



University of Lausanne  
November 10-11 2022

Symposium

# IS ACADEMIC MOBILITY GENDERED ?

evidence, paradoxes,  
and implications for equality policies

*Unil*

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# IS ACADEMIC MOBILITY GENDERED?

## evidence, paradoxes and implications for equality policies

Being mobile, working in transnational networks, publishing in international journals are few of the academic norms early-career researchers have to face in an increasingly internationalised academic system (Le Feuvre, Bataille, & Sautier, 2020). Yet, these norms widely vary across fields (Hamann & Zimmer, 2017; Herschberg, Benschop, & van den Brink, 2018), institutional and national environments (Laudel, Bielick, & Gläser, 2019; Musselin, 2004). In this symposium, we consider academic mobilities, as well as their norms and practices, as an empirical ground to explore some of the recent transformations of academic careers related to internationalisation, and their consequences for the researchers and their institutions (Bernela & Milard, 2016; Schaer, Jacot, & Dahinden, 2021; Tzanakou & Henderson, 2018; Zippel, 2017). We invite researchers from various geographical and disciplinary backgrounds, to discuss the complexities of the academic mobility phenomenon. The symposium aims at building a better understanding of the implications of the internationalisation of research careers on shaping female and male's trajectories – in sometimes counter-intuitive ways (Cañibano, Fox, & Otamendi, 2016; Goastellec & Pekari, 2013; Zippel, 2017) – and on transforming institutional recruitment (Le Feuvre et al., 2020; Moratti, 2021; Sautier, 2021).

As academic institutions have showed a growing interest in combining internationalisation policies and equality policies, the symposium also provides a space of discussion between researchers working on academic mobilities, and institutional stakeholders working on career management or implementing innovative actions.

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Cañibano, C., Fox, M. F., & Otamendi, F. J. (2016). Gender and patterns of temporary mobility among researchers. *Science and Public Policy*, 43(3), 320–331.

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# program

Thursday 10 November

Géopolis Building, Room 2121, 1<sup>st</sup> Floor

8h30 Registration, Coffee-Croissants

9h00 Introduction: **Marie Sautier** & **Gaële Goastellec**

Welcome Address: **Nicky Le Feuvre**, Dean of the Faculty of Political and Social Sciences

9h15 **Session 1: Academic Mobility: Opportunity or Hurdle?**

Chair: **Gaële Goastellec**

- "If You're Local You're Just Seen as a Bit Crap, Whereas the Shiny Stranger From Far Away..."  
Constructions of Mobility and Internationality Among Long-Term Precarious Academics in Ireland". **Aline Courtois**
- "The Role of Gender in International Mobility of Turkish Scholars". **Tugay Durak**
- "Academic Regimes of Im/mobility: The Case of Germany". **Tanja Višić**

10h15 Coffee Break

10h45 **Keynote | Kathrin Zippel: "Women in Global Science: Advancing Careers Through International Collaboration"**

11h45 Lunch, Ground Floor

13h30 **Roundtable Gender Equality Policies and Practices in a Mobile World**

Chair: **Nicky Le Feuvre**

- **Mathieu Arbogast**, Project Manager at the CNRS Gender Equality Unit (MPDF), France
- **Carine Carvalho**, Head of the Equal Opportunities Office, Lausanne University
- **Verity Elston**, Co-Director Graduate Campus, Lausanne University
- **Helene Fügen**, Equal Opportunities Delegate, EPFL
- **Jasmine Lorenzini**, Head of the Gender Equality Office at the Swiss National Science Foundation
- **Christiane Löwe**, Head of Office for Gender Equality and Diversity, Zurich University
- **Liliane Michalik**, Vice-Rector Equality, Diversity and Careers, Lausanne University

15h30 Coffee Break

16h00 **Session 2: Mobility as an Imperative? Norms, Costs, Values and Paradoxes**

Chair: **Camilla Gaiaschi**

- "How Academic Mobility Paradoxes May Help Us Think Outside the Box. A View From the Swiss Case". **Marie Sautier**
- "Parents, Posts and Particles. Who Carries the Cost of Academic Mobility"? **Meike Brodersen**
- "Early-Career Academics' Transnational Mobility: Beyond Common-Sense and Gendered Assumptions". **Martine Schaer**

17h10 **Session 3: Mobility in the Life Course**

Chair: **Toma Pustelnikovaite**

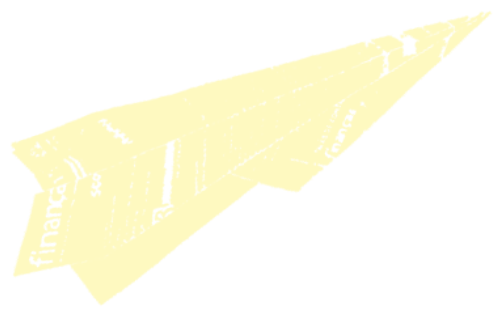
- "Mobility and Expected Academic Life Course: Age, Gender and Other Intersectional Differences". **Minna Nikunen**
- "Gender Effects on Vertical and Horizontal Mobility in French Academia". **Yann Renisio**
- "A Child or a Geographical Mobility? Intersecting Gender and Social Dimensions of a Precarious Researcher's Dilemma". **Mathieu Arbogast**

20h00 **Conference Dinner**

Café de l'Evêché, Rue Louis Curtat 4, 1005 Lausanne, Metro station Bessières

## Friday 11 November

Géopolis Building, Room 2227, 1<sup>st</sup> Floor



8h40 Coffee-croissants

9h00 **Keynote | Charikleia Tzanakou and Emily F. Henderson: "Sticky and Stuck in Mobile Academia: A 'Sticky-Stuck' Multi-Level Conceptual Framework"**

10h00 Coffee Break

### 10h30 **Session 4: Mobility and Career Progression**

Chair: **Aline Courtois**

- "Condemned to be Excellent? The Quest for Research Funds in Neoliberal Times: a Gender Perspective". **Camilla Gaiaschi**
- "International Academic Mobility in the Italian University: Opportunities, Obstacles, and Strategies in the Early-stage Careers in a Gender Perspective". **Monia Anzivino**
- "'As a Foreign Woman, I Have to Work Twice as Hard to Make Myself Heard': Gender and Migrant Academics' Inclusion in the UK". **Toma Pustelnikovaite**
- "Women Doctoral Supervisors in Chinese Research Universities: the Nexus of Academic Mobility, Career Stage and Gender". **Bing Lu**
- "Teaching and Research Activities of Internationally Mobile Academics: Evidence From Seven Countries". **Liudvika Leišytė**

12h15 Lunch, Room 2227

### 13h15 **Session 5: Hiring, Hosting: Examining Inbound Mobilities**

Chair: **Aline Waltzing**

- "How Are "International" Positions Reserved for Men? Study of the New Excellent Hiring Process in France". **Audrey Harroche**
- "Homophily in International Research Cooperations. Study on Grants of the German Humboldt-Foundation". **Andrea Löther**
- "Inbound Academic Mobility in Turkish Higher Education: Gendered?" **Hakan Ergin**
- "The Internationalisation of Nordic Research Environments From a Gender Perspective". **Agnete Vabø**

14h45 Coffee break

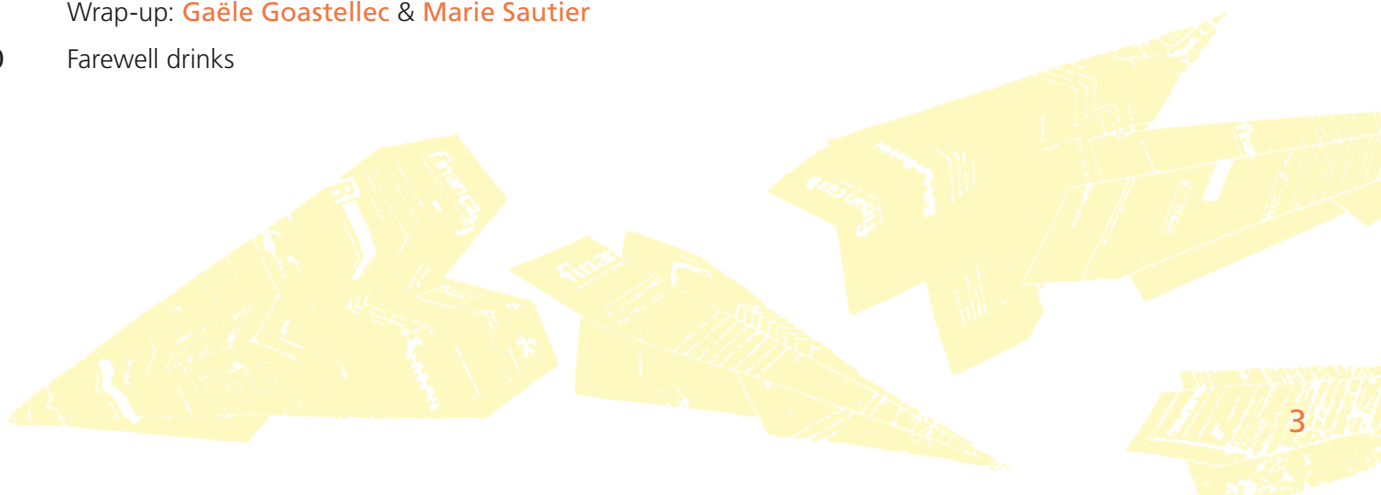
### 15h15 **Session 6: Blind Spots and Carbon Footprint: Academic Mobilities Outside the Box**

Chair: **Audrey Harroche**

- "Research Support Staff: a Blind Spot of Gendered Mobility in Higher Education". **Anna-Livia Morand, Aline Waltzing**
- "Problematizing Academic (Im)mobility: Displaced Academics, Gender, and Translocational Positionalities in Exile." **Ahmad Akkad**
- "Academic Mobility, Metrics, and Gender." **Antoine Hardy**

16h15 Wrap-up: **Gaële Goastellec & Marie Sautier**

16h30 Farewell drinks



## Kathrin Zippel

Einstein Professor of Sociology with focus on  
Gender Studies, Free University of Berlin

### Women in Global Science: Advancing Careers Through International Collaboration

Scientific and engineering research is increasingly global, and international collaboration can be essential to academic success. Yet even as administrators and policymakers extol the benefits of global science, few recognize the diversity of international research collaborations and their participants, or take gendered inequalities into account. In her book *Women in Global Science*, Zippel considers systematically the challenges and opportunities what she calls glass fences that the globalization of scientific work brings to U.S. academics, especially for women faculty. While some have approached underrepresentation as a national concern with a national solution, Zippel highlights how gender relations are reconfigured in global academia.

The case of STEM fields shows how gendered cultures and structures in academia persists and contribute to an underrepresentation of women also in global science. But for U.S. women in particular, international collaboration offers opportunities to step outside of exclusionary networks at home and to extend professional circles abroad. They can benefit from what Zippel describes as the .edu bonus, being associated with a U.S. higher education institution is visible in their .edu email and website addresses when the status of U.S. science rubs off on them as American scientists. This .edu bonus opens doors especially for women and makes it worthwhile to overcome glass fences. So moving horizontally across borders can help women faculty rise vertically, given how important collaborations are in many STEM fields.

Thus, international collaboration is not the panacea to gendered inequalities in academia, but, as Zippel argues, international considerations can be key to ending the steady attrition of women in STEM fields and developing a more inclusive academic world.

See chapter 1 for free at

[www.sup.org/books/title/?id=27863](http://www.sup.org/books/title/?id=27863)

*Kathrin Zippel is Professor of Sociology at Northeastern University. She has published on gender politics in the workplace, public and social policy, social movements, welfare states, and globalization in the United States and Europe. Her book *The Politics of Sexual Harassment in the United States, the European Union and Germany* (Cambridge University Press) won several awards.*

*Her research has also explored gender and global transformations of science and education, focusing on organizational change processes particularly in universities and STEM organizations. In her book, *Women in Global Science: Advancing Careers Through International Collaboration* (Stanford University Press), she argues that global science is the new frontier for women, providing both opportunities and challenges as gender shapes the dynamics and practices of international research.*

*She currently directs a research project on the creation and diffusion of innovative gender equity ideas in the network of colleges, university and STEM organizations funded by the National Science Foundation (NSF) through the ADVANCE program. Most recently, she has explored how implicit bias has been implemented in academia (*Gender & Society*).*

*Zippel is a co-chair of the Social Exclusion and Inclusion Seminar at the Minda de Gunzburg Center for European Studies Harvard University and was a residential fellow at the Women and Public Policy Program at the Harvard Kennedy School. She served as co-PI of Northeastern's National Science Foundation ADVANCE Institutional Transformation grant. She held a Humboldt Research fellowship at the Max Planck Institute for the Study of Societies in Cologne and the Ludwig-Maximilians-University in Munich; was a guest at Radboud University, Nijmegen, the WZB Social Science Research Center in Berlin, and the European University Institute in Florence. Zippel received a Ph.D. from the University of Wisconsin-Madison and was a post-doc at the European Union Center of New York at Columbia University.*

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## Charikleia Tzanakou

Co-Director of the Centre for Diversity Policy  
Research and Practice, Senior Lecturer in Human  
Resource Management, Oxford Brookes University

## Emily F. Henderson

Reader in the Department of Education Studies,  
University of Warwick

### Sticky and Stuck in Mobile Academia: A 'sticky-Stuck' Multi-Level Conceptual Framework

Far from operating smoothly and in a universally beneficial manner, academic mobility involves stickiness and stuckness for many different groups and in many different ways. This presentation sets out and expands upon a multi-level conceptual framework for analysing the ways in which academic mobility is stick and stuck.

The framework was established through a special issue of Higher Education entitled 'Stuck and sticky in mobile academia: reconfiguring the im/mobility binary', and set out in the editorial to the special issue (Tzanakou and Henderson, 2021). The framework brings together mobility narratives interacting dynamically with framings at macro, meso and micro level. The dominant discourse of the internationalisation of higher education at a macro level is reflected within mobility trajectories of academics, who may become stuck inside or outside of particular destination countries (meso level). At a micro level, Tzanakou and Henderson's theorisation, which allows space for agency but clearly demarcates social structures, recognises that mobile academics are sticky individuals who operate within constraints and limitations posed by destinations, higher education systems and international discourses shaping the priorities of the global higher education sector.

The overarching conceptual framework demands that mobility research takes the full picture of academic mobility into consideration, even when focusing on one aspect, so that a more holistic approach to researching academic mobility is achieved. Having set out the framework, examples of research projects focusing on gender and academic mobility will be used to illustrate the framework.

Special Issue:

[link.springer.com/journal/10734/volumes-and-issues/82-4](https://link.springer.com/journal/10734/volumes-and-issues/82-4)

Charikleia (Charoula) Tzanakou is a Senior Lecturer of HRM at Oxford Brookes University and the codirector of the Centre for Diversity Policy Research and Practice. She is an expert in gender and diversity in organisations, work and society, graduate transitions to employment and academic (im)mobilities. She is particularly interested in understanding how gender and intersectional inequalities are reproduced and can be disrupted in various settings. Recent and current projects (UK, European) include: designing, implementing and evaluation

gender equality plans (PLOTINA;GEARING -Roles); gender in UK spinout companies; gender equality certification scheme in Europe (feasibility study/advice to the European Commission); RESISTIRE (impact of COVID19 responses on inequalities); Brazil-UK partnership in advancing women in HE. Some recent publications include: *Certifying Gender Equality in Research: Lessons learnt from Athena SWAN and Total E-quality award schemes with Clayton-Hathway & Humbert in Frontiers in Sociology*; 'Stickiness in academic career (im) mobilities of STEM early career researchers: an insight from Greece' in *Higher Education*; "Unintended consequences of gender-equality plans" in *Nature and Moderate feminism within or against the neoliberal university? The example of Athena SWAN* with Pearce in *Gender, Work & Organization*.

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Emily F. Henderson is a Reader in the Department of Education Studies, University of Warwick. She is author of *Gender Pedagogy: Teaching, Learning and Tracing Gender in Higher Education* (Palgrave, 2015) and *Gender, Definitional Politics and 'Live' Knowledge Production: Contesting Concepts at Conferences* (Routledge, 2020), and co-editor of *Starting with Gender in International Higher Education Research* (Routledge, 2019) and *Exploring Diary Methods in Higher Education Research* (Routledge, 2021). She is co-editor of the academic blog *Conference Inference: Blogging the World of Conferences* and has co-edited a special issue of the journal *Gender and Education* on gender and conferences, 'Thoughtful Gatherings' (2020) and a special issue of the journal *Higher Education* on academic mobility (2021) Emily's research lies in the areas of gender and higher education, particularly the production of knowledge about gender; the academic profession, academic mobility and conferences; post-structuralist and feminist theory and research methodology. Emily's current research projects include a 4-year project on institutional approaches to widening participation in India, and a project on academic gatekeeping in doctoral admissions.

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# speakers

## Problematism Academic (im)mobility: Displaced Academics, Gender, and Translocational Positionalities in Exile

Ahmad Akkad

University of Warwick, United Kingdom

Literature on the mobility of academics tends to celebrate the internationalisation of higher education, globalisation and transnationalism. Academic mobility is often conceptualised within neoliberal, market-oriented and human capital terminology which acclaims academic mobility as a universal advantage. Such understanding of mobility is lacking, however, when examining the lived experiences of academics in exile. Drawing on data obtained via an interview-diary-interview study design, this paper explores the lived experiences of four displaced Syrian scholars in Europe and the Middle East to examine potential gendered processes and practices produced via their mobility. The study draws on participants' 'translocational positionality' as a lens to investigate gender-related mobility experiences considering their positioning processes and positions, that play a key role in shaping their varying forms of academic privilege or disadvantage in exile. By offering a more nuanced understanding of academic (im)mobility and gender through the translocational positionalities of displaced scholars, the limits and extensions of academic mobility and knowledge production are explored, and insights from within displaced academics' translocational positionalities are presented to advance more responsive and equitable higher education institutions.

*Ahmad Akkad is a Doctoral Researcher and Research Assistant in the Department of Education Studies, University of Warwick. His doctoral project explores the experiences of displaced Syrian academics and their potential role in reconstruction and recovery. His research interests relate to international higher education and development, the academic profession, mobility and displacement, and conflict and reconstruction.*

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# International Academic Mobility in the Italian University: Opportunities, Obstacles, and Strategies in the Early-Stage Careers in a Gender Perspective

**Monia Anzivino**  
University of Trento, Italy

Internationalization has become increasingly crucial for academic career, recruitment and promotion (Ackers, 2008; van der Bink & Benschop, 2012). Especially for early-career researchers, international research experience is one of the criteria for obtaining a tenure position (Herschberg et al., 2018). However, some evidence in the literature shows that internationalization can have various implications for men and women (Ackers, 2004), especially in some countries and in some career stages (European Commission, 2019), contributing to reproducing gender inequalities in academic careers.

Our paper looks at how international mobility has become imperative for academic careers and how early-stage researchers cope with it. We examine the narratives about the international experiences – lived, missed or planned – of men and women in two disciplinary contexts, with dual intent: On one hand, to investigate the conditions that favour or, on the contrary, hinder international mobility, also looking at individual strategies for responding to or resisting this imperative in the neoliberal academia; On the other hand, to investigate expectations and perceived results of researchers involved in international academic mobility.

In order to pursue these research aims we conduct a content analysis on 64 semi-structured interviews with early-career researchers in the STEM and SSH Departments. The interviews are part of the wider research project of relevant national interest (Progetto di Rilevante Interesse Nazionale – PRIN) “GeA – Gendering Academia”, which involves four Italian Universities and aims to explore gender inequalities in academic careers.

*Monia Anzivino is Assistant Professor at the University of Trento, where she is working on gender asymmetries in STEM contexts. She is an expert in data construction, research design, sampling strategies and questionnaire design. Her research is related to social inequalities in higher education, academic careers of students and faculties, public engagement of academics and the relationship between science and society.*

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Van den Brink, M., & Benschop, Y., (2012). Gender practices in the construction of academic excellence: sheep with five legs. *Organization*, (19)4, 507-524.

## A Child Or a Geographical Mobility? Intersecting Gender and Social Dimensions of a Precarious Researcher's Dilemma

**Mathieu Arbogast**

CEMS and CRESPPA-GTM, France

*Co-authors:*

**Aden Gaide, Marie Mathieu** and the **EFIGIES survey team**

Professional women are less likely to expatriate, namely because they lack support from their partners and families (Attia & Melin, 2017). The situation for post-doc researchers is less clear-cut though (Schaer, Dahinden & Toader, 2017). Early career mothers (including the post-doc, Martinez et al, 2007) also tend to quit academia more than fathers (Cech & Blair-Loy 2019).

This presentation is based on an original questionnaire survey circulated in France before Covid, completed by 790 PhDs and PhD candidates of all fields. The questionnaire combined closed-ended questions (about career, family and resources) and open-ended questions that allowed the collection of qualitative material.

This paper focusses on the adverse effects of parenthood and international mobility at early career precarious stage.

In the wake of Sautier (2021), our results confirm that gender does not explain attitudes towards expatriation on its own, but must be intersected with socio-economic inequalities and personal trajectories. The qualitative material of the survey reveals that women report more incompatibility between intended fertility and mobility, but there is a diversity of situations. For instance, some women declare a post-doc abroad alone with their child, or together with partner and child. A broader socio-economic approach of each profile is necessary.

*Mathieu Arbogast, PhD in sociology and demography, works on gender inequalities in different fields, including higher education and research, or the screen acting profession. He is associated researcher to CEMS and CRESPPA-GTM and project manager at CNRS' gender equality unit. Member of EFIGIES steering board (2015-2021), he is part of the survey team on parenthood, precariousness and young research, with Aden Gaide, Marie Mathieu and others.*

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Attia Marianne and Christopher Melin, « Les principaux défis de l'expatriation au féminin », *Management & Avenir*, 2017/5 (N° 95), p. 57-75.

Cech Erin A. and Mary Blair-Loy, "The changing career trajectories of new parents in STEM", *PNAS*, vol. 116, n°10, 2019, p. 4182–4187.

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## Parents, Posts and Particles. Who Carries the Cost of Academic Mobility?

Meike Brodersen

University of Bruxelles, Belgium

In the context of university internationalisation and 'academic capitalism', it has been noted that internationality and mobility would become intrinsic to the academic career, both in terms of access to positions and career progression. Based on ethnographic research carried out in a research group in experimental high-energy physics (HEP), a field that has long been marked by its transnational organisations and inherent mobility, this paper demonstrates the gendered dimensions of the locally situated reproduction of norms and practices of academic mobility. Observations and interviews with researchers at different stages of their careers show that a generalized imperative of international mobility permeates their relationship to their careers and working collectives; moments of 'bifurcation', between mobility and attrition, accentuate subjective and objective precariousness. The costs of these imperatives are unevenly distributed among researchers. Solving the 'two-body problem' and the tension between career and vocational commitment gives rise to strategies of spatio-temporal reinvention and of "opting out" in the name of autonomy. The results of this research challenge the idea that gendered issues of mobility are a matter of reconciling different life spheres on the part of female academics. Instead, it stresses that not only is international mobility one of many ways in which gendered norms of professionalism are actively reproduced, sanctioned and obscured – inherent inequalities bar researchers from the symbolic advantages associated with international mobility according to gender.

*Meike Brodersen is a sociologist studying the role of spatial mobilities and digital technologies in changing professional worlds, completing her PhD on mobilities in academic work and the transport sector in 2019. She holds degrees from ULB (Brussels), IEP Toulouse and the University of Passau. As a postdoctoral fellow, she has worked with the Belgian SEAD project on the platform economy and the AHA project on Future Urban Mobilities at Halmstad University (SE).*

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Bataille, Pierre, Nicky Le Feuvre, and Sabine Kradolfer Morales. 'Should I Stay or Should I Go? The Effects of Precariousness on the Gendered Career Aspirations of Postdocs in Switzerland'. *European Educational Research Journal* 16, no. 2–3 (2017): 313–31. <https://doi.org/10.1177/1474904116673372>.

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## "If You're Local You're Just Seen As a Bit Crap, Whereas the Shiny Stranger from Far Away..." Constructions of Mobility and Internationality Among Long-Term Precarious Academics in Ireland

Aline Courtois

University of Bath, United Kingdom

Co-author: **Theresa O'Keefe**

The effects of international mobility on academic careers are classed, racialised and gendered (Morley et al., 2018; Sang and Calvard, 2019) yet 'early career' academics experience increasing pressure to present as mobile and adequately internationalised (Sautier, 2021). How is the 'internationality imperative' (Hamann and Zimmer, 2017) experienced by those who have endured long-term academic precarity? What role do mobility and internationality, or the lack of, play in how they make sense of their professional and personal trajectories? How do these intersect with gender, class, age, family status, nationality and race in the Irish context?

We draw on our project, 'The Precarity Penalty: The effects of long-term precarious work on higher education workers' lives, careers and well-being', to explore mobility and internationality in relation to long-term precarity. We conducted biographic interviews with 40 academics with experience of long-term precarity (i.e. looking for an academic post for at least 5 years) in and out of the Irish higher education sector. Our participants include Irish-born and migrant, mobile and non-mobile academics, men and women. Problematising the notion that precarious work is a short-term and necessary feature of academic careers, we highlight the cumulative effects of academic precarity on professional and personal lives, and how it makes mobility an increasingly difficult, uncertain and deeply unequal strategy.

*Dr Aline Courtois is a Senior Lecturer in Education at the University of Bath, UK. Aline writes on elite education; globalisation and the internationalisation of education; international student mobility; academic precarity and academic mobility. With Theresa O'Keefe she founded Third Level Workplace Watch in 2013, a collective of precarious academics who came together to resist casualisation in Irish higher education institutions.*

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## The Role of Gender in International Mobility of Turkish Scholars

**Tugay Durak**

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The role of gender in international academic mobility is well documented in the literature. For example, women scholars are less mobile than their male counterparts, particularly at later stages of their careers (Jöns, 2011). Also, female researchers are less likely to return to their origin countries after obtaining an overseas degree (Rostan & Höhne, 2014). Yet, there are substantial regional differences in shaping the mobility of scholars.

In this research, I aim to understand Turkish woman researchers' migration journeys and experiences in the UK. The data, based on semi-structured interviews with 50 UK-based Turkish academic staff, 23 of whom are women, suggest that the first step of an international career in the UK for many Turkish scholars is postgraduate education in UK. The geographical proximity of the UK to Turkey, compared to the US, is cited as more important for woman academics to stay close to their family in Turkey. Further, some woman interlocutors choose to study in the UK because of the presence of close family members to be able to take permission from their parents. Besides, gender also plays a role in return decisions. UK-based Turkish women researchers are less likely to return to Turkey, citing the traditional gendered roles in Turkey and preference of raising children in the UK. Lastly, gender has more impact on the lives of Turkish women academics, particularly hijab-wearing ones. The hijabed scholars are frequently felt locked out of social gatherings.

In a nutshell, gender has a crucial role in shaping the mobility of Turkish researchers and in their experiences afterwards.

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## Inbound Academic Mobility in Turkish Higher Education: Gendered?

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Internationalization of higher education has recently been high on the agendas of Turkish higher education stakeholders. The Council of Higher Education (CoHE), a government body which coordinates higher education in Turkey, has encouraged universities to attract academics from around the world. For this purpose, scholarship programs for international academics were launched, Turkish universities were promoted on international platforms more effectively and application processes for academic posts at universities in Turkey have been digitalized and simplified. With these attempts, the number of international academics in Turkey has reached 3132 in the last decade, with an increase by 35% (CoHE, 2022). Despite this quantitative improvement, the gender imbalance among international academics in Turkey has remained the same as 60% of them are still male. Among the ones who have a doctoral degree, the male dominance increases to 70%. And, this gender imbalance deteriorates among international academics with a refugee background such as Syrian academics in Turkey, 85% of whom are male (Ergin & de Wit, 2020). In this study, I will present the reasons for this continuing gender imbalance in inbound academic mobility in Turkish higher education and a route map to make it balanced. With this, I aim to raise awareness of policy-makers and stakeholders in and beyond Turkey about this significant issue.

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## Condemned to be Excellent? The Quest for Research Funds in Neoliberal Times: a Gender Perspective

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University systems have undergone profound changes in many western countries based on cost-efficiency and performance-based evaluation practices which have fostered a new academic culture based on hyper-productivity and entrepreneurship paralleled by an increase in precarious academic work. According to many scholars, these transformations risk to increase gender inequalities (van den Brink and Benschop, 2011). Others are less clear-cut, recalling how the old university model entailed masculine elites preventing women's advancement in academia (Ferree and Zippel, 2015). Coupling a qualitative case study conducted in an Italian life-sciences department with European data on individual grants, this research aims at investigating the gender implications of neoliberal university transformations by focusing on the increasing importance, for researchers, to obtain external economic resources. Individual schemes have opened up new opportunities for women, in term of access to the profession and career progression. At the same time, institutional sexism persists under the form of their devaluation. The increasing feminization of funding instruments intertwines with the specificity of the academic career structures across countries suggesting the importance of looking at gender patterns of grant access from a comparative perspective. In countries like Italy, where the new market-based career model, emphasizing international mobility and productivity, coexists with cooptation-based practices, obtaining an individual grant is often the only possibility women have to access to a tenured position: it's the "golden goose" effect (Gaiaschi, forthcoming 2023). If this is the case, it would cast shadow on the double standard underneath recruitment practices: do women need, in a greater extent than men do, to obtain a grant in order to survive in the pipeline? On this respect, new – comparative – research venues would be needed to explore women's and men's different motivations and aspirations when applying for individual funding.

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## Academic Mobility, Metrics, and Gender

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Since the 2000s, academic mobility has been measured by a metric, the carbon footprint, which aggregates different greenhouse gases in their carbon equivalent. The carbon footprint of many scientific mobilities has been estimated, whether for conference travel (Burstcher et al., 2020; Neugebauer et al., 2018) or to document a broader relationship to scientific mobility (Bjørkdahl and Franco Duharte (eds.), 2022). The shift to virtual conferences has not only been questioned on the basis of its lower carbon footprint (Klöwer, 2020) but also for its possible impacts in terms of inclusion (Skiles et al., 2022). Other publications, beyond this metric, have described the gendered construction of the relationship to travel and the corporeality of exchanges (Cohen et al., 2020; Fournier et al., 2020; Hopkins et al., 2019; Higham et al., 2019). This communication aims to share a few questions: what is the gender carbon footprint of academic mobility? What happens to gender under the category of carbon footprint? What do this metric, whose history involves different strata of temporalities, do to the gendered dimension of scientific work? My communication is also conceived as a contribution to keep questioning the traditional mobility / immobility dichotomy (Sautier, 2021).

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## How Are “international” Positions Reserved for Men? Study of the New Excellent Hiring Process in France

**Audrey Harroche**

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From the 2010s, policies for excellence in higher education and research have been launched across Europe and beyond. They aim to modify the national resource allocation systems towards a greater concentration of funds and their competitive distribution (Paradeise et al., 2017; Peter and Bröckling, 2017). In France, the Excellence Initiatives (Idex) carry this agenda with 7.7 billion euros allocated on fewer than ten universities in order to create “world-class universities”. Universities’ leaders have to design governance projects with a strong focus on internationalization (Gally, 2018). The aim is to show how these institutions can represent France within the international competition. One of the Idex projects’ cornerstones is human resources; the “excellent” universities have to develop ways to attract the best researchers around the world. Through the study of the new hiring practices in three Idex universities, this communication will show firstly how alternative ways to recruit are developed in order to give exceptional working conditions in the French context. Secondly, it will explore the profiling strategies of the universities’ governance in order to attract “international” academics. Finally, it will show that most of these positions are offered to male researchers. This communication is based on data from my PhD as well as my postdoctoral research gathering 124 interviews and various written source.

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## Teaching and Research Activities of Internationally Mobile Academics: Evidence from Seven Countries

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Internationalisation literature has traditionally paid a lot of attention to the mobility of students, while the mobility of academics has been somewhat neglected. A range of studies have explored the overall dynamics of academic mobility between countries and at the micro level (Leišytė & Rose, 2016; Huang, 2018). Recent studies have explored the effects of mobility on academic careers, productivity, and the well-being of academics (Antoniadou & Quinlan, 2020; Sautier, 2021; Tzanakou, 2021). This paper focuses on the views of academics who obtained their final academic degrees abroad on teaching and research activities. Based on the APIKS data from Argentina, Canada, Germany, Japan, Malaysia, Russia and Kazakhstan (n=3,853), we are interested in the comparisons by academic rank and gender (Huang et al., forthcoming). Academic rank differences are visible in terms of research production. The distribution of time and gender across teaching and research activities corroborates previous studies, with women being represented slightly less than men among them. Female faculty tend to dedicate more time to teaching activities, while male faculty tend to be more dedicated to research, suggesting the perpetuation of segregation patterns of academic work by gender.

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# Homophily in International Research Cooperations. Study on Grants of the German Humboldt-Foundation

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Recent studies on gender and international mobility examine institutional barriers, gender-specific division of labour and the attribution of care to women, precarious employment, the coordination of two career biographies or social prejudice as gendered barriers to international mobility (Prozesky, Beaudry 2019; Toader, Dahinden 2018; Zippel 2017; Uhly, Visser, Zippel 2015). Until now, few studies address the hosts of internationally mobile researchers, although their support and invitation policies play an essential role in who can be international mobile. Thus, our study about the Humboldt Foundation, which promotes research stays in Germany, looked more closely at hosts (Löther, Freund, Lipinsky 2022). The study is based on administrative data (applications and grants), interviews with hosts and staff, and an analysis of 14 key countries by a network of experts.

The descriptive analysis points to homophily in research collaborations: Female hosts invite or nominate women more often, and male scientists host men more often. Using a logit regression, we will investigate more deeply how the scientific field, region, age or characteristics of the hosting institution influence the chance of a same-sex research cooperation. Finally, the interviews show that scientists need economic, cultural, symbolic and especially social capital and time resources to establish networks that lead to international mobility. Access to capital and resources is gendered and linked to class, race and regional reputation hierarchies.

The concept of “homophily” (McPherson, Smith-Lovin, Cook 2001; Kwiek, Roszka 2021) helps to understand the gendered patterns of international research cooperations, but our study shows that homosocial collaborations are not the same if men or women are involved. Still, these collaborations are shaped by gendered inequalities like the access to capital and resources and the perception and assessment of scientific performance.

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## Women Doctoral Supervisors in Chinese Research Universities: the Nexus of Academic Mobility, Career Stage and Gender

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Women academics are under-represented in research careers internationally, especially at senior career level which increasingly recognises the role of transnational academic mobility (Nikunen & Lempiäinen, 2020). A global phenomenon in higher education, international academic mobility is affected by various inequalities in terms of gender, ethnicity and class (Bilecen & Van Mol, 2017). This paper explores the nexus of academic mobility, career stage and gender through investigating the challenging factors women doctoral supervisors face compared to their male colleagues in Chinese research universities.

This paper argues that gender plays a significant role in affecting the formation of doctoral supervisors. Namely, becoming doctoral supervisors is regulated by the institutional qualification process which recognises an active history of international academic mobility and the length of employment of the academic (Lu, 2022). Both factors position women academics at a disadvantage as the women's life course is unequally constructed by various social institutions (Leeman, 2010), including family responsibilities and domestic obligations (Henderson, 2021). This article identifies that being a doctoral supervisor requires a repertoire of traditionally perceived masculine skills including mentoring, managing and mastering. For example, emphasising the idea of autonomous learning in PhD training is a representation of masculine subjectivity which is achieved by subduing emotions, human dependency and embodiment of the individual (Johnson et al., 2000).

This paper draws empirical data from a dual-interview study of how overseas doctoral training shapes Chinese returnee academics' supervisory styles. This study recognises that doctoral education in China has a gendering effect on who becomes supervisor and the type of supervisory style that is prioritised. Women returnee academics experience different academic mobilities and career path to be promoted to senior academic positionality as doctoral supervisors. This paper advocates a recognition of inequality when gender intersects with senior academic position in transnational settings and calls for a nuanced understanding of women academics' mobility history and their supervisory role.

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## Research Support Staff: A Blind Spot of Gendered Mobility in Higher Education

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Literature on mobility in research careers has so far mostly focused on researchers. However, research in universities and other public institutions is also carried out by other Staff members: they are often called “professional” or “support” staff. This presentation will explain the early stages of our research project on career mobility of this category relating to research staff. We will focus on the Erasmus+ program (2007-2013 and 2014-2020) offering short term mobility to research professionals, which also includes support staff. In this project, we suggest studying the population of support staff participating in this mobility program in France: how many staff members are able to move and the evolution over time, their numbers compared to researchers, their numbers compared to the European average, the share of each gender, the modalities of and the motivations for their career moves. A first look at the materials at our disposal suggests that little attention has been given to this category of staff, starting from the statistical data produced by the program itself. As this mobility program offers rather short stays to support staff and as the share of women is greater among support staff than in the population of researchers, we anticipate that the challenges faced by mobile support staff are different from those observed in researchers’ mobility. Taking this different

point of view and comparing our findings with the existing literature on researchers’ mobility, we would like to bring new research questions to the issue of gendered mobility in higher education.

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## Mobility and Expected Academic Life Course: Age, Gender and Other Intersectional Differences

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In universities, being mobile and international has become ever more important for academics' career prospects (Nikunen & Lempiäinen 2020). In this paper, I examine mobility expectations that academics face in Finland in relation to their academic age using concept of 'socially expected duration' (Toren 1993). Questions of age - other than early career - are not often approached in research on higher education (though, Hearn & Husu 2019). I am interested how the ideals of career, employability and value as scholar intertwine with the academic age and private life course (as well as biological age). Furthermore, how academic researchers and teachers interpret the time-bound expectations and strategically cope with them. What kind of mobility is institutionally rewarded, for whom and why? These aspects of mobility, particularly focused on age and gender, are analysed using documents on academic mobility, internalization policies and career progression (for instance the four-stage research career model) in Finland and the European Union. Second data consists of qualitative interviews with precarious academics gathered in 2009 and 2010 and 2022. I suggest that, gender, age, academic age and life situation motivate different mobility strategies that are often gendered.

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## “As a Foreign Woman, I Have to Work Twice As Hard to Make Myself Heard”: Gender and Migrant Academics’ Inclusion in the UK

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UK academia appears to be increasingly internationalised. Not only is the number of migrant academics increasing, but their careers also tend to progress faster than their native peers’ (Fernando and Cohen, 2016). Women faculty are no exception. Studies on migrant women academics in the UK have found that belonging to several categories of difference diminishes the impact of gender bias said to block the career progression of British women (Sang et al, 2013). This pattern is interesting, considering a considerable body of evidence (e.g. Davies et al, 2020) which shows that academics who differ from the occupational ideal of a white, native, middle-class male are consistently excluded from the profession.

This paper sets out to explore this paradox and examine migrant academics’ inclusion, focusing on the intersection of gender and international mobility. Drawing on data from interviews with 62 migrant academics in the UK, it observes that the working lives of migrant academics of both genders are characterised by simultaneous processes of inclusion and exclusion, showing limits to profession’s internationalisation (Pustelnikovaite and Chillas, 2022). However, subtle inequalities put considerably more pressure to ‘fit in’ and enact the occupational ideal on women, pointing at the gendered nature of international academic mobility.

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## Gender Effects on Vertical and Horizontal Mobility in French Academia

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Most academic mobility studies focus on vertical transitions (i.e. simultaneously changing of institution and of status, typically from PhD to assistant professorship), but a large portion of such mobilities happen during horizontal transitions (i.e. assistant or full professors moving between institutions while keeping the same status). This presentation aims at comparing the effect of gender on those two kinds of academic mobilities. To do so, I use a yearly database of all French assistant and full professors from 1984 to 2013, indicating their sex, age, discipline, and institution, with all their applications to assistant professor and full professor positions for the years 2005 to 2012 and the institution of their PhD. Such data allow to study 4 different career stages:

- PhD → assistant professor position (vertical)
- During the duration of assistant professorship (horizontal)
- Assistant professor → full professor position (vertical)
- During the duration of the full professorship (horizontal)

I will present how geographical constraints affect differently the trajectories of women and men academics in these four stages, taking into account variabilities between fields, kilometeric distance and distribution of the supply of positions. I will finally suggest a way to use horizontal mobility data as a good proxy for the study of institutional prestige, regional attractivity, and gender stratification.

*Yann Renisio is a researcher at CNRS, he is part of the Center of Research on Social Inequalities at Sciences Po. He is interested in a testable theory of practice, and works currently on Higher education, cultural practices, kinship networks, and medical specialization.*

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## How Academic Mobility Paradoxes May Help Us Think Outside the Box. A View From the Swiss Case

Marie Sautier

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Swiss academia is characterized by a largely internationalized environment, with the highest levels of inbound and outbound mobility in Europe. In line with the EU policies developed in the early 2000s, the Swiss research system has largely fostered and funded international mobility, both as a tool to boost collaboration, and as a mark of research excellence. While commonly celebrating mobility as a positive force and as a meaningful career norm, Higher Education institutions have also expressed growing concerns in the last decade, about geographical mobility being a problem for women.

Recent scholarly studies have voiced reservations concerning what they describe as a romanticised or fetishised vision of mobility (Morley et al., 2018; Tzanakou & Henderson, 2021). Emerging concepts such as “probationary citizenship” (Le Feuvre et al., 2020), “mobility fatigue” (Schaer, 2022), and “geoccasional work” (Sautier, 2021), explore how the overlapping of two specific components of early academic careers – having to be repetitively mobile, on the one hand, and working on precarious, short-term contracts, on the other – generate a specific and structurally induced source of vulnerability, which impacts differently women and men.

Is mobility about moving physically across borders? Are women’s struggles to engage in mobility related to care? Is mobility crucial to get tenured? And are women really less mobile than men?

In this contribution, I draw on a set of data collected across five Swiss academic institutions, to highlight some of the paradoxes lying behind these questions. The study is based on a large ethnography of Hiring Committees and Career Development Sessions in Swiss universities, as well as interviews with researchers and institutional actors. I conclude on how unraveling these paradoxes have implications for both equality policies, and the way we approach academic mobility in contemporary scholarship.

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## Early-Career Academics' Transnational Mobility: Beyond Common-Sense and Gendered Assumptions

**Martine Schaer**

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Since the 1990s, a major feature of academic policy, particularly in countries of the Global North, has been the internationalization of universities and tertiary institutions. Academic policies promoting internationalization emphasize in particular the enriching nature of mobility at the individual level and have thus contributed to making mobility a normative imperative, an indispensable step in the pursuit of an academic career (Ackers, 2008).

Drawing on qualitative interviews conducted with early-career academics working in Switzerland and the United States, this presentation questions the mobility imperative from two different angles: (1) the first one questions the often taken-for-granted idea that mobility abroad equates to the building of transnational networks and is perceived thus as an indicator of academic excellence (Bernela and Milard, 2016). (2) The other relates to the personal costs of mobility and highlights the fact that selecting individuals on the basis of their mobility introduces discrimination, and in particular gender discrimination (Leeman and Boes, 2015). This presentation concludes that in order to overcome the difficulties posed by the normative imperative of mobility as an indicator of individual researcher excellence and as a mechanism of gender inequities, it is necessary to change the level at which we act, and to look for solutions that promote scientific excellence at the collective (and institutional) level rather than at the individual level.

*Martine Schaer holds a PhD in social sciences from the University of Neuchâtel. Her research has focused on the experience of academic researchers in the early stages of their careers and the impact of mobility and gender on their professional and personal lives. She is currently working at the Graduate Campus of the University of Lausanne and is involved in the career and professional development of doctoral and postdoctoral researchers..*

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# The Internationalisation of Nordic Research Environments from a Gender Perspective

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In the last two decades, the Nordic countries' research systems have been characterized by a significant growth in the proportion of researchers recruited from abroad. This development is the result of globalization as well as national policies for internationalisation of research environments through increased recruitment of foreign researchers. While there is a growing interest in combining internationalisation policies and equality policies, the consequences of internationalisation and international recruitment for equality policies have not been subject to in depth studies. This paper presents and discusses findings from a study combining quantitative and qualitative investigations of international research environments in Norwegian climate research - seen through a gender lens. The findings reveal that international recruitment has had a great impact both in terms of increasing the actual proportion of women and on developing the field towards more interdisciplinarity and epistemic diversity. We discuss the impact of international recruitment as a complex issue that is context-dependent, taking into consideration the diversity of research fields, disciplines, type of knowledge produced, funding conditions, and forms of research practices and organisation.

*Agnete Vabø holds a dr.polit degree in sociology. She is vice dean of research and associate professor at Oslo Metropolitan University Norway where she also teaches in public administration. Vabø has published numerous reports, books and articles in higher education studies and is PA of the project Gender, Academic Power and Citizenship.*

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speakers continued

## “Academic Regimes of Im/mobility”: The Case of Germany

Tanja Višić

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Introducing the concept of “academic regimes of im/mobility”, my paper critically reflects on the meanings and implications of academic mobility and their relation to gender inequalities and other heterogeneities that might result in unequal positions for academic mobile subjects. Drawing on qualitative research (autoethnography, in-depth interviews with academics and case studies) and analysis of documents such as internationalization strategies, migration and mobility policies, employment and welfare policy instruments, and national funding politics in Germany, my paper answers the question: What are the gendering and other stratifying effects of “academic mobility regimes” on academic life-career mobility trajectories? The paper reveals the hidden entangled asymmetries in academic movements by detecting and analysing how assumed mobility, as a core academic practice, and various German and international policies conflate to create and perpetuate conditions of inclusion-exclusion, discrimination, and differentiation regarding gender, sexuality, citizenship, nationality, race, ethnicity, ability, religion or marital status – inequalities that intersect in individual career im/mobility experiences of academics.

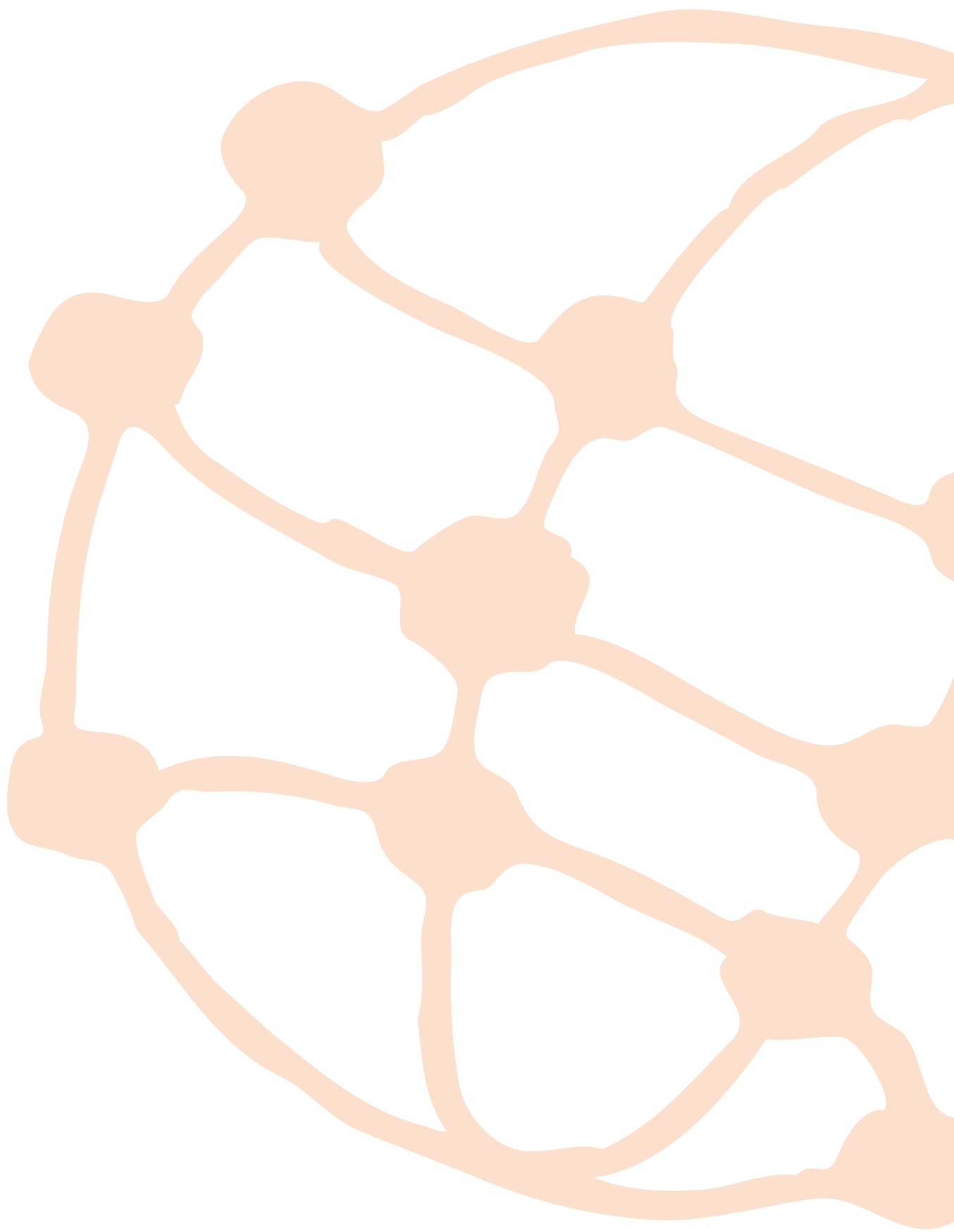
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*The event is part of the Academic Im/Mobilities International Network, that promotes events, knowledge exchanges, and research collaboration on Academic Mobilities Studies: [@AMIINetwork](https://twitter.com/AMIINetwork).*



