International Journal of Contemporary Issues in Social Sciences
Volume 3, Issue 2, 2024 ISSN(P):2959-3808 | 2959-2461

EXAMINING THE INTERSECTION OF GENDER, ENVIRONMENT, AND UNIVERSITY LEADERSHIP IN ADDRESSING CLIMATE CRISES

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Received: May 05, 2024 **Revised:** June 9, 2024 **Accepted:** June 17, 2024 **Published:** June 30, 2024

ABSTRACT

The current research is pertinent due to the urgency of global changes in climatic patterns and emphasizes how important universities are as instruments for dealing with climate issues. Although the role of university leadership in establishing various environmental protection processes is well acknowledged in sustainable development, research has especially not addressed whether gender operates as an invisible or silent determinant that shapes these chameleonic leadership mechanisms and their corresponding responses/ approaches towards safeguarding the environment. Therefore, this paper reveals how gender the environment, and leadership in a university are intertwined with an environmental crisis being taken to pieces. Data were gathered using a qualitative method with semi-structured interviews of leaders in public universities (deans, directors, and heads of departments) from the region. The sample size was such that data saturation would be achieved and sufficient to represent the target population. Qualitative analysis was done using thematic analysis to understand the patterns and themes in the data collected. The coding was systematized under the following themes based on research questions. The themes that emerged were used to answer the questions from this study and make sense of all. These findings imply that they added to the existing literature highlighting how gender influences leadership practices and stances on environmental conservation. This article aims to provide pragmatic advice for administrators at institutions of higher education (IHE) interested in further disruptive efforts that will improve climate resilience on campus and nationally.

Keywords: Intersectionality; Gender; Environmental education; Eco Feminism; University leadership; sustainable development

INTRODUCTION

According to Morrow (2021), research on gender and environmental studies has thoroughly discussed the complex relationship between gender and the environment. This has led to calls for incorporating a gender perspective in efforts to formulate more sustainable and equitable approaches to development (Chircop, 2008). One of the key roles of research on gender and environment is to find out the effects of change in environment on males and females. There is overwhelming evidence that women suffer the most from environmental hazards such as climate change (Morrow 2021). Regarding the environment, one important perspective indicates that many women in developing countries are already expected to flow water and fuel for household-level tasks; as natural habitats become more degraded, these burdens will only increase problems for women (Foster 2021).

In response, researchers are interrogating gender dimensions of environmental vulnerability to establish how they may compound the resilience capacity of women (Foster 2021). Research on gender and environment and the role that gender plays in shaping environmental decisions, as well as affecting resource management (Morrow 2021). Women were somehow wilfully prevented from these spaces; and when they have been able to join, their participation has never led through into power.

Together, these perspectives are theories that symbolize the broader direction in which environmental governance should enable increased inclusion and equity in decision-making to be more global (Stoddart & Tindall, 2011), respectful of varied knowledge bases across sectors within society.

It is evidenced through the literature that university authorities are encouraging environmental projects for sustainable development (Hatten-Flisher & Martusewicz, 2018). Universities are unique among institutions of higher learning as a result they have the potential to effect massive change on concerning with climate. High-level sustainability objectives such as carbon capture (e. g greenhouse gas emissions) and environmentally benign buildings could be set by school administrators alone., or with them, what would assist energy savings via campus-oriented strategies over the next ten years also include on-site renewable power generative alternatives(EPOC). Through its simple existence as an environmental showcase, including the potential to mediate consequential changes in environment-related behavior by students and staff alike, which can have similarly magnified effects (Besthorn & McMillen 2002).

They also the potential for university administrators as well they have their own resource facilities and expertise to advance climate research, education in addition innovation (Braun et al. 2023). Research institutions and climate change centers should be set up where interdisciplinary scholars can work together to address issues (Chircop 2008). In higher education, college leadership can do things such as show that research about the importance of or possible responses to climate change is a top priority (Foster 2021). The university itself can set in place ways for teaching sustainability across the spectrum so students are prepared with an understanding of Science and Effective policy solutions etc. The interdisciplinary nature of such environmental programs gave students the tools to address critically important sustainable problems and allowed future generations of leaders to embrace a sustainability ethos.

Gender equality is one of the main enablers of sustainable environmental progress by strengthening integrated decision-making processes, increasing resource productivity, and addressing a more balanced share of access in securing environmental benefits (Gough & Whitehouse, 2018). Involving all genders in the decision-making processes regarding environmental matters allows different social sectors where both men and women are part to be taken into account what will have a more efficient result in the long run (Hatten-Flisher & Martusewicz, 2018). The management of resources may be female-biased and the benefits women receive from some resources are widespread. The promotion of gender equity remains a backbone in overall natural resource conservation because when allowed to do so, women use it more effectively, efficiently, and conservatively (Kitch, 2023). For example, women's contribution to sustainable agriculture, water resources management, and conservation of forests has been proven to enhance production, yield stability, and response time of the system, in cases when change or disturbance occurs; and ecosystem health (Kwaymullina, 2018).

A rights-based approach is predicated on the ethos that, regardless of where citizens are located at any given point in time or place beyond judicious human concerns that arise citizens will become able to ensure sustainable development only our can safeguard resources needed to keep a broader base society-wide ends supplies wellbeing originate secure when tokens populations enjoy more equitable power like women also require accessible and safe drinking water save clean (Morrow 2057). Gender equality may lead to environmental sustainability by detecting and intervening in inequity gaps that hinder achievements related to natural resources, gender equality is a key concept for achieving a sustainable environment that provides social justice, and resilience aid tools to strengthen community empowerment action into the socio-environment interface as well. Although greater attention is now being given to the need for urgent action on climate crises, little understanding exists as to what university leaders can do in this respect - particularly with regard to gender and environment (Shaddad, 2023). As such, this research seeks to explore gender and environmental university leadership in the transversality of administering climate change.

Literature Review

Ecofeminism is a philosophical and political position that began in the 1970s by connecting ecological and feminist concerns, understanding them as resulting from not only similar social conditions but from oppressions rooted together between women, men,

and nature itself (Gaard,1993). Singh (2023) also intersects the feminist and environmental justice movements by identifying their shared roots in a system of patriarchy that is fundamentally about domination, exploitation, and control. Two of the most basic tenets are that (1) ecofeminism disrupts binary and hierarchical thinking which is founded on distinctions, such as nature vs culture or women vs men. It posits that the patriarchal hierarchy views nature (and women) as something to be dominated and exploited (Plumwood, 1986). Ecofeminists advocate for a holistic understanding of the environment that values interconnectedness, diversity, and sustainability (Buckingham, 2004).

Ecofeminism encompasses various strands and approaches, but they all share the common goal of dismantling oppressive structures and working towards ecological and gender justice (Stoddart & Tindall, 2011). Some key themes and concepts within ecofeminism include (Ruether, 2012).Ecofeminism recognizes that systems of oppression, such as patriarchy, capitalism, racism, and colonialism, intersect and reinforce each other. It acknowledges that women's experiences of environmental degradation and exploitation differ based on factors such as race, class, and geography (Warren & Erkal, 1997). Ecofeminism emphasizes the importance of care, nurturing, and interconnectedness as values that can guide human relationships with both other humans and the natural world (Gaard, 2015). It challenges the dominant ethic of exploitation and advocates for an ethic of care that recognizes the intrinsic value of all beings (Gaard, 1997). Ecofeminism encourages active engagement and resistance against environmental destruction and social injustices. It supports grassroots movements, community organizing, and direct action as means to challenge oppressive systems and promote sustainable alternatives (Warren, 2018).

Some strands of ecofeminism explore the spiritual and cultural dimensions of our relationship with nature (Wiyatmi et al., 2023). They highlight indigenous knowledge systems and ancient wisdom that foster a deep respect for nature and promote sustainable ways of living (Maria & Vandana, 1993). They include ecofeminist challenges to industrial agriculture and struggles for sustainable food systems, resistance against environmental communities of color disproportionately affected by toxic waste dumping-and initiatives promoting women's leadership in environment policy-making (Howell 1997). Critics of ecofeminism object to this first position; they argue that if we say women are more inherently nurturing or environmentally conscious, then essentializing gender categories - the idea men and women have natural roles in society can be problematic. Still, others raise concerns that ecofeminism may not be able to do the work of intersectionality well, emphasizing its need for more inclusive and responsive articulations of diversity.

Ecofeminism, finally in conclusion, it is believed that ecofeminism seems to be a good starting point for people looking at the many ways gender and environment intersect. It is a conceptual framework for resisting patriarchy and (human/ex-human/extra-human) exploitation, nurturing care-based ethics, and enacting sustainability and justice. In recognizing the inherent links between gender and nature, ecofeminism adds to conversations on social change and environmental movements more generally by offering a vision of a future in which both women can be protected as well as planet Earth (Shiva & Mies, 2014).

Climate change, morality, rights, and gender

The urgency of climate change as a global imperative uncovers important ethical (moral) dimensions that intersect with ideas about rights and gender generally (Besthorn & McMillen, 2002). This complex intersection represents the need to deeply understand climate justice and includes ethical elements involved in defining the governance and rights of affected communities with gender-specific aspects related to vulnerability (Gaard, 2017). This raises moral issues regarding intergenerational justice, as the decisions and actions of a current generation have repercussions for future generations (Chircop 2008). The recognition of human suffering and the decimation to other species, depriving ecosystems gives rise moral consideration - we have a responsibility both to reduce global warming but also help others contend with what has become inevitable in many cases (Sargisson, 2001).

Climate change human rights-based approaches focus on the understanding and protection of affected populations' fundamental rights against climate impacts (Foster, 2021). Foster (2021) mentions that climate change may negatively affect many human rights, such as the right to life or health, food and water, and adequate housing. For example, with sea level rise and severe weather events resulting in

displacement, this fervently contests the rights of communities directly impacted (Gough & Whitehouse 2018). Additionally, changing environmental conditions can pose cultural rights threats and potentially change or eliminate traditional Indigenous peoples' rights to the lands and resources with which they are deeply engaged (Hatten-Flisher & Martusewicz, 2018). To achieve equitable, just, and dignified outcomes for all persons implementing the guiding principles of human rights in climate policies and actions becomes critically important (Puleo, 2017).

As Kitch (2023) notes, gender underpins vulnerability and resilience to climate change. Women, particularly in less developed countries experience impacts that are not evenly distributed as they continue to be confined by traditional roles where their access to resources and decision-making authority is limited (Kwaymullina, 2018). Gender inequalities intersect with climate change to further the plight of women (Morrow, 2021). For example, their exposure to health risks can increase due to more caregiving after a climate disaster or fewer possibilities for accessing water and sanitation (Shaddad, 2023). However, women are also drivers of change and have local knowledge and capabilities for coping with climate change (Singh, 2023). Therefore, understanding the role and promoting gender equality with respect to climate action is fundamental. This is important for women to participate in decision-making processes and the equitable distribution of benefits/resources, resulting in more sustainable & just responses to climate issues (Stoddart & Tindall, 2011).

Addressing climate change through a moral, rights-based and gender-sensitive lens allows for the inclusion of several different actions and policies (Warren, 2018). For instance, recommending principles for climate justice such as when it comes to provision of "polluter pays" and the need is adequate finance or common but differentiated responsibilities that stresses on developed should assist vulnerable countries in preparing be able to prepare (Wiyatmi et al; 2023). It also requires the active participation and inclusion of socially subordinated individuals such as women in decision making processes and climate-related policies (Besthorn & McMillen, 2002). Here it emphasizes the importance of integrating, in climate education and awareness programs, ethical elements that allow individuals to be aware so as not only to take action but also advocate for a justice on environmental context (Sargisson, 2001).

Material and Methods

Transcendental phenomenology research design was used in this study. A philosophical research design which was conceived by Edmund Husserl at the beginning of 20th C. Husserl's phenomenology brackets or suspends any assumptions about what the experience of an external world might be and seeks to identify those structures relevant for human consciousness. Like Descartes, transcendental phenomenology is not interested in empirical facts or what the reality of things may be, but it seeks to grasp how we experience that which appears and gives sense and meaning to human experiences (Worthington, 2013).

It is evidenced through the literature that 20% public sector universities of Punjab, Pakistan have their policy document on environment. So the population of the study was consisted of all those public sector universities who have their policy document on environment. The sampling strategy was involved criterion sampling of university leaders, faculty members, students, and other stakeholders involved in climate action initiatives. The participants were selected based on their knowledge, experience, and involvement in addressing climate crises. The researchers developed an interview protocol that was involved several steps to ensure that the questions were clear, relevant, and aligned with the research questions. The experts were asked to validate the interview questions using the established standards. Changes were made to the interview questions in light of the mock interview.

Data were gathered through in-depth interviews with six male and twelve female university-level leaders. The interviews were conducted in person, and all respondents were informed beforehand about the recording of the interviews (Bachiochi & Weiner, 2004). Recording the interviews was deemed acceptable as it ensured more efficient acquisition of interview data (Clark & Vealé, 2018). Taking handwritten notes during the interviews proved to be relatively inaccurate and led to the possibility of missing several key points. Recordings enabled the interviewers to pay attention to the content of verbal cues within interviews, thus assisting in creating a verbatim transcript (Palinkas et al.2015).

Participants were willing to provide their responses in an audio format, with the assurance of

confidentiality (Lawrence & Tar 2013). The researchers stated that they would not generalize the perceptions expressed by them to others. The original ideas of the participant were taken seriously and discussed openly, but any additional thoughts were treated very carefully by consistently (Meurer et al., 2007). They then parsed through each the transcriptions and recordings in depth, including analyzing linguistic cues - particularly those that rely on intonation patterns. This required that in the post-interview stage, clinical investigators reviewed all interviews and contacted each participant for verification and repeat review to ensure accurate transcription (Sandelowski, 2000). Several types of member checking were given to the participants to validate those data. This involved the collection of inputs from participants and modification when necessary. The data and the interpretations were both transformed (LeCompte, 2000). To maintain credibility and authenticity, the researchers included a unique fictional code number for each participant with their approval so that responses could not be mixed up. Researchers therefore reassured us of the trustworthiness and conformability of their study by submitting transcriptions along with analysis, to participants for validation that it resonated with what they had said (Jacelon & O'Dell, 2005).

The qualitative data underwent analysis using QSR International's NVivo 12 software to assist in the examination and coding of transcripts. The researchers independently conducted coding of the transcripts by condensing the language into specific categories. Open coding was utilized, involving a thorough examination of the transcripts line-by-line, allowing patterns and categories to naturally emerge through observation, following the principles proposed by Glaser and Strauss in 1967. Text was coded when it met specific criteria relevant to a categorical definition. In addition to exploring the a priori research questions, further coding was conducted to investigate career challenges and strategies. Category labels and definitions were established collaboratively among the researchers, while maintaining blindness to the specific text included within each category by other researchers. Based on consensus until no new categories or subcategories were identified. This process indicated theoretical saturation, suggesting that additional data collection and coding were unlikely to reveal new emerging themes (Bryman & Burgess, 2002).

Once the categories were independently coded, they were discussed in meetings to finalize the coding. To refine category definitions and reduce bias, consensual validation was employed. Agreement was achieved among the researchers regarding the categories and their content, and coding was adjusted accordingly. Only categories mentioned by 25% or more of the participants were considered as themes. To examine the relationships between categories, axial coding was employed, resulting in the identification of eight primary themes (Sapsford & Jupp, 1996).

Data Analysis

After analyzing interview transcripts, the following key themes were developed.

- Gendered Experiences and Perspectives
- Institutional Policies and Practices
- Intersectionality and Marginalized Voices
- Collaborative Approaches and Partnerships
- Educational Initiatives and Student Engagement
- Leadership Strategies and Innovations
- Barriers and Enablers
- Ethical Considerations and Social Justice

The female leaders explained the importance of gender-responsive leadership.

"Having been female leaders in the university space, we understand only too well how crucially entwined gendered experience is with climate crises and action at this level of leadership. It is demonstrated to both address key environmental issues at hand, and that Gender-responsive leadership must be part of a holistic approach in confronting such challenges. Through mainstreaming a gender lens in our decision-making processes, policies, and practices we can be all-inclusive hence empowering women to take part while allowing them access to gender equality in climate action efforts".

When female leaders were asked about the need for inclusive and diverse perspectives, they stressed that;

"Given the intersections of gender, environment, and university leadership in responding effectively to climate crises, there is a need for multiple voices. Adding to the diversity aspect, as female leaders we have different perspectives and experiences. We need women at the decision-making table so that climate policies, legislation, and projects truly reflect their adverse experiences and also contribute to empowering resilient response"

Reply highlighting cooperation and partnerships, they contended;

"Meeting the climate threats obliges cooperation and associations at numerous levels. Also, as female leaders in the university sector, we understand that working with diverse stakeholders - such as women's organizations and community groups and experts from fields like gender studies or environmental science - is key. We should collaborate, we can do more and have a real impact by partnering with others around us to strengthen our university leadership not only in the field of climate policy but also taking into consideration gender aspects"

Reply concentrating on instructive initiatives, the majority of female leaders mentioned that;

"The university educates and helps empower the next leaders in very crucial roles. We respect sculpting and environmental studies in our curriculum, carry out interdisciplinary research, and offer climate action with a gender setting for students among others. If we educate students about the implications of gender, environment, and leadership in universities together, then our leaders could have a broader vision for confronting global responses to climate crises necessary with inclusivity embedded within it"

Reply speaking systemic fences and endorsing alteration, it was mentioned that;

"Achieving true gender equality and realizing sustained development are factors that remain inherent to one another, these however do not exist if we as a world continue failing to address the underlying systemic issues which undermine our ability toward tackling climate crises. We pledge as female leaders to sensitize, motivate, and challenge gender bias, provide opportunities for women in leadership positions & foster enabling environments that enhance the participation of women at all levels. Advocate for institutional change and policies that are gender-responsive to ensure we make progress in our fight against the climate crisis"

Reflection

Women leaders appear to have a general understanding of the challenges women face, and recognize that these are unique, with errors from others); identity (who they see themselves as developing;) normalize things. These perspectives underscore the need for diversity, equity, and a gendered perspective in university leadership to address climate issues. Explore ways university policies, processes, and practices can help universities meet the constraints of equity - gender-based or otherwise - in addressing climate issues. This would involve taking stock of how our gender-inclusive policies are working - and measuring their impact; providing for equality in the area where decisions happen (leadership) through leadership development programs, gaining access to it, etc.

Intersectionality and marginalized voices (concerning gender, environment & University leadership about climate issues. The theme will look at how gender intersects with other dimensions of social identity such as race, ethnicity, class, and disability to inform leadership pathways about climate change. This collection aims to explore the role of collaborations, and partnerships as well as between universities, community organizations, and stakeholders in supporting gender-responsive climate action. This theme would address gender analyses of the advantages, limitations, and impacts afforded through interoperability in confronting climate problems. Looking at the role of institutions in educating students about gender-sensitive climate action and incentivizing their participation. This theme would focus on realizing how colleges are weaving concepts of gender into their programs, making a more effective method for student learning and empowering the next generation to address climate change. Investigating the tactics, innovative practices as well lessons learned by university leaders tackling climate change through a gendered lens. It is a theme that could examine best practices, initiatives, and programs done to blend gender-environment-university leadership in climate action efforts. The barriers and enablers that affect the leadership of women in responders to climate change problems in universities.

This theme would examine factors such as unconscious bias, organizational culture, work-life balance, and support systems that influence women's participation and advancement in climate-related leadership roles. Examining the ethical dimensions and social justice implications of gender-informed university leadership in addressing climate crises. This theme would explore questions of equity, fairness, and inclusivity, focusing on how gender-responsive approaches can contribute to more just and sustainable outcomes in climate action.

Document analysis

Themes derived from literature review and interviews led towards key findings. To support these findings document analysis was conducted. As mentioned above that 20% public universities of Punjab, Pakistan have developed policy on environment. The researchers were specifically perform the content analysis of these policy documents on environment. The results of analyzing the environmental policy document of a university depended on specific content and goals outlined in the policy. However, here are some potential outcomes that were derived from such an analysis:

Through policy document analysis the researchers evaluated the effectiveness of the university's environmental policy in achieving its stated goals. In most of the cases the policy did not addresses key environmental concerns. It did not include the strategies for implementation and monitoring progress.

The researchers also identified the strengths and weaknesses of the environmental policy. This involved that the policies did not align with international environmental standards but it promoted sustainable practices. The policies considered the university's specific context and resources, and it addressed the potential challenges or barriers to implementation.

The analysis accessed that how well the environmental policy was integrated into the university's overall operations, planning, and decision-making processes. It was examined that the policy did not support by dedicated resources. Although it was effectively communicated to relevant stakeholders but it was not considered in the university's infrastructure development, procurement, and waste management practices.

Although the stakeholders i.e. students, faculty, staff, and local communities were consulted in policy development there were no mechanisms for feedback and participation. A lack of partnerships or collaborations with external organizations working on environmental issues was also found.

Discussion

The intersection of gender, environment, and university leadership in addressing climate crises is a critical area of research that sheds light on the complexities and opportunities within this domain (Besthorn & McMillen, 2002). In this discussion, we will delve into some of the core components of this research field that address central social issues; among these are gender-responsive leadership, where universities fit in within climate action, and related topics such as leading a just recovery. At first, gender-responsive leadership is necessary to solve the world's challenges of climate change (Braun 2023). "For example, do respect the many diverse experiences and viewpoints brought by woman leaders through navigation in environmental alphanumeric uploads. Regarding participatory gender-responsive leadership, it stressed that "gender-responsive leadership refers to the extent leaders systematically and deliberately ensure women's views are central in decision-making processes while enhancing their ability to equitably participate as gender equals within positions of significant influence (Foster, 2021). This method allows for a deeper analysis of the different causes and types of climate crises whilst assisting in crafting solutions, policies, and initiatives that are adapted to the needs of diverse groups.

Research, education, and community engagement that occurs at universities are critical to addressing climate challenges (Gough & Whitehouse 2018). Universities may influence sustainable practices and policy changes, as well as empower individuals to act in the position of centers of knowledge and innovation (Hatten-Flisher & Martusewicz 2018). Gender and environmental studies should be included in curricula which will enable universities to sensitize and provide knowledge necessary for students on how best they could relate to the issues of climate change from a gendered focus point (Kitch, 2023). Colleges can also provide leadership in future directions by sponsoring multidisciplinary research that advances gender-equalities and climate-sustainable paradigms.

We must acknowledge and work on the intersectionality of gender & environmental issues. Gender intersects with other social identities such as race, ethnicity or descent, socioeconomic status, and ability (Kwaymullina, 2018), all of which will influence the exposure to climate change impacts. We must understand the multiplier effects of groups left out, and construct inclusive solutions aimed at their needs (Morrow, 2021). University leadership can advance climate solutions to be equitable and just if they adopt that intersectional lens so no one is left out.

Gender experience affects people's environmental relationships as well as their response to climate

emergencies (Shaddad, 2023). Singh (2023) writes that the barriers women face are manifold; resource access, climate change impacts, and gender-based violence flow in environmental directions. We need to capture and acknowledge this gendered reality for climate action to be genuinely effective. By being cognizant of how gender norms, roles and inequalities affect engagement in the environment university leaders can develop interventions that empower women, promote equality between genders, spurring resilience to climate change.

Efforts directed toward enhancing research and scholarship on the nexus of gender, environment, and university leadership may certainly have greater potential for inclusivity, creativity & revolutionary change in solving climate issues (Stoddart & Tindall 2011). By allowing diversified views and experiences, universities could foster a creative climate of collaboration for novel, more inventive, or sustainable solutions (Warren, 2018). Prompting to gender-inclusive and women-focused decision-making as solutions! Gender equality preserves the success of climate action by ensuring a holistic, context-based, and just approach. Collecting the dots between gender, environment, and university leadership - in arresting climate catastrophes requires detailed strategies. This study examined gender-responsive leadership and the role of universities in two main frameworks intersectionality, and understanding gendered experiences. The leadership positions at universities, therefore, by respecting the different views and experiences of women leaders and combining theories from gender studies with environmental sciences can help to result in a more sustainable future that addresses climate challenges.

Conclusion

In light of these findings, it is apparent that gendered experiences and perspectives are salient for addressing climate concerns within higher educational institutions. Replies from female leaders illustrate the unique barriers that women face, why diverse representation matters and what skills & perspectives they bring to climate action. This suggests that an intersectional methodological approach, or one in which the nature and complexity of gender is paired with race, ethnicity, socio-economic status and even disability when discussing leadership' should be paramount for equity oriented quality standards. In addition, the research highlights the role of collaborative actions and partnerships in advancing gender-responsive climate efforts. Working with community groups, stakeholders and in collaboration can help universities leverage this growth for greater impact on climate challenges from a gender perspective.

Recommendations

- Universities can produce agents of change and leaders who will help tackle climate crises inclusively and sustainably by embedding gender together with environmental education into the curricula.
- Addressing gender in conjunction with climate action is necessary for real leadership approaches and advances. Best practices in responding to climate crises, which deploy insights from this research, present a fusion of gender and environmental action with leadership at the university scale.
- The research also identifies barriers and enablers to women in climate-related representation & leadership positions. Unconscious bias, organizational culture, work-life balance, and support systems all contribute to the extent of women's involvement in university leadership for climate action.
- Finally, ethical and social justice considerations are vital elements to bear in mind. This research implies that gender-responsive approaches result in more fairer and sustainable outcomes for climate action, based on justice, equity, and inclusion.

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