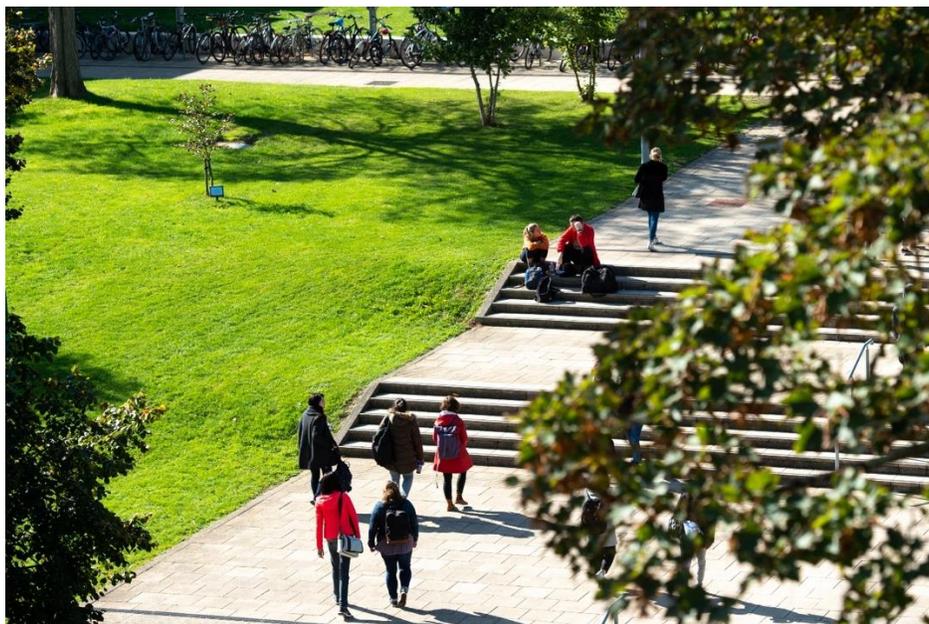


Gender on the higher education  
learning agenda internationally:  
Co-constructing foundations  
for equitable futures

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# UNITED KINGDOM COUNTRY REPORT

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## Executive summary

This Report discusses insights from one institutional case study carried out as part of a larger international project exploring gender equality and awareness in higher education teaching and learning internationally. The research addresses central questions around inclusion of gender in curriculum and pedagogy across disciplines, considering relevant motivations, challenges and opportunities.

We recognise the persistence of gender and wider inequalities within (Pereira, 2007: 186) and beyond (Costa Dias et al, 2020) higher education, and the intersectional nature of this inequality (Bagihole, 2006). This mixed methods research was carried out using a disaggregated model with leadership of individual case studies from within LMICs, in line with the principles of equitable and collaborative knowledge-sharing espoused by the Global Challenges Research Fund (GCRF) as our funder.

Our findings focused around absences, presence and awareness of gender equality in higher education teaching, alongside agendas driving these and outcomes of how gender is included or excluded. Participants identified the teaching style and approach as representing gender but that too often the ideas taught are those of men.

Participants identified examples of gendered practice from how staff interact with different students to examples used. Around three-quarters of participants perceived gender equality to be a priority within their department and most saw this as the responsibility of the entire university community to advance, although across all disciplines participants identified that women carry out the lion's share of this work. Three-quarters of participants perceived the need to engage with gender equality in intersectional ways.

Identified challenges to gender equality in HE teaching stretched from 'the weight of tradition' and reliance on outdated text books, through to lack of teacher interest, teacher expertise, time and student interest, as well as working in 'academic silos' and male-dominated sectors.'

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The research generated several recommendations which can be reviewed in full on p. 23 of this report. These focused around the need to embrace gender equality more fully in higher education teaching through widening the canon, drawing on more inclusive examples, and respect for different gendered identities. Student-staff collaboration, social media and increasing collaboration between Students' Unions and institutional management were all identified as opportunities for advancing gender equality in higher education learning.

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## Project Introduction

This Report discusses insights from one institutional case study carried out as part of a larger international project exploring gender equality and awareness in higher education teaching and learning. Gender on the Higher Education Learning Agenda Internationally (GOTHELAI) is funded by the British Academy under the Global Challenges Research Fund (GCRF) through a targeted programme stream ‘Humanities and Social Sciences Tackling Global Challenges.’ The research is funded from January 2021-December 2022 and includes research teams at universities in five partner countries: India, Kazakhstan, Morocco, Nigeria and the UK. The GCRF sets out with a remit that includes to *‘strengthen capacity for research, innovation and knowledge exchange in the UK and developing countries through partnership’* (GCRF 2021). The key thread unifying our research team is expertise and commitment around gender equality and feminist approaches across disciplinary and international contexts, with the shared agenda of co-constructing more equitable futures. In line with the priorities of the GCRF, we are committed to the importance of equality in gender and education for its own sake, but also for the importance of this to wider processes of equality, democratisation and development for all across wider, interrelated social, economic and political spheres.

The research set out to answer four core questions:

1. Where is gender present and absent in the curriculum focus and approach of the five institutions?
2. How is gender presented as an issue and awareness in curriculum focus and approach across the five institutions?
3. Which individuals, values and agendas are driving the inclusion, rejection and co-opting of gender as a curriculum focus and approach across the five institutions?
4. What are the challenges and opportunities in developing more gender equitable approaches in curriculum?

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## **Background to gender and higher education in country context**

### **Gender equality**

Gender equality remains a challenge within the United Kingdom (UK), alongside advancing this in ways that acknowledge the relationship between different dimensions of discrimination and the intersections between these (Bagihole, 2006). The 2010 Equality Act is the key legal instrument for equality in the UK, banning unfair treatment and working to achieve equal opportunities in the workplace and wider society. This reflects a shift in the UK to broaden mainstreaming frameworks, requiring 'public bodies to address a complex range of inequalities including but not limited to gender' (Hankivsky and Christoffersen, 2011:31). In 2011, the Public Sector Equality Duty (PSED) was established, with the intention of requiring public authorities to eliminate discrimination across nine protected characteristics - age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Women play an increasingly active role in economic, political and public life in the UK. 2020 employment rates were 71.8% for women and 78.2% for men; the lowest gap since recording in 1971. However, women from minority ethnic groups have an unemployment rate of 10.6%, in contrast to women from a white ethnic group at 4.0%.<sup>1</sup> Economic restructuring and manufacturing decline have driven new family and social relationships, as more women entered the paid workforce and 'feminine' skills have become increasingly revered, not only in the domestic arena but in business and other public arenas (Kabeer, 2012). Over the last decade, the gender pay gap in the UK has considerably fallen but for full time workers still favours men for all occupations. Men continue to hold more senior roles whereas 30 per

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<sup>1</sup> Here 'minority ethnic group' includes Black Africa/Caribbean, Bangladeshi, Pakistani, Indian, Chinese, Mixed, and Other ethnic groups. Quarterly survey samples are too small for a breakdown by specific ethnic group to be reliable. Unemployment by ethnic background uses annual data to provide further breakdowns by ethnic group and gender.

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cent of women are in the lowest paid quartile and 20 per cent in the highest paid. For men these numbers are reversed. The 'motherhood penalty' (Costa Dias et al, 2020) of gender differences in full-time and part-time paid work rates after childbirth importantly drives hourly wage differences.

## **National higher education context**

University education in the UK has traditionally been the domain of white, privileged men (Leathwood and Read, 2009). Successive rounds of major HE expansion and reform in the 19<sup>th</sup> century; 1950s and 1960s; and 1992 focused on extending access to previously excluded groups of men or overall access rather than redressing gender imbalance (Hinton-Smith, 2012). From the University of London's first acceptance of female students in 1868, there are now more women than men in UK HE (56.6% compared to 44.1%) but the extent to which women are included equally within this sector requires further scrutiny (Hewitt, 2020).

HE in the UK is diverse, with 166 autonomous HEIs with their own Governing Bodies responsible for strategic direction, financial health and ensuring effective management. The Quality Assurance Agency for Higher Education (QAA) is responsible for independently monitoring standards and quality in UK HE. In 2019/20 there were almost 2.5 million students in UK HE (Bolton, 2021: 6). While over half of young people now attend university, large participation gaps remain between students based on characteristics such as the area they grow up in, type of school attended, and parents' income. Since 2010, large increases to personal responsibility for university funding (Hinton-Smith, 2015) are seen as having altered the experience of the transaction between universities and their students. There is now a disparity amongst the amount of male and female school-leavers applying to university, with UCAS data suggesting that female school-leavers in England are 35% more likely to apply for university than their male peers are.

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Increased female student participation is not wholly reflected in gendered staff makeup (Pereira, 2007: 186). While women represent 55% of UK HE staff, only 29% of Vice-Chancellors and 37% of senior leadership teams are women. The gender pay gap of staff in universities is 15.9%, compared to a median of 9.7% in other sectors. Of professors, 28% were female in 2019/20. This has increased by one percentage point year-on-year since 2013/14 (HESA). HE gender equality focus has mainly been oriented to research rather than teaching, such as the Athena Swan initiative to address progression inequalities in STEM, now extended to all disciplines (Bhopal and Henderson, 2021). In terms of curriculum content, most social science degree courses at undergraduate and postgraduate level include both advanced module options and discrete topics within core modules devoted to issues relating to gender and feminism. These however often remain 'add-ons' (Wright, 2016) rather than integrated as a core focus. Beyond the social sciences, courses in other disciplines vary institutionally in how far the relevance of gender has been considered at all in aspects of curricula including substantive topics; theoretical, methodological and pedagogic approaches; and canons of perceived disciplinary expertise (Hinton-Smith et al. 2021). An increasing focus on developing inclusive curricula and pedagogic approaches that foster HE cultures of respect for Equality and Diversity informs an imperative to interrogate the politics of gender in the HE teaching and learning context, alongside further related aspects of identity. This sits as a key part of the identified imperative to decolonise the Eurocentrism and white male heteronormativity (Maldonado-Torres et al. 2017: 66) which continues to dominate HE on a global scale (Bhambra et al., 2018).

### **Brief summary of institutional case study**

This research took place at a research-intensive HEI in the South of England. It focused on an institution that was established within the new wave of UK universities founded in the 1960s which sought to pioneer a more progressive approach to HE, intending to foster an inclusive academic environment encouraging social justice (Gray, 2011). The institution hosts 18,012 students, offering over 500 undergraduate and postgraduate courses and degrees.

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Of these students, 7,744 identify as female, 6,609 identify as male and 13 identify as neither male nor female. 37% of the male students and 33% of female students identify as being of Black, Asian or Minority Ethnic (BAME) heritage. Of academic staff, 47% identify as female and 53% identify as male, while of 3,194 members of academic and professional services staff, 71% identify as white. There are double the amount of men to women on the most senior academic paygrades and over double the amount of male to female professors.

The university seeks to be international in outlook, approach, student and staff body, but the majority (76%) of students are from the UK or Europe. It attracts staff and students from over 100 countries and nearly a third of staff come from outside the UK. The University's renowned teaching structure was designed to challenge disciplinary distinctions, allowing students to benefit from multidisciplinary teaching with wide 'contextual' knowledge to complement specialist 'core' skills in specific subject area. The University's Centre for Gender Studies, with its own seminar series, focuses upon cultivating and communicating research which explores gender through intersectional approaches, as well as activism on gender debates around contemporary issues. The institution offers five distinctive MA programmes in gender and sexualities and there are over 100 PhD students across the university working on gender-related topics.

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## Methodology

Our approach in this international case study research was one of multi-directional learning (O'Shea 2015) within and between disciplines, institutions and countries; to collaboratively build new understandings and approaches (ILO 2012; CohenMiller and Lewis 2019). The intention of such a cross-national approach is not direct comparison seeking out a most effective approach, but complementary parallel case studies (Hantrais, 2009) as a powerful tool to generate new perspectives on existing challenges through the benefit of what might be learned from each other (Boddy et al. 2013). In line with the principles of our funding through the Global Challenges Research Fund and as feminist researchers, we set out with the aim of collaborative research design from the beginning of the research, as an international, interdisciplinary team. We identified three academic disciplines (one science, one social science, one humanities) that were represented within our national case study university alongside all of the other partner universities.

Within each discipline we invited teaching staff ( $n=7$ ) and final year undergraduate students (those anticipated to have the most extensive experience of being taught within their university) ( $n=7$ ) to complete an anonymous online survey that included quantitative and qualitative responses, yielding a total of 42 institutional survey responses. Initial analysis of survey responses informed design of interview questions subsequently targeted to a sample of four teaching staff (three department Heads and one institutional teaching lead) and three student representatives within the university. Interviews were carried out online via zoom, generating audio recording and written transcript which was cleaned up and anonymized for analysis. Analysis themes were agreed between country teams via an iterative process. Data analysis was carried out using Excel for widest international team access. The research received institutional ethical approval. As a next stage our national data will form part of international data analysis, culminating in publication of a subsequent project report.

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While we recognise that gender is nuanced in being more than a binary between male and female, for the purposes of this report we have identified the female, male, and other gender categories that participants selected as part of their survey and interview responses. These identifiers are intended to provide a reference point for readers alongside other key aspects of participant identification

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## Findings

### **1. Where is gender present and absent in the curriculum focus and approach of a UK HE institution**

The majority of surveyed participants indicated that the teaching style and approach to teaching adequately represented gender, but that gender was not sufficiently represented in terms of experts whose ideas were taught. Across disciplines there was a recognition of the curriculum as premised in the 'work of famous men' (UK Arts and Humanities Female Student), with an unequal representation of scholars of all genders and races (UK Arts and Humanities Female Staff). The ways that gender was made present within curriculum was seen to depend on individual lecturers and the extent to which they were personally concerned with this inclusion. For example, a female Social Sciences student indicated that out of the nine professors who taught her, only one had made the effort to draw upon different gendered identities in the case studies they provided students (UK Social Sciences Female Student).

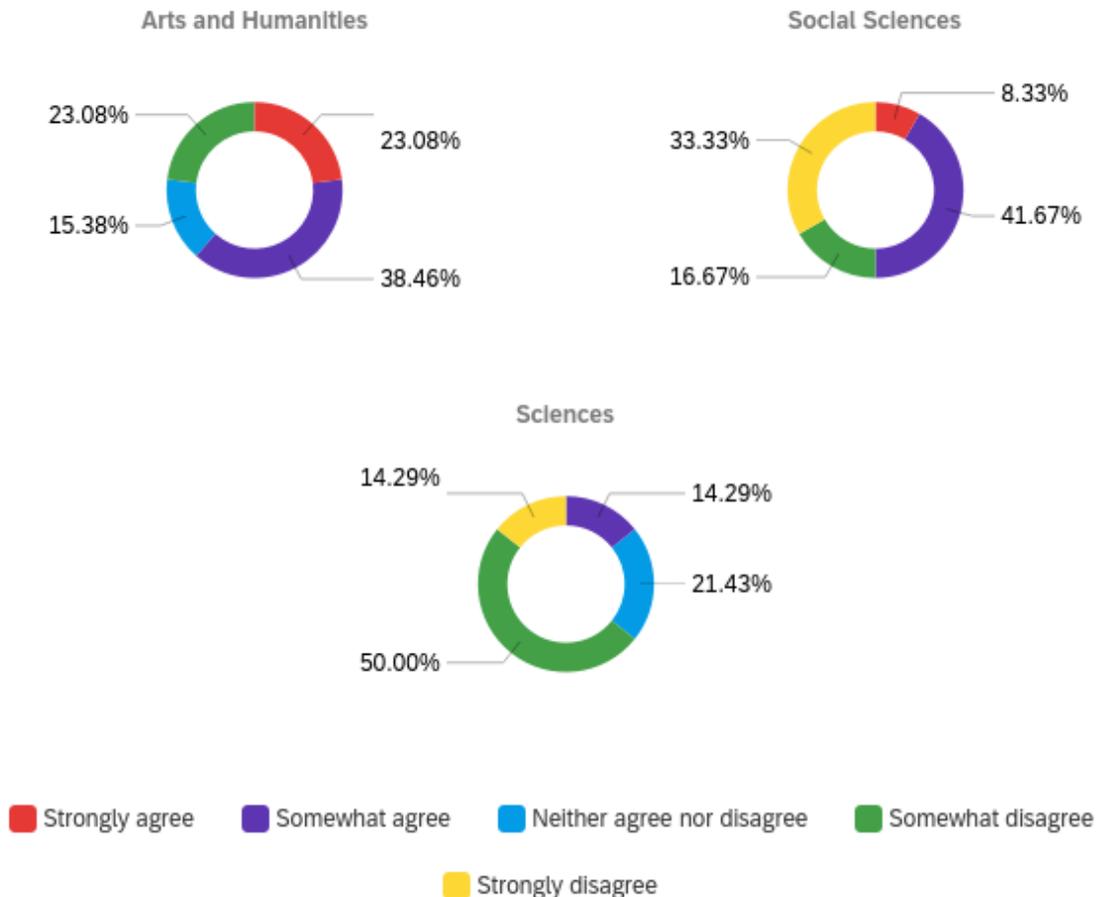
While this expresses the views of female students, our survey indicated that men were more likely to perceive that teaching style and approach to teaching adequately represented gender. When asked if they would like gender to be more fully explored and represented within their discipline, 84% of participants indicated yes, with those who indicated 'no' coming from the Social Sciences and Sciences departments and consisting of an equal split of teachers and students, the majority of whom identified as female.

When asked how gender should be approached in teaching and learning in their area, 79% of participants indicated it to be 'integral to content and approach throughout all learning' with 10% of participants (the majority of whom identified as female students in the Sciences), indicating that it should not be taught at all. The view that gender is not relevant for their discipline is reflected through a survey response from a female Sciences student: 'Gender is never mentioned except in context of wildlife. Is unnecessary in my degree' (UK Sciences

Female Student). An interview with a female member of senior management indicated that she did not feel all members of staff, with references to the Sciences in particular, considered the inclusion of gender as relevant in their field (UK Social Sciences Female Staff).

When asked whether they felt representations of gender in their discipline promoted gender equality, there was an equal split in participants who 'somewhat agreed' with those who 'somewhat disagreed,' with the majority of those who disagreed identifying as female.

**Figure 1 - Response to question 'Do you feel that representations of gender in your discipline promote gender equality?' (Broken down by discipline):**



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Students reported a lack of female professors (UK Arts and Humanities Female Staff) and the enduring imbalance among male and female staff teaching them, with several participants indicating a lack of female lecturers. The potential impact of this was noted by one student, 'As a 18yr fem identifying person I was less likely to ask for help or feel represented in my school when surrounded by old men' (UK Social Sciences 'Other' Student). There was a general recognition among interviewees of how the gendered makeup of departments had improved but that more work was required on this, as well as a consideration of the intersections between gender and ethnicity and the lack of black female academics at the institution. Surveys and interviews with students indicated the need to not only consider the way in which gender was reflected through the experts that are taught and the identities of different teachers, but also through the gendered experiences of students themselves. This incorporates who feels comfortable to speak in class and the pastoral relationships that staff do or do not form with students of different genders.

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## 2. How is gender presented as an issue and awareness in curriculum focus and approach of a UK HE institution?

Staff and student survey and interview responses identified gender as being presented as an issue and awareness in curriculum focus and approach in varied ways. As one female social science teacher (UK Social Sciences Female Staff) identified, this can include 'examples people use, the theories they have, how they present with their teaching materials... the way they write assessment questions and it could just be in the informal discussion and how people are with different groups of students within the classroom setting.' The broad ways that gender awareness was seen to be represented in curriculum focus and approach by participants included understanding of gendered experiences; where gender is located in curricula; and whose ideas are presented as expertise. Participants reflected upon the good practice of colleagues who took a broad, holistic approach to gender awareness in their curriculum focus and approach. The importance of responsibility for promoting gender aware teaching by colleagues beyond one's own teaching practice was also identified.

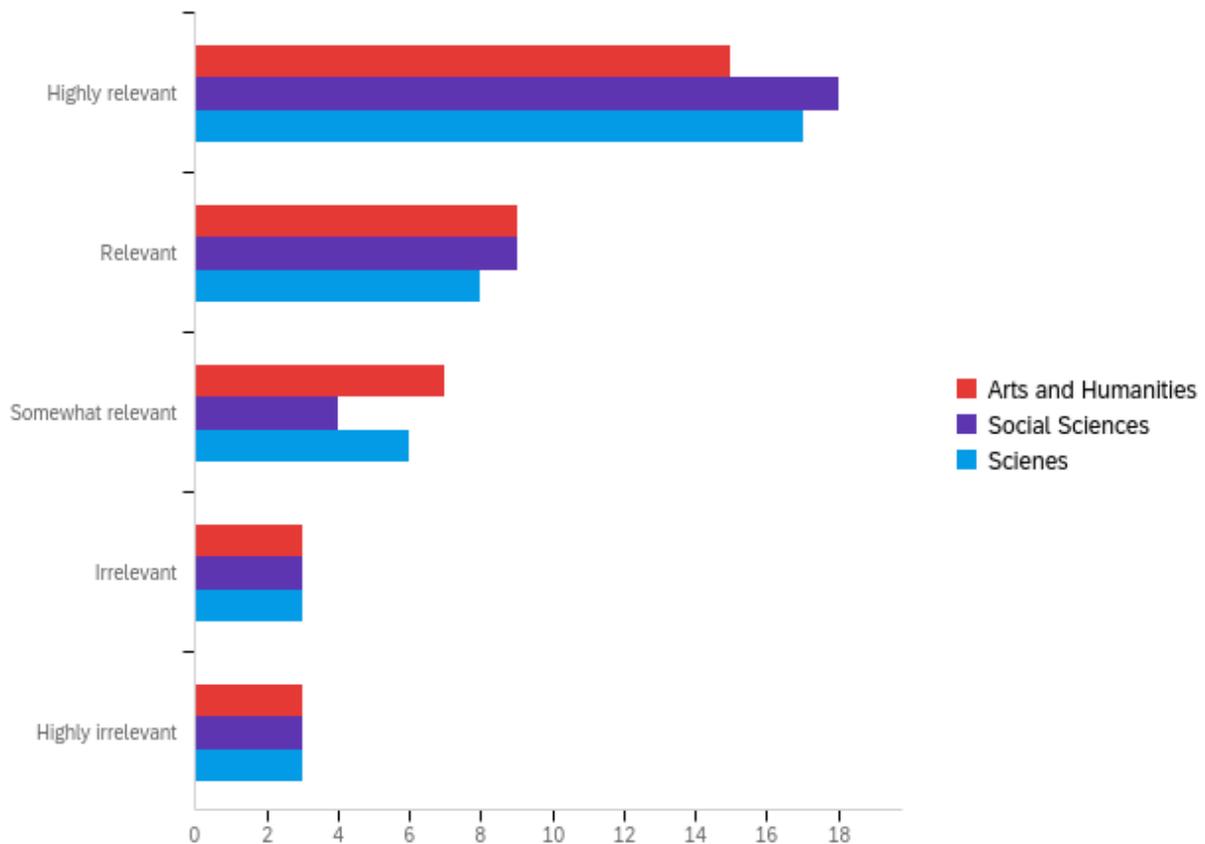
When asked, 'In what ways, if any, do you see gender as relevant to teaching and learning in your discipline?', male participants were most likely to see the topics that are taught and how people teach (for example using gender inclusive examples) as the most important ways in which gender is relevant to teaching and learning in their discipline, whereas women saw experts whose ideas are taught and valued as being most important. When divided by discipline, those in the Arts and Humanities saw topics taught as most important, while in the Social Sciences which experts whose ideas are taught and valued was seen as more important. Participants from the Sciences were most likely to respond that gender is not relevant to teaching and learning in their discipline.

The importance of university teachers demonstrating understanding around the significance of gendered experiences was conveyed by staff and students of different genders and disciplines. One student described it as a positive how teaching they had experienced on the Middle East had focused on women's experiences not as a separate niche topic but as a

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thread running through broader topics. They saw this as an example of how gender should and can be 'streamlined kind of neatly into the curriculum' (UK Arts and Humanities Male Student). One staff member (UK Arts and Humanities Male Staff) identified that much of the focus on integrating gender awareness is driven by students in 'student led topics' learning whereby students are encouraged to identify their own topics of interest and reading resources.

**Figure 2: Response to question 'To what extent to do you see gender as relevant to teaching and learning in HE (higher education) of the following academic disciplines':**



This issue of whose ideas are included as expertise in teaching was identified by staff and students across all genders and all disciplines. Again there was the idea that while 'there has been some progress when it comes to including the research of women scholars as well as women as subjects but more progress could be made' (UK Arts and Humanities 'Other'

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gender Staff). Another area discussed was careful attention by some university teachers given to representing diversity through means like examples given (UK Social Science Female Student) and pictures chosen for PowerPoint slides (e.g. UK Science Female Student).

Several staff and students identified the importance of gender awareness in individual teaching practices as forming part of a wider holistically inclusive approach: 'some of them [university teachers] are really interested in decolonizing and really interested in how to better incorporate a feminist view, not just gender not just like let's sprinkle in a couple of stories about famous women, the actual feminist worldview, some of them, really, really are' (UK Female Senior Leader). Finally, the importance of taking wider responsibility beyond our own teaching was identified. This female staff member described how students actively lead concerns around gender representation and will say 'I find this offensive and it's actually in my curriculum' and her responsibility then 'to feed back to the academic concerned or the department and say, have you had a discussion about this, because actually there are students who are concerned and find it offensive or disturbing or not handled well' (UK Female Senior Leader). While this was raised by a senior leader it was more widely relevant in terms of the responsibilities that we all have for ensuring an inclusive learning environment for diverse students.

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### **3. Which individuals, values and agendas are driving the inclusion, rejection and co-opting of gender as a curriculum focus and approach in a UK HE institution?**

When asked whether they felt that gender inclusivity in teaching represents the values, goals and institutional priorities of their university, 74% of participants said yes. 76% indicated this was a priority of their departments. The minority who did not consider it a priority of their departments came largely from Sciences and Social Sciences disciplines. The question of institutional priorities emerged in an interview with a female Sciences student who reflected upon how she felt the primary concern of the institution was to 'find money for research' and 'boost up its research presence.' The consequence of this was that the 'student orientated side of the university' was left to deal with gender inclusion (UK Sciences Female Student). Numerous other participants indicated the important role played by students with regards to including gender in HE teaching and learning, particularly 'political students' and 'student activists' (UK Arts and Humanities Male Staff), with the students union 'making sure that it is a priority that the university deals with' (UK Female Sciences Student).

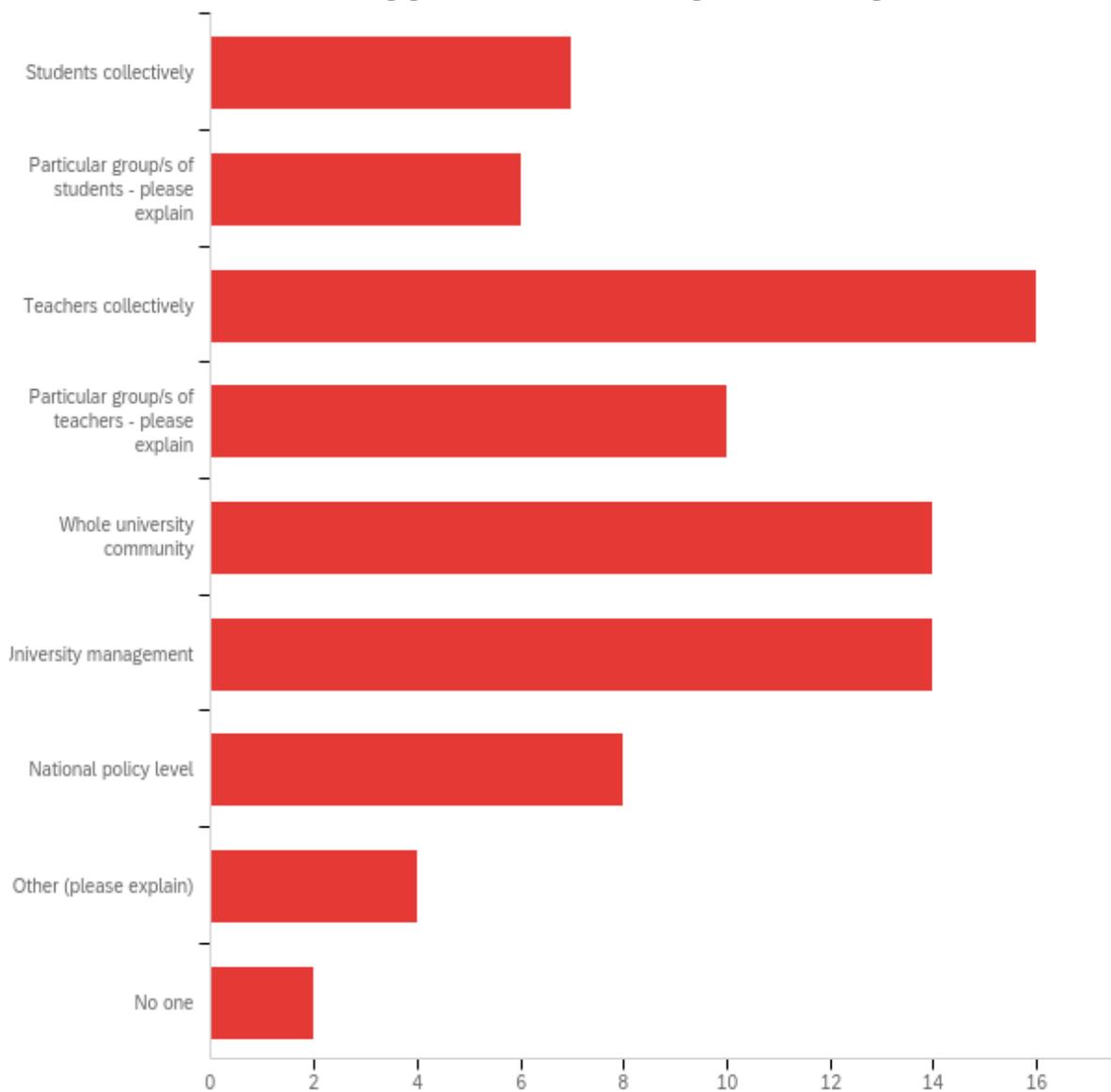
While no interview participants indicated that they felt there was any explicit rejection of the inclusion of gender in the curriculum, several participants across genders and disciplines indicated that there was a 'quiet' rejection in the form of what departments took up as priority, with some members of staff not taking the inclusion of gender seriously, whereby 'they just quietly just ignore it and go on doing what they're doing' (UK Arts and Humanities Male Staff). Interviews with students reflected upon how gender was not an area of concern or value for all teaching staff and this was made clear through how they regarded or disregarded students preferred personal pronouns, the examples they drew upon in class and their engagement with particular theories and texts.

When asked who takes responsibility for including gender in HE teaching and learning, the majority of participants felt this was the role of Teachers collectively. In response to who should take responsibility, participants indicated 'the whole university community', followed

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by teachers collectively, university management and national policy level. Some participants indicated an uncertainty around who takes responsibility of work related to gender awareness and inclusion in HE with comments such as 'I think we have an EDI committee, but I honestly do not know what they do exactly' (UK Social Sciences Female Staff). While the surveys and interviews did not typically name individuals or roles that they felt should drive the inclusion of gender as a curriculum focus and approach, an interview with a student in the Sciences indicated that the Director of Student Experience and their team within her department had had a pertinent role to play in creating 'open forums where students can talk about their experience' (UK Sciences Female Student).

**Figure 3: Response to question 'Who takes responsibility in your university for including gender in HE teaching and learning?'**



Participants from all disciplines across interview and survey datasets indicated that the question of who put 'gender' on universities' 'agenda' was work that was largely taken up by women (UK Arts and Humanities Male Staff). In an interview with a male Arts and Humanities teacher, they reflected upon the irony of how they had witnessed it being chiefly women who had put in the hard work that was required to receive an Athena Swan award, in order to demonstrate that the department was doing well in terms of inclusivity and equality (UK Arts and Humanities Male Staff). Generally speaking, students and staff across genders and

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disciplines highlighted the role of individuals, rather than a consisted approach adopted by the institution itself. This could result in some perceived 'randomness' in terms of engagement with gender, given that 'some teachers obviously care more than others' (UK Arts and Humanities Male Staff, UK Social Sciences 'Other' Student). A male Arts and Humanities lecturer commented on how as staff, they periodically received feedback from student reps on the desire for more gender diversity in our curriculum and while 'the Department usually resolves to act on this,' it tends to be the same groups of teachers and not necessarily spread out across all the department's teaching (UK Arts and Humanities Male Staff). Absence of coordinated policy for gender inclusivity in the teaching curriculum can mean that it comes down to 'personal agendas' and aims of individual faculty members who urge its importance, rather than translating into action across the board (UK Arts and Humanities Male Staff).

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#### **4. What are the challenges and opportunities in developing more gender equitable approaches in curriculum at a UK HE institution?**

When asked whether there were challenges in incorporating gender equality in HE teaching and learning, the overwhelming majority (83%) indicated 'Yes,' with the greatest challenge identified as 'teacher interest,' followed by 'teacher expertise,' 'lack of time' and 'student interest.' In an interview with a female member of staff in the Social Sciences, they commented on how as teachers, 'we have huge freedom in how we shape our syllabus', regarding the dispositions of the teachers themselves to be the chief barriers (UK Social Sciences Female Staff). She discussed how some staff may not have the confidence to make changes in relation to their curriculum or might feel 'fixed' in their approaches, whereas others might be more naturally 'experimental'. In addition to the worry of 'getting it wrong,' participants considered how some staff and students 'may not understand the value of diversifying material' (UK Social Sciences Female Student). In an interview with a female leader within the university, she reflected upon how the expectation that staff diversify their teaching materials with an aim for greater inclusivity may feel, for some staff, as a request that extends beyond the remit of what they have been specifically hired to do.

Male and female student and staff from all disciplines commented on the difficulty of not necessarily knowing what gender inclusive teaching and research is happening within the university. One female social science teacher commented on how 'There are amazing things going on, I just don't get to hear of them...the way our systems and processes work is everything is kind of in module silos, often possibly even the course directors don't know...' (UK Social Sciences Female Staff). Another challenge of incorporating a greater gender focus within the curriculum relates to how disciplines themselves are often reflective of male dominated sectors, which has implications for 'what the discipline considers important and relevant' (UK Social Sciences Male Staff). Participants across disciplines discussed the challenges of gathering materials which expressed the views of all genders (UK Arts and Humanities Male Student) and the difficulty of how the underlying materials and origins of particular disciplines presented barriers in and of themselves, given a lack of diverse

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representation of gender in terms of whose contributions were both known and valued (UK Sciences Male Staff). As commented upon by a social science teacher, there is a 'heavy reliance at undergraduate level on textbooks that are often dated' (UK Social Sciences Female Staff).

When asked to reflect on what they considered to be the key challenges to developing gender equitable approaches in curriculum, staff and student responses from across disciplines and genders raised the 'weight of tradition' (UK Arts and Humanities Male Staff) which was deemed 'male dominated' (UK Social Sciences Female Staff) and 'patriarchal' (UK Arts and Humanities Female Staff) such that students and staff were facing 'ingrained bias' (UK Sciences Female Student). Female students identified the ways in which the institution itself can feel unwelcome to women, with implications for gender equity in approaches to curriculum focus and teaching approach. This is expressed in an interview with a female science student who reflected upon how female students from black and ethnic minority backgrounds must adapt themselves in order to 'survive' within the environment of HE. She comments on how women are encouraged to go into STEM, but not always given the support to flourish within a white and male dominated environment (UK Sciences Female Student).

76% of survey participants favoured engaging with issues related to gender inclusion in HE in relation to other aspects of identity such as age, disability, ethnicity and religion. Strikingly, all interviewees raised the issue of decoloniality in relation to their curriculums, with several commenting on how issues related to equity and race were engaged with separately to issues related to gender. Teaching staff commented upon how these issues were discussed often in isolation, despite being part of 'the same conversation, the same struggle...' (UK Arts and Humanities Male Staff). The need to engage with gender in relation to other elements of identity was also taken up by students who reflected on the necessity of teachers to recognise the diverse backgrounds of the student body itself and to adjust teaching approaches to meet this diverse cohort (UK Social Sciences Female Student).

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## Recommendations

1. The majority of students and staff across disciplines indicated the need for gender focus to be integral in the approach to teaching and curriculum design, rather than approached only at the end of a module or in isolation.
2. In terms of experts drawn upon, one way to counter the prioritisation of what students regarded as often male dominated 'established' theories, is to engage with contemporary studies that are likely to be more representative of diverse backgrounds in terms of gender as well race and ethnicity. Students across disciplines raised the importance of being encouraged to draw upon diverse experts in their own work, as well as the need to be aware of how the identities of these scholars might inform the knowledge they produce.
3. It is not necessarily the content that requires changing, but rather the approach to teaching, with an identified need for more inclusive examples and respect the different gendered identities of the student body. This also has implications for the pastoral support that students receive.
4. It is recommended that institutions make greater use of social media to demonstrate the different work happening by lecturers of different genders and ethnic backgrounds, ensuring that the achievements of diverse students, teachers and alumni are being highlighted, with the potential of creating a more welcoming environment for people whose identities do not fit the institutional norm.
5. There is an identified need for greater staff/student collaboration. Increased synergy is recommended between Students' Union and institutional management, with a more 'allied process' such that the efforts of both sides are more clearly communicated to each other.
6. There exists potential opportunities for institutions to actively identify gender equality as an institutional priority in line with approaches to other topics such as climate change. It is recommended that the mainstreaming of gender needs to take place

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across all programs of study, thus ensuring that the inclusion of gender in teaching focus and approach does not remain an area taken up at the discretion of individuals and select departments but is regarded as an area valued by the institution at large.

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