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„An analysis of actions“ in the Swiss equal opportunity programme

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Rector's Conference and Equal opportunity 1

- „Projektgebundene Beiträge“ (PgB) 2013-2016 (N=10 unis), 13,7 mio:
 - Programme P-4, Equal opportunity /Gender Studies
- State secretariat for Education, Research & Innovation, SERI, UAS, 10 mio/4-yrs
 - Programme Equal opportunity at the universities of applied sciences
- PgB 2017-2020, 12 mio
 - Programme P-7, equal opportunity and development of HEI
 - funding for Gender Action Plans GEP (N=27!)
 - funding for inter-institutional cooperations (call in spring 2017)
 - funding for administration & national activities/studies (GS swu)
 - Possible collaborations with other PgB programmes 17-20:
 - „Fachkräftemangel“ health and promotion of STEM-education
 - Doctoral Programmes & 3. cyle (unis & UAS)

Rector's Conference and Equal opportunity 2, international collaboration:

- **Euraxess FP7**,
 - Euraxess Rights, Charter and Code, <http://ec.europa.eu/euraxess/index.cfm/rights/index>
 - The Human Resources Strategy for Researchers (HRS4R) of the EC
- ERA-NET **Gender-Net** FP7, www.gender-net.eu (ended in october 2016)
 - **WP2: Gender Equality (GE) in Research and HEI through structural change:**
 - D2.6 Analysis Report on “**Plans and initiatives in selected research institutions aiming to stimulate gender equality and enact structural change**” (O. Vinogradova, ICWS, Uni BE)
 - **Both Swiss equal opportunity programmes participated**
 - **Lead WBF, SERI, Y. Jänchen**



Structural change in research institutions, D 2.6

- **5 Thematic areas** based on essential elements of structural change:
 1. Decision-making structures and procedures at regional and national levels
 2. Anchoring gender equality issues at leadership level
 3. Recruitment, retention and advancement of women researchers (Agora Project of izfg: Deconstruct Gender Stereotypes associated with certain professions by creating a game for teenagers)
 4. Improving work environment, work-life balance and dual careers
 5. Facilitating in-/outgoing researcher mobility for women researchers



Key findings from mapping and analysis D 2.6

- **Factors** that contributed most to **structural change**
 - **Top-leadership support** on gender equality issues at an institutional level, including approval of GEP at the top level
 - Visibility of **women researchers** and their active involvement **as agents of change**
 - **Cooperation** between different structural units, especially between top leadership officers and the gender equality delegates at an institutional level
 - Collection, analysis, strategic use and dissemination of **gender-monitoring data**
 - **Gender-balanced commissions** at all levels (including boards)
 - Systematic awareness raising and capacity-building concerning **gender stereotypes**
 - **Integration of gender-equality aspects** into the leadership programme for the management, training courses for academic and non-academic staff

Underlying reasons for low numbers in STEM in Switzerland

- Gender-stereotypes (STEM is not for females, East vs. North-West, India)
- Rush hour of life & Dual career topic at post doc level
- Need for justification of specific STEM choice (profession is not feminine)
- Pressure of group (inclusion or exclusion)
- Male “culture” in the STEM domains
- “Bildungsausländerinnen” increase our female numbers in STEM fields

Domains of action in the Swiss equal opportunity program P-4

- Anchoring equal opportunity/gender equality at the institution
- Raising the percentage of female professors and women in leading positions
- Gender-sensitive measures in the promotion of junior academics
- Support for students, technical and academic staff with care obligations
- Reducing horizontal segregation among new students and decreasing vertical segregation in disciplines where one gender is underrepresented, STEM, Vet.
- Measures in HR and organisational development
- Others and new activities (communication, stereotypes, etc.)

Examples from the University of Berne, Faculty action plans

- **1. Institutional establishment and definition of gender equality**
 - Structures of equality within faculties/department, centres and the administration
 - Action plan and equality controlling within the faculties/departments and centres
 - Measure: during the next revision of the faculty/department regulations, the head of the department will check, whether the principles of gender equality as demanded by the university GEP are granted.
 - Indicator: Gender equality is anchored in the faculty/department regulations

Faculty action plans ff

▪ 2. Gender equality in the recruitment procedures

- Collaboration of representatives of the equal opportunity department AfG with equal opportunities faculty delegates in the recruiting/nomination commissions
- Improvement of the management of the nomination processes and the respective monitoring, head hunting
- Measure: the nomination commission informs all candidates about the programmes of the AfG supporting career and family (DCC, job sharing etc.)
- Responsible: President

Faculty action plans ff

- **3. Promotion of early career researchers (focus post Doc)**
 - Targeted courses and coaching
 - Field-specific Mentoring offers

 - Measure: to rise the proportion of women in the upper middle staff, faculty mentoring and 120% solution support measures are continued

 - Responsible: faculty staff

 - Indicator: the proportion of female academic upper middle staff has to reach 50% by 2018

Faculty action plans ff

▪ 4. Horizontal segregation, studies, STEM/(Vet)Med

- Challenging of Gender-stereotypical choices of studies and domains
 - “Schnuppertage” and National future day
 - Use of Social Media

 - Measure: the faculty participates at the future day of the university with a special programme for boys/girls of 5th to 6th grade primary school

 - Responsible: all stakeholders, communication
 - Indicator: increase of proportion of female/male students
- impact of measure proved by evaluation of action plan?

Faculty action plans ff

- **5. Reconciliation of studies, academic career, profession and care obligations**
 - Promotion of flexible work time modules and child care offers
 - Family friendly University

 - Measure: the faculty supports the consequent implementation of family friendly meeting schedules and working hours

 - Responsible: faculty/department leaders
 - Indicator: increase of faculty members of both sexes in leading positions which reconcile care and career

Conclusions

Needed:

- Declared will for institutional change by people in power
- Shared ownership at all levels of governance
- People in charge of faculty work (resources)
- Role models (Katrin Altweg, University of Berne, Ursula Keller ETHZ)
- Networking and empowerment for specific STEM domains
- Motivation campaigns (Movie on the life of Marie Curie, Poster),
- Prizes and recognition for leaders (Scientific merit system)
- Adaption of curricula of STEM studies (e.g. IT & design course, FHNW)
- Specific scholarships for female early career in STEM (Kevin Heng)
- Transfer of measures of other gender action plans: toolkit UZH:
<http://www.gleichstellung.uzh.ch/de/politik/aktionsplan2013/toolkit.html>
- EIGE tool: <http://eige.europa.eu/gender-mainstreaming/tools-methods/> **GEAR**
- Facts & figures and monitoring, endurance!

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Be an agent of change!

Thank you!

Contact

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