



# WHAT WILL IT TAKE: EQUALITY IN LEADERSHIP BY 2030

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Science Action Plan

*The Transforming Women's Leadership Pathways event and the development of Plans took place online, and on Gadigal and Bidjigal land (Australia). We recognise the peoples of the Eora nation as the traditional custodians of the land (Australia). We pay our respects to Elders past, present, and emerging and extend this respect to all Aboriginal and Torres Strait Islander people. We acknowledge that this land has long been a place of teaching, learning, and creating. Sovereignty has never been ceded.*

*Arizona State University's four campuses are located in the Salt River Valley on ancestral territories of Indigenous peoples, including the Akimel O'odham (Pima) and Pee Posh (Maricopa) Indian Communities, whose care and keeping of these lands allows us to be here today. We pay our respects to their Elders past and present.*

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# SCIENCE WORKING GROUP ACTION PLAN

## Aspiration 2030

To redefine leadership in the sciences. Leadership is currently an uneven playing field, with a hierarchical leadership framework often biased against women. Through strategic development and nurturing of a leadership pipeline, plus development of a new leadership framework, the aspiration is 50/50 gender representation in leadership and decision-making roles by 2030.

## The current state of professions in the sciences - key findings and power statistics

Leadership pathways in academia focus on research prowess and formal qualifications (e.g. PhDs). There is a need to be considered 'authoritative' and human skills are generally not recognised. Women experience a lack of support.

The most visible leadership in the sciences are research group leaders, international conference chairs, and heads of department. Accolades and awards are used throughout careers to promote excellence and to shape and implement science research policy and progress. Publication metrics and awards

have significant diversity issues and are disproportionately low for women.

Male-dominated and aggressive work environments in the sciences (for example in the physical sciences, and similarly, but less, pronounced in biological sciences) are in no small part responsible for the slow progression of women. Several reports, for example, the "Breaking the Barriers" report from the UK Royal Society of Chemistry, note that bullying and harassment are major deterrents for early and mid-career women in science.

# Barriers and opportunities



## BARRIERS



The culture of aggression in the sciences exists and is well-recognised. This must be addressed and transformed if women are to progress apace with their male peers.



## OPPORTUNITIES



There is an opportunity to redefine leadership, recognising its existence at all levels, without restricting the definition of leadership to one style or career path. Ideally, reliance on publication metrics would be removed and the breadth of non-technical/human skills in leadership would be acknowledged.



Strengthening the ability to drive collaboration outside of the institution e.g. the synergistic relationship between academia and industry is important, and training options in business development for scientists would help them understand industry drivers, timelines and contexts, while still allowing them to focus on discovery and development.

# Recommendations



## PUBLIC AND ORGANISATIONAL COMMITMENT TO GENDER EQUITY

*Government, Industry and Universities*

- Organisational support and encouragement
  - Do not lower quality expectation for women, but encourage and make women believe they are capable and can achieve
  - Empower early career staff and develop a way of working and assessing that is fair to women
  - Support women to take on leadership roles early
  - Expansion of formal leadership development programs
- Create safe spaces for diversity of leadership styles, thought, background and experience in leadership.
- Recognise impact delivery is an important part of roles in universities, industry, and government
- Inspire and empower people in science to deliver impact beyond traditional domains, which is measured and captured as part of performance assessments

- Establish networks across institutions and disciplines that build understanding and collaboration across industry, government and academia, held in work hours so that women can participate
- Promote transparency. Feedback should not be anonymous – there is evidence that feedback systems may be poorly used when anonymous and may target women who have spoken out.
- Institutions need to recognise work in proportion to contract and set boundaries for work/life balance
  - Support women working part time, especially in promotion
  - Leaders need to set an example in setting boundaries (contactable hours, etc.)

## TRACKING AND PUBLISHING DATA/SETTING SPECIFIC GOALS

*Government, Industry and Universities*

- Develop examples for what metrics might look like versus performance for different relative to opportunity cases
- Establish clarity and transparency in all metrics involved in promotion and recruitment processes

*Universities*

- Deliver and recognise impact beyond traditional measures; ie human-centred attributes such as collegiality, engagement with communities, industries, government, and media.

## INCREASING THE PIPELINE

*Government, Industry and Universities*

- Create a culture of leadership at all levels with diverse pathways
- Develop and showcase various “career archetypes” that encourage women to envision multiple pathways to success and embed these considerations into formal policy and procedure.

*Universities*

- Empower early career staff to take on leadership roles early; develop a way of working and assessing that is fair to them.
- Targeted / personalised advice – identify potential, even non-traditional, pathways for developing research tailored to an individual’s circumstances and background.

## TRAINING AND MENTORING

*Government, Industry and Universities*

- Nurture women through proactive mentoring and constructive feedback
  - Tailor programs to the individual, stage of career and type of leadership
  - Ensure accessibility for junior leaders
  - Follow through with systems of consistent evaluation
- Provide training for new managers and leaders, including emotional intelligence, diversity and inclusion sessions
- Provide training for mentors and recognition for their contributions
- Allies: recognise that we need to train and include men to support and encourage women in their leadership journeys
- Establish mentoring as a team effort to avoid senior women in organisations becoming overloaded with mentees.
- Implement “360-degree mentoring” – a service one provides and receives
- Encourage staff to be peer mentors to colleagues and junior members of their teams.

#### Addressing Gender Pay Gap – Transparency

- Mentor and socialise women around the wage disparity – often women are uninformed/there is a secrecy around pay e.g. starting wages
- Knowing your worth – mentors can act as guides when in career transitions and advocate for fair pay recognition according to levels
- Institutions need to recognise the value of various roles and make pay transparent both in the point of entry and promotion

#### *Universities*

Support leaders by creating and expanding formal leadership and mentoring programs to develop human skills and drive impact

## RECRUITMENT AND RETENTION

#### *Government, Industry and Universities*

Ensure diversity on selection/promotional panels

- Equipped with criteria to recognise different leadership attributes beyond conventional publication metrics
- Include independent observers to ensure process is objective and unbiased
- Educate panellists with examples for each academic and performance level
- Note that men are often more likely to ask for promotion, loading, etc.

Develop policies that promote transparency in salary and remuneration levels that work towards reducing the gender pay gap.

#### *Universities*

Universities need to implement new promotional frameworks that recognise performance outside of research

- Human skills such as community engagement, pastoral support and mentorship
- Develop clearer promotions criteria / examples for “Social Engagement and Leadership” pillars
- Acknowledge the importance of science communication and engagement to deliver tangible output for public good

Allow flexibility/special consideration in promotions systems to ensure great displays of human-centred skills are recognised

Include references that can assess non-technical contributions and soft skills

Broaden criteria for referees who can vouch for non-technical/human skills

## Working Group Lead



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## Working Group Participants

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## Critical Friend

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## Student Ambassadors

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