

Researching women at Auckland University of Technology

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ABSTRACT

This Report was first published as *Researching Women at Auckland University of Technology* by AUT Women on Campus, 2004 (ISBN: 1-877314-25-0). Research was conducted under the auspices of the Women on Campus Research Group. Authors: Shirley Jülich and Janet Mansfield; Editor: Jane Terrell; Research Assistants: Catherine Gareth and Ljiljana Jovanovic. Original publication was sponsored by AUT Printspirit. In republishing *Researching Women at Auckland University of Technology*, ACCESS has been faithful to the original text making changes to format as required to fit ACCESS style.

In this report, the Women on Campus research group aim to contextualise our own existence and image the performances of what we have named *Researching Women* within the coercive and self-regulatory system of tertiary education at Auckland University of Technology (AUT). The collection and analysis of data concerning research outputs by women through quantitative analysis in the first instance, has marked the terrain for asking further questions through different approaches. We examine researching women in both the global and the local context, highlighting in a preliminary way some of the barriers to the fullest participation of academic women. Knowledge about researching women is constructed as a site of contestation in a literature review that involves some critical processing and goes beyond an annotated account of the literature.

1. Introduction and Acknowledgements

This project was funded by the Chancellor's Women on Campus (WOC) Research Fund to investigate the status of women's research within our institution, the Auckland University of Technology (AUT). Our thanks are extended to the Business School and Office of the Vice Chancellor who have subsidised the project, and to Heather Devere and Chris Jenkin in particular for their support and mentoring during the process.

1.1 Development of the Project

The Chancellor's WOC Research Fund Committee was established to promote research and publication at AUT by female staff. The project originally proposed by the Committee at the end of 2002 became the project *Researching Women at AUT* in 2003. Requests for researchers were made

via AUT global email in December 2002. Dr Janet Mansfield (School of Education) and Jane Terrell (Office of the Vice Chancellor), became the initial researchers for the project.

Catherine Garet (School of Art and Design) joined the team in July and Dr Shirley Jülich (Faculty of Business) in August. At this stage the team decided to allocate different jobs to different members according to interest and time availability, thus generating possibilities of several research outputs. They agreed that Janet would continue with the literature review, Catherine would continue with data gathering, Shirley would undertake analysis of the data, and Jane would have a co-coordinating and editing role. Ljiljana Jovanovic (Faculty of Health) joined the team in December to contribute to data analysis and final editing.

The research team developed research questions based on the original aims of the project, which were to identify:

- Research being conducted by AUT women staff
- Research being conducted by AUT women students
- Research published by women at AUT
- Research published by women and men at AUT on women or women's issues
- Collaborative research between AUT and other tertiary institutions on women and women's issues

There were some staff whose gender could not be identified from publicly available sources, and so an application was made to the November meeting of the AUT Ethics Committee (AUTEC) for approval to use HR records at AUT. This was duly granted and, in addition, approval was given to use HR records to ascertain the numbers of women and men staff employed at AUT.¹

Regular reports were made and meetings held with the Chancellor's Committee, to incorporate its suggestions and ensure its approval at each stage of the investigation. In addition, preliminary findings of the project were presented at the November WOC meeting, which led to lively debate and further suggestions from WOC members.

1.2 Limitations of the research

The restriction of sources to the AUT Research Reports of 2000 and 2001 gave rise to a number of factors that limit the scope of this project. The contents of the Research Reports 2000 and 2001 were dependent upon individual staff members reporting the existence of their own research or publications and that of their students. This means that there may be unreported research and publications in existence. The Research Report 2000 was not as thorough as the Research Report 2001 in that it did not indicate consistently whether research was published or unpublished. Therefore, some research outputs² were not included because they could not be categorised. In addition, despite rigorous cross checking of data entered into the spreadsheet for analysis, some data input errors could remain.

Further factors limited the scope of the research. Although we were to identify research by women for women and about women, it was not always possible to identify the gender of staff and students by name alone despite the assistance of Human Resources at AUT. Moreover, the nature of the research was not always revealed solely by its title. Neither was it possible to identify staff employment status and related headcounts. We have not been able to verify with Human Resources either whether staff were designated academic or allied, full time or part time, or whether in the years 2000 and 2001 female allied staff outnumbered male allied staff, or female part time staff outnumbered male part time staff. This is significant because some staff may have higher teaching loads than others, for example, precluding their ability to engage in research and writing. In addition, both allied and academic staff, including those not required to be research active (for

example those teaching on undergraduate certificates or diplomas and many allied staff) did produce research outputs. Finally, it should be remembered that any research identified as “published” in such reports would not indicate the status of the publications, that is, the relative academic weight of journals, on which tenure and promotion are often based. Given these issues that have complicated the data analysis, the results presented in this document are best viewed as a snapshot of research outputs across the university.

Certain issues raised along the way were revealed as beyond the brief of this particular project and in the section entitled *Further Research*, we suggest areas for future research that have emerged from the study. Initially, in this research we honour positivised vertical notions of Truth, for positivised data has status in the production of “real” knowledge. The “truth” about research (outputs) must be established for “performance” descriptions of all. However, the situation for researching women generally, is far more complicated than the mere recording of research outputs for women will reveal. In such a project we cannot feign neutrality, disinterestedness, objectivity, for these are myths in the constitution of knowledge, whether scientific or philosophical. Research methods are not a series of neutral instruments and they may obfuscate issues about which kinds of knowledge they are likely to proffer. Neither is empirical research divorced from ideology or theory. It occurs within settings that are ideologically and theoretically laden.

1.3 Working Across disciplines

Identifying, counting, analysing and comparing research outputs for men and women could be seen as the initial stages of a further and larger investigation project through which the nature of certain institutional processes that have consequences for women might be revealed. The rhetoric of policies concerning equity issues, academic fairness and equality, through which academic institutions image themselves, is belied too often by their practices (Morley, 2003). In the approaches to the construction of knowledge represented in this study we have researched within different disciplines and have worked across their associated paradigms. There has been a constant overlay of differing epistemologies, differing approaches to knowledge. The project has offered us an opportunity to reflect upon our involvement in research and publication and a forum through which we may be able to examine the ways in which gender divisions pervade everyday life in the work world of a university, in this case, AUT.

The research questions required quantitative analysis of data and respect for a paradigm which privileges one version of the Truth. If, however, research is also, as in Bruhn’s theoretical discourse “a philosophy, and an art form, an artefact and an antidote” (Bruhn, 2000, cited in Manathunga, 2003: 281), we need then, to embed *interdisciplinary*³ understandings and attitudes within research projects. This necessitates discussions at the outset about what it means to frame the terms of the debate, discussions about the embedded power in controlling the naming of categories – that is, the framing of the structure of the research. Naming and framing the terms of the debate are all powerful. A politics of knowledge is involved. This becomes problematic in cross-disciplinary research and we must somehow bridge the divide. We need to problematise our researching context in our quest to constitute knowledge, namely knowledge about researching women. We work therefore, beyond and across the disciplines, to employ for the purposes of a richer understanding of our project, both empirically validated evidence as well as critical discourse within the philosophical and sociological paradigms. Given the current questioning of traditional forms of authority and organisation of knowledge within the academy or the canon, the questioning of the learning subject as a universal phenomenon of the university, we have therefore questioned the naturalness of traditional disciplinary forms of knowledge. We have imagined another way and other ways of producing and organising knowledge.⁴

Our research has also a sub-text of raising the awareness of the place and status of women’s research communities in this university. The questions asked and the methodology and data used (the pre-text) (Ramaekers, 2002) form the textual strategies we are deploying through language and

will help us to picture and construct a world or reality for researching women at AUT. The collection of such data prepares the ground for asking further questions. We, the researchers, have attempted to show reflexivity at the levels of sub-text, con-text, and pre-text to become aware of the implications of the research being conducted. We as researchers for Women on Campus are alert to the way our own subjectivity, our embodiedness and embeddedness, plays a role in the data gathering process and in the interpretation (see Ramaekers, 2002). We each have an autobiography marked by significations of gender, sexuality, ethnicity, and class. We are positioned.

2. A review of the literature

This literature review aims to establish a theoretical context for the counting exercise – a reason for counting, and for comparing the research outputs of women and men. The focus of the literature review at its earliest stage was therefore the significance of the invisibilising of gender in the Research Reports. Methodologically, this section draws upon critical and philosophical discourse analysis as well as sociology and hermeneutics (the art of interpretation). While reviewing some of the literature and celebrating the work of some leading gender scholars, it augments or goes beyond an annotated account of the literature.

2.1 Reading research in Women's studies

International gender scholars have noted in their attempts to account for continuing inequalities in dominant organisations of knowledge production that gender, higher education and development have rarely crossed paths and this absence of intersection has meant a silencing with regard to policy, literature and research studies (see Morley, 2003). Transnational research conducted globally through horizontal communities of interest (Kennedy & Roudemetof, 2002) reveals a lack of intertextuality between gender, development and higher education: this contextualises the importance of the current research project for its focus on gender and higher education.

2.1.1 The Global Context of Researching Women

New Zealand offers no exception to the global trends in which nations are becoming increasingly privatised and governmental funding responsibilities for the once more public space of universities dwindle. In advanced capitalist countries, the needs that governments can no longer meet are displaced onto a fantasised family life. This fantasy is beginning to be publicly, politically and spectacularly supported by the adoptions of increasingly globalised, packaged knowledge concerning the promotion of the ideal of healthy, happy families as well as the ideal, healthy, happy and positive workplace.⁵ While systems of real power are invisibilised and governments buckle as they are held to ransom by the avarice and wealth of transnational capital, a re-inscribed modernist individualism weighs heavily on women, not the least in academia where the climate has been described in international literature as “chilly for women” (Freyd, 1990).

2.1.2 Barriers to Women's Progress in the Academy

The international literature is full of references to barriers to the progress of women even as our work scaffolds the ivory tower of academia. The “greed of global capital” described by Zillah Eisenstein⁶ (1998) may seem a far cry, on the face of it, from research outputs by women at AUT, but connections may indeed be made. As Peters argues, issues of globalisation and their impact on tertiary education do not receive the analysis they deserve (2000a, cited in Harvey 2002). In this vein, Lindy Isdale (2003) uses French poststructuralist Michel Foucault's notion of discipline as she questions the relationship between discourses of global competition, productivity, accountability,

and the apparent feminisation of the university. New technologies of surveillance and control over academic work, she argues “subject academic work to a particular form of managerialism” (Isdale, 2003: 23). Craig Ashcroft (2003), in a similar vein, terms this “managerial panopticism”.⁷ Again drawing on Foucault, the reference is to the complexity of the “gaze matrix” being created within New Zealand’s tertiary education sector.

Leonie Rowan (2003) contends that for two decades attention has been drawn to the devaluation of female academics within the academy and that “more recently ... discussions about sex based discrimination have been harder to sustain”. Women, she argues, are

...regularly assured that their problems have now been solved; academics of both sexes are increasingly united against particularly violent versions of managerialism – a context which calls for academics to emphasise their “sameness” and common interests rather than their differences; and the general intensification of work pressures make it very difficult for any individual to draw attention to her own plight. It can be argued that the forms of discrimination now negotiated by academic women are a “new problem with no name”: a form of violence that it is both emotionally and professionally dangerous to declare (2003: 22).

Rowan (22) also makes explicit some new ways in which academic women experience “the negative consequences of female embodiment”. She does this through drawing on a range of theoretical resources and making references to women’s experience in research, teaching and administration.

2.1.3 Success, Performance and Researching Women

Success for an academic is defined, among other dimensions, in terms of research outputs. Women, subject to the same rules for promotion as men, must “perform” in what has been named internationally as an unequal playing field (Hatt et al., 1999; Asmar, 1999; Kanake, 1997; Acker & Feuerverger, 1997; Smith & Brown, 1995, all cited in Osongo, 2000). This performance is now institutionalised under the New Zealand government initiatives of Performance Based, Research Funding (PBRF) policies. In researching the climate for women in academia in American Universities, Sandler and Hall (1986: 15) report that “the higher the rank, the fewer the women”. At AUT, academic and administrative promotions and tenure are not based upon research outputs and publication alone: in institutions where this is the case, the implications for women are dismal. Having said this it needs to be noted that AUT currently employs 19 Professors, 3 of whom are female, and 17 Associate Professors, 9 of whom are female. However, this does not include those who have achieved professorial or associate professorial status but are employed in other substantive positions (for example, a Professor who is Head of School, Dean or Associate Dean, or other such position).⁸

Universities are distinguished from other institutions of learning by their emphasis on scholarly research. Research and publication thus have precedence over the other functions of universities, namely teaching, learning, administration and service (Bell & Gordon, 1999; Berrell, 1998; Park, 1996, all cited in Osongo, 2000). In general, the reputation of academics stands or falls upon research and publication which usually result in tenure, promotion to higher rank, the teaching of more advanced classes and generally greater academic status and prestige (Torren & Moore, 1998; Park, 1992; Omari, 1991; Kasten, 1984, all cited in Osongo, 2000). Research by Torren and Moore into the barriers and obstacles to academic women’s advancement in Israel, for instance, revealed that “in recent promotion decisions teaching quality was not a significant promotion criteria”. Its use merely endorsed decisions that were based on the other criteria, among which publications were the most important. Thus Torren and Moore observed that:

If a person is an excellent teacher but does not publish enough, he or she will not be hired or advanced; and if he or she is an inadequate teacher his or her advancement is not hindered if he or she has a good publication record (1998, cited in Osongo, 2000: 9).

These sentiments are echoed by Park (1992, cited in Osongo, 2000) who argues that most appointments are made on the strength of the extent to which an academic has been involved in research and publications. Tenure and sustenance is dependent upon continued involvement in research. Mwamwenda also argues that in the promotion stakes, research and publications outweigh teaching as a measure (1994a, cited in Osongo, 2000). Aitkin adds that those engaging in research and publication are more likely to be promoted and to be considered the best academics in universities (1990, cited in Osongo, 2000). The slogan “Publish or Perish” is well known in academia throughout the world and refers to the fact that without concrete evidence of research and publications, an academic stands little chance of preserving his or her employment. The question must be asked: What is the effect of this emphasis on research and publication on career advancement for women academics in general? What access do women academics in general have to research and publications as the main criteria for upward mobility or promotion?

Jane Osongo (2000), after a survey of the international literature on the status of academic women, cites in Britain’s case, Neal, (1998), Brooks (1997), Hansard Commission (1990), and suggests that women occupied the lower ranks of the academic ladder. The United States shows similar trends (Glazer, 1999; Park, 1996, both cited in Osongo, 2000), as does Australia (Asmar, 1999, cited in Osongo, 2000). The playing field in higher education is uneven for academic men and academic women in many parts of the world (Hatt et al., 1999; Asmar, 1999; Kanake, 1997; Acker & Feuerwerker, 1997; Smith & Brown, 1995, all cited in Osongo, 2000).

The violence or attack on Truth is undertaken less in fields that are allegedly more suited to positivist approaches to knowledge. Global “capitalism’s structural investment in Science and Technology” (Roberts, 2002: 386) means too, that the contested truth claims of these disciplines are not easily dispelled or debunked without damaging its cause. In this global consumer capitalist regime, goals for research may be set less and less by the academic researchers and more and more by the institution, or even by the state.⁹ In this setting, an effective academic in a university displays success through research outputs and allows the institution to make an acceptable account of itself to the government (see Davies, 2003). The unsuccessful academic is thereby placed in direct opposition to the successful. We must produce evidence employing the authority of hard science to make our propositions substantial and weighty. Limited outputs by women thereby construct women as ineffective, unsuccessful academics in an environment where academic publications (and the people producing them) become resources “... to be ordered for efficient [and] further enhancement” (Dreyfus, 1992: 3) in the publish or perish culture of educational commodity. The question of human resources is one which German philosopher, Martin Heidegger, discusses at length in his famous essay, *The Question Concerning Technology* (1993).

2.1.4 A Local Context and Culture of Performance for Researching Women

If New Zealand’s vision of the role of academic knowledge amounts to its being a primary tool for raising the country’s economic performance then, as Sharon Harvey argues, “an insistence at governmental level on producing for-profit-knowledge and new technological gadgets sets up path dependencies for research which by-pass critical reflective research mainly undertaken in the humanities and social sciences” (2002: 61). Given that it is in such areas that women often work, the question may be asked, how do such knowledge and policy discourses position women and our research? To what extent academic women are to perform within the Ministry of Education’s (2002) stated goals and priorities, which give priority to research outcomes that are useful, relevant, innovative, and marketable, is a matter for determination. It is possible to argue that under such conditions, women researching and working in areas such as the humanities, social sciences, and cultural studies could be positioned as non-compliant academics. Even though AUT has established its special nature by naming an inclusive wide range of categories as research outputs, (see the AUT University Research Office Research Outputs 2003) the pervasiveness of instrumental rationality is evident in terms of the attempts to reduce knowledge to quantifiable terms and the demands or

need for a production, a named performance as the end or purpose – the justifying, normalising rationale of academic existence. The power and action of instrumental reason needs to be made visible in research of this kind. Max Weber's image of the "iron cage of rationality" is one of the most enduring metaphors of our modernity (Codd, 1994, cited in Mansfield, 1995: 72). This image, argues Codd, captures with a bleak accuracy the oppressive potential that is increasingly governed by the logic of instrumental reason.

Some excellent qualitative research undertaken by women in the humanities may be adjudicated through the positivist scientific paradigm, as statistically insignificant and may have little chance of reaching peer-reviewed and high status journals. It is in such situations that the weight and status of Western science – reflecting and perpetuating masculine values – dominates the constitution of knowledge. Such practices help to prevent advancement of women academics both individually and collectively thus embodying and endorsing unequal power relations in the race for publications. Given that academics must increasingly account for their practices in ways that do not accurately assess their real contributions, it seems fitting that we suggest ways women are likely to be contributing to knowledge production. Some categories of academic work may not be measured in terms of research outputs and may include: pastoral care of students, counselling students on programme and career issues, off-campus lectures and conference presentations to professional societies, public talks, consulting and community service, informal conversations with colleagues, reviewing and evaluating the work of colleagues, formal instruction, net-working with colleagues, advising, mentoring and assisting colleagues, conducting research, preparing for teaching, writing articles, monographs, grants, proposals, learning about one's own teaching, preparing and conducting evaluations of student's work, University and departmental committee work (including technology and administrative activities), being a member of a professional association, advising students on assignments, projects and theses (see Forgasz, 2003).

At AUT, knowledge production appears to be viewed broadly and valued knowledge is not just in terms of academic publications. Tenure is not based merely on academic research outputs. While published research in journals of high status may not be the only path to promotion at AUT, this particular type of research as undertaken in *Researching Women* does not allow the investigation with any real integrity of ways in which women do things differently from men other than by identifying the particular subjects of interest women might participate in as authors and co-authors. Neither does it allow for the investigation of academic micro-practices, and the invisibility of power attached to research (in the traditional sense), the different dimensions of performance, and the invisible chores unmeasured by such (traditional positivist) approaches. The particular ways in which women are contributing to knowledge production are largely silenced by the research. In the mainstream literature in higher education studies, course content, pedagogies and organisational cultures have barely been examined for the extent to which they engage with difference, diversity, and strategies for transformation (Morley, 2003).

The Women on Campus research group is bold enough to step outside the hegemonic¹⁰ frameworks imposed by New (Right) managerialism in order to interpret the situation of what we have named *Researching Women*, for to interpret from merely within these policies and practices makes us victim of an enframing template that excludes necessary criticism. Generally, we work as individuals in a context in which multiple eyes (Davies, 2003) operate as silent witnesses to the inflow and outflow of funding. We operate on ourselves to assist in our own surveillance and control – our governmentality – as Foucault would argue (1977, 1980, cited in Davies, 2003); we must remake ourselves appropriately as legitimate accomplices to the publish or perish traditions and to the dictates of the academic institution's external funding. We are aware of our complicity in fulfilling institutional needs for us to "conduct [our] own conduct" (Davies, 2003: 92). We actively participate in our own "superintendence" (Ashcroft, 2003: 4). We experience at grass roots the trickle down effect of what Jürgen Habermas referred to in relation to capitalism's constant and cyclical legitimisation crisis, and we respond therefore, to claims for constant and continual improvement.

We conduct ourselves responsibly as learners engaged in a compliant culture of lifelong learning for the knowledge society (Peters 2000a, cited in Harvey, 2002).

2.1.5 Workloads

Commonsense knowledge about the lives of women in academia expressed through both individual and incidental narratives on campus would be likely to confirm the truth of Sue Middleton's insights that the "legitimation, regulation and consolidation of intellectual, pedagogical and relational territories affects research possibilities for women" (2001: 25). Though we cannot and do not claim this about AUT from the present research, the practice of allocating heavier teaching, administrative and counselling responsibilities to women has been found to be normalised in the lot of academic women in universities in general, in comparison to academic men (Bell & Gordon, 1999; Bellas & Toutkoushian 1999; Acker & Feuerverger, 1997; Brook, 1997; Neal, 1998; Park, 1996; Menges & Exun, 1983, all cited in Osongo, 2000). Women accept many non-academic responsibilities which preclude research and publishing, and most responsibilities performed by academic women do not translate into the rewards such as promotion or extra pay. So often the pay scales and calculations of hourly rates do not include recognition of many hours of unpaid work, the tasks of which can be trivial. Osongo (2000) points to Acker and Feuerverger's (1997) study of women professors in Canadian Universities. Women here did much more work than their male colleagues serving on committees. Ironically, perhaps this is partly as a result of positive discrimination practices intended to give women more of a voice. One woman in Acker and Feuerverger's study stated:

We have to have a woman on every committee and if there are x numbers of women around, that means we've got them serving [on] many more committees than the men are. Graduate students come to us all the time because we're here, because we care about them, because we care about teaching. So we're just here a lot more than the men, who tend to focus their interests in terms of writing a book, which gets you a lot more publicity, and a lot more gratification in the end so they disappear (Acker & Feuerverger, 1997, cited in Osongo, 2000: 16).

Significant obstacles presiding within higher educational institutions in the United Kingdom prevent the rise of women to senior positions. There are poor promotion opportunities and a lack of job security; even where women have tenure, they are promoted less frequently than academic men (The Hansard Commission, 1990, cited in Osongo, 2000). Torren and Moore (1998, cited in Osongo, 2000) point to the case in Israel where on average academic women remained longer in each academic rank than academic men and it would seem that this discrepancy tended to increase in each consecutive rank.

2.1.6 Performance Based Research Funding Policies (PBRF)

PBRF policies embody government initiatives to firstly improve the quality of research through systems that institutionalise the close monitoring of the quality and quantity of research produced by academic staff, and secondly fund on the basis of these performances. The governmentality of instrumental reason – its oppressive potential – should not be ignored in research of this kind, and especially in relation to the PBRF policy for it dictates its very nature. PBRF is a device and technique through which the tactics of the state are articulated into government via globalising economic policies. PBRF emerged from the relations of domination which have been established between political and educational authorities and made operable. This perhaps exemplifies the observation of Codd (1994) in that we are asked to see education as "a branch of economic policy rather than as a branch of social policy" (cited in Mansfield, 1995: 72). Given that market-based accountability and evaluation measures have made academic activities easier to police, it is the submerged ideological and ethical issues which drive research agendas and tertiary curricula in certain directions that need exposure for the effects they have on women, our research and our lives. With reference to the

positioning of women's research under the PBRF policy (that is, under economically determined knowledge policy discourses), to ascertain the value of women's research, we would need to look at where women's research fits into the hierarchy of value embedded in the PBRF. However, given the recent introduction of PBRF, the full implications of this policy for women are yet to be realised.

In a timely manner, Osongo (2000) reminds us of the need both for reassessment of the promotion criteria in higher educational institutions generally, and for the enhancement of academic women's access to research and publications in universities as well as their empowerment through networks, mentoring, and collaborative research. While at AUT academic and administrative promotions are not linked to research and publications alone, the access academic women have to research and publication as shown by their publication rates and the weightings or grading they receive under the PBRF will be an area for exploration. How else might the gendered status hierarchy be re-inscribed? What other practices and processes of academia operate as interventions to women's progress up the occupational ladder? Does this mean that there is a hierarchy of outputs, some of which have more value than others? What is the invisible power of academic research? How are the relations of domination and subordination between groups concealed when the language of technocratic rationality rules and takes one form of knowledge and treats it as universally valid for all forms of knowledge as well as the standard measure for everything? (see Karr and Kemmis, 1986 cited in Mansfield, 1995: 75). The question of whether women perform at top levels under the PBRF, write books and publish in high status and refereed journals, will need investigation. As we begin to understand the implications of the PBRF policy for women, we might need to more vigorously support Osongo's reminder.

Although we are imaged through illusion as free individuals with opportunity, we have a vested interest in the success of our university and department through output.¹¹ However, we, as researching women, are cognisant of the fact that exempting women from the same promotion rules as men, the same publishing requirements in the academic institution would run counter to the rules of the game for the protection of the market, for this would be conceived of in global capitalistic circles as "local" democratic deliberation and political amendment – something the market must be insulated against.

3. Method

In order to focus upon the research achieved by women, we began by examining the AUT Research Reports for the years 2000 and 2001 identifying research outputs both published and unpublished for women and for men. Following this, we crosschecked with each research report of the various faculties and departments. These latter documents were clearer as to which outputs were authored by AUT staff and which were not. From this sample, we have been able to build a large picture of researching women within the university. We were also able to identify research outputs both published and unpublished achieved by AUT women or men staff concerning women's issues. The raw data were entered into spreadsheets and subsequently analysed to determine the proportion of research outputs authored by women and men across the university and within the various faculties and departments.

Human Resources at AUT provided a count of staff for both 2000 and 2001. For each year the count included, and did not distinguish between, academic and allied staff holding either full time or part time permanent or fixed term positions. It should be noted that the 2000 figures are derived from a previous payroll system and the 2001 figures are derived from the current Human Resources Information System. Furthermore, the method of counting for *Researching Women* is different from the method used for reporting annual headcounts, for which the emphasis is full time equivalent positions. It should also be noted that there are a number of AUT staff who are also students of AUT. These people have been counted as staff in the data provided by Human Resources and therefore, in this project, their research has been counted in the staff categories.

3.1 Research Questions

The following questions were developed by the researchers and subsequently approved by the Committee:

- Q1 Identify research outputs achieved by AUT women staff in 2000 and 2001, as recorded in the AUT Research Report:
 - Q1a How many outputs?
 - Q1b How many published outputs?
- Q2 Identify research outputs achieved by AUT men staff in 2000 and 2001, as recorded in the AUT Research Report:
 - Q2a How many outputs?
 - Q2b How many published outputs?
- Q3 Record the title of research outputs achieved by AUT women or men staff as a means of identifying research outputs concerning women or women's issues.

It was suggested that these questions could enable AUT to set up a database of women's research and research on women, facilitating any future comparative analyses of female and male research outputs at AUT.

4. Results

In 2000 there were 1,423 staff, of whom 881 or 61.91% were female. In 2001 similar gender proportions are evident in that there were 1,615 staff, of whom 1,006 or 62.29% were female. It is important to note that the number of research outputs in the four categories "Published", "Unpublished", "Primary Author", "Co-author" does not equal the number of staff. Some staff have produced more than one output in one category, or have produced outputs in more than one category.

4.1 Summaries for 2000

According to the Research Report 2000 a total of 235 staff and students reported research outputs: 226 staff or 15.88% of 1,423 staff employed in this year were research active. This data was analysed to determine the proportions of research active staff and students according to gender across the university. This was further analysed to determine the proportions of research active staff and students according to gender within the various faculties of the university.

4.1.1 Research Active Staff and Students by Gender

a) Across the university (refer to Table 4.1)

Across the University a total of 235 research active staff and students reported research outputs as either the main author or as a co-author of both published or unpublished research outputs.

Research active female staff represented 130 or 55.32% of the total number of staff and students who reported research outputs, and there were 2 or 0.85% research active female students.

In the same category 95 male staff or 40.43% and 4 male students or 1.70% of total staff and students who reported research outputs.

As noted earlier it was not always possible to identify the gender of staff from name alone. Across the university there was 1 staff of unknown gender or 0.43% of total staff and students who reported research outputs and 3 students of unknown gender or 1.28%.

Table 4.1: Research Active Staff and Students Across the University, 2000

	Research Active Staff and Students (n = 235)	% of Research Active Staff and Students
Staff (f)	130	55.32
Staff (m)	95	40.43
Staff (g/u)	1	0.43
Subtotal	226	96.18
Students (f)	2	0.85
Students (m)	4	1.70
Students (g/u)	3	1.28
Subtotal	9	3.83

(f) female (m) male (g/u) gender unknown

b) By faculty (refer to Table 4.2 and Figure 4.1)

The data set was analysed to determine the faculty in which the research active staff and students were employed.

Faculty of Arts: 76 staff and students or 32.34% of the total number of research active staff and students who reported research outputs across the university. Of these 40 were female staff or 17.02% of research active staff, 33 or 14.04% were male staff and 3 or 1.28% were students of unknown gender.

Faculty of Business: 65 staff or 27.66% of research active staff and students across the university who reported research outputs. Of these 35 or 14.89% were female staff and 30 or 12.77% were male staff.

Faculty of Health: 60 staff and students or 25.53% of research active staff and students across the university reported research outputs. Of these 39 or 16.6% were female staff, 2 or 0.85% were female students, 15 or 6.38% were male staff, 3 or 1.28% were male students and 1 or 0.43% was a staff member of unknown gender.

Faculty of Science and Engineering: 19 staff and students or 8.09% of research active staff and students across the university reported research outputs. Of these 6 or 2.55% were female staff, 12 or 5.11% were male staff and 1 or 0.43 % was a male student.

Other Departments¹² outside of the four main faculties: 15 staff or 6.38% of research active staff and students reported research outputs across the university. Of these 10 or 4.26% were female staff and 5 or 2.13% were male staff.

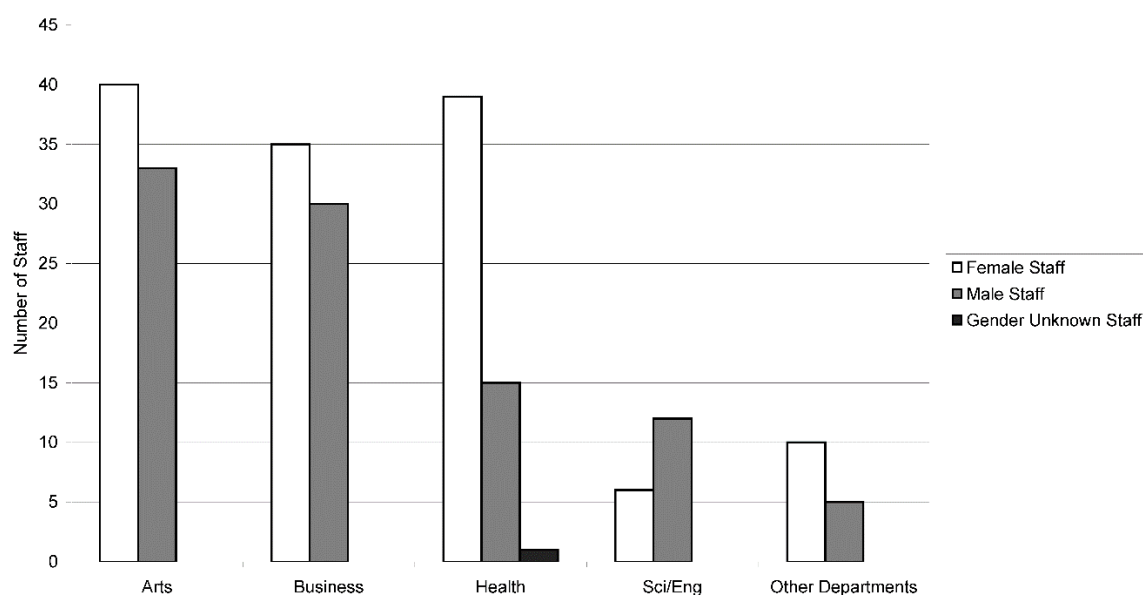
Table 4.2: Research Active Staff and Students by Faculty, 2000

	Arts		Business		Health		Sci/Eng		Other Depts	
	n	%	n	%	n	%	n	%	n	%
Staff (f)	40		35	14.89	39	16.60	6	2.55	10	4.26
Staff (m)	33		30	12.77	15	6.38	12	5.11	5	2.13
Staff (g/u)	-	-	-	-	1	0.43		-	-	-
Students (f)	-	-	-	-	2	0.85		-		-
Students (m)	-	-	-	-	3	1.28	1	0.43	-	-
Students (g/u)	3	1.28	-	-	-	-		-	-	-
Total	76		65	27.66	60	25.53	19	8.09	15	6.38

(f) female

(m) male

(g/u) gender unknown

Figure 4.1: Research Active Staff by Faculty, 2000

4.1.2 Unpublished research outputs by gender

a) Across the university (refer to Table 6.3)

Analysis of the Research Report 2000 indicated that there were 339 unpublished research outputs for which university staff or students were identified as the main author. Of these 161 or 47.49% of the total number of unpublished research outputs across the university were reported by female staff, 3 or 0.88% by female students, 160 or 47.2% by male staff, 4 or 1.18% by male students, 1 or 0.29% by a staff member of unknown gender and 10 or 2.95% by students of unknown gender.

There were 62 unpublished research outputs for which university staff or students were identified as a co-author. Of these 26 or 41.94% were reported by female staff, 31 or 50% by male staff and 5 or 8.06% by male students.

Table 4.3: Unpublished Research Outputs (All), 2000

	Research output: Main Author		Research output: Co-author	
	n = 339	%	n = 62	%
Staff (f)	161	47.49	26	41.94
Staff (m)	160	47.20	31	50.00
Staff (g/u)	1	0.29	-	-
Subtotal	322	94.98	57	91.94
Students (f)	3	0.88	-	-
Students (m)	4	1.18	5	8.06
Students (g/u)	10	2.95	-	-
Subtotal	17	5.01	5	8.06

(f) female

(m) male

(g/u) gender unknown

b) main Author by faculty (refer to Table 4.4)

Faculty of Arts: 122 or 35.99% of unpublished research outputs (main author) across the university were recorded with staff and students as the main author. Of these 56 or 16.52% in this subcategory were reported by female staff and 56 or 16.52% by male staff.

Faculty of Business: 64 or 18.88% of unpublished research outputs across the university were recorded with staff as the main author. Of these 26 or 7.67% were reported by female staff and 38 or 11.21% by male staff.

Faculty of Health: 92 or 27.14% of unpublished research outputs across the university were recorded with staff and students as the main author. Of these 49 or 14.45% were reported by female staff, 3 or 0.88% by female students, 35 or 10.32% by male staff, 4 or 1.18% by male students and 1 or 0.29% by a staff member of unknown gender.

Faculty of Science and Engineering: 34 or 10.03% of unpublished research outputs across the university were recorded with staff and students as the main author. Of these 12 or 2.55% were reported by female staff and 22 or 6.49% by male staff.

Other Departments outside of the four main faculties: 27 or 7.96% of unpublished research outputs across the university were recorded with staff as the main author. Of these 18 or 5.31% were reported by female staff and 9 or 2.65% by male staff.

Table 4.4: Unpublished Research Outputs – Main Author by Faculty (All), 2000

	Arts		Business		Health		Sci/Eng		Other Depts	
	n	%	n	%	n	%	n	%	n	%
Staff (f)	56	16.52	26	7.67	49	14.45	12	2.55	18	5.31
Staff (m)	56	16.52	38	11.21	35	10.32	22	6.49	9	2.65
Staff (g/u)	-	-	-	-	1	0.29	-	-	-	-
Students (f)	-	-	-	-	3	0.88	-	-	-	-
Students (m)	-	-	-	-	4	1.18	-	-	-	-
Students (g/u)	10	2.95	-	-	-	-	-	-	-	-
Total	122	35.99	64	18.88	92	27.14	34	10.03	27	7.96

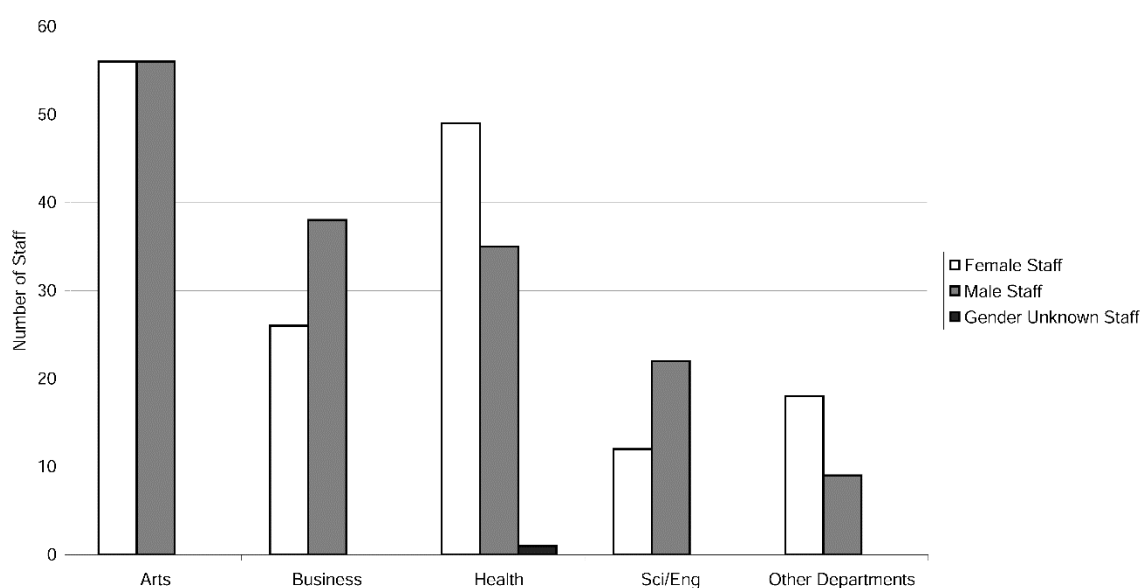
(f) female

(m) male

(g/u) gender unknown

c) Co-Author by faculty (refer to Table 4.5)

Faculty of Arts: 12 or 32.34% of unpublished research outputs (co-author) across the university were recorded with staff and students as a co-author. Of these 4 or 6.45% in this subcategory were reported by female staff and 8 or 12.90% by male staff.

Figure 4.2: Unpublished Research Outputs – Staff as Main Author by Faculty, 2000

Faculty of Business: 16 or 25.81% of unpublished research outputs across the university were recorded with staff as a co-author. Of these 10 or 16.13% were reported by female staff and 6 or 9.68% by male staff.

Faculty of Health: 21 or 33.87% of unpublished research outputs across the university were recorded with staff and students as a co-author. Of these 7 or 11.29% were reported by female staff, 11 or 17.74% by male staff and 3 or 4.84% by male.

Faculty of Science and Engineering: 12 or 19.36% of unpublished research outputs across the university were recorded with staff and students as a co-author. Of these 4 or 6.45% were reported by female staff, 6 or 9.68% by male staff and 2 or 3.23% by male students.

Other Departments (outside of the four main faculties): 1 or 1.61% of unpublished research outputs across the university was recorded with a female staff person as a co-author.

Table 4.5: Unpublished Research Outputs – Co-Author by Faculty (All), 2000

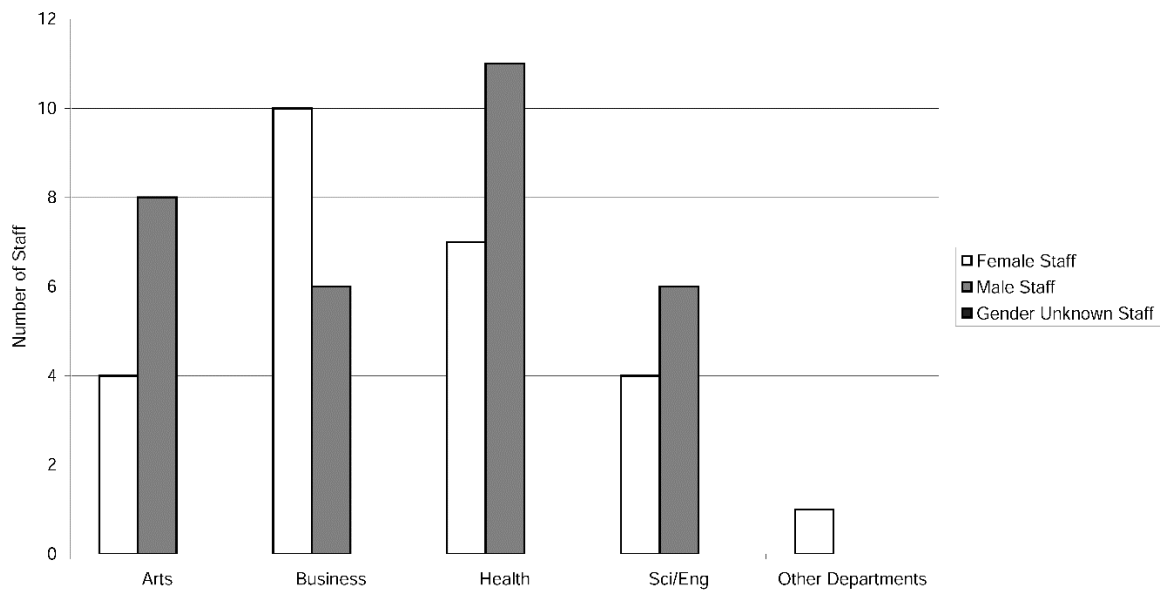
	Arts		Business		Health		Sci/Eng		Other Depts	
	n	%	n	%	n	%	n	%	n	%
Staff (f)	4	6.45	10	16.13	7	11.29	4	6.45	1	1.61
Staff (m)	8	12.90	6	9.68	11	17.74	6	9.68	-	-
Staff (g/u)	-	-	-	-	-	-	-	-	-	-
Students (f)	-	-	-	-	-	-	-	-	-	-
Students (m)	-	-	-	-	3	4.84	2	3.23	-	-
Students (g/u)	-	-	-	-	-	-	-	-	-	-
Total	12	32.34	16	25.81	21	33.87	12	19.35	1	1.61

(f) female

(m) male

(g/u) gender unknown

Figure 4.3: Unpublished Research Outputs – Co-Author by Faculty (Staff), 2000



4.1.3 Published research outputs by gender

a) Across the university (refer to Table 4.6)

University staff and students published 204 research outputs as the main author. Of these 91 or 44.61% were published by female staff, 108 or 52.94% were male staff, 4 or 1.96% were male students and 1 or 0.49% was a student of unknown gender.

There were 50 published research outputs in which university staff and students were identified as co-authors. Of these 20 or 40% were female staff, 26 or 52% were male staff, 3 or 6% were male students and 1 or 2% was a student of unknown gender.

Table 4.6: Published Research Outputs (All), 2000

	Published Research Output Main Author		Published Research Output Co-author	
	n = 204	%	n = 50	%
Staff (f)	91	44.61	20	40.00
Staff (m)	108	52.94	26	52.00
Staff (g/u)	-	-	-	-
Subtotal	199	97.55	46	92.00
Students (f)	-	-	-	-
Students (m)	4	1.96	3	6.00
Students (g/u)	1	0.49	1	2.00
Subtotal	5	2.45	4	8.00

(f) female

(m) male

(g/u) gender unknown

A total of 17 research outputs could be identified as specifically relating to Women's Studies. Of these 15 were reported by female staff, 1 was reported by a male staff member and 1 was reported by a staff member of unknown gender.

b) Main Author by faculty (refer to Table 4.7 and Figure 4.4)

Faculty of Arts: 76 or 42.26% of published research outputs (main author) across the university were recorded with staff and students as the main author. Of these 49 or 24.02% in this subcategory were reported by female staff, 36 or 17.65% by male staff and 1 or 0.49% by a student of unknown gender.

Faculty of Business: 42 or 20.59% of published research outputs across the university were recorded with staff as the main author. Of these 9 or 4.41% were reported by female staff and 33 or 16.18% by male.

Faculty of Health: 44 or 21.57% of published research outputs across the university were recorded with staff and students as the main author. Of these 17 or 8.33% were reported by female staff, 23 or 11.78% by male staff and 4 or 1.96% by male students.

Faculty of Science and Engineering: 22 or 10.78% of published research outputs across the university were recorded with staff and students as the main author. Of these 8 or 3.92% were reported by female staff and 14 or 6.86% by male staff.

Other Departments (outside of the four main faculties): 10 or 4.9% of published research outputs across the university were recorded with staff as the main author. Of these 8 or 3.92% were reported by female staff and 2 or 0.98% by male.

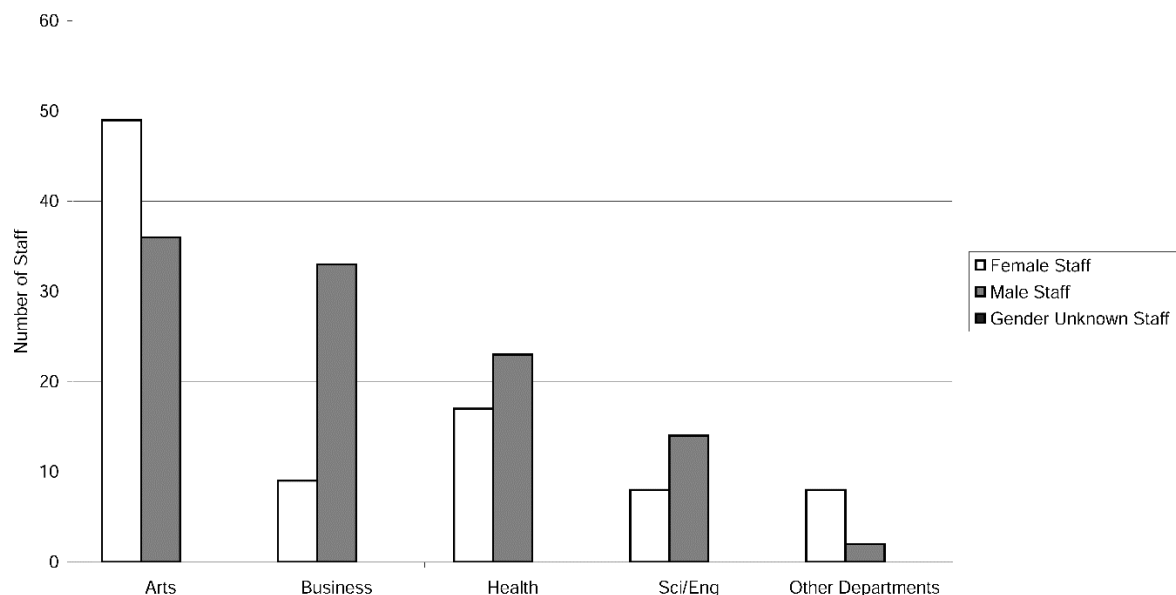
Table 4.7: Published Research Outputs – Main Author by Faculty (All), 2000

	Arts		Business		Health		Sci/Eng		Other Depts	
	n	%	n	%	n	%	n	%	n	%
Staff (f)	49	24.02	9	4.41	17	8.33	8	3.92	8	3.92
Staff (m)	36	17.65	33	16.18	23	11.27	14	6.86	2	0.98
Staff (g/u)	-	-	-	-	-	-	-	-	-	-
Students (f)	-	-	-	-	-	-	-	-	-	-
Students (m)	-	-	-	-	4	1.96	-	-	-	-
Students (g/u)	1	0.49	-	-	-	-	-	-	-	-
Total	76	42.16	42	20.59	44	21.57	22	10.78	10	4.90

(f) female

(m) male

(g/u) gender unknown

Figure 4.4: Published Research Outputs – Main Author by Faculty (Staff), 2000**c) Co-Author by faculty (refer to Table 4.8 and Figure 4.5)**

Faculty of Arts: 7 or 14.00% of published research outputs (co-author) across the university were recorded with staff and students as a co-author. Of these 2 or 4.00% in this subcategory were reported by female staff, 4 or 8.00% by male staff and 1 or 2.00% by a student of unknown gender.

Faculty of Business: 10 or 20.00% of published research outputs across the university were recorded with staff as a co-author. Of these 6 or 12.00% were reported by female staff and 4 or 8.00% by male staff.

Faculty of Health: 18 or 36.00% of published research outputs across the university were recorded with staff and students as a co-author. Of these 8 or 16.00% were reported by female staff, 9 or 18.00% by male staff and 1 or 2.00% by male students.

Faculty of Science and Engineering: 9 or 18.00% of published research outputs across the university were recorded with staff and students as a co-author. Of these 7 or 14.00% were reported by male staff and 2 or 4.00% by male students. There were no research outputs by female staff in this subcategory.

Other Departments (outside of the four main faculties): 6 or 12.00% of published research outputs across the university were recorded with staff as co-authors. Of these 4 or 8.00% were reported by female staff and 2 or 4.00% by male staff.

Table 4.8: Published Research Outputs – Co-Author by Faculty (All), 2000

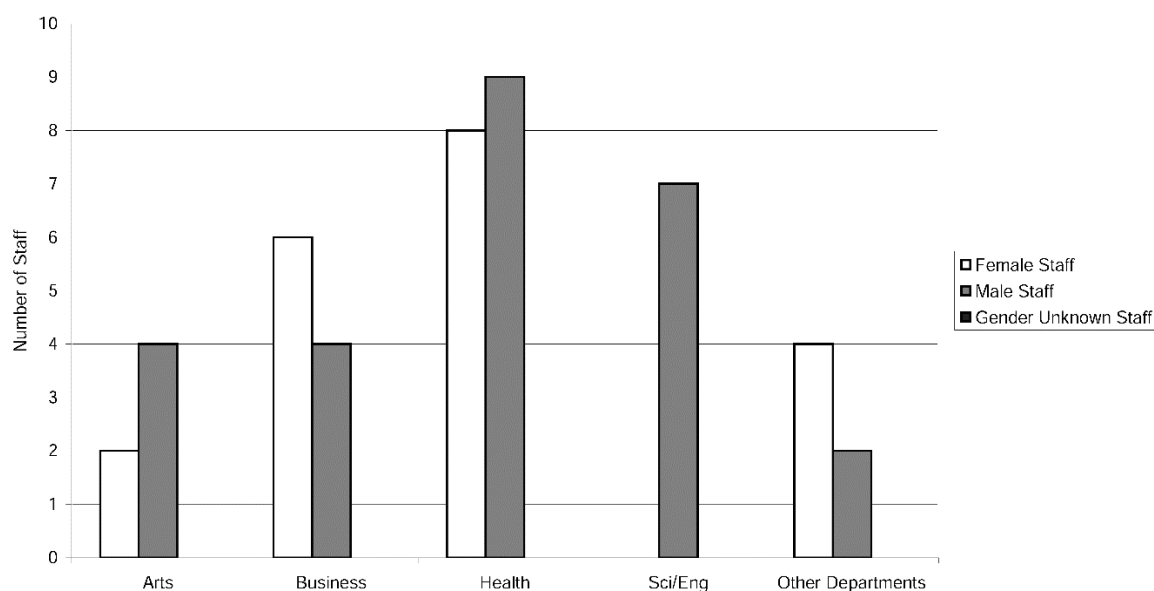
	Arts		Business		Health		Sci/Eng		Other Depts	
	n	%	n	%	n	%	n	%	n	%
Staff (f)	2	4.00	6	12.00	8	16.00	-	-	4	8.00
Staff (m)	4	8.00	4	8.00	9	18.00	7	14.00	2	4.00
Staff (g/u)	-	-	-	-	-	-	-	-	-	-
Students (f)	-	-	-	-	-	-	-	-	-	-
Students (m)	-	-	-	-	1	2.00	2	4.00	-	-
Students (g/u)	1	2.00	-	-	-	-	-	-	-	-
Total	7	14.00	10	20.00	18	36.00	9	18.00	6	12.00

(f) female

(m) male

(g/u) gender unknown

Figure 4.5: Published Research Outputs – Co-Author by Faculty (Staff), 2000



4.2 Summaries for 2001

According to the Research Report 2001 a total of 320 staff and students reported research outputs: 307 staff or 19.01% of 1615 staff employed in this year were research active. These were analysed as for the 2000 figures.

4.2.1 Research Active staff and students by gender

a) Across the university (refer to table 4.9)

Across the university 168 or 52.50% female staff and 5 or 1.56% female students reported research outputs as either the main author or as a co-author of both published and unpublished research outputs.

In the same category a total of 134 or 41.88% male staff and 7 or 2.19% male students reported research outputs of 320 research active staff and students.

Across the university 5 or 1.56% staff of unknown gender and 1 student or 0.31% of unknown gender reported research outputs.

Table 4.9: Research Active Staff Across the University, 2001

Research Active Staff and Students		
	n = 320	%
Staff (f)	168	52.50
Staff (m)	134	41.88
Staff (g/u)	5	1.56
Subtotal	307	95.94
Students (f)	5	1.56
Students (m)	7	2.19
Students (g/u)	1	0.31
Subtotal	13	4.06

(f) female

(m) male

(g/u) gender unknown

b) By faculty (refer to Table 4.10 and Figure 4.6)

Faculty of Arts: 97 staff or 30.31% of the total number of research active staff and students across the university reported research outputs. Of these 56 or 17.50% were female staff, 40 or 12.50% were male staff and 1 or 0.31% was a student of unknown gender.

Faculty of Business: 72 staff or 22.50% of research active staff and students across the university reported research outputs. Of these 29 or 9.06% were female staff, 39 or 12.19% were male staff and 4 or 1.25% were staff of unknown gender.

Faculty of Health: 77 staff and students or 24.60% of research active staff and students across the university reported research outputs. Of these 52 or 16.25% were female staff, 2 or 0.63% were female students and 23 or 7.09% were male staff.

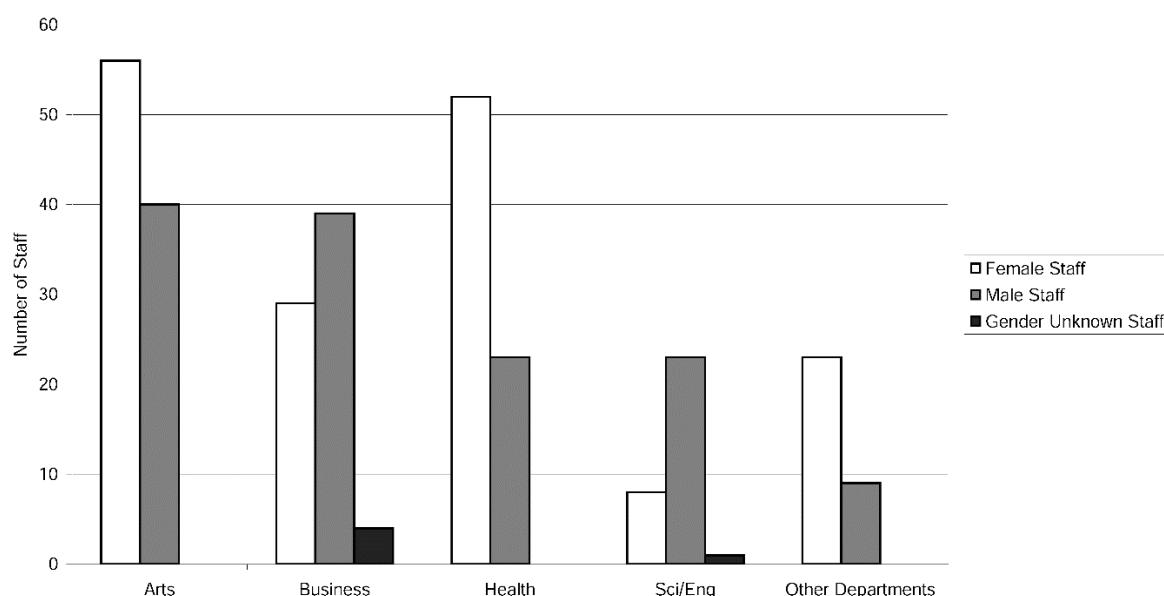
Faculty of Science and Engineering: 42 staff and students or 13.13% of research active staff and students across the university reported research outputs. Of these 8 or 2.50% were female staff, 3 or 0.94% were female students, 23 or 7.19% were male staff, 7 or 2.19% were male students and 1 or 0.31% was a staff member of unknown gender.

Other Departments¹³ (outside of the four main faculties): 32 staff or 10.00% of research active staff and students reported research outputs across the university. Of these 23 or 7.19% were female staff and 9 or 2.81% were male staff.

Table 4.10: Research Active Staff and Students by Faculty, 2001

	Arts		Business		Health		Sci/Eng		Other Depts	
	n	%	n	%	n	%	n	%	n	%
Staff (f)	56	17.50	29	9.06	52	16.25	8	2.50	23	7.19
Staff (m)	40	12.5	39	12.19	23	7.09	23	7.19	9	2.81
Staff (g/u)	-	-	4	1.25	-	-	1	0.31	-	-
Students (f)	-	-	-	-	2	0.63	3	0.94	-	-
Students (m)	-	-	-	-	-	-	7	2.19	-	-
Students (g/u)	1	0.31	-	-	-	-	-	-	-	-
Total	97	30.31	72	22.50	77	24.06	42	13.13	32	10.00

(f) female (m) male (g/u) gender unknown

Figure 4.6: Research Active Staff by Faculty, 2001

4.2.2 Unpublished research outputs by gender

a) Across the university (refer to Table 4.11)

In 2001 there were 454 unpublished research outputs of which university staff or students were identified as the main author. Of these 229 or 50.44% were female staff, 2 or 0.44% were female students, 220 or 48.46% were male staff, 1 or 0.22% was a male student, and 2 or 0.44% were staff of unknown gender.

There were a total of 133 unpublished research outputs of which university staff or students were identified as a co-author. Of these 71 or 53.38% were female staff, 1 or 0.75% was a female student, 57 or 42.86% were male staff, 3 or 2.26% were male students and 1 or 0.75% was a student of unknown gender.

Table 4.11: Unpublished Research Outputs (All), 2001

	Research Output Main Author		Research output Co-author	
	n = 454	%	n = 133	%
Staff (f)	229	50.44	71	53.38
Staff (m)	220	48.46	57	42.86
Staff (g/u)	2	0.44	-	-
Subtotal	451	99.34	128	96.24
Students (f)	2	0.44	1	0.75
Students (m)	1	0.22	3	2.26
Students (g/u)	-	-	1	0.75
Subtotal	3	0.66	5	3.76

(f) female (m) male (g/u) gender unknown

b) Main Author by faculty (refer to Table 4.12 and Figure 4.7)

Faculty of Arts: 158 or 34.80% of unpublished research outputs (main author) across the university were recorded with staff and students as the main author. Of these 79 or 17.40% of the total number of research outputs in this subcategory were reported by female staff and the same number by male staff.

Faculty of Business: 63 or 13.88% of unpublished research outputs across the university were recorded with staff as the main author. Of these 25 or 5.51% were reported by female staff, 37 or 8.15% by male staff and 1 or 0.22% by a staff member of unknown gender.

Faculty of Health: 171 or 37.67% of unpublished research outputs were recorded with staff and students as the main author. Of these 96 or 21.15% were reported by female staff, 1 or 0.22% by a female student and 74 or 16.30% by male staff.

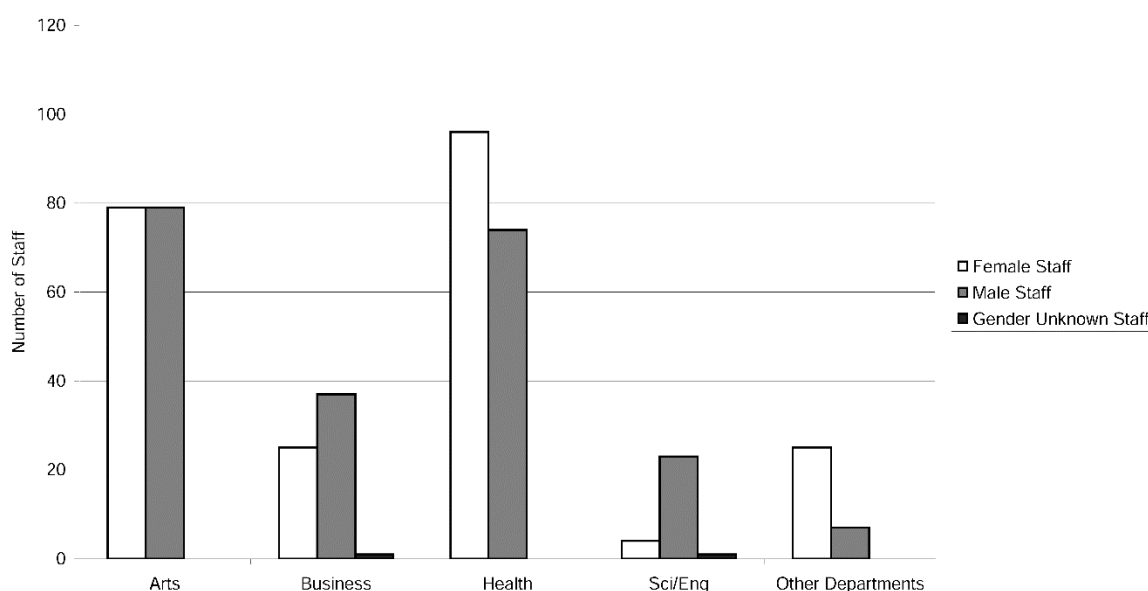
Faculty of Science and Engineering: 30 or 6.61% of unpublished research outputs across the university were recorded with staff and students as the main author. Of these 4 or 0.88% were reported by female staff, 1 or 0.22% by a female student, 23 or 5.07% by male staff, 1 or 0.22% by a male student, and 1 or 0.22% by staff of unknown gender.

Other Departments (outside of the four main faculties): 32 or 7.05% of unpublished research outputs across the university were recorded with staff as the main authors. Of these 25 or 5.51% were reported by female staff and 7 or 1.54% by male staff.

Table 4.12: Unpublished Research Outputs – Main Author by Faculty (All), 2001

	n	%	n	%	n	%	n	%	n	%
Staff (f)	79	17.40	25	5.51	96	21.15	4	0.88	25	5.51
Staff (m)	79	17.40	37	8.15	74	16.30	23	5.07	7	1.54
Staff (g/u)	-	-	1	0.22	-	-	1	0.22	-	-
Students (f)	-	-	-	-	1	0.22	1	0.22	-	-
Students (m)	-	-	-	-	-	-	1	0.22	-	-
Students (g/u)	-	-	-	-	-	-	-	-	-	-
Total	158	34.80	63	13.88	171	37.67	30	6.61	32	7.05

(f) female (m) male (g/u) gender unknown

Figure 4.7: Unpublished Research Outputs – Main Author by Faculty (Staff), 2001**c) Co-Author by faculty (refer to Table 4.13 and Figure 4.8)**

Faculty of Arts: 33 or 24.81% of unpublished research outputs (co-author) across the university were recorded with staff and students as a co-author. Of these 17 or 12.78% in this subcategory were reported by female staff, 15 or 11.28% by male staff and 1 or 0.75% by a student of unknown gender.

Faculty of Business: 22 or 16.54% of unpublished research outputs across the university were recorded with staff as a co-author. Of these 8 or 6.02% were reported by female staff and 14 or 10.53% by male staff.

Faculty of Health: 55 or 41.35% of unpublished research outputs across the university were recorded with staff and students as a co-author. Of these 34 or 25.56% were reported by female staff and 21 or 15.79% by male staff.

Faculty of Science and Engineering: 13 or 9.77% of unpublished research outputs across the university were recorded with staff and students as a co-author. Of these 2 or 2.55% were reported by female staff, 1 or 0.75% by a female student, 7 or 5.26% by male staff and 3 or 2.26% by male students.

Other Departments (outside of the four main faculties): 10 or 7.52% of unpublished research outputs across the university were reported by female staff as a co-author.

Table 4.13: Unpublished Research Outputs – Co-Author by Faculty (All), 2001

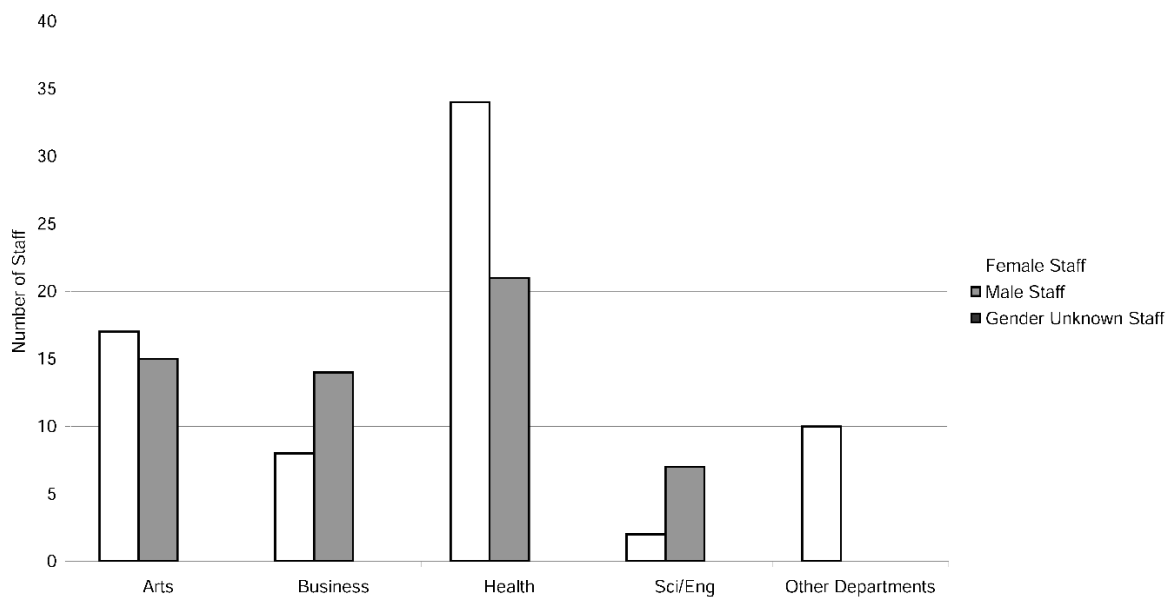
	Arts		Business		Health		Sci/Eng		Other Depts	
	n	%	n	%	n	%	n	%	n	%
Staff (f)	17	12.78	8	6.02	34	25.56	2	2.55	10	7.52
Staff (m)	15	11.28	14	10.53	21	15.79	7	5.26	-	-
Staff (g/u)	-	-	-	-	-	-	-	-	-	-
Students (f)	-	-	-	-	-	-	1	0.75	-	-
Students (m)	-	-	-	-	-	-	3	2.26	-	-
Students (g/u)	1	0.75	-	-	-	-	-	-	-	-
Total	33	24.81	22	16.54	55	41.35	13	9.77	10	7.52

(f) female

(m) male

(g/u) gender unknown

Figure 4.8: Unpublished Research Outputs – Co-Author by Faculty (Staff), 2001



4.2.3 Published research outputs by gender

a) Across the university (refer to table 4.14)

University staff and students published 363 research outputs as the main author. Of these 147 or 40.50% were female staff, 1 or 0.28% was a female student, 208 or 57.30% were male staff, 4 or 1.10% were male students, and 3 or 0.83% were staff of unknown gender.

There were 170 published research co-authored by university staff and students. Of these 75 or 44.12% were female staff, 3 or 1.76% were female students, 86 or 50.59% were male staff, 4 or 2.35% were male students and 2 or 1.18% were staff of unknown gender.

Table 4.14: Published Research Outputs (All), 2001

	Published Research Output Main Author		Published Research Output Co-author	
	n = 363	%	n = 170	%
Staff (f)	147	40.50	75	44.12
Staff (m)	208	57.30	86	50.59
Staff (g/u)	3	0.83	2	1.18
Subtotal	358	98.63	163	95.89
Students (f)	1	0.28	3	1.76
Students (m)	4	1.10	4	2.35
Students (g/u)	-	-	-	-
Subtotal	5	1.38	7	4.11

(f) female (m) male (g/u) gender unknown

A total of 18 research outputs could be identified as specifically relating to Women's Studies. Of these 16 were reported by female staff and 2 were reported by male staff.

b) Main Author by faculty (refer to Table 4.1 and Figure 4.9)

Faculty of Arts: 106 or 29.20% of published research outputs (main author) across the university were recorded with staff and students as the main author. Of these 49 or 13.50% in this subcategory were reported by female staff and 57 or 15.70% by male staff.

Faculty of Business: 81 or 22.31% of published research outputs across the university were recorded with staff as the main author. Of these 15 or 4.13% were reported by female staff, 63 or 17.36% by male staff and 3 or 0.83% by staff of unknown gender.

Faculty of Health: 106 or 29.20% of published research outputs across the university were recorded with staff and students as the main author. Of these 58 or 15.98% were reported by female staff, 1 or 0.28% by a female student and 47 or 12.95% by male staff.

Faculty of Science and Engineering: 50 or 13.77% of published research outputs across the university were recorded with staff and students as the main author. Of these 11 or 3.03% were reported by female staff, 35 or 9.64% by male staff and 4 or 1.10% by staff of unknown gender.

Other Departments (outside of the four main faculties): 20 or 5.51% of published research outputs across the university were recorded with staff as the main author. Of these 14 or 3.86% were reported by female staff and 6 or 1.65% by male staff.

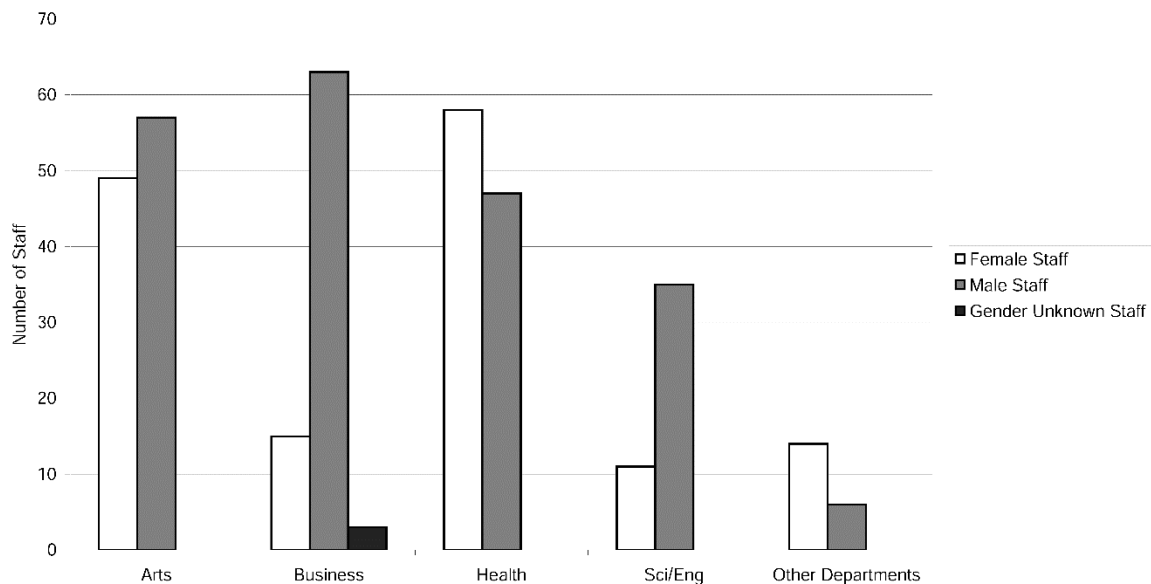
Table 4.15: Published Research Outputs – Main Author by Faculty (All), 2001

	Arts		Business		Health		Sci/Eng		Other Depts	
	n	%	n	%	n	%	n	n	n	%
Staff (f)	49	13.5	15	4.13	58	15.98	11	3.03	14	3.86
Staff (m)	57	15.70	63	17.36	47	12.95	35	9.64	6	1.65
Staff (g/u)	-	-	3	0.83	-	-	-	-	-	-
Students (f)	-	-	-	-	1	0.28	-	-	-	-
Students (m)	-	-	-	-	-	-	4	1.10	-	-
Students (g/u)	-	-	-	-	-	-	-	-	-	-
Total	106	29.20	81	22.31	106	29.20	50	13.77	20	5.51

(f) female

(m) male

(g/u) gender unknown

Figure 4.9: Published Research Outputs – Main Author by Faculty (Staff), 2001**c) Co-Author by faculty (refer to Table 4.16 and Figure 4.10)**

Faculty of Arts: 20 or 11.76% of published research outputs (co-author) across the university were recorded with staff and students as a co-author. Of these 15 or 8.82% in this subcategory were reported by female staff and 5 or 2.94% by male staff.

Faculty of Business: 54 or 31.76% published research outputs across the university were recorded with staff as a co-author. Of these 25 or 14.71% were reported by female staff, 27 or 15.88% by male staff and 2 or 1.18% by staff of unknown gender.

Faculty of Health: 43 or 25.29% of published research outputs across the university were recorded with staff and students as a co-author. Of these 20 or 11.76% were reported by female staff and 23 or 13.53% by male staff.

Faculty of Science and Engineering: 45 or 26.47% of published research outputs across the university were recorded by staff and students as co-authors. Of these 11 or 6.47% were reported by

female staff, 3 or 1.76% by female students, 27 or 15.88% by male staff and 4 or 2.35% by male students.

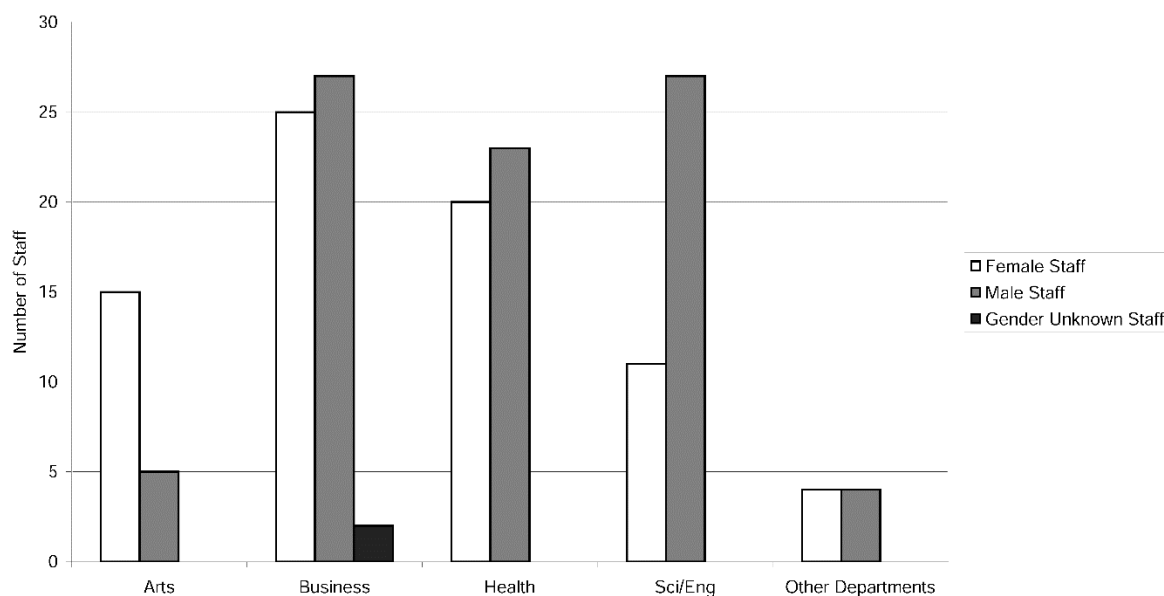
Other Departments (outside of the four main faculties): 8 or 4.71% of published research outputs across the university were recorded with staff as co-authors. Of these 4 or 2.35% were reported by female staff and 4 or 2.35% by male staff.

Table 4.16: Published Research Outputs – Co-Author by Faculty (All), 2001

	Arts		Business		Health		Sci/Eng		Other Depts	
	n	%	n	%	n	%	n	n	n	%
Staff (f)	15	8.82	25	14.71	20	11.76	11	6.47	4	2.35
Staff (m)	5	2.94	27	15.88	23	13.53	27	15.88	4	2.35
Staff (g/u)	-	-	2	1.18	-	-	-	-	-	-
Students (f)	-	-	-	-	-	-	3	1.76	-	-
Students (m)	-	-	-	-	-	-	4	2.35	-	-
Students (g/u)	-	-	-	-	-	-	-	-	-	-
Total	20	11.76	54	31.76	43	25.29	45	26.47	8	4.71

(f) female (m) male (g/u) gender unknown

Figure 4.10: Published Research Outputs – Co-Author by Faculty (Staff), 2001



4.3 Comparison of 2000 and 2001

Figure 4.11: Research Active (RA) Staff Across the University

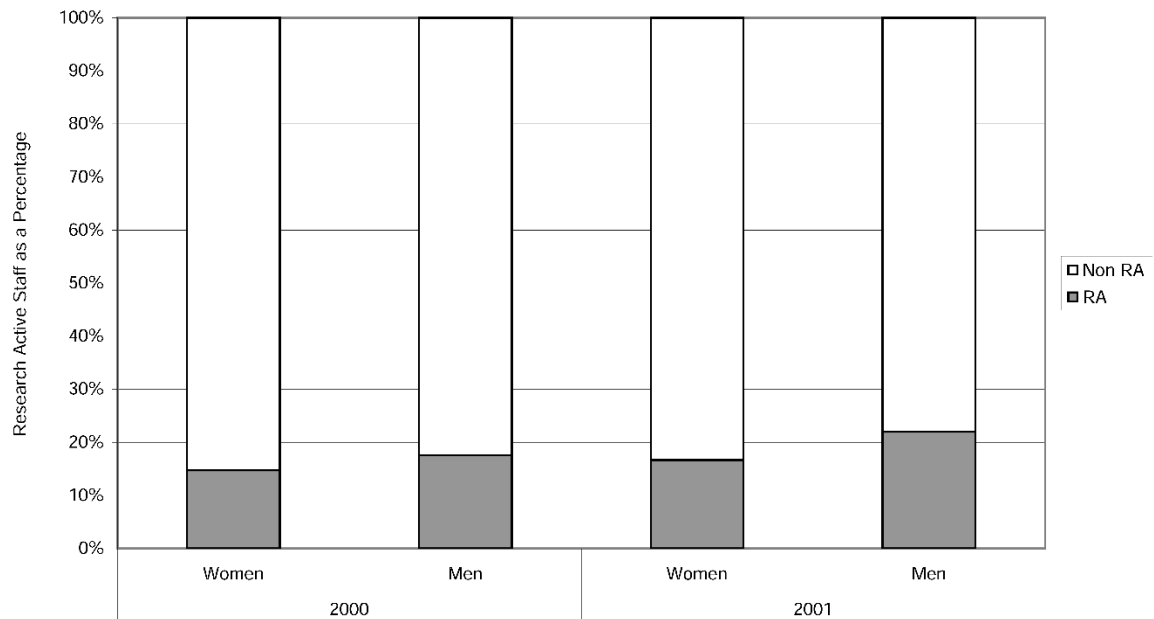


Figure 4.12: Comparison of Research Active Staff by Faculty

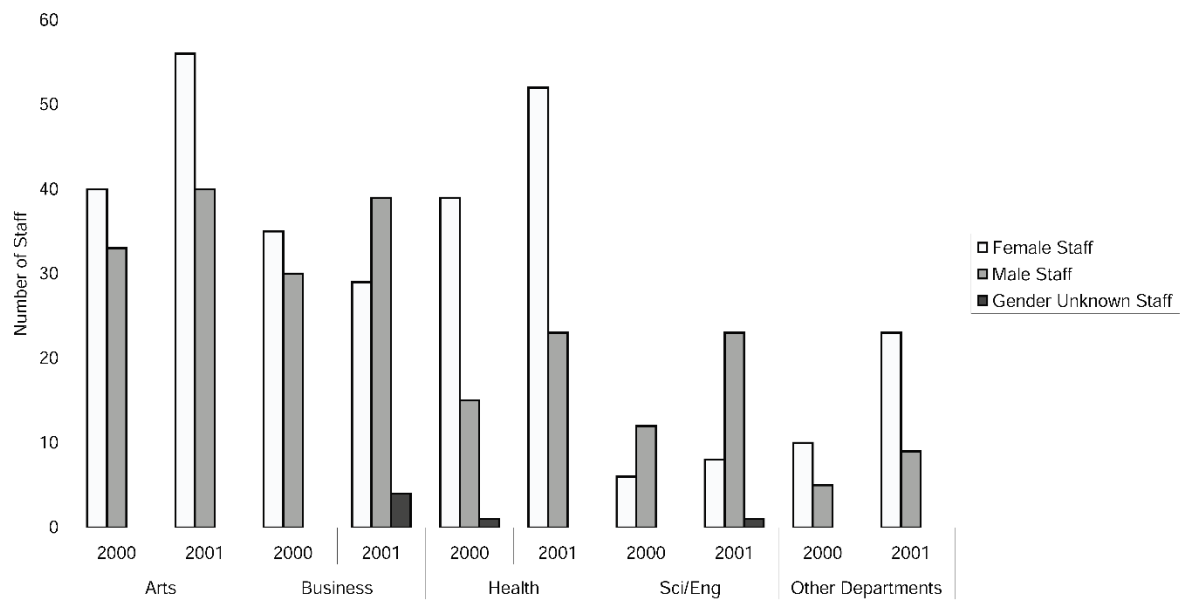


Figure 4.13: Comparison of Unpublished Research – Staff as Main Author

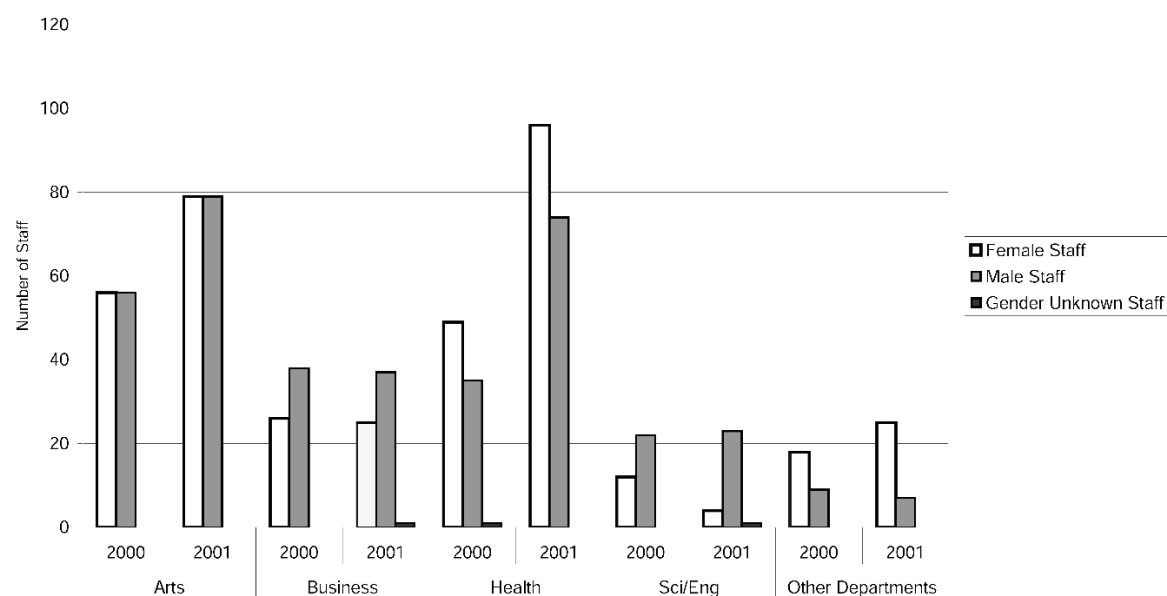


Figure 4.14: Comparison of Unpublished Research Outputs – Staff as Co-Author

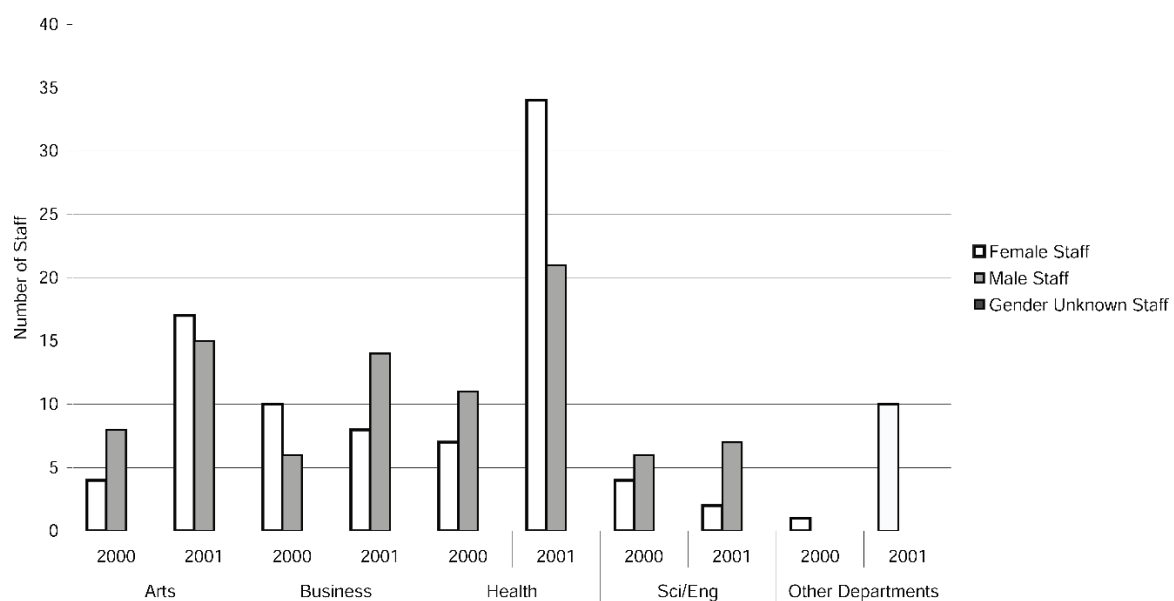
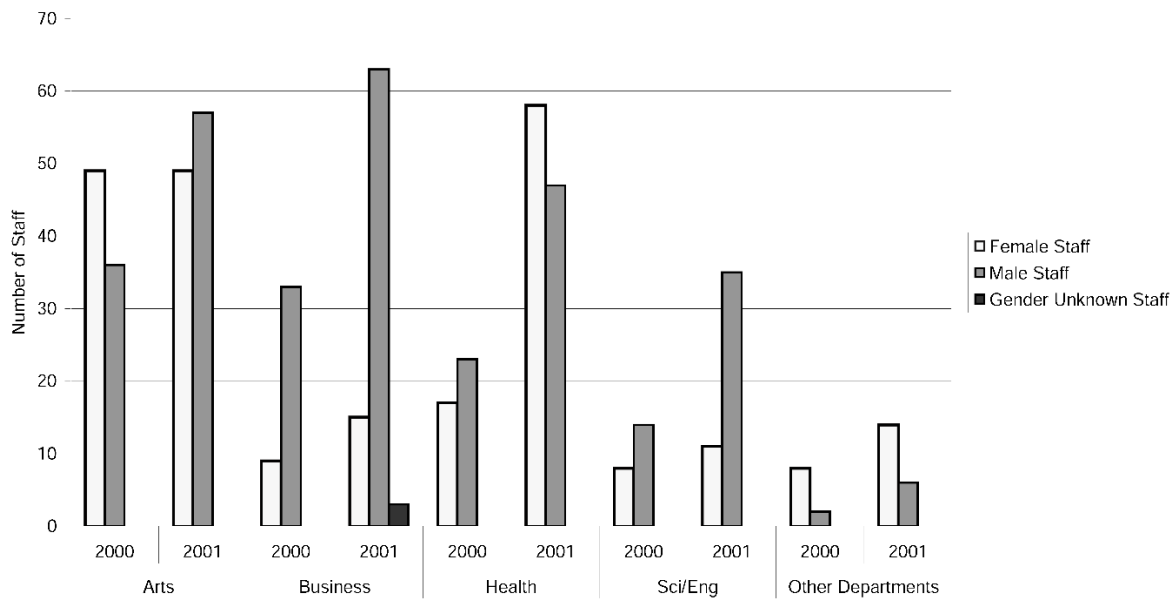
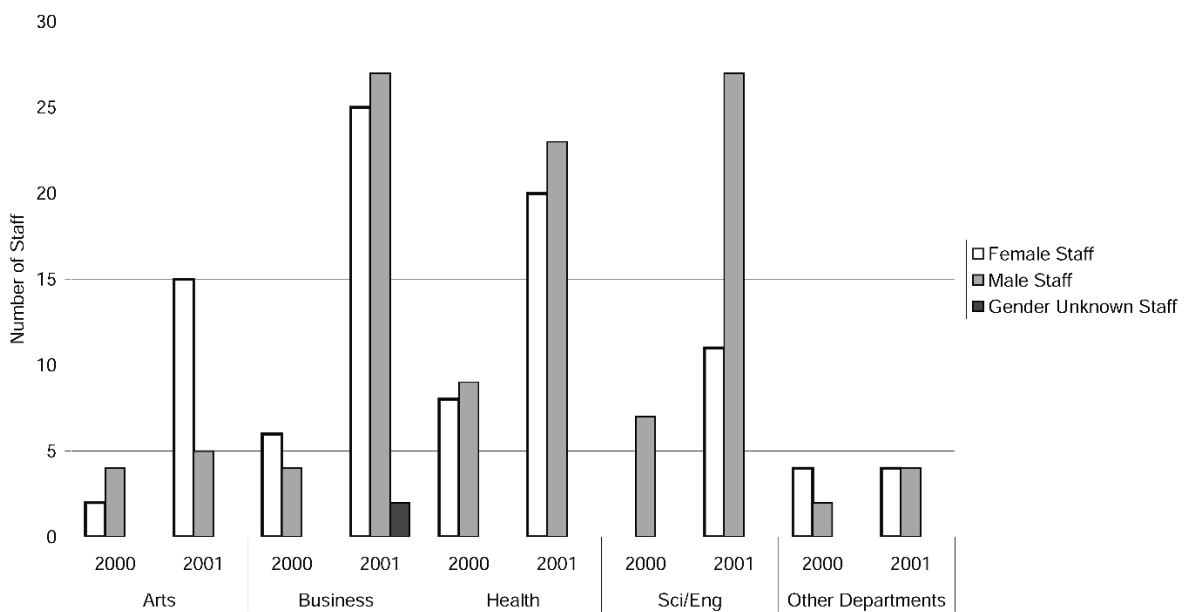


Figure 4.15: Comparison of Published Research Outputs – Staff as Main Author**Figure 4.16: Comparison of Published Research Outputs – Staff as Co-Author**

5. Discussion of the results

The aim of this research was to focus on research by women, for women and about women at AUT. However, as student numbers captured in the various research reports were minimal there will be no further discussion regarding students as researchers. For the following discussion, student numbers have been subtracted from total numbers, and percentages have been calculated based on staff and their research outputs.

The results discussed in this section need to be considered in the light of the change to university status in 2000, and of shifting definitions of “research active staff”. A number of staff are studying for higher qualifications and currently may not be producing research outputs, in particular published research outputs. However, they are considered research active by their faculties in terms of teaching workload. Despite their contribution to the research culture, these staff members are invisible because they do not appear in the various reports as research active staff.

There was a significant discrepancy between the proportions of male and female staff in both 2000 and 2001, in that there were one and a half times more female than male staff. We could anticipate that any measure of research activity should be likely to broadly mirror these proportions. However, there are two possible reasons for the gender discrepancy: firstly, female part time staff could outnumber male part time staff and secondly, it is likely that female allied staff outnumber male allied staff. Given this, it is not appropriate to assume that measures of research activity should mirror the staff gender discrepancy.

Total staff employed in the university increased by 13.49% from 2000 to 2001. An analysis of this increase by gender indicates that female staff increased by 14.19% from 2000 to 2001. Male staff increased by 12.36% from 2000 to 2001. In other words, the proportion of female staff increased more than the proportion of male staff. We could expect that a comparison of any research analyses would mirror this trend. However, we do not know if this increase in female staff includes staff members who would be expected to become research active.

5.1 Research active staff

There has been an increase in research active staff from 226 in 2000 to 307 in 2001. In 2000, 15.88% of all staff employed at AUT were research active compared to 19.01% in 2001. A gender analysis identifies that research active female staff increased from 14.76% of total female staff in 2000 to 16.70% in 2001. However, male research active staff increased from 17.53% of total male staff in 2000 to 22.00% in 2001. This is a small increase for women but a significant increase for men. Two years is insufficient to establish a trend but should this trend continue it could imply that women at AUT might be researching less than men, thus reflecting the findings of studies overseas.

5.2 Unpublished research outputs

There were a total of 379 unpublished research outputs in 2000 and 579 in 2001. These totals represent the total number of unpublished research outputs reported by staff, both as main authors or co-authors, irrespective of gender. In relation to unpublished research outputs as a main author it would seem that male staff have decreased their number of outputs by 4.22% (refer to Table 5.1) from 42.22% of all unpublished research outputs in 2000 to 38.00% in 2001. Female staff decreased their number of outputs by 2.93% from 42.48% in 2000 to 39.55% in 2001. Male staff increased the number of their co-authored outputs by 1.67% from 8.18% of all unpublished research outputs in 2000 to 9.84% in 2001. However, female staff increased their number of co-authored outputs significantly by 5.40% from 6.86% in 2000 to 12.26% in 2001. It would seem that women are tending to increase co-authored unpublished research outputs. This is not necessarily a positive outcome for women given the low ranking of unpublished research.

Table 5.1: Unpublished Research Outputs as a Percentage

	2000	2001	Increase
	% (n = 379)	% (n = 579)	
MA (f)	42.48	39.55	-2.93
CA (f)	6.86	12.26	5.40
Subtotal	49.34	51.81	2.47
MA (m)	42.22	38.00	-4.22
CA (m)	8.18	9.84	1.67
Subtotal	50.40	47.84	-2.55
MA (g/u)	0.26	0.05	-0.22
CA (g/u)	0.00	0.00	0.00
Subtotal	0.26	0.05	-0.22

MA Main Author CA Co-Author
(f) female (m) male (g/u) gender unknown

5.3 Published research outputs

There were a total of 245 published research outputs in 2000 and 521 in 2002. Analysis of published research outputs (refer to Table 5.2) indicates that both female and male staff decreased their published research outputs as the main author by 8.93% and 4.16% respectively when calculated as a percentage of all published research outputs. However, both female and male staff have increased their number of co-authored outputs by 6.23% and 5.89% respectively. As co-authors, women have increased their outputs slightly when compared with men, but as main authors women have decreased their outputs significantly more than men. It would seem that women have lost ground as main authors of published research.

Table 5.2: Published Research Outputs as a Percentage

	2000	2001	Increase
	% (n = 245)	% (n = 521)	
MA (f)	37.14	28.21	-8.93
CA (f)	8.16	14.40	6.23
Subtotal	45.31	42.61	-2.70
MA (m)	44.08	39.92	-4.16
CA (m)	10.61	16.51	5.89
Subtotal	54.69	56.43	1.74
MA (g/u)	-	-	-
CA (g/u)	-	-	-
Subtotal	-	-	-

MA Main Author CA Co-Author
(f) female (m) male (g/u) gender unknown

5.4 Research About Women

In 2000, there were 17 or 2.72% of a total of 624 research outputs that, from their titles, could be identified specifically as being about women. In 2001, there were 18 or 1.14% of a total of 1,100 research outputs. In both years, research about women was reported only by staff. Although it might seem that research relating to women has decreased in this period, given that the title of the research listed in the research reports might not identify research about women, it is not appropriate to comment.

5.5 Summary

In summary, we cautiously suggest that although the percentage of researching women at AUT has increased, it has not increased as much as it has for men. While there might be compelling reasons to explain this discrepancy, it could become an area of concern and should be monitored. Both men and women, as main authors of unpublished research, decreased their outputs from 2000 to 2001, men more so than women. As main authors of published research, both men and women decreased their outputs, women more so than men. This could suggest that women are continuing to produce new unpublished research but are not converting existing research into publications as efficiently as men. Women as co-authors of both unpublished research and published research increased their outputs more than men. Although women seem to be increasing their outputs as co-authors in both unpublished and published research outputs, overall they appear to be more active in the area of unpublished research. This poses a question that needs to be answered: is this a matter of choice for women, or does the play of power work in invisible and as yet inexplicable ways?

Marilyn French suggests that:

The intersection of culture and life is not provable. One cannot *prove* that violence against women in pornography leads to violence against women in life any more than one can *prove* that the disparagement of blacks and Jews pervasive in the nineteenth century culture *caused* the horror of African colonialism or the Holocaust. The mere suspicion of a connection is considered reason to refuse to legitimize the hatred of groups. Only when it comes to women does our culture suspend this restraint (1993: 178-9, cited in Smiers, 2003: 159)

Extrapolating from French's statement in relation to *Researching Women*, the "intersection of culture and life", in this case a managerialist and neoliberal ethos or culture which includes Western male orientated scientific forms of rationality (the logic of liberal individualism and of global capitalism *as culture* and as normalised academic culture), is difficult and complex to quantify or prove in terms of women's lives within academia. The mere inkling of a connection should be considered reason to be vigilant in the rejection of some of these values for the way they impact upon academic life and the work world for women.

The collection and analysis of the data concerning research outputs by women at AUT through quantitative means in the first instance, has marked the terrain for asking further questions through different approaches. If we are aiming to expose some of the contradictions that have emerged around gender equity we need also to use more qualitative approaches including interviews. Traditional quantitative approaches may not measure many of the dimensions along which women academics may perform. Such alternative approaches may reveal the exclusionary powers of an academic culture that presides over its members and in ways that do not suppress or devalue its members' personal narratives. A longer-term goal may be to reveal that women face a larger number of obstacles than men in achieving recognition as members of the academic community. We hope that by beginning a discussion across different paradigms we have helped enrich the examination of issues relating to gender, the construction of knowledge and researching women's part in these processes.

Whether factors characterising the work of academics such as the requirement to teach to larger groups of students thereby increasing hours of work, the increasingly fragmented nature of the work world, constantly shifting rules, and the constant re-issuing of workloads, affect women's accessibility to research and research time more than that of men who are, on the face of it, subjected to similar pressures, is an area for further investigation. What are the institutional practices both inside and outside the academy that might prevent women in particular from easily and promptly behaving as potentially responsible performing, researching women, that might prevent them from strategising, and responding to funding opportunities in the race to reconstruct, repack and situate themselves in the market milieu?¹⁴ How might also, "the micro-practices of academic feminism" described by Cathryn Bailey (2002: 141-142) in terms of pedagogy, as emphasising the equality of students, the avoidance of hierarchy, and the mutuality of learning) be a deterrent to our performance as researchers, as we offer resistance to the flight of philosophical bases from our teaching practices? As Michel Foucault argued insightfully, in *Discipline and Punish* (1979), power need not be located in one site or wielded by one readily identifiable authority to be effective (cited in Bailey, 2002) or be simplistically authoritarian and totalising to have great impact (Bailey, 2002). Jean-François Lyotard's notion of performativity¹⁵ described in *The Postmodern Condition* (1984) is perhaps apt to describe the climate in academia where the mercantilisation¹⁶ of knowledge becomes the order of the day. Performativity demands, in the words of Lyotard, "the renunciation of fables; it demands clear minds and cold wills" (1984: 62). We, as a group of researching women, have fallen under the seductive sway of administrative procedures which have, contradictorily, made us "want what the system needs in order to perform well" (Lyotard, 1984: 62).

5.6 Further research

It is almost commonsense knowledge that there is more financial research funding available, and therefore greater legitimisation possibilities for certain types of knowledge (see Harvey, 2002). Commonsense knowledge about women's lives, about "the spatial and temporal demands of ... research, workplace and households" (Middleton, 2001: 79) sets the context and occasion for the gathering of positivised data on researching women at AUT and the status of their research outputs. We must ask in what ways does such deference to academic paraphernalia actually preclude those questions which must be kept open with unceasing vigilance. The disadvantages to women cannot be easily be exposed or revealed through such deference.

Is there a gendered nature to the performance of tasks related to the externally imposed powers that have operated with the increasingly privatised tendencies of universities in the last ten years? Who has taken the bulk of the system's strains generated by such developments? In other words, what is the relationship between the position of women (their restriction or otherwise) and the commercialisation of the tertiary sector? Barbara Hartley (2003) argues that many women in universities in the early years of the twenty first century find themselves subjected to a powerlessness that is concretely and externally imposed in a manner which creates crushing workloads and limited opportunities for advancement. She argues here that the overt privatising tendencies of the previous decade have created a particular set of circumstances which impinge with considerable severity on women. While we cannot glean such information from this particular investigation for AUT, we ought not to be blind to such possibilities.

While AUT may have gone some way down the path in the deconstruction of canonical, or commonly accepted, meanings of both performance and research towards more inclusive strategies, and while women academics perform along many dimensions unmeasured by traditional quantitative approaches, we must continue to be vigilant in the scrutiny of the centredness of meaning attached to research performance. It is here that a professionalised and hegemonic political and academic "clerisy" is able to police and discipline a unitary and stable meaning for performance (see Roberts, 2002). This is an era in which discourses of "real", "excellent" and "effective" educational research come under the economically driven scrutiny of a new era of

conservatism. As Sharon Harvey comments, “high quality research has a particular power which is likely in the future to increase in strength, even at AUT” (2003, personal communication) even *with* its special nature. To what extent “quality” will be defined outside the institution is a matter that deserves attention.

Jacques Derrida argues that “the fullness of truth – the stability of meaning through traditional foundational approaches – has pervaded institutions of Western learning and civilization” (cited in Hogan, 2003: 285). This logocentricity includes definitions of what research is and how it has been disadvantageous to women.¹⁷ Following Derrida, we ought to take a deconstructive approach to the reading of texts and canons. We must articulate the ways in which uncritical deference to the scholarly paraphernalia of traditional approaches to knowledge¹⁸ establishes and underlines invidious hierarchies and canons (Hogan, 2003). Such deference excludes the voices of women and marginalizes them as “other” to academia.¹⁹

Perhaps, as researching women, we may learn something from Louise Morley’s insights that “in the mainstream literature in higher education studies, course content, pedagogies, and organisational cultures have barely been examined for the extent to which they engage with difference, diversity and strategies for transformation” (2003: 16). While this AUT Women on Campus project ostensibly promotes women’s research, it simultaneously silences women as it both collectivises and individualises us. The researchers for this project do not accept that all knowledge can be reduced to quantifiable terms. While women might contribute differently from men and “perform” along different and unmeasured dimensions from men, *Researching Women* does not give much voice to the investigation of such questions. Thus, the research questions we have investigated are full of tensions and contradictions. Knowledge about researching women is inherently constructed as a site of contestation. We dance the contradictions, we hierarchise the knowledge (about researching women), as we simultaneously deconstruct and confound its construction through the quantitative methods privileged in the research question.

Appendix

Research Outputs categorised as “Unpublished”

Papers presented for congress, conferences, forum, seminars, etc.

Exhibitions

Confidential reports within AUT

Research Outputs categorised as “Published”

Proceedings of conferences

Journals

Books/Monographs

Book chapters/book sections

Articles published on the Internet

Creation of websites

CD-ROM

AUT Publications

Governmental Reports

Catalogues of exhibitions

Radio and TV interviews, programmes and series

AUT Departments categorised as “Other Departments”

2000

Career Centre
 Centre for Professional Development
 Corporate Services
 Equity Management Division
 Information Technology Services
 Learning Technology Centre
 Library
 Office of the Deputy Vice-Chancellor
 Te Tari Awhina

2001

Academic Directorate
 Academic Registry
 AUT International House
 Centre for Professional Development
 Equity Management Division
 Executive Director of Information Technology
 International Multimedia Centre
 Office of the Deputy Vice-Chancellor
 Office of the Vice-Chancellor
 Technology Park
 University Relations

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Notes

1. Research application number 03/182.
2. See the Appendix for the way in which research outputs were categorised.
3. Foucault in *The Archaeology of Knowledge* (1997: 23) in discussing the divisions between various discourses states: "...These divisions – whether our own, or those contemporary with the discourse under examination – are always reflexive categories, principles of classification, normative rules, institutionalised types; they in turn are facts of discourse that deserve to be analysed beside others; of course, they have complex relations with each other, but they are not intrinsic, autochthonous, and universally recognizable characteristics".
4. "For only two centuries, knowledge has assumed a disciplinary form; for less than one, it has been produced in academic institutions by professionally trained knowers. Yet we have come to see these circumstances as so natural that we tend to forget their historical novelty ..." (Messer-Davidow, Shumway & D. J. Sylvan, 1993: viii, cited in Peters, 1999: 1).
5. In this vein, the Auckland University of Technology has won the "Family Friendly" Award for their workplace policies.
6. Following feminist conventions, the first time an author is referred to in the text both first and last names are used, except for those cited by other authors.
7. The notion of panopticism is inherited from Foucault's philosophical analysis of the relations of power after Jeremy Bentham (1748-1832) used the term panopticon. According to Foucault, governments could more easily "regulate and control the activities of individuals by undermining the agency of the individual in a redefined world driven by performance and accountability" (Ashcroft, 2003: 3). The panopticon itself designed by Bentham was a unique piece of penal architecture that consisted of a ring-shaped building of prison cells that encircled an open area dominated by a central tower. The design created the effect of a perpetual gaze where the occupants of the outer cells were always exposed while the tower's observers remained invisible (Foucault, 1977, cited in Ashcroft 2003).
8. Information provided by Human Resources at AUT, February 2004.
9. The thinking subject of "state philosophy" produces a situation in universities dominated by collusion between the state and philosophy, where, theoretically, the mind of the researching woman might or ought to equal the organised mini-state (see Deleuze and Guattari, 1987). The metanarratives of neo-liberalism discipline the state and policy developments in tertiary education and knowledge policy discourses (see Harvey, 2002). Harvey points to the emphasising of innovation (increasingly a synonym for research), the design of new products and profit in hyper-competitive world markets. Yet, it is just possible that researching women do not hold capital generation as central to the goals of our research. We may ask too, how central the push towards globalisation and technological change is to women's research agendas?
10. The notion of hegemony is Antonio Gramsci's. He was concerned with the role of culture in a ruling group's domination of the social order that he termed "cultural hegemony" (meaning cultural domination. For Gramsci "hegemony is used to denote the predominance of one class over another" (Gramsci, 1976, cited in Mansfield, 2000: 4-5).
11. For example, the University Research Office describes in a memo to staff about research outputs, "The collected information will be of value for your CV, for PBRF evidence Portfolio and professional development planning".
12. For a complete list of departments included in this subcategory refer to the Appendices.
13. For a complete list of departments included in this subcategory refer to the Appendices.
14. Butler (cited in Middleton, 2001) refers to the tensions between *producing* and *being produced*, in this case as successful academics.
15. The notion of performativity engages the idea of performance bound to a criterion of efficiency, in this case, within an institution.

16. The “mercantilisation” of knowledge, in this context refers to a situation in which a monetary value is placed upon knowledge, for example where valuable knowledge in terms of national economic efficiency would be more likely to attract money or research grants.
17. As Ramaekers (2002) argues, foundations work in educational practices only by virtue of suppressing certain features characteristic to the processes of constructing knowledge.
18. By traditional approaches to knowledge, we mean definitive descriptions and meanings that do not allow for difference.
19. The term difference signifies, on the other hand, among other things, a range of postmodern viewpoints which display antagonism towards traditional forms of learning. Notably these include the more influential philosophers such as Foucault, Derrida, and Lyotard.