

INTERNSHIP DESCRIPTION

Research Assistant in the Department of Economics and Finance on the research project:

“Perceptions of Gender Inequality from Campus to Career: a Systematic Review of the Literature”

1. Institutional details

- Tutor name and email: Professor Marianna Brunetti, marianna.brunetti@uniroma2.it
- Economic fields: Gender Studies, Economics
- Internship start date (please indicate if flexible or not): flexible
- Full-time/Part-time: indifferent

2. Skills and Experience required

- Languages required: English
- Degree requirement: Enrollment in MSc EEBL
- Skills required: good understanding of quantitative and qualitative methods

3. Job description: “Perceptions of Gender Inequality from Campus to Career: a Systematic Review of the Literature”

- The objective of this research project is to develop a systematic and critical review of the existing literature on students’ perceptions of discrimination and stereotypes during their educational experience. While there is substantial work on gender gaps in the labor market, less attention has been paid to how (in particular university) students themselves perceive discrimination and stereotypes—both within the university setting and in the transition to the workplace. These perceptions matter because they shape expectations and career choices, potentially exacerbating current disparities.
- The intern will be involved in developing a systematic and critical review of the (still scant) existing literature on students’ perceptions of discrimination and stereotypes at the university and in the workplace. A systematic literature review employs a structured and comprehensive approach to identify, evaluate, and summarize all relevant research on a specific topic. Its goal is to minimize bias and provide evidence-based conclusions through clearly defined and replicable methods. Our main Research Questions would be: What empirical studies exist on university students’ perceptions of discrimination and gender stereotypes in the university and/or when entering the job market? How do students’ perceptions vary by gender, field of study (e.g., STEM vs non-STEM), and other demographic factors? What theoretical frameworks are used in the literature (e.g., stereotype threat, role congruity) and how do they explain students’ perceptions?
Starting examples of contributions to analyze include:



- Phillips (2024). STEMM unveiled: Female undergraduates' journey through gendered stereotypes – A qualitative exploration. *SN Social Sciences*, 4, 62
- Schmitt et al. (2002). Perceiving discrimination against one's gender group has different implications for well-being in women and men. *Personality and Social Psychology Bulletin*, 28(2), 197-210.
- Sipe et al. (2009). University students' perceptions of gender discrimination in the workplace: Reality versus fiction. *Journal of Education for Business*, 84(6), 339–349.
- Sipe et al. (2016). Taking off the blinders: A comparative study of university students' changing perceptions of gender discrimination in the workplace from 2006 to 2013. *Academy of Management Learning & Education*, 15(2), 232–249.
- Steele et al. (2002). Learning in a Man'S world: Examining the perceptions of undergraduate women in Male-dominated academic areas. *Psychology of Women Quarterly*, 26(1), 46–50.

- The intern will develop a range of different skills. First, the research assistant will learn the methodological skills required to conduct a systematic literature review. This includes techniques for the structured identification, evaluation, and synthesis of relevant contributions in the literature. S/He will also develop the ability to use databases (Scopus, Web of Science, Google Scholar, Ebsco) to scan the existing academic literature on a given topic. Second, s/he will develop her/his understanding of research, both qualitative and quantitative. This, in turn, will stimulate critical thinking and develop the ability to recognize patterns (e.g., countries analyzed, methodologies used, findings reported, etc), as well as identify existing gaps in the literature in order to propose directions for future research. Third, the relevant literature is largely in English, so skills in reading, understanding, and writing concise and coherent text in English will also improve. Last, producing a systematic and organized review of the literature requires organization and time management, a skill highly transferable to any future working position.

Please note: To activate an internship with the selected student, the Tutor should contact Desk Imprese Economia Tor Vergata deskimprese@economia.uniroma2.it with msc_economics@economia.uniroma2.it in copy. The student must complete 150 internship hours at least 45 days prior to his/her graduation. Upon termination of the internship, the Tutor will be required to send immediate notice to msc@eebl.uniroma2.it so the student may obtain credit recognition for the internship activity.