

**ENGINEERING YOUR CAREER,  
INDEPENDENCE AND COMPETITION  
UNIVERSITY OF TWENTE  
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**ON WHETHER IT IS BETTER TO BE KNOWN OUTSIDE RATHER  
THAN INSIDE YOUR OWN UNIVERSITY, IF YOU CANNOT BE  
BOTH**

**ELISABETH BERG**

**PROFESSOR IN SOCIOLOGY**

**LULEÅ UNIVERSITY OF TECHNOLOGY**

**VISITING PROFESSOR AT UNIVERSITY OF EAST  
LONDON, UK**

# CAREER IN ACADEMIA

PHd students:

It's the best job you can have! It is tough but also amazing, she says enthusiastically.

When she started at the university, she became fascinated of research and what a scientist does. She knew immediately that it was something for her and applied for a PhD studentship at LTU.



# BACKGROUND, AIM AND MATERIAL

- Big changes in Universities since mass education in the 1960's,
- Growth of students, professionals and institutions
- What kind of changes in respect of research activity and incumbency of senior positions have occurred in a neo-liberalism context and new public management reforms in academe for women academics?
- Have these managerial reforms changed academic careers for women?
- Do women academics choose to take on management positions as a career option when middle management positions have become more available in the light of new public management?
- Research – known outside University
- Management – known inside University
- Gender and Position – interviews, articles from two journals, statistics

# ORGANIZATIONAL CONTEXT

NPM is the organizational glue for neo-liberalism and has been described as a managerial reform embodying masculine discourses that emphasizes competition

“...[m]anagerialism ... [has been seen as] ... the dominant organizational strategy (and discourse) to coordinate public services – and ... [performance] ... a particular development within this framework of organizational control”(Clarke, 2004: 128-129).

The NPM reform brought with it more administration through bureaucratic procedures (Hood 1991; Pollitt and Bouchaert 2011 )

More academics as managers

Performance

Structure – choice, coincidence



# GENDER RESEARCH – A MAJOR FACTOR TO EQUAL OPPORTUNITIES IN SWEDEN

1970 increased *equal opportunities* – politics, feminism

1970 established *gender research* in Universities

1978 Centre for women's studies in many Universities

1990 - 30 *Tham professorships* were introduced in areas where the opposite sex were a minority – women and gender research were favoured

1998 *Swedish Secretariat for Gender Research*, with a focus on keeping an overview of gender research across the country

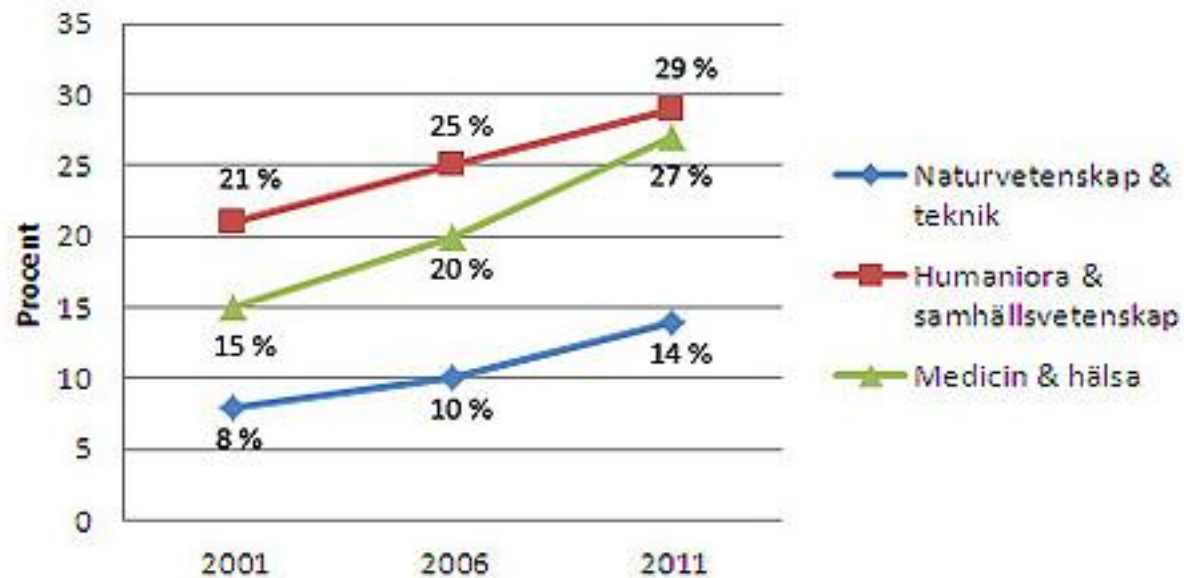
2001 - 16 *Gender Research Schools* in strengthen the gender research

2006 The government funded three *Centres of Gender Excellence* through the Swedish Research Council



# WOMEN PROFESSORS IN SWEDEN 2001 - 2011

## Andel kvinnliga professorer i Sverige



# CAREER IN ACADEMIA

## WOMEN'S SHARE OF ENROLMENT IN HIGHER EDUCATION IN SELECT EUROPEAN COUNTRIES, 2010

SOURCE: EUROSTAT, "SHARE OF WOMEN AMONG TERTIARY STUDENTS" (2011)

Austria	53.1 %	Hungary	56.5 %
Belgium	55.2 %	Italy	57.6 %
Croatia	56.3 %	Netherlands	51.8 %
Czech Republic	56.8 %	Norway	60.8 %
Denmark	58.1 %	Portugal	53.3 %
Finland	53.8 %	Slovakia	59.7 %
France	55.8 %	Spain	53.9 %
Greece	49.8 %	Sweden	59.4 %
		Switzerland	49.2 %
		United Kingdom	56.6 %

# WOMEN'S SHARE OF STUDENTS, GRADUATE, PHD STUDENTS, ASSISTANT PROFESSORS, ASSOCIATE PROFESSORS, AND FULL PROFESSORS IN 2008 IN THE NETHERLANDS

Women Full professors	11.7%
Men, Full professors	88.3%
Women Associate professors	18.2 %
Men Associate professors	81.8%
Women Assistant Professor	31.1 %
Men Assistant Professor	68.9%
PhD students women	41.9%
PhD students men	58.1%
Graduates, women	52.9%
Graduates, men	47.1 %
Students, women	48.7 %
Students, men	51.3 %

**Source:** The De Beauvoir Foundation, "Table 1: Gender distribution for enrolled students, PhD graduates, assistant professors, associate professors and full professors at the end of 2008," Monitor Women Professors (2009)



# RESEARCH IN ACADEMIA

Different systems in different countries

Sweden: since 2001, steered research by introducing large-scale programs for the funding of what is known as excellent research.

All universities should finance research with 50% external funding,

Universities of technology has succeed (Industrial research).



# INDIVIDUALISTIC APPROACH

Most research is researcher-driven in the sense that researchers are applicants instead of universities

General focus set by the research council in the call for proposals

Women have less resources and networks compared to men (Sweden and EU)

Study in USA: Gender discrimination; CV were randomised with female and male names, overall “men’s CV” was regarded higher than women’s CV, more competent, and were recommended higher salary and were offered more mentorship than the “female” applicants (2012).

# MANAGEMENT POSITIONS AS AN OPPORTUNITY

**”Leadership feels nature for me now; I’m taking on more obvious the role as a leader than earlier...(Field leader, woman 2004, Sweden)**

**It is quite gendered; women are more in teaching and admin and men ... more involved in research and research activities and teaching. The research commitments are an only-men activity. Teaching and research are related to each other, I need the research to do good quality teaching.**

**(Principal Lecturer, woman, 2012, England)**



## RESEARCH AS A CAREER OPTION


“I don't feel it is in that direction I want to go (management). I'm not interested of any career in that direction. I feel I work all too much already and you loose your research and it is more in this (research) area the career possibilities exist - as it is today”

(Academic woman 2004)



## MIDDLE MANAGEMENT POSITION

**“Expertise in both areas is needed of course - teaching and research. Where I stand today, all teaching staff have research in their job description. The risk is that you get stuck in one role and my wish is that you do both, although it is more or less certain periods of research or teaching” (Swedish head of division, woman)**



# WOMEN PUBLISH LESS THAN MEN

In 2010 there were more women than men who took a doctoral degree in all disciplines (40-60%) except for natural sciences and technology (20-30 %).

Women are doing less research than men

Women have a lower published rate.

The quality of the articles are the same.



# **NEW TECHNOLOGY, WORK AND EMPLOYMENT 2009 - 2012**

**2012: 11/16 (ERGONOMICS); 128/174 (MANAGEMENT)**

71 articles

140 academics

55 women academics, 16 professors and 49 researchers (assistant professors, senior lecturer, lecturers and PhD students) (39 %).

85 men academics, 24 professors and 61 researchers (61 %).

8 articles co-authored with women

10 articles - co-authored with men

31 article - men and women , 18 professors are men and 7 professors women and the others are researchers.

Man professors (75 percent) writing together with junior researchers (men and women)

Women professors (43 percent) writing together with junior researchers (men and women)

# ORGANIZATION 2011 - 2012

IMPACT FACTOR:2.356 | RANKING:36/172 IN MANAGEMENT IMPACT FACTOR:2.593

79 articles

160 academics

54 women (34 percent); 24 professors and 30 researchers

106 men (66 percent); 67 professors and 39 researchers.

10 articles co-authored with women

17 articles co-authored with men

21 articles co-authored by women and men. There are more men professors writing together with junior researchers.

Women professors 16 percent writing together with junior researcher

Men professors 25 percent writing together with junior researcher



# TO CONCLUDE

New Public management – increased management positions, performance, accountability

Neo-liberalism – individualized research society

Research is highly individualized

Women are still discriminated because of taken more responsibilities for family

Fewer publications and networks

Management can be an option for a career route, especially if the obstacles are too many  
Gender research – a major factor to equal opportunities (Sweden and EU)

Political issue appeared on the political agenda for at least the last 35 years, have had an effect on the gender balance at Universities

Gender issues has become institutionalized in academe



**THANK YOU!**

