

Investigating sticky floors in academia

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The problem is ...



“Overall academic profile of women in terms of leadership and promotion differs from that of men” (Pardhan 2018)

“While women are outperforming men, they are not earning salaries or titles to support the elevated performance” (Farmer 2016)

“It is not talent, but unintentional biases and outmoded institutional structures that are hindering the access and advancement of women.” (Bernstein 2016)

“Men are more successful when it comes to number of publications and name position in the author list , for reasons yet unclear” (West, Jacquet, King, Correll, and Bergstrom 2013)

“Women fit career interests to gender expectations”(Chalk, Meara, Day, & Davis, 2005)



Therefore...



- Gender pay gap in Australia around 17%
- Gender differentials exist in Higher Education : Under-representation of females among the professoriate
- Glass ceilings in academia have been well documented (Pardhan 2018; Farmer 2016; Bernstein 2016; West et al. 2013)
- Sticky floors can be described as the phenomenon that all things being equal (*ceteris paribus*) women are, compared to men, less likely to climb the job ladder
- There are potentially many sticky floors that impact on opportunity equality (Booth et al, 2003)
- Sticky floors have received less attention



Research Design



DATA COLLECTION

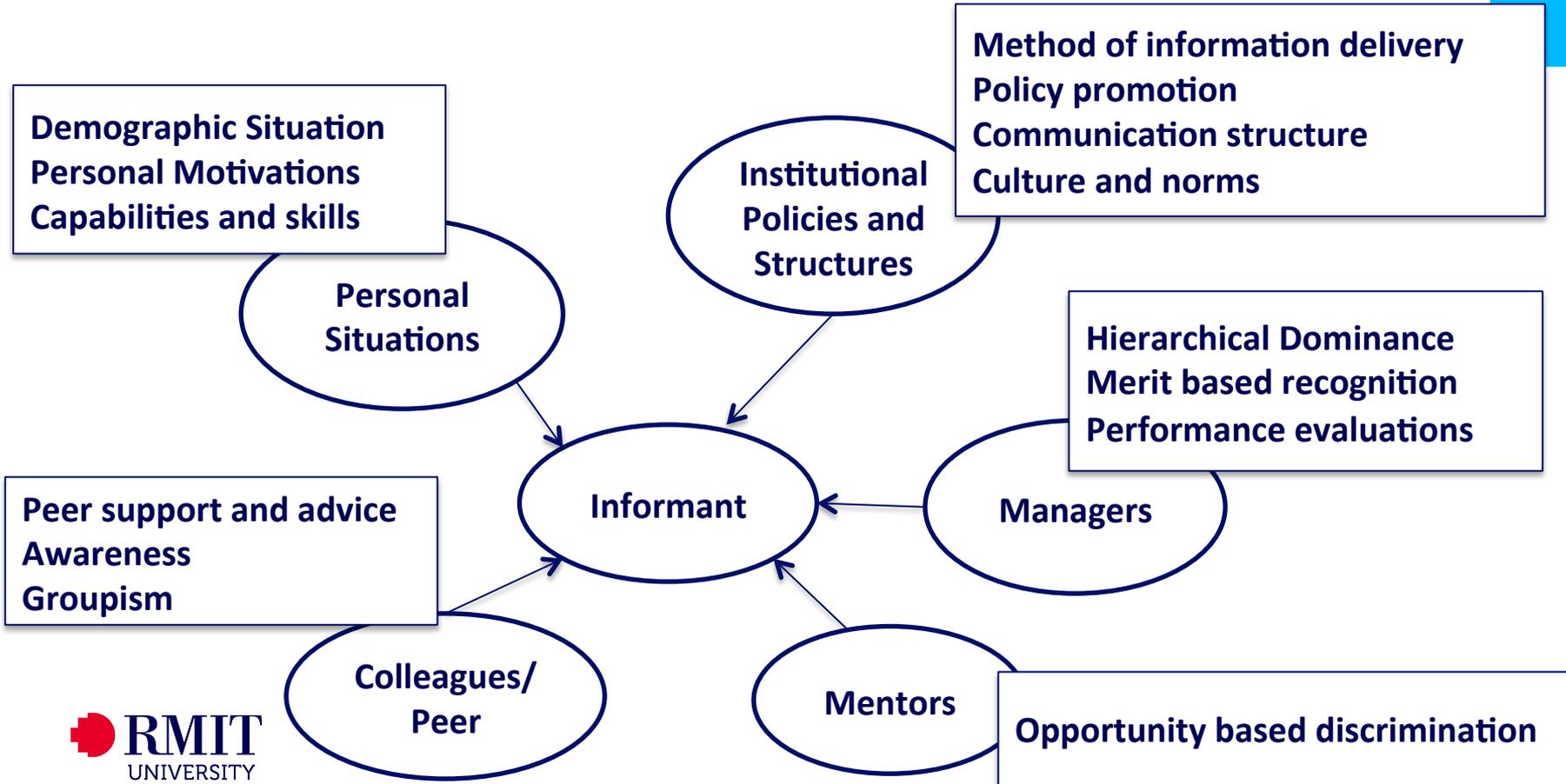
- Qualitative Approach
- 26 Semi Structured Interviews with Female academics (Professor, Associate Professor, Senior Lecturer, Lecturer, Associate Lecturer)
- Australian Technology Network and Group of Eight Universities

DATA ANALYSIS

- 13 Interviews have been analysed
- Thematic Analysis : Open Coding, Axial Coding , Selective Coding
- Critical Evaluation and Data Triangulation
- Data Saturation :Until no new information is achieved



Preliminary Findings



Personal Situations	Manager Influences	Mentor Influences	Colleagues/ Peers	Institutional Policies/ Structures
<p>Demographic situation</p> <ul style="list-style-type: none"> • Single vs partner • Number of children • Religious perceptions <p>Personal motivations</p> <ul style="list-style-type: none"> • Perceptions and assumptions • Previous experiences • Career motivations • Career progression and switching <p>Capabilities and skills</p> <ul style="list-style-type: none"> • Skills evaluation and assessment • Networking 	<p>Hierarchical Dominance</p> <ul style="list-style-type: none"> • Pressure from higher authorities • Limited due to conscious and unconscious bias <p>Merit based recognition</p> <ul style="list-style-type: none"> • Genuine recognition • Hiring on credibility and not face value and relationships <p>Performance Evaluations</p> <ul style="list-style-type: none"> • Parameters of measurement • Regular evaluation and extensive support 	<p>Opportunity-based Discrimination</p> <ul style="list-style-type: none"> • Identification and discrimination of opportunities <p>Experienced suggestions</p> <ul style="list-style-type: none"> • Engagement with lower levels • Pathways to promotion 	<p>Peer support and advice</p> <ul style="list-style-type: none"> • Self-less advice and support • Supported like a family environment <p>Awareness</p> <ul style="list-style-type: none"> • Generate awareness amongst peers • Similar situations and solution • Concerned community <p>Groupism</p> <ul style="list-style-type: none"> • Exclusion/inclusion during conversation • Limited knowledge sharing • Internal networks access and introduction 	<p>Policy Disclosures</p> <ul style="list-style-type: none"> • Awareness <p>Culture and norms</p> <ul style="list-style-type: none"> • Self-driven culture • Impact • Socio cultural norms <p>Methods of Information Delivery</p> <ul style="list-style-type: none"> • Transparency • Leadership training <p>Communication</p> <ul style="list-style-type: none"> • Methods and processes



Opportunity-Based Discrimination

“Yeah, so I think the fact that when - I'm female - it is an assumption that I will do - I will be in all the practical classes and that I will be supervising those practical classes. I have colleagues that actually have demonstrated and they don't appear in the classes. As males that's thought to be okay; and because I'm a female I feel that it's just assumed I will do this.” (GCSF6)



Peer support and advice

“It was actually a female who told me, it's funny, female colleagues told me no, you won't get a C level. Not at all.” (GCSF 4)

Awareness

“Well it goes back to bringing up in the conversations about unconscious bias and its impact on how we deal with people... So I feel like faculties that are doing it well need to be champions for faculties who are not” (GCSF10)

Groupism

“I would probably- my initial response is that there it's a bloke's club. I think that pretty much sums it up” (GCSF6)

An internet document analysis of Australian Higher Education Institutions

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Background

Qualitative Analysis findings: **Institutional Policies/ Structures**

Policy Disclosures

Awareness

“It is difficult path when you have a tenure promotion document that is unclear...”(GCSF1)

Culture and norms

Self-driven culture

I Socio cultural norms

“women are still seen as the main carers of the children, that has an impact” (GCSF4)

Methods of Information Delivery

Transparency

Leadership training

“There are even workshops to learn how to promote yourself and how to submit your application for an award, but obviously I have to get into it because I'm not that sure about the process.” (GCSF 4)

Communication

Methods and processes

“I have been to about three or four academic promotion information sessions....I've always come away feeling less inspired and less encouraged than before I walked into the room.” (GCSF 10)

Quantitative Analysis



Aim: To investigate the external face of Australian Higher Education Institutions in relation to equity and diversity

Purpose: To compare and contrast across the sector to better understand the availability of equality and diversity information to external audiences.

Data: Collection of webpage data relating to equity and diversity from all the Universities across Australia

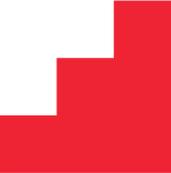
Methods: From this data we undertake a word analysis of the most common words across all universities that relate to equity and diversity.



Data Collection



University	Code	Location	GO8/ANT	Gender equity overview	Gender Equality Strategy/policy
Australian Catholic University	ACU	NSW		http://www.acu.edu.au/working@acu/equity_and_diversity/gender_equality	https://www.acu.edu.au/policies/hr/equal_opportunity/gender_equality
Australian National University	ANU	NSW	GO8	http://genderinstitute.anu.edu.au/staff-equity-anu	http://genderinstitute.anu.edu.au/staff-equity-anu
Bond University	Bond	QLD		https://bond.edu.au/about-bo	https://bond.edu.au/about-bond/university/introducing-bond/mission-strategic-plan/gender-equality



Three clicks rule

Topics searched

Gender equity overview

Gender Equality Strategy/
policy

WGEA Gender Equality Report

Equal Opportunity Policy

Parental leave

Flexible working

Return to work policies

Enterprise agreement



YOUR MARKETING UNIVERSITY

Marketing Tip #21

Three Click Rule: A website visitor should be able to find anything they want in 3 clicks or less.

For more marketing tips, visit www.SmallBusinessMarketingRoadmap.com

The graphic is a purple square with a black border. At the top left is a shield-shaped logo with a white figure and the text 'YOUR MARKETING UNIVERSITY'. Below the logo is the title 'Marketing Tip #21' in white. A horizontal line with arrowheads at both ends is positioned below the title. The main text 'Three Click Rule: A website visitor should be able to find anything they want in 3 clicks or less.' is centered in white. At the bottom right, there is a small white text box containing the URL 'www.SmallBusinessMarketingRoadmap.com'.

Methods

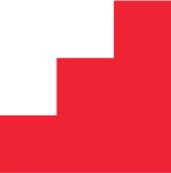


Analysis of this text is conducted using NVIVO software which counts the frequency of words.

Stemmed word frequencies



Word	Length	Count	Weighted Percentage (%)	Similar Words
staff'	6	21624	1.90	staff, staff', staff'
employee'	9	16901	1.48	employee, 'employee, 'employee', employee', employees, employees', employees'
leaving	7	15910	1.40	leave, leave', leave#3, leave', leaves, leaving



Findings

Universities appear to differ in terms of their outward focus on equity and diversity at the individual level.

Neutral language which might not reflect the search words of stake holders

Reflects aspects of institutional culture, branding, leadership etc.

This matters are it may influence key stake holders

1. Potential students
2. Potential employees
3. Grant funding agencies/ benefactors
4. Potential industry partners

Further extensions



Multivariate analysis to investigate if the cross university variations in the degree of the outward focus on equity and diversity can be explained by the characteristics of the institution

Model WORD FREQUENCY=F(UNIVERSITY LEVEL CHARACTERISTICS)

Characteristics to be explored:

1. Ratio of male to female staff
 2. Ration of male to female students
 3. Average ERA results for science FOR's, business FOR's, Hummanities FOR's
 4. Rural v Urban campus
 5. Institutional age
- Etc.

