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**IMAG**

Granada, June 29<sup>th</sup> 2023

## Who are we?

- Founded in 1986
- Members in 34 countries in Europe
- Over 400 individual members
- 20 institutional members

## What do we do?

- General meeting (every two years\*)
- EWM/EMS summer schools at Mittag Leffler
- Network of country coordinators
- Mentoring programme
- Job ads
- Travel grants
- Activism

# General meetings



# EWM/EMS summer schools

PROGRAM

PARTICIPANTS

FILES

PREPRINTS

## EWM-EMS SUMMER SCHOOL: THE CAUCHY PROBLEM IN GENERAL RELATIVITY

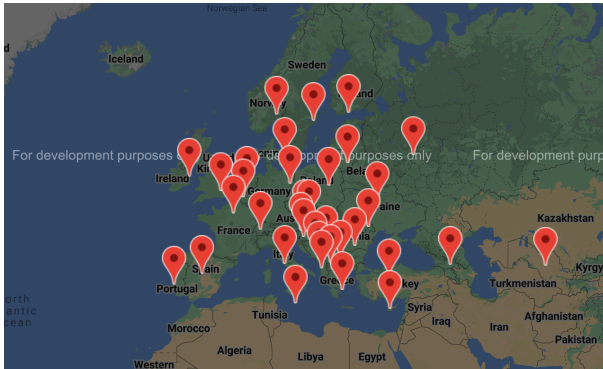
13 June - 17 June 2022

The Cauchy problem in general relativity is a rapidly growing, interdisciplinary field that lies at the crossroads of geometric analysis, the analysis of PDEs and mathematical physics. This Summer School will feature three mini-courses by Annegret Bartscher (Radboud University),

## PROGRAM CONTACT

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# Country coordinators



Reports every two years, networking meeting twice a year

# Mentoring programme

## **MENTORSHIP**

### **EWM Mentoring**

The aim of the mentoring programme is to bring together a younger and a more experienced member, to share experiences, get different perspectives, motivate and inspire.

# Travel grants

## TRAVEL GRANTS

### Travel grants

EWM awards a few grants each year for women mathematicians that are EWM members and are at an early stage of their career or work in a developing country. The grants are meant to (co-)fund travel and/or accommodation for participating and giving a talk at a significant conference in their field.

For this round, we will give out several EWM travel grants, up to 400 EUR each.

Applications for travel grants are evaluated by a committee twice a year, and should be submitted by the following deadlines:

**June 1st** and **December 1st**.



# Activism

**CORONA CRISIS: IMPACT ON JUNIOR AND WOMEN MATHEMATICIANS**

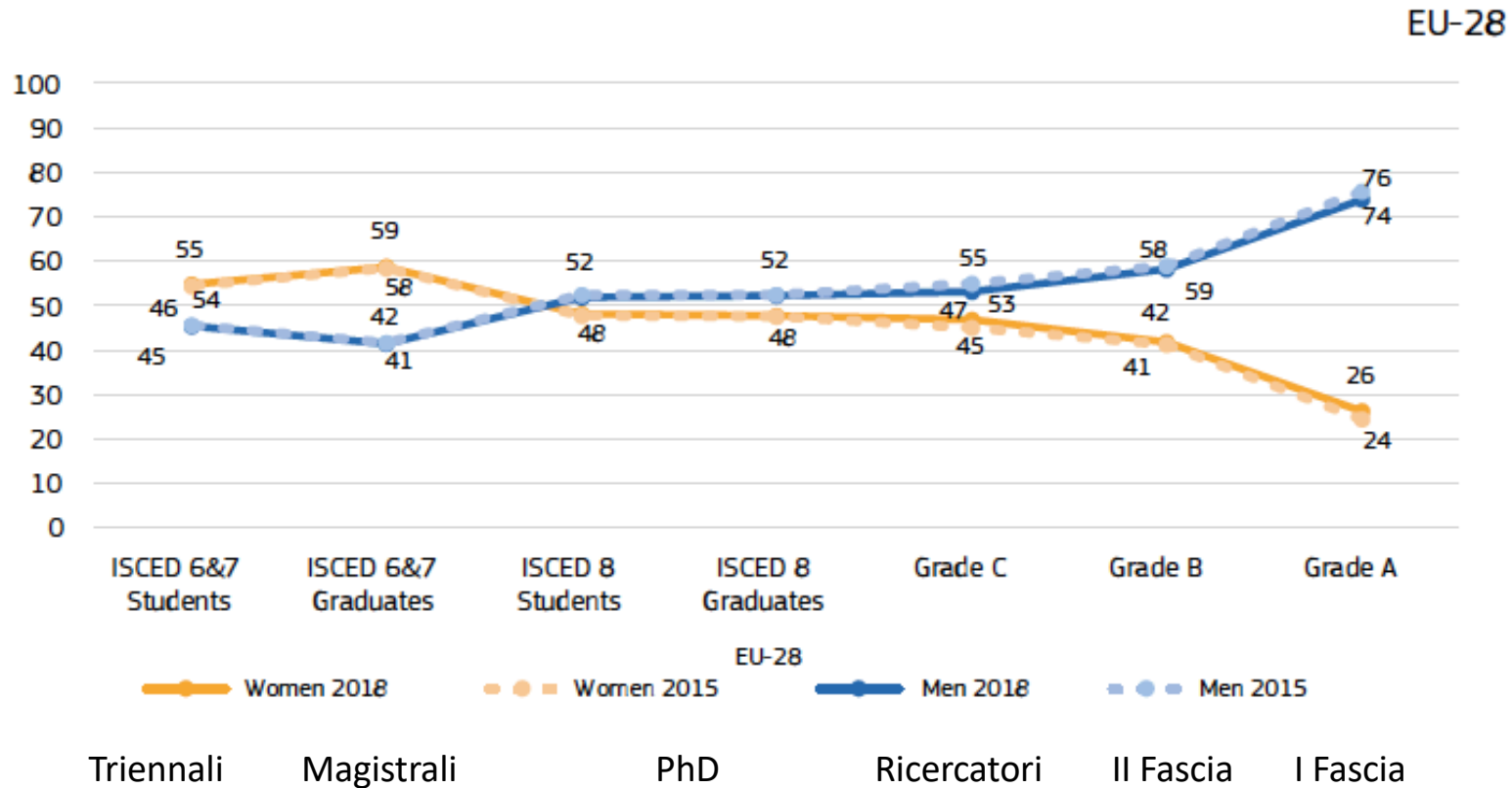
## An open letter from the EWM

**Dear Colleagues,**

The COVID-19 pandemic and ensuing full and partial lockdowns that this year swept across Europe and the world are unprecedented. Not all of the aftereffects are negative: As a group we have broadened our skills and horizons in digital teaching and online seminars. But the net impact on research and training in academia has been disastrous: Conferences

> 1000 signatures and 17 endorsements

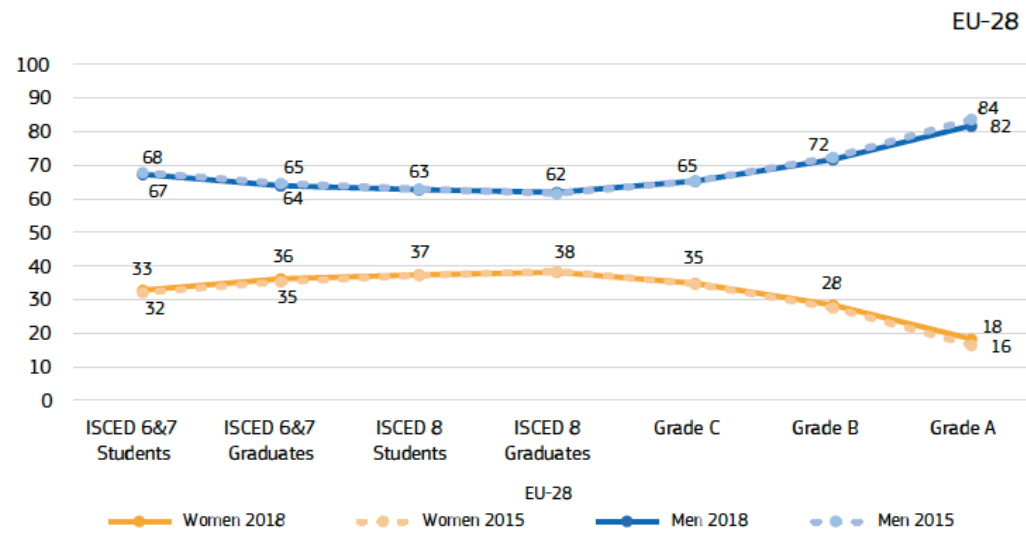
**Figure 6.1** Proportion (%) of men and women in a typical academic career, students and academic staff, EU-27 & EU-28, 2015-2018



SheFigures 2021

“Leaky pipeline”

# Carriere accademiche nei settori scientifici



**Figure 6.2** Proportion (%) of men and women in a typical academic career in science and engineering, students and academic staff, EU-27 & EU-28, 2015-2018

# Comitati editoriali, esempi

- **Annals of Mathematics**  
0 donne su 6 editors (1 su 6 associati)
- **Inventiones**  
1 su 11 (unica con nome per esteso) (meglio)
- **Journal Differential Geometry**  
0 donne su 8 editors + 8 associati
- **Annales Institut H. Poincaré** (Theor and math phys)  
1 donna su 19 editors
- **Duke Mathematical Journal** 6 su 27 (meglio)  
(nel 2019: 0 su 6 editors, 1 su 17 cooperanti)
- **Nonlinearity**: 11 su 43 editors (meglio)

## Pay gap (In SF 2015)

- In Europa in pay gap nell'attività "Scientific research and development" è il 17.9% contro il 16.6% nel totale dell'economia
- In Italia è 7.4% contro il 5.3%
- In UK è il 24.8% contro il 23.3%

# Invited speakers, premi, ....



Fields 1 su 63 ; Abel 1 su 25

# Lack of confidence in women?

- The lack of confidence in women's potential, unfortunately, does not only affect the early stages of their careers and is particularly visible in the most prestigious academic positions and roles, where the system shows a substantial inability to recognise women's scientific leadership abilities.
- The responsibility, on the other hand, is twofold. On the one hand, women show a lower willingness to participate, on the other hand they do suffer from a lower success rate.

# A women issue?

It is EWM's view that the women's issue in mathematics **is not just a women's affair**, but is of interest to the whole community, as it relates to the delicate sphere of how it make its own choices and evaluations, often reflecting its own imperfections and difficulty in making unconventional choices.



# Exercises for all

Finally, there is an important aspect that involves education to **respect and value innovative ideas** regardless of the person expressing them.

In exercising our role as teachers and scientists, we must take the utmost care to recognise original and creative solutions, separating them from those contextual elements that may condition us in our judgements:

- How much are we influenced by exterior appearances in our evaluations?
- How much of our attention are paying to those who express themselves hesitantly and lack leadership skills?
- By what criteria do we accord credibility and trustworthiness to our interlocutors?