

## **GENDER EQUALITY IN DECISION MAKING BODIES**

Equal access to a balanced participation in leadership and decision-making structures (both formal and informal) should be available for all independent of gender. Decision-making itself has to be gender-sensitive (or gender-responsive) and hence it should consider gender differences and also aim at promoting gender equality.

Below is a list of good practices relating to gender equality in decision making bodies, according to R&I peers research.

### **PRACTICE1: T-GAP**

#### **General information**

Title	T-GAP: Election for the University Council
Organisation	Šiauliai University (LT)
Type of organisation	University
Country	Lithuania

#### **Specific information**

Aim of practice	The aim was to increase the number of female members at the top decision-making level, through interventions and change of the University election-related processes. The exact objective was to increase females' representation in the 2014 ŠU's Council election, by reaching the critical mass margin of 25%.
Time Frame	2014-2016
Beneficiaries	Highest management staff, researchers, professors
Tools used	Meetings Consultation Communication Performance assessment/ career development advancement
Steps and procedures followed to implement tools	Considering the striking under-representation of females and non-male individuals, in general, in the council, the ŠU's Council election tactics and strategy plan were developed within INTEGER project in order to encourage a gender-balanced representation of the council. Several activities were undertaken in order to empower female candidates to participate in the university's council elections. Activities included communication with the highest management staff at ŠU through formal meetings, consultation with the university lawyer about the possible ways of increasing the number of female representatives in the council's

	<p>election, participation in the preparation of the election regulations, and a search for female candidates from ŠU representatives according to criteria such as loyalty to the university and commitment to implementing gender equality at the university. The steps were the following:</p> <ol style="list-style-type: none"> <li>1. Development of ŠU Council election's tactics and Strategy Plan via active local team networking.</li> <li>2. Appointing the officials, setting activities and deadlines.</li> <li>3. Informing the Rector and Chair of the Senate about the proactive action, with regard to the elections and the search for an enhanced representativeness of females.</li> <li>4. Detailed analysis of the current regulations related to the Council election.</li> <li>5. Consultations with University Lawyer about how to smooth females representation in the election process.</li> <li>6. Search for female candidates within ŠU's internal and external representatives (stakeholders) and students.</li> <li>7. Recruitment of female candidates: assistance with the preparation of standard representative documents (cover letter, application-questionnaire), moral and technical support, and lobbying (university community and city).</li> <li>8. Official recognition of the suggestions from the Centre for Gender Studies and of the co-opted candidates.</li> <li>9. Design individual election campaigns for each of the candidates: image building strategies, publicity and communication.</li> <li>10. Comparative analysis of the data provided by the candidates: gender differences, motivation and competence.</li> <li>11. Observation of the election process (inside and outside) and construction of a management pyramid.</li> <li>12. Raising awareness through publications on university and city media.</li> </ol> <p>As a result: the constituted University Council had 4 females elected out of 11 candidates. Hence, they reached a 36.3% representation, a result above the critical mass margin (25%) and close to gender balance (40%).</p>
Description / benefits / comments	As a result of these initiative, the number of female members of the council significantly increased from 0 % in 2011 to 36.3 % in 2014. The 2016 ŠU election campaign strategy, with a holistic approach to gender equality, has been recognised by the EU institutions and named among the 10 best in the EU.

**Evaluation**

Works well	Some approaches to T-GAP planning and implementation tested in ŠU were successful, some not. Nevertheless, it is important to consider the
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	local context, background information, national legal system, organisational structure and culture of a particular Higher Education or Research Institutions, etc.
Transferability	T-GAP implemented in ŠU, as well as designed and piloted actions, can be used by other Higher Education or Research Institutions, in other Horizon 2020 projects, national projects and programmes.
Learning potential	An important outcome of the practice is an internet-based set of tools, various templates and guidelines, which can give easy access to whoever wants to use and apply this knowledge.
Gender perspective	This initiative significantly increased the number of females in the council.
Sustainability	Soft measures, knowledge and thorough planning are most important, which makes it a holistic model that ensures good and long-lasting results.

## **PRACTICE 2: AKKA Programme**

### **General information**

Title	AKKA programme - Attracting more women to academic leadership positions
Organisation	Lund University
Type of organisation	University
Country	Sweden

### **Specific information**

Aim of practice	The AKKA programme aimed at raising gender knowledge and awareness and providing methods and tools for structural change in leadership positions in order to achieve sustainable gender equality.
Time Frame	2004- 2014
Beneficiaries	Management staff, professors
Tools used	Training programme
Steps and procedures followed to implement tools	<p>In 2004, Lund University launched a gender-integrated leadership programme (AKKA). Within this programme, leadership was understood as something that can be learnt and developed, and that focuses on the individual's competences, and not on personal characteristics.</p> <p>From 2004 to 2014, five AKKA programmes have been offered to 150 senior scholars in Lund University (Sweden) (of which 37 were males). The programme runs over a year with monthly meetings. Main characteristics:</p> <ul style="list-style-type: none"> <li>• Initiated and funded by the University</li> <li>• Support from University: vice-chancellor, faculty deans and department heads – recommended the programme,</li> </ul>

	<ul style="list-style-type: none"> <li>• Led by an academically recognised person (professor) with leadership experiences and an administrator from HR responsible for gender equality issues</li> <li>• Free hands to design the programme</li> <li>• Competences that could be achieved and developed, while not being on personal characteristics or gender stereotypes</li> <li>• The overall concept of the programme: leadership can be learned – no one is “born” as a leader</li> </ul>
Description / benefits / comments	<p>Throughout the years, AKKA has increased the number of females in leading positions, including top positions (1 deputy vice chancellor, 4 deans, 2 vice/pro deans) contributed to an enhanced visibility of females as leaders.</p> <p>Benefits:</p> <ul style="list-style-type: none"> <li>• Increased gender awareness in academic leaders – both females and males</li> <li>• Provided methods to manage resistance towards gender issues in academia</li> <li>• Helped to highlight females as potential leaders – visibility</li> <li>• Helped to make more females and males interested in taking on a leadership role</li> <li>• Helped to establish networks and collaborations for mutual support</li> <li>• Put women as possible leaders on the agenda</li> </ul>

### **Evaluation**

Works well	At the beginning, there was some resistance to the gender perspective by some male participants, but this was rectified by strengthening the gender knowledge in the programme (adding more knowledge).
Transferability	A gender-integrated leadership programme can be implemented in any department or faculty, as long as it is supported by the top faculty level.
Learning potential	The practice has a high learning potential as it raised the knowledge about the university’s politics and activities, developed tools to deal with resistance to gender issues and for change management, contributed to highlight discrimination, and developed concrete change projects.
Gender perspective	The practice increased willingness of both females and males to assume leadership positions and raised gender awareness among female and male academic leaders.
Sustainability	If the support of the top level of the organisation is assured, the practice can be sustainable.

## PRACTICE 3: Gender balance criterion

### General information

Title	Gender Balance criterion
Organisation	Mondragon Unibertsitatea (MU) – Faculty of Business Studies
Type of organisation	University (non-profit cooperative private university)
Country	Spain (Basque country)

### Specific information

Aim of practice	The initiative added the criterion of gender balance in the election of governing bodies (when both a male and female receive the same votes, the female was given priority), with the aim of increasing the female presence in the governing body.
Time Frame	2012- present
Beneficiaries	HR, professors, researchers
Tools used	Regulation & procedures
Steps and procedures followed to implement tools	<p>In the past, when there was a draw in terms of votes, the member would be elected on the basis of seniority. The Gender Equality Team of the Business Faculty has recommended adding a gender balance criterion which will be more important than seniority. The Governing board approved this change and it is now included in the regulations.</p> <p><u>Gender-neutral selection processes</u></p> <ul style="list-style-type: none"><li>• Jobs and job advertisements are designed with a non-sexist criteria.</li><li>• The team also ensures that throughout the process (recruitment, selection tests, and interviews) a minimum number of both females and males are included.</li><li>• All the data related to the candidates involved in the process are set out in tables in order to collect comparable and objective information on all candidates.</li></ul> <p><u>Criteria for participation in governing bodies</u></p> <p>When new members are elected for governing bodies, the criterion in the event of a tie has been seniority. Historically, males have more seniority and, as a result, an apparently neutral and sensible criterion generated indirect discrimination. In this context, in 2012 the Equality Team of the Faculty proposed that the criteria should be changed, so in case of tie, the criterion of parity of the Governing Body will be first. The Governing Board approved this change and it is now included in the regulations. The change was made both for the Governing Board and the Social Board, and it was reported to all the staff in the Faculty.</p>
Description / benefits / comments	<p>The afterwards recruited people have been females and the population pyramid of the Faculty changed becoming more equal regarding gender.</p> <p>There were concerns in certain groups of the workforce: an excessively</p>

	feminist image of the Faculty could influence negatively on some kind of business relations with other companies. But this is the opinion of neither the Direction Board nor the Equality Team.
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### **Evaluation**

Works well	The practice proved to be efficient, as it changes the population pyramid of the Faculty.
Transferability	As the practice consists mainly of changing the recruiting and appointing strategies and procedures, it is easily transferable to other departments, faculties or institutes.
Learning potential	The learning potential consists of a change of mentality that can have a cascade effect on other institutes' activities and processes.
Gender perspective	The recruited people have been females and the population of the Faculty has now become more gender balanced.
Sustainability	The plan has been conducted by the Equality Team of the Faculty, but, have been endorsed by the Board of Directors of the Faculty, ensuring the changes will last in time.

### **PRACTICE 4: Increased presence of females in the board to select new researchers**

#### **General information**

Title	<b>Increased presence of females in the board to select new researchers</b>
Country	Italy

#### **Specific information**

Aim of practice	The practice described how, in Italian law, at least 1/3 of the evaluation committees in recruitment procedures have to be female, thus admitting there are more men than women present in these committees. This practice included giving the members of the committees a document in order to increase the awareness of the unconscious barriers that are present between male vis-à-vis female applicants, for instance in the manner in which they draft their CV.
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