



RESULTS FROM INTERVIEWS WITHIN DIVERSITY PROJECT



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Outline

1. Purpose of the interviews

2. Outcome

Identification & analysis of Recruitment/promotion procedures in European Materials Research Institutions

Good practices?

Gender bias?

Obstacles?

➤ *Deliverable D2.3*

3. Thinking about

1. PURPOSE OF THE INTERVIEWS

To gather data on recruitment/promotion procedures applying to European materials research institutions/universities



1. PURPOSE OF THE INTERVIEWS

Scope/target of the interviews:

- ✓ the own institution of the consortium partners
- ✓ other institutions in their respective countries

Personal observations /experiences



A real mapping on the mechanisms about recruitment and promotion procedures

1. PURPOSE OF THE INTERVIEWS

Non-permanent staff:

- Ph.D students
- Postdocs
- Contracted researchers
- Others

Permanent staff:

- Assistant Professor / Junior Scientist
- Full Professor / Senior Scientist
- Head of Department / Unit / Division
- Director of the Institution
- Human Resources personnel

1. PURPOSE OF THE INTERVIEWS

List of the institutions participating in the interviews collection

Country	Organisation / Institute / University
France	Institut Néel Institut Laue Langevin CEA Phelma (Institut Polytechnique de Grenoble) Université Joseph Fourier
Germany	INT - FZK Leibniz IFW Dresden University of Basel University Kaiserslautern Technical University of München
Greece	University of Ioannina Aristotle University of Thessaloniki
Italy	Univesità di Torino
Slovenia	Josef Stefan Institute University of Ljubljana
Spain	Universitat Autònoma de Barcelona ICMAB-CSIC
Sweden	Chalmers University of Technology

2. OUTCOME



Issue 1

Peer-review committees



1. What kind of committees are there?
2. How is the committee constituted?
3. How many women and men are in the committee?

2. OUTCOME



Peer-review committees

Issue 1

- Usually regulated by law.
- Each institution establishes the number of members participating in the committees.
- From the gender perspective, there is currently a lack of legislation in most of the evaluated institutions. 
- **Women** are clearly **under-represented** in the evaluating committees responsible for **assessing a top-position candidate** (e.g. Full Professor, Senior Scientist, Group Leader, Head of Division,...). Typically no women or a very few are represented in these committees. 

Let's have a look at some typical answers...

Committees
appointed for
the evaluation
of top-position
candidates

Aristotle University of Thessaloniki, Greece:

"No rule applies concerning the sex of the members" (Full Professor, female, aged 53)

Università di Torino, Italy:

*"It depends on the result of the draw, but the number of women full professors in every research/teaching area is very low, so that usually **only men** are drawn." (Full Professor, female, aged 65)*

Josef Stefan Institute, Slovenia:

*"**No women, 7 men**" (Senior scientist, female, aged 53)
"It varies from the term of members on the committee" (Senior researcher and Head of Institution, male, aged 51)*

IFW Dresden, Germany:

*"**Varying, but typically few**" (Senior scientist, male, aged 47)
"Differing, but rarely women" (Administrative Division Head, female, aged 31)*

Institut Polytechnique de Grenoble, France:

*"On the average, for physics committees, there is **1 woman in a committee of 6 to 8 members**" (Full Professor, female, aged 55)*

2. OUTCOME



Peer-review committees

Issue 1

- In other institutions the situation is better and gender-balanced is almost guaranteed.

Chalmers University of Technology, Sweden:

“There are about **as many female as male members** in the committee”

(Full Professor, female, aged 47)

“Quite good balance, probably 40:60 instead of 50:50” (Head of department, male, aged 52)

ICMAB-CSIC, Spain:

“At minimum, 40% of women” (Senior Professor, female, aged 60)

2. OUTCOME



Peer-review committees

Issue 1

Why women are under-represented in Committees appointed for the evaluation of top-position candidates?



Is it the lack of a critical mass of women in top positions?



Could it be...

But...

2. OUTCOME



Peer-review committees

Issue 1

Committees appointed for the evaluation of lower positions

INT-FZK, Germany:

“**12 men, 2 women**” (Researcher, female, aged 42)

University of Ioannina, Greece:

“In my committee **5 men and 0 women**” (Associate Researcher, male, aged 42)

Université Joseph Fourier, France:

“On the average, for physics committees, there are **20% of women**” (Assistant Professor, female, aged 36)

2. OUTCOME



Peer-review committees

Issue 1

When no rules apply concerning members' gender in peer review committees (e.g. Greek institutions), it is unlikely that the unbalanced situation could be resolved, even if the predominance of men is not intentional but unconscious.

The governments should implement gender-based policies within the whole education/research structure aimed at avoiding the occurrence of gender discrimination.

2. OUTCOME



Written & unwritten guidelines

Issues 2 & 3

Written guidelines

4. Are there written guidelines for the evaluation of the candidates performance?
5. What specific skills or professional qualifications (e.g. work experience) does the candidate need to have?
6. Are there any regulations for a geographic balance or gender balance of candidates (e.g. specific citizenship, sex)?
7. Are there other criteria (e.g. number of publications, projects)?
8. Does the candidate get a feedback during/after the recruitment or promotion process?

2. OUTCOME



Written & unwritten guidelines

Issues 2 & 3

Unwritten guidelines

9. How is the research/teaching activity of the candidate evaluated?
10. Are citation indices used? What about co-authored papers?
11. Is the order of authorship (e.g. first author, last author) important?
12. Are other abilities (e.g. capacity to attract external funding/projects) considered?
13. Are other duties of the department/institution (e.g. head master, group leader) taken into account for the evaluation?

2. OUTCOME



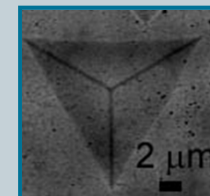
Written & unwritten guidelines

Issues 2 & 3

- State laws with guidelines for the performance as well as the procedure on recruitment/promotion.
- Skills linked to the applied position:



pedagogical skills
publications
teaching experience
leadership experience
ability to attract funding
domestic and international projects




2. OUTCOME



Written & unwritten guidelines

Issues 2 & 3

- Depending whether the candidate applies for a docent or research position, his/her pedagogical and scientific merits are assessed in a different way.
- For very top-positions (e.g. *Directeur/Directrice de Recherché*, Deputy Head of Institute) **written guidelines** are **rarely available** for the evaluation of candidates' performance. 

Let's have a look at some examples...

University of Ioannina (Greece)

- § Requirements are set by the Greek law (N° 3838, 19 May 2010).
- § **No gender or geographical regulation is applied.**
- § Appropriate level of Greek language.

University of Chalmers (Sweden)

- § Clear guidelines about the content of applications and what are the requirements.
- § **Intention to improve gender in-balance by choosing the underrepresented sex when the candidates have equal qualifications.**
- § Multi-ethnic environment desired.

Università di Torino (Italy)

- § Before the competition, the committee **decides** the **weight** that each research/teaching activity should have, i.e. if the number of publications is more important than their impact factor, or the projects coordination is the core of the evaluation.
- § **No gender or geographical regulation is applied.**

Let's have a look at some examples...

IFW-Dresden (Germany)

§ **No geographical regulation is applied.**

§ New guidelines according to the certificate "Familiengerechte Hochschule" for gender balance have been recently published.

Universitat Autònoma de Barcelona (Spain)

§ The candidates are previously evaluated by an state agency that previously determines whether a candidate is allowed to apply for a given position or not.

§ Good Knowledge of Catalan Language required.

§ Mobility criterion for specific positions: **the applicant must prove a two-year postdoc stage in a foreign country.**

CEA (France)

§ No gender balance is taken into account an any citizenship is accepted.

§ **No quota is fixed, but attention is paid to women's promotion.**

Let's have a look at some examples...

University of Maribor (Slovenia)

- § Guidelines extremely well elaborated.
- § No geographic or gender balance regulations are applied.
- § The scientific/pedagogic merits are only taken into account.

SUMMARY

Written guidelines do not consider the possibility of applying positive discrimination, which could certainly lead to **stigmatization**.

At a given age, between 30 and 40 years, however, evaluation of the candidates performance should take into account **women pregnancy** and **motherhood periods**.



Time and geographical availability cannot be in absolute assessed equally when comparing men and women careers and this aspect should be taken into account and explicitly written, if necessary, in the guidelines.

2. OUTCOME



PhD student advising and development

Issue 4

14. Are there written guidelines (e.g. mentoring program/philosophy) or formal programs to prepare PhD students for a research/academic career?

15. Who is responsible for the student counselling or mentoring, if available? Why is this person in charge (e.g. specific requirements)?

2. OUTCOME



PhD student advising and development

Issue 4

Mentor?

Advising?

Counselling?

Mentoring?



2. OUTCOME



PhD student advising and development

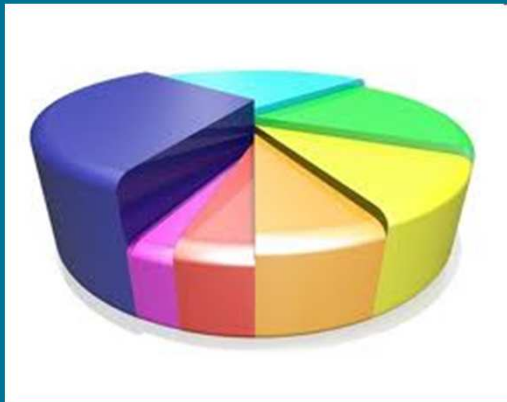
Issue 4

- There is the **lack of knowledge** on the existence of written guidelines or formal programs to prepare PhD students for a research/academic career in European materials research institutions/universities.
- PhD students rarely know about the existence of mentoring programs and what they are supposed to be. The **role of the mentor** is **unclear**. In U.S. the mentor is usually not the same person as the thesis advisor.

The figure of mentor should be strengthened across European materials research institutions and properly differentiated from the PhD advisor. Benefits of mentoring have been outlined as a key determinant of retention of women in, for example, computer science and engineering.

3. THINKING ABOUT

IS THE CHANGE POSSIBLE?



Interviewees from Université Joseph Fourier and Phelma (Institut Polytechnique de Grenoble), said that the President was forced to obtain statistics and to consider the gender problem on the occasion of the Diversity Workshop held in Grenoble last September 2009.



THANK YOU SO MUCH FOR YOUR ATTENTION!