



Leading and Managing Change in Higher Education

Gender Equality in Higher Education and Research

17th September 2015
Gori, Georgia



Women in leadership

Women in Europe:

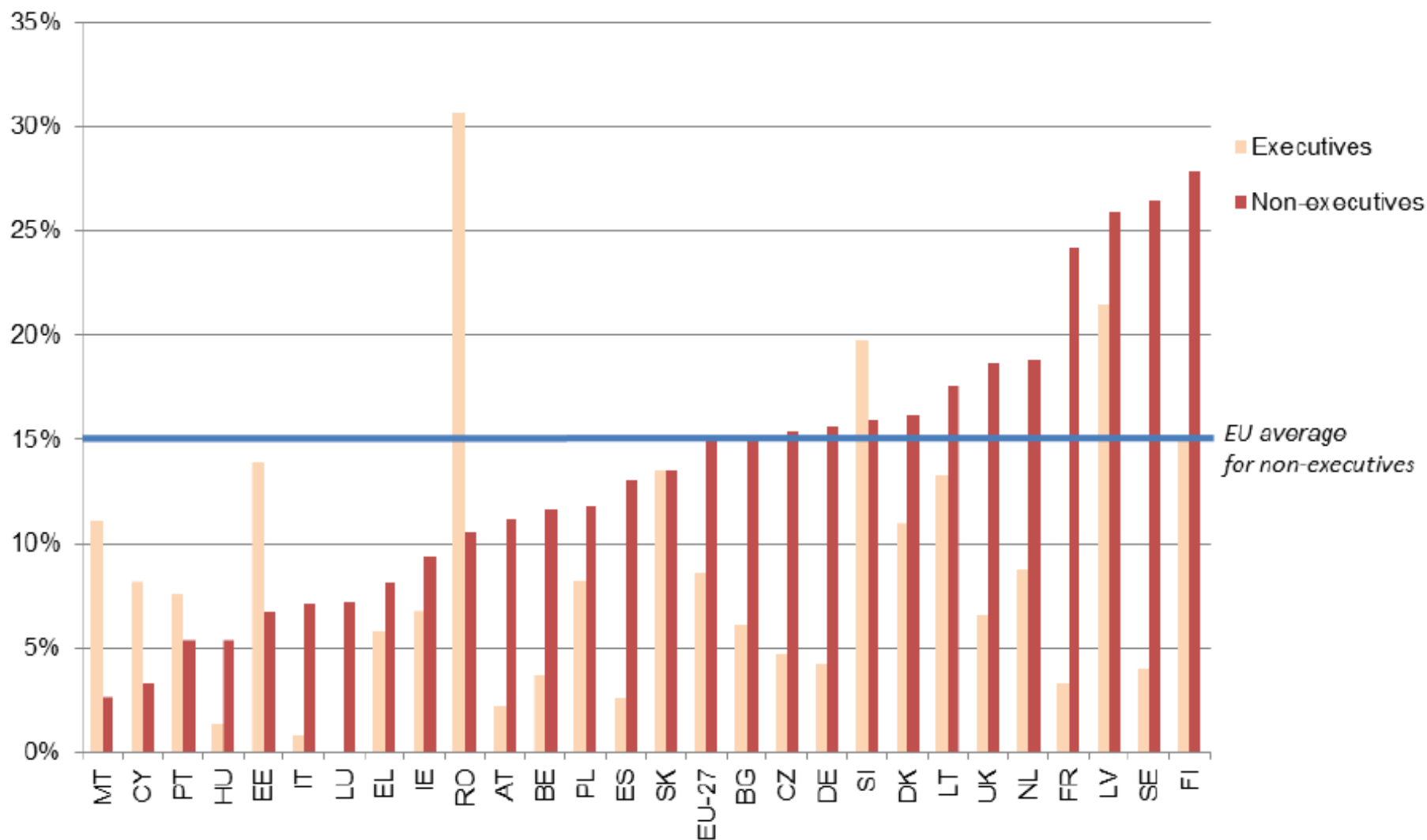
60% of university graduates

45 % of employed people

13.7% of board members in the major publicly listed companies

3.2% of chairpersons in the major publicly listed companies

Figure 2 – Women on the boards of the largest listed companies: executive and non-executive members (January 2012)



Source: European Commission's Database on women and men in decision-making



The EU response:

- **Gender mainstreaming**
- **In the past – non-binding recommendations**
- **2011 - ‘Women on the Board Pledge for Europe’** - call for publicly listed companies in Europe to voluntarily commit to increasing women’s presence on their boards to 30% by 2015 and 40% by 2020
- **EU member states developed voluntary initiatives** for increasing the participation of women in economic decision-making
- **Legislative measures in the form of binding quotas in some European countries –** Norway, France
- **2012** - proposal for a directive on improving the gender balance on corporate boards - 40 % presence of the under-represented sex among the non-executive directors to be reached by 2020 for companies listed on stock exchanges and 2018 for listed public undertakings.



Tempus



Gender equality in research and science

The growing number of women who are top-level graduates is yet to translate into gender equality in senior Higher Education leadership, research and top positions in the Higher Education Sector.

Proportion of women ISCED 6 graduates (2012) and compound annual growth rate 2002-2012

Country	Women ISCED 6 graduates	Women		Men	
		Growth	Trend	Growth	Trend
EU-28	47	4.4		2.3	
BE	44	7.4		3.9	
BG	52	9.5		10.1	
CZ	41	9.3		6.1	
DK	45	6.5		3.7	
DE	45	3.5		-0.4	
EE	51	-1.5		2.1	
IE	49	13.0		9.0	
EL	44	5.5		2.5	
ES	49	3.9		2.6	
FR	43	6.0		5.6	
HR	55	21.7		13.4	
IT	53	10.2		9.5	
CY	50	14.7		21.7	
LV	60	15.8		21.7	
LT	57	0.4		0.1	

Proportion of women ISCED 6 graduates (2012) and compound annual growth rate 2002-2012

Country	Women ISCED 6 graduates	Women		Men	
		Growth	Trend	Growth	Trend
LU	51	20.8		-17.6	
HU	46	2.7		2.0	
MT	46 (6/13)	:		:	
NL	45	6.3		3.5	
AT	42	2.4		0.6	
PL	53	-0.2		-3.7	
PT	56	0.3		-1.0	
RO	55	11.3		5.0	
SI	50	7.1		4.9	
SK	49	13.6		9.9	
FI	51	1.2		-0.3	
SE	46	0.8		-1.5	
UK	46	4.7		2.9	
IS	53	26.5		20.3	
NO	48	9.5		4.6	
CH	43	5.2		1.1	
MK	49	9.8		12.5	
TR	47	9.7		3.9	

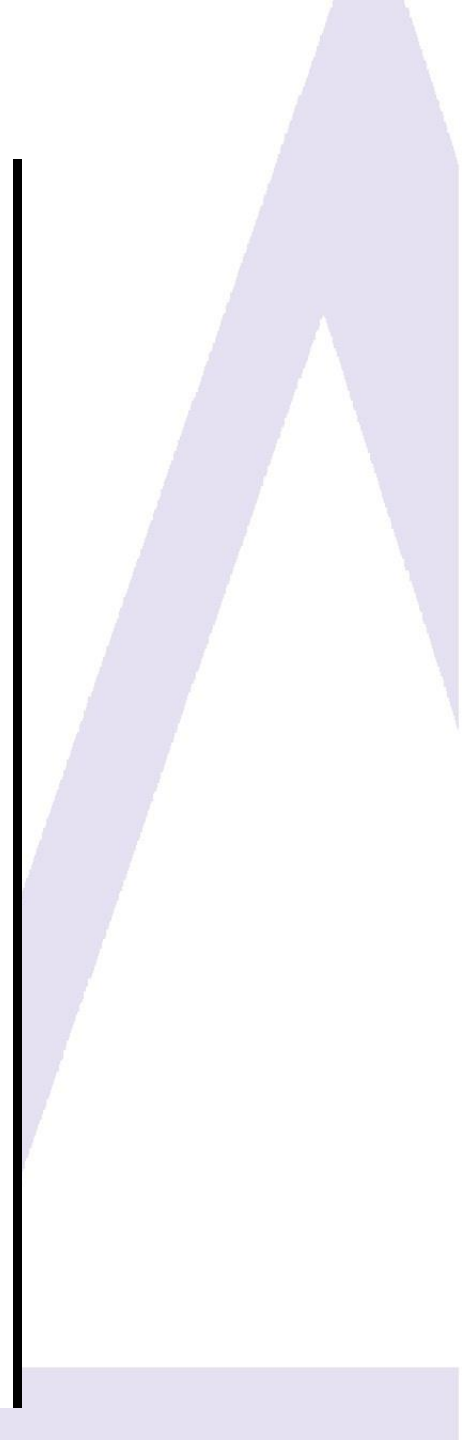
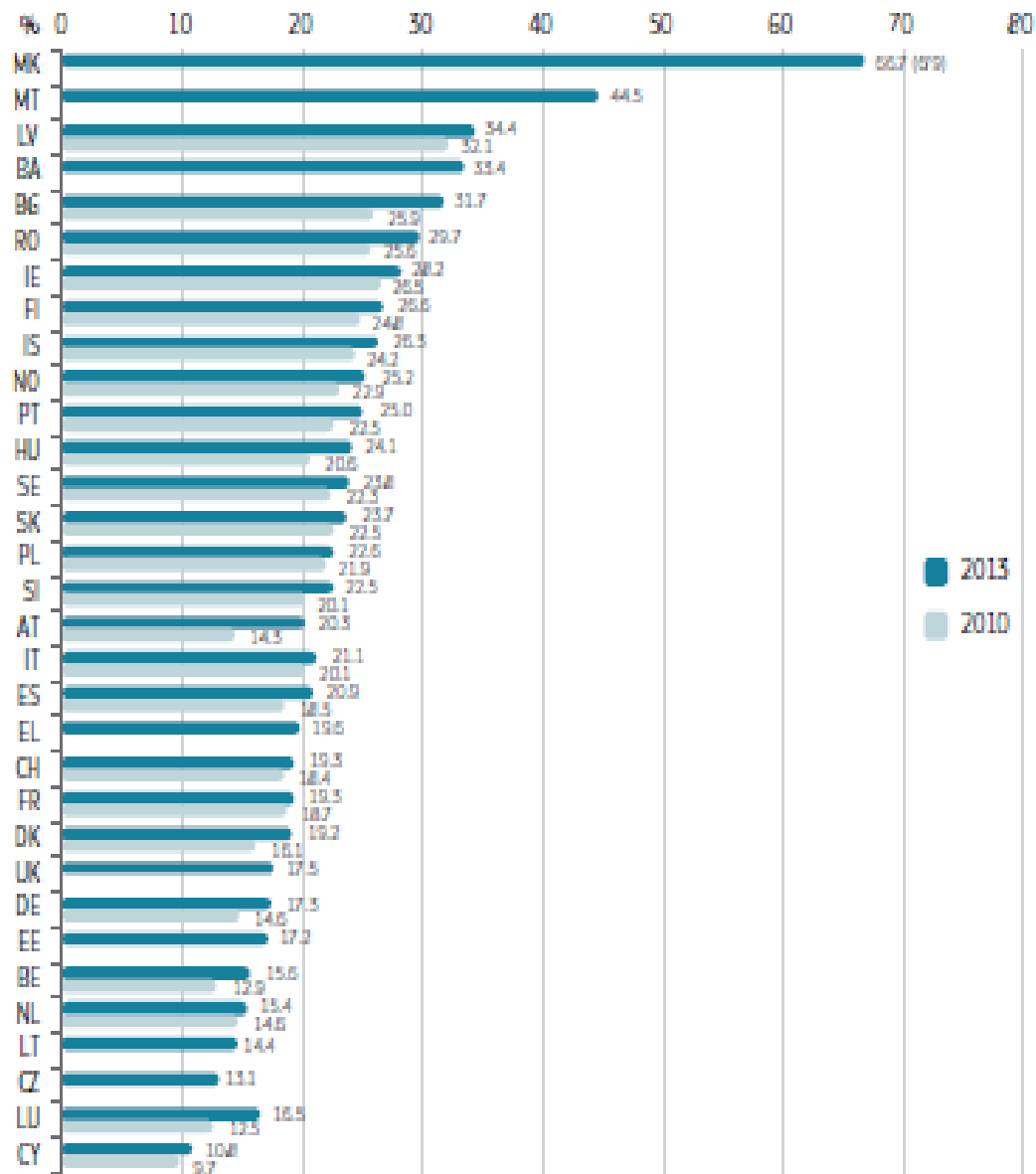
Proportion of women researchers (2012) and compound annual growth rate 2005-2012

Country	Women researchers	Women		Men	
		Growth	Trend	Growth	Trend
EU-28	33	4.8		3.3	
BE	34	6.6		3.4	
BG	49	5.0		2.5	
CZ	28	3.0		3.6	
DK	35	6.5		3.7	
DE	27	8.3		3.0	
EE	44	6.1		4.0	
IE	32	5.0		3.3	
EL	37	5.4		5.1	
ES	39	4.2		2.8	
FR	26	3.5		5.6	
HR	48	2.7		0.8	
IT	36	4.5		2.5	
CY	37	7.4		4.1	
LV	53	4.8		3.6	
LT	52	7.7		5.3	
LU	24	9.9		3.7	
HU	31	1.5		3.4	
MT	30	5.0		4.4	
NL	24	8.6		5.5	

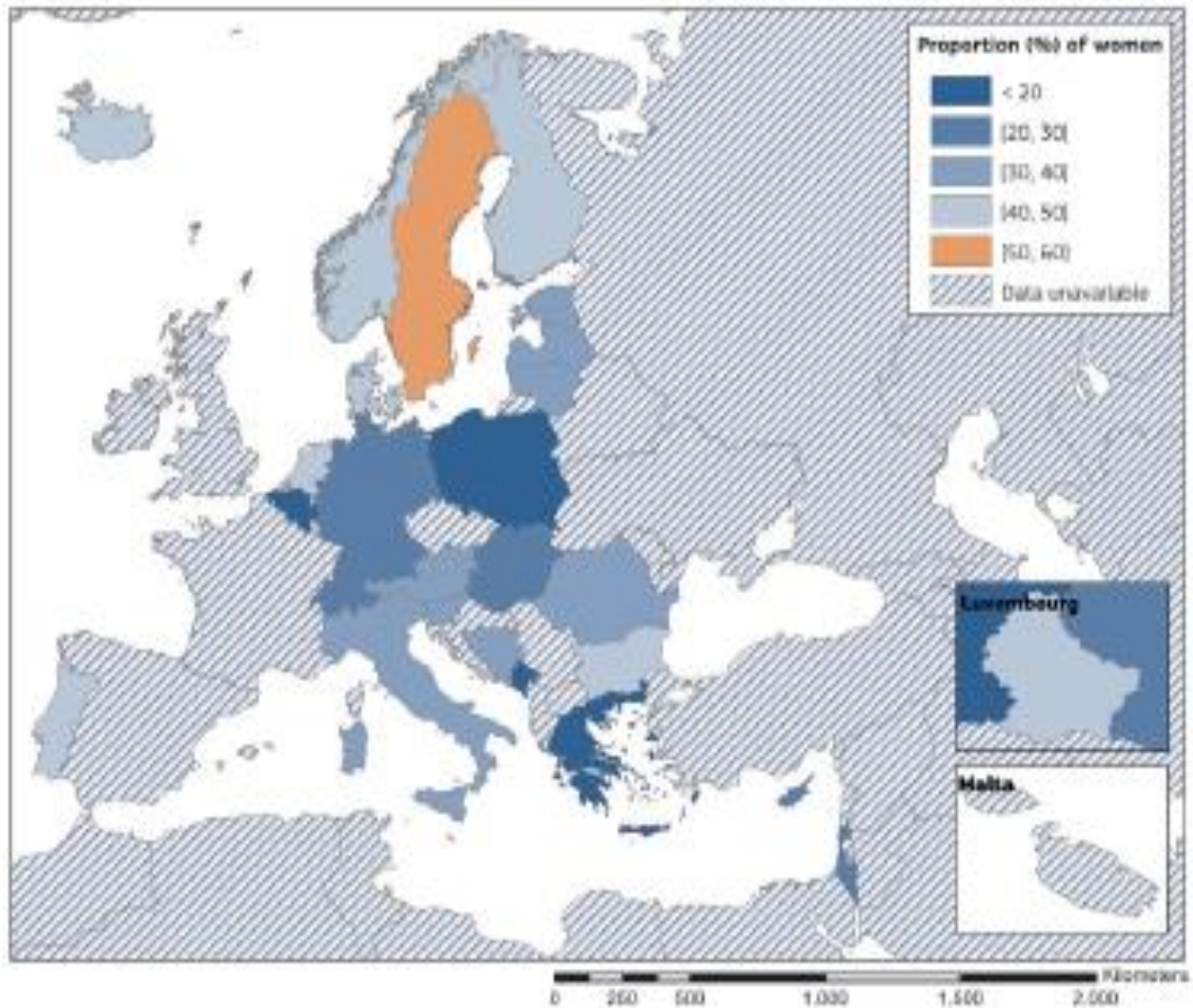
Proportion of women researchers (2012) and compound annual growth rate 2005-2012

Country	Women researchers	Women		Men	
		Growth	Trend	Growth	Trend
AT	29	8.7		4.7	
PL	38	0.2		0.7	
PT	45	13.7		14.0	
RO	45	-2.2		-2.7	
SI	36	9.4		8.1	
SK	42	6.4		5.5	
FI	32	3.1		1.7	
SE	37	0.2		-0.9	
UK	38	3.7		2.2	
IS	37	-3.4		-2.0	
NO	36	6.1		2.6	
CH	32	9.0		6.2	
ME	50	:		:	
MK	51	-6.4		-8.4	
RS	49	7.3		4.2	
TR	36	8.4		8.7	

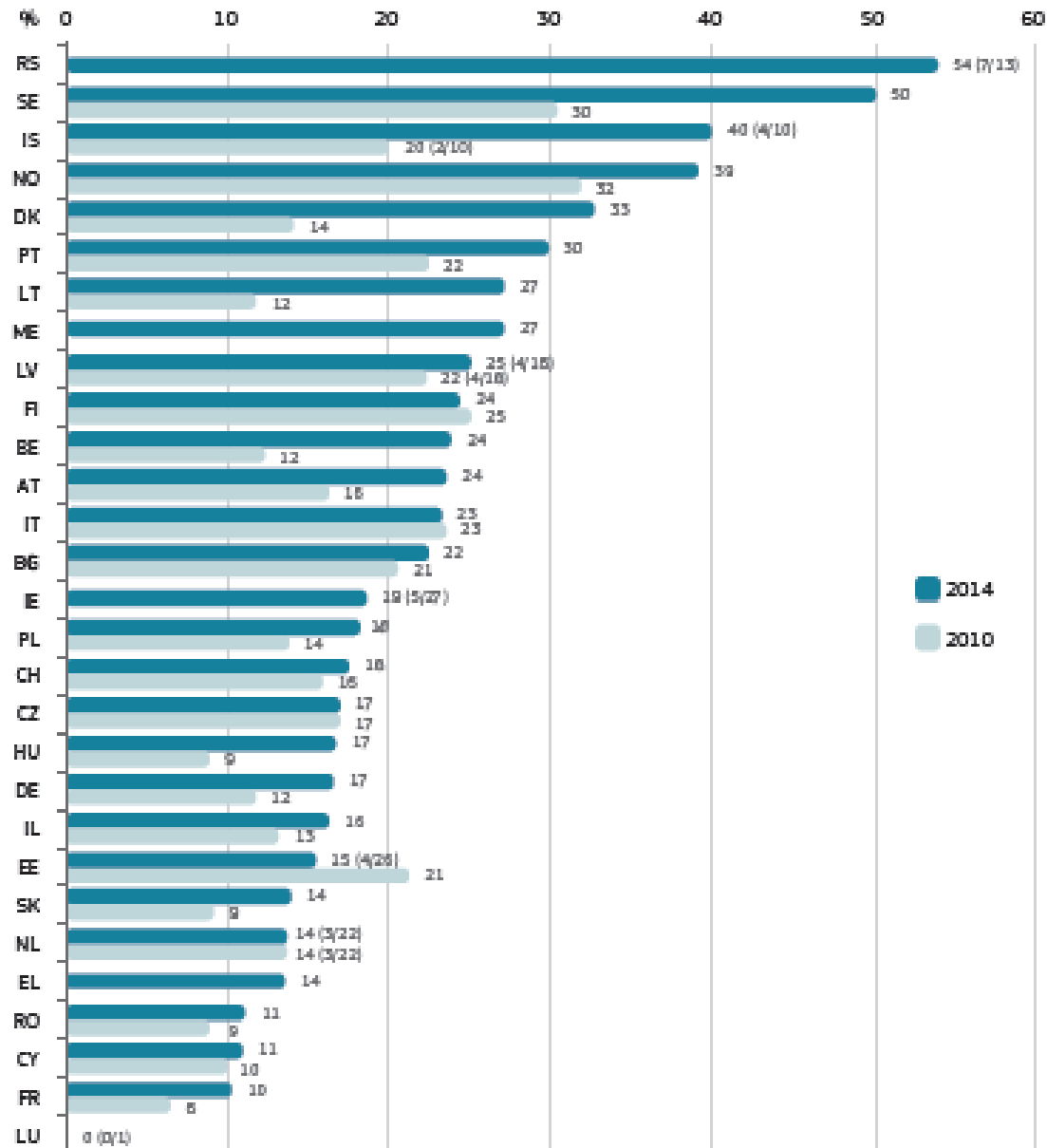
Proportion of women researchers in Grade A, 2010 vs. 2013



Proportion of women, members of scientific and administrative boards (2014)



Proportion of women heads of institutions (2010 vs. 2014)





What causes gender inequality in leadership and decision-making?

- 1. Big differences in the type of education followed by women and men:** women are underrepresented in sciences, technology, engineering and mathematics (STEM) subjects, which are most in demand on the labour market.
- 2. Difficulties with balancing care responsibilities with work:** women in academia are typically caught between two greedy institutions - the family and the university. The massive increase in women's participation in higher education has not been matched by the provision of support structures such as child-care services or flexible work schedules. Working part-time and career interruptions are obstacles to promotion into senior positions.

What causes gender inequality in leadership and decision-making?

3. The 'glass ceiling' – bias, stereotyping, discrimination:

- The process of evaluating excellence often conceals unconscious gender bias; there is lack of gender balance among excellence gatekeepers - in interviewing panels, editorial boards, among reviewers
- Women are perceived as “risky” appointments to senior positions
- Leadership style is often associated with socially constructed definitions of masculinity

What causes gender inequality in leadership and decision-making?

4. Structural disadvantage at institutions

- **opaque rules and processes in decision-making at HE and research institutions:** It is important that women are better represented not just on the governing boards of research and HE institutions but also on the bodies and departments that advise or prepare decisions for the institutions' governing boards.
- **Institutional practices may appear to be neutral but some of them can still have negative effects on the career opportunities of women - age bars on fellowships**
- **a gender pay gap**



Why gender inequality in HE and research is a problem

- rights, fairness, social justice
- gender equality is correlated with economic and social growth
- inefficient use of human capital and loss of competitiveness in a globalized economy
- waste of talent that European economies cannot afford
- diverse leadership can enhance the quality of governance and improve institutional performance
- HEIs receive public funding which should be distributed equally



How to deal with gender inequality

1. Fix the women

enhancing women's confidence and self-esteem, capacity-building

2. Fix the knowledge

awareness of the statistical base, periodical examination of institutional processes (e.g. recruitment, promotion, evaluation, retention), willingness at the top of the institution to open up discussion



How to deal with gender inequality

3. Fix the organization

Policy changes at national level

- Gender mainstreaming
- Affirmative action, quotas and targets

Structural change within institutions

- Knowing the institution: statistical base with accurate sex-disaggregated data which can be assessed, gender audits, morale and climate surveys of staff, benchmarking progress against other institutions, gender impact assessment of all new policies
- Willingness of the top management to open up discussion
- Effective management practices

How to deal with gender inequality

3. Fix the organization

What to change?

- **Making decision-making transparent**
- **Making in-house women more visible:** promotional campaigns for scientific careers, nominating women for prizes, recognizing women's achievements appropriately
- **Gender-balancing the composition of committees:** especially important in committees that set the research agenda, make decisions about the future development of the institutions, are involved in hiring new researchers and teachers, are responsible for the tutoring of Master's and PhD students
- **Making nomination and election to committees and boards more transparent:** public announcements of vacancies, limited duration of membership in the committees

How to deal with gender inequality

3. Fix the organization

What to change?

- Removing unconscious bias from institutional practices
 - Training (up-skilling) the decision makers
(<http://www.hunter.cuny.edu/gendertutorial/>;
<http://www.portal.advance.vt.edu/index.php/categories/filetype/tutorials>)
 - Rewarding effective practices and providing recognition
 - Creating accountability measures such as periodic reporting on key indicators
- Encouraging gender equality in research teams

How to deal with gender inequality

3. Fix the organization

What to change?

- Modernizing human resources management and the working environment
 - Removing or minimizing the pay gap
 - Introducing measures for the reconciliation of work and family life
 - Monitoring: Gender issues must be an integral part of the internal and external evaluation of institutions
 - Enabling women's mobility in the scientific system
- Improving research content by integrating a gender perspective
http://www.yellowwindow.be/genderinresearch/downloads/YW2009_GenderToolkit_Module1.pdf



How to deal with gender inequality

3. Fix the organization

What to change?

- Introducing sponsorship and mentorship schemes