Learning and Dissemination Seminar
Promoting gender equality in research and higher education institutions

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TRIGGER at VSCHT

• 4 faculties with highly divergent gender ratios in student and academic populations
• GEP implemented primarily at 2 faculties with higher proportion of women (higher awareness of gender issues)
• Types of actions
  – Institution focused (documents, processes and procedures)
  – Individual focused (trainings, workshops, seminars)
    • Empowerment, capacity building, awareness raising, increasing visibility and role models (first women, follow-up men)
• Areas of action
  – Gender balance in research careers (WLB only recognized issue)
  – Gender balance in decision making (most difficult)
  – Gender dimension in curricula, PhD thesis and research
Survey

• Part of the initial diagnostic phase in 2014
• Institutional analysis comprised of:
  – Statistical analysis
  – Survey of life and working conditions, mobility, WLB of academic and administrative staff, evaluation systems, pay gap, leadership
  – Focus groups and individual interviews
  – Institutional document analysis
  – Media analysis
• Performed by an external gender expert institution
Resistances

• Prohibition to publish results and research reports, censorship
  – Reports never published and discussed in the wider academic community, presented only to the Academic Senate

• Scepticism about social science methodology and ethics
  – Qualitative part, especially results of focus group analysis, rejected as not objective and representative
  – Questionnaire survey
    • Objection that people self-select to participate
    • Lack of trust – leadership will get access to individualized raw data

• These objections veil, in our understanding, unwillingness to engage with unfavourable results

• Effect of ministerial audits – impossibility to admit negativity
Solutions for phase 2

• Phase 2 in 2016 currently under way
• Statistical analysis
• Survey of life and working conditions of academic and administrative staff
  – Survey revised and shortened
• Document analysis
• Qualitative parts of the institutional survey not carried forward
• Continued distrust of the survey methodology (bursar: leadership to choose who should participate!)
• Lessons learnt from anonymity issues
  – A stronger and more explicit statement on who has access to raw data and how the analysis will be performed, where data is archived etc.
    • A potential problem for the future – who will do the survey
Looking forward

• Survey to be implemented as a regular management tool at VSCHT Prague
• Category “sex” incorporated in the internal monitoring system
• Survey to be administered and statistics monitored by management
• Issues to be addressed:
  – Employee trust when administered internally by management as a steering instrument
  – Expertise to carry out the analysis
    • Currently lack of in-house social science expertise
  – Length of the questionnaire
  – Focus on gender versus focus on gender and diversity issues (disability, ageism etc.)