

The dean of the faculty of physics had a child but was not this child's father. How is this possible? If you are struggling for the answer, guessing he was a stepfather etc., you are not alone. Still, the solution of the riddle is obvious once you hear it: *she* was the child's *mother*. Why is it difficult to come up with? Well, predominantly because of the deeply ingrained idea that professors of physics (especially those holding prestigious positions) are male. And while most of them indeed are, it is too easy to jump from this observation to the claim that women are less skilled to pursue science at the academic level (or, if they succeed, that it somehow deprives them of their femininity). This, in turn, could lead to discrimination against women in the academia, an unfair and inefficient situation.

Because beliefs of male “natural” superiority in science (sometimes referred to as “gender-science bias”) are politically incorrect in most modern societies, however, responders are not willing to admit to them. For this reason, researchers are designing various ways in which *implicitly* held biases, stereotypes, prejudices, could be revealed even if the responder is not fully candid. In this project we offer two such approaches. The first is based on riddles similar to the opening line of this abstract. The second is based on translations of gender-neutral texts into foreign languages forcing attribution of gender. We will develop and test these novel methods, correlating the results with other existing measures of bias.

On top of that, we will conduct two further studies, in which the gender-science bias may show its practical consequences. The first one will focus on colleagues' support in securing research funds. While studies find that there is little or no explicit gender discrimination in decisions of granting bodies, informal peer support (which certainly helps when applying for grants) may depend on the gender. In particular, predominantly male (senior) faculty may be more inclined to support their male colleagues (“old boys’ networks”). In a novel field experiment we will give researchers an opportunity to have a say of which of their colleagues is going to receive additional research funds. We will be able to link these decisions to their (implicit and explicit) gender biases. Finally, we will investigate how gender-science bias may affect another important determinant of academics' success: the evaluations they receive from the students. Specifically, we will verify if for the dimensions that are beyond the teacher's control (such as whether the room is well equipped or not) there is still a difference between mean ratings of female vs. male professors. Altogether, the project is aimed at developing and implementing a number of novel ways to shed some light on the perennial issue of female underrepresentation among academic faculty.