

# IARU Working Group on Women and Men in the Academy

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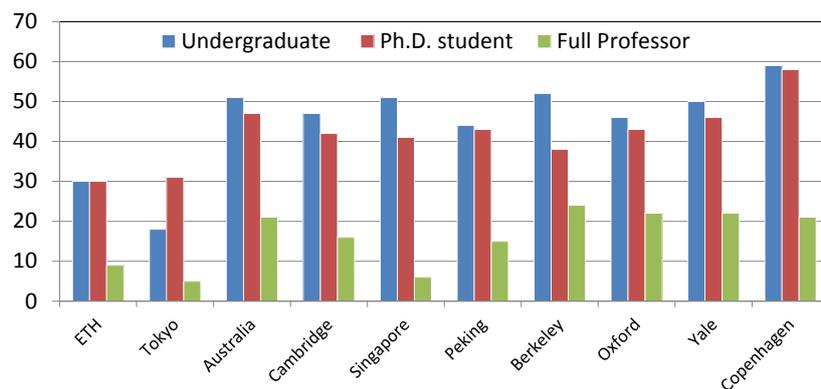
## IARU Gender Working Group

- Meets annually
- Data collected to benchmark, monitor and analyse position of women students, researchers & faculty
- Members share and compare good practice aimed at improving gender equality
- Members work collaboratively on specific projects and initiatives

## June 2015 meeting outcomes

- **Continue** sharing gender data on 5 year cycle
- **New** agreements to:
  - Conduct audit of good practice through institutional survey with focus on impact
  - Initiate project on gender gaps in student attainment
  - Facilitate staff exchanges
- **Consideration** of:
  - Role of targets
  - Impact of globalisation on gender equality
  - Definitions of 'success'

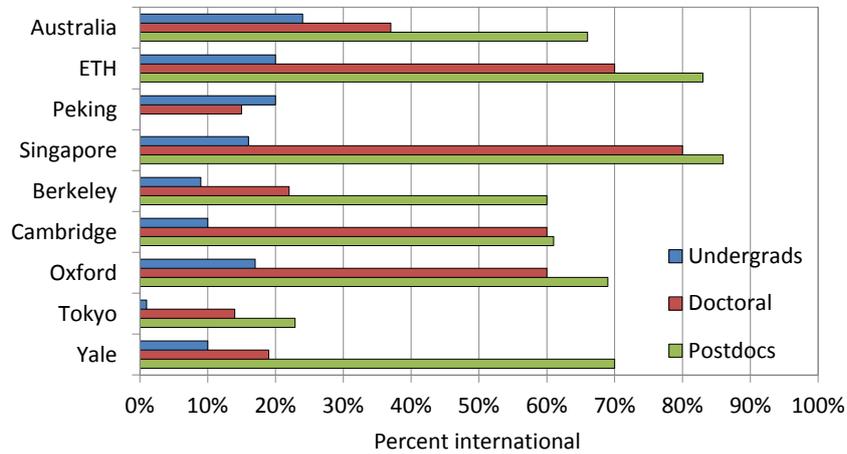
## Percentage of women by academic status 2012-13



**In many ways, the 10 IARU are similar**

Women are well-represented at the undergraduate and Ph.D. levels but recruitment and advancement of female academics recede

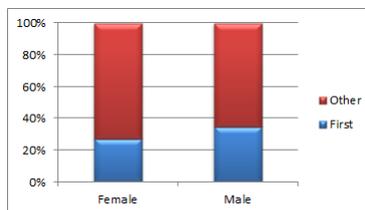
## Globalization (2012-13)



International mobility of scholars is increasing rapidly  
 We need to consider how this affects gender ratios

## Oxford: undergraduate outcomes 2015

Overall, 991 out of 3,163 (31%) students got a First Class degree  
 355 women (25%) and 636 (35%) men = 10% gender gap



- Mathematics, Physical and Life Sciences: **28% to 43%**
- Humanities: **25% to 35%**
- Social Sciences: **19% to 31%**
- Medical Sciences: **28% to 31%**

## Joint Oxford/ETH Zurich work to examine what causes the gender gap?

- Lower academic self-confidence?
- Test anxiety and high stakes assessment
- Psychosocial factors: anxiety, depression, perfectionism, personal problems
- University structures and culture
- Teaching, learning and assessment environment
- Bias in tutorials and exams
- Women' s motivation/priorities/time spent on other pursuits

## How do you measure success of gender initiatives?

### 'Hard outcome' measures:

- Student recruitment/numbers/attrition
- Student attainment
- Student experience/feedback: drop-out/complaints/health and welfare
- Numbers of women students in leadership roles (union reps)
- Faculty recruitment/numbers/attrition at all levels
- Number of women faculty in leadership/management/governance roles
- Salary parity
- Grants/prizes
- Faculty experience/feedback: staff surveys/complaints
- Regulatory compliance/accreditation

## Process/interim measures

- Dedicated senior champions/advocates
- Vision/mission statements
- Dedicated budgets
- Institutional targets
- Positive/affirmative action policies for recruitment and progression, e.g. mentoring
- Family-friendly policies and support
- Unconscious bias and equality & diversity training

## Questioning the Meaning of 'Success' in the Academy...

- Traditional criteria for institutional success and staff recruitment focus on:
  - international rankings and league tables
  - quantitative measures of excellence in research: publications/grants
  - finance/budgets
  - number of 'big research stars' & Nobel Laureates...

## Do we need a more balanced measure of success to achieve gender equality?

- Leading research stars do not necessarily make a positive contribution to departmental culture or take on 'fair' shares of administration and teaching
- Organisational theory shows we need to recognise a broad range of factors that contribute to the successful functioning of any institution – including diversity of thought
- Evidence shows across all staff groups, many women value different factors as success than those traditionally rewarded within academia

## 'Success' and its relationship to gender

Evidence suggests women may value different notions of success

- - less about  
seniority....remuneration...status...papers
- - more about  
relational aspects...collaborative working ...  
contribution to others progress...  
effective/tangible impact...freedom to pursue  
interesting topic...feeling positive about oneself

Presidents are invited to have a brief discussion  
on their and IARU's understanding of...

- How do we define success? Simply that the female share in various academic positions is going up?
- To which degree should it go up?
- How important is it to reserve financial resources for gender issues?
- How big do successful budgets have to be?