



REPORT OF THE EXPERT GROUP

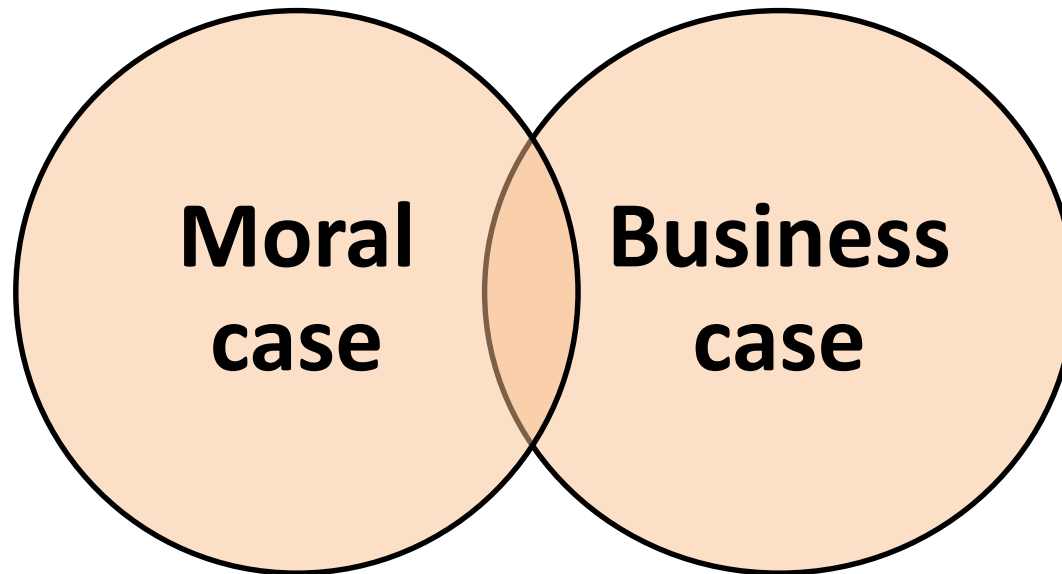
HEA National Review of Gender Equality in Irish Higher Education Institutions

JUNE 2016



Why gender equality?

‘The under-representation of women threatens the goals of science in achieving excellence, as well as being wasteful and unjust’ - European Commission, 2001



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Pg.18

...HEIs which allow gender inequality to exist cannot perform to their full potential



“ By investing in gender equality, Irish higher education institutions will maximise their pursuit of excellence and successfully meet the many social, economic and cultural challenges of the future. ”

VISION

Pg.11



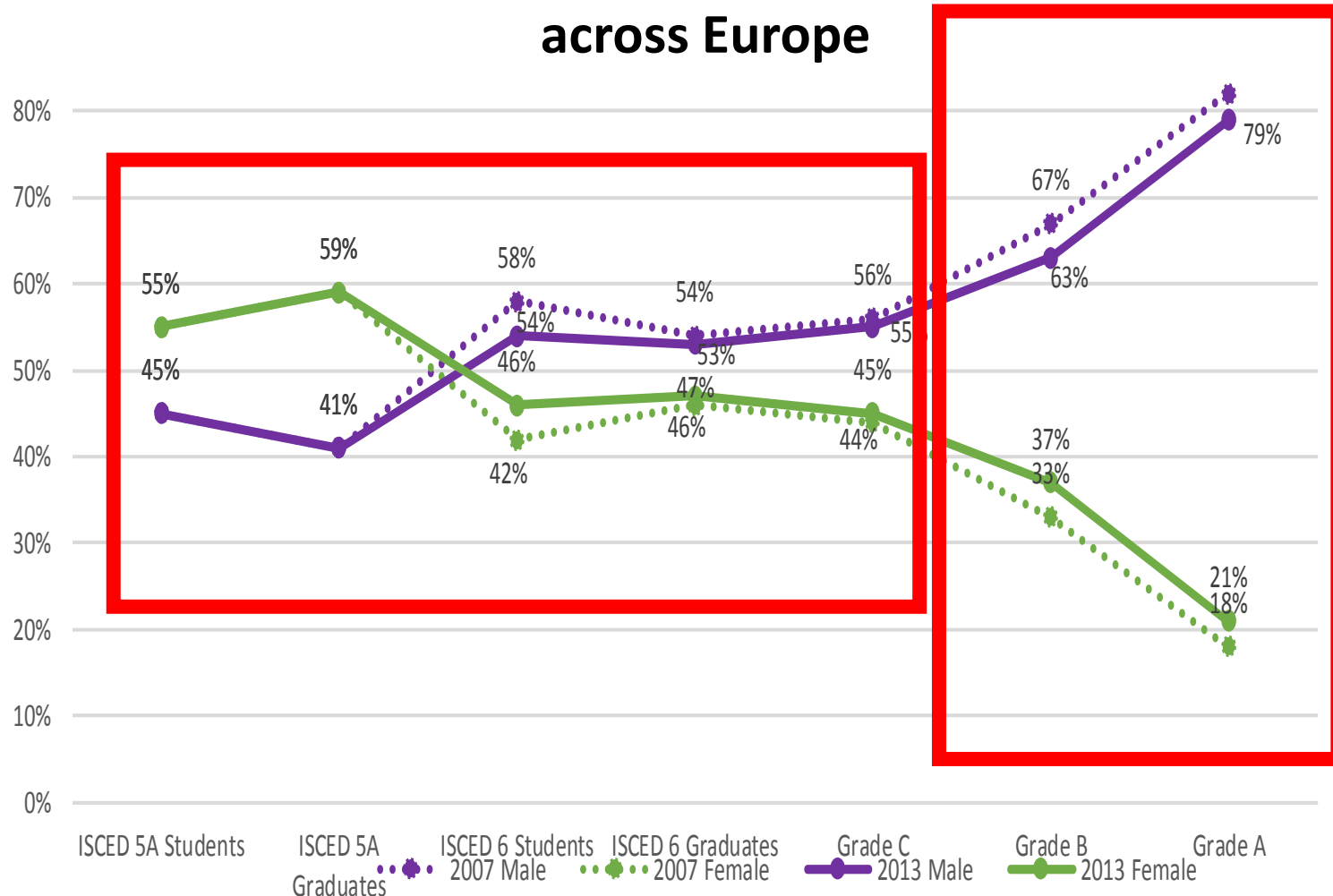
Approach to the Review

- **Policy-context research**
- **International and national literature review**
- **Data collection on Irish HEI staff (academic & non academic)**
- **Collection of HEI equality policies and Athena SWAN applications**
- **Stakeholder consultation (face to face meetings, written submissions, & national public online survey)**



International situation

In higher education, women continue to be vastly under-represented in top academic decision-making positions, and top academic grades across Europe



Pg.31

Source: She Figures 2015

All Universities

LEADERS (2016)



0 VS 7



ALL STAFF BY GENDER



53%



47%

Number who have achieved a minimum 40% representation of each gender on:

GOVERNING AUTHORITY/BODY
(September 2015)

5 OUT OF 7



ACADEMIC COUNCIL
(December 2015)

1 OUT OF 7



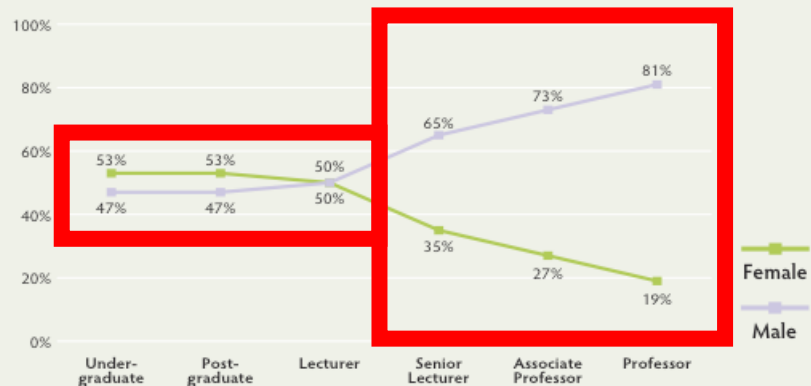
EXECUTIVE MANAGEMENT
(December 2015)

2 OUT OF 7



Academic Core-funded Staff by Grade

(3 year average, December 2013-2015)



Non-Academic Core Grant-funded Staff by Pay Grade

(September 2015)



All Colleges

LEADERS (2016)



1 VS 4



ALL STAFF BY GENDER



67%



33%

Number who have achieved a minimum 40% representation of each gender on:

GOVERNING AUTHORITY/BODY

(September 2015)

4 OUT OF 5



ACADEMIC COUNCIL

(December 2015)

4 OUT OF 5



EXECUTIVE MANAGEMENT

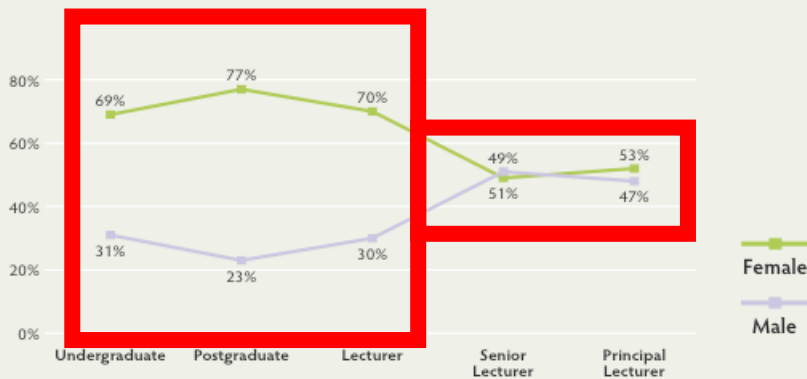
(December 2015)

2 OUT OF 5



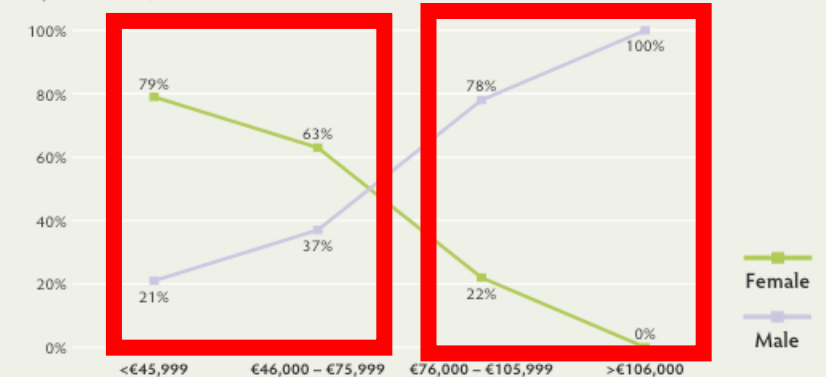
Academic Core-funded Staff by Grade

(3 year average, December 2013-2015)



Non-Academic Core Grant-funded Staff by Pay Grade

(September 2015)



All Institutes of Technology

LEADERS (2016)



ALL STAFF BY GENDER



Number who have achieved a minimum 40% representation of each gender on:

GOVERNING AUTHORITY/BODY

(September 2015)

8 OUT OF 14



ACADEMIC COUNCIL

(December 2015)

6 OUT OF 14



EXECUTIVE MANAGEMENT

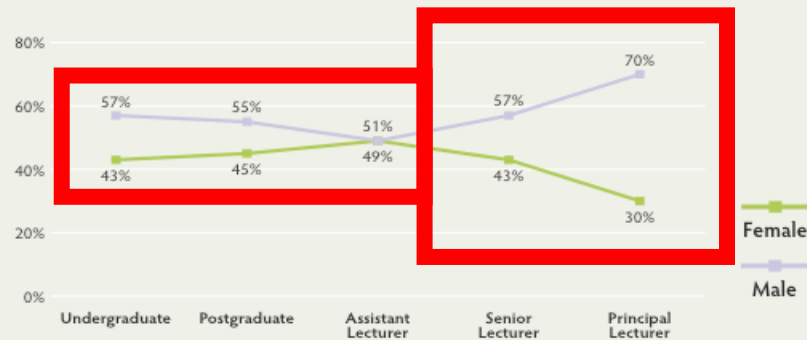
(December 2015)

3 OUT OF 14



Academic Core-funded Staff by Grade

(3 year average, December 2013-2015)



Non-Academic Core Grant-funded Staff by Pay Grade

(September 2015)



National Online Survey Results

4,835

RESPONDENTS TO NATIONAL ONLINE SURVEY



THE MAJORITY BELIEVE THERE IS GENDER INEQUALITY IN IRISH HIGHER EDUCATION

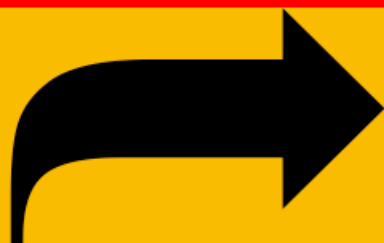


64%



36%

THINK THERE IS GENDER INEQUALITY IN IRISH HIGHER EDUCATION



KEY AREAS FOR ATTENTION HIGHLIGHTED BY RESPONDENTS TO THE SURVEY WERE:

Pg.8, 26 & 111

- 67% Promotion/progression
- 61% Gender balance on senior management teams at institutional level
- 60% Overall culture
- 52% Career development opportunities
- 51% Transparent procedures/processes
- 51% Senior management's leadership on gender equality
- 50% Representation of men and women on key committees
- 50% Childcare/carers' provision and supports



Four possible reasons?

In business, it has been observed that women are as ambitious as men to reach the top within their organisations, but they are significantly less confident than men that this would happen, **with confidence being defined as the ‘perception of one’s chances of success in the current environment, rather than confidence in one’s own qualification.’**

McKinsey Women matter, 11.

Recommendations

With academic excellence at their heart, these recommendations are an antidote to mediocrity.

1

Higher education institutions

2

The Higher Education Authority

3

Research funding and related agencies

4

Other key higher education stakeholders

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The next step: each stakeholder group to use these recommendations to develop a tailored implementation plan, specific to the particular stage that each organisation is at in addressing gender inequality.



1.22

Athena SWAN

1.21

Gender action plan

1.16

1.17

1.18

1.19

HEIs

Recruitment and promotion

Leadership

1.1

1.2

1.5

Governance and Management structures

1.6

Organisational culture

1.9

1.10



2.10



2.1



2.2

2.3



2.8



2.6



2.7



Gender dimension in research content

3.1

Gender equality among researchers

3.2

Irish Research Funding Agencies

Athena SWAN

3.8

Funding for gender equality research

3.7

Gender-proof Processes

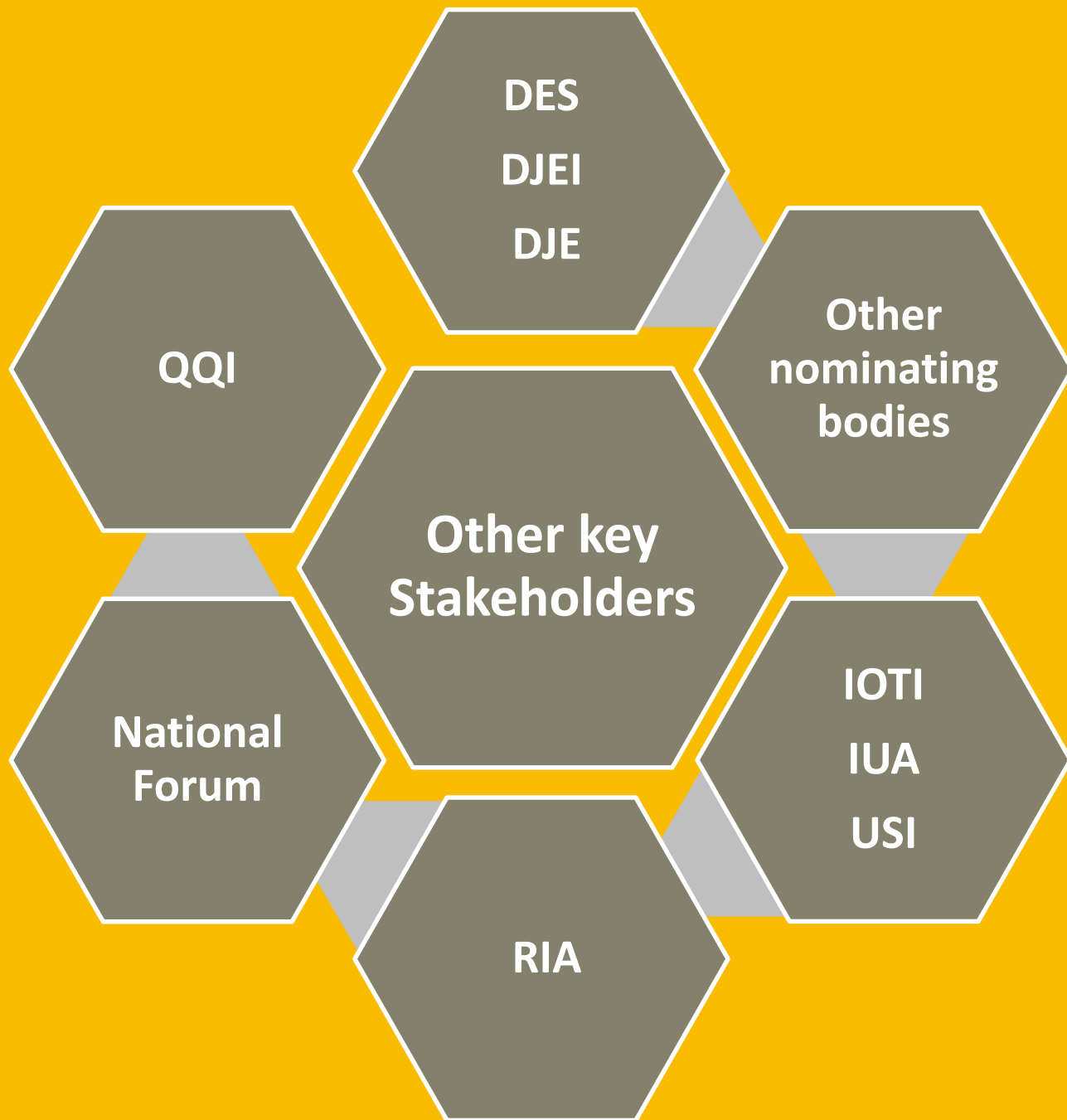
3.3

3.4

3.5

Gender action plan

3.6





Department
of Education
and Skills

4.1 Gender equality will be identified as a national priority and key system objective in the Higher Education System Performance Framework 2017-2019.

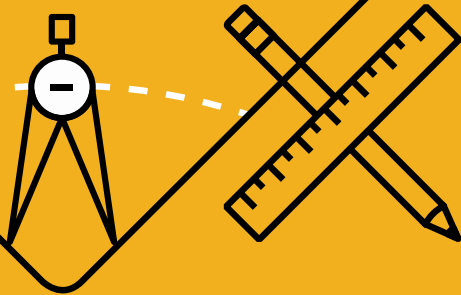
With the following high level indicators:

- Presidents, or equivalent by gender;
- Gender-balance (min 40% of each gender) on governing authority/body, academic council, and executive management;
- Gender balance of Academic staff at each grade;
- Gender balance of professor grades (universities only);
- Gender balance of senior non-academic staff;
- Number of institutions who have successfully achieved and retained Athena SWAN awards;
- Level of perceived gender inequality amongst staff members.

IMPLEMENTATION PLAN MEASURING AND MONITORING PROGRESS

HEA

HIGHER EDUCATION AUTHORITY
AN tÚDARÁS um ARD-OIDEACHAS



Pg.103

- Annual review of HEI progress
- Strategic Dialogue process
- Full review at the end of 3 years
- Full review every three years thereafter

Thank you

The full report and supporting documentation can be found at www.hea.ie



gender@hea.ie



[@HigherEducationAuthority](https://www.facebook.com/HigherEducationAuthority)



[@hea_irl](https://twitter.com/hea_irl)





Don't think this applies to you?

Put it to the test:

Project Implicit - Implicit Association Test (IAT)
(Gender-Career IAT)

<https://implicit.harvard.edu/implicit/takeatest.html>