



Career and Life Stages toward and during an Assistant Professorship

Jamie Lee Gloor, PhD; Susanne Mehr, MA UZH

Summary

Across multiple data sources, we find that women apply for assistant professorships (APs), but despite their productivity or annual progress reports, there are fewer women - especially childless women - at each stage of the selection; moreover, they are less satisfied over time and eventually underrepresented as APs. To remedy this disparity and the subtle "maybe baby" bias that permeates these processes, we suggest paired applicant evaluations rather than individual assessments in personnel selection as well as paternal leave for new fathers - not just mothers, to reduce the risk and cost of "maybe baby" bias for women.

Motivation

There is a persistent and pervasive gender gap in professorships, despite gender parity across many subjects for some decades at the BA and MA levels. If the goal is to gain more female professors, measures adopted at the level of the professorship are already too late. **The focus should instead lie on the critical phase of the early career, when the gender gap widens; this phase also overlaps with the prime childbearing years.** In Switzerland, child-bearing brings asymmetrical burdens for women - but not for men - because parental leave policies mandate that women receive leave following childbirth (typically from 16 weeks to 6 months), while new fathers receive no leave. Although ostensibly a well-intended measure to support new mothers and provide job security, such lopsided policies may disadvantage young women because **they heighten gender stereotypes and foster asymmetrical perceptions of risk associated with potential childbearing "maybe baby" expectations.** Therefore, we assess multiple data sources relevant to junior academic's experiences, AP hiring, and promotions to assess the role of gender and parenthood in becoming an AP or professor.

Hiring Process Analysis

From 131 applications for AP positions at the University of Zurich (UZH), **73% of the vacant assistant professorship positions were newly created.** On average, 45% of those positions were tenure-track positions. However, there were considerable differences between the faculties (see below).

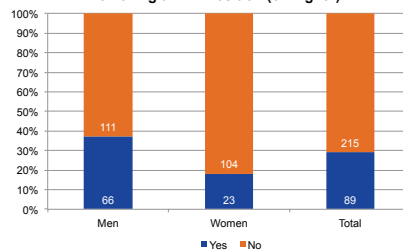
Faculty	New Positions	Tenure Track
VFS	2 (66.7%)	1 (33.3%)
THF	1 (33.3%)	2 (66.7%)
PHF	16 (72.7%)	4 (17.4%)
WWF	16 (76.2%)	15 (71.4%)
RWF	5 (71.4%)	1 (14.3%)
MedF	19 (79.2%)	10 (41.7%)
MNF	10 (66.7%)	10 (66.7%)

The **percentage of women changes significantly with increasing progression through the selection process.** Compared with the overall percentage of female applicants (25.3%), women are relatively over-represented on the shortlist (32.6%) and the selection of the top three candidates (28.1%), but they are **underrepresented as first choices and final hires** (19.8%).

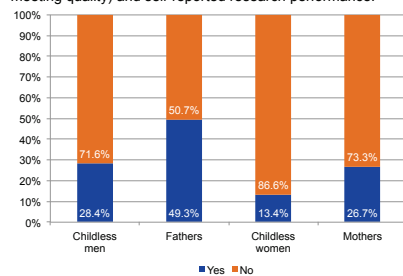
Longitudinal Study

We examined junior career academics in Switzerland at three points over two years (spring 2014–spring 2016). Postdocs and APs reported their gender and parenthood status, current job status and job changes, private changes (e.g., becoming pregnant or having a child), research performance, if they had an annual progress report, and the quality of these meetings. As shown below, from 304 scholars, 89 (29.3%) remained or were promoted to AP. That is, the outcome presented below is achieving at least an AP position or higher, e.g., professorship.

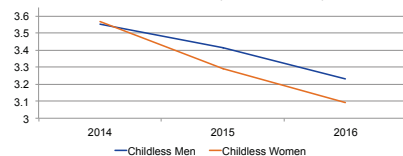
Achieving an AP Position (or Higher)



However, as shown above, these patterns differed for men and women. As demonstrated below, these patterns are especially driven by parenthood status, with **fathers reporting the highest rates of AP (or higher), and childless women the lowest.** Significantly, these patterns remained stable, regardless of a junior academic's annual progress report (or meeting quality) and self-reported research performance.



"Maybe baby" expectations can explain these results: Young women who do not yet have a child are expected to soon have one. This imposes asymmetrical costs for women, but not for men, manifesting in hiring and the everyday social interactions with colleagues and supervisors, and resulting in down-stream career consequences for childless women (contact JLG for full results); we found a similar pattern of **a decreasing desire for an academic career in female junior academics** over time ($N = 465$), results that sustain beyond productivity.



Exit Survey

In total, 37 of 39 (94.9%) former UZH APs who participated in our survey were still employed in professorial roles (the other 2 did not respond to this item), indicating that the AP is a good launch pad for future professorships. However, this is a low response rate compared with the total sample of APs ($N = 122$) and very few women responded. We therefore searched for former UZH APs. All 94 of the 122 (77.0%) assistant professors for whom e-mail addresses could be found were still employed in academia. The exact affiliations of 11 APs were uncertain and 28 could not be located. This, however, as a conservative estimate remains a **77% success rate for UZH APs**, indicating that this position is a good **springboard for an academic career.**

In our survey ($N = 39$), we also asked participants about the **advantages and disadvantages** of an AP. The following items were most frequently mentioned; the items are also presented separately by gender.

Advantages	Women	Men	Total
Independence & freedom	3 (43%)	10 (32%)	13 (33%)
Tenure-track, job security	2 (29%)	5 (16%)	7 (18%)
Title & reputation	2 (29%)	4 (13%)	6 (15%)

Disadvantages	Women	Men	Total
More administrative work & teaching load	4 (57%)	9 (29%)	13 (33%)
More responsibility	2 (28%)	3 (10%)	5 (13%)

In our qualitative survey, 10 (25%) former APs suggested that **long-term contracts (6 years +) or tenure-track positions** would provide more **job security** and the possibility to start **larger research projects.** Moreover, 2 (5%) former APs told us that formulating **clear regulations and expectations** and having a **mentor** would help them gain more role clarity in their new position, learn how to progress, and be promoted.

Practical Implications

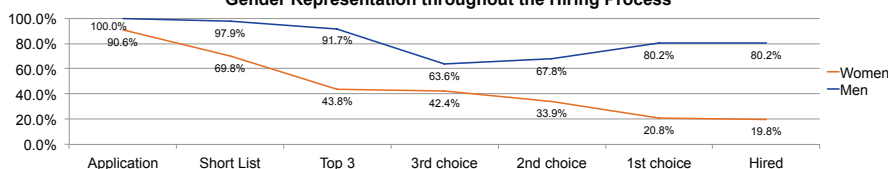
In addition to gender, it is important to examine and incorporate parenthood into our assessments of the career and life stages of an AP at this critical period in an individual's personal and professional life. Thus, parenthood should also be tracked and analyzed, especially during hiring and promotion processes. Furthermore, policies on the organizational and/or governmental levels should seek to promote equality in paid labor (i.e. employment) as well as unpaid labor (i.e. caretaking). Indeed, gender parity in unpaid labor is also a persistent and pervasive form of inequality with implications for men's family involvement - as well as for women's careers.

Poster to go

Scan the QR code with your smartphone and take the poster with you!



Gender Representation throughout the Hiring Process



Project Team

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Anja Feierabend, PhD; Susanne Mehr, MA UZH

Contact

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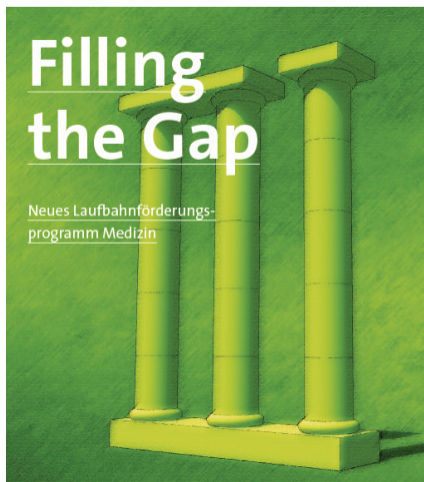


Filling the Gap

Beatrice Beck Schimmer, Miriam Buchmann, Natalie Lerch-Pieper, Iris Rothäusler

Gender Equality: Three Topics

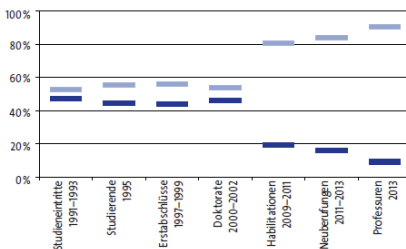
- 1) Raising the number of women in leadership roles (increase women's participation): **Filling the Gap**
- 2) Raising institutional awareness (structural changes in organizations to bring about a change in culture): **"Search for Women Excellence"**
- 3) Raising the state of knowledge (integrating sex- and gender-related difference in medicine). Future Project: **Sex and gender in medical education and research**



Motivation

"Leaky Pipeline"

During studies, the proportion of male and female students is similar. But over the entire progression of an academic career, the representation of the sexes becomes unequal: While female medical students currently make up 57% of the student body, only 10% of all professors are women. These statistics indicate that there is a "leaky pipeline."



Problem:

- Compatibility of clinical and research activities
- Organization of high-quality research
- Specialized, intensive medical training required
- Family: Partner, children

Goals of the federal program 2016 to promote gender equality at Swiss universities:

- 25% women as full/associate professors (MeF 2014: **10%**)
- 40% professorships (MeF 2014: **26%**)

Scope and Structure

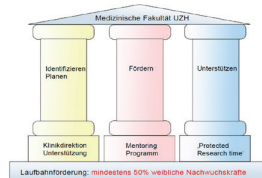
Filling the Gap aims to support the academic career of (future) medical doctors at the University's hospitals and the affiliated academic hospitals of the Faculty of Medicine during a period of two to three years. The program enables talented medical students to conduct research activities, a fundamental component of an academic career.

The main goal is to increase the number of women professors in the Faculty of Medicine and to raise the proportion of women in academic leadership roles. To do so, the Faculty of Medicine invites especially highly qualified female researchers to apply to the program.

Based on three pillars:

- 1) **Planning:** Personalized planning of the academic curriculum and the clinical direction
- 2) **Mentoring:** Appointment of a mentor to assist researchers in their academic career
- 3) **Supporting:** Allowance of paid research time between 20% to 50% per year.

The program also takes into account important aspects related to the compatibility of clinical work and research activities as well as work-life integration.



Criteria:

- Qualifications (e.g., clinical and scholarly competence)
- Quality of proposed project (e.g., scholarly significance)
- Suitability for this particular career development program (e.g., family aspects)

Overview in Numbers

	1st iteration	Prolongation 1st iteration	2nd iteration
Submitted grant applications	45	22	48
Female applicants	30 (67%)	16 (73%)	26 (54%)
Applications granted	24	12	16
Female recipients	17 (71%)	10 (83%)	15 (94%)

Project Team | Website

- Prof. Dr. med. Beatrice Beck Schimmer (academic project lead)
- Natalie Lerch-Pieper, lic. phil. (program coordinator)
- Office of the Dean, Faculty of Medicine UZH

www.med.uzh.ch/de/Nachwuchsforderung/fillingthegap

Results

- 1) Filling the Gap is effective for establishing equal opportunities and quality assurance instruments: The majority of recipients feel encouraged to pursue an academic career. The pillars "Mentoring" and "Protected Research Time" are considered particularly useful incentives to remain in academic medicine.
- 2) Filling the Gap is effective in increasing the number of women in professorships and in governing bodies: The sponsored persons experienced it as a targeted tool for career development, especially for clinicians. Moreover, the program is considered to be effective in increasing the proportion of women in professorships and academic governing bodies.
- 3) Filling the Gap helps improve the compatibility of clinical work and research as well as work-life integration: Recipients unanimously said it improved the balance between clinical work and research, and they largely perceived it as effective in work-life integration.

Source:

Lerch-Pieper, Natalie: Laufbahnförderungsprogramm "Filling the Gap": Evaluation der 1. Laufzeit des Programms 2014-2015 aus Gleichstellungssicht und Empfehlungen zur Optimierung. Projektarbeit zum CAS Diversity- und Gleichstellungskompetenz FHNW / ZHAW / UNIBAS / HU Berlin, 2016.

Other Recommendations

- Early identification of talented (female) junior academics (preferably already during studies)
- Promoting a culture of openness in the work place towards compatibility topics, such as a gradual return to work after parental leave, home office, meetings only between 9:00am and 5:00pm
- Increasing the attractiveness of leadership positions in academic medicine through part-time work, job sharing, etc.
- Removal of temporary employment at the level of attending physician

What Has Arisen from FtG?

- Project **"Search for Women Excellence"** for the appointment of as many excellent women to all advertised professorships at the Faculty of Medicine as possible (benchmark 30%)
- **Network for female senior physicians:** Networking platform to support female junior staff

Summary

The grant recipients consider Filling the Gap to be a positive and constructive instrument to establish and promote gender equality at the Faculty of Medicine. During the time of the federal program 2013-2016 (with previous programs), the Faculty of Medicine, together with the University's hospitals, has been able to make considerable contributions toward the promotion of equality and a great deal has already been achieved. Nevertheless, many measures remain to be taken to ensure that the "leaky pipeline" can be stopped.



«Kids & Careers»

Motivation

With an average of roughly 90% female students it is reasonable to expect that the gender quota at the Vetsuisse Faculty will, over time, result in a predominance of female staff at all levels.

Given this particular starting point, the overall objective of "Kids & Careers" is to promote an environment that remains dedicated to academic excellence while giving due consideration to the needs of career and family compatibility.

Following a wide-ranging analysis of requirements and options, the project team defined a series of various measures in pursuit of this common goal. The individual sub-projects deal with both the recruitment and promotion of students with the potential to pursue an academic career and with the required changes to management and leadership.



Universität
Zürich

Join!
Kids & Careers!

Vetsuisse Fakultät

Vademecum
Beruflicher Werdegang und Karriereplanung
für Studierende der Veterinärmedizin

Brigitte von Rechenberg, Prof. Dr.med.vet. Dipl. ECVS



Vademecum for students of veterinary medicine



Results

The **Vademecum** for students is not only a comprehensive guide to the various career options as a graduate of veterinary science: It also stresses the challenges, the intrinsic motivation, and the mental commitment required to succeed as a student and in the professional world.

The **Talent Database** aims to objectively identify potential talent for an academic career, with emphasis not only on grades but also on extracurricular activities that demonstrate a potential for leadership and social competence. It comprises information from the students (voluntary) and assessments by their instructors.

A special **Mentoring Program** has been defined for students willing to participate and selected as potential talents by a steering committee. Its major benefit is the choice of a personal mentor coupled with a variety of workshops and retreats and, at a later stage, attendance at international conferences. To achieve a common understanding of expectations and responsibilities, Mentors are required to attend a short training session.

At the Vetsuisse Faculty, it is imperative to maintain at all times an operative and smoothly functioning **clinical environment**. In this context, available funds were also used to finance substitutes for maternity leaves or to support women in their timely completion of research projects required as part of their next career step.

Finally, a series of workshops were held to identify needs for a **cultural change** as perceived by various groups at different levels in the hierarchy of the faculty. As a result of these intensive discussions a training program for all faculty members with leadership and management responsibilities is currently taking place to promote a uniform and gender-sensitive approach across the board.

In addition, during the entire project period a variety of **workshops** were offered to all interested parties, including students, dealing in the main with career and management topics of particular concern to women.

From the outset, the project team has been diligent in defining measures sustainable beyond the duration of the federal program.* It is for this reason that initial ideas for improvement of childcare facilities, in particular for ad-hoc and emergency needs, have been abandoned, as the cost-benefit analysis demonstrated that they would be insupportable in the long term.

The Vetsuisse Faculty is **committed to continuing** all of the above projects and feels confident that they will show the desired results in good time, and that the University's financial and organizational planning will give due consideration to the ever-increasing demands and challenges of career and family compatibility.

* Aktionsplan Chancengleichheit 2013-2016

Summary

The Vetsuisse project "Kids & Careers," consisting of a number of subprojects, aims to prepare for a future with a majority of female professors. In a holistic approach targeting both instructors and students, a number of strategic and interdependent measures were initiated with equal emphasis on maintaining standards of excellence and implementing work and family reconciliation policies.



Day care center on campus

Project Team

- Felix Althaus, Initiator
- Nicole Borel
- Felicitas Boretti
- Adrian Hehl
- Regine Hofmann-Lehmann
- Annette Liesegang
- Tanja Neve-Seyfarth
- Claudia Reusch
- Brigitte von Rechenberg
- (Renée Watkins)

With thanks to numerous other participants in workshops and meetings supporting the "Kids & Careers" project.

Website

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Women Professors in Executive Boards of Universities

Office for Gender Equality, Dr. Christiane Löwe

Division of Social and Business Psychology, Prof. Dr. Klaus Jonas & Dipl.-Psych. Levke Henningsen

Motivation

The "leaky pipeline" at the University of Zurich (UZH): Women are not only underrepresented in professorship positions, but also in executive boards and decision-making bodies.

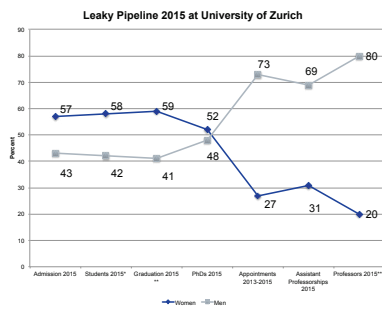


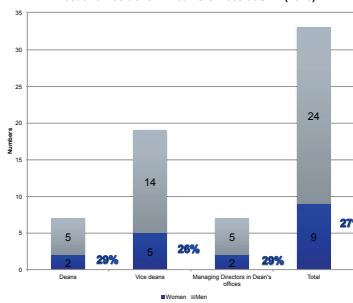
Figure 1: The "leaky pipeline" at UZH (31 Dec. 2015) without time lag; *without PhD-students; first degree, without PhDs; ***only full and associate professors.

Although the Faculty of Arts and Social Sciences has the highest proportion of women professors of all faculties at UZH, it has not yet been successful in engaging more than one woman at a time for the various executive positions at the faculty (beyond management of an institute or department). Moreover, despite all efforts to the contrary, the faculty has not yet appointed a woman dean.

The joint project of the Dean's Office of the Faculty of Arts and Social Sciences, the Office for Gender Equality, and the Chair of Social and Business Psychology therefore addressed the following questions:

- ❖ What are the reasons for the underrepresentation of female professors at the Dean's Office of the Faculty of Arts and Social Sciences?
- ❖ What measures can help motivate female professors to participate in executive boards of faculties and universities?

Executive Positions in Dean's Offices at UZH (2015)



Project Overview

Work packages

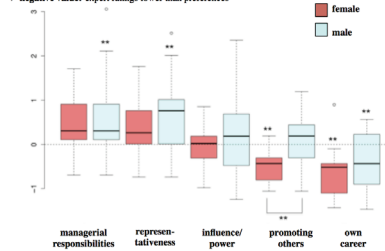
- WP 1: Literature review
- WP 2: Expert interviews and focus group discussions
- WP 3: Best practices at other European universities
- WP 4: Survey of professors at the Faculty of Arts and Social Sciences
- WP 5: Development of specific measures
- WP 6: Implementation of measures by the dean's office
- WP 7: Adopting measures
- WP 8: Evaluation and quality assurance of the measures

Results

Based on the findings of work packages 1-3, a questionnaire was developed to assess the fit between female and male professors' expectations of the job profile of a dean as well as to gather information on their personal preferences. Expectations and preferences were then compared with the actual job profile of the faculty's dean (ratings provided by experts). The fit scale covered the following dimensions:

- Managerial responsibilities
- Representativeness
- Influence/power
- Promoting others
- Own career

Person-job fit – fit between job profile of dean's position & professors' preferences
 > positive value: expert ratings higher than preferences
 > negative value: expert ratings lower than preferences



Women

- Slightly more realistic picture of the job requirements
- Do not perceive lower job fit with dean's profile than men

Men

- Preferences do not match the dean's job profile better (except for promotion of others) than women's

Both genders

- Perceive a good fit within the dimensions of managerial responsibility, external presentation, and influence
- Perceive less possibility to promote others & their own career within the dean's position than they would like

Measures and Action Points

22 different measures were defined in various action fields:

- ❖ **Recruitment process – transparent and professional**
e.g., development of task descriptions for deans and vice deans, written recruitment regulations, involvement of younger professors in appointment commissions
- ❖ **Supporting people with additional leadership responsibilities & compensation for reduced research time**
e.g., support via teaching assistance, visiting professors, additional staff, individual arrangements, counseling
- ❖ **Offer sophisticated leadership training**
e.g., leadership training dealing with gender, diversity, and work-life integration issues
- ❖ **Development of alternative perspectives for leadership careers, leadership models, and leadership culture**
e.g., job sharing, reflection of leadership culture
- ❖ **Facilitating work-life integration**
e.g., adapt meeting times, support more diversity, part-time professorships
- ❖ **Recognize and fight conscious and unconscious gender bias**
e.g., workshops and trainings on unconscious biases for appointment commissions

Application and Evaluation

- ✓ Discussion of measures plan with Dean
- ✓ Final measures plan
- ✓ Implementation of several measures
- ✓ Annual review of the measures

Summary

The project's primary objective was to develop a package of measures able to effectively increase the participation of female professors in executive bodies of faculties and universities.

The proposals – based on a literature overview, interviews and focus group discussions, and on empirical data collected from the professors of the Faculty of Arts and Social Sciences via a statistical survey – were presented to the Dean's Office of the Faculty of Arts and Social Sciences, then followed up by the implementation of a final measures plan. Annual review of the measures permits further developments and amendments to the plan and allows the active measures to be evaluated. Gender and diversity topics are addressed regularly, thus influencing the leadership and work culture at the Faculty of Arts and Social Sciences.

Project Team

- Prof. Dr. Mike Martin, Vice Dean of Resources and Planning
- Prof. Dr. Katharina Maag Merki, Vice Dean of Careers
- Prof. Dr. Klaus Jonas, Chair of Social and Business Psychology
- Dipl.-Psych. Levke Henningsen, Social and Business Psychology
- Dr. Christiane Löwe, Head of Office for Gender Equality
- Dr. Karin Gilland Lutz, Office for Gender Equality

Former Members

- Dr. Elisabeth Maurer, Former Head of Office for Gender Equality

Academic Board

- Prof. Dr. Bettina Dennerlein
- Prof. Dr. Angelika Linke
- Prof. Dr. Carolin Strobl
- Prof. Dr. Gabriele Siegert

Contact

- **Project:** Dr. Christiane Löwe, Head of Office for Gender Equality (christiane.loewe@gleichstellung.uzh.ch)
- **Study results:** Dipl.-Psych. Levke Henningsen, Social and Business Psychology (l.henningsen@psychologie.uzh.ch)

Websites

- www.phil.uzh.ch/de/fakultaet/gleichstellung



Research Budget, Social Capital, and Gender at the University of Zurich

Motivation

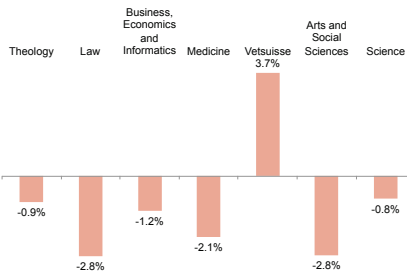
This study addresses the issue of the low number of women in leadership roles by focusing on the differing career paths of female and male professors at UZH. We ask if there are gender-related pay gaps and analyze whether there are potential disadvantages to women regarding internal promotion at the University. Particularly, the role of legitimacy within an organization is explored, and we question whether women would need a different type of network compared to their male colleagues.

Table 1: Appointments of Female Professors 2005–2015

Faculty	Female Professors
Theology	25%
Law	27%
Business, Economics and Informatics	14%
Medicine	13%
Vetsuisse	25%
Arts and Social Sciences	34%
Science	18%
Theology	25%

The analysis considers all 706 newly appointed UZH professors between 2005 and 2015

Figure 1: Gender-Related Pay Gap of Starting Salaries for Newly Appointed Professors



The analysis considers the initial salaries of all 706 UZH professors appointed in the years 2005 to 2015. The analysis allows for further drivers of salaries (such as age, age at appointment, year of appointment, career stage) and explains it by 75%. Negative numbers indicate that females have lower salaries compared to males, while positive numbers indicate that females have higher salaries compared to males. All displayed findings are statistically insignificant. In the case of the Faculty of Arts and Social Sciences, we added a control variable indicating whether newly appointed professors are already established scholars in their research field.

Website

www.gleichstellung.uzh.ch/de/kommission/projekt

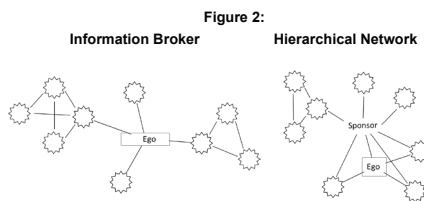
Results

We analyzed appointments, initial salaries, university resources at appointment, pay raises after appointment, and career advancement by internal promotion of all UZH professors in the time period 2005 to 2015.

Although the appointments of female professors increased during the time period in question (see Table 1), there are still considerable differences between the individual faculties and regarding professorial rank. The Faculty of Arts and Social Sciences appoints the most female professors. The percentage of appointed females decreases with increasing rank (assistant professor, associate professor, full professor). The study found no systematic differences between female and male UZH professors regarding working conditions.

- Although the initial salaries of female UZH professors are on average 1.1% lower than their male colleagues this difference is small and statistically not significant (see Figure 1). Differences can be attributed to the fact that established female professors face higher barriers to leave UZH for another university.
- The difference between female and male professors regarding UZH funds upon appointment amounts to 0%.
- The average pay increase of female professors after appointment is around 1.8% lower than male professors. This difference is not systematic (thus not statistically significant).

The results further show that in faculties with a higher amount of female professors, gender-related differences linked to the effect that social networks have on promotion disappear (see Figures 2 and 3). However, in faculties with a lower amount of female professors, the promotion of female professors is delayed by 5 years as compared to their male colleagues if these females rely on the help of sponsors instead of acting as information brokers.



Information brokers occupy structural holes and thus act as a broker between two groups. Without ego, the group on the left would be disconnected from the group on the right. Persons with hierarchical networks "borrow" the advantages of structural holes from a sponsor.

Summary

The project focused on two central questions:

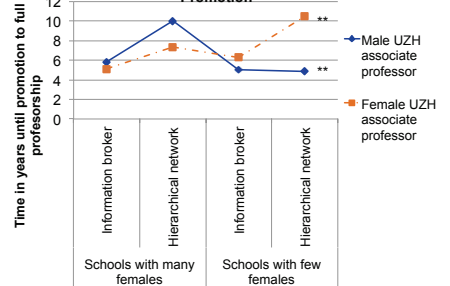
- (1) Are there systematic differences between female and male professors at the University of Zurich (UZH) regarding their work conditions (such as research budget, career advancement, or pay) and their social capital?
- (2) To what extent can differences in work conditions between female and male professors be explained by differences in their social capital?

The results found no systematic differences between female and male UZH professors regarding their work conditions, but significant differences in the effects of social capital on the speed of internal promotion/career advancement.

Project Team

- Prof. Dr. Katja Rost, Professor of Sociology, University of Zurich
- Prof. Dr. David Seidl, Chair of Organization and Management, University of Zurich
- Constantin Schön, Researcher at the Institute of Sociology, University of Zurich
- Jörg Kehl, Head of HR Professors, University of Zurich
- Gender Equality Commission, University of Zurich

Figure 3: Social Capital and Speed of Internal Promotion

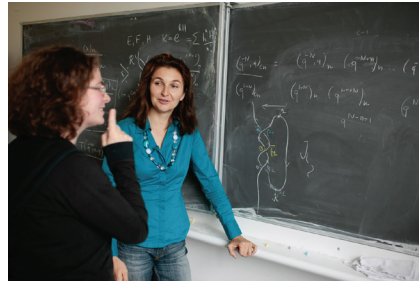
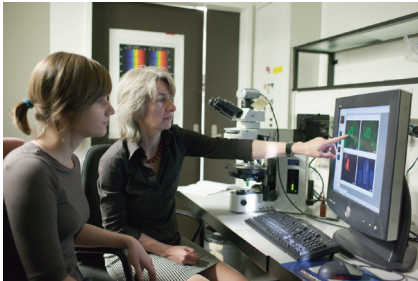


The analysis relies on a full-scale sample of 844 UZH professors with different ranks (assistant professor, associate professor, full professor). The career advancement of professors is measured by counting the number of years that persons eligible for promotion had spent in their current position without receiving advancement. Higher values correspond to slower career progress. To analyze the professional networks of UZH professors, we matched four types of data: co-authorships, teaching collaboration, memberships in university committees, and memberships in competence centers. We distinguished between two different "ego network" configurations: Professors acting as information brokers have access to exclusive information and resources. The access to exclusive information and resources of professors with hierarchical networks relies on the support from sponsors acting as brokers. To illustrate this, the figure displays the findings for the promotion speed of associate professors.

** < p 0.01 indicates that the difference is significant at the 1% level.



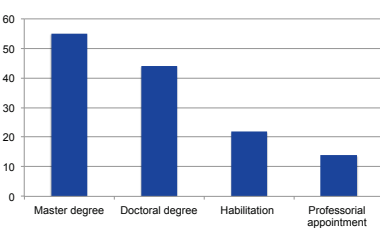
Gender Equality in Professorial Appointment Processes



Motivation

Universities are challenged by the "leaky pipeline" problem; despite the high number of female students, the number of female professors remains relatively low. To improve the situation at the University of Zurich, the Faculty of Science (MNF) is running a three-year project "Gender Equality in Professorial Appointment processes" from 2013 to 2016.

Leaky Pipeline 2006-2015: Percentage of Women (MNF)



UZH 2016. UZH Gender Equality Monitoring, 2015 Report

Starting Point in 2013

- 96 professors at MNF
- 81 men, 15 women → 15.6 % female professors

The project goal is to increase both the absolute and proportional number of female professors at MNF.

Project Overview

- WP 1: Literature review
- WP 2: Best practice measures
- WP 3: Quantitative data from MNF
- WP 4: Development of specific measures
- WP 5: Application of measures
- WP 6: Evaluation of measures and quality control

Results

MNF total percentage of women at different stages of MNF recruitment

Applications	12 %
Short list	15 %
Primo loco	13 %
Hiring decision	11 %

All professorial appointments at the Faculty of Science between 2003–2014 (data source: Dean's Office). Percentage of women at different stages of MNF recruitment.

Measures & Action Plan

1. Applying gender equality standards to composition of faculty structures and search committees

- 2+ female professors on all committees

2. Increasing the absolute and proportional number of women applicants

- Gender balanced list of possible candidates, gender issues considered in advertisement and head hunting

3. Professional development regarding unconscious bias in faculty searches

- Raising awareness of the influence of unconscious biases (workshop, leaflet, 1-page CV, criteria list)

4. Fostering a culture of esteem that is compatible with academic excellence

- Promoting successful examples (e.g. financial support for conferences, etc. featuring at least 50% women guest speakers)

5. Ensuring continuation of gender mainstreaming

- MNF committee for gender equality

6. Creation of part-time professorships

Application and evaluation of measures

- ✓ Implementation of the above measures
- ✓ Leaflets on unconscious bias for search committees
- ✓ Workshops for gender awareness
- ✓ Databases are completed and merged
- ✓ Creation of a MNF committee for gender equality

Summary

The overall goal of this project is to increase the absolute and proportional number of female professors at MNF. The project aims to examine and correct specific aspects of the faculty search procedure from a gender equality perspective and focuses on the hiring process. Within the project, measures have been developed to generate a higher number of highly competitive applications from women for professorships and at counteracting unconscious bias in the professorial appointment procedure.

Project Team

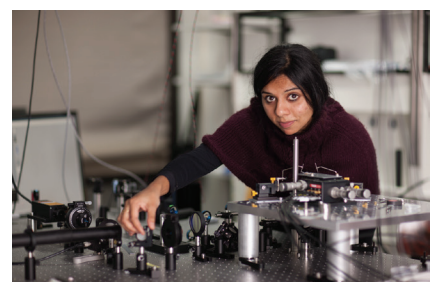
- Prof. Dr. Michael Schaeppman (Dean)
- Prof. Dr. Ulrike Müller-Böker (Former Vice Dean of Studies)
- Dr. Ines Kohler (Faculty Manager)
- Dr. Karin Gilland Lutz (Office for Gender Equality UZH)
- Sara Petchey (Coordinator)
- Petra Seibert (Coordinator)

Former Members

- Prof. Bernhard Schmid (Former Dean)
- Prof. Dr. Michael Hengartner (Former Dean, President)

www.mnf.uzh.ch/en/fakultaet/koerperschaften/kommission-gender-equality

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In-House Continuing Education at the University of Zurich – Courses for UZH Staff in Leadership Roles

Motivation

More than 5,000 people hold academic positions at the University of Zurich. Of these individuals, a majority works in an academic setting, partly in leadership positions; many, however, also take on a variety of management tasks in academic administration at the dean's offices, institutes/ departments, and the offices in Central Services. With reference to the strategic goals 2020 of the Executive Board of the University, a range of courses was developed to offer these employees as well as professors, effective continuing education courses in the area of higher education management that are geared to the specific needs and requirements of the target audience. A particular goal of this initiative is promoting competencies in issues concerning gender equality and academic career development.

Course	Semester
Leadership at UZH	HS15
Swiss University Sector – Governance at UZH	HS15
Academic Career Development as a Leadership Task	FS16
Finance Management at UZH	FS16
Diversity Management at UZH	FS16
Health and Safety Management at UZH	HS16

Table 1: Overview of first course session
HS = Fall Semester, FS = Spring Semester

Results

As of the fall semester 2015, six courses on leadership, governance, academic career development, finance management, diversity management, and health and safety management are on offer. The courses take both a research-based and a practical approach to the duties and responsibilities of executive staff. To date, over 100 UZH members of university administration (dean's offices, institutes/ departments, Central Services of UZH), heads of research groups, administrative heads, and professors have taken the opportunity to attend the continuing education courses. In tailor-made evaluations, the participants rated the courses good to very good. The courses will be offered again, starting in the fall semester 2016. Courses on other topics are currently being developed.

Five courses were financed, in part or entirely, with funds from the UZH Gender Equality Action Plan because these courses address questions of gender equality – for example, by referencing the Gender Policy Code of Conduct, the regulations on protection against sexual harassment, the compatibility of private life and career, academic career development, and diversity management at UZH.

Summary

The courses began in the fall semester 2015. Since then, six courses on leadership, governance, academic career development, finance management, diversity management, and health and safety management have been conducted; over 100 UZH employees attended the courses. In particular, courses dealing with academic career development and diversity management received funding from the UZH Gender Equality Action Plan. Topics relevant to gender policy at UZH, for example, protection against sexual harassment, were covered in courses on governance at UZH and on health and safety management.



Image 1: Course brochure 2015/2016

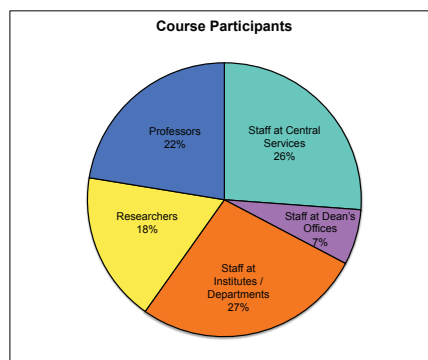


Chart 1: Course participants

Project Team

Office for Continuing Education:

- Dr. Alexandra Müller
- Dr. Birgit Beck-Heppner

In cooperation with Human Resources

Website:

Courses for UZH staff in leadership roles (in German)
www.weiterbildung.uzh.ch/de/mitarbeitende/intern
www.weiterbildung.uzh.ch