

HOW CAN WE RAISE WOMEN'S
ACADEMIC ASPIRATIONS?

FEMALE ACADEMICS ACROSS THE UK

- **39.5% of full-time academic staff** are women (2013/14)
- **24% of professors** at UK universities are women (2017) – women 50% of student numbers since early 1990s (15% in 2004)
 - 92.4 per cent of professors are white (2015)
 - 17 black female professors in the entire system (2015)
- **Men chair 81 per cent of all governing bodies** and hold **78 per cent of vice-chancellor or principal roles** (2016)
 - Vice chancellors normally professors
- <http://blog.hefce.ac.uk/2016/04/12/women-hold-just-one-fifth-of-senior-leadership-roles-in-higher-education/>
- <https://www.hesa.ac.uk/data-and-analysis/publications/staff-2013-14/introduction>

A&H FACULTY FEMALE ACADEMICS

- UCL statistics (2016): 46.7% academics female; 41.94% researchers (doesn't account for PT/FT)
- Philosophy
 - Permanent academic staff: 7 women, 12 men
 - Teaching fellows: 4 men (no women)
 - PGTAs: 4 women, 18 men
- Hebrew and Jewish Studies (HJS)
 - Permanent academic staff: 6 men, 2 women
- School of European Languages, Culture and Society (SELCs)
 - Permanent academic staff: 35 women, 34 men (Dutch, French, Scandinavian, Spanish Portuguese & Latin American, Italian)
 - Lots of PGTAs, Teaching Fellows, Honorary and Emeritus Professors
- European Social and Political Studies (ESPS)
 - Permanent academic staff: 3 women, 6 men
 - Teaching assistants: 1 woman, 4 men

PROJECT 'INSPIRATION'

Introduction to 'Theories of the state' - Patrick Dunleavy, Brendan O'Leary 1987

Chapter Digitised reading

RECOMMENDED

Introduction: the state as idea and institution - Kenneth H.F. Dyson 1980

Chapter Digitised reading

RECOMMENDED

Chapter 6 "The twentieth century : the state embedded?" - Graeme Gill 2003

Chapter **Essential** Digitised reading

CORE

The transformation of the state - Georg Sørensen

Chapter **Essential** Digitised reading

CORE

Re-Statting Politics, Re-Politicising the State: Neo-liberalism, Economic Imperatives and the Rise of the Competition State - Colin Hay 2004

Article **Essential** e-journal

CORE

The Transformation of the Welfare State. What is Left of Public Responsibility? - Romke Van der Veen 2009

Chapter Digitised reading

RECOMMENDED

PROJECT 'INSPIRATION'

Through secret channels - 'Abbās, Maḥmūd 1995

Book

Touching peace: from the Oslo accord to a final agreement - Beilin, Yossi 1999

Book

The Middle East and the peace process: the impact of the Oslo Accords - Freedman, Robert Owen c1998

Book

From Rabin to Netanyahu: Israel's troubled agenda - Karsh, Efraim 2004, 1997

Book

'Syria and the Transition to Peace' - Raymond Hinnebusch

Chapter

The difficult road to peace: Netanyahu, Israel and the Middle East peace process - Lochery, Neill c1999

Book

Making peace with the PLO: the Rabin government's road to the Oslo Accord - Makovsky, David, Washington Ir

Book

OTHER 'INSPIRING' FACTORS

- Male-dominated department
- Senior lecturers and professors more often male
- Seminars dominated by male students
- 247 departmental seminars from 35 institutions in 10 countries surveyed: men are **two and a half times more likely to ask a question** in an academic seminar than women.
- Women were much more likely to report that **they “couldn’t work up the nerve”**, that they found the speaker too **“intimidating”** or that they did not **“feel clever enough”**.
- 638 academics in 20 countries surveyed: 60 per cent of women and 47 per cent of men believed that there **was bias towards men asking questions**.
- [<https://www.timeshighereducation.com/news/men-much-more-likely-ask-questions-seminars-women>]

RESULT



PRACTICAL STEPS

- UCL ChangeMakers
 - Provide support and funding for student-led projects
- Staff support
- Project and funding proposal (submitted June 2017)
 - “Female Academics: An Aspirational Influence?”
- Recruitment
- Research (November 2017 – January 2018)
 - Focus groups x 20 female final-year A+H students
 - Interview with staff across 4 departments

ROLE MODELS

- “She just made it seem like, oh, you can get a job like this”.
- Admirable qualities and aspirational qualities (mothering, approachability, supportiveness, great teaching, intelligence).
- Encouragement, support, and inspiration.
- Normalisation of women in academia.
- Women academics often hope that their gender has an impact.
- Others wish it did not, but recognise that it does have an impact.

READING LISTS/ CURRICULUM

- Control over reading lists/ curriculum depends on role of academic and course type.
- Focus groups: gender of writer is noticeable. Reading lists are often overwhelmingly male. Subconscious assumption is that the writer is male. Want more women on reading lists. Lack of diversity can lead to a lack of interest in modules. Diversity is exciting.
- Academics often limited by available material.
- Conscious decision often made to include more women on reading lists.
- Focus is often on the canonical texts.
- Certain topics both resonate more with women, or have more women writers.

SELF-CONFIDENCE

- Major theme in the focus groups and in most interviews.
- Women often lack the confidence to pursue postgraduate study.
- Support and encouragement common amongst women undergraduates/academics.
- Academia is seen as an aggressive, masculine, and risk-prone culture.
- Academia seen as an anxious and stressful environment.
- Seminars: unequal gender dynamics in seminars. Women less likely to talk. Dominated by men, or even private school students.

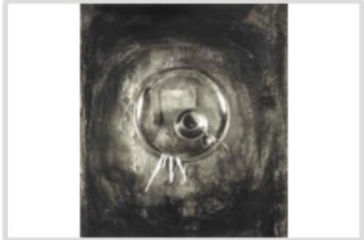
BURDENS

- Women academics often take on more admin tasks.
- Burden of approachability, or perpetuating gender norms.
- Burden of honesty.
- Burden of openness.
- Both men and women can have attributes that make good role models.

SUGGESTIONS

- Focus groups: women in academia lecture series; reasons for lack of diversity of reading lists, more diversity on reading lists.
- Academics: regendering academia to degender academia; making the gender of writers clear; greater effort to include women on reading lists; transparency; support.
- Content section on feedback forms.
- Better communication between postgraduates and undergraduates, for example the MAP postgraduate Q&A.
- Demasculanisation of the curriculum.

Introspection: Perceptual Model



SK and Belief - Transparency



SK and Belief - Inference



SK and Belief: Self-Deception



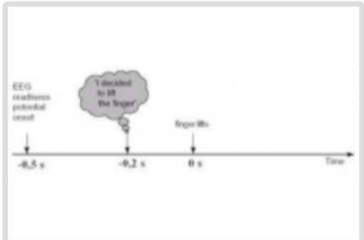
SK and Action: Knowledge wi...



SK and Action - Inference and...



Action without Agency? Libet,...





Interpersonal Self-Conscious...



Self-Conscious Emotion: Sha...




 CORE READING Williams, Bernard 'The Makropulos Case' in his *Problems of the Self*

 Moore 'Williams, Nietzsche and The Meaninglessness of Immortality'

 Nagel 'Death'

 Parfit 'Personal Identity'

 Fischer 'Why immortality is not so bad'

 Handout 6 95.4KB PDF document


Immortality II

Immortality and personal identity continued

This week we will examine Gorman's recent (2016) new defence of roughly Williams' conclusions about the desirability of immortality.

Beglin is another writer recently sympathetic to Williams' conclusions if not his arguments.

 CORE READING Gorman 'Williams and the desirability of body-bound immortality revisited' 202.1KB PDF document

 Beglin 'Should I choose to never die?' 471.7KB PDF document

 Handout 7 95.1KB PDF document

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Hello, Are you considering or are undecided about further study in philosophy?

Are you from a background that has been traditionally underrepresented in philosophy?
(working class, women, ethnic minorities, LGBTQ, disabled)

Then this is for you. UCL MAP is hosting an informal Q&A session with current PhD students in the department which will give you the opportunity to ask any questions you may have about postgraduate study. That is, thinking about postgraduate study in philosophy is often really daunting and this will allow you to ask all the burning questions you have, like:

What is the process of application like?

Am I suited to a postgrad in philosophy?

How on earth do I fund a postgrad in philosophy?

Is it fun/worth the effort?

The event will take place on Monday, 11th December at 5 - 6pm in the Philosophy seminar room. There will be drinks and nibbles!