Should Gendered Work Practices in Academia be a Personal Responsibility?

Dr. Ita Richardson

Talk Summary

• My Background
• Gender Information - UL
• Science Foundation Ireland funding
• Gender Audit @UL
• FESTA
• Conclusion

Actions to Support Women

• Childcare facility lobby group
• Development of S&E courses for Women
• Grants to support Women’s progression
  – Atlantic Philanthropies, Science Foundation Ireland, European Union
• Founding Chair of UL Women’s Forum
• Former member of UL Equal Opportunity committee

Equality Culture at UL

• Women’s Studies Research Group
• Childcare on campus
• Equal Opportunities committee
  – Chaired by Vice-President Academic & Registrar
• Atlantic Philanthropies funding has resulted in
  – Equal Opportunities Manager, UL Women’s Forum, Equality training for Management
  – Springboard Training female administrators, lecturers, researchers
• Initiatives for students
  – Women in Engineering Bursaries
• EU funding for Female Empowerment in Science and Technology Academia - FESTA

My Background

• Senior Lecturer in University of Limerick
  – Lecture to UG/PG, Principal Investigator on Software Engineering Research Grants, PhD supervisor, Responsibilities within Department
• Interest in Women’s Issues
  – Worked in IT Support / Development in Industry
  – Faculty member in Engineering colleges within University

Representation of Women in UL


• Lecturer: 31% - 40% - 45%
• Senior Lecturer, Associate Professor, Professor: 8% - 17% - 29%
• Female academics (2007 / 2011):
  – Increase from 6 to 12 Professors
  – Decrease from 4 to 2 Associate Professors
  – Decrease from 27 to 26 Senior Lecturers
Women in UL

<table>
<thead>
<tr>
<th>Level</th>
<th>% in UL</th>
<th>% Sc &amp; Eng</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>29</td>
<td>0</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td>34</td>
<td>14</td>
</tr>
<tr>
<td>Lecturer</td>
<td>45</td>
<td>21</td>
</tr>
<tr>
<td>Research Fellow</td>
<td>44</td>
<td>44</td>
</tr>
<tr>
<td>Research Assistant</td>
<td>47</td>
<td>47</td>
</tr>
<tr>
<td>Research Student</td>
<td>44</td>
<td>34</td>
</tr>
<tr>
<td>PhD Graduates</td>
<td>54</td>
<td>61</td>
</tr>
<tr>
<td>UG Graduates (FT)</td>
<td>49</td>
<td>60</td>
</tr>
</tbody>
</table>

Lack of Female Researchers was recognised at National Level by Science Foundation Ireland

SFI Funded Researchers

- Information & Communications Technology and Biotechnology
- From 2000-2005 >800 applications for funding
  - 11% applications from female researchers
  - 9% awards were to female researchers
- In SFI Research Frontiers Programme (2005) 698 applications were received
  - 136 (19.5%) were from female researchers
  - 16% of the grants awarded were to female researchers

Where are the women?

SFI Planning & Development Grants

- University of Limerick awarded grants to carry out a Gender Audit
- Principal Investigator – Dr. Ita Richardson
- Audit carried out during 2007, published in 2009

Study

- Reviewed publications & relevant reports
- Survey: 69 questions focusing on:
  - General Information; Academic Information; Job Responsibilities; Promotion Issues; Personal Qualities for the Job; Active Support – Goals for Achievement; Training; Career Perceptions and Thoughts; Domestic Situation; Demography; Encouragement
- Focus groups

Respondents – Science & Engineering

- Survey
  - Faculty 101 (45%), female – 41%, male - 59%
  - Research staff 25 (20%), female - 40%, male – 60%
- Three focus groups
  - Male junior lecturer/lecturer/researchers
  - Female junior lecturer/lecturer/researchers
  - Mixed gender senior lecturer/associate professor/professor
Results

- No substantial gender biases at UL through overt institutional generation.
- Females more involved with teaching and caring for students at their detriment for research opportunities.
- Females spend less time on research - fewer grant proposals, papers, editorships, keynote talks
- Male / Females spend comparable time on administration (female slightly higher)
- Females have fewer appointments to national / international bodies

<table>
<thead>
<tr>
<th>RESEARCH</th>
<th>% Female</th>
<th>% Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keynote / plenary / invited speaker external conference / workshop</td>
<td>36</td>
<td>63</td>
</tr>
<tr>
<td>Editor of scientific / technical journal or book</td>
<td>17</td>
<td>28</td>
</tr>
<tr>
<td>Member of the Editorial Board of an Academic Journal</td>
<td>15</td>
<td>32</td>
</tr>
<tr>
<td>Reviewer for International Journal</td>
<td>44</td>
<td>78</td>
</tr>
<tr>
<td>Assessor for grant giving bodies</td>
<td>22</td>
<td>55</td>
</tr>
<tr>
<td>Appointment to National / International bodies</td>
<td>24</td>
<td>42</td>
</tr>
</tbody>
</table>

Results

- Females have lower membership of Appointment boards, Promotion Boards
- Females are less engaged in developing, executing and evaluating policy
- Females have a higher lack of mobility
- Males have a higher contribution to raising admissions
- Types of committees vary – more females on course committees, more males on ‘policy’ committees
- More females have never married; fewer remained married

<table>
<thead>
<tr>
<th>RESEARCH</th>
<th>% Female</th>
<th>% Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominated only</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Nominated and Shortlisted only</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Received award</td>
<td>9</td>
<td>29</td>
</tr>
<tr>
<td>Excellence in Research</td>
<td>3</td>
<td>21</td>
</tr>
<tr>
<td>Excellence in Teaching</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Service to Community</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Research, Community, Other</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Teaching, Community</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
### Time spent working for UL

<table>
<thead>
<tr>
<th>Time spent working for UL</th>
<th>Female (mean)</th>
<th>Male (mean)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Hours Worked for UL</td>
<td>50.83</td>
<td>46.50</td>
</tr>
<tr>
<td>Percentage Time Spent – Research</td>
<td>18.72</td>
<td>34.33</td>
</tr>
<tr>
<td>Percentage Time Spent – Teaching</td>
<td>42.39</td>
<td>35.23</td>
</tr>
<tr>
<td>Percentage Time Spent – Administration</td>
<td>22.78</td>
<td>24.42</td>
</tr>
<tr>
<td>Percentage Time Spent - Work related to policy (not doing it)</td>
<td>3.31</td>
<td>0.77</td>
</tr>
<tr>
<td>Percentage Time Spent - External Organizations</td>
<td>5.89</td>
<td>3.77</td>
</tr>
<tr>
<td>Percentage Time Spent - Other</td>
<td>5.22</td>
<td>0.14</td>
</tr>
</tbody>
</table>

### Hours spent working for UL

<table>
<thead>
<tr>
<th>Hours spent working for UL</th>
<th>Female (mean)</th>
<th>Male (mean)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekday – Research</td>
<td>8.97</td>
<td>18.58</td>
</tr>
<tr>
<td>Weekday – Teaching</td>
<td>20.78</td>
<td>14.91</td>
</tr>
<tr>
<td>Weekday – Administration</td>
<td>14.37</td>
<td>11.26</td>
</tr>
<tr>
<td>Weekend – Travel</td>
<td>5.53</td>
<td>3.98</td>
</tr>
<tr>
<td>Weekend – Research</td>
<td>2.88</td>
<td>2.92</td>
</tr>
<tr>
<td>Weekend – Teaching</td>
<td>2.09</td>
<td>0.76</td>
</tr>
<tr>
<td>Weekend – Administration</td>
<td>1.26</td>
<td>0.56</td>
</tr>
<tr>
<td>Weekend – Travel</td>
<td>0.29</td>
<td>0.18</td>
</tr>
</tbody>
</table>

### Marital Status

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never married</td>
<td>26.83%</td>
<td>51.22%</td>
</tr>
<tr>
<td>Currently married</td>
<td>51.22%</td>
<td>26.83%</td>
</tr>
<tr>
<td>Separated</td>
<td>7.32%</td>
<td>12.20%</td>
</tr>
<tr>
<td>Divorced</td>
<td>12.20%</td>
<td>7.32%</td>
</tr>
<tr>
<td>Widowed</td>
<td>2.44%</td>
<td>3.33%</td>
</tr>
<tr>
<td>Living with partner</td>
<td>3.33%</td>
<td>1.67%</td>
</tr>
<tr>
<td>Other</td>
<td>3.33%</td>
<td>1.67%</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>3.33%</td>
<td>3.33%</td>
</tr>
</tbody>
</table>

### Support and Mentoring

- Female faculty demonstrate higher lack of mobility (41% women cf. 18% men)
- Female and male faculty and researchers have comparable mentor support
- Women are more likely to have opposite sex mentors
- Support is comparably forthcoming for women and men if they request it – women are less likely to request it
- Female and male faculty are comparably likely to be offered help with their endeavours without asking for it

### Should Gendered Work Practices in Academia be a Personal Responsibility?

### Personal Responsibility

- Improve our networking capabilities
- Become aware of promotions policies
- Understand recruitment procedures
- Learn to ask for support
- Prioritise what is important
- Input to system change
- Ask to participate
- Promote each other’s capabilities
Institutional Responsibility

- Ensure institution is not gender-biased
- Provide supports for female staff
- Provide mentors for female staff
- Implement change where change is needed
- Ensure management are aware of gendered requirements

Actions Implemented

Mentoring
- Mentoring scheme

Career Development for Women / Asking for Departmental Support
- SpringBoard training provided by UL
- 20 women per annum

International Women’s Day Conference
- Held in UL since 2010
- International and National Guest Speakers

Balance of Workload
- National Agenda & UL strategic plan includes introducing a faculty allocation model

Training in Promotions Policy
- Training on promotions has commenced

Membership of External and Internal Bodies
- Academic & Researchers sub-groups within UL Women’s Forum

Receipt of FESTA funding (HR involvement)
- European Union funding has been received

FESTA – EU Funded

- Female Empowerment in Science and Technology Academia
- Seven Universities in Europe
- Focus on Science & Technology
  - In UL, Faculty of Science & Engineering

FESTA – EU Funded

- Aim: To find ways for European universities to retain and fully employ the competencies and capacities of the whole research force, regardless of gender
- Argument: It is not women who are lacking essential characteristics for being good researchers, but that the academic environment is lacking essential characteristics for fostering the research potential of women

FESTA – EU Funded

- Implementing changes in the working environment of academic researchers
- Encouraging female researchers in science and technology to stay and make a career in the academy
- Remove some of the hurdles which make it more difficult for them than for their male peers to reach their professional goals.
FESTA – Work Packages

• Enhance awareness raising at individual, organization and scientific community level
• Improve both formal and informal decision making processes to make them more transparent
• Develop an objective notion of scientific excellence to be used in recruitment processes and assessments of research

Acknowledgements

• Science Foundation Ireland
  – Development Grant which funded the study
  – Short Term Travel Fellowship
• EU FESTA grant
  – Seventh Framework Programme, Capacities Programme, Science in Society, 287526
• Team who worked on the Gender@UL project

FESTA – Work Packages

• Improvement of meeting culture and other interactional patterns
• Better understanding of resistance against structural change towards gender equality and how it can be overcome
• Project commenced 1st March 2012 for 5 years

Gender Audit @ UL

Thank you & Questions


Conclusion

• Academics have a personal responsibility to develop their own careers
• University of Limerick can implement initiatives to help overcome some issues
• Issues, such as Researcher career progression, cannot be addressed in isolation
• University cannot address all issues, but they will be able to support many of them
• FESTA funding is another step in this direction