2019 APRU Gender Gap Report

Executive Summary

The Asia-Pacific Women in Leadership (APWiL) Program was launched at the 2013 APRU Annual Presidents Meeting in Vladivostok. It serves as a platform for the sharing of best practices in enhancing the institutional competitiveness of APRU universities; advancing the participation of women in academia and research; and aims to contribute to policy development in bridging the gender gap in higher education.

The first task of the APRU APWiL steering committee was to prepare a report covering the gender profiles and diversity policies of the member universities. This report was produced in 2013, compiled by the University of Sydney. This led to the program overseeing a series of workshops in Kyoto (2014) (which resulted in the Shinagawa Proposal), Auckland (2015), Philippines (2016), Sydney (2017) and a policy roundtable in Hong Kong (2016). The roundtable prepared a statement on gender equity and diversity which was supported by Presidents at their Annual Meeting in 2016.

A commitment was made by the APRU APWiL steering committee early on to run a second version of the gender gap survey in five years' time to determine whether there had been significant change during this period. This report presents the survey's findings.

The APRU Gender Gap survey was administered to 65 participating universities (APRU and Universitas 21 members) across 23 economies in May 2018. The survey was officially closed in December 2018 and a total of 39 institutions completed the survey. The key overall trends remain similar to those in the 2013 survey, in that females are under-represented in university leadership positions, most notably in academic, academic management and executive positions.

Key findings:
- Female staff across the participating universities were significantly under-represented in Academic (faculty) (37%), Academic Management (Heads of Schools, Deans etc.) (25%) and Executive (senior executive team, President, Vice Chancellors etc.) (21%) staffing categories and over-represented in the Professional (administrative) (61%) staffing category. *(Category descriptions can be found in Appendix 2)*
- On average across the survey participants in the Academic category, for every 1 female professor, there are 3 male professors. The overall gender trend in academic tenure is that female Academics were significantly under-represented across all Academic levels.
- A significantly higher proportion of female Academics reported working part-time (31%) compared to male Academics (23%), particularly at the Associate Professor (10% F; 8%M), Lecturer (39%F; 27%M), Teaching Assistant or equivalent (64%F; 53%M), and Post-Doc (15%F; 8%M) levels.
- There was a significantly higher proportion of male Executives compared to female Executives across participating universities. Males make up 80% of university Executive staff, with women making up the remaining 20% of university leaders.
- Females were significantly under-represented as Deans and Heads of School/Department. There are three times more males in Academic Management positions than females, which may be reflective of the academic tenure track and the distribution of academic positions (more men in professorial positions than women).
- The percentage of male and female staff across categories varies in different economies. However, Russia appears to have a greater number of female Academic staff than other economies.

- Gender was disproportionate across Professional (administration) staffing levels, revealing a significant over-representation of female Professional staff compared to male Professional staff across all levels.
- When comparing data from participating universities across 2013 and 2018, there was no significant change in total staff numbers of males and females across the participating universities during this time. There was no significant change in the number of male and females across the Academic, Academic Management and Executive staffing types from 2013 to 2018. While not significant, females in Executive positions decreased by 5.2%.
- Most participating universities have policies to support gender equality and women in the workforce. However, there appears to be no direct relationship between the type and/or number of policies and gender equality. This suggests that attention needs to focus on the adequacy and consistency of policy implementation and the efficacy of organisational culture within the surveyed universities.

Upon reflection on these findings and the statement on gender and diversity approved in 2016, we ask the presidents to develop a strategy for APRU to alleviate the gender gap across our region. Real action is required to change the fundamental culture of gender and diversity, which means attention needs to focus on policies and practices within each institution. Actions to consider include reviewing relevant policies and implementational practices within each partner institution, a panel pledge for all APRU meetings, a shadowing/mentoring program for women from postdoc to university executive, and a male champions of change group of APRU presidents.

Appendix 1

Methods

The APRU Gender Gap Survey was administered to 65 Universities (APRU and Universitas 21 members) across 23 economies in May 2018.

Pearson's Chi-Squared tests of Independence and Chi Square Goodness of Fit tests were carried out to assess whether a relationship existed between gender and staffing categories, FTE, economy, and year of survey completion.

Part one provides an in-depth analysis of the relationship between gender and staffing category, level, FTE and economy across all participating universities. Part two presents a high-level comparison of 2013 and 2018 survey results. Part three provides an overview of gender diversity and equity policies across participating universities.

Please Note:
Confidence in the statistical and practical significance of the results is constrained by the nature of the data – that is, as we are dealing with disparate universities (e.g. in terms of key factors such as size, regional vs. urban location, prestige, student population etc.) making strong inferences about the data is not advisable. That is, controlling for such influencing factors may yield a different pattern of results.

Results

Survey Respondents

Thirty-nine (39) institutions completed the survey, including 18 APRU members who participated in the 2013 APRU Gender Gap survey. Twelve (12) respondents to the 2013 survey did not complete the 2018 survey. The survey had an overall response rate of 60%.

Table 1. Survey participants

Economy	Potential Responses	Completed Responses	Response Rate	2013 and 2018 Survey Respondents
Australia	5	4	80%	3
Canada	1	1	100%	1
Chile	2	2	100%	1
China and Hong Kong	12	6	50%	1
Chinese Taipei	2	2	100%	1
India	1	1	100%	0
Indonesia	1	0	0%	0
Ireland	1	1	100%	0
Japan	6	6	100%	5
Malaysia	1	0	0%	0
Mexico	1	1	100%	0
New Zealand	1	1	100%	1
Philippines	1	1	100%	1
Russia	1	1	100%	0
Singapore	1	1	100%	1
South Africa	1	0	0%	0
South Korea	5	2	40%	1
Sweden	1	1	100%	0
Switzerland	1	1	100%	0
Thailand	1	0	0%	0
The Netherlands	1	0	0%	0
United Kingdom	4	4	100%	0
USA	14	3	21%	2
TOTAL	**65**	**39**	**60%**	**18**

Part 1: Staff Numbers

1.1. Gender and Staffing Category

Female staff across the participating universities were significantly under-represented in Academic (37%), Academic Management (25%) and Executive (21%) staffing categories and over-represented in the Professional (61%) staffing category. The above patterns were all statistically significant (p<0.001 in all cases), after controlling for type I errors (false positives) and moderate in magnitude of association (Cramer's V = 0.25).

1.1.1. Academic Staff

i)   Gender and Level

A disproportionate number of female and male academics were represented across academic levels, $\chi 2$ (6) = 5303.507, p < .001. To determine the levels at which a significant gender disparity existed, post hoc tests were conducted at each academic level. Post hoc tests revealed that female academics were significantly under-represented across all academic levels (p<0.001 in all cases) (see Figure 1). The strongest association between gender and level was at the professorial level (a large effect size, Phi φ = 0.60), followed by the associate professorial level (a moderate effect size, *Phi* ϕ = 0.35).

Figure 1.
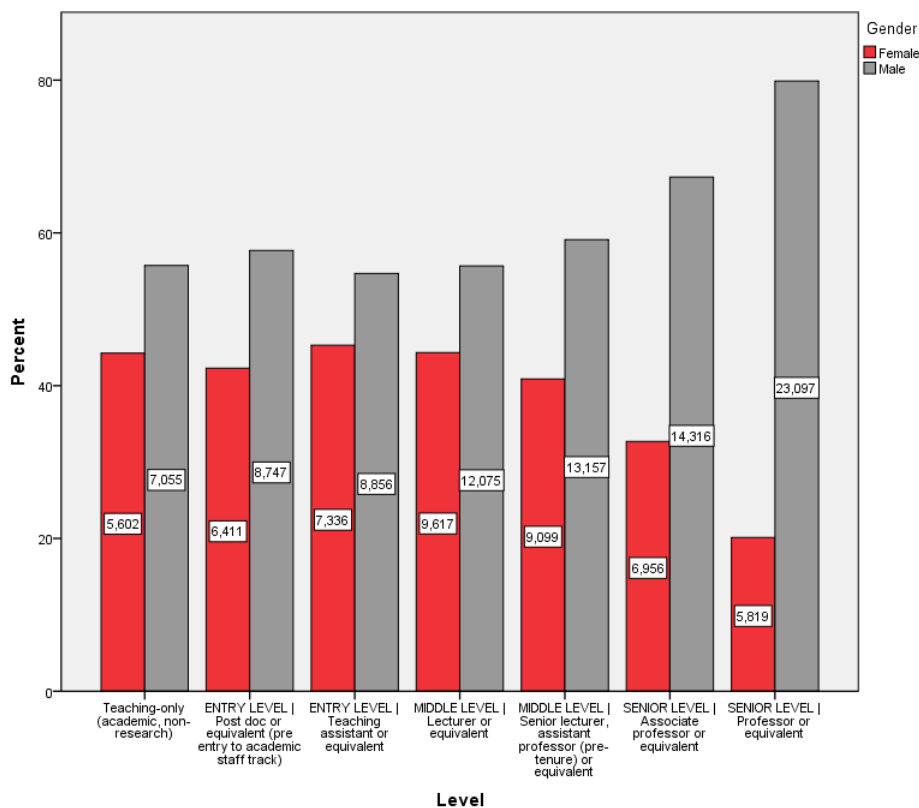
ii)   Gender, FTE, and Level

Whilst the majority of female and male academics across participating universities reported working full-time, a significantly higher proportion of female academics reported working part-time (31%) compared to male academics (23%), $\chi 2$ (1) = 1049.5, p < .001.

This association between gender and FTE was maintained at all academic levels (p < 0.001), except at the Senior Lecturer and Professorial levels (no significant association, p>0.05). A significantly higher proportion of women (than men) worked part-time at the Associate Professor (10% F; 8%M), Lecturer (39%F; 27%M), Teaching Assistant or equivalent (64%F; 53%M), and Post-Doc (15%F; 8%M) levels. In contrast, a higher proportion of men who engaged in 'Teaching only' worked part-time (55%) compared to women (45%) (See Figure 2).

Figure 2.
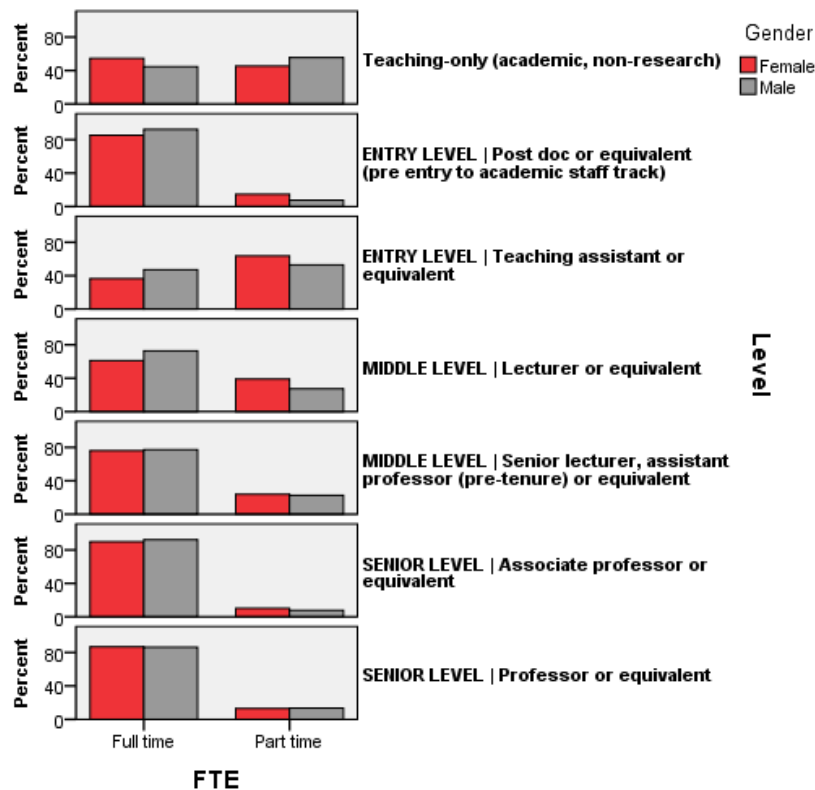
iii)   Regional Differences

The analysis suggests there is an association between economy (19 economies) and gender among academic staff, $\chi 2$ (18) = 5960.5, p < .001 and this association is moderate (Cramer's V = 0.2). Female academics were under-represented across all economies (relative to male academics), except Russia which reported a higher proportion of female academics (64%) relative to male academics (36%). Gender proportions by economy are presented in Figure 3. Regarding comparisons across economies, no significant associations emerged with the following economies: Chile, Singapore, and Sweden (all p> 0.05). There were significant associations between the remaining economies with

regard to gender (all $p < 0.05$, with adjustments for false positives). The percent gender difference (relative to female staff) across economies was examined to determine the extent of gender disparity across the economies and produce 'like' vs. 'non-like' groupings of said economies. The variation in gender disparity is presented in Figure 4. Two broad categories emerged:

- Group 1: All economies with % gender difference up to 25% and
- Group 2: All economies with % gender difference > 25%, which can be further subdivided as shown in Figure 4.
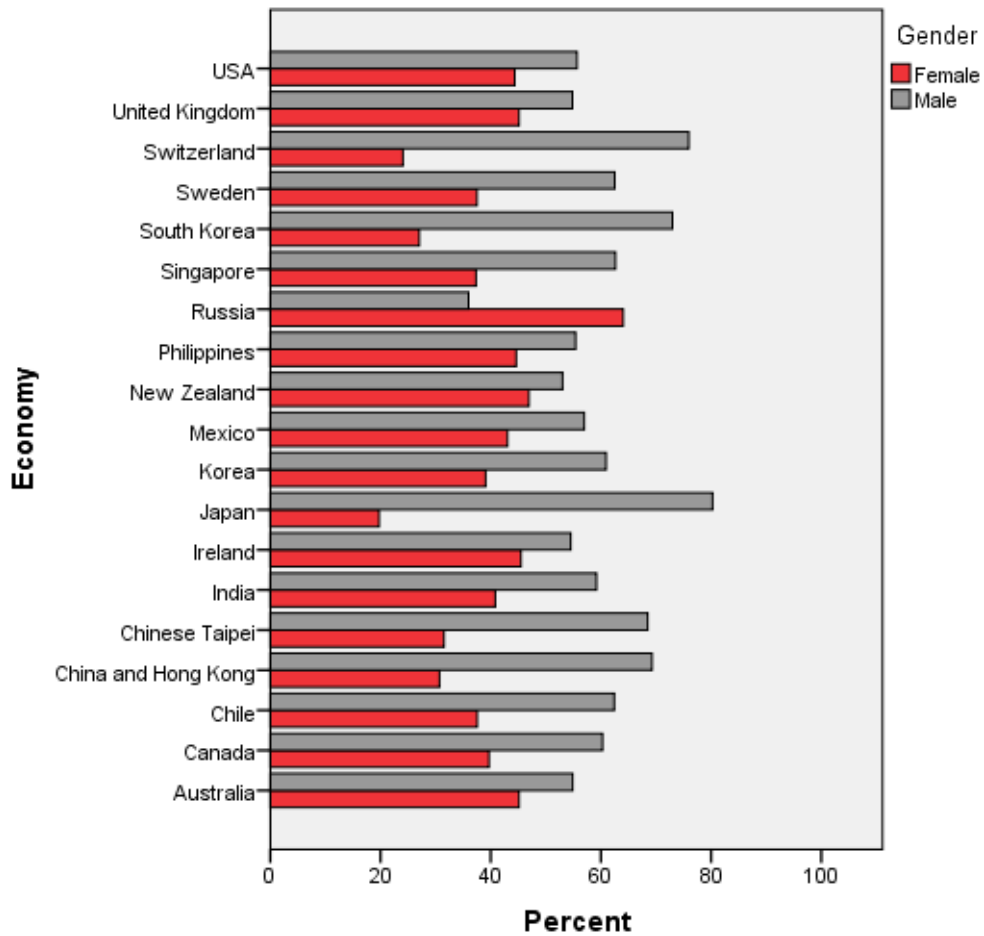
Figure 3.

Figure 4.

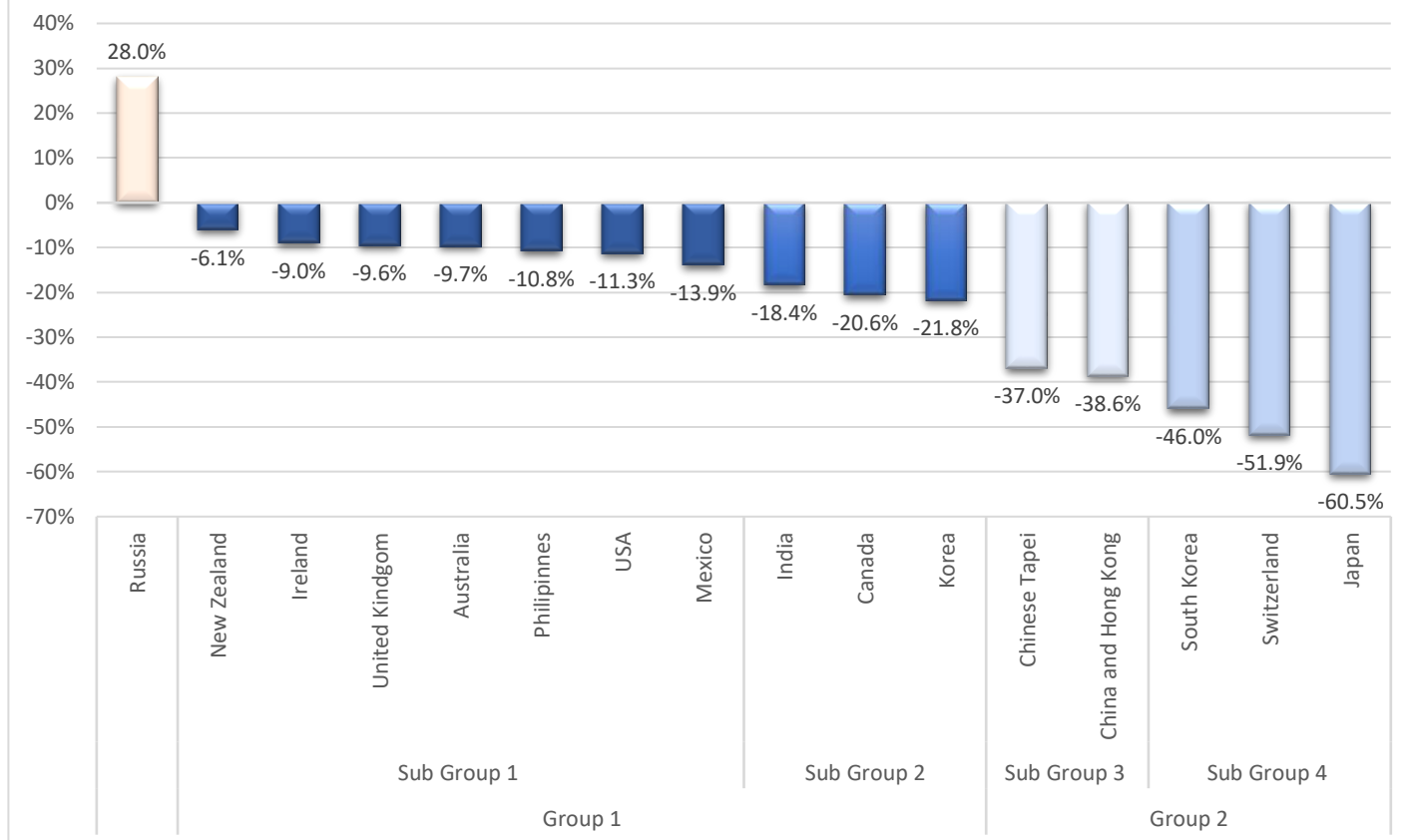## % Gender Difference (relative to females) across Economies Academic Staff

Chart values (left to right):
- Russia: 28.0%
- New Zealand: -6.1%
- Ireland: -9.0%
- United Kingdom: -9.6%
- Australia: -9.7%
- Philippines: -10.8%
- USA: -11.3%
- Mexico: -13.9%
- India: -18.4%
- Canada: -20.6%
- Korea: -21.8%
- Chinese Taipei: -37.0%
- China and Hong Kong: -38.6%
- South Korea: -46.0%
- Switzerland: -51.9%
- Japan: -60.5%

Sub Group 1 (New Zealand – Mexico), Sub Group 2 (India – Korea) — Group 1
Sub Group 3 (Chinese Taipei – China and Hong Kong), Sub Group 4 (South Korea – Japan) — Group 2

Table 2. Gender disparity across economies for Academic Staff

Economy * Gender Cross tabulation

			Gender		Total
			Female	Male	
Economy	Australia	Count	6392	7771	14163
		% within Economy	45%	55%	100.0%
	Canada	Count	1661	2522	4183
		% within Economy	40%	60%	100.0%
	Chile	Count	2735	4544	7279
		% within Economy	38%	62%	100.0%
	China and Hong Kong	Count	4917	11087	16004
		% within Economy	30.7%	69.3%	100.0%
	Chinese Taipei	Count	1683	3658	5341
		% within Economy	32%	68%	100.0%
	India	Count	355	515	870
		% within Economy	41%	59%	100.0%
	Ireland	Count	817	979	1796
		% within Economy	45%	55%	100.0%

Japan	Count	4581	18631	23212
	% within Economy	20%	80%	100.0%
Korea	Count	1056	1647	2703
	% within Economy	39%	61%	100.0%
Mexico	Count	2609	3454	6063
	% within Economy	43%	57%	100.0%
New Zealand	Count	1551	1753	3304
	% within Economy	47%	53%	100.0%
Philippines	Count	657	816	1473
	% within Economy	45%	55%	100.0%
Russia	Count	1525	857	2382
	% within Economy	64%	36%	100.0%
Singapore	Count	2610	4378	6988
	% within Economy	37%	63%	100.0%
South Korea	Count	1402	3786	5188
	% within Economy	27%	73%	100.0%
Sweden	Count	1213	2022	3235
	% within Economy	37%	63%	100.0%
Switzerland	Count	162	511	673
	% within Economy	24%	76%	100.0%
United Kingdom	Count	8436	10247	18683
	% within Economy	45%	55%	100.0%
USA	Count	6478	8125	14603
	% within Economy	44%	56%	100.0%
Total	Count	50840	87303	138143
	% within Economy	37%	63%	100.0%

1.1.2. Academic Management Staff

i)   Gender and Level

Female academics were significantly under-represented as Deans ($\chi 2$ (1) = 139.4, p < .001), Heads of School/Department ($\chi 2$ (1) = 454, p < .001) and other ($\chi 2$ (1) = 40.4, p < .001) across participating Universities (See Figure 5). The strength of these associations was moderately strong (*Phi* ϕ = .51, .51 and .38, respectively).

Figure 5.
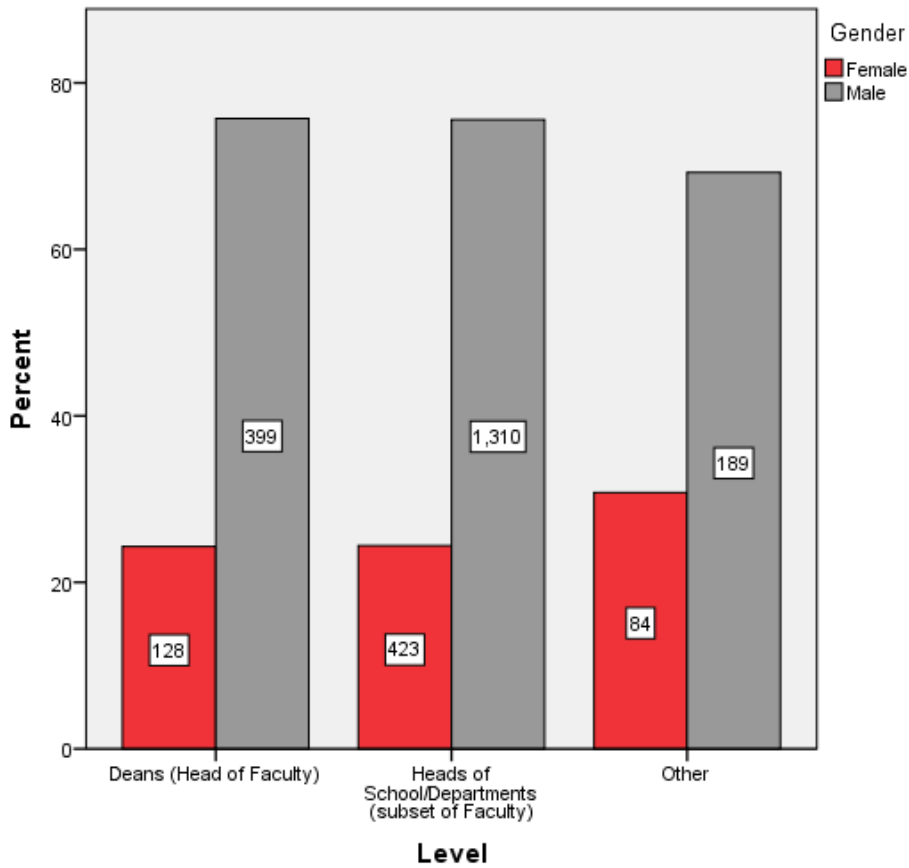
ii)   *Gender, FTE, and Level*

There was no significant association between Gender and FTE across staff in the Academic Management staffing category ($\chi 2$ (1) = 1.5, p > .05).

iii)   *Regional Differences*

South Korea was excluded from the analysis as no staff (male or female) were reported in the Academic Management category. There was a significant association between economy (18 economies) and gender among academic management staff, $\chi 2$ (17) = 128.8, p < .001 and the strength of association was moderate (Cramer's V = 0.23). As seen in Figure 6, female academic management staff were significantly under-represented across all economies.

Figure 6.
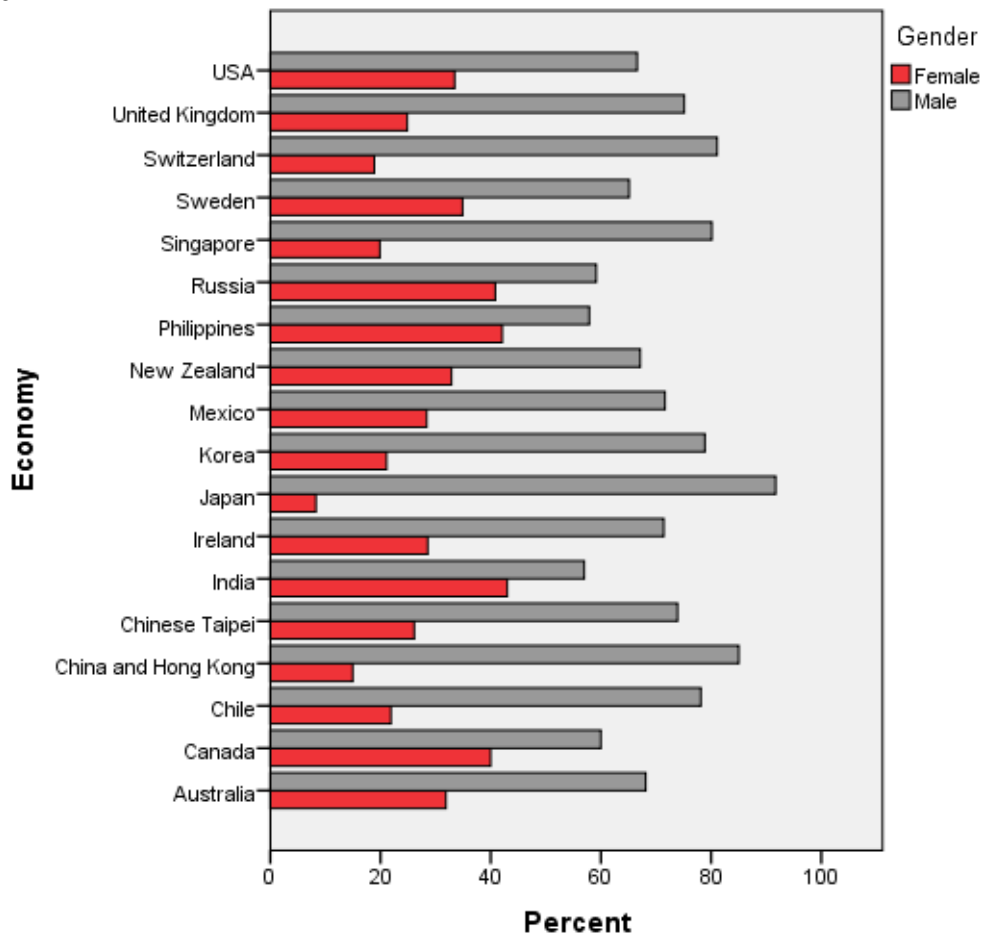
The association between economies regarding gender composition was also examined. Following adjustments for false positives, the only significant associations emerged among the following economies: Australia, Canada, China and Hong Kong, India, Japan, Philippines, Russia, and USA (all $p < 0.05$) (See Figure 7).

Figure 7.
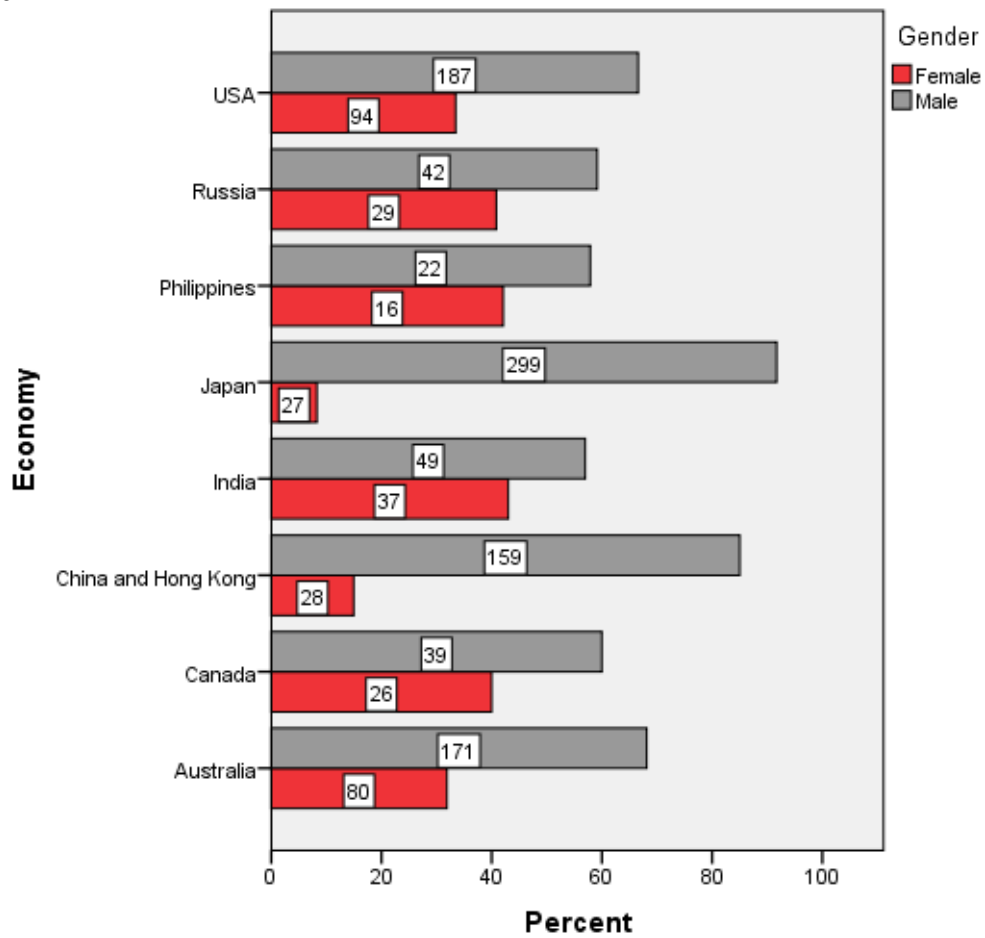
The variation in gender disparity is presented in Figure 8. Three broad categories emerge:

-   Group 1: Economies with % gender difference up to 20%

-   Group 2: Economies with % gender difference between 30-50%

-   Group 3: Economies with % gender difference > 50%

Figure 8.

% Gender Difference (relative to females) across Economies
Academic Management
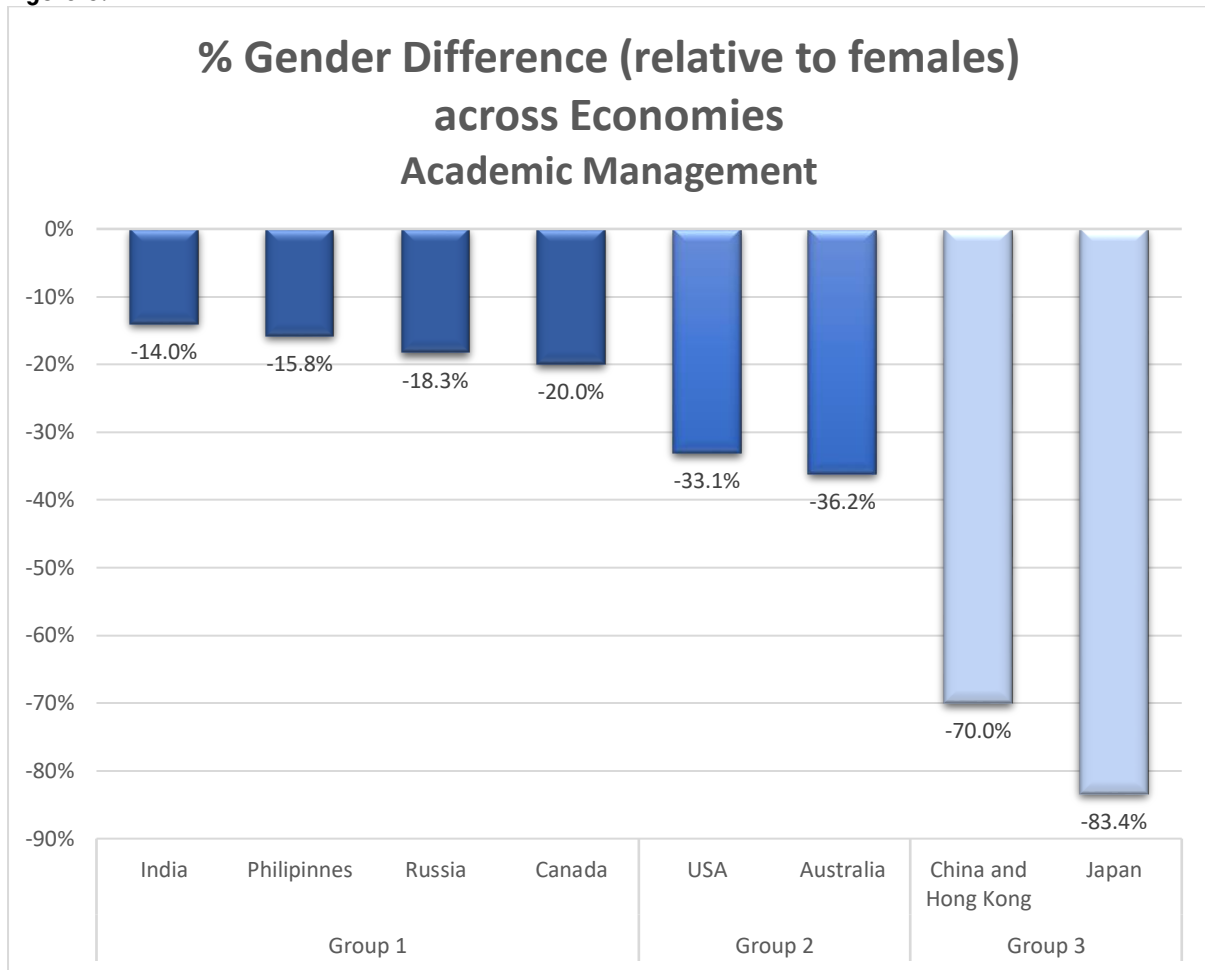
Table 3. Gender disparity across economies for Academic Management

Economy			Gender Female	Male	Total
Australia	Count		80	171	251
	% within Economy		31.9%	68.1%	100.0%
Canada	Count		26	39	65
	% within Economy		40.0%	60.0%	100.0%
Chile	Count		44	157	201
	% within Economy		21.9%	78.1%	100.0%
China and Hong Kong	Count		28	159	187
	% within Economy		15.0%	85.0%	100.0%
Chinese Taipei	Count		35	99	134
	% within Economy		26.1%	73.9%	100.0%
India	Count		37	49	86
	% within Economy		43.0%	57.0%	100.0%
Ireland	Count		12	30	42
	% within Economy		28.6%	71.4%	100.0%
Japan	Count		27	299	326
	% within Economy		8.3%	91.7%	100.0%
Korea	Count		15	56	71

	% within Economy	21.1%	78.9%	100.0%
Mexico	Count	21	53	74
	% within Economy	28.4%	71.6%	100.0%
New Zealand	Count	24	49	73
	% within Economy	32.9%	67.1%	100.0%
Philippines	Count	16	22	38
	% within Economy	42.1%	57.9%	100.0%
Russia	Count	29	42	71
	% within Economy	40.8%	59.2%	100.0%
Singapore	Count	33	133	166
	% within Economy	19.9%	80.1%	100.0%
Sweden	Count	30	56	86
	% within Economy	34.9%	65.1%	100.0%
Switzerland	Count	34	146	180
	% within Economy	18.9%	81.1%	100.0%
United Kingdom	Count	50	151	201
	% within Economy	24.9%	75.1%	100.0%
USA	Count	94	187	281
	% within Economy	33.5%	66.5%	100.0%

1.1.3. Executive Staff

i)   Gender and Level

As with the Academic Management staffing category, there was a significantly higher proportion of male executives compared to female executives across participating universities, $\chi^2 (1) = 296.5$, $p < .001$ (See Figure 9). Inspection of the phi coefficient, suggests that the strength of this association is moderately strong (*Phi* φ = .59).

Figure 9.
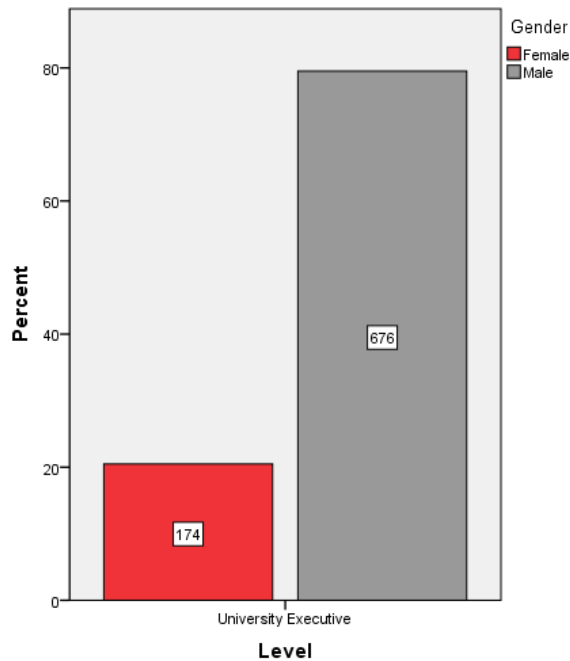
ii)   *Gender, FTE, and Level*

No significant association emerged between Gender and FTE across staff in the Executive staffing category ($\chi2$ (1) = .311, p > .05).

iii)   *Regional Differences*

The analysis could not be performed due to small samples (violation of one of the assumptions of Chi Square Test of independence, which is that the expected value of each cell is greater than 5. In this case, 35% of cells had an expected value of less than 5).

1.1.4. Professional Staff
i)   *Gender and Level*

A disproportionate number of female and male academics were represented across professional staffing levels, $\chi2$ (3) =973.3, p < .001. Post hoc tests revealed a significant over-representation of female professional staff compared to male professional staff across all levels (all p < 0.001,

controlling for false positives) (See Figure 10). This pattern is the inverse of the academic staffing category.

Figure 10.
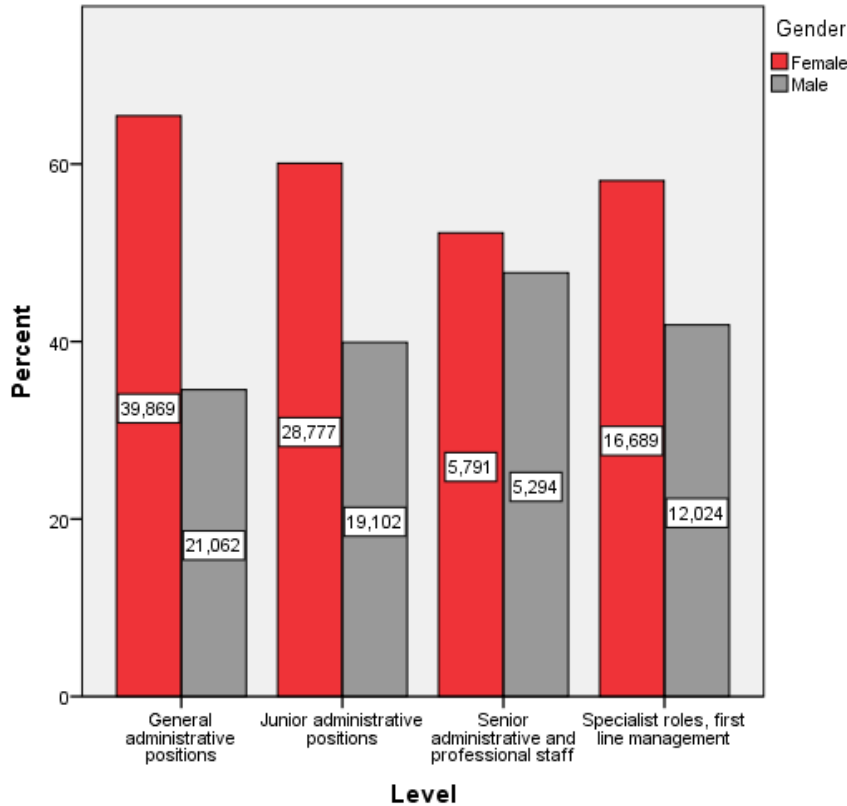
ii)   *Gender, FTE, and Level*

The analysis suggests there is a significant association between gender and FTE among total professional staff, χ^2 (1) =1513.7, p < .001. A significantly higher proportion of female professionals reported working part-time (16.7%) compared to male professionals (9.5%). An inspection of Cramer's V suggests, however, that the strength of this association is moderately weak (V= 0.1). The same pattern of results was obtained across all professional staffing levels (see Figure 11). That is, a significantly higher proportion of women (relative to men) worked part-time at the Junior Administrative (19% F; 10% M), General Administrative (15% F; 9%M), Senior Administrative (33% F;. 21%M), and Specialist (12% F; 5% M) levels.

Figure 11.
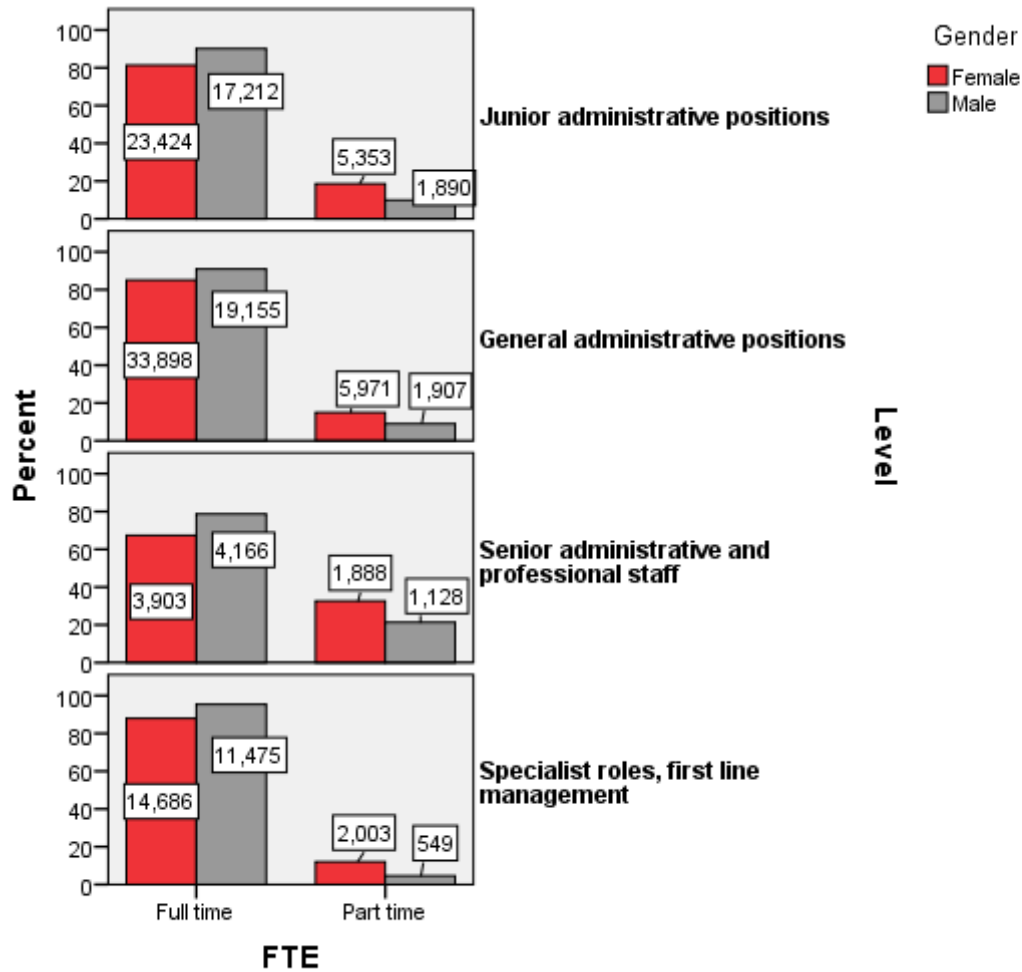
iii)   Regional Differences

There was evidence of a significant association between economy (19 economies) and gender, $\chi 2$ (18) =1882.5, p < .001, among professional staff. Among most economies, a higher proportion of female professionals compared to male professionals (average: 63% F; 37% M) (p<0.05) was reported. However, there was no evidence of significant gender disparity (p>0.05) among professional staff in the economies of Mexico (50% M/ 50% F) and Korea (51% F / 49% M). Further, a higher proportion of male professional staff (relative to female professional staff) was reported by India (89% M; 11%F), Philippines (54% M; 46% F) and South Korea (70%M; 30%F) (all significant, p<0.05). See Figure 12 for gender proportions across all economies.

With respect to similarities/differences between economies based on gender composition, a significant association emerged with all economies except Chile and Canada (p > 0.05). An inspection of the

gender disparity (% difference relative to female staff) of the remaining economies led to the emergence of the groupings shown in Figure 13. That is:

Group 1: Economies with an over-representation of male professional staff

Group 2: Economies with equal gender disparity (i.e. no significant difference in proportion of male and female professional staff).

Group 3: Economies with an over-representation of female professional staff.

Figure 12.

Figure 13.

% Gender Difference (relative to female staff) across Economies
Professional Staff

Group	Economy	%
Group 3	Russia	37.8%
Group 3	Singapore	35.0%
Group 3	Ireland	32.7%
Group 3	Switzerland	31.2%
Group 3	Australia	30.8%
Group 3	China and Hong Kong	29.0%
Group 3	Sweden	27.9%
Group 3	New Zealand	27.4%
Group 3	China	26.0%
Group 3	Japan	24.6%
Group 3	United Kingdom	24.4%
Group 3	USA	18.3%
Group 3	Chinese Taipei	9.2%
Group 2	Korea	2.6%
Group 2	Mexico	0.6%
Group 1	Philippines	-8.9%
Group 1	South Korea	-40.7%
Group 1	India	-77.8%

Table 4. Gender disparity across economies for Professional Staff

Economy * Gender Cross tabulation

			Gender		Total
			Female	Male	
Economy	Australia	Count	10956	5792	16748
		% within Economy	65.4%	34.6%	100.0%
	Canada	Count	6740	4155	10895
		% within Economy	61.9%	38.1%	100.0%
	Chile	Count	7779	4976	12755
		% within Economy	61.0%	39.0%	100.0%
	China and Hong Kong	Count	9787	5393	15180
		% within Economy	64.5%	35.5%	100.0%

Chinese Taipei	Count		1454	1208	2662
	% within Economy		54.6%	45.4%	100.0%
India	Count		56	449	505
	% within Economy		11.1%	88.9%	100.0%
Ireland	Count		1102	559	1661
	% within Economy		66.3%	33.7%	100.0%
Japan	Count		11908	7211	19119
	% within Economy		62.3%	37.7%	100.0%
Korea	Count		240	228	468
	% within Economy		51.3%	48.7%	100.0%
Mexico	Count		4865	4803	9668
	% within Economy		50.3%	49.7%	100.0%
New Zealand	Count		2136	1216	3352
	% within Economy		63.7%	36.3%	100.0%
Philippines	Count		857	1024	1881
	% within Economy		45.6%	54.4%	100.0%
Russia	Count		1339	604	1943
	% within Economy		68.9%	31.1%	100.0%
Singapore	Count		3736	1800	5536
	% within Economy		67.5%	32.5%	100.0%
South Korea	Count		107	254	361
	% within Economy		29.6%	70.4%	100.0%
Sweden	Count		1780	1004	2784
	% within Economy		63.9%	36.1%	100.0%
Switzerland	Count		2046	1074	3120
	% within Economy		65.6%	34.4%	100.0%
United Kingdom	Count		12218	7428	19646
	% within Economy		62.2%	37.8%	100.0%
USA	Count		12020	8304	20324
	% within Economy		59.1%	40.9%	100.0%
Total		Count	91126	57482	148608

Part 2: Comparison of 2013 and 2018 Survey Results

2.1. Overall

No significant change in total staff numbers of males and females across the participating Universities from 2013 to 2018, $\chi 2$ (1) = 2.21, p > .05.

Table 5. Change in total staff numbers of males and females across year

Year * Gender Cross tabulation

			Gender		Total
			Female	Male	
Year	2013	Count	89,432	93127	182,559
		% within Year	49.0%	51.0%	100.0%
	2018	Count	142,775	147359	290,134
		% within Year	49.2%	50.8%	100.0%
Total		Count	232,207	240486	472,693
		% within Year	49.1%	50.9%	100.0%

2.2. Year, Staff Type, and Gender

- A breakdown by staffing type revealed a significant difference in the numbers of professional staff, $\chi 2$ (1) = 41.233, p < .05 across participating Universities from 2013 to 2018 (significant after Benjamini-Hochberg adjustment for false positives).
- Whilst the overall numbers of both male and female professionals rose from 2013 to 2018, the proportion of female professionals increased (+1.3% points) while the proportion of male professionals declined (-1.3% points) during this period.
- However, it is important to note that the magnitude of this effect or association is weak and significance attainment may be somewhat attributed to the large sample size (Cramer's V =0.013, where a value of 0.1 is considered a small effect size).
- There was no significant change in the number of male and females across the Academic, Executive and Academic Management staffing types from 2013 to 2018.

Table 6. Change in total staff numbers of males and females across year by staff type

Year * Gender * Staff Type Cross tabulation

Staff Type				Gender		Total
				Female	Male	
Academic	Year	2013	Count	30322	52678	83000
			% within Year	36.5%	63.5%	100.0%
		2018	Count	50840	87303	138143
			% within Year	36.8%	63.2%	100.0%
	Total		Count	81162	139981	221143
			% within Year	36.7%	63.3%	100.0%
Academic Management	Year	2013	Count	390	1151	1541
			% within Year	25.3%	74.7%	100.0%
		2018	Count	635	1898	2533
			% within Year	25.1%	74.9%	100.0%
	Total		Count	1025	3049	4074
			% within Year	25.2%	74.8%	100.0%
Executive	Year	2013	Count	89	257	346
			% within Year	25.7%	74.3%	100.0%
		2018	Count	174	676	850
			% within Year	20.5%	79.5%	100.0%
	Total		Count	263	933	1196
			% within Year	22.0%	78.0%	100.0%
Professional	Year	2013	Count	58631	39041	97672
			% within Year	60.0%	40.0%	100.0%
		2018	Count	91126	57482	148608
			% within Year	61.3%	38.7%	100.0%
	Total		Count	149757	96523	246280
			% within Year	60.8%	39.2%	100.0%
Total	Year	2013	Count	89432	93127	182559
			% within Year	49.0%	51.0%	100.0%
		2018	Count	142775	147359	290134
			% within Year	49.2%	50.8%	100.0%
	Total		Count	232207	240486	472693
			% within Year	49.1%	50.9%	100.0%

Results: Part 3

Table 7. Policies by Economy

Economy		Past discrimination through active measures to ensure equal opportunity	Child care and family friendly policies	Recruiting women into your university	Promotional opportunities	Pay equity	Career advancement	Flexible work	Mentoring, sponsorship or coaching of women	Training and development of women	Diversity and equity targets	Diversity and/or gender equity accreditation program(s)
		Number of Universities with Policy										
Australia	Count	4	4	4	4	3	4	4	4	4	3	4
	% within economy	100%	100%	100%	100%	75%	100%	100%	100%	100%	75%	100%
Canada	Count	1	1	1	1	1	1	1	1	1	1	1
	% within economy	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Chile	Count	2	2	2	1	1	1	0	1	1	2	1
	% within economy	100%	100%	100%	50%	50%	50%	0%	50%	50%	100%	50%
China and Hong Kong	Count	3	6	3	4	3	5	5	4	4	3	1
	% within economy	50%	100%	50%	67%	50%	83%	83%	67%	67%	50%	17%
Chinese Taipei	Count	1	1	0	0	1	0	0	0	0	1	0
	% within economy	100%	100%	0%	0%	100%	0%	0%	0%	0%	100%	0%
India	Count	0	1	0	0	1	1	0	0	0	0	0
	% within economy	0%	100%	0%	0%	100%	100%	0%	0%	0%	0%	0%
Ireland	Count	1	1	0	1	0	1	1	1	1	1	1
	% within economy	100%	100%	0%	100%	0%	100%	100%	100%	100%	100%	100%
Japan	Count	4	7	7	7	5	7	6	6	6	6	0
	% within economy	57%	100%	100%	100%	71%	100%	86%	86%	86%	86%	0%
Mexico	Count	1	1	1	1	1	1	1	1	1	1	0
	% within economy	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	0%

New Zealand	Count	1	1	1	1	0	1	1	1	1	1	0
	% within economy	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	0%
Phillipines	Count	1	0	0	0	0	0	0	0	0	0	0
	% within economy	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Russia	Count	0	1	0	0	0	0	1	0	0	0	0
	% within economy	0%	100%	0%	0%	0%	0%	100%	0%	0%	0%	0%
Singapore	Count	1	1	0	0	0	0	1	0	0	0	0
	% within economy	100%	100%	0%	0%	0%	0%	100%	0%	0%	0%	0%
South Korea	Count	1	1	1	1	1	2	2	2	2	1	1
	% within economy	50%	50%	50%	50%	50%	100%	100%	100%	100%	50%	50%
Sweden	Count	1	1	1	1	1	0	1	1	0	0	0
	% within economy	100%	100%	100%	100%	100%	0%	100%	100%	0%	0%	0%
Switzerland	Count	1	1	1	0	1	0	1	1	1	1	0
	% within economy	100%	100%	100%	0%	100%	0%	100%	100%	100%	100%	0%
UK	Count	1	4	3	4	3	3	4	4	4	4	4
	% within economy	25%	100%	75%	100%	75%	75%	100%	100%	100%	100%	100%
USA	Count	2	2	2	2	2	2	2	2	2	2	1
	% within economy	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%	33%

Appendix 2

APRU APWiL Gender Gap Survey (2018): Staffing Category Definitions

Category Definition	Shorthand	Label
Senior Executive Team Defines the most senior Executive Team; President/Vice Chancellor; Provost, Deputy Vice-Chancellors, include Deans if they are at the executive decision making table	**Senior Executive** (Highest level decision authority conferred by governing body)	Executive Management
Deans (Head of Faculty) Provides academic, research and curriculum leadership; supports executive leadership	**Dean**	Academic Management
Heads of School/Departments Provides academic administrative leadership of unit/department	**Head of School**	Academic Management
Other Academic Management Course coordinators/leaders, Associate Deans	**Other academic management**	Academic Management
Senior Administrative and Professional Staff Managers/heads of units/departments, senior administrative roles (eg. Head of student recruitment, Director of Engagement), Faculty managers, Managers of Specific research, professional or scientific areas (eg. research institutes , non-academic)	**Senior Manager**	Administrative Staff
Specialist roles, first line management (eg. Assistant managers/associate directors of functions/services/units/departments or equivalent or specialist advisors eg. Regional Managers, Program Managers	**Assistant Manager**	Administrative Staff
General administrative positions (eg. Administrative staff carrying out functions or services either within units/departments or University-wide (eg. relationship, customer services officers, student advisors, admissions officers, finance officers)	**General Administration**	Administrative Staff
Junior Administrative Positions (e.g. new graduates, entry level information officers, technical staff, support people)	**Junior Administrative Positions**	Administrative Staff
Academic Staff (Responsible for learning, teaching and research based functions in a specific discipline)		
SENIOR LEVEL - Professor	**Professor**	Academic Staff
SENIOR LEVEL - Associate Professor or equivalent Assistant Professor, senior academic	**Associate Professor**	Academic Staff
MID LEVEL - Senior Lecturer or Equivalent	**Senior Lecturer**	Academic Staff
MID LEVEL - Lecturer or equivalent	**Lecturer**	Academic Staff
ENTRY LEVEL - Teaching Assistant or equivalent, entry level lecturer	**Entry level Academic**	Academic Staff
ENTRY LEVEL - Post doc or equivalent (pre-entry to academic staff track)	**Pre academic**	Academic Staff
Teaching only positions (not included in above definitions)		Academic Staff