

# Gender and Sexuality at Work

A Multidisciplinary Research  
and Engagement Conference

15 February 2022


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# Conference Organisers, Committees, and Presenters

## Meet the Conference Organisers

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## Universities and Organisations Represented at the Conference (Alphabetical order)

Asia-Pacific Development, Diplomacy & Defence Dialogue

Australian Antarctic Division

Australian Human Rights Commission

Australian National University

Berry Street

Commission for Gender Equality in the Public Sector

Diversity Council Australia

Gender Equity Victoria (GEN VIC)

Jumbunna Institute for Indigenous Education & Research

La Trobe University

Laing O'Rourke Australia

Lund University

Medibank

Monash University

Peter MacCallum Cancer Centre

Pride in Diversity

Proud 2 Play inc

Purdue University

Rainbow Health Australia

RMIT

Sheffield University

Stockholm University

Swinburne University of Technology

UK Government

University of Canberra

University of Exeter

University of Kristianstad

University of Melbourne

University of South Australia

University of Sydney

University of Tasmania

University of Western Australia

University of Wollongong

Victorian Equal Opportunity and Human Rights Commission

Victorian Multicultural Commission

Workplace Gender Equality Agency



# Key Information About the Conference





# Our Purpose

This Conference has been designed to bring together talent from academia and the broader public and private sectors (both for-profit and not-for-profit) to participate in respectful, professional, and rigorous debate about gender and sexuality at work.

We aim to learn from each other and to find better ways to work together in building the knowledge base required to address gender and sexuality at work in meaningful and productive ways.

## Conference Background

Decades of research dedicated to understanding how gender, sexual orientation, and sexual characteristics intersect with our work lives have given us tools to address bias, discrimination and abuse, to create more respectful, safer and ultimately healthier workplaces for all, and to improve the balance between multiple life roles.

Indeed, the topics, methodologies, and applications of research on gender, sexual orientation and sexual characteristics at work have become increasingly sophisticated. Yet, many challenges remain. In academia, there is a stronger need for multidisciplinary and intersectional approaches. In the community, actors want to enhance their responsiveness and to have a strategic approach to gender, sexual orientation, and sexual characteristics at work. Across both sectors, more efforts are required to build bridges and guarantee that what we learn from each other is effectively translated into better theories, methods, and applications.

The similarities and differences in work experiences between social categories based on gender identity (e.g., men, nonbinary, women, transgender), sexual orientation (e.g., asexual, bisexual, gay, heterosexual, lesbian, queer and/or questioning), and sexual characteristics (e.g., intersex) are important research topics that can help improve the lives of all people.

In 2022, the theme of the conference is **Accelerating Gender and Sexuality Inclusion at Work**. Our knowledge of what works to enhance workplace inclusion is becoming increasingly sophisticated. In this iteration of the conference, we want to continue to explore a wide range of research about gender and sexuality at work, while focusing on what the evidence tells us can be done to accelerate gender and sexuality inclusion at work and in organisations.



# Conference Values and Methodological Positions

This Conference is underpinned by the following values and methodological positions:

## Respect

We want to create a respectful and professional space for members of the community to have well-informed, robust discussions of topics, theories, methods, and their applications.

## Engagement

Research on gender, sexual orientation, and sexual characteristics at work is enhanced when done with the community and for the community. We want to showcase our capacity to work with the public and private sectors (both for-profit and not-for-profit) and with members of the community in general.

## Intersectionality

Gender, sexual orientation, and sexual characteristics at work intersect with other life dimensions (e.g., age, ethnicity, languages, disability status, location, SES, occupation), sometimes in paradoxical ways. Intersectional life experiences are inherently valuable, and we want to understand them.

## Crossdisciplinarity

We are researching complex and interesting topics. Multidisciplinarity, interdisciplinarity, and transdisciplinarity are the present and future of scientific research. It is only through working collaboratively that we can impact change.



# The Event

The Conference offered many opportunities to participate and learn during a full day of activities and events, divided into four tracks of work:

1. **Keynotes.**

Professor Rae Cooper (she/her), Professor of Gender, Work and Employment Relations at The University of Sydney, Australia.

*Topic: Building Back Fairer - Applying a gender lens to the post-pandemic future of work*

Dr Thekla Morgenroth (they/them/their), Assistant Professor, Social Psychology at Purdue University, USA.

*Topic: The maintenance of the gender/sex binary*

2. **Paper Presentations.** Concurrent peer-reviewed academic paper presentation sessions. These included academics from 13 Australian and 7 International universities.

3. **Networking lounges.** Presenters and Participants had lunch online and kept the discussion going in midday interactives sessions.

4. **Community/Industry-led Workshops.** Workshops showcasing evidence-based applications of research to work-related issues These included presenters from 18 organisations.

5. **Plenary.** The final session discussed the future of research and engagement in gender and sexuality at work. The results of the analysis of the delegates' responses to the registration question will be presented, and a panel of academics, community, and industry experts participated in the plenary.



# Day Overview

8:00 – 8:30	Registration			
8:30 – 8:40	Welcome to Country by Wurundjeri Elder Tony Garvey			
8:40 – 9:00	Welcome to the Conference by Professor Paul Jensen, Deputy Dean - Faculty of Business and Economics, The University of Melbourne.			
9:00 – 10:00	Morning Keynote: Professor Rae Cooper (she/her), The University of Sydney Topic: Building Back Fairer – Applying a gender lens to the post-pandemic future of work			
10:00 – 10:15	Morning Break			
Track / Room	1	2	3	4
10:15 – 10:45	Gender, Subjective Social Status and Success	Managing Menstruation During Antarctic Fieldwork	Normative Gender Bias in Linguistic Representation	Nurturing Sense of Inclusion for Female Engineers
10:45 – 11:15	Parent WFC and Offspring's Work	Ecosystem of Support	#meninheels and Work Attire	The Money and The Room
11:15 – 11:45		Navigating the Vietnamese Academic River	TGD Work Experiences in Australia	Gendered Drivers of Parliamentary Retirement 1990-2019
11:45 – 12:45	Afternoon Keynote: Dr Thekla Morgenroth (they/them) Purdue University Topic: The Maintenance of the Gender/Sex Binary			
12:45 – 1:15	Networking Session: The gendered career lifecycle	Networking Session: Women in the academy	Networking Session: Bending gender at work	Networking Session: Women in male-dominated work
Track / Room	1	2	3	4
1:15 – 2:15	Diversity in Tech	Unpacking the Man Box	Tackling workplace sexual harassment	Pride in Diversity
2:15pm – 3:15	Acting on Public Sector Gender Equality	Narrowing of the Gender Pay Gap	Online Safety of Women in Politics	Rainbow Tick
3:15 – 3:30	Afternoon Tea Break			
3:30 – 4:30	Women in STEM and Academia	Embedding workplace equality	Australia's International Opportunities & Obligations	A Rainbow Roadmap for Sport
4:30 – 5:15	Plenary Session			
5:15 – 5:30	Best Paper Awards			
5:30 – 6:00	Conference Closing			



# Keynote Addresses



# Morning Keynote: Professor Rae Cooper

## Building Back Fairer – Applying a gender lens to the post-pandemic future of work

### Abstract

The coronavirus pandemic has produced devastating health, economic and social consequences which have reverberated across the globe. In paid and unpaid work, women have been disproportionately impacted. The Australian and international evidence suggests that the gendered inequalities that existed in the pre-COVID-19 world of work – like extreme labour market gender segregation and the uneven distribution of unpaid labour in the home – have been exacerbated during the past two years. The paper argues that a gender lens must be urgently applied to the recovery, and it proposes stakeholder action in four key thematic areas to build gender equality into the post-pandemic future of work.

### Prof. Rae Cooper (She/Her)



Professor Rae Cooper is Professor of Gender, Work and Employment Relations at the University of Sydney Business School and is Director of the University of Sydney Gender Equality in Working Life Research Initiative, established in 2021. She is concurrently working on projects with a focus on designing gender equality into the future of work, gender, work and COVID19, and women's careers in very male-dominated sectors. Across her career, Rae has worked with government, multi-laterals, industry, and trade unions on research aimed at driving good jobs and building equitable working lives. Rae has significant experience as a non-executive director and has been appointed to several committees in the women's policy area, including as Chair of the NSW Premier's Expert Advisory Council on Women.

# Afternoon Keynote: Dr. Thekla Morgenroth

## The Maintenance of the Gender/Sex Binary

### Abstract

In modern Western cultures, gender has traditionally been viewed as binary and stemming from biological sex. Recently, these views have started to change, both among experts and in society more broadly. However, these changes have led to vocal opposition from a wide range of groups such as some religious and some feminist groups. In this talk, I explored the psychological mechanisms underlying this opposition and present data from two different projects that focus on the opposition to policies and practices that disrupt the gender/sex binary. These insights can help organizations identify best practices in a context where they increasingly have to position themselves in regard to changing views of gender one way or another.

### Dr. Thekla Morgenroth (They/Them)



Dr. Thekla Morgenroth is an Assistant Professor of Social Psychology at Purdue University. Their research examines why and how people maintain and defend social categories and hierarchies with a focus on the gender/sex binary and its effects on women and members of the LGBTQ+ community. They joined Purdue University in January 2022 after working as a post-doc at the University of Exeter, where they also obtained their PhD in Social and Organizational Psychology in 2015. Thekla is currently involved in a range of projects including research on the psychology of different feminist ideologies, attitudes towards the decriminalization of sex work, gendered perceptions of brilliance, and the link between gender nonconformity and identity denial. Thekla's theoretical and empirical work has been published in top academic journals such as *Psychological Bulletin*, *Perspectives*

on *Psychological Science* and *Journal of Experimental Social Psychology*. Outside of work, Thekla is a huge board game nerd with a love for cats and karaoke.

# Academic Papers

The image features a solid dark blue background on the left side. On the right side, there is a vertical strip of abstract, overlapping geometric shapes in various colors including light blue, yellow, green, orange, and purple, creating a dynamic, multi-colored triangular pattern that tapers towards the top.



# Academic Papers

## Peer-Review Process

We received a total of 25 submissions. Twelve papers were accepted and 11 were presented at the GSWC. All academic papers were peer-reviewed.

By submitting a short paper to the conference, authors were agreeing to review one short paper submitted by another author. Additionally, we identified academics with relevant expertise and invited them to review a submission. In total, 48 academics from Australia and overseas reviewed one paper. Each paper had between two and three independent reviewers.

Most papers were refereed using an open review process (i.e., the identity of the authors was known to the reviewers). We considered that the transparency of open peer-review encourages accountability and civility, generally improving the overall quality of the review and articles. Authors and the reviewers of their papers were from different academic institutions.

Reviewers were asked to rate the quality of the papers along seven dimensions. These ratings allowed the organisers to select the best papers to be presented at the GSWC and to decide on the two Best Paper Awards. The average rating from the reviewers was only made available to the conference's Academic Executive Committee. However, the reviewers' feedback was conveyed in full to the authors.

Papers were evaluated on a five-point rating scale, based on the quality of:

- introduction and framing of the research, methodology applied to address the topic
- data analysis conducted and results clarity
- discussion of theoretical implications
- discussion of practical implications
- intersectional considerations
- multidisciplinary approach.

Based on these ratings and the final recommendations from the reviewers, 12 papers were accepted for presentation at the GSWC.

Also based on the reviewer ratings, two papers received best paper awards, which included a certificate and a monetary award. Both awards went to papers by higher degree research students.



# Stream 1

## **'I am expected to choose between my career and having a family': The role of gender and subjective social status in HE students' definitions of success.**

**PhD Candidate Daniela Fernandez**

University of Exeter, United Kingdom

**Prof Michelle Ryan**

The Australian National University

**Dr Christopher Begeny**

University of Exeter, United Kingdom

### **Abstract**

In higher education (HE), students' expectations of success are a significant predictor of their motivation, academic attainment and future workplace choices. However, research has mostly focused on students' levels of success rather than how they define success, and important element to understand their future trajectories in the workforce. In online written interviews with 36 UK university students, we examined how students define success and how their identities (gender and subjective socioeconomic status, SSS) underpin variation in these definitions. Following a reflexive thematic analysis, we created three main themes: (a) success as a source of personal development, (b) success as individual mobility, and (c) lack of clarity about what success is. Our results shed light on an important paradox in HE: while students tend to define success in relatively individualistic ways, such as individual mobility, financial success, or personal development, it was clear that their group memberships (gender, SSS) and related experiences played a key role in creating notable differences in how success was defined. This further implies that, when universities encourage a perception of success as centrally about individual mobility (e.g., having better job opportunities, by espousing the belief that HE and/or professional sectors are truly meritocratic) – this will not always align to, and may create tension for, students from disadvantaged groups.

*Keywords:* Gender; Intersectionality; Multiple social identities; Subjective social status; Success.

### **Introduction**

Success expectations are recognised as an important predictor of academic motivation in HE (Robnett & Thoman, 2017) and future career choices after graduation (Maxwell & Broadbridge, 2017). However, research has mainly focused on students' levels of success expectations, yet less attention has been given to understanding how students define success, and important element to understand their future trajectories in the workforce. Success has been defined as reaching one's goals, accomplishing a task or, overall, when an individual's outcome turns out well, desirable or favourable (Seltzer, 2021). However, this broad definition needs to consider how success definitions are not in a vacuum and are shaped by social context (see Broer et al., 2019). Following this, our study aims to pursue two questions that, to our knowledge, have not been explored in the literature: (1) how success outcomes, specifically after graduation, are defined by HE students, and (2) how individuals' social identities, particularly gender and SSS, might create divergent definitions of success. Thus, in this paper, we argue that one potentially key determinant of



individuals' definitions of success are their social identities, using a social identity approach (Tajfel & Turner, 1979) as theoretical framework.

In our study, we can expect that students' definitions of success in HE may vary as a function of their social identities. For example, research has shown that women tend to endorse more intangible definitions of success (e.g., happiness, recognition) than men, that would be more focus on financial security (Groysberg & Abrahams, 2014; Sturges, 1999). However, most of this research has been conducted with women in professional or male dominant positions (e.g., Dyke & Murphy, 2006; Mahdavi, 2001; Obers, 2014) -which are perceived as more prestigious-, leaving the question of how women outside this group (e.g., in low-income jobs, or from socioeconomically disadvantaged backgrounds) might conceptualise success before entering to the workforce. Indeed, research has shown that students from middle and upper class define success in terms of intangible outcomes (Agnew, 1983). Moreover, sharing different groups membership might promote nuances in how students define success, considering how social identities might become more salient in particular contexts (see Opara et al., 2020). For instance, a male student with a high SSS might perceive success as financial and happiness. Yet, one element can be more important, depending on what identity is more salient in determined HE contexts (e.g., degree and field of study).

## Methods

We conducted our study following an interview method developed by Opara and colleagues (2021), using real-time, semi-structured online written interviews via a document sharing website (Microsoft Outlook). Interviews were semi-structured and formed part of a more extensive study about students' university experiences. The online written interviews consisted of a thematic script that included: (a) preliminary demographic-type questions (e.g., gender), their motivations concerning to their chosen career, their academic routine, and their expectations about university; (b) students' expectations after graduation; and (c) how students defined success after graduation.

*Participants:* We interviewed 36 undergraduate students enrolled in UK universities. The sample included 19 women and 17 men students. We selected participants through quota sampling (Luborski & Rubinstein, 1995) with a brief Qualtrics screening demographic questionnaire through the online participant recruitment site Prolific, Facebook student groups, and university contacts from Widening Participation programmes. The sample size was determined by the principle of inductive thematic saturation (Saunders et al., 2018). Participants' mean age was 21.97 (SD = 3.44), and, on average, they were enrolled on their 2.5 years of study (SD = 0.74). We measure students' subjective social status using the McArthur Scale of Subjective Social Status (Adler et al., 2000) and grouped students into 3 groups: 12 students in the lower SSS group (values of 1-4), 9 students in the mean group (values of 5-6), and 15 students in the higher SSS group (values of 7-10). Students were enrolled in various disciplines and were from a range of UK universities.

*Analysis:* We followed a qualitative and interpretive approach to analyse participants' success definitions, following a reflexive thematic analysis approach (Braun & Clarke, 2019). Using an 'analytical sensibility' (Braun & Clarke, 2019), we approach the data from a social identity approach (Tajfel & Turner, 1979), acknowledging how the social context shapes students' multiple, intersecting identities (Hammack & Hurtado, 2018). To analyse the data, we followed the phases proposed by Trainor and Bundon (2020): (a) Familiarisation, (b) Data coding, (c) Generating initial themes, (d) Reviewing and developing subthemes and themes, (e) Refining, defining and naming themes, and (e) Writing the report.



## Results

Success was defined differently by students, and gender, SSS identities, and the intersection of both were associated with nuances in how they defined success, and the social identity-based strategies involved in those definitions. Notably, lower SSS groups described social creativity and individual mobility as part of their definition of success. Overall, low SSS students' considered success as (a) achieving personal development through work-based experiences as a way of social creativity, and (b) achieving individual mobility, with HE as a tool to help them to secure a job and financial success.

Students perceived university as a mean to reach success, and in particular low SSS students acknowledged the role of HE to access better job opportunities, with a strong influence of permeability beliefs shared by their family and universities. However, particularly female low SSS students defined success considering potential gender barriers expected in the workplace, as these students perceived starting a family as a potential obstacle to achieving success, as they would experience difficulties balancing their work and personal life. Students with a high SSS defined success following internal comparative references -such as happiness and personal development-, but also partially recognised that money was part of their conceptualisations about success, showing an ambivalent position towards assuming that financial success was important. Finally, complexities in defining success due to perceptions of unemployment and precarious social contexts were shared by a small group of students from different group memberships, showing the potential challenges that young people face regarding their concerns about their access to the workforce.

## Implications

*Theoretical:* Our study provides support to the idea that the concept of success implies nuances that need to be considered and that these nuances can be explained considering an intersectional approach (see Markus & Stephens, 2017), particularly in terms of gender and SSS, as we found SSS differences in how women conceptualise success. Furthermore, our study provides insights to understand how what it might be as a goal for some women (work life balance) it is indeed seen as a challenge difficult to pursue for others. Moreover, to look at gender differences in success has not fully considered the role of intersectional and multiple identities, such as social class, focusing mostly on college educated, professional women. The interviews showed how gender norms have a differential role in low SSS students, putting on more pressure in women, as they feel that they need to 'have it all' -career success and family-(Meeussen et al., 2016), which would be harder for female students, especially the ones that face economic challenges. Indeed, the idea of "advances on gender equality" can be understood as only for a specific group of women.

Our study highlights the importance of examining social identity strategies in real-life situations (see Chipeaux et al., 2017). Our findings discussed how particular social identity strategies can help to understand how students shape success definitions and expectations, and how these social identity strategies can be promoted by particular organisational discourses (e.g., permeability). Therefore, students approach to success is based on how social context shapes students' identity and perceived status, which, in turn, shapes preferences for identity management strategies. Hence, rather than considering how particular identities approach success, it is important to acknowledge how context may promote particular identity management strategies, that help to understand how individuals approach success.

Finally, our findings showed that to failure to acknowledge a broader range of success definition -beyond individual mobility-, alongside students varied life and educational trajectories, might worsen students' perception of success as possible when they do not fit to the prototypically conceptualisations about success (e.g., finding a job in a prestigious organisation). In turn, as



students included in their success definitions what is seen as possible for them, this will create different conceptualisations about success which universities might not recognise as apt. Hence, understanding how different groups define success might provide a better understanding of why different groups have shown differences in their levels of success expectations.

Practical: Our study shows that considering multiple success definitions and the role of social identities in how these definitions are shaped, also have practical implications for universities. To present a range of different ways to understand success could promote different criteria to understand and evaluate individuals' success expectations. For example, suppose universities define success as individual mobility (e.g., Widening Access programmes). In that case, groups that don't see individual mobility as possible and, in turn, create their definitions about success leaving these elements outside, will be categorised with lower success expectations. By doing this, universities, instead of promoting social change and equality, will keep emphasising outcomes that reproduce social inequities (Winton, 2013).

Universities have focused their interventions on underrepresented groups in HE on changing students' behaviour or beliefs to fit university culture (see Brady et al., 2020). This dimension does not recognise students' differences nor value what students can offer to discuss success and equality in HE. The so-called "cultural mismatch" (Stephens et al., 2019) of students from underrepresented groups can also be understood as a cultural mismatch of the university as an organisation that might have changed access and support policies, but it seems that have not questioned the idea that there is one way of being successful, this is, reaching individual mobility and being part of high-status groups. Practical interventions need to acknowledge and openly discuss that success can be understood as collective action, leading to a recognition of social inequalities within university itself, rather to maintain the status quo.

Finally, to provide a depth understanding to the nuances in how students from different groups define success also have practical implication for future employers and organisations where students will start their career. Students' expectations of success after their graduation may shape students' applications choices and approach to particular workplaces. Following our results, employability strategies need to acknowledge that being successful means different things, and that -for less privileged groups- options to access the workplace may be constrained by their social and economic circumstances.

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# Parent WFC and Offspring's Work. Examining When, How and Why Fathers' Work-Family Conflict Influences Children's Work Earnings: A 17-year Dyadic Lifespan Analysis

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## Abstract

How does fathers' work-family conflict influence their offspring's motivation and success at work? In this paper, we explore this question by examining when, how and why fathers' work-family conflicts influence their adult offspring's earnings. Building on conservation of resource theory and crossover theory, we proposed and tested a moderated mediation model that suggests that for fathers experiencing greater social isolation (as opposed to lower), fathers' work-family conflicts will have a stronger indirect effect on children's earnings 17 years later via the sequential mechanisms of vitality and children's hope of success by 17 years of dyadic father-child data (N = 592) from the Household, Income and Labor Dynamics in Australia (HILDA) Survey. Results show our model is fully supported. Theoretical and practical implications as well as future research directions are discussed.

*Keywords:* intergenerational transmission, fathers' work-family conflict, vitality, hope of success, earnings

## Introduction

Over the last 30 years, scholars have theorized about the complexities surrounding roles, expectations, and spill-over effect across work and family. Theoretically, work and family domains can interfere with or enrich one another, as individuals manage differing expectations linked with each role (Greenhaus & Beutell, 1985; Powell & Greenhaus, 2006). Focusing on interference, scholars have conceptualized work-family conflict (WFC) as an incompatibility between work and family demands, and it is a common experience among many employees (Frone et al., 1992; Greenhaus & Beutell, 1985). A large body of research has suggested that WFC can have a spillover effect to employees' significant family members such as their spouses by reducing their perceived health, psychological distress and family satisfaction (Huffman et al., 2017; van Steenbergen et al., 2014; Yang & Dahm, 2021). Children are also a member of the family, and children are specifically malleable by experience of socialization with parents in the long term. Similarly, according to the developmental literature, parents' socialization with children influences children's achievement-related outcomes in the long term (Bowlby, 1968). Yet, interestingly, although few recent efforts have investigated how parental WFC impacts children's short-term health (Ohu et al., 2019), very little focus on its impact on children's long-term achievement outcome such as children's career (for reviews, see Byron, 2005; Eby et al., 2005).





Adopting an intergenerational spillover perspective, we theorize that parents' WFC represent cues provided by parents via their daily interaction with children, which will further shape children's perceptions, motivations and emotions etc. Parents, specifically fathers' WFC, could have a stronger influence on their children achievement-related behaviors as opposed to mothers, because fathers have higher work salience than mothers (Lim & Loo, 2003; Shockley, Shen, DeNunzio, Arvan, & Knudsen, 2017), and thus fathers Moreover, compared to mothers (Arena et al., 2019; Gabriel et al., 2020; Johnson & Allen, 2013; Jones et al., 2020; Ladge et al., 2012; Spitzmueller et al., 2016), the impact of fathers' work-family experience is understudied. Therefore, this research focuses on the fathers' WFC rather than mothers' in examining its subsequent impacts.

Building on conservation of resources (COR) theory (Hobfoll, 1989, 2001), we argue that WFC causes inter-role conflict and deprives people's resources to feel vitality, and such a negative relationship is specifically stronger for fathers who are high in social isolation given that this condition represents an unavailability of resources that prevents individuals from coping with stressors and strains (Hobfoll, 2001). Furthermore, linking COR theory (Hobfoll, 1989, 2001) with crossover theory (Park & Fritz, 2015; Westman, 2001), we argue that decreased vitality in fathers can transmit stressors and strains, instilling the notion in offspring that the future is not that hopeful (i.e., lower hope of success), which will further decrease offspring's future career success (Figure 1). Our theoretical model is supported by 17 years of dyadic father-child data (N = 592) from the Household, Income and Labor Dynamics in Australia (HILDA) Survey.

Hypothesis 1: The negative relationship between fathers' WFC and vitality is moderated by social isolation: The higher the fathers' social isolation is, the stronger the negative relationship; the lower the fathers' social isolation is, the weaker the negative relationship.

Hypothesis 2. The impact of fathers' WFC on children's earnings at work is mediated sequentially by fathers' vitality and children's hope of success.

Hypothesis 3. Fathers' social isolation moderates the mediation chain such that the indirect effect of fathers' WFC on children's earnings at work through fathers' vitality and children's hope of success is stronger for fathers with higher social isolation.

We contribute to the management literature in a number of ways. First, by integrating COR theory (Hobfoll, 2001) and crossover theory (e.g., Westman, 2001), we offer new inter-/transgenerational insight to work-family research. Whereas most research on WFC examined its influence on employees or spouses (van Steenbergen, Kluwer, & Karney, 2014) or short-term impact on children (Vieira, Matias, Ferreira, Lopez, & Matos, 2016), we demonstrate that fathers' WFC is a long-term resource loss affecting family functioning across generations. This extension is important because a central tenet of WFC concerns the impact of work on family members such as children, and the work-family interface accounts for a large proportion of parents' lifetime. In doing so, we contribute to a growing line of research in the management literature (Campbell, Jeong, & Graffin, 2019; Huang, Chen, Xu, Lu, & Tam, 2019; Kish-Gephart & Campbell, 2015; Liu et al., 2019; Martin, Côté, & Woodruff, 2016). Second, our study demonstrates that children's achievement motivation and hope for success can be shaped when their fathers demonstrate high vitality as a result of positive work-family interfaces. In doing so, we contribute to the achievement motivation literature (McClelland, Atkinson, Clark, & Lowell, 1953) by demonstrating that individuals' positive psychological attributes can be actively shaped (van Woerkom & Meyers, 2019). Furthermore, multidisciplinary research shows that children's achievement motivation and success are determined by educational factors (Ma & Shea, 2021) or parental behaviors (Rogers, Creed, & Praskova, 2018). We contribute to those multidisciplinary studies by demonstrating that children's career success not only depends on "sole domain factors" (i.e., sole family factor or sole workplace factor) but also depends on the work-family interface. Our research also demonstrates several methodological strengths by using



longitudinal multisource data matching fathers and their children to avoid lack of causality and same source bias.

## Method

**Sample and Procedure:** We used panel data spanning 17 years from the Household Income Labor Dynamics of Australia (HILDA), which offers a longitudinal test for our proposed hypotheses. To be included in our study, each respondent was matched to his or her parental data. As our interest is the influence of fathers' WFC on children's achievement motivation, we excluded respondents without fathers' WFC, fathers' vitality, and children's hope of success in our chosen waves (wave information as explained below) in the HILDA survey, resulting in 592 respondents in the final sample. In the final sample, children's age range (based on data collected in Wave 17, 2017) was from 20 to 38 ( $M = 24.06$ ;  $SD = 3.35$ ), and 49.1% of them were male. Fathers' age range (based on data collected in Wave 1) was from 24 to 60 ( $M = 40.57$ ;  $SD = 5.65$ ).

**Measures:** Fathers' WFC was measured by five items at Wave 1 using fathers' responses, including "Worry about children while at work," "Too little time or energy to be aspirational parent," "Miss out on the rewarding aspects of being parent," "Miss out on home/family activities," and "Family time less enjoyable/more pressured" (response scale was 1= strongly disagree to 7= strongly agree;  $\alpha = .76$ ).

Fathers' vitality was measured at Wave 6 using fathers' responses, following our earlier justification on the choice of time lag1. We used the same Vitality scale as employed by Magee et al. (2012), containing four items that assessed how often an individual reported feeling worn out and fatigued over the past 4 weeks (e.g., "Did you feel tired?" "Did you feel worn out?"). The responses range from 1 (All of the time) to 6 (None of the time) ( $\alpha = .83$ ).

Children's hope of success was measured at Wave 12 and reported by children. Hope of success was measured by four items developed by Lang and Fries (2006), including "I like situations where I can determine how capable I am," "When confronted by a difficult problem, I prefer to start working on it straight away," "I enjoy situations that make use of my abilities," and "I am attracted to tasks that allow me to test my abilities". The responses range from 1 (Strongly disagree) to 7 (Strongly agree) ( $\alpha = .73$ ).

Fathers' social isolation (subjective) was measured by using five items focusing exclusively on social isolation and without focusing on emotions from the 10-item social support scale developed from HILDA. We used 5 items measuring – interactions and the capacity to draw upon others for support as opposed to a sense of isolation, including "People don't come to visit me as often as I would like," "I often need help from other people but can't get it," "I seem to have a lot of friends (reversed coded)," "I have no one to lean on in times of trouble," and "I often feel very lonely". The responses range from 1 (Strongly disagree) to 7 (Strongly agree) ( $\alpha = .64$ ).

Fathers' social isolation (objective) was measured by using one objective item: "How often get together socially with friends or relatives not living with you" (1 = Every day to 7 = Less often than once every 3 months).

Children's earnings were collected in Wave 172 and reported by adult children. This variable indicated individuals' annual gross wages and income from all jobs in Australian dollars. Because the data had a (skewed) distribution with a large range at the upper limit, we transformed this variable by dividing total annual income by 10,000.



Control variables. We controlled for children's age, gender, education, household income, and socioeconomic status using data collected in Wave 17. We controlled for gender because it is associated with financial performance (Blau & Kahn, 2003), as is age (Blau & Kahn, 2003). Research has also found that education is related to individuals' financial-related outcomes (He, Derfler-Rozin, & Pitesa, 2020); therefore, we controlled for the highest level of education children have achieved. We also controlled for offspring's household income, as it is expected to be correlated with earnings (Isaak, 2004). Finally, socioeconomic status has been shown to be a covariate of financial outcomes (Wang & Ford, 2019; Judge, Klinger & Simon, 2010). Therefore, we controlled for socioeconomic status, which was measured by one socioeconomic (dis)advantage measure (SEIFA: Socio-Economic Indexes for Areas) developed by the Australian Bureau of Statistics to rank areas of Australia based on their advantage or disadvantage (Australian Bureau of Statistics, 2011), with the bottom quintile representing the most disadvantaged areas and the top quintile representing the most advantaged. More details about how our control variables were coded are presented in Table 2.

## Results

Prior to the hypotheses tests, we conducted a confirmatory factor analysis (CFA) to establish the discriminant validity of the key constructs. Table 2 contains the means, standardized deviations, and correlations of the key variables. We use Mplus pathway analysis to test our hypotheses. In terms of the moderation effects, we found support for Hypothesis 1 based on the significant negative interaction effect of fathers' WFC and social isolation for predicting vitality ( $\beta = -.05$ ,  $SE = .03$ ,  $p < .05$ ). The negative relationship is significant when social isolation is high (simple slope =  $-.15$ ,  $SE = .04$ ,  $p < .01$ ) but not when social isolation is low (simple slope =  $-.05$ ,  $SE = .04$ , ns), as depicted in Figure 2 (Cohen et al., 2013). Hypothesis 2 proposing "fathers' WFC  $\rightarrow$  fathers' vitality  $\rightarrow$  children's hope of success  $\rightarrow$  children's earning at work" was supported given that we found that fathers' WFC was negatively associated with fathers' vitality ( $\beta = -.16$ ,  $SE = .03$ ,  $p < .01$ ), fathers' vitality was positively associated with children's hope of success ( $\beta = 0.12$ ,  $SE = .05$ ,  $p < .05$ ), and children's hope of success was positively associated with earnings at work ( $\beta = 0.23$ ,  $SE = .11$ ,  $p < .05$ ). The indirect effect of fathers' WFC on children's earnings was significant ( $\beta = -.12$ ,  $SE = .08$ , 95% CI  $[-.32, -.01]$ ). With bootstrap analyses generating 5,000 samples, we computed bias-corrected confidence intervals (CIs) (Edwards & Lambert, 2007) and found support for Hypothesis 3. The Mplus path model indicates that the indirect effect of fathers' WFC on children's earnings at work through fathers' vitality and children's hope of success is stronger for fathers with high levels of social isolation ( $\beta = -.02$ ,  $SE = .01$ , 95% CI  $[-0.040, -0.005]$ ) but not for fathers with low levels of social isolation ( $\beta = -.002$ ,  $SE = 0.001$ , 95% CI  $[-0.004, 0.001]$ ). In summary, the Mplus path model offers support for all of our hypotheses.

In addition, in supplementary analysis, we tested this full model with the one-item social isolation measurement. Our results from supplementary analysis show that H1, H2 and H3 were all supported with the alternative social isolation measurement (See Figure 3).

## Discussion

Building on conservation of resource theory and crossover theory, we propose a research model that suggests for fathers with greater social isolation (as opposed to lower), fathers' WFC will have a stronger indirect effect on children's earnings 17 years later via the sequential mechanisms of vitality and children's hope of success. Using 17 years of dyadic father-child data ( $N = 592$ ) from the HILDA Survey, our findings show that fathers' WFC can reduce vitality, thereby decreasing their children's hope of success and financial success at work. Specifically, when a father experiences high social isolation, the indirect effect of fathers' WFC on children's financial success at work via fathers' vitality and children's hope of success is stronger.



References available upon request

Fathers' social isolation

Fathers' WFC

Fathers' vitality

Children's hope of success

Children's work earnings

Figure 1. Theoretical Model

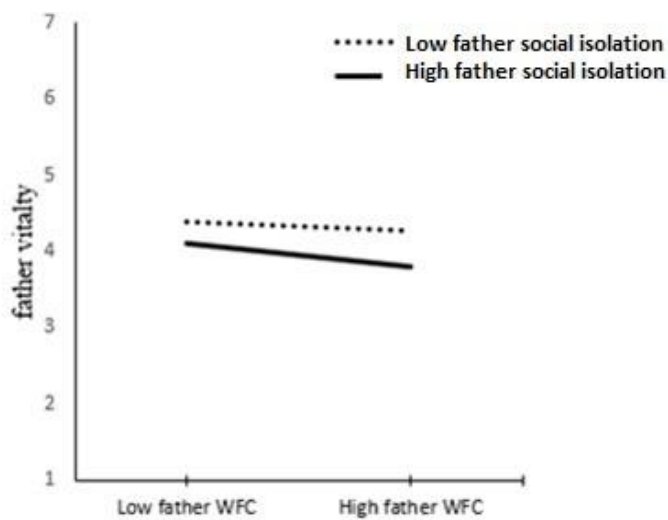


Figure 2. Interaction Plot: Father WFC x Social Isolation

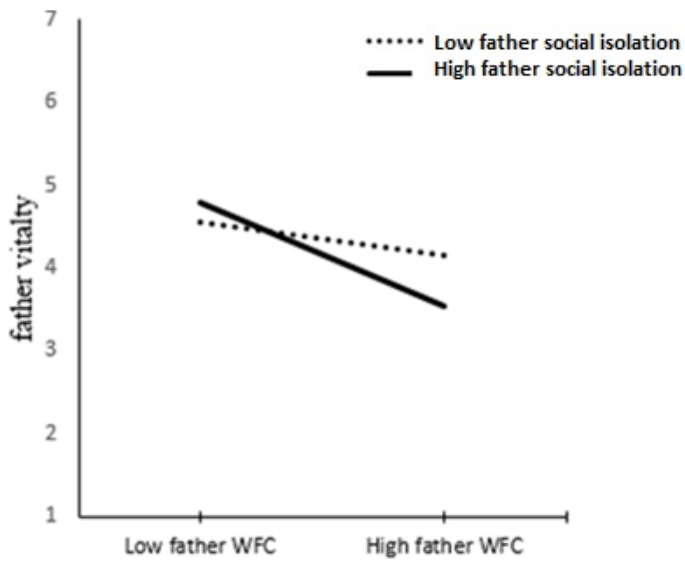


Figure 3. Interaction plot: Father WFC x Social Isolation (Supplementary analysis II)



Table 2. *Descriptive Statistics and Correlations (N=592)*

	<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7	8	9	10
1. Children age	24.06	3.35										
2. Children gender	1.53	.50	-.10**									
3. Children education	9.59	3.07	.06	.00								
4. Children socioeconomic status	6.47	2.71	-.06	-.01	.14**							
5. Children household income	5.62	2.51	-.28**	-.11**	-.12**	-.15**						
6. Father WFC_T1	4.08	1.28	-.03	.03	.01	.03	.03					
7. Father vitality_T6	4.23	.81	-.01	.06	.05	.06	-.05	-.25**				
8. Children hope of success_T12	5.12	1.02	.07	-.05	-.04	.02	-.07	-.03	.10*			
9. Father social isolation_T1 (scale)	2.85	.99	.03	-.01	-.02	-.11**	.08	.31**	-.30**	-.03		
10. Father social isolation_T1 (single-item)	3.81	1.45	.07	.02	-.03	-.01	-.01	.10**	-.06	.00	.31**	
11. Child earnings_T17	24.06	3.35	.46**	-.12**	.20**	.03	-.23**	.00	.01	.07	.02	.08*

\* $p < .05$ . \*\*  $p < .01$

Gender was coded as 1 = male, 2 = female. Education (highest education level) was coded as 1=Postgrad - masters or doctorate, 2=Grad diploma, grad certificate, 3=Bachelor or honors, 4=Adv diploma, diploma, 5=Cert III or IV, 8=Year 12, and 9=Year 11 and below; Socioeconomic status was coded as 1=Lowest decile (Lowest socioeconomic status) to 10=Highest decile (highest socioeconomic status). Offspring's household income was coded as 1=Negative or Zero Income, 2=\$1 - \$189 per week, 3=\$190 - \$379 per week, 4=\$380 - \$579 per week, 5=\$580 - \$769 per week, 6=\$770 - \$959 per week, 7=\$960 - \$1149 per week, 8=\$1150 - \$1529 per week, 9=\$1530 - \$1919 per week, 10=\$1920 - \$2399 per week, 11= \$2400 - \$2879 per week, 12=\$2880 - \$3839 per week, 13=\$3840 or more per week. Child earnings were calculated by dividing the gross annual income by 10000.



## Stream 2

### Breaking the silence around blood: Managing menstruation during remote Antarctic fieldwork

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#### Abstract

Drawing on qualitative interviews with female expeditioners in the Australian Antarctic Program, this paper examines the additional labour involved in managing menstruation during remote Antarctic fieldwork. Fieldworkers rarely have consistent access to private toileting facilities or dedicated times/spaces to deal with their bodily excretions. However, being able to easily access toileting facilities can significantly impact how people who menstruate experience fieldwork. This is an overlooked but crucial corporeal challenge of working in Antarctica. Findings reveal that in male-dominated spaces, expeditioners must go to great lengths to make menstruation invisible. A primary way that women do this is through menstrual suppression technologies. When these are not available or not preferred, women negotiate trying to keep their menstruation and gynaecological health issues hidden but often do so in field settings where there is little infrastructure or support. I argue that the lack of infrastructure to support menstrual health in the field is a form of sexism that maintains women's lower status in polar field environments. To conclude, I offer practical guidance for National Antarctic Programs to support people who menstruate.

#### Introduction

Women have been doing Antarctic fieldwork for almost 40 years. Yet, the ideal fieldworker remains discursively produced as a white cisgender man (Collis 2009). This is illustrated by women's underrepresentation in many National Antarctic Program (NAPs) – the government agencies that manage national Antarctic activities. Women comprise only 25% of expeditioners in the Australian Antarctic Program (AAP). This compares to 33% and 30%, respectively, in the British and US Antarctic Programs. Given women's continued underrepresentation in NAPs, many of the historical issues with sexism and gender bias remain salient as field environments are still set up for men (Nash et al. 2019). With few exceptions, there is a dearth of research on women's lived experiences of remote scientific fieldwork in general (e.g., Bracken and Mawdsley 2004). There is an even smaller body of work exploring gendered experiences of Antarctic and Southern Ocean fieldwork (e.g., Nash et al. 2019). Feminist scholars highlight that contemporary scientific fieldwork cultures often emphasise hyper-masculinity and toughness through heavy drinking, jokes, and other exclusionary practices. The lack of infrastructure and privacy for toileting in male-dominated field environments can make women more vulnerable to sexual harassment (Clancy et al. 2014).

There is a dearth of scholarship on menstruation in Antarctic fieldwork. This is surprising given the extensive attention paid to menstruation and menstrual suppression in other isolated, confined, and extreme environments like space (e.g., Jain and Wotring 2016) and military operations (e.g., Phillips & Wilson 2021). This is an important gap because menstruating in Antarctica is complex to manage and it is difficult to adhere to social norms around menstrual etiquette because there is limited access to safe, clean, and private sanitation and disposal facilities (Nash et al., 2019). People who menstruate in extreme environments have often relied on menstrual suppression technologies during expeditions (e.g., Phillips and Wilson 2021). There is an extensive literature on menstrual suppression for women on active military duty over two decades and an emerging literature on



female astronauts (e.g., Jain and Wotring 2016). With a few exceptions (e.g., Taylor et al. 2021), there is a dearth of literature describing women's reproductive health in Antarctica even though menstrual suppression is (anecdotally) common.

This paper fills a key knowledge gap by addressing an overlooked dimension of remote fieldwork – how expeditioners manage menstruation and learn about acceptable toileting and menstrual practice in Antarctica. I draw together the existing literature on scientific fieldwork with decades of multi-disciplinary feminist scholarship exploring menstruation as a source of social stigma (Johnston-Robledo & Chrisler 2013), menstrual taboos and social norms around managing 'leaky' reproductive bodies (e.g., Ussher 2006), 'menstrual etiquette' (Laws 1990), the politics of menstrual suppression (Seear 2009), and menstrual health at work (Sang et al. 2021). In doing so, I provide a different lens for examining the implications for inclusion in remote fieldwork. Individual narratives from expeditioners are important because managing menstruation in the field is often taken for granted and invisible. I argue that the lack of infrastructure to support menstrual health in the field is a form of sexism that maintains the lower status of menstruators in polar field environments.

## Methods

Data for this paper originate in a commissioned study examining individual attitudes and expectations of Australian Antarctic Division (AAD) organisational culture. Key research questions included: 1) What are the attitudes and experiences of AAD employees?; 2) What are AAD employees' perceptions of organisational leadership?; 3) How can the organisational culture of the AAD be improved? I conducted one semi-structured interview of up to two hours with each participant (n = 22 interviews, 13 women, 9 men) online or by phone between March and May 2021. Participants comprised AAD head office staff (n = 13) in Tasmania, expeditioners currently in Antarctica at study commencement (n = 5) as well as recently returned expeditioners (within 6 months of study commencement) (n = 4). Head office staff included people working in every branch of the organisation. Expeditioners comprised all positions represented in Australian Antarctic Program expeditions including station/voyage leaders, medical practitioners, field training officers, cooks/chefs, technicians, tradespeople, and communications personnel.

I used an interview guide with open-ended questions drawn from themes in the relevant literature. Participants were asked questions about themselves (e.g., age, gender, race/ethnicity, postcode, education, income, etc.) as well as questions about how they perceive the AAD's organisational culture in Tasmania and/or Antarctica; AAD leadership; and how to improve the organisational culture. Participants with remote fieldwork experience were asked about their experiences in Antarctica on station and during fieldwork. Menstruation was not the focus of this study but the practical realities of male-dominated environments and managing menstruation and toileting ended were key themes in interviews with women. All interviews were recorded with consent and transcribed verbatim. Data were analysed using the grounded theory method.

Study participants are aged between 30 and 66 years, with a mean age of 46 years. They come from 7 different countries mainly in the Anglosphere, with the majority (68%) born in Australia. Most expeditioners worked on fixed-term contracts given the seasonal nature of the work. All participants were positioned occupationally as middle class based on their yearly household incomes (on average AUD\$125,000-\$150,000). 60% of participants had a postgraduate degree. 86% of participants were white.

## Results

Findings highlight that the presence of women in Antarctica has done little to quell masculinist polar fieldwork cultures in recent decades. Menstruation remains an overlooked but crucial bodily challenge of working in Antarctica. Women in male-dominated field teams must manage



menstruation in field environments that are largely insensitive to their bodily needs. Women in this study described their attempts to practically conceal menstruation in line with norms of menstrual etiquette in environments where the infrastructure for them to do so was absent or inadequate. Women must undertake additional psychological and physical labour to manage menstruation while doing demanding work in an extreme environment – they change their menstrual products without privacy or adequate sanitation; carry bloody menstrual products around with them in the field for long periods of time; improvise menstrual products when none are available; keep menstrual products in their bodies for longer than recommended because they are not provided with adequate toilet stops; and alter their hormonal balance with medications to make menstruation less inconvenient. Whilst women in this study found a range of ways to individually cope, the more concerning issue is that people who menstruate are compelled to uphold an oppressive system and patriarchal field culture in which menstruation is concealed and controlled to meet masculine organisational norms. Despite being a significant feature of women’s fieldwork experiences, menstruation is socially, materially, and organisationally invisible and as such there is little infrastructural support for menstrual health in the AAP, like most other NAPs. This is a kind of ‘subtle sexism’ whereby the neglect of menstruation is normalised, and women’s status is lowered as a result. To raise the issue of the inadequacy of support for menstruation in a NAP would be a breach of menstrual etiquette. When women in this study did breach menstrual etiquette to talk about their experiences of menstruation in the field, they were stigmatised and reminded that menstruation is a ‘private’ matter.

### **Implications**

NAPs should destigmatise and normalise menstrual experiences while acknowledging the unique needs of marginalised menstruators (e.g., non-binary and transgender folks). To ensure that field environments are inclusive, field manuals should be updated to provide relevant information about toileting and menstruation for expeditioners (especially those who squat to urinate such as women, trans men, non-gender binary, or intersex individuals). Field manuals might include the practicalities of disposing of menstrual products, the type and number of products to take to the field, managing toileting/menstruation with field clothing, issues of privacy, etc. Expeditioners should not have to learn this through trial and error.

Pre-expedition menstrual health education should be provided to all expeditioners to ensure that, even if an expeditioner does not menstruate, they can adequately support someone in their team who does. This is important for cisgender men who are leading field teams. Pre-planning toilet stops in the field should be standard operating practice. NAPs should not underestimate how much expeditioners worry about toileting in the field. When expeditioners who squat to urinate do not have adequate toilet stops, they often avoid drinking fluids and ‘hold it’ or leave menstrual products in their bodies for longer than recommended. This can cause a range of health problems.

It is also essential for polar medical units to provide expeditioners with appropriate information about menstrual suppression and contraception and the need to trial various methods and dosages in advance of a deployment to Antarctica. Antarctic first aid manuals should reflect the same information about risks/side effects of menstrual suppression methods. This is critical in ensuring that expeditioners are not surprised by any side effects such as breakthrough bleeding. Importantly, menstrual suppression should not be positioned as a requirement. Expeditioners should be supported by the NAP to manage menstruation in the field in any way that they choose.

NAPs should provide expeditioners with more access to menstrual products with less stigma. The AAP supplies menstrual products to expeditioners at their own discretion via an allowance that has been historically difficult to access. It is also restrictive in terms of what and where the allowance may be used. NAPs might be unaware of the stress that this type of system may cause for





expeditioners and others. On station, vessels, and in the field, free menstrual products should be distributed in the same manner as condoms, which are widely available and easily accessible in most NAPs. First aid kits should similarly include menstrual products. All policies or initiatives that seek to address menstruation must consider how that menstrual stigma may impact the delivery and uptake of policies/initiatives.

Privacy is significant in terms of toileting and managing menstruation in field settings. It should not be up to expeditioners to risk further stigmatisation by raising issues of bodily privacy. Field team leaders must plan for and provide the infrastructure to manage menstruation safely in any field setting as part of standard operating procedures. Silence on these issues has been institutionalised and people in positions of power must be vocal in shifting field cultures.

Any discussions of menstruation in NAPs should also be inclusive of the experiences of gender diverse people. 'Women' and 'people who menstruate' are not synonymous. Although this study is limited in its focus on the experiences of cisgender women, managing bodily fluids during field work is a significant issue for a many other historically excluded gender groups (e.g., non-binary, transgender, intersex people).

Although these issues of menstrual health have been discussed in relation to an Antarctic expeditioner population, their relevance is not unique to Antarctica. The operational recommendations provided here can apply to any other field environment where menstruation is an issue (e.g., military deployments, space, submarines, mining, etc.). For instance, NASA's newest class of astronauts is gender balanced for the first time (Healey 2018). As NASA prepares to send astronauts on longer-duration missions (e.g., to Mars), it is essential to continue to extrapolate information from analogue groups in Antarctica to inform policies and practices to better support menstrual health in such contexts. Success in building inclusive field environments will only come when inclusive operational measures happen by default. People who menstruate should no longer have to adapt to cisgender male dominated field environments. Organisations must instead adapt to the presence of menstruators.

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# Cultivating an ecosystem of support to redress gender imbalances in higher education: A case study

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## **Abstract**

In higher education, gender imbalances continue to be evident, particularly at senior academic levels and in university leadership. To explore practical ways to address this persistent disparity, the current paper presents a case study from a small technology-focussed university in Australia, describing a grassroots peer mentoring program aimed at supporting career development with a focus on academic promotion of women. The current paper outlines the Swinburne Women's Academic Network's (SWAN) peer promotion program and demonstrates the benefits of the development of a visible and integrated ecosystem of support that offers mentoring to aid women academics at all levels applying for promotion, but also extends its tendrils of support through programs run in parallel. The case study demonstrates that mentoring ecosystems are an effective way to engage women-to-support-women for academic promotion. Further, it creates broader organisational benefits, including changes in policy and resources to support equity and diversity in the academic workplace.

*Keywords:* Gender discrimination, Higher education, Mentoring, Education and research institutions, Academia

**Please contact authors for short paper.**



# From the labyrinth to the river: experiences of female academic leaders in Vietnam

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## Abstract

As the recent data from the World Economic Forum shows, global gender inequalities persist, and in some cases have even worsened due to the COVID-19 pandemic. While the underrepresentation of women in senior leadership positions is a worldwide phenomenon, few studies have been conducted to investigate this problem in Vietnam. This qualitative research uses photo elicitation interviews and interpretative phenomenological analysis (IPA) to understand Vietnamese women's lived experiences as academic leaders in a male-dominated environment. Using the conceptual framework of the metaphor, the research aims to chart the experiences of women academic leaders and the meanings they attach to those experiences in their career paths. In the Western context, the metaphor of labyrinth has been used to describe the challenges that female leaders have to navigate. My study reveals that in the Vietnamese context, the metaphor of the river reflects the barriers women face in academia. Findings show that the career journeys of these women and their representative metaphors can shed light on the hidden barriers to women leadership. Overall, the study seeks to highlight the barriers of aspiring academic women to progress in their careers and contribute to the body of knowledge on gender and leadership.

*Keywords:* Women leadership, Gender, Higher education, Conceptual metaphor, Photo elicitation

## Introduction to the research

As the recent data from the World Economic Forum shows, global gender inequalities persist, and in some cases have even worsened due to the COVID-19 pandemic. While the underrepresentation of women in senior leadership positions is a worldwide phenomenon, few qualitative studies have been conducted to explore why there were only 7.6% female rectors in Vietnam (Tran & Nguyen, 2020). Understanding how women see themselves and make sense of their leadership experiences could solve the problem concerning the limited number or underrepresentation of women leaders in higher education in Vietnam.

Numerous researchers have employed metaphors in their studies about leadership (Alvesson & Spicer, 2011; Amery, Bates, Jenkins, & Savigny, 2015; Eagly & Carli, 2007; Husu, 2001; Phendla, 2004; P. Smith, Caputi, & Crittenden, 2012; Van den Brink & Benschop, 2012); although the applied metaphors are predominantly a representation of Western knowledge concepts. Metaphors play an important role in the production of knowledge offering "concrete connections between abstract concepts and everyday experiences" (Taylor & Dewsbury, 2018, p. 1). According to Lakoff and Johnson (1980), metaphors help people understand and process information about abstract concepts by referring to more straightforward and concrete concepts.

Within the context of Western culture, the labyrinth is the dominant metaphor illustrating challenges women face throughout their careers, from the moment they began to chart a course of leadership until they reach their goal (Carli & Eagly, 2016). By analysing the metaphors Vietnamese female leaders use to describe and make sense of their experiences, the understanding of experienced issues for Vietnamese female leaders can be extended. Furthermore, the gained insight into the negotiation of these challenges resulted in recommendations regarding the experiences of Vietnamese women in leadership roles.



## Methods

My research aims to contribute to knowledge concerning the lack of women in leadership positions in Vietnamese higher education by exploring how women leaders describe and make sense of their lived experiences. I utilised photo elicitation interviews which were beneficial because they “challenge participants, provide nuances, trigger memories, lead to new perspectives and explanations, and help to avoid researcher misinterpretation” (Hurworth, 2004, p. 77). Participants were asked to bring five to ten photos that represented their lived experiences to the interviews to use them to talk about their career journeys. The types of photos participants could bring were detailed in the invitation to participate and consent forms according to the ethics approval. This study interviewed six women who are academic leaders from low, middle, and top levels in a university in Vietnam to explore their lived experiences.

The photo elicitation interviews have been analysed via interpretative phenomenological analysis (IPA). IPA requires that the participants have common characteristics to share about a particular phenomenon (J. A. Smith et al., 2009) in this case female leadership in Vietnamese higher education. IPA is not intended to make general claims, researchers use IPA to explore the perceptions and understandings of the participants in their specific context (Noon, 2018). Hefferon and Gil-Rodriguez (2011, p. 756) stated that “fewer participants examined at great depth is always preferred to a broader, shallow and simply descriptive analysis of many individuals”. IPA focuses on theoretical, rather than empirical generalisation (Noon, 2018), therefore readers can link the findings of IPA with their own experiences and the extant literature.

## Results

Different metaphors were chosen when asked what image could best represent their leadership journey, however in explaining the challenges, all six participants talked about their lived experiences at different stages of a journey in water - in the river. Their experiences were reflected in the lack of technical skills and lack of equipment in conquering the river since their promotions were always unexpected. Other than being pushed to the water to swim on one’s own, one participant said “I was one foot wet and one foot dry when accepting the job” this saying in Vietnamese is similar to the term “wet behind the ears” when talking about an immature or inexperienced person. One participant described her promotion as “I was washed from the stream to the ocean”. Another described her advancement as being pushed up as the water rose. These phenomena matched with Ryan and Haslam (2007) research on how women were put into precarious leadership positions called the “glass cliff”.

In navigating their river, each participant had a different strategy. One participant was promoted without having insider knowledge of the faculty that she had to “take each step cautiously to measure the depth of the river”. Another had to monitor her situation by “seeing whether the river water was clear or muddy” to do her job. They saw university tasks as “going against the current or going upstream”, thus, the one who utilised the strength of different channels to gain momentum had more opportunity to succeed than one who relied on only one channel. All the while, they had to keep floating by swimming endlessly, connected to different networks to build a life raft, or stuck in trying to keep the water wheel going. One participant who failed to swim against the stream went with the flow to finally find a destination that suited her leadership style. This differs from the journey on land, where once you stop, you stay at your place forever.

All participants could commit to their leadership roles with the support of their mothers and home helpers as depicted as “behind a woman is another woman” (Do & Brennan, 2015). Their support was the safe harbour to provide care for their elderly parents and children while the participants were at work or on business trips. Another participant succeeded in a task that no other previous leaders could do in getting experts from three different countries to work together on a project by



employing all her resources and networks. It was a unique act since she built a big life raft that survived the rough weather and current that even people on a boat didn't dare to tackle.

With more than three thousand coastal lines and more than two thousand rivers, the Vietnamese language is full of water-related expressions. Traditionally, people on the boat were men, the current law stated that women can only be on board for hospitality roles. The leader of the university was visualised by participants as the captain of the boat who would direct the university to their visionary course. The image matched with photos brought by participants showing events in university where most leaders were men. Most participants were aware that the lack of training (no human resource planning) and missing high-quality information (the men on boats networked with each other like the boy's club, women could not join a drink after working hours) could be detrimental to their job. Participants resented the fact that some male leaders were just experts in the local pond (professors who cannot use a computer or are fluent in a foreign language). Whereas the participants who had overseas PhD qualifications were not valued and had no opportunity for their advancement except if they found a way to a foreign water (two participants left the institution after the interview and achieved leadership roles in the new institutions).

My research found that there is not one static single challenge (glass ceiling, sticky floor) or series of static challenges (labyrinth) but changeable challenges that can shape the journey differently for female academic leaders like a river. Covid 19 is a clear example of how swiftly things can change and how quickly a plan or strategy can be outdated. The river with the ups and downs as well as the flow can present challenges but at the same time offers opportunities for qualified women who would have no hope of advancement in a fixed system.

### **Implications**

While several studies have been conducted concerning the absence of female academic leadership in Vietnam, they excluded the specific lived experiences of Vietnamese female academic leaders and how they make sense of their experiences. My research contributes to the body of knowledge by focusing on understanding the phenomenon of the underrepresentation of female academic leaders by how they navigated their journey advancement.

The findings show that Vietnamese academic women conceptualised their career as a journey but unlike the Western conceptualisation of the journey on land like the labyrinth, it is in water, more specific in the river. The river journey can explain their challenges more accurate than existing metaphors about women leadership like the glass ceiling, sticky floor or the labyrinth. The river metaphor will provide a clearer understanding of lived experiences of female leaders and shed light on the challenges that they have to face in academia in Vietnam including strategies to overcome these hurdles.

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## Stream 3

### Normative gender bias: Effects of pronoun forms on mental representations of individuals with different gender expressions

**Winner of the Best Paper Award – HDR**

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#### Abstract

Gender-fair language planning aims to increase linguistic inclusion of underrepresented groups, for example by using paired pronouns (he/she) instead of generic masculine forms (he). However, using paired binary forms might evoke a normative gender bias where words lead to stronger associations to individuals with normative gender expressions than to individuals with non-normative gender expressions. In two online experiments in a simulated recruitment context, we compared the extent that the paired pronouns he/she (Swedish and English), the neo-pronouns hen (Swedish) and ze (English), and singular they (English), evoked a normative gender bias for Swedish- (N = 227 and 268) and English- (N = 600) speaking participants. The results showed that the paired pronouns he/she evoked a normative gender bias, whereas Swedish hen did not. In contrast to hen, ze and singular they did evoke a normative gender bias. However, among participants familiar with ze as a non-binary pronoun, it seemed to reduce a normative gender bias, while familiarity had no effect regarding singular they. These results suggest that neo-pronouns, but not paired pronouns, have the potential to reduce a normative gender bias, but that they should be actively created new words, and well-known to the language users as non-binary pronouns.

**Keywords:** gender-fair language, normative gender bias, pronouns, gender expression, linguistic representation

#### Introduction

Replacing masculine generic terms with paired forms that include both a masculine and a feminine word is a common strategy to increase inclusion of women in the workplace, for instance replacing the generic pronoun 'he' with the paired form 'he/she' in job advertisements (Sczesny et al., 2016). Using paired pronouns can increase the motivation of women to apply for a job position, as well as decrease the influence of gender bias in recruiter evaluations (Horvath & Sczesny, 2015; Sczesny et al., 2016). Paired pronouns as well as non-binary pronouns (neo-pronouns or gender-neutral pronouns) have been shown to have the potential to linguistically represent both women and men (Lindqvist et al., 2018). Using paired pronouns and non-binary pronouns in organisational communication thus appear to be promising strategies for gender inclusion at work. However, the use of paired pronouns risks increasing the salience of gender as a binary structure, which can act





to exclude individuals' whose gender expression does not conform to binary gender norms (Bigler & Leaper, 2015). Having a non-normative gender expression contributes greatly to experiences of workplace inclusion or discrimination among gender and sexual minority individuals (Anderson, 2020; Dozier, 2017). It is therefore important to test if pronoun forms intended to increase inclusion are in fact inclusive or if they instead lead to a normative gender bias (i.e., mainly activate associations to individuals with normative gender expressions). In the current study we conducted two online experiments in a simulated recruitment setting to compare the extent to which paired pronouns (he/she) and non-binary pronouns in Swedish (hen) and English (ze and singular they) evoke mental representations of individuals with normative and non-normative gender expressions. We tested the following hypotheses: H<sub>1</sub>) The paired pronouns he/she will evoke a normative gender bias. H<sub>2</sub>) The pronouns Swedish hen, English ze, and singular they will reduce a normative gender bias. H<sub>3</sub>) Familiarity with non-binary pronouns moderate the effect on gender associations: individuals familiar with the non-binary pronoun will display a reduced normative gender bias in relation to that pronoun.

## Methods

Experiment 1 was conducted in Swedish and used a web panel and HR-related social media to recruit 268 Swedish-speaking participants between 20-84 years ( $M = 42.5$ ;  $SD = 15.6$ ; 171 women, 86 men, 2 individuals with a non-binary gender identity) who read a description of a candidate for the gender-neutral job of train attendant. The candidate was referred to with either the paired pronouns he/she (han/hon) or with the non-binary pronoun hen, and participants then completed a photo selection task where they chose a photo of who they thought the text referred to. This photo selection task included four photos of individuals with a normative gender expression and four photos of individuals with a non-normative gender expression (two women and two men respectively, as determined by stock photo website classification). All photos were pre-tested ( $N = 42$ ) with regards to perceived femininity, masculinity, and assumed personal pronoun (in Swedish). Pre-testing confirmed that normative women were seen as feminine but not masculine, normative men were seen as masculine but not feminine, and non-normative individuals were not perceived in a binary fashion. Normative women and men were assumed to prefer the pronouns she and he, while non-normative individuals were assumed to prefer either the pronoun he, she, or hen. Experiment 2 replicated the first experiment and used Prolific.co to recruit 600 English-speaking participants between 18-91 years ( $M = 36.5$ ;  $SD = 12.8$ ) from the United States (353 women, 231 men, 12 individuals with a non-binary gender identity, 4 individuals who declined to answer), but expanded the design to include three pronoun conditions. The candidate was referred with the paired pronouns he/she, the neo-pronoun ze, or the non-binary pronoun singular they. After reading one out the three descriptions, participants completed the photo selection task. Participants were also asked to indicate if they were familiar or not familiar with the use of singular they and ze as non-binary pronouns.

## Results

The presence of a normative gender bias was operationalised as participants choosing a photo of an individual with a normative gender expression at a greater rate than would be expected by chance, while an absence of a normative bias was operationalised as individuals with a normative gender expression being chosen at chance rates. Hypotheses were tested using Bayesian factors against the null hypothesis of a 50/50 distribution of normative and non-normative photo choices. Experiment 1 found that 77.8% of participants in the he/she condition chose a normative photograph which is a much higher rate than chance and indicates the presence of normative bias ( $BF_{10} > 100$ ). In contrast, only 57.0% of participants in the hen condition chose a normative photograph, which is approximately a chance rate and does not indicate any normative bias ( $BF_{10} = 0.43$ ). Experiment 2 found evidence for a normative gender bias in all conditions. In the he/she



condition, 75.7% of participants chose a normative photograph, in the ze condition, 73.9% of participants chose a normative photograph, and in the singular they condition, 70.8% of participants chose a normative photograph. These rates all represent a much higher rate than chance and indicate the presence of normative bias ( $BF_{10} > 100$ ). 31.5% of participants in the ze condition were familiar with the use of ze as a non-binary pronoun showed lower rates of normative bias than participants not familiar with ze as a non-binary pronoun ( $BF_{10} = 1.62$ ). Almost all participants were familiar with the use of singular they as a non-binary pronoun (98.9%), making it impossible to test the effect of familiarity on degree of normative bias in this condition. Paired pronoun forms evoked associations to individuals with normative gender expressions at a greater rate than individuals with non-normative gender expressions, in both Swedish and English. Using a non-binary pronoun reduced this normative bias in Swedish, but using singular they did not reduce normative bias in English, and the use of an actively created non-binary pronoun in English (ze) only reduced normative bias among those familiar with the pronoun as a non-binary pronoun. We therefore found support for  $H_1$  and  $H_2$ , but only partial support for  $H_3$ .

### Implications

Previous research has found that using paired pronouns or gender-neutral pronouns can increase the linguistic visibility of women (Lindqvist et al., 2018), which can contribute to a lessening of workplace discrimination (Sczesny et al., 2016). However, the extent to which paired and/or gender-neutral pronouns carry a normative gender bias had not previously been determined. The current study found that using paired pronouns did lead to a normative gender bias, in which individuals with a non-normative gender expression were rendered comparatively invisible. Contrary to our hypotheses, using non-binary pronouns did not increase the overall visibility of individuals with a non-normative gender expression. The Swedish non-binary pronoun *hen* displayed no normative gender bias, but the English non-binary pronouns *ze* and singular *they* showed similar levels of normative bias as the paired pronoun form *he/she*. Among participants who were familiar with the non-binary pronoun *ze*, this normative bias was lower than among individuals not familiar with *ze*. Because both *hen* and *ze* are actively created non-binary pronouns, as opposed to singular *they*, we therefore draw the conclusion that not all non-binary pronouns can reduce a normative gender bias, but only actively created pronouns that are well-known. However, given the difference in results across languages, further research is needed into the effect of cultural context on the linguistic representation of individuals with non-normative gender expressions. In addition, social identities, such as sexual orientation or ethnicity, contribute to perceptions of conformity in gender expression (Anderson, 2020), and future research should therefore further investigate the extent to which the efficacy of gender-fair language strategies differs between members of different intersecting social groups.

In order to increase feelings of inclusion and decrease discriminatory experiences among individuals with a non-normative gender expression, it is important that an organisation actively works with its language use. Individuals with non-normative gender expressions are a heterogeneous group (Anderson, 2020), and working to increase inclusion based for this group will act to benefit a diverse range of gender and sexual minorities. Language use in organisational communication signals to potential and current employees how they can expect individuals with a specific social identity to be treated (Purdie-Vaughns et al., 2008). Using gender-inclusive language in organisational communication can increase the attraction of an organisation as an employer among gender minority individuals, and increase the extent to which an organisation is believed to employ individuals with a non-normative gender expression (Klysing et al., 2021). Including non-binary pronouns in organisational communication can thus be a way to signal that individuals with non-normative gender expressions are represented and valued within an organisation. However, the extent to which different types of non-binary pronouns act as positive signals in an organisational



context is as of yet underdetermined. The current study found that actively created non-binary pronouns had the greatest potential to increase linguistic representation of individuals with a non-normative gender expression, especially if they are familiar to the reader. For this reason, we recommend that organisations who wish to signal an inclusive environment for individuals with non-normative gender expressions should include make use of actively created non-binary pronouns like ze (or hen). Increased use of actively created non-binary pronouns will also make more people familiar with the pronouns, which can further contribute to increased linguistic representation of individuals with non-normative gender expressions.

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# Clothes have no gender: #meninheels and workplace attire

**Winner of the Audience Choice Award - Academic Presentation Category**

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## Abstract

Often perceived as inconsequential and frivolous, fashion and aesthetics play an important role in the workplace. This paper explores the connection between contemporary fashion trends and the role that aesthetics can play in creating more inclusive workplaces. Based on a digital ethnography of 30 public accounts involved in the #meninheels and #degenderfashion movements on social media platform Instagram, this paper looks specifically at an emergent online community of self-identifying cis-gender, heterosexual men who enjoy wearing high heels and skirts in the public sphere. It draws on the concept of 'queer heterosexuality' as a framework for examining how clothing can be an aesthetic tool to communicate and influence organisations and individuals' perceptions of gender and sexual identities in the workplace. Particularly how *queering* heteromascularity might create possibilities for non-normative configurations of heterosexual masculinities in organisational settings. This digital ethnography reveals how these cis-gender, heterosexual men who wear traditionally feminine clothing simultaneously challenge and reinforce gender norms, and how their expression of their gender identity is often intricately tied to a desire to publicly affirm their heterosexuality. This emergent group of cis-hetero #meninheels creates an opportunity for renewed discussions around gender, sexuality, dress codes and attire at work.

**Keywords:** Work attire, aesthetics, queer heterosexuality, de-gender fashion

## Introduction

Every morning, men make seemingly ordinary and yet important gendered choices around what they will wear to work. Work attire ranges from uniforms to business suits and everything in between, typically falling into one of three categories: casual, business casual, and formal. Men's work attire choices express varying forms of masculinity and signify men's conformity to sartorial codes is one way in which they express their gender and sexual identities (Barry & Weiner 2019). Organisational expectations —both formal and informal— of workers' professionalism, their attractiveness, style, and interactional mannerisms —or their 'aesthetic labour'— influence which people will be hired to do what jobs, who gets promoted, and how people are expected to look and behave at work (Warhurst & Nickson 2001). Far from frivolous and inconsequential, fashion and aesthetics play an important role in understanding gender in the workplace. This paper explores the connection between contemporary fashion trends and professional work attire, and the role that aesthetics can play in creating more inclusive workplaces. Organisations and workplaces are important sites where heterosexuality is reproduced and established as normative (Hearn 2015). This is often through the heterosexist language of policies that favour heterosexual family arrangements and cultural norms that construct LGBTIQ+ sexualities as Other. Patriarchal heteronormativity maintains damaging binaries within 'institutions, structures of understanding, and practical orientations that make heterosexuality not only coherent — that is, organised as a sexuality — but also privileged' (Berlant & Warner 1998, 548). Echoing Rumens (2010, 136), this paper asks, 'are there other ways to understand and experience heterosexuality in and outside the workplace?'

To address the heteronormativities present in organisational life, this paper examines a new aesthetic phenomenon in work and organisation studies. Based on a digital ethnography of 30 public



accounts involved in the #meninheels and #degenderfashion movements on social media platform Instagram, this paper looks specifically at an emergent online community of self-identifying cis-gender, heterosexual men who enjoy wearing high heels and skirts in the public sphere (including at work). This paper gathers queer theory insights from others (Connell 1995; Hearn 2015) and adopts the concept of 'queer heterosexuality' (Rumens 2018) as an analytical framework to explore how clothing can be used as an embodied and aesthetic tool to communicate, challenge, and influence organisations and individuals' perceptions of gender, sexual identities, equality, and inclusion in the workplace. Queer heterosexuality denaturalises heterosexuality, disentangling it from normative designations of good and desirable or bad and undesirable (Rumens 2018, p. 145). Within a heteronormative grid of intelligibility, Heasley argues, 'heterosexual men who exhibit queer masculinity are frequently problematised: as men who struggle with masculinity, who might be gay and who are pathologised as gender-deviant' (2005, p. 311). However, these heteronormative constructions of the heterosexual male and heterosexual masculinity highlight opportunity for renewed research on 'the ways straight men can disrupt the dominant paradigm of the straight-masculine'. Such a framework gives legitimacy to the lived experiences of cis-gender, heterosexual men who wear heels, skirts, dresses, and tights in their everyday lives. Understanding the relationship between heterosexuals and heteronormativity in the workplace is recognised by Rumens as a timely site of investigation, 'not least because it might yield insights into how this relationship can be resisted, resignified and dismantled' (Rumens 2018, p. 139).

## Methods

This paper draws on data from a multimodal digital ethnography conducted on Instagram which examines the textual, aural, linguistic, and spatial practices of users' participation on the social media app. Instagram is a social networking app designed to share photos and videos from a mobile device and a fascinating site to observe the (re)production and subversion of sociocultural norms. The app is designed to document moments in time with posts ordered sequentially on the user's profile. Scroll back is a useful method for long-term, sustained use of Instagram as an ethnographic site as it does not seek to replicate the extant research on social media use, but instead attends more closely to the temporal dimensions of sustained use, uncovering the archival nature of users posts, investigating changes in disclosure practices over time (Robards & Lincoln 2017, 720). To understand how gender and sexuality is presented on Instagram, I conducted my analysis from July 2021, with periods of observation on the app undertaken monthly. Initially I used the app's search function to undertake a visual content analysis (Rokka & Canniford 2016) of photographs categorised under the hashtags #meninskirts, #meninheels, and similar iterations, as well as #clotheshavenogender and #degenderfashion. Accounts analysed came from a variety of countries including Australia, Denmark, Germany, and Czechoslovakia. Scrolling back through user profiles I not only began to learn of their personal journey with wearing high heels, stockings, and stilettos, I also discovered an active online community. Although the content analysed in this research was posted with the intention of visibility, when it comes to both platform and content, it remains essential to interrogate this in context. As such, I refer to users by their first name or pseudonym rather than their searchable account name. I also continue to reflect on the ethics of using public social media content for research purposes (McCann & Southerton 2019; Dym & Fiesler 2020), particularly in relation to my researcher power, expectations of privacy, and the possible harms to individuals and the communities of the #meninheels and #degenderfashion movements. In the following analysis, I focus on selected posts from six Instagram accounts that exemplify broader trends within this unique cohort of #meninheels.

## Results

User profiles of cis-gender, heterosexual men engaged in the #meninheels movement often contained self-descriptions such as: '*straight and cis man*' and '*husband & father who finds self-*



*expression in wearing heels.* Ben describes himself as a *'fem attire enthusiast, heels collector, straight guy, married to a supporting wife'*. Mark describes himself as *'just a straight, married guy, that loves Porsches, beautiful women and incorporating high heels and skirts into my daily wardrobe.'* Women, wives, children, and 'masculine'-type hobbies and interests such sports, beer and whisky, cars, and outdoor recreational activities are frequently used to reinforce gender and sexual identities. Stephane reflects: *'oftentimes, people who choose to dress gender-free are labelled a certain way. I am a cisgender man, married to a woman, and it's very often surprising people... through my clothing style I can make my values visible to the outside world.'* Similarly, for Mark who has amassed hundreds of thousands of followers on Instagram by cataloguing his outfits that include skirts and heels on his daily commute to and from work, dressing this way is a fashion statement, not about being either masculine or feminine. His main message is that: *'I don't feel any different when I'm wearing a skirt or when I'm wearing pants. To me, it's just a piece of cloth and a fashion style. It has nothing to do with sexuality or anything like that.'* The axiom that 'clothes have no gender' is a common hashtag amongst #meninheels accounts, and while it may hold true in a material sense, clothes are imbued with gendered, raced and classed, and cultural meaning. The gender 'hybrid' aesthetic of Mark and others with typical men's shirts and suit jackets up top, giving a masculine look, and feminine pencil skirts or suit pants and stiletto heels for a 'gender neutral' appearance below the waist emphasises a type of masculinity that in some ways subsumes the feminine. Such an analysis may align with what Schlichter holds about the discourse of queer heterosexuality as just another instance of heterosexuality insisting on itself (2004, 556). In this instance queer heterosexuality 'may begin to look suspiciously like a push for heterosexuality to 'have it all', to be both dominant and marginalised, such that heterosexuality 'invites itself along to the fashionably cool queer party without having had to pay the dues of marginalisation' (Beasley et al. 2015, 683).

Not all cis-gender heterosexual #meninheels are as confident as Mark and Stephane. John shares his vulnerability about 'coming out' as a *'male that enjoys wearing heels... wishing that society would be more acceptable so that I could wear them all the time.'* Stephane also acknowledges that as men who wear feminine-presenting clothing in public there is both the *'desire to be seen and the fear of being recognised'*. Here, queering accepted visual codes via attire and aesthetics enables a reconsideration of the presence and absence of paradoxical visibility. Eric also regularly posts 'selfie' style photographs of his daily outfits, blending lacy hosiery, pearls and miniskirts with men's shirts and cardigans. In contrast to Mark and Stephane however, in one post Eric shares an image of his head and torso dressed in a three-piece suit and tie with the caption: *'I was let go from my last job with the explanation being, "it's just not working out." No previous warnings or write ups. So here is me dressed for a job interview.'* In another, he posts a selfie wearing a suit jacket, preppy vest, indigo wash jeans and beige stilettos: *'Job interview with HEELS!!, (I wish [sad face]).'* Another user, Chris often posts photographs of his office attire while at work, including fitted dresses, skirts, and boots. He posts: *'I realise how incredibly fortunate I am to work in higher ed, which is probably more welcoming than most places. But I continue to do what I can to make this world a more open, welcoming place for each of us.'*

## Implications

Hetero-masculinity is deeply implicated in the gendering of organisations and work and workplace inequality. Feminist organisational research shows how male heterosexuality is responsible for acts of physical, psychological and symbolic acts of violence against women in the workplace (Dellinger & Williams 2002; Hearn & Parkin 2001). Men's performances of masculinity at work are often viewed as a problem in how they (re)produce masculine hegemony and how they sustain the authority of men in specific contexts. The emphasis here is not on whether heterosexuals can or cannot claim a queer identity, but on the *queering* of heterosexuality itself. Patriarchal ideology



continues to be produced in the 'gendered organisation' constructing differences between men and women that are made to appear 'natural' (Harding, Ford, & Fotaki, 2013). LGBTIQ+ people in organisations must negotiate these norms, values and practices of knowledge coded in heteronormativity. Queering accepted visual codes via attire and aesthetics enables a reconsideration of the presence and absence of power, privilege, and visibility at work. However, we must also recognise the privilege of these predominantly white, heterosexual men who wear and share their experiences of dressing in heels on social media. While these representations can create new fashion conversations, they also have the potential to mute the queer and camp origins of men who wear heels, and the way that this fashion trend can block those who are already marginalised from being part of the mainstream.

This digital ethnography reveals the way in which self-identifying cis-gender, heterosexual men who wear traditionally feminine clothing to work simultaneously challenge and reinforce gender norms. Their expression of their gender identity is also often intricately tied to a desire to publicly affirm their heterosexuality. Thus, this emergent group within the broader #meninheels movement creates an opportunity for renewed discussions around gender, sexuality, dress codes and attire at work. It presents an opportunity from which to examine the oppressive effects of heterosexuality with a demand to interrogate how heterosexuality jars with heteronormativity, opening up debates for thinking through heterosexuality as non-normative. Understanding heterosexual men's lived experiences of deviating from heteronormative norms in the workplace reveals 'the undulations and fissures in organisational forms of heteronormativity' (Rumens 2018, 140) within specific work contexts.

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# Trans and gender diverse work experiences and career development in the Australian work environment

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## Abstract

Examining the work experiences and career development of trans and gender diverse (TGD) individuals, relations with organisational conditions, as well as connections of workplace values reveal enablers and barriers for TGD work engagement and career trajectory. The corpus of literature in organisation and management studies revealed a gap of knowledge regarding the work experiences of TGD people in organisations, as well as their inclusion in organisational decision-making and workplace culture. The theoretical concept of critical performativity in Critical Management Studies shall be extended by considerations of materiality and embodiment concerning work-gender-identity relations. This research utilises a qualitative multi-method study design. That includes semi-structured online interviews with TGD individuals to explore the participants TGD-specific experiences with respect to their workforce and career development experiences. This was followed by a photo-elicited open-ended questionnaire with organisation and management personnel of various businesses to evaluate the awareness of enablers and barriers for TGD individuals in the organisational context. The insight gained from the research identifies numerous enablers and barriers concerning organisational structures, policies, and work values that are influential in organisational gender diversity and inclusivity of TGD employees. This in turn leads to the provision of practical recommendations concerning language use, work practices and arrangements that should be considered and implemented in organisations moving forward.

**Keywords:** trans and gender diverse individuals, work experiences, organisational inclusion.

## Introduction

Diversity and inclusion are increasingly becoming important as a quality measurement of the positive reputation of an organisation. Gender diversity and gender equity have been the focus of organisational and management literature over the last few decades (Köllen, 2019). Also, gender diversity and gender equity are understood from a gender binary and cis-normative perspective (Collins et al., 2015) which overlooks the work experiences and career aspirations of trans and gender diverse (TGD) individuals within the Australian workforce. As the visibility of TGD identities increases (Moulin de Souza & Parker, 2020), organisational development may need to be equally matched to this social change in order to be profitable, compatible, and inclusive.

This research aims to identify the specific enablers and barriers for TGD people to engage and participate in the Australian workforce and to perceive their career aspirations. Such enablers and barriers are used as an evaluative tool to understand the level of organisational awareness about gender diversity. Consequently, recommendations are developed for the practice to increase the inclusivity of TGD voices in the organisational context and to the workplace structure. The research project investigates the individual work experiences and career development of TGD individuals in relation to organisational structure and work culture in Australia; by exploring the research question *how are trans and gender diverse identities influencing their individual engagement with an organisation, including personal career development?*



Reviewed organisational and management literature demonstrates limited knowledge about TGD work experiences and career development (Cheung et al., 2020). Existing literature about TGD work experiences represents an individual focus on the phenomenon (Huffman et al., 2020) without considering the multi-perspective bidirectionality. Furthermore, research is discussing discourse as a corpus of language, text, and word (Lefebvre & Domene, 2020) while it overlooks the influence of body, structure, and objects. The critical lens of this research considers such material aspects to develop a rather holistic understanding of the phenomenon. Finally, research about TGD work experiences is rather deficit-orientated (Bizjak, 2019). Hence, this research is aimed to build upon and contribute to the current body of knowledge by incorporating a multi-perspective, interdisciplinary, and strength-based investigation. In addition, the research intended to empower and engage with the individual TGD voices, by including enablers and resources to shift the attention away from a victimised perspective.

A multiplicity of theories from areas of diversity management, career development, organisational culture, critical management and leadership studies, as well as gender and queer studies, underlie the theoretical conceptualisation of this research, including the explanations of the findings. TGD-specific work experiences are partially explained through identity management (Marques, 2019), discrimination management (Chung, 2001), stigmatisation (Hughto et al., 2015), and performativity (Butler, 2010). Critical performativity (Spicer et al., 2009) is a central concept to Critical Management Studies (Fournier & Grey, 2000) that considers the reflexivity on normative knowledge and power structures within the organisational context. Although, the discursive conceptualisation of performativity is limited to the speech act (Just, 2018) which overlooks implications of materiality and embodiment. Schein (2004) defined organisational culture through three levels, one of these entails artifacts that represent the physical and material representation of organisational values and norms. Thus, considerations of artefacts present the opportunity to include material, spatial, and physical influences on trans and gender diversity within organisations. The significance of organisational culture on TGD-specific career development is explained by the theory of work adjustment (Dawis, 2005) and personality theory of career (Holland, 1997). Furthermore, this connectedness justifies the methodological decision to include TGD individuals' experiences with work and career development in relation to organisational awareness and the inclusion of gender diversity.

## Methods

The underlying constructivist ontology and interpretive epistemology with a critical theory lens are framing the qualitative multi-method approach analysed by a critical grounded theory (Hadley, 2019). The qualitative multi-method research project includes two studies. The first study was a semi-structured online interview with TGD individuals (n=22) from Australia to explore their individual work experiences and career development. The interviews have been transcribed and undergone member-checking before being analysed. From this analysis, six images were developed that are representative of reoccurring patterns and processes of experiences. The images and their explanation have been sent out to the participants to evaluate the interpretation of the interviews. The second study was a photo-elicited open-ended questionnaire aimed at leadership and management personnel (n=42) including areas of diversity management, human resources, and career development to obtain an insight into the overall organisational awareness about gender diversity. The included images in the questionnaire originated from the reported lived experiences of the TGD interview participants in the first study.

The interview and the questionnaire data were analysed using a critical grounded theory approach (Hadley, 2019). This includes an initial coding cycle (InVivo coding, initial coding, and process coding) and a secondary coding cycle (axial coding, focus coding, and theoretical coding) as well as constant memo-writing (Charmaz, 2017). The triangulation of the findings from the interviews and the



questionnaire led to a theorisation of the inclusivity of TGD voices in the organisational environment, work culture, and career decision-making.

The research has its limitations due to the geographical location and the Western conceptualisation of gender identity and expression. Nevertheless, this research questions the gender-stereotypical and cis-normative assumption embedded within organisational structures and work environments. By understanding the specific enablers and barriers for TGD individuals to satisfactorily engage in the workforce and perceive their aspired career trajectory, it increases the possibility of inclusivity for TGD voices in the organisational context.

## Results

The findings from the semi-structured online interviews with TGD people in Australia (study one) showed differences in the experienced enablers and barriers that were overlooked by previous studies. While the difficulties with gender binary restrooms is a publicly debated topic, insights like task flexibility, or visibility of diversity and role models are less considered. Whereas binary trans employees struggle with their voice or physical presentation due to gender affirmation, conversely gender diverse individuals seek more sensitivity about the use of language and visibility of role models in leadership. One of the TGD interview participants concisely highlighted the systemic and organisational barriers hindering TGD individuals from fully engaging in employment:

*“Because the problem is not that we are trans. That is not what’s stopping anyone from working. The problem is being discriminated against, and the problem is people not wanting to work with us, or some barriers make us unable to work, for example updating certain documents. Like, us being trans is not the problem; the problem is that workplaces aren’t yet equipped to support us properly and the government is, frankly, not equipped to support us either. Once they have sorted their sh\*t out, we are ready to go. Like, we are ready to enter the workforce. We have so much to bring to the table and contribute, we have such a unique perspective of society, we just need everyone else to give us that space. And that is all that it is really.”*

Study two – the photo-elicited open-ended questionnaire for leadership and management, demonstrated the unawareness of these rather specific insights of TGD work experiences and highlighted the inattentiveness mentioned by the TGD interview participant. That being said, most participants of the questionnaire could identify the gender binary issue with restrooms and policies as well as documents; other aspects like workstations, team environment, uniforms as well as dress codes have been less recognised. Leadership is regarded as significant support for the implementation, sustainability, and improvement of gender diversity in the organisational context. Additionally, gender binary language has been criticised with the recommendation to either de-gender paperwork or structures if gender is needless or expand to a more gender-inclusive environment through additional options such as non-binary.

## Implications

The gap in the literature about TGD work engagement, as well as career development, provoked this research to describe and understand the experience of TGD individuals in the labour market (Matsuno & Budge, 2017; McFadden, 2015). Critical reflection, as one principle of Critical Management Studies, was instrumental to identify influences of the cis-normative gender binary on the enablers and barriers for TGD individuals’ work engagement and career development. However, the presented research findings highlight the significance of material, spatial, and physical aspects to organisational culture and the awareness of gender diversity. Overall, there are two main approaches to increase the inclusion of TGD individuals in the organisational context: gender



neutrality and gender inclusivity. Gender neutrality could be applied where the distinction between female/women and male/men is discriminatory or exclusive such as job advertisement for gender-stereotypical perceived occupations. Additionally, a gender-inclusive approach consists either of further options to the gender binary such as in documents requesting the identification of gender, or the designation of TGD identities in the context of organisational structures like restrooms and dress codes, as well as specific policy implications like transgender and gender diverse affirmation guidelines.

Such insights lead to practical recommendations for increasing TGD inclusivity in the organisational structures and working environment. The review of current organisational policies and data collection for administrative purposes are significant steps to increase the inclusion of TGD employees. However, due to their limitations, a contextualised approach of gender-neutral and gender-inclusive language adapted to the overall organisational communication and workplace interactions is required. Additionally, it should be considered that policy implications are not directly influential on the workplace culture and team environment. The organisational culture may have to be addressed by improving the visibility of TGD identities and support mechanisms like career development initiatives or mentoring programs. Increasing knowledge of TGD inclusion could involve engagement with TGD-specific associations that offer educational and consultational support. In addition, the collaborative arrangement and increased awareness could empower the TGD individual to consider their personal need such as the process of gender affirmation in the workplace. This in turn would improve the inclusion of gender diversity and TGD-specific engagement at work.

Furthermore, this research adds to the academic literature featuring specific experiences of TGD individuals within the workplace context, and the application for diversity management. Terminology like gender equality and gender diversity should be broadened beyond the gender binary and cis-normative understanding (Goldberg et al., 2021) to include TGD matters in the organisational and management literature. TGD working experiences and career development needs to be separately investigated and considered from the broader LGBTQIA+ community to ensure and maintain a clear distinction between the influences of sex assigned at birth, gender identities, and sexual orientation within the organisational context.

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## Stream 4

### Nurturing Sense of Inclusion for Female Engineers

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#### **Abstract**

The construction-engineering industry in Australia still reports low levels of participation of women, and the problem remains unsolved. Although a few studies have focused on finding why the current policies and practices fail to increase the representation of women in male-dominant industries, there is very little use of an “inclusion lens” to identify how to retain women while enhancing their sense of inclusion at work. When discussing how construction-engineering organisations can be transformed into a gender-inclusive context, it is essential to examine how inclusive behaviours, norms, and values are shaped and reshaped by the gender perspectives of its members, such as engineers and managers. Hence, contributing to the inclusion literature, the present study explores different gender perspectives when nurturing gender inclusion in a highly gendered work context. This study conducted in-depth interviews with 35 senior managers, human resources managers, and engineers working in engineering consultancy firms, construction firms, research and education organisations, government regulatory bodies, and a professional association in Australia. The study’s findings help understand how two prominent gender perspectives (i.e., gendered and gender-neutral) tend to steer the construction-engineering work culture towards exclusion, assimilation, or diversification but not inclusion. The study claims that the responsibility of supporting inclusiveness within an organisation does not belong exclusively to its managers but should be shared by all members of the organisation. To this end, we argue that organisations need to move beyond routine policies on diversity and affirmative action that promote gendered and gender-neutral perspectives and encourage a more inclusive behavioural approach within an organisation. This study provides several policy implications and practical suggestions for construction-engineering organisations to champion gender-balanced and gender-inclusive industries.

**Keywords:** Gender perspectives, inclusion, women engineers, construction industry, Australia

#### **Introduction**

According to the Australian Bureau of Statistics (2020), the construction industry in Australia continues to experience very low female participation (i.e., 12.7%). The underrepresentation of women in construction engineering is considered a critical HR issue that needs to be addressed in the immediate future (French & Strachan 2018). Nurturing workplace inclusion can close the gender gap in highly gendered industries. Although previous studies have highlighted gender issues, only a very few use an inclusion lens to discuss those issues. Enabling female engineers to feel a sense of belongingness and feel accepted for their unique individual values can be considered a significant outcome of inclusive work culture (Mor Barak 2015).



According to the recent literature, inclusion is considered a psychological construct that explains how well individuals and groups feel, connect, and engage while widely using their individual values, skills and perspectives (Ferdman 2014). As commonly accepted, inclusion exists when individuals' coexisting needs for belonging and uniqueness are both satisfied in the context of being "an esteemed member of the workgroup" (Shore et al., p. 1265). Although inclusion is well defined as a concept, this paper argues that there is a lack of scholarly attention on developing a meaningful discourse for how inclusion can be achieved (Shore et al. 2018), specifically in highly gendered work contexts. The recent literature claims that not paying sufficient attention to making work contexts genuinely gender-inclusive itself is a significant research gap (Kulkarni et al. 2018; Miner et al. 2018). In that sense, this paper emphasises the significance of teasing out the theoretical and practical meaning of "nurturing inclusion" in a highly gendered context. To address this issue, the overarching research aim of the paper is to explore the question: *To what extent do the existing gender perspectives support nurturing a sense of inclusion for women in the construction industry?*

## Methods

Past research has mainly used quantitative methodologies to explain inclusion criteria by using only minority or disadvantaged groups. Also, the existing qualitative enquiries have mainly employed a single-stakeholder approach to discuss workplace diversity and inclusion initiatives. To interpret diverse perspectives on how gender is being treated in construction engineering work contexts, this study employed the multi-stakeholder approach with 35 senior managers, HR managers, engineers and professional leaders from various organisations such as engineering consultancy firms, construction firms, research and education organisations, government regulatory bodies, and a professional association. Three data-collection phases were carried out from December 2018 to January 2020. The research process was not linear. Hence, a concurrent data analysis was executed throughout the data-collection period. The initial findings allowed the study to construct abstractions, which were then used to construct theory. The knowledge was built, first from precise data and then from more abstract, conceptual elements. The investigation went beyond the obvious and provided novel insights (Charmaz & Thornberg 2020). After gaining familiarity with the data transcriptions, initial coding was developed inductively, and emerging codes were derived naturally from the available information to refrain from obtaining artificial and manipulated data.

## Results

The study demonstrated existing challenges that hinder gender inclusion in the construction-engineering industry in Australia. The findings helped in understanding how the social appearance of gender makes the industry a masculine hegemony, which prevents women from maintaining careers as engineers in the long run. The findings also showcased how traditional gendered perspectives and gender-neutral perspectives concealed gender inclusion in construction-engineering firms. Organisations that exhibited a gendered approach were characterised by (1) overemphasis on masculine gender-values orientation, (2) adjusting one's "true self" to be "one of the men", and (3) underutilising feminine gender-values orientation.

*I've been working for about 10 years in the construction industry. When I started working in the industry, I was a lot more feminine and I used to come to my workplace with dresses and skirts and high heels, wearing makeup and doing my hair. At one point, I realised that people were not taking me seriously and I got sexually harassed quite a bit, and I just thought, "Maybe I'm sending the wrong message," and if I stopped putting any emphasis on my appearance then other people would stop putting emphasis on my appearance too. So, I definitely actively changed the way I dress and things like that to try and combat that, but also just my personality. [Grace, project manager] [Female project manager]*



On the other hand, organisations that exhibited a gender-neutral approach tended to (1) attempt to neutralise gender; and (2) treat gender as a handicap. It was believed that a gender-neutral perspective can ensure that interventions target and benefit both sexes, effectively meet their practical needs, and allow employees to benefit equally from the traditional gender division of resources and responsibilities. However, the gender-neutral approach on the other hand seen as “de-gendering”, might harm women, and its lack of agency in addressing the persistence of a gender hierarchy privileges men and masculinity.

*...when you bring this neutrality of – if you try to neutralise gender, so you’re a man and you are female. That’s all right...so you both are same. When we encourage this, will it encourage [people] again to like them? Then you don’t have this difference, then. We can’t bring the diversity. We can’t bring whatever difference we need when we treat everybody equal. [Female engineer]*

The study findings also demonstrated that people do not fully grasp the value of the inclusion constructs (belongingness and uniqueness), relying instead on legalities and checkboxes, albeit out of ignorance rather than malice. The two prominent gender perspectives (i.e., gendered and gender neutral) held by stakeholders could steer the construction-engineering work culture towards 1) exclusion (lack of sense of belongingness and no acceptance for unique individual values); 2) diversity (accepted for uniqueness but lacking a sense of belongingness); or 3) assimilation (high sense of belongingness but no acceptance for unique individuality).

The findings showcased that a sole focus on legislative approaches to achieve diversity are not helping to foster both belongingness and uniqueness in the construction-engineering work context in Australia. However, it should be noted that the industry is, in fact, tending to move from its traditional gendered perspectives and trying to welcome women and other gender minorities. However, the current diversity initiatives have primarily led the engineering industry to become more gender-neutral than inclusive. In this gender-neutral atmosphere, one’s gender orientation (individual self) can easily be disregarded as employees are encouraged to adopt a standard “professional self” designed according to masculine gender values and seen some women reject their feminine identity and values. The gender-neutral perspective can discount the dominance of masculinity and so could hide issues and challenges still experienced by gender minorities.

Instead of gendered and gender-neutral perspectives, the need for an alternative perspective of gender inclusivity emerged from the findings.

*I think to be a good engineer, you need to have a rounded set of values, and all those feminine values or values associated with femininity are very important properties or characteristics for an engineer to have. Femininity is often more associated with being emotional, and masculinity is more associated with being rational and blocking out emotions and not letting emotions influence decisions. I think it’s very important to be caring and bring humanity back into practice. [Male engineer]*

To create the right atmosphere, both organisational leaders and employees should be willing to accept the unique traits of minority members and assist them in feeling a sense of belonging. There is a need to identify policies that can change the engineering work culture and work practices towards a pluralistic vision based on people caring for each other rather than operating out of self-interest. Treating gender as a resource can help strengthen human relationships, improve human skills, and promote equal opportunity. Therefore, it is important to investigate how micro-level behaviours, such as interpersonal relationships that ensure trust, care, and mutual respect, can transform workplace behaviours (e.g., Smith, Costello & Wilkinson 2018). Since inclusion has been characterised as a pluralistic concept, organisations should urge their stakeholders to ignore hegemonic gendered values and embrace each other’s uniqueness. It could even be proposed that





inclusion research considers gender a resource that might be tapped to help everyone flourish, irrespective of whether they have masculine or feminine gender orientations.

### **Implications**

The major deficit identified in the inclusion literature is the inability to connect uniqueness and belongingness when developing inclusive frameworks (Shore, Cleveland & Sanchez 2018). The present study demonstrates the significance of understanding how gender is being positioned among internal stakeholders and how gender can act as a specific factor before developing inclusive frameworks (Ozturk & Tatli, 2016). Therefore, when discussing how construction-engineering organisations as a gendered work context can be transformed into a gender-inclusive context, it is essential to examine how these behaviours, norms, and values are shaped and reshaped by the gender perspectives of its members, such as engineers and managers. Hence, contributing to the inclusion literature, the present study explores different gender perspectives to consider when nurturing gender inclusion in a highly gendered work context. It does this in three main ways.

A nuanced understanding of how gender is being treated at work is essential to assess organisations' readiness to nurture (or not nurture) a gender-inclusive work atmosphere for everyone. According to Smith et al. (2018), women in construction are typically either excluded or assimilated. The current study also indicated that the traditional gender perspective, which considers engineering to be a male-dominated field, causes males to become insiders and women to become outsiders. Women, on the other hand, can be recognised for their distinct characteristics that contribute to organisational progress as a result of numerous diversity programmes developed in organisations. In this regard, when gender is viewed as a neutral concept, men and women are treated equally on the surface. Women, on the other hand, must comply with veiled masculine values in order to feel accepted at work. Importantly, the current study demonstrated that a gender-inclusive perspective, which considers gender as a resource that can add value to the workplace and accepts the distinctive value of women, can be used as an alternative mechanism to consider gender as a resource that can contribute value to the workplace.

This study has also proposed that workplace inclusion must be considered as an ongoing process that needs to be internalised within the individual, group, organisational, and industry values. It is essential to acknowledge that employing women in the construction industry is not an end in itself. Policy-makers and HR professionals need to be mindful of the explicit and implicit challenges that female engineers encounter. The ongoing inclusion process needs to increase the access and engagement of women as vital stakeholders at work (Kulkarni et al. 2018). To this end, decision-makers must follow mechanisms to align the elements of inclusion with organisational HR policies. HR professionals could consider diverse gender-based value orientations when formulating job descriptions and undertaking other HR-related activities. Policies designed to increase one's sense of belongingness and accept individuals for who they are must be consistent, coherent, and coordinated across different layers of a construction firm.

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# The money and the room: Women artists and the gender pay gap in 19th-century Britain

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## Abstract

This paper interrogates the economic position of professional women artists in late nineteenth-century Britain and seeks to answer several research questions. First, in what proportion were women artists represented in the institutions of the art market in terms of exhibition and acquisition into major State collections? Secondly, how much did their paintings cost relative to male artists in the same market. This research reflects Virginia Woolf's famous provocation in her proto-feminist essay *A room of one's own* (1929) in which she asks, 'why was one sex so prosperous and the other so poor?' She hypothesises that society is hierarchical and patriarchal and therefore discriminates against women creators. Woolf's solution is to give women infrastructure and capital- the metaphorical '£500 and a room of her own.' Based on previously unexamined painting price data from the Royal Academy (London) and the representation of women artists in British institutional collections between 1885-1900, I find that in 1885, paintings by women represented only 10% of paintings offered at the RA and that women received only 3% of the value of sold works. Furthermore, women represented only 1-2% of acquisitions made by key institutional collections. In summary, Virginia Woolf was right.

## Introduction

In 1883 the South Australian government purchased six paintings from the British Royal Academy (RA) for its recently opened 'National' gallery in Adelaide (AGSA). The total cost of the group was £1210. The largest and most keenly anticipated work, J.W. Waterhouse's Olympian-themed scene depicting the Emperor Honorius at the fall of the Roman Empire absorbed almost half the total budget.<sup>3</sup> The press covered the installation of the paintings in the Gallery reporting that, except for the Waterhouse and a painting called *The student* by a little-known woman artist named Florence Martin, the group did not impress. The journalist judged her work to be 'well painted', but added a caveat to the reader, 'the picture is not likely to attract a great deal of attention especially as it is hung very high up on the wall.'<sup>4</sup> It was certainly an outlier given that the other artists were reasonably well known, in fact one artist, Valentine Prinsep was positively famous; a fact reflected in the price of his painting, *Titian's niece*, which cost £400. Martin had no reputation and *The student* cost a mere £60.

This granular discussion of the sale and acquisition of works of art in Britain for an Australian institution illustrates the position of women within the art market in Britain at the time. When the pricing data is extrapolated across a larger data set, the statistics deteriorate in terms of representation and the value of sold work by gender. Only 10% of artists exhibiting paintings at the RA in 1885 were women and their sold paintings were valued at only 3% of all sold paintings in the sample (appendix 1b). The RA must have been an intimidating place for women artists with Academicians such as George Leslie publicly referring to women students and exhibitors as 'the

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<sup>3</sup> 'Purchase of pictures for the Australian Galleries', *The Art Journal*, London, 1883, p. 202 reports £1000. However, *The South Australian Advertiser* reports the annual allocation for the purchase of pictures in the government's Estimates for Expenditure year ending June 30, 1884 as £1200.

<sup>4</sup> *The South Australian Advertiser*, Saturday 17 November 1883 p. 8.



female invasion', despite few women being represented.<sup>5</sup> *The student* depicted a new genre in figurative painting, namely women as artists in portraits by their female colleagues and as self-portraits as painters. Her new-found professional status and eagerness to identify with and seek acceptance in a male-dominated art market in the late nineteenth century is the key subject of this paper. But what did it technically mean for a female artist to be professional in this period, and did her remuneration reflect this apparent uptick in her status? How do we calculate this and is the group of six works purchased for South Australia representative of an obvious gender pay gap at the time?

The definition of key terms is required before examining the data. First, this paper considers the period between 1885 – 1907 because it reflects the general rise of professionalism for women in the workforce and 1907 bookends a key data set. It also coincides with a sudden rise in the number of women artists who identify as professional. Definitions of the term 'professional' vary, but during the time Florence Martin was painting it had a specific meaning documented in the literature of the day. In 1857, H. Byerley Thompson wrote, 'the professional classes ...form the great head of the great English middle class, maintain its tone of independence, keep up to the mark its standard of morality, and direct its intelligence.'<sup>6</sup> The professional was not merely a trained and skilled person with specific expertise and knowledge, they had a duty to uphold the standards of their calling and a duty to society. Responsibility was well-remunerated, and this was framed not as unseemly payments for services 'rendered' but more as a 'recognition of services provided'.<sup>7</sup> The art market was particularly sensitive to this nuance. Although an artist's high prices were evidence of their 'genius' and rank, techniques were used to obviate the commercial reality of a transaction, such as not listing prices and privately selling paintings prior to exhibition. This has some implications for this study as many more successful male artists tended to adopt this practice making it necessary to employ average prices based on known sales to other institutions such as The Chantrey Bequest and AGSA. Artists needed to look successful and prosperous and be able to maintain an aesthetically superior studio compound, yet they could not appear avaricious or money-grabbing. Women had a complex relationship with this coded form of commerce. Historically middleclass women had largely embraced an amateur status considering it as a lady-like characteristic likely to attract an appropriate marriage partner, whereas commerce was considered unfeminine. With complex social constructs directing their behaviour, women artists needed to position themselves carefully in the male dominated art market. Their representation and pricing sit within this gendered framework. As H. H. Robson remarked in *The Englishwoman's Journal (EWJ)*, 'previous to the present century few women studied art seriously, the reasons being lack of opportunity and an almost universal prejudice against their competition in the fields of science and art.'<sup>8</sup>

## Methodology

This study presents a snapshot of artist representation and remuneration in Britain in the late nineteenth century derived from comprehensive Anglo-Australian data compiled in my current PhD research. It relies on four specific sets of data I have collated from the following sources: a) The RA Summer Exhibition records from 1850 – 1900; b) the clerk's pricing ledger for the RA year 1885; c) the Chantrey Bequest list of purchases 1877 – 1900; and the acquisition list of The Tate Gallery to 1907. This may be cross-referenced to data sets with selected published accounts of both general wages and women's wages from the period to determine whether women artists experienced a

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<sup>5</sup> Annette Wickham, 'A "female invasion" 250 years in the making', *Royal Academy Magazine online*, 13 May 2018, <https://www.royalacademy.org.uk/article/magazine-ra250-female-invasion-women-at-the-ra>. Accessed 24/10/2021.

<sup>6</sup> Quoted from *The choice of a profession* (1857) in Codell, Julie, 'The art press and the art market: the artist as 'economic man'', in Helmreich & Fletcher, *The rise of the modern art market in London 1850 – 1939*, Manchester University Press, 2011, p. 134.

<sup>7</sup> Ibid. p. 134.

<sup>8</sup> H.H. Robson, *The Englishwoman's Journal* April 1890 p. 147.



wider pay gap than their sisters in other vocations and professions. Almost all artists documented in this sample were middleclass.

## Results

This study focuses on oil paintings in the key institutions of the British art market and the data is documented in appendix I. The RA and the Tate Gallery are examined because they were considered the standard of excellence in contemporary British painting at the time. Oil painting comprised the largest part of the market by value and was considered the highest order of contemporary artistic expression. Women aspired to be represented in these institutions as they were signifiers of success and professionalism. As a sophisticated market, artists could charge more at the RA in contrast to sales of work in the various women's artist societies. Martin charged £60 for *The student* but prices were less in 1882 at the Manchester Society of Women Painters (MSWP). The EWJ reported that 97 paintings were exhibited in the annual MSWP exhibition that year, 25 of which were not for sale and 32 were sold for the collective sum of £479.18s - an average price of £15.<sup>9</sup> While RA data was documented by Charlotte Yeldham in 1973 and subsequent scholars such as Deborah Cherry and Maria Quirk have made contributions to the debate on pricing, scholars have not published on RA price lists and Chantrey Bequest data together.

The first data set provides a general overview of the RA Summer Exhibitions 1850 – 1900.<sup>10</sup> It outlines the historical representation of women artists at the institution. In the category of oil paintings their participation rose from 3% in 1850 to 14% in 1900. Secondly, I examine the prices paid for a sample of 500 of the 1160 oil paintings exhibited at the RA in 1885.<sup>11</sup> Based on the hand-written clerk's price list for this exhibition, the data presents a new contribution to the debate. Artists often exhibited pre-sold work including portraits commissioned, therefore, I have calculated an average price for these works based on the AGSA acquisitions in 1883 and the prices listed in the Chantrey Bequest (appendix 1c). Male artists often presold work prior to exhibition, and this represents 33% of the paintings in the sample. This was a marketing strategy to obfuscate their prices and create a mystique of success around their work. While this presents an impediment to the data, the calculation is likely to be conservative and still makes a significant contribution to an incomplete published understanding of painting prices and sales at the time. The third set of data is The Chantrey Bequest acquisitions of 1877-1900 based on the published list documenting prices.<sup>12</sup> The sculptor, Sir Francis Chantrey RA left £150,000 to the Trustees of the National Gallery for the acquisition of 'British Fine Art in Painting and Sculpture'. The purchases were to be overseen by the RA President and Council and the first acquisitions were made in 1877. In the first 23 years, 98 works were purchased, mostly from the RA, at a total value of £57,034. This comprised of 95 paintings by men and three paintings by women. Male artists painted 97% of works and 60% of these were by Royal Academicians or Associates. Only 3% were by women. In terms of value, men represented 98.57% of all acquisitions compared with 1.4% left for the women. The final data is based on the foundation collections of the Tate Gallery to 1907.<sup>13</sup> The Tate Gallery is dedicated to British art post 1780 and publicly opened in 1897 after Sir Henry Tate gave 65 British nineteenth-century paintings to the nation. He also donated £80,000 to construct the building on the old Millbank prison site in Pimlico. When it opened, 245 works were on display, a consolidation of several bequests of wealthy philanthropists comprising: a) The Chantrey Bequest - 85 objects amassed since 1877; b) The Vernon

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<sup>9</sup> Jessie Boucherett, *Englishwomen's Journal*, 1882, p. 88

<sup>10</sup> Summer Exhibition Catalogues digitised by the Paul Mellon Centre, <https://chronicle250.com/introduction> compiled by Lara Nicholls and calculated and graphed by John Fitzgerald, ANU.

<sup>11</sup> Sample of 500 oil paintings from The Royal Academy 1885.

<sup>12</sup> *List of works purchased under the terms of The Chantrey Bequest 1877-1952*, Tate Gallery, London, nd.

<sup>13</sup> Tate Gallery. (1907). *The Tate gallery: (the national gallery of British art)*. London: Cassell & co., ltd. <https://catalog.hathitrust.org/Record/100344067/Home> accessed 23/10/21



Collection - 54 objects, c) The Tate gift - 65 pictures and d) The G.F. Watts gift. Since opening day to the publication of a catalogue in 1907 the collection doubled due to purchases, gifts, and bequests. In summary, 530 works were acquired, 523 of which were by male artists and seven by women. In 1907, only 1.32% of the collection was by female artists.

### Implications

The scholarship represented in this study is valuable in various applications. Firstly, it provides a clearer understanding of the economic position of women artists in the late nineteenth century. It illustrates the vulnerable and speculative nature of their enterprise as they pursued a professional career in a hierarchical and patriarchal society in which the art institutions appeared to practice a virulent strain of discrimination and gender bias. Furthermore, it provides useful evidence for broader studies into women's wages and the gender pay gap in the period, which indicate that middleclass women workers were paid less than their male counterparts. In 1892, William Smart found that male teachers' salaries of £119 pa, were 30% higher than their female equivalents who earned only £75 pa.<sup>14</sup> The data presented in *The Money and the Room*, shows that women artists earned approximately 3% of what their male counterparts earned. In summary the figures indicate that the British art market and its institutions provided an informal, yet systemic, state-sanctioned protection scheme that supported male artists at the expense of women's livelihoods. This research can provide a valuable historic benchmark for important contemporary studies into representation such as the Freelands Foundation annual report, *Representation of Female Artists in Britain*, which looks at women artists data relating to British institutions and the art market in general including the Tate and the RA.<sup>15</sup> In 2018/19, for example, 67% of all artworks acquired were by male artists, 33% by women artists. This is an obvious improvement since 1907, but it shows how obstinate the system is in enacting gender parity. Reflecting on the comparison between the historic data at the Tate, which saw less than 5% of work acquired by number and value at the start of the twentieth century, and the Freelands Foundation findings today reminds us of the ongoing importance of Virginia Woolf's provocation in 1928, 'Why was one sex so prosperous and the other so poor?'<sup>16</sup>

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<sup>15</sup> Kate McMillian, *Representation of Female Artists in Britain in 2019*, Freelands Foundation, pp. 38-39.

<sup>16</sup> Virginia Woolf, *A Room of One's Own*, Popular Penguins, Melbourne 2009, first published 1928, p. 27.



Virginia Woolf, *A Room of One's Own*, Popular Penguins, Melbourne 2009, first published 1928.

Annette Wickham, 'A "female invasion" 250 years in the making', *RA Magazine online*, 13 May 2018, <https://www.royalacademy.org.uk/article/magazine-ra250-female-invasion-women-at-the-ra>.

## Appendix

### a) The Royal Academy Summer Exhibitions 1850 – 1900<sup>17</sup>

category	1850	1860	1870	1880	1890	1900
Architecture	1%	3%	0%	0%	1%	1%
Miniatures	19%	31%	30%	27%	57%	81%
Oil Paintings	3%	6%	4%	13%	12%	14%
Sculpture	4%	2%	6%	10%	16%	21%
Watercolours	No data	No data	No data	28%	19%	17%

### b) Royal Academy price list 1885<sup>18</sup>

	Number works	Number sold	Average cost of sold priced works	Number sold unpriced (SU)	Average price £ SU works*	£ value Sold Priced	£ value SU	total £ value	% of works	% of sold works	% value of sold works
female	50	9	111	11	111	1002	1221	3050	10%	8.50%	3%
male	450	46	58	168	380	2680	63840	101505	90%	91.50%	97%

\*Based on the average value of a) the average price of 5 works by male artists bought by the Chantrey Bequest in 1885 from the RA and b) the average price of the 5 works by male artists bought by the Art Gallery of South Australia in 1883 listed below- these are typical of works commissioned or sold prior from an artist's studio. Unable to derive an average for women based on this model as only one work was sold to AGSA and Chantrey. Therefore, the average price of sold works is applied.

### c) The Chantrey Bequest collection 1877 – 1900<sup>19</sup> & AGSA + Chantrey pricing<sup>20</sup>

Gender	Quantity	Value	% by value	% by number	AGSA 1883	Price	Chantrey 1885	Price
Female	3	825	1.42	3	Waterhouse	500	Hook	1100
Male	95	57034	98.57	97	Prinsep	400	Herkomer	800
TOTAL	98	57859	100	100	Bates	150	Hunt	250
RA & ARA	60	47295	82	61	Christie	100	Clark	89
					Nettleship	60	Moore	350
					TOTAL	1210		2589
					average	£242	average	£517

<sup>17</sup> Tabulated from spreadsheets based on the Summer Exhibition Catalogues digitised by the Paul Mellon Centre at Chronicle250, <https://chronicle250.com/introduction> and expressed as percentages by John Fitzgerald, ANU.

<sup>18</sup> Tabulated from photographs of each page of the ledger. This current table is based on a large sample of oil paintings of 1885 as a mid-point.

<sup>19</sup> *List of works purchased under the terms of The Chantrey Bequest 1877-1952*, Tate Gallery, London, nd.

<sup>20</sup> Average price of the 5 male artists bought by AGSA in 1883 and average price of 5 male artists purchased by the Chantrey Bequest in (date?)



**d)The Tate Gallery early collections to 1907<sup>21</sup>**

Purchases	Presentations	bequests (incl. Chantrey)	Totals	%
110	271	142	523	98.67%
0	2	5	7	1.32%
110	273	147	530	100

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<sup>21</sup> Tate Gallery. (1907). *The Tate gallery: (the national gallery of British art)*. London: Cassell & co., ltd.  
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# 'If I didn't have children, I would still be an MP'; How gender and family status drives early retirement from Australia's Federal Parliament between 1990-2019.

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*'If I didn't have children I would still be an MP'; how gender and family status drives early retirement from Australia's Federal Parliament between 1990-2019*

*Eliza Cotton*

## Introduction

Greater gender diversity and inclusion among parliamentarians not only ensures more women achieve workplace equity, which is their human right, but has also been found to increase the consideration of social welfare policy issues, reduce corruption, improve the public service, and support peaceful and less violent societies (see Alexander et al., 2018; Ballington, 2008; Inter-Parliamentary Union (IPU), 2016; Krook, 2006; Lee-Koo & Ghazarian, 2021).

And yet, as of January 2021, the Australian Parliament ranked 50<sup>th</sup> in a global ranking of women elected to national parliaments (IPU, 2021). Considering women in ministerial positions, Australia's position drops to 73<sup>rd</sup>; far below other OECD nations (IPU, 2021). Existing research, policy and advocacy aimed at remedying this has tended to focus on the factors reducing the likelihood that women will be preselected or elected to parliament (see Ballington, 2008; Krook, 2020; PLAN International, 2017; IPU, 2016; 'Emily's list', 'Pathways to Politics', Australia's gender quota systems), or on the gendered nature of the parliamentary workplace (see Palmieri, 2020; Lee-Koo & Ghazarian, 2021). However, few have noted that the numbers of women elected are reduced by the frequency at which they retire.

This research is amongst the first to address retirement amongst parliamentarians, the demographics that do so, and the causes they attribute to their decision. The study sought to determine the extent to which the traditional expectations of women's caring responsibilities follow them into parliament and the impacts of such role expectations on decisions to leave that workplace. In this paper, I hypothesise that women may not have an equal opportunity to actively participate in the Australian Federal Parliament, its leadership and policymaking.

## Methods

My research has longitudinally mapped the demographic information of every retiree from the Australian Parliament between 1990-2019 (including those who 'retired', 'resigned', or chose not to recontest their seat). Omitting those who had served for less than one year and those who had been 'defeated', 'disqualified' or 'died' (in accordance with the Australian Parliamentary Handbooks from the parliament in which they retired), the sample totals 336 parliamentarians.

Data on the sample's gender, age at retirement, length of service, location of their electorate, and party, as well the reasons they provided for retirement in media statements and valedictory speeches was collected and cross-examined. This revealed an illustration of who is leaving the Australian Federal Parliament, when, and in what quantities. The investigation is further enriched by a comparative analysis of interviews with 14 former and current Australian Federal parliamentarians who shared accounts of their experience, and an analysis of the reasons given by parliamentarians in their valedictory speeches and media interviews.



## Results

Quantitative analysis found that since 1999 the proportion of women retiring from parliament has increased by an average of 2.9% each parliamentary term. By comparison, retirement amongst men increased by only 0.5%, and has generally remained steady despite a gradual decrease in the proportion of elected men as the parliament approaches gender parity.

Retirements amongst women are consistently more likely to occur in younger years than the retirement of men. Furthermore, retiring men are more than twice as likely to sustain a career of 20 years or more in parliament than retiring women are. As such, women's opportunity to achieve promotion, such as portfolio or party leadership, is lessened if they do not have the career longevity generally required to attain such responsibility.

This research has found that many parliamentarians feel expectations from their party and constituencies to neglect their parenting roles, sacrifice their health and wellbeing, and stifle their policy values for the sake of demonstrating or maintaining party allegiance and conformity. Combined, these factors led parliamentarians to the conclusion that their expertise and passion could be better utilised in another workplace.

The most common cause of retirement amongst women parliamentarians is the challenge of caregiving and family responsibilities (CG&F), with just under one third of women retiring in early-mid career citing as such. Although men are also expected to forsake their family responsibilities, the societal attitudes in Australia are such that they generally can rely on a spouse or other support to undertake domestic unpaid work. 31% of all women retiring in early-mid career cited GF&F, while 15% of men did so. However, when young men enter parliament and adopt some of the traditional child carer responsibilities, they also experience some of the same incongruence that blights the career of their mother colleagues.

## Implications

My research on retirements illuminates the effect of the gendered parliamentary workplace on diversity retention and is consistent with some of the concerns and difficulties addressed in existing literature on women's experiences as parliamentarians (see IPU, 2016; Palmieri, 2020; Lee-Koo & Ghazarian, 2021).

The research finds that the current policies and procedures for parliamentarians are outmoded and remain entrenched in masculine traditions and practices that dominated in the design and implementation of Australia's parliament at the time of Federation. The majority of women citing CG&F for their retirement indicates the effect of structural barriers within the parliament that make it difficult for parents and caregivers to operate as such while performing their work as a parliamentarian, as well as inadequate systems and procedures to alleviate strain on this balance. My qualitative analysis found that caregivers are presented with few viable options to actively participate in our nation's democracy whilst maintaining the socially reinforced depiction of who they wish to be as a parent. In its current form, the Australian Federal Parliament is often unresponsive to those who require flexibility, particularly those who perform their social reproductive labour duties in conjunction with their work within the formal economy.

Work in this space that focuses on preselection and election processes has been successful in increasing the proportion of women in the Australian Federal Parliament over the part 10 years, especially to the Senate (see 'Emily's List and party-specific gender quotas). However, my research finds that younger women of childrearing ages are not maintaining their careers to the same duration as their male counterparts, and therefore presents a major concern regarding the futility of such work.



Gender parity in the parliament, as well as women's ability to procure career advancement in the parliament is not likely to be realised if those who are recruited then retire in early to mid-career. This paper presents an opportunity to reframe mechanisms aimed at increasing gender diversity in parliament beyond the current focus on the *election* of more women. Mechanisms must also be introduced so that they support the *retention* of younger parliamentarians, caregivers and women, to build greater inclusion and diversity. My findings indicate that preserving regressive traditional practices in parliament is not conducive to increasing diversity in the Australian Federal Parliament, and thus is a concern for our nation's democracy.

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# Best Paper Awards

## Winner of the Best Paper Award - HDR

*PhD Candidate Mx Robin Ladwig  
(they/them) - Canberra School of Business,  
University of Canberra, Australia*



## Winner of the Best Paper Award - HDR

*PhD Candidate Amanda Klysing –  
Department of Psychology, Lund  
University, Sweden*



# Community and Industry Lead Workshops



# Community and Industry Lead Workshops

## Stream 1

### Diversity in Tech: UK and Australia

#### Session chair

***Tanya Williams***

Head of Digital Trade Network for AUS and NZ at UK Department for International Trade (DIT)

#### Presenters

***Sheila Flavell***

Deputy President of TechUK, Chief Operating Officer at FDM Group

#### Panellists

***Soozey Johnstone***

Executive coach, Facilitator, and Co-Founder of the #TechDiversity Foundation

***Kirk Mitchell***

Head of APAC Partnerships at Google Maps, Local Search & Google Earth

***Luli Adeyemo***

Director & Founder of Best Case Scenario, Director at #TechDiversity Awards and Activator at SheEO

#### Session Description

This session examined the state of diversity in the tech sector: the current landscape and actions needed today to ensure our technological future is more equitable. With speakers from the UK and Australia, the panel reflected on their own experience in the tech sector, assess existing policies aimed at increasing diversity and consider what more can be done.



# Acting on gender equality: Promising practices and lessons emerging from the implementation of the Victorian Gender Equality Act (2020)

## Chair

### ***Dr Kate Farhall***

Senior Program Advisor – Research and Evaluation, Commission for Gender Equality in the Public Sector

## Presenters

### ***Vivienne Nguyen AM***

Chairperson, Victorian Multicultural Commission

### ***Dr. Aida Ghalebegi***

Leader of Gender Matters Research Theme at the Global Transport and Logistics Research Group, RMIT University

### ***Dr Nicole Kalms***

Associate Professor and founding director, Monash University XYX Lab

## Session Description

The Gender Equality Act 2020 (Vic) is an ambitious piece of legislation designed to drive gender equality in Victorian public sector organisations, the Victorian community and beyond. This nation-leading legislation comprises various levers to progress gender equality, including a series of obligations placed on public sector organisations to assess, plan for and materially improve gender equality both in their workplaces and via public-facing projects, programs and services they offer.

The Commission for Gender Equality in the Public Sector, led by Commissioner Dr Niki Vincent, is responsible for the Act's implementation. In 2021, the Commission undertook an inaugural grants round to fund research projects designed to build the evidence base for organisational gender equality and understand how public sector entities are approaching their obligations under the Act.

This symposium showcased three diverse research projects from the inaugural funding round, which cover a range of sectors, activities and thematic areas of focus. Chairperson of the Victorian Multicultural Commission, Viv Nguyen AM, discussed a collaborative project focusing on how Victorian public sector organisations can address systemic barriers to equality for culturally and linguistically diverse women. Dr Aida Ghalebegi reported on research assessing the early implementation of the Act in key public sector organisations associated with a highly masculinised sector – transport. Finally, A/Prof Nicole Kalms discussed research to develop and pilot an online, interactive training module for public sector organisations across Victoria to train staff in gender-inclusive placemaking.

The speakers each gave a short presentation, followed by an opportunity for an audience Q&A session. Presentations focused on key outcomes of the research, as well as actionable insights and practical implications for organisations that have emerged from the research.



## Women in STEM and Academia: Support for Women in STEM and Academia

### Chair

***Professor Natalie Hannan***

Associate Dean Diversity and Inclusion, Faculty Medicine Dentistry and Health Sciences, The University of Melbourne

### Presenters

***Professor Cheryl E. Praeger***

Emeritus Professor & Senior Honorary Research Fellow, The University of Western Australia

***Professor Helana Scheepers***

Faculty of Business and Law Swinburne University of Technology

***Professor Sarah Russell***

Swinburne University of Technology & Peter MacCallum Cancer Centre

### Session Description

This panel session featured Prof Cheryl Praeger and her recent work with the Australian Academy of Science on the impact of COVID-19 on women in the STEM workforce, Swinburne Women's Academic Network's Prof Helana Scheepers introduced the development and delivery of an ecosystem of support for women in academia, and Prof Sarah Russell from Women in Science Parkville Precinct (WiSSP) with an overview of support initiatives for women in science. The session was chaired by Prof Natalie Hannan, who facilitated a discussion on the need for cross-institutional conversations that both expand knowledge and empower workers to push for change in their organisations as well as lobby for systems change.

***This session was sponsored by the Faculty Medicine Dentistry and Health Sciences, The University of Melbourne.***





## Stream 2

### Unpacking the Man Box: Role Modelling Healthier Masculinities

#### Session presenters

***Matt Tyler***

Executive Director - The Men's Project, Jesuit Social Services

***Jianyun Tao***

The Men's Project, Jesuit Social Services

***Gary Sinclair***

YMCA

#### Session Description

The workshop shared findings from the Man Box in Australia research project, completed by The Men's Project at Jesuit Social Services in collaboration with Dr Michael Flood. The workshop brought together interactive elements that engaged participants in a discussion about what sustains the Man Box (which is a set of beliefs about what it means to be a 'real man'). The workshop introduced activities used to promote healthier masculinities and explore a case study of a recent project to build the capacity to challenge gender stereotypes among people working with men and boys.



## Narrowing of the Gender Pay Gap

*Winner of the Audience Choice Award - Industry/Government Presentation Category*

### Chair

***Prof Carol Kulik***

Research Professor of Human Resource Management, the University of South Australia

### Presenters

***Dr Janin Bredehoeft***

Research and Analytics Executive Manager, Workplace Gender Equality Agency

***Ms Helen Fraser FCPH***

General Manager - People, Laing O'Rourke Australia

### Session Description

Australia's gender pay gap has noticeably declined from its 2014 high of 18.5%, but it's been stubbornly stuck in the 13-15% range the last few years. Aligned with the "accelerating inclusion" conference theme, this panel session will highlight strategies to narrow the pay gap. Pay audits are an essential first step, but what comes next? Three panellists, including Prof Carol Kulik (University of South Australia), Dr Janin Bredehoeft (WGEA) and Ms Helen Fraser (Laing O'Rourke) shared research and best-practice on maintaining focus on the gap, gaining internal traction, and engaging a range of stakeholders. The aim of this session was to identify innovative actions that practitioners could apply to their own organisations.



## **Broadening the conversation about embedding workplace equality: Learning from past reviews and inquiries and leveraging current opportunities**

### **Panellists / Presenters**

#### ***Prabha Nanda***

Director – Legal, Independent Review into Commonwealth Parliamentary Workshops Australian Human Rights Commission

#### ***Kate Berry***

Director, Commission for Gender Equality in the Public Sector

#### ***Simone Cusack***

Director, Policy and Research, Victorian Equal Opportunity, and Human Rights Commission

### **Moderator**

#### ***Josh Teng***

Policy and Research Officer, Victorian Equal Opportunity, and Human Rights Commission

### **Session description**

On 30 November 2021, the Victorian Equal Opportunity and Human Rights Commission released Volume I of its final report arising from the Independent Review into Workplace Equality in Ambulance Victoria. That same day, Sex Discrimination Commissioner Kate Jenkins released the final report arising from the Independent Review into Commonwealth Parliamentary Workplaces. The release of these reports on the same day – and the many other significant inquiries into workplace equality in recent years, including in the Australian Defence Force and Victoria Police – highlight the need for a renewed focus on safety, respect, equality and inclusion in Australian workplaces. This session considered the lessons learned from past reviews and inquiries and how they can be applied in other workplaces. It reflected on the need to target the particular drivers of unlawful and harmful workplace conduct and inequality within individual workplaces, with particular consideration of the opportunities afforded to target these drivers through the Equal Opportunity Act (Vic), the Gender Equality Act 2010 (Vic) and the Sex Discrimination Act 1984 (Cth).



## Stream 3

### Tackling workplace sexual harassment: A Masterclass on tackling workplace sexual harassment

#### Presenters

***Lisa Annese***

CEO – Diversity Council Australia

***Virginia Neill***

Head of Workplace Relations, Wellbeing and Community – Medibank

#### Session Description

Lisa Annese, DCA CEO delivered a Masterclass on tackling workplace sexual harassment. Lisa shared critical insights gained from her decades of experience advising business on workplace D&I issues, including:

- The power of the current context, including March4Justice, #MeToo, men's rights movement, and the Australian Human Rights Commission's Respect@Work Report
- What sexual harassment is and isn't, including addressing myths and misconceptions
- What a leading practice organisational approach to sexual harassment looks like, integrating recommendations from the Respect@Work report
- What we can all do as individuals.

Lisa was joined by Virginia Neill, Head of Workplace Relations, Wellbeing and Community – Medibank, who shared her experience in tackling workplace sexual harassment.



# Online Safety of Women in Politics: Enhancing the Online Safety of Women in Politics

## Presenter

***PhD Candidate Caitlin McGrane***

Project Lead – Enhancing Online Safety of Women, Gender Equity Victoria (GEN VIC)

## Session Description

Women leading and working in politics are at higher risk of exposure to gendered cyberhate than their male counterparts. Gender Equity Victoria (GEN VIC) has developed industry strategies for the media to improve protections for women journalists. We are now extending this work to ensure parliaments and political parties are equipped to support women politicians and their staffers in managing gendered cyberhate. This project extends GEN VIC's successful resource *Don't Read the Comments: Enhancing Online Safety for Women Working in Media* (2019).

The presentation drew on interview data with women working in politics across the political spectrum and includes the voices of local government councillors and staffers, as well as current and former members of parliament. In interviews, women discussed their experiences with online harassment and their recommendations for how it can be combatted in parliamentary and political workplaces. The findings discussed in this presentation will contribute to GEN VIC's final report outlining the steps necessary to enhance the online safety of women in politics in Australia.



# Australia's International Opportunities & Obligations to Gender Equality and LGBTIQ+ Rights

## Chair

### ***Melissa Conley Tyler***

Program Lead – Asia-Pacific Development, Diplomacy & defence Dialogue / Research Associate – Asia Institute, The University of Melbourne

## Presenters

### ***PhD Candidate Yolanda Vega***

School of Business, Law and Entrepreneurship, Swinburne University of Technology

### ***Dr Elise Stephenson***

Global Institute for Women's Leadership, the Australian National University

## Session Description

International relations are central to the development and prosperity of all nations. This session applied a gender and sexuality lens to the opportunities and obligations for Australia in its international relations. PhD Candidate Yolanda Vega shared her latest research where she employed the State Feminist Theory to analyse how the Australian Government responds to its international obligations. While Dr Elise Stephenson discussed the Australian and global intelligence landscape regarding gender and sexuality inclusion as well as what best practice in this area may look like. Finally, Melissa Conley Tyler, international expert in diplomacy and gender equality, facilitated a discussion about Australia's international opportunities & obligations to gender equality and LGBTIQ+ rights



## Stream 4

### Pride in Diversity

#### Presenters

***Nicki Elkin (they/them)***

Senior Relationship Manager, Pride in Diversity

***Madeleine Orr (she/her)***

Diversity, Equity and Inclusion Program Manager, Macquarie Bank

***Jess Mayers (she/her)***

Senior Relationship Manager, Pride in Diversity

***Mark Latchford (he/him)***

Associate Director, Pride Inclusion Programs

***Alison Whittaker (she/her)***

Senior Researcher, Jumbunna Institute for Indigenous Education & Research

#### Session Description

This Pride in Diversity (PID) session focused on three key areas of LGBTQ+ workplace inclusion:

- Australian Workplace Equality Index (AWEI) 2021 data and research findings: Sapphire program co-conveners, Jess Mayers (she/her) & Nicki Elkin (they/them)– key findings from the AWEI index and survey that has informed strategic work and focus areas. Sapphire is an initiative of Pride in Diversity that was developed to generate greater awareness of the unique challenges faced by Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) people who identify or may be perceived as women in the workplace.
- The Australian Workplace Equality Index (AWEI) 2021 Platinum Member Showcase: In 2020 Macquarie Bank identified an opportunity to support our sexuality and gender diverse women through our AWEI Platinum Project. In this session, we shared how we used Pride in Diversity and Sapphire research, internal surveys and human centred design to identify our opportunity and develop our approach, the initiatives we delivered and the overall impact of our work.
- Collaboration between academics/industry experts/corporate partners – how does it work? Pride in Diversity and Jumbunna Institute, University of Technology Sydney: Mark Latchford (he/him) & Alison Whittaker (she/her). They discussed the challenges and opportunities with this collaborative approach to progressing inclusion using the UTS Jumbunna – PID project (Aboriginal and Torres Strait Islander LGBTQ Intersectionality in the Workplace)



# Rainbow Tick; improving the workplace for LGBTQ staff and volunteers

## Presenter and Moderator

### ***Jami Jones (she/her)***

Manager, Education and Engagement, Rainbow Health Australia, Australian Research Centre for Sex, Health and Society, La Trobe University.

## Panellists

### ***Dr Jane Daniels (she/her)***

Executive Director, Organisational Effectiveness, Berry Street

### ***Ruthi Hambling (she/her)***

HOW2 Coordinator, Rainbow Health Australia

### ***Sparklez Hernan (they/them)***

LGBTIQA + Support & Youth Activities Worker, Brophy Family & Youth Services

## Session Description

In this session Rainbow Health Australia presented an introduction to Rainbow Tick; a framework for LGBTQ cultural safety, and examine the evidence base for such interventions, including research about the experiences of LGBTQ people at work. This was followed by a panel discussion about the impact of Rainbow Tick on workplaces. Whether LGBTQ people feel safe to be open about their gender or sexuality at work can impact their mental health and job satisfaction, as well as productivity and innovation. Until recently LGBTQ people hid their gender or sexuality at work, many still do. An Australian study in 2012 found that 38.8 per cent of respondents reported occasionally or usually hiding their sexuality or gender identity at work. Recent research paints a more promising picture with 60.7% of LGBTI participants stating they currently felt accepted 'a lot' or 'always' at work. The panel discussion covered a variety of topics including

1. How do we create safe and inclusive workplaces for LGBTQ staff and volunteers?
2. What impact has Rainbow Tick had on organisations, staff and volunteers?

If organisations are interested in pursuing Rainbow Tick Accreditation or require resources to inform their work towards LGBTIQ staff cultural safety they can refer to the Rainbow Tick Standards- A Framework for LGBTIQ Cultural Safety and Rainbow Tick Accreditation and Evidence Guide both available open source on the Rainbow Health Australia website [here](#). Rainbow Health Australia host training sessions and a Rainbow Tick Community of Practice (no participation fee). We encourage conference attendees to join our mailing list to stay up to date with our offerings and the latest research findings by clicking [here](#).





# A Rainbow Roadmap for Sport

## Presenters

***Dr Ryan Storr (he/him)***

Research Fellow, Swinburne University of Technology and Co-founder of Proud 2 Play inc

***Christine Granger (she/her)***

CEO of Proud 2 Play

***Lauren Foote (she/they)***

Athlete and Coach, Victorian Roller Derby League and Project Officer, Proud 2 Play

### Abstract

This session was delivered by Proud2Play. In the session presenters discussed the creation and implementation of the newly launched project, 'Rainbow Roadmap'. The Rainbow Roadmap is a sector wide initiative, in partnership with VicSport, across the sport and active recreation sector in Victoria. The initiative was designed from several years of research around LGBTIQ+ inclusion in sport and active recreation, and a key finding of organisations not knowing how to engage and enact LGBTIQ+ inclusion.

The session began with an outline of the initiative, and the research underpinning it, led by Dr Ryan Storr, co-founder of Proud2Play, followed by preliminary findings from Proud2Play's work with a range of sport and leisure organisations in the early adoption of the program. The session concluded with activities and discussions relating to how to increase support for the enactment of LGBTIQ+ inclusion within organisational contexts, exploring the concepts of commitment and resistance to diversity and inclusion.



# Plenary Session

The image features a solid dark blue background on the left side. On the right side, there is a vertical strip of abstract geometric shapes, primarily triangles and polygons, in various colors including light green, yellow, teal, orange, and purple. The text 'Plenary Session' is centered in the blue area in a light blue, sans-serif font.

# Plenary Session

The plenary session brought together academic experts and experienced practitioners to discuss practical ways in which to accelerate gender and sexuality inclusion at work and in organisations.

The expert panel included:

## Chair



***Prof Michelle Ryan***

Director, Global Institute for Women's Leadership, The Australian National University / Professor of Social and Organisational Psychology, University of Exeter

## Panellists



***Professor Carol T. Kulik***

Research Professor of Human Resource Management, UniSA Business, The University of South Australia



***Dr Matt Collins AM QC***

President of the Australian Bar Association



***Dr Niki Vincent***

Victoria's Public Sector Gender Equality Commissioner

# Conference Wrap-up

*Accelerating Gender and Sexuality Inclusion at Work* was the theme of Tuesday's Gender and Sexuality at Work Conference, which brought together presenters from 12 Australian universities, 7 international universities, 7 government agencies and 15 private sector organisations (both for-profit and not-for-profit). The conference attracted over 400 delegates from around the world in a great demonstration of research collaboration, and respectful and rigorous debate.

Conference organisers Dr. Victor Sojo (UoM), Dr. Melissa Wheeler (Swinburne), and Professor Michelle Ryan (ANU) said the event was a brilliant success and saw a large group of people from a variety of sectors unpack how gender and sexuality impact our work lives. Dr. Sojo said, "We organised this conference to create a professional and respectful space to connect and exchange knowledge with the community about the complex and pressing issues surrounding gender



Conference organisers Dr Melissa Wheeler, Dr Victor Sojo & Professor Michelle Ryan

and sexuality inclusion at work. The high conference attendance and level of engagement from the participants are indicators of the community's thirst for knowledge about these topics and the calibre of the program we curated for them."

The day included 12 academic presentations, 12 government/community/industry-led workshops, and a plenary panel discussion with academics, legal and policy experts of the highest calibre. Wurundjeri Elder Tony Garvey embraced conference delegates on Tuesday morning with a warm Welcome to Country, followed by a University of Melbourne welcome from Professor Paul Jensen, Deputy Dean at the Faculty of Business and Economics.

The first keynote address was kicked off by Professor Rae Cooper from The University of Sydney with her topic: *Building Back Fairer – Applying a gender lens to the post-pandemic future of work*. Professor Cooper's research analysed the impact of Covid-19 on women and detailed how the pandemic has disproportionately affected women, looking at job losses, the feminised frontline (healthcare, aged care, and education), shouldering (even more) of the unpaid labour in the home, and the 'shadow pandemic' of stress and violence. Professor Cooper has described this as 'the perfect storm'; one that is overly impacting women.

It's not all doom and gloom, however, Prof Cooper says. "Australian women are the best educated in the world, (according to almost every index out there) and are the most educated they have ever been at any point in history. We also know women are achieving higher levels of education than men," Prof Cooper said. However, the most feminised sectors of our economy are still the lowest paid, Prof Cooper explains, i.e., healthcare and education – sectors which are extremely important to us in terms of how our society and economy work. The pay gap between men and women also drives the superannuation gap, which has resulted in a growing trend of women retiring later than men and retiring in poverty. There's work to do yet. Prof. Cooper's research team asked a group of women what they wanted out of their careers and discovered that: respect; a good, secure job; pay



reflecting their value; good flexibility to meet needs; and a care infrastructure that worked, were the top five priorities.

The morning's breakout rooms saw a number of lively discussions take place on issues like managing menstruation in remote field work, or "breaking the silence around blood". Associate Professor Meredith Nash from the University of Tasmania argued that the lack of acceptable toileting and menstruation management in remote field work, and the non-existent infrastructure to support menstruation, is a form of sexism.

Doctoral student Amanda Klysing from Lund University in Sweden joined the conference in the middle of the night to discuss normative gender bias in linguistic representation. "How familiar are you with non-normative pronouns like hen or ze?" Klysing asked. "Language used between organisations, employees and potential employees, signals how inclusive that organisation will be for individuals with non-normative gender identities," Klysing said.

The midday keynote speaker, Assistant Professor Thekla Morgenroth from Purdue University, presented on the maintenance of the gender/sex binary. "We, as humans, really like systems and predictability, so the gender binary is a system that helps us navigate our complex environment," A/Prof. Morgenroth said. The gender sex binary as we know it is not necessarily accurate, though. We know that sex is more diverse than just XX and XY chromosomes; sex is a spectrum rather than two groups. And yet the inner workings of the gender/sex binary and how it's maintained is a very widely held belief, despite evidence to the contrary, they argued.

A/Prof. Morgenroth used the metaphor of theatre to explain the idea that gender isn't something you are, but something that we do as a form of impression management. "You do it as a sort of social act for others, to help social interactions and to communicate something about yourself... without this performance of gender, there would be no gender at all."

In the afternoon, Caitlin McGrane – a feminist researcher, activist and PhD candidate at RMIT University's Digital Ethnography Research Centre – discussed the online safety for women in politics and the evidence which has been mounting for some time that women are often targets of online abuse whenever they assume a position of power. Gender Equity Victoria has been analysing this cyber hate in politics for some time and argue that online harassment should be considered an occupational health and safety issue.

University of Sydney Postdoctoral Research Associate Dr Briony Lipton shared a presentation on #MenInHeels, looking at how challenging sartorial codes might destabilise organisational norms around gender and sexuality. The study focussed on a series of heterosexual, cis-gender men participating in a social media movement where hashtags like #degenderfashion, #meninskirts, #clotheshavenogender and #meninheels were shared widely on Instagram. The visibility of this movement, Lipton discussed, was helping to dismantle gender norms in fashion and dress codes at work, as well as in our everyday lives.

The Gender and Sexuality at Work Conference for 2022 concluded with a plenary session followed by a ceremony where two papers were presented with "best paper awards" by the Academic Executive Committee (AEC), exclusively based on the assessment and feedback provided by two independent reviewers of each paper.

The Winners of the Best Paper Awards were PhD Candidate Amanda Klysing – Lund University, Sweden for her paper *Normative gender bias: Effects of pronoun forms on mental representations of individuals with different gender expressions*. And PhD Candidate Mx Robin Ladwig – University of Canberra, Australia for their paper *Trans and gender diverse work experiences and career development in the Australian work environment*.



Both awards included \$2,000 in prize money and a certificate for their respective research teams. These awards were sponsored by the Australian Journal of Management and the Melbourne Social Equity Institute.

[Learn more about #GSWC2022 here.](#)



*Conference staff: Kristy Horne, Prof Michelle Ryan, Dr Victor Sojo, Dr Medo Pournader, Georg Tamm, Natalie Barr & Dr Melissa Wheeler*



*Conference staff: Kristy Horne, Dr Melissa Wheeler and the AV team*

# Conference Sponsors and Partners

The background features a large, solid blue triangle on the left side. On the right side, there is a complex, multi-colored polygonal shape composed of several overlapping, semi-transparent geometric shapes in shades of purple, pink, orange, grey, and light green.

We extend our appreciation to all the sponsors and partners of the Gender and Sexuality at Work Conference.

We would like to specially thank the Faculty of Business and Economics and the Faculty of Medicine, Dentistry and Health Sciences of The University of Melbourne, Swinburne University of Technology and The Global Institute for Women's Leadership at the Australian National University for their generous support.



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