

Workshop D Nr of participants:	Most important result of the discussion
<p>Write here the one most important results of the discussion in Workshop D.</p> <p>Mandatory training (every year)</p> <ul style="list-style-type: none">- directors- everybody: gender norms <ul style="list-style-type: none">- training on avoiding these situations- training on responding to these situations	

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<p><i>Question 3.c</i></p> <p>How do you evaluate the demands for working abroad on short-term contracts as a post-doc?</p>	<p>Y</p>	<p>This scares people away Is this necessary? What is excellence? To succeed you need to go through personal stressful experiences Not a jump in the dark: way back professors start to hire their own students</p> <p>It is not necessarily the best way to be most productive. Grants that provide an additional year for landing and preparing for career is very useful. Or a position with a hiring and possibility to move abroad.</p>

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<p><i>Question 3.d</i></p> <p>What do you think of the culture of long working hours thought to be necessary to succeed in an academic career in physics?</p>	<p>Y</p>	<p>Discouraging to see young female researchers be under such a high pressure In certain fields, leaving science and coming back is impossible. The 9-5 culture is dangerous, but in the NL this is not too much of a pressure, but internationally there is a lot of pressure. It comes back to how you assess excellence! NL is pretty good, but still quite productive.</p> <p>How can you compete with the rest of the world where 9-5 is not the standard? It is not hours, but productivity Time management is more important.</p> <p>In the Netherlands the situation is actually quite good, also flexibility in free days, but still the norm of man-hours is felt. In some fields this is a disadvantage but proven to work well.</p> <p>It is still an image (“monk”) that prevails and makes the choice for a career less attractive (not ready to give up a normal family life)</p>

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<p><i>Question 4.b</i></p> <p>How do you evaluate positive discrimination programmes like FOM/f or Rosalind Franklin Fellowships as compared to a level playing field of programmes like Marie Curie Fellowships or the VENI, VIDI of NWO?</p>	<p>Y</p> <p>Favorite of many</p>	<p>At the start of the career you think you don't need positive discrimination. Then it changed. Excellence is a chimera. Women who get to apply these grants are already much better than men. Biases are subtle and difficult to explain "It's the small things"</p> <p>How can you be empowered Negative examples of women who left?</p> <p>Rosalind Franklin Fellowships: evaluation panel is the same at the end Positive discrimination is OK, as long as evaluation is general.</p> <p>"At the start you don't want positive discriminations but as you progress you change your mind"</p> <p>"Excellence is not absolute" There are <u>always</u> other factors.</p> <p>Defense The fact that you have survived to this point means that you have surmounted many barriers, so you are better than many of your peers</p> <p>Discouragement is in the little things that add up to lead to insecurity</p> <p>The results of programmes (Rosalind Franklin Fellowships in Groningen) shows that they are good value for your money.</p>

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<p><i>Question 5.c</i></p> <p>What measures do you propose to create a culture of inclusiveness for women in your organisation or at your institute?</p>	<p>Y</p>	<p>Comments on looks Sexist comments disappear when the number of women increases above a threshold. Training should be mandatory. Women and men are not aware of gender biases! The more you learn, the more you hurt! Training is RESPONSE to these situations. Sexism happens in any situation with a male majority.</p> <p>Training for all personnel would be mandatory in order to create a generally welcoming atmosphere (not just gender).</p> <p>People should also be trained encourage to intervene when inappropriate comments are made.</p> <p>The non-inclusive atmosphere is nothing associated with physics</p> <p>Minorities in general.</p>

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<i>Other issues</i>		