

BEYOND

GUIDE 2014

the doctorate

GUIDE FOR ADVANCED DOCTORAL
AND POSTDOCTORAL STUDENTS

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Editorial Committee: Carine Carvalho, Helene Füger, Muriel Besson

Editor: Corinne Dallera

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Editorial Committee: Helene Füger, Brigitte Mantilleri

English translation: Margaret Howett

Coordination: PLATES-BANDES communication

Illustrations: Annick Baehler

Graphic design: Joëlle Proz

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CONTENTS

Doctorate : and then what ?	6
Men and women in Swiss universities	8
Which path to choose after the doctorate ?	10
The Swiss academic system : a brief outline	13
Universities (HEU)	13
Universities of Applied Sciences (HES) and Universities of Teacher Education (HEP)	14
How universities work	18
An academic career : should a professorship be the (immediate) objective ?	19
Can an academic career be planned ? And how can it be financed ?	21
Academic posts	24
Postdoctoral phase	29
Advantages and duration of postdoctoral positions	29
Finding a postdoctoral position	30
Organising a postdoctoral position abroad : brief guide	30
Habilitation	35
Skills to be acquired	36
Scientific dossier, CV and covering letter	38
The professorial appointment procedure	41
The HES or HEP option : Universities of Applied Sciences and Universities of Teacher Education	45

Private life and professional career	48
Mobility	48
Family	51
Dual career couples	56
Non-linear career path	56
Leaving the academic world armed with a doctorate	58
Acquiring and developing transferable skills	58
Entering the non-university job market	59
What to do in cases of conflict, psychological or sexual harassment ?	62
Assistance	64
Funding	64
The network	66
Mentoring	67
REGARD workshops, RCFE and training programmes	70
Peer support	70
Intermediary staff associations	71
Useful addresses	72



in details



find out more



useful addresses



key advice



personal comments



focus on «equality»

DOCTORATE: AND THEN WHAT?

The doctorate constitutes the first stage of an academic career. However, only some of those who obtain a doctorate go on to work in a university on a long-term basis. In a context where academic careers are becoming increasingly demanding and internationally focused without offering any medium- or long-term guarantees, many doctoral candidates pondering their professional future ask themselves which is the best alternative: continue in the field of research, embark on an academic career and aim at a professorship or leave university armed with a doctorate?

This guide has been produced to help those who have completed or are nearing the end of their doctoral studies and would like to know more about the possibilities of continuing their career as a researcher and the conditions relating to this choice, and/or are seeking information about possible alternatives.

The important changes affecting the academic world over the past two decades have transformed working conditions in universities. In this context, equal opportunities for men and women constitute both an obligation and a challenge for universities and institutions that foster research. In Switzerland particularly, women remain under-represented among scientific staff in universities, especially at professorial level. The precarious nature of posts, the requirement for international mobility and the criteria of excellence currently advocated encourage linear and upward career paths. However, these conditions create new obstacles, particularly in careers for women, regardless of the quality of their scientific work.

The experience of the *Réseau romand de mentoring pour femmes* (mentoring programme for women researchers in their early careers) is the starting point of this guide. The programme's participants, female researchers at advanced doctoral or post-doctoral level, share their expectations and questions regarding for example the day-to-day demands of an academic career and its different stages, existing scientific networks and their importance in a researcher's career, promotion of

research via journals or colloquiums, applications for grants, etc. Based on the experience of this programme, this guide provides food for thought and information for young researchers.



MEN AND WOMEN IN SWISS UNIVERSITIES

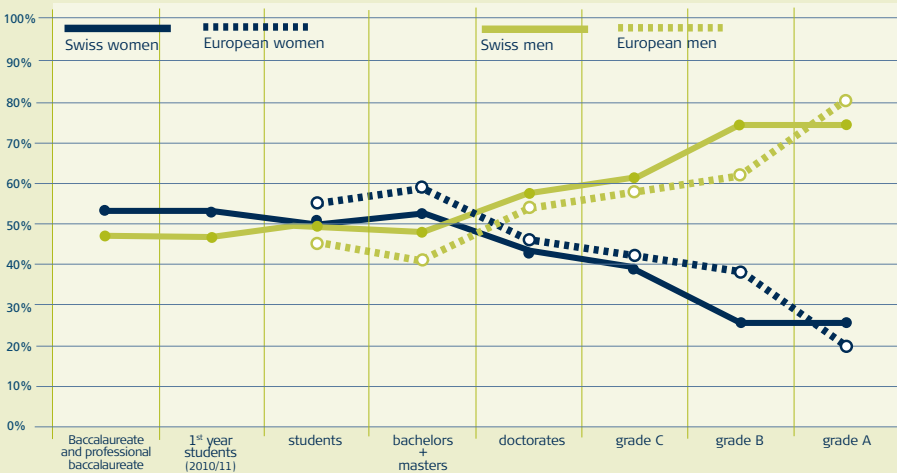
The increase in the number of female students at Swiss universities has been a highlight for the last three decades. For the last ten years, parity has practically been attained with regard to Swiss university students overall. This situation is accompanied however by two phenomena of persisting gender inequality: horizontal and vertical segregation (leaky pipeline).

Horizontal segregation describes the phenomenon of the concentration of men and women in certain disciplines. The metaphor of the leaky pipeline illustrates the declining participation of women as the rungs of the academic career ladder are climbed, and therefore the lower proportion of women who reach the highest positions in the academic career.

Thus, in all types of Swiss universities (including HES and HEP), in 2010 only 26 % of professorial posts were occupied by women. In universities, this proportion was barely 18 % in 2011 (SFSO/SHIS, 2011).

At 42 %, the proportion of women among PhD holders in Switzerland is lower than the European average. The doctoral phase and then the postdoctoral qualification are two important stages for improving equality of opportunity in the academic career. It is also at this level that universities and the SNSF have implemented measures to encourage female careers and increase the number of support programmes for young researchers.

THE LEAKY PIPELINE IN SWISS UNIVERSITIES 2010 (Swiss Federal Statistical Office, 2013)



Definition of levels:

Grade A = Highest level in the academic career, usually a professorial post at a university.

Grade B = Advanced-level researchers, who have not yet reached the highest level but are more advanced than the first level attained by PhD holders.

Grade C = First level of appointment obtained by those who have just received their doctorate.



* Swiss Federal Statistical Office (2013). *En Suisse, les femmes restent peu présentes dans les milieux de la science et de la technologie*. Press release 11.04.2013.

* SFSO (2011). *Personnel dans les hautes écoles universitaires 2010*
www.bfs.admin.ch/bfs/portal/fr/index/news/publikationen.Document.150298.pdf

* European Commission (2013). *She Figures 2012 – Gender in research and innovation*. Luxembourg: Publications Office of the European Union.
http://ec.europa.eu/research/science-society/document_library/pdf_06/she-figures-2012_en.pdf

* Nature Special (2013). "Women in science". *Nature*, 495 (7439): 5-134.
www.nature.com/women.

WHICH PATH TO CHOOSE AFTER THE DOCTORATE ?

The doctorate is the first stage of the academic career, but it also opens up possibilities for other professions linked with the scientific environment. Indeed the non-academic job market offers multiple and diverse career opportunities to PhD holders.

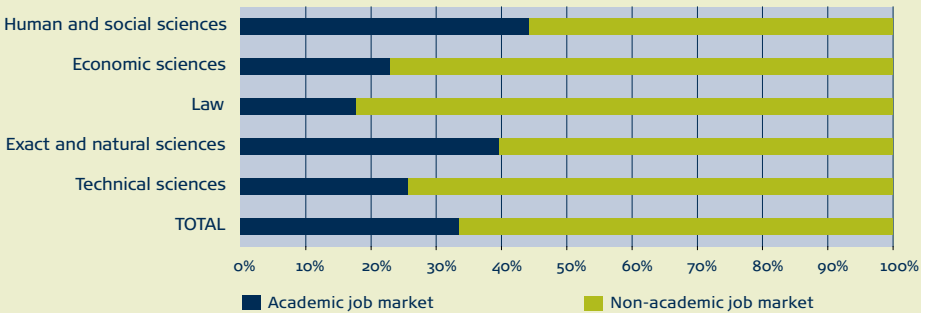
Transferable skills

Doing a doctorate does not just involve acquiring advanced scientific knowledge in a particular domain, but also offers the possibility of developing more general methodological and social skills that can be transferred to other fields outside academia. If the decision is made to pursue an academic career, envisaging and preparing a « plan B » is worthwhile, since academic posts are relatively scarce and recruitment is highly selective.

Leave academia ?

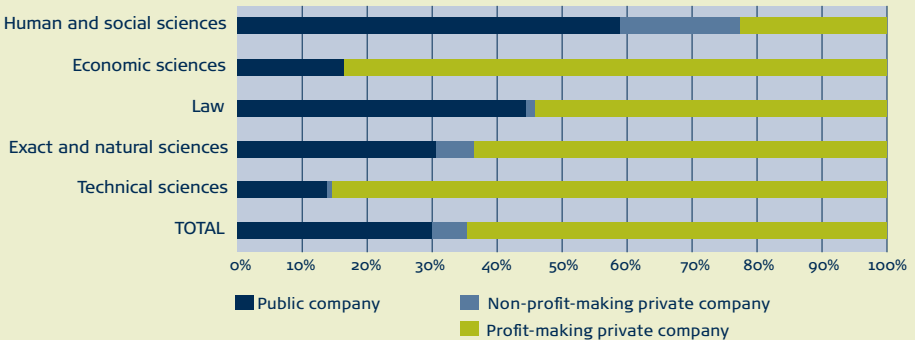
Only a minority of individuals engaged in doctoral studies pursue an academic career over the long term. This is illustrated by the latest figures published by the Swiss Federal Statistical Office concerning the training and professional situation of PhD holders (SFSO, 2010). According to these figures, only 34 % of PhD holders are employed on the academic market one year after obtaining their qualification. The type of firms employing PhD holders on the non-academic job market varies according to the field concerned.

PHD JOB MARKET ACCORDING TO FIELDS OF STUDY (in percentage), 2007



Source: Swiss Federal Statistical Office

PHD HOLDERS ACTIVE ON THE NON-ACADEMIC JOB MARKET ACCORDING TO TYPE OF COMPANY (in percentage), 2007



Source: Swiss Federal Statistical Office



START WELL IN ADVANCE //////////////////////////////////////
 Looking for a postdoctoral position, preparing a stay abroad or finding a job takes time. Make sure you gather information in advance to avoid being caught out by time-consuming administrative procedures.

Regardless of which path is chosen, doctoral students are advised to reflect on their future career, make enquiries and establish contacts before completing their thesis.

Indeed, preparation for a doctoral position (preparing the presentation of a scientific dossier, possibly applying for a grant and waiting for a response from the SNSF, negotiating the best possible employment terms, organising possible relocation either alone or as a couple and, where necessary, arranging childcare and schooling, etc.) takes time.

Generally the doctorate constitutes an asset for obtaining a post with responsibilities. However, to maximise your chances, it is a good idea to plan and prepare for a career on the non-academic job market well in advance. Indeed further training or practical experience may be required in some sectors. Those in charge of the recruitment process may also sometimes underestimate the work experience of PhD holders, who will then have to convince them.

The following pages offer advice and tips to doctoral students to help clarify the situation.



* ESF Member Organisation Forum (2009), *Research Careers in Europe - Landscape and Horizons*, Paris: esf.

* Swiss Federal Statistical Office (2011), *Femmes et hommes dans les hautes écoles suisses*. Neuchâtel: SFSO.

* Swiss Federal Statistical Office (2010), *La formation et la situation professionnelle des titulaires d'un doctorat. Résultats issus des données du Système d'information universitaire suisse et de l'enquête 2007 auprès des personnes nouvellement diplômées*, Neuchâtel: SFSO.

* General Secretariat of the CRUS (2009), *Rapport sur le doctorat 2008. Vue d'ensemble du doctorat en Suisse*, Berne: CRUS.

THE SWISS ACADEMIC SYSTEM: A BRIEF OUTLINE

The Swiss higher education system comprises :

- Federal Institutes of Technology (EPF) ;
- Cantonal universities ;
- Universities of Applied Sciences (HES) and Universities of Teacher Education (HEP).

UNIVERSITIES (HEU)

This category includes the TEN CANTONAL UNIVERSITIES and the TWO FEDERAL INSTITUTES OF TECHNOLOGY (EPF). Their main tasks are teaching, research and the provision of services. They offer Bachelor and Master programmes in all disciplines and are the only institutions of higher education authorised to award doctorates. Some institutions however focus on flagship disciplines.

Cantonal universities, which developed in a decentralised manner, are regulated at cantonal level. The two federal institutes of technology are regulated by federal law. The cantons and the Confederation have nonetheless bestowed universities with considerable academic, financial and organisational independence within the framework of budgetary allocations.

Despite the federalism and autonomy granted to HEU, the Confederation plays an important role, firstly through subsidies allocated to the cantonal universities, and also as co-manager and coordinator of higher education, a role formally conferred upon it by the new constitutional article regarding education accepted by popular vote in 2006.

UNIVERSITIES OF APPLIED SCIENCES (HES) AND UNIVERSITIES OF TEACHER EDUCATION (HEP)

Universities of Applied Sciences (HES) and Universities of Teacher Education (HEP) are tertiary level practically oriented training and research establishments.

SWITZERLAND'S SEVEN UNIVERSITIES OF APPLIED SCIENCES are organised on a cantonal or regional basis and are active in the following fields: engineering and information technology, architecture, construction and planning, economics and services, design, health, social work, music, stage and other arts, applied psychology, applied linguistics and sports. Their mission is practice-based teaching (to Bachelor and in some subjects Master level), applied research and development, and continuing education. In addition, they are service providers and collaborate with teaching and research partners in Switzerland and abroad.

The fields of activity of the **FOURTEEN UNIVERSITIES OF TEACHER EDUCATION** are teacher training for pre-school, primary, secondary levels, as well as professions in the fields of specialist teaching training. Their mission is degree and continuing education, research and development, and service provision.

THE MAIN DECISION-MAKING BODIES AT NATIONAL LEVEL

THE STATE SECRETARIAT FOR EDUCATION, RESEARCH AND INNOVATION (SERI) is the competent authority of the Confederation for national and international matters concerning education in general and university training, research and the space industry.

www.sbf.admin.ch

THE SWISS UNIVERSITY CONFERENCE (CUS) is the joint body of the Confederation and cantons for collaboration in the field of university policy.

www.cus.ch

THE RECTORS' CONFERENCE OF SWISS UNIVERSITIES (CRUS) represents all Swiss universities in dealings with political authorities, economic circles, social and cultural institutions and the public.

www.crus.ch

THE EPF BOARD (CEPF) is the strategic management and supervisory body for the EPF domain.

www.ethrat.ch

THE RECTORS' CONFERENCE OF THE SWISS UNIVERSITIES OF APPLIED SCIENCES (KFH) represents the interests and defends the objectives of the Universities of Applied Sciences in the Swiss educational system in dealings with representatives and partners from political, economic and societal circles.

www.kfh.ch

THE SWISS CONFERENCE OF RECTORS OF UNIVERSITIES OF TEACHER EDUCATION (COHEP) represents the Universities of Teacher Education and other teacher training institutions and defends their interests in dealings with political authorities and the public.

www.cohep.ch

SWISSUNIVERSITIES is the joint body of the rector's conferences of the HEU, HES and HEP.

www.swissuniversities.ch

THE SWISS CENTER OF ACCREDITATION AND QUALITY ASSURANCE IN HIGHER EDUCATION (OAQ) is responsible for ensuring and promoting the quality of teaching and research in Switzerland's universities. Within its specific realm of competence and from an operational perspective, it operates wholly independently on the basis of international practices and the results of research.

www.oaq.ch

COORDINATION IN FRENCH-SPEAKING SWITZERLAND

THE UNIVERSITY CONFERENCE OF WESTERN SWITZERLAND (CUSO) is the umbrella institution for Swiss French-speaking universities. Mandated by its members, the CUSO also acts directly by financing and organising joint teaching programmes, mainly at doctoral level.

www.cuso.ch

THE MAIN ASSOCIATIVE BODIES AT NATIONAL LEVEL

THE SWISS NATIONAL UNION OF STUDENTS (UNES) represents the interest of students in Switzerland. It coordinates its members' claims and participates in national and international committees.

www.vss-unes.ch

ACTIONUNI is the Swiss association of researchers, representing the next generation of scientists and intermediary staff associations at universities and federal institutes of technology, at Swiss and international levels.

www.actionuni.ch

THE CONFÉRENCE DES DÉLÉGUÉ·E·S À L'ÉGALITÉ AUPRÈS DES UNIVERSITÉS ET HAUTES ÉCOLES SUISSES (CODEFUHES) is charged with promoting equality of opportunity among men and women in the academic world in Switzerland. It has an authoritative voice in the realm of equality and education policy both nationally and internationally.

www.kofrah-codefuhes.ch

THE SWISS ACADEMIES OF SCIENCE

The SWISS ACADEMIES OF ARTS AND SCIENCES association includes in particular:

- The Swiss Academy of Natural Sciences (SCNAT), www.scnat.ch;
- The Swiss Academy of Human and Social Sciences (ASSH), www.assh.ch;
- The Swiss Academy of Medical Sciences, www.samw.ch;
- The Swiss Academy of Technical Sciences (SATW), www.satw.ch.

Their collaboration focuses on three areas of competence: foresight, ethics and dialogue between science and society.

www.academies-suisse.ch

THE MAIN RESEARCH FUNDING BODIES

THE SWISS NATIONAL SCIENCE FOUNDATION (SNSF) is the main institution that encourages scientific research in Switzerland.

Mandated by the Confederation, the SNSF, a foundation in private law, finances research projects and allocates grants and subsidies. The principal activity of the SNSF is to assess the scientific quality of project applications submitted by researchers. Selected projects receive financial support from the SNSF.

www.snf.ch

RESEARCH IN SWISS GOVERNMENT DEPARTMENTS, generally referred to as *Ressortforschung*, encompasses all activities related to the acquisition and development of knowledge necessary to implement the Confederation's policies. Apart from some notable exceptions, most of the federal administration's research is carried out within the framework of mandates given to universities and the private economy. Projects are put out to public tender.

www.ressortforschung.admin.ch

UNIVERSITIES offer funding possibilities :

UNIVERSITY OF FRIBOURG

www.unifr.ch > Recherche

UNIVERSITY OF GENEVA

www.unige.ch > Professor / Researcher > Research Funding

UNIVERSITY OF LAUSANNE

www.unil.ch/researcher

Amarillo database: www.unil.ch/amarillo

EPF LAUSANNE (EPFL)

<http://epfl.ch> > About EPFL > Research Commission

UNIVERSITÀ DELLA SVIZZERA ITALIANA

www.ticinoricerca.ch

PRIVATE FUNDS AND FOUNDATIONS also offer research funding :

Directory of non-profit-making foundations under federal supervision :

www.edi.admin.ch/esv > Répertoire des fondations

List of members of the Association of Swiss Grant-making Foundations
(Swiss Foundations) :

www.swissfoundations.ch > Membres

EUROPEAN UNION RESEARCH PROGRAMMES enable Swiss researchers to participate in European projects and programmes. The Seventh Framework Programme (2007-2013) will be followed by the new European programme « Horizon 2020 » (2014-2020).

<http://ec.europa.eu/research> > Funding & Careers

The section *Can an academic career be planned ? And how can it be financed ?* (See page 21) presents an overview of the main grants available to researchers.

AN ACADEMIC CAREER : SHOULD A PROFESSORSHIP BE THE (IMMEDIATE) OBJECTIVE ?

The experience of the *Réseau romand de mentoring* shows that its participants often do not plan to become professors at the start of their postdoctoral careers, but say they would like to « continue in research ». Is it possible however to carry on research activities in Switzerland outside an academic career or should a professorship be the immediate objective ?

In Switzerland, there is no public body that offers statutory research posts. A permanent position at a university therefore provides the best guarantee of continuing research activities for those not working in fields likely to be of interest to the private sector, or who wish to work in the public sector.

Because of a very hierarchical structure, academic careers comprise different positions, from lower intermediary staff through to higher intermediary staff and professorships. However, this does not involve a succession of institutionalised posts making it possible to advance step by step or « become established » in an intermediate position. In fact, with the exception of senior lecturer posts, positions below professorship level are generally offered on a fixed-term basis and are fairly scarce, particularly after the doctorate. Selection procedures are based mainly on the up-or-out principle. There is therefore no guarantee of a job within the institution.

In view of the uncertainty of the selection process, an academic career requires a great deal of perseverance and a willingness to take certain professional and financial risks. Researchers are also expected to rapidly make their mark.

Developing career objectives is one way of indicating to your environment (superiors, etc.) that you wish to establish a « plan » to minimise the risks inherent in an academic career. Knowing the « rules of the game » and joining one or several formal or informal networks is also very important to maximise your chances and defend your rights.

However a comparison of researchers' individual career paths with the logic of the Swiss academic system described schematically above shows that exceptions do exist, and in the final analysis many researchers have found a degree of professional stability by advancing from one contract to another.

Moreover, if we take into consideration the global academic market, opportunities are more abundant. In many countries, positions below professorship level offer greater stability.



MAKE YOUR AMBITIONS KNOWN //////////////////////////////////////

Express your aims and ambitions clearly: those in your personal and professional environment will then understand how best to support you.



AN ACADEMIC CAREER: AN UNEQUAL RISK

Depending on a person's sex, origin or family responsibilities, the risks involved in the face of the precariousness of an academic career are not the same.

The challenge is significantly greater for women than for men insofar as they are a minority, often less supported by mentors and less integrated in networks. Furthermore, women today still have to combine research activities with family commitments. They also express more concern regarding the uncertainties of an academic career.

Generally, career logics differ between men and women. Even at an advanced stage of their professional lives, women orient their work according to a variety of interests, both personal and disciplinary. Men, for their part, specialise in a particular field and establish a career goal more rapidly. In this sense, their path follows the norm of the upwardly mobile career more closely.



Leemann Regula Julia et Stutz Heidi (éds.) (2008), *Sexes et encouragement de la recherche*, (GEFO), Swiss National Science Foundation.



MEDICINE

The study of medicine often involves a dual commitment: research and clinical practice. The academic career is pursued in parallel with the hospital career, sometimes with the possibility of concentrating on only one of these aspects during a specific time period.



www.fmh.ch

CAN AN ACADEMIC CAREER BE PLANNED ? AND HOW CAN IT BE FINANCED ?

In view of the lack of vacant posts in universities, national and international agencies responsible for financing or encouraging research, such as the SNSF in Switzerland, are playing an increasingly important role. The measures implemented by such bodies are designed to cover all stages of a career financially, from the doctorate to a professorship.

In order to make the European research market more attractive, strengthening of the European Research Area (ERA) is occurring in tandem with a determination to harmonise the conditions of an academic career.

To this end, a standardisation of the structure of academic careers is taking shape that associates a group of academic functions and a group of funding arrangements with each career phase.

The table below summarises the different phases of an academic career and the means available to finance it at both national and international levels. In reality, researchers' career paths rarely follow the phases shown « to the letter », but it may be very useful to bear this summary in mind when seeking funding.

Academic career phases	Academic posts	Indicative period for post
Professorat <i>Professorship</i>	Professeur·e ordinaire <i>Full professor</i>	stable
	Professeur·e associé·e <i>Associate professor</i>	stable or from 4 to 6 years
	Professeur·e assistant·e <i>Assistant professor</i>	from 4 to 6 years
Chercheur ou chercheuse confirmé·e <i>Senior researcher</i>	MER / <i>Senior Lecturer</i>	stable
	Maître assistant·e / <i>Lecturer / Group leader</i>	up to 6 years
Qualification postdoctorale / <i>Postdoctoral qualification</i>	Assistant·e docteur·e, première assistant·e ou postdoctorant·e / <i>Junior lecturer or postdoctoral researcher</i>	from 1 to 6 years
Candidat·e au doctorat <i>Doctoral candidate</i>	Assistant·e diplômé·e / Assistant·e doctorant·e / Assistant·e de recherche <i>Teaching assistant / Research assistant</i>	from 3 to 5 years

SNSF
incentives

EU incentives:
Marie Skłodowska-Curie (MSCA) Fellowships;
European Research Council (ERC) Grants*

ERC Advanced Grants

ERC Advanced Grants

ERC Advanced Grants
ERC Consolidator Grants, **individual MSCA Fellowships** (see below)

Professeur·e·s boursiers·ères FNS
SNSF Professorships

ERC Starting Grants
ERC Consolidator Grants
Individual MSCA Fellowships /
Individual Fellowship (IF):
European Fellowship
Global Fellowship

Ambizione
Advanced
Postdoc.Mobility
Early
Postdoc.Mobility
MHV Grants

ERC Starting Grants, ERC Consolidator grants, **individual MSCA Fellowships** /
Individual Fellowship (IF):
European Fellowship
Global Fellowship

Doc.Mobility
Doc.CH (SHS)
MD-PhD
MHV Grants

As doctoral student in **MSCA**
Initial Training Networks (ITN),
RISE, COFUND schemes.

* Instruments for financing the European Union Horizon 2020 programme.
Information: www.euresearch.ch



progression to next qualification phase

ACADEMIC POSTS

Different posts are open to PhD holders in Swiss universities and their designation may vary from one institution to another.

INTERMEDIARY STAFF

- junior lecturer or postdoctoral researcher
- lecturer
- senior lecturer

PROFESSORSHIPS

- assistant professor
- tenure track assistant professor
- associate professor
- full professor

Other posts may exist at intermediary staff level (particularly part-time lecturer, scientific collaborator, postdoctoral researcher). Some of these are fixed-term posts.

JUNIOR LECTURERS OR POSTDOCTORAL RESEARCHERS

This post is temporary and the length of appointment varies from one institution to another. Junior lecturers must in principle have completed their doctorate. Other requirements may apply, such as a stay at another university, and an age limit. It is a good idea to make enquiries about such requirements, since special exemptions may be granted when justified.

Junior lecturers and postdoctoral researchers are recruited to assist a professor while, at the same time, continuing their personal research – for example habilitation. The time available for personal work generally varies between 40 % and 50 % of working hours.

Junior lecturers and postdoctoral researchers wishing to pursue an academic career must use this period to publish, broaden their teaching and supervisory experience, strengthen their research profile and expand their network.

“

« I've always been on friendly terms with the other doctoral students. And so much the better, because now they're my colleagues ! »

Julie

LECTURERS

A more substantial scientific dossier than that of a junior lecturer is expected of the lecturer on their appointment, particularly in terms of publications. Similarly, a stay at another academic institution is highly regarded and sometimes required.

Lecturer posts are fixed-term appointments. Their duration and the possibilities for renewing or securing them on a permanent basis vary from one institution to another. Some universities allocate time for compiling one's own dossier of publications, while others do not. During the appointment procedure it is worth asking questions about planned research projects and possibilities for developing one's own projects.



PREPARE THE NEXT STEP

Teaching is only one aspect of the scientific dossier. Even if you really enjoy teaching, you must take precautions against being overwhelmed by the supervision of students, for example by setting fixed appointment times.

If you feel that your administrative responsibilities are jeopardising the development of your scientific dossier, you should try your best to (re)negotiate your workload as soon as possible.

It is the responsibility of the professor who is the immediate superior to further the lecturer's career, for example by proposing collaboration on a piece of work or the joint organisation of a colloquium (make sure however that the organisation of the colloquium in question does not make too many demands on your time).

In some fields, it is standard practice to mention the doctoral student as first author and the professor who obtained the funding as last author, when research works are published. The lecturer's name is then barely visible in the middle. Lecturers are advised to raise this problem at the time of recruitment and to ensure that their contributions are recognised, for example by being mentioned as first co-author with the student or as last co-author with the professor (corresponding author).

You should not hesitate to take personal initiatives. Collaboration with other research centres and the obtaining of third-party funding are highly appreciated. It is a good idea therefore to cultivate contacts made for example during a stay abroad and to propose collaborative projects. Also, why not submit a grant application for a research project to the SNSF?

In some departments, lecturers can obtain a reduction in their working hours in the last year of their contract in order to devote more time to developing their scientific dossier. It is worth obtaining information from colleagues about the department's practices and, where necessary, negotiating such a reduction.



The Swiss Academies of Arts and Sciences has published a fact sheet entitled *Authorship in scientific publications*: www.academies-suisse.ch

SENIOR LECTURERS

This type of post is rare and a stay abroad is often necessary before appointment is possible. Established in Swiss French-speaking universities at the end of the 1990s, the main purpose of this post is not to prepare future academics but rather to strengthen units. It is the only permanent post available to intermediary staff.

The career to date plays an essential role when applying for a senior lecturer post. The candidate must provide evidence of extensive teaching skills at academic level and research, backed up by a solid dossier of publications.

Senior lecturers are authorised to supervise theses. However, as intermediary staff members, senior lecturers report to a full or associate professor. Moreover, there is no assistantship attached to their post.

ASSISTANT PROFESSORS

Assistant professor posts are a means of consolidating the next generation of academics by offering posts to «young talent», allowing them to develop their research independently. The term of the appointment differs from one institution to another, as do the precise conditions governing extensions, which are based on an assessment.

Assistant professor posts may be offered on a **tenure track** basis. Tenure track gives the assistant professor the possibility of obtaining a permanent post as professor after a certain number of years, provided that the assessment of the scientific dossier is positive.

Tenure is the result of a procedure whose duration and modalities vary from one institution to another. Generally, the assessment relates to a dossier presented by the candidate, which must include scientific activities carried out since the original application. Three areas are generally assessed: research (publications, research projects, funds obtained, invitations to colloquiums, integration into research networks, etc.), teaching (vision of teaching, inventory of teaching activities, supervision, student evaluation, etc.) and integration within the faculty (involvement in life of the institution, responsibilities, intra- and inter-institutional collaboration).

To avoid any misunderstanding at the end of the appointment, it is important at the time of recruitment to obtain the most precise information possible about assessment criteria, such as the number of publications expected and in which journals.

To promote equality of opportunity, the possibility of extending the period preceding assessment of the dossier on grounds of family commitments such as maternity leave is in principle accepted by universities.

FULL PROFESSORS, EXTRAORDINARY PROFESSORS AND ASSOCIATE PROFESSORS

Full professors have unlimited tenure of their post, also known as « chair », and are responsible for the research, teaching and service provision relating to it. The full professorship is considered to be the culmination of an academic career.

The rights and obligations of extraordinary professors do not in principle differ from those of full professors, except with regard to salary and sometimes resources available (staff, finance, etc.). In some universities the academic title of associate professor is used instead of extraordinary professor. Extraordinary or associate professorships are sometimes fixed-term appointments.

In addition to their duties concerning teaching, research and other services linked with their post, full, extraordinary or associate professors are also required to become involved in the administration of the university, whether by assuming the management, often in rotation, of a department or within the deanship, as vice dean or dean. Vice rectors and the rector are in principle also recruited from among faculty members.



EPFL

Electronic compendium of laws, ordinances, regulations and directives of EPFL
<http://polylex.epfl.ch>

UNIGE

Administrative summary of the University of Geneva > www.unige.ch/memento

UNIFR

www.unifr.ch > Rectorat > Bases légales > Règlements

UNIL

www.unil.ch > Portail interne UNIL > Documents - Formulaires > Textes légaux

UNINE

www.unine.ch > Service juridique > Lois et règlements UniNE

USI

www.usi.ch > Ateneo > Documenti ufficiali > Leggi e regolamenti dell'Università della Svizzera italiana

* Leemann Regula Julia et Stutz Heidi (éds.) (2008), *Sexes et encouragement de la recherche*, (GEFO), Swiss National Science Foundation.

* Füger Helen (2007), *Regard sur la gestion de la relève académique dans les universités de Suisse romande*, mémoire de Mastère en administration publique, sous la dir. du prof. Yves Emery, IDHEAP.

POSTDOCTORAL PHASE

The term postdoc designates a phase of academic qualification postdating the doctorate. It is usually completed in another institution than that in which the doctorate was done. Its institutional forms vary according to discipline.

Generally, a postdoctoral researcher is recruited on a fixed-term contract for research projects at a university. Some firms and private research centres also offer postdoctoral positions, particularly in the biotechnology and pharmaceutical fields. In Switzerland, postdoctoral positions are financed mainly by the SNSF.

“

«When I'd finished my thesis, I found it difficult not to still see myself as a student, but as a researcher in my own right. It was important for me to be able to say and tell myself: I'm a researcher, like you!»

Marie-Laure

ADVANTAGES AND DURATION OF POSTDOCTORAL POSITIONS

Oriented towards the acquisition of experience and the overriding need to publish, the postdoctoral phase represents a crossroads on the career path. A stay at another university, particularly abroad, is viewed extremely positively in the context of public research. It is taken into account in the recruitment process for professorial and higher intermediary staff. A stay at another university is sometimes considered as a condition for participation in an SNSF financing programme. At some universities, it is mandatory for obtaining a post as lecturer. It is therefore an important factor in a researcher's career.

The postdoctoral phase is considered as a phase during which researchers develop their research and the necessary skills for becoming an independent senior researcher. When four to six years have elapsed after the completion of a doctorate, the researcher is expected to occupy a position as group leader and acquire their own funds. In the sciences in particular, a succession of postdoctoral positions lasting more than six years is not recommended. In some fields, the postdoctoral career is shorter.

A postdoc does not have the same degree of relevance depending on field and individual professional objectives. Indeed, the postdoctoral phase, particularly if extended, may prove to be an obstacle for finding work in industry.



WHAT SKILLS DO I NEED TO ACQUIRE DURING A POSTDOCTORAL APPOINTMENT?

The American National Postdoctoral Association defines six skills that should be developed during the postdoctoral phase:

- conceptual knowledge specific to the field;
- methodological skills;
- communication and teaching skills;
- supervisory and management skills;
- a sense of initiative;
- a sense of responsibility.



* The checklist of six core competencies for postdoctoral students established by the National Postdoctoral Association: www.nationalpostdoc.org/competencies

FINDING A POSTDOCTORAL POSITION

Distribution lists, the websites of academic institutions and faculties as well as journals are good sources of information about positions available. One's own network, as well as that of the thesis supervisor and jury, also play a very important role and can offer a greater guarantee of the quality of postdoctoral appointments. www.myscience.ch/fr/jobs_and_careers/search

ORGANISING A POSTDOCTORAL POSITION ABROAD: BRIEF GUIDE

EVALUATING THE HOST RESEARCH GROUP

An « international star » at the head of a research group and a long list of publications do not necessarily guarantee a high-quality postdoctoral position. The working environment also plays an important role. The best way to get an idea of the atmosphere is to visit the institution and talk to the team leader and team. In exchange for a seminar, the host institution might possibly pay for the trip (find out before setting off). When attending the customary interview, it is advisable to visit the research unit and take the opportunity to talk with other staff. Making contact

with local young researcher associations and asking precise questions can be useful in forming an opinion about the working team as well as more practical aspects (current salaries, possible financing, working conditions, etc.).

EVALUATING THE SALARY OR GRANT

Postdoctoral salaries differ according to country. However, when evaluating the salary, the social advantages or disadvantages in the country concerned should be taken into account, such as sickness benefits and cost of living. It is also advisable to enquire about the possibility of top-ups through local funding and whether bilateral agreements exist between the country of origin and the host country.

FINDING A JOB ON YOUR RETURN

The greater your visibility, the less likely you are to be forgotten during your absence. This is why more experienced researchers advise postdoctoral scholars to showcase their thesis prior to departure, by forging as many links as possible with research groups, attending colloquiums, offering to come and present their results, etc. It is important to maintain these links during your absence. Suggesting collaborative projects, writing an article with a former colleague, maintaining information links, etc. are among the possibilities available (see also p. 50, *Mobility (back) to Switzerland*).

NEGOTIATING YOUR CONTRACT

In view of the importance and limited duration of the postdoctoral phase in an academic career, it is worthwhile not only to choose carefully where you will spend it, but also to reflect thoroughly on what you want to achieve and discuss this with the persons responsible before or at the start of the appointment.

SETTING OFF AS A COUPLE

It is advisable to make careful enquiries about the customs in the country and the practices in the host institution in this respect. In fact, measures to encourage the mobility of couples in which both partners are pursuing an academic career are increasingly proposed (see section entitled *Private life and professional career*). In many countries where a visa is required however, the couple have to be married for the partner to be granted a visa entitling them to an extended stay. What is more, some visas prohibit the spouse from working or permit this only under certain conditions. When negotiating a postdoctoral appointment, it is worth discussing this with the host institution to see what can be done to make the spouse's stay in the country and finding work easier.



IMAGINE OTHER SOLUTIONS //

Each case is different: don't hesitate to envisage various solutions and negotiate your contract according to your professional and personal needs.

SOCIAL SECURITY AND TAXES

Applicants are advised to check their health and accident insurance cover, particularly for postdoctoral positions in the United States or Japan.

Furthermore, SNSF grants specify particular conditions regarding tax and social security. Early and Advanced Postdoc.Mobility grants are non-taxable subsidies. They do not include social security contributions. These special features have important repercussions on your return, particularly regarding taxation and entitlement to unemployment benefits. To avoid any unpleasant surprises, it is essential to take this into account and seek information prior to departure. See the document « Information sheet SNSF mobility fellowships », available on the SNSF website.

www.snf.ch > Careers > Doc.Mobility or Early Postdoc.Mobility or Advanced Postdoc.Mobility > Documents > Forms, regulations and directives > Information sheet SNSF mobility fellowships

The website of Actionuni, the umbrella association for intermediary staff at universities and federal institutes of technology, makes a number of recommendations on this subject.

www.actionuni.ch

RIGHTS AND OBLIGATIONS

An increasing number of academic institutions are implementing directives that stipulate the rights and obligations of postdoctoral researchers and their hierarchical superiors. The *European Charter for Researchers* and *The Code of Conduct for the Recruitment of Researchers* include general principles that specify the role, rights and obligations of researchers and the authorities that recruit them.

<http://ec.europa.eu/euraxess/index.cfm/rights/index>

FINALLY, DON'T FORGET TO TAKE WITH YOU ...

- all documents necessary to apply for jobs from your destination, such as copies of diplomas, copies of your thesis, letters of recommendation, etc. ;
- birth certificate and photocopies of passport/visa ;
- a statement from your bank (in English) certifying that your account is not over-drawn and is regularly topped up ;
- a statement from your landlord (in English) indicating that the rent is paid regularly (useful in some countries when signing a lease).



ON THE UNIVERSITY OF BUFFALO WEBSITE, a document provides a list of questions for discussion before or at the start of the appointment. These particularly concern the following topics:

Anticipated results of the postdoc

- For example: how many contributions (publications/conferences/...) and of what type should the postdoctoral researcher be able to make ?

Teaching and supervision

- Does the post include supervision and teaching activities and if so, what type ?

Scientific and methodological skills

- Which specific skills are expected and can they be developed in the context of the post ?

Courses and seminars

- Are there plans for the postdoctoral researcher to attend courses or seminars ?

Career and skills

- Is there any formal or informal evaluation of the postdoctoral researcher and are career goals set ?

Development of own research

- Which results or ideas will the researcher be able to use to develop future research in their own group ?
- What possibilities are there for developing skills concerning the acquisition of funds from third parties /grant applications ?

«Technical» questions

- Visa
- Equipment
- Salary, notice of termination
- Possibility of work and social entitlement (healthcare, childcare, retirement) for the postdoctoral researcher and their family ?



SEVERAL WEBSITES AND PORTALS OFFER CENTRALISED ACCESS TO INFORMATION CONCERNING POSTDOCTORAL APPOINTMENTS IN EUROPE OR THE UNITED STATES.

EURAXESS, which includes a search engine for each country, is a good starting point to collect information concerning entry formalities, research and everyday life in the country of destination. The portal also includes links to the United States, Japan and China.

www.ec.europa.eu/euraxess > Services

www.euraxess.ch/maincontent/jobs/jobs-in-europe.html

For postdoctoral appointments in the United States, the National Postdoctoral Association website provides lots of information, in particular an « International Postdoc Survival Guide ».

www.nationalpostdoc.org > Publications & Resources > International Postdocs > International Postdoc Survival Guide

Most academic institutions provide information on their websites concerning the stay in the country of destination.

And don't hesitate to be creative. It is for example possible to exchange homes temporarily with other academic staff:

www.homelink.org

www.trocmaison.com

www.profvac.com (site intended for the realms of teaching and research only)



* ESF Member Organisation Forum (2009), *Research Careers in Europe - Landscape and Horizons*, Paris: ESF.

* European Commission (2005), *European Charter for Researchers/Code of Conduct for the Recruitment of Researchers*, Luxembourg: Office for Official Publications of the European Communities.

* La Toile des Biologistes (2006), *Guide du postdoc à l'étranger en sciences de la vie*, www.biotoile.org.

* Leemann Regula Julia et Stutz Heidi (éds.) (2008), *Sexes et encouragement de la recherche*, (GEFO), Swiss National Science Foundation.

HABILITATION

In German-speaking countries and regions, the habilitation is the highest university qualification and confers on the candidate (called *Habilitand* or *Habilitandin*) the *venia legendi*, or « permission to give a course », or the *ius docendi*, conferring the « right to teach » a valid specific university subject throughout their career. Those who have obtained their *venia legendi* can bear the title of *Privatdozent* or *Privatdozentin* (for example PD Dr Susanne Muller).

Habilitation candidates must hold a doctorate. In German-speaking universities, the habilitation is moreover often considered equivalent to a « second thesis », defended before a jury of professors – future peers. The habilitation is increasingly submitted in « cumulative » form (grouping various research activities). The rules for awarding habilitation vary from one institution or faculty to another.

In German-speaking Switzerland, as in Germany or Austria, the habilitation or its equivalent is usually still a prerequisite for appointment to a professorship, whereas it plays hardly any role in French-speaking Switzerland, except at the University of Fribourg, or in the rest of the non-German-speaking world. The following are for example considered equivalent for those educated in systems where the habilitation does not exist: a second monograph, particularly in the human sciences, or a positive evaluation in a tenure-track professorship and more generally a very good scientific dossier.

SKILLS TO BE ACQUIRED



FOCUS ON YOUR SKILLS //////////////////////////////////////

On both the academic and non-academic job markets, as well as methodological and technical skills, it is also important to highlight social, organisational and creative skills, especially in job applications and at interviews.

TRANSVERSAL AND TRANSFERABLE SKILLS

As well as the methodological and technical skills specific to a particular scientific field, the doctoral and postdoctoral period offers many opportunities to develop skills that can be transferred outside the academic world and which researchers often overlook. These are referred to as transversal skills, i.e. competencies that are in principle useful in most professions.

The ability to process data, manage a project and plan one's time, adapt to new situations, propose innovative solutions, make decisions, work in a team, etc. are transversal skills.

There are several tools allowing individuals to showcase their skills. The skills profile and the academic portfolio are examples of these.



REGARD WORKSHOP DEVOTED TO THE ACADEMIC PORTFOLIO

led by Dr Pamela Alean-Kirkpatrick, alean-academics

www.alean.ch



Based on a method combining brief introductions by the leader, individual exercises and group discussions, the purpose of this workshop is to make its participants aware of skills that can be, are and must be developed during a doctorate or postdoctoral appointment. The aim is also to illustrate ways of presenting them to an employer in a convincing manner.

Instructions and exercises are proposed to define a **skills profile** and produce an **academic portfolio**.

The skills profile paves the way for self-evaluation (what are my current skills and where are my shortcomings?) and enables participants to be better prepared and therefore more convincing when looking for a job.

The academic portfolio can be defined as a researcher's record of professional activities. It showcases activities carried out in the academic world such as research and publications. But above all it highlights other types of professional experience that are less easy to show to advantage, such as administrative and teaching assignments.

The academic portfolio is a document several pages long produced from an exhaustive dossier built up throughout an individual's career. It contains:

- a list of skills acquired, demonstrated by means of examples;
- a list of documents attesting to skills, established on the basis of a dossier;
- the dossier itself, which forms the basis of the portfolio and includes all documents certifying skills that have been acquired.

It is therefore very important to request feedback or a written attestation of one's professional activities describing the position occupied and tasks carried out.

REGARD workshops: www.unifr.ch/regard

 * Checklist of six postdoctoral core competences produced by the National Postdoctoral Association www.nationalpostdoc.org/competencies.

* Apec-Deloitte study, *Les besoins en compétences dans les métiers de la recherche à l'horizon 2020* (2010), http://thesa.inist.fr/docs/Etude_Apec.pdf

SCIENTIFIC DOSSIER, CV AND COVERING LETTER

THE SCIENTIFIC DOSSIER

The scientific dossier can be defined as a collection of verifiable information concerning a researcher's activities and scientific output.

The scientific dossier plays a fundamental role at the different stages of the academic career. It is the first thing to be assessed when someone is being considered for a post or when a post is made permanent. It also plays an important role in the awarding of subsidies or grants.

Throughout their academic career, researchers are required to build up their scientific dossier.

The decisive areas in assessment of the scientific dossier are

- research ;
- teaching and supervision ;
- scientific impact ;
- scientific responsibilities and integration in the institution.

Research

Research activities are assessed on the basis of scientific output (publications, conferences, translations, posters). Publications play a key role and are the primary indicator in the assessment of research activities. The number of publications is important, but also their quality, which is judged according to the prestige or «rating» of the journals in which articles are published (national or international peer-reviewed journals or journals with a high impact factor). In some disciplines, articles are signed by a first author, second author, etc. This classification is crucially important in the assessment of a scientific dossier. For this reason it is very important to find out as much as possible about the publishing and referencing practices of authors in your field and the right to be cited as co-author, particularly in the context of work completed during a postdoctoral appointment.

Teaching and supervision

Despite the significance attached to publications in the assessment of a scientific dossier, teaching skills are becoming increasingly important. It is vital to be able to demonstrate wide-ranging teaching experience (in terms of both subjects and levels) and supervisory activities. However, it is essentially teaching experience at an academic level that is taken into account. Supervising dissertations, negotiating the possibility of teaching and supervising graduates or doctoral students are ways of acquiring these skills within the framework of a postdoctoral appointment.

It is not always easy to demonstrate the importance of teaching and supervision in a scientific dossier. Advanced courses offered by universities and federal institutes of technology are one way of doing so (see section entitled *Assistance*, page 66).

Scientific impact

Researchers are expected to have a network of contacts and scientific collaborations that extend the impact of their research beyond the institution to which they are attached, by generating new research projects and exchanges between institutions. It is in this context that much store is also set by geographical mobility. An important criterion of scientific impact is being invited to international conferences and organising such conferences.

Scientific responsibilities and integration in the institution

Other qualities expected of researchers are involvement in the life of the faculty, the ability to manage a team and assume administrative responsibilities and also collaborate with other members of the university community. The securing of external funding is likewise highly regarded and increasingly required.

THE CV AND COVERING LETTER

When submitting a scientific dossier as part of a job or grant application, care should be taken with the structure of the CV and content of the covering letter.

These items must highlight elements demonstrating the acquisition of solid skills in the four areas outlined above and show that they are appropriate for the post.

The list of publications must be organised under headings. It is particularly important to showcase articles published in leading journals. One suggestion often made is to place an asterisk before the most important articles, even if you are not requested to do so. The thesis must also be given prominence.

It may be necessary to draw up a comprehensive and detailed list of all courses given. It is also important to mention clearly any courses you contemplate giving.

The CV and covering letter must outline your experience to date and your scientific career. Attention should be drawn to their consistency and justification should be given for any deviations or interruptions. The record of achievement must also indicate prospects of development.

Furthermore, vague and general applications are to be avoided. It is important to take the time to make enquiries about the institution and other research groups, and to reflect on potential collaborations.

It is also very important to familiarise yourself with the main regulations of the institution and country to which the application is submitted.

The best way to present a good CV is to take inspiration from those of more experienced colleagues, ask them for advice and show them your own CV for suggestions on how it could be improved.



EXAMPLE OF HEADINGS THAT SHOULD APPEAR IN A SCIENTIFIC DOSSIER

Personal information

Surname, first name, nationality, date of birth, civil status.

Education

University degree course and diplomas, work experience, linguistic knowledge.

Teaching

Teaching experience (dates and details of courses given), student evaluation of teaching, activities related to the organisation of teaching, participation in thesis juries, list of doctoral students, administrative responsibilities.

Research

Descriptions of research carried out, publications (books, articles in assessed journals, book chapters, publication of critical notes, translations, articles submitted for publication, research records), expert appraisals, organisation of colloquiums, invitations to other universities, conferences, colloquiums, posters, calls for papers, financial support obtained, management of employees, works of scientific popularisation, research collaboration, jury activities.

Projects and skills

Research development projects, fields of specialisation and expertise.



The «career» pages of the *Science* site provide some useful references regarding CVs and job interviews (at universities and in industry):

www.sciencemag.org > Careers > Tools & Tips > How-to Series

THE PROFESSORIAL APPOINTMENT PROCEDURE

The professorial recruitment procedure differs from one university to another and even from one faculty to another. Generally, it comprises the following stages :

DEFINITION OF JOB PROFILE

When a chair is vacated or created, the profile and fields of activity are firstly defined on the basis of the objectives and priorities of the university or faculty and the discipline in question.

Elements determined during this initial phase include key aspects of the profile, resources attached to the post (administrative and technical staff, assistants, equipment and premises), the modalities of the application procedure (places and scope) and, where relevant, a possible application procedure whereby a call for applications is issued or candidates are personally invited to apply.

APPLICATION PROCEDURE

For professorships, public advertisements are the rule. Their diffusion may vary however.

The profile of a vacant chair may be very broadly or very precisely defined, which may lead potential candidates to « rule themselves out ». From the equal opportunities point of view, a broad definition of the profile is therefore preferable. Moreover, criteria may change in the course of the procedure depending on the applications received. If you feel that you are qualified and have a solid dossier, you should not hesitate to apply even if you do not match all the characteristics of the requested profile.

In any case, it is a good idea to contact the institution to ask for additional information. Generally, there are documents that are not widely distributed at the time the vacancy is announced that may help candidates to fine-tune their application.

THE APPLICATION

Documents formally requested for inclusion in an application may vary from one advertisement to another. However, applications typically contain the following:

- covering letter ;
- curriculum vitae ;
- list of publications ;
- copy of most important diplomas obtained (doctorate, habilitation) ;
- description of research goals and teaching experience.

The following documents may also be included in the application or be requested during the procedure :

- list of experts capable of evaluating the candidate's skills ;
- a certain number of letters of recommendation ;
- copies of most important articles.

THE COMPOSITION AND WORK OF THE APPOINTMENTS COMMITTEE

This committee is generally appointed by the faculty. The number of members varies from one institution to another, as does its composition (number of members from outside the university/faculty, representation of intermediary academic staff and students, etc.). The committee may also include people who are unfamiliar with the domain in question.

In an effort to ensure the quality of the procedure and guarantee that gender equality principles are taken into account, some universities arrange the participation of an equal opportunities delegate in the work of the committee (member of the equal opportunities office or professor). Another measure is to ensure that both sexes are represented in each committee. Even today however, candidates still find themselves before a committee composed entirely of men.

The mandate of the appointments committee is to examine applications that meet the formal criteria defined for the position, to interview a small number of candidates and propose a shortlist, generally consisting of between one and three candidates in order of preference, to the Faculty Council. This work is recorded in a report justifying the selection and order of preference of the proposed or rejected candidates.

SELECTION OF CANDIDATES

EXAMINATION OF APPLICATIONS

The selection of candidates is made in several stages. An *initial selection* is made on the basis of applications and, particularly in the human and social sciences, the reading of works submitted. This first stage results in principle in a shortlist of people who will be invited to give a trial lesson and attend an interview.

THE TRIAL LESSON

The trial lesson is given before a panel and may be public. In some cases, the trial lesson may be replaced by a talk on the candidate's work. In principle, the invitation to give a trial lesson is in written form and, besides the time, date and place, indicates the duration of the lesson and sometimes the chosen topic. Information may also be provided concerning the audience to whom the lecture must be given (for example Master students, a mixed audience of students and specialists, etc.).

The trial lesson must enable the appointments committee (and if need be students and researchers in attendance) to get some idea of the selected candidate's teaching skills and depth of specialist knowledge. The impression made during a trial lesson must not be underestimated. It is therefore important to prepare it thoroughly, by practising before an audience of friends and colleagues for example. Even if the latter are largely unfamiliar with your specialist field, they will be able to give important feedback on how well you communicate. Attending a workshop run by the *Réseau romand de conseil, formation et évaluation* (RCFE) or REGARD workshops may be useful (see section entitled *Assistance*, page 66).

THE INTERVIEW

The trial lesson is followed by an interview with the appointments committee. The aim of this interview is to allow the committee to get an idea of the candidate's personality and assess their motivation, as well as their scientific vision of the field and the research and teaching activities they intend to pursue, collaborations envisaged, etc. It is also an opportunity for the committee to satisfy itself that the person will fit in well and bring the desired skills and impetus to the unit and the faculty.

The interview also gives candidates a chance to ask questions concerning such things as the infrastructures and resources envisaged for the post, the teaching workload, expected collaborations, etc., and to verify that they will really have the means to carry out their research.

It is not unusual for questions to be asked about family mobility in the course of the interview. Some candidates also take this opportunity, generally at the end of the interview, to ask questions on this subject (for example the availability of day nurseries, etc.).

Sometimes, the interview with the appointments committee is followed by an interview with students studying in the domain or with other members of the teaching staff.

RANKING AND SELECTION OF CANDIDATES

The selection and ranking of candidates are recorded in a report prepared by the appointments committee. This is submitted to a vote by the faculty, and then to the rectorate for approval. In cantonal universities, the final decision to appoint professors is generally made by the cantonal authority. For federal institutes of technology, the final appointment is the responsibility of the EPF Board.

NEGOTIATION

Once the selection of candidates has been approved, the first-choice candidate is invited to negotiate the contract. If this is a first post as professor, or if the means available to the institution are really limited, there will be little margin for negotiating the salary. It is however important to ensure that sufficient resources to commence work and establish research activities are granted (laboratory, machines, installation budget, number of assistant posts; etc.).

To encourage gender equality, some institutions offer a certain flexibility in professorial appointments, for example by allowing job-sharing, or allowing a professor to be appointed on a part-time basis for a certain period. The resources thus economised can then be used by the professor to recruit an assistant.



- * Müller Barbara, Obexer Gabriela et von Salis Katharina (Ed.) (2007), *Wer sind die Besten? Chancengleichheit in Berufungsverfahren Tagung vom 23. März 2006 an der Universität Luzern. Referate, Studien, Diskussion, Materialien*, Bern: State Secretariat for Education, Research and Innovation (SERI).
- * Müller Barbara (2008). *Innovation und Exzellenz. Frauen in der Wissenschaft. Berufungsverfahren an den Universitäten im Fokus. Synthese der Tagung „Wer sind die Besten? Chancengleichheit in Berufungsverfahren“*, Bern: State Secretariat for Education, Research and Innovation (SERI).

THE HES OR HEP OPTION: UNIVERSITIES OF APPLIED SCIENCES AND UNIVERSITIES OF TEACHER EDUCATION

The Universities of Applied Sciences (HES) and Universities of Teacher Education (HEP) are tertiary level practically oriented training and research establishments.

SWITZERLAND'S SEVEN UNIVERSITIES OF APPLIED SCIENCES are organised on a supra-regional basis and are active in the following fields: engineering and information technology, architecture, construction and planning, economics and services, design, health, social work, music, stage and other arts, applied psychology, applied linguistics and sports. Their mission is practice-based teaching (to bachelor and in some subjects master level), applied research and development and continuing education. In addition, they are service providers and collaborate with teaching and research partners in Switzerland and abroad.

The fields of activity of the FOURTEEN UNIVERSITIES OF TEACHER EDUCATION are teacher training for pre-school, primary, and secondary levels, as well as professions in the field of specialist teacher training. Their mission is degree and continuing education, research and development and service provision.

As opposed to the case in universities, professors account for more than two thirds of teaching staff at HES and HEP establishments. Because of the practical orientation of HES and HEP establishments, PhD holders still constitute a minority among professors. The qualifications and research experience, as well as professional practice, currently required in teaching staff recruitment procedures vary from one field to another according to cantons and the post in question.

Applied research, development and service provision to third parties form an increasing part of the activity of these establishments. Research in particular is rapidly expanding in the HEP and HES sector, creating attractive professional openings for PhD holders interested in applied research.

Each site has an *Applied Research & Development* sector. In addition, research activities are also organised in skills networks.



SOME TIPS FOR FINDING A JOB AT AN HES

Job offers in the field of teaching and research at the HES-SO (University of Applied Sciences and Arts Western Switzerland) and SUPSI (University of Applied Sciences and Arts of Southern Switzerland) are generally published on their websites. It is also advisable to visit the websites of all 27 institutions comprising the HES-SO.

www.hes-so.ch

www.supsi.ch

If you are interested in applied research and/or teaching activities at a University of Applied Sciences in the western or Italian-speaking parts of Switzerland, it is worth visiting the AR&D sections of the different websites and the internet pages of different networks. This is a good way of finding out the areas of research available, and who is working in these fields.

www.hes-so.ch > Ra&D > Réseaux de compétences

www.supsi.ch > Ricerca

As in academic circles, the network plays a fundamental role at HES establishments.

Keeping informed of colloquiums and conferences organised at such establishments and attending them (information circulated on websites and via distribution lists), becoming acquainted with professors active in the field of AR&D and perhaps suggesting collaboration with them are excellent ways of starting up a network. Collaboration between universities and HES/HEP establishments can constitute a strong point for research projects submitted to the SNSF. National Research Programmes (NRP), for example, provide an opportunity to propose inter-institutional projects.

The links thus established are an excellent way of keeping informed of vacancies or projects for which PhD holders are sought. It also gives you precise information about the necessary requirements and types of candidate profiles that are likely to be favoured. Such information is very useful for knowing what to emphasise in a CV and covering letter (teaching, research, ability to manage projects, etc.).

Compared to universities, the administration of Universities of Applied Sciences, and particularly human resources, play a more prominent role in staff recruitment. It is often they that receive applications in the first instance and that are present at interviews. In addition, since the principal mission of HES and HEP establishments is to train practitioners and conduct application-oriented research, it is very important to take these two aspects into account when considering how to present your application and during the interview.



- * UNIVERSITIES OF TEACHER EDUCATION (HEP)
Website of the Swiss Conference of Rectors of Universities of Teacher Education
www.cohep.ch

- * UNIVERSITIES OF APPLIED SCIENCES (HES)
Website of the Rectors' Conference of the Swiss Universities of Applied Sciences
www.kfh.ch

- * UNIVERSITY OF APPLIED SCIENCES AND ARTS WESTERN SWITZERLAND (HES-SO)
www.hes-so.ch

- * UNIVERSITY OF APPLIED SCIENCES AND ARTS OF SOUTHERN SWITZERLAND (SUPSI)
www.supsi.ch

PRIVATE LIFE AND PROFESSIONAL CAREER



CONSIDER ALL THE POSSIBILITIES //////////////////////////////////////
Ranging from part-time work to a dual career, possibilities of balancing private life and career exist. Take the various solutions into account to find the one that suits your situation best.

MOBILITY

Today mobility seems to be an essential requirement for any academic career and it is increasingly the case that professorial careers must include at least one academic stay in another institution. This generally comes after the thesis and includes doctoral research. In the human and social sciences, this extended research stay abroad can also take place at a very advanced stage of the doctorate.

Arguments in favour of geographical mobility underline the benefits in terms of experience and the opening up of new horizons. New contacts created during a stay abroad or in another institution are considered as key elements in building a research network.

However, mobility still encounters a number of obstacles :

- the researcher’s fear of being « forgotten » by national academic circles during their absence ;
- gaps in social security associated with stays abroad, particularly when they are financed by grants and subsidies ;
- difficulties in combining mobility with life as a couple and family life.

These obstacles call for a more open definition of mobility. There are effectively other ways of being mobile. Advances in information technology allow international cooperation and the development of networks that no longer rely solely on people travelling around.



FINANCIAL SUPPORT FOR MOBILITY AND USEFUL LINKS:

EUROPEAN FUNDING

THE «MARIE CURIE» PROGRAMME OF ACTIVITIES

This programme supports the training, career development and mobility of researchers via a wide range of grants and networking activities.

<http://cordis.europa.eu> > FP7 > People > Marie Curie Actions

ERC STARTING GRANTS

Thanks to ERC Starting Independent Researcher Grants (ERC Starting Grants), the European Research Council encourages high-level senior researchers who wish to set up or consolidate their own research team in order to conduct independent research in Europe.

<http://erc.europa.eu>

EURAXESS: THE EUROPEAN PORTAL FOR RESEARCHER MOBILITY

In addition to information regarding training and jobs, this e-gateway is the point of entry to large amounts of information concerning the European countries involved. Information available includes grants/subsidies, research vacancies and practical details.

<http://ec.europa.eu/euraxess>

SWISS FUNDING

SNSF EARLY AND ADVANCED POSTDOC.MOBILITY GRANTS

These grants for a stay abroad are awarded in all disciplines encouraged by the SNSF, with the exception of experimental and clinical medicine. They include a personal maintenance subsidy, a fixed sum for travel costs and possibly a contribution to research and congress costs. The sum allocated depends on your personal situation, family commitments and cost of living in the country of destination. They also include an amount for the accompanying partner under certain conditions (number of years of cohabitation).

www.snf.ch > Encouragement > Carrières > Bourses de mobilité

MOBILITY (BACK) TO SWITZERLAND

EURAXESS SWITZERLAND

The EURAXESS Switzerland portal informs young foreign researchers about job opportunities at Swiss universities and the formalities concerning entry and residence in Switzerland, etc.

www.euraxess.ch

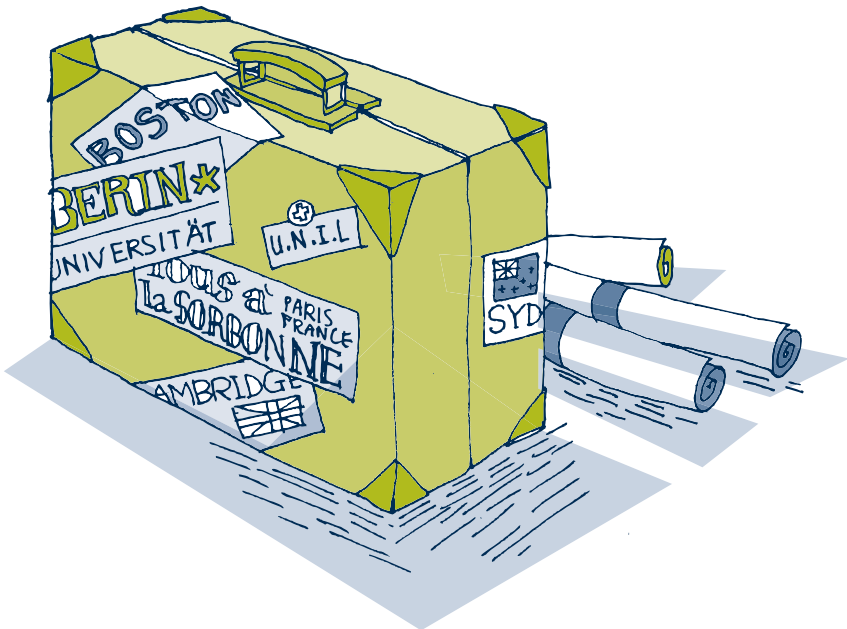
SNSF RETURN GRANTS

As from 2014, the SNSF offers «return grants» within the scope of mobility fellowships for advanced postdoctoral researchers. This in principle enables researchers to plan a return phase at a Swiss research institution at the grant application stage.

www.snf.ch > Actuel > FNSinfo > Politique d'encouragement

AMBIZIONE SUBSIDIES AND SNSF PROFESSORSHIPS


www.snf.ch > Funding > Careers > Ambizione






FAMILY


Juggling family life with children and an academic career is possible, but often a difficult project for both men and women. The professional commitment required of researchers (overtime, involvement in the institution, mobility) and the precariousness of working conditions below professorship level (fixed-term contract, low salaries, particularly for lower intermediary staff) are some of the factors explaining this difficulty.

However, the burden weighs more heavily on women than on men. Because of the traditional model of the division of labour, it is women in all professions who are still largely expected to combine work and family life. Indeed the norm and model couple, as well as working and salary conditions, would have it that where heterosexual couples are concerned, it is generally the woman who adapts her career to that of her partner.

 **NEGOTIATE YOUR DUTIES** //////////////////////////////////////
To avoid being overwhelmed by too many demands on your time, it's necessary to clarify your commitments and needs with not only your superiors, but also your family.



 In Switzerland, men and women embarking on an academic career are on average less likely to have children than graduates working outside the university environment. Furthermore, fewer women academics have children than men, and women express the desire to start a family less often than men. With regard to researchers with children, around one half of fathers can still by and large count on spouses who are entirely responsible for childcare, which is rarely the case for mothers. In addition, unlike mothers, fathers generally do not reduce their working schedule.

With the increase in the number of women professors in Swiss universities, the number of female professors with children is also increasing. Apart from the study carried out as part of the evaluation of the federal equal opportunities programme, few studies exist on the family situations of researchers in Switzerland. A comparison of the family and parental situations of professors in France and Germany shows that there are significant differences between the two countries.

-  * Dubach Philipp, Iris Graf, Heidi Stutz (2013), *Couples à double carrière dans les universités suisses: Evaluation de la 3^e phase du programme fédéral Egalité des chances entre femmes et hommes dans les universités suisses (2008-2011/12)*, Bern: CRUS.
- * Leemann Regula Julia et Stutz Heidi (éds.) (2008), *Sexes et encouragement de la recherche*, (GEFO), Swiss National Science Foundation.

* Stutz Heidi, *Evaluation portant sur l'efficacité de la loi sur l'égalité (2006)*, Bern: BASS.

* Le Feuvre, Nicky (2009), Exploring women's academic careers in cross-national perspective. Lessons for equal opportunity policies, in: Equal Opportunities International, Vol. 28 N° 1, 2009, pp. 9–23.

For more information, examples and discussion forums, see:

- fair-play-at-home: www.fairplay-at-home.ch
- fair-play-at-work: www.fairplay-at-work.ch
- equal opportunities offices in universities
- mentoring programmes and REGARD workshops (see section entitled *Assistance*)

The Federal Office for Gender Equality (FOGE) website offers more information, examples and a discussion forum concerning the balancing of professional and private life:

www.ebg.admin.ch > Thèmes > Travail > Conciliation des vies professionnelle et familiale

Universities and research funding institutions are beginning to understand the importance and necessity of offering working conditions that take family and personal obligations into account, and the benefits this can have for the university.

Therefore, as well as compulsory maternity or paternity leave, Swiss universities today have childcare structures facilities and often offer the possibility of extending a fixed-term appointment (for example research assistant, tenure tracks posts, etc.). Universities are also increasingly willing to consider part-time posts, or even job-sharing. Detailed information on working conditions offered to employees with children is available from human resources departments and/or equal opportunities offices.

PART-TIME WORK AND JOB-SHARING: SOLUTIONS TO BE CHOSEN WITH CARE

Some people, particularly women who have just had a child, wish to reduce their working hours to better «reconcile family life and work». This move may also be implicitly anticipated by colleagues or superiors.

Before opting for part-time employment, the pros and cons should be weighed up:

- lower salary – often for almost the same workload (particularly for «personal» research work);
- less access to information and lower visibility within the institution and networks;
- no guarantee that the «reconciliation» will work much better.

However, part-time work can be a good solution if

- the reduction in working time is moderate ;
- a significant reduction of the latter is for a limited period only, and part of a career plan discussed with the partner and superior ;
- it concerns a permanent managerial/professorial position, with the option to increase or adjust working hours.

NB : part-time employees requesting funding in the context of a project submitted to the SNSF cannot increase their working hours using funds granted for the project.



SUPPORT GRANTS FROM THE SWISS NATIONAL SCIENCE FOUNDATION

The SNSF offers 120% support grants to help researchers achieve a balance between their academic career and family life. This measure is intended for postdoctoral researchers with children who need more flexibility for a limited period during a decisive stage of their career.

Postdoctoral researchers from all disciplines may benefit from a time-limited 120% support grant via a supplementary grant for an ongoing SNSF research project. To be eligible for the scheme, postdoctoral researchers must have at least an 80% job in the project and assume family care duties. The 120% support grant will enable them to reduce their working time for a limited period and hire a temporary employee at the same time. The SNSF complements the funds made available by this reduction to create a further 60% position within the same SNSF research project. Childcare costs of a maximum of 20% of the postdoctoral researcher's gross salary may also be claimed.

www.snf.ch > Funding > Careers > 120% support grant



« I needed to reduce my working hours for a few months. By negotiating, I managed to organise the hiring of an assistant! As a result, I was able to coordinate my different projects and recuperate my full-time post when it suited me. »

Anna



MATERNITY AND GENDER INEQUALITY

Motherhood is often advanced as one of the main arguments explaining inequalities in terms of career. But is it that simple ?

A survey by Fassa et al. (2008) shows that asymmetric representations of the sexes still disadvantage women in their careers today. Whether or not motherhood is part of their plans, women are confronted with the «suspicion» of a (potential) pregnancy that is liable to interfere with their work. For men, family life is considered to be complementary.



- * Fassa Farinaz, Kradolfer Sabine and Paroz Sophie (2008), *Enquête au royaume de Matilda. La relève académique à l'Université de Lausanne*, Lausanne, Geneva: PAVIE Working Papers, n°1.
- * Lack Carmen, Amstutz Nathalie, Meyerhofer Ursula (2009), *Familienfreundliche Fachhochschulen: Handlungsfelder und Praxisbeispiele. Eine Orientierung für die Umsetzung*, Fachhochschule Nordwestschweiz.
- * Leemann Regula Julia et Stutz Heidi (éds.) (2008), *Sexes et encouragement de la recherche*, (GEFO), Swiss National Science Foundation.
- * Wüthrich-Godenzi Anne-Pascale et Monnin Vazquez Isabelle, *Vie professionnelle, vie privée: quelle articulation?*, Geneva: OCIRT and SPPE.
- * *Situation des personnes étudiant dans une haute école suisse et élevant des enfants* (2009), Neuchâtel: SFSSO.



WHAT ARE YOUR RIGHTS AS A PARENT ?

Those who are on the point of becoming parents, or who have family responsibilities, have rights if they are contracted to a university.

In addition, each institution generally has a day nursery. Places are still insufficient and in great demand however and must thus be reserved well in advance.

Human resources departments and equal opportunities offices can provide information on maternity, parental and paternity leave and rights linked with motherhood as well as infant care facilities.

Contact details of equal opportunities offices can be found under *Useful addresses*.



PRINCIPAL RIGHTS RELATING TO MOTHERHOOD

Non-discrimination

At federal level, discrimination against a female worker on the grounds of her pregnancy, motherhood or family situation is prohibited. This rule applies throughout the contractual relationship, from recruitment to termination of employment, and affects all aspects of the working relationship, particularly the allocation of tasks, flexibility of working conditions, remuneration, professional training and promotion.

Discrimination at the time of recruitment

During a recruitment process, the hiring party may not question a female applicant regarding the possibility of her being pregnant. The applicant has the right to reply inaccurately, or even dishonestly, to an unlawful question.

Protection against dismissal

The employer may not terminate a woman's permanent employment contract either during pregnancy or the sixteen-week period following childbirth.

Time reserved for breast-feeding

Mothers must be given the necessary time to breast-feed their children. During the child's first year, breast-feeding counts as working time.



- * Equal Opportunities Office (2013), *Etre parent à l'UNIL. Guide pour les (futurs) parents et les responsables hiérarchiques*, Lausanne: UNIL.
- * Equal Opportunities Office (2013), *Etre parents à l'UNIGE, Suivez le guide*, Geneva: UNIGE.
- * Equal Opportunities Service (2013), *Informations pour étudiant·e·s et employé·e·s avec enfant(s)*, Fribourg: UniFr.
- * State Secretariat for Economic Affairs (2005), *Maternité. Protection des travailleuses*, Bern: SECO.
- * Servizio Gender (2008), *La famiglia si ingrandisce*, Lugano: USI-SUPSI.

DUAL CAREER COUPLES

In higher education, partners frequently pursue parallel academic careers.

Together with research conditions, reputation and promotion prospects, the conditions of one's personal life also weigh in the balance for scientists when choosing a place of work. Good job prospects for the partner are often a deciding factor when choosing a new professional environment.

To attract highly qualified candidates, some private companies, administrations and scientific institutions have implemented measures designed to support dual career couples.

In Switzerland, thought is also being given to this topic within universities, which are beginning to set up advisory and support structures, for example at «welcome centres». Equal opportunities offices at universities can provide information on this subject.

It is also worth raising this question during the recruitment process. It is possible that an arrangement can be reached.



* *Promotion of Dual Career Couples (DCC) in Swiss universities 2008-2011*. Evaluation of the 3rd phase of the federal programme «Equal opportunities between women and men at Swiss universities» (PFEC), 2008-2011/12, www.crus.ch > Programme CUS P-4 Equal Opportunity / Gender Studies > Modul 3 Dual Careers Couples DCC

* Schiebinger Londa, Henderson Andrea Davies et Gilmartin Shannon K. Dual-Career (2008), *Academic Couples. What Universities Need to Know*, Stanford University: Michelle R. Clayman Institute for Gender Research.



Information and advice about dual careers: www.carriere2.ch

NON-LINEAR CAREER PATH

Non-linear career paths are often not highly regarded by the institution. In addition, pressures and measures aimed at shortening theses and the introduction of conditional tenure track, for example, indicate that in Switzerland, academic careers are to some extent progressing at a faster rate.

Age is also a factor at the time of recruitment, and some universities have set an age limit for recruitment to certain posts.

However, SNSF directives stipulating age limits for the awarding of various grants were abolished for everyone in 2008. Currently, it is the academic age that is taken into account, i.e. :

- young researcher grants : no later than three years after the doctorate ;
- advanced researcher grants : no later than five years after the doctorate ;
- Ambizione : no later than five years after the doctorate ;
- SNSF professorships : nine years maximum of postdoctoral research.

Age limits, both biological and academic, act as a brake on discontinuous academic careers. For this reason it is very difficult to return to an academic career once it has been interrupted.

Nevertheless in some disciplines signs of acceptance of non-linear career paths are discernible. Therefore, if your dossier is solid and you consider that your professional experience is sufficiently appropriate for the targeted post, it is worth applying. It is nonetheless necessary to prepare justifications for career interruptions thoroughly and highlight experience gained outside the *alma mater*.



SNSF MARIE HEIM-VÖGTLIN PROGRAMME

Each year, the SNSF offers a limited number of Marie Heim-Vögtlin (MHV) grants on a competitive basis to promote women in research.

MHV grants are intended for doctoral or postdoctoral candidates who have had to interrupt or reduce their research activity as a result of family commitments (children) or changes in place of residence caused by changes in the working life of the partner. Their duration is two years, with the possibility of a one-year extension in justified cases. To allow the candidate's long-term reinsertion, the host institute must not only provide a written attestation of acceptance of the candidate and offer them guaranteed employment, but also maintain its financial commitment after the MHV grant expires.

www.snf.ch > Career > Marie Heim-Vögtlin



- * Goastellec Gaelle, Leresche Jean-Philippe, Moeschler Olivier et Nicolay Arnaud (2007), *Les transformations du marché académique suisse. Evaluation du programme Professeurs boursiers FNS*, Bern: Swiss National Science Foundation.
- * Fassa Farinaz, Kradolfer Sabine et Paroz Sophie (2008), *Enquête au royaume de Matilda. La relève académique à l'Université de Lausanne*, Lausanne, Geneva: PAVIE Working Papers, n°1.
- * Swiss National Science Foundation (2006), Multi-year programme 2008-2011. *Défis pour l'encouragement de la recherche et réponses du FNS*, Bern: SNSF.

LEAVING THE ACADEMIC WORLD ARMED WITH A DOCTORATE

ACQUIRING AND DEVELOPING TRANSFERABLE SKILLS

Since the Bologna reform, the question of the employability of university and HES graduates, as well as young PhD holders and researchers, has become a key political issue.



Among PhD holders who responded to a survey conducted in 2007 and 2008 on the situation of doctoral students in Switzerland, around a third intended to be employed by a university five years after their doctorate.

However, more women expressed a wish to pursue a career at university than men and there were significant differences between disciplines.


Huber Odilo (2008), *Zur Lage der Doktorierenden in der Schweiz. Ergebnisse einer Befragungsstudie*, Actionuni (Hrsg.), November 2008.

The development of transversal skills lies at the heart of the debate on graduate employability.

The section entitled *Skills to be acquired* sheds light on what kind of transferable skills are expected of young researchers.

Transferable skills can be acquired :

- firstly in practice (preparation of thesis work, assistantships, laboratory work, student supervision, grant applications, etc.) ;
- secondly in the context of specific programmes (doctoral schools, mentoring programme, etc.).

 Different measures have been implemented by the various academic services and doctoral schools with a view to developing and making effective use of transversal skills.

FOR EXAMPLE:

- * the generic skills development programme of the CUSO
www.cuso.ch
- * the services of the EPFL Career Centre
<http://career.epfl.ch>
- * services intended for young women academics
www.unifr.ch/regard
www.unifr.ch/f-mentoring
www.unil.ch/mentoring

More information can be found in the section *Assistance*.

ENTERING THE NON-UNIVERSITY JOB MARKET

SOME TIPS

→ Looking for a job and preparing an application take time. It is therefore advisable not to wait until your thesis is finished before getting started.

→ 50% of job offers are advertised in the press. The personal network plays a very important role in keeping abreast of the «hidden» job market. In some fields, headhunters, recruitment agencies and job fairs play an important role. Subscribing to distribution lists is a way of keeping informed about job vacancies. Lastly, even if unsolicited application rarely lead to a job immediately, they are a way of getting known and making contact with a firm or an institution that can sometimes bear fruit.

→ Make enquiries about the type of CV required in the professional fields envisaged. Where necessary, universities run free courses on how to compile a CV and a covering letter and prepare for an interview, etc. (see the section *Assistance*).

→ According to the type of post targeted, take advantage of training and continuing education courses offered by universities to correct any shortcomings (languages, IT, project management, etc.) Such courses are generally less expensive than those in the private sector.

→ The certificate of employment plays a very important role in Switzerland and is a significant part of your application. Don't forget to ask the professors you have worked for to provide this document. An employment certificate may be requested at any time.



DETAILS OF THE EMPLOYMENT CERTIFICATE

- name, date of birth and origin of employee;
- name of employer;
- length of employment (exact dates);
- description of tasks and functions in hierarchy;
- assessment of quality of work performed;
- assessment of behaviour at work in relation to superiors, colleagues and third parties.

A good employment certificate also generally expresses regret at the employee's departure and a recommendation to future employers, as well as best wishes for the employee's personal and professional future.

Legally, the employment certificate must not hinder the employee in their future working life, but there is no automatic entitlement to receive a good certificate. Information of a private nature such as membership of a trade union or religious affiliation has no place in an employment certificate. Moreover, the reason for termination of the employment contract may not be specified against the employee's will.

If you disagree with the employment certificate, you should discuss it with your superior. Human resources departments, equal opportunities offices or mediation services can help in these instances. In addition, if the certificate is inaccurate, it is possible to refer the matter to the courts and request that it be rectified. This procedure is free of charge. Trade unions can also provide assistance.

→ Be prepared to highlight the skills and work experience acquired during the doctoral period, since the doctorate is not always recognised on the non-academic job market.

This is useful particularly during job interviews, but also, if necessary, when negotiating/establishing a starting salary. At the time of recruitment, the number of years of work experience is a criterion that determines salary. If the doctorate and/

or postdoctoral period was financed entirely or partly by grants and subsidies, it is probable that the employer will underestimate the work experience by not taking (fully) into account doctoral or postdoctoral activities financed in this way when calculating years of employment.

→ Most universities offer advice and guidance services and workshops, such as the EPFL Career Centre, which can prove useful.

→ The EPFL Industrial Relations Service has published a guide on its website for researchers wishing to create a start-up.

<http://sri.epfl.ch>



A SPELL OF UNEMPLOYMENT

On average, most PhD holders have found employment one year after the completion of their doctorate. Moreover, they occupy managerial posts more frequently than other university graduates (SFSO, 2010).

After leaving university, you may find yourself without a job for a short period of time.

Unemployment benefits depend on the place of residence. In order to receive them, you must prove that you have worked on a full-time basis for at least two years prior to the application for benefits.

BNF is a national programme designed to facilitate the professional integration of highly qualified people (graduates) in search of employment in Switzerland. This programme offers possibilities of participation in a project on the job market, as well as continuing education, coaching and individual advice.



* Information for job seekers
State Secretariat for Economic Affairs
www.espace-emploi.ch

* BNF – national qualification programme
www.bnf.ch



Telejob, the electronic job market created by the intermediary staff association of the EPFZ (AVETH) and EPFL (ACIDE), publishes advertisements of particular interest to graduates in all fields.
telejob.ch

WHAT TO DO IN CASES OF CONFLICT, PSYCHOLOGICAL OR SEXUAL HARASSMENT?



Sexual harassment in the workplace is a form of discrimination based on gender. Sexual harassment is imposed behaviour resulting from a power-based relationship. It is not to be confused therefore with relationships based on seduction, which involve reciprocity.

«Discriminatory behaviour means any importunate behaviour of a sexual character or any other behaviour based on sexual appropriation which undermines personal dignity at the place of work, particularly making threats, promising advantages, imposing constraints or exerting pressure of any kind on a person with a view to obtaining from them favours of a sexual nature.»

Federal law on gender equality, article 4.

Psychological harassment or mobbing is characterised by different forms of hostile behaviour exhibited by one or more individuals seeking to undermine an employee or make them feel inferior consistently or repeatedly over a period of several months.

Even though its manifestations can be different, psychological harassment nearly always has at its root an unresolved **conflict**. This conflict may stem from a divergence of views, rivalry, an endeavour to influence, power struggles, etc. That is why, in the event of conflict, action must be taken quickly. Indeed, the longer it goes on, the more the working atmosphere deteriorates and the more difficult it is to re-establish a situation of trust.

If you feel you are being psychologically harassed (mobbed), sexually harassed or are experiencing a conflict situation with no resolution in sight, it is essential to keep a careful record of all incidents of victimisation, noting the person responsible date, time, place, facts, what was said, and witnesses if any.

It is advisable to try to explain your feelings clearly, without being aggressive, to the person whose actions you perceive as hostile. However, it is not always possible to do this and it may be that the person does not listen or want to listen. In every Latin university there are authorities that can be contacted in cases of conflict, mobbing,

ASSISTANCE



MAKE THE MOST OF AVAILABLE RESOURCES //

Numerous programmes, workshops and associations, as well as equal opportunity offices, are available to PhD holders to facilitate their integration and support them in their career. Don't hesitate to ask them for help !

FUNDING

The main bodies awarding research subsidies are :

- the SNSF
www.snf.ch

- European research programmes – the European Research Council and Marie Curie Actions
ERC: <http://erc.europa.eu/index.cfm>
Marie Curie: http://cordis.europa.eu/fp7/people/home_en.html

- universities

- private foundations

The table on pages 22 and 23 presents an overview of the main SNSF and European subsidies.

To find out more about funding sources available in the institution in which you are enrolled and/or obtain support :

EPFL

Grants Office

<http://grantsoffice.epfl.ch>

Research Commission

<http://epfl.ch> > About EPFL > Research

> Research Commission

University of Fribourg

Research Promotion Service

www.unifr.ch/recherche/en

Université de Lausanne

Research

www.unil.ch/researcher

Amarillo database

www.unil.ch/amarillo

University of Geneva

Research Sector

www.unige.ch > Professor/Researcher

> Research

University of Neuchâtel

Research Commission

www.unine.ch/curs

Università della Svizzera italiana

Servizio ricerca

www.ticinoricerca.ch

There is also a directory of non-profit-making foundations placed under federal supervision
www.edi.admin.ch/esv > Répertoire des fondations



ENCOURAGING THE NEXT GENERATION OF WOMEN ACADEMICS

In addition to the Marie Heim-Vögtlin subsidies of the SNSF, various funds are intended to encourage young female academics.

The equal opportunities offices at universities can provide information on this subject. Much information is also available on their websites (contact details at the end of this guide).

The search for third-party funding is a subject dealt with in mentoring programmes. These programmes provide in particular more knowledge regarding the criteria specified by the main funds, thus increasing your chances when a project is submitted.

THE NETWORK



FORGE LINKS //////////////////////////////////////

Formal and informal exchanges that take place during colloquiums, stays abroad, in associations and between colleagues should not be neglected: indeed, they often facilitate professional integration.

Scientific activity has always been network-based, but today this dimension is becoming increasingly important.

WHAT IS THE ACTUAL PURPOSE OF A NETWORK ?

- To obtain information that is not made public on a large scale : calls for papers for colloquiums or journals, funding, employment vacancies, etc. ;
- To distribute targeted information to ensure it is not buried in the mass of information in circulation ;
- To obtain help and advice in carrying out your work : proofreading of articles, grant applications, job applications ;
- To put you in touch with people you would like to meet or collaborate with ;
- To show that you are recognised by a network of people at important times in your career : appointments procedure, grant applications and obtainment of funds ;
- To recruit individuals for research projects, mandates or as replacements without going through an application procedure (for this type of contract, one network member will very often contact another directly without any public advertising or selection procedure) ;
- etc.

HOW TO BUILD UP A PERSONAL PROFESSIONAL NETWORK AND MAINTAIN IT

A professional network is built on the basis of different places and relationships.

There are many ways of coming into contact with others :

- attend colloquiums ; don't underestimate the importance of the « social » aspects of colloquiums (aperitifs, meals, etc.) as opportunities to make new contacts ;
- become a member of associations in your field ;
- members of the thesis jury are a good starting point when building a network ;
- take part in the activities of associations that defend your rights (professional associations, trade unions) ;
- become involved in the life of the institution in different commissions, councils, etc. ;
- take part in political, scientific and cultural associations and groups, etc. organised on an informal basis and self-run on the campus ;

- propose collaborative ventures ;
- ask colleagues and acquaintances for their opinion of your work ;
- etc.

Any network operates on a two-way basis. Being registered on a distribution list or belonging to an association by paying subscriptions without participating is of course a good way of keeping informed, but belonging to a network requires more. To develop a network, and above all maintain it, you need to be active, make contacts, take initiatives and commit yourself by :

- distributing information ;
- acting as intermediary between two people ;
- suggesting activities (organising a conference for example) ;
- circulating information about what you are doing and proposing collaborative projects ;
- not neglecting the « informal » side of the network's activities.

It can also be useful to send an email to people you have just met and showing regular interest allows you to keep in contact and remind them of your existence.

Suggesting going for a drink or meal after a conference or colloquium is for example always appreciated. This often allows bonds to be forged on a friendlier basis – an essential feature of networks.

MENTORING

The origins of mentoring can be found in Homer's *Odyssey*. Before his departure for Troy, Ulysses asks Mentor, his most loyal friend, to take charge of the education of his son Telemachus during his absence. In the 17th century, Fénelon's *Telemachus* made Mentor an important character who escorts the hero everywhere. At the end of the novel Mentor's true identity is revealed : it is none other than the goddess Athena (Minerva), who has assumed the features of Mentor in order to guide and protect Telemachus. Thereafter, the name Mentor designated the role of advisor and educator to someone younger and less experienced.

Men have long benefited from this kind of relationship, usually informal and established in professional networks, clubs, among colleagues or in the armed forces. For a long time, women were excluded from this form of social activity, and since they have had access to it they have not obtained the same benefits in terms of support, insofar as its prevailing social practices and values systems are one-sided, assigning a secondary role to women in relation to men.

Formal mentoring programmes designed to support women's careers were first developed in the United States. In Switzerland, mentoring began to develop in academic circles in 2000 as a result of the federal programme « Equality of opportunity ».

HOW MENTORING WORKS

Mentoring can be a person-to-person relationship: one person (the mentor) supports the career aspirations and development of another less experienced person, the mentee. This relationship creates favourable conditions for learning and feedback.

Mentoring can also work collectively. Exchanges take place within a group of peers organised on a basis of a shared set of problems.

In formal programmes, mentees and mentors often benefit from discussion and training days attended by peers and supported by a coordinator and/or a panel of experienced people (professors for example) who help and advise them on request.

The special feature of mentoring proposed by formal programmes is that exchanges are not based on a hierarchical relationship. Often, mentoring takes place between individuals attached to different institutions or working in different fields. This exchange is therefore not conditioned by the same criteria and responsibilities as the relationship with the thesis supervisor or immediate superior and complements the support provided by the latter. The mentoring experience is useful not only for mentees. Mentors and institutions also benefit from this exchange.

MENTORING PROGRAMMES

The *Bureaux de l'égalité des hautes écoles universitaires de la Suisse latine* offer several mentoring programmes.

The **STARTINGDOC PROGRAMME** is a group mentoring programme for women at the very start of their doctoral career. It focuses on the key moment of beginning a thesis project.

www.unil.ch/mentoring

Launched in 2000, the **RÉSEAU ROMAND DE MENTORING POUR FEMMES** is one of the projects supported by the Confederation. It is a regional structure coordinated by the equal opportunities service of the University of Fribourg which comprises Swiss French-speaking universities, the *Università della Svizzera italiana* and EPFL. It is aimed at young women in partner institutions who wish to pursue an academic career.

It offers mentees:

- regular contact with a mentor in Switzerland or abroad;
- meetings with women sharing the same objectives;

- continuing education workshops ;
- supervision of the mentor/mentee relationship ;
- a structure that adapts itself to participants' expectations ;
- financial support for congress participation, plus travel costs.

www.unifr.ch/f-mentoring

The University of Geneva also offers a mentoring programme for doctoral and postdoctoral students. Applications are invited in the spring.

www.unige.ch/egalite

The *Università della Svizzera italiana* also has a mentoring programme for young female academics.

www.gender.usi.ch/mentorato

THE ROLE OF THE THESIS SUPERVISOR

Thesis supervisors also have a role to play beyond the actual thesis work itself. They can accompany their doctoral students at important points in their academic career, for example :

- writing of the first articles ;
 - choice of journal and colloquiums to which proposals are submitted ;
 - precarious moments during the thesis (discouragement, inertia, work overload, etc.) ;
- and also open the doors to their network.

However, since the relationship between doctoral student and thesis supervisor remains an unequal one, doctoral students should beware of depending on it too heavily in their career.

The *Bureaux de l'égalité des hautes écoles universitaires de la Suisse latine* publication (2103), *Getting your thesis off to a good start*. Guide for doctoral students, Lausanne : BuLa, deals more specifically with the role of the thesis supervisor.

REGARD WORKSHOPS, RCFE AND TRAINING PROGRAMMES

REGARD workshops are intended for future women academics and professors. Their aim is to develop skills related to the academic career path and support for the next generation of female academics. The workshops deal with topics such as : the doctoral career, enhancing the visibility of research work and stages of the academic career, communication and management tools in the academic world, and balancing professional and private life.

www.unifr.ch/regard

The *Réseau romand de conseil, formation et évaluation pour l'enseignement universitaire* (RCFE) offers personalised advice and a general workshop programme intended for new teachers and assistants and those seeking to improve one or more aspects of their work.

www.rcfe.ch

The Did@cTIC training programme offered by the *Centre de didactique universitaire* is intended for all teachers or future teachers in the field of higher education (university or HES/HEP) holding a Master's degree of any qualification deemed equivalent.

www.unifr.ch/didactic



- * Brewerton, A. (2002), «Mentoring», in *Liber Quarterly* 12, pp. 361-380.
- * Müller, F. et al. (2008), *Projets de mentoring: Etudes de cas*, Bern : State Secretariat for Education, Research and Innovation (SERI).
- * Nöbauer, H. et Genetti, E. (eds) (2008), *Establishing Mentoring in Europe. Strategies for the promotion of women academics and researchers*, Fribourg: eument-net.
- * Page, J. et Leemann, R. J. (eds) (2000), *Karriere von Akademikerinnen: Bedeutung des Mentoring als Instrument der Nachwuchsförderung*, Zurich : Uni/ETH, Association suisse femmes féminisme recherche.

PEER SUPPORT



SEEK SUPPORT //////////////////////////////////////
After the thesis, links created between peers should not be neglected. Peers are indeed often future colleagues: their support could be a decisive factor in your career or integration in a network.

In addition to training courses and workshops proposed by institutions, informal contacts with other doctoral students are a valuable form of assistance.

The possibilities for discussion and work are many: creation of informal seminars based on a particular topic, reciprocal re-reading of texts before they are shown to the thesis supervisor or of articles prior to submission to a journal, sharing of bibliographic searches between doctoral students in the same department, etc.

Experience shows that these informal links constitute essential forms of support throughout the thesis and for a long time afterwards. Indeed they are often at the origin of professional collaboration after the doctorate.

Young academics portal, with discussion forum :

www.young-academics.ch

INTERMEDIARY STAFF ASSOCIATIONS

Lastly, intermediary staff associations and every university and/or faculty offer valuable resources and advice to their members, as well as help in ensuring that their rights are upheld.

ACIDE

EPFL intermediary staff association

acide.epfl.ch

ACIDUL

Intermediary and doctoral staff association of the University of Lausanne

www.unil.ch/acidul

ACINE

Intermediary staff association of the University of Neuchâtel

www.unine.ch/acine

APCINT

Intermediary staff association of the University of Geneva

www.apcint.ch

CSWM

Scientific staff of the University of Fribourg

www.unifr.ch/csww

The intermediary staff of the USI meet on a faculty basis only.

USEFUL ADDRESSES

EQUAL OPPORTUNITIES OFFICES AT UNIVERSITIES

EPFL

Equal Opportunities Office
<http://egalite.epfl.ch>
farnaz.moser@epfl.ch

UNIVERSITY OF FRIBOURG

Equal Opportunities Service
www.unifr.ch/egalite
egalite@unifr.ch

UNIVERSITY OF GENEVA

Equal Opportunities Office
www.unige.ch/egalite
egalite@unige.ch

UNIVERSITY OF LAUSANNE

DialogUNIL
www.unil.ch/dialog
Equal Opportunities Office
www.unil.ch/egalite
egalite@unil.ch

UNIVERSITY OF NEUCHÂTEL

Equal Opportunities Office
www.unine.ch/egalite
egalite.chance@unine.ch

UNIVERSITÀ DELLA SVIZZERA ITALIANA

Servizio gender
www.equality.usi.ch
equality@usi.ch

CONFÉRENCE DES DÉLÉGUÉ·E·S À L'ÉGALITÉ AUPRÈS DES UNIVERSITÉS ET HAUTES ÉCOLES SUISSES KOFRAH-CODEFUHES

www.kofrah-codefuhes.ch

EQUAL OPPORTUNITIES IN SWITZERLAND

SWISS CONFERENCE OF GENDER EQUALITY DELEGATES

This comprises the official services and offices responsible for promoting equal opportunities at Confederation, cantonal and city levels.

All useful addresses are published on its portal.

www.equality.ch

FEDERAL COMMISSION FOR WOMEN'S ISSUES (FCWI)

This is the extra-parliamentary commission of the Confederation. It analyses the condition of women in Switzerland and works to promote gender equality.

www.ekf.admin.ch

ASSOCIATIONS AND NETWORKS OF WOMEN IN THE FIELD OF SCIENCE AND RESEARCH

FEMDAT

Swiss database for experts in different scientific and professional fields

www.femdat.ch

GENDER CAMPUS

Information and communication platform for gender and equal opportunities in universities and Universities of Applied Sciences in Switzerland and the Gendercampus/LIEGE network

www.gendercampus.ch

ASSOCIATION SUISSE DES FEMMES DIPLOMÉES DES UNIVERSITÉS (ASFDU)

www.unifemmes.ch

ASSOCIATION SUISSE FEMMES FÉMINISME RECHERCHE

www.femwiss.ch

SWISS ASSOCIATION FOR GENDER STUDIES SSEG

www.gendercampus.ch/en/ssgf/about

GENDER STUDIES IN SWISS FRENCH-SPEAKING UNIVERSITIES

IHEID

Pôle Genre et développement

www.graduateinstitute.ch/genre

UNIVERSITY OF GENEVA

Interdisciplinary Unit of Gender Studies

www.unige.ch/etudes-genre

UNIVERSITY OF FRIBOURG

Gender Studies Coordination

www.unifr.ch/gender

UNIVERSITY OF LAUSANNE

LIEGE Gender Studies Centre

www.unil.ch/liege

UNIVERSITY OF NEUCHÂTEL

Maison d'analyse des processus sociaux

www.unine.ch/maps

CAREER GUIDANCE

EPFL

Career Centre

career.epfl.ch

UNIVERSITY OF FRIBOURG

Office for Academic Career Guidance

www.orientationfr.ch

UNIVERSITY OF GENEVA

Uni-Emploi

uniemploi.unige.ch

UNIVERSITY OF LAUSANNE

Guidance and Advisory Service

www.unil.ch/soc

UNIVERSITY OF NEUCHÂTEL

Career Centre

www.unine.ch/carriere

UNIVERSITÀ DELLA SVIZZERA ITALIANA

Servizio orientamento e promozione

www.usi.ch > Ateneo > Servizi > Servizio orientamento

INTELLECTUAL PROPERTY, RESEARCH PROMOTION AND TRANSFER

EPFL

Vice-Presidency for Innovation and Technology Transfer

vpiv.epfl.ch

UNIVERSITY OF FRIBOURG

Research Promotion Service

www.unifr.ch > Recherche > services

UNIVERSITY OF GENEVA

Unitec

www.unige.ch/unitec

UNIVERSITY OF LAUSANNE

Pactt

www.pactt.ch

UNIVERSITY OF NEUCHÂTEL

Technology Transfer Office (TT)

www.unine.ch > Recherche > Transfert de technologies

UNIVERSITÀ DELLA SVIZZERA ITALIANA

Ticinotransfer

www.usi.ch > Ateneo > Servizi > Ticinotransfer

SWISS FEDERAL INSTITUTE OF INTELLECTUAL PROPERTY

www.ige.ch

SEXUAL HARASSMENT, MOBBING, MEDIATION

EPFL

(HELP)

<http://help.epfl.ch>

UNIVERSITY OF FRIBOURG

Equal Opportunities Office

www.unifr.ch/egalite

Social Service

www.unifr.ch/social

UNIVERSITY OF GENEVA

Human Resources

www.unige.ch > Enseignement et collaborateurs > Ressources humaines

> Politique de gestion des conflits

UNIVERSITY OF LAUSANNE

DialogUNIL

www.unil.ch/dialog

UNIVERSITY OF NEUCHÂTEL

Internal contact group and external mediator

www.unine.ch/conflits

UNIVERSITÀ DELLA SVIZZERA ITALIANA

Servizio gender

www.gender.usi.ch

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