



EDIT Gender Action Plan

**Results of the surveys on the representation of women among EDIT partners
and on the response from the partners towards the implementation of a
mentoring scheme within EDIT**

By Carole Paleco, EDIT GAP Chair

Background of Component C1.5.6
Structure of the EDIT mentoring Scheme and Requirements

Report March 2010

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1 **Introduction**

The EDIT Gender Action Plan is following 2 main directions:

1. It is analysing the situation of the women participation and involvement in the various activities of the EDIT institutions;
2. It is proposing specific actions to address the balanced participation of women and men and to promote gender equality throughout the project.

In this respect, the surveys performed in 2008 and in 2009 are forming the ground for the analysis of the situation and for the actions to be taken and adjusted throughout the project.

A first survey on the female representation among EDIT institutions was performed in 2008 under the GAP and provided the following raw data: Among the 11 respondents, the average percentage of women holding positions as scientific managers within the EDIT institutions was 22%, while the percentage of women occupying posts among the scientific staff as researchers was higher with 29%. This trend was keeping increasing when getting to the proportion of females as technicians (49%) and to any other kind of positions within the institutions (52%). It is to note that the number of doctoral students is also close to parity with men (48%) but that, regrettably, this pool of potential scientists is not represented at the higher managing positions like it is the case for men. See table 1.

	Average (n=11)
Scientific management	22%
Scientific staff	29%
Doctoral students	48%
Technical staff	49%
Other	52%

Table 1. Average percentage of women per category of staff. Survey 2008

2 **The 2009 Survey and the EDIT mentoring scheme**

2.1 Objectives

This survey had two objectives: The first goal was to assess the representation of women at the EDIT partner's institutions and more specifically to identify the posts they occupy most and those in which their presence is limited. A particular focus was put on the representation of female scientists in the institutions and on the positions they hold among the scientific staff and management staff. The observations made on this survey were to form the backbone on which would be based the supporting actions to female scientists in their career development and in their aspiration to reach top job positions within the scientific institutions.

The second goal of the survey was therefore to assess the willingness of the EDIT partners to implement a new supporting action under the form of a mentoring scheme dedicated to EDIT female scientists.

2.2 The survey part 1: Female representation among EDIT partners

2.2.1 The questionnaire

The survey covered various staff categories among the partners' institutions through the following questions:

1. Please enter the following information on your institution

Institution name:

EDIT number:

Address:

City/Town:

ZIP/Postal Code:

Country:

Contact person Name and Surname

Contact person email address:

Contact person phone number:

2. What is the current total number of staff (including staff under limited contract) in your institution? Women, Men

3. What is the number of scientific management staff working in the institution? Women, Men

4. What is the number of scientific staff working in the institution? Women, Men

5. What is the number of doctoral students working in the institution? Women, Men

6. What is the number of technical staff working in the institution? Women, Men

7. What is the number of Post docs working in the institution? Women, Men

8. What is the number of staff working under contract in the institution? Women, Men

9. What is the number of staff working as interim in the institution? Women, Men

2.2.2 The respondents

The 2009 survey was designed through the online tool *surveymonkey.com* and launched in November 2009. It has been sent to the 18 identified GAP representatives of the EDIT partners and was answered by the following 13 representatives:

13 respondents

- National Natural History Museum Paris, MNHN
- Royal Belgian Institute of Natural Sciences, RBINS
- National Botanic Garden Meise, NBG
- Royal Museum for Central Africa, RMCA
- Royal Botanic Garden of Edinburgh, RBGE
- Royal Botanic Gardens Kew, RBGK
- Centraalbureau Schimmelcultures, CBS
- Hungarian Natural History Museum, HNHM
- BGBM, Freie Universität Berlin, FUB - BGBM
- Species 2000 Secretariat, University of Reading, SP2000
- Museum and Institute of Zoology, Polish Academy of Sciences, MIZPAN
- Institute of Botany, Slovakian Academy of Sciences, IBSAS
- The Natural History Museum, London, NHML

2.2.3 Results of the survey

In order to have an overview of the representation of females within the EDIT institutions, we will start by assessing the proportion of women in the institutions' total staff and in the staff under contract and under interim contract, being the types of contracts for which no distinction has been made between scientists and non scientists. It is to note that part-time jobs have not been taken into account as such. Then following this general staff overview, we will go further in details on the representation of female scientists among the 13 respondents of the EDIT partners.

Total staff

As far as the total staff of the institutions is concerned, it is quite remarkable to find out that the average representation of women among the 13 respondents reaches 49%, nearly 1 staff member out of 2 is a woman. For 6 institutions, the proportion of women is equal to or higher than the average with up to 56% at IBSAS. Six other institutions are situated just below the average, between 46% and 48%. Only 1 institution, NBG, presents nearly 2 times less women than men (35% women). NBG's structure as well as the nature of the jobs it offers might be explaining this figure, notably the large number of gardeners and guard staff who are mainly males.

Technical staff

Women employed as technicians (which is not part of the scientific staff) account for 52% on average for all the respondents. The largest proportions of female technicians are present at RBGE (79%) and CBS (69%) and the lowest at NBGM (22%) and NHML (38%).

Contracts and interims

Before going into the scientific positions, it is to note that women account for 51% of the staff under contracts, meaning that precarious job position within the institutions is not specifically held by any of the two genders. Still, some institutions present a percentage of women under contracts above the average notably SP2000 (75%) followed by NHML (61%), RBINS (57%), RMCA and RBGK (54%) and CBS (53%). As far as interim jobs are concerned, only 3 institutions have replied for this job type: RBGE employing 70% of women as interim, NHML with 56% of women under interim and at MIZAPAN with 50% of interim women. These figures are illustrated on table 2, table 3, table 4 and figure 1.

Gender	Total staff			Technical staff		Under Contract		Interim		Doctoral students		Post docs		Scientific staff		Scientific Management staff	
	W	M	Total	W	M	W	M	W	M	W	M	W	M	W	M	W	M
NBG	64	114	178	14	49	8	15	0	0	0	2	1	1	15	22	0	6
RBINS	201	229	430	149	143	162	119	-	-	9	7	8	8	51	73	1	11
RMCA	147	144	291	98	81	106	88	0	0	-	-	-	-	49	64	4	10
BGBM	43	37	80	6	6	16	15	-	-	5	2	4	1	3	7	0	4
MNHN	939	1030	1969	412	502	228	216	-	-	27	25	7	0	112	185	1	8
HNHM	102	110	212	60	52	2	4	0	0	2	8	0	0	42	58	2	3
CBS	31	35	66	23	10	25	22	-	-	1	9	4	5	0	3	0	8
MIZPAN	40	45	85	10	10	35	40	5	5	5	8	14	15	15	20	2	6
IBSAS	54	41	95	10	7	3	3	0	0	13	2	0	1	27	19	1	9
RBGE	124	133	257	19	5	124	133	29	13	15	4	11	35	51	42	2	5
RBGK	372	316	688	-	-	372	316	-	-	-	-	-	-	173	93	2	9
NHML	453	427	880	24	38	97	61	71	55	69	46	19	17	198	218	0	6
SP2000	3	3	6	1	1	3	1	0	0	0	0	0	1	2	3	3	3
Total	2573	2664	5237	826	904	1181	1033	105	73	146	113	68	84	738	807	18	88

Table 2. Number of women and men per job position per institution.

Partners	BE-NBG	BE-RBINS	BE-RMCA	DE-BGBM	FR-MNHN	HU-HNH M	NL-CBS	PL-MIZPAN	SK-IBSAS	UK-RBGE	UK-RBGK	UK-NHML	UK-SP 2000
Staff categories													
Total staff	35%	47%	50%	53%	47%	48%	46%	47%	56%	48%	54%	51%	50%
Technicians	22%	51%	54%	50%	45%	53%	69%	50%	59%	79%		38%	50%
Contracts	5%	57%	54%	51%	51%	33%	53%	46%	50%	48%	54%	61%	75%
Interim								50%		70%		56%	
Doctoral students	0%	56%		71%	50%	20%	11%	38%	86%	80%		60%	
Post-docs	50%	50%		80%	100%	0	44%	48%	0%	20%		53%	0%
Scientific staff	40%	41%	43%	30%	38%	42%	0%	43%	58%	55%	65%	48%	40%
Scientific management	0%	8%	29%	0%	11%	40%	0%	25%	10%	29%	18%	0%	50%

Table 3. Percentage of women per staff category at each partner institution.

	EDIT 13-average	Lowest	Highest
Total staff	49%	35%	56%
Technical staff	52%	22%	79%
Contracts	51%	33%	75%
Interim	59%	50%	70%
Doctoral students	43%	0%	86%
Post-docs	40%	0%	100%
Scientific staff	42%	0%	65%
Scientific management	17%	0%	50%

Table 4. Average percentage of females per category for the 13 respondents.

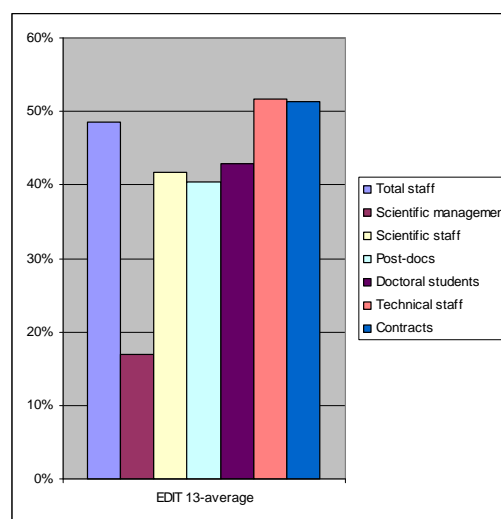


Figure 1 Average percentage of females per category for the 13 respondents

2.2.4 The female scientists in early career

The female share in scientific posts was assessed on 4 different staff categories: doctoral, post-doctoral, scientific and scientific management.

It is to note that the definition of "post-doctoral" differs from one country to the other, and even sometimes between institutions within the same country. Here the following definition is applied: a "post-doc" is an academic who has obtained its PhD and who is employed as a researcher on a short term contract (2-3 years) usually non-renewable, or employed on a 2 to maximum 6 years contract which could lead to a permanent position.

The post-docs and doctoral students' job categories were found difficult to assess by the institutions, notably in terms of break down per gender. This is why these figures are missing from some of the respondents. Still, some partners have explicitly no post-docs like HNHM and no doctoral students as SP2000.

In HNHM for instance the fact that there is no post-doc currently is explained by the lack of funds and grants in Hungary, forcing the researchers to go rather to Universities or abroad.

Among the respondents where the number of **doctoral** students could be identified, 3 have a high proportion of women, IBSAS with 86%, RBGE with 80% and BGBM with 71% and 3 institutions have between 50% and 60% female doctoral students: MNHN (50%), RBINS (56%) and NHML (60%). The average percentage of female doctoral students in the 13 respondents is 43%.

The highest percentage of female **post-docs** is to be found at MNHN (100%) with 7 women for 0 men, BGBM (80%) and NHML (53%), followed by RBINS (50%), NBG (50%), MIZPAN (48%), CBS (44%) and RBGE (20%). The average percentage of female post-doctorals at the 13 institutions is 40%.

Among the respondents, it is therefore to note that the pool of female doctoral students is highly represented at IBSAS and RBGE, the proportion of female post-doctoral students is greater among the 3 institutions NBG, MIZPAN and CBS, and that both early career scientists types are to be found mainly in the following 5 institutions: BGBM, RBINS, NHML, MNHN and RBGE. See figures 2 and 3.

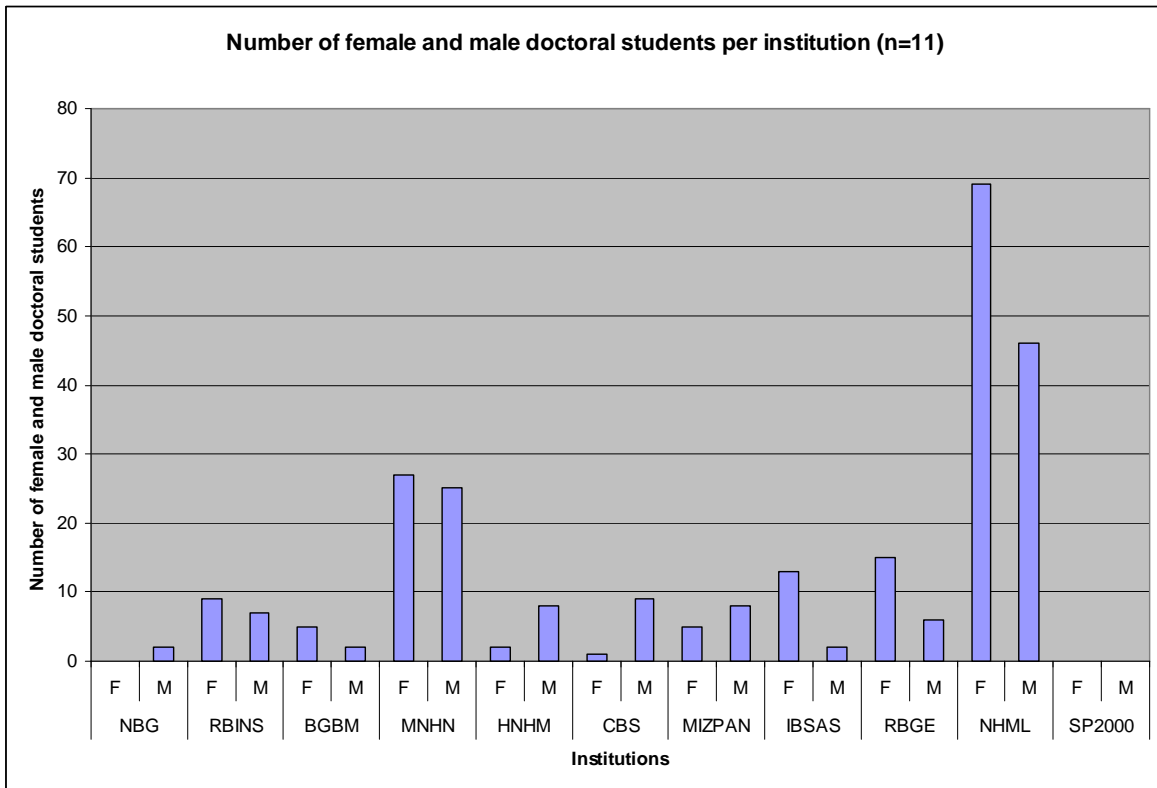


Fig.2 Number of female and male doctoral students per institution

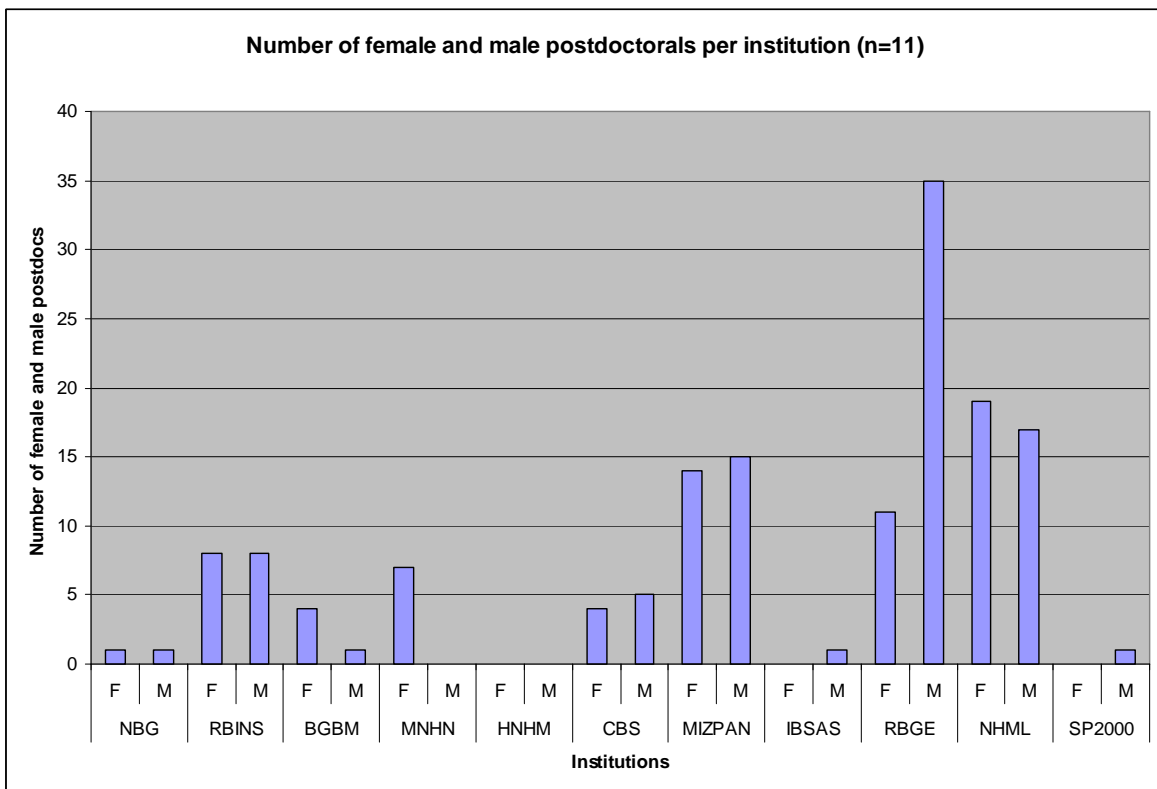


Fig.3 Number of female and male post-docs per institution.

2.2.5 The female scientists and scientific managers

Among the scientific staff members, we have chosen to distinguish the scientists from the scientific management staff in order to clearly identify the differences of the female share among these 2 categories, and to number the female scientists that occupy the highest and decision maker positions such as director and head of department within the EDIT institutions.

This last figure proved difficult to obtain due to the different structures, position names and titles from one partner institution to the other.

Among the females that occupy a position as scientist but not as scientific manager, nor as technician, 3 institutions out of the 13 respondents have between 55% and 65 % of females: respectively RBGK (65%), IBSAS (58%) and RBGE (55%). Seven respondents have between 40% to 50%, and 3 between 0% and 38%. Among the last 3, CBS has 0 females for 3 males, BGBM 3 females for 7 males and MNHN 112 females for 185 males. A majority of institutions, 10 out of 13, are thus accounting for more men than women working as scientists with, on average 42% of female scientists among the 13 respondents. Still, this result is to be nuanced by the structure and staff capacity of each institution, notably the number of positions available should be taken into account as obviously, where only 3 posts are to be attributed parity will be difficult to reach. See figure 4.

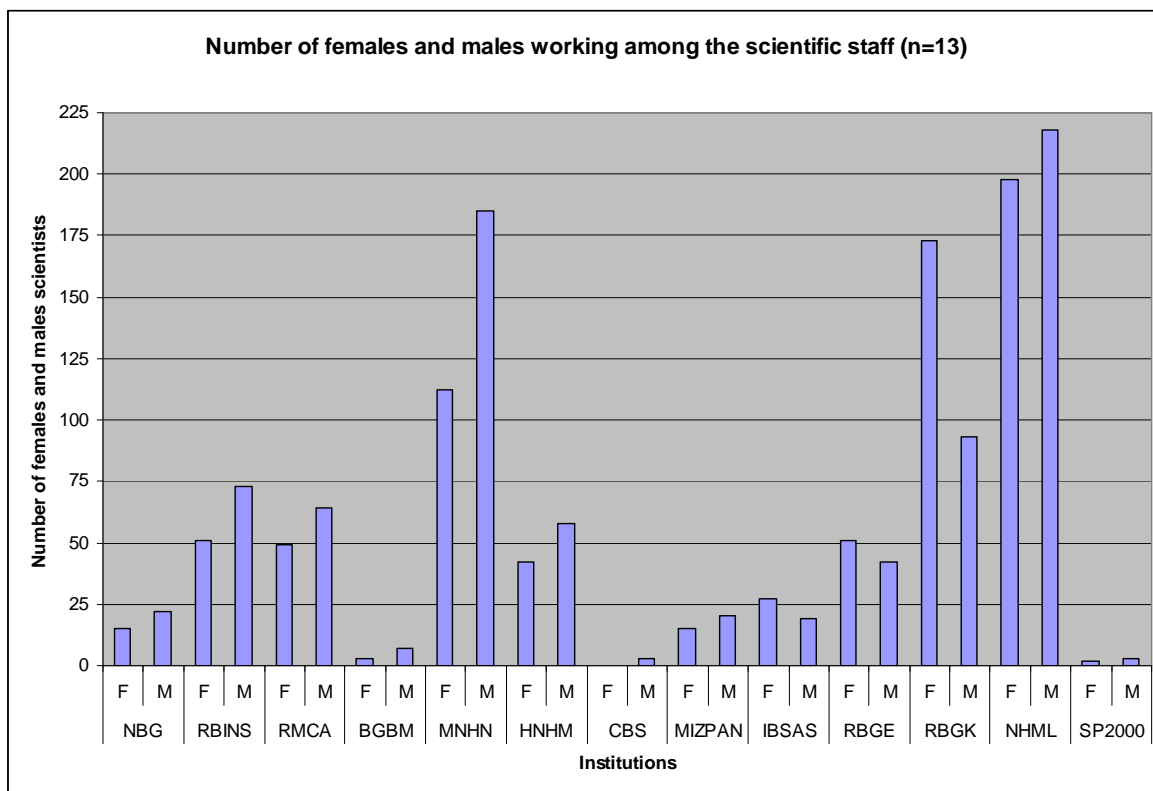


Fig.4 Number of females and males that are scientists but not head of section or head of department.

When reaching the highest scientific positions among the 13 partners, we notice that at least two levels of staff can be found in some of the respondents: The highest positions and the second highest positions. The first group is composed of the decision makers, notably the heads of institutions and of science departments and science directorates, here the female representation is very low. Just below such top positions, is the second group of the staff managing or assisting heads of services with for instance the Assistant Heads, Collection Leaders, Researcher Leaders, Laboratory or Specialist Unit Manager where the representation of women is much higher.

As far as the first level is concerned, we find 4 institutions out of 13 with no females at all: NBG (0 females, 6 males), BGBM (0 females, 4 males), CBS (0 females, 8 males) and NHML (0 females, 6 males) and only 1 partner, the network organization SP2000, reaching 50% of female representation at top positions with 3 females and 3 males. One institution out of the 13 respondents has 40% of female managers HNHM (2 females, 3 males), followed by 2 institutions with about 30% of female scientific managers RMCA (4 females, 10 males) and RBGE (2 females, 5 males) then MIZPAN 25% (2 females, 6 males) and RBGK with 18% of top managing female scientists (2 females and 9 males). Then 3 institutions have about 10% of female top scientific managers, MNHN (1 female, 8 males), IBSAS (1 female, 9 males) and RBINS (1 female, 11 males).

Note that some institutions like RBINS for instance underwent a recent reform which has changed its organization chart and the many titles of its staff explaining that the top position members are represented by its scientific committee which is its main scientific decision body.

On the second level of the scientific management, many more women are to be found as it is the case at NHML which accounts for 7 women and 16 men, giving us a representation of 30% of females, or if the spectrum is further enlarged 14 females and 54 males depending on the managing level we refer to. The same is valid for RBGK with 46 women and 69 men or for MNHN with 6 females for 18 males. Although it is clear that many more women are working at these "second top levels" giving an average percentage higher than 20%, another survey would be necessary to obtain the details of these figures and go further in depth in the various hierarchies and structures of the EDIT partners' institutions.

In addition, it is worth mentioning that in most of these institutions new positions have been created during the past decades aside the scientific research which are more dedicated to the public awareness of science and to museology and are very often managed by women.

However, in order to figure out the representation of women at top positions and as decision makers within the scientific institutions surveyed, we chose to focus on the highest level of management where only of 18% of female scientific managers are to be found among the 13 respondents. This percentage is the lowest of all the staff categories surveyed and indicates a clear discrepancy between men and women at these strategic and powerful posts. See figure 5.

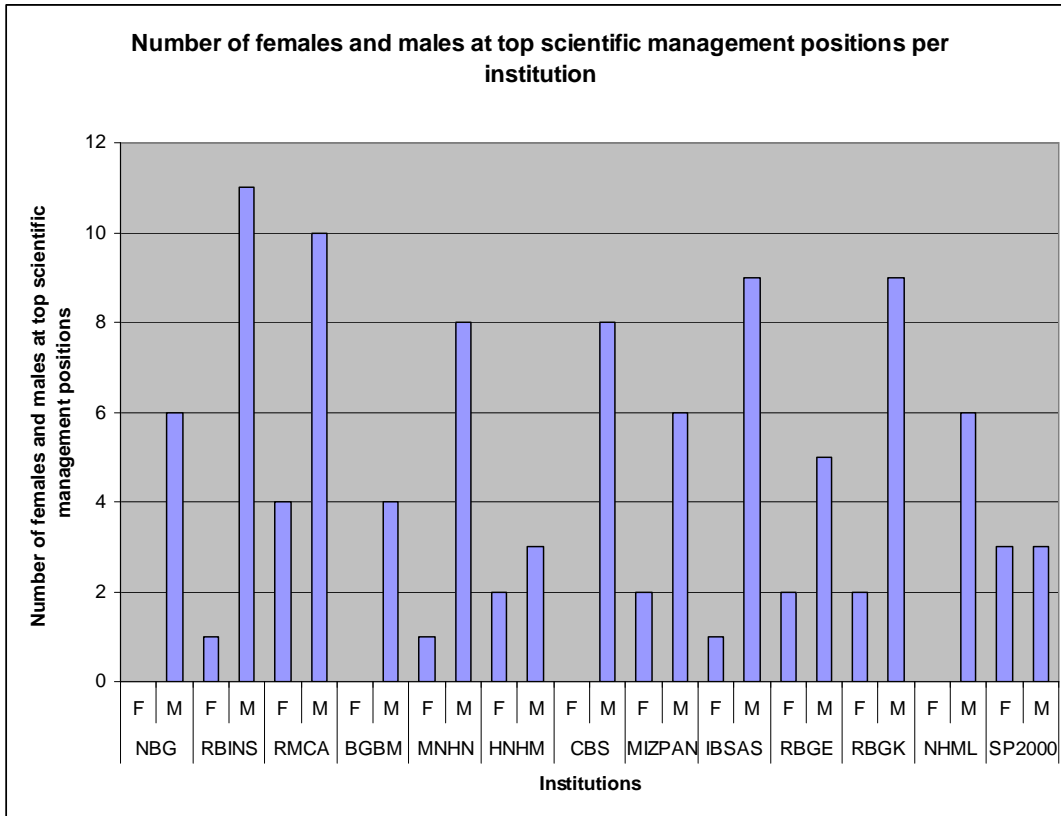


Fig.5 Number of females and males top scientific managers (n=13)

Although it might be assumed that an institution showing a large number of female doctoral students and post-docs would reflect as well, proportionally, a higher number of female scientists and scientific managers, this is not true for the institutions surveyed.

Indeed, among the institutions presenting a high number of females early career scientists BGBM, MNHN, IBSAS and RBGE with above 70% of female representation in at least one of the two categories doctoral and post-doctoral, none of them go beyond 29% of female scientists, a figure reached at RBGE, with even 0% at BGBM. On the other hand, HNHM has no post-docs but nevertheless 40% of females are top managing scientists among its staff. See figure 6.

In this respect, some actions are still required both to motivate further the female scientists in the pursue of their research career and to give them access to top positions.

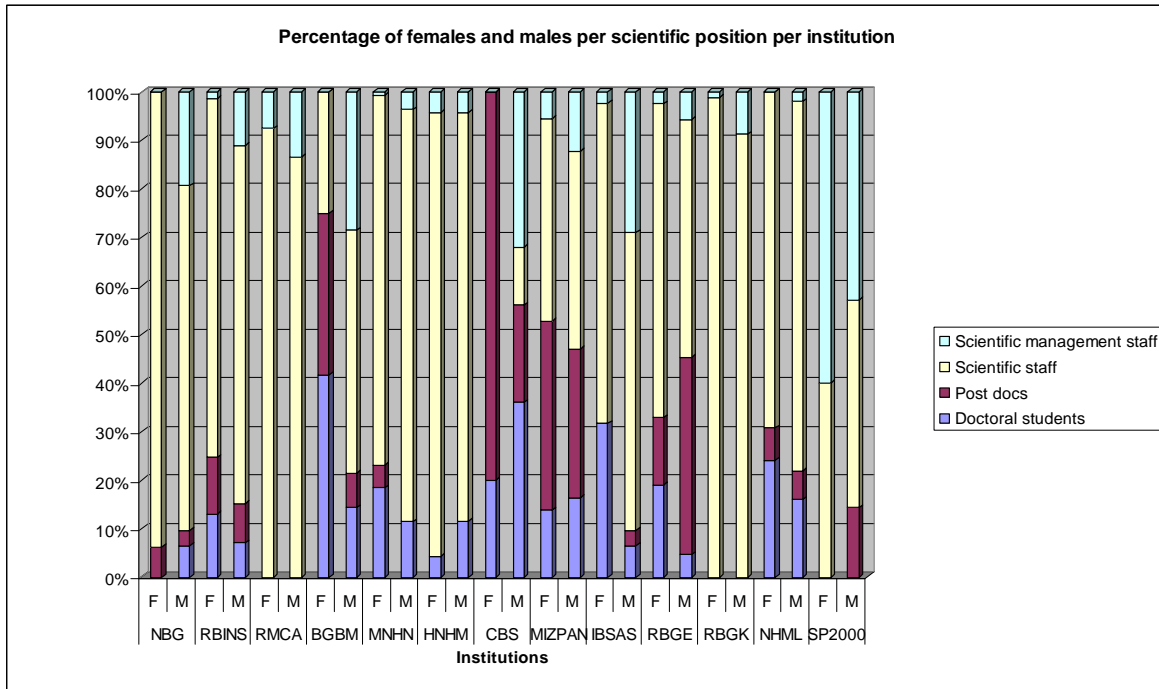


Fig. 6 Percentage of males and females at the 4 different scientific levels

2.2.6 Conclusions to the survey part 1

Among the 13 respondents, the majority of institutions present quite a gender parity in their total staff. This equilibrium is also present for almost half of the respondents in categories such as post-docs and doctoral students, even among the scientific staff of the institutions can we find an average percentage of 42% of females.

However, with an average percentage of 18% as female scientific managers, the 13 EDIT institutions that responded to this survey are just slightly below the criticized EU 20% average percentage of female at grade A (EC She Figures 2009).

The following remarks are therefore to be taken into account for the EDIT project and more specifically for the GAP actions in order to ensure a better representation of females throughout the whole spectrum of the scientific categories:

- The EDIT partners represented in this survey by 13 respondents illustrate the disparity existing between males and females at top managing positions within their institutions with only a 18% of female share;
- The 13 respondents provide a critical mass of female scientists with 43% of female post-docs and doctoral students, who can be considered as the relief to the future scientific managers and need to be sustained in their career development to reach their goals;
- The GAP has identified an action to provide the support required by the early career female scientists to succeed in their career. It is believed that giving them the possibility to meet and exchange bilaterally with a senior scientist would provide them with the necessary self-confidence and the orientation tools leading them to the highest ranks in the scientific community. Such an action as a mentoring scheme should be tested among the EDIT partner institutions willing to participate.

2.3 The survey part 2 : The implementation of a mentoring scheme for EDIT

The second part of the survey aimed at assessing the number of EDIT partners willing to participate to a mentoring scheme at international level. This scheme would imply meetings between an early career female scientist (or several) and the senior scientist of her choice for career advice and counseling, both participant would belong to a different partner institution.

2.3.1 The questionnaire

The recipients of this second part of the survey were presented the scope of a mentoring scheme dedicated to EDIT with the following introduction:

Mentoring is an activity which has proved its efficiency among many networks as a valuable support to women researchers in their early career.

Basing our activity on existing best practices such as the European network Eument-Net (<http://www.eument-net.eu>) or National case studies, we are convinced that mentoring within EDIT will guarantee the transmission of the expertise and excellence in taxonomy from senior researchers to female researchers in early career. It will enlarge the community of taxonomists in Europe and benefit to the EDIT partners by creating bridges among disciplines and institutions.

They were asked the following questions:

Q.1 : Would your institution be ready to get involved in a mentoring scheme which would help early career scientists meet with scientific management staff from another EDIT institution?

Q 2 : Would your institution encourage its scientific management staff to be mentors?

Q 3: Would your institution encourage its early career scientists to meet a mentor from another EDIT institution?

Q3.1 If yes, how many times a year?

Q4 Would you like to add a comment on this topic?

2.3.2 The respondents

11 partners responded to this part of the survey:

- National Natural History Museum Paris, MNHN
- Royal Belgian Institute of Natural Sciences, RBINS
- National Botanic Garden Meise, NBG
- Royal Museum for Central Africa, RMCA
- Centraalbureau Schimmelcultures, CBS
- Hungarian Natural History Museum, HNHM
- BGBM, Freie Universität Berlin, FUB - BGBM
- Species 2000 Secretariat, University of Reading, SP2000
- Museum and Institute of Zoology, Polish Academy of Sciences, MIZPAN
- Institute of Botany, Slovakian Academy of Sciences, IBSAS
- The Natural History Museum London, NHML

2.3.3 Results of the survey

The type of mentoring schemes already at work in the partner institutions

Among the 11 partners that have responded to the survey, 3 of them have declared having already a mentoring scheme at work in their institution. NHML, MIZPAN and RMCA.

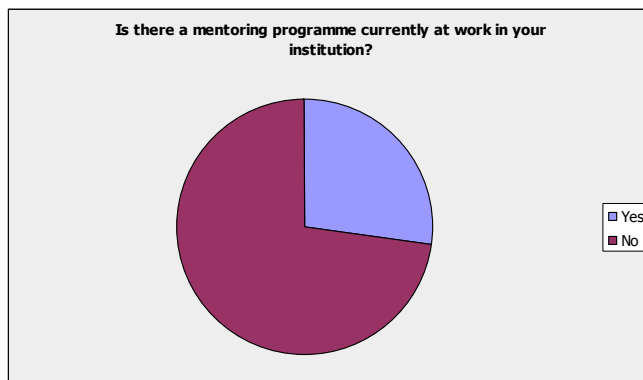


Fig. 7 Mentoring-like programmes in partners institutions

The NHML mentoring activity is targeted to the staff involved in the communication of science/public engagement, this activity run by the NHML Human Resources takes the

form of a "*mentoring skills training for experienced Nature Live presenters so that they can support other scientists who are developing a competence in potential advanced presentation.*" "*We also offer a coaching qualification which is aimed at managers who wish to gain and then develop through continuous professional development (cpd) a skill in holding a conversation with another in order for the person to think, decide and act upon an issue of interest to them in furtherance of their professional potential. Coaching and mentoring do have different aims.* » says Carolyn Lowry, NHML GAP representative.

The MIZPAN mentoring activity is rather linked to training activities provided to PhD students in their field of expertise that take the form of meetings, seminars, lectures and exams.

The RMCA activity is more related to specialised trainings in scientific fields either given by the RMCA staff or by other institutions for RMCA staff. It is focusing on the research field of the applicant.

Despite their involvement in training and mentoring-like activities, these 3 institutions have responded positively to the questions involving them in an EDIT mentoring scheme, taking into account the new target of this scheme oriented towards female early career scientists. Note that some respondents did not explicitly declare they were willing to participate rather that they would be interested in getting involved in it but that it was subject to consultation.

The partners willing to participate to an EDIT mentoring scheme

Six out of 9 respondents have declared that they wished to participate to an EDIT mentoring scheme dedicated to female scientists in early career, namely NBG, RBINS, RMCA, BGBM, HNHM, CBS and MIZPAN.

Three partners, CBS, SP2000 and IBSAS, have explicitly expressed their wish not to participate in the scheme. Among these, the reasons put forward were, for one of them the fact that the institution had no time for such an action but would participate if the scheme was indeed implemented, and for another respondent the fact that the institution had no doctoral or PhD female staff.

Involving staff in the mentoring scheme

The mentoring scheme shall consist in supporting a female PhD or doctoral student willing to meet with a senior scientist from another institution than her own. This would imply a pool of demanders/mentees and a pool of mentors from the EDIT participating institutions.

Among the 10 respondents to the question if they would encourage their professors to be mentors, 9 answered positively with the exception of IBSAS.

8 institutions answered positively out of 9 to the question if they would encourage their early career scientists to meet mentors. The reason against this involvement raised by NHNM was that it did not have any post-docs and very few doctoral students to contribute to the mentees pool. See table 4 and figure 8.

Mentoring	BE-NBG	BE-RBINS	BE-RMCA	DE-BGBM	FR-MNHN	HU-HNHM	NL-CBS	PL-MIZPAN	SK-IBSAS	UK-NHML	UK-SP 2000	Total number
Already have a mentoring programme	No	No	Yes	No	No	No	No	Yes	No	Yes	No	3
Wish to participate	Yes	Yes	Yes	Yes		Yes	No	Yes	No		No	6
Agree to encourage professors to be mentors	Yes	Yes	Yes	Yes		Yes	Yes	Yes	No	Yes	Yes	9
Agree to encourage early career scientists to meet mentors	Yes	Yes	Yes	Yes		No	Yes	Yes	Yes		Yes	8

Table 4. EDIT Partners responses to the survey on mentoring (n=11).

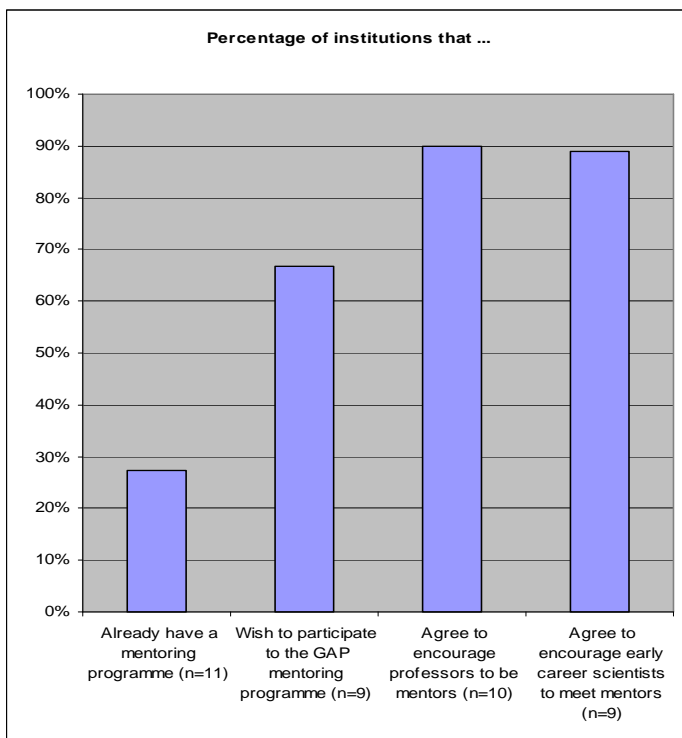


Figure 8 Respondents attitude towards a mentoring programme

Frequency of the meetings mentors – mentees

From the experiences of other national networks the frequency of the meetings between mentors and mentees depends a lot on the structure of the mentoring programme and also on the vicinity of the tandems. With a type of mentoring 1 mentor several mentees, it might be more difficult to coordinate available dates for a large group of people, while a duet (1 mentor-1 mentee) might be more flexible and could meet more often throughout the year. Also, the travelling distance between the mentor and the mentee could be an obstacle for frequent meetings per year. However, from mentoring networks in practices, 2 meetings a year seem to be a minimum, taking notably into account that the first meeting is a self-introduction to the other person and that often some adjustments on the goals can be made on that occasion. Organising several meetings is recommended to ensure a good matching between the pairs, leaving time for the 2 to trust each other, making sure the whole range of questions are tackled and to be able to evaluate the progress made.

Among the 6 respondents to the question on how frequent the mentors and mentees should meet, 3 answered once a year and 3 twice year.

This figure will be considered together with the objectives of the scheme to be implemented, the structure chosen and the budget enabling the various travels between the duets or the groups. Still, some flexibility will be given to the pairs who will decide for themselves on the frequency of their meetings.

3 Conclusions and requirements structuring the EDIT mentoring scheme

According to the survey on the proportion of women within the EDIT partners, the managing female scientists are very much underrepresented with only 18% of female managing scientists. A majority of institutions have however a good percentage of females in early career which is the main target the GAP should act upon in order to ensure the transfer of expertise in taxonomy to the new generation and a trend towards parity at all levels in the scientific career.

Why choose mentoring as a solution for the gender gap in EDIT?

Because mentoring is a direct and interpersonal way to:

- Guarantee the transmission of the expertise and excellence in taxonomy from senior researchers to researchers in early career;
- Encourage women that are doctoral students and post-docs in taxonomy through advices from the full professors already well installed in the scientific community;
- Foster the advantages that the network provides to females in early career in terms of mobility and of trans-disciplinary exchanges.

3.1 Proposed structure for the EDIT Mentoring scheme for female scientists

3.1.1 Mentoring scheme organisation

The mentoring programme will be applied for the last year of the EDIT project. It shall start in May 2010 with a preparatory work to inform the EDIT partners staff members and make sure of the presence of a critical mass of potential mentees and mentors ready to be involved.

Preparatory work

The preparatory work during May 2010 will consist in:

- Organising the programme coordination with the various GAP representatives by ensuring their availability and supervision possibilities
- Identifying through an email and telephone inquiry the potential mentees among the EDIT PhD and Post-Docs. The mentees will be sent an application form to fill in requesting them notably the objectives they want to pursue through the scheme and what their expectations are. They will also be asked to send their CV and designate a senior scientist whom they would like to have as mentor.
- Identifying the potential mentors. The mentors could be female or male senior scientists. They will be informed through guidelines on the purpose of the

exchanges and on the kind of involvement and support they will be asked to provide to their mentee.

Following this first phase, the GAP steering committee, according to the budget available, will launch the process by making the match between the mentors and the mentees and support financially their travel.

Guidelines

Mentors and mentees will receive guidelines to help them focus on their objectives and make sure of the goals to be reached by both of them.

Below are a few examples of the topics the mentors can expect to have to deal with during their meetings:

- Self-management
- Communication and presentation
- Access to funding
- Academic appointment procedures
- Awareness on the international conferences, contacts and participation.

Type of mentoring and schedule

Various types of mentoring are applicable to the EDIT project.

- The participants to the exchanges can choose between two types of mentoring:
 - one-to-one (i.e. a mentor and a mentee)
 - one-to-several (i.e. a mentor and several mentees). The mentees can choose to group themselves to benefit from the same mentor advices.
 It will be up to the mentors and mentees to decide on the best form applicable to the goals pursued.
- It is recommended that the mentoring pairs or groups be trans-disciplinary to avoid hierarchical obstacles. Indeed, the mentor shall be differentiated from the supervisor as he/she will not see the mentee "as a simple student with a research project, but a student with a career in front that the mentor helps to start." (excerpt from the article "*Nature's guide for mentors*", *Nature/ Vol. 447/2007*)
- The frequency of the meetings will be left at the mentor and mentee's convenience, after the first meeting organized by the GAP SC.
- The places of the meetings will be chosen by the mentors and mentees, but it is recommended that the meetings do not take place in the office of the mentor to avoid that any of the participants be advantaged and be in his/her working environment while the other is not. A public place will be preferred.

Action and coordination

The main activities of the GAP Chair and GAP representatives will be to:

- Diffuse the information and guidelines

- Identify the participants
- Accept or reject the candidates
- Attribute them the grants to enable their travel to the meeting point
- Coordinate the matching process and the first exchanges
- Supervise the meetings and collect the notes taken by the participants and/or the questionnaires filled in as feedback

Evaluation and final event

In order to evaluate the scheme advancement, the GAP representatives from the participating institutions will gather the following information:

- Notes from meetings taken by mentors and mentees
- Interviews of mentees and mentors
- Questionnaires filled in by mentors and mentees on their appreciation of the scheme

A Workshop with mentees and mentors will be organized during the final event of the EDIT project and the findings will be diffuse to all EDIT partners, stakeholders and European/national networks of women scientists.