute to improve the situation of women and reduce the gender gap in STEM in all countries at all levels of education and research.

SAGA is elaborating a survey. In the meantime is reaching governments in various countries to advance. Argentina's MINCyT formed a committee that is discussing science indicators with a gender perspective and surveying initiatives already in place in the country.

International Day of Women and Girls in Science. Established by the UN GA in 2015

In summary

Most often girls tend to choose careers outside STEM areas.

The proportion of women who hold STEM jobs is low in many countries, even lower than the fraction of women who choose STEM careers.

In all countries the fraction of women in STEM decreases as the hierarchy of the position increases.

Stereotypes and unconscious bias affect both the choices and expectations of women and men and the way in which their contributions are perceived and valued.

The sociology of the practice of science and family matters affect men and women differently, undermining the advancement of the latter.

Gender violence against women is still very high in many countries.

These problems call for a cultural change. The goal of implementing good practices at various levels is to produce this change.

We should all participate actively to make the practice of science a more diverse and collaborative endeavor.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Agencias Financiadoras y Auspiciantes del Taller Comité Organizador Formulario de inscripción Lugar del evento e información general
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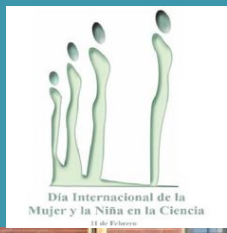
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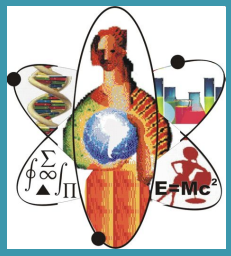
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Finding Aliens and
Finding Ourselves


#NI UNA MENOS


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Thank you!