Early academic careers in science: Lessons learnt from the GARCIA project

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Swiss National Centre of Competence in Research

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Gendering the Academy and Research: combating Career Instability and Asymmetries

www.garciaproject.eu

Presentation

- General presentation of the GARCIA project
- Some outlines of the Swiss academic landscape
- How to draw up a Gender Action Plan?
- Lessons learnt and conclusion

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.

Multi-level perspective

- **Macro-level**: gender and welfare regimes, and comparative statistical data on leaky pipelines
- **Meso-level**: organisational culture, structures and governance
- **Micro-level**: experiences of early researchers and academics

- ***Objectives***
  - Increase the participation and career advancement of female researchers in our institutions
  - Improve working conditions of women and men
  - Integration of gender in graduate and undergraduate curricula and in research content
- ***Fields of intervention***
  - Gender practices and gender stereotypes in universities and research institutions
  - Gender equality in management and decision-making in scientific organisations
  - The Leaky Pipeline phenomenon
  - Gendered subtexts of selection processes and of criteria defining scientific “excellence”

Percentage of women by position in the GARCIA departments, 2013

	UNITN (IT)		UCL (BE)		UNIL (CH)		RADBOUD (NL)		ZRC-SAZU / UL (SLO)		Univ. Of ICELAND	
	SSH	STEM	SSH	STEM	SSH	STEM	SSH	STEM	SSH	STEM	SSH	STEM
Tenured	30.4	10.0	39.6	23.1	41.7	26.8	32.0	5.5	74.0	50	42.5	24.3
Non tenured	52.2	21.8	69.0	35.9	58.0	51.2	43.3	24.0	53.3	54.5	55.0	0.0
PhD	56.3	26.2	46.7	34.0	69.2	55.2	68.0	25.0	-	72.2	74.0	40.0

Farah Dubois-Shaik and Bernard Fusulier (eds.) (2015) Academic Careers and Gender Inequality: Leaky Pipeline and Interrelated Phenomena in Seven European Countries, *GARCIA working paper* n. 5, University of Trento (ISBN 978-88-8443-641-2).

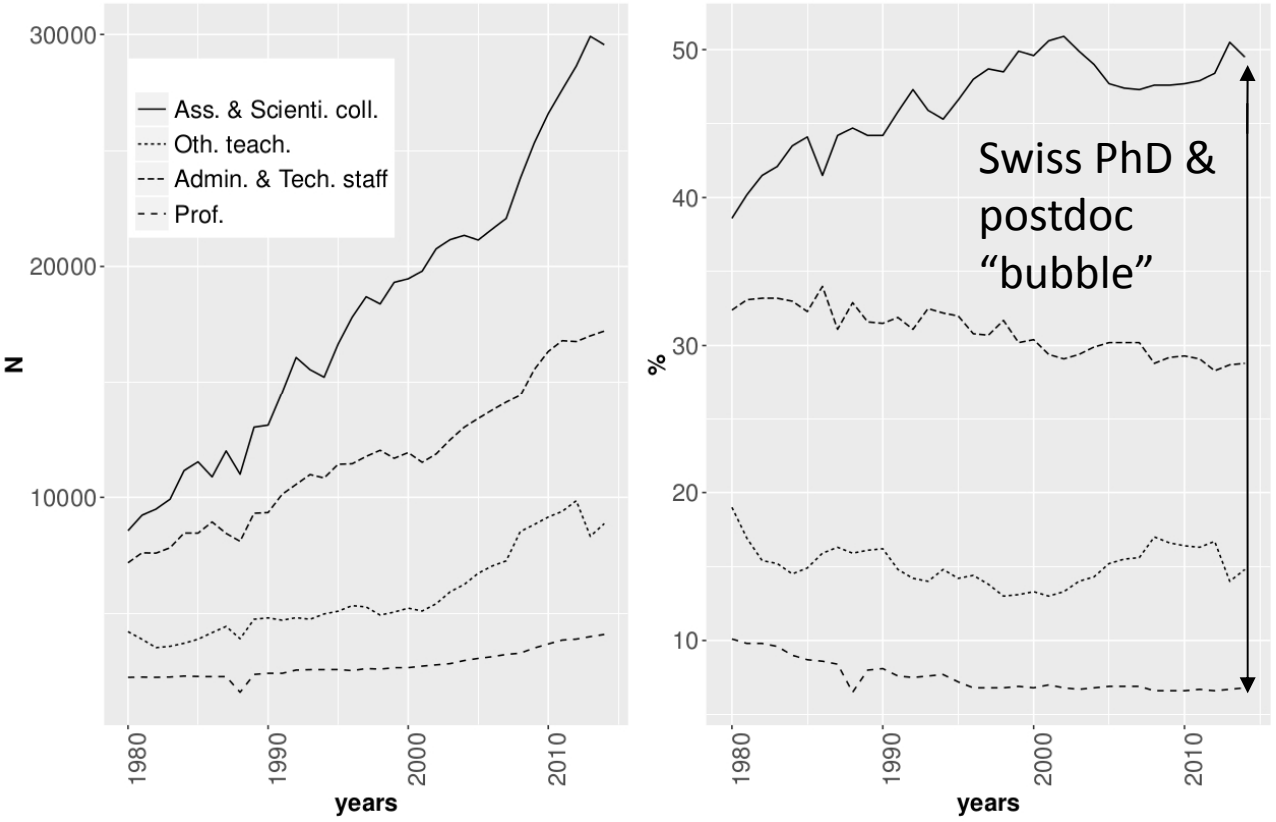
- As written in the introduction to GARCIA Working Paper no. 5 by Farah Dubois-Shaik and Bernard Fusulier (2015):
  "An important result obtained is that postdocs and assistant researchers with non-permanent contracts are significantly rising in numbers, and institutions are hosting a growing number of temporary researchers. These, we would argue, are a 'floating and invisible' research body, contributing to an important production of knowledge and of teaching, but remaining institutionally largely invisible, unstable and unaccounted for."

The Swiss case

The postdoc “bubble” and the expansion of non-tenured jobs

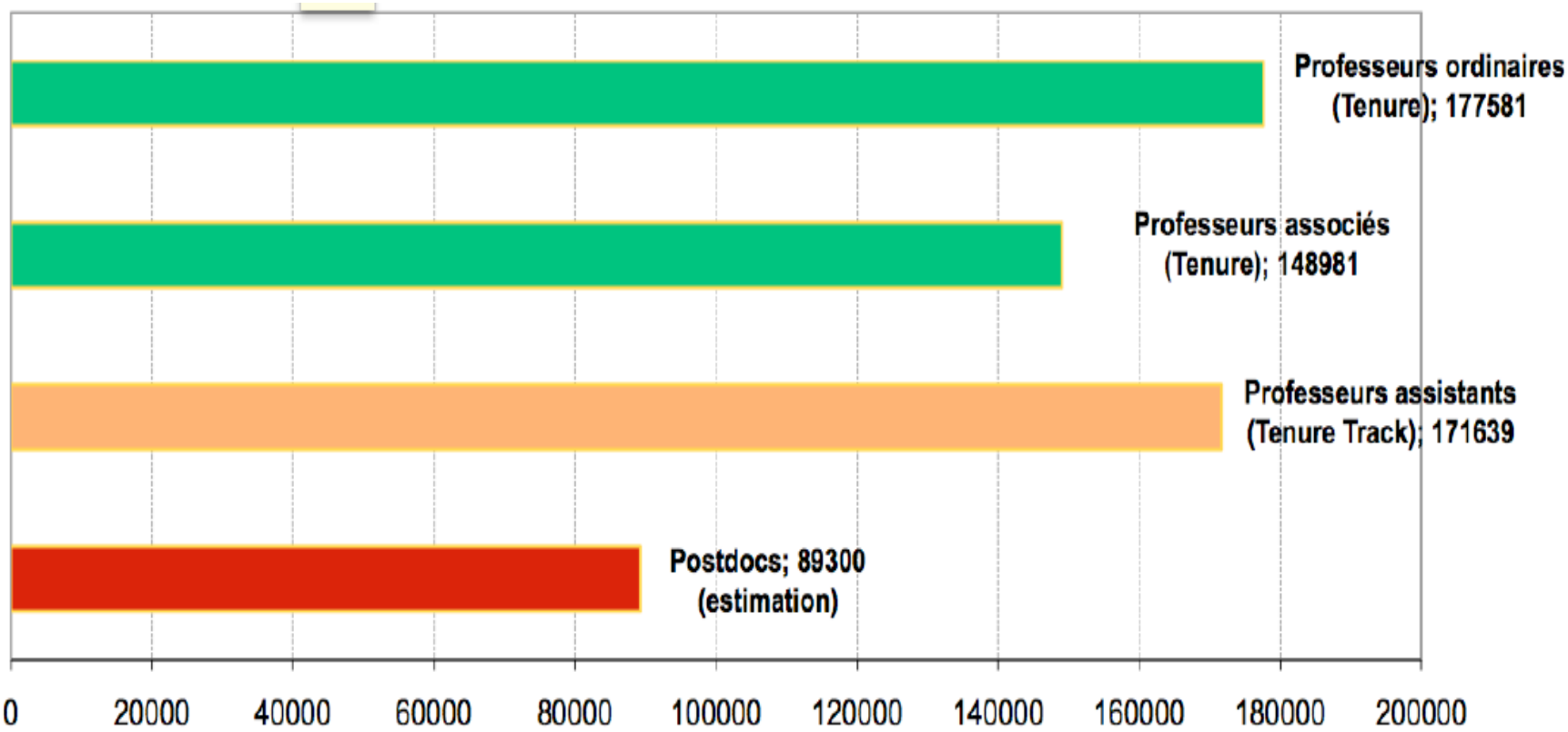
Ratio tenured / untenured positions

1980	2014
1/4	1/8



Source: Federal Statistical Office (OFS), 2016.

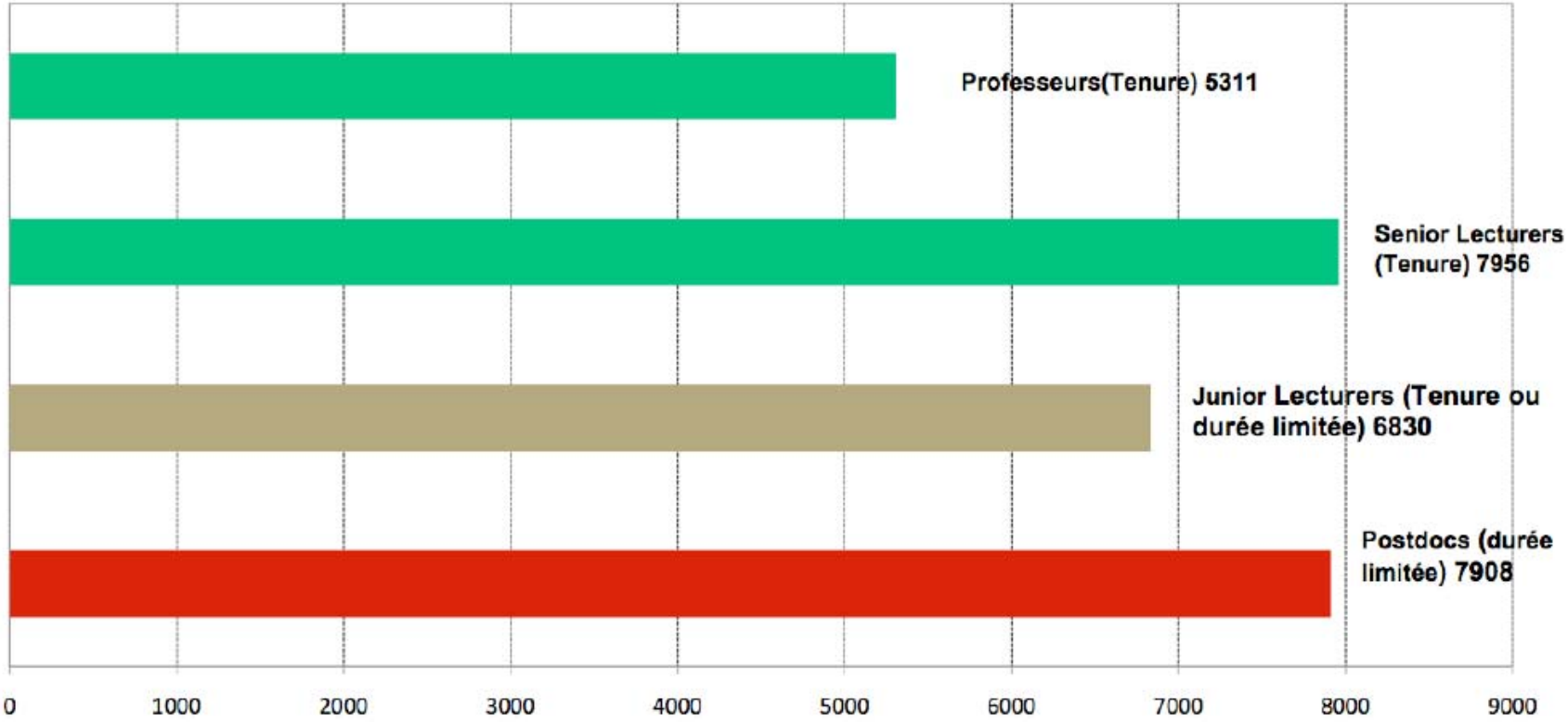
Number and status of US academics



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

Source: National Center for Education Statistics, Digest of Education Statitics 2010 / http://www.nsf.gov/statistics.

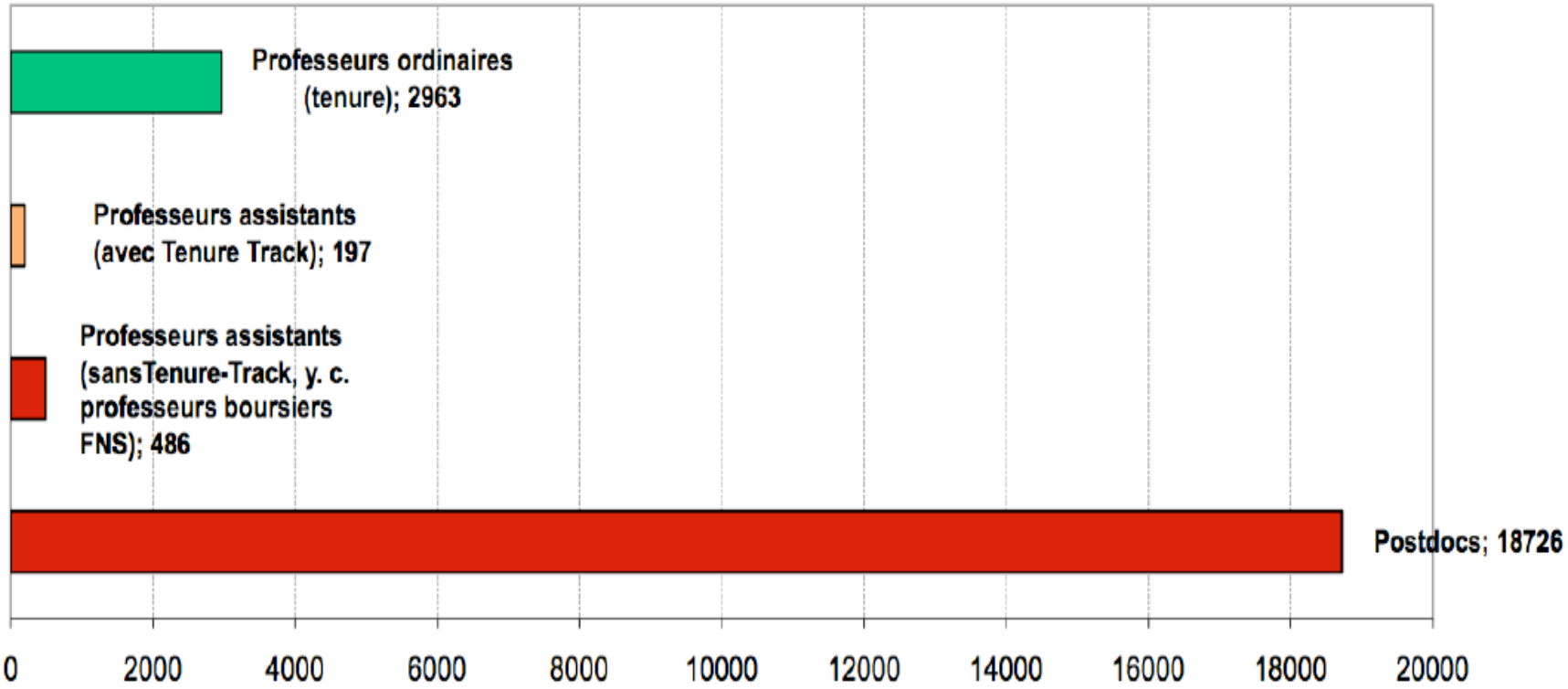
Number and status of Swedish academics



rouge: engagement à durée déterminée; **brun**: engagement à durée déterminée ou indéterminée; **vert**: engagement à durée indéterminée

Source: SCB Statistics Sweden: Employees in Higher Education 2010.

Number and status of Swiss academics



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Source: Office fédéral de la statistique et questionnaire à toutes les universités de Suisse sur mandat du Réseau Future, mars 2012.


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Supported by the 7th Framework Programme of the European Union
GARCIA WORKING PAPERS 9
Supporting Early Career Researchers through Gender Action Plans. A Design and Methodological Toolkit
Edited by Rossella Bozzon, Annalisa Murgia, Barbara Poggio
Contibutions by: Pierre Bataille, Yvonne Benschop, Laura Berger, Rossella Bozzon, Thomas Brorsen Smidt, Farah Dubois-Shaik, Thorgerdur Einarsdóttir, Jasna Fakin Bajec, Bernard Fusulier, Thamar Melanie Heijstra, Channah Herschberg, Ana Hofman, Duška Knežević Hočevar, Sabine Kradolfer, Nicky Le Feuvre, Annalisa Murgia, Gyda Margrét Pétursdóttir, Barbara Poggio, Finnborg Salome Steinthórsdóttir, Marieke van den Brink, Caroline Vincke

Some examples of possible actions

- Mentoring programmes and workshops

  "Gender-Sensitive Mentoring Programme in Academia: A Design Process," Working Paper 13.

- Integrate gender into research and teaching

  "Toolkit for Integrating Gender-Sensitive Approach into Research and Teaching," Working Paper 6.

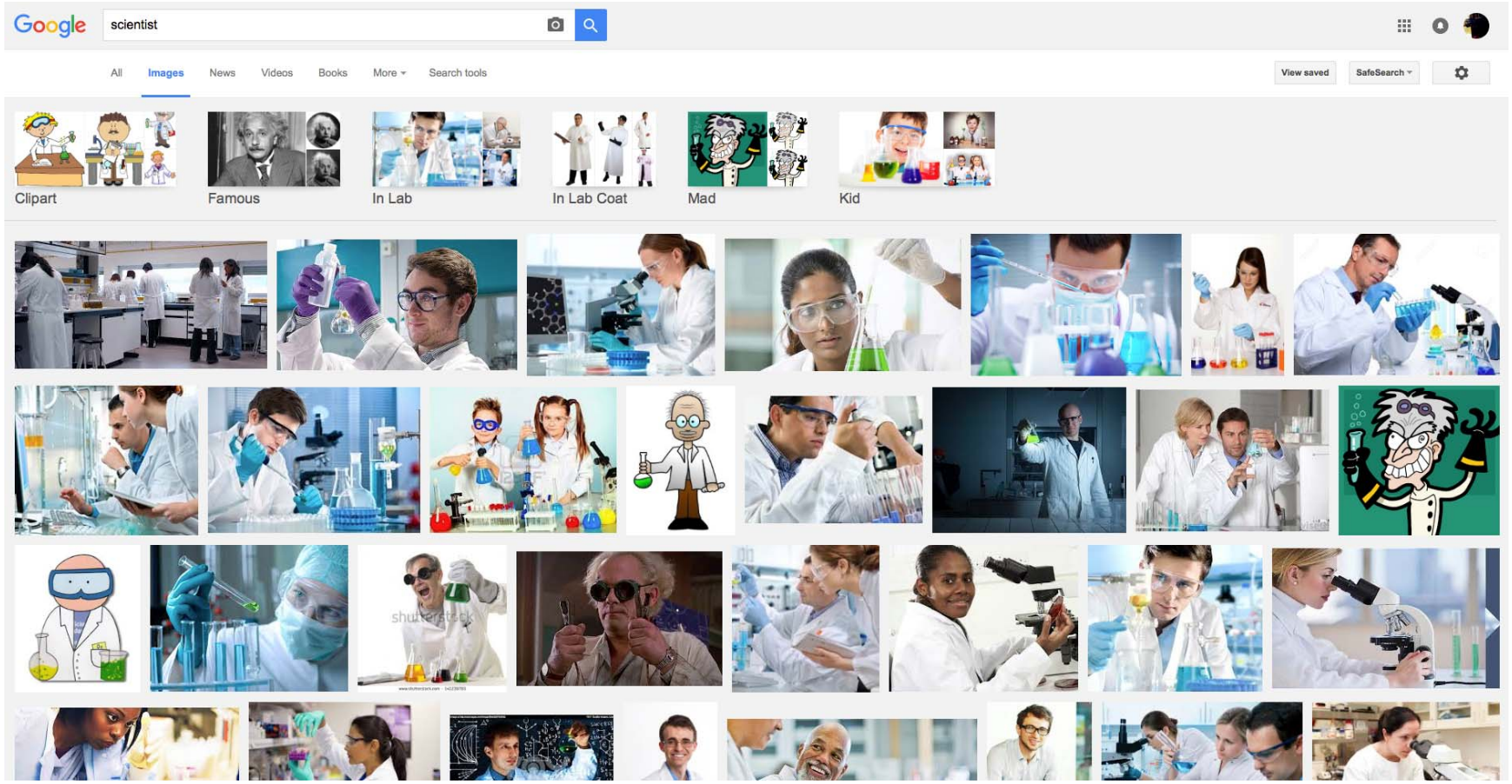
Some examples of possible actions

- Raise awareness of gender stereotypes
  - In hiring committees and in the construction of excellence

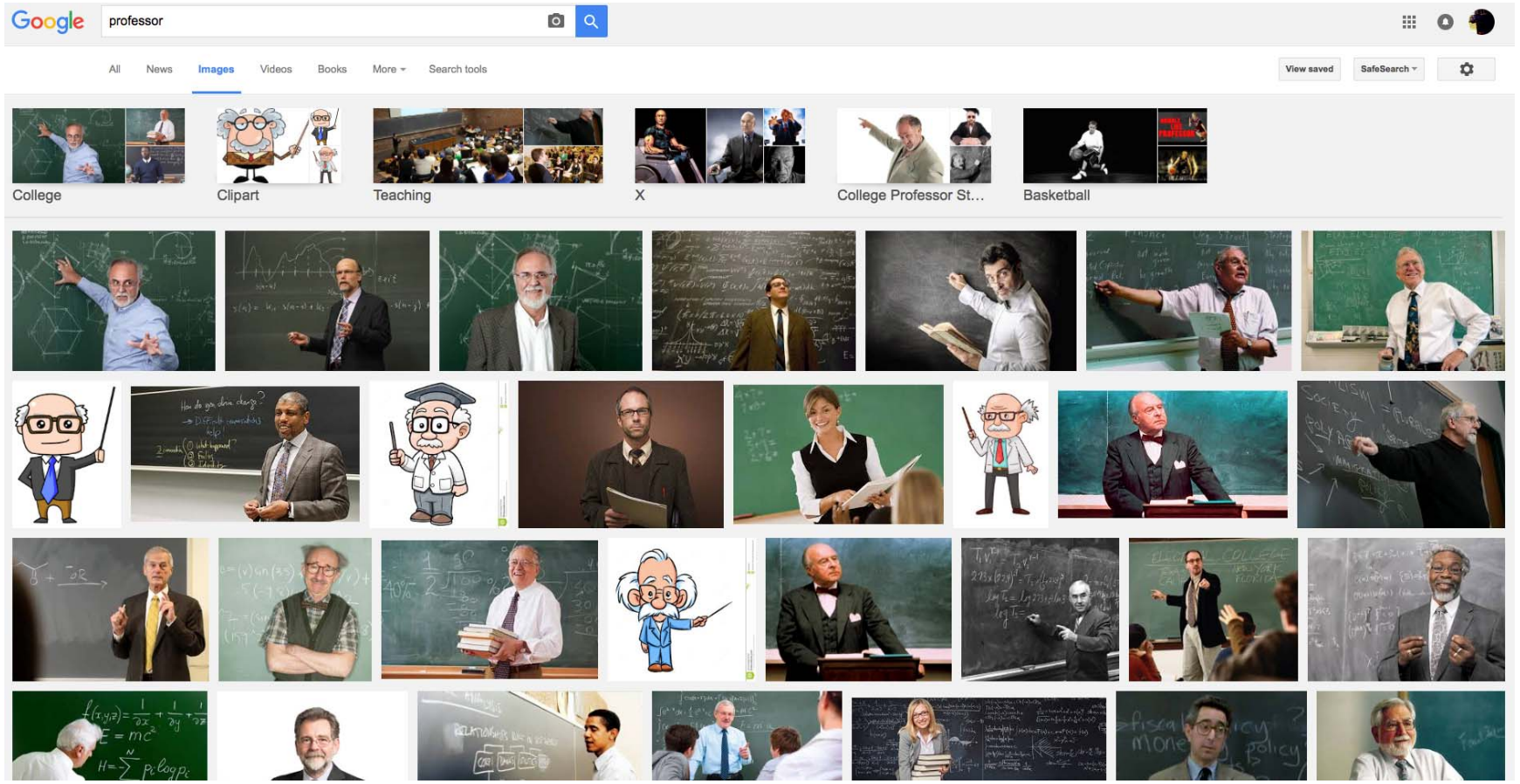
  "Toolkit to implement reflexive working groups with committee members" (forthcoming)

  "Toolkit to implement workshops with early career researcher" (forthcoming)

Stereotypes and invisible norms



Stereotypes and invisible norms



Some examples of possible actions

- Gender budgeting

  "Toolkit to integrate gender budgeting in the research sector" - Working Paper 8

- …

Lessons 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 targeting early-stage researchers should be systematically included in university Gender Action Plans.

Growing proportion of research activities are carried out by precarious researchers.

Women's disadvantages in career development already start in the first phases of career, but they are particularly visible in the processes to access stable positions.

Relevance to combating 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