Recruitment

APWiL Policy Round Table on Gender Equity
The University of Hong Kong

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Managing Recruitment

- Remind ourselves of the context: Why we need to look more closely?
  - trends & statistics

- Identify key challenges: What are some of the impacting factors?
  - unconscious bias
  - recognising potential (shifting the traditional balance)
  - setting targets or quotas
  - issues of broader diversity and intersectionality

- Address change in hiring and attracting talent: What can we do?
  - engaging senior leaders
  - policies as drivers of change and accountability
  - working with external recruiters
  - gender based training for all

- Explore suggestions for action and solutions

- Examine an institutional case study: UNSW

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What do we mean by gender equity ?

Definitions

- "Gender equity is the process of being fair to women and men. To ensure fairness, strategies and measures must often be available to compensate for women's historical and social disadvantages that prevent women and men from otherwise operating on a level playing field."

  – United Nations Population Fund (2005)

- Gender stereotypes affect women and men by ascribing value to certain behaviours.

- Gender equity requires looking beyond the male-female binary
  – Trans and non-binary gender identities

Global statistics: 'Women in leadership'

+ **Fortune 500**

  In 2015, a 'historic' high of female CEOs… 5.2% of the Fortune 500 Companies

+ **In the U.S.:** "among chief executives of S & P 1500 firms, for each woman, there are four men named John, Robert, William or James"   *(Wolfers, J., 2015)*

+ **By Region:** Women in Senior Management (2013):

Region	Women in Senior Management Positions (2013)
ASEAN	32%
Europe, except for Nordic Region	25%
Europe, Nordic Region	24%
Latin America	23%
North America	21%

+ **Global economy:** in a "full-potential" scenario in which women participate in the economy identically to men, it would add up to $28 trillion or 26% of annual global GDP in 2025

(McKinsey Global Institute , 2015)

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What do the Australian statistics say?

- 15.4% of Heads of Business
- 27.4% of Key Management Personnel (KMPs)
- A quarter of organisations reporting to WGEA had *no* female KMPs

Chart 1: Proportion of women by management category in 2014–15

Category	Proportion of women
CEO/Head of Business in Australia	15.4%
Key management personnel	27.4%
Other executives/general managers	29.3%
Senior managers	33.0%
Other managers	40.0%

Female managers overall 36.5%

Source: WGEA, *Australia's Gender Equality Scorecard 2014-2015*, pp. 7, 9

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What does the Australian HE data say?

Universities Australia:

Women make up 44.4% of all academic staff, but they make up just:

- 35.5% of senior academic staff at level D

- 25.1% of senior academic staff at Level E

- 26.1% of FTE female senior academic staff overall

- **How does this compare with the HE sector in different countries?**

- **What are the statistics for the HE sector in your country?**

Identifying and attracting talent

- **Pipeline effect and gender disparity**

- **STEMM** (Australia): Women make up around half of junior academics but around one fifth of senior professors

  Level A: 5,018 junior lecturers

                  women (50.7%)   men (49.3%)

  Level E: 3,185 senior professors

                  women (22.7%)   men (77.3%)

  SAGE: Gender Equity in STEMM (Data: Dept of Education & Training, 2014)

- What are impacting factors and why the dramatic change in numbers?

- Assessing merit 'objectively'

- Rethinking potential and experience

Not only is there a 'leaky pipeline' in STEM the plumbing itself is BROKEN

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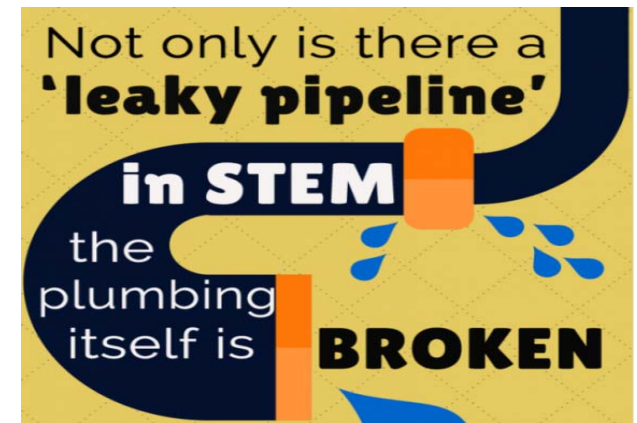
Hiring and Unconscious Bias: Study at Yale

➕ **Study by Moss-Racusin et al. (2012) 'Science faculty's subtle gender biases favour male students'**

➕ Science faculty members (n=127) from research intensive universities in the US rated the application materials of an undergraduate science student who had applied for a science laboratory manager position. All participants received exactly the same application materials, which were assigned either the name of a male (n = 63) or a female (n = 64) student; the student's gender was thus the only variable that differed between the applications.

➢ Across the board, female applicants were rated as less hireable and less competent than their male counterparts.

➢ Across the board, female applicants were allocated lower salaries and lower amounts of mentoring.

➢ Both male and female science faculty professors expressed the same unconscious bias against women.

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Gender, language and bias
Research at Stanford
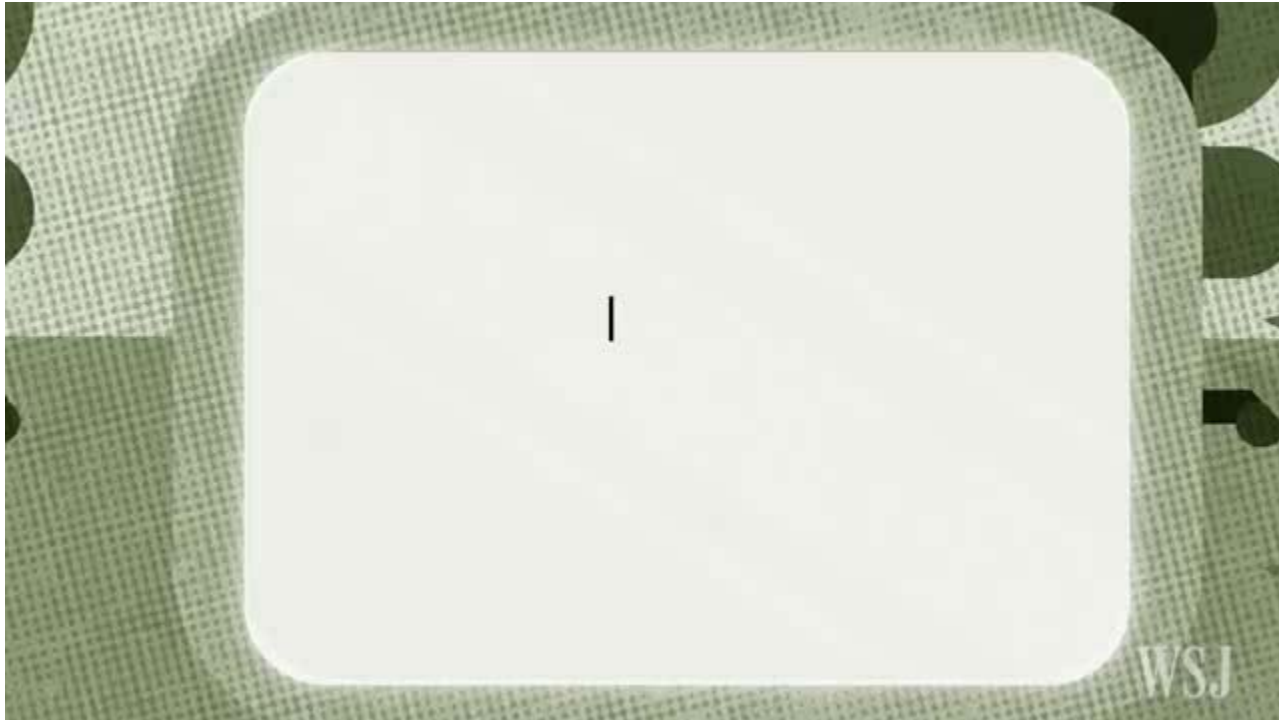
Gender bias in language and recruiting

- **VIDEO:** Language captures perceptions of leadership and success on 'masculine' or 'feminine' attributes.

- Notions of leadership generally aligned with the social expectations for men and women:

  "men are expected to be confident, opinionated and assertive…women are expected to be nurturing, compassionate and passive"

  Rifkin, Glenn, (2015) 'Second-Generation Gender Bias', p. 48

- **How does this play out in recruitment, in selection panels and in interviews? Discuss your thoughts and experiences.**

- 'When women act in accordance with gender stereotypes, they move further away from the ideal leader, and are liked but not seen to be competent; on the other hand, when women act in accordance with masculinised conceptions of leadership, they are seen as unfeminine or unlikeable'.

  Eagly and Karau (2002) 'Role Congruity Theory of Prejudice Toward Female Leaders', *Psychological Review* 109(3)

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The challenge of unconscious bias in recruitment

Problems of gender equity are encountered at all points - recruitment, retention and success are interconnected and feed into one another.

"It takes the form of 'gender asbestos'– attitudes, beliefs and unconscious bias that is built into the walls, floors, ceilings, structures and practices of organisations. It is often invisible and therefore more difficult to change."

Elizabeth Broderick, Former Australian Sex Discrimination Commissioner

Interview with external recruiters (1)
Voluntary Code of Conduct for Executive Search Firms (UK)

1. **Succession Planning:** Search firms work with institutions in developing succession plans that identify the balance of experience, skills, gender, needed to recruit for next two to three years.

2. **Diversity Goals:** Search firms to look at overall composition and institutions agreed aspirational goals on gender balance and diversity more broadly.

3. **Defining Briefs:** Search firms should work to ensure that significant weight is given to relevant skills, underlying competencies and personal capabilities and not just proven career experience.

4. **Longlists/Shortlists:** When presenting their longlists, search firms should try to ensure that at least 30% of the candidates are women – and, if not, why not.

5. **Candidate Support:** During the selection process, search firms should provide appropriate support to prepare candidates for interviews and guide them through the process.

6. **Supporting Candidate Selection:** As clients evaluate candidates, search firms should ensure that they continue to provide appropriate weight to intrinsic competencies and capabilities, supported by thorough referencing rather than over-valuing certain kinds of experience.

7. **Induction:** Search firms should provide advice to clients on best practice in induction and 'on boarding' processes to help new board directors settle quickly into their roles.

8. **Embedding Best Practice:** Search firms should ensure that best practices in supporting clients on enhancing board gender diversity are well-documented and shared.

9. **Signalling Commitment:** Search firms should signal their commitment to supporting gender and their adherence to the Code.

10. **Broadening the Candidate Pool:** Search firms should seek to broaden their own databases of potential candidates.

- 30% club website: http://30percentclub.org/

Interview with external recruiters (2)
Impact of initiatives

Discussions with recruitment and search firms indicated that women still struggle to be represented on both call lists and shortlists for recruitment, but that 'a more targeted approach' and focused initiatives do work:

HIGHER EDUCATION APPOINTMENTS		
	Call list	Shortlist
2014	32%	27%
2015	40%	34%

HIGHER EDUCATION PROFESSORIAL AND CHAIR APPOINTMENTS		
	Call list	Shortlist
2014	25%	19%
2015	23%	30%

Interview with recruiters (3)
Initiatives (Influence of AESC)

Some practical suggestions:

Actively seek to provide balanced shortlists by:

- Seeking recommendations from senior women within the field

- Asking sources specifically for women who they could recommend

- Targeting females who are on the call list first, especially in male dominated disciplines

- Assessing female candidate's trajectory as a measure of potential – could they be a 'rising star?'

- Taking into consideration career breaks (maternity leave) when assessing candidates

Countering gender bias in recruiting

Focus on:

+ Reflecting on the language / gendered language in PDs

+ Reflecting on the gendered expectations of candidates

+ Selecting the recruiters carefully

+ Selecting (and training) the interview panels

+ Countering unconscious bias

+ **Your suggestions…..**

Rethinking potential and experience

- Defining the role descriptions
  - Define the job, not the person in it
  - Focus on prerequisite skills, not just proven experience

- Looking to potential, not just experience
  - Going beyond research output and traditional career pathways

- CASE: Australian Research Council's ROPE initiative
  - Research Opportunity and Performance Evidence assessment
  - Contextualising candidate assessment

- **DISCUSSION: What are the challenges or risks in identifying potential? What would you recommend as examples of good practice?**

- Monnery & Blais (2013) *To get diversity right, get potential right', The Focus Potential.*
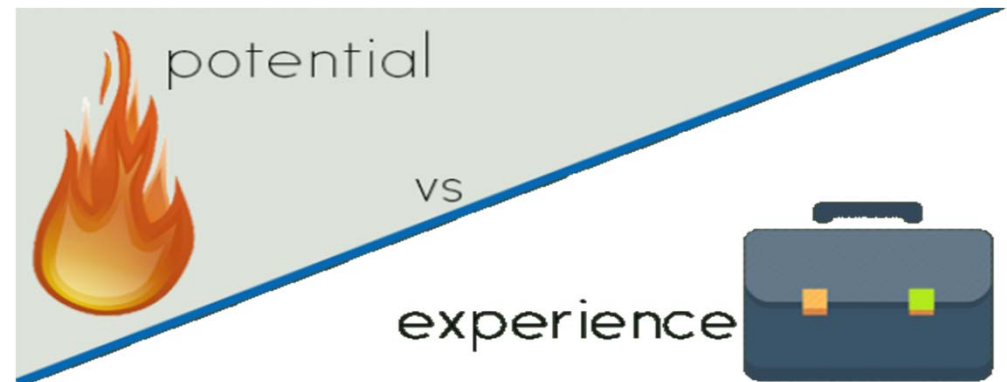
Communicating and creating value and support

+ **How do you attract top talent?**
  - Constructing and communicating the employment value proposition
  - Mainstreaming support and flexibility

+ Example: All Roles Flex at Telstra: "flexibility is now considered the starting point for all work" (Male Champions of Change, 2014, p.8)

+ Improvements in gender equity: number of women joining Telstra has increased and number leaving has dropped

Communicating and creating value and support

- Interconnection with retention and success
    - The importance of visible pathways for women
    - The availability of mentoring for women

"Introducing a mentor as part of the recruitment process sends the right message at the right time. It is natural for any woman who is contemplating joining a senior management team to have concerns about whether the company has an inclusive culture with avenues of success open to all. You can lay such concerns to rest by ensuring that, through mentorship, the performance of women executives in your company is optimised, recognised and rewarded".

Boyden Global Executive Search, 'How to add more women to your executive team: 10 proven tactics', p. 3

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Setting and meeting gender targets

+ The great debate: Targets OR Quotas for hiring of women in HE ?
Discuss the pros and cons

+ *"… overly ambitious, stretch or aspirational targets are less likely to be achieved…this can have a negative impact on organisations and reduce the motivation to change".*
Do you agree?

+ How should we set targets? Should we start a 30% or 50% club with principles to setting and reaching targets?

+ How do we ensure accountability?

WGEA, (2013) *How to set gender diversity targets*, p. 9

Driving change: Institutional leadership and policies

- **The importance of leadership engagement**

    Signalling institutional commitment

    Integrating accountability (KPIs for equity and diversity outcomes)

- **Having a strong evidence base**

    Thorough and comprehensive data collection

- **Signalling institutional priorities**

    Through sound gender equity and diversity strategic plans, policies and procedures for implementation and evaluation

"As long as gender considerations remain outside mainstream policy-agenda setting, progress towards greater gender equality outcomes will be static".

UNDP (2014) *Guidance Note: Gender Statistics* p. 8

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Policies as a driver for change

- Policy scan of Australian Universities (43)
  - Almost all Universities have some sort of equity and diversity strategic plan, policy and/or procedure equity
  - Some have a specific springboard into initiatives on gender equity

- Policy signals **intent** and provides a foundation for change:
  - Avoids the risk of leaving things to common sense and good intentions
  - Is more binding and demands accountability
  - Can act as disruptive action to change entrenched culture
  - Needs to be simple and deliverable!

- **Evaluate the 'Gender Equality Strategy 2015-2020' and 'Staff Recruitment Guidelines Targeting Women for Senior Positions'**

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Diversity beyond gender: Intersectionality

+ **What is intersectionality?**

    – Entrenching other disadvantage

"Institutions should be mindful of the impact of intersectionality when exploring issues and developing solutions. For example, the experience in higher education may vary greatly for a Black migrant woman compared with a White woman who is of third-generation Anglo-Australian heritage. An indigenous transgender woman scientist living in regional New South Wales will also be subject to forms of inequalities different from those affecting a White queer woman in metropolitan Sydney…".

SAGE (2015) *Athena SWAN Charter – Bronze Institutional Award Handbook*, p. 15

+ Study of 10,000+ university graduates has revealed that being from a non-English speaking background, and especially being a woman from a non-English speaking background, is linked to reduced employment outcomes

Li, I.W. et al (2016) 'Labour Market Outcomes of Australian University Graduates from
Equity Groups'

+ Implications for women and other intersection disadvantage

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Gender Equity Initiatives: UNSW

Institutional

- Equity and Diversity Statement

- HR Flexible Work Policy

- UNSW Gender Equity Strategy Committee (GESC): Faculty reporting

- No set targets – Currently, 25-28% at senior academic levels (Associate Professor / Professor)

- WGEA Employer of Choice for Women

Training and Development

- UNSW Gender Equity Programs
  - Academic Women in Leadership (AWIL)

    Senior Academics and Early to Mid-Career Academics

  - Professional Women in Leadership (PWIL)

  - Women in Research Network (WIRN)

  - Senior Women's Network

Gender Equity Initiatives: UNSW

Strategy: New UNSW 2025 Strategy

'*UNSW will be recognised as an international exemplar in equity. Our success will have been be built upon embracing the diversity and cultural richness of our communities and ensuring that our staff and students can achieve their full potential regardless of background*' (p.18)

- VC: Strategic leadership – driving an agenda of equity, diversity, inclusion

- VC: Diversity Lead at Universities Australia

- **Strategic Priority: Social Engagement leading to a Just Society**

  - 'Exemplar in Equity, Diversity and Inclusion'

  - 'Equality in recruitment, retention and promotion of staff'

  - Inclusion of intersecting factors of diversity

  - 'Respect. Now. Always. Campaign'

  - Target: 50% women in leadership roles by 2025

  - Measures of progress

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Gender Equity Initiatives: UNSW

Additional Actions 2015-2016

- High level Equity and Diversity Board

- Diversity Champions across UNSW

- Engagement with SAGE and the Athena SWAN program

- Pilot of UNSW Staff and Student Equity Initiative across all disciplines

- Appointment of several senior women in high ranking executive roles (including first two female Deans, Deputy Dean, PVCs, Chairs of Boards)

- **Changing the culture of the organisation!**

Conclusion

- Complex area with multiple perspectives to consider

- Evidence of slow change and progress

- More to do in changing institutional culture and unconscious biases

- Training will play a part to facilitate change

- Leadership and demanding evidence of action will make a difference

- Accountability through strategic plans and policies will add impact

- Taking a stand at all levels is a must!

- *"It is time for us to say…that it is no longer acceptable to discuss women's rights as separate from human rights…human rights are women's rights and women's rights are human rights."* (Hillary Clinton)