Academic citizenship, gender and career development

Professor Jane Pollard
November 2017
Overview

• My pathway into academe

• Gendered academe and ‘doing gender’

• Some reflections on career development
Always a passion for Geography

• From school to…

• BA Geography at Sheffield

• My UG Tutor: Gwyn Rowley
• Two critical years at McMaster
  Geographical political economy

Living outside the UK
Discovering I was good at research
Identifying a career pathway
Developing a wider imagination
Working with a different view of the world

Ruth Fincher
My pathway into academe

• From McMaster to Warwick as an RA

• From Warwick to UCLA PhD in GSAUP (Graduate School of Architecture and Urban Planning)
My Doctoral Committee
My pathway into academe

• From UCLA to Exeter (1994-6)
• To Birmingham (1996-2003)
• To Newcastle (2003-)

Gender: what does it mean and so what?

The discourse of ‘success’ for women and how it has changed:

The 1990s: getting hired on open contracts
Now, is it harder? Easier? In what ways/contexts?

• Recognition and pay
• Academic citizenship
• What we do to ourselves
• What ‘gender’ means for students
Women in UK still far adrift on salary and promotion as gender pay gap remains a gulf

IFS research shows average difference in pay is 18% and widens markedly after women have children

Katie Allen
Tuesday 23 August 2016 07.22 BST

Women earn 18% less than men on average, according to new research that highlights the challenge facing Theresa May in closing Britain’s stubbornly wide gender pay gap.

The Institute for Fiscal Studies (IFS) also found that the gap balloons after women have children, raising the prospect that mothers are missing out on pay rises and promotions. That is echoed by a separate report on Tuesday suggesting that male managers are 40% more likely than female managers to be promoted.

May highlighted the gulf between men’s and women’s earnings in her first statement as prime minister when she vowed to create a “Britain that works for everyone”.

But underscoring the struggle her government will face in closing the gender pay gap, the IFS study hints at an entrenched penalty for those women who have children. The pay gap widens consistently for 12 years after a first child is born, by which point women receive 33% less pay an hour than men, according to the research funded by the Joseph Rowntree Foundation.

More than four decades after the Equal Pay Act, there is some encouraging news in the report. The current 18% gap in hourly wages is down from 23% in 2003 and 28% in 1993, the IFS notes.
The gender pay gap in higher education

2015/16 DATA REPORT
• The overall mean and median gender pay gap for staff on academic contracts is 12.2% (median) and 12.0% (mean).

• In 2013/14 the mean academic gender pay gap was 12.6% and in 2014/15 it was 12.3%. At the current rate of change it take another 40 years to close this gap.

• The overall gap for non-academic staff are 11.1% (median) and 9.9% (mean).

• The median gender pay gap for academic Senior Management is 6.3%, but the mean gap is 13.1% - indicating a substantial preponderance of male senior managers among the very top earners within this grade.
• The widest gender pay gap in favour of men for non-academic staff is at the Senior Management level at 10.7% (median) and 14.1% (mean).

• Professors within Russell Group (5.9%) and Other Pre 92 institutions (6.5%) display a substantially larger gap than is found at Post 92 institutions, where the gender pay gap for professors is comparatively low at 2.4%.
The Newcastle numbers (2015)

Gender

The tables below cover a total of 3,005 female staff and 2,690 male staff across all pay grades and professorial bands.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Female</th>
<th>Male</th>
<th>Average FTE Salary for Female</th>
<th>Average FTE Salary for Male</th>
<th>Pay Gap %</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE A</td>
<td>240</td>
<td>126</td>
<td>£14,540</td>
<td>£14,584</td>
<td>-0.3</td>
</tr>
<tr>
<td>GRADE B</td>
<td>76</td>
<td>93</td>
<td>£15,776</td>
<td>£15,667</td>
<td>+0.7</td>
</tr>
<tr>
<td>GRADE C</td>
<td>410</td>
<td>127</td>
<td>£18,723</td>
<td>£18,077</td>
<td>+3.6</td>
</tr>
<tr>
<td>GRADE D</td>
<td>427</td>
<td>160</td>
<td>£22,567</td>
<td>£22,468</td>
<td>+0.4</td>
</tr>
<tr>
<td>GRADE E</td>
<td>276</td>
<td>173</td>
<td>£27,087</td>
<td>£27,372</td>
<td>-1.0</td>
</tr>
<tr>
<td>GRADE F</td>
<td>867</td>
<td>719</td>
<td>£32,969</td>
<td>£32,976</td>
<td>0</td>
</tr>
<tr>
<td>GRADE G</td>
<td>361</td>
<td>383</td>
<td>£44,185</td>
<td>£44,759</td>
<td>-1.3</td>
</tr>
<tr>
<td>GRADE H</td>
<td>142</td>
<td>308</td>
<td>£53,614</td>
<td>£54,603</td>
<td>-1.8</td>
</tr>
<tr>
<td>GRADE IB</td>
<td>100</td>
<td>277</td>
<td>£72,402</td>
<td>£76,807</td>
<td>-5.7</td>
</tr>
<tr>
<td>Other Non-Clinical</td>
<td>19</td>
<td>60</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Non-Clinical</strong></td>
<td><strong>2918</strong></td>
<td><strong>2426</strong></td>
<td><strong>£30,693</strong></td>
<td><strong>£39,332</strong></td>
<td><strong>-22.0</strong></td>
</tr>
</tbody>
</table>

| Prof Band 1 | 47 | 119 | £63,568 | £63,954 | -0.6 |
| Prof Band 2 | 35 | 98  | £77,948 | £76,417 | +2.0 |
| Prof Band 3 | 5  | 47  | £108,736 | £107,928 | +0.7 |

- Pay within grades is not significantly different for men and women. We can be confident that we deliver equal pay for work of equal value.
- Across the whole range of jobs and grades, we have a significant gender pay gap (22%) in favour of men and this is higher than the sector average.
- Our gender pay gap amongst academic roles, at 15.5%, is larger than for support staff (7.9%) and is above the sector average.
- We continue to show good progress in increasing the proportion of female professors.
Doing gender: Academic citizenship

• Thinking about your contribution to a collective

• University labour: the visible and the invisible
  Being valued versus being rewarded?

• Who are the ‘good’ and ‘bad’ citizens?

• The importance of mentoring and role models
Doing ‘gender’: what we do to ourselves

- Self regulation: how to be taken seriously/seen as ‘committed’
  Family choices: children and partners, or not…
Doing ‘gender’: what ‘gender’ means for students

• Role models for women and men…they are important.

• Students will approach men and women for different kinds of support: emotional labour is profoundly gendered.
In conclusion

• My pathway has been a story of serendipity and good fortune

• Role models matter as does having critical friends in your corner

• Acknowledging the privileges of academe
  The people you meet
  The possibilities for travel…in every sense