

**“ACTION for Equality” Action Plan
of the Faculty of Biology and Medicine of the University of Lausanne
in the context of the “50/50 Vision” project of the Rectorate of the UNIL**

Preamble

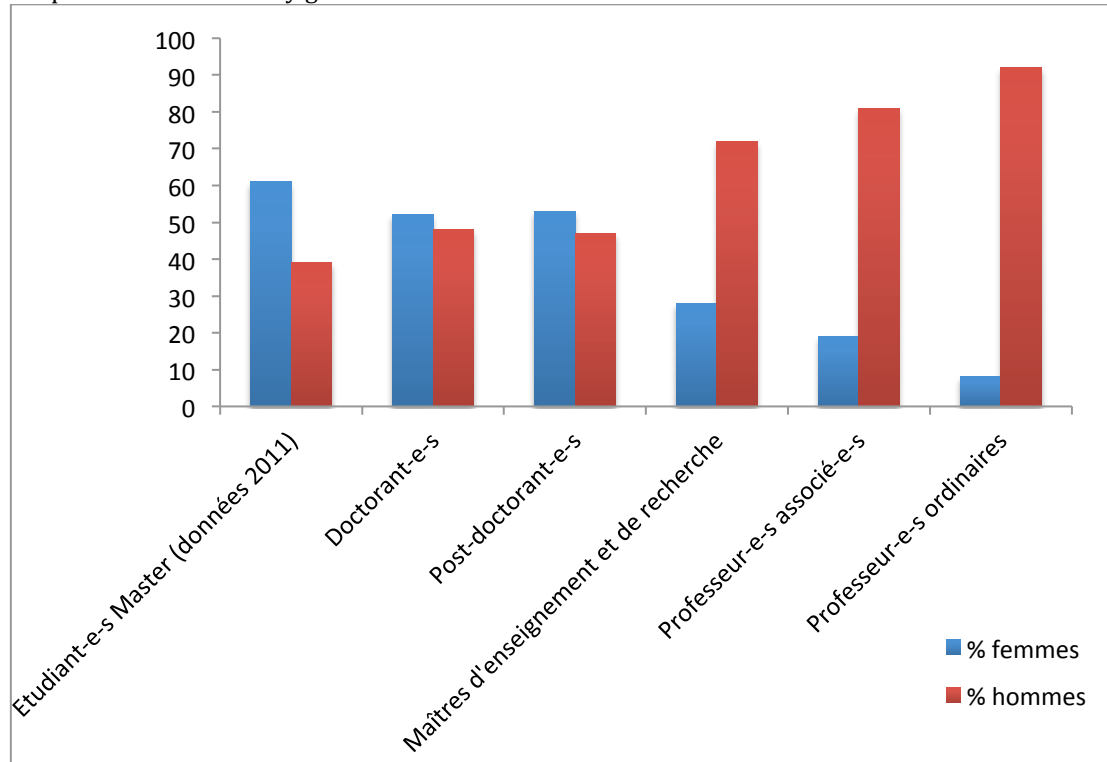
As part of its “50/50 Vision” project, the Rectorate of the University of Lausanne (UNIL) asked its faculties, and in particular the Deanship of the Faculty of Biology and Medicine (FBM), to prepare a faculty plan to promote equality. The general objective of the Rectorate of the UNIL is to tackle the “leaky pipeline” and ensure that by 2016, 40% of appointments to a professorial rank are women. The current percentage of women professors varies greatly according to faculty, with each faculty facing particular situations that require specific measures. It is in this context that the action plan seeks to outline problems and measures specific to the FBM.

To this end, the Deanship of the FBM formed an “FBM 50/50 Equality” working group including representatives of the fundamental sciences section (FSS) and the clinical sciences section (CSS), whose task was to identify the most important problems in the FBM and propose solutions. To this end, the working group launched an internal survey to sound out members of the FBM and take stock of the situation regarding academic succession. For this purpose, the Deanship allowed the appointment of a Project Leader with specialist polling skills. The composition of the working group is shown in annex 1 of this document. The survey, which had as its target audience doctoral students, intermediate staff and professorial staff, achieved a rate of participation of 42%. Its results are currently being analysed; some preliminary results, shown in italics in the text, introduce the main themes of the measures outlined in this report.

Current situation in the FBM

Analysis of current statistics within the FBM shows that parity has been attained and even surpassed at Master level (61% of those studying for a Master’s degree in 2011 were women). Similarly, in 2012, women represented 52% of doctoral students and 53% of post-doctoral students both in the FSS and the CSS. However the wave of feminisation at degree and post-graduate level appears to dissipate very significantly at senior lecturer level. While 28% of Senior Lecturers or Privat-Dozent Senior Lecturers are women, currently the percentage of women in stabilised professorial positions (Assistant Professor, Full Professor) is only 13%, i.e. 21% in the CSS and 19% in the FSS for Assistant Professors (AP), and only 8% for Full Professors (FP), both in the FSS and the CSS (graph 1). Furthermore, there has been no significant change in this percentage over the past 10 years.

Graph 1 – Distribution by gender of student numbers and academic staff in the FBM in 2012



Master's students (2011 data) / Doctoral students / Post-doctoral students / Senior Lecturers / Associate Professors / Full Professors
Women / men

Similarly, analysis of all appointments to new, stable professorial positions (AP or FP) (including promotions, competitive selection and tenure track appointments but omitting on-call appointments and promotions from AP to FP) over the last five years (2007-2012) reveals that only 17.5% of new post holders were women (see annex 2).

The principles of equality of opportunity enshrined in official texts failed therefore to translate into practice. It is essential therefore to take concrete measures to improve the situation, and in particular to promote the next generation of female academics at senior lecturer and more importantly professorial level.

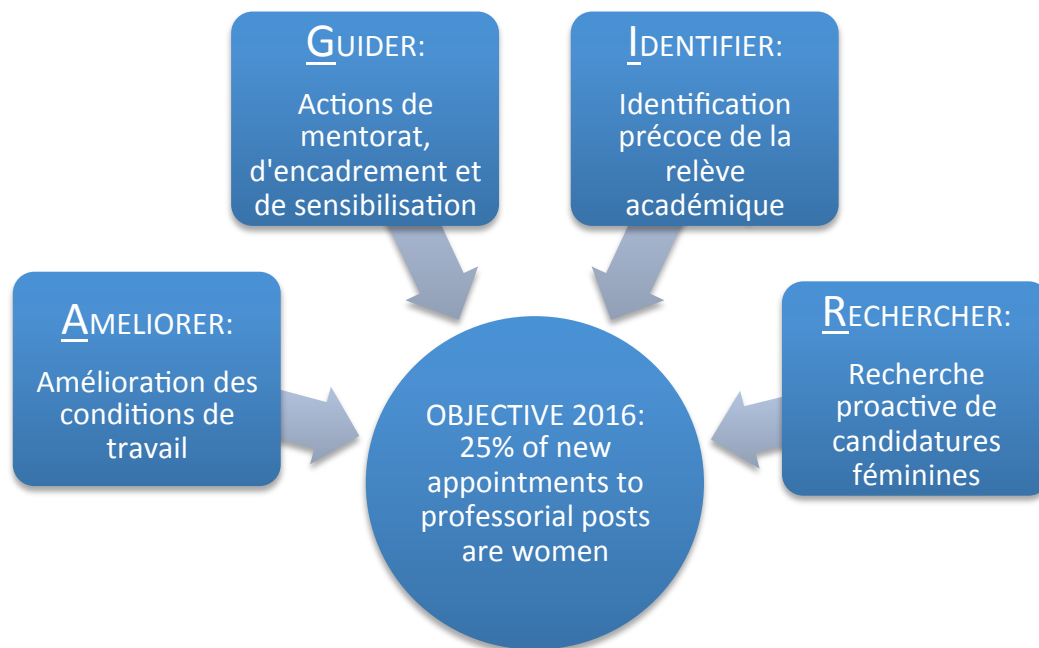
One positive point: Tenure-Track Assistant Professor posts.

The relatively recent arrival of women to academic careers gives rise to a generation effect. Figures for recent appointments show in fact that nearly 30% of competitively filled AP posts were awarded to women (8/28), as opposed to only 10% of FP posts (3/30) (annex 2). Similarly, Tenure-Track Assistant Professor posts, which offer a real chance of promotion to a stabilised professorial position (generally AP), ought not to be affected by the generation problem. At present, 50% of assistant professors not holding a grant have tenure-track status. This represents three women and three men. Some comments noted in the survey reveal that the instability of an academic career

does not encourage people to take the plunge. We must therefore make tenure-track a more widely available option.

Fields of action and objective of the "ACTION for Equality" action plan

The objective between now and 2016 is to ensure that women represent 25% of candidates and all new appointments to professorial posts, with a view to attaining a rate of 30% in six years' time. This objective must be achieved by increasing the rate in each recruitment category (competitive selection, promotion to the rank of AP, tenure-track appointments; annex 2). The objective is ambitious, since it means increasing the current rate by 50%. It is however achievable by focusing efforts on four priority areas. The "ACTION for Equality" action plan therefore has four themes, which by and large reflect the problems identified by the survey:



IMPROVE: Improve working conditions. The aim is to create framework conditions that make it easier to reconcile work with family life. One particularly urgent requirement is that of childcare (crèches, nurseries, childcare out of school hours).

GUIDE: Mentoring, supervision and awareness-raising. The aim is to establish mentoring as good practice and raise awareness in the FBM of the equality question generally.

IDENTIFY: Early identification of the academic succession. This theme is particularly important in the CSS, where many careers are built over time within the section. It seeks to provide better accompaniment to the next generation of female academics in both sections, thereby contributing to a greater number of women professors originating in the UNIL. The aim is to systematically identify individuals with high potential, particularly women, and provide them with coaching to improve their chances of promotion.

SEARCH: Search proactively for women candidates. This theme is important in the FSS and CSS for all competitive appointments to a professorial post. The aim is to promote the recruitment of women when candidates are invited to apply for professorial posts.

A second objective is that indicators to evaluate these four themes, still to be determined, should show an improving annual trend.

Proposed measures

In answer to the question of whether or not there is a need for measures to encourage the next generation of female academics in the FBM, 70% of women and 48% of men who took part in the survey said that such measures were necessary.

It should be noted that some proposed measures will have little or no effect on professorial posts over the next four years, but are part of an approach which seeks to support academic succession over the long term, particularly among women (for example, early identification of the next generation of academics) and are therefore relevant to this report. Annex 3 presents a summary table of the measures outlined below.

IMPROVE: Improve working conditions

Overall, equal percentages of participants (43%) agreed and disagreed with the statement that it is possible to satisfactorily reconcile family life with a professorial career in the FBM, the remaining 14% having no opinion on the matter. Furthermore, most participants in the survey (77%) were satisfied with their rate of activity, with a higher percentage among men in the FSS (82% versus 66% of women). Twice as many women as men would like to increase their rate of activity (22% versus 10%) however the number who would like to reduce it is three times higher in the CSS than in the FSS (14% versus 4%). Interpretation of this data requires caution however since some people who for example have an 80% contract but in fact work full-time may simply want to see their official rate of activity reflected in the time they actually spend working. In addition, 62% of members of intermediate staff who took part in the survey indicated that they "would envisage" or "would perhaps envisage" job-sharing if such an option were possible (34% and 36% respectively).

Two thirds of those questioned feel that measures are needed within the FBM to allow women and men to reconcile work with family life more satisfactorily, with 10% believing that this is not the case and one quarter having no opinion in the matter. In answer to the question of whether or not there is a need for measures to encourage the next generation of female academics in the FBM, 57% agree, however the number of negative answers this time exceeds a quarter of respondents (27%) and the differences are more marked according to sex and academic group: many more women (70%) than men (48%), and many more professors (72%) than intermediate staff (53%) believe that measures are needed to encourage the next generation of female academics.

Suggestions made in answer to the question "If you have you any suggestions as to actions that could be taken to encourage the next generation of female academics in the FBM, please write them here" for the greater part (27%) concerned improving the childcare situation, with some people even saying that if this problem is not resolved, all other

measures will be in vain. Working conditions was the subject of 18% of suggestions. Among these, more than half of respondents asked for part-time work and job sharing to be possible or encouraged (46% and 14% respectively) for women and for men, even at professorial level. In addition, 14% of suggestions in this category concerned the planning of meetings, committees and seminars, which should be scheduled during nursery and school hours rather than early in the morning or in the evening.

These considerations are all the more important insofar as 22% of all participants in the survey (nearly a third of those living as a couple) live with a spouse/partner who is also pursuing an academic career, which poses the question of dual careers.

The measures described here aim to improve the climate in the FBM. They testify to a determination to support women, and more generally families. **The most pressing requirement is that of childcare places (infants or school age children)**. The Deanship of the FBM notes the overriding importance of this problem, which falls under the competency of the Rectorate of the UNIL and the State of Vaud, and suggests entering into discussions with these authorities with a view to proposing solutions. As evidenced by suggestions made in the survey, the following criteria should be taken into account in the development of childcare solutions: proximity to the place of work, flexibility of childcare times, infrastructures suitable for all ages (not just pre-school children), priority to higher intermediate staff and professors working in the FBM. An increase in the number of crèche places was tabled in the CHUV strategic plan (40 additional places by 2016), and the UNIL can congratulate itself on the creation of 44 places. However this will still not be sufficient, and will help only the parents of younger children.

Other important measures to improve working conditions are described below.

1. For Tenure-Track Assistant Professor positions, introduce an automatic one-year increase in the evaluation period in the event of a birth or adoption during this period. A parallel extension of the contract should accompany this measure.

Responsibility: UNIL Rectorate and FBM Deanship

2. Allocate a support post (technical or other, to be defined according to circumstances) for two years to any woman pursuing an academic career for maternity leave, to make it easier for her to maintain her research activities. A similar measure could be proposed for men who take genuine parental leave.

Responsibility: FBM Deanship

3. Introduce the possibility of adapting working hours (for example, presence between 9am and 5:30pm), at least for a certain time in the case of young children, with the possibility thereafter of returning to a 100% rate of activity.

Responsibility: UNIL Rectorate and FBM Deanship

4. Offer the possibility of job-sharing, including for professorial posts. Such a measure, with financial assistance to the departments concerned (to cover the additional 10% needed for co-management of a full-time post on a 2x 55% basis), was recently introduced at the CHUV.
Responsibility: UNIL Rectorate, FBM Deanship and departments
5. Change the times of departmental, interdepartmental and faculty meetings and seminars, from the start or end of the day to the middle of the day.
Responsibility: FBM Deanship and departments

GUIDE: Mentoring, supervision and awareness-raising

Nearly two-thirds of doctoral students and members of intermediate staff who took part in the survey said they did not agree with the statement that the steps and conditions needed to obtain a professorial post in the FBM are clear and do not differ according to sex or section. It is therefore necessary to accompany these people in their careers at the earliest possible opportunity, by providing them with as much information as possible at a formal level (brochures, workshops, etc) or more informally (for example mentors taking the time to talk with them).

Results concerning the frequency of encouragement received by members of intermediate staff and doctoral students from their superiors to develop certain activities show that some important subjects relevant to an academic or professorial career are not discussed to any great extent.

Moreover, services offered by the Equal Opportunities Office are not known to 62% of respondents in relation to parental support (59% of respondents with children at home are unaware of such services) and to 51% of respondents in relation to support for academic succession (49% of women, 43% of doctoral students and 44% of female intermediate staff are unaware of its existence). The comments received also complain of a lack of information in English for Equal Opportunities Office services and for official communications generally, which is especially prejudicial to new arrivals who may speak only a little French.

Put simplistically, increasing the number of women in professorial and decision-making posts means either "changing the woman" so she adapts to the requirements of the institution, or "changing the institution" to make it more receptive to women's special circumstances. The measures described here propose mentoring activities to ensure that women are better coached, and awareness-raising activities across the board to make the issue of equality more visible in the FBM.

1. Encouragement to acquire skills in areas related to the main field (public speaking, management, etc), allowing women to be competitive in recruitment and promotion processes. Such encouragement is assessed through a new "succession" (particularly female) topic discussed during annual meetings of the Deanship with heads of departments.
Responsibility: FBM Deanship and departments

2. Inclusion of mentoring activities in self-assessment reports and evaluation interviews for professorial staff.
Responsibility: FBM Deanship
3. Creation of a group of women researchers in the FBM (Women in FBM) to ensure that women at all levels of their academic careers can rely on an information and support network.
Responsibility: FBM Deanship
4. Organisation of round tables/workshops for female Master's students, assistants and junior lecturers, putting them in contact with women professors (invited from outside).
Responsibility: FBM Deanship
5. Organisation of an afternoon of reflection on the subject of equality, for example by including it in the wider topic of academic succession generally. Presentation of results of the survey. These results will also have to be presented to students/assistants.
Responsibility: FBM Deanship
6. Introduction of a rate of female presentations (percentage to be determined; the working group suggests 30-40%) at symposia to obtain financial support from the Deanship. Justified requests for exceptions will be considered.
Responsibility: FBM Deanship
7. Introduction of a subsidy to contribute towards the travel expenses of women speakers in interdepartmental seminar cycles (BIG, Transbugnon, etc) subject to a rate of female speakers for the year (percentage to be determined; again, the working group suggests 30-40%).
Responsibility: FBM Deanship
8. Creation of a page on the FBM website devoted to the gender question, describing measures already introduced. The aim is to show that the Deanship is sympathetic to the question and that the FBM is a propitious environment for women's careers. This will also provide a link to the website of the Equal Opportunities Office, which at present is largely off the radar of members of the FBM.
Responsibility: FBM Deanship
9. Introduction of a gender topic in the FBM newsletter, including news, figures, or a profile in each edition.
Responsibility: FBM Deanship
10. Enclosure with the employment contracts of all employees on the academic career path (from doctoral students and assistants to professors) of a small guide detailing services available at the UNIL, in French and English, making clear reference to the Equal Opportunities Office and actions to promote equality within the FBM.
Responsibility: Human Resources, FBM and Equal Opportunities Office

11. Addition of one or more questions on gender perception and diversity in teaching assessments completed by students. The aim here is to alert every teacher to the question of equality. Workshops and materials on this subject are available from the Equal Opportunities Office.

Responsibility: FBM Teaching Unit and Centre for Teaching and Learning

12. Continue to award "pro-women" grants designed to facilitate women's academic careers in the FBM

13. Continue to teach medicine and gender

IDENTIFY: Early identification of the next generation of female academics

The great majority (82%) of members of intermediate staff and doctoral students indicated that they were considering the possibility of pursuing an academic career (52% replied that they had this ambition, and 30% that they "perhaps" had this ambition). Among these individuals, 43% indicated that they hoped to pursue a professorial career and 24% that they had not yet decided. Roughly as many men as women (33% in total) said that this did not interest them (11%) or that they would have liked to but did not believe that this would be possible (22%). Foremost among the reasons for stating that they would like a professorial career but believed this to be impossible, or were hesitant: access to posts deemed too competitive (15%) and problems of reconciling career with family life (10%).

Twenty-seven percent of those who completed the survey interrupted their academic career at least once for a duration of 6 months or more. In the CSS, almost three times more women (42%) than men (15%) experienced at least one interruption in their career. The reasons put forward most frequently for these interruptions were the difficulty in finding a post and the pursuit of other plans, followed by the desire to take a break and parental leave.

The high proportion of women at undergraduate and postgraduate level offers a very sizable pool of women for the academic succession. The measures described here are intended to promote the development of female careers internally which contribute in no small measure to stable professorial posts in the CSS.

1. Identification of candidates for succession with high academic potential within departments, particularly at annual meetings of heads of departments or services with the Deanship. Heads of departments are encouraged to actively coach such candidates for succession, with a view to a future academic career pursued in principle outside the institution, at least for the FSS, so as to avoid "in-breeding".

Responsibility: Departments and FBM Deanship

2. Introduction of weighting measures for family obligations and the rate of activity when assessing applications for promotion.

Responsibility: FBM Deanship

3. For all internal competitive financing, highlighting of the five favourite publications in applications, to focus the discussion on the quality rather than the quantity of publications. Consideration of life paths.
Responsibility: FBM Deanship

SEARCH: Proactive search for female candidates

The proportion of those who were canvassed for their current post is higher in the CSS (55%) than in the FSS (41%) but globally is the same among women and men. Nor does it differ significantly according to gender inside each section.

Proportionally, among respondents, men sat more often on appointments committees (29% men versus 13% women) between 2008 and 2012. This difference is attributable to the under-representation of women at professorial level. Among those who have sat on appointments committees since 2008, 47% indicated that they have proactively searched for female and/or male candidates at least sometimes, and 31% more particularly for female candidates.

Only 8% of women are members of women's professional networks. However 54% would like this to be the case. There is consequently a need for information concerning as yet unused networking tools.

At Faculty level, there are possibilities for increasing the proportion of women in professorial posts during the competitive recruitment process. Several measures are in place to encourage the search for female candidates and to guard against discrimination. All of the following measures are the responsibility of the FBM Deanship.

1. Before the selection process
 - Avoid competitions targeted on a unique profile.
 - Consider the level of recruitment (Tenure-Track Assistant Professor, AP or FP). Where possible, open recruitment to all professorial ranks instead of FP only, to avoid a generation effect and to encourage the recruitment of young talent, particularly female. Indeed, between 2007 and 2012, 29% of competitively filled AP posts were obtained by women (8/28), as opposed to only 10% of FP posts (3/30) (annex 2).
 - Ask for the five favourite publications to be highlighted in applications, to focus discussion on the quality rather than the quantity of publications.
 - Provide training to committee chairpersons on the gender question.
 - Publication of job ads on the websites of women's professional networks.
2. During the application phase.
Measures to encourage the chairpersons of appointments committees and departments concerned to search proactively for female candidates.
 - Updating of the Vademecum for the attention of committee chairpersons, highlighting the need for reflection on equality and mentioning the points outlined in this section. The Vademecum specifies that committee members must carry out a proactive search for

candidates. Committees also rely on members of the department concerned to encourage applications.

- On the closing date for the submission of applications, check by the Deanship on the number of applications received, particularly from women. An extension of the closing date may be proposed. The Deanship also bases its decision on a brief document drawn up by the committee chairperson describing proactive measures taken and the number of applications from women actively encouraged.
- An encouragement subsidy to the department for proactively searching for female candidates. This subsidy, comprising an amount to be determined (CHF 80,000 is suggested by the working group), is paid to the department on a one-off basis when a woman professor is appointed (Tenure-Track Assistant Professor, AP, FP). Its purpose is to promote real commitment on the part of departmental members in the search for female candidates.
- For this proactive search: availability of a catalogue of women's professional networks (annex 4); a list of alumni to be made available by the Doctoral School. The aim in particular is to be able to target doctoral students who may have gone abroad to acquire other skills and who could be encouraged at the end of their post-doctoral studies to apply to the FBM for a post for which applications are invited.

3. During evaluations of applications and interviews.

- We are all, women and men alike, subject to gender-based perceptions and behaviour: we perceive and judge men and women differently. Awareness of this bias is an important stage in an egalitarian approach. One measure is to put in place and distribute a simple information sheet on gender bias, with a few web references, to all members of appointments committees.
- Avoid focusing on the use of bibliometric graphs.
- Include if possible at least one female application in the shortlist.
- Introduce checklists for all committee members for use as an objective tool to evaluate candidates, with a view to minimising subjectivity. Two examples of such checklists currently proposed by the University of Michigan are shown in annexes 5 and 6. Consideration must be given to atypical life paths and careers.

It should be noted that 22% of all participants in the survey (nearly a third of those living as a couple) live with a spouse/partner who is also pursuing an academic career, which poses the question of dual careers. However, this may be best resolved through collaboration by the University with other nearby universities, with a view to promoting professional projects reserved for couples.

Implementation and follow-up

A large number of proposed measures require long-term implementation and follow-up work. The Deanship would therefore like to meet with the Rectorate of the UNIL and the Equal Opportunities Office to discuss the recruitment of a person responsible for implementing and monitoring the proposed measures. 7. In addition, rather than dissolving the “FBM 50/50 Equality” working group, the idea would be keep it as a consultative group, either in its present form or modified accordingly, which the equality assistant could consult from time to time and which could meet once or twice a year to take stock of the situation regarding equality in the FBM.

Conclusion

Through its reading, reflections and discussions, and based on the results of the survey, the “FBM 50/50 Equality” working group reached the conclusion that the question of gender equality in the academic environment must be considered from a number of angles in order for its complexity to be understood. Similarly, it believes that the efficacy of measures taken will depend on the diversity of their fields of action. The working group is aware of the challenge represented by all such measures but is convinced that they will promote an environment favourable to the success of women’s academic careers, thereby contributing to the excellence of research and teaching in the FBM.

This action plan, written by Sophie Martin and Anne Cattagni-Kleiner, has been approved by the “FBM 50/50 Equality” working group, discussed and validated by the FBM Deanship at its meeting of 27 February 2013, discussed during an afternoon of reflection at the FBM Faculty Assembly on 12 March 2013, and discussed with the Equal Opportunities Office on 27 March 2013.

Annex 1 – Composition of the “FBM 50/50 Equality” working group

- Prof. Sophie Martin, Chair
- Prof. Stephanie Clark, CSS Representative
- Prof. Edward Farmer, FSS Representative
- Prof. François Pralong, Substitute Vice-Dean
- Dr Séverine Vuilleumier, Lecturer Ambizione SNSF
- Dominique Dolci, Assistant to the Deanship (substitute)
- Anne Cattagni Kleiner, Project Leader

Annex 2 - Statistics for new appointments to AP and FP posts in the FBM 2007-2012.

Tables showing the number (top) and percentage (bottom) of AP and FP posts filled by competitive selection, promotion, or tenure-track during the period 2007-2012, according to sex. Promotions from AP to FP are not indicated, since they do not represent new professorial posts. There were no tenure-track appointments to FP during this period.

Number of posts	AP						FP		AP + FP	
	Competitive		Promotion		Tenure-track		Competitive		Total	
	H	F	H	F	H	F	H	F	H	F
CSS	15	6	13	3	0	0	27	3	55	12
Total CSS	21		16		0		30		67	
FSS	5	2	2	0	4	0	0	0	11	2
Total FSS	7		2		4		0		13	
CSS + FSS	20	8	15	3	4	0	27	3	66	14
General total	28		18		4		30		80	

Percentage of posts	AP						FP		AP + FP	
	Competitive		Promotion		Tenure-track		Competitive		Total	
	M	W	M	W	M	W	M	W	M	W
CSS	71.4	28.6	81.3	18.8	-	-	90.0	10.0	82.1	17.9
Total CSS	100		100		-		100		100	
FSS	71.4	28.6	100.0	0.0	100.0	0.0	-	-	84.6	15.4
Total FSS	100		100		100		-		100	
CSS + FSS	71.4	28.6	83.3	16.7	100.0	0.0	90.0	10.0	82.5	17.5
General total	100		100		100		100		100	

Annex 3 – Summary of measures proposed by the “ACTION for Equality” Action Plan 2013-2016

IMPROVE: working conditions

- A0. Increase the number of childcare places
- A1. Automatic one-year increase in the tenure-track assistant professor period for pregnancy
- A2. Two-year support post for maternity leave
- A3. Temporary adaptation of working hours
- A4. Introduce the possibility of job-sharing
- A5. Change meeting times

GUIDE: Mentoring, supervision and awareness-raising.

- G1. Acquisition of skills relating to the main field
- G2. Inclusion of mentoring in self-assessment reports
- G3. Creation of a group of women researchers in the FBM (Women in FBM)
- G4. Organisation of round tables for women assistants and junior lecturers
- G5. Afternoon of reflection on the theme of equality
- G6. Quota of presentations by women at symposia
- G7. Subsidy to contribute to the travel expenses of women speakers
- G8. Page on the gender question on the FBM website
- G9. Gender section in the FBM newsletter
- G10. Guide to services available at the UNIL with employment contracts
- G11. “Gender and diversity” questions in teaching evaluations
- G12. Continue to award Pro-Women grants

IDENTIFY: Early identification of the next generation of female academics.

- I1. Identification of women with a high academic potential within the Faculty
- I2. Weighting measures for family obligations and rate of activity in promotion applications
- I3. Highlighting of five favourite publications for all internal competitive financing

SEARCH: Proactive search for female candidates

R1. Before the competitive selection process:

R1a Avoid competitions focused on a unique profile.

R1b Reflect on recruitment level (Tenure-Track Assistant Professor, AP or FP).

R1c Highlighting of five favourite publications in applications

R1d Publication of posts offered for competitive selection in women's professional networks

R1e Inform and train committee chairpersons

R2. During the application phase:

R2a Updating of the Vademecum

R2b Check by the Deanship on the closing date for the submission of applications

R2c Subsidy to encourage departments to search proactively for female candidates.

R3. During evaluations of applications and interviews:

R3a Distribution to committees of information on gender bias

R3b Checklists as an objective tool for the evaluation of candidates

R4. Measures for couples with dual careers

Annexe 4 - Liste des réseaux professionnels féminins sur la base des résultats de l'enquête:

Associations suisses

Starting doc

<http://www.unil.ch/mentoring/page55530.html>

StartingDoc est un programme de mentoring de groupe pour les femmes au tout début de leur doctorat. Ce programme, commun aux Universités de Suisse romande et à l'EPFL, offre aux doctorantes débutantes les outils nécessaires pour réussir dans le monde académique. Un encadrement de type «group-mentoring» permet la constitution de réseaux favorisant la transmission d'informations entre des femmes plus avancées dans leur parcours académique et d'autres débutantes

Taille : ?

Base de données d'expertes: non

Offres d'emploi : non

Réseau romand de mentoring pour femmes

<http://www.unifr.ch/f-mentoring/fr/about>

Le Réseau romand vise à soutenir les femmes qui débutent leur carrière scientifique. Par le biais du mentoring, il s'agit de les aider à résoudre les difficultés pratiques liées à l'organisation de la vie académique et à la réalisation de leur projet scientifique. Le Réseau romand a également pour objectif de créer un réseau de contacts entre les femmes des Universités latines qui leur permet d'échanger des informations ainsi que d'augmenter leur chances de succès.

Taille : 30 mentees

Base de données d'expertes: non

Offres d'emploi : non

femdat.ch

<http://www.femdat.ch/C2/C1/femdatfr/default.aspx>

Banque de données pour expertes en Suisse.

Une collaboration équilibrée entre hommes et femmes contribue de façon durable au succès d'une entreprise. femdat s'engage pour améliorer les débouchés professionnels des femmes titulaires d'un diplôme universitaire ou d'une école supérieure.

Programme de mentoring également.

Taille : ?

Base de données d'expertes: oui

Offres d'emploi : oui

Association vaudoise des femmes diplômées des universités (AVFDU)

<http://www.unifemmes.ch/>

REUNIR : L'AVFDU organise des conférences du soir, des déjeuners-discussions, des visites culturelles, des sorties et des rencontres festives. Ces rencontres apportent enrichissement des connaissances personnelles, dialogues, découvertes et amitié.

AIDER : L'AVFDU favorise la réalisation de certains projets en matière d'éducation de l'Association philippine des femmes diplômées des universités.

Elle soutient, par ailleurs, les garderies universitaires lausannoises : « La Croquignole » (UNIL) et « Le Polychinelle » (EPFL).

ENCOURAGER : L'AVFDU décerne annuellement un prix (voir plus loin) destiné à soutenir un projet de recherche ou à récompenser un travail réalisé par une femme dans le cadre de son cursus universitaire pour l'accession à un diplôme supérieur dans les domaines de la médecine et de la biologie. De plus, elle verse aussi régulièrement une contribution financière à la Fondation suisse des bourses qui octroie des bourses, prêts et subsides pour des formations complémentaires, publications scientifiques à des femmes ayant déjà un titre universitaire.

Taille : 850 membres

Base de données d'expertes: non

Offres d'emploi : non

Femmes Médecins Suisse

<http://www.medicalwomen.ch/francais/home.html>

Femmes Médecins Suisse (mws) entend soutenir les femmes médecins dans l'exercice de leur profession en soulignant les aspects spécifiquement féminins, en éclairant les problèmes qui y sont liés et en proposant des solutions par des rencontres à thème, des manifestations, des informations et des offres de séminaires. Le mws appuie ses membres dans le développement d'activités de politique professionnelle tant sur le plan des sociétés médicales régionales et/ou cantonales que sur celui des sociétés de spécialistes, afin d'adapter les structures du quotidien médical en fonction des besoins des femmes médecins.

Taille : ?

Base de données d'expertes: non

Offres d'emploi : oui (dont job-sharing)

Professionnelles En Environnement

<http://www.ffu-pee.ch/frz/portrait/>

L'objectif primordial est le développement professionnel ainsi que le soutien et la mise en réseau des femmes actives dans les métiers de l'environnement. Les ffu-pee s'engagent en faveur d'une culture d'entreprise participative, pour une proportion accrue de femmes à tous les échelons, en particuliers aux postes de cadres, ainsi que pour une répartition plus équitable des tâches entre hommes et femmes en ce qui concerne le travail et la famille. Les ffu-pee s'engagent pour la protection de l'environnement ainsi que pour un développement durable.

Taille : 1000 +

Base de données d'expertes: oui

Offres d'emploi : oui (dont job-sharing)

Associations européennes

AcademiaNet - Expert Database of Outstanding Female Scientists and Scholars:

<http://www.academia-net.org/>

There is a lack of appropriate tools for quickly finding women academics who are suitable and very good. The Robert Bosch Stiftung and Spektrum der

Wissenschaft hope to provide just such a tool with AcademiaNet. By providing numerous profiles of excellent women academics from every discipline, we are making them more visible and more easily accessible. This in turn will make it easier to fill leadership positions and scientific bodies with women academics. Other target groups include journalists and conference organisers searching for proven experts.

Taille : 260 + en biologie 150 + en médecine

Base de données d'expertes : oui

Offres d'emploi : non (?)

Annex 5 – Example of checklist for the evaluation of applications
ADVANCE Faculty recruitment Applicant Evaluation tool
 (http://sitemaker.umich.edu/advance/faculty_recruitment_publications)

Applicant Evaluation Tool

The following offers a method for department faculty to provide evaluations of job applicants. It is meant to be a template for departments that they can modify as necessary for their own uses. The proposed questions are designed for junior faculty candidates; however, alternate language is suggested in parenthesis for senior faculty candidates.

Applicant's name:

Please indicate which of the following are true for you (check all that apply):

- Read applicant's CV
- Read applicant's statements (re research, teaching, etc.)
- Read applicant's letters of recommendation
- Read applicant's scholarship (indicate what): _____

Please rate the applicant on each of the following:

	excellent	good	neutral	fair	poor	unable to judge
Evidence of research productivity						
Potential for scholarly impact / tenurability						
Evidence of strong background in [relevant fields]						
Evidence of [particular] perspective on [particular area]						
Evidence of teaching experience and interest (including grad mentorship)						
Potential to teach courses in core curriculum						
Potential to teach the core curriculum on [particular area] (including creation of new courses)						

Other comments?

For more information or additional copies of this resource, please contact the ADVANCE Program at (734) 647-9359 or advanceprogram@umich.edu, or visit the ADVANCE Program's Web site at <http://sitemaker.umich.edu/advance>.

Annex 6 – Example of checklist for the evaluation of candidates invited to interview

ADVANCE Faculty recruitment Candidate Evaluation tool

(http://sitemaker.umich.edu/advance/faculty_recruitment_publications)

Candidate Evaluation Tool

The following offers a method for department faculty to provide evaluations of job candidates. It is meant to be a template for departments that they can modify as necessary for their own uses. The proposed questions are designed for junior faculty candidates; however, alternate language is suggested in parenthesis for senior faculty candidates.

Candidate's name:

Please indicate which of the following are true for you (check all that apply):

- | | |
|--|--|
| <input type="checkbox"/> Read candidate's CV
<input type="checkbox"/> Read candidate's scholarship
<input type="checkbox"/> Read candidate's letters of recommendation
<input type="checkbox"/> Attended candidate's job talk | <input type="checkbox"/> Met with candidate
<input type="checkbox"/> Attended lunch or dinner with candidate
<input type="checkbox"/> Other (please explain):
<hr style="width: 100%;"/> <hr style="width: 100%;"/> |
|--|--|

Please comment on the candidate's scholarship as reflected in the job talk:

Please comment on the candidate's teaching ability as reflected in the job talk:

Please rate the candidate on each of the following:

	excellent	good	neutral	fair	poor	unable to judge
Potential for (Evidence of) scholarly impact						
Potential for (Evidence of) research productivity						
Potential for (Evidence of) research funding						
Potential for (Evidence of) collaboration						
Fit with department's priorities						
Ability to make positive contribution to department's climate						
Potential (Demonstrated ability) to attract and supervise graduate students						
Potential (Demonstrated ability) to teach and supervise undergraduates						
Potential (Demonstrated ability) to be a conscientious university community member						

Other comments?

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 site at <http://sitemaker.umich.edu/advance>.