

Mapping Career

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workshop programme

aim:

**to reflect on the meaning and experiences of 'career'
in higher education**

- what do we mean when we say 'career'?
- mapping potted career histories
- discussion

career?
add path,
trajectory



gender, work and career in HE

- ***male-defined constructions of work and career success ...***(Bilimoria et al. 2008, p.727) - silent on structural factors
- we negotiate paid workload and career within gendered social roles constructed 'masculine' and 'feminine'
- ***the care-less academic*** (Lynch, 2010, p.57)
- ***the gendered order of caring*** (Lynch and Feely 2009) – atypical career patterns and diverse routes into the academy, more likely to pick up teaching and pastoral duties and institutional housekeeping (Coate et al. 2015)

Athena SWAN and the 'leaky pipeline'?

- AS focus on 'leaky pipeline', enabling measures to advance gender equality/career progression eg:: maternity and flexible working, career development, organisational culture, attention to intersectionality
- AS works *within* academic 'career' norms – metrics-driven (REF/TEF), valuing particular types of productivity, early-mid- late career 'norms'



Athena SWAN

- Advance HE's Athena SWAN Charter was established in 2005 to encourage and recognise commitment to advancing the careers of women in science, technology, engineering, maths and medicine (STEMM) employment in higher education and research. (Advance HE, 2018)
 - Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.
(Athena SWAN application form Q4.2(i) p5)
 - ...our student gender ratio is maintained from our undergraduate applications process into our undergraduate cohort. However, we have a leaky pipeline right through to the highest levels of management and academic leadership, with just a very small number of women at these higher levels. We have ... identified the actions needed to address this imbalance.
(Athena SWAN application)
- *what is happening in the spaces between organisational rhetoric/lived experience?*



your 'potted' career histories

in pairs

- **Partner 1** –gives a potted history of their career. **Partner 2** listen carefully to their account. Make brief notes if you want to. Only interrupt for clarification.
- swop over: **Partner 2** gives a potted history of their career. **Partner 1** listens/makes notes.
- **separately**, create a **visual representation/image** of your partner's career history. Annotations/notes are allowed. (don't reveal to your partner what you have created at this point).



review

implications for 'career' in HE

- how do your lived workplace/career experiences relate to normative narratives: ladder, pipeline, trajectory?
- what alternative metaphors/tropes of 'career' have you generated today?
- what impact do gendered social roles have on HE careers? At different lifestages?
- what impact do other factors: ethnicity, dis/ability, class, age, have on lived experiences of working/careers in HE?

Thank you

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www.thegword2017.wordpress.com

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