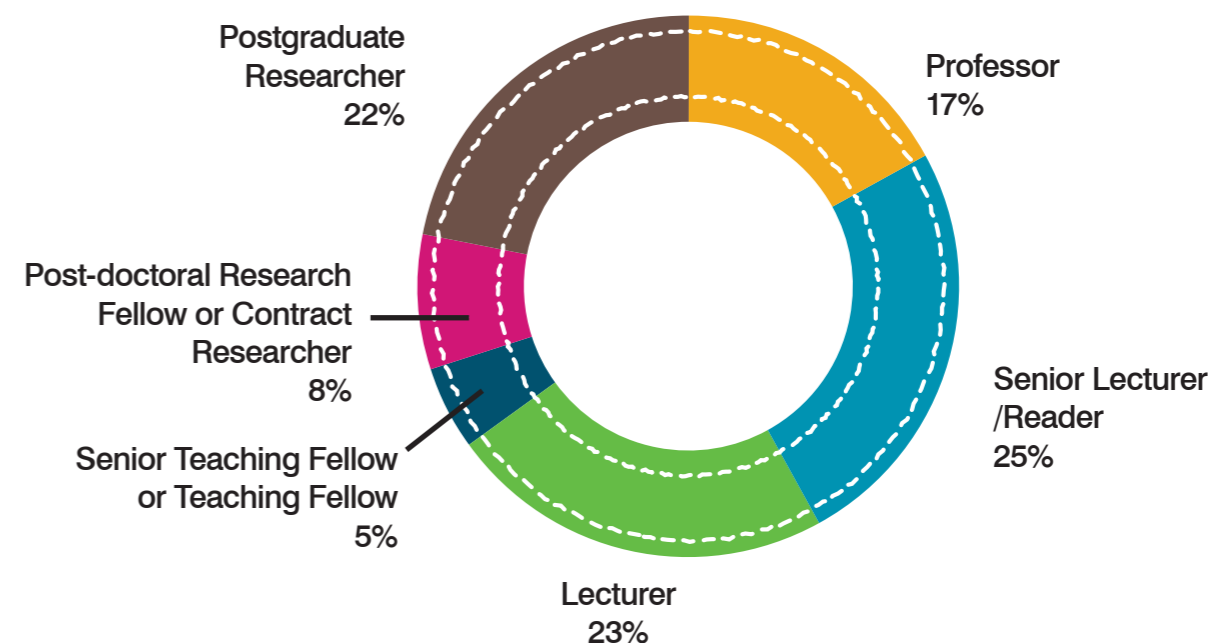


UPDATE

genderED Stakeholder Survey 2019

mapping gender and sexualities researchers and teachers across the University of Edinburgh

In Spring 2019 we conducted a survey open to all gender and sexuality researchers and educators at the University of Edinburgh. This was a chance for you to tell us about your experiences, needs and aspirations. We used the Jisc (Bristol) online survey. Responses: 120 individuals (2 excluded) from across 12 schools. All responses are anonymised and reported at the aggregate level of School.



Key Findings

"Having been here a very long time, I remember all too clearly how difficult it used to be to present these issues as mainstream and therefore suitable for core undergraduate courses. Things have now changed, our courses are changing, and that is wonderful. Of course it's a never ending struggle, but we are heading in the right direction after decades of passive resistance."

1. Institutional support is inconsistent

Is gender research valued? 14.6% feel that gender research 'isn't valued at all' or 'not so valued' in their school (rising to 20.8% in respective subject areas). For the majority of respondents gender research is 'somewhat valued' or 'very valued.' (80% for School level and 75.2% for subject area), with 10.3% reporting that gender research was 'extremely valued' (School) and 13.9% (Subject). In contrast to these positive responses, responses to other questions and free text comments raised issues of marginalisation and trivialisation of gender and sexualities studies scholarship (seen as 'separate' or 'inconsequential'), with one respondent noting a 'serious problem of discrimination against gender and race in both subject area and school.' Respondents repeatedly note a lack of support and a larger need for more institutional value attributed to gender scholarship more broadly.

"The impressions I receive from the school and my subject area are clear: gender research is inconsequential. Always. It's largely considered a backdrop, feminist studies, and women's issues. All of which contribute to the limitations of acknowledging its importance and how gender is integral to social sciences."

2. Making gender and sexualities studies visible

Respondents highlight the marginalised position and need for increased awareness and visibility of gender and sexualities research, researchers, and teaching. Both early career and established academics report their desire for more opportunities and forums to showcase their work. For example, 2:3 respondents are keen to use genderED to publicise their work. There are multiple requests for support to build connections and community through networking events and for seed-corn funding to support specific activities.

"Despite many years of demonstrating the real and potential value of gender scholarship and teaching (by metrics and reputation, student attainment and demand, levels of activity, awards and esteem, PhD numbers/performance, research income, KEI, and international collaboration) my Subject Area continues to regard the sub-field with benign neglect."

3. Resources and opportunities exist, but more is needed

More than two-thirds of respondents are interested in publicising their work through genderED. Networking events and funding for gender specific activities and research were also mentioned repeatedly. For example, 74% of early career and overall 65% of respondents asked for specialist feminist methods workshops.

As a long-term member of staff, I have good networks (gender scholars) across the University. The new courses like Understanding Gender in the Contemporary World and Intro to Queer Studs enables more formalised opportunities for teaching across the different Schools. Research networks tend to be within School and immediate cognate areas (eg the Gender Reading Group in SPS; Histories of Gender and Sexualities Research Group in HCA etc. genderED begins to provide the opportunity for networking and collaborating across Schools - and the 2018 Showcase was a great example of that. There's some opportunity to work in an interdisciplinary way with non-gender scholars but relies on personal contact."

4. Clarity and publicising genderED

What is genderED? As a relatively new initiative, it's perhaps not surprising that awareness about genderED is still patchy. Many respondents are unclear about the role of genderED and how to get involved. For example, 1:5 respondents are unsure whether or not if they are a member, and most respondents are either 'somewhat familiar' or 'not familiar at all' with the initiative. But many respondents are enthusiastic about genderED once they have learned it exists!. Going forward: genderED needs to do more to raise our profile, and to signpost existing resources (such as mailing list, website, teaching and research directories). We need to communicate that genderED is open to all gender and sexualities researchers and teachers, and relevant professional staff across the University.

Join our mailing list gender.ed@ed.ac.uk Follow us on twitter [@UoE_genderED](https://twitter.com/UoE_genderED)