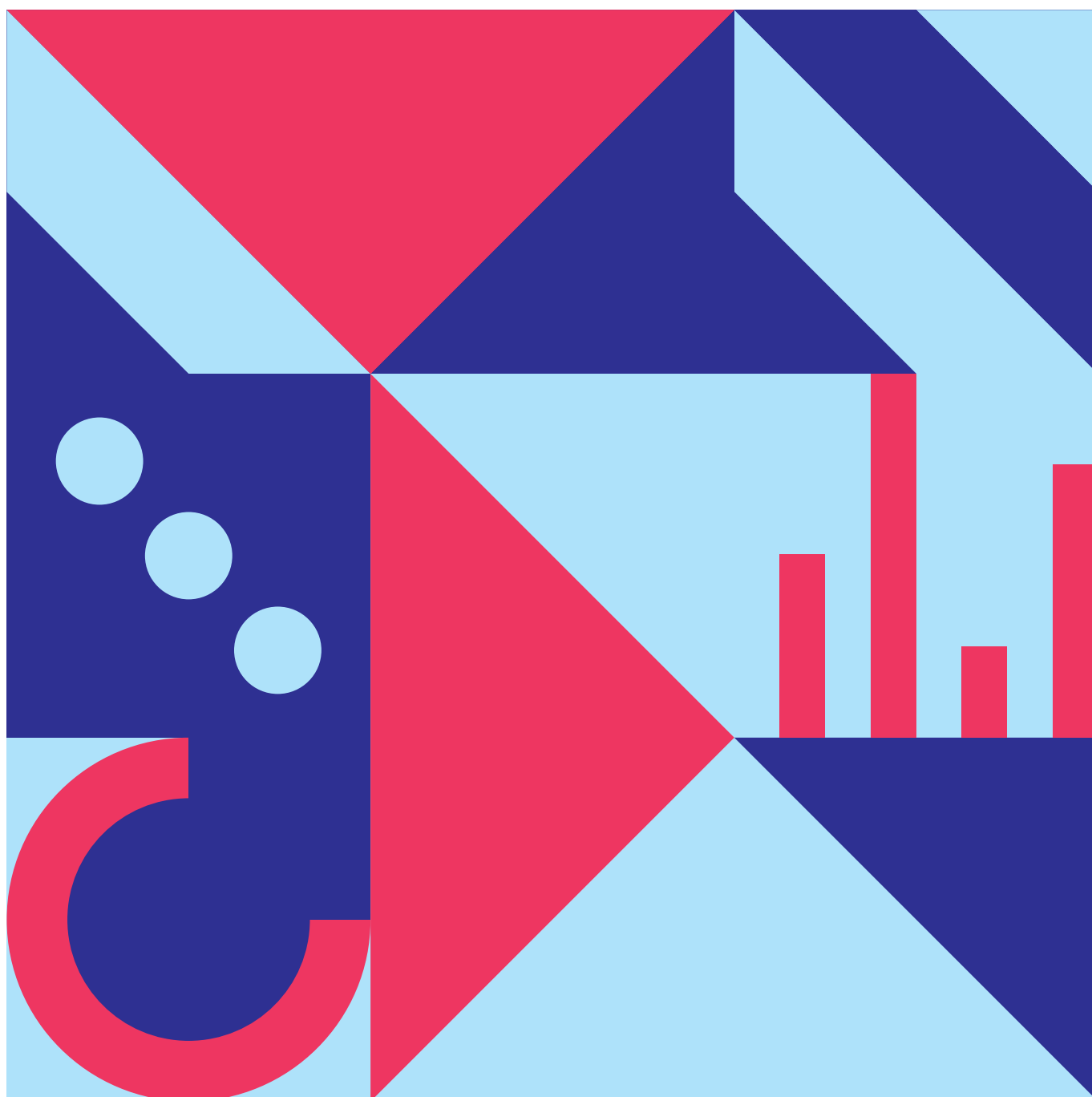


# Academics 2018: Proposals for Measures to Support Equality in Research and Higher Education

Marcela Linková / Kateřina Cidlinská  
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2018



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# 1. Introduction

This document is an outcome of the research project "Analysis of Barriers to and Support Strategy for Gender Equality in Science and Research" implemented in 2017 and 2018 by the Institute of Sociology of the Czech Academy of Sciences as part of the Operational Programme Employment (Reg. No. CZ.03.1.51/0.0/0.0/15\_028/0003571).

**T**he objective of the project was to develop recommendations for action to advance gender equality in research and development for the state administration and other key national players in research policy-making (the Ministry of Education, Youth and Sports, the Research, Development and Innovation Council, the Czech Science Foundation, the Technology Agency of the CR). Additional measures have been developed for higher education and research institutions and their umbrella organisations (Czech Rectors' Conference, the Czech Academy of Sciences). Moreover, the document aims to serve government bodies responsible for gender equality agendas (the Gender Equality Department of the Government of the CR). The measures have been proposed on the assumption that for their successful implementation it is necessary to ensure synergy between the state administration and research and higher education institutions. Due emphasis is also placed on the role and responsibility of senior researchers.

The document is unique in that it builds on an in-depth analysis of the working conditions and barriers to career progression in research and development. It is the first study of the working conditions in research in the CR of such a comprehensive

nature. The summary of the main findings is presented in the annexes to this document. The analysis rests on the following four pillars:

- a representative questionnaire survey focused on gender aspects of the development of research and academic careers;
- an ethnographic study aimed at a thorough analysis of the more subtle aspects of the academic culture and scientific practice at four institutions (public higher education institutions, an institute of the Academy of Sciences, a public research organisation) across different research fields;
- a study of foreign practices at the level of government bodies, key R&D stakeholders and institutions, and an analysis of the transferability of adopted actions into the Czech environment;
- interviews with decision-makers in the area of R&D concerning their views and attitudes towards the advancement of gender equality in R&D and the relevant support tools.

We aimed to identify the key barriers to human resources development and gender equality in R&D and, based on this analy-

THIS DOCUMENT IS BASED ON AN IN-DEPTH ANALYSIS OF WORKING CONDITIONS AND BARRIERS TO WOMEN'S CAREER PROGRESS IN RESEARCH AND DEVELOPMENT. **IT IS THE FIRST STUDY INTO WORKING CONDITIONS IN THE CZECH RESEARCH OF SUCH COMPLEXITY.**

sis and a review of foreign experience, to present measures to address the identified issues in the Czech Republic.

The first part of the document presents basic statistical data about the representation of women and men in Czech research. These serve as background empirical data about the trends in higher education and the proportion of women and men in research. The following section provides an overview of Czech public policies focused on human resources development and gender equality. An overview of the main research findings follows. Strategic objectives and specific measures have been defined based on these findings and grouped according to the key players for whom they are intended. The annexes present the main findings from the individual parts of the research study.

**This is a working document. Our aim is to encourage discussion about the measures proposed. We welcome your feedback, be it in the form of email or as part of face-to-face conversations. We also welcome further suggestions. Based on our analyses we have sought to propose measures that are acceptable or at least suited for advancing the debate about gender equality in research in the Czech research context.**

We presented the proposed measures at the 5<sup>th</sup> national conference on gender and research held on 30 October 2018 at the Academy of Sciences. The subheading of the conference was the Academic Profession in 2018 and there were 90 participants of whom 48 provided us with feedback on the measures.

As regards the measures targeted at state administration and research funders, the largest support was given to those measures related to increasing institutional funding (22 votes), increasing the financial remuneration for teaching and introduction of evaluation of institutional development (both 23 votes). Other measures that received significant support included human resources development as part of the evaluation of organisations (24) and the availability of childcare facilities for the youngest children from 6 months of age (24).

As for the measures aimed at grant agencies the largest support went towards the eligibility of childcare costs in aid programmes (25), introduction of re-start fellowships for parents (23) and a training of programme administrators and evaluators in recognising gender bias in evaluating scientific work (21).


Among measures direct at higher education institutions and research organisations, those that received the most support were the introduction of specific measures to support work-life balance (31), enhancement of the quality of human resources development (27) and establishment of childcare facilities for preschool children at the workplace (25).

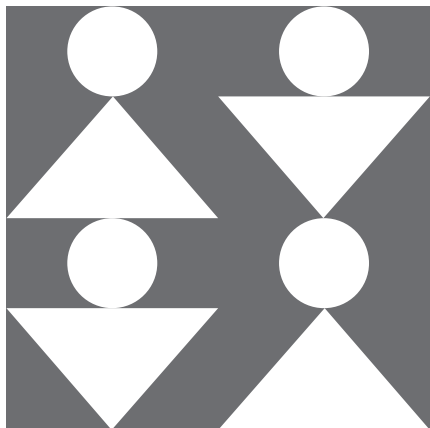
As concerns the measures for managers/senior staff, the largest support went for those aimed at creating working conditions suited for the needs of working parents (34), taking a proactive approach to supporting the professional development of staff (31), taking a proactive approach to creating the conditions for career development of female researchers (31) and ensuring equal pay for new staff in the same position (30).

Overall, considerable support was given to measures concerned with combining parenting and research work. At the same time, it turns out that people tend to view managerial work on the part of institutions and senior staff as inadequate.

In the following year we will continue meetings with representatives of the Academy of Sciences, higher education institutions, public research organisations and other major players in research policy making including the state administration, in order to discuss the proposed measures and alternative proposals. We believe that this participative approach will result not only in a much needed discussion, but also in specific measures towards improving the working conditions in Czech research and development. We invite both decision-makers and research staff to take part in the debate. We are looking forward to your opinions and suggestions.

**OUR OBJECTIVE IS TO IDENTIFY KEY BARRIERS TO THE DEVELOPMENT OF HUMAN RESOURCES AND GENDER EQUALITY, AND TO FORMULATE MEASURES TO ELIMINATE THESE BARRIERS.**





## 2. Statistics of the Proportion of Women and Men in Czech R&D

**IN 2016 MEN ACCOUNTED FOR 73.4% AND WOMEN FOR 26.6% OF RESEARCHERS IN THE CZECH REPUBLIC.**

According to the most recent data of the Czech Statistical Office men accounted for 73.4% and women for 26.6% of R&D staff in 2016. In terms of full-time equivalent the difference is even larger with 76.9% of males and 23.1% of females. In both cases this is the lowest percentage for women over the last decades. In international comparison this low and decreasing proportion of women researchers places the Czech Republic at the bottom of the scale of European countries. Although the total number of researchers in the country has been increasing, research and development are an area that predominantly attracts men.

**WOMEN CONSTITUTE 59.7% AND MEN 40.3% OF STUDENTS AT HIGHER EDUCATION INSTITUTIONS.**

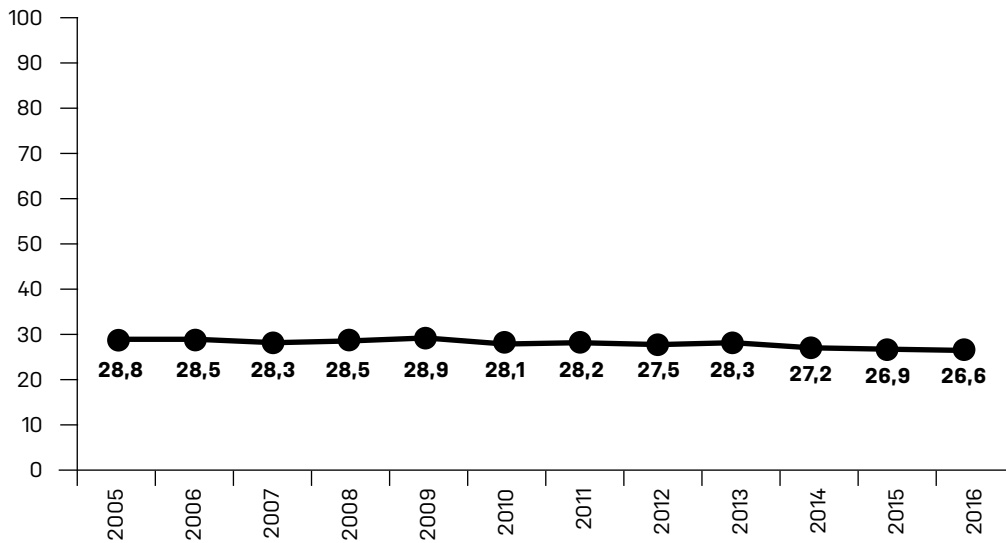
**T**he overall representation of women at the level of master degree studies is higher than that of men (59.7%). The proportion of female doctoral students has been increasing steadily and is approaching parity (46.8%). Clearly, the data do not confirm the frequent argument that we should let things take their natural course and that balance will be reached on its own. In 2015 the Czech Statistical Office also collected data about first-year employment of male and female researchers. Of the 6,098 new staff, 31.4% were women (only 4.5 percentage points higher than their overall representation in research in the given year). In the same year a total of 3,988 researchers left their jobs, of whom 37.1% were women (Position of Women in Czech Research. Monitoring report for 2015).

The scissors diagram reveals a growing disproportion between 2005 and 2016: on the left there is higher education where women predominate, on the right there we can see research where the proportion of women drops and men dominate.

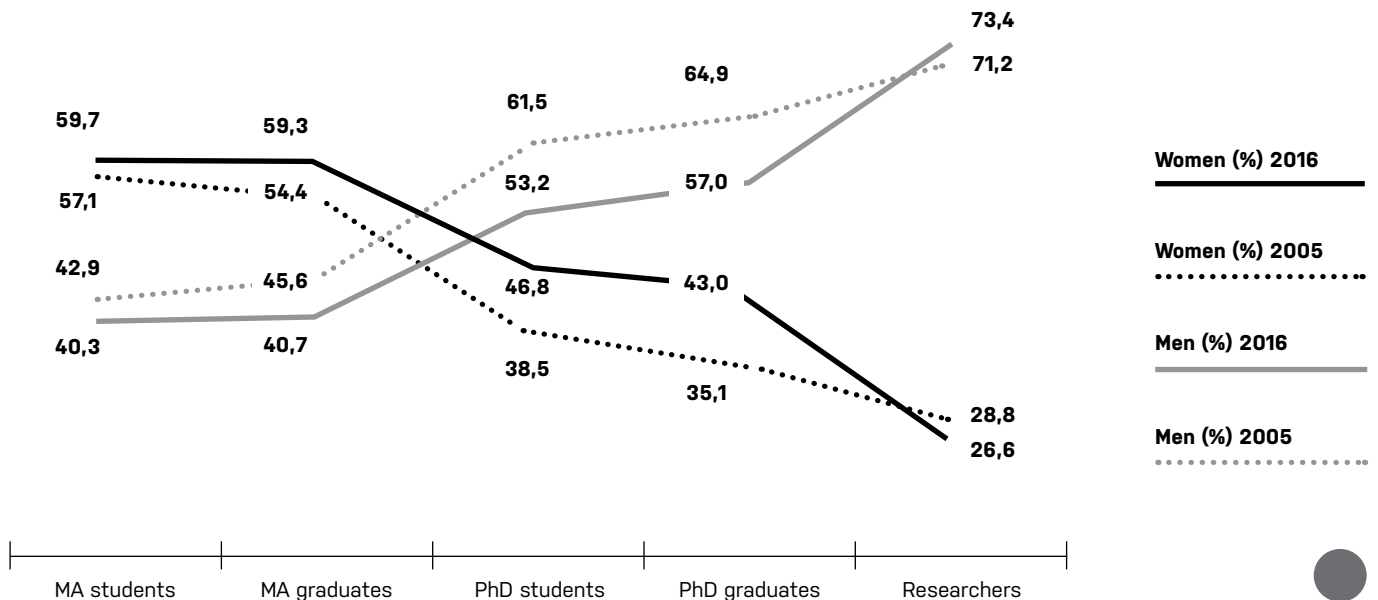
Major disproportions in terms of women's and men's proportion can be found in science (25.3%) and technology (12.8%), and among academics with the highest qualification levels. Women make up 15.4% of professors and 25.4% of associate professors. In decision-making positions in research women accounted only for 15.5% in 2016.

**Development of the proportion of women among researchers in the Czech Republic (%)**

← Source: Position of women in Czech researcher. 2016 Monitoring Report.



**Ideal typical career path from higher education to research in 2005 and 2016 (%)**







### 3. Gender Equality Policy in Research and Development in the Czech Republic

The Czech Republic has no legal document at the moment dealing specifically with topics related to gender equality in research, development and innovation and higher education.

**T**he overarching **Government Strategy for Equality of Women and Men in the Czech Republic for 2014–2020**<sup>2</sup>

contains Section 5 Education, Research and Equality of Women and Men in the Knowledge Society, which refers to problems of low representation of women in science, research and innovation, inadequate consideration of gender in knowledge and innovation design, and sexual harassment in educational facilities. The indicators set out in the strategy have not been met to this day. **The National Research, Development and Innovation Policy of the Czech Republic 2016–2020** addresses gender equality as part of Management of the RDI system, specifically in Strategic Objective 1 - Establishing a stable, effective, strategically managed and financially sustainable system of RDI. However, gender equality is only mentioned in Measure 4 that concerns the development of international cooperation in RDI and strengthening the position of the Czech Republic in the European Research Area. The national policy document fails to cover entirely the issue at the level of public research institutions, cooperation between private and public sector and innovation. This creates the impression that gender equality is a topic that needs to be addressed only with regard to the international commitments of the Czech Republic.

In order to implement Measure 4, the National Policy mentions the development of an Action Plan for RDI Internationalisation. This plan includes the **Action Plan for Human Resources Development and Gender Equality in Research and Development in the Czech Republic for the years**

**2018–2020**<sup>3</sup> which was adopted on 3 January 2018. This document covers human resources and gender equality issues far more broadly and goes beyond the topic of internationalisation. It is concerned with occupational segregation based on gender and with the importance of enhancing the attractiveness of research careers to girls. Although the proportion of women at all levels of higher education has been increasing, the Czech Republic had the lowest representation of women in doctoral programmes in the EU in 2012. The CR also shows an extremely high rate of segregation in doctoral programmes with pedagogy on the one hand, where women account for 80% of doctoral graduates, and technology and engineering on the other hand with 23% of women graduates.<sup>4</sup>

What is important is that the action plan deals with the environment of research organisations and sets out recommendations, at the level of the state administration and the institutional level, concerning human resources development, work-life balance, transparency in recruitment and the development of internal strategies for establishing cultural and institutional standards to advance gender equality. Moreover, the action plan addresses careers of doctoral students, academic mobility including the gender perspective, and it treats human resources development as part of evaluation of research organisations for the purpose of distributing institutional funding.

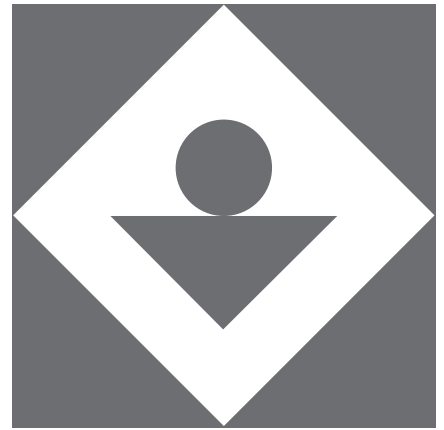
#### THE NATIONAL RESEARCH, DEVELOPMENT AND INNOVATION POLICY

GIVES THE IMPRESSION THAT GENDER EQUALITY SHOULD BE ADDRESSED ONLY BECAUSE OF THE COUNTRY'S INTERNATIONAL COMMITMENTS.

<sup>2</sup> [www.vlada.cz/cz/clenove-vlady/pri-uradu-vlady/jiri-dienstbier/aktualne/vlada-schvallila-vladni-strategii-pro-rovnost-zen-a-muzu-v-ceske-republice-na-leta-2014--2020-124855/](http://www.vlada.cz/cz/clenove-vlady/pri-uradu-vlady/jiri-dienstbier/aktualne/vlada-schvallila-vladni-strategii-pro-rovnost-zen-a-muzu-v-ceske-republice-na-leta-2014--2020-124855/).

<sup>3</sup> [www.msmt.cz/vyzkum-a-vyvoj-2/akcni-plan-rozvoje-lidskych-zdroju-pro-vyzkum-vyvoj-a-1](http://www.msmt.cz/vyzkum-a-vyvoj-2/akcni-plan-rozvoje-lidskych-zdroju-pro-vyzkum-vyvoj-a-1).

<sup>4</sup> European Commission. 2016. SheFigures 2015. Luxembourg: Publications Office of the European Union. Available at [https://ec.europa.eu/research/swafs/pdf/pub\\_gender\\_equality/she\\_figures\\_2015-final.pdf](https://ec.europa.eu/research/swafs/pdf/pub_gender_equality/she_figures_2015-final.pdf).



## 4. Main Research Findings

### 4.1 Management of institutions and internal communication, transparency, research assessment

- **Management of institutions and internal communication**

People are largely satisfied with the atmosphere and relationships in their teams or research groups. As a rule, they report lower levels of satisfaction as concerns the relationship between research teams as they tend to see them to be too competitive, even rivalling, and insufficiently cooperating.

Researchers note that the quality of interpersonal relationships in research organisations is strongly influenced by the current system of research funding where grants predominate over institutional funding. Inadequate funding flows and unequal distribution of funding increase the pressure on individual and team performance and competition among teams. This, according to researchers surveyed, contributes to creating an unstable and competitive environment.

Managers of research institutions say that the uncertainty and instability regarding research funding restrict their space for quality management of human resources and for setting up fair motivation systems for scientific work.

There is pressure on performance in research organisations which, however, is not accompanied by appropriate support. The ever increasing administrative burden makes it difficult for researchers to concentrate on their research. It is therefore advisable to decrease this burden by, for example, hiring more internal administrative staff that would assist researchers in project management and grant applications. There are marked differences in institutional and human resources management among research organisations. At some there are efforts to eliminate hierarchical management styles and replace them with more participative management.

The study also revealed that both institutional and human resources management are often intuitive rather than based on expertise and proper qualifications.

In higher education, in particular, there are trends in human resources management to avoid open appointment procedures. This results in inbreeding and closure of research communities, and undermines mobility and internationalisation of research work.

- **Transparency and research assessment**

One of the problems in research organisations that researchers mention is the lack of transparency in the allocation of financial resources, various types of employment contracts and the allocation of permanent/temporary contracts to research staff. There is generally no specific body in organisations that is responsible, based on clearly defined (written) rules, for making decisions on these matters and for ensuring transparent research assessment. In addition to this, researchers lack transparent rules for career development.

The lack of written and transparent rules strengthens researchers' distrust in the management of their institutions and lowers their motivation for the pursuit of academic careers, particularly on the part of doctoral students. It is uneasy for new staff at research organisations to identify clearly what is expected of them and what they should do to succeed in their work. According to the questionnaire survey women researchers report lower levels of support and interest in their careers on the part of their managers as compared to men.

Research managers underscore the issue of research assessment within and across various fields of research. There is

**IN RESEARCH INSTITUTIONS WE CAN SEE A GROWING EMPHASIS ON RESEARCH PERFORMANCE BUT WITHOUT CREATING PROPER CONDITIONS TO ACHIEVE EXCELLENT RESULTS.**

NEW RESEARCHERS HAVE DIFFICULTY TO FIND OUT **WHAT EXACTLY IS EXPECTED OF THEM.**

THE ACADEMIC PROFESSION CARRIES A HUGE NUMBER OF HOURS WORK AND RELATED **STRONGLY PERCEIVED WORKLOAD.**

**20% OF WOMEN AND 11.6% OF MEN** ENCOUNTERED THE OPINION THAT IT WOULD NOT BE APPROPRIATE TO STAY AT HOME WITH SICK CHILDREN.

a considerable asymmetry in viewing major scientific disciplines particularly at the Academy of Sciences where, according to

some researchers, the views of how demanding various disciplines are strongly affect funding levels. ●

## 4.2 Working conditions, uncertainty, stress, workload, remuneration

Academic work has its positive and negative aspects. One of the positive ones is flexibility, i.e. academics can perform their work at a place and time that suit them. As a result they may combine work more easily with personal or family needs, such as childcare. The academics surveyed, however, tend to mention the negative aspects more often.

According to the outcomes of the research study, there are many ways in which the working conditions of researchers could be improved. Paying attention to the following challenging aspects of academic work would undoubtedly lead to improvement.

### • Uncertainty

The work of researchers is characterised by a high level of uncertainty. This uncertainty is largely related to the grant funding, temporary contracts and low pay. The highest level of uncertainty in terms of their future is reported by individuals who are funded solely or for the most part from grants. The proportion of women in these jobs is higher (29%) compared to men (19%).

Only 35% of respondents have a permanent employment contract. The proportion of women who have this type of contract is somewhat lower (32%) as compared to men (38%). Women also tend to concentrate in the lowest pay categories up to approx. EUR 1,000 (CZK 25,000) per month. Conversely, men more often ranked in the higher pay brackets exceeding EUR 1,600 (CZK 40,000) per month. Science/technol-

ogy disciplines have higher pay levels compared to humanities/social sciences.

### • Workload

The academic profession is characterised by a high number of hours worked as well as high workload (46.5 hours per week on average). The majority of respondents were of the opinion that they are expected to work too much at their workplace. The pressure they felt most keenly was on publication performance and securing grants. Moreover, academics reported severe levels of stress and feelings of mental and physical exhaustion.

### • Grants and administration

The research has revealed that academics do not have enough time for activities they personally consider to be the mainstay of the academic profession: research, teaching and, possibly, communication with the professional (and lay) public. The main reason for this is the large administrative burden associated with the funding uncertainty mentioned above. This creates extreme demands for time to be spent preparing grant applications, grant administration and reporting on grant implementation. The research participants at higher education institutions often mentioned research being given priority over teaching.

There were repeated objections to the prevailing pragmatic approach to science and research that manifests as a shallow emphasis on research profitability that is not (always) useful. ●

## 4.3 Combination of research work and personal/family life, including representation of women in management

### • Combination of research work and personal/family life

Although there is largely a positive view of the possibilities for combining work and

personal/family life in academia (72% of respondents), there are various stereotypes that aggravate the conflict between work and family life and discriminate against parents, specifically mothers. For exam-

ple, 21.5% of women below the age of 30 and some 16% of women aged 31-40 met with the opinion that they would have to leave their job if they had children. A total of 20% of women and 11.6% of men encountered the opinion that it would be inappropriate to stay at home with sick children.

The conditions for reconciling work and family life received the best rating from women in the social sciences and men in the technology and engineering (around 79%). The lowest level of satisfaction was reported by individuals in the medical sciences (58% of women and 62% of men). Home working and flexible working hours are among the most positively rated options. While the rate of satisfaction with work-life balance among men increases continually with age, for women this increase occurs only after they have reached the age of 40 when they normally do not look after infants.

When creating conditions for balancing work and family life institutions normally focus on parents, especially mothers. The needs relating to other life situations and the needs of other employee groups receive less attention. Often, there are no or insufficiently articulated rules for ensuring work-life balance at institutional level (e.g. for returning to work after parental leave,

availability of preschool facilities etc.) Reconciliation of work and family duties is quite frequently considered to be a private problem of the individual (researchers - mothers caring for their children).

- **Representation of women in management**

Childcare and family care is often viewed, mainly by men, as the main obstacle to women's scientific progression and as a legitimate reason for leaving the world of research. Moreover, this reason is often used to explain the non-existent or low representation of women in senior research and managerial positions, while failing to recognise the actual capabilities, motivation and availability of the women pursuing these positions.

According to the quantitative survey 22.3% of male respondents and 14.5% of female respondents held lower managerial positions (i.e. head of department, division, research team etc.). There were statistically significant gender differences primarily at the level of faculty or institute management. The largest gender differences in managerial posts can be seen in science, technology and medicine, in disciplines where men dominate. ●

**THE LARGEST GENDER GAP IN MANAGERIAL POSITIONS CAN BE FOUND IN THE NATURAL AND MEDICAL SCIENCES AND IN ENGINEERING.**

## 4.4 Gender blindness and gender culture, generational differences in perceptions of working conditions

- **Gender blindness and gender culture**

The study shows that researchers do not have gender-stereotyped beliefs about different capacities of women and men. At the same time, they are aware of the fact that parenting affects the work and careers of women researchers in particular, and they are inclined to support work-life balance measures.

However, parenting and its impact are only one aspects of gender equality that deserve attention and action. A major setback in eliminating gender inequalities at Czech research institutions, as the study revealed, is the general failure to reflect on the "masculine set-up" of the academic environment. The failure to take account of the differences in the biographies of women and men that relate to the differ-

ent duties and opportunities in family life, the rules for career development, research assessment and day-to-day operations is the principal manifestation of this.

One of the ways in which this set-up is manifested is the general acceptance of large volumes of overtime work. Similarly, there is no recognition of the fact that existing official and unofficial rules for career development associated with uninterrupted publication performance and long-term mobility abroad are gendered. The research has revealed that women are far less mobile than men, primarily due to their family commitments.

This "blindness" towards the gender dimension of the operation of research institutions normally results in a somewhat reluctant approach to proactive support for gender equality on the part of academics and management. Respondents often

**DUE TO PARENTING COMMITMENTS, WOMEN ARE LESS MOBILE THAN MEN. HOWEVER, RESEARCH ASSESSMENT RULES DO NOT TAKE THIS INTO ACCOUNT.**

EARLY-STAGE RESEARCHERS NOTE THAT THEIR **WORKING CONDITIONS IN RESEARCH ARE MUCH MORE DEMANDING THAN THOSE OF THEIR SENIORS.**

mentioned that not preventing women from studying and pursuing research careers means the same as supporting their research careers. The questionnaire survey also confirmed a lack of sensitivity to gender inequalities. A higher proportion of men than women thought that superiors treat men and women equally (59% of men but only 39% of women), that men and women have the same chances to hold managerial and decision-making positions (56% of men but only 36% of women), and that the attitudes to women at the workplace are positive, not disparaging and not sexist (68% of men and 55% of women).

- **Generational differences in perceptions of working conditions**

Ensuring stable working conditions appears to be of key importance for early-career researchers. The low level of institutional funding makes it difficult to secure stable jobs because their number is not increasing as opposed to the jobs paid from grant projects. This situation creates

major generational tensions. Early-career researchers sense they face more complicated starting conditions compared to their more senior colleagues and superiors (who currently hold decision-making posts and define the working conditions for them).

This tension is particularly obvious at the doctoral level. The absence of a prospect of securing a stable career and a significant pay increase is one of the most frequently cited reasons behind the unattractiveness of academic careers for doctoral students. These conclusions were confirmed by the questionnaire survey where work prospects and financial remuneration were the factors over which dissatisfaction was most frequently expressed. Furthermore, involuntary "under-employment" was often cited as a reason for lack of satisfaction.

Early-career researchers who have or plan to have children also express negative feelings over the fact that more senior academics fail to respond to their needs to be financially self-sufficient and provide for their families. ●

## 4.5 Conclusion: Management without managing, leadership without responsibility

Obstacles to women's career development are perpetuated as a result of the passive approach on the part of institutions. This creates a situation where the overall responsibility for dealing with systemic inequalities is passed on to individuals. This further aggravates women's position in particular. In other words, these inequalities are viewed as failure on the part of an individual, rather than as systemic failure.

Gender differences and inequalities at the systemic level are not being addressed proactively. There is blindness towards various issues including sexism and sexual harassment.

Both researchers and managers of research organisations often believe that not preventing women from studying and pursuing research careers means the same as supporting their research careers. Inactivity is viewed as support. ●

**ALL RESPONSIBILITY FOR OVERCOMING SYSTEMIC INEQUALITIES IS TRANSFERRED TO THE INDIVIDUAL.**





## 5. Recommendations for Strategic Objectives

Following upon the existing strategic documents and the problems identified in the research study we have defined the following strategic objectives:

### **Objective 1: Implementing human resources development as part of the management of research organisations and their evaluation, including the establishment of conditions for equal employment chances for women and men in research and for work-life balance**

The study shows that human resources management is among the most pressing issues in Czech research. Appropriate working conditions and management form a prerequisite for excellent performance and attractiveness of scientific work. Research performance therefore should not be the only criterion in evaluating research and higher education institutions, but assessment criteria should also include the conditions for carrying out research, including the conditions for the employment and career development of women and specific measures to ensure reconciliation of work and parenting. Foreign experience shows that improving the working conditions for a particular group (e.g. parents of young children) has a positive impact on the working conditions of all.

OBJECTIVE

1

### **Objective 2: Ensuring appropriate financial remuneration at all levels of research careers, and eliminating inequalities in the remuneration of women and men at higher education institutions and in research organisations**

The pay of academics in the Czech Republic is low, particularly at the onset of the academic career and in the social sciences and humanities. The research study as well as statistical data also reveal a gender pay gap. Research and higher education institutions should, based on an internal review, set up transparent rules for remuneration (including bonuses), and eliminate any differences in the pay of women and men in the same jobs with equivalent performance. In order to reach this goal it is necessary to increase the level of institutional funding of higher education institutions and public research organisations.

OBJECTIVE

2

### **Objective 3: Ensuring availability of public preschool facilities including childcare services for children from one year of age**

The study reveals that women's parenting duties are considered to be the key barrier to their professional and career development. In the Czech Republic there are virtually no affordable childcare services for children up to three years of age. Child rearing, particularly young children, and household work rest largely on women's shoulders. Senior officials in higher education and research organizations should cooperate with the relevant state administration bodies (Ministry of Education, Youth and Sports, Ministry of Labour and Social Affairs, Ministry of Health) to address this issue. The current situation is dismal

OBJECTIVE

3

compared to other countries. The inability to combine research and family life produce extreme economic inefficiencies related to the increasing proportions of women with higher education degrees and doctorates who are pushed out of the research profession by the existing state of affairs.

## OBJECTIVE 4

### **Objective 4: Increasing the proportion of women at all levels of decision-making in RDI, particularly in bodies for which candidates are nominated**

The Czech Republic ranks at the bottom among European countries in terms of the proportion of women in RDI management. While the proportion of women researchers is not growing, there are currently enough excellent and highly motivated women researchers who can serve on various boards as well as men. The goal should be to reach, by 2020, women to men ratio of at least 40:60; exceptions could be made in disciplines where the representation of women is less than 20%. In order to identify and address the social challenges both Czech and European society are facing it is necessary to ensure a range of perspectives and the broadest possible spectrum of solutions for our current challenges. Boards where men predominate fall short of ensuring this.

## OBJECTIVE 5

### **Objective 5: Ensuring, at the level of research funders, ex-ante and ex-post evaluation of aid programmes in terms of gender, and requiring that gender analysis should be made of research and innovation programmes funded from public RDI funds**

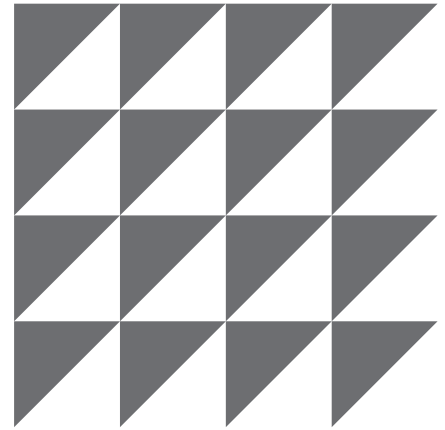
Grant funding currently plays a very important role in RDI financing. It is a way to ensure decent working conditions since the basic pay rate often fails to do so. It is therefore necessary to collect and evaluate information at the level of research funding organizations (representation of women and men among applicants, project primary investigators, women and men on evaluation boards, among evaluators, etc.). At the same time, ex-ante and ex-post analyses of funding programmes should be made so as to avoid indirect discrimination. Furthermore, research funding organizations should agree to the requirement of gender and sex analysis (gender dimension in research) in projects funded from public resources (particularly as concerns medical research but also other areas where biological material is used or the results of which are intended for use by humans) because only such research can ensure robust and comprehensive findings and outcomes.

## OBJECTIVE 6

### **Objective 6: Increasing awareness of the existence of gender-based barriers in higher education and research and addressing this issue**

The Czech Republic (including higher education and research organizations) shows very low awareness of the existence of gender-based barriers. Various forms of disadvantage and discrimination are often played down or rejected as a problem facing individual women and not as something on which the state, research funding organisations and institutions could have impact. It is therefore necessary to initiate a broader debate about the unequal conditions and culture in the academic environment. All areas of human activity should develop in line with scientific evidence, and the research environment is no exception. There are many organisations, both in this country and abroad, that have unequal working conditions, and it should be in our interest to address this problem. ●





## 6. Measures

### 6.1 State administration and founding organisations

#### Objective 1: Human resources as part of institutional management

- Making institutional development and human resources management a part of evaluation of institutions (institutional accreditation of HE institutions, the Methodology 2017+<sup>5</sup> evaluation of research organisations in Module 4 Viability and Module 5 Strategy and policy, evaluation of research and scientific work of the organisations of the Academy of Sciences of the CR);
- Supporting the pursuit of HR Excellence in Research Award (so-called HR Award) of the European Commission, or, in the medium term, offering bonuses to organisations that have received the HR Award and higher bonuses if they renew the HR Award;
- Supporting the development of gender equality plans in organisations and, in the medium term, offering bonuses to organisations that introduce such a plan; offering higher bonuses for reviews of the plan and demonstrating specific impact of the measures introduced;
- Implementing an annual national award for gender equality with a financial amount attached (e.g. EUR 400,000 or CZK 10 million) for institutions that show a high standard of HRD and gender equality at the workplace;
- Including recommendations concerning HRD and gender equality in the annual Analysis of the Existing State of Research, Development and Innovation in the Czech Republic.

OBJECTIVE **1**

#### Objective 2: Financial remuneration

- Increasing the proportion of institutional funding of HE and research institutions so that institutional funding covers at least 70% of the labour costs of the institution;
- Increasing financial remuneration for pedagogical work at HE institutions in relation to evaluation of its quality;
- Making the state contribution to doctoral scholarships conditional on ensuring that each full-time doctoral student has at least a half-time employment during the entire period of regular studies.

OBJECTIVE **2**

#### Objective 3: Availability of public childcare facilities

- Ensuring available preschool facilities for children from the age of 2;
- Ensuring an increase in the number of facilities for small children from the age of 6 months (end of maternity leave) with a view to allowing parents to return to work (i.e. dealing with situations where parents work in demanding professions or single parents in financial need).

OBJECTIVE **3**

<sup>5</sup> <https://www.vyzkum.cz/FrontClanek.aspx?idsekce=695512>.



**OBJECTIVE 4****Objective 4: Women in managing and decision-making positions**

- Ensuring that, by 2020, there is a female-to-male ratio of 40:60 on the relevant boards that will be newly nominated. In the case of boards with changing members the 40:60 ratio should be recommended (e.g. the Research, Development and Innovation Council and specialist and advisory bodies for the government and the Ministry of Education dealing with RDI);
- When nominations are invited, requesting that the nominating institutions nominate the same number of men and women in order to ensure their equal representation in the candidate pool.

**OBJECTIVE 5****Objective 5: Evaluation of aid programmes**

- Paying special attention to the impact the aid programmes submitted to the government for approval may have on women and men in line with Article IV (7)(c) of the Government's Rules of Procedure so as to avoid introduction of discriminatory rules (e.g. those concerned with participation), including indirect discrimination.

**OBJECTIVE 6****Objective 6: Increasing awareness of the existence of inequalities**

- Conducting research studies with a view to analysing barriers to the participation of women and men in RDI in the Czech Republic, including long-term analyses of the professional careers of doctorate holders;
- Introducing gender equality as a regular item on the agenda of the Research, Development of Innovation Council;
- Adding a comparison with the situation abroad to the Gender Perspective chapter of the annual Analysis of the Existing State of Research, Development and Innovation in the CR and a Comparison with the Situation Abroad; complementing the analysis with data and information concerning the other two pillars of priority 4 of the European Research Area (representation of women and men in managing positions in RDI and gender equality and gender mainstreaming in research);
- Supporting projects and initiatives dealing with de-stereotyping of educational pathways, enhancing the motivation of girls and women for entering research, development and innovation careers.

## 6.2 Research funding organizations/ grant agencies

**OBJECTIVE 1****Objective 1: Human resources as part of institutional management**

- Demanding evidence, in the medium term, of quality institutional approaches to human resources development and gender equality as a prerequisite for participation in competitions for research funding;
- Demanding evidence, in the short term, that applicants for research funding address the repetitive conclusion of employment contracts with in line with the Labour Code, as a prerequisite for participation in competitions for research funding;
- Introducing re-start fellowships for parents with a professional leave of absence of more than 1 year with eligible childcare costs (see below).

**OBJECTIVE 2****Objective 2: Financial remuneration**

- Eliminating the cap on personnel costs that artificially decreases the personnel costs researchers can request in EU's framework programmes (particularly the cap on the salary levels at the Czech Science Foundation).

### Objective 3: Availability of public childcare facilities

- Resolving, in cooperation with the Ministry of Finance and the Ministry of Education, Youth and Sports, the issue of eligibility of childcare costs in aid programmes so that, where need be, this support can be used (e.g. in the case of mobility programmes).

OBJECTIVE

3

### Objective 4: Women in decision-making positions

- Ensuring, by 2020, a minimum female-to-male ratio of 40:60 on newly nominated boards (e.g. evaluation panels, evaluators) with the exception of fields where women's representation is lower than 20%. Where board membership is renewed, the 40:60 ratio should be recommended;
- Where nominations are invited, requesting that the nominating institutions nominate the same number of men and women in order to ensure a balanced candidate pool for the positions.

OBJECTIVE

4

### Objective 5: Evaluation of aid programmes

- Monitoring and evaluating the following data in aid programmes for each research area (where this is relevant):
  - The proportion of female and male applicants;
  - The proportion of female and male Principal Investigators;
  - The proportion of female and male evaluators on evaluation panels;
  - Requests for grant suspension due to parenthood and long-term illness by gender, and the proportion of successful requests;
  - Requests for handing over project implementation due to parenthood and long-term illness by gender;
- Introducing gender observers on evaluation panels to take part in the evaluation process and present their findings and recommendations to the research funding organisation;
- Providing information in activity reports about measures taken in order to support human resources development, and also information about gender equality and its impact.

OBJECTIVE

5

### Objective 6: Increasing awareness of the existence of inequalities

- Training programme administrators and evaluators (particularly heads of evaluation panels) in the issue of gender bias in the evaluation of scientific work;
- Designing a manual and other documents that will be available to the public and serve both applicants for grants and evaluators;
- Ensuring an active involvement of Czech organisations in gender working groups as part of umbrella organisations (e.g. Science Europe, Taftie).

OBJECTIVE

6

## 6.3 Public higher education institutions and research organisations

### Objective 1: Human resources as part of institutional management

- Increasing the quality of HR
  - Introducing regular HR audits in institutions and identifying possible causes of inequalities on the basis of the audit; taking account audit findings in HRD plans that will be regularly reviewed and their implementation will be monitored using selected indicators; paying special attention to the issue of combining academic work and childcare, and to long-term absence in the workplace, including the rules for leaving and returning;

OBJECTIVE

1

- Incorporating the HR agenda into HR departments' agenda, or establishing departments that will deal with this agenda and provide support to managers;
- Introducing a formal and transparent recruitment system for academic posts so as to ensure that all newly offered positions, including doctoral ones, are filled based on open appointment procedures advertised within as well as outside the institution;
- Ensuring a female-to-male ratio of at least 40:60 on all appointment and evaluation panels with the exception of institutions where the overall proportion of women in academic posts is lower than 25%;
- Giving preference to the person from the gender group that is underrepresented in the workplace when two persons of different gender have the same qualification (or achieve the same results in the appointment procedure);
- Adopting specific measures to support academics in combining academic work and childcare, including research assessment systems (e.g. re-start fellowships for persons on maternity and parental leave, child groups, employee benefits for private childcare, babysitting during workshops, home working opportunities, job-sharing, work meetings during official working hours only - e.g. from 8.30 am until 5 pm).

**OBJECTIVE****2****Objective 2: Financial remuneration**

- Conducting regular pay audits with a view to identifying potential pay inequalities in the same/comparable positions, including the gender pay gap; taking measures, based on the audit, to ensure equal and transparent financial remuneration rules for setting salary levels, wage growth and bonuses). Remuneration pedagogical work should not be significantly lower compared to research work;
- Reducing the pay gap between junior and senior academics with a view to ensuring dignified working conditions for early-career researchers that make it possible for them to combine work and childcare.

**OBJECTIVE****3****Objective 3: Availability of public childcare facilities**

- Establishing preschool childcare facilities at workplaces (from the age of 6 months) for the children of employees and students. If the space and financial conditions do not allow for this,
  - addressing the funding organisations of public preschool facilities (districts, municipalities) with a request to build such a facility in the given area;
  - introducing employee benefits for private childcare (see above).

**OBJECTIVE****4****Objective 4: Women in decision-making positions**

- Ensuring, by 2020, a female-to-male ratio of at least 40:60 on newly nominated boards (e.g. rector's or dean's advisory boards, institutional councils, subject area boards, evaluation panels, postgraduate certification panels) with the exception of fields where the proportion of women is below 20%. Where board membership is renewed, the 40:60 ratio should be recommended;
- When nominations are invited, requesting that the nominating institutions nominate the same number of men and women in order to ensure a balanced candidate pool.

**OBJECTIVE****5****Objective 5: Increasing awareness of the existence of inequalities**

- Embedding the principle of gender equality in strategic and internal documents (e.g. the code of ethics, annual reports, rules of evaluation and selection panels, code of conduct on sexual harassment);
- Introducing awards that draw attention to the academic work of women; including the gender dimension in the content of research and teaching (e.g. awards for important female researchers in a given field or awards for the best Bachelor, Master or Doctoral thesis on gender topics);
- Organising recruitment events targeting students and aiming, among other things, at attracting persons from the under-represented gender in the given field.

## 6.4 Managers / senior staff

### Objective 1: Human resources as part of institutional management

- Taking a proactive approach to supporting staff professional development (possibly with the help of the HR department - see above); informing academics about professional growth opportunities, specific study and work opportunities, and assisting staff in defining professional goals (while avoiding stereotyped ideas about female and male preferences) and in developing and annually discussing their career growth plans;
- Creating a work environment fulfilling the needs of parents (e.g. home working opportunities, work meetings organised only during set working hours - from 8,30 am until 5 pm, for example), and attending proactively to the needs of parents with small children concerning work-family balance; informing staff about institutional measures to support work-family balance.

OBJECTIVE

1

### Objective 2: Financial remuneration

- Offering new employees the same salary level for the same jobs and the same pay increase opportunities; advertising job openings with the pay level information;
- Ensuring that men and women on teams (in departments) do not devote different amounts of time to administrative and service work on the one hand and to research and teaching on the other hand.

OBJECTIVE

2

### Objective 3: Women in decision-making positions

- Creating conditions for the career growth of female scientists on teams;
  - Identifying suitable female candidates for manager and evaluator positions and nominating them;
  - Supporting female scientists in identifying their own goals, including the pursuit of managing positions and membership in managing and evaluating bodies, etc. (e.g. in the form of regular consultations or participation in mentoring programmes);
- Facilitating contact with female professional role models (e.g. inviting women for short-term internships and as keynote speakers);
- Using gender-sensitive language in both written and spoken communication (avoiding the generic masculine).

OBJECTIVE

3

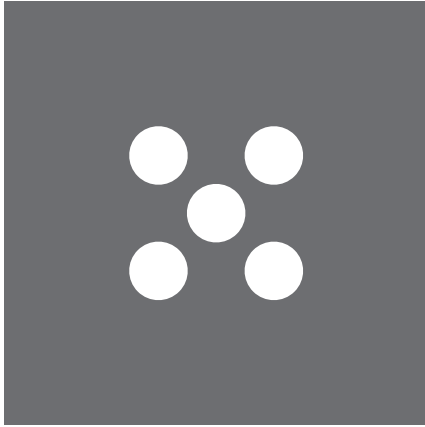
### Objective 4: Increasing awareness of the existence of inequalities

- Taking seriously the issue of human resources development and working conditions of young female and male scientists;
- Participating in self-education activities focused on HRD and gender equality;
- Including women in discussions about working conditions, rules of career growth, research issues, etc.

OBJECTIVE

4





**ONLY 35.3% OF RESPONDENTS HAD A WORK CONTRACT FOR AN UNLIMITED TIME PERIOD.**

**AT ALL TYPES OF INSTITUTIONS, WOMEN ARE CONCENTRATED IN THE LOWEST PAY GROUPS UP TO APPROX. EUR 1,000.**

## 7. Annexes

### 7.1 Main findings from the questionnaire survey

*The following text presents the main findings from the questionnaire survey that was conducted by the Gender and Science of the Institute of Sociology of the Czech Academy of Sciences, in cooperation with the Public Opinion Research Centre. The survey was part of the project Analysis of Barriers to and Support Strategy for Gender Equality in Science and Research funded under the Operational Programme Employment (Registration Number CZ.03.1.51/0.0/0.0/15\_028/00035 71). A total of 2,089 researchers, teachers and scientists working in the Czech public academic sector (public higher education institutions, Czech Academy of Sciences and other public research institutions) took part in the survey. The survey was implemented online in between May and August 2017.*

The survey revealed that the academic profession in the CR is characterized by a **high number of hours worked and a considerable workload** (both women and men in full-time positions work on average 46.5 hours per week, and many have additional work engagements). The majority of respondents shared the opinion that too much work is expected of them (77% in public research institutions, 75% in HE and 68% at the Academy of Sciences). Women felt this slightly more often. The most frequently reported were **pressures on publication performance** (over 58% of the respondents assessed these pressures as high or very high) and **pressures for securing grant finance** (39%).

Moreover, the academics reported a **high stress levels and feelings of physical and mental exhaustion**. Over 40% of women and around one third of men felt exhausted for the entire or major part of the four weeks preceding the survey. Nearly 35% of women and 29% of men mentioned that they were experiencing stress over the entire or major part of this period.

The academic profession is also associated with a relatively low job security. **Only 35.3% of the respondents had a permanent employment contract**. This type of contract was less frequent among women (the proportion of men and women was 38.1% and 32.3% respectively). **18% of the respondents reported an intense or very intense fear of job loss**. The highest levels of job-loss anxiety were reported by people who are exclusively or for the most part funded from purpose-tied resources.

**Dependence on purpose-tied funding** is common mostly in PRI and at the Academy of Sciences where these resources account for the entire or much of the pay for approx. two fifths of academics (43.2% in PRI and 40% at the Academy of Sciences). This percentage is the lowest for HE (18%). Women are more often concentrated in positions fully or largely funded from purpose-tied funding.

The academia is characterised by a relatively low average wage level and there are also significant gender differences. **In all types of institutions women are more often found in lower wage categories up to EUR 1,000 per month or CZK 25,000** (43% of women vs. 26.5% of men at HE institutions, 36% of women vs. 14% of men at the Academy of Sciences and 39% of women vs. 21.5% of men in PRI). Men are more concentrated in higher wage categories of over EUR 1,600 or CZK 40,000 per month (26.8% of men vs. 12% of women at HE institutions, 32.7% of men vs. 11.1% of women at the Academy of Sciences and 30.4% of men vs. 5.1% of women in PRI).

**Job dissatisfaction was reported by some 19% of the responding academics. Low financial remuneration** was an aspect where the respondents showed the highest dissatisfaction (63% were dissatisfied). Other aspects that were viewed as problematic included **performance assessment** (36.7% of the respondents), **work prospects** (33.2%) and their ability

to make use of their capabilities (29.4%). Women showed lower contentedness than men in all of these areas.

A high proportion of women faced **negative attitudes to parenthood** at the workplace. 31.7% of women reported their colleagues (both male and female) expressing an opinion that it was not appropriate

to take a parental leave of more than one year, 29.9% of women encountered claims that it would not be appropriate to have children in the very near future, and 14.7% of women even encountered a view that they would have to leave their job if they had children. ●

**“WORLD-CLASS”  
RESEARCH RESULTS  
ARE DEMANDED BUT  
WITHOUT ADEQUATE  
FINANCIAL AND MATERIAL  
CONDITIONS.**

## 7.2 Main findings from the qualitative research

The research project *Analysis of Barriers to and Support Strategy for Gender Equality in Science and Research* aimed to propose measures for pursuing gender equality in research for state administration bodies and other key national policy-makers. It focused on mapping the conditions for academic/research work and gender equality in research in the Czech Republic. The quantitative part had a broader focus and aimed to study the measurable, quantitative aspects and contexts in various scientific disciplines and at various types of institutions. The qualitative part of the research project, which is summed up in this section, aimed at a more detailed analysis of the conditions for research work and manifestations of the gender culture.

The qualitative research was conducted at four institutions - two HE institutions and two public research institutions. The sample included institutions in the humanities, social sciences, natural sciences and engineering, and small, medium and large-sized institutions. At selected institutions we carried out 40 semi-structured interviews with academics and researchers. The interviews focused on topics such as professional careers, the conditions for research and teaching work, professional and career development, research assessment systems, gender equality, the position of men and women in research in general, in the given field and at the given workplace, parenthood and work-life balance. The interviews with individuals in

leading positions also included topics such as transformation of the academic and research environment in the CR, changes in professional careers and their gender dimension, attitudes toward the research assessment system and HR policies, and support for gender equality.

The qualitative study showed that, regardless of the type of institution, researchers face similar issues which can be clustered along three thematic areas. The first concerns the neo-liberalisation of Czech research associated, in particular, with changes in research funding and research evaluation over the past decade. The second underscores the lack of transparency of rules in research organisations that further aggravates the impact of the neo-liberal reforms on individuals. The third area entails the causes for the on-going gender inequality in Czech research.

1) The participants in the study across fields and types of institutions feel strongly about the current changes in the organization and funding of Czech research. While they appreciate the opportunities offered by international mobility and inclusion in the global scientific community, they feel that they are expected to provide "world-class" results under financial and material conditions they often consider to be inadequate. The impact of these processes (particularly those concerning the changes in research funding) on individuals is, to a large degree, age-dependent. Younger researchers express stronger feelings about these processes as

**THERE IS A STRONG  
GENERATIONAL TENSION  
DUE TO DIFFERENCES IN  
WORKING CONDITIONS  
OF THE EARLY-CAREER  
RESEARCHERS TODAY.**

THE LACK OF  
TRANSPARENCY IN  
RULES AND PROCESSES  
IS A MANIFESTATION  
OF **AN ABSENCE OF  
HUMAN RESOURCES  
POLICY.**

**NOT PREVENTING  
WOMEN ACTIVELY  
FROM PURSUING  
A RESEARCH CAREER  
IS NOT THE SAME THING  
AS SUPPORTING THEM.**

they are more affected by their negative aspects.

One of the largest problems is the low level of institutional funding. This makes it difficult or even impossible to secure stable jobs, since the number of jobs paid from institutional sources, as opposed to the number of jobs linked to grant projects, is not increasing. This situation creates tensions between generations, because early-career researchers resent the fact that the conditions for the launch and development of their careers differs from those of their senior colleagues and those in decision-making positions, and these conditions define the environment where the young seek to build their careers.

The qualitative study shows that the current research funding arrangements tend to pull the researchers' attention away from their work. In a situation where purpose-tied resources frequently account for a significant part of their pay, they must spend a considerable portion of their time engaging in activities related to grant application and administration. As a result, they have insufficient time for research and for teaching if they work in higher education.

2) At all institutions where our research was carried out there was absence of written rules for the evaluation and remuneration of research work, career progression, securing jobs paid from institutional resources and permanent contracts, and taking a parental leave and returning to work. This absence of rules adds to the already intense job and career insecurity, which has negative impact on the motivation and feelings of belonging among academics. The result is they do not have trust in fair assessment in relation to remuneration, and do not see chances to find a more stable job position offering career progress.

The interviews revealed that this non-existence of rules is one of the manifestations of the absence of a comprehensive vision for HRD at the level of institutional management. The managers interviewed indicated personal preferences as regards the academic staff and their ideas of an ideal academic career. There was no mention of any clear objectives for human resources policies and ways of achieving them. One of the reasons may be the managers' workload related to funding which side-lines HR policies. Another reason may be their uncertainty or outright blindness as regards the opportunities for their own initiative in HR management. The responsibility for professional staff

development and training and for work-life balance is commonly transferred to individuals or to lower organisational levels.

3) The interviews suggest that the researchers do not have gender-stereotyped views of the different intellectual capabilities of women and men. Individuals in managing positions are also aware of the impact of parenthood on female researchers in particular, and, in many cases, seek to actively deal with this issue. However, they are far less pro-active as concerns latent gender differences and inequalities of a systemic nature.

A major setback in eliminating gender inequalities at Czech research institutions is the general absence of reflection on the masculine organization of the academic environment. The failure to take account of the differences in the biographies of women and men that relate to the different duties and opportunities in family life and partnership is one of the manifestations of this. Among the manifestations of the masculine organization are, in particular, the long hours' culture, the conditions for long-term mobility abroad and the stress on uninterrupted publication performance, the virtual incompatibility of a scientific career and active parenthood, or the low representation of women in management.

The failure to reflect on the masculine organization of research results in negative attitudes towards actions to redress these inequalities. The respondents often mentioned that not preventing women from studying and pursuing research careers means the same as supporting their research careers. In other words, inactivity is perceived as support. This view is probably associated with another widespread idea that active support for equal opportunities means unfair favouring of women over men and disparaging men. This is, again, related to another belief that, at the institutions under review, women face no disadvantages compared to men as regards research career development opportunities. The failure to see gender differences in pursuing academic careers was often equalled to their non-existence and used as a proof of gender equality. ●

## 7.3 Main findings from an analysis of foreign practice examples

The study of foreign practices focused on the public sector (higher education institutions, research organisations, ministries and grant agencies). The main sources of inspiration were Western countries in geopolitical terms<sup>6</sup> and preference was given to European ones. Most of these countries have been dealing with gender equality for a long time, not only in response to stimuli from the European Union. We have also decided to include examples from the Czech Republic so as to show that some institutions have already taken up the issue of gender equality. As opposed to foreign countries where we made a selection, we can say with a relatively high degree of certainty that there are hardly any other Czech examples that have not been included (with the exception of children's corners and kindergartens). It must be stressed that while in the West nearly all institutions have gender equality or diversity policies, these policies are absent in nearly all Czech institutions.<sup>7</sup>

The examples are divided into thematic areas by the type of organization as follows: 1) work environment and culture - this includes activities aimed at the symbolic level, such as increasing sensitivity to gender equality, sexual harassment, measures concerning language or enhancing the visibility of role-models; 2) systemic tools including examples of legislation, institutional provisions, monitoring of policy implementation and others; 3) measures supporting work-life balance; 4) activities aimed at integrating sex and gender analysis into the content of emerging knowledge and curricula, and 5) increasing diversity, be it in higher education and research or at the top levels of academic career and in decision-making bodies.

### Activities of governments and ministries

The approach of European governments to gender equality in research is logically

related to the local research systems, the style of management and policy-making, the role of the private and public sectors and a number of other variables.

According to a study by the European Institute for Gender Equality (2015), the legislation on research and higher education in 12 EU countries contains specific measures relating to gender equality,<sup>8</sup> and three countries explicitly state that this topic is integrated into their research and higher education legislation.<sup>9</sup> For example, Spain and Germany require that their HE and research institutions introduce equality plans across the board. In Germany, the criteria for funding HE institutions - in addition to research performance and the education of early-career researchers - include progress in ensuring gender equality. France is another example of a country where increased representation of women in top positions and decision-making bodies is embedded in legislation via a system of objectives and quotas, including sanctions for the failure to fulfil them.

The countries dealing with gender equality in research normally have a state organisation or an advisory body designated for this purpose, as well as policies and strategies for gender equality in research and HE, or programmes for supporting institutions that intend to embrace this subject more thoroughly. It is not exceptional that research and HE institutions enter proactively into negotiations on more comprehensive commitments concerning gender equality. One inspiring example may be the Flemish University Council that represents universities and serves as a platform for communication with the Flemish government on HE issues. In Germany a nation-wide initiative was established in cooperation between the Federal Ministry of Education and its partner organisations that aims to increase the interest in engineering fields on the part of girls and women.

Although, as their role envisages, the core of the work of ministries and government

MANY OF THE MEASURES INTRODUCED ABROAD DO NOT COST ANY MONEY.

**GRANT AGENCIES OFTEN FOCUS ON ELIMINATING GENDER BIAS IN RESEARCH EVALUATION.**

<sup>6</sup> These included Germany, Austria, Spain, Belgium, France, the UK, Italy, Sweden, Norway, etc.

<sup>7</sup> The very few Czech research organisations that have had a more systematic approach to gender equality have been involved in European framework programme projects. The exceptions are the Technology Agency of the CR that launched its activities before the start of a Horizon 2020 project, and the Ministry of Education, Youth and Sports, which is responsible for higher education and international cooperation in research, and is one of the few state institutions addressing this issue over the long term.

<sup>8</sup> Belgium, Germany, Ireland, Greece, Spain, France, Italy, Lithuania, Luxembourg, Austria, Poland and Sweden

<sup>9</sup> Denmark, Estonia, the UK.



## THE GREATEST RANGE AND VARIABILITY OF MEASURES TO SUPPORT GENDER EQUALITY CAN BE FOUND IN RESEARCH PERFORMING ORGANIZATIONS.

bodies consists in designing policy frameworks and implementing, evaluating and funding policies, some of them take up the issue of gender equality in research and HE via their own initiatives. One example is the FEMtech initiative of the Austrian Ministry of Transport, Innovation and Technologies that supports women in engineering fields. Another example is the German programme of professorships for women funded partly from federal and partly from state resources.

### Activities of public research funding organisations

Research funding organizations (RFOs) normally carry out both inward-oriented activities where they analyse and review grant schemes and train evaluators in gender bias and gender issues in the content of knowledge, and outward-oriented work for scientists and research organisations that apply for support. In many countries under review RFOs act as important players in the pursuit of gender equality. For example, they play a key role in supporting integration of the gender dimension into research content (e.g. the Austrian Science Fund or the Austrian Grant Agency). Some institutions even launch specific programmes that aim at enhancing the interest on the part of researchers in this type of innovation in research.

Grant agencies and other RFOs frequently implement specific programmes supporting female researchers at various career stages. These programmes may support networking, further advancement of qualifications and professional growth via mentoring, workshops and training (Norway, Austria). There may be research aid programmes where only women can apply (Switzerland) or programmes ensuring a certain level of pay for newly appointed female professors (the Netherlands, Germany).

There is an interesting initiative in Ireland aiming to increase the proportion of women among grant applicants. One institution may file as many as twelve applications for start-up grants, but only six may be led by men. Sweden has opted for a different approach consisting in mapping allocated finance and taking steps to ensure that the proportions of women and men among grant beneficiaries are comparable to those among grant applicants. The Austrian Science Fund has begun pursuing 30% representation of the less represented gender among grant beneficiaries and rank higher those projects where the

team's composition is more balanced. Balanced representation of women and men on evaluation panels is also an important topic and many institutions address it. As regards work-life balance, the activities of RFOs are often comprehensive. They offer solutions to career breaks and parenthood during grant project implementation. Other solutions may include re-entry grants for scientists returning from parental leave, additional contributions on top of social benefits, the ability to use a portion of funds to pay for childcare services, etc.

### Activities of higher education institutions and research organisations

The range and variability of measures to support gender equality is the widest in Research Performing Organisations (RPOs). The reason is that in many countries they are obliged by legislation to implement specific activities to support gender equality. The following work-life balance measures may be inspiring for Czech institutions: a temporary release from the duty to teach (University of Southern Denmark), extension of work contract to make up for parental leave (Hanken School of Economics), a fund supporting the mobility of caregivers (Warwick University), the service of picking up children from school (Queen's University Belfast) or comprehensive childcare services including ad-hoc babysitting at the homes of university students or employees (Konstanz University).

There are also initiatives supporting diversity in recruitment procedures as well as initiatives aimed at boosting career development, women in decision-making positions or stipends for women. Some institutions support the integration of gender in the content of knowledge through education, others draw attention to high quality work (done either by students or by researchers) by means of awards and organise meetings where scientists may share experience related to the integration of the gender dimension in research. We may also find a number of inspirational examples as regards tools and activities focused on integrating the gender dimension in the education content (see Linköping University, Technical University in Berlin, Graz University of Technology).





**Academics 2018:**  
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