

Table of Contents

Online Supplementary Table S1: Survey methods	2
Online Supplementary Table S2: Qualitative analysis* with themes, sub-themes, and illustrative quotations from the EULAR and EMEUNET members survey, 84 open-ended responses	3
Online Supplementary Figure S1: Respondents to the EULAR and EMEUNET members survey by country, 324 responses.....	6
Online Supplementary Table S3: Socio-demographic characteristics of the respondents to the EULAR and EMEUNET members survey by gender, 324 responses*	7
Online Supplementary Table S4: Career characteristics of the respondents to the EULAR and EMEUNET members survey by gender, 324 responses*	8
Online Supplementary Questionnaire 1: National society leaders survey on the gender breakdown of the academic rheumatology workforce	9
Online Supplementary Questionnaire 2: EULAR-EMEUNET members survey on gender equity	11
Online Supplementary Questionnaire 3: EULAR Council (formerly Executive Committee) survey on the perceived utility of potential interventions to aid career advancement	22

Online Supplementary Table S1: Survey methods

Survey population	Survey questions*	Recruitment procedures
1. EULAR scientific member society leaders (N=45).	4 substantive questions regarding the gender breakdown of academic rheumatologists by career stage plus 3 additional questions regarding informed consent to participate, country, and national schemes or initiatives to support gender equity.	A link to the survey was emailed by the EULAR Office to 45 EULAR scientific member societies in March 2020 with two further monthly reminders. The survey was administered anonymously via SurveyMonkey®.
2. EULAR and EMEUNET members (EMEUNET membership at the time of the survey completion N=2404; membership of EULAR scientific member societies was unknown).	13 questions rating C-Change dimensions of the institutional culture regarding gender equity, work-life integration, leadership aspirations, and self-efficacy in career advancement, a question rating 26 factors impacting career advancement, and a question rating 24 potential interventions to aid career advancement. Additionally, the survey contained 22 questions regarding personal experiences of gender discrimination and sexual harassment, socio-demographic and career characteristics, open-ended comments, and informed consent.	The survey was piloted among task force members to check contents and time to completion, and then amended the survey according to their feedback. Ethical approval was obtained from the University of Oxford Clinical Trials and Research Governance Team. A link to the survey was distributed by the EULAR Office via email to 45 EULAR scientific member societies and by EMEUNET via email to all its members as part of multiple communications and news updates, as well as via their websites and social media for 10 weeks between November 2019 and February 2020. Before being able to access the survey, participants were asked to read information about the survey and provide informed consent. The survey was administered anonymously via SurveyMonkey®.
3. EULAR Council members (N=30).	A question rating 24 potential interventions, 3 open-ended questions on any other potential interventions, the importance of women's advancement and leadership in rheumatology, and examples of best practice, as well as two socio-demographic questions and informed consent.	A link to the survey was emailed by the EULAR Office to 34 EULAR Council members in March 2020 with two further monthly reminders. The survey was administered anonymously via SurveyMonkey®.

* The exact wording of the questionnaires is given in online supplementary questionnaires 1-3

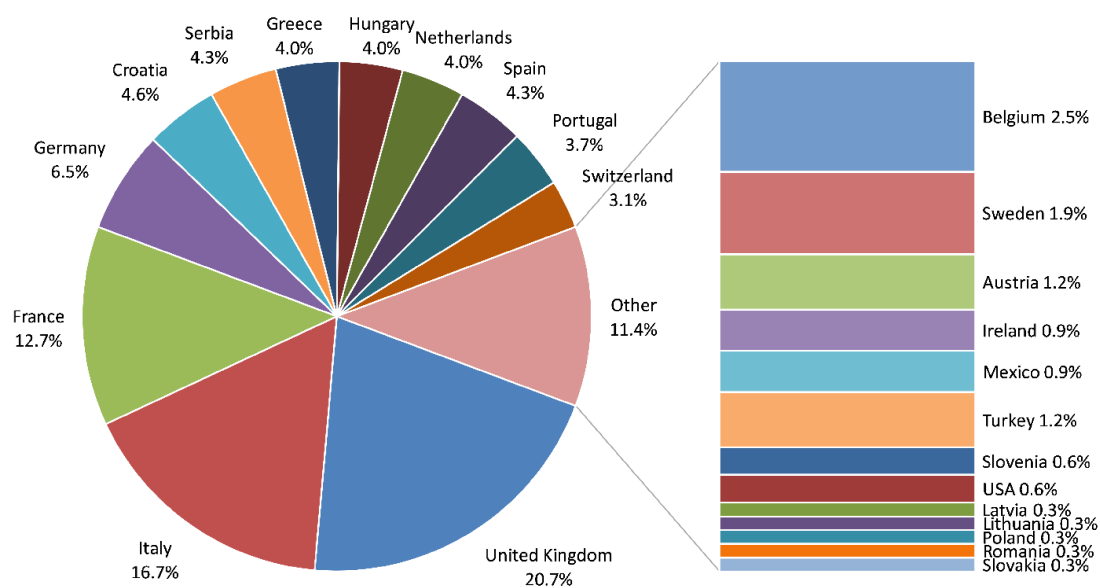
Online Supplementary Table S2: Qualitative analysis* with themes, sub-themes, and illustrative quotations from the EULAR and EMEUNET members survey, 84 open-ended responses

Theme and sub-themes	Illustrative quotations
<p>Academic workload</p> <ul style="list-style-type: none"> • Challenges in managing care, education, and research simultaneously • Short-term contracts • Feeling overworked and under-recognised 	<p>“The major difficulty is to manage at the same time three different jobs: Physician, Teacher, Researcher. It is not possible to obtain protected time for each of those.” (Female, Assistant Professor/Associate Professor, Italy)</p> <p>“I have to raise all the money for my research, including my own salary, consumables and money for employees (including PhD students, postdocs). I have only 1 year contracts.” (Female, Postdoc, Switzerland)</p> <p>“Often feel very overworked, under-recognised and it seems to take 10x the effort to achieve something when it shouldn't be the case (due to external factors e.g. bureaucracy, institutional barriers, etc.)” (Female, Postdoc, UK)</p>
<p>Gender discrimination</p> <ul style="list-style-type: none"> • Slower career advancement • Sexism • Negative perceptions of positive discrimination 	<p>“Being a woman took me 3-5 years longer to become a professor compared to male colleagues with the same CV.” (Female, Professor, Netherlands)</p> <p>“My ex-boss considered normal interfering with my personal life decisions (it was a problem when I got married, holidays were a problem and I didn't take them for 5 years). And I couldn't leave because I was finishing my PhD... I also feel that probably it was easier to be that abusive with a young woman than with a man.” (Female, Postdoc, Spain)</p> <p>“Fear from bosses that I would be pregnant and then have to leave early to take care of children. I know men believe it's not really like it, but it really is. One of my bosses clearly made that assumption in front of me.” (Female, PhD student, Belgium)</p> <p>“I feel that women with children are positively discriminated against in our institution- they are never the ones staying late to deal with the emergencies as they always have childcare or child related excuses to leave.” (Female, Doctor, UK)</p> <p>“The feeling of being discriminated is highly subjective... it does not only implicate women. Competent male doctors can also be discriminated because the institution needs to fulfil quotas.” (Male, Doctor, France)</p>
<p>Intersectionality of gender and minority identities</p> <ul style="list-style-type: none"> • Perceptions of additional challenges for women of colour • Additional challenges for women and non-binary people of colour 	<p>“As a woman, I seem to have equal chance at promotion but many events run by the university are all white male. I definitely have a higher chance of job attainment, promotion and being asked to present at events as a white employee. I imagine the problem is much worse for black women or other women of colour.” (Female, Postdoc, UK)</p> <p>“Women's network and visibility of key staff should also include non-binary and genderqueer staff. Otherwise you're still allowing a range of genders to still be disadvantaged... The field is incredibly diverse and this should be reflected in</p>

	<p>leadership. Gender and ethnicity are not two separate issues – they are intrinsically linked and there are specific issues and barriers for women and non-binary people of colour that need to be addressed.” (Female, Postdoc, UK)</p>
<p>Work-life balance</p> <ul style="list-style-type: none"> • Work-life conflict • Childcare commitments limit career advancement 	<p>“I have never felt discriminated as a woman. However, to meet professional goals, my family had to support me a lot and I had to limit time spent with my husband and children.” (Female, Doctor, Switzerland)</p> <p>“My unit and manager are extremely supportive in allowing me flexibility for childcare and family, but childcare commitments inevitably limit my ability to progress in my field - this isn't the departments fault!” (Male, Doctor, UK)</p> <p>“Childcare issues mean I struggle to attend meetings / clinics which would help develop an academic career.” (Male, Postdoc, UK)</p>
<p>Flexible and part-time working</p> <ul style="list-style-type: none"> • Challenges of part-time working in dual-career family • Negative effect of part-time working on career advancement • Limited flexibility in academic careers 	<p>“I don't think I'm disadvantaged because I'm a woman, but my career has definitely been affected because I'm a mother. At the end of the day it was my choice to have children, and a personal family decision that my (medical) husband would continue to work full-time and I'd essentially fit in around him. I'm lucky I can work part-time, but as a consequence I'm treated as 'lesser' by my colleagues (particularly by a woman who continued to work full-time with small children), even though data show my pro rata clinical activity is higher than my full-time colleagues. And I can never go to conferences abroad.” (Female, Doctor, UK)</p> <p>“I am a part-time working academic. To be appointed as an associate professor I must fulfil the same requirements as a full-time working academic.” (Female, Postdoc, Netherlands)</p> <p>“Being told that no flexibility on working schedule will be possible and if I cannot manage that due to my private life (family, children), I should better forgot any academic career” (Female, Assistant Professor/Associate Professor, Italy)</p>
<p>Factors impacting career advancement</p> <ul style="list-style-type: none"> • Lack of mentorship • Lack of time and funding for research • Lack of support from colleagues and institution • Hierarchical culture 	<p>“Lack of direction and mentorship in grant applications and PhD Supervisors favouring results and this focusing on others who have had more experience in science and leaving someone of less experience to “figure things out”” (Female, PhD student, UK)</p> <p>“Lack of consistent mentorship” (Female, Postdoc, UK)</p> <p>“Lack of available time and funding for research due to clinical and administrative burden.” (Female, Professor, Croatia)</p> <p>“Unsupportive behaviour exerted by my colleagues” (Female, Assistant Professor/Associate Professor, Serbia)</p> <p>“Missing support from the institution” (Female, Professor, France)</p>

<ul style="list-style-type: none"> • Nepotism 	<p>“It's about hierarchy, in a system that's broken, and skills are less important than politics and who is you father/uncle/who cares.” (Non-binary, PhD student, Italy)</p>
<ul style="list-style-type: none"> • Exclusive male networks 	<p>“Male networks do not include women.” (Female, Postdoc, Germany)</p>
<ul style="list-style-type: none"> • Lack of female role models 	<p>“Not enough female senior role models.” (Female, Doctor, UK)</p>
<ul style="list-style-type: none"> • Limited opportunities for non-medics 	<p>“Barriers have been minimal, although being a young female [allied health professional] in a male dominated medical school has meant that some opportunities have not been available for non-medics.” (Female, Assistant Professor/Associate Professor, UK)</p>
<ul style="list-style-type: none"> • Lack of transparency 	<p>“Unclarity what is required to reach the next level.” (Female, Assistant Professor/Associate Professor, Netherlands)</p>
<ul style="list-style-type: none"> • Lack of promotion opportunities 	<p>“Promotion! And no permanent role until full professor at this institution.” (Female, Assistant Professor/Associate Professor, UK)</p> <p>“Only unpaid promotion (Funktionsoberarzt)” (Female, Assistant Professor/Associate Professor, Germany)</p>
<ul style="list-style-type: none"> • Developing leadership outside institution 	<p>“I have found ways of using my leadership outside my organization. Women leaders in my organization are rare and tend to experience backlash, particularly the doctors.” (Female, Assistant Professor/Associate Professor, UK)</p>
<ul style="list-style-type: none"> • Childcare 	<p>“Childcare and my/ my wife's clinical/ out of hours commitments mean it is hard to fit academic work into my life.” (Male, Postdoc, UK)</p>
<ul style="list-style-type: none"> • Child and mother friendly conferences 	<p>“Unable to attend conferences as cannot leave breastfeeding infant that long” (Female, PhD student, UK)</p>

* Data from the open-ended responses were coded by one researcher (PVO) in Microsoft® Office. Thematic analysis and the process of constant comparison were used to synthesise themes and sub-themes around the concepts from the survey questions and previous research. Emerging themes and sub-themes were discussed during task force meetings and via email. Task force members agreed on themes, sub-themes, and illustrative quotations by consensus. Task force members also shared and reflected on their own prior views and experiences, which may have influenced the analysis and interpretation of data.



Online Supplementary Figure S1: Respondents to the EULAR and EMEUNET members survey by country, 324 responses

Online Supplementary Table S3: Socio-demographic characteristics of the respondents to the EULAR and EMEUNET members survey by gender, 324 responses*

Socio-demographic characteristics	Total N=324	Female N=231	Male N=92
Gender		71.3%	28.4%
Age			
<i>Under 31</i>	20.7%	22.1%	16.3%
<i>31-40</i>	44.1%	44.6%	43.5%
<i>41-50</i>	20.7%	21.6%	18.5%
<i>Over 51</i>	14.5%	11.7%	21.7%
Ethnic minority			
Yes	10.2%	11.7%	5.4%
No	89.8%	88.3%	94.6%
Sexual orientation			
<i>Heterosexual</i>	93.2%	95.7%	88.0%
<i>Lesbian/gay/bisexual/transgender/queer (LGBTQ)</i>	6.8%	4.3%	12.0%
Spouse/partner			
<i>No spouse/partner</i>	17.0%	16.5%	18.5%
<i>Spouse/partner in full-time employment</i>	65.7%	71.9%	50.0%
<i>Spouse/partner in less than full-time employment</i>	17.3%	11.7%	31.5%
Regular caring responsibilities for children under the age of 18			
Yes	43.2%	44.6%	40.2%
No	56.8%	55.4%	59.8%
Regular caring responsibilities for elderly or disabled relatives			
Yes	18.5%	19.0%	17.4%
No	81.5%	81.0%	82.6%

* Including one respondent who identified themselves as third gender

Online Supplementary Table S4: Career characteristics of the respondents to the EULAR and EMEUNET members survey by gender, 324 responses*

Career characteristics	Total N=324	Female N=231	Male N=92
Profession			
<i>Doctor</i>	87.0%	86.6%	88.0%
<i>Health professional in rheumatology</i>	5.9%	5.2%	7.6%
<i>Non-clinical scientist/researcher</i>	7.1%	8.2%	4.3%
Permanent contract of employment			
Yes	59.6%	59.7%	59.8%
No	41.4%	40.3%	40.2%
Leadership role at institution (e.g. group leader, head of department, chief of service)			
Yes	32.7%	30.7%	37.0%
No	67.3%	69.3%	63.0%
Employment			
<i>Full-time</i>	82.1%	78.8%	90.2%
<i>Less than full-time</i>	17.9%	21.2%	9.8%
Currently have an academic role			
Yes	46.0%	45.5%	46.7%
No	54.0%	54.5%	53.3%
Academic role			
<i>PhD student</i>	8.3%	8.2%	7.6%
<i>Postdoc</i>	11.4%	10.8%	13.0%
<i>Assistant Professor/Associate Professor or similar</i>	17.3%	19.0%	13.0%
<i>Professor</i>	8.0%	6.1%	13.0%
<i>Prefer not to say</i>	0.9%	1.3%	0.0%
Currently do not have an academic role, but have previously pursued an academic career			
Yes	17.3%	17.3%	17.4%
No	36.7%	37.2%	35.9%
Currently do not have an academic role, but considering pursuing an academic career			
Yes	29.3%	26.8%	35.9%
No	24.7%	27.7%	17.4%
Currently have an academic role, but considering minimising or leaving an academic role			
Yes	13.0%	13.0%	12.0%
No	33.0%	32.5%	34.8%

* Including one respondent who identified themselves as third gender

Online Supplementary Questionnaire 1: National society leaders survey on the gender breakdown of the academic rheumatology workforce

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National Society leaders survey on the gender breakdown of the academic rheumatology workforce

This survey is for all National Society leaders. It is conducted by the EULAR Task Force on Gender Equity in Academic Rheumatology. The aim is to collect comparative data on the gender breakdown of the academic rheumatology workforce for EULAR member countries.

The results of the survey will be used to inform EULAR governing bodies, develop policy proposals, and raise awareness of the workforce and gender equity issues among EULAR members through publications and presentations.

* 1. **Informed consent.** I consent voluntarily to the use of the information I provide in the understanding that it will be aggregated for purposes of analysis, publications, and presentations so that my responses will not be identified or identifiable.

Yes, I consent

No, I do not consent

2. What is your country?

3. What are the absolute numbers of qualified female and male rheumatologists in your country in 2020 or the latest available year? Please also specify whether these numbers are based on your personal estimate, national statistics, or society membership.

4. What are the absolute numbers of female and male academic rheumatologists in your country in 2020 or the latest available year? Please also specify whether these numbers are based on your personal estimate, national statistics, or society membership. If you are unable to answer this question, please explain why so that we could better understand the challenges of obtaining such data for EULAR member countries.

5. What are the absolute numbers of female and male rheumatologists in early academic careers, i.e. postdocs/junior doctors? Please also specify whether these numbers are based on your personal estimate, national statistics, or society membership. If you are unable to answer this question, please explain why so that we could better understand the challenges of obtaining such data for EULAR member countries.

6. What are the absolute numbers of female and male rheumatologists in mid-academic careers, i.e. Assistant Professor/ Associate professor or similar? Please also specify whether these numbers are based on your personal estimate, national statistics, or society membership. If you are unable to answer this question, please explain why so that we could better understand the challenges of obtaining such data for EULAR member countries.

7. What are the absolute numbers of female and male rheumatologists in senior academic careers, i.e. Full Professors or similar? Please also specify whether these numbers are based on your personal estimate, national statistics, or society membership. If you are unable to answer this question, please explain why so that we could better understand the challenges of obtaining such data for EULAR member countries.

Online Supplementary Questionnaire 2: EULAR-EMEUNET members survey on gender equity**EULAR-EMEUNET gender equity survey**

This survey is for all EULAR and EMEUNET members. Your perspective is very important and we hope you will answer candidly. All responses will remain strictly confidential. Responses will be reported in aggregate form only and will never identify individuals. The survey takes about 15 minutes and we hope you will complete it within a week.

This survey is conducted by the EULAR Task Force on Gender Equity in Rheumatology. The results of the survey will be used to inform EULAR and EMEUNET governing bodies, develop policy proposals, and raise awareness of the workforce and gender equity issues among EULAR and EMEUNET members through publications and presentations.

* 1. I consent voluntarily to the use of the information I provide in the understanding that it will be aggregated for purposes of analysis, publications, and presentatotions so that my responses will not be identified or identifiable.

Yes, I consent

No, I do not consent



EULAR-EMEUNET gender equity survey

Your experience at your institution, i.e. hospital, university, or academic medical centre

* 2. Please indicate how strongly you agree or disagree with each of the following statements on a five-point scale from strongly disagree (=1) to strongly agree (=5). The statements relate to four dimensions of the culture from the C-Change Faculty Survey: Leadership Aspirations (2 items), Self-Efficacy (4 items), Work-Life Integration (3 items), Gender Equity (4 items). For copyright reasons, the exact wording of the items cannot be reproduced here. For more information about the items see: Pololi LH, Krupat E, Civian JT, et al. Why are a quarter of faculty considering leaving academic medicine? A study of their perceptions of institutional culture and intentions to leave at 26 representative U.S. medical schools. *Acad Med* 2012;87(7):859-69.

* 3. Please indicate how positively or negatively the following factors impact on your career advancement

	Strongly negative impact	Negative impact	Neutral impact	Positive impact	Strongly positive impact	Don't know/Not applicable
Societal gender norms and expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maternity/paternity leave in my country.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Affordable childcare facilities near my place of work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gendered norms and behaviours in rheumatology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work-life balance in rheumatology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender balance in professional associations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visibility of suitable role models in rheumatology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender climate at my institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transparency of appointments, promotion, and pay at my institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suitable career advancement and leadership opportunities at my institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expectations of long hours at my institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexible or part-time working opportunities at my institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly			Strongly	Don't	
Institutional support in career around maternity/paternity leave.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support from my mentors and sponsors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support from my superiors and colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support from my family/friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My ability to move to a different institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My caring responsibilities for children/relatives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My partner's role.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My support network.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family planning considerations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My financial considerations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My travel/commuting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My self-confidence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My leadership skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My career planning skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My promotion and salary negotiation skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 4. Please indicate how strongly you agree or disagree that the following interventions would be helpful for your career advancement

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Don't know/Not applicable
Peer-to-peer mentorship programmes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senior sponsorship programmes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership skills training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking/presentation/communication skills training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
#SheLeadsRheumatology or similar social media campaign.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective career planning training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personality insights, e.g. Insights Discovery®.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotion and salary negotiation training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information on training/career pathways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support on grant writing applications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High-impact scientific writing masterclasses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective work-life balance management training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unconscious bias training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raising awareness of gender equity issues in rheumatology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involving men in advancing gender equity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing visibility of female role models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing a EULAR network for women in rheumatology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender-balanced EULAR committees, working groups, and task forces.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No male-only EULAR panel pledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family- and child-friendly EULAR Congress and other events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Policies on gender-balanced EULAR funding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender balanced editorial boards and peer-review in rheumatology journals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging national rheumatology groups to develop country-specific support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoting gender-sensitive clinical practice, research, and training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please add any further comments you may have regarding the questions above

5

* 5. Please tell us if you have personally experienced in your professional career any of the following

	No, never	Yes, within the last five years	Yes, over five years ago	Don't know/Not applicable
Gender discrimination (unequal or disadvantageous treatment).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual harassment (unwanted behaviour of a sexual nature).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please add any further comments you may have regarding the questions above

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Please tell us about your career

* 6. What is your profession?

- Doctor
- Health professional in rheumatology
- Non-clinical scientist/researcher

* 7. Do you have a permanent contract of employment?

- Yes
- No

* 8. Are you employed full-time or less than full-time?

- Full time
- Less than full time

* 9. What are your typical working hours in a week?

10. What are your typical working hours above your officially contracted hours, if any?

* 11. Do you have a leadership role at your institution (e.g. group leader, head of department, chief of service, etc.)?

- Yes
- No

* 12. What share of your time do you spend on each of the following activities? Please distribute 100 points representing your working hours during your typical week

Clinical care

Research

Teaching

Administration

Other

13. Do you currently have an academic role?

Yes

No



EULAR-EMEUNET gender equity survey

14. If you do not currently have an academic role, have you previously pursued an academic career?

Yes

No

15. If you do not currently have an academic role, are you considering pursuing an academic career?

Yes

No

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16. If you currently have an academic role, what is it?

- PhD student
- Postdoc
- Assistant Professor/Associate professor or similar
- Professor

17. If you currently have an academic role, are you considering leaving an academic career or minimising your academic role?

- Yes
- No

18. With regards to your academic career advancement, what barriers have you faced/do you face?



EULAR-EMEUNET gender equity survey

Finally, please tell us about yourself

* 19. What is your gender?

- Female
- Male
- Other

* 20. What is your age?

- Under 25
- 25-30
- 31-35
- 36-40
- 41-45
- 46-50
- 51-55
- Over 55

* 21. In what country do you work?

* 22. Do you identify yourself as an ethnic minority?

- Yes
- No

* 23. Do you identify yourself as

- Heterosexual
- Lesbian/Gay/Bisexual/Transgender/Queer (LGBTQ)

* 24. If you have a spouse/partner, are they in full-time employment?

- No, I do not have a spouse/partner
- Yes, I do have a spouse/partner and they are in full-time employment
- Yes, I do have a spouse/partner and they are in less than full-time employment

* 25. Do you have regular caring responsibilities for children under the age of 18?

- Yes
- No

* 26. Do you have regular caring responsibilities for elderly or disabled relatives?

- Yes
- No

27. Please add any other comments or suggestions you may have regarding this survey.

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This concludes the survey. Thank you for taking the time to share your insights. Press “Done” to submit your responses. Upon survey submission, you will be taken to the dedicated Task Force ResearchGate social networking site. Join us to receive updates on the survey results, provide further ideas as we develop an action plan, and network with fellow researchers and clinicians interested in advancing gender equity in rheumatology.

Online Supplementary Questionnaire 3: EULAR Council (formerly Executive Committee) survey on the perceived utility of potential interventions to aid career advancement

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EULAR ExCom members survey

This survey is for all EULAR ExCom members. Your perspective is very important and we hope you will answer candidly. All responses will remain strictly confidential. Responses will be reported in aggregate form only and will never identify individuals. The survey takes about 15 minutes and we hope you will complete it within a week.

This survey is conducted by the EULAR Task Force on Gender Equity in Rheumatology, whose remit is to establish the extent of the unmet need for support of female rheumatologists, health professionals and non-clinical scientists in academic rheumatology and develop a framework to address this through EULAR and EMEUNET.

The results of the survey will be used to inform EULAR and EMEUNET governing bodies, develop policy proposals, and raise awareness of the workforce and gender equity issues among EULAR and EMEUNET members through publications and presentations.

* 1. **Informed consent.** I consent voluntarily to the use of the information I provide in the understanding that it will be aggregated for purposes of analysis, publications, and presentations so that my responses will not be identified or identifiable.

Yes, I consent

No, I do not consent

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EULAR ExCom members survey

* 2. What is your gender?

- Female
- Male
- Other
- Prefer not to say

3. What is your age?

- Under 25
- 25-30
- 31-35
- 36-40
- 41-45
- 46-50
- 51-55
- Over 55
- Prefer not to say

4. Why do you think it is important that women advance and attain leadership positions in rheumatology?

5. Are there any initiatives, programmes, incentives and other examples of best practice to accelerate women's advancement and leadership in rheumatology in your country? If so, what are they?

* 6. Based on the survey of 23 Task Force members and discussions at the face-to-face meetings, we have compiled a list of potential interventions below.

Please indicate how strongly you agree or disagree that the following interventions would be helpful for EULAR members:

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Don't know/Not applicable
Peer-to-peer mentorship programmes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senior sponsorship programmes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership skills training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking/presentation/communication skills training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A media campaign to promote women's leadership, e.g. #SheLeadsRheumatology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective career planning training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personality insights, e.g. Insights Discovery®.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotion and salary negotiation training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information on training/career pathways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support on grant writing applications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High-impact scientific writing masterclasses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective work-life balance management training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unconscious bias training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raising awareness of gender equity issues in rheumatology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involving men in advancing gender equity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing visibility of female role models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing a EULAR network for women in rheumatology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender-balanced EULAR committees, working groups, and task forces.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No male-only EULAR panel pledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family- and child-friendly EULAR Congress and other events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Policies on gender-balanced EULAR funding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Don't know/Not applicable
Gender balanced editorial boards and peer-review in rheumatology journals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging national rheumatology groups to develop country-specific support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoting gender-sensitive clinical practice, research, and training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please add any further comments you may have regarding the questions above

7. Please list and briefly explain any other potential interventions within the remit of EULAR, which in your opinion could support women's advancement and leadership in rheumatology

8. Please list and briefly explain any other issues beyond the remit of EULAR, which in your opinion EULAR could raise with other organisations or propose joint actions to support women's advancement and leadership in rheumatology

9. Finally, please add any other comments or suggestions you may have regarding this survey or the EULAR Task Force on Gender Equity in Academic Rheumatology more generally.

This concludes the survey. Thank you for taking the time to share your insights. Press "Done" to submit your responses. Upon survey submission, you will be taken to the dedicated Task Force ResearchGate social networking site. Join us to receive updates on the survey results, provide further ideas as we develop an action plan, and network with fellow researchers and clinicians interested in advancing gender equity in rheumatology.