International study on gender equality in research

For The Danish Council for Research and Innovation Policy (DFiR)

August 2015

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1. Introduction and background

In Denmark today, more women than men achieve a master's degree and a relatively good balance can be observed when it comes to gender distribution at the Ph.D. level. That balance however, begins to change as people move up the academic career ladder. It has become apparent that there is a gender imbalance in research and this may pose a challenge to Denmark's ambition of being a leading knowledge society and producer of excellent research.

Based on this understanding, the Danish Council for Research and Innovation Policy (DFiR) has initiated a study that aims to identify best practices of initiatives and framework conditions to improve the number of women in science and gender mainstreaming in research in Denmark. Oxford Research has conducted this study between the period of mid-April and late-June 2015.

DFiR was particularly interested in how this same issue is being addressed in Switzerland, the Netherlands, Austria and Finland and Oxford Research has contracted partners in these countries to assist in collecting data for this analysis.[1]

More specifically, DFiR wants to gain an understanding of:

- the national context and framework conditions concerning gender equality and gender mainstreaming;
- how the four countries are addressing the challenges;
- the specific initiatives taken; and
- how the initiatives are functioning in the various countries.

This focus leads to the following **four overall research questions**:

1. How have the four countries been working to overcome barriers to greater equality and better gender equality in research?
2. How are the four countries working to mainstream gender in research?
3. What international knowledge is available about barriers to more women in research?
4. What can be pointed out as best practice in this area and how do these practises differ from what is done in Denmark?

In addition to these research questions, DFiR has asked for more information through **four specific questions** (which we have answered separately in Chapter 4):

1. What is the significance of maternity/maternity leave for women and their careers in science?
2. Are there any examples of analysis, which have looked at whether the allocation of prizes and awards scholarships are fair to women and men in relation to their research qualities?
3. Are there any examples of analyses or impact evaluations of special initiatives/programmes targeted at women and its results?
4. Are there any specific initiatives with positive economic incentives in relation to the recruitment of women professors?

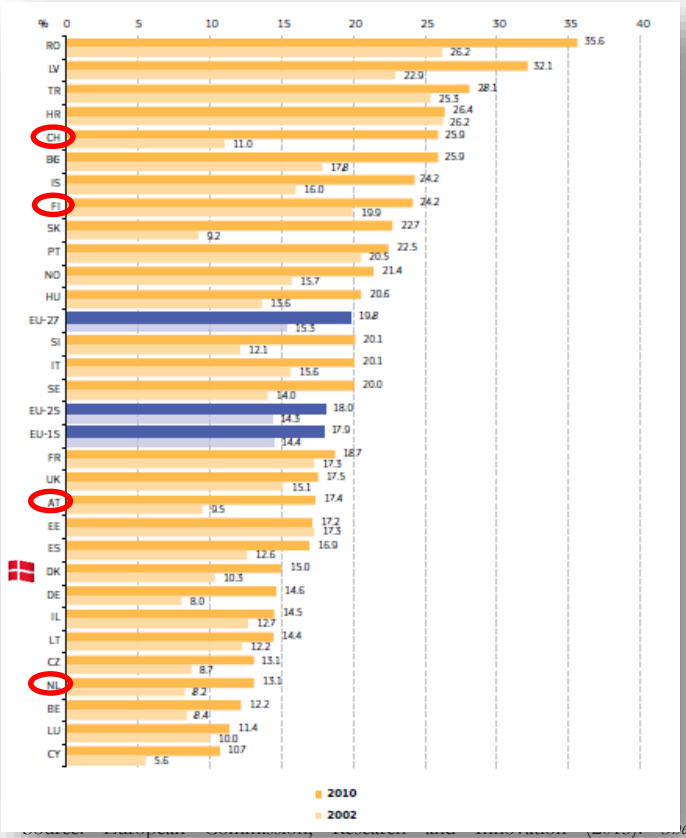
[1] Our partners are Interface Politikstudien Forschung Beratung GmbH in Switzerland, Oxford Research Finland in Finland, Austrian Institute for SME Research in Austria, and Panteia in the Netherlands.

Please note that this report provides an *overview* of the situation across and in the four countries – not a detailed analysis of each country. In Annex 2 though, we have listed links to more information about each initiative, relevant studies, reports, and evaluations.

The four selected countries in this study

Switzerland, the Netherlands, Austria and Finland were selected for this study both because these countries produce high quality research, have well-functioning research and development systems. Moreover, the approach of appointing professors is similar in Denmark and the four countries. Recruitment to professor positions is based on open calls and not promotion in own positions. Within the last decade, DFiR has observed that there has been significant development in regards to the increase of female professors in some of the countries and less development in others. This development can be seen in Figure 1.1 below.

Figure 1.1: The four countries in the study and their ranking of proportion of women in grade A academic position, 2002-2010



Figures 2012 – Gender in Research and Innovation. Statistics and Indicators

As the figure shows, the four countries have developed very differently in the period 2002-2010 when it comes to the proportion of women in grade A academic positions. While Switzerland (from 11 to 25.9%) and Austria (from 9.5 to 17.4%) have raised their proportion of female professors quite significantly, Finland (from 19.9 to 24.2%) and the Netherlands (from 8.2 to 13.1%) have not developed as much. Finland though, places close to Switzerland above the EU average, while Austria, the Netherlands – and Denmark – are below average.

The objective of this study therefore, is to bring to light what has led to a significant increase in some countries and slower developments in others, and how this knowledge and international experiences can be applied to the Danish context.

Definitions and delimitation

Several key terms are used in this study and are defined below:

Gender equality in research: The initiatives taken to improve the number of

women in research positions. **Gender mainstreaming in research:** The gender perspective and the role of gender in research itself. **Fixing the women** refers to the concrete initiatives and programmes designed to improve the number of women in science and research. **Fixing the institutions** refers to the initiatives targeted at the institutional and structural barriers in society and universities for example.

The primary focus of the study is on **the professor-level/grade A staff** because the decrease in the proportion of women in research typically occurs in the transition to the professor level. It will however, also be interesting to identify other kinds of initiatives targeting for example, development programmes on female research talents. Initiatives targeted at other groups other than the grade A-level may be seen as a precondition to promote and provide basis for more female professors at a later stage.

Focus is on gender in **public research** (not in private research), though a few interesting experiences regarding gender in private research is also brought into the study in the four countries when it comes to public-private partnerships.

Finally, the study generally looks back at the framework conditions and initiatives taken in **the last 15 years** (from 2000 to 2015) to include and to provide a longer perspective on the situation today.

Reading guide

This report contains the main findings of the study, including both cross-national findings and interesting findings regarding how the four countries have been working to overcome barriers to greater equality and better gender equality in research.

The report begins with an overall description of the cross-national findings of this study, which also functions as an executive summary (**Chapter 2**). The study then looks into the findings in each of the four countries one by one (**Chapter 3**). In **Chapter 4**, the four questions that DFiR has asked separately are addressed.

In **Annex 1**, the measures and initiatives that we have chosen to present as best practises from the four countries are presented.

At Oxford Research we have chosen the best cases which fall within the three different criteria below:

1) Have created results in their countries when it comes to increasing the proportion of female professors or the gender perspective in research itself (as demonstrated by evaluations and feedback from relevant stakeholders in the four countries)
2) Relate to some of the tools that both the Danish Taskforce for More Women in Research and DFiR have been interested in knowing more about, for example dual-career systems and positive economic incentives in relation to the recruitment of women professors
3) Are relatively ambitious and innovative.

In **Annex 2** we have included links to additional information about the different initiatives from the country studies. Finally, we describe the methodology of this study in **Annex 3**.

2. Cross-national main findings

In this chapter, we present the main findings across the four countries included in this study.

As shown in Figure 2.1 below, the countries in this study are doing very differently when it comes to the proportion of women in grade A positions. Switzerland and Finland have the highest proportions while Austria and the Netherlands rank the lowest among the four.

When it comes to the different fields of science, the figure shows that in 2010 and throughout the EU-27, the proportion of women among grade A academic staff was the highest in the humanities and social sciences (at 28.4 and 19.4% respectively). In contrast, it was the lowest in engineering and technology, with an average of 7.9%. This main pattern also applies to the four countries in this study.

The key points/differences in the figure is that:

- **Engineering and technology**: Switzerland has a proportion of female professors above average
- **Medical science**: Switzerland and Finland both have a proportion of female professors above average
- **Agricultural science**: Finland has a proportion of female professors above average

Figure 2.1: The four countries in the study and Denmark and their proportion of female grade A staff by main field of science, 2010 (in %)

	Natural sciences	Engineering and technology	Medical sciences	Agricultural science	Social science	Humanities	All academic positions
EU-27	*13.7*	*7.9*	*17.8*	*15.5*	*19.4*	*28.4*	*19.8*
Denmark	*9.8*	*6.3*	*15.6*	*17.8*	*17.3*	*27.6*	*15.0*
Switzerland	11.8	15.2	26.3	11.3	35.6	32.0	25.9
Finland	11.8	7.4	27.7	32.9	30.5	39.5	24.2
Austria	7.6	7.7	14.4	18.2	20.9	28.1	17.4
Netherlands	8.5	6.8	10.2	8.3	15.7	20.4	13.1

Source: European Commission, Research and Innovation (2013): *She Figures 2012 – Gender in Research and Innovation. Statistics and Indicators*

National initiatives create results

The main finding in this study is that national legislation or national requirements are present in the countries where we see the biggest progress when it comes to increasing the number of female professors.

The study shows that it is during the periods with strong central initiatives that the countries have managed to increase the number of women in research. We see this pattern in both Finland (until the new century), Switzerland and Austria, while the government in the Netherlands has taken a much more arm's-length approach to the issue.

We also see that initiatives using a combination of 'fixing the women' and 'fixing the institutions' in their approach, are effective in terms of getting universities and public attention focused on the issue, while also creating long-term and sustainable change at the universities (and the different faculties and institutes).

A movement from 'fixing the women' to 'fixing the institutions'

The study shows that there has been a movement from initiatives with a 'fixing the women' approach to initiatives focusing more on how to 'fix the institutions' over the last fifteen years. In this context, 'fixing the women' are initiatives targeting women, for example female network and mentor programmes, economic grants to universities for promoting women or special grants for women. Such types of measures are still being used, but in the last few years, governments and universities have put greater focus on the more structural initiatives that prevent women in pursuing an academic career. Among these 'fixing the institutions' initiatives, there is an explicit focus on breaking down gender bias in appointment procedures, tenure track systems and the composition of recruitment committees.

This focus has become relevant again as more countries have experienced that the increase in the proportion of female professors has slowed down or stagnated in the last couple of years.

The study, however, also shows that even though the countries have made progress, there have been great variations from university to university when it comes to the implementation of the different measures.

Tendency to move from centrally initiated programmes to framework management of universities

In this study, we see a tendency over the last few years where the national governments have introduced an approach where the different universities themselves, draw up their own individual action plans regarding gender within an overall framework. The purpose of this approach is to create ownership, to anchor and to create a better chance of turning the plans into practice.

In Austria, the government has gone the furthest in creating incentive structures regarding gender equality in research. It has introduced performance indicators that account for 20% of the budget of each university and out of 11 indicators, two relate to the advancement of women. In Finland and Switzerland, the content and impact of action plans are monitored, especially the proportion of women among applicants, in research projects, and among female professors.

It is interesting to note that both Finland and Austria have gender quota systems that also influence the universities. In Austria today, *all university bodies and boards* must include a representation of 50% female members. In Finland, the quota system is implemented in *all official committees and councils* which includes the research councils, and here the proportion of representatives of either sex should not be below 40%.

Economic incentives are tested in some countries, but they are controversial

Specific initiatives with positive economic incentives in relation to recruiting female professors are being used in Switzerland and Austria to different degrees, but are not used in Finland and the Netherlands. Even though there are indications from the evaluations that incentives have some effect on the number of women being

promoted as professors, they have also been controversial at times. This is partly because incentives have been perceived as being discriminating towards men, and partly because the legal basis for them have been unclear.

Discussions about the legal basis and/or fairness of economic incentives have been tracked in both the Netherlands and Switzerland. No similar discussions have been found in Austria or in Finland.

Gender has become a part of a wider agenda

Over the last few years, gender has become a part of a wider agenda in the four countries. In some countries gender is included as a part of a diversity agenda, in others a talent agenda – or both. For example, the focus is to gather the best talents to ensure that the country increases its overall quality of research projects, strengthens its productivity, etcetera. In other words, *excellent research* is on the agenda in all countries and this seems to merge with or at least push the gender equality agenda forward.

This trend can be attributed to, in part, the 2008 financial crisis, which forced many governments into preparing and presenting plans to secure the future welfare and economic growth of their countries. During this period, universities also experienced different types of austerity measures, which forced them to change their approach in this area.

Gender mainstreaming is not as prominent as gender equality measures

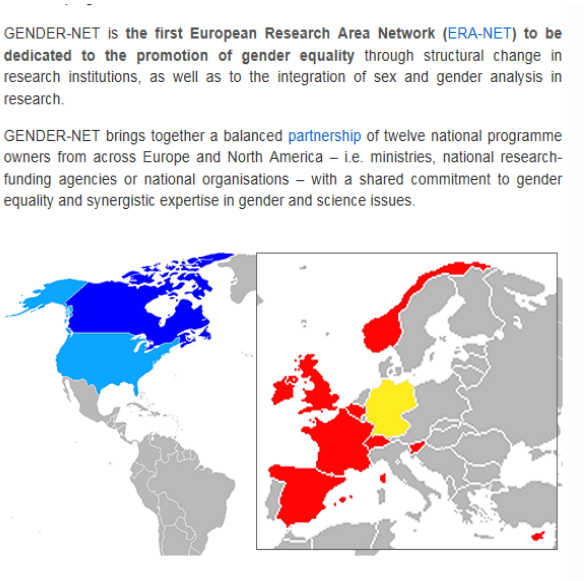
In general, more focus is placed on improving the number of women in research than on gender mainstreaming in research, but on the other hand, the gender mainstreaming agenda has become more prominent in the last few years. Several informants indicated that they have been inspired by the European Commission's Horizon 2020 programme. At the same time however, it has been acknowledged that it is difficult to make more demands on the criteria for the research councils than there already are today.

Great interest for this analysis

During the data collection and interview phase of this study, we have met great interest for this analysis. Stakeholders in all four countries have had the impression that they are lagging behind, and they are also interested in getting some inspiration on how to improve their numbers of female professors. This also means that the focus of these countries is mainly on the 'right end of the scissors', meaning that all four countries are experiencing a good gender balance especially at the master's, Ph.D., and adjunct level. The scissors however, cross one another at the senior research position levels.

Even though figures and numbers show that women's share slowly increases over time at all levels, policies and initiatives are demanded throughout the four countries to quicken the pace for women to catch up.

As part of this analysis, we found that another European gender initiative is currently investigating some of the same subjects as this analysis. The European Research Area Network's GENDER-NET consists of twelve countries from Europe and North America[2]. According to our contacts in Switzerland, the network is on its way in conducting a mapping of best practice in the twelve countries involved.



A Danish perspective on the findings

Finally, we will briefly elaborate on the similarities and differences in the four countries and Denmark. In Denmark, we have not seen any overall national legislation as in Finland or Austria. At the government level, at universities and research councils/foundations, however, have placed growing attention on the gender issue. For instance a 'taskforce for more women in research' was set up by the Danish Minister of Higher Education and Science in December 2014.

The picture is, however, somewhat diverse. University initiatives range from a focus on a high completion rate among Ph.D. students; clarity of career paths and requirements for applicants; to easier access to statistics containing gender information. Some of the initiatives mentioned by most Danish universities, is the objective that assessment committees (and in some cases hiring committees), in connection with appointments, are occupied by members of both sexes. Another initiative is for them to provide guidance on career paths and mentoring for younger researchers.[3]

Some Danish universities have developed policies in this area, while others are working with specific measures that require an exemption from the equality act. For example, the University of Copenhagen has introduced a new measure requiring that there must be at least one candidate of each sex for management positions and permanent research positions. Some Danish universities have also, for limited periods, worked with economic incentives for hiring women.

The most controversial initiative in the Danish context, are the FREJA (in 1998) and YDUN (in 2014) programmes, both one-off government funding initiatives earmarked for female researchers[4]. The strong public debate in relation to specific programmes has led to a reluctance in launching similar initiatives. Most of the Danish informants however, state that a combination of 'fixing the women' and 'fixing the institutions' initiatives is a usable approach.

[2] Gender-Net homepage, see http://www.gender-net.eu/?lang=en

[3] Anbefalinger fra Taskforcen for Flere Kvinder i Forskning, april 2015, Uddannelses- og Forskningsministeriet, p. 29ff.

[4] The Danish Council for Independent Research initiated these funding programs, see http://ufm.dk/aktuelt/pressemeddelelser/2014/17-kvindelige-forskere-modtager-en-ydun-bevilling-fra-det-frie-forskningsrad

At the same time, both the Danish conference held on May 4, 2015 in Copenhagen on 'More Women in Research'[5] and the conducted interviews reveal, that the wider talent agenda has also gained greater attention among stakeholders in Denmark in the past several years.

Lastly, from the Danish perspective and something that we have not encountered as clearly in the four countries, is that top management at the universities play a crucial role in the context of the gender issue (whether central legislation or incentive initiatives are present or not).

[5] The Danish Ministry of Higher Education and Science arranged the conference. More information about the conference can be found here: http://ufm.dk/aktuelt/arrangementer/2015/konference-flere-kvinder-i-forskning

3. Main findings in the four countries

In this chapter, we will present the main findings from each of the four countries that help explain why the countries are doing well or not as well when it comes to increasing the number of female professors. The presentation will start with Switzerland, followed by Finland, Austria and the Netherlands.

Please be aware that the best practices that we point out in the country studies, are elaborated on in Annex 1.

3.1 SWITZERLAND

The figures for Switzerland reveal that the country has made great progress in this area since 2002 and its share of female professors has increased from 11 to 25.9% in 2010.

Interviews with relevant stakeholders in Switzerland indicates though, that **the progress is not as significant as the figures show**. According to the Swiss member of the Helsinki Group, the proportion of female professors today is about 19%[6]. The reason why the number in the 'She figures 2012' is higher is because the universities of applied science were also included in the figures in 2010 (but not in 2002). This means that it is difficult to compare the Swiss numbers – and progress – with the other countries in this study.

On the other hand, Switzerland did make progress in the period between 2002 and 2010 which we will investigate further in this section.

The overall conclusion for Switzerland is that the progress made over the last 10-15 years can be attributed to an ambitious programme – not legislation – launched by the federal state (even though the direct effect of each specific part of the programme is hard to determine). The programme is elaborated on below.

3.1.1 Past development

The main description of Switzerland focuses on a federal programme that has been running for the past 15 years, and this programme seems to have been instrumental in the development in Switzerland.

An ambitious programme called **'Swiss Federal Equal Opportunity Programme'** was initiated in 2000 because of sex ratios at universities that were both unbalanced and changed very slowly. The main goal of the programme was to secure the sustainable promotion of equal opportunities for men and woman at universities. It ran for more than 10 years until 2012-13 and consisted of the following three modules:

1. **"Female professors"** with the aim of improving women's chances in professorial appointment procedures. This was an incentive programme for hiring female professors. The universities received a grant (not earmarked) for each female professor they appointed. With these grants the government had an expectation that the universities would initiate a discussion of assessment criteria in appointment procedures, that

[6] In the Evaluation of the Swiss Federal Equal Opportunity at Universities Programme, 3rd period 2008-2011 it says that 16.9 % of all professors were women in 2011, cf. http://www.swissuniversities.ch/fileadmin/swissuniversities/Dokumente/DE/UH/Chancengleichheit/summary_doppel_def.pdf

female candidates were specifically invited to apply, and that the universities actively pursued the goal of guaranteeing equal opportunity for women in appointment procedures. There was, however, no direct connection between the grants and these expectations[7].

2. **"Promotion of female junior academics"** consisting mainly of promotion and mentoring projects to support junior female academics.
3. **"Work-life programme to promote the compatibility of an academic career and family"** consisting of the development and expansion of childcare and from 2008, a focus on 'dual career couples'.

The programme was funded by the Swiss federal government together with the universities (those receiving federal funding must dedicate matching funds for their gender equality actions, usually 50%). The common goal for all three modules was to double the number of female professors in 2006 from of 7 to 14%. The programme was evaluated every fourth year in three different phases. All three modules were evaluated every time. The main points made in the three evaluations are presented below:

The evaluation of the first phase of the programme, from 2000-2003, was conducted in 2004. It showed that the concept of the federal programme with the three different strategic approaches was attractive because it offered relevant actors different identification possibilities. However, it also showed that module 1 was met by great skepticism by university management and shortcomings in implementation. Additionally, it showed that module 3 received the greatest acceptance. The goal to double the number of female professors, however, was not reached. At the end of 2002 the proportion was 8.9%[8].

The evaluation of the second phase of the programme, from 2004-2007, was conducted in 2008. This evaluation showed that the target goal of having a proportion of 14% female professors was reached in 2007 (with 14.4%). However, it also stressed that the extent to which the federal programme was responsible for the observed increase could not be said because of the short investigation period and statistically small data. The evaluation also assessed that the effect of module 1 on increasing the number of professors was modest, partly due to the modest knowledge amongst the professors of module 1, even after it had been in place for eight years.[9]

The evaluation of the third phase of the programme, from 2008-2011, was conducted in 2012. It pursued the primary goal of increasing the percentage of female professors to 25% in 2012. Module 3 was completely redesigned for the third phase (while the first two modules resumed with no changes). The emphasis of module 3 was placed on the promotion of dual-career couples, which was also the focal point of the third evaluation of the overall programme. This dual career programme will be described as a best practice in Appendix 1[10].

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[7] This module awarded the universities financial incentives to appoint female candidates to full or associate professorships. The amount of the incentive varied from year to year because the annually allotted total sum (2008 -2010: CHF 800'000 per year, 2011 and 2012: CHF 700'000 per year) was divided by the number of newly appointed female professors.

[8] Ruth Bachmann, Christine Rothmayr, Christine Spreyermann (2004): *Evaluation Bundesprogramm Chancengleichheit von Frau und Mann an Universitäten*, http://www.swissuniversities.ch/fileadmin/swissuniversities/Dokumente/DE/UH/Chancengleichheit/chancengleichheit-d.pdf (in German)

[9] Christine Spreyermann and Christine Rothmayr (2008): *Evaluation Bundesprogramm Chancengleichheit von Frau und Mann an Universitäten*, http://www.gleichstellung.uzh.ch/abteilung/publikationen/studien/evaluation_chancen_207-d.pdf (in German)

10 Dr. Philipp Dubach, Iris Graf, Heidi Stutz, Dr. Lucien Gardiol (2012): *Evaluation Bundesprogramm Chancengleichheit von Frau und Mann an den Universitäten 3. Phase 2008–2011, Schlussbericht*, http://www.swissuniversities.ch/fileadmin/swissuniversities/Dokumente/DE/UH/Chancengleichheit/2012.Evaluation_Bundesprogramm_3.Phase.pdf (in German)

The evaluation showed, that the goal of having 25% women working as professors was not reached, as the actual number of female professors shown above, was around 17% in 2011[11]. The slow increase in the proportion of women was partially explained by the reduced rates in retirements and in the lower number of students predicted for the coming years.

In interviews with experts who were part of the evaluation process, the stagnation in the third phase can also be explained by the lack of progress in ensuring greater transparency in appointment procedures. Although measures such as gender guidelines for job postings and appointment committees exist almost everywhere, personnel resources were partially lacking when it came to implementing measures such as placing delegates for equal opportunity in appointment committees, or raising awareness among committee members[12]. In the German version of the evaluation, this is elaborated a little further saying that there is a lack of gender-competent experts in appointment committees. What personnel resources refers to however, is not further clarified in the evaluation.

3.1.2 The situation today

After the first three phases of the Swiss Federal Equal Opportunity at Universities Programme, a system change took place for the fourth phase (2013-2016). With this change, the universities no longer received funding for individual projects, but rather for their own plans of action to promote equal opportunity. Today, Swiss universities are now called on to create **plans of action** to embed the principles of gender equality in their structures, to sustain proven measures, and to test innovative methods. The strategies also help the universities set clear priorities that harmonize with their local culture and needs.

More specifically, the universities were invited to develop individual action plans for the years 2013-2016. These action plans must address the issue of gender equality on a structural level in all key areas of activity: teaching, research and community service. The following seven domains are eligible for funding:

1. Establishment of gender equality in the university structures and as part of quality management
2. Women professors (including assistant professors), women in academic leadership positions
3. Training for Ph.D. students and postdocs
4. Work-life integration with respect to studying at university, pursuing an academic career, family and personal/private responsibilities
5. Women and STEM (science, technology, engineering, mathematics)
6. Human resources and organizational development
7. Integrating gender competence into teaching and learning as well as into research.[13]

[11] To succeed with this goal, women should have constituted 43 % of all new the appointments. The actual number in the period was 22.8 %.

[12] Evaluation of the third phase of the Swiss Federal Equal Opportunity at Universities Programme (2008 -2011/2012), p. 46-47, see http://www.swissuniversities.ch/fileadmin/swissuniversities/Dokumente/DE/UH/Chancengleichheit/web_DCC_Broschu%CC%88re_e.pdf

[13] Homepage of University of Zürich, see http://www.gleichstellung.uzh.ch/politik/bundesprogramm_en.html

The programme connects the two, 'equal opportunity' and 'gender studies' under one roof with a transfer of knowledge and the realization of synergies supporting the process. This corresponds with the European Commission's approach to increase the number of women in research and the incorporation of the gender dimension in research[14].

The goal of the federal programme is again 25% women professors at Swiss universities, with 40% at the level of assistant professorships, as well as an increased proportion of women in academic leadership positions at universities and related institutions[15]. The goal of the programme 'gender studies' is the sustainable establishment of gender studies at Swiss universities and their equalization with other scientific disciplines. Another goal is the long-term consolidation of the existing Swiss Gender Studies Network.

Each year, the universities must deliver reports on their action plans as well as annual or biennial gender monitoring reports[16]. An evaluation is being conducted and our expectation is that it will be published within the next couple of months. One feedback for this analysis so far however, is that the action plans are widely accepted and seems to fit the needs of every institution individually.

Besides this, the Swiss National Science Foundation is currently hoping to initiate a new funding scheme called PRIMA (promoting women in academia) soon and should boost the academic careers of the most talented female researchers at the late postdoctoral stage. The goal is to promote and retain this group of talented female scientists as candidates for future Swiss university positions. The scheme plans to generate a strong network of contacts and training opportunities, and the mentoring of these women will connect them to established leaders in scientific research[17].

3.1.3 Concrete initiatives from Switzerland

Before presenting the concrete initiatives from Switzerland, it may be useful to consider relevant contextual factors. The most relevant factor is the fact that Switzerland is a federal country, and in Switzerland's education system, federalism plays a very important role. The federal level is responsible for research and the promotion of young academics while the cantonal level is responsible for education (universities included, except for the two federal universities ETH Zurich - Swiss Federal Institute of Technology and Swiss Federal Institute of Technology Lausanne). Direct democracy in the cantons is also very important, meaning that there can be different legislation per canton/per university.

Five concrete initiatives have been included in this study and they are almost all federal programmes or grants. We have deepened the first two initiatives mentioned in the box below, because these two programmes are

[14] Homepage of Swissuniversities, see http://www.swissuniversities.ch/en/topics/chancengleichheit/suc-programme-p-4/
[15] Homepage of University of Zürich, see http://www.gleichstellung.uzh.ch/politik/bundesprogramm_en.html
[16] As an example of this, see the homepage of University of Zürich, see http://www.gleichstellung.uzh.ch/politik/gleichstellungsmonitoring_en.html and http://www.gleichstellung.uzh.ch/politik/aktionsplan_en.html
[17] Abstract of a blog by Susan Gasser, President of the Gender Equality Commission of the SNSF: http://www.snf.ch/en/theSNSF/blog/Pages/blog-141112-promoting-research-careers-women.aspx. This came following a SNSF Conference on "gender equality in research funding – promoting new ideas" was held in November 2014: http://www.snf.ch/en/researchinFocus/newsroom/Pages/news-141112-conference-on-gender-equality-in-research-funding-promoting-new-ideas.aspx

fundamental to understanding the development and framework conditions in Switzerland.**Table 3.1.** Concrete initiatives from Switzerland (best practices highlighted with a darker blue color)

Name	Initiator	Type and content
1. Swiss Federal Equal Opportunity at Universities Programme 2000-2012	State Secretariat for Education, Research and Innovation SERI	National programme to improve the number of women in research ["Female professors" and "The dual-career programme" is part of this]
2. Swiss Federal Equal Opportunity at Universities Programme 2013-2016	State Secretariat for Education, Research and Innovation SERI	National programme to improve the number of women in research and to raise awareness of gender in research itself.
3. Gender Equality Measures for the ETH Zürich (2013-2016)	ETH Zürich (university for technology and the natural sciences)	A gender strategy for ETH Zürich, whose legal foundation differs from the one of the universities. The ETH has a performance mandate with the Federal Council. (The share of female professors at ETH Zurich was 10.5% in 2010).
4. Federal Administration's "Equal Opportunity at Universities of Applied Sciences" Programme (Four phases: 2000-2003, 2004-2007, 2008-2011/12, 2013-2016)	State Secretariat for Education, Research and Innovation SERI	National programme to secure balanced representation of both sexes at Universities of Applied Sciences. This applies to both students and all levels of positions. Balanced means at least 30% of the underrepresented sex.
5. Marie Heim-Vögtlin grants (1991-ongoing)	Swiss National Science Foundation (SNSF)	Programme to enable the re-entry to science for doctoral and postdoctoral candidates who had to interrupt their scientific careers due to childcare and other family obligations.

As the Swiss country study demonstrates, Switzerland has put a lot of effort into central federal programmes to improve the number of women in science. Up until 2011, the approach of the programme was on 'fixing the women'. From 2013, the approach became more decentralized as well as institutionalized, meaning that the universities were called on to create their own plans of action to embed the principles of gender equality in their own structures. At the same time, an integration of gender into teaching, learning and research is in accordance with the general European tendency of a stronger gender mainstreaming focus.

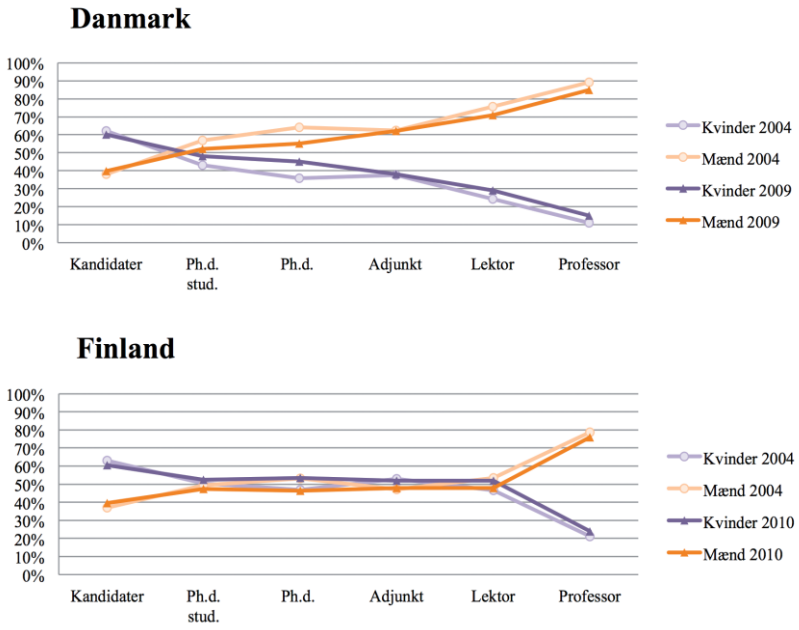
As Table 3.1 shows, the federal government has been the main player in the gender field, even though the country is a federal state with strong cantons. At Oxford Research, we have made the assessment, that there are three best practice from Switzerland that we find relevant to deepen in Annex 1, namely:

1. The incensive system "Female professors", which is part of the Swiss Federal Equal Opportunity at Universities Programme 2000-2012. The system meant that universities received a grant for each female professor they appointed.
2. The **Dual-career programme**, which is part of the Swiss Federal Equal Opportunity at Universities Programme 2000-2012. Dual-career is a measure that the Danish Task Force for More Women in Science proposed in their recommendations[18].
3. The **Marie Heim-Vögtlin grants** for female doctoral students and postdocs in Switzerland who have to interrupt or reduce their research activities due to family commitments and need to boost or restart their career with a research project of their own and improve their scientific profile.

3.2 FINLAND

Finland is an interesting country because they made great progress in the number of female professors at a relatively early stage compared to most other European countries. In 2002, their proportion of female professors was 19.9% and it increased to 24.2% in 2010. Another interesting point about Finland is that compared to Denmark (and the other Nordic countries), Finland has managed to have a high proportion of women at all levels of positions from Ph.D. to lecturer, except at the professor level, cf. Figure 4.1. This makes what we can learn from Finland interesting, as they seem to be ahead of Denmark in attracting women to research positions.

Figure 4.1: The proportion of men and women in difference positions in Denmark and Finland in 2004 and 2009-10 (%)



Source: The Danish Taskforce for More Women in Research, April 2015

The overall conclusion for Finland is that the country achieved great progress in this area in the 1980's and 90's due to strong centrally decided legislation and strong institutional practices. The issue faded to the background of public discussion at the beginning of the new millennia. The background and content of this progress will therefore be described in the following section.

3.2.1 Past development

Gender balance in research was first brought up in the 1960's, but the bulk of the gender equality work was done in the 1980's and 1990's. At this time, the issue was high on the priority list

[18] Anbefalinger fra Taskforcen for Flere Kvinder i Forskning, April 2015, Uddannelses- og Forskningsministeriet, p. 44

in Finnish society in general and also in research specifically.

In 1982, a report by a working group appointed by the Ministry of Education sparked action in the 80's. By the early 1980's the amount of women amongst Ph.D. graduates was 16% and only 6% of professors were women. The report rose many of the issues that Finland is still dealing with today and coined the term "hidden discrimination" as a way to describe structural and usually unacknowledged ways women are discriminated against in science. The minister of education at the time, Kaarina Suonio, was very interested in the issues of gender balance in the sciences[19].

The working group made several proposals, of which only some were actually realized in the years to follow. One of these was that assistants in universities and academy researchers should have an extension made to their fixed-term appointment for the time they spent on maternity or paternity leave. Another realized suggestion was including gender studies in university curriculum and funding research about issues related to the situation of women.

The suggestion that was perceived as the most radical at the time was the idea of 'moderate preferential treatment' meaning that if there are two or more candidates that are equally qualified for a position, the one representing the minority gender (and at that time in research it always meant women) should be chosen. Even women at the beginning shunned this idea and it took some five years before it came in to force[20]. **The Act on Equality between Women and Men** included the possibility to do this. This act is the main legislation governing equality issues and came into force in 1987. It has been amended several times since[21]. One of the most important amendments came in 1995 and included:

- A **quota system for all official committees and councils**, where the proportion of representatives of either sex should not be below 40%[22]. There are quota systems in accordance with the Equality Act for research councils and in 2014, women account for 50% of all research council members.
- The obligation for every Finnish government to make an **action plan to promote gender equality**. It gathers the most important measures through which the government promotes equality between women and men and combats gender based discrimination. The Action Plan is an instrument to coordinate the government's gender equality policy, and it incorporates measures for all the government ministries. The Action Plan for Gender Equality is prepared in a working group consisting of representatives of all the ministries and hearings of non-governmental organizations organized during its development.

An actor who has been active in adopting gender issues into its practices is the **Academy of Finland**. The role of the Academy of Finland is still pivotal. In the 1980's, the Academy of Finland experimented by introducing

[19] Liisa Husu (1999): *Tiedenaiset suomalaisen tiedepolitiikan kohteena (Women in science as a target of science policy)*, Yliopistotieto 1/99, http://www.helsinki.fi/akka-info/tiedenaiset/tiedepol.html
[20] Liisa Husu (1999): *Tiedenaiset suomalaisen tiedepolitiikan kohteena (Women in science as a target of science policy)*, Yliopistotieto 1/99
[21] The Act on Equality between Women and Men, 1986 (8.8.1986/609).
[22] Women - Gender Equality Creates Democracy (http://www.gender-equality.webinfo.lt/results/finland.htm)

the **Minna Canth Academy Professorship**, which is a targeted post for women's studies and gender research that is still running. This programme will be described as a best practice in Appendix 1.

With the number of women in research rising and in some positions even surpassing that of men, the issue faded to the background of public discussion at the beginning of the new millennia. Now that there was more women in the research, the segregation was expected to correct itself with time. The government, universities and research institutions continued producing equality plans and reports, and the gender issue was mentioned in speeches and strategies but the plans did not translate into action and results at a practical level. Firstly, because of the considerable independence of the Finnish universities, the equality plans are quite different from each other. Some equality plans had clear goals and actions while others were more general. Secondly, the impact of the plans were not being monitored.

Despite the difficulties in equality planning there have always been local equality initiatives and activity in some universities and in certain departments. Gender studies has been a part of teaching and research, and gender mainstreaming has been a part of the equality plans in many institutions[23].

Yet the gender imbalance in grade A academic possessions persisted: In 2000 the amount of women was 19% and still in 2010 it was only 24%.[24]

3.2.2 The situation today

In recent years, the issue has been brought up again and a new generation of younger women in research have been speaking up alongside the people who were part of the first wave in the 1980's and 1990's. It has been obvious that the amount of women in professor positions in particular, has been very slow to rise. Statistics and international studies have shown that suddenly, other European countries are making greater progress than Finland.

This "waking up" is happening simultaneously with big structural changes in the higher education system in Finland that tends to grab the main attention. As part of these structural changes, the universities have been detached from the government and given a much more independent status. Currently, there has been a lot of debate about concentrating on a few top units and a few top fields to make the Finnish universities more competitive. Some mergers have taken place and more are planned. The effects of these changes on gender equality are still largely unknown.

Yet, there have been some centrally initiated developments in Finland regarding gender equality since the Ministry of Education has once again taken a more prominent role. As a part of its management objectives with the universities, stating the importance of promoting gender-equal research careers, these aspects have also been included in the **new university agreements** in Finland.

The Ministry of Education is also currently planning an evaluation in the fall of 2015 of a new **four-step research career and tenure track system** that was introduced in 2011. The purpose of this system was to

[23] Kristiina Brunila (2009): *Sukupuolten tasa-arvo koulutuksessa.*
[24] She Figures 2003 & 2012

make the career path in research more predictable, transparent and egalitarian – which also has a gender dimension. The evaluation will include this dimension, not least because of the awareness of the 'glass roof' and other structural barriers for women to advance their career in research.

The Government Action Plan for Gender Equality 2012–2015 also included a strong section on equality in research. In addition, one informant expresses hope that a focus will be put on gender in the next central research strategy that the government of Finland will develop in the fall of 2015. The Academy of Finland is also considering their participation in a Nordic Initiative about "Gendered Research" during 2015-2020. Lastly, The Academy of Finland has set a target of increasing the amount of minority gender among appointees to research posts to at least 40% in its equality plan from 2014.[25]

3.2.3 Concrete initiatives from Finland

One identified contextual factor for Finland is that Ph.D. students and postdocs are working with grants or in projects and are not usually hired employees in the university. Another identified contextual factor is that there is a limited number of professorial positions in Finland and that filling one often requires that the former professor retires. This means that the turnover rate amongst professors is quite low.

We also find it relevant to highlight the fact that Finland, since 1995, has had a **quota system for official committees and councils**, where the proportion of representatives of either sex should not be below 40 %.

The following eight concrete initiatives have been included in this country study:

Table 3.2. Concrete initiatives from Finland (best practices highlighted in a darker blue color)

Name	Initiator	Type and content
1. Equal Opportunities Plan 2012 (2012-2015)	University of Tampere	Action plan to bring the promotion of equality into the daily activities and operations of the university.
2. Academy of Finland Equality Plan 2014-2016	Academy of Finland	Action plan
3. Letter from the Vice President of Research of the Academy of Finland (2010)	Academy of Finland	Letter to encourage the research councils to mind the gender issue in their decision. The purpose was to rise the number of female Academy Professors.
4. The campaign "Naiset esiin! – Women forward (2015)	University of Tampere	Campaign to promote women in expert panels
5. Leaflet about gender issue in physics (2008)	Department of Physics, University of Helsinki	Leaflet to describe the problems that women encounter when trying to make a career in physics.

[25] Academy of Finalnd, Equality Plan 2014–2016. http://www.aka.fi/globalassets/awanhat/documents/tiedostot/liitetiedostot/tasa-arvosuunnitelma_021213_en.pdf

6. Valpuri – the Faculty of Social Sciences Gender Studies Teaching Basket (2005- ongoing)	University of Helsinki	Common teaching basket of gender studies for the whole faculty of Social Studies to mainstream gender studies to be part of the normal teaching
7. The Minna Canth Professorship (1997-ongoing)	Academy of Finland	A professorship that is thematically targeted for equality and gender research.
8. Four step research career and tenure track system (2008-ongoing)	The Ministry of Education	This measure is not directly related to gender issues, but can indirectly affect the minority gender in research. The gender dimension is planned to be included in the upcoming evaluation of the system in the fall 2015.

As the description of Finland shows, the country has been ahead of other European countries with some centrally implemented initiatives in the 1980's and 1990's. After these very active years and progressive legislation, the issue faded into the background with many university equality plans and speeches, but less progress in the number of level A professors in Finland than in earlier periods. Though in general, there is a high level of female researchers in all other positions.

As the best practice list shows, the Academy of Finland is still an active player in the gender field, but other initiatives are more decentralized. At Oxford Research, we have made the assessment that best practice from Finland is the **Minna Canth Professorship**. This measure is a good example of how to work with gender mainstreaming in research. This professorship is described in more detail in Annex 1.

3.3 AUSTRIA

According to the European Commission's 2013 She Figures report, Austria falls below the EU average in their proportion of women in grade A academic positions. Despite the low percentage of women in academic positions in 2002 (9.5%), Austria has made relatively significant progress since then. In 2010, the proportion of women in these positions rose to 17.4%.

3.3.1 Past development

In 1990, an amendment was made in Austria to the University Organisation Act 1975. This amendment established **equal opportunities working parties** and was the most powerful instrument in Austrian universities at that time and was arguably, the most powerful instrument in the field of gender equality. The equal opportunities working parties were established by each university's senate and included representatives from all groups, including professors, assistant professors, administrators, and students. The Amendment gave the working parties the authority to submit complaints to the Ministry for Science and Research in cases of discrimination in appointment procedures. The University Organisation Act 1993 extended the role of the working parties and it became their responsibility to combat gender discrimination by university bodies, to advise and support university staff and work in all personnel matters to ensure that a balanced representation of men and women were achieved in all areas of work.

A case study on the equal opportunities working parties was conducted after they had been in place for 15 years. The study found that the parties' ongoing efforts and inclusion in all university appointment procedures has significantly raised the level of professionalism in these procedures by increasing transparency, producing clearly formulated job profiles, and broadening the advertising of open positions. The parties have also greatly increased awareness on gender issues within the universities. The work of the equal opportunities working parties is primarily preventative and their ability to halt appointment procedures, help avoid potential discrimination and break down barriers for women has contributed significantly to breaking down gender bias in appointment procedures, and has raised awareness to the issues involved.

3.3.2 The situation today

Since the early 90's, an increase in the proportion of women in research has been noticed in Austria and this has been influenced significantly by the **Universities Act 2002** (**UG 2002**)[26] that came into force on January 1, 2004. This act represented a drastic change for the entire university sector and for gender equality policy in science and research in particular. The Act consists of three core structural decisions:

1. Retention of the equal opportunities working parties and creation of a university arbitration commission as control body
2. Asserted the university's general responsibility to support the advancement of women and the establishment of implementation instruments, for example the obligation for universities to enact a female advancement plan and the anchoring of gender equality targets in the financial control system
3. Establishment of a special organisational unit for gender related coordination tasks (i.e. activities to promote women) at each university.

UG 2002 has also given more autonomy to the public universities in implementing gender equality measures. The Federal Ministry of Science and Research had been the central player in advancing women and gender equality in the universities, and as responsibility was transferred to the universities, the former steering mechanisms that were used became obsolete.

Even though the public universities run autonomously today, they are still primarily financed by the government. The central steering instrument under UG 2002 is a three-year performance agreement agreed upon between the Ministry for Science and Research and the university. These performance agreements outline the services provided by the university and the government's contractual obligations. Aside from the university's core tasks of conducting research and teaching, they also need to describe their social goals in the agreements. Social goals includes the advancement of women and gender equality. As each university defines its own focuses and measures, a broad range of gender equality policies have emerged in the universities over the last few years.

80% of the university's budget is distributed through the performance agreement and the remaining 20% is distributed following a formula-based budget, where a university's performance is assessed and compared with the performance of other universities following a set of 11 indicators[27]. Of these 11, two of the indicators relate

[26] Universities Act 2002 can be read here: http://www.uni-klu.ac.at/doktorat/eng/downloads/universities_act_2002_2013-10.pdf

[27] Wroblewski, Angela & Leitner, Andrea (2011): *Equal Opportunities at Austrian Universities and Their Evaluation: Development, Results and Limitiations*, in: Brussels Economic Review Vol. 54 82/3), Summer-Autumn 2011, p. 317-340; http://www.morri.res-agora.eu/uploads/12/Equal%20Opportunities%20Policies%20at%20Austrian.pdf

to the advancement of women. Indicator 8 is the proportion of female professors, and indicator 9 addresses the proportion of women completing doctorates[28]. With this Act in place, the universities must run their own quality management systems to monitor quality and performance achievement. Internal monitoring provides evidence to the Ministry that the targets laid out in the performance agreements have been met and moves the university's strategic goals into the organisation.

UG 2002 is still in effect and further initiatives have been taken to further gender equality in universities. Since October 2009, **all university bodies and boards must now include at least a representation of 40% female members[29]**. This obligation is formalised in every university body and boards' individual by-laws, which requires the obligatory application of a certain women's quota. On January 14, 2015, the quota was raised to 50%[30].

After an initial resolution by the Austrian Council of Ministers in 2004, the **gender budgeting** implementation process began with the aim of integrating a gender perspective in all federal budgets. Gender budgeting became a requirement as stipulated in the Austrian Constitution on January 1, 2009. As a part of the implementation process, each federal ministry in Austria has had to define gender equality outcomes for every societal aspect of its activities. The ministries need to collect gender-specific data and are required to define concrete outputs and indicators to realise and monitor their respective gender equality outcome.

The initiatives taken at the federal level (for example legal frameworks and supporting instruments), have been evaluated as being sufficient to address the issue of gender equality in research. Challenges remain and gender equality as a structural problem is still not yet common sense. In universities, initiatives taken have been primarily for "fixing the women". Although the approach of "fixing the institution" and gender mainstreaming is being pursued at the political level, it is far from being accepted by the universities and research organisations, who are more autonomous in implementing gender equality initiatives. Stakeholders assess that a fundamental cultural change still needs to occur in Austrian universities from "doing" gender equality, to having it become standard practice in the way people think and act[31].

3.3.3 Concrete Initiatives from Austria

From Austria, we have identified eight concrete initiatives targeting women in research. The eight initiatives address gender equality in different ways. They include:

- 1 subsidy to universities
- 2 talent development programmes for women
- The Laura Bassi Centres of Expertise focuses on women at the intersection of research and industry

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[28] Ibid.

[29] Federal Ministry of Science, Research and Economy, Gender Equality at Austrian Institutions of Higher Education and Research Institutions, see http://wissenschaft.bmwfw.gv.at/home/science-higher-education/gender-and-diversity/legal-framework-for-equality/gender-equality-at-austrian-institutions-of-higher-educationand-research-institutions/

[30] Ibid.

[31] Wroblewski, Angel, Buchinger, Birgit & Schaffer, Nicole (2014): *Cultural Change Towards a Gender-Neutral Landscape in Science*, Academia and Research in 2025. Sociological Series 106, Institute for Advanced Studies (IHS), Vienna; https://www.ihs.ac.at/fileadmin/public/soziologie/pdf/rs106.pdf

- 2 programmes target non-university research institutions with respect to content of projects and careers
- 2 initiatives for state research institutions concerning gender balance in decision-making bodies, monitoring the proportion of women among applicants and research projects, and gender mainstreaming

Table 3.3 Concrete initiatives from Austria (best practices highlighted in a darker blue color)

Name	Initiator	Type and content
1. excellentia (2004-2009)	The Advisory Committee on Women's Issues at the Austrian Federal Ministry of Science and Research	Programme to double the proportion of female professors in Austria from 8% in 2003, to 16% by the end of 2009. Grants were given to universities for the appointment of an additional female professor. To qualify for the grant, the appointment of a female had to increase both the absolute number and the overall proportion of female professors in a university.
2. Hertha Firnberg Programme(1998 – ongoing)	Austrian Science Fund (FWF)	Programme to enhance the qualification level of female post-docs with the aim of improving career prospects for women and providing generous support during the post-doc phase.
3. Elise Richter Programme (2005-ongoing)	Austrian Science Fund (FWF)	Programme to enhance the qualification level of senior female post-doc grantees by addressing financial framework, cultural framework, structural framework and science-specific framework conditions.
4. Laura Bassi Centres of Expertise (2008-ongoing, was originally designed as a one-time initiative)	Ministry of Science, Research and Economy	Programme to support women doing research at the interface with industry. Programme extends beyond scientific excellence to including the scientific quality of the research being conducted as well as the future potential of the Centre in question.
5. FEMtech Forschungsprojekte (FEMtech research projects) (2008-ongoing)	Ministry for Transport, Innovation and Technology	Measure to improve the framework conditions and career development of women in companies and non-university research institutes with the aim of supporting research projects in nature sciences and technology with gender related content and research questions.
6. FEMtech Karriere (FEMtech career) (2004-ongoing)	Ministry for Transport, Innovation and Technology	FEMtech career projects support RDI companies and non-university research institutions in natural sciences and technology to implement equal opportunity measures in their organisation.
7. Staff Unit for Gender Issues (2005-ongoing)	Austrian Science Fund (FWF)	One full-time staff was hired to examine the gender mainstreaming work at the FWF with the objevtive of conducting a comprehensive examination of this topic.
8. Gender criteria of the FFG (within gender mainstreaming in the FFG) (2009- ongoing)	The Austrian Research Promotion Agency (FFG)	The agency has implemented gender criteria in the application process as a way of implementing gender budgeting.

As seen in the table, the initiatives taken on gender in research in Austria varies. As mentioned earlier, the percentage of women in research in Austria in the early 2000s was below 10%. Since the late 90's, different initiatives have been implemented and continue to run to this day. Measures have been taken by various actors in the research field and there is an equal share of initiatives for both "fixing the women" and "fixing the institutions".

Seven out of the eight initiatives detailed in this study are still being implemented, demonstrating that actors in the gender field in Austria are still committed to bringing greater equality to this area. An central informant expressed that the initiatives being taken are addressing the challenges in Austria but further actions need to be taken to strengthen the effectiveness of the existing measures. The informant suggested improving the monitoring system and introducing sanctions or incentives.

We have chosen to highlight **excellentia** as an example of best practice from Austria. Details on this initiative are described in Annex 1.

3.4 NETHERLANDS

Out of the four countries highlighted, the Netherlands ranked the lowest in terms of proportion of women in grade A academic positions. In 2010, only 13.1% of academic positions were filled by women.

Despite the relatively low level of women in higher university positions, this does not seem to be a significant enough issue for governmental or policy response. Although the issue is recognized in the Netherlands, no specific laws or legislation have been put in place for universities or other public research institutions to attain gender equality. Therefore, past developments in the Netherlands have not had much impact on the current situation.

3.4.1 The situation today

In the Netherlands, there is not much activity aimed at promoting women in higher university and research positions on the national level. Instead, much of the policy in this area is initiated by stakeholders or network organisations and Dutch universities themselves. Most of the policies initiated and implemented have been through other organisations. Stakeholders directly involved in implementing policies and instruments to promote gender equality in higher levels of research include:

- VSNU: Dutch Association of Universities
- NWO: Dutch Organisation for Scientific Research
- LNVH: National Network for Female University Teachers
- NFU: Dutch Federation for Medical University Centres
- KNAW: The Royal Dutch Academy for Sciences
- Stichting Beauvoir – a foundation focusing on promoting female participation in science

The unequal distribution of women in higher academic and research functions is acknowledged. In the publication, Vision for Science: choices for the future[32], the Ministry of Education and Culture highlights the main priorities for the Dutch research and innovation landscape. The report acknowledges that there is a need for more women in academic positions within public research institutions. They recognize that implicit biases and prejudices affects equal opportunities for both men and women, and they also raise the issue of awareness surrounding gender biases in in the actual research being conducted. Another government policy is the Charter Talent to the Top[33]. The aim of the Charter is the realisation of gender diversity at top and sub-top management levels. However, signing the Charter only requires voluntary commitment.

In 2009, the National Network for Female University Teachers (LNVH) produced a report (in Dutch)[34] that provides an overview of the main types of instruments in place to address gender equality and promote women in academic positions in Dutch universities. The report indicates that policies in universities tend to focus on one of three main challenges, those addressing women specifically, those addressing implicit biases and gendered expectations, and those addressing the organisational culture in the university. Different initiatives and measures have been taken by the universities. However, not all of the measures mentioned in the LNVH report have been implemented across all Dutch universities. Initiatives and measures mentioned include:

- Adjusting of recruitment and job vacancy texts so that they are more gender neutral or reduce gendered framing of personnel and vacancy advertisements
- Exit interviews or surveys with women leaving the organization
- Mentoring for female researchers to help them expand their networks
- Workshops, trainings and coaching for women to help them build up the capacities needed to succeed in the institution beyond their research and work
- Stimulation subsidies for female Ph.D. studies, post-docs and university teachers to reduce the pressure on female researchers and academics and to help their career development

Measures have also been taken to reduce gendered or prejudiced biases in recruitment and selection committees. Action has been taken to change how research output is measured and judged, following emancipation policies, having at least one woman on the selection committee, creating tenure tracks for women, and adjusting the entire recruitment and selection procedures. In a wider context, different initiatives have also been implemented to improve the organizational culture in the universities. This includes conducting gender impact assessments on university policies, reserving positions for women, and forming steering committees for emancipation policy to name a few examples.

Measures have been taken to reserve positions at the universities for women. Universities in the Netherlands, however, classically have a higher degree of autonomy. As such as they are quite free to introduce policies and programmes as they see fit, and this also stretches to their gender and diversity policies. In the case of the

[32] Government of the Netherlands, (2014). 2025 – Vision for Science choices for the future, http://www.government.nl/documents-and-publications/reports/2014/12/08/2025-vision-for-science-choices-for-the-future.html
[33] For more information on the Talent to the Top Charter, see http://www.talentnaardetop.nl/Home_EN/?Language=en
[34] Willemsen, T.M. & Timmers, T.M. (2009). *Emancipatiebeleid voor universiteiten: Een overzicht van in Nederland toegepaste maatregelen*, see http://www.lnvh.nl/files/downloads/123.pdf

programmes where higher research or university positions are reserved for women, universities have implemented these usually as a direct measure to increase the number of women in higher positions.

In interviews with stakeholders the issue of positive discrimination came up as one which is closely associated with this policy debate. There are those who work and study at universities who feel that creating positions for women, or which in cases of equal qualifications, should be given to women, feel this is unfair and is another form of gender discrimination. University policy makers in turn argue that there is a problem and that universities and their capacities to produce quality research suffer in the end. As such, several universities implemented programmes along these lines (the Technical University of Delft for instance and the Rijksuniversiteit of Groningen).

A complaint was made by a male student at the TU Delft in reference to the fact that he was denied a position at the university based on his gender. The Delft Technology Fellowship is aimed at excellent female researchers and offers tenure-tracks within the research areas on which the TU Delft focuses.[35] The case was brought to the national College for the Rights of the Person (*College voor de Rechten van de Mens*), which ruled that the legislation on equal treatment was not necessarily undermined through the Delft Technology Fellowship. This was because the current position of women in higher research and university positions is such that women face unequal circumstances; there is a definite discrepancy between men and women, so clear in fact that the college ruled in favor of the Delft Technology Programme. It was not deemed to make the chances for men and women unequal, but rather helped leveling the playing field for women. Thus, such programmes were not deemed unconstitutional or legally unsound.[36]

Though this ruling is non-binding, the TU Delft and universities with other similar programmes made small adjustments to the programmes, but ultimately have kept the stronger focus on women. In the case of Groningen, for instance, and the Rosalind Franklin Fellowship, the fellowship does not actively promote to women, but women are scouted for more actively instead.[37]

Besides this, stakeholder interviews also explained that the successful implementation and acceptance of such a programme seems to rest on two main criteria. The first is that the problem of gender inbalance must be made clear to both university staff, professors, researchers and students. This helps to demonstrate the concrete need for such initiatives, because women do still face obstacles. The second criteria is to indicate that these measures are temporary in nature to remedy a given problem. The knowledge that these direct forms of intervention also propagate a more female friendly university and research culture also contributes to this as people then seem to be more convinced that once change has started to take hold, such programmes will be lifted.

However, the **current trend** in the Netherlands is to move away from affirmative action policies for women, as this has brought resistance from a variety of groups that women were being favoured unfairly. Instead of

[35] TU Delft, *Delft Technology Fellowship*, (2015), [online], available at: http://www.tudelft.nl/nl/over-tu-delft/werken-bij-tu-delft/tu-delft-als-werkgever/delft-technology-fellowship/

[36] College voor de Rechten van de Mens, *De TU Delft maakt geen verboden onderscheid op grond van geslacht bij de werving en selectie van wetenschappelijk personeel***,** (2012), [online], available at: http://www.mensenrechten.nl/publicaties/oordelen/2012-195 .

[37] Talent naar de Top, *Onder professoren: meer vrouwen gewenst, RUG*, (no date), [online], available at: http://www.talentnaardetop.nl/Home_NL/article/286/Onder_professoren_meer_vrouwen_gewenst,_RUG .

reaching out to women specifically, universities are shifting towards **implementing more diversity policies in general**, with gender equality often forming a specific focus area within these policies. With diversity policies, there has been more focus on measures that lead to cultural change within the universities. Gender equality is on the agenda of universities in general, because the benefits in productivity and research excellence that is achieved from more women into research, as well as to meet EU Horizon 2020 targets and funding.

At Leiden University and the Free University of Amsterdam, diversity policy and diversity officers have been put in place. Today, gender equality and emancipation policy are a part of the larger diversity strategies with diversity officers managing the process and acting as the first line of contact for queries from staff and students on issues relating to diversity. According to the National Network for Female University Teachers (LNVH), progress is being made in the Netherlands. The issue of greater gender equality in higher research is acknowledged by most universities and plans and strategies have or are being developed to promote women in academic positions.

Gender equality in research and academia is acknowledged as a problem, but **a common point of issue surrounding policies to promote women and targeting women, is that they are not fair on men**. Stakeholders and proponents of these measures argue however, that measure supporting women are necessary to even the playing field and foster more gender neutral environments within the universities. Some initiatives taken in the Netherlands, such as fellowships or highly qualified women or mentorship programmes for women, are experienced as unfair by young male researchers who could also benefit from these measures. The argument in the Netherlands has been that the problem of less women in higher academic and research positions is far greater and therefore, women are an important group in institutional policy making and strategies.

3.4.2 Concrete initiatives in the Netherlands

The initiatives taken in the Netherlands occurs primarily outside of national legislation and policy making. No specific contextual factors have been identified in this study. It may be important to note however, that most initiatives taken in the Netherlands are initiated by different stakeholders in this area and not necessarily by the state.

Table 3.4 Concrete initiatives from the Netherlands (best practices highlighted with a darker blue color)

Name	Initiator	Type and content
1. Mentor Programme for Talented Women (2008 – present)	Radboud University of Nijmegen	Programme with the aim of increasing the number of women in higher level positions within the university as well as to increase awareness amongst mentors of the specific issues faced by women in this professional environment.
2. Interdisciplinary Ph.D. course on gender and research methodology (2 day course that took place in 2013)	Radboud University of Nijmegen, as a part of the larger FP7 EU STAGES project	The course is an instrument within the STAGES project contributing to gender awareness and gender awareness management in research institutes and at national levels. The focus of this course it on introducing and emphasising the gender perspective within research

		activities and design and a greater focus on gender mainstreaming.
3. Aspasia (2000 – present)	The Aspasia instrument falls under a few national level research instruments, specifically the Vidi and Vici research grants. The measure was initiated by the Ministry of Education, Culture and Science, the Association for Dutch Universities and the Dutch Organisation for Scientific Research	Aspasia is a financing initiative that aims to help women in research move up in their careers to higher academic teaching functions.
4. The Rosalind Franklin Fellowship Programme(2003 – present)	Rijksuniversiteit Groningen	This fellowship targets female Ph.D. students who work in industry or in research and would like a career as a professor. Candidates who receive the fellowship gain a position within a university and are introduced into a tenure track trajectory leading them into a professorship.

As demonstrated in the table above, three out of the four initiatives included in this study have been initiated by specific universities. This supports the notion that there are not many policies or legislation made at the national level.

Having reviewed the different initiatives in place in the Netherlands, we have chosen to focus and elaborate on the **Aspasia** instrument as best practice. An interview with a central Dutch informant highlighted that the most important governmental instrument to improve the representation of women in higher levels of research and innovation is Aspasia. The Aspasia case is elaborated on in Annex 1.

4. Other aspects affecting women's careers in research

In this study, each country was also asked four specific questions relating to different aspects that could affect women who are or would like to pursue careers in research. In this chapter of the report, we will provide answers to the following questions.

1. What is the significance of maternity/maternity leave for women and their careers in science?
2. Are there any examples of analysis, which have looked at whether the allocation of prizes and awards scholarships are fair to women and men in relation to their research qualities?
3. Are there any examples of analyses or impact evaluations of special initiatives/programmes targeted at women and its results?
4. Are there any specific initiatives with positive economic incentives in relation to the recruitment of women professors?

Please note that there are differences in the length and content of the country descriptions depending on the input that our partners from the four countries have found relevant.

4.1. Significance of maternity/maternity leave for women and their careers in science

In **Austria**, maternity leave is significant for women and their careers in science. However, there are other factors that influence women and their family life. Maternity leave for women in research in Austria hinders their careers as it is seen first, as a career break and second, the working conditions, such as around the clock availability and mobility, leads women to choose to leave the system. It has been observed that the framework conditions in Austria have worsened and the requirements young scientists face today increase against the background of decreasing public funds. However, the situation in private companies and awareness for reconciling these issues appears to be better.

An interesting finding in Austria is that women in academia have extraordinarily high levels, between 45-60%, of childlessness. A study in 2011[38] investigated how female scientists' fertility behaviour relate to their childbearing ideals and intentions in Austria. The authors found that the actual number of children that scientists aged 40-45 had or did not have, were far from the number of offspring that young scientists under the age of 35 intended to have. The study identified several obstacles that delay childbearing including the strong work commitment of female scientists, the need to be geographically mobile in their field of work, and the high numbers of partners living apart in their relationships[39].

The situation in **the Netherlands** is similar to the Austrian situation. Informants expressed that maternity and paternity leave is not so conducive to their careers. Instead, raising awareness and providing supplementary

[38] Buber, Isabella, Berghammer, Caroline & Prskawetz, Alexia, (2011). *Doing science, forgoing childbearing? Evidence from a sample of female scientists in Austria.* Vienna Institute of Demography, Austrian Academy of Sciences. Link to the study can be found here: http://oeaw.ac.at/vid/download/WP2011_01.pdf

[39] Ibid.

support to help scientists perform during maternity leave or to maintain work life balance are valued more for their ability to promote gender equality in high academic and research positions.

From our informants in **Switzerland**, maternity leave in itself is not a problem. Maternity leave in Switzerland is quite short at 14 weeks. The larger issue is childcare, which may affect a researcher's mobility in the academic world. The nature of the job, and being reachable and available around the clock is also difficult for women to handle with children. The compatibility of an academic career and family is not just a problem for women; it is an issue for both sexes.

In **Finland**, maternity has an impact on the careers of women although most informants have acknowledged the situation in Finland concerning maternity leave and research as being decent, especially compared to most other countries. Yet there are still some concerns. The main concern is that maternity leave causes a break in the early part of a woman's career. It can be a problem since researchers on maternity leave cannot publish and it makes applying for funding harder since there are some academic positions or research grants that must be applied for within a certain amount of years after earning a Ph.D. The Academy of Finland has also been the forerunner on the maternity issue and has adopted a policy that the maternity leave taken for example, extends the period of research grant by one year per child. When assessing research grant applications, the break in publications because of maternity leave is taken into consideration, and maternity leave extends the period a researcher can apply for a grant or position with some kind of time limitation, again by one year per child. These extensions apply also in case a researcher is doing his military service or has a serious illness.

These practices have been widely adopted in Finnish research institutions but are not written in legislation. The Non-discrimination Act prohibits discrimination, but this Act and the Equality Act does not specify the measures on how to take maternity leave into account in research. This means that there can still be varying practices concerning the issue. During the early parts of a woman's research career, applying for short-term research posts are more likely and this may be problematic when taking maternity leave. According to one informant, the principle earlier was that maternity leave also extended researchers' fixed term contact. In contrast, some modern fixed term research projects especially at the top of the field are intensive and short, making it more difficult to take maternity leave from this kind of project.

The informants did not identify any recent evaluations on the maternity issue. Marjukka Ollila from Weber State University received funding for a study in the late 2000's about strategies that women who work in academic/research institutions use to manage the demands of career and family by comparing the United States and Finland. The results however, were not published[40]. In 2010, four Finnish researchers published a book about motherhood in research. It was a compilation of articles written by female researchers about the issues of combining motherhood and a research career. The experiences were mostly positive, in the sense that the

[40] Ollilainen, Marjukka (2007): *Feeding the Greedy Institutions: Work-Family Strategies and Policy Effects Among Women in Academe in Finland and the U.S.*, http://www.weber.edu/research/hvg_2006_2007.html

flexible nature of research work makes it possible to combine family and work life though it can be very demanding at times. However, there are also cases of expiring funding, marginalization in a research project, being ignored when filling a position, and personal economic hardships.[41]

4.2. Examples of analysis which have looked at whether the allocation of prizes and awards scholarships are fair to women and men in relation to their research qualities

Two studies in **Austria** have been identified which look into whether the allocation of prizes and award scholarships are fair for women. The study conducted in 2010 found that women had a slightly lower chance of obtaining funding in stand-alone programmes than men between 1999 and 2008. They could not, however, find any clear causal explanation for this result as there were no indications that women faced a disadvantage in the peer review process as a result of their gender. Instead, the authors found that women experienced a lower success rate due to several factors including a lower age and a high number of female applications[42].

The second study highlighted from Austria was conducted in 2012. This study focused on the peer review process in the Austrian Science Fund application procedure. This study also focused on stand-alone projects and analyzed gender effects in peer reviews. It concluded that the final decision of the Austrian Science Fund board of trustees were neither affected by an applicant's gender nor were there any correlations between the gender of an applicant and the gender of the reviewers. Instead, they found that an applicant's approval probability decreased when there was gender parity or a female majority in the review group.[43]

In **The Netherlands**, a study was carried out by the National Network for Female University Teachers (LNVH) on the legal basis for award and prizes for equally qualified women compared to male applicants[44]. This study demonstrated that women face a comparative lag behind their male counterparts. Therefore, a legal basis for having different incentives aimed at women are necessary as these awards and prizes level the playing field without giving women preferential treatment.

In **Switzerland**, there have not been any comprehensive analyses conducted that look into whether prizes and awards scholarships are fairly distributed to women and men. One informant mentioned that there are some statistics available from the most important European Union grants. Switzerland has received many grants, but women are not represented in the advanced levels. The State Secretariat for Education, Research and Innovation from the Department of Economy, Education and Research in Switzerland is currently a partner in the

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[41] Tiina Seppä (2011): *Joustava tutkija, joustava äiti? Tutkijaäitiyden mahdollisuuksista ja mahdottomuuksista* – review of the book Keski-Rahkonen, Anna et. al. (2010): *Tutkimusmatkoja äitiyteen, Duodecim*. Accessed 8.6.2015. http://agricola.utu.fi/julkaisut/kirja-arvostelut/index.php?id=1800

[42] Christian Fischer and Falk Reckling (2010): *Einflussfaktoren auf Bewilligungswahrscheinlichkeiten im FWF-Entscheidungsverfahren*. For further information on the study, visit: http://www.fwf.ac.at/fileadmin/files/Dokumente/Ueber_den_FWF/Publikationen/FWF-Selbstevaluation/FWF-Erfolgswahrscheinlichkeit_P-99-08_15-12-2010.pdf

[43] Rudiger Mutz, Lutz Bormmann and Hans-Dieter Daniel (2012): *Does Gender Matter in Grant Peer Review? An Empirical Investigation Using the Example of the Austrian Science Fund.* To read more about this study, visit: http://www.fwf.ac.at/fileadmin/files/Dokumente/Ueber_den_FWF/Publikationen/FWF-Selbstevaluation/does_gender_matter_in_grant_peer_review.pdf

[44]Sloot, Prof. dr. B.P. (2014*). Juridische grenzen en mogelijkheden van tijdelijke voorkeursbehandeling ter vergroting van het percentage vrouwelijke hoogleraren*. See report here: http://www.lnvh.nl/site/Publications/LNVH-publications/Rapport-Juridische-grenzen-en-mogelijkheden-van-tijdelijke-voorkeursbehandeling-ter-vergroting-van-het-percentage-vrouwelijke-hoogleraren

GENDER-NET as mentioned earlier. There has been some research conducted in GENDER-NET on this issue, but they have not been on the allocation of awards in terms of numbers.

Analyses examining whether prizes and awards are allocated fairly have not been identified in **Finland**.

4.3. Examples of analyses or impact evaluations of special initiatives/programmes targeted at women and its results

In **Switzerland**, we have already seen (in Section 3.1.1.) that the 'Swiss Federal Equal Opportunity Programme 2000-2012' included different initiatives targeted women that have been evaluated three times.

Besides this, GENDER-NET is used as an example. In work package 2 of this project, the group performs joint assessments of regional and national level programmes, policies and initiatives on the promotion of gender equality through structural change. Another example in Switzerland is the Gender Equality National Research Programme NRP 60. Under this programme, 21 projects studied gender equality between 2010 and 2013 with a budget of 8 million Swiss francs[45].

There were few special initiatives or programmes targeted at women in **Finland**, so there are very few impact evaluations. However, there are some examples of wider evaluations that gender had or should have had some part in.

- An international evaluation of the Academy of Finland where there is a section about gender balance in research funding though it is a very small part of the larger report. On average, 65% of the applications are sent by the male scientists and 35% by female. The proportion is the same for grants, 65 and 35% respectively. The report concludes that *"one of the Academy's declared objectives is to make science and research a more attractive career option for women and to promote women's research careers. The Academy encourages women to apply by publishing the following sentence the front page of call documents 'We promote equality and especially encourage women to apply'. There are however no positive actions, aside from monitoring the gender balance among their peer reviewers and ensuring an equal representation of men and women in their Research Councils."*[46]
- Another report on gender equality in research in the Nordic countries has a section of initiatives that references the work done by TANE in the 80's and also emphasizes the role of the Academy of Finland.[47]
- Finally, in 2011 the University of Helsinki carried out an international evaluation of their doctoral training. Gender balance is mentioned as an issue in natural sciences, but otherwise the evaluation is

[45] Information on this programme can be found at: http://www.nfp60.ch/E/Pages/home.aspx
[46] Arnold et. al., 2013: *Evaluation of the Academy of Finland*, Reports of the Ministry of Education and Culture, Finland 2013:14. (http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2013/liitteet/okm14.pdf?lang=fi):
[47] Bergman, Solveig & Linda M. Rustad, 2013: *The Nordic region – a step closer to gender balance in research? Joint Nordic strategies and measures to promote gender balance among researchers in academia.* (http://norden.diva-portal.org/smash/get/diva2:702842/FULLTEXT01.pdf):

devoid of gender and the results of the surveys are not divided by gender. According to many informants, this is a wider problem, as the gender issue is not mainstreamed into all evaluations[48].

In **Austria**, the best practice highlighted in Annex 1, excellentia, was evaluated in 2011. Other initiatives targeted at increasing women in research in Austria have also been evaluated. These include:

- An evaluation was conducted in 2011 of the Austrian Science Fund's Hertha Firnberg Programme, which is still currently in place. The programme addresses the micro level by enhancing the qualification level of the grantee. The evaluation assessed that women, having been supported through this programme, increased the number of permanent positions that they attained from 2% to 35%[49].
- The FEMtech Forschungsprojekte (FEMtech research projects) initiated by the Austrian Ministry for Transport, Innovation and Technology has also been evaluated twice, once in 2011[50] and most recently in 2014[51]. The purpose of this initiative is to support equal opportunities in research and technology. The programme aims to improve the framework conditions and career development of women in companies and non-university research institutes. From the 2014 evaluation, FEMtech research projects were evaluated as making it possible to focus on gender relevant content in research projects in the technical sciences and therefore, close a gap in the funding landscape. The implemented projects appeared to have a high benefit for society and an increase in the interest of potential applicants was observed. The programme enhanced awareness for gender relevant research questions in the technical research area.
- Most initiatives mentioned in this study have been evaluated, for more information including links to the evaluations, refer to Annex 2.

In **the Netherlands**, a few of the initiatives included in this study have been evaluated. For example, the Mentoring Programme for Talented Women initiated by Radboud University of Nijmegen was evaluated in 2012[52]. The aim of this mentoring programme is to increase the number of women in higher level positions within the university, as well as to increase awareness amongst the mentors of the specific issues women face

[48] Saari, Seppo and Antti Moilanen (eds.), 2012: *International Evaluation of Research and Doctoral Training at the University of Helsinki. 2005–2011*, University of Helsinki Administrative Publications 81. (http://www.helsinki.fi/julkaisut/aineisto/hallinnon_julkaisuja_81_2012.pdf):

[49] Pohn-Weidinger, Simon/Grasenick, Karin (2011): *ELITA –Evaluierung der FWF Programme Elise Richter und Hertha Firnberg* (evaluation of the FWF programmes Elise Richter and Hertha Firnberg), convelop, Graz, http://wissenschaft.bmwfw.gv.at/uploads/tx_contentbox/ELITA_Endbericht.pdf

[50] Grasenick, Karin/Kupsa, Stephan/Warthun, Nicole (2011): *Evaluierung des Programms FEMtech* (evaluation of the programme FEMtech), convelop, Graz, http://www.bmvit.gv.at/innovation/humanpotenzial/downloads/femtech_evaluierung_endbericht.pdf

[51] Heckl, Eva/Sheik, Sonja/Wolf, Laurenz (2014): *Zwischenevaluierung des Förderschwerpunkts Talente* (mid-term evaluation of the programme Talente), Austrian Institute for SME Research, Vienna, http://www.bmvit.gv.at/innovation/publikationen/evaluierungen/downloads/zwischenevaluierung_talente.pdf

[52] Radboud University Nijmegen, *Pilot mentoring Programme Evaluation Report Radboud University Nijmegen, the Netherlands*, part of STAGES project series, April 2012, Nijmegen, the Netherlands, www.ru.nl/publish/.../pilot_mentoring_programme_evaluation_report.pdf

in the professional environment. From the evaluation, mentees from the programme have found the mentoring effective in contributing to their career trajectories. The mentoring increased the mentees' visibility within the university, increased their assertiveness and negotiation skills, and provided them with the skills to operate more strategically within the university. The mentees felt that the programme contributed positively to their careers as they became more aware of their goals, helping them better articulate their ambitions and take control of their careers. The Aspasia grant programme as well as the Interdisciplinary PhD course on gender and research methodology at Radboud University of Nijmegen have also been evaluated and links to these evaluations have been included in Annex 2.

4.4. Specific initiatives with positive economic incentives in relation to the recruitment of women professors

For **Austria**, the example of excellentia was given in Section 3.3.3 and in Annex 1. To double the proportion of female professors in Austria, the excellentia programme gives a grant to each university that appoints an additional female professor, increasing the absolute number and the overall proportion of a female professor in a university. Currently, universities receive a basic grant of 30,000 euro and a target achievement bonus for each additional appointment in a particular application period.

In **the Netherlands**, positive economic incentives were used in the past within Dutch universities, but they are much less common today. There has been some backlash in the Netherlands against affirmative action type policies. Instead, there is more focus on addressing the culture surrounding women in research.

The situation in **Finland** is similar to that of the Netherlands. Initiatives that have economic incentives for universities have not been used in Finland in recent years. The general feeling from informants is that this kind of incentive would not fit in the Finnish system.

In **Switzerland**, the Swiss Federal Equal Opportunity at Universities Programme 2000-2012 awarded universities financial incentives to appoint female candidates to full or associate professorships through the module "Female professors" as described in Section 3.1.1 Between 2008 and 2010, 800 000 Swiss francs were allocated to this module and 700 000 per year from 2011 to 2012. The amount that the universities received varied from year to year as the total sum was divided by the number of newly appointed female professors. Furthermore, funds were given with the expectation that a discussion of assessment criteria in appointment procedures be initiated, that female candidates were specifically invited to apply, and that universities actively pursued the goal of guaranteeing equal opportunity for women in appointment procedures[53].

[53] Additional information on this programme can be found here (starting from p. 45): http://www.swissuniversities.ch/fileadmin/swissuniversities/Dokumente/DE/UH/Chancengleichheit/web_DCC_Broschu%CC%88re_e.pdf

Annex 1: Best practise from the four countries

As described in Chapter 1, Oxford Research has selected a couple of best practice cases, which fall within the three different criteria. These are best cases that:

1) Seem to have created results in their countries when it comes to increasing the proportion of female professors (showed by evaluations and feedback from relevant informants in the four countries)
2) Relate to some of the tools that both the Danish Taskforce for More Women in Research and DFiR have been interested in knowing more about, for example dual-career systems and positive economic incentives in relation to the recruitment of women professors
3) Are relatively ambitious and innovative.

We have selected three best practice from Switzerland, one from Finland, one from Austria and one from The Netherlands.

SWITZERLAND

Female professors

Background

The Swiss Federal Equal Opportunity at Universities Programme was initiated by the Swiss government in 2000, because the sex ratio at universities was very unbalanced and changed very slowly. The equal opportunity commissioner campaigned for a programme at the federal level. In early 2000, the main goal was the sustainable promotion of equal opportunities to reach an adequate and longer term participation of women and men at universities.

The programme was launched as an impulse programme with the aim that universities would continue initiatives in this area on their own. It consisted of three modules, and module 1 will be described as a good practice.

Main content and funding

Module 1, named "Female professors", is an incentive system that deposed an annually allotted sum to motivate the universities to appoint female professors. The sum was distributed to the universities proportionately each year to the number of newly appointed to full or associate professorships.

The amount of the incentive varied from year to year. In the first period, it was 1.35 Million CHF per year, in the second period from 2004-2007 it was 1.1 million CHF per year, and in 2008-2010 800.000 CHF per year, and lastly in 2011 and 2012 700.000 CHF per year. The yearly amount was divided by the number of newly appointed female professors. The federal government did not intervene in the appointment procedures.

With these grants, the government had an expectation that the universities would initiate a discussion of assessment criteria in appointment procedures, that female candidates were specifically invited to apply, and that the universities actively pursued the goal of guaranteeing equal opportunity for women in appointment procedures. This can be seen in the effect chain in the first evaluation of the programme.[54] There was, however, no direct connection between the grants and these expectations. The universities were allowed to use the grant for whatever purpose, and the universities did use the grants in different ways.

[54] The effect chain is shown in page 19 in the evaluation of the first phase of the programme: Ruth Bachmann, Christine Rothmayr, Christine Spreyermann (2004): *Evaluation Bundesprogramm Chancengleichheit von Frau und Mann an Universitäten*, see http://www.swissuniversities.ch/fileadmin/swissuniversities/Dokumente/DE/UH/Chancengleichheit/chancengleichheit-d.pdf

Assessment of the initiative

The first evaluation of the programme stressed, that one of the greatest merits of module 1 was, that the proportion of women in appointments and professorships were prominently posted and visible. It however, also showed that there was great differences in the proportion of female professors between the Swiss universities. Furthermore, it is relevant to stress that module 1 was criticized widely in this evaluation. Chairpersons of the appointment committees were asked about the estimated benefits of module 1 in promoting equal opportunities. Only 24% of them thought it had a positive influence, 64% thought it had no influence and 13% thought it had a negative influence.[55]

The second evaluation showed that the target of having a proportion of 14% female professors was reached in 2007 (with 14.4%). However, it also stressed that the effect of module 1 on increasing the number professors was modest, not in the least because of the modest knowledge among the professors of module 1, even after it had been in place for eight years.

The third evaluation stated that: "*due to the high fluctuations from year to year, it was difficult to identify an overall trend over the course of the entire Federal Programme. Experts, which were part of the evaluation process, assessed that the stagnation in the third phase was due to the lack of progress in ensuring greater transparency in appointment procedures. Although measures such as gender guidelines for job postings and appointment committees exist almost everywhere, personnel resources are partially lacking when it comes to implementing measures such as placing delegates for equal opportunity in appointment committees, or raising awareness among committee members."*[56] In the German version of the evaluation, this is elaborated a little further saying that there is a lack of gender-competent experts in appointment committees. What personnel resources refers to however, is not further clarified in the evaluation.

The evaluation also stated that the ambitious programme goal of 25% female professors was not realised. In mid-2012, the percentage of female professors was 17.8%, and at 15.9% when both ETHs (the two Federal Institutes of Technology) are included. The Swiss Federal Statistical Office has estimated that the percentage of female professors in the year 2020 will lie between 22% and 24%. The slow increase in the proportion of women is partially due to the reduced rates in retirements and in the lower number of students predicted for the coming years.

Finally, it showed that the percentage of women differed greatly in the various disciplines. The greatest number of female professors at cantonal universities (27%) is found in the humanities and social sciences.

Dual-career programme

Background

The third phase of the Federal Programme (2008-2011/2012) dealt with the issue of "dual-career couples" (DCC), a term used to describe couples in which both partners hold higher academic degrees, identify strongly with their work, and pursue their own career. The main focus was on how universities can help ensure that couples who wish to accommodate both their academic career and family, are able to do so. This question is relevant to gender equality because women are twice as likely as men to live in dual-career partnerships. By establishing gender-sensitive measures for dual-career couples, the idea is that universities can improve the chances for women to succeed in academia.

When the programme began, there was no conclusive data on how many of these constellations actually existed in Switzerland. Therefore, a comprehensive survey of academic staff at Swiss universities and the two Federal Institutes of Technology was conducted in 2011 when the Federal Programme underwent evaluation. The results showed that female academics are often under greater pressure than their male counterparts to accommodate career, partnership and family – influencing their chances of a successful career.

[55] Ruth Bachmann, Christine Rothmayr, Christine Spreyermann (2004): *Evaluation Bundesprogramm Chancengleichheit von Frau und Mann an Universitäten*, page 49, see http://www.swissuniversities.ch/fileadmin/swissuniversities/Dokumente/DE/UH/Chancengleichheit/chancengleichheit-d.pdf

[56] Evaluation of the third phase of the Swiss Federal Equal Opportunity at Universities Programme (2008 -2011/2012), page 46, see http://www.swissuniversities.ch/fileadmin/swissuniversities/Dokumente/DE/UH/Chancengleichheit/web_DCC_Broschu%CC%88re_e.pdf

Main content and funding

The Federal Equal Opportunity Programme employed two instruments to support dual-career couples:
1. Individual support: First, a DCC funding pool of CHF 1'000'000 was set up. In the case of professorial appointments, employment negotiations and agreements on extending a term of employment, universities could apply for specific funding to help a partner find work or to relieve the financial pressure on a family.
2. DCC concepts: Second, a budget of CHF 500'000 was made available to the cantonal universities (i.e. CHF 50'000 per university) to implement DCC strategies, for example studies on the status quo, needs analyses, concrete measures, creation of supportive structures like welcome centers or symposiums for academic staff.

Funding from the Federal Programme's financial pool was allocated on a "first come, first served" basis, with the aim of quickly garnering experience. According to the 2012 evaluation, this meant that universities without a history of DCC promotion were at a clear disadvantage in the competitive process of applying for funding.

Assessment of the initiative

The DCC was evaluated in 2012. The evaluation showed that up until 2011, a total of **20 dual-career couples at seven universities** benefited from the financial pool. With the exception of two cases, both partners were employed at the same university. In nine of the 20 dual-career couples supported, a gender-equalizing effect was plausible.

The evaluation also found that the long-term effects on the career of the female partner could not yet be determined. Nonetheless, early indications of the effect on advancing gender equality can be discerned from the patterns of mobility within a couple and the female partner's new job, where a differentiation is made between the «first hire» or «first mover» and that person's partner, the «second hire» or «second mover».

The evaluation, however, dwells on the question of whether the universities would have found employment for the partner without funding from the Federal Programme. It estimates that in five of the 20 cases, a so-called windfall effect is very likely: because solid follow-up employment opportunities were requested in the financial pool, funds were allocated for long-term jobs (at least six years) that the universities most likely would also have realized without the comparably modest contribution from the Federal Programme. As such, the dilemma is difficult to resolve: if funding was reserved for cases of interim employment with an "uncertain outcome", the danger of an inefficient use of funds would arise.

As part of the evaluation, an online survey was conducted among of academic staff at all Swiss universities. It showed that only a minority of respondents were critical of promoting dual-career couples. Men tended to be more skeptical than women, and professors (male and female) were more critical than men and women at the junior academic level. A third of all respondents saw a danger that DCC promotion may result in obscure hiring procedures. Just over a quarter feared that DCC measures could lead to positions being filled by candidates with sub-par qualifications, and a similar percentage worried about negative effects on the work climate at faculties or departments.

Marie Heim-Vögtlin (MHV) grants

Background

In 1991, the Swiss National Science Foundation (SNSF) launched the first call for proposals for a programme specifically aimed at promoting women in science. It was initiated by the Biology and Medicine division of the National Research Council. The number of women dropping out of science was particularly high in this division and therefore, led to the establishment of a funding scheme to counteract the negative trend within this programme. In 2002, the programme was also launched in the humanities and social sciences and now covers all disciplines supported by the SNSF. Later on, the SNSF also introduced an external child care allowance for grantees. This allowance is a highly significant element of career funding due to the relative scarcity and high cost of external childcare in Switzerland. Crucially, it also enables women to devote appropriate time and energies to research and career development.

Main content and funding

The programme is funded by the SNSF. The total amount of funding available for 2013 was 7.8 million Swiss Francs.

MHV grants are aimed at female doctoral students and postdocs in Switzerland who had to interrupt or reduce their research activities due to family commitments. The MHV grant includes the salary of the grantee for up to two years and in addition, can cover a portion of the research costs as well as childcare costs. It is also possible for a recipient to work part-time while receiving this grant.

For doctoral and postdoctoral candidates whose scientific career was delayed or interrupted due to family obligations (children) or a change of residence as a result of their partner's career development, the host institution must provide assurance regarding the possibility of further employment after the expiry date of the grant. The funding covers the grantee's salary, childcare costs, research costs and congress expenses. The grant lasts a maximum of 2 years (in well-founded cases: a maximum one-year extension).

In 2014, 152 applications were submitted, where 36 were successful. 14 in the humanities and social sciences, 7 in mathematics, natural and engineering sciences and 15 in biology and medicine.[57]

Assessment

An evaluation of the programme was conducted in 2006. The evaluation of the programme (1991-2002) showed that the MHV-Grants could be seen as a successful programme for the promotion of female scientists with family obligations. The evaluation assessed that the grants filled an important gap by offering the women opportunities to realize a concrete research project and therefore, improving their chances for a professional career in research. The 92 interviewed grant recipients evaluated the programme predominantly positively. It enabled most of them (despite their difficult situations) to continue a project, to realize a comeback or a new orientation, and to improve their scientific qualification.[58]

FINLAND

The Minna Canth Professorship

Main content

The Minna Canth Academy Professorship provides five year funding for research oriented professorships that are thematically targeted at equality and gender related research. The actual field of study can differ: former Minna Canth professors have come from anthropology, economics and law for example, but the theme of the research needs to be related to equality. Earlier, the theme was not strictly defined but the last time the professorship was filled in 2013, the Academy decided to narrow the scope of research to issues that would relate to topical challenges and questions in society. Four focus areas were mentioned, though only as examples:

- causes for and prevention of inequality and marginalization
- regional and economic gender equality
- gendered practices in education
- linguistic and cultural representations of gender and sexuality

Funding is not restricted only to women as men can also apply, but the thematic scope of the professorship attracts mostly women. So far, all four recipients of the funding have been women.

Background

The Minna Canth professorship was a part of an effort to enhance equality and gender studies in Finland. The effort was led by the Ministry of Education, and was inspired by international examples, particularly from Sweden and the United States. At the same

[57] Swiss National Science Foundation (2014) *Marie Heim-Vögtlin grants: Results of the 2014 call*, see http://www.snf.ch/SiteCollectionDocuments/mhv_results_call_2014_e.pdf

[58] Schweizerischer Nationalfonds zur Förderung der wissenschaftlichen Forschung (2006): *Evaluation des Marie Heim-Vögtlin-Programms 1991-2002* (http://www.snf.ch/SiteCollectionDocuments/mhv_evaluation_d.pdf)

time, the ministry also funded the founding of several gender studies professorships in other universities. The idea was to establish gender studies as a serious research field in Finland and as a part of the universities' structure so that the gender studies professorships would continue as a normal field of study after that the earmarked funding from the ministry ceased.

In 1997, the Minister of Education at the time, Olli-Pekka Heinonen, initiated this new Academy Professorship thematically targeted at equality and gender research. It was named Minna Canth Academy Professorship after the famous late 19th century Finnish writer and early women's rights activist.

Funding

Funding for the first Minna Canth Academy Professorship was provided by the Ministry of Education, but later became a part of the normal funding of the Academy of Finland.

Funding is quite generous. For the salary of the professor and related employee and overhead costs, the amount of funding is approximately 800 000 euro for five years. Successful applicants can, after receiving the salary funding, also apply for research grants for research costs. This grant can cover research costs, salary costs of a research team, national and international collaboration, and mobility, and it is well over 1 million euro. This means that all together, the funding can, at best, reach almost 2 million euro for a five year term.

Assessment of the initiative

The initiative has been considered successful in adding prestige to equality and gender research. The professorship was deemed instrumental in establishing equality and gender research in different departments and also fields of study where the professors came from. Through the initiative, the professors have also generated high-quality research in their respective fields.

There have not been any external evaluations conducted of the impact, but the professorship has been successful in the sense that gender themed research has continued in the departments where former Minna Canth Academy Professors have worked, even if most of them have retired.

In the wider context, the impact of the Minna Canth professorship is hard to assess. Finland has a strong equality and gender study field today, and the professorships are considered significant in establishing the field and making it more prestigious. The other professorships in different universities during the same time, also had an important part in this. The Finnish universities are independent to decide on their own professorships and after the funding from the ministry ended, some of the professorships founded with that money were discontinued. Still, in most cases, gender studies did flourish and is still strong, even if lately there have been worries that cuts to research funding is destabilizing its position.

Also, by bringing more prestige to equality and gender studies, the Minna Canth professorship has helped recruit more young researchers to this field of research. Through establishing gender research as a field, it has also made it possible for researchers to complete a Ph.D. in gender studies.

At the beginning, there were no complaints in regards to the initiative because the Minna Canth professorship funding was earmarked additional money form the Ministry of Education. But after establishing it as a part of normal Academy funding, there has been some discussion as to whether it is right to have this type of funding earmarked for one theme and if it is, then why equality and gender, why not another field?

The continuity of the professorship is not automatic, but discussed every five years. So far, it has been seen as an effective way to enhance equality and gender studies, and it has been an important part of the Academy's image, as they are widely considered the vanguard of gender equality in Finnish research.

Lately, the discussion in the Academy has shifted. With diminishing resources and changing operational environments in the university sector, there may be a need to reassess the significance of the Minna Canth professorship and its impact. This will be done when

the current period ends and the funding opens again for the next application in 2018. So far however, the Minna Canth professorship is seen as a good practice and an important tool for the Academy.

AUSTRIA

excellentia

Main content

Excellentia is a concept initiated by the Advisory Committee on Women's Issues and a solution based on a similar programme implemented in Switzerland in 2000. The excellentia concept was first presented by the Minister of Science in September 2004. The aim of excellentia was to double the proportion of female professors in Austria from 8% in 2003, to 16% by the end of 2009[59]. The programme was initiated specifically between 2004 and 2009 to take advantage of the window of opportunity created by the age profile of professors in Austrian universities as many professorships were expected to become vacant due to retirements. It was expected that 25% of professorship appointments should be female.

Background

The excellentia programme was developed in response to the results of the evaluation of the Ministry of Science and Research's measures to promote the advancement of women. The evaluation revealed a "blind spot" in the promotion landscape between habilitation and appointment to a professorship. The programme was initiated to address the "leaky pipeline" in Austrian universities. At that time, more than half of the students and graduates were women and the share of women among the scientific staff was around 40%, however, on the professional level, women were extremely underrepresented. Women had the qualifications for scientific careers but were mostly not successful and as university careers are very hierarchical, there were no alternatives to professorships.

Funding

Funding for excellentia was provided by the Ministry for Science and an annual budget of 1,000,000 euro was allocated to the programme[60]. The budget was guaranteed for the duration of the programme and was not affected by any changes in political strategy, such as changes in government or the appointment of a new minister.

The original excellentia concept foresaw a grant of 33,880 euro to each university for the appointment of an additional female professor, with the universities free to administer the grants as they saw fit and were not earmarked for a specific purpose. For universities to qualify for an excellentia grant, the appointment of a female professor had to increase both the absolute number and the overall proportion of female professors in a university. Therefore, appointing a female professor to succeed an outgoing female professor who was retiring, did not qualify for a grant. To support the implementation of the programme and to keep different stakeholders informed, a steering group was put in place for this programme.

An ongoing evaluation process was incorporated into the initiative from the outset and excellentia was adapted at the end of the first year based on recommendations from its first evaluation. In 2007, the programme underwent a fundamental redesign. After three grant applications between 2005 and 2007, the programme was adjusted to address the overall change at the conclusion of the programme at the end of 2009, and not the annual change as the determining factor. The goal of this change was to accelerate the results that had already been achieved. In addition, the Ministry introduced ambitious targets for each university, grants were no longer simply paid out as fixed sums for each appointment of an additional female professor, and grants were also linked to the targets. With the change, three levels of target achievement were introduced. Therefore, universities with a share of female professors under 10% should double their share, universities with a share over 10% should increase this share by 65%, and universities with a

[59] Wroblewski, Angela & Leitner, Andrea. (2011). Equal opportunities policies at Austrian universities and their evaluation: Development, results and limitations. Report available here: http://www.morri.res-agora.eu/uploads/12/Equal%20Opportunities%20Policies%20at%20Austrian.pdf

[60] Ibid.

share over 40% were excluded from the programme[61]. The targets were set based on the 2007 numbers at each university as the reference point. After this adjustment, the universities received a basic grant of 30, 000 euro and a target achievement bonus for each additional appointment in a particular application period and the maximum grant paid for each additional appointment was 100, 000 euro. The total budget allocated for 2008 and 2009 after the redesign of excellentia was 6,600,000 euro[62].

Assessment of the initiative

An evaluation of the programme was conducted in 2011[63]. Between 2004 and 2009, all Austrian universities participated in at least one call and the number of universities participating also increased over time with 47 out of 63 being successful. Across Austrian universities, 92 female professors were appointed during the excellentia programme and the share of women increased from 5.6% to 14.6%, just short of the 16% target set at the initiation of the programme[64]. Over the course of the programme, the share of women among professors increased continuously, but occurred slower than intended. Along the same lines, none of the universities reached the targets set in the 2007 adjustment of the programme but five universities did double their share of women among professors, and the development of the universities differed strongly.

For the universities, the excellentia programme raised awareness and the possibility to discuss equal opportunities in the appointment process, as well as making a symbolic impact on the institutions. From the universities' perspective however, they did not see a causal relationship between the programme and the appointment of female professorships, although financial incentives are recognized by the institutions as an adequate tool. The 2011 evaluation found that for universities, the excellentia programme is not discussed in appointment processes, instead, the qualification of the applicant remains the central criteria and the funding was evaluated as not significant enough to directly influence appointment decisions[65]. The excellentia programme may have an indirect impact when the excellentia funding is allocated to equal opportunities measures which may provide funding or support for already implemented measures.

One challenge that the 2011 evaluation identified, was that the initiative addressed the problem and the underrepresentation of women in science too late. The excellentia initiative targets universities hiring professors, but perhaps support for young talents in the sciences also needs to be prioritized.

The initiative has also caused some debate in Austria. At the start of the programme, excellentia's objective was misinterpreted in the way that women should be appointed professorships regardless of their qualification. This brought strong resistance and negative consequences. However, criticism subsided when the purpose of positive incentive for equal opportunity measures were stressed. Still, conflict between supporting women and qualification persisted and universities denied gender biases in appointment processes. Furthermore, the framework conditions for the different Austrian universities were not addressed adequately. Some universities had intended a reduction in their number of professors and universities with a high proportion of female professors beforehand were disadvantaged.

[61] Ibid.
[62] Ibid.
[63] Ibid.
[64] Wroblewski, Angela & Leitner, Andrea, (2011). Excellentia. Evaluationsbericht. Available here: http://wissenschaft.bmwfw.gv.at/uploads/tx_contentbox/Endbericht.pdf
[65] Wroblewski, Angela & Leitner, Andrea, (2011). Excellentia. Evaluationsbericht. Available here: http://wissenschaft.bmwfw.gv.at/uploads/tx_contentbox/Endbericht.pdf

NETHERLANDS

Aspasia

Main content

Aspasia is a financing initiative that awards grants to women in research and assists them in moving up in their careers to higher academic teaching functions. Aspasia is a grant linked to the Vici[66] and Vidi[67] grant schemes. Those who are eligible for an Aspasia grant are female researchers who have been awarded a grant under the Vidi or Vici scheme, as well as female researchers who have met the criteria for the two schemes after the interview procedure, but did not receive a grant due to a funding shortfall.

A special feature of the Aspasia grant is that women who receive these funds, are actively promoted in attaining associate or full professorships. When a female researcher has been selected for a grant through the incentives scheme, the Netherlands Organisation for Scientific Research (NWO), will approach her employer, the board of the university, and ask if they will consider promoting that individual to a professorship position. If this promotion occurs within a year, the university will also benefit as an extra Aspasia grant will be awarded.

One special condition that comes with receiving the Aspasia grant, is that a proportion of the funds received, goes towards diversity policies in the recipient's institution. The rest of the funds that the recipient receives is used freely by the individual. Therefore, the Aspasia instrument also supports a wide range of diversity policy measures across Dutch universities. Between 2010 and 2012, 50,000 euro of each grant was to be used on diversity policies.

Background

The Aspasia instrument was established in 2000 when it was acknowledged that the number of women in higher university positions strongly decreased when looking further up the academic career ladder. The gap between moving from a post-doc position to becoming a university teacher, and moving from a university teacher to a professor proves to be difficult. As female students are increasing in proportion in the Netherlands, the comparatively small proportion of women in higher academic positions was a trigger for developing more conscious policies to stimulate more women into grade A positions.

Funding

Between 2015 and 2016, the budget for the Aspasia instrument is 7,000,000 euro. As mentioned earlier, the budget for these grants is managed by the NWO, who receives a national budget for research from the Dutch government. To get an idea of how much of the national research budget is allocated to Aspasia, in 2013, the total budget for scientific research was around 2.7 billion euro.

Women apply for Aspasia grants through submitting research proposals which are evaluated by the NWO. NWO implements and pays out the various Vici, Vidi and Aspasia grants. Aspasia applicants can apply for grants between 100,000 euro and 200, 000 euro, depending on the grants they received under the Vici and Vidi grants. If the individual had successfully received grants under either of the two aforementioned instruments, they may receive up to 100,000 euro. On the other hand, if the applicant did not receive grants from Vici or Vidi, they may receive up to 200,000 euro, with more money from the Aspasia fund being used in this latter category.

Assessment of the initiative

The Aspasia initiative has been reviewed positively by stakeholders and applicants of the grant. An evaluation of the initiative was conducted in 2015 and it found that even amongst women who did not receive a grant, the perception of the instrument remained positive with 9 out of 10 women being supportive and positive about the programme[68].

[66]Netherlands Organisation for Scientific Research, (2015). Innovational research incentives scheme Vici, see: http://www.nwo.nl/en/funding/our-funding-instruments/nwo/innovational-research-incentives-scheme/vici/index.html
[67]Netherlands Organisation for Scientific Research, (2015). Innovational research incentives scheme Vidi, see: http://www.nwo.nl/en/funding/our-funding-instruments/nwo/innovational-research-incentives-scheme/vidi/index.html
[68] http://www.nwo.nl/documents/nwo/boo-programmas/evaluatierapport-aspasia-04-2015

Although the glass ceiling still exists for female researchers and academics, Aspasia has provided strong support and a foundation for women moving up the career ladder. Recipients of the grants have noted the positive effect that the initiative has had on female university teachers and professors and the grants have reduced some of the financial and performance pressure on the recipients. Various stakeholders were consulted in the 2015 evaluation of the initiative and the report argued that the grants have led to an accelerated flow of women into university teacher and professor positions. The evaluation also highlighted that the financial assistance and the ability for the recipients to decide how to use the funds, have helped women perform better, conduct more research, publish more, and move quicker to higher positions. The grants given out through Aspasia and its effects on the careers of its recipients and their output has been considered to have a sustainable and positive effect.

Aspasia continues to raise awareness on inequality and the problems that women in research and the academic world continue to face. As the Aspasia grants support diversity policies in Dutch universities, the issue of gender inequality and the proportion of women in higher academic positions remains on the agenda.

Despite the generally positive views of the programme, there has been some critique and challenges regarding the Aspasia instrument. The positive discrimination and affirmative action elements of the grant have been highlighted as a concern for some. Communication and discussion amongst potential Aspasia candidates and grant recipients has also been very low out of fear of damaging their professional image due to the affirmative action component of the programme. There is still some reluctance amongst female university teachers and professors to admit that they have attained their positions through this grant openly. Therefore, it is still a challenge in the Dutch research community that many recipients and other members of the university do not see the full extent of gender inequality in research and because of this, also do not see the role and importance of the Aspasia initiative. Building on this, there have also been some complaints and critique surrounding the criteria that Aspasia recipients must be promoted to university teachers or professors within a year.

Regarding the portion of the grants spent on diversity policies, these decisions are often made by Deans of the universities or central managerial boards. In that way, recipients have not been able to influence or be involved in deciding how the Aspasia funds were distributed amongst the diversity policy instruments.

Overall, the Aspasia programme has contributed positively to the greater Dutch research policy context through increasing the number of women in research, particularly those with high potential. Through these grants, the playing field is becoming more level and the initiative continues to support the broader national policy goals for the research sector in maintaining a high level of excellence in research.

Annex 2: More information about the initiatives

In this Annex 2 we have placed relevant links to all the initiative described in this report. These links are presented country by country.

SWITZERLAND

Name	Initiator	Type and content	More information
1. Swiss Federal Equal Opportunity at Universities Programme2000-2012	State Secretariat for Education, Research and Innovation SERI	National programme to improve the number of women in research	• Evaluation of the first phase: http://www.swissuniversities.ch/fileadmin/swissuniversities/Dokumente/DE/UH/Chancengleichheit/chancengleichheit-d.pdf (German) • Evaluation of the second phase: http://www.gleichstellung.uzh.ch/abteilung/publikationen/studien/evaluation_chancen_207-d.pdf (German) • Evaluation of the third phase: http://www.swissuniversities.ch/fileadmin/swissuniversities/Dokumente/DE/UH/Chancengleichheit/2012.Evaluation_Bundesprogrammem_3.Phase.pdf (German) • Summary in English: http://www.swissuniversities.ch/fileadmin/swissuniversities/Dokumente/DE/UH/Chancengleichheit/web_DCC_Broschu%CC%88re_e.pdf (English) • Brochure about dual career couples and other aspects of the 3rd period of the Swiss Federal Equal Opportunity at Universities Programme in English: http://www.swissuniversities.ch/fileadmin/swissuniversities/Dokumente/DE/UH/Chancengleichheit/summary_doppel_def.pdf Results Module 1 female professors 2011/2012: http://www.swissuniversities.ch/fileadmin/swissuniversities/Dokumente/DE/UH/Chancengleichheit/M1_Resultate-DE_11_12_41-4412.pdf • Study about equal opportunity in appointment procedures: http://www.gleichstellung.unibe.ch/unibe/qualitaet/gleichstellung/content/e3725/e409850/e446407/beste_web_ger.pdf (German)
2. Swiss Federal Equal Opportunity at Universities Programme2013-2016	State Secretariat for Education, Research and Innovation SERI	National programme to improve the number of women in research and to raise awareness of gender in research itself	• Conceptual framework SERI: http://www.sbfi.admin.ch/fh/02141/02152/index.html?lang=de (German) • Examples of the universities Action plans: • Lausanne university: http://www.unil.ch/files/live//sites/egalite/files/shared/Promouvoir_Egalite/Plan_Action/Plan_d_action_PFEC_2013_version_sitewebEN.pdf (English) • Zürich University: http://www.gleichstellung.uzh.ch/politik/aktionsplan/130201_AP_Chancengleichheit_UZH.pdf (German) • About the Gender Action Plan of Zurich University: http://www.gleichstellung.uzh.ch/politik/aktionsplan_en.html (English)

			• Zürich University, Activities in the faculties (in German there are more): http://www.gleichstellung.uzh.ch/fakultaeten_en.html (English)
3. Gender Equality Measures for the ETH Zürich (2013-2016)	ETH Zürich (university for technology and the natural sciences)	A gender strategy for ETH Zürich, whose legal foundation differs from the one of the universities. The ETH has a performance mandate with the Federal Council. (The share of female professors at ETH Zurich was 10.5% in 2010).	• Link to the annual gender monitoring at the ETH: http://www.equal.ethz.ch/gender_monitoring/gender_monitoring_2013/index_EN (English) • Gender Monitoring 2013/2014: http://www.equal.ethz.ch/gender_monitoring/gender_monitoring_2013/gender_monitoring_2013_d (English) • ETH's gender strategy on the professorial level:http://www.facultyaffairs.ethz.ch/docs/docs/femal_professors (English) • ETH's gender action plan: http://www.equal.ethz.ch/gender_strategie/gender_action_plan/gender_strategie/gender_action_plan/Gender_Action_Plan_e_08_14 (English)
4. Federal Administration's "Equal Opportunity at Universities of Applied Sciences" Programme(Four phases: 2000-2003, 2004-2007, 2008-2011/12, 2013-2016)	State Secretariat for Education, Research and Innovation SERI	National programme to secure balanced representation of both sexes at Universities of Applied Sciences. This applies to both students and all levels of positions. Balanced means at least 30% of the underrepresented sex.	• Evaluation Bundesprogram Chancengleichheit von Frauen und Männern an den Fachhochschulen 2004 - 2007 http://www.buerobass.ch/pdf/2007/schlussbericht_d.pdf (German) • Evaluation 2008-2011: http://www.sbfi.admin.ch/fh/02141/02152/index.html?lang=de (German) • Guidelines for the universities of applied sciences: Key data and indicators for a controlling concerning equal opportunities: http://www.sbfi.admin.ch/fh/02141/02152/index.html?lang=de (German) • Conceptual basis of the Federal Administration's "Equal Opportunity at Universities of Applied Sciences" Programme2013-2016: http://www.sbfi.admin.ch/fh/02141/02152/index.html?lang=de (German) • In the field of the universities of applied sciences, there is no information available in English.
5. Marie Heim-Vögtlin grants (1991- ongoing)	Swiss National Science Foundation	Programme to enable the re-entry to science for doctoral and postdoctoral candidates who had to interrupt their scientific careers due to childcare and other family obligations.	• Homepage of the Marie Heim-Vögtlin grants: http://www.snf.ch/en/funding/careers/mhv-grants/Pages/default.aspx (in English) • Annual report of the SNSF: http://www.snf.ch/SiteCollectionDocuments/jahresbericht_2013_snf_d.pdf (German) • 20th anniversary of the Marie Heim-Vögtlin Programme: http://www.snf.ch/SiteCollectionDocuments/mhv_broschuere_e.pdf (in English) • Regulations on Marie Heim-Vögtlin Grants: http://www.snf.ch/SiteCollectionDocuments/mhv_reglement_e.pdf (English) • Belser, Katharina. 2006. "Das Marie Heim-Vögtlin-Programmem 1991-2002. Evaluationsbericht." http://www.snf.ch/SiteCollectionDocuments/mhv_evaluation_d.pdf (German) • The general research funding policy: SNSF Mission Statement on Equality between Women and Men

			• http://www.snf.ch/SiteCollectionDocuments/wom_leitbild_gleichstellung_e.pdf (English)

FINLAND

Name	Initiator	Type and content	More information
1. Equal Opportunities Plan 2012 (2012-2015)	University of Tampere	Action plan to bring the promotion of equality into the daily activities and operations of the university.	https://blogs.uta.fi/equal/equal/ - Equality site in University of Tampere including the plan itself.
2. Academy of Finland Equality Plan 2014-2016	Academy of Finland	Action plan	http://www.aka.fi/globalassets/awanhat/documents/tiedostot/liitetiedostot/tasa-arvosuunnitelma_021213_en.pdf - Academy of Finland equality plan 2014–2016
3. Letter from the Vice President of Research of the Academy of Finland (2010)	Academy of Finland	Letter to encourage the research councils to mind the gender issue in their decision. The purpose was to rise the number of female Academy Professors.	http://www.aka.fi/en/about-us/scientists-behind-the-research/academyprofessors/ - Academy Professors in Finland http://www.minedu.fi/OPM/Julkaisut/2013/Evaluation_of_the_Academy_of_Finland.html?lang=fi&extra_locale=en – External evaluation of the Academy of Finland
4. The campaign "Naiset esiin! – Women forward (2015)	University of Tampere	Campaign to promote women in expert panels	http://allmalepanels.tumblr.com/ - Site where the pictures of purely male panels are published. http://www.hautomohattu.fi/in-english/ - Think tank Hattu's homepage.
5. Leaflet about gender issue in physics (2008)	Department of Physics, University of Helsinki	Leaflet to describe the problems that women encounter when trying to make a career in physics.	http://www.helsinki.fi/~hvehkama/tasa_arvo/tasa-arvo-lehtinen_eng.pdf - downloadable versions of the leaflet in English (it was published also in Finnish and Swedish).
6. Valpuri – the Faculty of Social Sciences Gender Studies Teaching Basket (2005-)	University of Helsinki	Common teaching basket of gender studies for the whole faculty of Social Studies to mainstream gender studies to be part of the normal teaching	http://blogs.helsinki.fi/valt-sukupuolentutkimus/in-english/ - Valpuri's home page in English http://www.helsinki.fi/tasa-arvo/suomi/Kantola%20Johanna%20Mykat,%20kuurot%20ja%20kadotetut.pdf – The Deaf, the Mute and the Lost: Gender Equality at the Helsinki University Political Science Department, a study of the gender equality form 2005.

			http://blogs.helsinki.fi/valt-sukupuolentutkimus/files/2012/06/Valt-tasa-arvoraportti2007.pdf - Political Science Department's study on the situation of gender studies in 2006–7.
7. The Minna Canth Professorship (1997-)	Academy of Finland	A professorship that is thematically targeted for equality and gender research.	http://www.aka.fi/globalassets/awanhat/documents/hakuilmoitukset/hakuilmoitus_syyskuu_2013_en.pdf – Call for applications for Academy of Finland funding in fall 2013.
8. Four step research career and tenure track system (2008-)	The Ministry of Education	This measure is not directly related to gender issues, but can indirectly affect the minority gender in research. The gender dimension is planned to be included in the upcoming evaluation of the system in the fall 2015.	http://www.minedu.fi/OPM/Julkaisut/2008/Neliportainen_tutkijanura.html?lang=fi&extra_locale=en – A report of the working group " Realising a Research Career" appointed by the Ministry of Education to prepare for the four step research career and tenure track system.

AUSTRIA

Name	Initiator	Type and content	Additional information
1. excellentia (2004-2009)	The Advisory Committee on Women's Issues at the Austrian Federal Ministry of Science and Research	Programme to double the proportion of female professors in Austria from 8% in 2003, to 16% by the end of 2009. Grants were given to universities for the appointment of an additional female professor. To qualify for the grant, the appointment of a female had to increase both the absolute number and the overall proportion of female professors in a university.	Evaluation report written by Angela Wroblewski and Andrea Leitner from May 2011. http://wissenschaft.bmwfw.gv.at/uploads/tx_contentbox/Endbericht.pdf
2. Hertha Firnberg Programme(1998 – ongoing)	Austrian Science Fund (FWF)	Programme to enhance the qualification level of female post-docs with the aim of improving career prospects for women and providing generous support during the post-doc phase.	Description of the programme: http://www.fwf.ac.at/en/research-funding/fwf-programmemes/firnberg-programmeme/ Application guidelines: http://www.fwf.ac.at/fileadmin/files/Dokumente/Antragstellung/Firnberg-Programmem/t_application-guidelines.pdf

			2011 Evaluation report: http://wissenschaft.bmwfw.gv.at/uploads/tx_contentbox/ELITA_Endbericht.pdf
3. Elise Richter Programme (2005-ongoing)	Austrian Science Fund (FWF)	Programme to enhance the qualification level of senior female postdoc grantees by addressing financial framework, cultural framework, structural framework and science-specific framework conditions.	Description of the programme: http://www.fwf.ac.at/en/research-funding/fwf-programmemes/richter-programmeme-incl-richter-peek/ Application guidelines: http://www.fwf.ac.at/fileadmin/files/Dokumente/Antragstellung/Richter-Programmem/v_application-guidelines.pdf (application guidelines) 2011 Evaluation report: http://wissenschaft.bmwfw.gv.at/uploads/tx_contentbox/ELITA_Endbericht.pdf
4. Laura Bassi Centres of Expertise (2008-ongoing, was originally designed as a one-time initiative)	Ministry of Science, Research and Economy	Programme to support women doing research at the interface with industry. Programme extends beyond scientific excellence to including the scientific quality of the research being conducted as well as the future potential of the Centre in question.	Tender and application documents: http://www.w-fforte.at/at/laura-bassi-centres/laura-bassi-centres/application-documents.html Final programme evaluation report: http://www.kmuforschung.ac.at/images/stories/Forschungsberichte/2014/Endbericht_LBC.pdf
5. FEMtech Forschungsprojekte (FEMtech research projects) (2008-ongoing)	Ministry for Transport, Innovation and Technology	Measure to improve the framework conditions and career development of women in companies and non-university research institutes with the aim of supporting research projects in nature sciences and technology with gender related content and research questions.	Evaluation reports: Grasenick et al (2011): http://www.bmvit.gv.at/innovation/humanpotenzial/downloads/femtech_evaluierung_endbericht.pdf http://www.bmvit.gv.at/innovation/humanpotenzial/downloads/femtech_evaluation_summary.pdf Heckl et al (2014): http://www.bmvit.gv.at/innovation/publikationen/evaluierungen/downloads/zwischenevaluierung_talente.pdf

6.	FEMtech Karriere (FEMtech career) (2004-ongoing)	Ministry for Transport, Innovation and Technology	FEMtech career projects support RDI companies and non-university research institutions in natural sciences and technology to implement equal opportunity measures in their organisation.	Evaluation reports: Grasenick et al (2011): http://www.bmvit.gv.at/innovation/humanpotenzial/downloads/femtech_evaluierung_endbericht.pdf http://www.bmvit.gv.at/innovation/humanpotenzial/downloads/femtech_evaluation_summary.pdf Heckl et al (2014): http://www.bmvit.gv.at/innovation/publikationen/evaluierungen/downloads/zwischenevaluierung_talente.pdf
7.	Staff Unit for Gender Issues (2005-ongoing)	Austrian Science Fund (FWF)	One full-time staff was hired to examine the gender mainstreaming work at the FWF with the objevtive of conducting a comprehensive examination of this topic.	http://www.fwf.ac.at/en/about-the-fwf/gender-issues/
8.	Gender criteria of the FFG (within gender mainstreaming in the FFG) (2009- ongoing)	The Austrian Research Promotion Agency (FFG)	The agency has implemented gender criteria in the application process as a way of implementing gender budgeting.	Short description: http://erwachsenenbildung.at/themen/gender_mainstreaming/praxis/good_practice.php#ffg

NETHERLANDS

Name	Initiator	Type and content	Additional information
1. Mentor Programme for Talented Women (2008 – present)	Radboud University of Nijmegen	Programme with the aim of increasing the number of women in higher level positions within the university as well as to increase awareness amongst mentors of the specific issues faced by women in this professional environment.	2014 Mid-term report of the mentoring programme: www.ru.nl/publish/.../mid-term_report_of_the_mentoring_programme.pdf 2012 Evaluation report: www.ru.nl/publish/.../pilot_mentoring_programmeme_evaluation_report.pdf
2. Interdisciplinary Ph.D. course on gender and research methodology (2 day course that took place in 2013)	Radboud University of Nijmegen, as a part of the larger FP7 EU STAGES project	The course is an instrument within the STAGES project contributing to gender awareness and gender awareness management in research institutes and at national levels. The focus of this course it on introducing and emphasising the gender perspective within research activities and design and a greater focus on gender mainstreaming.	Report and evaluation of the course: http://www.ru.nl/publish/pages/724657/developing_an_interdisciplinary_phd_course_on_gender_and_research_methodology.pdf
3. Aspasia (2000 – present)	The Aspasia instrument falls under a few national level research instruments, specifically the Vidi and Vici research grants. The measure was initiated by the Ministry of Education, Culture and Science, the Association for Dutch Universities and the Dutch Organisation for Scientific Research	Aspasia is a financing initiative that bestows grants on women in research to help them move up in their careers to higher academic teaching functions.	General website for the instrument: http://www.nwo.nl/en/funding/our-funding-instruments/nwo/aspasia/aspasia.html Brief evaluation of the instrument in English: http://www.nwo.nl/en/news-and-events/news/2015/nwo-accelerates-the-career-of-112-female-top-scientists.html Evaluation report in Dutch: http://www.nwo.nl/documents/nwo/boo-programmemas/evaluatierapport-aspasia-04-2015
4. The Rosalind Franklin Fellowship Programme(2003 – present)	Rijksuniversiteit Groningen	This fellowship targets female Ph.D. students who work in industry or in research and would like a career as a professor. Candidates who receive the fellowship gain a position within a university and are	General website for the fellowship: http://www.rug.nl/about-us/work-with-us/rff/?lang=en

		introduced into a tenure track trajectory leading them into a professorship.	

Annex 3: Methodology

ANALYTICAL DESIGN OF THE STUDY

This international study was conducted by Oxford Research for DFiR between April and June 2015. To gather data for the four countries highlighted in this study, we reached out to our partners to conduct interviews and provide desk research from their respective countries. In Switzerland we partnered with Interface Politikstudien Forschung Beratung, in Finland we partnered with Oxford Research Finland, in Austria we worked with the Austrian Institute for SME Research, and data from the Netherlands was gathered by Panteia.

This study was designed around the following key questions and the following project plan.

- Key questions asked:
  - How have the relevant countries worked with overcoming the barriers for equality and to ensure a better gender balance in research?
  - How do the other countries work with integrating a gender perspective into research?
  - What international knowledge on barriers for increasing women in research are there?
  - What can be considered "best practice" in this area and how do they differ from what is being done in Denmark?

- Phases of the project
  - Phase 1: Preparing the country studies
    - Kick-off meeting
    - Exploratory desk research
    - Exploratory interviews in Denmark and selected European countries
    - Creating a standardized guideline for the country studies
  - Phase 2: Carrying out the country studies
    - Desk research
    - In-depth interviews
    - Country studies
  - Phase 3: Reporting

SPECIFIC METHODOLOGIES USED IN THE STUDY

For this study, complimentary mixed methods were used. Knowledge on gender equality and gender mainstreaming in the different international countries has been collected from different sources and through different methods. Through this use of different methods, the issue of gender in research is illustrated from different angles and the validity of the study is much stronger than if only one method or one source had been used.

The following methodologies were used to gather data and information for this study:

Desk research

Desk research was conducted to gain greater understanding and insight into the issue of gender and equality in research today and more specifically, on the proportion of women in research at the professor-level or as grade A staff. For this part of the research, different sources of information and documents were sought out to develop our understanding of the issue in Denmark, as well as in the four selected countries. For this study, desk research was focused on gender in public research and covered the framework conditions and initiatives taken over the last 15 years, between 2000 and 2015.

Three different perspectives were included in the desk research. This included an overall perspective concerning gender equality and gender mainstreaming in each national context, gender equality in research, and gender mainstreaming in research. Through conducting desk research, relevant policies, national legislation, collective agreements and initiatives that concerns gender equality and gender mainstreaming were identified and reviewed. Desk research was primarily conducted through the Internet and the findings uncovered through that process were supplemented by interviews with relevant informants.

Qualitative interviews

Qualitative and in-depth interviews based on the three perspectives identified for this study were conducted.

Oxford Research conducted initial interviews with members of the Helsinki Group in the four countries. These members gave us an impression of the overall situation regarding gender in the four countries and helped point out relevant informants in each country and preparr the guidelines for the country studies.

The four members are:

- Switzerland: Irene Rehmann, Scientific Advisor, Federal Department of Economic Affairs, Education and Research EAER, State Secretariat for Education, Research and Innovation SERI
- Austria: Roberta Schaller Steidl, Bundesministerium für Wissenschaft, Forschung und Wirtschaft
- Finland: Sanna Marjavaara, Ph.D., Science Adviser, Academy of Finland, Health Research Unit
- The Netherlands: Yvonne Schaap, Ministerie OCW, Education and research, Directorite, Gender issues

To ensure that the subsequent interviews conducted across the different countries followed the same structure and collected data following the three perspectives required for this study, an English interview guide was drafted and sent to the partners to follow. Our partners in this study were responsible for contacting relevant experts in their respective countries and for carrying out the interviews. Although an interview guide was distributed to ensure that data was collected on the same themes, the interviews were conducted in a semi-structured manner. Conducting semi-structured interviews provided the interviewer with the possibility and the room to explore or deepen the topics that are brought up in the interview. By using an interview guide and conducting interviews with a semi-structured approach, we were able to gather deep insight into the different national contexts and frameworks regarding gender equality and gender mainstreaming in research.

5-12 telephone interviews were conducted by our partners in each country following the interview guide provided by Oxford Research. The participants who were interviewed all work with gender equality in research to some extent, they include Heads of Office in the area of equal opportunity, state secretariats working in education and research.

The following informants were interviewed:

Name	Organization	Title
Finland		
Hannele Kurki	Academy of Finland	Senior Research Advisor
Eeva Raevaara	Ministry of Social Affairs and Health	Senior Advisor
Anne Luoto-Halvari	Ministry of Education and Culture	Senior Advisor
Sini Keinonen	Ministry of Education and Culture	Senior Advisor
Johanna Kantola	University of Helsinki, Department of Philosophy, History, Culture and Art Studies	Academy Research Fellow
Lena Näre	University of Helsinki, Department of Social Research	Postdoc Researcher
Terhi Somerkallio	University of Helsinki	Equality Advisor
Hanna Vehkamäki	University of Helsinki, Department of Physics	Professor
Anne Holli	University of Helsinki, Department of Political and Economic Studies	Professor
Pertti Koistinen	University of Tampere, School of Social Sciences and Humanities	Professor, Chair of the Equality Group of University of Tampere
Saara Särmä	University of Tampere, School of Management	Researcher
Switzerland		
Simone Sprecher	Lucerne University, Office of Equal Opportunity	Head of Office
Dr. Elisabeth Maurer	Zurich University, Office of Equal Opportunity (retired in April 2015)	Former Head of Office
Yvonne Janchen	State Secretariat for Education, Research and Innovation SERI	State Secretariate responsible for the Swiss Federal Equal Opportunity at Universities of Applied Sciences Programme
Stefanie Brandner	Lausanne University, Office of Equal Opportunity and Executive Board of Kofrah	Head of Office
Dr. Gabriela Obexer-Ruff	Swissuniversities	Coordinator of the Swiss Federal Equal Opportunity at Universities Programme
Austria		
Dr. Sabine Haubenwallner	Austrian Science Fund (FWF)	
Johanna Hofbauer	Vienna University of Economics and Business (WU Wien)	University Professor
Dr. Sabine Mayer	The Austrian Research Promotion Agency (FFG	
Dr. Brigitte Ratzer	Technical University Vienna (TU Wien)	
Dr. Angela Wroblewski	Institute for Advanced Studies (HIS)	
The Netherlands		
Lidwien Poorthuis	LNVH – Landelijke Netwerk voor Vrouwlijke Hoogleraren *National Network for Female Professors*	Policy officer and analyst
Prof. dr. Simone Buitendijk	Leiden University	Vice Rector, member of Governance Board for Leiden Universtiy
Wouter Brok	Radboud Universiteit Nijmegen *Universtiy of Nijmegen*	Policy officer and analyst human resource management

Prof. dr. Roshan Cools	Radboud University Nijmegen Member of AWTI – Adviesraad voor Wetenschap, Technologie en Innovatie *Advisory Council for Science, Technology and Innovation*	Professor of Cognitive Neuropsychiatry at Radboud University of Nijmegen (Aspasia recipient)
Uri Rosenthal	AWTI – Adviesraad voor Wetenschap, Technologie en Innovatie *Advisory Council for Science, Technology and Innovation*	Chairman of AWTI
Johanna de Groot	VSNU – Vereniging van Nederlandse Universiteiten *Association of Dutch Universtieis*	Policy officer and analyst
Frank Nienhuis	Rijksuniversiteit van Groningen *University of Groningen*	Policy officer and analyst
Dr. Marieke van den Brink	Department of Business Administration at the Radboud University of Nijmegen	Associate Professor Strategic Human Resource Management, department of Business Administration at the Radboud University (Ph.D. research 'Behind the Scenes of Science: Gender practices in recruitment and selection for full professors')

Finally, to supplement the four country studies with a Danish perspective, Oxford Research also conducted interviews with the following Danish informants:

- Chair of the board of Danish Council for Independent Research, professor Peter Munk Christiansen, Aarhus University
- CEO in the Danish National Research Foundation, Thomas Sinkjær
- Chief consultant Birgit Bangskjær, AC (The Danish Confederation of Professional Associations)
- Rector Per Holten-Andersen, Copenhagen Business School
- Chief consulant Allan Skårup Kristensen, The Danish Association of the Pharmaceutical Industry
- Health and Safety Manager and Section Manager Ingrid Skovsmose, University of Copenhagen
- Senior consultant Britta Vegeberg, Danish Agency for Science, Technology and Innovation
- Head of section Christian Bræin, Danish Agency for Science, Technology and Innovation
- Chief consultant Anne Kamper, Danish Agency for Higher Education

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