Gathering Insights from Researchers Through a Web Survey

Gender Imbalances at the Meso-Level

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The MINDtheGEPs Consortium

MINDtheGEPs
gender equality in research

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Foreword

Gender equality is incredibly important for both research excellence and the well-being of researchers. Feminist epistemologies remind us that the economic and political context in which Western science has developed has led to scientific paradigms and organisational cultures that perpetuate inequalities. This means we need to not only welcome more women into the field but also rethink how we do science and how it fits into our lives. It's not just about the numbers; we also need to change institutions and the knowledge system.

The pressure to "publish or perish" and to be an "unconditional worker" are particularly challenging for women. They have to balance undervalued work in research organisations (often referred to as 'academic housework') with caregiving and family responsibilities. However, in today's uncertain and competitive academic environments, this pressure affects everyone.

Encouraging more diverse research teams and leadership offers a wider range of perspectives, not only in research contents but also in ways of doing science and of defining excellence and recruitment and promotion processes. The results are more innovative solutions and discoveries, benefiting everyone involved.

The MINDtheGEPs project is a significant effort to address gender disparities in research and education across five countries: Italy, Spain, Serbia, Ireland, and Poland. These are countries relatively 'inactive' in developing gender equality policies in science and research and that are characterized by resistances, anti-genderism and traditional gender roles (especially in Poland and Italy). Our project joins together different research performing organisations (RPOs), including public universities, publishers, and public and private research centres, taking a multidisciplinary approach to tackle persistent gender imbalances in our domain(s). By fostering collaboration and shared initiatives, we aim to pave the way for a more inclusive, equitable, and academically vibrant future within European research.

Led by the University of Turin's Research Center for Women's and Gender Studies (CIRSDe), MINDtheGEPs recognizes the importance of gender equality, first of all as a matter of social justice, but also as a crucial element for enhancing research excellence and individual wellbeing. Because gender is a social structure that is characterized by multiple intersected barriers, several types of data are needed to be able to capture the various push and pull factors that (de)construct gender inequalities during different phases of a research career (early, middle, late) and at different levels (individual, organizational, national).

By drawing from 4 types of data collected ad hoc within each MINDtheGEPs' implementing partners this report assumes a pivotal role in enriching our comprehension of gender equality within diverse contexts. It was first shared as a deliverable from the project titled *D2.2 Report on gender imbalances at meso-level*. After anonymization of results, in order to facilitate reading this report has been divided into three sub-reports: *Gender Imbalances at the Meso-Level: A Multi-Indicator Approach to Organisational Gender Data*, *Gender Imbalances at the Meso-Level: Gathering Insights from Researchers Through a Web Survey*, and *Gender Imbalances at the Meso-Level: Gathering Insights Through Interviews with Key Informants and Researchers*.

Through a websurvey addressed to research and administrative staff at partner organisatons, we have collected objective data on gender gaps need to go together with subjective perceptions on how the research career works and should work and on the existence of forms of gender inequalities. This report, *Gender Imbalances at the Meso-Level: Gathering Insights from Researchers Through a Web Survey,* we share our findings. Details about the MINDtheGEPs partners who are implementing Gender Equality Plans are available in Annex 1.

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1. Introduction to MINDtheGEPs' quantitative analysis: a websurvey

1.1 Survey's aims and methodology

The survey aims to gather information that are not adequately covered by the mapping of data and policies done performed at the meso-level at partner organisations and by the survey data collected at natonal level in order to assess objective and subjective gender imbalance in various work and life domains, with a specific focus on the perceptions of how the university and science works today and how it should work.

The construction of the survey started by considering the instrument used by the GEAM (Gender Equality Audit and Monitoring); this project is based on the 2016 Athena Survey of Science, Engineering and technology, and draws from various GEP, such as PLOTINA, GENDER-NT, EGERA, and INTEGER. The GEAM project ran from 2018 to 2021 and included 15 partners, two of which (Uniwersytet Jagiellonski (UJ) and Uniwersytet Gdański (UG), both in Poland) are also partners in the MINDtheGEPs project. The GEAM intstrument, following the guidelines for effective GEPs, aimed to gather baseline data to design effective gender equality plans, in a standardized, adaptable fashion, which should be comprehensive and transnational, understandable by practicionares with little experience in social sciences. The GEAM survey was focused on collecting the employees' perceptions and experiences, for example on gender equality measures, or organizational realities, while also providing information on socio-demographic and work variables which are central in designing GEPs. The GEAM framework was also developed with the intent of sharing it across other sister projects: it is free to use and highly customizable.

Although very interesting and reliable because already tested and used in other RPOs, we made some adjustments to the GEAM instrument for various reasons. First, some dimensions were already collected in task 2.3, and thus we opted to not ask them again in the survey. This point is closely connected to the second: the GEAM questionnaire, while thorough, is also quite long; since surveys that involve academics usually have fairly low response rates, we chosed to prioritize some sections over others, by discarding or adapting some items; we also wanted to introduce other dimensions, concerning the views on those doing research and science, which we felt were important to investigate to better capture the multiple factors that influence career entry and progression. Finally, some items were changed or discarded for privacy.

A summary of the sections and our modifications can be found in table below.

A comparison between GEAM and MINDtheGEPs questionnaire contents

GEAM	MINDtheGEPs	Comments
Socio-demographics	Socio-demographic information	Largely kept the same, we adapted some questions to protect the privacy of respondents and discarded items concerning sensible information, such as sexual orientation; we also had to adapt some other items, such as age, by asking them in classes.
Working conditions	Current job and working life	We discarded some items about current job, such as salary, bonus, training, and job satisfaction. We also added some items, such as the number (total and of women) of professors and researcher in the respondents' department, various items concerning the technical and administrative staff (professional level, administrative area…). We also added some career info, such as year and place of Ph.D and year of entering current role. We also added some items regarding academic work, such as publications in the last 5 years, the time devoted to various

		activities, collaboration with internal, national and international colleagues.
Not present	How the university and research work today	We added two 13-items scales about positive and normative beliefs about winning the first tenure position in the respondents' university. Positive beliefs refer to what people believe is important, normative beliefs are about what should be important.
Organizational culture and climate	Women and men in contemporary society	The original section had two parts: gender equality and recruitment. The latter was discarded, while the first was adapted and expanded. Apart from the general views about women and men and their social roles, we asked about the perception of gender equality in the department and the favour about introducing gender equality measures.
Behaviour– Bullying, Harassment, Micro-aggression	Discarded	
Expanded from working conditions	Family	The focus on work-family balance was largely dropped, since we already had various info collected beforehand. While we kept the item regarding children and marital status, we expanded them by asking the number and age of children and some other info about the partner (study title and occupation). Finally, we included a scale about the share of domestic and care burden in partnered couples.

Once the instrument was finalised, it was revised and translated in the languages of each partner; after this preliminary revision it was further adapted by some partners, concerning academic levels, administrative areas and every item which referred to specific organizational settings, which of course differ across nations. Finally, the instrument was imported in the Limesurvey platform, which was used to deliver the survey. Every institution proceeded to disseminate the survey autonomously, starting in different dates, Every partner tried to get as much endorsement as possible using a top-down bottom-up approach: a preliminary mail was sent by the rector to explain the aim and importance of the survey that would be launched the week after; then departmental directors were invited to present the survey in departmental meeting; informal peer to peer invitation to fill in were also used. The official e-mails with invitation to fill were sent in the dates indicated in the table below; reminders were sent after a week.

Date of launch of websurvey

University	Launch date
ETF (Serbia)	22/12/2021
CNR (Italy)	25/01/2022
CTAG (Spain)	02/12/2021
UJ (Poland)	Autumn 2022
UG (Poland)	Autumn 2022
UNITO (Italy)	23/11/2021

It has to be noted that both UJ and UG are part of the ACT consortium, and thus have already completed the GEAM survey last year and will complete the MINDtheGEPs version next Autumn.

1.2 University of Turin, Italy (UNITO)

1.2.1 The profile of the respondents

What has been the response rate of our websurvey? Who has responded more and who less? Table 1.1 UNITO shows the overall response rate while figure 1.1 UNITO shows the profile of these respondents by gender and area, in comparison with the population, so to capture possible biases.

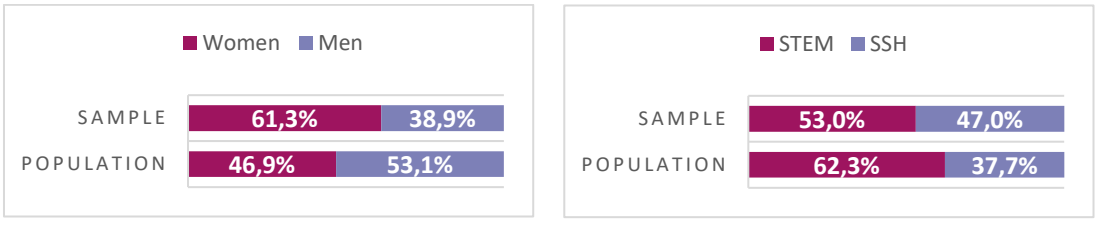
The response rate, while low, is in line with surveys conducted in academia. The total staff reported, which is from the 2020 data, does not include *Docenti a contratto (*Lecturers that are not tenured, generally experts in a field which are not technically part of the TA staff). Having said this, the response rate reported is slightly skewed. If we do not consider the lecturers' questionnaires, the response rate is actually 15.48%.

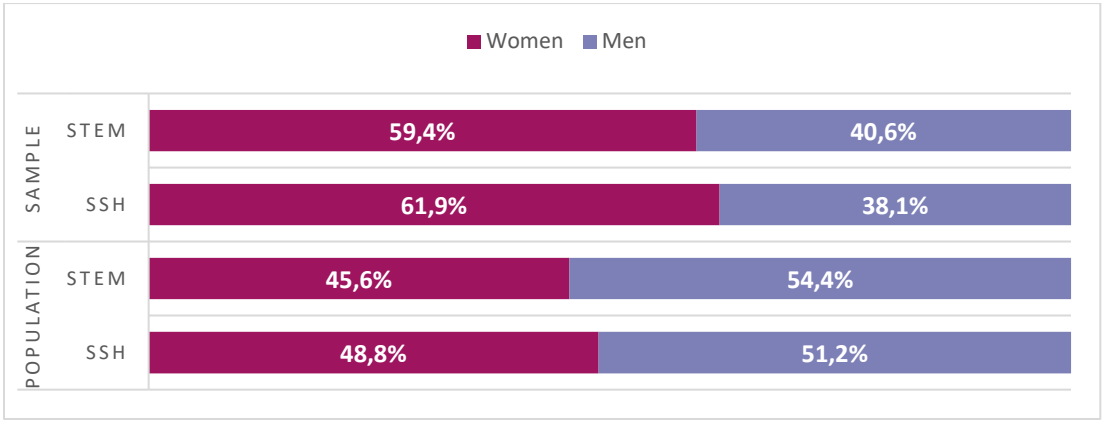
Table 1.1 UNITO: Response rate

Completed surveys	600
Total TA staff (including PHD and fellowship researchers)	3670
Response rate	16.35%

Figure 1.1 UNITO shows the profile of the respondents, according to their sex and their scientific area. Compared to their presence in the population, more women and more researchers from SSH tend to respond. This means that our sample is overrepresented in terms of share of women and of people from SSH. Looking also at positions (not shown), we have noticed a bias considering the proportion of women respondents in all different positions, especially the highest. While this confirm the lower tendency of men to answer to surveys and specifically to surveys on gender issues, it is necessary to weigh the data. Since the latest data we collected is updated as of 21/12/2020, we used data from the *Cerca Università* website of the Ministry of University and Research (https://cercauniversita.cineca.it/php5/docenti/cerca.php) to calculate our weights. We aggregated every position lower than Associate professors, excluding collaborators, and calculated the proportions of male and female respondents for the three categories, both in our sample and in the population, and we then proceeded to calculate the weights; collaborators retained their original value. All the analyses below are weighted, yet showing the sample sizes originally to have an idea of original cells sizes. Moreover, when considering the average years to reach the current position from the highest study title or the average number of publications, we presented the 5% trimmed means, to be not influenced by extreme cases (for example in the case of time to reach current position from PhD the variable could assume negative values when, in old cohorts, the person achieved the PhD after entering a stable position job).

Figure 1.1 UNITO: Profile of the sample and of the population, by gender and scientific area





Notes: Population does not include collaborators. Data of population as of 31/12/2020.

1.2.2 Work career and conditions

How men and women differ in their paths into the research career and into apical positions?

Table 1.2 UNITO shows the average length of time that men and women have been in their current position[1], i.e., their job seniority. Men have a higher job seniority than women when we look at tenured positions, and seniority is generally higher in STEM compared than SSH. The gap between women and men widens in top position in the STEM field, where instead for SSH the differences are less pronounced; specifically, women associate and full professors in SSH seem to have greater job seniority. Yet, job seniority does not really give us insights on "glass door" and "glass ceiling", that is, on gender differences in entry into research career and later on into apical positions. So, Figure 1.2 UNITO looks at how many years, on average, men and women use from the end of PHD to enter the various positions[2].

[1] The "She Figures" classification for Italy is shaped as follows:
• Grade A, namely Full professor (Professore/professoressa ordinario/a, PO) in UNITO
• Grade B, namely Associate professors (Professore/professoressa associato/a, PA) in UNITO
• Grade C is divided in three separate positions. The first two have been established after the Gelmini Reform: Temporary researcher grade A (Ricercatore a tempo determinato A, from now on RTDa) and the Temporary researcher grade B (Ricercatore a tempo determinato B, from now on RTDb); while both are temporary researchers, the RTDb is considered the first stable position. The last position is the Academic Researcher (Ricercatore Universitario, from now on RU), which is a pre-reform role.
• Grade D is Research fellow (Borsista or Assegnista di ricerca), which include only temporary positions, extendable for a maximum of 6 years, with research responsibilities. From now on it will be indicated with the "post-doc" label. We are also reporting data on PHD students.

[2] We calculated the years to enter current position by subtracting the year of entering the current position to the year of obtaining the highest study title, usually a doctoral degree. However, since we did not ask for the date of titles lower than the doctorate, we constructed a proxy variable, considering 25 years as the average age for attaining a master's degree and 23 for a bachelor's degree.

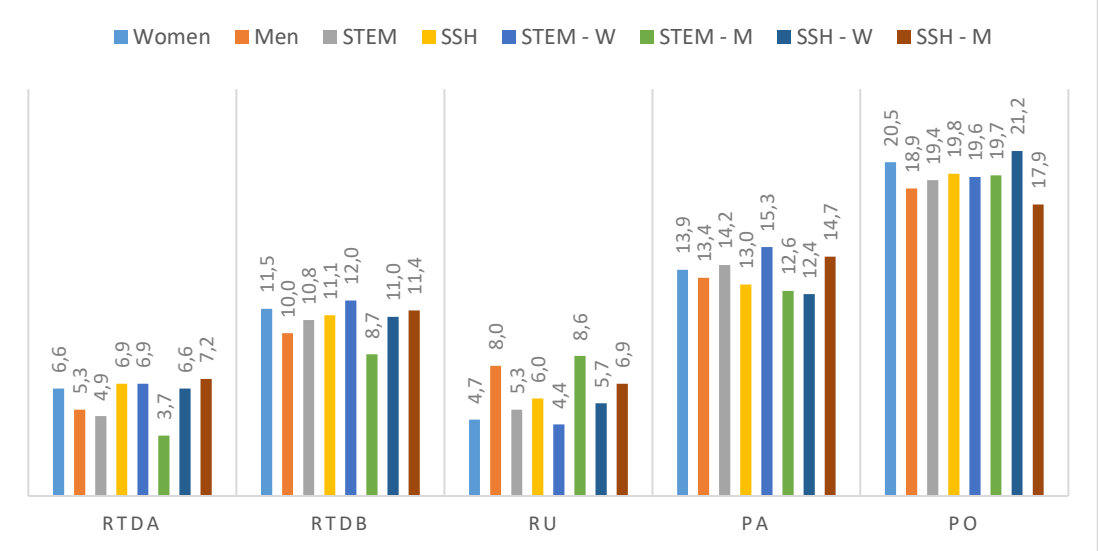
Table 1.2 UNITO: Job seniority in years within role, by gender and scientific area (with also standard deviations)

	Women	Men	STEM	SSH	Women STEM	Men STEM	Women SSH	Men SSH	N
OTHER	3.71 (3.82)	12.2 (15.98)	9.77 (14.50)	5.25 (5.56)	2.83 (3.31)	15.71 (17.95)	9 (-)	4 (6.08)	17
COLLABORATOR	15.5 (21.92)	4 (-)	4 (-)	15.50 (21.92)	-	4 (-)	15.50 (21.92)	-	3
PHD STUDENTS	1.31 (1.12)	1.26 (1.52)	1.27 (1.36)	1.33 (1.18)	1.12 (1.05)	1.46 (1.71)	1.67 (1.23)	.83 (.98)	45
POST-DOC	2.49 (2.73)	1.64 (2.98)	3.24 (3.19)	1.74 (2.38)	3.47 (2.75)	2.67 (4.37)	1.96 (2.65)	.88 (1.13)	56
LECTURER	5.42 (4.18)	9.46 (10.59)	6 (6.14)	6.78 (7.51)	4.17 (2.56)	7.57 (7.98)	6 (4.73)	8.80 (12.87)	32
RTDa	1.1 (1.17)	.71 (1.01)	.78 (1.13)	1 (1.05)	.55 (1.04)	1.09 (1.22)	1.78 (.97)	.30 (.48)	42
RTDb	1.17 (1.15)	1.72 (1.06)	1.69 (1.18)	1.05 (1.03)	1.30 (1.19)	2.42 (.79)	1.04 (1.12)	1.08 (.86)	72
RU	16.5 (5.99)	19.85 (7.26)	18.13 (6.98)	15.75 (4.83)	16.95 (6.59)	21.88 (7.34)	15.14 (3.67)	16.60 (6.50)	42
PA	6.66 (6.54)	7.20 (8.16)	7.81 (7.66)	5.79 (6.35)	7.02 (6.68)	8.90 (9.03)	6.18 (6.40)	5 (6.37)	187
PO	9.66 (8.56)	10.31 (7.99)	12.09 (8.93)	8.77 (7.81)	10.80 (8.87)	12.82 (8.46)	8.97 (8.43)	8.19 (7.06)	104

Notes: Empty cells are either completely missing or include just one case. Standard deviation is not calculated when cells have only few cases, as for collaborators.

In Figure 1.2 UNITO we can observe that, on average, men take less time than women to enter the first researcher position and all subsequent tenured position, with the exception of RU, which represent an atypical population, and PA role, where the difference is still present, albeit quite small. In the STEM field careers seem faster than SSH in the lower positions, especially for men; however, the time to reach the PO role in STEM seems equal for both men and women. The contrary is true in SSH: men take almost three years less than women to become Full professors (PO). Generally speaking, it appears that women take about a year longer than men to access all positions, a difference that could be explained by motherhood. Finally, a general consideration must be made: due to multiple changes to the academic career in Italy over time, it is difficult to compare people that started their academic career in different years, even in recent times; furthermore, large recruitment periods are inevitably followed by contractions, in which few calls are made and therefore careers tend to stagnate.

Figure 1.2 UNITO: Average time to enter current position, by gender and scientific area



In order to better visualize the career type in academia, we calculated a variable which divides respondents in “fast” or “slow” career. Respondents who had a value equal to or less than the first quartile[3] in the number of years to enter current position, according to their academic role, were recoded into the "fast" category; all the others were recorded in the “slow” category. Positions lower than RTDa were excluded from this operation.

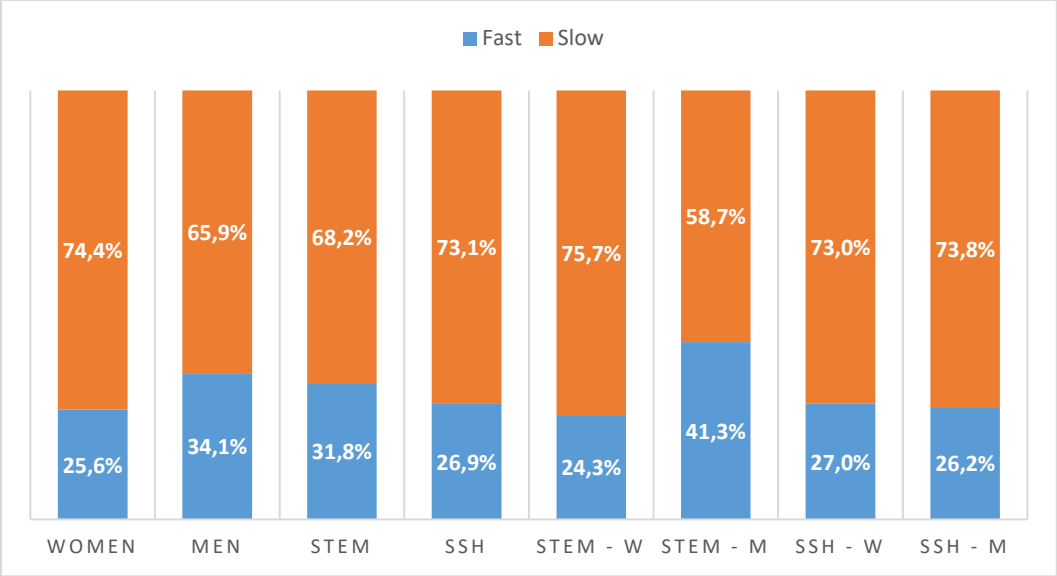
Figure 1.3 UNITO shows that, apart from the distribution of fast and slow careers within a role, academic careers are generally a long journey. The first quartile for RTDa is 3 years, which we could argue is slightly more than projected: three years of post-doctoral experiences should be fine to get access to a stable researcher position, however RTDa are temporary positions without tenure, and as also noted in the interviews reported in the qualitative section of this report, ever-increasingly similar to a regular post-doctoral research experience. Furthermore, it is easier for universities, in terms of bureaucracy and economic resources, to extend a fellowship rather than hire a RTDa. The first quartile for RTDb is 8 years, which means that, if we consider 3 years to reach a RTDa role and the maximum duration of the contract of a RTDa, which is 3 years plus 2 additional, the breakpoint for a “fast” career still indicates a fairly slow progression. We do not know if those 8 years are spent more in post-doc experiences (which is plausible) or in the full five years of a RTDa. For PA, the first quartile is 10 years, which is in line with the situation presented: two to three years of post-doctoral contracts, three to five years in RTDa and three more for RTDb. Comparing to the first quartile for the previous research role, the RU, which is just 2 years from the doctorate, the difference is astounding. Finally, the first quartile for PO is 15.25 years, which again illustrates a similar career path.

Having said this, figure 1.3 UNITO illustrates that, while the “fast” career is not necessarily faithful to its label, and should rather be named “regular” career, the vast majority does indeed have a “slow” career. It also shows that women tend to have slower career than men, especially in the STEM area. In STEM careers seem generally faster than in SSH, and as might be expected, over 40% of men in STEM fields have a fast career, which as we can observe, is the highest percentage within a single group; on the other hand, women in STEM with a fast career are less than a quarter, the lowest percentage within single groups.

[3] Quartiles for the roles included in this analysis are as follows:

- RTDa: Q1=3; Q2=6; Q3=8.5
- RTDb: Q1=8; Q2=10; Q3=14
- RU: Q1=2; Q2=4; Q3=8
- PA: Q1=10; Q2=13; Q3=18
- PO: Q1=15.25; Q2=21; Q3=23

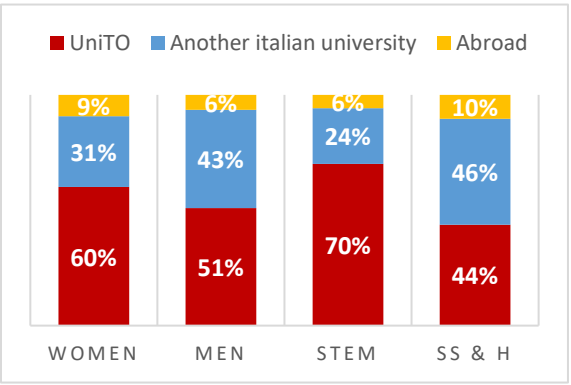
Figure 1.3 UNITO: Type of career, by gender and scientific area



Is the speed of a career linked to the place of the Phd? That is, is mobility a facilitator of fast careers? In the same way for men and women and for area?

Figure 1.4 UNITO shows that in almost every group, most people earned their doctorate at UNITO, with STEM having the highest percentage within group, followed by women. In SSH, mobility seems to be greater: not only we can observe the highest percentage of people who earned their degree abroad (10%), but also the highest percentage of degree obtained in another Italian university. If we consider the scientific area and gender together, we see that women in STEM show the lowest mobility: 76% of the respondents have obtained their degree at UNITO. Considering that building a solid position in STEM is already complex for women, this could suggest that women tend to stay in the same university once they manage to have good career prospects, a solid research project, or a good research network during the PhD programme. We also have to take into account that STEM includes the medical field, a very competitive environment requiring long training with strong ties to specific laboratories, usually within a hospital; since the medical field is a career path chosen by a substantial number of women (already considering the high number of female students enrolled), this could also contribute to explain the low mobility of STEM both for women and for men. If we look to the area of social sciences and humanities, international mobility is higher within women than within men, while national mobility is higher in the latter, with 52% of SSH men having earned their doctorate in another Italian universities, the highest percentage within groups.

Figure 1.4 UNITO: Place of PHD, by gender and scientific area



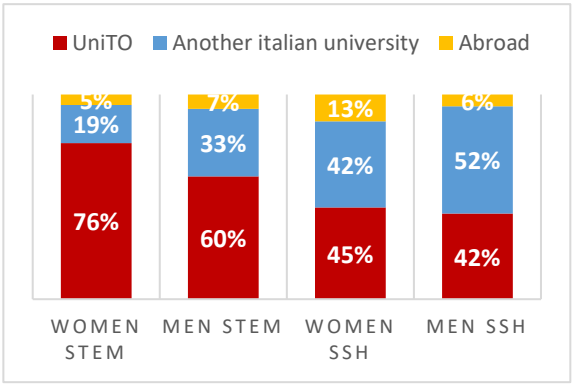


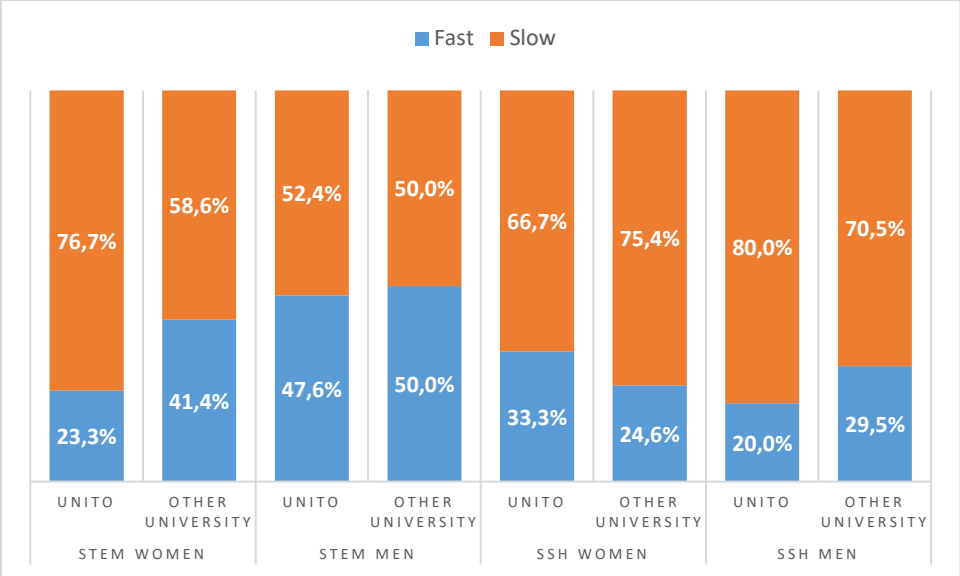
Table 1.3 UNITO shows how, in UNITO, careers could be influenced by place of doctorate, although many cells are very small so unreliable for some groups. With this caution in mind, we can observe that respondents who earned their degree at UNITO generally have faster careers, except for the role of PA. However, in STEM it appears that for those who earned their degree outside UNITO it takes, on average, two years less to become Full Professors, while the opposite is true in SSH. For women in STEM, earning the doctorate outside Turin entails taking one more year on average to become Full Professor. In the lower positions it appears that earning a doctorate at UNITO ensures faster careers for men and women in both scientific areas. As noted above, men generally have faster careers, and even in the PA role, which as noted above was more or less balanced, we can see that in the case of PhD obtained outside UNITO men are definitely faster than their female colleagues, both in STEM and SSH.

Table 1.3 UNITO: Average time to enter current role and place of PhD, by gender and scientific area (with also standard deviations)

		Women	Men	STEM	SSH	Women STEM	Men STEM	Women SSH	Men SSH	N
PhD outside UNITO	RTDa	7.30 (5.77)	6.02 (3.80)	6.14 (5.95)	7.11 (3.97)	7.61 (8.12)	5.17 (3.40)	7.44 (4.10)	6.83 (4.30)	18
	RTDb	11.03 (4.93)	11.17 (5.55)	8.54 (4.79)	11.89 (4.97)	9.33 (4.93)	-	11.76 (4.99)	12.16 (5.34)	25
	RU	3.94 (5.16)	4.39 (3.83)	3.11 (5.99)	5.03 (2.98)	3.39 (6.47)	2.50 (6.36)	4.72 (3.65)	5.33 (2.08)	16
	PA	12.97 (5.45)	11.54 (4.97)	11.62 (5.98)	12.49 (4.80)	13.90 (7.99)	10.93 (3.75)	12.76 (4.05)	12.48 (2.08)	69
	PO	19.83 (5.00)	18.00 (6.39)	15.81 (7.70)	19.51 (5.17)	18.33 (7.77)	16.11 (7.70)	20.09 (4.64)	18.65 (5.76)	43
PhD at UNITO	RTDa	6.34 (3.70)	4.83 (3.25)	4.46 (3.77)	6.75 (2.99)	6.79 (4.34)	3.10 (1.57)	5.83 (2.63)	7.56 (3.29)	24
	RTDb	11.54 (4.85)	9.72 (2.55)	11.02 (4.58)	10.44 (3.75)	12.55 (5.04)	9.10 (2.74)	10.35 (4.46)	10.69 (1.97)	46
	RU	4.76 (2.89)	5.00 (5.20)	4.08 (3.46)	6.00 (3.61)	4.20 (2.74)	6.50 (6.36)	8.00 (1.41)	-	19
	PA	13.47 (5.75)	13.74 (4.91)	13.89 (5.69)	13.13 (4.97)	14.24 (6.18)	12.98 (4.44)	12.04 (4.50)	15.03 (5.38)	98
	PO	19.34 (6.85)	15.94 (4.16)	18.28 (3.78)	17.94 (8.37)	19.10 (3.41)	15.83 (3.74)	19.28 (11.37)	16.17 (4.98)	25

Notes: Cells in light yellow do not contain trimmed means due to the low number of cases. Empty cells are either completely missing or include just one case.

Figure 1.5 UNITO: Type of career and place of PhD, by gender and scientific area



As noted in Figure 1.5 UNITO, where the variable on speed of a career is used, women in STEM with a doctorate earned outside have a higher percentage within group of fast career compared to their counterparts with doctorates earned at UNITO; it has to be noted that it is the same group with lowest number of PhD earned abroad or in another Italian university. In any case, place of doctoral degree does not appear to be a discriminator for STEM men, for whom about half have fast career regardless of where they get their doctorate, although again doctorates outside UNITO have seem to have fast career more often. Men in SSH have fast careers more often when they earn their PhD outside UNITO, while the opposite holds true for women.

Is there a gender difference in "productivity"? Is it connected to speed of career?

Figure 1.6 UNITO shows the distribution of publications divided in classes, as asked in the questionnaire; while figure 1.7 UNITO shows the average numbers within position[4] and table 1.3 shows average number of publications in the last 5 years by speed of career.

[4] The average was calculating taking the middle point of each class

Figure 1.6 UNITO: Number of publications in the last five years, by gender and scientific area

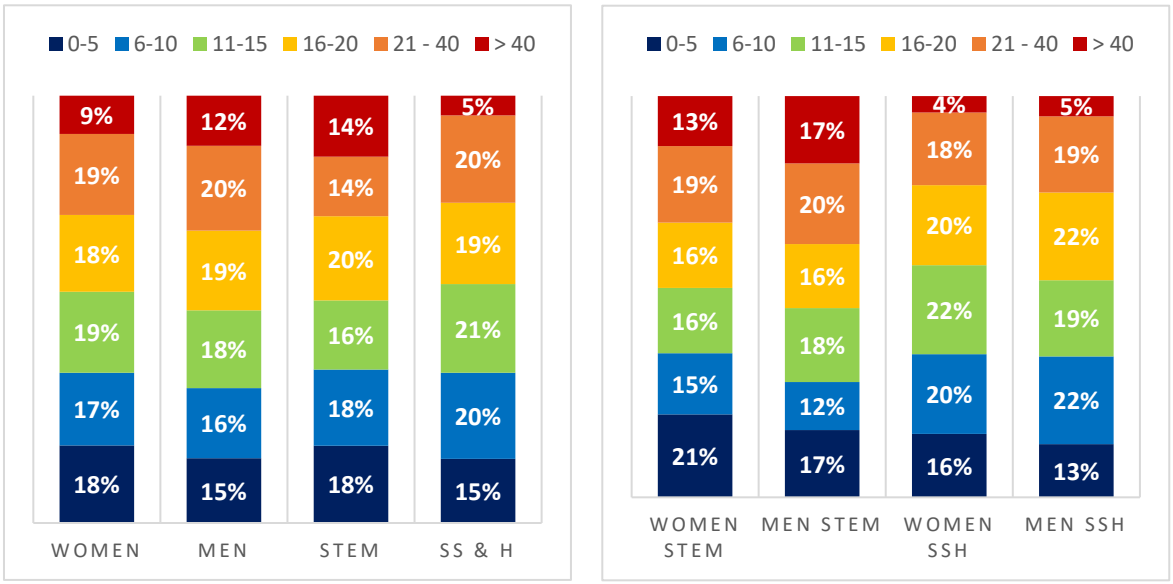
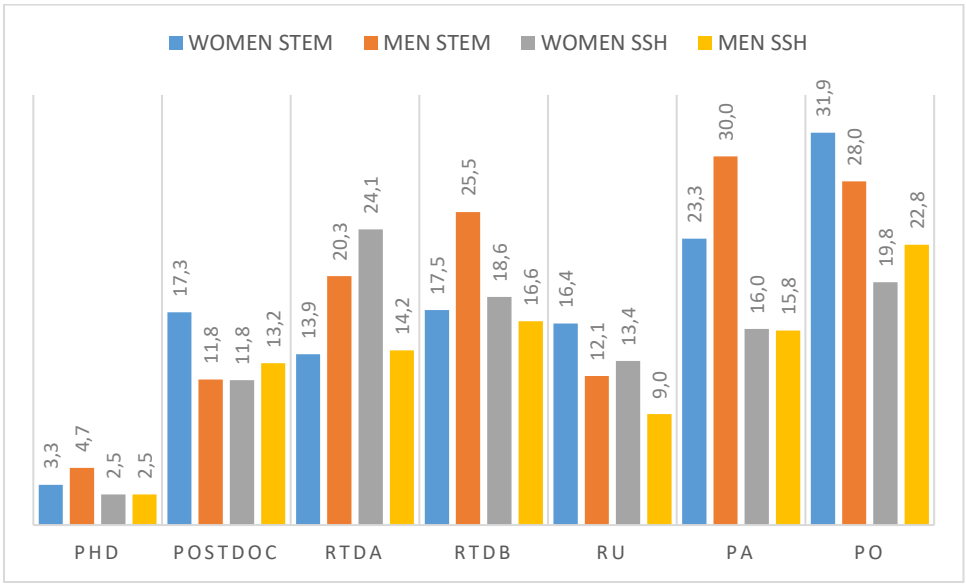


Figure 1.7 UNITO: Average number of publications in the last five years by gender and scientific area, within position



As expected, the average number of publications tends to be higher in the top positions. Men appear to publish more than women in STEM areas when RTDa, RTDb or associate professor, not when they are full professor or post-doc. It could be argued that in STEM women face additional obstacles and remain in post-doctoral positions, where they try to publish as much as possible in order to increase their chances. In SSH, women publish more than men, with the exception of the full professor role. The RTDa role is the one with the biggest gender gap: women on average have ten more publications than men; this is also the highest figure of this position. Data from the gender budget, confirmed by our data here form the websurvey on slow and fast career, confirm that women spend more time in entering stable position, so in moving, after Gelmini reform, from RTDa to RTDb. So, the higher average number of publications of these precarious women compared to precarious men can be simply an effect of seniority within role and of commitment to publish as much as possible to break the glass door.

Interestingly, women with slow careers publish more than their counterparts with fast careers, while for men we find a much higher number of publications among those with fast career. (Table 1.4 UNITO). In both STEM and SSH respondents with fast careers publish slightly more, but if we take gender into account, we see that STEM women with fast careers publish less than slow ones, where men with fast careers have, on average, ten more publications than their "slow" counterparts. However, looking at SSH, we find the expected trend: more publication for fast careers and fewer for slow careers, with women publishing slightly more than men, who have, between slow and fast careers, minimal differences. Therefore, the only group showing an inverse trend is precisely that of women in STEM. This could further indicate the possibility, noted above, that women suffer from a glass door effect, especially in STEM fields, effectively staying in lower positions while still contributing significantly to research. However, we do not know if the slow career is due to the low quality of publications or other factors, including the personal history and it also has to be noted that the difference is quite small, compared to the significant jump observed in men, which however is again due to STEM men having such a high number of publications in the fast career group.

Table 1.4 UNITO: Average number of publications in the last 5 years and type of career, by gender and scientific area (with also standard deviations)

	Women	Men	STEM	SSH	WomenSTEM	Men STEM	WomenSSH	Men SSH	N
Fast	18.20 (11.70)	26.96 (15.44)	25.35 (15.59)	18.14 (11.01)	17.36 (12.16)	32.45 (15.54)	18.76 (11.34)	17.36 (10.97)	132
Slow	20.45 (13.80)	19.26 (12.56)	22.48 (14.52)	17.35 (11.42)	23.05 (15.13)	21.75 (13.54)	17.33 (11.50)	17.10 (11.39)	315

All in all, these data highlight the problem of measuring scientific performance with the number of publications: this does not inform us of the kind of publications and the quality of research; in addition, for higher positions, it does not inform us on past research that could have been groundbreaking but it is already deemed useless for scientific performance due to it being older than five years.

Is there a gender difference in "internationalisation"? Is it connected to speed of career?

Even if with a very rough indicator of internationalization or internal cooperation, the data presented in Figure 1.8 UNITO informs us that the gender stereotypically least associated with the respective area (women in STEM, men in SSH) appear to collaborate least with colleagues from foreign universities. SSH women collaborate less with colleagues in their own or other departments than the other groups. Men in each group consistently report high (if not the highest) percentage of collaboration with all types of colleagues.

Figure 1.8 UNITO: Collaborations with other academics in the last five years, by gender and scientific area

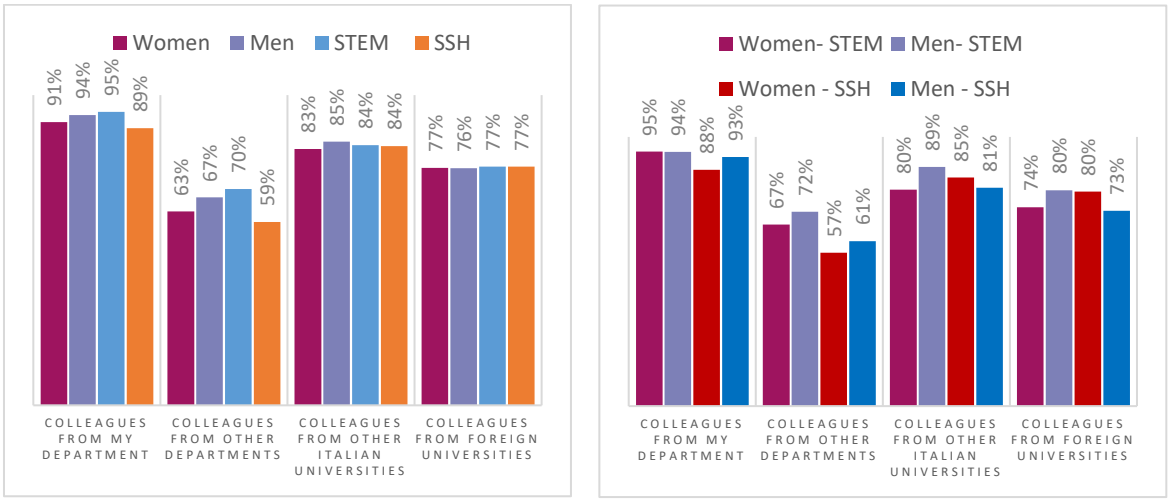
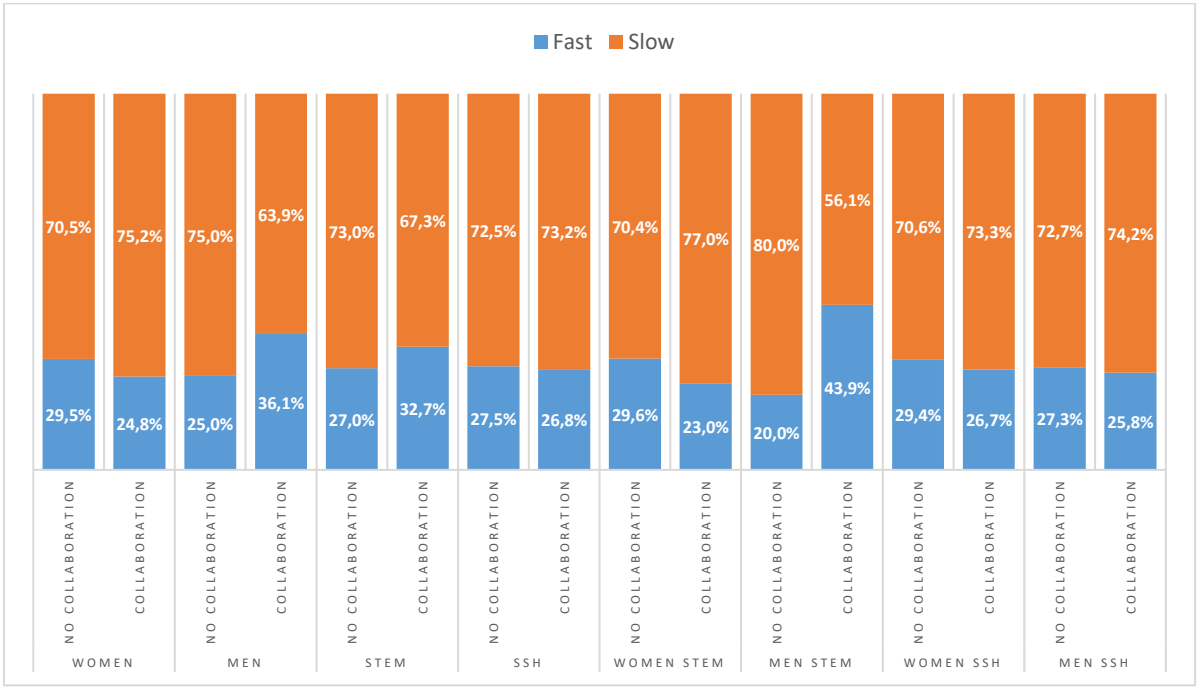


Figure 1.9 UNITO shows the intersection of international cooperation and career types. In STEM, foreign collaboration seems to be relevant for a fast career (or, since we can't infer causality, maybe a fast career grants more foreign collaborations), while in SSH the percentage within collaboration and no collaboration, respectively, are not very different. Women appear to have fast careers more often when they do not engage in foreign collaborations, which, when paired with the fact that women with doctoral degrees from other universities take usually more time to enter their current position, but publish more especially in the lower position, suggests a profile of young women researchers, that despite studying abroad, engaging with international colleagues, and authoring many publications, have often a slow career. Again, the most peculiar data are shown if we consider the scientific area alongside gender: STEM men who collaborate with colleague abroad have fast career in almost half the cases, while for STEM women international collaboration does not seem to help. In SSH, both genders have slow careers more often when they work with foreign colleagues, with the gap between collaborating or not more pronounced for women than for men.

Figure 1.9 UNITO: Type of career and international collaborations, by gender and scientific area

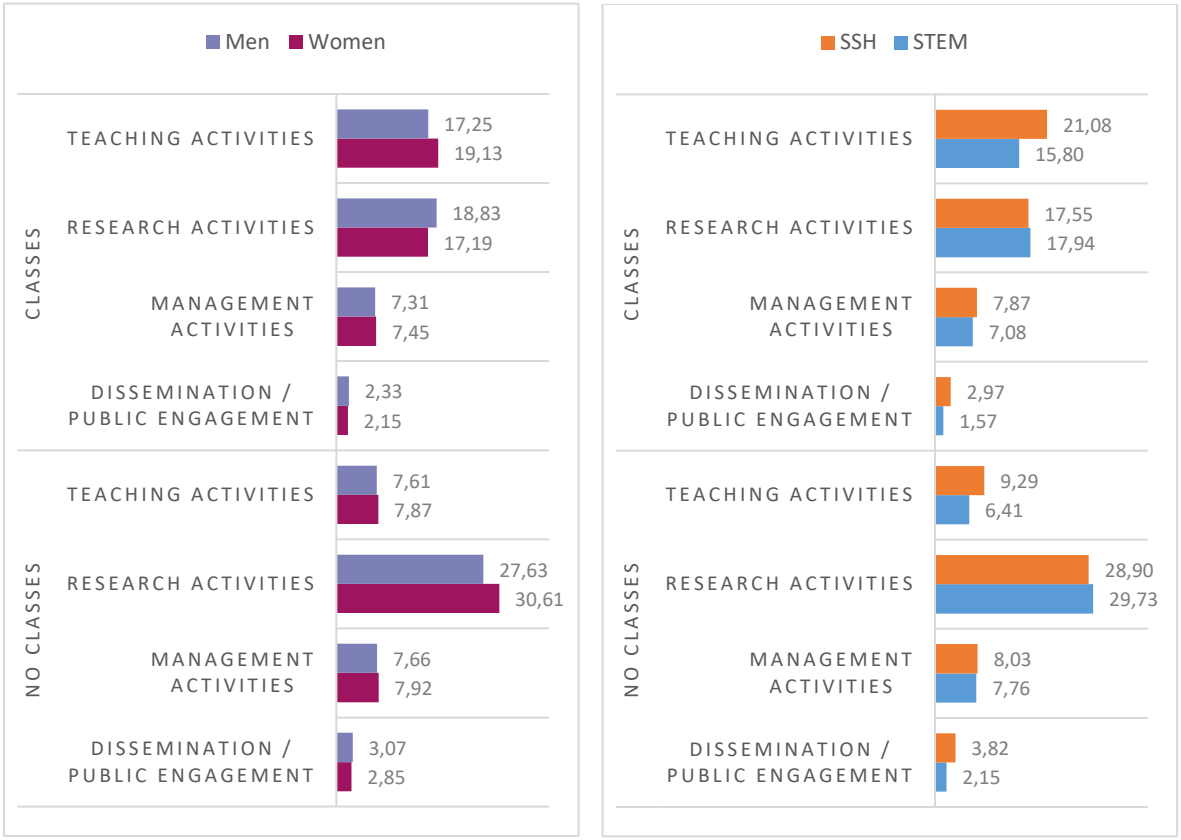


Is there a gender difference in the involvement in different types of activity?

Figure 1.10 UNITO shows that women appear to spend more hour on teaching activities during both class and non-class periods and spend more hours on research when there are no classes, compared to men. The differences in the other categories are minimal. Respondents in the SSH field appear to dedicate many more hours to teaching compared to their STEM colleagues, especially during classes periods, while differences are small in all other categories, with the exception of dissemination and public engagement, where SSH respondents seem to dedicate at least one or two hours more.

Women in STEM devote more hours to teaching than men in both periods, and more hours into research when there are no classes, while men, during class period, have slightly more hours in research. In SSH; the situation is more balanced, although men seem to spend more time on both research and teaching, though in the latter the difference is quite small.

Figure 1.10 UNITO: Mean weekly of hours devoted to academic activities during teaching and non-teaching periods, by gender and scientific area



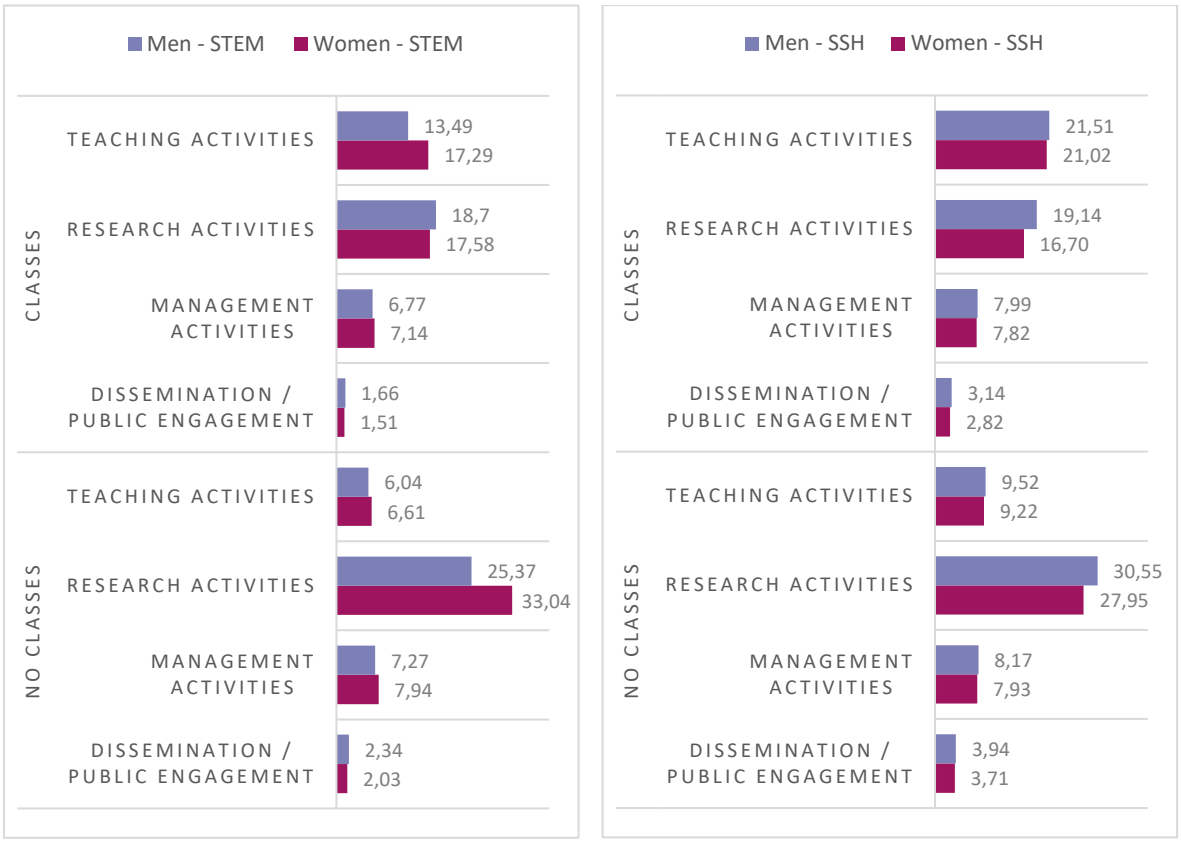


Figure 1.11 UNITO shows that the work in RPO is intense and often done in not regular timing: all scores for working outside regular time arrangement are above the midpoint of the scale, with the lowest values registered for working at night. Considering that all other values are around 3, respondents often work on Saturday, Sunday and more than 10 hours a day. If we use the average, no gender differences appear. Yet, if we use the answers the “extreme values” (the percentages of people within each group who responded “often” or “very often” to each item) as done in table 1.5 UNITO the story changes: women report higher percentages in every item compared to men. In SSH the work pace seems tighter, although respondents in this area appear to work more than ten hours a day less than their STEM colleagues. Crossing gender and area, we see that STEM women work at night slightly less often than their male counterparts, but they do work more often on Saturdays, Sundays, and more than then hours a day, although the most substantial differences is for working on Sundays. In the SSH area, women work more often at night, on Sundays, and more than 10 hours per day, while their male colleagues work on Saturdays slightly more often, (though this is also the case with the highest percentage within groups). All in all, women in SSH seem to be the group that works most often outside of regular office hours, and although they do not have the highest within percentage for working on Saturdays, is it still the second highest, behind men in SSH. However, men in SSH are also those who least often work at night, or more than ten hours a day; we can infer that for men in SSH working on Saturdays and Sundays may be less of a factor of necessity and more of opportunity, as opposed to SSH women.

Figure 1.11 UNITO: Frequency of working outside regular time arrangements (1- Never, 4 very often), by gender and scientific area

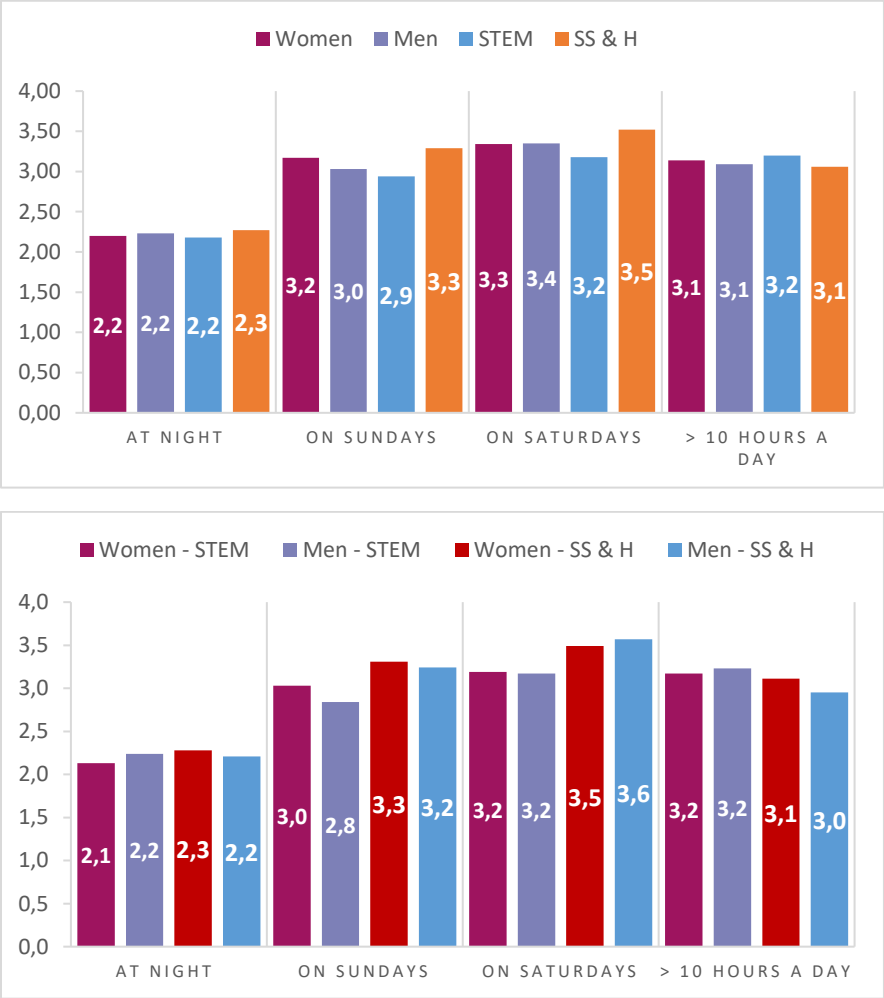


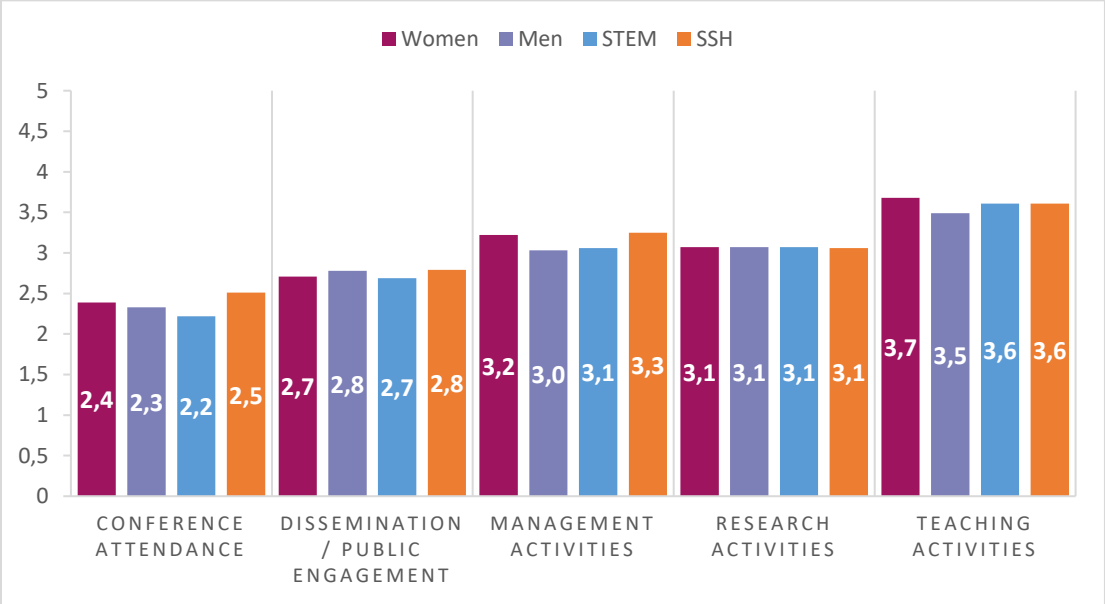
Table 1.5 UNITO: Percentages of people declaring "sometimes" or "very often" for working outside regular time arrangement, by gender and scientific area

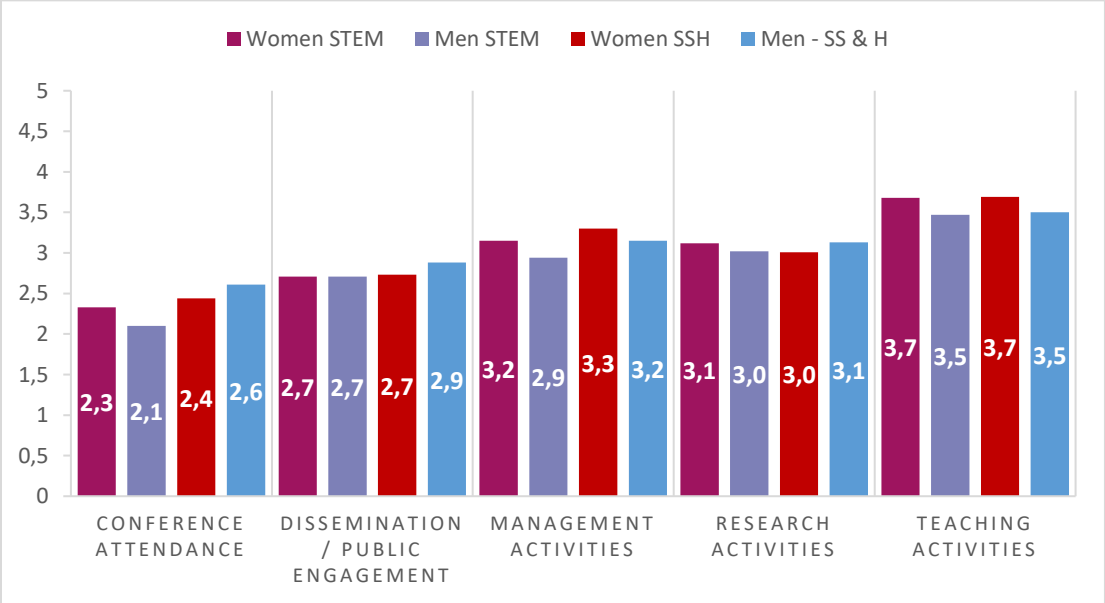
	Women	Men	STEM	SS&H	Women STEM	Men STEM	Women SSH	Men SSH
AT NIGHT	41.2%	37.3%	38.5%	41.6%	37.0%	39.7%	45.3%	34.0%
ON SUNDAYS	79.6%	71.2%	70.7%	82.2%	75.0%	65.1%	84.3%	78.3%
ON SATURDAYS	86.6%	85.0%	82.3%	90.0%	83.7%	80.2%	89.5%	90.6%
> 10 HOURS A DAY	80.1%	76.4%	80.4%	76.9%	81.0%	80.2%	79.1%	72.6%

Figure 1.12 UNITO shows the likelihood of engaging in various activities when there was mandatory work from home during COVID-19. In UNITO the scores are fairly low, with the exception of teaching activities, which albeit with some hardships, have been guaranteed. Since this is a two-way scale, asking whether the respondents were more or less likely of performing specific activities, we do not know the degree of satisfaction or the perceived efficacy of teaching. As might be expected, mandatory work from home made attendance at seminars and conferences less likely, with men in STEM reporting the lowest scores. Dissemination activities also do no reach the midpoint of the scale. For what concerns the other categories, we see average scores slightly above three (the neutral point of the scale) for management activities, which may actually have been favored by working remotely. Once

again, it should be specified that the item does not express judgements of value, but only states there was perhaps a slightly higher likelihood to engage in such activities. As for time for research, the average scores lie around three, meaning that there was no change in the likelihood of engaging in research activities. Given the evidence coming from other studies that women have suffered a shortage of time during the pandemic for doing research and for publishing, and also given their stronger presence in childcare, including following children during remote learning, these data should be taken with cautiousness, suggesting us that a possible "COVID effect" is not captured in full by this indicator alone.

Figure 1.12 UNITO: Engagement in various academic activities due to mandatory work from home during COVID (1 – Definitely less likely, 5 – Definitely more likely), by gender and scientific area





1.2.3 Views on how university and research work today

In comparison with other survey already launched, as for example GEAM, here we have decided to focus on researchers' views on how career in research performing organizations work and how it should work, on which factors do actually count and which should instead count. Figure 1.13 UNITO

reports the mean scores for the positive beliefs about the factors that counts to win the first stable position.

Figure 1.13 UNITO: Positive beliefs: factors that count to win a first tenure track position (average from 1 – Not at all, 5 – Very much), by gender and scientific area

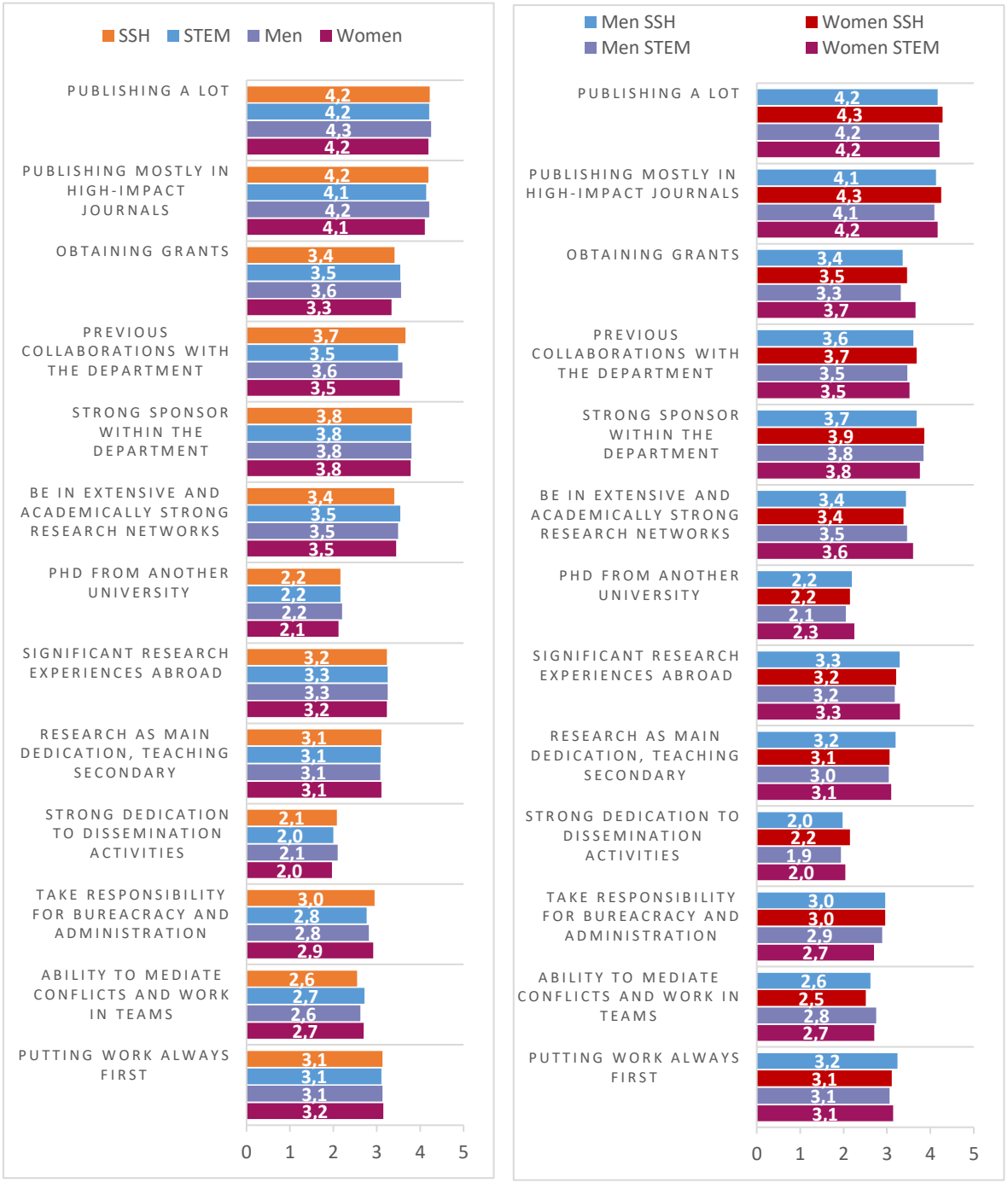
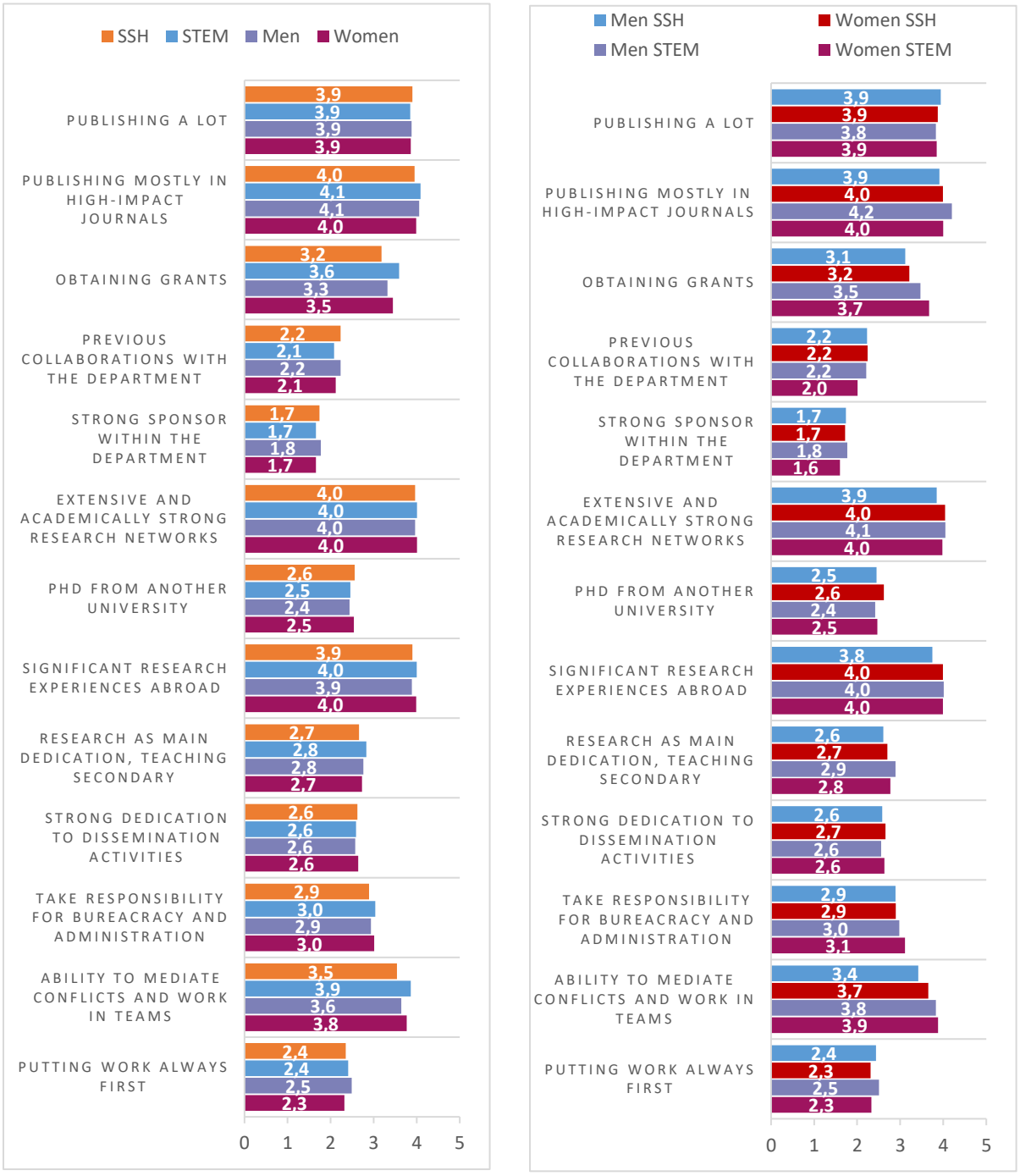


Figure 1.14 UNITO: Normative beliefs: factors that should count to win first tenure track position (average from 1 – Not at all, 5 – Very much), by gender and scientific area



All factors gain values above the midpoint of the scale, so are judged as important in selection processes, except for having a PhD from another university, strong dedication to dissemination activities, and ability to mediate conflicts. There are no major differences between men and women: the former tends to attach slightly more importance to all factors except bureaucratic responsibilities, putting work always first, and the ability to mediate conflict. Crossing gender and area, we also don't see great differences: one of the largest concerns dissemination activities, that are considered slightly more important by women in SSH (2.1) and the least important factor of all by men in STEM (1.9), indeed the absolute lowest score among all items and groups. The factors deemed most important are to publish a lot and mostly in high impact journals, couple with having a strong sponsor within the department. Interestingly, funding success is perceived as less important than not only networking

factors (strong sponsor, previous collaborations) but also being part of strong research networks. The factors perceived as least important are having a PhD from another university, dedication to dissemination activities, and the ability to mediate conflicts.

Figure 1.14 UNITO shows not the positive beliefs, how "the world" is, but the normative beliefs, how "the world" should be. Again, there are no substantial differences between men and women, or between STEM and SSH in general; as far as the areas are concerned, we can see the greatest differences in obtaining research funds, with a difference of almost half a point between SSH (3.2) and STEM (3.6). We can note that factors related to publications continue to have high average scores, while previous collaborations and strong sponsors are considered factors that should not count much. On the other hand, factors related to internationalization and participation in strong research networks are considered as factors that should count a lot. Interestingly, the ability to mediate conflicts and work in teams is considered a factor that should count a lot, in opposition to the factors that are perceived to count, where this factor had lower scores. By crossing gender and scientific area, we can observe wider differences. For example, we can explore more the gap between STEM and SSH in the importance of obtaining grants: SSH men report the lowest score (3.1), while STEM women the highest (3.7); women in both areas have higher scores than men. STEM men also present the highest score for publication in high-impact journals. Another factor where there are important differences is mediating conflict and teamwork: Similar to obtaining funds, SSH men have the lowest score (3.4) while STEM women have the highest (3.9); again, women have higher scores than their male counterparts in their respective areas.

In order to give a more straightforward image of beliefs we have decided to focus only on the most chosen and the less chosen factors. Figure 1.15 UNITO shows the differences between men and women, across both normative and positive beliefs, for the three factors that were considered very important most often and three that were considered very important least often in STEM area (a) and in SSH area (b).

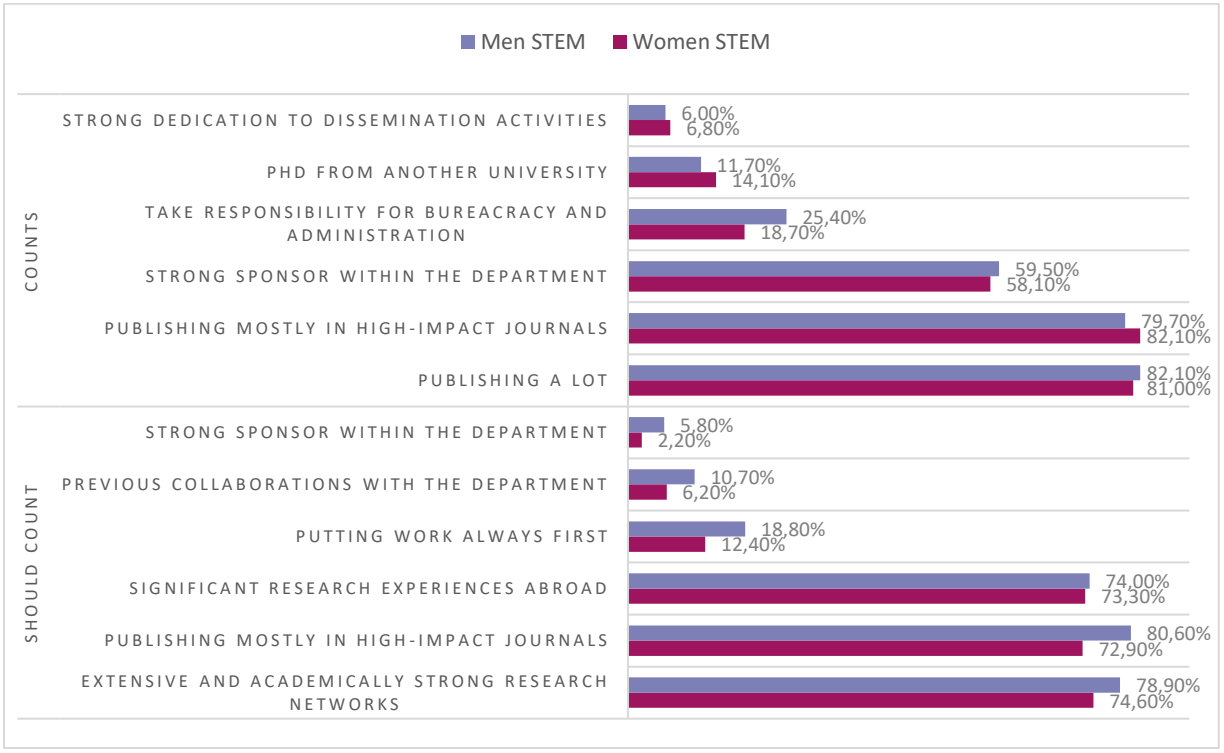
Figure 1.15 UNITO a) shows a discrepancy in the most important factors for positive beliefs: for women obtaining funds is the third most important factor (59.90%), while for men it is far less important, ranking in the sixth place (42.40%); however, since the strong sponsor within the department has high percentage for both women and men, it has been included instead.

Perhaps controversially with what has been noted above, women in STEM perceive more than men that a PhD from another university is important, albeit it is still the penultimate factor; more interestingly, we see a big gap between gender in taking responsibility for bureaucracy, with a quarter of men and only 18.7% of women believing it is an important factor. In the three most important factors, women have higher percentages than men only for publishing in high impact journal, while the other percentages are comparable, with higher one for men.

For normative beliefs, we can see than men think more than women that the networking factors should count a lot, and they also believe that putting work always first should be an important factor in 18.8% of cases. For the three most important factors, we can see wide differences for the publishing factor and the strong research network, where men believe that those two factors should count a lot more frequently than women; the difference for significant research abroad is negligible.

Figure 1.15 UNITO: The most and the least chosen factors that count and should count to win first tenure track position (share declaring 4 or 5, much or very much), by gender and scientific area

a)



b)

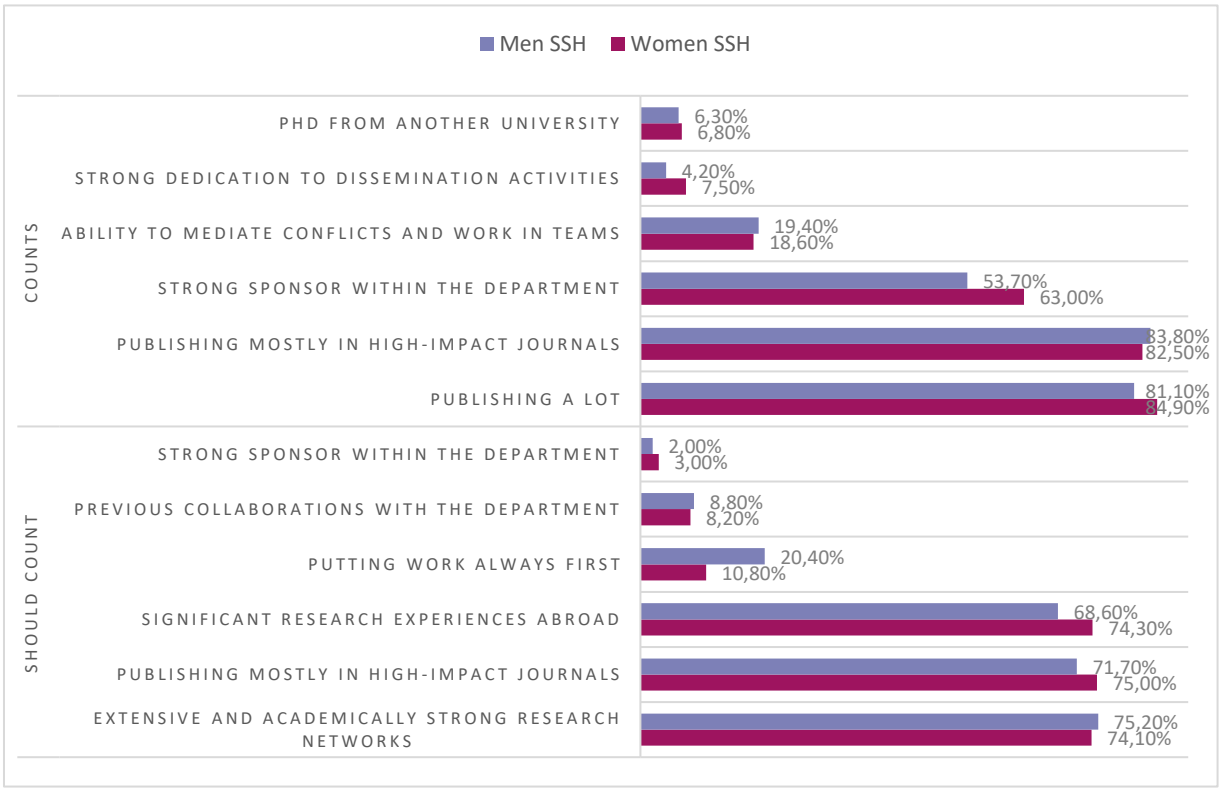


Figure 1.15 UNITO b) focuses on the differences between women and men within the SSH field. As already noted above, women in SSH think more often than men that the strong dedication to

dissemination activities is a factor that counts much. For men, the actual third less important factor is the dedication to dissemination (18.3%, women reported 18.8%), but as noted above, the sum of the percentages is lower for the factor reported, putting work always first. This is also reflected by men's low percentage for the corresponding positive factor. Continuing with positive factors, we can see that women believe that a strong sponsor is very important far more often than men; the same is true for publishing a lot, albeit the difference here is just around 4%. For the normative factors, we can see substantial differences: men have lower percentages for the three most important factor, except for the strong research network, where they have a slightly higher percentage.

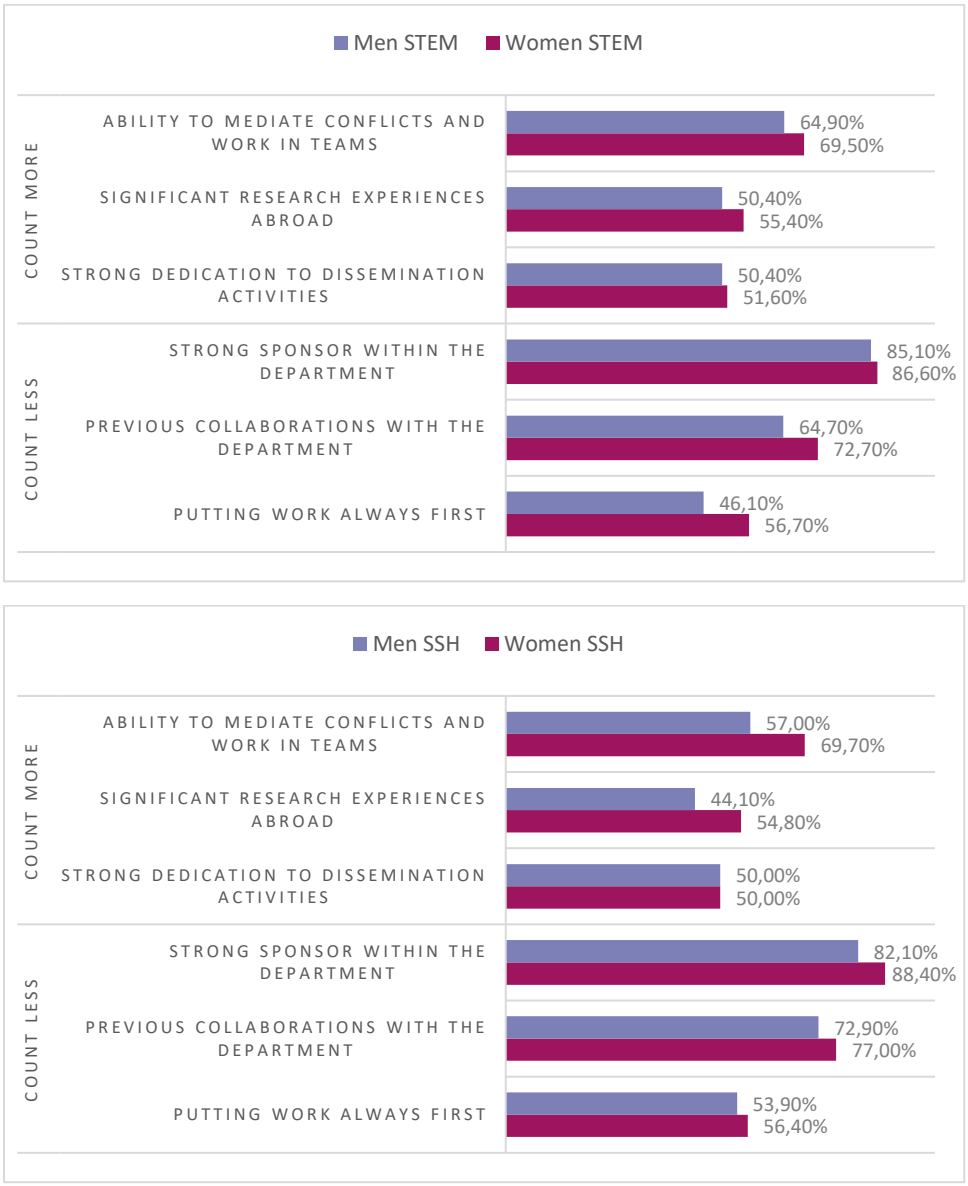
In general, we can see that for every group, significant research experience abroad, publishing most in high-impact journal and an extensive and strong research networks are the factors that should count very much more often: we can see a focus on quality of research and internationalization, which is not reflected in what people believe actually counts, which entails authoring many publications in high-impact journal, which should be granting high quality of research. We also see that the third most important factor, the strong sponsor within the department, is universally considered a factor that should not count so much, alongside putting work always first; in other words, it look like respondents lament the necessity, for obtaining a secure position, of an obsessive work devotion which pays off only if you are internal to the department and know the right people, whereas the career opportunities should be tied to quality of research. Respondents also feel that some of the job demands that academics are asked to fulfill, namely dissemination activities and bureaucratic tasks, are a fruitless endeavor in terms of career advancement.

Is there a gap between the real and the desired? Is this gap different for men and women?

In order to better asses what factors should count more and what should count less, we computed a variable, subtracting the score of positive belief from the score of normative beliefs. In Figure 1.16 UNITO we present the percentage of respondents thinking that a factor should count more, less or the same, within gender and area, focusing in the three factors that should count more and the three factors that should count less, both chosen most frequently.

As hinted above, we can see that the three most frequent factors that should count more are related to dissemination activities, research experience abroad and the ability to mediate conflicts and work in teams., with women believing more often than men, in both STEM and SSH, that the first two factors count more, with a wider gap in SSH; the dedication to dissemination activities does not show substantial differences, with a perfect 50% in SSH. A similar situation is observed for the factors that should count less: women always have higher percentages than their male colleagues. Again, the three factors that should count less reflect a dissatisfaction with the perception that academic career relies more on who you know and on the sacrifice of other life areas.

Figure 1.16 UNITO: The most chosen factors that should count more or less to win first tenure track position, by gender and scientific area



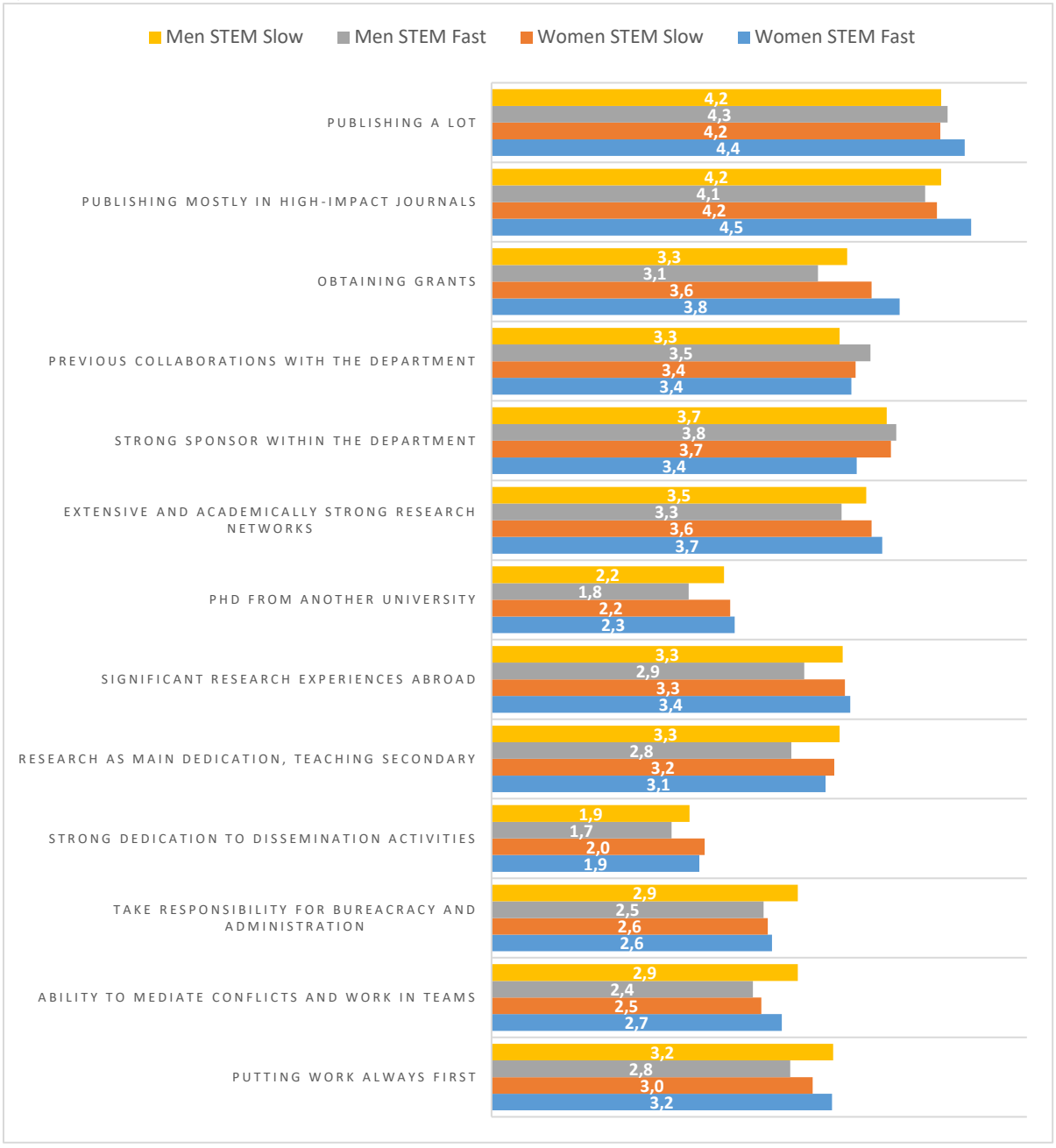
Is there a link between beliefs and career speed?

In Figure 1.17 UNITO a) we reported the average scores of positive beliefs of men and women in STEM, in b) in SSH, by their type of career. We can see that for both women and men, respondents with fast careers have higher score for publishing a lot; for publishing in high impact journal women with a fast career have a higher score than the other groups. Concerning obtaining grants, we can see that the differences within careers are minimal for both men and women; interestingly, men with fast career have a lower score, while the opposite is true for women; furthermore, this factor seems more important for the latter. Another interesting difference is for the strong sponsor within the department, where women with fast careers report a lower score than the other groups, which have comparable scores. Men with fast careers have significantly lower scores for obtaining the PHD in another university and, consequently, for the significant research abroad factor; they also have lower scores of research as main dedication. It has to be noted that generally STEM men with fast career show lower scores across all items, with the exception of strong sponsor and previous collaboration. We already noted that men in STEM are the category with the highest share of people with fast career, and that those items are generally recognized by all respondents to be factors that count very much.

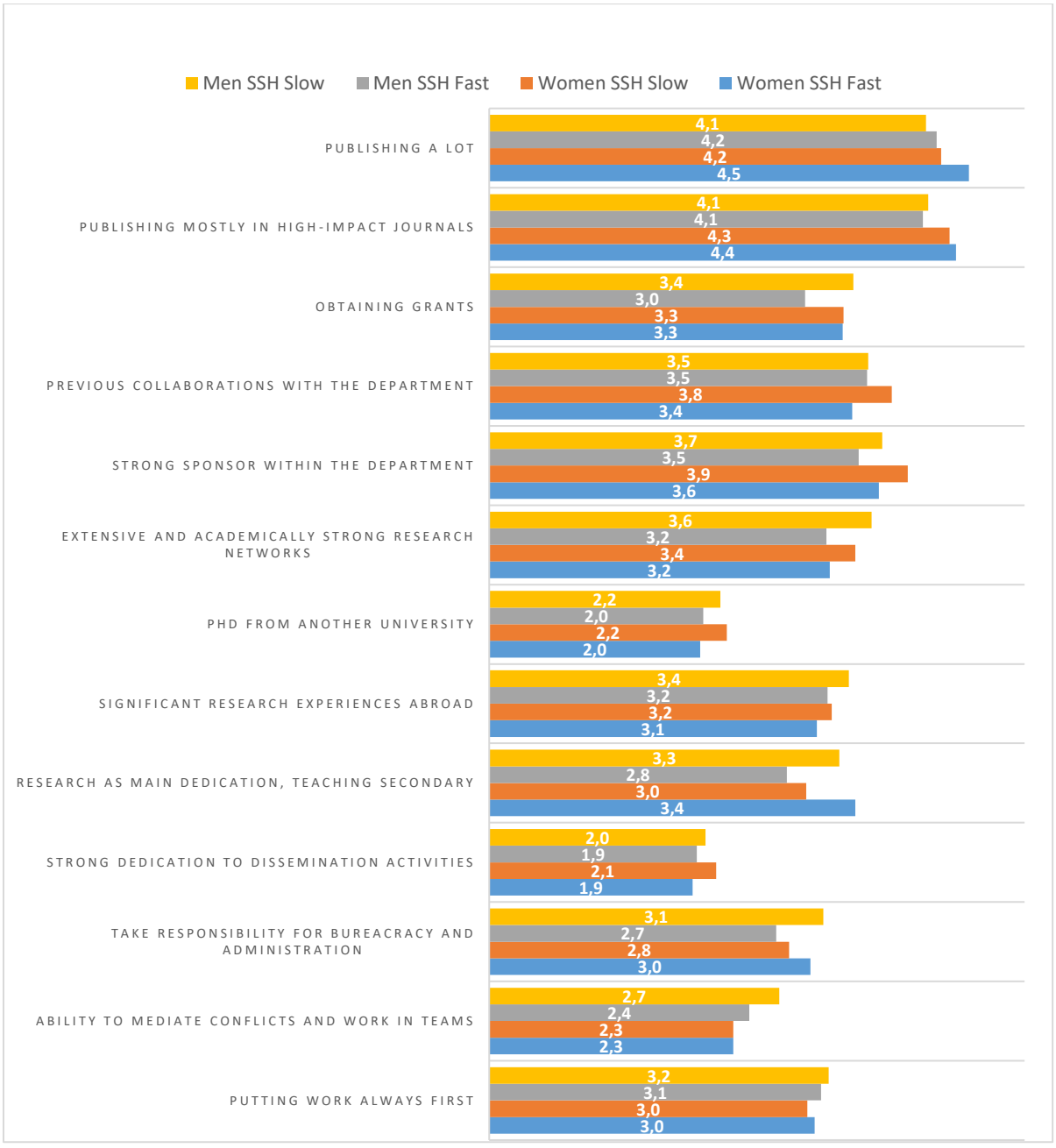
In the figure 1.17 UNITO b) below we reported the average scores of positive beliefs of men and women in SSH, by their type of career. Publishing a lot has no difference across groups, except for women with fast careers, which report a slightly higher score. Men report a lower score for publishing in high impact journals, with no difference between slow and fast careers; women report slightly higher scores, specifically women with fast career. This comes as no surprise, since those two first factor are universally recognized as important for career advancement. Looking at the ability to obtain grants, scores are comparable across groups, with average slightly above the midpoint of the scale. However, men with fast careers score lower than the other group. Again, this factor is recognized as important, but not one of the central for obtaining the first secure position, and as such we can argue that men with fast career tend to underestimate the importance of this aspect, probably because they understand that other factors weigh decidedly more. Women with slow careers rate previous collaboration with the department and having a strong sponsor as more important compared to all other groups, whose scores are closer to each other.

Figure 1.17 UNITO: Positive beliefs: type of career and factors that count to win a first tenure track position (average from 1 – Not at all, 5 – Very much), by gender and scientific area

a)



b)



We can assume that respondents who benefit from those two factors slightly underrate this factor, or that women in slow careers perceive the inequality in selection, promotion and networking opportunities more, and as such they are aware of the importance of these elements. Having a strong research network is rated as slightly more important by both genders with slow careers, especially by men. If we consider that this factor is one of the most frequent between those that should count more, we can assume that currently it is perceived as less important, and the fact that respondent with fast careers are aware of the reduced importance of this factor is revealing. A comparable situation can be seen regarding having a PhD from another university, research experience abroad, and strong dissemination activities. Dedicating oneself primarily to research is considered more important by men with slow careers and women with fast careers, while the find lowest score in men with fast careers; the same trend is evident if we look to assuming bureaucratic possibilities. This suggests that women with fast career perceive more that it is necessary to sacrifice teaching and undertake administrative task in order to stand out, while for men with fast career these factors appear less important.

Interestingly, men reported more hours in both teaching and management activities, although the difference were small. The ability to mediate conflict and work in a team is rated higher only by men with slow careers. Finally, there are no substantial differences in putting work first, with slightly higher scores for men.

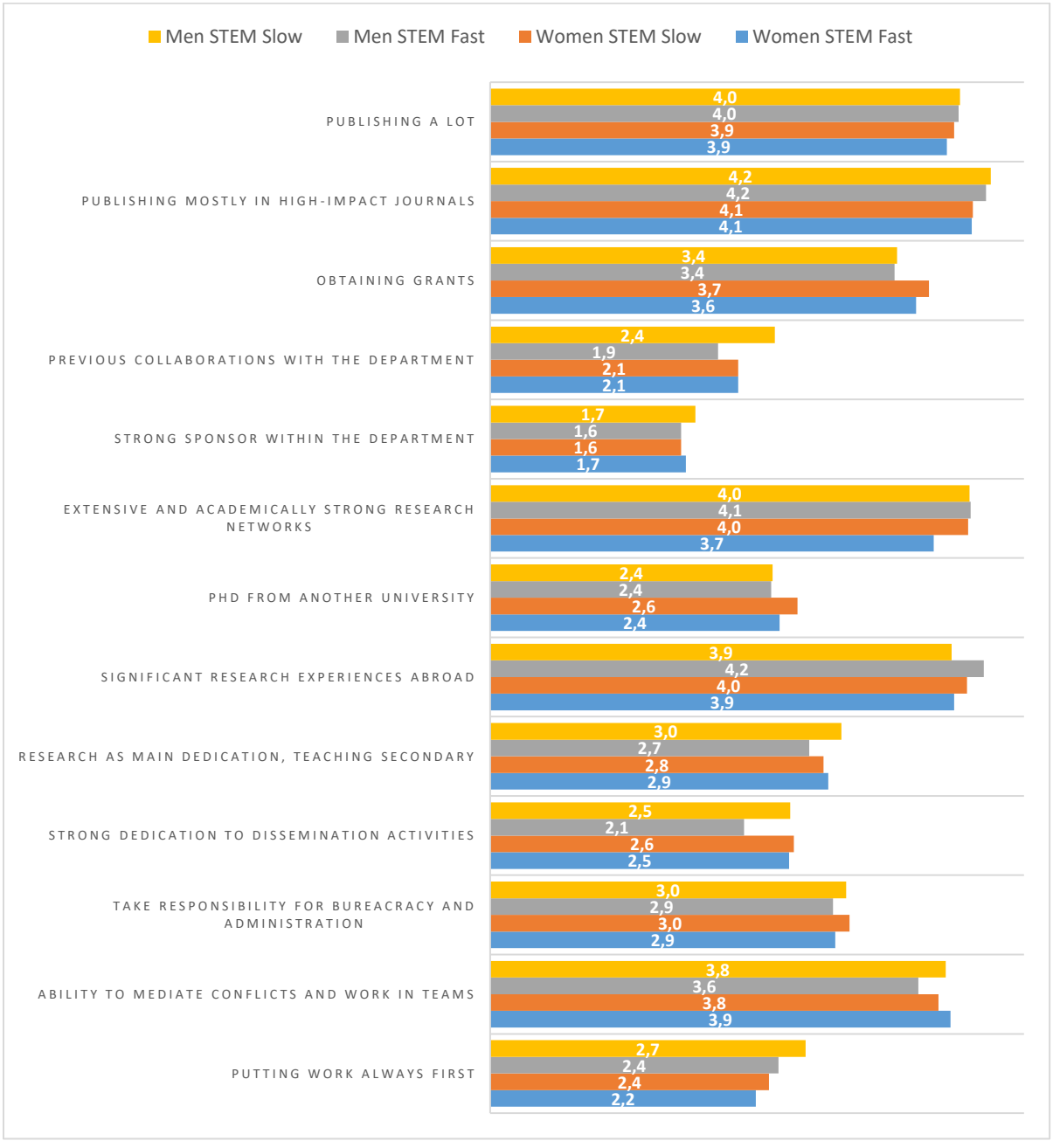
Figure 1.18 UNITO a) reports the same data of figure 1.17 UNITO a) but for normative beliefs. The first two factors concerning publications show high scores, substantially identical across groups; everyone agrees that these factors are important and should be so. The first differences are encountered in obtaining research funds: women, who had already higher scores in the corresponding positive factor, confirm their importance; men show no difference between slow and fast careers, while for the positive factors there was one. The two following networking factors show decidedly low scores, especially concerning the sponsor, that should not count in gaining a position. Regarding previous collaboration, however, we see that men with slow careers present the highest score, while those with fast careers, which had the highest score in the corresponding positive factor, have the lowest. There is a wide agreement on the great importance that having a strong research network should have, even if women with fast careers, interestingly, report lower scores. Having a PhD from another university still register low scores, with the highest among women with slow careers; it is interesting to note that women in STEM, with a PhD from another university, have a faster career more frequently compared to their "internal" female colleagues. Conversely, research experiences abroad are considered factors that should count much, with slightly lower scores among men with slow careers and women with fast careers. This could be due to the fact that for women in STEM having significant research experiences abroad is actually an added value to their scientific curriculum, while for men it could be an aspect that is taken for granted. Although we did not ask about having done research abroad, we can see that, crossing collaborations in the last five years with foreign colleagues and career type, almost half of the men in STEM who work with foreign colleagues have a fast career, more than their colleagues who do not, while for women the opposite is true.

Moving forward, dedication to research instead of teaching is seen as a factor that should not count much, especially among men with fast careers; if we also look at the score for the positive factors, we see that respondents agree on the fact that this is an unimportant factor, and should not count more than already is for obtaining a tenured position.

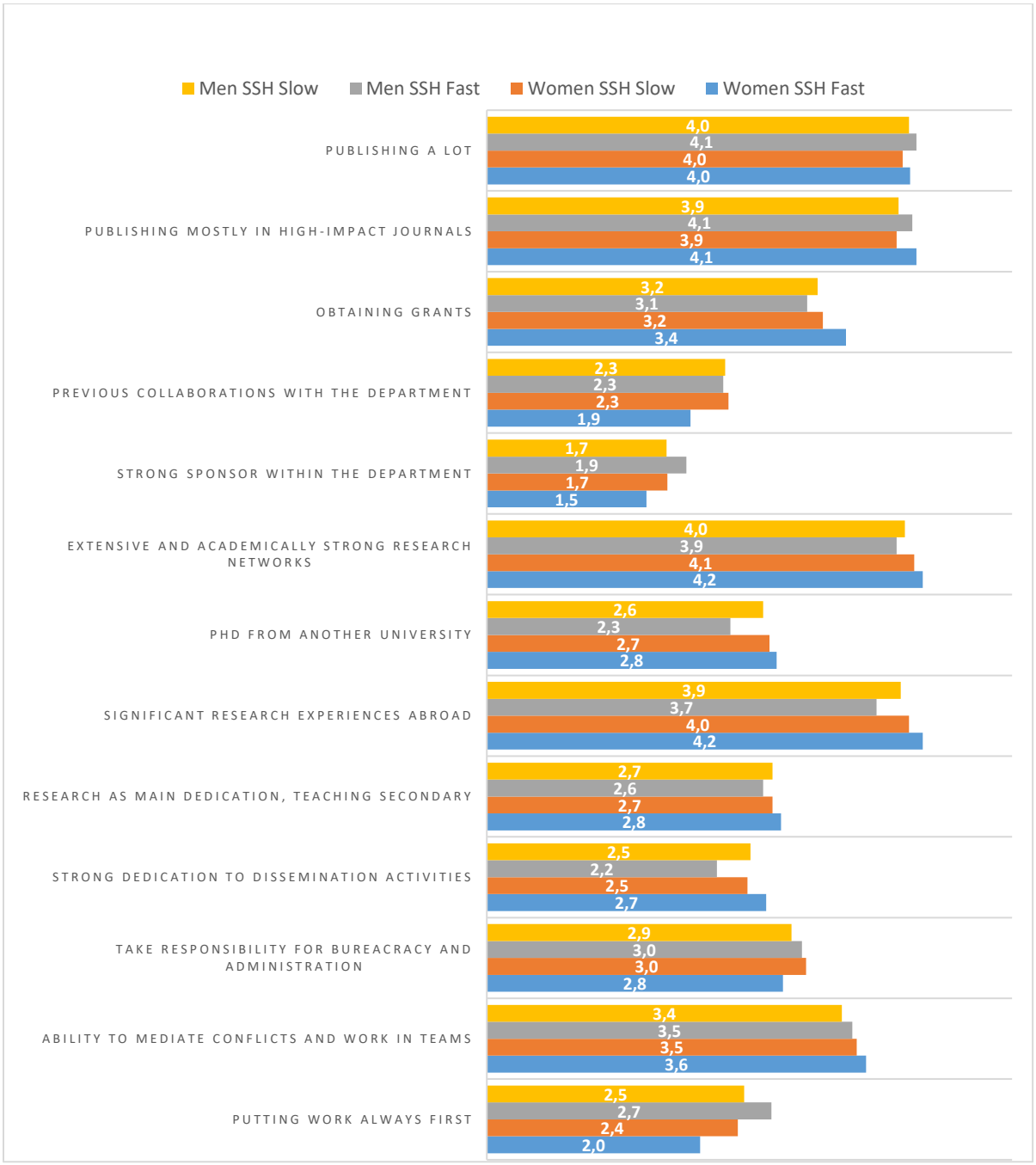
On the topic of bureaucratic responsibilities, we have a situation similar to the previous factor: average scores at the midpoint or slightly below, with the lowest recoded among respondents with slow careers. The ability to mediate conflicts, on the other hand, is considered a factor that should count a lot, with comparable scores between groups, even if once again men with fast careers report the lowest scores. Finally, putting work always first is unanimously considered a factor that should not count much. However, we see that men with slow careers report the highest score, while women with fast careers report the lowest score: if we consider that women are more or less overtly expected to demonstrate excellence and strong commitment and dedication in order to be considered good at their job, perhaps even more in the STEM field, this could explain why women with fast careers are so adamantly against this factor.

Figure 1.18 UNITO: Normative beliefs: type of career and factors that should count to win a first tenure track position (average from 1 – Not at all, 5 – Very much), by gender and scientific area

a)



b)



In the figure 1.18 UNITO b) we reported the average scores of normative beliefs of men and women in SSH by their type of career. Generally speaking, the trend is similar to the one in STEM, with high scores for the publishing factors, more importance given to research experiences abroad and a strong academic network and lower to previous collaboration and strong sponsor. We can see a slightly lower score for publishing mostly in high-impact journals for respondents with slow careers. For research funds, we can see a higher score for women with fast careers, while conversely, they have the lowest scores for previous collaboration with the department and having a strong sponsor. Both factors, again, have very low scores. It is interesting to note that men with fast careers have the highest score for the importance that having a strong sponsor should have, although it still below 2. Women with fast careers also have the highest scores for strong research networks, with again, men with fast career show the lowest.

PhD from another university is considered an unimportant factor, especially by men with fast careers (who, as noted, have more often fast career if they have a PhD from another university); scores within women, though, are not much different. Following this, men also put less importance on significant research experience abroad, specifically those with faster careers, while women with faster careers actually have higher score than women with slow careers. The two items about dedication show small differences, with a similar trend to the previous factor. It is interesting to see that for those factors, considered generally unimportant, men with faster careers seem more aware of their relative "uselessness", both in positive and normative beliefs, while women believe that these factors, while still counting little (the positive scores are the same between them, 1.9), should count more

A different situation emerges for taking responsibility for bureaucracy: men with slow careers and women with fast careers report the lowest scores. While the differences are small, we can assume that the two groups reporting higher scores are engaged in administrative tasks and thus believe that their efforts in this area should be rewarded more: it is interesting to see, though, that those two groups are men with fast careers and women with slow careers. However, as usual, we should always consider the possibility of sampling biases.

Considering the ability to mediate conflicts and work in groups, women attach slightly more importance to these factors, and in general respondents with fast careers have higher scores. Finally, we can see larger differences for the last factor "putting work always first": women with fast careers, similarly to STEM, show the lowest score, but in this case the highest score is not found between men with slow careers, but rather with fast ones, with a difference of almost a point compared to their female counterparts. It has to be noted, though, that men report higher scores in general and the gap between the scores of fast and low careers is narrower for men compared to women

1.2.4 Views on women and men in society

What men and women in research world generally think of gender roles and abilities? Do they consider some as more naturally female or male? In order to capture the views of the respondents, we used the Separate Spheres Ideology scale by Miller and Borgida (2016), which measures to which extent people believe in the existence of two separate domains of society, one for women (domestic and care work) and one for men (workplace), and thus their set of beliefs about the proper roles of men and women in society. The Separate Sphere Ideology is considered a single construct, a belief system composed by three interrelated facets: gender differences are innate, they lead women and men freely to their respective spheres and thus their different participation in public or private domains is natural and desirable. This ideology links these differences, and the two spheres, to equality: women and men are different, they have different tasks but both are equally important, and choosing one or the other sphere is a personal choice. While is certainly useful to use a validated scale for our purposes, this instrument was built with social psychology research in mind, to be used for more targeted hypotheses and in more focused questionnaires. Since our survey was already quite long, we reduced the scale from 15 to 8 items. We included at least two items which best represented each of the three facets and we kept two reverse items, also trying to cover all the central dimensions: career choices, jobs type and skills, childcare and marriage. During translation, we also encountered some difficulties regarding the possible ambiguous interpretations in Italian, and thus we made some slight alterations for the sake of clarity.

Figure 1.19 UNITO: Mean scores of the adapted Separate Sphere Ideology scale (1 – Strongly disagree, 5 – Strongly agree), by gender and scientific area

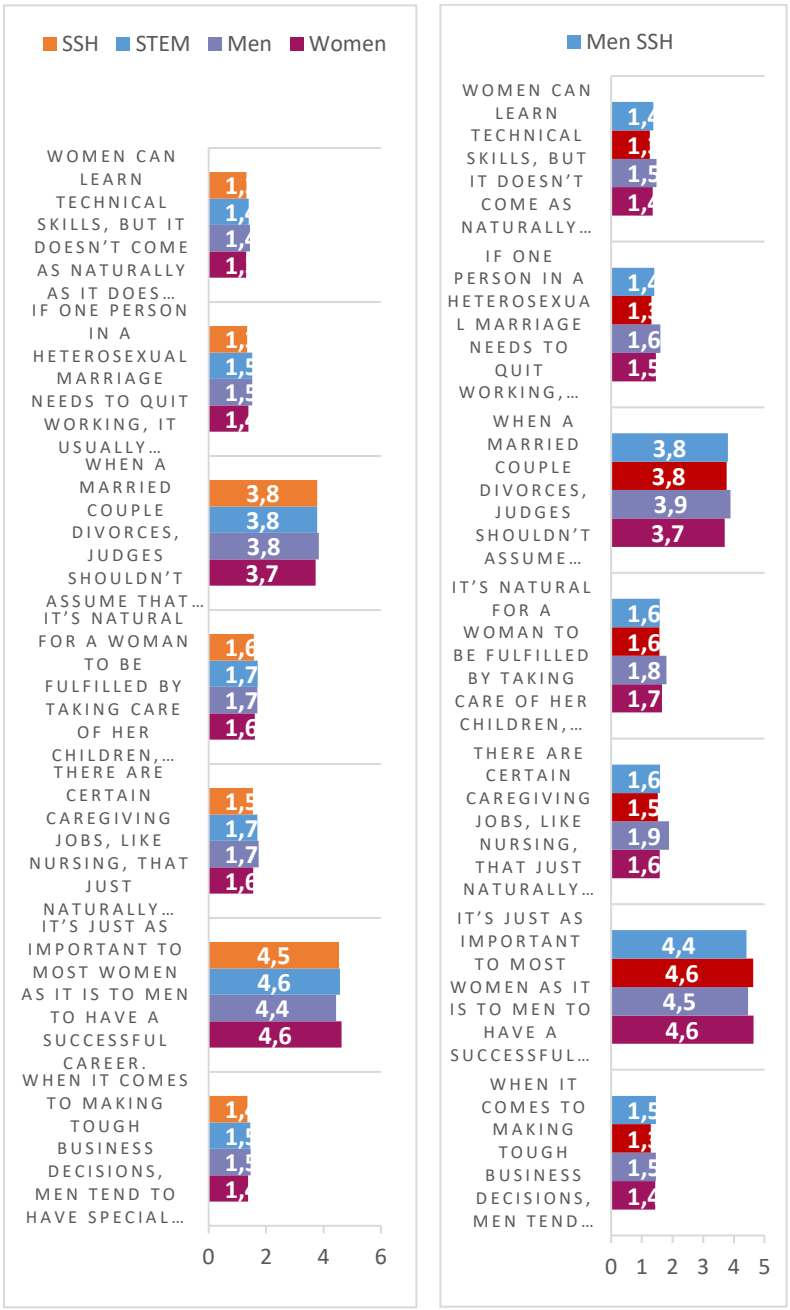


Figure 1.19 UNITO reports the mean score on the adapted Separate Sphere Ideology scale. No evident differences are found, except one score which deviates from the other: men in SSH have a slightly higher score for item 5 (1.9). It has to be noted that the items deal with sensitive topics, so there could be issues of social desirability. In order to better isolate people with strong beliefs of gendered, separate spheres, we presented the percentage within groups of respondents that answered 4 or 5 (agree and strongly agree) in Table 1.6 UNITO. Cells highlighted in plum contains the highest percentages within groups (gender crossed with area), except for item 3 and 6, which are reversed, that contain the lowest percentages.

Although the values are very low, we can see that men in STEM report the highest percentages, except for item 3, which is reversed, where women in STEM have the lowest percentage, item 6, also reversed, where men in SSH have the lowest percentage, and item 7, where again men in SSH have the highest percentage. Values are generally low because our population is a very selective one, made by highest

educated people that tend to have more egalitarian orientations or want to show to have them (social desirability; politically correctness). Yet, to try to better capture differences we have moved, in table 1.6 UNITO, from averages to share of those responding with extreme values (declaring that they agree and strongly agree).

Table 1.6 UNITO: Percentages declaring 4 and 5 (agree and strongly agree) on various items from the adapted Separate Sphere Ideology scale, by gender and scientific area

	Women	Men	STEM	SSH	Women STEM	Men STEM	Women SSH	Men SSH
Women can learn technical skills, but it doesn't come as naturally as it does for most men.	1.1%	2.6%	2.2%	1.4%	1.1%	4.0%	1.2%	1.0%
If one person in a heterosexual marriage needs to quit working, it usually makes more sense for the husband to keep his job	1.1%	2.2%	2.6%	0.4%	2.2%	3.3%	1.7%	1.0%
When a married couple divorces, judges shouldn't assume that the mother is the more "natural" parent.	68.3%	73.3%	70.7%	69.7%	67.8%	76.0%	69.2%	70.9%
It's natural for a woman to be fulfilled by taking care of her children, but most men feel better when they have a good career, too.	3.7%	3.1%	4.2%	2.5%	3.8%	5.0%	3.5%	1.0%
There are certain caregiving jobs, like nursing, that just naturally fit with women's skills better than men's skills.	3.1%	5.7%	4.1%	3.9%	2.2%	7.3%	4.1%	3.8%
It's just as important to most women as it is to men to have a successful career.	95.8%	89.5%	93.3%	92.7%	95.1%	91.1%	96.4%	87.5%
When it comes to making tough business decisions, men tend to have special abilities that most women don't have.	2.3%	3.1%	2.6%	2.5%	3.3%	1.6%	1.2%	4.8%

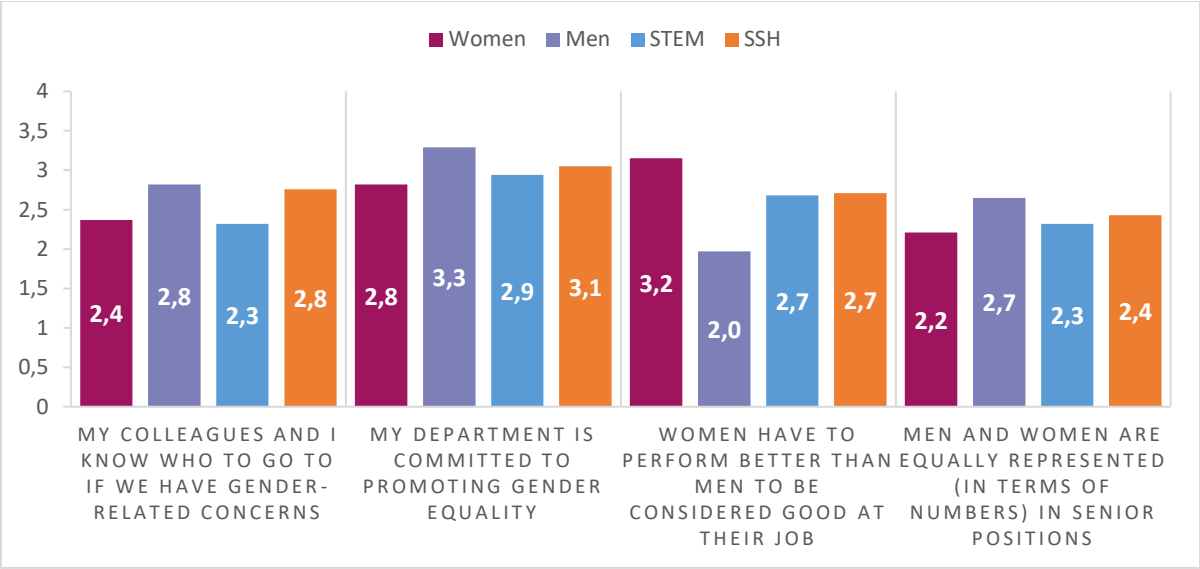
Notes: Cells in plum represent the highest (or lowest for reverse items) percentages between women and men in STEM or SSH

1.2.5 Views on gender culture and policies

How men and women perceive the gender culture and policies within their work environment? Do they think that there are gender imbalances and that they are addressed? We can observe in figure 1.20 UNITO that women in the university of Turin report less gender equality in their department compared to men, with lower scores across all item and higher for the reversed item 3. Especially in this latter, the difference is substantial: while women are adamant that they have to perform better than men to be considered good at their job in their respective department, men seem to disagree.

This item marks the highest score for women and lowest for men. Concerning STEM and SSH, STEM respondents seem to perceive less gender equality, in line with empirical evidence showing that gender imbalances are stronger in STEM rather than in SSH area. Considering both gender and scientific area, we can see that women in STEM are the one that perceive less gender equality: specifically, we can see the lowest scores for the first item, that is, knowing who to contact for gender-related concerns. Interestingly, men in SSH are the group that perceives the most gender equality in their departments. In general, these results are not comforting: the average scores are overall fairly low and indicate a clear gender difference in perception. Figure 1.21 UNITO, showing the percentage of people who answered true or very true, better conveys such difference.

Figure 1.20 UNITO: Average perception of gender equality within the department (1 – Not true at all, 4 – Very true), by gender and scientific area



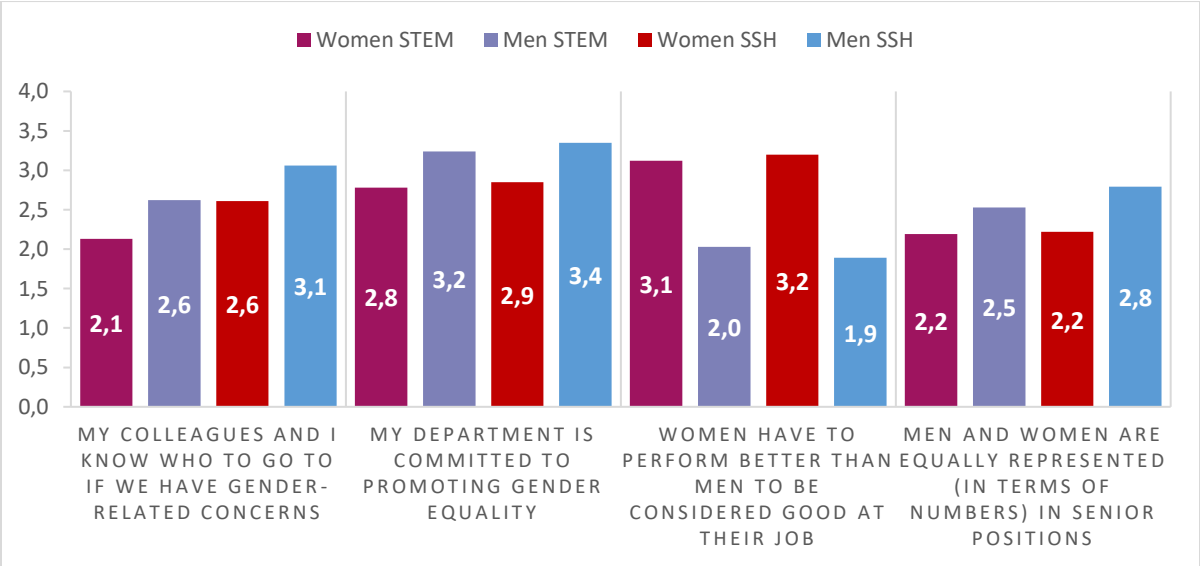


Figure 1.21 UNITO: Perception of gender equality within the department: share of people who answered true or very true, by gender and scientific area

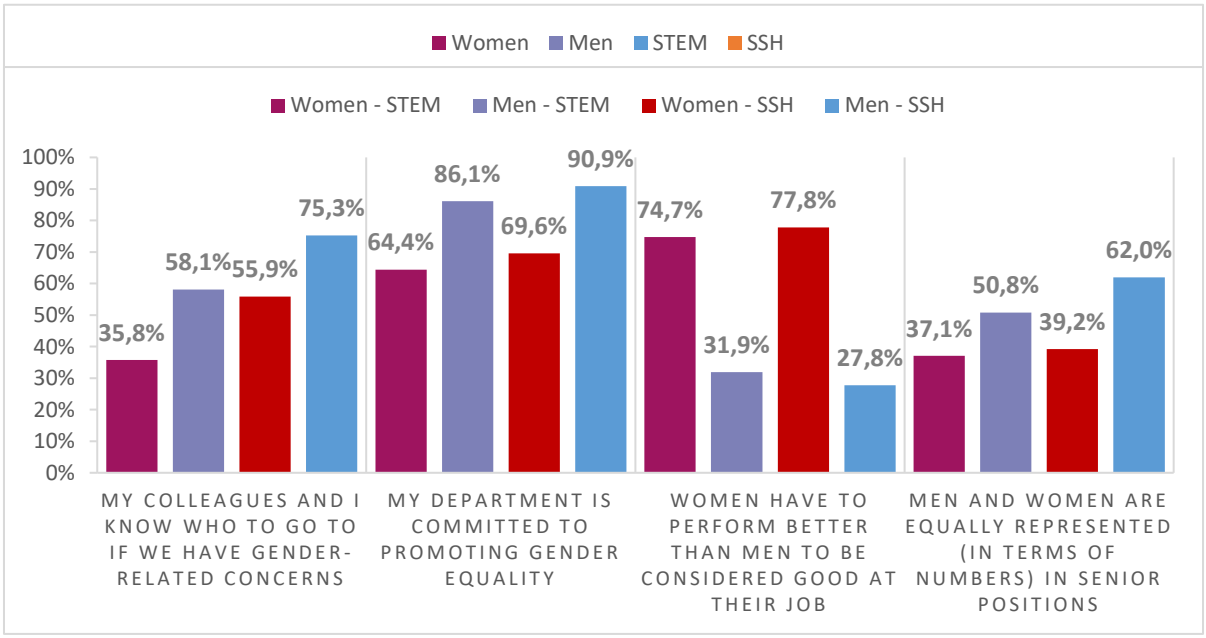
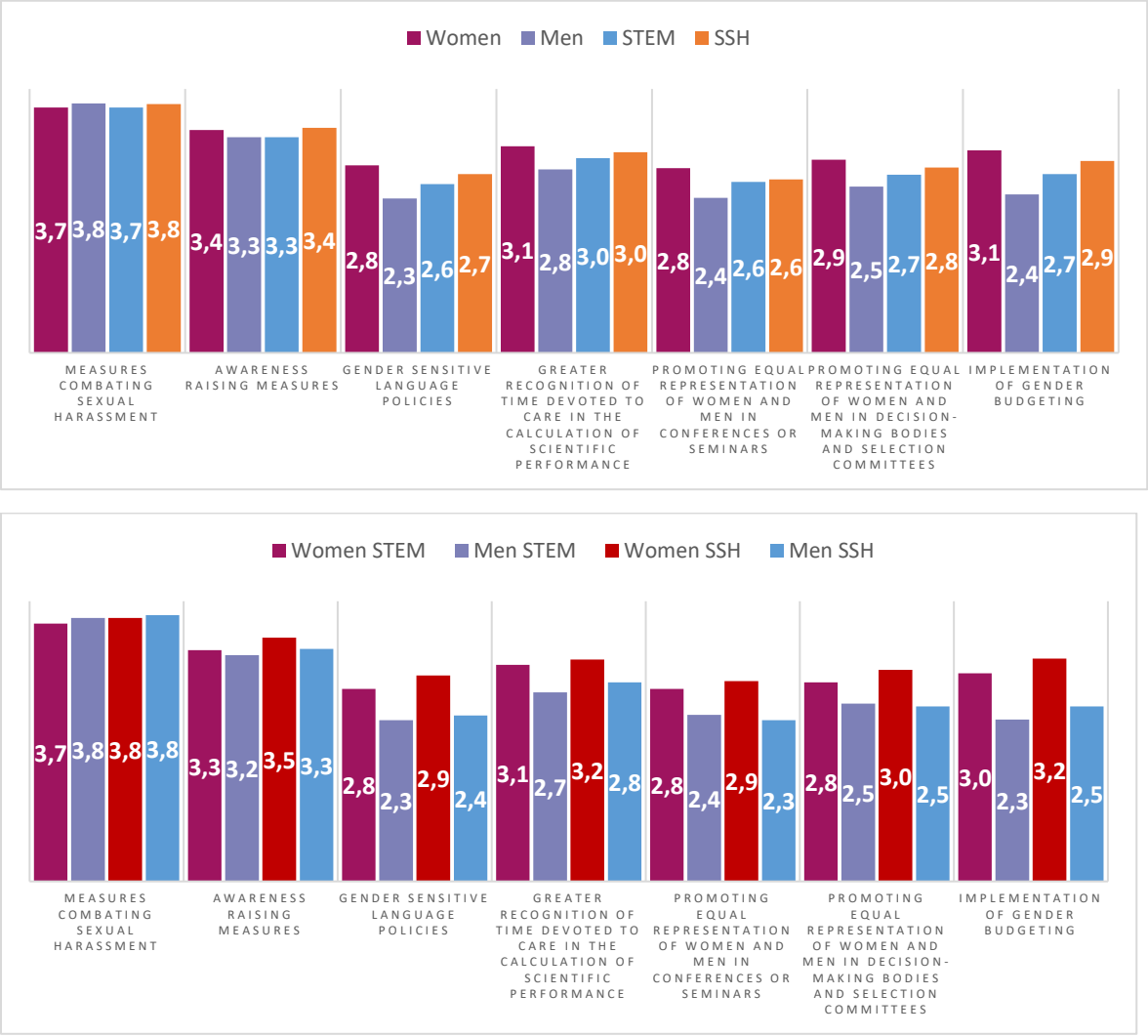


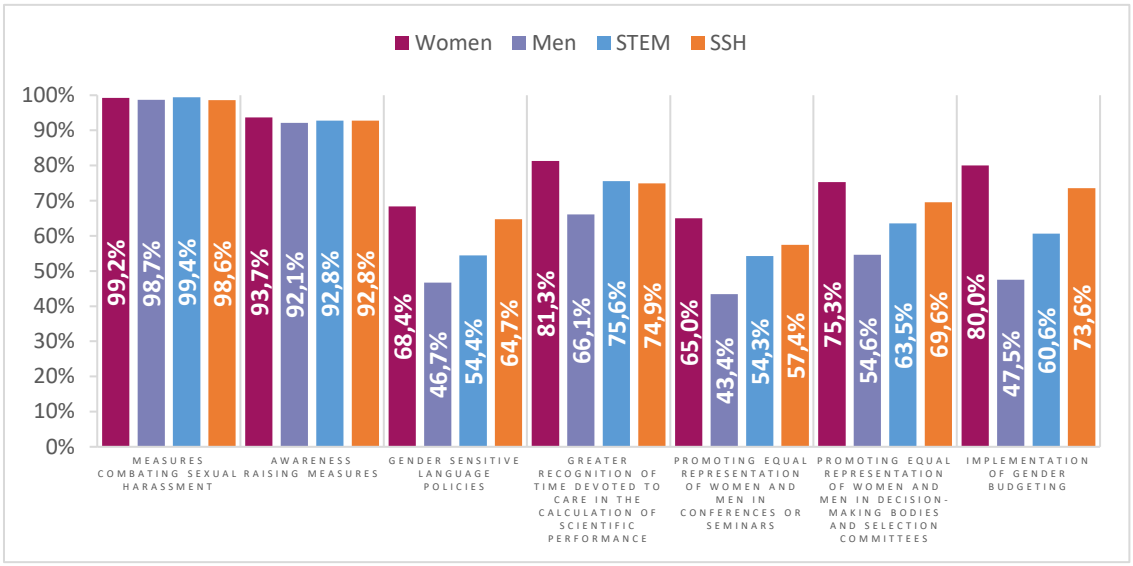
Figure 1.22 UNITO reports the average grade of favour for introducing gender equality measures in universities. To go behind averages and capture better differences, figure 1.23 UNITO shows the percentages of people who were favourable or very favourable to each measure. First, we have to note that some measures are more widely known than others; furthermore, respondents could have misinterpreted the scale, which is bidirectional. In the first two items, on sexual harassment and on trainings, the differences are minimal, with high scores all around: both combating sexual harassment and raising awareness are well known measures, being indeed issues that have been tackled multiple times in recent years. However, when looking at more specific actions, the situation is less positive. Men have scores lower than three for every measure, other than the first two, while women only for gender sensitive language policies and promoting equal representation of women and men in decision making bodies and selection committees. Comparing SSH to STEM, the former seems to be more favorable to all measures, although only three measures (item 1, 2 and 4) have average scores higher than three.

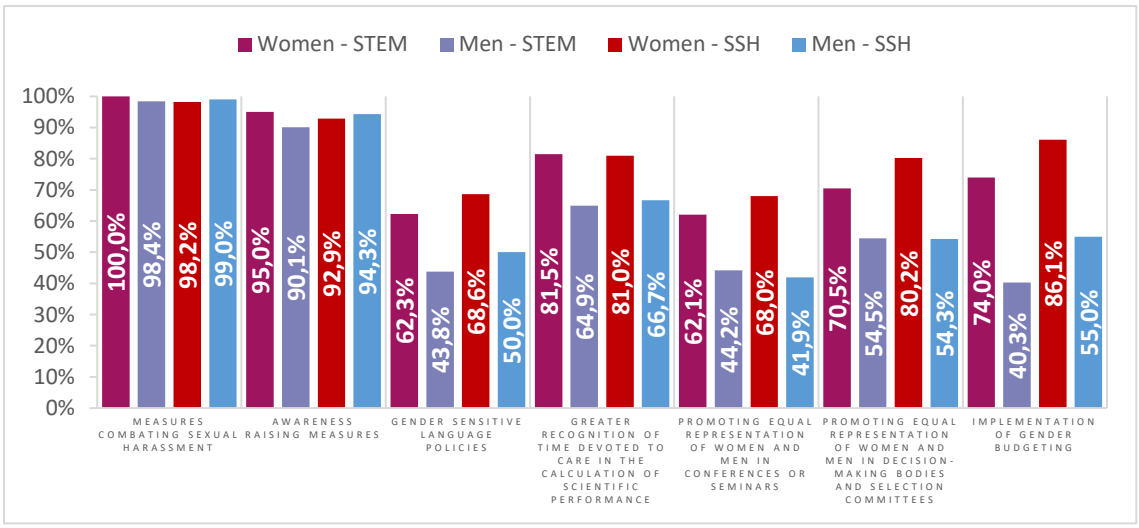
Figure 1.22 UNITO: Average support for gender equality measures in universities (1 – Strongly against, 4 – Strongly favourable), by gender and scientific area



By crossing gender and area, we can see that generally women in SSH are closer to the topic, probably due to more familiarity or because they work in the field of gender equality studies: all their scores are over 3 or around it. The same could be said for women in STEM, although with slightly lower scores. The group with the lowest scores is men in STEM, except for promoting equal representation in conferences and seminar, where men in SSH have a slightly lower score.

Figure 1.23 UNITO: Favour for gender equality measures in universities: share of people who were favourable or very favourable, by gender and scientific area



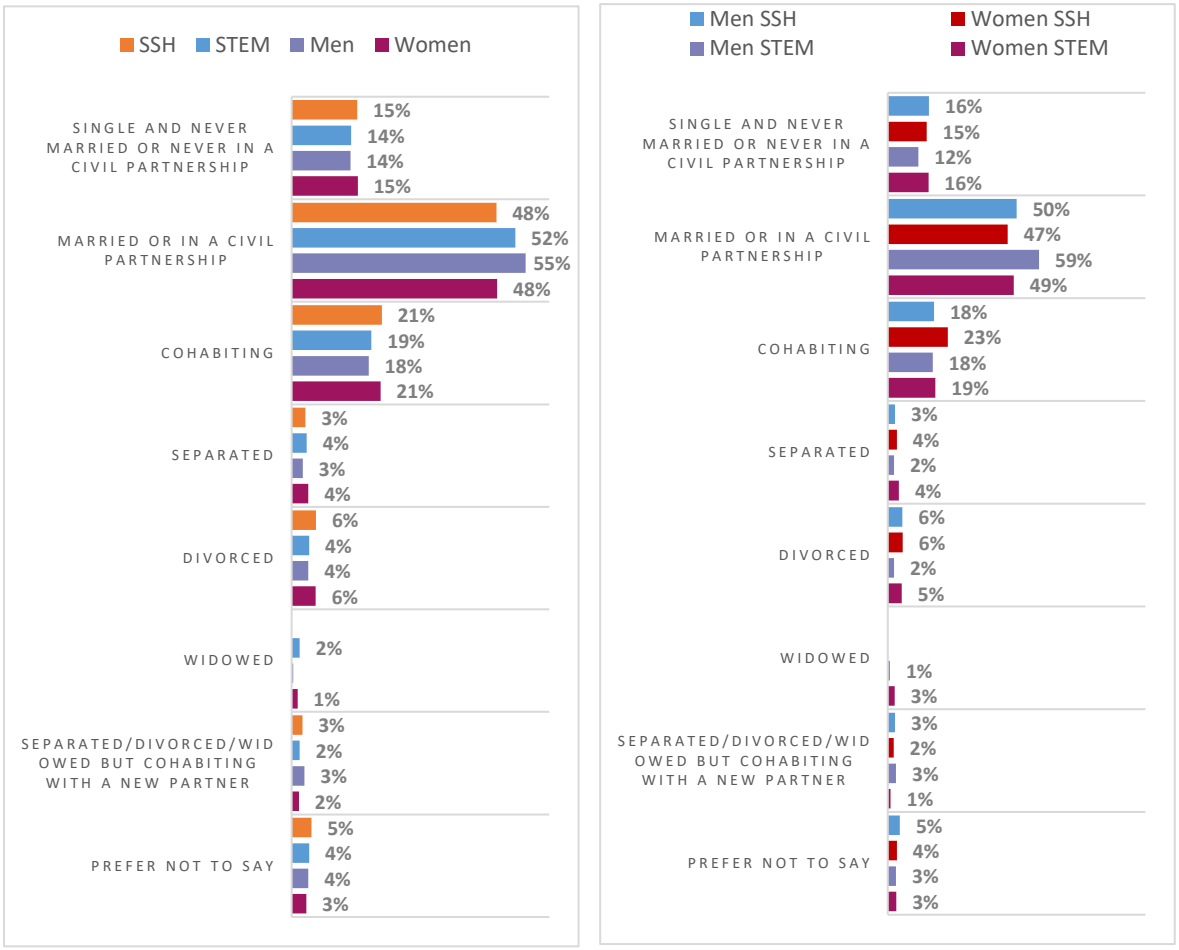


1.2.6 Family responsibilities

Women and men doing research have obviously also a private life, that might be easily or not combined with a work life. There is a lot of evidence that women, expected to be and still being in many contexts the main domestic and care providers, suffer more of a trade-off between work and private life, especially between family and work responsibilities. This last section portrays the family situation of UNITO teaching and research stuff: their civil status, their care burden, their share with their partner.

In figure 1.24 UNITO we can see that the majority of respondents is either married or in a civil partnership or cohabiting, with around 15% for every group being single. Men generally are married more often than women, while women are more often cohabiting. Specifically, married men in STEM compose 59% of the group, with the lowest percentage of singles (12%). Women in SSH are the one most often cohabiting, with 23% of respondents within the respective group. Interestingly, around 5% of respondents for each group chose to not disclose their current marital or partnership status, either due to privacy concerns or because they could not find their status listed in the options.

Figure 1.24 UNITO: Current marital or partnership status, by gender and scientific area



From figure 1.25 UNITO we can observe that the vast majority of respondents do not care for an adult, with comparable percentages across all groups, although 13% of women in SSH declared that they do. Looking at children, women reported less than men that they do not have children. Specifically, men in SSH are the group which reports the most that they do not have children, while women in STEM are the group that report having two children more than the other; on the other hand, women in SSH have more often one child. Yet, given the large evidence that women tend to postpone or give up to motherhood in order to enter and pursue an academic career, this unusual data might be an effect of the sample bias of our respondents.

Figure 1.25 UNITO: Care of a dependent adult and children number, by gender and scientific area

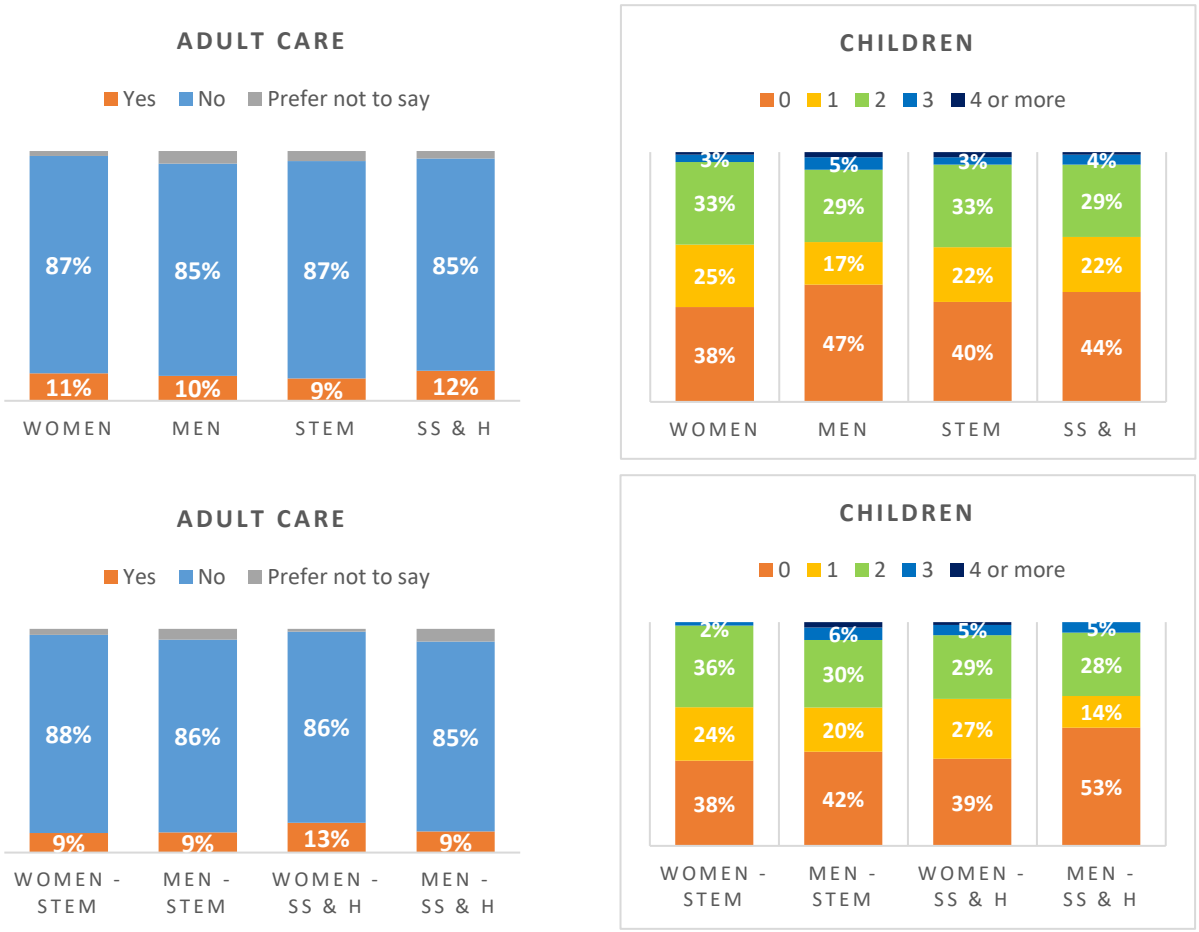


Figure 1.26 UNITO and 2.27 UNITO shows the educational and occupational profile of the partner when in a stable partnership. Concerning the highest qualification of the partner, we can see that the most frequent is the master's degree, followed by PhD. We can also see that men's partner generally have higher levels of education compared to women, specifically for men in STEM, although women in STEM actually report the highest percentage for a partner with PHD.

The majority of respondents reported that their partners have generally intellectual occupations, excluding academics, which is overall the second most frequent category. More specifically, we can see that 47% of men's partners have an intellectual occupation, and just 16% is in academics: the second most category for men's partner is rather routine non-manual employees, that is, office workers. On the other hand, women partner are a little bit more spread out: while only the 33% has an intellectual or professional occupation, the 22% is an academic, the 12% has an higher managerial position, and the 6% is a skilled manual workers (to compare, only 1% of male partners is in this category.

Figure 1.26 UNITO: Highest qualification of partner, by gender and scientific area

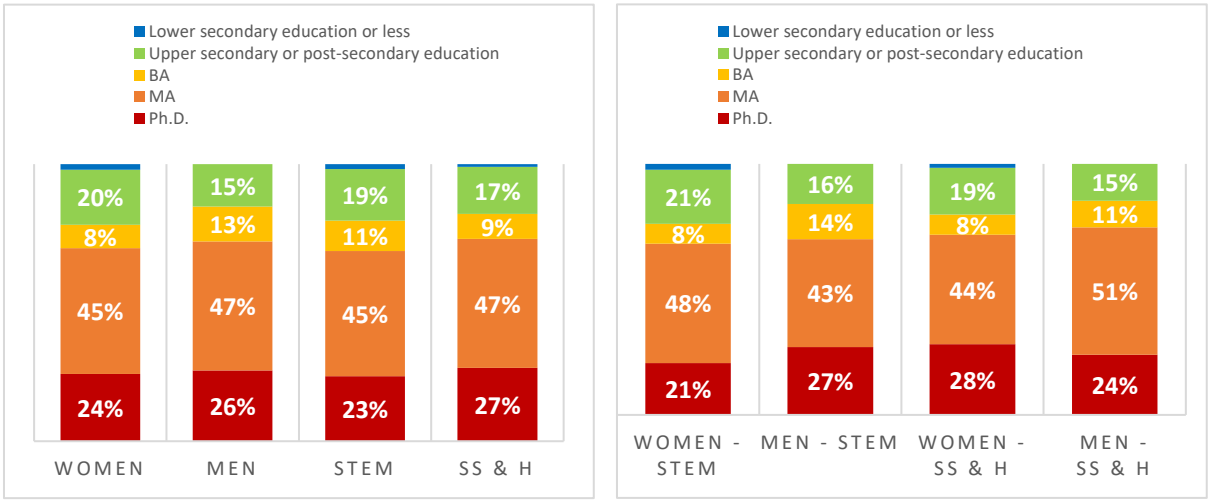
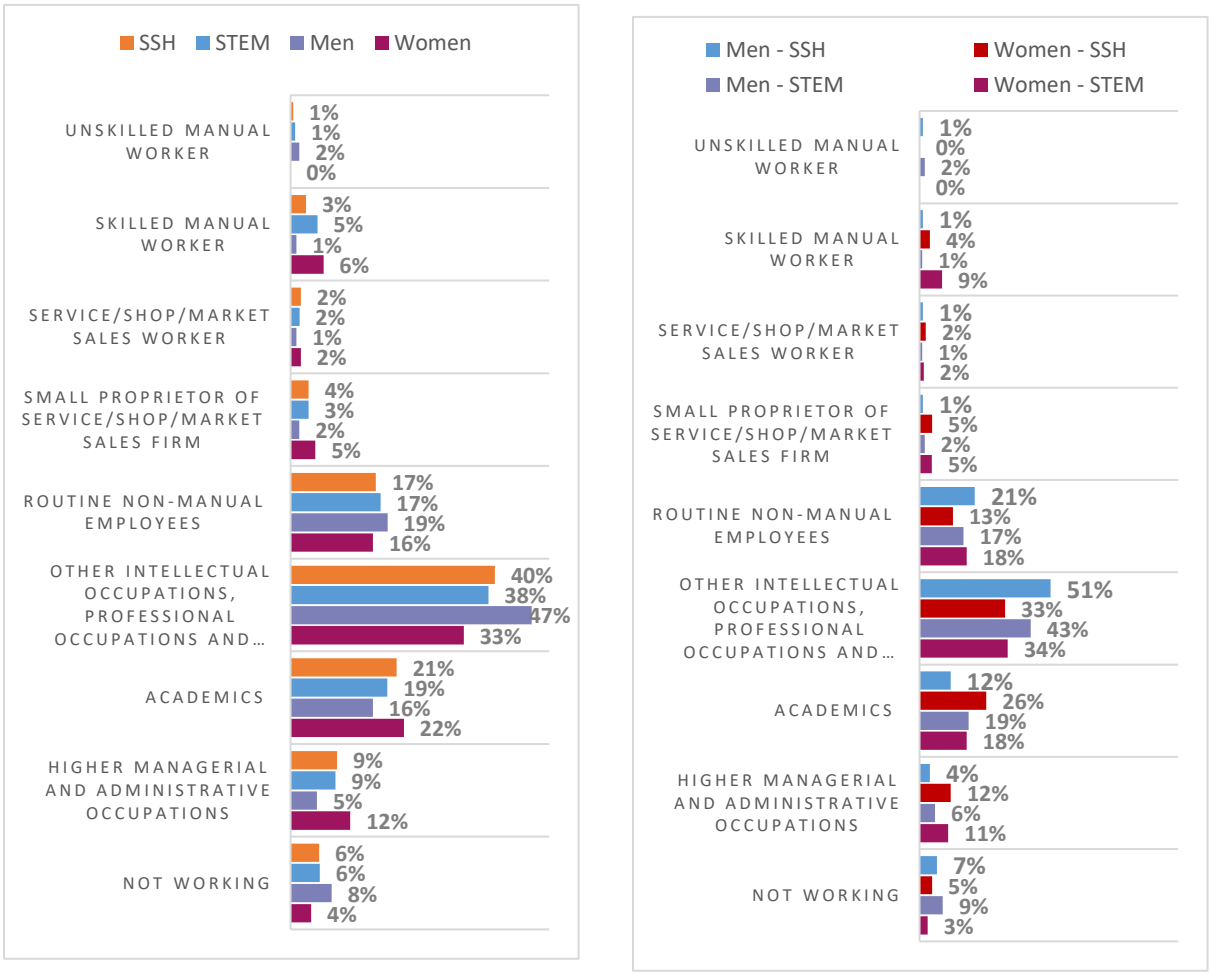


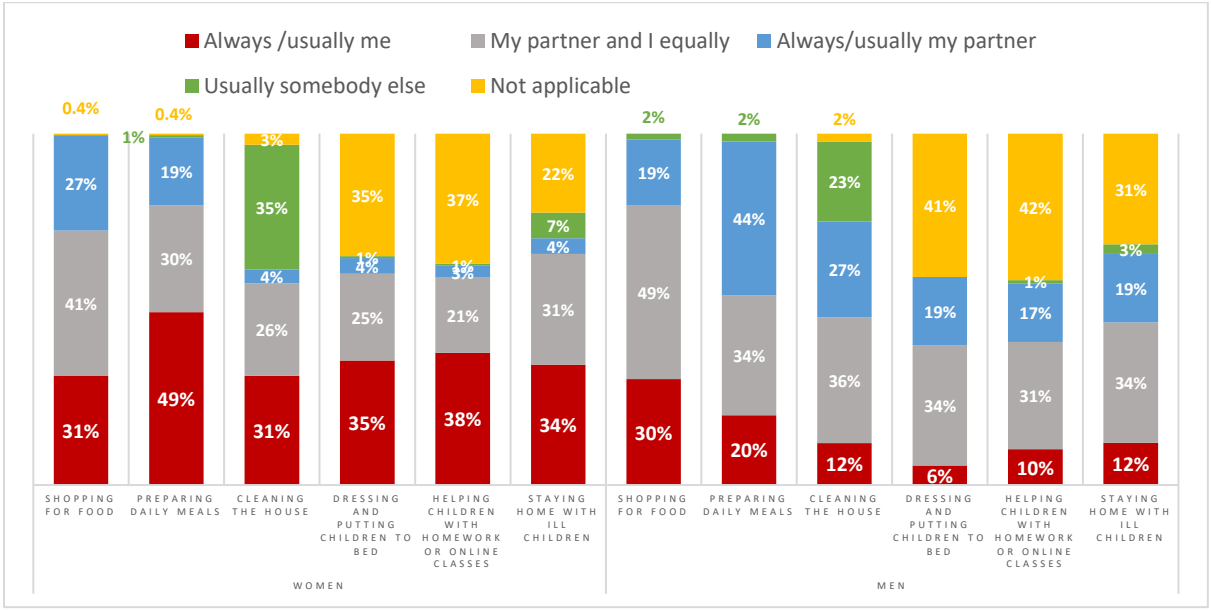
Figure 1.27 UNITO: Occupation of partner, by gender and scientific area

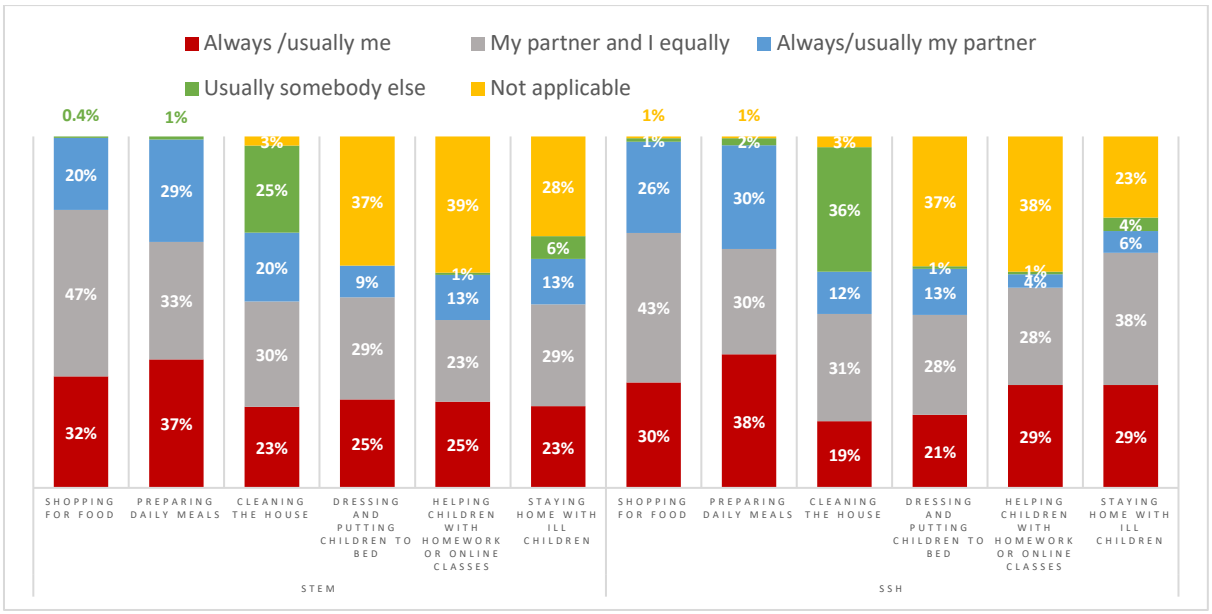


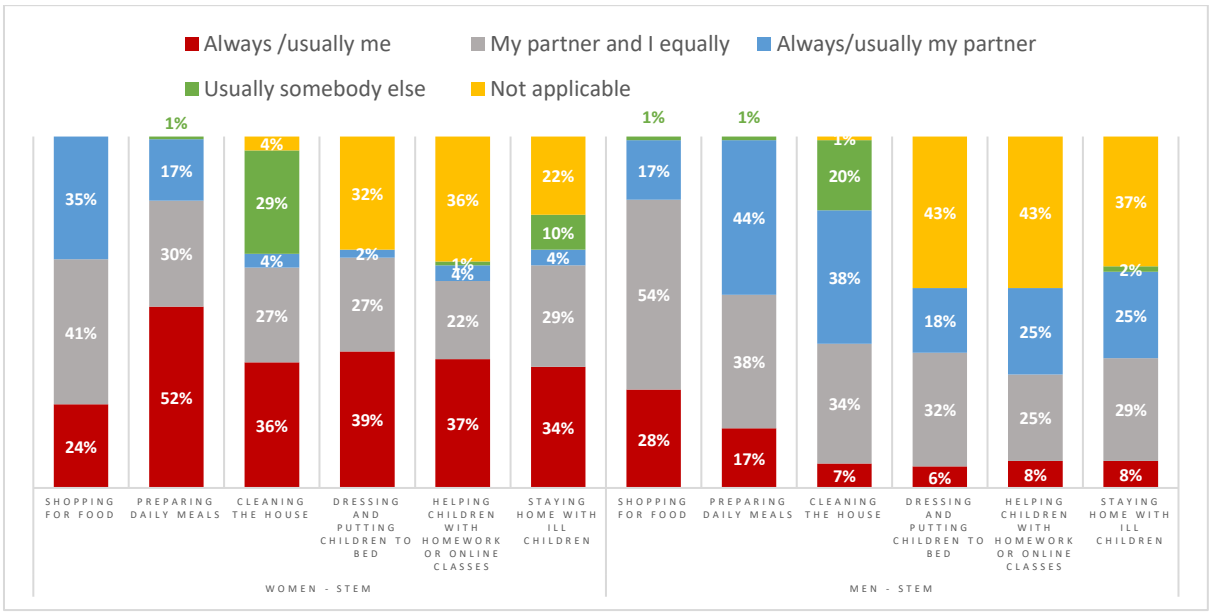
Taking into account both gender and area, we can see that 51% of SSH men's partner have other intellectual or professional occupations (STEM 43%), followed by 21% of office workers (STEM 17%). STEM men's partner are more commonly academics compared to their SSH colleagues (STEM: 19%, SSH 12%), but at the same time, 9% of STEM men's partner are not working, compared to 7% in SSH. For women, the differences are more pronounced for academics (SSH 26%, STEM 18%), office workers (SSH 13%, STEM 18%) and skilled manual workers (SSH 4%, STEM 9%).

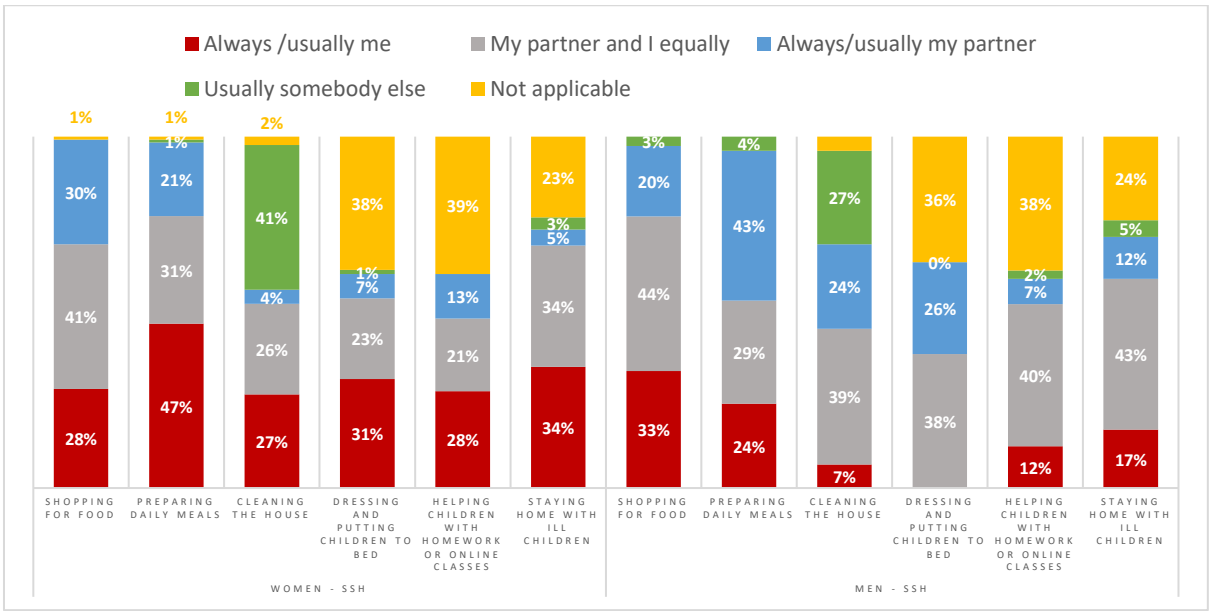
Looking at the educational and occupational profile of a partner is interesting because literature on gender division of work shows that in high educated-high class people both attitudes and practices tend to be quite egalitarian, which should help academic women to face lower constraints in combining work and family responsibilities. Figure 1.28 UNITO shows how the domestic and care burdens are distributed among partnered people. We can see that also academic women seem to carry out domestic and care work more than academic men. In the first three items, pertaining to domestic work, couples seem more balanced (although cooking seems decidedly a female task) while in childcare women feel that they do most of the work. We can also see that cleaning the house is usually allocated to other people: as it is typical in middle high classes, domestic work tends to be externalized. Crossing gender and area, we can see that men in SSH seems more involved both in childcare and domestic work compared to their STEM colleagues, with higher values for "usually me" and with generally more balanced couples in childcare; men in STEM, conversely, have more balanced couples in terms of domestic care, although the share of STEM men responding "usually me" or "always me" is lower. Women in STEM seems to bear the burden of childcare more than their SSH colleagues , while domestic work does not show considerable differences; however, it has to be noted that women in STEM generally have children more often, and have more children overall; thus women in SSH have an higher share of "not applicable" for item concerning to childcare, which could be due to not having children, or them being already adults.

Figure 1.28 UNITO: Domestic and Care burden within couples, by gender and scientific area



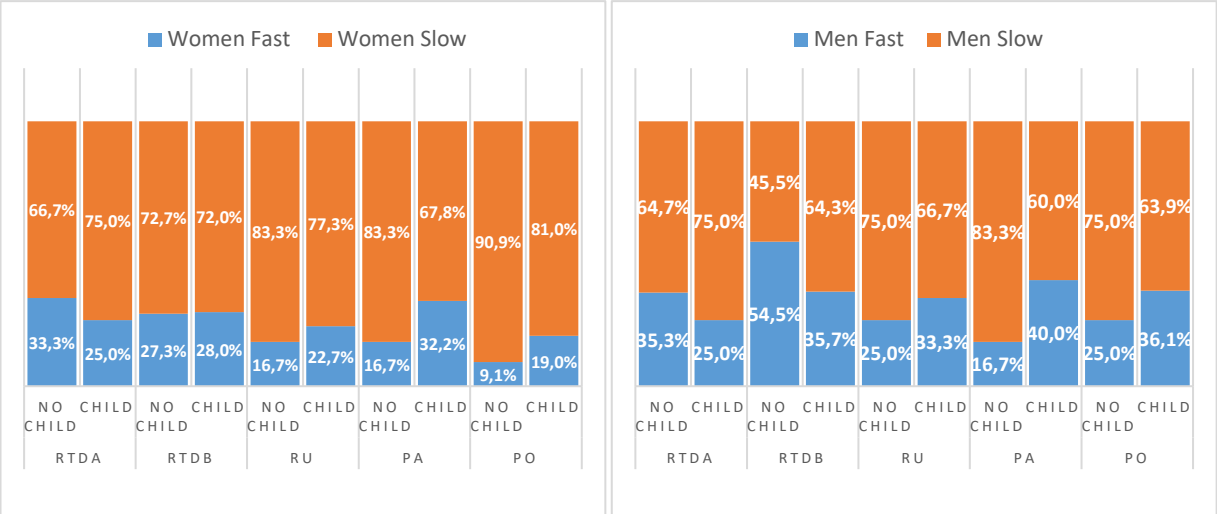

Always /usually me
My partner and I equally
Always/usually my partner
Usually somebody else
Not applicable
SHOPPING FOR FOOD
PREPARING DAILY MEALS
CLEANING THE HOUSE
DRESSING AND PUTTING CHILDREN TO BED
HELPING CHILDREN WITH HOMEWORK OR ONLINE CLASSES
STAYING HOME WITH ILL CHILDREN
STEM
SSH


Always /usually me
My partner and I equally
Always/usually my partner
Usually somebody else
Not applicable
SHOPPING FOR FOOD
PREPARING DAILY MEALS
CLEANING THE HOUSE
DRESSING AND PUTTING CHILDREN TO BED
HELPING CHILDREN WITH HOMEWORK OR ONLINE CLASSES
STAYING HOME WITH ILL CHILDREN
WOMEN - STEM
MEN - STEM


Always /usually me
My partner and I equally
Always/usually my partner
Usually somebody else
Not applicable
SHOPPING FOR FOOD
PREPARING DAILY MEALS
CLEANING THE HOUSE
DRESSING AND PUTTING CHILDREN TO BED
HELPING CHILDREN WITH HOMEWORK OR ONLINE CLASSES
STAYING HOME WITH ILL CHILDREN
WOMEN - SSH
MEN - SSH

In Figure 1.29 UNITO we report the type of career for respondents with or without children. We observe that women are faster if they don't have children only for the RTDa role, in line with the data reported above, suggesting that motherhood in a young age or phase of the career can hinder stability attainment. Men without children are faster both in RTDa and especially in RTDb roles (54.5%). This might suggest that young academic men are generally more involved fathers compared to overall Italian population.

Figure 1.29 UNITO: Children and type of career within role



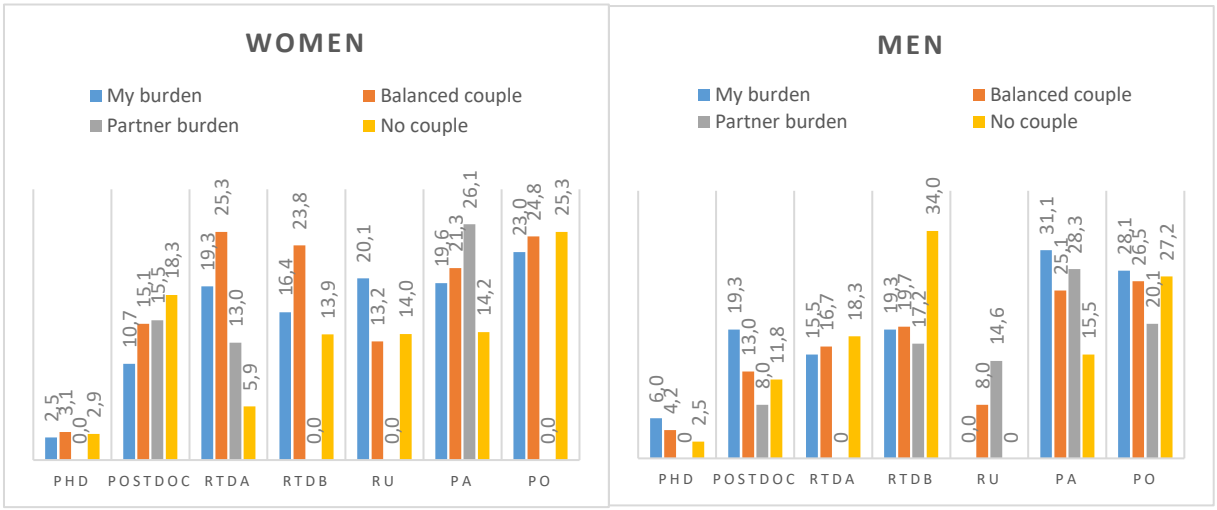
Finally, figure 1.30 UNITO tries to capture if there is a connection between share of unpaid work within couples and "scientific performance". We computed a variable from the questions about domestic and childcare, by identifying three types of couples: two types of asymmetrical couples (one where the domestic and caregiving burdens are on the respondents, the other where it is on the partner) and one balanced couple. We also included respondents that are not in couples, that is, divorced, separated, single and widowed[5].

Women in balanced couples publish more than women in unbalanced couples, except in the RU role, where counterintuitively women who bear the burden seem to publish more. For PhDs, women publish more when their partner bear the care burden or if they are single; for Post-docs, single women definitely seem to publish more. In the RTDa and RTDb role, women in balanced couples appear to author more publications, while for Associate Professors, again, women tend to publish more when most of the burden is on their partners. Finally, for women Full Professors, the most publications are for women that are not in a couple, although the difference with balanced couples is very small. Men, on the other hand, show a completely different situation: the highest number of publications are always reported by men that bear the domestic and care burden in the couple, except for RTDa and RTDb, where men that are not in couple seem to author more publications, especially in the role of RTDb, where the number of publication is almost double of the other groups.

[5] People were assigned a new score for each item, by merging the scores for usually and always me for one type of unbalanced couple (assigned value: -1, and usually and always my partner for the other (value: 1); respondents were assigned to balanced couples when they answered "my partner and I equally" (value: 0); other answers did not count for the score. The scores were then summed, and the final groups were formed, respondents with a total score between -6 and -2 were assigned to the "my burden" group, between -1 and 1 to "balanced couple" and from 2 to 6 to the "partner burden" group.

Although only bivariate and based on relatively small sample sizes, in line with the "unfinished gender revolution" argument, these descriptive figures suggest that it is only if equality is reached within the couple, in the material and symbolic allocation of family responsibilities, that equality in the public sphere can also be achieved.

Figure 1.30 UNITO: Domestic and Care burden and average number of publications within role



1.3 National Research Council of Italy (CNR)

CNR organisation

The CNR consists of 7 multidisciplinary departments plus the central administration office. Each department is made up of several institutes (88 in all CNR), throughout Italy, which carry out research activities. CNR institutes can have autonomous buildings, as well as being part of university facilities, or be hosted within CNR Research Areas (18 throughout Italy - www.cnr.it/en/areas). These areas, of CNR property, are scientific campuses that manage facilities and services for the CNR institutes and the other research organisations hosted there.

CNR personnel

The CNR staff is divided into four profiles. The research profiles include the researcher profile and the technologist profile (hereinafter TR), the support staff includes administrative and technical profile (hereinafter TA). While the researcher profile requires skills related to theoretical and empirical research, the technologist profile also requires managerial, project and/or team management skills in addition to those related to research. While the work of a researcher can be associated with a specific research field, the work of a technologist - being more transversal and wide-ranging - can be referred to four technological sectors defined by the CNR central administrative offices: i) research support, ii) organisational-management sector; iii) legal-administrative sector and iv) design and/or management of plants, instruments and services.

As RPO, the "She Figure" classification for CNR is shaped as follows:

- Grade A, namely Level I in the CNR organisation, is Director of Research (*Dirigente di ricerca*) or Technologist Director (*Dirigente tecnologo*), as a permanent or temporary position with research and management responsibilities;

- Grade B, namely Level II in the CNR organisation, is Senior Researcher (*Primo Ricercatore*) or Senior Technologist (*Primo Tecnologo*), as a permanent or temporary position with research and management responsibilities;

- Grade C, namely Level III in the CNR organisation, is Researcher (*Ricercatore*) or Technologist (*Tecnologo*), as a permanent or temporary position with (usually) research responsibilities only;

- Grade D is Research fellow (*Borsista* or *Assegnista di ricerca*), only temporary positions for not more than 6 years renewable, with research responsibilities.

Recruitment for grade D and temporary positions is carried out by the individual institute or department through an open competition. Recruitment for grades A, B and C (permanent positions) is managed at the central organisation level for all institutes and departments through open competitions. The researcher grade D must win an open competition, open to non-CNR staff, to become a permanent employee of grade C (researcher or technologist). Grade C or B staff must win an open competition (reserved for internal staff or open to non-CNR staff) to progress to the next grade.

CNR websurvey

The questionnaire structure proposed by the project coordinator (UNITO) was revised to adapt it to the peculiarities of the staff, working methods and organisational structure of CNR. Since the CNR - MINDtheGEPs research group is internal to the organisation itself, and since the survey was not exclusively for research purposes but includes the knowledge gather for designing the GEP, a considerable amount of work had to be undertaken with the CNR Data Protection Office (DPO) to overcome the several issues related to data processing. Indeed, many of the questions concern the so-called particular and sensitive data, in relation to the opinions and behaviours of the respondents about the work organisation and the CNR itself; but according to Article 8 of the Italian Workers' Statute the employer cannot carry out surveys concerning political, religious or trade union opinions on its workers. For this reason, the revision of the questions was carried out in order to minimise the risk of secondary re-identification of the respondent, by eliminating or editing some questions that would have easily helped their identification *a posteriori*.

1.3.1 The profile of the respondents

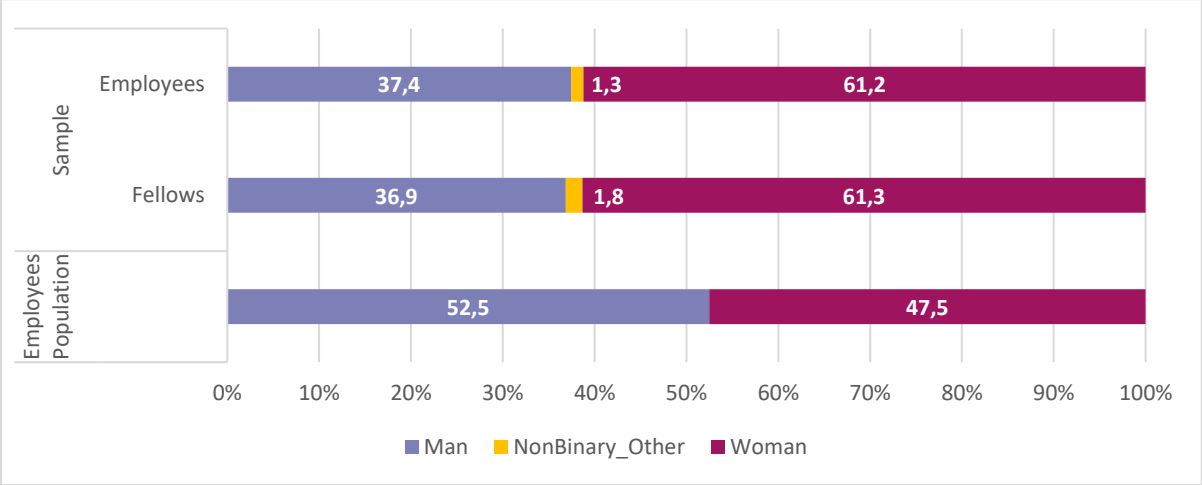
In total, 1,238 people completed the survey in its entireness (defined as «the sample» thereafter) while 542 respondents dropped out before fully completing it. Compared to the overall CNR population, composed of employees as researchers, technologists, administrative, and technical staff, the valid response rate is equal to 11,8% (Table 1.1 CNR). Our sample is significantly skewed towards a greater female representation with 61% of female respondents and 37.3% of male respondents, compared to the female proportion in the three grades (A, B, and C)[6] equals to 52.5% at the end of 2021. In addition, for the first time within the organisation it was possible to detect the presence of staff who do not perceive themselves as male or female. The percentage of respondents who declared themselves to be "other", "non-binary", or "prefer not to answer" was 1.5%. Given the small number of respondents, the analysis for this class is not presented. Disaggregating by type of employment status (employee or fellow) does not appear any remarkable changes in the two subsample gender distributions (Figure 1.1 CNR).

[6] The administrative records only show the gender (male or female) of the employees. The list of Grade D staff does not include this information.

Table 1.1 CNR: Response rate

Total respondents	1,780
Total valid respondents	1,238
Total staff (Grades A-B-C-D)	10,572
Valid response rate	11.77%

Figure 1.1 CNR: Profile of the sample and of the population, by gender and employment status



Looking at the sample composition by profile (Figure 1.2 CNR), our sample appears to be more represented by research staff (researchers and technologists) compared to their presence in the population of employees only - 72.8% in the sample against 65.7% in the population -; the administrative staff is similar in the two groups (sample and population); while the technical staff seems to be strongly underrepresented: in fact, in the sample 16.9% of the answers come from technical staff, even though it represents 24.5% in the total population of CNR employees.

Figure 1.2 CNR: Profile of the sample and of the population among employees, by work profile

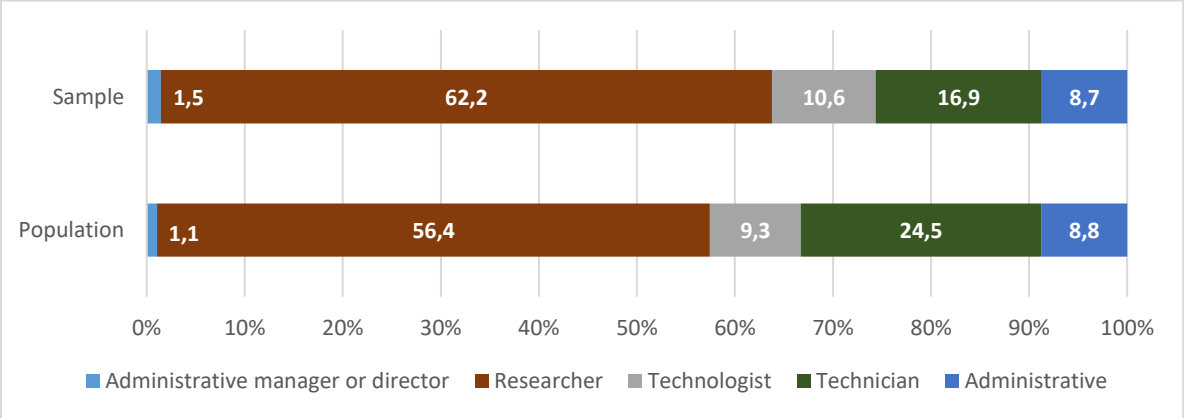
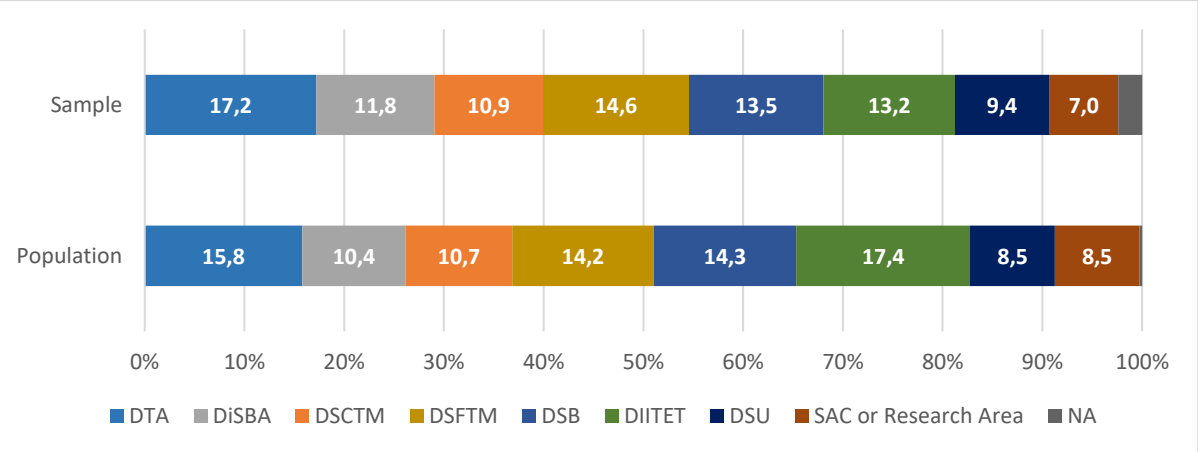


Figure 1.3 CNR: Profile of the sample and of the population among employees, by department



The CNR consists of 7 multidisciplinary departments: 6 STEM departments and 1 SSH department[7]. Within each department, composed from a minimum of 9 (DiSBA) to a maximum of 15 (DIITET and DSU) research institutes, both employed and temporary research staff may belong to different scientific fields, even far from each other. For this reason, the STEM/SSH aggregation doesn't suit the CNR structure and a breakdown by department is preferred. Across all profiles[8], in our sample the majority of respondents belong to DTA (17.2%), followed by DSFTM (14.6%) and DSB (13.5%). However, this proportion does not reflect the actual proportion within the whole organisation. In fact, although all seven departments (eight counting the central Administrative Headquarter) are present in the survey responses, DIITET is significantly underrepresented (17.4% within the population), and DTA is particularly overrepresented (15.8% in the population).

1.3.2 Work career and conditions

The female presence by activity area among the research staff

Table 1.2 CNR reports the shares of researchers and research fellows by scientific area, the only profiles within the CNR to which this classification can be applied. Throughout the whole organisation, data show how in general the majority of researchers within the sample concentrates in four scientific disciplines related to STEM: biological sciences (23.3%), physical sciences (16.1), chemical sciences (14.1), and earth sciences (12.4%). Disaggregated by gender, the first scientific areas of researchers within the sample appear to be the same for both men and women, albeit with different intensities. In fact, women are more concentrated in the biological sciences (10 points more than their male colleagues), in the chemical sciences (2 points more) and, equally, in the physical sciences (where the men's percentage is almost double the women's) and earth sciences.

Table 1.2 CNR: Researchers and research fellows by scientific area and gender (percentages)

Scientific Area	Gender		Sum
	Man	Woman	

[7] The CNR departments are the following: STEM: Earth system science and environmental technologies (DTA); Biology, agriculture and food sciences (DiSBA); Chemical sciences and materials technology (DSCTM); Physical sciences and technologies of matter (DSFTM); Biomedical sciences (DSB); Engineering, ICT and technologies for energy and transportation (DIITET). SSH: Social sciences and humanities, cultural heritage (DSU). SAC or Research Area: Administrative headquarter (in Rome, IT) and directions of the 18 research areas spread across the country.
[8] In this paragraph we are referring to employees only, because administrative databases do not include the pieces of information regarding the grade D staff at department level.

Biological Sc.	17,6	27,0	23,3
Physical Sc.	21,3	12,9	16,1
Chemical Sc.	12,9	15,0	14,1
Earth Sc.	11,9	12,7	12,4
Industrial and Information Engineering	10,0	4,4	6,4
Agricultural and Vet Sc.	5,6	6,0	5,7
Math and Computer Sc.	6,3	4,8	5,5
Medical Sc.	3,4	4,2	3,9
Political and Social Sc.	-	3,5	2,9
Antiquities, Philology, Literature, and Arts	-	3,5	2,7
Economics and Statistics	3,8	1,9	2,6
History, Philosophy, Pedagogy, and Psychology	-	-	1,6
Civil Engineering and Architecture	-	-	1,5
Law	-	-	-
other	-	-	-
NA	0.0	1,9	1,5
Sum	100.0	100.0	100.0

Note: for those cells with a frequency below 10, the percentage has been hidden (-) for confidentiality reasons.

Table 1.3 CNR: Technologists by technological sector and gender (percentage values)

Technological Sector	Gender		Sum
	Man	Woman	
Organisation and Management	-	27,9	25,5
Legal and Administrative	-	-	-
Research Support	68,8	57,4	60,8
Design and Management of Facilities, Equipment and Services	-	-	-
NA	0,0	0,0	0,0
Sum	100,0	100,0	100,0

Note: for those cells with a frequency below 10, the percentage has been hidden (-) for confidentiality reasons.

Among the respondents, technologists accounted for 8.2% of the answers. As reported in Table 1.3 CNR, among them, 7 out of 10 men work in the "research support" sector, carrying out actual research activities (possibly also independently of the activities of researchers themselves), while less than 6 out of 10 women claim to work in this technology sector. Almost 3 out of 10 women are employed in the “organisation and management” sector.

Educational level

Looking at the educational level of respondents (employees and fellows) (Table 1.4 CNR), although there are no substantial differences between the two contingents, women appear on average to have

a slightly higher title than men. Among those with the highest educational level, men and women report the same level of getting the PhD abroad, while some differences appear for the PhDs achievement in Italy (slightly higher for the female contingent) or in joint tutorship[9] (0.5% higher for men) (Table 1.5 CNR).

Table 1.4 CNR: Educational level by gender (percentage values)

Educational level	Gender		Sum
	Man	Woman	
Secondary school or lower	13.6	10.2	11.6
Degree*	31.4	34.8	33.4
PhD	**55.0**	**55.0**	55.1
NA	0.0	0.0	0.0
Sum	100.0	100.0	100.0

* Bachelor's, Master's, 1 yr post-degree diploma, or equivalent

Table 1.5 CNR: PhD country by gender (percentage values)

PhD Country	Gender		Sum
	Man	Woman	
Italy	84.9	85.3	85.1
Abroad	12.7	12.8	12.7
Joint tutorship	2.4	1.9	2.2
Sum	100.0	100.0	100.0

The scientific performance

Figure 1.4 CNR reports data on the number of scientific products published by the research staff (researchers, technologists, technicians, and fellows). Data show how men tend to declare to publish more than women. Indeed, among the respondent staff 54.8% of women and 48.4% of men reported to have published less than 10 products in the last five years, while men reported higher shares than women in all the other categories. In particular, 20.2% of women against 23.9% of men have published more than 20 scientific products.

Being the CNR strongly STEM-oriented, the number of patents issued by research staff was also surveyed (Figure 1.5 CNR). Not counting the disciplines that are not affected by the phenomenon, the data show that men have on average issued more patents than women in the last five years.

[9] The joint tutorship allows the PhD candidate to obtain two PhD titles at the same time, the first at the home institution and the second at the host university (within the EU).

Figure 1.4 CNR: Scientific performance (papers, chapters, books) among research staff, by gender

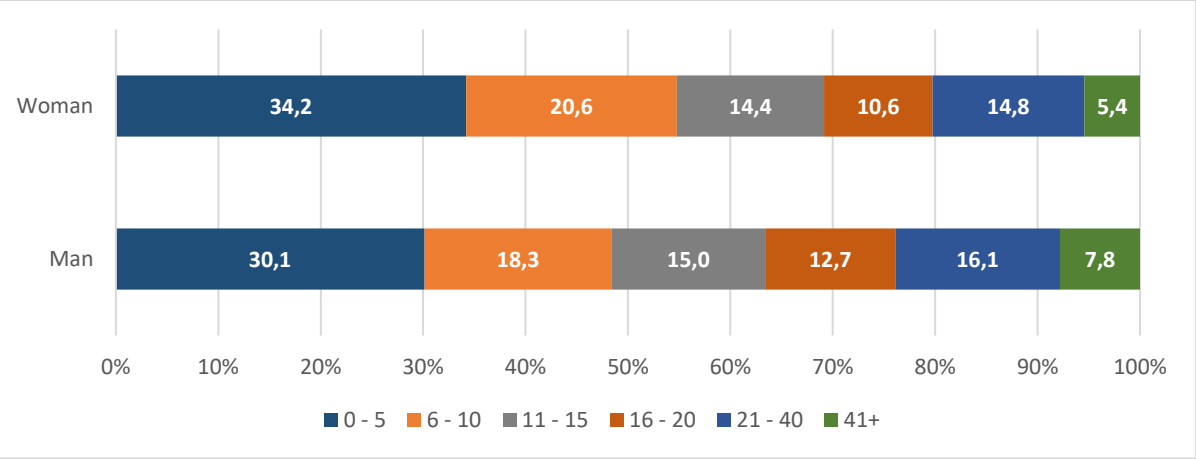
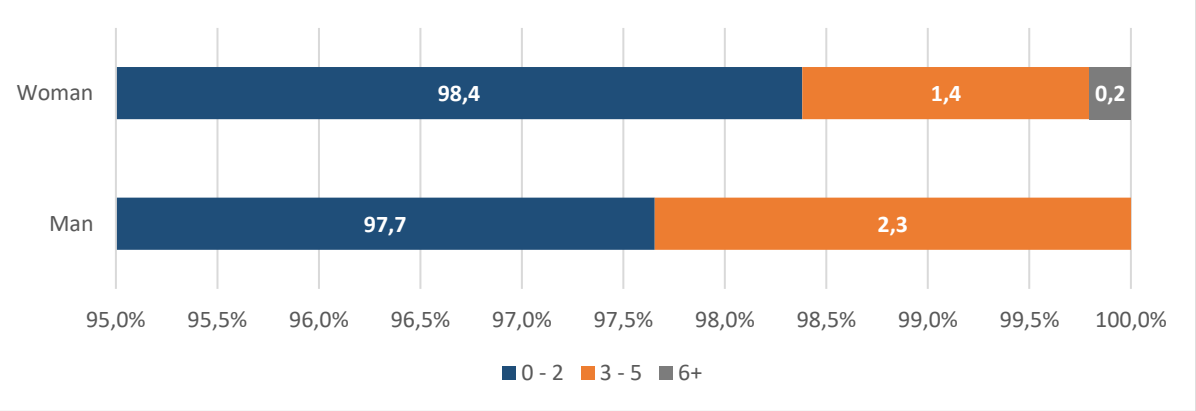


Figure 1.5 CNR: Scientific performance (patents) among research staff, by gender



In terms of scientific collaborations among research staff (researchers, technologists, fellows), some interesting differences appear from the data when looking at the rates of collaboration with foreign research organisations or universities. While at national level, collaboration between CNR research staff and other Italian organisations is similar for male and female staff, at international level men seem to have the most collaborative relationships (80.3% compared to 74.3% for women).

Figure 1.6 CNR: Collaborations among research staff, by gender

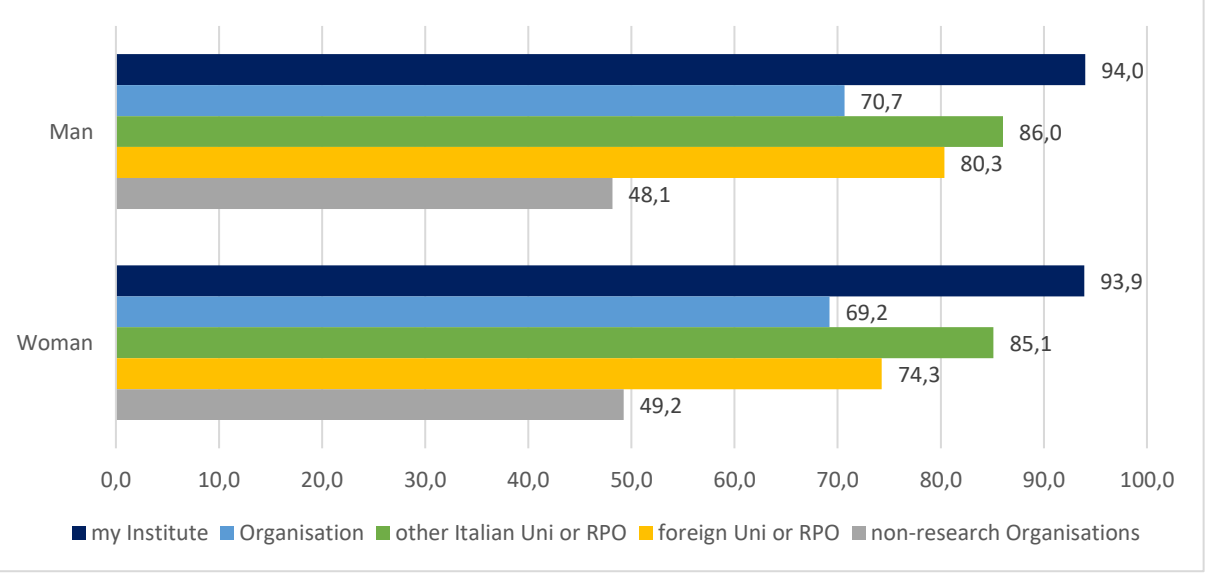
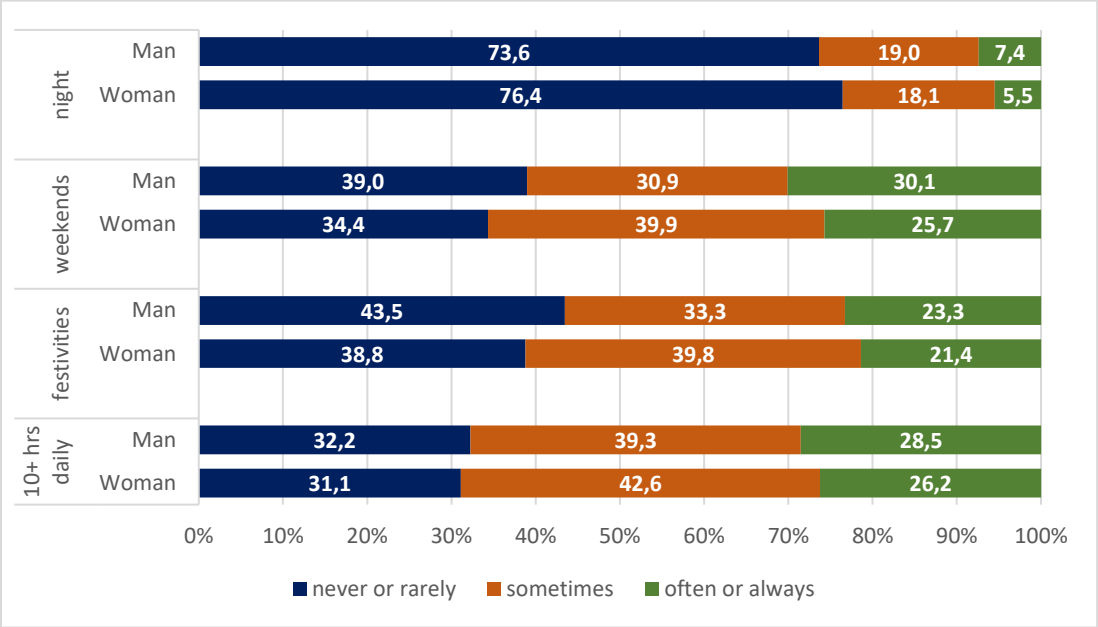


Figure 1.7 shows how work within the research organisation can be carried out outside regular working hours. In fact, by asking respondents to define the intensity of their research work in specific settings (at night, at weekends, on holidays, more than 10 hours per day), it appears evident how research work can be highly demanding, and how this demand impacts on both male and female staff. With the exception of night work - which is stated to be carried out sometimes, often, or always in majority by men than by women -, CNR research staff state that they work at least “sometimes” at weekends, on holidays or more than 10 hours a day. Looking more closely, the male contingent is more likely than the female contingent to say they work "often" or "always" on weekends (30.1 vs. 25.7% of women), holidays (23.3 vs. 21.4), 10 hours or more per day (28.5 vs. 26.2%). If, however, the item "sometimes" was added to this count, we would see that women are more likely than men to work outside normal working hours: 65.6% of women compared with 61.0% of men on weekends; 61.2% compared with 56.5% on public holidays; 68.9% of women compared with 67.8% of men in the case of working 10 hours or more a day.

Figure 1.7 CNR: Percentages of research staff (researchers, technologists, fellows) declaring the intensity (1 = never, 5 = always) for working outside regular time arrangement, by gender

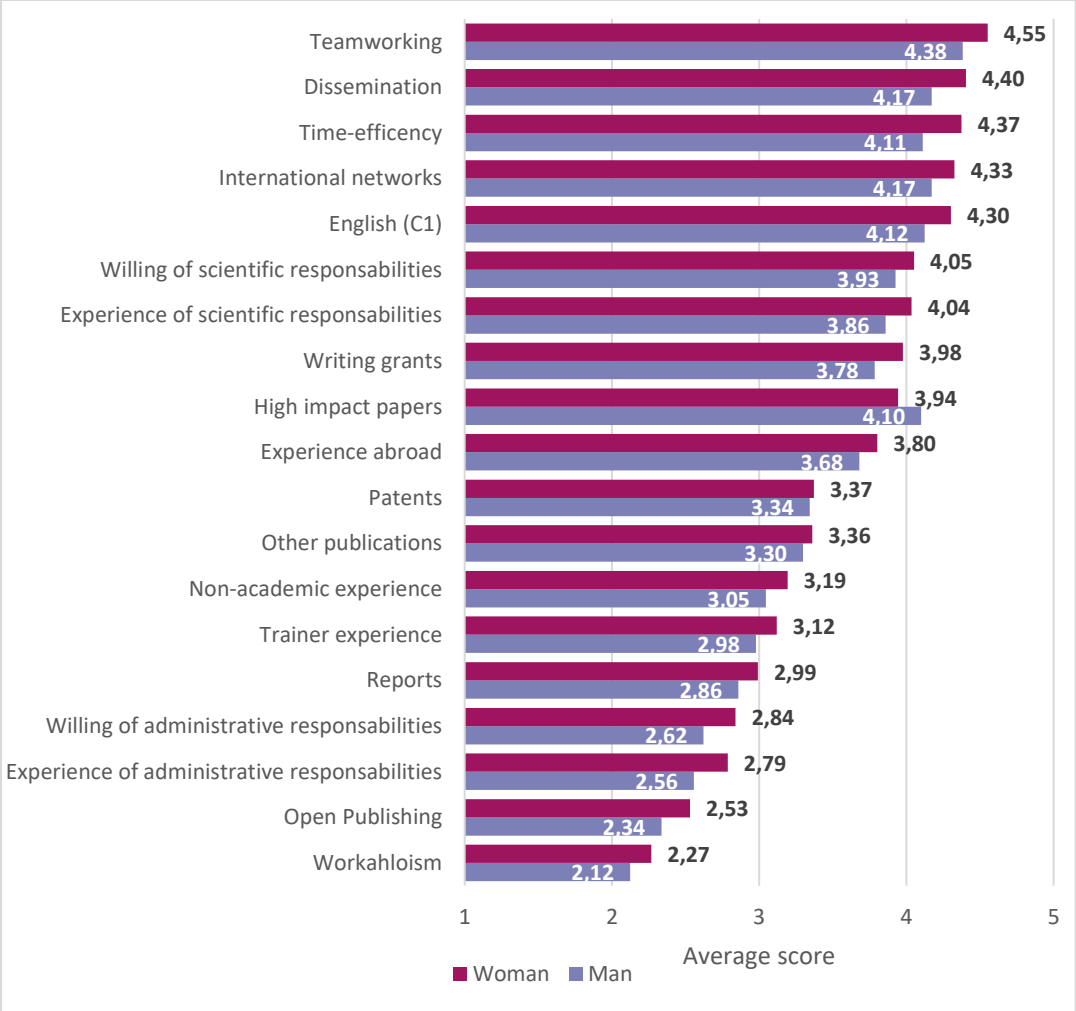


1.3.3 Views on how university and research work today

Figure 1.8 CNR shows how management staff, researchers, technologists and research fellows define the research work as high-quality and excellent. Both female and male contingents identify, in the first two positions, competences linked to the so-called soft-skills, i.e. the "ability to work in a team (teamworking)" and the "ability to communicate the own research inside and beyond the scientific community (dissemination)", while in the third, fourth and fifth position - although reversed in the two genders - we find the "ability to work efficiently with respect to the time available (time-efficiency)", to be "included in international research networks (international networks)", and to have the "knowledge of English level C1". Although the average score is not equal but close between the two genders, this first analysis seems to show an awareness among the respondents of how research work requires cross-sectional and different skills beyond those specific abilities related to the world of research strictly speaking. Observing the preferences of the female component, after the competences already described, there appear two that show the need to confront and test themselves as project managers, i.e., "willingness" and "experience of scientific responsibilities", followed at a short distance by the proficiency in grant writing, an increasingly central aspect in the scientific and economic life of

those who carry out research work. On the other hand, the male component identifies "writing high-impact papers" as the first purely research-related competence among those proposed. The other skills related to scientific performance – "publishing patents" (patents), "publishing books, book chapters, monographs and/or proceedings" (other publications), "publishing technical and/or business reports" (reports), and "publishing contributions on open repositories without peer-review" (open publishing) are ranked mid or low for both genders.

Figure 1.8 CNR: Skills to define research work as high quality and excellent (average score, 1 = Not at all - 5 = Very much) among managers, directors, researchers, technologists, fellows, by gender



1.3.4 Views on women and men in society

In order to capture the respondents' view about the proper role of women and men in society, the MtG consortium decided to use the Separate Spheres Ideology scale by Miller and Borgida (2016). Such scale measures to which extent people believe in the existence of two separate domains of society, one for women (domestic and care work) and one for men (workplace). The Separate Sphere Ideology is considered a single construct, a belief system composed by three interrelated facets: gender differences are innate, they lead women and men freely to their respective spheres and thus their different participation in public or private domains is natural and desirable. This ideology links these differences, and the two spheres, to equality: women and men are different, they have different tasks but both are equally important, and choosing one or the other sphere is a personal choice. While is certainly useful to use a validated scale for our purposes, this instrument was built with social psychology research in mind, to be used for more targeted hypotheses and in more focused

questionnaires. Since our survey was already quite long, the scale has been reduced from 15 to 7 items. We included at least two items which best represented each of the three facets and we kept two reverse items, also trying to cover all the central dimensions: career choices, jobs type and skills, childcare and marriage. During translation, we encountered some difficulties regarding the possible ambiguous interpretations in Italian, and thus we made some slight alterations for the sake of clarity.

Figure 1.9 CNR: Average scores of the adapted Separate Sphere Ideology scale (1 = Strongly disagree, 5 = Strongly agree), by gender

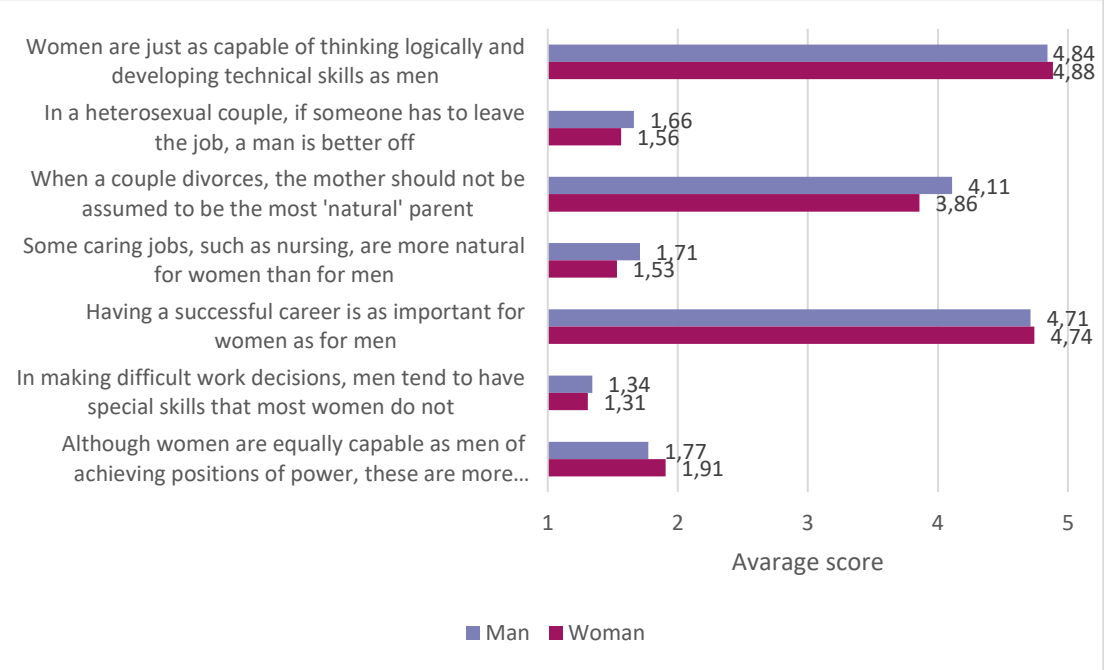
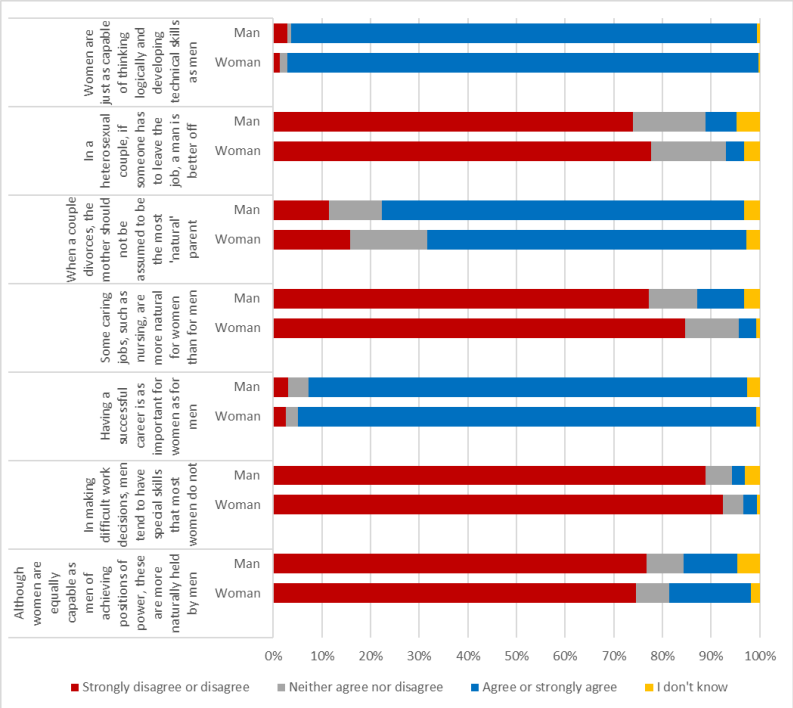


Figure 1.9 CNR reports the mean score on the adapted Separate Sphere Ideology scale. No evident difference can be found, except for 3 items whose average values are slightly different between the two contingents. Item 3 has a higher level of agreement among men as well as item 4 (reversed item), while item 7 (reversed item) shows a higher level of agreement among women.

In terms of the percentage of respondents by degree of agreement, Figure 1.10 CNR shows that there are items with significant differences by gender. With the exception of item 1 concerning the technical and logical abilities and skills of men and women, where the proportion of respondents is almost identical between the two genders, the two items (2 and 3, the former is reversed) relating to marriage and parenthood seem to show a tendency towards gender parity: albeit more pronounced in the economic sphere (high disagreement with preserving men's work to the detriment of women's work) such parity looks less pronounced in the parental sphere, where women in particular show slightly less agreement with not-considering the mother as the more natural parent among the couple. While opinions of gender equality in the economic sphere emerge also with item 5 (reversed), differences in the care sphere also show up with item 4, concerning the caring professions. Although a high incidence of both men and women state that they (strongly) disagree with the feminisation of the care professions, the female contingent's disagreement exceeds that of their male counterparts by more than 7 percentage points.

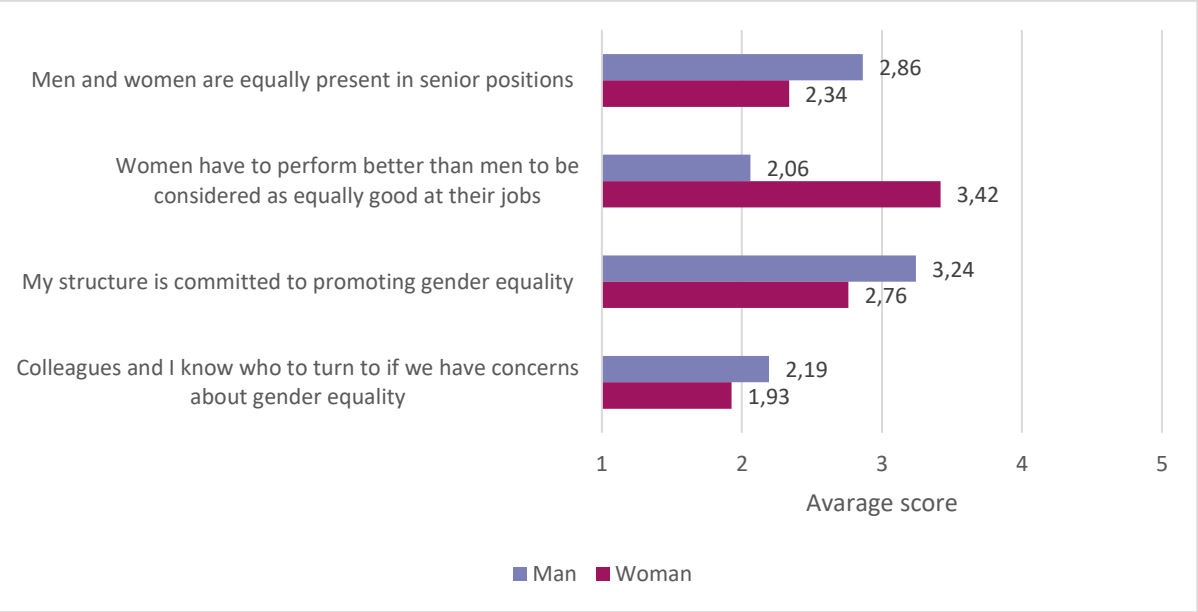
Figure 1.10 CNR: Share of respondents on various items from the adapted Separate Sphere Ideology scale, by gender



1.3.5 Views on gender culture and policies

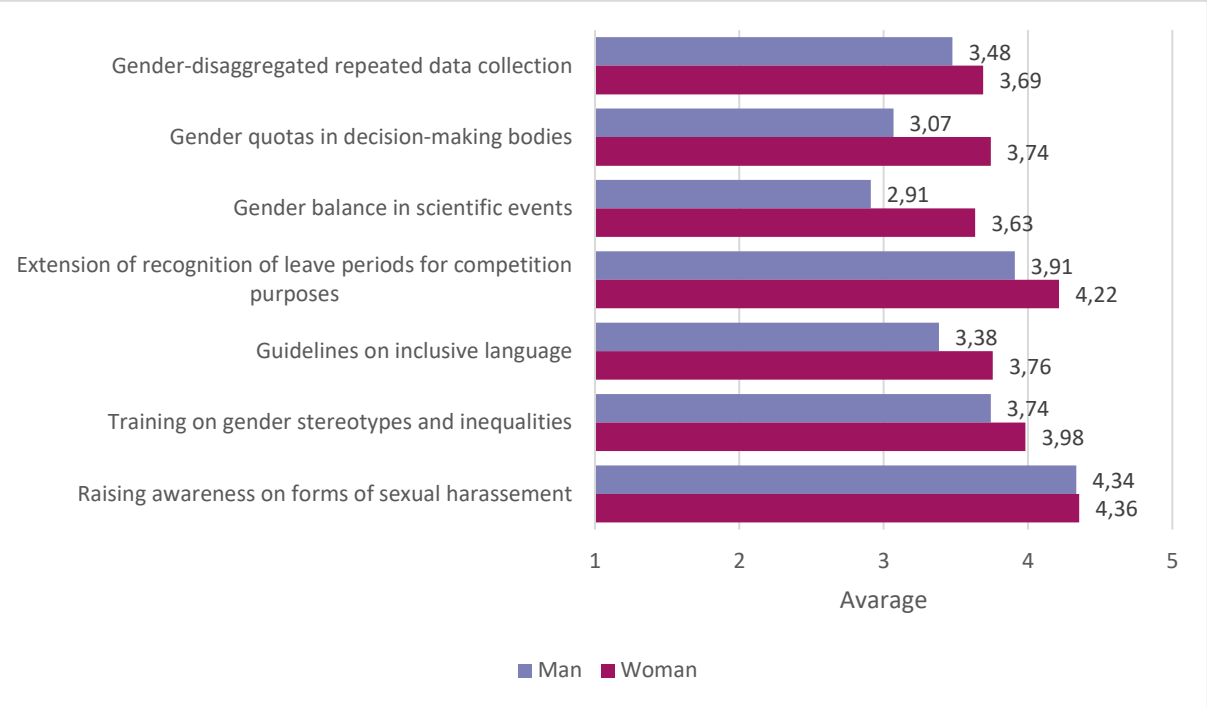
The perception of gender culture and policies within the structure where the survey respondents work is strongly different between the two genders. Male perceptions towards gender equality tend to be higher than female perceptions: This is reflected in the conviction that men and women are equally represented in senior positions (item 1), whose average score on a 1-5 scale is 2.9 for men and 2.3 for women; in the fact that the structure itself is committed to promoting gender equality (item 2, 3.2 for men and 2.8 for women); in the fact that men state more than women of knowing where and whom to turn to in the event of gender equality problems (2.2 vs. 1.9). Reinforcing this misaligned perception, the mean scores for item 2 "Women have to perform better than men to be considered as equally good at their jobs" indicate the largest differences between men and women. The former consider that women tend to be expected to perform as well as men (2.1 out of 5), while the latter strongly state that women need to perform better to be considered as good as their male colleagues (3.4 out of 5), thus demonstrating just how much work still needs to be done within the CNR in terms of gender awareness and consciousness-raising.

Figure 1.11 CNR: Average perception of gender equality within the own structure (Central Headquarter, Department, or Institute) (average score from 1 = Not at all - 5 = Extremely), by gender



Regarding measures to support gender equality within the NRC, respondents are in favour, albeit with nuances. Initiatives concerning awareness-raising on forms of sexual harassment (item 7) are those with the highest agreement (over 4.3 points for both men and women), as well as Extension of recognition of leave periods for competition purposes (e.g., maternity or parental leave) (item 4), or training events on gender stereotypes and inequalities (item 6). The actions on which the least agreement appears to be reached between women and men are those involving direct intervention in the number of women. The agreement on the introduction of gender quotas for decision-making bodies, for example, shows a difference between men and women of more than 0.7 points (item2). Moreover, such a difference can also be found in the aspect among those listed that is closest to everyday scientific activity, i.e., participation in scientific events: agreement on the introduction of gender balance at conferences or symposia exceeds the average 3.6 points out of 5 for women, while it stops at 2.9 for the male contingent (item 3).

Figure 1.12 CNR: Average support for gender equality measures within the CNR (average score from 1 = Strongly disagree - 5 = Strongly agree), by gender

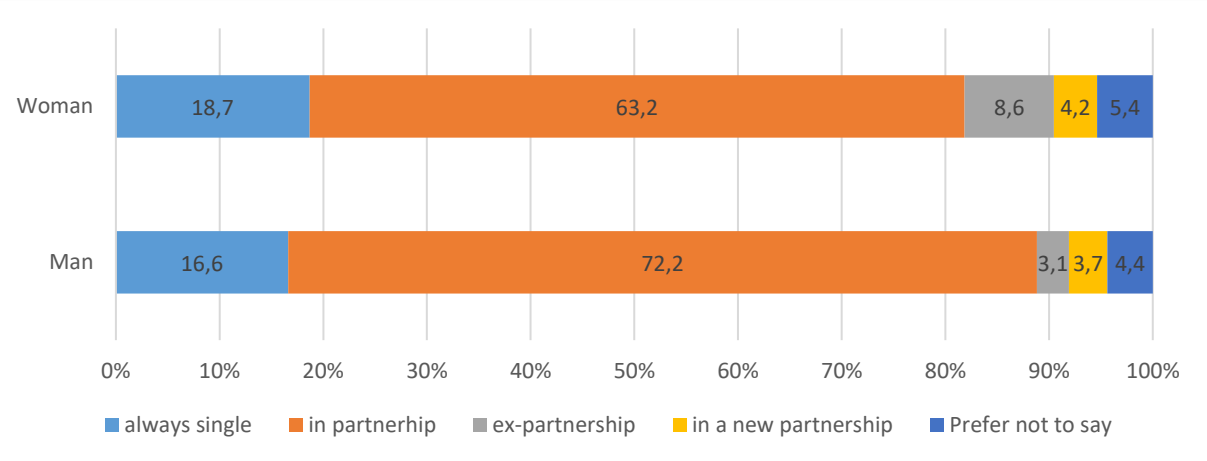


1.3.6 Family responsibilities

Women and men doing research have obviously also a private life, that might be easily or not combined with a work life. There is a lot of evidence that women, expected to be and still being in many contexts the main domestic and care providers, suffer more of a trade-off between work and private life, especially between family and work responsibilities. This last section portrays the family situation of CNR staff: their civil status, their care burden, their share with their partner.

The marital status of the sample is described in figure 1.13 CNR. Most men (72.2%) and women (63.2%) are married, in a civil partnership or cohabiting with their partner. Slightly more women (18.7%) declare themselves to have always been single than men (16.6%).

Figure 1.13 CNR: Current marital or partnership status, by gender



In line with national surveys and the literature, and also taking into account the high age of the sample (68% of the men and 71% of the women are over 40), the proportion of women who have care responsibilities towards a non-self-sufficient adult (parent or relative) is higher than that of men (13.2 and 9.0% respectively). At the same time, almost half of both male and female respondents state that they do not have children (Figure 1.15 CNR) despite the high average age of the sample, due to the late fertility of those pursuing research careers or completing tertiary education. Indeed, the proportion of women who have only one child (25.1% against 21.1% of men) would confirm that more women than men in the CNR would postpone or reduce their fertility in order to pursue a career in research.

Figure 1.14 CNR: Caring of Non-self-sufficient adults, by gender

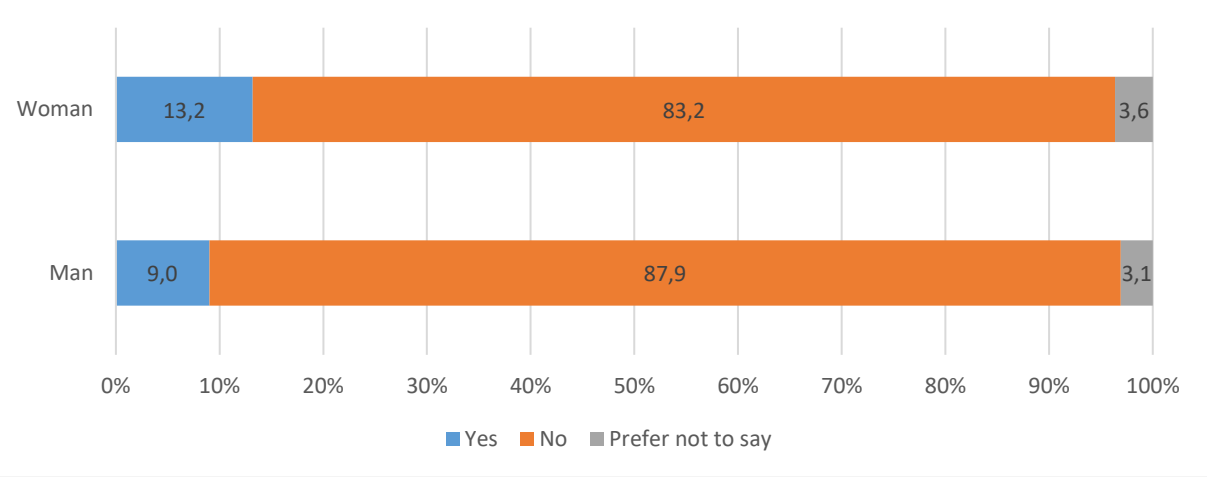


Figure 1.15 CNR: Number of children, by gender

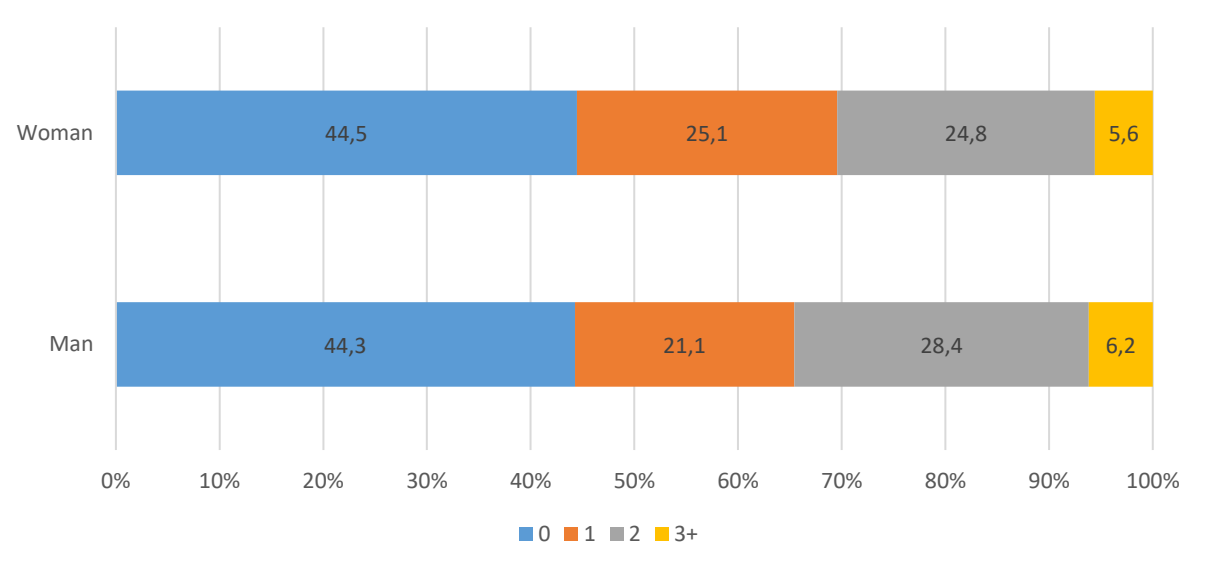
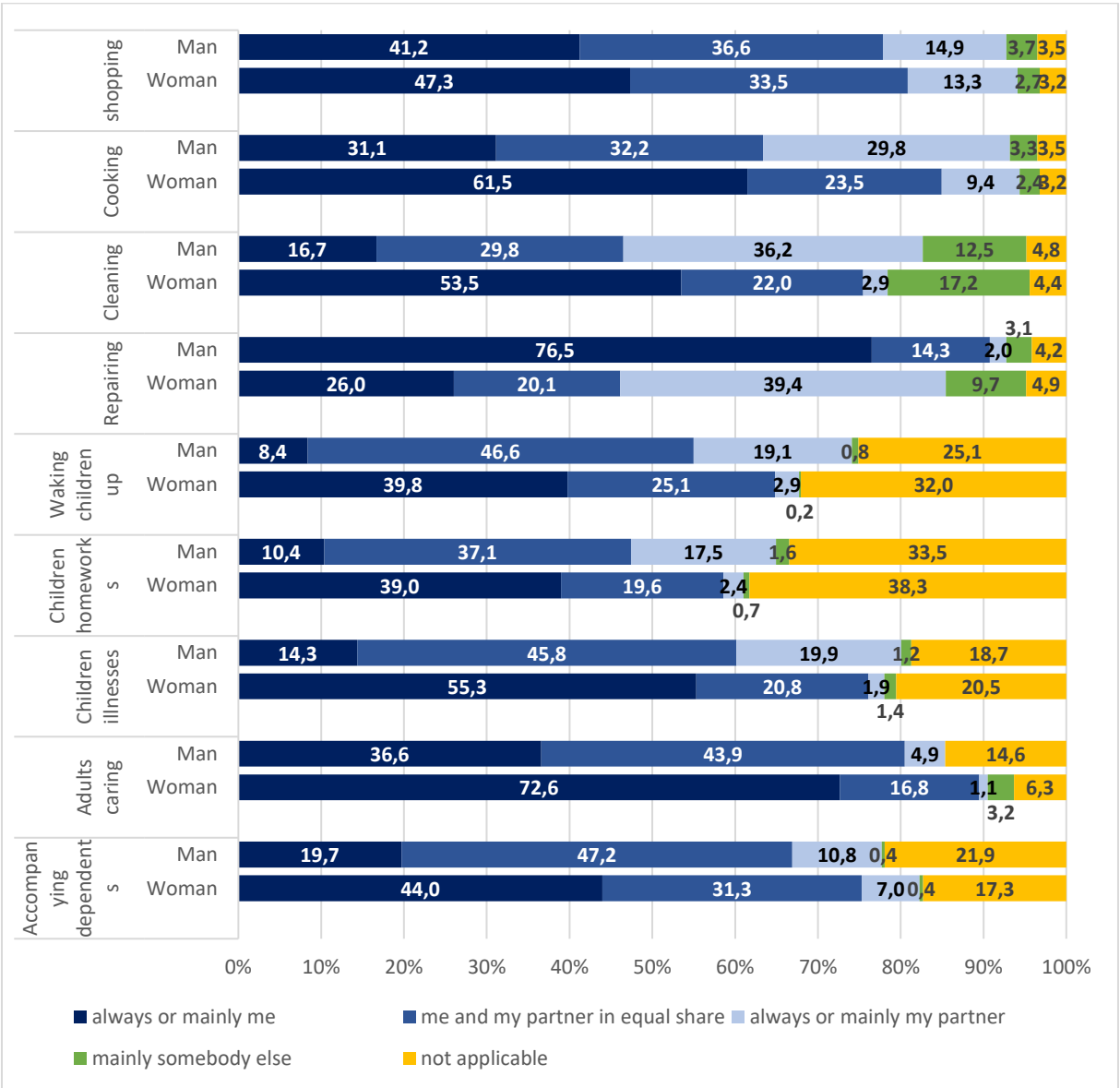


Figure 1.16 CNR shows how the domestic and care burdens are distributed among partnered people. The family burden is, as one might expect, more on the shoulders of women. Except for one task, namely grocery shopping, all household and family care tasks are, in women's perceptions, still highly gendered. The only purely male-dominated aspect with good agreement between men and women is that of minor household repairs; while meal preparation and house cleaning remain highly feminine tasks. Regarding the care of children and dependent persons, the situation appears slightly more sophisticated. Although these tasks - waking up the children, helping them with their homework, staying with them if they are ill, taking care of adults or accompanying them to various appointments

- remain female-dominated (in fact, the female component declares that she is, for the most part, the only or the main figure performing these tasks within the couple), it is interesting how the male perception is instead of greater equity in their performance. In fact, the percentage of men declaring that family care tasks are equally distributed between him and his partner varies from a minimum of 37.1% (homework, item 6) to a maximum of 47.2% (accompanying, item 9), compared to the female range which varies between 16.8% (adult care, item 8) and 31.3% (accompanying, item 9).

Figure 1.16 CNR: Domestic and Care burden within couples, by gender



1.4 University of Gdańsk, Poland (UG)

The survey results presented below have been collected within Horizon 2020 project: ACT Communities of Practice for Accelerating Gender Equality and Institutional Change in Research and Innovation across Europe (788204). As this survey was very proximally preceeding MINDtheGEPs project plans to conduct a similar survey (in terms of general structure and content) we have decided to present the results collected between June 15th and December 28th 2020 within the previous project and draw conclusions to accompany conclusions of the other consortium members.

Gender Equality Audit and Monitoring (GEAM) tool was used to complete the study - it is an integrated environment for carrying out survey-based gender equality audits in organizations (e.g. university or research performing organization) or organizational units (faculty, departments). The GEAM tool has been developed within the framework of the ACT project. Development was lead by Advance HE (UK), FUOC (Spain) and Notus (Spain) in collaboration with the Consortium.

1.4.1 The profile of the respondents

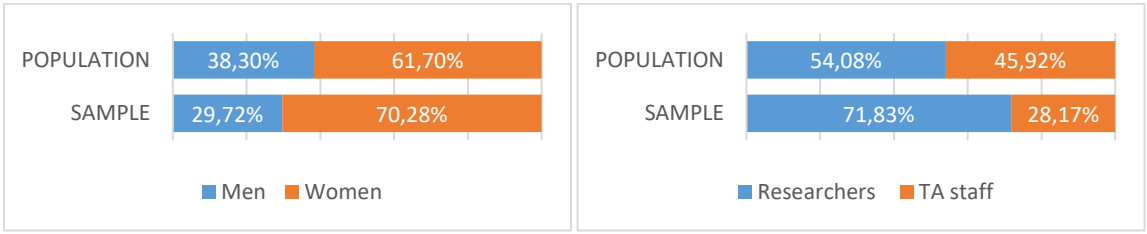
This section provides socio-demographic info to help analyse the profile of the respondents by gender and area and position in the University. 670 participants from University of Gdańsk have participated in the study but only 512 actually started filling the survey with 330 of them actually completing the survey to the very end. It visibly shows that the response rate was visibly low.

Table 1.1 UG: Response rate

Completed surveys	330
Total staff	3321
Response rate	9,93%

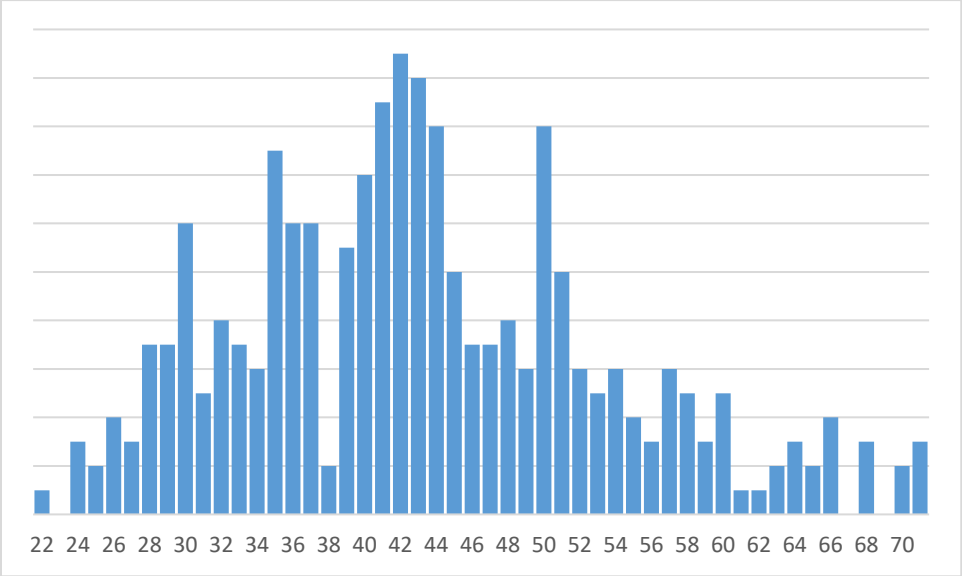
Figure 1.1 UG shows the profile of the respondents, according to their sex and their scientific area. Compared to their presence in the population, more women and more Services and Support staff tend to respond. This means that our sample is overrepresented in terms of share of women and of people from Services and Support. While this confirm the lower tendency of men to answer to surveys and specifically to surveys on gender issues, it is necessary to weigh the data.

Figure 1.1 UG: Profile of the sample and of the population, by gender and scientific area



Regarding the distribution of respondents by age and by country of birth, Figure 1.2 UG shows that obviously, Spain is the predominant country of birth. Concerning age, 70% of participants were less than 40-year-old.

Figure 1.2 UG: Age distribution of the sample



Concerning level of education, Figure 1.3 UG shows that no people without formal education, primary or first three courses of E.S.O. completed the survey and most respondents fit in the PhD or higher category.

Figure 1.3 UG: Profile of the sample by level of education

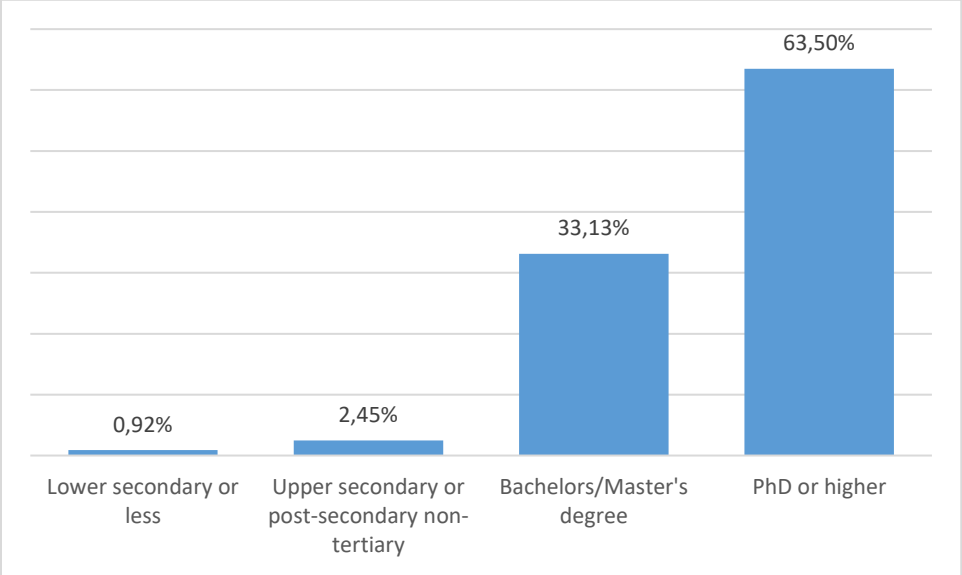


Figure 1.4 UG and Figure 1.5 UG show that natural sciences, mathematics and statistics (ISCED 05) field of was the predominant area of research for our study participants. Concerning position of respondents, most of the sample was comprised of Associate and Assistant professors. Non-academics in the sample were represented mostly by administrative employees, with visibly small number of technical employees.

Figure 1.4 UG: Profile of the sample by academic field of researchers

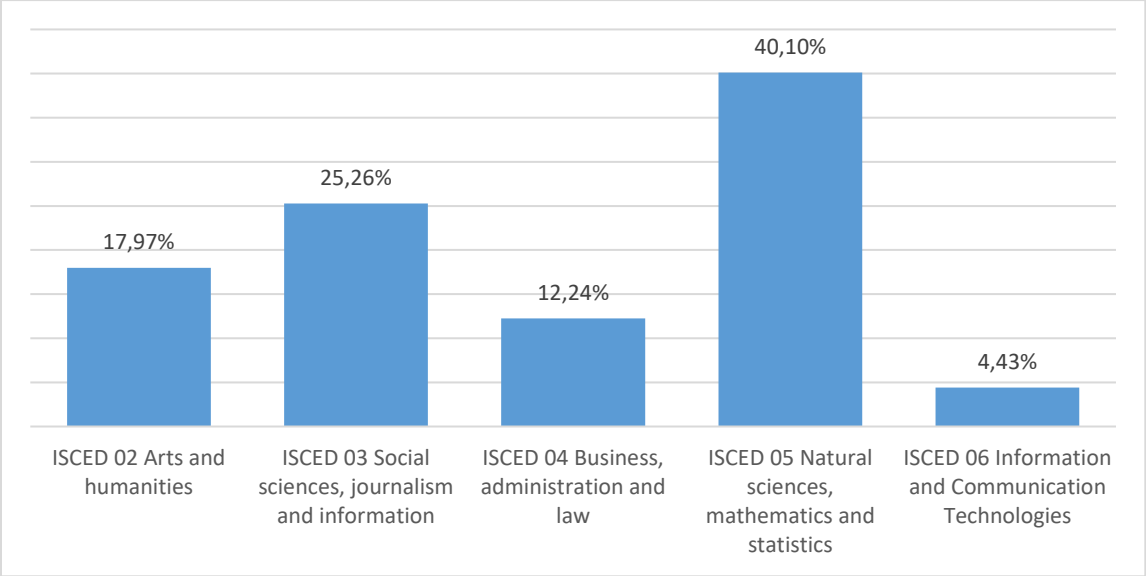
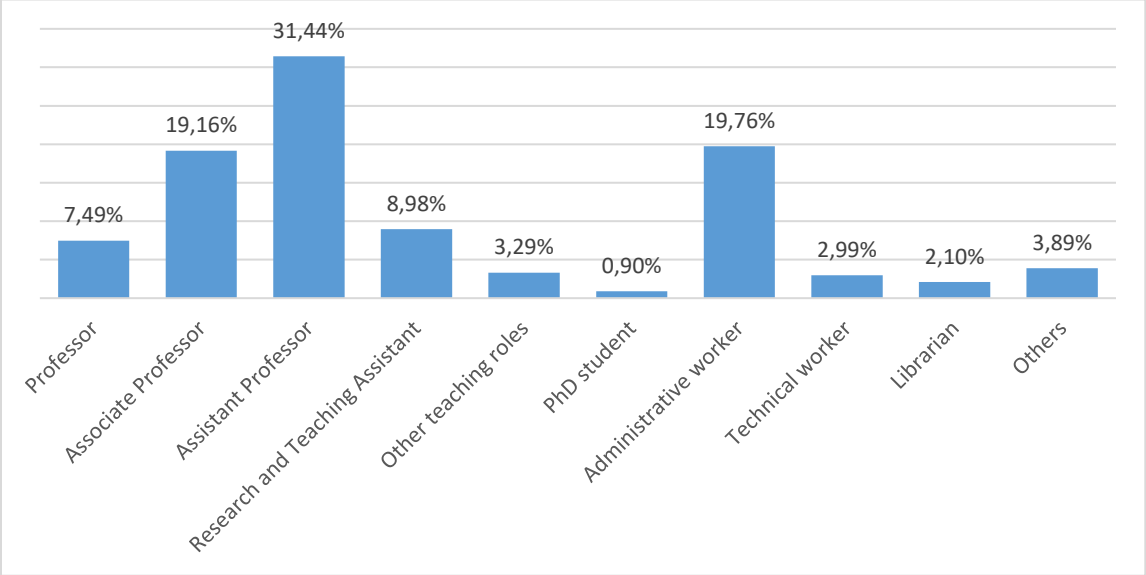


Figure 1.5 UG: Profile of the sample by position



1.4.2 Work career and conditions

Both female and male academics in our sample declared long and excessive working hours over nights and over wekends (Figure 1.6 UG) – which can potentially add to their burnout. Women also stated that it is easier to foster academic career for men than for women (such observation was not visible among men) and women feel neglected in being access to resources. Moreover, women were more aware of the possibility to ask for a time off on short notice, but more often were unaware that jobsharing is a possiblity (Figure 1.7 UG).Women also felt they have to perform more than men to achieve the same status, declaring higher burden from work-family conflict. Female scientists are more likely to feel that they do not receive due recognition for their work. Women also felt more than men that their working environment was competitive and not supportive enough.

Figure 1.6 UG: Frequency of working outside regular time arrangements (1- Never, 4 very often), by gender and scientific area

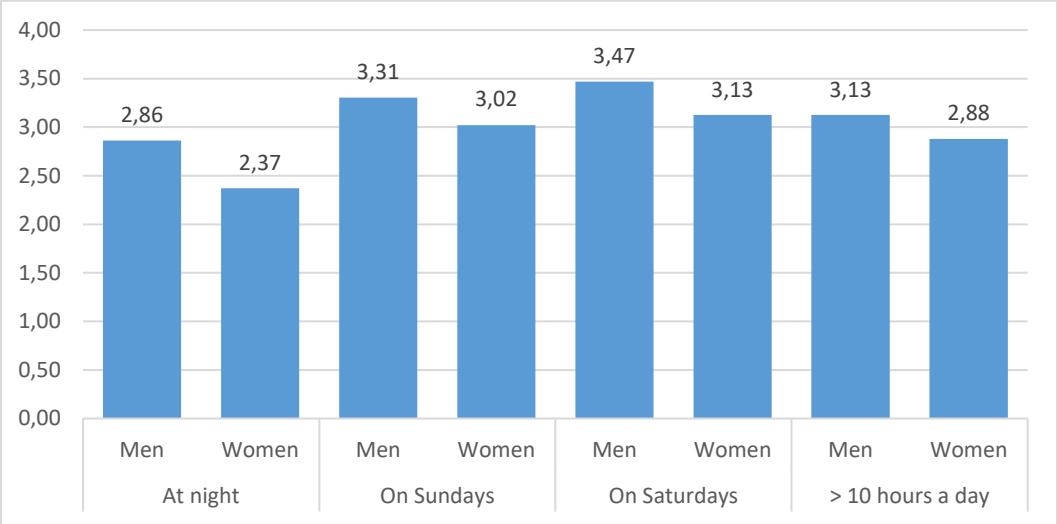
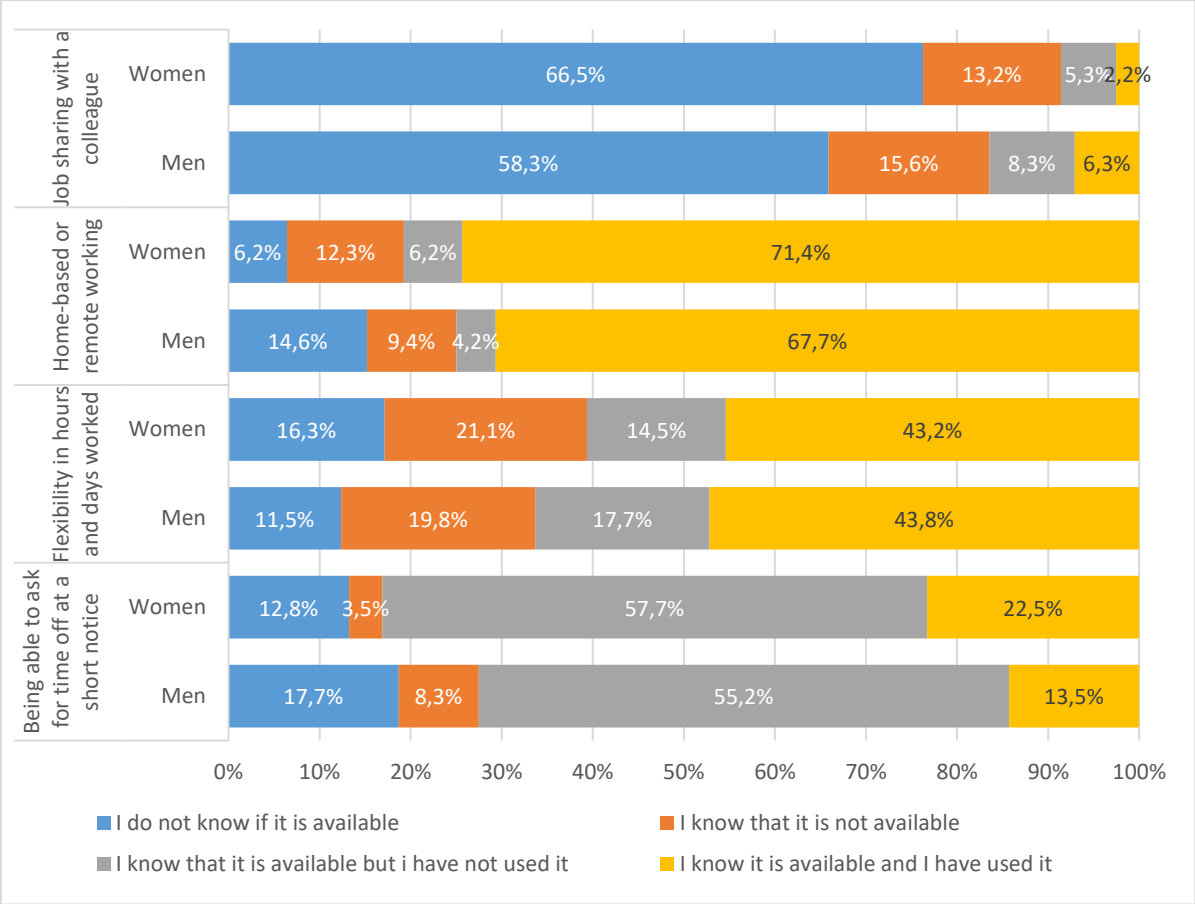


Figure 1.7 UG: Awareness of working options witin the University across gender

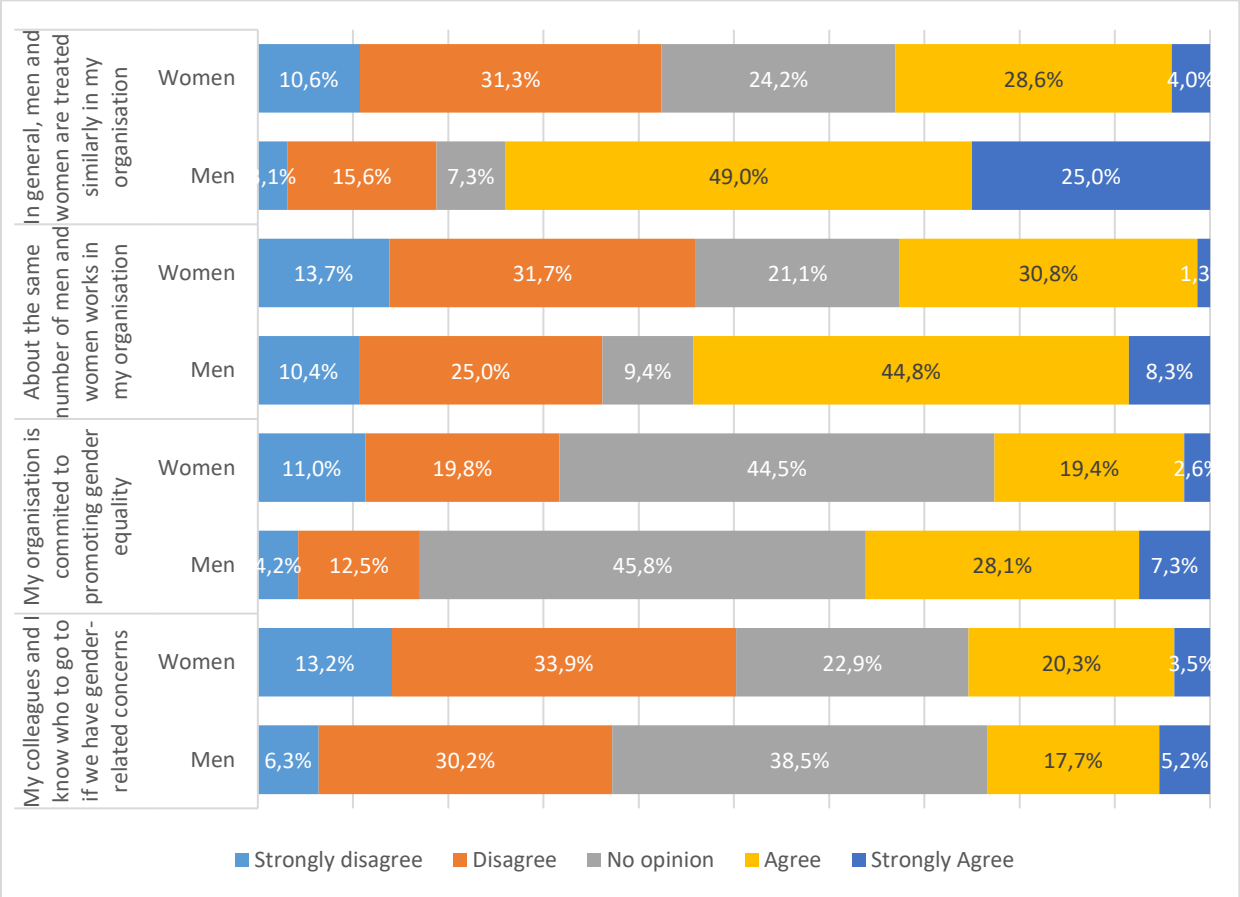


1.4.3 Views on how university and research work today

In our survey we focused on the perception of gender equality at the University (Figure 1.8 UG). Female scientists in our sample had a lower sense of gender equality at the University. In comparison to male scientistis they also had less knowledge about who to contact to obtain more information about gender equality measures. Female academics were also more likely to feel that UG is not responsive to gender equality issues. This may also be due to insufficient information and limited

access to such actions undertaken. Our results have indicated a visible lack of awareness and information about gender equality measures preventing and dealing with discrimnation: (e.g. sexual harrassment and mobbing) among both women and men in our sample.

Figure 1.8 UG: Average perception of gender equality within the University by gender



1.4.4 Views on women and men in society

Female academics were more likely to feel that awards and honors are given to men and the same was true for the sense of monetary allocation of resources. They similarly viewed men as being selected for managerial positions more often than women along with editorial boards of journals and conference invitations. Overall women felt that men may have easier promtion path than women. Women did feel they earn less than men and were more often assigned a position of a lower rank. They also felt they do have to work harder to obtain the same results and that their opinions (in comparison to men's) were not perceived equally important. Women were also more likely than men to believe that men have more attractive jobs, better offices, more support, better access to high-level positions. Women also believe that men were more likely to have access to informal circles of influence and generally have better access to information. On top of that, they think women are more burdened with teaching than men.

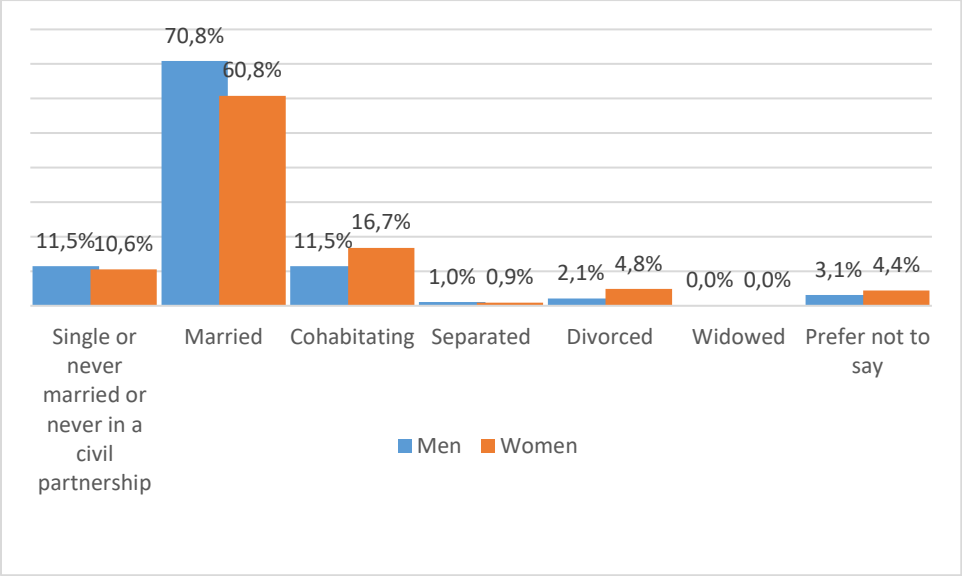
1.4.5 Family responsibilities

Male researchers in comparison to female researchers were much less likely to take forms of leave to care for children than women. We can also infer that Maternal Wall is considered a significant barrier in fostering their career as declared by female employees (for both academic and administrative staff). Women were more likely to indicate that they had more limited access to training in the past 12 months due to child care.

This last section portrays the family situation of UG staff: their civil status, their care burden, their share with their partner.

In figure 1.9 UG we can see that the majority of respondents were either married or in a civil partnership or cohabiting. Women generally were married less often than men (60.8% vs 70.8%), while women are more often cohabiting or single.

Figure 1.9 UG: Current marital or partnership status, by gender



From figure 1.9 UG we can observe that the vast majority of respondents do having caring reponsibilities over adults, with comparable percentages across all groups. Looking at children, men are the group that reports not having children. Yet, given the large evidence that women tend to postpone or give up to motherhood in order to enter and pursue an academic/professional career, this unusual data might be an effect of the sample bias in case of our respondents.

1.5 Jagiellonian University in Kraków, Poland (UJ)

1.5.1 The profile of the respondents

The survey results presented below have been collected within Horizon 2020 project: ACT Communities of Practice for Accelerating Gender Equality and Institutional Change in Research and Innovation across Europe (788204). The survey was conducted among female and male employees of the Jagiellonian University from 15.06.2020 to 10.07.2020 using the online survey technique (CAWI) by the Safety and Equal Treatment Department and the research team from the Institute of Sociology involved in the ACT project. As this survey was very proximally preceeding MINDtheGEPs project plans to conduct a similar survey (in terms of general structure and content) we have decided to present its results and draw conclusions to accompany conclusions of the other consortium members.

Gender Equality Audit and Monitoring (GEAM) tool was used to complete the study - it is an integrated environment for carrying out survey-based gender equality audits in organizations (e.g. university or research performing organization) or organizational units (faculty, departments). The GEAM tool has been developed within the framework of the ACT project. Development was lead by Advance HE (UK), FUOC (Spain) and Notus (Spain) in collaboration with the Consortium.

A total of 489 fully completed questionnaires were used in the analysis. 830 people started to complete the questionnaire, while 341 of them abandoned the questionnaire, usually while completing the first parts of the questionnaire. Participation in the study was open and voluntary.

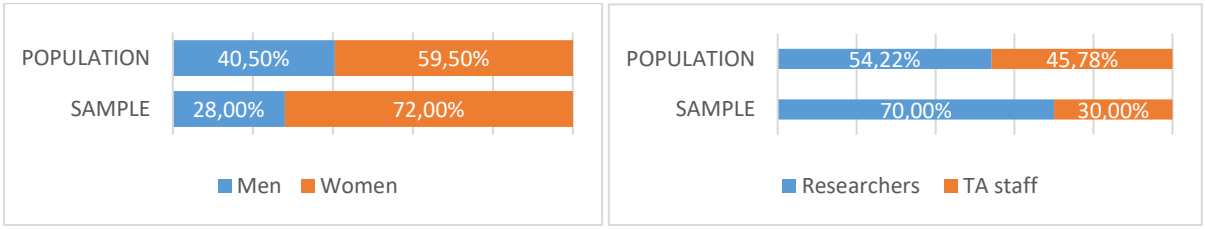
Table 1.1 UJ: Response rate

Completed surveys	489
Total staff	8533*
Response rate	5,73%

* The number includes both academic teachers and non-academics, both employees of Jagiellonian University and the JU Collegium Medicum.

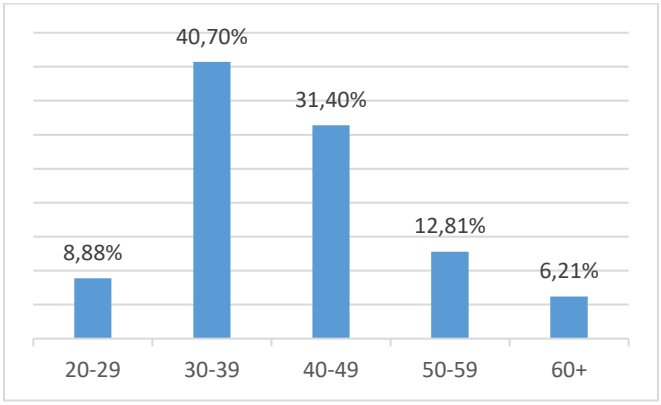
Figure 1.1 UJ shows the profile of the respondents, according to their sex and their position. Compared to their presence in the population, more women and more academic staff tended to respond. This means that our sample was overrepresented in terms of share of women and of academic staff. It seems to confirm the lower tendency of men to answer to surveys and specifically to surveys on gender issues, it might also suggest that the GEAM questionnaire is more relevant to academics than non-academics.

Figure 1.1 UJ: Profile of the sample and of the population, by gender and position



Regarding the distribution of respondents by age, Figure 1.2 UJ shows that almost 50% of participants were less than 40-year-old. Respondents between 40 and 49 years old were also a significant category and constituted 31%. Most of the respondents were born in Poland and had Polish citizenship (96 and 97% consecutively). The remaining people were born (and had citizenship) in EU countries, but also in other more distant countries. It is worth mentioning that 2% of the questionnaires were filled in English.

Figure 1.2 UJ: Age distribution of the sample



Concerning the level of education, Figure 1.3 UJ shows that almost all respondents had higher education (95%) and most of them fitted in the PhD category.

Figure 1.3 UJ: Profile of the sample by level of education

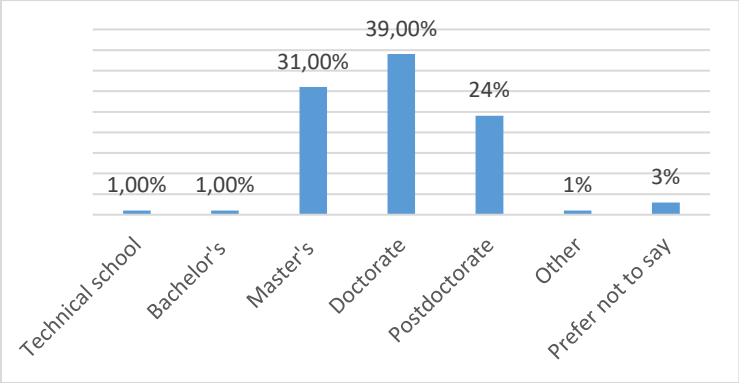


Figure 1.4 UJ shows that humanities and arts and natural sciences were the predominant areas of research for our study participants. Concerning position of respondents, most of the sample was comprised of Assistant professors, Research and teaching Assistants and Associate professors. Non-academics in the sample were represented mostly by administrative employees and technical employees (7,57%) (comp. Figure 1.5 UJ).

Figure 1.4 UJ: Profile of the sample by academic field

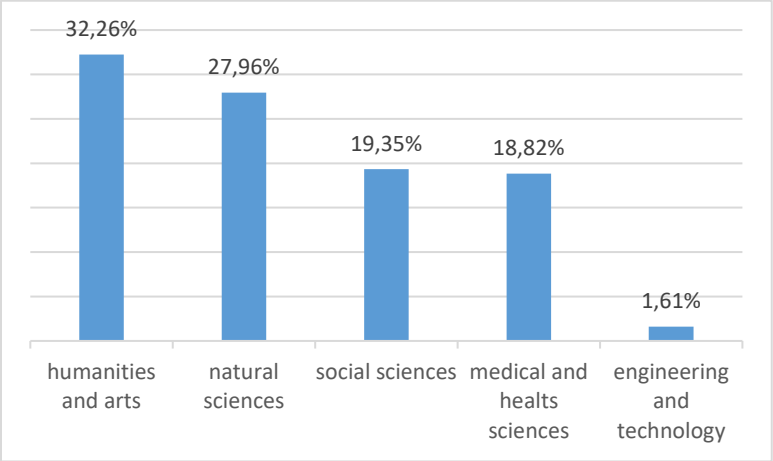
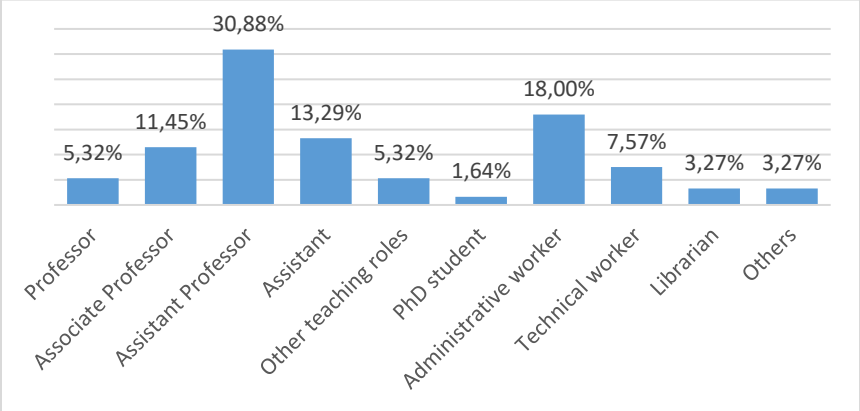


Figure 1.5 UJ: Profile of the sample by position

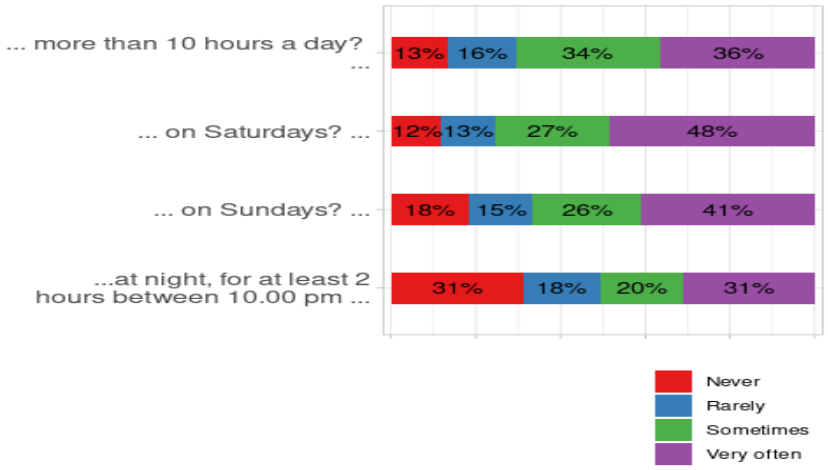


1.5.2 Work career and conditions

Many male and female employees confirmed working outside the working hours regulated by the Labour Code. For 73% of respondents Saturday becomes a working day (very often or sometimes) and more than 2/3 of respondents devote (very often or sometimes) more than 10 hours a day to work as

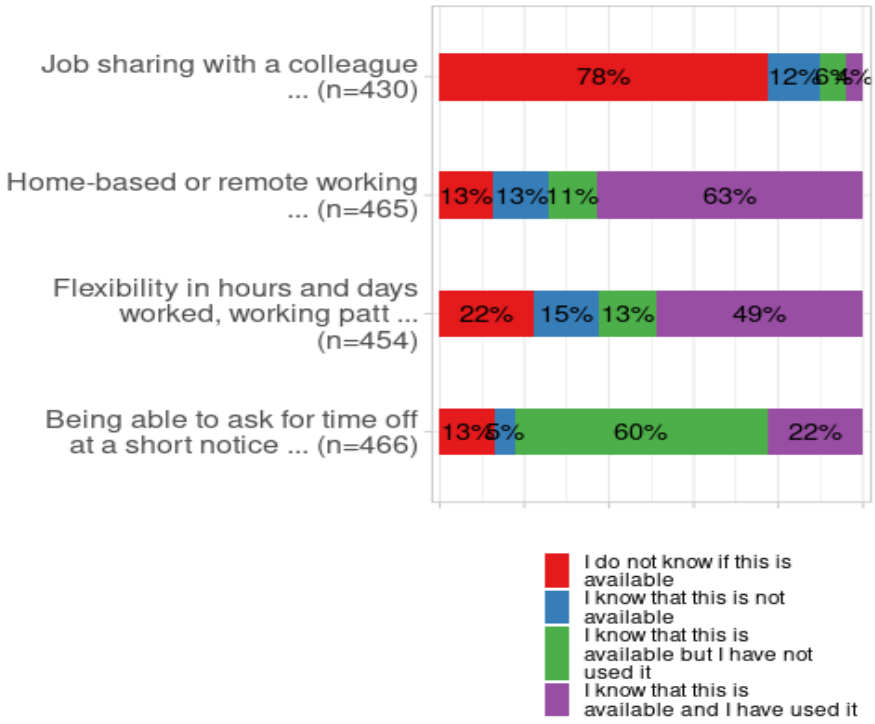
well as work on Sunday. Working at night is also not uncommon - between 22:00 and 5:00 in the morning almost half of the respondents work very often or sometimes. This raises questions about the possibility of managing one's working time flexibly on the one hand, and about the phenomenon of overworking on the other (Figure 1.6 UJ). The gender differences in working outside working hours are not statistically significant.

Figure 1.6 UJ: Frequency of working outside regular time arrangements by gender



The knowledge about and use of different working options varied among the survey respondents. The possibility of job sharing was the least known - over three quarters of the respondents did not know if such a solution was available at all and 4% of the respondents had used it. The opposite trend can be observed in case of other solutions: a vast majority of respondents knew about them. Nearly two thirds of respondents used remote working, every second person surveyed used flexible working hours and every fourth used leave on demand (Figure 1.7 UJ).

Figure 1.7 UJ: Awareness of working options witin the University



There were almost no gender differences in the awareness and use of various working options. Only flexible working hours and remote-working were declared to be available and used more often by men than by women (58% of men and 47% of women used flexibility in working hours and 69% of men and 61% of women used remote-working). The differences can be probably explained by the fact, that these working options are less available to administrative staff, which is predominantly female.

Equal access to promotion and higher positions is crucial for achieving a balanced gender representation in decision-making bodies at research institutions. When asked whether it is easier for women or men to be promoted at UJ, respondents were divided on this point. While 44% of the participants indicated that there were no differences in this respect, half of them however emphasised that it was easier for men to be promoted (of which 17% had a definite opinion in this respect). Only 5% indicated that it is easier for women to be promoted.

1.5.3 Views on organisational culture

The survey included a question on whether respondents perceive gender differences in the allocation of resources and responsibilities in the workplace. Across the sample as a whole, the majority of responses indicated that they were distributed equally between women and men. However, for selected resources, a significant proportion of respondents felt that they were more often available to men. This was the case for senior positions, informal circles of influence and attractive or desirable tasks or roles, (respectively 55%, 44% and 40% of the summed indications of "mostly men" and "often men"). In addition, more than ¼ of the respondents also believed that men are more likely to have their intellectual contributions recognised at meetings, conferences or workshops (30%), to make promotion decisions (31%), and to receive awards and recognition for outstanding achievements and leadership roles in projects (27% each). On the other hand, a significant proportion of respondents felt that responsibilities related to looking after students and teaching duties are allocated more often to women (34% and 20% respectively).

There were significant gender differences in indications regarding the distribution of selected resources and tasks. Women, more often than men, admitted that senior positions (66% vs. 33%), informal circles of influence (53% vs. 25%) and attractive tasks or roles (51% vs. 13%) were more often assigned to men and that student care responsibilities were more often assigned to women (41% women vs. 20% men). In addition, 39% of women indicated that men were more likely to have their intellectual contributions recognised in meetings, conferences, workshops and promotion decisions (against 10% and 12% of men respectively). 37% of women (against 4% of men) thought that men were more likely to receive awards and recognition for outstanding achievements. A significant proportion of female respondents also pointed out that men were more often assigned project leadership (32% vs. 13% of men), were more often appointed to editorial boards, committees and panels (31% vs. 8% of men), more often received funding and resources (28% of women vs. 8% of men) and support from senior management (24% of women vs. 8% of men).

41% of respondents said they regularly or occasionally encounter their contributions being overlooked or undervalued. 29% felt that their colleagues did not pay attention to them or did not see their opinions as relevant. The problem of contributions not being visible and opinions not being valued was more often reported by women than men: 44% of women and 30% of men felt that their contribution to their work was overlooked or undervalued, while 32% of women and 18% of men felt that the people they worked with did not pay attention to them or did not see their opinions as relevant.

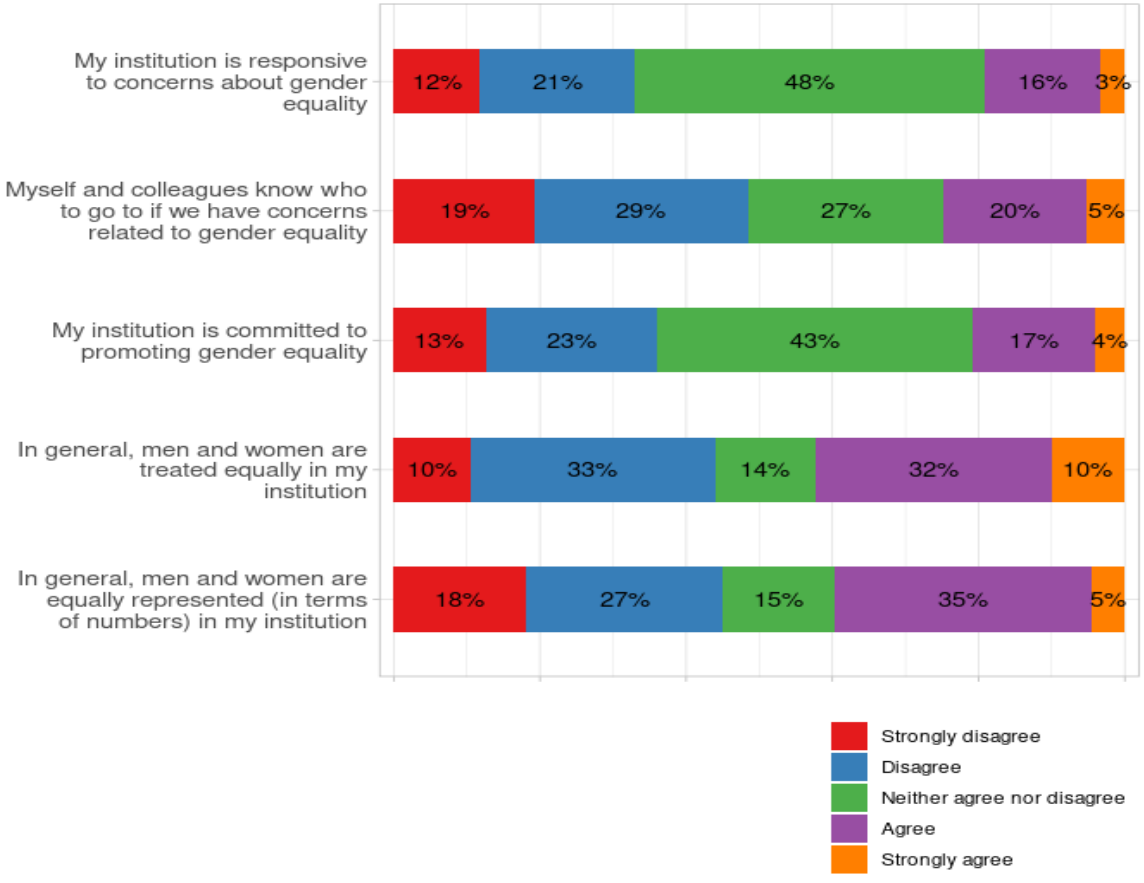
18% of respondents say they have experienced bullying, harassment or sexual harassment at their university in the last year . There were slight - although statistically significant - differences in the answers of men and women. Slightly more men than women (79% vs. 72%) had not experienced any of these in the past year, more women than men were among those who refused to answer the

question (8% vs. 2%), and 19% of men and 18% of women confirmed experiencing bullying, harassment or sexual harassment.

1.5.4 Views on gender equality at the university

In the survey we also focused on the respondents' views on gender equality issues, university commitment to gender equality and perceptions of the representation of women and men in the institution (Figure 1.8 UJ). Let us first look at the assessment of the University's engagement with gender equality issues. Generally, respondents were undecided as to whether the JU was responsive to gender inequality - as many as 48% chose the answer 'hard to say'. While only 19% of respondents acknowledged that the university was engaged in this area, 33% did not. Similarly, when it comes to the perception of JU's involvement in promoting gender equality, most of respondents had no opinion in this regard, 1/3 assessed it negatively and only 1/5 - positively.

Figure 1.8 UJ: Average perception of gender equality within the University by gender



With regard to the perception of equal treatment, equal proportions of respondents agreed and disagreed that women and men were definitely or rather treated equally in their organisation. When it comes to the perception of the (quantitative) representation of women and men, opinions were also divided - 45% disagree, while 40% strongly or rather agree that both genders are equally represented.

Almost half of the respondents reported that they were unaware of whom to turn on issues relating to gender equality and only ¼ of them felt comfortable about this.

1.5.5 Family responsibilities

Women more often than men indicated problems with maintaining balance between work and household duties and commitments in their personal lives. The negative impact of work on extra-occupational activities was most often declared by academics. They were also more likely than technical and administrative employees to indicate difficulties in functioning at work due to household duties and commitments in personal life.

Twice as many women as men reported taking a break from work because of leave to care for children (32% compared to 15%). The most commonly used leave for childcare was maternity leave. Those employed in administrative positions had most often taken or were taking childcare leave (32%) at the time of the survey, exceeding the percentage among those employed in academic positions (26%) or technical positions (25%).

Female and male employees of the Jagiellonian University had rather little knowledge of solutions and mechanisms enabling them to reconcile work and care, and therefore rarely reported to use them. Most respondents (63%) had used childcare solutions and the possibility to keep in touch with the institution while away (40%), less had used flexible working hours (26%), remote working (25%), agreement on temporary reduction of workload related to specific tasks (8%), compensations or extensions for existing deadlines (6%) and adapted criteria for evaluation in annual performance review (5%).

While the majority of respondents were married (56%), quite a few were cohabiting or single (15% of each category). 7% of respondents were divorced, separated or widowed and 7% refused to describe their marital status.

39% of respondents (41% of men and 39% of women) declared being a parent or a legal guardian of underage children (2% refused to answer). Most of them reported having one (48%) or two children (41%). 10% of parents had three children, 1 person – four children. 2 people refused to answer this question. Among the parents, 15% are single parents (21 women and 5 men). Only 8% of respondents (3% of men and 9% of women) declared to be the main caregiver of an adult in need of care (3% refused to answer).

1.6 University of Belgrade, Serbia (ETF)

1.6.1 The profile of the respondents

What has been the response rate of our websurvey? Who has responded more and who less? Table 1.1 ETF shows the overall response rate while figure 1.1 shows the profile of these respondents by gender in comparison with the population, so to capture possible biases. It is noteworthy that ETF is solely STEM institution.

The response rate, while low, is in line with surveys conducted in academia. The total staff reported, which is from the 2020 data, does not include *unemployed Ph.D. students (*These students receive the scholarship from the Ministry of Education, so they are not employees of ETF). The response rate is 27.87%.

Table 1.1 ETF: Response rate

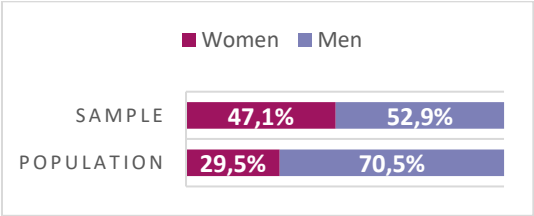
Completed surveys	51
Total TR staff (including employed PHD and	183

fellowship researchers)	
Response rate	27.87%

Figure 1.1 ETF shows the profile of the respondents, according to their sex. Compared to their presence in the population, more women tend to respond. This means that our sample is overrepresented in terms of share of women. Looking also at positions (not shown), we have noticed a bias considering the proportion of women respondents in all different positions, especially the highest. While this confirm the lower tendency of men to answer to surveys and specifically to surveys on gender issues, it is necessary to weigh the data. Moreover, when considering the average years to reach the current position from the highest study title or the average number of publications, we presented the 5% trimmed means, to be not influenced by extreme cases (for example in the case of time to reach current position from PhD the variable could assume negative values when, in old cohorts, the person achieved the PhD after entering a stable position job).

Since the latest data we collected is updated as of 21/12/2020, we used data from the *Cerca Università* website of the Ministry of University and Research (https://cercauniversita.cineca.it/php5/docenti/cerca.php) to calculate our weights. We aggregated every position lower than Associate professors, excluding collaborators, and calculated the proportions of male and female respondents for the three categories, both in our sample and in the population, and we then proceeded to calculate the weights; collaborators retained their original value. All the analyses below are weighted, yet showing the sample sizes originally to have an idea of original cells sizes.

Figure 1.1 ETF: Profile of the sample and of the population by gender



Note: Population does not include collaborators. Data of population as of 31/12/2020.

1.6.2 Work career and conditions

How men and women differ in their paths into the research career and into apical positions?

Table 1.2 ETF shows the average length of time that men and women have been in their current position, i.e., their job seniority. Men have a higher job seniority when we look at associate professor positions, while for the full professor position only one female professor filled in the survey compared to ten male professors, so the straightforward conclusion cannot be derived. Job seniority does not really give us insights on "glass door" and "glass ceiling", that is, on gender differences in entry into research career and later on into apical positions. So, Figure 1.1 looks at how many years, on average, men and women use from the end of PhD to enter the various positions[10].

[10] We calculated the years to enter current position by subtracting the year of entering the current position to the year of obtaining the highest study title, usually a doctoral degree. However, since we did not ask for the date of titles lower than the doctorate, we constructed a proxy variable, considering 24 years as the average age for attaining a master's degree and 23 for a bachelor's degree.

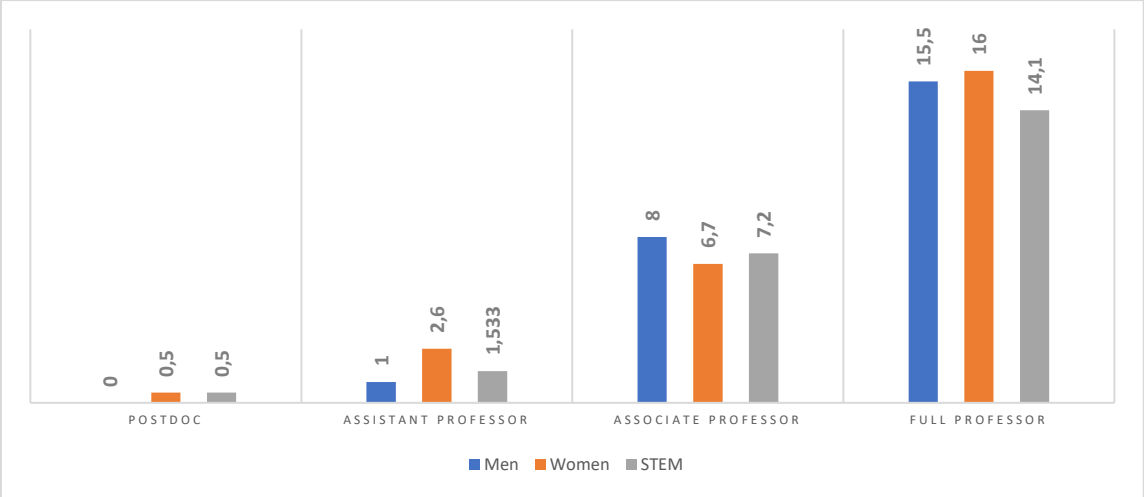
Table 1.2 ETF: Job seniority in years within role by gender (with also standard deviations)

	Women	Men	STEM	N
Other	12.50 (10.61)	_	12.50 (10.61)	2
Ph.D. student	3.88 (1.73)	3.80 (1.09)	3.85 (1.46)	13
Post-doc	0.00 (0.00)	_	0.00 (0.00)	2
Assistant professors	3.40 (0.89)	3.30 (3.23)	3.33 (2.64)	15
Associate professor	1.83 (1.17)	12.60 (21.69)	6.73 (14.85)	11
Full professors	6.00 (-)	7.88 (6.51)	7.55 (5.77)	11
Total	3.75 (3.91)	6.36 (9.84)	5.22 (7.64)	54

Note: Empty cells are either completely missing or include just one case. Standard deviation is not calculated when cells have only 1 case, as for full professors.

In Figure 2.2 ETF we can observe that, on average, men take less time than women to enter the assistant professor position. However, men need more time to enter the subsequent associate professor position, while the average time for obtaining full professor position is similar. It can be assumed that for women it takes a year and half longer to enter assistant professor position which can be explained by motherhood.

Figure 1.2 ETF: Average time to enter current position, by gender and scientific area



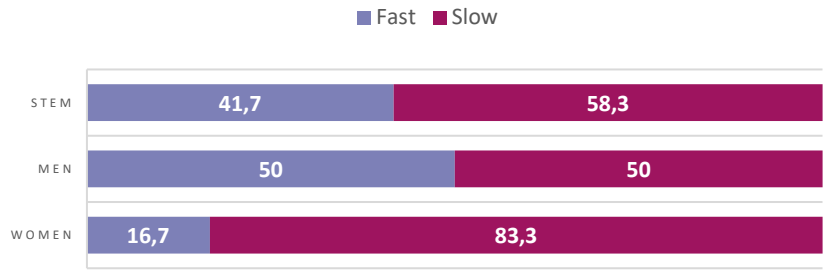
In order to better visualize the career type in academia, we calculated a variable which divides respondents in “fast” or “slow” career. Respondents who had a value equal to or less than the first quartile[11] in the number of years to enter current position, according to their academic role, were recoded into the "fast" category; all the others were recoded in the “slow” category. Positions lower than RTDa were excluded from this operation.

Figure 1.3 ETF shows that academic careers of are generally achieved with slow track. It also shows that women tend to have slower career than men.

[11] Quartiles for the roles included in this analysis are as follows:

- Assistant professors: Q1=0; Q2=1; Q3=2
- Associate professors: Q1=5; Q2=6; Q3=8.25
- Full professors: Q1=11; Q2=12; Q3=17

Figure 1.3 ETF: Type of career by gender



Is the speed of a career linked to the place of the Phd? That is, is mobility a facilitator of fast careers? In the same way for men and women and for area?

Figure 1.4 ETF shows that in almost every group, most people earned their doctorate at ETF. It is noteworthy that significantly more women obtained their PhD abroad compared to men.

Figure 1.4 ETF: Place of PHD by gender

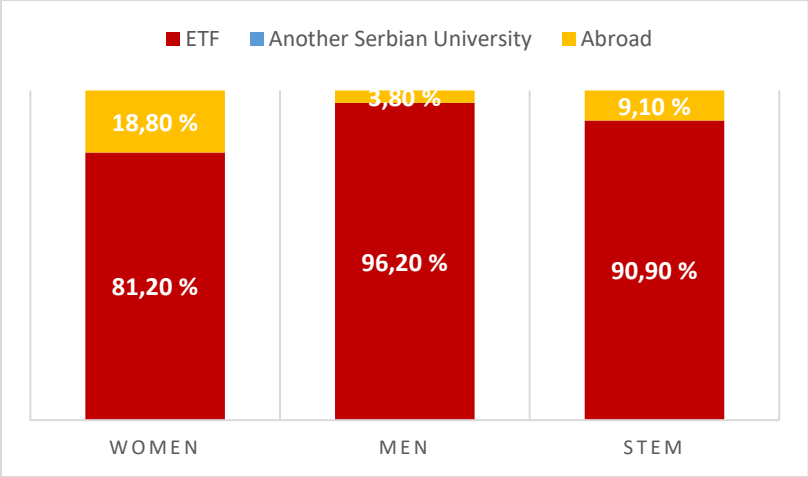


Table 1.3 ETF shows how, in ETF, careers could be influenced by place of doctorate. However the conclusions are impossible since many cells are missing or very small so unreliable for some groups.

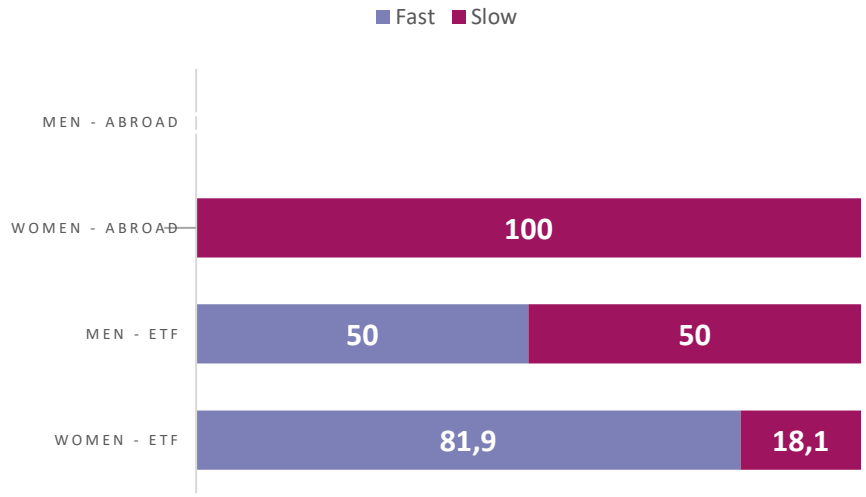
Table 1.3 ETF: Average time to enter current role and place of PhD by gender (with also standard deviations)

		Women	Men	STEM	N
PhD outside ETF	Other	-	-	-	0
	PostDoc	0.5(0.7)	-	0.5(0.7)	2
	Assistant professors	-	-	-	0
	Associate professor	-	-	-	0
	Full professors	16.00(-)		16.00 (-)	1
PhD at ETF	Other	0.00(0.00)	-	0.00(0.00)	1
	PostDoc	-	-	-	0
	Assistant professors	2.60 (4.16)	1.00 (1.63)	1.53 (2.70)	15

	Associate professor	6.67 (1.51)	8.00 (5.35)	7.2 (3.36)	10
	Full professors	-	15.50 (5.66)	13.90 (6.03)	10

Note: Empty cells are either completely missing or include just one case.

Figure 1.5 ETF: Type of career and place of PhD, by gender and scientific area



As noted in Figure 1.5 ETF, where the variable on speed of a career is used, women with a doctorate earned outside have a higher percentage within group of slow career compared to their counterparts with doctorates earned at ETF. However, it is noteworthy that there is only one woman with earned PhD abroad.

Is there a gender difference in "productivity"? Is it connected to speed of career?

Figure 1.6 ETF shows the distribution of publications divided in classes, as asked in the questionnaire; while figure 1.7 ETF shows the average numbers within position[12] and table 1.4 ETF shows average number of publications in the last 5 years by speed of career.

[12] The average was calculating taking the middle point of each class

Figure 1.6 ETF: Number of publications in the last five years, by gender

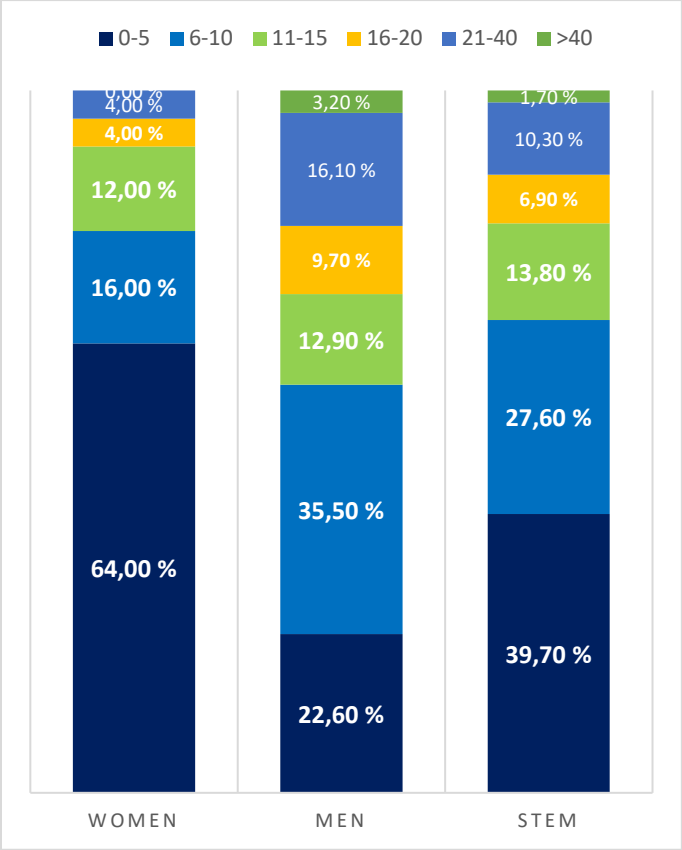
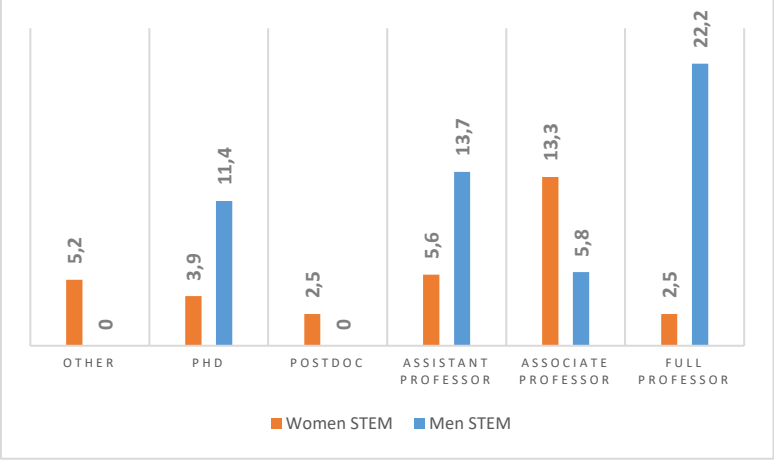


Figure 1.7 ETF: Average number of publications in the last five years by gender and within position



As expected, the average number of publications tends to be higher in the top positions. Men appear to publish more than women in all positions except associate professors. This can be explained by the fact that women tend to reach as quickly as possible the only truly tenured position of a full professor. Interestingly, the full professor position is a role with the biggest gender gap: men on average have 20 more publications than women. This is also the highest number of publications in figure. However, again, the data contains just a single female full professor.

Expectedly, women with fast careers publish more than women with slow career. However, both for fast and slow careers men publish significantly more compared to women (Table 1.4 ETF).

Table 1.4 ETF: Average number of publications in the last 5 years and type of career by (with also standard deviations)

	Women	Men	STEM	N
Fast	7.75 (7.42)	17.14 (14.83)	15 (13.26)	15
Slow	9.5 (9.34)	13.41 (9.33)	11.55 (9.32)	21

All in all, these data highlight the problem of measuring scientific performance with the number of publications: this does not inform us of the kind of publications and the quality of research; in addition, for higher positions, it does not inform us on past research that could have been groundbreaking but it is already deemed useless for scientific performance due to it being older than five years.

Is there a gender difference in "internationalisation"? Is it connected to speed of career?

Even if with a very rough indicator of internationalization or internal cooperation, the data presented in Figure 1.8 ETF informs us that, as could be expected, both men and women collaborate mostly with colleagues from their own department. Women tend to collaborate apparently less with colleagues from the other department and from the foreign universities, so here might lay the reason why women have less publications.

Figure 1.8 ETF: Collaborations with academics in the last five years, by gender and scientific area

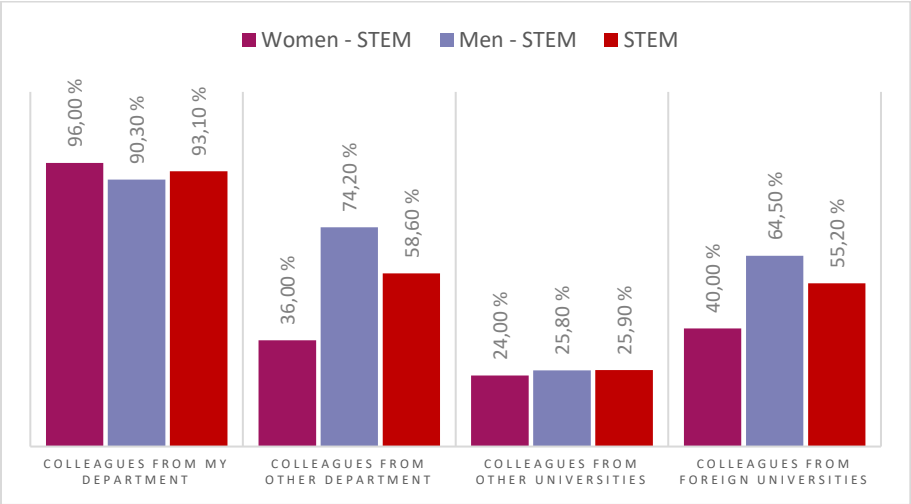
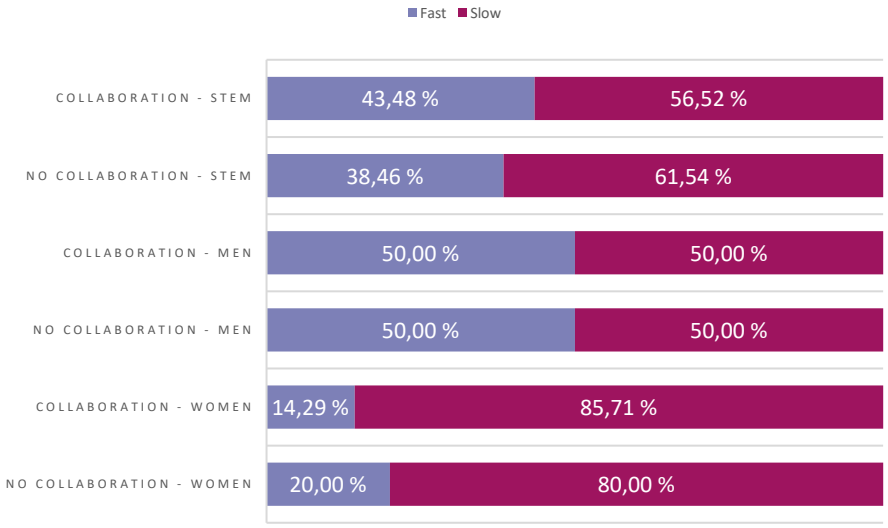


Figure 1.9 ETF shows the intersection of international cooperation and career types. It seems that foreign collaborations are not a decisive factor for a fast career. Actually, women have fast career more often when they do not have foreign collaborations. It is worth noting, though, that the number of samples is quite small, comprising only 12 women, 2 with fast career and 10 with slow.

Figure 1.9 ETF: Type of career and international collaborations by gender



Is there a gender difference in the involvement in different types of activity?

Figure 1.10 ETF shows that women appear to spend more hour on teaching activities during both class and non-class periods and spend less hours on research when there are classes, compared to men. Moreover, women tend to spend less time doing management activities than men in both periods.

Figure 1.10 ETF: Mean weekly of hours devoted to academic activities during teaching and non-teaching periods, by gender and scientific area

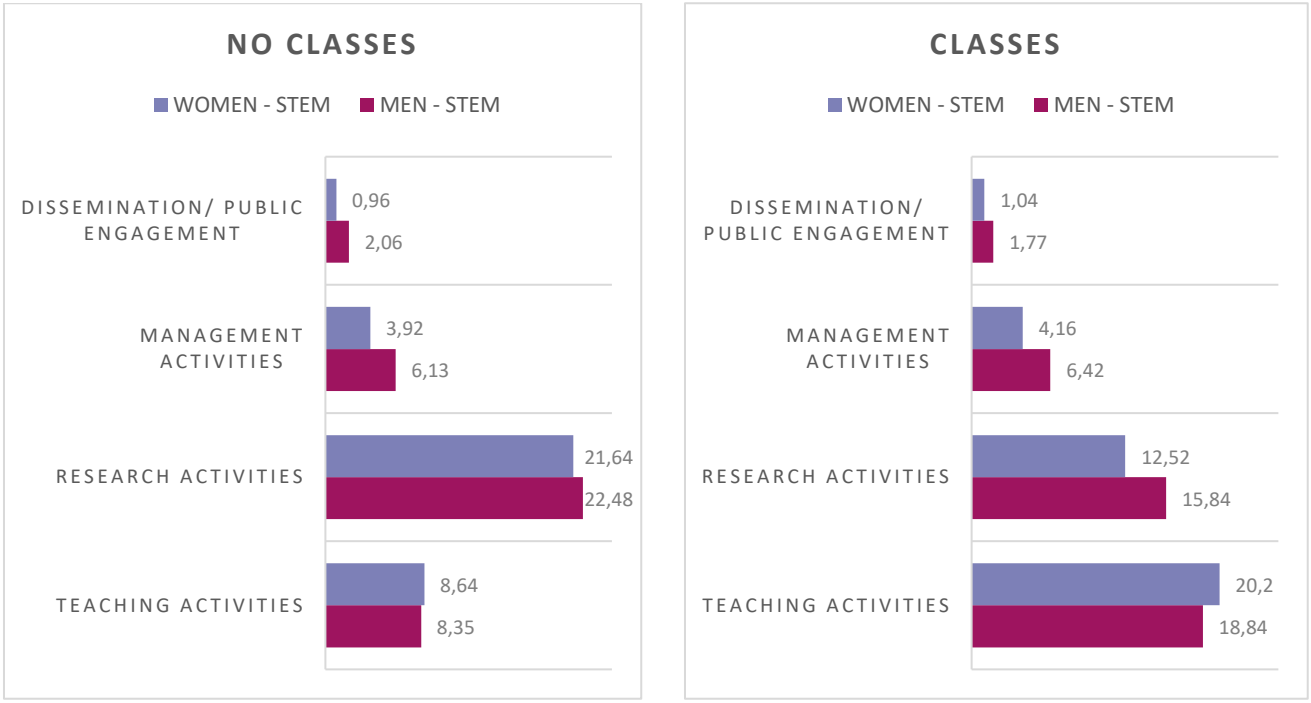


Figure 1.11 ETF shows that the work in RPO is intense and often done in not regular timing: all scores for working outside regular time arrangement are above the midpoint of the scale, with the lowest values registered for working at night. Considering that all other values are around 3, respondents often work on Saturday, Sunday and more than 10 hours a day. Women tend to work more on Sundays,

while their male colleagues work slightly more at nights, on Saturdays and more than 10 hours per day. Table 1.5 ETF shows that quite a significant percentage works on weekends and more than 10 hours per day.

Figure 1.11 ETF: Frequency of working outside regular time arrangements (1- Never, 4 very often), by gender and scientific area

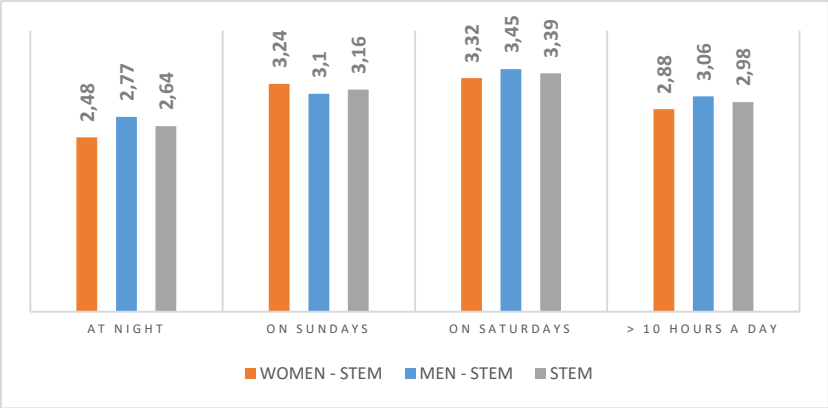
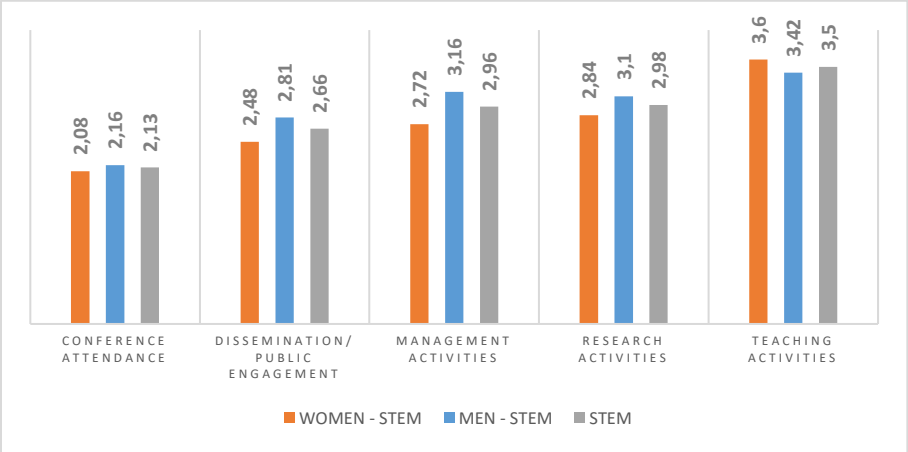


Table 1.5 ETF: Percentages of people declaring "sometimes" or "very often" for working outside regular time arrangement by gender

	Women	Men	STEM
AT NIGHT	48%	58.10 %	51.70 %
ON SUNDAYS	84%	77.50 %	81.10 %
ON SATURDAYS	84%	90.30 %	87%
> 10 HOURS A DAY	76%	83.90 %	81%

Figure 1.12 ETF shows the likelihood of engaging in various activities when there was mandatory work from home during COVID-19. In ETF the scores are going around the scale average, with the exception of teaching activities, which albeit with some hardships, have been guaranteed. Since this is a two-way scale, asking whether the respondents were more or less likely of performing specific activities, we do not know the degree of satisfaction or the perceived efficacy of teaching. As might be expected, mandatory work from home made attendance at seminars and conferences less likely, with both women and men reporting the lowest scores. Dissemination activites have the second lowest scores. Management and research activities scored above three (the neutral point of the scale) only in case of men. Given the evidence coming from other studies that women have suffered a shortage of time during the pandemic for doing research and for publishing, and also given their stronger presence in childcare, including following children during remote learning, these data should be taken with cautiousness, suggesting us that a possible "COVID effect" is not captured in full by this indicator alone.

Figure 1.12 ETF: Likelihood of engaging in various academic activities due to mandatory work from home during COVID (1 – Definitely less likely, 5 – Definitely more likely) by gender



1.6.3 Views on how university and research work today

This survey focuses on researchers' views on how career in research performing organizations work and how it should work, on which factors do actually count and which should instead count. Figure 1.13 ETF reports the mean scores for the positive beliefs about the factors that counts to win the first stable position.

Figure 1.13 ETF: Positive beliefs: factors that count to win a first tenure track position (average from 1 – Not at all, 5 – Very much) by gender

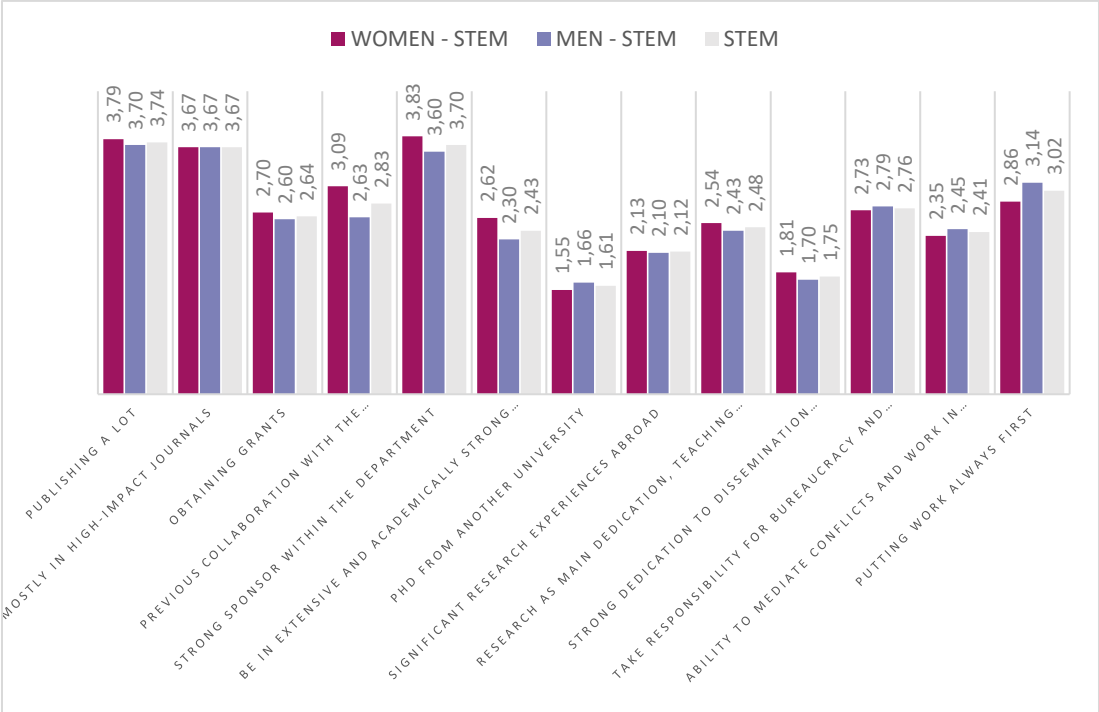
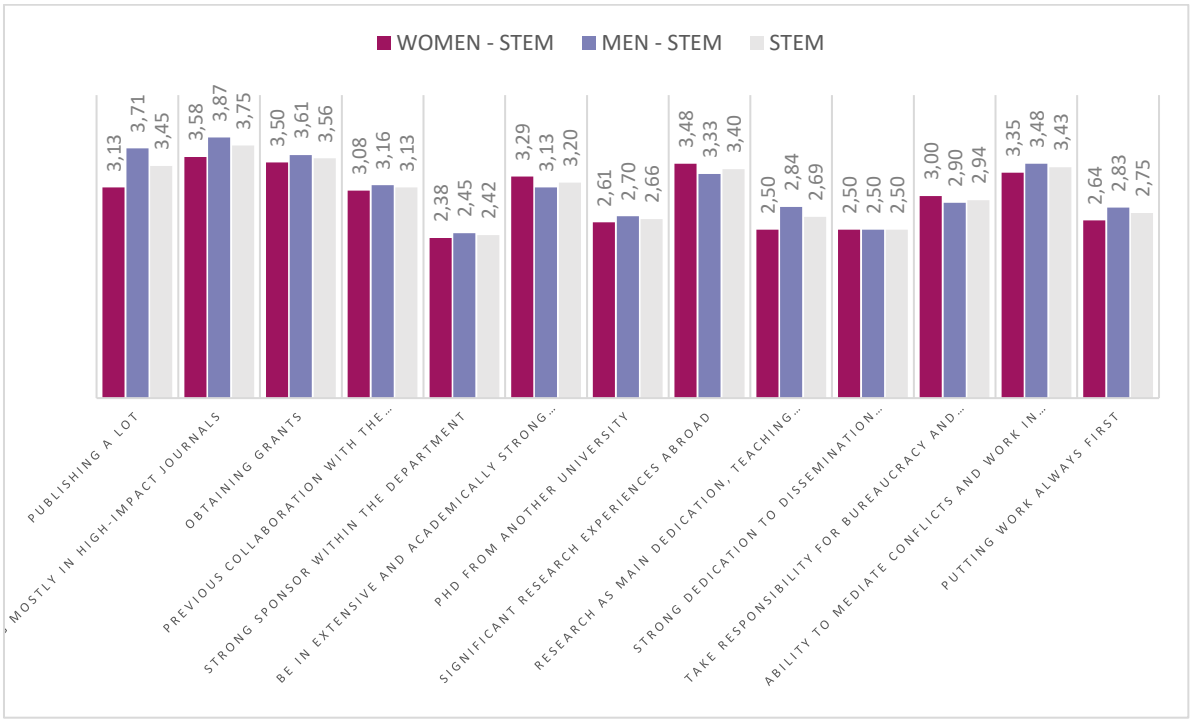


Figure 1.14 ETF: Normative beliefs: factors that should count to win first tenure track (average from 1 – Not at all, 5 – Very much), by gender



Factors that gain values above the midpoint of the scale at figure 32.13 ETF are: publishing a lot, publishing mostly in highly-ranking journals, having a strong sponsor within the department and putting work always first, so are judged as important in selection processes. There are no major differences between men and women: the latter tends to attach more importance to all factors except PhD from another university, ability to mediate conflicts and putting work always first. The factors perceived as least important are having a PhD from another university, significant research abroad and dedication to dissemination activities. Interestingly, obtaining grants is perceived as less important than taking responsibility for bureaucracy and having previous collaboration with the department.

Figure 1.14 ETF does not shows the positive beliefs, how "the world" is, but the normative beliefs, how "the world" should be. Again, there are no substantial differences between men and women. We can note that factors related to publications continue to have high average scores, especially regarding publishing in high-impact journals, while strong sponsors and dissemination activities are considered as factors that should not count much. Factors such as obtaining grants, ability to mediate conflicts and being part of an extensive and academic networks are considered as factors that should count more. By crossing gender area we can observe that there is an obvious gap in factor that concerns publishing a lot – women gave less score than man, thus implying that the quality and not quantity of the research should count.

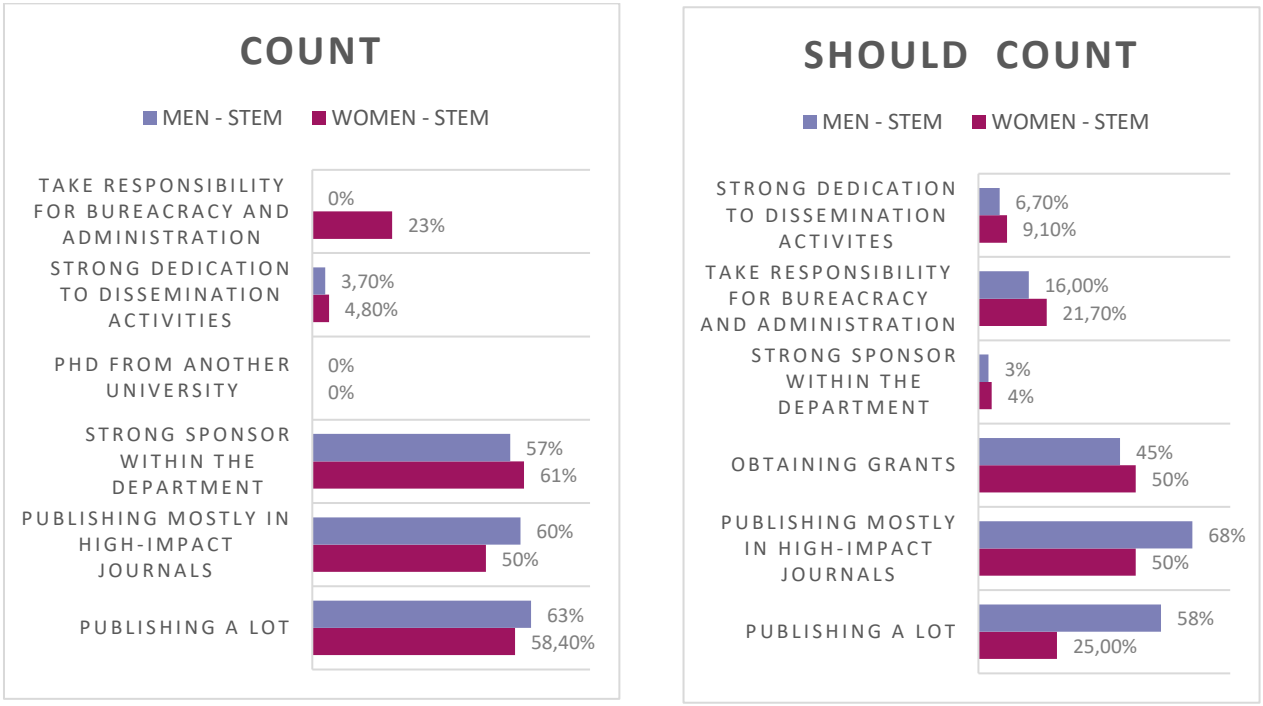
In order to give a more straightforward image of beliefs we have decided to focus only on the most chosen and the less chosen factors. Figure 1.15 ETF shows the differences between men and women, across both normative and positive beliefs, for the three factors that were considered very important most often and three that were considered very important least often.

Figure 1.15 ETF shows that for both men and women publishing a lot and in high-impact journals as well as a strong sponsor are the most important factors. Both men and women agree that having a PhD from abroad and being dedicated to dissemination activites counts less. However, there is a significant discrepancy regarding taking responsibility for bureaucratical activities. While 23% of women believe it counts strongly, no men share their opinion. Moreover, 35% of women has a positive

belief that experience in research abroad counts a lot, compared to only 7% of men. In the three most important factors, women have higher percentages than men only for having a sponsor within the department, while the other percentages are higher for men.

For normative beliefs, we can see that men think more than women that publishing should count more, while women believe obtaining grants should be more considered. For the three least important factors, both men and women believe that having a sponsor within the department should count less.

Figure 1.15 ETF: The most and the least chosen factors that count and should count to win first tenure track position (share declaring 4 or 5, much or very much) by gender



In general, we can see that for every group, publishing most in high-impact journals and obtaining grants should be counted much more often. This is only partially reflected in what people believe actually counts. Actually, a factor of having a sponsor within the department is considered as a factor that should not count as much as it counts. The respondents have clearly shown that only a good quality research and successful project applications should positively impact the career and not knowing the right person in the department. Regarding the internationalization factors, around 40% of respondents believe that research abroad should count more.

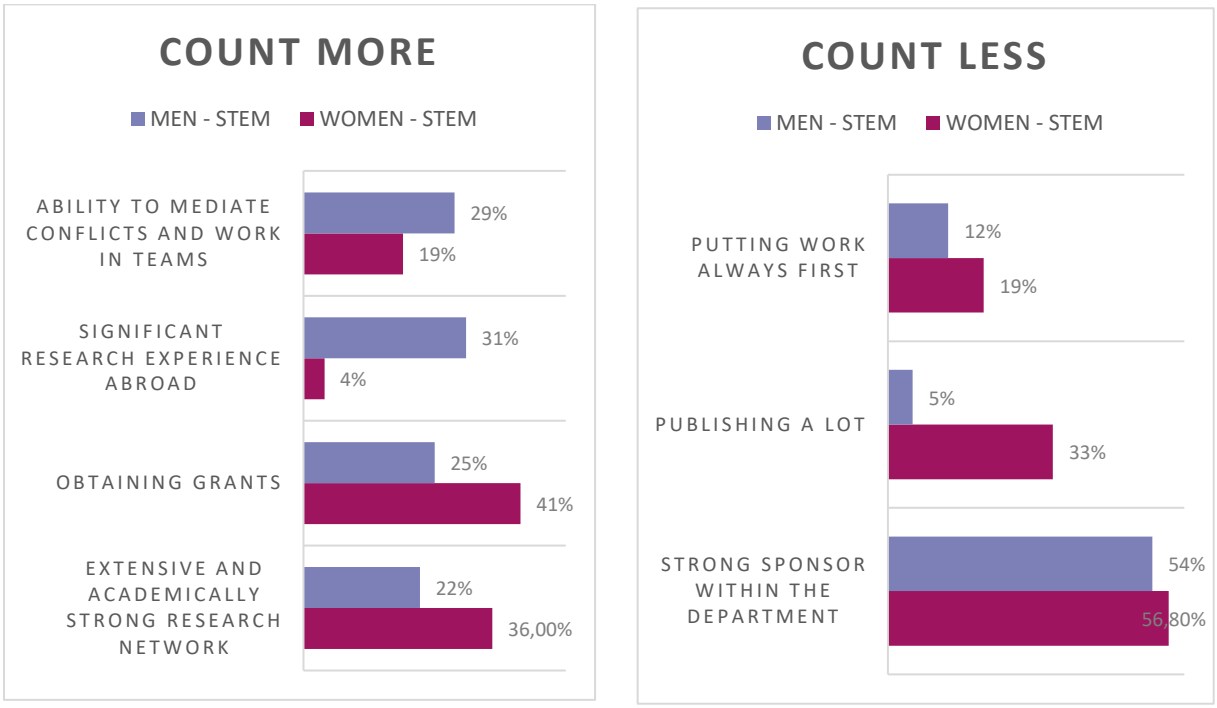
Is there a gap between the real and the desired? Is this gap different for men and women?

In order to better asses what factors should count more and what should count less, we computed a variable, subtracting the score of positive belief from the score of normative beliefs. In Figure 1.16 ETF we present the percentage of respondents thinking that a factor should count more, less or the same, within gender focusing in the three factors that should count more and the three factors that should count less, both chosen most frequently.

As hinted above, we can see that the four most frequent factors that should count more are related to obtaining grants, internationalization, and ability to mediate conflicts and work in teams, with women believing more often than men that obtaining grants and being part of an extensive academic networks should count more. A similar situation is observed for the factors that should count less: women always have higher percentages than their male colleagues. The three factors that should count less reflect a

dissatisfaction with the perception that academic career relies more on who you know and on the sacrifice of other life areas, as well as on relying on quantity instead of quality of work.

Figure 1.16 ETF: The most chosen factors that should count more or less to win first tenure track position by gender



Is there a link between beliefs and career speed?

In Figure 1.17 ETF we reported the average scores of positive beliefs of men and women. We can see that for both men and women, respondents with fast careers have a higher score for putting work always first, publishing a lot, obtaining grants, being part of extensive research networks, having a research experience abroad; for publishing in high-impact journals women with fast career have a lower score than other groups. This points out that women with fast career assume that publishing in high-impact journals does not significantly determine their career speed. Another interesting difference is for taking the responsibility for bureaucratic and administration work, where men with fast career have the highest score which points out the importance of this factor. On the other hand, men with fast career and women with slow career have significantly lower score for having a strong sponsor within the department compared to women with fast career, which could imply that they are either not completely aware of the importance of this factor or that women with fast career perceive this factor as a decisive one in their career. Also, men with fast career have higher score in having previous collaboration with the department, publishing in journals with high-impact and ability to mediate conflicts. Strong dedication to dissemination is rated as slightly more important by both genders with slow careers, which implies that their peers with fast careers are aware of less importance of this factor. Dedicating oneself primarily to the research is considered more important by men with fast careers and women with slow careers. This suggests that men with fast career perceive more that it is necessary to sacrifice teaching and undertake administrative task in order to stand out, while for women with fast career these factors appear less important. Similar explanation stands for the ability to mediate conflicts and work in team.

Figure 1.17 ETF: Positive beliefs: type of career and factors that count to win a first tenure track position (average from 1 – Not at all, 5 – Very much), by gender and scientific area

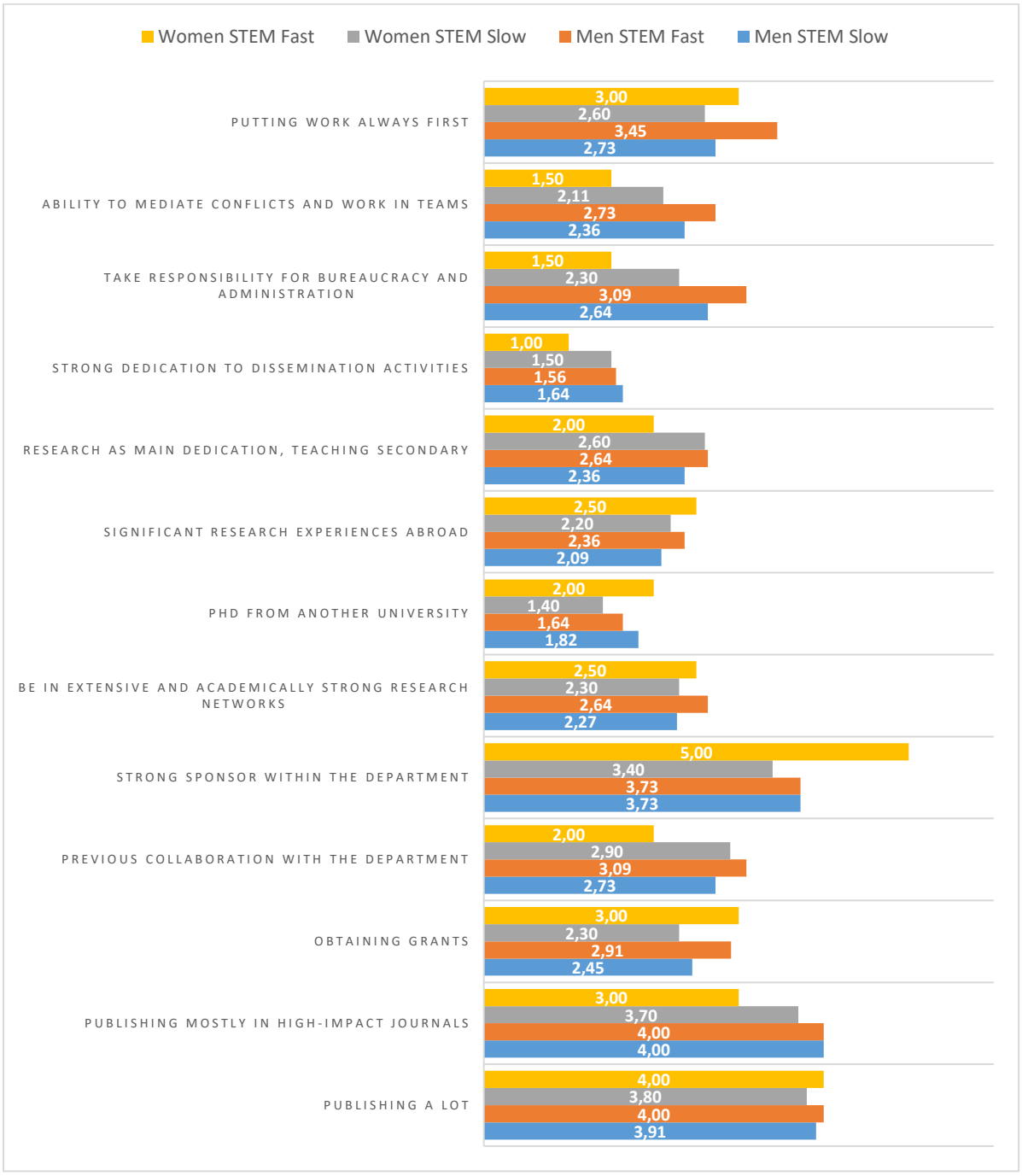


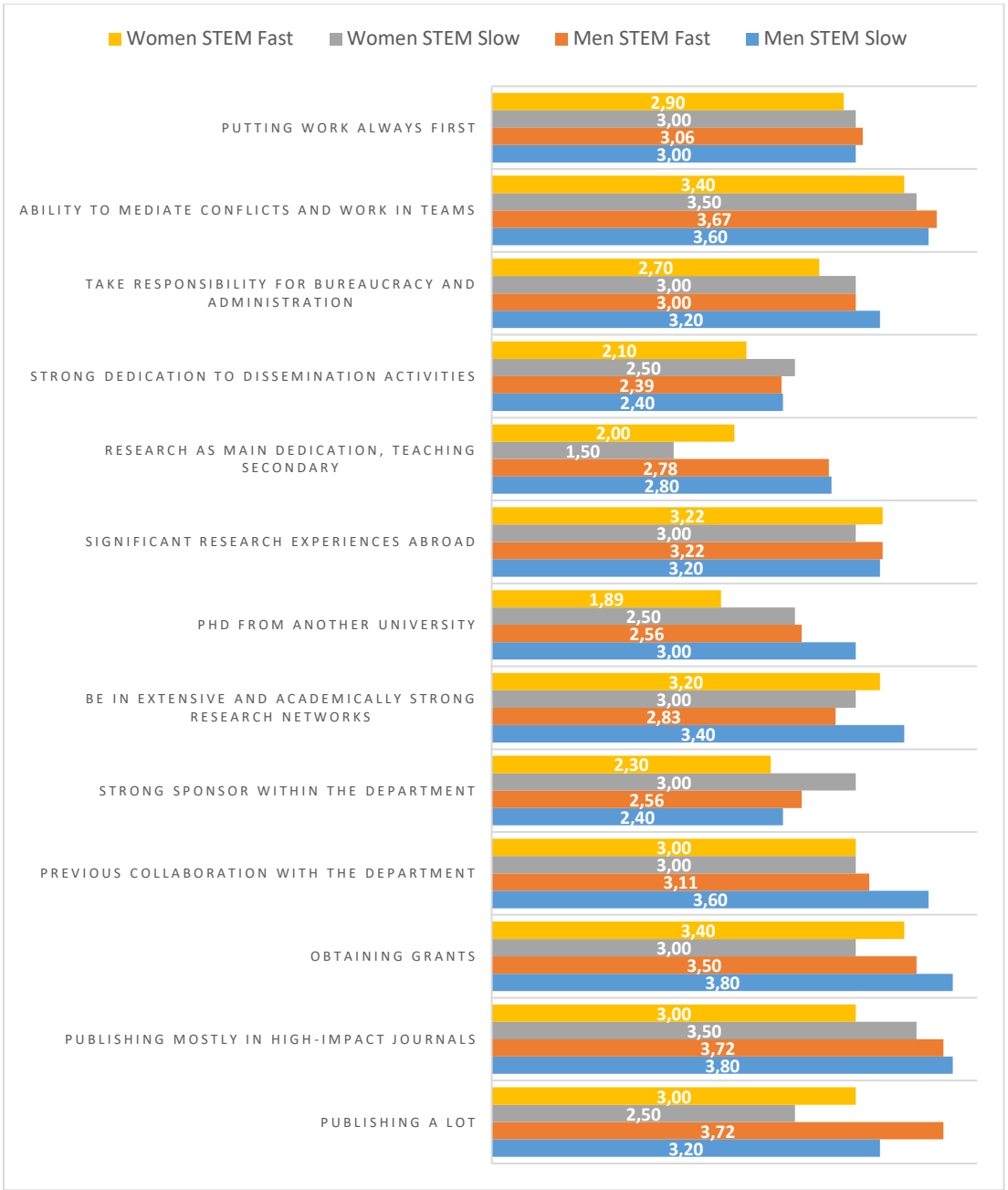
Figure 1.18 ETF reports the same data of figure 1.17 ETF but for normative beliefs. The first two factors concerning publications show high scores, however different across groups. Respondents with slow career have lower scores for publishing a lot and higher scores for publishing in high-impact journals. This implies that they believe that the requirement to publish certain number of papers in order to upgrade is not fully taking into account the quality of those papers. Regarding obtaining the grants, everyone except women with slow career have pretty high scores. Moreover, having a sponsor within the department gained low scores for all groups except women with slow career. Regarding previous collaborations with the department, respondents pointed it as a factor that should count more, especially men with slow careers. Similar observation stands for being in extensive and academically strong network and for obtaining the PhD abroad. Also, a strong dedication to dissemination activities

is perceived as an activitity that should count more, whish is reflected in the fact that it received double higher score compared to scores from positive beliefs.

Moving forward, dedication to research instead of teaching is seen as a factor that should not count much, especially among women with slow careers; however, if we also look at the score for the positive factors, we see that male respondents agree on the fact that this factor should count more than already is for obtaining a tenured position.

On the topic of bureaucratic responsibilities, we have a situation that taking responsibility for bureaucratic activities as well as the ability to mediate conflicts should count significantly more. Interestingly, putting work always first is considered a factor that should count. Compared to positive beliefs respondents with fast careers claim that it should not count as much, while respondents with slow careers believe it should count more than it is now counted.

Figure 1.18 ETF: Normative beliefs: type of career and factors that should count to win a first tenure track position (average from 1 – Not at all, 5 – Very much) by gender

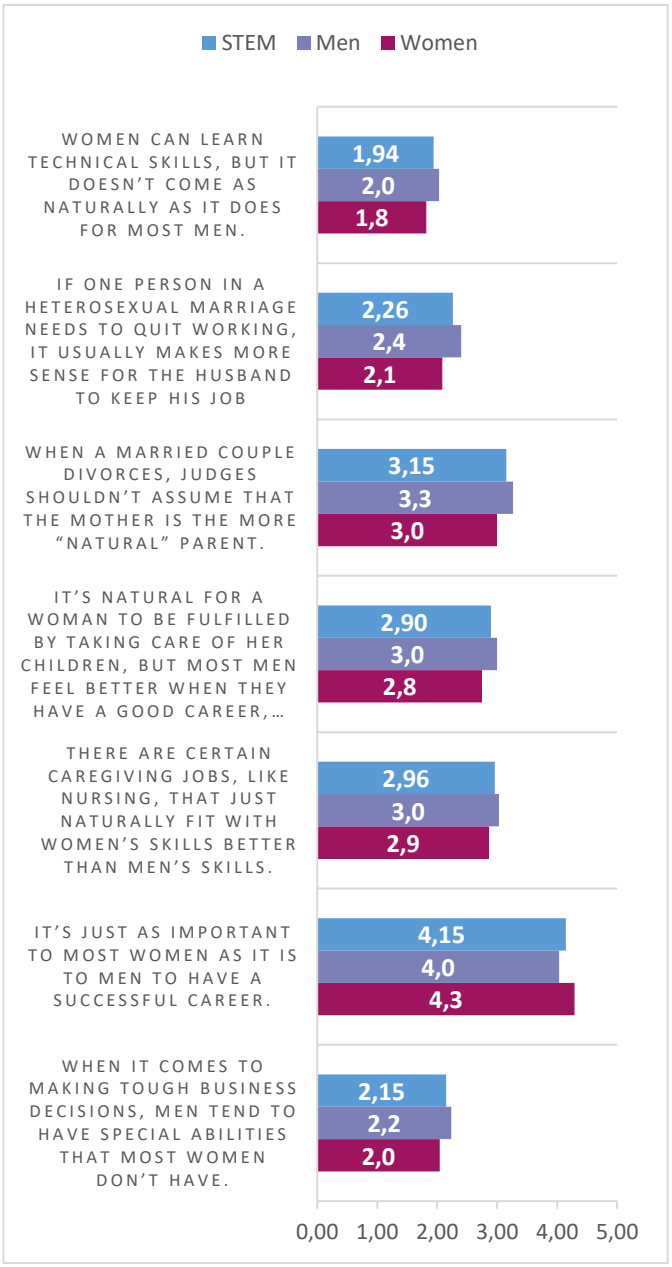


1.6.4 Views on women and men in society

What men and women in research world generally think of gender roles and abilities? Do they consider some as more naturally female or male? In order to capture the views of the respondents, we used the Separate Spheres Ideology scale by Miller and Borgida (2016), which measures to which extent people believe in the existence of two separate domains of society, one for women (domestic and care work) and one for men (workplace), and thus their set of beliefs about the proper roles of men and women in society. The Separate Sphere Ideology is considered a single construct, a belief system composed by three interrelated facets: gender differences are innate, they lead women and men freely to their respective spheres and thus their different participation in public or private domains is natural and desirable. This ideology links these differences, and the two spheres, to equality: women and men are different, they have different tasks but both are equally important, and choosing one or the other sphere is a personal choice. While is certainly useful to use a validated scale for our purposes, this instrument was built with social psychology research in mind, to be used for more targeted hypotheses and in more focused questionnaires. Since our survey was already quite long, we reduced the scale from 15 to 8 items. We included at least two items which best represented each of the three facets and we kept two reverse items, also trying to cover all the central dimensions: career choices, jobs type and skills, childcare and marriage.

Figure 1.19 ETF reports the mean score on the adapted Separate Sphere Ideology scale. No evident differences are found. It has to be noted that the items deal with sensitive topics, so there could be issues of social desirability. In order to better isolate people with strong beliefs of gendered, separate spheres, we presented the percentage within groups of respondents that answered 4 or 5 (agree and strongly agree) in Table 1.6 ETF Cells highlighted in plum contains the highest percentages within groups (gender crossed with area), except for item 3 and 6, which are reversed, that contain the lowest percentages.

Figure 1.19 ETF: Mean scores of the adapted Separate Sphere Ideology scale (1 – Strongly disagree, 5 – Strongly agree) by gender



The highest values are for item 6, where both men and women show recognition for the importance of women to have career as well. Although the difference in scores between men and women is small, men report higher percentages except for item 6. Values are generally low because our population is a very selective one, made by highest educated people that tend to have more egalitarian orientations or want to show to have them (social desirability; politically correctness). Yet, to try to better capture differences we have moved, in table 1.6 ETF, from averages to share of those responding with extreme values (declaring that they agree and strongly agree).

Table 1.6 ETF: Percentages declaring 4 and 5 (agree and strongly agree) on various items from the adapted Separate Sphere Ideology scale by gender

	Women	Men	STEM
Women can learn technical skills, but it doesn't come as	13.60%	12.90%	12.70%

naturally as it does for most men.			
If one person in a heterosexual marriage needs to quit working, it usually makes more sense for the husband to keep his job	8%	16.10%	12.70%
When a married couple divorces, judges shouldn't assume that the mother is the more "natural" parent.	32%	42%	38.20%
It's natural for a woman to be fulfilled by taking care of her children, but most men feel better when they have a good career, too.	16%	25.80%	24%
There are certain caregiving jobs, like nursing, that just naturally fit with women's skills better than men's skills.	28%	43.30%	37%
It's just as important to most women as it is to men to have a successful career.	84%	84.40%	84.20%
When it comes to making tough business decisions, men tend to have special abilities that most women don't have.	4%	6.5 %	5.40%

Notes: Cells in plum represent the highest (or lowest for reverse items) percentages between women and men

1.6.5 Views on gender culture and policies

How men and women perceive the gender culture and policies within their work environment? Do they think that there are gender imbalances and that they are addressed? We can observe in figure 1.20 ETF that women in the School of Electrical Engineering report less gender equality in their department compared to men, with lower scores across all item, higher for the reversed item 3 and equal for item 4. Especially in this latter, the difference is substantial: while women are adamant that they have to perform better than men to be considered good at their job in their respective department, men seem to disagree. This item marks the highest score for women and second lowest for men. In general, these results are not comforting: the average scores are overall fairly low and indicate a clear gender difference in perception. Figure 1.21 ETF, showing the percentage of people who answered true or very true, better conveys such difference.

Figure 1.20 ETF: Average perception of gender equality within the department (1 – Not true at all, 4 – Very true), by gender and scientific area

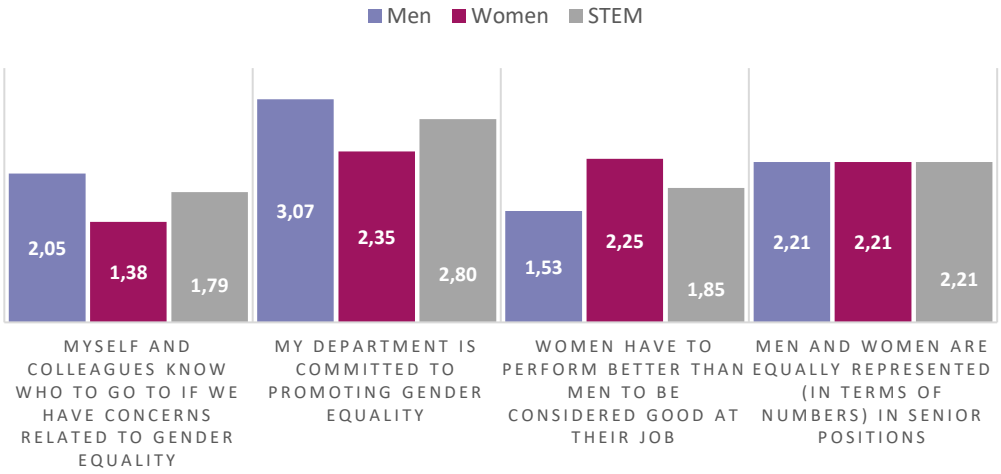


Figure 1.21 ETF: Perception of gender equality within the department: share of people who answered true or very true by gender

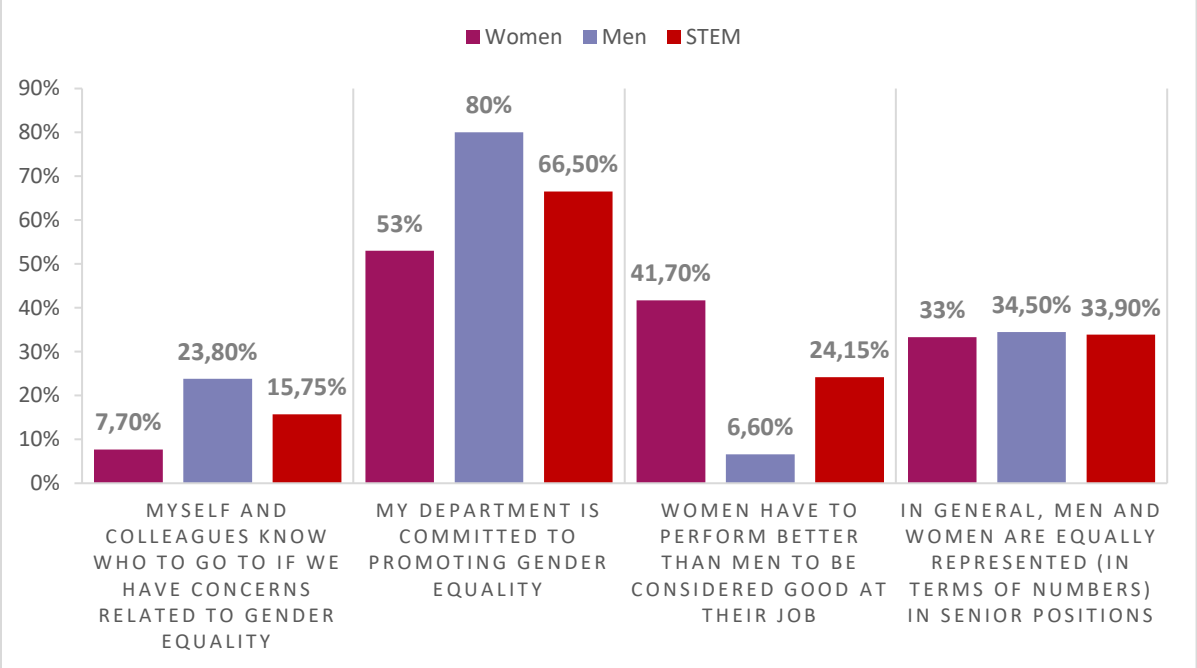


Figure 1.22 ETF reports the average grade of favor for introducing gender equality measures in universities. To go behind averages and capture better differences, figure 1.23 ETF shows the percentages of people who were favorable or very favorable to each measure. First, we have to note that some measures are more widely known than others; furthermore, respondents could have misinterpreted the scale, which is bidirectional. In the first two items and the fourth item, on sexual harassment, on trainings and on time devoted to care, the differences are minimal, with high scores all around: both combating sexual harassment and time devoted to care are well known measures, being indeed issues that have been tackled multiple times in recent years. However, when looking at more specific actions, the situation is less positive. Both women and men have scores lower than three for four out of seven measures. The largest gap between men and women occurs for the implementation of the gender budget, where men are less in favor of this measure. Gender sensitive language policies obtained the lowest score among all the measures.

Figure 1.22 ETF: Average support for gender equality measures in universities (1 – Strongly against, 4 – Strongly favourable) by gender

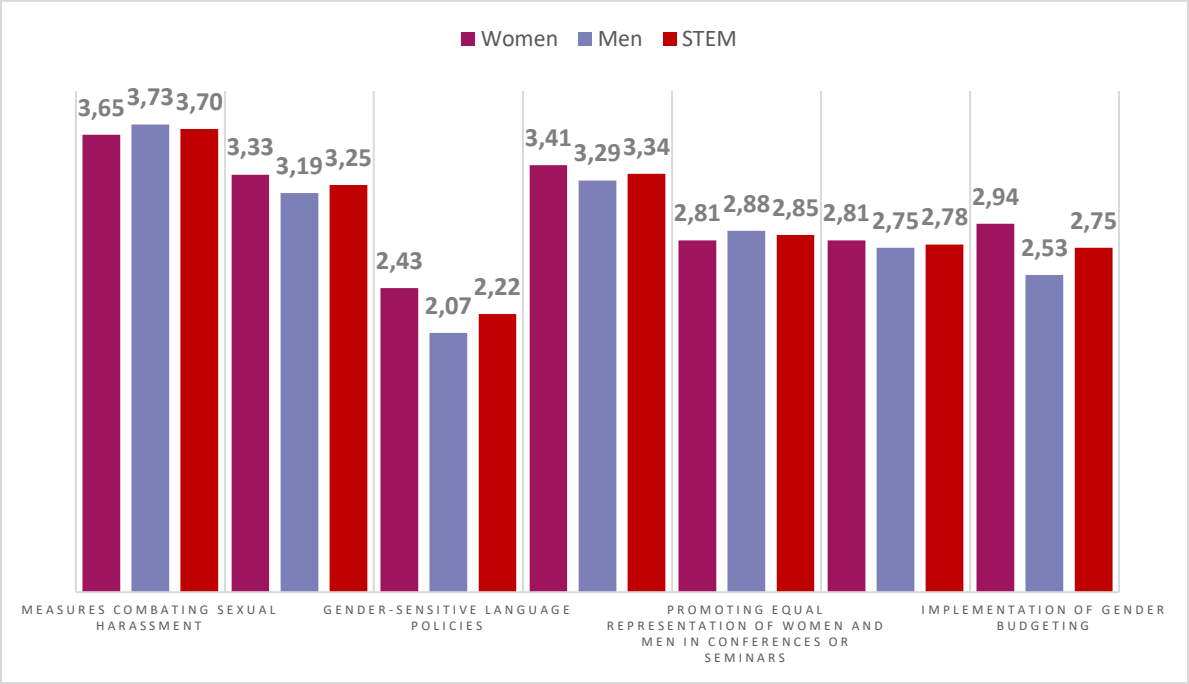
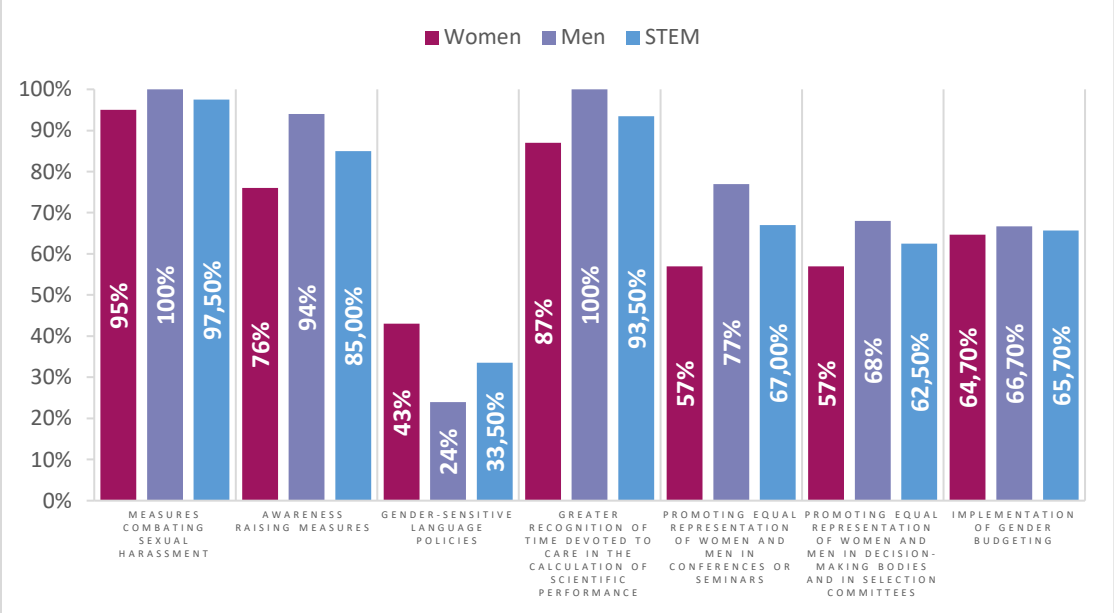


Figure 1.23 ETF: Favour for gender equality measures in universities: share of people who were favourable or very favourable, by gender and scientific area



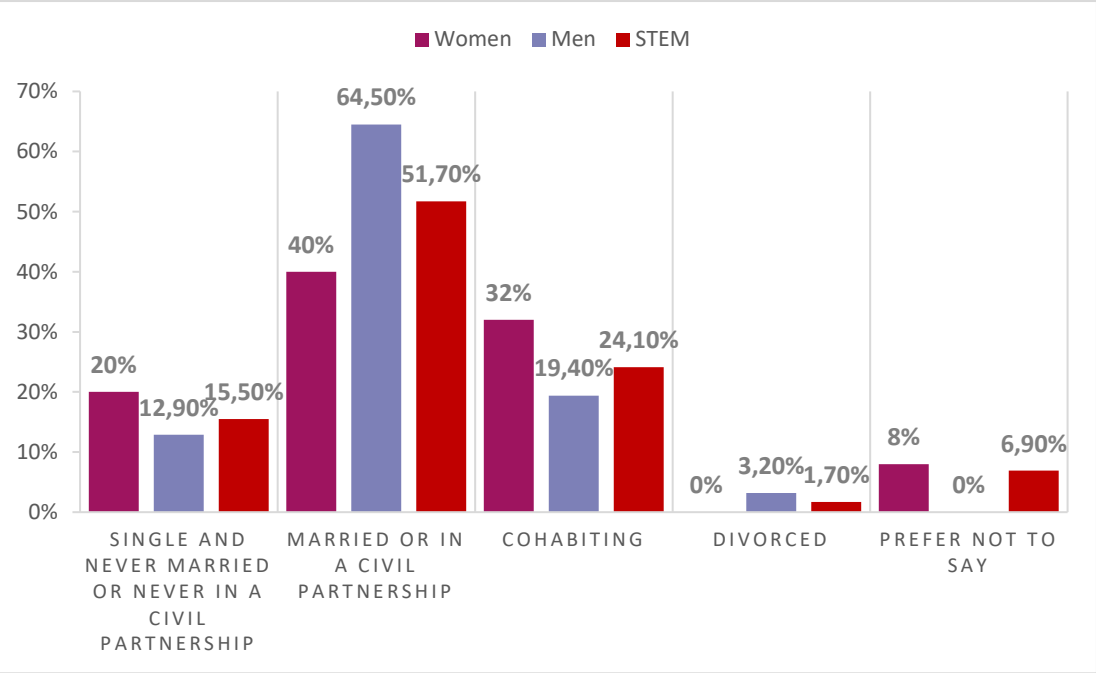
1.6.6 Family responsibilities

Women and men doing research have obviously also a private life, that might be easily or not combined with a work life. There is a lot of evidence that women, expected to be and still being in many contexts the main domestic and care providers, suffer more of a trade-off between work and private life, especially between family and work responsibilities. This last section portrays the family situation of ETF teaching and research stuff: their civil status, their care burden, their share with their partner.

In figure 1.24 ETF we can see that the majority of respondents is either married or cohabiting, with around 15.5% being single. Men generally are married more often than women, while women are

more often cohabiting. Specifically, married men compose 64.5% of the group, with the lowest percentage of singles (12.9%). Interestingly, around 6.9% of respondents chose to not disclose their current marital or partnership status, either due to privacy concerns or because they could not find their status listed in the options.

Figure 1.24 ETF: Current marital or partnership status by gender



From figure 1.25 ETF we can observe that the vast majority of respondents do not care for an adult, although 12% of women declared that they do compared to 3.2% of men. Looking at children, women reported more than men that they do not have children. Men more often have 2 children while women more often have 1 child. Given the large evidence that women tend to postpone or give up to motherhood in order to enter and pursue an academic career, this unusual data might be an effect of the sample bias of our respondents.

Figure 1.25 ETF: Care of an adult requiring assistance and number of children by gender

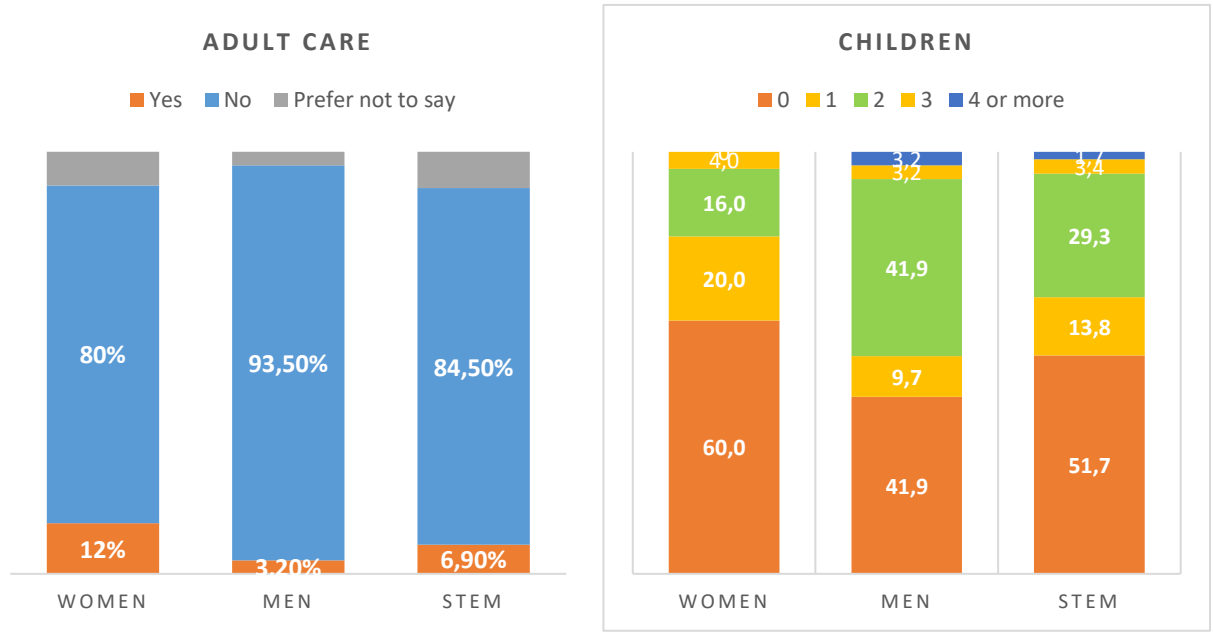


Figure 1.26 ETF and 2.27 ETF shows the educational and occupational profile of the partner when in a stable partnership. Concerning the highest qualification of the partner, we can see that the most frequent is the master's degree, followed by PhD. We can also see that women's partner generally have higher levels of education compared to men.

The majority of respondents reported that their partners have generally intellectual occupations, excluding academics, which is overall the second most frequent category. More specifically, we can see that 41.9% of men's partners have an intellectual occupation, and just 25.8% is in academics: the second most category for men's partner is rather not working partners. On the other hand, women partner are a little bit more spread out: while only the 36.2% has an intellectual or professional occupation, the 28% is an academic, the 8% has an higher managerial position, and the 4% is unemployed.

Figure 1.26 ETF: Highest qualification of partner by gender

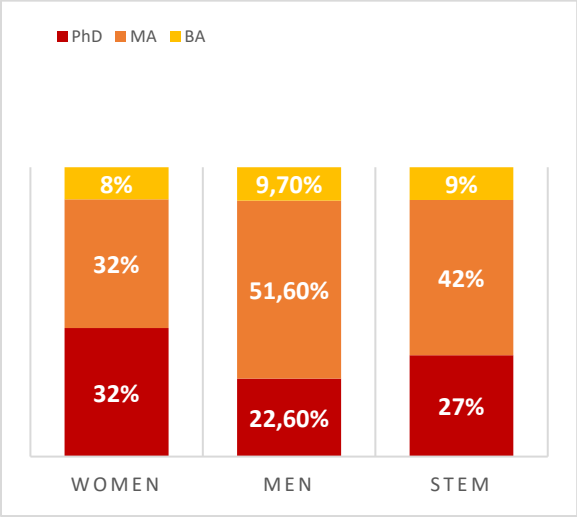
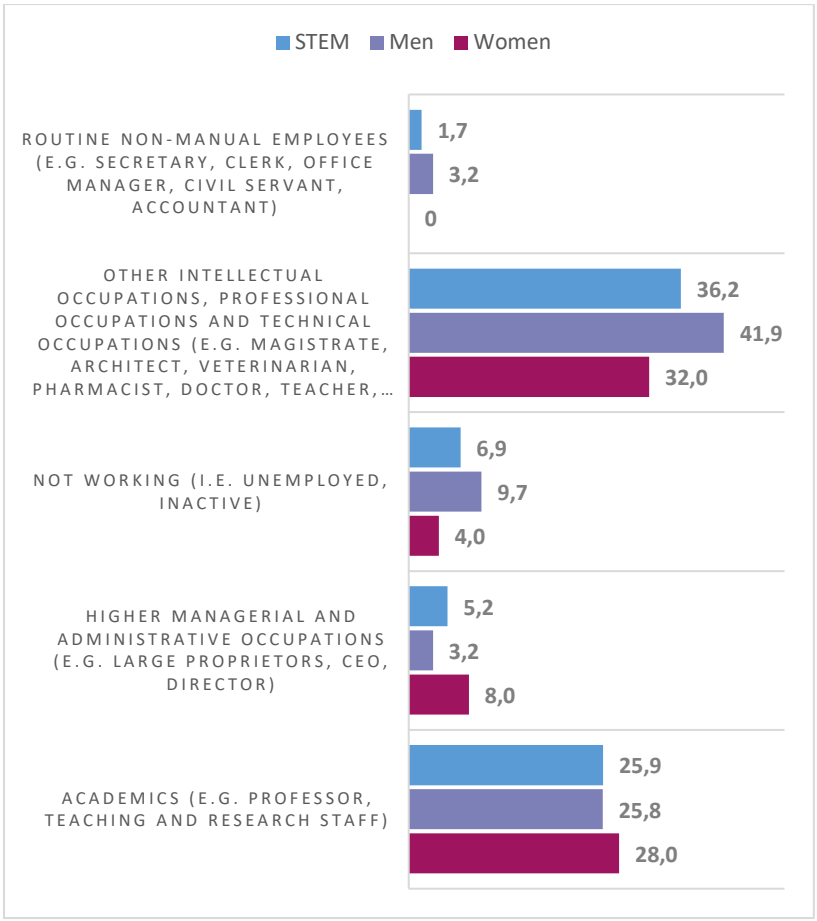
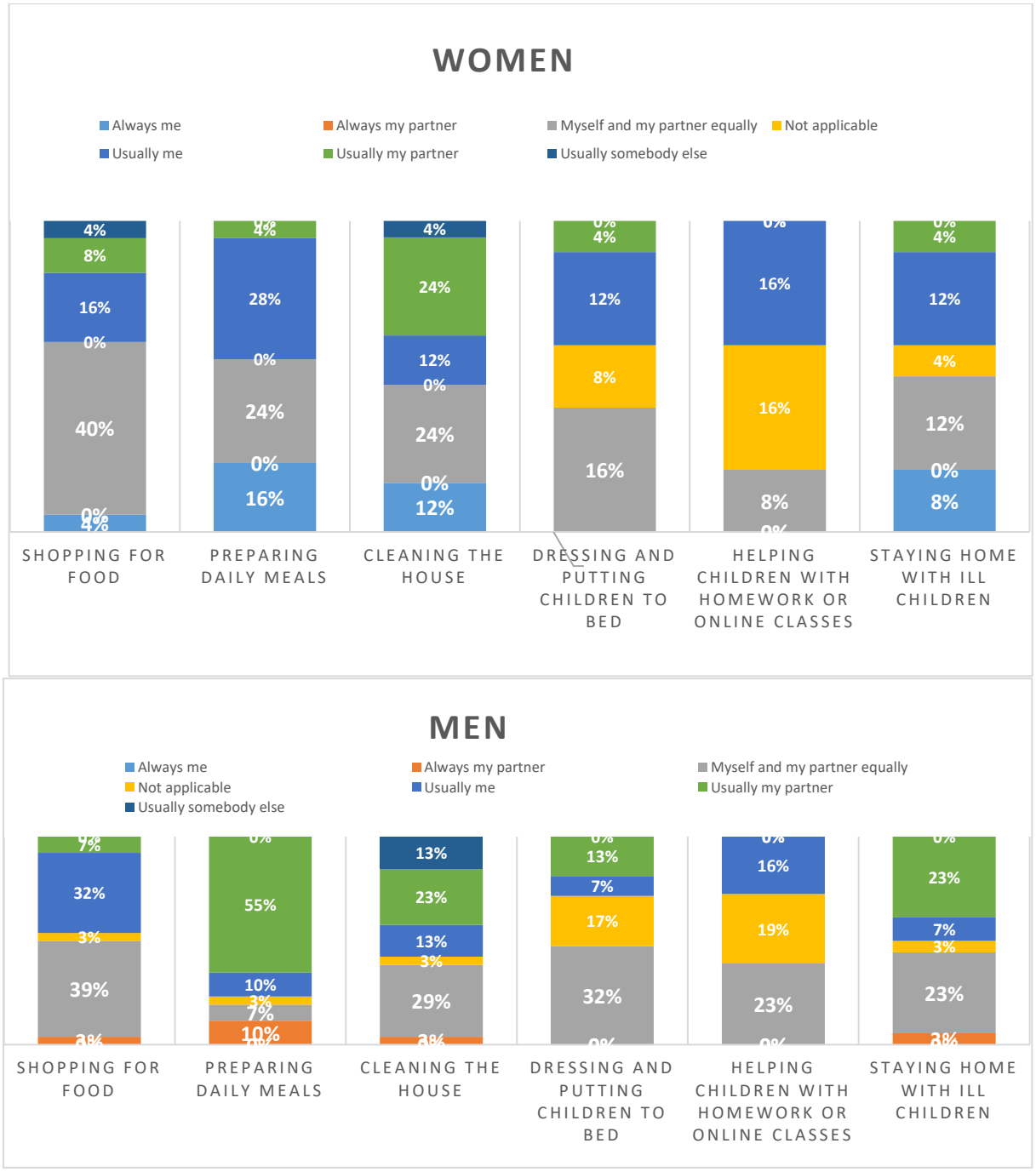


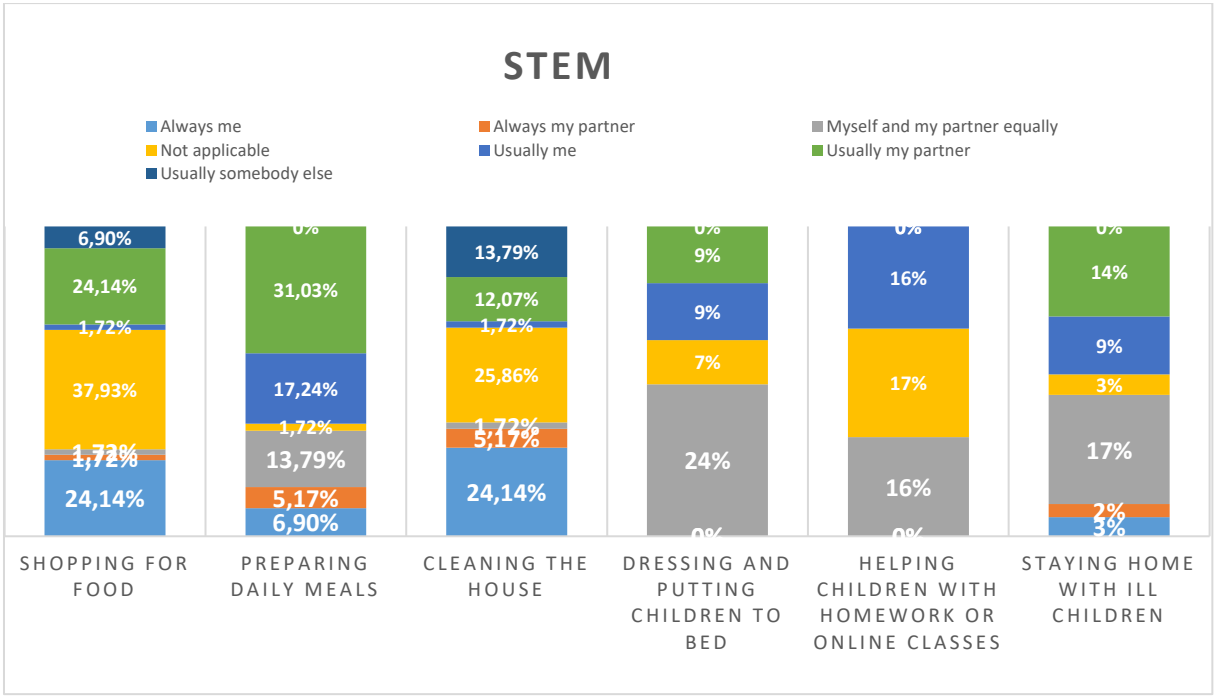
Figure 1.27 ETF: Occupation of partner by gender



Looking at the educational and occupational profile of a partner is interesting because literature on gender division of work shows that in high educated-high class people both attitudes and practices tend to be quite egalitarian, which should help academic women to face lower constraints in combining work and family responsibilities. Figure 1.28 ETF shows how the domestic and care burdens are distributed equally among partnered people. In the first three items, pertaining to domestic work, couples seem more balanced (although cooking seems decidedly a female task) while in childcare women feel that they do most of the work. We can also see that cleaning the house is balanced task.

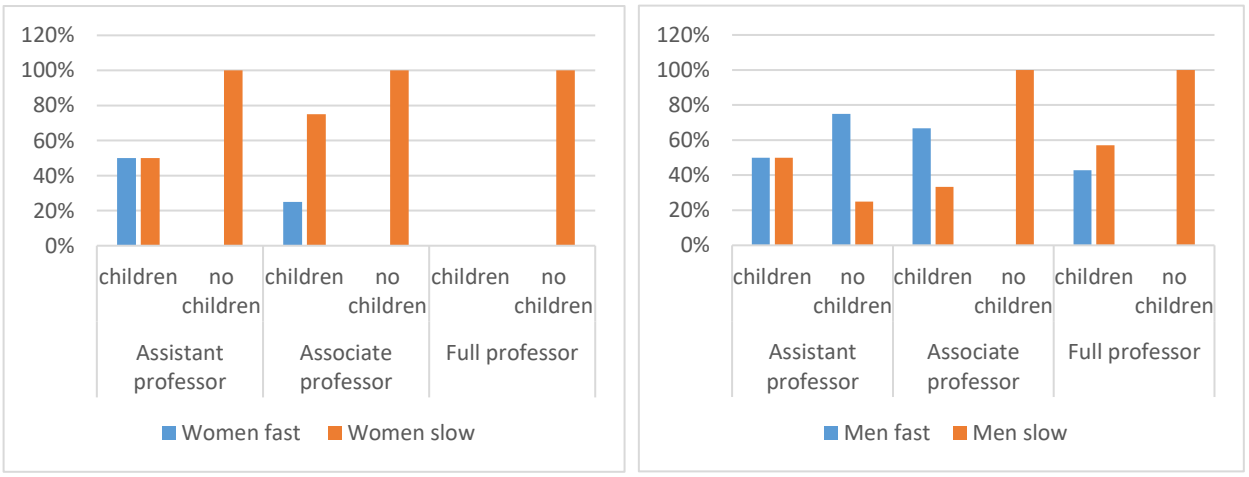
Figure 1.28 ETF: Domestic and Care burden within couples by gender





In Figure 1.29 ETF we report the type of career for respondents with or without children. We observe that women always have a slow career if they do not have children. For women with children, the equal number of female assistant professors have slow and fast career. The difference exists for the position of the associate professor where women with children tend to have slow career.

Figure 1.29 ETF: Children and type of career within role



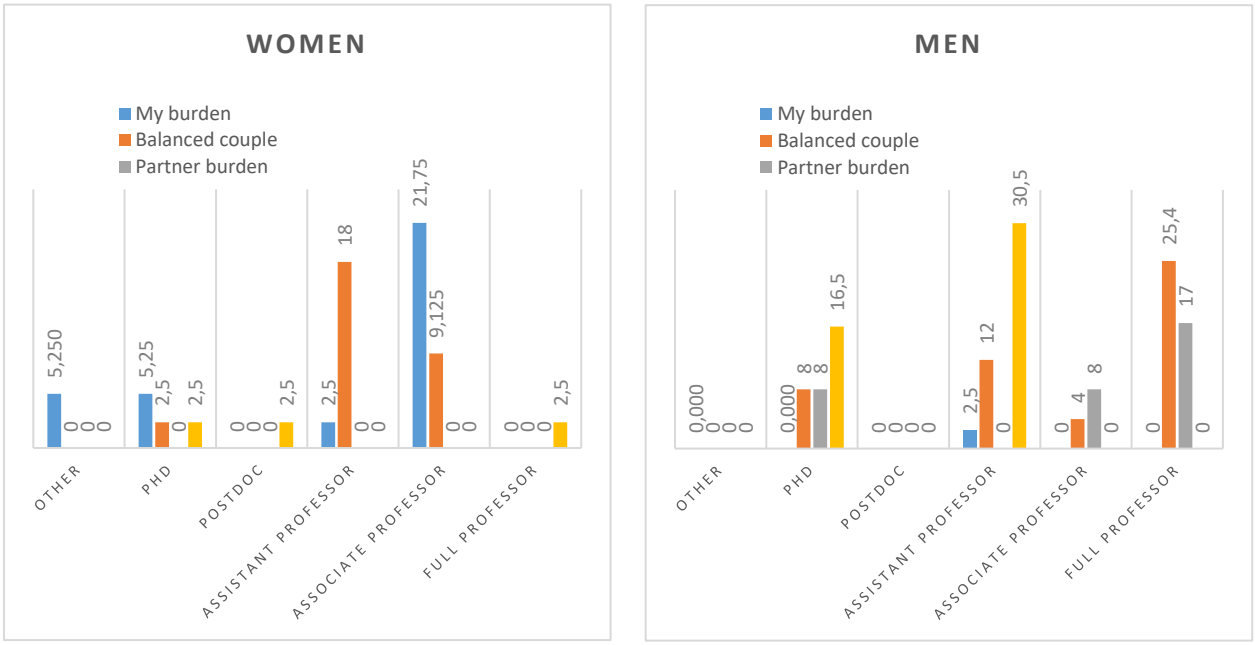
Finally, figure 1.30 ETF tries to capture if there is a connection between share of unpaid work within couples and "scientific performance". We computed a variable from the questions about domestic and childcare, by identifying three types of couples: two types of asymmetrical couples (one where the domestic and caregiving burdens are on the respondents, the other where it is on the partner) and one balanced couple. We also included respondents that are not in couples, that is, divorced, separated, single and widowed[13].

[13] People were assigned a new score for each item, by merging the scores for usually and always me for one type of unbalanced couple (assigned value: -1, and usually and always my partner for the other (value: 1); respondents were assigned to balanced couples when they answered "my partner and I equally" (value: 0); other answers did

Counterintuitively, women in unbalanced couples publish more than women in balanced couples at all levels except at the assistant professor level, where indeed women publish second most papers. The only level at which women publish more is the associate professor level, where indeed women with burden publish more. This can be explained that around this age women get their first child, so the burden is larger. It is noteworthy that the small size of samples might not give the clear picture. For PhDs, again, women publish more when they bear the care burden; for Post-docs, single women definitely seem to publish more. Finally, for women Full Professors, the most publications are for women that are not in a couple. Men, on the other hand, show a completely different situation: the highest number of publications are always reported by men that are single or the partner bear the domestic and care burden in the couple, except for full professor position, where men that are in balanced couple seem to author more publications.

Although only bivariate and based on relatively small sample sizes, in line with the "unfinished gender revolution" argument, these descriptive figures suggest that it is only if equality is reached within the couple, in the material and symbolic allocation of family responsibilities, that equality in the public sphere can also be achieved.

Figure 1.30 ETF: Domestic and Care burden and average number of publications within role



1.7 Munster Technical University, Ireland (MTU)

The survey carried out by MTU is in line with the structure and content of the survey of the other consortium members. There are, however, a number of modifications made to this survey, namely to reflect the organisational structure of the university and national educational classifications.

not count for the score. The scores were then summed, and the final groups were formed, respondents with a total score between -6 and -2 were assigned to the "my burden" group, between -1 and 1 to "balanced couple" and from 2 to 6 to the "partner burden" group.

1.7.1 The profile of the respondents

This section demonstrates the profile of the respondents, namely respondents' gender and area of study/work in comparison with the population in order to capture possible biases and limitations. The response rate, while low, is in line with previous surveys conducted within the university. This section also provides an overview of respondents' education and area of study/work.

Table 1.1 MTU: Response rate

Completed surveys	75
Total staff (including Academic and TA Staff)	355
Response rate	21.12%

Figure 1.1 MTU demonstrates the profile of the respondents according to their gender and area within the university. When compared to the overall population, more women and more academic and research staff responded to this survey. Therefore, our sample is overrepresented in terms of the share of women and of those in academic and research positions.

Figure 1.1 MTU: Profile of the sample and of the population, by gender and area

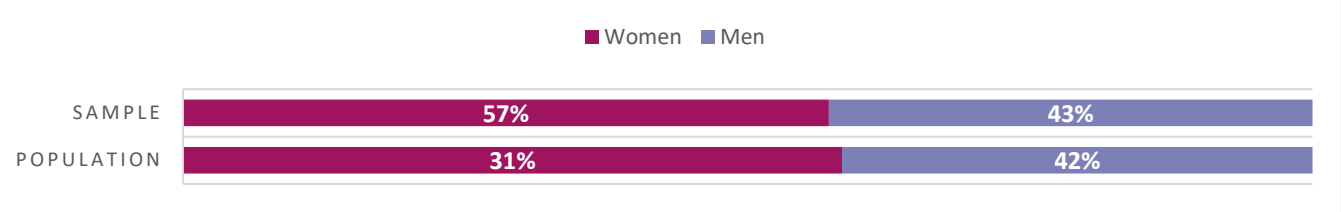
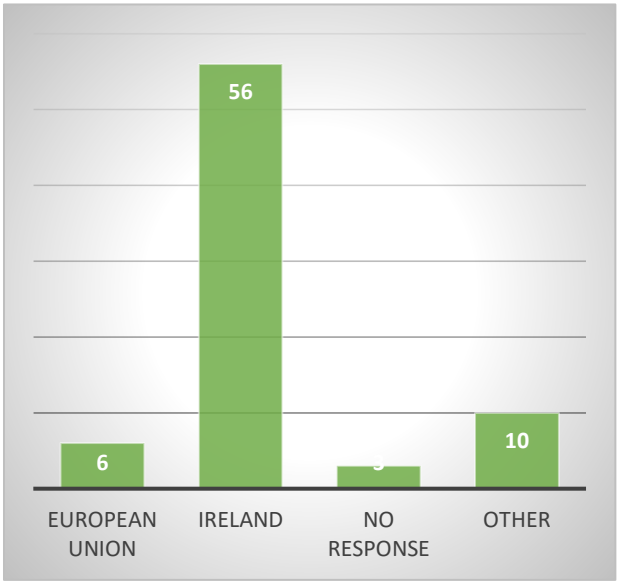
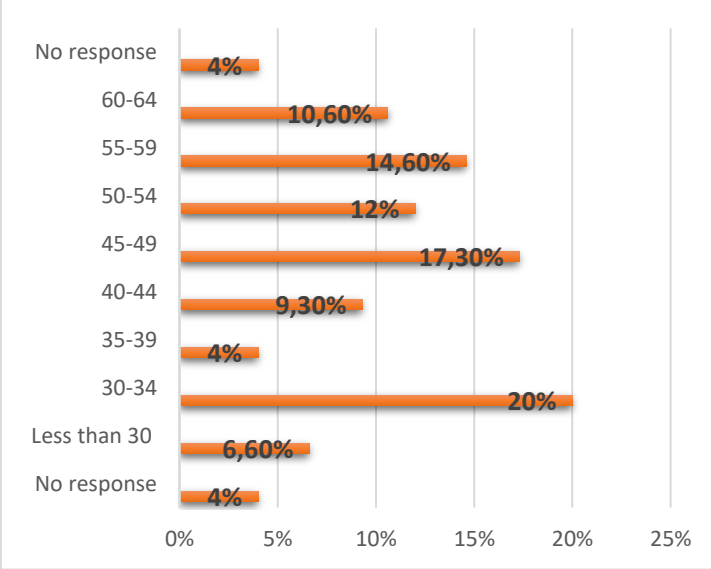


Figure 1.2 MTU provides an overview of the respondents in terms of age and country and birth. Unsurprisingly, the data shows that most employees' country of birth is Ireland. Over 75% of the respondents were over the age of 40.

Figure 1.2 MTU: Profile of Respondents- Broken down by country of Birth (whole numbers) and Age (percentage)





Pertaining to levels of education, **figure 1.3 MTU** demonstrates that staff members have received a post-secondary education. Over 66% of staff surveyed hold a level 9 degree or above. This figure is unsurprising as there was a higher rate of academic staff who participated in this survey.

Figure 1.3 MTU: Profile of Sample by level of education

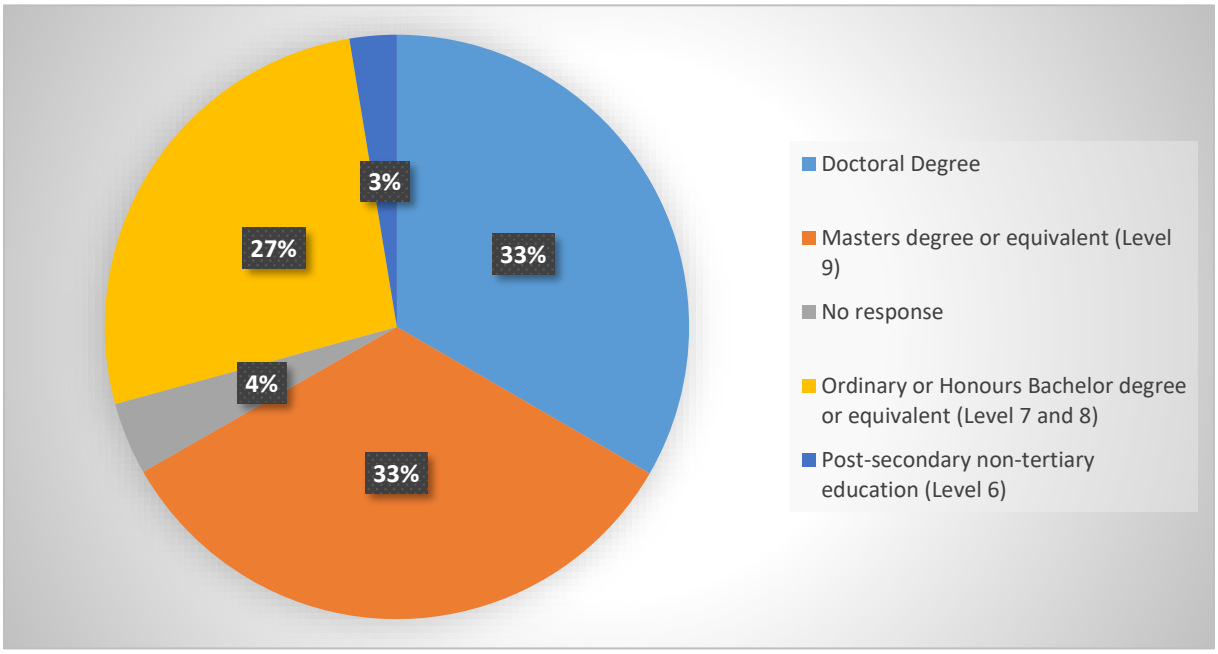


Figure 1.4 MTU highlights the dominance of STEM within MTU. The STEM department is one of the largest research departments in MTU Kerry. With over 50% of academic respondents engaged in the area of STEM**. Figure 1.5 MTU** which pertains to the profile of administrative and TA staff highlights an array of staff engaged with the survey, however, there was a higher response rate among those who engage with research staff and activities. **Figure 1.6 MTU** demonstrates the positions of academic and research staff. While over 20% of respondents did not wish to disclose their position, 18.5% were senior lecturers.

Figure 1.4 MTU: Profile of the sample by area – Academic and Research Staff

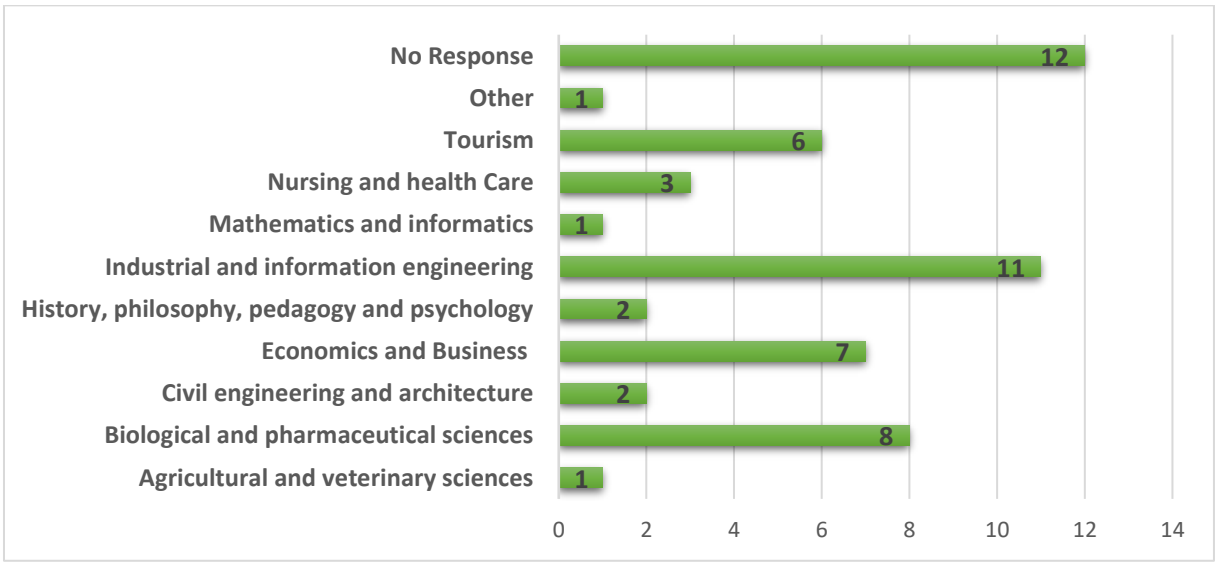


Figure 1.5 MTU: Profile of the sample by area – Administrative and TA Staff

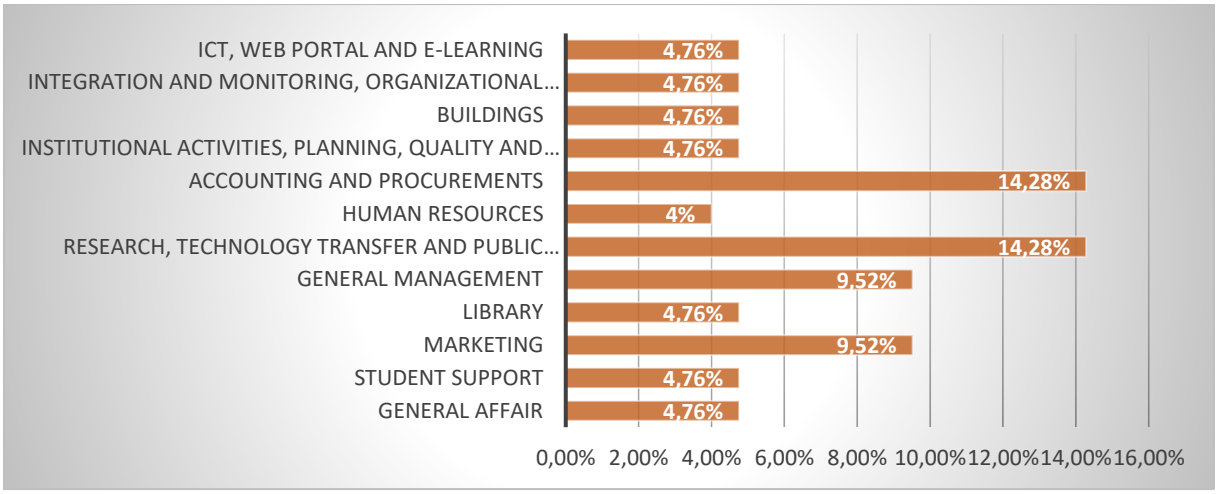
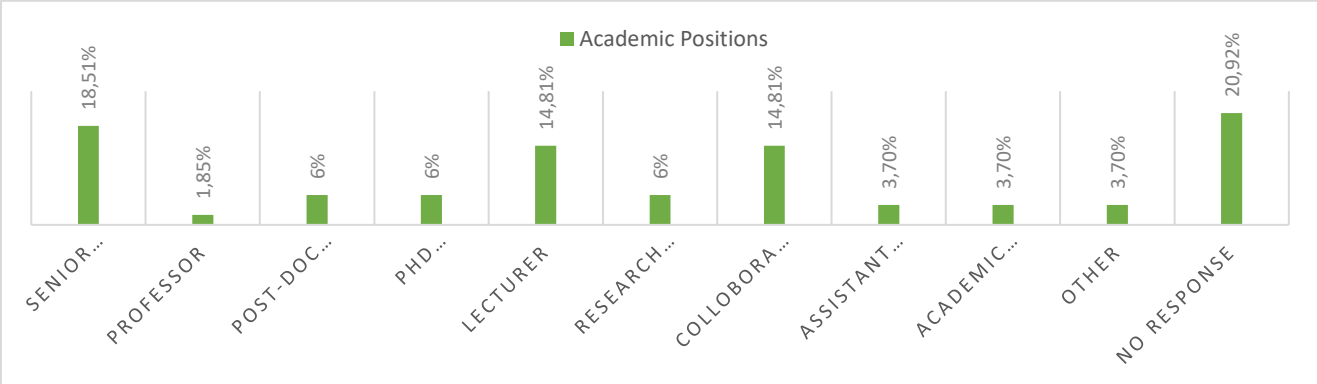


Figure 1.6 MTU: Profile of Sample by position (Academic and Research Staff)



1.7.2 Work career and conditions

Figure 1.7 MTU shows the average length of time that men and women have been in their current position i.e., their job seniority. Within MTU, women have a slightly higher seniority than men. Women tend to stay longer in the one position. On average it takes women 8.5 years from completing their PhD to enter a senior position, this can be noted in figure 1.8 MTU. Data collected, however, cannot be regarded as a representative sample as respondents could have been with been a previous employer or had a different role. Data collected does not furnish us with the information to determine if the glass ceiling or glass door is occurring within MTU.

Figure 1.7 MTU: Job Seniority

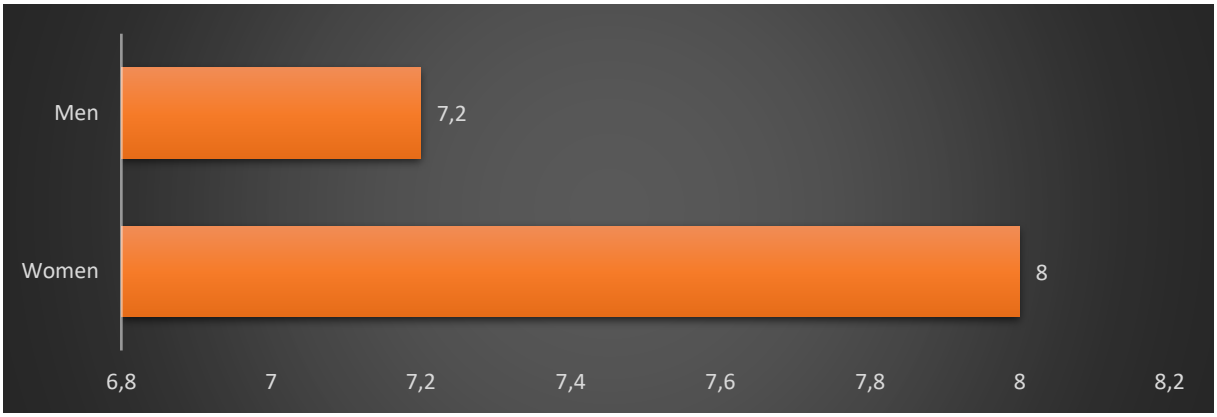


Figure 1.8 MTU: Average time from PhD awarded to current position

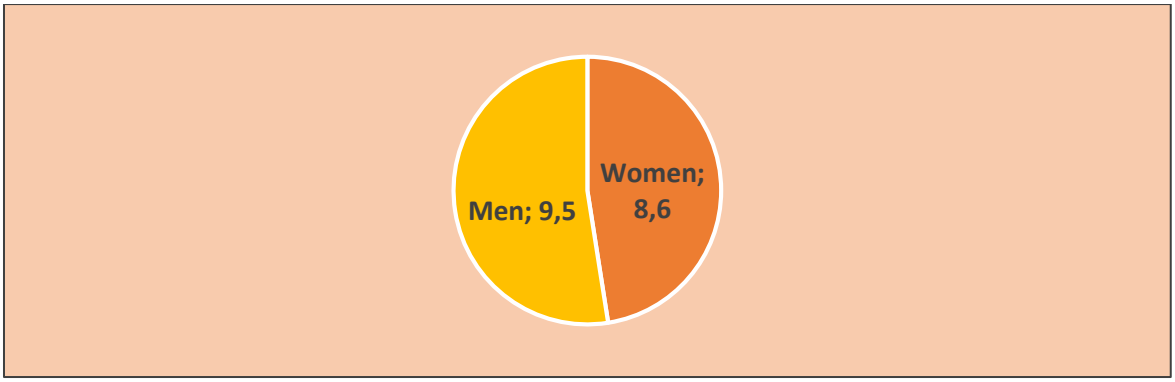


Figure 1.9 MTU: Place of PhD Awarded and Scientific Area

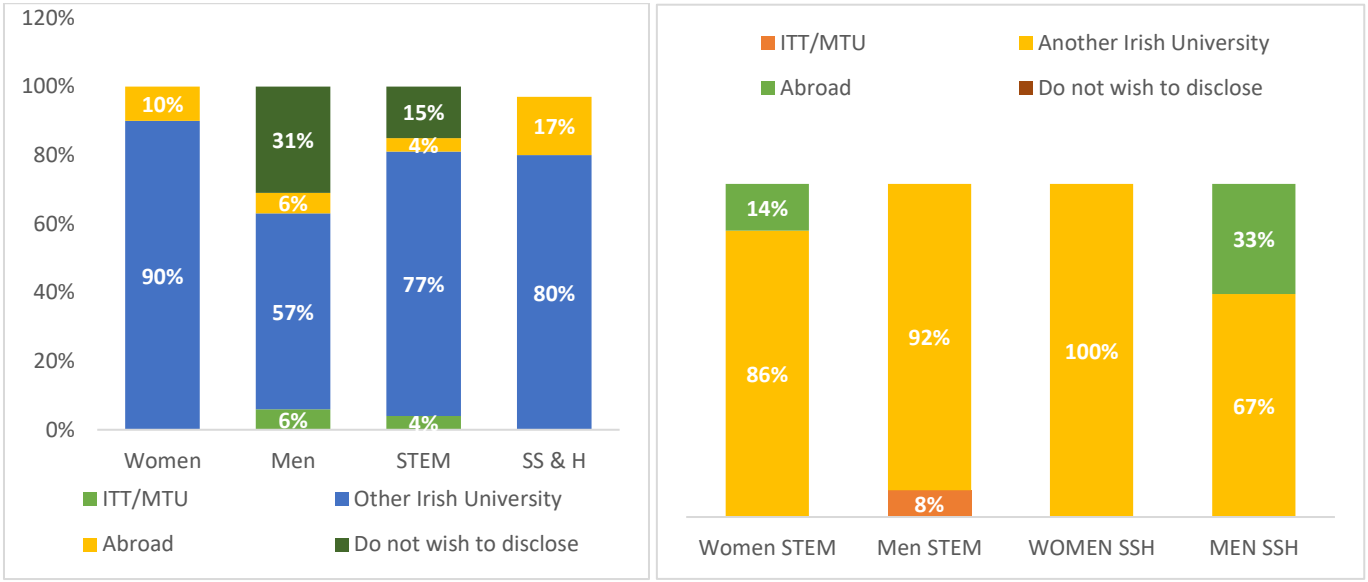


Figure 1.9 MTU shows that the majority of respondents received their PhD from another Irish University. Data shows that while 10% of women received their PhD from a university outside of Ireland, no female currently working within MTU received their PhD from the university. While only 6% of men received their PhD from MTU. Respondents show a high degree of mobility among both STEM and SSH. Data could suggest that moving to another university post- PhD could be beneficial for academic careers as it demonstrates different research experience.

Figure 1.10 MTU: Number of publications in the last five years, by gender and scientific area

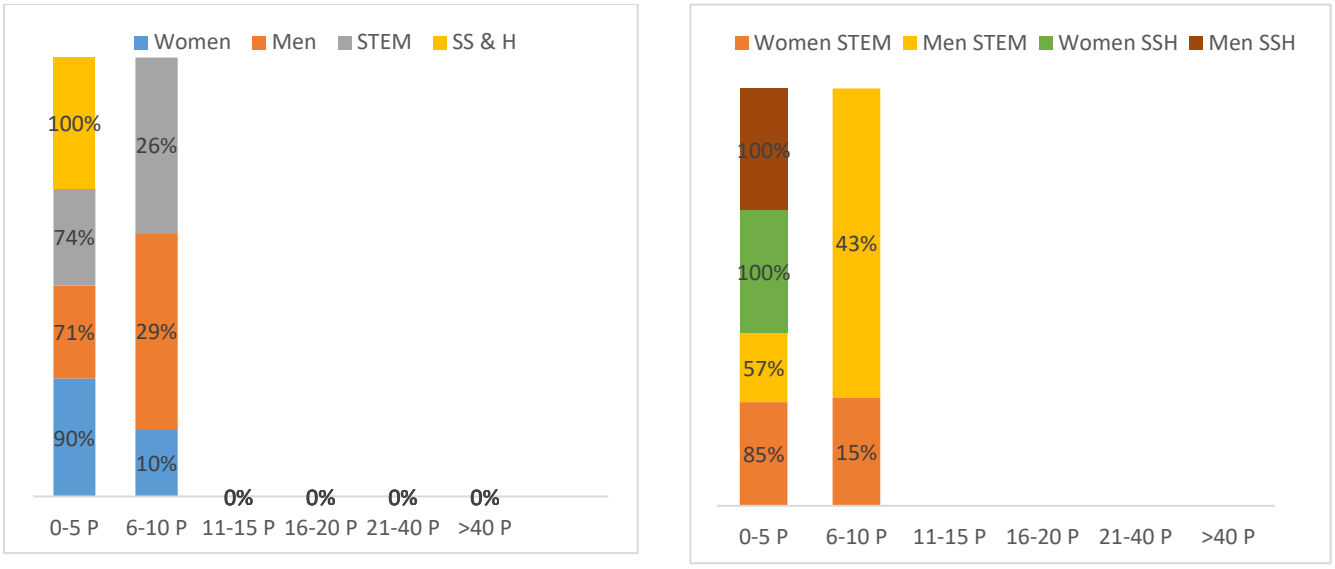


Figure 1.10 MTU shows the distribution of publications divided by gender and scientific area. Over 90% of women have published 0-5 scientific papers, book chapters, papers at conferences, workshops, etc. in the last 5 years. Men appear to publish more than women, particularly in STEM where 46% of men in
STEM published 6-10 publications in comparison to 15% of women. While the data provides an insight into the number of publications, it does not reflect the quality and standing of the publication. For example, the data does not inform us whether they were scientific papers published in high-ranking journals.

Figure 1.11 MTU and Figure 1.12 MTU highlights the collaboration of MTU staff. Women appear to be collaborative overall particularly with those outside of their department with 85% of women collaborating with colleagues outside their department and 75% with colleagues from other universities. When we examine the scientific areas more closely it becomes evident that men are more collaborative in STEM both within and outside their department. Interestingly, however, the data shows that more women than men in STEM collaborate with international universities. This could be attributable to women's participation in research grants/projects. Those in SSH collaborate less with colleagues in their own or other departments than the other groups.

Figure 1.11 MTU: Collaborations of MTU Staff by Gender and Scientific Area in the last five years

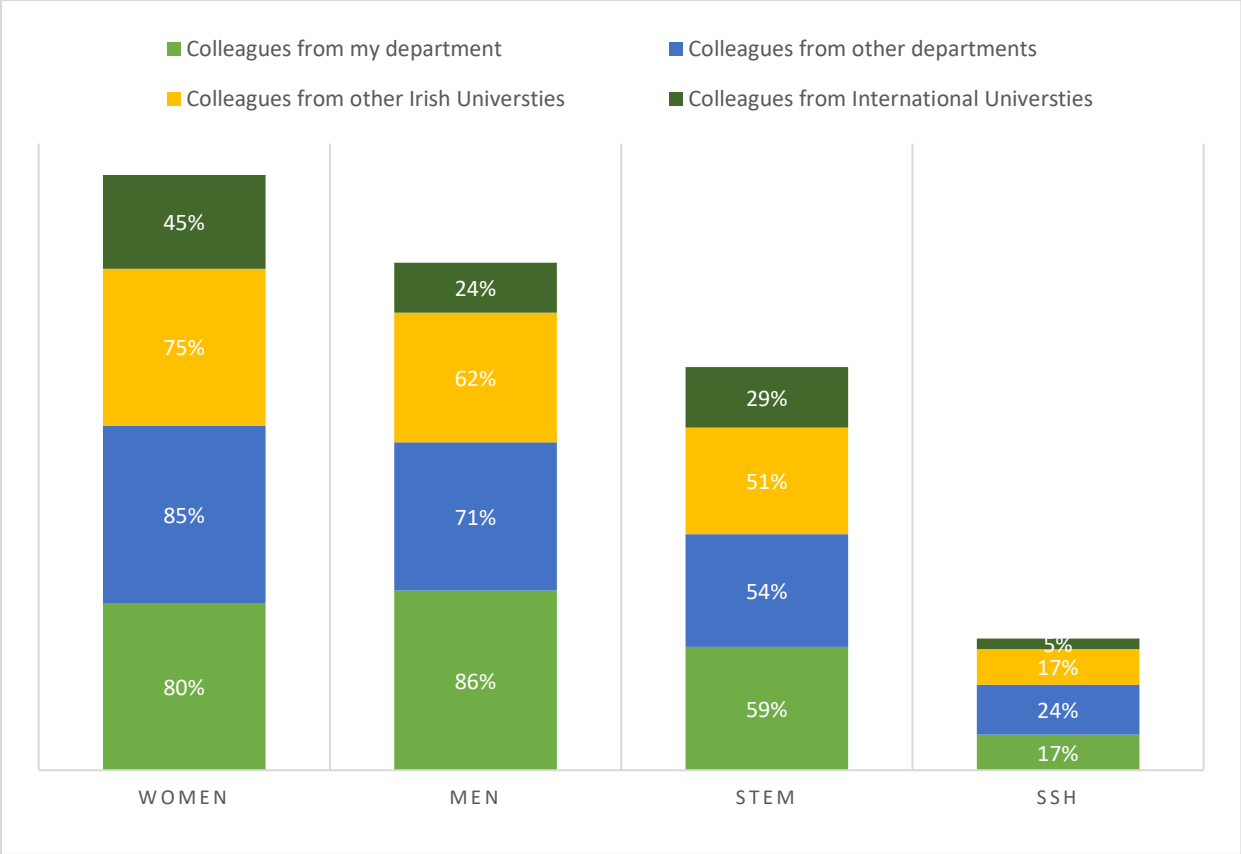
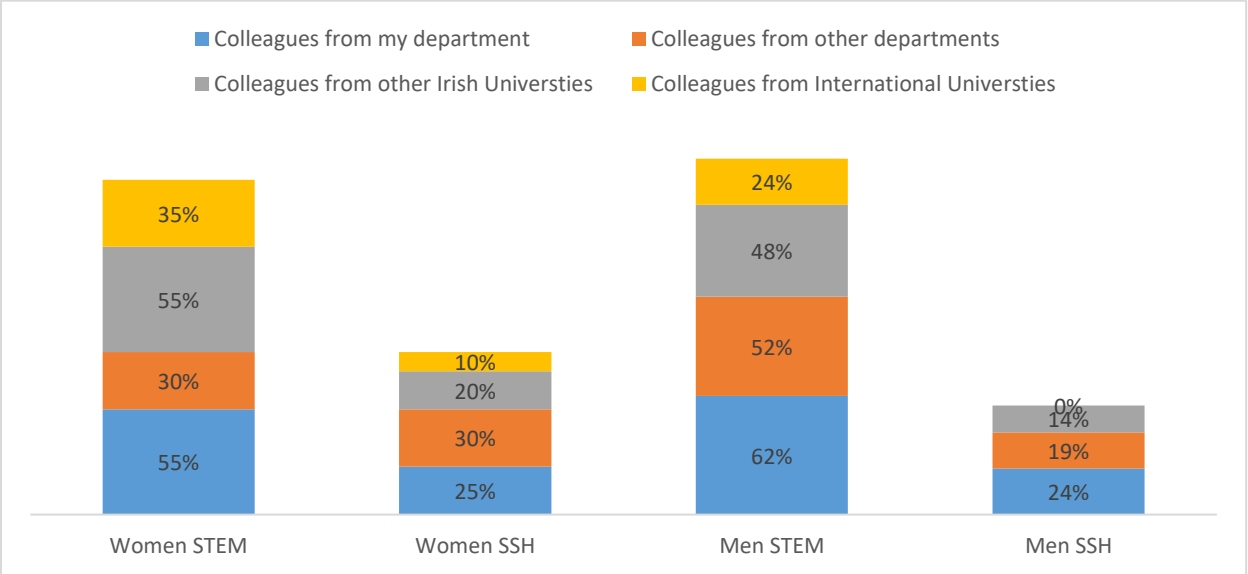


Figure 1.12 MTU: More detailed overview of collaborations of MTU Staff by Gender and Scientific Area in the last five years



Is there a gender difference in the involvement in different types of activity?

Figure 1.13 MTU and figure 1.14 MTU outline the mean weekly hours in which staff devote to diverse activities, namely teaching, research, management and dissemination. The data shows that men appear to spend more hours on teaching activities than women. Women's time is predominately spent on management activities. This could be attributable to women's participation in numerous research

projects. Male respondents dedicate much more time to research activities (13.5) in comparison to women who spend 8.3, this number is notably higher during periods of no classes.

Figure 1.13 MTU: Mean weekly hours devoted to different activities by gender (Classes)

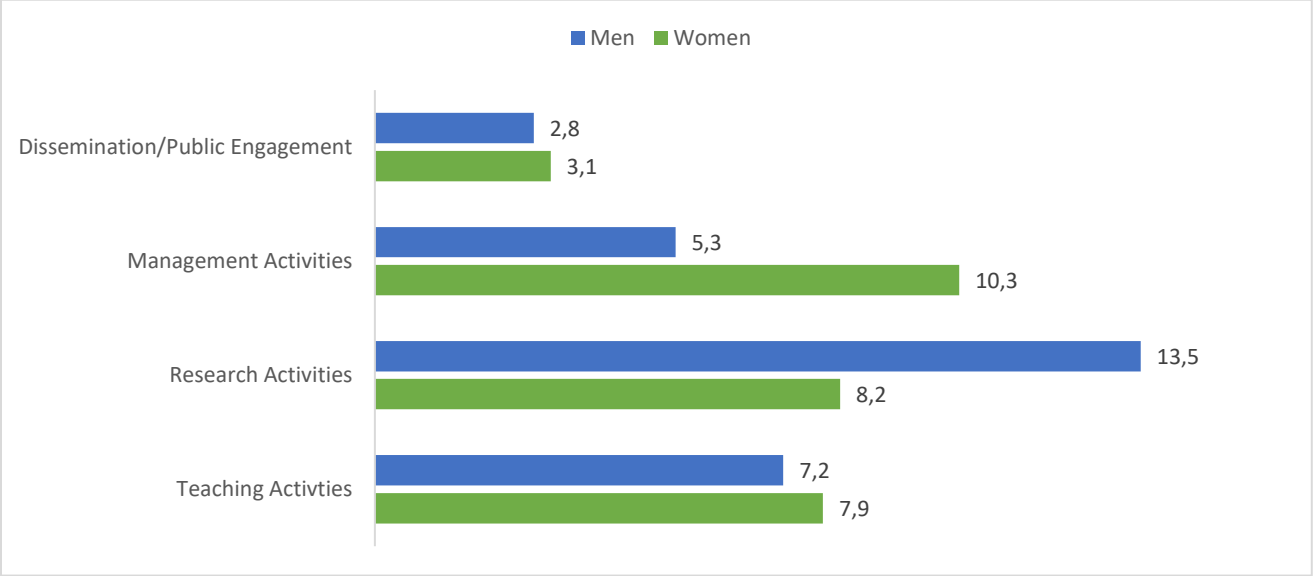


Figure 1.14 MTU: Mean weekly hours devoted to different activities by gender (No Classes)

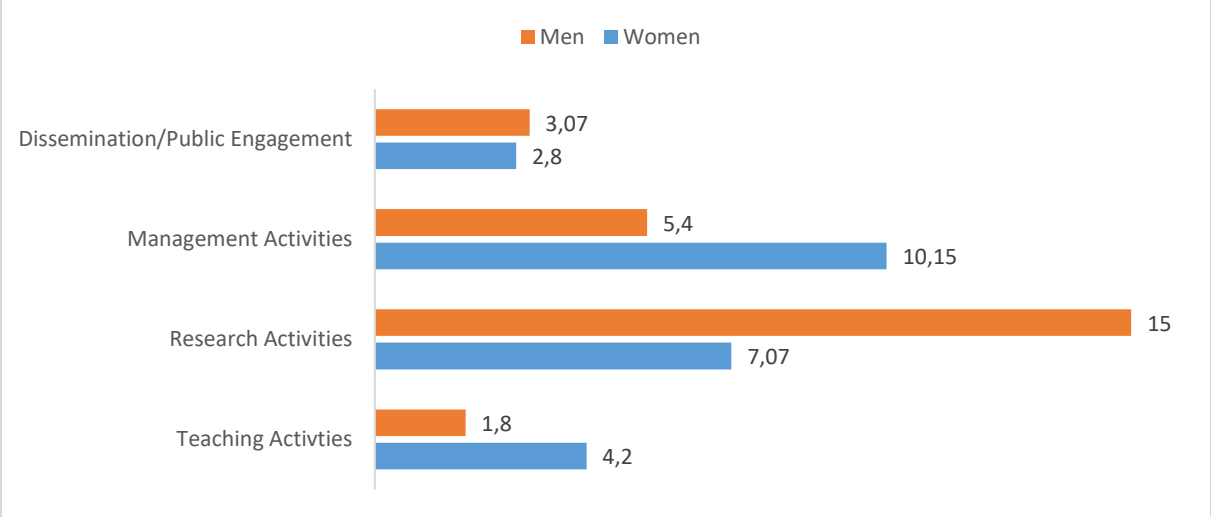


Figure 1.15 MTU: Frequency of working outside regular time arrangements (Working at Night)

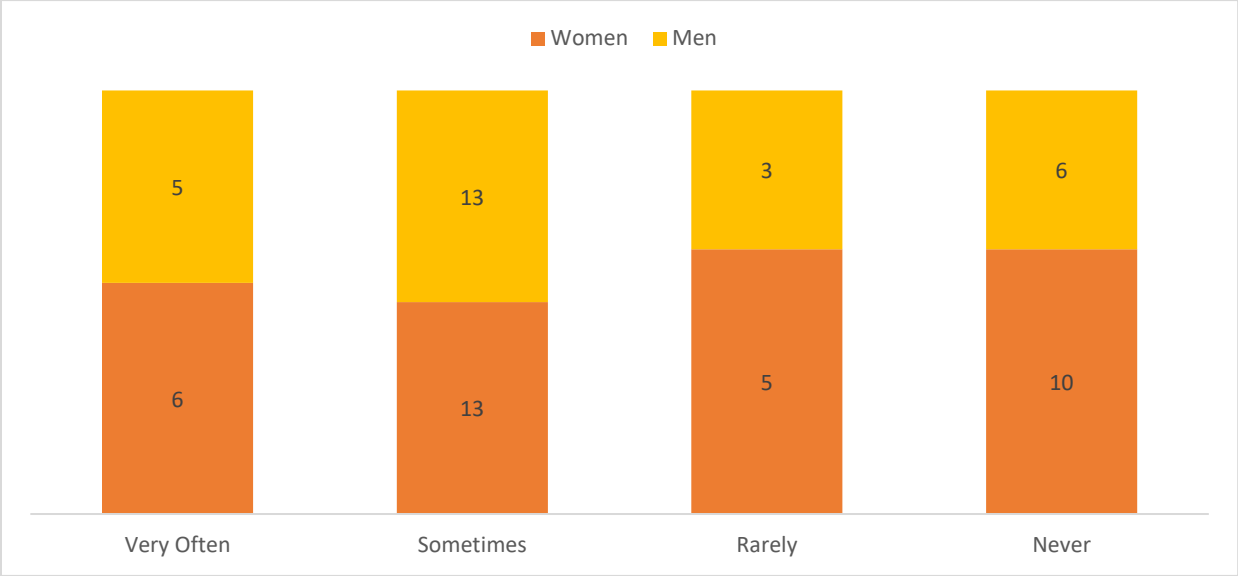


Figure 1.16 MTU: Frequency of working outside regular time arrangements (Working Sundays)

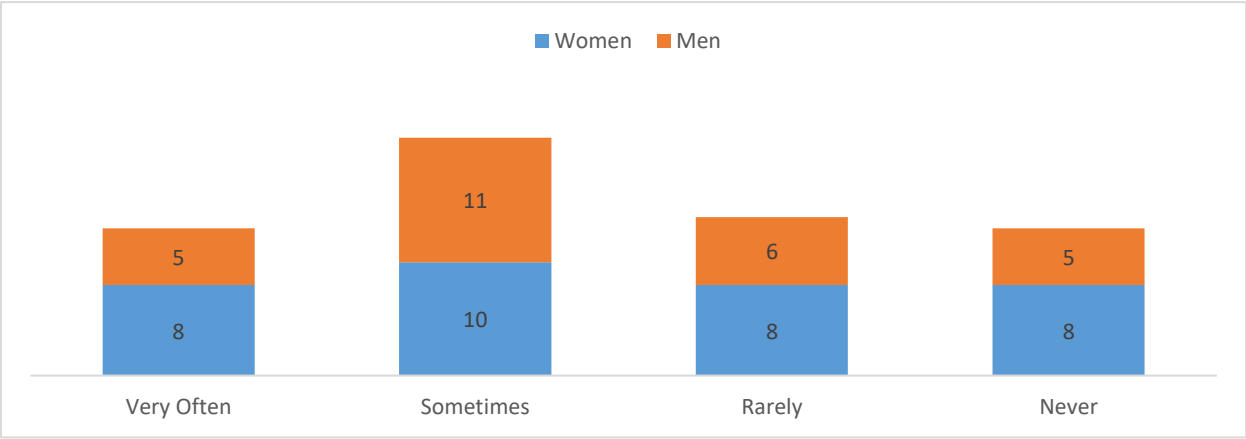


Figure 1.17 MTU: Frequency of working outside regular time arrangements (Working Saturdays)

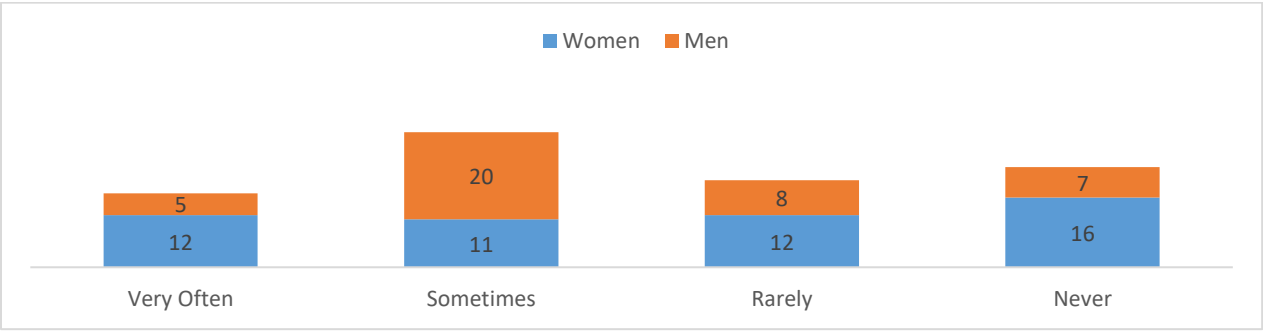
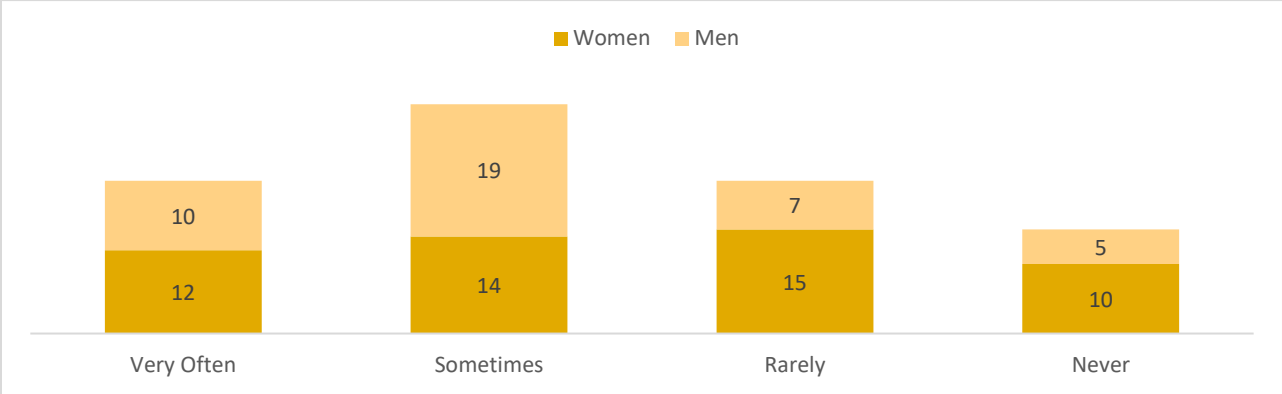


Figure 1.18 MTU: Frequency of working outside regular time (More than 10 hours a day)

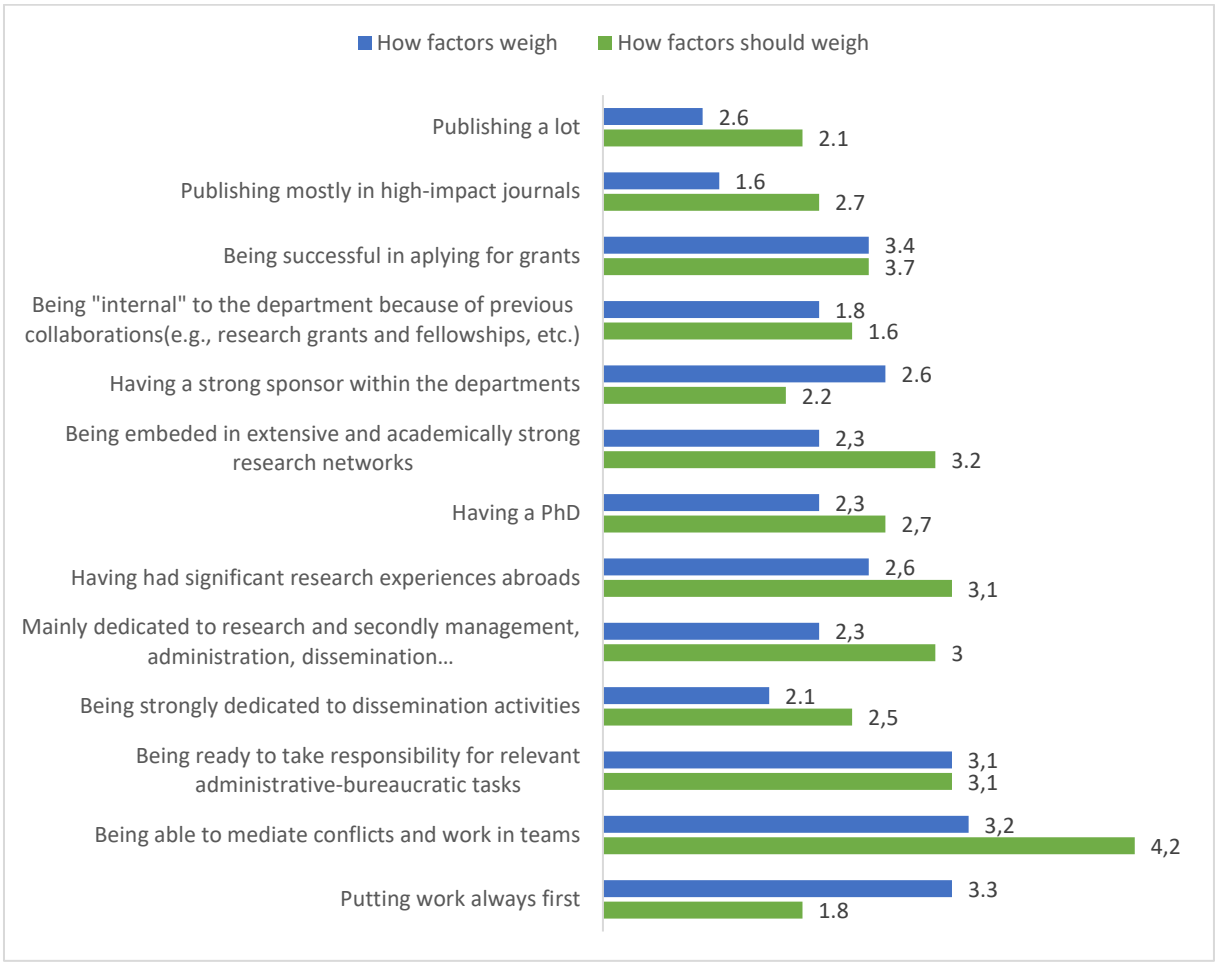


Figures 2.15 MTU to 2.18 MTU highlight that staff find it difficult to switch off from work with many working beyond the traditional working hours. Men traditionally seem to work weekends while a higher number of women work for more than 10 hours a day. When the survey was carried out, a working from home policy was in place and this may be the reason why people felt the need to work beyond 5.30pm as it is difficult to disconnect when working from home. This may have changed as the majority of staff are either working a hybrid approach or working in the office full-time.

1.7.3 Views on how university and research work today

In this section, we explore staff perceptions on how career's in research performing organizations work and how respondents feel that they should work. Figure 1.19 MTU highlights

Figure 1.19 MTU: Positive beliefs Staff: factors that count vs factors that should count to win a first tenure track position in the department (average from 1 – Not at all to 5 – Very much)



All factors stay under the midpoint of the scale, so are not judged as important in selection processes, except for being ready to take responsibility for administrative-bureaucratic tasks, being able to mediate in conflicts and work in teams and having significant research experience abroad. There was no vast difference between what respondents' experience and what they expect, except in the case of putting work always first. There is a acceptance that in order to progress in MTU, researchers must prioritize work over quality of life. However, the majority of respondents do not feel this should be the case.

1.7.4 Views on women and men in society

In order to capture the views of the respondents, the MTGs consortium used the Separate Spheres Ideology scale by Miller and Borgida (2016), which measures to which extent people believe in the existence of two separate domains of society, one for women (domestic and care work) and one for men (workplace), and thus their set of beliefs about the proper roles of men and women in society. The Separate Sphere Ideology is considered a single construct, a belief system composed by three interrelated facets: gender differences are innate, they lead women and men freely to their respective spheres and thus their different participation in public or private domains is natural and desirable. This ideology links these differences, and the two spheres, to equality: women and men are different, they have different tasks but both are equally important, and choosing one or the other sphere is a personal choice. While it is certainly useful to use a validated scale for our purposes, this instrument was built with social psychology research in mind, to be used for more targeted hypotheses and in more focused questionnaires. Since our survey was already quite long, we reduced the scale from 15 to 7 items. We

included at least two items which best represented each of the three facets and we kept two reverse items, also trying to cover all the central dimensions: career choices, jobs type and skills, childcare and marriage.

Figure 1.20 MTU reports the mean score on the adapted Separate Sphere Ideology scale. No evident differences are found, men and women share similar views. Statement 6 'If one person in a heterosexual marriage needs to quit working, it usually makes more sense for the husband to keep his job' was the most notable difference with more men than women agreeing with this statement. Interestingly regarding statement 7 'Women can learn technical skills, but it doesn't come as naturally as it does for most men' more men than women disagreed with this. It must be borne in mind that these statements pertain to sensitive topics therefore they may not reflect the true perception of staff but rather the desired perception. In order to breakdown gender perceptions further, figure 1.21 MTU demonstrates the gender of those who agreed and disagreed by percentages. In terms of the percentage of respondents by degree of agreement, Figure 1.10 shows that there are items with significant differences by gender. In relation to statement 1, both genders disagree 'that when it comes to making tough business decisions, men tend to have special abilities that most women don't have', however women understandably expressed greater dismay than men. Both genders expressed similar thoughts on statement 2 which recognises that women find progressing in their career to be imperative. Statements 3, 4, 6 and 7 indicate signs of sexism with the expectation that women should remain with child caring duties.

Figure 1.20 MTU: Mean scores of the adapted Separate Sphere Ideology scale (1 – Strongly disagree, 5 – Strongly agree), by gender

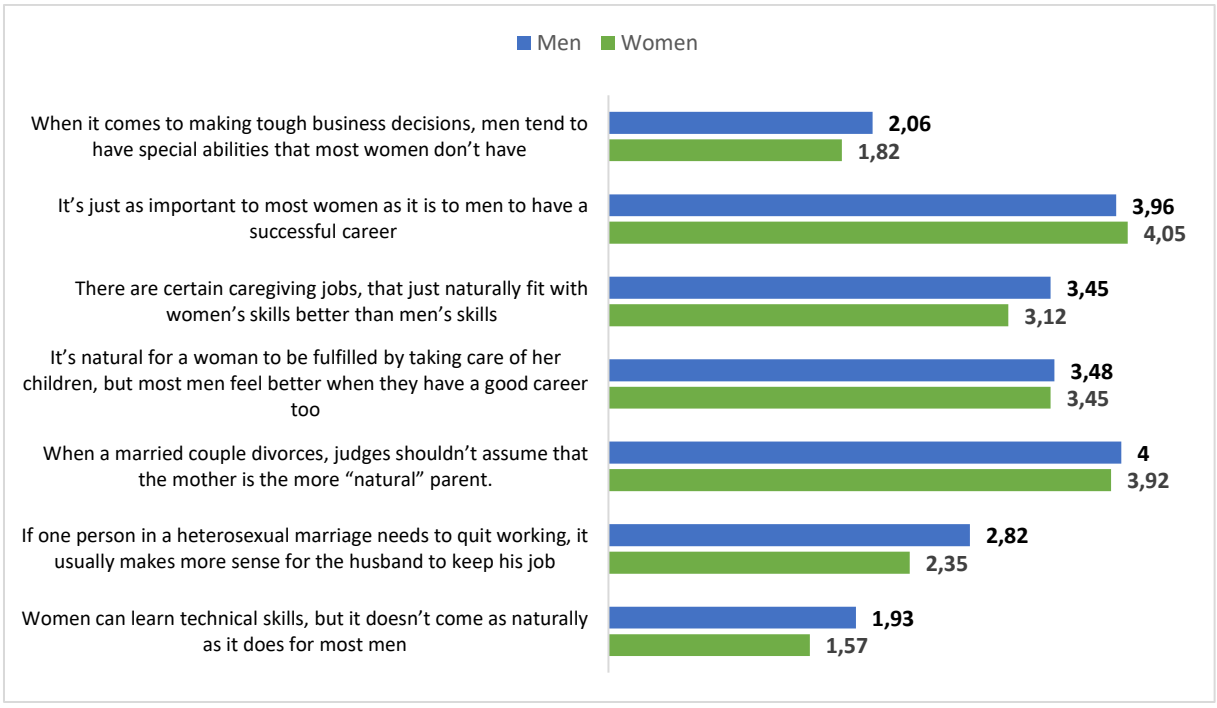
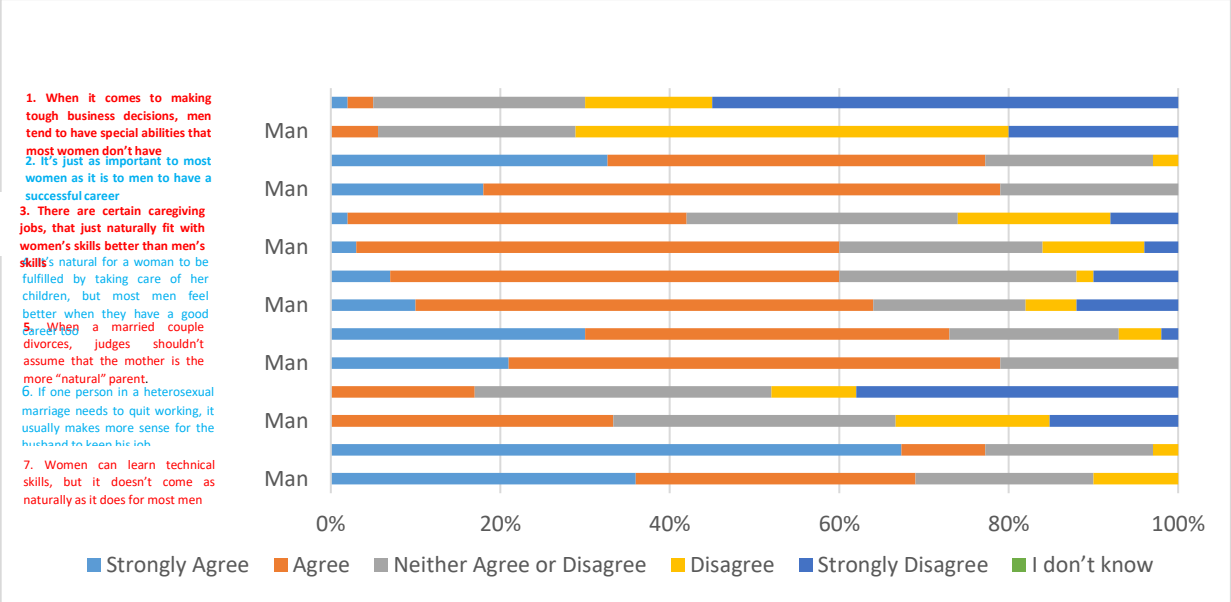


Figure 1.21 MTU: Share of respondents on various items from the adapted Separate Sphere Ideology scale by gender



1.7.5 Views on gender culture and policies

We can observe in figure 1.22 MTU that women in MTU report less gender equality in their department compared to men, with lower scores across all statements apart from statement three. A high number of women are of the opinion that they need to perform better than their male counterparts in order to be considered good at their job. Men on the other hand disagree with a score of 2.05. However, both genders agree that men and women are not equally represented within the University. In relation to STEM and SSH, SSH seem to perceive less gender equality Our findings on this occasion do not correlate with academic and lay discourse who traditionally suggest a stronger gender imbalance among those engaged in STEM. At an overall level, the figures are not comforting as the average scores are low and undoubtedly indicate there is a difference in perception regarding gender.

In general, these results are not comforting: the average scores are overall fairly low and indicate a clear gender difference in perception. **Figure 1.23 MTU** which demonstrates the percentage of people who answered true or very true, highlights this difference further.

Figure 1.22 MTU: Average perception of gender equality within the department (1 – Not true at all, 4 – Very true), by gender and scientific area

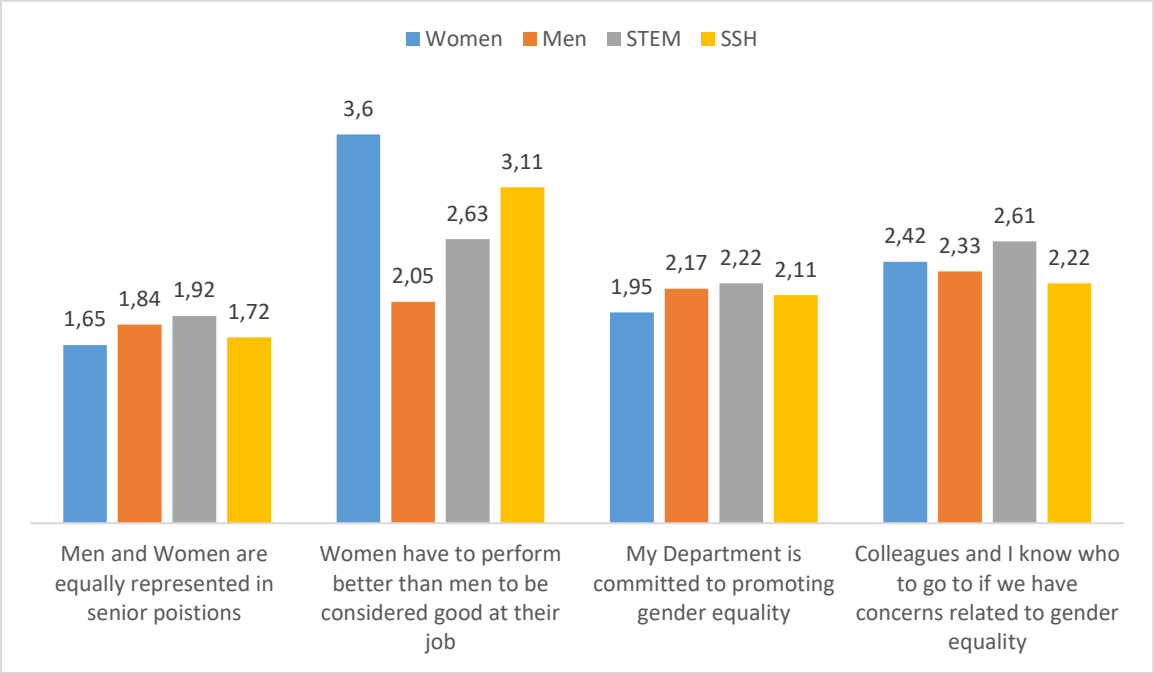


Figure 1.23 MTU: Perception of gender equality within the department: share of people who answered true or very true, by gender and scientific area

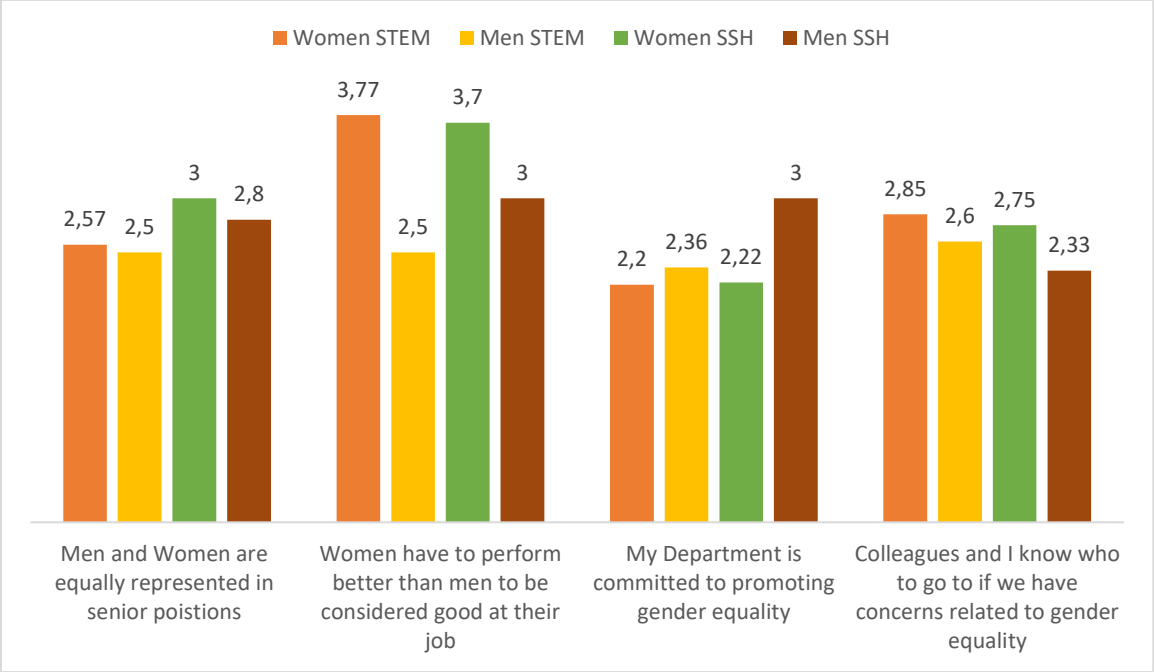
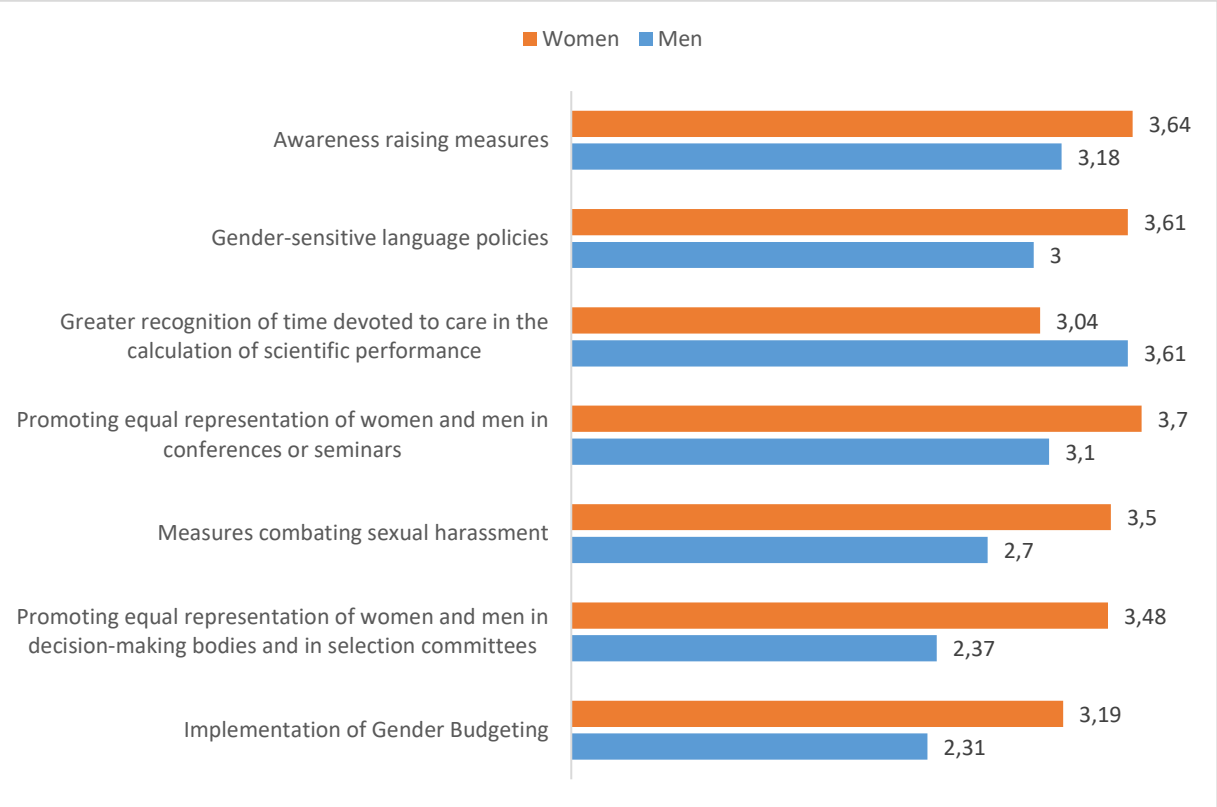


Figure 1.24 MTU reports the average grade of favor for introducing gender equality measures in universities. First, we have to note that some measures are more widely known than others; furthermore, respondents could have misinterpreted the scale, which is bidirectional. We can observe that the majority of staff are in favor of introducing gender equality measures. Unsurprisingly, more women than men approve of introducing these measures. Although not stated in the below fig, there was a high number of participants who were unsure of what a measure entailed, this was evident particularly among men who were unaware of gender budgeting and awareness raising measures.

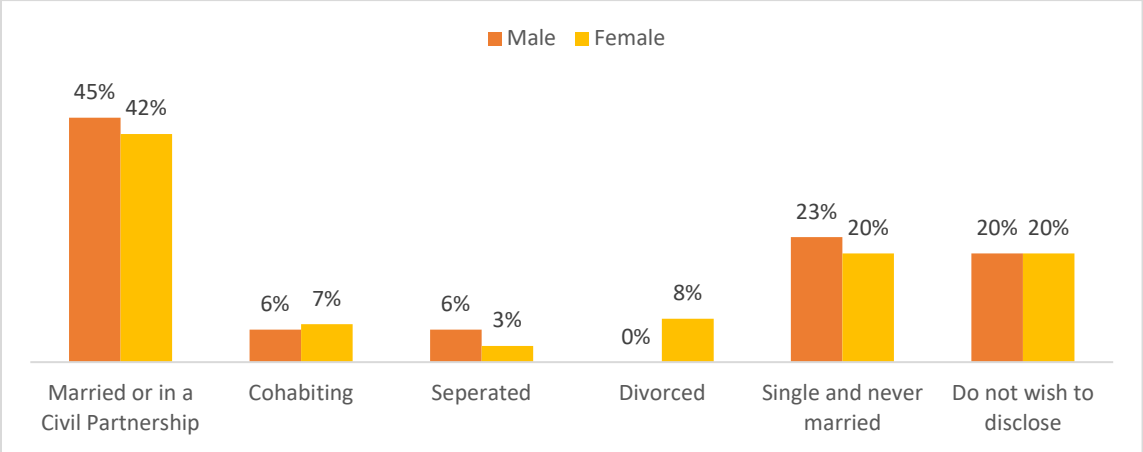
Figure 1.24 MTU: Average support for gender equality measures within MTU (average score from 1 = Strongly against - 4 = Strongly favourable), by gender



1.7.6 Family responsibilities

Women and men carrying out research understandably have a private life. This life may or may not be kept separate from their career. Academic and lay discourse suggest that women tend to predominantly carry out domestic and caring duties, therefore they struggle to balance both work and private life. This last section focuses upon the family situation of MTU teaching and research staff. This section highlights key areas such as their marital status, care responsibilities, in addition to the distribution of household tasks among them and their partner. In figure 1.25 MTU we can see that the majority of respondents are either married or in a civil partnership. More men than women are married however there is a minimal difference between the two (45% vs 42%). More men than women are separated and single. A number of respondents chose not to disclose their marital status. The reason for this is unknown.

Figure 1.25 MTU: Current marital or partnership status, by gender



From figure 1.26 MTU we can observe that the vast majority of respondents do not care for an adult, with comparable percentages across all groups. Looking at children, women are the group which reports the most that they do not have children. This does not correlate with academic discourse which suggests that women wishing to progress in their careers are hindered by caring duties. This unusual data might be an effect of the sample bias of our respondents.

Figure 1.26 MTU: Care of an adult requiring assistance, by gender

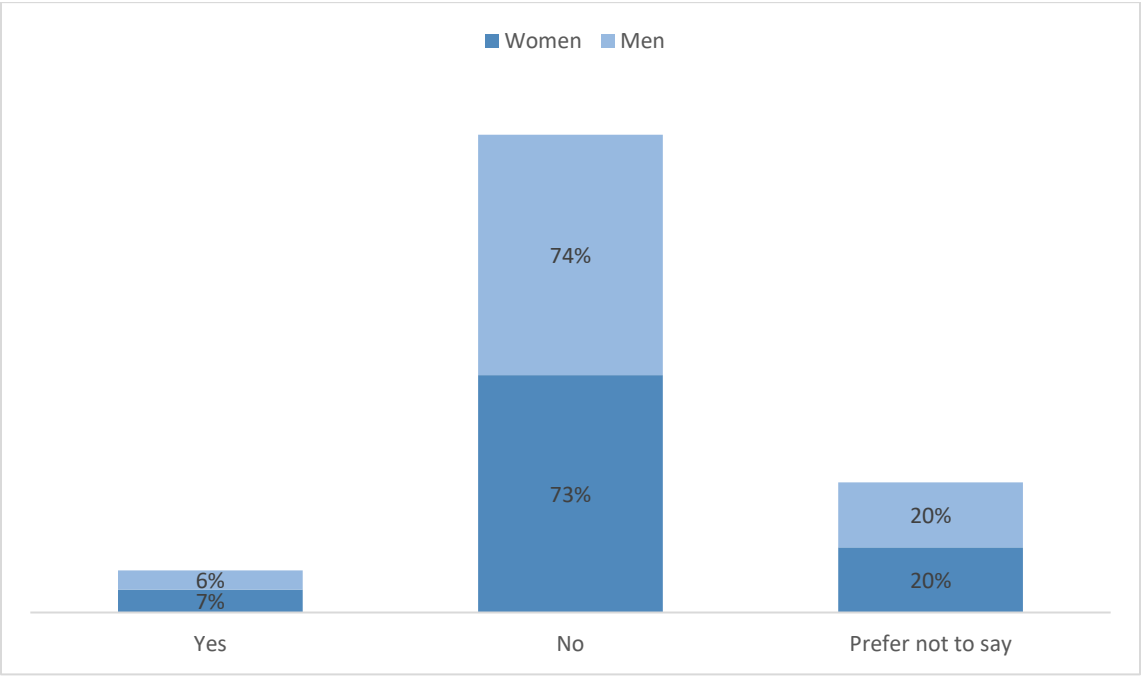


Figure 1.27 MTU: Number of Children, by gender

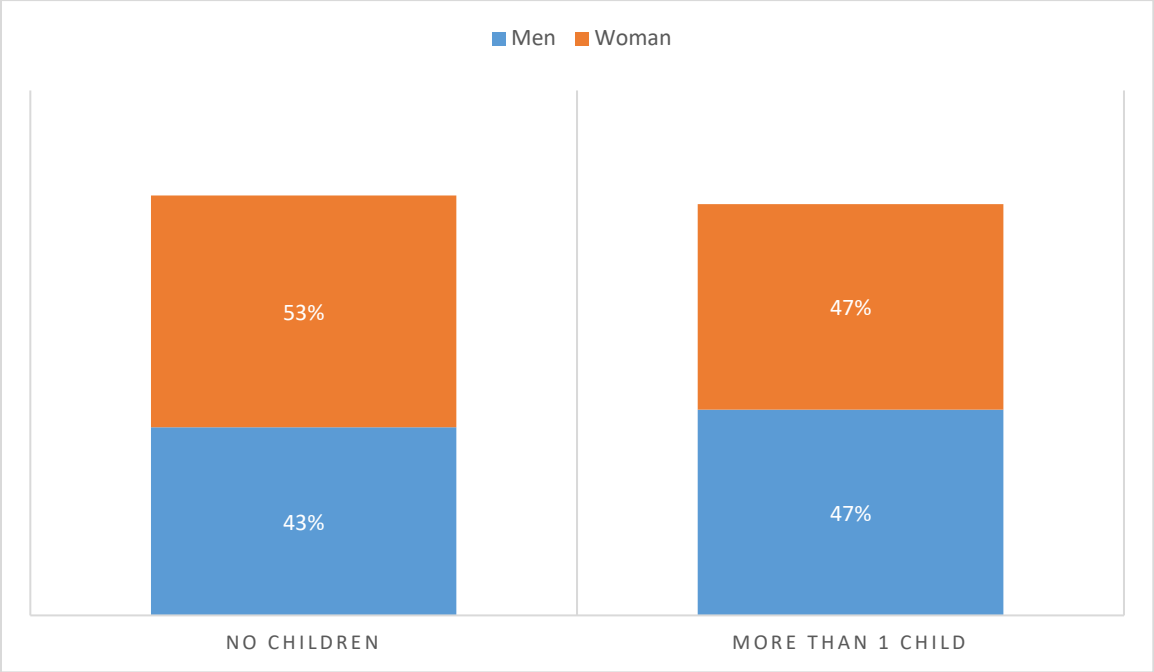
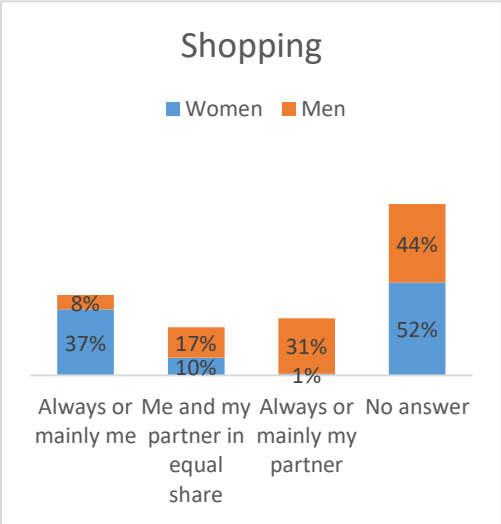
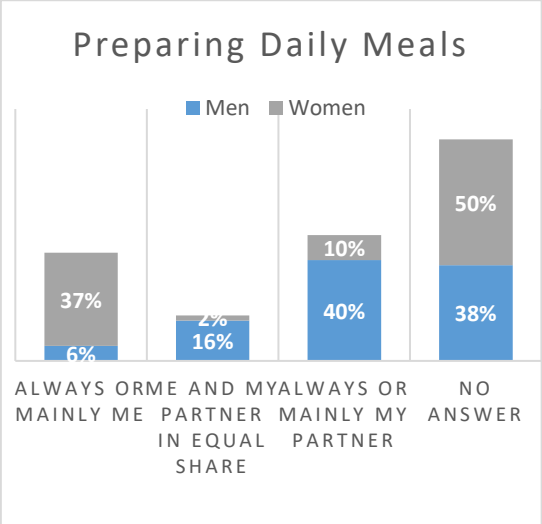
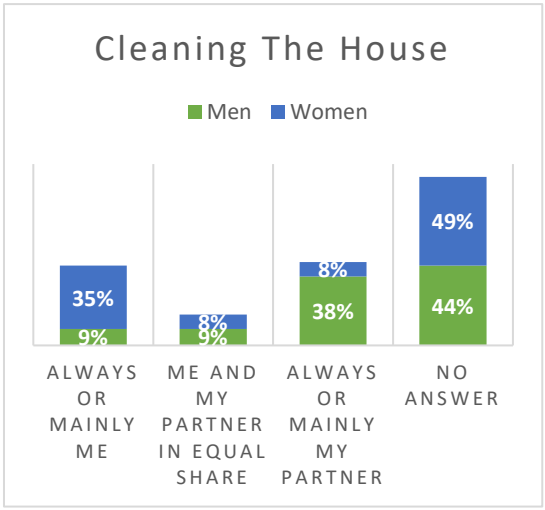


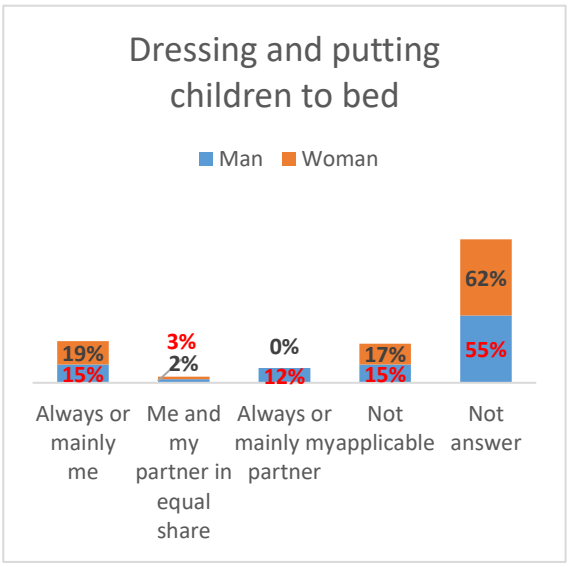
Figure 1.28 MTU shows how the domestic and care burdens are distributed among partnered people. The family burden is, as one might expect, more on the shoulders of women. It is women who are expected to care for children and carry out the domestic duties.

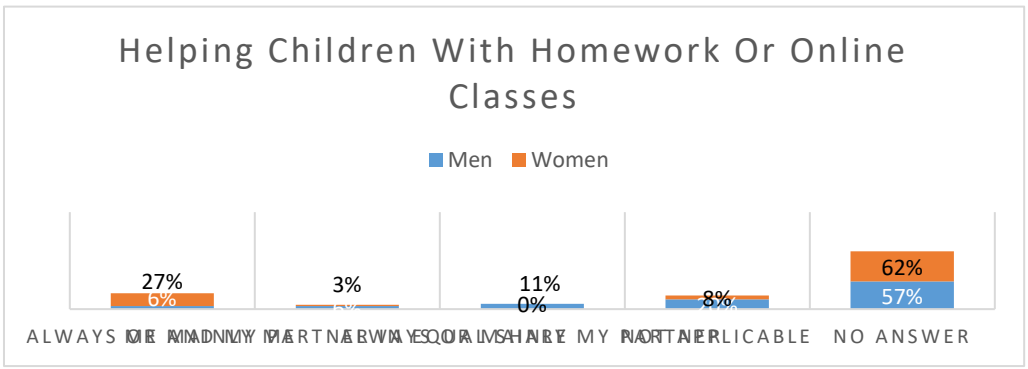
Figure 1.28 MTU: Domestic and Care burden within couples, by gender

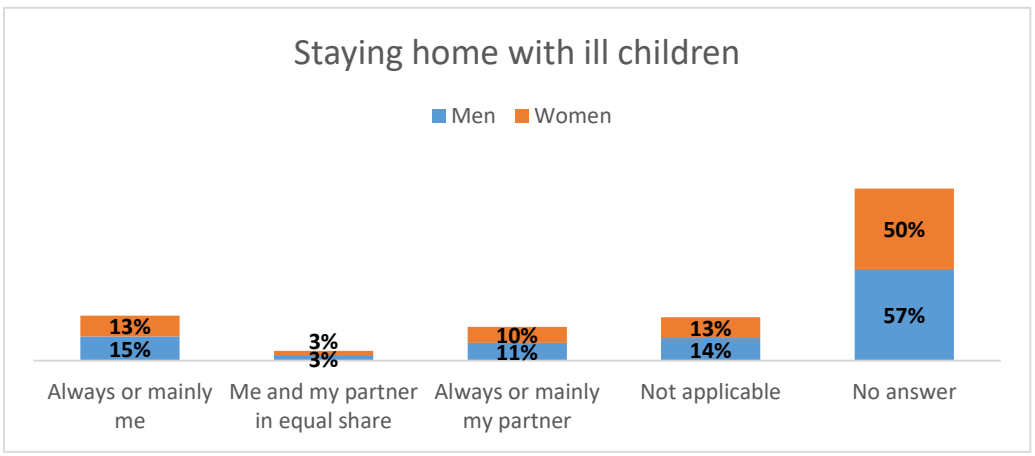





Cleaning The House
Men
Women
35%
9%
8%
9%
8%
38%
49%
44%
ALWAYS OR MAINLY ME
ME AND MY PARTNER IN EQUAL SHARE
ALWAYS OR MAINLY MY PARTNER
NO ANSWER


Dressing and putting children to bed
Man
Woman
19%
15%
3%
2%
0%
12%
17%
15%
62%
55%
Always or mainly me
Me and my partner in equal share
Always or mainly my partner
Not applicable
Not answer


Helping Children With Homework Or Online Classes
Men
Women
27%
6%
3%
11%
0%
8%
62%
57%
NO ANSWER


Staying home with ill children
Men
Women
13%
15%
3%
3%
10%
11%
13%
14%
50%
57%
Always or mainly me
Me and my partner in equal share
Always or mainly my partner
Not applicable
No answer

1.8 CTAG – Automotive Technology Centre of Galicia, Spain (CTAG)

The survey carried out by CTAG follows the same general structure and content as that of the other consortium members with some exceptions.

One of the modifications is due to the difference in the naming and classification of educational levels in Spain compared to other countries to which other partners belong.

Other adjustments have to do with the organisation of CTAG. In the survey, the positions within the organisation and the naming of administrative areas have been adapted to the structure and characteristics of CTAG.

In general, the adjustments are based on the different overall structure of a technology-oriented research centre compared to, for example, a university with a broader multidisciplinary structure.

1.8.1 The profile of the respondents

This section provides socio-demographic info to help analyse the profile of the respondents by gender and area, in comparison with the population, so to capture possible biases.

The response rate, while low, is in line with surveys conducted in CTAG. Table 1.1 CTAG shows the overall response rate obtained.

Table 1.1 CTAG: Response rate

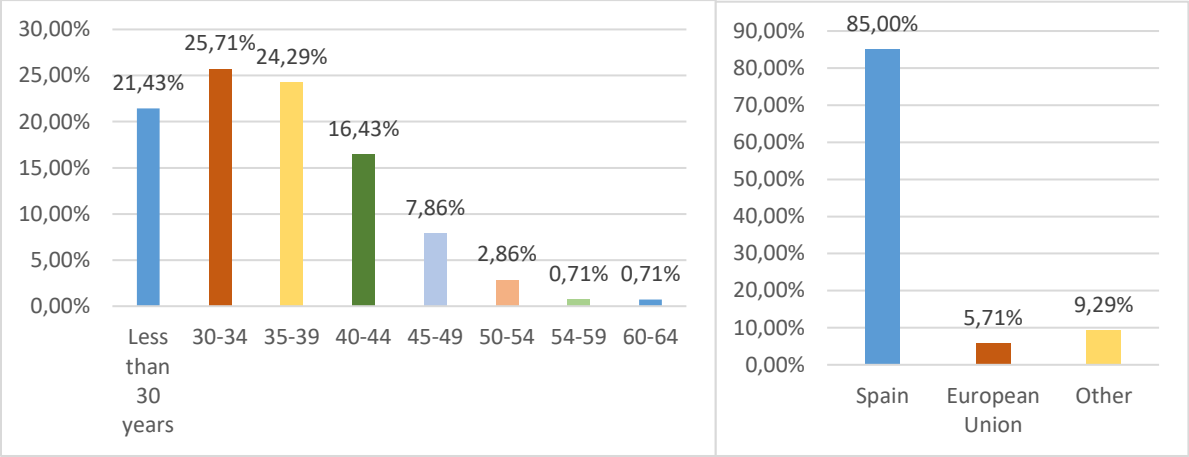
Completed surveys	140
Total staff	785
Response rate	17.83%

Figure 1.1 CTAG shows the profile of the respondents, according to their sex and their scientific area. Compared to their presence in the population, more women and more Services and Support staff tend to respond. This means that our sample is overrepresented in terms of share of women and of people from Services and Support. While this confirm the lower tendency of men to answer to surveys and specifically to surveys on gender issues, it is necessary to weigh the data.

Figure 1.1 CTAG: Profile of the sample and of the population, by gender and scientific area

Regarding the distribution of respondents by age and by country of birth, Figure 1.2 CTAG shows that obviously, Spain is the predominant country of birth. Concerning age, 70% of participants were less than 40-year-old.

Figure 1.2 CTAG: Profile of the sample, by age and by country of birth



Concerning level of education, Figure 1.3 CTAG shows that no people without formal education, primary or first three courses of E.S.O. completed the survey and most respondents fit in the second stage of tertiary education (e.g., Master's degree / Bachelor's degree or equivalent).

Figure 1.3 CTAG: Profile of the sample by level of education

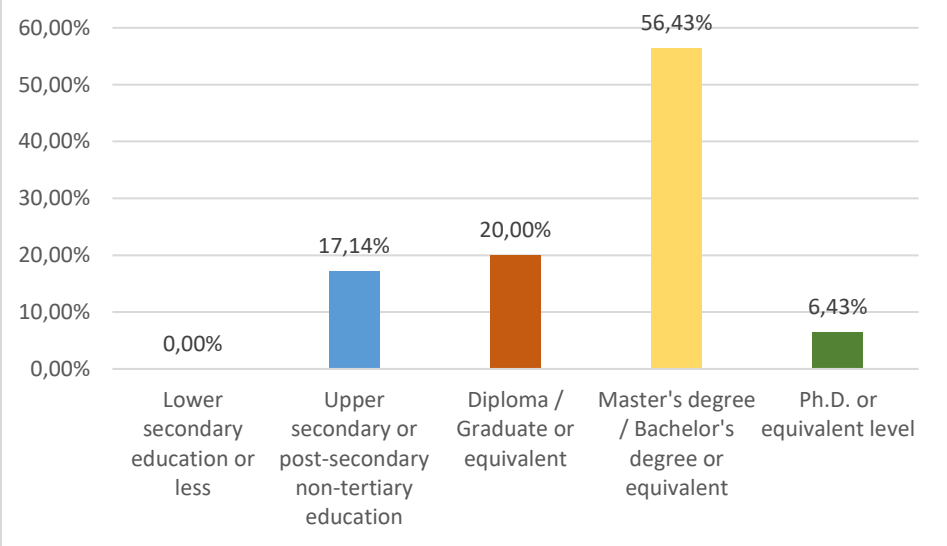


Figure 1.4 and Figure 1.5 CTAG show the predominance of Industrial and Engineering staff between researchers answering the survey and the Research, Technology Transfer and Project Management area between services and support staff. Concerning position of respondents; Senior and Junior Researchers, Engineers and Technicians accumulate 77% of respondents.

Figure 1.4 CTAG: Profile of the sample by academic field of researchers

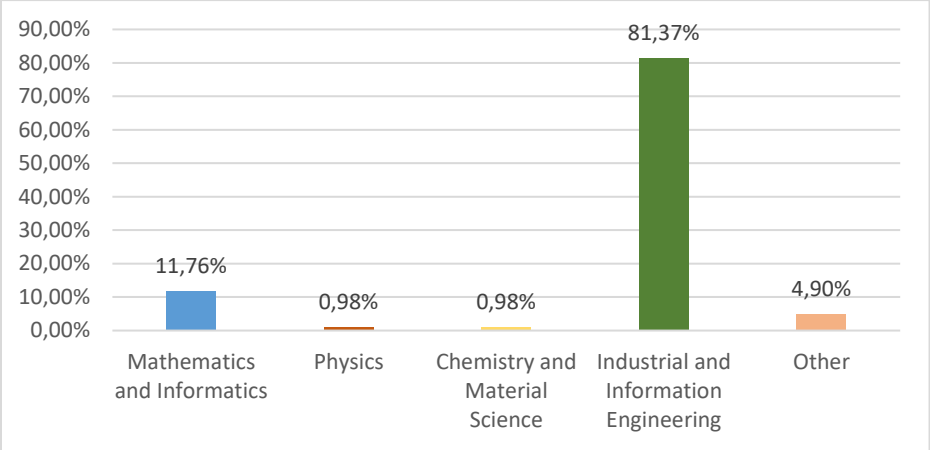


Figure 1.5 CTAG: Profile of the sample by administrative area

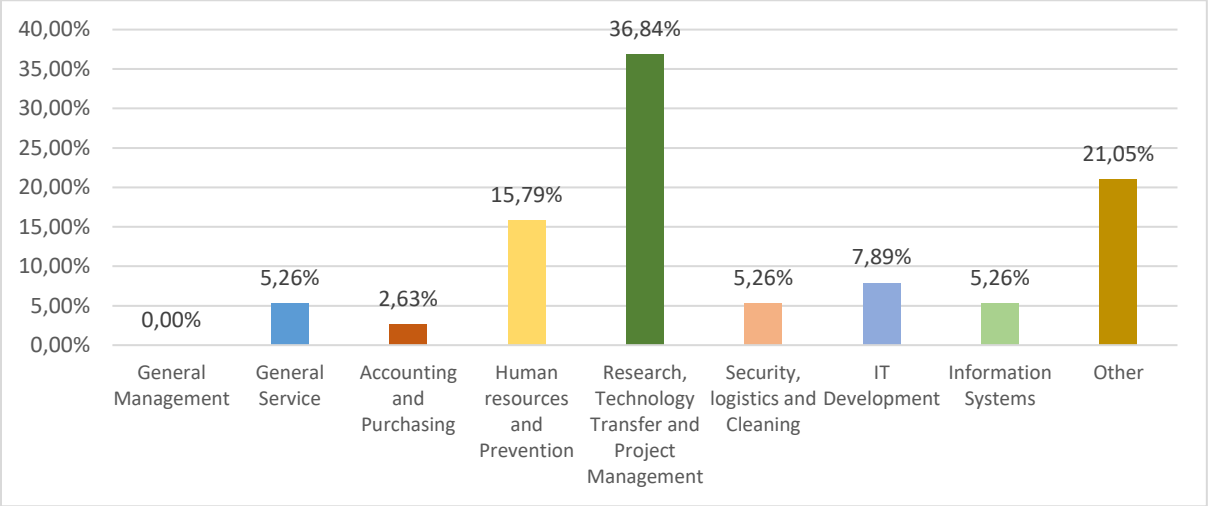
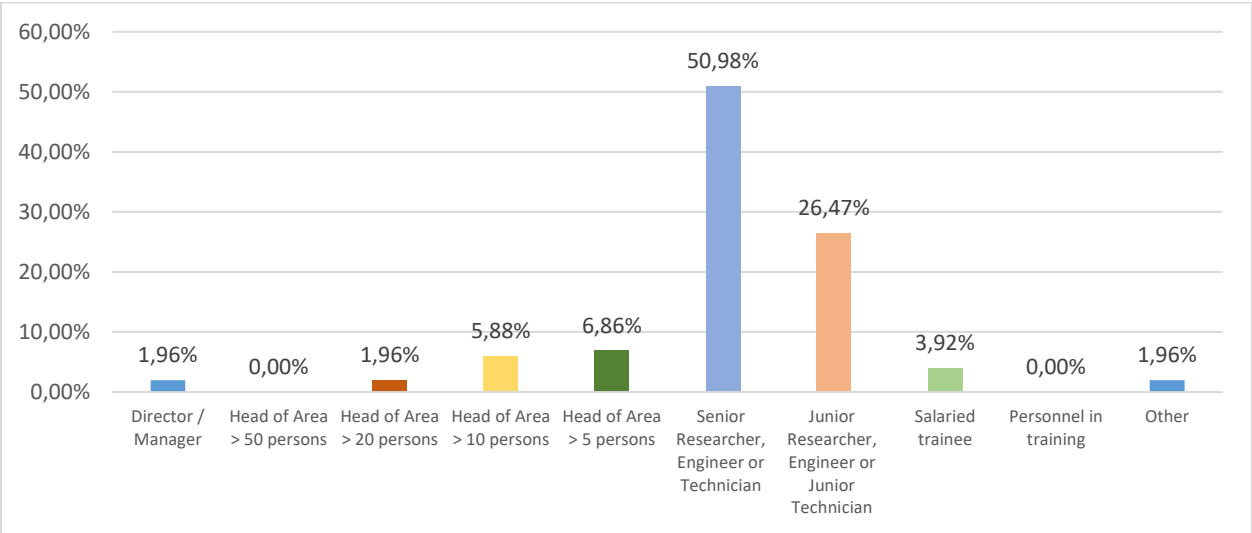


Figure 1.6 CTAG: Profile of the sample by position

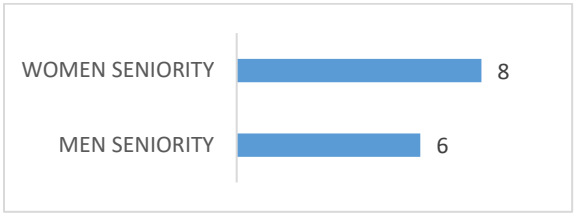


1.8.2 Work career and conditions

Figure 1.7 CTAG shows the average length of time that men and women have been in their current position , i.e., their job seniority. In CTAG, women have a higher job seniority than men. As Yet, job

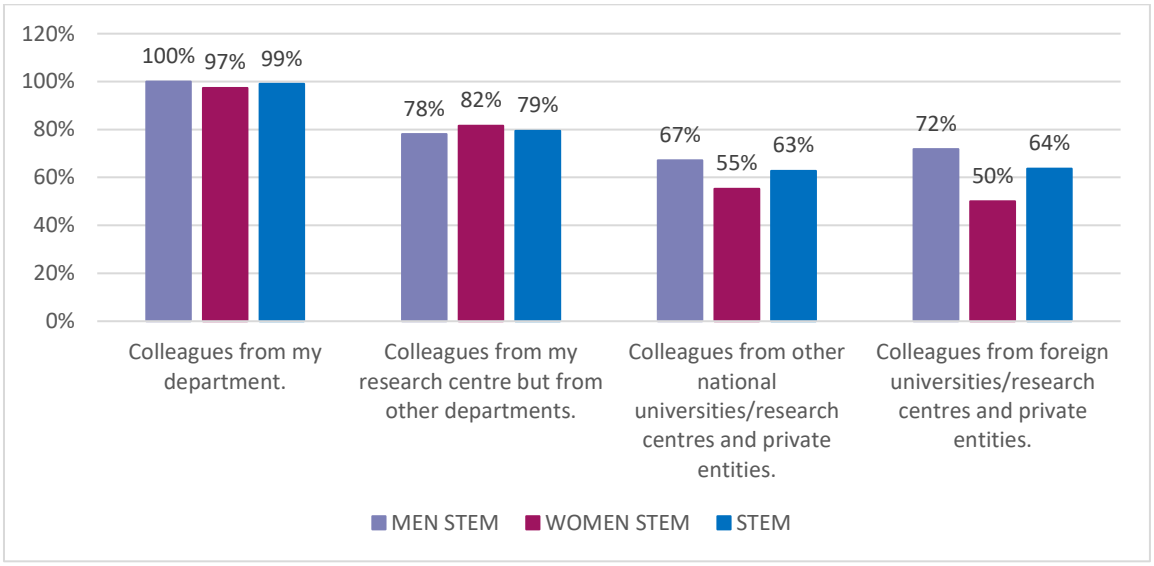
seniority does not really give us insights on “glass door” and “glass ceiling”, that is, on gender differences in entry into research career and later on into apical positions.

Figure 1.7 CTAG: Job seniority in years



Even if with a very rough indicator of internationalization or internal cooperation, the data presented in Figure 1.8 CTAG informs us that men in each group consistently report high percentage of collaboration with all types of colleagues.

Figure 1.8 CTAG: Collaborations with other academics in the last five years, by gender



Concerning publications, Figure 1.9 CTAG shows that more than 90% of researchers from CTAG have publised between 0 to 5 scientific papers, book chapters, papers at conferences, workshops, etc. in the last 5 years. Figure 1.10 CTAG shows that men in CTAG tend to publish more than women as 6 men have published more than 5 items while only 2 women did the same. It could be argued that the proportion of publishers of more than 5 items (75%-25%) is similar to the absolute population of the centre (72%-28%).

Figure 1.9 CTAG: Publications in the last five years (percentage)

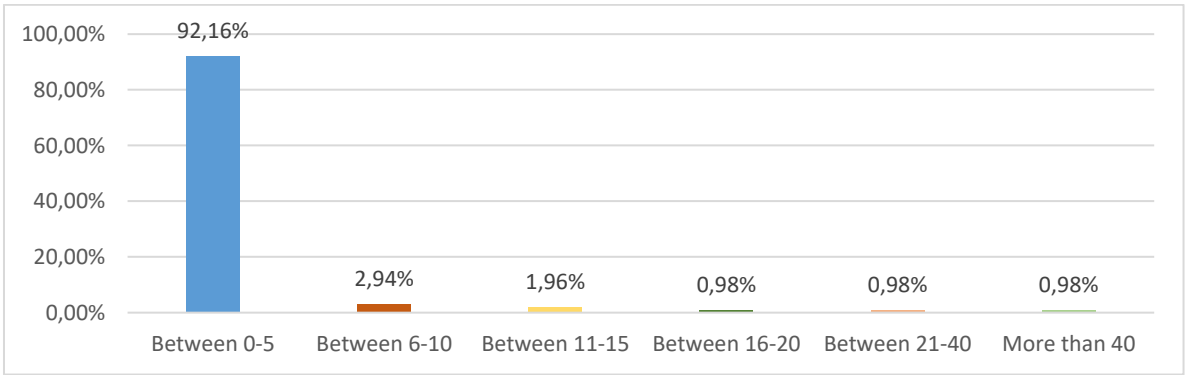


Figure 1.10 CTAG: Publications in the last five years by gender (absolute numbers)

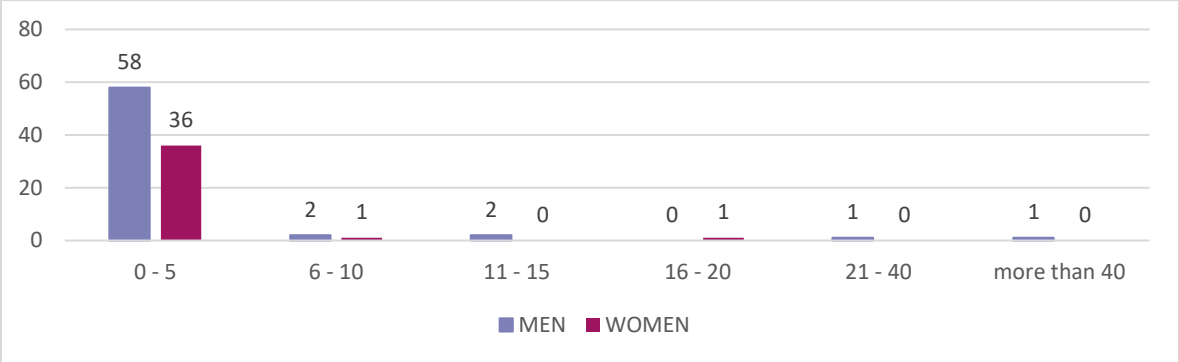
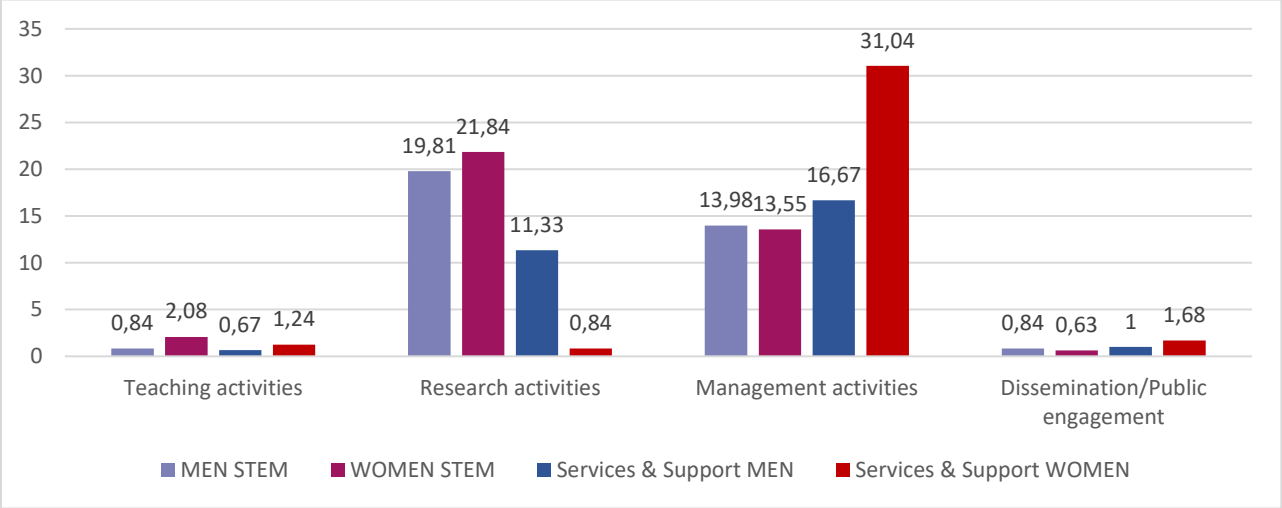


Figure 1.11 CTAG shows that women appear to spend more hours on teaching activities, both in R+D+I and in Services and Support staff, compared to men. Respondents in the STEM field dedicate many more hours to research activities compared to their Services and Support colleagues, while differences are small in management activities, with the exception of Services and Support women, who appear to dedicate many more hours to management activities than three other groups.

In dissemination and public engagement activities, men in the Services and Support field dedicate slightly more time than STEM colleagues while the difference is bigger between women, where Services and Support women dedicate more than twice as much time as STEM women.

Figure 1.11 CTAG: Mean weekly hours devoted to different activities, by gender



1.8.3 Views on how university and research work today

We have decided to focus on researchers' views on how career in research performing organizations work and how it should work, on which factors do actually count and which should instead count. Figure 1.12 CTAG reports the mean scores for the positive beliefs about the factors that counts to win the first stable position vs how factors should count under the point of view of R+D+I staff.

Regarding the positive beliefs of R+D+I staff about the factors that counts, all factors stay under the midpoint of the scale, so are not judged as important in selection processes, except for being ready to take responsibility for administrative-bureaucratic tasks, being able to mediate in conflicts and work in teams and putting work always first. On the other hand, the least important factors under the opinion of researchers are publishing a lot and publishing mostly in high-impact journals.

Concerning the beliefs of how it should be, researchers agree that being able to mediate conflicts and work in teams is the most important factor but they disagree with the importance of putting work always first should have. The factor that should count less according to researchers should be to have a strong sponsor within departments

Figure 1.12 CTAG: Positive beliefs of R+D+I staff: factors that count vs factors that should count to win a first tenure track position (average from 1 – Not at all to 5 – Very much)

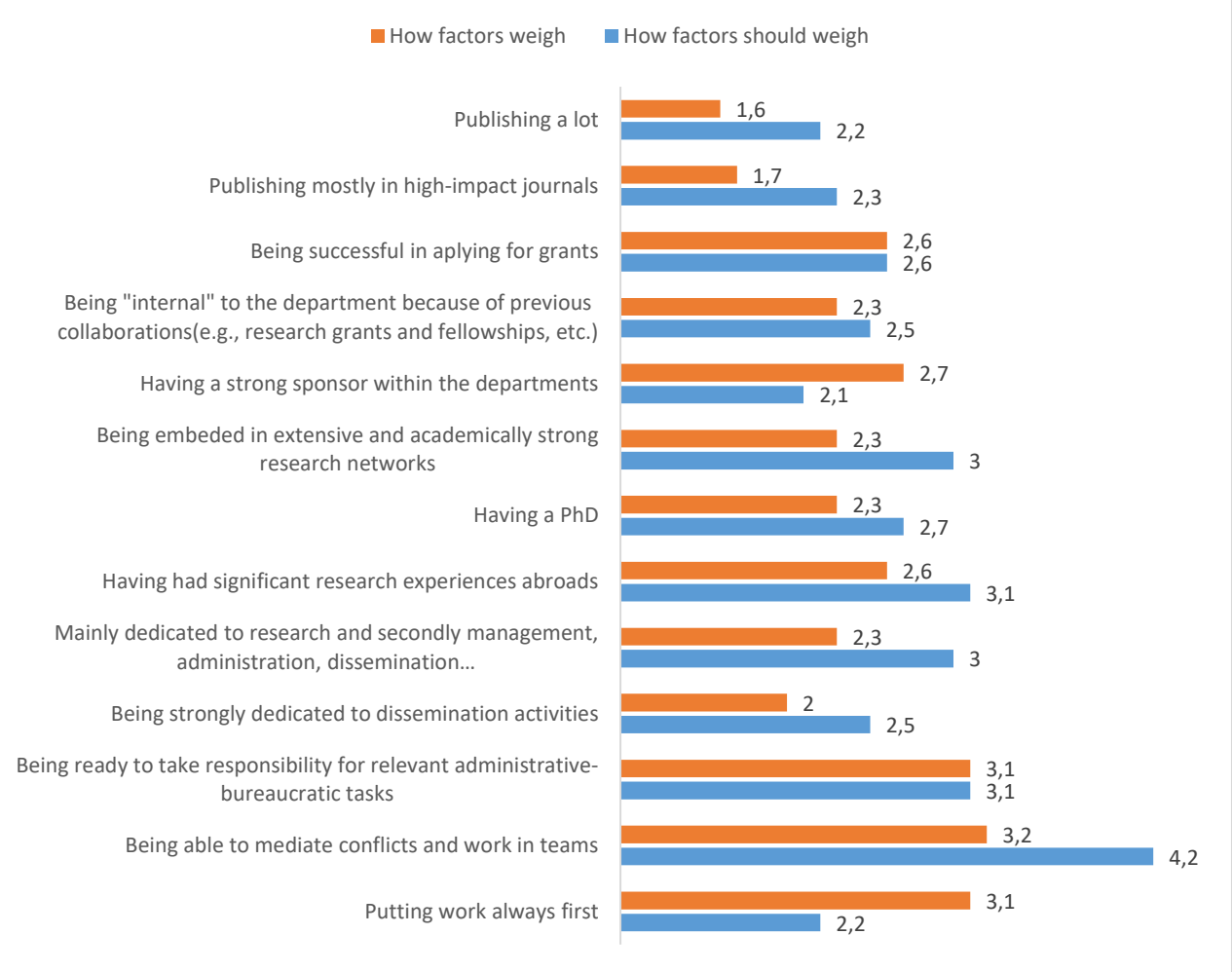
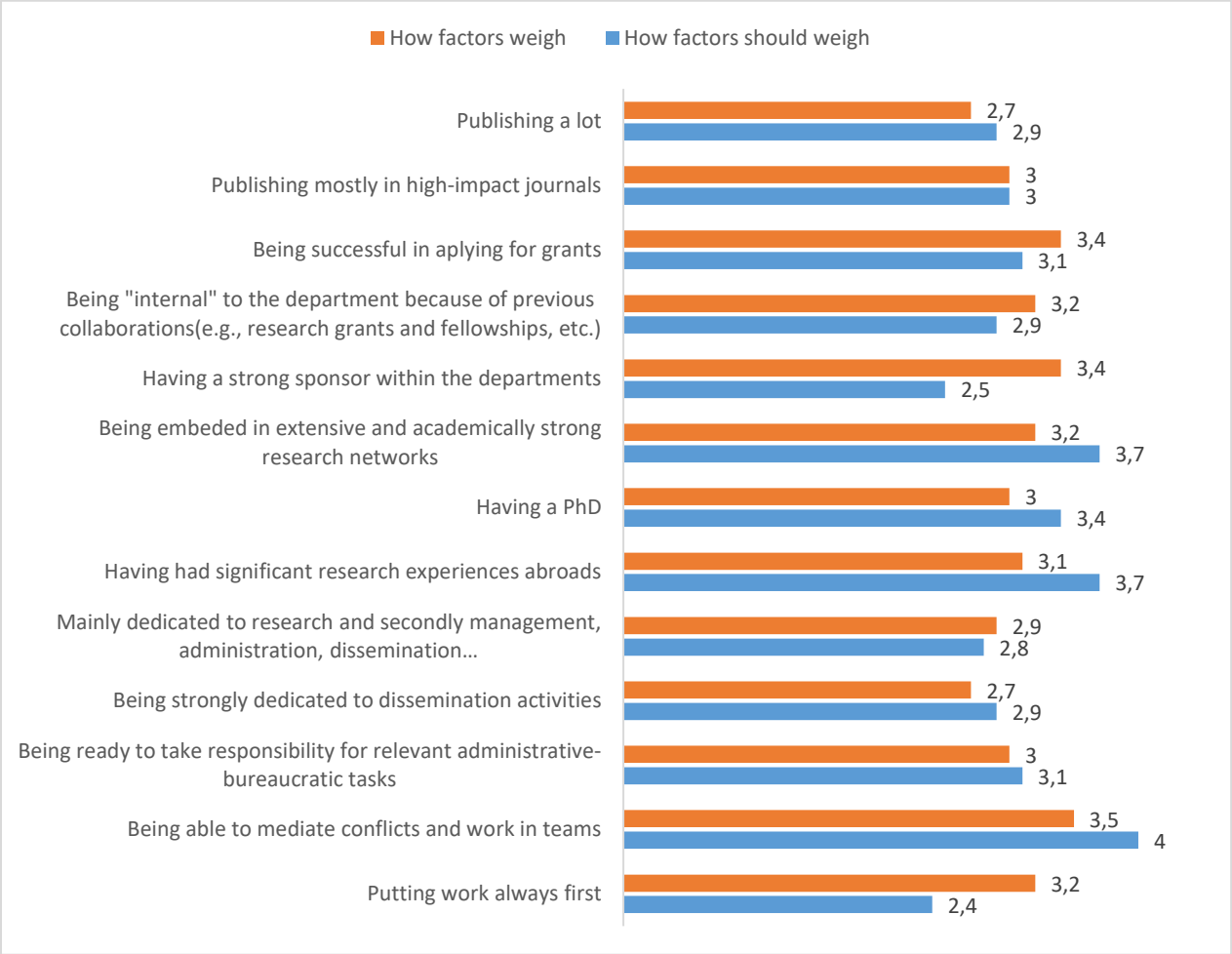


Figure 1.13 CTAG: Positive beliefs of Services and Support staff: factors that count vs factors that should count to win a first tenure track position (average from 1 – Not at all to 5 – Very much)



When Service and Support staff answering the survey, all factors gain values above the midpoint of the scale, so are judged as important in selection processes, except for publishing a lot, mainly dedicated to research and being strongly dedicated to dissemination activities. Nevertheless, putting work always first and having a strong sponsor within the departments are the two factors that should be less important to consider in order to promote. Otherwise, according Service and Support staff, most important factors should be being able to mediate conflicts and work in teams, having had significant research experiences abroads and being embeded in extensive and academically strong research networks.

1.8.4 Views on men and women in society

What men and women in research world generally think of gender roles and abilities? Do they consider some as more naturally female or male? In order to capture the views of the respondents, we used the Separate Spheres Ideology scale by Miller and Borgida (2016), which measures to which extent people believe in the existence of two separate domains of society, one for women (domestic and care work) and one for men (workplace), and thus their set of beliefs about the proper roles of men and women in society. The Separate Sphere Ideology is considered a single construct, a belief system composed by three interrelated facets: gender differences are innate, they lead women and men freely to their respective spheres and thus their different participation in public or private domains is natural and desirable. This ideology links these differences, and the two spheres, to equality: women and men are different, they have different tasks but both are equally important, and choosing one or the other

sphere is a personal choice. While is certainly useful to use a validated scale for our purposes, this instrument was built with social psychology research in mind, to be used for more targeted hypotheses and in more focused questionnaires. Since our survey was already quite long, we reduced the scale from 15 to 7 items. We included at least two items which best represented each of the three facets and we kept two reverse items, also trying to cover all the central dimensions: career choices, jobs type and skills, childcare and marriage. During translation, we also encountered some difficulties regarding the possible ambiguous interpretations in Spanish, and thus we made some slight alterations for the sake of clarity.

Figure 1.14 CTAG reports the mean score on the adapted Separate Sphere Ideology scale. No evident differences are found except from the fact that men agreed more than women with the all the statements. It has to be noted that the items deal with sensitive topics, so there could be issues of social desirability. In order to better isolate people with strong beliefs of gendered, separate spheres, we presented the percentage within groups of respondents that answered 4 or 5 (agree and strongly agree) in Table 1.2 CTAG Cells highlighted in plum contains the highest percentages within groups (gender crossed with area), except for item 3 and 6, which are reversed, that contain the lowest percentages.

Figure 1.14 CTAG: Mean scores of the adapted Separate Sphere Ideology scale (1 – Strongly disagree, 5 – Strongly agree), by gender

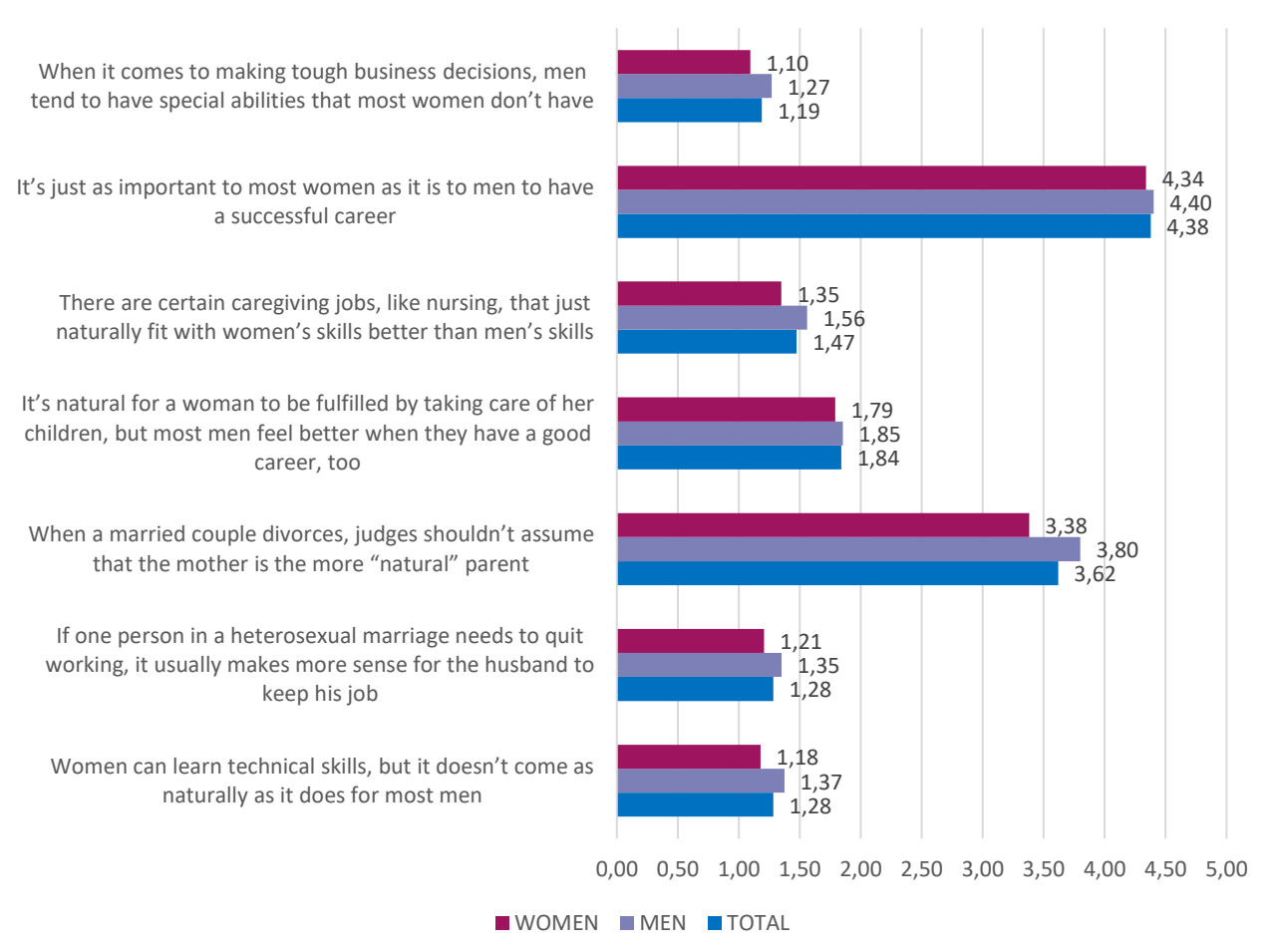


Table 1.2 CTAG: Separate Sphere Ideology scale

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	I don´t know
Women can learn technical skills, but it doesn't come as naturally as it does for most men.	83,57%	9,29%	1,43%	1,43%	2,86%	1,43%
If one person in a heterosexual marriage needs to quit working, it usually makes more sense for the husband to keep his job	80%	11,43%	5%	2,14%	0%	1,43%
When a married couple divorces, judges shouldn't assume that the mother is the more "natural" parent.	15,71%	11,43%	11,43%	17,14%	43,57%	0,71%
It's natural for a woman to be fulfilled by taking care of her children, but most men feel better when they have a good career, too.	50%	20,71%	12,86%	7,86%	2,14%	6,43%
There are certain caregiving jobs, like nursing, that just naturally fit with women's skills better than men's skills.	67,86%	20,71%	6,43%	3,57%	0,71%	0,71%
It's just as important to most women as it is to men to have a successful career.	3,57%	1,43%	11,43%	18,57%	61,43%	3,57%
When it comes to making tough business decisions, men tend to have special abilities that most women don't have.	85,71%	8,57%	2,86%	1,43%	0%	1,43%

1.8.5 Views on gender culture and policies

How men and women perceive the gender culture and policies within their work environment? Do they think that there are gender imbalances and that they are addressed? We can observe in figure 1.15 CTAG that women in CTAG report less gender equality in their department compared to men, with lower scores across all items and higher for the reversed item 2. Especially in this latter, the difference is substantial: while women are adamant that they have to perform better than men to be considered good at their job in their respective department, men seem to disagree. This item marks the highest score for SSH women and lowest for STEM men.

Concerning STEM and Services and Support, Services and Support respondents seem to perceive less gender equality, contrary to empirical evidence showing that gender imbalances are stronger in STEM rather than in Services and Support area. Considering both gender and scientific area, we can see that women in Services and Support are the one that perceive less gender equality: specifically, we can see the lowest scores for the first item, that is, equal representation (in termns of numbers) in senior positions, men in STEM are the group that perceives the most gender equality in their departments. In

general, these results are not comforting: the average scores are overall fairly low and indicate a clear gender difference in perception.

Figure 1.15 CTAG: Average perception of gender equality, by gender and area

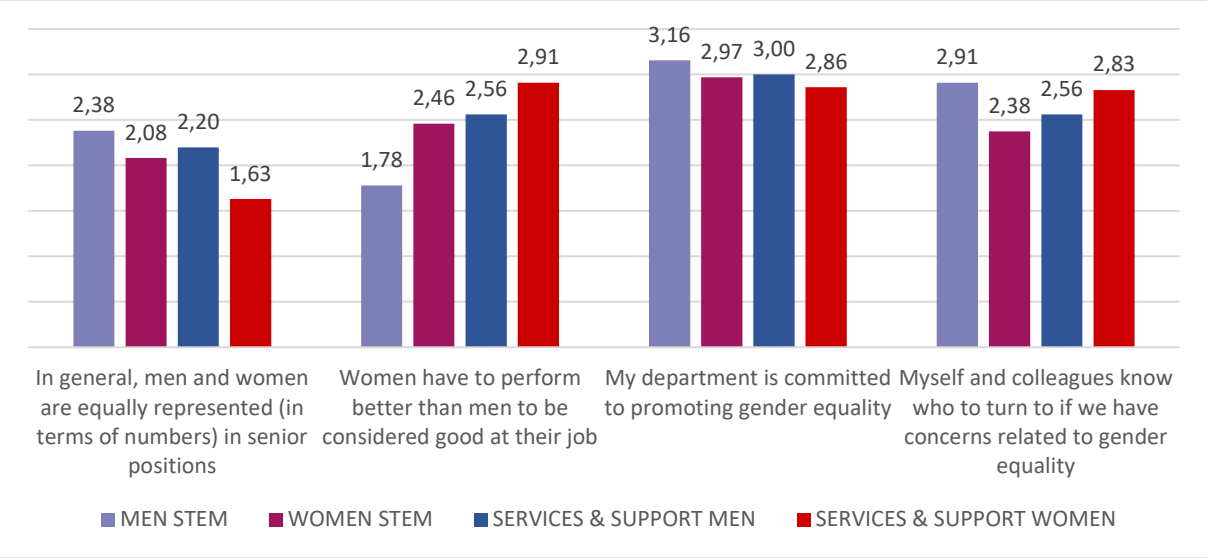


Figure 1.16 CTAG reports the average grade of favor for introducing gender equality measures in universities. First, we have to note that some measures are more widely known than others; furthermore, respondents could have misinterpreted the scale, which is bidirectional. We can observe that more than 70% of people are favourable to all gender measures except from Gender-sensitive language policies, where just 43% of male respondents were favourable.

Figure 1.16 CTAG: Favour for gender equality measures: share of people who were favourable or very favourable, by gender

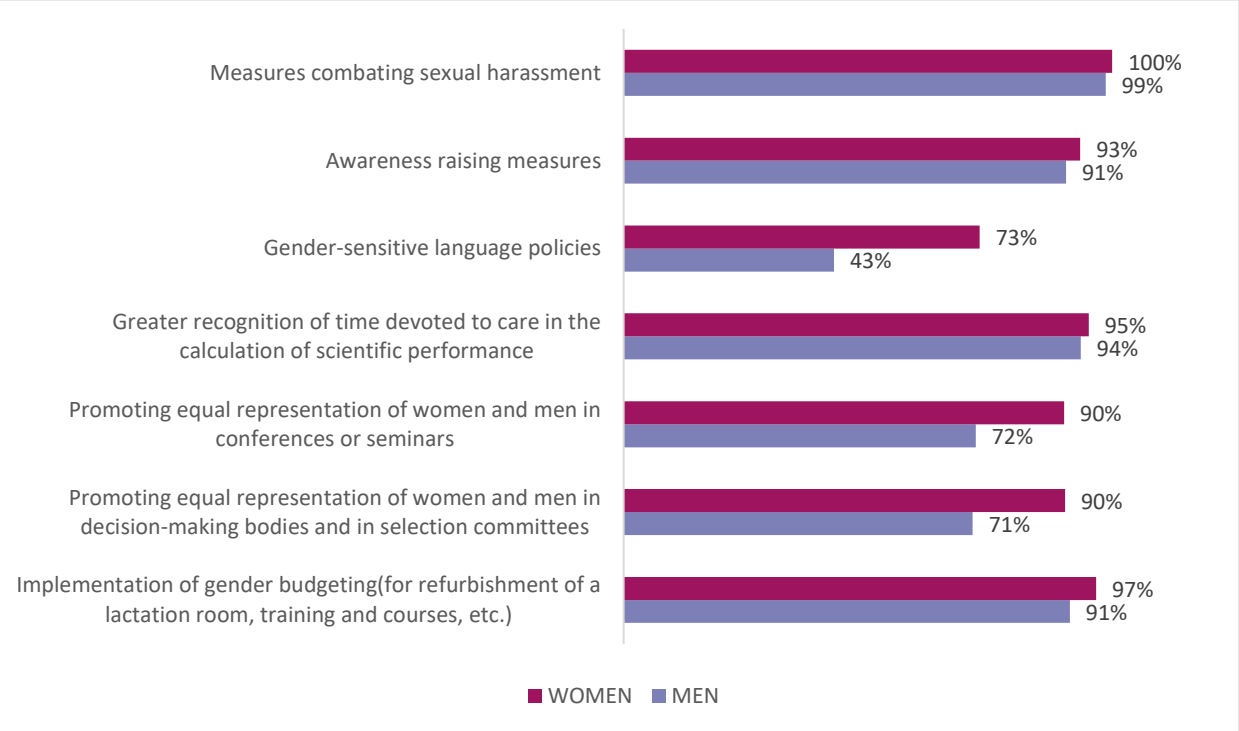
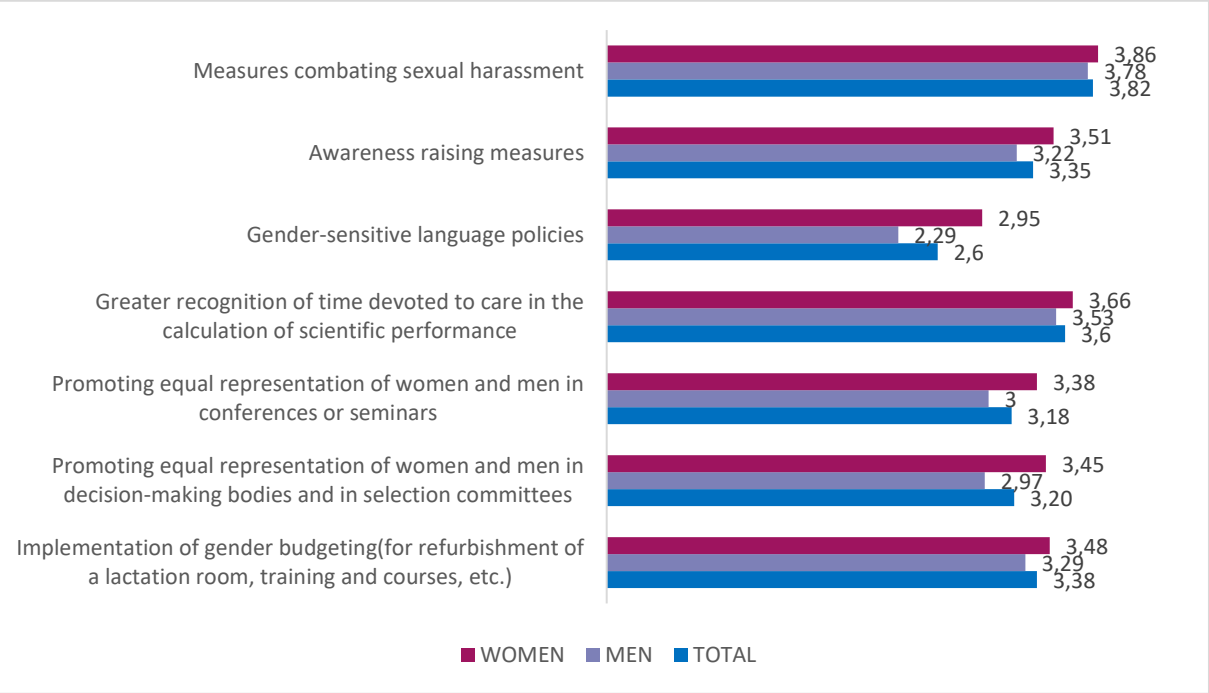


Figure 1.17 CTAG: Average support for gender equality measures in universities (1 – Strongly against, 4 – Strongly favourable), by gender

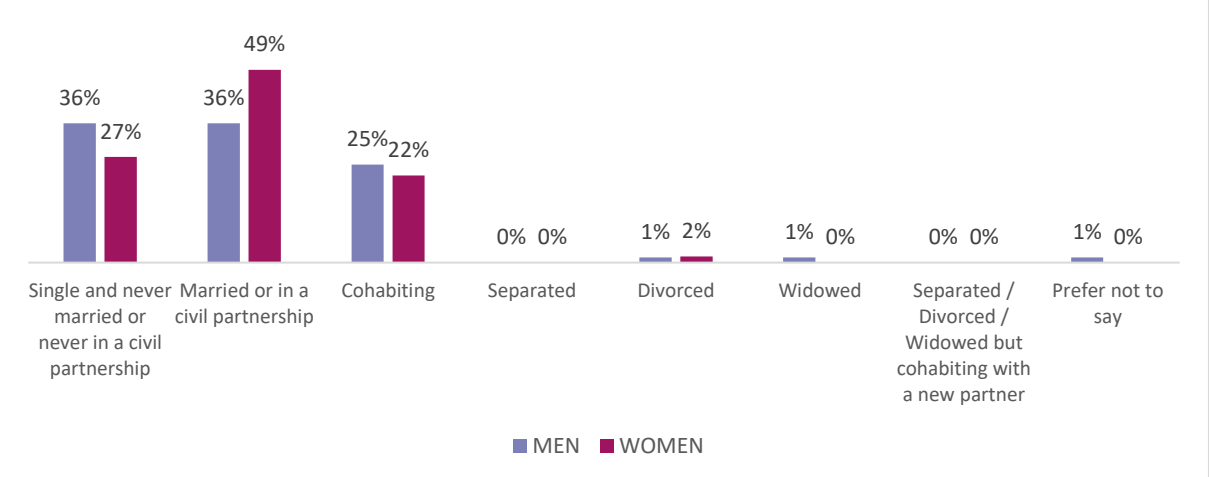


1.8.6 Family responsibilities

Women and men doing research have obviously also a private life, that might be easily or not combined with a work life. There is a lot of evidence that women, expected to be and still being in many contexts the main domestic and care providers, suffer more of a trade-off between work and private life, especially between family and work responsibilities. This last section portrays the family situation of CTAG staff: their civil status, their care burden, their share with their partner.

In figure 1.18 CTAG we can see that the majority of respondents is either married or in a civil partnership or cohabiting. Women generally are married more often than men (49% vs 36%), while men are more often cohabiting or single. Interestingly, only one respondent chose to not disclose their current marital or partnership status, either due to privacy concerns or because they could not find their status listed in the options.

Figure 1.18 CTAG: Current marital or partnership status, by gender



From figure 1.19 CTAG we can observe that the vast majority of respondents do not care for an adult, with comparable percentages across all groups. Looking at children, men are the group which reports the most that they do not have children. Yet, given the large evidence that women tend to postpone or give up to motherhood in order to enter and pursue an academic/professional career, this unusual data might be an effect of the sample bias of our respondents.

Figure 1.19 CTAG: Care of an adult requiring assistance and number of children, by gender

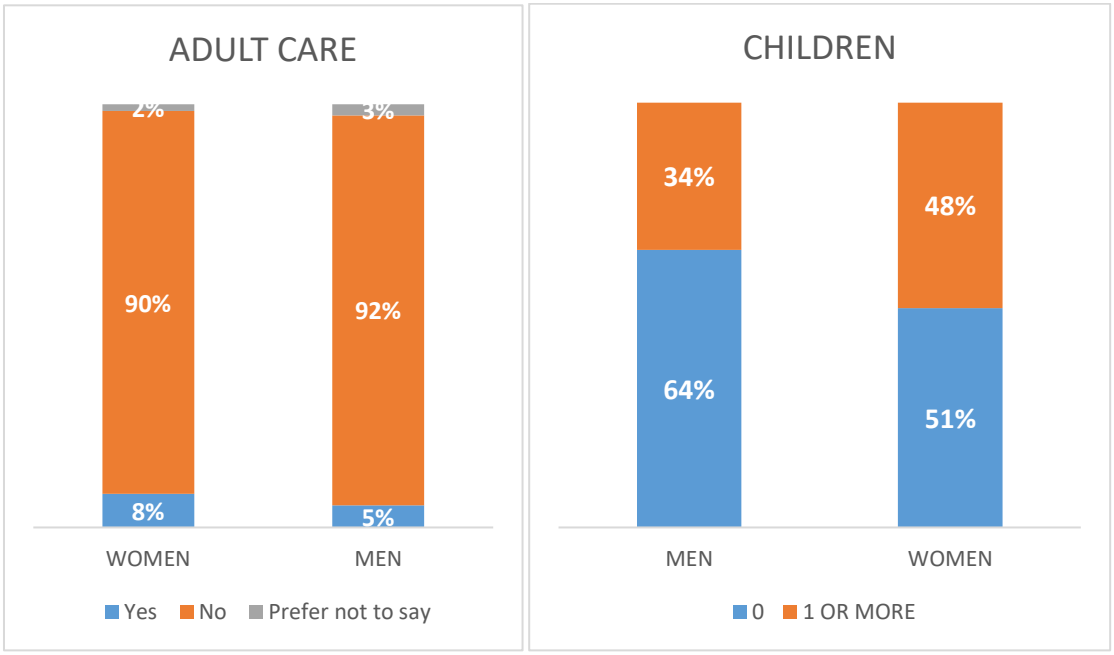
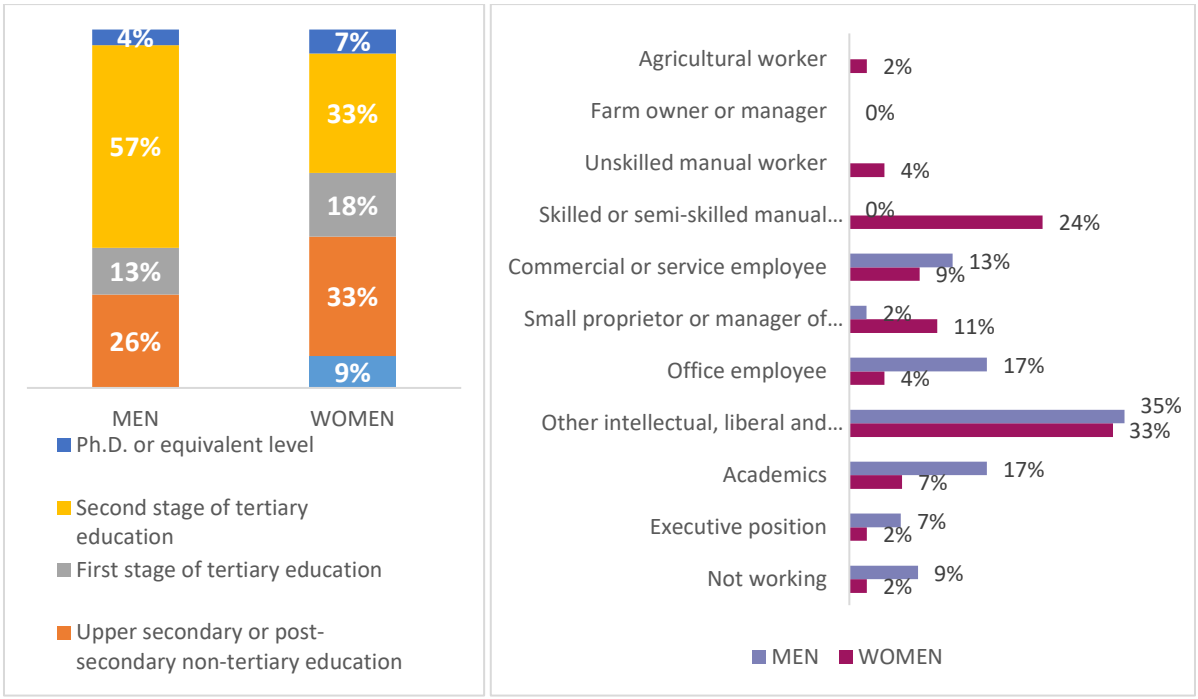


Figure 1.20 CTAG shows the educational and occupational profile of the partner whne in a stable partnership. Concerning the highest qualification of the partner, we can see that the most frequent is the master's degree, followed by upper secondary education for men and the same educations for women but sharing same percentage. We can also see that men's partner generally have higher levels of education compared to women, although women actually report the highest percentage for a partner with PHD.

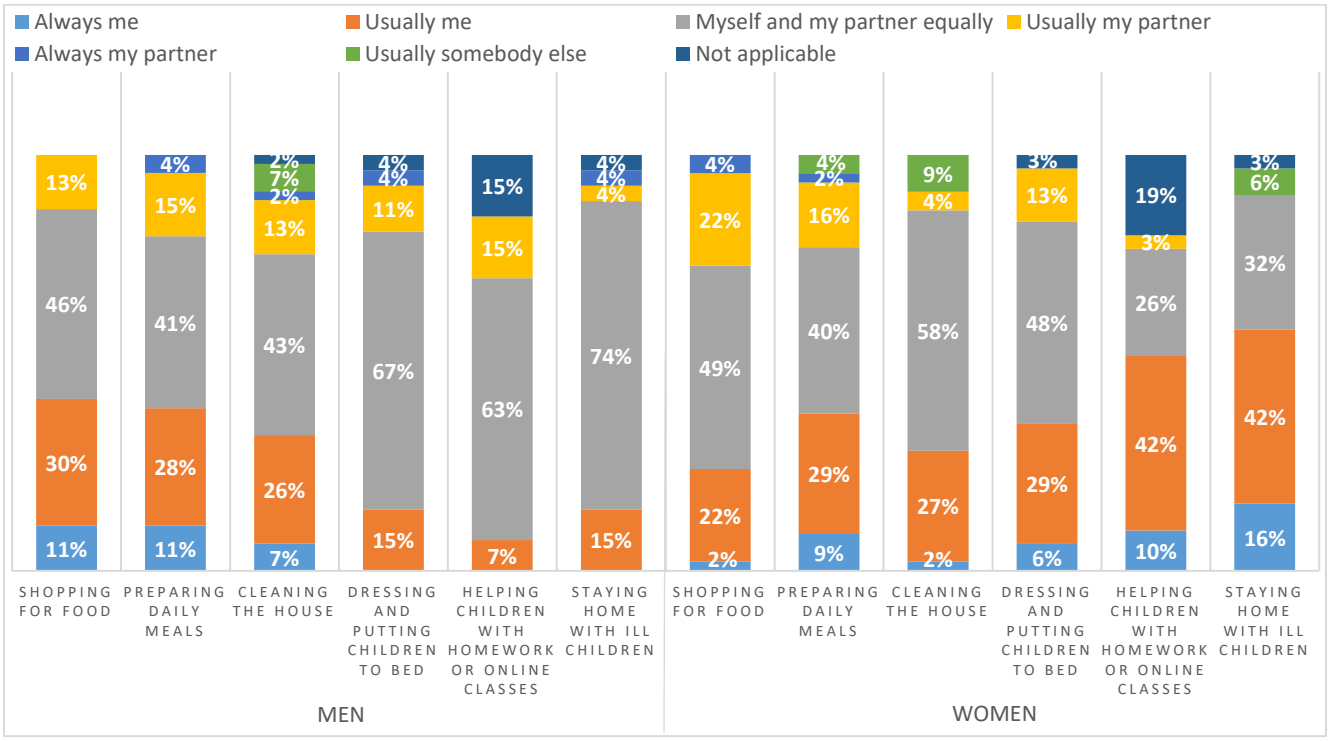
The majority of respondents reported that their partners have generally intellectual occupations. More specifically, we can see that 35% of men's partners have an intellectual occupation and just 17% is in academics which is tied at the second most category for men's partner occupations with office employees. On the other hand, women partners are a little bit more spread out: while the 33% has an intellectual or professional occupation, the 11% is a proprietor or manager of a small business, the 7% is an academic, and the 24% is a skilled manual worker (to compare, 0% of male partners is in this category).

Figure 1.20 CTAG: Highest qualification and occupation of partner, by gender



Looking at the educational and occupational profile of a partner is interesting because literature on gender division of work shows that in high educated-high class people both attitudes and practices tend to be quite egalitarian, which should help women to face lower constraints in combining work and family responsibilities. Figure 1.21 CTAG shows how the domestic and care burdens are distributed among partnered people. We can see that also women seem to carry out domestic and care work more than academic men. In the first three items, pertaining to domestic work, couples seem more balanced while in childcare women feel that they do most of the work.

Figure 1.21 CTAG: Domestic and Care burden within couples, by gender



2. Annex

Annex 1. Introduction to each implementing partner

In this section a table containing useful info for each implementing partner will be listed to help readers in the understanding of the quantitative and qualitative data of MINDtheGEPs' institutions involved in the GEPs' elaboration, in particular info on the links between national and institutional policies.

University of Turin, Italy (UNITO)

Implementing Organization	**University of Torino (UNITO)**
Description of your organisation	The University of Torino (UNITO) is one of the largest Italian Universities, with about 70,000 students, 3,900 employees (academic, administrative and technical staff), and 1,800 post-graduate and post-doctoral research fellows. Research and training are performed in 26 Departments, encompassing all scientific disciplines. According to GreenMetric international ranking (December 2018), UNITO is ranked at 47th position in the world, and at 2nd in Italy (after University of Bologna). With reference to the most recent national evaluation of the Italian university system (VQR 2015-2019), UNITO is ranked in the top three Italian universities in nine scientific areas out of 16. In particular, UNITO is ranked in the top five in the following areas: ● first position in the area of historical, philosophical and pedagogical sciences; biological sciences; and chemical sciences; ● second position in the areas of medical sciences and physical sciences; ● third position in the area of political sciences; law; and agricultural and veterinary sciences; ● fifth position in the areas of psychological sciences; and economical and statistical sciences. As for internationalization, UNITO is involved in about 500 international cooperation formal agreements with institutions from all around the world (in particular South America, Mediterranean countries, India and China, in addition to Europe and North America), including joint educational programs at undergraduate and doctoral level.
Organization's experience/expertise in the project domain and role in the project	UNITO is the Scientific Coordinator of MINDtheGEPs and the leader of WP2. UNITO is deeply involved in scientific research and manages roughly 500 projects per year, both at the national and international level. The long record of participation of UNITO in the EU strategic research agenda results from 115 FP7 funded research projects, among which 33 coordinated projects and 4 Research Infrastructures projects. UNITO manages roughly 500 projects per year, both at the national and international level. The long record of participation of UNITO in the EU strategic research agenda results from 115 FP7 and 186 H2020 funded research projects. Under H2020 only, UNITO coordinated 41 projects and 13 ERC, taking part in 42 Marie Skłodowska Curie Actions and 9 Research Infrastructures grants overall. In Horizon Europe 8 projects have been funded so far, 5 of which under the Research Infrastructures program.
Decision Making	The University of Turin has two main decision-making bodies: the

Bodies	Academic Senate and the Board of Governors. The Academic Senate is the managing, planning and coordinating body of all University activities. Its members are the Rector, the Departmental Directors, the Professorial Delegates of the 16 scientific areas of the University, and a number of student and technical and administrative staff representatives. The Board of Governors supervises the University's financial, economic and administrative management and administrative staff management. Its main task is to carry out the planning decided upon by the Academic Senate.
Equal opportunity bodies and Gender Research Center	The University of Turin has a *Guarantee Committee for Equal Opportunities, Employee Wellbeing and Non-discrimination at Work* (so-called CUG - *Comitato Unico di Garanzia*). It was established in 2010 (Law 183/2010, article 21) with the role of elaborating and monitoring the Positive Action Plan (PAPs; *Piano di azioni positive*). https://www.unito.it/ateneo/organizzazione/organi-di-ateneo/comitato-unico-di-garanzia Within the University, there is a Research Centre for Women's and Gender Studies (CIRSDe) that was established in 1991. Beside the courses offered to students, CIRSDe provides advice and training for external organizations and bureaus interested in research and training. It is a multidisciplinary institution with 121 members, representing many departments at the University of Turin and many disciplinary fields, both in the humanities and in the sciences. https://www.cirsde.unito.it/it
Evaluation system and career progression	According to "She figure" Report in Italy Full professor corresponds to grade A; Associate professor to grade B; Researcher to grade C; Postdocs to grade D. The early academic career levels in Italy are ruled as short-term contracts: ● Research fellow (Grade D, *Borsista di Ricerca*, *Assegnista di ricerca,* only with research responsibilities, no teaching) ● Researcher (Grade C, *Ricercatore/Ricercatrice)* that in Italy are since 2010 temporary position by Law n. 240, art. 24, the so-called Gelmini reform that has reshaped the grade C of the academic career by replacing the former permanent contract of assistant professor (the *Ricercatore Unico* (RU)) with two new types of short-term contracts, both foreseeing research and teaching duties: ○ an A type "Ricercatore a tempo determinato di tipo A" (RTDa), which can be considered a "junior" assistant professor; ○ a B type "Ricercatore a tempo determinato di tipo B" (RTDb), which can be considered a senior assistant professor with tenure track once the 3-years contract is ended (if the candidate has obtained the *Abilitazione Scientifica Nazionale* – ASN; National Scientific Qualification) it automatically turns into an associate professor position). In UNITO, as in all the other Italian Universities, to progress in their career, early stages researchers or external candidates have to overcome successfully the ASN (Abilitazione Scientifica Nazionale), that is, being considered '*abilitato*' (employable, or fit for service) by a national committee within a specific field of study. Then, as a second step, the candidates have to apply and pass a local competition and be hired by a university as Associate Professor (Grade B, *Professore associato*,

	permanent position) before the title of habilitation expires. To became a Full Professor (Grade A, *Professore ordinario,* which is the highest academic qualification) the procedure is the same: the candidates need to pass a national competition to get the habilitation and then a local selection process (*concorso*) to get a promotion or to be hired. The evaluation in both national and local competitions is carried out on the basis of publications and scientific curriculum of the candidates: bibliometric methods and qualitative criteria are different for different scientific fields. The ASN was introduced by the Gelmini reform and it represents a minimum standard quality requirement for the recruitment of associate and full professors; It is granted by a national committee on the basis of the candidate curriculum (law 240/2020, art. 16). The recruitment and the career advancement occur at departmental level. The University Competition Code at art. 6, in line with the national law 240/2010, already specify the importance of ensuring, where possible, gender balance in the competition committees, however the Departments define the ways in which to respect this indication autonomously.
Sexual harassment and gender violence	The Code of conduct (646/2016) of the University of Turin at articles from 3 to 10 defines and condemns sexual harassment in agreements with the national legal framework, specifying that in the university the Confidential Counsellor appointed by CUG, is a super partes expert called on to prevent, manage and intervene in cases of harassment, mobbing and other forms of discrimination. UNITO has also in place an Anti-Violence Desk, created and carried out thanks to the funding from CRT/Piedmont Region/Ministry of Equal Opportunities granted following the presentation of a four-year project that will end in June 2022. https://www.unito.it/servizi/pari-opportunita-benessere-e-assistenza/sportello-antiviolenza Moreover, there are a Listening service and Counseling space that provide extensive services dedicated to the general well-being of the staff and the student body.

National Research Council of Italy (CNR)

Implementing Organization	**National Research Council of Italy (CNR)**
Description of your organisation	The National Research Council is the leading public organization in Italy with the responsibility to carry out, promote, spread, transfer and improve research in the main sectors of knowledge growth and of its applications to scientific, technological, economic and social development of the Country. To this end, the activities are divided into macro areas of interdisciplinary scientific and technological research, ranging from life sciences to ICT, Social Sciences and Humanities. CNR is distributed all over Italy with its network of 88 institutes aiming at promoting a wide diffusion knowledge throughout the national territory and at facilitating contacts and cooperation with industry and academy. The human capital comprises almost 9,000 employees, of whom more than half are researchers and technologists. Additionally, 2,000 research fellows are engaged in postgraduate studies and research training at CNR within the organization's top priority areas of interest. A significant contribution also

	comes from research associates: researchers, from universities or private firms, who take part in CNR research activities. The CNR Institute for Research on Population and Social Policies (CNR-IRPPS) is an interdisciplinary research institute that conducts studies on demographic and migration issues, welfare systems and social policies, on policies regarding science, technology and higher education, evaluation, on the relations between science and society, as well as on the creation of, access to and dissemination of knowledge and information technology.
Organization's experience/expertise in the project domain and role in the project	Gender and Talents (GeTa) Observatory is part of the "Knowledge society" research unit within IRPPS working on gender equality in science and human resource for STI. GeTa is made of female and male researcher with longstanding research experience and project management capacity on structural change and integration of the gender dimension in research institutions. GeTa has in January 2019 received full support and mandate from the CNR top management to analyze, design and manage both a gender equality plan and a diagnosis study on the gender situation in the organization. CNR will be responsible of WP3 (Designing GEPs for systemic institutional change) and co-responsible with CTAG of WP5 (Empowering Women in Decision Making Processes). It will also participate in all WPs of the project.
Decision Making Bodies	The CNR has one decision making body, the Board of Directors. This body is composed of 5 members chosen from among highly qualified technical and scientific experts in the field of research, with proven management experience in public or private bodies and institutions: the CNR President, appointed by the Ministry for University and Research; one member elected among the CNR research personnel (researchers and technologists); one member appointed by the Conference of Italian University Rectors (*Conferenza dei Rettori delle Università Italiane* - CRUI); one member appointed jointly by the Italian Union of Commerce Chambers and Confindustria (the main association representing manufacturing and service companies in Italy); and one member appointed by the Permanent Conference for Relations between the State and the Regions. The Board of Directors supervises the CNR financial, economic and administrative management, as well as is in charge to carry out the personnel recruitment plan regarding researcher, technologist, technician, and administrative (permanent) staff, while temporary staff or fellows recruitment is at department or institute level.
Equal opportunity bodies and Gender Research Center	The CNR has a Guarantee Committee for Equal Opportunities, Employee Wellbeing and Non-discrimination at Work (*Comitato Unico di Garanzia* - CUG). It was established in 2011 (Law 183/2010, article 21), and has the following purposes: ● addressing inequalities in access to employment, career advancement and the performance of work through the promotion of a culture of difference; ● encouraging the diversification of women's career choices, their access to employment and training; ● overcoming the distribution of work on the basis of gender and/or disability, which has negative effects on women; ● promoting the inclusion of women in activities where they are less present and at levels of responsibility; ● promoting the inclusion of women in activities where they are less present and at levels of responsibility;

	● facilitating the overcoming of situations of personal and family hardship of employees; ● promoting a balance between family and professional responsibilities and a better gender balance; ● encouraging and encouraging female researchers to participate in research projects financed at national and international level. These objectives are pursued through the definition of the Positive Action Plan (*Piano di Azioni Positive* - PAP), on a three-year basis. https://www.cug.cnr.it On the determination of the CNR Directorate General, the permanent Gender and Talent Observatory (*Osservatorio Genere e Talenti* - GeTa) has been established within the IRPPS since 2019. It studies gender inequalities within society with a special focus on the research and innovation sector. Each year, the GeTa Observatory presents a report, drafted by CNR-IRPPS staff and experts from other Italian institutes and universities. https://www.irpps.cnr.it/en/geta-osservatorio-su-genere-e-talenti/
Evaluation system and career progression	As RPO, the "She Figure" classification for Italy is shaped as follows: ● Grade A is Director of Research (*Dirigente di ricerca*) or Technologist Director (*Dirigente tecnologo*), as permanent or temporary position with research and management responsibilities; ● Grade B is Senior Researcher (*Primo Ricercatore*) or Senior Technologist (*Primo Tecnologo*), as permanent or temporary position with research and management responsibilities; ● Grade C is Researcher (*Ricercatore*) or Technologist (*Tecnologo*), as permanent or temporary position with (usually) research responsibilities only; ● Grade D is Research fellow (*Borsista* or *Assegnista di ricerca*), only temporary position and extendable for a maximum of 6 years, with research responsibilities. Recruitment for grade D and temporary positions is carried out by the individual institute or department through an open competition. Recruitment for grades A, B and C (permanent positions) is managed at central organisation level for all institutes and departments through open competitions. The researcher grade D must win an open competition, open to non-CNR staff, to become a permanent employee of grade C (researcher or technologist). Grade C or B staff must win an open competition (reserved for internal staff or open to non-CNR staff) to progress to the next grade. Evaluation system follows national rules for public sector and CNR is evaluated on three year base by ANVUR, the agency for research evaluation
Sexual harassment and gender violence	In July 2020, the CNR approved the Code of Conduct against Harassment (Resolution No. 191/2020) upon proposal of the CUG. The Code condemns harassment of a sexual nature in accordance with national laws, and sets out the route for reporting and the measures to be taken if an employee becomes a victim of such harassment. Specifically, the Trusted Adviser (*Consigliera di Fiducia*), a super-partes figure with expertise in gender harassment, is in charge of the procedure, while counselling points have been planned at local level. These figures, however, still have to be identified through a public call.

	https://cug.cnr.it/sites/default/files/Codice%20per%20la%20prevenzione%20e%20il%20contrasto%20delle%20molestie%20nel%20CNR.pdf

University of Gdańsk, Poland (UG)

Implementing Organization	**University of Gdańsk (UG)**
Description of your organisation	The University of Gdańsk (UG) is a dynamically developing institution that combines respect for tradition with a commitment to the new. UG has been founded on 20 March 1970. Currently, it is the largest university in the Pomorskie Region (Poland). Approx. 25,000 undergraduate, post-graduate and PhD students are trained at 11 faculties. UG employs in total approx. 3,200 staff members and the academic staff comprises approx. 1,700 employees. UG has experience in the implementation of national and international projects focusing on research, teaching, networking, and development from various funding sources, incl. national funding, EU Framework Programmes, and EuropeanStructural Funds. UG cooperates with higher education institutions and other 15 entities in most European countries as well as outside Europe. Various institutes and departments of the University of Gdańsk have obtained, or are in the process ofobtaining, the prestigious status of *Centres of Excellence*, which is the European certificate of quality. The top-modern facilities on the University's Baltic Campus contribute to the high potential for providing innovative teaching and conducting excellent research. The mission of UG is to train highly-valued graduates who will possess broad knowledge, abilities, and competences that are essential in a social-economic life based on knowledge, as well as to continuously contribute to the scientific knowledge in the world and to the solutions of its most important contemporary problems.
Organization's experience/expertise in the project domain and role in the project	Social responsibility of universities is an important strategic path at UG. Several related projects project have been implemented eg: H2020: STARBIOS2 (2016-2020), RESBIOS (2020-2022), ACTonGender (2018-2021), Towards Gender Harmony (2018-2022). In 2017 UG has initiated its involvement in a national initiatives in this area and became signatory of the national *Declaration of Social Responsibility of Universities*, collected at the ministerial level, together with 23 other research & higher education institutions. UG is also one of 7 Polish universities starting an initiative called *Forum of Engaged Universities*. UG has received the HR Excellence in Research award and actively follows the *European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers.* UG implements various research projects and initiatives related to enhancing professional careers of women researchers, eg. Involvement of staff in Polish Jury for the award L'Oreal UNESCOfor Women in Science, and in the International Selection Committee for the L'Oreal UNESCO for Women in Science – International rising Talents (ITR), and promoting of successes of UG researchers in these contests (eg. award

	for chemist dr Agnieszka Gajewicz in IRT 2018, virologist prof. Ewelina Król in 2019). UG also introduces anti-discrimination policies and various actions for a better work-life balance of employees. UG is leading WP6 (Gendering Research and Teaching) with ETF. It is also participate to all WPs of the project.
Decision Making Bodies	The University is headed by the **Rector** as a single-person body. In addition, the collegial bodies of the University are the **University Council**, the **Senate** and the **councils of scientific disciplines**. The University Council consists of: 3 persons elected by the Senate from the University community, 3 persons elected by the Senate from outside the University community and the President of the Student Government. The President of the University Council is its member from outside the University community, elected by the Senate. The tenure of the University Council is four years. The Council, among other things, gives its opinion on drafts of the University Strategy and reports on its implementation and monitors the management of the University. The University Senate consists of: Rector as chairman and representatives of all faculties both academic teachers and non-teaching staff representing the UG community. The Senate plays a legislative role, adopts, among others, the Statute, study regulations and regulations of doctoral schools, the mission and strategy of the University and approves the report on their implementation, appoints and dismisses members of the University Council. The tenure of the Senate is four years. The Councils of scientific disciplines confer degrees in the University. **The academic community** participates in the governance of the University through elected collegiate and single-member bodies. The entire academic community of the University is represented in the collegiate bodies.
Equal opportunity bodies and Gender Research Center	The following are in force at UG: Policy for Counteracting Mobbing and Discrimination at the University of Gdansk and Policy for Counteracting Discrimination against Students and Doctoral Students at the University of Gdansk, introduced by the Rector's Ordinances . Since February 1, 2021, on the basis of the Rector's Ordinance, there has been an Ombudsman for Equal Treatment and Counteracting Mobbing at the UG, who replaced the Rector's Plenipotentiary for Counteracting Mobbing and Discrimination. The tasks of the Ombudsman include in particular: 1) initiating, implementing, coordinating or monitoring activities aimed at ensuring equal treatment, in particular protection against discrimination and counteracting mobbing; 2) taking action aimed at elimination or reduction of consequences resulting from infringement of the principle of equal treatment or reasonable suspicion of mobbing; 3) promoting, disseminating and propagating the principles of equal treatment treatment; 4) development and implementation of a gender equality monitoring system

	5) Undertaking activities to examine the legitimacy of complaints 5) taking action to investigate the merits of complaints in cases of violation of the principles of equal treatment or mobbing. According to Gender Equality Plan introduced in January 2022 we plan realize Objective 4. **Objective 4: Integrating the gender perspective into research and teaching content** **Action 4.1.** Development and introduction of compulsory online training to raise awareness of the importance of a gender perspective in the research content of scientific projects "Gender dimensions in research and in teaching". **Action 4.5.** Enabling female editors and others involved in the publishing process of journals and publications published by UG to participate in training on gender mainstreaming in scientific content and guidelines for authors, as well as encouraging women to sit on evaluation panels for papers submitted for publication. **Action 4.7.** Support for writing/applying for grants including experience in building diverse teams and applying for gender-inclusive research **Action 4.8** Development and implementation of a compulsory training course: Module "Gender roles in research and scientific careers"
Evaluation system and career progression	University of Gdansk has just implemented Human Resources Development Policy that complies with the mission, vision and values laid down in the University of Gdańsk Development Strategy for 2020–2025 as well as with the principles of the European Charter for Researchers. The principal objective of the policy is to define transparent procedures of employment and to ensure flexibility of the development paths of academic staff in line with the European Commission's Code of Conduct for the Recruitment of Researchers. The policy outlines the expectations of the University towards its employees, alongside the instruments of systemic support for academic career paths at the UG. The policy also refers to the periodic assessment of academic teachers, based on detailed criteria of academic achievement in a given scientific discipline and the criteria of didactic and organisational achievements. The rules for the employment of professors emeriti and their participation in University life have been specified. Moreover, the academic staff development policy refers to the principles of the equality of treatment and opportunities at each level of professional development. Full text of the document can be found here: https://en.ug.edu.pl/sites/en.ug.edu.pl/files/_nodes/strona/52429/files/hr_development_policy_otm-r_policy.pdf
Sexual harassment and gender violence	See point: Equal opportunity bodies and Gender Research Center

Jagiellonian University in Kraków, Poland (UJ)

Implementing Organization	**Jagiellonian University in Krakow**
Description of your organisation	The Jagiellonian University in Kraków is a public higher education institution in Poland, run under the Act on Higher Education and Science,

	in accordance with its' Statute. The University is the oldest higher education institution in Poland and one of the oldest in Europe (established in 1364). Currently, the Jagiellonian University comprises 16 Faculties (including Medical College), where nearly 4 thousand academic staff conduct research and provide education to over 40 thousand students, within the framework of more than 90 different fields of study in the humanities, social sciences, science and medicine. The eminent researchers and state-of-the-art infrastructure make the JU one of the leading Polish scientific institutions, collaborating with major academic centres from all over the world and with a great record of both internationally and nationally funded projects, financed among others through the 6th and 7th Framework Projects and Horizon 2020 of the European Commission and through Norwegian Funds, COST, as well as the Polish National Science Centre. As for internationalization, JU is involved in 330 international cooperation agreements with 288 institutions from 64 countries. The Jagiellonian University is also well integrated into the European network of academic institutions through its numerous international education projects, funded by, among others, Erasmus Mundus, the Lifelong Learning Programme and the Visegrad Fund, aiming to further develop the innovative capacity of the university's educational potential.
Organization's experience/expertise in the project domain and role in the project	Both Institute of Sociology and the Office for Safety, Security and Equal Treatment (university unnits that take part in the MINDtheGEPs project) have been engaged in international research projects aiming at gender equality in research and academia and beyond. The Institute of Sociology has extensive research experience in the fields of gender and inequality studies. Recent projects concerning gender equality issues include 'Gender equality and quality of life – how gender equality can contribute to development in Europe' (Polish-Norwegian Research Programme, 2013-2016), 'GENERA – Gender Equality Network in the European Research Area (Horizon 2020, 2015-2018), ACT - Promoting Communities of Practice to advance knowledge, collaborative learning and institutional change on gender equality in the European Research Area (2018-2021). The *Office for Safety, Security and Equal Treatment – Bezpieczni UJ* was established on January 1st, 2020 as a result of a growing need of coordination of actions for personal safety and security, as well as equal treatment of all members of the university community. It is aimed at supporting victims of discriminatory behaviours, conducting surveys on perceived discrimination, co-creation of university-wide policies and procedures regarding equality & diversity. The office continues previous activities in this filed conducted by the Rector's Proxy for Student Safety and Security, namely international cooperation within university networks such as: The Guild (Gender and Diversity Working Group), the AUCSO (Diversity Group) and previous projects ("Just and Safer Cities for All – Local Actions to Prevent and Combat Racism and All Forms of Intolerance", "GENERA" (advisory board). Recent projects concerning gender issues include international campaign "16 days against gender-based violence" and students' satisfaction barometer – perceived discrimination, both conducted at the university annually since 2012. The Jagiellonian University is a leader of WP4 on balancing recruitment, retention and career progression. It is also one of the implementing partners, who develop their GEPs within the framework of the project.

Decision Making Bodies	The main decision-making bodies of the Jagiellonian University are: the Rector, the University Council, the Senate, the Vice-Rector for the Collegium Medicum and the councils of disciplines. The Rector leads and represents the University (with the support of the rector-dean's college). The University Council gives its opinion on the university Statute and Strategy projects and monitors the governance of the University. The University Council consists of 6 members appointed by the Senate, including 3 members from the community of the university and 3 from outside the community of the university and the the President of the student self-government. The Senate adopts the university Statute the strategy and the study regulations. Its members are the Rector, 16 professors representing 16 faculties, 2 professors from extra-faculty and inter-faculty units, 8 students (including doctoral students), 6 academic teachers other than professors and 3 representatives of non-academic staff.
Equal opportunity bodies and Gender Research Center	*Counteracting discrimination and ensuring equal treatment of all university community members* is one of the priorities defined in the Jagiellonian University Statute. In 2017 Jagiellonian University has received the HR Excellence in Research award and follows the *The European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers.* The Office for Safety, Security and Equal Treatment - Bezpieczni UJ – selected tasks: ● diagnosing the level of equal treatment (monitoring, surveys, analysis) ● taking preventive actions consisting of conducting educational and promotional activities ● coordinating national and international cooperation in the field of equal treatment (including participation in projects) ● cooperation with other units on developing procedures and policies (responding to discriminatory incidents, implementing the principle of equal treatment in externally funded projects). Academic Ombudsperson – selected tasks: ● monitoring violations of academic rights and values at the University; ● taking action in situations of violation; ● taking action to prevent behaviour that violates academic rights and values; ● cooperating with entities established at the University to protect academic rights and values.
Evaluation system and career progression	According to "She Figures" Report in Poland Full professor (doctor habilis with the title of professor) corresponds to grade A; Habilitated PhD to grade B; Researcher with PhD to grade C; Researcher with Master degree to grade D. For most researchers, both research and teaching are obligatory. However, beside research and teaching positions, there are also teaching positions and research positions. In JU, to progress in their career, grade D researchers have to receive a PhD degree, through presenting and defending a doctoral dissertation prepared under the supervision of a senior researcher (a person holding a degree of doktor habilitowany or the title of professor). A person holding at least a PhD degree can be employed in the position of an assistant

	professor. The next step of academic career is the habilitated doctor ("doktor habilitowany"), which can be awarded only to PhD degree holders. Habilitation gives its holders scientific autonomy to conduct their own research and lead a team. It is the highest qualification level issued through the process of a university examination and is the key for access to a professorship. An application for the award of the degree of doctor habilitowany is evaluated by the habilitation commission on the basis of three reviews and the outcome of examination, which is obligatory in the case of achievements in the human, social and theological sciences. Full seniority in rank is however achieved with the scientific title of the professor ("profesor"), which is awarded by the President of the Republic of Poland upon a motion of a Commission appointed by the Council of the Scientific Excellence, a central body of government administration. The title of professor may be granted to a person who: 1. holds the habilitated doctor degree (in specific cases a PhD), 2. has outstanding scientific or artistic achievements, and 3. participated in scientific projects granted under open calls (national or international) or participated in international fellowships or research conducted in higher education institutions or research centres in Poland or abroad. Titular professorship is necessary to obtain the highest academic position of a professor. The recruitment and the career advancement occur at faculty level.
Sexual harassment and gender violence	There is no policy/protocol for sexual harassment/gender-based violence in the university. There is some data on the issue, gathered in e.g. GEAM research.

University of Belgrade, Serbia (ETF)

Implementing Organization	**University of Belgrade - School of Electrical Engineering (ETF)**
Description of your organisation	University of Belgrade - School of Electrical Engineering (ETF) is one of the leading higher education and research institutions in the field of electrical engineering and computer science in Southeast Europe (SEE). It is the largest engineering faculty in the SEE region, and 3rd largest electrical engineering faculty in Europe. ETF is committed to meeting the highest standards in pedagogy, research and applied science since its establishment in 1948. It has a staff of 300 employees, and revenue for 2018 was about 8.5M EUR. It provides exceptional engineers who contribute to productivity, innovation and competitiveness, in Serbia, but also around the world. ETF participates in numerous international projects, and has joint research initiatives supported by the European Commission (H2020, COST, EUREKA, InteRReg, ERASMUS, TEMPUS, and other programs), as well as with the US National Science Foundation and other prominent RFOs and RPOs. One of the fundamental activities of ETF is to provide support for innovation programs. Over the years, ETF have implemented technological methods with original and systematic approach, providing innovative products, solutions, technologies, and services for science and industry along with participating in national and international projects (>100 are currently being implemented). ETF is a founder and co-founder of several technological institutions in Serbia: Business- Technology Incubator of Technical Faculties, Serbian Software Cluster, and Embedded.rs Industry Cluster. ETF also launched its Innovation Center (ICEF), designed as an interface between academia and industry. ICEF has

	18 full time employees and 60 associates who are partially engaged on different commercial projects with industry. ICEF also participates in numerous events dedicated to networking, promoting science, engineering and computing, education and collaboration with industry and government, and it organizes courses and trainings for clients from industry, offering knowledge about new technologies, policies and skills.
Organization's experience/expertise in the project domain and role in the project	ETF will co-lead WP 6 (Gendering Research and Teaching), and take part to all WPs. ETF has vast experience in H2020 projects in engineering and other technical fields. Moreover, ETF has already started to implement activities aimed at mainstreaming Responsible Research and Innovation (R&I) keys into its practice: Gender, Ethics, Science Education, Open Science, Sustainability, etc. Precisely, this institution has been one of the stakeholders in the trainings organized as a part of the FP7 RRI Tools project. Furthermore, ETF team has participated in several activities aimed at involving more girls and women in ICT and has information on the relevance of that issue for the engineering sector and knowledge in the field of gender and research. The Advisor to the Dean of ETF for ELSE and R&I has participated in more than 20 international projects focused on Gender in research and innovation, and was a member of the Helsinki Group, a European Commission advisory body for Gender and Research. She started work with the high-level management of ETF aimed at support of equal career opportunities among our employees, and the opening of a new career and research opportunities. Also, three years ago, ETF established a new conference "Application of Free Software (FS) and Open Hardware (OH) - PSSOH" with a conference track (one of the three tracks) on the representation and role of women in FS and OH.
Decision Making Bodies	The decision-making bodies at the School of Electrical Engineering comprise the Dean and four Vice Deans, the School Council, the Academic Council and the Election Council. The governing body of the School of Electrical Engineering is the School Council composed of teaching and non-teaching staff, student representatives and representatives of Serbia's Government, who founded the institution. The Academic Council of the School of Electrical Engineering consists of full-time teaching staff, the dean, vice-deans, and student representatives. The Election Council of the School of Electrical Engineering consists of full-time teaching staff and is chaired by the dean.
Equal opportunity bodies and Gender Research Center	Gender equality policies at ETF are at initial stage and with no systemic view both at strategic level and implementation level. Gender equality measures remains at very general and vague level in the official documents of the organizations, and no gender equality plan is in place yet. The only policies that are present are after law obligations and are in no way connected to a gender plan of action or strategy. No formal actions on career development are in place and no systematic support for work-life balance either.
Evaluation system and career progression	According to "She figure" Report in Serbia Full professor corresponds to grade A; Associate professor to grade B; Researcher to grade C; Postdocs to grade D. Academic staff at ETF includes teachers, associates and researchers. There are several levels of titles within the teachers' profession: assistant professor; associate professor; and full professor. Assistant professors, associate professors and full professors may teach at all levels of higher education. There are two titles for education staff working as associates:

	teaching associates and teaching assistants. Most commonly, teachers and associates are employed on a full time basis. However, the duration of their employment may vary in accordance with their respective titles: ● Teaching associates: fixed-term employment for 1 year, with a possible extension for another year; ● Teaching assistants: fixed-term employment for 3 years, with a possible extension for another 3 years; ● Assistant Professor: fixed-term employment for 5 years; ● Associate Professor: fixed-term employment for 5 years; ● Full Professor: permanent position. Academic staff members are required to act in accordance with the professional code of ethics which is usually issued by each higher education institution. Moving from a lower professional title to the next in the line (from teaching associate to full professor) is considered career advancement. Although academic staff members have to formally undergo a recruitment process in order to earn a higher title, it is an expected sequence of events for those who wish to continue their career at the same institution. A higher-ranking title brings a salary increase, like in any other case of teacher promotion (e.g. becoming the Head of Department, Dean, a committee member etc.). Furthermore, each year of working experience brings an increase in salary and number of annual leave days, as specified by the Labour Law. Honourable professor emeritus title may be assigned to a retired professor for their distinguished scientific work and contribution to higher education. Professor emeritus may be involved in all teaching activities within the second and third-degree levels of study.
Sexual harassment and gender violence	The rulebook on prevention and protection against sexual harassment has been established in July 2021 at the level of the University of Belgrade. Article 4 forbids sexual harassment, while article 5 prohibits the abuse of the right to protection from the sexual harassment. Articles 7 and 8 introduce the ongoing training and modification of the teaching material to prevent sexual harassment. Finally, Article 9 appoints a Commissioner of Equality at each institution at the University of Belgrade, who is in charge of preventing sexual harassment, as well as suppressing any kind of discrimination with respect to sex, gender, gender identity and sexual orientation. Moreover the Commissioner is in charge to run the training from Article 7 at his/her institution. The Commissioner of Equality at ETF is listed on the website.

Munster Technological University, Ireland (MTU)

Implementing Organization	**Munster Technological University – MTU Kerry (ITT previously)**
Description of your organisation	Munster Technological University (MTU) was formed on 1st January 2021 when Cork Institute of Technology (CIT) & Institute of Technology Tralee (ITT) came together to form MTU. The MINDtheGEPS project is being carried out within the Kerry campus, namely within the STEM department as this department has the largest cohort of researchers in the university. MTU Kerry is involved in education, research, regional, enterprise and community development. It has a student community of 3500 students,

	355 staff distributed across 3 schools 1) Science, Technology, Engineering and Maths (STEM), 2) Business, Computing and Humanities and 3) Health and Social Sciences, which collectively deliver 60 undergraduate and post-graduate programs. MTU Kerry has a vibrant and diverse and active research community, with over 150 researchers (principle investigators, post-doctoral researchers, post-graduates) in addition to research active academic staff distributed across academic departments and research centres. There are with 5 key research centres: Shannon Applied Biotechnology Centre (www.shannonabc.ie), Centre for Intelligent Mechatronics and Robotics (IMAR, www.imar.ie), Lero Software research centre (www.lero.ie) and the UNESCO Chair in Adapted Physical Activity (http://unescoittralee.com/) and the Centre for Enterprise Development and Entrepreneurship (CEED, www.ceed.ie). The research is a combination of pure and applied research, via collaborative initiatives at a national and EU level with 120 research partners, from industry, research and academia, with a portfolio of programs in excess of 10 Million euros ongoing. MTU Kerry has strong international engagement, via research and education. ITT has 100 international cooperation agreements (Canada, Malaysia, South America, China and Europe) with 500 international students from 70 countries engaged in study and research at MTU Kerry.
Organization's experience/expertise in the project domain and role in the project	MTU Kerry is actively extending this ethos of diversity and inclusion across the staff and student communities. There is a particular focus on addressing the gender dimension via Athena Swan, a charter for diversity and inclusion. MTU has an Athena Swan Bronze award which requires, in addition to establishing relevant governing bodies, to identify gaps and improvement opportunities in the context of gender equality, diversity and inclusion, and to develop and deploy actions to promote equal opportunities, well-being in the workplace and non-discrimination. MTU Kerry's MINDtheGEPs team has experience from working with the UNESCO Chair in Physical Adapted Activity, in the STEM Passport project (Supporting and Enabling girls to progress to STEM program in University), the InterReg project iEER, stimulating and developing innovation and entrepreneurial ecosystems at regional level across the EU for the next generation of innovators and exploring the gender dimension as a barrier, enabler and differentiator as well as the InterReg FANBEST project. They also acted as coordinator of the 4 million EUR EU-funded TRADEIT project that had a special focus on female entrepreneurship. MTU will contribute to all of MINDtheGEPs as well as co-lead WP4 to balance recruitment, retention and career progression.
Decision Making Bodies	MTU is Ireland's second Technological University and has a Governing Body which is the authority established by law to govern the University. In accordance with section 11 of the Technolloial University (TU) Act, "A technological university shall have a governing body to perform the functions of the technological university". These functions are set out under section 9 of the TU Act, Functions of technological university. To assist the Governing Body in carrying out its functions there will be a number of Governing Body Committees to oversee specific aspects of the business of the organisation. Committees have yet to be finalised. Members of the Governing Body perform key roles in relation to the direction, strategy, and corporate governance of the University. Members take collective responsibility for the long-term sustainability of the University, working with the Chair of the Governing Body, the President

	and the executive management team to ensure that the University is managed and developed in line with legal and policy parameters and accepted standards of best practice
Equal opportunity bodies and Gender Research Center	MTU are currently developing an equal opportunity committee. Policy around equal opportunity is still being discussed. In keeping with the university's person-centred focus, MTU is committed to advancing equality, equality of opportunity and gender equality, and to providing the highest quality academic and working environment where there is mutual respect and dignity, and all are treated in a fair manner that is free from discrimination, harassment, and victimisation. All university employees and students are entitled to enjoy a safe and positive experience at university, underpinned by mutual respect and trust where all staff and students are able to achieve their full potential. MTU works to ensure equality, including gender equality, through its Dignity and Respect Policy and Equality Diversity and Inclusion Policy. The Dignity and Respect Policy can be accessed here: https://www.mtu.ie/contentFiles/policies/MTU_Dignity_and_Respect_Policy_-_Final.pdf There is no gender research Centre in MTU.
Evaluation system and career progression	According to the 'She figure' Report 2021 in Ireland there are three grades (A, B, and C) which pertains to academic staff: ● **Grade A** - Full Professor on appropriate salary (€101,404 – €136,276). Grade A staff members are found in the universities. While there are some staff members who are in the IoTs who are styled as professors, these are not returned as academic staff in the HEA returns, and therefore do not fit the definition of Grade A staff (the highest grade/post at which research is normally conducted). ● **Grade B** - Senior Lecturer and Associate Professor, (it would be expected that once the staff database is established Grade B staff will also include Lecturer 'above the bar', as these positions are held by those 'more senior than newly qualified PhD holders'). ● **Grade C** - Lecturer (and 'Assistant Lecturer' in the IoTs) ● The Science Foundation Ireland has a designated framework outlined for researchers. This framework is typically utilized to calculate research budget salaries in Ireland: ○ Level 1 Research Assistant - Minimum of primary Degree in relevant discipline with little or no research experience. ○ Level 2A New Post-Doctoral Researcher – Newly qualified PhD ○ Level 2B Experienced Post-Doctoral Researcher – The appointed candidate will have 2-3 years postdoctoral research experience ○ Level 3 Research Fellow - The appointed candidate will generally have 4-6 years postdoctoral research experience. ○ Level 4 Senior Research Fellow - The appointed candidate will generally have 4-6 years postdoctoral research experience. A researcher leading their research area or field. It would include the team leader of a research group ... In particular disciplines as an exception, leading researchers may include individuals who operate as lone

	researchers". Progression of Assistant Lecturer to Lecturer Grade by staff with PhD – Assistant lecturers with 3 years' service and qualified to PhD Level may apply to HR to progress to Lecturer grade. A minimum of one years' service in the is required at the institute in which the applicant is making the application. There is no career progression framework for researchers due to it being in the public sector. All calls must be open-calls to ensure equal opportunity.
Sexual harassment and gender violence	MTU are currently designing a framework to tackle sexual violence and harassment. MTU is committed to ensuring that staff and students can work and learn in a positive and safe environment which is free from all forms of bullying, harassment, victimisation, and/or sexual harassment. Bullying, harassment, victimisation and/or sexual harassment in any form is not acceptable and will not be tolerated, whether it is carried out by a member of staff, student or member of the public interacting with staff and students of the MTU. MTU's has a Dignity and Respect Policy (2021). This policy and its associated procedure for preventing bullying, harassment, victimisation, and sexual harassment, in the workplace and for dealing with such complaints which arise between members of MTU as defined in section 4. There are a number of processes under the procedure to resolve dignity and respect issues. Complaints of inappropriate behaviour, bullying, harassment, victimisation, and/or sexual harassment will be treated seriously and with due regard for the rights and sensitivities of the complainant and the respondent. This policy is in compliance with the recommendations of the Government Task Force Report on Bullying in the Workplace (2001) and is also underpinned by the Equality Authority's Code of Practice on Sexual Harassment and Harassment at Work. MTU also engages the services of Spectrum. Life who are an Employee Assistance Service provider. The Employee Assistance Service (EAS) is a confidential counselling service. It provides support to employees, in addition to their spouse, civil partner or dependant, where the family member can be described as a person over the age of 18 and residing in the family home. The EAP service is available 24/7, 365 days a year covering numerous topics such as; counselling, infertility & pregnancy loss, elder care support, parent coaching, international employee support, legal information, financial information and more.

CTAG – Automotive Technology Centre of Galicia, Spain (CTAG)

Implementing Organization	**Automotive Technology Centre of Galicia**
Description of your organisation	The Galician Automotive Technology Centre (CTAG) is a private non-profit entity created in 2002 to carry out R&D activities in the field of mobility. CTAG's mission is to contribute to increasing competitiveness of automotive companies, through the appropriation and transfer of related technologies, as well as to guide and boost development, research and technological innovation in the sector. CTAG is present in all the stages from analysis, validation and verification, to implementation at client sites and product improvement. The Centre has a top-level human resources team, with great capacity for dedication to the customer. CTAG's staff is around 900 people, most of them PhD,

	engineers and university graduates. Moreover, it has modern facilities equipped with the latest technology to provide the best customer service, through its four technical divisions: Electronic & ITS, Materials & Process, Testing & Validation and Passive Safety. CTAG has been declared as a Foundation of Industrial Interest by the Xunta de Galicia (regional government), and it also has the approval of the Ministry of Economy, Industry and Competitiveness, as a national level Technology Centre. Since 2009, CTAG has implemented an R&D management system accredited according to the UNE EN166.002 standard, and furthermore follows the recommendations of the international standard UNE-CEN/TS 16555-1:2013 "Innovation Management". The Centre also has other certifications such as ISO9001 Quality Management and ISO 140001 Environmental Management, as well as specific certifications like the UNE EN ISO/IEC 17025:2005 and UNE/ISO-IEC 27001. CTAG is member of well-know international initiatives, among others, the EIT Urban Mobility , the EIT Manufacturing - initiatives of the European Institute of Innovation &Technology, ERTICO - a public-private partnership of 120 companies and organisations representing service providers, suppliers, traffic and transport industry, research, public authorities, user organisations, mobile network operators, and vehicle manufacturers, EPoSS- European Technology Platform on Smart Systems Integration and GET2EXCEL - a Global Exo Technology Research, Benchmarking, and Standardization Center of Excellence coordinating world-wide efforts, ATIGA- Intersectoral Technological Alliance of Galicia and member of the Vanguard Iniciative, and Supporting Organization of ADMA: European Advanced Manufacturing Support Center, I4MS
Organization's experience/expertise in the project domain and role in the project	CTAG is the leader of WP5. Empowering women in decision making processes. CTAG has participated in more than 55 European R&D projects, most of them co-founded by the European Commission through the FP7, CIP and H2020 Programmes and Connecting Europe Facility (CEF) as well as Interreg programme. In Horizon Europe, CTAG is leading 1 project in Cluster 5.
Decision Making Bodies	CTAG has a decision-making body composed by the general manager and the 8 Directors of the 8 different divisions in which CTAG is structured. Moreover, CTAG counts with a Works Council, 21 people that represent the employees in the company (L.O 11/1985; L.O. 14/1994; R.D.L.G. 2/2015),
Equal opportunity bodies and Gender Research Center	Since 2013, CTAG has a Gender Equality Committe engaged with the elaboration of GEPs and since 2018 CTAG has stablisehed an action committe for cases of sexual, gender-based, workplace harassment and violence in working environment. Furthermore, the Division "People, Safety and Health at Work" organize periodical trainings for the CTAG staff and an introductory training for new hires.
Evaluation system and career progression	CTAG, as private non-profit research organization has its internal classification. From a top to down approach: ● General Manager ● Director of Division ● Coordinator ● Head of department ● Team leader

	● Technical staff Career advancement is not subject, as in the university, to the achievement of any accreditation. It is motivated by the capabilities of the person and his or her work in the company.
Sexual harassment and gender violence	From 2018, CTAG counts with an action guide in case of sexual, gender-based, workplace harassment and violence in working environment, with the aim of guaranteeing the protection of the fundamental rights of CTAG employees and external persons linked to the Center, ensuring that all of them enjoy a respectful working environment, in which the right to equal treatment, freedom of expression, non-discrimination, dignity, privacy and integrity, are one of the fundamental pillars to be safeguarded.

Annex 2. Questionnaire for the websurvey

MindtheGEPs - GeA survey - UNITO

Welcome!

The survey you are about to take part in is conducted as part of the Horizon 2020 European project "Mindthegeps", which aims to promote excellence and inclusiveness in various European research organizations, and the "GeA- Gendering Academia" project, focused on the analysis of gender asymmetry in Italian universities. The questionnaire takes about 15 minutes to complete.

There are 36 questions in this survey.

Socio-demographic information

Please indicate your age group *

Please choose only one of the following:

Less than 30 years old
30-34
35-39
40-44
45-49
50-54
54-59
60-64
65 years old or more

Were you born in... *

Choose one of the following answers

Please choose only one of the following:

Italy
European Union
Other

Are you... *

Choose one of the following answers

Please choose only one of the following:

A man
A non-binary person
A woman
Other
Prefer not to say

What is the highest level of education you have completed? *

Choose one of the following answers

Please choose only one of the following:

Lower secondary education or less

Upper secondary or post-secondary non-tertiary education
First stage of tertiary education (e.g. Bachelor degree or equivalent)
Second stage of tertiary education (e.g. Master degree or equivalent)
Ph.D.

Current job and working life

What is your current position in the organization you work for?
Although your position might not fit exactly one of these two choices, please pick the one you most identify with *
Choose one of the following answers
Please choose only one of the following:
Academic/researcher
Technician or Administrative
Thinking about your Department, approximately...
Only answer this question if the following conditions are met:
Answer was 'Academic/researcher' at question '5 [G03Q38]' (What is your current position in the organization you work for? Although your position might not fit exactly one of these two choices, please pick the one you most identify with)
Only integer values may be entered in these fields.
Please write your answer(s) here:
How many professors and researchers are there?
Among them, how many women?
How many different disciplines are there?

In which academic field do you mainly work? *
Only answer this question if the following conditions are met:
Answer was 'Academic/researcher' at question '5 [G03Q38]' (What is your current position in the organization you work for? Although your position might not fit exactly one of these two choices, please pick the one you most identify with)
Choose one of the following answers
Please choose only one of the following:
Mathematics and informatics
Physics
Chemistry
Earth sciences
Biology
Medicine
Agricultural and veterinary sciences
Civil engineering and architecture
Industrial and information engineering
Antiquities, philology, literary studies, art history
History, philosophy, pedagogy and psychology
Law
Economics and statistics
Political and social sciences
Other

In which administrative area do you mainly work? *
Only answer this question if the following conditions are met:
Answer was 'Technician or Administrative' at question '5 [G03Q38]' (What is your current position in the organization you work for? Although your position might not fit exactly one of these two choices, please pick the one you most identify with)
Choose one of the following answers
Please choose only one of the following:
General Management
General Affair
Accounting and procurements

Human resources
Institutional activities, planning, quality and evaluation
Educational services
Research, Technology Transfer and Public Engagement
Real Estate and sustainability
Security, logistics and maintenance
ICT, web portal and e-learning
Integration and monitoring, organizational and HR development
Other

Which of the following best describes your position (If you hold multiple positions, please select the most senior)? *
Only answer this question if the following conditions are met:
Answer was 'Academic/researcher' at question '5 [G03Q38]' (What is your current position in the organization you work for? Although your position might not fit exactly one of these two choices, please pick the one you most identify with)
Choose one of the following answers
Please choose only one of the following:
Ph.D. scholarship holder
Post-Doc holder
Fellowship researcher
Academic researcher
Assistant Professor
Associate Professor
Full Professor
Lecturer
Collaborator
Other

Which is your professional level? *
Only answer this question if the following conditions are met:
Answer was 'Technician or Administrative' at question '5 [G03Q38]' (What is your current position in the organization you work for? Although your position might not fit exactly one of these two choices, please pick the one you most identify with)
Choose one of the following answers
Please choose only one of the following:
EP (e.g. high specific professional employees, director)
D
C
B (lowest level)

Do you mainly work in... *
Only answer this question if the following conditions are met:
((G03Q38.NAOK == "AO02"))
Choose one of the following answers
Please choose only one of the following:
Service and administrative facilities
Academic and research facilities

When did you get your current position? Please, indicate the calendar year. *
Your answer must be at least 1970
Only an integer value may be entered in this field.
Please write your answer here:

In which year did you obtain your Ph.D?*
Only answer this question if the following conditions are met:
((G01Q35.NAOK == 'AO05'))

Your answer must be at least 1982
Only an integer value may be entered in this field.
Please write your answer here:

Where did you get your Ph.D.?*
Only answer this question if the following conditions are met:
((G01Q35.NAOK == 'AO05'))
Choose one of the following answers
Please choose only one of the following:
In this University
In another [eg.Italian; Polish...] University
Abroad

Thinking about the last 5 years, approximately how many scientific papers and/or book chapters did you publish?
*
Only answer this question if the following conditions are met:
((G03Q38.NAOK == "AO01"))
Choose one of the following answers
Please choose only one of the following:
0 - 5
6 - 10
11 - 15
16 - 20
21 - 40
more than 40

Thinking about your research activity in the last 5 years, you've worked with...*
Only answer this question if the following conditions are met:
((G03Q38.NAOK == "AO01"))
Please choose the appropriate response for each item:

	Yes	No
Colleagues from my department		
Colleagues from my university but from other departments		
Colleagues from other [eg. Italian; Polish ...] universities		
Colleagues from foreign universities		

Thinking about your typical week, consider only the time devoted to the various activities involved in your academic role (research, teaching, management activities, dissemination activities).

How many hours do you dedicate on average to each of the following activities, <u>both when you have classes and when you don't have classes</u>?*
Only answer this question if the following conditions are met:
((G03Q38.NAOK == 'AO01'))
Only numbers may be entered in these fields.

	Lectures period	Period with no lectures
Teaching activities (e.g. preparing and conducting lectures, meetings with students, examinations, theses).		
Research activities (e.g. literature review, data collection and analysis, meetings in research groups, writing and revision).		
Management activities (e.g. committees, councils, department meetings, administrative work).		
Dissemination and/or public engagement (e.g. participation in debates, mass and social media).		

Thinking about your typical week, consider only the time devoted to the various activities involved in your professional role. How many hours do you dedicate on average to each of the following activities? *
Only answer this question if the following conditions are met:
((G03Q38.NAOK == 'AO02'))
Only numbers may be entered in these fields.
Please write your answer(s) here:
Supporting teaching activities
Supporting research activities
Management
Supporting dissemination activities

Normally, how often in a month do you work...? *
Please choose the appropriate response for each item:

	Never	Rarely	Sometimes	Very often
...at night, for at least 2 hours between 10:00 pm and 05:00 am?				
...on Sundays?				
...on Saturdays?				
… more than 10 hours a day?				

The Covid emergency has forced many people to work from home. Please rate whether working from home/remote working has made you more or less likely to engage in each of the following activities:*
Only answer this question if the following conditions are met:
((G03Q38.NAOK == 'AO01'))
Please choose the appropriate response for each item:

	Definitely less likely	Somewhat less likely	Neither more or less likely	Somewhat more likely	Definitely more likely
Teaching activities (e.g. preparing and conducting lectures, meetings with students, examinations, theses).					
Research activities (e.g. literature review, data collection and analysis,					

	Definitely less likely	Somewhat less likely	Neither more or less likely	Somewhat more likely	Definitely more likely
meetings in research groups, writing and revision).					
Management activities (e.g. committees, councils, department meetings, administrative work).					
Dissemination and/or public engagement (e.g. participation in debates, mass and social media).					
Conference attendance					

The Covid emergency has forced many people to work from home. Please, rate whether working from home/remote working has made you more or less likely to engage in each of the following activities: *
Only answer this question if the following conditions are met:
((G03Q38.NAOK == 'AO02'))
Please choose the appropriate response for each item:

	Definitely less likely	Somewhat less likely	Neither less or more likely	Somewhat more likely	Definitely more likely
Support teaching activities					
Support research activities					
Management					
Support dissemination activities					

How the university and research work today

This section will ask you some questions about your perception of the university or research organization in which you work.

Think about the things that count to win a 1st tenure track position in your department. How much do you think each of the following factors weighs?*
Only answer this question if the following conditions are met:
((G03Q38.NAOK == 'AO01'))
Please choose the appropriate response for each item:

	Not at all	Little	Fairly	Much	Very much	I don't know
Publishing a lot						
Publishing mostly in high-impact journals						
Being successful in applying for grants						

	Not at all	Little	Fairly	Much	Very much	I don't know
Being "internal" to the Department because of previous collaborations (research grants and fellowships, etc.)						
Having a strong sponsor within the Department						
Being embedded in extensive and academically strong research networks						
Having obtained their doctorate from another university						
Having had significant research experiences abroad						
Being mainly dedicated to research and secondly to teaching						
Being strongly dedicated to dissemination activities beyond academia						
Being ready to take responsibility for relevant administrative-bureaucratic tasks						
Being able to mediate conflicts and work in teams						
Putting work always first						

Now think about the things that should count to win a 1st tenure track position in your department. How much do you think each of the following factors <u>should count</u>?*

Only answer this question if the following conditions are met:

((G03Q38.NAOK == 'AO01'))

Please choose the appropriate response for each item:

	Not at all	Little	Fairly	Much	Very Much	I don't know
Publishing a lot						
Publishing mostly in high-impact journals						
Being successful in applying for grants						
Being "internal" to the Department because of previous						

	Not at all	Little	Fairly	Much	Very Much	I don't know
collaborations (research grants and fellowships, etc.)						
Having a strong sponsor within the Department						
Being embedded in extensive and academically strong research networks						
Having obtained their doctorate from another university						
Having significant international research experiences						
Being mainly dedicated to research and secondly to teaching						
Being strongly dedicated to dissemination activities beyond academia						
Being ready to take responsibility for relevant administrative-bureaucratic tasks						
Being able to mediate conflicts and work in teams						
Putting work always first						

Think about the researchers you know and the departments you have contact with (if any). How important do you think each of the following factors is for winning a 1st tenure track position at your university? *
Only answer this question if the following conditions are met:
((G03Q38.NAOK == 'AO02'))
Please choose the appropriate response for each item:

	Not at all	Little	Fairly	Much	Very much	I don't know
Publishing a lot						
Publishing mostly in high-impact journals						
Being successful in applying for grants						
Being "internal" to the Department because of previous collaborations (research grants and fellowships, etc.)						

	Not at all	Little	Fairly	Much	Very much	I don't know
Having a strong sponsor within the Department						
Being embedded in extensive and academically strong research networks						
Having obtained their doctorate from another university						
Having had significant research experiences abroad						
Being mainly dedicated to research and secondly to teaching						
Being strongly dedicated to dissemination activities beyond academia						
Being ready to take responsibility for relevant administrative-bureaucratic tasks						
Being able to mediate conflicts and work in teams						
Putting work always first						

Now think about the things that should count to win a 1st tenure track position in your university. How much do you think each of the following factors <u>should</u> count?
Only answer this question if the following conditions are met:
((G03Q38.NAOK == 'AO02'))
Please choose the appropriate response for each item:

	Not at all	Little	Fairly	Much	Very much	I don't know
Publishing a lot						
Publishing mostly in high-impact journals						
Being successful in applying for grants						
Being "internal" to the Department because of previous collaborations (research grants and fellowships, etc.)						
Having a strong sponsor within the Department						

	Not at all	Little	Fairly	Much	Very much	I don't know
Being embedded in extensive and academically strong research networks						
Having obtained their doctorate from another university						
Having significant international research experiences						
Being mainly dedicated to research and secondly to teaching						
Being strongly dedicated to dissemination activities beyond academia						
Being ready to take responsibility for relevant administrative-bureaucratic tasks						
Being able to mediate conflicts and work in teams						
Putting work always first						

Women and men in contemporary society

You have already completed more than half of the survey! Thank you!
Before we get to the end, we would like to know your opinion about the role of women and men in society and, more specifically, in the organization you work for.

Please indicate your agreement or disagreement regarding the following items:*
Please choose the appropriate response for each item:

	Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly agree	I don't know
Women can learn technical skills, but it doesn't come as naturally as it does for most men.						
If one person in a heterosexual marriage needs to quit working, it usually makes more sense for the husband to keep his job						
When a married couple divorces, judges shouldn't assume that the mother is the more "natural" parent.						
It's natural for a woman to be fulfilled by taking care of her						

	Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly agree	I don't know
children, but most men feel better when they have a good career, too.						
There are certain caregiving jobs, like nursing, that just naturally fit with women's skills better than men's skills.						
It's just as important to most women as it is to men to have a successful career.						
When it comes to making tough business decisions, men tend to have special abilities that most women don't have.						

Thinking about <u>your Department</u>, please indicate the extent to which you believe it is true that... *
Only answer this question if the following conditions are met:
((G03Q38.NAOK == 'AO01'))
Please choose the appropriate response for each item:

	Not true at all	Little true	Fairly true	Very true	I don't know
In general, men and women are equally represented (in terms of numbers) in senior positions					
Women have to perform better than men to be considered good at their job					
My Department is committed to promoting gender equality					
Myself and colleagues know who to go to if we have concerns related to gender equality					

Thinking about your University/RPO, please indicate the extent to which you believe it is true that... *
Only answer this question if the following conditions are met:
((G03Q38.NAOK == 'AO02'))
Please choose the appropriate response for each item:

	Not true at all	Little true	Fairly true	Very true	I don't know
In general, men and women are equally represented (in terms of numbers) in senior positions					

	Not true at all	Little true	Fairly true	Very true	I don't know
Women have to perform better than men to be considered good at their job.					
My Univesrity/RPO is committed to promoting gender equality					
Myself and colleagues know who to go to if we have concerns related to gender equality					

Please, indicate to what extent you are favourable or against the following gender equality measures within a university: *
Please choose the appropriate response for each item:

	Strongly against	Against	Favourable	Strongly favourable	I don't know such measure
Implementation of gender budgeting					
Promoting equal representation of women and men in decision-making bodies and in selection committees					
Promoting equal representation of women and men in conferences or seminars					
Greater recognition of time devoted to care in the calculation of scientific performance					
Gender-sensitive language policies					
Awareness raising measures					
Measures combating sexual harassment					

Family

In conclusion, we will ask you some questions about your family.

Which best describes your current marital or partnership status? *
Choose one of the following answers
Please choose only one of the following:
Single and never married or never in a civil partnership
Married or in a civil partnership
Cohabiting
Separated
Divorced
Widowed
Separated/Divorced/Widowed but cohabiting with a new partner
Prefer not to say

Are you the primary carer or assistant for an adult requiring care? *
Choose one of the following answers
Please choose only one of the following:
Yes
No
Prefer not to say

How many children do you have? *
Your answer must be between 0 and 10
Only an integer value may be entered in this field.
Please write your answer here:

Please, indicate...
Only answer this question if the following conditions are met:
(G07Q39.NAOK > 0) and (G07Q39.NAOK < 11)
Please choose the appropriate response for each item:

	the age						if the child is living with you		
	0-2	3-5	6-10	11-14	15+		yes	no	partially
first child									
second child									
third child									
fourth child									
fifth child									
sixth child									
seventh child									
eight child									
ninth child									
tenth child									

What is the highest qualification level obtained by your partner? *
Only answer this question if the following conditions are met:
((SDEM006.NAOK == "A2")) or ((SDEM006.NAOK == "A3")) or ((SDEM006.NAOK == "A7"))
Choose one of the following answers
Please choose only one of the following:
Lower secondary education or less

Upper secondary or post-secondary not-tertiary education
First stage of tertiary education (e.g. Bachelor degree or equivalent)
Second stage of tertiary education (e.g. Master degree or equivalent)
Ph.D.

What is your partner's occupation (or last occupation if retired)?*
Only answer this question if the following conditions are met:
((SDEM006.NAOK == "A2")) or ((SDEM006.NAOK == "A3")) or ((SDEM006.NAOK == "A7"))
Choose one of the following answers
Please choose only one of the following:
Not working (i.e. unemployed, inactive)
Higher managerial and administrative occupations (e.g. large proprietors, CEO, director)
Academics (e.g. professor, teaching and research staff)
Other intellectual occupations, professional occupations and technical occupations (e.g. magistrate, architect, veterinarian, pharmacist, doctor, teacher, psychologist, lawyer, notary, management consultant, artist, nurse, social worker, surveyor)
Routine non-manual employees (e.g. secretary, clerk, office manager, civil servant, accountant)
Small proprietor of service/shop/market sales firm (restaurant, shop or trade firm owner)
Service/shop/market sales worker (e.g. salesperson, buyer, waiter, barber, hairdresser, policeman/woman, doorman/woman)
Skilled manual worker (e.g. foreman, mechanic, printer, sewer, electrician, bricklayer, baker)
Unskilled manual worker (e.g. labourer, porter, cleaning man/woman)
Farmer and smallholder
Agricultural worker (e.g. day labourer, tractor driver, vine dresser)

Please, indicate who in your family does the following activities: *
Only answer this question if the following conditions are met:
((SDEM006.NAOK == "A2")) or ((SDEM006.NAOK == "A3")) or ((SDEM006.NAOK == "A7"))
Please choose the appropriate response for each item:

	Always me	Usually me	Myself and my partner equally	Usually my partner	Always my partner	Usually somebody else	Not applicable
Shopping for food							
Preparing daily meals							
Cleaning the house							
Dressing and putting children to bed							
Helping children with homework or online classes							
Staying home with ill children							

Thank you for your collaboration!
If you are interested in getting to know the results, please contact Cristina Solera at her Email address: cristina.solera@unito.it

02.02.2022 – 17:08

Submit your survey.
Thank you for completing this survey.