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**Dissemination Level** | PU
## Change History

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1. Introduction

Two major FP7 projects concerned with gender equality in the academia, namely FESTA (Female Empowerment in Science and Technology Academia) and GARCIA (Gendering the Academy and research: combating Career Instability and Asymmetries) decided in 2015 to organize a joint final conference on 7-8 November 2016 in Brussels (UCL campus).

A collaboration agreement was signed in January 2016 between the Fondazione Bruno Kessler (for FESTA) and the Université Catholique de Louvain (for GARCIA) for organizing this event. All partners of the two consortiums contributed to the development of the program in close collaboration with the project officers.

Attracting more than one hundred attendees, coming from around twenty-five countries, and representative of different stakeholders (researchers, policy makers, gender officers in universities, etc.), the joint conference was an extraordinary occasion to illustrate and compare the actions taken and the results obtained within this two structural change projects and to launch a broader discussion on gender equality initiatives at the EU level, focussing on their effectiveness and possible future developments.

2. Final Conference Programme

The final conference programme was conceived for two days, one full day and one half day, whereby we had an opening session introducing the theme of the conference and each of the projects. Subsequently, the programme kicked off with speakers presenting actions and results alternately from each project, with a question and answer session at the end of each presentation or each presenting session. At the end of the first day, a round table was organised with two EU commission representatives, and a question and answer round with the audience was undertaken very successfully.

FESTA & GARCIA final conference

7 November 2016

08.30 Registration

09.00 – 09.30 Institutional greetings
  - Authorities of the hosting University
  - Welcome by Chiara Tripepi and Catharina Haller-Wank (FESTA and GARCIA project officers)
- Prof. Athene Donald, University of Cambridge, Representative of the ERC
- Minna Salminen-Karlsson, coordinator of the FESTA project
- Annalisa Murgia & Barbara Poggio, coordinators of the GARCIA project

Chair: Bernard Fusulier, Université Catholique Louvain, Belgium

09.30 – 10.00 Contextualizing Academic Careers in the European Context
- Early Academic Careers in Cross-National Perspective (GARCIA: Nicky Le Feuvre and Farinaz Fassa, University of Lausanne, Switzerland)

Chair: Gülsün Saglamer, Istanbul Istanbul Technical University, Turkey

10.00 – 10.30 GAPs
- Gender Action Plans in the GARCIA project (GARCIA: Annalisa Murgia, University of Trento)

Chair: Georgi Apostolov, South West University, Blagoevgrad, Bulgaria

10.30-11.00 Coffee break and Poster session: GAPs implemented in each Institution

11.00 – 12.00 Raising awareness on gender practices
- Raising awareness about gender in Academia: the individual perspective (FESTA: Pat O’Connor University of Limerick, Ireland, and Georgi Apostolov, South West University, Blagoevgrad, Bulgaria), and the organizational perspective: Good practices and recommendations (FESTA: Liv Baisner, University of Southern Denmark, Denmark, Sabine Bausch, RWTH Aachen University, and Nina Almgren, Uppsala University)

- Gender and precariousness in academia: a multi-methods approach (GARCIA: Rossella Bozzon and Francesca Fiore, University of Trento, Italy)

Chair: Duška Knežević Hočevar, Research Centre of the Slovenian Academy of Sciences and Arts, Ljubljana, Slovenia

12.00 – 13.00 Changing organizational cultures
- Improving interactional patterns: meeting culture and the gender perspective (FESTA: Georgi Apostolov, Southwestern University, Blagoevgrad, Bulgaria, Nina Almgren, Uppsala University, and Liv Baisner, University of Southern Denmark, Denmark)
- **Leaky pipeline and interrelated phenomena** (GARCIA: Farah Dubois-Shaik and Grégoire Lits, Université Catholique de Louvain, Belgium)

  *Chair: Sabine Kradolfer, University of Lausanne, Switzerland*

13.00 – 14:00 **Lunch and Poster session: GAPs implemented in each Institution**

14.00 – 15.30 **The gendered construction of excellence**

- **The limits of the concept of excellence in hiring – interventions at different stages of the process** (FESTA: Manuela Aye, Sabine Bausch, Rheinisch-Westfälische Technische Hochschule, Aachen, Germany)

- **Deconstructing excellence in the working environment** (FESTA: Minna Salminnen, University of Uppsala, Sweden)

- **Gender practices in the construction of excellence criteria for early career academics** (GARCIA: Channah Herschberg, Radboud University, the Netherlands)

  *Chair: Kjell Bratbergsengen, Norwegian University of Science and Technology, Trondheim, Norway*

15.30-16:00 **Coffee break and Poster session: GAPs implemented in each Institution**

16.00 – 17.30 **Gendering research and education**

- **Challenges of integrating gender-sensitive approach in research and teaching** (GARCIA: Jovana Mihajlović Trbovc and Ana Hofman, Research Centre of the Slovenian Academy of Sciences and Arts, Ljubljana, Slovenia)

- **Building a mentoring programme: transversality and organisational specificities** (GARCIA: Caroline Vincke and Helene Adam, Université Catholique de Louvain, Belgium)

- **PhD supervision and the gender perspective** (FESTA: Liv Baisner, University of Southern Denmark, Denmark and Clare O’Hagan, University of Limerick, Ireland)

  *Chair: Yvonne Benschop, Radboud University, the Netherlands*

17:30 - 18.30 **The future of research programs on gender & science**

Ana Arana Antelo, European Commission; Elisabeth Pollitzer, Portia Ltd, UK.

*Chair: Pat O’Connor University of Limerick, Ireland*

**8 November 2016**
09.00 – 10.30 Gendering communication and decision making

- *Is gender budgeting a tool for change in decision making?* (GARCIA: Finnborg Salome Steinthorsdóttir, University of Iceland, Reykjavik, Iceland)

- *Gendering communication and decision making: the formal and the informal perspective* (FESTA: Clare O’Hagan, University of Limerick, Ireland, and Marco Zamarian, Bruno Kessler Foundation, Trento, Italy)

*Chair: Eileen M. Trauth, Pennsylvania State University, University Park, Pennsylvania, U.S.*

10.30 – 11.10 Dealing with organizational change

- *Gendering organizations: dealing with resistances* (Gülsün Saglamer, Mine Tan, Istanbul Technical University, Turkey, and Lut Mergaert, Yellow Window, Belgium)

*Chair: Thorgerdur Einarsdóttir, University of Iceland, Reykjavik, Iceland*

11.10-11.40 Coffee break and Poster session: GAPs implemented in each Institution

11.40 – 12.40 Meta-analysis of the projects

- *Meta-reflection on the FESTA project* (Minna Salminen-Karlsson, University of Uppsala, Sweden)

- *Implementation Challenges in Structural Change Projects: learnings from GARCIA* (Florian Holzinger and Helene Schiffbaenker, Johanneum Research, Graz, Austria)

*Chair: Gabriele Griffin, University of Uppsala, Sweden*

12.40 – 13.00 Institutional conclusions (FESTA: Minna Salminen-Karlsson, University of Uppsala, Sweden; GARCIA: Annalisa Murgia, University of Trento, Italy)
3. GARCIA Conference Abstracts

Here we present the GARCIA project presentation abstracts in their order of presentation:

3.1. Early Academic Careers in Cross-National Perspective

*Nicky Le Feuvre and Farinaz Fassa, University of Lausanne, Switzerland*

Despite recent improvements in the collection, compilation and dissemination of quantitative data on women’s academic careers in the European context (notably through the European Commissions’ SHE Figures publications), we have not progressed much in understanding the mechanisms behind women’s limited role in the production and dissemination of scientific knowledge. Although comparative data is more widely available today than in the past, it remains the case that much of the research on women in scientific professions lacks a theoretically grounded cross-national comparative perspective (Caprile et al., 2012: 16). There is a widespread tendency to believe that, because women represent approximately 20% of full professors in all national contexts, the reasons behind this under-representation must automatically be similar, if not identical. Thus, although the research on this topic is generally situated (in so far as publications usually mention the country, disciplinary field, type of academic institution under consideration), the data presented is rarely fully contextualised, making cross-national comparisons of women’s experiences in scientific occupations somewhat hazardous.

Based mainly on the findings summarised in Deliverable 3.3 of the GARCIA project (Le Feuvre, 2015), the aim of this paper is thus to identify the structural characteristics of 1) academic labour markets and 2) the sexual division of – paid and unpaid – labour and 3) equal opportunity measures, in each national (local) GARCIA context and to suggest how variations at these three levels may affect women’s aspirations for, access to and experiences of academic careers.

For example, we believe that the structures of opportunity and constraint offered by various academic labour markets will influence the conditions under which men and women aspire to working in science and evaluate their chances of success in the academy. Likewise, we expect national (or local) gender norms to shape the expectations that well-qualified women (and their friends and family) have about their future career prospects and their employment and family formation patterns. The precise objectives and content of equal opportunity policies will also influence the ability of men and women to combine a more or less demanding academic job with a satisfactory level of investment in other aspects of their lives (Fassa & Kradolfer, 2010; del Rio Carral & Fusulier, 2013).

The primary aim of this comparative analysis is to provide sufficiently contextualised knowledge about the social mechanisms behind women’s positions within the
academic labour market; in order to elaborate the most appropriate self-tailored gender equality action plans in each GARCIA institution.

3.2. Gender Action Plans in the GARCIA project

*Annalisa Murgia, University of Trento, Italy*

One of the most innovative elements of the GARCIA project is its focus on the early stages of academic and scientific careers, and specifically on researchers with non-tenured positions. Data on research staff employed on temporary contracts (postdocs, non-tenured assistant professors, adjunct professors, etc.) are rarely collected and monitored by universities and research centres, which infrequently include these specific positions in their Gender Action Plans. In this session the GARCIA Gender Action Plan will be presented, in order to provide a comprehensive picture of the implemented actions, aimed to address gender asymmetries since the very beginning of academic and scientific careers, both in STEM and in SSH disciplines. With the exception of the Austrian partner, which performed the internal evaluation, all the other six partners involved in the GARCIA project implemented the same actions, but identifying different solutions, tailored to each specific organisational context. Five key dimensions have been addressed: the influence of national welfare and gender regimes on academic careers; gender biases in management and decision-making processes; gender practices and stereotypes in universities and research institutions; the leaky pipeline phenomenon; and the gendered subtexts in procedures. For each of these areas of intervention both the diagnostic and implementation phases will be illustrated.

3.3. Gender and precariousness in academia: a multi-method approach

*Rossella Bozzon and Francesca Fiore, University of Trento, Italy*

The Gender Action Plan implemented at the University of Trento – and specifically at the Department of Sociology and Social Research, and at the Department of Engineering and Computer Science – has focused on gender differences among early career researchers. The new generation of researchers is facing growing levels of instability and women, more often than men, work in precarious positions. In this presentation, we will introduce the multi-method diagnostic analysis conducted at UNITN with the aim to gain deeper insights on the profile of the male and female researchers employed with a temporary position, in order to understand their working conditions and the most effective policies to support their careers. We will then present some implemented actions, that were planned according to the specific needs expressed by the early career researchers involved in the project. Finally, specific attention will be paid to the online mentoring activities, developed with PhD students and postdocs, through a participatory approach, aimed to make visible their scientific work and to inform them about the available policies.
3.4. Leaky pipeline and interrelated phenomena

Farah Dubois-Shaik and Grégoire Lits, Université Catholique de Louvain, Belgium

In this presentation we propose a new Typology of Gendered Pipelines that provides a multi-level, multi-dimensional and comparative analytical framework of leaky pipelines and interrelated phenomena across six European countries and research institutions (Italy, Slovenia, Iceland, Switzerland, Belgium, The Netherlands). Along with previous studies and with a number of contemporary European studies, the GARCIA project establishes that the moving away of women from the scientific or academic path, leading to higher positions does not happen so simply as one could imagine at first glance and that rather than adopting monicausality, we have to take a more composite view of causes and effects when thinking about the “Leaky Pipeline” and other phenomena. When looking at gender policies, under the hood of “gender equality” these have so far also focussed in a rather epidermic way on improving figures and representations in professorships and leadership positions (albeit still without much effect). In short, research institutions more rarely question the pipelines themselves, although already broached by numerous research studies in different national contexts. Pipelines are often seen as either career trajectories, or organizational career pathways that point to “leaks”, which are undeniably present in all our case-study institutions. However, we would argue that we cannot simply adopt an approach of “filling the gaps” or of pointing the fingers at gatekeepers. Our various project results have fed the focus on the “leaky pipeline” by providing us with a rich multi-level perspective; a multi-dimensional perspective; and a comparative perspective, which permits us to enlarge the research perspective to “Gendered Pipelines”. We propose a typology that allows identifying a range of costs of gendered pipelines on three entity levels (Science/Institution/Individual). This enabled us to identify three different types or rationales of “career paths and organizations”, which have different gendered impacts.

3.5. Gender practices in the construction of excellence criteria for early career academics

Channah Herschberg, Radboud University, the Netherlands

Today’s academic labour market is characterized by precarisation, effecting men and women differently. Figures show that women academics are more often employed on fixed term contracts than men. In the competition for a declining number of permanent positions, the label of excellence can be key to early career researchers’ inclusion or exclusion in academia. We will first present the gender practices found in the construction of excellence in recruitment and selection procedures for early career researchers. Then, we discuss how to disseminate our findings involving both early career researchers and selection committee members
to achieve more gender awareness in recruitment and selection practices. We will present lessons learned on the crucial elements for success in the implementation of such actions as well as dilemmas to anticipate.

3.6. Challenges of integrating gender-sensitive approach in research and teaching

Jovana Mihajlović Trbovc and Ana Hofman, Research Centre of the Slovenian Academy of Sciences and Arts, Ljubljana, Slovenia

Gender is still predominantly researched as an isolated topic, while gender-sensitive approach to the research of other (non-gender) topics has been significantly less widespread. Similarly, intersectionality as an approach in researching has widely supported, but significantly less implemented. General assumption is that gender dimension is more easy to integrate into SSH than STEM fields. Through analysis of GARCIA test institutions’ projects and conducting workshops with the academic staff, we found that the actual fault-line falls between human and non-human related scientific disciplines. The presentation will assess different methodological challenges emerging from different relation of scientific disciplines to human society. We will present how we faced those challenges in creating Toolkit for Integrating Gender-Sensitive Approach into Research and Teaching.

3.7. Building a mentoring programme: transversality and organisational specificities

Caroline Vincke and Helene Adam, Université Catholique de Louvain, Belgium

Mentoring in University represents a particular case, because professional pathways of researchers/academics are difficult to plan ahead, and they are exceptionally rare as careers. Moreover, the pathways are rarely uniform and linear. The aim of this talk is therefore to introduce gendered sensitive mentoring and its characteristics within research institutions and universities, in order to support the building or enhancing of mentoring programmes. The key ideas of this work relies on strong bibliographic review upon mentoring, gender issues and work culture in academia, supported by generalized model of gender sensitive mentoring programmes upon the different institutional case-studies across six European countries (Italy, Slovenia, Switzerland, Belgium, Iceland and The Netherlands) from the GARCIA project. This ended up with a toolkit on self-tailored gendered sensitive mentoring program that should support preventive actions in order to lower the gendered gaps in academia. While exposing the different steps to go through to create a mentoring programme, we will build upon the self-tailored Belgian mentoring programme initiated in UCL, considering both SSH and STEM departments. There, we used the framework of transformative mentoring, with the aim at transforming the person on the one hand (socialization through a process of adaptation to the structural functioning of an
organization) and of the organization on the other hand, in view of a system that is
more adapted to the rhythm of the researchers, whatever may be their gender, and
of a better adaptation to their articulation of private and professional life. Mentoring then intervenes as a tool for change, not only focussed upon targeting
gender inequality in the long-term sense, but also of being able to create in more
immediate terms, a more gender sensitive, reflexive and conscientious
research/academic work environment.

3.8. Is gender budgeting a tool for change in decision making?

Finnborg Salome Steinthorsdóttir, University of Iceland, Reykjavik, Iceland

In the era of global competition, excellence and performance orientation, academic
and scientific institutions are more and more being managed as efficient
organizations with a strong emphasis on scientific productivity. Within that
framework, the managerial and financial decisions are perceived as technical
procedures that are objective and gender neutral, while in reality, as the findings
from the GARCIA project reveal, most of these procedures and processes are highly
gendered and maintain the vertical and horizontal gender segregation still prevalent
in European academic and scientific institutions. Gender budgeting is an instrument
for advancing gender equality that can create new approaches to policies and
decision-making regarding raising and allocating resources. In the presentation we
will present the Icelandic GARCIA team’s toolkit for gender budgeting in academia,
which is intended to be a guide for integrating gender into the financial processes
and procedures of academic and scientific institutions. Furthermore, building on our
experience of gender budgeting at the University of Iceland we will discuss
successes and setbacks in the implementation process, and share how informal and
formal processes can create an opportunity to facilitate equality through the
budget.

3.9. Implementation Challenges in Structural Change Projects: learnings from GARCIA

Florian Holzinger and Helene Schiffbaenker, Johanneum Research, Graz,
Austria

This presentation will reflect on the process of implementing actions to promote
gender equality in the GARCIA project and discuss the main challenges and
connected resistances that were observed and encountered. But we will also try to
summarize some lessons learnt for future calls and structural change projects. The
presented findings are based on qualitative semi-structured interviews with
implementers and collaborators of the GARCIA project. One main challenge that has
been identified in all GARCIA organizations at some point of the project is the
involvement of already established structures and personnel responsible for
promoting gender equality in each organization. This has proven to be very
challenging in some organizations as the local GARCIA teams consisted mostly of senior researchers renowned for their expertise on gender equality in academia but nevertheless they were not necessarily in decision making positions which would have enabled them to facilitate the implementation of the GARCIA actions and goals. We will discuss the consequences of this challenge and connected resistances, how the GARCIA teams have been able to overcome them and what can be learned from these experiences for future activities.

4. GARCIA Presentations Slides

In the following section, we introduce each presentation in form of slides and their contents.
Nicky Le Feuvre, Lausanne University

Early Academic Careers in Cross-National Perspective

FESTA & GARCIA Final conference, Brussels, 6-7 November 2016

SOME INTRODUCTORY THOUGHTS ON THE PLEASURES & PITFALLS OF DOING COMPARATIVE RESEARCH

Gendering the Academy and Research: combating Career Instability and Asymmetries
PLAN

• The GARCIA project has focussed on a particularly under-researched, but nevertheless strategic stage of the academic career - that immediately following the PhD defence and a 1st post-doc position.

• Our research has drawn attention to the lack of systematic research and even data collection on post-docs; a group whose numbers are increasing almost everywhere, but also a number of analytical challenges.

PLAN

• Despite great improvement in the collection and availability of statistical and qualitative data, research on women’s academic careers often ignores or under-plays structural (societal) differences in academic labour markets / gendered career patterns;

• Such « grey zones » in comparative analysis are compounded by the universalistic and often un-contextualised theoretical perspectives that are used to explain women’s under-representation in the higher echelons of the academic hierarchy.
The potential of cross-national analysis

GARCIA WP3 recommendations about doing cross-national analysis:

  ISBN 978-88-8443-610-8

« The true value of cross-national studies lie more in the generating of new hypotheses regarding causal explanations, rather than actually testing them »

A UNIVERSAL & COMPLEX DIAGNOSIS

Several findings can be drawn from recent research on women’s academic careers in the European context:

- Academic careers are under-going a universal, albeit slow and uneven, process of feminisation;
- However, women’s representation at the top of the academic hierarchy remains below that observed in other highly qualified occupational settings;
- The rhythm and pattern of academic feminisation varies considerably, both across national settings and across disciplinary fields in a given societal context.
- The effects of academic gender equality policies are potentially ambivalent.

Analytical challenges for cross-national comparisons: the French case

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PLURALISIC EXPLANATIONS OF « WHAT’S THE PROBLEM »?

1. Micro-social, dispositional approach

The main problem = gender socialisation

(Most) women are (still) lacking in the social characteristics that are required for a « successful » academic career (ambition, taste for competition, mobility, unlimited availability, etc.).

2. Macro-social, structural approach

The main problem = gender + care + employment regimes (the universal assignment of women to unpaid care + gender division of labour), combined with the (universal?) expectations of academic employment (competitiveness, mobility, high productivity, etc.).
PLURALISIC EXPLANATIONS OF « WHAT’S THE PROBLEM »?

3. Meso-social + organisational approach

The main problem = lack of recognition for women and/or the value of their scientific ability and production (direct and indirect discrimination, invisibility or under-recognition of female applicants for academic jobs / funding).

CROSS-NATIONAL DATA COLLECTION BUT NO COMPARATIVE ANALYSIS?

• The outcomes of gender socialisation processes are presumed to be identical across time and space;
• Nationally specific gender + care + employment regimes are recognised, but analysis of their effects on academic employment patterns is undertaken seriously;
• Direct and indirect discrimination against women is presumed to take similar forms in a wide range of (academic) institutional / disciplinary environments.
CROSS-NATIONAL DATA COLLECTION BUT NO COMPARATIVE ANALYSIS?

- The structure of academic careers is presumed to be identical / similar in all national (+ historical) contexts (an idea that is implicit to the « new public management » convergence hypothesis);
- The desirability or relative attractiveness of academic careers (in comparison to other employment sectors) is presumed to be identical / similar in all national (+ historical) contexts, for men and women alike.

ACADEMIC LABOUR MARKETS IN COMPARATIVE PERSPECTIVE (Musselin 2005)

- Selection procedures (centralised, nationally or regionally organised admittance procedures or direct selection to academic institutions);
- Length and philosophy of the pre-tenure period (professional status obtained through early autonomy versus prolonged subordination to academic superiors);
- Relative importance of internal or external labour markets (“local” career progression favoured; inter-institutional or international mobility required);
- Determinants of pay and remuneration structure (collective bargaining pay scales versus individualised pay schemes / relative pay rates to other potential labour markets).
These characteristics continue to influence academic careers, despite other points of convergence across countries:

1) The increasingly widespread adoption (and legitimacy) of individualised evaluation, monitoring and reward schemes;

2) The increasingly important role attributed to HE establishments / institutions in regulating academic careers (i.e. loss of professional control over admission and career progression criteria).

(Musselin 2005: 136).

- Selection procedures (centralised, nationally or regionally organised admittance procedures or direct selection to academic institutions);
- Length and philosophy of the pre-tenure period (professional status obtained through early autonomy versus prolonged subordination to academic superiors);
- Relative importance of internal or external labour markets (“local” career progression favoured; inter-institutional or international mobility required);
- Determinants of pay and remuneration structure (collective bargaining pay scales versus individualised pay schemes / relative pay rates to other potential labour markets).
Number and status of US academics

- Professeurs ordinaires (Tenure); 177581
- Professeurs associés (Tenure); 148981
- Professeurs assistants (Tenure Track); 171639
- Postdocs; 89300 (estimation)

Rouge: engagement à durée déterminée; orange: option sur un engagement à durée indéterminée («Tenure Track»); vert: engagement à durée indéterminée

Number and status of Swedish academics

- Professeurs (Tenure): 5311
- Senior Lecturers (Tenure): 7956
- Junior Lecturers (Tenure ou durée limitée): 6630
- Postdocs (durée limitée): 7908


Number and status of Swiss academics

- Professeurs ordinaires (tenure): 2963
- Professeurs assistants (avec Tenure Track): 197
- Professeurs assistants (sans Tenure-Track, y. e. professeurs boursiers FNS): 486
- Postdocs: 18726

Source: Office fédéral de la statistique et questionnaire à toutes les universités de Suisse sur mandat du Réseau Futu- re, mars 2012.
ACADEMIC LABOUR MARKETS IN COMPARATIVE PERSPECTIVE (Musselin 2005)

- Selection procedures (centralised, nationally or regionally organised admittance procedures or direct selection to academic institutions);
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- Relative importance of internal or external labour markets (“local” career progression favoured; inter-institutional or international mobility required);
- Determinants of pay and remuneration structure (collective bargaining pay scales versus individualised pay schemes / relative pay rates to other potential labour markets).

Women’s share of R&D jobs by level of spending on research (PPS / N° FTE)
CONCLUSIONS

Despite the internationalisation / rationalisation / individualisation processes currently at work, academic careers do not take the same form in different national / institutional contexts. We need to:

1. Better understand how women are being simultaneously included and excluded from academic labour markets in most EU countries;
2. Better understand how societal specificities in gender / care / employment regimes influence women’s access to academic labour markets.

CONCLUSIONS

Adopting a (truly) cross-national analytical perspective teaches us that:

1. The same outcomes (e.g. 30% female professors) don’t necessarily result from the same social processes in all societal & historical contexts;
2. The same processes don’t necessarily produce the same outcomes in different national contexts;
3. The same (gender equality) policies necessarily don’t have the same effects in different societal / institutional contexts...
QUESTIONS WELCOME...

Gendering the Academy and Research: combating Career Instability and Asymmetries
Gender Action Plans in the GARCIA project

Annalisa Murgia, University of Trento

Objectives and themes

• **Target:** Gender differences in early career researchers.

• **Project structure:** 18 months of organisational diagnosis + 18 months of implementation of actions.

• **Organisational contexts:** STEM and SSH disciplines.
**Beneficiaries: both STEM and SSH**

1. **Univ. of Trento (IT):** Dept. of Engineering and Computer Science / Sociology and Social Research.
2. **UCL (BE):** Earth and Life Institute / Change in Contemporary and Historical Societies;
3. **Radboud Univ. (NL):** Mathematics and Astrophysics / Management Research;
4. **Univ. of Iceland (IS):** Physical Science / Political Science;
5. **Univ. de Lausanne (CH):** Biology and Medicine / Social and Political Sciences;
6. **Slovenian Academy of Sciences and Arts (SLO):** Slovenian Language Institute / Biotechnical Faculty, Univ. of Ljubljana
7. **Joanneum Research Forschungsgesel (AT):** monitoring and internal evaluation of the project.

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**Percentage of WOMEN by position in the GARCIA departments, 2013**

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<tr>
<td>Tenured</td>
<td>30.4 10.0</td>
<td>39.6 23.1</td>
<td>41.7 26.8</td>
<td>32.0 5.5</td>
<td>74.0 50</td>
<td>42.5 24.3</td>
</tr>
<tr>
<td>Non tenured</td>
<td>52.2 21.8</td>
<td>69.0 35.9</td>
<td>58.0 51.2</td>
<td>43.3 24.0</td>
<td>53.3 54.5</td>
<td>55.0 0.0</td>
</tr>
<tr>
<td>PhD</td>
<td>56.3 26.2</td>
<td>46.7 34.0</td>
<td>69.2 55.2</td>
<td>68.0 25.0</td>
<td>- 72.2</td>
<td>74.0 40.0</td>
</tr>
</tbody>
</table>

Methodological and practical tools to foster structural changes in a gender perspective, in academia and research centres, including early career researchers.

Areas of intervention

1. Influence of welfare and gender regimes on academic careers.
2. Gender biases in management and decision-making processes.
3. Gender organisational practices and stereotypes.
4. Leaky pipeline phenomenon.
5. Gendered subtexts in the evaluation and recruitment procedures.

On the basis of the research results a GENDER ACTION PLAN has been implemented in each involved university/centre.
1. Influence of Welfare and Gender Regimes on Academic Careers

**Aim:** Framing gender asymmetries in academia within the structure of opportunities and constraints offered by the national gender and welfare regimes.

**Actions:** Mapping
(a) employment patterns of women;
(b) national and local policies about: (i) education, (ii) employment, (iii) family formation, (iv) care & work-life balance, (v) equal opportunities.


**Aim:** Mapping gender differences in decision making bodies and how gender is considered in financing procedures at the university and department level.

**Actions:** (a) Analysis of the gender composition of the committees concerned with decision-making at the University level and in the two targeted departments.

(b) Guidelines and Toolkit to integrate gender budgeting in the research sector.
**3a. Structural and Cultural Organisational Analysis**

**Organisational diagnosis:** (a) Development of statistical indicators about research staff, with a particular focus on early career researchers.

(b) Semi-structured interviews (20x6 countries) with female and male:
   - Assistant professors (4 STEM + 4 SSH)
   - Postdocs (6 STEM + 6 SSH)

(c) Mapping extant teaching activities and funded research projects that do (not) integrate a gender perspective, both in STEM and SSH.

**3b. Structural and Cultural Organisational Analysis**

**Actions:**

(a) Quantitative and qualitative analysis of gender differences, with a particular focus on early career researchers.

(b) Toolkit for Integrating a Gender-Sensitive Approach into Research and Teaching.

(c) Each GARCIA partner organised – both in the STEM and SSH targeted departments – **trainings and/or workshops on strategies to integrate a gender perspective in research and teaching.**
4a. The Leaky Pipeline Phenomenon

**Organisational diagnosis:** (a) *Quantitative data collection* at the national and at the organisational level.

(b) **Design of a web survey** distributed by all partners to early career researchers working in the targeted STEM and SSH departments, and who had worked there in the past (2010-2014) and then moved to another university / left the research sector.

(c) **Semi-structured interviews** (20x6 countries) with female and male PhD holders who worked as postdocs *(or non tenured)* in STEM and SSH in 2010-14.


4b. The Leaky Pipeline Phenomenon

**Actions:**

(a) *Quantitative and qualitative analysis* focused on gender differences between early career researchers who moved/left.

(b) **A comparative analysis of the gendered pipelines** across the six GARCIA beneficiaries.

(c) **Different kinds of mentoring activities** addressed to early career researchers have been implemented by each partner.

(d) **Toolkit** “Gender-sensitive Mentoring Programme in Academia: A Design Process”.
5a. Gender Practices in the Construction of Excellence

**Organisational diagnosis:**

(a) **Mapping the formal criteria** used in job descriptions both in STEM and SSH departments.

(b) **Interviews and focus groups with committee members** who participated in recruitment procedures from 2010 to 2014.

(c) **Analysis of appointment reports** in the targeted STEM and SSH departments from 2010 to 2014.

5b. Gender Practices in the Construction of Excellence

**Actions:**

(a) **Reflexive working groups**, implemented by each GARCIA partner, **with committee members** from the targeted STEM and SSH departments. The gaps between formal and actual evaluation criteria were discussed.

(b) **Toolkit** to implement reflexive working groups with committee members.

(c) **Workshops**, in each GARCIA institution, for a better preparation and awareness of women **candidates for selection procedures**.

(d) **Toolkit** to implement workshops with early career researchers.
Citizenship for different organisational gender models:

- Scientific knowledges have much more to gain from **differences** than from homogeneity, and from **collaborative** rather than hierarchical **practices**.

- The **model of excellence** – currently based on total commitment and limited time for other areas of life – has much more to gain from **good scientists who also enjoy their life**.

**Gender Action Plans**: making visible **early career researchers** and integrating them in the policies to be implemented.
THANKS!!!

annalisa.murgia@unitn.it

www.garcia-project.eu
Gender and Precariousness in Academia: a Multi-Method Approach

Rossella Bozzone and Francesca Fiore
University of Trento

www.garciaproject.eu

Outline

GARCIA Gender Action Plan at the University of Trento (UNITN)

Focus on: ACTIONS TARGETED TO EARLY STAGES RESEARCHERS, mainly postdoc research fellows:

• Diagnostic analyses
• Implemented self-tailored actions

Fieldwork: Mainly the 2 GARCIA beneficiary departments at the UNITN

• Department of Information Engineering and Computer Science (DISI)
• Department of Sociology and Social Research (DSRS)
Dignostic actions focus on temporary research staff working conditions at UNITN

- Both quantitative and qualitative tools
- Statistical indicators based on administrative information on gender differences in academic career development
- Web-survey with non-tenure researchers (postdoc research fellows and fixed-term assistant professors) at the DISI and DSRS between 2010 and 2014 on their work trajectories and experiences at the UNITN
- Semi-structured interviews with:
  - Postdoc research fellows and fixed term assistant professors at the DISI and DSRS (10 + 10)
  - PhD holders who left the DISI and DSRS departments, after having worked there as postdoctoral research fellows from 2010 to the end of 2014 (10+10)
- Desk analyses and data collection on teaching activities and funded research projects

Early stages researchers at UNITN

Two types of temporary research positions:
- Fixed term assistant professors, who are part of the academic/teaching staff.
- Postdoc research grants (“Assegnisti di ricerca”), mainly financed on external funding/research projects. Excluded by unemployment provision.

At UNITN, more than 2/5 of the research staff is composed of people in temporary positions.
Critical features of POSTDOC WORKING CONDITIONS at the University of Trento (UNITN)

Career Development in Academia

• Strong gender unbalance along the career ladder
• General difficulty to promote “young” researchers in stable positions
• Limited awareness about gender biases and gender stereotypes in selection processes, research, and everyday working life

Invisibility

• Low level of recognition of postdocs within the UNITN community
• Problematic boundaries between formal/informal, visible/invisible work of researchers with temporary positions
• Exclusion from policy actions at organizational level

Job instability (& Leaky Pipeline)

• Job instability is the main reason to leave academia
• Gender differences in managing job instability and work/life balance (persistence of traditional gender roles)
• Strong difficulties to manage job mobility because of exclusion from social policy provisions

Strategy overview

LOCAL level: collaboration to the process of introduction and implementation of an unemployment benefit for postdoc research fellows

UNIVERSITY level: new institutional web portal dedicated to PhD students and postdoctoral research fellows with an online mentoring area

DEPARTMENT level:

DISI: Workshop “Making academic careers together. Recruitment, precariousness and gender”

DSRS: Workshop “Professional Development Workshop: Career Planning for Early Career Researchers” + individual colloquia
**Action at University level: PhD-Postdoc Research Fellow WEB PORTAL**

**Participatory design:** workshops with PhD students and postdoc research fellows with the aim to identify their needs and involve them since the beginning in the creation of the web platform and its contents *(activities carried out with the collaboration of the InterAction Team at DISI)*

**University stakeholders** in order to guarantee the sustainability of the portal even after the GARCIA project

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**Fig. 3 - Unitn Homepage at January 2016.**

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**Action at University level: PhD-Postdoc Research Fellow WEB PORTAL**

**Main Contents:**
- Re-organization of already available information targeted to PhD students and postdoc research fellows
- Development of a page with the postdocs **Rights&Duties**
- **Online mentoring area:** video pills on career development strategies with senior researchers
**Video pills** with suggestions and tips target to PhD students and postdoc/early career development on:

- Career planning,
- Gender issues in career development,
- Publishing,
- Networking and scientific communication,
- Funding, writing a project proposal.

**Mentors:** Senior researchers, one woman and one man for each department of the University of Trento, associate and full professors with extensive experience in international projects.

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**Action at University level: Mentoring area**

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**Action at the department level - STEM**

“Making academic careers together. Recruitment, precariousness and gender”

**Aim:** Career development strategies in academia in STEM disciplines, particularly addressed to female researchers.

Our main purpose was raising awareness on recruitment and selection procedure in academia reflecting on differences between formal and actual criteria gender practices in selection processes.

**Target:** Postdocs and PhD students at DISI or STEM disciplines

**Main implementation strategy:**

- Gender sensitive approach in selecting the facilitators.
- International learning environment.
- Workshop organized within a well-recognised conference within the information technology community.
Action at the department level - STEM
“Making academic careers together. Recruitment, precariousness and gender”

Facilitators: Bianca Elzenbaumer and Fabio Franz with the support of Maurizio Teli

Aim: Empowering early stages researchers in career development in academia and research in SSH disciplines. Provide competences useful to build an academic career in a global research environment

Target: Postdocs and PhD students at DSRS

Main implementation strategy:
• Gender sensitive approach in selecting the trainer
• International perspective on career development strategies
• Focus on “self-tailored” career planning

Action at the department level - SSH
“Professional Development Workshop: Career Planning for Early Career Researchers”

Aim: Empowering early stages researchers in career development in academia and research in SSH disciplines. Provide competences useful to build an academic career in a global research environment

Target: Postdocs and PhD students at DSRS

Main implementation strategy:
• Gender sensitive approach in selecting the trainer
• International perspective on career development strategies
• Focus on “self-tailored” career planning
Action at the department level - SSH
“Professional Development Workshop: Career Planning for Early Career Researchers”

Trainer: Barbara Risman (Vise Presidente of ASA)

Two activities:

1) Workshop on Career planning for Early Career Researchers focuses on practical skills needed for career development (such as cv-writing, preparation of job applications and interview strategies).

2) Individual colloquia to receive a personalised counselling on early stages professional development.

June 13th, 2016 – h. 14:00
Meeting Room – 3rd Floor, Via Verdi 26 Trento

Professional Development Workshop: Career Planning for Early Career Researchers

presents

Barbara Risman

The seminar is designed for non-tenure researchers. It will be in English. Professor Risman will focus on the practical skills needed by early career researchers for their career development such as cv-writing, preparation of job applications and interview strategies. Professor Risman will also have individual follow-up meetings with some of the participants. These individual advising and counselling appointments will be on the researcher present projects, future applications and more broadly about his/her career development. If interested in booking an individual session, please email francesca.fiore@unitn.it. The number of individual colloquia is limited.

Conclusions
What we have learnt from the GARCIA project:

- Diagnostic analysis and participatory processes based on multi-method tools are crucial to define and implement effective context-specific Gender Action Plans

- Actions target to early stages researchers - temporary researchers - should be systematically included in university Gender Action Plans:
  - Growing part of research activities are carried out by precarious researchers
  - Women disadvantages in career development start already in the first phases of career. They are particularly visible in the processes to access stable positions

- Relevance to combat gender inequalities and asymmetries both in STEM and SSH fields.
  - Even if in SSH fields there is a higher presence of women, gender biases and discriminations persist in career development processes in all fields of science.
THANK YOU FOR YOUR ATTENTION!

www.garciaproject.eu
Redefining the pipeline…

- « Leaky Pipeline « (Alper, 1993) and interrelated phenomena (Glass ceiling, Sticky floor, Matilda/Matthew effects, etc.), examining the progressive disappearance of women the higher we climb the scientific/academic career ladder.

- Pipelines are often seen as either career trajectories, or organizational career pathways that point to “leaks”, which are undeniably present in all our case-study institutions (see Dubois-Shaik & Fusulier, 2015).

- The moving away of women from the scientific or academic path, leading to higher positions does not happen so simply as one could imagine at first glance. (Grant et al., 2000; Le Feuvre, 2009; Fassa et al., 2012; Dubois-Shaik & Fusulier, 2016).

- Institutions rarely question the pipelines themselves, and sofar focused on career trajectories: what is a pipeline?
A composite perspective

A multi-level perspective:
- macro-level by looking at gender and welfare regimes, and comparative statistical data on leaky pipelines: WP3 and WP6
- meso-level by looking at organizational culture, structures and governance: WP4 and WP5
- micro-level by looking at experiences of early researchers and academics: WP4 and WP6;

A multi-dimensional perspective:
regimes, organizational systems, policy, scientific fields, governing units, sex, gender, stages of the career, work/life interference, relationships, power, discourse, cultures, contexts etc.;

and a comparative perspective:
across seven/six European countries, research institutions, SSH/STEM institutes,
comparing women/men, comparing three different groups of researchers/academics

Gendered pipelines....

Proposition:

A gendered pipeline is composed not only of career trajectories across individual people’s lives, but establishes that these are situated in a specific gendered organizational context, in a specific institutional context and in a specific national and regional context. Cutting across all these contexts are also gender and welfare regimes, are new managerial regulations, are internationalization, are also professional networks and work cultures that cross national boundaries.
Transversal features across six country vignettes

- **Gender and Welfare Regimes:**
  Traditional or modified male breadwinner models; overall trend of full-time work

- **Gender Policy:**
  No implementation or only on discursive level; when existing, mainly on the doctoral level; financial measures and quota focus on hyper productivity-based criteria

- **Results of Quantitative Analysis:**
  Massification of students and feminisation in higher education, with exceptions in STEM.
  A bottleneck with different intensities and slightly different points, after PhD or during/after postdoc.
  A general rise of teaching assistants, non-tenured, who are female.

  For more details see: Working Papers 1/3/4/5

Transversal features across six country vignettes

- **Results of Qualitative Analysis: Women Mover and Leaver**

  Sense of regret and lack of support/ constant accountability/ hyper productivity, infringe upon family life. Lack of PhD recognition in terms of status and salary, especially in STEM, engineering.

  **Mobility** crucial factor for career success and advancement: less mobility possible for women.

  **Networks and mentors** essential for recruitment and professional advancement: less support for women, lonelier in SSH/ male lonelier in STEM: SSH males are most collaborative and have most “cooptation” possibilities.

  **Fundraising capacity:** crucial for career progression

  **Confidence:** difference in the way women and men speak about moving away from academia.
  (for more details see Working Paper 11)
Transversal features across six country vignettes

- **Organisational features/modalities**

**Funding plays a major role in shaping careers:** SSH lesser funding, more women, STEM more funding, lesser women.

There is in all country cases a **constant bid for funding** experienced on all early career levels (docs, postdocs, newly tenured): time-consuming.

Women have a **harder time obtaining funding**.

There is generally, in all country cases **less assistance for teaching**, whereby there are more women teaching assistants.

There is a **lot of administrative workload** upon early researchers and academics, which adds to overwork and shifting balance of work away from other, more valued and necessary tasks (research).

There is in most country cases a **important glass ceiling** in terms of the presence of women in management and leadership positions, and in recruitment and promotion committees.

**Tension** existing between recruitment criteria perceived by candidates and used in recruitment processes by evaluators (Nomination vs competition criteria).

---

**Three types of Gendered Pipelines**

**Type (1) “Persisting in precariousness” career path and “Mandarin” organisation with High cumulative costs;**

- Linearity and non-flexibility of the career path, vast power of gatekeepers, particularly stringent glass ceiling and long period of precariousness, instability, high parental ambivalence with less societal support systems.

**Type (2) “Persisting in uncertainty and ambivalence” career path and “University institution” organizational model with Moderate level costs;**

- Funding systems, competition culture, parental ambivalence, non-transparency and ambiguity of recruitment criteria, ambiguity between internationalization and strong local org. culture

**Type (3) “Winning in competition” career path and “market-driven” organization with Specific Costs;**

- Strong embeddedness and logic of international market, idealized “all round academic”, stringent glass ceilings for leadership, persisting omnipresence, elitist institution, very few academic positions.
A typology of costs: an institutional and policy tool

Three levels of costs that incur in Gendered Pipelines:

- the level of costs that the individual and particular academic/scientific career involves; for the **individual**

- the level of costs that the institutional and organizational conditions, demands and work culture/organization involves; for the **institution**

- the level of costs that science as a product and overall missive of research and teaching involves; for **Science**

<table>
<thead>
<tr>
<th>Three levels of entities/Costs</th>
<th>Type 1: “Persisting in precariousness” career path and mandarin organisation with High Cumulative Costs</th>
<th>Type 2: “Persisting in uncertainty and ambivalence” career path and “University institution” organisation with Moderate Costs</th>
<th>Type 3: “Winning in competition” career path and “market-driven” organisation with Specific Costs</th>
</tr>
</thead>
</table>
| Macro level entity: science   | - Important scientific exchanges and development between teaching and research may suffer, as teaching is undervalued both on meso- and micro-levels.  
- Increased short-term knowledge production contracts, with lesser funding of fundamental research.  
- Less depth of research undertaken: short-term contracts, with more deadlines and hyper-productivity in terms of publications.  
- The temporariness of research affects the quality of research outcomes and the type of knowledge elaborated in academia.  
- Lesser diversity in research and teaching in terms of gender, fewer female role models, persistence of masculine-based scientific research work model  
- Brain-drain for academia and other sectors: feminised higher education, but little career chances in academia and conversion of PhD in SSH  
- Decreasing the purpose and value of the PhD: accepting many doctorates, but with what aim?  
- Scientific organisations contributing to a work/family contradiction.  
- Persisting gender stereotypes in SSH and STEM fields. | - Persisting gender stereotypes for STEM: few women/fewer men in SSH  
- Student attraction for funding reasons: less teacher/student ratio, despite rising number of students: more degrees, with lesser quality of teaching programmes.  
- Lesser governmental funding, especially in SSH  
- Scientific production governed by funding structures: lessor fundamental research, lessor SSH research  
- Gender stereotypes persist in favour of males in STEM. | - Scientific production governed by funding measures: competitive criteria  
- Research and Teaching continue to be produced by an elite, more homogeneous group of researchers/academics  
- Gender stereotypes persist in favour of males in STEM. |
<table>
<thead>
<tr>
<th>Mesole level entity: institution</th>
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<tbody>
<tr>
<td>Large number of non-stabilized, &quot;floating&quot; not fully integrated research body and leadership teaching staff.</td>
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<tr>
<td>Teaching remaining undervalued non-academic assistance staff assuming main load of teaching, whereby teaching is not a main concern or passion; seen often as necessary for career progression.</td>
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<tr>
<td>Slower career climb and high vertical glass ceiling for women in leadership and management for both teaching and research.</td>
</tr>
<tr>
<td>Co-option logistics, old boys' clubs, high importance of gatekeepers and &quot;following&quot; a mentor more possible for men, less female &quot;role models&quot; and less support from gatekeepers for women.</td>
</tr>
<tr>
<td>No effective childcare and elderly support system in society at large, and at institutional level not taken into consideration.</td>
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<tr>
<td>Institutional ambivalence and discrepancy of and during recruitment procedures.</td>
</tr>
<tr>
<td>Linear, non-flexible career paths for researchers/academics.</td>
</tr>
<tr>
<td>Value of PhD other than in academia for 50% questionable.</td>
</tr>
<tr>
<td>Value of PhD in terms of salary and status in sector not guaranteed.</td>
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</tbody>
</table>

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<tr>
<th>Micro level entity: individual researcher/academic</th>
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<tbody>
<tr>
<td>Dissatisfaction.</td>
</tr>
<tr>
<td>Career instability, precariousness and uncertainty.</td>
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<tr>
<td>Lack of professional development.</td>
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<tr>
<td>Postdocs not as official employees, lesser social scheme and institutional benefits.</td>
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<tr>
<td>High dependence on existing institutions and mentors; women have lack of both.</td>
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<tr>
<td>Lack of institutional recognition and full membership.</td>
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<tr>
<td>Slower career progression for women, glass ceilings.</td>
</tr>
<tr>
<td>Lack of collaboration.</td>
</tr>
<tr>
<td>Lack of guidance, strategic for career building.</td>
</tr>
<tr>
<td>Low salary, expectations for professional (research and teaching) development.</td>
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<tr>
<td>Burnouts.</td>
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<tr>
<td>Work/life imbalance.</td>
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<tr>
<td>Parental ambivalence.</td>
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<tr>
<td>Renouncing parenthood, for women mainly.</td>
</tr>
<tr>
<td>No effective childcare and elderly support system in society.</td>
</tr>
</tbody>
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<tr>
<th>Funding systemic closed envelope/core systems.</th>
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<tbody>
<tr>
<td>Universities, research and teaching units, bid for funding according to student numbers, competition and student attraction.</td>
</tr>
<tr>
<td>Per student ratio for STEM 3 times higher than for SSH, however more SSH students.</td>
</tr>
<tr>
<td>More funding for STEM/PhDs, less for SSH; more male PhDs in STEM, less so in SSH, so double disadvantages, and reinforcing gendered budgeting.</td>
</tr>
<tr>
<td>Co-option logistics, old boys' clubs, high importance of gatekeepers and &quot;following&quot; a mentor more possible for men, less female &quot;role models&quot; and less support from gatekeepers for women.</td>
</tr>
<tr>
<td>Tensions between internationalization/standards in &quot;excellence&quot;, and local institutional criteria, costs, embeddedness, power of local culture, of committees, and networks.</td>
</tr>
<tr>
<td>Lesser funding for researchers/academics; bidding and competition culture at institution, institute and individual level reinforced; funding harder to obtain for women academics, and researchers.</td>
</tr>
<tr>
<td>Competition rather than collaboration amongst academics and within BETWEEN research groups.</td>
</tr>
<tr>
<td>Non-transparent recruitment processes: attracting the &quot;wrong&quot; type of researchers/future academics: lonely heroes/lonely heroines, non-integrated, focused upon research rather than also teaching, due to focus and discussion resources of recruitment criteria of competition.</td>
</tr>
<tr>
<td>Recruitment committees high/soft in terms of gender policy, especially in STEM: gap between formal and informal criteria.</td>
</tr>
<tr>
<td>Value of PhD in terms of salary and status in sector not guaranteed (STEM engineering for example).</td>
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<tr>
<th>Less attractiveness of academia within the job market.</th>
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<tbody>
<tr>
<td>Very narrow bottleneck after PhD and postdoc; very few positions and few chances of obtaining permanent positions.</td>
</tr>
<tr>
<td>Side effects of existing gender inequality measures recruiting &quot;excellence&quot; that is still based on hyper-productivity and omnipresence (Being constantly available) based criteria (high-level and number) of publications in renowned journals, mobility, reinforcing competitiveness.</td>
</tr>
<tr>
<td>Policy oriented toward internationalization: tensions with local recruitment, local culture and institutional codes.</td>
</tr>
<tr>
<td>Gender stereotypes persist in favour of male in SSH.</td>
</tr>
<tr>
<td>There is a vertical glass ceiling the higher we climb, especially ordinary professorships and management positions.</td>
</tr>
<tr>
<td>Local over international funding in favour of tenure-tracility; importance of local embeddedness and</td>
</tr>
<tr>
<td>an overall institutional (all-round academic) implication, that is less often the case for women.</td>
</tr>
</tbody>
</table>
The institutional/policy use of a Gendered « Cost » Typology

- There is a major and varied institutional impact of gendered pipelines: membership, stabilization and professionalization, teaching as a mission and structure, funding systems and logics, collaboration instead of competition, criteria of excellence and « what is a good researcher/academic », diversity.

- Individuals are affected in different life spheres by gendered pipelines: professionally and in private life.

- Institutions can counteract towards reducing these cumulative and specific costs, and that they take their share in responsibilities about career opportunities, professional development and what becomes more significant, in the organizing of work.

- Conceptualization of gender policy and especially programmes that take into account multiple institutional and individual levels.

- THANK YOU! For further details see: Working Paper 12!
Gender practices in the construction of excellence criteria for early career researchers

Channah Herschberg, Yvonne Benschop, Marieke van den Brink, & Marjolein Dennissen

Institute for Management Research, Radboud University, the Netherlands

FESTA – GARCIA final conference, Brussels 7-8 November
Introduction

- Work Package 7 on the gendered construction of academic excellence.
  - Early career researchers
  - Temporary positions
Gender practices in the construction of excellence

• Gender practices
  – “the intentional or unintentional and often unreflexive way of distinguishing between women and men, femininity and masculinity” in daily (work) situations (Van den Brink, 2010, p. 24).

• Natural sciences (STEM) and social sciences (SSH)
• Belgium, Iceland, Italy, the Netherlands, Slovenia, Switzerland
• Research reports based on interviews, focus groups, documents

Gender practices in the construction of excellence

1. Persistent gender stereotypes in the construction of the ideal academic
2. The gendered construction of the criterion of international mobility
3. Postdoc recruitment and selection via informal networks
4. Preferring internal candidates for assistant professor positions

Herschberg, Benschop, & Van den Brink, 2016
Gender practices in the construction of excellence

These practices impact perceptions of women as suitable candidates.

How to make a change?

Interventions

• 1. Reflexive working groups for selection committee members
• 2. Workshops for early career researchers

• Step 1 for both interventions is a thorough analysis of:
  – Formal selection criteria
  – Applied selection criteria
  – Recruitment and selection processes

• In order to acquire:
  – A contextualized understanding how excellence is constructed in recruitment and selection processes, how micropolitics affect the evaluation of job candidates, and how gender practices play a role.
Intervention 1

• Selection committee members: reflexive working groups
  – type of interactive training that invites the participants to **reflect** on their own actions and behaviour as well as to **share experiences**.

• Aim: raise awareness among key players on how gender practices influence the selection process and the selection criteria, including conceptions of excellence.

• N.B. The aim is not to fix ‘the problem’ in one training for once and for all.

Intervention 1 – lessons learned

• Resistances
  – Saying versus doing
    • Getting participants to join
    • Involve dean / management
  – Legitimacy of gender knowledge
    • Difficult to be perceived as credible
    • Authority of facilitators
  – “Not a problem in our institute”
    • Know the context
    • Create a safe environment
Intervention 1 – lessons learned

• Dilemmas
  – (Some) participants expect practical tips and easy fixes
    • Expectation management
    • Long term commitment needed
  – Finding a balance between time and effect
    • Steer away from unproductive discussions, e.g., about statistics

• Toolkit with more information and tips and tricks.

Intervention 2

• Early career researchers: workshops
• Aims:
  1) to give candidates information about recruitment and selection criteria applied in the selection processes and the construction of academic excellence,
  2) to raise awareness how gender practices can play a role in these recruitment and selection criteria and processes
Intervention 2 – lessons learned

• Dilemmas
  – Finding a balance between being honest about future career opportunities and gender practices but not scaring potential candidates away.
  – Playing the game of the current academic system or fostering a critical stance?
    • Create a safe environment for discussion

Intervention 2 – lessons learned

• Elements for success
  – Commitment from people in power
  – Know the field(s) that the participants operate in

• Toolkit with more information and tips and tricks.
Conclusion

• ‘Thorny’ gender practices in recruitment and selection of early career researchers.
• Interventions in which to address and possibly change these practices.
• First step but many dilemmas pop up.
• Continue investment in studies that look at systemic change instead of quick fixes.

Want to know more?

• Herschberg, Benschop, and Van den Brink, 2016, GARCIA working papers nr. 2 and nr. 10 (research)
• Toolkits on reflexive working groups and workshops soon to be online (interventions)
• Poster presentation during coffee breaks
Challenges of integrating gender-sensitive approach in research and teaching

Jovana Mihajlović Trbovc and Ana Hofman
Research Centre of Slovenian Academy of Sciences and Arts

Challenges and limitations of gender-sensitive approach in research and teaching

STEP 1: Mapping of existing researches and curricula from a gender perspective

• Elaboration of a common guide for mapping of the existing research projects and curricula using a gender perspective in the two selected departments (6 institutions/12 departments)
• STEM disciplines: Life sciences, Engineering, Computer science, Physical Sciences, Mathematics, Agronomy, Biology and Medicine
• SSH disciplines: Sociology, Political Sciences, Management, Linguistics
• Reports gathered → GARCIA working paper n. 7.
STEP 1: Mapping of existing researches and curricula

**Mapping criteria:**

- qualitative and quantitative analysis of research projects and curricula at two test departments during the year 2013, including also the analysis of the gender structure of the project teams, lecturers and students, if available.
- focus on objectives, tasks, methodology, theoretical background and expected results.
- comparative perspective between STEM and SSH fields

A student guidebook mentions gender stereotypes in order to invite girls to enroll the Computer Science courses. Indeed, when the guidebook provides information about the skills and the competences required, it deconstructs, with a smart language, the two main stereotypes about Information engineering and Computer Sciences scholars: firstly, that it is only for geeks and, secondly, the that it is only for boys. Notably, this is the only section where the text addresses both genders in a direct and informal way (“Dear boys and girls”), while in the rest of the document the gender used to refer to scholars and teachers is always (supposedly neutral) male.

from STEM test institution, Italy
STEP 2: **Comparative analysis of the results**

**Challenges:**

- Lack of data on research projects
- Gender as an “isolated topic”
- Dominance of heteronormative approach
- Lack of transciplinary dialog
- Overcoming human-non/human dichotomy

STEP 3: **Toolkit on implementing gender in research and curricula** (GARCIA working paper n. 6)
STEP 3: Toolkit on implementing gender in research and curricula (GARCIA working paper n. 6)

Generic recommendations on:

- Introducing gender in project/teaching teams
- Introducing gender in content of research/teaching:
  - Research problem & questions
  - Gender-sensitive methodology
  - Results & users/beneficiaries

→ allows tailor-made approach

Process:
- Preliminary gathering w/ SSH
- Pilot workshop: other comparative SSH (1f, 2m, 25%) and STEM (1f, 6m, 50%)
- SSH workshop (4f, 1m, 12,5%)
- STEM workshop (2f, 0%)
**STEP 4: Training courses addressed to researchers from two test departments**

**Structure:**

- Workshop format (instead of “preaching and teaching”)
- PRESENTATIONS: posing questions from the Toolkit
- ACTIVITIES: self-reflection on own projects/experience
- → discussions!
- “insider” participant from GARCIA team

**STEP 4: Training courses for researchers from two test dept.**

**Unexpected positive nonchallenges:**

- Effectiveness of institutional resistance
- Making parallels between gendered and other social inequalities
- Benefits of mixed-disciplinary workshops

**Challenges:**

- Institutional resistance
- Lack of interest
- Taking status-quo for granted
- How to present applicability
STEP 5 and counting: Dissemination & Impact

**Toolkit:**
- Disseminated to all higher education and research institutions in Slovenia
- Promoted by Women’s Lobby of Slovenia
- Incorporated into database GEAR created by the European Institute of Gender Equality

**Workshop:**
- Invitation to hold the workshop at Goldsmiths, University of London, in congruence with Athena SWAN requirements – February 2017.
- Integration into the GAP.

Thank you!
SLO team
Building a mentoring programme
transversality and organisational
specificities

Hélène Adam and Caroline Vincke (UCL, Belgium)
Plan

1. Facts
2. Mentoring a tool for change?
3. Four steps programme
4. UCL project
5. Perspectives and conclusion

Facts

Social / Cultural
- Gendered habitus
- Social codes
- Study paths

Life events
- Maternity
- Parenthood
- « hard times »
- Biological rythm

Research specificities
- Excellence
- International mobility
- Time constraints
- Productivity
Mentoring: a tool for change?

What is mentoring?

Mentoring vs supervision?

Mentoring Continuum

Instrumental

Promotion career/Transfer of knowledge/
Orientation towards the needs of institution/Knowledge about organization

« Sage on stage »

Developmental

Development of the person /Guidance and support/
Orientation towards the needs of the mentee

« Guide on stage »

de Vries, J. (2012)
Why mentoring?

**Learning for growing and personal development**
for mentees and mentors

**Development of the career**
Mentees: clarification about real possibilities, demystification about the «rules of the game», personal fulfilment, enlargement of network, self-esteem...
Mentors: new experience, auto-promotion...

**Development and resilience of the organization**
less «leavers», better satisfaction and performance of workers, greater understanding of the organization, tool of socialization...

(Hezlett and Gibson, 2005; Duchesne, 2010; Ivanaj and Persson, 2012)

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How?

- Master thesis (Adam, 2016)
- GARCIA qualitative interviews (young researchers and academics, newly tenured, leavers), focus groups in SSH and STEM Institutes
- UCL specificities:
  - Trans-disciplinarity within the 2 sub-systems (SSH and STEM) with Prof. Fusulier (Sociology) and Prof. Vincke (Forest ecology)
  - Close collaboration with the Gender Appointee and the institution
A four steps gender-sensitive self-tailored mentoring programme

Step 1: Mapping the needs

Identification of:

• Initial specific situation

• Organizational and institutional environment, coordinators and internal stakeholders, resources, SWOT analysis

• Target groups

• Objectives and activities

• Specificities: formal or informal and types
### Step 1: Mapping the needs

#### Strengths
- Existing programmes, networks
- Resources (time, money, gender expertise and knowledge...)
- Bottom up
- Potential SSH/STEM complementarity Management support
- Informational content available
- Tools (Qualtrics...)
- Good timing

#### Weaknesses
- No experience in MP
- Time and money
- No perspective for lasting mentoring initiatives
- Lack of institutional support
- Too many candidates
- Incomplete and spread information
- No clear regulation for rights and duties

#### Opportunities
- Will, motivation
- Institutional generalization and support
- National or European gender regulation
- Networks

#### Threats
- Institutional complexity
- Lack of collaboration between actors
- Administrative and bureaucratic process
- Time, costs
- Resistance: Judgment "sexism", men vs women etc.
- Mentors availability, no incentives
- Position instability (changes in deans etc.)
- Low gender expertise, no gender equality office

### Different types of mentoring

- Face to face
- Group Mentoring
- Peer Mentoring
- Reverse Mentoring
- Lateral Mentoring
- Cross Mentoring
- E-mentoring

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Specificities

Choices

Self-tailored mentoring programme
Step 1: Mapping the needs

At UCL: «Open your mind for Open Mentoring»

Initial situation UCL
No Mentoring programme

Institutional activators
Gender appointee
Gender plan 2015
Interdisciplinary group of research on gender

SSH / STEM
Big contrast in terms of gender understanding
Will to move towards a gender equilibrium

The next steps

• Step 2: recruitment and training of mentors and mentees
  ✓ Identifying mentors’ role and mentees characteristics
  ✓ Databases
  ✓ Training of mentors is important!

• Step 3: follow-up of the mentoring programme
  ✓ Coordination, updates, information, resources…

• Step 4: 360° evaluation of the mentoring programme
  ✓ Create evaluation tools, analysis, dissemination…
The UCL ‘prototype’

- Formal, 24 months
- For women and men
- Combined programme with face-to-face, peer-mentoring, group mentoring and cross mentoring (SSH and STEM)
- Transformative mentoring

⇒ mentoring as a tool for change and more personal and institutional resilience,
⇒ for more diversity, to keep and enhance all talented scientists.

Conclusion

- Mentoring in Academia is a particular case
- Self tailored gender-sensitive :
  - Slow and iterative process
  - Institutional support, collaborative
- Trans-disciplinary (SSH/STEM): relevant for gender issues, enhance creativity
- Transformative: to enhance women representation in research AND to build a work environment more gender-friendly and a better work/life balance.
Thanks to…

All the interviewees in all countries (Garcia) for their story-telling, time, faith…

The Universities and research institutions

The European FP7 programme
Gender Budgeting: A Tool for Change

FESTA-GARCIA joint final conference
November 8th 2016

Finnborg S. Steinþórsdóttir, PhD student
Gender studies, Faculty of Political Science,
University of Iceland

Implemented Actions
Gender Budgeting in Academia

• WP5 – Improving gender equality in management and decision making by gender budgeting
  – **Deliverables:**
  – Report on gender biases in management methods and decision-making
  – Guidelines and toolkit to integrate gender budgeting in the research sector

Gender Budgeting

“Gender budgeting is an application of gender mainstreaming in the budgetary process. It means a gender-based assessment of budgets, incorporating a gender perspective at all levels of the budgetary process and restructuring revenues and expenditures in order to promote gender equality”

Council of Europe 2010

Budgets are not...

• gender neutral
• objective technical procedures
Gender Budgeting

The budget...
• “reflects the values of a country”
  Budlender 1996 in Elson 1999: 11
  – Who and whose work it values and rewards
  – Who it doesn’t
• Mirrors gender relations
  – Can “(re-)produce gender inequalities”
  Klatzer & Mader 2008: 2

Gender Budgeting a response
• Analysis
• Identifies possibilities for the redistribution of resources

Gender Relations in Academia

![Graph showing gender relations in academia](image-url)
Gendered Academia

- Gendered academic fields
  - Representation
- Further gender- and power relations
  - Funding for teaching
  - S/T ratio
  - Better education?

Invisible Norms
Invisible Norms

Biased Managerial and Financial Systems
**Just do…Gender Budgeting!**

- **Gender impact assessment**
  - Different impact on women and men
  - What is valued and rewarded? What is undervalued or not valued? How? Why?
  - Acknowledge power hierarchies
  - Gendering of academic fields

- **Implementation**
  - Reformulate policies and distribution of resources to achieve gender equal outcomes
  - Embed gender systematically in all budgetary processes and monitor the progress

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**University of Iceland: Implementation**

- **University of Iceland Equal Rights Policy 2013-2017:** Adopt gender budgeting
  - Training of management personnel ✓
  - Task force ✓
    - Action plan
    - Two representatives from each school and the central administration
    - Head of the task force: Head of Finance Division of the School of Social sciences
    - Equality officer and GARCIA members observers
  - Task force within each of the five academic school
    - Action plan

- **School of Social Sciences Equal Rights Policy 2015-2018**
  - Gender budgeting projects ✓
    - Clear objectives, responsibilities and time frame
Actions by the GARCIA team

Findings presented:
• Task force
• Event organised by the Equal Rights Committee
  – Chair: Director of finance
• GARCIA final conference
• School of Education’s annual research conference
• Conference in Social Sciences
  – Both vice rectors attended the GARCIA seminar

Training:
• Full day workshop in cooperation with The Ministry of Finance and Economic Affairs and The City of Reykjavík
  – Participants from the Government Offices of Iceland, University of Iceland, municipalities etc.
• Practical Gender Studies
  – 10 ECTS MA course
  – Around 45 students, among them representatives from UI.

Key players from the central administration and the academic schools attended these events

Bumps in the Road

• Low priority - At a snail’s pace
• Lack of knowledge
• Scepticism
• Findings trivialized
• General resistances to gender equality projects

➢ Gender budgeting -> “Fair distribution of funding”
Bumps in the Road

• Power struggles

<table>
<thead>
<tr>
<th>Incentives</th>
<th>Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Matching funds:</strong></td>
<td><strong>SSH</strong></td>
</tr>
<tr>
<td>- 60% for international competitive grants (e.g. FP7 2008-2014)</td>
<td>6 M: 2 F: 4</td>
</tr>
<tr>
<td>- 35% for national competitive grants (e.g. IRC 2013)</td>
<td>9 M: 4 F: 5</td>
</tr>
<tr>
<td>- 20% other grants</td>
<td>n.a.</td>
</tr>
</tbody>
</table>

Facilitating Factors

• Gender budgeting on the agenda
  – 2009: The Government Offices of Iceland
  – 2011: The City of Reykjavik
  – 2015: Act on Public Finances

• Collaboration between gender budgeting experts

• Key actors promoting gender budgeting
Facilitating Factors

- Formal equality work
  - Equal Rights Policy
  - Top down mandate
  - Task force
- Key players onboard
- Practical gender studies
  - Gender budgeting projects
    - School of Social Sciences
    - School of Education
    - Division of Marketing and Public Relations

Gender Equal, Transparent and Better Use of Funds

- Still a high aspiration
  - Gender budgeting toolkit
    - Will be used by the task force
    - Seminar on how to do GB
- The University’s governance sees the benefits
  - Transparency
  - Better utilization of public funds
  - Gender equality
The toolkit will be available at: http://garciaproject.eu

THANK YOU!
Implementation Challenges in Structural Change Projects: learnings from GARCIA

Presented by
Florian Holzinger & Helene Schiffbaenker
JOANNEUM RESEARCH, Vienna, Austria

FESTA & GARCIA final conference
November 8th, 2016
Brussels
Topic of the presentation

• Reflection on the process of implementation
  – Discussing the main challenges
  – Supporting factors to deal with and overcome these challenges and threats
  – Lessons learnt
    • For implementation processes and teams
    • For policy design

Empirical Basis

• Results are based on the evaluation of the GARCIA project
• It is a more qualitative evaluation approach
  – More focused on the process of implementation
  – Not so much on outputs and outcomes (too early to measure)
• Presented results …
  – Are mainly based on semi-structured interviews
  – Target groups:
    • GARCIA implementation teams
    • Collaborators
  – Two different times: Ex-ante and ex-post interviews
  – Aggregated level of analysis: not individual institutions but a more synthesized picture of experiences and observations
  – Selected and preliminary results as we are still in the process of analysing the ex-post interviews
Observations

• GARCIA was designed as an action research project
• Heterogeneity of organisations in terms of ...
  – The awareness for gender (in)equalities
  – the level of implemented gender equality policies
• Most of GARCIA team members are researchers
  – At different career stages: from PhD students to full professors
  – Have different goals, motivations and resources
• Hardly any administrative personnel was part of the GARCIA implementation team
  – Like gender equality officers, HR officers
• Changes in management (rectors, deans, head of departments)

Challenges

• Building links between GARCIA implementation team and organizational structures
  – Alignment with ongoing policy discourses and processes
  – Coordination with established structures and staff
  – Access to decision making committees
• Strong commitment and support of management
  – Only a formal commitment
  – Changes of management
  – Lack of time and often of interest or awareness
• Limited knowledge of organizational change processes
• Implementation activities do not count for career success
Challenges

• Perception of GARCIA as ...
  – competitor or intruder
    • Not recognized as support or opportunity
  – Research project
    • Not recognized as aiming for structural change

• Consequences:
  – Building up parallel structures and activities
  – can lead to resistance and non-cooperation
  – Hardly any influence on the organizational structures
  – localized, restricted level of implementation
  – In the long run: sustainability?

Supportive factors

• Nomination/promotion of GARCIA team members into decision making positions
  – Power to influence agenda setting and decision making processes
  – But also into other committees or interest groups that allowed to promote the GARCIA objectives

• Making use of informal network ties
  – Reputation of senior scientists within organization

• Broad stakeholder engagement: Finding allies/change agents
  – Establishment of a task force or coordination group
  – External stakeholders or policy makers

• Support by top level management
  – Acceptance is not enough

• Provision of data and expertise
  – Evidence based policy development
Lessons learnt

• How to secure support of top level management?
  – Formal letter of support is an insufficient instrument
  – Other ways are needed to secure or even enforce the commitment
    • Supported by the EC?
• Participatory design and stakeholder involvement
  – From the beginning on
  – Formal process is more effective (task force or coordination group)
  – Time consuming process to establish an effective and recognized implementation team
• Who is targeted by structural change calls?
  – Are researchers the right group for implementing such projects?
  – What kind of expertise is needed?

Concluding Remarks

• Nevertheless ...
  – Structural change projects can make a difference
    • produce a lot of organizational knowledge
    • can trigger changes
    • But concrete impacts will only be visible in the long run
  – Projects are an opportunity to learn and self-reflection
    • But only if it is observed/evaluated
    • Focus not on outcomes and impacts but on practices and process
    • How can we make use of this knowledge in the future?
• But ...
  – Sustainability remains the main challenge
    • Start thinking about sustainability in the planning phase already
    • Inclusion of sustainability plans or concepts in the proposal should be mandatory
  – How could research institutions be supported in their endeavour to make actions sustainable?
THANK YOU VERY MUCH FOR YOUR ATTENTION!

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Helene Schiffbaenker
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5. Conference Posters

In this section we present each poster that was created for the poster sessions during coffee breaks and lunch breaks during the conference. Posters were commented by a Garcia partner team member, who was available during coffee breaks for questions and answers.
Organisational context

The University of Trento (UNITN) is a public teaching and research university. With 14 Departments and more than 16,000 students, it is an Italian medium-sized university, composed of around 600 academic and 600 administrative personnel. UNITN has a low presence of women in its research and teaching staff. In 2014, the proportion of women in the overall academic personnel was 27%, while the Italian average was 36%. Moreover, at UNITN, more than 75% of the research staff is composed of people in temporary positions, but among male research staff men with temporary positions are the 31.5%, while among female research staff women without a tenured position represent the 54.2%.

The GARCIA action plan targets one STEM and one SSH department: a) Data collection on teaching activities and funded research projects at the DISI and DSSS.

Actions

Organisational diagnosis: Data on academic careers at national level shows a relative stability in the feminization process of the academic positions and a significant increase in the number of temporary posts that are all concentrated in the early stages of careers. In Italy, postdoctoral fellows are not formally considered as employment contracts, and postdoctoral research fellows are not entitled to receive any unemployment benefit, and have a limited access to other social security provisions.

Action: The GARCIA team collaborated with the UNITN Rector, the Committee of PhD students and Grant holders, the Autonomous Province of Trento (APT), the Employment Agency of the APT and the local trade unions to design and implement an unemployment benefit for postdoctoral research fellows residing in the Province of Trento (600 euros for a maximum of 6 months).

Main results

Raising awareness of committee members and prospective candidates

Organisational diagnosis: Analysis of a) the formal selection criteria for early career researchers; b) the vacancies opened at the DISI and DSSS from 2010 to 2014; c) semi-structured interviews with members of committees involved in these recruitment procedures.

Actions

University level: training course "How to write a successful ERC project proposal", with specific attention to gender issues, conducted by an expert of the Italian Agency for the Promotion of European Research (IERP). Individual meetings were also organised with early career researchers, in order to offer tailored advices on their project proposal.

DSI: The workshops "Making academic careers together: Recruitment, precariousness and gender", were organised within the XII International Conference on the Design of Cooperative Systems (COOP). In the morning session, associate and full professors were involved in a discussion about the potential gender (conscious and unconscious) biases in the recruitment and evaluation criteria. The main results have been organised in a vademecum for committee members recruiting assistant professors, aimed to avoid discriminations and to acknowledge gender differences in the applications. In the afternoon session, PhD students, postdocs and research fellows discussed the vademecum developed in the morning session, focusing on the gap between formal and actual practices. The results of the discussion were summarised in the document "MAKING VISIBLE – Manifesto for the future of precarious postdocs and PhD students".

In the plenary session, all the conference attendees were involved in a collective discussion aimed to question the criteria used to recruit early career researchers.

DSSS: Workshop "How can we promote talents in research?", conducted by colleagues working in the STAGES project. Associate and full professors were invited to reflect on gender biases and stereotypes in selection and evaluation procedures. The aim was to increase the awareness on the fact that “excellence” is not gender-neutral, and to show the gap between ideal representations and actual practices. Two training activities targeted to early career researchers and conducted by prof. Barbara Risan, former President of "Sociologists for Women and Society" and Vice-President of the American Sociological Association: 1) "Profession Development Workshop: Career Planning for Early Career Researchers", aimed to raise awareness about gender practices in recruitment and selection processes, and to provide competences useful to build an academic career in a global research environment (cv writing, job application, interview strategies, career planning); 2) Individual colloquia, where PhD candidates and postdocs had the chance to receive a personalised counselling on their professional development.

Actions contrasting the leaky pipeline

Organisational diagnosis: analysis of the working conditions of PhD holders who left the DISI and DSSS departments, after having worked there as postdoctoral research fellows from 2010 to 2014. Data gathering through a) statistical data collection; b) web-survey; c) semi-structured interviews.

Actions

University level: participatory design process for the creation of a new web portal within the official UNITN website, dedicated to PhD students and postdoctoral research fellows. The portal provides information about the available organisational policies and about rights and duties. It also includes an online monitoring area, with video-pills realised ad hoc by the GARCIA team with STEM and SSH senior researchers, addressing relevant topics for early career researchers, such as publishing, networking, career planning, fundraising, gender and equal opportunities.

Department level: workshop “Bridging academia and the private sector”, aimed at informing and empowering female and male master and PhD students and early career researchers about the working opportunities outside academia.

Diagnosis: Data on academic careers at national level shows a relative stability in the feminization process of the academic positions and a significant increase in the number of temporary posts that are all concentrated in the early stages of careers. In Italy, postdoctoral fellows are not formally considered as employment contracts, and postdoctoral research fellows are not entitled to receive any unemployment benefit, and have a limited access to other social security provisions.

Action: The GARCIA team collaborated with the UNITN Rector, the Committee of PhD students and Grant holders, the Autonomous Province of Trento (APT), the Employment Agency of the APT and the local trade unions to design and implement an unemployment benefit for postdoctoral research fellows residing in the Province of Trento (600 euros for a maximum of 6 months).
Mapping the national and local context

Macrosociological analysis:
- Differentially higher education, but access to doctoral still remains predominantly male.
- A horizontal segmentation between ‘male’ tracks of studies (sciences and technology) and ‘female’ tracks (human and social sciences).
- Labour market is strongly feminized, but horizontal segmentation (between sectors and trades) and vertical (employment and responsibility levels) are present, although they are visible.
- Unexplained 10% gender pay gap remains and is characterized by a very blurry through flexible “me/space” profession (research, teaching, institutional engagement, etc.) and defamilization measures (early childhood care and education, and services).
- Scientific and academic careers are anchored in this societal configuration.

Arts and Sciences Women and Children in the Netherlands (WP3)

Women’s participation in arts and sciences is an important feature in all European countries.

There is a growing awareness in several focus groups, and technology remains male baselines.

Many women pursue graduate and postgraduate studies but enter a societal configuration.

This societal configuration is present too, as an awareness is created during the project in several focus groups.

Women who have been initiated and planned to be sustained.
Radboud University

WP3 Mapping the national context
Diagnoses: Mapping the gendered structure of labour markets and employment and parental policies at national and local level
- Women with young children work more often in temporary contracts than men. The same goes for women working in the academic sector.
- Women working in the academic sector tend to work much more often in full-time jobs. The same goes for women working in the academic sector.
- The recent and sharp increase in temporary contracts in the academic sector in general particularly affects the job security of women as they more often than men work in temporary contracts.

WP5 Gender budgeting
Making management and decision-making processes gender sensitive
Actions: Advocating gender balance in faculty decision making bodies
- Garcia team has sponsored the need for gender balance in decision making bodies at the social sciences and natural sciences departments
- Gender in academic leadership, linking up with university HR agenda
- Garcia team members are involved in the integration of the gender dimension in academic leadership training on the university level

WP4 Integrating gender perspective into research and teaching
Structural organisational analysis & organisational culture and everyday working life
Actions: - Worklife balance as a cultural issue for leadership (training)
- Staff meetings to discuss work pressure, performance appraisal, role modelling and work life balance
- Concerning the topic of work-life balance, we proposed a set of measures and meetings to discuss the balance between good academic performance, sustainable employability, and the well being of people in different career and life stages. The Garcia team advocated the need for integrating these topics in academic leadership training.

WP6 Actions contrasting the leaky pipeline
Diagnoses: Our quantitative and qualitative analysis showed how factors on the individual, institutional and cultural and national level intersect and shape the leaky pipeline.
Developing mentoring program for women on temporary contracts
- We monitored the need for a specific mentoring program for early career academics on temporary contracts. Together with the HR department and the gender committee of the Natural Sciences Faculty, we developed this mentoring program.

WP7 Raising awareness of committee members and prospective candidates
Mapping of formal criteria/actual practices in recruitment procedures and analysing gender biases in the construction of excellence. We noticed several gaps between formal criteria and actual practices in recruitment for early career scholars. Subsequently, we distinguished three gender practices: persistent gender stereotypes in the construction of the ideal academic, recruitment via informal networks and persistent bias in the selection process.

WP7 Raising awareness of committee members and prospective candidates
Mapping of formal criteria/actual practices in recruitment procedures and analysing gender biases in the construction of excellence. We noticed several gaps between formal criteria and actual practices in recruitment for early career scholars. Subsequently, we distinguished three gender practices: persistent gender stereotypes in the construction of the ideal academic, recruitment via informal networks and persistent bias in the selection process.

Aim: raise awareness among key players on how gender practices influence the selection process and the selection criteria, including conceptions of excellence.

Reflexive workshops aimed to raise awareness for early career researchers
Early career researchers: workshops
1) to give candidates information about recruitment and selection criteria applied in the selection processes and the construction of academic excellence,
2) to raise awareness of gender practices in different sciences and the construction of academic excellence,
3) to emphasize and explicate the role of visibility and informal networks in the building of an academic career.
Overall context

**Gender and working cultures**

**Diagnosis:** The University of Iceland (UI) is the oldest and the leading academic institution in Iceland. It enrolls 14,000 students in 25 faculties within five academic schools, composed of around 800 academic staff (45% women), and 750 administrative staff (55% women). In addition, women are more numerous (65%) of the University’s 2500 sessional teachers. The higher up the academic ladder, the more men; hence 70% of the professors are male. The GARCIA action plan targets one STEM and one SSH unit: The School of the Social Sciences and The School of Engineering and Natural Sciences. Some actions target the entire University and some the local context. Gender equality has been formally on the agenda since 2000.

**Actions:**
- During the course of the last three years, the GARCIA project and its actions have had a significant impact on the formulation of the official new Equal Rights Policy of the University of Iceland.

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**Gender Budgeting**

**Diagnosis:** Managerial and financial frameworks within the institution have been considered objective and gender neutral, an assessment of the institution revealed on the contrary. Male dominated fields and men benefit from the current managerial processes and practices.

**Actions:**
- Findings on gender biases in management methods and decision-making presented for key players from central administration and the academic school at a University of Iceland's gender budgeting task force meeting and an open event organized by the Equal Rights Committee of University of Iceland chaired by the director of finance.
- Findings on how the tool of gender budgeting can be used to tackle gender biases in management methods and decision-making presented at Menntalvaka, School of Education’s annual research conference, Íbjördarspegillinn, Conference in Social Sciences and the Icelandic GARCIA national conference. Key players from the central administration and the academic schools attended these events.
- Development of a gender budgeting toolkit, that will be utilized by the University of Iceland’s gender budgeting task force and the School of Social Sciences.
- A seminar on how to integrate gender into managerial and financial systems and decision-making, in cooperation with The Ministry of Finance and Economic Affairs and The City of Reykjavik. Key players from the central administration and the academic schools attended the course.
- Gender budgeting part of the curriculum of the course on practical gender studies for masters students in the School of Social Sciences. Student took on gender budgeting projects at The School of Social Sciences, The School of Education, The Division of Marketing and Public Relations and The City of Reykjavik. The findings were presented within each division and at the Equal Rights Committee.

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**Leaky Pipeline**

**Diagnosis:** Women predominantly occupy the SSH fields that enjoy the least amount of funding, the highest teacher-to-student ratio (i.e. bigger workload), the least amount of stature, and the fewest options for a future career in academia. Oppositely, STEM fields, which are dominated by men, receive considerably more funding and enjoy a higher stature even though they attract a much lower number of students. If we move up the academic ladder we also find that men overwhelmingly occupy the higher academic positions with the most stature.

**Actions:**
- SSH: Peer-to-peer mentoring groups for early-career academic women and PhD students.
- Overall institution: Facilitating and supporting the founding of the Association of Women in Science. Mediating between different academic fields.

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**Hiring & Promotion Practices**

**Diagnosis:** The findings reveal that there are very few job openings within the University of Iceland after completing a PhD degree and there was a need to open up the discussion on opportunities outside of academia. Furthermore, the findings on the selection process of assistant professor in the School of Engineering and Natural Sciences and the School of Social Sciences reveal that there is an inconsistency between the formal criteria and the actual selection practices, different conceptions of ‘quality’ and gender practices influence the selection process.

**Actions:**
- Workshop on career opportunities for PhD students in SSH and STEM in collaboration with The Students Counselling and Career Centre and the School of Social Sciences, which will be part of the services offered by the Student Counselling and Career Centre in the future.
- Building on the findings and the workshop the School of Social Sciences has put more emphasis on how to prepare for a career after completing a PhD degree into their monthly seminar for PhD students.
- The Students Counselling and Career Centre will develop a seminar on how to prepare an application for job opening outside of academia for students in their final stages of their PhD.
- Reflexive working group with selection and evaluation committee members, experts from the Division of Science and Innovation and the Division of Human Resources and the Equal Rights Committee.
- The Equal Rights Committee is developing Guidelines for the integration of equality dimension in hiring and promotion building on the findings of the reports and the reflexive working group.
University of Lausanne

The University of Lausanne (UNIL) is a public teaching and research university, located in the French speaking part of Switzerland. It is composed of seven faculties where approximately 12,400 students and 2,300 academics study and work. The GARCIA project started during the 2013-2016 Gender Equality Action Plan (Vision 50/50) that the UNIL had contractually agreed to implement, with Federal funding. The GARCIA action plan had to target one STEM and one SSH department. We decided to work on the section of basic sciences (SBS) of the Faculty of biology and medicine (FBM) and the Faculty of social and political sciences (SSP).

Mapping national and local contexts
Swiss women have relatively high economic activity rates. However, they also tend to work part-time (with a large proportion of female part-timers at less than 50%) and/or to take extended breaks from the labour market when their children are young. These particular female activity patterns are explained by a combination of fiscal policies that are unfavourable to dual-earner households, the lack of affordable childcare, both for pre-school children and for extra-curricular activities for older children (most junior schools do not provide a canteen service at lunch-time, for example), long working hours for full-timers and a low male unemployment rate.

- The normative Swiss female employment pattern does not conform to the figure of the "totally devoted" academic.

Gender sensitive management
At the UNIL, gender-sensitive data on research funding and salaries are difficult to access. In collaboration with the UNIL Equal Opportunity Office, the GARCIA team helped to develop a gender monitoring tool-kit and indicators for the whole UNIL.

- The GARCIA gender budgeting tool-kit will be disseminated to academic decision-makers and stakeholders during the National Conference (a workshop is dedicated to this topic).
- Interest in adopting a gender-sensitive approach to financial and staff management will be encouraged at faculty and central level.

Integrating gender into research and teaching
Due to the extensive gender teaching and research resources at the UNIL, we decided not to foster collaboration with identified "gender specialists" and rather to identify target groups who could be encouraged to develop a gender perspective in their research and/or teaching activities.

- In our SSH department, we organised two workshops aimed at PhDs and post-docs on how to integrate gender into research topics and methods:
  1) "Integrating gender into qualitative and quantitative research methods" organised on November 2nd 2015, and
  2) "Quantitative methods under a gender lens" organised on April 25th 2016.
- In our STEM department, we disseminated the "Integrating gender-sensitive approach into research and teaching" GARCIA toolkit.

At the institutional level, we collaborated with a number of bodies involved in promoting gender in research and teaching:

- The Commission Pro-Femmes in the STEM department (monthly meetings);
- The Gender Studies Research Centre in SSH department (monthly seminars);
- The Interfaculty Gender Studies Platform (PlaGe).

Raising gender awareness
In order to gauge the degree of "gender awareness" amongst young researchers and decision-makers at the UNIL, we carried out a study of the formal criteria and actual practices for hiring postdocs. This enabled us to establish that hiring criteria and procedures are not well defined at the postdoc level, whereas there are a number of formal rules and recommendations for recruitment to professorships. This led to the development of awareness training about the potential for gender bias in the construction of excellence:

1) Awareness training aimed at recruitment committee members
   - A workshop entitled "Gender and management: The case of academic organizations" led by Prof. Anna Wahl specially designed for senior academics and team leaders:
   - The production of a "gender bias awareness" video clip, in collaboration with the UNIL Equality Office and Communication services

2) Awareness training aimed at candidates
   - Participation in a round table debate on job descriptions and recruitment procedures for PhDs and postdocs, in collaboration with student representative organizations
   - The development of an on-line toolkit to raise awareness of gendered biases in hiring procedures, in collaboration with the UNIL Equality Office.

Combating the leaky pipeline
In order to document the leaky pipeline phenomenon at the UNIL, we carried out an empirical study of PhD holders who had left the two target departments, after having worked there as postdoctoral research fellows between 2010 and 2014. We adopted a mixed methods approach, including:

- a) secondary analysis of statistical data
- b) an original web-survey of post-docs
- c) a series of semi-structured interviews in STEM & SSH

One of the main findings from our research was to identify the lack of reliable data on postdocs, at the local, but also at national level, where their number is estimated at 8000.

- This led to close collaboration with the early-career stage Committee at the UNIL.

This research enabled us to map the profiles of "academic leavers" in each of our departments, paying special attention to gendered differences.

- On the basis of our results, we transferred knowledge to stakeholders and decision-makers, notably by taking part in a number of mentoring programs, at the UNIL and at the federal level.

Share of men and women students, PhD students, other teaching positions, assistant professors, and associate / full professors, FTE, 2012.

STEM, SSH and UNIL staff and sex composition in % (2013)
Organisational context

The GARCIA action plan targets at:

1. The Research Centre of the Slovenian Academy of Sciences and Arts (ZRC SAZU) - the biggest research only institution in Slovenia - were put to create better research environments from the early stages of study, in the context of their career trajectories and the leaky pipeline.

Rationale:

- To develop tools to collect and extract gender-sensitive statistics.
- To develop a gender perspective in the everyday working environments of the researchers.
- To raise awareness among academic staff about the integration of the gender dimension in curricula and research centre.

Actions:

- Collecting data on organisational culture and everyday working life through semi-structured interviews with early career researchers – 20 interviews at STEM and 19 interviews at SSH departments.
- Designing the Common Interview Analytical Guide.
- Developing the quantitative guidelines with a set of indicators to monitor gender-sensitive data.
- Development of tools to collect statistics concerning research staff, with a particular focus on early career stage (STEM and SSH disciplines) and to gain information about the distribution of women and men in different positions within the particular institutional and departmental context.
- Analysis of main policy documents related to work-life balance both at national and organisational levels (e.g. collective agreements, working hour’s regulations, regulations regarding maternity/paternity leave, paid annual leave, trade union initiatives).
- Developing a Guidelines for mapping a “Gender Dimension in Existing Curricula and Research”.
- Report on organisational gender cultures and the micro-politics in the everyday working environments of the researchers in two test institutions.
- Interview with committee members, focused on raising awareness of and getting recommendations for introducing gender sensitive approach) and an Annex with the reports on the mapped gender perspective in research and teaching in each beneficiary.
- Pilot workshops: Why we need gender in research? for inclusion of the gender perspective into the research and teaching at STEM and SSH. Workshops: The role of gender in the research, 2013, at the Institute for Slovenian Language. The role of gender in the research, 2013, Department for Agronomy. Presentation of the findings to the Slovenian National Research Agency.

Mapping welfare and gender regimes in national and local context

Rationale:

- To tackle gender asymmetries in a university/research centre we defined the structure of opportunities and constraints offered by the national/local welfare regime and its specific gender implications.
- To respond to the national/local contextual structuring the career opportunities of researchers in the early stages of career and develop self-satisfied action plans for equality.

Actions:

- Analysis of the national frame policies focused on: education policies and practices; employment and labour market policies and practices; family-formation practices and policies; care and work-life balance policies and practices; equal opportunity/anti-discrimination/diversity policies and practices.
- Analysis (secondary data collection) of available documentation and literature review regarding academic careers and the societal and institutional environments.
- Interviews with key informants on gender regimes in R&D sector.
- National report which identifies and summarises examples of policies, practices, and structural interventions that encourage the participation of women in academia within their local or national contexts and highlights significant micro-political deviations that do not appear in the national data or statistics.

Integrating gender perspective into research and teaching

Rationale:

- To raise awareness among academic staff about the integration of the gender dimension in research and students curriculum to help researchers and teachers from two test institutions to integrate a gender-sensitive approach into their research and teaching.
- To apply such an approach when constructing new project applications and curricula.

Actions:

- Designing a Guidelines for mapping a “Gender Dimension in Existing Research and Curriculum”.
- Mapping the gender dimension in research and curricula at both test institutions (STEM and SSH) and detecting the dominant strategies to include gender-related content in research and teaching at institutional, national and European level.
- “Toolkit for Integrating Gender-sensitive Approach into Research and Teaching” is based on the comparative analysis on the mapping gender dimension in research and curricula in each GARCIA Beneficiary. It is consisted of two main chapters (toolkit objectives and recommendations for introducing gender sensitive approach) and an Annex with the reports on the mapped gender perspective in research and teaching in each beneficiary.

Improving gender equality in management and decision making process

Rationale:

- To develop effective strategies aimed at encouraging the participation of women in the process of recruitment and selection.

Actions:

- To develop effective strategies aimed at encouraging the participation of women in the process of recruitment and selection.
- To develop tools to collect and extract gender-sensitive statistics.
- To provide an understanding of organisational gender cultures and the micro-politics in the everyday working environments of the researchers.
- To develop a gender perspective in the everyday working environments of the researchers.
- To raise awareness among academic staff about the integration of the gender dimension in curricula and research.
- To develop tools to collect statistics concerning research staff, with a particular focus on early career stage (STEM and SSH disciplines) and to gain information about the distribution of women and men in different positions within the particular institutional and departmental context.
- Analysis of main policy documents related to work-life balance both at national and organisational levels (e.g. collective agreements, working hour’s regulations, regulations regarding maternity/paternity leave, paid annual leave, trade union initiatives).
- Developing a Guidelines for mapping a “Gender Dimension in Existing Curricula and Research”.
- Report on organisational gender cultures and the micro-politics in the everyday working environments of the researchers in two test institutions.
- Presentation of main findings at the UNESCO L’Oreal foundation event “For Women in Science.”
6. Conclusions and recommendations

This joint final conference allowed a large-scale diffusion of two European projects on Gender and Research/Academia. Both Consortiums have benefitted from this joint collaboration and dissemination event. A very large number of results and actions undertaken in each national context were able to be gathered and presented during these two days, and the questions and answers’ sessions elicited very fruitful and thought provoking discussions. This final conference enabled the GARCIA Consortium to address a large number of the international scientific community (over hundred participants), and cross-countries discussions on scientific and academic careers. The conference attracted many participants from different disciplines, scientists as well as other experts, like gender officers.

This conference was an initiative undertaken by both projects’ Consortium and it resulted in a fruitful collaboration. Currently there are several European projects with similar frameworks and contents, and the organization of joint events is extremely useful to create new synergies and to discuss about common challenges and successful strategies. FESTA and GARCIA presented similar meta-analytical reflections, that shed light on the transversal problems faced by European universities and research centres, especially concerning equal opportunities.

Comments from the two project Consortiums as well as from audience were that the European Commission could envisage and plan ahead joint events or scientific exchanges between structural change projects, so a more active exchange can take place, and methods, scientific approaches, literature, data sets etc. can be shared. A further comment that was discussed heatedly during the round table discussion with the EU commissioners is that these kinds of projects have a focus upon actions and institutional change, however based on a thorough case-study research that needs to be undertaken before change can be implemented. Moreover, change processes, as was shown in both project presentations in this final conference, are intimately linked to contextual favourable situations, institutional support, mobilization and time. Therefore, the time frame of action-orientated EU projects, as well as the adopted strategies, should always planned as self-tailored and context-specific.