



European
Commission



Gender Equality Policies in Public Research

*Based on a survey among
Members of the Helsinki
Group on Gender in Research
and Innovation, 2013*

*Research and
Innovation*

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Based on a survey among Members of the Helsinki Group on Gender in Research and Innovation, 2013

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Foreword

This report on “**Gender Equality Policies in Public Research**” is based on a survey among the members of the *Helsinki Group*, the Commission’s advisory group on gender, research and innovation. It gives a detailed analysis of the current state-of-play of EU Member States’ and associated countries’ initiatives for promoting gender equality in research and innovation. It comes at a critical review point along the path towards a fully operational European Research Area (ERA) and provides timely input for the upcoming ERA Progress Report 2014.

The good news is that about half of the countries surveyed have put in place initiatives supporting the individual careers of female researchers. Also, in the last five years, there has been a significant rise in the number of countries implementing quotas or targets for the under-represented sex in decision-making positions: from eight countries in 2008 to 18 in 2013.

However, the report shows that the pace of change is too slow. In the past five years, the number of countries where research institutions modernised their management through gender equality plans has only modestly risen from 12 to 15. Only three countries have enacted legal provisions that require or stimulate universities to set up gender equality plans. Furthermore, gender analysis in research has been included so far in no more than six national research programmes. And gender issues in university curricula – aside from the social sciences and humanities – have been mainstreamed in just four countries.

We must do better. By supporting the ERA, EU member States and associated countries are creating a common space for knowledge and growth, with researchers – both women and men – at its centre. The ERA will not be fully functional unless both female and male scientists are given equal opportunities, and the knowledge and technologies produced are commensurate with both men’s and women’s needs and expectations.

As stressed in the ERA 2013 Progress Report, there are still too many disparities between countries and too few legal or policy initiatives aimed at breaking down the cultural and institutional barriers perpetuating gender discrimination in research.

We need to reach a critical mass of universities and research institutions through long-term institutional changes. Clearly, the specificities of the research sector demand a tailored response to achieve gender equality.

A fully operational ERA is a unique opportunity for European countries and research organisations to join forces and ensure that gender equality is firmly anchored in their political and institutional agendas. In this respect, the Commission is committed to play its role of coordination. I hope this report will spur renewed engagement on gender equality by many. Women’s talent, ideas and potential must not be wasted; they benefit research and society, and are an incredible source of innovation.



Maire Geoghegan-Quinn

A handwritten signature in blue ink that reads "Maire Geoghegan-Quinn". The signature is written in a cursive style and is located below the printed name.



1.

Preliminary Notes

The European Commission has actively fostered gender equality and the integration of a gender dimension in research funding since 1999. The first European Commission Communication on 'Women and Science' ⁽¹⁾ was primarily aimed at assisting women to better fit the requirements of academic professions. While support measures to individual scientists are still beneficial for advancing individual careers, gender equality policy has turned its aim towards more sustainable, institutional change in research-performing and research-funding organisations through the European Research Area, and with funding through the 7th framework programme and Horizon2020.

Since 2012, gender equality has been one of five key policy areas for achieving the objective of a common research area in Europe that aims 'to end the waste of talent which we cannot afford and to diversify views and approaches in research and foster excellence' ⁽²⁾. Therein, the Commission invites Member States to create legal and policy environments to incentivise the removal of legal and other barriers to the progression of women's careers in research while fully complying with EU gender equality legal provisions. It also invites Member States to address gender imbalances in decision-making and to strengthen the gender dimension in research programmes. Particularly, Member States are invited to 'engage in partnerships with funding agencies, research organisations and universities to foster cultural and institutional change' ⁽³⁾ and to ensure at least 40 % of the under-represented sex participates in decision-making committees on career-related issues, as well as in committees establishing and evaluating research programmes.

This is the background for gathering a rapid and up to date overview on the situation of gender equality policy implementation ⁽⁴⁾ in public research in the European Research Area (ERA), which is the core objective of this report.

The report is based on a survey among members of the *Helsinki Group on Gender in Research and Innovation* ⁽⁵⁾, advisory group to the European Commission DG RTD. The survey was prepared by the *European Commission DG RTD-B6 Gender Sector* through a 27-item written questionnaire in early 2013 and forwarded for analysis through an external expert mid-April 2013. After aggregating and cleaning available data, results were complemented by other existing resources, i.e. *She Figures 2012* ⁽⁶⁾, the *EURAXESS Researchers' Report 2013* ⁽⁷⁾, the *ERA Fabric Map 2012* ⁽⁸⁾, *MORE2 Study on working conditions and career paths 2013* ⁽⁹⁾ and the *Erawatch Network (EWN) Study* in support of the *ERA Framework Impact Assessment 2011* ⁽¹⁰⁾, wherever it seemed reasonable.

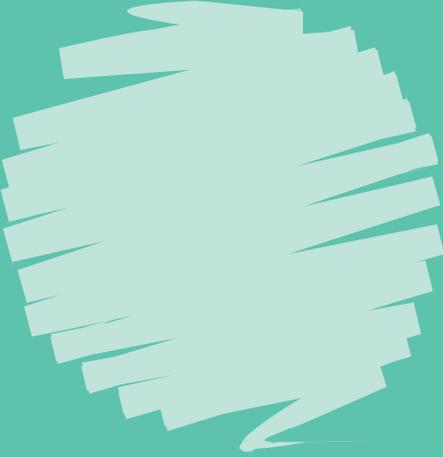
A total of 31 countries are represented in the survey ⁽¹¹⁾. The basis for the results and overview-tables are the answers provided by delegates of the *Helsinki Group on Gender in Research and Innovation*: AT, BE, CH, CY, CZ, DE, DK, EE, ES, HR, HU, FI, FR, IS, IL, IE, IT, LT, LU, ME, MT, NL, NO, PL, PT, RO, SE, SI, SK, TR, UK. The following countries were not included in the analysis due to missing data: Bosnia & Herzegovina, Bulgaria, Former Yugoslav Republic of Macedonia, Greece, Latvia, Lichtenstein and Serbia.

Wherever it seemed feasible, each chapter includes three consecutive parts. Firstly, chapters provide a brief description of how existing academic systems address gender equality issues, including career trajectories, the gender dimension within the research content, the consideration of equality and gender in academic curricula, and the training of the researchers. Secondly, they present a collection of national practices and provide brief examples generated from the survey responses. Thirdly, wherever information was available, the last paragraph of each chapter informs about monitoring practices at national or institutional levels.

The report does not claim to present full details of measures or to give an exhaustive picture of the gender equality measures implemented in the ERA. Rather, it reflects examples and the latest trends. Practical examples (e.g. regulative or non-binding policies, incentives or monitoring practices) should be looked at in full detail and with respect to the context of their implementation — an effort that goes well beyond this brief overview. The examples referenced in this report therefore by no means represent ‘best practices’, but rather demonstrate the latest trends and the variety of existing measures and practices in the ERA. Aside from issues relating to the challenges of assessing policies and structural measures (with regard to projected and unmet outcome and impact), another difficulty lies in verifying causal relations between policies or specific policy measures and the increase of women’s representation in the research and innovation system (cf.

Wroblewski/Leitner 2011; Müller/Castano/Gonzalez/Palmen 2011). Policy measures which have worked well in one case may not produce the same results in a different context (cf. Lee/Faulkner/Aleman 2010).

In addition, gender inequalities occur and are as flexible and evolving as research and innovation systems. Merit-rating in national research and innovation systems, as well as the impacts of economic developments relating to R&I activity (taxation, knowledge-based spin-offs, etc.), should always be carefully reviewed from a gender perspective to identify driving forces that widen gender gaps in innovative spheres of research. Dynamic environments therefore demand equally innovative and practically effective tools to overcome recurring and evolving gender imbalances.



Notes

1. EC (1999), *Women and Science. Mobilising Women to enrich European Research*.
2. EC (2012), *A reinforced European Research Area Partnership for Excellence and Growth*, p. 4
3. Ibid. p. 12
4. The reference point for analysis of trends and developments is the report on gender equality policy measures of 2008; cf. EC (2008), *Benchmarking Policy Measures for Gender Equality in Science*
5. The Helsinki Group brings together national representatives and has been in operation since 1999, <http://ec.europa.eu/research/science-society/index.cfm?fuseaction=public.topic&id=1297>
6. EC (2013), *She Figures 2012 — Gender in Research and Innovation*
7. Cf. <http://ec.europa.eu/euraxess/index.cfm/services/researchPolicies>
8. http://erawatch.jrc.ec.europa.eu/erawatch/export/sites/default/galleries/generic_files/file_0197.pdf
9. http://www.more-2.eu/www/index.php?option=com_content&view=article&id=133&Itemid=141
10. EWN (2011), *A study in support of the ERA Framework Impact Assessment on gathering an overview and analysis on the way research and research systems are regulated in the EU Member States*, Final Report
11. Before the questionnaire was circulated to all members of the Helsinki Group on Gender in Research and Innovation (HG), a small group of HG delegates participated in pre-testing the questionnaire. Their comments and suggestions have been integrated into the questionnaire used for surveying. The total number of countries represented in the survey is 31; however more countries might be covered through additional resources as explained above.



2.

Executive Summary

Gender equality contributes to excellent research in two ways, by the diversity it brings to research teams and through the analysis of research content by gender. By establishing a European Research Area in which researchers, ideas and resources can move freely, the European Union supports its Member States in modernising research and innovation through coordinated actions. There is a clear need for more EU-wide coordination of gender equality policies through the regular exchange of experiences, and progress reporting against equality indicators. This is the message delivered by the ERA Communication of July 2012 to Member States, research performing organisations (RPO) and funding organisations (RFO).

The first steps in this direction have been taken among some national governments and research funding organisations in the form of a European network (ERA-net) and by networks of RFOs and RPOs in the context of the ERA platform set up by the Commission. An overarching ERA-wide coordination which partners governmental actors, research funding organisations and research performing organisations for enhancing policy measures could be beneficial for inspiring those countries which have not yet improved their status quo in the last five years (cf. EC 2008).

National academic systems are made of complex and diverse administrative sub-systems, depending on the legal constitution of their elements: universities, research institutes, research hubs, research foundations or funding agencies. Gender and research policy-making is therefore a multi-actor responsibility as regards formulating policy priorities, supporting local institutions with implementation, assessments of performance and continuous monitoring. Within national scenes, a multitude of governance tools exist to organise collaboration between science policy-makers, research performers and research funding organisations. Besides institutional self-governance, performance contracts or agreements between the state and research organisations govern overarching objectives within specific time-frames. Performance agreements are also in place between the institution's leadership and associated departments or institutes. Gender-related targets have been reported from several proactive

countries (cf. chapter four), especially with regard to vertical segregation and the share of women in decision-making committees. In contrast to the creation of incentives for appointing women to professorial chairs, progress in cultural and institutional change seem more difficult to monitor ⁽¹⁾ at regional and national level. One main difficulty in creating valid indicators for measuring institutional change processes (nationally and across the ERA) relates to the existing differences in size and research objectives among specialised research institutions, e.g. technical institutes, small teaching universities, internationally leading research universities etc. This makes it very complex to directly compare institutional performance and outcomes beyond sex-disaggregated human resources statistics.

Career access, development and environment

Employers of researchers must comply with national and EU legislation on anti-discrimination and equal treatment ⁽²⁾. As a result of expanded university autonomies in financial planning, staffing, promotion and decision-making, several 'soft approaches' to counter gender imbalances exist, which reflect the current degree of academic self-administration. These soft measures offer RPOs and RFOs the opportunity to voluntarily improve their policies with regard to faculty recruitment, promotion, leaves and absences, as well as with regard to the work climate, e.g. the European Charter for Researchers and Code of Conduct for their recruitment ⁽³⁾, LERU's self-commitment to act against gender bias ⁽⁴⁾, the Athena Swan Charter ⁽⁵⁾, the Total-E-Quality Award ⁽⁶⁾ or Talent to the Top-Charter ⁽⁷⁾. These aim at, among other objectives, making existing career thresholds and procedures more transparent, inclusive and gender-aware. In addition, legal conditions for recruitment, employment and promotion differ according to the academic status (PhD to full professor) and the legal national frameworks for equal treatment and equal opportunity in recruitment procedures and vocational training.

Along with the expansion of institutional autonomies, flexible means of remuneration, including endowments, flexible bonuses and other benefits have been introduced. Consequently, the gender

pay gap in research needs to be revisited in light of new managerial practices. Only Austria, Cyprus and Finland implement integrated and active policies to monitor and rectify pay gaps in the research sector (see chapter four).

Provisions for maternity and parental leave, and in some cases for other care work, are actively implemented across ERA. However, beyond respecting general anti-discrimination provisions, very few countries have reported implementation of funding for proactive re-entry measures during or after leaves of absence, i.e. Switzerland and Poland ⁽⁸⁾, although speedy loops of knowledge development determine professional success in research. Researchers working on individual stipends (especially doctoral students) and staff in externally funded research projects may experience additional difficulties. Due to the policies and requirements of third party funding (projects), institutions feel limited in the support they can provide to active mothers and fathers. Therefore, gender equality policies with regard to recruitment, career development, pay and leaves need to be taken into account by both employers of academic workers and research funding agencies.

A significant change has taken place in the last five years with regard to the implementation of quotas and quantitative targets in research and innovation. Most often, the existing means of setting quotas and targets applies to decision-making and less often to staff recruitment or fellowship awarding ⁽⁹⁾. Compared to 2008, the number of countries with some type of target or quota regulation (fixed quota ⁽¹⁰⁾, cascade model ⁽¹¹⁾ or flexible quota ⁽¹²⁾) has increased from eight to 18 countries today (cf. EC 2008:30; EURAXESS 2013). Besides the use of quotas and targets, in a total of 19 countries, policies are in place to establish clear rules for the composition of selection panels, including roles and gender balance.

Institutional change versus individual support measures

‘Institutional Change’ is a strategy to promote gender equality within Research Performing Organisations (RPO) and Research Funding Organisations (RFO) which aims to amend their organisational structures and practices. It spurs RPOs and RFOs to (a) remove cultural and institutional barriers that generate direct or indirect discrimination of women in scientific careers and decision-making; (b) integrate a gender dimension in research content. The strategy entails the use of innovative and systemic approaches such as gender equality plans.

Member States can help achieve Institutional Change in RPOs and RFOs by creating a conducive legal and political environment and by providing incentives for change (e.g. enact relevant legislation/policies, benchmarking, engage in partnership with funding agencies, etc.). European states are key partners in the effective implementation of the European Commission’s strategy (also ‘Structural Change’, cf. EC 2011a).

In 2007, the European Commission changed its policy approach from ‘fixing the women’ to ‘fixing the institutions’, corresponding to the process-related approach of gender mainstreaming. The change further built on a similar approach undertaken in the United States ⁽¹³⁾ and in some European countries. The survey shows that in most countries the ‘fixing the women’ approach, e.g. granting individual career development support, is still common and is complemented — to various extents — by more integrated and systemic changes, i.e. institutional change.

About half of countries in the ERA have fellowships and stipends for female researchers in place across the academic hierarchy, creating an impact on women’s representation among academic staff. Only a few systems of ‘higher innovation’ (cf. EC 2013b;

EC 2008:21) also provide incentives for research establishments to recruit female academics. In the latter case, a stimulus is created for research performing organisations to become active in recruiting junior or senior female academic staff, which also helps to advance the representation of women in research. These incentives encourage active recruitment, and thus potentially a change in institutional hiring policy, while still supporting female academics. Yet there is no comprehensive overview available which shows to what extent incentive programmes to hire female researchers effectively diminish gender biases in existing recruitment practices. Nevertheless, one outstanding effect of incentive programmes is, in some countries, that gender equality has become a competitive 'marketplace' for RPOs ⁽¹⁴⁾. Especially through the recruitment of senior female academics, research performing organisations can be rewarded with extra funding for professorship chairs, institutional equality measures or general funds.

Some state-funded programmes in the field of gender equality in research and innovation combine output-related strategies aimed at the advancement of women in middle and senior academic positions (output in numbers), with input-related incentives for institutional change. In these strategies, the ultimate aim of rising female participation among senior faculty and management, e.g. Programme for Women Professors ⁽¹⁵⁾, Aspasia ⁽¹⁶⁾, BALANSE ⁽¹⁷⁾, is complemented by the requirement to implement institutional gender actions (eligibility criterion when applying for corresponding funds). Nevertheless, success indicators instead focus on stepping up women's representation in senior academic positions, instead of assessing the outcomes of changes created at the institutional level.

Compared to 2008, the number of European countries in which institutions in the research sector worked with gender equality plans slightly

increased from 12 to 15 ⁽¹⁸⁾. Gender action plans are legally required in some 'global leader' and 'proactive' countries with regard to gender equality; other 'proactive' countries make gender equality action plans optional while other policy instruments are also in place. Especially in those cases where research funding agencies promoted the use of action plans (e.g. CH, DE, UK, NO), the initiatives stimulated important structural activities among research performing organisations. Research funding organisations can set standards for grant applicants (institutions and individuals) and promote equality through their own programmes and procedures. Overall, the gap between proactive and 'relatively inactive' countries seems to widen as the overall classification still holds true. Only France has improved its position from relatively inactive to active ⁽¹⁹⁾.

Gender in research programmes and training

In principle, two key ways have been established to consider gender in research funding organisations, programmes and projects. Firstly, as part of an equal opportunities policy to establish gender balance in access to research funding, decision-making on funding, allowing for parental leaves during the runtime of a research project, etc. Secondly, with regard to research quality and relevance of the research itself by advising or requiring grant applicants to consider gender and sex analysis in the content of their research.

In the She Figures 2012, 17 out of 22 countries reported higher success rates for men in research funding (EC 2013a:118). About two thirds of countries (19 out of 31) surveyed for this report indicated that the consideration of gender (equality) is not explicitly required or an eligibility criterion in national research funding programmes.

For research funding organisations, the most prominent measure for mainstreaming equality and gender in research content is to connect them to the evaluation procedures. Aspects of gender equality could be covered in administrative assessments, while gender in research content is subject to scientific evaluation. In this respect, corresponding measures have been implemented in eight out of 31 countries (AT, DE, ES, FI, IE, IT, NO, SE) where the research funding organisations accommodated equal opportunities between female and male scientists and/or the gender dimension in research content in the evaluation criteria. Considering gender analysis as a driving element for innovative ideas, stimulus for knowledge and potential economic innovation remains an idea that is rarely seized by programme owners.

Designing academic curricula and assuring their quality is a core mandate of universities in Europe. Concerning academic disciplines' curricula, there is very little information (and if available, mostly from case studies) on whether gender perspectives are taken into account outside the social sciences, humanities and life sciences. Gender and women's studies are well established in the European Higher Education Area (EHEA); in western and northern countries gender and women's studies are complemented by sexual diversity and masculinity study programmes. In 21 countries, universities and accreditation agencies are key actors for mainstreaming gender analysis in curricula (AT, BE, CH, CZ, DE, EE, ES, FI, HR, IL, IS, LT, LU, MT, NL, PL, PT, SE, SI, TR, UK), whereas in three countries (CY, FR, RO) the government is a partner in this endeavour ⁽²⁰⁾.



Notes

1. In order to assess cultural and institutional change progress, consideration should be given to going beyond gender distribution per staff category. Indicators and criteria established in work climate certificates or award schemes could be assessed for expansion; complementarily, consideration could be given to mainstream gender in existing indicators relating to scientific productivity.
2. Cf. Equal Treatment Directive (2006/54/EC); Directive 2004/113/EC prohibits discrimination and harassment. In very few cases, specific obligations have been referenced in laws governing the research system, thus placing 'specific duties on funders and/or employers' (EWN 2011:28).
3. <http://ec.europa.eu/euraxess/index.cfm/rights/index>, together with the Human Resources Strategy for Researchers Logo certificate <http://ec.europa.eu/euraxess/index.cfm/rights/strategy4Researcher>
4. See LERU (2012), *Women, Research and Universities: Excellence without Gender Bias*.
5. <http://www.athenaswan.org.uk/content/athena-swan>
6. <http://www.total-e-quality.de/en/startseite.html>
7. http://www.talentnaardetop.nl/Home_EN?Language=en
8. In those cases, research funding organisations actively support researchers' return to academic careers, while research performing organisations act in their role as employer. Other measures may exist in individual institutions, e.g. stop-the-clock policies or allowances for reducing administrative or teaching obligations after the leave.
9. Cf. EC (1999), *Women and Science*. In 1999 the European Commission already set a 40 % target for all committees and advisory boards, as well as Marie Curie-Skłodowska Fellowships.
10. E.g. successive gender balancing of public committees in France to reach 40 % of the underrepresented sex until 2018, regulated by the Décret No 2012-601 du 30 avril 2012 relatif aux modalités de nominations équilibrées dans l'encadrement supérieur de la fonction publique; or the Austrian University Law 2009 which set a quota of 40 % for university senate, rectorate and university council (BGBl. I Nr.120-2002; §§21, 22, 25).
11. E.g. In 2012, the German Joint Research Conference (GWK) resolution recommended to research associations to implement a stepped model of targets in academic recruitment and promotion procedures <http://www.gwk-bonn.de/-fileadmin/Pressemitteilungen/pm2012-16.pdf>
12. E.g. Belgian advisory boards and committees.
13. National Science Foundation's *ADVANCE programme*. The programme aims at increasing the representation of women in academic positions in Science, Technology, Engineering and Math by addressing 'academic culture and institutional structure that may differentially affect women faculty and academic administrators'. <http://www.nsf.gov/crssprgm/advance/index.jsp>
14. Incentives for gender balance can be traced in institutional funding (e.g. as part of performance agreements) as well as in third party funding programmes. See the chapter 'Trends in research governance and effects on gender equality' for details.
15. <http://www.bmbf.de/en/494.php>
16. <http://www.nwo.nl/en/funding/our-funding-instruments/nwo/aspasia/aspasia.html>
17. http://www.forskningsradet.no/prognost-balanse/Nyheter/First_funding_announcement_under_the_-BALANSE_initiative/1253984387551/p1253964606603
18. The ERA progress report 2013 registered lower figures: Gender Action Plans would be required in four Member States; specific legislation for gender equality in research is in place in at least five Member States, cf. EC (2013d), *European Research Area: Progress Report 2013* accompanied by Facts and Figures 2013.
19. Cf. EC (2009), *Gender Challenge in Research Funding. Assessing the European national scenes* for the classification of countries as 'global leaders', 'proactive' and 'relatively inactive' in gender equality.
20. Data missing for BG, BIH, DK, GR, IE, IT, LI, LV, ME, MK, NO, RS.

An hourglass is placed on a wooden chair. The entire image is covered with a semi-transparent teal overlay. The hourglass is positioned in the upper center, and the chair's legs and seat are visible around it. The background is a textured, light-colored surface.

3.

Trends in Research Governance and Effects on Gender Equality

3.1 Setting the Scene

Legal provisions for equal treatment and non-discrimination on the labour market are in place in all 28 EU Member States ⁽¹⁾, associated countries and the Western Balkan countries (cf. EC 2008). Two groups of European countries have been identified with regard to differences in commitment towards gender equality: proactive academic systems and systems which are relatively inactive (EC 2009:18f) ⁽²⁾. A key factor for success in bringing about change is without a doubt the political will to promote gender equality in research and innovation through regulations, performance agreements, self-commitments, targets, quotas, policy enhancement measures, financial incentives and programmes, information and support structures for local actors, research funding, monitoring of statistics and indicators, modernisation of funding requirements and project reporting including gender aspects. There are two main approaches in the ERA to promoting gender equality: gender mainstreaming and specific initiatives on gender.

How is gender equality framed in public research policy ⁽³⁾? Policy objectives to achieve gender equality in research and innovation reach from the enforcement of basic principles like ‘equal treatment’ ⁽⁴⁾ of men and women, up to the demand for a consideration of ‘gender relations’ ⁽⁵⁾. Policy objectives, and thus the understandings of ‘gender inequality’ as an issue of justice or as an issue related to economic exploitation of Human Capital in research, are equally diverse. These different understandings and frames of gender inequalities also reflect the strongly diverging provisions that research performing and research funding organisations apply to put gender equality policies into practice (cf. EC 2013a; EC 2011a; EWN 2011; EC 2009; EC 2008).

Gender mainstreaming is the predominant approach taken in legal provisions against gender inequality (cf. EC 2008). RPOs and RFOs actively support the efforts to advance equality and to assure direct and indirect non-discrimination ⁽⁶⁾. In all countries surveyed for this report, multiple stakeholders are involved in the undertaking to advance gender equality in research and innovation. In all cases, it is worth taking a closer look at

what ‘gender equality’ really refers to and what kind of policy objective results from it.

In most EU countries universities, and research organisations to a certain extent, can decide autonomously about institutional priorities, except in CY, GR, TR (EUA 2011:30). As a result of expanded organisational autonomies (besides academic freedom), institutional funding mechanisms regulate interactions between governmental and academic actors. Institutional strategies, including those regarding gender, fundamentally depend on institutional objectives and institutional performance indicators (cf. Frølich et al. 2010). In some academic systems, gender mainstreaming resulted in gender-related performance indicators, mostly monitored in combination with HR statistics.

3.2 Policy Trends to advance Gender Equality in Public Research

With regard to the implementation of gender equality, 19 countries — 17 Member States and two associated countries (BG, CY, CZ, EE, FR, GR, HR, HU, IL, IT, LT, LU, LV, MT, PL, PT, SI, SK, TR) were identified in 2009 as ‘relatively inactive’ countries (cf. EC 2009). This is for several reasons: regardless of the very high or very low representation of women in public research, academic systems of ‘lower innovation’ (EC 2008:21) ⁽⁷⁾ seem less reactive to policy impulses relating to gender equality. In contrast, systems of rather ‘higher innovation’ fall into the category of ‘global leaders’ (EC 2009:21ff) when it comes to gender policy implementation: Finland, Norway, Sweden, Denmark and Iceland; or as a further category ‘proactive’ countries: Austria, Belgium (Flanders), Germany, Netherlands and Switzerland, as well as the UK, Ireland and Spain (cf. *ibid*). Recent developments in gender equality policy-making result in a slightly different situation. France has improved its position from relatively inactive to proactive.

Besides national particularisms, three main trends can be identified as recent changes in the field across Europe:

1. the creation of competitive gender equality markets, accompanied by the trend of evaluating performances (programmes, policies and institutional measures);

2. a political push for quotas and concrete targets, in addition to an increased demand for more transparency in decision-making;
3. driven mainly by research funders, a shift towards more considerations to avoid gender bias in grant evaluation, the need for more flexibility in carrying out research projects, corresponding to the diversification of academic careers, and more consideration of societal impacts of research outcomes.

All in all, these developments demonstrate a widening of the gap between proactive and relatively inactive countries, as evidence is mostly derived from global leaders and proactive countries. Collaborative and innovative policy initiatives between governments, public research funders and research performing institutions have gained the attention of the gender and science community across Europe. These initiatives led to significant changes in some areas, e.g. the boost of women in Grade A positions in Switzerland⁽⁸⁾, the quota for public committees and boards in France⁽⁹⁾, adoption of the ‘Equality duty’⁽¹⁰⁾ in the UK, the Norwegian ‘Gender Equality Award’⁽¹¹⁾ for research performing organisations and the ‘research-oriented standards on gender equality’⁽¹²⁾ of the German research foundation. Notably, policy developments in recent years have mainly been reported from countries already identified in 2009 as proactive countries. In terms of advancing *de-facto* gender equality in research, the gap between countries seems to widen, while *de-jure* equality is granted all over Europe.

However, some issues also need to be mentioned which restrict the effects of existing gender equality policies. Reducing gender inequalities in research and innovation involves a multitude of different actors charged with forming a consistent and effective policy cycle of problem definition, agenda setting, policy formulation, implementation, evaluation and its policy follow-up, leading to setting a new agenda (cf. Blum/Schubert 2011). On the basis of research literature and the HG survey, three main constraints can be observed in R&I policy-making: Firstly, gender equality committees, specifically treating this topic only in higher education establishments or at the national level, tend to be equipped with advisory tasks rather than broader decision-making competences. Secondly,

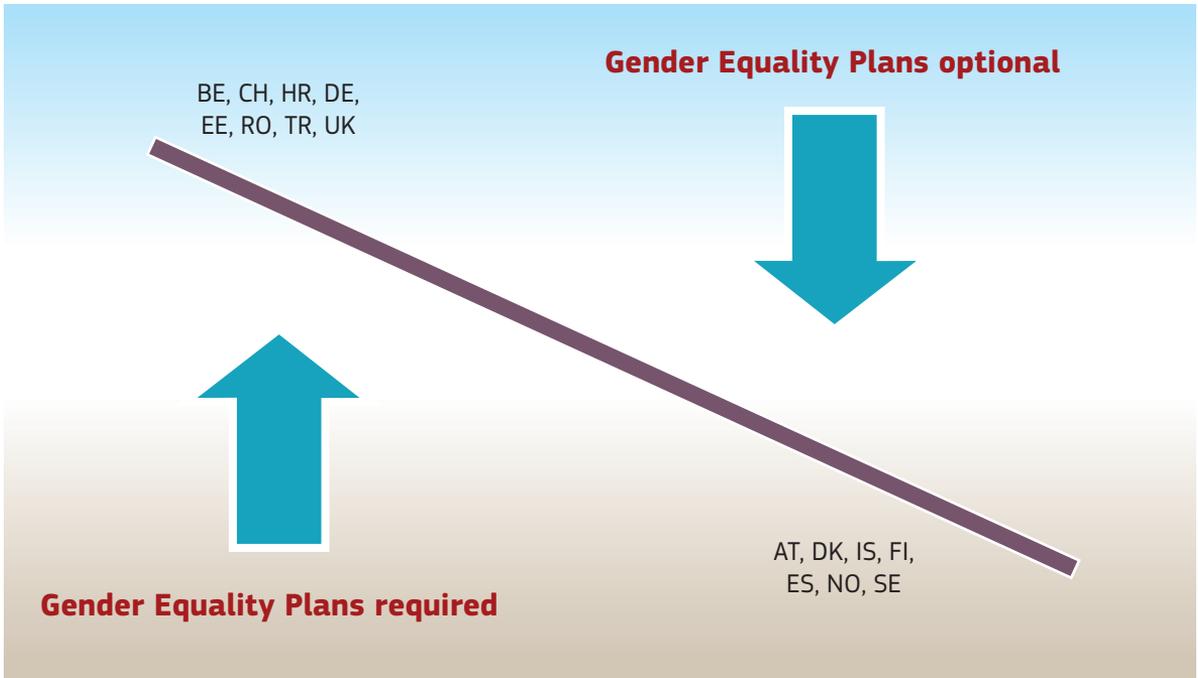
not a general trend, but noteworthy, is the integration of departments for research into business and innovation departments (UK, ES, IE)⁽¹³⁾. A third issue relates to policy evaluations which focus primarily on the successes of specific policy measures. Instead, those assessments cover up shortfalls and unintended effects. A common understanding of the functions and constraints of evaluation exercises in relation to gender equality measures and policies is a reasonable means for enabling real advancements in policy and practice.

3.3 Institutional Changes

The overall number of academic systems (15 in total: AT, BE, CH, DE, DK, EE, ES, FI, HR, IS, NO, RO, SE, TR, UK) which promote the modernisation of Human Resources management, and in some cases also organisational development by using equality plans and concepts, has slightly risen since 2008, from 12 to 15 (cf. EC 2008). A close connection between the use of institutional equality plans, specific targets and partly output-related incentives is clearly visible in these cases. Only recently have concrete links between institutional gender equality performance and research funding been established in Austria through performance agreements with the government, a mechanism which also is in place in Luxembourg and Finland⁽¹⁴⁾; in Germany through the assessment of gender equality concepts and grading of institutions by the German research foundation (DFG)⁽¹⁵⁾; in Norway through the establishment of the Committee for Gender Balance in Research (KIF)⁽¹⁶⁾ and the creation of the Gender Equality Award by the Research Council Norway; and in the United Kingdom through linking funding of biomedical research⁽¹⁷⁾ to structural change performance by using the Athena Swan Charter. The Swiss federal programme for equal opportunity of women and men at universities/Gender Studies (2013–2016) of Swiss University Conference (SUC) explicitly aims at integrating equal opportunities in the central and departmental structures of institutions, and reaching the targets of 40 % women at the level of assistant professorship positions and 25 % women in full professorship positions⁽¹⁸⁾.

The EU does not require Member States to operate with specific policy tools that encourage sustainable implementation of local gender equality

Figure 1: Provisions for gender equality plans: Gender equality plan requirements under certain conditions versus gender equality plans as an option.



policies. In principle, EU law allows all EU Member States to maintain or adopt measures ‘providing for specific advantages in order to make it easier for the underrepresented sex to pursue a vocational activity or to prevent or compensate for disadvantages in professional careers’ (TFEU §157). Three European countries (AT, ES and NO) have legal provisions in place that stimulate or obligate universities to explicitly create equality plans. In addition, in Denmark, Sweden, Iceland and Finland, laws require workplaces over a certain size to draw up gender action plans (cf. Bergman/Rustad 2013:25) ⁽¹⁹⁾. Of course, there is variation in the ‘degree to which these institutions, as well as the national research councils, have prepared such plans’ and ‘in the degree to which these plans are actually implemented’ (Bergman/Rustad 2013:25). In eight other countries (Belgium, Switzerland, Croatia, Germany, Estonia, Romania, Turkey, United Kingdom) a legal basis or other rules exist for the creation of gender equality plans; however equality plans are not explicit or obligatory instruments. In other cases, gender action plans are used without explicit requirement and other tools could be in place to encourage institutional changes.

For example, some Danish universities included gender equality in their development contracts with the ministries ⁽²⁰⁾. This practice potentially results in an extra bonus the ministry awards as an incentive. A special authorisation of the Danish Gender Equality Act allows for the allocation of an additional professorship chair (off faculty plan) if a department reaches a certain number of female professor appointees.

In Norway, the Ministry of Education and Research established a Gender Equality Award for well-performing institutions ⁽²¹⁾. The award encourages institutions to promote and improve gender balance. The award is not a mere public relations label, it comes with a grant of about 250 000 EUR.

Most recently, the Federal Programme for Gender Equality at Swiss Universities, managed by the Swiss University Conference (2013-2016) ⁽²²⁾, supports universities in designing gender action plans and most significantly in integrating structures which were created in previous funding periods into the regular university business procedures. Examples include the integration of gender in

teaching, learning and research and the establishment of gender equality indicators in connection to the institutions' quality management. Several evaluation exercises form an integral part of the total programme.

The Athena Swan Charter, run by the UK Equality Challenge Unit, was established for the UK higher education sector in 2005 ⁽²³⁾. In 2011 the Chief Medical Officer announced it would consider introducing the Athena Swan Silver Medal award in 2014 as a precondition for biomedical research centres and units to obtain funds.

Some developments are about to occur in the Czech Republic too. In September 2013 the Czech Ministry of Education, Youth and Sports adopted a mid-term strategic plan for gender equality in academia ⁽²⁴⁾. Moreover, the National Contact Centre for Women and Science was mandated in its current project period (2012-2015) ⁽²⁵⁾ to develop a training module on structural change for gender equality which was offered to public higher education institutions and research institutions as a pilot in 2013.

In Germany, two main initiatives have created incentives at the federal level since 2008: the Programme for Female Professors (2008-2017) of the Federal ministry for research and education targeted at universities. During the two periods of the programme, 2008-2012 and 2013-2017, universities across the country are invited to apply for funding of maximum three professorial chairs per period, for which the institution recruits a female professor. The grant application has to be substantiated through institution-wide gender equality measures, proved by submitting a gender equality plan, for which additional funding is available ⁽²⁶⁾. The second key initiative is the German research foundation's research-oriented standards on gender equality ⁽²⁷⁾, during which all member organisations of the foundation are invited to design tailor-made institutional gender concepts. RPO's gender concepts, including action plans, are assessed and ranked by performance.

Initiatives at Member State level are complemented at EU level through the European Charter for Researchers. In the context of implementing the European HR Strategy for researchers, research performing organisations and research

funding organisations are invited to apply for an 'HR excellence in research' logo ⁽²⁸⁾.

3.4 Monitoring Practices in relevant Areas

In most Member States and associated states to the European research framework, implementation of policies that aim at advancing gender equality in research performing organisations (different provisions apply in research institutes and universities), at least in part, is regularly monitored and made public by a governmental actor ⁽²⁹⁾. Monitoring strategies differ: sometimes they rely foremost on HR statistics and sometimes they rely on a combination of activity reports and HR statistics, while budget reports are least established.

In Finland, the ministry gives feedback to higher education establishments on their performance during a specific period of time. This feedback procedure is used to guide and monitor the implementation of policy objectives. In Croatia and many other countries, research institutions themselves are responsible for monitoring and assessing policy implementation relating to gender equality. In general, monitoring instruments (regular reporting, performance indicators, human resources statistics, etc.) depend on the type of organisation and can vary within a national science system; within the institutional setting it can also vary by department.

In terms of budgeting, one initiative to highlight is the Austrian 'income report' that universities forward to the federal ministry for research and science. For all universities, one of the relevant performance indicators is the one regarding professorial positions. Under the Federal Government Equal Opportunity Act, which applies to universities, all institutions are obliged to provide a so-called 'income report' every year, including details on gender pay gaps in the institution ⁽³⁰⁾.

Just as differences in monitoring practices, the legal responsibility for advancing gender equality in public research institutions also diverges greatly.

Designing, implementing and monitoring progress in gender equality in public research institutions is a multi-actor responsibility in most national academic systems.

Table 1: The legal responsibility for advancing gender equality in institutions of the public research sector

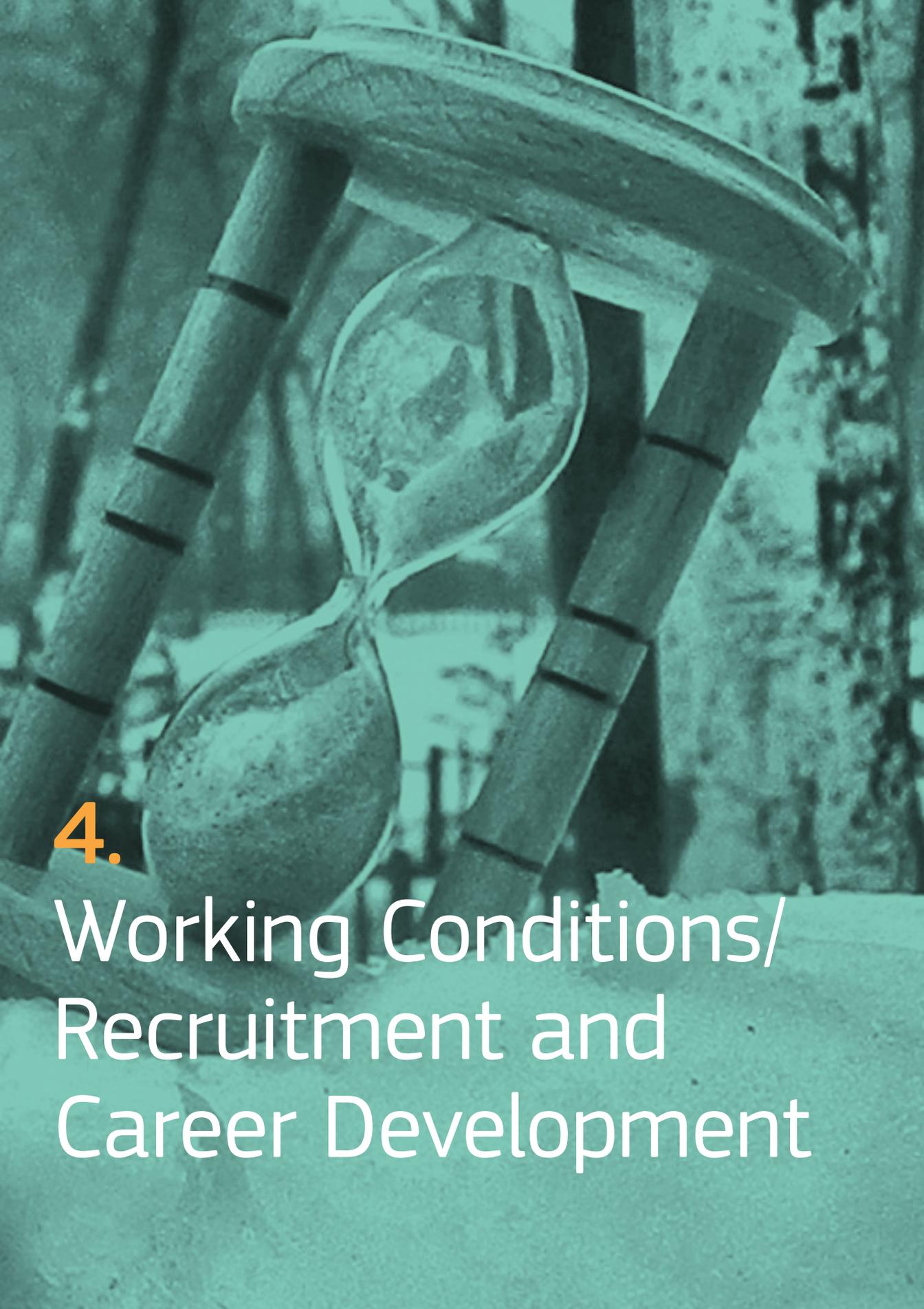
Where does the legal responsibility lie for advancing gender equality in institutions in the public research sector?	
AT	Ministry of Science and Research; Federal Chancellery
BE	Commission for Equal Opportunities
CH	State Secretariat for Education, Research and Innovation
CY	Ministry of Justice and Social Order and the National Machinery for Women's Rights
CZ	RPO and RFO
DE	RPO
DK	Ministry for Gender Equality; shared responsibility; RPO
EE	RPO
ES	Ministry of Health, Social Service and Equality; Women's Institute
FI	Ministry of Social Affairs and Ministry of Education and Culture
FR	Ministry for Higher Education
HR	Gender Equality Ombudsperson; Office for Gender Equality, (mainstreamed responsibility)
HU	<i>not applicable</i>
IE	Equality Authority
IL	National Council for Education
IS	Ministry of Welfare
IT	RPO
LT	Office of Equal Opportunity; Ministry of Education and Science; Ministry of Social Security and Labour; RPO; (mainstreamed responsibility)
LU	Ministry of Higher Education and Research
MT	<i>not applicable</i>
NL	Dutch Equal Treatment Commission (independent)
NO	Ministry of Children, Equality and Social Inclusion; Equality and Anti-discrimination Ombud
PL	Government's Plenipotentiary for Equal Treatment
PT	Commission for Equal Opportunities; Ministry of Education and Science
RO	Ministry of Labour, Family, Social Protection and Elderly
SE	RPO
SI	Ministry of Labour, Family and Social Affairs; Ministry for Science (mainstreamed responsibility)
SK	<i>defective</i>
TR	Higher Education Council
UK	RPO



Notes

1. Cf. §157 of the *Treaty of the Functioning of the European Union* and Directives (2006/54/EC) and (2004/113/EC) on equal opportunities, equal pay and equal treatment.
2. Cf. EC (2009), *Gender challenge in research funding*. Proactive countries are those 'which promote and monitor gender equality in research with active policies and measures', p. 18f.
3. The policy-cycle model identifies five ideal phases of policy-making. Framing the problem precludes policy priorities, agenda setting, policy implementation and evaluation (cf. Blum/Schubert 2011). Therefore, it seems relevant to picture the range of different existing understandings of 'what the problem is' and 'for whom' it is a problem. EC Institutional change policy clearly understands gender inequality as an issue related to institutional practices with broader economic and societal impact.
4. E.g. in the context of anti-discrimination law, cf. EU-Directive 2006/54/EC or Directive 2004/113/EC. The principles of non-discrimination on the basis of gender and equal pay are included in the European Charter for Researchers 2006.
5. E.g. the Norwegian Research Council's policy on gender equality: <http://www.forskningradet.no/servlet/-Satellite?blobcol=urldata&blobheader=application%2Fpdf&blobheadername1=Content-Disposition%3A-A&blobheadervalue1=+attachment%3B+filename%3D%22GenderPolicyfinal.pdf%22&blobkey=id&blobtable=MungoBlobs&blobwhere=12744604.19346&ssbinary=true>
6. Relations between general legal provisions for non-discrimination (UN Human Rights) and specific provisions for the public research sector have not been investigated in this study.
7. Classification in systems of 'lower' and 'higher innovation' follows EC (2008), *Benchmarking Policy Measures*. The Innovation Union Scoreboard 2013 identifies DE, DK, FI and SE as innovation leaders, which still are consistent with the classification of FI, SE and DK in 2009, cf. EC (2013b), *Innovation Union Scoreboard 2013*.
8. EC (2013a), *She Figures 2012*, p. 91. Please also see Swiss Federal Programme for Equal Opportunity of Women and Men at Universities/Gender Studies, <http://www.crus.ch/information-programme/programme-cus-p-4-equal-opportunity-gender-studies.html?L=2>
9. Décret No 2012-601 du 30 avril 2012 relatif aux modalités de nominations équilibrées dans l'encadrement supérieur de la fonction publique. <http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT00002-5768161&dateTexte=&categorieLien=id>
10. Equality Act 2010, <http://www.legislation.gov.uk/ukpga/2010/15/contents>
11. <http://eng.kifinfo.no/>
12. The DFG's *Research-Oriented Standards on Gender Equality*, http://www.dfg.de/download/pdf/foerderung/-grundlagen_dfg_foerderung/chancengleichheit/forschungsorientierte_gleichstellungsstandards_en.pdf
13. It remains to be investigated whether the context of business and innovation modifies policy objectives and monitoring of the right to equal treatment and equal opportunity.
14. http://www.minedu.fi/OPM/Koulutus/yltiopistokoulutus/hallinto_ohjaus_ja_rahhoitus/?lang=en

15. DFG ranked German research performing organisations in four categories, according to their achievements in gender equality. http://www.dfg.de/foerderung/grundlagen_rahmenbedingungen/chancengleichheit/-forschungorientierte_standards/abschlussberichte/index.html
16. <http://eng.kifinfo.no/c62414/seksjon.html?tid=62429>
17. <http://7www.ecu.ac.uk/news/chief-medical-officer-links-gender-equality-to-future-funding#sthash.qsr7RXay.dpuf>
18. Managed by the Rector's Conference of the Swiss Universities <http://www.crus.ch/information-program-me/programme-cus-p-4-equal-opportunity-gender-studies.html?L=2>.
19. The 2013 ERA progress report counts four countries in which RPOs are required to have a gender action plan, and 23 % of the progress report's responding organisations declared to have drawn up a gender equality plan or strategy, cf. EC (2013d), *European Research Area: Progress Report 2013*.
20. E.g. University of Southern Denmark, University of Copenhagen.
21. <http://eng.kifinfo.no/c62449/seksjon.html?tid=62487>
22. 'For the years 2013–16 the federal government only provides funding for gender equality actions on the basis of the universities' individual action plans, which must address the issue of gender equality on a structural level in all key areas of activity: teaching, research and community service'. See <http://www.crus.ch/information-programme/programme-cus-p-4-equal-opportunity-gender-studies.html?L=2>
23. <http://www.athenaswan.org.uk/content/history-and-principles>
24. Mid-term operational objectives to improve gender equality in academia include mainstreaming gender in the ministries' policies and strategies on research and innovation, modernisation of higher education institutions and support to develop more gender expertise in gender equality in research, development and innovation, cf. <http://en.zenyaveda.cz/readings/newsletter/the-ministry-of-education-adopts-a-mid-term-gender-equality-strategy>
25. <http://www.zenyaveda.cz/>
26. <http://www.bmbf.de/en/494.php>
27. http://www.dfg.de/foerderung/grundlagen_rahmenbedingungen/chancengleichheit/forschungsorientierte_standards/abschlussberichte/index.html
28. <http://ec.europa.eu/euraxess/index.cfm/rights/strategy4Researcher>, please also see chapter on promotion and recruitment.
29. No or no regular monitoring of gender equality policy impacts is reported from: CY, IE, LU, MT, SK, TR (no answer); monitoring from academic or NGO-actors in CZ, HU, NL; monitoring only from some institutions on own status in FR, PL.
30. Gender monitoring statistics on personnel, gender pay gap, career progress, women on boards, etc. are available online <https://ora-vm13.noc-science.at/apex/f?p=103:36:0::NO>



4.

Working Conditions/
Recruitment and
Career Development

4.1 Promotion and Recruitment

The vast majority of the 31 academic systems participating in the survey indicate that higher education establishments are relatively free to shape the ways to recruit and promote academic non-professorial staff; in some cases this autonomy also applies for professorial appointments. Most responses refer to legal provisions in place against direct discrimination. On the basis of non-discrimination provisions, e.g. recast directive 2006/54/EC, employers must comply with equal treatment and equal opportunity legislation in recruitment procedures and vocational training. In Sweden and Norway, anti-discrimination acts allow for moderate preferential treatment in recruitment procedures ⁽¹⁾. In Finland and Iceland, provisions allowing preferential treatment of one gender are limited by time (cf. Bergman/Rustad 2013).

Apart from legal provisions regarding equal treatment and non-discrimination, academic institutions with staffing autonomy follow two main 'soft' strategies to include gender equality in institutional recruitment practices: Gender Equality Plans (unknown degree of obligation) and Charters or Concordats which establish principles that the organisations must comply with. In Croatia, Sweden and Finland, as well as in Switzerland, the government has set targets for the recruitment of women to senior academic positions, i.e. professorial positions.

Various practices have been reported from Austria, Germany, Denmark and Norway to incentivise the recruitment of female professors: the Austrian 'Excellentia programme' ⁽²⁾ increased the percentage of female full professors at Austrian universities from 13 % (in 2005) to 18 % in 2010; in Germany the first phase of the Federal Programme for Female Professors (2008-2012) ⁽³⁾ contributed to the establishment of 260 professorial appointments; in Denmark university departments need to reach a certain benchmark of female professors to be awarded with additional professorial chairs; also the new Danish 'Sapere Aude' ⁽⁴⁾ programme aims to encourage more women to become research leaders; in Norway a new programme called BALANSE (funding period 2013-2017) ⁽⁵⁾ aims at stimulating the recruitment of female professors specifically in STEM fields; and in the

Netherlands, the Aspasia Programme ⁽⁶⁾ gives a premium to universities that promote women to associate and full professorship.

Again, it remains unclear whether these incentive programmes bring about sustainable changes in recruitment procedures and diminish gender bias in faculty recruitment.

Regulations defining promotion requirements and procedures differ between universities and research institutes; moreover, they differ in relation to academic status, in particular between professorial and non-professorial academic staff. Junior researchers, e.g. doctoral researchers, also occupy different statuses ranging from student status to regular research employee (with full social benefits). 'Universities (...) are able to promote both academic and administrative staff freely on the basis of merit in AT, CH, CZ, EE, FI, HU, IS, NL, PL, SE, SK, UK' (EUA 2011:42). In other promotion systems, such as Lithuania, parts of Germany and Turkey, 'career advancement for both academic and administrative staff is only possible if a post is available at a higher level' (ibid.).

In the HG survey, 27 of 31 respondents identified where the rights and responsibilities lie for defining promotion requirements and procedures. In the case of universities, the vast majority of responses (21/27) indicated the institutions themselves as parties defining requirements and procedures for promotion. Responsibility for promotions lies within the universities at central or de-central levels: head of the institution, rector, academic senate, council or board of the institution — in contrast to 'heads of units in collaboration with the human resources department' (NL) and institutions in which the 'departments implement procedures' (ES). Again, responsibility and procedure may vary for different academic positions and functional posts. In more centralised systems, recruitment of researchers is regulated at national level (i.e. France), but promotion requirements remain vague to a certain extent and depend on certain features, such as available positions. Lately, in order to recruit the 'best' researchers, autonomous institutions have introduced 'tenure track' ⁽⁷⁾ models to become more attractive for post-doctoral researchers (cf. LERU 2012).

Over 1200 universities across Europe have endorsed the European Charter for Researchers together with the Code of Conduct for the Recruitment of Researchers (EC 2005) ⁽⁸⁾. In countries in which gender action plans are implemented at institutional level, recruitment guidelines can be part of those action plans ⁽⁹⁾. In Spain, gender action plans have been compulsory by law since 2011 (LOMLOU 2007 and the Law of equality between men and women 2007) and legal provisions establish a number of requirements for recruitment and promotion ⁽¹⁰⁾. Gender Action plans in Croatia allow for temporary specific measures in order to reach the national target of 25 % women in leading positions in the public research sector. In 2012 the Federal Science Conference in Germany encouraged research institutes to follow the ‘cascade’ target model, which relates women’s representation on a random salary scale as a target benchmark for women’s representation in the next higher salary scale level ⁽¹¹⁾.

Two main instruments cover the recruitment and selection procedures for research staff in UK public institutions: firstly, the Code of Practice for Research Degree Programmes ⁽¹²⁾, which provides a framework for auditing research degrees, including doctorates, in which gender aspects are ignored; secondly, the Concordat to Support the Career development of Researchers ⁽¹³⁾, which is an agreement between employers and research funders. In this policy, diversity and equality requirements are established as principles and must be promoted in all aspects of the recruitment and career management of researchers in the UK.

In Flanders, a regulation adopted in 2012 which allocates special research funds for tenure track appointments contains a precedence rule for recruitments of the underrepresented sex until a representation of 2/5 to 3/5 has been reached. In addition, selection boards cannot have more than 2/3 representatives of one sex on the board (BOF-besluit 21/12/12).

Alternative approaches have recently been established in the form of ‘negotiated agreements’ in some cases where academic systems actively aspire to attract talent (internationally) and when they have reached full staffing autonomy. In Denmark, the ministry for education has negotiated

‘development plans’ with each university every three years since 2011. Gender has no mandatory part in this, but the University of Copenhagen ⁽¹⁴⁾ and the University of South Denmark included gender equality in their development plans. Another example comes from the Netherlands, where university boards and department chairs are responsible for stimulating gender policies. Dutch universities attract international talents and, according to the 2013 Innovation Union Scoreboard, the Dutch innovation system is the most innovative among EU Member States (cf. EC 2013b). More and more research establishments have signed the ‘Talent to the Top Charter’ ⁽¹⁵⁾, which was initially established for business enterprises.

With regard to doctoral students, it is worth mentioning that the issue of the status, employment conditions and social security provisions of doctoral students is handled by European policy actors (cf. EURODOC 2012). The lack of professional status of doctoral students, accompanied by new requirements of mobility, etc., appears to be considered very rarely by gender policy-making actors, although it likely causes gender biases. A progressive measure has been taken by the UK research council whose PhD students are entitled to maternity leave and pay entitlements. Beneficiaries of training grants also enjoy the right to receive six months’ maternity leave on full stipend and a further six months’ unpaid maternity leave (cf. EURAXESS Researchers’ report 2012).

4.2 Tracing the Gender Pay Gap in Research

Depending on national legal frameworks for the employment of researchers, as well as the degree of institutional autonomy concerning staffing and finances, universities and research institutions have become key partners for negotiating the remuneration of research staff. In many cases, employment framework conditions, including those regarding pay, differ between public universities and public research institutions. Actors involved in negotiating remuneration also differ according to academic positions, especially with regard to non-professorial staff and full professorship chairs.

Unequal pay for equal work is considered as direct discrimination in EU-law: ‘The principle of equal pay

for equal work or work of equal value (...) constitutes an important aspect of the principle of equal treatment between men and women and an essential and indispensable part of the *acquis communautaire* (...). It is therefore appropriate to make further provision for its implementation' (Directive 2006/54/EC) ⁽¹⁶⁾. The European Employment guidelines also refer to equal pay and this issue is part of the regular MS reporting to the Commission. However, sex-disaggregated data on pay differences in research professions or professorial endowments is difficult to retrieve from the available statistics (cf. O'Dorchai 2011). The difficulty in access to reliable data has been reinforced in the last decade with the universities' financial autonomies allowing academic establishments to become more competitive, flexible and market-oriented — and gender disaggregated reporting on institutional expenditure has not become standard procedure yet. This, in part, makes it hard to monitor institutional compliance with EU law on equal pay in the public research sector.

The status of researchers working in universities and public research institutions in the ERA ranges from 'civil servants' (FR, HR, SL) to 'private employees' (LU). In most cases, public and social partners provide a framework in which autonomous institutions negotiate salary and pay bonuses. The payment of bonuses depending on research performance is an increasing trend. Remuneration incentives have been reported from 11 Member

States and one associated country: DE, DK, EE, ES, FI, FR, LT, LV, MT, NL, NO, UK (cf. EURAXESS Researchers' Report 2012). It can be assumed that in practice the number of academic systems in which bonus payments incentivise research output is much higher. Performance-related schemes have become a common reality for a diversity of researcher statuses, e.g. civil servants, contracted employees and more liberal statutes — specifically at the levels at which researchers have reached a certain degree of scientific independence.

At present, which measures are in place to trace existing gender pay gaps in institutions of the public research sector ⁽¹⁷⁾? The answers provided for the questionnaire show that monitoring the gender pay gap is an institutional duty in Austria (in the form of an 'income report'), Cyprus (surveys of Ministry of Labour and Social Insurance) and in Finland (government priority including taxation and transfer payments). All other countries opt for voluntary measures or mandate advisory committees with monitoring tasks: Luxembourg (voluntary tool for gap identification in institutions), Norway ('some initiatives at institutional level'), Slovenia (Committee on Women and science monitors and analyses pay gaps to advise the Ministry of Education), Spain ('some initiatives in some universities'), UK ('most institutions'), and is planned to be made public in Estonia ('institutions and rectors conference gather data on wages') and Iceland

Figure 2: Who is involved in negotiating Researchers' Remuneration?, calculation based on the EURAXESS Researchers' Report 2012.

Who is involved in negotiating Researcher's Remuneration?



(‘government pursues equal wage standard’). In general terms, the gender gap needs to be revisited in light of new inequalities caused by managerial practices, such as autonomy in negotiating pays and offering bonuses and endowments.

Although universities in Austria enjoy broad autonomy, a sound structure for monitoring and analysing gender pay gaps has been successfully introduced. For example, the University of Graz introduced gender budgeting through the institutional performance agreement plan ⁽¹⁸⁾: the unit for quality assurance at Graz University is in charge of gender equality monitoring (2010), developing indicators (2011), carrying out gender budgeting analysis and agreeing on budgeting targets (2012).

4.3 Re-Entry into Research Careers ⁽¹⁹⁾

On average, female researchers more often have at least one child under the age of 15 in their household than their male colleagues. Exceptions are six EU states: SE, PL, UK, EE, PT, SK (cf. EC 2013a:105). A comparison with mothers and fathers in the national working population shows that researchers are more often parents than the average working population. Besides legal provisions regulating periods of pregnancy and countering direct discrimination of mothers post-delivery, what measures are in place to facilitate the return of researchers to career tracks after a leave for reasons of care?

Apart from anti-discrimination general provisions for mothers directive (cf. [92/85/EC]) on maternity leave and associated rights ⁽²⁰⁾ mainly guaranteeing return to a professional position after maternity leave and the right to promotion during times of leave, answers to the survey show two complementary strategies of research funders and employers of research staff to support re-entry to academic positions after absences. Firstly, research funding organisations allow for additional funding for substitute staff employments or allow for an extension of the research project. Even more frequently, research funders take periods of leave for family care into account in career evaluations (evidence from eight Member States and one associated state: CH, EE, DE, FI, HU, IE, IL, IS, MT). In some cases, military service periods are also taken into account correspondingly, albeit family

care is not seen as an on-going occurrence after a short period of absence, thus putting mothers and active fathers back at a potential disadvantage. Secondly, researchers are allowed to free themselves from teaching and other professional obligations for a certain period in order to focus on research only (FR). With regard to actions implemented by research funding agencies, provisions can be very flexible. Normally the research funding organisation does not become the employer of the researcher, thus the applicable employment provisions may be the ones of the site where the research is carried out.

In most academic systems, no specific or active national policy exists to support parents’ return to research career tracks as the issue falls under different responsibilities (social policy, HEI autonomy, working provisions based on research funding for projects, individual responsibility) ⁽²¹⁾. Two proactive examples come from the Swiss National Science Foundation which runs a specific return programme (Marie Heim-Vögtlin Programme fellowships for women researchers) ⁽²²⁾ and in addition launched mainstreaming in other programmes with a funding rate of 120 % (discharge contribution) for post-doctoral staff with care responsibilities. Besides this, Poland launched the ‘Parent-bridge programme’ ⁽²³⁾ (2007-2013) which aims to enable researchers who are raising young children to return to advanced research work as well as to enable pregnant women to carry out research projects which are financed from external sources ⁽²⁴⁾. The programme is co-financed through EU structural funds.

4.4 Practices in Research Decision-Making

Apart from four national funded programmes to expedite women’s access to senior research positions, at least 18 countries have implemented quotas or soft targets in research and innovation, predominantly for participation in advisory boards and committees. Most recently, targets were adopted for Austrian university boards (40 %) and the cascade model for German research organisations ⁽²⁵⁾. In Denmark, public committees, commissions, and university boards should also be staffed by an equal mix of men and women, and in Luxembourg a new law provides that one third of board members of public research centres have to be

Table 2: Implementation of gender parity on boards through targets and quotas, Source: EURAXESS *Researchers' Report 2013*.

Gender parity on boards, targets & quotas	
AT	At least 40 % of the staff of universities and members of university boards must be women. The Austrian Science Fund (FWF) has a target quota of 30 % female researchers in the total number of applicants.
BE	Advisory bodies and steering committees.
CH	CRUS will set targets for the nomination of female Category I professors and assistant professors in the forthcoming Federal Programme for Gender Equality/Gender Studies.
DE	The Federal Government and the <i>Länder</i> as funding providers expect organisations to make active recruitment efforts and define self-imposed targets.
DK	<i>Company boards</i>
ES	The new Spanish Law on Science, Technology and Innovation and the Equality Law: gender balance is foreseen in the nomination of evaluation committees, councils and bodies.
FI	Quotas in national and municipal bodies.
FR	Boards in universities and research institutions.
FYROM	The national Action Plan for Gender Equality (2007-2012) mentions quotas as indicators for the activities planned; however no specific targets are set.
GR	Based on §16 of the Greek constitution, female representation in all top-level positions and decision-making bodies has to be at least 30 %.
HU	The National Strategy for the promotion of Gender Equality (2010-2021) foresees that the proportion of women in leading positions in the public and private sector should increase by one third.
IE	Institutions have full autonomy in setting quotas; a general government commitment requires the institutions to increase female participation on state boards up to 40 %.
IT	Few universities indicate that they have quotas in the composition of their internal boards; the new Law 240/2012 calls for a representative gender balance in the 'Board of trustees' of research institutions.
LU	Luxembourg has introduced a quota in the form of a requirement that a minimum of one third of the board members of public research centres be of the underrepresented sex.
NO	40 % representation on boards and committees, including in the research profession.
PL	At least 30 % of the members of the Polish Accreditation Committee are women.
SE	Quotas/national targets are not mandatory. However, there is an expectation that the number of members in boards and committees are gender-balanced.
SI	The Slovenian government has set national targets on the gender composition of expert bodies, public research institutions and agencies, requiring those bodies to be composed of 1/3 of each sex.

from the underrepresented sex. However, there are no special awards or further provisions in place to promote structural changes with regard to decision-making.

In line with this development in the ERA research and innovation sectors, the European Commission also reaffirmed its 40 % target of the

underrepresented sex in all committees, advisory groups and panels ⁽²⁶⁾. The trend of setting up quotas or targets in institutional decision-making boards clearly demonstrates that quotas or targets have gained tailwind during the last decade, along with the acknowledgement that the situation at the highest echelons of science management is not fixing itself from within.



Notes

1. Cf. Swedish Discrimination Act and Norwegian Gender Equality Act.
2. http://www.bmwf.gv.at/startseite/mini_menuue/das_ministerium/gender_und_diversitaet/program-me_und_initiativen/excellentia/
3. Professorial appointments and institutional gender action plans were supported with a total of EUR 150 million during the first Programme phase. Continuation of the Programme was approved for the period 2013-2018. <http://www.bmbf.de/de/494.php>
4. <http://fivv.dk/en/research-and-innovation/funding-programmes-for-research-and-innovation/find-danish-funding-programmes/dff-sapere-aude/sapere-aude>
5. BALANSE seeks to promote gender balance at senior level in Norwegian academia and also supports cultural and structural changes with a budget of NOK 58 million. <http://www.forskningsradet.no/en/Funding-/BALANSE/1253985325345>
6. <http://www.nwo.nl/en/funding/our-funding-instruments/nwo/aspasia/aspasia.html>
7. Among others, the following universities operate with tenure track models: Amsterdam University, Utrecht University, Technical University Munich, and University of Innsbruck. In Flanders, universities can offer tenure tracks with any type of funding since the University Act of 2008, cf. EURAXESS *Researchers Report 2013*, Country profile Belgium.
8. <http://ec.europa.eu/euraxess/index.cfm/rights/charterAndCode>
9. General information on recruitment procedures is available from the EURAXESS *Researchers reports 2013'* country profiles.
10. Unfortunately, no evaluation is available yet on the implementation of the new legislation in Spain, nor the effects and outcomes it created to advance gender equality in research organisations.
11. E.g. Leibniz Association of 86 research centres endorsed the model and included specific recruitment benchmarks in its 2013 action planning. Cf. http://www.leibniz-gemeinschaft.de/medien/aktuelles/news-details/article/leibniz_bekannt_sich_zu_kaskadenmodell_100000382/
12. <http://www.qaa.ac.uk/publications/informationandguidance/documents/postgrad2004.pdf>
13. The Concordat: equality and diversity — www.vitae.ac.uk/policy-practice
14. <http://mangfoldighed.ku.dk/english>
15. For example the University of Amsterdam <http://www.vu.nl/en/employment/charter-talent-to-the-top-/index.asp>
16. See also the EU Charter of Human Rights, part of the Treaty of the Functioning of the European Union, Art. 23 on equality between men and women.

17. Compliance with equal pay legislation is mandatory in EU, cf. §157 of the *Treaty of the Functioning of the European Union* and Directives (2006/54/EC) and (2004/113/EC) on equal opportunities, equal pay and equal treatment.
18. http://www.uni-graz.at/bdr1www_gb_leistungsvereinbarung.pdf
19. For details, please see Table 6 'Examples of re-entry support' in annex 7.2.
20. http://ec.europa.eu/justice/gender-equality/rights/work-life-balance/index_en.htm
21. There are general provisions on parental leave set by Directive 2010/18/EC.
22. Swiss National Science Foundation, <http://www.snf.ch/E/funding/individuals/marie-heim-voegtlin-programme/Pages/default.aspx>
23. Foundation for Polish Science, http://old.fnp.org.pl/programmes/overview_of_programmes/grants_and-_scholarships/parent_bridge_programme
24. The Programme supports parents from biology, technical and informatics research with two types of support: i) a return grant for the researcher raising young children up to the age of four and stipends for up to three research assistants supervised by the return grant holder; and ii) funding of a staff replacement to support pregnant women who work under health-sensitive conditions.
25. Cf. Joint Science Conference, <http://www.gwk-bonn.de/fileadmin/Pressemitteilungen/pm2012-12.pdf>
26. The EC set a 40 % target for groups, panels and committees for the first time in 1999, and reinforced its commitment recently: 'The Commission is already committed to ensure 40 % of the underrepresented sex in all its expert groups, panels and committees and will apply this particularly under Horizon 2020'. http://ec.europa.eu/research/era/gender-equality-and-gender-mainstreaming_en.htm



5.

Gender in Public Research Funding (Programmes and Projects)

5.1 Mainstreaming Gender Equality in Funding Programmes and Projects

Gender in research programmes and projects refers to two key policy objectives: i) achieving equality between men and women in access to funding and participation in research decision-making; ii) the analysis of biological sex and/or gender in research content, taking into consideration the specifics of each academic discipline. The first matter incorporates the balanced participation rate of women and men in research projects and in selection panels, differences in success rates in grant applications, reconciliation of work and care for staff working on temporary contracts in projects, consideration of leaves of absence in evaluation of individual career tracks, gender biases in evaluation of individual researchers' merit, etc.. All of these processes could be contested for their effect in re-/producing indirect or structural inequalities to the disadvantage of women.

The latest statistical evidence suggests that a vast majority of 17 countries (out of 22 countries) report higher success rates for men in research funding than for women (EC 2013a:118). Only five countries (BG, IS, LU, SI, NO) reported higher success rates for grant applications of female researchers. A small number of research funders in the European Research Area work against existing additive effects that keep up gender inequalities connected to research funding mechanisms, through the implementation of financial and policy tools ⁽¹⁾. These tools include specific requirements in grant evaluation processes, provision of supplementary funding for absences, implementation of quotas or targets in evaluation panels ⁽²⁾, and provisions for more administrative flexibility in carrying out the research project, as well as monitoring of projects (cf. Lipinsky/Samjeske 2012).

The majority of countries (17 out of 30 in the table below) surveyed through the Helsinki Group do not actively encourage the consideration of gender content or gender equality in general in their own research programmes or in programmes administered by public research funders ⁽³⁾.

Consideration of equality aspects is addressed through a range of measures which do not allow

any specific clustering per group of countries. However, in the cases of AT, CH, CY, DE, FI NO, research funders consider equality and women's representation in the evaluation process of research projects and project monitoring.

Measures in place range from equality as a criterion in evaluations (CY ⁽⁶⁾, DE ⁽⁷⁾, FI ⁽⁸⁾, IS), equal opportunities in funding guidelines for programmes and projects alike (NL, NO AT: FFG ⁽⁹⁾ and FWF ⁽¹⁰⁾); the SNSF funds 'National Centres of Competence in Research' (NCCR) with the obligation to encourage the advancement of women specifically in the fields of physics and chemistry; moreover, the SNSF has targets and quotas in place in individual fellowships programmes ⁽¹¹⁾; in Cyprus, Estonia, Slovenia and other countries, funding agencies consider leaves of absence in researcher evaluations and project monitoring, respectively; the Polish funding agency allows prolongations of projects for principal investigators' parental leaves; the Swedish research council has published an institutional strategy paper on gender equality policy; and in the UK, the Athena Swan Silver medal will be a precondition for medical schools wishing to apply for NIHR Biomedical Research Centres in the Department of Health ⁽¹²⁾.

Differences in consideration of gender equality and gender in research become apparent with regard to the comprehensiveness and costs of specific measures. Traditionally pioneering countries in gender equality, such as Norway, assure effective outcomes of their policies through a rational set of complementary specific and mainstreaming measures. Hard criteria on gender balance and a push for gender methodology (hard eligibility criteria at the RCN), in addition to specific measures and mainstreaming measures, present complementary levels of active gender policy enhancement through government and research funders. The level of complexity indicates that gender issues have been high on the political agenda in Norway for a long time: policies have obviously been through various adjustments (in policy cycles) and have been informed through scientific evidence. Norway does not rely on legal provisions alone, but pioneers through a complex set of policy measures for implementation in higher education establishments.

Table 3: How are gender aspects taken into account or encouraged in national research programmes?

How are gender aspects (gender balance and gender in the research content) taken into account or encouraged in national research programmes, from programme design through implementation and evaluation?	
AT	Research Promotion Agency included equal opportunities aspects in guidelines.
BE-FL	not applicable
CH	National research Programme 60 'Gender Equality'; Netzwerk Gender Studies CH; SNSF targets and quotas in programmes for individual fellowships.
CY	As far as eligibility of fellows to participate in the national research Programmes for post-docs is concerned, in cases where the potential fellow was on a maternity leave, or had served military service after obtaining his/her PhD title, then the requirement of obtaining his/her doctorate in the past 5 years could be extended (for the maternity leave one year per child could be added, for the military service the actual time of service), as certified by the competent authorities.
CZ	not included
DE	Gender aspects are evaluation criteria of the DFG, the national research funding agency.
DK	The councils monitor the gender balance in their funding. Despite this, no specific initiatives.
EE	not taken into account
ES	The Law of Science of 2011 requires integration of gender analysis throughout the research process. The 2007 Law on Equality set various requirements on higher education institutions.
FI	Academy of Finland: 'Criteria for research funding decisions' are approved separately each year by the Academy Board. These objectives include the promotion of women's research careers and the fostering of gender equality in the science and research fields.
FR	CNRS has adopted a 'gender research challenge group' that replaces the Interdisciplinary Thematic network that worked on the inclusion of SSH gender concepts into non-SSH domains.
HR	not applicable
HU	EU-financed national programmes evaluate female participation.
IE	None at present but the Irish Research Council is to introduce this in 2013 for future funding ⁽⁴⁾ .
IL	No specific encouragement in programmes, except gender research programme.
IS	Generally it is referred to the gender equality act, where equal participation of men and women is encouraged. No specific actions have been taken.
IT	no answer ⁽⁵⁾
LT	not applicable
LU	no procedures in place
MT	not applicable
NL	ZonMW (The Netherlands Organisation for Health Research and Development) has published 'Kleurstof': a document on diversity issues in research (gender diversity but also diversity in terms of ethnic background, age, etc.).

How are gender aspects (gender balance and gender in the research content) taken into account or encouraged in national research programmes, from programme design through implementation and evaluation?

NO	Gender perspectives are to be integrated into the research funded by the Norwegian Research Council. Evaluation criteria cover three areas: recruitment of female scientists to research teams, gender balance in PI collaboration in projects and thirdly, gender in research content of the research (embracing biological and social differences). In addition to this, the RCN has developed a monitoring system for projects financed by the RCN where these are included.
PL	Parental leave taken into consideration when drafting new research programmes.
PT	defective
RO	no answer
SE	Gender Equality Policy Paper (2010-2012) from the Swedish Research Council.
SK	not applicable
SI	not taken into account
TR	not taken into account
UK	defective

Besides mainstreaming gender equality in publicly funded programmes and projects, some countries engaged in specific programmes to expedite the access of women to research senior positions, specifically to professorship level. Complementary to those programmes, a variety of specific communication programmes and fellowships is available for engaging more women in STEM fields. Outreach campaigns encouraging young girls' interest in STEM are well established across Europe and in Israel. Individual fellowships for female researchers and women associations in STEM disciplines are available from a variety of research funders (explicitly in AT, TR, UK). AT, FR and IT also fund STEM women researchers' colleges and associations⁽¹³⁾; DE has established a specific agency for the promotion of and outreach to girls and women in STEM; in Germany the National Pact for Women in MINT Careers was launched in June 2008 as part of the Federal Government's 'Get Ahead through Education' qualifications initiative⁽¹⁴⁾; and the Norwegian BALANSE-Programme for STEM women professors has been mentioned above already⁽¹⁵⁾. Besides attraction and career advancement measures, six Member States and

one associated country (AT, BE, CZ, FR, IL, NL, PL) run science communication initiatives to outreach to young women and to improve awareness.

Again, causal links between the representation of women in STEM and the existence of individual stipends, networks, colleges, promotion agencies and communication campaigns are difficult to draw without a common assessment framework which takes timelines, size of the national STEM labour market and R&D expenditure into account. However, specific measures for advancing women in STEM professions, inside and outside academia, have mainly been reported from countries already identified in 2008 as being 'proactive'.

5.2 Mainstreaming Gender Analysis in the Content of Programmes and Projects

The second core dimension of 'gender' in connection to funding relates to research methodologies and expected outcomes of research carried out with the assistance provided through public funds. Only a small number of research funders consider gender analysis relevant for the development of

knowledge and innovation. In addition to widely established Gender Studies as part of the social sciences and humanities communities and consideration of gender in the life sciences (cf. Caprile et al. 2012; EC 2008; EC 2009), gender analysis of research methodology in programmes and projects aims to push innovation⁽¹⁶⁾ and knowledge-making beyond existing patterns and thus to open up new research perspectives and markets for potential research-driven economic activity.

Gender in the content of research is considered by the Research Council of Norway and the Irish research Council during grant evaluations; Austrian FFG and FWF have included gender in research content considerations in grant applications and reporting guidelines of specific funding instruments; and provisions for considering gender analysis exist in ES⁽¹⁷⁾, FI⁽¹⁸⁾ and SE⁽¹⁹⁾.

As stated above, the Norwegian Research Council is a pioneer in this respect: NRC evaluation criteria cover three areas: recruitment of female scientists to research teams, gender balance at level of principal investigators collaborating in projects, and gender in research content of the research (embracing biological and social differences). In addition to this, the RCN has also developed a monitoring system for projects financed by the RCN where these aspects are included⁽²⁰⁾.

Gender and women's studies and subsequent funding lines of national funding agencies have been established in academic systems across Europe (cf. EC 2008), advanced studies in gender diversity, sexuality and masculinity have been established to different extents, mainly in Anglo-Saxon, Spanish and German-speaking academic areas.

5.3 Consideration of Equality and Gender in Curricula

About 600 000 doctoral students conduct their research in Europe and around 110 000 doctorates are granted each year (cf. EC 2011b), of which 46 % are granted to women⁽²¹⁾. Women's and gender studies have been well established in (nearly) all ERA countries⁽²²⁾.

What is the role of the science and education ministries in designing graduate school curricula? In 22 out of 31 countries, the Ministries do not play a direct role in designing graduate school curricula.

Science and Education ministries are directly involved in curricula form and content (approving or validating) in three countries (CY, FR, RO). In CY the Ministry of Finance, and in HU the Ministry for National Resources, hold responsibility for science; whereas in the other countries the RPO directly or a committee or agency is responsible for approval or validation of curricula. The European University Association indicates external authorities' involvement in curricula formation in Italy, Latvia, Lithuania and Poland (cf. EUA 2011:52).

Mainstreaming gender/equality in study programmes, aside from life sciences and social sciences and humanities disciplines, exists in four cases: in Spain through legal requirements to include gender analysis; in Flanders through a support programme for young researchers which demands universities pay attention to gender balance; in Romania through partnership programmes between universities and high schools; and in Iceland through general legislation and matching activities of gender equality officers. In Switzerland, the national programme on Gender Equality of SNF runs a project on gender in university didactics⁽²³⁾.

Most additional references provided in the survey referred to existing master and PhD programmes in gender, women's or feminist studies, sexuality or sexual diversity studies which are based in humanities, economics and social sciences. In Turkey for example, 15 university research centres offer women's studies and four gender studies graduate programmes exist.

5.4 Quality Control and Monitoring

With regard to monitoring equality and gender in research funding, the Danish research council monitors gender balance in research funding on a regular basis; in Finland the funding Academy Board sets annual criteria for research funding

Table 4: Roles in curricula formulation

The Role of Research Performing Organisations (RPO); Research Funding Organisations (RFO) and Ministries	What is the role of the science/education ministry in the formulation of graduate school curricula?	Who is responsible for the quality control of graduate school curricula?
AT	none	RPO
BE	none	RPO
CH	none	RPO (control mechanism externally controlled)
CY	approval	Ministry of Education & Culture
CZ	none	RPO (external accreditation)
DE	none	RPO (external accreditation)
DK	<i>missing</i>	<i>missing</i>
EE	none	RPO (institutional accreditation only)
ES	none	RPO (external accreditation)
FI	none	RPO (control mechanism externally controlled)
FR	validation	Ministry for Higher Education
HR	none	RPO
HU	<i>missing</i>	Ministry of National Resources
IE		<i>missing</i>
IL	none	RPO (external accreditation)
IS	none	RPO (control mechanism externally controlled)
IT	<i>missing</i>	<i>missing</i>
LT	none	RPO (institutional accreditation only)
LU	none	RPO
MT	none	RPO
NL	none	RPO
NO	<i>missing</i>	<i>missing</i>
PL	none	RPO
PT	none	RPO (external accreditation)
RO	approval	Ministry of Education, Research, Youth and Sports
SE	none	Ministry of Education and Research
SI	none	RPO (external accreditation)
SK	<i>missing</i>	Accreditation Committee of the Ministry of Education, Science, Research and Sport
TR	none	RPO
UK	none	RPO

with the objective of promoting women's research careers and fostering gender equality in science; equality aspects play a role in evaluation processes of the German DFG which also evaluated gender bias in programmes ⁽²⁴⁾; gender equality and gender in research content are hard evaluation criteria at the Norwegian Research Council's project and institutional funding programmes; and recently, similar policies for considering gender in research content have been introduced in AT, ES, IE and IT. Besides policy enhancement strategies driven by research funders, research funding organisations also evaluate their potential gender bias and programme outcomes relating to gender balance (cf. Wroblewski/Leitner 2011; Zimmermann 2012).

Looking at gender in the context of managerial quality control mechanisms, by accreditation, of the graduate school curriculum, the survey results indicate that out of 31 responses, universities are responsible for quality control of their own study programmes in at least 12 countries (AT, BE, CH, FI, HR, IS, LU, MT, NL, PL, TR, UK) ⁽²⁵⁾. In at least eight countries (CZ, DE, EE ⁽²⁶⁾, ES, IL, LT ⁽²⁷⁾, PT, SI), programmes need to be accredited through an external accreditation agency affiliated to the education and research ministry or to councils for higher education. Quality control is directly devised by a ministry in at least six countries (CY, FR, HU, RO, SE, SK). Quality control differs across the ERA without any obvious regional pattern.

Notes

1. EC (2009), *The Gender Challenge in Research Funding. Assessing the European national scenes*.
2. Ibid. p. 30.
3. Funding for gender studies, etc. might be available, but mainstreaming requirements to comply with gender equality standards or to consider gender in research content seems less applied in practice. Public research funding agencies are independent actors not bound by governmental soft-law, thus are free to develop own gender policies.
4. The Irish Research Council introduced a gender policy in October 2013 which requires all applicants to council schemes to submit a written statement to the Council to the effect that full consideration has been given to the biological sex and/or gender dimensions and implications of the research proposal, cf. http://www.research.ie/sites/default/files/irc_rpg_2013_terms_conditions_final_converted_online_fixed_link.pdf
5. In August 2013, Italy introduced a bill into Parliament to implement gender medicine nationally, cf. <http://genderedinnovations.stanford.edu/policy/ItalianNationalGenderMedicineBill2013.pdf>
6. Consideration is given to national and EU legislation on non-discrimination, and in addition scientific evaluators are urged to consider the projects' positive contribution to gender equality (where applicable).
7. An institution's placement with regard to the ranking based on the research-oriented standards on gender equality is considered in the evaluation process.
8. Research proposals to the Finnish Academy of Science should include the objective of promoting gender equality within the project. Also cf. the Academy of Finland Equality Plan http://www.aka.fi/Tiedostot/-Tiedostot/Liitetiedostot/Tasa_arvo_suunnitelma_2011_2013_en.pdf
9. Austrian Research Promotion Agency FFG, <http://www.ffg.at>
10. Austrian Science Fund (FWF) <http://www.fwf.ac.at/index.asp>
11. www.snf.ch/E/targetedresearch/centres/Pages/default.aspx
12. <http://www.ecu.ac.uk/news/chief-medical-officer-links-gender-equality-to-future-funding>
13. E.g. *Wissenschaftlerinnenkolleg Internettechnologies* at TU Vienna; TU Graz *FreChe Materie* for young women in Chemistry; <http://www.elles-en-sciences.net/>; <http://www.donnescienza.it/>
14. http://www.bmbf.de/pubRD/pakt_zu_mint_berufen.pdf
15. http://www.forskningsradet.no/en/The_Research_Council/1138785832539
16. EC (2013c), *Gendered Innovations: How Gender Analysis Contributes to Research*. Please also see http://ec.europa.eu/research/science-society/gendered-innovations/index_en.cfm
17. Spanish White Paper on the Position of Women in Science in Spain, http://9ways.gloriafeldt.com/wp-content/uploads/2011/12/WhitePaper_Interactive.pdf
18. Criteria set by the Academy of Finland <http://www.aka.fi/en-GB/A/Funding-and-guidance/Review-of-applications/Evaluation-criteria/>
19. Strategy for Gender Equality at the Swedish Research Council <http://www.vr.se/download/18.15b99fa512c61b-7e53880001059/1290604116035/Strategy+for+gender+equality.pdf>
20. http://www.forskningsradet.no/en/Gender_issues/1195592877653
21. Cf. EC (2013a), *She Figures 2012*, Proportion of female PhD graduates 2010, p. 51.
22. No current information was available from Bosnia & Herzegovina, Bulgaria, Former Yugoslav Republic of Macedonia, Greece, Latvia, Lichtenstein and Serbia.
23. <http://www.nfp60.ch/E/Pages/home.aspx>
24. Ranga/Gupta/Etzkowiz (2012), *Gender Effects in Research Funding. A review of the scientific discussion on the gender-specific aspects of the evaluation of funding proposals and the awarding of funding*.
25. Internal quality control is externally monitored in CH, FI and IS.
26. In Estonia, the institution also applies for an institutional accreditation which is formally approved by the ministry.
27. In Lithuania, the institution applies for accreditation instead of single programme accreditation.



6.

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7.

Annexes

7.1 URLs provided through the Gender Equality Implementation survey

AT_ http://eportal.bmbwk.gv.at/portal/page?_pageid=93,499528&_dad=portal&_schema=PORTAL&E1aufgeklappt=11

AT_ http://personalwesen.univie.ac.at/fileadmin/user_upload/personalwesen/pers_frauen/05_gender_im_fokus_kern_homepage.pdf

AT_ http://www.meduni-graz.at/images/content/file/organisation/genderunit/genderunit_broschuere.pdf

AT_ http://eportal.bmbwk.gv.at/discoverer/viewer?&cn=cf_a104&nsl=de-at&fm=p://eportal.bmbwk.gv.at/discoverer/viewer?&_po=1000000001100111011000&wbr=1162567&wbk=ELEM ENT861

AT_ http://wit.tuwien.ac.at/about_wit/index_en.html

AT_ <http://frechematerie.tugraz.at/sites/frechematerie/index.php>

AT_ http://www.bmwf.gv.at/startseite/mini_menu/das_ministerium/gender_und_diversity/programme_und_initiativen/possaner_staatspreis/

AT_ <http://stipendien.oeaw.ac.at/en/stipendium/l%E2%80%99or%C3%A9al-austria-fellowships-young-female-scientists-basic-research>

AT_ <http://www.fwf.ac.at/en/projects/firnberg.html>

AT_ <http://www.fwf.ac.at/en/projects/richter.html>

AT_ www.ffg.at/sites/default/files/downloads/page/ffgrichtlinien2008.pdf

BE_ ecoom.be

BE_ [Richting Morgen](http://richtingmorgen.be)

CH_ [Advancement of Women:: NCCR MUST](http://www.nccr.ch)

CH_ [Equal opportunities — Swiss National Science Foundation \(SNSF\)](http://www.snsf.ch)

CH_ [Gender Campus \(EN\) Welcome](http://www.gendercampus.ch)

CH_ [Marie Heim-Vögtlin — Promotion of women — Swiss National Science Foundation \(SNSF\)](http://www.snsf.ch)

CH_ [Module 3 dual career couples DCC](http://www.dcc.ch)

CH_ [National Centres of Competence in Research NCCR — Swiss National Science Foundation \(SNSF\)](http://www.nccr.ch)

CH_ [NRP 60 ‘Gender Equality’](http://www.nrp.ch)

CY_ [Machinery for Women’s Rights](http://www.machineryforwomen.org)

CZ_ [Accreditation commission Czech Republic — Accreditation commission Czech Republic](http://www.accreditationcommission.cz)

CZ_ [feminismus.cz/download/shadow_report/Report_PDF.pdf](http://www.feminismus.cz/download/shadow_report/Report_PDF.pdf)

CZ_ [FIT Summer School for Girls](http://www.fitsummer.com)

CZ_ www.proequality.cz/res/data/002/000240.pdf

CZ_ www.proequality.cz/res/data/005/000590.pdf

CZ_ www.zenyaveda.cz/files/sou-tiskova-zprava-ceska-veda-v-rezii-muzu.pdf

CZ_ [Ženy a věda](http://www.zenyaveda.cz)

CZ_ [Ženy a věda](http://www.zenyaveda.cz)

DE_ [Professorinnenprogramm des Bundes und der Länder](http://www.professorinnenprogramm.de)

DE_ www.dfg.de/formulare/10_20/10_20_en.pdf

DE_ [http://www.komm-mach-mint.de/English-Information](http://www.komm-mach-mint.de)

DK_ [Ligestilling i Danmark](http://www.ligestilling.dk)

EE_ [Gender Equality and Equal Treatment Commissioner](http://www.genderequality.com)

EE_ [Parental Benefit Act](http://www.parentalbenefit.com)

EE_ [Gender Equality Act](http://www.genderequality.com)

EE_ [Action Plan for reducing the Gender Pay Gap](http://www.actionplan.com)

EE_Equal Treatment Act	FR_La France pionnière de la parité à l'université — MESR: enseignementsup-recherche.gouv.fr
EE_Estonian Rectors Conference Yearbook	
FI_ University reform	FR_LOI No 2012-347 du 12 mars 2012 relative à l'accès à l'emploi titulaire et à l'amélioration des conditions d'emploi des agents contractuels dans la fonction publique, à la lutte contre les discriminations et portant diverses dispositions relatives à la fonction publique Legifrance
FI_ Ministry of Social Affairs and Health	FR_Mission pour l'interdisciplinarité — Défi Genre
FI_Audits — Finnish Higher Education Evaluation Council	FR_Mission pour la place des femmes au CNRS — Parution: La parité dans les métiers du CNRS 2011
FI_Equal Pay — Ministry of Social Affairs and Health	FR_Recensement recherches genre > Accueil
FI_Helsingin yliopisto	FR_www.cnrs.fr/fr/organisme/docs/espacedoc/bilan-social-2011.pdf
FI_OKM — Administration and finance	FR_www.egaliteprofessionnelle.org/maj/_files/upload/documents/type-9/IFREMER_280208.pdf
FI_Ombudsman for Equality — Promoting equality	FR_www.egaliteprofessionnelle.org/maj/_files/upload/documents/type-9/IFREMER_280208.pdf
FI_pre20090115.stm.fi/aa1138615659042/passthru.pdf	HR_www.azvo.hr/images/stories/o_nama/Act_on_Scientific_Activity-UNOFFICIAL_TRANSLATION.pdf
FR_Association Femmes & Sciences Promouvoir les sciences et les techniques auprès des femmes, promouvoir les femmes dans les sciences et les techniques	HR_ženskostudijski obrazovni program
FR_Bilan parité 2011 — Institut de recherche pour le développement (IRD)	IC_www.jafnretti.is/D10/_Files/Gender_Equality_in_Iceland_2012.pdf
FR_Décret No 2012-601 du 30 avril 2012 relatif aux modalités de nominations équilibrées dans l'encadrement supérieur de la fonction publique Legifrance	IT_English version Donne e scienza
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FR_https://www.pleiade.education.fr/portal/pleiade/daj;jsessionid=USJGOKD00WSTVQJSX2ZCFEQ?paaf_dm=full&paaf_gear_id=16100010&itemDesc=contenu&contentid=7043948	UK announces policy to support equality and diversity in research — RCUK
	UK_Equality Act 2010
	UK_Gender — Equality Challenge Unit (ECU)

UK_ <http://www.athenaswan.org.uk/content/history-and-principles>

UK_ [http://www.athenaswan.org.uk/sites/default/files/Athena %20SWAN %20Impact %20Report %202011.pdf](http://www.athenaswan.org.uk/sites/default/files/Athena%20SWAN%20Impact%20Report%202011.pdf)

Uk_Project Juno

UK_The Concordat: equality and diversity — www.vitae.ac.uk/policy-practice

UK_Women — www.vitae.ac.uk/researchers

UK_ www.bis.gov.uk/assets/biscore/corporate/migratedd/publications/r/researcher-uk-national-action-plan.pdf

UK_ www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/COP9PlacementLearning.pdf

UK_ <http://www.vitae.ac.uk/CMS/files/upload/Vitae-Concordat-three-year-review-report-April-2012.pdf>

7.2 Tables

Table 5: 'Who is involved in negotiating Researchers' remuneration?', Source EURAXESS *Researchers' Report 2012*, Country reports

Who is involved in negotiating Researchers' Remuneration?	
Austria	Collective agreements determine minimum wages in Austria, applicability depends on the legal basis and the type of research organisation.
Belgium	defective
Bosnia & Herzegovina	government
Bulgaria	government
Croatia	no answer
Cyprus	government
Czech Republic	defective
Denmark	The Minister of Finance negotiates collective agreements on behalf of public sector employees, including universities. The collective agreements fix a basic salary. Researchers' remuneration depends on their performance and skill set. Universities are free to pay permanent supplements or one-off bonuses depending on researchers' qualifications.
Estonia	Provisions on researchers' salaries and working conditions are covered by the Employment Contracts Act of 2008 and are treated by the individual regulations of each university or R&D institution.
Finland	Finnish universities are fully autonomous as employers.
Former Yugoslav Republic of Macedonia	no answer

Who is involved in negotiating Researchers' Remuneration?

France	Researchers in France are civil servants. University Freedoms and Responsibilities Act (2007) allows universities to provide bonuses and other financial incentives to researchers and researchers with a teaching position.
Germany	Researchers' remuneration is subject to laws and collective agreements. As a result of university Autonomies, universities can grant professors variable performance-related payments and bonuses in addition to their basic salary.
Greece	defective
Hungary	Researchers' salaries and career opportunities are regulated by Act XXIII (1992) on the Legal Status of Public Servants.
Iceland	defective
Ireland	A process of standardising researcher salary scales is ongoing.
Israel	no answer
Italy	government
Latvia	Universities and research institutions can fix researchers' salary brackets based on the levels defined by the ESF/ERDF programmes. They enjoy a high degree of flexibility in defining the salary levels for their academic staff.
Liechtenstein	no answer
Lithuania	Universities are autonomous to stipulate salaries for their academic and scientific staff.
Luxembourg	Researchers working at the University of Luxembourg and in public research centres are considered as 'private employees', similar to researchers in the private sector.
Malta	The University of Malta enjoys the required autonomy to establish its preferred profiles and associated remuneration levels of the academic staff.
Montenegro	no answer
Netherlands	There is a uniform job classification system at universities and research institutes. Each employee is informed of the job profile and the job level that applies to his/her position. This is linked to a salary level.
Norway	Researchers are considered employees and the level of their salaries — following case by case negotiation — is set on the basis of collective agreements with trade unions. Researchers working in institutions without a collective agreement negotiate their own salaries with their employer. The Norwegian government does not interfere in free collective bargaining.
Poland	Amendments to the Teachers' Charter in 2007 relating to financial conditions for researchers working as academic teachers allow institutions to differentiate between researchers' salaries.
Portugal	defective
Romania	no answer
Serbia	no answer
Slovak Republic	The remuneration of researchers working in the public sector is covered by Public Service Act No 313/2001.
Slovenia	— defective — Universities in Slovenia enjoy autonomy to allow for different profiles and remuneration of their academic staff. Researchers' remuneration is fixed by the Act on the Civil Servant Payment System.

Who is involved in negotiating Researchers' Remuneration?	
Spain	Since 1984, researchers in public higher education institutions have been considered to be public sector employees and therefore have similar remuneration packages. They can also receive complements to their salary depending on their productivity.
Sweden	no answer
Switzerland	defective
Turkey	defective
United Kingdom	Since 2004, higher educational institutions have developed local framework agreements for the remuneration of their staff, including researchers. The remuneration level is based on a higher-education specific job evaluation scheme. Most institutions have also put in place equal pay review processes to safeguard gender equality.

Table 6: Examples of re-entry support, HG Survey 2013

Please give an example how your national policy supports re-entry of academic workforce into research careers?	
Austria	Depending on the Affirmative Action Plans of each university.
Belgium	not applicable
Croatia	defective
Cyprus	not applicable
Czech Republic	defective
Denmark	no answer
Estonia	As a regular practice of equal treatment, for female applicants for a researcher's position or funding, the period of maternity (parental) leave is taken into account in the process of evaluation and selection, as well as compulsory military service for males. If a researcher is part of the team of a project and the project ends during the parental leave, it is up to the host institution to find an available research position in which to employ the researcher. In case of Personal Research Funding, the duration of the project is extended in case of the Principal Investigator's parental leave.
Finland	Academy of Finland: extended funding period and additional funding may be granted on the basis of maternity leave.
France	The CRCT (Congé pour reconversion thématique/Break for thematic retraining or conversion) is a 6-month or one-year break during which you can decide to focus on research when you work at the university (where you teach and do research) instead of teaching. In case of maternity leave, women have a priority if they ask for that kind of break so that they can come back and do only research, i.e. catching up with research before starting teaching again. This is therefore in one of the texts regulating HR policies on breaks and leaves.
Germany	There are laws (Länder level) that guarantee a re-entry after a period of care work.
Hungary	Obligatory re-employment (legally binding) after maternity leave.
Iceland	Research funds in Iceland have taken into consideration maternity and care regulations when evaluating the career of female scientists, to take into account the delay in career development or gaps in the career due to child bearing and child rearing.

Please give an example how your national policy supports re-entry of academic workforce into research careers?	
Ireland	no national policy exists
Israel	no answer
Italy	no answer
Lithuania	currently no support
Luxembourg	no specific policies in place
Malta	not applicable
Montenegro	No national support in that sense, generally it is very difficult to return to the university, for example, after being in other labour market sectors.
Netherlands	no specific policies in place
Norway	no domestic active support policy
Poland	no answer
Portugal	no answer
Romania	Women positions in Research or Academic field are kept reserved during the parental leave for 1 up to 2 years (the father has to have a compulsory one-month leave too while the wife gets back to work).
Slovak Republic	no answer
Slovenia	not applicable
Spain	no answer
Sweden	no support for re-entry
Switzerland	SNSF offers Marie Heim-Vögtlin Programme fellowships for women researchers.
Turkey	no support for re-entry
United Kingdom	Concordat principle 6: Diversity and Equality must be promoted in all aspects of recruitment and career management.

7.3 The Questionnaire 2013

The survey was designed and conducted by RTD-B6 through an Excel-sheet which contained 27 questions. Each question was accompanied by explanatory comments to assist the respondent with explanations and examples.

1. Of general interest				
	Actors and their roles			
		1.1. What ministry is in charge of setting policy priorities on gender equality/non-discrimination in institutions of the public research sector and where does the responsibility lie (units, actors, bodies, committees or stakeholders)?		
		1.2. Where does the legal responsibility lie for advancing gender equality in institutions of the public research sector?		
		1.3. Are there specific bodies at the national level involved in the implementation of gender-related legislative/policy measures in public research institutions?		

		1.4. How is the impact of gender equality policies in academia monitored and assessed at the national, regional and organisational levels? (e.g. reports, mapping, benchmarking, ranking, short-term and long-term impacts.) Please provide an example of how policy implementation is monitored.		
		1.5. Which national law/policy encourages institutions of the public research sector (research performance organisations, universities and research funding agencies) to adopt gender equality measures, including gender action plans ? Please specify to which category the national measures apply.		
		1.6. If an institution of the public research sector has a gender action plan in place, whose responsibility is it to implement it?		
2. Recruitment and career development				
	Recruitment			
		2.1. Are recruitment policies in institutions of the public research sector gender-aware? If yes, please give the corresponding provisions of these policies.		
		2.2. If so, which ministry/head of institution would be involved in this process?		
		2.3. If not, which ministry/head of institution would be responsible for it?		
	Promotion			
		2.4. Who has the right and responsibility to define promotion requirements and procedures that are gender-aware in institutions of the public research sector?		
	Career			
		2.5. How is gender equality integrated into the national legal/policy framework on research careers?		
		2.6. Please give an example of how your national policy supports the re-entry of the academic workforce into research careers?		
3. Working conditions / Environment				
	General policy			
		3.1. What instrument, rule or key policy to advance gender equality in public research went into force since 2008 that has not been mentioned in the Benchmarking policy measures report? http://ec.europa.eu/research/science-society/document_library/pdf_06/benchmarking-policy-measures_en.pdf		
		3.2. At present, which measures are in place that trace existing gender pay gaps in institutions of the public research sector?		

	Incentives			
		3.3. List any initiative (awards, benchmarking, or other) that encourages institutions of the public research sector to promote structural changes / modernisation as to promote gender equality? Please give an example of the most effective incentive scheme (name, goal, costs, who operates it, since when, preconditions, reason for starting the initiative, etc.).		
		3.4. Additionally, which specific funding programmes/initiatives in your country (at national, regional or local level) support actions on gender in science and in particular the underrepresentation of women in STEM?		
		3.5. Who is responsible for implementing the initiative mentioned in Question 3.4.?		
4. Gender in Research Programmes and Projects				
		4.1. How are gender aspects (gender balance and gender in the research content) taken into account or encouraged in national research programmes , from programme design throughout implementation and evaluation?		
		4.2. Please give a recent example of how the consideration of gender is encouraged in research projects .		
5. Graduate Schools and Post-docs				
		5.1. How is the integration of a gender dimension in graduate schools and post-doc programmes encouraged in your country?		
		5.2. What is the role of the science/education ministry in the formulation of graduate schools curricula?		
		5.3. Who is responsible for quality-control of graduate school curricula?		

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Gender issues in research and innovation have gained increased recognition on policy agendas at national, European and international levels, as well as at the level of research organisations. This report on “Gender Equality Policies in Public Research” is based on a survey among the members of the *Helsinki Group*, the Commission’s advisory group on gender, research and innovation. It gives a detailed analysis of the current state-of-play of EU Member States’ and associated countries’ initiatives for promoting gender equality in research and innovation. It comes at a critical review point along the path towards a fully operational European Research Area (ERA) and provides a timely insight for the forthcoming ERA Progress Report 2014.

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