

7-8 NOVEMBER 2016, BRUSSELS

## 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**

- Despite the high number of women students and growing number of female PhD-candidates and their good performance, women in academia are especially underrepresented at the level of assistant, associate and full professors.
- While part-time work is a key characteristic for the Dutch labour market, 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 budgetting

**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

**Examine gender pay gap**

- the Garcia team supported the call for research on the gender pay gap at the Radboud University after a study showing gender differences between academics on a national level ([www.lnvh.nl](http://www.lnvh.nl))

### 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 worklife 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.

**Integrating a gender perspective into research and teaching**

- The Garcia team members have searched for opportunities to integrate gender studies in educational programs:

**Include gender topics in courses on career orientation**

**Developing minor Genderstudies (Ba/Ma)**

**Developing Master specialisation Gender Studies**

**Continuation of research hotspot on gender, strengthen the cooperation with interdisciplinary Gender & Diversity studies at the Radboud University**

### 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.

**Continue mentoring program for tenure track candidates**

As the university has its own mentoring program for 'talented' women, we advised the two departments to support and nominate female tenure trackers for 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 preferring for internal candidates, and international mobility constructed as a problem for women early career researchers

**Actions: Reflexive workshops aimed to raise awareness for committee members**

Selection committee members (and others): 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.

**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 how gender practices can play a role in these recruitment and selection criteria and processes, and
- 3) to emphasize and explicate the role of visibility and informal networks in the building of an academic career.

