

Równouprawienie

Księga jubileuszowa
dla Profesory Małgorzaty Fuszary



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Redakcja naukowa
Anna Krajewska, Marta Rawłuszko



Redaktorki naukowe
Anna Krajewska
Marta Rawłuszko

Recenzent
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Projekt okładki i stron tytułowych
Anna Gogolewska

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Anna Krajewska ORCID 0000-0003-3092-4127 Uniwersytet Warszawski
Marta Rawłuszko ORCID 0000-0003-0052-1124 Uniwersytet Warszawski

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Svitlana Shchudlo

Drohobych Ivan Franko State Pedagogical University, Drohobych, Ukraine
svitlana.shchudlo@gmail.com

Oksana Zabolotna

Pavlo Tychyna Uman State Pedagogical University, Uman, Ukraine
o.zabolotna@udpu.edu.ua

Tetiana Medina

Yuriy Fedkovych Chernivtsi National University, Chernivtsi, Ukraine
medina.tetiana@gmail.com

Liudmyla Zagoruiko

Taras Shevchenko National University of Kyiv, Ukraine
hvat203@gmail.com

Female Researchers in STEM: Gender Issues in Ukrainian Academia

The attention attached to gender equality today is a priority right now. It is addressed in the fifth Sustainable Development Goal, stating that “Gender equality is not only a fundamental human right but a necessary foundation for a peaceful, prosperous and sustainable world” (Sustainable Development Goals, 2020). On top of that, women in research have multiple opportunities to “change and improve systems” as mentioned by the Global Research Council in the Statement of Principles and Actions Promoting the Equality and Status of Women in Research (The Global Research Council, 2016). They indicate that “to address the equality and the status of women in research (...) two aspects need to be considered: (1). The participation and promotion of women in the research workforce. It includes the longstanding dominance of specific demographics in academic culture and historical obstacles to their participation within particular disciplines and research fields. (2). The integration of the gender dimension in research design and the analysis of research outcomes (The Global Research Council, 2016, 1).

In a publication of the UNESCO Institute for Statistics (UIS), we find that “Despite the growing demand for cross-nationally-comparable statistics on women in science, national data and their use in policymaking often remain limited (UNESCO, 2019). A recent UIS study presented data of the participation of female researchers in Europe that demonstrate that the percentage of female researchers varies between 25% (the Netherlands) and 52.3% (Northern Macedonia); according to the data, Ukraine is in the middle position with 44.7% of female participation (UNESCO, 2019). Nevertheless,

gender imbalance in STEM-related disciplines remains the problem to be urgently addressed.

The Case of Yuriy Fedkovych Chernivtsi National University (Ukraine). In this material, we will present the case study based on women's professional advancement at Yuriy Fedkovych Chernivtsi National University (Ukraine). The research covers the careers of women in mathematics, computer science and physics.

Table 1. General information about Yuriy Fedkovych Chernivtsi National University

Year of establishment	1875
Location	Chernivtsi, Ukraine
Number of students	14000
Number of teaching staff	1100
Number of STEM-related departments (faculties – chairs)	31

Statistics clearly show that the most significant disparity between men's and women's professional advancement occurs in the following scientific fields.

Table 2. Yuriy Fedkovych Chernivtsi National University – data refer to the year 2019

	PhD		Doctor of Sciences = Doctor Habilitated		Professor	
	Female	Male	Female	Male	Female	Male
Physics	16	52	1	2	3	19
Computer Sciences	9	18	0	2	0	7
Mathematics	21	21	3	14	1	13

At the PhD level, the most noticeable imbalance is observed at the Physics Department, where the percentage of female researchers is low (24%). The tendency remains the same at the higher level, as there are twice as many male Doctors of Sciences in Physics as female ones. However, the most vivid example of the gender gap appears at the highest level, where out of 22 Professors in Physics, only 3 (14%) are women. Computer Sciences Department is male-dominated at the Doctor of Science and Professor levels, with no women at higher positions, even though, among PhDs, there are 33 female academics. There is an initial balance between male and female PhD researchers at the Department of Mathematics, but later on, as they advance, the gender gap widens, with only a single female Professor (7%).

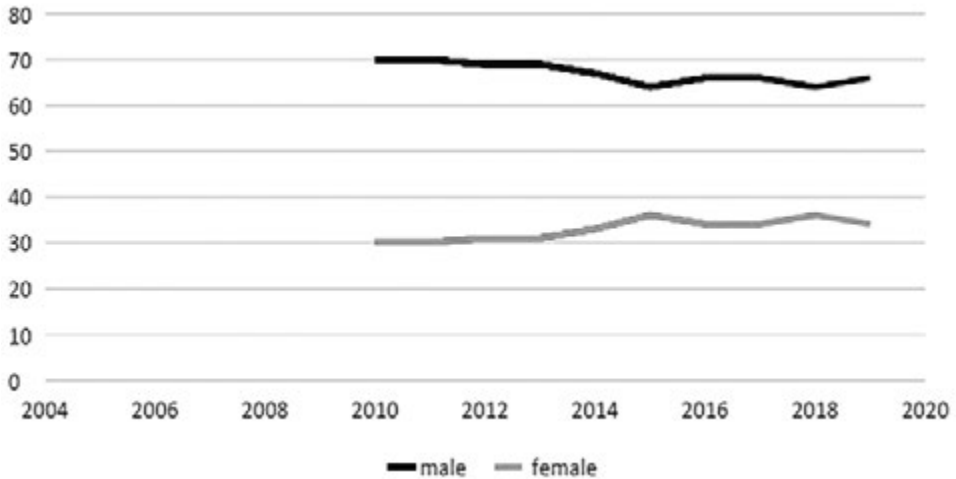


Figure 1. Gender distribution in PhD academics, Yuriy Fedkovych Chernivtsi National University

For the comparative analysis, the numbers of academics of all the analysed departments at the University were summed, and the percentage of men and women was calculated from the sum. The information is listed by academic degrees (See Figures 1, 2, 3).

As seen from Figure 1, there is a gender gap of about 29-36% of female PhD academics and 64-71% of male PhD that is common for both universities. Nevertheless, there is a slightly noticeable tendency for a more significant representation of PhDs in STEM-related areas. However, the growth in the percentage of women within the analysed ten-year period does not exceed 4-5%.

A similar tendency is observed in the representation of female academics who were Doctors Habilitated (=Doctors of Sciences) with a gradual rise in female-Doctors Habilitated by 10%. In 2010 in the analysed Ukrainian university, there was only one woman with the academic rank of Doctor Habilitated in a STEM-related field (see Figure 2).

As the data shows, the professorship level is practically male-dominated as within the analysed ten-year period, the percentage of female professors in STEM never exceeded 8%, and mostly fluctuates around 3%.

The data presented above is consistent with a broader perspective. It is widely documented that, in Europe and elsewhere, significantly more women than men never reach senior ranks and leadership positions in academia compared to the number of new entrants (usually PhD students).

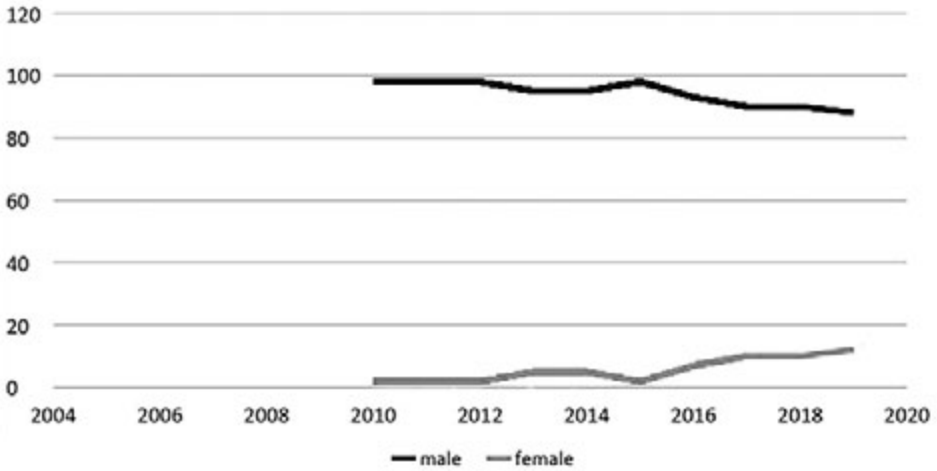


Figure 2. Gender distribution in academics who are Doctors Habilitated (=Doctor of Sciences in Ukraine) at the Yuriy Fedkovych Chernivtsi National University

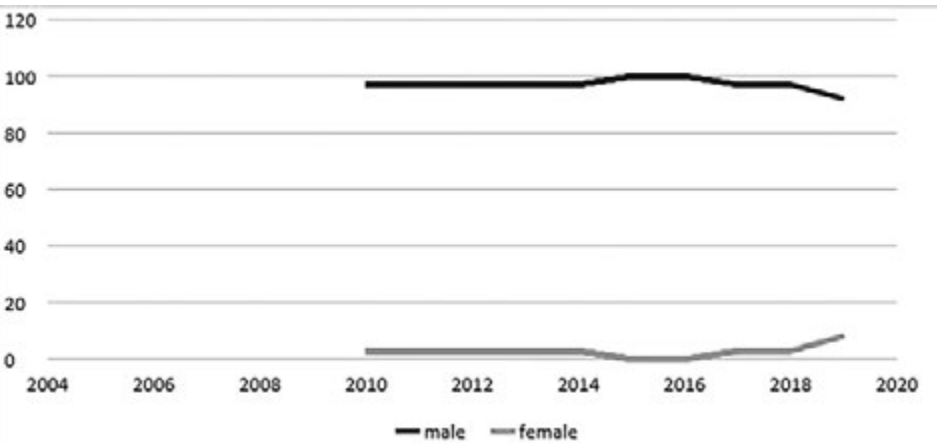


Figure 3. Gender distribution in Professors in STEM-related areas at the Yuriy Chernivtsi National University

International Research on Women in Science. The issue has been addressed at the global level, namely in a series of UNESCO publications, the outcome of the STEM and Gender Advancement (SAGA) Project (2015–2018) that focused on supporting gender equality in Science, Technology and Innovation (STI). SAGA’s main objective was “to offer governments and policymakers a variety of tools to help reduce the current global gender gap in STI fields existing at all levels of education and research” (UNESCO, n.d.). By reaching this objective, the SAGA project was “to increase the visibility, participation and recognition of women’s contributions in Science, Technology, Engineering and Mathematics” (Ibidem).

The SAGA project's key focus is "to develop a methodology and tools to support policymakers worldwide in setting up, implementing and monitoring gender equality in STI policies" (Ibidem). Thus, there is a series of four working papers with a description of the methodology for measuring gender equality in science and engineering. We will implement some of these tools in our further research, and design the strategy of narrowing the gender gap at the Yuriy Fedkovych Chernivtsi National University. In the table below, we have outlined the areas of our interest concerning the current situation and prospects (see Table 3).

Table 3. SAGA working papers and the areas of the current project interest

N	Name	Focus	Areas of interest for the current situation at ChNU
1.	Working Paper 1: SAGA Science, Technology and Innovation Gender Objectives List (STI GOL) (UNESCO, 2016)	The STI GOL is a tool that enables the categorization of policies and policy tools and assists in analysis aimed at preparing regional or country profiles. The STI GOL is a valuable tool for gender in STEM indicators, as it allows for existing indicators to be mapped to gender objectives.	The identified objectives may be taken into account when designing the University Strategy of reducing inequality.
2.	Working Paper 2: The SAGA Toolkit (UNESCO, 2017)	The SAGA Toolkit sets out a conceptual and methodological framework to provide a series of tools to integrate, monitor and evaluate gender equality in STEM and assist in designing gender-sensitive and evidence-based policies to strengthen the gender policy agenda.	The tools may assist in identifying gaps and improving gender-related University policies based on evidence.
3.	Working Paper 3: The SAGA Survey of Gender Equality in STI Policies and Instruments (UNESCO, 2018a)	The model questionnaire provides questions aimed at gathering information on gender equality in STI in policies and policy instruments. It is divided into three sections: Section 1 gathers general contact information on the surveyed institution, while the two remaining sections collect information on policies, the legal and institutional frameworks (Section 2), and on policy instruments and activities (Section 3) (UNESCO, 2018a, p. 16)	The adapted questionnaire items may assist in collecting information on the measures and activities carried out by universities (Sub-section 3B)
4.	Working Paper 4: The SAGA Survey of Drivers and Barriers to Careers in Science and Engineering (UNESCO, 2018b)	The questionnaire focuses on various topics (individual's career choices, employment experience, work-life balance, discrimination and harassment, attitudes and social norms, postdoctoral experience, professional recognition and awards, funding, time use, educational background) that are used to identify the drivers and barriers related to education or careers in Science and Engineering.	The adapted questionnaire items may be used to identify drivers and barriers to carriers in the STEM field, which, in turn, will have a direct impact on the gender-related university policies.

Another group of sources to use in designing the gender-related University policies is a series of tools developed by the European Institute for Gender Equality, “Gender Equality in Academia and Research: GEAR Tool” (European Institute for Gender Equality, 2016a). They are presented in the table below (see Table 4) along with short summaries and explanations on how they may be addressed at the Yuriy Fedkovych Chernivtsi National University.

Table 4. European Institute for Gender Equality working papers and the areas of the current interest for the ChNU

N	Name	Focus	Areas of interest for the ChNU
1.	Promoting gender equality in academia and research institutions: Main findings (European Institute for Gender Equality, 2016b)	The GEAR tool (Gender Equality in Research and Academia) results from numerous contributions in different stages of the process, covering the 28 EU Member States and beyond. This publication summarizes the main findings of the research and co-creation processes undertaken throughout the project, considering the wealth of information and insights gathered (European Institute for Gender Equality, 2016b, p. 4)	We consider the insights and field experience for a Gender Equality Plan/ Recommendations to be successfully implemented.
2.	Integrating gender equality into academia and research organizations. Analytical paper (European Institute for Gender Equality, 2016c)	This paper presents the results from analyzing the main policies, legislative frameworks, and other initiatives to support institutional change for gender equality in academia and research institutions in the European Union. The analysis comprises the EU level as well as other national legal and policy initiatives in the Member States (European Institute for Gender Equality, 2016c, p. 6)	We will pay special attention to approaches/methods and tools/instruments for integrating gender in academia and research institutions, and to success factors versus risk factors.
3.	Gender Equality in Academia and Research: GEAR Tool – Guide to Structural Change in Academia and Research Organizations (European Institute for Gender Equality, 2017)	Provides the practical guide for introducing structural change in academia and research organizations	We will follow the guide to structural change in academia and research organizations.

Another asset for gathering evidence about the current gender situation at the ChNU is the GEAM ACT tool (Gender Equality Audit and Monitoring). The Project full title is “Communities of PrACTice for Accelerating Gender Equality and Institutional Change in Research and Innovation Across Europe”. The Community of Practice (CoP) gathers practitioners – representatives of higher education institutions (HEIs), research and study centres,

research funding organizations (RFOs), policymaking organizations, non-governmental organizations (NGOs) and entrepreneurship operating mainly in Central and Eastern European countries, who commit to promote institutional change to advance gender equality in their organizations (GEINCEE, 2019). It comprises a collection of questions covering most aspects of gender equality in academic organizations, providing high-quality data for designing and implementing gender equality measures and assessing their impact over time. The GEAM does not replace the collection and analysis of Human Resource based data but provides an additional layer on individual's (researchers, managers, students, assistants) perceptions, experiences, working conditions and needs (GEAM, 2021). The survey has been conducted at 27 academic institutions in Central Europe (GEINCEE, 2021).

Women in the Ukrainian academia: background research. The situation is generally not improving at a satisfactory pace, although it has to be said that reasonable efforts are being made. In Ukraine, there has been some research with a focus on women in science (see Table 5).

As the table demonstrates, there has not been much research focusing on gathering specific evidence for designing and implementing some gender balancing university policies. The below-mentioned publications do not present the exhaustive list of research papers in this field; they demonstrate that in Ukraine, there has been little project-based research of the current gender-related situation in Academia. Moreover, there have not been any evidence-based strategies for promoting gender balance, especially in STEM-related academic field. That is why the know-how of countries with more experience in such university policies can be valuable at this stage.

Objectives and strategies for promoting gender balance in STEM-related academic field. The global UNESCO project SAGA (STEM and Gender Advancement) sets the following objectives for career progression for scientists and engineers (UNESCO, 2016, p. 8):

- Ensure gender equality in access to job opportunities, recruitment criteria and processes;
- Promote equal work conditions;
- Ensure gender equality in access to opportunities in the workplace;
- Promote work-life balance;
- Promote gender equality in the international mobility of post-docs and researchers, and facilitate women's returns to work;
- Promote gender balance in leadership positions;

- Promote transformations of institutions and organizations aimed at achieving gender equality;
- Ensure gender equality in professional certifications.

Table 5. Research in Ukraine with the focus on women in science

Researcher(s) or research unit	Research title	Research focus	Main findings
Simon Kuznets Kharkiv National University of Economics, Faculty of Economic Informatics, Kharkiv, Ukraine (EQUAL-IST, 2021).	Partners in the EQUAL-IST project (Gender Equality Plans for Information Sciences and Technology Research Institutions)	HR practices and management processes; student services and institutional communication; research design and delivery.	Introducing structural changes to enhance gender equality in Information Sciences and Technology (IST) research institutions
Friedrich Ebert Foundation in Ukraine	Gender Audit of Higher Educational Establishments: Manual	Studying the current gender situation in the Ukrainian academy.	There are substantial indicators of inequality at Ukrainian universities that should be tackled at different levels.
Kurchenko (2020)	Problems of Vertical Gender Segregation in the Scientific Sphere	Studying barriers for women's advancement in the scientific sphere	Women rarely approach leadership positions and get funding for their research.
K. Bulkin (2017)	Changes in the Structure of the Ukrainian National Academy of Sciences Researchers: Gender Aspect	The analysis of the population of research organizations of the National Academy of Sciences of Ukraine	The high discrepancy towards elder age groups in natural, technical and social sciences, stemming from the long-term conservation of male research personnel, has been smoothed by female researchers.
N. Isakova (2018)	Gender Balance in Science: Tendencies in the World and Ukraine	Cross-cultural comparisons of the gender policies in science.	The level of Ukrainian women's participation is high compared to other countries, but horizontal and vertical gender segregations were revealed. Women researchers tend to be underrepresented in physics, mathematics, and technical sciences.

The research carried out in several European institutions (Università degli Studi di Milano, Italy; Fraunhofer-Gesellschaft, Germany; Aarhus Universitet, Denmark; Universitatea Alexandru Ioan Cuza, Romania; Radboud Universiteit, The Netherlands) within the STAGES project under the responsibility of ASDO (Assemblea delle Donne per lo Sviluppo e la Lotta all'Esclusione Sociale, Italy)

suggests that a combination of three general approaches should be applied. These are (Cacace et al. 2015, p. VI):

- comprehensively integrating different strategies aimed at inducing structural change processes;
- negotiating with internal stakeholders, each time addressing the most relevant group (different leaderships, administrative staff, researchers, students, the public at large);
- focusing on the dynamics of change, designing inclusive implementation teams and identifying actual or potential “transformational players” to act as catalysts for change.

The European Institute for Gender Equality presents the process as a complete gender mainstreaming cycle of implementing the change that can be adapted to the specific context of higher education institutions. Though it is applied to implementing institutional Gender Equality Plans, we can consider developing some recommendations that might eventually become part of the Plan which proves to be too ambitious at the current stage. It consists of four stages/phases that correspond to practical steps:

- Step 1. Define How to analyze and assess the state-of-play in the institution
- Step 2. Plan How to set up a GEP
- Step 3. Act How to implement a GEP
- Step 4. Check How to monitor progress and evaluate a GEP (European Institute for Gender Equality, 2016a, p. 18)

Nevertheless, each university requires a unique combination of the approaches that may be applicable. They may be chosen based on prior research of the drivers and barriers to gender equality in STEM-related sciences.

Barriers to gender equality in academia (based on a literature review). As the literature review has demonstrated, the researchers have defined numerous barriers to gender equality in academia. Some of them are general (i.e. peculiar to any field), others are more specific (i.e. peculiar to academics). Some researchers focus on the barriers/obstacles to the awareness of the need to address the gender equality issue (National Science Foundation, 2020). Others consider the barriers/obstacles to the transformative change implementation (European Institute for Gender Equality, 2016a). We will pay attention to both groups, as they are decisive in developing strategies for addressing the issue of gender inequality in university settings:

- Resistance at the individual level (an individual’s insufficient action, lack of action or disengagement; overt actions or statements which can target gender equality or actively seek to discredit or dismantle it) (Ibidem, p. 30);
- Lack of understanding of gender equality (Ibidem, p. 31);

- Resistance inside an institution (a systematic, ongoing, sustained pattern of non-engagement with the issue of gender inequality) (Ibidem, p. 30);
- The conviction that commitment to merit and/or excellence negates the need for gender equality work (Ibidem, p. 31);
- Lack of autonomy of research organizations and higher education work (Ibidem, p. 31);
- Lack of sufficient, regularly available resources: human and financial (Ibidem, p. 31);
- The inequitable allocation of service or teaching assignments (National Science Foundation, 2020);
- Policies and procedures that do not mitigate implicit bias in hiring, tenure, and promotion decisions (Ibidem, 2020);
- Lack of institutional or organizational authority (European Institute for Gender Equality, 2016, p. 31);
- Absence of historical background in gender studies within an organization (Ibidem, p. 32).

The authors of the present article take part in the project “When Science Is a Woman” (funded by Paris Dauphine University). Together with the team from Adam Mickiewicz University in Poznan, we have already gathered gender statistics and survey data from the two universities under research. The focus of further work is planning gender analysis, gender impact assessment and gender stakeholders’ consultations in the researched universities in order to develop recommendations. The other phases of the cycle (acting and checking) do not lie within the scope of “When Science Is a Woman” project. Nevertheless, the recommendation-intervention and research of their implementation might and should become further projects.

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