

Gender equity is everybody's business



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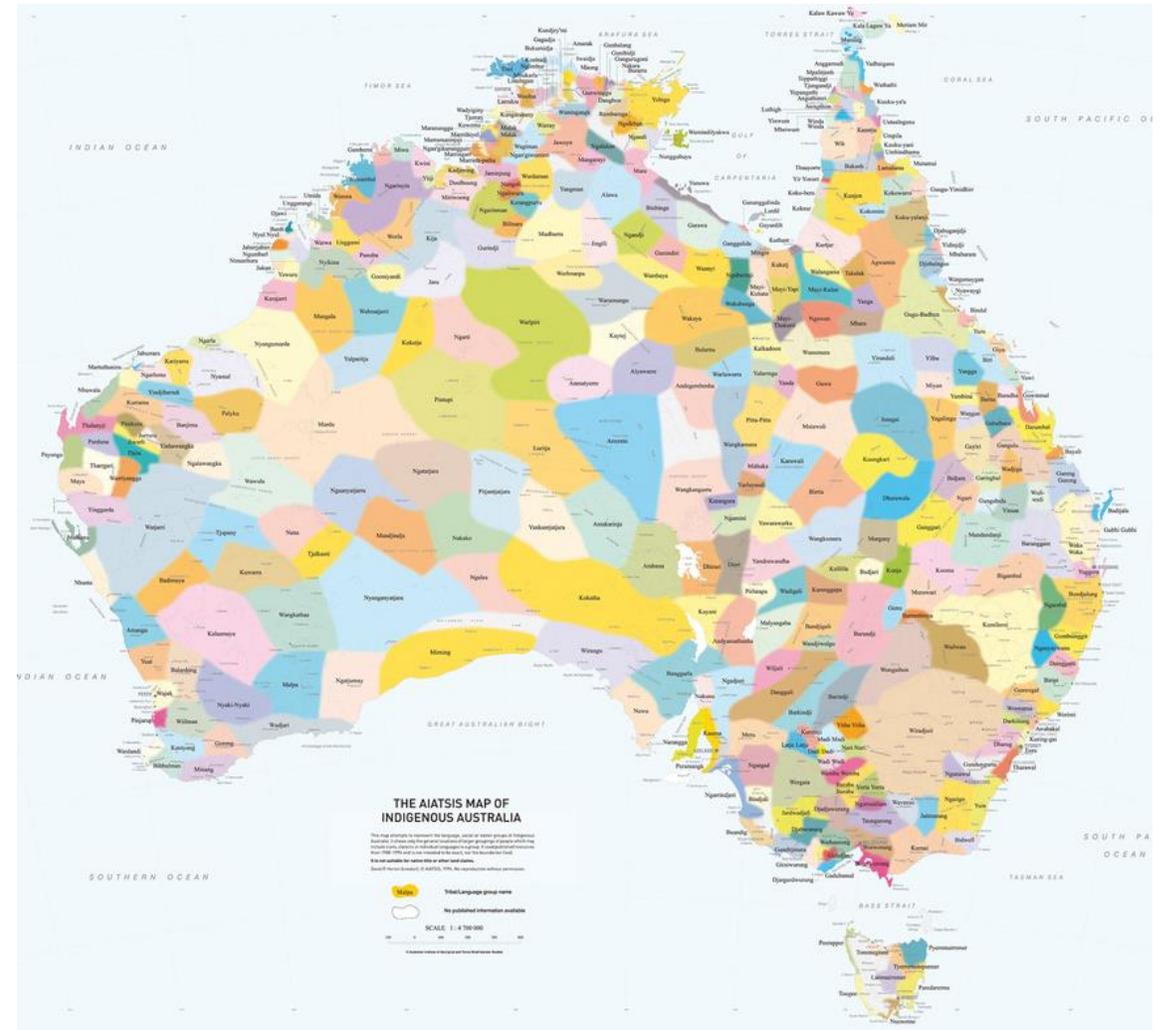
Acknowledgement of Country

We acknowledge the Traditional Custodians of the lands on which we present today.

We recognise and pay respect to Elders past and present.

This land was never ceded. Always was, Always will be Aboriginal land.

Zoom chat: Please acknowledge the country you are meeting on today



This webinar provides an opportunity to...

- Review emerging scholarship on gender equity and leading learning and teaching in higher education
- Identify and evaluate strategies currently being practised by learning and teaching leaders and units to support gender equity in universities
- Generate possible strategies that learning and teaching leaders and units might implement to advance gender equity in universities

Current context

- Equal Pay Act (1970), Discrimination Act (1975), Workplace Gender Equality Act (2012)
- Women greater than 50% of employees in Australian universities since 2000, concentrated at lower academic and professional levels and in casual roles
- Men dominate senior leadership roles “constituting a plurality of those involved in policymaking” (Anicha et al., 2020, p. 848)
- “Sexism is an ingrained problem in Australian universities” (Devlin, 2021, p 9)
- Zoom Reaction: Thumbs up if this sounds familiar to you...

Three words to describe yourself

- In the Zoom chat, write three words or phrases that describe you...
- Intersectionality = multiple simultaneous social categories (e.g., race, gender, sexuality, ethnicity etc) come together to shape life opportunities and experiences (Thomas et al. 2021).
- We each have multiple social categories, and these constitute our positionality.
- Positionality = how differences in social position and power shape identities and access in society

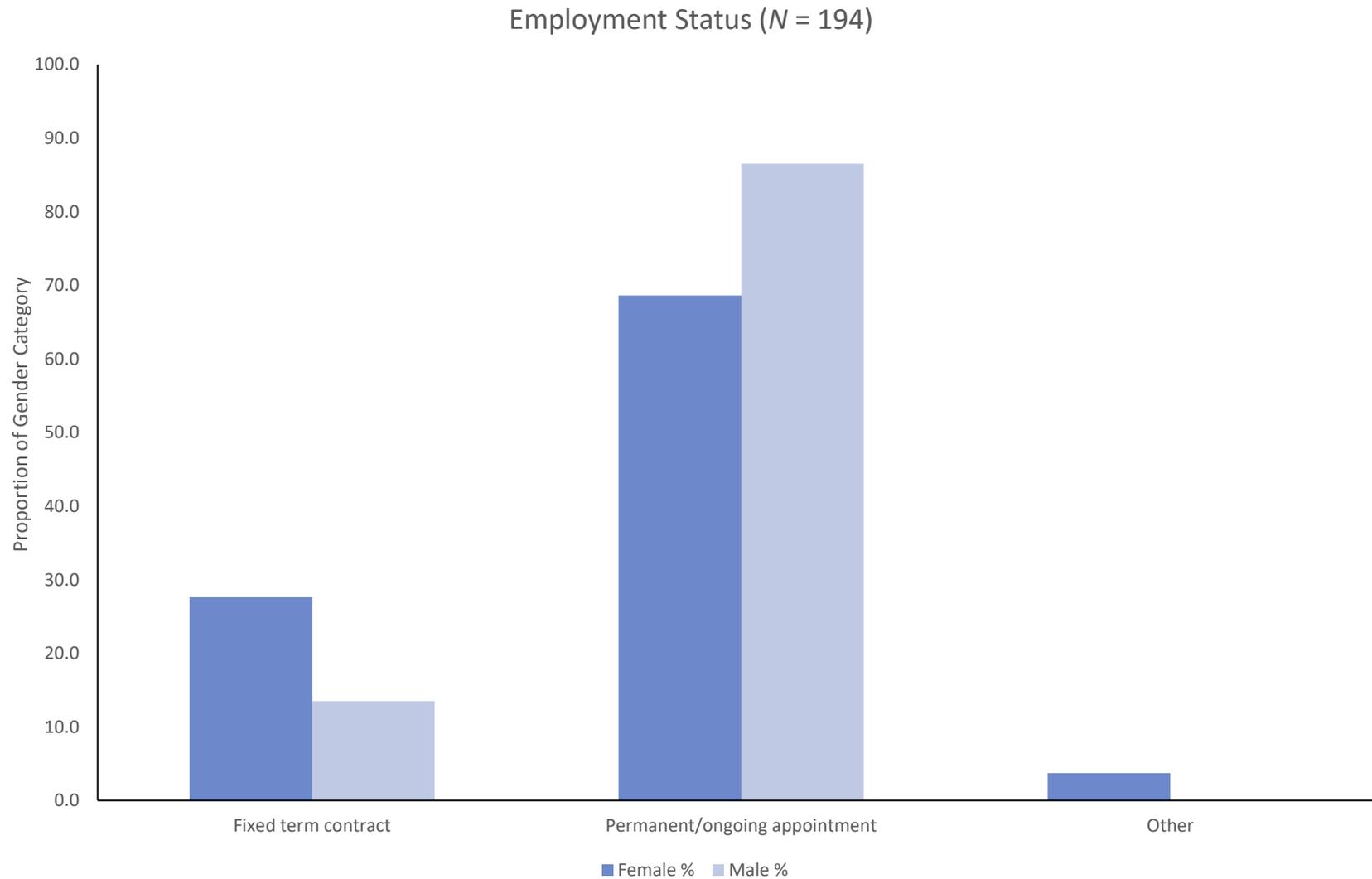
Feminist scholarship...

- puts women and gender at the centre of analysis
- deconstructs unequal power relations (not limited to gender)
- works towards the improvement of women's lives (inclusively defined)
- values participant voices
- emphasises care and collectivity and de-emphasises hierarchy
- acknowledge the situational nature of knowledge and the importance of researcher positionality and reflexivity. (Acker & Wagner, 2019, p. 70)

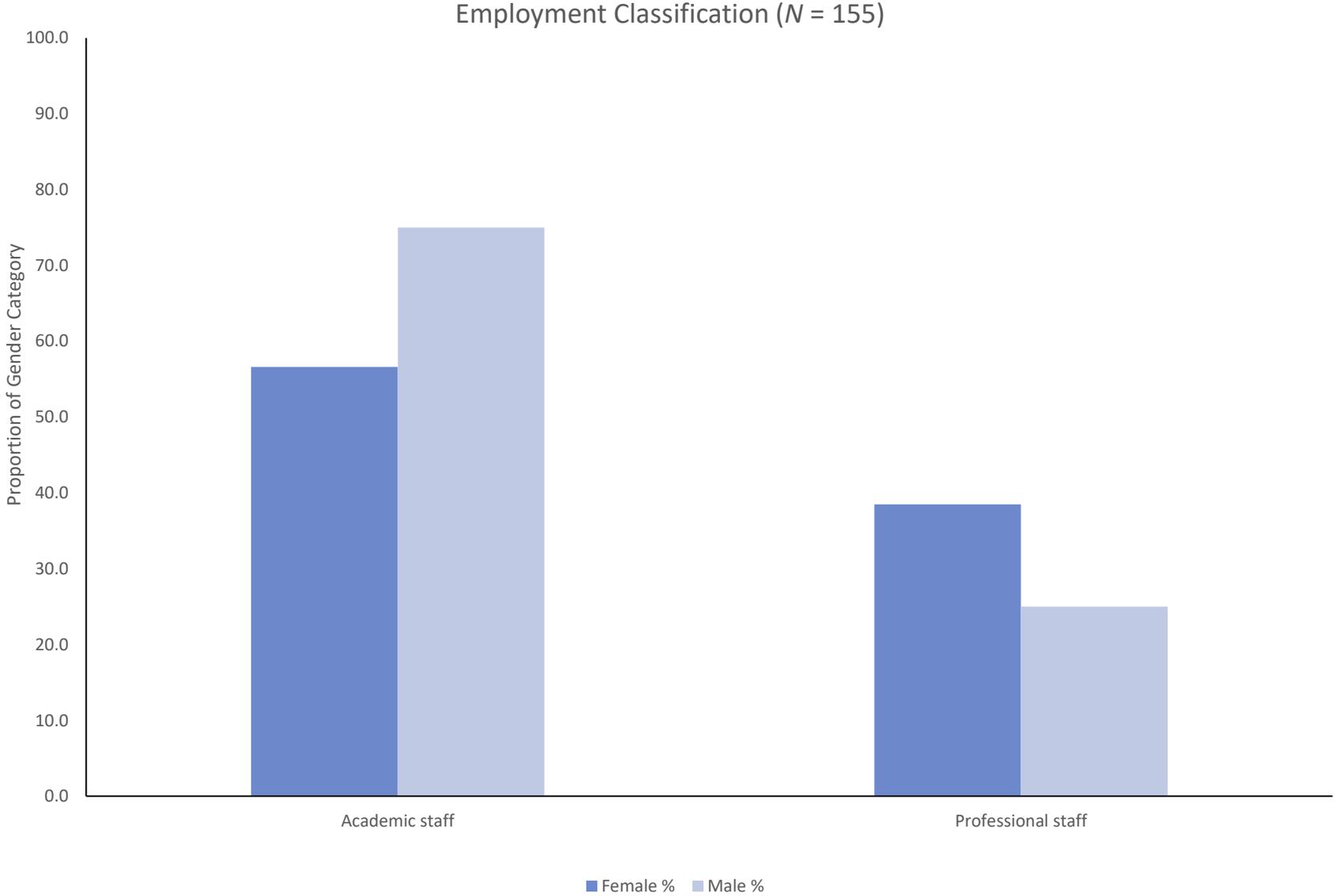
Research in progress

- Work experiences and career trajectories of people working in higher education institutions across the UK which received an Athena Swan Charter between 2015-2020
- Athena Swan = created 2005, an accreditation and awards program for gender equity, diversity and inclusion in higher education
- 207 academics and professional/administrative staff participated in online survey. Most of the respondents identified as female ($n = 165$), 38 male respondents, and one individual identified as female presenting
- Findings reveal intersecting barriers to women's career success in higher education, despite the implementation of organisation-based gender equity plans.

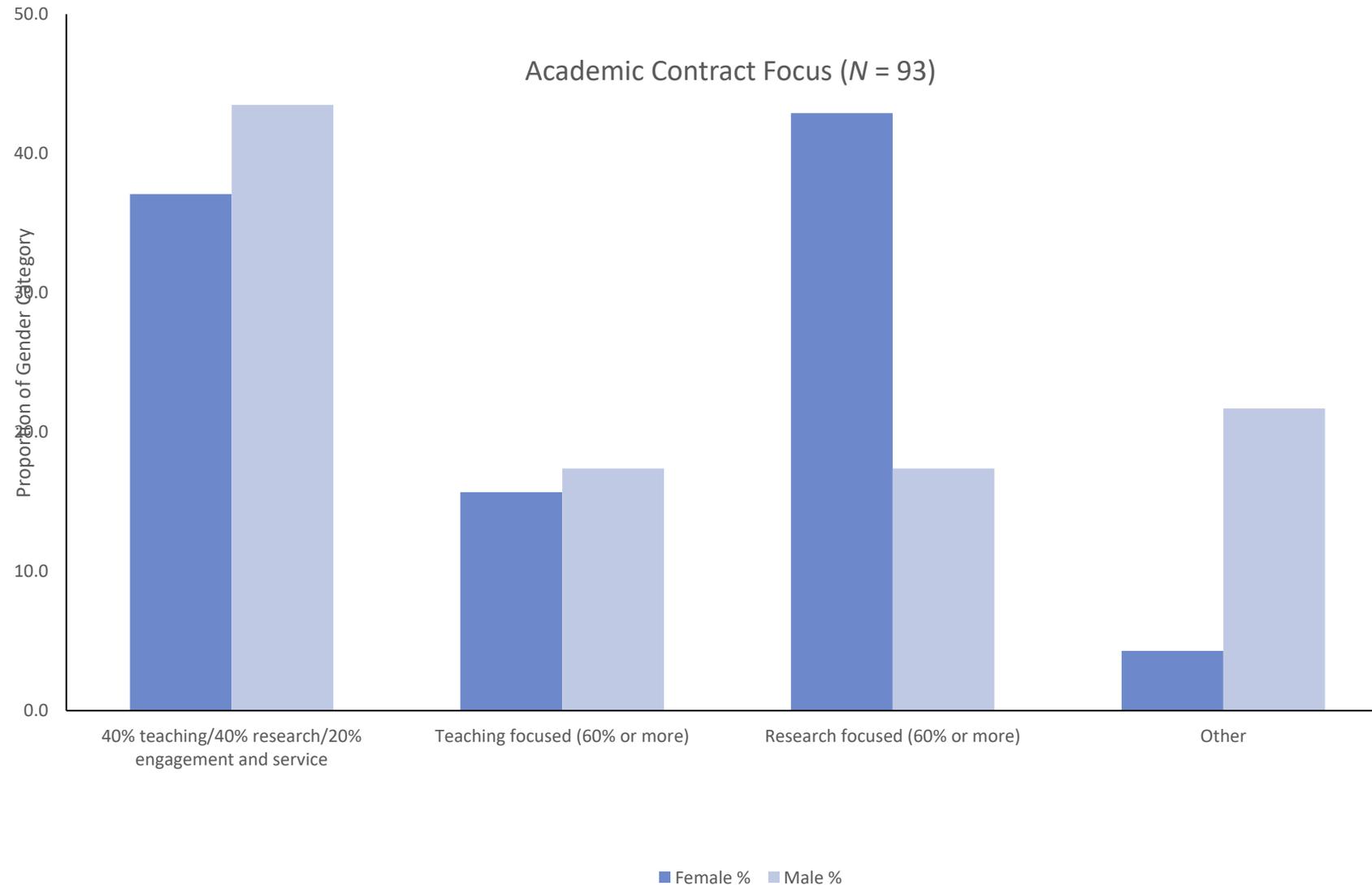
Men are more likely to be employed on permanent positions



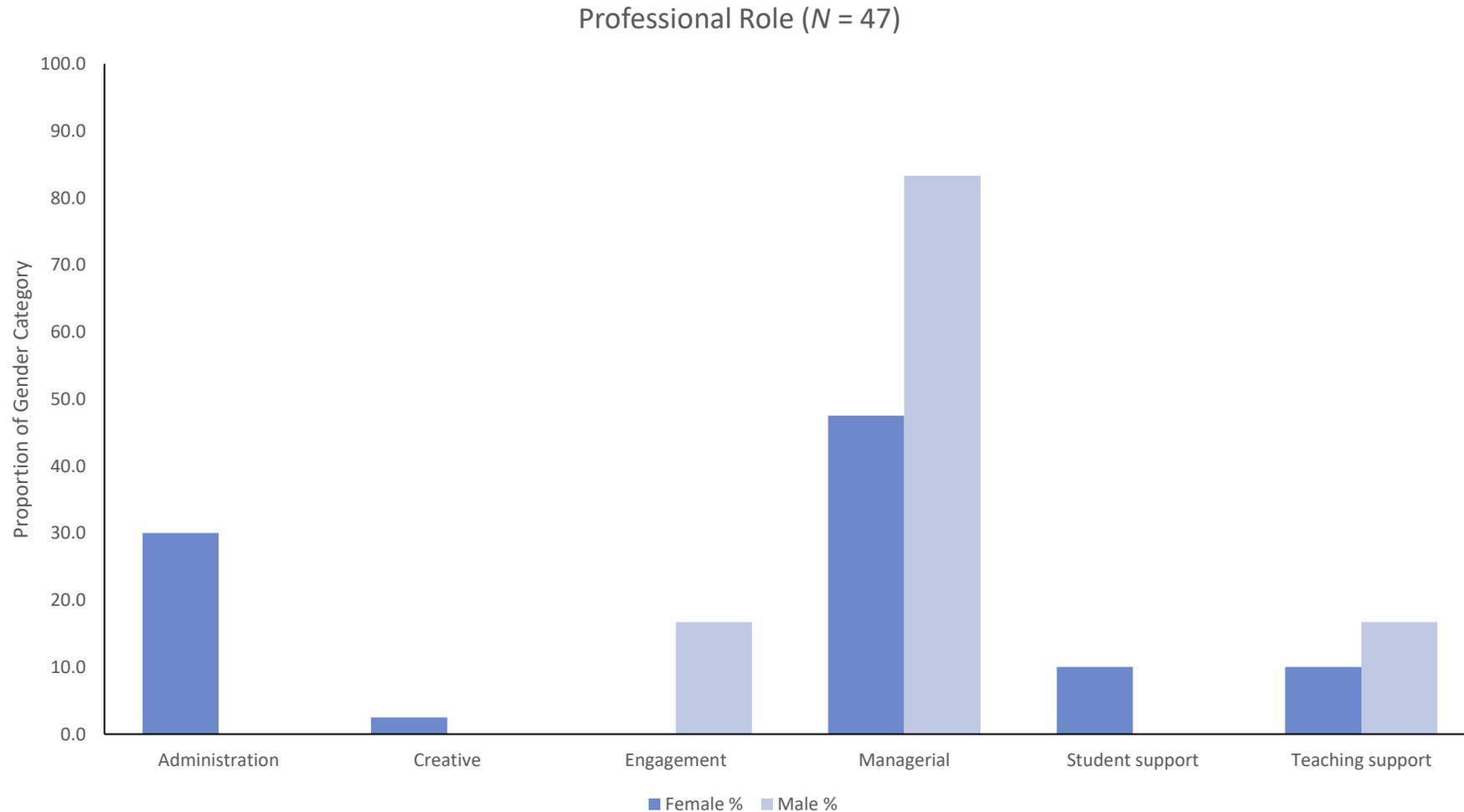
Men are more likely to be employed as academics than women,
and women more likely to be employed in professional roles



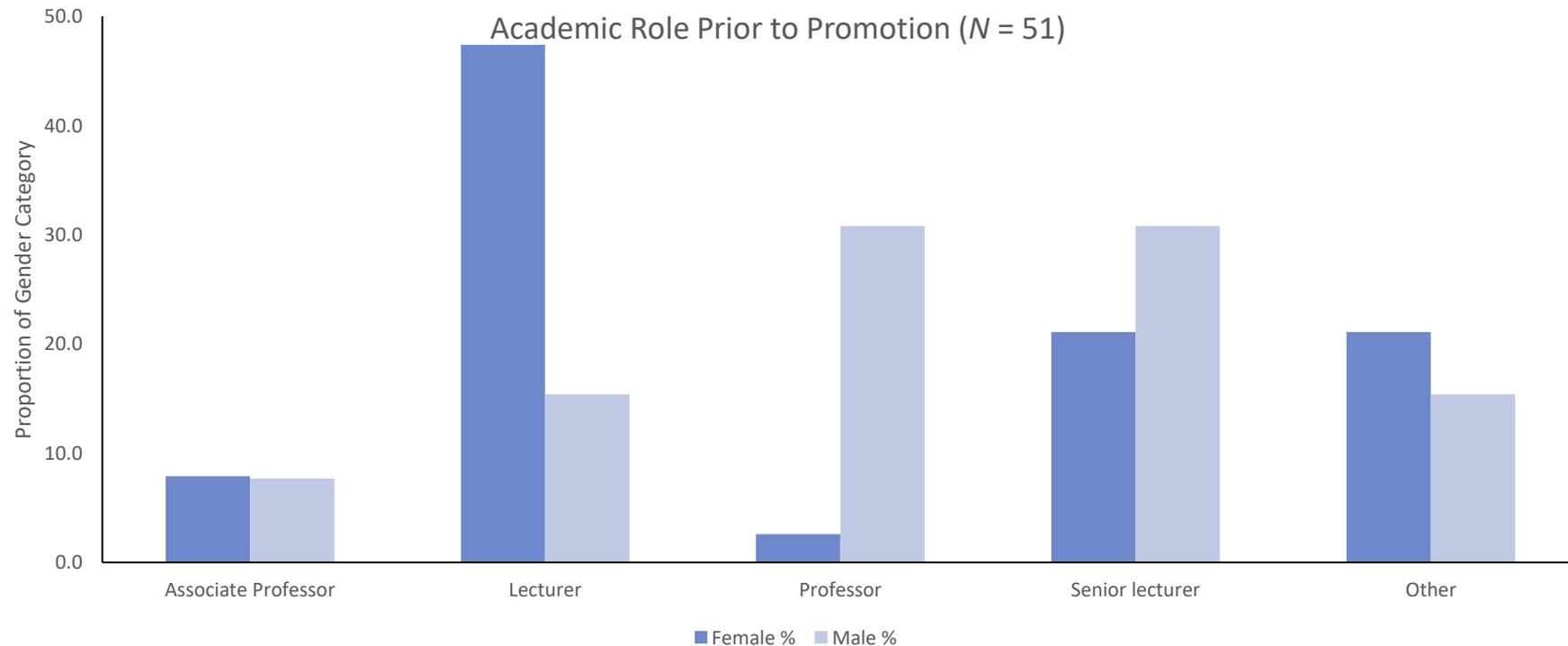
Men are proportionally more likely to be employed on 40/40/20 appointments, and significantly more likely to be employed in research focused roles.



Men are more likely to be employed in managerial roles (as professionals) than women

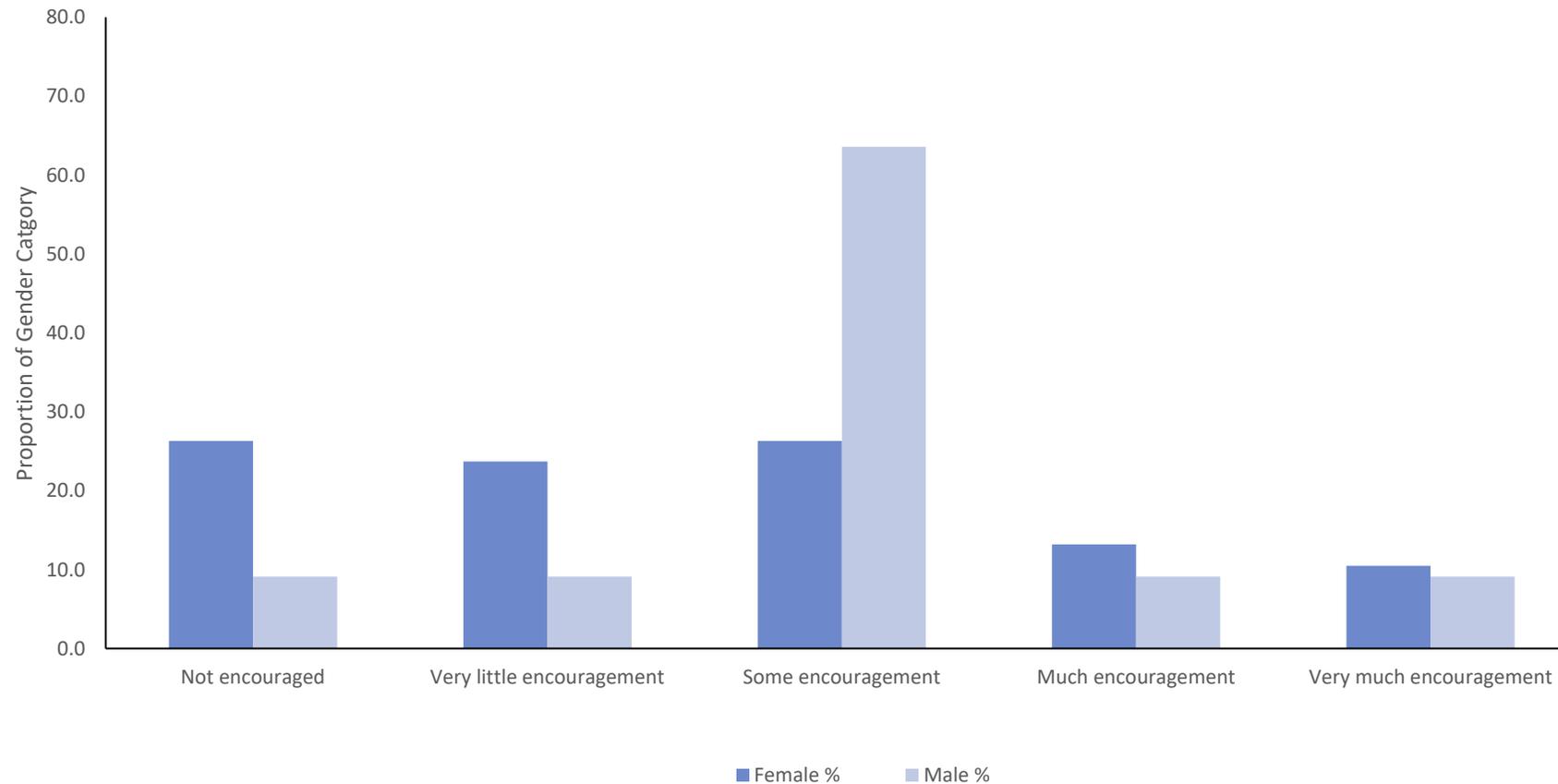


43.0% of academics had received promotion. A greater proportion of males (52%) had received academic promotion than females (40.6%). A greater proportion of males were promoted from senior lecturer (30.8%) or professor positions (30.8%) than females (21.1% and 2.6% respectively).



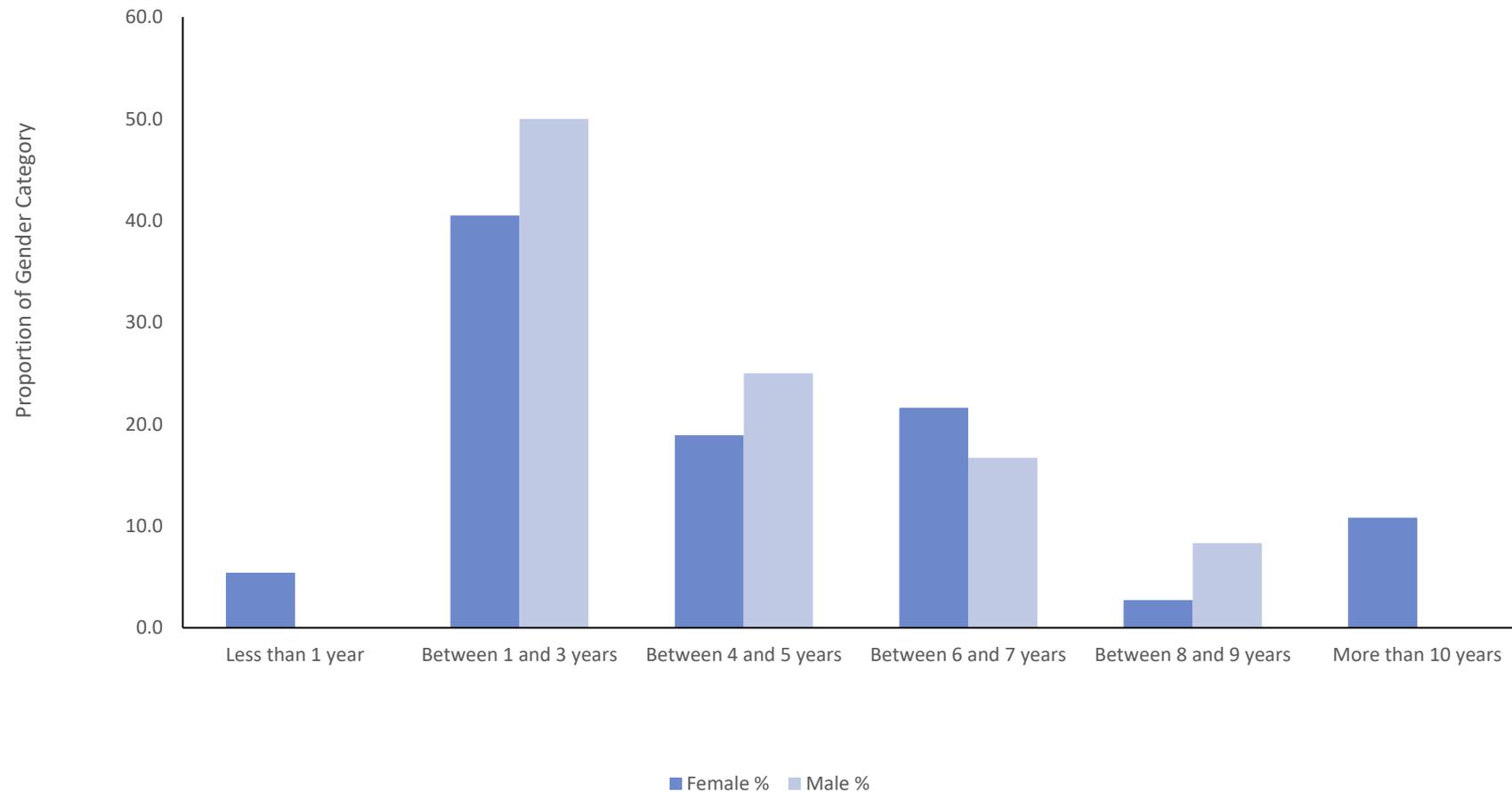
The proportion of males who received some encouragement to apply was more than double that of females, and the proportions of women who received little (23.7%) or no encouragement (26.3%) was higher than that of males (9.1% and 9.1% respectively).

Academic Promotion - Level of Encouragement (N = 49)



It took women longer to achieve promotion than their male counterparts

Promoted Academics - Years at Pre-Promotion Level ($N = 49$)



Themes from qualitative data

- Women experience the role of primary carer as a barrier to career success
- A gendered allocation of tasks/workload prevent pathways to promotion;
- There is a lack of engagement with, and appropriation of, women's 'voice'



Discussion questions

- What does leading gender and equity in learning and teaching look like?
- What can we do *as a collective* to support collaborate on projects, advocacy, and resource and strategy development to support gender equality within universities?

A strategy for gender equity



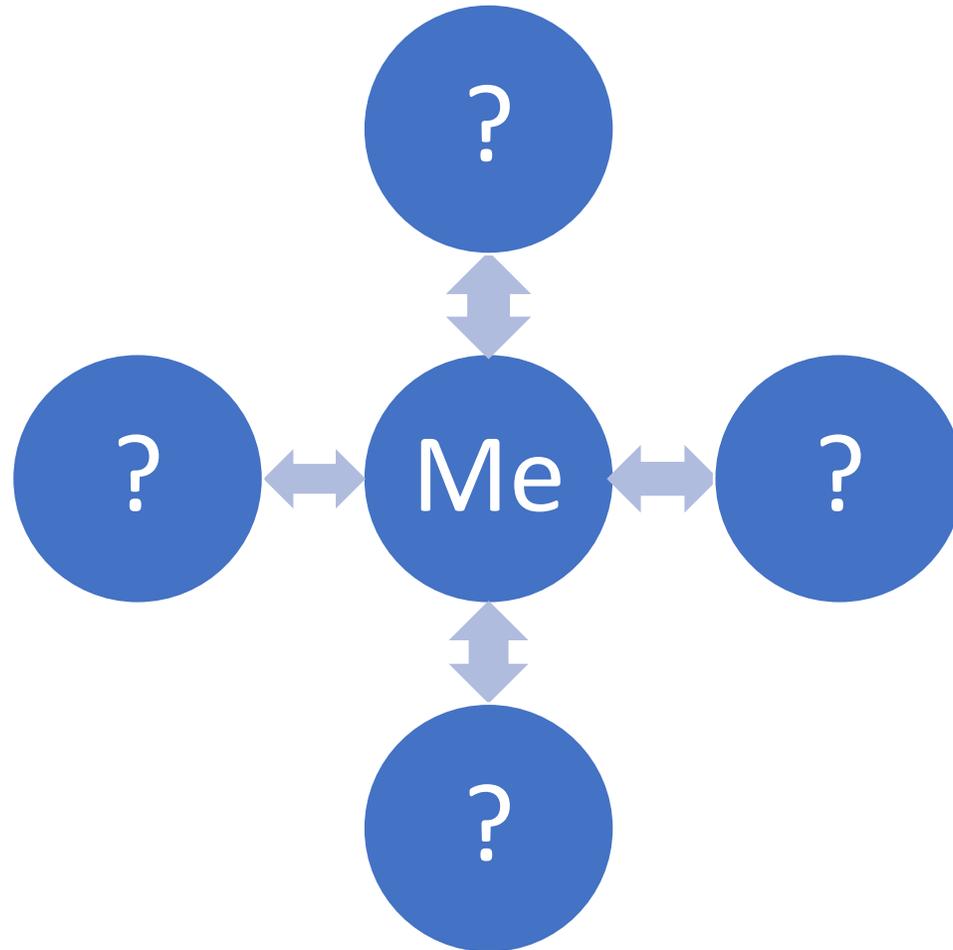
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Provide resources that support women in claiming leadership

Resource: 6E Tenets of distributed leadership

1. **Engage** with a broad range of experts as well as positional leaders.
2. **Enable** a context and culture of respect for and trust in individual contributions to develop in order to nurture collaborative relationships.
3. **Enact** through processes, support and systems that encourage involvement.
4. **Encourage** through activities that raise awareness through a range of supportive actions.
5. **Evaluate** through a process that encourages engagement and collaboration.
6. Support ever **Emergent** change

“Sphere of influence” As a leader, who do you engage with?



How do you...?

Tenet 1 ENGAGE	Tenet 2 ENABLE	Tenet 3 ENACT	Tenet 4 ENCOURAGE	Tenet 5 EVALUATE	Tenet 6 EMERGENT
Academic colleagues	...achieve a mutual agreement* to underpin joint L&T initiatives?	...develop and enact processes and systems to support collaborative initiatives?	... build and maintain collaborative and collegial relationships?	... plan to assess your impact of realising collaboration?	... encourage reflective practice and resulting actions in any collaborative initiatives?
Professional colleagues	... ensure professional colleagues were included in a mutual agreement that underpinned joint L&T initiatives?	... ensure that accurate information was provided to professional colleagues responsible for reporting on L&T quality?	... ensure all relevant professional colleagues were included in decision making related to L&T initiatives?	... plan to assess the impact of including relevant professional colleagues in L&T initiatives?	... encourage reflective practice and actions between academics and professional staff?
Students	... involve relevant students in L&T initiatives?	... ensure processes and systems were developed to enable student engagement in L&T initiatives?	...provide support to students to partner with academic and professional colleagues in an L&T initiative?	... plan to assess your impact in including students in collaborative initiatives?	... encourage reflective practice between students and staff?
Formal Leaders	... ensure the L&T initiative had support from relevant formal leaders?	... develop processes and systems to ensure your initiative accorded with formal expectations eg quality reporting, timely completion, within budget?	... actively engage formal leaders in the L&T initiative?	... plan to assess collaborative engagement of formal leaders?	... encourage formal leaders to contribute to a reflective approach for this initiative?
External Stakeholders / other university partners	... ensure the L&T initiative had agreements* for collaborative support from relevant external stakeholders and/or university partners?	... develop processes and systems that promoted external stakeholder/ partner engagement?	... contribute to and encourage external stakeholder / partner engagement?	... plan to assess the engagement of all external stakeholders/ partners?	... encourage stakeholders and partners to engage in a reflective approach for this initiative?

Key learnings



Key References

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