

GENOVATE – how to implement a gender-aware and sustainable recruitment process in academia



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GENOVATE Learning Circle

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www.genovate.eu



Genovate Project

Project period: 2013-2016

Duration: 48 months

Consortium:

- Bradford University, UK (coordinator)
- University College of Cork, Ireland
- Luleå University of Technology, Sweden
- Ankara University, Turkey
- University of Naples Federico II, Italy
- Trnava University, Slovakia
- Complutense University of Madrid, Spain (evaluator)

Coordinator in Sweden/WP5 Leader:

Paula Wennberg, LTU

LTU Scientific Leader: Ylva Fältholm, LTU

Funding:

- EU FP7 Science in Society 70%

Budget:

- 3,2 miljoner EUR

LTU Internal Stakeholders:

- Deputy vice-chancellor, deans, heads of departments, faculty boards
- Appointment committees, recruitment teams
- Human Resources
- Enabling ICT
- LTU Career Center

External Stakeholders:

- CDT Gender and Diversity Ambassadors
- Sogeti, Luleå
- Luleå ICT Business Council
- Luleå Municipality
- EARMA



Gender Equality Action Plans

- To ensure equal opportunities for women and men in research, innovation and scientific decision-making bodies
- Tailored Gender Equality Actions Plans (GEAPs)
- Three focus areas:
 - **Recruitment, progression and research support**
 - Working environment and culture change
 - Excellence in research and innovation





LTU



78% men

22% women

Professors

62% men, 38% women

Senior lecturers

65% men, 35% women

PhD students

55 % women , 45% men

Lecturers



Development at LTU

•Senior lecturers

■	1994	% men,	% women	■
■		77% men,	23% women	■
■	2005	74% men,	26% women	■
■	2006	73% men,	27% women	■
■	2007	72 % men,	28% women	■
■	2008	68% men,	32% women	■
■	2009	64% men,	36% women	■
■	2010	61% men,	39% women	■
■	2012	61 % men,	39% women	■
■	2014	64 % men,	36% women	■
■	2015	62 % men,	38% women	■

•Professors

1994	100% men,	0% women
2002	96% men,	4% women
2005	92% men,	8% women
2006	90% men,	10%women
2007	88% men,	12%women
2008	87% men,	13% women
2009	84% men,	16% women
2010	86% men,	14% women
2012	83% men,	17% women
2014	81% men,	19% women
2015	78% men,	22% women



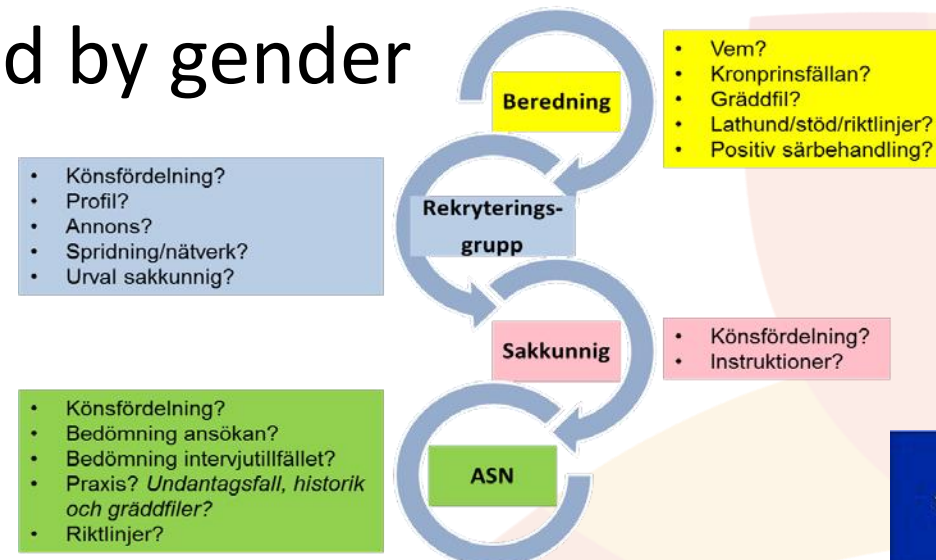
Recruitment – Before and After

- Before
 - Replacement strategy, Subject oriented, and Disintegrated processes
- Change process:
 - Mapping the current situation and identifying needed improvements
 - Project ‘Gender aware and sustainable recruitment’
- After
 - University oriented strategy and Integrated processes



Gender aware and sustainable recruitment

- Integration of equality and diversity
- Checklists, support and advice
- Collaboration with other units and functions
- Waypoints in the processes
- Statistics divided by gender



Identify the best applicants

- **Attracting:** Campaigns, branding, Euraxess, LARV, networking, **Search company,**
- **Recruiting:** Attractive ads, gender balanced recruitment groups, gender balanced external assessors, **tests, leadership interviews,** seminars on selection methods, support in migration issues, collaboration with researchers from Human Work Science, developing internal websites
- **Introduce/Keep:** Days of introduction, **Relocation, Meet 'n Greet,** Swedish for employees, Leadership in Academia



Search Company

- Finding interesting new candidates
- Approaching international candidates
- Keeping them interested during the whole process
- We have recruited several chaired professors this way: Soil Mechanics, Structural Engineering, On-board Space Systems, Mathematical Statistics etc.



Focus on leadership

Interviewing Chaired professors twice:

1. Leadership interview
2. Presentation in Appointments board



Selecting the best!

-Using tests as an initial selection

Personality Test: eg. stability, able to work in constructive teams, innovation, ability to make decisions

Ability Tests: Logical reasoning

Knowledge Tests: eg. English, mechanical understanding, administrative skills.



Relocation, Meet 'n Greet

- Recruiting a single, a couple, a family - everyone comes from one setting to another
- Creating meet up events



Challenges we face

- Salary levels
- Temporary assignments
- Geographical location and 'small' university
- Lack of competence within certain subjects
- To get the best women and men to apply
- To get the best to come and stay... (family, school, etc.)



Lessons learned and our way forward

- The importance of information based decisions - from believing to knowing
- The importance of collaboration and systemic perspectives
- Understand a persons diverse competences and judge them based on the specific position
- Standardisation leads to processes which are quality assured and sustainable



Discussion

How do you integrate gender equality in recruitment processes?

How do you create a more attractive and equal working place?



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