

Women's experience in our Universities

Prue Toft Director Staff Equity



Data, monitoring and reporting

- Why does it matter?



Data

- Evidence gives strategies credibility
- Raises awareness of issues
- Enables focused programmes
- Drives policy development



Are numbers enough?

- Evidence of satisfaction
- Recruitment vs retention
- Women in non traditional disciplines may be from overseas and temporary
- Small numbers of women can distort percentages
- Don't explain "why"



How do we know what women's experiences are?

- Statistical data that shows trends over time
- Observation of processes
- Focus groups
- Surveys
- Questionnaires
- Data



Diversity within gender

- Different age groups, ethnicity, nationality, disability, LGBTI
- Not all women have parenting responsibilities

University of Auckland projects

- Statistical data collected staff and student by gender and ethnicity,
- faculties, service divisions, levels.
- Academic promotions, senior academic salary increments.

Surveys


- Family responsibilities
- Women returning to work
- Parental leave
- FMHS – attitudes to promotions
- WIL workshops

Themes

Experience	Accommodation
Parenting and carer responsibilities	Flexible work
Family responsibilities inhibiting overseas research	Financial support/local research
Career gaps	Merit Relative to Opportunity
Indirect academic pathways	Flexible selection criteria
Marginalisation – feeling excluded, less valued, “invisible”	Supportive networks
Left out of information flow	Mentoring
Reticence	Management /mentoring practices
Service and teaching undervalued	Policies monitored for inclusiveness
Unconscious bias	Training
Stereotyped leadership “image” – either “too soft” or “overly ambitious”	Training



Case studies

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- What can you take away from this and apply in your own institution?

- Equity web site www.equity.auckland.ac.nz

Contact list

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