About GenderInSITE: Niche

GIS is positioned at the nexus of gender, SITE and development

The Gender-SITE link
GIS aims to influence policies and strategies of governments and organizations to ensure equal participation of men and women in:
- STEM education
- the science and innovation system
- career advancement and science leadership.

The Gender-Development link
Men and women are affected differently by development
- Application of a ‘gender lens’
- Vision, concerns and abilities of men and women taken into account
- More effective, equitable and longer-term development outcomes.

The SITE-Development link
SITE can provide solutions to development challenges. SITE can be seen as the driver of sustainable development and is critical to the achievement of the SDGs.
GenderInSITE: Strategic Goal

To increase the number of SITE policies and programs globally which take account of the gender dimension of SITE, thereby leading to the full participation of both women and men in SITE and the consideration of the differential impacts of development on men and women, thus enabling equitable and sustainable development.

CAREER PROGRESSION PIPELINE

Key:
- Barriers to progression
- Further information on barriers is in appendix 1 on page 46.

- Stereotypes
- Bias
- Lack of role models
- Lack of understanding of STEM career options
- Disengagement from STEM education
- Family/cultural expectations
- Flawed recruitment practices
- Caring responsibilities
- Discrimination
- Harassment
- Lack of role models
- Lack of mentors
- Lack of job security
- Lack of flexible work arrangements
- Stereotypes
- Increased pressure to sit on boards and committees to meet diversity requirements
- Bias
- Caring responsibilities
- Discrimination
- Harassment
- Less access to development opportunities
- Retraining/re-entry into workforce can be difficult
- Lack of flexible work arrangements
- Flawed mentorship for career advancement
- Lack of mentors/sponsors
- Career interruptions
Academic Precarity

- Precarity is an endemic feature of Higher Education (HE) sector
- HE sector is one of the most casualized sectors across the globe
  - Australia – about half of all academic staff are employed on hourly basis; 75% of new university jobs since 2005 are insecure, casual and contractural appointments (Lipton, 2015)
  - France - a third of academic staff are employed on short term contracts (Mitchell 2019)
  - Eternal apprenticeship mode

Academic Precarity

- Been a steady erosion of state funding for HE for years.
- A global phenomenon
- Field of knowledge production is an ecosystem – undermining it in the early-career phase which makes it very vulnerable
- Impacts on physical and mental health
- Junior scholar’s long term viability depends on caretaking practices of senior staff and personal relationships. Does not offer a scalable solution
- Need to create institutional pathways
Gendered Academic Precarity

- Precarity affects female academics to a greater extent – gendered precarity
- Much evidence that women across all academic disciplines (including those dominated by women) are more likely to occupy fixed term positions than continuing roles and more likely to end up in insecure career pathways (Lipton 2015)
- Majority of sessional academics are women

Gendered Precarity: Feminization of Academic Labour
Zhang (2017)

- Identifies 2 myths that underpin problem of academic precarity and explain lack of transformation
  - **Myth of meritocracy** – job market determined by individuals’ innate scholarly ability; diverts attention away from structural lack of jobs; instead of organized resistance focus on what is lacking in individuals
  - **Myth of work as its own reward** – academic work is intrinsically gratifying, hence different from other kinds of paid labour; promotes idea that doing what one loves and diverts attention from collective restructuring of system; academics self identify with their work and don’t want to leave
- Feminization of labour
  - Increasing numbers of women entering the workplace
  - Working conditions that were once specific to traditional feminine work now generalized to all workers
Gendered Precarity: Feminization of Academic Labour
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• Conceive of the contingent academic labour as a form of ‘care work’. ‘Care work’ (e.g. poorly paid or unpaid housework/child minding) is not valued in the market place

• ‘Care work’ analysis → - Some tend to the college students (kids)
  - Some maintain the department (home)
  - While others do the more productive research (work) that circulates in the market


• Analysis of neoliberal restructuring of the university and impact on early-career women
• Focuses on experiences of postdocs and temporary researchers who left academia or were forced out
• Based on EU-funded project across 7 countries – Iceland, Italy, Switzerland, Netherlands, Slovenia, Belgium, Austria

- **Gender budgeting** – ‘followed the money’ to expose inequalities and gain understanding of what is valued
- Precarious work more often done by women than men
- Pressure to produce scientific excellence intertwined with gendered understanding of good research
- More beneficial to work in male-dominated field than feminized field

Gendered work-life balance
- Increase of women in academic labour force has challenged male breadwinner/female caregiver model of work-family relationships but still powerful gender norms that structure division of labour
- Work-life balance policies don’t affect individuals’ experiences
- Culture of silence surrounds motherhood
Need for a cultural shift in the workplace
• Must become more inclusive & respectful
• Must challenge traditional stereotypes
• Must be free of discrimination
• Must enable flexibility
• Must accommodate career interruptions

Intersectional Issues
• Intersectional issues create additional barriers
• They are unique to each country
• Been far less research on intersectional barriers than gender-related barriers
• Intersectionality includes:
  • Race
  • Ethnicity
  • Class
  • LGBTQI etc.
10 Principles of Athena SWAN Charter

1. We acknowledge that academia cannot reach its full potential unless it can benefit from the talents of all
2. We commit to advancing gender equality in academia, in particular addressing the loss of women across the career pipeline and the absence of women from senior academic, professional and support roles
3. We commit to addressing unequal gender representation across academic disciplines and professional and support functions. In this we recognise disciplinary differences including the particularly high loss rate of women in science, technology, engineering, mathematics and medicine (STEMM)
4. We commit to tackling the gender pay gap
5. We commit to removing the obstacles faced by women, in particular, at major points of career development and progression including the transition from PhD into a sustainable academic career

6. We commit to addressing the negative consequences of using short-term contracts for the retention and progression of staff in academia, particularly women
7. We commit to tackling the discriminatory treatment often experienced by transgender people
8. We acknowledge that advancing gender equality demands commitment and action from all levels of the organisation and in particular active leadership from those in senior roles
9. We commit to making and mainstreaming sustainable structural and cultural changes to advance gender equality, recognising that initiatives and actions that support individuals alone will not sufficiently advance equality
10. We commit to considering the intersection of gender and other factors wherever possible
“The future has turned into a threat rather than a promise, into something that is always within our grasp and yet so impossible to get a hold of”

https://allegralaboratory.net

Thank you