



Is academic mobility gendered?

Symposium on the internationalization of research careers and its implications for equality policies at national levels

University of Lausanne, November 10-11th 2022

November 10th Keynote:

Women in Global Science: Advancing Careers Through International Collaboration



Kathrin Zippel,
Einstein Professor of Sociology
with focus on Gender Studies
Free University of Berlin
@kathrinzippel

November 11th Keynote:

Sticky and Stuck in Mobile Academia: a Multi-Level Conceptual Framework



Charikleia Tzanakou,
Senior Lecturer of Human
Resource Management,
Oxford Brookes University
@ctzanakou



Emily F. Henderson,
Reader in the department
of Education Studies,
University of Warwick
@EmilyFrascatore

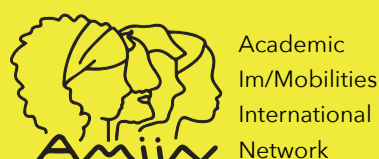
Contact:

marie.sautier@unil.ch

gaele.goastellec@unil.ch



Institut des sciences sociales (ISS)
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women in global science: advancing careers through international collaboration

November 10th Keynote by Kathrin Zippel, Free University of Berlin

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 <https://www.sup.org/books/title/?id=27863>

sticky and stuck in mobile academia: a 'sticky-stuck' multi- level conceptual framework

November 11th Keynote by Charikleia Tzanakou, Oxford Brookes University
and Emily F. Henderson, University of Warwick

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: <https://link.springer.com/journal/10734/volumes-and-issues/82-4>