



EFFECTIVE GENDER EQUALITY IN RESEARCH AND THE ACADEMIA

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I. INTRODUCTION TO THE FIRST GENDER EQUALITY REPORT

The First Gender Equality Report is the deliverable number D: 2.2 of the EGERA Project, which is based on the individual reports submitted by seven out of the eight partner institutions of the project, namely, Sciences Po, the Autonomous University of Barcelona (UAB), Radboud University, the Middle East Technical University (METU), the University of Antwerp, the University of Vechta, and CVGZ during December 2014.

The objective of this report is to understand the state of affairs related to gender equality and equality matters by examining available data, information and policies in partner institutions. The issue areas focused on are (i) human resources (HR) and career management, including employment and promotion, (ii) work-life balance and work conditions, (iii) gender-based offenses and violence, including gender-based mobbing and harassment, and (iv) gender in research and curricula, as this could be revealed by examining the existence of gender courses, gender in courses and gender training.

In the report, the axes of analysis are concentrated on four issue areas: availability and accessibility of data and information, methodologies used to address these issue areas, assessment of existing/missing gender equality policies and assessment of prevention/resolution mechanisms on the four issue areas.

For purposes of this first gender equality report prepared as part of the EGERA Project, individual reports of the partner institutions mainly concentrated on the extent of the availability and accessibility of data and information as well as assessment of existing and /or missing gender equality policies in the four issue areas outlined above.

As underlined by several individual reports, this report can be considered a pilot study opening up the future path of the EGERA project. Due to the fact that the project is still in its first year, and that this report is its second major deliverable, there is an emphasis on self-evaluation by the partners underlining missing and important information to be obtained for the following reports.

The report, nonetheless, reveals baseline data and essential information from the partner institutions, helping to illustrate the differences and similarities between them not only in terms of gender, but also with regard to the existing and available gender equality machinery and mechanisms in each.

The individual reports submitted by the respective partner institutions show the heterogeneity of institutional structures; diversity of socio-political contexts; lack of comprehensive data that

makes immediate comparative analysis difficult and requires further investigation and analysis within the future work of EGERA.

It is also important to note that already the implementation of EGERA has had a positive effect in some partner institutions indicating incremental but remarkable change under way. This fact is strongly underlined by almost all individual reports.

The various references to other work packages and reports, which emphasize the synergies created by the Project, as well as the framework for collaboration amongst the partner institutions have also provided significant input for the second Gender Equality Report, as well as other future deliverables.

II. REPORTS FROM PARTNER INSTITUTIONS OF EGERA

II.1. SCIENCES PO

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Introduction

Sciences Po is a top French university that dates back to 1872. At that time, it was a higher education private structure named the “Free School of Moral and Political Sciences” (*Ecole libre des sciences morales et politiques*), established soon after the Commune of Paris (1871) to make sense of major political events. In 1945, it was nationalized and divided into two different governing bodies: the National Foundation of Political Science (*Fondation nationale des sciences politiques* – FNSP), a private foundation, and the Paris Institute of Political Studies (the *Institut d'études politiques de Paris*– IEP de Paris), a public institution.

The foundation’s Board of Directors is the decision-making body in charge of Sciences Po’s financial and human resources. The foundation is also in charge of property management issues, and makes decisions relative to the university’s scientific and documentary strategy. The foundation therefore manages the university’s research centers. The Board of the IEP is the decision-making body in charge of Sciences Po’s teaching and educational issues (content of studies and student enrolment).¹ The IEP does not have an autonomous budget: its finances are entirely integrated in the foundation’s budget.

Sciences Po is neither a University in the true sense of the term, nor a French “higher school” (“*Grande école*”): its status differs from both kinds of institutions. Its dynamics of evolution are also specific and do not follow the content nor the rhythm of French higher education reforms. It aims at training the future elite in a wide array of professions, from journalism to public affairs and diplomacy. It has also internationalized its recruitment, both in terms of students and academics. The website of Sciences Po emphasizes that according to QS World University Rankings: “Among the 200 ranked universities, Sciences Po ranks among the best. In Political Science and International relations, as in Sociology, Sciences Po is ranked 1st among French universities.”² International rankings matter for Sciences Po’s governance. Apart for researchers who are members of the National Center for Scientific Research (CNRS) and are therefore civil servants, the large majority of Sciences Po employees are hired under private law through the foundation. In 2013, a total of 1,026 employees (58.2% women) worked at Sciences Po.³ While some researchers at Sciences Po are civil servants, the foundation can add a discretionary complement to their wages. The wages of researchers who are hired directly by Sciences Po are set by the foundation, under private law. Therefore, these wages can be

¹ <http://www.sciencespo.fr/en/content/5/governance-sciences-po>

² <http://blogs.sciences-po.fr/recherche-news/2013/07/17/sciences-po-ranked-as-frances-top-university-in-political-science-international-relations-sociology-and-history/>

³ *Rapport de situation comparée entre les femmes et les hommes 2013.*

negotiated, while the wages of civil servants are determined by public grids. The academic staff of Sciences Po is therefore characterized by a strong heterogeneity at various levels. Firstly, the permanent academic staff comprises less than 300 academics, while 4,000 adjuncts are hired as external staff for teaching. Heterogeneity is also a major feature of the external staff, as it is composed of short-term contracts for people with such various status as PhD students, journalists teaching in the Communication School, or managers.

Secondly, careers and evaluation schemes differ between researchers who are members of the CNRS - and who are therefore subject to the career management and evaluation schemes applied within their respective disciplinary area -and researchers and professors who are recruited according to the own rules of Sciences Po. The large majority of Sciences Po employees are hired under private law through the foundation.

Thirdly, the own rules of Sciences Po regarding academic recruitment differ radically from French public higher education rules. For example, Sciences Po implemented the system of the tenure track, a system which is not common in France, where it is the system of associate professor which is the most widespread. Sciences Po thus differs from French universities by using this model of recruitment.

As regards establishing gender equality machineries, Sciences Po has long been characterized by a low institutionalization of gender equality policies. While a gender equality committee was established as part of body entrusted for social dialogue, the institution had not appointed a gender equality officer as nearly 60 (out of 85) universities had already done by late, 2013. Following the launch of EGERA in March, 2014, a Gender Equality Officer was nevertheless appointed in May, 2014, with a broad mandate, and a true capacity, corresponding to a full-time equivalent. Rigorously selected outside the institution, this person with an extensive record on gender equality policies, has been granted access to all levels of the institution, and joined the EGERA team in order to ensure smooth cooperation with her office.

In order to address the four main issues relevant to this first gender equality report, two main surveys were conducted since the launch of EGERA, in March, 2014. The first survey consisted in semi-directive interviews carried out with fifteen stakeholders, including the five main stakeholders of the Education Department; the Scientific Director; the Director for communication; the Director for International Affairs and Exchanges; the Director of the On-the-job training Program; the Fund-raising Director of Strategy and Development; the Human Resources Director; the Financial Director; a member of the Equality committee of the Work Council; the Chief Administrative Officer and the General Director of Sciences Po. We interviewed eight women and seven men. This gender balance illustrates the parity that has been achieved in

the Executive Board. Important positions, such as the Scientific Director, the Director of Education and the Chief Administrative Officer, are currently held by women.

Interview grids focused on the diagnosis of gender inequalities in the institution and the prognosis of what should be done from each specific position. Moreover, each stakeholder was asked to express his/her definitions of gender equality and his/her diagnoses on the key points regarding gender inequalities at Sciences Po. For example, the members of the Department of Education emphasized more easily the gender gaps between students than the gender pay gap, but the issue of the work-life balance was a matter of concern for them as members of Sciences Po's staff. These interviews lasted between forty minutes and one hour and fifteen minutes. They were all recorded except for the one with the Human Resources Director, as he refused to be recorded. We have asked for the agreement of stakeholders who are quoted.

As shown in our pilot study on gender bias in governance and evaluation, interviewed stakeholders are aware of certain gender inequalities in higher education in general and at Sciences Po, specifically. This is notably the case of Sciences Po's General Director:

“As the director of Sciences Po I feel accountable in two ways regarding gender equality. Firstly, as the director of a higher education and research institution, I consider that gender equality is a fundamental concern for anyone in charge of training future stakeholders for many professions. This concern implies, in our courses and research, to succeed in undoing social processes leading to inequalities, however conscious or unconscious they are, and in raising the awareness of our students about the leverages they can and have to use to reduce and eradicate these inequalities. Secondly, and that is not of lesser importance, I am a kind of company manager and I am accountable for gender-based relationships inside/within our institution which reproduce structural inequalities for a long time. I am accountable for being aware of these inequalities in order to erase them. This task is not the easiest one because we must not assume that assessing inequalities is enough. [...] It would not be appropriate to consider the issue [of gender equality] resolved within our institution because we are politically aware of it.”

Other sources have been used to complement this first-stage study, such as the legally enforced annual gender equality report written by the Human Resources Department in 2013 (hereafter referred to as: AGER). Yet, data collected through the interviews were complemented by a second survey that was conducted through an econometric analysis. In this endeavor, the Human Resources Department (HRD) has been a key partner of the EGERA research team since the launch of the EGERA project in early 2014. In October 2014, the HRD allowed two members of the EGERA team to analyze their databases, in order to further explore the potential instances of gender inequalities at Sciences Po, among both the academic and the administrative staff. The access to

these sensitive data has required the signature of a specific confidentiality agreement for the two researchers involved in data analysis.

This report is drawing upon these two main bodies of knowledge on our institution. Although those did provide first-hand information and a considerable amount of quantitative data, this first gender equality report submitted as part of EGERA, by no mean claims to be exhaustive, nor to comprehensively cover the four main issues to be tackled in this document. While it certainly contains information relevant to the four issues, the existence of data on a number of subjects, and the existence of a number of mechanisms as evidenced in the summary tables placed at the beginning of each section do not imply that a fully comprehensive diagnosis of gender equality at Sciences Po can already be drawn. Instead, some gaps still remain to be filled in and a considerable amount of sex-disaggregated data still deserves to be analyzed in detail.

Nevertheless, this report, put together mobilizing a multidisciplinary team of researchers comprising of 2 economists, a sociologist and a political scientist, does constitute a new step forward for Sciences Po, in its determinate attempt to fully grasp – and remove - the causes and mechanisms through which gender bias and inequalities are being constructed and reproduced. Under the impetus given by EGERA, with the co-financing of the European Commission, it usefully complements and expands the analysis carried out in the legally binding Annual Gender Equality Report (2013). In the next four sections, the results of the two above-mentioned surveys have been mobilized to provide a first general picture of the situation with regard to gender equality at Sciences Po.

This first Gender Equality Report submitted within the frame of EGERA, which both acknowledges successes and challenges, is thus meant to be a basis for further research and stakeholders' negotiation, and a resource for the whole institution towards greater gender equality.

Summary table 1: General indicators with regard to gender equality policies at Sciences Po

Nature of the institution	University
Research body (if university)	Yes
Gender Equality Action Plan	Yes
Gender Equality Group to provide consultancy	Yes
Policy of positive discrimination/affirmative action	Yes
Bodies established for enhancing “women in science”	Yes
National policy on women in science	Yes
Adoption by institution	Yes
Sex-segregated data on research funds	Yes
Fellowships offered to women only	Yes

Part one (I) Human Resources

Over the past ten to fifteen years, Sciences Po has undergone rapid expansion of its academic and administrative staff. This expansion has led to major changes in career dynamics and trajectories. Given this context, the HRD is especially interested in improving the quality of its indicators of gender equality, and in finding solutions to improve the career trajectories of all employees. It is also deeply involved in shedding light on potential instances of gender-based discrimination. The analysis of career dynamics and trajectories is complex following this strong growth of the institution. The EGERA team and the HRD have agreed to proceed in two stages. For the 2014 Gender Equality Report, the EGERA team analyzed data for 2013 to formulate hypotheses regarding career trajectories of both women and men at Sciences Po. In 2015, the EGERA team will test these hypotheses using panel data covering the period 2002-2014.

In the following analysis, we present the results of its preliminary exploration through the 2013 database. It complements the main conclusions of the Annual Gender Equality Report provided by the HRD for 2013 (AGER hereafter). The database includes comprehensive information on employees of the National Foundation of Political Science⁴ (FNPS), the private foundation which employs the large majority of Sciences Po's administrative and academic staff. In 2013, a total of 1,026 employees (58.2% women) worked at Sciences Po. Apart from about half of the academic staff (excluding adjuncts contracted on an hourly basis for teaching activities) and a few administrative staff members who are part of the National Center for Scientific Research⁵ (CNRS) or the French Ministry of Higher Education⁶ (MESR), and who are therefore civil servants, the majority of Sciences Po employees are hired under private law through the foundation. The HRD has provided data for the staff members who have been hired by the FNPS. We do not have access to data for CNRS and MESR employees.

⁴ *Fondation nationale des sciences politiques*

⁵ *Centre national de recherche scientifique*

⁶ *Ministère de l'enseignement supérieur et de la recherche*

I.1 Indications of vertical and horizontal sex segregation at Sciences Po

Summary table 2. Indicators on HRM

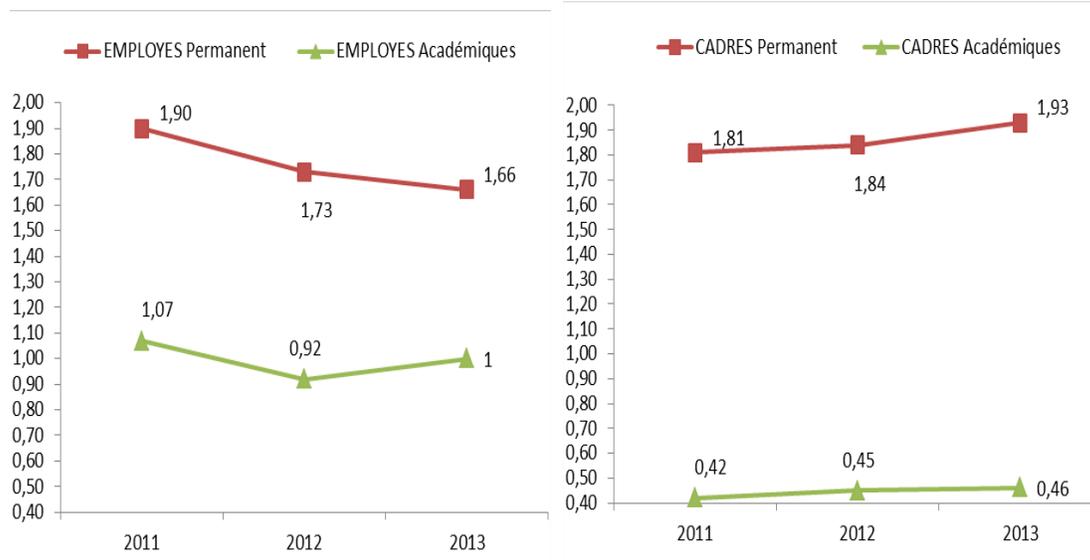
Sex segregated data on academic excellence ranking	Yes
Performance award schemes for academics and researchers	Yes
Sex segregated data on performance award schemes	Yes
Vertical and horizontal sex segregated data on students, academics, technical and administrative staff	Yes
Sex segregated data by discipline on all research personnel	Yes
Sex segregated data on administrative personnel	Yes
Sex segregated data on wages/salaries	Yes
Intersectional sex segregated data on students, academics, technical and administrative staff	No

By depicting the state of sex-based segregation in Sciences Po's staff, these indications aim at framing the context of gender inequalities regarding wages and career paths.

I.1.1 Differentiated sex ratios for academic and non-academic staffs

The AGER report shows that over the past ten years, women have represented roughly 60% of Sciences Po's total staff. There are, however, large differences by employment category. The HRD calculates a parity index every year, to measure the ratio of men compared to women in each employment category. The index is calculated as the number of women divided by the number of men. Overall, the gender parity index has declined between 2011 and 2013 (from 1.49 to 1.39), as more men have been hired. In 2013, 47.3% of new hires were men, compared to 40.1% in 2012.

Furthermore, administrative jobs tend to show much higher sex-ratios than academic jobs. Graph 1 shows the sex-ratio for non-executive employment categories ("*employés*" on the left hand side) and executive employment categories ("*cadres*" on the right hand side). The red lines represent the sex ratios for the administrative staff, while the green lines represent the sex ratios for the academic staff. The ratio of women tends to be higher in the administrative staff compared to the academic staff. The ratio of women is especially low among faculty members. For this category, the sex ratio is equal to 0.46, meaning that only a third of academics are women. On the other hand, only one third of administrative executives are men (sex-ratio of 1.93 in 2013). The ratio is equal to parity (1 in 2013) for non-executive academics, and equal to 1.66 for non-executive administrative employees.

Graph 1. Sex-ratios for non-executive vs. executive employment categories

Source: presentation of the AGER 2013, June 30th 2014.

In 2013, the HRD published 95 job openings, including 53 executive level jobs. Men were recruited to replace 10 of the 65 jobs that had been previously held by women. These 10 men were hired to replace women at executive level positions. However, all non-executive jobs that had previously been held by women were replaced by women. Women were recruited to replace 5 out of the 30 jobs that had been previously held by men (including 4 women for executive level jobs, and therefore 1 for a non-executive level job). These new hires might change the gender balance in some employment categories, especially at the executive level.

I .1. 2. A focus on academic staffs

Sciences Po hosts ten⁷ research centers, which focus on different fields of social sciences:⁸

- political science at the CEVIPOF (Center for Political Studies⁹) and the CSPD (Center for Socio-Political Data),
- international relations at the CERI (Center for International Studies¹⁰),
- history at the Center for History,
- sociology at the CSO (Center for the Sociology of Organizations) and the OSC (the Sociological Observatory of Change¹¹),

⁷ <http://www.sciences-po.fr/recherche/en/dispositif/index.htm>.

⁸ When available, we use the official name used by each research center in English.

⁹ *Centre de recherches politiques*

¹⁰ *Centre d'études et de recherches internationales*

¹¹ *Observatoire sociologique du changement*

- economics at the Department of economics and the OFCE (French Economic Observatory¹²),
- law with the Law School,
- European studies at the CEE (Center for European Studies¹³).

Women are underrepresented in the university's research centers. Table 1 shows the total number of researchers, as well as the percentage of women in each research team, according to information available on Sciences Po's website as of August 2014. At that time, Sciences Po's research team included 279 researchers, 30.8% of whom were women.

The CDSP is the only research center with more than 50% of female researchers. This research center is quite specific however, since the team members do not all hold PhD degrees, and the center's main goal is to provide data to other researchers. All other research teams include less than 50% of female researchers. In fact, apart from the CERI with 37.1% of female researchers, and the Center for History with 34.6% of female researchers, all the other research teams include less than one third of women.

Table 1. Number of researchers and percentage of women by research center

Research center	Field	Number of researchers	% of women
Economics Department	Economics	26	11.5%
Law School	Law	18	22.2%
OFCE	Economics	38	26.3%
CSO	Sociology	22	27.3%
CEVIPOF	Political science	25	28.0%
CEE	European studies	28	28.6%
OSC	Sociology	16	31.3%
Center for History	History	26	34.6%
CERI	International relations	62	37.1%
CSPD	Political science	18	61.1%
<i>Total</i>		<i>279</i>	<i>30.8%</i>

The Department of Economics with three female researchers in a team of 26 members, and the Law School, with four female researchers in a team of 18 members, are the two research centers with the lowest percentage of female academics (11.5% and 22.2% respectively). These two research centers have been created recently, and include many young researchers. Age therefore does not appear to be the only reason that could explain why there are so few women

¹² *Observatoire français des conjonctures économiques*

¹³ *Centre d'études européennes*

in Sciences Po's research centers. The fact that women fare worse in economics is not a Sciences Po specificity however. Ginther and Kahn (2004) for instance find that in economics in the U.S., female researchers tend to get tenure less often, and after a longer period of time, compared to other academic disciplines. In an analysis of ten top economics departments in the United States¹⁴, Hale and Regev (2014) find that only 7% of faculty members are female. They also find that among young faculty members who completed their PhDs less than seven years before, only 16% are female, suggesting once again that age effects cannot fully explain the low ratio of female researchers.¹⁵

Table 2 shows the academic positions held by women and men within each research center. Overall, female researchers tend to be more often at the bottom of the research ladder than male researchers. For instance, only 17% of full professors are women, and only 19% of associate professors are women. No woman has the status of emeritus research director or professor. On the bottom end of the ladder, 50% of assistant professors are women. The Economics Department fares the worst in terms of academic ranking of its female researchers, since its three female researchers are all assistant professors, when the Department holds only two male assistant professors, but six male associate professors and ten male full professors.

Regarding research fellows and directors, women are also at the bottom of the academic ladder. 63% of Sciences Po research fellows are women, whereas only 29% of Sciences Po research directors are women. Some researchers are members of the CNRS, a national public research organization. Among these researchers, 30% of research fellows, and 33% of research directors are women. While Sciences Po researchers are promoted directly by Sciences Po's research centers, promotions for CNRS researchers are independent of Sciences Po; they depend on the national research organization's own promotional procedures.

The gender composition of the research centers' leadership positions reflects the lack of inclusion of women in Sciences Po's research centers: every single research center has a man as a director. The only woman who has been the director of a research center at Sciences Po was the head of the CSO from 2007 to 2013. In 2013, she was appointed Scientific Director of the university. Sciences Po's research policy is therefore now headed by a woman.

¹⁴ The universities are Berkeley, Chicago, Harvard, MIT, NYU, Northwestern, Penn, Princeton, UCLA and Yale.

¹⁵ For instance, one could assume that, since women have invested academia more recently, it is normal for the percentage of female researchers to be lower. However, women seem to have more difficulties in terms of career advancement in academia, compared to men, even in younger cohorts.

Table 2. Positions held by men (M) and women (W) in Sciences Po's research centers

	CEE		CERI		CEVIPOF		OSC		CSO		Hist.		Econ.		Law		<i>Total</i>	
	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M
Research fellow (<i>Chargé-e de recherche</i>), FNRS	1	1	8	2		1	1			2							10	6
Research fellow, CNRS	1	2	3	4	2	2		3	2	6			1		1		8	19
Research director, FNRS		1	5	9	1	4							1				6	15
Research director, CNRS	2	5	3	7	2	4	1	3	4	3			1		1		12	24
Assistant Prof. (<i>Maitre-sse de conf.</i>)		1		2							2	1	3	2	1		6	6
Associate Professor		4		1			2		1		1	1		6			3	13
Professor	3	6	3	9		4	1	3		4	3	12		10	2	12	12	60
Scientific coordinator	1																1	0
Lecturer (<i>Chargé-e d'enseignement</i>)				1								1					0	2
Emeritus professor				2										2			0	4
Emeritus research director				1		2		2									0	5
<i>Professeur-e agrégé-e</i>											2	1					2	1
Research engineer, CNRS				1		1											0	2
Research engineer											1						1	0
Researcher, not specified					2										1		3	0
Post doc			1									1					1	1
Total	8	20	23	39	7	18	5	11	6	16	9	17	3	23	4	14	65	158

Note: the status of researchers at the OFCE is not specified on the center's website, as the OFCE is a policy center. Its researchers tend to have different career trajectories compared to other academic centers. CDSP information is also not included in this table, also due its specific status.

I.1.3 Unequal representation in Sciences Po's graduate and PhD programs

A low share of female researchers, including high ranking female researchers, is likely to partly explain the low share of female PhD students in some of Sciences Po's research centers.¹⁶ Sciences Po's undergraduate and Masters' student body is 60% female, but the university's PhD program is 50.4% female (Table 3). The CERI generates one third of Sciences Po's PhD degrees, with 123 students enrolled in this program out of a total of 361 PhD students at Sciences Po. The CERI is also the research center that generates the largest number of female doctors, since 66.7% of its PhD students are women. The Law School and the OSC also include large shares of female PhD students (57.1% and 59.1% respectively). The case of the Law School is particularly interesting, as the research center is highly male dominated, with only two female full professors, but a majority of PhD students are women. This large proportion of female PhD students may be explained by the fact that Sciences Po's two Masters in law degrees attract many female students¹⁷. It is likely that some of the Masters' students then choose to pursue a PhD in law rather than work for a law firm¹⁸. On the other end of the spectrum, the Economics Department is highly male dominated both in terms of researchers and in terms of PhD students: only 22.5% of its PhD students are women.

Table 3. Number of doctoral students and percentage of women by PhD program

Research center	Number of PhD students	Percentage of women
Economics Department	40	22.5%
Center for History	56	33.9%
Center for the Sociology of Organizations	28	39.3%
CEVIPOF	26	46.2%
CEE	38	52.6%
Law School	28	57.1%
OSC	22	59.1%
CERI	123	66.7%
<i>Total</i>	<i>361</i>	<i>50.4%</i>

Finally, there are more male than female directors of PhD programs, but three programs are headed by women, which reflects a slightly better gender balance compared to the fact that there is not a single woman who is director of a research center (Table 4). The history, political theory and comparative political sociology programs are the three PhD programs headed by women.

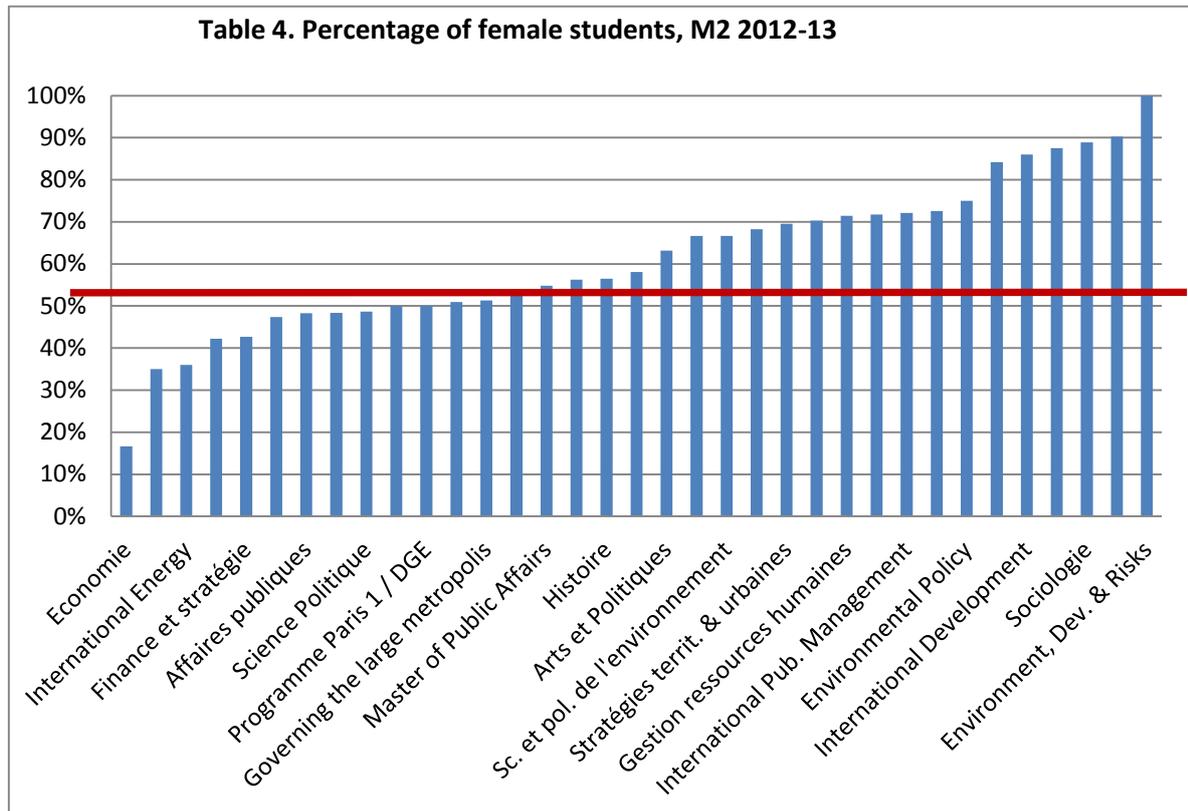
¹⁶ See Hale and Regev (2014) for an analysis of the causal link between low share of female faculty members and the share of female PhD students in U.S. economics departments.

¹⁷ In the cohort of students who were registered as second year Masters' students in the academic year 2011-2012, the share of female students was 79% in the *Carrières judiciaires et juridiques* Masters' degree, and 56% in the *Droit économique* Masters' degree.

¹⁸ This hypothesis needs to be tested.

Gendered composition of Masters' degrees at Sciences Po

Another way of measuring gender differences at Sciences Po is by looking at the composition of the university's different Masters' degrees. The data show that gender-based stereotypes might lead students to choose specific Master's degrees. Table 4 shows the percentage of female students for the graduating class of 2013, in each Masters' degree.



Gender differences are especially salient in the two largest Masters' degrees: Public Affairs, and Finance & Strategy. In the Finance and Strategy Masters for instance, only 38% of the students graduating in the Finance specialty were female, whereas 49% of the students graduating in Corporate Management were female. In the Public Affairs Masters' degree, female students tend to specialize more in health (78% female) or cultural issues (68% female), compared to energy (38%) or the more general field (42%).

It is interesting to observe that despite the fact that approximately 60% of Sciences Po's student body is female, male and female students tend to choose their Masters' degrees in very different fields. The consequences for students can be strong, as female students tend to earn less than male students one year after graduation. Indeed, the starting salary of a female student upon graduation is on average between 80% and 84% of the starting salary of a male student. On the cohort of students who graduated in 2012, 21% of male graduates declared that they earned more than 50,000€ per year, compared to only 8% of female graduates. This difference is explained partly by the fact that female students tend to choose Masters' degrees

that tend to lead to lower earning jobs. An econometric analysis will enable us to better understand the determinants of students' orientation choices, and the consequences on career choices and starting salaries. This analysis will be conducted over the course of EGERA.

I.2 Gender Pay Gap

Our second survey gave us access to a database including data on wages, employment categories and scales of Sciences Po staff. Drawing upon this information, and following the first descriptive elements on the gender pay gap provided in the AGER Report (2013), further analysis has been carried out to better evidence the factors that contribute to explain the gender pay gap, especially for some categories of staff.

I.2.1 Relating gender gap to sector-based gaps and seniority

The AGER report indicates that the gender pay gap for administrative staff in 2013, the gap is of 5% for 64% of the staff. For 24% of the staff, a more important gap appears but "is explained mainly by age and seniority distributions"; and finally, for the 12% of the staff who are academics, "disparities are even more significant but go decreasing."¹⁹

If AGER has shown a wider gender pay gap for academics, it highlights the sector-related and the seniority-related impact. The sector-related impact explains the need for targeting the students' choices in their early careers, according to the General Director:

"The sector-related impacts really matter, as a graduate of the communication school cannot achieve the same starting wage as a graduate of "finance and strategy studies" working in a bank. This factor works also for our permanent academic staff. Some disciplines enable to earn more money than other".

Women tend to earn less than men, on average

The HRD also publishes descriptive statistics of differences in income for men and women, which vary depending on employment categories. In 2013, men earned on average 19.5% more than women, all employment categories combined (compared to 20.6% in 2011 and 17.8% in 2012). The numbers for different categories published by the HRD are as follows:

- Administrative non-executives: +0.9% in favor of men (2012: 1.7%; 2011: 2.8%)
- Other non-executives: +3.7% in favor of men (2012: 3.8%; 2011: 2.3%)
- Administrative executives: +6.1% in favor of men (2012: 6.3%; 2011: 6.4%)
- Academics: +33% in favor of men (2012: 27.2%; 2011: 30%)

¹⁹ *Rapport de situation comparée entre les femmes et les hommes* (AGER) 2013, p. 24.

- Research fellows and directors of the OFCE²⁰: +6.1% in favor of men (2012: 7.3%; 2011: 12%).

The HRD stresses that the fact that the largest differences in income exist for the academics category. Female researchers tend to earn much less than male researchers.

The AGER's conclusions are interesting, especially in the sense that they pave the way for further research. A deeper statistical analysis leads to several hypotheses that will be tested in 2015 through a thorough econometric analysis of the data made available by the HDR. Hereafter, we briefly expound the standard facts that lead to the hypotheses that will need to be tested.

I.2.2 Further exploring the variables intervening in the gender pay gap

Analysis by averages: administrative staff

Differences in income appear to exist between male and female employees at Sciences Po. Graph 2 shows average taxable income for 2013 by employment category and by sex, for all staff members who were present during the twelve months of 2013, on long term employment contracts²¹. The lighter red line shows average income for women, and the darker red line shows average income for men. If average income were the same for men and women, then both lines would be superimposed. We find instead that men's average annual incomes tend to be higher for all employee categories, apart for category 16 (1st level library employees, a category which includes very few employees, and for which seniority is likely to explain the income differences – with seniority being defined as the number of years worked at Sciences Po).

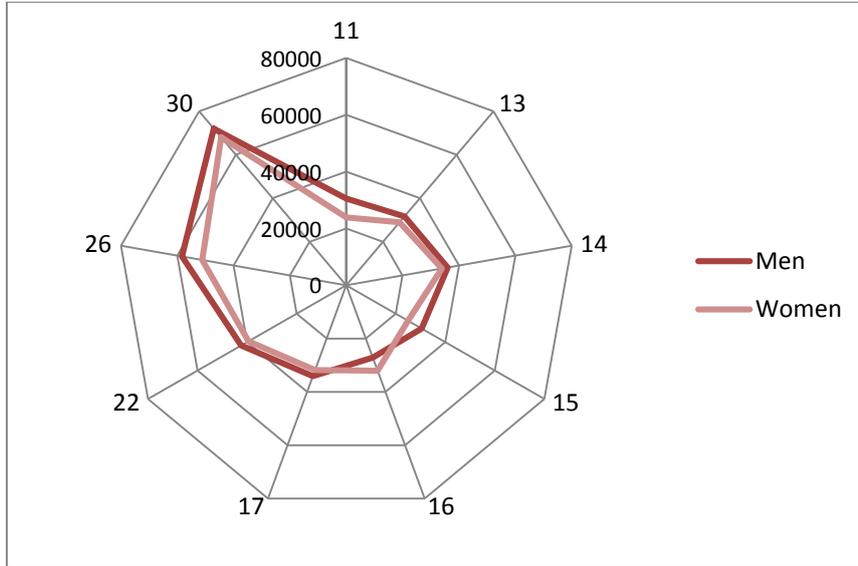
Graph 3 tells a similar story as the previous graph. Instead of annual taxable income, it shows average full-time equivalent monthly wages for December 2013, by employment category and by sex, including all staff members who were present during the full year, on long term contracts. Although men appear to earn higher monthly wages on average, the differences between average wages of men and women do not seem to be as large as the differences that exist when comparing annual taxable income. This observation is partly due to the fact that small differences on a monthly basis (graph 3) sum-up to large differences on a yearly basis (graph 2). The graph also suggests that women may be working more often part-time compared to men. While graph 2 shows the annual taxable income actually earned by Sciences Po employees, Graph 3 shows monthly wages that would have been earned by all employees had they worked full time (hence the use of the term “full-time equivalent” – FTE

²⁰ *Chargés d'études et directeurs OFCE*

²¹ *Contrat à durée indéterminée / Limited duration contract*

hereafter). And indeed, in 2013, among all administrative employees working full-time during the whole year of 2013, only 7 men, compared to 47 women, worked part-time. When studying the determinants of wages for men and women it will therefore be necessary to control for part-time work.

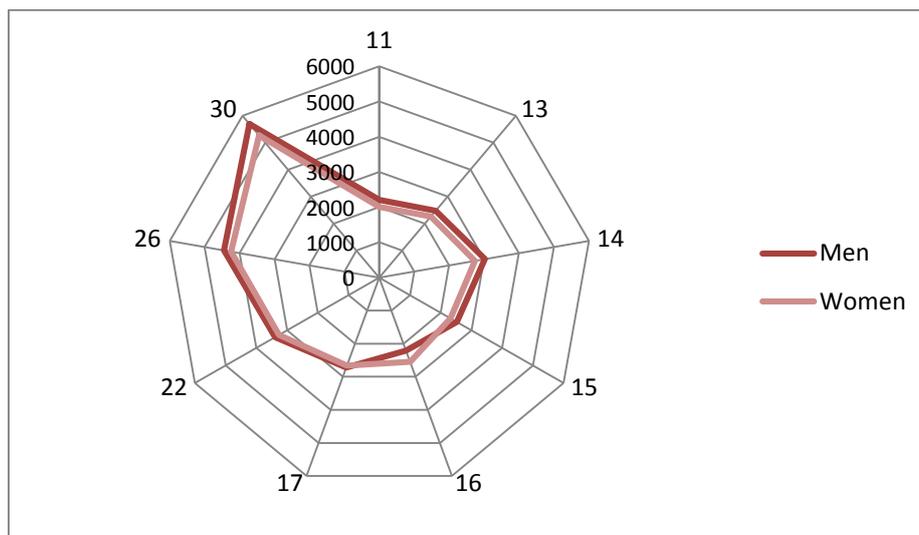
Graph 2. 2013 Annual Taxable Income, Averages by Sex and Employee Category, Admin. Staff



Box 1. Employment categories defined by the HRD at Sciences Po

Category number	Types of jobs
11	Library agent Reprographic agent Campus security, office clerk Telephone operator
12	Technical agent Secretary level 1
13	Specialized library agent Team leader campus security
14	Team leader library agent Bookbinder Graph communication tech.
15	Technical agent Accountant Computer assistance specialist Computer network specialist Secretary level 2 Technician Media technician Pay technician
16	Librarian level 1
17	Management assistant Education executive Technical manager Computer specialist
18	Program computer specialist
22	Librarian level 2 Project executive level 1 Assistant researcher Computer specialist management
26	Project executive level 2 Research fellow
30	Librarian level 3 Project executive level 3 Assistant professor Associate professor (<i>Professeur associé</i>)
36	Research director Associate professor
40	Research director-Higher level Professeur

Source: Grille des rémunérations au 1er juillet 2012, Accord classification, Intranet Sciences Po

Graph 3. Monthly Wage FTE, Averages by Sex and Employee Category, Administrative Staff

Tables 4 and 5 present with more detail these differences in income. Table 4 shows average monthly wage, annual taxable income, seniority and age by employment categories (according to the employment grid defined by the HRD), while table 5 shows the same averages by employment types (actual position held by employees). The data include all long term contract employees who received a wage in December 2013. In this specific dataset, 64% of the FNSP's workforce were women in 2013. The percentage of women is similar among non-executives (categories 11 to 18), and executives (categories 22 to CD²²).

The sex ratio (calculated as the number of women divided by the number of men in each category) suggests strong segregation in non-executive jobs: the proportion of women differs substantially between categories. While the sex ratio was equal to 0.08 for category 11 employees, it was equal to 5.93 for category 17 employees (assistants). Two categories show significant differences in income between men and women: categories 11 and 15. In both cases, men earn on average a significantly higher income than women. However, men and women tend to occupy very different types of jobs in each category. For instance, the women in category 15 tend to be secretaries, while the men tend to be technicians. Men in category 11 tend to earn a higher annual taxable income, but they are also significantly older than women in that category (43.6 years old for men, compared to 31 years old for women).

The sex ratio is more balanced in executive level employment categories²³. Although the sex ratio is similar in all categories, some categories show large and significant differences in average income. The category 26 (which includes the large cohort of executives called *Chargés de mission 2* - CM2 hereafter), the monthly wage FTE is significantly different for men and women at the 90% level (4,419 euros for men, compared to 4,195 euros for women),

²² *Cadres dirigeants* (Directors)

²³ There are in fact more senior executives at Sciences Po than those presented in the table, but they are civil servants, and are not paid by the FNSP, which explains why they are not included in the data presented in tables 1 and 2).

whereas the annual taxable income is significantly different at the 99% level (56,305 euros for men, compared to 48,864 euros for women). The difference in annual income is larger than the difference in monthly wages multiplied by 12, which suggests that men earn higher incomes than women, either because they work more often full time compared to women, or because they benefit from extra sources of income other than their monthly wages.

For executive level employment categories, men tend to earn higher wages than women, while being on average younger and with less seniority at Sciences Po compared to women. In the category 22 for example, men's earnings are slightly higher than women's, but they tend to be significantly younger than women (40 years old for men compared to 43.7 for women), with lower seniority (9.8 years spent at Sciences Po for men, compared to 12.1 for women, although this difference is not statistically significant). Therefore, if we tested for differences in earnings while controlling for age and seniority keeping all other things equal, then differences in earnings are likely to be significant.

Table 4. Averages of monthly wages FTE, taxable income, seniority and age, by sex and employment category

Category	Observations			Monthly wage FTE		Taxable income		Seniority		Age	
	Men	Women	Sex ratio	Men	Women	Men	Women	Men	Women	Men	Women
11	49	4	0.08	2,187.3	1,942.9	29,484.3**	19,732.9	9.6	3.4	43.6**	31.0
12	1	1	1.00					17.5	8.0	54.3	54.2
13	16	6	0.38	2,480.7	2,266.3	31,664.4	28,951.9	13.6	8.9	40.9	34.2
14	5	1	0.20	3,025.2		35,977.5		30.3	25.7	54.9	55.9
15	28	34	1.21	2,511.4***	2,294.4	30,108.2***	24,616.4	10.7	8.2	42.6	41.6
16	3	3	1.00	2,207.0	2,542.7	27,089.9	31,998.7	8.6	16.1	41*	47.9
17	28	166	5.93	2,657.6	2,641.1	32,173.4	31,029.7	9.5	9.8	43.3	41.0
18	1	1	1.00					22.7	22.9	50.3	58.4
22	48	109	2.27	3,351.4	3,269.2	40,453.2	39,141.5	9.8	12.1	40.0**	43.7
26	64	113	1.77	4,418.7*	4,195.2	56,304.6***	48,863.6	7.5	8.7	40.7	41.1
30	21	42	2.00	5,784.1**	5,271.5	70,210.4	67,981.0	12.0***	20.3	45.5**	51.5
CD	10	1	0.10			84,464.6		8.9	0.6	50.9	54.4
Other		1							44.3		71.3
Total	274	482	1.76								

Note: *, **, *** correspond to differences between men's and women's averages that are significantly different from zero at a 10%, 5% and 1% levels, respectively. The table includes data for employees who had long term contracts at Sciences Po. It includes all employees who received a wage in December 2013, even those who were not present during the full year.

Table 5. Averages of monthly wages FTE, taxable income, seniority and age, by sex and employment type

	Category	Observations			Monthly wage FTE		Taxable income		Seniority		Age	
		Men	Women	Sex ratio	Men	Women	Men	Women	Men	Women	Men	Women
Agent Technique		1		0.00					17.5		54.3	
Agent de bibliothèque	11	8	4	0.50	2232.2*	1942.9*	27446.4*	19732.9*	14.4*	3.4*	42.4**	31.0**
Agent de bibli. resp. d'équipe		2		0.00					23.0		51.0	
Agent de bibliothèque spécialisé		14	6	0.43	2431.9	2266.3	30802.8	28951.9	13.1	8.9	40.5	34.2
Agent de reprographie	11	3		0.00	2344.7		22946.6		17.6		50.5	
Appariteur Agent de Bureau	11	38		0.00	2165.5		30429.4		7.9		43.3	
Appariteur Chef d'équipe	13	2		0.00					16.8		44.3	
Assistant(e) de gestion	17	9	157	17.44	2582.5	2624.3	31833.6	30800.2	7.2	9.6	41.7	40.9
Bibliothécaire Niveau 1	16	3	3	1.00	2207.0	2542.7	27089.9	31998.7	8.6	16.1	41*	47.9*
Bibliothécaire Niveau 2	22	3	25	8.33	3157.0	3109.1	35148.4	36088.9	10.7	15.3	45.8	46.6
Bibliothécaire Niveau 3	30	1	13	13.00		4493.4		57594.2	10.3	27.1	46.0	56.1
Cadre Dirigeant		10	1	0.10					8.9	0.6	50.9	54.4
Cadre de la scolarité	17		4			3328.4		42873.5		18.3		51.0
Chargé de mission Niveau 1	22	33	83	2.52	3325.6	3311.9	39952.3	39983.8	10.2	11.2	40.8	42.9
Chargé de mission Niveau 2	26	64	113	1.77	4418.7*	4195.2*	56304.6***	48863.6***	7.5	8.7	40.7	41.1
Chargé de mission Niveau 3	30	20	29	1.45	5828.6	5620.3	70658.5	72637.1	12.0*	17.2*	45.5	49.4
Comptable	13	6	5	0.83	2593.2	2608.4	28511.3	26968.7	9.5	9.2	44.0	43.2
Encadrement Technique	17	15	4	0.27	2718.9	2531.7	33646.3	29472.1	11.0	9.3	44.9	38.6
Hors Accord			1							44.3		71.3
Informaticien Assistance	15		1							18.6		49.0
Informaticien Exploitation	15	8		0.00	2826.9		33947.5		15.0		47.4	
Informatique Encadrement	22	12	1	0.08	3470.9		43156.9		8.3	6.0	36.3	32.3
Informatique Etudes	18	1	1	1.00					22.7	22.9	50.3	58.4
Informatique Technicien		4	1	0.25	2596.8		27414.3		8.9	5.3	40.9	31.1
Relieur	13	3	1	0.33	3190.3		37840.4		35.1	25.7	57.4	55.9

Secrétaire Niveau 1	12		1						8.0		54.2	
Secrétaire Niveau 2	15	3	27	9.00	2448.6	2206.2	27526.9	23506.6	19.3	7.9	51.8	41.5
Technicien		3		0.00	2202.9		27589.8		6.9		33.5	
Technicien Paie	15	2	1	0.50					2.4**	1.7**	35.5	29.8
Technicien audiovisuel	15	6		0.00	2243.3		29257.1		6.3		37.2	
Total		274	482	1.76								

*Note: *, **, *** correspond to differences between men's and women's averages that are significantly different from zero at a 10%, 5% and 1% levels, respectively. The table includes data for employees who had long term contracts at Sciences Po. It includes all employees who received a wage in December 2013, even those who were not present during the full year.*

The category 30 suggests even larger differences. While the monthly earning is significantly higher for men (5,784 euros for men compared to 5,272 euros for women), the average seniority for men at this level is 12 years, compared to 20.3 years spent at Sciences Po for women. Men tend to be younger as well: the average male senior executive is 45.5 years old, while the average female senior executive is 51.5 years old. Income differences at this level may be explained by a larger diversity of career trajectories prior to arriving at Sciences Po for men, while women tend to do most of their career at Sciences Po. These figures also suggest that higher level positions are more accessible to women who remain employees at Sciences Po for most of their careers, whereas men will be more often recruited from outside Sciences Po.

One element which may contribute to explaining differences in wages is that men have tended to be managers more often than women. According to HRD data, 79 women and 71 men were managers in December 2013. The average seniority at Sciences Po for female managers was 11.4 years, compared to 8.9 years for men. On average, female managers were slightly older than male managers: 44.5 years old compared to 43.6 years for men.

In the three categories that include many managers (the *chargés de mission* categories), the proportion of female and male managers differs quite significantly

Table 6. Share of managers among large executive categories

	Women who are managers	Men who are managers
Chargé de mission Niv. 1 (CM1)	15.7%	36.4%
Chargé de mission Niv. 2 (CM2)	29.2%	34.4%
Chargé de mission Niv. 3 (CM3)	62.1%	85.0%

While 85% of male *chargés de mission* 3 are managers, only 62.1% of female CM3 are managers. There is also a lower proportion of managers among female CM2 (34.4% of male CM2 are managers, vs 29.2% of female CM2). The same trend exists among *chargés de mission* 1 (CM1): 36.4% of male CM1 are managers, while only 15.7% of female CM1 are managers. This imbalance may be the legacy of a former organizational system. The dynamics in terms of management level appointments needs to be further explored. In particular, it is necessary to understand if more women have had access to management positions in recent years, and to check whether their average income has progressed to the same extent as men for similar responsibilities. An econometric analysis using matching techniques would be most appropriate.

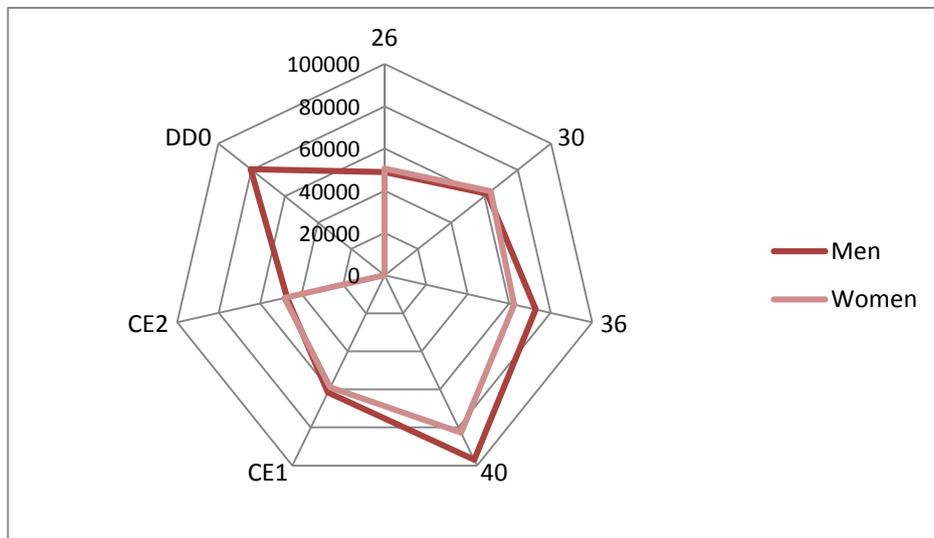
Analysis by averages: academic staff

Income inequalities are even larger in the academics category. Male academics earn much more on average compared to female academics. Male and female long-term contract

academics in the database, who were present during the twelve months of 2013, earned very different incomes. On average, male academics earned 5,724.77 euros in December (FTE), while female academics earned only 4,710.22 euros. The annual fiscal income for 2013 was 73,376.87 for male academics, compared to 59,502.63 for female academics.

One possible explanation is that research centers have tended to hire female academics at lower level positions, while attracting mainly – if not only – male researchers at more senior positions. The graphs and figures below show that large differences exist especially in higher ranking positions. Nonetheless, it would be interesting to check whether female and male academics are offered similar starting salaries, for those academics who are hired by the FNISP directly at the end of their PhDs.

Graph 4. 2013 Annual Taxable Income, Averages by Sex and Employee Category, Academic Staff



Graph 5. Monthly Wage FTE, Averages by Sex and Employee Category, Administrative Staff

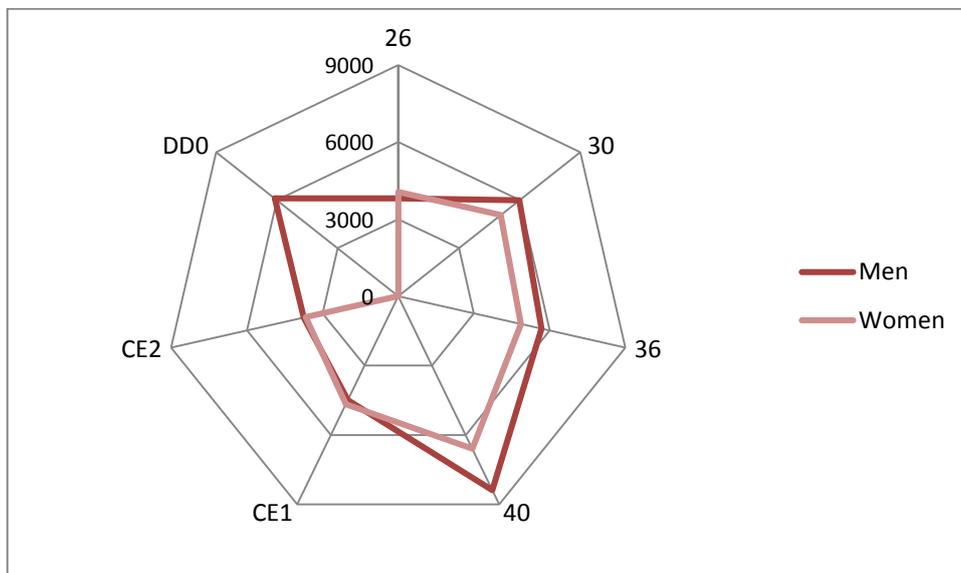
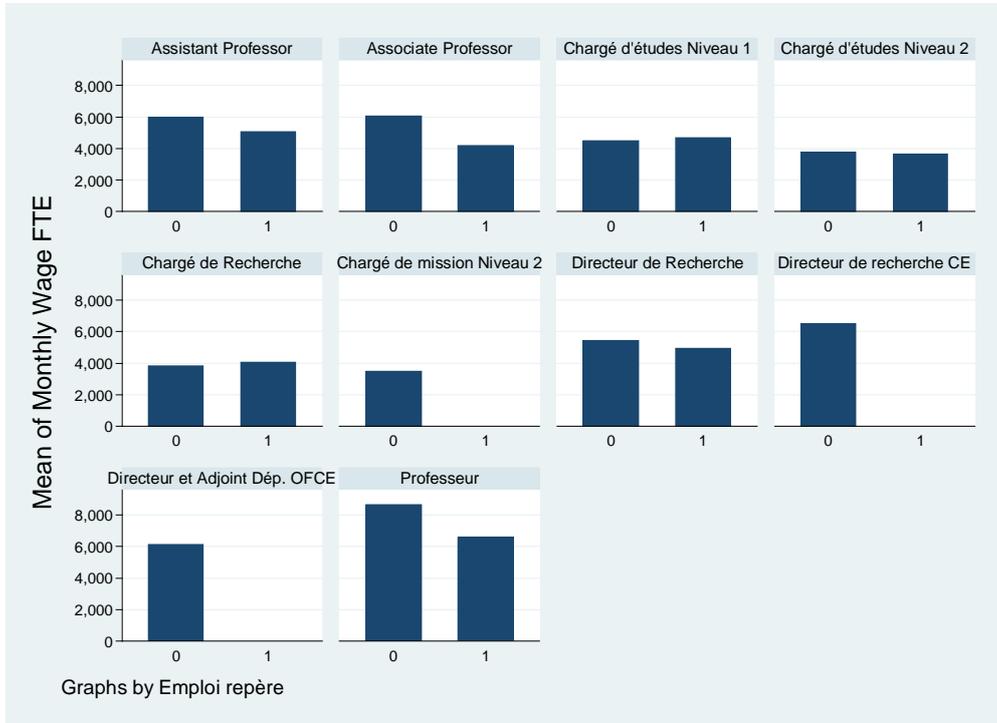


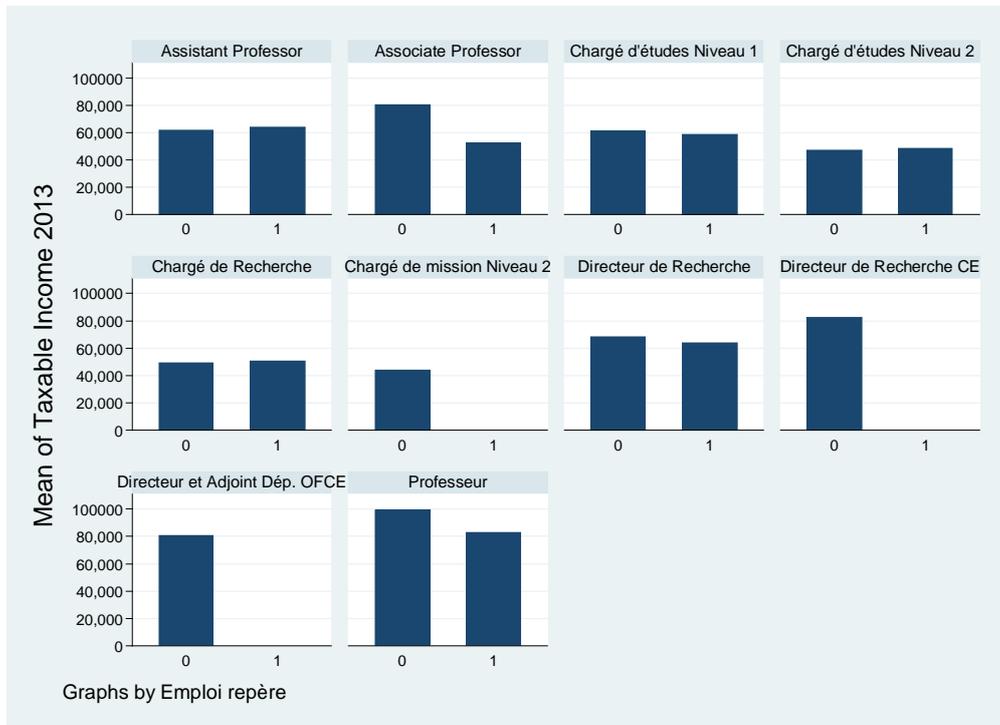
Figure 1 suggests that the larger differences exist at the associate professor and professor levels.

Figure 1. Mean monthly wage FTE, academics only, by academic title



Note: 0 corresponds to men, 1 corresponds to women.

Figure 2. Mean taxable income, academics only, by academic title



Note: 0 corresponds to men, 1 corresponds to women.

Do these data suggest that women tend to be recruited less often than men for senior positions? Do women have to have developed a career trajectory at Sciences Po in order to access top level positions? A more in depth analysis of career trajectories at Sciences Po is necessary to answer these questions.

1.2.2 Implemented and contemplated positive actions

Limited discussion has been engaged so far at Sciences Po, regarding the implementation of positive actions in any field related to Human Resources Management.

Regarding career trajectories, the Scientific Director suggests to support women's careers by encouraging them to apply and preparing those who are eager to take in charge scientific direction at the top of research centers. This positive action has been highlighted by Van den Brink and Benschop (2012) regarding gender equality practices in the humanities field in the Netherlands: "In order to increase their visibility, influential scientists can recommend candidates when names are asked for, encourage candidates to apply and help them make their name. It is essential that potential candidates are encouraged to apply or that the vacancy is explicitly pointed out by colleagues and superiors." (2012: 82)

The female academics are targeted by an action already implemented by the Scientific Director: guaranteeing more gender-balanced selection committees. She explains in her interview:

"We compel the selection committees to have at least one woman among their members, and actually, often there is more than just one. I have never believed that this would change the world, but it limits the direct discrimination: when a woman is there, men cannot say certain things, when there are several women indeed because only one is not enough, that's what we have shown in researches to which I have participated. It limits open or direct discrimination, but not indirect discrimination."

The Scientific Director stresses the fact that only few measures have been implemented at the moment.

On the contrary, the gendered paths of students are addressed in a whole program aiming at being aware of the opportunities for their Masters' choices and their professional choices.

Moreover, during our first (qualitative) survey, a member of the executive board brings into light the fact that the internationalization of the student and academic staff as a major goal for Sciences Po can act as a leverage for achieving a more gender balanced academic staff:

"Unfortunately, we should produce statistics every year and publish them. Everybody is all eyes to external scrutiny, and if Sciences Po was bound to write upon its website how many women and men there are within its academic staff, Sciences Po would feel uncomfortable and would make efforts."

Part two (II) Work-life balance

The AGER Report (2013) touches upon the issue of work-life balance at Sciences Po. Hereafter are summarized its main conclusions to this respect.

Promotions and career mobility opportunities benefit both men and women: Several employees benefitted from a job mobility in 2013 (72 female and 22 male administrative employees in 2013, compared to 73 women and 28 men in 2012). Among these job changes, 14 women and one man were promoted to executive positions. Twelve FNSP researchers were also promoted: 3 women, and 9 men. The 3 women were promoted to full professorship positions (compared to 2 men). Twenty six OFCE employees also benefitted from a promotion: 8 women and 18 men. Finally, 18 women and 24 men were promoted to management positions; and 67.2% of women benefitted from training in 2013 (compared to 68.5% in 2012).

Women tend to work part-time and benefit from parental leave more often than men: The AGER report stresses that women tend to work more often part-time than men (both at the executive and at the non-executive levels), and go on parental leave, while men rarely do.

Women tend to leave Sciences Po more often than men: The AGER report also stresses the fact that women tend to quit their jobs at Sciences Po more often than men do. In 2013, 16 women quit Sciences Po, compared to only 2 men. The HRD does not provide explanations for this difference. Yet, it is in Sciences Po's interest to understand whether women leave because of a glass-ceiling effect, lower wages or discouragement for example.

Summary table 3. Indicators regarding work-life balance

Maternity policy	Yes
Information on its characteristics	Faculty& other staff& students
Paternity policy	Yes
Information on its characteristics	Faculty& other staff
Support/subsidize childcare services	No
Childcare facility	No
Information on its characteristics	No
Sex segregated data on the users of childcare facility	No
Data by position and rank of staff	No
Data by age, marital status, number of children etc.	No
Dependent care services, facilities or support for such care	No
Flexible working hours	Yes
Data on staff is eligible for flexible working hours	Yes
Sabbatical leave or leave of absence with pay policy	Yes
Eligibility criteria for sabbatical leave or leave of absence with pay	Yes
Sex segregated data on the beneficiaries of sabbatical leave or leave of absence with pay	Yes

II.1 The work-life balance as the management of “autonomy at work”

In general, at Sciences Po, no global measure is considered in order to integrate the private life into work organization. Conciliation is integrated to the extent at it does not affect work organization, instead of being full part of work organization. The work-life balance issue is mainly taken into account through parental leave. Recently, efforts have been undertaken towards paternity leave. Nonetheless, the implementation of childcare facility is not contemplated.

The Report about the quality of work-life at Sciences Po (2011) brings into light the importance of autonomy at work in this institution. The consulting firm’s investigation led both through questionnaires and interviews emphasize the opportunities for organizing one’s work on one’s own. The results are summed up in an autonomy indicator based on the responses on nine questions about opportunities to be creative at work, to decide by oneself one’s work content, etc. This report also highlights the strong attachment to the very institution of Sciences Po by its staff, and the pride of taking part into a global project and a prestigious institution, which can hide situations of work overload. The institution’s Executive Dean of Studies referred to this report in her interview and added the following comment: “Personally I work a lot and I have no personal life during the week.” As she is childless, her testimony is a rare trace of another definition of conciliation than the one based on the concern of childcare. Another example has been given by the two co-directors of schooling (“Directrices de la scolarité”): they notice that changes have occurred with the new management, settled since 2013. Under the former management, some stakeholders were used to sending mails during the weekend. This practice seems to have disappeared.

Autonomy at work is also implemented through work organization, and the number of days off that employees can benefit from (35 days or more). The many days off work that employees can benefit from give a margin for staff members to organize their private lives. Also, many women don’t work on Wednesdays in order to spend this day off school with their children, according to two female stakeholders: the Fund-raising Director and the Executive Dean of Studies. The latter stresses the fact that a weekly meeting for all managers used to take place on Wednesdays and was settled on another day because of the absence of many women. She also noticed that women may be able to organize their time at work, but that the problem is that men do not share this concern yet.

Therefore, strong resistances to implement a work-life balance policy appear to be culturally imbedded, with the idea that employees have a “free choice” to manage their WLB.

II.2 Reducing the impacts of maternity upon female academics' career paths

Nonetheless, the institution's preparation and measures to facilitate the return to work for the staff on maternity leave, on longer parental leave ("congé parental d'éducation") or adoption leave appear to be effective and are appreciated by the equality commission of the works council. Employees returning from maternity, parental or adoption leave discuss with the Department of Human Resources the type of position which is judged the more convenient. The goal of these discussions is to facilitate the return to work. The 2012 AGER highlights that "interviews conducted by a recruitment agent of the Department of Human Resources with employees which were given a maternity, adoption or parental leave, are now systematic so as to define the modalities of their work organization".

Taking into account the specific bounds in academic career, the Scientific Director and the General Director do link the issue of maternity with the productivity-based evaluation of academics. According to the General Director:

"We apply evaluation rules that lead to decisions concerning the increase in wages. These rules are productivity-based regarding research activities for researchers. It discriminates someone who has produced less. I have such regard for research that I cannot imagine that is it possible to achieve it when one is on maternity leave or parental leave. [...] A woman far from her research activity for several months or more than a year because she had children is discriminated by our rules, as she has not been productive."

But productivity is a matter of scientific legitimacy, even more for women. The Scientific Director evokes a current debate in Sciences Po about the evaluation of the tenure-track for women who have had a child during the tenure-track process:

"I know that here, in the department of economics, women who have had a child are given a seventh year to get tenured. This means that they enter their careers later, since they expect one year more to get tenured because they have had a child. As we were discussing this procedure, female academics said that they preferred to be evaluated one year more, instead of being evaluated with less demanding criteria. Indeed, they feared that they might be perceived as being less legitimate if they obtained tenure based on lower academic criteria due to maternity leave. As far as I am concerned, this measure does not mean getting tenured with lower standards. Because they were on tenure track for six years, they had a child and were given a year for that, so they should be evaluated on their work for five years. [...] We finally decided that it will be a free choice, to get one more year or ... we'll see what the women in this situation will choose." We can notice that resistances here are expressed by female academics who are afraid of being misjudged and of losing scientific legitimacy. The response relies currently on women's free choice, which infers some possible inequalities in their careers. Currently, the tenure-track system is being reformed at Sciences Po, so this testimony

aims at highlighting the work-life balance issue for female academics rather than illustrating the tenure-track system.

As far as he is concerned, the General Director addresses the issue of the wage inequalities as a consequence of the gendered bias in publication-based evaluation. Sciences Po cannot change the promotion rules for the staff depending on the National Center for Scientific Research; nevertheless, the staff depending directly on Sciences Po can be evaluated according specific rules, which implies that the impact of parental leave upon wage increases can be reduced:

“We benefit luckily from a kind of flexibility in matter of evaluation rules. The evaluation of the quality per se of an academic relies upon objective criteria related to publications. But we can decide that the absence of production of a significant paper for two years, related to the birth of a child, cannot discriminate someone for their wage increase.”

Part three (III)

Gender discrimination, sexual harassment and violence against women

According to interviewed stakeholders, sexism is not a structural behavior at Sciences Po, but a marginal one, related to a minority of individuals. Students are selected via an interview, which, to the view of the Student Daily Life Director, brings some guarantees with regards to their psychological profile:

“Student rules guide is very explicit regarding the punishment of every sexist, racist and homophobic discrimination. We have not been said nothing about this. [...] The mainstream among students is an open-minded spirit: they are interviewed when they want to enter Sciences Po, which enables to see if they are open-minded, even if a 20-minute interview does not reveal the whole personality.”

Gender inequality is mainly framed through the category of « discrimination ». The Scientific Director, stressed the indirect discrimination that prevent female academics from getting higher on the academic career ladder : as the right candidate is implicitly represented as a man entirely devoted to science, these gender-based representations discriminate women when applying an academic position. This widespread use of the term « discrimination » has to be related to “the French invention of discrimination” as Didier Fassin (2002) calls the common use of the category of discrimination since the end of the 1990s. The word can hide other public problems such as gender-based violence, as the interview with the Student Daily Life Director showed it. The following quotation is related to the story of the only case of physical violence from a male student towards his girlfriend ever reported at Sciences Po. This case concerned facts that had taken place outside of the campus. Both students were studying in a campus far from Paris and the male student was moved from this campus towards Paris:

“- It was a situation where it was not a discrimination but...

- Violence?

Violence, but outside the campus. We are not used to manage private life, but there was an impact and we took a strong decision”.

If gender-based violence is not directly targeted by the institution, Schooling directors are aware of this problem. Moreover, sexual harassment has been a matter of interest and one of the first issues at stake for the Gender Equality Officer hired in May. A member of the executive board has already emphasized the gap between Sciences Po and its foreign partners regarding sexual harassment:

“We do not know how to manage these situations. We have no written rules while our foreign partners do have texts to refer to. Some female students complain when they come back to their University, they have lived difficult moments at Sciences Po, so we are asked about what our rules are and our definitions of harassment differ drastically.”

Summary table 4. Indicators related to gender discrimination, gender-based violence & harassment

Policy of 'non-discrimination on the basis of gender'	Yes
Policy formally stated in the institution's documents	Yes
Bodies mandated to implement and monitor policy of 'non-discrimination on the basis of gender'	Yes
Policy of 'non-discrimination on the basis of sexual orientation'	Yes
Policy formally stated in the institution's documents	Yes
Bodies mandated to implement and monitor policy of 'non-discrimination on the basis of sexual orientation'	Yes
Policy for combating sexual harassment	Yes
Policy formally stated in the institution's documents	Yes
Bodies mandated to implement and monitor policy of combating sexual harassment	Yes
Policy of combating violence against women	No
Policy formally stated in the institution's documents	No
Bodies mandated to implement and monitor policy of combating violence against women	No
Sex-segregated data on gender-based discrimination, sexual harassment or gender-based violence	No
Information on any specific measure for the elimination of gender-based discrimination, sexual harassment or violence against women	No
Data on perpetrators & victims	No

Planned actions to fight sexual harassment at Sciences Po

According to the Gender Equality officer, three main actions are being implemented from December, 2014:

- 1) The first action consisted in establishing a watch unit ("cellule de veille") by December, 2014, dedicated to listening and advising the complainants. A dedicated mail address was also created for this purpose²⁴, as well as a specific hotline. This unit is composed of 9 members, including the Gender Equality Officer, the HR Deputy Chief Officer, one of the Dean of Studies, a physician, a nurse, a social worker, a psychologist and the Director of legal affairs.
- 2) The second action will consist in providing training to the members of the watch unit. For this purpose, a tender procedure was initiated in December, 2015, with view to select a training structure. In the announcement published for selecting bids, three main areas were identified for knowledge transfer:
 - ✓ Concepts and theoretical background:
 - Definition(s) of sexual harassment, sexual assault, rape and related criminal offenses.
 - Scope and extent of sexual harassment and its psychological and social consequences

²⁴ harcelement.sexuel@sciencespo.fr / sexual.harassment@sciencespo.fr

- ✓ Legal framework:
 - State of the legislation
 - Legal instruments for victims to go before courts
 - Legal obligations of the employers and juridical instruments at their disposal
 - Legal sanctions (both internally, at the administrative level, and externally, via legal action; legitimate motives to support exclusion)

- ✓ Practical approach:
 - How to answer phone calls from victims
 - How to carry out an interview with potential victims
 - How to carry out an interview with potential offenders
 - How to investigate and clarify facts during/after interviews
 - How to assist victims in the longer term, to orientate them with legal procedures and to guarantee their safety
 - How to inform offenders and the academic community about adopted sanctions
 - How to address rumors and the emotional impact of cases on the community

Besides, standards of quality and content have been specified, in order to provide targeted actors with appropriate methodology and knowledge:

- A minimum duration of 1 full day or two half-days.
- Face-to-face format
- Participatory and experiential methodologies to be privileged by trainers
- Practical cases and role plays

As regards trainers, gender expertise is expected, in order to place sexual harassment in the broader context of gender-based violence and gender inequalities at work. Trainers must evidence a proven record of expertise and excellence in training adults in the field of gender equality, and a good knowledge of higher education and research institutions.

3) The third action will consist in a booklet to inform and prevent sexual harassment targeting the whole staff of Sciences Po. It will be written both in English and French, and both disseminated in print and electronic version. This short and pedagogical booklet will be widespread from January 2015, and will be composed of four parts:

1. Recognizing sexual harassment
2. Reacting when facing sexual harassment
3. Talking to professionals
4. Claiming the facts

Part four (IV)

Gender research and gender in curricula

Summary table 5: Indicators on gender in research and curricula

Body for gender research	Yes
Gender/women's studies department	Yes
Degree conferring (undergraduate, Master's and/or PhD) program on gender	No
List courses on gender issues	Yes
List courses with gender component	Yes
Data on Master's and PhD theses with gender component	Yes
Code of conduct or any other requirement for gender awareness/sensitivity	Yes

IV.1 Introducing gender in curricula at Sciences Po

IV.1.1 PRESAGE: A teaching and research program on gender

PRESAGE, standing for Teaching and Research Program on Gender (*Programme de Recherche et d'Enseignement des Savoirs sur le Genre*) was established in 2010, under the patronage of Richard Descoings, former General Director of Sciences Po. Before that date, no department nor dedicated program or degree on gender had been established at Sciences Po and PRESAGE was therefore the first comprehensive initiative undertaken in this field by the institution. Due to the central position of Sciences Po in the landscape of higher education and research in social sciences in France, it has received a considerable attention from the media and the larger public.

Jointly developed by Sciences Po and the Observatoire Français des Conjonctures Economiques (OFCE), an autonomous centre of expertise and research in economic prospective formally attached to Sciences Po, PRESAGE was primarily aimed at mainstreaming gender knowledge and encouraging knowledge production on gender through cross-disciplinary and international cooperation. It stemmed from the fact that in most of research centres and departments of Sciences Po, researchers had already developed research work on gender issues, from different disciplinary perspectives including history, political science, internal relations, economics and sociology. PRESAGE thus intends to bring together this body of research, and providing increased visibility to researchers working in this field. Secondly, PRESAGE is meant to enhance the mainstreaming of this body of work throughout academic curricula by developing pedagogical contents in the forms of courses, seminars, conferences and workshops. This not only concerns academic curricula but also life-long & on-the-job training provided by Sciences Po. Thirdly, the purpose of PRESAGE does correspond to the 140 years long mission of Sciences Po in the French public debate, which is to encourage reflection, exploring new social and political issues, and transferring knowledge accessible to the civil society, including associations, political parties and the private sector, and policy actors. As an

illustration, a partnership was soon established with the GDF-Suez group, a world-class energy company, with view to stimulate and encourage applied research on gender inequalities.

Last but not least, PRESAGE engages with the current state of research on gender, thus not only addressing sex inequalities, but more generally gender power relations, sexual identities, queer studies. From this inclusive perspective, it intends to support a dynamical reflection regarding the way how inequalities are being built, and to inform effective gender equality policies.

IV.1.2 Mainstreaming gender in the curriculum at the bachelor's level

By late, 2014, the teaching activities carried out by PRESAGE are available from the 1st year to the master's degree. This cross-cutting, multidisciplinary offer is aimed to ensure that any graduate student of Sciences Po will have received at least one course on gender, gender equality or any related issue over his/her studies at Sciences Po.

From the 1st year, optional courses and courses taught in the form of seminars are available to students in the following disciplines; Law, Economics, History, Political Science and Sociology. Those are the following:

- « Approches sociologiques du genre », Marie Duru-Bellat
- « L'histoire au défi du genre », Elissa Mailänder
- « Gender and Queer Law », Marie Mercat-Bruns
- « Genre et politique », Janine Mossuz-Lavau
- « L'économie au défi du genre », Hélène Périvier
- « La science politique au défi du genre », Réjane Sénac

The courses in Law, Economics and History are being taught as part of a specialization. They challenge, from an epistemological perspective, how “mainstream” categories in each discipline have been constructed in a gendered way.

Besides, in first and second year, students can also attend specific courses:

- « Art, History, Gender », Elisabeth Lebovici
- « Gender and Ethnicity in Comparative Perspective: the History of Social Movement in France and in the United States since 1945 », Angéline Escafré
- « Gender and Queer Law », Marie Mercat-Bruns
- « Gender in French Cinema », 1950-2000, Edward Baron Turk
- « Genre et politique », Janine Mossuz-Lavau
- « Initiation aux problématiques de Genre », Clémentine Autain
- « Introduction aux études sur le genre et la sexualité », Alexandre Jaunait

« L'identité sexuelle en question », Emmanuelle Huisman-Perrin
« Perspectives: theorizing gender in a transnational world », Kyoko Kusakabe

Courses taught at the central campus of Sciences Po in Paris, are also complemented by specific courses available in its campuses established in regions:

Campus of Dijon (Central and Eastern Europe): Gender and Political & Social Transformation in Central and Eastern Europe, Maxime Forest

Campus of Reims (Anglo-American):

« Perspectives: Theorizing gender in a transnational world », Cynthia Tolentino.

Campus of Poitiers (Latin America):

« Introduction aux études sur le genre et la sexualité », Alexandre Jaunait.

Campus of Le Havre: « Gender and development », Kyoko Kusakabe.

Campus of Menton: « Questions de genre au Moyen-Orient », Élisabeth Marteu (This course was no longer proposed in 2013-2014).

IV.1.3 Mainstreaming gender in the curriculum at the master's level

A course common to all masters, and specific courses have been introduced so far at the master level. Labelled “Pensée des sexes et démocratie”, a course of political philosophy on gender is being taught by Geneviève Fraisse, a renowned specialist with an outstanding publication record on gender & polity. Available to all students registered in a master degree at Sciences Po, and also opened to the larger public – an exception at Sciences Po, it largely benefits to the very objective of PRESAGE.

Additionally, specific courses have also been introduced in the different curricula of respective master degrees delivered at Sciences Po:

Master of European Affairs:

« Les inégalités entre les femmes et les hommes en Europe/Gender inequality in Europe », Françoise Milewski, Annie Junter and Réjane Sénac

Paris School of International Affairs (PSIA):

« Trade, gender and globalization », Kyoko Kusakabe

« The Politics of reproduction », Maya Judd

« Gender and Armed Conflict », Carol Mann

Master gestion des ressources humaines :

« Managing gender equality in the workplace », Maxime Forest

School of Law:

« Comparative Employment-Discrimination Law » par Marie Mercat-Bruns

It is yet worth underlying that 2 courses available in 2012-2013 in IR, were not maintained in 2013-2014. Other courses on gender, taught by invited Professors, are also available, as those recently given by Dr. Kyoko Kusakabe, Associate professor at the Asian Institute of technology, and Prof. Ronald Oaxaca, Professor of Economy at the State University of Arizona.

IV.2 Mainstreaming gender in research at Sciences Po

PRESAGE also contributes to make research on gender both more visible and more intensive. This entails publication work, research seminars and conferences, participation to international conferences in the disciplines taught and investigated at Sciences Po.

This endeavour already materialized in two special issues of the review of economics published at the OFCE, an edited volume on gender inequalities in France published in 2013 by the University Press of Sciences Po and the participation of PRESAGE associate researchers in a number of international conferences, special issues and edited volume, notwithstanding the publication of their own research in forms of monographs, edited volumes and peer-reviewed articles.

Current or recent research activities also include applied research

- In 2011, a report was handled to the French National Assembly, which compares work-life conciliation policies in Germany, France, the Netherlands, Sweden and the UK. Carried out in association with the Centre for European Studies and the Department of Policy Evaluation (LIEPP), it was placed under the supervision of H el ene P erivier, PRESAGE and EGERA coordinator. This study brought together mathematicians, economists and political scientists.
- In 2012, a special issue of the Journal Travail, Genre et Soci et es (N 28) was jointly published by PRESAGE with the MAGE team at the National Centre for Scientific Research (CNRS) under the direction of Historian Laura Lee Downs, Sociologist Jacqueline Laufer and Economist H el ene P erivier. An international conference was held at Sciences Po in March, 2013 to present this multidisciplinary, comparative perspective on France and the US.
- In 2012-2014, a “research lab” was created at GDF-SUEZ as part of the cooperation contracted with PRESAGE, in order to identify, measure and analyse the processes and dynamics of gender inequalities within this international group. This work is meant to help GDF-SUEZ in better assessing inequalities at play and strengthening its gender equality policies. Econometrics and qualitative research are mobilized by PRESAGE researchers to support this analysis.

- In 2012, a research network on gender was established as part of the Research and Teaching groupment bringing together several universities in Paris, with the support of the Gender Institute launched by the CNRS. This networks firstly aims at a thorough census of research on gender carried out within the groupment. A more prospective content was also given to this cooperation, around two main axes:

- A work around sex-disaggregated data, in both an economical and historical perspective.
- A research on the gender of XIXth-XXth century's aesthetic vanguards.

- In 2013, a study was also carried out on the gendered impact of the world's economic crisis, which materialized in an international symposium organized in April, 2013 and special issue of the Journal published at the OFCE.

- In 2013, a study on parity in the French Judiciary was carried out upon request of the Superior Council of the Judiciary, in cooperation between PRESAGE and the CEVIPOF, another research centre of Sciences Po. Dedicated to the impact of feminization of the judiciary and to the under-representation of women to the head of the highest French jurisdiction. Qualitative and quantitative analysis were mobilized for this purpose.

- In 2013, a research convention was signed with the Women's rights Ministry, in order to develop policy evaluation in the field of gender equality. Research to be carried out will also focus on the gendered fundamentals of the Social State in France.

- In 2014, a study has been launched, under the direction of Françoise Milewski, to answer a request by the Economic, Social and Environmental Council, focusing on the gender aspects of part-time work.

IV.3 Prospects and challenges

To date, PRESAGE does not account for all gender research carried out at Sciences Po, as a significant amount of work is conducted out of its scope, at the level of individual researchers or informal research clusters within respective departments and research centres, which pursue their own strategies in terms of dissemination and research agendas. Additionally, as there is no Master degree nor PhD program on gender at Sciences Po, visibility of gender knowledge production remains fragmentary and limited within the frames of each disciplinary field where it is produced.

This is why it appears of utmost importance, to further mainstream gender throughout academic curricula, especially at the master level. With regards to their field of specialization

and professionalization perspectives, gender knowledge appears to be relevant and legitimate in a number of master programs from which it has remained absent so far. International comparison is especially meaningful in this case, and some Master programs seem not to meet international standards for comparable curricula with regards to the inclusion of a gender perspective. This include the masters on Human rights and Humanitarian Action, and International Development, which fail to address the gender dimension of these fields, which has gained increasing relevance to the main actors of human rights and international development over the past decades, with regards to health, population growth, environment, food supply, natural resources management, education and post-conflict situations.

The gender dimension could also be better reflected in the courses of the Law School, given the importance of the European legislation and case-law on non-discrimination, and the influential feminist legal theory. EU directive transposition, gender mainstreaming implementation or the intersections of gender with other discrimination grounds, pose considerable challenges to policy and law-making, for which references are necessary.

Following these assessments, and the impulse given by EGERA, new teaching offers will be developed on gender in 2015. Simultaneously, renewing efforts already carried out towards the life-long learning department in order to introduce modules on gender in its broad training offer, targeted offers will be developed by 2015. This will be notably the case for those training programs where transferring knowledge or rising awareness on gender are both needed, due to the evolution of corporate responsibility, legal requirements or HRM practices in large companies and organizations.

Concluding remarks

The still fragmentary picture provided in this report, with respect to the situation of gender equality at Sciences Po, one of the leading French higher education institution, does not allow to draft general conclusions. Instead, it is a spur for further research, investigation, and stakeholders' consultation and engagement.

Deliberately, we have opted to focus, in these concluding remarks, on the analysis to be further developed of the comprehensive data made available by the Human Resource Department. As strengthening fair, transparent recruitment, appraisal and career management procedures for both women and men within the institution, is a key objective in terms of structural changes towards greater gender equality, a thorough knowledge of processes and dynamics at play is a pre-condition for building consent and taking actions.

General conclusions

Before exploring the analytical approaches that would contribute to increase this knowledge, a few remarks can also be drawn on the other key issues tackled in this report:

With regards to Work-life balance, no global measure is considered in order to integrate the private life into work organization at Sciences Po. Conciliation is integrated as long as it does not affect work organization, instead of being a full part of it. Sciences Po staff – as long as they do belong to academic staff or do occupy certain management positions, are considered to enjoy a considerable autonomy in organizing their own work. This is the reason why strong resistances have been identified during the qualitative phase of the study, towards the implementation of a work-life balance policy.

In the absence of such a policy, and the presence of a framing hostile to its development; work-life balance issue is mainly taken into account through parental leave. Recently, efforts have been undertaken towards paternity leave. Nonetheless, the development of childcare facility is not contemplated at this stage.

With respect to the prevention and elimination of sexual harassment, sexism and gender-based violence, Sciences Po appears to have long been reluctant to embrace a pro-active approach. While it is acknowledged by its management, that it is the role of the institution to prevent such behaviors, it seems that due to its highly selective (both in academic and social terms) recruitment, Sciences Po considered to be relatively preserved (if not immune) from sexual harassment and gender based violence. Nevertheless, the interviews with stakeholders revealed that if only few cases have been reported so far, warnings on such situations were more frequent, with evidences that instruments were missing to effectively address it. With regards to sexual harassment, more specifically, this situation was not much different from

the one that has long prevailed – until 2012 - at the national level, in the absence of provisions on sexual harassment meeting the structural and comprehensive definition given to it in the EU directive adopted in 2002. Since, the gap between national legislation and the internal procedures to prevent sexual harassment and to handle actual cases, has appeared more clearly, prompting the institution to address this issue.

This window of opportunity for rising awareness and strengthening procedures and resources, has recently materialized in three actions, to be undertaken by December 2014 – February 2015, and consisting in establishing a watch unit and a hotline, disseminating a booklet and training the members of the watch unit. Activities in this field are being coordinated by the Gender Equality Officer, with the technical and financial support of EGERA, as part of the revised Gender Equality Action Plan adopted in November, 2014.

With regards to the two above-mentioned areas, mainstreaming gender in research and curricula, features as a relatively consolidated field of actions at Sciences Po, due to the pioneering role played since 2010 by its gender studies programme, PRESAGE. A leading initiative in France, PRESAGE intends to mainstream gender knowledge across disciplinary boundaries, making the gender scholarship more visible, and develop pedagogical contents on gender in the forms of courses, seminars and conferences. Yet, while it has succeeded to develop an already extensive research and tutorial activities, evidenced by the courses available from the first grade to the PhD level, PRESAGE did not manage so far to incorporate gender knowledge in all disciplines and curricula where it appears both legitimate and necessary to research or teaching quality and reputation. Besides, integrating a gender content has occasionally to be renegotiated and cannot be taken for granted, possibly also pointing out specific resistances. For these reasons, further actions are to be taken, notably at the level of masters and towards the life-long learning department, where training on gender is still missing, as evidenced in the mapping of training carried out in D.4.1.

Proposed directions for future research on HRM

Given the statistical analysis developed in Part II and in the annexed document, it would make sense to conduct two types of analyses: one on the non-executive staff and another on the executive staff. This analysis could engage with the following issues:

- 1) Women earn less than men all other things equal.
- 2) Women stay longer, in order to get promotion. Study career trajectories
- 3) Lower wages, lower promotion rates explain why women (executives) leave more often than men
- 4) Women start their careers at Sciences Po, men tend to work elsewhere before coming to Sciences Po. What percentage of women and men hired 5 years ago, ten years ago are still staff members? For CM1, CM2 and CM3 => find the structural elements that can explain the differences. Is it because of the stock of

- women who used to be part of the older team? Men who have been recruited more recently, are they more often managers compared to women?
- 5) Many new recruitments over the past few years => what is the profile of those new recruitments compared to older staff?
 - 6) Do non-executive women have a higher chance of merit-based promotion than men?
 - 7) Do women stay longer in short term contracts before obtaining a long term contract, compared to men?
 - 8) Does the manager type play a role in women's vs. men's career advancement probabilities?
 - 9) Did men and women have similar trajectories before having kids, and kids generate change in trajectories for women only? Or were trajectories different even before children arrived? Need to take into account the rank of the kids

Currently, the database includes information on the following variables:

- age
- seniority (in years and date of first contract at Sciences Po)
- department and team
- gender
- type of contract
- job type (employee / cadre)
- position within the company
- full time employment or not
- number of days worked during the year
- citizenship
- monthly wage (gross salary, bonus, full-time equivalent gross salary, and yearly gross amount)
- extra hours worked for employees
- position on salary scale
- manager or not (if yes, size of team that is managed)
- absences and motives (maternity, paternity, parental, leaves of absence)
- motivations for entries and exits (partial information)

Type of info that the database entails: entries and exits, career changes. Most information is available from 2000 to June 2014. Monthly data are complete starting in 2003. For the employees in 2014, we also have the number of children and their date of birth. Management positions are only available for 2013.

In order to test the hypotheses presented in the previous section, two essential variables are missing. First, the database contains only partial and not up-to-date information on the diplomas earned. For instance, a common feature of executive-level employees is that they are hired during their PhD studies. Those who managed to complete their PhDs do not necessarily have their information updated in the HR's database. This information is crucial to the econometric analysis, as differences in degrees earned may explain differences in income.

The other important that are missing are the information regarding the employees who are not hired by the FNSP, but who have outside contracts. The FNSP researchers represent about 40% of Sciences Po's academic staff. The HR data for the other members of Sciences Po's academic staff are unavailable, as they are hired through public contracts. In 2013, 37% of Sciences Po's researchers were MESR, and 21% were CNRS. Among the MESR staff members, 4% were *Maitres de conférences*, 21% were *Professeurs Agrégés*, 54% were *Professeurs des universités*, 13% were *Professeurs associés*, and 7% were *Postes Chaires pour professeurs invités*. More specifically, there were 169 employees (mostly academics) who earned their wages through another institution than the FNSP (mostly the Ministry of Higher Education): professors, assistant professors with tenure, research engineers, PhD students...

Propositions of new indicators to help the HRD meet its goals

The HRD set five broad objectives that it aims to achieve in its presentation to the Equality commission on June 30th 2014:

- 1) Respecting the principles of equity and diversity in employment and recruitment;
- 2) Applying equal salaries to women and men for equivalent jobs, and correcting for existing differences;
- 3) Promoting equality between women and men in professional trajectories (career evolutions, promotions, classifications, professional training);
- 4) Developing actions in favor of a work-life balance and the shared management of parental responsibilities;
- 5) Taking action to sustainably change behaviors and mentalities.

The following suggestions have been designed in order to help the HRD in achieving these objectives:

Gender segregation index

The parity index used in the AGER has the advantage of simplicity, but does not inform much on the degree of vertical segregation by job type. Indeed, the HRD gender parity index does not take into account gender segregation by type of employment and occupational ranking. Another index which reflects general trends in occupational segregation within a firm is the Index of Dissimilarity. While this index is used for the purpose of geographical segregation, it can be applied to a firm in order to get a sense of the extent of segregation. In the case of Sciences Po, gender-based inequalities largely reflect occupational ranking, especially for academics. The segregation index that will be used will need to take into account occupational ranking.

One formula commonly used to measure occupational segregation is the Index of Dissimilarity (ID), which measures the extent to which two groups are evenly distributed across an area (Duncan & Duncan, 1955). The formula for this index is defined as follows:

$$ID = \frac{1}{2} \sum_{i=1}^n \left| \frac{x_i}{X} - \frac{y_i}{Y} \right|$$

where x_i is the number of male employees in category i , and y_i is the number of female employees in category i . There are n categories, and X represents the total number of male employees, whereas Y is the total number of female employees. If ID is equal to 0, then there is no occupational segregation: there would be an equal number of men and women in each category. When ID is equal to 1, there is complete segregation.

Applied to the FNSP data, the ID at Sciences Po is equal to:

$$ID = 0.37.$$

This ID theoretically suggests that 180 women (0.37*493 long-term contract female employees who were present in December 2013) would have to change employment categories in order to reduce segregation. The segregation index is quite high because of a large segregation in two employment categories: category 11, which includes mainly security officers (46 men and 3 women), and category 17, which includes mainly management assistants (25 men and 159 women).

The strong segregation in these two categories is to a large extent the result of societal factors: in France, management assistants tend to be women, whereas security agents tend to be men. In the case of Sciences Po, the number of women and men working there is an endogenous variable. One would need to have information on the number of men and women applying to different positions at Sciences Po (incoming new staff), in order to better assess whether the current gender structure is also the result of gender stereotyping of CVs. For instance, there appears to have been large recruitment efforts that have been made in recent years, with the goal of hiring managers, with more men have been chosen to fill-up these positions. Is it because of higher qualifications? Were there more men who applied to these positions? We unfortunately do not have enough information to answer these questions yet. The Gender Equality Report 2015 will suggest the use of a segregation index which takes into account these societal factors.

Probability of vertical advancement

A second goal of the econometric analysis will be to better understand career trajectories at Sciences Po, from the entry job to the exit job. This analysis is useful, especially to better understand the chances of career advancement that male and female employees have, depending on their entry level job types. The goal of this analysis will be to identify equal opportunities of career trajectories. Optimal matching techniques will be used to study this questions.

Probability of wage gap closing

The third analysis that we will conduct in 2015 will be on the study of a potential wage gap, taking into the different factors that are likely to impact wages of men and women. An Oaxaca-Blinder decomposition will be used to study this question.

An index of income inequality may be built to take into measure these potential differences. This index would take into account several factors including employment segregation. The goal of this index will be to establish a male and female employee's probability to earn the same income, for a same level of qualifications and a similar job.

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II.2. THE UAB (THE UNIVERSITAT AUTONOMA DE BARCELONA)

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INTRODUCTION

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1. Introduction

1.1. About the UAB

The Universitat Autònoma de Barcelona is a public institution been founded in 1968. UAB's structure includes three campuses, all in the Metropolitan Area of Barcelona and its outskirts. The main campus of UAB, at Bellaterra (Cerdanyola del Vallès), is a major Science and Technology cluster thanks to the location of advanced level research institutions in an area of high technology industry. This campus also houses the faculties of Social Sciences and Humanities, which include gender research and specialists in different disciplines. The UAB also has a campus in Sabadell, committed to Technology, Business and Health, and another campus in Barcelona, which specializes in Health Sciences.

The UAB offers undergraduate and postgraduate degree courses –as well as programmes for lifelong education– in the Arts and Humanities, Social Sciences and Law, Health and Health Sciences, Experimental Sciences, Biosciences and Engineering.

Teaching offered (2013-2014)

- 81 undergraduate courses (2014-2015)
- 357 postgraduate and lifelong education programmes
- 130 masters degrees (2014-2015)
- 67 doctoral programmes

Students

- 28,012 undergraduate students
- 4,985 graduates (2012-2013)
- 8,328 postgraduate and lifelong education students
- 4,015 PhD students
- 651 PhD theses (2012-2013)

Human resources

- 3,571 faculty and research staff
- 2.425 administration and service staff

1.2. The UAB Gender equality policies

In 2003, the UAB Governing Team –with Lluís Ferrer as chancellor– commissioned a research to diagnose the situation of women (academic staff, administration and service staff, and students) at the Universitat Autònoma de Barcelona, with the aim of studying sexism²⁵ at the university and designing and implementing measures oriented to eliminate inequalities between men and women.

²⁵The study of sexism (*Sexisme a la UAB. Propostes d'actuació i dades per a un diagnòstic*) (2004) was carried out by Dr. Maria Jesús Izquierdo (PI), Enrico Mora, Laura Duarte & Francisco José León. <http://www.uab.cat/Document/946/632/SexismeUAB.pdf>

The diagnosis was basically developed in two phases:

1. Revision of the legal framework and policies in favour of equality between men and women on an international, State, regional and local scale.
 - Catalan, Spanish and European regulations for discrimination, and particularly, in the academy;
 - Measures against gender inequality for EU and State intervention (Spanish Women's Institute, labor unions);
 - Measures of gender action plans or positive discrimination in Catalan, Spanish, EU and US universities.
2. Collection and analysis of data for the diagnosis.

Diagnosis

In 2003, for the study directed by Maria Jesús Izquierdo and named above "The Sexism at the UAB. Proposals for action and data for a diagnosis" (2004), specific indicators were designed to determine the degree of sexism at the UAB. This section includes a summary of the main outcomes of the initial diagnosis (Izquierdo *et al.*, 2004) and the analysis reported annually by the Observatory for Equality (2005-2014):

*Academic Staff (PA)*²⁶

The situation of teaching staff at the university has mainly been characterized by the low presence of women (represented 38 % of teaching staff) and by the absence of women in the higher categories and, over time, there do not appear to have been any major changes in this respect. In 2007, women represented 22.2 % of professors, which was an increase of just one per cent on the figure in 2003. Another indicator of sexism is the evolution of the relation between the university lecturer (TU) and University Professor and Faculty Chair (CU) categories, which has remained relatively stable for ten years. The relation between the number of TU and CU professors, in terms of men and women, could be an indicator, which determine possible differences in academic promotion. In 2007, the ratio was one female CU for every four female TUs; however, for men, there was one CU for every 1.8 TUs. An explanation for this different situation could be the number of research periods by women and men. In the collective with three to seven recognized periods, women represent 28.6 %, while only 22 % are CUs. A similar situation arises in the case of the position of women in research activities. Although it is higher the proportion of women academics at the UAB, their presence is lower than men in the positions of main researchers. With respect to recognition received and participation in decision making, the situation is even more pronounced: only one of every ten *Honoris Causa Doctorates* were to women and they represent only 33.1 % of governing bodies. However, for the first time ever, in 2009 the UAB had a woman as chancellor. Currently, the governing team is

²⁶PA (*Personal Acadèmic*)

composed with a man as chancellor, a woman as the general secretary, 4 women vice-chancellors and 4 men vice-chancellors.

Administration and service staff (PAS)²⁷

However, unlike the situation of the academic staff, in the case of administration and service staff, the presence of women is relatively high: they represent 74 % of the PAS members (State civil servers) and 51.4 % of the PAS with contract (employers). However, in the higher categories there is a less presence of women than the general proportion for each category of employment, in particular in scale A (graduate staff members) and group 1 (graduate staff employers), of 66 % and 34 % respectively. The data reveals that the situation of women PAS has not been improved over time.

- *Students*

In the case of students, there is a higher proportion of women (61.1 %) in different areas of knowledge, except in engineering, where they only represent 15.3 %. In terms of graduates, the proportion of women underwent an increase last year of two per cent to now be at 70.3 %. With respect to academic performance, women as a whole tend to perform better academically than men do; in 2007-2008, the proportion of subjects passed in relation to those enrolled for was 75.8 % for women, and 70.5 % for men. In terms of PhD studies there is a lower presence of women than for courses in general, with the total number of women studying for a PhD only being 55.5 %.

The results of this previous study (diagnosis) and the data available at present (annual report) indicate the possible existence of inequalities between women and men in our community, due to the unequal distribution of activities undertaken by women and men in the three strata (academic staff, administration and service staff, students). For this reason, in accordance with what is set out in the article 8 of the UAB Statutes (Promotion of equality between men and women), the first actions, undertaken by Governing Council, were *the creation of the Observatory for Equality and the First Action Plan for Equality between Women and Men at the Universitat Autònoma de Barcelona Biennium 2006-2007*.

Observatory for Equality

The *Observatory for Equality* is a university organization created by the Governing Council of the Universitat Autònoma de Barcelona as a specialist support for the design, research and evaluation of equality policies. The Observatory began its activity in February 2005, by setting up its website and starting process of designing the First Action Plan for Gender Equality at the UAB. From that period, it persists the entity supporting and monitoring policies for equality between women and men at UAB, so its objectives are to carry on research of university women's situation, making visible and preventing gender inequalities, and

²⁷PAS (*Personal d'Administració i Serveis*).

designing and monitoring gender actions plans. However, in 2008 it extended its field of action to those collectives that could be subjected to vulnerable conditions for reasons of disability or social or economic situations (immigration, age and sexual orientation). Recently, the Observatory for Equality has incorporated an intersectional perspective of gender for the analysis inequalities in higher education (Rifà & Duarte, 2013).

So at the moment, the Observatory operates as a work team dedicated to:

- a. Studying sexism, racism, and homophobia, and the exclusion of disabled people at the university, according to different ages, and interrelated with the social and economic inequalities.
- b. Designing and monitoring of action measures aimed at correcting inequalities in these three fields
- c. Visualizing and informing about the different forms of inequality and discrimination, and the actions adopted to correct them
- d. Advising, training and evaluating the community and organs of university on gender equality

The execution of policies and measures correspond to the structures of the UAB, that provides the Observatory for Equality for a workspace and a budget allocation for the financing of its daily operations, in order to carry out its assigned tasks, as well as there are other organizational implications:

- Observatory team, constituted by the vice-chancellor of students and cooperation, direction of Observatory (PA) and technical staff (PAS). There is also a programme of grants for students and internships, complementing the core team.
- Gender advisory council, formed by academic staff, experts on gender, intersectionality, and social and economic inequalities. The Observatory rely on research groups, institutes and centers, which work to incorporate a gender perspective.
- Representatives of equality policies designated by faculties (teaching staff); services or areas of administration management (administration and service staff); and academic groups and societies (students' representatives) for the implementation of the measures of the Autònoma's action plans.
- Administration and service support, shared with other entities, which coincide in the Participation Area.

The Gender action plan (GEAP)

The action plan is a set of measures aimed to improve the inequality between women and men. Because it is mandatory for universities to have a gender equality plan, the UAB has approved and adopted three consecutive plans:

- First Gender Action Plan (2006-2008)
- Second Gender Action Plan (2008-2012)
- Third Gender Action Plan (2013-2017)

The document of the Third Action Plan for Equality between Women and Men at the Universitat Autònoma de Barcelona (UAB, 2013) includes the guiding principles of the plan, the diagnosis of the situation of women at the UAB, the evaluation of the implementation of measures included in the second plan and the participation process open to the entire university community. In short, the principles of the Third Gender Action Plan are:

- Inclusive University and inclusive excellence
- Equality of opportunity between women and men
- Intersectionality of gender
- Inclusive research and teaching
- Participation, gender and equality

Finally, the main lines of action and the measures contained in this Third Action Plan are presented (48 measures), which are structured in four axes:

- I. Visibilisation of sexism and inequalities, awareness-raising and creation of opinions
- II. Equality in conditions of access, promotion and organization of work and study
- III. Promotion of a gender perspective in teaching and research
- IV. Equality in participation and representation in the university community

2. Analysis of gender inequalities at the UAB

The Observatory for Equality is the responsible entity for designing and creating indicators and instruments to measure women's position in the UAB and propose equality measures between women and men. The action plan, which is elaborated and supervised by the Observatory in cooperation with the university community, is one of the main policies on gender carried out at UAB.

According to the system of indicators that the Observatory has designed, primary and secondary data, and techniques for the collection and exploitation of various data, both quantitative and qualitative, are used –although it is worth mentioning that they take precedence in quantitative. In relation to the primary data, collection techniques used are survey, interviews, observation and focus groups; on analysis techniques and for all types of data (primary and secondary), are descriptive statistics (percentages and averages) and content analysis and narrative analysis.

At this point, it is necessary to mention the source of secondary data. The secondary data served to calculate the indicators for measuring women's position at the UAB (2003), but also for the annual update of the selected indicators. Furthermore, although these are not data produced by the Observatory, there is an important and laborious suitability of the information for its exploitation. The UAB's management and administration generates databases with information about its faculty, students and administration and services staff.

- *Human Resources Area* provides information of teaching staff in an academic year. For example, we can see ID, sex, date of birth, marital status, legal regime, category, start and end date of contract, employment status (active, low labor, permission), sections of research and teaching, seniority and dedication, for each teacher.
- Data coming from the *Research and Development Area* make reference to funded projects and publications carried out by teachers throughout his academic career. The participants (researchers or authors respectively) are recorded for each research or publication, the ID of each one as well as, in the research case, the position they occupy, the date of beginning and end of each project, and the publication year. There are also other database that provides information for the scientific career, such as the cv on-line database, and the system of recording the articles published by UAB researchers in the indexed journals.
- From the Information and *Management Office of Documentation* (OGID) into the UAB, we get data about the performance and personal characteristics of the students enrolled in a specific academic course: student, registered, mark obtained for each subject, degree, current course and year of home. Also comes from this area information about the teaching plans of the University: subject, number of credits, course type, type of credits, professor, teaching load, number of students enrolled. Currently, the UAB has generated a general database, which is regularly updated with information from different areas of management of the UAB. The Equality technique is authorized to access this database.

In this report, on one hand, we will especially focus on the main indicators used in the first phase of diagnosis, although we also provide which studies have been conducted on the causes of the differences observed between men and women. On the other hand, we will also present the policies of gender equality that have been developed at the UAB on different aspects: a) Human resources and career management. b) Work life and work conditions; c) Gender based offenses and violence in the university community; d) Gender in research and curricula.

2.1. Human resources and career management

Indicators and methodology

The first indicators built to measure the situation of women at the UAB, which we have named as basic or which we have used to diagnose and regular update, and the studies conducted by the Observatory are based on occupational segregation taking in account only the variable of sex. The occupational segregation defines as the occupational or spatial separation between men and women.

These indicators are quantitative and obtained through the UAB general database and online surveys, made by the Observatory for Equality and have been answered by teaching and research staff as well as by administration and service staff. Qualitative data is not available for this field; meaning data based on interviews, life stories, focus groups or ethnographic methods. Nonetheless, it is scheduled to perform a qualitative study (action 1.10 of line 2, “Visibilization of sexism and inequalities”: “Carry out in-depth studies of the situation of women and minority groups at the university using complementary research methods (p.29)”.

In relation to these basic indicators, and before profoundly defining them, it is necessary to mention that a process of revision to introduce intersectionality in the analysis has been started (Rifà and Duarte, 2014) aiming at introducing in the analysis the dimensions of social background, age, social class, among others. A diagnosis that includes minorities or other possible contingencies is not available for the UAB administration and service staff. We also consider necessary to have access to qualitative data that displays the social experiences of students, teaching and research staff, as well as administration and service staff.

Defining now these indicators, in the study conducted in 2003 (Izquierdo *et al*, 2004) numerous horizontal and vertical segregation indicators were elaborated. To conduct regular measurement and visualize sexism, the simplest and most illustrative indicators for the situation of women at the UAB were chosen. These indicators have been considered as basics, essential and initial in the analysis of the situation of women at the university for two main reasons: a) the easy and quick access to data required for its construction (secondary data generated by the institution is used, so there is no need of data collecting methods), b) it offers a description of the position of women at the university that allows us to localize where the main differences between sexes are and to therefore focus the studies on the explaining factors of these differences. Appendix 1 presents the tables for the basic indicators, separating the information according to the group: administration and service staff, teaching and research staff, and students.

For all three groups the horizontal segregation indicators refer to the proportion of women for each category or value on the different spheres considered: scientific discipline (type of studies and department), knowledge area, in the case of teaching staff and students, and

employment situation, in the case of administration and service staff. The contingency table is used to cross-match sex and type of studies, department, knowledge area or employment status, depending on the group to be analysed. Generally, total and marginal row percentages are presented. These particular percentages are used to fulfil the main goal: presenting the distribution of resources among men and women, i.e. how the lecturer's desks are distributed among the university.

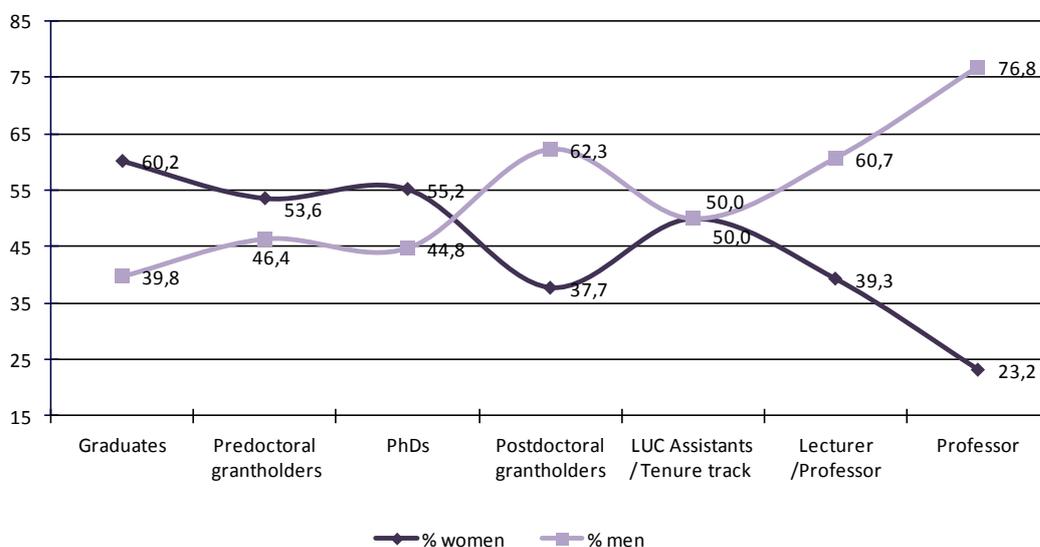
Another indicator used is the one named as "contribution to sexism", or to segregation in general terms, that follows the previous logic but does not allow the extraction of a value (percentage), that weights each group according to general population. When we divide by sex the teaching staff, students, and the administration staff, we measure the sexism or segregation degree for each group at the university using the categories "absent, masculine, feminine". Contribution to sexism indicates the percentage that each department, study type, or area implies for total sexism. Positive percentages indicate therefore that the centre or department has more women than men, and a negative percentage means then the opposite. Related to the previous, the ratio can express for a specific high-level position, or group of positions, the number of people needed to fulfil the immediate inferior position, or group of positions.

Diagnosis

The formula for the level of sexism and for the ratio, developed by Izquierdo and Duarte (2003), can be implemented in EGERA project if needed.

The scissor-shaped figure will allow us to obtain a general outlook of the distribution of the different positions that the academic or administration careers involve for the various groups of the university according to the variable considered, sex in this case.

• **Fig. 1. Distribution of position on the academic scale, 2012 (per cent)**



On the previous graphic we can see that as we increase the level, the number of woman decreases. In the last decades the Spanish universities have experienced a strong feminization of students until reaching the point of being the biggest group: in the UAB they represent the 64%. Otherwise, after 30 years representing about the 55% of the students as we can see on the graphic, women access to teaching at rates that are still below the corresponding weight according to their share in the population of graduates. The previous graphic is a good tool to illustrate the phenomenon of "leaky pipeline" or the "glass ceiling", or in short called vertical segregation (Duarte, 2012).

Finally, certain aspects are also considered for giving an explanation of the situation of women in university and therefore the resulting values of the indicators to measure segregation. We have presented these aspects in Appendix 1 and they vary depending on the collective and the dimension they explain. For example, we can see that in the case of teachers, the variables that can explain the ratio between university teaching assistants and lecturers, or between research staff and principal investigators are mostly research sections but these in turn may be conditioned by age or antiquity, marital status or permissions as indicators of family responsibilities. In turn, account changes in the composition of teachers by gender, happening every year will also have to be taken into account.

Obviously, there are other factors that influence the promotion and position held in the investigation but a feature of the construction of these indicators is to be performed only considering the information provided by the institution itself, already mentioned, without using other techniques of data collection. Using data from our institution limits the analysis model, leading to dismiss important factors in the study of inequality, such as network-related support or professional guidance.

The main advantage is that you have access to the information of the entire working staff and students, and their production is almost immediate although the work of preparation and purification of information for exploitation is quite laborious and complex. The bottom line is the presentation of a model that can be applied by any other colleges that intend to highlight and provide a basic overview of the situation of women in the university, which in turn can be transferred to the study of segregation in general, considering any other axis of inequality or applying intersectionality. For this step, we'll have to determine if the data required for the construction of indicators considering other aspects of inequality is collected, available, or if it's not the case to evaluate the possibility of incorporating it to the study.

Regarding the specific studies conducted by the Observatory itself, these are based on the results of the diagnosis. It is observed that the largest differences between women and men are represented in the collective of teachers and in relation to the following aspects: a) access to the teaching staff; b) promotion to the Chairs of the university; c) access to the high management positions; d) access to certain disciplines. Regarding to administration and

services staff the problem lies in the promotion to the higher positions where the presence of women is lower than their corresponding overall by weight, while among the students it is observed in the distribution of disciplines that there are still distinguish between strongly feminized degrees (nursing, psychology or teaching) and masculinized (engineering).

Resistances and policies

Considering these results, from our creation until the actual date, we have made different researches:

- a) The obstacles to the incorporation of women into decision-making bodies (2011, directed by Laura Duarte)
- b) The conditions of the promotion of women of the administration and services staff (2011, directed by Laura Duarte)²⁸
- c) Diagnose of the academic career of the interns of the UAB from a gender perspective (2007, directed by Enrico Mora)

In some of these studies, the social class of origin is conceptualized, according to the educational level and occupation of each of the parents, but also to the distribution of the family responsibilities.

a) The obstacles that slow down the entry of women to decision-making bodies.

As mentioned, an important fact in the general diagnosis is that the presence of women in decision-making bodies is very low; the proportion is in many cases under the general (38%). In front of this situation, we carried out a diagnostic study on the presence of women in academic positions, as occurs on access to these positions and what are the factors that influence this process, paying particular attention to differences between men and women. With this purpose, we collected data through an online questionnaire that has helped determine factors that slow down the access of women in management positions and power (professional interests, family responsibilities, context, etc.) in order to develop measures that take us to overcome this situation. In this case, the turnout was quite small, only 297 people have responded, representing 8.6% of PDI University (3,447 persons in June 2011).

Regarding the results, we present a brief description of them:

- According to general UAB data, the evolution of the composition according to the gender of teachers occupying management positions has been favourable for women: from 2002 to 2011, the number of women in academic management has been increased to from 36.1% to 40.4%. There is a situation of parity in this aspect, and considering the proportion of women among the faculty at UAB, 38.7% in 2011, this social group is represented.
- However, women are concentrated especially in the coordination charges but they are underrepresented in relation to its total weight in positions of power, such as the dean or the dean of the faculty or department director. Only 5.3% of the teachers developed or

²⁸ The projects (a and b) were funded by Catalan Women's Institute [Institut Català de les Dones], for the development of Action Plan for Gender Equality in UAB (2010-2012) [*Desplegament del Pla d'acció per a la igualtat entre dones i homes a la Universitat Autònoma de Barcelona. 2010-2012*].

developed by a high management (Rector, Vice President, Dean or Director of a centre) being men the highest proportion with a 11.8%.

- Access to academic positions is a process that depends on the environment and the strength of relationships and not because of their own initiative or manifest interest of the teacher. Primarily, there is a direct offer to a person for assuming that position (49% of cases) or there is a proposal of a candidate for that position and its subsequent acceptance (33.1% of cases). Although the majority access is for both women and men, teachers tend to access more than their female peers via own offer and proposal.
- Among the teachers who have developed a management position, it should be noted that for women the lack of support of the environment is considered as a reason for not being currently occupying positions while there is no man who has pointed this reason.
- Family responsibilities, care and attention to children or dependents, and housework are not an obstacle to occupy management positions or to stop this kind of activity. Considered to have fulfilled this task and the lack of time for other academic activities are the reasons mentioned not having never held office.
- In relation to the perception of the own ability to develop this type of activity, women and men show very similar perceptions. In any case, we can say that all women are considered carriers of those traits that are important to take a management position.
- Although the differences are not very significant, teachers who currently occupy management positions show a bigger interest in management without caring about gender differences. Moreover, the research outputs of this group are slightly lower than the other groups, especially in the case of women.
- Also, the activity is indicated as a favourite in all the research cases, and the management raises a moderate interest and satisfaction. Despite this low valuation, most teachers consider that management should be part of the activity of the academic staff, and almost unanimously that they should be compensated, both economic and curricular.²⁹

b) Determinant factors for women's promotion among the administration and service staff

In this regard, general data shows that among administration and service staff, the women presence is slightly higher: it is 76% of official PAS (civil servants) and 51% of labour PAS (employers). However, women are less present on higher positions than the proportion that should correspond them according to the law; and the situation has not improved along the years. Nonetheless, the presence of women in lesser position has increased.

For the study realization, information has been collected through an online survey about the professional career of PAS (initial category and finish, year of access, year of last category production, etc.), the promotional resources available (training courses, educational level, etc.), about social and family characteristics (marital status, family, etc.) and about the

²⁹ Report of the study to be accessed through the following link: <http://www.uab.es/servlet/Satellite/desigualtat-dona/home/estudis-diagnostics/sexime-a-la-uab-i-politiques-d-actuacio-1284443514526.html>

expectations and professional aspirations. It is worth mentioning that the participation was quite satisfactory considering that 533 workers and employees answered it, a figure that represent the 21.4 % of the total PAS workers (2,488 people in July 2011).

Regarding the results, we present a brief description of them:

- Most of PAS workers who answered the survey were women, 69.6%, and is located in the administration positions, logistics, technical employment specialist or administration support (Group 3 and scale D), and the librarian, management or work technician (scale B and group 2).
- As we go up in the positions, the presence of women decreases: in the lower categories female collective is over-represented, on the other hand, in positions of direction the trend is just the opposite (for example, only 2.7% of women occupy categories of head of area, administrator of the center or the supervisor of services while in the man's case represent 6.2 percent).
- Workers who deal mainly with the household chores are the last promoted to direction category and mostly occupy administration categories or equivalent. On the other hand, women who outsource this activity or share equally with their partners are more likely to occupy management positions.
- Access to the PAS of UAB, occurs mainly through the administration assistant or equivalent, especially for women; men have more variety in this aspect, because the 11.1% accessed via management categories and also 11.1% does it as superior technician. While in the women's case 1.1% reached in management category and 7.7% as superior technician. In this sense, we can say that men are more likely than women to access directly to high positions and especially in management categories.
- As the category in which the career starts is higher (the PAS), it is much more likely to have a promotion to the management categories; especially if the starting category is superior technician.
- As expected, there is a tendency that points out that the highest the education is the easiest it is to occupy a higher category, either in management or as a technician, especially for men. More than half of men with degrees are currently occupying a position of leadership, 58,6%, while women of the same group are mostly occupying seats corresponding to the intermediate categories, 40,5%.
- The master and postgraduate programs appears to be an important aspect when it comes to promotion, while the training courses are more necessary for the development of administration categories or equivalent, and librarian or equivalent. Women tend to perform training courses and men trend to perform masters. We see that the family responsibilities affect this aspect and that it mainly is women's responsibility to take care of the children and the household chores, affecting negatively in the performance of masters and postgraduate courses.

- In terms of the aspirations and expectations, men show a little more interest in management categories and technical management or technician than women, and on the other hand, also believe in a greater extent than their classmates that they will be promoted to administration categories or equivalent.³⁰

d) *Diagnosis of the academic career of the UAB staff that holds a scholarship from the gender perspective*

This study examines the transitional moments, which have special impact on access and permanence in the academic career at UAB: the moment right after finishing the degree and before starting the scholarship, and the step between the grant and the access to the categories of University teaching staff. It also focus on the working conditions of the group of UAB's scholarships holders, given the variety of scholarships offered with in the University and the issues involved: different requirements, salaries and social benefits.

It is remarkable how the presence of women decreases as the category gets higher. Based on the analysis of certain elements, such as the decision to apply for a grant, working conditions, the tasks that are carried out or the expectations for the future once the grant is over, the study notes that one explanatory fact for the decrease in women is the **sexism in the building of the preferences once the course is completed**. Once the scholarship is given, we observe an unequal distribution according to the type of scholarship: while men opt for one type of scholarship associated with the beginning of the academic career (pre-doctoral), women are mostly in the so-called grants to support research, aimed exclusively at research and project management.

Besides, the study seems to indicate that the positions of scholars at the university boost a building unequal in the order of professional preferences, which is stimulated the scientific vocation most frequently among the men scholars than among women scholars.³¹

In terms of policies, the main actions form part of the Third Action Plan for Gender Equality, such us in "Line 2. Equality on conditions of acces, promotion and organization of work and study; and also in Line 4, concretely in 2.4, by promoting gender balance in the university bodies for government and representation (Third Action Plan, 2013: 31). There are 12 mesures remarkable, including those that focus on the promotion and access of minority groups to the new contracts and positions. However, measures are not welcomed since it considered that they put in danger the current system of promotion and access based on the "meritocracy" and "excellence". An indicator of this fact is the little enforcement of the regulations adopted by the governing council, "with rules of the Universitat Autònoma de Barcelona in terms of balanced representation of women and men on Observatory for Equality.

³⁰ Report of the study to be accessed through: <http://www.uab.es/servlet/Satellite/desigualtat-dona/home/estudis-diagnostics-1283150432371.html>

³¹ It is possible to get the document through the website: http://selene.uab.es/observatori-igualtat/PDF_2008/Becaries.pdf

2.2. Work life and work conditions

Diagnosis

The UAB database concentrates information concerning various allowances, sabbaticals and reductions of working time, since it is a type of information that affects the staff payroll. In the first diagnosis study carried out in 2004 (Izquierdo *et al.*) this information was processed and presented, and the following results were obtained:

- "Women of almost all categories of teaching and research staff have an average of days of leave [leaves enjoyed from 1996 until 2002]. (...) This general trend takes place in all types of leaves, with the exception of the leaves for studies of assistants and partners" (Izquierdo *et al.*, 2004: 126);
- "A considerable contingent of PAS (administration and service staff) is not active as a result of extended leave of absence that may have much to do with incompatibilities or conflicts between family and professional life. In a total of 1,712 people, 1,208 were in active service, which means that 30% of staff were in other administration situations, such as absence, commissions and disabilities. In women's case, the proportion of those that are not active reaches the 39%. (Izquierdo *et al.*, 2004: 151);
- In relation to the conflict between professional and family life, the same study indicates: "these conflicts seem to be present also in the differences in the use of leave days. Proportionally, more women than men take the leaves, and do it in an average of days. Only for those permissions to specific issues, men take an average of days. In general, however, if we consider the income of women, monetary quantification of absenteeism is only a small part of the difference between the average of women's earnings and the average of men's earnings". (Izquierdo *et al.*, 2004: 151)

This information has not come to exploit through the subsequent update carried out by the Observatory, since adequacy of data is complex and requires quite dedication.

Resistances and policies

Subsequently, in 2010 the Observatory for Equality returned to address the issue through an online survey directed to the UAB's staff (teaching and research staff and administration and service staff) and specifically aimed at studying work life balance: "Survey about family and work at the Universitat Autònoma de Barcelona" (Duarte³², 2010). The main results obtained from exploitation have already mentioned in the report made for WP3 (EGERA Project), were as follows:

- Workers who participated in this study felt high difficulties to combine life [family life] and work, especially female administration and service staff (75% of women admitted

³²The survey was conducted in the framework of the Family and work day at the university: conciliation and co-responsibility?, funded by the Spanish Women's Institute, PI responsible Carolina Gala Durán, Director of Observatory for Equality, 2010-2012

having difficulties compared to 55,6% of men), and also teaching staff (69.6% of women and 66.75% of men). (Duarte, 2010:19);

- The same study reflected a lower equality in family tasks by gender in the case of female workers in administration and services staff (PAS) and higher in the case of teaching and research staff: "47.8% of female teachers said that household tasks were carried out equally, as opposed to 29.8% of PAS women that claimed to be in that situation; (...) 39.1 percent of female teaching and research staff share responsibilities compared to 25% of PAS women". (Duarte, 2010:19);
- "One of the strongest barriers detected in our study about work-life balance was the absence of work flexibility among administration and service staff, followed by the distance between school and work. The main difficulty among teaching and research staff in 2010 was the heavy workload and hours of work derived from their positions. Female workers pointed also the following as work-life balance difficulties: the need to accompany children and other relatives to medical visits; the lack of flexibility in their schedule; evening hours; and the lack of time for children care (Duarte, 2010: 20).

Also in the report done for WP3, as a result of the interviews with our stakeholders in 2014, emerged as a resistance to the work-life balance both the evaluation of the academic career and types of networks to negotiate in departments the flexibility of teaching or absences for family issues.

- "The system of accreditation and evaluation of the academic career, with a strong demand for indexed publications and other merits that in few cases consider interruptions for maternity/paternity leave or dedication to dependent care. (...) In the case of teaching and research staff, according to the stakeholders consulted, it could be that their type of schedule would be more dependent on informal strategies and their relationships in the department." (UAB, Work-life balance report, 2014:4)

Today in relation to the needs, it is considered to be urgent to update data permissions even though that to do so, we need resources or responsibility to other areas of University, and qualitative studies that explain the phenomena extracted. As we said in the report for WP3 in the EGERA project:

- "We would need a deeper study to detect these resistances by qualitative or ethnographic research because stakeholders consulted agree that information about possible conflicts and resistance at the level of service or department is difficult to detect. They also believe that on the issue of work-life balance is where fewer conflicts emerge, since it is based on rights regulated by law." (UAB, Work-life balance report, 2014:4)

Taking the results of the survey as a starting point, we consider necessary to carry out studies to get to know deeply the implications of organizing the care of the family and its compatibility with work, taking into consideration the implications for physical and emotional well-being of all staff workers, in a context of ageing and low renewal of workers at UAB.

As for current policies on work-life balance at UAB, we have global policies and the measures outlined in the Third Action Plan for Gender Equality. Regarding the first, the current measures under discussion are the following, as mentioned in the report for the WP3:

- “Reduction of working hours without discounting salary for the care of family dependents with disabilities or severe diseases, including spouses and ascendants.
- Flexibility in the measures of work-life balance, for example, the distribution of permissions of paternity or maternity, leaving at different times.
- Reduced working time of 1/7 labour journey with less economic discount and without being linked to issues of family care. Reduced paid time to workers over 55 and 60 years”. (UAB, Work-life Balance Report, 2014:5)

It also needs to be mentioned that from 2013, UAB has initiated a new modality of work directed to the administration and service staff to facilitate reconciliation, alternating work from home with work at the office, Teleworking Programme, which are aimed at "making easier work and personal life for the PAS (administration and service staff)" (Doc. “Programa de Teletreball-UAB”, 2011: 2). The Observatory for Equality discussed some of the details of the Teleworking Programme, and although these data is not public, the results indicate that in the pilot experience of the 2013, 75% of the applicants to participating as volunteers in the programme were women, therefore we can assume that women are the ones who demand greater flexibility at work.

The Third Action Plan for Gender Equality (UAB, 2013) contains the next measures in relation to work-life balance:

- 2.9. Build a conciliation model that guarantees equality between women and men in care and co-responsibility. Promote the university as a reference for rights to reconciliation and caring responsibilities.
- 2.10. Include in the regulations for academic positions that periods of inactivity for the care of dependents should not be counted and promote favour the access to these positions for people who have been off work for a period of official absence.
- 2.11. Ensure that the organization of work and study is based on equality and promote changes in the organizational culture from a gender perspective.

2.3. Gender based offenses and violence in the university community

Diagnosis

Regarding this aspect, Observatory for Equality has not yet conducted a rigorous diagnostic of gender violence in the campus, only few evidence have been collected based on the information coming from the situations of discrimination and gender-based violence taken place on campus, provided by workers and students. Likewise, the Observatory receives cases of gender-based violence, especially those occurring among students; from 2012 to the current date, we have registered a total of 14. For these cases, our task has been to advise, inform and intervene in the context of the university community. We are currently designing a registration form to obtain the information necessary for the monitoring of cases, but also which will allows us its exploitation. We also believe that it would be advisable to include in this register the information governed of the care processes and follow-up of violence cases, including the people, involved experiences and different obstacles that emerged during the accompaniment and intervention process.

Nevertheless, the questionnaire that is currently preparing the University of Antwerpen, will be the first instrument applied by UAB containing quantitative data in this field at the university. Nor do we have access to the internal complaints or information related to the prevention and Security Area of UAB, due to the resistance of this entity. At present, UAB has, for the staff, a protocol of action and intervention in situations of sexual harassment and by reason of sex, and a Commission for the investigation and resolution of these situations (CIRCA). The Area of prevention and safety is in charge to receive and register complaints, and convene to the Commission.

Measures and policies

In terms of policies, and in relation to violence against women, the first measure carried out by the Observatory was the elaboration of the "Guide for prevention and care of discrimination, harassment or degrading treatment at UAB" (2010). This guide has been prepared by Noelia Igareda, who works at the Department of Political Science and Public Law at the UAB, on behalf of the Observatory for Equality, and includes organizations available to students, the general guidelines of action at the UAB, as well as the ways to contact the institutions and services from sexual violence to sexual harassment (and harassment based on sex), and even the contact forms with institutions or services on gender violence out of the UAB.³³

Besides, to guarantee the maximum dissemination, UAB has posted 10,000 copies in a booklet format to distribute among students. This booklet, "Gender-based violence among the youth: information and data of interest" is intended to provide information about what is meant by gender-based violence, as legally defined, and where to go in case of issues of this type.

³³ The guide is available digitally on the Observatory's website:

<http://www.uab.cat/web/l-observatori/guia-sobre-la-violencia-de-genero1332143241760.html>

The second action taken and still developing at the moment, is the implementation of the "Project for the eradication of gender violence at the UAB". It started in 2013 with the development of the Seminar "Gender Violence, intersectionality and subjectivity", an activity funded by the Women's Institute in the fall of 2013 in which a total of six sessions were developed, four restricted to the Permanent Group of the seminar (formed by 14 people) and two open sessions to the university community. The sessions have allowed us to equip ourselves with knowledge that will allow us to create policies for the university in the field of gender violence and inequality. The recommendations that emerged from the seminar revolve around definitions of gender violence, access to resources, intervention structure and awareness lines. It can be provided to the EGERA project if necessary.

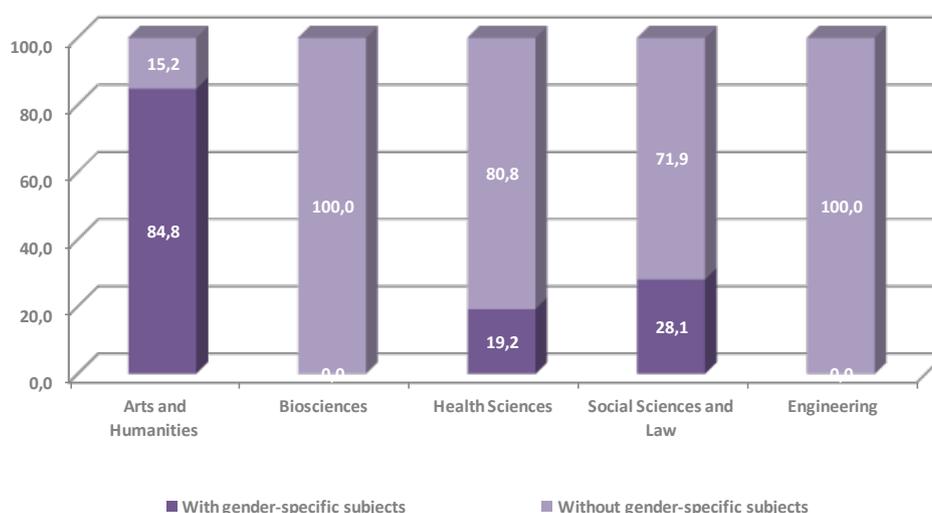
Parallel to the development of the seminar, the Commission for the elaboration of a protocol of gender violence (which depends on the Academic Students Committee) was created, whose objective is to design a document that supplement the deficiencies of the current resources available at UAB. As mentioned at the beginning, there is currently a protocol that protects the staff and includes the kind of harassment that occurs in the workplace: policy for the dignity of people. The Third Action Plan anticipated the need of an instrument to ensure a harassment-free work and study environment at the UAB. Until now, students are unprotected against these situations, and other forms of gender violence (different from harassment) are not regulated. Therefore a Commission for the elaboration of this gender violence protocol has been created. Recently, the Observatory has carried out a study on protocols, resources and instruments for the prevention and treatment of gender violence for the Catalan, Spanish State, American, and European universities aiming at providing the necessary information for the elaboration of this new protocol.

2.4. Gender in research and curricula

Diagnosis

Another aspect to be considered in the study of inequality at the university is teaching gender bias. As indicators of this dimension, the Observatory for Equality, in the framework of the evaluation of implementation of the Second Action Plan, designed the sexism index for the incorporation of gender subjects in the degrees offered by the university.

Graph 3. Degree courses with and without gender subjects by area of knowledge (percentage) * Calculation: (degree courses with gender subjects/degree courses) × 100. (Third Action Plan for Gender Equality, 2013: 17)



Note: the percentages were calculated as follows: (degrees with gender subject in an area/ degrees in an area) x 100. (degrees without gender subject in an area/ degrees in an area) x 100.

According to curricula of 2012-2013 academic year, it has been observed that almost all degrees in the Humanities include subjects addressing the issues of gender or women. Moreover, the same is not true for Engineering and Biosciences, where there are no subjects of that kind, or social and health sciences, where the number of subjects is low. Most of the subjects dealing with gender are elective credits. (Third Action Plan, 2013:17)

In 2007, the Observatory analyzed the degree of incorporation of a gender perspective in university teaching. The final goal was to develop a training action for generating conditions and instruments aimed at UAB academic staff to ponder, raise and acquire the necessary resources to eliminate androcentric bias in the production and transmission of knowledge.

For the gender-based analysis of teaching staff, in addition to using general indicators, further ones were developed as follows:

- The proportion of women teaching at the UAB and the authors of the documents listed in the libraries of our university and the materials provided at the university.

- The bibliographic references of women contained in the syllabuses, whether if they were written or not by teachers of our university.

Below mentioned indicators:

Indexes of sexism by area of knowledge. 2007

<i>Field of knowledge</i>	<i>Ratio man/woman</i>							
	<i>Template</i>		<i>Teaching</i>			<i>Investigation</i>		
	<i>Composition</i>	<i>Hierarchy</i>	<i>dedication</i>	<i>Teaching programs</i>	<i>References to libraries</i>	<i>Loans</i>	<i>investigation Merits</i>	<i>investigation Main</i>
Human Sciences and Artistic Studies	1,1	2,5	1,1	3,7	1,8	1,6	1,8	1,4
Experimental Sciences and Engineering	2,1	1,8	1,3	12,5	1,6	4,3	1,4	1,3
Health Sciences	2,5	4,0	1,1	5,4	1,2	3,1	0,9	1,7
Social Sciences	1,4	1,8	0,7	5,2	1,4	1,3	1,5	1,1
Total UAB	1,7	2,2	0,9	5,6	1,3	1,4	1,4	1,3

1 = balanced >1 = under-representation of women <1 = under-representation of men.

SYNTHETIC TABLE ABOUT INDEXES OF SEXISM BY AREA OF KNOWLEDGE. 2007

<i>Field of knowledge</i>	<i>Template</i>	<i>Teaching</i>	<i>Investigation</i>	<i>Total</i>
Human Sciences and Artistic Studies	1,8	2,4	1,7	2,0
Experimental Sciences and Engineering	1,9	6,9	2,2	3,7
Health Sciences	3,3	3,3	1,7	2,8
Social Sciences	1,6	3,0	1,3	2,0
Total	1,9	3,3	1,4	2,2

1 = balanced >1 = under-representation of women <1 = under-representation of men.

The data shows that for each analyzed dimension, the fields have had different behaviors. This data shows that sexism at the university is something complex and multifactorial, which is

manifested simultaneously and unpredictably in different areas of university life. Therefore the main actions in each area can be determined.

The following measures were carried out based on this study:

- Design and implementation of a database with material and bibliography on the introduction of the gender perspective in teaching. It has received a very good rating from the teachers and has raised interest from other state universities. The only problem is the necessity to update the database.³⁴
- Implementation of a course about the introduction of a gender perspective in university teaching. The participants evaluated the course positively. This course is considered a good instrument –together with the bank of resources– to provide teachers for knowledge and resources needed to incorporate gender in teaching.

Another study carried out by the Observatory to study the gender-bias, but in the practical educational study (directed by Izquierdo, 2005-2008) taking as sample a typology of careers built according to the degree of masculinization or feminization from statistical and conceptual criteria: Master in early childhood education, pedagogy, law, technical engineering, computer systems and computer engineering. In particular, the following aspects are covered:

- a) The concept of qualifications and design abilities, skills, and attitudes attributed to the professionals in the field;
- b) The transmission of knowledge and the socialization in its double aspect, the content and processes of relationship;
- c) The characteristics of the subjectivities;
- d) The results of these processes in terms of effect on students.

The research was addressed to sexism in socialization processes that occur within the university, and the field study covered the following disciplines, according to the presence of women and men in the different degrees: teacher education (early childhood education) and education as feminized degrees; labor relations and law as intermediate degrees; and technical engineering, computer systems and computer engineering as masculinized degrees. We studied the mentioned aspects on the basis of interviews with the faculty members, students and academic authorities, surveys, students' discussion groups and observations of their interaction in the classroom.

The research concluded that the university is an androcentric environment, a place supplying future professionals/workers that will integrate into the labor market, rather than a place where people can develop their curiosity. An alarming deficit of social responsibility was

³⁴ <http://observatori-diagnostics.uab.es/Recursos/Banc.asp>

detected, there did not consider the professional life in terms of social contribution, neither to improve the world or people's lives, with the exception of the closer ones.

Moreover, care was not considered an ethical orientation of activities, but valued as an object. Nonetheless, provision arises as an orientation that leads to a separation from each other, to regard them as obstacles, to use each other as instruments. Altogether, we have seen that the content, an essential part in the core of the human purposes, is associated with gender. In women, care is manifested in a desire to love/to be loved, despite in men, where happiness is manifested itself in a variety of forms. These identifications confirm the result of our surveys, where we can see a larger number of interests among groups culturally and economically privileged compared those subject to relative deprivation.³⁵

Measures and policies

In relation to the policies carried out at the UAB, the Third Action Plan for Gender Equality sets as "Line 3, the Promotion of a gender perspective in teaching and research", which consists of a total of 12 measures. The actions of this axis attempt to influence various aspects of the teaching and research activity: visibility of research groups, balanced composition, mentoring, training, etc.

We describe here a list of the main courses and seminars offered at the UAB, organised in 4 actions, with the aim of incorporating a gender perspective in teaching:

1. Minor in Gender Studies - UAB Barcelona.³⁶ This Minor includes all the gender subjects offered as UAB degrees in the different Faculties, which means a total of 126 ECTS (21 specific subjects in gender training, 6 ECTS each one).

Two itineraries (30 ECTS):

- Social Sciences
- Arts and Humanities

2. Official Master's Degree in Women, Gender and Citizenship Studies,³⁷ this is Interuniversity Master degree offered by Institut d'Estudis de Dones i Gènere – IIEDG (UAB assume 60% of teaching).

Two itineraries:

- a. Women, work and public policy
- b. Theory, critics, and culture

A doctoral programme related to the research areas of the IIEDG will be implemented in the very near future.

³⁵ To access: http://selene.uab.es/observatori-igualtat/PDF_2008/SesgoGeneroSocializacionUniversidad.pdf

³⁶ <http://www.uab.cat/web/estudiar/minor-d-estudis-de-genere-1340778453143.html>

³⁷ <https://www.iiedg.org/master-1>. For more information, see: Grau, Rifà & Carrasquer (2014).

3. Workshops - Observatory for Equality³⁸ and Centre Joan Rivièrè. 9 workshops, covering optional ECTS in gender issues for students:
 - Gender and Psychology (2 ECTS)
 - Gender and health (2 ECTS)
 - Gender violence (2 ECTS)
 - Non-sexist communication (2 ECTS)
 - Gender in politics and participation (2 ECTS)
 - Women in cooperation (2 ECTS)
 - Sexual diversity (2 ECTS)
 - Queer theory and cinema (2 ECTS)
 - Difference, power and sexuality (2 ECTS)

4. Workshops – Observatory for Equality,³⁹ offered to academic staff and administration and service staff.
 - Gender perspective for Teaching and Research Staff (not compulsory)
 - Gender & Equality for administration and service staff (not compulsory)

One of the most important challenges is to keep this information available and updated. The UAB, through the OI, needs to disseminate all the information in the website, for all stakeholders to find it (students, teaching and administration staff). To have all this information concentrated in a specific website could help the community to find it. Nowadays, this information “is hidden”, in the whole UAB website. However, on the Observatory for Equality’s website some other resources on gender issues are available, such as: links to websites of interest, Non sexist language guide, methodologies, journals, articles and books, among others.

Another really important question is how make courses about gender perspective attractive so people (students, teachers and administrators) would want to enroll, given that a great part of them are optional and people who normally enrolls are the ones who are already sensitive towards gender issues. Consequently, there’s a need in reaching the rest of the community. The question that arises is if this courses (or workshops) need to be compulsory rather than optional. At least it would be interesting for everybody to take a minimum of 2 compulsory ECTS credit on gender issues. If we really believe that gender issue is a cross-crossing competence, we need to guaranty that all the students have acquired this competence, and at this moment the situation is far from ideal.

³⁸ <http://www.uab.cat/observatori-igualtat>. See: Castellsagué, Mena, Rifà & Pujal (2013).

³⁹ <http://www.uab.cat/observatori-igualtat/>

According to figure 3, and as we have already mentioned, faculties as Biosciences and the School of Engineering don't offer any subjects focusing in gender perspective. We need to target these faculties as a specific group to promote gender perspective and draw a specific plan for them.

Apart from that, one revealing question appears when we analyze that 84.8 % of the gender subjects are included in Arts and Humanities. However, in the Faculty of Education, there is not even one subject regarding gender matters. After exploring the causes of that, we realized that gender issues are not an exclusive matter in Education degrees, but it seems to be dealt as a cross-crossing (transversal) competence. We need to dig deep in this question, but many studies suggested that sometimes several institutions use "permeation" (transversalitat) as the sole method to address gender issues, and that way it is unlikely to be successful and it becomes a "road to nowhere" or a way of avoiding them altogether (Flintoff, 1993). Moreover, many teachers in the Faculty of Education think that "gender is already solved" and "it is not a necessary any more".

Eventually, regarding the research groups, the Observatory has compiled a total of 30 groups and research institutes that incorporate the gender perspective in its activities or have as main purpose of research issues related to women.⁴⁰ The EGERA activities addressed to incorporate a gender-sensitive perspective in research have created a great expectation in the research community (see as an example, the last workshop developed in July, 2014).⁴¹ We recommend for specific information about diagnosis and results, resistances and policies in the field of research at the UAB, the reports on developed by WP6. Strengthening a gender perspective in research. It is remarkable that thanks to the EGERA project twenty groups of STEM disciplines interested in the topic of gender have emerged.

3. Conclusions

In this report two kinds of information have been provided following the sections indicated by METU. On the one side, the analysis of the current state of gender inequalities at the UAB, pointing out the main results found regarding different aspects. The first comprehensive study of which we have information about gender inequality is from 2003 and since then some diagnosis have been made so far. The main results of the studies carried out by the Observatory have been included, which are either studies in which the Observatory has organised and analysed the data available or studies that have been completed, increased or focused on those areas where signs of inequality have been detected in the initial diagnosis. The features of the data available at the UAB have also been included in this report, as well as

⁴⁰<http://www.uab.cat/web/desigualtat-dona/home/grups-centres-i-instituts-de-recerca-1284443514025.html>

⁴¹http://www.egera.eu/events/details.html?tx_egerasystem_pi1%5Bid%5D=5&cHash=48ae9ab1db3af0dd0629a5df0f55a423

the difficulties to process and analyse this data, including the proposals of indicators created specifically by the Observatory with the objective of analysing sexism and inequality among women and men at the UAB. An assessment of the available data, methodology, techniques, difficulties, limitations and challenges has also been included in each part of the report.

The inclusion of new indicators that combine those already available in a creative way, considering intersectional perspectives, has been one of the challenges detected. Although qualitative techniques have been used for gathering information, we have considered in the report the need of the exploitation and update of the data available as well as the need to carry out qualitative studies. Finally, we have highlighted the data voids, nor quantitative or qualitative, about gender violence at the university, except from the information gathered by the Observatory.

Regarding to Human Resources, the main results have showed that there is still gender inequality in the access of women to teaching, and this gap is even bigger if we focus on higher categories (such as chairs at the university) and management positions, despite the great presence of women among students (more than 60%). The system of offering vacancies directly still favours the presence of men, and there is less support for women. In this process, family responsibilities are not an obstacle, as we could imagine, but they are hurdles created at the institution. In case of administration and service staff, there are more women at the lower categories and thus a bigger dedication of these women to family care, and these women have lower chances of accessing to higher levels. The level of studies makes easier the access to positions of power in the administration and service staff, especially for men, and the real possibility of study masters and postgraduate studies as a key aspect for career prospects.

With regard to work life and work conditions, studies carried out so far by the Observatory, a study in 2004 and another in 2010, show the perception of the difficulties together with family care and work. This is reflected in a greater need of days of leave of women from the administration and service staff. However this bigger use of time as compensation without payment does not balance out the lower economic payment of women at the UAB, since there are fewer women that have access to professional positions and positions of power.

In the area of gender in teaching and research, the Observatory for Equality has carried out studies and a collection of subjects, and has included specific measures during the design of the Third Action Plan for Gender Equality. The Gender Training Plan based on the Gender Equality Plan designed as a one of the main tasks of WP 4 of the EGERA project, is the first attempt to clarify the training actions. In addition, UAB offers a complete of degree and postgraduate courses, particularly in the areas of Humanities and Social Sciences. Other diagnosis and measures in the field of research, also included in the Third Action Plan for Gender Equality, will be carried out in collaboration with the Work Package 6 of the EGERA Project lead by the UAB.

In the case of the contextualisation of data in the area of gender based violence, we have highlighted the actions carried out so far, presenting some of the mechanisms existing currently at the UAB to deal with sexist violence and harassment among the staff, pointing out the lack of them among students. The lack of protocols regarding students is tried to be compensated with the protocol that is being currently created by the Observatory. Facing the lack of data already mentioned, the report has also considered the importance of gathering systematically all the data regarding to gender violence cases that the Observatory has taken care of.

Taking into account that the Observatory for Equality is the entity created by the UAB as a special organism for the design and assessment of equality policies, the data presented are part of the diagnosis that has been the base for the design of gender equality plans. Nowadays the Third Action Plan for Gender Equality contains political measures in most of areas pointed out by METU in the report, so that measures have been explained in each section. The Action Plan for Gender Equality is already in its period of application (2013-2017) and points out the political strategies that the UAB must follow in the area of gender inequality, with the Observatory as the responsible for monitoring its implementation.

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5. Annex

Indicators and concepts

Teaching Staff

Marital status / Seniority/ Permissions /Age

Segregation	Vertical 	Teaching	Ratio CU/TU
		Research	Ratio PI/I
		Management	Ratio AC/CM+CB
		Academic Career	Composition of positions (scissors graph)
	Horizontal		
		Discipline	Composition studies
			Composition department
			Composition field of knowledge

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Administration and Services Staff

Marital status / Seniority / Permissions / Age

Educational level / Training

Segregation	Vertical	Plantilla	Ratio A/B o $\frac{1}{2}$
			Ratio B/(C+D+E) o $\frac{2}{(3+4)}$
			Ratio (A+B)/(C+D+E) o $\frac{(1+2)}{(3+4)}$
		Composition of categories (scissors graph)	
		Management	Ratio CD/CM+CB
	Horizontal	Labour regime: civil servant / workers by contract	Composition Civil Servant
			Composition PAS (Administration and Services Staff by contract)

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Students (grade, MA and Phd)

Academic performance

Segregation	Vertical	Academic performance	Ratio M/T
			Ratio T/B
			Ratio T/D
		Composition of positions (Scissors Graph)	
	Horizontal	Discipline	Composition of grades
			Composition field of knowledge

Created by Observatory of Equality-UAB

II.3. THE RADBOUD UNIVERSITY

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1. Human Resources and career management.....
2. Work life and work conditions
3. Gender based offenses and violence
4. Gender in research and curricula
Conclusion

Introduction

As in most universities, at the Radboud University women are strongly underrepresented in especially the higher ranks of academia. While on the level of students and PhDs there is about an equal share of women and men, especially on the level of associate and full professors there are far more men than women. Moreover, masculinity is hegemonic at the symbolic level. In the past few years various initiatives in favor of gender equality were undertaken by the university. For example, they implemented a gender equality plan, a mentoring program for women academics, incentive grants for women and signed the charter Talent to the Top.

This report describes the current state of gender equality at the Radboud University Nijmegen, analyzing statistical data on university staff, looking at the presence of men and women in the different academic positions, with temporary and tenured contracts, and with various salary scales. We describe the various initiatives and machineries promoting gender equality. For example, the Charter for Researchers and the Code of Conduct for the Recruitment of Researchers, and the Charter Talent to the Top. Other initiatives, like the implementation of mentoring programs, appointment requirements, incentive grants and support of establishing women's networks. And the organization of gender equality training is described. Then we will look at available work-life measures, like flexible working time, parental leave and childcare. Besides describing the formal statements regarding these measures, we will also describe resistance as experienced when making use of these measures. We furthermore will discuss the non-discrimination policy at the Radboud University and the tasks of the confidential advisor. And finally, we will describe the existing bodies of gender research and gender studies.

Data collection

Most of the information in this report is collected through desk research. We retrieved information from various web pages of the university website, the annual report, mission statement, strategic plan, diversity plan and evaluation reports of the Radboud University. Other documents and statistics were provided by the Human Resources Department and the website of the Association of Universities in the Netherlands. A confidential advisor was interviewed to find out more about availability and reporting of data concerning harassment. The information on resistances related to regulations and facilities regarding work-life balance is retrieved from focus group interviews with parents of children up to the age of 12 years, men as well as women, single parents as well as parents in a heterosexual and homosexual relations. The focus group interviews were conducted in 2013-2014 for the seventh framework funded STAGES project. The participants were academics in positions ranging from PhD to full professor from two institutes within Nijmegen University: a management institute and a science institute.

Contextual information

Radboud University Nijmegen was established on 17 October 1923 under the name Catholic University Nijmegen. With their own university, Dutch Catholics sought to promote the emancipation of Roman Catholics in the Netherlands, who at that time were strongly underrepresented in public administration, the legal profession, medicine and other sectors. The Radboud Foundation was the body behind this initiative.

Today, Radboud University continues its commitment to the emancipation of certain groups. For example, the University has the highest percentage of female professors of all Dutch universities, although this number (22.6%) is still to be considered low compared to other European countries. Furthermore of all the general universities, it has the highest relative number of students for whom neither parent had a university education.

Radboud University maintains the profile of a broad-based, student-oriented research university together with an ambition for high quality. It offers academic education and research and embraces the Arts, Natural Sciences, Social and Behavioural Sciences, Law, Management and Medicine. In addition to providing a thorough education in the various disciplines, this academic breadth offers many opportunities for multi-disciplinary teaching activities, challenging supplementary programs for excellent students and research programs which go beyond the boundaries of the institute.

1. Human Resources and career management

Table 1 shows the numbers of men and women academic and administrative staff for 2013. It differentiates between the various academic positions from PhD students to full professors. The last column shows the share of women in these positions. Regarding administrative staff the share of women is almost equal to the share of men (52.1% versus 47.9%). However, within this large staff category (almost half of the total staff numbers) no further differentiation is made. No data is available on a position segregated level within the administrative staff category.

On the level of PhD students a gender balance exists: 51% of the PhD students being women. As in other Dutch universities postdocs are not registered as a separate staff category, even though the number of postdocs strongly increased in the past few years. They are included in the category of other academic staff, together with teachers and researchers. They make up the largest part of this category. The share of women staff among other academic staff is 45.3%.

In line with the general academic pipeline model, at the Radboud University the share of women decreases in the higher academic ranks. At the level of assistant professor the share of women is 38%, decreasing to 26.5% when it comes to associate professors and 22.6% of the full professors are women.

*Table 1. Women and men academic and administrative staff 2013 (in fte)**

Position	Number of men (fte)	Number of women (fte)	Share of women (%)
Full professors	171	50	22.6
Associate professors	83	30	26.5
Assistant professors	196	120	38.0
Other academic staff (e.g. postdocs)	320	265	45.3
PhD students	303	315	51.0
Administrative staff	710	771	52.1
Total	1783	1551	46.5

* Measured on 31-12-2013

When we look at the type of contract, we do not find any significant differences between men and women. The shares of women within tenured positions are similar to the shares of women in overall staff positions. On average, 60% of Radboud University staff (fte's) is employed on a permanent contract. However, when we compare academic to administrative staff the picture changes considerably. Of the administrative staff 90% has a permanent contract, compared

to 38% of the academic staff. When we leave out the PhD students, who all have temporary positions, the share of tenured staff among academic staff rises to 57%.

Table 2 differentiates based on salary scales and shows the share of women among various salary scale categories. In general PhD's are in scale 10, postdocs in scale 10-11, assistant professors in 11-12, associate professors in 13-14, and full professors, deans and directors in scale 14 and higher. The table shows that in the lower salary categories, women outnumber men. The higher salary scales are predominantly applicable to men.

*Table 2. Salary scales of men and women academic and administrative staff 2013**

Salary scale	Number of men	Number of women	Share of women (%)
1-5	75	85	53.1
6-9	279	452	61.8
10-12	1090	893	45.0
13-14	148	63	29.9
15-16	149	52	25.9
>17	42	5	10.6
Total	1783	1550	46.5

* Measured on 31-12-2013

Career policy

The starting point for Radboud's staff and career progression policies is the „principle of formation“. According to the formation principle a person who is suitable for a higher position, will only be promoted if there is sufficient formation space available within the faculty. The career principle may, where appropriate, apply in individual cases and/or for specific job categories. The university's long-term staff policy focuses on staff development (in addition to leadership and organizational development).

The Radboud University works on the implementation of the **Charter for Researchers and the Code of Conduct for the Recruitment of Researchers**. These initiatives, following from adherence to the European Charter and Code for Researchers, support the career development of researchers. These two documents, addressed to researchers as well as to employers and funders in both the public and private sectors, are key elements in the European Union's policy to make research an attractive career. In particular, the European Charter for Researchers addresses the roles, responsibilities and entitlements of researchers and their employers or funding organizations. It aims at ensuring that the relationship between these parties contributes to successful performance in the generation, transfer and sharing of knowledge, and to the career development of researchers.

The Code of Conduct for the Recruitment of Researchers aims to improve recruitment, to make selection procedures fairer and more transparent and proposes different means of

judging merit: Merit should not just be measured on the number of publications but on a wider range of evaluation criteria, such as teaching, supervision, teamwork, knowledge transfer, management and public awareness activities. Open and transparent recruitment processes ensure advertisement of vacancies to all candidates (both internal and external) and curtail underhanded appointments. It furthermore promotes employment opportunities for researchers (particularly young ones) and mobility both within the university (internal mobility) and among universities (external mobility). Radboud University is committed to open and transparent recruitment of academic researchers since it promotes and improves the quality of the academic labor force.

Research institutions that act in accordance with the principles of the Charter and Code, acquire this logo. Since March 2013 the Radboud University received permission to use the *HR-excellence in research* logo, after successfully going through the procedure prescribed by the European Commission. After two years the Radboud University will conduct a self assessment on the progress of the implementation of the Charter and Code of Conduct and to the implementation of the improvement plan.

Gender Equality Policy

Improving the gender ratio within the Radboud University has been included in the goals of the Strategic Plan 2009-2014⁴². To support this, the **Charter 'Talent to the Top'** was signed in 2008/2009. This charter is a national initiative led by former Minister of Public Housing and Spatial Planning Sybilla Dekker to highlight the position of women in top positions. An important part of this charter is explicitly setting targets and conducting activities to improve the representation of women in senior positions. The focus for the Radboud University is the hiring and promotion of women in the assistant professor function, associate professor and full professor since there the biggest bottlenecks are found.

Below are some initiatives or tools introduced at Radboud University, which can provide support and contribute to the faster flow or appointments of female assistant professors, associate professors, full professors and higher administrative staff. We can discern the following clusters of activities:

1. Appointments

Because recruitment of scientists is often carried out through networks and invisible processes, women do not get enough opportunity to participate in recruitment procedures for senior academic positions. Therefore in the appointment of full professors at Radboud University, the composition of the Appointments Advisory Committee is regulated by the Executive Board very early in the process. The protocols for appointments prescribe there

⁴² The Strategic Plan 2009-2013 is extended with a year. The new strategic plan will be presented at the end of 2014.

should be at least one woman and preferably two women in the appointment committees. Also recommendations for appointment committees are distributed to all full professors in the format of a recruitment checklist. Finally, in the recent past HR advisors followed a training on preparing more gender neutral vacancy texts. In addition, HRM is equipped with the task to ensure compliance with the recommendations and protocols. The monitoring of these processes by HRM will be strengthened. The following activities are currently carried out: retrieval and processing data from appointment reports, monitoring and tracking the composition of selection committees and appointment outcomes.

2. Incentive Grants

At the Radboud University there are various types of grants reserved for women academics: grants for replacement of educational tasks or which provide temporary additional research time. These grants give talented women academics extra space to stimulate a career move or to prepare a grant application. A strict requirement for receiving the grant is that the candidate will get promoted to the higher function through the grant (if the research task or research application is performed successfully). The next two pay incentives are available:

- Temporary replacement funding education for women assistant professors. Temporary teaching formation becomes vacant so that the assistant professor can prepare for applying for 2nd and 3rd-fundingstream projects. Through additional research experience and acquisition of external funding the opportunities to be promoted to associate professor increase. Temporary replacement of education tasks can be requested for up to 6 months to 0.2 FTE per employee.
- Temporary extra research time for female assistant professors working part time. If an assistant professor does not yet work full-time, she can increase her appointment by means of more research time. This will increase the opportunities to be promoted to an associate professor position by additional research experience. Temporary additional research time can be requested for up to 0.1 FTE for a period of 2 years or 0.2 FTE for a period of 1 year.

A prerequisite for the grant is a commitment from the dean that the female candidate will be promoted to a higher position through the grant. HRM provides the assessment of the application and informs the faculty.

In addition, the incentive grants may also be used for talented women academics from postdoctoral level who want to prepare a Veni, Vidi or Vici grant application (prestigious career grants part of the *Vernieuwingsimpuls* from the Netherlands Organisation for Scientific Research). Using this grant they can make time to write an application, by replacing teaching time or increasing research time. Again, that is with the condition that the candidate, with a successful application, will move on to a position as assistant professor or associate professor.

For up-and-coming female PhD students, Radboud University has the Frye **Stipendium program**, offering travel grants to female researchers to carry out research abroad.

In addition, Nijmegen stimulates women academics to apply for grants under NWO's **Aspasia program**. Aspasia sets out to boost female participation by offering Aspasia subsidies to university Executive Boards that promote female recipients of Vidi and Vici grants to Senior Lecturer or full professor level within a year of the award of the grant. In order to enhance the upward mobility of female academics, NWO has made it a condition is that at least half the subsidy should be spent by the Executive Board on the upward mobility of women within their institution. This national funding program of the Netherlands Organisation for Scientific Research is linked to the Innovational Research Incentives Scheme (*Vernieuwingsimpuls*). The grant is not exclusively for female applicants who have received a Vidi or Vici grant, but also for female applicants who were not granted a Vidi or Vici, but were assessed as very good or excellent after the interview selection: university executive boards who promote these candidates to an associate or full professorship within a year of the Vidi or Vici being granted will be eligible for a grant under certain conditions.

3. Mentoring and coaching

The Radboud University started in September 2010 with a mentoring program for women academic and administrative staff. After a positive evaluation, it was decided to continue. The program organizes mentor groups for talented scientists and support staff to gain more insight into their current work position and what activities are necessary for them to grow. For academic and administrative staff together there is room for about 35 female participants. It has previously been shown that the mobility of scientists can be improved by mentoring. The aim of the program is to provide practical support and advice for women talents, who want to develop their careers. The mentoring trajectory is custom made; mentees choose their own mentor (men or women preferably from another faculty or department). In a series of interviews it will often be the mentee who determines the themes and topics to discuss. The mentor can help the mentee with: their personal and professional development, gaining a better understanding of the organization, establishing useful contacts and gaining new access to networks. On average, mentees have 5 to 6 meetings with their mentor per trajectory, which maximally takes up to one year.

In addition to the mentoring program a career coach can be contacted within the HR department. Approaching a coach is based on the outcomes or specific needs of the mentoring program. The goal of coaching is to deepen the themes from the meetings with the mentor even further. In addition, the program includes several workshops and intervision with colleagues. Target groups are talented assistant professors, associate professors, and newly appointed full professors who want to actively develop their careers. For full professors the

career coach is specifically concerned helping the professor maintain this position for a longer period.

4. Activities to support various networks and coordination:

The Radboud University invests in supporting and strengthening existing and new networks for female talent that are based on a clear involvement of female talents themselves. Networks are connected and brought together.

An important objective is to provide a counterweight to the old boys' network. The structure of the various networks varies based on specific requests and needs out of the networks themselves (e.g. working group structures, intervision or learning structures). However, the networks are primarily intended for the exchange of best practices and experiences. Applications and resource allocation are tested by HRM.

An example of an effective network is the **Women Professors Network (NVH)**, this network exists since 2001 and is an initiative of all women professors at the Radboud University. It intends to serve as a platform for female professors from different disciplines of the Radboud University and University Medical Centre St Radboud, to promote the advancement of women in science. The network also functions as a scouting network.

The NVH encourages and facilitates the exchange of experiences, mutual support and advocacy of women workers. An important guideline is the charter Talent to the Top, from which the mentoring and coaching program emerged.

Another example of a recently (in 2012) established women's network is the **Halkes Women Faculty Network**. This network facilitates meetings that bring women researchers from the level of PhD till the level of associate professor and other interested persons together. They share experiences and knowledge, work on personal and professional development, and stand up for issues related to women in science at Radboud University. The main aim of the network is to contribute to the advancement of women faculty to the higher ranks of the university.

The four pillars of the Halkes Women network are:

1. Facilitating contact between women, from different levels - PhD candidate to associate professor - and from different disciplines, to learn from each other.
2. Professional and personal development of women regarding questions as to how to build an academic career.
3. Empowerment of women scientists on all levels, i.e. increasing their visibility.
4. The enhancement of an inclusive RU work environment, that enables women to function optimally. Bringing together people to tackle common obstacles in the current organizational structure and culture of the university.

The primary target group of the Halkes network consists of all women PhD candidates, postdocs, assistant professors, and associate professors of the Radboud University. However, equality is a matter of all employees, not merely of the women faculty. That is why others, such as men researchers, but also students, (support) staff, and other interested parties are welcome to join the network meetings.

Gender Equality Training

At the Radboud University Gender Equality Training has been provided to various groups throughout the organization. The training program is not a generally institutionalized program, but so far was provided upon request from the specific department as a specific gender matter. The Radboud University has internal experts who provide the training, using a participatory method called Group Model Building. In 2013-2014 Gender Equality Training was provided to the Nijmegen School of Management and to a research institute of the Science Faculty of the Radboud University. The participants ranged from academic researchers, to deans, to HR staff and to research directors and heads of department. In 2015 and 2016 four other institutes of the Science faculty will be trained.

2. Work life and work conditions

The strategic plan for 2009-2014 emphasizes the Radboud University wanting to offer an inclusive environment for a diverse population of students and researchers from the Netherlands and abroad, and explicitly mentions the need to achieve a substantial increase in the proportion of women in positions of professor or associate professor and in other higher executive positions. In the strategic plan no vision on work-life balance is formulated. However the Radboud University has arrangements for part-time work, various forms of leave and flexible working hours. In consultation with the supervisor, personal agreements are generally possible. For example, on deviating working hours or working from home.

The available institutional measures:

- Teleworking
- Part time working
- Flexible working hours
- Pregnancy and nursing care
- Parental leave
- Child care

Teleworking

Though no formal arrangements are made, working from home is a commonly accepted practice for researchers, provided they can be reached and their colleagues and supervisor know their schedule. The Radboud University supports teleworking with several facilities, such as web based e-mail and remote data-access.

Part time working

In keeping with national law, employees can request adaptation of work duration, asking to work for more or fewer hours per week. The employer is obliged to comply, barring situations in which the employer will encounter severe problems as a result of this adaptation. Denial of the request has to be motivated in writing. At the Radboud University there are part time working employees in all functions, including for instance full professors.

Flexible working hours

Under the CAO, provision is made for Flexible working time. Standard working hours with a full-time appointment are 38 hours a week. There are two alternative forms of the Flexible working time regulation:

- the plus option: the (full-time) employee works 40 hours a week and gains an extra 96 holiday hours
- the minus option: the (full-time) employee works 36 hours a week and surrenders 96 holiday hours

At the University the plus option is normally assumed. The aim of flexible working time is to serve both the interests of the employee (allowing a combination of work and private/caretaking obligations) and the interests of the employer (cushioning peaks and recessions in the work supply).

Pregnancy and nursing care

The employer is required to protect the health of mother and child to the best of his abilities during pregnancy and during the breast feeding period. The basic assumption is that the employee during pregnancy and the nursing period should be enabled to continue to do her work as fully as possible, in her own position and her own workplace. She is entitled to pregnancy examinations during working hours. During the first nine months after childbirth, the employee has the right to interrupt the work to breastfeed her child or to pump in peace and seclusion. Up to six months after giving birth the employee is entitled to:

- work according to a stable and regular pattern of work and rest
- a maximum of 10 working hours per shift and on average 45 working hours per 16 weeks
- extra breaks (1/8 of the working time)
- a suitable, lockable room (with a bed or couch) where they can rest or use a breast pump
- time off for ante-natal examinations
- and are not obliged to work overtime and night shifts

The employee is entitled to pregnancy and maternity leave of in total 16 weeks. The leave can begin 4 to 6 weeks before the expected delivery date and lasts until at least (depending on the duration of the pregnancy leave) 10 weeks after childbirth. The employer pays wages in full.

Parental leave

Every parent, man and women, has the legal right to take (unpaid) parental leave. Parental leave is calculated based on the number of working hours per week. Parents in full-time employment have a legal entitlement to 26 weeks (unpaid) parental leave. The leave must be taken weekly during a consecutive period not exceeding 12 months. The number of hours of leave per week shall not exceed half of the working week.

In addition to the unpaid parental leave legislation at the Radboud University there is an additional parental leave scheme in force. Under this scheme, employees are entitled to paid

leave to care for a child under the age of eight. The amount of leave is a function of the number of working hours per week. If the employee has a full-time contract, (s)he is entitled to thirteen weeks of partially paid parental leave (62.5% of your gross salary). The period of leave can be extended by an additional thirteen weeks (i.e. effectively doubling the leave entitlement), but this extra leave is *unpaid*.

Child care

Employees of Radboud University can appeal to the Child Day Care Act to obtain reimbursement of the costs of day care for their child. The act applies to the day care of children, after-school supervision (BSO) for primary school children and childcare in parent-participant crèches or by registered child minders via a Child minders Agency. Playgroup work and staying at school over the midday break are not covered. The act applies until the child enters secondary education. The Child Day Care Act assumes that parents, employers and state together bear the cost of the childcare. The level of the fixed allowance by reason of employment with Radboud University amounts to one sixth of the costs of childcare, bearing in mind the legal charge per hour. Should the employee's partner also be employed by Radboud University or be self-employed, the total fixed allowance amounts to one third of the costs of childcare. Employees without partner have the right to receive an extra childcare allowance.

There is a Child Day care Centre run by the Kinderopvang Heyendaal Foundation on the University campus, which can provide day care until children enter primary school.

Resistance to work-life measures

Several work-life measures face resistances within the university.

- Teleworking: This arrangement meets little to no formal resistance (compare also part time work and working flexible hours). It is implicitly resisted through the general norm that the organization should not be bothered with personal choices regarding work-life balance. There is the implicit norm (on institutional level) that one should be present in the office on at least three days of the week, and one should be directly available during office hours, responding to email promptly (resulting in normative objections). Moreover, teleworking outside office hours (in the evenings and weekends) becomes increasingly common amongst academics.
- Regarding part time work, resistances are manifest at the institutional level (culturally embedded). They are implicitly expressed through stereotypes and emphasizing academic values. Causes are normative objections (academics need to work full time, working part time is considered to be a lack of commitment and ambition).

- Working flexible hours: Although highly valued and often considered an academic way of working opposed to the 9-5 working mentality, it does face resistance at the institutional level. For example, academics who need to work in labs meet explicit resistance from support and facility staff, who think it is strange that you want entry to the building on Sundays (practical objections). Then there is resistance by academic staff, administrative staff and students, who find it cumbersome that you are not available when they need something from you (practical objections) or expect you to always be available (normative objections). It seems that individual (hierarchical or research) status influences the extent of resistance. Higher status makes working flexible hours easier (making the use of flexible working hours more of a reward than a basic right).
- Regarding parental leave there exist resistances which manifest at the individual level (by supervisors, heads of department). They are implicitly expressed, e.g. by comments like “not getting priorities straight” when someone told she was pregnant. The causes are normative objections (ideological: getting children distracts from the full focus you need to have on your work when you aim to become a successful academic) and practical (it shortens the working time you can spend on your PhD, decreasing the chance you will be able to finish your dissertation in time). Furthermore, due to the formal arrangement that employees have to save in advance a part of their salaries for parental leave, people experience resistance. They fear being stigmatized of not being ambitious enough (normative objections), and they do not know five years ahead if they want to be parents and use parental leave.

3. Gender based offenses and violence

To prevent and combat undesirable behavior, the executive board of the Radboud University has adopted a Regulation on undesirable behavior. In this Regulation, undesirable behavior is defined as: Behavior that takes place in situations related to work or study, involving in any way whatsoever verbal, non-verbal or otherwise, personal integrity is affected by others, including harassment, discrimination, sexual harassment, aggression and violence.

The executive board appoints at least four counselors from the university staff, two for the staff department and two for the students. The counselors are appointed for a term of four years with the possibility of reappointment.

The main tasks of the counselor are to support and advise the person who filed a complaint or reported undesirable behavior; to assist and advise the person whom the complaint or report is directed at. In addition to the care and supervision of a person who is a victim or the person who is accused of inappropriate behavior, the counselor can arrange that via informal channels a possible solution is found. The counselor can for example invite a mediator to resolve the problem that has arisen through mediation, directed at the abandonment of the unwanted behavior.

A report or complaint must be filed within two years after the unwanted behavior occurred. The complaint is filed in writing, stating: the description of the undesirable behavior; the name of the accused; the relevant steps taken by the complainant. Anonymous complaints will not be considered.

The reports and their treatment are registered by the counselor and kept for five years in the archives of the counselors, after which they are destroyed.

No data on the number of reports, the content of reports or on the gender of reporters is available. The reports are strictly confidential. The counselor annually provides an anonymous report and explains this orally to the Board of Directors. This report will be submitted to the Works Council and the Student Council. In the annual reports there is no differentiation on gender, nationality or department. The data is aggregated on the level of the organization as a whole. To keep the reports readable, they only contain information on the reporter (anonymous), the general content of the complaint, what actions were undertaken and what was the outcome. The counselor who was interviewed realized that it would be interesting to note if the reporters are men or women. He will discuss it with the executive board for future reports. The goal of the annual feedback of the reports to the executive board is to discuss trends which can be identified, the accessibility of the counselors (are they easy to find and contact), and possible prevention measures which need to be taken. In the past few years these reports have not resulted in any significant changes in the approach.

4. Gender in research and curricula

The **Institute for Gender Studies (IGS)** at the Radboud University Nijmegen, founded in 1985, is a lively interdisciplinary institute for teaching and research into women, sexuality and gender. With five professors, two associate professors, four university lecturers and seventeen PhD researchers, the Institute for Gender Studies is the largest institute in its field in the Netherlands. Each year, over a thousand students take one or more of the 40 graduate and undergraduate courses taught in five different faculties (Social Sciences; Humanities; Philosophy, Theology and Religious Studies; Medical Sciences and Management Sciences) and the department of Cultural Sexuality Studies.

The Institute organizes open research seminars, (inter)national conferences, post-graduate courses and international staff and student exchange. It publishes the magazine *Raffia* and houses a documentation centre on gender studies and emancipation. Students organize debates on gender issues in their student association *Voilà!*. Every other year, the Institute for Gender Studies awards the Prof. Dr. C. Halkes Thesis Award to the best thesis written on a gender issue at the Radboud University Nijmegen.

The research of all staff members of the Institute for Gender Studies is brought together in the interdisciplinary research program *The Dynamics of Gender. Body, Culture and Policies*. The program contains three lines of research:

1. Bodies and Sexualities.
2. Gender Cultures: Pluriformity, Transmission and Conflict.
3. Inequalities and Politics

The IGS aims to educate students in the workings and dynamics of gender on a social, cultural and psychological level and teach them to use and apply the gender perspective within their own disciplines. The disciplinary gender studies courses are part of the disciplinary bachelor and master programs. Following the double track policy, all students are taught a compulsory introductory course after which they can choose one of the minor programs or one or more of the disciplinary and interdisciplinary electives. The IGS offers each year:

- 28 disciplinary gender courses
- 5 interdisciplinary gender studies courses
- 4 interdisciplinary sexuality studies courses
- 3 minor programs: (1) *Gender Studies in the Arts*; (2) *Gender Culture and Society*; (3) *Gender Studies Philosophy and Religion*
- a master specialization in gender history
- 2 Radboud Certificate Programs *Gender in Culture and Society* in English

Furthermore, the IGS offers a complete four year Ph.D. Training Program in English including intensive individual supervision, two Ph.D. courses and research seminars. The training program is open to Dutch and foreign PhDs.

Within the Radboud Institute for Management Research there is the multidisciplinary research group called **Gender and Power in Politics and Management**, which has been researching gender issues for more than twenty years. The research group aims to contribute to a better understanding of the dynamics of power and gender in different contexts, and with this knowledge to help reduce gender inequalities in society.

The group consists of about twenty researchers who perform multi- and interdisciplinary research. Examples of ongoing research projects are: Diversity Management in Business and Science; To the Top/At the Top: Women in Politics, Business and Science; Globalization, EU Policies and Inequalities; and Gender and Diversity in Networking. The research group does not focus exclusively on women but also studies the position of men in society: are all men privileged or just those from higher socioeconomic classes?

In order for the research group Gender and Power in Politics and Management to thrive, they have developed four interrelated sub-programs around theoretical and societal pressing issues. There are several research projects in each of those programs and the programs have been selected for their potential to develop other projects in the coming period.

- Organizational change towards gender+ equality.
- Globalization, EU Policies and Inequalities.
- To the Top/At the Top: Women in Politics, Business and Science.
- Gender and Diversity in Networking

Conclusions

This first Gender Equality Report of the Radboud University Nijmegen shows that quite some initiatives and programs are implemented in the past few years to work towards gender equality. At the Radboud University the level of awareness of gender issues seems to have increased in the recent past. It has been put on the agenda of the management level and of the HRM department. Radboud University is also rather strongly gender minded because of the Institute for Gender Studies providing about 40 gender courses, 3 minor programs and a master specialization, and the multidisciplinary Gender research group.

Statistical data confirm the 'leaky pipeline model': the higher the academic rank, the lower the number of women. Although at the student, PhD student and postdoc level women are almost equally represented compared to men, especially at the level of associate and full professor, the share of women remains low. The Radboud University acknowledges the underrepresentation of women in the higher ranks as a weakness that needs to be

strengthened. Therefore gender policy and career policy directed at women staff have been developed and charters have been signed. With the implementation of these policies, several programs and initiatives were established. These vary from incentive grants for women staff, to mentoring programs, setting up and supporting women networks and appointment regulations. Data on participation in mentoring programs is available, although for this report we were not able to collect this in time. Data on the allocation of incentive grants and the expected career promotion is not available. In order to determine whether these grants have the intended effect, it would be necessary to gain access to this data.

Regarding work life measures, most of them are part of collective labor agreement of Dutch universities (CAO). There are various regulations aimed at facilitating a proper work life balance for men and women staff, e.g. pregnancy and maternity leave, parental leave, flexible working hours and child care. Focus groups showed resistances are faced when people (would like to) make use of some of these facilities. Unfortunately, statistical data on the use of these facilities by men and women is missing. Access to these data would be important, since there is a difference between offering facilities and actually utilizing them.

In order to determine the status of the friendly work environment of the Radboud University, it would be necessary to gain access to data on the reporting of harassment. This data is registered, but confidential. However, it is not registered in the annual reports, whether the complaints were filed by women or by men. The confidential advisor recognized this as relevant information, so it might be registered in the near future.

II.4. MIDDLE EAST TECHNICAL UNIVERSITY

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1. Introduction

1.1. About the Report

The First Gender Equality Report aims to provide a preliminary but comprehensive diagnosis in the areas of human resources (HR) and career management, work life and work conditions, gender based offenses and violence, and gender in research and curricula. As indicated in the template, within the scope of the First Gender Equality Report, partner institutions are not expected to address all above-mentioned issues or factors to the same extent, as there are significant institutional or structural differences in terms of the scope and level of available data, information, policies and awareness on gender equality across partner institutions. Consequently, it is up to partner institutions themselves to place more emphasis on certain issues, and to indicate why and in what ways further investigation and focus may be needed in other areas.

The significance of this report pertains to the fact that, in the case of METU, sex-disaggregated statistical data on staff and students is analysed and evaluated for the first time through the present report. The present report is mainly based on such sex-segregated information collected for the first time for the purposes of this project. It also reflects information and insight gained through consultations with, in particular, some relevant academic and other staff. This exercise will be complemented and extended by further qualitative research that will be conducted in the context of other work packages within EGERA.

In this respect, it is important to note that, in the case of METU, no previous document or report on issues addressed by this report existed. Thus, this is a first and crucial attempt to collect and analyse data on gender equality within the institution.

The present report also provides the opportunity to already observe some concrete progress made possible by EGERA within METU. A case in point, in this respect, is the addition of a gender equality module to AGEP, the training programme offered to the newly hired academic staff. The report also reveals some limitations faced by METU as a public institution bound by laws, state regulations and codes of conduct, in bringing about change that would help ensure progress in the gender equality area within the institution.

Face-to-face meetings with the main target groups and relevant stakeholders are planned in the short- to medium-run, in order to gather more information, raise awareness on the issue

and enhance institutional solidarity through participatory activities as well as by sharing the results of the present report.

1.2. About the University

Middle East Technical University is a state university established in 1956, which has one of the largest campuses in Turkey, with the enrolment of 26.000 undergraduate and graduate students, over 2.500 faculty members and 1.800 staff members during the 2014-15 academic year. The University has 40 undergraduate programs within five faculties, 104 masters and 66 doctorate programs across five Graduate Schools. As the language of instruction is English in METU it also has an English Preparatory School where incoming students who do not have sufficient command of the English language receive acquire proficiency in English. The University accepts students from top 1.5 % of applicants in the National University Entrance Exam.

METU is a reputable international research university, ranked in the 71-80 band in the “World Top 100 Universities” list in the “World Reputation Rankings” released by the *Times Higher Education* in 2012, 2013 and 2014. METU is also ranked as the 85th in the “World University Rankings 2014-2015”, among the world’s best 400 universities. Recently, METU is ranked 3rd in the *Times Higher Education* BRICS & Emerging Economies Rankings 2015.

Among the 26.000 students, there is more or less an equal ratio between female and male students studying for undergraduate and graduate level degrees in the 2014-2015 academic year. Female students constitute 46% of all students in the English preparatory school, whereas their percentage is 43% among all undergraduates, including preparatory school, as well as associate/undergraduate degrees. Women constitute 45% of all graduate (master’s and doctorate) students at METU.

2. Human Resources and Career Management

The data and information provided in this section focuses on three different groups, namely, academic and research staff, administrative and technical staff, and students. With the EGERA project, METU has been able to collect and analyse gender-segregated data, and to make information available and accessible for the first time. All the administrative unit and departments in the university have cooperated in sharing available data for this purpose. Due to the fact that the EGERA project is strongly supported by the University, no problems or obstacles have been experienced in accessing the existing data. None the less, there were limitations of the information available on some issues.

This section focuses on recruitment, employment, reward, appraisal, promotion and career management schemes. It should be noted that in all these processes, METU is bound by statutory regulations. Therefore, the University does not have independence and initiative in developing and proceeding these schemes. This fact should be taken into account in all the analysis provided below. Similarly, due to the fact that the University is subject to state laws, there is no institution-based formal policy of positive discrimination and affirmative action. Despite the fact that gender segregated data has been collected and preserved over time in METU, no previous analysis or systematic reports are available on comparative and other aspects of this data. Therefore, the data reported here has been obtained from different units and/or departments of the university that already had this information, by the EGERA team. In most cases, although data was available, such data has been collated and analysed for the first time. More importantly, the gender distribution of existing data was made for the first time upon the initiative of the EGERA team in METU.

While METU has a Gender and Women's Studies (GWS) Program since 1994, which provides a critical milieu on gender issues and research, the University does not have a Gender Equality Action Plan, nor a Gender Equality Group to provide consultancy on these matters. In fact, these are two of the main goals of the EGERA project in METU.

The Gender Equality Action Plan of METU, the work for which has already started, aims at enhancing gender equality monitoring instruments, building gender-friendly work environments, mainstreaming gender in research content and curricula, and training academic and research communities in direct correlation with the objectives of EGERA.

2.1. Academic and Research Staff

The analysis of the gender distribution within academic positions is conducted on the basis of academic rank i.e., titles (professors, associate professors, assistant professors, instructors and teaching/research assistants) and for specific departments.

In terms of vertical and horizontal gender-segregated data by discipline, including research assistants, there are more women academic and research staff than men (1.349 out of 2.532)

in METU (53%). The percentages of women with academic titles are shown in Table 1, where it is clear that the percentage of women among full professors is significantly lower than in other categories. This gender gap among full professors can be interpreted in two ways. First, this ratio is likely to change positively in the future as the gender distribution in upcoming cohorts is significantly more equal. On the other hand, one could argue for the likelihood of the 'glass ceiling' effect that could work against positive change.

Table 1: Distribution of academic titles

Title	Female (%)	Male (%)
Professor	32	68
Associate Professor	49	51
Assistant Professor	47	53
Instructor	78	22
Teaching/Research Assistant	50	50
TOTAL	52	48

As far as gender distribution in different academic areas and departments goes, one can discern an area-specific gender distribution with higher concentration of men in engineering and natural sciences, and women in social sciences. This picture however shows remarkable particularities and a more detailed analysis, by looking at specific departments, is necessary to grasp significant differences among disciplines.

Table 2: Percentage of Female and Male Academic Staff across Faculties

Faculties	Female (%)	Male (%)
Arts and Sciences	53	47
Architecture	62	38
Engineering	32	68
Economics and Administrative Sciences	52	48
Education	68	32

As seen in the above table, while in Faculties of Education and Architecture women academics constitute the majority, the academic staff in the Faculty of Engineering is overwhelmingly composed of men. Faculties of Arts and Sciences and Economics and Administrative Sciences, on the other hand appear more or less gender equal.

Yet, as individual departments in these Faculties also often reflect significant differences in terms of women-men ratios, it may not be very meaningful to talk on the basis of Faculties or even overall science areas.

For instance, in the Faculty of Arts and Sciences, which appears as one of the most gender-equal Faculties, one can observe a general gender difference between the composition of natural science (physics, chemistry, biology) and mathematics departments and those of social sciences and humanities. Additionally, significant differences exist between specific departments in either of these general areas i.e., natural sciences and mathematics vs. social sciences and humanities so that while 75% of the academic staff in the Psychology Department is women, 62% of those in the History Department and 69% of those in the Philosophy Department are men. On the other hand, 69% of the academic staff of the Biology Department and 62% of those in the Chemistry Department are women whereas men occupy 65% of the same positions in the Physics Department. Taking a closer look at the two Faculties with the highest level of gender imbalances, namely, the Faculty of Engineering and the Faculty of Education, some critical observations can be made.

Table 3: Percentage of Female and Male Academic Staff in Selected Departments within the Faculty of Engineering

Faculties	Female (%)	Male (%)
Mechanical Engineering	11	89
Computer Engineering	23	77
Metallurgical and Materials Engineering	25	75
Electrical and Electronics Engineering	26	74
Civil Engineering	29	71
Geological Engineering	31	69
Petroleum and Natural Gas Engineering	35	65
Environmental Engineering	63	37
Food Engineering	67	33
TOTAL	32	68

While the Faculty of Engineering is composed overwhelmingly of male academic staff, there are some exceptions, such as the Department of Environmental Engineering and the Department of Food Engineering, where more than 60% of staff members are women.

On the other hand, women are generally overrepresented in the Faculty of Education, constituting 84% of the Department of Foreign Languages Education (which includes the English Preparatory School staff), 80% of the Department of Educational Sciences, and 79% of the Department of Primary Education.

A rather balanced distribution, with 46% women, characterizes the gender distribution of foreign academic staff at METU. Nevertheless, a closer look here also reveals a rather striking disparity, whereby only 12.5% of foreign academics with the title of professor are women.

Looking at managerial positions, the University Senate at METU displays a gender-equal structure, with 12 male and 13 female members. The President's Office, (which includes the Rector (President), three Vice Rectors (Vice Presidents), 7 Assistants-to-the-President and the Secretary General of the University) is composed of 7 male and 5 female members. Among these, 1 out of 3 Vice Rectors (Vice Presidents), 4 out of 7 Assistants-to-the-President are women. There are 5 Faculty Deans and 5 Graduate Schools Directors; 1 of the 5 Deans and 3 out of 5 Graduate School Directors are women. This displays a rather gender-balanced distribution, with women representing almost half of highest level managerial positions in METU.

2.2. Administrative and Technical Staff

A more gender-unequal picture however, emerges when the focus is on administrative and technical staff in METU. Women occupy only 32% of all technical and administrative staff positions. Overall, 574 out of 1.769 technical and administrative staff are women. When the type of contract is considered, there are two categories of positions among administrative and technical staff, namely, workers and state employees. State employees all have permanent contracts. Within the workers category, however, there are two further categories, namely, permanent workers and temporary workers. Temporary workers have their contracts renewed on a periodical basis, i.e., 6 or 12 months, therefore this category has no job security. Moreover, they are not entitled to the full benefits that are provided for permanent positions. 88% of the permanent worker positions are occupied by men, while 74% of the temporary worker positions are filled by women. Among the state employees, in the university 35% of them are women. This clearly shows that women are underrepresented in secure and permanent work positions.

A gender-specific concentration for the traditionally gender-segregated occupations can be deduced from the data for the technical and administrative staff at METU: all of the drivers and construction workers, most of the engineers (71%) are men, whereas all of the nurses, dieticians, and kindergarten/nursery teachers/administrators are women. 69% of office workers and 67% of secretaries are women, while only 6% of technicians and 23% of assistant technicians are women.

2.3. Students

The total number of students, including those enrolled in the English Preparatory School, undergraduate, associate degree, Master's degree, doctoral degree, secondary education and special programme students, in METU is 25.967. Women constitute 44% of these. Female students constitute 46% of all students in the English Preparatory School, whereas their percentage is 43% for all undergraduate levels (including the English Preparatory School, as well as associate/undergraduate degrees); 45% of all graduate (master's and doctorate) students are women.

On a Faculty based analysis, 74% of students in the Faculty of Education, 67% of students in the Faculty of Architecture, 61% of the students in the Faculty of Arts and Sciences students, 52% of the students in the Faculty of Economics and Administrative Sciences and 25% of the students in the Faculty of Engineering are women. This shows the gender-based concentration of respective Faculties, with the Faculty of Education overwhelmingly hosting female students, and the Faculty of Engineering hosting male students as a great majority. However, within this pattern, some outlying cases require further attention. For instance, while 95% of the students of the Department of Primary Education are women, this rate falls to 14.5% in the Department of Civil Engineering and 10% in the Department of Mechanical Engineering.

Table 4: Number of Female and Male Students across Faculties

Faculties	Female	Male
Arts and Sciences	2.692	1.708
Architecture	1.086	528
Engineering	2.956	8.878
Economics and Administrative Sciences	1.686	1.590
Education	2.043	710

A very striking figure emerges out of the gender distribution of Vocational School (a two-year higher education institution affiliated with METU conferring an associate vocational degree) in electronics. Here, out of 109 students, only 2 are women (1.8%).

Table 5 shows the numbers of female and male students across the five Graduate Schools of METU. Here, the greatest disparities are observed in the Graduate School of Social Sciences, where 64% of students are women, and the Graduate School of Informatics, where only 35% of students are women. Apart from these two extremes, the remaining Graduate Schools display a more gender-equal student structure, where 48% of students at the Graduate School of Natural and Applied Sciences and Graduate School of Applied Mathematics, and 52% of Graduate School of Marine Sciences are women.

Table 5: Number of Female and Male Students across Graduate Schools

Graduate Schools	Female	Male
Social Sciences	404	231
Informatics	227	430
Applied Mathematics	98	108
Marine Sciences	15	14
Natural and Applied Sciences	263	286

2.4. Gender Pay Gap

While there are pay differences across staff positions in accordance with seniority and academic rank principles, there is no gender pay gap for positions of equal value. That is, while associate professors receive 66%, assistant professors receive 58%, and instructors get 57%, and research assistants get 53% of professorial salaries, there is no wage differentiation between genders. However, since the number of women professors is significantly lower than male professors, it can be argued that women's overall earnings are lower than their male counterparts.

2.5. Mentoring and Support System

There is no mentoring or support system specifically designed along gender lines at METU. In fact, there are no formal mentoring schemes of any kind. Overall, there are no specific human resources policies and / or mechanisms that exclusively target groups along gender lines (thus, no specific women-support plans or mechanisms) in terms of career planning, disability and work-life balance.

2.6. Equality policies

Since METU is a state university, it is bound by statutory regulations. Therefore, no specific gender equality and/or equality measures, mechanisms or provisions exist in the University's regulations. This creates difficulties for female academic and administrative staff, as well as students since no positive action measures can be applied. However, a strong willingness to improve recruitment, work and promotion conditions for women, as well as to develop women-friendly policies exist among all parties consulted.

3. Work life and work conditions

This section focuses on available information and policies on issues of work-life balance, including parental leave, care services, and leave of absence. It should be noted that the leave arrangements are all subject to statutory regulations, therefore, the data collected for this purpose concerns statutory leave arrangements. All units have cooperatively shared available data for this purpose. However, there are certain limitations in terms of data collection and information available on some issues. Due to the fact that the EGERA project is strongly supported by the University, no problems or obstacles have been experienced in accessing the existing data.

The existing state provision for maternity leave is 16 weeks, 8 of which can be taken before and 8 of which can be taken after birth. At least 3 weeks of leave should be taken before birth. This leave extends to 18 weeks in the case of multiple births. A recent 10-days leave for new fathers has been instituted in 2014 for male civil servants. As for the male workers, the duration of this leave is up to the employer. Women workers who have recently given birth can take up to 1.5 hours per day for breastfeeding until the child reaches 12 months. On the other hand, women civil servants can take 3 hours per day for the first 6 months, and 1.5 hours per day for the remaining 6 months. Moreover, women civil servants can take up to 2 years of unpaid parental leave, while this period is only 6 months for women workers, which implies further inequalities between women in terms of employment status.

METU has a childcare facility on campus for children above 3 years of age, in the form of a kindergarten available for both academic and administrative staff. Among the children of academic staff attending this facility, 64% use this service through their mothers and 7% through both their parents. For the children of administrative staff, these rates are 68% and 9%, respectively. This shows that the main beneficiaries of on-campus childcare services are women, and children attend these services mainly through their mothers. There are no facilities or arrangements for the care of other dependent family members.

While the nature of academic work and the general culture of the institution allows for some flexibility in the working hours of the academic staff in general, this is always on an informally arranged scheme. As a state university subject to state regulations, formal flexible work arrangements, i.e., flexible working hours, do not apply at METU.

All academic staff members, starting from assistant professors, can benefit from a paid sabbatical leave period of one year upon completion of 6 years of service in the University subject to fulfillment of specific requirements. Public employees can also benefit from short or long term leaves of absence with or without pay under specific conditions. While all of these terms apply to academic staff of METU too, no gender-segregated data is currently available on the beneficiaries of sabbatical leave or leave of absence with pay.

A casual leave of absence of 10 days per year is provided for all public employees, including academic and administrative staff. Moreover, all public employees who have been employed less than 10 years are provided a paid annual leave of 20 days; this period increases to 30 days upon completion of 10 years. Being a state university, METU does not have the option to develop special gender equality provisions or measures, therefore, the implications of those cannot be further elaborated upon.

4. Gender based offenses and violence in the university community

As a state university bound by the Civil Employees Act, METU does not have specific regulations on the issues of gender-based discrimination, gender-based violence (including verbal assaults), sexual harassment and other related issues. As all institutions and real persons, the University and its employees are subject to the Turkish Penal Code, Turkish Labour Code, Law of Obligations, as well as the Disciplinary Act of Higher Education Board of Turkey for Executives, Teaching Staff and Civil Servants, Disciplinary Act of Higher Education Board of Turkey for Students, and the more recent Higher Education Board Ethical Code of Conduct adopted in 2014. The last of these regulations, the Ethical Code of Conduct provides a good example giving the main framework of the state approach to the issue. The document addresses issues under three different headings, namely, Basic Values and Principles, Ethics of Education and Training, and Ethics of Academic Administration. In all these sections, 'discrimination and abuse' are used in very general terms, without specific reference to gender-based discrimination, violence or harassment.

On the other hand, METU has recently initiated a new unit bringing together the Academic Personnel Association, the faculty of Gender and Women Studies Programme, and the representative labour union in the University for purposes of developing a policy document on sexual harassment and mobbing. The aim of this unit is to develop a specific measure for the elimination of gender-based discrimination, sexual harassment and violence against women. This unit has already conducted several meetings with the President's Office and a policy document is being prepared and is waiting for the consideration. As part of this initiative, a code of conduct for gender awareness/sensitivity is being prepared in collaboration with the University Executive Board. However, with the exception of a survey on mobbing, no specific data is available at this stage.

5. Gender in research and curricula

This section aims to examine the current level of gender mainstreaming in academia by looking at the available courses on gender, gender programs, gender seminars specifically formulated to disseminate or mainstream gender knowledge, particularly in different fields or academic disciplines. Gender-segregated data on academic excellence ranking and on performance award schemes is currently not available.

Within the scope of the EGERA project, a gender equality training module was inserted into the AGEP training programme provided for the newly hired academic staff at METU. The next round of the programme will start in April, and it will include the new gender equality module, focusing on conceptual framework, analysis of available gender-segregated data in the University, as well as policy suggestions/recommendations.

There is not a national policy specifically on women in science and no state or public funds, fellowships or awards targeting exclusively women. Therefore, women academics do not receive any specific public support of this kind. If the gender distribution of ongoing projects is examined, it is obvious that overall, men are the main beneficiaries of major research funds. While 61% of those who lead research projects and thus can be considered the main beneficiaries of funds provided by research institutions are men, this rate rises to 84% in projects funded by industry.

Table 6: Gender Distribution of Ongoing Projects at METU (December 2014)

	Women	Men
National projects funded by METU	163	168
National projects funded by other organizations	140	311
International projects funded by EU	66	88
Total	369	567
Percentage	39.4%	60.6%

A closer look at Table 6 reveals that, while METU funds have a distinctly more egalitarian distribution, with 49% of beneficiaries being women, particularly national projects funded by other research institutions do not have the same approach. Here, the project schemes mentioned include those funded by the Scientific and Technological Research Council of Turkey, Ministry of Development Scientific Research Projects, National Earthquake Research Programme Projects, Turkish National Union of Geodesy and Geophysics Projects, and Agricultural Research and Development Projects. Only 31% of beneficiaries of such projects are women.

Table 7: Projects Sponsored by Industry

	Women	Men
Research, Development and/or Implementation Projects	124	533
Consultancy work	159	969
Total	283	1502
Percentage	15,8%	84,1%

The situation is even worse when projects sponsored by industrial are taken into account. Here, women receive only 19% of research, development and/or implementation projects, and 14% of the consultancy work, which adds up to a percentage of less than 16% in total. The main reason for this imbalance might be to that the overwhelming majority of these projects are conducted within the Faculty of Engineering, which has comparatively low percentages of female academic staff.

Overall, it can be argued that METU has a remarkably more gender-sensitive approach in providing research funds compared to other private and public, national and international institutions. As indicated above, a Gender and Women's Studies M.S. Programme was established in February 1994 through support by a United Nations Development Programme (UNDP) project in collaboration with the Directorate General on the Status and Problems of Women of the Government of Turkey. Members of the EGERA team at METU (Prof. Dr. Feride ACAR, Prof. Dr. Ayşe Ayata, Assoc. Prof. Dr. F. Umut Beşpınar and Assist. Prof. Dr. A. İdil Aybars) are members of this programme. According to the information taken from their website:

“The two-year interdisciplinary curriculum examines the issues of knowledge, society and gender within a feminist perspective in order to contribute towards an understanding of the social position of women and the inequality between women and men with a primary focus on the case of Turkey”.

The education and research activities of the Gender and Women's Studies Programme of Middle East Technical University aims, on the one hand, to critically examine the existing theory/knowledge in terms of their implications for policy and practice and on the other hand, serve as an active agent of change through establishing a feedback system between its activities and those of other relevant actors.

The courses offered in the programme are:

Required Courses

GWS 501 Introduction to Women's Studies (3-0)3

GWS 505 Prothesis Seminar (Thesis) NC

GWS 589 Term Project (Non-thesis) NC

GWS 599 Master's Thesis (Thesis) NC

Elective Courses (Each (3-0)3)

GWS 502 The Woman Question in Turkey: Interdisciplinary Conceptualizations

GWS 503 Gender and Peace

GWS 506 Images of Women in Western Literature from Pre-modern to Postmodern Era

GWS 507 Gender and the City in Turkey

GWS 510 Women's Human Rights in Turkey, the EU, and the World

GWS 511 Making of Feminist Knowledge

GWS 513 Women and Civil Legislation

GWS 514 Women and Development

GWS 518 Working Women and the Law

SOC 503 Problems of Studying Women in Muslim Societies

SOC 509 International Regimes and Gender Equality

SOC 516 Gender, Media and Cultural Representation

SOC 519 Feminist Methodology in Social Sciences

SOC 526 Issues in Women's Work and Employment

SOC 533 Gender Issues in Class and Patriarchy

SOC 535 Contemporary Feminist Theory

BA 4214 Gender Aspects in Organizational Life

PSY 550 Psychology of Gender and Women

PSY 562 Psychology of Close Relationships

HIST 510 Women's Experience with Hierarchy and the State

HIST 536 Cultural Construction of Gender: Women in Central Asia and Turkey

ADM 572 Gender in Politics and Political Participation

ECON 431 The Economics of Gender

In addition to these, there are courses on gender issues and with gender component are offered by different departments, such as Sociology, Psychology, Political Science, Management, Economics, as well as interdisciplinary graduate programmes such as Social Policy, Eurasian Studies, Middle Eastern Studies, etc. For instance:

EAS 515 Gender Question in the Soviet Union and Post-Soviet Space

SOC 659 Space Place and Gender

PSY430 Gender and Leadership Issues at Work

The Master's and Ph.D. theses written on gender-related subjects across a wide range of Departments and Programmes from Sociology to Educational Sciences, available on METU library database, include the following:

Master Theses:

Subjectivity formation of working class women and respectability: a case study on women sales work. Tatar, Mehtap. Ankara: METU; 2014. M.S. Media and Cultural Studies.

- Realisms and working women in the novels of Gaskell and Brontë. Kahveci, Rana. Ankara: METU; 2014. M.S. English Literature.
- The spatial mobility of women in accordance to their closure to social and cultural facilities. Taş, Ayşe. Ankara: METU; 2014. M.S. Urban Policy Planning and Local Governments.
- Women health-related physical activity program participants' perceived autonomy support and basic Mehrtash, Shabnam. Ankara: METU; 2014. M.S. Physical Education and Sports.
- Social representations of psychology of gender and women in Turkish novels . Yılmaz, Fatih. Ankara: METU; 2014. M.S. Psychology.
- Parisian avant-garde women and the production of "domestic" space in the early twentieth century. Mehmetoğlu, Yıldız İpek. Ankara: METU , 2014. M.A. History of Architecture.
- Gendered citizenship: experiences and perceptions of the Bulgarian Turkish immigrant women [Electro Kaytan, Özge. Ankara: METU; 2014. M.S. Gender and Women's Studies.
- A Sociological analysis of microcredit : a poverty alleviation tool for women or not? Artan, Cemre. Ankara: METU; 2013. M.S. Sociology.
- Mediating role of marital satisfaction in the types of infidelity - forgiveness, trait positive affect - forgiveness and coping - forgiveness relationships in married men and women Duman Temel, Emine. Ankara: METU; 2013. M.S. Psychology.
- Violence as a way of reconstructing manhood: the role of threatened manhood and masculine ideology Türkoğlu, Beril. Ankara: METU; 2013. M.S. Psychology.
- Between the nation and the community: impact of multiculturalism on women and children. Tan, Meral. Ankara: METU; 2013. M.S. Political Science and Public Administration.
- A Comparative narratological analysis of the representation of women in Homer's the Odyssey and Jo Yıldırım, Tuğçe. Ankara: METU; 2013. M.S. English Language Teaching.
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Ph.D. Theses

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6. Conclusions

The present report reveals three important points. First of all, the lack of advanced gender-segregated data in METU, that is, the availability of limited items, at a rather elementary level, emerges as the main limitation, hindering an effective analysis and evaluation of existing policies, mechanisms and practices. The limited availability of data implies, at the same time causes and is the result of a lack of awareness and sensitivity on gender related matters. More importantly, the lack of this type of data reflects a more general cultural and institutional gender blindness in Turkish society, which is also illustrated by the lack of an institutional gender pay gap. Moreover, apart from limited and partial studies conducted for academic purposes, no previous analytical studies or reports exist on the subject matter. At the same time, however, this is where the main contribution of the EGERA project lies, as it enabled the collection and sharing of data for the first time, thus initiating the path for further data collection on the issue.

Secondly, gender distribution seems to be most egalitarian among academic staff, followed by students (with the exception of certain Departments/Programmes that are traditionally gender segregated). Administrative and technical staff display the most gender-inegalitarian structure, which mainly reflects the wider gender inequalities in the Turkish social structure, marked by very low levels of labour force participation of women, their invisibility in certain occupations/positions, and their concentration in low-paid, temporary positions with no job security.

Finally, this report also shows a significant potential for improvement, support provided for women researchers on an equal basis with their male counterparts; increasingly more egalitarian gender distribution of academic titles in the younger cohorts; and symptoms signalling a gradual transition to a more gender-sensitive work culture at the institutional level, such as the addition of a gender equality module to the training programme offered to new academic staff, as well as the formation of a unit fighting against gender-based discrimination, sexual violence and mobbing. Despite the limitations of METU due to its character as a state university, these developments signal the emergence of a more gender-equal culture at METU.

II.5. THE UNIVERSITY OF ANTWERP

Authors: Petra Meier & Jolien Voorspoels

Introduction

The Gender Action Plan of the University of Antwerp saw the light within the following context. In October 2013 the Flemish ministers for education and science, which are Community matters in Belgium, issued a decree for quota, maximum 2/3 of the same sex, to be applied to all academic decision-making bodies and boards. As the respective rectors were concerned about the feasibility and effectiveness of those quota they set up an interuniversity 'High Level Task Force Gender' to design concrete propositions for long-term effectiveness in matters of gender balance, which would gather a broader support basis among the academic staff. The interuniversity problem analysis and recommendations were presented as an action plan to the two ministers who enthusiastically assigned the rectors to design action plans per institution but in accordance with the interuniversity plan. Subsequently, the University of Antwerp designed its own Gender Action Plan, which was validated by the Board of Governors of the University of Antwerp in January 2014. The measures aim for "a versatile and complementary approach, originated in the idea of gender mainstreaming". Bi-annually progress and results will be reported to the Steering Committee of Equal Opportunities and the Academic Council for Services to Society. Kathleen Vercauteren, head of the Department University & Community at Antwerp, was also the head of the High Level Task Force Gender under the Flemish Interuniversity Council. Within her department at the University of Antwerp, there is a small but active team on Equal Opportunities and Diversity, supported by an advisory Steering Committee. They wrote the Antwerp specific Gender Action Plan. Within EGERA we work closely with Kristien Seghers, staff member of this team, and the HR-department. Greet Dielis is the HR manager for Academic Staff and is an EGERA consortium Board member. With this cooperation we aim to converge and amplify our efforts regarding the Gender Action Plan, written in the Flemish context, and the EGERA GEAP as much as possible.

With respect to the issues covered in this first gender equality report, we can make two major points. First, of the different issues covered, the University of Antwerp disposes of the most extensive amount of data on HR and career development indicators, but they are mostly available as raw material, so far not easily accessible for a larger public. The institution disposes of less to no data on the other three issues covered, with the least information structurally available on gender issues in teaching curricula and research. We got hold of that latter information, but through other means and our involvement in other structures and networks. Secondly, when it comes to the policies developed by the University of Antwerp, it is most far reaching in its policies regarding a work life balance. In the near future the institution will mainly invest in the development of HR indicators.

Section 1: Human resources and career management

Availability and accessibility of data:

The University of Antwerp disposes of a broad range of HR indicators for both different categories of students and of personnel. For instance, when it comes to personnel, information is available on position, income category, etc.; when it comes to students, on the type of study; or, when it comes to PhD students, on the number of starting PhD students and the number of PhD students obtaining a PhD. Such data are gathered through student registration, central personnel data files, etc. and many of them are linked to a database for business intelligence purposes. The data in the database for business intelligence purposes are easily available as bulk data, though not processed into reports on a regular basis (with the exception of annual reports on the student population).

Also, these data in the business intelligence database do not comprise the variable of sex (but age is an existing socio-demographic variable). So far, sex-segregated data were drawn manually from the data at the disposal of the University of Antwerp, for instance for the 2009 and 2014 reports on the level of gender equality within the University of Antwerp. Sex-segregated data exist as raw data within the different institutional databases (for instance, sex of students and personnel are registered by respectively the student administration and the department of personnel), but are not connected to and therefore comprised in the database for business intelligence purposes.

Hence, while many HR indicators exist and are easily accessible, they cannot be segregated by sex but through manual operations so far. These data are therefore not readily accessible for a larger public, but can eventually be accessed through the HR department and the Equal Opportunities and Diversity Unit (though one will not get access to the initial raw data nor to the database as such for privacy reasons). The Equal Opportunities and Diversity Unit disseminates sex-segregated data on an ad hoc basis, as was the case with the mentioned 2009 and 2014 reports. They also did so at the occasion of the 2014 International Women's Day on March 8th, when they disseminated a small flyer showing some data on gender inequality within the institution.

The fact that sex as a variable is not comprised as a standard variable in the database for business intelligence purposes, makes it resource consuming to generate such data, which as such is problematic. The access to the initial data is limited and only possible for a small number of actors (the HR department and the Equal Opportunities and Diversity Unit); others have to rely on these actors to access the necessary data,. However, we did not experience any obstacles in the sense that both the HR department and the Equal Opportunities and Diversity unit have no problems in making such data available, especially on a more structural basis.

- a) Did you experience any opportunities or advantages during the review of HR and gender culture indicators at your institution?

Namely, within the context of the Flemish Gender Action Plans developed by the different universities and the EGERA project it was decided to look for a structural monitoring of gender equality indicators. The University of Antwerp would like to do so with the help of the existing business intelligence database since this system allows for easily producing statistics combining all kind of data. Since the socio-demographic variable of sex is not yet comprised in the business intelligence database, the idea is to add this variable. A number of preparatory meetings took place in 2014, with the head of the HR department, as well as with the Equal Opportunities and Diversity Unit. In 2015 meetings are planned with the IT specialists to define the needs and options, in order to make the necessary changes within the business intelligence database.

Together with the Equal Opportunities and Diversity Unit we prepared a suggestive list of indicators we would like to monitor (this list can be provided upon request, but it is in Dutch because it is for internal purposes).

Methodologies used to address gender (in)equality in HR and career management:

- a) What methods or instruments (interviews, forums, surveys, reports etc.) did you adopt in your efforts to observe /assess the situation of gender+ (in)equalities at your institution in order to go beyond existing statistical data and information? Please provide a list and short description of the instruments and mechanisms you have adopted in your efforts to implement EGERA.

We relied on the ad hoc reports of the Equal Opportunities and Diversity unit, both the first report of the University of Antwerp on gender equality, based on a survey conducted in 2009 (*Rapport Kansengroepen binnen het personeelsbeleid*), and a new report from 2014 on the distribution of men and women over the different categories of professors and their promotions (*Aanwezigheid van mannen en vrouwen binnen het ZAP*). We also relied on two focus groups conducted in September 2014, one with members of the university's association of pre- and postdoctoral scholars, one with members of the trade union. Finally, we relied on a large number of discussions and permanent communication with staff members of the Equal Opportunities and Diversity Unit and of the HR department.

- b) What kind of information (manifest and/or latent) did these methods reveal about the situation of gender+ (in)equalities at your institution?.

The overall picture revealed attitudes and concerns behind the facts. It showed that at the level of the individuals, and especially junior scholars, the issue is alive and one of concern. Although it should be said that this concern is broader and comprises the

overall working climate, conditions and options at the university, whereby potential scholars are worried of how to make their way within the academia. It also showed that there are pockets groups of actors within the university who are largely concerned about the issue of gender equality within the academia. This is especially the case for the people working on equal opportunities, and for members of the HR department. It also showed that this concern is to a certain extent limited to such pockets. Not the entire university structure is convinced of the need for diving into issues of gender equality let alone develop policies to promote them. This is especially the case for large segments of the decision-making structures.

Assessment of (non)existing gender equality policies in the field of HR and career management:

a) How would you evaluate the existing policies on gender+ equality at your institution?

There is a number of policies, which are good steps as such in coming to a more gender balanced working environment. However, many of those measures targeting gender equality focus on the combination of paid work and family duties. While a decent maternity leave and replacement during maternity leave, as well as child care and family friendly working hours are of crucial importance, they focus on but one aspect of gender equality (and partly simply on the rights of women as birth givers), and perhaps not even the most important one. Gender equality should comprise a broader approach, the questioning of who is part of the organisation and why, and to what extent a gender bias at what level hampers the full participation of members of both sexes (and beyond). This questioning of working structures and practices is not yet (fully) done and not deemed necessary by a large number of actors. However, some actors see the need for further steps such as a questioning recruitment and selection policies (to a lesser extent promotion policies since the criteria for promotion are very explicit – based on a metrics logic), or for a more generic gender training of hierarchically superiors. The Gender Action Plan of the University of Antwerp contains a number of promising elements within this respect. Important for future success is the mainstreaming of the understanding that such an approach is a necessary step.

b) Did you experience any problems or obstacles in the assessment or review of existing or non-existing policies?

Given the fact that the working relations with the HR department and the Equal Opportunities and Diversity Unit are excellent, we also did not experience any problems or obstacles to review these policies.

- c) Did you observe any resistances to the adoption of certain gender+ equality policies? Did you come to see any opportunities or advantages during the review of gender+ equality policies at your institution? Please provide a brief analysis on the issues raised above.

However, gender equality as a topic, independent of whether specific policies are concerned or not, is an issue still raising resistance within the institution. Such resistance ranges from a very dry argumentation that gender equality is achieved and policies are superfluous, to a form of resistance whereby specific policies or initiatives are ridiculed and not seriously committed to. For instance, the Flemish decree imposing a 33% gender quotas to all important decision-making assemblies and boards within the university is in many cases not well received. Furthermore, in order to meet the required share of women, often junior women, for instance student representatives or teaching assistants are called upon.

This is partly a consequence of the fact that the types of actors within decision-making assemblies and boards are decided at the outset in function of their position (for instance the presence of the dean, vice-dean, head of department, etc. is required). This involves that the sex composition of the assembly or board is to a large extent set as a consequence of which type of actor has to participate in the process. Notwithstanding this constraint, such a quotas decree could lead to a larger reflection of why women are to such a large extent under-represented and how to increase their numbers beyond the imposition of a gender quotas decree to decision-making structures within the university. However, that step is not made. Nonetheless, the fact that a 33% gender quotas is imposed, forces those selecting the members for decision-making assemblies and boards to seek for women, which may, in the somewhat longer run trigger a more proactive search for women and even a reflection on why there are so few and how to increase their number.

For the moment being, the gender quotas decree might be the gender equality policy with the highest potential of triggering a larger effect.

Section 2: Work life and work conditions

Availability and accessibility of data:

- a) How would you evaluate the availability and accessibility indicators related to the above-mentioned issues (sex-disaggregated data possibly intersecting with other inequality axes) at your institution?

Please see previous section on the same point. Furthermore, data on sex, in combination with for instance, position, share of full time equivalent and number of children are available, but only in the database of the personnel, not in the business intelligence database. The latter will add sex, but not number of children. The question is also of what gets measured that way. It is rather a superficial measuring of the work life situation of the employee than the work life policies and their use as such.

Other data on work life and working conditions are not available on a structural basis. Ad hoc information is gathered, to some extent through the 2009 gender equality survey mentioned above, through its follow up, the 2014 EGERA gender equality culture survey, and to some extent through a survey conducted in 2013 on stress at the work floor. But there is no detailed information on the work life situation and work conditions of the different categories of personnel, let alone how these are perceived. It should be noted that the compilation of such data would in any case be resource consuming, since such data could not be drawn from the existing databases, especially if one wants to invest work conditions.

It should also be noted that such information is partly available at a lower level, often not accessible because of privacy reasons. For instance, in the Faculty of Political and Social Sciences all teaching assistants have an annual meeting with their head of department in order to make a state of the art of their work, work life, work load and conditions. Written reports of these meetings are sent to the dean, but not available to the public. Similarly, regular individual meetings take place between the dean and the professors of the faculty, also meant to make a state of the art of the work, work life, work load and conditions. Again, written reports exist on such meetings.

- b) Did you experience any problems or obstacles in the collection, evaluation or sharing of existing data?

Please see previous section on the same point and the point just above. On the whole, we know what measures are available, but except for the gender equality survey of 2009 and the EGERA gender equality culture pilot survey of 2014 the university does not collect data on these measures on a structural basis.

- c) Did you experience any opportunities or advantages during the review of the indicators related to working conditions and work-life conciliation at your institution?

No particular points to be mentioned. It should be noted that work life balance policies are the most developed part of gender equality policies within the university, which is partly due to the strongly developed Belgian legal framework and welfare state provisions in these matters.

Methodologies used to address gender (in)equality in working conditions and work-life conciliation:

- a) What methods or instruments (interviews, forums, surveys, reports etc.) did you adopt in your efforts to observe /assess the situation of gender+ (in)equalities at your institution in order to go beyond existing statistical data and information? Please provide a list and short description of the instruments and mechanisms you have adopted in your efforts to implement EGERA.

Next to the tools used as mentioned in the previous section under the same point, there was the mapping of resistances to work life balance within the EGERA project; the declaration of the university on family friendly meeting hours and the reaction (though confidentially) to the KU Leuven note on part-time work.

- b) What kind of information (manifest and/or latent) did these methods reveal about the situation of gender+ (in)equalities at your institution? (It may be possible that although your institution has adopted many gender equality regulations, informal dynamics are hindering the effective implementation of these policies).

The information revealed is twofold, though not necessarily new. First, work life balance is – from the policy makers point of view – to a large extent perceived as an issue of combining paid work at the university with the raising of your own children and mainly focusing on women (though officially partly also targeted at men). It is therefore a very tight definition. Second, such measures are mainly feasible if the cost price is not too high. The university, as all universities in Belgium, has to make very strict decisions on financial matters and cost intensive policies meant to promote gender equality are not a top priority in comparison to constructing new buildings to host growing faculties.

Assessment of (non)existing gender equality policies in the field of working conditions and work-life conciliation:

- a) How would you evaluate the existing policies on gender+ equality at your institution?

Work life balance is – from the policy makers point of view – to a large extent perceived as an issue of combining paid work at the university with the raising of your own

children and mainly focusing on women (though officially partly also targeted at men). It is therefore a very tight definition. For the rest see same point under previous section.

- b) Did you experience any problems or obstacles in the assessment or review of existing or non-existing policies?

No problems or obstacles were experienced during this review, especially given the fact that the working relations with the HR department and the Equal Opportunities and Diversity Unit are excellent.

- c) Did you observe any resistances to the adoption of certain gender+ equality policies? Did you come to see any opportunities or advantages during the review of gender+ equality policies at your institution? Please provide a brief analysis on the issues raised above.

As mentioned before, work life balance policies are among the best developed gender equality policies at the University of Antwerp. If resistance there is, then mainly at the general level of resistance to gender equality, questioning the sense of any of these policies and thus also the need of, for instance, gender friendly meeting schedules, or of care taking holiday schemes beyond maternity leave. Not questioned are child care facilities, which can be read as much as a facility to meet the needs of the labour market as one meant to facilitate the caring for dependents in combination with paid work. However, as soon as such measures require serious financial means, they are balanced against other priorities the institution faces. Also, all in all, there is more willingness to facilitate the life aspects of the work life balance than to question the core issues of the work which might contribute to the imbalance.

Section 3: Gender based offenses and violence

Availability and accessibility of data:

- a) How would you evaluate the availability and accessibility indicators related to the above-mentioned issues (sex-disaggregated data possibly intersecting with other inequality axes) at your institution?

No data are available on a structural basis on discrimination, harassment and violence. Data on individual cases with respect to harassment and violence are known to the actors and services concerned to the extent that they are being reported but they are not publicly accessible due to privacy reasons.

- b) Did you experience any problems or obstacles in the collection, evaluation or sharing of existing data?

As no data are available on this issue so far and we have not attempted to generate general statistics on the issue, we did not experience any problems or obstacles See below for future initiatives.

- c) Did you experience any opportunities or advantages during the review of the indicators related to gender based discrimination, violence or sexual harassment at your institution?

However, within the context of the EGERA project it was decided to add a section on violence, including sexual harassment and violence, to the gender equality survey. The pilot of the gender equality culture survey therefore comprises a set of questions on these matters, investigating the experienced facts as well as by which type of actor they have been committed.

Methodologies used to address gender discrimination, gender-based violence and sexual harassment:

- a) What methods or instruments (interviews, forums, surveys, reports etc.) did you adopt in your efforts to observe /assess the situation of gender+ (in)equalities at your institution in order to go beyond existing statistical data and information? Please provide a list and short description of the instruments and mechanisms you have adopted in your efforts to implement EGERA.

During our second focus group in September with pre- and post-doctoral researchers we also asked them about sexism, gender based violence and the policy of the university in this respect. We furthermore analysed the document on the webpage for university staff members (all categories confounded). The university's department in charge of prevention policies and protection of the work environment (*Département*

preventie en bescherming op het werk) has its own page on the university's website. We found additional information under the section psychological-social aspects of work, labelled 'violence, bullying and unwanted sexual behaviour'.

- b) What kind of information (manifest and/or latent) did these methods reveal about the situation of gender+ (in)equalities at your institution? (It may be possible that although your institution has adopted many gender equality regulations, informal dynamics are hindering the effective implementation of these policies).

As far as we can assess the situation, the university invested the last couple of years in setting up a formal policy, such as contact people, etc., but there is no proactively developed approach to matters of harassment or violence. There are no sensitizing or prevention campaigns, there is no discussion or debate raised, there is no buzz such that the university takes this as a serious policy matter and works on it first front. On the whole, the impression given by what is available is that the university does its duty but that the issue is not really an issue (and therefore it is not necessary to develop further measures). When it comes to discrimination, the university follows the official legal rules of non-discrimination. Since years it applies a policy of officially encouraging women and groups from other under-represented categories to file complaints, but does not follow up with any concrete policies in order to foster the promotion of such groups.

Assessment of (non)existing gender equality policies and prevention/resolution mechanisms in the fields of gender discrimination, gender-based violence or sexual harassment:

- a) How would you evaluate the existing policies on gender+ equality at your institution?

The existing policies are best categorized as basic. As we have already mentioned in our previous answer, the university complies with national legislation regarding health and wellbeing at work but, besides leaflets and the webpage, there is no pro-active strategy tackling sexual harassment and violence at work or intimidation and bullying in general. The policy provides what is legally required and is so more about handling specific cases than awareness-raising and prevention. There are some broader – though also succinct – action plans of the service in charge of prevention policies and protection in the work environment, but it is mainly an external service, Mensura, also in charge of health issues at the work space, which intervenes in matters of violence and harassment.

The information available on the website includes a brief definition of the issue at stake, its causes and consequences; the existing regulations; possible actions to be undertaken in case of a problem; prevention advisors and mediators; the official complaint procedure; further information referring to leaflets, regulation documents, and the formal forms. More problematic according to us is the fact that on the page

explaining the official complaint procedure, the eye catcher in the middle of the page (a text in a bigger font and surrounded by a thick red frame) states that the “Abuse of the complaints procedure, e.g. out of revenge or to avert dismissal, is punishable.” (our translation). This announcement is the most prominent one on the whole page of information and therefore very discouraging to employees who might have to deal with intimidation. It is well known that someone in need of help often doubts her or his position and therefore needs support and a safe space where he or she knows to be listened to without his or her sincerity being questioned during every step of the procedure.

With respect to discrimination the same can be said: existing policies are basic and mainly comply with legal requirements. The university does not take a duly proactive approach or merchandises itself as an institution taking the lead in this type of proactive attitude.

- b) Did you experience any problems or obstacles in the assessment or review of existing or non-existing policies?

We so far did not have much contact with the service in charge of these matters, because we had planned to mainly work on the issue in 2015.

- c) Did you observe any resistances to the adoption of certain gender+ equality policies? Did you come to see any opportunities or advantages during the review of gender+ equality policies at your institution? Please provide a brief analysis on the issues raised above.

Not relevant, see answer to the previous question.

Section 4: Gender in research and curricula

Availability and accessibility of data:

- a) How would you evaluate the availability and accessibility indicators related to the above-mentioned issues (sex-disaggregated data possibly intersecting with other inequality axes) at your institution?

Non available and thus non accessible. The university does not dispose of any indicators on these matters. It does not collect them nor does the institution have the intention to collect such information.

- b) Did you experience any problems or obstacles in the collection, evaluation or sharing of existing data?

We experienced obstacles to the extent that such data are not available, but we did not in the sense of being obstructed in our work by other parties.

- c) Did you experience any opportunities or advantages during the review of the indicators related to the introduction of a gender perspective in research and curricula?

We did not experience any opportunity or advantage during the review. Teaching programmes are the full responsibility of the organising committees and the departments/faculties in which they are embedded, being regularly monitored and audited by the official Dutch/Flemish accreditation institution. The university as such does not intervene in these matters, unless when it comes to more generic issues such as the extent to which foreign languages can be used as a teaching language or examination procedures and rules. For instance, the fact that the University of Antwerp is a partner in the recently started Flemish Interuniversity 60 ECTS Master in Gender and Diversity is due to the involvement and commitment of a number of professors, thereby supported by their own departments. The central services of the university did not block off this initiative, but neither did they support it (be it for the support by the technically oriented central teaching administration in how to integrate the institution within this framework, which procedure to follow and which steps to take). To be fair it should be noted that a small sum (3000 euro) has been awarded the last two years for the costs of organising the Young Researchers' Seminar. This money is distributed to extra-curricular teaching initiatives on a competitive basis by the central services of the university.

A similar point has to be made for research matters, be it that in this case the university's research council decides, in conjunction with the different faculties, on research priorities supported by the university. As such, the development of research

topics and lines is left to the discretion of professors, their research groups, departments and faculties, but the university puts a number of research lines central and invests in these lines. Gender or diversity are not part of these research lines. Given the current policy orientation of the university's research council, this will also not be the case in the future, neither short nor mid-term.

Methodologies used to address gender in research and curricula:

- a) What methods or instruments (interviews, forums, surveys, reports etc.) did you adopt in your efforts to observe /assess the situation of gender knowledge dissemination at your institution in order to go beyond existing statistical data and information? Please provide a list and short description of the instruments and mechanisms you have adopted in your efforts to implement EGERA.

The organisation of the aforementioned focus groups, as well as a study by Sophia, the Belgian network for gender studies, comprising an overview of all courses and seminars, researchers and research centres at the Belgian universities. Furthermore, Petra Meier, the supervisor of the EGERA project in Antwerp, is also the co-president of Sophia and was involved in the development of the Flemish Interuniversity Master in Gender and Diversity. We therefore have a very good overview of the Belgian landscape and the position of the University of Antwerp within it.

- b) What kind of information (manifest and/or latent) did these methods reveal about the situation of gender+ (in)equalities at your institution? (It may be possible that although your institution has adopted many gender equality regulations, informal dynamics are hindering the effective implementation of these policies).

No new information came out of this. It confirmed the fact that at the University of Antwerp a number of courses on gender/diversity or related matters (queer issues, masculinity studies, etc.) are taught by colleagues in different faculties, but mainly the humanities. However, there is no central policy to support this. See answer to point c) under Availability and accessibility of data. It also confirmed the fact that such courses and other initiatives developed by mainly the same colleagues (such as the annual Young Researchers' Seminar on gender+ issues organised within the Faculty of Political and Social Sciences and the annual Gender Research Seminar organised together with the Universities of Ghent and Brussels) are well received by students and younger researchers working on gender+ issues and that they would like to see more of such topics get mainstreamed across the programmes.

Assessment of (non)existing policies aiming at disseminating or mainstreaming gender knowledge in research and education at your institution:

- a) How would you evaluate the existing policies on disseminating/mainstreaming gender knowledge in research and education at your institution?

The policies can best be evaluated as poor and actually non-existent. All efforts depend on the presence and initiative of individual professors and researchers. There is no structural initiative. If these professors or researchers leave the teaching, research will disappear as well. And there is no dissemination or mainstreaming at all.

- b) Did you experience any problems or obstacles in the assessment or review of existing or non-existing policies?

Yes, we experience obstacles in the sense that there is nothing to assess. We did not experience obstacles in the sense that there is obstruction to taking any initiative.

- c) Did you observe any resistances to the adoption of certain gender+ equality policies? Did you come to see any opportunities or advantages during the review of policies aiming at disseminating or mainstreaming gender knowledge in research and education at your institution? Please provide a brief analysis on the issues raised above.

There are no resistances except for gender not being considered as important in terms of teaching curricula and research topics. There are no opportunities or advantages for the moment being.

Conclusions

While the University of Antwerp does gather a number of data on gender equality related matters, the institution does by no means dispose of a comprehensive picture. In order to improve that picture, a number of steps can and will be taken.

The University of Antwerp will integrate the variable of sex into its Business Intelligence database, which will allow to easily generate different data split out by sex, on both the student population and on the staff.

However, once these data are available, they should also be processed and then used to design policies meant to improve the gender balance within the academia. For the moment being no concrete plans do exist on how and within what setting to process such data so as to develop policies meant to foster gender equality. The sheer existence and access to sex-segregated data is a necessary step to develop policies, not a sufficient one to generate gender

equality. It would therefore be good to develop concrete plans on how to process data on the gender balance within the institution (which actors should do so, with which mandate and goal, to who should such data be reported and what consequence should be attached to them).

While the University of Antwerp has conducted a first gender equality culture survey in 2009 and ran a new one within the pilot project on the EGERA gender equality culture survey of 2014, the feeling is that such general surveys, and especially their repetitive conduct will not necessarily prove the most efficient source for gathering useful information for improving the level of gender equality at the institution, and especially the development of a gender equality culture. The idea has risen that focus groups with different sets of actors might be a more useful way of moving forward in these matters.

Another potentially very useful source of information consists in not only evaluation meetings with the existing personnel, but also exit interviews with staff members leaving the institution and the motivations leading them to make that decision.

Next to the above mentioned suggestion on the follow up of generating indicators, a couple of other measures can (and will) be taken.

A first important step to generate a more effective implementation of gender+ equality policies consists in executing the existing gender training plans. The lack of awareness on gender equality matters within large segments of the institution prevent any serious policies to be taken serious, further developed and implemented. It seems important that the development of such a training as well as the development of any gender equality policies will be developed in close cooperation with and between the Equal Opportunities and Diversity unit and the HR department.

An important pitfall within this context is the degree of financial austerity the institution faces for the moment being and will face within the coming years. It would, therefore, be interesting to especially think of measures promoting gender equality which are not cost intensive. Working on issues of institutional culture might be a way out.

II.6. THE UNIVERSITY OF VECHTA

Authors: Sabine Bohne, Gesine Hasselmeier, Corinna Onnen

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Introduction

As a public institution under German civil service law the University of Vechta is charged to promote and implement gender equality. Implementation can be pursued in at least two ways. One is the removal of barriers in higher education, in particular for women; the other is the integration of women's and gender research into the University's entire portfolio of teaching and research. In this perspective, gender equality measures and gender research activities are interrelated strategies that form a critical tool for quality control and quality enhancement. Therefore, the University sees as one of its central tasks the creation of a framework for integrating gender equality and gender research into everyday institutional practice. In terms of gender equality the focus has been on the promotion of a university without discrimination, the promotion of women's professional and scientific careers, and on support for work-life balance that allows mothers and fathers to combine work, study and family.

Besides the machineries supporting gender equality at University internal, especially the Women Professorship Programme is the most supporting financial resource given by the state for implementing measures to strengthen gender equality in research and the academia.

1. Human Resources and Career Management

1.1 Data on human resources and career management

The human resources department of the University of Vechta provides data about all members of university. It collects gender relevant data once a year and informs the equal opportunity officer once every three months with gender relevant statistics in each status group. Gender equality data is presented in the gender equality plan (“Gleichstellungsplan”), latest was published in January 2014. These figures cover the years 2005 – 2012/13. Gender equality plan provides data about gender bias on the student’s level concerning studies, disciplines as well as on the level of research fellows concerning as well salaries, working hours and time limitations. Data are shown on the sex, the discipline and partly on the income of doctoral students, of researchers working on their habilitations and of professors. As well, data are displayed on sex, income, working hours and time limitations of colleagues working in administration and in technical services. It was no problem for the equal opportunity officer to obtain these data from the human resources department, so there do not exist any obstacles in gathering data at this point.

An alternative approach to presenting the data relevant for gender equality was conducted by the professor of sociology, Prof. Dr. Corinna Onnen. Here we find a gender analysis of the scientific and non-scientific services of the University of Vechta, investigating in depth on the working conditions of the scientific and the non-scientific staff. Data are presented in what positions men and women work, to which income group they belong, to which extent their contracts are limited, whether they work full time or part time and how many hours they work per month. One exemplary finding amongst others here is that although more women (267) than men (154) work both in the scientific as the non-scientific sector at this university, considerably more women work in the administrative and technical support than in the scientific segment, while proportionally more men work in the scientific realm than in the non-scientific. Here as well, obtaining the data from the human resources department was no problem.

These collected figures and data are sufficient for representing the situation of gender equality at the University of Vechta. They become really enlightening when compared with the targets outlined in the gender equality plan of 2014. Here it is aimed to have women and men represented with equal parts on all levels. Looking at the data, by now even at the level of the professors, women on all levels are represented with at least 50 %. So the gender equality plan aims at raising the number of male students in certain disciplines (teaching and welfare work for example), at stabilizing the number of men and women in the scientific area and of raising the number of female professors to 55%. But anyhow, the phenomenon of the “leaky pipeline” still applies here. The higher the level of science, the lower the percentage of women. So though the gender equality plan strives for 50% on all scientific levels for men and

women, in another perspective and corresponding to the cascade model, the aim could be to raise the percentage of women in all scientific segments to a considerable degree over 50%, corresponding to the percentage of women completing their studies at the University of Vechta (which is at present over 70%). And another fact is shown: the more “female” the discipline, the more women are obtaining a professorship, indeed the higher the level, the more men are holding the job.

As stated above, no obstacles could be observed in gaining access to the data collected by the human resources department. In the department exists an awareness, that it is in several perspectives indispensable to grant access to these data. The targets in the gender equality plan need to be monitored and several other of the university’s important documents refer to gender equality as genuine task for the university, as the university’s development plan (Hochschulentwicklungsplan 2010 – 2015) or the target agreements (Zielvereinbarungen) with the Lower Saxony’s Ministry of Science and Culture (MWK).

So far, the gender equality plan as well as the above mentioned gender analysis , both with detailed figures on women and men working in science and in administration and technical services, have been the only instruments to observe gender (in)equalities at the University of Vechta. They provide valuable insights on the numeric relation of men and women on all levels of university, they point out the direction university has to strive for in order to reach its self-set goals and they shed light on the gender inequalities, concerning the working conditions of female and male researchers as well as the administrative and technical staff.

The situation of gender at the University of Vechta is far above average compared with the federal state of Lower Saxony. By June 2014, the percentage of female doctoral students averaged at slightly over 46% in Lower Saxony, while they counted up to 59% at Vechta. In summer 2014, Lower Saxony had 25% female professors, while at that time the University of Vechta had reached the 50% mark. Vechta has over 70% female students, which is partly due to the choice of disciplines of the young women. Many inscribe for the teaching classes, opting for becoming a teacher mostly in primary school. Others study welfare work or gerontology, both sciences prone to attract women. Despite of these positive figures, the theory of the “leaky pipeline” applies to the University of Vechta as well, as stated above. The higher the scientific degree, the less women are to be found there. But apart from the question of data, we have some positive instruments and measures to support women in their scientific development and their careers, as will be outlined below.

1.2 Central and sustainable GE machineries and policies

Commission on gender equality and the promotion of women

The Commission on gender equality and the promotion of women at the University of Vechta is a committee of the University senate. Commissioners are elected by the members of the University, with each segment of the University electing two representatives. Students elect their representatives every year. All others, including professors, scientific staff, and support

staff, elect their representatives every two years in conjunction with the biennial elections to the University senate. Central goals of the Commission are the removal of barriers to women in academia and the promotion of women's and gender research. The Commission and the Office for Gender Equality jointly develop the University's gender equality plan, which forms part of the University's strategic planning process and which the Commission monitors on a regular basis. The Commission offers a doctoral fellowship in women's and gender research.

Office for Gender Equality

The University's Office for Gender Equality supports the University in its efforts to realise equality between women and men. The University's full-time gender equality officer (0,7FTE) is supported by a 0.25FTE administrative staff position and by the part-time gender equality officers in the different employment groups who are elected by the female staff of University. The gender equality officer and the part-time equality officers form the Gender Equality Council. The Office for Gender Equality works closely with the Commission on Gender equality and the promotion of women and participates in networks of gender equality officers at the level of the German states and the federal government. The Gender Equality officer is an advising member to all University committees and commissions.

The Gender Equality Plan (Gleichstellungsplan)

The University's gender equality plan is valid since January 2014. It addresses gender equality issues from a profound analysis of data and respective targets that are to be achieved to measures and actions to be taken in order to reach these targets. Last but not least the plan outlines ways how to embed gender equality measures structurally into the university. Some of these measures will be exemplified here.

While a lot can be written down and planned, the more interesting question is always how the plan's content will find its way into the thoughts and deeds of the university's members and stakeholders and how it can be implemented in reality. It is the task of the gender equality officer to conduct a controlling of the data and measures and to supervise and report on this process every three years.

Junior researcher's development

Promoting young academics has a very prominent place in gender equality measures at the University of Vechta. Just recently, a new employee has been hired with the task to coordinate all the activities going on around this topic. The most important measures are the ones running under the name of "Qualita". The program Qualita promotes the personal and professional skills of young academics via seminars and trainings, which is especially to the benefit of young female researchers. In QualitaPlus, which decisively is only for female doctorate students, the students build teams with professionals from outside the university, that mentor the women in their scientific and professional careers. Finally, in Qualita research, offers are made to increase the skills in research methods.

Promoting and encouraging young academics and especially young female academics is always a good idea. An obstacle here is how the young scientists can become aware of these offers. But smart public relations work can surely dissolve this issue.

The following two processes taking place at the University of Vechta, the “Audit Family-Friendly Adademia” and the “Women Professorship Programme”, can be looked at external certification and application processes that both contribute to the controlling of the measures the University of Vechta undertakes to improve the situation of gender equality.

Audit Family-Friendly Academia (Audit Familiengerechte Hochschule)

Incorporated in the programme of family-friendly university and work–study–life–balance is the audit family-friendly-academia. Here, the university pledges to reach its self-set targets, which is also the condition to be reaudited. This audit is an external certification instrument in order to implement family-friendly work and study conditions at the University of Vechta. Amongst others, the measures include flexible working hours, family-friendly study-conditions, family-friendly meeting schedules or possibilities for working from home (see Section 2).

While it is of course very positive that family-friendly measures exist at the University of Vechta, the main obstacle facing all kind of initiatives of this sort is of course the so-called “science-myth”, especially prevailing in Germany. It stands for the notion that if you are a scientist, then you are to be a full-blooded scientist 24 hours a day and at best have nothing than science on your mind. Luckily enough, this belief is slowly falling apart the more role stereotypes are weakening and new role patterns emerge between the different sexes.

Women Professorship Program (Professorinnenprogramm)

The women professorship program was designed by the Federal Ministry of Education and Research (BMBF) and the Federal States in order to increase the number of women professors in the academia. After a positive appraisal of their equality policies and after hiring up to three women professors, universities and other institutions of higher education in Germany were enabled to finance equality-oriented policies. In two rounds, the BMBF funded these processes with 150 million Euros each. In the first phase, the University of Vechta hired three female professors and could implement a whole bundle of measures and policies, including the job for the coordination of work-study-life-balance, the coordinator of network gender studies, several gender-research grants and two positions for junior professors engaging in gender research. At present, in the second phase of the professor program, one female professor has been hired and the gender equality measures are being continued.

This program has had very positive effects on the University of Vechta, since it raised the number of female professors and has pushed several gender equality steps. An obstacle within this program is that the measures (not the positions of the professors, they are guaranteed a tenure track after 5 years) are limited by the program’s time frame. At latest after the five years of the second round of the women professor program, a new way of financing has to be found, shall the gender equality measures be continued.

2. Work life and work conditions

Since May 2013 the University of Vechta is certificated as a “Family friendly Academia” which is a European wide registered audit. In Germany the “berufundfamilie GmbH” structures possible measures in cooperation with the institutions that aim to get the audit and monitors the process of implementation and certification of institutions. At University of Vechta a coordination office “Work-study-life-balance” was implemented in 2011 which coordinates the process and the implementation of measures for the certification.

Recently adopted Gender Equality Plan stated the topic:

To facilitate the compatibility of study, academic qualifications, working, teaching, research and family of the "audit family -friendly university" initiated change process is targeted to the catalog of measures defined in the target agreement and implemented sustainably. The care and responsibility of at least two people for each other employee is part of the auditing process, an essential feature of family for the University of Vechta. “Family” is defined in a familiar way, not in a scientific: University of Vechta takes into account each life contexts beyond the traditional family and biological kinship lines.

The University of Vechta offers its employees through various provisions good working conditions for the reconciliation of university life and family responsibilities. For one, it is most employees possible within the bounds of the University service agreement to have flexible working hours and to arrange a deviating from the standard working time in consultation with the supervisor. This is mainly for employees in the services sector. All employees and HR managers are notified of these existing rules in knowledge. Secondly, the University of Vechta informs its employees about statutory regulations on maternity leave, parental leave, working time reduction, nursing time, exemption for special leave to the perception of family responsibilities and agrees with the reduction of working time (including in management positions) unless there are urgent official requests. Regularly organized information sessions also provide an overview of the of the working time reduction and an interrupted work history of emergence existing civil service , on remuneration law, collective agreements and supply legal consequences for the individual retirement .

Training and continuing education opportunities, a series of events and training programs are also so timed that they consider a reconciliation of professional and private commitments and allow for part-time employees to participate. Located on leave or parental leave employees must be informed about the offers of continuing vocational training regularly. In the organization of occupation and vocational procedures and committee meetings the concerns of employees with family responsibilities and part-time employees are to be observed. In the interest of family-friendly vacation planning and design, the semester breaks, are adapted to

the school holidays in Lower Saxony. In addition to the flexibility of working conditions, the University of Vechta undertakes, with the possibility of studying individual part-time in appropriate Bachelor's and Master's degrees steps to improve the compatibility of studies and family.

If family reasons require a phase or by the hour laying the workplace to home, in consultation with the staff responsible and the President office it will be proofed how this request can be granted. To improve the transparency of the possibilities of the flexible design of the work place a service agreement on the introduction of home working will be developed. In addition, appropriate offers for the flexibility of the study location are developed and tested (e.g. e-learning, decentralization of organizational processes through the use of online functions, etc.) that facilitate the reconciliation of studies and family.

Study and examination regulations are designed in a way that the perception of family related obligations is no disadvantage for studying and graduation. Students with children or caring responsibilities have the opportunity to have their internships as close as possible to the place of residence or to attend part-time. There are special funds available to enable students with children to go abroad. In addition, the design of the stay abroad can be flexibly adjusted. When enrolling in courses to pregnant women, student parents and students who care for family members will be preferred.

Through press releases, flyers, brochures and information in round -mails and the website will be regularly information about the family support offers and relevant consultants.

2.1 Coordination for work-study-life balance

The coordination office for work-study-life balance is largely responsible in cooperation with the office for gender equality for the planning, coordination and implementation of family support, health-promoting and life- phase oriented university structures. The University leadership advises on the implementation of the work-study-life concept and works hand in hand with the organizational units and committees that already have interfaces to the topic in order to identify with the target group specific loads and resources and to find demand and to - settable solutions for the individual target groups. Specifically, it takes over the coordination site of the following tasks:

- Initiation of topic-specific needs assessments (e.g. job satisfaction, child care or care of dependent relatives)
- Management of the project "audit family-friendly university"
- Advice and support on issues for better reconciliation of work or study and family
- Establish and maintain a web portal about the topic University and family and health
- Design, implementation and evaluation of family-friendly and health-promoting measures
- Facilitation and coordination of internal university working groups on selected topics
- Raising awareness about specific compatibility problems
- Establishment of and participation in local, regional and national networks (e.g. family in college, Success Factor Family and Working Group health promoting university)

The University of Vechta provides its members a family-friendly infrastructure, for example in the form of childcare facilities, holiday programs for children, baby changing rooms, parent-child room, mobile toy boxes, babysitting exchange etc. will be available. These services are regularly evaluated and adjusted according to the results of the needs of university members.

2.2 Resistances and new implemented measures or in development

In general it can be stated that awareness raising and the “living” of the culture of a family friendly University is a long process and has to overcome resistances in structural changes and in individual minds and attitudes. The responsibilities to implement specific measures have to be identified and the willingness to support the process and to engage in the culture has to be supported. This is especially the case when regulations and frameworks have to be changed, i.e. in examination and study regulation in order to support students to combine care work with their study. Furthermore there are no obligations for manager/professor to follow guidelines i.e. for the organization and timeframe of meetings and sessions. Also the option i.e. of home working has to be negotiated with the chief of a unit and depends on the willingness and attitudes of certain persons.

The existing flexible working hour regulation is targeted to the employees of the service units and is not targeted to the scientific units as these employees do not take part in time recording.

The limitations of contracts especially for the scientific assistants is due to financial resources and a problem for implementing personal planning of the future as it is the case in most of the German Universities.

Measures that are recently implemented or in development:

1. Parent-Child-Office for students (available room only in the breast feeding and baby changing room)
2. Guideline for managers to organize meetings family friendly (timeframe etc.)
3. Babysitter-Offering especially for short time care
4. Brochure with information on all offers for students and employees with relevant consultants
5. "Welcome-Package" for newborn Campus Children
6. Public event with external partner institution on family friendly HR policy

Measures which are not adopted after consideration are an official telework place at home and a dual career service. These measures are not included in the objective agreement for the audit certification.

3. Gender based offenses and violence

Sexual harassment is any sexual behavior that injures the dignity of employees at work and students at the University of Vechta. These include, for example:

- Sexual acts and behaviors that are punishable by the criminal law or
- Other sexual acts and / or requests for this, for example in the form of certain sexual physical contact, remarks with sexual content, or showing or attach pornographic images.

The University of Vechta rejects any form of sexual harassment. It will bridge the by the “Beschäftigtenschutzgesetz” (Protection Act for Employees) provided appropriate disciplinary or labor initiate measures. Members of the University with teaching/educating and management tasks are obliged in accordance with §12 AGG to investigate all concrete evidence of sexual harassment within their jurisdiction. The harassed persons who fought against sexual harassment and exercised their rights in a permissible manner may not be disadvantaged.

A brochure declaring rights in the case of sexual harassment, contact persons and external services had been developed by the Gender Quality Commissioner. In January 2015 a thematic workshop on sexual discrimination and violence will take place in the frame of the EGERA gender training plan. Experts from University of Oldenburg are invited to present their specialized concept on formal rules and counseling services as well as results of a study on this issue. The workshop will be the start of further investigation at University of Vechta. By now no data are available.

4. Gender in research and the curricula

4.1 Policy measures at state and federal level

Women Professorship Program of the federal government and the states

As described in section 1 the women professorship programme is a targeted measure to increase the number of women in top-level professor positions. Through this program the University of Vechta has been able to significantly expand gender research as well as gender equality measures.

Gender evaluation by the Ministry of Science and Culture

In late 2011 the Lower Saxony Ministry of Science and Culture undertook a gender evaluation of higher education institutions in Lower Saxony. In this evaluation the University of Vechta received an overall positive assessment, which noted in particular the University's robust portfolio in gender studies. However, it was recommended that the University, in cooperation with other institutions, engage in a more systematic promotion of junior researchers.

Maria-Goeppert-Mayer-(MGM)-Programme of the Ministry of Science and Culture

The Maria-Goeppert-Mayer (MGM) programme is financed through the state Ministry of Science and Culture. The programme funds professorships with the purpose of strengthening gender research in the research portfolios of higher education institutions in Lower Saxony. The MGM professorships encourage these institutions to more systematically integrate gender research into their professorial hiring policies and decisions. In addition the MGM professorships encourage the expansion of international research collaborations. The University was able to fill a MGM junior professorship in „Transculturality and Gender“(see below).

4.2 Integration of gender & and diversity topics in research and teaching

The University of Vechta set - as part of their Higher Education Development Plan 2010 (Hochschulentwicklungsplan) - the strengthening of international gender research as a target 2015. Gender research as a content can be found in the profile defining areas in diverse designs. This is true for social work, the social services, gerontology, sociology, and in particular subject-related didactics of teacher training, education sciences, educational psychology, and education in general to the research areas that dedicate themselves to the rural areas. As part of the evaluation of gender studies in Lower Saxony, the Scientific Committee of Lower Saxony (WKN) came to the following conclusion: "The Gender Studies at the University of Vechta, especially given the small size and short history of development of high-school, is well established and wide."

In 2011 a coordination office for a "Network Gender Studies" has been established to strengthen the already visible growing gender research at University in the form of an interdisciplinary network. In addition to the regular dissemination of information on gender-relevant and off-bonds, the provision of gender tools on the website, organizing lectures, the coordinator support gender & diversity researchers at University in organizing meetings and conferences and in applying for research projects with corresponding reference topics.

The coordination office organizes regularly internal networking meetings for further exchange and is external involved in several networks, i.e. Association of Women's and Gender Studies Institutions in Lower Saxony (LAGEN), Conference of Institutions for Women's and Gender Studies in the German speaking area and Women's and Gender Research Network North Rhine Westphalia.

Furthermore there is an available budget within the first round of the Women Professorship Program for regular updating the literature on women's and gender studies at the University of Vechta library.

The establishment of two junior professorships with gender (in part) denominations under the Women Professorship Program and within the Maria Goeppert-Mayer program (MGM see above) is also part of the integrated extension of the study program and profiles to gender studies. The MGM junior professorship "Transculturality and Gender" brings together scientific education, childhood and adolescence theoretical topics and issues particular along the categories of gender and generation in international perspective. The junior professorship "social work with a focus on gender" deals with the impact of constructions of gender and gender relations on professionals of social work and the role of professionals in different fields of action.

The junior professorship "Gender and Rural Studies" focuses on regional differences in the employment of women, gender construction in the context of development processes decisions of migration of high professionals and gender question-settings in global value chains of food.

The expansion of the gender and diversity studies at the University of Vechta is promoted in the context of the young talent. Since spring 2013 the "Junior Research group Gender Studies" is established. Five scholarship holders are working on their theses with a gender and/or diversity reference and are leaded by a post doc position "Economy and Gender" organizing colloquia on their dissertation projects. The scholarship holders jointly participate in the training and continuing education program of university.

Furthermore they participate at the annual organized junior research day Gender Studies which is part of LAGEN (see above).

Thus, the gender and diversity research at the University of Vechta can establish an interdisciplinary and especially innovative profiling core are research areas that were previously only rudimentary account of gender and diversity issues in their questions, taking particularly into view. The University of Vechta responded to the note in the last report on the evaluation of gender research in Lower Saxony that the issue of "Economy and Gender" so far in economics too little attention research area is, with the creation of an appropriate post-doc position in spring 2013. Given the fact that "Health and Aging" is closely related to gender issues, in connection to the Professorship of Psychological Gerontology a test laboratory "Health, Ageing and Gender" at the Center for Neuropsychological diagnosis and prevention (Cendi) has been constructed.

5. Conclusion

At University a lot of measures has been already implemented and institutionalized to promote gender equality on different levels. The women representatives on all levels are very high in comparison with other German Universities. The high representation of women in professorships seems to be based on the promotion of women, but can partly be also a consequence of the study program having a main focus on teacher education for primary schools and social work. These are areas that are so called "women centered".

Especially the financial support in the frame of the Women Professorship Program enabled University of Vechta to implement several measures to promote gender equality i.e. the coordination office for work-study-life-balance, for the Network of Gender Studies, the junior professorships with (partly) gender denomination, the scholarships for the junior research group and their leadership etc. However, without this financial support sustainability might be difficult to institutionalize.

Even if the percentage of women is high, it is no causal consequence to overcome gender stereotypes in teaching and in the attitudes of staff members. Therefore strengthening gender & diversity competence is also aimed by measures within EGERA. Increased knowledge and awareness as well as self-reflection on gender stereotypes and on gender+(in)equalities to promote a gender equality culture without discrimination is still a task.

II.7. CVGZ (CENTRUM VYZKUMU GLOBALNI ZMENY AV CR V.V.I)

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Introduction to CVGZ Gender Equality Report

This report is the first Gender Equality Report reflecting gender equality situation and related gender agenda in Global Change Research Centre of Academy of Sciences of the Czech Republic (CVGZ). This document should be considered rather as a pilot report than standard document mapping and assessing the state of the of gender equality of the Centre.

The below listed items divided in the five sections are based on the template for the gender equality reports provided by the Middle East Technical University (METU) within the EU FP7 gender equality project in academia - EGERA. The template has been provided in November 2014 as the guidelines proposing to the EGERA consortium partners the main items to be targeted by the gender equality reports and to provide single platform for possible comparison of the situation in EGERA partners' institutions.

Due to the lack of expertise and experience of CVGZ (the Centre is STEM oriented research centre with no special body focusing on gender studies) with these types of reports and lack of the time for the report preparation (the details of the template where provided after almost the first year of EGERA implementation when where necessary preparatory steps e. g. share the experience among the EGERA partners, reflection of the partners' specificities) , this first report is not covering all the information targeted by the template. However the first CVGZ gender equality report tries to identify the missing information to be covered (feasibility to provide these type of information) by the next report to provide good ground for monitoring and assessment of the gender equality situation in CVGZ and its development and impact of CVGZ Gender Equality Action Plan that is implemented since 2014.

As stated above, CVGZ does not have any gender studies expertise, however thanks to support of the project EGERA, the Centre is assisted by the Institute of Sociology of Czech Academy of Sciences that provides the gender and sociological expertise and shares the experience with the design and implementation of the Gender Equality Action Plans.

The scope of the report follows fully the template provided by METU and it consists of the following main items: a) **HR and career management**, b) **work life and work conditions** c) **gender based offenses and violence** and d) **gender in research and curricula**.

From the methodology point of view, the concrete methods applied in the concrete CVGZ activities are mentioned below in the answers to the template report questions.

A. Human Resources and career management

1. Your Institution is a

Research Institute University

CzechGlobe – Global Change Research Centre is one of two scientific institutes of the Global Change Research Centre AS CR, v. v. i. (CVGZ). The CzechGlobe Centre was founded in Brno in December 2010. Its activities follow almost twenty years of tradition of the basic research of the issues of the global change, carbon cycle and ecophysiology of production processes of plants which was implemented in the Institute of system biology and ecology within the scope of Framework programmes of the European Union in the early 1990s. The basis of the research infrastructure was the CzechGlobe project – Centre of the global climate change impacts studies which was supported from the Operational Programme Research and Development for Innovation (OP R & DI), priority axis 1 of the Centre of excellence. Its goal was to build the research infrastructure which would enable comprehensive research of global change issues. This research infrastructure is financed from the funds of the European Union and from the state budget of the Czech Republic. Altogether, more than CZK 516 million (about 19 mil EUR) have been invested into instrumental equipment of laboratories, ecosystem stations, construction of the new Pavilion of experimental techniques in the registered office of the Centre, construction of the Křešín u Pacova Atmospheric Station, construction of Domanínek field experiment and Domanínek experimental workplace in Bystřice nad Pernštejnem. The CzechGlobe Centre currently employs 170 research workers (head count of 99 males and 71 females, including 50 Ph.D. students - 27 males and 23 females) who cooperate with top specialists from scientific and education institutions (mainly STEM field) from various corners of the world.

CzechGlobe is a research centre with a spatially distributed research infrastructure.



The project CzechGlobe recent investment in CVGZ research infrastructure (the CVGZ team became within a few years 3 times bigger compared with the year 2010), spatial distribution throughout the Czech Republic, growing number of international employees (scientists), prevailing project funding from various resources (e.g. EU, national, regional, private) instead of stable institutional permanent funding, cooperation with wide range of partners, brings specifics needed be reflected when analyzing the equality aspects of CVGZ.

1.1 If University is there a research body at your institution?

Yes No

n/a

2. Does your Institution have a Gender Equality Action Plan?

Yes No

CVGZ has GEAP that was created during the EGERA application preparation and started to be implemented since 2014. This GEAP has been slightly changed (especially the gender trainings plan has been specified in greater detail). Currently the GEAP is in the first year of its implementation reflecting the appropriateness of the planned GEAP measures and incentivizing the stakeholders (e. g. CVGZ leadership, researchers, administration and technical staff) to be actively involved in the GEAP realization.

3. Can you provide data on the percentage distribution by sex of research funds at your institution?

Yes No

In CVGZ has not been yet carried out this type of analysis. However this issue we consider relevant and we are planning to focus on this issue next year (2015) when will be also available the results from the statistical gender analysis of salaries of research staff that is currently prepared.

4. Can this information be broken down into types of funds (e.g. European, national and university funds, etc)?

Yes No

In CVGZ has not been yet carried out this type of analysis. However this issue we consider relevant and we are planning to focus on this issue next year (2015) when will be also available the results from the statistical gender analysis of salaries of research staff that is currently prepared.

5. Can you provide sex disaggregated data by discipline on all research personnel (academic/other researchers etc.)?

Yes No

CVGZ is interdisciplinary research center focusing on climate change research consisting of 16 multidisciplinary scientific teams. On average each team has about eight – ten scientists. It is surely important to have disaggregated sex data by discipline however we would appreciate to have common EGERA consortium approach of discipline classification (e.g. STEM and non-STEM disciplines? Or more specific according to e.g. OECD classification, scientific fields classification of Web of Science...?). Having common ground of this classification would enable data comparison at least among EGERA consortium partners.

6. Can you provide sex-disaggregated data by discipline, on academics/researchers supervising or leading research projects?

Yes No

In the context of EGERA consortium including mainly various universities, CVGZ is too small institution focusing on just one research object - global change and majority of the scientific disciplines are male dominated STEMs (only one research team represents socio-economic scientific field) that is why in this case it is not relevant to focus on this type of aspects. The numbers of researchers representing the certain scientific discipline is too small. In general, we can say that each team carries on its projects. If the team is not successful in implementation of the research projects from long term perspective (the team is not effective and successful in the project funding), then it is not feasible from long term perspective to keep this team in CVGZ.

7. Is there a policy of positive discrimination/affirmative action (on the basis of sex, disability etc.) at your institution?

Yes No

There is not such type of positive / affirmative action. It is also necessary to point out here, that these type of approach is not generally seen in the Czech Republic and this type of activities would be innovatory not only in CVGZ but in the whole Czech academic sphere. For the future is planned CVGZ gender forum on this question.

8. Are there any bodies established for enhancing “women in science” at your institution?

Yes No

Apart EGERA CVGZ core team, there is no official body focusing on gender aspects of science and management. However thanks to EGERA project time to time are gender issues (mainly connected with management) discussed in management bodies of CVGZ

(e.g. Board of the Director, Scientific Advisory Board of CzechGlobe, the Attestation Committee (scientific career evaluation).

Currently is discussed the question of recruitment of gender expert employed directly in CVGZ. However the final conclusion has been this year (2014) postponed for the next year due to lack of will of CVGZ top management to allocate extra financial resources (salary) for this working position. Also, the institute top management did not yet understood why exactly we need a gender expert, it was not willing to discuss the particular workload of this person.

9. Is there a national policy on women in science/research/academia/technology& engineering in your country?

Yes No

The Czech Republic joined the EU on 4 May 2004. Gender equality law and policies were a prerequisite of accession but the legal transposition was only formal. Therefore most of the gender equality commitments were adopted – if at all – but not implemented (Pavlík, et al. 2004; 2006; 2008, Linková & Tenglerová 2013). Czech higher education, research and innovation policy ignored gender equality as an issue, governmental gender policies, on the other hand, long ignored science as a specific area of concern for gender equality policy making. Tellingly, research features in science policies as an unproblematic arbiter of truth that policy should rely on (Linkova 2014). The situation has slowly begun to change since 2013, with a centre-left government coming to power in 2014, when the inclusion of gender mainstreaming and gender equality among the ERA priorities, the introduction of structural change programs by the European Union and more than ten years of advocacy by the NKC – gender & science coalesced and started coming to fruition.

Research and Innovation falls partially within the remit of the Ministry of Education (foreign cooperation in research) and mostly within the remit of the **Research, Development and Innovation Council**, an advisory body to the Prime Minister, located in the Office of the Government with large decision-making and policy-making powers. The Council drafts the budget and policies which are presented to the government for approval. Because of its status, the Council is exempt from the Institutional Mechanism for gender equality. In 2010, the Institutional Committee of the Council of the Government for Equal Opportunities for Women and Men, together with the NKC Gender and Science, submitted a motion to the government calling for the inclusion of the Council in the institutional mechanism for gender equality; the document was acknowledged by the government and no further steps taken. In 2014 Section for Science, Research and Innovation was established at the Government Office; in collaboration with NKC – gender & science a working group was formed that will deal with gender equality in science. Its head is the vice-chairman of Research, Development and Innovation Council.

National policies and strategies on gender equality. “Priorities and Policies of the Government in Implementing Equality for Men and Women” is an annually updated document listing actions to be taken in a given year. It was adopted in 2001 and has been only formally evaluated. It ignores higher education and science as fields of concern for gender equality.

Three shadow reports have been published in 2004, 2006 and 2008 by the NGO and academic sector, to address the shortcomings of the governmental and ministerial documents (Pavlík, et al. 2004; 2006; 2008, another one is due in 2015).

In **November 2014** the government approved the “Mid-term strategy of equal opportunities for women and men for the Czech Republic (2014-2020)” which addresses science and development in the context of gender equality for the first time at national level. It identifies the following issues of relevance to research and higher education: “The low representation of women and low possibility of their professional career advancement in science, research and innovation. Insufficient integration of the gender perspective in the creation of scientific knowledge and innovation.” And “Sexual harassment in the environment of school facilities.” (ÚV 2014:19).⁴³

Among seven **ministries** with budgetary chapters on research (and higher education), only the Ministry of Education, Youth and Sports (MEYS) deals with some subtasks of the topic of gender equality based on “Priorities and Policies of the MEYS in Implementing Equality for Men and Women” and **since 2013** Mid-term strategy of gender equality in MEYS. The “Priorities” concentrate on gender mainstreaming of strategic policy document within the remit of ministry, sampling of gender segregated data and approval of implementing structural change in one of the frame programs. The Strategy contains the following mid-term objectives: establishment of a platform for the implementation of gender equality in R & D, the establishment of effective gender mainstreaming in strategic documents and policies of the RDI, modernization of higher education and research institutions through structural changes for gender equality, support for the development of expertise in the field of gender equality in R & D. Annual tasks and priorities are to be defined to push the implementation of these mid-term objectives. The big question here is how the objectives from the governmental mid-term strategy will be implemented, given the fact that the Council falls outside the remit of GE mechanism.

9.1. If yes, is it adopted by your institution?

Yes No

Apart the general anti-discrimination legislation, Mid-term strategy of equal opportunities for women and men for the Czech Republic (2014-2020, see above) and general scientific ethical rules of Academy of Sciences, there is no specific or obligatory national policy measures to be implemented by CVGZ.

⁴³ The fulfilment indicators are: Gender equality is fully addressed in national policy making on science, research and innovation, including the adoption of positive measures to promote greater participation of women in science and research and in the institutions responsible for the formation of national policies for science, research and innovation. The Gender topic is incorporated into strategic documents relating to science, research and innovation. A platform is created for the implementation of gender equality in science, research and innovation and the gender perspective is included in the creation of scientific knowledge and innovation. Preventive measures and procedures for dealing with cases of harassment and sexual harassment in the environment of school facilities are set and implemented, and are reflected in the environment of school facilities: http://www.infoprovsechny.cz/request/vladni_strategie_pro_rovnost_zen

10. Are there any fellowships offered to women researchers only at your institution?

Yes No

There is no internal fellowship or internal granting scheme (there is no “CVGZ grant” or “CVGZ fellowship”). This issue has been discussed several times in CVGZ managerial bodies (e.g. Board of director). The main reasons pointed out when discussed this agenda were: CVGZ is too small, extra administrative burden for the management and applicants as well (the internal granting would only redistribute money according to the key that would not be fair too others), the possible funding for grants would be too small (already now the CVGZ income is about 80% from external grants), there is no strong will of the majority of team leaders to support any internal granting scheme, not very good experience with internal granting/fellowships in partner institutions (namely universities).

However there is internal fellowship of the whole Academy of Sciences for postdoctoral researchers, both male and female. This fellowship has been launched quite recently (three calls for proposals till now have been launched). The nominations of CVGZ also considered gender aspects and all suitable female candidates were considered (with respect to general criteria e. g. publication record). This approach brought success and all the first two female candidates for fellowships were successful.

11. Does your institution have systems of ranking for academic achievement for students?⁴⁴

Yes No

According to the Czech legislation the institutes of the Academy of Sciences of the Czech Republic (for instance CVGZ) are not legally entitled to carry on Ph.D. or other academic/university degree programs (e. g. Masters, Bachelors). Only Universities are, according to the law, entitled to run these programmes.

However CVGZ closely collaborates with various universities also in the field of study programs. About 50 Ph.D. students having their study curricula in CVGZ partner universities are employed (mainly in part time contracts) in CVGZ and using the CVGZ scientific infrastructure and CVGZ expertise (e. g. their tutors and supervisors are often CVGZ employees). In these cases however these “Ph.D. CVGZ employees are evaluated according to their work performance not according to their study performance at their university. Usually when the Ph.D. students successfully finish their study and obtain Ph.D. degree their head of team asks the Attestation committee for formal approval of promotion for Postdoc position, in case . In this procedure is submitted Ph.D. diploma, CV and filled scientometrics form of the candidate.

11.1. If yes can you provide sex disaggregated data on each of these?

⁴⁴ This question asks whether there is a ranking of students on the basis of achievement (for instance cumulative grade points, graduation degree, number of the year of completion of a degree etc.) at your institution. The sex segregated data would enable us to pinpoint gender differences and possible sources of inequality.

Yes No

n/a

12. Does your institution have performance award schemes based on achievement, publication, research for academics and researchers?⁴⁵

Yes No

There is career development plan (see annex) of CVGZ based on the career development rules of Academy of Sciences. According to these rules, each researcher should be evaluated at least each five years or upon the request of the researcher superior (e.g. team leader). This assessment (attestation) can lead to career promotion.

However the evaluation of the daily work performance (e.g. financial reward of ad hoc accomplished work task) is mainly in hand of the head of team and usually any significant achievement is appreciated by financial reward (bonus). There is no official document stating the procedure if somebody feels discriminated by his/her superior (in cases of not equal bonuses for the same work performance).

- 12.1. If yes can you provide sex disaggregated data on each of these?

Yes No

n/a

However, currently a statistical analysis of remuneration of the CVGZ researchers from the gender perspective is being carried out of CVGZ by our partners (the Institute of Sociology of the Academy of Sciences).

13. Can you provide vertical and horizontal sex disaggregated data on students?

Yes No

There has been in December 2014 44 employees working in CVGZ studying at universities Ph.D. programmes related to the research of CVGZ (mainly STEM scientific fields). Among them were 20 female students and 24 males.

Master and Bachelor degree students are not employed in CVGZ. Few of them collaborate ad hoc using CVGZ scientific infrastructure and expertise for preparation of their final study thesis (e.g. diploma thesis).

14. Can you provide vertical and horizontal sex disaggregated data on academics?

Yes No

⁴⁵ With this question we would like to interrogate available performance award schemes and if any performance differences between sexes. Schemes may range from awards or promotions on the basis of publication, peer review or student evaluations.

In CVGZ has not been yet carried out this type of analysis. However this issue we consider relevant and we are planning to focus on this issue next year (2015). We would appreciate to have a model statistics on this question from EGERA partner(s) to have common ground for the related analysis.

15. Can you provide vertical and horizontal sex disaggregated data on technical staff?

Yes No

In CVGZ has not been yet carried out this type of analysis. However this issue we consider relevant and we are planning to focus on this issue next year (2015). We would appreciate to have a model statistics on this question from EGERA partner(s) to have common ground for the related analysis.

16. Can you provide vertical and horizontal sex disaggregated data on administrative staff?

Yes No

In CVGZ has not been yet carried out this type of analysis. However this issue we consider relevant and we are planning to focus on this issue next year (2015). We would appreciate to have a model statistics on this question from EGERA partner(s) to have common ground for the related analysis.

17. Can you provide intersectional sex disaggregated data (on the basis of age, migrant status, marital status, number of children etc.) on academic and research staff?

Yes No

In CVGZ has not been yet carried out this type of analysis. However this issue we consider relevant and we are planning to focus on this issue next year (2015). We would appreciate to have a model statistics on this question from EGERA partner(s) to have common ground for the related analysis.

18. Can you provide intersectional sex disaggregated data (on the basis of age, migrant status, marital status, number of children etc.) on administrative staff (HRM, technical etc) by division?

Yes No

In CVGZ has not been yet carried out this type of analysis. However this issue we consider relevant and we are planning to focus on this issue next year (2015). We would appreciate to have a model statistics on this question from EGERA partner(s) to have common ground for the related analysis.

19. Can you provide sex disaggregated data on income on administrative staff (HRM, technical etc) by division?

Yes No

However currently a statistical analysis of remuneration of the CVGZ researchers from the gender perspective is being carried out of CVGZ by our partners (the Institute of Sociology of the Academy of Sciences)

19.1. If yes can you provide data intersecting with age, status, seniority etc.?

Yes No

20. Can you provide sex disaggregated data on income on academic and research staff?

Yes No

However currently a statistical analysis of remuneration of the CVGZ researchers from the gender perspective is being carried out of CVGZ by our partners (the Institute of Sociology of the Academy of Sciences)

20.1. If yes can you provide data intersecting with age, status, seniority etc.?

Yes No

21. Is there a Gender Equality Group that is involved in and provides consultation on the institution's plans, strategies, policies and guidance and acts as a coordinating, communicating and assisting body on gender equality issues?

Yes No

Apart EGERA CVGZ core team, there is no official body focusing on gender aspects of science and management. However thanks to EGERA project time to time are gender issues (mainly connected with management) discussed in management bodies of CVGZ (e.g. Board of the Director, Scientific Advisory Board of CzechGlobe, the Attestation Committee (scientific career evaluation). The gender expertise is provided mainly by external partner – Institute of Sociology of Academy of Sciences and thanks to communication (consultation, templates, and recommendations) with other EGERA consortium partners.

B. Work-life balance and work conditions

Concerning the CVGZ WLB measures in detail, see the report that was submitted to EGERA consortium in spring 2014.

It has to be mentioned, that due to the small size of the institute the data disaggregation according to the suggestions below may lead to very small datasets, that are impossible to be statistically evaluated.

1. Does your institution have a maternity policy?

Yes No

1.1. If yes

For Faculty

For other staff

For students

1.2. If yes do does this policy address non-heterosexual individuals?

Yes No

n/a

2. Does your institution have a paternity policy?

Yes No

2.1. If yes

For Faculty

For other staff

For students

2.2. If yes do does this policy address non-heterosexual individuals?

Yes No

n/a

3. Does your institution have a lone parent policy?

NO

3.1. If yes

For Faculty

For other staff

For students

3.2. If yes do does this policy address non-heterosexual individuals?

Yes No

n/a

4. Does your institution provide support/subsidize childcare services? (The financial support can be in the form of a support for external, private market services or any other services you think relevant may fall under this category.) If yes, please provide specific information on the nature of the services in the box below.

Yes No

5. Is there a childcare facility at your institution?

Yes No

6. If yes, can you provide information on its characteristics (e.g. admission policy, clientele, capacity, working hours etc.)?

Yes No

n/a

6. Can you provide sex disaggregated data on the users of childcare facility/services?

Yes No

- 6.1. If yes, can you provide this data by position and rank of staff (academic, administrative staff; junior, senior faculty etc.)?

Yes No

- 6.2. If yes, can you provide this data by age, marital status, number of children etc.)?

Yes No

n/a

7. Does your institution provide any dependent care services, facilities or financial support for such dependent care (such as care for elderly family members, disabled children etc)?

Yes No

8. Does your institution offer the option of flexible working hours or arrangements to work at home to its employees?

Yes No

- 8.1. If yes, can you provide information on what type of staff is eligible for it?

Yes No

9. Does your institution have sabbatical leave or leave of absence with pay policy?

Yes No

- 9.1. If yes, can you provide information on the eligibility criteria for this?

Yes No

9.2. Can you provide sex disaggregated data on the beneficiaries of this policy in the last 5 years?

Yes No

n/a

10. Does your institution have a policy to limit meetings/obligatory activities etc. with the official office hours (evenings or weekends are definitely reserved for non-work activities)?

Yes No

11. Can you provide data on part-time working personnel?

Yes No

11.1. If yes, can you provide sex disaggregated data on such personnel in accordance with departments, units etc.?

Yes No

12. Are there any other reconciliation measures in your institution that are not covered by the questions above? If so, please provide information about these measures in the box below. (One example of such additional measures were given by Jolien is about the “emergency” reconciliation policies such as short notice absence/flexibility because of sick children; day care for sick children)

There is no other specific CVGZ measure dealing with WLB.

C. Gender based offenses, sexual harassment and violence against women

1. Is there a policy of 'non-discrimination on the basis of gender' at your institution? If your institution is bound with a national legislation, please choose yes and specify it in the box below.

Yes No

There is no active CVGZ non-discrimination policy on the basis of gender (or any other aspect). However for the next year (2015) is within CVGZ GEAP planned analysis of lawyer focusing on all relevant CVGZ documents (e.g. career development plan).

This analysis is expected to become a ground for the revision of these institution's documents and adaptation of “anti-discriminatory” codex dealing among other with the sexual harassment and violence. During the preparation of this codex we are

planning to approach EGERA experienced partners asking for model anti-discriminatory documents, experience and expertise.

1.1. If yes, is this policy formally stated in the institution's documents?

Yes No

n/a

1.2. Are there any bodies at your institution mandated to implement and monitor this policy?

Yes No

n/a

2. Is there a policy of 'non-discrimination on the basis of sexual orientation' at your institution? If your institution is bound with a national legislation, please choose yes and specify it in the box below.

Yes No

Currently, CVGZ is bound only by national antidiscrimination legislation (e.g. Antidiscriminatory Act, Labour code).

2.1. If yes, is this policy formally stated in the institution's documents?

Yes No

n/a

2.2. Are there any bodies at your institution mandated to implement and monitor this policy?

Yes No

n/a

3. Is there a policy for combating sexual harassment at your institution?

Yes No

3.1. If yes, is this policy formally stated in the institution's documents?

Yes No

3.2. Are there any bodies at your institution mandated to implement the policy?

Yes No

4. Is there a policy of combating violence against women at your institution?

Yes No

4.1. Are there any bodies at your institution mandated to implement and monitor this policy?

Yes No

5. Is systematic sex-disaggregated data on gender-based discrimination, sexual harassment or gender-based violence available at your institution?

Yes No

5.1. If yes, is data available on the relationship between the perpetrators and victims?

Yes No

n/a

6. Is there information on any specific measure (policy or instrument) for the elimination of gender-based discrimination, sexual harassment or violence against women at your institution?

Yes No

7. Does your institution have a guide for academics, staff or students against gender-based discrimination, sexual harassment or violence against women?

Yes No

D. Gender research and gender in curricula

1. Is there a body for gender research at your institution?

Yes No

CVGZ research is focusing on climate change research mainly from STEM perspective (e. g. atmosphere physics, biomass production, cyanobacteria research, geochemistry, climatology). Till now, it has not been identified any gender aspect necessary for special “gender mainstreaming” focus in research. It is not aimed to be said that there is no gender relevance in the research content but that it had not been identified yet. We welcome the help of the EGERA consortium partners in identifying it.

2. Is there a gender/women’s studies department at your institution?

Yes No

CVGZ is research center - one of the 50 institutes of Academy of Sciences of the Czech Republic. According to the Czech legislation Academy of Sciences is responsible mainly for research and not entitled to run university study programs/curricula. That is why there is no gender/women’s studies department in CVGZ – this question is not relevant for CVGZ.

3. Is there a degree conferring (undergraduate, Master's and/or PhD) program on gender in your institution?

Undergraduate Master PhD None

CVGZ is research center - one of the 50 institutes of Academy of Sciences of the Czech Republic. According to the Czech legislation Academy of Sciences is responsible mainly for research and not entitled to run university study programs/curricula. In CVGZ there is no university study program on any scientific subject – this question is not relevant for CVGZ.

4. Can you provide a list courses on gender issues offered at your institution?

Yes No

This question is not relevant for CVGZ.

n/a

5. Can you provide a list of courses that have a gender component offered at your institution?

Yes No

This question is not relevant for CVGZ.

n/a

6. Can you provide data on Master's and PhD theses dealing with gender issues produced at your institution in the last 5 years?

Yes No

This question is not relevant for CVGZ.

n/a

7. Is there a code of conduct or any other requirement for gender awareness/sensitivity for the completion of a degree or a research project at your institution? If your institution is bound by an international code of conduct such as European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers please choose yes and specify the type of conduct in the box below.

Yes No

European Charter for Researchers is bounding the whole Academy of Sciences of the Czech Republic. According to the EGERA Czech core team members specific code of conduct dealing with gender in particular and ethical issues in general (e.g. gender and ethical codex) would be more than welcome to be implemented in the CVGZ. The question is which model code use as appropriate on conditions of CVGZ. Another question is when start the debate with the CVGZ management about launching such type of code to have the highest impact on the “CVGZ life”. Till now it has been waiting for the right opportunity for starting the debate (e. g. statistical analysis, recommendation from EGERA consortium experts). In order to implement an efficient code is necessary support not only of top management but it is very crucial middle management level (head of teams) – that is why the timing of the code of conduct approval is very important.

E. GENDER TRAINING

1. Can you provide any information on existing gender sensitivity/awareness training activities for academic/research staff and or students conducted at your institution?

Yes No

Before launching the EGERA project, two gender trainings were conducted (age management and equal opportunities themes). Under EGERA, a gender training plan was elaborated.

1.1. If yes, are these activities specific to gender matters or are they part of general academic and/ or institutional orientation/ training programs?

Yes No

These activities are specific to gender matters and work-life balance. There aren't part of the institutional training plan/activities and this possibility was not discussed yet. The reason is there is no official institute policy for employees' education. Various education activities are held, however, these are not centrally coordinated and depend solely on the willingness of people to organize seminars and trainings and on available financial sources (i.e. type of granted projects). The question is, whether such a training plan should be institutionalized due to the small size of the institute, it's spatial distribution over the whole country and low enthusiasm in institutionalizing everything in the institute.

No training of internal gender trainers is planned, as CVGZ is a small institute compared to universities. Also, CVGZ is a very heterogeneous and multidisciplinary institute with

departments spread over the whole Czech Republic. It is not considered effective to have an internal trainer, because this person would have to cover too many topics for a small and spread audience. The institute policy on trainings is to secure money (i.e. by writing projects) for trainings made by external trainers. Suitable project calls will be searched and projects written already during the EGERA project.

2. Can you provide data on the extent of participation by different groups (academics, students, administrative and technical staff) in such gender training activities?

Yes No

Usually about 10-15 people attend the trainings. An attendance list is always distributed, according to the names the participants can be classified as administrative, scientific etc staff).

3. Are there any measures to assess the effectiveness of the gender training programs?

Yes No

An evaluation questionnaire is distributed after each training.

Feedback (evaluation) questionnaires, and/or reflection, creative methods of evaluation, individual self-reflection/self-assessment ("action plan", following counseling) will be filled in after every training by participants (as part of the program) and will be discussed also in formal/informal meetings with implementation team members.

There will also be pre-evaluation focused on expectations, motivations and current levels of awareness and knowledge of the participant (few questions in the registration form).

Evaluation/monitoring of the long-term impacts could be also part of the internal gender equality survey in the end of the project.

The evaluation and monitoring plan will be prepared in the first year of the project (2014). It will be focused on evaluating the impact mainly in two categories:

- Stakeholder changes (e.g. increased gender knowledge and gender awareness; the development of tools and materials supporting gender equality; changes in ways of working and communicating with regard to gender equality)
- Institutional change (e.g. changes in institutional structures, policies and operational procedures) or a systematic evaluation a pre-post evaluation will combine quantitative and qualitative methods and formal and informal form.

The structure of participants (number of PhD students, team leaders...) can be evaluated ex post.

III. CONCLUDING REMARKS TO THE FIRST GENDER EQUALITY REPORT

The individual reports submitted by the respective partner institutions point to a number of important conclusions. There are three main points that should be underlined: the heterogeneity of institutional structures; diversity of socio-political contexts; lack of comprehensive data that can be hindering to comparative analysis at this stage.

First of all, what the reports consolidate is that there is a great heterogeneity in the institutional structures of the seven partner institutions of the EGERA Project. This diversity includes a wide range of factors, including the type of institutions (university or research center), its private or public character (funding structures, whether employees are subject to state regulations and/or operate under own regulations etc.), size and organizational structures (number and nature of units, departments, research centres, managerial composition), and academic and administrative staff composition (number of staff, types and duration of contract, pay conditions, career schemes, benefits, etc.). Furthermore, the partner institutions differ in terms of their dates of establishment (as an indicator of the degree of institutionalization), priorities/objectives (research, teaching, etc.), infrastructural facilities (availability of a campus, services for employees, etc.), as well as whether they host students, and if so, the number of students.

A second but related point concerns the diversity of socio-historical and socio-political contexts that the institutions are embedded in. In some cases, issues of gender equality, from pay conditions to availability of affirmative action measures, are well incorporated into the national laws and regulations, which have led to the transformation of cultural understandings of gender equality. In some others, gender sensitivity and awareness are almost nonexistent as a result of cultural dynamics and political trajectories, needing much more effort and determination to institutionalise gender-friendly work practices and cultures.

The different levels and extents of awareness on gender issues is reflected at both research and policy levels, ranging from 'sex-disaggregated' basic data collection to the availability of complex 'gender-disaggregated' information and specific resources allocated to improve gender equality.

While some partner institutions have long been working to promote gender equality, availing themselves of a variety of instruments including detailed data and information on institutional gender measures, as well as periodical surveys, studies, and legally binding reports, others are at the starting stage, trying to initiate their own data, measures and resources.

For some partner institutions, there are legal obligations to monitor and report on gender equality, which establishes long-standing practices in the field, whereas in the case of some others, previous work on the subject is very limited.

All these different characteristics, traditions and understandings are crucial in shaping the existing approaches, practices and resources to promote gender equality within respective institutions, which is also implied in the diversity of existing mechanisms, policies, measures and practices to promote gender equality.

Thirdly, none of the partner institutions currently have complete information and data on the four issue areas covered by this report, namely, (i) human resources and career management, (ii) work-life balance, (iii) gender discrimination, sexual harassment and violence against women, and (iv) gender in research and curricula. Therefore, the lack of comprehensive data appears as an important factor hindering a comprehensive diagnosis and analysis of gender inequality in the respective institutions.

This also implies that a comparative perspective is difficult to develop at this stage, since the data and information available at each institution is different in nature and in quality. This is also reflected in the diversity of methodologies used to compile the individual reports, ranging from surveys and interviews with relevant stakeholders to the use of comprehensive databases and online repositories. In the case of several partners, the lack of advanced data sources and previous studies implied difficulties in the methodologies pursued to compile their reports, which also had important implications on their ability to diagnose the current situation in their respective institutions.

Still, all partner institutions underline the fact that this first Gender Equality Report has constituted an important milestone providing the basis for further investigation, research and improvement in gender equality. There seems to be an indisputable consensus that the report presents a significant first step to understand as well as to tackle the ways gender inequalities are being constructed and reproduced in individual contexts.

It would be therefore, appropriate to conclude on a positive note, that this report also shows a significant potential for improvement in all the four aspects considered, which would be an opportunity to be seized by the Second Gender Equality Report that will be prepared within the next year.