



International Conference

**GENDERING
SCIENCE &
TECHNOLOGY**

**Experimental Horizons
of Structural Change**

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WHIST Actions at Aarhus University



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Overall action plan at Aarhus University

- **Support the Task Force on gender equality policy to increase the share of female researchers in a number of faculties/departments**
- **Support the implementation of a mentoring programme for young female researchers in two faculties (Faculty of Science and Aarhus School of Business) and carry out evaluations (ex-ante and ex-post evaluations)**

NEW ACTIONS

- **Incentives for women to follow a career at Aarhus University – 10 new positions at associate professor level and 10 new positions at professor level**
- **Mapping, in a comparative gender perspective, the reasons why researchers leave Aarhus University, seeking positions in other organizations**



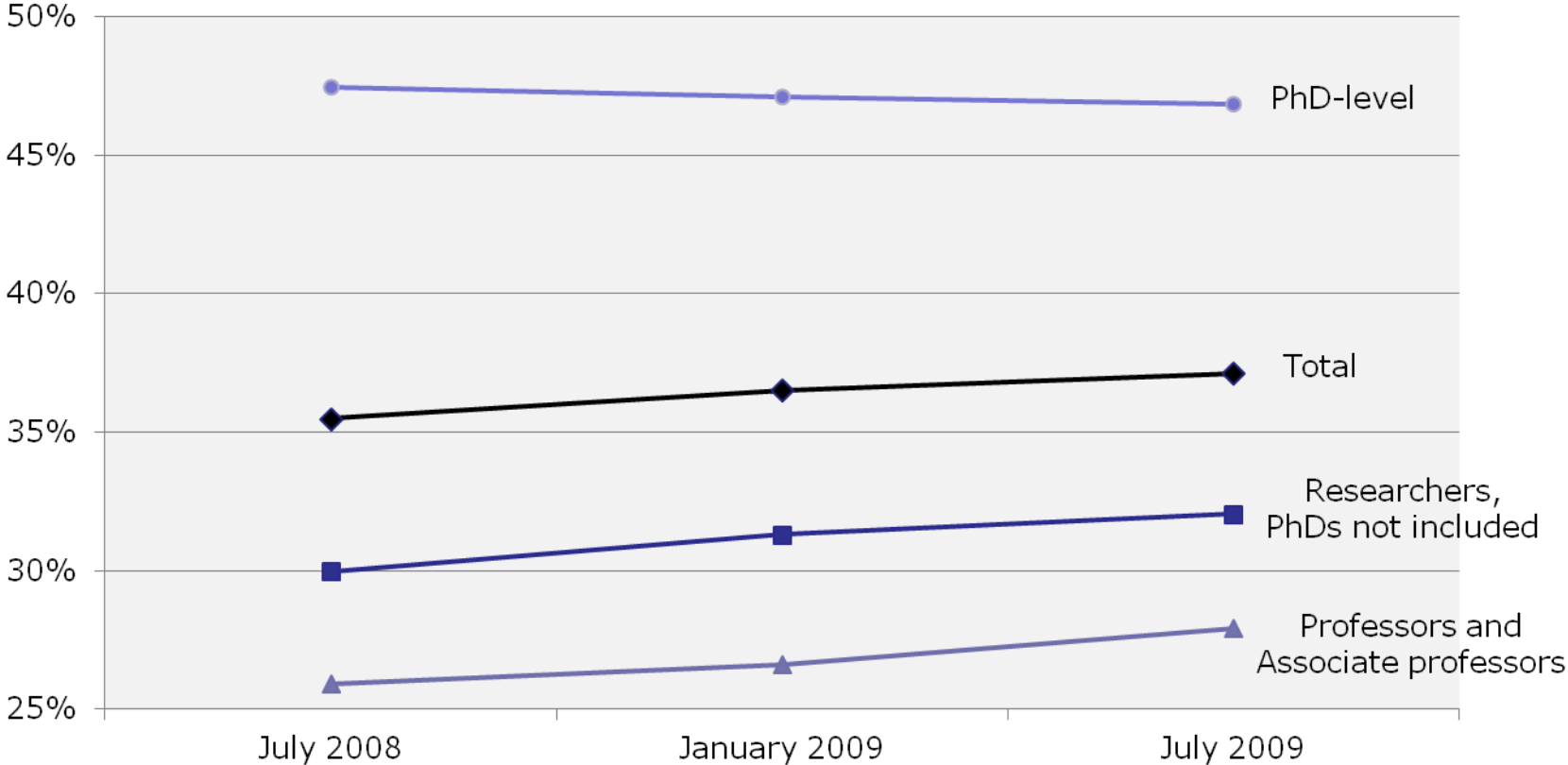
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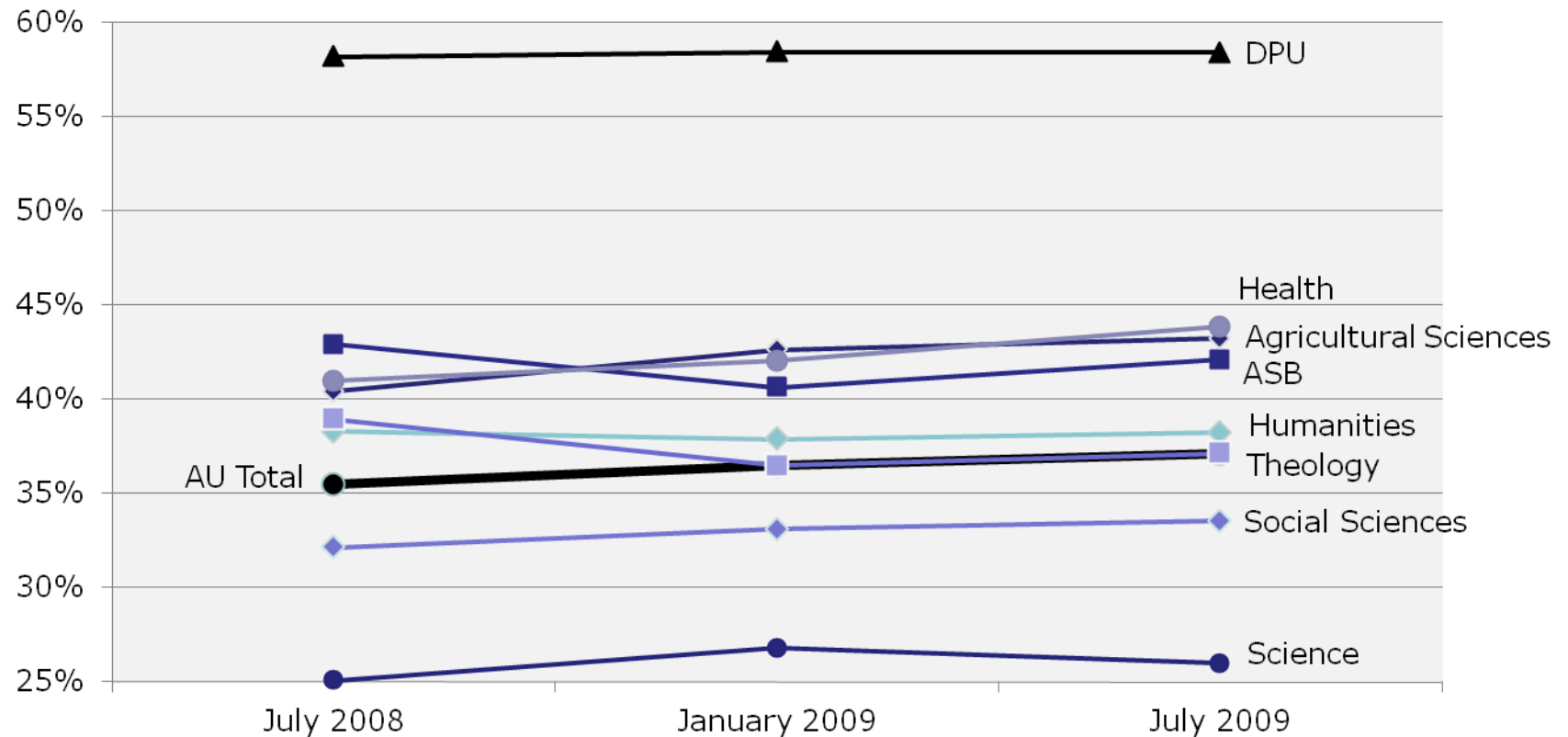


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Share of female scientific personnel Aarhus University



Share of female scientific personnel faculty distribution



Increase in share of women - all scientific personnel (July 2008 – January 2011)

Aarhus School of Business	-0,1%
Faculty of Agricultural Science	2,4%
National Environmental Research Institute	7,0%
Danish School of Education	-1,2%
Faculty of Humanities	2,1%
Faculty of Science	2,1%
Faculty of Social Sciences	1,7%
Faculty of Health Sciences	6,5%
Faculty of Theology	-0,5%
Total	2,9%

Increase in share of women - professor level (July 2008 – January 2011)

Aarhus School of Business	4,4%
Faculty of Agricultural Science	0,0%
National Environmental Research Institute	7,7%
Danish School of Education	-2,2%
Faculty of Humanities	2,9%
Faculty of Science	0,5%
Faculty of Social Sciences	0,0%
Faculty of Health Sciences	13,0%
Faculty of Theology	-5,7%
Total	3,5%

The pilot mentoring programme (Faculty of Science, ASB)

The programme aimed at:

- **expanding recruitment base to professor positions**
- **making career paths visible**
- **supporting young women scientists in strategic career planning (increasing the number of female researchers at the highest academic levels)**
- **providing young female researchers insight and tools to navigate in the university world – build formal and informal networks**
- **being instrumental to positive cultural change in the research environment**



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Evaluation of the mentoring programme

- **motivation and experiences (are the expectations fulfilled?)**
- **organization and structuring of the programme (startup, information, recruitment, communication, matching, content, tools, meetings etc.)**
- **strengths and weaknesses (which parts of the programme worked well/less good?)**
- **effects and benefits (career paths, career development, working conditions, networks, etc.)**



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Mentees

Evaluation of the mentoring programme

- **gained support and guidance to long/short term career planning**
- **improved personal and professional skills**
- **achieved help to develop and optimize professional profile**
- **received assistance to clarify competencies**
- **received guidance on strategic priorities of work and tasks - other practical matters**
- **received assistance on how to keep research careers on track**
- **gained support to become more visible in the research environment**
- **learned how to engage and become part of the research environment**
- **learned how to navigate in the research environment**
- **gained support to establish and strengthen networks**
- **received advice and guidance on family-work life balance**



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Evaluation of the mentoring programme

- **the mentoring programme has been a success – suggestions to make it a permanent arrangement, including the remaining scientific areas**
- **mentoring necessary not only from a personal point of view but also as an instrument to be used in institutional development**
- **Sustainability – several participants indicated that they continue to meet after completion of the programme. Some mentoring partners have launched scientific cooperation as well.**



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Lessons learned

Hindering factors

- **general aversion in the Danish society towards positive discrimination (debate on new actions in favour of women professors)**
- **institutional reorganisation – mergers of institutions and faculties**
- **high mobility in the secretariat responsible for the implementation of the actions**
- **limited interest among young women to join the mentoring programme (reasons: lack of information, lack of time, fear of stigmatisation)**
- **methodological problems in the recruitment procedure (the head of faculty in collaboration with the head of institutes selected the participants)**



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Lessons learned

Facilitating factors

- **strategy on gender equality**
- **consensus on the need for specific actions**
- **involvement of university leaders and senior managers**
- **establishment of the task force for gender equality (and its composition involving different, complementary capacities)**
- **documenting the gender gap, developing specific information tools and communication strategies**
- **promotion of gender aware science by challenging stereotypes and supporting women to achieve leadership positions**
- **identification and addressing of specific/critical issues (such as why young researchers leave the university)**



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Thank you for your attention

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