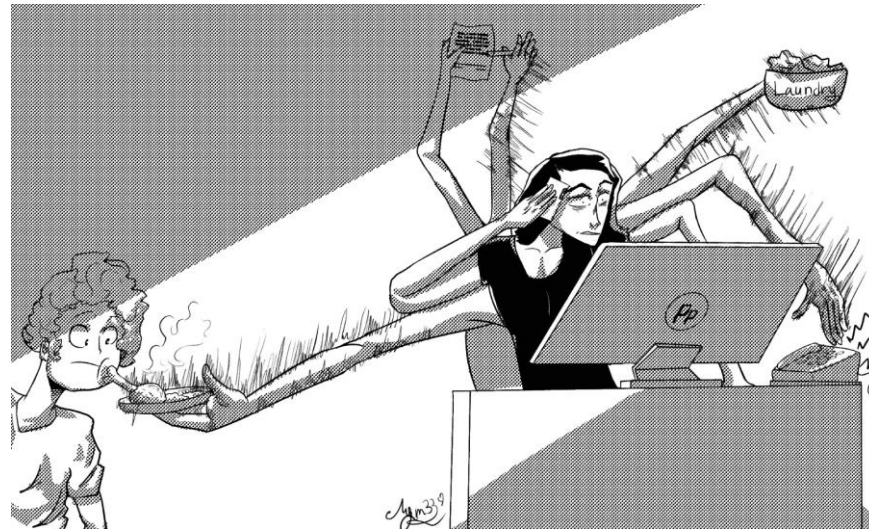


# Women in academia coping with the challenge of multiple roles: A gender equality plan, in the CHANGE project Beit Berl Academic College, as a case study

**Dr. Hana Himi & Dr. Vered Shidlo-Hezroni**

**ICGR 4th International Conference on Gender Research  
21 - 22 June 2021 - a Virtual Conference**



# CHANGE

CHALLENGING Gender (In)EQUALITY in Science and Research

CHANGE!

המכללה האקדמית בית ברל  
الكلية الأكاديمية بيت بيرل  
Beit Berl College



RWTHAACHEN  
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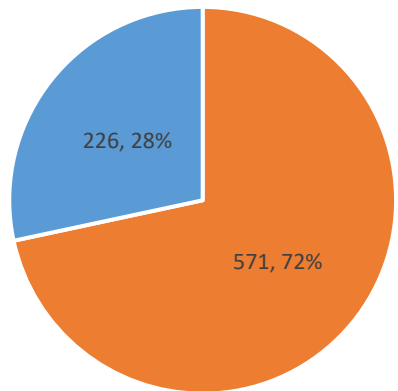
This project has received funding from the European Union's Horizon 2020 Research & Innovation Programme under Grant Agreement no. 787177.

# Beit Berl Academic College

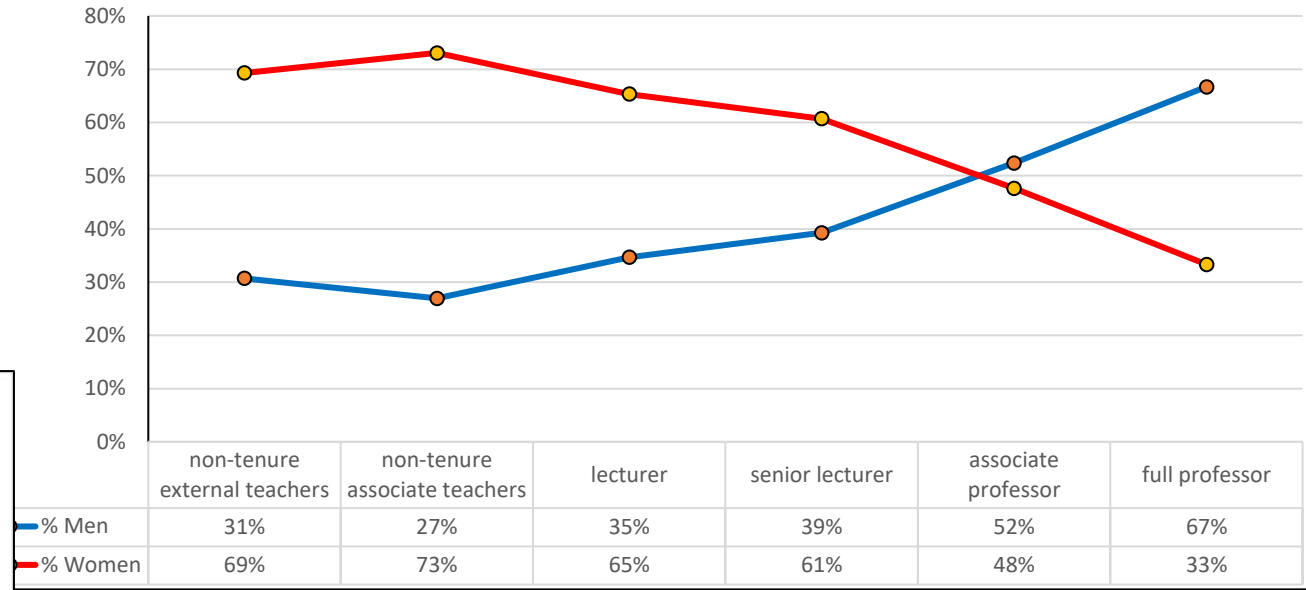




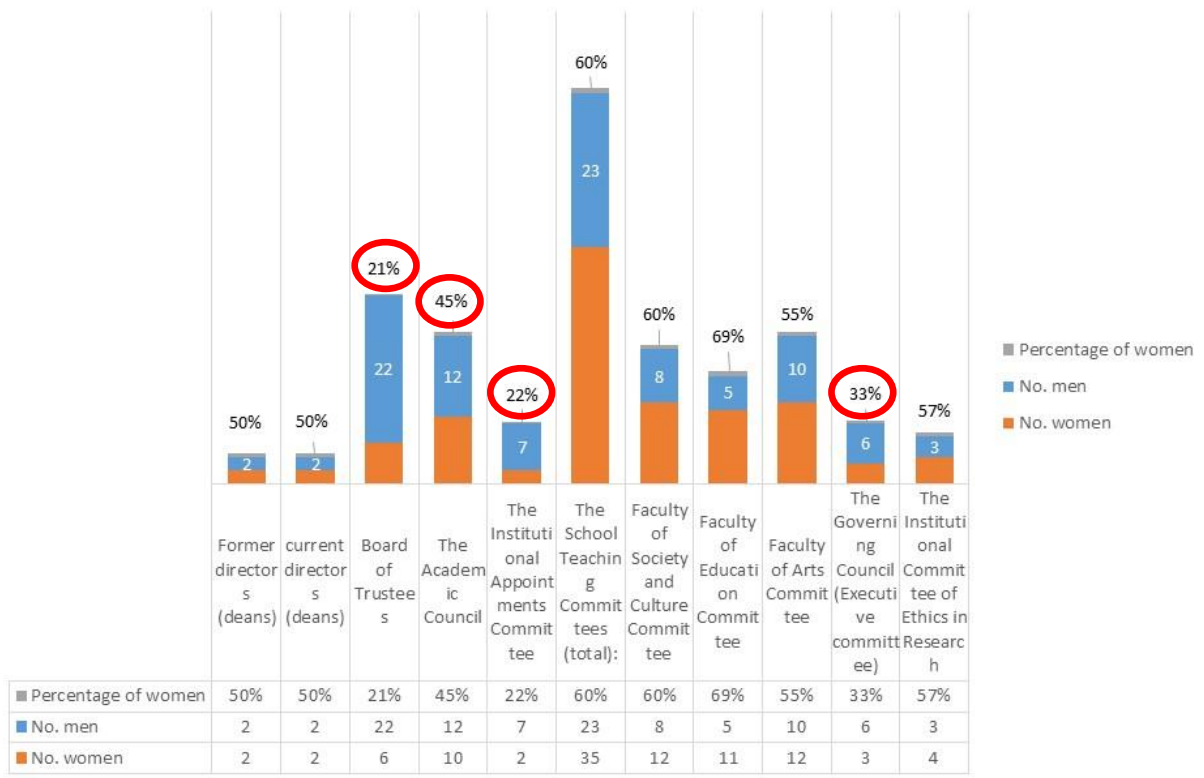
### Total number of employees



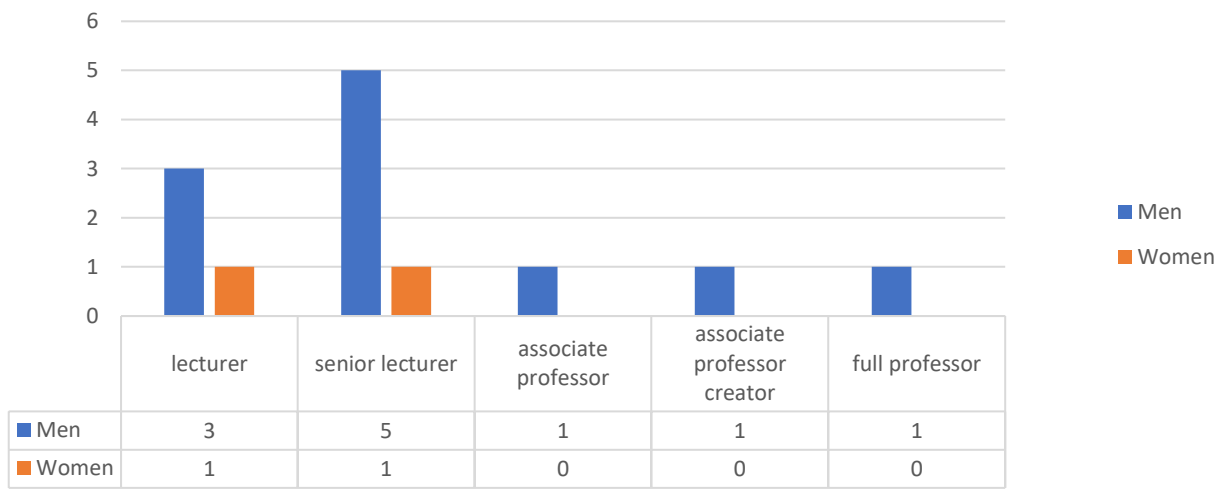
### Scissors Diagram - Beginning of 2019/20 Academic Year Beit Berl Academic College



### WOMEN REPRESENTATION IN DECISION MAKING COMMITTEES BEIT BERL ACADEMIC COLLEGE 2018



### Senior Staff Promotions - 2019/20 Beit Berl Academic College



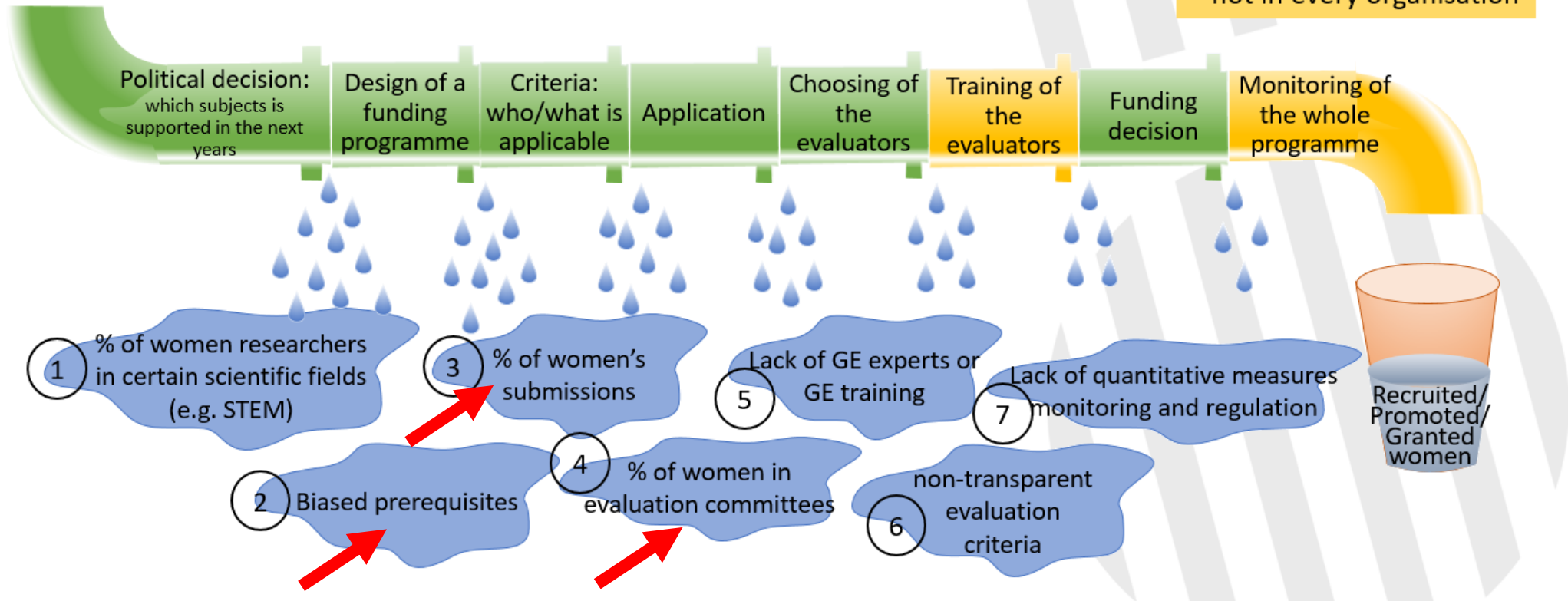
# Female Staff Members in Colleges

- “Institutional isomorphism” (DiMaggio & Powell, 1983)
- Inequality regimes in organizations (Acker, 2006)
- The intersectionality model (Crenshaw, 1991)
- Cultural capital (Bourdieu, 1984, 1986)
- Research productivity (Aiston, 2015)



# The Leaky Pipeline Model in Academia\*

\* not in every organisation



\*Applicable to RPO/RFO/HEIs

→ focus of this presentation



# CHANGE Objectives



1. Removing barriers to the recruitment, retention and career progression of female researchers;
2. Addressing gender imbalances in decision making processes;
3. Strengthening the gender dimension in research programmes.



# BBC Gender Equality Plans

- Personal interviews of ECE teachers and pedagogical advisors
- Gender training for ECE teachers and pedagogical advisors
- Support group for male ECE teachers

\*Gender mainstreaming in research and teaching content

Early Childhood Education

Work-Life Balance

- On-line questionnaire
- Interviews
- Gender workshops for academic staff members

\*Prevention of gender-based violence

- Personal interviews of staff members
- Gender workshops and lectures about unconscious bias
- Personal talks and guidance on academic career-management
- Organizational gender mainstreaming

Institutional Barriers and Job Security

Women of Minority Groups

- Personal interviews of women researchers of minority groups (Ethiopian, Arab)
- Mentoring
- Awareness events



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**Institutional Barriers and Job Security**

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# Methodology



- Qualitative research method
- 15 semi-open interviews
- Women in 3 academic ranks were interviewed:
  - SL – Senior Lecturer
  - L – Lecturer
  - NT – Non-Tenured (junior staff)
- Interviewee's view on promotion process + barriers



# Findings: Seven Themes



1. Knowing the criteria for academic promotion
2. Multiplicity of roles – teaching, research, parallel managerial positions
3. Mentoring
4. Gender mainstreaming / 'Doing gender'
5. Organizational barriers
6. Recommendations
7. Job security and well-being



# Findings: The Multiple Roles Theme (MR)



- All interviewees acknowledged the importance of scientific productivity as a major criterion for promotion.

*“I don’t get to do research. Promotion stops because I don’t get to research. And I don’t aim at additional or other positions. It’s clear to me I cannot publish, and it is required...”*

*“I have academic work in three colleges [...] to provide for my family, and a non-academic work in a firm to complete my income, since I’m in a non-tenured position in BBC...I’m occupied 24/7...it’s a rat race...”*



# Findings: Multiple Roles (MR)



- Women in higher ranks:
  - Success in research
  - Satisfaction alongside difficulties
  - MR as a challenge which was overcome



- Women in lower ranks:
  - A sense of failure, stress and inability
  - MR as a barrier
  - No promotion, stagnant careers

# Initial Recommendations

- **Institutional support instruments** and networking – e.g., research groups, mentoring, administrative resources, mental support
- **Institutional acknowledgement in MR** and their implications – considering additional criteria for promotion – e.g., teaching, administrative positions, contribution to the organization and the academic community etc.

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