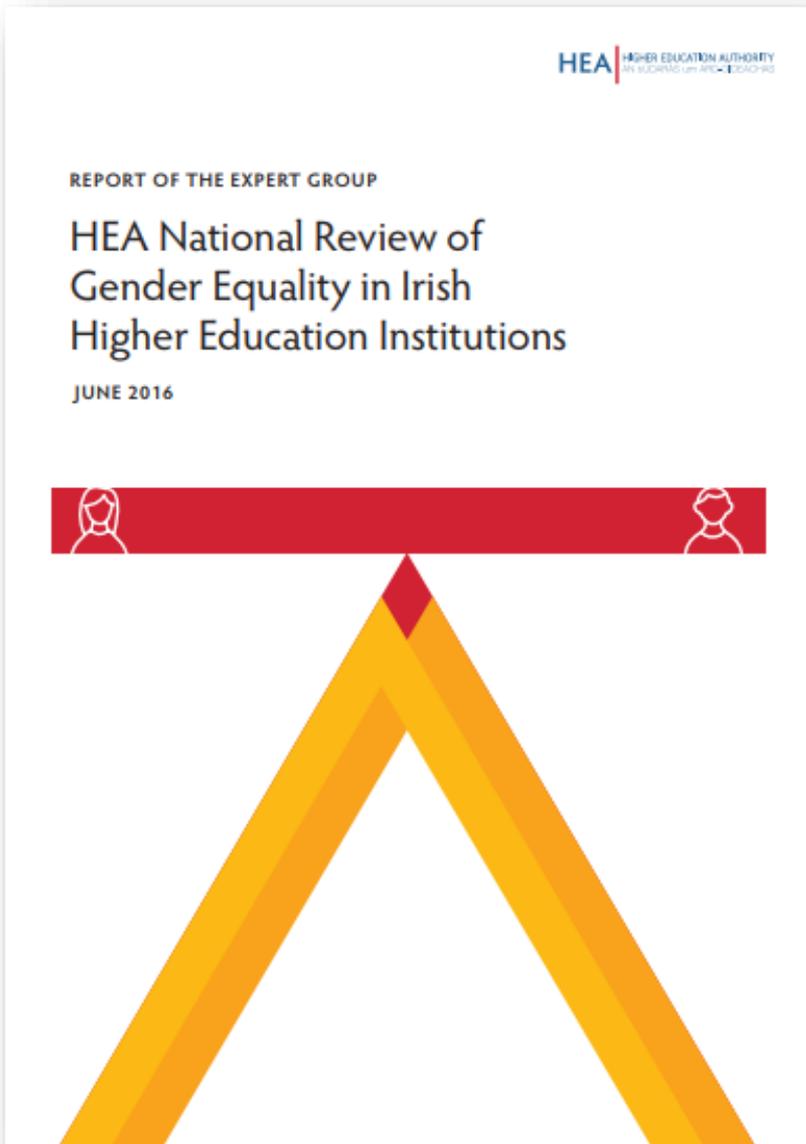


Promoting Gender Balance in Decision Making as part of a Comprehensive National Gender Equality Policy in Higher Education

Dr Ross Woods

Centre of Excellence for Gender Equality
Higher Education Authority, Ireland

2016 National Review



Measuring and monitoring includes:

An **annual review of HEI progress on gender equality**, including:

- Submission to the HEA, and annual publication, of institutional 'staff data returns' and 'governance and management structures' by gender;
- Updates on the status of Irish HEIs application to and success in Athena SWAN;
- Regular meetings of the national committee of HEI vice-presidents for equality.

The **HEA Strategic Dialogue process**, including:

- Development of a Key System Objective for gender equality in the Higher Education System Performance Framework, including high level indicators and monitoring indicators;
- The development of agreed targets and indicators of success for inclusion in the HEI compacts with the HEA;
- As part of the Strategic Dialogue process, HEIs will be at risk of funding being withheld, if they are not addressing gender inequality sufficiently.

Gender Action Plan 2018-2020



Measuring and monitoring progress:

- An **annual review of HEI progress** on gender equality
- **Publication** of review results
- The HEA **Strategic Dialogue process**
- Regular meetings of the **national committee of HEI Vice-Presidents/Directors for EDI**
- The **Centre of Excellence For Gender Equality**

Centre of Excellence for Gender Equality

Established June 2019 as part of the Gender Action Plan 2018-2020

WHY?

To ensure sustainable acceleration towards gender equality in Irish HEIs and advise the Minister of higher education and his department on progress, new developments and measures which may be required in future for Ireland

HOW?

- by providing centralised support for the institutions, sharing of good practice, and funding for innovative organisational and cultural change initiatives nationally
- enabling joint initiatives and co-operation between HEIs
- developing a better understanding of the impact of interventions taken and determining the areas of future focus

Framework for Gender Equality in Irish HE



National Recommendations

HEA | HIGHER EDUCATION AUTHORITY
AN BORD ALTA OI NA OIDEACHTA

REPORT OF THE EXPERT GROUP

HEA National Review of Gender Equality in Irish Higher Education Institutions

JUNE 2016



Accelerating Gender Equality in
Irish Higher Education Institutions

GENDER ACTION PLAN 2018-2020

REPORT OF THE GENDER EQUALITY TASKFORCE

Actions to Promote Gender Balance in Decision Making

HEIS SHOWING LEADERSHIP – INSTITUTIONAL GENDER ACTION PLANS

HEA Expert Group Objective	HEA Expert Group Recommendation	Actions recommended by Gender Equality Taskforce
<p>To ensure a roadmap for attainment of gender equality is developed in each institution.</p>	<p>1.21 Each HEI will develop and implement a gender action plan (including goals, actions and targets), which will be integrated into the institution's strategic plan and into the HEI's compacts with the HEA.</p>	<p>To accelerate gender balance, all HEIs shall set ambitious <u>short, medium and long-term targets (1, 3 and 5 years) for the proportion of people at each gender which it aims to have at senior levels of academic and profession, management and support staff</u> across the institution</p> <p>All HEIs shall set ambitious short, medium and long-term goals and actions at institutional level in order to progress gender equality</p> <p>All HEIs shall submit their institutional gender action plan to the HEA and provide annual progress updates</p> <p>It is envisaged that the institutional gender action plan will be implemented through discipline/business unit gender action plans</p>

Actions to Promote Gender Balance in Decision Making

POSITIVE ACTION INTERVENTIONS

HEA Expert Group Objective	HEA Expert Group Recommendation	Actions recommended by Gender Equality Taskforce
<p>To drive change through the use of positive action interventions for academic staff.</p>	<p>1.17 Each HEI will introduce mandatory quotas for academic promotion, based on the <u>flexible cascade model where the proportion of women and men to be promoted/recruited is based on the proportion of each gender at the grade immediately below.</u></p>	<p>All HEIs shall strive for gender balance in the final pool of candidates for all competitions.</p> <p>Each HEI is required to implement the flexible cascade model as a minimum (not a maximum), for both promotion and recruitment of academic staff and senior grades of professional, management and support staff.</p> <p>Each HEI is required to set ambitious short, medium and long-term targets (1,3 and 5 years), over and above the flexible cascade model for both promotion and recruitment of academic staff and senior grades of professional, management and support staff</p> <p>To enable HEIs to better monitor their progress and monitor patterns, data disaggregated by gender, contract type and broad discipline area or business unit should be collected on the number of applications, recruitment and promotions for all academic grades. This data should be submitted to the HEA annually for analysis at the sectoral and national level.</p>

Actions to Promote Gender Balance in Decision Making

POSITIVE ACTION INTERVENTIONS

HEA Expert Group Objective	HEA Expert Group Recommendation	Actions recommended by Gender Equality Taskforce
To drive change at professor level through the use of positive action interventions.	1.18 A <u>minimum of 40% women and 40% men to be full professors</u> , at the appropriate pay scale.	<u>New and additional gender-specific posts</u> , at appropriate levels, as well as other positive action measures, should be considered where they would be a proportionate and effective means to achieve rapid and sustainable change.

Actions to Promote Gender Balance in Decision Making

LEADERSHIP

HEA Expert Group Objective	HEA Expert Group Recommendation	Actions recommended by Gender Equality Taskforce
To foster gender balance in the leadership of HEIs.	1.1 At the final selection step, in the appointment process for <u>new presidents (or equivalent), in so far as possible, the final pool of candidates will comprise an equal number of women and men.</u>	In planning for a new president, the governing authority will ensure that measures to promote gender equality within the search and selection process (as well as documenting the gender balance in the applicant pool, and at each stage of the selection process), are undertaken. The governing authority will provide a report to the HEA.
To ensure HEI leaders foster a culture of gender equality in their HEI.	1.2 In the appointment process for a new president, <u>a requirement of appointment will be demonstrable experience of leadership in advancing gender equality.</u>	In the appointment process for all leadership positions (including Head of Department), a requirement of appointment will be demonstrable experience of leadership in advancing gender equality. This will be included as a specific criterion in role descriptions.

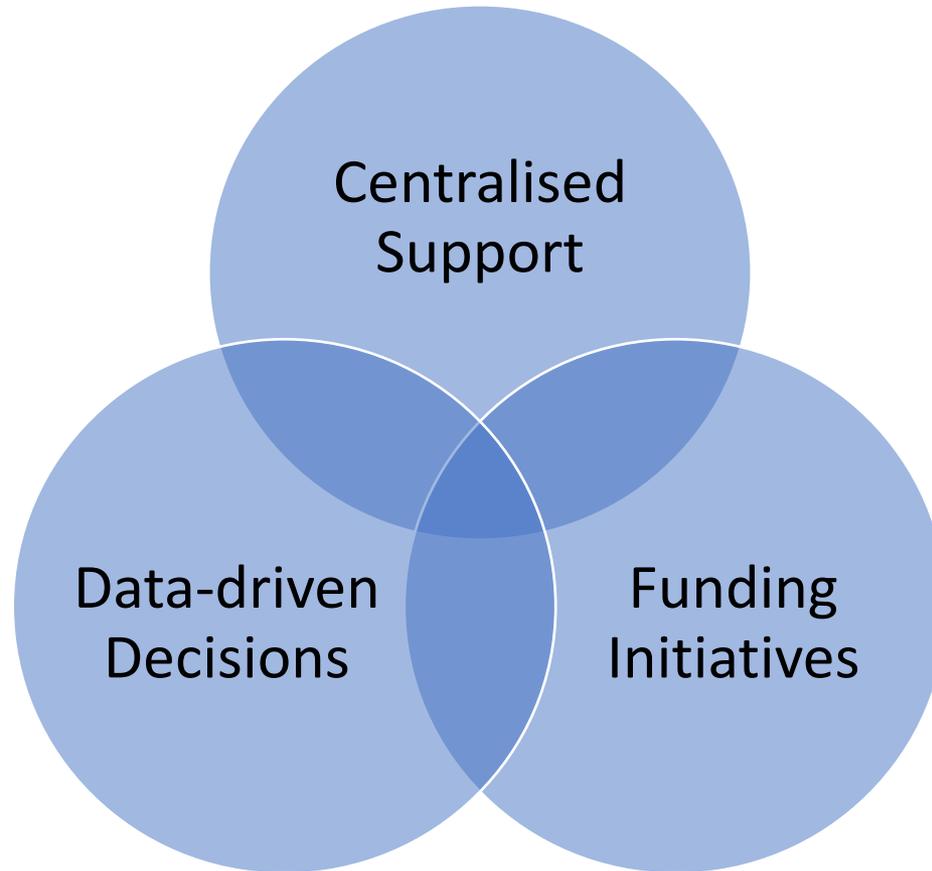
Actions to Promote Gender Balance in Decision Making

POSITIVE ACTION INTERVENTIONS

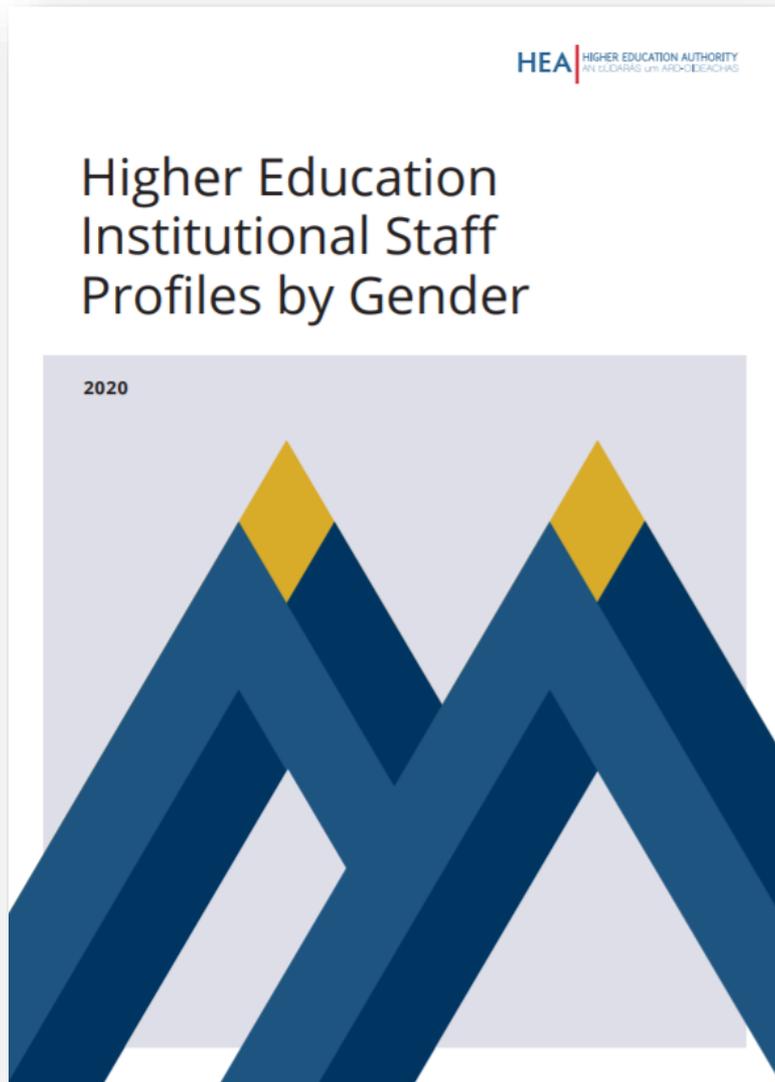
HEA Expert Group Objective	HEA Expert Group Recommendation	Actions recommended by Gender Equality Taskforce
<p>To ensure <u>gender balance of all key decision-making bodies.</u></p>	<p>1.6 Key decision-making bodies (concerned with resource allocation, appointments and promotions) in HEIs will consist of at least 40% women and 40% men.</p> <p>1.7 At least 40% of the chairs of key decision-making bodies (concerned with resource allocation, appointments and promotions) across the HEI will be of each gender in any given year. It is expected that over a three year period the ratio would be 50:50 women and men chairs.</p>	<p>HEIs shall submit to the HEA, in their annual December returns, a gender breakdown of governing authority/body academic council and executive management team members by gender.</p>

Centre of Excellence

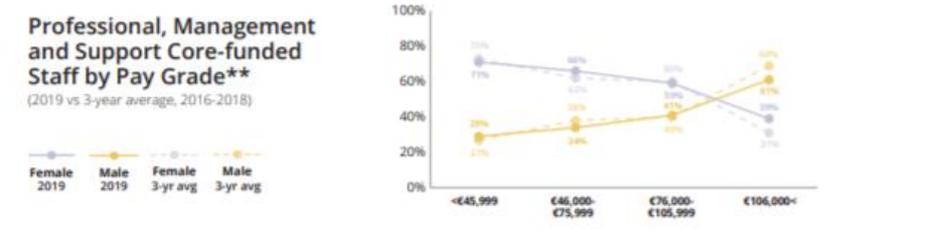
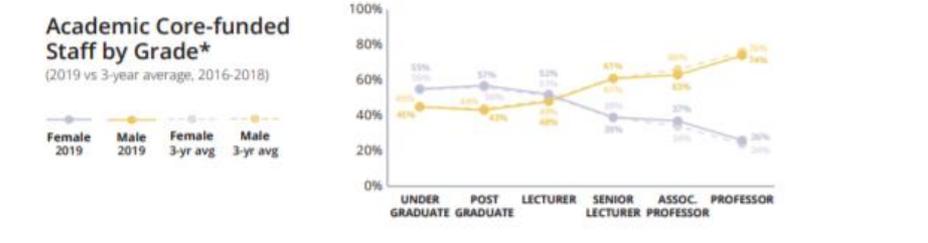
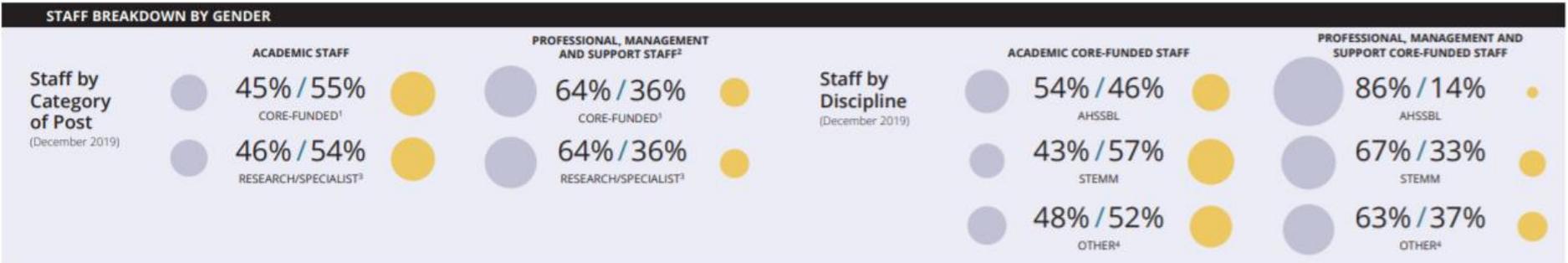
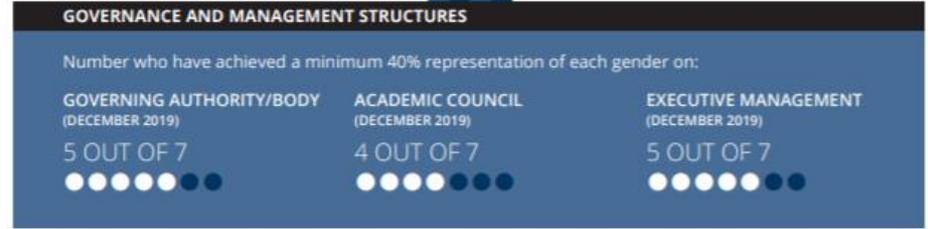
Three main areas of focus:



Data-driven decisions



- gender disaggregated staff data published annually
- information on key indicators which contribute to the assessment of gender-equality in Irish HEIs
- baseline from which progress can be measured



Data presented here is comprised of data from DCU, MU, NUIG, TCD, UCC, UCD and UL.
¹ Posts funded from the core grant allocated to the universities, institutes of technology and other colleges by the HEA is voted by the Oireachtas under the OMS C4 sub-head.
² This refers to administrative/support staff.
³ Non-core grant funded research and specialist posts. These may include posts funded from both Exchequer and Non-Exchequer resources.
⁴ 'Other' includes any core-funded posts which are not assigned to 'AHSSBL' or 'STEMM' faculties.
^{*} Student data presented here is comprised of data from DCU, MU, NUIG, UCC, UCD and UL.
^{**} PMS data provided here is comprised of data from full- and part-time staff.

ATHENA SWAN STATUS (2019)	BRONZE	SILVER	GOLD
Institutional Athena SWAN awardees	7	0	0
Departmental Athena SWAN awardees	30	0	0

Senior Academic Leadership Initiative

In addition to the organisational and cultural change initiatives needed, **a significant targeted positive action initiative was required**

Analysis of recruitment trends by the Gender Equality Taskforce highlighted that, over the period 2013 – 2017, the **rate of change at the most senior grades was slower than at other grades**

International evidence is that the establishment of new and additional gender-specific posts would be **a proportionate and effective means to achieve rapid and sustainable change**, and on that basis has the potential to be transformative for the higher education (HE) sector in terms of securing gender equality goals.

Senior Academic Leadership Initiative

As part of the launch of the Gender Action Plan, it was also announced that a new **Senior Academic Leadership Initiative (SALI)** would be established.

New and additional gender-targeted senior academic leadership posts to be funded in areas where:

- *there is clear evidence of significant gender under-representation;*
- *where this appointment will have significant impact within the HEI and the relevant faculty/department/functional unit;*
- *where they would be a proportionate and effective means to achieve accelerated and sustainable change within an institution.*

Funding for 20 posts was awarded in January 2020, with further calls in 2020 and 2021

Monitoring/Reporting

HEA | HIGHER EDUCATION AUTHORITY
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HIGHER EDUCATION AUTHORITY
GENDER EQUALITY TASKFORCE



- Centre requires HEIs to report on progress annually
- Gender Action Plans and their progress part of this reporting to HEA
- Athena SWAN accreditation linked to research funding eligibility

Work at Institutional Level

Lots of work has been done by Irish HEIs:

- Gender Action Plans in place
- Vice-Presidents/Directors EDI appointed
- Gender balance on Governing Body, Academic Council, Executive Management Teams
- Athena SWAN bronze attained by 14 HEIs and 42 departments

Work at Institutional Level

Good practice examples noted in Athena SWAN Awards:

- Research grants for returning academic carers (institution)
- Redevelopment of online equality and diversity training to incorporate a new focus on intersectionality (institution)
- One-to-one coaching for head of School and School Manager on how to manage maternity and paternity leave (department)
- Introduction of diversity training for all first-year undergraduates as part of their orientation (department)
- Communications campaign to increase visibility of female role models through web and print media (institution)
- Collection of data on workload model to ascertain if there is a gender difference in workload distribution (department)

Centre of Excellence for Gender Equality

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