Gender Issues in Higher Education

Professor Candice Harris
Department of Management
Faculty of Business, Economics and Law
Auckland University of Technology
New Zealand

May 2017

Overview

1. Research on gender issues in HE – popular paths, silent avenues, and new directions

2. Initiatives to advance gender equality in the HE sector

3. Gendered trends in society

1. Research on gender issues in HE – popular paths, silent avenues, and new directions

Research – popular paths

➢Leadership development for <u>women</u> in universities

➢Key 'challenges' to women's academic careers include imbalanced division of teaching and research workloads (Leišytė 2016), research measurement systems (Nielsen 2015), chilly university climates (Maranto and Griffin 2010), career progression in disciplines, (Rhoton 2011) and casualization of academic work (May, Peetz,and Strachan 2013).

➢Professional staff careers

Research – silent avenues

Topics that have received less research attention:

- ➢ Career and leadership development for <u>men</u> in HE
- ➢ Leadership roles and HE career patterns
- ➢ 'Invisibility of care' issues
- ➢ Career implications of digital disruption and HE
- ➢ Older workers in HE
- ➢ Social capital, sponsorship, and investments required for career advancement

Research – new directions

We need more research on:

➢ HE career development in the neo-liberal context
➢ Men, masculinities and HE work
➢ Higher education careers over the life course
➢ Succession planning and leadership (passing on institutional knowledge)
➢ The motherhood penalty
➢ The revolving door of casual academic work
➢ Reasons for leaving the academy – the 'opt out' phenomenon
➢ Pay equity – measurement and action
➢ Post-feminism and notions of choice

2.

Initiatives to advance gender equality in the HE sector

NZWiL
AUT Ignite
FoBEL Champions for Change

Change Interventions

Fix the women

Enhancing women's confidence and self-esteem, empowerment, capacity-building, encouraging women to be more competitive, assertive and risk-taking.

Fix the organisation

Institutional transformation e.g. gender equality policies, processes and practices, challenging discriminatory structures, gender impact assessments, audits and reviews, WLB schemes including flexible working.

Fix the knowledge

Identifying bias, curriculum change e.g. the introduction of gender as a category of analysis in all disciplines

(Morley, L, 2013)

NZ Women in Leadership (NZWiL) 2007 – 2017

- **Leadership development for women in senior academic and professional staff roles in New Zealand Universities**
- Seed funding from the Kate Edger Educational Charitable Trust
- 5 + 5 + 5 years of funding from Universities NZ, Vice Chancellors' Committee
- Nationwide approach, minimum of two participants, per programme from the eight NZ universities
- 20 women nominated by the universities per course
- Two programmes each year, residential, five days in a quality boutique hotel in Wellington
- By Sept 2017, NZWiL will have run 20 courses for 400 participants.

Programme purpose
- Enhance women's leadership within NZ's 8 unis
- Increase research leadership and funding, planning strategies
- Build knowledge of governance and management relevant to HE
- Develop networks
- Learn with a diverse group of women
- Enable engagement in a supportive environment.

NZWiL session themes
- Macro higher education environment
- Research leadership
- Leadership and facilitation of change within universities
- Personal career development including promotion
- Mentoring and networking

NZWiL Success Ingredients
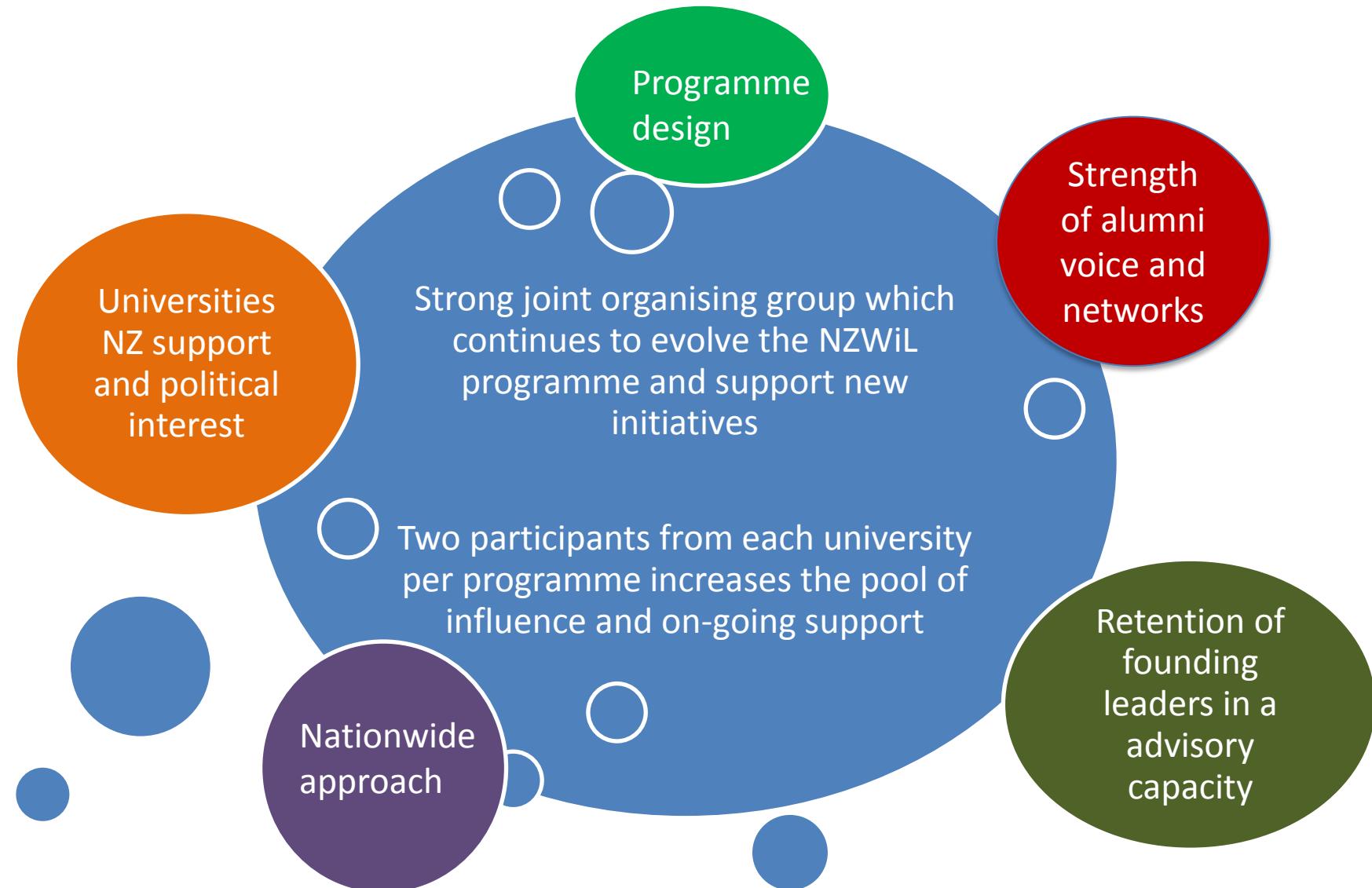
Words from NZWiL stakeholders

"The NZWiL programme is the best thing that the university has done for university leadership development ever. " (NZ Vice-Chancellor, 2011)

"I now have a wonderful national (and international) support network to draw on..."

"Hearing the stories from the presenters has given me ideas as to how to build resilience to keep doing this for the long haul and the need to take care of myself."

"It was a luxury to have the time and space to focus on me! For the first time in my career. To be able to reflect on what type of leader I want to be."

See: http://www.universitiesnz.ac.nz/aboutus/sc/hr/women-in-leadership

AUT Ignite Programme

- Leadership programme for women.

- A key feature is a team project, where the aim is for participants to give something innovative back to the university, rather than the programme just being about 'self'.

- An exercise in developing influence beyond participants' immediate work area, and sphere of knowledge and control.

- Each team designs their own project and solicits a senior sponsor

- Six weeks later the team pitch their project proposal in a Dragon's Den style to a panel comprising of member of the University's Executive Management group. Several projects are now 'live'.

Champions for change (C4C)

- Faculty of Business, Economics and Law, AUT University.

- Three C4C work groups to address diversity challenges: the advancement of women, increasing Maori and Pacific academic staff, and attracting men into professional roles.

- C4C groups comprised of academic and professional staff of both genders and at various levels.

- 5 action areas formulated for the advancement of women (next slide). Next steps will be the prioritisation and implementation of actions.

	Illuminate the path	Support for micro-challenges	Redesign platforms of influence	Create visibility	Do business differently
C4C Women's advancement actions	Create and illuminate pathways to leadership positions Design wayfinding initiatives to build confidence in staff to apply for promotion and senior roles Demystify senior roles with initiatives such as a HOD for a month scheme and leadership learning initiatives in the Faculty Evaluate research measurement systems for their impact on academic careers Make it an explicit responsibility of HOD's to ensure staff are on the pathway for promotion Assist staff applying for promotion and awards, recognising people have varying levels of comfort with self-promotion Ensure the Dean (or rep) debriefs unsuccessful promotion applicants. Follow-up each year to encourage application as soon as the standard is met	Educate faculty leaders on the types of micro-challenges women juggle at various life stages and across a variety of cultural groups to understand how these may intersect with academic career development Run an awareness campaign for managers and staff about the best practices around flexible working and AUT policy on flexible work, EAP, and health and safety responsibilities Offer accelerated study leave or introduce fractional research-only positions to preserve career momentum for staff who may need additional support after a period of personal difficulty Investigate provision of support for after-hours child care services to support staff conducting university business Change internal grant/funding guidelines to allow staff to use funds to support children or dependent relatives when travelling for research	Reconfigure committees to ensure fair representation of women Evaluate faculty management structure to determine if we have the right leadership roles Create a succession plan for all faculty leadership roles; two potential candidates for each Create a senior academic career advisor position (proportional) in the faculty Reconstruct the Faculty Diversity Committee to be chaired by the Dean, and to include HOD reps and men from the AP/P levels Design learning opportunities to build capacity for staff to lead Departments Train all committee chairs to ensure that all voices are encouraged and heard Hold a conversation with the FET to consider how they sponsor people in the Faculty and manage talent	Create greater visibility of our current and emerging senior female leaders. Engage, profile and utilise them in Faculty decision making Create Office of the Dean projects as resourced 'stretch assignments' for women to gain experience operating at senior levels Work on more explicitly recognising some of the leadership roles that women already play, but which are not seen as part of the 'traditional' leadership structure Audit all faculty promotional material, websites and communications to ensure women are profiled as strategic contributors and leaders in our faculty Create promotional material to highlight the contributions by women in the research and teaching and learning arenas	Rewrite what university leadership looks like in contemporary society. Stress soft skills as vital for leadership Consider how senior leadership roles can be shared or made proportional Support women to take 3 month internships within the University or beyond to gain strategic, HR and/or financial management experience Embrace participatory management in departments moving to a 'cabinet' style Reconsider workloads and work schedules to enable both women and men to rearrange their work lives for wellbeing Conduct all faculty meetings between the hours of 10.00am to 4.00pm. Promote respectful electronic communication (tone and timings) Conduct exit interviews with all departing female staff

**3.** Gendered trends in society

Gender blurring

- the erasing, or softening of borders of gender identities.

- while philosophers and some academics have acknowledged gender as a social construct for some time now, the marketers have caught up!
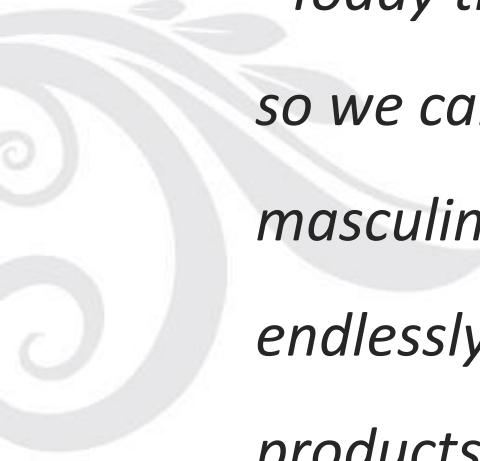
"Today there is much talk about the fluidity of gender, and so we can ask ourselves what the words femininity and masculinity even mean, and how much sense it makes to endlessly repeat gender stereotypes both in the creation of products and in advertising. The time we live in tells us that our consumers are not sets of gender hearsay, but people with complex identities who expect brands to recognize them as such" (Stošić, Media Marketing, 2016)

Gender Trends
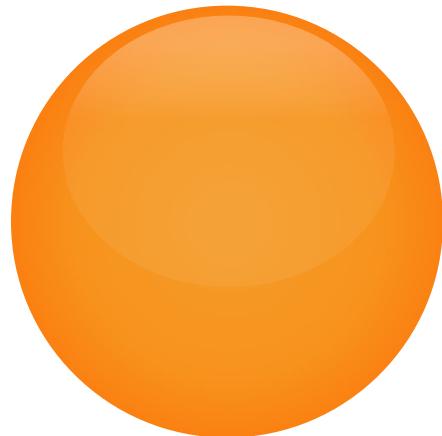
Challenging stereotypes and occupational segregation

Cues of masculinity

The cues of masculinity have been redefined in today's post-recessionary, values-based culture. Manhood has become a more rounded concept, comprising emotional intelligence….

Being a good family man who shares responsibility is of great importance, so men would relish having more time to play this part. According to a survey in the UK, 79% of men aged between 25 and 34 would consider taking increased paternity leave.

(Masculinity and Modernity, http://www.jwt.com/blog/tag/masculinity/)

Beyond bias? Access & participation

Let's talk about women in STEM

#IWD2017

**PERCENT OF U.S. WOMEN IN STEM WHO REPORT...**
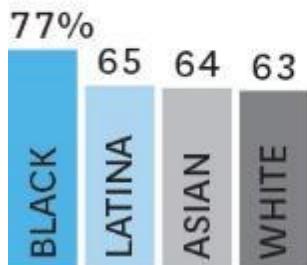
| having to provide more evidence of competence than others to prove themselves.	that colleagues have suggested they should work fewer hours after having children.	that at work, they find themselves pressured to play a stereotypically feminine role.*	that women in their work environments support one another.	they've been mistaken for either administrative or custodial staff.
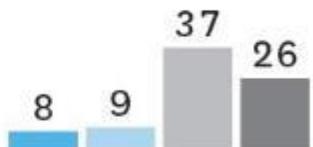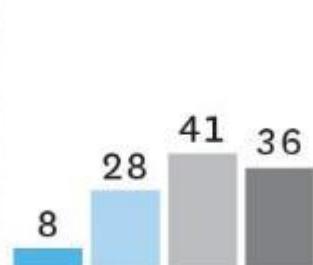
having to provide more evidence of competence than others to prove themselves.

77% BLACK, 65 LATINA, 64 ASIAN, 63 WHITE

that colleagues have suggested they should work fewer hours after having children.

8, 9, 37, 26

that at work, they find themselves pressured to play a stereotypically feminine role.*

8, 28, 41, 36

that women in their work environments support one another.

56, 79, 71, 77

they've been mistaken for either administrative or custodial staff.

48, 47, 23, 32
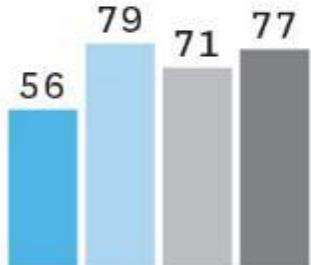
*SUCH AS "OFFICE MOTHER" OR "DUTIFUL DAUGHTER."
SOURCE JOAN C. WILLIAMS, KATHERINE W. PHILLIPS, AND ERIKA V. HALL

HBR.ORG

Organisations talk about diversity, but I do not feel opportunities are really equal for all

2015: 13% (Disagree), 16% (Neither), 71% (Agree)

17%

2011: 20% (Disagree), 26% (Neither), 54% (Agree)
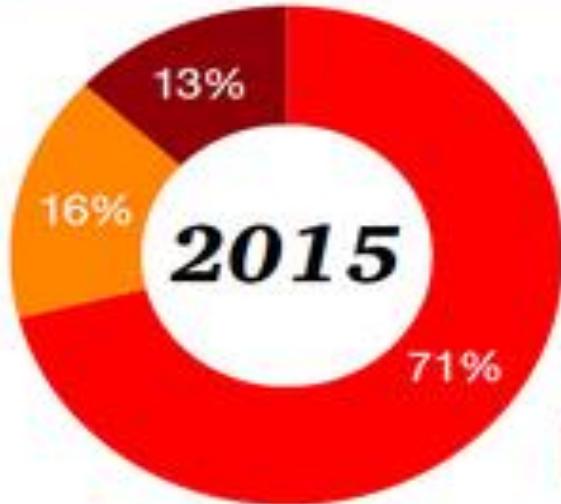
Agree | Neither | Disagree
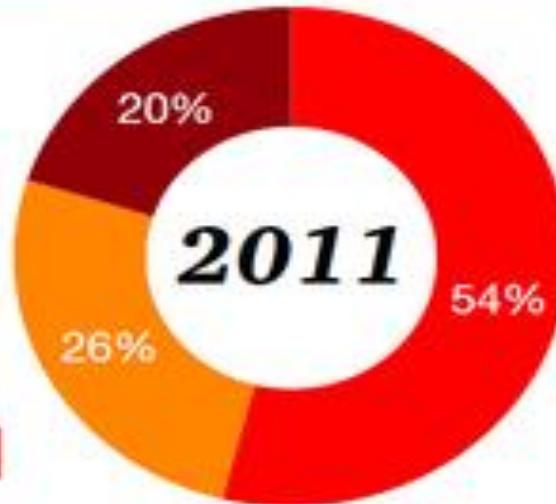
Source: PwC's The female millennial: A new era of talent

PWC's millennial research "Saying the right things on the topic of gender diversity will no longer suffice; female millennials want to see visible action from their employers.

Metrics matter

Increasingly women have easy access to tools that help them seek out the cultures that best suit them. Mead's InHerSight platform, for example, allows women to anonymously rate companies on 14 metrics, including flexible work hours, family growth support, salary satisfaction, and management opportunities for women.

(https://www.shrm.org/hr-today/news/hr-magazine/1116/pages/hr-key-in-helping-organizations-achieve-gender-equality.aspx"

NZ - $2 billion equal pay settlement historic
http://www.stuff.co.nz/business/opinion-analysis/91660747/john-ryall-2-billion-equal-pay-settlement-historic

NZ study found around 80 percent of the gender pay gap is now due to 'unexplained' factors, - behaviour, attitudes, and assumptions about women in work, including unconscious bias.
http://women.govt.nz/sites/public_files/Empirical%20evidence%20of%20GPG%20in%20NZ%20-%20Mar2017_0.pdf

Feminomics: calculating the value of 'women's work' in unpaid areas
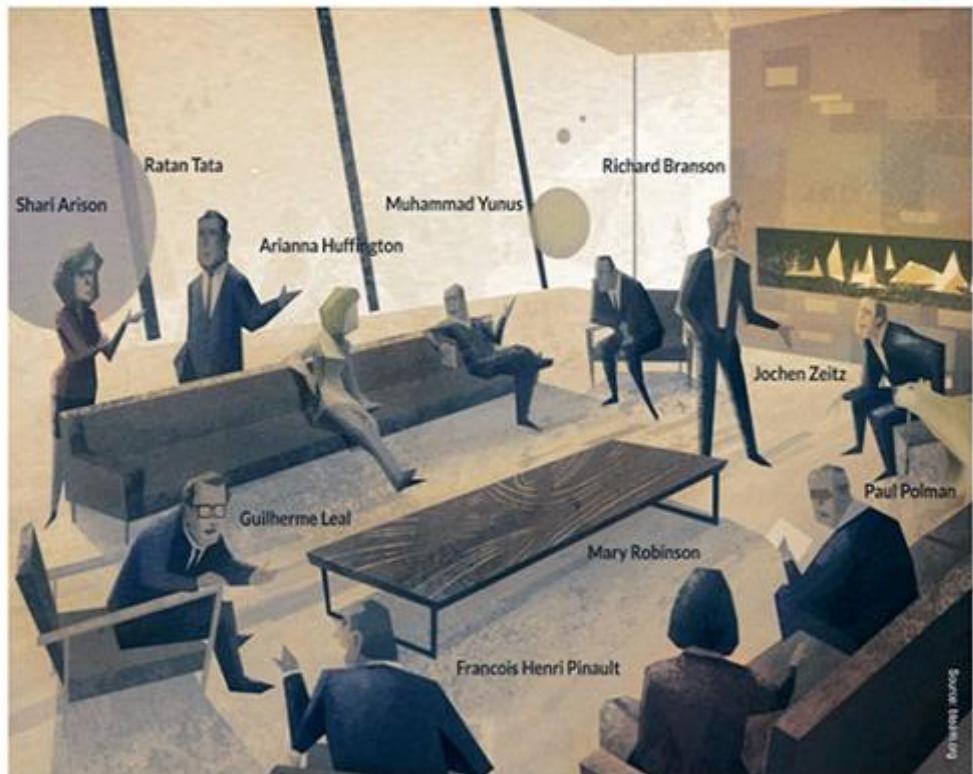
NEW MODELS – Sharing Culture & Circular Economy

The Economist

Hugo Chávez's rotten legacy
Is the stockmarket right?
Management tips for the Vatican
Getting Britain to grow
The comet that could hit Mars

The sharing economy

On the internet, everything is for hire

Cover the US Economist 03_2013

RECYCLED MATERIAL

RESOURCE FACILTY

RESOURCE MANAGEMENT

MATERIAL EXPERTS

DESIGN FOR MATERIAL RECOVERY

POLICY MAKERS

FACTORY

DESIGN FOR RE-USE IN MANUFACTURE

MANUFACTURERS

DESIGN FOR SERVICE

INVESTORS

INFLUENCERS

BRAND

BRANDS/COMPANIES

DESIGN FOR LONGEVITY

PRODUCT

ACADEMICS & EDUCATION

CONSUMERS & USERS

CONSUMER

DESIGN

DESIGN FOR A CIRCULAR ECONOMY

Source: thegreatrecovery.com 2013

Our attitudes are shifting towards 'access over ownership', leading to the proliferation of new business models

http://global-influences.com/woman-new-economy-2035/
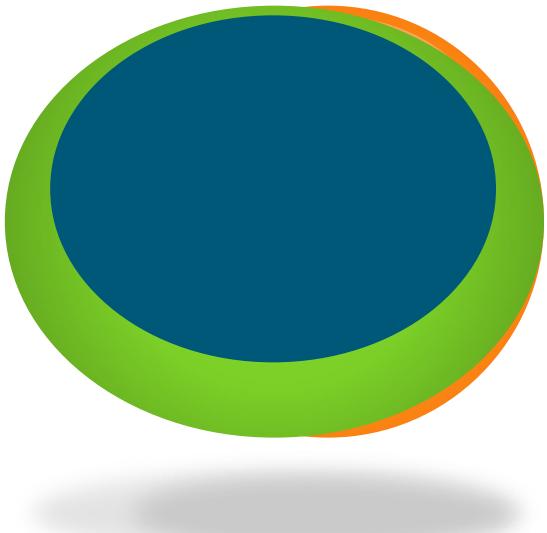
Questions

candice.harris@aut.ac.nz