INTEGER
INstitutional Transformation for Effecting Gender Equality in Research

Call identifier:	**FP7-SCIENCE-IN-SOCIETY-2010-2.1.1.1**
Funding scheme:	**Coordination and support action (CSA)**
Project n°:	**266638**
Project Acronym:	**INTEGER**
Project title:	**INstitutional Transformation for Effecting Gender Equality in Research**
Project Co-ordinator contact:	**anne.pepin@cnrs-dir.fr**
Start Date of Project:	**01/03/2011**
Duration of Project:	**52 Months**

Deliverable 2.5

Baseline Data Review Report

Work Package:	2 – Transformational Action Planning
Author(s):	TCD, SU, CNRS
Due date of Deliverable:	30/03/2013
Actual Submission date:	26/09/2013
Dissemination level:	PU (public)
Nature:	R (report)

Document History and Contributions

Version	Date	Author(s)	Description
1	26/09/2013	Eileen Drew Claire Marshall Virginija Šidlauskienė Anelė Vosyliūtė Gintautas Jazdauskas Anne Pépin Natalia Vacherand Andreea Dumitrascu (translation)	Version 1 – final version sumitted to the European Commission

The INTEGER Consortium comprises:

Centre National de la Recherche Scientifique, CNRS	Coordinator	France
Trinity College Dublin, TCD	Contractor	Ireland
Šiauliai University, ŠU	Contractor	Lithuania
GESIS – Leibniz Institute for the Social Sciences	Contractor	Germany

Preface

This Deliverable report presents the results of the Baseline Data assessments conducted in each of the INTEGER implementing partner organisations: Trinity College Dublin (TCD), Ireland, Siauliai University (SU), Lithuania, and Centre National de la Recherche Scientifique (CNRS), France. To contextualise the results, overviews of gender equality policy are provided for each national and organisational environment, as are key gender data for each institution.

A general introduction sets out the policy context for gender equality in STEM in the European Union and internationally, and its historical development. Key reports and initiatives are discussed with reference to their impact and recommendations generated.

The main body of the report is organised into three overarching sections according to partner, each of which contain corresponding chapters to facilitate comparison between them.

Cumulatively, the information contained within provides a strong, evidence-based background for the creation and implementation of the INTEGER Transformational Gender Action Plans (T-GAPS).

Contents

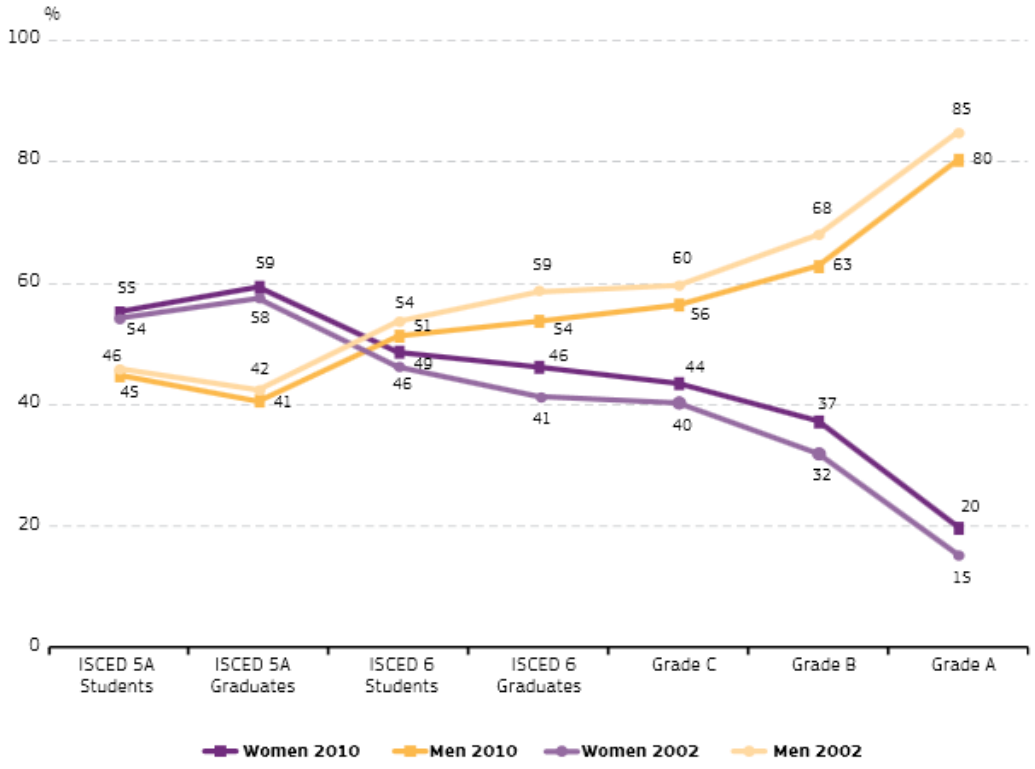
INTRODUCTION

Authors: Eileen Drew, Claire Marshall and Anne Pépin

The EU and International Policy Context for Gender Equality in STEM

The global feminisation of the third level student population is one of the most striking aspects of the last 30 years. Yet women are not progressing in their scientific careers. At the leadership level, women account for only 20 per cent of grade A professors, 15.5 per cent of heads of institutions in the higher education sector and 10across the EU thus indicating the need to take action and identify good practices in the sector to attract and promote women in research and innovation[1].

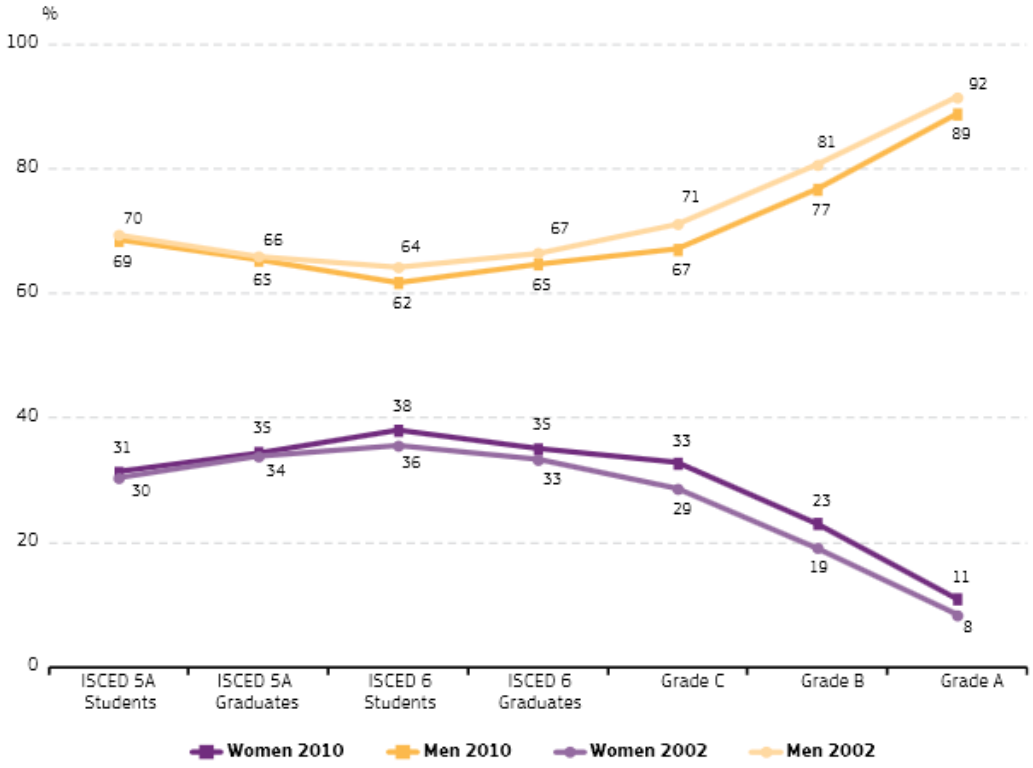
Figure 1: Academic Careers of Women and Men, EU-27, 2002 - 2010[2]



[1] European Commission, (2013), SHE Figures 2012, Gender in Research and Innovation Statistical Indicators, Research and Innovation, EC, Brussels

[2] Ibid.

Figure 1: Academic Careers of Women and Men in Science and Engineering, EU-27, 2002 - 2010



Internationally, the *leaky pipeline* metaphor[3] has been coined to represent the progressive decrease in the presence of women in STEM at each career stage[4]. The underlying causes of this phenomenon have been studied extensively across the EU with the general conclusion that contemporary STEM careers, through various mechanisms, reward members of the male gender[5]. Policies for recruitment, retention, promotion and leadership of researchers in EU research bodies often affect the career progress of female researchers adversely.

Moreover, when it comes to appointing skilled professionals to decision-making positions in national research and academic institutions, women are already at a disadvantage because of their smaller numbers, preventing them from participating more equitably in the highest echelons of STEM. However, even in the fields where female graduates and doctoral students are more numerous (such as social sciences, humanities, and biology), an under-representation of women in research decision-making positions exists, with fewer opportunities to reach full professorship.

The WIRDEM report[6] (2008) identified nomination procedures, cultural barriers and funding limitations as hindering the progress of women in their academic careers. This report reviewed

[3] Angier, N. (1995) 'Why Science Loses Women in the Ranks'. The New York Times, May 14
[4] UPGEM Report (2001), Understanding the Puzzles in the Gendered European Map brain drain in physics through the cultural looking glass, Cordis, EU.
http://cordis.europa.eu/search/index.cfm?fuseaction=lib.document&DOC_LANG_ID=EN&DOC_ID=129721401&q=
[5] Badaloni, S.; Drace, C.A.; Gia, O.; Levorato, M.C.; Vidotto, F. (Eds). (2008) "Under-Representation of Women in Science and Technology". Cleup, Padova, Italy.
[6] WIRDEM, (2008) "Mapping the Maze: Getting More Women to the Top in Research", European Commission, Brussels.

Member States' policies and existing procedures for evaluating and promoting researchers to senior positions. It outlined examples of good practice at national and institutional levels and proposed recommendations for more targeted actions at the European level. European research and higher education institutions cannot afford to exclude potential innovators, yet national and local systems of recruitment, retention and appraisal of scientific achievements in use in European countries and research institutions and universities have been shown not to be gender neutral[7].

Despite these recommendations gender-mainstreaming efforts have progressed very slowly. One of the priority areas for EU action in the Roadmap for Equality between women and men 2006-2010 is equal representation in decision-making, including a target of 25% of leading positions in public sector research in member states to be held by women by 2010[7].

The European Commission report (2008) on Benchmarking Policy Measures for Gender Equality in Science[8], drew upon statistical analyses of data to show that the cause of women's under-representation in science is often located on the demand side, derived from employer policies and/or strategies. Consequently, the solution has to address changing the culture and organisation of the STEM sector generally.

This need for institutional transformation, involving organisational and cultural change, within research bodies and universities was first recognised outside Europe, most visibly in US initiatives. Since 2001, the US National Science Foundation's pioneer ADVANCE programme (ADVANCE: Increasing the Participation and Advancement of Women in Academic Science and Engineering Careers)[9] has successfully encouraged major universities to change their policies and procedures for recruitment, retention, tenure and promotion, in order to improve the local gender climate and the situation of women faculty in STEM disciplines.

The academic institutions funded through the 5-year ADVANCE Institutional Transformation Awards, define and implement comprehensive customised action plans to address institutional structures and organisational barriers. This is undertaken through supports to women faculty's career development, leadership and empowerment initiatives, work-life balance and the engagement of institutions' academic governance at the highest level. Significant results have been achieved by many of the Institutional Transformation-grantee higher education institutions supported to date, with the development of best practices, effective networking and dissemination strategies, and innovative assessment approaches[10].

Such efforts provide useful examples of successful practices, aimed at increasing the numbers of women in research and enhancing their participation in decision-making positions. These

---

http://ec.europa.eu/research/science-society/document_library/pdf_06/mapping-the-maze-getting-more-women-to-the-top-in-research_en.pdf

[7] Wenneras, Christine; Wold, Agnes (1997): "Nepotism and sexism in peer-review". In: Nature 387, 341-343; Olson, Kristen (2002): "Who gets promoted? Gender differences in science and engineering academia": In: Journal of Women and Minorities in Science and Engineering 8(3&4), 347-362; European Commission (2009), The Gender Challenge in Research Funding, EUR 23721, Capacities/Science in Society, Unit L4-Scientific culture and gender issues

[8] European Commission (2008), Benchmarking policy measures for gender equality in science, DG Research, EUR 23314, Capacities/Science in Society, Unit L4-Scientific culture and gender issues

[9] NSF-ADVANCE web page: http://www.nsf.gov/crssprgm/advance/

[10] NSF-ADVANCE Awardees : http://www.nsf.gov/crssprgm/advance/awards.jsp ; and NSF-ADVANCE Awardees common web portal: http://www.portal.advance.vt.edu/; ADVANCE Program Evaluation Toolkit: http://www.cpst.org/diversity/toolkit2.pdf

complement current European efforts. The INTEGER partnership has close links with institutions and practitioners involved in the ADVANCE programme, and the knowledge and experience gained by them is available to the INTEGER project organisations.

In its report on Structural Change in Research Institutions, the European Commission (2011)[11] argues that gender-aware management of universities and research organisations would have a positive impact on policies and practices in recruitment, promotion and retention of both women and men, thus ultimately benefiting the very quality of research. Furthermore the report stresses that progress in integrating gender in research and innovation requires firm and sustained top-level commitment. The recommendations for different constituent institutions, aimed at universities and scientific institutions, are as follows:

1. Ensure gender dimension is integrated into the undergraduate and postgraduate curricula, across the university (particularly in engineering and science – e.g. Stanford University);

2. Adopt an Equality Plan, and include audit results (gender disaggregated statistics) in annual reports. These should include gender pay gap, staff statistics and senior committee membership;

3. Sign up to and follow a set of good practices (e.g. genSET[12] recommendations):

    a) Gender proofing of important policy documents
    b) Conducting gender impact assessment of policies and practices
    c) Training staff on gender dimension in research and introducing regular staff assessment
    d) Mentoring, networking, and role models
    e) Code of Conduct for developing early researcher standards
    f) Establishing a gender equality unit (at a high institutional level); centre of expertise for women and science
    g) Ensuring gender balance in committees, and training men to understand the issue; leadership development in implementing gender awareness
    h) Work-life balance for both women and men
    i) Creating positive work environment: dignity for all, no harassment or bullying, ombudsman, training (e.g. compulsory online training on harassment at Stanford University)
    j) Implementing a fair and transparent workload balance; ensuring women are not allocated all the teaching, administrative work and pastoral care of students
    k) Ensuring fair recognition of work, fair signature, giving credit where credit is due
    l) Monitoring mobility and contract funding conditions
    m) Providing data and indicators, carrying out climate surveys in departments (diagnosis).

4. Up-skilling – for career development and content of research.

Across the EU, the League of European Research Universities (2012)[14] has issued recommendations for Governments, Funders of Research, Academic Publishers and, most notably, Universities to address gender deficits through embarking upon the following actions:

[11] European Commission (2012) Structural Change in Research Institutions: Enhancing excellence, gender equality and efficiency in research and innovation, EC, Brussels.
[12] genSET (2010), Recommendations for Action on the Gender Dimension in Science, genSET Consensus Seminar Report, Portia, London.

- Commit at the top and throughout the institution to gender equality;
- Develop or implement a Gender Strategy and/or Action Plan with the support of all divisions and levels within the university. It can be embedded in a broader Equality Strategy and should be managed professionally, possibly through a dedicated structure such as a Gender Equality Office;
- Aim to ensure sufficient funding for all gender equality activity. Funding structures should enable long term planning of gender equality activity to achieve structural change;
- Select the right mix of gender-specific career development measures and gender-neutral work-life balance measures;
- Pay attention to transparency, accountability and monitoring to ensure successful implementation and improvement where needed;
- Promote and support a gender dimension in research, taking into account the specificities of particular research fields[15].

In its recent SHE Figures 2012 publication[17], the European Commission again highlighted the fact that women still represented only 33% of European researchers and 20% of full professors. On this occasion, the European Commissioner for Research, Innovation and Science, Máire Geoghegan-Quinn, said:

> "*Despite some advances in recent years, women in research remain a minority, and a glass ceiling is in particular blocking women from top positions. This is a serious injustice and a scandalous waste of talent. The Commission is focused on fostering gender equality in our research programmes, and working to change a deeply-rooted institutional culture".*

The European Commission's Communication "A Reinforced European Research Area Partnership for Excellence and Growth" adopted on July 17th 2012[18] clearly sets five key priorities for the ERA construction, among which the following: "Gender equality and gender mainstreaming in research – to end the waste of talent which we cannot afford and to diversify views and approaches in research and foster excellence".

Member States are invited to:

• Create a legal and policy environment and provide incentives to:

– remove legal and other barriers to the recruitment, retention and career progression of female researchers while fully complying with EU law on gender equality

– address gender imbalances in decision-making processes

– strengthen the gender dimension in research programmes

---

[14] Founded in 2002, the League of European Research Universities (LERU) is an association of 21 leading research-intensive universities that share the values of high-quality teaching within an environment of internationally competitive research.

[15] League of European Research Universities (LERU) 2012, Women, Research and Universities: Excellence without Gender Bias, LERU, July, Leuven Belgium.

[17] http://ec.europa.eu/research/science-society/document_library/pdf_06/she-figures-2012_en.pdf (2013)

[18] European Commission (July 17th, 2012) Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: A Reinforced European Research Area Partnership for Excellence and Growth; http://ec.europa.eu/research/era/pdf/era-communication/era-communication_en.pdf

• Engage in partnerships with funding agencies, research organisations and universities to foster cultural and institutional change on gender - charters, performance agreements, awards

• Ensure that at least 40% of the under-represented sex participate in committees involved in recruitment/career progression and in establishing and evaluating research programmes

And research stakeholder organisations are explicitly invited to:

• Implement institutional change relating to HR management, funding, decision-making and research programmes through gender equality plans which aim to:

– Conduct impact assessment / audits of procedures and practices to identify gender bias

– Implement innovative strategies to correct any bias

– Set targets and monitor progress via indicators

The INTEGER project's objectives are directly in line with these recommendations.

This Baseline Data Review Report, which gathers assessments performed in each of the three INTEGER implementing institutions – TCD, SU and CNRS – provides the sound basis needed for the definition of comprehensive transformational gender action plans best tailored to the issues to be tackled in each our three partner institutions.

SECTION A: Trinity College Dublin

Authors: Eileen Drew and Claire Marshall

Chapter 1 Introduction

1.1. The Irish Context for Gender Equality in Academe

Within Ireland, the Through the Glass Ceiling project[19] produced a report on the Career Progression Programme and Strategy for Female Academics and Researchers. The report includes the percentage of women in academic grades (sourced from unpublished Higher Education Authority data) in June 2012 in Irish universities:

Professors: 18%
Associate Professors: 27%
Senior Lecturers: 34%
College Lecturers: 49%

Arising from this project a collaborative network has formed to seek the implementation of its ten recommendations[20]:

1. Implement gender equality strategies to address continuing inequality in career outcomes for female academics and researchers in the Irish higher education sector.
2. Develop short-term positive action measures for senior post selection processes to achieve change.
3. Introduce gender balance policies for membership of key decision-making committees, boards and panels.
4. Collect, monitor and publish gender-disaggregated data on staff ratios, leave and recruitment, promotion and research funding processes at institutional and sectoral levels.
5. Develop systems to recognise good practice in gender equality in HEIs and include gender equality as a key performance indicator in the quality review process.
6. Develop innovative gender equality policies on recruitment and promotion.
7. Enhance gender-awareness within research funding processes.
8. Develop a programme of professional development activities to support the career progression of female academics and researchers.
9. Support all academic and research staff to achieve balance between work commitments and wider life activities without any adverse impact on career achievements and progression.
10. Encourage gender awareness to be incorporated into all aspects of the activities of HEIs, research agencies and governing organisation.

[19] University College Cork (2012),Through the Glass Ceiling: Career Progression Programme and Strategy (CPPS) for Female Academics and Researchers, Institute for Social Science in the 21st Century, UCC http://www.ucc.ie/en/iss21/Currentprojects/glassceiling/
[20] http://www.ucc.ie/en/iss21/recentresearchprojects/glassceiling/policyrecommendations

1.2. Gender Equality in Trinity College Dublin

Concern about gender imbalance within academia can be traced back to the 1980s in College. According to the Higher Education Authority, in 1987 women constituted 5 per cent of university Professors, 7 per cent of Associate Professors, 3 per cent of Senior Lecturers and 12 per cent of Lecturers (including College Lecturers and Junior Lecturers). Trinity College was no exception to the national pattern of female representation. According to Fennell and Mulcahy[21] (1990) in 1984/5 women comprised 5 per cent of Professors (3 women Professors); 5 per cent of Associate Professors (2 women Associate Professors); 7 per cent of Senior Lecturers (8 women senior lecturers); and 27 per cent of Lecturers (58 women Lecturers).

There were some improvements in these levels by 2000/1. Data in the Wright Report (2002)[22] showed that while female representation at Professorial level remained at 5 per cent, women Associate Professors rose to 14 per cent, women Senior Lecturers were 22 per cent and women Lecturers 39 per cent of the total. This was at a time when the student population of Trinity College was at least 50 per cent female. Hence there was a rise in the proportion of women at all grades *except that of Professor.*

An Academic Women's Network was established in Trinity College in 1989 to seek improvements in relation to the imbalance between female and male academic staff, particularly among Fellows and senior academic grades. To this end, the Academic Women's Network formed an *ad hoc* Committee to draw up a submission on Fellowship, then currently under review by College. This was followed by a proposal listing concerns among women academics in a range of areas and requesting that a College Committee be set up to examine the position of women in college. Arising from this an Equal Opportunity Committee (now the College Equality Committee) was established in 1989. This Committee reported to College in May 1991. The report (p. 4) noted that the:

> "*outlook for equality in Trinity College depends crucially on two factors: (a) the willingness of the College to implement policies which will create an environment in which male and female academics operate de facto on equal terms and (b) the opportunity available to the College to employ and promote more female academics*"[23].

The Report on 'Women Academics and Promotion' (Wright 2002) made 12 recommendations including: the creation of a database on applications and recruitment; improvements in childcare arrangements; paid paternity leave; terms and conditions of part-time workers; audit of contract staff; Fellowship; sabbatical leave; mentoring; and an alleviation of the teaching loads for women returning from maternity leave in order to concentrate on their research.

Another report commissioned by the College required the examination of 'best practice' in relation to the career progression of women in academic positions (Drew 2002) [24]. The purpose of this report was to examine whether universities in other countries (Denmark, Sweden, Norway, Finland and Australia) had been able to raise the representation of women, particularly at professorial level and,

[21] Fennel, C. and Mulcahy, M. (1991) Equality of Opportunity in Irish Third-Level Institutions, Proceedings of a Forum held in University College Cork in 1990, University College Cork.
[22] Wright, B. (2002) Women Academics and Promotion, Trinity College Dublin
[23] Committee on Equal Opportunities for Academics (1991) Report of the Committee on Equal Opportunities for Academics, Trinity College Dublin.
[24] Drew, E. (2002) Best Practice Models for the Career Advancement of Women in Academe, Report to the Equality Committee, Trinity College Dublin

if so, to identify the measures used to promote best practice. The report contained twelve recommendations based on established best practice models. These measures and interventions to address institutional action included: leadership from the top; multiple measures; reshaping the academic cultural environment; earmarking of posts; setting targets; organisational reforms (including leadership development and mentoring programmes); gender mainstreaming; linkage with Gender Studies; work-life balance supports; networking; resource allocation; funding of gender research and use of role models.

The next study undertaken was for an SFI application[25] (2005) that led to the setting up of the Centre for Women in Science and Engineering Research (WiSER) in Trinity College. This study addressed the following themes: gender equality Indicators; impact assessment of initiatives to date; research profile of women in science and engineering; identification of barriers; staff development needs; and gender equality reporting.

In 2007, College set up a Working Group on Career Advancement of Women Academics[26]. This report referred to the difficulties experienced by early career academic/research staff, whereby many were employed on contracts, some were engaged part-time and others were precluded from teaching. Among its recommendations the Working Group sought the implementation of the action in the earlier reports (Drew 2002; Wright 2002); monitoring of statistics on career progression of women; training courses to support career progression and management skills; exit Interviews; monitoring of administrative workloads.

In 2009 the Gender and Promotions Interim Report[27] (2009) recommended the following interventions:

- Targets - the example of the Civil Service has shown the value of setting short and long-term targets, with appropriate responsibilities;
- Responsibility for achieving gender balance in certain grades and fields (and promoting equality) needs to rest with the appropriate roles in College, such as Deans and Heads of School;
- Gender Mainstreaming is advocated by the EU as an essential means to achieving gender equality. It would involve the preparation of gender impact assessments for key strategies/policies;
- Recommendations in previous reports be implemented, reviewed, prioritised or set aside;
- Mentoring and career development - WiSER is currently piloting a Mentoring Programme for staff in FEMS. Mentoring should be appropriately resourced and extended to all staff, male and female, in all three faculties;
- Career development workshops on promotions and academic careers could be provided;
- Work Life Balance be promoted through the provision of more spaces for staff children in the Day Nursery, College should consider extending paternity leave to 2 weeks, flexible work

[25] Institute Planning Grant Form (2005) WiSER, Trinity College Dublin. Details available at: http://www.tcd.ie/wiser/about/who/index.php

[26] Working Group (2007) Career Progression Report for the Equality Committee, Trinity College, Dublin, available at: http://www.tcd.ie/wiser/research-policy/wiserresearch/2007%20Career%20progression%20report%20for%20Equality%20Committee.pdf

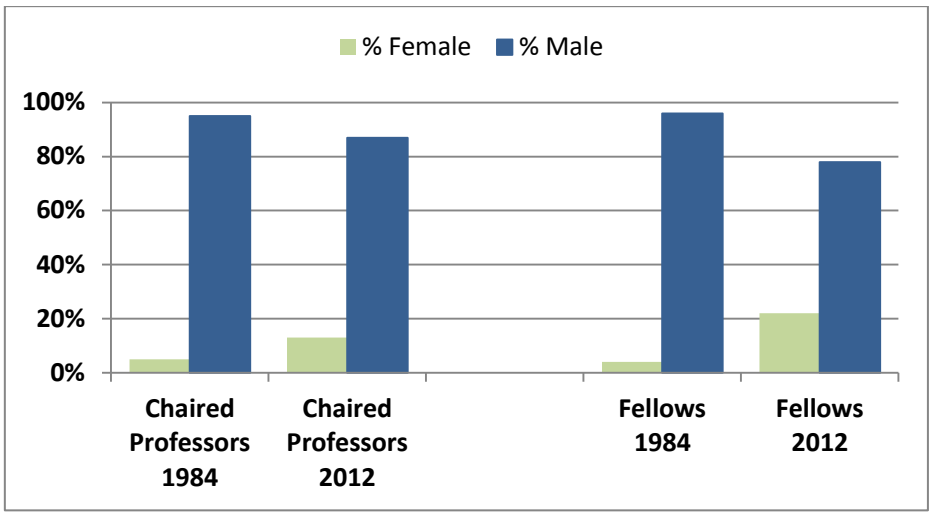
[27] Equality Officer, (2009) Gender and Promotions Report, Trinity College, Dublin available at: http://www.tcd.ie/wiser/research-policy/wiser-research/2009%20GenderPromotionsReport.pdf

practices should be encouraged in all departments, the situation of part-time staff in relation to promotion should be examined;

- Weighting/valuing in promotions procedures should be reviewed to ensure the outlined weightings are fully adhered to and implemented;
- Promotion procedures should consider gender implications as criteria, the proportions of applicants by Faculty should be monitored and the clear communication of promotion requirements to academic staff should also be addressed;
- Annual reports to Board/Equality Committee/Council should include gender statistics on promotions to appropriate bodies in College.

Figure 1.2.1 charts the changes over time in the proportion of women occupying senior positions by comparing the situation in the mid-1980s with that of today. The proportion of both Chaired Professors and Fellows who are women has risen during the intervening 28 years. However, according to this pace of change, it would take a further 128 years before parity is reached at Chaired Professor level.

Figure 1.2.1 % of Women and Men in Senior Academic Positions in 1984 and 2012



The most recent data for Trinity College reinforces the findings from Ireland, the UK and other EU states. According to the Annual Equality Monitoring Report 2012[28] "there is a persistent gender imbalance in the number of women in senior academic and decision-making positions in College". The analysis conducted shows no noticeable improvement since 2007. The number of women Professors remains within the band of 12-14 per cent, which is approximately two-thirds of the national average (18%). The Monitoring Report also notes the lack of consistent data available that support College's academic activities namely, teaching assistants and research fellows drawn from postgraduate students and post-doctoral staff.

[28] Equality Officer, Monitoring Advisory Group (2012), Annual Monitoring Report 2011-2012, Trinity College, Dublin, http://www.tcd.ie/equality/assets/pdf/EQMONITREPORT1011.pdf

Chapter 2 Gender Equality Policy Overview

2.1. National Legislation Relating to Gender Equality

2.1.1. *Employment Equality Acts*

The Employment Equality Act 1998 came into force in 1999, and was amended by the Equality Act 2004 and Civil Partnership Act 2010.

This legislation deals with discrimination within employment related to nine grounds: gender, civil status, family status, age, race, religion, disability, sexual orientation, and membership of the Traveller community. All disputes must relate to one or more of the nine grounds.

Most employment issues are dealt with by the Act, including:

- dismissal,
- equal pay,
- harassment and sexual harassment,
- working conditions,
- promotion,
- access to employment etc.

2.1.2. *Equal Status Act 2000-2010*

The Equal Status Act 2000 came into force on the 25th October 2000. It was amended by the Equality Act 2004 and Civil Partnership Act 2010.

This legislation relates to discrimination based on nine grounds: Gender, Civil Status, Family Status, Age, Race, Religion, Disability, Sexual Orientation, and membership of the Traveller community. All disputes must relate to one or more of the nine grounds.

The Act applies to people who:

- Buy and sell a wide variety of goods,
- Use or provide a wide range of services,
- Obtain or dispose of accommodation,
- Attend at, or are in charge of, educational establishments,

2.1.3. *Universities Act 1997*

The Universities Act 1997 places obligations on universities to promote equality and diversity, including gender balance, and access.

2.2. **Leave Policies**

2.2.1. *Maternity Leave and Supports*

Members of staff who qualify under the terms of the Maternity Protection of Employees Acts (1994 and 2004), the Unfair Dismissals Acts (1977 and 1993), the Protection of Employees (Part-time Work) Act 2001 and the Protection of Employees (Fixed-Term Work) Act 2003 can avail of Maternity Leave. College provides **26 weeks paid Maternity Leave**, and staff members may choose to take up to an additional **16 weeks of unpaid leave**.

Following paid Maternity Leave and/or additional unpaid Maternity Leave College staff are entitled to return to work in accordance with the terms of the Maternity Protection of Employees Acts, 1994 and 2004. It is College policy to permit the person to return to the same job that she held immediately before Maternity Leave, if practicable.

Staff are entitled to paid time off for ante-natal or post-natal care, including one complete set of ante-natal classes, without loss of pay. Prospective fathers have a once-off right to attend the last two ante-natal classes before the birth.

Breastfeeding mothers are accommodated (up to 26 weeks after giving birth), without loss of pay, to either breastfeeding break/s, where suitable facilities are provided, or a reduction of working hours. The one hour break may be split into shorter periods of time totalling one hour.

2.2.2. *Paternity Leave*

Paternity Leave entitlement is **a maximum of 3 days paid leave** which is granted solely to a male staff member on the birth of his child or on the adoption of a child.

2.2.3. *Parental Leave*

Parental leave is unpaid leave which is available to natural or adoptive parents, to enable them to care for a child under the age of eight in accordance with the terms and conditions of the Parental Leave Act, 1998. Parental Leave entitlements also extend to persons acting in *loco parentis* in respect of an eligible child. The **maximum entitlement is fourteen weeks** in any twelve-month period.

2.2.4. *Carer's Leave*

Carer's Leave is unpaid temporary leave for the purpose of the provision of full-time care and attention to a person requiring it. The maximum duration is **104 weeks** for each Relevant Person, or 208 weeks in total per staff member.

2.3. Equality Policy

The Universities Act 1997 placed obligations on universities to promote equality, including gender balance. The Equality Policy sets out College's commitment to promoting equality in: employment, education and service provision and details how this policy is implemented.

The College aims to provide an inclusive environment which promotes equality and values diversity – and is committed to maintaining an environment of dignity and respect where all staff and students can develop their full potential. The concept of equality is central to the College's ethos of academic and service excellence.

The Equality Policy commits the College to:

- **monitoring promotional processes** regarding gender in order to ensure equality of opportunity in career progression in the University;
- **mainstreaming equality** in all of its planning processes and;
- **implementing equality and diversity training and awareness programmes**.

Trinity College Dublin is an equal opportunities employer and is committed to the continued development of employment policies, procedures and practices which do not discriminate on grounds such as gender, civil status, family status, ethnicity, age, disability, sexual orientation, religion or membership of the Travelling community.

For further details of the policies referred to in this Chapter, see Appendices A.3 and A.4.

Chapter 3 Key Gender Data

This Chapter provides an overview of female representation in College. Key gender indicators are displayed to demonstrate current levels of representation among College Officers, staff and students.

The figures refer to the academic year 2011/12 unless otherwise specified.

3.1. Senior Decision-Making Roles and Bodies

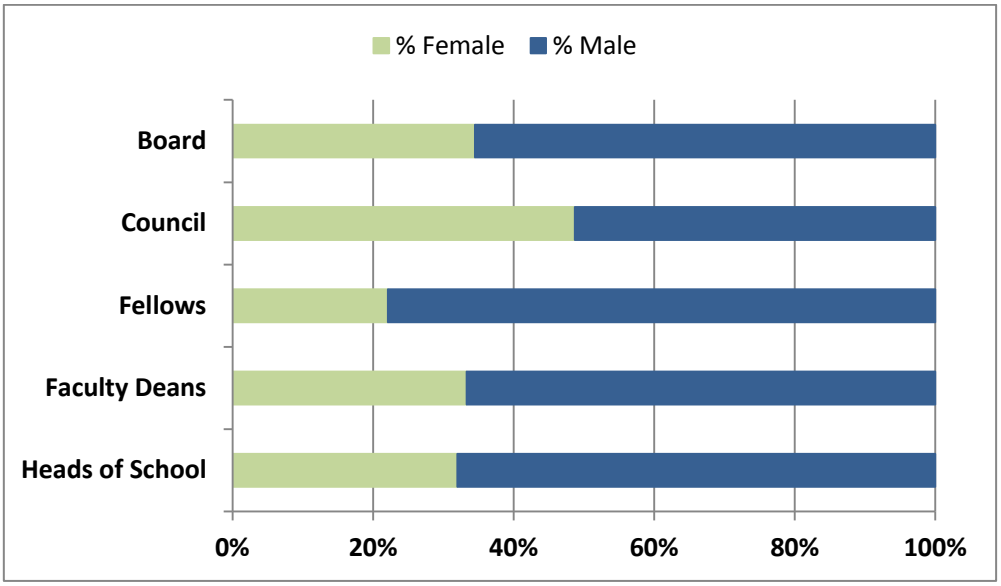
This sub-section provides the gender breakdown of individuals occupying senior and decision-making positions within College.

Table 3.1.1 College Officers

Provost		Male: 1 Female: 0
Vice Provost		Male: 0 Female: 2
Senior Lecturer		Male: 1 Female: 0
Registrar		Male: 0 Female: 1
Bursar		Male: 1 Female: 0
Senior Tutor		Male: 0 Female: 1
Dean of Graduate Studies		Male: 0 Female: 1
Dean of Students		Male: 0 Female: 1
Dean of Research		Male: 1 Female: 0

Source: College Calendar, 2012-13

Figure 4.1.2 Academic Decision Making



Source: Equality Monitoring Report, 2011-12

Definitions

Board

The Board of Trinity College is the governing body responsible for managing the affairs of the College and is the body which ultimately approves all College policies and procedures. The Board is comprised of elected members, ex-officio members, student members and in attendance members. Currently, two-thirds of representatives to Board are men and one-third women.

Council

The University Council is the highest academic committee in the University, and is responsible for the College's academic affairs including curriculum development and academic appointments. Its decisions and nominations are forwarded to Board for confirmation. Female representation on Council is almost half (49%).

Fellows

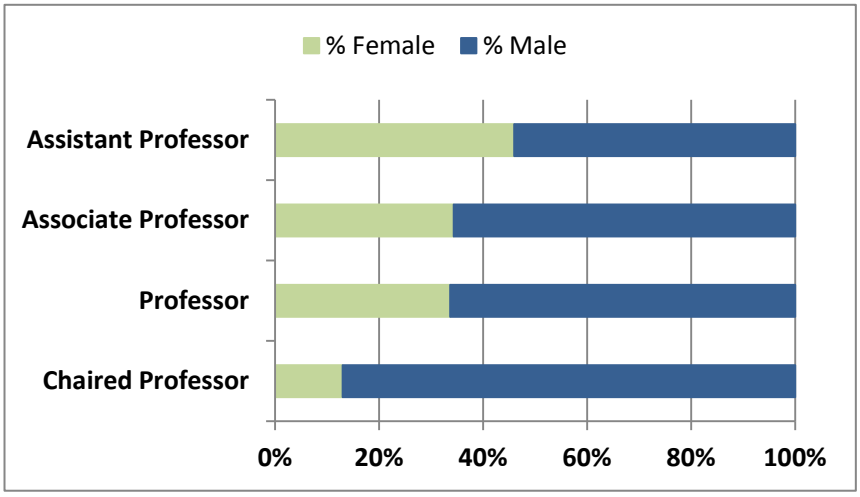
Fellows of the College are members of academic staff who have been nominated, deemed to meet the criteria set out in the Statutes for this recognition, and are elected. Scholarship or research achievement of a high order is the primary qualification for Fellowship, coupled with evidence of the candidate's contribution to the academic life of the College and an effective record in teaching. There are certain privileges attached with being a Fellow. Nearly four out of five Fellows are men (78%) compared with 22 per cent who are women.

3.2. Staff Ratios

College employs a total of 2,839 (Full-Time Equivalent/FTE) staff, of whom 778 are academic staff, 1,474 are library, technical, administrative, and support services staff, and 587 are research staff. The overall staff representation comprises of 55 per cent women and 45 per cent men.

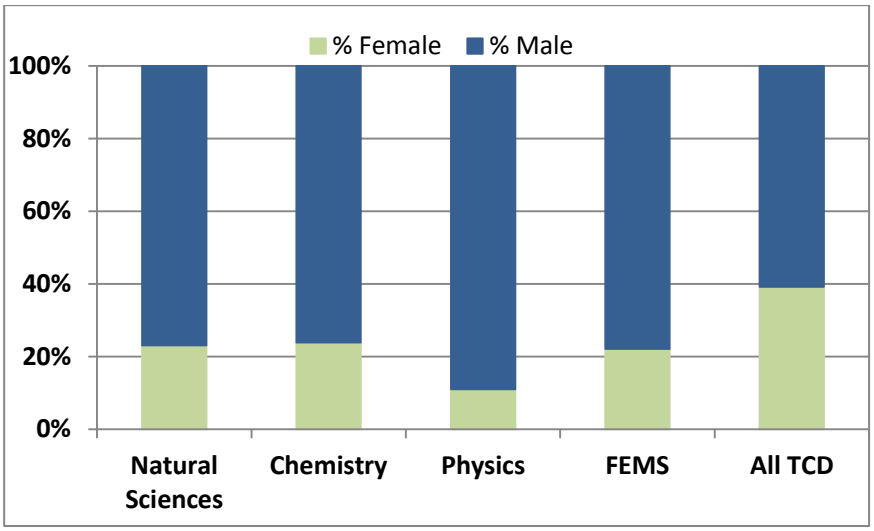
Among academic staff employed by College, 39 per cent are female and 61 per cent male (Figure 4.2.1). However, within the Faculty of Engineering, Mathematics and Science (FEMS), women account for just 22 per cent of academic staff (Figure 4.2.2). Across all faculties, women are over-represented at the lower academic grades while men are over represented at higher academic grades. Among Chaired Professors, women account for 13 per cent of the total. This figure remains unchanged since 2006/7.

Figure 4.2.1 Proportion of Male and Female Academic Staff by Grade in College



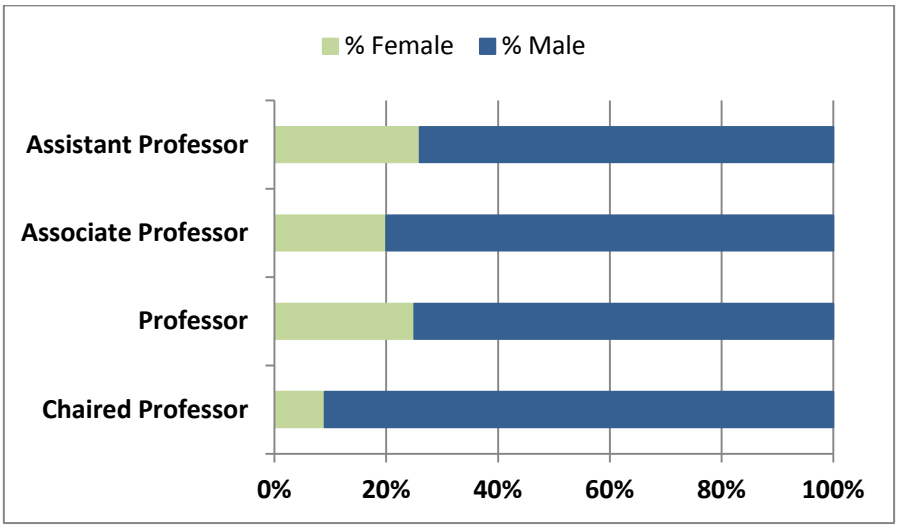
Sources: TCD Annual Equality Monitoring Report, 2011-12 and WiSER Database, Jan 2012.

Figure 4.2.2 Proportion of Academic Staff by Gender in Schools of Natural Science, Chemistry, Physics, Faculty of Engineering, Mathematics and Science and College



Sources: TCD Annual Equality Monitoring Report, 2011-12 and WiSER Database, Jan 2012.

Figure 4.2.3 Proportion of Male and Female Academic Staff by Grade – Faculty of Engineering, Mathematics and Science



Sources: TCD Annual Equality Monitoring Report, 2011-12 and WiSER Database, Jan 2012.

Figures 4.2.4 to 4.2.6 provide comparable gender breakdowns for academics at each grade level within the three INTEGER pilot Schools: Chemistry, Natural Sciences and Physics. While the total proportion of women academics within these Schools is broadly similar to that of the Faculty as a whole, there are some variations by grade.

Figure 4.2.4 Proportion of Male and Female Academic Staff by Grade – School of Natural Sciences

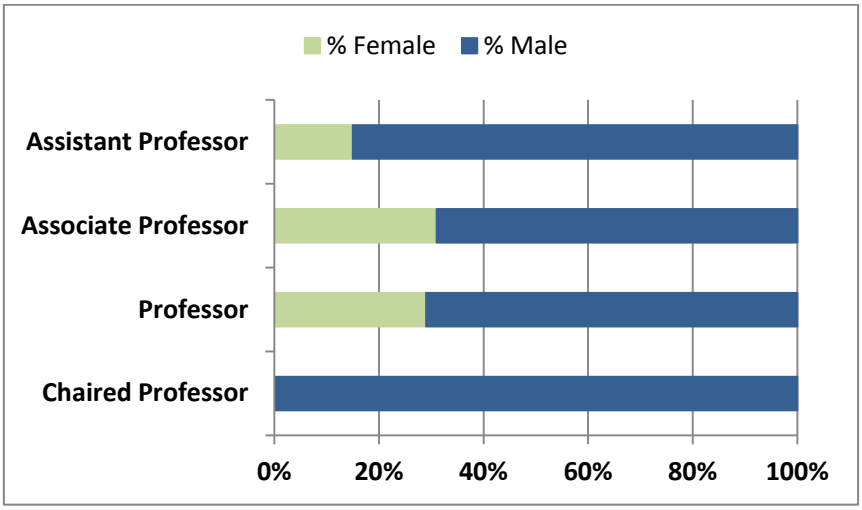


Figure 4.2.5 % of Male and Female Academic Staff by Grade – School of Chemistry

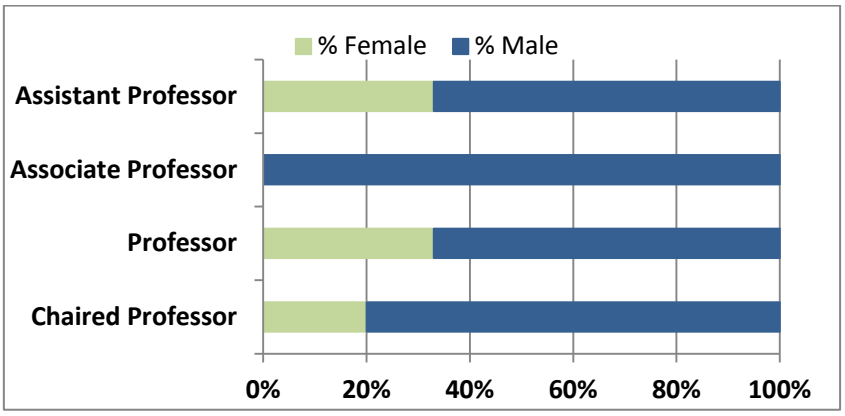


Figure 4.2.6 % of Male and Female Academic Staff by Grade - School of Physics

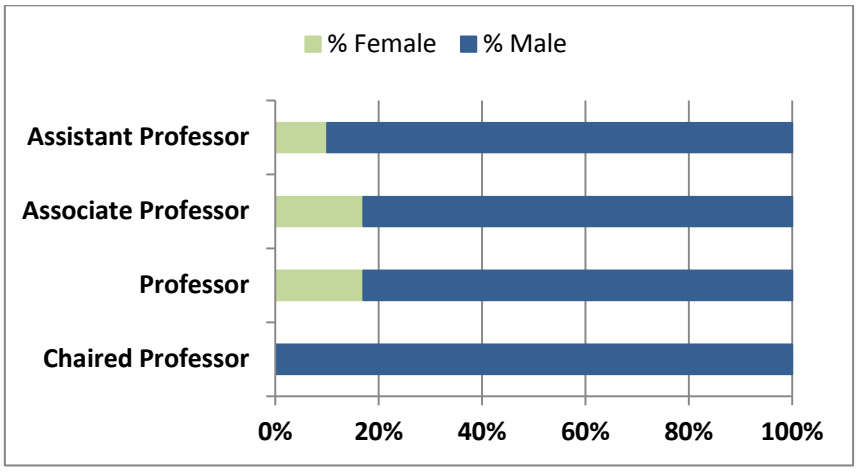
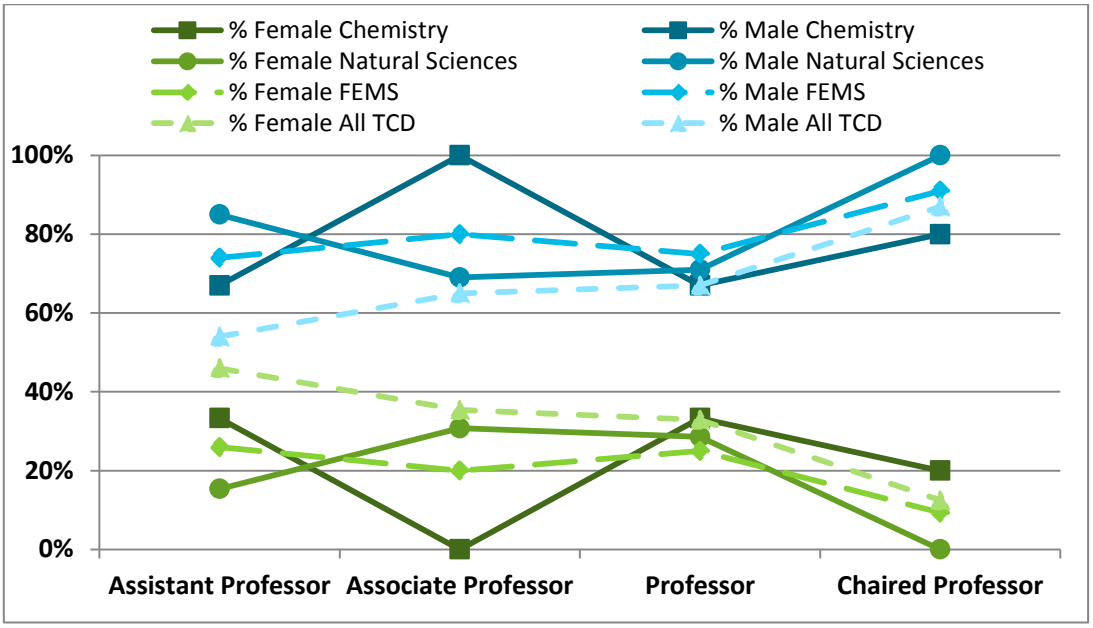


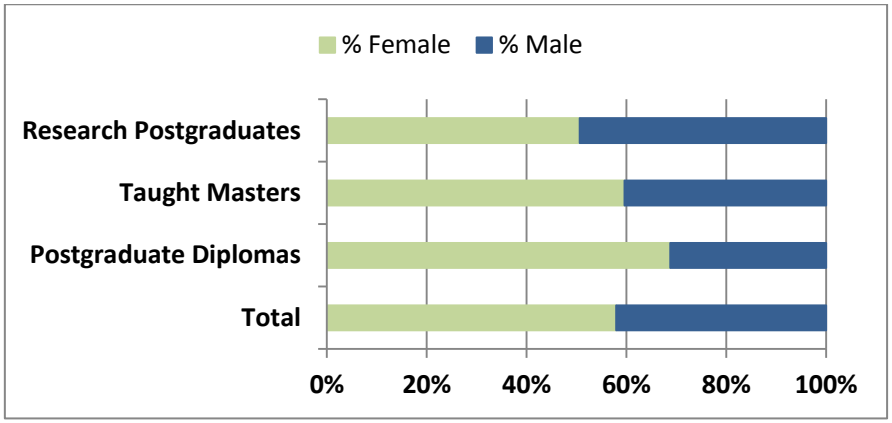
Figure 4.2.7 % of Male and Female Academics in Schools/Faculty



3.3. Student Ratios

In total, there were 16,747 registered students in 2010/11 and 59 per cent of the student population was female and 41 per cent male. In 2009/2010 61 per cent of students were female. Of the total student body, 11,844 students are undergraduates (71%), and 4,903 are postgraduates (29%).

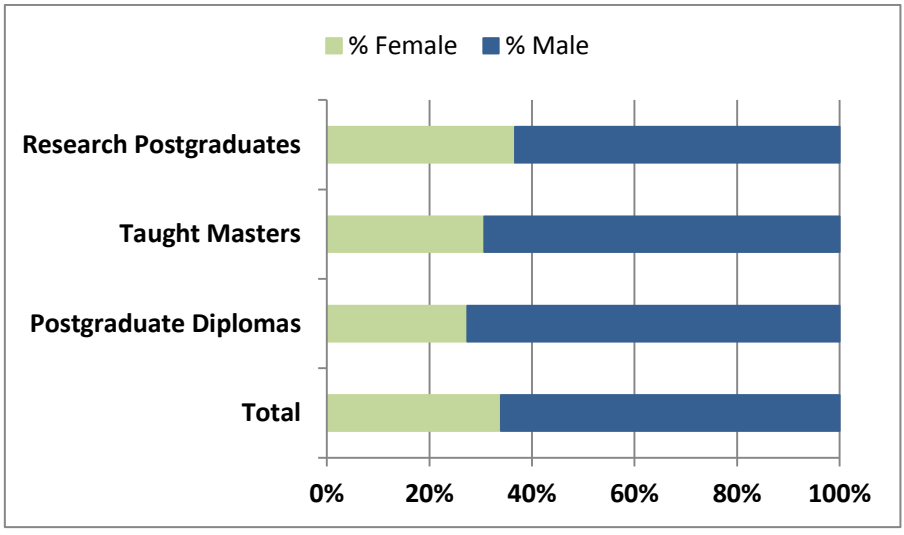
Figure 4.3.1 Postgraduate Students by Gender for All College



Source: Graduate Studies Annual Report 2009/10

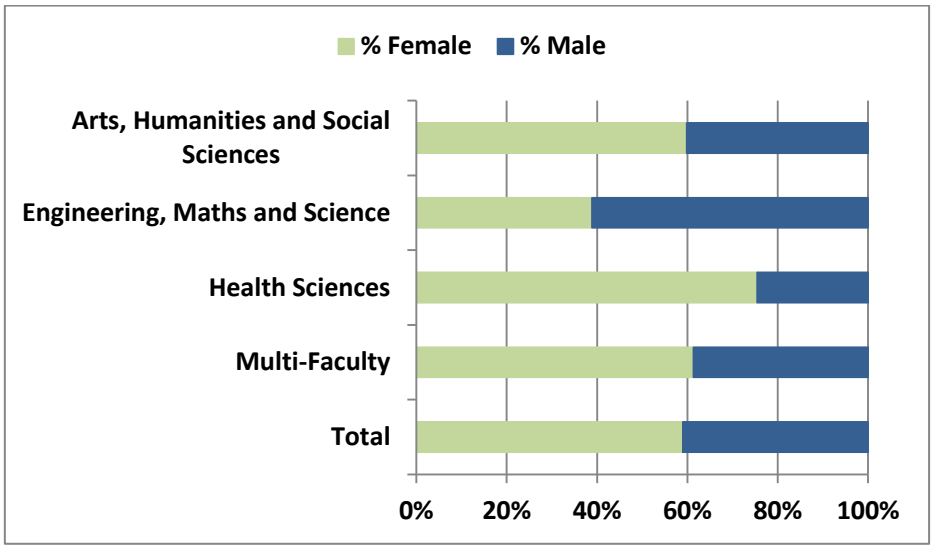
While female students are the majority among the overall student population, this varies across disciplines. The Faculty of Engineering, Mathematics and Science is the only one in College in which male students account for the majority of both undergraduate and postgraduate students.

Figure 4.3.2 Postgraduate Students by Gender and Type - Faculty of Engineering, Mathematics and Science



Source: Graduate Studies Annual Report 2009/10

Figure 4.3.3 Undergraduate Students by Faculty and Gender



Source: WiSER Database, January 2012

Chapter 4 INTEGER Survey Report

This survey report is based on the quantitative and qualitative data collected in March 2012 from across College, in which academic staff were surveyed to examine their career ambitions, experiences and perceptions of the working environment, as part of the INTEGER project activities. The survey design was based on surveys conducted by the Athena Survey of Science, Engineering and Technology (ASSET) across UK universities (in 2003, 2006, and 2010). The survey objectives were to determine the forms of intervention and target actions to promote transformational change to ensure gender equality, within Trinity College in general, and the Faculty of Engineering, Mathematics and Science in particular.

The survey questionnaire was designed and administered online using Survey Monkey as the data collection tool and the results were downloaded into EXCEL, SPSS and WORD files for analysis. The questions were designed to elicit both closed (quantitative) and open-ended (qualitative) responses.

Academic staff recipients of the online survey were asked to complete all questions, while each question was optional. Recipients were informed that they could withdraw from the survey at any time. Despite assurances that all information collected through the online survey would remain completely anonymous and not be traceable to any respondent, a substantial number of potential respondents exited from the survey when asked to state their School/Faculty within College.

All responses were anonymised and access to the data was confined to the INTEGER team responsible for the survey analysis. In total 357 respondents completed some parts of the survey but when incomplete fields (such as gender) were noted and these cases eliminated the number of final respondents analysed was 241 (157 women and 84 men). The remainder of section 5 is based on data collected from these respondents. The quantitative data were analysed using Statistical Package for the Social Sciences (SPSS). This was complemented by content analysis of the open-ended responses.

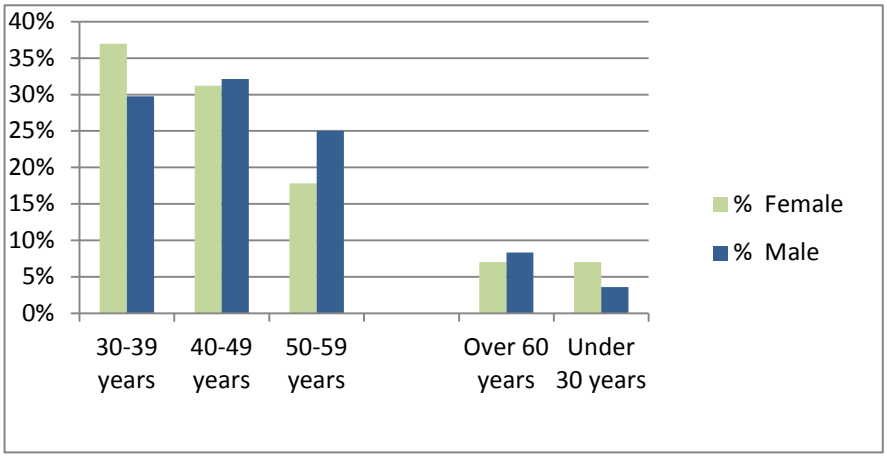
The survey included the following sections:

1. Demographic profile of respondents
2. Current Employment Status
3. Time Allocation to Academic Tasks
4. Career History and Aspirations
5. Work-life Balance
6. Department/School or Research Unit Environment
7. Management Styles and Practices

4.1. Demographic Profile of Respondents

There were no significant differences in the age profile of fe/male respondents. However, a smaller proportion of the men (30%) were aged 30-39 years compared with women (37%). Conversely, a greater proportion of the male respondents were aged over 50 years (34%) compared with the female respondents (25%). Overall, women respondents were younger (44% being under 40 years) compared with 34% of male respondents (Figure 5.1.1).

Figure 5.1.1 Age Profile of Survey Respondents according to Gender (n = 241)



More men (87%) than women (77%) have a partner (same or opposite sex) or spouse. Of the 187 respondents with a partner, a higher proportion of female respondents' (76%) partners were working full-time in the labour market compared with just over half of the male respondents (52%). More than one-fifth of the men (23%) had a partner who was engaged in the labour market on a part-time basis, compared with 11 per cent of the women surveyed. Only 13 per cent of the partners of women staff were not engaged in the labour market compared with one quarter of the male staff (25%).

There are important implications of the gender differences pertaining to the labour market status of respondents' partners. The prevailing pattern, common in many employment institutions, whereby more male respondents have a partner who is engaged full-time in home-based duties or is working part-time in the labour force mean that there may be less awareness of the problems involved in reconciling full-time employment with family/domestic work. Furthermore, in management terms, PIs and Heads of School/Discipline who are not exposed to work/family conflict may have less tolerance and/or empathy for their research/academic staff whose careers may be interrupted and affected by family-based demands.

Among respondents with a partner, women (32%) were marginally more likely than their male counterparts (30%) to have a partner also working in academia. Of these, 16 per cent of female respondents, and 13 per cent of male respondents had a partner who was working in the same or a related discipline to their own.

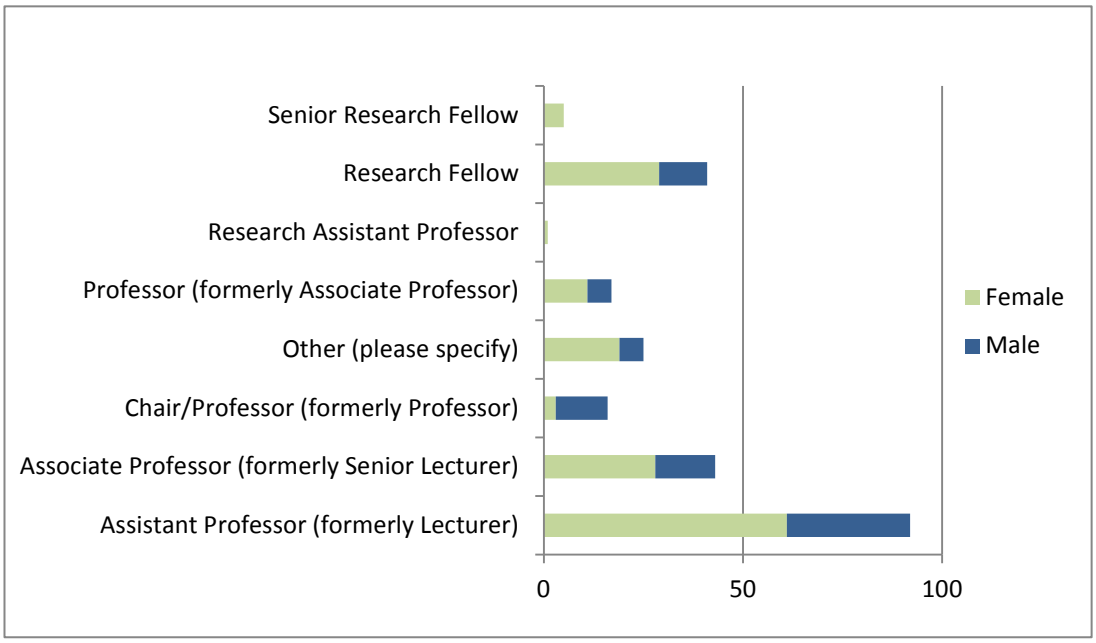
4.2. Current Employment Status of Academic Staff

There were statistically significant differences in the grades held by male and female respondents (chi square = .003[29]). These would also be evident from the Annual Monitoring Report (2012). A higher percentage of men held the post of Chair (formerly Professor) (16%) compared with women respondents (2%). Similar proportions of men and women held other academic professorial grades: 7 per cent of women and men held the post of Professor (formerly Associate Professor) and 18 per cent of male and female respondents were Associate Professors (formerly Senior Lecturers). A total of 39 per cent of female respondents were Assistant Professors compared with 37 per cent of the

[29] All statistical tests referred to in this report are based on Pearson's chi square test.

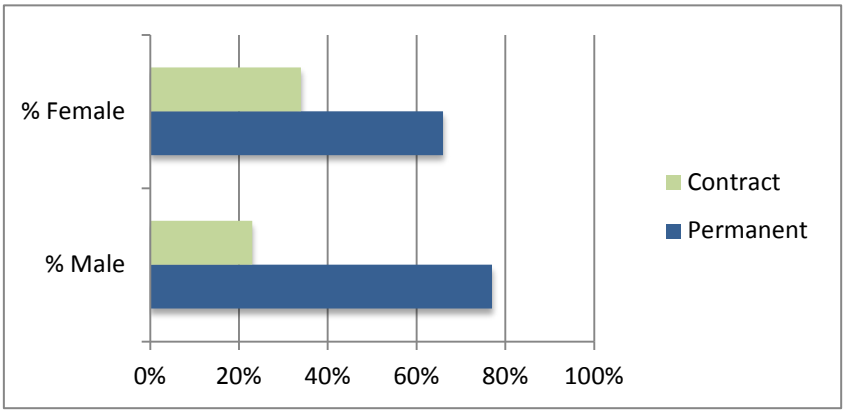
men who responded. Female respondents were over represented among Research Fellows (18%), Senior Research Fellows (3%) and 'other' grades (13%) (Figure 5.2.1).

Figure 5.2.1 Number of Respondents according to Grade and Gender (n = 240)



Linked to grade are the gender differences in employment status, reflecting the higher proportion of women among contract academic staff (Figure 5.2.2). While more than three-quarters (77%) of male staff who responded were permanent staff, this applied to only two-thirds (66%) of female respondents. Hence, more than one-third (34%) of female respondents held contract posts compared to less than one-quarter (23%) of male respondents. This finding accords with the gender ratios of contract staff noted in the Wright report in 2002.

Figure 5.2.2 Percentage of Staff with Permanent/Contact Posts according to Gender (n = 241)



A smaller proportion of female respondents were appointed prior to 1990 (11%) compared with male respondents (25%). Most female respondents were appointed since 1990 and this includes 13 per cent who have been appointed since 2010. However, there were no significant differences in the appointment decades between women and men surveyed.

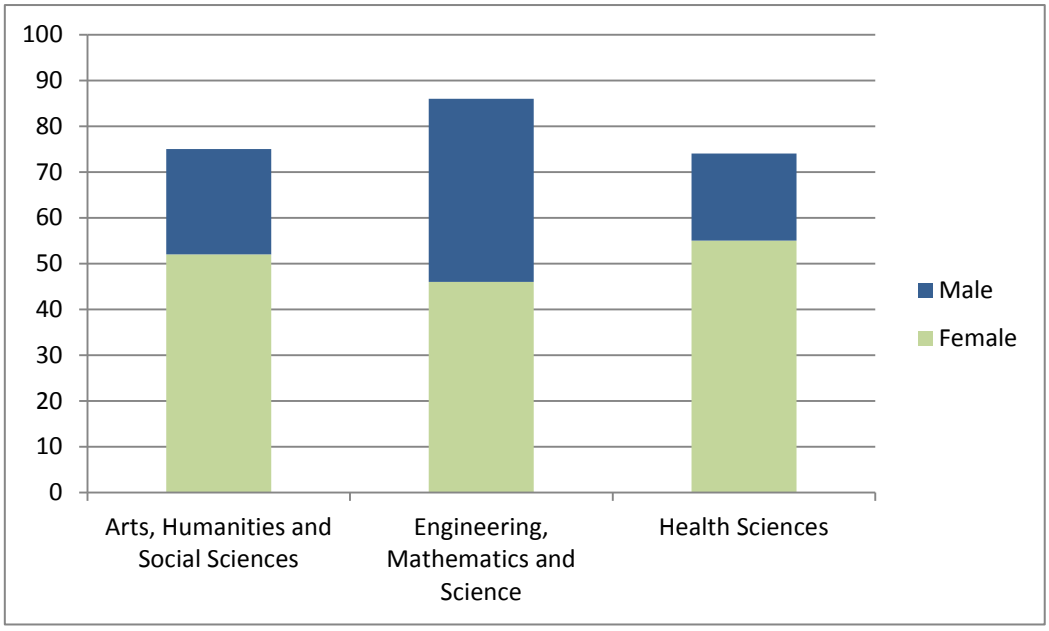
Proportionately more men (38%) were appointed aged 30 years or younger, compared with 29 per cent of their female counterparts. Women respondents were more likely to have been appointed at 40 years or older (29%) over compared with 22% of male respondents.

There were statistically significant differences in the faculty backgrounds of the 249 respondents (chi Sq.030) (Table 5.2.1). While there were similar proportions of male and female respondents from the Faculty of Arts, Humanities & Social Sciences (34% of women and 28% of men), this is not the case in FEMS and Health Sciences. The percentage of female respondents in FEMS is 30 per cent compared with 49 per cent of male respondents. In Health Sciences, the ratio is reversed with 36 per cent of female and 23% of male respondents (Figure 5.2.3).

Table 5.2.1 Faculty Breakdown according to Gender

Faculty	Women No.	Women %	Men No.	Men %	Total No.
Arts, Humanities & Social Sciences	52	34%	23	28%	85
Engineering, Mathematics and Science	46	30%	40	49%	86
Health Sciences	55	36%	19	23%	74
Total	153	100%	82	100%	235

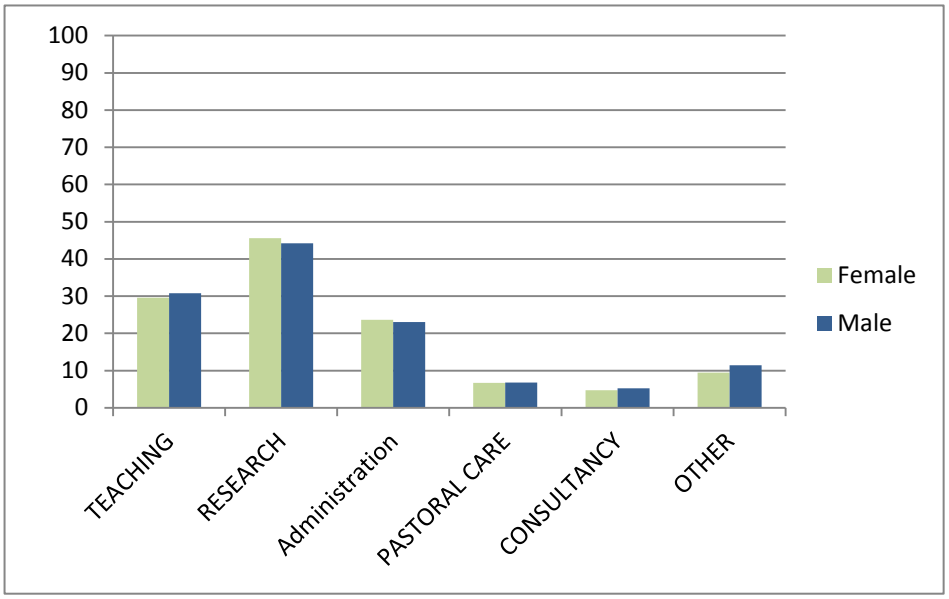
Figure 5.2.3 Number of Respondents according to Faculty and Gender (n = 235)



4.3. Time Allocation to Academic Tasks

The allocation of time to different aspects of academic work was very similar for men and women who responded. The largest percentage of time is expended on research, followed by teaching, administration, 'other' activities, pastoral care and consultancy (Figure 5.3.1).

Figure 5.3.1 Percentage Time Allocation to Academic Activities by Women and Men



Respondents were asked how much time they currently spend on specific academic activities and also how much time (in percentage terms) they would like to spend. While the differences are fairly consistent across genders, more men than women would like to allocate more time to research, and less to 'other' work and teaching. However there is a consistent and strong response from both women and men that they would like to have less administrative work to attend to.

When asked about amount of time actually spent on academic tasks and the perceived time allocation that would be required to get promotion, there is a consistent message from women and men that they should spend much less time on administration and more on research. There was also agreement that in order to get promoted there should be less time allocated to teaching and 'other' activities. Men were more emphatic than women surveyed that they would need to spend less time on administration and reallocate this to research time.

Survey respondents were asked what prevents them from allocating more time to their priority academic tasks and what would facilitate them to meet their desired allocation. The 186 responses relate to the following key structural problems: administrative burdens and poor administrative support, bureaucracy and a disjointed College structure; excessive workloads, sometimes related to staff shortages; lack of transparency in how work is allocated; uneven teaching loads; contract restrictions; the burden of additional roles as - College Officer, committee work, Head of Discipline/Director Teaching and Learning etc.

Indicative of the rising administrative burden is the criticism by a female Associate Professor[30]: "*Academic administration - it seems that year on year there is an increase in admin load. Due to the lack of a 'joined up system' a great deal of time is also spent chasing down other areas in College for follow up (e.g. IS services, Director of Buildings, etc.). This is SUCH a bad waste of my time and not "value for money" for anyone. Also - the Travel and Subs policy is ridiculously over-specified. Having highly paid academics explain why they went for dinner with someone they host as an External Examiner/ a visiting lecturer/ an EU project partner and provide evidence is ridiculous. This is why the EU projects we engage in have per diem rates after all...Sticking receipts on paper is NOT a good use of my time and does not do anything to bring forward the College's mission*".

Referring to increasing workloads, two male Associate Professors commented: "*Not enough retired academic staff replaced to lighten administrative and teaching load. Need to replace vacant academic/administrative positions within School*" and "*It seems there is a constant change (restructuring, ARAM, modularisation, semesterisation, harmonisation, GeneSIS .....) in the University coupled with insufficient staff*".

The nature of teaching allocations has also contributed to overload. As one female Assistant Professor commented: "*Teaching inevitably takes more time in the first few years as courses are being developed and lectures are being prepared. However, the courses allocated to me have changed from year to year, which means that preparation time is often lost or duplicated. It would be helpful if teaching was moved into blocks to facilitate a more effective use of time*". Another female member of staff (grade not specified) stated that: "*Time in teaching (actual classes and preparation time) is taking so much of my time that research has to be carried out during my "free time"*.

There was inconsistency in relation to contract restrictions – in some instances appointees on temporary contracts were required only to teach "*I am on a part-time contract and the contract restricts me to lecturing" (*female Assistant Professor) while in another discipline this is not the case – "*The teaching structure in college is geared towards lecturers/professors. No serious teaching opportunities exist for postdocs in* [names discipline] *to actually improve our standing for future lectureships or professorships. Currently one can only hope to stand in for the professors but have no opportunity to have an independent course. The administration believes that lab courses or tutorials are good enough teaching opportunities for post docs, which is ridiculous from a European perspective, where such jobs are done by post and undergraduates".* This view was echoed by a female Senior Research Fellow who said "*There should be provisions made within the system to permit researchers to teach and supervise but not as a favour to those who are employed as permanent staff within the college".*

Holding a post as a College Officer was seen as eating into research time as was "*Being Director of Teaching and Learning (Undergraduate) is a big drain - bigger than expected when I took on the job*" (male Assistant professor).

Finally survey respondents were asked what percentage of their working time they would need to spend to achieve promotion**.** The results for both sexes are very similar with both indicating the same amount of time that should be given to teaching. Women believe that they need to spend

[30] All grades referred to in the report are based on the updated academic titles: Assistant Professor, Associate Professor and Professor.

marginally less time on research, consultancy and pastoral care than male respondents. They indicated that they felt that they would need to spend marginally more time on administration than men.

Respondents were asked about their output and engagement in specific academic activities: publishing one or more peer-reviewed journal article (or equivalent) per annum; applying for external research funding (if required); supervising Masters' and Doctoral research students; and presenting/chairing sessions at conferences (Figure 5.3.2).

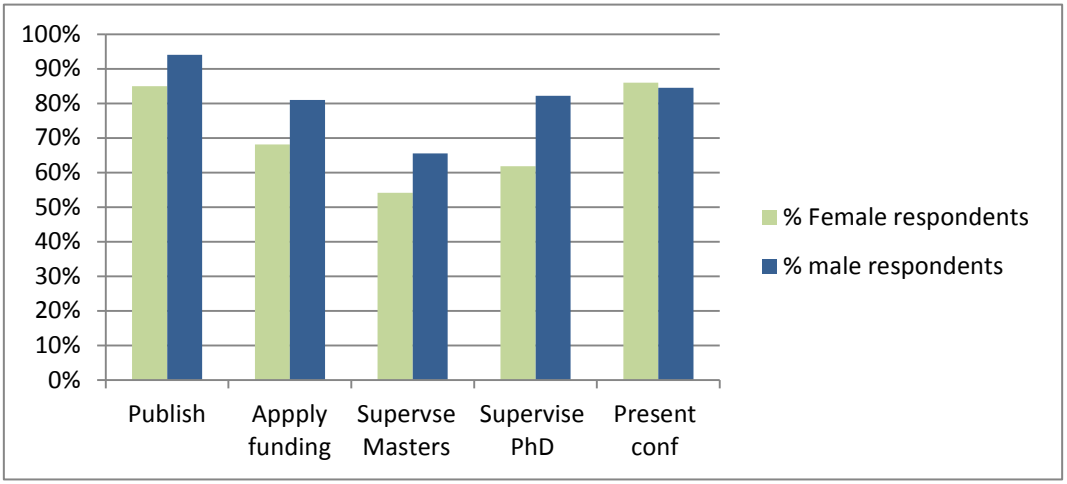
While the majority of respondents were actively publishing, male respondents (94%) were more likely than female respondents (85%) to produce one or more peer-reviewed journal article per annum. These gender differences were statistically significant (chi Sq .038).

Similarly, 76 per cent of respondents had applied for external research funding. However, proportionately more male respondents (84%) had applied for external funding compared with their female colleagues (72%). These differences were also statistically significant (Chi sq .047). However, this pattern may reflect the gender differences across disciplines, with an over representation of men in FEMS (where research funding may be critical to research effort and output) and the over representation of women in Arts/Humanities (in which research and publication would not be as dependent upon research funding). Likewise the pressure to publish annually in journal articles would be offset in Arts, Humanities and Social Science disciplines by publishing books and book chapters, for which the effort and lead time may be much greater that for conference proceedings and peer review journal publications.

Although not statistically significant, a higher percentage of male staff (71%) than female staff (61%) supervise Masters students. A similar pattern is discernible among male and female staff who are supervising PhD students (86% of men and 66% of women) and this is highly statistically significant (chi Sq .001). Again the ability to attract doctoral students may be higher, due to funding of specific projects, in FEMS disciplines where men are over-represented.

Figure 5.3.2 shows that there were very similar results between fe/male staff in relation to presenting papers and chairing sessions at academic conferences (89% of women and 87% of men).

Figure 5.3.2 Percentage Participation in Academic Activities according to Gender



4.4. Career History and Aspirations

Survey respondents were asked about the factors that influenced their decision to enter academia. The responses similar for both sexes: interest in research; intellectual challenge and autonomy/self-direction (Figures 5.4.1a and 5.4.1b).

Figure 5.4.1a Ranking (1, 2 and 3) of Factors Influencing Choice of Academic Career - WOMEN

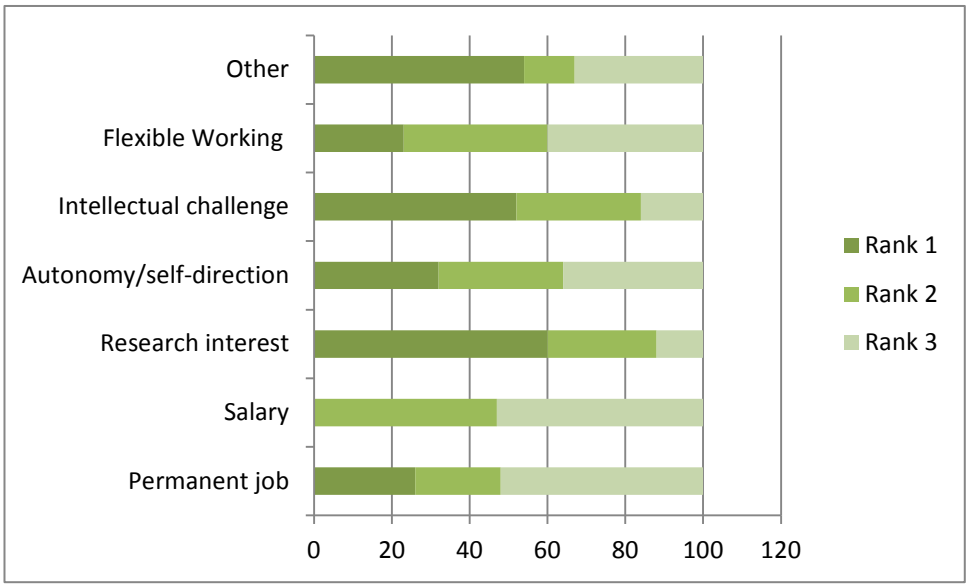
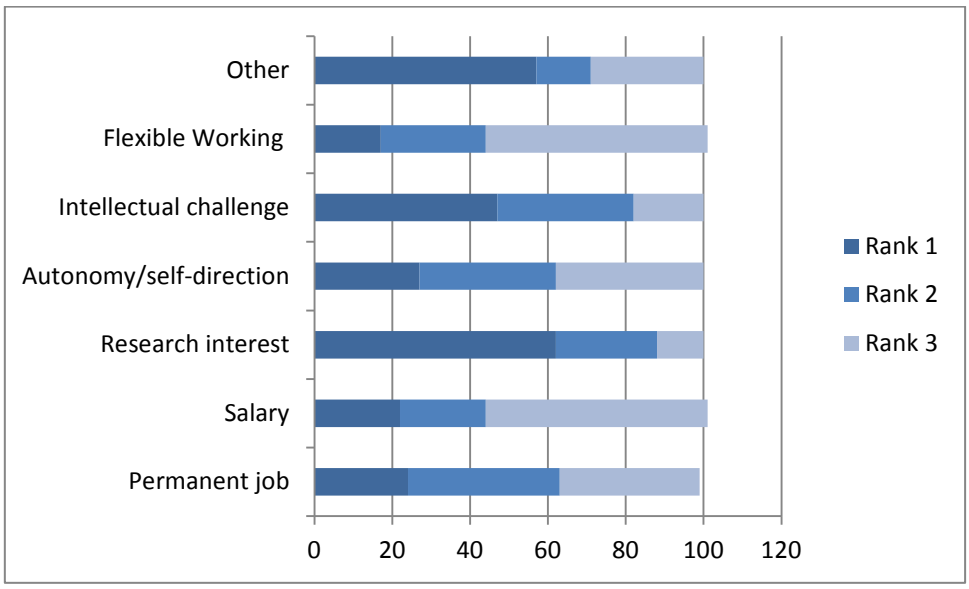


Figure 5.4.1b Ranking (1, 2 and 3) of Factors Influencing Choice of Academic Career - MEN



Figures 5.4.1a and 5.4.1b set out the rankings of factors that might have influenced them to choose a career in academia. There were no statistically significant differences in these rankings between men and women, with the exception of salary – for which no women respondents gave it a ranking of 1 (Chi Sq .002). Interest in their research was the primary motivator for men and women, followed by 'other' reasons and the intellectual challenge. Men ranked salary higher and flexible working arrangements lower than women but these differences were not statistically significant.

Other factors, mentioned by 42 respondents, related to a love of teaching; commitment to students and 'making a difference'; and no alternative employment commensurate with academic qualifications. These were typically expressed as "*Interest in teaching"* (female Associate Professor), "*I wanted to positively influence students*" (female Assistant Professor) and "*Opportunity to make a difference"* (female Associate Professor), "*No jobs available outside of academia at the moment for people with academic experience*" (female Research Fellow).

4.4.1. *Achievement of Career ambitions*

A total of 66 staff (36 women and 30 men) stated that they had achieved their career ambitions, representing 23 per cent of women, and 36 per cent of men, who responded. The gender differences in career achievement were statistically significant (Chi Sq .039). Achievement was attributed to their 'hard work' and being focused on their research: "*Hard work, focusing on research - publishing and obtaining grants*" (female Assistant Professor). However this was tempered with a concern about their administrative overload: "*To a large extent. I've achieved it by working hard, thinking afresh and publishing, by taking an interest in students. But I know that I could have gone higher if I had not been absorbed in so much admin and other distractions that I'm not really equipped for and am not good at"* (male Associate Professor).

However, there were more respondents (173) who had *not* achieved academic career ambitions. This was attributed to a number of impediments: international research success not reflected in current grade attainment; insufficient time to apply for promotion with administration having got in the way; family commitments; lack of permanent posts/promotions; politics; and lack of access to 'inner networks'.

More women staff (77%) felt that they have not achieved their career ambitions, in terms of grade attainment, than men (64%). One female Assistant Professor illuminated her dissatisfaction in terms of career success as follows "*In view of my professional and academic status in Ireland and abroad, and in recognition of the work load and contribution that I make to School and College life in a number of areas, my grade level is considerably beneath that of colleagues working at a similar level in other institutions*" while a female Associate Professor articulated her view even more strongly "*I know that colleagues in other institutions internationally who have my level of output/ attainment have a higher ranking in terms of grade. This - coupled with unrealistic demands of workload - is increasingly combining to make me consider going elsewhere. In my field, that would mean going abroad. Not something I 'want' to do, but something that I feel may be necessary given the way things are here*".

Another female Associate Professor also referred to the adverse consequences of their administrative workload "*My immediate ambition is to achieve Professorship (Associate Professorship in the old system). I cannot see that happening in the next 2-3 years if my administrative load continues as is. I simply don't have enough time to devote to resea*rch". A female Assistant Professor expressed a similar view "*Too much time wasted on secretarial work. I wanted to do far more research, but unnecessary administrative work is getting in the way*".

Family commitments were also an important impediment to career success, as noted by a female Assistant Professor "*I should have spent more time on publishing and by now in my career I should be able to secure research funding, which I have as yet not been able to do. It feels that it isn't possible*

to put the hours in to do the research on top of the rest of the job when you have a family to consider" and by another female assistant professor in terms of "*No, I would like to advance further, but with current family commitments I cannot commit to a PhD and without this or dedicated time to concentrate on trying to get published, I feel that I will continually be loaded with extra administration to free up those already at a higher level*".

Both male and female non-tenured staff referred to the lack of permanent posts and promotional opportunities as contributing to their lack of career success: *"Lack of permanent posts available" (female Adjunct Lecturer)* and *"There have been no promotions for years!"* (female Assistant Professor) and "*I appear to have many responsibilities, but unfortunately my job security is quite poor, and there are unlikely to be any permanent vacancies to which I could apply for at least a year in my School. Because of the load of administration and non-research work, my research record is not as good as it could be, which could make promotion difficult*" (male Research Fellow).

Reference to inner networks came from a male Chair in the form of "*Closed shop over promotions - inner networks*" as well as from a male Professor who stated "*Tough competition, politics*".

4.4.2. *Holding Positions as College Officer, Deanship and Head of School*

Respondents were asked if they would like to hold a post as a College Officer and more women (33%) than male (29%) respondents answered positively. The gender difference was not quite statistically significant (Chi Sq .054). There were similar levels of interest by men and women in being a Faculty Dean, by 20 per cent of female and 17 per cent of male respondents. Interest in being Head of School was higher among the women who responded, 25 per cent of whom would be Faculty Dean, compared with 23 per cent of men.

Twelve respondents had already held senior positions in the management of College. A further 38 expected to attain Head of School roles, anticipating that it would be 'their turn', particularly with the freeze on recruitment and 'thinning out' in staffing levels. One female Assistant Professor stressed her ability to take on the role "*I would anticipate achieving one of these posts in the future, as I believe I am a capable and efficient individual*" while a male respondents (grade not stated) referred to his experience: "*Size of the School, as well as length of service and having managerial experience. Though it is a role I would not take on too willingly but feel that it is important to do nonetheless*".

Male and female respondents referred to their reasons for wanting to attain positions of responsibility within College. These related to: making a contribution to College; advancing their career; and the challenge that the role would present. One male Associate Professor stated this in terms of *"College Officer/Head of School enable one to actively contribute to forwarding interests of School/College at meaningful level"* while a female Associate Professor noted "*I believe these positions give a great opportunity to encourage well-being amongst staff and a proper sense of collegiality as opposed to a sense of disaffection (prevalent over the last ten years). The importance of such a professional climate to encourage a high standard of research and teaching is not to be underestimated. Consultation with, and the ability to listen to, all members of a school/Faculty are key to promoting well-being in the workplace*".

Female academic staff, at different grade levels, recognized the importance of such roles in furthering their careers "*For career advancement I would like to take on a College role, the other two*

roles are not as rewarding career wise in my opinion and take one away from ones research" (Professor) and "*I believe these roles would help you be promoted*" (Assistant Professor).

The challenge involved was referred to by male and female respondents: "*I like a challenge*" (male Chair) and "*Continuously seeking new challenges professional development/best use of my expertise within the organization*" (female Chair).

More male than female respondents had already held a College Officer position and fewer women have already held senior management positions (e.g. College Officer, Faculty Dean, Head of School) Women (17%) are more optimistic about achieving senior management positions compared with men (10%).

Among respondents who were not interested in serving in senior management positions, the main reasons were: no reward; no interest in administrative type of work; or that it would distract from research/teaching. One female Associate Professor expressed this as "*All are huge piles of administration with no thanks, lots of blame and antagonism from everyone else, and very little opportunity actually to bring about what you would wish to achieve*" while a male Associate Professor claimed that "*These are largely thankless jobs that are best fulfilled by staff who have already reached the level of professor, and so can afford to do them*".

Referring to the additional administrative load one female Research Fellow stated: "*They are terrible jobs, all administration. I'd rather be a PI of a lab in a senior academic position*" while a male Assistant Professor noted that "*All these would increase already onerous administrative duties*".

Two female Associate Professors claimed that: "*These roles take a lot of time, they are not intellectually or personally interesting or satisfying to me, and they take time away from the work that I am passionate about*" or that "*Research would be further eroded and promotion less likely*".

Other female respondents would not be averse but believed that the timing was not right now: "*yes eventually to all three in theory but at the moment I would feel that it would be detrimental to my research and I primarily see my role as a competitive researcher as my core purpose. Other parts of my job are also important and I enjoy and want to contribute but if I fail at research I will feel I have failed all around*" (Associate Professor) and "*at this very early stage of my career, it is too early for me to consider these positions, but I would not rule it out in the future; at the moment I am more interested in developing my teaching and research, than to climb the hierarchy within college*" (Assistant Professor).

Other respondents were not clear about what would be involved or whether they were ready: "*I am torn between the ability to effect change through a position of power, and the taking of responsibility within a system that I don't fully yet understand and sometimes do not enjoy*" (male Assistant Professor) and "*I don't know much about the first two positions and what they entail so cannot really comment. I would be willing to be Head of School in the future*" (female Assistant Professor), implying that in the future they would like to be involved in a senior management capacity.

Others would be willing to serve, out of a sense of duty, and only if asked: "*my interest is based on a personal ethic of service to the academic profession. I would not seek any of these positions but if asked I would be willing to take them on. My first duty of service is to the School and I expect that I might be asked to take this on at some point in my career*" (male Assistant Professor) and "*While I*

am highly ambitious in terms of my own teaching and (in particular) my research, I would be reluctant to take on any more administrative responsibilities than I absolutely have to, and in addition, academic politics does not particularly interest me. I would consider standing as head of school in the future, however, as I feel that it would be my duty as a member of the department to put myself forward, if appropriate" (female Assistant Professor).

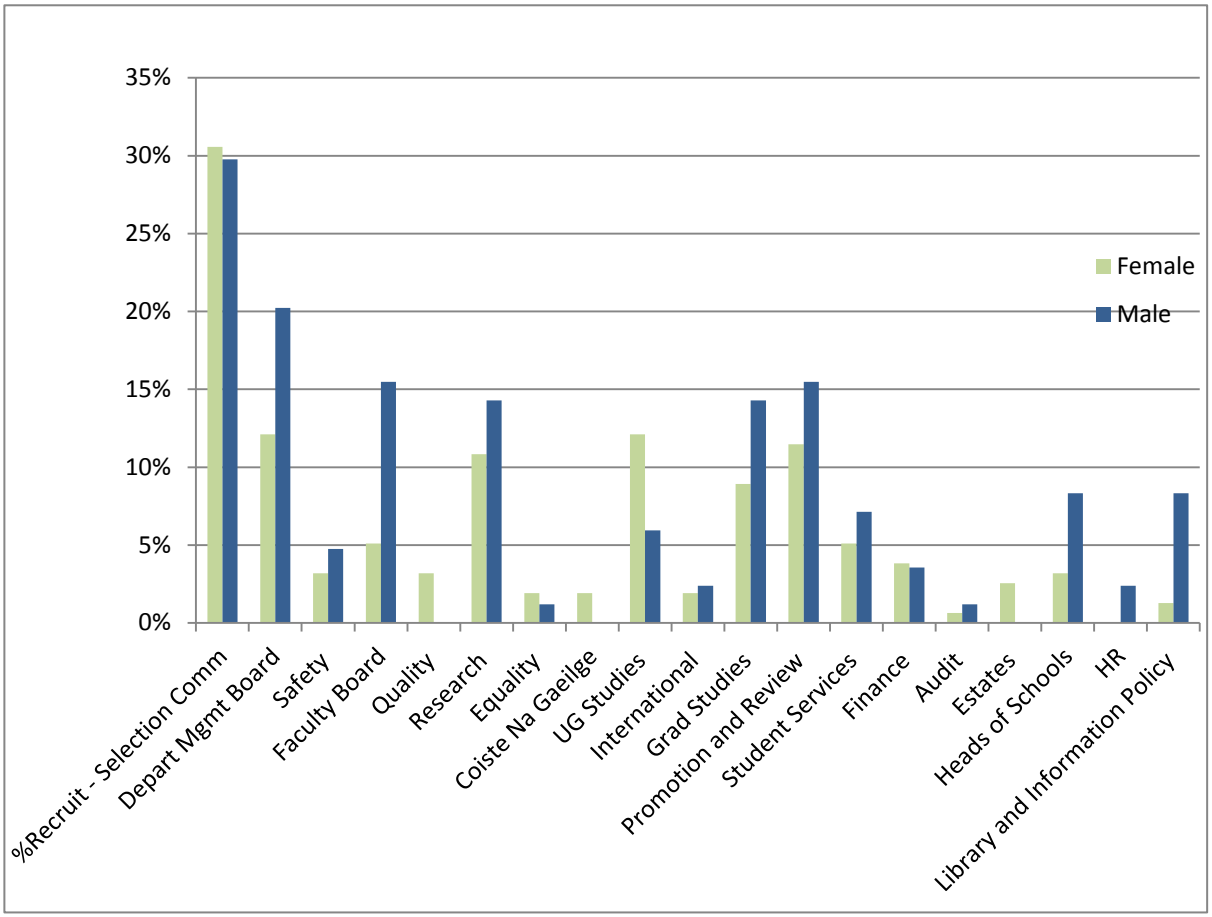
Respondents who indicated that they would not be interested in senior management roles cited a range of reasons: not eligible (14 respondents); not interested (14 respondents); don't meet criteria (5 respondents); appointment criteria are unclear (5 respondents); or that they were too old. Eligibility/criteria related to status, grade and contract while one response from a female respondent (grade not stated) claimed that "*Many positions of College officers are not advertised and are filled in a rather mysterious way. I am not sufficiently advanced to aspire to become Faculty Dean or Head of School any time soon*". Another female Associate Professor reiterated this: "*The appointments I have seen appear 'political' and not based on merit in terms of teaching, research and leadership skills*".

4.4.3. *Appointment to College Committees*

Slightly more men (54%) have served on one or more College Committee compared with women (50%) and fewer women have chaired such Committees than their male counterparts.

There were similar levels of involvement in recruitment and selection committees by men and women. However on most other Committees (with the exception of Quality, UG studies and Estate Committees), male staff were more likely to have served on all the other College Committees, particularly Departmental Management Boards, Faculty Boards, Promotions and Review, Research and Graduate Studies Committees (Figure 5.4.2).

Figure 5.4.2 Involvement with College Committees according to Gender



Asked if Committee involvement had enhanced their careers, respondents volunteered a range of responses: no effect (28 respondents); gained understanding on how college works/college decisions/policies are made (25 respondents); contacts/networks (17 respondents); contribution to college (6 respondents); raised personal profile (2 respondents); and helped contract renewal (2 respondents).

4.4.4. *Promotion*

Respondents were asked if they had applied for academic promotion (excluding the merit bar) within Trinity College. Among the survey respondents, 46 women and 32 men have applied for academic promotion.

Staff surveyed were asked what would encourage them to apply for promotion, to which there were 158 responses. Specifically these related to: feeling that I would succeed (22 respondents); transparent and fair promotion criteria (20 respondents); enhanced salary (14 respondents); formal recognition from college, respect of peers and colleagues (11 respondents); eligibility to apply (7 respondents); permanency (7 respondents); less time consuming process (6 respondents); more posts available (6 respondents).

Two women Associate Professors articulated the need to feel that they could succeed as "*A sense that the application would be successful; the process is daunting enough without the prospect that it*

will not succeed" and "*a chance I would be successful. Less negativity from HOS etc. about how few posts there are and how it will likely be allocated to another school*".

More transparency in promotion procedures and criteria were sought by male and female Assistant Professors: "*More transparency regarding the procedure & criteria: More weighting given to teaching & service to community. Appears to be some disparity across Schools in award of promotions" and "An open, transparent system with clearly defined benchmarks. If you fulfil the published criteria, you get the promotion*".

With reference to the related time issue in the promotion process, one female Associate Professor sought "*Encouragement from head of department and colleagues. Also a less time-consuming application process*".

Asked about what would discourage respondents from applying for promotion prompted reference to similar issues: lengthy process e.g. form filling (25 respondents); likelihood/fear of rejection (20 respondents); lack of promotions available (13 respondents); lack transparency as to the actual promotion criteria (12 respondents); lack of support from colleagues/HoS (10 respondents); perception that the promotion process is biased/unfair/requires patronage, including one reference to gender bias (9 respondents); ineligibility due to grade point/merit bar (7 respondents); increased administration in more senior role (6 respondents); past expereince of failure (2 respondents).

Fear of rejection stemmed from various sources. One female Assistant Professor expressed "*The fear that as a member of a busy professional School, with lots of students and PGR students, my publication record will not stand up to the same level of scrutiny as that of colleagues from other disciplines, where there is a culture of co-publishing with one's students, which is not yet established in our School*".

4.4.5. *Fellowship*

The survey asked if respondents had ever applied for Fellowship. The majority of both sexes had not applied. However men (40%) were more likely to have applied for Fellowship than women staff (25%). This gender difference is statistically significant (Chi Sq .021). There were no significant differences in the number of times that women and men applied for Fellowship among applicants.

Respondents were asked what might have discouraged them from applying for Fellowship. Among the 107 responses, the following reasons were mentioned: not eligible (often due to contract restrictions); felt they would not be successful; too early in career; never heard of it/don't know the criteria (particularly within the School of Medicine); thought a staff member 'had to be nominated' rather than apply; too busy; and no support from colleagues.

The final question in the survey section on career progression asked respondents what had helped their career progression in Trinity College. The responses fell into five main themes: mentoring/advice from senior colleagues; support from colleagues; research focus and excellence; getting funding; autonomy of research; and attracting good students.

Both female and male staff referred to the importance of the College Mentoring Scheme (piloted by WiSER). One female Assistant Professor expressed this as "*supportive mentors within the School and*

via the staff mentoring scheme saying 'yes' to everything" while a male Assistant Professor stated "*Access to helpful senior colleagues who I consider friends and whose advice I value greatly. The mentorship scheme has also been very useful to me".*

Applying themselves to excelling in academic terms was mentioned by a male Associate Professor as "*Excellent teaching, College Service and excellent Scholarship/publication record"* and a female Professor in terms of *"Working, publishing my research, supervising PhD students*". Others stressed "*Obtaining research funding and establishing my research programme*" (male Assistance Professor) and "*An environment that encourages research, that offers considerable flexibility and individual autonomy. Great students, both undergraduate and postgraduate! (We tend to take the quality of TCD's students for granted, unless we spend time elsewhere)*" (male Associate Professor).

Individual respondents also referred to: experience in another University; contacts; awards received; professional development support/courses in College; a positive role model; balancing demands of research, teaching and administration; saying yes to everything; serving on Board; and taking a sabbatical to re-energise.

Survey respondents were also asked what had impeded their careers in Trinity College. The 190 responses ranged as follows: excessive administrative load (18 respondents); lack of job/promotion opportunities (10 respondents); no career path (10 respondents, mostly Research Fellows); child care issues (8 respondents); lack funding/current economy (8 respondents); teaching commitments often mentioned as going unrecognised (8 respondents); temporary/ part time contract (7 respondents); not enough time for research (5 respondents); promotion restriction due to merit bar or point on scale (4 respondents); lack transparency promotion criteria (4 respondents); age issues (4 respondents).

Typical of the excessive administrative workload was the comment by a female Assistant Professor "*I have consistently been asked by Heads of School to undertake major roles of admin responsibility, which has savagely eaten into my time for research. No one has taken an interest in my career progression to date, apart from the current Head of School..... To encourage me to focus on my career,* [HoS] *still insists that I sit on every School committee imaginable and contribute to change and its management at all levels. I have drawn.... attention to the contradiction here (how can I get time to publish if I am consistently engaged in endless admin?), but* [HoS] *insists that* [individual] *relies on me to help steer things through for the sake of the development of the School. Such has been my lot since I joined TCD almost* [no.] *years ago*". A female Associate Professor noted "*Time pressures at work; the fact that so much research time is taken up with administering research grants and research personnel; lack of administrative experience at College level?*" as having impeded her career.

For Research Fellows a typical problem was expressed in terms of "*Lack of career path for Research Fellows. Being tied to a particular FP7 project for my own funding*" (male). Similarly a female Research Fellow referred to the "*temporary contract, wouldn't know where to start with career progression; work remotely from college therefore feel disconnected from college*".

Family demands were raised by a female Associate Professor "*the fact that I have to do my work at work as I have a family at home (I had [no.] children during my academic career) and it has been*

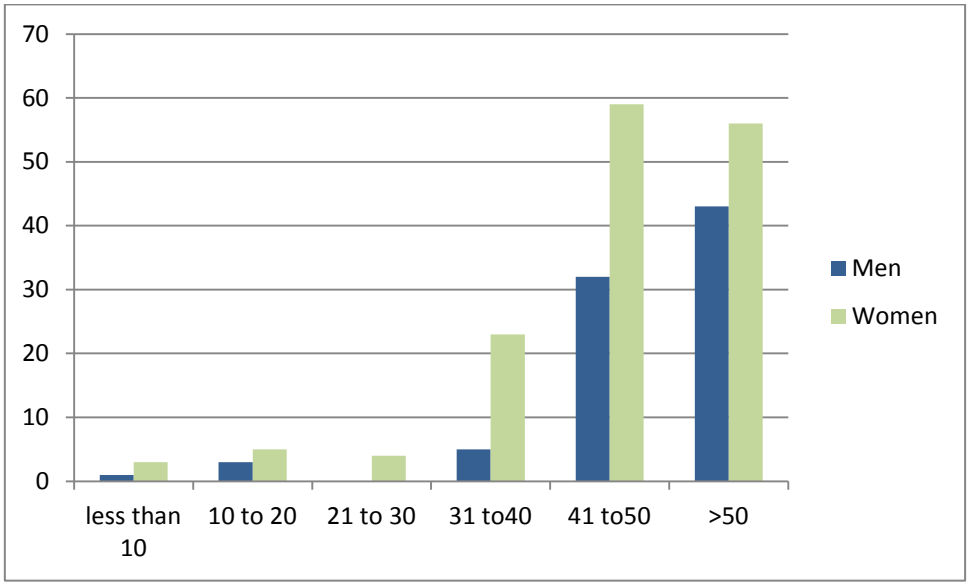
difficult to blend these lives. Trinity sometimes assumes that work can spill over based on a male oriented perception of work". Personal issues and circumstances were raised by another female member of staff (grade not specified) "*I believe that my problems arise from my age at the point when I finished the Ph.D. and the assumption that because I was married, I really did not need to be considered for a permanent post. I do not think these things would make a difference now, but they did when it was important to me*" and reinforced by a female Associate Professor "*Lack of talent management in College. Being a woman. Not playing the game- i.e. not working the system. (This was deliberate) Bad research facilities. Inadequate funding for networking abroad (I made up for this myself)*".

4.5. Work-life Balance

4.5.1. *Weekly Working Hours*

On average, the majority of men and a substantial minority of women work in excess of 50 hours[31] per week (37% of women and 51% of men) (Figure 5.5.1).

Figure 5.5.1 Weekly Working Hours of Men and Women (n = 234)



When asked if they tend to work weekends/evenings, in addition to normal working hours, the vast majority of respondents (75 men and 142 women) stated that they did so. If respondents worked weekends/evenings, in addition to normal working hours, they were asked about the reasons for doing so. These related to: essential to meet job requirements of teaching, research and administration; to avoid the interruptions that occur during 'normal' hours'; scholarly devotion/like to keep going once started; and to meet specific deadlines/lectures etc. scheduled.

[31] Under the EU's Working Time Directive (2003/88/EC), each Member State must ensure that every worker is entitled to a limit to weekly working time, which must not exceed 48 hours on average, including any overtime. http://ec.europa.eu/social/main.jsp?catId=706&langId=en&intPageId=205

In terms of meeting the demands of the job this is expressed as "*It would be impossible to meet my job requirements and meet all the additional criteria for job progression (i.e. excellence in research) without doing this*" (female Assistant Professor) and "*pressure of the position means that I cannot complete all my work without working weekends and evenings*" (female Associate Professor) and "*Because of the nature of my current responsibilities as well as the lack of support from other members of staff who are not willing to share responsibilities. There is a lot of additional administration duties which I can only get completed after working hours"* (male Assistant Professor).

Conducting work outside 'office hours' was essential: "*I find that I am often most productive in these periods as not distracted by emails or others around*" (male Assistant Professor), "*The quiet and space required to think and write are often only available in the evenings when meetings are over and students/staff are not around*" (female Research Fellow) and "*In the evening you are not interrupted and can accomplish tasks, get the job finished!*" (female Associate Professor).

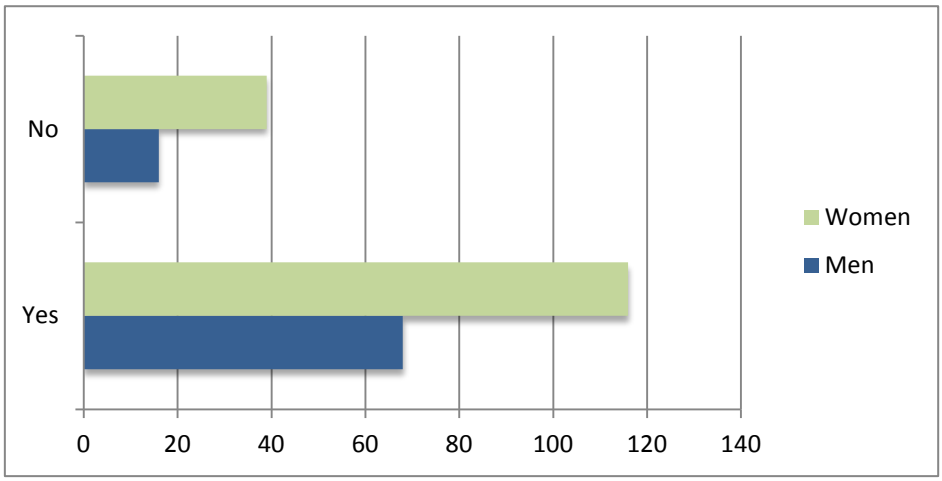
Working extra hours for scholarly devotion was expressed by a female Associate Professor as "*Because I am a scholar. A scholar cannot switch off from his/her subject as an administrator can*" and "*I like to have complete flexibility as to when I work. Sometimes once I get started I like to keep going*" (female grade unstated), and "*Passion for subject and commitment to quality work and student experience*" (male Assistant Professor).

Meeting specific deadlines was also referred to: "*Not all the time. Sometimes there are activities that require extra work e.g. grant review, exam grading etc. that need to be done in a short time frame*" (female Associate Professor), "*If deadlines require it*" (female Research Fellow) and "*Only if there is an imminent deadline or backlog of work that needs to be done*" (male Assistant Professor).

4.5.2. *Working from Home*

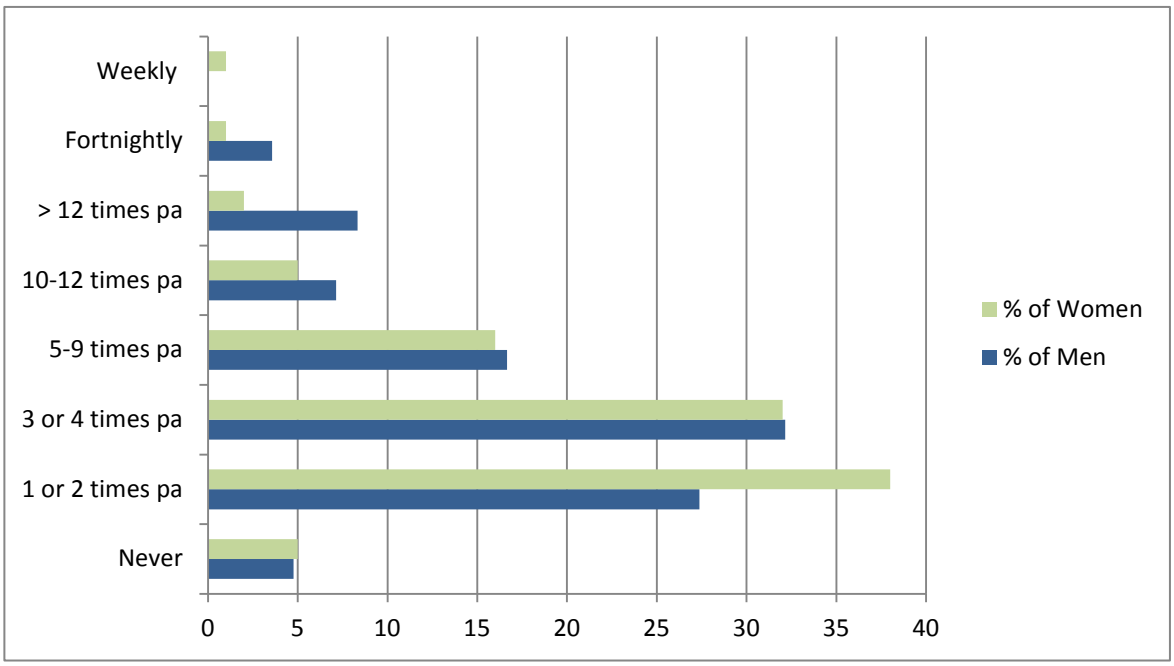
Respondents were asked if they regularly work from home. The majority of men and women respondents do so, though the level was higher among male respondents (81%) compared with female respondents (74%) Figure 5.5.2

Figure 5.5.2 Number of Staff who Regularly Work from Home according to Gender (n = 239)



Asked how frequently they travel for work purposes (e.g. meetings/seminars/conferences) involving an overnight stay or longer, most women stated that this happens 1-2 times per year. For men, it was more commonly 3-4 times per year. Men travel more often in connection with their work, 68 per cent of them doing so 3 or more times per year, compared with 57 per cent of women (Figure 5.5.3).

Figure 5.5.3 Frequency of Travel Commitments - Percentage of Women and Men



4.5.3. *Defining Work-Life Balance*

The survey asked respondents to state their understanding of work-life balance. This elicited 194 replies that ranged across the very specific e.g. weekends off, 40-45 hours per week; a compromise between professional and personal life; a situation where both professional and personal life are uncompromised by each other; an unrealistic dream/idea; to a broader absence of unhealthy stress.

Typical of the responses that referred to specific hours was that of a male Professor "*Being able to do the job effectively while staying within a 40-45 hour week most of the time. Being able to leave the job behind and have some energy left for leisure pursuits, family etc. after work*".

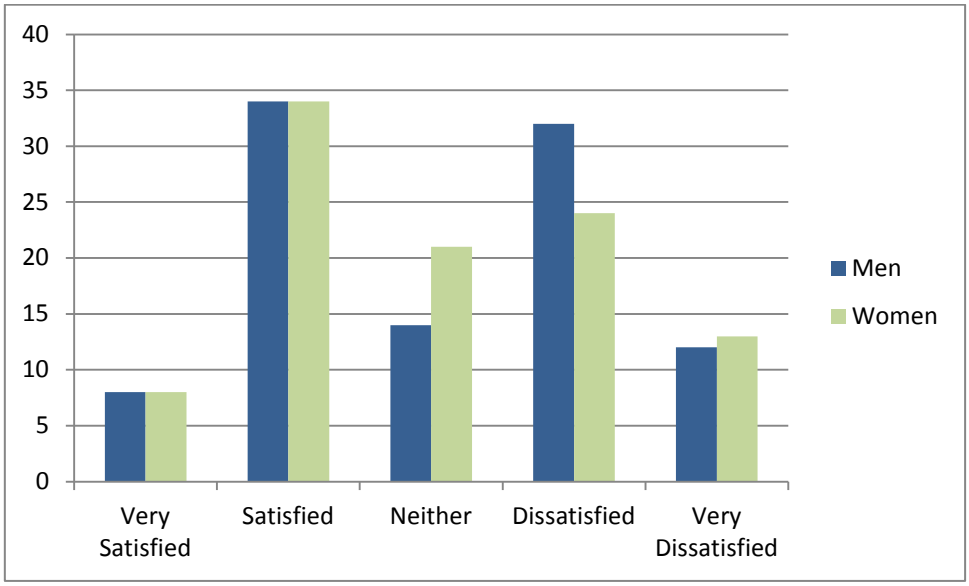
The balancing between professional and personal life was iterated by a female Assistant Professor as "*Prioritising as to what you have to let go of, and when to let go. Review and refocus as demands of either fluctuate over time. Balance is up to me*". A positive example of this came from a female staff member (grade not specified) as "*being able to manage a healthy and fulfilling working career and a personal lifestyle without compromising either and without stress*". More cynically, a female Assistant Professor noted "*A bit of a pipe-dream! At this level there isn't one*".

For one male Assistant Professor work-life balance meant "*that appropriate time and energy is available for the significant relationships of life, personal and professional in the absence of unhealthy stress*".

4.5.4. *Personal Satisfaction with Own Work-Life Balance*

Survey respondents were asked how satisfied they were with their current balance between their professional and personal life (Figure 5.5.4).

Figure 5.5.4 Percentage Levels of Satisfaction with Professional/Personal Life Balance by Gender



Levels of satisfaction were similar for male and female respondents (42%). However, marginally more men (44%) than women (37%) were dissatisfied or very dissatisfied with their work-life balance.

If relevant, respondents were asked what would help them to achieve a better balance between their professional and personal life. The 144 responses were extremely diverse. Suggestions that emerged were (roughly in order of frequency): the introduction of a work load model/fair distribution/acknowledgement by college of academic workload; less pressure/demands from work; fewer administrative tasks being required by academics; affordable childcare available in college; more academic staff e.g., retiring staff replaced; more admin/support staff to relieve administrative burden on academics; meetings etc. scheduled during core work hours; better pay (more of an issue for Research Fellows) also was made in relation to affording help with domestic tasks; flexibility to work from home/adjust hours as needed; part-time work option (real one, not still working >40 hours per week); mentoring and career guidance provided by College; clear promotion criteria from College; permanency/job stability; being able to take parental leave/ holidays; teaching assistants; and automatic benchmarked promotion.

Typical of references to an excessive workload was the comment by a male Assistant Professor seeking "*A proper staff work load model in effective operation. I don't mind my own load as long as it is to the benefit of College, and that all my colleagues are pulling in the same direction. That doesn't happen*" and female staff member (grade not stated) "*Less working... because I am currently working more than 70 hours per week and I work all weekends and holidays... every day!! I need to take it a little bit easy but working pressure* [prohibits this]".

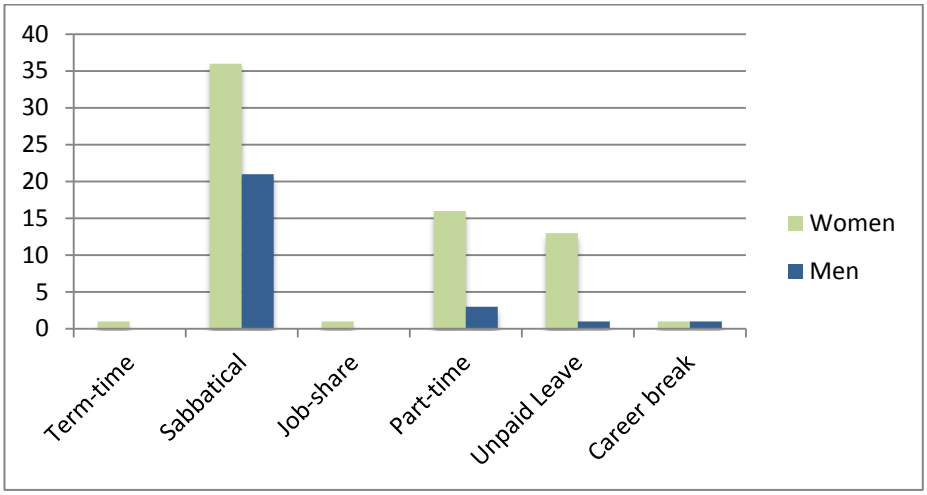
Affordability of childcare was an issue to one female Assistant Professor: "*I have [no.] small children, so childcare is the most important thing. The [no.] children are in the crèche in TCD and that is*

unsustainable financially and […] *in the TCD crèche* [regulations] *are extremely strict, more so than in other crèche that I know of*".

4.5.5. *Availed of Flexible Work Options*

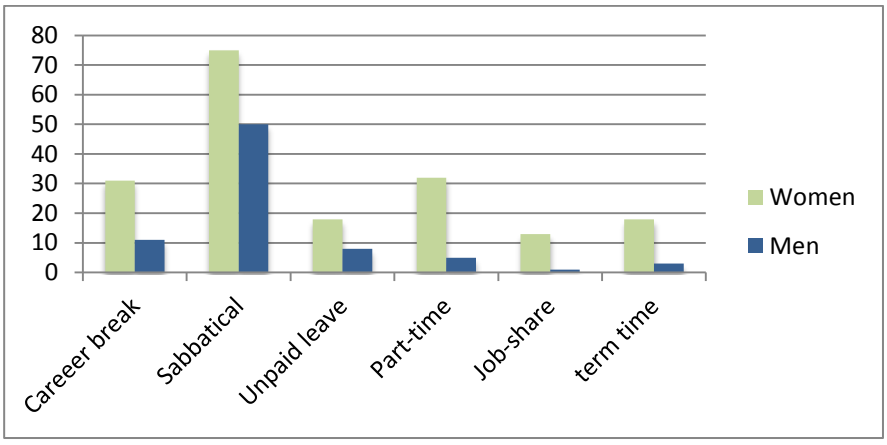
Respondents were asked to list any flexible working arrangements that they might have availed of during their academic career within Trinity College (Figure 5.5.5). The summary results show that it was women rather than men who had opted for such arrangements, most notably taking sabbaticals (by 36 women and 21 men); working part-time (16 women and 3 men); and unpaid leave (13 women and 1 man). A smaller number of women had availed of term-time working (1) and job-sharing (1) while the number who took a career break was also small (1 woman and 1 man).

Figure 5.5.5 Number of Fe/Male Respondents who availed of Flexible Working Arrangements



When asked if they would *like to avail* of any of flexible working arrangements in their academic career, more female than male respondents answered in the affirmative (Figure 5.5.6). Numerically more women (75) than men (50) would like to take a sabbatical - the most popular option for both sexes, followed by: career break (31 women and 11 men); part-time working (32 women and 5 men); unpaid leave (18 women and 8 men); term-time working (18 women and 3 men); and job-sharing (13 women and 1 man).

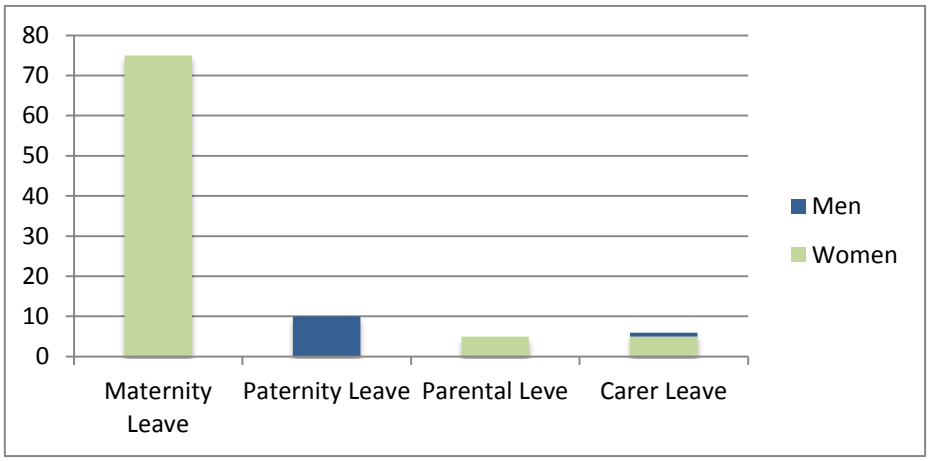
Figure 5.5.6 Numbers of Men and Women who would like to avail of Flexible Working Arrangements



4.5.6. *Family Related Leave*

Respondents were asked if they had taken any family related leave while working in Trinity College. Forty-three women had taken maternity leave compared with only 6 men who had taken paternity leave (Figure 5.5.7).

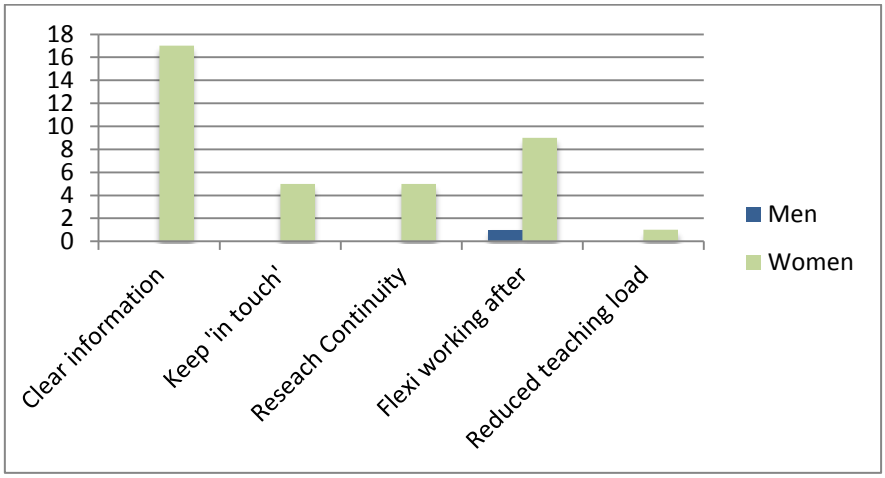
Figure 5.5.7 Number of Incidents of Family Related Leaves according to Gender



The majority of these women (38) had taken leave only once or twice. In addition, four women had taken unpaid parental leave. No men had done so. When asked if they had experienced any difficulties in returning to work in Trinity College after such family related leave, more women (24) compared to men (4) had experienced difficulties.

Respondents were asked about what supports, if any, were available to them, from College, during and after their family related leave. In virtually all instances, it was women who had been offered/opted for these supports: clear information about their rights and responsibilities during or prior to the break (17 women); flexible working options after the break (9 women, 1 man); 'keep in touch' opportunities during the break (5 women); continuation of research, publication and/or funding applications during the break (5 women); and reduced teaching load or service responsibilities (to allow them focus on research, publications and/or funding applications) after the break (1 woman) (Figure 5.5.8).

Figure 5.5.8 Supports Available following Family Related Leave



Respondents who availed of family related leave were asked about their experience(s) in returning to work in Trinity College. In total, 24 women and 4 men had experienced difficulties, compared with 31 women and 15 men who had not experienced any difficulties when returning to work in College.

There were 32 responses to the request for elaboration about the nature of the difficulties that they had faced that highlighted the following: no cover/ineffective cover was provided, work built up, no support or allowances made on return (9 respondents); lost projects/effective demotion/by-passed for interesting responsibilities/viewed as research inactive (6 respondents); WLB issues/exhaustion (3 respondents)**;** no opportunity to go part-time (1 respondent); no crèche space (1 respondent); and difficulty administration of maternity leave (1 respondent). One respondent volunteered how useful it would have been to have a reprieve from lecturing for 6 months after return to allow catch up. Many women commented that they still worked during their maternity leave and that this was completely unrecognised by college.

In relation to no effective cover during maternity leave, a female Associate Professor testified that "*The person who took over my role while I was away simply didn't deal with any significant issues that arose so I came back to a deep drawer full of paperwork/issues that had been languishing for an entire term!*" while another female Professor stated "*After the experience of my 1st child I decided with all subsequent children to work 1/2 days per week in College. There is no attempt to provide replacement for your research or administrative duties - lectures are covered during maternity but administration, tutoring and exam-related activities (setting and marking) are not. I was constantly on call - 'when will you be in next?' was the mantra*".

In the context of lost projects/demotion, one female Associate Professor stated that "*My timetable was radically reshaped so that my specialist courses were removed. As a result, I only taught* [named] *classes (effectively a demotion) and the marking load for this was huge (6 x 20 scripts a week). The explanation was that the Head of Department had 'forgotten about me' as I was on leave*".

Asked to comment on what support would be helpful when taking family related leave there were 52 responses relating to: temporary reduction in teaching (11 respondents); clear college policy and provisions on how to pass on admin work, teaching and how to fund cover staff (7 respondents); information provided clearly on current college policy regarding leave (5 respondents); understanding from colleagues (4 respondents); keeping in touch options (3 respondents); reduced service responsibilities on return (2 respondents); overlap time on both ends with cover staff (2 respondents); provisions for continued research related work while on leave with time back in lieu on return (2 respondents). Other suggestions from individual respondents were: flexible working options; college based childcare; and protected time for research on both sides of leave. Conversely it has to be recognized that, as expressed by a single childless person, they were constantly being burdened with the work of those on family/maternity leave.

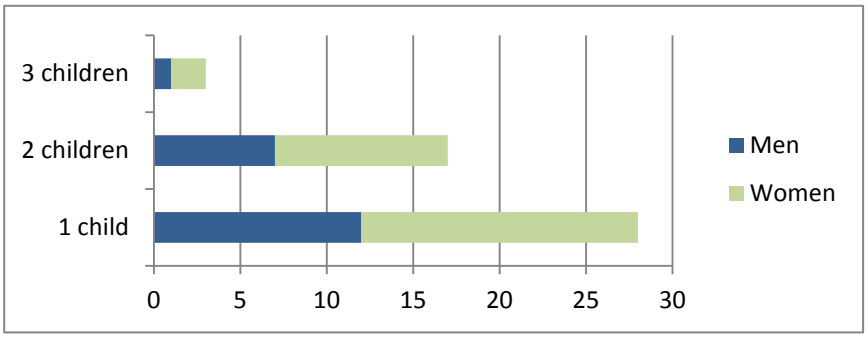
In relation to a temporary reduction in teaching load a female Associate Professor stated: "*the items listed* [in the questionnaire] *would be useful. Reduced teaching to allow focus on research on return would certainly be useful from a promotion perspective (although this should not be the case if promotion was truly based on both)".* A female Assistant Professor noted that "*provision of reduced teaching or service responsibilities to allow me to focus on publications and research after break and provision for continuation of research / publication while on leave and take time back in lieu on return*".

Commenting on the absence of a College-wide provision one woman Associate Professor wanted "*A college-wide policy detailing how the person going on leave should pass on administration, teaching, etc. Funding for actual replacement people*". Attitudinal support was also sought by a female Assistant Professor "*Less of an attitude amongst senior male colleagues that when a woman takes a leave of absence she is 'letting the team down' versus when a man does it he is never spoken about in a disparaging way*".

4.5.7. *Caring Responsibilities for Dependent Children and/or Adults*

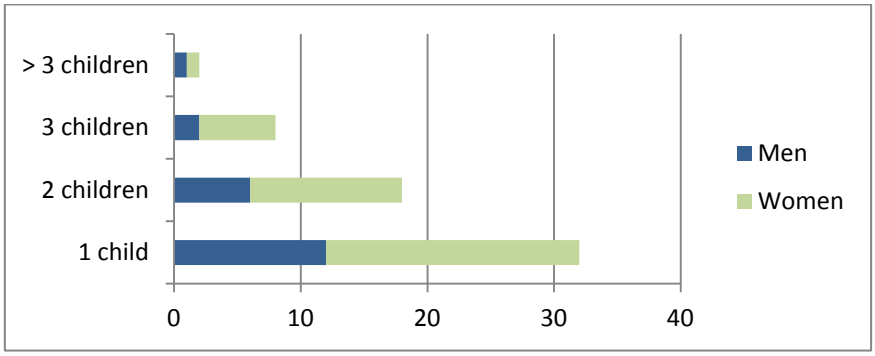
A substantial percentage of respondents, both male and female, have caring responsibilities (47% female, 49% male). Respondents were asked how many dependent children and/or adults they care for. Twenty-eight women respondents and 20 male respondents had 71 children at home aged, under 6 years, between them (Figure 5.5.9).

Figure 5.5.9 Number of Dependent Children under 6 years according to Gender



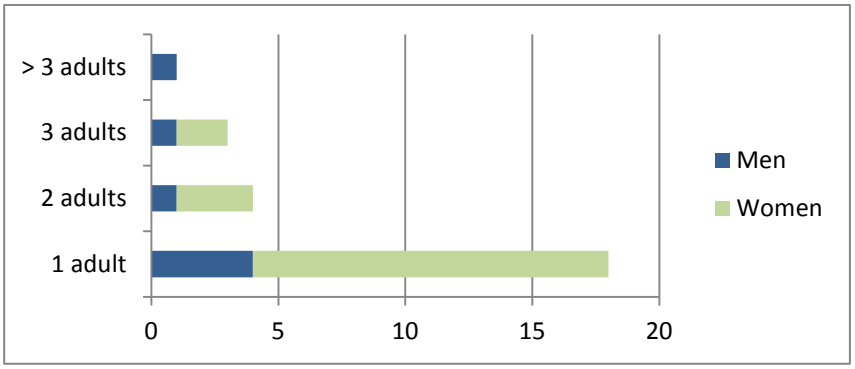
A total of 60 respondents (39 female and 21 male) were responsible for a further 98 children aged between 6 and 18 years (Figure 5.5.10).

Figure 5.5.10 Number of Dependent Children aged 6-18 years according to Gender



In addition respondents were asked about their caring responsibilities for young adult dependents living at home and the results are shown in Figure 5.5.11. Most commonly this involved one young adult and the most common carers were women respondents (19 out of 26). Information was sought about caring for other adult dependents and this was the case for 15 women and 8 men who responded.

Figure 5.5.11 Number of Young Adult Dependents according to Gender



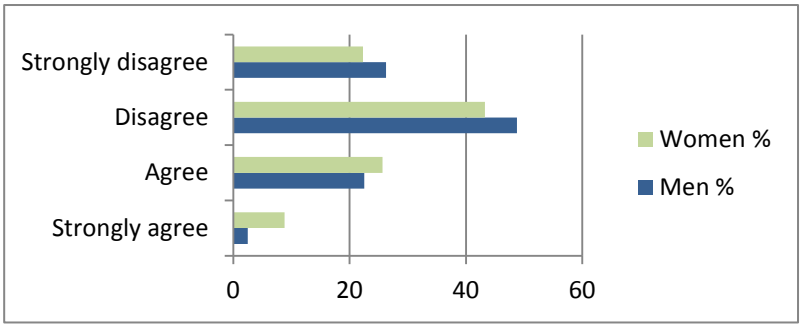
4.6. Department/School or Research Unit Environment

In order to gauge the academic environment at School level within College, respondents were asked to indicate their level of agreement with a series of statements concerning conditions in their School/Department or Research Unit. The results indicate a strong degree of shared agreement between men and women about what they saw as positive and negative aspects of their working environment. For example, men and women respondents agreed with the statements that: they could put forward their opinions; there are many unwritten rules; and that their contribution to the School is valued. Some respondents, male and female, also agreed that they: felt unable to express their career choice preferences; were under scrutiny; did not 'fit in'; are reluctant to bring up issues. Staff also assented to the statements that: there are few opportunities to participate on Committees and at meetings to discuss projects; they are not encouraged to apply for promotion; and they have limited access to role models.

4.6.1. *Perception of School Environment*

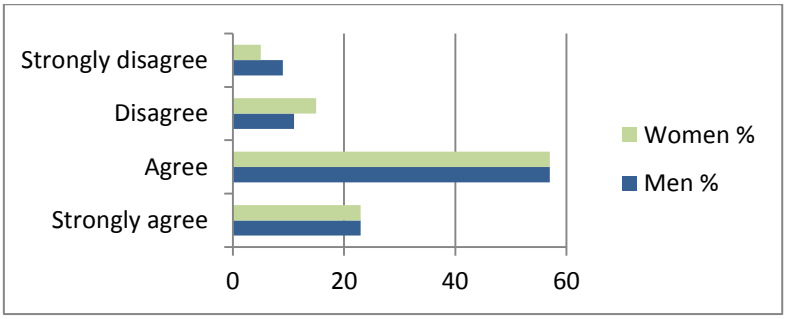
A majority of respondents either disagreed or disagreed strongly with the statement that they felt constantly under scrutiny by colleagues in their Schools. However, more women (35%) than men 26%) agreed or agreed strongly that they constantly feel under scrutiny, though these gender differences were not statistically significant (Figure 5.6.1).

Figure 5.6.1 'I constantly feel under scrutiny by my colleagues in my School' (n = 228)



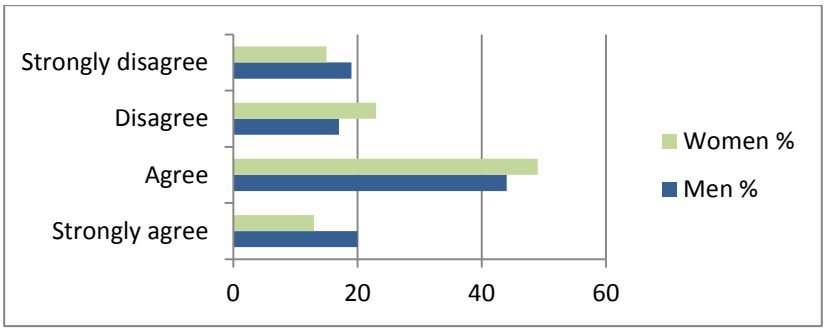
There was a strong consensus, from both sexes, agreeing with the statement that they were able to put forward their opinions, with 80 per cent agreeing or agreeing strongly. Slightly fewer women (5%) than men (9%) strongly disagreed (Figure 5.6.2).

Figure 5.6.2 'I feel able to put forward my opinions' (n = 237)



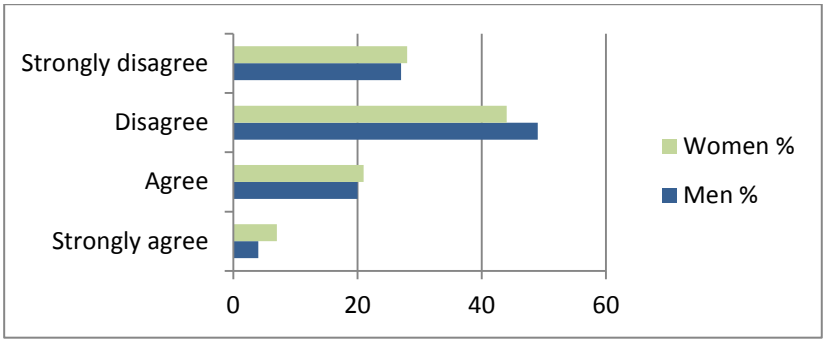
There was general agreement with the statement that respondents' contributions are valued by their Schools. Women were marginally less likely than men to agree strongly or disagree strongly with the statement. The majority of both sexes agree/strongly agree (Figure 5.6.3).

Figure 5.6.3 'I feel that my contribution to the School is valued' (n = 227)



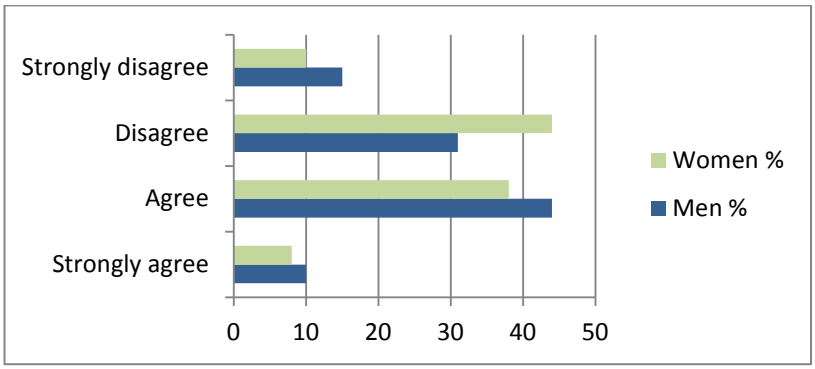
The majority of both sexes either disagreed or strongly disagreed with the statement that they feel unable to express their preferences in relation to their research interests and career choices (Figure 5.6.4). Similar proportions of men (20%) and women (21%) agreed with the statement, though a larger minority of women (7%) than men (4%) strongly disagreed.

Figure 5.6.4 'I do not feel able to express my preferences in relation to my research interests and career choices' (n = 220)



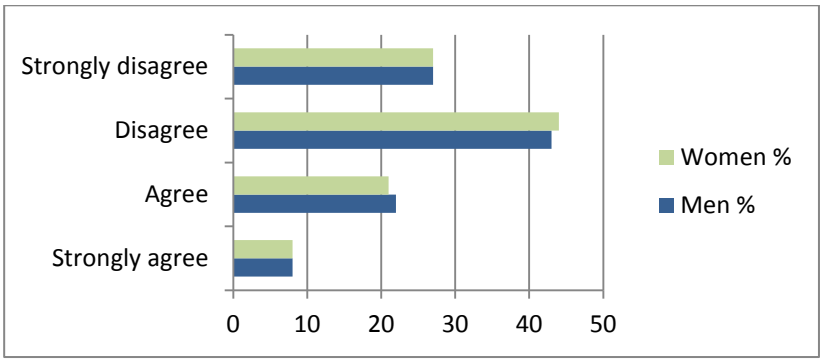
There was more agreement from male respondents (54% agreed or agreed strongly) that colleagues always seek their opinions on research ideas and problems compared with women respondents, only 46 per cent of whom agreed or agreed strongly. Women's views are less strongly held than men's (Figure 5.6.5).

Figure 5.6.5 'My colleagues always seek my opinions on research ideas and problems' (n = 224)



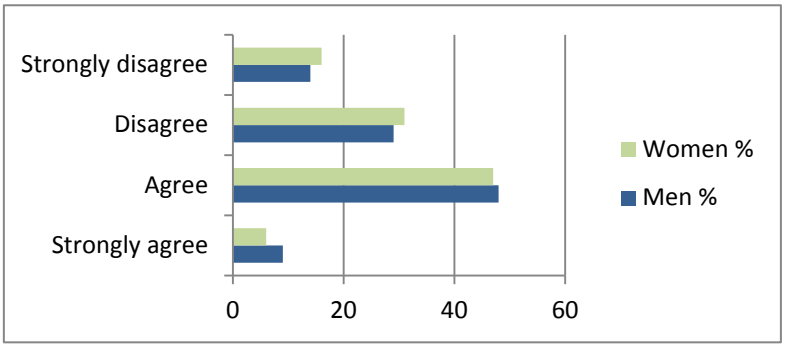
There was virtual unanimity from male and female respondents concerning the statement that they do not 'fit in' easily within their Schools (Figure 5.6.6). The majority of both sexes either disagree/strongly disagree, 71 per cent of female respondents, 70 per cent of male. Conversely, nearly 30 per cent of men and women who responded agreed (21-22%) or agreed strongly (8%) that they felt that they do not 'fit in' within their Schools.

Figure 5.6.6 'I feel that I do not "fit in" easily within my School' (n = 221)



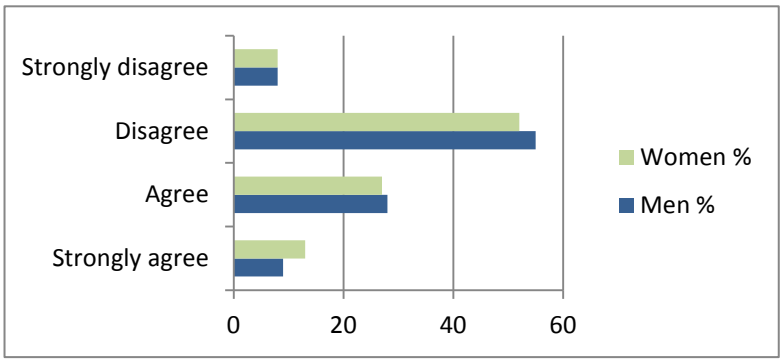
While almost a half of all respondents (48% men and 47% women) agreed that they have access to suitable role models, a further 9 per cent of men compared with 6 per cent of women agreed strongly that this was the case (Figure 5.6.7). A substantial minority of 47 per cent of female respondents and 43 per cent of male respondents disagreed or strongly disagreed that they had such role models.

Figure 5.6.7 'I have access to suitable role models' (n = 213)



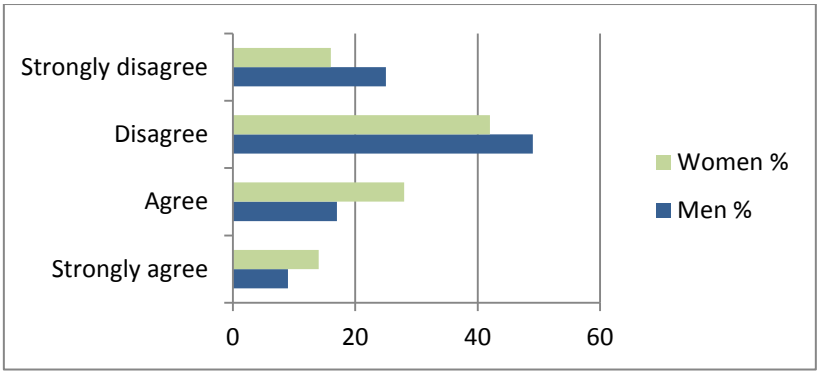
The majority of women and men disagree (55% of men and 52% of women) or strongly disagree (8%) that they have to work harder than their colleagues to be perceived as legitimate scholars (Figure 5.6.8). The balance of men (37%) and women (40%) agreed or agreed strongly that they did have to work harder.

Figure 5.6.8 'I work harder than my colleagues do, in order to be perceived as a legitimate scholar' (n = 201)



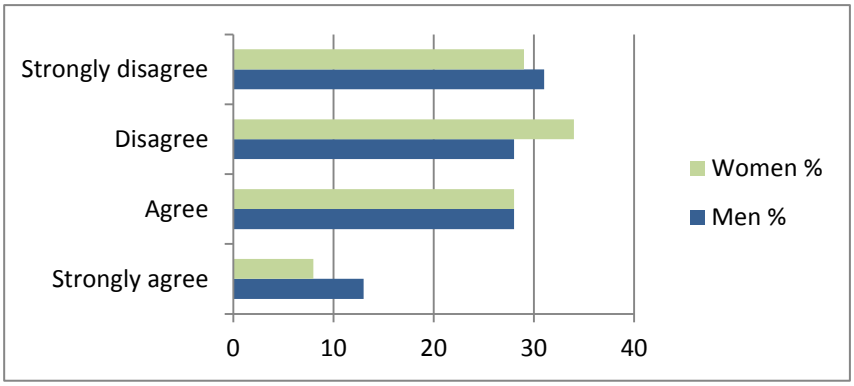
There were statistically significant differences in the responses by male and female staff to the statement that they feel they seldom have the opportunity to participate in important committees, meetings and/or projects (Figure 5.6.9). More than a quarter of the women respondents (28%) agreed and a further 14 per cent strongly agreed compared with 17 per cent of men who agreed and 9 per cent who agreed strongly.

Figure 5.6.9 'I seldom have the opportunity to participate in important committees/meetings/projects' (n = 225)



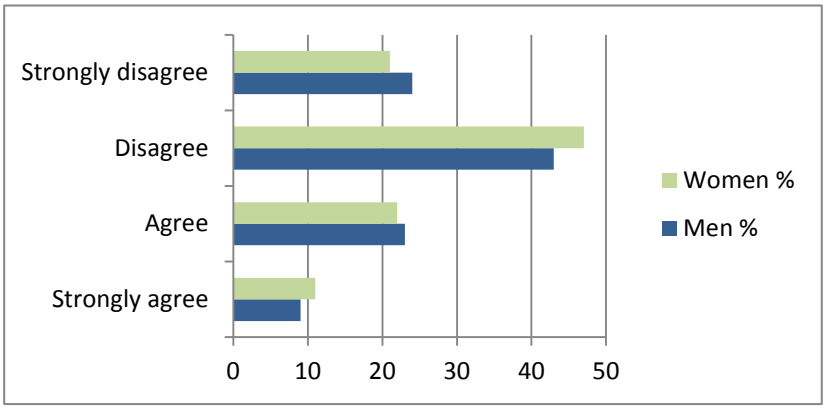
The negative responses to the statement concerning encouragement from senior colleagues to apply for promotion are similar for both sexes (Figure 5.6.10). A total of 63 per cent of women respondents and 59 per cent of men respondents disagreed or strongly disagreed with the statement. Slightly more men (13%) than women (8%) strongly agreed that they received such encouragement.

Figure 5.6.10 'I have received encouragement from senior colleagues to apply for a promotion' (n = 201)



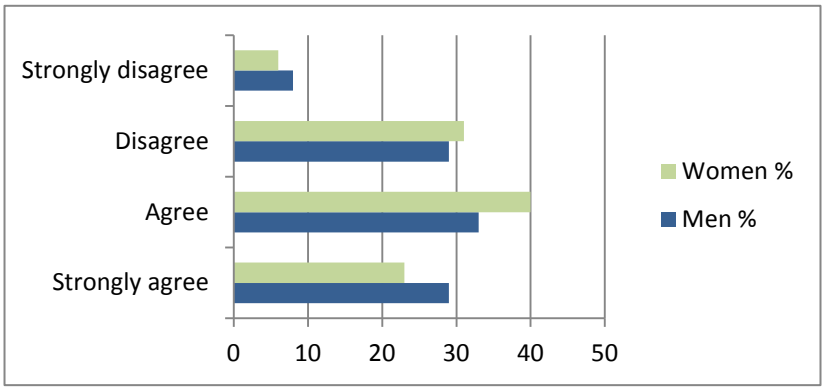
The majority of female and male respondents either disagree (43% women and 47% of men) or disagree strongly disagree (24% and 21%) with the statement that they would be reluctant to raise issues of concern for fear of it affecting their careers and/or promotion prospects. Slightly more women respondents strongly agreed (11%) compared with men (9%) (Figure 5.6.11).

Figure 5.6.11 'I am reluctant to bring up issues that concern me for fear that it will affect my career/promotion' (n = 218)



The majority of respondents (62% of men and 63% of women) agreed or agreed strongly that there are many unwritten rules concerning interaction with colleagues (Figure 5.6.12). About half of both sexes agree/strongly agree, 59% females, 54% males. Only a small minority (8% of men and 6% of women) strongly disagreed.

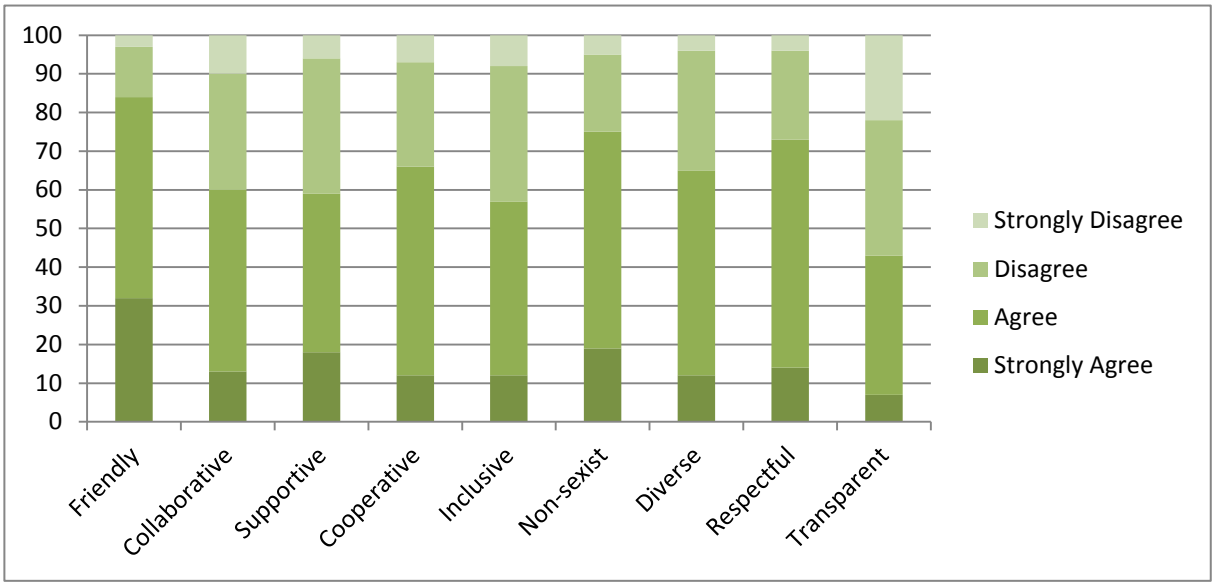
Figure 5.6.12 'There are many unwritten rules concerning how one is expected to interact with colleagues' (n = 218)



4.6.2. *Culture of Schools*

Respondents were asked to rate the culture of their School against a number of criteria: Friendly; Collaborative; Supportive; Cooperative; Inclusive; Non-sexist; Diverse; Respectful; and Transparent. The results are shown in Figure 5.6.13a (female respondents) and Figure 5.6.13b (male respondents).

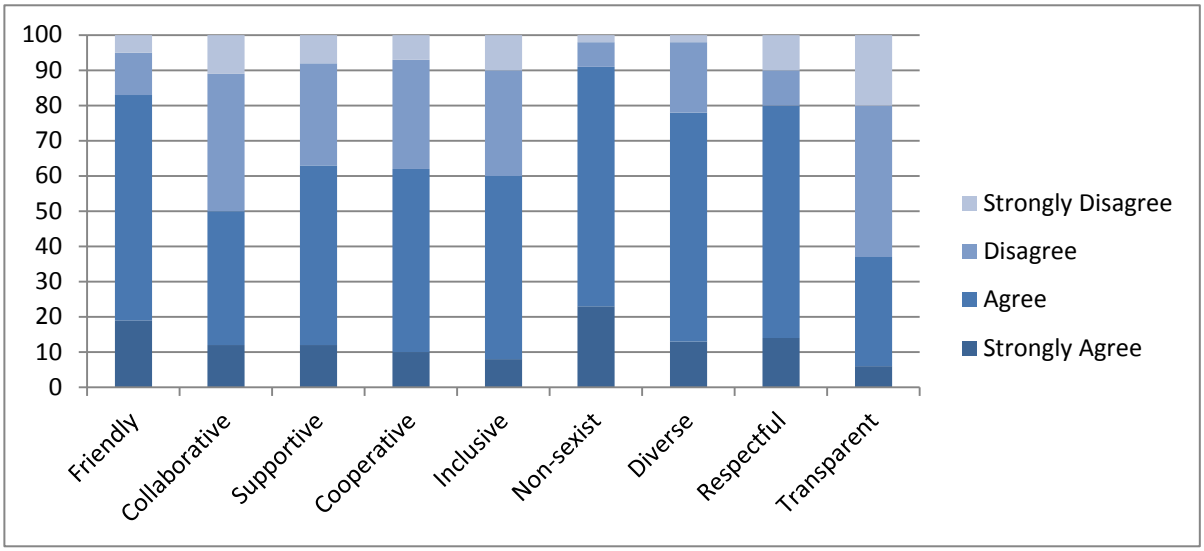
Figure 5.6.13a Percentage Rating of School Culture by Women Respondents (n = 151-154)



In response to the criteria that might, or might not, describe the culture in female respondents' Schools, there was greatest agreement that the culture was friendly (with only 16% of women disagreeing or disagreeing strongly). This is followed by non-sexist (25% strongly/disagree), respectful (27% strongly/disagree), co-operative (34% strongly/disagree) and diverse (35% strongly/disagree).

There was more disagreement with the following criteria: transparent for which only 43 per cent of women agreed or agreed strongly, followed by inclusive (57% agreed or agreed strongly), supportive (59% agreed or agreed strongly) and collaborative (60% agreed or agreed strongly).

Figure 5.6.13b Percentage Rating of School Culture by Male Respondents (n = 82-84)



Similar patterns of responses were noted concerning the prevailing culture in male respondents' Schools. There were only two criteria in which there were statistically significant differences between men's and women's responses in relation to: non-sexist and respectful – in both cases men agreed more strongly than women that these criteria applied in their Schools. Male respondents agreed that the culture was non-sexist (only 9% of male respondents disagreed or disagreed strongly with this), friendly (17% of men disagreed or disagreed strongly). This is followed by respectful (20% strongly/disagreed), diverse (22% strongly/disagree), supportive (37% strongly/disagreed), co-operative (38% strongly/disagree) and diverse (35% strongly/disagree).

Male respondents were in strongest disagreement with the following criteria: transparent for which only 37 per cent of men agreed or agreed strongly, followed by collaborative (50% agreed/ agreed strongly).

4.6.3. *Levels of Satisfaction with Working Environment*

Men and women were asked how satisfied they were with a number of key dimensions of their working environment: opportunities to collaborate; degree of social interaction; levels of research funding; their current salary; ability to attract students; sense of being valued for teaching; and sense of being valued for research/scholarship. A summary of the responses, according to gender, are presented in Figure 5.6.14.

Opportunities to collaborate with other (non) faculty members (n = 234)
Overall there were higher levels of satisfaction on the part of male respondents (19% very satisfied and 57% satisfied) than female respondents (11% very satisfied and 54% satisfied). More women are very/dissatisfied (35%) compared with their male counterparts (24%).

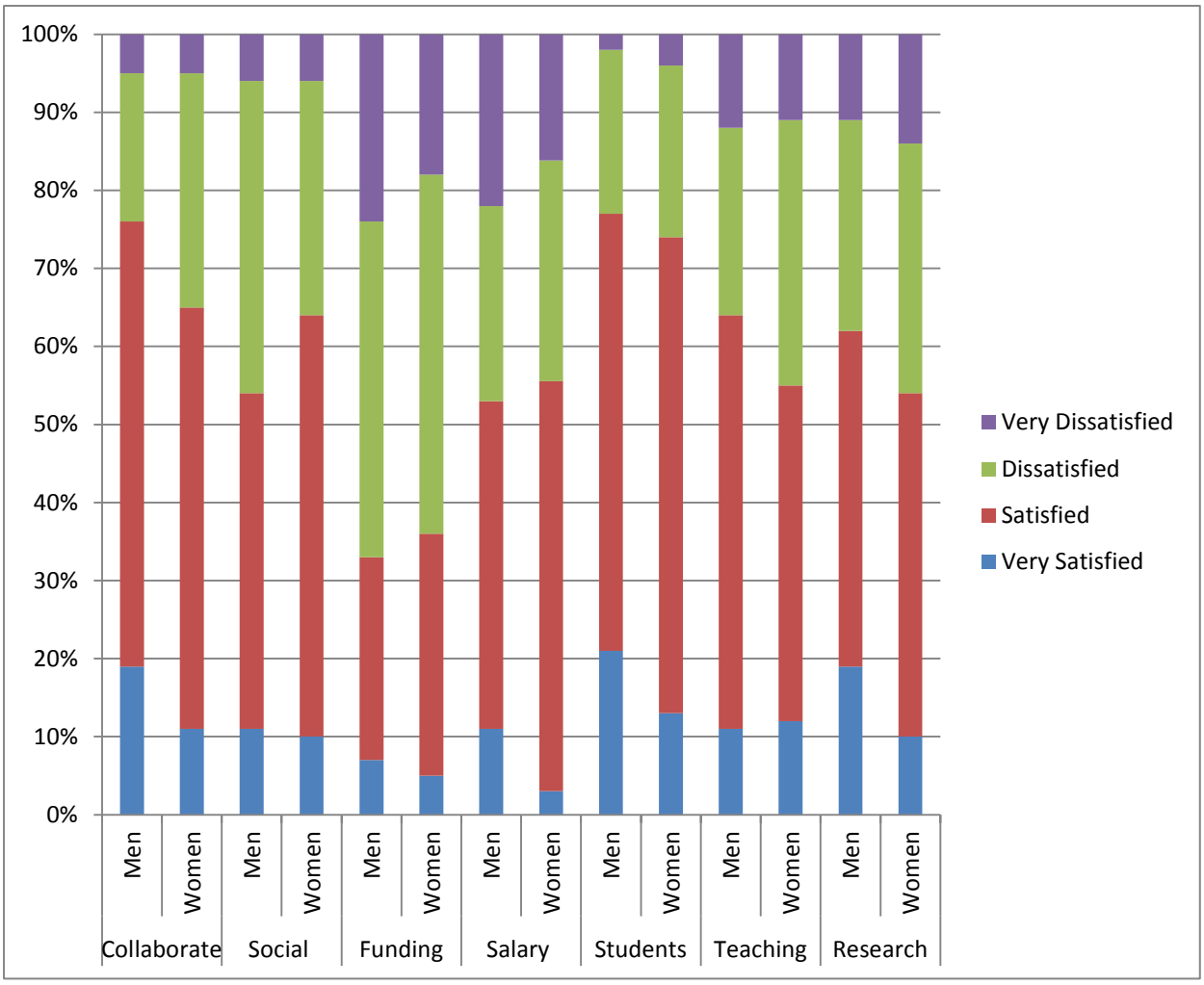
Degree of social interaction with members of School (n = 236)
More women are satisfied (54%) or very satisfied (10%) with the social interaction involving members of their School, compared with men (43% satisfied and 11% very satisfied). Only 6 per cent of respondents were very dissatisfied with the level of social interaction.

Levels of funding for Research or creative efforts (n = 236)
Both female (46%) and male (43%) respondents were dissatisfied with the levels of funding available for their research or creative efforts. A further 18 per cent of women and 24 per cent of men were very dissatisfied.

Current salary in comparison with the salaries of colleagues (n = 235)
More men (11%) than women (3%) were very satisfied with their salary in comparison with the salaries of colleagues. Paradoxically, more men (22%) than women (16%) were very dissatisfied with their salary.

Ability to attract students to work with (n = 226)
There were high levels of satisfaction by both men and women with their ability to attract students with whom to work. Twenty-one per cent of male respondents were very satisfied, compared with 13 per cent of female respondents. A further 56 per cent of men and 61 per cent of women were satisfied.

Figure 5.6.14 Satisfaction with Working Environment



Sense of being valued for Teaching by members of my School (n = 221)

There were relatively high levels of satisfaction with respondents' sense of being valued by their School for their teaching. Men's levels were higher in terms of satisfied (53%) and very satisfied (11%) compared with women's (44% satisfied and 12% very satisfied).

Sense of being valued for Research, scholarship, or creativity by members of School (n = 230)
Male respondents were more likely to be very satisfied (20%) with their sense of being valued by members of their School for their research, scholarship or creative contributions, compared with female respondents (10%). Similar results were evident for satisfied (44% of women and 43% of men). Slightly more women (14%) were very dissatisfied compared with men (11%).

4.7. Management Styles and Practices

Given the importance of management practices in contributing to the prevailing cultures and practices pertaining within the Schools in College, respondents were asked to elaborate on aspects of the management styles and practices in their Schools. The open-ended responses have been clustered according to Faculty of Engineering, Mathematics and Science (FEMS) School, to illustrate the consensus or diversity of comments received. For reasons of confidentiality, none of the Schools are named and only the gender of respondents (not grade) is provided.

Comments on Management Styles and Practices in the FEMS Schools

School A

"*Complete lack of communication and transparency. Different levels of responsibility for all - if you are perceived as being efficient/conscientious then you are burdened with more admin/responsibility. No work load model -so teaching/research/admin loads are not evenly distributed or recognized. Very little support for new academics - thrown in the deep end - very little advice/support/mentoring. No clearly defined progression - no targets/no progress review*" (female)

"Non-existent" (male)

"*Authoritarian. Non-transparent. Lack of respect for junior members*" (male)

"opaque school run by select members of staff for select members of staff" (male)

"Management is not transparent, although having been on School Executive I can appreciate why sometimes this is so. Information flow from Executive to staff is poor and is not presented in a timely manner" (male)

"Secretive" (female)

"there is no clear management style, no feedback, no rewarding systems based on output/ research performance" (female)

"*Style - I hear about everything after it has been done. Practices - no idea, as they are completely hidden*" (male)

"As laissez-faire as possible" (female)

"School members are very active individually, but there are no opportunities for discussions at a school level. There is little transparency and important decisions are often taken without school wide

consultation. There are no school meetings and no effective way of knowing who has made what decisions and what will be the implications to the school. Unfortunately, that has generated a general lack of trust and, although the intentions of management might be good, I believe current praxis disenfranchises staff members and does not allow for careful evaluation of decisions that ultimately impact all school members." (female)

"From a postdoctoral point of view: lack of post doc culture: we do not play any role in school life. We are excluded from everything. E.g. we cannot teach, attend/provide courses, meet speakers that come for conferences, asked for our opinion on how to improve things around the labs (I am just comparing with what I saw as a PhD student in other institutions) -no support in developing our careers further from our duty labs" (female)

School B

"*My school is like a 'boys club' decisions are made according to favours owed or personal friendships. There is no transparency in terms of decisions or rationale for the same & College's procedures are not followed. People in office act according to what they think or influence by others rather than being objective and applying college procedures. I feel very vulnerable working in such an environment and have been subjected to extremely inappropriate behaviour by senior academics in the school*" (female)

"*To me it seems very hands-off with disciplines and research groups operating quite autonomously (perhaps too much so, in that it is not always clear what others in the School are working on)"* (male)

"Discourages collaborative efforts across faculties - teaching and potential PhD candidates …. Previous Head of School avoided all possible contact with me (and others). No sense of recognition for my efforts. Just bad management" (female)

"The main management practice is mostly benign neglect. Good academics need to be left alone to do their job, and the School is mostly good at that. The style works less well with academics who struggle, and who might benefit from some direction" (male)

"supportive and fair" (female)

"would rather not - have not been impressed with competence" (female)

"senior mgmt …. plan in conjunction with course directors and heads of discipline - we work up the committee structure to school executive for decisions - then ratified at school committee meetings. Emphasis on consensus - a tendency to avoid controversial decisions" (male)

"New school head is increasing the sense of community and also the level of transparency" (male)

"Previously lacking in transparency, very hands off in terms of career encouragement and advice. More financial transparency under new regime" (female)

School C

"*very high level management, with little or no knowledge of research and expertise of the individual, which often leads to repeated work by different members of the faculty and higher than necessary cost expenses to carry out this research*" (female)

"…The management style in my Discipline is one of bullying and disrespect. It is one of limited ambition and imagination and it is totally unbearable. I have two new colleagues who already feel this way and are also now disconnected from the discipline and hence the school …." (female)

"facilitating and positive" (male)

"The management attempts to inform everyone of what is going on any include people in decision making" (female)

School D

"*It is informal and 'minimalist'. The objectives are to maximise research and research-based teaching, and the encouraging of all staff and students to develop their own interests. Meetings are as few as possible. Responsibilities are delegated as much as possible*" (male)

"Mainly consensual, mainly transparent but with some secrecy" (male)

"as a research fellow, I'm not sure I know too much about this. Heads of department and school are very approachable, however" (female)

"Things just happen! No communication" (male)

School E

"*The School is has a very supportive environment and, in my opinion, is managed in a very diplomatic manner. There is a feeling that the people bringing in the most funding get preferentially accommodated within the school, but I think this is a fair system*" (female)

"*Recently had a change of HOS. I did not find the outgoing HOS inclusive or supportive in terms of research. The new HOS is more supportive of working mothers which is a great improvement"* (female)

"Most management decisions are made by the school executive, with little input from other members of the school" (male)

School F

"The current Head of School is very positive and supportive and creates a sense that important values are being taken care of and that we have a voice that will be considered respectfully. The School is very varied which creates difficulties in really integrating activities across the School but great strides have been made" (female)

"the school is not the issue - has little apparent autonomy to do anything - all important issues"(female)

"Am separated from management since, as a research fellow, I am not treated equally with other teaching staff" (female)

"Present management is quite good and supportive" (female)

"I have no idea since I am not part of the management and have no link to any of the committees" (female)

"I don't think there is a style. There would be one if there was a strategy. There is no strategy" (male)

"Wonderful currently. Open and discursive on all aspects, with great respect for each other's opinions" (female)

"Collaboration etc. hampered by physical constraints …..different levels of buy-in to School idea; too many committees obscure management structures and lines of communication" (male)

".....Management style I have experienced seems to be very formal. I do not understand the structures. Always a lot of paperwork and different groups of administration" (female)

"They do extend invitations to committee meetings etc. They do make an effort to create a school community. The School is very diverse and as …. I don't really fit into a discipline which is a problem I think. As a research fellow I'm not considered a staff member…." (female)

"They are too complicated….We have a two tier structure in which strategy is attempted to be played out at a School level, but each step of the way it is dogged by partisan demands for the disciplines. We still have 'departmental' staff meetings with heads of discipline being line managers for staff, rather than removing this extra level of administration…[I] *am very grateful to my colleagues who continue to take on these difficult management roles*" (male)

"Management style and practices have varied hugely with different heads of school, from unsupportive to ……. For many interactions, the key issue is how things operate within the discipline rather than at school level" (female)

School G

"Non existent" (male)

"very good" (female)

"The School ….. is a very nice place to work. All staff are very cooperative and Head of School is very accessible. Since the implementation of the School Executive the decision making process is less transparent to the body of academic staff and this is leading people to be less interested in the School as a whole and more interested in their own activities…..which could lead to a perception of unfairness in terms of allocation of service duties, teaching and recognition of research. The Head of School is undoubtedly aware of these issues and trying to maintain the highly co-operative environment amongst academics that has been the culture of ….. since I first joined the School" (female).

4.8. **Key Survey Findings**

The INTEGER survey of academic and research staff conducted in June 2012 highlighted some strong similarities between the situation of men and women, along with some critical differences. Overall, the collection of both quantitative and qualitative data allowed for the identification of areas of

satisfaction and also dissatisfaction, leading to constructive proposals for actions that might address problems identified. The first of the key differences identified relates to demographic profiles and grades of male and female respondents. Male staff academics are older than their female counterparts and more likely to hold a higher academic grade. Women are over-represented among respondents who held contract (non-permanent) posts.

An unequivocal finding from the survey shows that women and men work long hours, well in excess of 40 hours in an average week. The majority of respondents work weekends/evenings, in addition to normal working hours, citing the following reasons: essential to meet job requirements of teaching, research and administration; to avoid the interruptions that occur during 'normal' hours'; scholarly devotion/like to keep going once started; and to meet specific deadlines/lectures etc. scheduled. Academic respondents also regularly worked from home.

Academic members of staff devote the greatest proportion of their working time to research, followed by teaching, administration and other activities. While a higher proportion of men want to allocate more time to research than women, there was a consistent agreement from both genders that they wish to spend less time on administration. They also agree that, in terms of promotion, they need to reduce their administrative burdens and reallocate this time to research. Excessive administration was attributed to: poor administrative support, bureaucracy; a disjointed College structure; excessive workloads, sometimes related to staff shortages; lack of transparency in how work is allocated; uneven teaching loads; contract restrictions; and the burden of additional roles (e.g. College Officer, Directors of Teaching/Research).

Small differences emerged in the levels of engagement by male and female staff in research activities. Men tend to be more actively involved in publishing, are more successful in securing research funding and also contribute more to supervising Masters and Doctoral students, than women. However these gender differences may be attributable to the gendered discipline mix whereby male academics are over represented in disciplines which require/attract: higher levels of funding support (national and international), hence funded postgraduates/postdocs, leading to higher levels of joint publications in multi-authored journals/online conference proceedings. In contrast, women are over-represented in disciplines that do not require/attract high levels of research funding support, postgraduates/postdocs and publication is more commonly in single authored books, book chapters, monographs and journal publications.

There are very few differences between women and men in terms of the factors that attracted them into an academic career apart from the ranking of salary - which no women respondents ranked number one. Men ranked salary higher than women, while women ranked flexible working higher than men. Overall the key factors influencing the choice of an academic career were: research interest, followed by the intellectual challenge and other factors such as love of teaching, commitments to students and 'making a difference'.

A minority of survey respondents believed that they have achieved their career ambitions, in terms of grade attainment, though significantly more men than women responded positively. When asked what had contributed to non-achievement, respondents pointed to grade deflation (compared with their counterparts in other universities); insufficient time to apply for promotion, with administration having 'got in the way'; family commitments; lack of permanent posts/promotions; politics; and lack of access to 'inner networks'.

Proportionately more women than men aspire to holding posts of College Officer, Head of School and Faculty Dean. The reasons cited were: to make a contribution to College; to advance their career; and for the challenge that the role would present. However at the time of the survey, more male respondents had already held the role of College Officer and fewer women had experience of being in senior management positions. Marginally more men had served on College Committees than women and fewer women had served on Departmental Management Boards, Faculty Boards, Promotions and Review, Research and Graduate Studies Committees. Respondents expressed a wide spectrum of views on whether Committee involvement had enhanced their careers, ranging from 'no effect' to gained understanding on how college works and college decisions/policies are made; access to contacts/networks; contribution to college; raised their personal profile; and helped contract renewal.

A relatively small number of respondents had applied for promotion. When asked what would *encourage* them to apply they responded: feeling that they would succeed; transparent and fair promotion criteria; enhanced salary; formal recognition from college, respect of peers and colleagues; eligibility to apply; permanency; less time consuming process; and more promotional opportunities. Asked about what would *discourage* respondents from applying for promotion prompted reference to similar issues: lengthy process e.g. form filling; likelihood/fear of rejection; few promotions available; lack of transparency concerning promotion criteria; lack of support from colleagues/HoS; perception that the promotion process is biased/unfair/requires patronage; ineligibility due to grade point/merit bar; increased administration required in more senior role; and past experience of failure.

While the majority of both sexes had not applied for Fellowship, significantly more men than women had applied. When asked what had discouraged them from applying for Fellowship the following reasons were cited: not eligible (often due to contract restrictions); felt they would not be successful; too early in career; never heard of it/don't know the criteria (particularly within the School of Medicine); thought a staff member 'had to be nominated' rather than apply; too busy; and no support from colleagues.

In terms of their career progression in College, respondents mentioned the following positive factors: mentoring/advice from senior colleagues; support from colleagues; research focus and excellence; getting funding; autonomy of research; and attracting good students.

Work-Life Balance was defined in very diverse terms by women and men, ranging from having weekends off, working 40-45 hours per week; a compromise between professional and personal life; a situation where both professional and personal life are uncompromised by each other; an unrealistic dream/idea; to a broader absence of unhealthy stress. While levels of satisfaction with work-life balance are similar for men and women, marginally more men than women are dissatisfied or very dissatisfied with their personal work-life balance. A large number of suggestions were proposed to help them achieve a better balance (roughly in order of frequency): the introduction of a work load model/fair distribution/acknowledgement by college of academic workload; less pressure/demands from work; fewer administrative tasks being required of academics; affordable childcare available in college; more academic staff e.g., retiring staff replaced; more admin/support staff to relieve administrative burden on academics; meetings etc. scheduled during core work hours; better pay; flexibility to work from home/adjust hours as needed; part-time work option;

mentoring and career guidance provided by College; clear promotion criteria from College; permanency/job stability; being able to take parental leave/holidays; engagement of teaching assistants; and automatic benchmarked promotion.

The survey established that it is women rather than men who opt for flexible working arrangements, most notably through taking sabbaticals; working part-time; and taking unpaid leave. A smaller number of women had availed of term-time working and job-sharing while the number who took a career break was also small. While 43 women had taken maternity leave, only 6 men had availed of paternity leave. When asked about any difficulties they had experienced upon returning to College after such leave, they mentioned: no cover/ineffective cover was provided, work built up, no support or allowances made on return; lost projects/effective demotion/by-passed for interesting responsibilities/viewed as research inactive; WLB issues/exhaustion**;** no opportunity to go part-time; no crèche space; and difficulty in the administration of maternity leave. One respondent volunteered how useful it would have been to have a reprieve from lecturing for 6 months after return, to allow 'catch up'. Many women commented that they had worked during their maternity leave and that this was completely unrecognised by college. Nearly half of respondents (men and women) had responsibility for dependent children and/or adults.

When asked about the prevailing working conditions/environment in their School or Department, the results indicate a strong degree of shared agreement between men and women about what they saw as the positive and negative aspects. For example, men and women respondents agreed with the statements that: they could put forward their opinions; there are many unwritten rules; that their contribution to the School is valued. However some respondents, male and female, also agreed that they: felt unable to express their career choice preferences; felt under scrutiny; did not 'fit in'; and are reluctant to bring up issues. Staff also assented to the statements that: there are few opportunities to participate on Committees and at meetings to discuss projects; they are not encouraged to apply for promotion; and they have limited access to role models.

Respondents were asked to rate the culture of their School against a number of criteria. There was strongest agreement that the culture is friendly, followed by non-sexist, respectful, co-operative and diverse. There is more disagreement with the following criteria: transparent, followed by inclusive, supportive and collaborative. There were only two criteria that produced statistically significant differences between men's and women's responses: non-sexism and respect. In both cases, men agree more strongly than women that these criteria apply in their Schools.

Chapter 5 INTEGER Site Visit Reports

In June 2012, as part of the INTEGER baseline report activities leading to the formulation of Transformational Gender Action Plans, the UK base Oxford Research and Policy consultants were brought in to conduct site visits, through focus group discussions, within the Schools of Chemistry and Natural Science. The purpose of the Site Visits was to explore and assess (through discussions with different groups of staff, and PhD students) the working practices and culture of the Schools, in order to:

- Assess the effectiveness of practices, policies and procedures in the two Schools and their impact on staff at different career levels;
- Make suggestions for the content of School and College Gender Action Plans;
- Identify issues for the College to address within the INTEGER Project.

The methodology used was based on research conducted by the Royal Society of Chemistry, the Athena SWAN Project and the Institute of Physics. Previous work identified strong evidence to support the view that actions to improve working practices, should, for the most part, be gender neutral and would benefit all staff and students both male and female.

The report produced from these site visits[32] contains a number of key recommendations (referred to by the authors as 'benchmarks') for action by the Schools of Chemistry and Natural Science and at College and/or Faculty level. The Oxford Group recommended the following actions:

- Gender-disaggregated data, on staff and students, to meet the decision-making, monitoring and resource allocation needs of Schools and College;
- Support for Early Careers Researchers including mentoring;
- Formalise the procedure for appointing postdocs;
- Review of appointment and promotion criteria, processes and information, including Fellowship;
- Monitoring of appointment and promotion outcomes;
- Introduction of a staff appraisal system;
- Provision of flexible working;
- Review of workload roles and responsibilities;
- Improved working environment;
- Promotion of collegiality within the Schools and across College;
- Increased female representation in decision-making (at School, Faculty and College levels);
- Rewards and recognition of high performance contributions to Schools, Faculty and College;
- Career development provision including induction, mentoring, training and networking;
- Ensure that role models of women and STEM, within and outside College, are given high visibility, in order to facilitate networking and sharing of good practices;
- Career breaks and research leave for returners having availed of family related leave;
- Mentoring programmes for academic staff, with training of mentors and mentees.

[32] Oxford Research and Policy 2012 available at: http://www.tcd.ie/wiser/integer/news-events/INTEGER%20Site%20Visit%20Report-TCD.pdf

5.1 Summary

Qualitative data were collected in June 2012, by independent consultants, from the Schools of Chemistry and Natural Sciences, using checklists and discussion sessions with the Heads of School and small groups of staff. Recommendations for action [benchmarks] were developed for both Schools based on the information in the checklists and from the discussions. Appendix A sets out the general findings from both Schools and the recommended actions at College and/or Faculty level. The actions proposed are gender neutral since the evidence is that what is key for the recruitment, retention and progression of women in academic careers is high quality support for all staff. Clearly improved support will benefit men as well as women, but evidence suggests that, for example, proactive approaches to recruitment and promotion are effective in increasing the proportions of women who apply and are successful.

Although the atmospheres in the two Schools visited differed from one another, when the data collected from the checklists and discussion groups were considered objectively, there were many common issues to be tackled, a number of which derived from College processes and procedures.

Key areas for action by the College are:

Data

The College should work with Schools to ensure that data provided by the College meets Schools' needs and also that the College and WiSER provide guidance as to the analyses those Schools should undertake (Benchmark 1).

Support for Early Careers Researchers

The College needs to support Schools in improving their approach to the support of early career researchers (ECRs), both post docs and academic staff, by understanding better the needs of ECRs for induction (Benchmark 16) and more general development (Benchmark 17), including the need for mentoring (Benchmark 19).

Appointment and promotion

College should require Schools to use panel interviews for post doc appointments (Benchmark 11).

The College should support Schools in monitoring the proportions of women who apply for and are shortlisted for posts, and are appointed (Benchmark 12).

The College should review the promotion criteria to ensure that they are clear and transparent, and the requirement to compete a 40+ page form with a view to streamline the information required to be provided by candidates (Benchmark 11).

It is important for the College to support Schools in providing improving support for the early career researchers (Benchmark 17), and College should consider adopting a version of the UK's Concordat to Support the Career Development of Researchers (Benchmark 8).

Appraisal

It is important to prepare staff, and encourage them to apply for promotion. In the absence of a College-wide appraisal scheme, the College needs Schools to regularly review the career development of their academic and post doc staff (Benchmark 18). School reviews should cover staff members' preparation and readiness for promotion.

Support for flexible working and career breaks

The College needs to improve its support for flexible working. Training should be provided to line managers in the management of flexible working. College also needs to allow easier transition between full-time and part-time working, and the reverse. College also needs to review its approach to staff taking career breaks, including maternity leave, and the support given to staff returning from breaks (Benchmarks 24, 25 and 26).

5.2 List of Actions Recommended

Benchmark 1: Staff data

1a College to ensure that the Equality Monitoring Report meets the needs of Schools and supports the INTEGER action plans.

1b College to review its staff data and statistics and to make recommendations to its Schools and Faculties on what data they expect them to collect, to use (for example in their action plans) and to provide to College.

1c College Equality Committee to continue to decide what staff data should be provided to Schools and Faculties (for example gender disaggregated data on representation on College and Faculty committees).

1d WiSER to make clear to College, FEMS and its Schools what data comparisons they should make, internal and external.

Benchmark 2: Student data

See actions for Benchmark 1.

Benchmark 3: Survey data

3a School and Faculty Data from the INTEGER survey should be used as a basis for the College INTEGER action plan.

3b College to run a staff survey towards the end of the INTEGER project.

3c College to run the Good Practice Checklist (at School and College levels) towards the end of INTEGER to measure change. This exercise could include other Schools for comparison. The results to be shared with the School INTEGER implementation teams.

Benchmark 4: Management systems

4a College to make sure that its guidance, on the roles of Head of School and Head of Discipline, is clear and that their respective roles are clearly differentiated.

4b College to clarify its expectations on the rotation of School roles and responsibilities.

4c The administrative staff role in pastoral care to be formally recognised as part of their role, and appropriate training to be provided.

Benchmark 5: Resource allocations

5a College to review the administration requirements it places on Schools in relation to their size and their administrative and financial resources.

5b College to review, and where necessary rebalance, the funding allocations between Schools and Disciplines.

Benchmark 6: Workload roles and responsibilities

6 College to survey staff after the first year of the workload allocation system, to ensure that the system is workable, simple, clear and that staff perceive it to be transparent and fair, and to act on the feedback.

Benchmark 7: Workplace environment

7 WiSER to access data from the INTEGER survey as a basis for Faculty discussion and the INTEGER School Implementation Teams to explore and make suggestions on improving the workplace environment. Based on the results, the College to formulate actions and communicate to Schools any actions that need implementing at School level.

Benchmark 8: Collegiality

8a WiSER to access data from the INTEGER survey as a basis for Faculty discussion/focus groups to explore and make suggestions on developing a strong sense of community.

8b Based on the results, the College to make clear to Schools what it expects of them in developing and maintaining both a feeling of community and good standards of behaviours towards colleagues and students.

8c College to establish points of contact to oversee post doc development and to act as an arbiter on cases of conflict between PIs and post docs.

8d College to adapt and adopt its own version of the UK Concordat to Support the Career Development of Researchers (see http://www.vitae.ac.uk/policy-practice/505181/Concordat-to-Support-the-Career-Development-of-Researchers.html).

Benchmark 9: Individual contributions valued

9 WiSER to access data from the INTEGER survey as a basis for Faculty discussion/focus groups to explore and make suggestions on ways to recognise and 'reward' individuals' contributions to their School. Based on the results, the College to make clear to Schools what it expects of them. (Individuals' contributions can be recognised in a number of ways, for example: emails from the HoS to staff informing them of individual staff members who have won grants, been promoted, won prizes, etc.; highlighting of achievements on School and College websites and publications; School and College prizes for teaching, research, general high performance in their job.)

Benchmark 10: Decision Making

10a College to monitor the uptake of training.

10b College to Review the requirement in FEMS for two women members of the selection panels as this practice places a significant burden on more senior female staff (possibilities to consider – that one of the women would be a lay member, that if there was only one women member she would chair the panel, or that one of the two women present could be an HR representative).

10c College to ensure that arrangements are in place to "look after" candidates during the selection process.

Benchmark 11: Appointment and promotion criteria, processes and information provided

11a College to introduce panel interviews for the appointment of post docs.

11b College to clarify the promotion process for all staff groups (including information available to staff and Schools) and the criteria. It is not clear whether the problem was one of reality or perception: in either case it needs to be addressed.

11c College to confirm, to HoS and HoD, the system for short term appointments and arrangements for staff on short term contracts to 'become' permanent staff, and to ensure that staff on short term contracts were aware of the arrangements. College also to consider whether it was necessary for staff on fixed term contracts to go through a full competitive selection process to gain a permanent position.

11d College to review the need for a 40+ page application form for academic promotions with a view to streamline the information required to be provided by candidates.

Benchmark 12: Monitor Appointments and promotions

12 College to ensure that there is gender monitoring of applicants/short listed candidates and appointments made.

Benchmark 13: Encourage candidates

13 College to review its promotion processes and specifically:

Ask schools to undertake a review of all staff at the beginning of each promotion round and invite staff who are ready for promotion to apply thereby eliminating the reliance on self-nomination that effectively 'discriminates' against women;

Offer open information and advice sessions for potential promotion candidates.

Benchmark 14: Support promotion candidates

14a College to offer training on preparing promotion cases.

14b College to specify what it expects of Schools and senior staff, for example the school identifying potential candidates and senior staff providing active encouragement, support and/or coaching.

Benchmark 15: Feedback and follow up for promotion candidates

15a College to offer training on how to give positive feedback.

15b College to consider the respective roles of the School and the Dean in providing positive feedback to candidates.

Benchmark 16: Development needs and take up

16a College to identify good practice in the provision of independent careers advice and guidance across FEMS Schools and disseminate that information to Schools.

16b College to provide regular induction programmes for new academic and research staff and to monitor take up.

16c College to make clear to Faculties and Schools its expectation on comprehensive local induction programmes.

16d College to make sure that opportunities for administrative staff to move within College to expand their experience are actively promoted, for example by an internal jobs page on the web.

16e College/Faculty to introduce Faculty meetings for administrative and technical staff to encourage networking and sharing good practice.

Benchmark 17: Early Career Researchers' (ECR) development

17 College to review the utility and uptake of training and development courses by ECRs, in particular the provision of transferable skills training.

Benchmark 18: Appraisal

18 College to ensure that at College, Faculty and School level it has arrangements (in the absence of appraisal) for the regular review of the career development of academics and post docs.

Benchmark 19: Mentoring

19 College to provide training and support networks for mentors and mentees.

Benchmark 20: Networks and role models

20a College to set up on a year's pilot basis one or more of the following at Faculty or College level (a judgement needs to be made as to the number of potential members and whether Faculty level networks will be sustainable):

A women's network of academic staff;

A network of PhD students (male and female).

20b College to ask or suggest to each network one or two of the issues identified and ask them to undertake a Faculty review to identify good practice and to make recommendations for changes to be adopted (at College, Faculty and/or School level).

Benchmark 21: Internal and external activities

21a College to monitor and report on the gender balance of the Schools' nominations to the Fellowship and the awards of Fellowships, against the gender balance of the 'pool' from which potential candidates are drawn. If problems are identified, College to ensure that Schools are taking corrective action.

21b Female College Fellows to be encouraged to recognise their status as role models, and to actively encourage women to consider becoming Fellows.

21c College to request the Fellowship to change its regulations to allow part time staff to become College Fellows.

Benchmark 22: Approaches to flexible working

22a College to review the uptake of both formal and informal flexible working and, depending on the outcome, to review the information, practical advice and guidance on flexibility it provides for Schools.

22b College to provide training for managers in managing flexible working, and in encouraging flexibility (to develop a culture in which managers are aware of the individual needs of their staff and themselves take advantage of opportunities to work flexibly, and in which staff that do work less than full-time hours are not thought of as inferior by their colleagues).

22c College to provide and publicise the availability of the advice, information and expertise on managing flexibility which Schools need.

22d College to change its 'regulations' to allow staff to move between full-time and part-time working more easily.

Benchmark 23: Take up of flexibility

See actions for Benchmark 22.

Benchmark 24: Flexibility built into arrangements

See actions for Benchmark 22.

Benchmark 25: A supportive approach to career breaks

25 College to make sure that Schools are aware of what is expected of them, of what support and advice College can provide.

Benchmark 26: Career breaks-before and during

See actions for Benchmark 25.

Benchmark 27: Career breaks - on and after return

27a College to review the information, practical advice and guidance on career breaks, and on returning, that it provides for Schools and staff.

27b College to ask WiSER to provide case studies on women and men in STEM who have successfully continued their academic careers after a career break.

27c College to allow staff working part-time following a career break to return to full-time working in the future.

Benchmark 28: Leadership and engagement

28 Establish a Schools' INTEGER champions network to enable sharing and dissemination of good practice.

Benchmark 29: Accountability for women's career progression and good working practices

29a The College INTEGER Implementation Team to agree the College T-GAP and receive regular reports on progress.

29b Membership of the College INTEGER Implementation Team to include senior male and female Trinity Fellows.

Benchmark 30: Resources for "Women in Science" Good Practice Programmes

30 College to agree an INTEGER resource strategy, to include:

A budget to meet the needs of the College and School INTEGER T-GAPs;

The expertise and administrative support needed by the Faculty and Schools, for the duration of the project;

The training needs of individuals in the Schools who are responsible for delivering the plan.

Chapter 6 Conclusions and Recommendations

6.1. Female Representation in Trinity College

Concern about the lower representation of women academics within College can be traced back to the 1980s when it was noted that the percentage of women holding full (now Chaired) professorship was particularly low (5%). By 2012, the figure increased to just 13 per cent (a gain of 7% points in 25 years). While progress has been noted at other academic grades: Assistant Professor, Associate Professor and Professor (formerly Associate Professor) women continue to be under-represented among full professors (13%) and Fellows (22%) (Section 1.3; Section 4.2; and Section 5.2.

Recommendation 2.1.1	**Set targets for female representation in Trinity College**
Implementation	Targets should be set within College for proportions of women as Chaired Professors (26%); Fellows (33%); Professors and Associate Professors (40%) to be achieved by 2020.
INTEGER Theme	Career Progression
Context	The current under-representation of women as full professors is an EU-wide phenomenon[33]. However at 13%, the College-wide level is well below the EU average of 20% (GRADE A) and that of the UK (20%)[34]. In view of the EU Roadmap for Equality[35] that set a target of 25% for women in professorial and senior scientific positions, it is recommended that similar targets be set within College.
Owner(s)	Faculty Dean; Search Committee
Links to Report Section(s)	Section 1.3; Section 4.2; and Section 5.2

Recommendation 2.1.2	**Implement activities to raise the profile of women academics**
Implementation	Activities at School, Faculty and College levels should be introduced to raise the profile of women academics within and outside of College, through external visitors/speakers and examiners who can act as role models and ensure that the image of Trinity College is one that acknowledges the contributions of both genders. Technical and financial supports should be extended to the Schools of Chemistry, Natural Science and Physics to pilot such initiatives.
INTEGER Theme	Career Progression
Context	Women in STEM fields tend to be less visible than their male counterparts. Furthermore, there is a lack of diverse role models for young women and girls in these fields.
Owner(s)	Heads of School; Dean of Research
Links to Report Section(s)	Section 1.5

Recommendation 2.1.3	**Academic Leadership Development Programme**

[33] European Commission, (2013), SHE Figures 2012, Gender in Research and Innovation Statistical Indicators, Research and Innovation, EC, Brussels

[34] Morley, P. (2013), Women and Higher Education Leadership: Absences and Aspirations, Stimulus Paper, Leadership Foundation for Higher Education, London.

[35] European Commission, (2006) Roadmap for Equality between Women and Men (2006-2010), EC, Brussels

Implementation	In accordance with good practices in university governance, it is recommended that such a programme be initiated for mid-career academic staff who aspire to holding College Officerships or serving on Board and Council
INTEGER Theme	Career Progression
Context	Women are under-represented at senior levels in College, and among those in key decision-making positions, both in the administrative and academic spheres.
Owner(s)	Director of HR; Director of CAPSL
Links to Report Section(s)	Section 1.3; Section 4.1; Section 5.4.2

6.2. Promotions

There is clear evidence from the INTEGER survey (Chapter 5) that academic staff do not feel that they have achieved their career ambitions and that it is women rather than men who feel that they have not reached the grade to which they would aspire and expect to reach. There were a number of adverse factors identified by female staff including a feeling that their current (particularly administrative) workloads impeded them from achieving the rank/grade that colleagues in other institutions had achieved. Family commitments also featured, as did the dearth of permanent posts and promotional opportunities imposed by the Irish Government's Employment Control Framework. Women who were surveyed flagged the need to feel supported by their Heads of School and senior colleagues and to receive some assurance that they would succeed if they were eligible and sought promotion. Overall, there were high levels of dissatisfaction with the cumbersome degree of form-filling, lack of promotion opportunities and transparency in how decisions are made. There was a strong message that academic staff perceive the promotion process to be biased, unfair and/or requiring patronage.

This situation is paralleled and accentuated by application for Fellowship. According to the INTEGER survey respondents, fewer women than men had applied for Fellowship, in part due to the nature of their non-tenure contracts of employment or part-time status. However, there was also evidence that many academic staff were unfamiliar with the procedure for Fellowship application.

Recommendation 2.2.1	**Monitor the proportions of women who are applicants, shortlisted and successful in promotion and for Fellowship**
Implementation	Schools, Faculties and College each to monitor the above, in accordance with commitments set out in the College Equality Policy (Section 3.2). Findings should be reported to Board annually.
INTEGER Theme	Career Progression
Context	Fewer women than men in College apply for promotion and Fellowship.
Owner(s)	School & Faculty Administrators; Equality Officer; Director of HR.
Links to Report Section(s)	Section 1.5; Section 3.2

Recommendation 2.2.2	**Notify potential candidates for promotion of their eligibility**
Implementation	Faculty Offices should take responsibility for directly notifying potential candidates of their eligibility and inform them where they

	may access information and advice. The same should be done for Fellowship.
INTEGER Theme	Career Progression
Context	Fewer women than men in College apply for promotion and Fellowship. Current requirements and procedures around promotion are seen as opaque. The INTEGER survey demonstrated a need articulated by some women to be supported and encouraged by senior figures.
Owner(s)	Faculty Deans
Links to Report Section(s)	Section 3.2

Recommendation 2.2.3	**Review procedures for promotion and appointment to Fellowship and ensure criteria are clear and transparent**
Implementation	Clear and concise guidelines should be issued about the application process for both promotion and Fellowship. Application forms should be simplified and shortened. Members of the Fellowship and Junior and Senior Promotion Committees should be made aware of the disciplinary differences that exist which influence the number and type of publications and metrics relating to citations. They should also be required to attend training in 'unconscious bias' in addition to LEAD training already provided.
INTEGER Theme	Career Progression
Context	The requirement to complete a 40+ page form is not necessarily conducive to attracting the most meritorious candidates. Furthermore, for example, while it is normal for science, medical and engineering articles to have multiple authors, this would not be the case for arts, humanities or social sciences. Conversely, it would be much more common for academic staff in the latter group to publish books and book chapters which would be unusual in the science, medical and engineering disciplines. In some disciplines, online journal publications and conference proceedings (giving instant access to potential readers who may cite them) is, as yet, limited to certain disciplines. These discipline-specific publishing differences may correlate with levels of female representation and accentuate gendered patterns and volumes of publications. These differences should not count against promotion applicants.
Owner(s)	HR Committee; Central Fellowship Committee; Standing Committee of Fellows
Links to Report Section(s)	Section 1.5; Section 5.4

Recommendation 2.2.4	**Introduce and/or extend tailored Mentoring Programmes for academic staff in order to encourage those eligible to apply for Fellowship and promotion**
Implementation	Mentoring programmes should be employed to ensure that staff are encouraged to actively pursue their career ambitions and, where appropriate, prepare them for promotion. Different types of Mentoring are recommended to best meet the needs of academic staff. Among **early career researchers a group mentoring programme**

	of one mentor to several researchers is recommended, which would help them to feel engaged and valued and facilitate networking within and outside of College (e.g. with potential employers/collaborators). Following the success of the **WiSER Mentoring Programme for mid-career staff**, it is recommended that this be **extended** to ensure that all potential mentees are made aware of it and have the necessary information to access one-to-one mentors among a list of College Mentors. For advanced career academic staff, it is recommended that a **Pilot Cross-institutional Mentoring Programme for Women Academics** be established drawing upon mentors in Irish/UK universities, for female staff in the Schools of Chemistry, Natural Science and Physics.
INTEGER Theme	Career Progression
Context	Mentoring can be particularly valuable for women in STEM, and is seen as a good practice measure to retain and advance women in academia.
Owner(s)	Director of HR; Faculty Dean; Dean of Research; Director of WiSER
Links to Report Section(s)	Section 1.3; Section 1.4; Sectio 1.5; Section 5.4.5

6.3. Research Supports

The INTEGER survey showed that male academics were more likely than women to be actively publishing, defined as producing one or more peer reviewed journal or equivalent per annum. These gender differences were statistically significant. Male academic staff were more likely to have applied for external research funding than women staff. However these differences may be attributable to the over-representation of men in disciplines where research frequently requires funding support (labs, equipment, post docs, postgraduates) compared with the over-representation of women in contrasting disciplines where funding for research is less common or often unnecessary. Fewer women staff were supervising Doctoral or Masters students than their male counterparts. Since funding support can be of fundamental importance in attracting postgraduate students and post-doctoral researchers, there is a vicious circle effect through which male staff are over-represented in disciplines that attract higher levels of external funding (e.g. Physics, Chemistry, Genetics, Computer Science and Engineering). Applying for, and successfully obtaining, funding attracts postgraduate and postdoctoral applicants from those disciplines. This in turn contributes to higher levels of published articles, jointly authored by members of the research team, where the contribution of postgraduates and post-doctoral researchers is critical. In contrast, women staff are over-represented in disciplines such as Linguistics, Nursing, Social Work and Social Policy, Ecumenics and English which would not attract the same levels of external funding nor postgraduates/postdoctoral researchers. Furthermore, publications in these fields of research are more likely to reflect a smaller number of authors (or sole authorship) and in a wider range of publications – books/chapters, monographs as well as journals.

A number of women staff who responded to the INTEGER survey mentioned the difficulty of remaining 'research active' when taking time out to have their children. This problem was not mentioned by male staff.

Both the INTEGER survey and the Trinity Research Staff Association (TRSA) Report[36] that preceded it pointed to the myriad problems faced by career researchers in Trinity College. While the TRSA report did not provide a gender breakdown, the INTEGER survey showed that a higher proportion of women respondents held contract posts, compared with male staff. INTEGER and TRSA survey respondents referred to the tenuous nature and diversity of their contracts. Some research contract employees are required to do teaching only while others were not allowed to teach or supervise students at all – depending on their discipline/PI. Apart from the major problem of job insecurity, research staff were concerned about their career prospects (or lack of them).

The INTEGER site visits noted that there is considerable variation in the way that Schools, and individual PIs, select postdocs. For example, consultations with postdocs in the School of Natural Sciences suggested that they would welcome more transparency in the hiring process. In the absence of any formal panel or even advertising of posts, successful postdocs were left feeling insecure about their abilities.

Recommendation 2.3.1	**Develop an Academic Research Portfolio**
Implementation	To assist staff in their professional development, career progression and promotion College should pilot and subsequently institutionalise an Academic Research Portfolio programme.
INTEGER Theme	Career Progression
Context	This is proposed in recognition of the fact that research is an important (if not **the** most important) single criterion for promotion. Despite this, disproportionate emphasis is placed on teaching through the requirement to submit a teaching portfolio, for which a course is already run by CAPSL. Such a programme would aid academics in developing a more structured plan for career advancement.
Owner(s)	Director of HR; Director of CAPSL
Links to Report Section(s)	Section 1.3; Section 5.4.4

Recommendation 2.3.2	**Develop an effective staff appraisal system**
Implementation	Develop and implement an effective appraisal system that focuses on what staff need to do to ready themselves for promotion and furthermore to ensure that all eligible staff are considered as to their readiness for promotion prior to each promotion round.
INTEGER Theme	Career Progression
Context	Should College embark upon an Athena SWAN application it will be necessary to ensure that an effective staff appraisal system is put in place.
Owner(s)	Heads of School
Links to Report Section(s)	Section 1.5; Section 5.4

Recommendation 2.3.3	**Run WiSER Seminar on Funding Sources and Application Procedures**
Implementation	WiSER would invite funding agency staff from Science Foundation Ireland and the Irish Research Council to attend along with academic

[36] Trinity Research Staff Association, (2006) Contract Researchers in Trinity: A Frontline Perspective, Trinity College, Dublin http://www.trsa.tcd.ie/sites/default/files/TRSAPositionPaper.pdf

	staff who are already grant holders of European Commission FP7, European Research Council and other EU funding agencies. This could be scheduled to allow time for staff who wish to avail to prepare draft before applications both in advance of and after the event, as preferred.
INTEGER Theme	Career Progression
Context	Academic staff may not be familiar with funding agencies and/or elements involved in a successful funding application. According to the INTEGER survey, a lower proportion of women academics had applied for external funding.
Owner(s)	Director of WiSER
Links to Report Section(s)	Section 5.3

Recommendation 2.3.4	**Establish an Early Career Research (ECR) Support Office**
Implementation	In order to help early-career researchers (Research Fellows and Postdocs) progress in their professional careers it is recommended that College set up a support office to facilitate the development and implementation of a Research Skills and Career Development Framework for the postdoctoral research population in College. The Office would also play a role in clarifying their expected contributions and providing guidelines regarding employment policy for ECRs, e.g. maternity leave provision.
INTEGER Theme	Career Progression
Context	TCD aims to be an inclusive research community which is strongly committed to fostering the next generation of world-class academics. The contribution of College's researchers is invaluable, whether they be early career researchers, or more established academics recognised as world-leaders in their field. However, there is currently no formal institutional support for ECRs, nor template for consistency of experience and skills development across research groups, disciplines, or Schools.
Owner(s)	Director of HR; Dean of Research.
Links to Report Section(s)	Section 1.5; and Trinity Research Staff Association

Recommendation 2.3.5	**Formalise process for hiring early-career researchers**
Implementation	Schools appointing postdocs should use a panel for short-listing and interviewing applicants.
INTEGER Theme	Career Progression
Context	This is in accordance with international good practice.
Owner(s)	Director of HR; Dean of Research.
Links to Report Section(s)	Section 1.5

6.4. Work-Life Balance Policy

From the survey of academic and research staff it is evident that the profiles of life partners differ between women and men. More men have partners who are not engaged in the labour market or work part-time, compared with women staff (48% of men and 24% of women). In itself, this can influence the demand for flexible working arrangements and work-life balance among staff and the attitudes of Heads of Discipline and Schools, whose personal domestic/partnership patterns may vary, on gender lines, from those of their staff. Parenting responsibilities were often ignored in timetabling of meetings and lectures and running non-standard College events.

The survey demonstrated that women, rather than men, opted for forms of flexible working through sabbaticals, part-time working and unpaid leave and that more women wanted to avail of flexible working, particularly sabbaticals, career breaks and part-time working. The survey also showed that staff who switch from full-time to part-time status lose certain rights and privileges (for example Fellowship and Tutorship).

It is predominantly women who avail of family leave mainly through maternity leave. Some had experienced problems on returning to work in College. More information was sought on their rights before/after their break, along with flexible working options, 'keeping in touch' and being supported in continuing their research, publishing and/or funding applications. Only a small number of men had taken (paid) paternity leave and none had availed of (unpaid) parental leave.

Recommendation 2.4.1	**Introduce one-term sabbatical for academics returning from long-term leave**
Implementation	Staff returning to College after availing of extended leave of at least 3 months (maternity, paternity and/or parental, adoptive, carer's or long-term sick leave) should be allowed to take a one-term sabbatical (or pro rata time if availing of shorter leave) to concentrate on their research and ease their way back into a full academic workload. These adjustments should be reflected in the overarching workload model.
INTEGER Theme	Work-Life Balance
Context	Academics can be deemed research inactive if they have been out on family leaves. This has an impact on career advancement.
Owner(s)	Faculty Dean
Links to Report Section(s)	Section 1.4; Section 3.1

Recommendation 2.4.2	**Extend paid paternity leave to 10 days**
Implementation	This extension should be piloted and evaluated within the Schools of Chemistry, Natural Sciences and Physics.
INTEGER Theme	Work-Life Balance
Context	Uptake of paternity and parental leave by fathers is currently low within College. An increase in the paternity leave allocation would facilitate greater sharing of parenting responsibilities and provide greater recognition of the role of fathers.
Owner(s)	Faculty Dean
Links to Report Section(s)	Section 1.3; Section 3.1; Section 5.5.6

Recommendation 2.4.3	Provide family-friendly supports for out-of-term & weekend events
Implementation	Childcare or Sports Department activities should be provided on a pilot basis for non-standard events such as the Provost's election or 'away days'.
INTEGER Theme	Work-Life Balance
Context	Childcare responsibilities can impact on working parents' abilities to attend College events outside of normal working hours, and can inhibit their ability to fully engage with the College community.
Owner(s)	Chief Operating Officer
Links to Report Section(s)	Section 3.1; Section 5.5.6

6.5. Workplace Culture

One of the findings of the INTEGER survey was that women staff were less likely than their male counterparts to believe that their colleagues always sought their opinions on research ideas and problems and were more likely to feel that they were under scrutiny by colleagues in their Schools. Though most survey respondents, male and female, reported positive aspects about the culture prevailing in their Schools, there were some characteristics that were **less evident** than others: transparency, inclusivity, collaboration and support. Significantly fewer women than men surveyed believed that the culture prevailing in their School was non-sexist or respectful. Similarly, male respondents felt more valued than their female counterparts, for their teaching, research, scholarship and/or creativity.

Apart from salary and funding opportunities, there were relatively high levels of satisfaction with the academic working environment though female staff were less satisfied, than men, with the level of opportunities to collaborate with other faculty and non-faculty members of staff.

Recommendation 2.5.1	Implement an orientation (induction) process for new academic and research staff
Implementation	New staff should receive important information via a handbook (on web site) and should be appointed a 'buddy' to ensure that they can access follow up queries and start the process of integration. It is recommended that this be piloted in the Schools of Chemistry, Natural Sciences and Physics.
INTEGER Theme	Work-Life Balance
Context	The report of the Site Visits [see Chapter 1] conducted in the Schools of Chemistry and Natural Sciences pointed to the need to build a stronger sense of community within and across disciplines.
Owner(s)	Director of HR; Heads of School; Mentors
Links to Report Section(s)	Section 1.5; Section 5.6.3

Recommendation 2.5.2	Set up School Social Clubs
Implementation	These should be piloted within the Schools of Chemistry, Natural Sciences and Physics. Club activities could include monthly lunches, (co-)hosted by the Schools/Faculty.
INTEGER Theme	Work-Life Balance
Context	The report of the Site Visits conducted in the Schools of Chemistry and

	Natural Sciences pointed to the need to build a stronger sense of community within and across disciplines. Social Clubs could improve the levels of integration into School/Faculty culture.
Owner(s)	Heads of School
Links to Report Section(s)	Section 1.5; Section 5.6.3

6.6. Engagement of Decision-Makers

The INTEGER survey demonstrated that more women than men aspire to holding College posts as Dean and Head of School. Committee involvement has been very similar across College, reflecting a well-established attempt to promote gender balance in College. The exceptions were: Departmental (Discipline) Management/Faculty Boards, Heads of Schools, Library and Information, Research, Graduate Studies and Promotion and Review Committees on which men had a higher level of representation. Overall, slightly more male respondents had served on one or more College Committees and fewer women had chaired these compared with their male counterparts.

Recommendation 2.6.1	**Monitor appointments to College committees and management posts by gender & seek better gender balance**
Implementation	It is recommended that male:female representation on ALL boards, commiteees and management posts be carefully monitored and, where new appointments are made, these seek to have a better balance of female and male staff
INTEGER Theme	Engagement of Decision Makers
Context	Despite the additional time commitment required to serve on College Management Boards, as College Officers, Deans, Heads of School and on College Committees, women staff were keen to be involved and are unevenly (and under) represented in these realms of governance.
Owner(s)	Equality Officer; Vice Provost/Chief Academic Officer
Links to Report Section(s)	Section 4.1; Section 5.4

Recommendation 2.6.2	**Provide training for aspiring Heads of Discipline/School/Faculty Deans and College Officers**
Implementation	It is recommended that a suite of training programmes be designed and piloted in the Schools of Chemistry, Natural Science and Physics for serving on Committees (chairing meetings, time management, communication skills) and people-management skills, in which Equality training and unconscious bias would be an integral component.
INTEGER Theme	Engagement of Decision Makers
Context	Academic administrators take office with little or no administrative training in the area in which they are expected to perform - management. The three largest Schools in the College have over 700 staff working under the direction of the Heads of School, yet the heads of these areas do not routinely have any management training.
Owner(s)	Chief Operating Officer; Director of START
Links to Report Section(s)	Section 1.3; Section 1.5

Recommendation 2.6.3	Commitment to gender equality to be demonstrated through pledges by the College Senior Management Team
Implementation	Pledges to be published on the College website through all media (video, written). This commitment should be extended to INTEGER champions in the Schools within the Faculty of Engineering, Mathematics and Science
INTEGER Theme	Engagement of Decision Makers
Context	This is in line with best practice universities. Visible support from senior management for addressing the underrepresentation of women in STEM is vital for the success of implementing transformational change.
Owner(s)	Director of WiSER
Links to Report Section(s)	Section 1.3; 1.5

6.7. Workload Allocation

The survey of academic staff showed that male and female staff spend similar levels of time on: research, teaching, administration and on other activities (in that order). Asked about their desired time allocation, female and male staff would like to allocate more time to their research and less to other tasks, most notably administration that currently accounts for 22-23% of academic/researcher staff time. Staff surveyed also articulated the view that in order to get promoted, they **need to spend** less time on administration, teaching and other activities (e.g. pastoral care). When asked what prevented them from achieving their desired task allocation, staff referred to: unreasonable administrative burdens; poor administrative support; bureaucracy; a disjointed College structure; excessive workloads, staff shortages and lack of transparency in workload allocation.

Recommendation 2.7.1	Monitor workload models, and their consequences, to ensure gender equity
Implementation	Workload models should be monitored and reported on in terms of gender.
INTEGER Theme	Organisational Structure
Context	There is a clearly demonstrated need to examine workload allocations across College to ensure that staff are allocated work in an equitable and transparent manner. In view of the current requirement for Schools to introduce workload models, these need to be evaluated along gender lines to ensure that work is allocated in a manner that facilitates a balance between research, teaching administration and other work, among all academic staff.
Owner(s)	Chief Operating Officer; Director of START
Links to Report Section(s)	Section 1.5; Section 5.3

6.8. Gender-proofing of College Policies

It has been agreed by the Equality Committee that: a member of the Equality Committee should attend the HR Committee as an Equality champion; HR should include a date for review of its policies; and that the Equality Committee be included in this review process.

Recommendation 2.8.1	Gender-proof all College policies

Implementation	It is recommended that the Equality Committee should gender-proof all College policies that have any potential gender implications. For example, the **possible differential impact**, between male and female staff, of the current **Retention Policy and Procedures**[37] and **Accelerated Advancement in the Lecturer Grade**[38] should be monitored.
INTEGER Theme	Organisational Structure
Context	This supports START Recommendation 27 - Consequence analysis relating to gender be performed on all existing and new policies e.g. recruitment, promotion, leave policies, research active definition.
Owner(s)	Chief Operating Officer; Director of START
Links to Report Section(s)	Section 1.3

6.9. Data Monitoring

Recommendation 2.9.1	**Produce Key Performance Indicators to include gender**
Implementation	The level of representation of women as College Officers, in senior professorial grades and as Fellows should be included in Key Performance Indicators for the College and be flagged on the College website. Female representation KPIs should be monitored annually.
INTEGER Theme	Organisational Structure
Context	Current KPIs have no gender component.
Owner(s)	Equality Officer; Vice Provost/Chief Academic Officer.
Links to Report Section(s)	Section 1.3

Recommendation 2.9.2	**Undertake longitudinal study of academic staff employed in Trinity College from 1972-2012**
Implementation	It is recommended that a study of all academic staff employed in College during the period stated above to track exits, promotion histories and research publications. This will require extending and completing an existing database that draws upon secondary data from the College Annual Calendars, and undertaking subsequent time-series analysis to examine gender differences in retention and career progression within College over a 40 year time span. The database could then become part of an annual monitoring system.
INTEGER Theme	Organisational Structure
Context	A 'leaky pipeline' phenomenon is evident across much of Europe and internationally whereby women are disproportionately more likely to exit from academic grades in universities and research institutions. The data gathered by this study would provide insight into the historical background development of this phenomenon in College.
Owner(s)	Director of WiSER
Links to Report Section(s)	Section 1.3

[37] Available at: http://www.tcd.ie/hr/assets/pdf/Retention_Policy.pdf
[38] Available at: http://www.tcd.ie/hr/assets/pdf/meritbar.pdf

Recommendation 2.9.3	Conduct exit interviews
Implementation	All academic and research staff leaving College should be offered an exit interview, or form for completion, to ascertain whether their departure is due to push or pull factors and to establish their destination after working in Trinity College.
INTEGER Theme	Organisational Structure
Context	There is currently no formal practice of conducting exit interviews in College. Such interviews can play an important role in identifying systemic cultures and practices and their impact on employees. This should be piloted in the INTEGER Schools
Owner(s)	Heads of School with Director of HR
Links to Report Section(s)	Section 1.3

6.10. International Academic Community and Practice

Recommendation 2.10.1	Benchmark against universities affiliated to the League of European Research Universities
Implementation	In order to learn from and emulate good HR and Gender Equality Practice it is recommended that INTEGER Implementation Teams in the Schools of Chemistry, Natural Sciences and Physics benchmark against universities that are affiliated to the League of European Research Universities. This will allow College to replicate good practices observed to be effective in universities that include Oxford, Cambridge, Edinburgh, Imperial, UCL and other equality champions across the EU[39].
INTEGER Theme	Organisational Structure
Context	Most of the leading universities in throughout the world are engaged at some level in addressing the continued underrepresentation of women in STEM. Benchmarking against LERU universities will provide a mechanism for identifying indicators of lasting change.
Owner(s)	Director of WiSER
Links to Report Section(s)	Section 1.1

Recommendation 2.10.2	Apply for Athena SWAN Bronze Award
Implementation	College should work towards submitting an application for an Athena SWAN Bronze Award once this scheme is opened up to non-UK universities.
INTEGER Theme	Organisational Structure
Context	Substantial importance is attached to gender equality by UK funding bodies, whereby being an Athena SWAN award holder (or equivalent) is a requirement for accessing grants. Similar requirements are likely to be extended and/or introduced in the EU and Ireland.
Owner(s)	Director of WiSER; Equality Officer

[39] League of European Research Universities, (2012), Women, Research and Universities: Excellence without Gender Bias, LERU, Leuven.

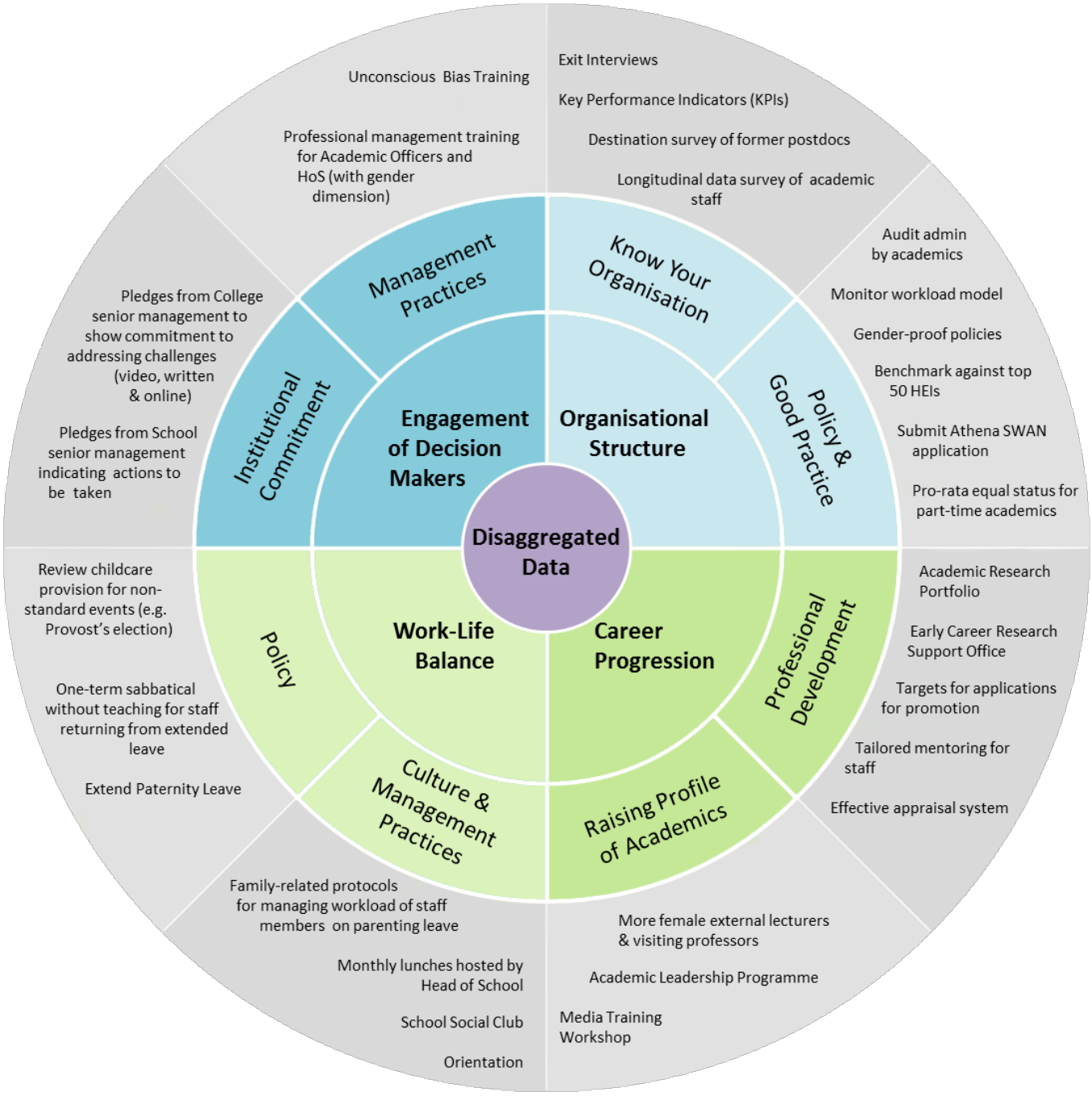
Links to Report Section(s)	Section 1.1

6.11. Institutional Implementation of INTEGER

Figure 2.1 encapsulates the key recommendations that have been distilled from: US/EU gender and STEM policy formulations and compilations of good practice; the INTEGER survey conducted in March 2012 of academic/ research staff; and site visit focus group discussions with academic, technical/Administrative staff, post-docs and postgraduate students in the Schools of Chemistry and Natural Science. These recommendations represent a transformational Gender Action Plan (T-GAP) Framework, from which the Schools of Chemistry, Natural Science and Physics can operationalise the T-GAPs into follow-up and implementation.

Information on the composition/ membership of the College Teams responsible for driving the T-GAPs at School and College levels is available in Appendix A.2.

Figure 2.1 Transformational Gender Action Plan Framework



SECTION B: Siauliai University

Authors: Virginija Šidlauskienė, Anelė Vosyliūtė, Gintautas Jazdauskas

Chapter 1 Introduction

Baseline data, both quantitative and qualitative, were gathered at Šiauliai University and brought up to date at project commencement. An in-house online survey was carried out at ŠU targeting both local and institutional implementation units. There was also a detailed assessment of the local unit assessing how the institutional issues are demonstrated at a local level and to see if additional issues are present. This audit was carried out by external gender experts. Templates for data monitoring was provided by GESIS, the independent evaluator: Quantitative data at Institutional and Local levels. Secondary and primary (survey) data collection was carried out in order to ensure inter-crossing of results. Qualitative and quantitative data were collected and assessed.

1.1. Academic positions

The academic community consists of students, the teaching staff, the research staff, other researchers, and professors emeritus of higher education and research institutions. The positions of teaching staff members of higher education institutions shall be as follows: professor, associate professor, lecturer, assistant.

1.1.1. *Professors*

Habilituotas daktaras profesorius/*doctors habilis with the title of professor*. **Habilitation** is the highest academic qualification a scholar can achieve by his or her own pursuit in several European and Asian countries. Earned after obtaining a research doctorate, such as a PhD, habilitation requires the candidate to write a professorial thesis (often known as a Habilitationsschrift, or Habilitation thesis) based on independent scholarship, reviewed by and defended before an academic committee in a process similar to that for the doctoral dissertation. In Lithuania habilitation procedure has been abolished from the 28th of August in 2009.

Profesorius/*doctors with the title of professor*. The position of ***professor*** can be occupied by a scientist. A scientist holding this position is required to train young/new scientists, give lectures to students, carry out and supervise scientific and experimental (social, cultural development) research, and publish the results thereof.

1.1.2. *Associate professors*

Docentas/*doctor with the title of docent*. A scientist may hold the position of ***associate professor***. With the consent of the academic council, a person who has a considerable practical experience in the sphere of a specific subject (subjects) and a Master's qualification degree or a higher education qualification equivalent to it may be accepted to the position of associate professor in a college for a period of one year. A scientist who holds the position of associate professor must teach students, conduct research and experimental (social, cultural) development, announce the results of this

activity. An established artist who holds the position of associate professor must train professional artists, teach students, participate in artistic activities.

1.1.3. *Assistant professors*

Lektorius/*Lecturer*. A ***lecturer**'s* position can be occupied by a scientist or a person holding at least a Master's qualification degree or having an equivalent higher education qualification. A lecturer must teach students, perform methodological work.

1.1.4. *Other teaching staff*

Asistentas/*Assistant* – a person who has at least a Master's qualification degree or a higher education qualification equivalent to it may be a candidate for the position of assistant. An assistant must direct practical training of students (practical work, practical trainings, internship, etc.), help in carrying out research and experimental (social, cultural) development work.

Laborantas/*laboratory assistant* or ***technician.*** A technician is an assistant lecturer who is in charge of leading laboratory works. A technician is a worker in a field of technology who is proficient in the relevant skills and techniques, with a relatively practical understanding of the theoretical principles. Typically, Laboratory Assistants work at the entry level under close supervision performing routine tasks in processing or preparing laboratory specimens and materials.

1.2. Research staff

The research staff of higher education and research institutions shall be researchers holding the position of chief research staff member, senior research staff member, research staff member, junior research staff member, as well as postdoctoral grant holders.

List of research positions:

• **Vyriausiasis mokslo darbuotojas/*Chief researcher*.** The position of **chief research staff member** may be held by a scientist. A chief research staff member must train scientists, direct research and experimental (social, cultural) development, announce research results.

• **Vyresnysis mokslo darbuotojas/*Senior researcher***. The position of **senior research staff member** may be held by a scientist. A senior research staff member must direct research and experimental (social, cultural) development, announce research results.

• **Mokslo darbuotojas/*Researcher***. The position of a **research staff member** may be held by a scientist. A research staff member must conduct research and experimental (social, cultural) development; announce the results of this activity.

• **Jaunesnysis mokslo darbuotojas/*Junior researcher.*** The position of junior research staff member may be held by a person who has at least a Master's qualification degree or a higher education degree equivalent to it. A junior research staff member must conduct or help conducting research and experimental (social, cultural) development works, prepare to enter doctoral studies.

• **Mokslininkas stažuotojas / *Reaserch fellow or postdoctoral grant holder***. The position of a **postdoctoral grant holder** in the institution other than the one in which a person prepared a

doctoral dissertation, may be held by that person, provided that he defended the doctoral dissertation not earlier than five years before the appointment to this position.

1.3. Visiting teaching staff members and research staff members

Higher education and research institutions may invite teaching staff members and research staff members to work under the fixed-duration employment contract for a period not exceeding two years.

The procedure of appointment to a position as prescribed in this Law shall not apply to visiting teaching staff members and research staff members.

1.3.1. *Associate scientists*

On the decision of the Senate (Academic Council) of a higher education and research institution of Lithuania or the scientific council of a research institute of Lithuania a status of the associate scientist may be conferred on a scientist who worked in that institution and who has maintained scientific relations with the institution or institute, but who temporarily works elsewhere (not longer than until the expiry of the term of office).

With the consent of the senate (academic council) of a higher education institution or the scientific council of a research institute, an associate scientist may return to the previously held position without a competition and hold the said position until the expiry of the term of tenure. The periods during which an associate scientist worked elsewhere shall be included in the term of tenure.

1.3.2. *Professor emeritus*

The Senate (Academic Council) of a higher education institution may confer the title of professor emeritus to a professor who actively performed research and pedagogical work in the higher education institution, for the special merit to sciences, humanities or arts.

A professor emeritus shall, in accordance with the procedure laid down by the statute of a higher education institution, be provided with the possibilities to participate in research and other activities of the higher education institution.

A professor emeritus shall, in accordance with the procedure laid down by a higher education institution, paid a fixed monthly contribution of the professor emeritus with the funds of the higher education institution.

1.4. Career promotion

Typical career path is employment (as an assistant, junior researcher or administration position) at University after the second cycle studies, graduated the master's degree. Within the Bologna system of higher education, a PhD is the level next to the attainment of the master degree. Obtaining the PhD is the next step. A PhD is a doctorate thesis. First of all, as of today the regulation of the *doctoral studies* (that is the official name of PhD studies in Lithuania) in Lithuania undergoes a fundamental change. Since the new Law (2009) this qualifies for a professorship.

SU operates a career centre, holds job fairs and organizes internships for its students. It runs an alumni organization with annual meetings. These meetings serve the goal of strengthening identification with the University and informing alumni of the current developments.

1.4.1. *Bylaws for Research Doctoral Training (approved 2010)*

General provisions govern the procedure for studies, research, thesis preparation and defence as well as an award of doctoral degrees relating to the research doctoral training, which is the third cycle of studies (hereinafter referred to as the doctoral training).

The purpose of the doctoral training: training of scientists capable of carrying out independent research and experimental (social, cultural) development activity, as well as addressing scientific challenges. The doctoral training has to ensure that, upon its completion and acquisition of a doctoral degree, the doctoral student shall have sufficient competences: the latest knowledge of advanced research, areas of research and their interaction; specific skills and techniques to address issues related with research and other areas, and to continue challenging the boundaries of current knowledge and professional practice; and the ability to work independently and use current research and professional knowledge for generation of new ideas or processes, and apply them in the training process or other activities.

A doctoral degree may be awarded to an individual having successfully completed doctoral training on full-time (up to 4 years) or part-time (up to 6 years) basis, and having written and defended a thesis; or an individual having written a thesis off-campus. The scope of doctoral studies shall encompass the total of at least 20 credits, and as of 1 September 2011 – at least 30 credits.

Doctoral student draw up a Doctoral plan. An individual doctoral plan outlines stages and timeframe for doctoral studies, research and thesis preparation. Doctoral student has a supervisor – a scientist conducting research in the field corresponding to that of the thesis and offering guidance to a doctoral student in his training and research.

Each University pass Doctoral Training Regulations: description of the procedure for the provision of doctoral training as drawn up and approved by an individual university or a university together with other Lithuanian and/or foreign universities and/or research institutes.

Defence Board: set up by the Doctoral Committee, a group of scientists which examines a thesis submitted for defence, assesses its quality and conformity with the requirements for the thesis, appraises doctoral student‘s research competence, and subsequently takes a decision regarding awarding of a doctoral degree.

1.4.2. *Provision of Doctoral Training*

Provision Of Doctoral Training regulates: the procedure for admission for doctoral training; procedure for drawing up a doctoral plan, and its approval; doctoral training-related functions of structural units of an institution (departments, laboratories, divisions, faculties or other specifically established units); functions and rules of procedure of the Doctoral Committee, the supervisor and the Defence Board, as well as the procedure for the approval and implementation of the decisions of the Doctoral Committee; procedure for holding competitions regarding thesis topics, supervisors and applicants; requirements for members of the Doctoral Committee, Defence Board and supervisors; procedure for supervising a doctoral student and conducting research; procedure for the assessment and attestation of doctoral student‘s knowledge, competencies and skills; procedure for examining and defending a doctoral thesis, and issuing a doctoral diploma; procedure for the

consideration of an application for the defence of an off-campus thesis; templates for the first and the second pages of the thesis (the synopsis, in case of a monograph presented as a thesis); procedure for funding of doctoral training; procedure for dealing with appeals and complaints regarding a non-awarded doctoral degree, rejection of an application for thesis defence by an off-campus candidate or a doctoral student, or any other doctoral training-related issues at the institution concerned; procedure for storing doctoral training-related documents.

The Doctoral Committee shall consist of at least 9 scientists conducting high-level research and employed by an institution(s) authorized to provide doctoral training. A scientist may not be a member to more than two doctoral committees.

In case of the doctoral training authorization being granted to a university together with other Lithuanian and/or foreign universities and/or research institutes, the Doctoral Committee shall include representatives from all the authorized institutions.

Authorized to provide doctoral training, an individual university or a university together with other Lithuanian and/or foreign universities and/or research institutes, may have an operating doctoral school(s).

Doctoral studies and research shall be coordinated by the Doctoral Committee. The Doctoral Committee shall announce the competition for thesis themes, supervisors and doctoral applicants.

Doctoral training admission shall be arranged through open competition provided for in the Doctoral Training Regulations. Any individual holding a master's degree or equivalent higher education qualification shall be eligible for the competition.

According to the Doctoral Training Regulations, the doctoral student shall be subject to annual attestation. Failure to attest shall lead to doctoral students dismiss.

An individual willing to acquire a **doctoral degree off-campus** must be a holder of a master's degree or have an equivalent higher education qualification (hereinafter in this chapter referred to as an off-campus candidate). The off-campus candidate must have published her/his scientific monograph, or must have printed his/her major results of the thesis in at least two articles placed in peer-reviewed scientific journals, and must have written a thesis.

An individual who has defended his/her thesis shall be awarded a doctoral degree and a relevant diploma by an institution(s) authorized to provide doctoral training

Career promotion is individual interest (motive) and responsibility of researcher and sometimes the issue and support of Department.

European Social Fund finances the *Researchers' Career Program* under 2007 - 2013 year EU Structural Financial Support program.

1.5. Degrees

Structure of studies' system:

1. Studies at higher education institutions shall be carried out according to study programmes which award a degree and study programmes which do not award a degree. There shall be two types of study programmes: university and college.
2. Studies may be of three cycles:
    a. the first cycle – professional bachelor's, bachelor's degree studies;
    b. the second cycle – master's degree studies;
    c. the third cycle – doctoral studies.
3. Professional bachelor's study programmes of the first cycle may be carried out by colleges and bachelor's study programmes of the first cycle – by universities. Study programmes awarding a degree of the second cycle may be carried out by universities. Doctoral studies may be carried out by universities or universities together with research institutes.
4. University study programmes which award a degree may be integrated, comprising the first and second cycles of studies, if this is provided for in other legal acts.
5. Study programmes aimed at retraining, which do not award a degree may be carried out by universities and colleges in accordance with the procedure laid down by legal acts.

Qualification of higher education means a qualification degree (professional bachelor's, bachelor's, master's), the doctor of science degree, the doctor of arts degree as well as a qualification which is awarded by a higher education institution in accordance with the procedure laid down by legal acts.

Following STEAM disciplines are provided at the **Faculty of Technology** of Šiauliai University:

I cycle (Bachelor's Degree studies)

- Electrical Engineering
- Electronic Engineering
- Informatics Engineering
- Mechanical Engineering
- Clothing Engineering
- Civil Engineering
- Environmental and Professional Safety

II cycle (Master's Degree studies)

- Energy Engineering
- Signal Processing
- Mechanical Engineering

- Informatics Engineering
- Building Management (join degree course with the Department of Management)

STEAM disciplines at the **Faculty of Mathematics and Informatics** of Šiauliai University are following:

I cycle (Bachelor's Degree studies)

- Informatics (Minor studies (specializations): Administration of Computer Systems'; Multimedia Systems; Systems of Programmes)
- Mathematics (Minor studies (specializations): Economics; Statistics)
- Mathematics and Informatics

II cycle (Master's Degree studies)

- Mathematics
- Informatics (Teacher)
- Informatics

Bachelor's Study Form (duration): **Full-time** - workdays and daytime (4 years) or **Extramural** - weekends (5.5 years). Master's Study Form (duration): **Full-time -** workdays and daytime (2 years).

Reform of Higher Education System established by the **Law on higher education and research (2009), Quality assurance** implementation system is developing and ongoing at the moment in connection with **Bologna process**.

Postgraduate studies. In 2011 79 doctoral students were enrolled. 37 of them study at SU, and the remaining 42 study at other universities. 13 out of 42 doctoral students are fully or partly financed by SU. The total number reflects a decrease of doctoral students in the period of 2006-2011, i.e. from 98 in 2006 (including 44 studying in SU) to 79 in 2011. In 2011, 18 doctoral students started their studies in 4 areas: Education (11), Management and Administration (3), Economics (2), and Philology (1). The number of successfully defended dissertations was 15 in 2011, in increase from 6 in 2006, although the numbers have stabilized at this leave in recent years. According to the SER, the number of academic staff members (lectures and researchers) who are engaged in research activities and the arts is 535 and 47 respectively, in 2011. This means that the number has decreased from 618 and 78 in 2006. 239 hold currently a scientific degree in their field and 21 are recognized artists.

1.6. Doctoral (PhD) Students

The Siauliai University offers for doctoral studies leading to doctor's degree (4 years): Philology, Economy, Educology / Pedagogy, Management and Administration.

Therefore teaching and research staff of Faculty of Technologies and the Faculty of Mathematics and Informatics of Šiauliai University **have to apply** to STEAM doctoral studies **to other** national or foreign universities/ research institutions.

Doctoral students usually are employed at Universities / colleges or their status is as students' if they have parents or partner (family) support.

Doctoral student in our institution can occupy an assistant or lecture position for full time or part time job depending on the teaching load being at the Department.

Three kinds of doctoral studies exist: full-time course (dieninės studijos), part-time course (vakarinės studijos), and extramural course (neakivaizdinės studijos arba ištęstinės).

Both full-time course and part-time course doctoral studies may be financed by the state or the student (or a sponsoring institution) funding. Costs of the studies are determined by the Senate for Doctoral students studying at their own expense. Researches of study programmer can be funded by the University's research funding.

Full-time studies PhD students are paid by the Government of the Republic of Lithuania, the size of the doctoral scholarship.

Full-time PhD students are paid a scholarship for all study time but not longer than the law provides for a duration of doctoral studies. The scholarship is paid each month, including the summer months.

The age under 35 years is qualified as Young Researcher.

Postdoctoral Fellowship Financing Procedures prepared by the Research Council of Lithuania is approved in 2011 (May) and regulates the submission of applications to Research Council of Lithuania, their evaluation, selection, conclusion of fellowship funding contracts, and reimbursement of the costs of the completed fellowships.

Applications can be submitted by scholars (in humanities, social, physical, biomedical, agricultural and technological scientific fields) from Lithuania and abroad who have been awarded the doctoral degree within the period of last 3 years (**maternity and child care leave is excluded from this period**).

1.7. Decision Making Body

A state university has the collegial management bodies – the **Council** and the **Senate** (Academic Council), as well as a sole management body – the **Rector**. University is responsible for the Science and higher education policy-making and implementation.

The definition ***Decision making position*** is not legitimised in the Science and Higher Education Law in Lithuania.

Higher education institutions **must ensure the unity of research activities and studies**. The unity of research activities and studies at universities shall be ensured by the participation of teaching staff and students in research and experimental (social, cultural) development, participation of research staff members in the study process, conveyance of scientific knowledge and research work skills in study programmes of the second cycle and doctoral studies, commissioned research and experimental (social, cultural) development works carried out at universities for business, non-state

and public sector. Conducting of studies of the second cycle shall be related to the results of research activities carried out at a university. Research activities shall be mandatory for students of the third cycle.

1.7.1. *Boards*

State University has following collegial **governing bodies:** University Council, University Senate, Rector and student Representation.

Universiteto Taryba/*University Council*– prepares conclusions on long-term development plan, makes proposals on study and research programs and structural changes, oversees provision of financial assistance, announces elections of the Senate and Rector, prepares conclusions on rector's annual report, assesses how the HEI fulfils objectives, evaluates use of property, proposes audits, announces assessment results and accountability to society and stakeholders; Council annually reports to Parliament / Seimas.

Universiteto senatas/*University Senate*– a collegial agency controlling academic affairs. The senate consists of 32 members. One term of the senate is 5 years. Any member of the universities academic community or any scientist of other study institution can become a member of the senate. 7 student spokesmen are appointed to the senate by the student council. In addition, no less than 7 individuals acting as professors and supreme research staff members. As well no less than 7 people acing as docent and senior research staff members. Scientists are elected via conference of the universities scientists. Individuals having a primary position at the University have the decisive vote at the conference. Representation at the conference and the quota of its members are determined by the senate. Branch candidates who are to become members of the senate are nominated by the assembly of lecturers and research staff. Members of the senate are elected by receiving the most votes of the quota assigned to the branch of the University.

The main functions of the Senate are: contemplation of the statute and its alliterations, provision of conclusions to the council; confirmation and rejection of vice-chancellors, deans of faculties, heads of departments and institutes also other managers of science and research facilities inside the University. The Senate as well consolidates the regulations for official qualifications concerning lecturers and research staff in addition sets the course regarding their assessment and the order in which competition is being arranged; furthermore debate on the course in which Universities funds and assets are being used and disposed. In regard to the proposals of the faculties, the senate, while taking into consideration the results and achievements of a person, honour with professorial and reader ranks; as well as honorary titles of University. It affirms the inner system of maintaining the calibre of study and controlling the quality of order, regarding the later and the acting scientists. Besides it discusses and confirms study and research also their development schemes. Submits structural changes and holds offers to the council regarding funds for exploratory, conjugational and informative practice in the developing science fields at the University. The university senate confirms inner regulations and the documents concerning the order of academic matters. Calls the meetings for Universities academic communities, determines the specifications for raising its employee's qualification, form comities, hears and confirms its reports.

Universito Rektoratas/*Rectorate of the University* is a collegial support institution led by the rector. This administration institutes of rector, pro-rector, deans of faculties, and the president of Union of

Student Representation. University administration is responsible for organizational, study, science, economical and other inquiries. Co-ordination of universities subdivisions, propositions for the Council and the Senate. Rectorate of the University is under regulations approved by the rector.

Fakultetas/*The Faculty* is formed of departments, science and study centres, laboratories and other facilities. All activities are led by faculty's council, dean and the deanery. The amount of faculty's council is determined by the meeting of lecturers and research staff of the faculty. This assembly also discusses faculty's development matters. Al least 20% of total council's members should be composed of students. Under employment functions faculty's dean and heads of departments are to be included to the council. Faculty's council is to be re-elected every 5 years. More than half or the councils members are to be elected. The council is in charge of the most fundamental matters of the faculty, such as appointing the dean, usually a scientist, for 5 year tenure. The councils chairman, deputy and clerk are chosen by the council itself. Under deans presentation the council confirms Vice-dean. The rector enables it to appoint heads of departments. It also processes and presents the study programs for the Senate to confirm, evaluates dean's annual reports and gives conclusions to the rector.

Dekanatas/*Deanery* is a collegial advisory institution led by the dean of faculty. It constitutes of the dean, vice-dean and heads of faculty's academic subdivisions. Meetings of faculties decanal are always attended by a representative from the National Union of Student Representations. The decanal processes faculties' organizational, study, educational and economic matters. It also coordinates the workflow of faculties' subdivisions, presents suggestions to rector and faculties board, and establishes orders enabled by rector and the council. Deaneries work is regimented by regulations enabled by faculties' council.

In the university various study of **educational institutes** can be established, which are acting upon Senates regulations. Activities of these institutes are regulated by its board and the chairman. Board of the institute constitutes of faculties, institutes and students social partners delegated representatives confirmed by the rector. The head of the institute is its member by position. The council is appointed for 5 years by the rector. The institutes activities, study coordination, responsibilities of financial and asset matters are handled by the head of institute. Its board and head is appointed by the rector for a cadence of 5 years.

Katedra/*Department* is the main study and educational subdivision of the faculty. Members of the department are everyone who works as a lecturer or educational staff member and the university is their main workplace. Its members perform scientific studies, prepare and perfect educational schemes, approve textbooks, educational matters, abstracts and other essential methodical study material prepared by lecturers. The department implants advanced educational forms and methods into the process of study; examines and evaluates quality of studies and overlook the process of senior preparation for practical work. It formulates proposals for perfecting expert training. The department is run by the **head of department**. He/She is elected, under presentation of rector, by the faculty's council and approved by the senate. Head of department annually gives a report of departments' activities. He/She no less than twice a semester arranges a meeting of department's staff. Acts, at this meeting, are accepted due to higher vote count.

Darbo grupės/*Working groups* (institutional review, self-assessment and external evaluation, self-evaluation, new study course development, strategy planning, exc.) usually are set up at the meeting

of Department. The team leader is appointed by common accord of the Department of the meeting or appoint by the Head of Department.

In the university, a **ligation committee** is functioning. By the order of rector a ligation committee has a certain amount of staff and administration members equal to representatives from the National Union of Student Representations. This committee is hearing issues when an employee or a student is not satisfied with the answers the administration has given or when a 15 days written application had no response.

1.7.2. *Executive Officers*

Universiteto rektorius/*University Rector* – One-man administrative organ acting and representing itself upon his/her own name. A rector is responsible for these functions: managing the University, planning its activities, securing the realization of the strategic activity plans. He/she is responsible for Universities financial activities, proper consumption of its assets and funds. Provide the senate with candidates for vice-chancellor, appointing their functions and commissions. Presenting the councils of faculties and research centre's the candidacies for dean, manager and head of departments and admitted certain laws to students and university staff. Firing and employing staff members, appointing them to certain positions as well as announcing competitions to them, in addition determining wages for certain posts. Approving annual reports prepared by deans of faculties. Delivering annual University reports of financial activities to the senate for confirmation and announcing it to publicity. Present the annual report of activities to the Ministry of Education and Science. As well as preparing a strategic action plan to the senate. In addition is responsible for it being in accordance to laws, statute and other regulations. Rector is being elected via a public contest which is announced by the council. This contest accepts only a person with a degree and having pedagogical and leadership experience. The tenure of this position is 5 years.

Fakulteto Dekanas/*Dean* of the *Faculty* is responsible for coordination and organization of educational and study processes at the faculty. Implementation of acts passed by the faculty's council, senate and rectors instructions. The dean also releases decrees and issues orders obligatory to subdivisions, employees and students. Furthermore he/she represents the faculty, introduces offers to the rector. Also, every year, is liable for reporting to the rector and briefing him the activities of the faculty.

1.8. **Recruitment**

Candidates for researcher and academic staff are evaluated by the University researchers and academic recruitment commission (hereinafter - RARC). If to the position for senior researcher or professor exists a person who pretend first time to the post, then in the commission must include at least one foreign expert. At least three months (in this period are not included July and August) until the rest of cadence, Rector publishes a public invitation to post of researchers and academic staff or decide on the cancellation of the position. The notice must describe the character of future work. To the highest position shall be required by open public competition.

The competition is carried out by RARC. It considers the documents of each applicant's, familiar with the department (or research centre) report. On the basis of RARC resolution, the Rector adopts a decision on the signing of contract.

The position of *Senior Scientific Researcher or Professor* can get the scientist, i.e., the investigator, who has an academic degree. Person must to train the scientists, teach students, to have a head for scientific research and experimental (social, cultural) development, to publish a results.

In *Physical, Technological and Biomedicine sciences, to the position of Professor* can pretend scientist, who at least one cadence had a position of associated professor, senior or **major** researcher and realized at least one of the following:

- published non-less than 15 scientific papers in peer-reviewed publications, at least 5 of them in journals with IMPACT factor;
- published non-less than 10 scientific papers in peer-reviewed publications and one scientific monograph or textbook for higher school;
- published non-less than 3 papers in journals with IMPACT factor and one scientific monograph or textbook for higher school;
- published non-less than 3 papers in journals with IMPACT factor and supervised the doctoral dissertation, which was defended.

In *Humanitarian, Social sciences, to the position of Professor* can pretend scientist, who at least one cadence had a position of associated professor, **major** or senior researcher and, after granting the doctoral degree, realized at least one of the following:

- published non-less than 15 scientific papers in peer-reviewed publications and on non-dissertation basis published scientific monograph or scientific study or sources of science;
- published non-less than 10 scientific papers in peer-reviewed publications and textbook for higher school;
- published non-less than 10 scientific papers in peer-reviewed publications and supervised the doctoral dissertation, which was defended;
- published non-less than 15 scientific papers in peer-reviewed publications.

In *Physical, Technological and Biomedicine sciences, to the position of Senior Researcher* can pretend scientist, who realized at least one of the following:

- published non-less than 15 scientific papers in journals with IMPACT factor;
- published non-less than 12 papers in journals with IMPACT factor and one scientific monograph;
- published non-less than 12 papers in journals with IMPACT factor and supervised the doctoral dissertation, which was defended, or carried out by significant experimental developing works.

In *Humanitarian, Social sciences, to the position of Senior Researcher* can pretend scientist, who, after granting the doctoral degree, published non-less than 15 papers in peer-reviewed publications or on non-dissertation basis published scientific monograph or scientific study and non-less than 10 papers in peer-reviewed publications. Also, in last 5 year, the person must to carry out scientific research and to publish them in monographs or studies, in peer-reviewed publications, in journals of culture and professional journals; and so one; they can be presented in the reports or plenary lectures of international and national conferences. Also, the pretender must to do the applied scientific work, to engage in educational, scientific and educational dissemination activities.

The position of Major Scientific Researcher or Associated Professor can get the scientist. Person must to have a head for scientific research and experimental (social, cultural) development, to publish the results. Associated professor must to teach the students, also.

In *Physical, Technological and Biomedicine sciences, to the position of Associated Professor* can pretend scientist, who has at least two years of teaching experience and realized at least one of the following:

- published non-less than 3 scientific papers in peer-reviewed publications, at least 1 of them in journals with IMPACT factor;
- published non-less than 8 scientific papers in peer-reviewed publications;
- published scientific monograph or textbook for higher school;
- published non-less than 2 papers in journals with IMPACT factor and carried out by significant experimental developing works or supervised the doctoral dissertation, which was defended.

In Humanitarian, Social sciences, to the position of Associated Professor can pretend scientist, can pretend scientist, who has at least two years of teaching experience and, after granting the doctoral degree, realized at least one of the following:

- published non-less than 4 scientific papers in peer-reviewed publications and published scientific monograph or scientific study or sources of science;
- published non-less than 4 scientific papers in peer-reviewed publications and textbook for higher school;
- published non-less than 4 scientific papers in peer-reviewed publications and supervised the doctoral dissertation, which was defended;
- published non-less than 8 scientific papers in peer-reviewed publications.

In *Physical, Technological and Biomedicine sciences, to the position of Major Researcher* can pretend scientist, who realized at least one of the following:

- published non-less than 7 scientific papers in journals with IMPACT factor;
- published non-less than 4 papers in journals with IMPACT factor and one scientific monograph;
- published non-less than 4papers in journals with IMPACT factor and supervised the doctoral dissertation, which was defended, or carried out by significant experimental developing works.

In *Humanitarian, Social sciences, to the position of Major Researcher* can pretend scientist, who, after granting the doctoral degree, published non-less than 10 papers in peer-reviewed publications or scientific monograph or scientific study and non-less than 5 papers in peer-reviewed publications. Also, in last 5 year, the person must to carry out scientific research and to publish them in monographs or studies, in peer-reviewed publications, in journals of culture and professional journals; and so one; they can be presented in the reports or plenary lectures of international and national conferences. Also, the pretender must to do the applied scientific work, to engage in educational, scientific and educational dissemination activities.

The position of Scientific Researcher or Assistant Professor (Lecturer) can get the scientist or person, who has at non-less than Master's degree or equal to this degree higher school qualification. Person must to make a scientific research and experimental (social, cultural) development, to publish the results. Assistant professor has to teach the students and to work for methodical work. The minimal requisitions follows:

In *Physical, Technological, Biomedicine, Humanitarian and Social sciences, to the position of Assistant Professor (Lecturer)* can pretend the scientist, Master or equal to this degree higher school qualification. Also, he/she must to have non-less than 2 papers in peer-review journals. Pretenders (except scientists) must to have at least two years of teaching experience in higher school.

In *Physical, Technological and Biomedicine sciences, to the position of Researcher* can pretend the scientist, who has published non-less than 3 papers in journals with IMPACT factor or scientific monograph, or supervised the doctoral dissertation, which was defended, or to carry out an important experimental development works.

In *Humanitarian and Social sciences, to the position of Researcher* can pretend the scientist, who before or after defending of the dissertation, has published non-less than 2 papers in peer-reviewed journals.

The position of Junior Scientific Researcher or Assistant can get the person, who has at non-less than Master's degree or equal to this degree higher school qualification. Person must to make or help to make the scientific research and experimental (social, cultural) development, to prepare for the PhD studies. Assistant has guide a practical work with students (practical works, practice of lectures, students' practice and so on).

In *Physical, Technological, Biomedicine, Humanitarian and Social sciences, to the position of Assistant* can pretend the person, who has at non-less than Master's degree or equal to this degree higher school qualification.

In *Physical, Technological and Biomedicine sciences, to the position of Junior Researcher* can pretend the person, who has at non-less than Master's degree or equal to this degree higher school qualification and has a scientific paper in peer-reviewed journal.

In *Humanitarian and Social sciences, to the position of Junior Researcher* can pretend the person, who has at non-less than Master's degree or equal to this degree higher school qualification.

1.9. Working Contracts

Researchers and academic staff are appointed to the position by public competition to 5-year term. This means that the working contract is fixed-term (for 5 year). With a person, who won second-time the competition for the same position, the fixed-term contract is changed by permanent contract. But this person is certified every five years by RARC.

Rector can to invite, for up to 2 years, academic staff to the work in University by short-term contract. In that case, they work without competition and decision of RARC.

With administrators, who are elected according with the Statute of University (Rector, vice-rectors, deans of faculties, directors of scientific centres, vice-deans, heads of departments and so on), are made the fixed-term contracts (for 5 year).

Permanent work contracts are awarded to permanent staff, for example, with staff of studies' and economics offices.

Under a voluntary contract people working free.

According to Labour Code of Lithuanian Republic, academic staff working in one or more than one institution can occupy maximal 1,5 of tenure. In the event of an unforeseen need, with staff working in main positions, can be made additional-work contract (no more than one school year).

Holding-of-more-than-one-office contracts are awarded to persons who Siauliai University is the second job (more than one job). These contracts can be fixed (usually with researchers and teachers) and permanent.

For certain types of outsourcing, which are governed by the Copyright and Related Rights Act of Lithuanian Republic, the copyright contracts are awarded.

With staff who work in the projects financed by third parties the additional-fixed-term employment contracts are awarded.

A large number of contract research projects were completed or are being conducted between 2006 and 2011 on behalf of and in cooperation with social partners. Most were commissioned by the Lithuanian Ministries and other government agencies; in the area of technology research the percentage of research funded by the private sector was slightly higher. In addition, SU teams actively participated as consortium partners in joint research projects, e.g. the 6th and the 7th Framework Programs of the EU.

1.10. Salary System

Workers' wage consists from an official salary, bonuses and premiums. Salary is determined by the Government's stated procedure using their official salary coefficients (rate). The employer prepared and publicly disclosed an official coefficient's. It is appointed to the successful assessment academic staff. They are taken into account in the assessment results.

Criteria, for assessing the scientific work, and influencing factors gradation:

- meets the requirements of the minimum qualifications for the position;
- exceeds the requirements of the position by important methodical or scientific (creative) works;
- exceeds the requirements of the position by important methodical and scientific (creative) works;
- exceeds significantly the requirements of the position by important methodical and scientific (creative) works.

For all academic positions (professor / senior researcher, associated professor / major researcher, assistant professor (lector) / researcher, assistant / junior researcher), criteria are the same. Except the case, that the last requirement is not applicable to assistant / junior researcher.

Employer, within the limits of the wages-fund and in accordance with resolutions of the Government, can pay workers bonuses and extra-pay up to 100% of salary. Bonuses are paid for: a leading position; high qualification, urgent or complex work (task) performances. Extra-pays are paid for: additional works; other temporary staff functions (responsibilities) execution. While person has a holiday or sick, then she / he substitute with other workers, each of which shall be paid his salary is proportional to the amount of work carried out by the substitute.

Professors, who actively engaged in research and teaching at a university, for their outstanding merits to science or art of the University Senate to give Professor Emeritus. In accordance with the University right, them are paid a fixed monthly allowance.

Rector, in the accordance rules of Council, by the decision of Senate, declare extraordinary assessment to academic staff. In such assessment for the higher position or for the academic name, may include a person who has fulfilled all the requirements of cadence. Thus makes it possible to change the salary. Staff's extraordinary assessment may be issued no earlier than one year, when he took position.

1.11. Reward System

University has elected Professor of the Year, Scientist of the Year, Artist of the Year, Student of the Year. Candidates offer the deans of faculties, in agreement with the deanery. The commission, composed of rector, vice-rectors, suitable candidates selected by the faculty's recommendations. Detailed selection criteria are not published.

Rector's letters of thanks are rewarded employees celebrate anniversaries of age (from 50 th) and the work in University Jubilee (form 20 years). Celebration of the department, faculty or university anniversary, employees may be awarded not only to Rector's letters of thanks, but to the letters of thanks from Ministry of Education and sciences, Mayor, the University in general. Award nominations provided by the respectively departments.

Siauliai University Medal is served for the merits of university. Nominations provided by departments, the resolution adopted by Science and Arts Commission of the Senate.

Within the limits of the wages-fund and in accordance with resolutions of the Government and wages-regulations, to promote workers can be pay single-time payment up to 100% of salary in

following cases: for a very good job of the calendar year; from single-critical tasks; statutory public holidays and other occasions; employee retirement.

SU yearly nominations, 2005-2012

	Lecturer of the year	Scientist of the year	Artist of the year	Student of the year	Sportsman of the year	Employee of the year
2005	female	male	-	male	-	-
2006	male	male	-	male	-	-
2007	female	male	-	female	-	-
2008	male	male	male	male	-	-
2009	male	male	male	male	male	-
2010	female	male	female	male	female	-
2011	female	female	male	female	female	female
2012	male	female	female	male	female	male

We observe balance in the nominations for lecturer of the year, however women dominate among the University's teaching staff (tendency – to evaluate men more positively). The category of Researcher Award of the Year, under demand from Centre for Gender Studies and Research, since 2011 had a female nominate – V.Šidlauskienė.

1.12. Research Fellowships/ Grants

At University is "Science Foundation". It financially supported expenses of academic staff for travelling to abroad to scientific events, publishing of scientific periodic journals and monographs.

Person who would like to gain the support to travel fill in a special application form (with recommendations of dean and head of department), where provides an estimate of travel. Fund Board works out how much aid will be granted. The main criterion is the result of the travel (paper in journal, presentation and so on). Priority is given if the applicant has provided assistance to develop or already has contributed articles to the journal with IMPACT factor. The amount of funds allocated from the general Fund budget, or faculty are not already used up your limit, how often does this applicant. If the support is requested to travel, which is related to project activities, the provider must justify why the trip is not funded by project funds.

From the Doctorate funds are paid expenses for publishing of the summary of dissertation.

University can paid partially for doctoral studies in other universities or reduced such fee, if they are at Šiauliai University.

Scientific visits, publishing and scientific events are financially supported by the existing faculty and financial resources. Individual support order is not establishes, follows by general University's documents regulating the activities.

Under Šiauliai University Statute, the academic staff every 5 years may (not longer than one year) are exempt from direct activity to upgrade research, scientific (artistic) and academic qualifications.

During this period, to the staff the average of his salary is paid. However, of sufficiently difficult financial situation recently at the University, that option is not available.

Researchers, academics and other researchers can take part in the Lithuanian Science Council organized competitions for funding for research, academic events, scientific trips, scientific qualifications, and to teach foreign scientific and educational institutions. This support is administered by the Science Council of Lithuania with its own procedures.

Young scientists can participate in the contest for the Lithuanian Sciences Academy of Young Scientists scholarship.

In 2011, SU's research output in terms of the number of scientific publications was 3 monographs and scientific studies (2006-2011 total: 30; negative overall trend); 28 articles in the refereed and having citation index journals in the ISI Web of Science data bases (2006-2011 total: 40, steep increase until 2008, steep decline ever since); 280 in articles in the refereed journals in the international databases (2006-2011 total: 1594; negative trend since 2008); 267 articles in other refereed scientific publications (2006-2011 total: 1602; negative trend since 2006); 70 articles in other scientific outlets (2006-2011 total: 350 positive trend); and 46 textbooks and other teaching aids (2006-2011 total: 432; negative trend). The number of international patents, its high costs notwithstanding, is rather low at 2, with no patent activity at all in the past 3 years.

1.13. Governance System

The main University's self-government and management is the Council, the Senate, the Rector and the Student Representative.

The structure of University consists from faculties, institutes, research centres, a library, in accordance with regulations approved by the Senate the operating units and other education, studies and administrative departments, acting in accordance with the regulations approved by the rector.

University Council is the University's governing body. It performs the following functions:

- approves the University's vision and mission and given by Rector the strategic activities plan;
- after hearing the opinion of Senate, gives to Seimas' approved changes of the Statute;
- considers and approves given by Rector the plans of restructuring University structure;
- determines University funds (including funds of wags for executives and other employees) and property management, use and disposal procedures, consider and approve major decisions related to them;
- proclaims the Senate and Rector's election 2 months before the end of their mandate, as well as in the Statute of the cases, when their mandate is terminated before expiry of term of office;
- sets a public tender procedure for the organization of Rector's election, elected, appointed to position and dismissed the Rector;
- provides the principles of staff selection and evaluation;
- approves given by Rector the University's annual revenue and expenditure estimates as well as the execution report, may initiate the University's economic and financial activities audits;

- approves given by Rector's the University's annual report on the activities, valuate the activities of the University on the strategic business plan, achieved results and their implications;
- takes care of support for the University;
- performs other legal acts and determinate in the Statute functions.

Senate (*Academic Council)* is the collegiate University's academic governing body. Senate resolutions are binding on all University staff and students. It performs the following functions:

- discuss the Statute and its changes, present conclusions to Council;
- together with the Minister of Education and sciences destines the delegate to the Council;
- by Rector's offering approves and cancels by 2/3 majority of the Senate vice-rectors, faculties deans, heads of departments, institutes directors and heads of other University departments of science and studies;
- according with established by Council of principles on University personnel selection and evaluation, approved the qualifications requirements for positions of academic staff, approves the order of organizing of assessment and competition for academic staff;
- by offer of Faculty council, Senate, taking into account a person's academic, artistic, educational and (or) other significant public activities results, awards a titles of pedagogical Professor's and Associate Professor's (if the person has respectively staff position) and Honorary titles of University;
- claims the internal system of the quality on study safeguard system, and controlled studies and research training quality;
- considers and approve the study, research and their development programs, approve the structure changes, which are need to their implementation;
- submit proposals to Council on the allocation of resources on researching, consultation and informational activities for sciences developed in University;
- approves the University's internal procedures and rules governing the management of academic records;
- call the convene meetings of the University's academic community, teachers and researchers conferences for discusses on the important questions of the University activities;
- determines the conditions of growing staff qualifications;
- discusses on University reorganization or liquidation plan and submit the conclusions to the Council;
- forms up commissions, to hear and approve their reports;
- performs other legal acts and determinate in the Statute functions.

Rector is sole University's governing body to act in his behalf and represent it. It performs the following functions:

- led University, organizes University activities, ensuring strategic business plan;
- gives to the Senate to approve candidates for Vice-Rector, and define their functions and powers;

- gives to Faculties, Institutes and Researcher centres Councils, for the election candidates to the position of deans, directors, heads of departments, and elected heads submits to Senate's confirmation;
- issues orders that are binding on the University staff and students;
- by orders to put Council's and Senate resolutions into execution;
- employs and dismiss employees of the University, announces competitions for duties, appoints persons to office and dismiss from their, by order of law sets the salary of staff;
- on public available encourages staff and students and impose penalties;
- contracts with Lithuanian and foreign research and education institutions, businesses and other organizations;
- in view the Faculty Council conclusions, approves the annual reports of the faculty deans;
- submit to the Council to approve and publishes an annual report on the activities of the University, the annual report on gain and outgoing estimates as well as report on the performance;
- introduces the Senate and gives to the Republic of Lithuania Ministry of Education and Science of Lithuanian University's annual activity report;
- submit to the Council of the University Strategic action plan and the University's restructuring plan;
- performs other legal acts and determinate in the Statute functions.

Rectorate of the University, in leading of Rector, is a collegial advisory body. It consists from Rector, Vice-Rectors, Deans of faculties and President of Student representation. Rectorate discusses the organizational, educational, scientific, economic and other questions, coordinates the work of University's departments, and makes recommendations to the Council and Senate.

Faculty consists from the departments, centres of studies and research, laboratories and other divisions. Its activities are directed by the Faculty Council, Dean and Deanery.

The *Faculty academic staff meeting* sets the number of council members (academic staff and students), elected Faculty Council, discuss and provides the directions for faculty development activity.

Faculty Council decides following questions:

- elects Faculty Dean by provision of Rector;
- elects Faculty Council's Chairman, Vice-President and Secretary;
- approves vice-deans by provision of Dean;
- cancels the vice-deans and offers to Rector to give for Senate the cancelation of dean; elects heads of departments;
- considers and approve the Senate to provide programs of study;
- evaluates Dean's annual report and presents a conclusion to Rector;
- proposes to Dean to establish, reorganize or abolish departments belonging to the faculty, research centres, laboratories and other units;
- considers and decide other questions.

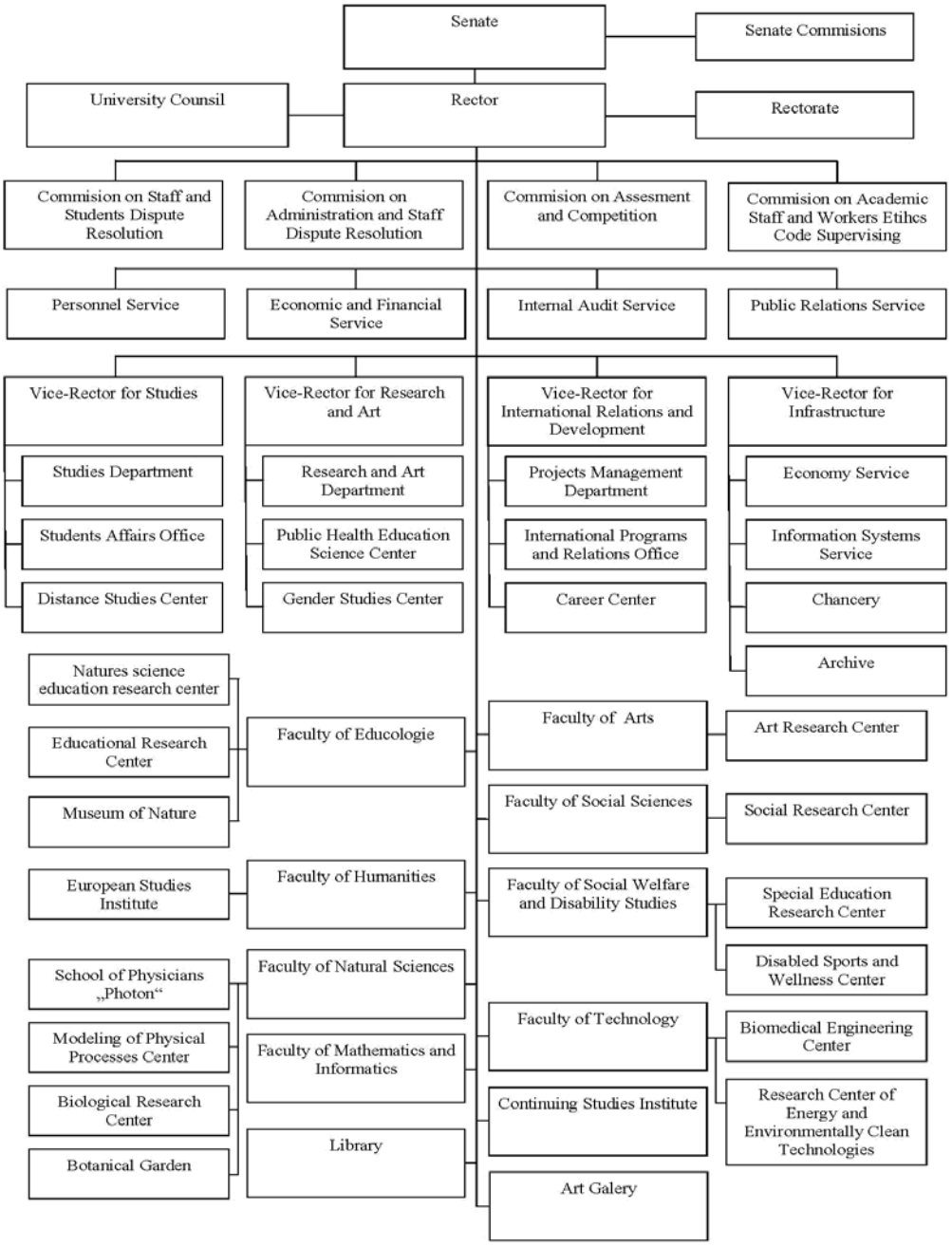
Dean performs the following functions:

- coordinates and organizes research and study the process of faculty,
- implements Senates' and Faculty Council's decisions and orders of Rector;
- relies orders and instructions on the required units of faculty, staff and students;
- represents the faculty.

Deanery, in leading of Dean, is a collegial advisory body. Deanery consists from Dean, vice-deans and other heads of departments. Deanery discusses on the organizational, studies, scientific, economic and other questions, coordinates the work of Faculty's departments, and makes recommendations to Rector and Faculty's Council, and implements Rector's orders and Faculty's Council resolutions.

Director of the Institute led by the Institute, act on his behalf and represent it, coordinate the study and (or) research activities, responds for the Institute's financial operations, proper use of assets and disposal.

1.14. The Structure of Šiauliai University



Siauliai University Womans Study Centre was implemented in September of 1997 under the decision of SU Senate. On 18th of May, 2005, under the decision of the Senate Womans Study Centre was reorganized into Institute of Gender Studies. On the 27th of February, 2008, it was renamed into Centre for Gender Studies and Research.

The aim of Centre for Gender Studies and Research is to carry out studies and research as an interdisciplinary discourse, seeking to ensure equal rights in education and scientific professional activity, employment, health care and social life aspects. To efficiently harmonize commitment to family and profession, to shoulder common male and female responsibility by employing dialogue.

In accordance to the structure of Siauliai University, Centre for Gender Studies and Research is working with all Faculties and Units of the University and is directly responsible to the Vice-Rector for Research and Arts.

SU Centre for Gender Studies and Research is a part of Lithuanian Gender Equality Institutional Mechanism, which is co-ordinated by LR Ministry of Social Welfare and Labour (http://www.socmin.lt/index.php?-806358084).

Chapter 2 Gender Policy Equality Overview

2.1. Maternity, paternity and childcare supervision leaves

Parental Leave is regulated by the Law on sickness and maternity social insurance (21 December 2000 No IX-110)(As last amended on 22 December 2010 – No XI-1244, No XI-1245)

CHAPTER III

MATERNITY, PATERNITY AND MATERNITY (PATERNITY) ALLOWANCES

Article 16. Entitlement to Maternity Allowance over the Duration of Maternity Leave

1. Persons insured in accordance with the procedure established in paragraphs 1-3 of Article 4 of this Law who were granted a maternity leave shall be entitled to a maternity allowance during the maternity leave if by the first day of the maternity leave they have the sickness and maternity social insurance record of not less than 3 months during the last 12 months or not less than 6 months during the last 24 months, except the cases provided for in paragraphs 2 and 3 of this Article. From 1 July 2009 -- the sickness and maternity social insurance record of not less than 9 months during the last 24 months, and from 1 October 2009 - the sickness and maternity social insurance record of not less than 12 months during the last 24 months, except the cases provided for in paragraphs 2 and 3 of this Article.

2. The insured persons under 26 years of age shall be entitled to a maternity allowance during pregnancy and child-birth leave if by the beginning of the pregnancy and child-birth leave they have not acquired the record set in paragraph 1 of this Article because during the specified periods they were full time students of vocational schools or schools of general education registered in accordance with the established procedure as well as students of higher educational establishments, registered in accordance with the established procedure, who studied according to a form of full-time studies or a continual form of studies, and the interval after the completion of studies (according to the document testifying completion of studies) until they became insured persons does not exceed 3 months.

3. Entitled to a maternity allowance during pregnancy and child-birth leave shall also be the insured persons if by the first day of pregnancy and child-birth leave they have not acquired the record set in paragraph 1 of this Article because during the specified periods they were insured as persons listed in subparagraphs 1 or 2 of paragraph 2 of Article 4 of the Law on State Social Insurance and the interval after the change of their status does not exceed 3 months.

4. A woman dismissed from work during her pregnancy or during the maternity leave due to the liquidation or bankruptcy of the enterprise, establishment, organisation as well as due to expiration of the duration of the fixed-term employment contract or due to the expiration of the term of appointment to office or the term of powers of the persons specified in the Law on Civil Service, the Law on Remuneration of State Politicians and State Officials, and the Law on Remuneration of Judges, provided she has a sickness and maternity social insurance record specified in paragraph 1 of this Article, shall be paid a maternity allowance according to the procedure established in Article 17 of this Law. This provision shall also apply to any other maternity leave if it begins during the lastborn childcare leave.

5. A maternity allowance shall be granted for the duration of a maternity leave on the basis of the certificate confirming a maternity leave issued in accordance with rules for issuing incapacity for work and maternity leave certificates approved by the minister of health and the minister of social security and labour.

Article 17. Duration of Maternity Allowance Payment during a Maternity Leave Period

1. A maternity allowance shall be paid to women for 126 calendar days after 30 or more weeks of pregnancy. In the case of complicated childbirth and if more than one child was born, the allowance shall be paid for extra 14 calendar days. Women who have not used the right to a maternity leave before the date of childbirth shall be paid a maternity allowance for 56 calendar days after the childbirth.

2. Women who have not used the right to a maternity leave before the date of childbirth (30 or more weeks of pregnancy), in case of complicated childbirth and if more than one child was born the maternity allowance shall be paid for 70 calendar days after the childbirth.

3. A maternity allowance shall be payable to women who gave birth in the 22nd-30th week of pregnancy for 28 calendar days after the childbirth. If the baby survives for 28 days or more, the allowance shall be payable for 126 calendar days after the childbirth. The women who gave birth to a stillborn baby in the 22nd-30th week of pregnancy shall be paid a maternity allowance for 28 calendar days after the childbirth.

4. A maternity allowance shall be payable for extra 14 calendar days to women who gave birth in the 22nd-30th week of pregnancy, in the case of complicated childbirth and if more than one child was born.

5. The insured person who adopted a newborn baby or is appointed as its guardian shall be paid a maternity allowance for the period from the date of adoption or the day of establishment of guardianship until the day the baby is 70 days old.

Article 18. Amount of a Maternity Allowance Paid during a Maternity Leave Period

1. The amount of a maternity allowance during a maternity leave period shall make 100 per cent of the allowance beneficiary's reimbursed remuneration. The amount of the allowance per month may not be lower than one-third of the current year's insured income valid in the month of the beginning of the maternity leave.

2. If during period of payment of the maternity allowance the insured person has the income on which sickness and maternity social insurance contributions are being calculated and the amount thereof is less than the maternity allowance, the said person shall be paid the difference between this allowance and the insurable income received by the person in the appropriate month. When paying the maternity allowance the insurable income shall not include the income received under copyright agreements for the work carried out before the first day of the pregnancy and child-birth leave. The maternity allowance or part thereof shall be calculated and paid in accordance with the procedure established by the Regulations of Sickness and Maternity Social Insurance Allowances approved by the Government.

Article 18^{1}. Entitlement to Paternity Allowance

1. Entitled to a paternity allowance shall be the father who:

1) has been insured in accordance with paragraphs 1-3 of Article 4 of this Law;

2) has been granted in accordance with the procedure laid down by law a paternity leave until the child reaches the age of 1 month;

3) over the last 24 months before the first day of a paternity leave had not less than 7 months of the sickness and maternity social insurance record, with the exception of the cases provided for in paragraphs 2 and 3 of this Article. From 1 July 2009 -- the sickness and maternity social insurance record of not less than 9 months during the last 24 months, and from 1 October 2009 - the sickness and maternity social insurance record of not less than 12 months during the last 24 months, except the cases provided for in paragraphs 2 and 3 of this Article.

2. Entitled to a paternity allowance during paternity leave shall be the insured persons under 26 years of age if by the beginning of paternity leave they have not acquired the record set in subparagraph 3 of paragraph 1 of this Article because during the specified periods they were full time students of vocational schools or schools of general education registered in accordance with the established procedure as well as students of higher educational establishments, registered in accordance with the established procedure, who studied according to a form of full-time studies or a continual form of studies, and the interval after the completion of studies (according to the document testifying completion of studies) until they became insured persons does not exceed 3 months.

3. Entitled to a paternity allowance during the paternity leave period shall also be the insured persons if by the beginning of a paternity leave period they have not acquired the said record because during the specified periods they were insured as the persons listed in subparagraph 1 or 2 of paragraph 2 of Article 4 of the Law on State Social Insurance and the interval after the change of their status does not exceed 3 months.

Article 18^2. Duration of Paternity Allowance Payment

A paternity allowance shall be paid for the period of a paternity leave from the day of the childbirth until the child is 1 month old.

Article 18^3. The Amount of Paternity Allowance

The amount of a paternity allowance shall make 100 per cent of the allowance beneficiary's reimbursed remuneration. The allowance per moth shall not be lower than one-third of the current year's insured income valid for the month of the granting of a paternity leave. The allowance shall be calculated and paid in accordance with the procedure established by the Regulations of Sickness and Maternity Social Insurance Allowances approved by the Government.

2. If during period of payment of the paternity allowance the insured person has the income on which sickness and maternity social insurance contributions are being calculated and the amount thereof is less than the paternity allowance, the said person shall be paid the difference between this allowance and the insurable income received by the person in the appropriate month. When paying the paternity allowance the insurable income shall not include the income received under copyright agreements for the work carried out before the first day of the paternity leave. The paternity allowance or part thereof shall be calculated and paid in accordance with the procedure established by the Regulations of Sickness and Maternity Social Insurance Allowances approved by the Government.

Article 19. Entitlement to Maternity (Paternity) Allowance

1. Entitled to a maternity (paternity) allowance shall be one of the parents (adopted parents) or a guardian who:

1) has been ensured according to paragraphs 1-3 of Article 4 of this Law, with the exception of the cases provided in paragraphs 6 and 7 of this Article;

2) has been granted a childcare leave according to the procedure established by law, with the exception of the case provided for in paragraph 4 of Article 21 of this Law;

3) over the last 24 months before the first day of a childcare leave has got not less than 7 months of the sickness and maternity social insurance record, with the exception of the cases provided for in paragraphs 2 and 3 of this Article. From 1 July 2009 -- the sickness and maternity social insurance record of not less than 9 months during the last 24 months, and from 1 October 2009 - the sickness and maternity social insurance record of not less than 12 months during the last 24 months, with the exception of the cases provided for in paragraphs 2 and 3 of this Article.

2. Entitled to a maternity (paternity) allowance shall be the insured persons under 26 years (one of the parents (adoptive parents) or a guardian), if by the beginning of childcare leave they have not acquired the record set in subparagraph 3 of paragraph 1 of this Article because during the specified periods they were full time students of vocational schools or schools of general education registered in accordance with the established procedure as well as students of higher educational establishments, registered in accordance with the established procedure, who studied according to a form of full-time studies or a continual form of studies, and the interval after the completion of studies (according to the document testifying completion of studies) until they became insured persons does not exceed 3 months.

3. Entitled to a maternity (paternity) allowance shall also be those insured persons who by the beginning of childcare leave period have not acquired the insurance record set in subparagraph 3 of paragraph 1 of this Article because during the specified periods they were insured as persons listed in subparagraph 1 or 2 of paragraph 2 of Article 4 of this Law and the interval after the change of their status does not exceed 3 months.

4. When an insured person who receives a maternity (paternity) allowance, becomes entitled to a maternity or maternity (paternity) allowance because of the birth of another child, she/he shall be paid both the allowances, however the sum total of the allowances may not exceed 100 per cent of the reimbursed remuneration of the allowance beneficiary. Maternity (paternity) allowances shall be paid irrespective of the fact for taking care of which child a childcare leave has been granted.

5. The person who is not entitled to a maternity (paternity) allowance from the State Social Insurance Fund resources shall be paid the allowance according to the Law on Benefits to Children.

6. When one of the parents (adoptive parents) or guardians who is released from work on child caring leave according to the procedure established by the law and receiving a maternity (paternity) allowance is dismissed from work due to the liquidation or bankruptcy of the enterprise, establishment, organisation as well as due to the expiration of the duration of the fixed-term employment contract or due to the expiration of the term of appointment to office or the term of powers of the persons specified in the Law on Civil Service, the Law on Remuneration of State Politicians and State Officials, and the Law on Remuneration of Judges, shall be paid a maternity (paternity) allowance according to the procedure established in Articles 20 and 21 of this Law. The

abovementioned provision shall also apply to a maternity (paternity) allowance, if the entitlement to it arose during the lastborn childcare leave.

7. When one of the parents (adoptive parents) or guardians, who has a sickness and maternity social insurance record specified in paragraph 1 of this Article or satisfies the requirements of paragraphs 2 and 3 of this Article, has been dismissed from work due to the liquidation or bankruptcy of the enterprise, establishment, organisation as well as due to the expiration of the duration of the fixed-term employment contract or due to the expiration of the term of appointment to office or term of powers of the persons specified in the Law on Civil Service, the Law on Remuneration of State Politicians and State Officials, and the Law on Remuneration of Judges and for that reason has not been granted childcare leave, shall be paid a maternity (paternity) allowance according to the procedure established in Articles 20 and 21 of this Law. The abovementioned provision shall also apply to a maternity (paternity) allowance, if the entitlement to it arose during the lastborn childcare leave.

Article 20. Duration of Maternity (Paternity) Allowance Payment

1. A maternity (paternity) allowance shall be paid for the period of a childcare leave after the end of a maternity leave until the child is one or two years old.

2. If the mother was not in receipt of a maternity allowance for the duration of a maternity leave, a maternity (paternity) allowance shall be granted to the persons entitled to it as specified in Article 19 of this Law from the day of birth of the child.

3.If the mother in receipt of a pregnancy and childbirth allowance for the duration of a maternity leave dies, a maternity (paternity) allowance shall be granted to the persons entitled to it as specified in Article 19 of this Law from the day of the mother's death.

4. During the paternity leave the father, in receipt of a paternity allowance, shall not be paid maternity (paternity) allowance.

Article 21. The Amount of a Maternity (Paternity) Allowance

1. The amount of a maternity (paternity) allowance from the end of a maternity leave until the child turns 1 year old shall make up 100 per cent of the allowance beneficiary's reimbursed remuneration, if the insured person chooses to receive this allowance until the child turns one year old. If the insured person chooses to receive a maternity (paternity) allowance until the child turns two years old, the amount of the said allowance from the end of a maternity leave until the child turns one year old shall make up 70 per cent of the allowance beneficiary's reimbursed remuneration and until the child turns two years old – 40 per cent of the allowance beneficiary's reimbursed remuneration.

2. The amount of a maternity (paternity) allowance per month shall not be less than one third of the current year's insured income valid at the beginning month of a childcare leave.

3. When two or more children are born to the insured person and the person is on the childcare leave, the maternity (paternity) allowance shall be increased (paragraphs 1 and 2 of this Article) taking into account the number of children born simultaneously, however the sum total of the paid allowances may not exceed 100 per cent of the allowance beneficiary's reimbursed remuneration.

4. If the insured person who has been or is on childcare leave until the child turns one year old possesses insurable income the amount whereof is less than a maternity (paternity) allowance (the sum total of these allowances), the said person shall be paid the difference between this allowance (the sum total of these allowances) and the insurable income held by the person in the appropriate month according to the procedure established in the Regulations of Sickness and Maternity Social Insurance Allowances approved by the Government. When paying the maternity (paternity) allowance, the insurable income shall not include the income received under copyright agreements for the work carried out before the first day of the childcare leave.

The second most relevant law in regard to social benefits is the Law on social care service regulates the care for the elderly and disabled family members.

2.2. Equality Policy at SU

The mission of Gender equality implementation and mainstreaming at Šiauliai University is delegated to Centre for Gender Studies and Research, acting since 1997 and performing: Development of gender studies & research as interdisciplinary discourse, with a view to secure equality in order to guarantee rights in the sphere of education & science; Academic gender studies management; Gender mainstreaming in education systems: secondary, high education and research institutions; National and international gender equality research; Gender equality progress monitoring; Publishing a scientific journal „Gender Studies and Research“ which is abstracted and indexed at Indexcopernicus (www.indexcopernicus.com), EBSCO (www.epnet.com) and Scopus (www.scopus.com) international databases; expertising-consulting activites at international and national inter-groups and stakeholder networks.

2004-2005 m. together with European Universities Association SU Centre for Gender Studies and Research participated at **Quality Culture Project (Round 3) NETWORK: WOMEN IN UNIVERSITIES: RESEARCH, TEACHING AND LEADERSHIP** where the first Institutional Plan of Šiauliai University Encouraging Gender Equality and Women Leadership in Universities
Improvement plan of Šiauliai University promoting gender equality and women leadership in universities was designed on the ground of SWOT analysis performed at Siauliai University in May and June, 2005. Enrol the aspect of gender equality and encouragement of women leadership into different strategic documents of the University (e.g. Statute, Agreement between employees and employer, studies regulations etc.). Consolidate the rule for participation of corresponding number of women - managers while arranging the documents of strategic development of the University. Institutional Plan of Siauliai University Encouraging Gender Equality and Women Leadership in Higher School implied main points:

- Provide constant institutional support Siauliai University subdivision – for the Institute of Gender equality, which has an institutional responsibility to develop gender equality and women leadership at Siauliai University.
- Constantly collect statistic and other data about the situation of women in the sphere of science, country, sector and institution governance (in the level of Siauliai University) seeking to perform constant monitoring while stating the situation of woman’s leadership at Siauliai University.

- Initiate and encourage research activity of science centres and other science subdivisions, intended for gender researches and collection of statistic and other data.
- Initiate and encourage trainings of heads and managers of different University administrative subdivisions, majority of which are women, intended for women leadership and gender equality in the organization. Encourage, support and initiate the trainings of women – administrative managers on how to manage more effectively.
- Support women's non-governmental social organizations (NGO) at the University such as Women's associations of Universities of Lithuania, Siauliai department established in Siauliai University, by institutional means.
- Encourage, initiate and support the development of studies, courses, modulus and programs at Siauliai University.
- Encourage, initiate and support the development and implementation of the projects, intended for gender equality realization.
- Seeking to avoid feminization of separate administrative departments at Siauliai University (when only women work at the department) and masculinization (only men), recommend the managers to recruit new employees - men into the work groups of women and new employees - women into the work groups of men.
- Seeking to secure better women representation in the highest levels of the University governance, science (especially technical, exact sciences) form positive image of women – scientists and researchers, women – managers with the help of means of public relations of Siauliai University (Siauliai University TV broadcasting, Siauliai University newspapers, articles on order);
- Hold different engrossing events, campaigns, public discussions which would stimulate women's leadership in university, promote positive and attractive image of women-managers and women- researchers;
- Hold rectorate meetings, intended for gender questions, not rarer than once a half- year.
- Initiate discussions with women on encouragement of their representation, seeking a better women representation at Faculty of Technology, Mathematics and Informatics Faculty, Natural Sciences Faculty government organs (e.g. Senate);
- Seeking to decrease women–students under-representation in separate faculties (Faculty of Technology, Mathematics and Informatics Faculty, Natural Sciences Faculty) and men-students under-representation in separate faculties (Faculty of Humanities, Faculty of Education, Faculty of Arts) initiate the projects of careers orientation in comprehensive schools, which would encourage men enter so called feminine faculties and women enter so called masculine faculties. Constantly perform similar career orientation and students' recruitment campaigns e.g. at study fairs, meetings with schoolchildren performed at the University.

Equality Policy at SU is implemented trough education and trainings for the different target groups (starting from civil servants of Ministries), research and dissemination, implementation of national, regional and European projects.

2.3. **Projects**

Projects carried out by SU Centre for Gender Studies:

FP6 PROMETEA Empowering Women Engineers Careers in Industrial and Academic Research (2005-2007)

The aim of PROMETEA was to develop a better understanding of gender issues in engineering and technology research settings, in order to propose effective measures and recommendations to empower women engineers' careers in academic and industrial research in Europe. The project involved seventeen teams from thirteen countries and private companies.

Results in Lithuania: *The mobility issue seems to be a real problem for Lithuanian women: women are traditionally devoted to children, and family chores and duties. Men are still considered as bachelors, while women is considering through the « family » bias. These past attitudes are moving very slowly. Men's still dominate the field of technology, while women are more often seen as « the weak sex » , fragility, less ability, less qualifications. Attitudes towards women remain cautious, as they need more « tolerance ». Main opinion could be : Women and men are different, but women are recognised as good scientists as well, perhaps because they're more suitable in writing documents in order to obtain a call… « Yes, one kind of activities requires more persistent, hard work; other kinds require more organisational work. Men often carry out this hard research work, conduct researches, and women carry out organisational activities. As far as I know, in Sweden, for example, women often lead researches".*

However, men would think that there isn't any problem: they dominate in engineering and technological fields because of natural and objective reasons. Men have thus more time to work (e.g summer holidays) while women would dedicate free time to family chores. Stereotypes are rooted and there is even a saying which says:

"Women have nothing in common with science like men have nothing in common with the sea." Women do not talk about specific barriers to enter men's network; Communication does not depend of one person's sex, but leading a network is a men's business, as they are considered as more self confident, more « powerful ». Again, women are stopped here because of « natural » explanations: they are more modest, less resistant… Leading women make the sacrifice of family, bringing no or only one child. If the situation is nowadays improving, stereotypes still exist, and women are still considered as the only responsible of family issues.

FP7 HELENA Higher Education Leading to ENgineering And Scientific Careers 2009-2011

The HELENA project brought together a focused and balanced partnership of organisations which share a top level commitment to the collaborative transnational research of higher education leading to engineering and scientific careers of women as well as to the improvement of career progression of women in the labour market. For the attainment of the aim, the following **project objectives were set:** 1.To identify and analyse relevant interdisciplinary E&T degree courses in different European countries. 2. To analyse the students' perception of these interdisciplinary and traditional E&T degree courses. 3. To evaluate the effectiveness of the existing pilot projects, developing and measuring indicators on the relationship between perception and study choice. 4. To share good practice obtained in different facets of the project and, on the basis of that, to produce recommendations for the reorganisation of university curricula at European level (Bologna process). 5. To disseminate the project results through monitoring indicators.

The State of the Art overview and scoping study collated the National data for the last ten years, important figures concerning engineering education, key sources of data, including statistical indicators, literature, statistical sources and existing research and studies' statistics addressing curriculum issues in engineering Higher Education in the EU and in each consortia country: Austria, France, Lithuania, Serbia, Spain and UK.

Implementing the first three objectives of the project as regards the first project objectives, HELENA research sample aimed at the engineering degree courses, on bachelor or master level. The focus was on the comparison of the *traditional* degree courses and the *innovative* degree courses. *Innovative* implied interdisciplinary degree courses where 25 % or more of the total number of ECTS were in non-engineering disciplines. Within the same discipline, *innovative* and *traditional* degree courses were compared. All researched parameters appeared to be equal, except the proportion of non-engineering ones.

The research was continued by interviewing students on their perception of *traditional* and *innovative* degree courses. It can be stated that quite many of the interviewed E&T students were in favour of interdisciplinary courses, although ubiquitously they experienced difficulties in naming them exactly as interdisciplinary ones. After the research was conducted, HELENA project set of recommendations addressed to policy makers and educational actors that could enable the HEIs to evaluate the effectiveness of their educational policies and study programmes in attracting more female students to engineering disciplines.

The Project disseminated research results through monitoring indicators and indicated collaborative project results and their **potential impact and use**: 1) two hypotheses were proved: a) interdisciplinary study programs with more than 25 % of non-engineering subjects have more female students; b) interdisciplinary study programs with more than 25 % of non-engineering subjects have more female graduates; 2) key competencies and resources of Consortium partners from different backgrounds, research cultures and experiences were cooperated; 3) engineering education can benefit from the richness and various perspectives and expertise which individuals from different ethnicity, culture possess; 4) research results support the idea of reform of higher education in the enablement of generally transferable abilities and skills; 5) mutual learning among the partners works in favour of cross-cultural research and collaboration.

EC Initiative EQUAL project FAMILY UNIVERSE: Family-friendly organisation

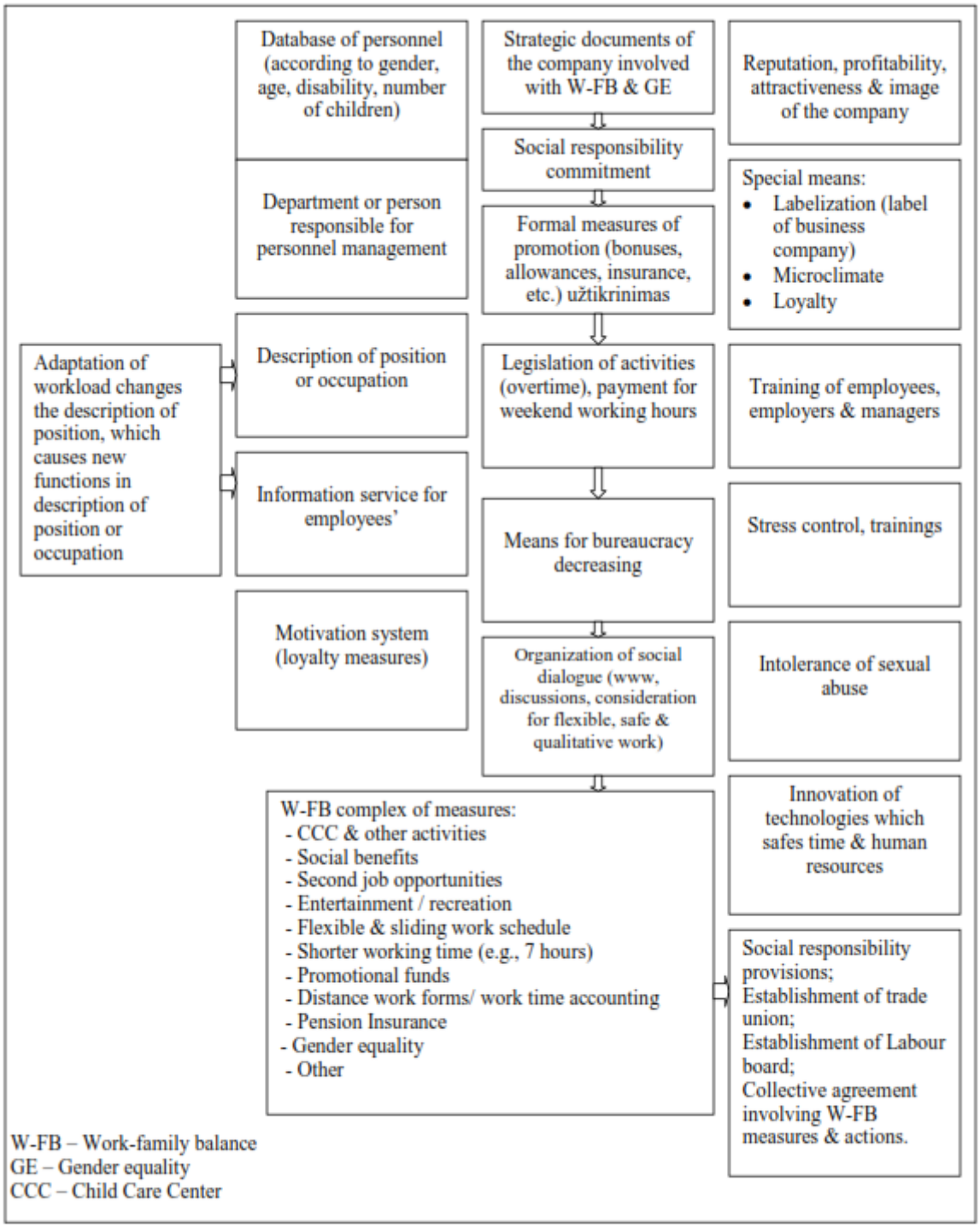
The main aim of framework of Family-friendly Organisation / Institution was to create and to test innovative methodology and means for educational institutions and organizations, starting to reconcile family and professional life and trying to change stereotypical gender roles in the family and in the work, by forming family-friendly study and work environment in Siauliai University. Framework objective raised awareness of basic framework goals:

- Family and career reconciliation in different types of educational institutions in Lithuania;
- Flexible organizational means of working and studying in Siauliai University, that allowed to reconcile family and career responsibilities of students and employees;
- New methods and educational means of reconciling family and career in Siauliai University, integrating them in the curriculum of the university. It built non-stereotypical conceptions of the gender roles of those who study or work in educational institutions. Women employed

in educational institutions would be able to participate in the professional life more actively and men would assume more responsibilities in the families;

- Means of providing social, psychological and educational support and services in Siauliai University, counselling, career planning and employment services, which helped students and employees of educational institutions solve family problems and reconcile family and career more effectively;
- Promoted the role of the educational institution as an attractive workplace and study place in Lithuania by introducing and informing educational institutions and social partners of the benefit of reconciling family and career through positive experience in Europe and Lithuania;
- Changes of educational and employment policies related to family and career reconciliation in the educational institution.
- Framework of Family-Friendly Organisation / Institution has been created and tested. This framework consisted of four main domains: employer sphere, employee sphere, student-clients sphere and family-friendly environment.
- **Employers'** institutional political will raised awareness based on social support for Family-work reconciliation for employers and students (clients) with social dialogue, bureaucracy decreasing, special means: microclimate and loyalty, intolerance of sexual abuse and stress management.
- For **employees** flexible and sliding work schedule and part-time, tele-working, social responsibility, legislation of activities (overtime), payment for weekend working hours, distance work; practice of formal measures for promotion (bonuses, allowance, insurance, etc.) were created.
- For **students** with families 10 modules were carried out as a form of distance studies, 16 modules reconstructed with gender equality dimension, 2 distance classes, individual study plans and scheduler administration improvement, Social support fund for students have been established.
- Family-friendly environment created Work-family balance of means: training of employees, employers & managers, Child care centre, effective time management, distance working, flexible & sliding work schedule, gender equality activities (awards, etc.); strategy of the organisation, social responsibility provisions (establishment of Trade Unions or Labour Board, Code of Ethics, Collective Agreements, etc.). Also it developed motivation system, database of personnel (according to gender, age, disability, family). EQUAL project FAMILY UNIVERSE was based on transforming capacity – i. e. we treat individuals as whole persons. Each individual, either male or female, had different roles, different aspiration and different abilities, both in and outside the workplace.

The MODEL OF FAMILY – FRIENDLY ORGANIZATION / INSTITUTION was designed and circulated as good practice example around EU:



Chapter 3 **Key Gender Data**

This Chapter provides an overview of female representation in the University. Key gender indicators are displayed to demonstrate current levels of representation among University staff.

Statistics of the **2010-12-31,** when project INTEGER was initiated 40,4% of ŠU Mathematics and Informatics Faculty (MIF) staff were women and 59,6 % were men. Academic staff (teaching and research staff) was comprised of 36.8 % women and 63,2 % – men. Therefore this faculty had more male employees, especially of academic staff.

The Faculty of Technology had 36,4 % women and 63.6 % men staff. Academic (teaching and research staff) personnel comprised of 27,9 % women and 72,1 % – men. The gap between women and men in staff numbers is larger than in Faculty of Technology than in Mathematics and Informatics faculty and the number of academic (teaching and research staff) personnel is below 30 percent.

In comparison we provide the total Siauliai University employee distribution in regard to gender. SU had 63.9 % female and 36.1 % male employees. Academic (teaching and research staff) personnel was comprised of 59.9 % women and 40,5 % men. We observe that the majority of employees are women: women account for more than two thirds of the total. Women held the majority in academic personnel, however the difference here is smaller – only 10 %. Thus the distribution of employees according to gender is stereotypical: administration and service personnel is mostly constituted of women, among academic employees women take the majority, however differences are minor. Academic staff is also distributed stereotypically: Mathematics and Informatics, and Technology faculties have more men and other (humanitarian, social fields) faculties more women.

At MIF Council (Faculty Council) 33,3% are women, at Deanery (constitutes of the dean, vice-dean and heads of faculty's academic subdivisions) – 66,7% women, Dean's position has never been held by a women. Also heads of departments in this faculty are exclusively all women (100%).

The highest academic positions in the Faculty of Technology are dominated by men: professors and chief researchers are only men. The highest positions held by women are associated professors and this fills only one sixth of the total. While analysing faculty management, that is decision making faculty parts, is has been noted that it is also dominant by men. Only 23,5 % of women were members of the TF Council (Faculty Council). Faculty is led by a dean who is a man. TF never had been leaded by women. 91 % of the total employees in this faculty are men. All heads of departments in this faculty are men. Head of Department positions at TF never had been led by women (0%). Therefore in this faculty both in academic and in decision making power over institution fields men are significantly dominant.

Only one third of Mathematics and Informatics Faculty Council are women. In 2010 the dean position was held by a man (women have never been employed in Dean's position). However, distribution of employees with decision making power in the deanery is different.

While calculating Glass Ceiling Index (GCI)[40] for Professor position, SU received an index of 26,2 which indicated that there are very low prospects for women to becoming a Professor at SU. For Associate Professors the index was lower – 3,5, therefore it appears that tendency exists of women having better chances in administrative fields than scientific.

Vertical segregation at top management level at ŠU and horizontal segregation at INTEGER project implementing (TF, MIF) faculties are presented below:

	% Male	% Female	# Men	# Women
SU Decision Making Bodies				
SU Senate	76	24	-	-
SU Council	-	-	9	0
SU Rectorate	-	-	3	1
SU Faculties' Decision Making Bodies				
SU Faculty Deans	-	-	6	2
SU Faculty Councils	43	57	-	-
SU Faculty Deaneries	33	67	-	-
SU Faculty Heads of Departments	38	62	-	-
TF Dean	-	-	1	0
TF Council	-	-	13	4
TF Deanery	-	-	10	1
TF Heads of Departments	-	-	5	0
MIF Dean	-	-	1	0
MIF Council	-	-	8	4
MIF Deanery	-	-	1	2
MIF Heads of Departments	-	-	0	2

[40] Glass Ceiling Index (GCI) The glass ceiling index (GCI) illustrates the difficulties women have in getting access to the highest levels of the hierarchy and measures their relative probability, as compared with men, of reaching a top position. The GCI compares the proportion of women in grade A positions (equivalent to Full Professors in most countries) to the proportion of women in academia (grade A, B, and C), indicating the opportunity, or lack of, for women to move up the
hierarchical ladder in their profession.
European Commission *Innovation Union Competitiveness report 2011 Methodological annex //* http://ec.europa.eu/research/innovation-union/pdf/competitiveness-report/2011/iuc2011-methodological-annex.pdf

SU Teaching and Research Staff				
SU Professor Doctor Habilis	-	-	27	1
SU Professors	66	33	-	-
SU Associate Professors	40	60	-	-
SU Assistant Professors	40	60	-	-
SU Assistants	20	80	-	-
SU Laboratory Assistants	55	45	-	-
SU Chief Researchers	-	-	10	5
SU Senior Researchers	-	-	9	19
SU Researchers	-	-	3	7
SU Junior Researchers	-	-	6	19
TF Professor Doctor Habilis	-	-	4	0
TF Professors	-	-	5	0
TF Associate Professors	83	17	-	-
TF Assistant Professors	64	36	-	-
TF Assistants	-	-	6	6
TF Laboratory Assistants	-	-	12	5
TF Chief Researchers	-	-	2	0
TF Senior Researchers	-	-	1	0
TF Researchers	-	-	-	-
TF Junior Researchers	-	-	1	1
MIF Professor Doctor Habilis	-	-	2	0
MIF Professors	-	-	2	0
MIF Associate Professors	-	-	6	5
MIF Assistant Professors	-	-	9	3
MIF Assistants	-	-	3	7

MIF Chief Researchers	-	-	1	0
MIF Senior Researchers	-	-	1	0

Chapter 4 INTEGER Survey Report

4.1. Siauliai University Baseline Data (qualitative) Review Report

Academic (teaching and research) staff was invited to participate in the INTEGER Survey to examine career ambitions, experiences and perceptions of the working environment as part of the INTEGER FP7 funded project activities. The survey design was based upon the Athena Survey of Science, Engineering and Technology (ASSET) conducted across UK universities (in 2003, 2006, and 2010) and on surveys developed from funding from the National Science Foundation ADVANCE Program. The results were analysed to determine the forms of intervention and target actions to promote transformational change to ensure gender equality within Šiauliai University in general, and the Faculty of Mathematics and Informatics (MIF) and Faculty of Technologies (TF) in particular on March – May 2012 using internet based online software and questionnaire tool SurveyMonkey *Survey of Academic Staff and Researchers in Šiauliai University Qustionaire / Šiaulių universiteto dėstytojų ir mokslo darbuotojų internetinė SurveyMonkey apklausa.* Online survey was adapted to the grade of qualifications, scientific degrees, academic positions, types of contract of employment, range of senior management positions, working committees', boards', legal means to life-work balance in respect of national legal system and structure of higher education institution. Survey developed in English was translated into Lithuanian and piloted among University staff. The purpose of piloting a survey was identify: 1) the questions make sense; 2) the questions are relevant (and answer the hypothesis); 3) the questions are understood by the respondents; 4) the respondents answer sensibly; 5) checking how long it takes to fill in questionnaire; 6) checking if people lose interest in the questionnaire.

The survey questionnaire was designed and administered using Survey Monkey as the data collection tool and the results were downloaded into EXCEL and WORD files. The questions were designed to elicit both quantitative and qualitative responses.

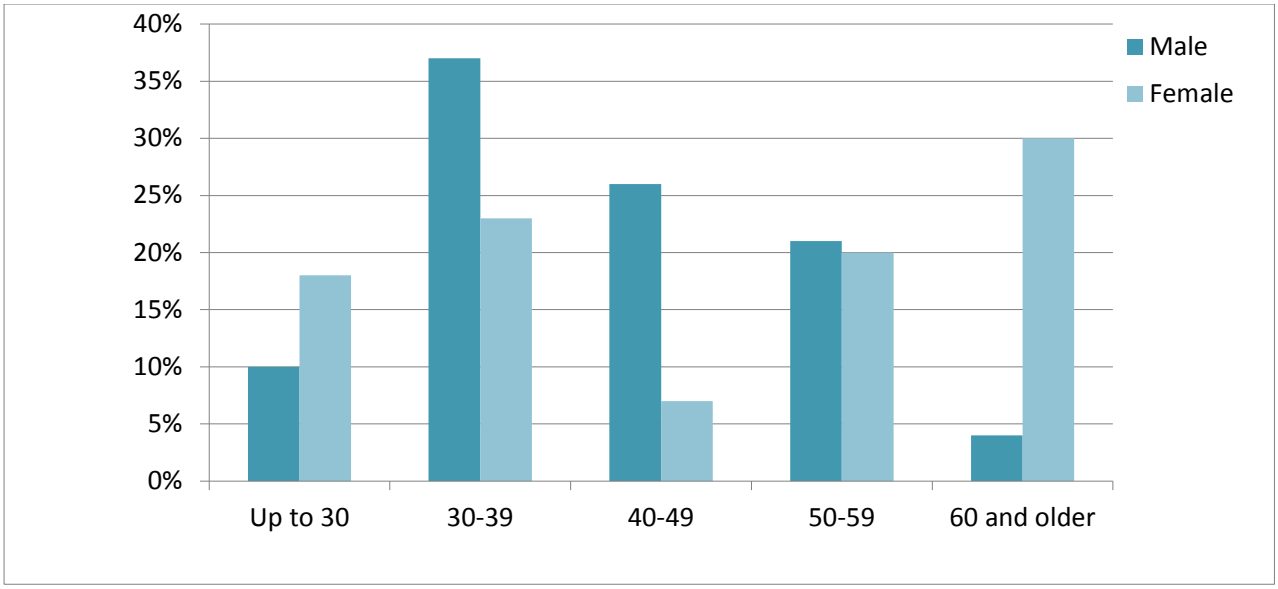
For the purpose of the INTEGER project recipients of the online survey were asked to complete all questions, while each question was optional. Recipients were informed that they could withdraw from the survey at any time. Despite assurances that all information collected through the online survey would remain completely anonymous and not be traceable to any respondent.

All replies were anonymised and access to the data was confined to the INTEGER team who will be responsible for the survey analysis. In total 119 respondents completed some parts of the survey but when incomplete fields were noted and the cases eliminated the number of final respondents analysed was 89, 46 women and 43 men. The remainder of this report is based on data collected from them. Following cleaning of the data for 89 valid cases, the quantitative data were analysed using Statistical Package for the Social Sciences (SPSS). This was complemented by content analysis of the open-ended responses.

4.2. Demographic Profile of Respondents

The total number of respondents who filled out the survey was 89. Among them there were 51,7% female and 48,3% male respondents. In regard to age, one third of respondents were aged 30-39 years old. Significantly more women (26%) were in the age group of 40-49, against 7% of male; statistically significant difference between women and men in the age group of 50-59; in this group males respondents took the majority 30% (women 4%).

Figure 4.2.1. Age Profile of Survey Respondents according to Gender (n=89)



The majority of respondents both male (80%) and female (74%) indicated having a partner or spouse. One in five women and one in four men stated that they have none of the above mentioned. Partners and spouses of 92% women and 72% men, at the current time, were working full and part time jobs. In regard to the partners working at the university the majority was held by male respondents. One in four partners of male respondents and only 8,8 % of female partners were working at the university.

There are important implications of the gender differences pertaining to the labour market status of respondents' partners. The prevailing pattern, common in many employment institutions as the same at SU, whereby male and female respondents have a partner (accordingly 75% and 80%) who is engaged full-time or is working part-time in the labour force mean that they may be less awareness of the problems involved in reconciling full-time employment with family (personal) life.

The majority of partners or spouses have not been working at the University, only one in four men had partners working in the same field, so it could be stated that in professional environment male-spouses are more connected in regard to personal interests and relationships.

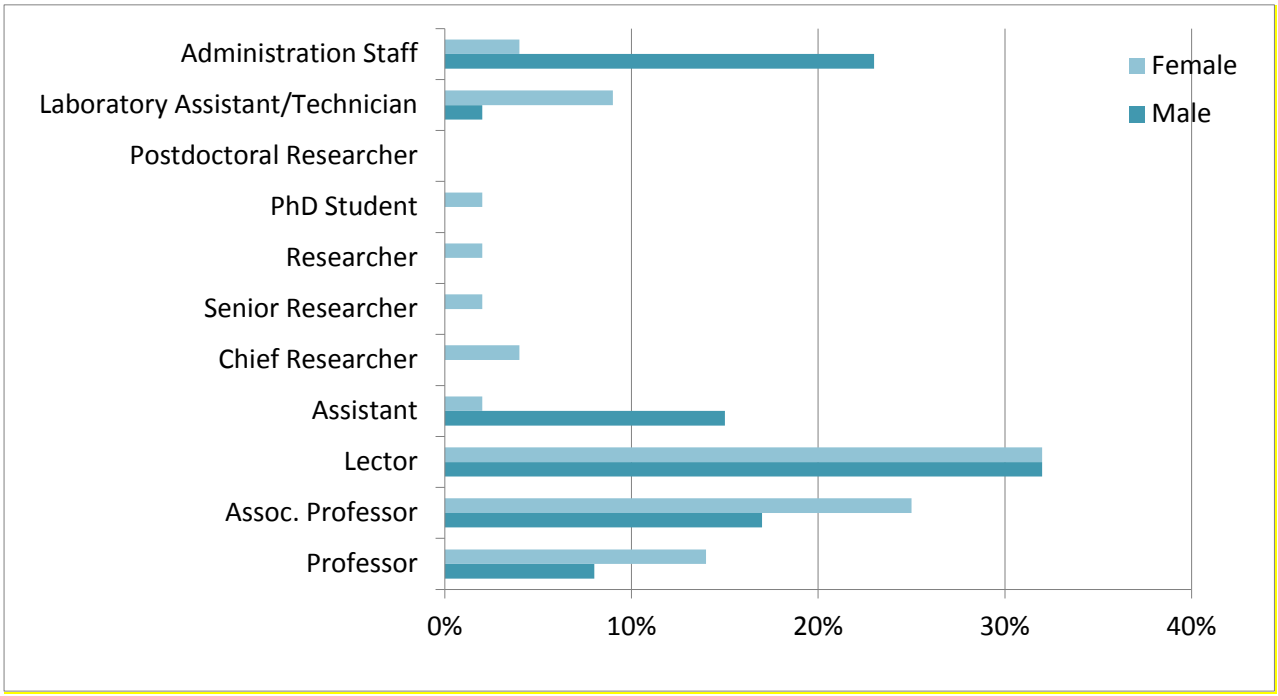
Furthermore, in management terms Heads of Faculties / Departments who are not exposed to work/family conflict may have less tolerance and or empathy for their research/academic staff whose careers may be interrupted and affected by family based responsibilities and obligations.

4.3. Current Employment Status

Amongst 89 employees of Siauliai University who participated at the survey almost half had no scientific degree. The distribution of those who had a Doctor degree was near equal (45% - male, 39% – female). Only a handful of male respondents had attained a Doctor Habilis degree, no female respondents had such a scientific degree.

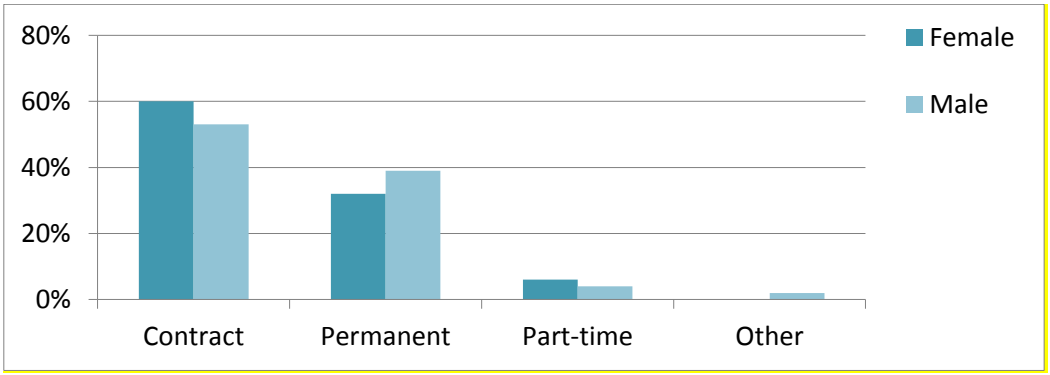
Almost one third of respondents who indicated their position were working as lectors. There were statistically significant differences in Assistant and Administrator positions where women held the majority in both cases. Men, however, took the majority in Lector and Associate regarding **Professor Positions** it could be stated that many employees who don't have a scientific degree are positioned in administrative duties, meanwhile employees with a higher scientific degree hold higher positions.

Figure 4.3.1 Number of Respondents According to Position and Gender



In relation to the differences in position among men and women the distribution to permanent and non-permanent contracts, respondents divided more or less equally. More than half of the respondents held contracted posts. The majority under this type of employment was held by women. While assessing training and development prospects in the upcoming 3 years that would help their career, women and men agreed - priority is laid on qualification development and prospects of travel for secondments.

Figure 4.3.2 Percentage of Staff with Permanent/Contact Posts, by Gender



The majority of respondents were working in Engineering and Technology disciplines. Almost one fourth of them indicated working in mathematics related fields. In regard to gender the distribution was parallel. More than half of the male respondents indicated working in Engineering and Technology fields, while one third of women stated that they were working in mathematics.

Table 4.3.1 Faculty Breakdown according to Gender

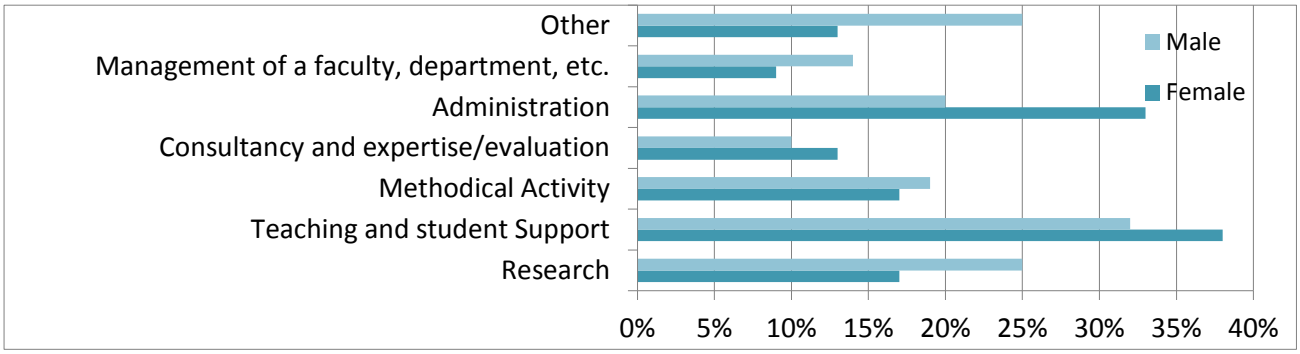
	Female	***Male***	***Total***
Pharmacy and pharmacology	7%(3)	19%(8)	12%(11)
Biosciences	9%(4)	7%(3)	8%(7)
Engineering and technology sciences	28%(13)	51%(22)	39%(35)
Mathematics	33%(15**)**	14%(6)	24%(21)
Information Technology and Systems Sciences and Computer Software Engineering	24%(11)	19%(8)	21%(19)
Agriculture	2%(1)	2%(1)	2%(2)
Other	7%(3)	5%(2)	6%(5)

Time Allocation of Academic Tasks

The distribution of time allocation on academic tasks among male and female respondents was similar. The most significant differences in time allocation are observed in research and administrative activities. A percentage of men who participated in the survey spend one fourth of their time for research, while women spend less than one fifth of their time on this aspect. However, contra wise, women spend more than one third of their time on administrative tasks. This could be explained by the fact that one four women who participated in the survey was employed in administration. Major differences are observed in 'Other' activities where men allocate almost 12% more time than women.

Figure 4.3.3. Percentage Time Allocation to Academic Activities by Women and Men

Figure 4.3.3 Proportion of Time Allocated to Academic Activities, by Gender



Siauliai University employees who participated in the survey were asked on how many publications, in the last three years, they have published as Sole, Lead, Joint and Co-Responding authors. The majority of women wrote 2-3 publications as Lead authors and the same amount of publications were written by men, however as joint authors. The least publications by both sexes were written as Sole or Co-responding authors. We can assert that women as keener on publishing their own individual publications.

Figure 4.3.4 Percentage of Publications as Sole Author, by Gender

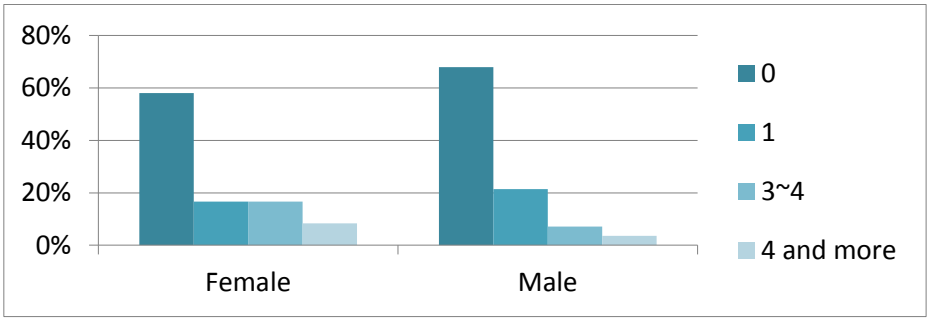


Figure 4.3.5 Percentage of Publications as Lead Author, by Gender

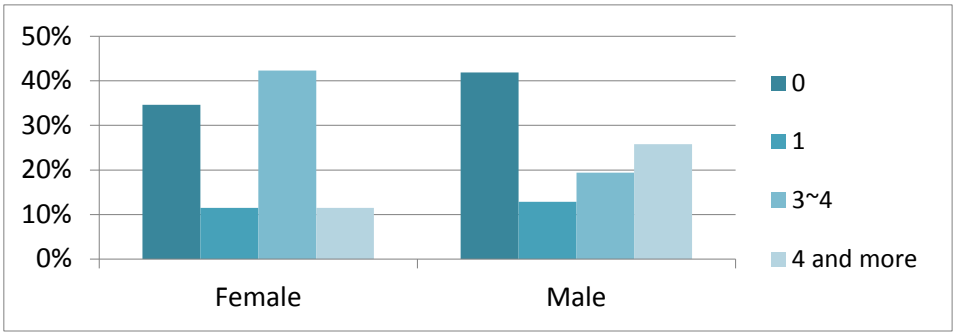


Figure 4.3.6 Percentage of Publications as Joint Author, by Gender

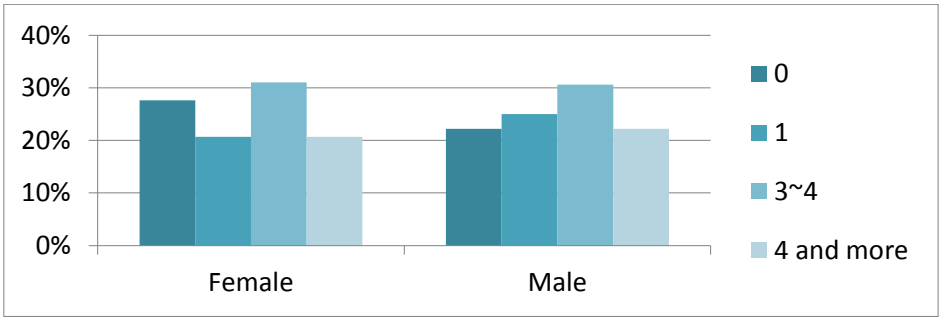
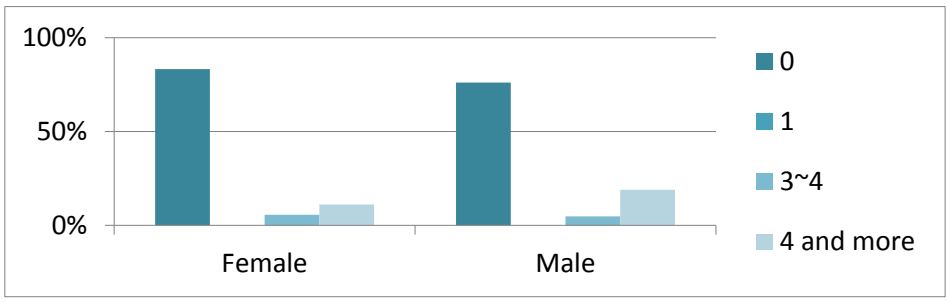


Figure 4.3.7 Percentage of Publications as Co-Responding Author, by Gender



While analysing data on proposals for funding to institutions or programmes in the last three years, it appeared that women are not apt to submit such proposals as project managers (92% have never submitted a proposal). Men are keener on taking such positions. One fifth of the total male respondents have submitted such proposals 2-3 times. However while assessing the general situation almost 8 out of 10 SU employees that have participated in the survey have never submitted a proposal as project managers. More frequently respondents have submitted proposals as members of a project team (38% have submitted once or more) and this develops accordingly for women as their numbers in regard to such proposals are significantly higher. One fourth of female respondents, in the last three years, have submitted such proposals, 8% of them submitted 2-3 proposals (general increase of 25%). Indicators of male respondents in this aspect saw minor differences; only 10% have submitted such proposals. 91% of project proposals, when women were in charge, have failed, this have occurred only to 69% of male respondents.

Figure 4.3.8 Percentage of Submissions of Proposals for Funding as Manager, by Gender

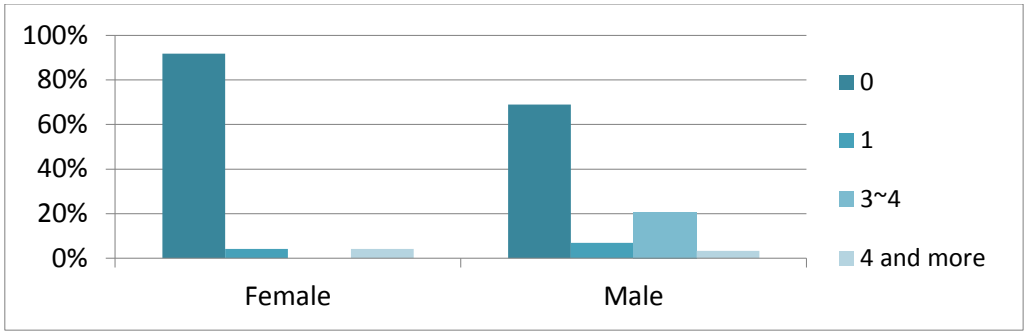
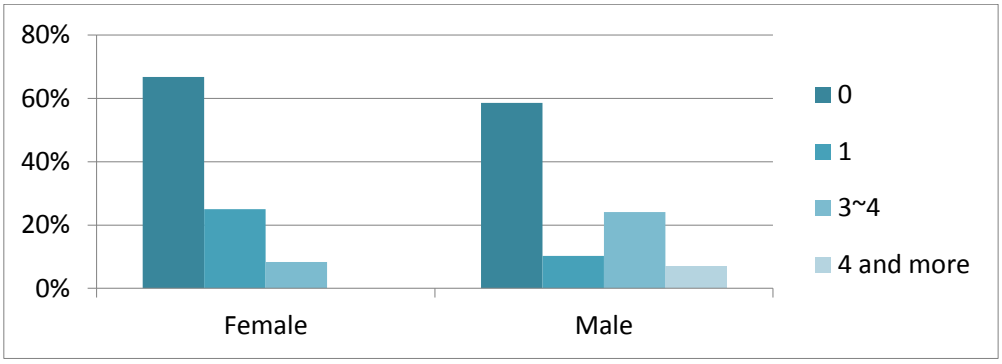


Figure 4.3.9 Percentage of Submissions of Proposals for Funding as Member, by Gender



Almost 60% percent of SU employees who participated in the survey have attended scientific conferences in the last 12 months. Almost one fifth of total women respondents have spoken in more than four conferences. This is three times as often as male respondents have indicated. Approximately 80% of respondents, in the last 12 months, have never been Invited/keynote speakers at any scientific conference. However 10% of women have been appointed as Chairs of Session, this answer was chosen by none of the male respondents.

Figure 4.3.10 Percentage of Attendance of Conferences as Participant, by Gender

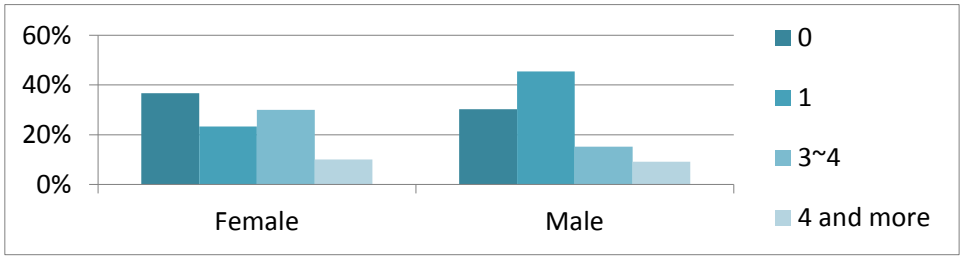


Figure 4.3.11 Percentage of Attendance of Conferences as Speaker, by Gender

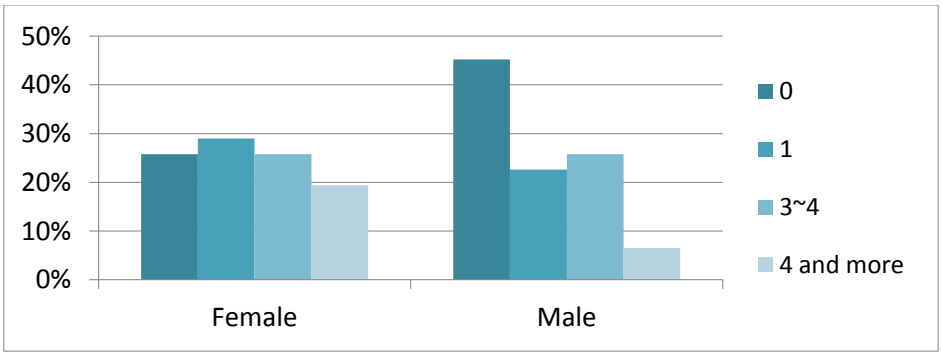


Figure 4.3.12 Percentage of Attendance at Conferences as Keynote Speaker, by Gender

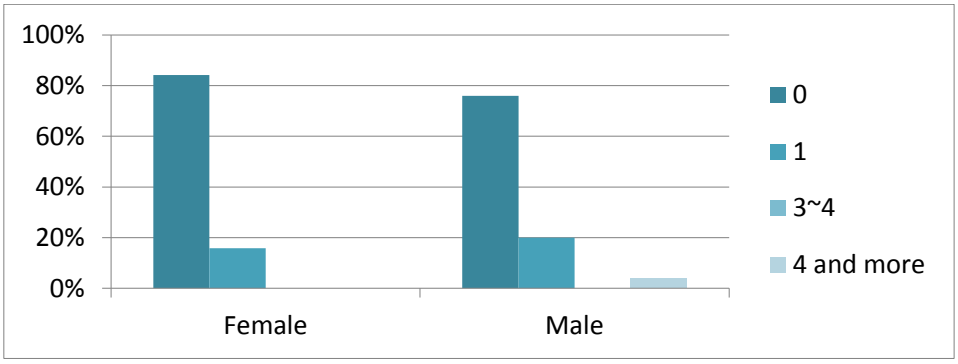
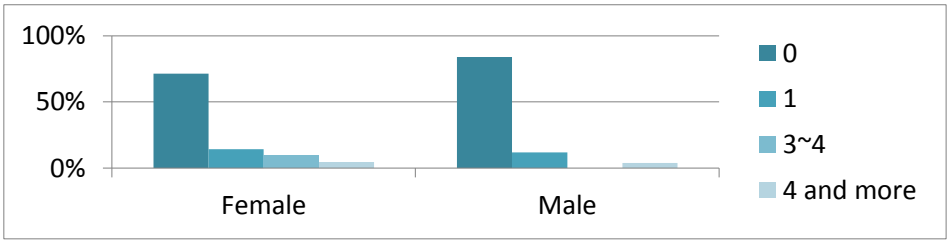


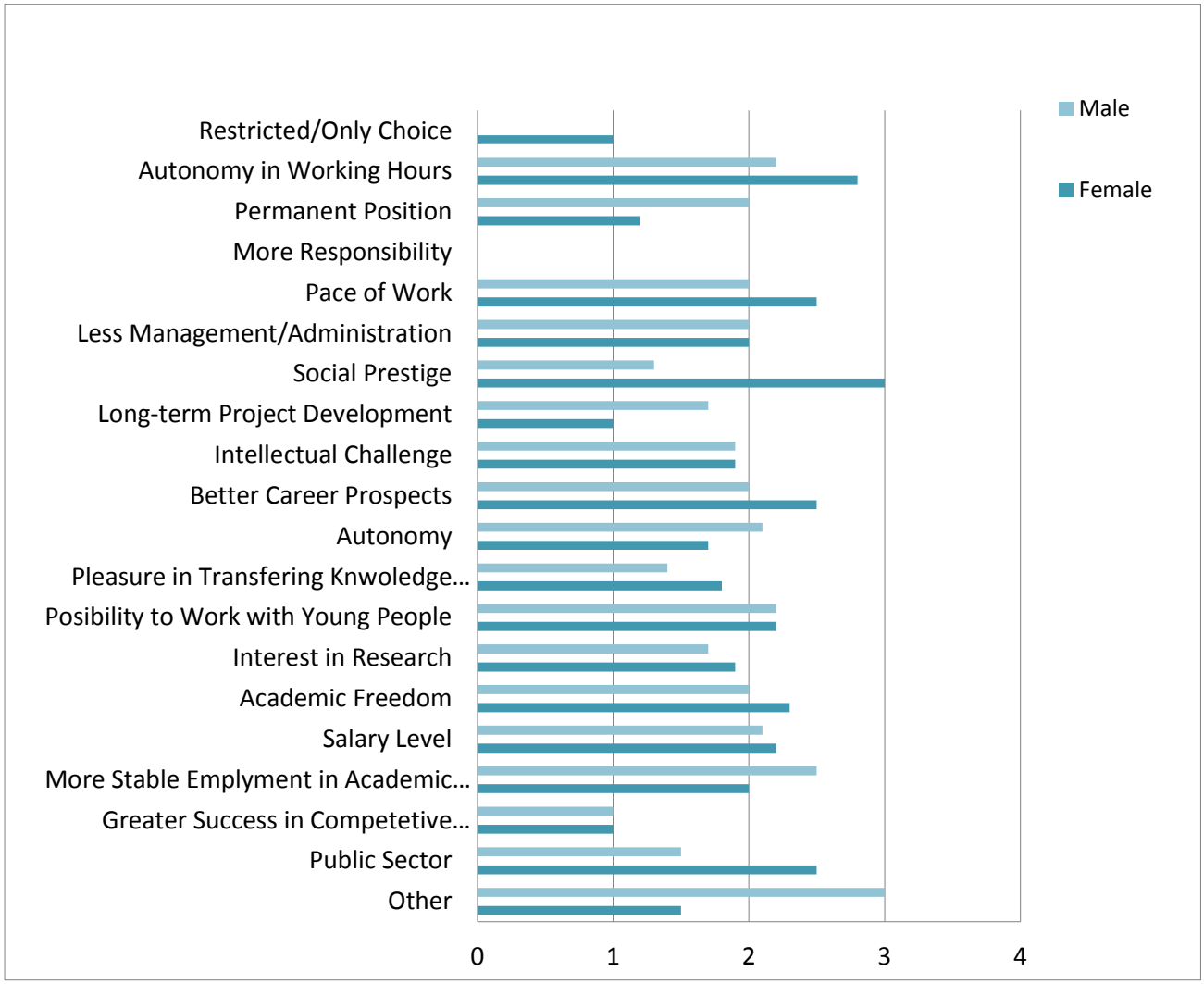
Figure 4.3.13 Percentage of Attendance of Conferences as Chair, by Gender



4.4. Career History and Aspiration

The major factors that have influenced choosing a career at the University have been identified as 'Interest in research'. 'More stable employment contract in academic situation' and 'Joy in transferring knowledge and experience to the younger generation'. Women stressed the stability of employment while working at the University (average of importance – 1,2) and 'Joy in transferring knowledge and experience to the younger generation' (average of importance – 1,84). Men however stressed the importance of 'Interest in research' as the key factor of choosing a career at the University.

Figure 4.4.1 Ranking (1, 2 and 3) of Factors Influencing Choice of Academic Career

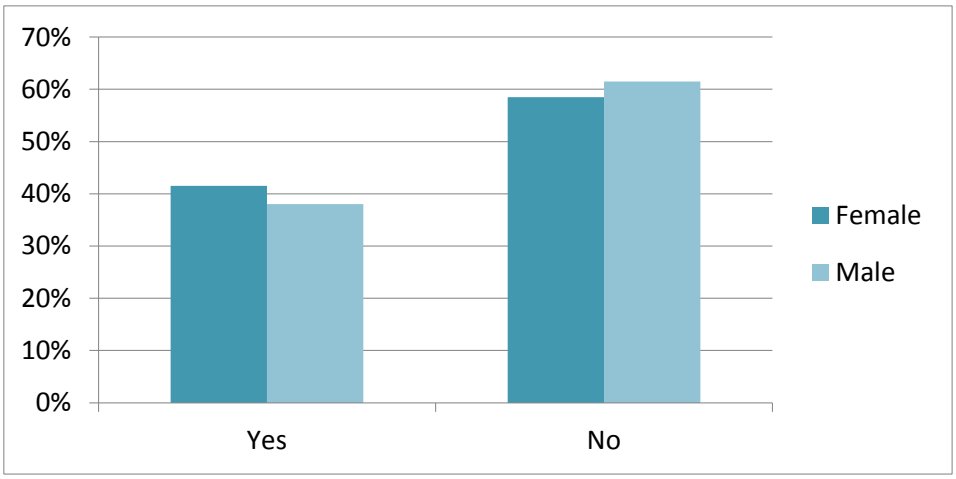


Opinions whether personal reasons have influenced them while choosing a career at the University have divided almost equally. However more women have agreed of this aspect (54%).

Achievement of Career ambitions

The majority of respondents have indicated that they have not yet achieved their goals in career. Meanwhile 40% of respondents consider themselves having achieved their career goals at the University.

Figure 4.4.2 Percentage of Respondents who Think they Have Achieved/Not Achieved their Goals in Career, by Gender



Holding position at the Management Level

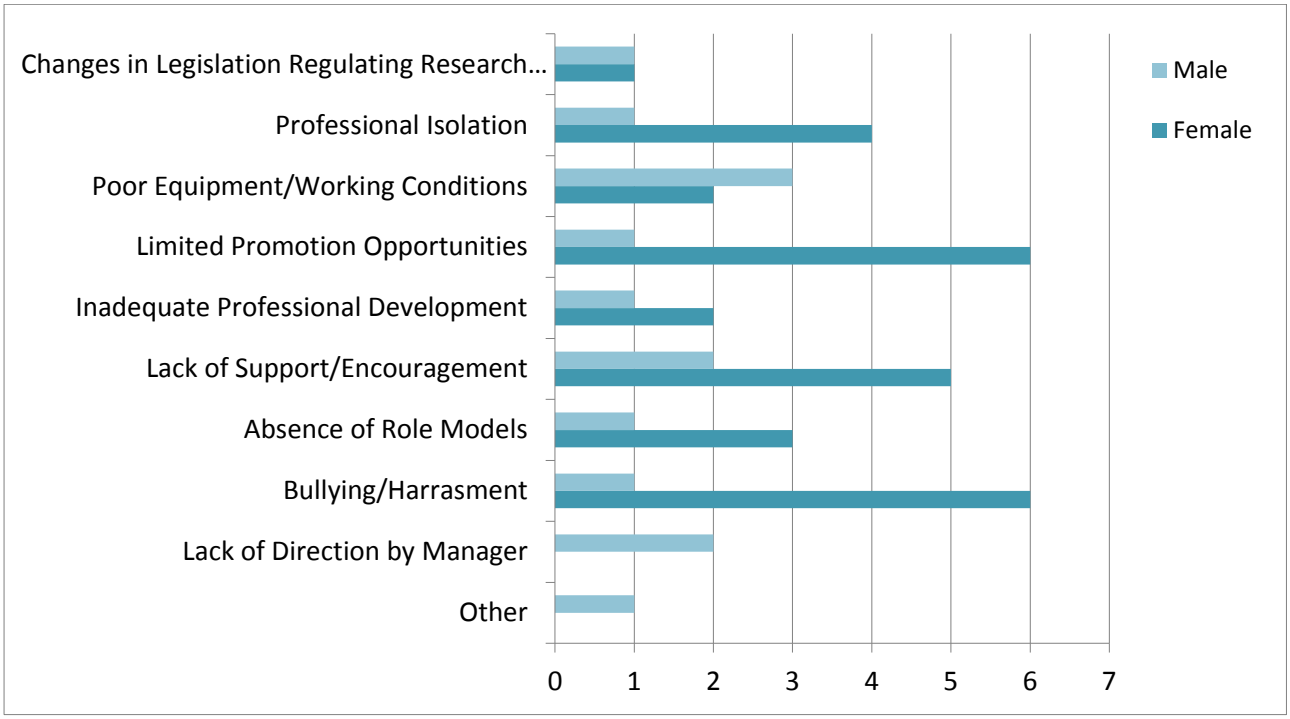
More than half (58%) of the survey respondents feel that they do not desire to attain a higher management position at the University, meanwhile 26% of respondents indicated that in the future they would like to hold such a position. Men (57%), have slightly larger willingness to hold managing positions than women (46%). 7 % of respondents stated that they are already in management positions, this being more frequent in case for women (women: 9%, men: 5%). The larger parts of respondents have no hopes of attaining a management position at the University, however a part (17%) of them anticipate that they will hold such position. This index is higher for men than women (accordingly 26% and 7%).

A large part of respondents (68%) have never applied for a promotion at Siauliai University. Women, in regard to this, have applied for a promotion more frequently than men (accordingly 36% and 25%).

In relation to career prospects in the University and on what factors contribute to successful career progression in the University women have singled out 'Teaching skills and experience' (58%). Second in line of importance was 'Volume of articles in journals which are evaluated by cite level' (53%) and the third 'Relationship with colleagues' (41%). Opposite sex respondents have evaluated these criteria slightly differently. In their opinion 'Volume of articles in journals which are evaluated by cite level' (58%) is the number one factor of a successful career in the University. Second most important aspect is 'Relationship with colleagues' (55%) and third was 'collaborative working in research/project teams'.

It could be stated that women value individuality in regard to aspects influencing career and men give the priority to relation of colleagues in working environment.

Figure 4.4.3 Number of Respondents who Stated a Negative Impact on their Career from Workplace Factors



The most significant setbacks in career and work environment were identified by some of the respondents. One in five women felt a negative impact on their career from SU work environment. For men the most significant setback was the lack of quality work equipment. All quotations to the open ended questions were anonymous: *Lack of sociality and strategic planning; lack of support; disunity of employees, lack clarity in decision making; lack of financing for the experimenting*; *the department lacks communication; professional isolation; temporary nature of employment, it becomes difficult to set priorities; there is no young lecturer and research worker encouragement system; the same individuals are able to go on visits and conferences; lack of foreign language knowledge; pedagogical load is too high.*

There is a significant increase of PhD students who have not been able to defend their dissertation due to child-care leave. In relation the institutions claim to be at a disadvantage while enrolling a woman into doctoral studies and at the same time the woman feels pressure from having to defend her dissertation in time and give birth and raise a child.

Centre for Gender Studies, while implementing Project INTEGER, as a response to the request by The Office of Equal Opportunities Ombudsperson in regard to the *Minimal Position Qualifying Requirements for Research and Higher Education Institution Research Workers* has provided the following alternatives to annex:

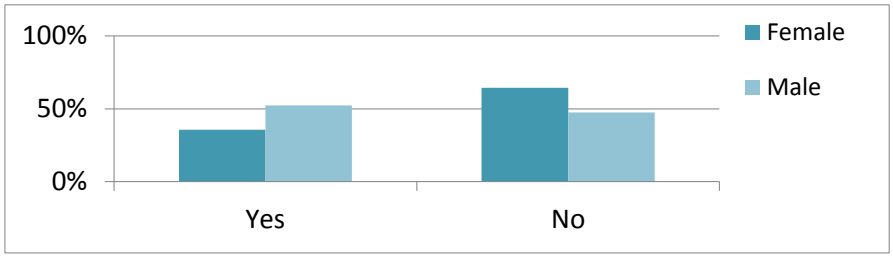
1. To expand the legal status of junior research worker for lecturers and research workers for the duration of time for which she/he was in maternity/paternity/childcare leave, or to lower the criteria for attestation.

2. Under the request of teaching or research staff member, the time period of pregnancy, birth and childcare vacation can be excluded from the Regulated time frame in which the minimal qualifying requirements should be met. The tenure can be extended for the time of vacation as well.

3. The contest for a position of a lecturer or research worker who is on parental leave, or women who are on childbirth leave, can be suspended until the end of vacation.

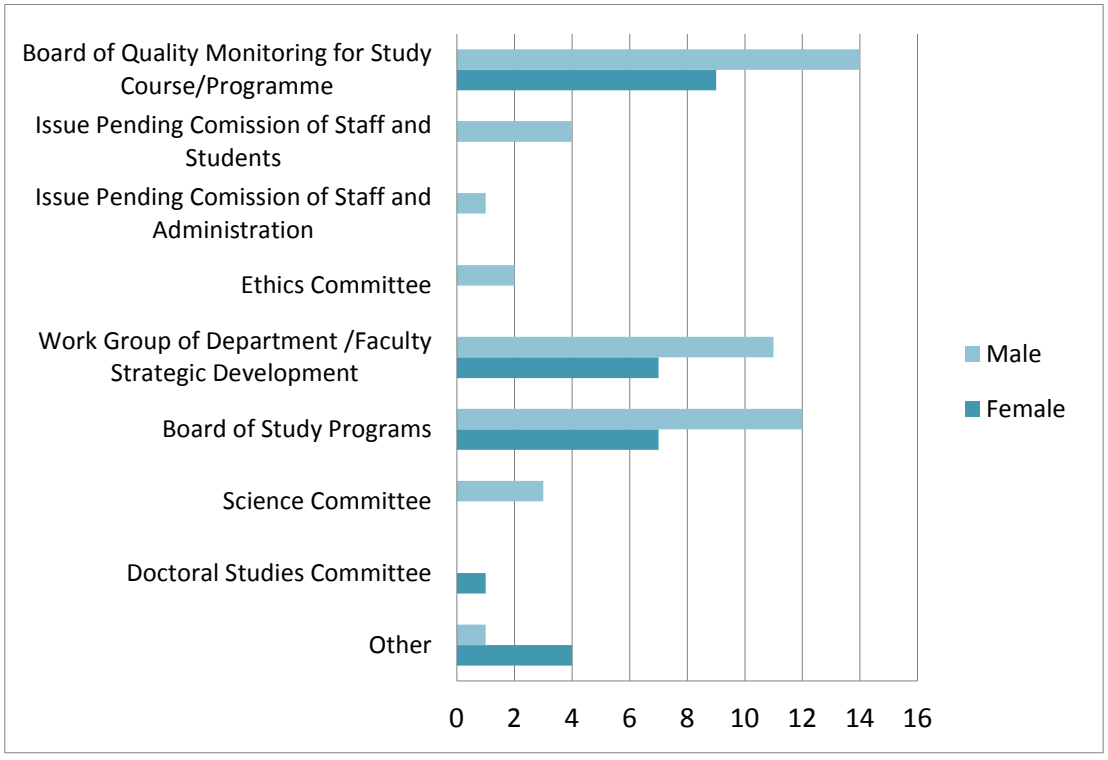
There were significant differences between male and female participants in regard to participation at committees both as members or chairmen/chairwomen. More than half of the male respondents indicated having been a member or a chairman of a certain committee, meanwhile 64% of women have never held such position.

Figure 4.4.4 Percentage of Respondents Involved in a Certain Committee at the University, by Gender



The majority of SU employees who participated at the survey have been a members of study programme quality supervision groups (female – 56%, male – 63%) and study programme committees (female – 43%, male – 54%).

Figure 4.4.5 Number of Respondents Involved with University Committees according to Gender



While assessing the positive and negative influences of committee participation men stressed new skill development and a better apprehension of organisation's structure and processes. Women also laid importance on gaining new skills (62%). However contra wise, women as twice as often stressed new collaboration and contract gain possibilities (accordingly 50% and 22%).

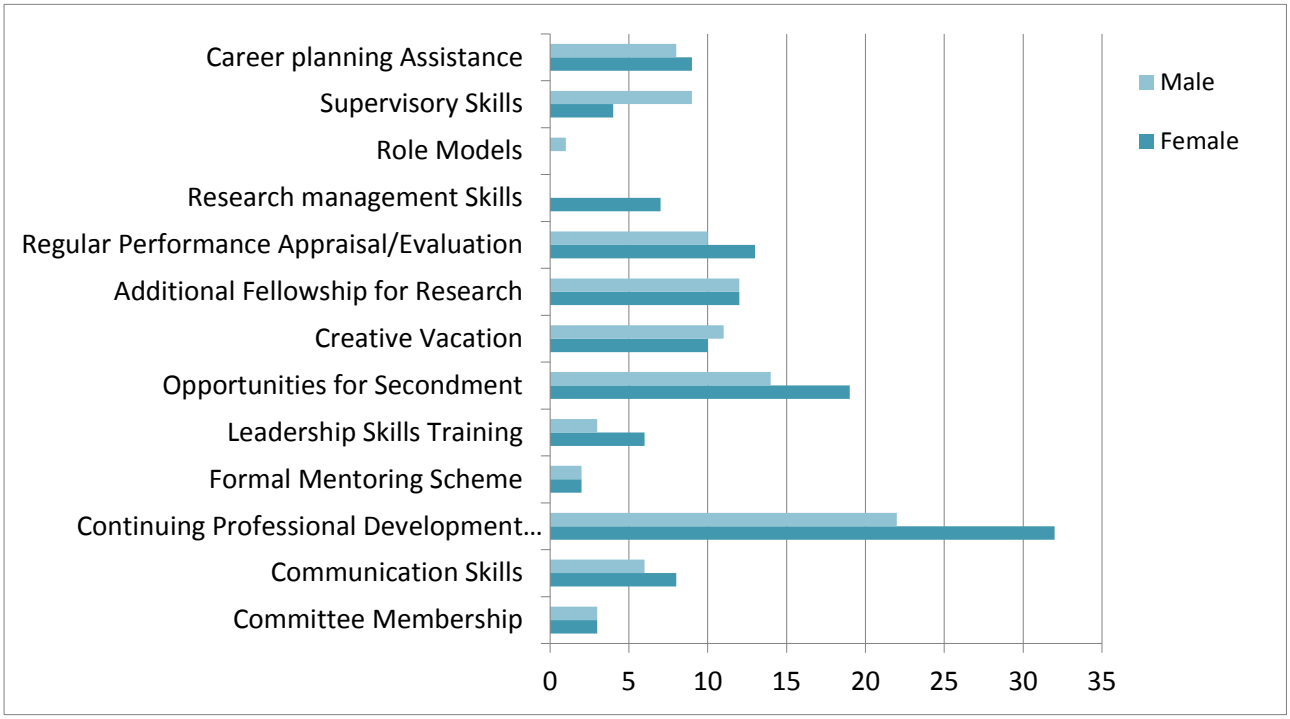
94% of respondents, at the time of the survey, were not members of any Council or Head Editors (97%) of any scientific journal. The majority, that is one in three respondents, was a member/chairman of Faculty Council. More male than female respondents belong to a scientific/professional/culture or science popularization journal editor boards (accordingly 21% and 10%). Moreover only male respondents indicated being members of the PhD Committee.

Promotion

Respondents feel mostly informed of the recruitment criteria and processes in holding a certain position. More than 28% of women feel as if they receive no information of the promotion criteria. This indicator is almost three times lower for male than female respondents (accordingly 28% and 10%).

In regard to certain teachings and skill trainings that would enhance their career development in the upcoming three years the opinions of male and female respondents were the same.

Figure 4.4.6 Training and Development Opportunities from Which the Respondents would Benefit the Most



The most fitting help both for women and men is – career consulting, women stress communication with people who encourage to strive for a promotion, however for men this is not of highest importance. For men the most significant aspect is advice on where to get financing and direction to other financing sources. While assessing training and development prospects that would help in the upcoming three years the opinions were the same. Priorities are laid on prospects for qualification development and possibility to travel for secondments and conferences.

Fellowships

The possibility to attain financial support for scientific career development is quite complicated due to the fact that it is attained by contest. The main sources of financing: Erasmus study programme,

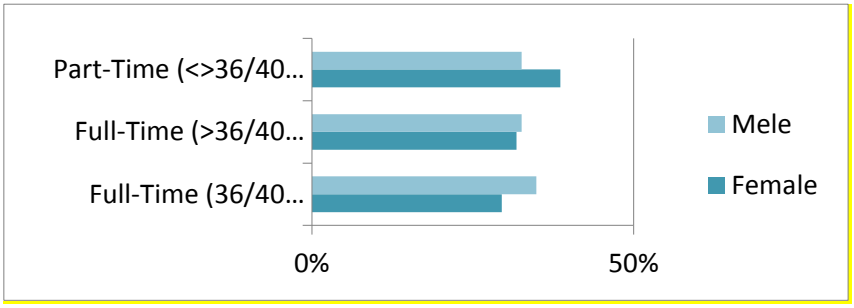
University's Scientific Fund, Post-Doc programme, Programmes finances by Lithuanian Council for Science, etc.

See Figure 9 and 10 to view male and female participation at projects both as managers and members or a project group.

4.5. Work-Life Balance

More than 32% of both sex respondents were working full-time or more than full time at the time of the survey. Slightly more (36%) of respondents spend more than 36/40 hours per week for work. There were more women than man choosing this option (38%). However the majority of men were working full time.

Figure 4.5.1 Weekly Working Hours of Men and Women

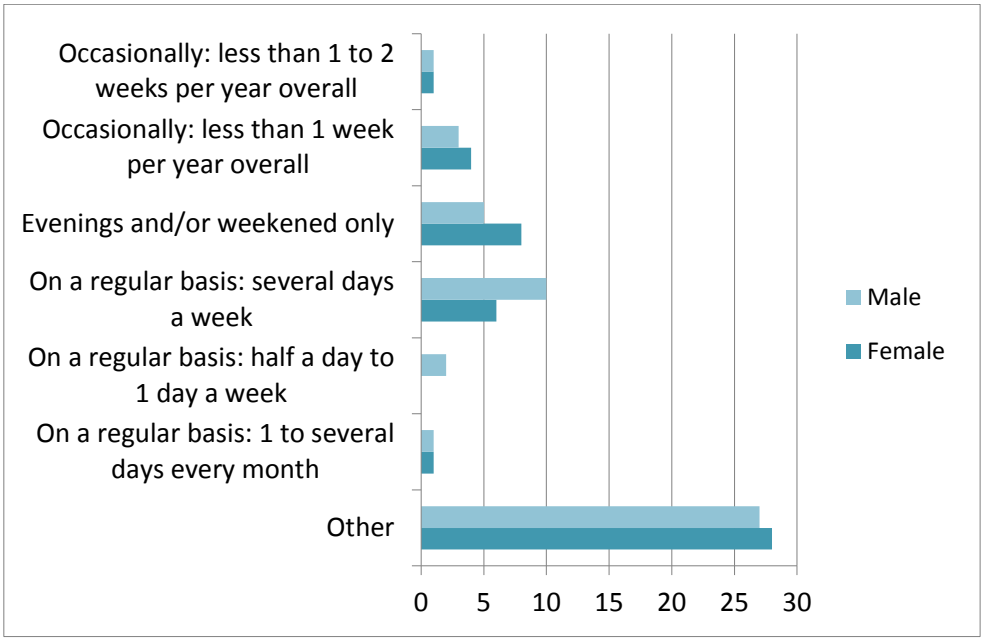


Distance Work from Home

The option of working from home (distant teaching) several times per week is used by 37% of male respondents. Eight women indicated using this type of working, mostly in evenings and on weekends, this mostly due to health issues. One of female respondents stated that she uses this type of working when: *When I have health issues and it is impossible to keep up with my schedule; Every evening I write answers to student questions by students, evaluate tasks, write e-mails etc.*

r

Figure 4.5.2 Figure 4.5.2 Number of Staff who Regularly Work from Home, by Gender



Survey respondents have also assessed accessible means of work and family balance at the University. The most easily accessible means are flexible working hours (70%); possibility of performing work tasks during your free time (66%); and maternity and paternity leave (60%). In regard to the first two options the majority of both sex respondents were aware of them; however the third option was known to 80% of women and only 37% of men. Even more significant differences in knowledge were observed in maternity (pregnancy and birth) leave accessibility. 81% of women stated that this option is available and more than half of male respondents indicated that in their opinion this option is not available at the University. The least known to respondents were the creative vacation ("Not familiar" 58%); shortened working hours ("Not familiar" 50%); and working from home whilst not available to perform at the work place ("Not familiar" 46%).

Figure 4.5.3 Percentage of Women Respondents who are Aware of Listed Flexible Working Arrangements

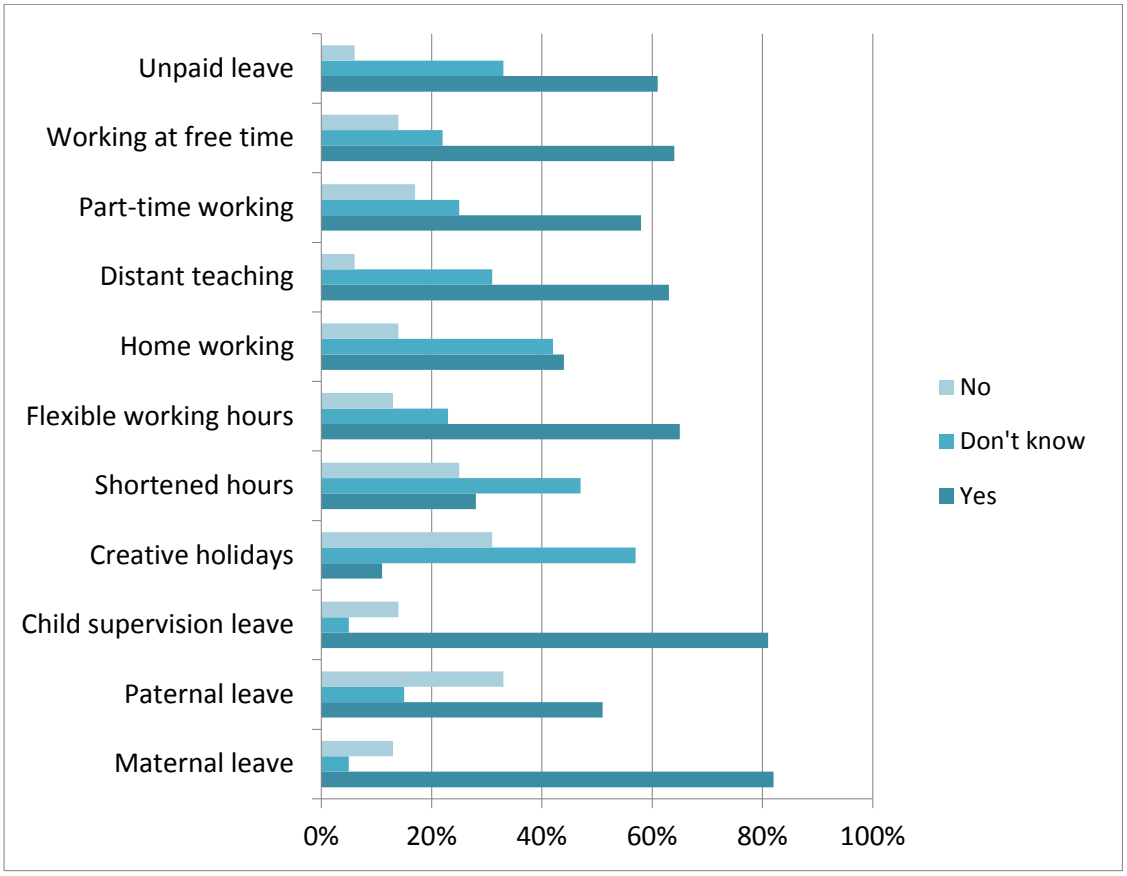
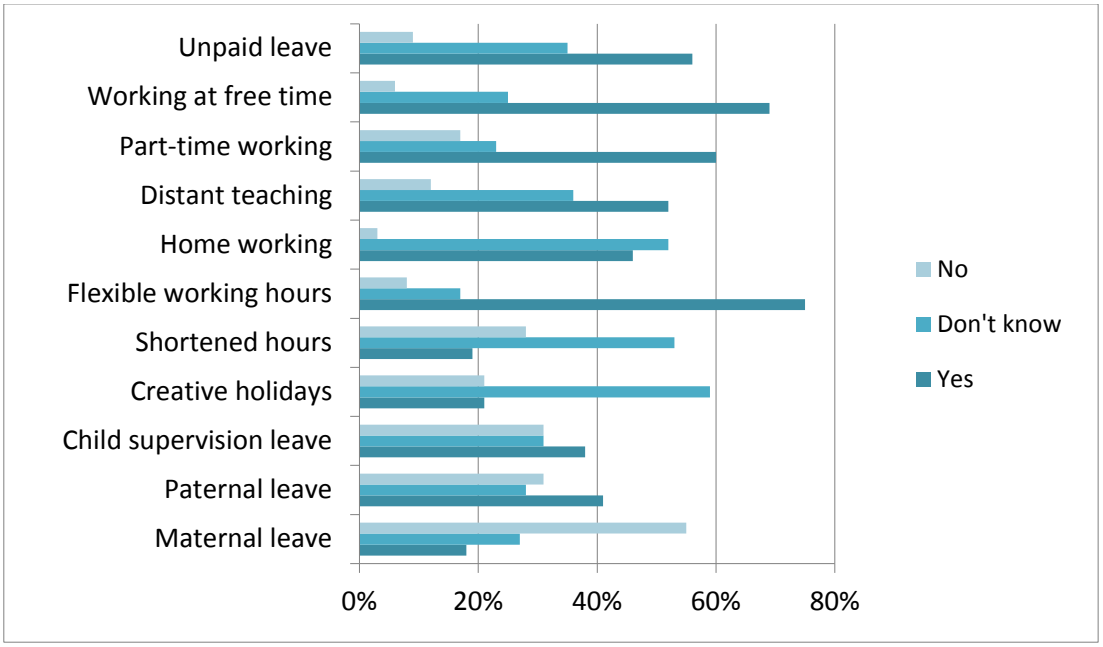


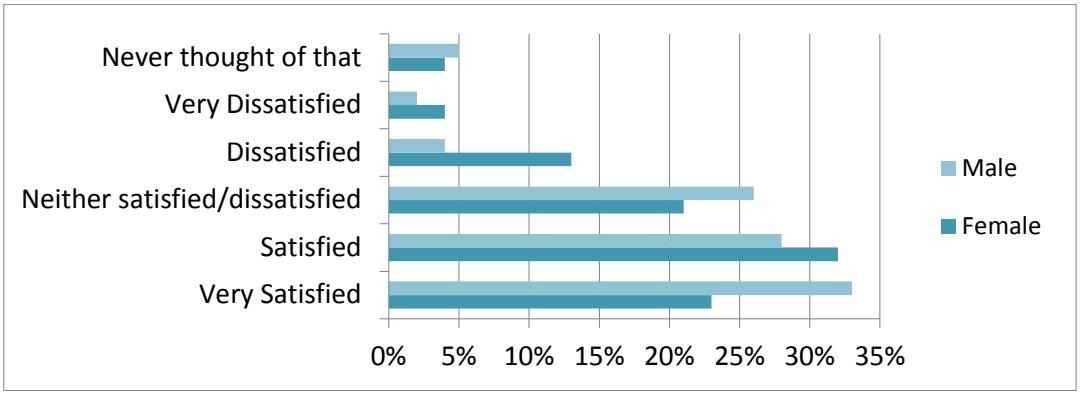
Figure 4.5.4 Percentage of Men Respondents who are Aware of Listed Flexible Working Arrangements



One in three men is completely satisfied with work and personal life balance. The same amount of women is simply satisfied with this aspect. The amount of unsatisfied respondents is significantly

lower than of those who are satisfied. However women are more than three times more unsatisfied in regard to balancing these two aspects than men (accordingly 13% and 5%).

Figure 4.5.5 Satisfaction with Professional/Personal Life Balance, by Gender

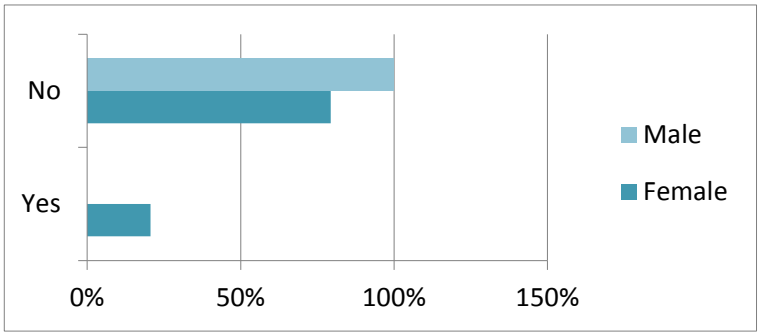


Career breaks are most often made by women. Maternity leave was taken once by 9 of the participated female respondents (29%). This leave was taken twice by 10 women (32%). Paternity leave was taken by 1 man (5%). Child supervision leave was never taken by any of the male respondents. However this type of leave was taken by 16 women (8 – once; 8 – twice). 8 (19%) respondents had to take a career break due to illness, by two women (10%) – twice; and more than three times by men (14%). None of the participant had taken a career break due to adoption and adult/child supervision leave.

After their career break women indicated having received this support from the university: had the possibility to maintain a connection to the work place during leave (30%); had the opportunity to use shared maternity/paternity leave (24%) and also were talking to their manager about working when they return from their leave (24%). Men mentioned having received different kind of support: they received invitation the key events at the university and had the possibility of receiving news of university activities (9%).

Every one in five women have claimed having difficulties after returning to work after a certain career break. Meanwhile men stated that they had not difficulties whatsoever after return from their leave.

Figure 4.5.6 Percentage of Respondents who Experienced Difficulties after Taking a Career Break



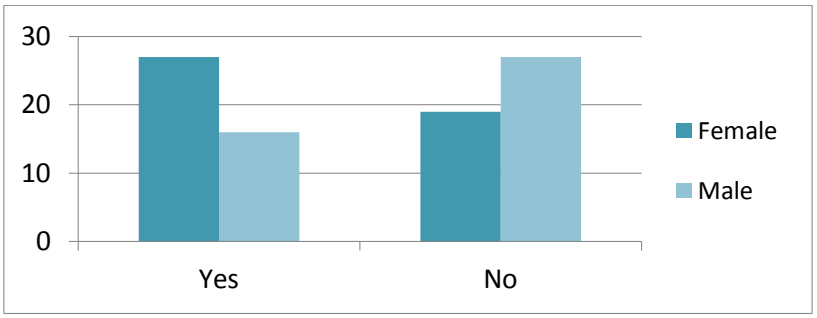
Some of the respondents added on this matter and had such comments:

The subject that I was teaching was not available anymore, had to learn balancing work and child supervision, I was not able to spend as much time for work as I would have liked to.

I could not get previously lectured subjects.

I had to remember a great deal of things and catch up, because I was behind (a lot of new technology appeared).

Figure 4.5.7 Number of Dependent Children under 6 years, by Gender



Almost 59% of female survey participants indicated having dependent children or adults, meanwhile 63% of male respondents indicated that they had none. Fourteen of total respondents (8 women and 6 men) indicated having one child up to 6 years old, two children of the same age – 4 respondents (3 women and 1man). One supervised child from the age of 6 to 18 was being looked after by 13 (8 women and 5 men) of SU employees who participated in the survey. Two children of the latter age were being cared after by four women.

One dependant young adult was being cared after by 9 women and one man, furthermore 2 dependant adults are being cared after by 2 women and 4 men. 2 women and 6 men have caring responsibilities of one dependant adult (mainly parents, grandparent or a disabled person).

4.6. Faculty / Department / Research Unit Environment

In order to gauge the academic environment at faculty level within Siauliai University, respondents were asked to indicate their level of agreement with a series of statements concerning conditions in their Faculties / Department or Research Unit. Approximately 80% of Siauliai University employees that have participated in the survey have evaluated 7 out of 13 work culture aspects as 'good/very good'. However the majority of aspects are assessed more positively by men rather than women. Over 88% of respondents stated that they could speak out their opinions (16% female and 7% male respondents disagreed of this). Nevertheless more women than men see suitable science role models (accordingly 90% and 86%). In general roughly 87% of the respondents see themselves as well adjusted to their department. However 20% of female respondents disagree to this. The possibility to participate at committees/meeting/projects by both respondents groups is assessed equally, the majority have this prospect. Even though the majority of respondents agree that they have the freedom to express their opinions in regard to research and career prospects, the assessment is diverse among sexes. There were 6% of male and 24% of female respondents disagreeing to this. Approximately the same percentage of female respondents disagree/totally disagree to the statement that their input to the department is valued. The last positively assessed

work culture aspect is that 82% of respondents agree to the fact that their colleagues respond and value their opinions in regard to research issues and ideas. Even though almost 73% of respondents stated having no fears in raising question in reference to their research careers, 31% of women indicated having fears and unwillingness to raise such issues. 19% of female respondents have stated feeling unappreciated, 14% of male respondents admitted having such feelings. 61% of male respondents have been encouraged by their managers to strive for a promotion, while more than half of women have not. 63% of male respondents believe that they have not worked more than their colleagues to be acknowledged. However only 54% of women agreed with this. The fact that some 'unwritten' rules exist in their work place was admitted by the majority (65%) of the respondents. There was only one aspect in the survey where male respondents "exceeded" the female respondents – more men feel constantly under scrutiny by their colleagues (accordingly 31% and 24%).

Figure 4.6.1 Attitudes of Women Respondents to Workplace Culture

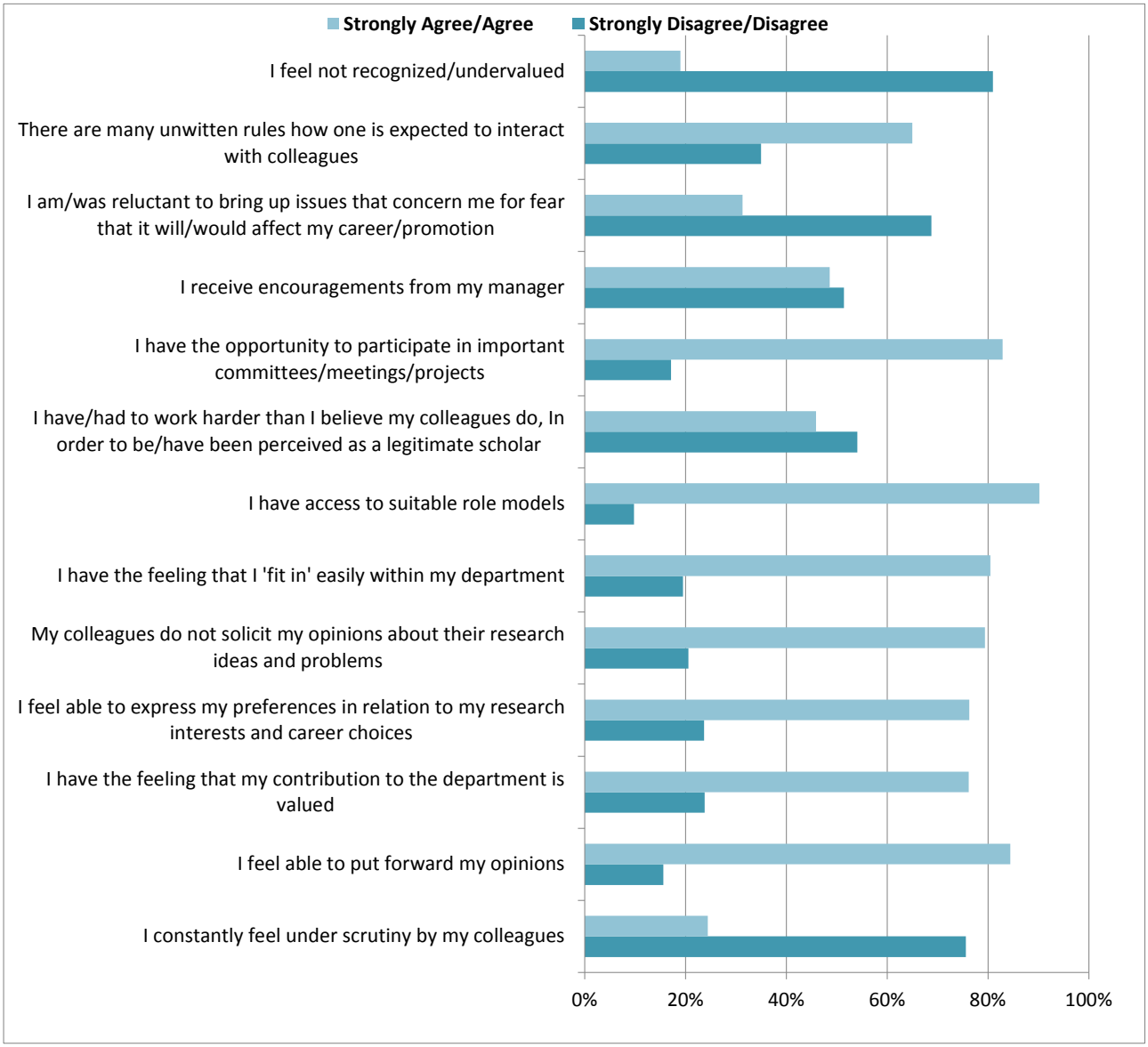
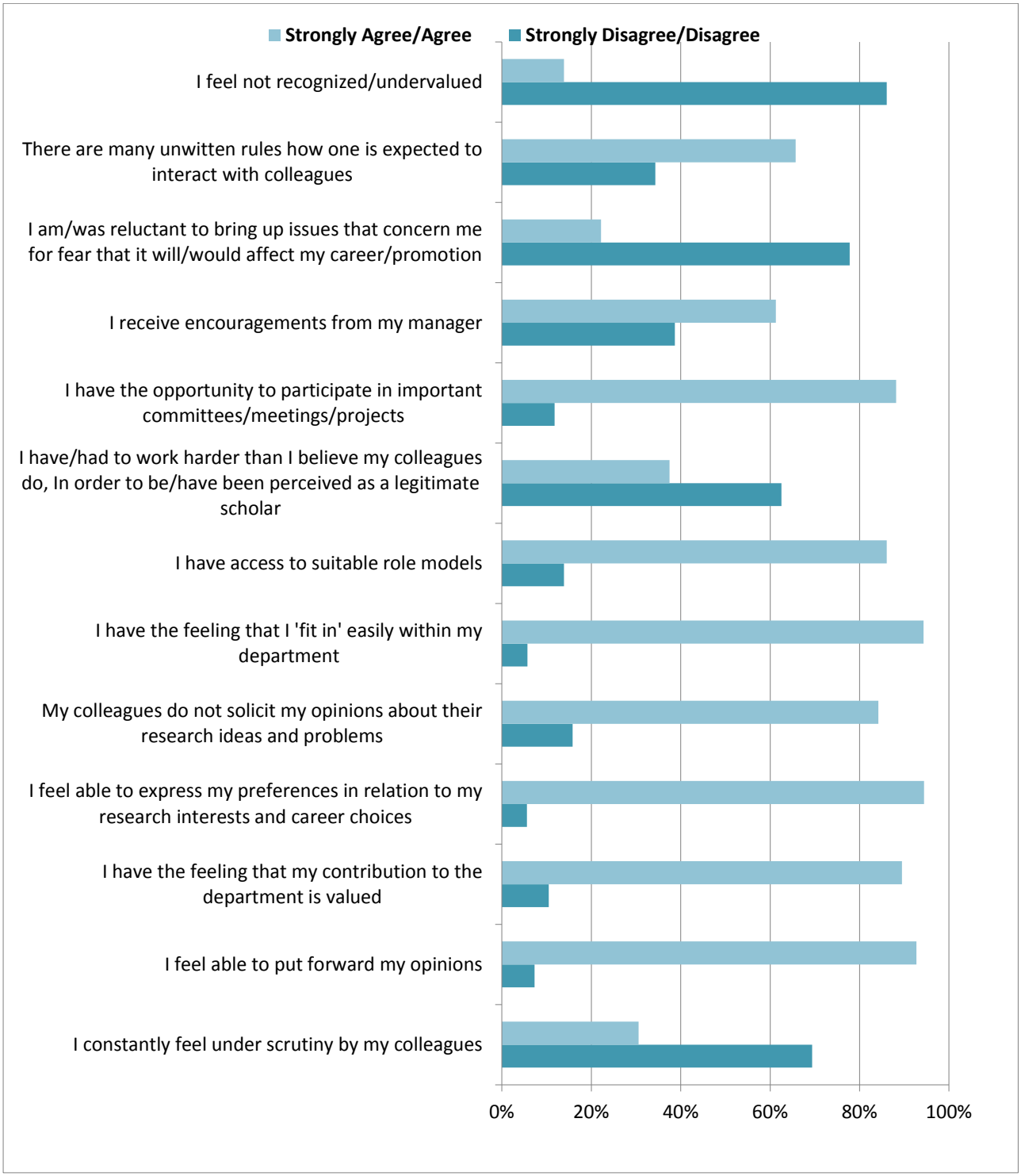


Figure 4.6.2 Attitudes of Men Respondents to Workplace Culture



While assessing department/faculty cultural level in accordance to criteria stated, respondents positively indicated aspects of friendliness (79%), non-discrimination (75%) and tolerance (72%). The most negatively assessed aspect was cooperation criteria (16% have fully disagreed or disagreed that department/faculty environment is cooperative). Also almost 45% of respondents doubted whether their environment is “involving”. Women have assessed all of the department/faculty criteria slightly lower. For example twice as more women than men have totally disagreed or disagreed that the environment in the department/faculty is cooperative (accordingly 16% and 7%), involving (18% and

5%). Also while assessing department/faculty tolerance, discrimination absence, universality, encouraging/supporting environment women are keener to doubt than men.

Figure 4.6.3 Female Respondents Rating of Departmental Culture

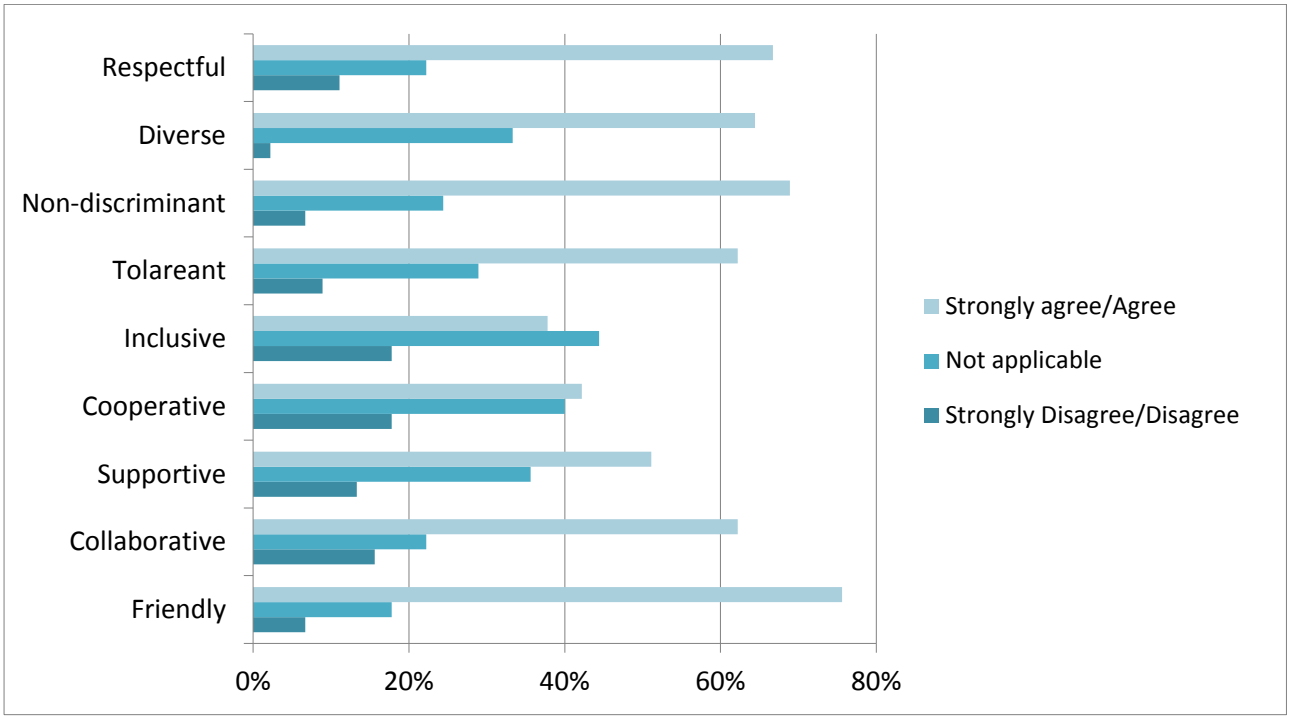
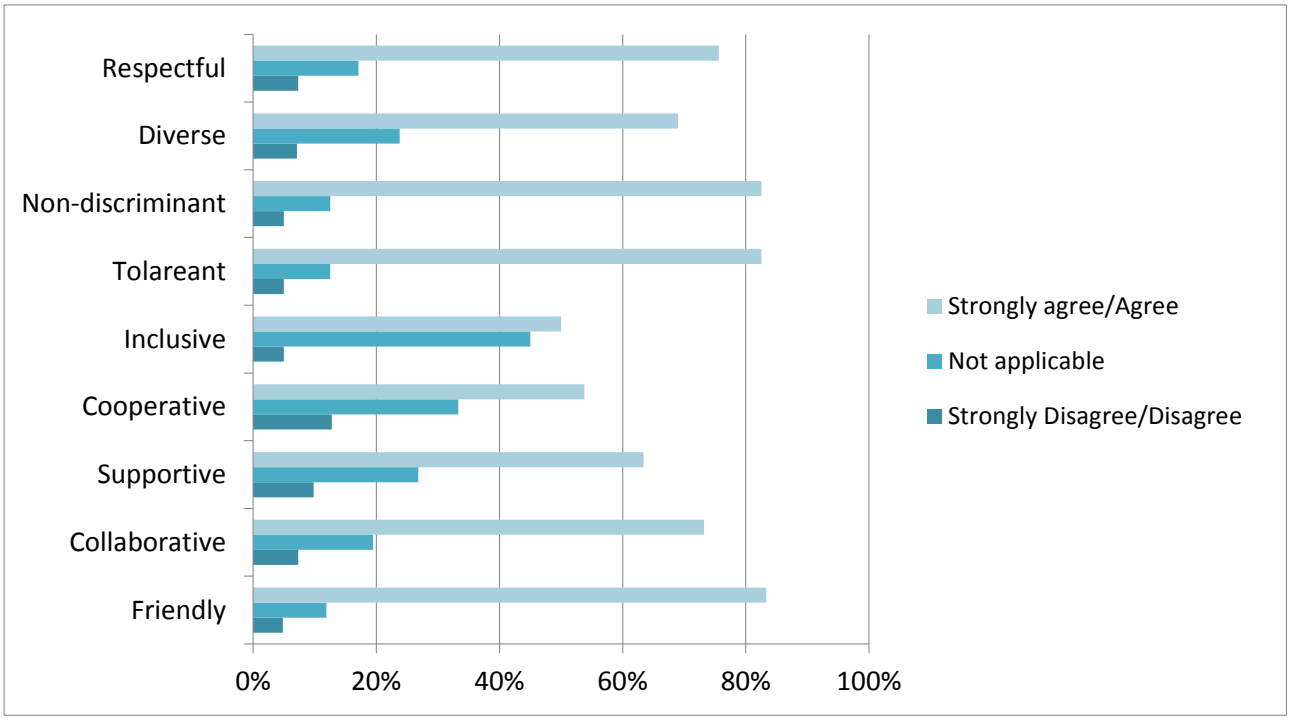


Figure 4.6.4 Male Respondents Rating of Departmental Culture



The aim of the analysis was to ascertain what makes employees unsatisfied in the work place. After assessing the results it appeared that respondents are most satisfied with communication with their colleagues (78%). On the contrary, respondents were the least satisfied with creative idea financing,

only 19% of respondents were satisfied with it, the same percentage was with unsatisfied/completely unsatisfied, and 62% neither satisfied/neither dissatisfied. With other criteria in the survey approximately half of the respondents were satisfied. While analyzing the answers in regard to gender, women are most dissatisfied with the salary they are getting ("very dissatisfied/dissatisfied" 36%) and men – research and creative idea financing (29%). However, men are more satisfied with their workplace than women. They, usually chose "Satisfied or very satisfied" while assessing all of the provided aspects (the most significant differences were of satisfaction of salary and the possibility of working with students).

Figure 4.6.5 Satisfaction with Working Environment: Female Respondents

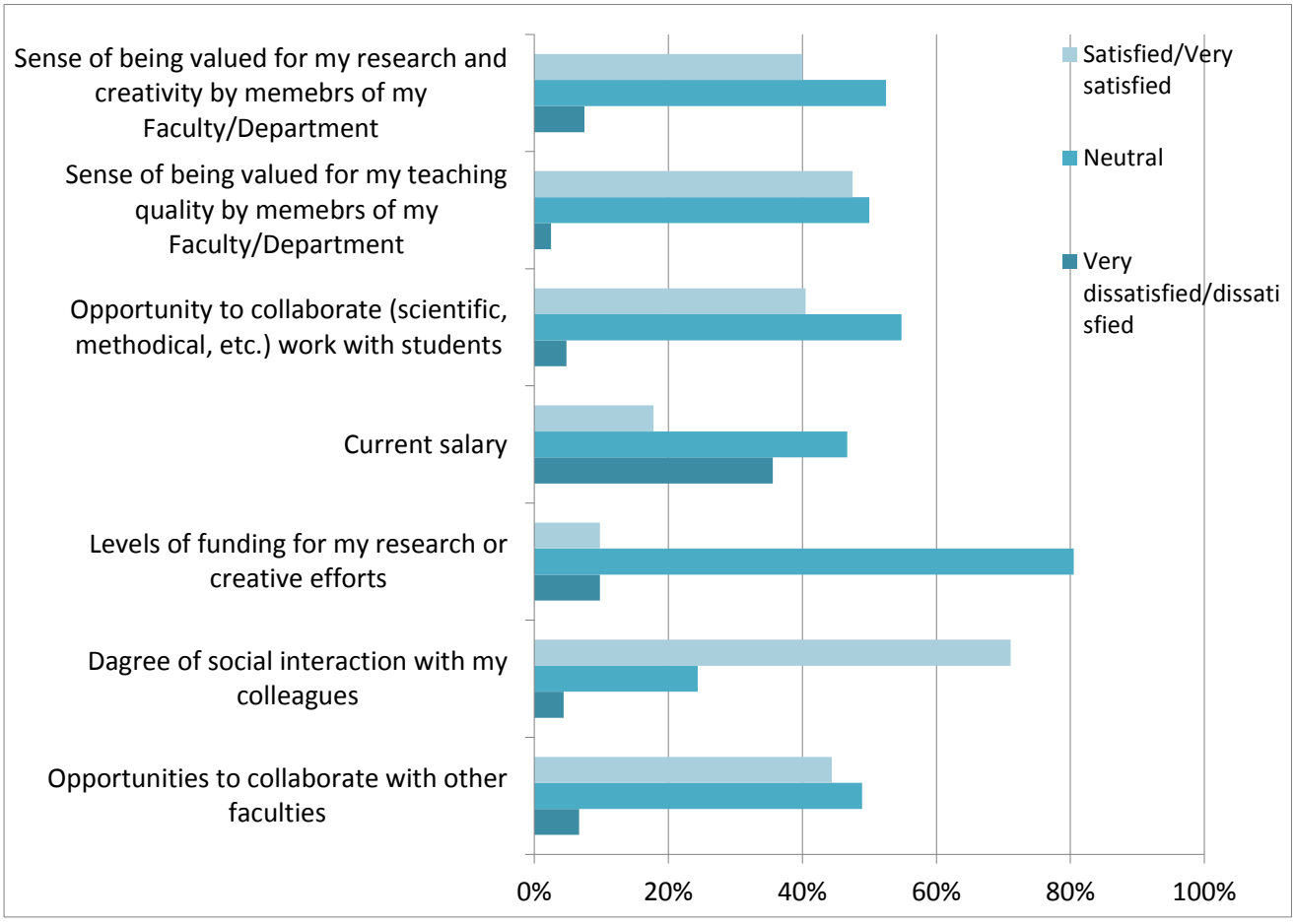
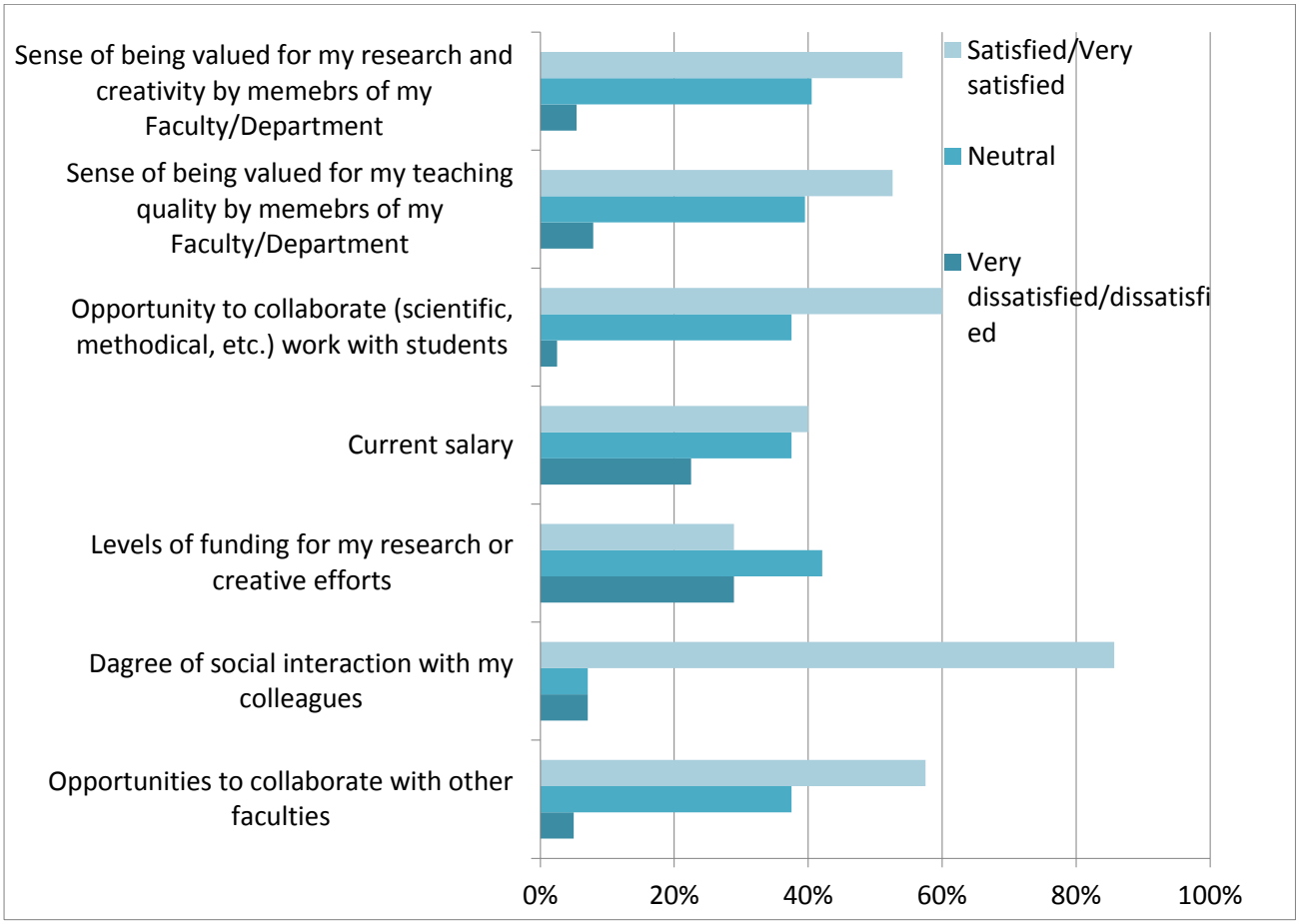


Figure 4.6.6 Satisfaction with Working Environment: Male Respondents



While assessing the behaviour of direct manager with their personnel, the majority of respondents described it as “good and fine” (72%). Personnel problem and risen disagreement solving was defined as positive by 60% of respondents, one fifth of the respondents assessed their manager as poor or very poor. In regard to other aspects of their manager answers of both genders differed. Men, in every aspect, evaluated their manager more positively than women have. For example one fifth of total women respondents indicated that their manager does not promote collaboration and an enabling environment (only 5% of men indicated this aspect). More than one in four men denoted this aspect as positive (about 7% of women indicated this as well). Moreover men significantly support the statement that their manager promotes gender equality (85%), 59% of women agreed to this behaviour description. Regular manager feedback on performed work was evaluated as good and fine by 66% of men and 40% of women. One in three women rated the information of promotion process and criteria prospects provided by manager as poor or very poor, this assessment was provided by one in twenty men. More than half of the male respondents rated the received information as good and fine. Manager’s support of career pursuing, proposals for rewards and key note speaker positions both gender respondents evaluated poorly, however this most often observed among women. More than one third of women respondents assessed the above mentioned behaviour as poor or very poor. This significantly differs from male responses who indicate that more than half of them rate their manager encouragement for career, 45% proposition for key note speaker, and 34% for being awarded as good or fine.

Figure 4.6.7 Views of Fe/Male Respondents on their Female Manager

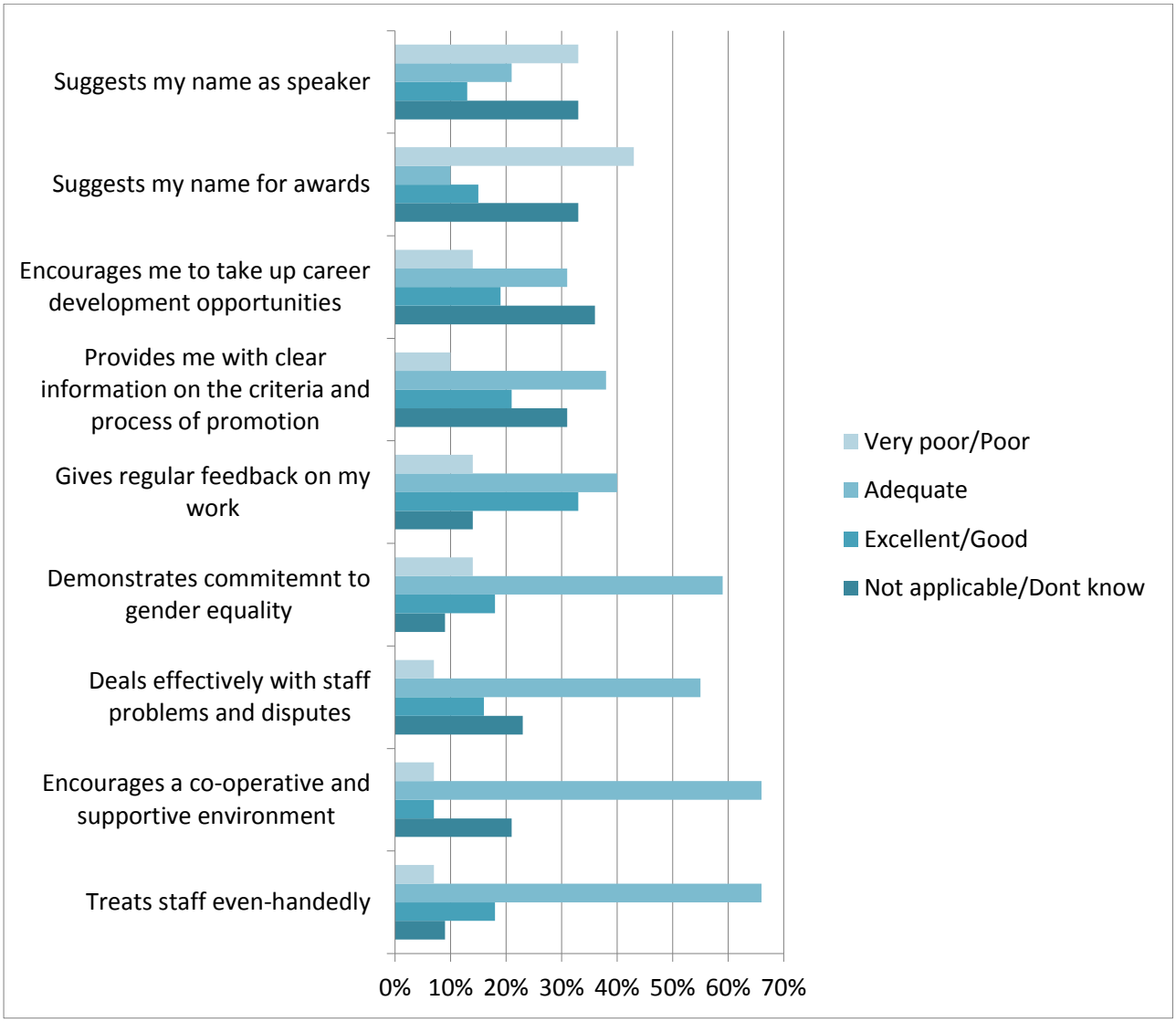
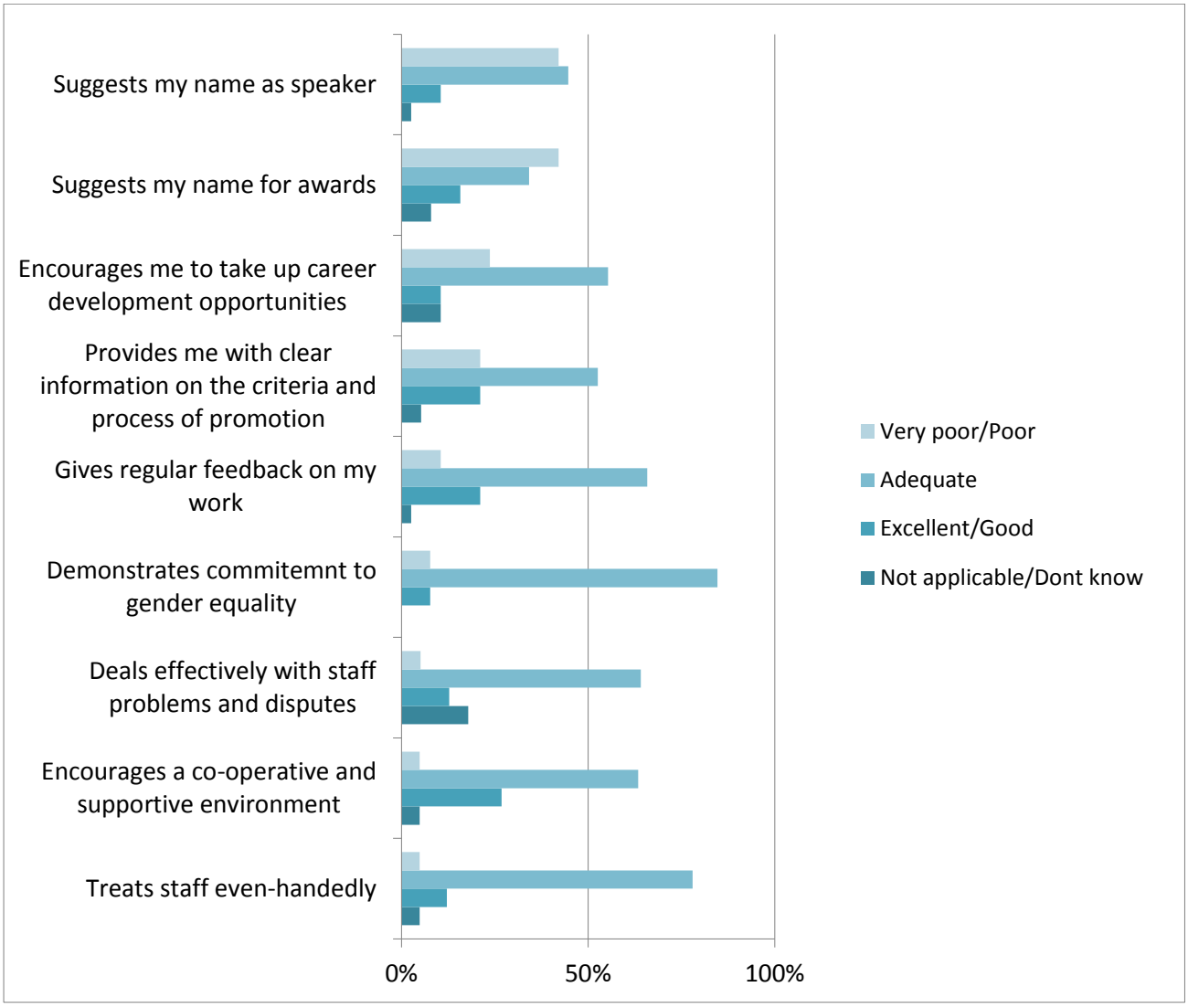


Figure 4.6.8 Views of Fe/Male Respondents on their Male Manager



Intolerable colleague behaviour was experienced by the lesser part of the respondents. Almost in every case – by women. Only one man indicated having felt sexual harassment, hearing jokes, remarks or questions. Two women have experienced pressure to meet; assault was felt by one woman. Letters, calls, e-mails, short messages and remarks of sexual relations form their colleagues. Almost 9% of female respondents have felt being stalked, and one in ten mentioned that colleagues have undesirably approached and fondled. One woman has addressed the university management as a result of unwanted behaviour. This has made her feel worse and the situation worsened.

The survey was concerned with how respondents perceived men and women equality at SU, while assessing various work features. Common results show that according to respondents these differences among men and women do not exist. This was supported by more than half of the respondents. Women, while assessing their gender representatives' position at the University, most often chose "Women are significantly disadvantaged" or "Women are slightly disadvantaged". 76% of men state that in career development at SU had no gender equality issues. Women asses their position in regard to this matter more pessimistically, one in two women identified their position as

disadvantageous. This tendency continues in regard to salaries. The majority of men (85%) see no difference and only one man indicated this matter as slightly disadvantageous. 18% of women agreed and 14% evaluated the current situation as significantly disadvantageous. While assessing the prospects of career advancing 81% of men held their opinion that they are equal and do not subject to gender. Even though 46% of women agreed to this, one in three women stated that women are at a disadvantage. Opinions of women representing in university management were parallel. The only aspect where opinions of both genders met was the inequality in prospect of qualification development.

SECTION C: Centre National de la Recherche scientifique (CNRS)

Authors: Anne Pépin, Natalia Vacherand, Françoise Boudet-Bône and Andreea Dumitrascu (translation)

Chapter 1 Introduction

The Transformational Gender Action Plan (T-GAP) developed by the Mission for the Place of Women at CNRS as part of the INTEGER project, based on the quantitative and qualitative data presented in this report, and which served as the basis for the overarching gender action plan developed for the whole organisation and for all personnel categories, takes into account the recent evolution of the national legislative and regulatory context as well as European recommendations and good practices already implemented by peer institutions in Europe and North America, and relies on knowledge brought by gender research, a field of research in which CNRS plays a key role at national level.

1.1. Background information on CNRS organisation, policies and practices

1.1.1. *Organisation Overview*[41]

The "Centre National de la Recherche scientifique" (National Centre for Scientific Research) is a government-funded research organization, under the administrative authority of France's Ministry of Research. As the largest public basic research organisation in Europe, CNRS develops research in all fields of knowledge. In 2011, CNRS was ranked as the #2 research institution in the world by SCImago – after the Chinese Academy of Science – in terms of quantitative data of citation and publication[42]. CNRS boasts 18 Nobel Prize laureates, 11 Fields Medal laureates and 1 Turing Award.

With a budget of 3.3 billion Euros in 2012, its resources come from the Government and public funding (75%) and from industrial and EU research contracts, royalties on patents, licenses, and services provided.

It employs **34,530** people, of which **25,630** are CNRS permanent staff, divided between **11,450** researchers and **14,180** engineers and support staff (Figures from 2010).

1.1.2. *Governance system:*

- **Research is led by and managed through CNRS's 10 Institutes**
- Research is carried out in CNRS's nearly **1,100** research units (**90%** of which are joint laboratories with universities or industry)
- **There are 19** CNRS regional offices in France, ensuring direct administrative management of laboratories

Governance:

[41] http://www.cnrs.fr/en/aboutCNRS/overview.htm
[42] http://www.scimagoir.com/

- President, acting as Director General
- Chief Research Officer (Directeur Général Délégué à la Science – DGDS)
- Chief Resources Officer (Directeur Général Délégué aux Ressources – DGDR)
- CNRS *Directoire (*President, DGDS, DGDR and Cabinet Director to the CNRS President)
- Executive Committee (*Comité de Direction* – CD): the *Directoire* + all Institute Directors. The CD meets every Wednesday mornings.

1) The Department of Research

The Chief Research Officer supervises:

- **10 Institutes**, including the Institute for Engineering and Systems Sciences (INSIS), the Institute of Physics (INP) and the National Institute for Mathematical Sciences (INSMI). Each Institute is in charge of a set of laboratories in accordance with their discipline. Some interdisciplinary laboratories may be affiliated to several Institutes.
- **6 Functional Departments,** of which the European Research and International Cooperation Department (DERCI).
- **1,100 CNRS laboratories:** located throughout France and abroad, employ a large body of tenured researchers, engineers, and support staff. Laboratories are all on renewable four-year contracts, with evaluation by the National Committee for Scientific Research and, since 2007, by the national *Agence d'évaluation de la recherche et de l'enseignement supérieur* (AERES). There are two types of laboratories: CNRS intramural labs, fully funded and managed by CNRS, and Joint labs, partnered with universities, other research organizations, or industry, which represent over 90% of CNRS labs.

2) The Department of Resources

The Chief Resources Officer supervises:

- 19 regional CNRS offices
- **7 functional departments**, of which the Human Resources Departement.

3) Some other entities are placed directly under the **President's supervision**, such as the ***Mission pour la place des femmes au CNRS***.

1.1.3. *Decision making bodies*

The following are the main (scientific) decision-making positions/appointments/bodies at CNRS (see "Boards" and "Governance" for more detailed explanations):

Laboratory level:

- Research Unit Director (*Directeur/trice d'Unité* – DU)
- Research Team Head
- Member of the Research Unit Council (*Conseil de laboratoire*)

Institute level:

- Institute Director
- Institute Deputy Scientific Director (*Directeur/trice Adjoint-e Scientifique* – DAS)
- Member of the Institute Scientific Council (*Conseil Scientifique d'Institut* – CSI)

Institutional Boards:

- Member of the Scientific Council (*Conseil scientifique* – CS)
- Member of the Board of Trustees (*Conseil d'administration – CA)*
- Member of the National Committee for Scientific Research (*Comité national de la recherché scientifique* – CoNRS), and especially:
- Presidents of the 40 Sections and 5 CIDs which, together, constitute the Conference of Section and CID Presidents of the CoNRS (C*onférence des Présidents des Sections et CID du CoNRS* – CPCN), which represents the CoNRS in various decision-making situations
- The governing boards (*bureaux*) of the CPCN, the CS and the 10 CSI, taken together, constitute the Coordination of CoNRS Leaders (*Coordination des responsables des instances du CoNRS* – C3N) and can interact as a whole with the Governance.

1.1.4. *Boards*

There are 2 **executive boards** at CNRS:

The Board of Trustees (*conseil d'administration* - **CA**). It is comprised of 21 members, including the President of CNRS, members nominated by the Ministry for Higher Education and Research, members nominated by the Ministry in charge of budget, members elected by CNRS research personnel.

The Executive Committee (comité de direction - **CD**) is comprised of the CNRS *Directoire* (the President + the two Chief Executive Officers) and the 10 Institute Directors.

There are also several **advisory boards**:

The CNRS Scientific Council (*conseil scientifique* - CS)

The Scientific Council, working alongside the CNRS, is an advisory committee that deals with overall policy, and the structure and personnel of the institution. The President of the CS sits at the Board of Trustees with a consultative status. The CS is made up by 30 members - 11 members elected by CNRS personnel and people contributing to CNRS research activity and 19 members nominated, which comprise:

- 11 members, including 3 from the economic world, nominated by the Ministry responsible for research after suggestions made by the President of the CNRS
- 8 scientific foreign individuals, including 5 Europeans nominated by the Ministry responsible for research as put forward by the other 22 elected and nominated CS members.

The Institute Scientific Council (*conseil scientifique d'institut*- CSI)

There are 10 Institute Scientific Councils, i.e. one for each CNRS Institute. They advise and assist the Institute Directors and are consulted in particular on the appointment of admission jury members for CNRS researchers' recruitment and promotion. Each CSI comprises 24 members: 12 members are

elected by all CNRS research personnel attached to the Institute, and 12 members are nominated by the President of CNRS including 6 proposed by the CNRS Scientific Council.

The National Committee for Scientific Research (*Comité national* - CoNRS)[43]

The National Committee for Scientific Research (CoNRS) is the evaluation body for CNRS researchers. It is composed of around 40 disciplinary sub-committees (*Sections*) and several (currently 5) interdisciplinary commissions (*commissions interdisciplinaires* - CID). Each one is responsible for a different scientific discipline or group of disciplines. It is these sections and interdisciplinary commissions that will examine applications and evaluate the work of CNRS researchers, including researchers' recruitment and promotion.

Made up of members elected by the CNRS research personnel, the mandate of each of these *Sections* and *CID* is renewed every 4 years[44]. The Research personnel are divided into 3 "colleges":

- College A for CNRS Directors of research (DR) (A1) and University Full Professors (A2);
- College B for CNRS Researchers (CR) (B1) and University Lecturers/Associate/Assistant Professors and equivalent (B2);
- College C for CNRS engineers and technicians or administrative personnel and appointed members (from the French scientific and economic community, and from abroad),

Each *Section* or *CID* is therefore made of 21 members comprising:

- 7 members nominated by the Ministry in charge of research, after suggestions made by the CNRS President.
- 14 members elected by all CNRS research personnel linked to that *Section* or *CID*. Regarding seniority and Colleges, these 14 elected members should comprise: 3 from College A1, 3 from College A2, 3 from College B1, 2 from College B2, 3 from College C.

The CoNRS is thus largely representative of the national – and international - scientific community.

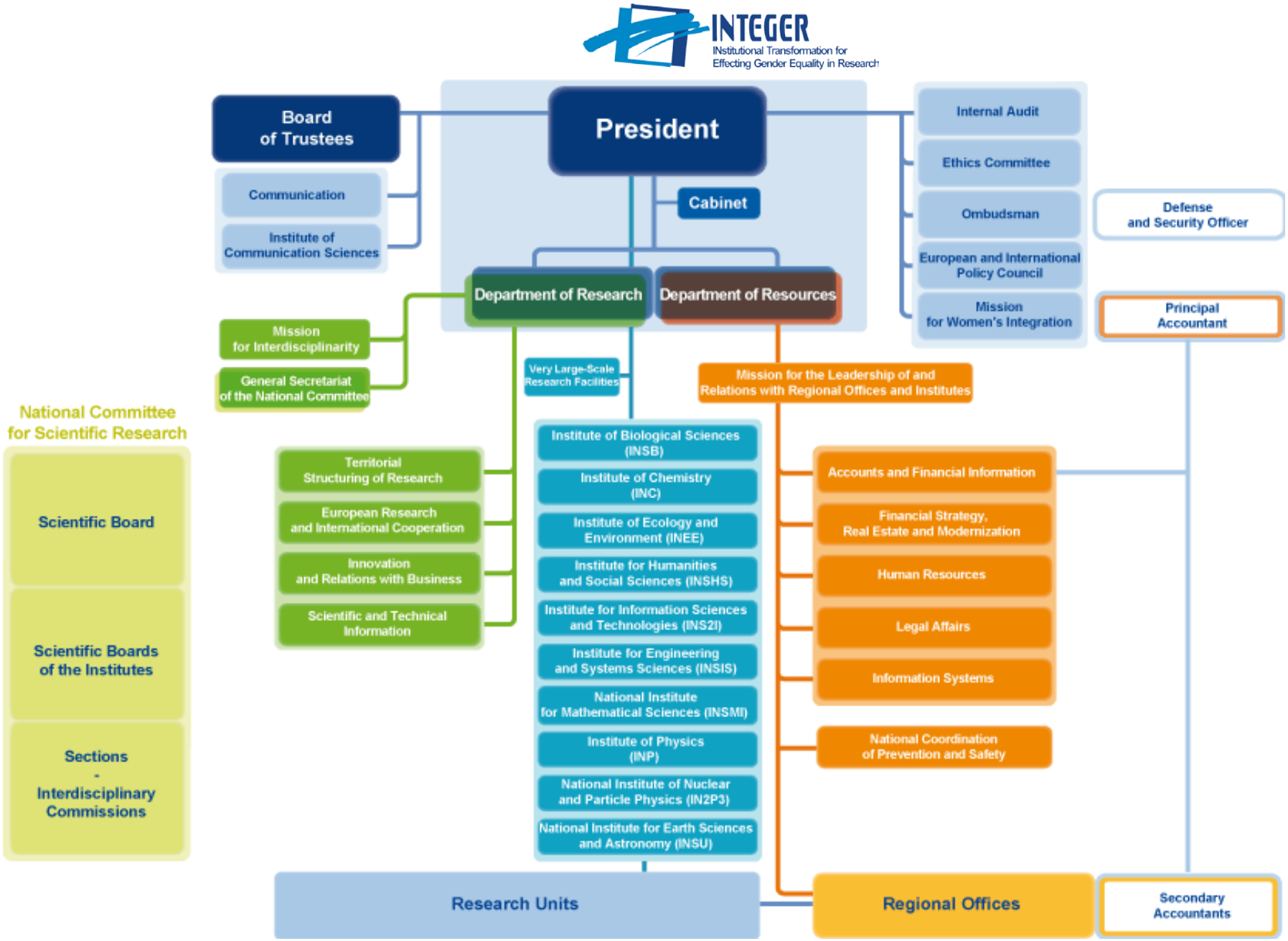
One *Section* is directly linked to the National Institute for Mathematical Sciences (INSMI) and 4 *Sections* are directly linked to the Institute of Physics (INP).

Each *Section* or *CID* has a governing board (*bureau*) made of 1 Section President, 1 scientific secretary and 3 executive members.

There also is a **Research Unit Council** within each CNRS laboratory, with a specific membership, and which is consulted by the Lab Director at least 3 times a year for different matters including: overall programming of research activities, allocation of resources, choice of a new research unit director, etc.

In addition, 8 Boards are related to HR processes and/or social dialogue at CNRS, which are made of appointed administration representatives and elected trade union representatives.

[43] http://www.cnrs.fr/comitenational/english/cs_acc.htm
[44] The renewal of the CoNRS occur during fall 2012,


INTEGER
INstitutional Transformation for Effecting Gender Equality in Research
Board of Trustees
President
Internal Audit
Ethics Committee
Ombudsman
European and International Policy Council
Mission for Women's Integration
Defense and Security Officer
Principal Accountant
Communication
Institute of Communication Sciences
Cabinet
Department of Research
Department of Resources
Mission for Interdisciplinarity
General Secretariat of the National Committee
Very Large-Scale Research Facilities
Mission for the Leadership of and Relations with Regional Offices and Institutes
National Committee for Scientific Research
Scientific Board
Scientific Boards of the Institutes
Sections - Interdisciplinary Commissions
Territorial Structuring of Research
European Research and International Cooperation
Innovation and Relations with Business
Scientific and Technical Information
Institute of Biological Sciences (INSB)
Institute of Chemistry (INC)
Institute of Ecology and Environment (INEE)
Institute for Humanities and Social Sciences (INSHS)
Institute for Information Sciences and Technologies (INS2I)
Institute for Engineering and Systems Sciences (INSIS)
National Institute for Mathematical Sciences (INSMI)
Institute of Physics (INP)
National Institute of Nuclear and Particle Physics (IN2P3)
National Institute for Earth Sciences and Astronomy (INSU)
Accounts and Financial Information
Financial Strategy, Real Estate and Modernization
Human Resources
Legal Affairs
Information Systems
National Coordination of Prevention and Safety
Research Units
Regional Offices
Secondary Accountants

1.1.5. *Academic positions*

Permanent CNRS staff have civil servant status and therefore come under the general civil service code which applies to French public administration. We have concentrated here on permanent CNRS positions, but it is important to stress that over 90% of CNRS laboratories are joint research labs, i.e. shared (co-funded) with either Universities, other French public research or higher education organisations, or industries. Therefore, CNRS lab personnel usually include:

- CNRS permanent researchers
- University permanent faculty
- Permanent researchers from other research institutions
- Contract researchers
- Post-doctoral researchers
- PhD students
- CNRS permanent engineers, technicians and administration staff
- Engineers, technicians and administrative staff from universities and other institutions
- Contract technical and administration staff.

1) CNRS permanent researchers

They are classified in 2 categories (*corps*) and 6 subclasses (*grade*) which are, by increasing rank:

- **Researchers** (chargé-e-s de recherche - **CR**):
  - Second grade researchers (chargé-e-s de recherche de 2ème classe - **CR2**),
  - First grade researchers (chargé-e-s de recherche de 1ère classe - **CR1**)

- **Senior Researchers** (directeurs/trices de recherche – **DR**):
  - Second grade senior researchers (directeurs/trices de recherche de 2ème classe - **DR2**),
  - First grade senior researchers (directeurs/trices de recherche de 1ère classe - **DR1**),
  - Exceptional grade senior researchers, rank 1 (directeurs/trices de recherche de classe exceptionnelle, rang 1 - **DRCE1**),
  - Exceptional grade senior researchers, rank 2 (directeurs/trices de recherche de classe exceptionnelle, rang 2 - **DRCE2**).

Unlike permanent faculty at French universities – who also have civil servant status – CNRS CRs and DRs do not have teaching obligations, they are full-time researchers. Actually, many CNRS researchers do happen to teach classes either at University or in Engineering Schools at one point - or during the whole course - of their careers. In addition, supervising PhD students is part of a researcher's tasks at CNRS (however, to become an official Thesis Director, researchers must voluntarily pass a University degree called *Habilitation à diriger des recherches*).

Indeed, the CNRS researcher's tasks are the following[45]:

[45] CF: "Referential for researcher's professional activities" is available, in English and in French, at: http://www.dgdr.cnrs.fr/drh/publi/mcpi/NoteMCPI-CP_OutilRH.pdf

- Knowledge creation and scientific production: journal articles, books, conference participation, etc.
- Enhancement of results: patents, technology transfer, general-public articles, etc.
- Dissemination of scientific information,
- Training through research: supervising PhD students, interns, etc.

In addition, during the course of his/her career, a CNRS researcher is usually led to supervise research teams, lead scientific projects and programmes, participate in research management and administration.

2) Permanent engineers and support staff

The 17,969 permanent and temporary **engineers and technicians** (*ingénieur-e-s et technicien-ne-s* - **IT**) work in research support activities, including both scientific technical staff and administrative staff. These ranks do not all correspond to scientific/technical disciplines: at CNRS, over 200 different professions for engineers and technicians exist, including administrative jobs. This category of CNRS personnel is not a target of the INTEGER project, but is part of the extended action plan of the Mission for the place of women at CNRS. They can also be key actors for the institutional component of the implementation of the INTEGER Transformational Gender Action Plan (T-GAP).

1.1.6. *Career/ Promotion System*

CNRS permanent researchers have a civil servant status and thus, once hired through a competition – the *concours* (see "Recruitment") – enjoy life-time contracts in which seniority plays a significant role. They cannot be discharged, except for misconduct (for recruitments at CR positions, there is a one year probation period before tenure - *titularisation*). There have been no significant changes to this system in recent years.

Overall career organisation:

Most CNRS researchers carry out their activity in one of CNRS' research/service units. The CNRS research unit's Director (who can be CNRS staff or, for joint laboratories, another organisation's or University staff) is a researcher's hierarchical superior, and she/he will be consulted at different stages of a researcher's career (*titularisation*, annual activity report, mobility, etc.). Each CNRS research/service unit – and its staff – is attached to one of CNRS' 19 regional delegations and followed by their HR department.

According to her/his discipline/field of research, each researcher is also attached to a given CNRS Institute, which can be consulted by the researcher for scientific orientation/reorientation if needed, and which also intervenes at a decision-making level in different stages of a researcher's career, e.g. admission jury for recruitment/promotion (see below), Silver Medal Awards (see "Reward system"), calls for proposals for specific Institute programs, etc.

First and foremost, each researcher is attached to a given disciplinary *Section* (and sometimes to an Interdisciplinary Commission as well) of the CNRS National Committee for Scientific Research (CoNRS, see "Decision-making body" and "Boards"). The members of this *Section* will play a major role in the researcher's career progression, as they form the principal decision-making board for e.g:

- *titularisation* (tenure) after the probation training period

- recruitment and promotion admissibility juries
- evaluation of a researcher's activity every 2 years
- Bronze and Silver Medal Awards
- *prime d'excellence scientifique* (for sections that wish to do so, see "Reward system")
- mobility demands, geographical (another CNRS unit or another organisation, non-CNRS laboratory) or thematic; mobility during the course a career is strongly encouraged.

The CNRS President has the final word on recruitments/promotions and awards, e.g. though it does not happen very often, he can decide to change the ranking of candidates on the admission shortlist; he has the final word on which research unit a newly-recruited staff is assigned to; he can ask Institutes and/or sections to review their CNRS Medal nominations if he feels gender balance is not good enough; etc.

Researchers' evaluation:

All permanent CNRS researchers are required to fill in an on-line annual activity report (*compte rendu annuel d'activité chercheur - CRAC*) which is sent to their research unit/service Director for validation. They are also required to submit a thorough progress report, as well as the exhaustive list of their publications and scientific production, every 2 years for peer review examination by their *Section* of the CNRS National Committee for Scientific Research. Every 4 years, their progress report has to include a description of the research they plan to develop in the following 4 years.

At the beginning of its 4-year mandate, each *Section* of the National Committee defines the different criteria on which it will base its evaluation of researchers. The majority of criteria are shared by all sections and comprise a large number of aspects of the researcher's professional activities among which scientific productivity, contracts and external funding, mobility, opening up to industry, teaching and training activity, and dissemination of scientific culture, but each section will take into account the particular aspects of its discipline (CF: http://www.cnrs.fr/comitenational/english/cn_eval_acc.htm).

Researchers' career and promotion system

Regarding career onset, you can enter CNRS at levels CR2, CR1, DR2, or DR1 (see "Recruitment"). However, most external recruitments occur at CR2 level. Fewer positions are open to external recruitment at CR1 level, and even less at DR2 level. Very few DR1 positions are open to external recruitments. Regarding DR2 positions (see specific promotion/recruitment procedure below) there are much more positions awarded to internal CR1 candidates than costly new DR job creations for external candidates.

Once recruited, within a given *corps* (CR or DR) you have to voluntarily apply for advancement to the next *grade*, i.e. CR2→CR1 and DR2→DR1, DR1→DRCE1, DRCE1→DRCE2. It is an internal competitive promotion process (see below). Advancement to CR1 is almost always granted to researchers after 4 years as CR2. Advancement to DR1 and above is very limited: around 17% success rates for DR1 candidates (plus only about 30% of eligible DR2 do apply); around 10% success rates for DRCE1 candidates (plus only about 25% of eligible DR1 do apply); as of DRCE2, there are roughly 10 promotions per year, for 25-30 candidates, out of about 60 eligible DRCE1.

To change *corps* and move from the CR *corps* to the DR *corps*, i.e. from CR1 to DR2 – a crucial step for CNRS researchers – candidates must voluntarily apply to a competitive *concours* which is also open to external candidates (see "Recruitments").

To access CR1, DR1, DRCE1 or DRCE2 positions through internal promotion:

There is an annual promotion campaign, opened at the end of June, closing beginning of September.

Conditions for eligibility to promotion:

Candidates for promotion (*promouvables*) must have spent at least:

- 4 years in CR2 before applying for CR1
- 4 years in DR2 before applying for DR1
- 18 months in DR1 3rd *échelon* before applying for DRCE1
- 18 months in DRCE1 before applying for DRCE2.

Selection process:

Candidates must fill an application file that includes summaries about: Scientific contribution; Teaching, training and dissemination of scientific culture; Technology transfer, industrial relationships and enhancement; Collective responsibilities and research management; Mobility.

Each CNRS Institute establishes a list of candidates, by order of merit, after consulting the relevant sections of the National Committee. The final list of promoted researchers is decided by the CNRS governance (in *Comité de Direction*, see "Boards") and published by the end of Autumn every year.

To access the DR *corps* (DR2 position) for CR1 candidates:

It is an annual civil servant competition, therefore also open to external candidates.

Conditions for eligibility to internal *concours* to the DR2 position:

CR1 candidates can apply after having spent at least 3 years at CR1 level. Women tend to apply at a later age than men. Competition for promotion to the DR *corps* (*concours interne*) takes place once a year. It shares the same application and examination procedures, as well as the same calendar as for DR2 recruitment (*concours externe*) (see below, "Recruitment" for DR2 positions). Global success rates for the CR1→DR2 internal *concours* are around 20% (266 promotions in 2009 for 1330 candidates – number of eligible candidates is not given in statistics).

1.1.7. *Recruitment:*

Researchers' recruitment system

As for all French public service, CNRS permanent employees (researchers and IT) are recruited through an annual nationwide competitive admission campaign called *concours*[46]. The *Concours* to researcher positions are open to foreign candidates (there are roughly 15% foreign permanent

[46] see: http://www.dgdr.cnrs.fr/drhchercheurs/concoursch/default-en.htm and the list of openings: http://gestionoffres.dsi.cnrs.fr/fo/offres/default-en.php ; as well as the latest statistics: pages 35-38 of the parity booklet: http://www.cnrs.fr/mpdf/IMG/pdf/livretparite20082009_bd.pdf.pdf

researchers at CNRS, among which 28% are women – there is also a significant amount of foreign PhD students, post-docs and contract or invited researchers). The official order opening the admission process for recruitment is published in the *Journal officiel de la République française*, and opened positions are posted on the CNRS website, at the beginning of December of the year preceding the competition. There is very limited advertisement for CNRS positions, and pro-active search for candidates is not carried out.

The total number (several hundred every year) and level of positions opened depends upon the budget allocated by the French government, the number of retirements, and the CNRS governance's decision. Each Institute is usually allocated a certain number of positions. Each position is always linked to a specific *Section* or CID of the CoNRS. Some positions can be more specifically defined thematically (a specific subject within the discipline), or even geographically (a specific lab, or a limited choice of possible host labs).

Applications

Applications must be delivered to the Recruitment Service before the closing date in mid-January. Candidates only have a short official time period, roughly a month and a half, to fill in their application, and make contact with potential CNRS host laboratories (this contact, if it does occur, often occurs in the beginning of the new year, and prior to *Section* review panel deliberations; laboratories can produce a ranking of candidates, but in no way has that ranking to be followed by the CoNRS).

The application files include:

<table>
<tr><th>For CR2 and CR1 positions</th><th>For DR2 and DR1 positions:</th></tr>
<tr><td colspan="2">A CV/résumé</td></tr>
<tr><td colspan="2">A copy of the degree required for eligibility</td></tr>
<tr><td>A report on the research conducted until this</td><td>An activity report</td></tr>
<tr><td colspan="2">A complete list of publications</td></tr>
<tr><td colspan="2">Copies of the most significant publications (max 3 for a CR2 position, 5 for a CR1/DR2/DR1 position)</td></tr>
<tr><td>A research proposal, stating one or two CNRS laboratories in which the candidate feels his/her research project could be conducted</td><td>A report on the research intended to be carried out (research team management expected)</td></tr>
<tr><td>Reference letters from established scientists or academics if available</td><td>Highlights of career should be set out in the "Professional Experience" form</td></tr>
<tr><td>The report of PhD thesis examination board (optional but recommended)</td><td></td></tr>
</table>

Conditions of eligibility

Candidates for CR2 positions must hold a Ph.D. or equivalent foreign degree, or qualifications or scientific research experience deemed equivalent. Candidates for recruitment at CR1, DR2 and DR1 positions must have several years of research experience (minimum 4, 8 and 12 years, respectively). This experience must have been gained in a French or foreign research or higher education

institution, in the public or private sectors. There are no age limits. In many cases, CR2 candidates will also have carried out one or more post-docs. There is no limit either to the number of positions you apply to within the same annual campaign. However, for CR1 positions, candidates cannot apply to more than 3 campaigns (i.e. 3 different years).

Selection process:

The selection process comprises several stages, which all occur during springtime:

1. **Pre-selection**

The jury first verifies that each candidate satisfies the technical conditions (application fully completed, right level of degree, etc.) for taking part in the selection process (*admission à concourir*).

2. **Admissibility/Eligibility**

Eligible candidates' written applications are reviewed by the relevant CoNRS *sections* (one or 2 *rapporteurs* per application).

Until 2011, all eligible candidates were interviewed by the admissibility/eligibility committees after the first review of written applications. However, since a December 2011 governmental decree[47], an actual pre-selection among eligible CR candidates is now possible. The President of CNRS can decide to create sub-jurys within a *section* if there are too many eligible candidates or in order for sub-disciplines to be covered by different sub-jurys. These sub-jurys then decide which candidates they agree to interview. A list of eligible candidates admitted to the interview step is produced.

Interviews, all held in Paris, are compulsory for all candidates for CR positions. Candidates must be physically present at day and time fixed for the examination (there have been problems for a few pregnant women) and travel is at their own expense. The interview usually consists of a 10-15 min presentation where the candidate describes his previous research achievements (PhD, post-doc and/or other research work) as well as his/her project for CNRS position opened, followed by a 10 min period of questions.

For DR positions, some *sections* carry out interviews, others only review written applications.

After deliberations, a shortlist of eligible candidates (*admissibles*) is produced, with a ranking corresponding to the number of positions to be filled (*liste principale*) and usually a few additional names (*liste complémentaire*).

3. **Admission/Appointment**

This shortlist is examined and reviewed by the admission/appointment jury, with permutation or suppression possibilities between *liste principale* and *liste complémentaire, although it is rarely the case*. The President of CNRS has the final decision on appointments, and can decide to modify this ranking.

The list of laureates, by order of merit, is posted on the CNRS website, along with a complementary list. If laureates do not take up their positions, the CNRS *Comité de Direction* (i.e. the CNRS *Directoire* and the Institute Directors, CF "Governance system", decide whether to fulfill the positions with candidates from the *liste complémentaire*).

Global selectivity rates (all sections and CID) are the following:
- around 7% for CR2 positions (279 laureates for 4856 candidates in 2009)
- around 7% for CR1 positions (80 laureates for 1187 candidates in 2009)

[47] http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000024940605

- around 16% for DR2 positions overall, i.e. around 4% success rate for external candidates (11 laureates for 430 candidates) and around 20% success rate for internal candidates, as stated previously (266 positions for 1330 candidates)
- (there was only one DR1 position opened in 2011)

Admissibility/Eligibility and Admission/Appointments committees

These juries' decisions cannot be contested (they are said to be s*ouveraines*, although they can be disputed at the French *Conseil d'Etat* level) and no written report is provided.

Admissibility/Eligibility Committee:

The admissibility/eligibility committee comprises researchers who are members of the relevant National Committee section or interdisciplinary commission (no College C members, nor members of lower rank/experience than the rank/experience required to apply for the position to be fulfilled, see "Boards").

For recruitment processes which include an interview, sub-committees may be formed within an admission/eligibility committee to conduct the interviews.

Admission/Appointments committees:

For CR recruitment in *sections*, the admission/appointment committees are established within each Institute. It is chaired by the Institute Director and comprises in addition: 5 members nominated by the French Minister in charge of research, upon proposals made by the CNRS President, as well as 5 members also nominated by the Minister after consultation with the Institute Scientific Council (see "Boards") and taken among the relevant CoNRS section members. At least 5 of these 10 nominated members must be permanent CNRS researchers of rank at least equal to that of the opened CR position, among which 2 elected CoNRS members.

For CR recruitment in a *CID*, a new 2011 decision states that there is only one admission/appointment committee for all positions, chaired by the CNRS President or the CNRS Chief Research Officer which comprises: all 10 Institute Directors or their representatives (usually one of their *Directeurs Adjoints Scientifiques*), and an equivalent number of scientific personalities. Among these 10 scientific personalities there are 5 permanent CNRS researchers and 5 elected CoNRS members of rank at least equal to that of the opened CR position.

For DR recruitment, one admission/appointment committee is common to all sections. It is chaired by the President of CNRS or the CNRS Chief Research Officer and includes: all 10 Institute Directors or their representatives (usually one of their *Directeurs Adjoints Scientifiques*) and the equivalent number of scientific personalities nominated by the Minister after consultation with the CNRS Scientific Council (see "Boards"). Half of the latter 10 members must be permanent CNRS researchers which are CoNRS elected members of rank at least equal to that of the opened DR position.

Assignment to a post

The President of CNRS determines the assignment of the candidate to a specific CNRS research unit, after consulting the concerned Institute Director, as well as the concerned Research Unit Director(s), and the relevant CoNRS Section. Positions start on October 1st, but appointment can be delayed upon request by the recruited researchers.

Most governmental laws and decrees and internal regulations concerning CNRS are accessible on the CoNRS' website: http://www.cnrs.fr/comitenational/doc/reglementation.htm. There are no quotas or quantitative targets regarding the proportion of women among laureates, only a general instruction to pay attention to gender balance among laureates. However, following the adoption in

2012 of a new decree for balanced gender nominations to the higher ranks of the public service[48] a positive evolution is foreseen.

1.1.8. *PhD students*

CNRS does not grant degrees, as it is not a higher education institution, but it does have a mission to train students "by and for research". A large number of PhD students in France carry out their thesis research work[49] in CNRS research units and practically all CNRS laboratories host PhD students - as well as Master, Bachelor, and Engineering School students for internships requested by their higher education program (and even high school students for some short "research discovery" internships).

Most CNRS researchers supervise PhD students, either informally or formally i.e. as thesis directors registered with a University and holding an *Habilitation à diriger des recherches*.

At national level, **a recent reform** (2009-464 ministerial decree of 23 April 2009[50]) has homogenized, and improved, the status of PhD students awarded a public grant, recruited by Universities or public scientific and technological institutions (EPST – CNRS is one) to carry out doctoral research. This new doctoral contract is a fixed-term 3 year contract with better social protection and a minimum salary. It can be extended in the case of: maternity leave, paternity leave or adoption leave, sick leave exceeding 4 months, leave for a work accident exceeding 2 consecutive months. This extension lasts the same duration as the leave, within a 12-month limit. Under exceptional delaying circumstances related to the research process itself, a maximum 12 month extension can also be awarded. Overall, the doctoral contract can last at most 5 years.

Their doctoral contract is conditioned by annual registration to an *Ecole Doctorale* in a French University. It is reserved for students having started their PhD in the last 6 months. According to the 2009 decree, recruitments are achieved by Universities and EPST after decision of the director of the *Ecole Doctorale,* following a proposal made by the foreseen thesis director and research unit director. However, the choice of a doctoral contract by the public employer is not compulsory (e.g. some PhD students, particularly in humanities and social science, carry out unpaid thesis research activities).

Since 2011, there no longer is a national CNRS recruitment campaign for PhD students as before. Now, the corresponding government funding goes to the 10 CNRS Institutes, who are in charge of PhD student recruitments in their respective scientific areas, except for contracts reserved for disabled people which are still managed at the global CNRS level. Each Institute decides of its own PhD student recruitment policy according to their scientific and training policy. The amount of available grants is not advertised. Candidates first contact individual laboratories, and applications are then dealt with at Institute level.

PhD students at CNRS are thus now recruited either through that route, or by individual research units on their own income (e.g. EU, ANR, region or industrial contracts) or thanks to external funding. In all cases candidates need to contact individual laboratories, and potential thesis directors, beforehand. PhD students in STEM fields, for a wide majority, carry out full-time funded

[48] www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000025768161&dateTexte=&categorieLien=id
[49] In France, PhD students do not have to take up classes during the course of their thesis work, degrees are awarded by Universities based on research results, and formal thesis defense, only.
[50] CF:http://www.enseignementsup-recherche.gouv.fr/cid20185/le-doctorat.html#Le%20contrat%20doctoral.

research, although in a doctoral contract some limited time can be dedicated to teaching (generally as lab demonstrators, and at most for 64h a year), dissemination of scientific information, expertise, and technology transfer (this is not true for Humanities and Social Sciences, where many PhD students still do not have funding, and often need to take up part-time jobs, and thus undertake part-time PhD studies for spanning over longer timeframes).

Different types of 3-year funding therefore currently exist for PhD students who want to carry out their thesis research in CNRS laboratories, including: CNRS grants: via the Institutes, either paid by CNRS entirely, or co-shared with an Industry and/or a Region, Ministry of Research grants, Industrial grants: *Conventions industrielles de formation par la recherche* (CIFRE), Regional grants (with specific calls for proposals), Grants from other partner public research organisations (CEA, etc.), Grants from the Ministry of Defense (*Délégation Générale de l'Armement* - DGA).

1.1.9. *Working contracts*

As stated earlier, CNRS being a national public research institution, permanent CNRS staff become French civil servants, and therefore enjoy life-time contracts. There is no "tenure track", as you are tenured once hired (after the 1 year probation period).

There are also non-permanent staffs employed under fixed-term contract. In CNRS, there are 3 grounds on which to employ a non-permanent staff:

i. Research support, i.e. engineers and technicians employed under fixed-term contract
ii. Training through research, i.e. PhD students
iii. Practice of research, i.e. post-docs and researchers employed under fixed-term contract

Post-docs

Since 2009, as for PhD students, there is no longer a national recruitment campaign. Post-doc recruitments are achieved directly in the research units, either on their own funds, or through public allocations awarded via the Institute. Normal duration for a post-doctoral contract is one year. 3 years after PhD, a researcher is no longer considered a post-doc, and must be recruited as a non-permanent researcher. The CNRS gross monthly salary for post-docs is 2500€.

Non-permanent researchers

Temporary researchers can be also recruited by the research units according to their needs. Their contract can last 3 years at most, and can be renewed within the limit of 6 years. Their salaries follow a fixed pay scale. Entrance level is determined by their professional experience, ranging from 2296€ to 3915€.

Associated researchers

An associated researcher contract is a fixed term contract reserved for foreign researchers. It can last between 3 months and 1 year and can be renewed within the limit of 3 years. Salary level is determined by the relevant Institute Director, in reference with corresponding CNRS *grade* and *échelon*.

(CF: http://www.dr1.cnrs.fr/deleg_service/srh/recrutement/srh_recrut_cherchassoc.htm)

1.1.10. *Salary system*

The salary system for French civil servants – including permanent CNRS personnel and permanent university personnel – strictly follows a pay scale fixed by the government.

Within each grade there are several increasing stages (*échelon*) which determine the salary.

Contract employees' salaries follow different pay scales, also fixed by the French government[51].

For CNRS researchers, progression from one stage to the next is automatic within the same grade once the required time has been spent in a given *échelon* (*avancement par grade*). Gross salaries range from 2200€ to 6000€, as per CNRS grid: http://www.dgdr.cnrs.fr/drh/remuneration/grilles/default.htm. Entrance *échelon* takes into account previous professional experience, and especially public employment (e.g. PhD student).

This base salary is supplemented by an automatic biannual research bonus, which is also fixed by a pay scale that follows *grades* and *échelons*, and of very limited amount (i.e. average per *grade* every 6 months: CR2: 343€; CR1: 450€; DR2: 550€; DR1: 670€; DRCE: 344€).

There are also fixed monthly bonuses, such as the *Indemnité spécifique pour fonction d'intérêt collectif (ISFIC)*, for researchers with managing or administrative responsibilities (research unit directors, institute directors and deputy scientific directors, recruitment and promotion jury members, *chargé-e-s de mission*, etc.).

1.1.11. *Reward system*

Until 2009, there was no financial reward system for research at CNRS There is now one:

The Scientific Excellence Bonus (*Prime d'excellence scientifique* - **PES**)

The PES was created by the French government in 2009 and first attributed at CNRS in 2010. It is accompanied by money. It is allocated for 4 years, renewable. The minimum and the maximum amount awarded are defined by a ministerial decree every year. At CNRS, only CR or DR researchers are concerned. The PES rewards researchers for their extraordinary contributions to research. It is given by right to researchers who have already been rewarded with other scientific awards (e.g. CNRS Medals – see complete list of considered awards here:[52]). For other PES beneficiaries, there is a national campaign every year. Candidates must apply, and the choice of laureates is made by the CNRS Board of Trustees, after a pre-selection made upon candidates by each Institute. Since 2011, the relevant *sections* of the National Committee for Scientific Research are also consulted, however several *sections* refuse to participate in the process in disapproval for this bonus principle. This bonus can be cumulated with other bonuses.

The CNRS Medals

Until the creation of the PES, the CNRS Medals were only honorary and were not accompanied with financial bonuses.

[51] http://www.dsi.cnrs.fr/RMLR/textesintegraux/volume5/5121-d80-31.htm
[52] http://media.enseignementsup-recherche.gouv.fr/file/2011/98/8/Arrete_du_20_janvier_2010_fixant_les_distinctions_scientifiques_ouvrant_droit_a_la_PES_168988.pdf

The **CNRS Gold Medal** (*Médaille d'or*) is awarded annually to one, sometimes two, top-level scientific researchers who have made an exceptional contribution to French research. It is presented to eminent, internationally renowned scientists for their career and work, and is often viewed as the step just before the Nobel Prize for researchers in France. Since its creation in 1954, there have been 63 CNRS Gold Medalists, but it was only awarded twice to women: in 1975 (international women's year) to Christiane Desroches-Noblecourt, egyptologist, but co-shared with a male physicist; and in 1986, to Nicole Le Douarin, embryologist. The Gold Medal Laureate(s) is/are chosen at the highest level, i.e. the CNRS Management Board upon proposals from Institute Directors.

The **CNRS Silver Medal** (*Médaille d'argent*) honors researchers who are only at the beginning of their rise to fame, but who are already recognized nationally and internationally for the originality, quality, and importance of their work. There are roughly 20 silver medalists every year. Theoretically, like for the Bronze Medal (see below), each of the 40 sections of the CoNRS should recommend candidates for a Silver Medal. However, this last year they refused for political reasons linked to the newly-created PES. In this case, each Institute Director recommends candidates. The CNRS Management Board then makes the final decision (and can ask the Institutes to re-do their shortlist if there are not enough women, as has happened in recent years).

The **CNRS Bronze Medal** (*Médaille de bronze*) recognizes a researcher's first work, which makes that person a specialist with talent in a particular field. This medal is a way for the CNRS to encourage the researcher to continue work that has met with initial success and already produced fruitful results. There are roughly 40 bronze medalists every year. Each of the 40 sections of the CoNRS recommends a candidate for a Bronze Medal to the CNRS Management Board, who has the final choice on the 40 laureates.

1.1.12. *Research fellowships/ grants*

There are regular calls for proposals for research project grants, issued by Institutes, or jointly by several Institutes (and soon, via the new Mission for Interdisciplinarity). However, these grants offer limited support, both financially and time wise. The main type of grants is the **Exploratory Project / First Support (*Projets Exploratoires / Premier Soutien* – PEPS)**, of limited duration and funding (1 to 2 years, €20k per project maximum and therefore €10k per year maximum) due to their exploratory nature, and because they are now intended as a preparation phase for application to more substantial external funding, through the French ANR or the EU schemes. Institute Deputy Scientific Directors (DAS) are asked to evaluate projects and to recommend evaluation experts if necessary. The final choice of funded projects is selected at Institute governance level. It must be stressed that not all CNRS researchers apply for PEPS and other CNRS calls for proposals, however almost all CNRS researchers apply for more substantial external funding, mainly national funding, from the French National Research Agency (ANR), and European funding.

Chapter 2 Gender Equality Policy Overview

2.1. National Legislation Relating to Gender Equality

Despite the significant progress made during the past 20 years, the higher education and research sector in France is, just like the entire society, marked by gender inequalities and stereotypes, and women remain under-represented, as most recent national statistics show[53] and as numerous gender studies[54] have unveiled.

A reinforced legal and regulatory national plan was introduced in 2012 in order to address this situation. The following regulations directly concern CNRS:

- As a scientific and technological public organisation under the responsibility of the French Ministry of Higher Education and Research, CNRS permanent employees are civil servants and they are part of the State Public Service. Thus, they are subjected to the **Law no 83-634 of 13 July 1983** regarding the rights and obligations of civil servants and its article 6 (modified by the 2012-347 law of 12 March 2012) which states that no distinction, be it direct or indirect, shall be made among civil servants on the sole reason of their gender.

- **The Law no 2012-347 of 12 March 2012 regarding access to tenured employment and the improvement of employment status for temporary staff in the public service, regarding the fight against discriminations, and establishing provisions regarding civil service**, called *Sauvadet Law* (of which Chapter 1 of Title III is dedicated to provisions regarding professional equality between women and men and fight against discriminations) requires:

- The presentation before the institution's technical committee of an annual report relating to gender equality, as part of the institution's social report;
- A minimum percentage of 40% of each gender, with different delays for implementation depending on the case (starting in 2014 and priori to 2018), in nominations to high-level positions, boards of trustees, parity administrative committees, as well as in the nomination of recruitment and promotion jury members

This law also stipulates the possibility of remote working for civil servants. However, not all application decrees have been published yet, and CNRS plays an active role in their preparation.

- **The Prime Minister's Circular of 23 August 2012** *regarding the implementation of the inter-ministerial policy in favour of gender equality* (addressed to Ministers) stresses that the State should set the example in gender equality, especially regarding nominations of civil servants in management and high responsibility positions.

[53] Information note of the Ministry of Higher Education and Research of 13 April 2013 called « Women and male researchers : gender stereotypes in education programmes » : http://cache.media.enseignementsup-recherche.gouv.fr/file/2013/44/7/NI_13_03_Chercheures_chercheurs_feminisation_248447.pdf

[54] Ministry of Higher Education and Research report « Strategic orientations for gender research published: http://cache.media.enseignementsup-recherche.gouv.fr/file/Charte_egalite_femmes_hommes/01/0/Rapport_groupe-genre_vdef_couv_240010.pdf

- **The Agreement *regarding gender equality in the public service***[55], signed on 8 March 2013 with all social partners, proposes 15 measures which will have to be implemented in all public institutions, including CNRS, divided in 4 areas:

1. Social dialogue as structuring factor in achieving professional equality between women and men
2. Achieve gender equality in pay and in career paths of civil servants
3. For a better work-life balance
4. Prevent violence against agents in the work place and fight against sexual and moral harassment

- The French Ministry of Higher Education and Research's gender action plan[56]**,** established in late 2012 as part of the inter-ministerial policy encouraged by the new Ministry for Women's Rights, and based on recommendations made by the Committee for Equality in Higher Education and Research (COMEGAL), of which CNRS is an active member (represented by the President of CNRS and the Director of the Mission for the Place of Women at CNRS – and CNRS INTEGER project coordinator – Anne Pépin), has set 42 priority actions divided within 8 overarching measures:

- Measure 1: Ensure the coordination of gender equality policies in higher education and research
- Measure 2: Implement the Law of March 12, 2012 relating to access to tenured employment and the improvement of employment conditions of temporary agents in the public service, regarding the fight against discriminations and establishing different provisions regarding public service
- Measure 3: Better integrate professional equality in career paths
- Measure 4: Aim towards gender balance in representative boards and commissions
- Measure 5: Favour a gender mix in education and fight against stereotypes
- Measure 6: Fight against sexual violence
- Measure 7: Support and disseminate gender research
- Measure 8: Take action at European level

In addition, the **Law regarding higher education and research** which was very recently passed, in July 2013, includes several provisions for gender balance in the governing boards and for improving professional gender equality in the French higher education and research system (mainly at universities), among which: the integration of sex-aggregated data in the biennial report of the national strategy for research, the implementing of actions against sexual stereotypes in higher education, the establishment of a gender equality office or officer in each university. The Director of the Mission for the Place of Women at CNRS was auditioned for that purpose by the Committees for Women's Rights and Equal Opportunities of both the French National Assembly and Senate.

Moreover, **the Law no 2012-954 of 6 August 2012** *relating to sexual harassment* was reinforced by the **Circular no 2012-0027 of 25-11-2012 of the Minister for Higher Education and Research** *relating to approaching sexual harassment* (NOR: ESRS1240749C)[57] which draws the attention of Heads of scientific and technological public institutions to prevention measures and provisions that they must implement when they are made aware of sexual harassment acts. It also underlines rules regarding prevention and disciplinary procedures.

[55] http://www.fonction-publique.gouv.fr/publications/collection-politiques-demploi-public-17
[56] http://www.enseignementsup-recherche.gouv.fr/cid70662/egalite-entre-les-femmes-et-les-hommes-plan-d-action-du-m.e.s.r.html
[57] http://www.enseignementsup-recherche.gouv.fr/pid20536/bulletin-officiel.html?cid_bo=66436&cbo=1

Lastly, new legislation regarding family leaves have been introduced since 2012: parental leave was changed through the **Decree no 2012-1061 of 18 September 2012** *modifying the rules that apply to parental leave for civil servants and temporary agents of the three types of public service*, and the leave for family solidarity was put into place in the public service for civil servants and temporary agents through two Decrees: **the Decree no 2013-67 of 18 January 2013** *regarding leaves for family solidarity and benefits for end-of-life care for civil servants*, and the **Decree no 2013-68 of 18 January 2013** *relating to leave for family solidarity for temporary agents in the State, territorial administration and hospital public service.*

2.2. Parental Leave

Maternity leave in France is **16 weeks long**, during which the working mother is paid her usual salary by the French Social Security. Maternity leave can be longer if the woman already has at least two children (26 weeks) or for multiple births (34 weeks for twins, 46 weeks for triplets or more).

Paternity leave has been lengthened since January 1st, 2002. Its duration is **11 consecutive days**. In case of multiple births, the duration of the paternity leave is extended to 18 days. Paternity leave is typically taken within the first 4 months of the baby's arrival. Unchanged, net salaries of the working fathers are paid by the Social Security.

Adoption leave can be taken by one of the parents starting from the arrival of the child in the same conditions as the maternity or paternity leaves. Its duration is of 10 weeks for the first and second child, 18 weeks from the third child or 22 weeks for a multiple adoption. The other parent can benefit from a three day leave (consecutive or not) during the 15 days around the arrival of the child.

French law also offers an optional **parental leave**, for the mother or the father, to take care of the child. The duration of this leave is 6 months but it is renewable until the child turns 3, the only exception to this being an adopted child aged between 3 and 16 at the time of the adoption. But in this case, the parental leave will only be a one-year term. Parental leave can be total or part-time (for a minimum of 16 hours per week). In case of part-time parental leave, the person must reach a prior agreement with its employer. This type of family leave is not paid, but the French Child Benefit office *(Caisse d'allocations familiales/CAF)* may pay a specific allowance, provided certain criteria are met.

These national regulations are applied to all CNRS employees, including PhD students and post-docs.

Chapter 3 **Key Gender Data**

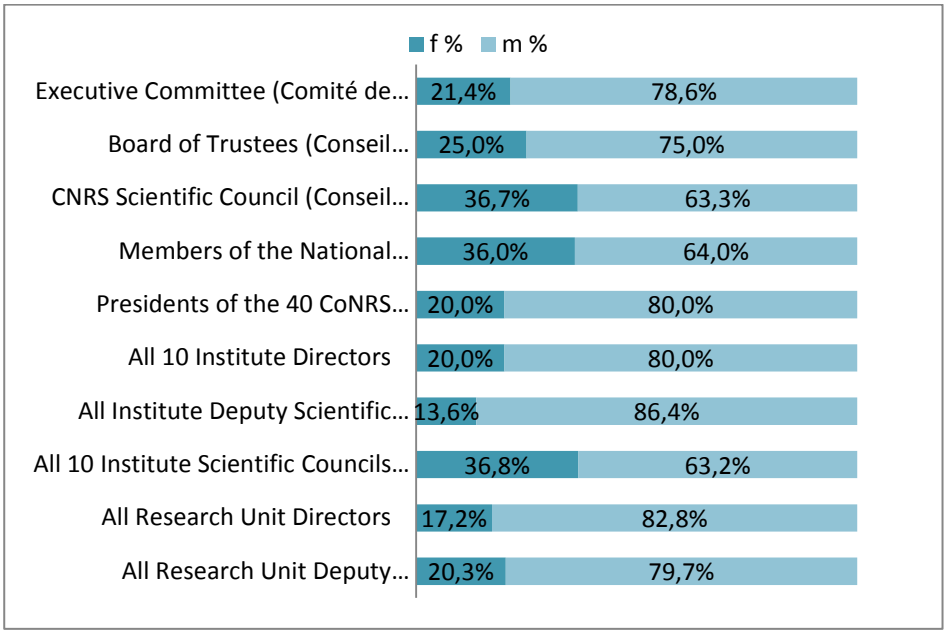
Since its first edition of the *Social Report* in 1989, the CNRS Human Resources Department collects and disseminates data on the professional situation of women and men. Over the years, this gender data became larger and resulted in a specific section within the annual CNRS *Social Report* being introduced following the creation of the Mission for the Place of Women at CNRS, in 2001. Since 2009, jointly with the CNRS HR Department, the Mission for the Place of Women publishes an annual booklet that compiles and analyses sex-disaggregated data, and which is conceived as a complement to the CNRS *Social Report*.

As part of the INTEGER project, a specific database was established in close relation with the German partner GESIS, in order to allow comparison among the three partner institutions.

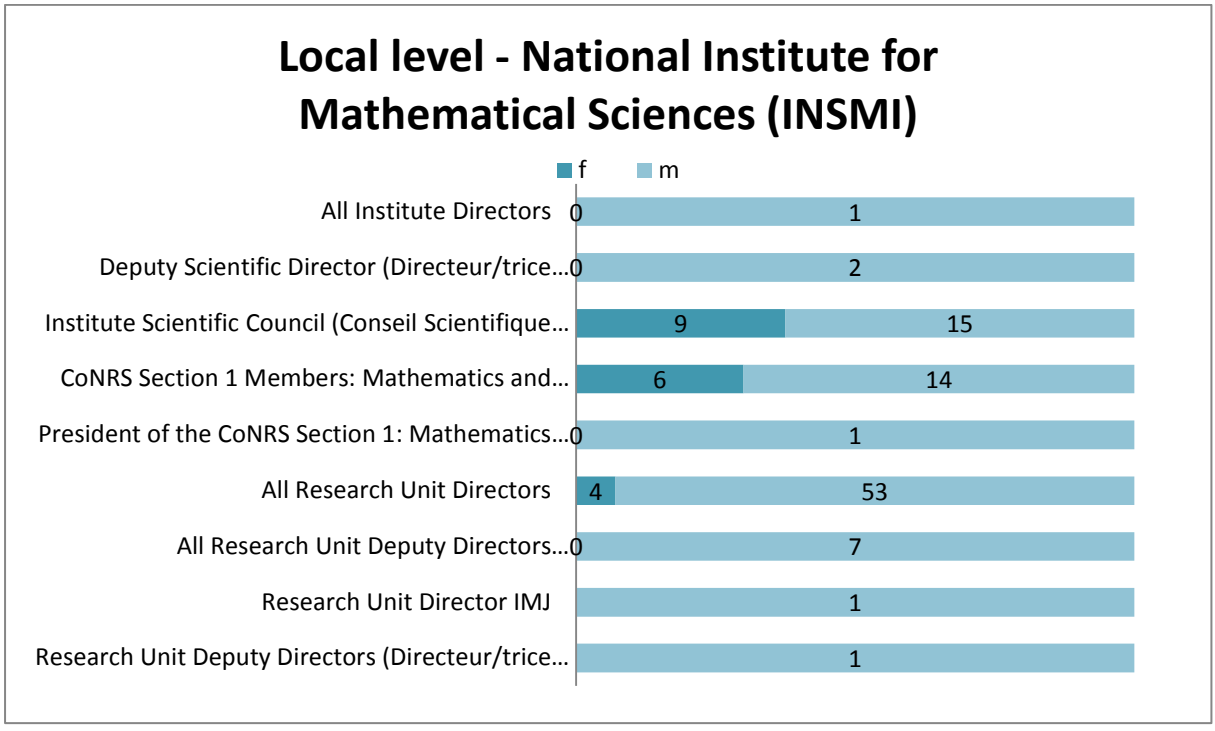
This database includes the CNRS institutional level, the local level (the two implementing institutes: the National Institute for Mathematical Sciences and the Institute of Physics) and the sub-local level (the two implementing laboratories: the *Institut Néel* and the *Institut de mathématiques de Jussieu*), and regards in particular:

3.1. **CNRS Management in 2010**

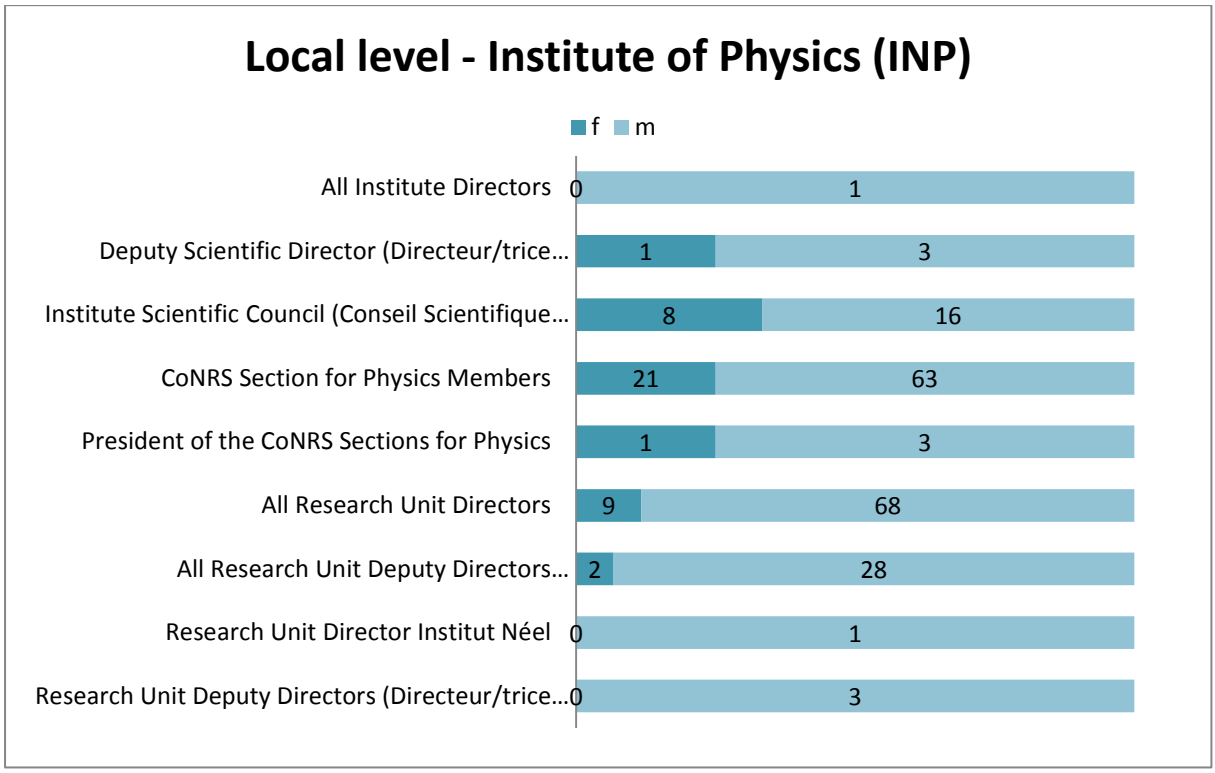
- *Global Level*



- *Mathematics*



- *Physics*



Source: "La parité dans les métiers du CNRS" 2008-2009 and 2010, Labintel (CNRS Staff Directory)

3.2. The number of CNRS researchers on 31 December 2010

- *Per Grade and Rank*

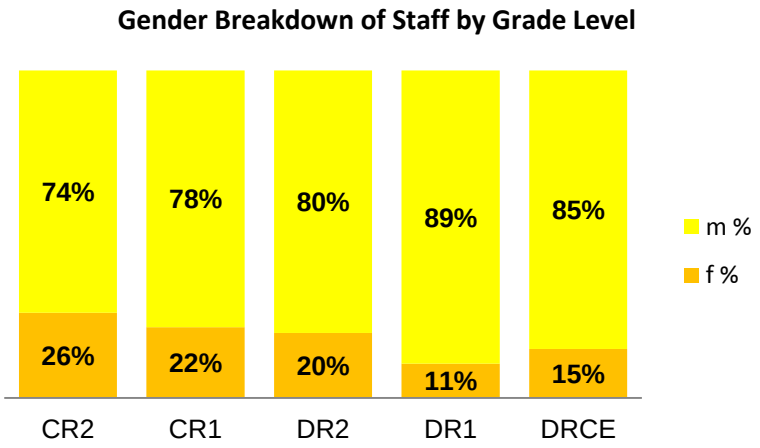
CORPS/GRADE	Number of permanent CNRS researchers			
	Men	Women	Total	% women
DRCE	**126**	**18**	**144**	**12.5**
DRCE2	43	9	52	17.3
DRCE1	83	9	92	9.8
DR	**3 374**	**1 177**	**4 551**	**33.5**
DR1	855	184	1 039	17.7
DR2	2 519	993	3 512	28.3
CR	**4 250**	**2 505**	**6 755**	**37.1**
CR1	3 299	2 070	5 369	38.6
CR2	951	435	1 386	31.4
TOTAL	**7 750**	**3 700**	**11 450**	**32.3**

- *Per Institute*

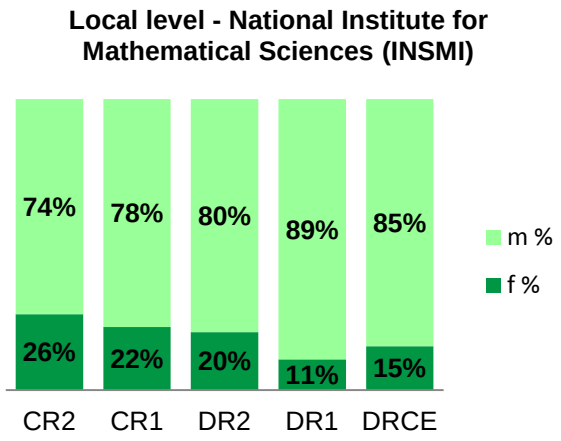
Institute	DR			CR			TOTAL		
	Men	Women	%	Men	Women	%	Men	Women	%
INSB	771	336	**30,4%**	774	778	**50,1%**	1 545	1 114	**41,9%**
INC	514	168	**24,6%**	603	334	**35,6%**	1 117	502	**31,0%**
INEE	156	57	**26,8%**	260	155	**37,3%**	416	212	**33,8%**
INSHS	438	248	**36,2%**	532	538	**50,3%**	970	786	**44,8%**
INS2I	99	24	**19,5%**	181	53	**22,6%**	280	77	**21,6%**
INSIS	394	79	**16,7%**	541	176	**24,5%**	935	255	**21,4%**
INSMI	134	23	**14,6%**	198	34	**14,7%**	332	57	**14,7%**
INP	443	93	**17,4%**	515	152	**22,8%**	958	245	**20,4%**
IN2P3	174	37	**17,5%**	217	85	**28,1%**	391	122	**23,8%**
INSU	331	100	**23,2%**	374	168	**31,0%**	705	268	**27,5%**
RC*	46	30	**39,5%**	55	32	**36,8%**	101	62	**38,0%**
TOTAL	**3 500**	**1 195**	**25,5%**	**4 250**	**2 505**	**37,1%**	**7 750**	**3 700**	**32,3%**

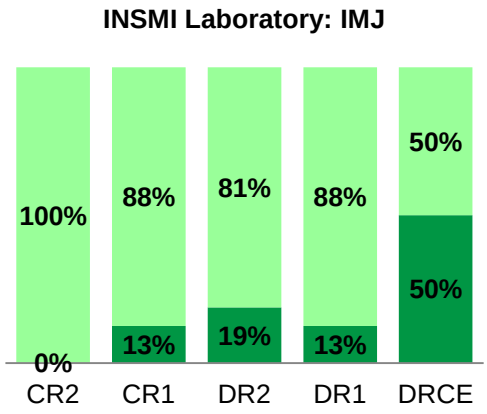
Source: "La parité dans les métiers du CNRS"

- *Global Level*

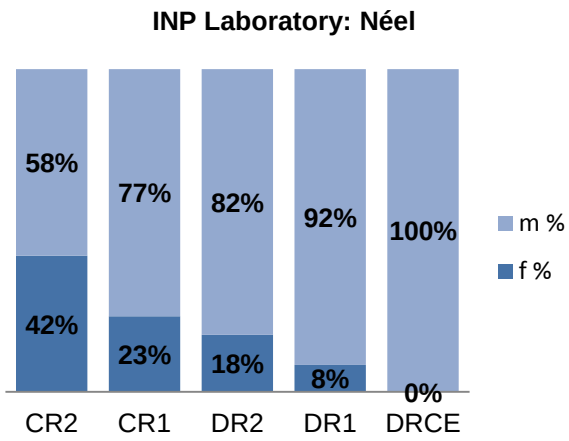


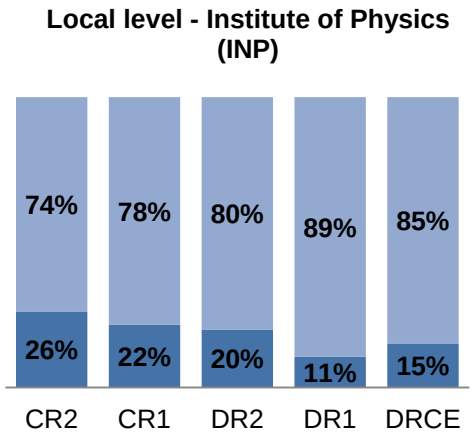
- *In Mathematics*





- *In Physics*

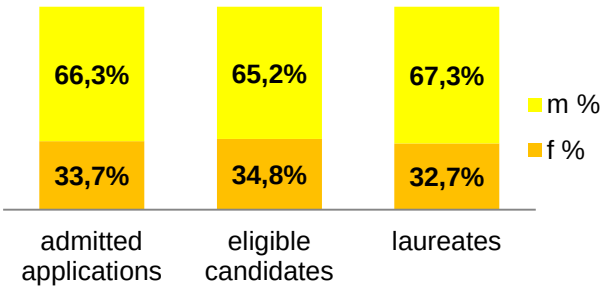


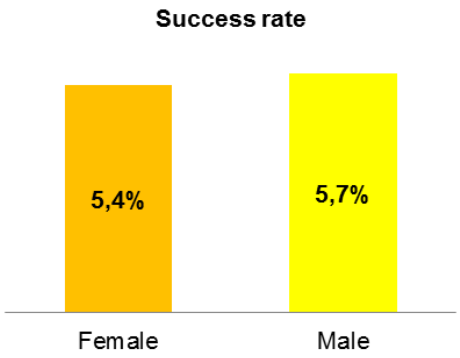


Source: "Social Report 2010"

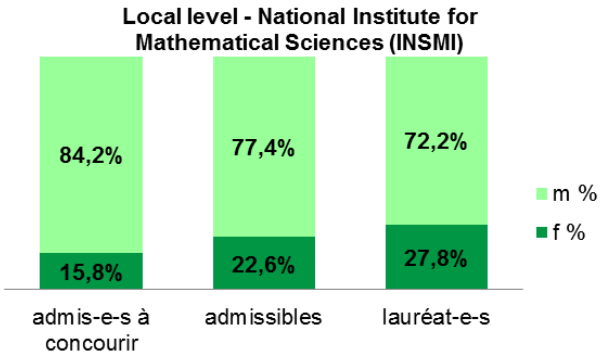
3.3. **Recruitments in 2010**

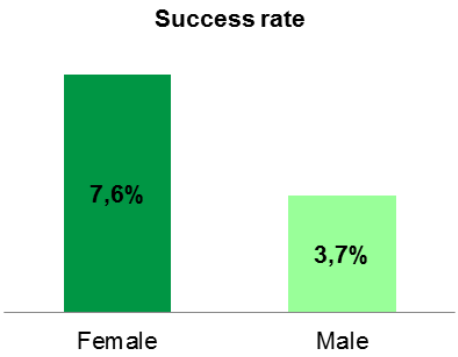
- *Global Level*



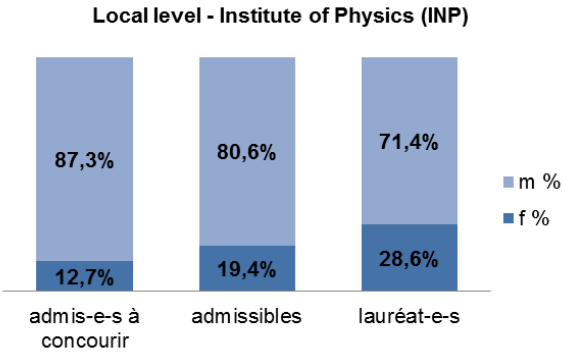


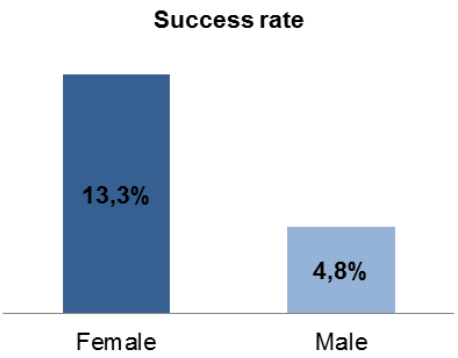
- *In Mathematics*





- *In Physics*



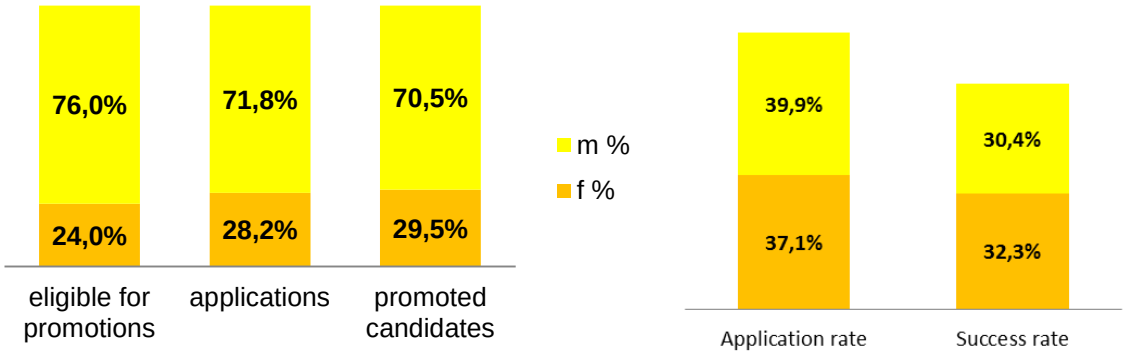


Source: "Office for the Career Development of Researchers – Human Resources Department"

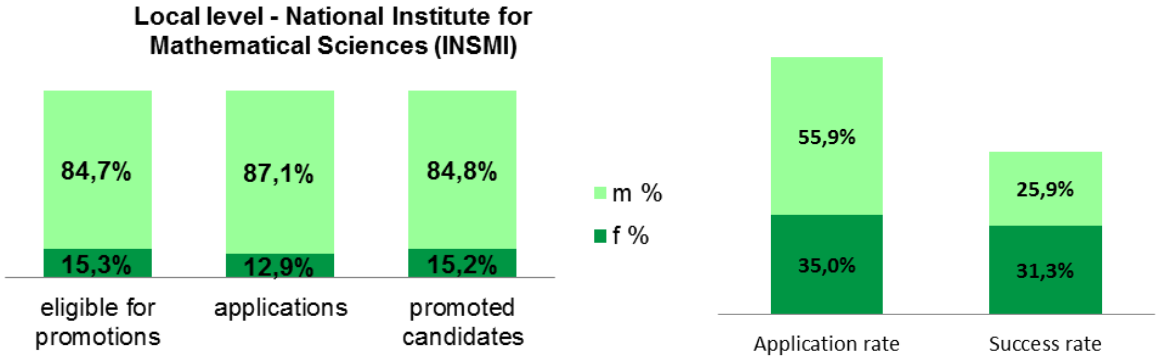
3.4. **Promotions in 2010**

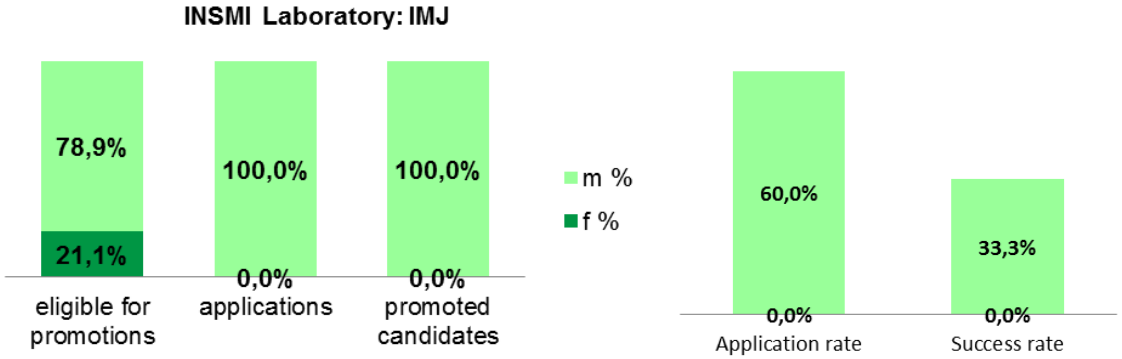
Staff that applied for DR2 positions (opened to external individuals and internal candidates at the CR1 level) are counted in promotions.

- *Global Level*

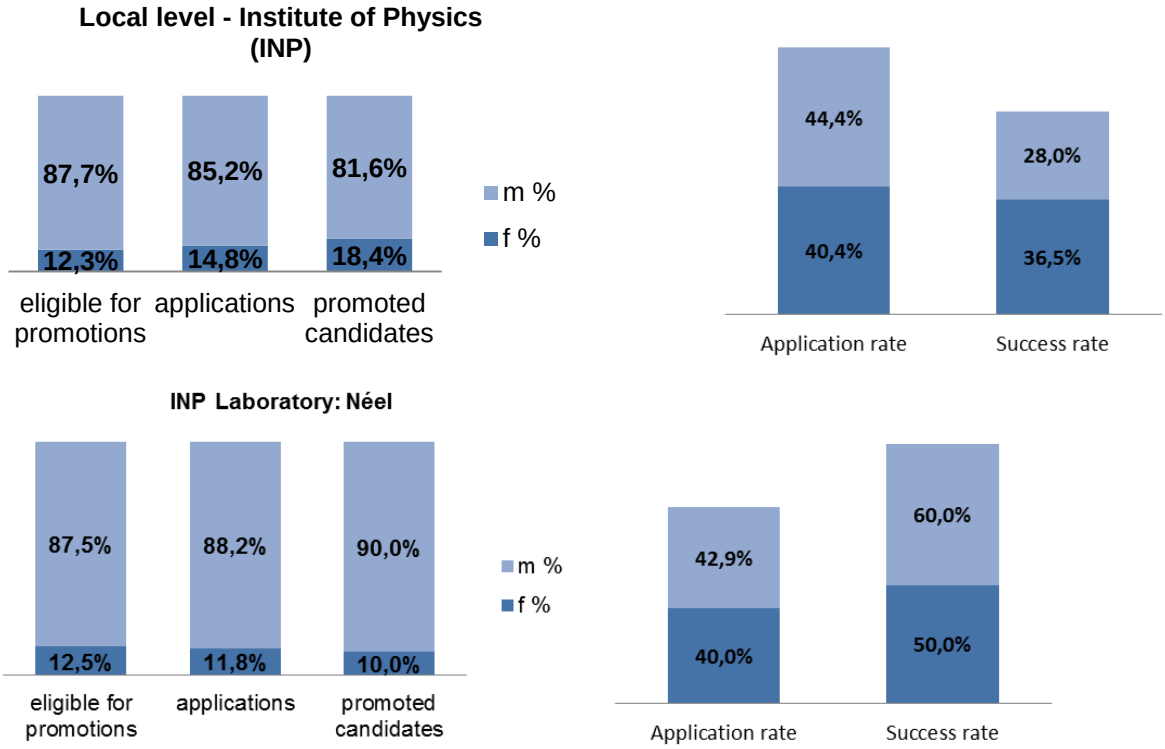


- *In mathematics*





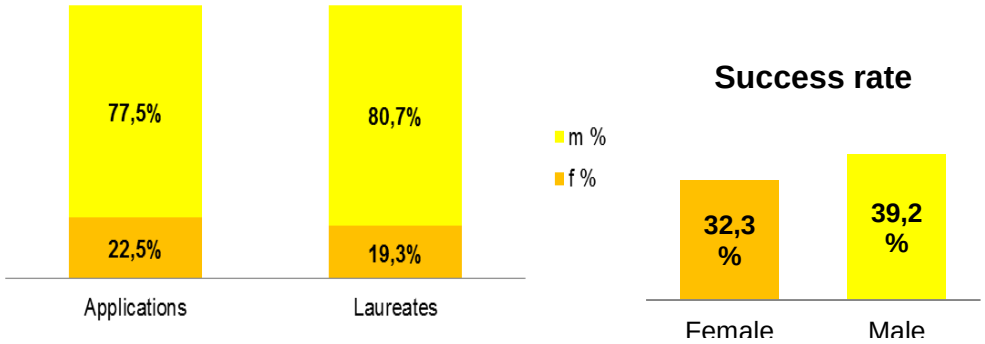
- *In physics*



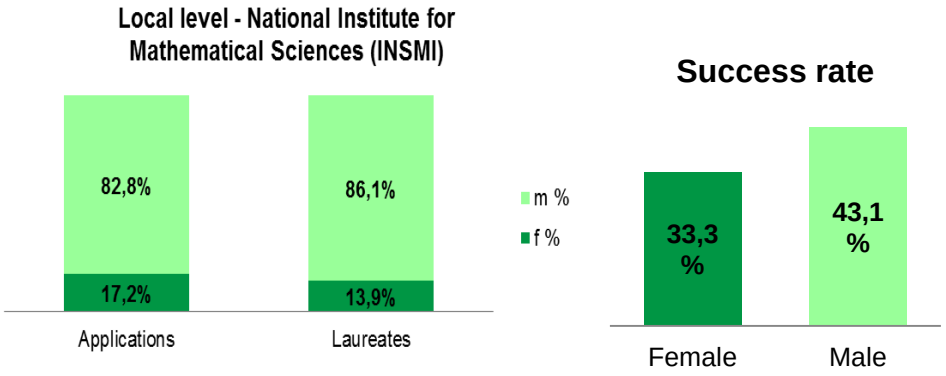
Source: "Office for the Career Development of Researchers – Human Resources Department"

3.5. **The Scientific Excellence Bonus (PES) in 2010**

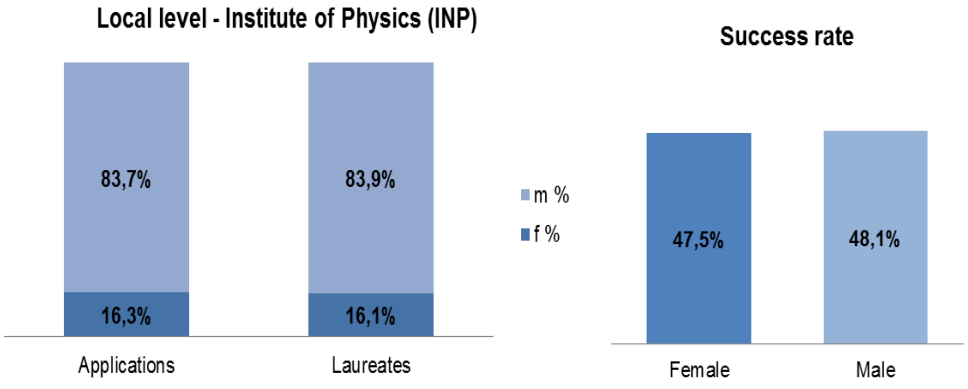
- *Global level*



- *In Mathematics*



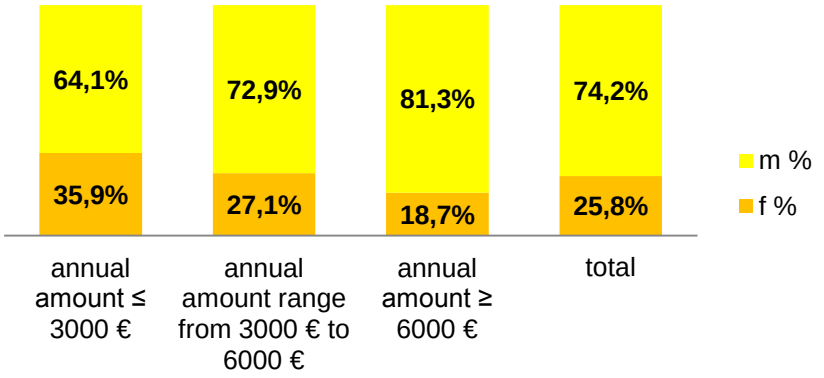
- *In Physics*



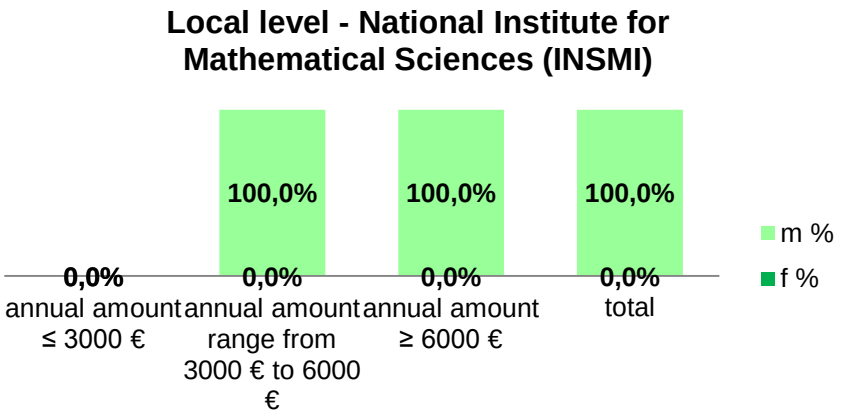
Source: "Office for the Career Development of Researchers – Human Resources Department"

3.6. The *ISFIC* monthly bonus (management responsibilities) in 2010

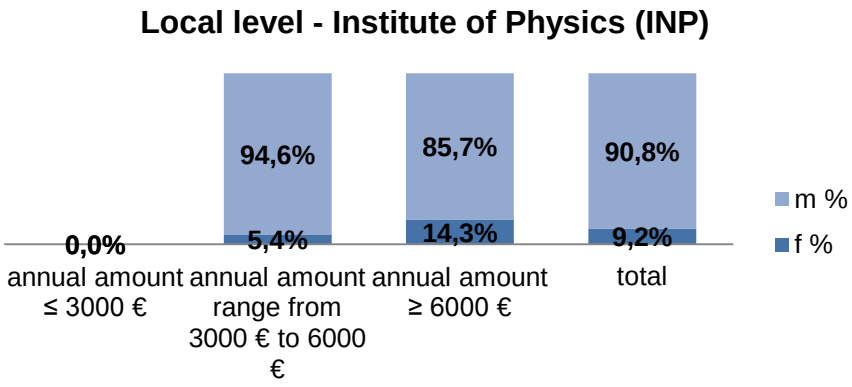
- *Global level*



- *In Mathematics*

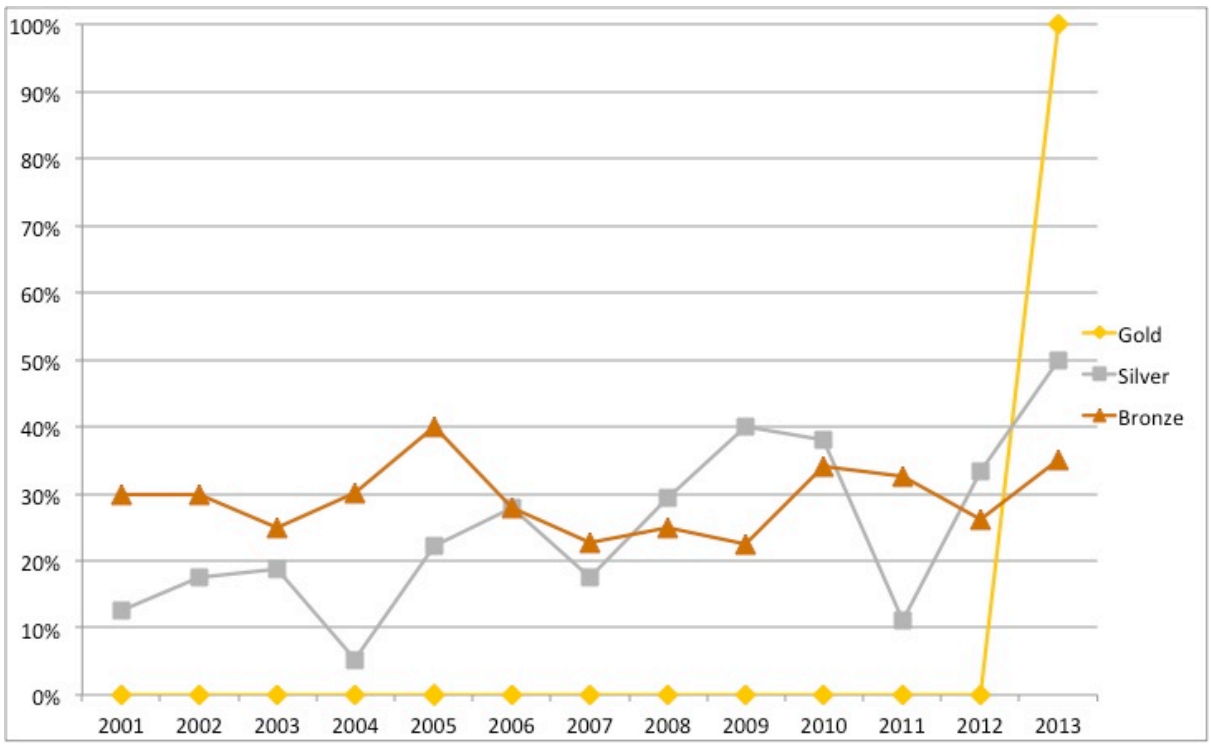


- *In Physics*



Source: "Office for the Career Development of Researchers – Human Resources Department"

3.7. **Proportion of women among CNRS Medallists between 2001- 2013**



Source: CNRS website – Section « Awards » and "Mission pour la place des femmes au CNRS"

Chapter 4 **INTEGER Survey Report**

The concept of this survey was conceived by the INTEGER consortium, based on the Athena Survey of Science and Technology (ASSET) developed in the United Kingdom and used regularly by numerous universities, as well as on surveys conceived in the United States by the Universities of Michigan and Illinois as part of the ADVANCE programme of the National Science Foundation. This survey was further adapted by each of the three target organisations to their specific context.

At CNRS, a work group was established for this purpose. Besides representatives of the Mission for the place of Women at CNRS, it was made of representatives of the Human Resources Department, as well as those of the National Institute for Mathematical Sciences and Their Interactions (INSMI) and the Institute of Physics (INP), the two institutes chosen at CNRS for the local level of the INTEGER project.

Two versions were developed:

Version 1 targeted researchers from INSMI and INP, which constitute the local level of the INTEGER project at CNRS, as well as researchers from the Institute of Engineering and Systems Sciences (INSIS), which constitute the control group.

Version 2 targeted the entire research staff (CNRS and non-CNRS, permanent or temporary) of the laboratories targeted as part of the sub-local level of the project as defined at CNRS. Indeed, considering the scale of CNRS and the particularities of its organisation, it was necessary to target this level. It concerns PhD students, post-docs, researchers and academic researchers of the largest laboratories of INSMI and INP, i.e. the Jussieu Institute of Mathematics (IMJ) and the Neel Institute respectively, as well as two representative units of the different communities of INSIS: the Laboratory for Analysis and Systems Architecture (LAAS) and the P` Institute.

At the request of the Institute Directors of INSMI, INP and INSIS, the Unit Directors of the corresponding units transmitted the link allowing access to the online survey to the appropriate staff.

A notification was made in advance at the French National Commission on Computing and Liberty (CNIL-*Commission nationale de l'informatique et des libertés)* via CNRS's own Correspondent for Computing and Liberty (CIL-*correspondant informatique et libertés*).

The survey cited here can be found in Appendix B of this document. The differences between the two versions, allowing an adaptation to these two types of public, are highlighted in the text.

The results presented in this summary are only those corresponding to Version 1, as it regards only CNRS researchers and it has the greatest number of respondents, thus giving a better representation of the targeted population.

- *Response Rate per Grade*

	Respondents			Target*			Response rate		
	F	M	% F	F	M	% F	F	M	Total
CR2	30	62	33%	70	279	20%	43%	22%	26%
CR1	90	129	41%	222	759	23%	41%	17%	22%
DR2	51	93	35%	121	555	18%	42%	167%	21%
DR1	19	35	35%	30	221	12%	63%	16%	22%
DRCE	2	10	17%	3	48	6%	67%	21%	24%
Total	**192**	**329**	**37%**	**446**	**1862**	**19%**	**43%**	**18%**	**23%**

* It concerns staff from INSIS, INSMI and INP excepting staff from the target units: LAAS, P' Institute, Néel Institute and IMJ. Source: the Social Report of 31/12/2011.

From a total of 2300 researchers from the three institutes, 521 responded to Version 1 of the INTEGER survey, i.e. a response rate of 23%.

While women are not that many among the target population, they have been numerous to respond to this survey. Indeed, the response rate of women is 43%, whereas that of men is 18%.

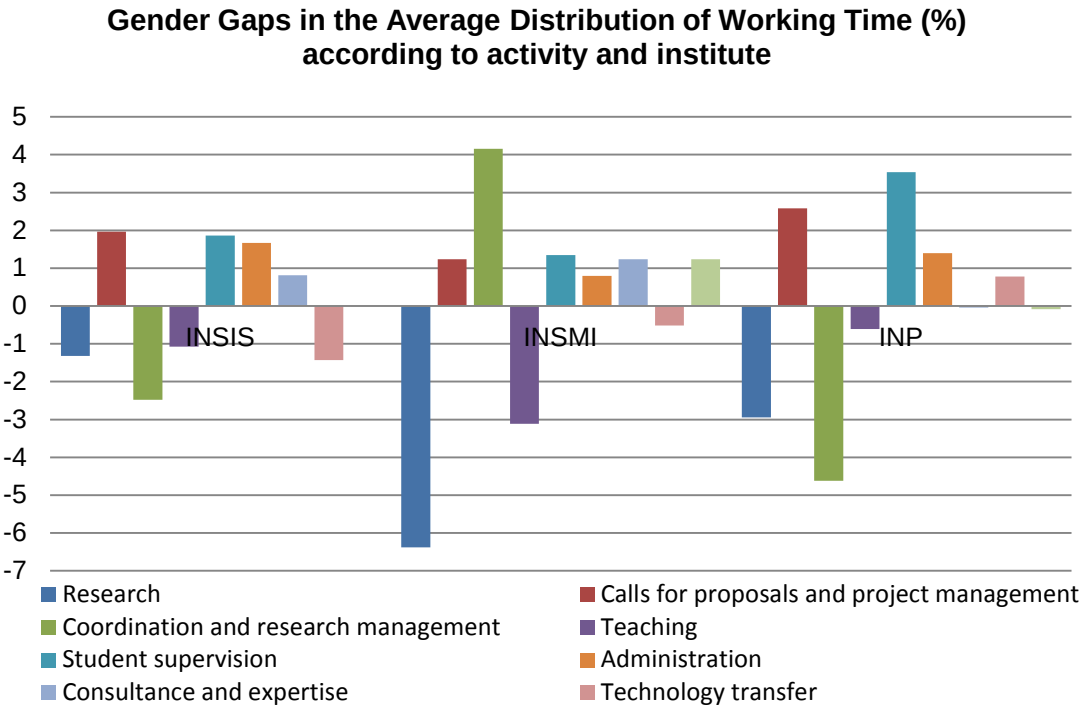
- *Response Rate per Institute*

	INSIS			INSMI			INP		
	F	M	Total	F	M	Total	F	M	Total
CR	35%	16%	21%	61%	23%	29%	42%	17%	23%
DR	46%	12%	17%	65%	18%	24%	44%	19%	24%
Total	38%	14%	19%	62%	21%	27%	43%	18%	23%

For all institutes, women have higher response rates than men: 38% of women researchers at INSIS, 43% of women researchers at INP and 62% of women researchers at INSMI responded to this survey.

4.1. **Professional activities**

- *Distribution of Working Time*



These gaps are calculating by subtracting the average % of working time of men from that of women for each type of activity.
Example of interpretation: women at INP spend 3% less time on research activity and 3% more on responding to call for proposals, coordination and project management than men.

Whichever the institute, men spend more time on "research" and "teaching" activities than women. Women declare spending more time on "responding to calls for proposals, coordination and project management", on "student supervision" (PhD, interns etc.), on administration (logistics, documentation, informatics, common interest duties etc.) than their men counterparts, especially at INSMI and INP.

Contrary to INP and INSIS, in INSMI units tasks related to the type of activity "Research management (organization of meetings, leading a research team, a laboratory, a CNRS research network, etc.)" are more widely done by women (+4%). It must be considered that in this institute there is a lower attraction and a lower recognition of these activities. Indeed, to the question *"Do you wish to hold a senior management/scientific decision-making position within CNRS?"*, men at INSMI respond predominately "No", which is not the case for women from the same institute, nor of the total of respondents from the two other institutes.

- *Number of Publications*

Number of Peer-Reviewed Research Publications over last 2 Years

	INSIS		INSMI		INP	
	F	M	F	M	F	M
Sole author						
Average	0.1	0.2	0.5	1.2	0.1	0.3
Median	0	0	0	1	0	0
Lead author						
Average (except >10)	2.6	1.9	1.5	1.5	2.0	2.2
Part of responses ">10"	3%	3%	3.2%	3.3%	4.5%	4.4%
Median	2	2	0	0	2	2
Joint author						
Average (hors >10)	2.9	2.8	1.7	1.7	2.3	2.3
Part of responses ">10"	7.5%	6.1%	3.2%	3.3%	10.1%	10.7%
Median	3	4	1	2	3	4
Author of any kind of publications						
Average (hors >10)	4.4	4.6	3.7	4.5	3.9	4
Part of responses ">10"	14.9%	15.2%	3.2%	8.3%	24.7%	27.7%
Median	6	6	4	5	6	7
Total respondents	67	99	31	60	89	159

During the last two years, women have been publishing slightly less than men as sole author, especially at INSMI. On the other hand, the average number of publications for women and men, as lead author and joint author, are very similar - at INP and INSMI, and superior for women at INSIS.

For all kind of publication, even if 10% of women (against 4% of men) at INSIS and 15% of women (against 1%) at INP have worked part time during these two years, the number of publications for women is quite close to that of men. The gap is slightly more important at INSMI, disadvantaging women. Nevertheless, more than a quarter of women from this institute declare to have had a career break during the last two years (mainly for maternity leave), against 2% of men.

- *Responses to Calls for Proposals*

Respondents were asked to indicate how many times within the last two years they have submitted proposals for funding either as PI or participant, and how many times these applications had been successful.

Rates of Submission of Research Proposals as PI or Participant

	INSIS		INSMI		INP	
	F	M	F	M	F	M
French National Funding Agency for Research						
As coordinator	24%	39%	23%	16%	38%	44%
As participant	76%	73%	74%	67%	69%	76%
7th Framework Programme						
As coordinator	6%	8%	3%	5%	5%	6%
As participant	18%	30%	7%	5%	18%	19%
European Research Council						
As coordinator	5%	2%	0%	3%	8%	9%
As participant	3%	3%	3%	5%	9%	9%
CNRS						
As coordinator	21%	18%	23%	16%	19%	18%
As participant	19%	18%	16%	12%	17%	15%
Regional / Local Programmes						
As coordinator	39%	29%	7%	8%	34%	24%
As participant	42%	35%	3%	7%	33%	23%
Other						
As coordinator	33%	21%	16%	15%	30%	20%
As participant	27%	22%	3%	10%	17%	19%
Number of respondents for this question						
	67	100	31	61	93	160

Although this is especially true for responses to calls for proposals in a coordinating role, women have, globally, a lower rate of response to call for proposals launched by the French National Funding Agency for Research, the 7th FP or the ERC than men. The tendency is reversed for calls for proposals launched by CNRS, regional/local programmes or other institutions.

Women respondents from INSMI do not follow the same tendency. They are proportionally more than their male counterparts to apply for calls for proposals to ANR and proportionally less to have answered calls for proposals at local and regional level.

Responses to Calls for Proposals

	INSIS		INSMI		INP	
	F	M	F	M	F	M
As coordinator						
Proportion of respondents who submitted proposals to one or more call(s)	69%	65%	52%	46%	73%	68%
Average number of proposals	2.2	2.0	0.9	0.8	2.1	1.7
Response rate	38%	39%	57%	46%	38%	37%

As participant						
Proportion of respondents who submitted proposals to one or more call(s)	88%	89%	81%	80%	82%	82%
Average number of proposals	3.7	3.4	2.3	1.7	3.1	3.0
Response rate	40%	43%	40%	47%	42%	40%
Number of respondents for the question						
	67	100	31	61	93	160

Globally, women from our answer group answer proportionally more than men to calls for proposals as coordinators and answer in average to a higher number of calls for proposals, especially at INP, where women also obtain a slightly higher success rate than their male colleagues.

- *Participation in Conventions, Symposiums and Professional Trips*

Number of Conventions or Symposiums Attended in last 12 Months

	INSIS		INSMI		INP	
	F	M	F	M	F	M
Delegate or presenting a poster						
Proportion of "0"	30%	43%	45%	61%	42%	53%
Proportion of " > 10"	0%	1%	3%	0%	0%	1%
Average (excluding > 10)	1.4	1.3	1.5	0.8	1.2	0.7
Median	1	1	1	0	1	0
Speaker						
Proportion of "0"	44%	26%	59%	56%	43%	48%
Proportion of " > 10"	0%	1%	0%	3%	0%	0%
Average (excluding > 10)	0,9	1,6	1,0	0,9	1,2	1,0
Median	1	1	0	0	1	1
Invited/keynote speaker						
Proportion of "0"	52%	57%	31%	27%	41%	42%
Proportion of " > 10"	0%	0%	3%	2%	1%	3%
Average (excluding > 10)	0,7	0,8	1,9	2,2	1,5	1,5
Median	0	0	2	2	1	1
Session Chair						
Proportion of "0"	75%	64%	90%	80%	74%	70%
Average	0,3	0,6	0,3	0,2	0,4	0,5
Median	0	0	0	0	0	0
Number of respondents	63	90	29	59	83	147

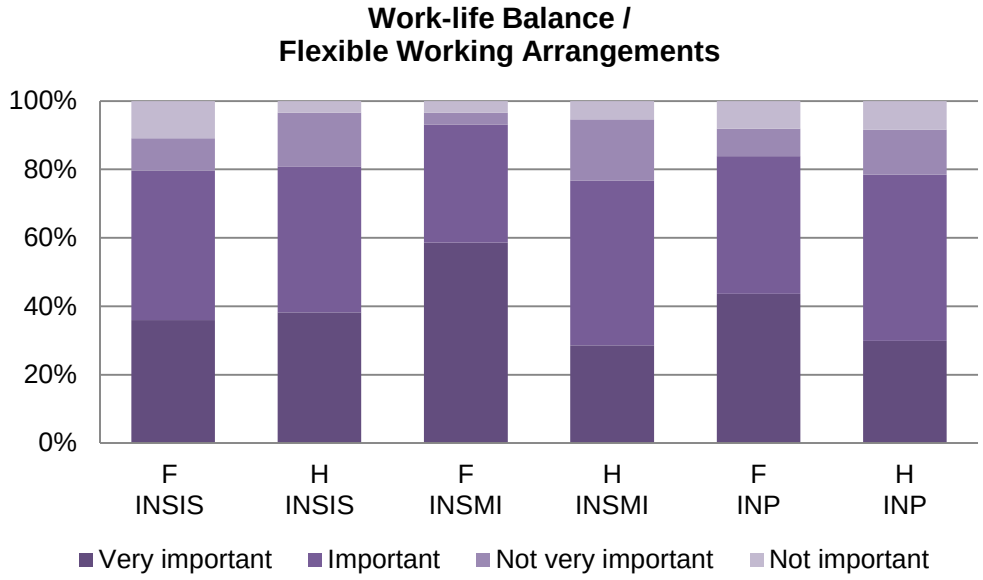
In each institute, women have been proportionally more numerous than men to have participated in conventions/symposiums as delegate or presenting a poster, for the 12 months preceding the survey. However, the opposite is globally true concerning the participation of respondents as Session Chairs.

Recommendations:

- Monitor the distribution of tasks between women and men in the laboratory (research versus supervising students or administrative tasks for example)
- Collaborate to / demand studies such as a study on the various factors that influence the number of publications
- Ensure a minimum proportion of women speakers and session chairs in conferences and symposia financed by CNRS
- Implement and maintain a database of sex disaggregated information (or thematic directory by gender) on experts
- Encourage researchers to create web pages presenting their work

4.2. Influence of Key Factors on Professional Choices and Development

- *The Importance of Personal Factors in Professional Choices of Respondents*



The 469 people having answered this question, both women and men, declare predominately that balance between their personal and professional life and flexible working arrangements have or had an important or very important role in their professional choices. It is the case for 84% of women and 79% of men.

Among respondents, women from INSMI give balance between their personal and professional life and flexible working arrangements the highest importance in their professional choices: 93% of them ticked the “very important” or “important” boxes. At the opposite, men at INSMI have ticked these boxes least. Moreover, only one declared having taken paternity leave. There are however 77% of them that consider that balance between their personal and professional life and flexible working arrangements play or played a “very important” or “important” role in their professional choices (see question 4.6.1).

- *Rank and Grade Progression*

In this table only respondents passing from a lower to a higher grade are counted, for each of the grades.

Average Number of Years Occupying Each Grade Level

	INSIS		INSMI		INP	
	F	M	F	M	F	M
PhD						
Median	3	3	3	3	3	3
Average	3,2	3,2	3,0	3,2	3,0	3,2
Respondents	64	88	29	55	85	143
Post-doc						
Median	2	2	1	2	2	2
Average	2,0	2,4	1,6	2,0	2,2	2,4
Number of respondents	48	59	13	27	59	108
CR2						
Median	4	4	4	4	4	4
Responses « > 10 »	0%	4%	0%	8%	4%	5%
Number of respondents	44	47	18	38	55	87
CR1						
Median	10	9	7	7	10	9
Responses « > 10 »	37%	27%	20%	21%	50%	30%
Number of respondents	19	26	10	14	28	64
DR2						
Median	> 10	10	7	6	> 10	10
Responses « > 10 »	60%	50%	50%	0%	71%	48%
Number of respondents	10	12	2	5	7	23

Among respondents, men had, on average, a PhD or post-doc status for a longer time than women.

The gender differences in duration before changing grade become more important starting from grade CR1 (Researcher), to women's disadvantage. Indeed, 40% of women had this grade for more than 10 years compared with only 29% of men. Subsequently, 63% of them have spent more than 10 years as DR2 compared with 43% of men.

Number of Job or Promotion Applications Made for Each Grade Level, by Gender

	INSIS		INSMI		INP	
	F	M	F	M	F	M
CR2						
1	49%	44%	87%	63%	59%	41%
2	41%	39%	13%	24%	29%	40%
>2	8%	15%	0%	10%	13%	15%
Number of respondents	49	62	23	41	63	93
CR1						
1	95%	92%	100%	100%	92%	93%
2	5%	5%	0%	0%	8%	4%
>2	0%	3%	0%	0%	0%	3%
Number of respondents	41	37	16	29	37	68
DR2						
1	5%	7%	10%	17%	4%	11%
2	20%	19%	30%	28%	22%	26%
>2	75%	74%	60%	56%	74%	63%
Number of respondents	20	27	10	18	27	57
DR1						
1	20%	25%	0%	0%	29%	28%
2	10%	13%	67%	80%	43%	28%
>2	70%	63%	33%	20%	29%	44%
Number of respondents	10	8	3	5	7	18

Note: In this table, only the applications that lead to a grade or rank promotion are counted.

Among respondents to this question, for the three institutes, more women than men applied only once before being recruited as CR2. Men are the ones who have applied more than twice before succeeding in this competition, especially in mathematics, where none of the women respondents in this discipline applied for the competition more than twice.

Advancement to the CR1 grade was obtained by most of respondents from the first try, as this happens almost automatically: response rates for only one application therefore range from 91% to 100%, depending on institutes, for both women and men.

For the DR competition, for all institutes, male respondents are more likely to have applied only once before being granted the DR2 grade. The majority in each institute declares to have made more than two tries and women are distinctly more numerous in this category, especially at INP.

Women are also proportionally more likely to have sent their application more than two times for grade DR1 at INSIS and INSMI, as opposed to wo

men respondents at INP.

- *Factors Adversely Affecting Career Progression*

Respondents who Perceived an Adverse Impact of Workplace Factors in CNRS Laboratories on Career Progression (Y/N)

	INSIS		INSMI		INP	
	F	M	F	M	F	M
Yes	45%	31%	11%	18%	53%	23%
No	55%	69%	89%	82%	47%	77%
Number of respondents	65	84	28	51	78	140

The proportion of women who responded "yes" to this question is significantly greater than that of men amongst respondents from units belonging to INSIS or INP. It represents almost 53% of responses from women researchers at INP and almost 45% of those at INSIS. By contrast, the rate of researchers at INSMI that responded that workplace factors adversely affected their career is substantially lower than that of the other two institutes.

Factors which Impact Adversely on Career Progression in CNRS Laboratories

	INSIS		INSMI		INP	
	F	M	F	M	F	M
Absence of role models	16%	17%	0%	57%	19%	21%
Attitude of colleagues	**60%**	35%	50%	43%	35%	32%
Behaviour that can be classified as bullying / harassment	40%	9%	**100%**	0%	24%	14%
Behaviour that can be classified as sexual harassment	0%	0%	0%	0%	8%	0%
Organisational culture encouraging long working hours	12%	13%	0%	0%	11%	0%
Professional isolation	48%	**52%**	50%	43%	**62%**	25%
Lack of direction by supervisor	8%	26%		29%	19%	18%
Lack of support / encouragement	44%	39%	50%	29%	43%	36%
Poor equipment / working conditions	24%	30%	0%	29%	27%	29%
Inadequate or not sufficient training offers / Professional development	0%	0%	0%	0%	0%	0%
Limited job promotion opportunities	28%	30%	50%	**71%**	38%	**46%**
Number of respondents	25	23	2	7	37	28

While globally, women who responded to this question named adverse factors like "Professional isolation", "Attitude of colleagues" or "Lack of support / encouragement", most men evoked "Limited job promotion opportunities".

Individuals' Identification of Factors which have Adversely Impacted their Career Progression

	INSIS		INSMI		INP	
	F	M	F	M	F	M
Unable to easily change residence	20%	15%	**54%**	**40%**	22%	18%
Taking a career break	10%	0%	8%	0%	15%	4%
Unavailability of flexible working when required	0%	0%	0%	0%	0%	0%
Partner's career	27%	6%	46%	33%	30%	20%
Lack of quality affordable childcare and / or dependent person care	3%	0%	23%	27%	9%	4%
Research field too interdisciplinary	**43%**	**58%**	31%	33%	**35%**	**47%**
Research field too specialised	17%	18%	15%	20%	11%	9%
Research field not highly specialized enough	3%	12%	0%	7%	2%	16%
Unconventional career path	37%	21%	8%	27%	**35%**	31%
Periods of working less than full time	23%	0%	8%	0%	28%	0%
Number of respondents	30	33	13	15	46	45

For respondents from INSMI, especially women, the difficulty of changing the region of residence was identified as the primary adverse factor.

On the other hand, respondents from INSIS and INP, and slightly more men among them, answer that it was rather the interdisciplinary nature of their research field that adversely affected them. Nevertheless, proportionally more women are proportionally than men declare that they were adversely affected by their unconventional career path.

Recommendations:

- Actions targeting high schools, master degrees, PhDs
- Communicate about careers at CNRS / Show exemplary career paths of women
- Ensure a balanced distribution of PhD contracts between women and men at institute level
- Improve the visibility of PhD and post-doctoral vacancies
- Implement interviews between PhD students and their thesis director at 15 months after the beginning of the thesis, with the unit director, in order to identify possible problems and prepare the post-thesis path
- Create actions directed at post-doctorate students
- Draft non-discriminating job offers, feminisation of nouns and positions
- Examine solutions for pregnant women that cannot travel to participate in admission competitions (eg: video conference, changing the interview date, moving the admission committee members)

- Consider career breaks and working time in evaluations
- Introduce mandatory feedbacks of committees to candidates for promotion
- Collaborate to/demand studies such as:
  - longitudinal study of career paths of researchers recruited between 1989 and 1995 (DRH-OMES, CNRS-CMH)
  - a study on the career evolution and interdisciplinarity
  - a study on the neutrality of researcher recruitment and evaluation criteria and procedures at CNRS
- Train recruitment committees and CoNRS sections members on gender stereotypes and workplace gender equality
- Disseminate on an annual basis gender indicators on recruitments and promotions produced by the MPDF
- Create a work group based on the University of Michigan STRIDE Committee model at CoNRS level, where members will learn about humanities and social sciences studies on the subject, and that will make recommendations
- Ensure a minimum proportion of each sex in recruitment and promotion committees for researchers, as well in the different CoNRS sections and instances, thus preparing for the application of the Sauvadet Law
- Monitor parity for presidents of committees
- Reduce pay inequalities / Make rules for granting allowances and bonuses better known
- Inform on procedures for giving distinctions
- Monitor that a balanced distribution of distinctions is made: revise the way they are given

4.3. **Working environment**

- *Professional Support, Interactions and Collaborations in the Laboratory*

Departmental/Unit Culture & Relationships with Colleagues

	INSIS		INSMI		INP	
	F	M	F	M	F	M
• I constantly feel under scrutiny by my colleagues						
(Strongly) agree	40%	40%	24%	19%	**56%**	33%
(Strongly) disagree	**47%**	**52%**	**72%**	**77%**	37%	**60%**
Not applicable	13%	8%	3%	4%	7%	8%
Number of respondents	62	77	29	48	70	126
• I have the feeling that my contribution to the department/unit is valued						
(Strongly) agree	**77%**	**90%**	**83%**	**85%**	**54%**	**86%**
(Strongly) disagree	23%	9%	17%	10%	39%	13%
Not applicable	0%	1%	0%	4%	7%	1%
Number of respondents	61	78	29	48	71	127
• I am in contact / I can exchange with suitable role models						
(Strongly) agree	**54%**	**75%**	**63%**	**68%**	**56%**	**67%**
(Strongly) disagree	31%	16%	26%	26%	32%	15%
Not applicable	15%	9%	11%	6%	13%	19%
Number of respondents	61	76	27	47	72	123
• I have/had to work harder than I believe my colleagues do, in order to be/have been perceived as a legitimate scholar						
(Strongly) agree	42%	30%	26%	8%	**49%**	18%
(Strongly) disagree	**55%**	**56%**	**67%**	**83%**	40%	**73%**
Not applicable	3%	14%	7%	8%	12%	9%
Number of respondents	62	78	27	48	68	122
• I have the opportunity to participate in important committees/meetings/projects						
(Strongly) agree	**82%**	**89%**	**72%**	**72%**	**61%**	**83%**
(Strongly) disagree	13%	10%	24%	19%	35%	16%
Not applicable	5%	1%	3%	9%	4%	1%
Number of respondents	62	78	29	47	72	124
• I receive support and encouragements from senior colleagues when I want to apply for a promotion						
(Strongly) agree	**44%**	**49%**	**57%**	**65%**	36%	**44%**
(Strongly) disagree	39%	26%	25%	19%	**42%**	28%
Not applicable	16%	26%	18%	17%	22%	28%
Number of respondents	61	78	28	48	72	120
• I am/was reluctant to bring up issues that concern me for fear that it will/would affect my career/promotion						
(Strongly) agree	30%	13%	26%	13%	31%	15%
(Strongly) disagree	**53%**	**61%**	**56%**	**67%**	**43%**	**57%**
Not applicable	18%	26%	19%	21%	26%	29%
Number of respondents	61	77	27	48	70	122

• There are many unwritten rules concerning how one is expected to interact with unit colleagues						
(Strongly) agree	**53%**	39%	**50%**	24%	**59%**	**45%**
(Strongly) disagree	39%	**48%**	**50%**	**76%**	30%	43%
Not applicable	8%	13%	0%	0%	11%	12%
Number of respondents	62	77	26	46	73	122

On each of the points mentioned in this question, the work environment seems, almost invariably, less favourable to women than men. It is especially the case of INP units where differences between women and men physicists' answers are particularly important. On the opposite of their male colleagues, women respondents at INP declare predominantly that they constantly feel under scrutiny by their colleagues, that they have or had to work harder than their colleagues in order to be perceived as a legitimate scholar and that they have not received support or encouragements from senior colleagues when they wanted to apply for a promotion. In all institutes, the existence of unwritten rules concerning how one is expected to interact with unit colleagues is perceived distinctly stronger by women than men.

- *Laboratory Environment / Culture*

Rating of Laboratory Culture According to Key Factors

	INSIS		INSMI		INP	
	F	M	F	M	F	M
Friendly						
(Strongly) agree	**67%**	**75%**	**79%**	**84%**	**53%**	**73%**
Neither agree nor disagree	16%	19%	21%	10%	24%	16%
(Strongly) disagree	18%	6%	0%	6%	23%	11%
Number of respondents	63	79	29	49	74	128
Collaborative						
(Strongly) agree	**58%**	**53%**	**48%**	**56%**	**35%**	**63%**
Neither agree nor disagree	23%	29%	41%	23%	32%	23%
(Strongly) disagree	19%	18%	10%	21%	33%	14%
Number of respondents	62	79	29	48	75	128
Supportive						
(Strongly) agree	30%	**49%**	**57%**	**42%**	22%	**52%**
Neither agree nor disagree	**40%**	36%	25%	40%	**37%**	32%
(Strongly) disagree	30%	15%	18%	19%	41%	16%
Number of respondents	63	78	28	48	73	126
Non-sexist						
(Strongly) agree	**45%**	**68%**	**61%**	**67%**	**38%**	**74%**
Neither agree nor disagree	24%	18%	25%	27%	26%	19%
(Strongly) disagree	31%	14%	14%	6%	36%	7%
Number of respondents	62	79	28	48	73	128

Respectful						
(Strongly) agree	**56%**	**76%**	**69%**	**83%**	**49%**	**72%**
Neither agree nor disagree	32%	19%	24%	17%	28%	22%
(Strongly) disagree	13%	5%	7%	0%	23%	6%
Number of respondents	63	79	29	47	74	125

In the same manner, for most of these characteristics regarding the environment of their laboratory, women respond proportionally less than men that they "agree" or "strongly" agree, and proportionally more than men that they "disagree" or "strongly disagree".

Thus, women respondents in each institute are proportionally a lot less likely than men to "agree" or "strongly agree" with the fact that their work environment isn't sexist. It is especially the case for INP units, where 74% of men regard their laboratory as non-sexist, while only 38% of women believe so. In the same way, at INP again, less than 35% of women respondents find that their laboratory is collaborative, against 63% of men.

- *Supervision / Management*

Respondents Rating of Line Manager/Supervisor under Key Headings

	INSIS		INSMI		INP	
	F	M	F	M	F	M
• Treats staff even-handedly						
Good / Excellent	45%	**65%**	**79%**	**78%**	**53%**	**65%**
Average / Poor	**48%**	28%	18%	15%	40%	25%
Not applicable	7%	7%	4%	7%	7%	10%
Number of respondents	56	75	28	46	68	121
• Deals effectively with staff problems and disputes						
Good / Excellent	34%	**50%**	**54%**	**65%**	41%	**54%**
Average / Poor	**57%**	41%	27%	17%	**50%**	31%
Not applicable	9%	10%	19%	17%	9%	15%
Number of respondents	56	74	26	46	68	120
• Shows genuine interest for my work						
Good / Excellent	38%	**53%**	**50%**	**46%**	36%	**45%**
Average / Poor	**51%**	37%	23%	41%	**54%**	44%
Not applicable	11%	11%	27%	13%	10%	11%
Number of respondents	55	74	26	46	69	120

Women respondents at INSIS and INP rate their managers considerably lower in these three areas than their men counterparts. These results are not as clearly divided among respondents at INSMI: more than a quarter of women respondents think that the question regarding the interest of their supervisor in their career progression is "not applicable".

- *Bullying and Harassment*

Proportion of Respondents who Reported Having Experienced Certain Harassing Behaviour

	INSIS		INSMI		INP	
	F	M	F	M	F	M
Sexual/sexist teasing, jokes, remarks or questions	32%	1%	24%	2%	47%	4%
Pressure for dating	2%	1%	3%	0%	8%	1%
Sexual/sexist letters, phone calls, emails	2%	0%	7%	0%	7%	1%
Leaning over, cornering, pinching, touching, unwanted physical contacts	5%	0%	3%	0%	10%	1%
Pressure for sexual favours	2%	0%	0%	0%	3%	0%
Stalking	0%	0%	3%	0%	7%	0%
Physical/sexual assault	0%	1%	0%	0%	3%	1%
None of these behaviours	67%	96%	72%	98%	49%	94%
Number of respondents	60	76	29	50	74	123

More than 47% of women respondents at INP, almost 32% of women respondents at INSIS and more that 24% of women respondents at INSMI have already experienced “Sexual/sexist teasing, jokes, remarks or questions” at their workplace.

Answers to this question also show that other kinds of behaviour that can be classified as sexual harassment[58] or even physical, sexist and/or sexual violence are not absent in the workplace provided by CNRS in these three institutes.

Indeed, besides “Sexual/sexist teasing, jokes, remarks or questions”, 14 women at INP, i.e. 19% of women respondents declare they have been victims of one or more of the other behaviours mentioned in this question. It is also the case for five women from INSIS (8% of women respondents) and for four women at INSMI (14% of women respondents). Among these 28 women, only eight of them have declared these facts to someone from the institution. Behaviours have stopped only for three of them and have diminished for a fourth.

Proportion of Respondents who have Experienced Bullying or Harassment by a Manager, Colleague or Student

	INSIS		INSMI		INP	
	F	M	F	M	F	M
Yes	29%	9%	3%	2%	24%	9%
No	7%	91%	97%	98%	76%	92%
Number of respondents	62	78	29	53	75	129

[58] Article 222-33-2 of the Penal Code defines moral harassment as « The action of harassing someone by repeated behaviour with the objective or result of a degradation of working conditions that can affect the person’s rights and dignity, endanger his/her physical or mental health or compromise his/her professional future ».

Almost a quarter of women respondents from INP and 29% of respondents at INSIS state that they have been victims of bullying or harassment in their current working environment, while these percentages are a lot lower for their male colleagues.

Recommendations:

- Raise the awareness of the newly recruited on gender equality
- Train management, senior management, unit directors on workplace gender equality and gender bias and stereotypes
- Create online training modules (e-learning) on gender equality, social gender stereotypes and evaluation and performance bias, open to all staff
- Interactive theatre performances highlighting the behavioral differences in women and men
- Make a chronicle about “life in the laboratory”, questioning social gender stereotypes in a comic way, and transmitted on the MPDF website
- Fight against sexual and moral harassment : reinforce the application of the Ministry of Higher Education and Research Circular of 6 December 2012
- Train on considering and accompagning sexual harassment cases
- Implement warning measures that are commonly known and that have a fast response rate against sexual and moral harassment

4.4. Participation in Committees & Executive/Research Management Positions

- *Committee Membership*

Respondents who Serve or have Served on CNRS Committees, by Gender

	INSIS		INSMI		INP	
	F	M	F	M	F	M
Section or Interdisciplinary Commission of the National Committee of CNRS *(Section ou CID du Comité national du CNRS)*	19%	11%	21%	15%	17%	21%
University Central Councils *(Conseils centraux d'une université)*	19%	12%	4%	13%	8%	10%
Section of the National Council of Universities *(Section du Conseil national des universités)*	3%	5%	14%	8%	5%	4%
CNRS "concours" admission jury *(Jury d'admission des concours CNRS)*	25%	16%	29%	6%	16%	24%
Selection Committee for the Scientific Excellence Bonus *(Comité de sélection CNRS pour l'attribution de la PES)*	2%	5%	0%	0%	1%	3%
Selection Committee for the CNRS Medals *(Comité de sélection pour l'attribution des médailles du CNRS)*	2%	5%	11%	2%	3%	5%
Selection Committee for CNRS project grants *(Comité de sélection de PEPS/PEPII/PIR du CNRS)*	2%	4%	0%	2%	3%	0%
CNRS Institute Scientific Council *(Conseil scientifique d'Institut CNRS)*	11%	1%	7%	2%	3%	5%
Laboratory Council *(Conseil de laboratoire)*	81%	70%	57%	60%	70%	71%
Other committees	24%	15%	7%	10%	20%	10%
I have never served as a member of any decision-making body	10%	21%	29%	33%	26%	23%
Number of respondents	63	81	28	48	76	136

Women respondents in DR positions at the three institutes, as well as women CR at INSIS, are proportionally more likely than their male counterparts to have served on at least one of these committees.

On the other hand, the proportion of women CR at INSMI (47,1%) and at INP (39,6%) who have never served on any committee is greater than that of men CR (43,8% and 36,4% respectively), while they represented only 22,9% of total CR at INP and 15,1% of total CR at INSMI (31 December 2011).

Participation rates for all women and men (all grades together) differ according to committees and institutes. The committees on which women respondents participate proportionally less than their male colleagues are:

- At INSIS: Selection Committees for the Scientific Excellence Bonus, Selection Committees for the CNRS Medals, Selection Committees for CNRS project grants
- At INSMI: University Central Councils, as well as Laboratory Councils, even though the position of member of a Laboratory Council is or was occupied by 90,4% of people who are or were members of other instances
- At INP: CNRS "concours" admission "juries", Selection Committees for the Scientific Excellence Bonus, CNRS Institute Scientific Council, Sections or Interdisciplinary Commissions of the National Committee of CNRS

It is to be noted that almost 29% of INSMI women respondents have participated in admission committees, against a little more than 6% of their male counterparts.

- *Other Types of Committees and Commissions*

Repondents who Occupy or have Occupied Key Roles, by Gender

	INSIS		INSMI		INP	
	F	M	F	M	F	M
Assessor/Evaluator for a research funding agency/national/international program	73%	77%	38%	59%	57%	73%
Member of the governing bodies of a professional/academic society	26%	28%	**21%**	9%	17%	18%
Member of the organising committee of a national or international conference	82%	83%	92%	94%	81%	83%
Editorial Board member of a scientific journal	31%	35%	**33%**	29%	28%	35%
Chief Editor of a scientific journal	2%	5%	**8%**	3%	0%	5%
Member of a grant giving panel (ex: PhD)	20%	28%	17%	21%	14%	21%
Member of a European Commission Expert group	16%	17%	**8%**	3%	7%	16%
Member of an Expert committee of AERES	**28%**	25%	13%	15%	17%	26%
Member of a science policy/strategy committee at national level	8%	12%	0%	6%	5%	8%
Member of a science policy/strategy committee at international level	4%	8%	**4%**	3%	5%	8%
Member of the Board of Trustees of a company	**4%**	3%	0%	0%	0%	5%
Number of respondents	51	65	24	34	58	107

On average, in these three institutes, women occupy or have occupied a lower number of these different types of positions. The most significant difference for the global population is noted for INP researchers. The proportion of women occupying or having occupied these positions is lower than that of men for the totality of these positions at INP and for almost all at INSIS, while responses from INSMI are more heterogeneous.

The most significant gap between response rates of women and men, for INSMI and INP respondents, is in relation to the position of "Assessor/Evaluator for a research funding

agency/national/international program". Indeed, women from these two institutes are, respectively, 21% and 16% less likely than their male counterparts to have already held this position. On the other hand, at INSIS, the most significant gap is of 8 % and it concerns the position of "Member of a grant giving panel (ex: PhD)".

- *Senior Management / Scientific Decision-Making Positions*

Proportion of Respondents who Currently Hold Senior Management/Scientific Decision-Making Positions, by Gender

	INSIS		INSMI		INP	
	F	M	F	M	F	M
Institute Director, Deputy Scientific Director of or Scientific advisor of an Institute	2%	4%	4%	0%	0%	2%
Research Unit Director or Deputy Director	10%	18%	8%	6%	3%	21%
Head of a research group	39%	35%	17%	21%	37%	39%
Does not occupy managerial / scientific responsibility	**53%**	**50%**	**71%**	**73%**	**61%**	**50%**
Average number of positions occupied *	110%	110%	100%	100%	100%	120%
Number of respondents	62	72	24	48	59	117

* The "Average number of positions occupied" corresponds to the average number of respondents who did not answer "Does not occupy managerial / scientific responsibility".

Among respondents from the three institutes, proportionally fewer women CRs than men do not occupy roles of managerial / scientific responsibility. This contrasts with the proportions for women DRs.

For all ranks together, women in our population are slightly more likely than men to declare that they hold a senior management/scientific decision-making position at INSMI. The opposite is true for INSIS and INP, where women respondents report respectively slightly more or a lot more than men that they "Do not occupy managerial / scientific responsibility".

While differences are rather small between women and men amongst respondents at INSIS and INSMI, they are a lot more significant at INP. The high proportion of male DRs who responded to this question (+6% more male DRs than the proportion of DRs out of the total INP staff) can partly account for this gap. However, when looking only at responses from DR at INP, important differences still exist between women and men: women DRs at INP are almost 19% more likely than men DR to not occupy managerial / scientific responsibilities.

More women than men at INSIS reported being head of a research group, while the contrary is true for all other types of position.

Thus, while women have a low representation rate in these institutes, they are also proportionally less likely than men to have a role of managerial / scientific responsibility. On 31 December 2010,

CNRS only had 17 % women Research Unit Directors, and this proportion is even lower among the targeted institutes: 9% Head of Units at INSIS, 7% at INSMI and 12% at INP[59].

Number of Staff Reporting to Respondents

	INSIS		INSMI		INP	
	F	M	F	M	F	M
None	31%	28%	40%	62%	40%	28%
1 to 20	56%	51%	56%	28%	56%	54%
More than 20	13%	21%	4%	11%	4%	19%
Number of respondents	55	76	25	47	68	123

At INSMI, a higher proportion of women are proportionally than men have no staff reporting to them, but this is not the case for women respondents at INSIS and INP.

Even so, for each institute, the higher the number of people under a person's responsibility, the more likely that person is to be a man. While they are already underrepresented in each institute, women are less likely than men to be responsible for more than 20 people. Indeed, 13% of women respondents at INSIS, 4% at INSMI and 4% at INP are responsible for more than 20 people against respectively 21%, 11% and 19% of male respondents.

The following two questions concern only respondents that declared not to be members of any committee and not to have positions of managerial or scientific responsibility.

Respondents who Aspire to Holding a Senior Management/Scientific Decision-Making Post, by Gender

	INSIS		INSMI		INP	
	F	M	F	M	F	M
Yes	**44%**	31%	**44%**	26%	**41%**	**45%**
No	25%	31%	19%	**40%**	30%	26%
I don't know	31%	**37%**	38%	34%	30%	29%
Number of respondents	32	35	16	38	37	58

Except for women DR at INP, women in each rank and each institute declare proportionally more than men that they wish to hold a senior management/scientific decision-making position.

Respondents who Expect to Hold a Senior Management/Scientific Decision-Making Post in the Future, by Gender

[59] Source: Labintel (Support Office for scientific policy and foresight of the DASTR)

	INSIS		INSMI		INP	
	F	M	F	M	F	M
Yes	36%	**51%**	**53%**	**60%**	19%	**46%**
No	23%	17%	0%	11%	16%	19%
I don't know	**42%**	31%	47%	30%	**65%**	35%
Number of respondents	31	35	15	37	37	57

Women at each institute, CR or DR, are proportionally less likely than men to think that they will one day reach a senior management/scientific decision-making position. This difference is particularly significant at INP.

Recommendations:

- For all communication documentation : create and disseminate good practice guidelines for "gender proof" communication
- Mark workplace gender equality as one of the organisation's priorities in documents released by CNRS
- Produce and disseminate the Parity Booklet / Have a regular action for collecting and monitoring the gender composition of units and fonctional departements of CNRS and its related boards
- Engage in the enforcement of the different decrees of the Law no 2012-347 of 12 March 2012, known as Sauvadet Law, regarding researchers recruitement and promotion committees; more precisely, ensure that each admission and promotion committee has at least 40% people of each gender amongst nominated members, except for temporary exemptions mentionned in the decree.
- Act at the Ministry of Higher Education and Research level in favour of a reform of the election process for members of the National Committee (gender balance in candidates), as it is stated in the action plan of the Ministry of Higher Education and Research for university boards, and in the law project on higher education regarding universities central councils
- Ensure a minimum proportion of each gender in all organisation boards
- Monitor and ensure nominations of women in senior management positions

4.5. Work-Life Balance

- *Satisfaction and Perceptions*

Level of Satisfaction with Work-Life Balance, by Gender

	INSIS		INSMI		INP	
	F	M	F	M	F	M
(Very) satisfied	67%	71%	69%	70%	56%	79%
Neither satisfied, nor dissatisfied	19%	20%	21%	22%	24%	14%
(Very) dissatisfied	14%	9%	10%	7%	19%	7%
Number of respondents	63	80	29	54	78	132

While a majority of respondents, irrespective of gender or institute, declare themselves satisfied or very satisfied with their work-life balance, there are differences between women and men. Indeed, in the units of each institute, women are proportionally less often "(Very) satisfied" and more often "(Very) dissatisfied" than their male counterparts. The gaps are particularly significant in INP units, where almost 20% of women declare to be "dissatisfied" or "very dissatisfied" with their work/life balance, against less than 7% of their male colleagues.

- *Contributors to Work-Life Balance*

Respondents Rating of Importance of Individual Factors in Contributing to Good Work-Life Balance

	INSIS		INSMI		INP	
	F	M	F	M	F	M
Important meetings/activities scheduled within core hours	33%	37%	44%	23%	45%	32%
Regular times/days for key internal meetings/events	26%	18%	16%	15%	20%	15%
Conference call/video-conference opportunities for meetings	51%	**54%**	36%	38%	38%	34%
Being able to ask for time off at short notice within leave allocation, without need to give reasons	19%	31%	24%	18%	35%	34%
Flexibility in hours/days worked/work pattern	**58%**	52%	**60%**	43%	55%	**51%**
Home/remote working	53%	52%	48%	**50%**	**58%**	50%
More support from colleagues	9%	10%	8%	10%	16%	9%
Senior management awareness of work-life balance issues	25%	18%	32%	20%	35%	15%
Support for geographical proximity of dual research / academia career couples	4%	14%	32%	20%	18%	9%
Assistance with caring costs	16%	17%	16%	25%	27%	22%
Childcare facilities provided by employer	25%	28%	28%	20%	32%	28%

Childcare/dependent-care support scheme for conference/meeting attendance	18%	11%	36%	15%	20%	15%
Less work-related travel	5%	13%	16%	18%	14%	11%
Working environment that doesn't promote a long hours culture	42%	35%	32%	23%	31%	28%
Concierge services	18%	17%	16%	5%	17%	7%
Number of respondents	57	71	25	40	71	110

Among the options given, a majority of both women and men respondents chose "Flexibility in hours/days worked/work pattern" and "Home/remote working". Only men from INSIS respond mostly "Conference call/video-conference opportunities for meetings", which are already the most commonly used forms of work arrangements by the respondents (see question 4.5).

There is also a substantial proportion of women and men who think that having important meetings and activities scheduled within core hours and the possibility of conference calls/video-conferences contribute to good work/life balance.

In each institute, women answer proportionally more than men that a "Working environment that doesn't promote a long hours culture" favours a better work/life balance. The same is true for "Regular times/days for key internal meetings/events", "Senior management awareness of work-life balance issues", "Childcare/dependent-care support scheme for conference/meeting attendance" and "Concierge services".

A policy for "Support for geographical proximity of dual research / academia career couples " is an element that appears to be a lot more important for respondents from INSMI than the two other institutes, especially for women – a third of them chose this answer.

- *Flexible Working Arrangements*

A majority of respondents of all sexes and institutes do not know if "Annualised hours", "Special leave authorization", "Conversion of credit-hours into compensatory days-off" or "Home/teleworking" are possible at CNRS.

Greater awareness was demonstrated by respondents of "Part-time working", "Use of time savings account (CET – Compte épargne-temps) days", "Use of reduction of working time (RTT – réduction du temps de travail) days" and "Flexi-time / variable working schedules".

Thus, respondents from the three institutes, and especially at INSMI, have a limited knowledge of flexible working arrangements available at CNRS. As shown by comments received on the subject, this unfamiliarity is related to the fact that flexible working arrangements at CNRS are not always applied or disseminated. Indeed, throughout the survey, many respondents declared working more than the weekly 38h30 schedule (which, moreover, not all respondents are aware of). Therefore, it is informal rules and/or work overload that take precedence over formal rules.

Three of the six respondents who provided open-ended comments on this issue stated that researchers do not take their paid leave and surpass the legal working time.

Although teleworking is not yet formally regulated at CNRS or in civil servants' regulation[60], "Home/teleworking" is the flexible working arrangement used most by respondents.

"Flexi-time/ variable work schedules" is also a much used working arrangement by respondents, in particular by women respondents. On the other hand, the "Conversion of credit-hours into compensatory days-off" is very rarely used by respondents, women or men, at INSIS and INP, and never at INSMI.

Prevalence of Home/Remote Working among Respondents, by Gender

	INSIS		INSMI		INP	
	F	M	F	M	F	M
During official working hours	65%	60%	100%	76%	63%	66%
During evenings and weekends	67%	68%	50%	43%	73%	63%
Number of respondents	57	63	24	42	67	106

Many respondents reported engaging in home/remote working during official working hours, but also during evenings and weekends. More than 73% of women at INP work evenings and/or weekends, compared with slightly more than 63% of men. Some further commented that they also work during their leave.

- *Part-time Work*

A strong majority of women respondents at INP (92%) and INSIS (78%) work or have worked part-time. On the other hand, none of the women respondents at INSMI has worked part-time.

While 30% of women at INP and 22% of women at INSIS have already worked part-time, in the case of men, the global percentage is just 3%.

Of those who have worked part time, men have done so for less than 2 years, whereas for the majority of women this period was for 2 to 10 years.

The most common reason given by women for working part time was "family responsibilities" (87%), this reason was given by only a third of the nine men who work/worked reduced hours.

- *Career Breaks*

Proportion of Men and Women who have Availed of Career Breaks due to Family-related/Caring/Sick Leave

	INSIS		INSMI		INP	
	F	M	F	M	F	M
Yes	**71%**	16%	**55%**	8%	**69%**	21%
No	29%	**84%**	45%	**92%**	31%	**79%**
Number of respondents	63	80	29	52	78	133

[60] The possibility to work remotely as a civil servant is laid down in the 2012-347 law of 12 March 2012, called *Sauvadet loi* (article 133), for which the application decree is not yet published.

In each institute, a large majority of women has already had a career break due to maternity leave, adoptive leave, parental leave, carer's leave, long-term sick leave, or leave for relocation due to a partner's job. By contrast, a large majority of men have not had, or declared, any career break, especially in the case of male INSMI researchers, of whom this is true of 92%.

93% of the women who had availed career breaks did so for maternity leave. As far as men are concerned, their career breaks were for paternity leaves in 80% of cases. Out of a total of 265 male respondents, and with 123 of them declaring that they currently were taking care of children, only 36 report having taken a paternity leave during their CNRS career, among which only one respondent from INSMI.

The third most prevalent type of career break in terms of number of answers, for both women and men, is the "Long illness leave or long term leave".

The parental or adoption leave only concerns a very small proportion of respondents: 12 women and 2 men. None of the respondents took a "Leave for caring responsibilities" and only one woman took a "Leave for relocating due to partner's job". "Leaves for raising a child" only count for 4% of women who had career breaks and no men.

Difficulties Experienced on Return to Work Following One or More Career Breaks (Y/N)

	INSIS		INSMI		INP	
	F	M	F	M	F	M
Yes	23%	0%	**50%**	0%	33%	0%
No	**77%**	**100%**	**50%**	**100%**	**67%**	**100%**
Number of respondents	44	12	16	4	54	28

In total, almost a third of women – half for INSMI researchers – declare to have had difficulties when returning from career breaks, while this was not the case for any man.

Women and men respondents at INSIS and INP declare predominantly that they did not receive any kind of support when returning from their career break. The main answer of respondents from INSMI is: "Optional invitations to key events during break". While 42% of men have benefited from "Clear information about their rights and responsibilities during or prior to break", this is the case for only 22% of women.

Thus, respondents receive very little support after a career break. For example, "Interviews with the supervisor upon return" from a career break, including after a maternity leave, were experienced by only 10% of respondents from each institute.

- *Impact on Career*

The majority of respondents did not agree with the phrase "Taking up a flexible working option has had a negative impact on my career". However, among respondents who reported this concern, more women than men from each institute thought that this had a negative effect on their career.

Among respondents, most men do not feel that "Taking a career break has not had a negative impact on my career". While most of women respondents "agree" or "strongly agree" that their career break did not have a negative impact on their career, there are nevertheless 35% of those at INSIS, 26% at INSMI and 33% at INP who "disagree" or "strongly disagree" with this phrase.

In each institute, while women respond proportionally more than men that they "agree" or "strongly agree" with the phrase "Relocating for my partner's career has had a negative impact on my career", they also respond proportionally less that "Relocating for my career has had a negative impact on my partner's career".

Men express proportionally more than women their agreement with the phrase "People who work flexibly or part-time are valued as much as full-time staff". Women at INSIS and INP are particularly in disagreement with this phrase, as they answer for respectively 57% and 51% of them that they "disagree" or "strongly disagree".

While response rates of men and women are fairly similar regarding the phrase: "Male staff who have caring responsibilities are considered by department/unit members to be less committed to their careers than those who do not", they diverge considerably about the perception of women who have caring responsibilities. Indeed, 73% of women respondents at INSIS and 67% of those at INP agree or strongly agree with the statement: "Female staff who have caring responsibilities are considered by department/unit members to be less committed to their careers than those who do not" whereas only 43% of men at INSIS and 39% of those at INP chose these answers. This perception is less prevalent among women at INSMI but it nevertheless concerns 47% of them. The gap between the perception of women and men is nevertheless still important, since there are only 25% of men at INSMI who think the same.

- *Respondents' Family and Marital Status*

Relationship or Marital Status, by Gender

	INSIS		INSMI		INP	
	F	M	F	M	F	M
With partner	83%	90%	83%	74%	87%	90%
Single	18%	10%	17%	26%	14%	10 %
Number of respondents	63	78	29	53	74	127

A significant majority of respondents, both male and female, currently have a partner. In mathematics, a higher proportion of women than men have a partner, the opposite of respondents from INP and INSIS.

Employment Status of Spouse/Partner

Partner/Spouse	INSIS		INSMI		INP	
	F	M	F	M	F	M
Working full time	90%	66%	96%	69%	91%	69%
Working part time	2%	19%	4%	13%	6%	14%
Unemployed	8%	16%	0%	18%	3%	17%
And looking for a job	0%	10%	0%	8%	2%	8%
And not looking for a job	8%	6%	0%	10%	2%	9%
Number of respondents	52	70	24	39	64	114

Among respondents with a partner, between 90% and 96% of women (depending on institutes) have a partner/spouse working full time, while the same is true for only 65%-69% of men. Indeed, 12% to 19% of mens' partners/spouses work part time, while this is true for only 2% to 6% of women's.

Proportion of Those Whose Partner/Spouse works in Academia or a Research Institution*

Partner working in:	F	M	F	M	F	M
Another sector	**58%**	**81%**	46%	**55%**	36%	**63%**
A research institute or academia	42%	19%	**54%**	45%	**65%**	37%
Another discipline	10%	14%	13%	26%	23%	23%
Same discipline / related discipline	31%	5%	42%	19%	42%	14%
Number of respondents	48	59	24	31	62	95

*Note: This refers only to the proportion of those whose partner is currently employed

Contrary to men, women at INSMI and INP predominantly have a partner working in a research institute or academia, and most often, working in the same field as they are.

Respondents with Caring Responsibilities for Dependent Children and/or Adults

	INSIS		INSMI		INP	
	F	M	F	M	F	M
Yes	**62%**	46%	**59%**	38%	**62%**	**56%**
Average number of dependent persons	1.3	1.1	1.1	0.7	1.4	1.2
Number of respondents	63	79	29	53	74	126

Among respondents, in each institute women are proportionally more likely than their male counterparts to have caring responsibilities for dependent children and/or adults.

Recommendations:

- Train management, senior management, unit directors on workplace gender equality, gender stereotypes and specific needs of staff who are parents
- Create a policy on work time management (flexible working hours, fixed intervals for meetings, scheduled and regularity of meetings and events, etc. / remote working
- Inform agents on available parenthood services, create/ adhere to a Parenthood Charter
- Value the implication of fathers in the domestic and family environment
- Encourage men to take paternity leaves
- Accompany and follow part time workers
- Cover (CESU) or reimburse babysitting/dependent parent costs for work-related travel
- Put in place interviews before and after maternity/parental/adoption leaves and extended leaves of absence, including training if needed
- Have a invited fellow or recruit a post-doc during or upon return from maternity, adoption or parental leave
- Give priority to lecturers/professors who return from maternity, adoption or parental leave when applying for a “CNRS delegation”, i.e. 6-month teaching relief
- Job search support measures for the spouse in case of mobility
- Reflect on more flexibility in the mobility obligation for the promotion of mathematicians

4.6. Mentoring, Training and Professional Development

- *Knowledge of Promotion Criteria and Procedures*

Awareness of Promotion Criteria and Procedures

	INSIS		INSMI		INP	
	F	M	F	M	F	M
Fully Aware	60%	57%	61%	74%	62%	71%
Aware, but Not Sufficiently So	29%	39%	36%	20%	33%	26%
Not Aware	11%	4%	4%	6%	5%	3%
Number of respondents	65	84	28	54	79	136

Almost 40% women and less than a third of the men of the survey population do not know or do not sufficiently know the promotion criteria and procedure for CNRS researchers.

This lack of knowledge of promotion criteria and procedure is particularly important at CR level: almost half of CR at INP and an important part of those at INSMI do not know or do not sufficiently know the promotion criteria and procedures for CNRS researchers.

- *Mentoring*

At INSMI, proportionally more women researchers than men have benefitted from mentoring support, whereas the opposite is true at INSIS and INP among those at CR and DR level. In total, 53% of women and 60% of men consider one or more people a current or former mentor.

Forms of Mentoring Experienced by Respondents who Have/Had a Mentor/Mentors

	INSIS		INSMI		INP	
	F	M	F	M	F	M
Role Model	36%	54%	45%	49%	45%	57%
Advice on research directions	**61%**	**66%**	**60%**	**70%**	**55%**	**58%**
Introduction to his/her professional networks	48%	54%	50%	42%	33%	38%
Advice about preparation for advancement (e.g. promotion, leadership position)	39%	30%	20%	33%	25%	17%
Information about laboratory / institute / organisation politics	26%	22%	15%	6%	25%	18%
Advice about obtaining funding or other resources	42%	30%	20%	24%	25%	21%
Acting as an advocate for me	39%	22%	25%	30%	18%	21%
Advice about balancing work and family	0%	16%	5%	12%	13%	3%
Number of respondents	31	50	20	33	40	76

In the three institutes, the most common form of mentoring received by respondents, both women and men, is "advice on research directions". However this type of mentoring benefits proportionally fewer women from the three institutes.

Forms of Mentoring Which Respondents Feel Would be Beneficial at Current Career Stage

	INSIS		INSMI		INP	
Someone who:	**F**	**M**	**F**	**M**	**F**	**M**
Serves as a role model	5%	17%	**29%**	14%	15%	9%
Gives advice on my research directions	40%	40%	**29%**	**39%**	38%	33%
Introduces me to his/her professional networks	33%	38%	24%	21%	40%	21%
Gives advice about preparation for advancement (e.g. promotion, leadership position)	**45%**	38%	24%	36%	**53%**	**38%**
Informs me about laboratory / institute / organisation politics	28%	34%	6%	25%	36%	14%
Advises about obtaining funding or other resources	33%	**45%**	24%	29%	49%	31%
Acts as an advocate for me	30%	30%	24%	25%	40%	22%
Advises me about balancing work and family	8%	11%	24%	18%	9%	5%
None of the above	13%	13%	24%	21%	13%	29%
Other	8%	0%	12%	0%	2%	2%
Number of respondents	40	47	17	28	47	58

To the question regarding the forms of mentoring needed, women CRs at INSIS and INP responded mainly that they would like somebody who "Gives advice about preparation for advancement (e.g. promotion, leadership position)". This answer was chosen by 45% and 53% of women CRs at INSIS and INP respectively, against around 38% for men at both institutes. On the other hand, at INSMI, this answer was only chosen by 24% of women respondents, against 36% of their male colleagues. These answers are to be considered in light of the finding that the respondents' knowledge of promotion criteria and procedure appeared insufficient, especially for CR at INSIS and INP.

Advice on "research directions", "about obtaining funding or other resources" and "Introduction to professional networks" are also particularly desired by CR, women and men, at INP, INSIS and, for a smaller part, by INSMI. Additionally, the desire to have role models is also expressed by almost 30% of women CR at INSMI.

- *Training and Professional Development*

Percentage of Respondents who Chose the Listed Career Development Training Topics among the top Three Most Beneficial to their Career

	INSIS		INSMI		INP	
	F	H	F	H	F	H
Access to role models	5,6%	5,5%	13,0%	6,9%	10,4%	11,6%
Career planning assistance	27,8%	15,1%	21,7%	**27,6%**	17,9%	15,8%
Regular performance appraisals	20,4%	8,2%	4,3%	13,8%	16,4%	7,4%
Supervisory skills	16,7%	24,7%	21,7%	**27,6%**	9,0%	24,2%
Communication skills	24,1%	24,7%	8,7%	20,7%	19,4%	15,8%
Research management skills	**37,0%**	**43,8%**	13,0%	17,2%	23,9%	29,5%
Committee membership(s)	33,3%	38,4%	**34,8%**	24,1%	**38,8%**	**35,8%**
Leadership skills training	7,4%	13,7%	0,0%	3,4%	10,4%	8,4%
Informal mentoring	14,8%	12,3%	21,7%	24,1%	32,8%	10,5%
Opportunities for secondment	11,1%	11,0%	26,1%	24,1%	7,5%	12,6%
Formal networking opportunities	29,6%	12,3%	26,1%	17,2%	29,9%	26,3%
Formal mentoring scheme	3,7%	1,4%	0,0%	0,0%	4,5%	5,3%
Other	11,1%	11,0%	17,4%	17,2%	17,9%	14,7%
Number of respondents	54	73	23	29	67	95

Regarding the need for professional development training / opportunities, the area in which training was most desired by women at INSMI and INP, for all ranks, is: “Committee membership(s)”. The same applies when considering only responses of women DR. This fact contradicts the commonly accepted idea that women researchers in these fields would be overloaded with committee participation. It is also possible that, even when overloaded, women acknowledge the importance of committee(s) membership(s) for their career development.

The response “Formal networking opportunities” comes second for women CR at INSMI and INP laboratories.

Informal mentoring was favoured over a formal mentoring programme by respondents, especially women CR at INP. This answer is also given by 12% of women CR at INSMI, who, nonetheless, answer mostly “Career planning assistance” and “Formal networking opportunities”.

Recommendations:

- Encourage women to apply for promotions, competitions and management positions
- Targeted mentoring / Trainings
- Implement career development annual interviews for researchers
- Inform researchers about promotion procedures (years of experience, evaluation criteria…)
- Develop women researchers networks / Encourage women to be part of networks of women scientists

Chapter 5 **Site visits**

5.1. **Purpose of the site visit scheme**

In order to refine results from the INTEGER on-line survey at the local level, and as planned in the project's description of work (Annex 1 to the Grant Agreement, Task 3 of WP2), a qualitative local audit was undertaken in selected CNRS laboratories, through site visits and focus group discussions.

One-day visits were carried out at the two CNRS target laboratories in June of 2012: on June 21st in Grenoble at the *Institut Néel* – the INP target laboratory – and the following day in Paris at the *Institut de mathématiques de Jussieu* (IMJ) – the INSMI target laboratory.

External consultants from the UK with extensive experience and knowledge of academic and research environments and issues relating to women in STEM, Dr. Sean McWhinnie and Caroline Fox from Oxford Research and Policy (ORP), were contracted to perform this audit, with the CNRS INTEGER project coordinator (Anne Pépin) providing them with counselling and background information on CNRS (i.e. organisation, grade structure, appointment and promotion processes, etc.) as well as on the INTEGER project, its concept, work plan and objectives.

The purpose of the site visits was to explore and assess the working practices and culture of the laboratories through focus group discussions held with different categories of researchers, in order to assess what good practice policies and procedures each laboratory had in place, what issues were facing certain categories of researchers more specifically and eventually, to make recommendations on the contents of the laboratory-level INTEGER action plans – and when relevant, to make recommendations on policies, processes and practices best addressed by CNRS at the institutional-level.

Discussion sessions were held by the visiting team with the lab director or deputy-director first, and then with five small groups of staff (maximum 8 people, including both women and men) representing the different categories of researchers, i.e. in chronological order throughout the day: 1) heads of research departments/groups or doctoral/masters programs, 2) senior CNRS researchers (DR) and university full professors (PU), 3) junior CNRS researchers (CR) and university lecturers (*maîtres de conférence*, MCF), 4) post-doctoral researchers, and 5) PhD students. Time was also allotted over lunchtime for those individuals who wanted to bring up certain issues to the attention of the visitors individually. A short feedback session with the lab director ended each visit. The CNRS project coordinator participated in all the focus groups, introducing the ORP consultants and reframing the visit within the INTEGER project context, complementing some of the questions, and providing translation (to the participants or to the consultants) when necessary.

The discussion sessions ranged around how good a place to work in the Laboratory was and covered in particular: CNRS appointment and promotion processes and staff training and development ; how staff contributions were supported, encouraged, valued and recognised ; the allocation and rotation of responsibilities and resources, communications and committees, work-life balance issues, etc. Early career researchers were also asked about: their induction to the Laboratory, mentoring and networking ; the career counselling and development opportunities available to them and whether these were taken up ; the level of support and encouragement they were given to raise their profiles internally and externally.

The methodology used for these site visits was based on previous work carried out by the ORP consultants. S. McWhinnie and C. Fox have indeed contributed to the development of the UK-government supported initiative *Athena project*[61] launched in 1999, which led in 2005 to the creation of the *Athena SWAN Charter* and *Awards*[62]. They recently authored a report on best practises in chemistry university departments for the Royal Society of Chemistry[63] and regularly collaborate with the UK Institute of Physics' *Juno project*[64], which develops site visits following the model initially developed by the American Physical Society in 1990[65]. This work identified strong evidence to support the view that actions to improve working practices and environment, should, for a significant part, be gender-neutral, and will benefit all staff and students, both female and male. Conversely, bad practice incrementally damages women's career progression compared to men's. However, many actions introduced specifically to improve the position and progression of women, like for instance women's networks and women-only mentoring schemes, were also found to actually improve the situation for a department/unit as a whole.

Reports and recommendations were prepared by ORP following the site visits, reviewed by the CNRS INTEGER project coordinator, and communicated to the visited laboratories and CNRS senior management team. The good practice included by ORP in the recommendations for action to be undertaken by the target laboratories and by CNRS at the institutional level was based on issues identified during the visits and on current levels of corresponding good practice as drawn from examples from a wide range of UK universities.

5.2. **Results**

Prior to ORP delivering their reports, a preliminary analysis of the site visit discussions was carried out by the CNRS project coordinator and reported upon at the INTEGER Seminars (Transformational Change Trainings) organised at CNRS Headquarters on June 29th 2012, for both the CNRS Senior management team and the INTEGER implementation team members. These observations were the following:

Regarding Institut Néel:

- Laboratory described as an overall enjoyable laboratory, but too competitive
- Lack of information on decisions taken by the laboratory's directing committee was expressed by senior researchers, with a request for more regular information
- CR and MCF felt the CNRS concours were so highly selective and candidates of such excellent scientific level that the recruitment selection process in the end mainly depended on networking, and was thus not completely fair
- More difficult work-life balance was experienced by women researchers in dual research career couples, with or without children, due to mobility issues

[61] http://www.athenaforum.org.uk/
[62] http://www.athenaswan.org.uk/ The Athena SWAN Charter and Awards program is managed by the UK *Equality Challenge Unit*.
[63] www.rsc.org/ScienceAndTechnology/Policy/Documents/PlanningforSuccess.asp
[64] www.iop.org/policy/diversity/initiatives/juno
[65] http://www.aps.org/programs/women/sitevisits/index.cfm

- A need for career advising from neutral senior researchers, other than their direct supervisors, was expressed by most young women and some men
- A desire for more team work and less competition between laboratory members was expressed, and was linked to a recent two day workshop organised for Institut Néel staff which had revealed a strong uneasiness, and in some cases a depressive feeling, among several researchers around 35-years old and directly linked to the professional pressure and high competition the felt within the laboratory, which affected the quality of their work
- Young parents expressed strong interest for a local day-care facility shared with CEA neighbour
- PhD students and post-docs expressed a need for female role models
- Several female PhD students and post-docs expressed a lack of confidence and not feeling prepared enough for applying to the CR2 entry competition for CNRS.

Regarding IMJ:

- Laboratory described as an overall enjoyable laboratory, but competitive and elitist, and with limited communication between some of its members due to its location on two different sites
- The Laboratory Director position was seen as a service to community that one accepted to do once, only when asked to do so, and not as a career-useful decision-making position
- Strong feeling among junior researchers (CR, MCF) that there were very rigid but subtle and unwritten hierarchical rules in the lab
- Strong belief shared among younger staff, but also by many senior staff, that promotion to DR2 or PU grades after age 40 is very unlikely
- A strong pressure given by CNRS on the requirement for mobility for promotion to DR, and even to PU at university level, was reported; some CR1/MCF staff claimed they could not move for family reasons and would therefore never be promoted. Mobility requirements were also felt as hindering personal life
- Very high work time flexibility, verging towards invisibility, with lack of regular supervising, was observed for PhD students and post-docs; but they reported a good access to national/international conferences
- Several female post-docs and PhD students expressed a need for women supervisors and role models
- A CNRS CR position is viewed by PhD students and post-docs as the more prestigious option - and the better one for research purposes - with respect to MCF, but is felt as nearly inaccessible due to the low number of positions available each year, which are filled mainly by young males having gone through elite *Ecole Normale Supérieure* and generally fresh out of their PhD. Women were not very keen in applying.
- Low support for pregnant women and breast-feeding mothers was reported by several female participants.

The three reports prepared by ORP (one for the Institut Néel, one for the IMJ, and one for CNRS as an institution) followed the five-point Athena SWAN framework for action i.e.:

1) Fundamentals for Action
   - 1A Organisation for action on women and science
   - 1B Evidence Base (data) for action on women and science
2) Key Career Transitions
   - 2A Appointment and Promotion processes
   - 2B Levelling the playing field
3) Career Development
   - 3A Provision
   - 3B Activities
4) Laboratory Organisation and Culture
   - 4A Effective management
   - 4B Workplace culture and ethos
5) Sustainable Careers
   - 5A Flexibility
   - 5B Career breaks and interrupted careers

Several benchmarks and recommendations, based on observations and discussions, were proposed for each of these 5 areas. Although the two laboratories visited differed from one another, when the data collected were analysed, there were many common issues to be tackled, a number of which derived from CNRS institutional processes and procedures.

The site visits were of benefit to the INTEGER project and to each local unit, allowing them to:

- obtain independent, objective, and comparative feedback on their local culture and management, and how well CNRS policies and procedures were applied in the laboratory;
- engage staff in a constructive and open debate on gender issues;
- provide input for the development of the Transformational Gender Action Plans in support of the INTEGER project and to improve employment practices generally.

The following section sets out a summary of the general findings (observations and comments) from the ORP reports for both site visits, and is followed by the actions recommended by ORP at laboratory level (which were the same for both laboratories) and at CNRS institutional level.

5.3. General findings reported upon by ORP for both target Laboratories

1A) ORGANISATION FOR ACTION ON WOMEN AND SCIENCE

Benchmark 1: Leadership and engagement

Institut Néel: It was clear that the Laboratory Director, senior research staff and members of the Institute Council would support a women in science/good practice action programme if it were in place.

There was a general awareness of the F/M differences in career progression within CNRS and of issues around this. There was a lower level of understanding of: differences in terms of women's

experiences, expectations, and perceptions; causes of the differences in career progression; ways to reduce these differences.

The Director was clearly supportive of INTEGER. Staff generally had heard about INTEGER.

IMJ: The Deputy Director was clearly supportive of the purposes of INTEGER. However, the interest and commitment of other senior staff in terms of the time, and the leadership necessary for taking successful action, was less clear.

Clear concern was expressed by senior staff on the decreasing representation of women in maths research. However their interest seemed more on analysing causes rather than developing practices, systems and processes that would improve retention and progression of women in maths.

Early career researchers showed more awareness of, and had personal experience of, the practical problems/structural barriers for women, including for individuals who were non-French and those who had not come to the Laboratory through 'conventional' career paths. Most staff had heard recently about INTEGER and some had taken part in the on-line survey.

Benchmark 2: Accountability for women's career progression and good working practices

Institut Néel and *IMJ:* The local INTEGER implementation group had been established (partly, at IMJ), with both female and male membership and different categories of staff. There was to be an INTEGER meeting/seminar at CNRS Headquarters the following week, to be attended by both local teams.

Benchmark 3: Resources for good practice activities/developments/programmes

Currently the Laboratories have no specific women and science /good practice activities/programmes or any specific women and science budget. Although it is planned to be addressed by the INTEGER project at CNRS, it was not clear to the visitors what administrative, staff development and, for example, HR management support and gender expertise would be available in/to these Laboratories.

Institut Néel: There was a prior initiative on gender issues, mainly a staff survey, carried out within the framework of the FP7-supported project DIVERSITY.

IMJ: Gender issues had been recently discussed within at a Laboratory Council meeting.

1B) DATA FOR ACTION ON WOMEN AND SCIENCE

Benchmark 4: Student data

Currently CNRS does not publish national gender-disaggregated data on students completing their doctoral studies by main discipline groups. This means that there is no published objective baseline against which to measure F/M representation of doctoral students in CNRS Laboratories.

Institut Néel and *IMJ:* There was no discussion of current F/M representation in the Laboratory's doctoral students or any changes over recent years. However, at IMJ, the number of PhD students

was known (from the PhD students association) and discussion suggested that the figures displayed by the laboratory via the CNRS 'Labintel' online directory for the number of doctoral students were significantly overstated. It was thought that this might relate to students who had left but who were still being listed due to the Labintel not being regularly updated by the IMJ administration.

Benchmark 5: Staff data

Institut Néel: Data on the Laboratory's staff and students were provided in advance of the visit by the lab to the Mission pour la place des femmes. The accuracy of these data was not checked during the visit.

IMJ: Although senior staff were aware of and concerned about the declining representation of women in maths research, there was no discussion of Laboratory F/M staff numbers. The visitors assumed that staff statistics would not be an item on the management committee's agenda.

Benchmark 5: Qualitative data

Institut Néel and *IMJ:* Staff took part in the CNRS INTEGER opinion survey in April 2012. However, at the time of the visit, analysis was still largely under way, and full data was not yet available.

2A) APPOINTMENT AND PROMOTION PROCESSES

Benchmark 7: Decision Making

Institut Néel:

- *Concours* success rates and competiveness:

It seemed that all staff understood the CNRS *concours* processes for initial appointment and for 'promotion'. However, the feeling was that promotion process from CR to DR was so demanding, and success rates so low, that some individuals did not want to put themselves through that. Staff were aware of the low success rates for both initial appointments and promotion. It seemed that around 30% of applicants would meet the *concours* 'standard', so for some 'merely very good' candidates, success may be something of a lottery, in any one year. There was also a view that there are now fewer CNRS CR opportunities, and the number of research posts is shrinking. [It was not clear how the data provided by CNRS took account of multiple applications]. *Concours* success was said to depend on three interlocking elements: the person, the place, and the project. There was a general feeling that lack of mobility was detrimental to women's careers in a variety of ways. However, some men were similarly disadvantaged. Previously there had been an expectation that researchers recruited at CR2 level would move from where they had undertaken their PhDs or their post docs, but this was no longer the case.

- Age on first appointment to CNRS:

There were general concerns about the age at which initial appointments were made. Now most initial appointments were of individuals in their mid-thirties - this was thought to discriminate against women (when appointment were made of individuals in their twenties, women could more easily be appointed and promoted before they had/were considering having children).

- Promotion:

It seemed that more early career staff were considering a university, rather than a CNRS career. CR level researchers seemed to be reluctant, in a public forum, to declare their interest in putting themselves forward for promotion to DR. It was suggested that the average age for achieving DR2 was about 43. Discussion suggested that women were more likely to make the move from CR to PU, than from CR to DR.

- Post doctoral appointments:

There was some discussion about the process for appointing post-doctoral staff. There seemed to be no standard procedure as to how these appointments were made, e.g. at lab level, research team level, or at the level of the individual research grant holders.

IMJ:

In maths research, it is accepted that you have to move from the Laboratory where you did your PhD when appointed CR2. It appeared that individuals could stay in the lab where they had held a postdoc appointment. It seemed that this 'requirement' was intended to encourage movement between Paris and the regions. It was not known if, in reality, this requirement was always observed. Men and women generally felt that women were disadvantaged by it. Reference was made to the way one of their associated universities had got round the requirement for two women to sit on appointment committee (a system which penalised the small number of women eligible to serve) by instead having the (only) woman chairing the committee.

- *Concours* success rates and competiveness:

Concern was expressed about how the base of the maths research career pyramid had shrunk to a potentially dangerous size, over recent years. The feeling was that the CNRS *concours* in maths was very competitive for very few positions, most often taken by former Ecole Normale Supérieure (ENS) male students. Discussion suggested that women were more likely to apply for university MCF local positions rather than be candidates to CNRS national *concours*. It was not clear whether behind this was also the view that, unless mathematicians were in a CNRS Laboratory, the chance of a subsequent successful career in maths research in France was small.

- Age on first appointment to CNRS:

Concern was expressed over the age at which staff were first recruited into permanent CNRS positions, although ENS-educated candidates were still recruited straight out of their PhDs, but were mostly male. (It was said that 'peace of mind' was important for good maths). Women's recruitment age was felt to be older, after post-doctoral years, which was suggested to be prejudicial to women (with the current trend for women to have children in early thirties).

- Promotion:

The view was expressed that in maths you needed to be promoted to DR (or PU) by the time you were 40, as in maths researchers tended to do their best work at an earlier age (compared with most other disciplines). It was assumed that those who had not been promoted by 40 were less well regarded by their peers. It was not clear that career breaks were factored into this unofficial age barrier. Although, it was accepted that was a problem for women who had period(s) of maternity leave. The view was that women in their 40s would have to compete with men in their 30s for DR2 appointments, and that they were less likely to succeed.

It was agreed that women moved less in their careers than men, and that mobility was important for success, actually a requirement for promotion. However, several men had partners whose work would keep them both in Paris, therefore hindering their promotion.

Discussion also suggested that the more elite route was for mathematicians to start off a research-intensive career as CNRS CR and opt for promotion as a University Professor, rather than apply for DR2 promotion.

- Postdoctoral appointments:

There was some discussion about the process for appointing post-doctoral staff, but it was not clear whether these appointments were at Lab level, research team level, or the responsibility of the holders of research grants.

Benchmark 8: Appointment and Promotion Information and Communication

Institut Néel: Although technically the destination of successful candidates is decided centrally by the CNRS President, in reality it is 'arranged' between the Institutes and the candidates, and in practice the system works well, and mistakes are rarely made.

IMJ: There was no discussion of any role the Laboratory might have in the Institute's listing of candidates for promotion by order of merit, after consulting the relevant sections of the National Committee before the central CNRS decision.

Benchmark 9: Monitoring appointments and promotions

Institut Néel and IMJ: There was no discussion of this.

2B) LEVELLING APPOINTMENT AND PROMOTION PLAYING FIELDS

Benchmark 10: Encourage candidates

Institut Néel: Post docs generally found their posts through their contacts and those of their doctoral supervisor. It was clear that candidates for the annual CR *concours* were often in touch with their Laboratory(s) of choice, well in advance of submitting their applications. The Laboratory invites *concours* candidates, whose research is relevant to the Laboratory, to present their research to Lab members a few weeks before the CNRS interviews in Paris.

IMJ: It was suggested that the effect of the closure (in the mid 1970s) of the separate ENS *concours* for women was now really being felt, with fewer women studying maths. The visitors do not know whether there is any research which supports this view. The Laboratory's post docs (all, not just French) had generally found their current post through their own, or more importantly, through their PhD supervisor's contacts.

Benchmark 11: Support promotion candidates

Institut Néel: Working outside France, usually as a postdoctoral fellow, is seen as a requirement of early career research scientists/a requested qualification for appointment as a CR. Candidates working abroad at the time of their concours application can be disadvantaged through lack of

access to people who understand the system. One CR had clearly benefitted from coaching: she had applied successfully, the year following a first 'rejection' and although basically her CV had not changed, she had been coached in what to put in her application, and in particular in her research proposal.

IMJ: Senior staff perceived it was much more difficult to get into CNRS now, than it was when they did it, and that the competition at every level was tougher now. However, there was no discussion of how early career staff might be helped to prepare or coached for this. There was also a clear expectation among staff at all levels that, for early careers researchers, working outside France was important for career progression.

Benchmark 12: Feedback and follow up for promotion candidates

Institut Néel: It was assumed that senior staff can and do acquire feedback on behalf of their junior colleagues from individual CNRS selection panel members.

IMJ: There was a suggestion from senior staff that more could be done at CNRS (National Committee Section level) to provide information on success rates in previous DR *concours* (in terms of number of publications, prizes, fellowships, awards, funding held by people who had been successful). This would allow unsuccessful candidates to make comparisons, and to make informed decisions on whether, or not, to apply again. This would do something to start sweeping away the 'layers of mistrust' that had built up.

3A) CAREER DEVELOPMENT PROVISION

Benchmark 13: Staff development needs and take up

Institut Néel: The Director made it clear that a major role for a Laboratory director was the development of the careers of the researchers within the Laboratory. Key to this was helping young researchers to take responsibility for their own careers, and listening to them.

The heads of the three research departments are responsible for settling in new staff. New staff are assigned to a research team which provides them with support. Although the teams are expected to provide the support and encouragement that early career staff need, there were mixed views on the reality of whether or not this happens.

It did not feel clear whether the university or the Laboratory was responsible for assigning teaching for recently arrived staff. However, one MCF, who had arrived late in the cycle, and who needed teaching to make up her hours, had to sort out her own teaching without help from anyone in the university. However, a feeling, that was quite general, was that, although teaching was not good in terms of career progression within CNRS, those staff who did teach found it enjoyable/satisfying.

It did not seem to be part of the culture to seek career advice and guidance from colleagues/senior colleagues. There was some surprise at the suggestion that individuals might share their promotion applications with, for example, recently promoted colleagues.

IMJ: The visitors were struck by the apparent lack of induction for doctoral students, post docs, and CRs. This seemed to be more problematic for those who had not arrived at the Laboratory via a traditional/French pathway.

There was no discussion of the supervisory training skills that new CR needed/ are offered/ received. It was not clear from discussions whether training courses on, for example, writing research grant applications were provided by the Lab or the Institute for early career researchers.

Benchmark 14: Early Career Researchers (ECR) development

Institut Néel: The amount of free money available to support staff who have not built up their research grant income is now quite limited. The real pressure on individuals seems to come three to four years after first appointment at CR2, by when researchers are expected to have built up the research grant income to support the costs of their research.

It was not clear from discussions whether training courses on, for example, writing research grant applications, were provided by the Lab, or CNRS, for early career researchers.

Transferable skills training, for example in entrepreneurship for post docs wishing for/thinking about a career outside CNRS/ academia, did not appear to be available.

Most CNRS research staff supervise PhD students. However, there was no discussion of the supervisory skills training that new researchers receive.

PhDs did not seem to get the feedback they needed on their research and whether they would be good enough to succeed in a research career. Some supervisors would give a clear steer on what to do, and where to apply for postdocs, and make the necessary introductions or first approaches.

There was no discussion of how the Laboratory recruited its doctoral students, how their teaching was arranged or supervised, and how they gained experience in dissemination of scientific information, expertise, and technology transfer.

IMJ: There was no discussion with the deputy Director or senior staff on their responsibility for advising/guiding early career staff on the direction of their careers. From the discussion with ECR, it seemed unlikely that they receive much direction other than that relating to their own research/their contribution to the research of their team.

Doctoral students who arrived from ENS with funding were clearly better placed for survival/enjoying their time in the Laboratory and for a sustainable and rewarding career in maths research.

Doctoral students did not seem to get the feedback they needed on their research and whether they would be good enough to succeed in a research career. The majority of the doctoral students met by the visitors were hoping to pursue a research/academic career.

It was said that PhD students who wanted to teach could (a salary addition was paid for teaching) although for non-French speakers this was problematic. There was no discussion on whether doctoral students were helped to identify teaching opportunities, or to arrange their teaching.

It appeared that PhD students and postdoctoral staff working in groups/teams might get personal support from their group/team, which was not accessible to those working just with their Supervisor.

Benchmark 15: Appraisal

Institut Néel and IMJ: The CNRS system (annual on-line activity reports, two-year progress reports for CNRS researchers (with publications list) and four-year progress report with forward research plans) was mentioned but not discussed.

3B) DEVELOPMENT ACTIVITIES

Benchmark 16: Mentoring

Institut Néel and IMJ: No mention was made of mentoring during the discussions.

Benchmark 17: Networks and role models

Institut Néel: Women staff referred to the importance of role models, and making them both visible and accessible within the Laboratory.

IMJ: There was no real discussion of the absence/presence of female role models in the Laboratory, apart from a female post doc who insisted she was glad to have a female supervisor.

Benchmark 18: Internal and external activities

Institut Néel: There was general agreement that women needed to do more to get themselves/their research recognised, and that knowledge of this affected women's ambitions.

There was little discussion of involvement in national or regional activity either within CNRS structure or in their professional society. A small number of staff had participated as members of the CNRS promotion committees.

Doctoral students did have the opportunity, and were encouraged to attend conferences abroad.

IMJ: The PU/DR group referred in their session to the value for women of significant European research funding multi-disciplinary projects and projects like INTEGER. However, the only references among early career staff was to, for example, Marie Curie fellowships (and L'Oreal).

One female member of senior staff referred to the number of requests she had received from conference organising committees to include her name on the committee, without her needing to play any active part, just to have a woman on the list. She gave this as just one example of the calls made on the small number of senior women.

There was no discussion of involvement in national or regional activity either within CNRS structure or their professional society. One senior woman referred to the value of journal editing as a way to become recognised/improve their professional profile.

Doctoral students and post docs have good opportunities to attend and present at conferences in France and abroad.

4A) EFFECTIVE MANAGEMENT

Benchmark 19: Management systems

Institut Néel: The Laboratory was established in 2007, bringing together five small CNRS Laboratories. The Director had been in post for a year. He had previous management experience heading up a smaller Laboratory and in industry. The Director is responsible for the quality of the research undertaken in the Laboratory. This includes the work of the 36 university staff who work there. A key responsibility is setting the policy direction of the Institut Néel's research.

An important responsibility of the Director is to 'find' a successor. Directors are appointed for four years. Maximum term of office is 2 renewals. But the appointment of a Director is subject to a vote by staff. The result often ratifies the CNRS the person identified by the outgoing director.

The Director normally manages through persuasion and discussion, but where necessary has the power to act. There is the 'standard' CNRS Laboratory council, which meets four times a year. Post docs are not represented on the council. The director has weekly meeting with the heads of the three main Institute 'departments'. These meetings are private. Research teams are expected to have regular meetings.

The general view was that staff at CR/MCF levels had little influence on Laboratory policy. However, management decisions were felt to be fair, although some female senior researchers would have liked more communication on lab direction decisions. Most staff were really not much interested in management aspects of the Laboratory.

IMJ: The Deputy Director, who hosted the visit, had a non-traditional career pathway. He taught school for 12 years after graduation. His first CNRS appointment was to a small regional Laboratory.

No reference was made to the responsibilities of directors in the strategic direction of the Laboratory's research, the career progression of its staff or its culture/working environment. But it was made clear to the visitors that management posts were an intrusion into a maths research career. However, people took them on as a 'service to the community'. The general view was that the sort of individual who would apply/volunteer for a management role was not suited for it. The view of what directors did was that it was about box-ticking and checking expenses claims. The view was expressed that the Director of a more applied maths Laboratory, could have more impact on research orientations.

Staff generally were not really concerned, or interested, in communications/knowing what was happening. They were content that they got the information they needed. (The split of the Laboratory across two sites did not help communications or a sense of community).

It was not clear whether all projects/research groups had regular meetings, or whether research staff had regular meetings at Laboratory or group level.

As mathematicians, staff saw themselves as independent individuals who did not take well to managing or being managed, and would not accept 'interference' in their choice of research.

Benchmark 20: Resource allocations

Institut Néel: The Laboratory is well equipped in terms of 'big kit' - access to it, and training to use it is well managed by the Laboratory's technical support engineers.

IMJ: This was not discussed during the visit, although it was pointed out that mathematicians did not require much equipment to carry out their research.

Benchmark 21: Workload roles and responsibilities

Institut Néel: There was no discussion of whether workloads were monitored or managed. There was a feeling among senior staff that it was right for them to take their turn in senior/management positions. Staff spoke of "duty."

IMJ: There was no discussion of workloads. There was a feeling among senior staff that taking their turn in management roles was a necessary evil.

4B) CULTURE AND ETHOS

Benchmarks 22: Workplace environment

Institut Néel: The Director is clearly alert to problems of harassment/bullying, and in had taken action to prevent its continuance. The common view was that the Lab was highly competitive, as were CNRS Laboratories in general.

IMJ: The common view was that the Lab was highly competitive, as were CNRS Laboratories in general.

Benchmarks 23: Collegiality

Institut Néel: The general view was that the feeling of family (which was present in the smaller Laboratories that were merged together in the Institute) had been lost.

A new and concerning feature of Laboratory life was that even those staff who had permanent CNRS appointments felt insecure (mainly because of aggressive competition, and requirements for promotion) and this feeling of insecurity was not good for their work. The other related concern was the new increased pressure on individuals to bring in research funding. This seemed to be particularly hard for established staff who had 'grown up' under a different system/ for whom it was not what they joined CNRS for.

It was clear that the Director was accessible to his staff, and that interactions between staff of all levels were informal and friendly.

IMJ: Aggressiveness and competitiveness seemed to be the accepted way to achieve success in a research career. However the male senior staff recognised that their female colleagues might not feel so comfortable with this. This was not discussed with early career researchers.

The Laboratory's split site (and the temporary nature of the second site) was said by junior staff not to encourage interaction. PhD students and post docs felt quite isolated. Two female PhD students met for the first time in one discussion group, and some researchers/professors had barely met.

Early career researchers agreed that the Laboratory was hierarchical. It was difficult for incomers to adapt. The 'rules' were subtle so it was difficult to get it right. One example given was that seating at a lecture/seminar was by level of seniority and that junior staff were not 'expected' to ask questions. Junior staff were 'frightened' to have their 'ignorance' shown up in public – in front of elite mathematicians – by their question.

Benchmarks 24: Individual contributions valued

Institut Néel: Published papers were available for view in a coffee area. Annual highlights publication showcased research successes.

CNRS recognises outstanding researchers through its own prizes and awards, including international prizes. The Director had attended an award ceremony in Paris the day before the visit, where a Lab member won a major award (CNRS Innovation Medal).

IMJ: This was not discussed.

5A) FLEXIBILITY

Benchmarks 25: Approaches to flexible working

Institut Néel: There was little discussion of this. Concerns were expressed, by men as much as by women, not about the occasional overseas conferences which could often be planned for, but the difficulties with a young family of working overseas for several months.

There was an expectation that their teams would notice if they were unexpectedly absent for any length of time. PhD students could not "just disappear"; it would be noticed if they did not turn up.

One staff member had done a job swap so that he could move to Grenoble where his wife was working and had been taking care of their child during the week until then.

IMJ: Staff including post-docs could work where and when they wanted. In some groups their unauthorised absence might be noticed, and someone would come looking for them, but not in others. It seemed possible that doctoral student could disappear, without their absence being noted. It was not clear whether there was an official list of doctoral students, apart from the PhD Students Office, or whether anyone had official overview of their progress.

Benchmarks 26: Take up of flexibility

Institut Néel: Staff at all levels enjoyed considerable flexibility, apart from the need for access to equipment.

IMJ: It seemed that flexibility was the accepted norm.

Benchmarks 27: Flexibility built into arrangements

Institut Néel: Most staff were full time; some women researchers who work 80% are out of the Laboratory on Wednesdays (when some schools close).

IMJ: This was not discussed. Reference was made to 'Turbo' Professors, individuals who needed to be based in Paris for family reasons but who travelled long journeys by train to fulfil their teaching commitments at regional institutions where they held posts.

5B) CAREER BREAKS AND INTERRUPTED CAREERS

Benchmarks 28: Supportive approaches to career breaks

Institut Néel: This was not discussed.

IMJ: Although several of the senior women had had children while working in the Laboratory, there was little discussion on this.

Benchmarks 29: Career breaks – before during

Institut Néel: There was no discussion of the arrangements for career breaks. However, women strongly expressed the view that childbirth did affect their career progression. Men also agreed on this. The view was also expressed that these days men wanted more involvement in bringing up their children which affected their flexibility.

IMJ: One doctoral student had not received clear practical/helpful advice from her supervisor during her pregnancy in relation to conditions of her maternity leave and funding options she could avail of.

Benchmarks 30: Career breaks before – on/after return

Institut Néel: Differing views were expressed about the French social security system and the cost and quality of child care. The Laboratory did not have its own crèche/kindergarten. However it appeared that local provision, shared with neighbouring institutions, should be investigated.

There was some discussion of the effect, on women's subsequent careers, of their working 80% to fit around school arrangements. Women who worked part time were automatically allowed to return to full time working.

IMJ: A strategy that one PU had adopted was that when women returned in the autumn after their maternity leave, they would be given Masters course to teach (with a lower/easier workload than undergraduate courses).

5.4. List of Actions recommended by ORP for target Laboratories and for CNRS at the institutional level

1A) ORGANISATION FOR ACTION ON WOMEN AND SCIENCE

Laboratories:

Benchmark 1: Leadership and engagement

- Laboratory to establish an INTEGER action committee (local implementation team).
- Laboratory to share this report with its INTEGER action committee.
- The Laboratory INTEGER action committee to be asked:
  - For their views on the suggested action plan;
  - Whether its members individually would be prepared to take the lead on any of the suggested activities;
  - For suggestions on individuals, male and female, to lead specific actions and to champion INTEGER.
- The Laboratory INTEGER action committee to report to the Laboratory senior management on:
  - Staff's participation in INTEGER initiatives and activities;
  - The impact on research groups/departments/projects and individuals of INTEGER.

Benchmark 2: Accountability for women's career progression and good working practices

- Laboratory INTEGER action committee to have a diverse membership, and a good representation of both men and women;
- Laboratory INTEGER action committee to be responsible to the Laboratory's management team for progress on the Laboratory's INTEGER action plan;
- Laboratory INTEGER action committee to disseminate information to staff generally. (Six monthly open sessions for staff would be a way to disseminate interest and to check progress/ impact of plan activities).

Benchmark 3: Resources for good practice activities/developments/programmes

Members of the Laboratory INTEGER action committee, and other staff who lead women in science activities/programmes, to be allocated time for them. (As the plan develops, it will become clear what level of administrative and budgetary support for the programme and specific events/activities is needed. Training for those leading some activities, or who are responsible for particular elements of the plan may also be useful).

Institutional Level:

Benchmark 1: Leadership and action

- CNRS to agree a structure for the Laboratories participating in INTEGER to:
  - Enable Laboratory INTEGER action committees to network together;
  - Enable Laboratory INTEGER women in science champions to network together;
  - Share and disseminate good practice;
  - Provide reports to CNRS on progress.

Benchmark 2: Accountability for women's career progression and good working practices

- CNRS to establish an INTEGER action committee, or identify an existing committee, to receive and discuss the ORP reports and data from the INTEGER on-line opinion survey, and to agree a CNRS action plan.
- CNRS to agree its CNRS INTEGER resource strategy, to include:
  - A budget to meet the requirements of Laboratory INTEGER action plans;
  - The expert and administrative support needed by the Laboratories and Institutes for the duration of their plans;
  - A budget for action by CNRS.

1B) DATA FOR ACTION ON WOMEN AND SCIENCE

Laboratories:

Benchmarks 4 and 5: Student and staff data

Laboratory to take steps to collect and monitor complete sex-disaggregated data at laboratory level, per staff/student category and grade, and to check that data currently held centrally at CNRS matches with what it holds.

If, as suggested, CNRS collects full gender-disaggregated student and staff data, then the Laboratory's INTEGER action committee should review these data and report on it to the Laboratory management team.

Benchmark 6: Qualitative data

Laboratory INTEGER action committee to review the data from the recent INTEGER on-line opinion survey, once analysed by the Mission pour la place des femmes au CNRS, and use it to inform its INTEGER action plan.

Institutional Level:

Benchmarks 4 and 5: Student and staff data

CNRS to provide Institutes and Laboratories with data their sex-disaggregated staff and doctoral student profiles, preferably for at least the last three years to show any trends.

CNRS to review its guidance on good practice in the collection of staff and student data, and its analysis and use at Institute and Laboratory levels.

CNRS to collate gender disaggregated data on the 'origins' of new staff, and on the 'destinations' of staff leaving Laboratories.

Benchmark 6: Qualitative data

CNRS to consider running a staff opinion survey towards the end of the INTEGER project to measure progress.

CNRS to consider the use of good practice checklists for Laboratories to benchmark their position/progress. (This exercise could include other CNRS Laboratories for comparison).

2A) APPOINTMENT AND PROMOTION PROCESSES

Laboratories:

Benchmark 7-9: Decision Making, Appointment and Promotion Information and its Communication, Monitoring Appointments and promotions

- Review the arrangements for post doc appointments and, if necessary, confirm the requirement for some form of panel-based selection.

Institutional Level:

Benchmark 7: Decision Making

- CNRS to review the gender composition of *concours* selection panels.
- CNRS to review arrangements for post-doctoral selection processes and if necessary provide guidance for Laboratories on good practice.

Benchmark 8: Appointment and Promotion Information and its Communication

- CNRS to review the 'well known high failure rate' of the *concours* (initial appointment and promotion), to establish whether this is a matter of perception or reality. In either case this needs to be addressed.
- CNRS to consider whether this may be counterproductive in the longer term, when taken together with the perceptions that: a) the age of first CR2 appointment disadvantages women; b) mobility expectations/requirements disadvantage women, and some men (those with young families and or in a dual professional career partnership); c) university careers may be/appear to be a relatively 'easier' and/or more 'family friendly' option.

Benchmark 9: Monitor Appointments and promotions

- CNRS to review the data they have collected on Female/Male application and success rates (against the Laboratory from which candidates come, the university where they took their first degree and where they undertook their doctoral studies).

2B) LEVELLING APPOINTMENT AND PROMOTION PLAYING FIELDS

Laboratories:

Benchmark 10 and 11: Encourage and support promotion candidates

- Laboratory to undertake an annual review of staff, including post-docs (to identify their potential for promotion/CNRS initial appointments, offer them advice guidance on what they need to do, and to encourage those who are ready).

Benchmark 12: Feedback and follow up for promotion candidates

- Laboratory to identify senior staff who have served on CNRS selection panels, and ask them to work with/coach/mentor individuals staff who are applying /thinking about applying.
- Laboratory to make sure that any unsuccessful candidates get positive feedback.

Institutional Level:

Benchmark 10 & 11: Encourage and support candidates

- CNRS to provide good practice advice to Laboratories on encouraging and supporting *concours* candidates.

Benchmark 12: Feedback and follow up for promotion candidates

- CNRS to review the data collected on F/M application and success rates to establish (in relation to the potential recruitment pool) whether women and men are equally likely to apply and to be successful.
- CNRS to consider how to ensure that unsuccessful candidates who are based in CNRS Laboratories receive useful feedback.
- CNRS to consider the suggestion to do more at Section level to provide information on *concours* success (in terms of number of publications, prizes, fellowships, awards, funding held by individuals who had been successful), to allow unsuccessful candidates to make comparisons, and to take informed decisions on whether, or not, to apply again.

3A) CAREER DEVELOPMENT PROVISION

Laboratories:

Benchmark 13: Staff development and training

- Laboratory to establish a working group (drawn from relatively recently joined CRs, MCFs, post-docs and doctoral students, to reflect the wide range of backgrounds) and ask them to review the Laboratory's induction arrangements. (The results of the review with recommendations for changes to go to the INTEGER committee for decisions on action/piloting new arrangements).
- Laboratory to consider an induction handbook which also includes information for supervisors and leaders of the research teams to which new staff are assigned.
- Laboratory to clarify responsibilities for the arrangement of teaching for new staff and for doctoral students and make sure these are covered at induction.

Benchmark 14: Early Career Researchers (ECR) development

- Laboratory to put a structure in place to provide CR staff with support, and advice on making successful research grant applications.
- Laboratory to identify the training and skills needs of ECRs including post-docs, to cover supervisory skills, staff management, entrepreneurship, transferable skills, and how these might best be provided.

- Laboratory to develop and publicise a programme to encourage and support staff (including post-docs) who are considering/making applications to the *concours*, to include advice on developing and presenting their case.
- Laboratory to review arrangements for the supervision and support of doctoral students, and to ensure that they get the experience they need of dissemination of scientific information, expertise, and technology transfer.

Benchmark 15: Appraisal

NA

Institutional Level:

Benchmark 13: Staff development and training

- CNRS to review the training and development needs of established staff (to cover areas where there has been significant change since their appointment to CNRS, for example making applications for external research funding).

Benchmark 14: Early Career Researchers (ECR) development

- CNRS to ask Laboratories to identify the training and skills needs of ECRs, including post-docs (to cover, e.g. supervisory skills, staff management entrepreneurship, transferable skills, and research grant writing) and how these might best be provided. CNRS to pilot the best suggestions.
- CNRS to review the availability/possibility (and publicising) of funding schemes specifically targeted at early career staff who have yet to get their first research grant.
- CNRS to consider the implications of the new requirement to bring in external funding, for:
  - Staff who have not yet adjusted to the new system;
  - Junior staff who may not be getting the advice, guidance, support they need to develop their grant writing skills.
- CNRS to review the provision of support for ECRs and to issue guidance on where the responsibilities for advising on career progression lie and how they should be discharged (Director of Laboratory, Heads of Research groups/teams, and individual ECRs).
- CNRS to review its requirements on the supervision and support of doctoral students.

Benchmark 15: Appraisal

NA

3B) CAREER DEVELOPMENT ACTIVITIES

Laboratories:

Benchmark 16: Mentoring

- Laboratory to pilot one or more short term mentoring schemes (perhaps for recent/new CR staff, for CRs and post docs who are actively seeking promotion, or doctoral students mentored by post-docs).

Benchmark 17: Networks and role models

- Laboratory to identify potential female role models (including technical and university staff) and encourage them to recognise their role, perhaps through informal meetings and/or lunches with junior women staff.
- Laboratory to establish post-doc and doctoral networks and task them with reviewing one or more of the issues identified in this report and ask them to work up and propose practical short term improvements.

Benchmark 18: Internal and external activities

- Laboratory to monitor and report the gender balance of staff nominated for awards, prizes, marks of esteem (measured against the proportions of Female/Male in the eligible group).

Institutional Level:

Benchmark 16 & 17: Mentoring, Networks and role models

- CNRS to encourage and 'advocate' the establishment of pilot short term mentoring, networking and role model schemes (across its Laboratories and Institutes (possibly offering pump priming funding for short case studies on what was done and the impact on the individuals involved and on their research unit).
- CNRS to consider the possibility of a small fund to which Laboratories could bid, and/or prizes for the best good practice schemes. (Note- Initiatives like this are easy, quick and low cost to get started, they make a difference, engage the community, harness enthusiasm, encourage discussion, raise awareness, start the change process, and provide a good foundation for the more difficult structural, organisational and cultural change).

Benchmark 18: Internal and external activities

- CNRS to monitor the gender balance of nominations for CNRS awards, marks of esteem (against the Female-Male proportions in the eligible groups/disciplines) and where necessary to encourage Institutes and Laboratories to identify additional female candidates).
- CNRS to monitor the gender balance of attendees, delegates, presenters, speakers at CNRS events/conferences and events/conferences co-funded by CNRS. (To compare the representation of women against their representation in French science/CNRS and publicise the results).

4A) EFFECTIVE MANAGEMENT

Laboratories:

Benchmark 19-21: Management systems, resource allocation and workload

- Laboratory to invite staff, particularly female staff, or individuals who are potential future Directors or research group leaders to attend Directors meeting, or to ask non-DR/Professorial staff to nominate a representative to serve on the Director's group.
- Laboratory to ask their INTEGER action committee to review and discuss the findings of the recent INTEGER on-line survey and make recommendations on charge.
- Then, in, say 2014, the Laboratory to run a survey covering aspects of Laboratory management and culture.

Institutional Level:

Benchmark 19-21: Management systems, resource allocation and workload

- CNRS to review the provision and content of training and development for new directors of Laboratories and for senior research staff, who may be the directors of the future.
- CNRS to consider a wider CNRS survey of staff, towards the end of the INTEGER project, to see if there have been changes.

4B) CULTURE AND ETHOS

Laboratories:

Changing the culture and ethos of a Laboratory is not something that can be achieved quickly. Early work in the Athena Project showed that giving staff (particularly ECR and female staff) a voice that was heard, and the opportunity to suggest changes (always provided that action was then carried through to make the improvements suggested) is a positive way to start making a difference. This early work also demonstrated that making changes to key processes, such as changes to committees membership and the way they worked, did start to make a difference to the culture.

Benchmarks 22-24: Workplace environment, collegiality and valuing contributions

- Mission for the place of women at CNRS to provide the Laboratory INTEGER action committee access to non-identifiable free text comments from the INTEGER on-line survey and use as the basis for discussion groups, to identify areas where action could make a difference.
- The Laboratory to establish arrangements (which recognise the potential conflict of interest between 'supervisors' and those they supervise) to ensure that individuals can access unbiased career advice, in a way that does not damage their career prospects.

Institutional Level:

In relation to 22-24 below, CNRS to consider a CNRS staff survey in two to three years' time to measure perception (and hopefully progress)

Benchmark 22: Workplace environment

- CNRS to consider issuing guidance to Laboratories on:
  - The expectations of/standards of behaviour;
  - The systems to have in place to ensure that bad behaviour is dealt with speedily and effectively, with as little damage as possible to the careers of either party.

Benchmark 23: Collegiality

- CNRS to review its guidance to Laboratories on the management of the potential conflict of interest between 'supervisors' and those they supervise, and approaches that will ensure that individuals can access unbiased career advice, in a way that does not damage their career prospects.

Benchmark 24: Individual contributions valued

- CNRS to consider schemes to recognise and reward good citizenship/good practice, and how to disseminate this good practice across their Laboratories.

5A) FLEXIBILITY

Laboratories:

Benchmarks 25-27: Approaches to flexible working, take up and flexibility

- The Laboratory to check the systems that are in place, to make sure that staff and students aren't able to disappear without anyone knowing.

Institutional Level:

Benchmarks 25-27: Approaches to flexible working, take up and flexibility

- CNRS to consider guidance to Laboratories in particular in relation to PhD students and making sure that they are working, have not fallen by the wayside, and that their work is progressing.
- CNRS to review its arrangements, for example the provision of funding to cover additional child care/family support costs for staff working abroad and/or for travelling to conferences.

5B) CAREER BREAKS AND INTERRUPTED CAREERS

Laboratories:

Benchmarks 28-30: Supportive approaches to career breaks before during and after

- Laboratory INTEGER committee to talk to women who have had children and have taken career breaks/extended maternity leave:
  - To find out what they think would have helped them back into the Laboratory and catching up in career terms;
  - To find women who might be prepared to talk to young women thinking about a family and worrying about their career.

Institutional Level:

Benchmarks 28-30: Supportive approaches to career breaks before, during and after

- CNRS to review the rules, requirements and arrangements to see if a more proactive approach by CNRS and other funders would be useful to women before, during and after career breaks/maternity leave.
- CNRS to make sure that the 'rules' are clear and easily available.
- CNRS to ask all Laboratories to identify someone (inside or outside the Laboratory) who can provide advice and guidance.

Appendix A: TCD

A.1 INTEGER Implementation Teams

College Implementation Team

Convenor: Prof Jane Grimson

Dean of Faculty of Engineering, Maths & Science	Prof Clive Williams
School of Chemistry INTEGER Convenor	Prof John Boland
School of Natural Sciences INTEGER Convenor	Prof John Parnell
School of Physics JUNO Convenor	Prof Louise Bradley
College Secretary	Mr John Coman
Dean of Research	Prof Vinny Cahill
Director of Human Resources	Mr Tony McMahon
Equality Officer	Ms Michelle Garvey
TRSA Representative	Dr Sarah Harney
Chief Operating Officer, START	Ms Darina Kneafsey
WiSER Director (Secretary)	Prof Eileen Drew

School Implementation Team – Chemistry

Convenor: Professor John Boland

Members:

Sinead Boyce	School Administrator
Paula Colavita	Assistant Professor
Stephen Connon	Professor
Richard Doyle	Research Fellow
Thorfinnur Gunnlaugsson	Professor
Aidan McDonald	Assistant Professor
Teresa McDonnell	Chief Technical Officer

Isabel Rozas	Professor
Eileen Drew	WiSER Director
Claire Marshall (Secretary)	WiSER Programme Manager

School Implementation Team – Natural Sciences

Convenor: Professor John Parnell

Members:

David Bourke	Research Fellow
Mary Bourke	Assistant Professor
Natalie Cooper	Assistant Professor
Catherine Coxon	Associate Professor
Frances Leogue	Executive Officer
Shane Kevin McGuinness	Postgraduate Research Student
Eileen Drew	WiSER Director
Claire Marshall (Secretary)	WiSER Programme Manager

School Implementation Team – Physics

Convenor: Professor Louise Bradley

Members:

Shane Bergin	Assistant Professor
Una Dowling	Senior Administrator
Graham Harper	Assistant Professor
James Lunney	Professor & Head of School
Eithne McCabe	Professor
Cormac McGuinness	Assistant Professor
Eileen Drew	WiSER Director
Claire Marshall (Secretary)	WiSER Programme Manager

A.2 Leave Policies

A.2.1 Maternity Leave

General

All members of staff who qualify under the terms of the Maternity Protection of Employees Acts (1994 and 2004), the Unfair Dismissals Acts (1977 and 1993), the Protection of Employees (Part-time Work) Act 2001 and the Protection of Employees (Fixed-Term Work) Act 2003, will be granted Maternity Leave. College provides 26 weeks paid Maternity Leave, and staff members may choose to take up to an additional 16 weeks of unpaid leave.

Paid Maternity Leave

Legislation governing Maternity Leave does not confer any rights to payment during Maternity Leave. However, the Board of the College has approved the following regulations, which deal with the question of payment during maternity leave for staff employed in a full-time pensionable capacity. The College may grant paid Maternity Leave to persons who are not in full-time pensionable posts if the College considers that, having regard to all the circumstances of the case, the granting of such leave is reasonable. Full-time and part-time pensionable staff may be granted ***26*** consecutive weeks pro rata Maternity Leave with pay, and will continue to receive net pay at the rate payable prior to the commencement of the Maternity Leave, based on existing tax credits.

The maternity leave must commence not later than 2 weeks before the expected date of confinement and end not earlier than 4 weeks after the expected date of confinement.

(ii) The staff member must notify her Head of School/Discipline/Area, in writing, as soon as reasonably practicable, but not later than 4 weeks before the commencement of Maternity Leave, of her intention to take Maternity Leave. she is obliged to supply the School/Discipline/Area with a medical certificate confirming the pregnancy and specifying the expected date of confinement.

(iii) Staff granted Maternity Leave must claim such State Maternity Benefit as they are entitled to receive. Payment of State Maternity Benefit will be made direct to staff who meet the qualifying conditions, and the amount of benefit receivable will be deducted from the monthly/ weekly salary payment at source. Eligible staff who are not entitled to State benefit will not as a result lose entitlement to full pay during Maternity Leave. Applications for State Maternity Benefit must be submitted ***at least six weeks before the date on which the Maternity Leave is to commence***.

Additional Unpaid Leave

A member of staff may, if she chooses, take up to ***16*** consecutive weeks additional Maternity Leave (***unpaid***) immediately after her maternity leave provided that the Head of School/Discipline/Area, and Human Resources are notified of this intention, in writing, not later than ***four weeks*** before the date on which the Maternity Leave is due to terminate. ***On returning to work, after a period of unpaid maternity leave, the staff member should ensure that she has the Application for maternity leave credits form*** signed ***and stamped by Human Resources which will enable the Department of Social*** Protection ***to maintain her PRSI records up to date.***

Absences from work due to additional Maternity Leave (unpaid) will count for employment rights, such as seniority and annual leave. This does not include remuneration or pension benefits.

Variations on period of maternity leave

Late confinement: Where the date of confinement occurs so late in the Maternity Leave that less than the statutory four weeks of post-natal Maternity Leave remain, then the leave will be extended to the statutory period of four weeks.

Early confinement: Where the date of confinement occurs before Maternity Leave has commenced then the date of the confinement will be considered the first day of twenty six weeks Maternity Leave and the Maternity Leave regulations will be satisfied if the Head of School/Discipline/Area and Human Resources are informed up to fourteen days following the date of confinement. Where the date of confinement occurs earlier than expected, but after the Maternity Leave has commenced, then there will be no change in the period of leave.

Hospitalization of Child: Subject to the Colleges agreement, if your baby is in hospital and you have been getting Maternity Benefit for at least 14 weeks (including at least 4 weeks since your baby was born) you may postpone payment of your remaining 12 weeks of benefit for up to 6 months. To postpone payment of your Maternity Benefit you need to apply in writing to the Maternity Benefit Section in the Department of Social Protection. When your baby is discharged from hospital you must notify the Maternity Benefit Section in writing and payment of your remaining 12 weeks Maternity Benefit will continue within seven days.

Additional Maternity Leave and Illness: Subject to agreement by the College, a staff member has the right to terminate unpaid additional Maternity Leave in the event of her becoming ill. The request and acceptance must be made in writing.

Annual Leave

A staff member may apply in writing to her School/Discipline/Area Head for permission to take annual leave entitlement due immediately prior to or following the period of Maternity Leave or Additional Maternity Leave. Legislation governing Maternity Leave requires that any period of unpaid leave must be discharged immediately following the period of paid Maternity Leave.

Right to return to work

Following paid Maternity Leave or additional unpaid Maternity Leave, the staff member shall be entitled to return to work with the College in accordance with the terms of the Maternity Protection of Employees Acts, 1994 and 2004. It is College policy to permit the person to return to the same job as she held immediately before Maternity Leave, if at all practicable. The right to return to work is conditional on the staff member having carried out the requisite written notification procedures at all appropriate stages. In addition to the conditions specified above, she must confirm to her Head of School/Discipline/Area, in writing, her intention to return to work. This written confirmation must be given ***four weeks*** prior to the intended date of return.

Effects of Maternity leave

Where a staff member is on probation, the period of probation will stand suspended for the duration of the Maternity Leave and any period of Additional Maternity Leave. Maternity Leave and Additional Maternity Leave are not considered part of any other absence, including sick leave or annual leave. The period of Maternity Leave is considered continuous with the period of employment preceding the Leave. Public holidays (**but not College holidays**) occurring during Maternity Leave will be offered as extra days' leave.

Pre-natal and Post-natal care

A member of staff is entitled to paid time off for ante-natal or post-natal care. Evidence of appointment or attendance at an ante or post-natal clinic may be required. Expectant mothers are entitled to attend one complete set of ante-natal classes (other than the last three classes) without loss of pay. Prospective fathers have a once-off right to attend the last two ante-natal classes before the birth. This is subject to the staff member giving at least two weeks' notice before the first class or class concerned and appropriate documentation giving the dates and times of the classes.

Breastfeeding

Breastfeeding mothers will be accommodated (for up to 26 weeks after giving birth), without loss of pay, to either breastfeeding break/s, where suitable facilities are provided, or a reduction of working hours. The one hour break may be split into shorter periods of time totalling one hour.

During Maternity Leave employees who satisfy the contribution conditions will be entitled to payments under the Maternity Benefit Scheme, administered by the Department of Social Protection.

A.2.2 Paternity Leave

Paternity Leave entitlement is 3 days paid leave which is granted solely to a male staff member on the birth of his child or on the adoption of a child.

Eligibility

All male staff employed in College is entitled to apply for Paternity Leave. The person must be the natural or adoptive parent of the child.

Entitlement

The maximum entitlement is 3 days paid leave. For job-sharing and part time staff this is applied on a pro-rata basis. The leave must be taken at the time of birth or up to four weeks after the birth or placement of the child following the adoption process.

Pay and Other Matters

(i) Paternity Leave is paid leave.
(ii) Staff on Paternity Leave retain all rights during the period of Leave.

Procedure

(i) Application for Paternity Leave should be made in consultation with the Head of School/Unit/Area.

(ii) Application must be made to the Staff Relations Section, Staff Office (on the form below) as soon as practicable and where possible in advance of the proposed first date of leave.

(iii) A copy of the birth certificate / adoption certificate should be provided to the Staff Office with the application or as soon as possible thereafter.

(iv) A letter confirming the granting of leave will be issue by the Staff Office to the staff member and their Head of School/Unit/Area.

A.2.3 Parental Leave

Parental leave entitlement is unpaid leave which is granted for those whom are natural or adoptive parents, to enable them to care for a child in accordance with the terms and conditions of the Parental Leave Act, 1998. Parental Leave entitlements also extend to persons action in *loco parentis* in respect of an eligible child.

Eligibility

(i) Staff must have at least one year's continuous service with the College, before being eligible to take parental leave. However, where a child is approaching the age threshold and the employee has more than three months but less than one year's service, s/he shall be entitled to pro-rata parental leave. In such case, the employee will be entitled to one week's parental leave for every month of continuous employment.
(ii) Leave must be taken by the time the child is eight years old.
(iii) In the case of a child with a disability – the maximum age of the child for leave purposes is 16 years – provided a domiciliary care allowance is payable or would be payable – further details available from the Health Boards.
(iv) Parental Leave is available for each parent and is non-transferable. However, in the case where both parents are employed by the College, subject to agreement of the College, parental leave may be transferred from one parent to the other. This will be assessed on a case by case basis.

Entitlement

(i) Maximum entitlement consists of fourteen of the Staff member's normal working weeks. This entitlement is based on the number of days or hours worked in the fourteen weeks immediately prior to the commencement of leave. Part-time staff are entitled to parental leave on a pro rata basis.
(ii) Parental Leave consists of a continuous period of leave. Consideration may be given to the granting of this leave in a combination of shorter periods of time. The detailed arrangements of alternative leave patterns must have the agreement of the Head of School/Unit/Area and the Staff Office.
(iii) Only one 14 week period of leave may be taken in any twelve month period.

Exceptional cases will be considered for consecutive leave.

Return to Work and Postponement of Leave

(i) Staff must return to work on the date set out in the Confirmation Document.
(ii) Postponement of leave by a Staff member is subject to agreement by the Head of School/Unit/Area and the Staff Office.

Pay and Other Matters

(i) Parental Leave is unpaid leave.
(ii) Staff taking Parental Leave retain all rights except those relating to remuneration.
(iii) Staff retain their normal rights to public holidays during any period of parental leave. This shall be added to the period of parental leave.
(iv) Staff accrue annual holidays during the period of parental leave.
(v) Probationary periods, training and apprenticeships will be extended by the period of the parental leave.
(vi) Staff should make provisions for continued payments to V.H.I and other schemes.
(vii) Staff should make pension arrangements with Staff Relations.
(viii) The Minister for Social and Family Affairs has introduced regulations to ensure preservation of social insurance records for employees who avail of parental leave. In such circumstances, employees should contact the Department of Social, Community and Family Affairs.

Procedure

(i) Application for Parental leave should be made in consultation with the Head of School/Unit/Area.
(ii) Application must be made to the Staff Office at least six weeks in advance of the proposed first date of leave on the appropriate form below. Applications should include the birth certificate /adoption certificate of the child.
(iii) All arrangements must take into consideration both the College's and the Department's needs. College has the right to postpone the Parental Leave for any period subject to normal restrictions under the Act.
(iv) A Confirmation Document will be drawn up by the Staff Office and must be signed and returned.

A.2.4 Carer's Leave

Carer's Leave is unpaid leave, which provides for the temporary absence from employment of employees for the purpose of the provision of full-time care and attention to a person requiring it. A Deciding Officer of the Department for Social, Community and Family Affairs will be responsible for ascertaining the validity of a 'Relevant Person'.

Eligibility

(i) All staff that are employed in College and have been employed for a minimum period of 12 months continuous employment.

(ii) The staff member must be providing full-time care and attention for a Relevant Person as authorised by the Deciding Officer.

(iii) The staff member may apply for a second set of leave, if the second Relevant Person resides with the first Relevant Person.

(iv) The staff member must not be on a period of carers leave if applying for a third set of leave.

(v) A decision from a Deciding Officer specifying the Carer and the Relevant Person must be provided to the College.

(vi) Staff must not be engaged in employment during the period of leave with the exception of those incidences specified in the Act.

Entitlement

(i) Leave may not exceed 104 weeks for each Relevant Person.

(ii) The total amount of Carer's Leave cannot exceed 208 weeks.

(iii) Leave can be taken as a continuous period of 104 weeks for each Relevant Person.

(iv) Consideration may be given to a number of shorter periods of leave. This will be at the discretion of the Head of School/Unit/Area and the College. When taking leave in blocks, a minimum period of 6 weeks must have elapsed before a second period can be granted.

(v) A minimum period of 6 months must have elapsed before an individual can take more leave in respect of a different Relevant Person.

(vi) Two people cannot care for the same person at the same time.

(vii) Application for a second set of leave may be made whilst on the first set of leave, if the second Relevant Person resides with the first Relevant Person. This leave will commence on the date of the decision from the Department for Social Community and Family Affairs and shall not exceed 104 weeks e.g. leave periods may overlap.

Return to Work and Postponement of Leave

(i) Written notification of any changes must be submitted to the Head of School/Unit/Area as soon as is practicable.

(ii) Staff must return to work on the date set out in the Confirmation Document.

(iii) Postponement of leave by a staff member is subject to agreement by the Head of School/Unit/Area and the Staff Office.

(iv) Staff should return to work 6 weeks following the death of the Relevant Person (unless the leave already terminates during that period).

(v) Staff must, not less than four weeks before the date of the termination of the leave, give notice in writing of their intention to return to work.

(vi) If staff cease to satisfy the criteria for Carer's Leave (as laid down in the Carer's Leave Act 2001) and wish to return to work earlier than anticipated, they will be required to provide their Head of School/Unit/Area with 6 weeks' notice in writing of their intention to return to work.

A.3 Equality Policy

The purpose of this policy is to outline Trinity College Dublin's commitment to promoting equality in all aspects of the College's activity: employment, education and service provision; and to detail how this policy will be implemented.

The College aims to provide an inclusive environment which promotes equality and values diversity – and is committed to maintaining an environment of dignity and respect where all staff and students can develop their full potential. The concept of equality is central to the College's ethos of academic and service excellence.

Trinity College Dublin is an equal opportunities employer and is committed to the continued development of employment policies, procedures and practices which do not discriminate on grounds such as gender, civil status, family status, ethnicity, age, disability, sexual orientation, religion or membership of the Travelling community.

This policy outlines the actions the College will take to identify and remove any barriers to accessing and participating in College as a student or staff member or service user.

Legislation

This policy is developed in the context of the Employment Equality Acts 1998-2010 and Equal Status Acts 2000-2010 which prohibit direct and indirect discrimination, sexual harassment, harassment and victimisation in relation to nine equality grounds: gender, family status, civil status, sexual orientation, age, disability, religion, ethnicity and membership of the Traveller community.

The Employment Equality Acts prohibit discrimination in employment – including recruitment, promotion, pay and other conditions of employment. The Equal Status Acts prohibit discrimination in access to and provision of services, accommodation and educational establishments.

The Universities Act 1997 places obligations on universities to promote equality, including gender balance, and access.

This policy reflects the College's commitment to meet its obligations under these Acts.

Statement of Commitment

The College:

- Is committed to non-discrimination (direct or indirect) in access and participation in education and employment in relation to any of the nine equality grounds: gender, family status, civil status, sexual orientation, age, disability, religion, ethnicity and membership of the Traveller community.
- Seeks to ensure that services provided are free from discrimination and harassment.
- Supports an inclusive environment of dignity and respect where all staff and students can develop their full potential. Will not tolerate harassment or bullying of staff, students or other members of the College community. [All members are protected by the College Dignity and Respect Policy, failure to comply can result in disciplinary action].

- Is committed to a programme which will seek to identify barriers to equality and full participation and imbalances within College practices where they exist, and take action to redress these.

Mainstreaming

College seeks to mainstream equality in its planning processes so as to ensure an equality perspective comprehending the nine protected equality groups is incorporated into all College activities and policies.

The implementation of this policy will mean taking into account the impact of strategic plans and other business, academic or development strategies on staff, students and services users from across the nine equality grounds as part of the usual decision-making process. Guidance on equality mainstreaming and proofing can be sought from the Equality Officer.

Equality in employment (staff)

This section outlines how the College's commitments to equality, non-discrimination and equal access and participation apply to the College's employment practices and procedures. The policy affects all areas of employment practice including recruitment and selection, training and development, progression, pay, employment conditions and retention.

Recruitment and selection In relation to recruitment and selection the College will:

- Not discriminate directly or indirectly against any applicant or candidate to employment in relation to any of the nine equality grounds.
- Select candidates on the basis of Merit – ensuring the candidate with the talent, skills, competencies and experience most suited to the post is selected.
- Identify and remove any unnecessary barriers that might impede the application or selection of an eligible candidate, across all nine equality grounds. Ensure the application process is open to any eligible candidate who wishes to apply.
- Develop inclusive recruitment practices that acknowledge the diversity of applicants and candidates to College.
- Provide a flexible service and facilitate communication between applicants and Recruitment staff in order to facilitate the recruitment process for all. Provide materials in accessible or alternative formats as per the Accessible information policy.
- Seek information on the diversity profile of employment applicants to ensure College is attracting a representative sample of people from different backgrounds. Seek feedback and consult with applicants or other interest groups to ensure quality of service.
- All Recruitment staff will receive training in the implementation of this policy.
- Ensure transparency of recruitment procedures.

Advertising

Provide a job specification that specifies essential and desirable requirements, skills, knowledge, experience and competencies for the position.

Ensure the job descriptions and advertisements do not directly or indirectly exclude any potential applicant or include any unnecessary requirements that would unfairly exclude an applicant in relation to any of the nine equality grounds.

Direct recruitment to ensure that advertisements reach candidates across all nine equality grounds (by advertising in a variety of media for example).

Interviews

- Provide training in equality and diversity (as well as recruitment skills) to all members who participate on interview panels.
- Committed to an agreed and objective system of rating candidates (by experience, skill, qualifications etc. as relevant).
- Any medical test required will be assessed in relation to the specific duties of the job. Employees who disclose a disability will be provided with reasonable accommodation as outlined in the Code of Practice.

Particular responsibility for the implementation of these actions lies with the Staff Office and Recruitment section.

Training and development

College will:

- Seek to ensure that programmes provided are inclusive and accommodate the diversity of staff.
- Mainstream equality issues in training programmes where relevant

Progression

College will:

- Ensure all staff enjoy equal access to progression and promotional opportunities regardless of any of the nine equality grounds.
- Monitor promotional processes regarding gender (and other equality criteria where appropriate) in order to ensure equality of opportunity in career progression in College.
- Remove any identified barriers to progression for particular groups of staff under the nine grounds and where appropriate implement measures to redress imbalances.

Retention and wellbeing

- Seek to retain and develop talent in College's diverse staff from across all nine equality grounds.
- Provide equal access to work life balance policies and benefits as appropriate.
- Provide access to the College's Employee Assistance Programme as widely as possible.
- Provide regular information to staff on benefits and entitlements through the Staff Office web page.

- Ensure that College's Dignity and Respect Policy is upheld through awareness-raising.
- Throughout all industrial relations matters (grievances, disciplinary matters etc.) consideration will be given to accommodating diversity across the nine equality grounds.

Implementation-Responsibility

The Board of the College is responsible for the management and control of the affairs of the College, subject to the provisions of the Statutes and Charter. The Board has appointed an Equality Committee charged with responsibility for the development and monitoring of policies and practices in relation to equality.

Each area that provides a service, academic, student service or other type of service, has the responsibility to ensure the service provided upholds the commitments outlined in this policy.

Deans, Heads of School and Discipline, Line Managers, Supervisors and others in positions of authority should seek to ensure that the equality policy is upheld in respect of staff, students, service users and other members of the College community.

All staff play a role in implementing this policy. All students, service users and others conducting business with the organization should cooperate with the implementation of this policy. Business contracts will reflect this requirement.

The Equality Committee is responsible for reviewing the implementation of this policy regularly and for any amendments to the policy [the policy will be reviewed at least every three years].

Equality infrastructure

The Equality Committee will support the implementation of this policy. The Equality Committee is a Principal Committee of Board with staff and student representation.

The Equality Officer has an advisory role to the Equality Committee and will support College in implementing this policy, liaising with relevant departments and services and providing advice to staff and students on the contents of this policy.

Equality and Diversity awareness

College will implement equality and diversity training and awareness programmes in order to ensure the implementation throughout College of this Equality policy with regard to employment and service delivery. Equality and diversity will be mainstreamed in training programmes relevant to employment, teaching or service user service. The Staff Office and Equality Committee have a particular responsibility with regard to these commitments.

Monitoring and review

College will actively seek feedback on the implementation of this policy from staff, students and service users.

The implementation of the policy will be reviewed on a regular basis by the Equality Committee and the policy updated on foot of this review or other legal developments, at least every three years.

Each service, administrative and academic area will include a report on the implementation of this policy in their Annual Report and will facilitate the Equality Committee with the relevant information in order to monitor implementation.

The Equality Committee will report on the overall implementation of this policy in its Annual Report.

Appendix B: CNRS

B.1 CNRS INTEGER Survey

Welcome to the INTEGER Survey website

The objective of this survey is to examine the career paths and aspirations, as well as the perceptions and personal experiences of women and men researchers as part of the INTEGER European project (INstitutional Transformation for Effecting Gender Equality in Research)[66].

Key findings from this survey will allow us to better target the gender equality action plan which will be implemented at CNRS from 2012 to 2015 as part of the project.

[Version 1: This survey is open to researchers and senior researchers whose lab is affiliated at the INSMI or the INP.]

[Version 2: This survey is open to researchers from your CNRS laboratory (i.e. permanent researchers from CNRS or other partner institutions, university faculty, non-permanent researchers, post-docs and PhD students)]

The survey had been designed by the INTEGER consortium and draws partly on the Athena Survey of Science, Engineering and Technology (ASSET) Survey conducted across UK universities and research institutions, as well as on surveys developed by the Universities of Michigan and Illinois in the framework of the ADVANCE Program[67] from the US National Science Foundation.

The various sections of the survey address the following subjects:

1. Current Employment Status
2. Career History and Aspirations
3. Professional Development
4. Work /Life Balance
5. Research Unit (Laboratory) Environment
6. Management and Institutional Governance
7. Demographic Information

The questionnaire should take about 30 to 40 minutes to complete.

As long as you have not clicked “Finish” at the very end of the survey, and are using the same computer, you can leave the questionnaire and return to it later. Your responses will have been saved.

66 Put link to: http://www.cnrs.fr/mpdf/spip.php?article153

67 Put link to: http://www.nsf.gov/advance

Data Protection and Confidentiality

Although it would be strongly appreciated for the purpose of the INTEGER project if all questions were completed, each question remains optional. Please feel free to omit a response to any question.

All information collected through this online survey is anonymous and IP addresses of the respondents are not collected.

Security and high-level encryption will be used for data collection in the course of this research, which was declared to the CNIL (*Commission nationale de l'informatique et des libertés)*.

Access to data collected through this survey and processed will be restricted to the INTEGER team, who will be responsible for its analysis. All personal data collected by this survey will be destroyed as soon as it is no longer required for the purpose of this study.

In accordance with French "informatique et libertés" law of January 6, 1978, amended in 2004, you have the right to access and rectify your personal information. You can exercise this right by contacting the INTEGER team at the Mission for the Place of Women at CNRS [68]. You can also, for due reason, refuse that your personal data be processed.

For further information, do not hesitate to contact the INTEGER team[69].

Thank you in advance for your participation to this survey.

0	**Thank you for telling us if you are:** • A woman • A man

1. CURRENT EMPLOYMENT STATUS

N°	QUESTION
1.1	**What is your current grade?** [Version 1: • Second grade researcher / Chargé-e de recherche de 2ème classe au CNRS • First grade researcher / Chargé-e de recherche de 1ère classe au CNRS • Second grade senior researcher / Directeur/trice de recherche de 2ème classe au CNRS • First grade senior researcher / Directeur/trice de recherche de 1ère classe au CNRS • Exceptional grade senior researcher, rank 1 / Directeur/trice de recherche de classe exceptionnelle 1er échelon au CNRS • Exceptional grade senior researcher, rank 2 / Directeur/trice de recherche de classe exceptionnelle 2ème échelon au CNRS • Other (please specify) ……]

68 http://www.cnrs.fr/mpdf/spip.php?article65

69 Idem

	[Version 2: • PhD student / Doctorant-e • Post-doctoral researcher / Post-doctorant-e • Non-permanent researcher / Chercheur/se contractuel-le • Second grade researcher / Chargé-e de recherche de 2ème classe au CNRS • Normal grade Associate Professor / Maître-sse de conférences de classe normale • First grade researcher / Chargé-e de recherche de 1ère classe au CNRS • Senior Associate Professor / Maître-sse de conférences hors classe • Second grade senior researcher / Directeur/trice de recherche de 2ème classe au CNRS • Second grade Full Professor / Professeur-e des universités de 2ème classe • First grade senior researcher / Directeur/trice de recherche de 1ère classe au CNRS • First grade Full Professor / Professeur-e des universités de 1ère classe • Exceptional grade senior researcher, rank 1 / Directeur/trice de recherche de classe exceptionnelle 1er échelon au CNRS • Exceptional grade Full Professor, rank 1 / Professeur-e des universités de classe exceptionnelle 1er échelon • Exceptional grade senior researcher, rank 2 / Directeur/trice de recherche de classe exceptionnelle 2ème échelon au CNRS • Exceptional grade Full Professor, rank 2 / Professeur-e des universités de classe exceptionnelle 2ème échelon • Other status (please specify) …… If 'you are NOT a PhD student, please go to question 1.3
1.1.1 Only Version 2	**Which year of your PhD are you in?** 1 2 3 4 5+
1.1.2 Only Version 2	**What was your main motivation for choosing to do a PhD?** (Please tick only one answer) I was inspired/encouraged by a member of the CNRS or the University community To give myself time to think about what to do next I have a passion for science I want an academic or public research career I have an aptitude for science Encouragement from a family member Other (please specify)
1.1.3 Only Version 2	**How are you funded while studying for your PhD?** • Doctoral contract funded by the Ministry of Higher Education and Research / Contrat doctoral financé par le Ministère de l'enseignement supérieur et de la recherche • Doctoral contract funded by CNRS / Contrat doctoral financé par le CNRS • Doctoral contract co-funded by CNRS and a ministry / Contrat doctoral co-financé par le CNRS et par un ministère • Doctoral contract co-funded by CNRS and another research organisation / Contrat doctoral co-financé par le CNRS et par un autre organisme de recherche • Doctoral contract co-funded by CNRS and a regional administration / Contrat doctoral co-financé par le CNRS et par une région

	• Doctoral contract co-funded by CNRS and an industry / Contrat doctoral co-financé par le CNRS et par une industrie • Doctoral contract funded by the Ministry of Defense/ Contrat doctoral financé par la Délégation générale de l'armement (DGA) • Doctoral contract funded by another public scientific and technological institution or research organisation / Contrat doctoral financé par un autre EPST ou organisme de recherche • Doctoral contract funded by a regional administration / Contrat doctoral financé par une région • Industrial grants / Convention Industrielle de Formation par la Recherche (CIFRE) • Marie-Curie grants / Contrat de thèse Marie-Curie • Another professional activity in research / Une autre activité professionnelle dans le cadre de la recherche • Another activity not related to research / Une activité dans un autre domaine que la recherche • No funding / Je ne bénéficie d'aucun financement • Other … (please specify) / Autres… (merci de spécifier)
1.1.4 Only Version 2	**What gender is your thesis director?** Male Female
1.1.5 Only Version 2	**How would you rate your relationship with your thesis director?** Very Good Good Fair Poor
1.1.6 Only Version 2	**Are you happy with your decision to do a PhD?** Yes No If yes, please describe why If no, please describe why
1.1.7 Only Version 2	**Do you agree with the following statements?** (Yes – More or less – No) Senior colleagues give me scientific and/or technical support I am encouraged to publish in scientific journals / magazines I am encouraged to present my work at conferences / seminars / workshops I am encouraged to do a post-doc I am encouraged to apply for a position at CNRS I am encouraged to apply for a position at the University
1.1.8 Only Version 2	**In which field of activity and sector do you plan to work in the future?** Research and/or higher education teaching in the public sector Research in the private sector Other activity in the public sector Other activity in the private sector

	If 'Research and/or higher education teaching in the public sector' is NOT selected, please go to question 1.2.10
1.1.9 Only Version 2	**What type of research/academic post do you aspire to as your long-term career goal?** • Researcher / Chercheur/se • Teacher-researcher / Enseignant-e chercheur/se • Teacher with no research activity / Enseignant-e sans activité de recherche • Research Team Head / Responsable d'équipe de recherche • Laboratory Director / Directeur/trice de laboratoire • Senior management position in research / Poste d'encadrement supérieur dans la recherche • I don't know • Other(Please specify) Please go to question 1.2
1.1.10	**Please specify the main reason why you are not considering staying in the public research sector?** [Dialogue Box] Only Version 2
1.2	**Which CNRS Institute is your lab affiliated to?** • INSMI • INP • INSIS
1.3	**Which discipline do you currently work in (please select the discipline closest to your research area)?** • Mathematics and Interactions of mathematics (CF Section 1 of the National Committee of CNRS) • Physical theories: methods, models and applications (CF Section 2 of the National Committee of CNRS) • Interactions, particles, nuclei: from the laboratory to the cosmos (CF Section 3 of the National Committee of CNRS) • Atoms and molecules - Lasers and optics - Hot plasmas (CF Section 4 of the National Committee of CNRS) • Condensed matter physics: organisation and dynamics (CF Section 5 of the National Committee of CNRS) • Condensed matter: structures and electronic properties (CF Section 6 of the National Committee of CNRS) • Information Science and Technology (computer science, automatics, signal and communication) (CF Section 7 of the National Committee of CNRS) • Micro and Nanotechnologies, Electronics, Photonics, Electromagnetism, Electrical Engineering (CF Section 8 of the National Committee of CNRS) • Materials and structures engineering. Solids mechanics. Acoustics (CF Section 9 of the National Committee of CNRS) • Fluid and reactive media: transports, transfers, transformation processes (CF Section 10 of the National Committee of CNRS) • Supra and macromolecular systems: properties, functions and engineering (CF Section 11 of the National Committee of CNRS) • Molecular architecture: Synthesis, mechanisms and properties (CF Section 12 of the National Committee of CNRS) • Physical Chemistry: molecules, environment (CF Section 13 of the National Committee of CNRS) • Coordination Chemistry, Interfaces and Processes (CF Section 14 of the National Committee of CNRS) • Chemistry of Materials, Nanomaterials and Processes (CF Section 15 of the National Committee of CNRS) • Chemistry for living organisms and medicinal chemistry. Design and properties of compounds of biological interest (CF Section 16 of the National Committee of CNRS) • Solar System and the distant Universe (CF Section 17 of the National Committee of CNRS) • Earth and the Terrestrial Planets: structure, history and models (CF Section 18 of the National Committee of CNRS)

	• The Earth System: superficial envelopes (CF Section 19 of the National Committee of CNRS) • Continental Surfaces and Interfaces (CF Section 20 of the National Committee of CNRS) • Molecular and structural features underlying biological functions (CF Section 21 of the National Committee of CNRS) • Organization, expression and evolution of genomes (CF Section 22 of the National Committee of CNRS) • Cell biology: organization and functions of the cell; infectious processes and host/pathogen relationships (CF Section 23 of the National Committee of CNRS) • Cellular interactions (CF Section 24 of the National Committee of CNRS) • Molecular and integrative physiology (CF Section 25 of the National Committee of CNRS) • Development, evolution, reproduction, stem cells (CF Section 26 of the National Committee of CNRS) • Behavior, cognition, brain (CF Section 27 of the National Committee of CNRS) • Integrative Plant Biology (CF Section 28 of the National Committee of CNRS) • Biodiversity, evolution and biological adaptations: from macromolecules to communities (CF Section 29 of the National Committee of CNRS) • Therapy, pharmacology and bioengineering (CF Section 30 of the National Committee of CNRS) • Humans and their Environments: Evolutions, Interactions (CF Section 31 of the National Committee of CNRS) • Ancient and Medieval Worlds (CF Section 32 of the National Committee of CNRS) • Modern and Contemporary Worlds (CF Section 33 of the National Committee of CNRS) • Languages, Language, Discourse (CF Section 34 of the National Committee of CNRS) • Philosophy, History of Thought, Science of Texts, Theory and History of Literatures and Arts (CF Section 35 of the National Committee of CNRS) • Sociology: Norms and Rules (CF Section 36 of the National Committee of CNRS) • Economics and Management (CF Section 37 of the National Committee of CNRS) • Societies and Cultures: comparative approaches (CF Section 38 of the National Committee of CNRS) • Areas, Territories and Societies (CF Section 39 of the National Committee of CNRS) • Politics, Power, Organization (CF Section 40 of the National Committee of CNRS) • Research Management (CF CID 41 of the National Committee of CNRS) • Communication Sciences (CF CID 42 of the National Committee of CNRS) • Biological systems modelling, bioinformatics (CF CID 43 of the National Committee of CNRS) • Cognition, language, information processing: natural and artificial systems (CF CID 44 of the National Committee of CNRS) • Dynamics of environmental systems, sustainable development, health, society (CF CID 45 of the National Committee of CNRS)
1.4	**Please indicate if your field of study is:** • Experimental sciences • Theory • Both
1.5	**What percentage of your working time do you spend in each of the following areas?** • Research (including writing articles and attending conferences) • Response to call for proposals, project coordination and management • Research management (organization of meetings, leading a research team, a laboratory, a CNRS research network, etc.) • Teaching • Student supervision (PhD students, trainees, etc.) • Administration (logistics, documentation, computing, community service, etc.) • Consultancy and expertise (including research evaluation committees) • Research value creation (patents, technology transfer, popular science, etc) • Other (please specify)……. (Software checks that TOTAL is 100%)

1.6	**Do you have any comments regarding the distribution of your working time?** [Dialogue box]
1.7	**In the last 2 years, how many peer-reviewed research publications have you had?** (Include accepted publications, but not those that are still at the revision stage) As: • Sole author? • Lead author (ex : first or last in the authors list)? • Joint author? 0,1,2,3,4,5,6,7,8,9,10, >10 [Pull down menu for each]
1.8	**In the last 2 years, please indicate how many times you have:** 0,1,2,3,4,5,6,7,8,9,10, >10 [Pull down menu for each] • Submitted a proposal for funding to the following agencies/programs, as PI? • Submitted a proposal for funding to the following agencies/programs, as participant? • Been successful with the proposals submitted to the following agencies/programs, as PI? • Been successful with the proposals submitted to the following agencies/programs, as participant? **Choices [Pull down menu for each]:** • ANR-Agence nationale de la recherche (French National Research Agency) (including ”investissements d’avenir) • FP7, save European Research Council (ERC) • European Research Council (ERC) • CNRS (PEPS, PEPII, PIR, etc.) • Regional/Departmental Programmes • Other
1.9	**In the last 12 months approximately how many conferences have you attended?** As a: Delegate or presenting a poster 0,1,2,3,4,5,6,7,8,9,10, >10 [Pull down menu] Speaker 0,1,2,3,4,5,6,7,8,9,10, >10 [Pull down menu] Invited/keynote speaker 0,1,2,3,4,5,6,7,8,9,10, >10 [Pull down menu] Session Chair 0,1,2,3,4,5,6,7,8,9,10, >10 [Pull down menu]
1.10	**How frequently do you travel for work purposes (for an overnight stay or longer) e.g. for meetings/conferences or to work in an external laboratory?** [Pull down menu] Never 1 or 2 times per year 3 or 4 times per year 5-9 times per year 10-12 times per year >12 times per year Fortnightly Weekly

2. CAREER HISTORY AND ASPIRATIONS

2.1	**In your choice of a career in academia/public research, please rank the following factors in terms of how influential they were for you [Version 2: (or currently are for you, if you are a PhD student or post-doc)]?** (Please select 3 and rank by order of importance from 1 to 3, where 1 = most important) [Radio buttons] Intellectual challenge Teaching Academic freedom/Scientific independence Interest in research No teaching duties Possibility of developing long-term research projects Permanent position Professional prestige/Social recognition Public Sector Autonomy in working hour organisation *Other (please specify)*
2.2	**Did the following factors play [Version 2: (or are they playing, if you are a PhD student or post-doc)] an important role in your career choices?** (Please indicate order of importance where 1 = VERY IMPORTANT while 4 = UNIMPORTANT) **[Radio buttons]** Better work-life balance/Flexible working arrangements Family model Geographical relocation due to partner's job Shorter journey between home and work Other factors related to your personal life (please specify)…….
2.3	**Please indicate approximately, how many years you have occupied each of the following grades, indicating whether this was full-time or part-time employment** (please put zero against those categories that do not apply to you). • PhD student / Doctorant-e • Postdoc/ Post-doctorant-e • Non-permanent researcher / Chercheur/se contractuel-le • CNRS Associated researcher / Attaché-e de recherche au CNRS • CNRS Second grade researcher / Chargé-e de recherche de 2ème classe au CNRS • Normal grade Associate Professor / Maître-sse de conférences de classe normale • CNRS First grade researcher / Chargé-e de recherche de 1ère classe au CNRS • Senior grade Associate Professor / Maître-sse de conférences hors classe • CNRS Second grade senior researcher / Directeur/trice de recherche de 2ème classe au CNRS • CNRS Senior Research Fellow / Maître-sse de recherche au CNRS • Second grade Full Professor / Professeur-e des universités de 2ème classe • CNRS First grade senior researcher / Directeur/trice de recherche de 1ère classe au CNRS • First grade Full Professor / Professeur-e des universités de 1ère classe • CNRS Exceptional grade senior researcher, rank 1 / Directeur/trice de recherche de classe exceptionnelle 1er échelon au CNRS • Exceptional grade Full Professor, rank 1 / Professeur-e des universités de classe exceptionnelle 1er échelon • CNRS Exceptional grade senior researcher, rank 2 / Directeur/trice de recherche de classe exceptionnelle 2ème échelon au CNRS • Exceptional grade Full Professor, rank 2 / Professeur-e des universités de classe exceptionnelle 2ème échelon • Other (please specify) ……

2.4	**Do you feel that you have achieved your career ambitions in terms of grade attainment?** Yes No **[Radio buttons]** Can you explain your answer? **[Dialogue Box]**
2.5	**Please indicate if you have applied for a recruitment or grade advancement competition, or if you applied for promotion within CNRS or the University, and if so, the number of times that you applied. [Radio buttons for each]**

CNRS Second grade researcher Chargé-e de recherche de 2ème classe	Yes /No	No. of times	
CNRS First grade researcher Chargé-e de recherche de 1ère classe	Yes /No	No. of times	
CNRS Second grade senior researcher Directeur/trice de recherche de 2ème classe	Yes /No	No. of times	
CNRS First grade senior researcher Directeur/trice de recherche de 1ère classe	Yes /No	No. of times	
CNRS Exceptional grade senior researcher, rank 1 Directeur/trice de recherche de classe exceptionnelle 1er échelon	Yes /No	No. of times	
CNRS Exceptional grade senior researcher, rank 2 Directeur/trice de recherche de classe exceptionnelle 2ème échelon	Yes /No	No. of times	
Normal grade Associate Professor Maître-sse de conférences de classe normale ou équivalent	Yes /No	No. of times	
Senior grade Associate Professor Maître-sse de conférences hors classe	Yes /No	No. of times	
Second grade Full Professor Professeur-e des universités de 2ème classe	Yes /No	No. of times	
First grade Full Professor Professeur-e des universités de 1ère classe	Yes /No	No. of times	
Exceptional grade Full Professor, rank 1 Professeur-e des universités de classe exceptionnelle 1er échelon	Yes /No	No. of times	
Exceptional grade Full Professor, rank 2 Professeur-e des universités de classe exceptionnelle 2ème échelon	Yes /No	No. of times	

2.6	**Please indicate what encouraged you to apply, or what made you not apply.** [Dialogue box]
2.7	**Please indicate the <u>five</u> factors that you believe contribute most to a successful career progression at CNRS?** [Version 2: (This question, as the entire questionnaire, applies equally to non-CNRS researchers, permanent or fixed-term contract)] • Using professional networks effectively • Assessment/Prestige of your laboratory • Scientific collaborations • Teaching skills and experience • Creativity and risk-taking • Committee experience

	• Geographical or thematic mobility • Volume of peer-reviewed articles/books/chapters • Citations of published academic work • Obtaining CNRS funding (PEPS, GDR…) • Obtaining external funding • Research management experience • Awards or prizes • Quality of the results • Quantity of work committed • Proactive support from senior researchers, influential mentors • Visibility e.g. working on high profile subjects/funded projects • Other (please specify)……
2.8	**Have any workplace factors at a laboratory affiliated to CNRS adversely affected your career progression?** Yes No **[Radio buttons]** [If No, go to question 2.10]
2.8.1	**If yes, which of the following?** Absence of role models Attitude of colleagues Long hours working culture Bullying / harassment Sexual harassment Professional isolation Lack of direction by supervisor Lack of support/encouragement Poor equipment/working conditions Inadequate or not sufficient training offers/Professional development Limited job promotion opportunities Other (*please specify*) …… **[Radio buttons]**
2.9	**Have any of the following factors adversely affected your career progression?** Unable to easily move location Taking a career break Unavailability of flexible working when required Partner's career Lack of quality affordable childcare and/or dependant care Research field too interdisciplinary Research field too specialised Research field not highly specialized enough Unconventional career path Periods of working less than full time Other (please specify)…… **[Radio buttons]**
2.10	**What, if any, organisational/cultural barriers do you see to your career progression within CNRS and/or within a laboratory affiliated to CNRS?** Please elaborate [Dialogue box]

3. PROFESSIONAL DEVELOPMENT

3.1	**Do you know how appointments are made to the following senior management/scientific decision-making positions within CNRS? (Yes – Not fully – Not at all)** • Member of a section/CID of the National Committee (Membre d'une section/CID du Comité national) • President of a section/CID of the National Committee (Président-e d'une section/ CID du Comité national) • Member of a Laboratory Council (Membre d'un conseil de laboratoire) • Laboratory Director (Directeur/trice d'unité de recherche) • Member of an Institute Scientific Council (Membre d'un conseil scientifique d'Institut) • President of an Institute Scientific Council (Président-e d'un conseil scientifique d'Institut) • Institute Scientific advisors (Chargé-e de mission/ délégué-e scientifique auprès d'un Institut) • Institute Deputy Scientific Director (Directeur/trice adjoint-e scientifique d'Institut) • Institute Director (Directeur/trice d'Institut) • Chief Research Officer (Directeur/trice général-e délégué-e à la science) • Member of the Scientific Council of CNRS (Membre du conseil scientifique du CNRS) • Member of the Board of Trustees of CNRS (Membre du conseil d'administration du CNRS) • President of CNRS (Président-e du CNRS)
3.2	**Do you feel informed about the following areas? (Yes, fully – Yes, but not enough - No)** • Recruitment criteria and procedure for an academic position at CNRS • Promotion criteria and procedure for CNRS researchers • CNRS Medals criteria and procedure • Scientific Excellence Bonus (« prime d'excellence scientifique ») criteria and procedure
3.3	**Have you ever served, or do you currently serve, as a member of one or several of the following Committees? (**Please select all that apply) • Board of Trustees, Executive Committee or Scientific Council of CNRS (Conseil d'administration, Comité de direction ou Conseil scientifique du CNRS) • University Central Councils (Conseils centraux d'une université) • Section or Interdisciplinary Commission of the National Committee of CNRS (Section ou CID du Comité national du CNRS) • Section of the National Council of Universities (Section du Conseil national des universités) • CNRS "concours" admission jury (Jury d'admission des concours CNRS) • Selection Committee for the Scientific Excellence Bonus (Comité de sélection CNRS pour l'attribution de la PES) • Selection Committee for the CNRS Medals (Comité de sélection pour l'attribution des médailles du CNRS) • Selection Committee for CNRS project grants (Comité de sélection de PEPS/PEPII/PIR du CNRS) • CNRS Institute Scientific Council (Conseil scientifique d'Institut CNRS) • Joint Technical Committee or Joint Administrative Commission of CNRS (Comité technique ou commission administrative paritaire du CNRS) • Laboratory Council (Conseil de laboratoire) • CNRS Ethics Committee (Comité d'éthique du CNRS) • I have never served as a member of any decision-making body • Other (please specify)……. [If "I have never served as a member of any decision-making body" is ticked, go to question 3.4]

3.3.1	**Did Committee membership benefit your career in any of the ways mentioned below?** (please select all that apply) • Acquisition of new skills • Improved status • Enhanced CV • Additional salary • Greater knowledge of organisational structures/processes • New contacts/networking opportunities • Increased internal visibility • Other (please specify)……. • Not benefited my career
3.4	**Are you/have you been?** (please select all that apply) Assessor/Evaluator for a research funding agency/national/international program Member of the governing bodies of a professional/academic society Member of the organising committee of a national or international conference Editorial Board member of a scientific journal Chief Editor of a scientific journal Member of a grant giving panel (ex: PhD) Member of a European Commission Expert group Member of an Expert committee of AERES Member of a science policy/strategy committee at national level Member of a science policy/strategy committee at international level Member of the Board of Trustees of a company **[Radio buttons for each]**
3.5	**Have you ever received a Scientific Award?** From the CNRS: Yes No [Radio buttons] National : Yes No [Radio buttons] International : Yes No [Radio buttons]
3.6	**Is there anyone (a senior researcher) whom you currently consider a mentor, or who has been a mentor to you in the past?** • Yes • No [If No, go to question 3.7]
3.6.1	**Please indicate the form(s) of mentoring you currently receive, or have received: (Please select each that apply)** Someone who: • Serves as a role model • Gives advice on my research directions • Introduces me to his/her professional networks • Gives advice about preparation for advancement (e.g. promotion, leadership position) • Informs me about laboratory / institute / organisation politics • Advises about obtaining funding or other resources

	• Acts as an advocate for me • Advises me about balancing work and family • Other... (Please specify)
3.7	**Please indicate the form(s) of mentoring which you feel would benefit you at this stage of your career: (Please select each that apply)** Someone who: • Serves as a role model • Gives advice on my research directions • Introduces me to his/her professional networks • Gives advice about preparation for advancement (e.g. promotion, leadership position) • Informs me about laboratory / institute / organisation politics • Advises about obtaining funding or other resources • Acts as an advocate for me • Advises me about balancing work and family • None of the above • Other... (Please specify)
3.8	**Which <u>three</u> of the following training and development opportunities do you think would most help your career progress over the next 3 years?** • Access to role models • Career planning assistance • Regular performance appraisals • Communication skills • Supervisory skills • Research management skills • Committee membership(s) • Leadership skills training • Informal mentoring • Formal networking opportunities • Opportunities for secondment • Formal mentoring scheme • Other (please specify)……..

4. WORK-LIFE BALANCE

4.1	**How satisfied are you with the balance between your professional and personal life?** • Very satisfied • Satisfied • Neither satisfied/dissatisfied • Dissatisfied • Very dissatisfied
4.2	**In your opinion, which of the following are the 'most important' contributors to good work/life balance?** (Please select all that apply)

	• Important meetings/activities scheduled within core hours • Regular times/days for key internal meetings/events • Conference call/video-conference opportunities for meetings • Being able to ask for time off at short notice within leave allocation, without need to give reasons • Enhanced maternity/paternity/other parental leave • Flexibility in hours/days worked/work pattern • Home/remote working • More support from colleagues • Senior management awareness of work-life balance issues • Support for geographical proximity of dual research / academia career couples • Assistance with caring costs • Childcare facilities provided by employer • Childcare/dependent-care support scheme for conference/meeting attendance • Less work-related travel • Working environment that doesn't promote a long hours culture • Work-related social activities at times that accommodate caring responsibilities • Access to education and family specialists (e.g. pediatricians, career counsellors) • Concierge services • Other (please specify)……
4.3	**To your knowledge, are the following flexible working arrangements available to CNRS personnel? (Yes, No, I don't know)** • Annualised hours • Special leave authorization • Unpaid leave • Flexi-time / variable working schedules • Conversion of credit-hours into compensatory days-off • Part-time working • Use of time savings account (CET – Compte épargne-temps) days • Use of reduction of working time (RTT – réduction du temps de travail) days • Home/teleworking • Other…(please specify)……
4.4	**Are you or have you been working part-time?** • Yes • No [If No, go to question 4.5]
4.4.1	**For how long, in total, have you worked less than full time?** [Pull down menu] t ≤ 1year 1 year < t ≤ 2 years 2 years < t ≤ 5 years 5 years < t ≤ 10 years t >10 years
4.4.2	**Please indicate if you have worked part-time in the last 2 years [Pull down menu, multiple choice possible]**

	Yes – more than ≥ 80% Yes – less than < 80% No
4.4.3	**What was/were your reason(s) for choosing to work less than full time?** Famly responsibiliies Further study Health reasons No full time work available Pursuing other interests Quality of lif Other (*please specify*)
4.5	**Do you avail, or have availed, of any of the following flexible working arrangements?** (Please select all that apply): • Annualised hours • Special leave authorization • Unpaid leave • Flexi-time/ variable work schedules • Conversion of credit-hours into compensatory days-off • Use of time savings account (CET – Compte épargne-temps) days • Use of reduction of working time (RTT – réduction du temps de travail) days • Home/teleworking • I have never used any of those arrangements • Other…(please specify)…….
4.5.1	**If you engage in home/remote working, how often do you do so?** On a regular basis: several days a week On a regular basis: half a day to 1 day a week On a regular basis: 1 to 2 days every month Occasionally, some days: 2 weeks to 1 month per year overall Occasionally, some days: 1 to 2 weeks per year overall Occasionally, some days: less than 1 week per year overall Evenings and/or weekends Other (please specify)
4.6	**Have you availed of any of the following types of career break since working in an CNRS-affiliated laboratory:** Maternity leave / Paternity leave / Adoption leave / Parental leave / Leave for parental presence / Leave for caring responsibilities / Leave for raising a child / Leave for relocating due to partner's job / Long illness leave or long term leave • Yes • No [If No, go to question 4.7]

4.6.1	**What types of career break have you availed since working at CNRS?** 0, 1, 2, 3, 4, 5, 6, > 6 [Pull down menu for each option listed above] • Maternity leave • Paternity leave • Adoption leave • Parental leave • Leave for parental presence • Leave for caring responsabilities • Leave for raising a child • Leave for relocating due to partner's job • Long illness leave or long term leave
4.6.2	**Please indicate if you have taken one or several of these career breaks in the past 2 years [Pull down menu]** • Yes • No
4.6.3	**Did you experience any difficulties in returning to work after one or more career breaks?** Yes No [Radio buttons] **If yes, could you elaborate?** [Dialogue box]
4.6.4	**What kind(s) of support, if any, did you receive during and after your career break(s)?** (Please tick all that apply) • Clear information about your rights and responsibilities during or prior to break • Interview with your supervisor upon return • 'Keep in touch' opportunities during break • Organisational updates during break • Optional invitations to key events during break • Provision for continuation of research during break • Training/retraining/re-skilling after break • Option of part-time work or job share after break • Other flexible working options after break • Provision of childcare facilities after break • Access to facilities allowing breastfeeding (lactation) after break • Other (please specify)…….. • None of the above
4.7	**Please comment on what support you would find helpful when taking a career break (e.g. maternity/parental leave):** [Dialogue box] Find out more about the possibilities available to CNRS personnel for a better work-life balance at: http://www.cnrs.fr/mpdf/spip.php?article114
4.8	**Please indicate how much you agree or disagree with each of the following statements about work-life balance and family obligations/caring responsibilities (From '1 – Strongly disagree' to '4 – Strongly agree' or 'Not applicable')**

	• Taking up a flexible working option has had a negative impact on my career • Taking a career break has not had a negative impact on my career • Relocating for my partner's career has had a negative impact on my career • Relocating for my career has had a negative impact on my partner's career • People who work flexibly or part-time are valued as much as full-time staff • Male staff who have caring responsibilities are considered by department/unit members to be less committed to their careers than those who do not • Female staff who have caring responsibilities are considered by department/unit members to be less committed to their careers than those who do not

5. RESEARCH UNIT (LABORATORY) ENVIRONMENT

5.1	**Please indicate how much you agree or disagree with each of the following statements concerning the culture in your department/unit and your relationship with colleagues** (From '1 – Strongly disagree' to '4 – Strongly agree' or 'Not applicable') • I constantly feel under scrutiny by my colleagues • I feel able to put forward my opinions • I have the feeling that my contribution to the department/unit is valued • I feel able to express my preferences in relation to my research interests and career choices • My colleagues solicit my opinions about their research ideas and problems • I have the feeling that I 'fit in' easily within my department/unit • I am in contact / I can exchange with suitable role models • I have/had to work harder than I believe my colleagues do, in order to be/have been perceived as a legitimate scholar • I have the opportunity to participate in important committees/meetings/projects • I receive support and encouragements from senior colleagues when I want to apply for a promotion • I am/was reluctant to bring up issues that concern me for fear that it will/would affect my career/promotion • There are many unwritten rules concerning how one is expected to interact with unit colleagues
5.2	**Please rate the culture of your research unit on the following:** (From 1 – Strongly disagree to 5 – Strongly agree) Friendly Collaborative Supportive Non-sexist Diverse Respectful
5.3	**How satisfied are you with the following dimensions of your working environment?** (Please select from '1 – Very dissatisfied to 5 - Very satisfied' or « Sans opinion » or « Non pertinent ») • Opportunities to collaborate with other researchers from my laboratory • Degree of social interaction with members of my laboratory • Levels of funding for my research or creative efforts • Current salary in comparison with the salaries of my colleagues • Ability to attract students to work with me • Sense of being valued for my pedagogy by members of my laboratory • Sense of being valued for my research, scholarship, or creativity by members of my laboratory

5.4	**How would you rate your line manager or supervisor (e.g. Thesis Director / Directeur/trice de thèse, Research Group Head / Responsable d'équipe, Laboratory Director / Directeur/trice d'unité, Institut Director / Directeur/trice d'Institut) in the following areas?** (Please select from '1 – Poor' to '5 Excellent' or 'Don't know' or 'Not applicable') He/she: • Treats staff even-handedly • Encourages a co-operative and supportive environment • Deals effectively with staff problems and disputes • Demonstrates commitment to gender equality • Shows genuine interest for my work • Provides me with clear information on the criteria and process for promotion • Encourages me to take up career development opportunities • Suggests my name as speaker or for awards • Other (please specify) ……
5.5	**In your current working environment, have you experienced any of the following behaviours?** [Please select all that apply] Sexual/sexist teasing, jokes, remarks or questions Pressure for dating Sexual/sexist letters, phone calls, emails Leaning over, cornering, pinching, touching, unwanted physical contacts Pressure for sexual favours Stalking Physical/sexual assault None of these behaviours [If "None of these behaviours" is ticked, go to question 5.6]
5.5.1	**Did you seek advice/support from someone in your institution?** (ex: colleague, HR staff, union representative, social worker, Ombudsperson, central Human Resources Department officer) Yes No [Radio buttons for each]
5.5.2	**If so, what effect did it have?** Felt better Felt worse Behavior decreased Behavior stopped Behavior increased Made no difference N/A [Radio buttons for each]

	[footnote :]* If you think you are victim of sexual harassment or other forms of violence, do not hesitate to speak to an HR officer, the occupational health doctor, the social worker or a trade union representative.
5.6	**In your current working environment, have you experienced bullying or moral harassment* from a manager, colleague, student?** **(**Yes No [Radio buttons for each]**)** [If "No", go to question 6.1] **[footnote :]*** Article 222-33-2 of the Penal Code defines moral harassement as « The action of harassing someone by repeated behaviour with the objective or result of a degradation of working conditions that can affect the person's rights and dignity, endanger his/her physical or mental health or compromise his/her professional future ».
5.6.1	**Did you seek advice/support from someone in your institution?** (ex: colleague, HR staff, union representative, social worker, Ombudsperson, central Human Resources Department officer) Yes No [Radio buttons for each]
5.6.2	**If so, what effect did it have?** [Radio buttons for each] Felt better Felt worse Behavior decreased Behavior stopped Behavior increased Made no difference N/A **[footnote :]*** If you think you are victim of sexual harassment or other forms of violence, do not hesitate to speak to a HR, the occupational health doctor, the social worker of your delegation or a trade union representative.

6. MANAGEMENT AND INSTITUTIONAL GOVERNANCE

6.1	**Do you currently hold a senior management/scientific decision-making position?** (Please tick all that apply) [Version 1: • Institute Director or Deputy Scientific Director of an Institute • Scientific advisors (Chargé-e de mission/ délégué-e scientifique auprès d'un Institut) • Research Unit Director • Deputy Director of an unity • Head of a research group • Does not occupy managerial / scientific responsibility • Other (s) ... Please specify [Radio buttons] [If 'Scientific advisors' or 'Institute Director', go to question 6.3] [If 'Head of a research group', go to question 6.2.3]]

	[Version 2: • At National level at CNRS (ex : Scientific Advisor / Chargé-e de mission ou Délégué-e scientifique auprès d'un Institut, Deputy Scientific Director of an Institute, Institute Director) • At University (ex : Departmen, Faculty Dean, Research Director) • In your Laboratory (ex : Research Group Head, Deputy Unit Director, Unit Director) • Do not occupy a scientific managerial post • Other (s) ... (Please specify) • **[Radio buttons]** [If « At national level of CNRS", go to 6.3] [If "In your research unit, At University and Other", go to 6.2.3]]
6.2	**How many staff report to you?** None, 1 to 5, 6 to 10, 11 to 20, 21 to 50, 51 to 100, >100 **[Pull down menu]** Rooting with respect to question 6.1: - if "At national level at CNRS" is ticked, go directly to question 6.3 - if "In your Laboratory", "At University" and "Other(s)" go directly to question 6.2.3
6.2.1	**Do you wish to hold a senior management/scientific decision-making position within CNRS?** (ex : member of a Section of the National Committee, Laboratory Director, member of an Institute Scientific Council, Deputy Scientific Director of an Institute, Institute Director, member of the CNRS Scientific Council, member of the CNRS Board of Trustees) • Yes • No • I don't know • I already hold such a position **Could you elaborate?** [Dialogue box] [If 'I already hold such a position' is ticked, go directly to question 6.3]
6.2.2	**Do you think you can one day reach a senior management/scientific decision-making position?** • Yes • No • I don't know • I have already held such a position **Could you elaborate?** [Dialogue box] [All the respondents go directly to question 6.3]
6.2.3	**Do you wish to hold a senior management/scientific decision-making position at national level within CNRS?** (ex : member of a Section of the National Committee, member of an Institute Scientific Council, Deputy Scientific Director of an Institute, Institute Director, member of the CNRS Scientific Council, member of the CNRS Board of Trustees) • Yes • No • I don't know **Could you elaborate?** [Dialogue box]

6.3	**Are you aware of activities developed by the Mission pour la place des femmes au CNRS?** • Yes • No
6.4	**Have you participated in gender equality-related initiatives at your institution?** • Yes (please specify) [Dialogue box] • No
6.5	**Do you think that the gender equality is achieved at CNRS with respect to the following?** • Career progression • Salaries • Representation at senior management level *Response options* [Radio buttons for each]: Yes, fully Rather yes Rather no No, not at all No opinion / don't know

7. DEMOGRAPHIC INFORMATION

7.1	**What is your age ?** • Under 30 • 30-39 • 40-49 • 50-59 • Over 60 ans
7.2	**Do you have a partner (same or opposite sex) or spouse? (e.g. married, PACS, living together or not) ?** • Yes • No If 'No', please go to question 7.3.

7.2.1	**Is your partner/spouse currently employed?** • Yes – full time • Yes – part time • No If 'Yes', please go to question 7.2.3
7.2.2	**Is your partner/spouse currently looking for a job?** • Yes • No [Automatically routed to 7.3]
7.2.3	**Does your partner/spouse work in academia or a research institution?** • Yes – same/related discipline • Yes – other discipline • No – works in another sector
7.3	**Do you have caring responsibilities for dependent children and/or adults?** • Yes • No [If 'No', please go to question 7.4]
7.3.1	**Please select all that apply and indicate the number [Pull down menu]:** • Yes – children aged under 6 • Yes – children aged between 6-18 • Yes – dependent young adults living at home • Yes - adult dependents (e.g. partner/spouse, parents)
7.4	**If you have any additional comments about this survey and/or the topics covered, please add them here** [Dialogue box]