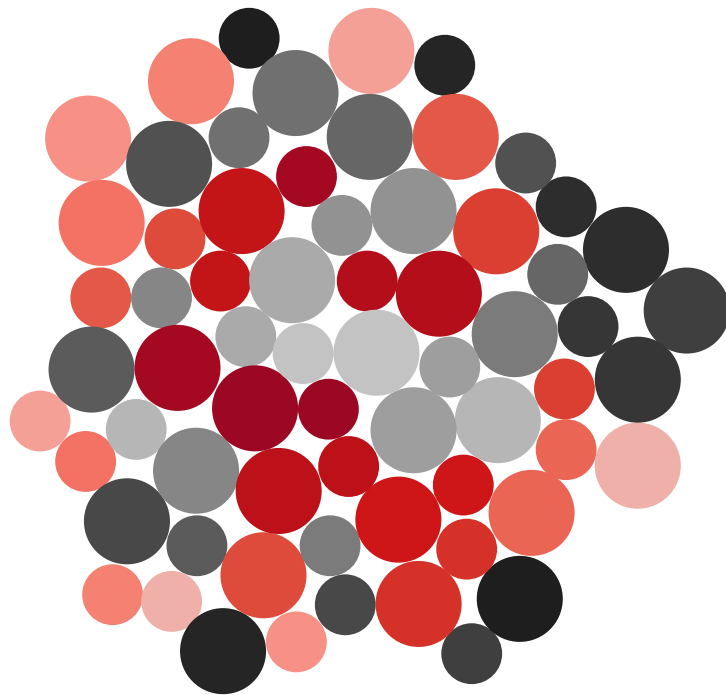


# GENDER MONITORING EPFL 2015-2016



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## ABOUT THIS REPORT

Gender Monitoring is one of the key elements of ETH Board's equal opportunities strategy for 2012-2016. The biennial monitoring highlights the percentages of men and women - and the percentage changes - at different stages of the academic career at EPFL and in the different Schools. It aims to provide a basis for defining action steps.

This 2nd Gender Monitoring at EPFL consists of a general report and reports for the Schools of Basic Sciences (SB), Life Sciences (SV), Engineering (STI), Computer and Communications Sciences (IC), Architecture, Civil and Environmental Engineering (ENAC).

In order to better reflect the evolution of male / female representation, the monitoring does not only include the data from the past two years since the last Gender Monitoring, but is also based on the period from 2005 to 2015 (apprentices excluded).

## CHALLENGES & PERSPECTIVES

- Recruitment of female students** Enhanced recruitment of female students in IC, STI and SB (specifically in Physics and Mathematics), but also in ENAC (Civil Engineering) represents a major challenge for EPFL. Biased perception of technical careers and the commonly associated image of these fields demotivates many young talented women to consider these studies already at secondary high school levels. This phenomenon is particularly acute in Switzerland (CE 2015). Furthermore, the PISA survey provides evidence of a lack of confidence among young women in Switzerland in their mathematical skills (OECD 2015). At EPFL, this results in percentages of women clearly too low among students and PhD students educated in Switzerland.
- EPFL has major assets to address this challenge: Its reputation, the positive image of its researchers, the increased diversity of its research and teaching areas, which is an opportunity to break the gendered perception of technical studies, its expertise and its activism at outreach activities, and finally the fact that the matters of perception and image can be worked on. For the 2017-20 period, EPFL plans to:
- develop a project of encouragement and support for female high school students in mathematical fields
  - define strategies and specific actions with schools and sections
  - develop an analysis and communication strategy to understand and then undo the stereotypes of young people, parents and the general public related to engineering professions.
- Awareness of diversity and equality issues** The recruitment efforts of students must be supported by a stimulating, demanding, inclusive and respectful culture of teaching and studying. This principle is already at the heart of the approach developed at EPFL. For the 2017-20 period, EPFL plans to:
- pursue the m/f analysis of success rates of cohorts of students
  - enable students to be made sensitive during their studies on equality and diversity issues and to link these issues with their field of studies and future career
  - enable professors to be trained on 'diversity'
  - undertake actions to prevent sexual harassment and sexism on campus, and check the processes in place in case of harassment.
- Recruitment of female PhD students** EPFL has made significant progress in the recruitment of female PhD students. The recruitment of outstanding PhD students will remain a priority for the 2017-20 period. For the 2017-20 period, EPFL plans to undertake a study, followed if necessary by measures to ensure that the doctoral career at EPFL is favorable to equal opportunities.
- Career perspectives** OFS and EPFL investigations attest to female Master and PhD graduates of EPFL an entry into the job market which differs little from that of their male colleagues. However, their career prospects still diverge considerably (Conti and Visentin 2015; Umbach-Daniel 2013). EPFL's mission in terms of career prospects must include academic careers, but should be focused primarily on non-academic careers. For the 2017-20 period, EPFL plans to:
- develop existing measures for equal opportunities in academic careers (mentoring, training courses, coaching), and expand the scope to other careers (industry, entrepreneurship).
  - conduct a survey to identify the perceptions, wishes and needs of targeted audiences in connection with perspectives and professional projects.
  - develop the efforts to follow up the career path of Master graduates and PhD holders.

## CHALLENGES & PERSPECTIVES (2)

### Work environment / reconcile career and family life

Career prospects are linked to the conciliation opportunities with a family life. This is particularly true for women (BASS, 2012). More and more men also consider to reorient their career for family reasons. EPFL focuses special attention to this issue. Besides childcare facilities on campus and for employees of antennas, EPFL has adopted various measures at HR level ('stop the clock' for female tenure track professors; sharing of salary costs during maternity leave; measures for work flexibility; etc.). Nevertheless, improvement is still needed.

For the 2017-20 period, EPFL plans to:

- continue the monitoring between the offer and the needs of early childhood daycare places
- conduct a survey to identify pertinent and achievable measures
- continue the information and awareness work for (future) parents and superiors
- develop reception services (*welcome services*) that address dual career couples issues.

### Recruitment and re- taining of women re- searchers and pro- fessors

The strategy of recruitment and career development of professors based on the tenure-track system is rewarding in terms of promoting equal opportunities. Nevertheless, apart from the STI school, schools display a rate of women professors clearly below the rate of female students and female PhD students. In the years to come, it will be necessary to continue, and if possible to accentuate the 'momentum' created with the tenure-track system, and also to intensify efforts in the recruitment of mid-term and senior female professors.

In this perspective and for the 2017-20 period, EPFL plans to:

- develop best practices in collaboration with all schools to promote equal opportunities in hiring procedures and increase the recruitment of female professors.
- support awareness-raising measures in this perspective

### Administrative and technical staff. Re- cruitment of mana- gers and apprentices

EPFL intends to be a model in terms of equal opportunities also in the recruitment of apprentices and managers. In Switzerland, the choice of education differentiated by gender is more pronounced in the sector of professional education than in general and university education (ofs 2015 Lamamra et al, 2014.). Figures show that this phenomenon is also protruding at EPFL. At EPFL management level, the presence of women is still too low. In the coming years, particular attention will be paid to this issue. For the 2017-2020 period, EPFL plans to:

- define recruitment procedures for apprentices and managers aiming to promote equal opportunities and diversity
- raise awareness on unconscious gender bias among people in charge of apprentices
- establish a monitoring of the implemented measures

## References

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## LEAKY PIPELINE

The "leaky pipeline" presents an overview at a given time, of the rate of diplomas obtained or FTE occupied by women and men at the different stages of the academic trajectory.

The graph below gathers these data for 2005, 2010 and 2015, thus allowing to notice the differentiated evolution of gender ratio at different stages.

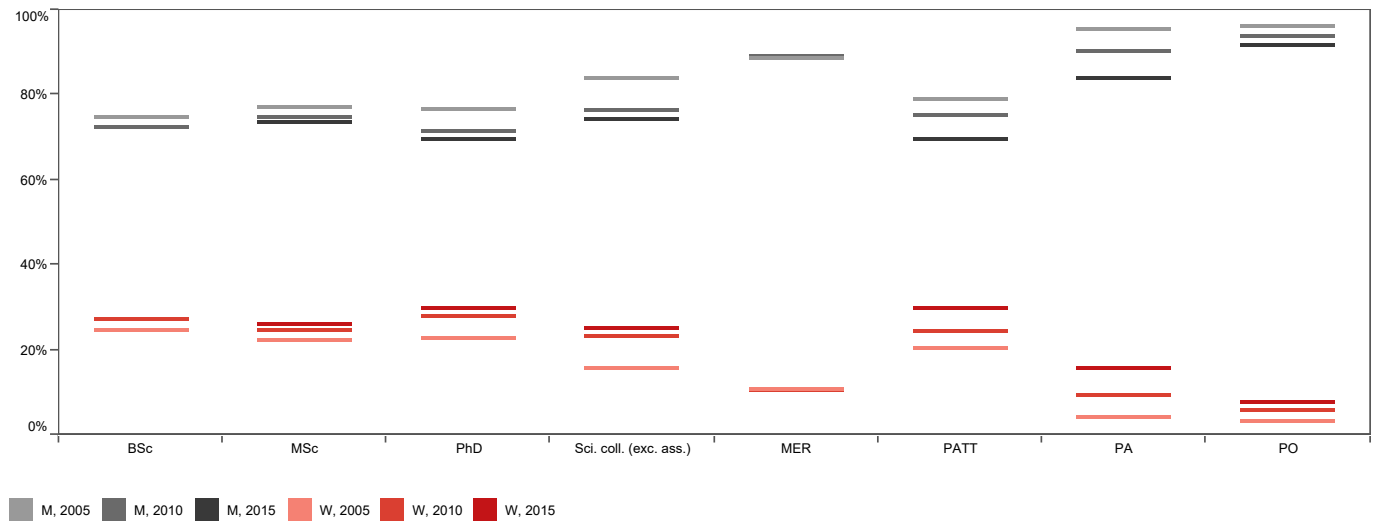
We can observe that the gender ratio has slightly evolved at Bachelor and Master students' level. At Bachelor level, the percentage of women has increased from 25% to 27% in 10 years. At Master level, this share has increased from 23% to 26% over the same period.

The rates have evolved to a higher degree at PhD level. From 23% in 2005, the share of female PhD students has moved to 28% in 2010 and to 30% in 2015. SV school has contributed to this evolution. But the female PhD rate has

also increased in the other schools. The share of women has also increased among scientific collaborators where it has evolved from 16% in 2005 to 23% in 2010 and to 25% in 2015. However, there has been no change in the past ten years of the share of women MER, which remains hindered at 11%, despite an increase in the FTE headcounts.

At professorial level, the most significant rate increase of women is met among PATT and PA categories. The evolution in both of these shows that the professorial career progression through the Tenure-Track system is an effective and lasting strategy for equal opportunities. From 21% in 2000, the percentage of women among PATT increased from 25% in 2010, to 30% in 2015. At PA level, the share of women has evolved as follows: 4% in 2005, 10% in 2010, and 16% in 2015. The increase among the PO remains low, especially between 2010 and 2015.

Leaky pipeline, EPFL, 2005, 2010 et 2015

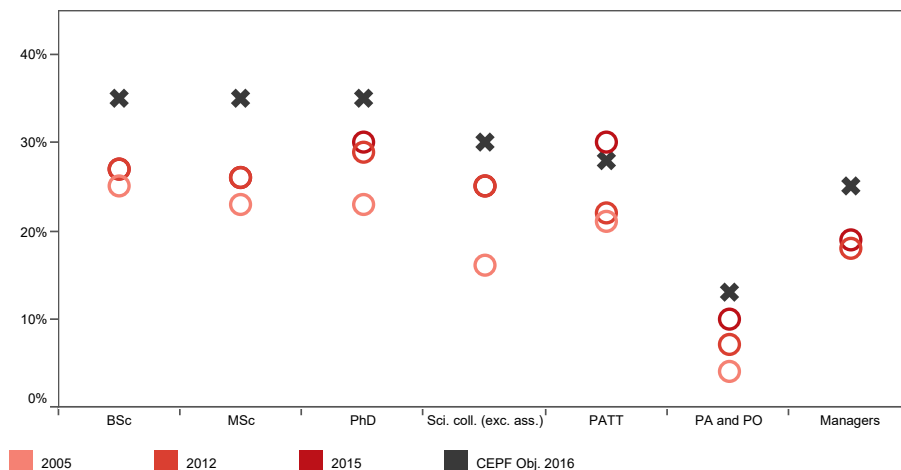


## OBJECTIVES

In 2015, EPFL has managed to exceed the 2012-16 ETH board's objective for PATT. This result is promising since it will help to reach the ETH Board's objective at the associate and full professor's level. Since 2012, EPFL has registered an increase of tenured women professors. In other categories, progress is less significant. No progress has been registered since 2012 at Bachelor and Master level and among scientific collaborators (excluding assistants).

The non-achievement of the objectives in most of the categories raises the question on how they were defined. While it is useful to fix quantified objectives, it will be necessary in the future to define objectives that are more based on concrete scenarios and assorted with specific measures.

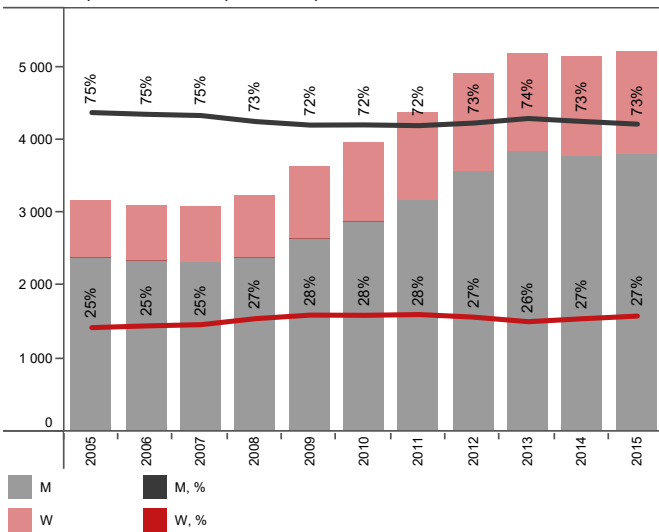
ETH Board 2016 objectives and real situation in 2005, 2012, 2015



	2005	2012	2015	CEPF Obj. 2016
BSc	25%	27%	27%	35%
MSc	23%	26%	26%	35%
PhD	23%	29%	30%	35%
Sci. coll. (exc. ass.)	16%	25%	25%	30%
PATT	21%	22%	30%	28%
PA and PO	4%	7%	10%	13%
Managers	9%	18%	19%	25%

## BACHELOR STUDENTS

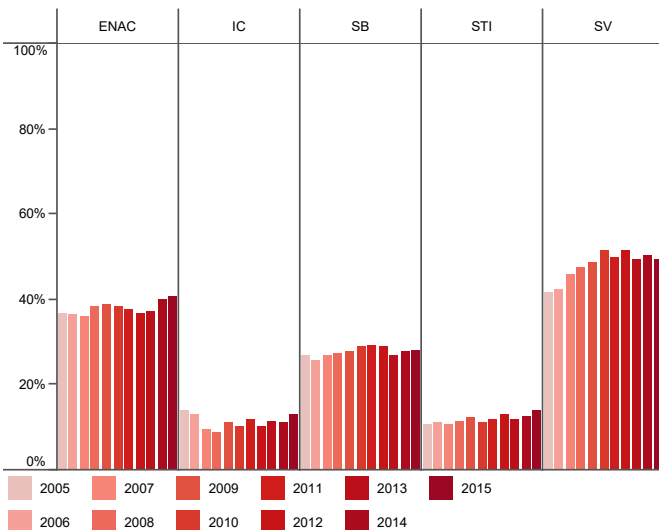
Students, number and %, Bachelor, 2005-2015



Between 2005 and 2015, the number of Bachelor students at EPFL has increased from 3168 students to 5205 students (increase by a factor of 1.6). Overall, the increase of female students has been slightly more significant than that of male students. The percentage of female Bachelor students has risen from 25% in 2005 to 27% in 2015.

Since the last Gender Monitoring, based on 2013's data, the general trend regarding the number of students as well as the male/female proportion at Bachelor level has not recorded notable changes. The percentage of female students increased from 26% in 2013 to 27% in 2015.

Percentage of women per school, Bachelor, 2005-2015



SV school displays the largest increase in the rate of female Bachelor students between 2005 and 2015 (+8%). This increase essentially concerns the period between 2005 and 2011. Since 2011 the women's rate has remained stable at circa 50%.

At ENAC, the rate of female Bachelor students has for the first time exceeded 40%. Between 2005 and 2015, the rate of female students has increased by 4%, moving from 37% to 41%.

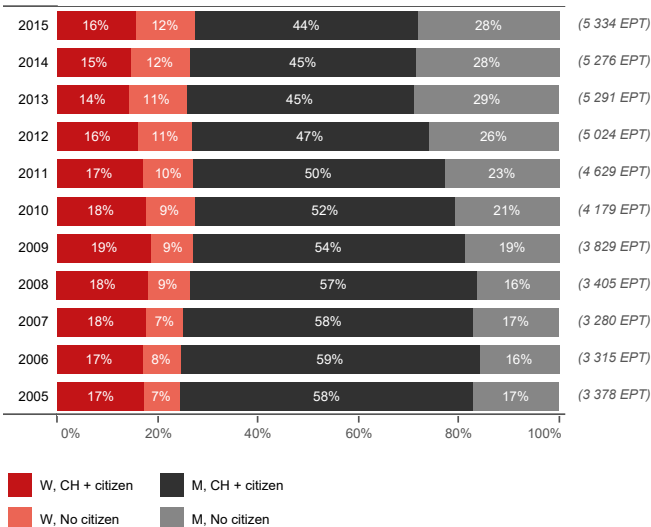
In STI the rate of female students has increased from 11% in 2005 to 14% in 2015. In SB the rate of female students fluctuates between 26% and 29%. Although the rates have changed little, they are at a higher level than before 2005 [1].

In IC the rate of female students oscillates and displays values from 9% to 14%, without showing an upward trend between 2005 and 2015.

This overview of the changing share of male/female students in the schools masks variations in sections which reflect the annexes of monitoring by school.

[1] See dynamic tables accessible via the website <http://information.epfl.ch/facts>

Percentage per nationality and residence, Bachelor, 2005-2015



In 2015, 60% of Bachelor students are of Swiss nationality or have been schooled in Switzerland [2] and 40% are of foreign nationality and have been schooled abroad. In 2015, women represented 23% of female Bachelor students of Swiss origin and 29% of female students were from other foreign countries.

The progress of Bachelor students between 2005 and 2015 is particularly linked to the increasing number of students schooled abroad. Among female students, their number has increased by a factor of 2.8, among male students by a factor of 2.9. Over the same period, the number of Swiss students or schooled in Switzerland has increased by a factor of 1.2 among men and by a factor of 1.5 among women. As a consequence, between 2005 and 2015, the women's rate among Swiss Bachelor students and schooled in Switzerland slightly rose (from 23% to 26%).

[2] The category CH + citizen regroups Swiss nationals and foreign students who have obtained their University access degree in Switzerland.

# MASTER STUDENTS

From 2005 to 2015, the number of Master students has increased by a factor of 1.8, moving from 1490 to 2646 students. Proportionally, the increase has been larger among women. Their number has been multiplied by a factor of 2. The number of male students has increased by a factor of 1.7. Consequently, over 10 years, the percentage of female Master students has grown from 23% to 26%.

Since the last Gender Monitoring report based on 2013's data, the number of female Master students has hardly changed over EPFL, whereas the number of male students displays a slight progression, with the result of a slight decline (-2%) of the percentage of women in 2015 compared to 2013's rate.

The rates of female Master students have slightly changed between 2005 and 2015 in the different schools. The largest increase (+4%) is emerging in CDM with however very small headcounts. In SV the rate of female students has increased from 45% in 2006 to 48% in 2015. The highest rate was reached in 2011 with a rate of 51% female Master students.

At ENAC, the rate of female students oscillates between 34% and 38% during the observation period. In STI, the rate of female Master students did not vary much, displaying a rate between 14% and 16%. The situation is similar in SB where the rate of female students moderately changes between 2005 and 2015, displaying most of the time a rate of 29% to 30%, with however a decline in 2010-11. Nevertheless, these relatively stable rates are at a slightly higher level compared to the previous decade [1].

IC School displays rates of female Master students ranging from 13% (2005) to 17% (2014), despite the decrease in 2015 to 13%. Although those rates have increased compared to the period before 2005, it should be reminded that in IC such rates had already been reached in the late 80s.

This evolution overview of the shares of female and male students in the schools hides variations at sections' level, as shown in the annexes of the monitoring by school.

[1] See dynamic tables accessible via the website <http://information.epfl.ch/facts>

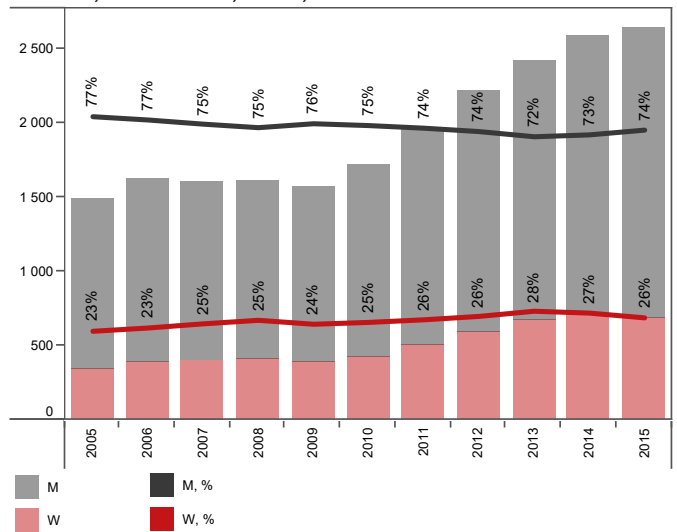
In 2015, among a total of 2646 Master students, 50% are of Swiss nationality [2] or have been schooled in Switzerland and 50% are of foreign nationality and have been schooled abroad. Women represent 22% of Master students of Swiss origin and 30% of students coming from other countries.

The increased number of male and female Master students from 2005 to 2015 is linked to the increased number of students educated abroad. Among female students, their number has increased by a factor of 3.9, among male students by a factor of 3.2. Over the same period, the number of Master students of Swiss origin or schooled in Switzerland has increased by a factor of 1.2 among men and by a factor of 1.3 among women.

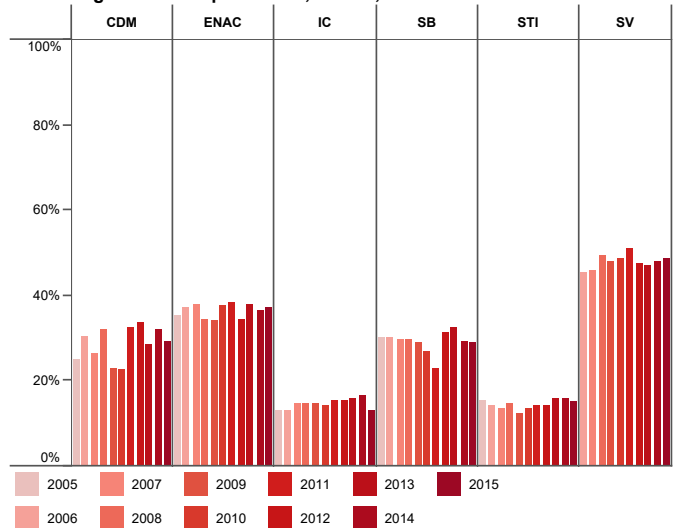
The increased percentage of female Master students between 2005 and 2015 is consequently mainly due to EPFL's capacity to attract female students educated abroad.

[2] The category CH + citizen regroups Swiss nationals and foreign students who have obtained their University access degree in Switzerland.

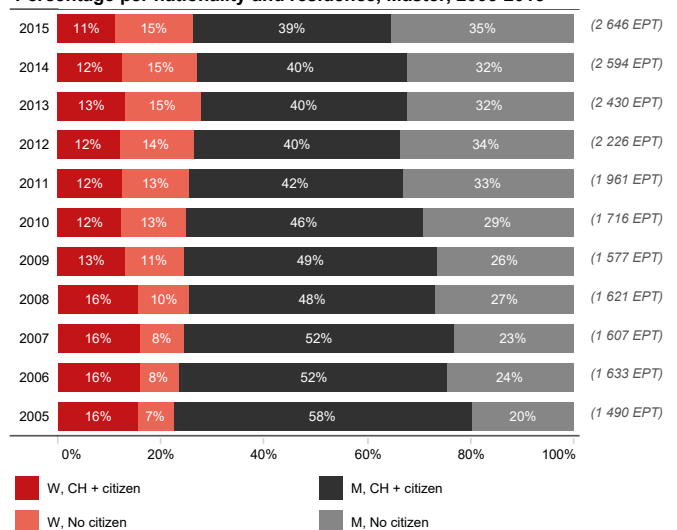
Students, number and %, Master, 2005-2015



Percentage of women per school, Master, 2005-2015



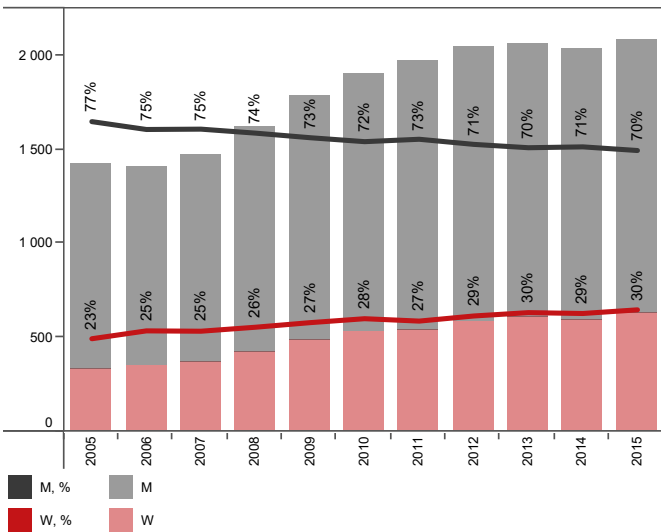
Percentage per nationality and residence, Master, 2005-2015





# PHD STUDENTS

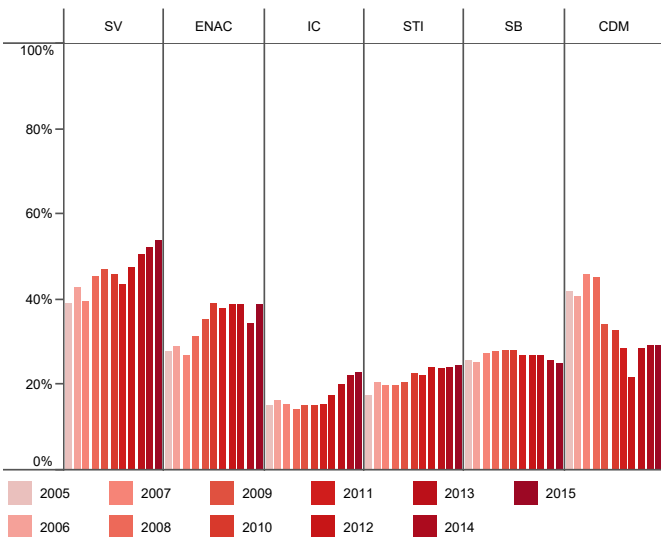
Students, Number and %, Doctorate, 2005-2015



Between 2005 and 2015, the number of PhD students has increased from 1422 to 2077 (rise by a factor of 1.5). During the same time, the percentage of female PhD students has grown from 23% to 30%.

Since the last Gender Monitoring report based on 2013 data, the number of PhD students has changed little. The rate of female PhD students in 2015 is identical to the rate in 2013 (30%).

Percentage of women per school, Doctorate, 2013-2015

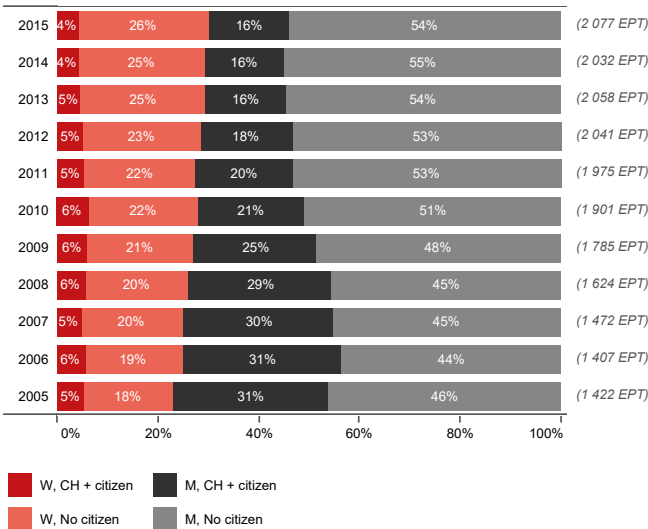


The percentage change of female PhD students varies by schools. In SV the rate of female PhD students has increased by 15% in 10 years, growing from 39% in 2005 to 54% in 2015. At ENAC, the rate of female PhD students rose by 11%, moving from 28% in 2005 to 39% in 2015.

The rate of female PhD students has increased by 8% in IC, growing from 15% in 2005 to 23% in 2015. In STI the rate of female PhD students has increased by 6% in 10 years, moving from 18% in 2005 to 24% in 2015. In SB School the rate of female PhD students doesn't display an ascending curve and varies between 25% and 28%.

The rate of female PhD students shows a downward trend in CDM, moving from 42% in 2005 to 29% in 2015, with headcounts that are however very small.

Percentage per nationality and residence, Doctorate, 2005-2015



In 2015, among a total of 2077 PhD students, 20% are of Swiss nationality [1] or have been schooled in Switzerland and 80% are of foreign nationality, educated abroad.

The increased number of PhD students from 2005 to 2015 is linked to the growing number of PhD students schooled abroad. Among female PhD students, their number has progressed by a factor of 2.1, and among male PhD students by a factor of 1.7. Over the same time, the number of PhD students of Swiss origin or schooled in Switzerland has grown by a factor of 1.2 among women and by a factor of 0.76 among men.

The increased rate of female PhD students from 2005 to 2015 is therefore both due to the increase of PhD students from Switzerland and to EPFL's capacity to attract female PhD students educated abroad.

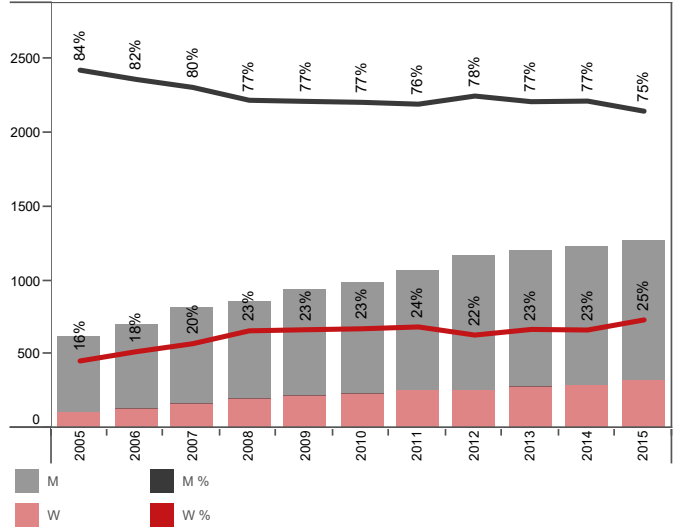
[1] The category CH + citizen regroups Swiss nationals and foreign students who have obtained their University access degree in Switzerland.

# SCIENTIFIC COLLABORATORS

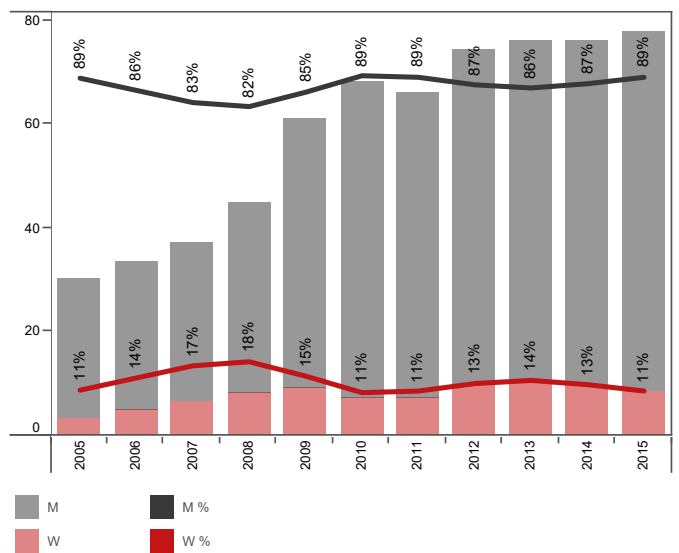
The number of female scientific collaborators (excluding assistants) has risen by a factor of 3.3 between 2005 and 2015, from 98 to 324. Over the same period, the number of male scientific collaborators has increased by a factor of 1.8, moving from 523 to 949.

Since 2013, the number of female scientific collaborators has shown a steady growth rate, whereas the headcount of collaborators has remained stable. The percentage of women has thereby increased from 23% in 2013 to 25% in 2015.

Scientific collaborators (excluding assistants), FTE and %, 2005-2015



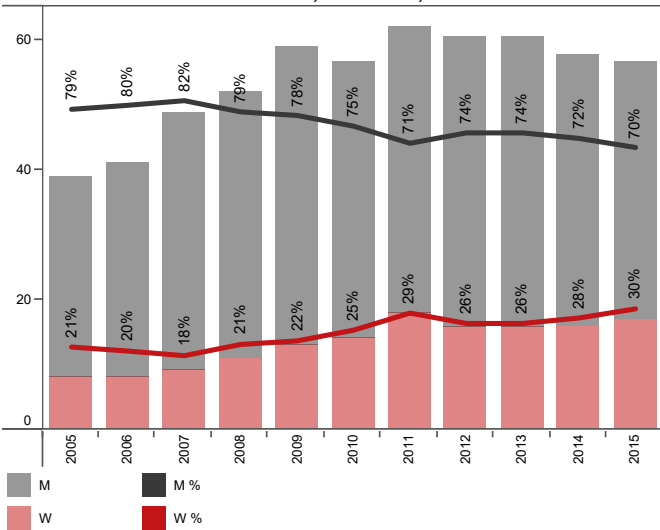
Senior scientists (MER), FTE and %, 2005-2015



The male/female proportion has not changed in 10 years in the MER category. Nonetheless their headcount number has grown between 2005 and 2015. The number of female MER has grown from 3 to 9, the number of male MER from 27 to 69. With 11% of women in 2015, this scientific staff category displays a rate of women almost as low as the rate of women professors.

# PROFESSORS

**Tenure Track Assistant Professors, FTE and %, 2005-2015**

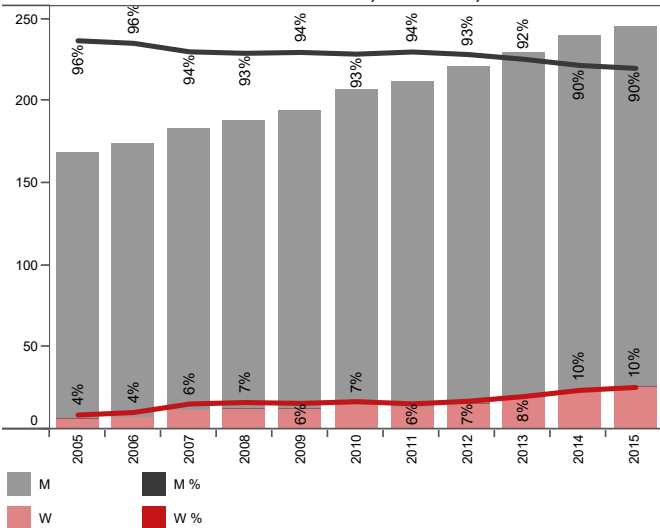


From 21% in 2005, the share of women among PATT has increased to 30% in 2015. Between 2013 and 2015, the rate of women among PATT has moved from 26% to 30%. Of the total number of PATT hired since 2005 (31 hiring out of 129) 26% were women and 74% men.

The data on women and men PATT promoted to PA or PO (as of end 2015) show that the chances of promotion are equal for women and men.

With a rate of 30%, the percentage of women among PATT globally corresponds to the percentage of female PhD students.

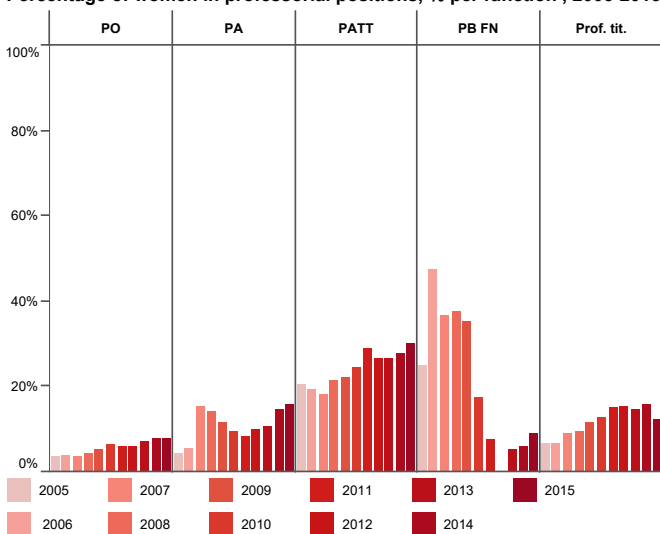
**Associate Professors and Full Professors, FTE and %, 2005-2015**



The percentage of female associate and full professors has increased from 4% in 2005 to 10% in 2015. The progress has been constant, with a marked increase between 2005 and 2007 and between 2012 and 2015.

Since 2013, FTE of female PO and PA have increased from 15.5 to 25.6 (factor 1.37), whereas the FTE of male PO and PA have increased from 221 to 245.8 (factor 1.06), which results in an increase from 8% to 10% of the percentage of female associate and full professors.

**Percentage of women in professorial positions, % per function , 2005-2015**



The SNSF-funded Professors' category is the only one where women's rate has dropped since 2005. It should however be noticed that the number of headcounts is small. It varies from 6.5 to 13.4 FTE during the observation period.

The category with the largest progression of women since 2005 is the associate professors' category, where the women's rate has increased from 4% to 16%.

Among full and adjunct professors, the increase of women's percentage has been of 5% over 10 years. Among PATT the rate has increased by 9%

## ORIGIN ACADEMIC STAFF

This graph includes all FTE of scientific collaborators below professorship and also includes adjunct professors.

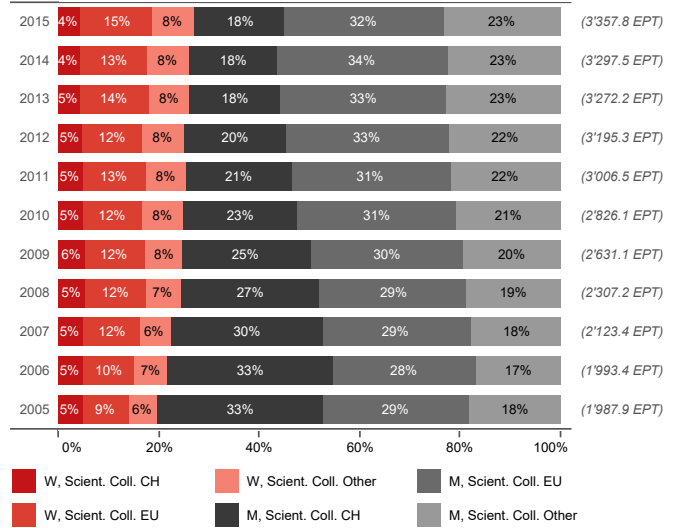
The total number of FTE occupied by Swiss scientific collaborators has remained stable from 2005 to 2015 (around 750 FTE). The ratio occupied by women has increased, from 13% to 19% of the total positions occupied by Swiss citizens (m&f).

The FTE occupied by scientific collaborators from the European Union has increased by a factor of 2.3 from 2005 to 2015. The progression is greater for women (factor 2.7) than for men (factor 1.9). The proportion of FTE occupied by female EU citizens (m&f) has thus increased from 24% in 2005 to 31% in 2015.

The FTE occupied by scientific collaborators with 'other' nationalities has increased by a factor of 2.2. The progression of FTE is slightly higher among women (increase by a factor of 2.4) than among men (factor 2.2). The proportion of FTE occupied by women of all positions held by citizens from 'other' nationalities has therefore increased from 24% in 2005 to 26% in 2015.

Women remain particularly underrepresented among scientific collaborators of Swiss nationality.

Origin of Scientific collaborators, % and FTE, 2005-2015



From 2005 to 2015, EPFL's faculty composition has been internationalized and –to some degree – feminized.

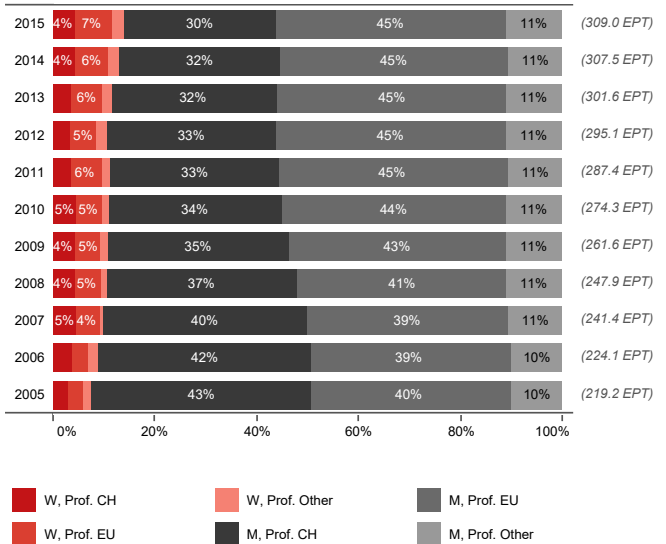
The total FTE headcounts occupied by Swiss professors has remained stable (105 EPT). The proportion of women has increased from 7% to 13% of professors positions held by Swiss citizens.

The professors' FTEs occupied by UE citizens have increased by a factor of 1.8 between 2005 and 2015. The proportion of FTE occupied by female EU citizens has risen from 7% in 2005 to 13% in 2015.

The professors' FTE occupied by citizens from 'other' countries have increased by a factor of 1.6. The proportion of FTE occupied by female citizens from 'other' countries has risen from 16% in 2005 to 18% in 2015.

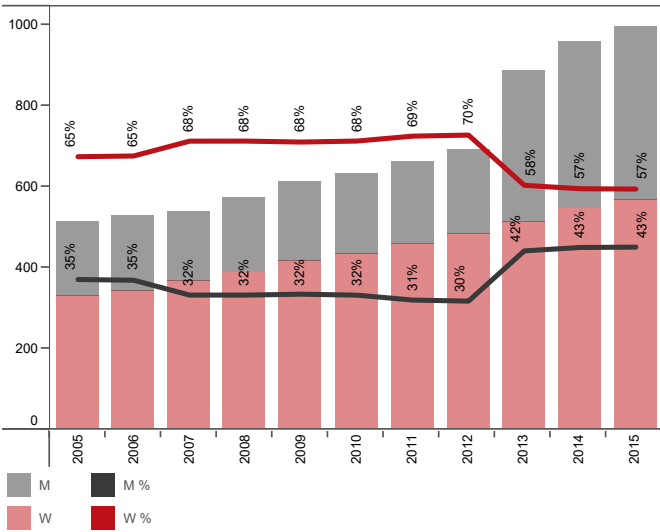
The proportion of women among professors has therefore increased in all categories.

Origin of professors, % and FTE, 2005-2015



## ADMINISTRATIF AND TECHNICAL STAFF

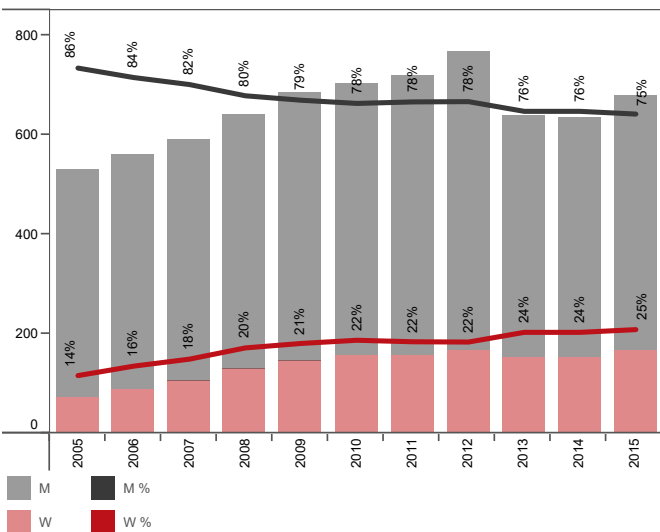
**Administrative staff, FTE and %, 2005-2015**



From 2005 to 2012, the percentage of women among administrative staff has slightly increased from 65% to 70%. Between 2012 and 2013, the percentage of male administrative employees suddenly increased from 30% to 42%. Since then it has increased by 1% to reach 43% in 2015.

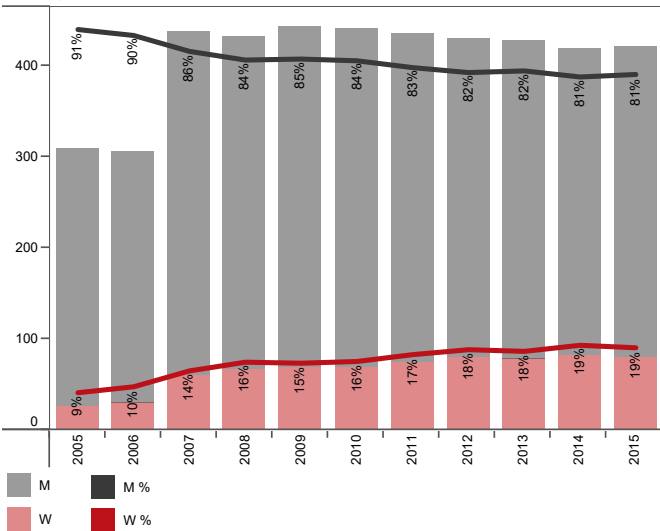
This sudden rise of the percentage of male administrative employees is explained by a change in the categorization of staff within the central administration.

**Technical staff, FTE and %, 2005-2015**



The change in the categorization of administrative staff within the central administration that took place in 2012 also had a certain impact on technical collaborators. The impact is however more visible in terms of FTE headcounts than in terms of the percentage of men and women. The rate of female technical collaborators has indeed experienced an almost constant growth between 2005 and 2015, rising from 14% to 25%.

**Managers, FTE and %, 2005-2015**



The change of the salary system in 2007 has had an impact on the number of FTE defined as being part of administrative and technical managers. This change has also had an impact on the percentage of women among administrative and technical managers that has increased suddenly from 10% to 14%.

The share of women among managers has continued to increase since then to reach 19% in 2015.

## APPRENTIES ET APPRENTIS

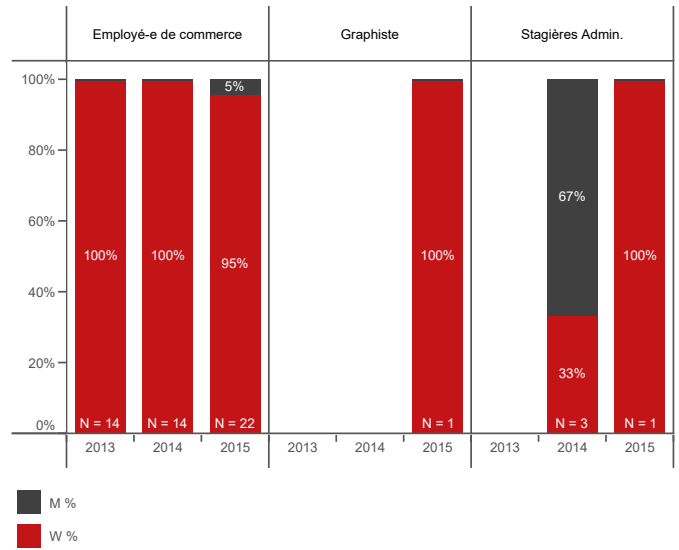
In Switzerland, the choice of education differentiated by gender is more pronounced in the sector of professional education than in general and university education. This situation is also reflected in the proportion of apprentices among the different apprenticeships offered by EPFL.

In 2015, only 1 of the 26 commercial apprenticeship and internship positions is occupied by a man (4%). In 2014, there were 2 male apprentices/interns among 17 positions (12%) and in 2012 there were no male commercial apprentices or interns.

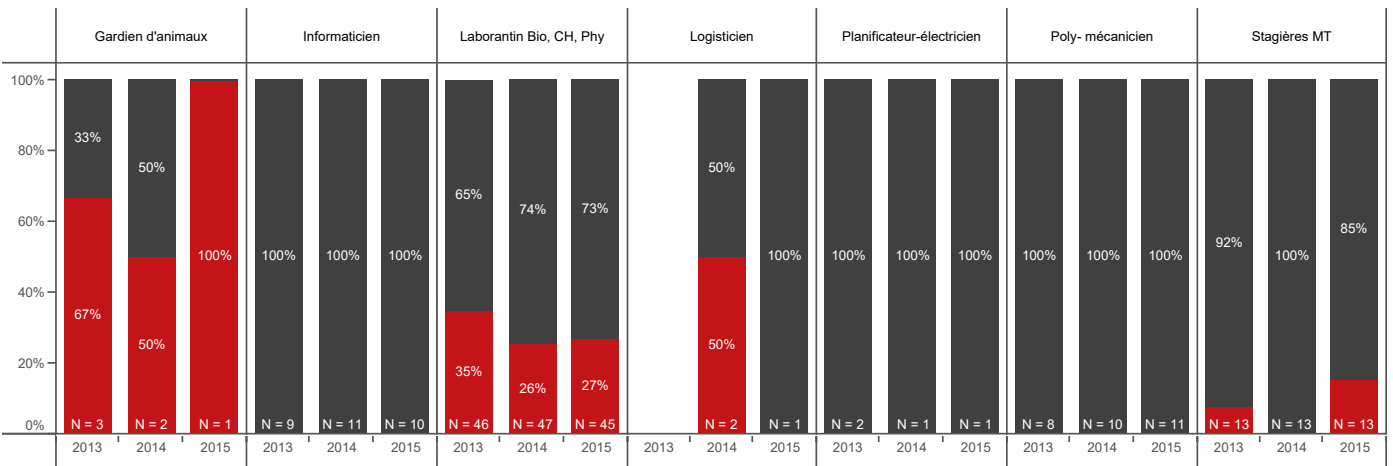
As for technical jobs, the share of women varied these past years from 16% (2014) to 23 % (2012). In 2015 the percentage of female apprentices in technical jobs is 18%. However, by looking more closely, we notice that female technical apprentices focus on certain jobs and in particular laboratory assistants' apprenticeships in Biology or Chemistry.

Between 2013 and 2015, there were no female apprentices in the following technical professions: computer science, Physics laboratory assistant, electrician planner and polymecanics.

Apprentices and interns, Administratif Staff, % and FTE, 2013-2015



Apprentices and interns, Technical Staff, % and FTE, 2013-2015



## ABBREVIATIONS AND TECHNICAL NOTES

### Data

Apart from data on apprentices and managers, data has been provided by the Budget and Planning Manager, attached to the Vice Presidency for Resources and Infrastructure. Most data are available online at [vppl.epfl.ch/figures](http://vppl.epfl.ch/figures)

### Students

*Data on students are established approximately seven weeks after the start of the fall semester.*

**BSc** - Bachelor of Science

**MSc** - Master of Science

**PhD** - EPFL PhD students

**Place of education** - refers to the distinction from the Federal Office of Statistics between Swiss students and citizens of another nationality who have been schooled in Switzerland, and foreign students who have been schooled abroad

**CH + residents** - Swiss students and foreign citizens living in Switzerland and who have been schooled in Switzerland

**Non-resident** - Foreign students who have been educated abroad

### Staff

*Staff data are established at the end of the calendar year, on December 31.*

**FTE** - Full time equivalent

**PO** - Full professors

**PA** - Associate professors

**PATT** - Tenure Track Assistant Professors

**PB FN** - Swiss National Science Foundation-funded Professors.

**PT** - Adjunct professors

**MER** - Senior scientists

**PhD Students** - EPFL PhD students

**Scientific collaborators** - Persons hired by EPFL after a PhD or equivalent professional experience, assuming training and research missions.

**Technical staff** - employees of a unit responsible of technical tasks.

**Administrative staff** - employees of a unit responsible of administrative tasks

### Schools

**SB** - Basic Sciences

**SV** - Life Sciences

**STI** - Engineering

**IC** - Computer and Communication Sciences

**ENAC** - Architecture, Civil and Environmental Engineering

**CDM** - Management of Technology