

NEWS letter

October 2006

News from the European Commission:

What is Framework Programme 7?

Find out about how the European Commission will fund your research from 2007.

<http://cordis.europa.eu/fp7/faq.htm>

Mobility Portal

If you are a researcher looking for opportunities around Europe, if you want to ask for assistance when moving abroad for a fellowship, or if you want to post your CV in an online database, visit the European Commission Mobility Portal.

http://europa.eu.int/eracareers/index_en.cfm?CFID=14945744&CFTOKEN=3e8c375-00006959-1222-1424-8791-839b11f70000

Europe4Researchers newsletter

Find out about the latest research developments in Europe

http://europa.eu.int/eracareers/index_en.cfm?l1=16&l2=1&newsletter=07_01

Innovation Portal available in Polish

Find news, events and policy documents concerning innovation.

<http://cordis.europa.eu/innovation/pl/home.html>

Women scientists needed to register as evaluators

Women scientists with expertise in all scientific disciplines are invited to register in the database of experts for invitation to evaluate Commission-funded projects. For more information please see:

http://ec.europa.eu/research/science-society/page_en.cfm?id=3130

European Young Investigators Award

The call for applications is open until 30th November for researchers with between 2 and 8 years of post-doctoral experience. For more information please see:

http://www.esf.org/esf_genericpage.php?section=8&language=0&genericpage=1879

Women outnumber men in S&T labour force but deficit persists in science and engineering

The report, 'Measuring gender differences among Europe's knowledge workers', provides an overview of European human resources in science and technology (S&T) in the 25-64 age group for 2004. It finds that of 76 million people working in this sector, close to 30 million, are 'core' S&T workers, employed as professionals or technicians who have completed tertiary education. On average, women account for more than 50 per cent of the science and technology labour force, compared to just 44 per cent in the total labour force. For a number of Member States, the proportion of women professionals is even above average. For example, in Estonia, Latvia and Lithuania, the proportion of female science and technology workers stood at 69.2 per cent, 65.7 per cent and 65.6 per cent respectively. Bulgaria comes in fourth place with women accounting for of 64.9

per cent of the workforce in these sectors. Portugal, Slovenia and three Polish regions also had more than 60 per cent of women working in S&T, although the majority of Poland's regions had a lower proportion, at more than 50 per cent female S&T workforce. At the other end of the scale, Switzerland and Luxembourg score well below the EU average with less than 40 per cent of positions in S&T held by women.

However, while a small majority of science and technology professionals are women in Europe, significant gender disparities emerge when looking at the number of female scientists and engineers. In the EU, only 29 per cent of science and engineering posts were held by women in 2004.

Only in the three Baltic states did women account for more than half of the scientists and engineers. Lithuania had the highest number (55.5 per cent), followed by Latvia (51.4 per cent) and Estonia (51.0 per cent), matching the high percentages of women working in S&T in these countries.

Germany, France and the UK were below the EU average with women holding only 21.8 per cent, 21.6 per cent and 20.1 per cent of the total science and engineering jobs respectively. The lowest proportion in 2004 was measured in Luxembourg with women accounting for only 17.7 per cent of the country's scientists and engineers.

The report also provides a breakdown by gender of the rates of unemployment in S&T sectors. It finds that female S&T workers are more likely to be unemployed than men. In 2004, 1.4 million female S&T workers were unemployed, compared to 1.2 million men. However, the report notes that the difference between unemployment rates in men and women is smaller in 2004 than in 2000.

These latest Eurostat figures may come as no surprise to those following the debate about women in science. Earlier this year, the European Commission published its 'She Figures 2006' for Europe which suggests that while the number of female university graduates is increasing, female participation in research is generally low across the EU, representing just 18 per cent in the private sector and 35 per cent in the public sector.

The European Commission found the She Figures worrying, as Europe needs an extra half a million researchers to meet the EU's Lisbon goals of becoming the world's most competitive knowledge-based economy, and women are not filling these posts quickly enough. Source: CORDIS. More statistics concerning the position of women in science can be found in "She Figures 2006" published by the European Commission. To download the publication, please follow this link

http://ec.europa.eu/research/science-society/pdf/she_figures_2006_en.pdf

News from the region:

Knowledge, Institutions and Gender: an East-West comparative study

"KNOWING" is a research project funded by the European Commission examining the production of knowledge from a gender and "east-west" perspective. Partner countries include Czech Republic, Slovakia, Austria, Finland and the United Kingdom. The research aims to identify institutionalised practices, including standards of excellence, that hinder and/or promote the equal participation of women in science. Research results are hoped to

influence policy on higher education and research and development at the national and EU levels in order to promote gender equality and increase the engagement of young people in science. For more information please see

<http://www.knowing.soc.cas.cz/>

Gender and Citizenship in a Multicultural Context

Between 31 August and 3 September 2006, the 6th European Gender Research Conference took place at the University of Łódź, Poland. Europe's major international gender conference drew researchers from a range of disciplines and sought to explore

- changing concepts and practices of citizenship in relation to gender issues in Europe,

- interrelations between concepts and structures of citizenship and European multicultural contexts defined as intersections of race, ethnicity, sexuality, class, nationality, religion, etc.,
- gender, science and technology and global citizenship,
- gender and participation in political and economic processes.

Proceedings will be available soon. For more information please see

<http://www.gender2006.pl/>

News from the project:

Careers resources

The website section for (not exclusively) young scientists has been re-developed by the CEC-WYS to:

- _ orientate particularly young scientists to the challenges and opportunities of being part of the European-wide scientific community
- _ signpost scientists, especially young scientists, where to go to find information about grants in their scientific field,
- _ provide information about research and study opportunities,
- _ inspire scientists by presenting interviews with successful and award-winning scientists,
- _ provide sources on successful communication of science, career building and ethical scientific practice,
- _ collect articles and resources about developments in higher education and the career of scientists in Europe.

To find out more, please follow this link:

<http://www.cec-wys.org/html/index.php?s1=1&s2=4&lng=13>

Skills development workshops: Gender dimension in Life Sciences workshop and Gender dimension in ICTs workshop

CEC-WYS is offering two one-day workshops in February for researchers in the fields of Life Sciences and ICTs to develop understanding and skills in integrating the gender dimension in their research. What is this "gender dimension"? Not only are men's and women's bodies different, so are their socially created "roles". Integrating the gender dimension in research means paying attention to both biological sex characteristics and to socially constructed gender characteristics of men and women, and to the complex interaction between these two sets of characteristics.

Why is this important?

Including the gender dimension improves the quality of research. It is also a priority of the European Commission and those research proposals showing awareness of this issue will more easily meet evaluation criteria for European Commission funding.

Life Sciences – Life sciences are an area of considerable ethical tensions where gender bias and the absence of reflection on the gender dimension of research have serious implications for women's health and rights.

ICTs – Information and communication technologies are an area which not only has a considerable impact on women's participation in the economy, but is also an area which has seen declining numbers of female students in central European countries.

The workshops will take place in February (dates not yet confirmed), in Prague (Life Sciences) and Ljubljana (ICTs). There is no registration fee and financial support will be offered. The working language will be English.

Applicants for the Life Sciences workshop in Prague are asked to send a half page letter of motivation and short description of their current research project to Laura Henderson at laura@zenyaveda.cz by 4th December.

Applicants to the ICTs workshop in Ljubljana are asked to please send a letter of motivation to Tina Anzic at Tina.Anzic@ijs.si by 15th December.

Publications and projects:

Spring School of Science Studies opens the black box

In March 2005, the first Spring School of Science Studies was held in the Czech Republic. The four-day event attracted people from various fields and enabled them both to deepen their knowledge and to encounter concepts and ideas that may inspire their own work. In the year 2006 the organisers published a book titled Science Studies Opens the Black Box where they introduce papers and lectures presented at the spring school.

The idea of the spring school was to open through the lenses of Science and Technology Studies (STS) several issues from the "black box" of science and to discuss them in an interdisciplinary way. The focus was on problematising the construction of scientific knowledge, feminist science studies, actor-network theory (and after), the cultural analysis of science, postcolonial technoscience studies, and the analysis of human-machine interactions.

The book is structured around the specific sections at the spring school and is available from National Contact Centre – Women and Science by writing to the following address:

prodej@soc.cas.cz

Women, Gender and Technology New Book Series from University of Illinois Press

The series brings together women's studies and technology studies, focusing upon women and technology, feminist perspectives on technology, and/or the gendering of technology and its impact upon gender relations in society. Volumes may be written from multiple perspectives and approaches, reflecting and aimed toward audiences including women's studies, science and technology studies, ethics and technology, cultural studies of science and technology, history of technology, and public policy.

Source and more information

<http://www.umbc.edu/cwit/wg+t.html>

GenderBasic - Promoting the integration of the gender dimension in basic research in ERA/Framework Programme 7

Objectives:

The objective of GenderBasic is to ensure a better integration of the gender dimension in basic life sciences research. Including the gender dimension in research means that attention must be given to

both biological sex characteristics and to socially constructed gender characteristics of men and women and to the complex interaction between those characteristics. The purpose of GenderBasic is to develop practical tools to help researchers to tackle the problems as regards integration of the gender dimension in research in order to improve the quality of their research and to meet the goals set by the EU concerning scientific excellence.

Background:

In the Sixth Framework Programme the European Commission has adapted guidelines for proposers in Life sciences, genomics and biotechnology for health to ensure better attention to the gender dimension in research. Those guidelines are also relevant for Food Quality & Safety.

For many researchers integrating the gender dimension in basic life sciences research is a new challenge. Biological and socio-cultural differences between women and men may result in different epidemiological patterns and effect modification of diagnostic, preventive and therapeutic interventions. Above that researchers in

the life sciences may encounter a variety of practical, methodological, conceptual, ethical or financial problems as they try to integrate attention to the gender dimension in their research.

Activities:

Participants in FP6 projects in the life sciences will be interviewed on their experiences with integrating attention to the gender dimension in research. Already developed good practices will be collected.

A number of experts will be asked to write state of the art reviews on the ramifications of attending to to the gender dimension into basic and (pre) clinical research. An expert meeting will be organised with experts in basic life sciences research as well as methodological experts and gender experts. The participants will be challenged to present problems they encounter in their research practice and their own solutions to the issues. During the expert meeting these presentations will be discussed on the basis of realism and proportionality

Source and more information:

<http://www.cec-wys.org/html/index.php?s1=1&s2=4&lng=13>

Interview:

Prof. PhDr. Ing. Vera Majerova, CSc.



Vera Majerova is a sociologist and economist. She graduated from the Agricultural College in Ceske Budejovice and the Philosophical Faculty, Charles University in Prague. She received the title Candidate of Science (PhD equivalent) at the School of Economics in Prague. She worked for seven years in agriculture, and eighteen years at the Research Institute of Agricultural Economics and Nourishment in Prague. She has been with the Czech Agricultural University in Prague since 1992. Today she is the head of the Department of Humanities and of the Sociological Laboratory at the Faculty of Economics and Management, Czech Agricultural University in Prague. She has received fellowships in Great Britain and presents regularly at conferences and workshops in Europe, Canada and Australia. She concentrates primarily on rural sociology and the sociology of agriculture, socio-economic analyses of rural spaces, social phenomena and processes in Czech rural areas.

Finding gaps in the system

NCC-WS: What led you to do research?

The path to my current profession was not exactly direct, but maybe it was in many ways typical of my generation. The family history undoubtedly played a role. By way of preface I should say that my father came to Czechoslovakia in 1921 as a refugee with a Nansen passport, later he received Czechoslovak citizenship. He came from Lower Don, from a denizen family of Don Cossacks. During the civil war most of his family died violently or were lost to each other. He came to southern Bohemia, worked with a yeoman as a rainsman, saved up some money and in very humble conditions went through a secondary farming school in Pilsen, with a specialisation in dairy farming. My mother was Czech. Before getting married she worked at the Melantrich publishing house, in the Eva edition, which was then a “journal for emancipated women”. At home we spoke only Czech but my father read and listened to the radio in Russian, loved Russian classics, and recited long poems by Pushkin and Nekrasov. The orthodox, quiet Don was omnipresent with us, even our dog was called Don. Dad was a great storyteller and he told us children’s fairy tales as well as stories from life. Everything got jumbled in my head, devils, Hospitallers, fairies, princesses. I felt that the world was great and at the same time horrifying and that anything could happen to a person.

My parents indulged us with everything Cesky Krumlov had to offer then – skiing and ice-skating, swimming, tennis, grand piano lessons in a music school, German with Inspector Eben, singing and chess, painting and almost every concert or theatre performance that came to town. I was not particular in my interests, I enjoyed almost everything at school and I imagined that I would go to a secondary school and then to Prague to study something interesting and beneficial to humanity, for example medicine or art history.

When I finished elementary school in 1958, I learnt that we were the enemies of the Soviet Union and that I would not get a recommendation to study further. I was desperate. I was upset that children with very bad grades could go to apprenticeship and I was not allowed to even study to be a “waiter, waitress”. I started working immediately, in July, in a factory, and to my amazement I discovered that it was indeed toilsome but that I could stand it. And then came what tens of thousands, perhaps hundreds of thousands of thousands of parents at the time knew very well, and that was “finding gaps in the system”.

In time, the opportunity came to go to an agricultural apprenticeship school in Nove Hradky in Southern Bohemia, as a “livestock attendant”. In principle I had nothing against livestock (to this day I have respect for animals), and we managed better than we had hoped. Inconspicuously I transferred from the apprentice department to a secondary agricultural technical school, the economics department, in the same building. There we had a lot of practical internships and volunteer work, but it was a secondary education with a graduation examination. My dream was to take the graduation examination and find some work under a roof, if possible in an office. I learnt double-entry bookkeeping and shorthand, I got a state exam in typing and hoped that perhaps I would be able to get a job as a typist or an accountant.

Half a year before my secondary school graduation exam, the decision came that – before they would allow me to sit for the exam – I was to prove that I was professionally capable of working in agriculture. I was to start working in the Malonty state farm (it was then really an infamous location), and if after a year or two I had shown that I was professionally capable enough, I would be able to take my graduation exam. The manual work did not horrify me, but I was unhappy about my graduation exam being postponed. Thanks to the courage and kindness of a young deputy director I was able to evade this banishment and passed the exams with my classmates. I am still thankful to him today. My basic professional orientation was determined by this, although I did not want to admit this to myself. I did not have many options other than to apply to the Agricultural College in Ceské Budejovice. There were problems with this as well but it turned out that even at that time (1962) some colleges managed to retain at least partial independence. The leadership of the faculty refused to comply with the demand by the party organisation in Cesky Krumlov that I not be accepted, and stressed that they made decisions primarily according to the results of the entrance exams. The Faculty of Architecture at the Czech Technical University in Prague where my sister Nadezda studied adopted the same position. I studied in Ceske Budejovice between 1962 and 1967. I was not bored, but I had the feeling that I was not there completely of my own free will. In the third year I applied to study sociology at the Philosophical Faculty, Charles University. I was cautioned at the entrance exams that it would be a shame not to finish a school where I had good results. I should finish it and I could then study at the Philosophical Faculty in the distance learning programme. That seemed reasonable to me. At that time it was not possible to study at two schools at once.

I graduated from Ceske Budejovice in 1967 and went to the Soviet Union with my father for the summer. My father had tried for many years to find some of his relatives through the International Red Cross. He managed to find his youngest sister Pelageia, whom he had last seen sometime at the beginning of the civil war, when she was about three and he was seventeen. Now she was living near Rostov on Don, but in a village off-limits to tourists. It took several years before we got permission to visit. I had the naive idea that I could stay with her for a year of practice in some kolkhoz, to learn Russian well and, in general, to get to know a different way of life. We were there for a little more than two months and I did not want any other way of life. Although we were under constant surveillance, we had to submit our passports to the militia and we could not leave the village, various relatives and their acquaintances came to visit and there were many opportunities for discussions. We had not read the Gulag Archipelago at that time, but, of course, we knew and suspected many things. The authentic stories of people who survived, that was something altogether different. The gradual reconstruction of the lives of close and more distant relatives was so unnerving that it was sometimes difficult to stand. I wanted to go away, quickly if possible. But it was not so easy, it was not polite and we also did not know whether and when we might see each other again. My attitudes really crystallised and after that I always saw many things differently. After our return in autumn 1967 I started working at the Stremy u Melnika Unified Co-operative Farm as an agronomist trainee. I worked there for a little less than a year. Then I found a flat for rent in Prague, but I was not able to find a job corresponding to my agricultural qualifications (which was not so surprising) and so for the next year I worked as a manual labourer in an enterprise called Gardens, Forests and Garden Husbandry of the Capital City of Prague, as a gardener. In 1969 I got a job as an officer for legumes and oleiferous plants at the Agricultural Purchase and Supply Enterprise in Prague-Holesovice. I was responsible for stores records, invoicing, salaries, simply everything that was needed. The leadership of the company allowed me to take distant learning classes in sociology at the Philosophical Faculty, Charles University, on the condition that I would make up for the study leave on Saturdays and Sundays. This was not out of spite, but simply because work needed to be done by deadlines and there was no one else to do it in my place. I finished at the Philosophical Faculty in 1974 and got my doctorate in 1975.

From 1974 until 1992 I worked at the Research Institute of Agricultural and Nourishment Economics in Prague, in a small department that concentrated on rural sociology and the sociology of agriculture. It was a legacy of the Institute for Rural History and Sociology at the Research Institute and a department of the same name at the Agricultural University in Prague. Both these institutions were closed during the normalisation in 1970. At the beginning of 1993 I transferred to the Agricultural University in Prague (now the Czech Agricultural University) where the study of rural sociology was rejuvenated at the newly established Faculty of Humanities. A large part of what can be called a scientific career in my life came after 1989.

NCC-WS: Were there any important people who had an influence on your choice of direction?

In the environments where you could find me, importance was measured differently. But at the Philosophical Faculty, Charles University, I met several really special people who, unfortunately, taught us very briefly. Then they left, mostly to do manual work or they emigrated. I am not aware that gender factors played any role in my case.

NCC-WS: How did your colleagues perceive you as a woman during your professional career?

It differed at the different stages of my career. In the unified co-operative farm, I was basically excluded from any important decisions, although I should have had a say in them (as an agronomist responsible for some activities in plant production). The thing was that all the men met in the pub in the evening and in the morning I was faced with decisions that were already made. I could not go to the pub because women did not go. I also don't know what I would have done there since I don't smoke or drink. The tractor drivers especially – the elite at the unified co-operative farm – looked down upon me, and my university education definitely did not leave a lasting impression on them. They tended to make fun of me (sometimes justified). In the other occupations – in Gardens, Forests and Garden Husbandry, at the Agricultural Purchase and Supply Enterprise and at the research institute, it was not very important whether a person was a woman or a man. Men generally held the positions but party affiliation was more important for a career.

NCC-WS: What abilities and characteristics helped you to build your career?

I try to continue working even when things don't go right, to seek new paths and solutions. I try not to repay evil with evil, and just in case I should feel the urge to get back at someone, I keep Jan Skácel's Song on the Nearest Guilt poem in my planning book. I don't look out for conflicts, but if I don't find another solution I am not afraid of them. But then I try to keep a way out. And of course, sometimes good luck and accidents are important. After 1989 a lot of opportunities opened up, especially as regards international co-operation, and these opportunities never returned again. Those who were ready and able to take advantage of them fared better.

NCC-WS: You hold an important position as a head of a department, which is still quite unusual for a woman. What reactions do you encounter in this position?

Sometimes I have encountered negative reactions (and concrete actions) from those who felt threatened by my competitiveness, from both men and women. It seems to me that this was more because of the personal traits of the people, the constellation of circumstances and how much support they felt they had and the advantages they wanted to secure.

NCC-WS: How successful are you in establishing international co-operation?

Without the help of our foreign colleagues we would hardly have been able to orient ourselves in the contemporary trends in rural and agricultural sociology after 1989. In 1969 all international co-operation was terminated forcefully, even – just to make sure – with most of the popularly democratic countries. After 1990, Czechoslovak representation was renewed in the European Society for Rural Sociology (ESRS) and gradually we started establishing contacts with other European countries and overseas. I also had an opportunity to go on fellowships at universities in Aberdeen, Seale-Hayne, Plymouth, and in the Shetland Islands thanks to the TEMPUS and ARION programmes. After 1989, my parents were no longer alive so I could go without any fears. The beginnings were hard; I had to catch up with everything at the same time – English, gaps in my education, orienting myself to foreign university and grant systems. It was not much fun for me as I spent all my time studying and working.

Today, we are more or less in close contact with about twenty universities and research institutions all over the world. We organise, co-organise and participate in scientific conferences. Some work relations have grown into personal and family friendships. Sometimes it seems like a dream to me from which I do not wish to wake up. Of course, we are behind in many things and the gap will be bridged by the next generations. We cannot reach in ten years the levels of science that our foreign colleagues have been building all their lives, under completely different conditions. Even today our conditions differ, it is more difficult for us to get literature and publishing opportunities, we are incomparably worse paid. On the other hand, we are treated nearly equally, which means quite harshly sometimes.

My husband and I, we've always managed things together

NCC-WS: To achieve work-life balance in sciences is usually difficult. How did you manage?

Work is important for me, and I prefer it when it is scientific work. I can't remember that I ever felt denigrated in the past by what I did. It's just that I did not enjoy it or it was hard work or work in an environment that I did not like. A career (meaning in the higher positions) was not important for me. At the time of my professional beginnings in rural and agricultural sociology, as in all social sciences at that time, such a career would have to have been linked with membership in the Communist Party of Czechoslovakia. In the 1970s it was easy to enter and I had to struggle quite hard to avoid it. But to build a career via the nomenklatura, it seemed embarrassing to me. Of course, sometimes it really bugged me. But I chose voluntarily and in a way I was free. Not that I was not tempted to change things; sometimes I did things wilfully that damaged the possibility of having such a career. After I refused to sign the "Anti-Charter" it looked really bad for some time. I thought they would fire me, but in the end I ended up only with some penalties, some of which were as absurd as the times.

But I did not have any special problems or obstacles in my work. I was hard working, my attitudes were clear and I did not stand in the way of those who wanted to build a career. Until 1989 I worked in research as a regular employee, without any possibility of foreign contacts or any access to contemporary expert literature. Writers may be able to create important works in isolation and draw only on their internal life. We tried to work the best we could and with what we knew, but scientific work can hardly be done without expert criticism and being able to compare oneself with others. This we lacked, and the work that was ahead of us after 1989 was all the more difficult because of this. When I got married, I really wished to have a family because I was not building a career anyway, and I would have liked to stay at home. But there were some complications, and despite treatment we did not manage to have a child. Of course it pained me. But we have a son and a daughter from my husband's first marriage, and both children chose the medical profession after their parents, and we are very happy about our four grandchildren. We also have very close relationships with my sister's three children and five grandchildren, so there are a lot of joys and worries anyway. We both admire our daughter for being able to manage her work and childcare. But sometimes she is very tired.

NCC-WS: Do you feel that no one would ask a man-scientist this question?

But they should. Otherwise, it is a discriminatory presumption of a fact that is not necessarily universally valid. Equality (between sexes, generations, ethnicities etc.) cannot be ordered or enforced. It should be achieved naturally within legal and social limits that prevent any extreme deviation from damaging either of the parties. But within these limits there can be a wide range of types of co-habitations and co-operation. We can find solace in the fact that gender studies deals only with relationship between two variables. The concept of "multicultural Europe" will be much more difficult.

NCC-WS: How did you deal with the pressure of your environment or your family to adopt the traditional female role, provided that you felt such pressure?

I cannot call it pressure from the environment, rather from circumstances. When my husband's parents and my mom were seriously ill for

several years, they were completely dependent on our care. My role was to cook for three different types of diets every day. My husband's role was to tend to his parents and change beds, to do the laundry and hang it, to operate the rotary iron and carry groceries. At that time it really helped that we were doing lots of sports. Both of us were qualified Hiking Club members and this was preceded by hundreds of kilometres in the mountains, in the water, on skis and on bikes. Especially in the mountains, you go through difficult situations that teach you to manage your physical and psychological powers. And naturally, the most important thing was that there were two of us, and if worse came to worst, we could also rely on the support of the wider family, my sister, brother-in-law and children. At the time when we were taking care of the parents, I was finishing up a research study on rural women. The chapter titled "childcare and care for sick members of the family" was so embodied that the opponent sent – together with the evaluation – a box of chocolates and a letter saying that he was tending to his ill mother and that he agreed with my conclusions.

NCC-WS: Could you say, based on your experience, which measures would facilitate work-life balance for women scientists?

I can't think of anything other than understanding between partners, in the family and at work. This does not concern only the division of labour and obligations, but also moral support. There is nothing as joyful as when you can share your success with your closest friends, and nothing more important than their help when you are dealing with a failure. After one of my major failures, my husband fetched me from work, we went to Kunratic and walked in the forest until evening and talked. He saw everything from a different perspective, he was rationally going with me over things that I was able to see only through the lens of wrought-up emotions. Together we made a plan of gradual steps for dealing with this unfortunate situation. It was not possible to carry out all of them, but it was a start, and I would not have managed it on my own. I am very lucky in that there are colleagues at the department whom I trust. We go over all the major decisions (and sometimes not so major) together. Their masculine perspective is generally different. I try to respect especially the fact that we all have the right to a private life. I don't think that anyone should neglect their children or family just because of work and a career. It is almost always possible to find an arrangement of work and family obligations that, in a certain period of life and in some measure, enables you to do both. Quality and affordable household services would be very useful. But personally I would not want to give up some of the household chores; it is a compensation of sorts for the mental work. In the kitchen I have a notepad and quite often I think things through and conceptualise them when I am cooking or ironing. Sometimes I get more ideas this way than when I sit down at my desk and try to work. Home is not just a prop, it is about shared activities and values. A shared value can be the ritual of a birthday party or the way you make dumplings. It's just that there must not be so much housework that a person collapses under the burden.

The model of male dominance, especially in the leadership sphere, is still alive and well here

NCC-WS: Do you think that in your discipline the conditions for women scientists are equal to those for men?

I think that the model of male dominance, especially in the leadership sphere, is still alive and kicking here. If there is an opening for a leadership position, priority is given first to a man, then to a woman, regardless of whether the woman has small children, or no children at all. Sometimes I can see in some institutions that departments are created for men, no matter how miniscule, so that they may manage something and not be just a regular employee. The grant system helps to eliminate some of these habits. I have never seen an award decision by the Grant Agency of the Czech Republic, or any other commission, being made according to anything other than the quality of the submitted project. As far as work is concerned, I can't recall that priority would be given to a man only because he is a man. But if we're talking positions, that's different. In some countries, for example in the United States, Canada and Australia, measures are taken expressly so that explicit discrimination of women does not appear, or at least that it cannot be proven. But even there, there are men's networks which women almost never penetrate. If you look at the percentage of men and women in our field in some of the international bodies, men clearly predominate.

NCC-WS: What else would you like to achieve?

I am responsible for two departments, the Department of Humanities and the Sociological Laboratory. The rules for funding universities are not clear yet and the legislation is changing. I try to get information and seek ways to continue in the future all the things we have started at the department and in the lab. Gradually I would like to transfer most of the organisational work to young people and keep the conceptual work and write more. I have started writing several things but so far I have not had time to finish them.

NCC-WS: In your opinion, what could be done to retain young people in research and development?

In research and development you don't get any fast and exciting careers. We cannot offer young colleagues high earnings, high social prestige, the possibility to meet prominent personalities who will treasure them for their thoughts and scientific concepts. In order for them to be able and willing to stay in research, they have to be not only good but they must also take joy in what they do. If a person enjoys their work, they're lucky. But I don't know whether this is so clear at the beginning of a professional career.

NCC-WS: Would you like to add anything that has not been mentioned yet?

Perhaps only that after a long time, possibly the very first time, I have thought over my past and some aspects of my scientific work. I think that primarily it demands a systematic approach, honesty and a certain arrangement of life. There is nothing wrong with the desire to be the best, but each has to consider the point at which the price of success is too high for him or her. Success at any cost may be a moral or a personal loss.

This interview is an extract from "A room of her own: 10 views" edited by Barbora Tupa et al published by the Institute of Sociology, Academy of Sciences of the Czech Republic, available at

http://www.zenyaveda.cz/vlastni_pokoj.pdf?PHPSESSID=073ec7de9ea5bd7bcf4028bea7d7cdb1

Name the problem

Sexual harassment in the higher education sector

The issue of sexual harassment in the Czech Republic was for a long time treated not as a serious issue for attention, but as a joking matter. It has taken some time to convince the general public and responsible bodies that sexual harassment infringes on a person's human rights, is a crime and needs to be addressed. In 2001 sexual harassment was finally incorporated in the Labour Code and is now a crime. Two years ago the Institute of Sociology, Academy of Sciences of the Czech Republic conducted a research study which shows that more than one in four employed people have experienced sexual harassment in their work-place.

However, the Labour Code is not applicable to the higher education sector. Students exposed to inappropriate behaviour by teaching staff in universities are thus not protected by any act (because they are not employees) or by internal, institutional procedures.

The National Contact Centre – Women and Science worked on a case of sexual harassment at a university last year. Opening up and trying to resolve this case was complicated by the fact that the department head was not very forthcoming to attend to the issue, motivated by fear of damaging the faculty's reputation and lack of trust and scepticism concerning the testimonies of the female students involved.

In reaction to the pressure applied by the National Contact Centre – Women and Science, the dean established an expert committee which considered the arguments of both the student and the accused lecturer. The expert committee included a sexologist specialising in the issue of sexual harassment, a psychologist, a lawyer and other experts. The commission decided in favour of the student and made a recommendation to the dean that the lecturer's employment be terminated.

This experience of difficult communication and negotiation with the university dean led to the idea of creating an Ethical Codex and lobbying for its acceptance by all university rectors. The adoption of clear guidelines for appropriate behaviour of lectures towards students and specification of concrete steps to take when these rules are violated would simplify the process of solving future cases of sexual harassment. Such a framework might also serve to discourage acts of harassment.

Glossary corner:

The "**scissors diagram**" is an abbreviated way of referring to a pattern created by visualising the numbers of women and men throughout their careers. The graph captures the declining percentages of women and increasing percentages of men as they progress up the scientific hierarchy from the first university degree to full professorship.

But even if the number of women in a particular discipline or sector is higher, it cannot be taken at face value. The "**honeypot indicator**" was developed by the Enwise (Enlarge Women and Science to East) expert group during the course of work on the report *Waste of talents: turning private struggles into a public issue - Women and Science in the Enwise countries*. The honeypot indicator "captures the relationship between R&D expenditures, distribution of researchers over R&D sectors or disciplines and the percentage of women in these sectors or disciplines" (Enwise follow up activities in the Czech Republic Červinková et al 2006:6). The indicator quantifies the "loss of access to and/or control over R&D expenditure experienced by women researchers en masse because they are more likely to be concentrated in the low expenditure R&D sectors or fields of science" (Waste of Talents 2004: 84).

Waste of talents: turning private struggles into a public issue - Women and Science in the Enwise countries is available to download at: <http://www.rsme.es/comis/mujmat/documentos/enwisereport.pdf#search=%22waste%20of%20talents%22>

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