

The INTEGER project brings together a focused and balanced partnership of European high education and research organisations that share a top level commitment to the implementation of sustainable institutional transformation, thereby creating environments in which women and men can perform equally.

Tailored Transformational Gender Action Plans (T-GAPs) have been developed within each of the three implementing organisations, following a detailed baseline data assessment.

Examples of actions :

Committee for Gender Equality and Research Excellence at CNRS

Key theme: Organisational Structure

Centre National de Recherche Scientifique, France
(Project Coordinator)

Inspired from the STRIDE (Strategies and Tactics for Recruiting to Improve Diversity and Excellence) Committee implemented at the University of Michigan (US) in the framework of the ADVANCE Program, a Committee was created at CNRS to review procedures and practices for the evaluation of researchers at CNRS – taking into account the effects of gender schemas, lack of critical mass and induced implicit bias – in order to propose concrete measures that will favor gender equality and gender balance in the recruitment, promotion and scientific recognition of researchers at CNRS.

Its membership includes key decision-makers in the researchers' evaluation process at CNRS i.e. Chairs of the different standing peer-review evaluation panels, Deputy Scientific Directors of Institutes, HR Officers, and well as senior women researchers and gender researchers.



A series of measures have been proposed for implementation, including:

- Training all members of evaluation panels and Institutes' decision-makers on gender equality issues and gender stereotypes
- Providing comprehensive sex-disaggregated data to peer-review panels and Institutes before recruitment and promotion campaigns.
- Taking into consideration family-related career breaks and part-time working in evaluations and changing application forms accordingly
- Asking Laboratory directors to propose both male and female researchers' names to evaluation panels for scientific awards (CNRS Medals)



Addressing Unconscious Bias

Key theme: Engagement of Decision Makers

Trinity College Dublin, Ireland



Research shows that women and men may be unaware of their implicit, or 'unconscious' attitudes, yet these can nonetheless impact on their decision making.

Through INTEGER, Trinity College will address unconscious biases that may exist at all levels of the university, beginning with the highest-level senior management, and then extending to PIs, Heads of School, and the wider community.

Professor Paul Walton, York University, will deliver an Unconscious Bias Briefing to College Officers who are key decision makers. Prof Walton is a champion of gender equality, having led York Chemistry Department to receive the first ever Athena SWAN Gold award.

The anticipated impact of this initiative, to be cascaded throughout the university, will be improved decision making, enhanced gender balance and greater transparency and fairness in recruitment, selection and promotion.



Workshops on managing work relations between direct managers and research staff

Key theme: Engagement of Decision Makers

Siauliai University, Lithuania



Collected data indicates that managers at SU do not promote collaboration and enabling environments which put women at a disadvantage. Increasing academic and research activities of women and a better distribution of collective duties is an essential aspect for excellence in STEM.

Our experience and advantages:

- A previous awareness raising and learning program
- Shared Experience with US and EU pilot projects
- Openness to change
- Active staff participation in the planning process

We aim to change the structural hierarchical system of Siauliai University to an innovative, participatory academic and research culture through a novelty learning program.

In our approach we use a sensorial ethnography experiment, gender sensitive visual & linguistic mapping, and seminars on stress management, image & self confidence building.

Our key challenge is to motivate academic research staff to conduct gender related tasks, alongside their key responsibilities.



T-GAP implementation is being assessed by GESIS - the Leibniz Institute for Social Sciences, Germany, through an adaptive evaluation tool.

Experience, tools and learning outcomes will be shared through guidelines and case studies disseminated towards the end of the project.

The INTEGER Project began in March 2011 and will conclude in June 2015. It is co-funded through the European Commission's FP7 Science in Society 2010 Work Programme.

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