

Research management and academic profession: external research funding and gendered academic work

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Further topics for today

Changing importance of external research funding in academia

Gendered academic work and work-life balance



Changing institutional context of academic profession

- New Public Management approaches in European higher education: efficiency, effectiveness and accountability
- Universities become 'complete and corporate' organizations with strategic capacities (Krücken and Meier 2006, Leisyte and Dee 2012)
- Academic capitalism both in the U.S. and Europe competition for research funding, students and knowledge commercialization
- Changing performance expectations in universities: profiling,
 HR policies, matrix structures, standardization.

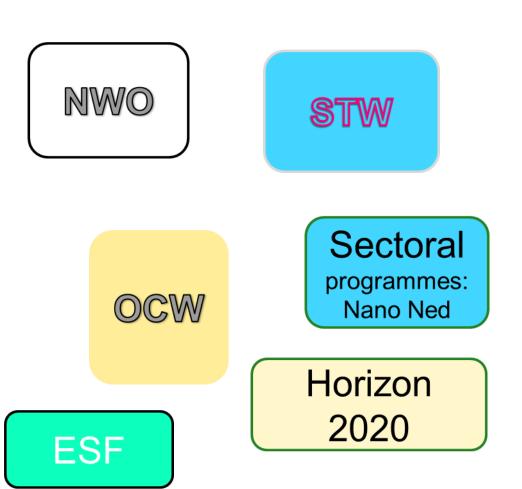


Research management at European universities

- Increasing competition for research funds and staff
- Diversifying resource base
- Complying with external research evaluation criteria
- University's "third mission"
- Changing promotion criteria of the academic staff
- Professional training of staff



Research funders in the Netherlands



Province/Mu nicipality

ERC

Firms

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Research funders in the UK

TRUSTS: Leverhume Trust, Welcome Trust

ESF

7 Research Councils

British Academy Royal Society ERC

Municipali ties

Firms

Horizon 2020

Department of Business, Innovation and Skills

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Comparison of the performance pressures in NL and the UK

- UK evaluation results related to funding, NL no direct link to funding
- UK: Research Assessment Exercise since 1986, now Research Excellence Framework
- NL: 'Visitations' since 1993
- The variety of funding sources available in the system:
- NL a model with a few funding agencies
- UK and the US multiple funding agencies



Discussion in small groups

- Take a couple of minutes to think about:
- 1. What outputs and funding levels are important for you to build your academic credibility? How do you know about this?
- 2. Which grants (national, European, global) are important in your discipline and in your country?
- 3. Have you applied for external research funding for your project already? If yes, please discuss the process and outcomes (what you found positive and what was negative)?
- 4. What implications does performance monitoring and external funding have for your career?
- Please discuss your answers with your group.



Do research funders care about research evaluation results?

• "[Research evaluation helps] get granted projects. From NWO, that is fair because these reports tell them you are excellent, and if you are excellent, people can trust you if they give you a project. If you are not so good, there are doubts if the quality of the project will be the same as with the group that is excellent. I think that this is the way it works."

(Prof, Biotech, NL)



Academic life in projects – going for "fundable" topics

"I wouldn't possibly immediately have chosen [the research topic] although
it's actually very much connected; it's not central to my research. And so it's
influencing....Market funding has influenced what my future research
expectations would be over a period extending about 2 to 3 year period. I
would actually have to say, ok, I will be concentrating on something which I
might not concentrate or probably would not concentrate otherwise." (Postdoc, History, England)



A short exchange with your neighbour

- How straighforward is career advancement in your case within the department - is it only about building academic credibility via publishing, and research funding? How clear are the criteria?
- If not- what else is important for your career progression?
- When was last time you asked for promotion/permanent or new contract?
 Did it materialize?
- How do you balance work and life? What would you advice for improvement of work life balance for your colleagues?



Issues with career progression

- Low promotion frequency
- Constraints for career advancement ('glass ceiling')
- Work-life balance related issues



Reasons to leave the current university

- For PhD students:
 - The stage of PhD program
 - In case of no help from mentors in career progression
 - Ambition to become a senior academic
- For other academics:
 - Low attractiveness of academia as a career option for women
 - Temporary contracts
 - Lack of recognition for individual efforts; especially for promotion
 - Lack of equality in recruitment, selection and promotion



Work-life balance

- Work intensification and performance monitoring have implications for work-life balance: working 60 hours per week and having family?
- Work life balance and how it is (not) secured is gendered (Deem, 2012)
- Saying 'no' is gendered women tend to get involved in pastoral care functions which are not rewarded (Deem, 2012)
- Household chores and care take more time from women than from men
- Some countries introduce paternal leave besides maternal leave, still socially not fully accepted
- "The best decision of my life was to choose the right partner who will share with me household and childcare duties" (Soc Science Assist Prof, NL)



Take aways

- Money gives you independence wherever you are: look for funding
- Performance counts but it has to be fun.
- Do not accept being tolerated but not valued
- Look somewhere else if you get too frustrated but only move for upward positions
- Do not get distracted from that what you care about having fun and doing what you like – research and/or teaching



Last question

 What would be no. 1 priority for you for the next year in terms of your career progression?



Thank you for your attention

Related publications:

- Leisyte, L. and Dee, J. (2012) Understanding Academic Work in a Changing Institutional Environment. Faculty Autonomy, Productivity and Identity in Europe and the United States. In Smart, J. and M. Paulsen (eds.) *Higher Education: Handbook of Theory and Research*. Dordrecht: Springer.
- Leisyte, L. and Hosch-Dayican, B. (2014) Changing academic roles and shifting gender inequalities: A case analysis of the influence of teaching-research nexus on academic career perspectives of women in the Netherlands. In Eggins, H. (ed.) *Gender in Higher Education*. Springer, forthcoming.
- Leisyte, L. (2014) Changing academic identities in the context of a managerial university bridging the duality between professions and organizations. Evidence from the U.S. and Europe. In Cummings, W. and U. Teichler (eds). The Relevance of Academic Work. Dordrecht: Springer, forthcoming.