

Handbook for local gender equality work

- for improved gender balance in academic positions



The present gender balance is a strategic challenge. The heads of departments are responsible for integrating this work into the department's work and ensuring support for it among academic staff, and for the goals being attained within their subject areas during the plan period. In other respects, tasks and responsibility will follow the school's organisation, and they are a management responsibility at all levels.

From "Action plan for improving the gender balance in academic positions" in effect from 1/1/2016.

The work for improved gender balance is a complex matter. There is neither one single cause for the gender imbalance nor one single measure that will solve this challenge. The challenges are complex and vary between departments, subject areas and levels. This handbook represents a menu of possible measures. The departments are free to implement measures they deem expedient in order to reach their target figures within the framework of the school’s strategic action plan, adopted budgets and statutes and regulations.

We hope that this handbook will contribute to discussions, provide suggestions for measures that may be relevant at departmental level and be conducive in ascertaining how gender equality work should be carried out and rooted in the organisation. We also hope that it will contribute to dialogue, cooperation and exchange of positive experience across departments.

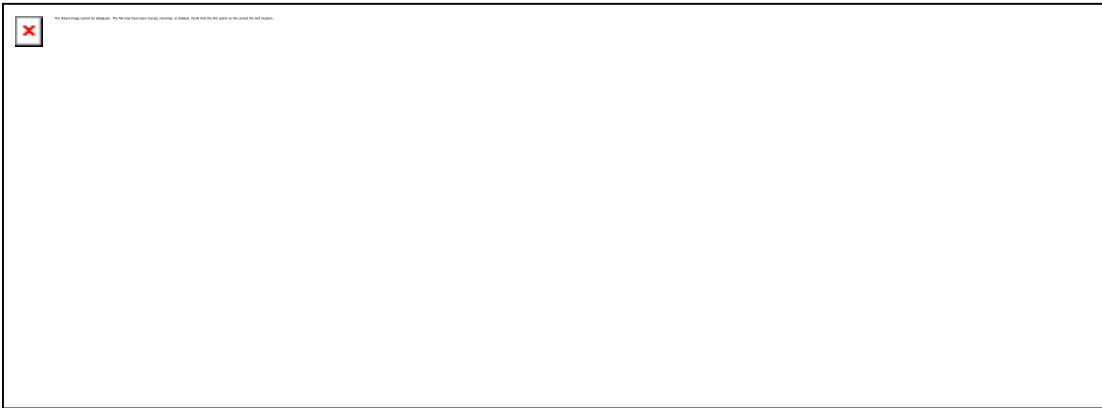
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The Action plan for improving the gender balance in academic positions ¹ outlines the school’s main objective and NHH’s overriding principles, goals and initiatives for achieving improved gender balance in academic positions, and provides concrete target figures for the appointment of women to academic positions.

The figure below illustrates the situation and challenges at NHH.



Total figures for the whole of NHH, 2015, source: DBH (Database for Statistics on Higher Education).

¹ Adopted by the Board on 9 December 2015, in effect from 1/1/2016

Local gender equality work

Below are some concrete tips on practical gender equality work, and suggestions for how gender perspectives can be considered in research. These measures are simple and easy to manage, but at the same time, they are effective and can be used as the basis for drawing up local measures, or even local strategy and action plans.

1 Recruitment measures

For discussion ...

(i)When a position is vacant, or expected to become vacant 2 :

- a) Take your time defining the positions and which qualifications are important. Be clear, concrete and open in defining the qualifications. Evaluations of academic qualifications are not necessarily neutral. (Remember: Who takes part in the evaluation?)
- b) Discuss/consider how the concept of expertise is understood: Could it be that relevant candidates will choose not to apply for the position because they do not believe that they have the right expertise based on the text of the advertisement?
- c) A vacant (top) position should not automatically be advertised within the same field - use gender equality as one criterion when considering whether the position should be advertised in another field.
- d) Consider whether “block appointments”, i.e. appointments to several positions advertised together, can be relevant. See item on research groups etc. under research strategy measures. 3
- e) Consider whether appointment without advertisement is a relevant measure from a gender equality point of view. Appointment without advertisement can be made as a measure to recruit women.
- f) Seek out potential candidates before positions become vacant: Do not wait until a position is vacant before you start mapping out potential candidates. Tip: Use personal contacts, ”headhunting” committees and women’s networks. (Also remember:Who takes part in these evaluations?)
- g) Map out potential internal candidates. Draw attention to strong candidates of both genders when they are available on staff.
 - a. For example: Require information about whether there are qualified female (potential) applicants submitted together with the proposed advertisement text/job description.
 - b. For example: Use your knowledge of the existence of qualified women as a criterion in the advertisement of professor/ associate professor positions and professor scholarships.
- h) Consider using international recruitment in a gender perspective.

2 Some of these tips are taken from: The Chronicle of Higher Education, A Message to Hiring Committees.

3 According to a NIFU STEP report, it is a characteristic of research communities that have succeeded in recruiting women to research that the communities are either newly established or that more positions have been added over a period of time.

- i) Consider the timing of the advertisement.
- j) Ensure a concerted effort in the work on strategies for choosing recruitment channels and marketing.

(ii)When preparing the advertisement:

- a) Spend time writing the text of the advertisement. Make it clear what information and which documents applicants have to submit.
- b) Consider the wording of the advertisement.
- c) Qualifications and expertise: Be aware that men tend to be attracted by a competition-oriented wording, while the opposite is often true for women. Extensive and unrealistic qualification requirements may result in qualified women not applying.
- d) Consider the level of the position for advertisement/appointment. The use of postdoctoral and associate professor positions can be a useful tool in recruiting and qualifying female researchers, since the generation change provides a good recruitment basis among women.
- e) Consider using the opportunity to open up for temporary appointment for qualification, cf. regulations pertaining to the Norwegian Civil Service Act.
- f) Consider the degree of specialisation vs. open advertisement in the advertisement text from a gender perspective. ⁴
- g) Decide whether you wish to stress potential in the applicants (may favour younger applicants).
- h) Consider whether to only request a selection of published articles. This could be one way of focusing on the applicants' general potential. Requirements of "production in relation to time" will be particularly unfavourable for employees who are responsible for the care of small children.
- i) Put both male and female contact persons in the advertisement whenever possible.
- j) The under-represented gender is encouraged to apply when positions are advertised. Feel free to write that women will be preferred when other qualifications are equal. Alternatively, the advertisement text can say that the school is aiming for a gender-balanced staff.

(iii) ... As regards the interview

- a) Invite all qualified women to be interviewed and to give a trial lecture.

⁴ Cf., among other sources, the NIFU STEP report "I spennet mellom kvalitet og krav til likestilling" (*"Uniting quality and equality requirements" - in Norwegian only*), in which it is stated that general, i.e. relatively unspecific, advertisements of permanent positions are considered more favourable to female applicants, since these advertisements cannot easily be tailored to the research field of an internal, often male, candidate.

- b) The candidates should be given as much information as possible before the interview. Who and how many people will be present, where the interview will take place, what the candidate should bring, how long the interview will last etc. The more a candidate knows about the interview, the better he/she can prepare for it. The interview panel should all be given copies of the submitted documents before the candidate arrives.
- c) If possible, both men and women should participate in the interview situation.
- d) Be conscious of gender differences in presentation and evaluation - both in the candidates and the persons conducting the interview.
- e) Questions related to their partners' work, how the candidate will organise care for any children etc. should be avoided.

(iv) ...Finally

- a) In international recruitment, Norway's good welfare system should be emphasised.
- b) One should be aware that informal invitations are more often given to men than to women.
- c) References - prepare and evaluate the questions and answers/information from a gender point of view.
- d) Be aware of gender differences in presentation and evaluation - both in potential candidates and in those evaluating them - expert evaluations, obtaining references etc.

2 Other measures

We differentiate between individual measures and structural measures. *Individual measures* are limited in time and space, and can generate debate and increase awareness of the gender equality challenges as well as generate ripple effects. The advantage of individual measures is that they are very precise in relation to the issue they are intended to address. The goal of the *structural* measures is to make gender equality work part of the institution's day-to-day operations - in research, teaching and dissemination.

(i) Individual measures

- a) *Appointment without advertisement*: This method has been used for many years in the recruitment of professors, particularly adjunct professors, but the appointees have usually been male. Institutions which have started using this measure in their gender equality work stress that academic competence is still a critical criteria, but that they are now looking for competent female candidates in particular. This measure is goal-oriented and status-raising.
- b) *Appoint and make active use of employees in adjunct positions* - both male and female. Teaching, research, networks, mentor activities etc.
- c) *Steps to facilitate qualification for employees in permanent positions*: enabling women to take time off from teaching duties, the organisation of teaching, the use of leave of absence for

research purposes and research stays abroad are all goal-oriented measures for further qualification. Some local schemes supplement central leave of absence for research purposes and annual award schemes, cf. the action plan.

- d) *Steps to facilitate recruitment to and qualification of employees in temporary positions:*
- a. Short-term (two to six months) employment relationships for student assistants on Bachelor's degree level
 - b. Scholarships and/or short-term (two to six months) employment relationships for student assistants on Master's degree level

in order to motivate and inspire, and with a view to application for admittance to Master's degree and doctoral degree programmes.

- e) *Resource allocation:* Female researchers are given increased opportunities to travel for academic purposes and are offered research assistance paid by the hour etc. in the form of grants. The central scheme of annual awards and the regulations in the Funds regulations comes in addition to, but do not replace, any local measures.
- f) *Start-up packages:* Give women recently appointed to academic positions a start-up package of funds for operations and equipment, funds to pay a research assistant or similar to ease their start-up phase. Any local arrangements supplement the central scheme of annual awards for female postdoctoral researchers and associate professors.
- g) *Courses, improving expertise:* Women in academic positions shall be given priority for participation in media courses, dissemination courses, management development courses and offers of language revision.
- h) *Compensation for committee work:* Compensate women for additional workload in connection with committee work etc. Emphasise that women shall have sufficient time for their own research when preparing work schedules.

(ii) Structural measures

One premise for successful gender equality work is that the responsibility is rooted in and originates with the central academic top management and the department management. In structural measures, we differentiate between *research strategy measures* and *personnel policy and organisational measures*. Some measures may be considered to fall under both categories.

1) Research strategy measures

- a) *Research groups and subject/research environments, collective research projects:* Research groups have a stimulating effect on the research environment. This is central from a gender equality point of view, because bad research environments are considered an important reason why women leave academia. Another barrier for women is that they do not participate in meriting networks - this will be significantly strengthened through participation in research groups⁵. In case of available budgetary allocations for salaries, "block appointments" may be a relevant measure in this context.

⁵ Surveys have shown that heterogeneously composed research groups are more robust than homogenous groups (see, among others, *The Scientist*, 7 November, 2005 and *Science* vol. 309, 2005). One of the reasons for this is that when persons with different backgrounds are included in the same research group this creates more possibilities for a broader

- b) *Support for/facilitation of networks.* Women do not participate in meriting networks to the same degree as men.
- c) *Mentor programmes* or career development programmes for female research scholars and postdoctoral researchers.
- d) *Performance appraisal interviews and career plans:* In performance appraisal interviews, the management should discuss qualification and qualification measures with the employees and map their ambitions and the tasks entailed in their work. The management should be active in relation to the division of administrative tasks among employees, and the degree to which each employee has meriting tasks (cf. the statistics item below). The management should also encourage female researchers in intermediate positions to qualify through academic publication and research stays at relevant institutions in Norway and abroad, and introduce them to academic networks. Participation in mentor programmes should be facilitated.
- e) *Allocation of tasks:* Take steps to facilitate women being allocated tasks that develop their expertise, are meriting and are meaningful in relation to promotions. Women should also be integrated in the academic strategy work in the individual departments and the institution as a whole in order to ensure that the research interests of female researchers are taken into account. Statistics on gender in relation to teaching, supervision and publication can, among other things, be used as a basis for the allocation of tasks, see the item on statistics below.
- f) *Conscious prioritising of research topics/ research perspectives with female recruits.*
- g) *Representation:* Women, particularly women in top positions, are encouraged to act as the public face of fields and departments on public occasions. The composition of boards, councils and committees shall ensure that man and women have equal influence on key decision-making process.
- h) *Management training:* Gender equality work must be promoted by the management at different levels, therefore it is necessary for the management to have expertise in this area. This also applies to heads of research projects and research groups. Such expertise can be requested when appointing/selecting people, and may also be included as an evaluation criterion.
- i) *Statistics:* Statistics is one of the institution's management tools, and the difference between genders is often revealed in statistics with a gender perspective. That is, among other things, statistics for the gender distribution of applicants to and employees in academic positions by subject, the allocation of funds for project and academic milieus in relation to gender, and annual salary statistics divided by groups of positions and gender. In addition, it should be considered whether annual statistics of teaching and supervision at various levels from a gender perspective should be prepared. The preparation of annual statistics of academic publication with publication points per academic employee divided by gender in various categories of positions may also be considered.

2) *Personnel policy and organisational measures*

research perspective. Quality and innovation are improved when research groups are made up of a variety of people. Surveys also show that establishing research groups increase both the flow of PhD candidates and the frequency of publishing - particularly for women.

- a) *Gender in strategies, plans and reports:* The main elements in the gender equality efforts must be incorporated into the units' strategic planning work. Gender shall be included as a factor in all strategies and plans, with annual reporting of *target figures, measures and performance*. The plans must be concrete. It is also important that new initiatives and projects are evaluated in relation to the gender equality targets.
- b) *Moderate affirmative action:* The provisions are laid down in the State Collective Agreement, and read as follows: "If there are several applicants with approximately equal qualifications for a vacant position, then applicants from the gender which is under-represented in the category of position in questions shall be preferred." "The gender to which less than 40% of employees in the category of position in question belongs is deemed to be under-represented."
- c) Establish equality as a clear and prioritised *management responsibility*. Gender equality is a strategic goal. The responsibility rests with the management at all levels. Increased awareness and expertise can be ensured by means of management training, and by placing gender equality on the agenda for meetings in general and in management seminars in particular. Such expertise can be requested when new managers are appointed, and it can also be included as an evaluation criterion in management evaluations.
- d) *International cooperation:* Use and develop international research contacts in order to improve gender balance in permanent positions, adjunct positions, visiting professorships and committees. This can be done by encouraging the academic milieus to appoint female adjunct professors and adjunct associate professors as well as appointing women to adjunct positions, and by inviting female visiting researchers and use female foreign researchers in committee work.
- e) *Gender testing of budgets:* Gender testing of budgets (also called gender equality evaluation of budgets) means that you follow up political goals in the gender equality field in budget and reporting work. You review the budgets, analysing the various allocations on the basis of how the funds are actually divided between men and women in relation to, for example, academic efforts and funding for research and academic environments.
- f) *An active and conscious wage policy*
- g) *Environment, adaptation, appreciations etc.* - Measures like women's days, women's dinners, attention and increasing visibility.
- h) *Submit an annual gender equality report to the Board.* This will entail a concrete follow-up of the requirement in the action plan for gender equality that gender equality shall be integrated into the departments' strategies, plans and reports, including the requirement that the departments must carry out an annual review of the status for new appointments in the department.

3 How can gender perspectives and gender equality be made relevant in a research project?

Gender as a *perspective* implies that biological and social gender is reflected in research *content*. A growing number of studies show that diversity, including gender balance and gender perspectives,

helps to enhance the scientific quality and social relevance of research. Gender perspectives are to be integrated into all research activity funded by Horizon 2020 and The Research Council of Norway. ⁶

It may be difficult to immediately see a project's gender perspective. Depending on the scope and breadth of the project, such a perspective may also be irrelevant in the context. Three perspectives are recommended for the evaluation of a project's gender and gender equality relevance⁷: Representation and participation, allocation of resources and consequences.

(i) Representation and participation:

Representation and participation are important in every phase and at every level of the project. *Who* is a key word in this context: You should think about who is influencing and who is affected, who makes the decisions and for whom do the decisions have consequences, who participated in the management and running of the project etc. Clarifying the purpose of the project may also help to uncover a gender dimension.

Information should be provided about the representation men and women in, among other areas:

- ✓ The project management
- ✓ The project group
- ✓ The steering committee
- ✓ Reference and consultation groups

When evaluating how each gender is represented and participates in the project, it may be helpful to reflect on the following questions:

- ✓ Who took the initiative and who formulated the objectives?
- ✓ How were persons in the various positions recruited/selected? What qualifications, expertise and characteristics are sought for appointments to various tasks, positions and roles?
- ✓ Are particular criteria applied when selecting persons for positions and tasks in the project? If yes, do the criteria provide opportunities for and/or hinder gender-balanced representation?
- ✓ Is gender a significant factor when people are selected to take part in the project?
- ✓ Are there systematic differences between the men and women in the project in terms of age, status, expertise, priorities, influence, needs and wishes? If so, can anything be done to even out these differences without negatively affecting the quality and running of the project?

(ii) Allocation of resources

Project resources can be defined in many ways, and not all of these resources are easily quantifiable. First and foremost, there is money, labour, expertise, time, facilities and equipment. Money, the monetary value of equipment and the amount of time available to the project are easy to quantify. It is more difficult to assess value in terms of the quality of the resources that the project represents, and how this value is divided between men and women. When evaluating the division of resources, it may be helpful to reflect on the following questions:

- ✓ Who performs the various tasks, who has the professional skills, and who has access to those skills?

⁶ Source: The Research Council of Norway: http://www.forskningsradet.no/en/Gender_issues/1195592877653, also look Gendered Innovations: <http://genderedinnovations.stanford.edu/what-is-gendered-innovations.html>

⁷ Source: The Nordic Council of Ministers, Projects seen from a gender and equality perspective. <http://www.norden.org/pub/velfaerd/jamstalldhet/sk/ANP2005717/ANP2005717.pdf>

- ✓ Who has access to and can make use of the project's resources? How are the allotted resources allocated?

(iii) Consequences

A project, plan or measure can have several aspects with gender and gender equality consequences. When evaluating a project's gender and equality consequences, it may be appropriate to reflect on whether the project has consequences for people, whether these consequences will be different for women and men, and if so, why.

It can immediately be difficult to spot the gender perspective. Depending on the project, scope and width may also be that such a perspective is irrelevant in this context. When you are evaluating project relevance in a gender equality perspective, an assessment of these factors may be of importance:

- ✓ The challenges that the project will contribute to solving, or improve project stated
- ✓ objective
- ✓ Project impact on players' actions and decisions
- ✓ Is there unreflective imagines about gender in the project premises or theoretical assumptions?

A few arguments for equality and improved gender balance

- ✓ **Fairness:** Equality is a question of fairness. Men and women must be given equal opportunities to participate in the research community.
- ✓ **Democracy and credibility:** Report no. 20 to the Storting, "Commitment to Research", points out that critical research plays an important part as basis for political development and administration, contributes to a more critical and open debate in society, and that research-based knowledge provides an improved basis for decision-making. In order to ensure a well-functioning democracy, women must participate in research on equal terms with men.
- ✓ **Role model:** Female members of staff send positive signals to students. Female researchers act as role models for potential future researchers and new (younger) researchers.
- ✓ **Research relevance:** High-quality relevant research depends on the research communities' ability to pose the "right" questions and consider several possible solutions. This is best done in an environment where there is room for different types of people with different perspectives, interests and experience, and the ability for academic cooperation. Improved gender balance will result in the research institutions to a higher degree reflecting the diversity in the populations, and this will increase credibility.
- ✓ **Research quality:** Increased recruitment of women to research will increase knowledge resources, contribute to quality in the production of knowledge and make the sector more robust and competitive. Studies suggest that heterogeneously composed research groups are more robust and innovative than homogenous groups.
- ✓ **Research management:** Good research management is becoming an ever stronger requirement. Academic management positions entail great influence over research and are important to the development of quality. Equal access to academic management position training for men and women must be ensured.
- ✓ **Working environment:** A balanced gender composition improves the social environment between colleagues and job satisfaction in the academic milieu.
- ✓ **Challenges in terms of expertise and competition:** In terms of students and academic recruits, women make up 50% of the talent pool we compete for. Uneven recruitment means that we miss out on talents. Our challenge is to enable NHH and the academic milieus to compete for capable women. If we do not succeed in this, NHH will not be able to maintain its national and international position in the long run.