APRU Gender Gap Report 2013

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Preface

It is our great pleasure to launch the Asia-Pacific Women in Leadership Program at the APRU Annual Presidents Meeting in Vladivostok. The initiative aims to advance the participation of women in academic leadership among the members of the Association of Pacific Rim Universities. We expect that this initiative will potentially improve the morale and productivity of academic staff at each university, enhancing its overall competitiveness.

The initial activity of this initiative has been to compile a gender gap report covering the gender profiles and diversity policies of the member universities. We are pleased with the enthusiasm and cooperation shown by participating members. We are especially grateful for Professor Ann Brewer from the University of Sydney, who kindly compiled this valuable report and conducted the analysis.

We hope the report will identify the key areas and issues which each university has to address, which in turn will help to identify and develop the necessary activities of the program. We are excited about this important initiative and look forward to working closely with all member universities.

Professor Masako Egawa
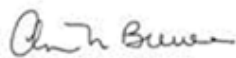Executive Vice President
The University of Tokyo

Dr Christopher Tremewan
Secretary General
Association of Pacific Rim Universities

This survey provides a baseline for the APRU membership universities to report on their gender profiles and diversity policies to support women develop their careers within the universities. It comes at a time, when countries and organisations are focusing on the gender profiles of government, boards and industry.

The findings provide data which APRU can refer to and compare future results. More importantly it provides information for each university to take stock of where it sits within the economy and perhaps to develop policies to create further opportunities for affirmative action for women in their university.

It is expected that this report may create an opportunity for the leadership and senior management to open conversations about this important area within their own universities.

I wish to express my thanks to each participating university and to their staff for their diligence in providing the information and data to us.

Professor Ann M. Brewer
Deputy Vice Chancellor (Strategic Management)
The University of Sydney

Key findings @ a Glance

The survey was administered in 45 universities in 16 economies. Thirty-two universities responded to Part 1 Survey and 28 universities responded to Part 2 Survey.

Part 1 Survey showed that women are outnumbered by men in all senior roles in universities, both in academic and administrative positions. This ratio changes as the seniority of the position decreases, with more women in junior ranks or general positions.

A small portion of universities report women in the position of dean (3%) or a senior executive role (9%). In most universities (77%), less than 30 per cent of women are deans; with 16% having no women deans. Fifty-three per cent of universities reported that women comprise 30% or less of senior executives including 13% with no women.

Men outnumber women in all categories of academic staff. There are more women in administration but less in management positions.

Seventy six per cent of universities reported a majority of women in junior administration and 67% in general administration.

Almost all respondents (28) to Part 2 of the Survey reported that their university has a gender equity initiative in some form, typically in child care (93%) and flexible work (86%).

1. Introduction

1.1. The Survey

The APRU Gender Gap Survey was developed as a recommendation of the APRU Senior Staff Meeting held at Waseda University, Japan in March 2013. It is designed to provide data and qualitative information to support the discussion of gender equity in Asia-Pacific universities and outline key challenges for the future.

The survey was administered in 45 universities in 16 economies. It was conducted online during March to December 2013 and communicated to all APRU member universities by email.

1.1.1. Part 1 and Part 2 of the Survey
Part 1 of the survey focuses on the number of women and men in 14 position categories. Part 2 focuses on policies that support women's advancement in the University such as affirmative action; child care, targeting women in recruitment or promotion, career development, pay equity, flexible work, mentoring, coaching, training and development.

1.1.2. Response Summary
Thirty-two universities (71%) from 14 economies submitted responses in Part 1. In Part 2 responses were submitted by 28 universities (62%) from 12 economies as shown in Table 1. See Appendix A for list of survey respondents.

Table 1: Summary of survey responses by economy

Economic Region	No. of Response (Part 1)	No. of Response (Part 2)	Potential Response
Australia	4	4	4
Canada	1	1	1
Chile	1	0	1
China	3	2	8
Chinese Taipei	1	0	1
Indonesia	0	1	1
Japan	6	6	6
Korea	2	1	3
Malaysia	1	0	1
Mexico	1	1	2
New Zealand	1	1	1
Philippines	1	1	1
Russia	0	0	1
Singapore	1	1	1
Thailand	1	1	1
USA	7	8	12
Total	**32**	**28**	**45**

1.2. Survey Demographics

Figure 1 shows the total staff for each university. The National Autonomous University of Mexico had the largest number of staff (66,000) followed by University of Washington (33,000) and University of California, Davis (31,000). Sixty six per cent of universities employ more than 5,000 thousand staff, including 16% who employ more than 15,000.

Figure 1: *Total size of each university by staff*
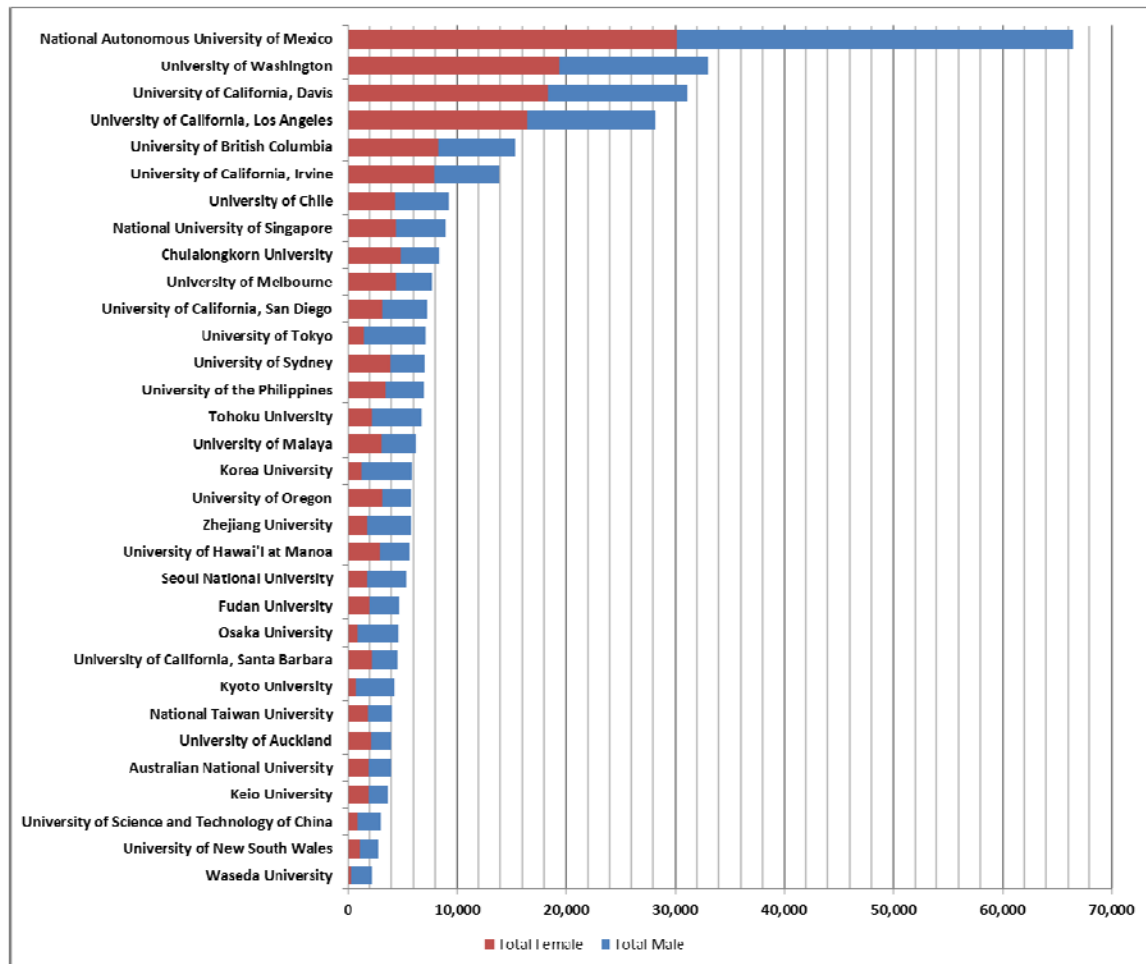
1.2.1.   Gender Profiles and Patterns by Economy

Figure 2 indicates the number of women and men academic staff reported in each economy. Three of the 14 economies (21%) reported a majority of women academic staff members in their workforce (Philippines; 53%, Thailand; 52%, Malaysia; 52%). The lowest percentage of women was reported in the economies of Japan; 13%, Korea; 25% and Singapore; 28%.

Figure 2: *Total Academic staff by economy*
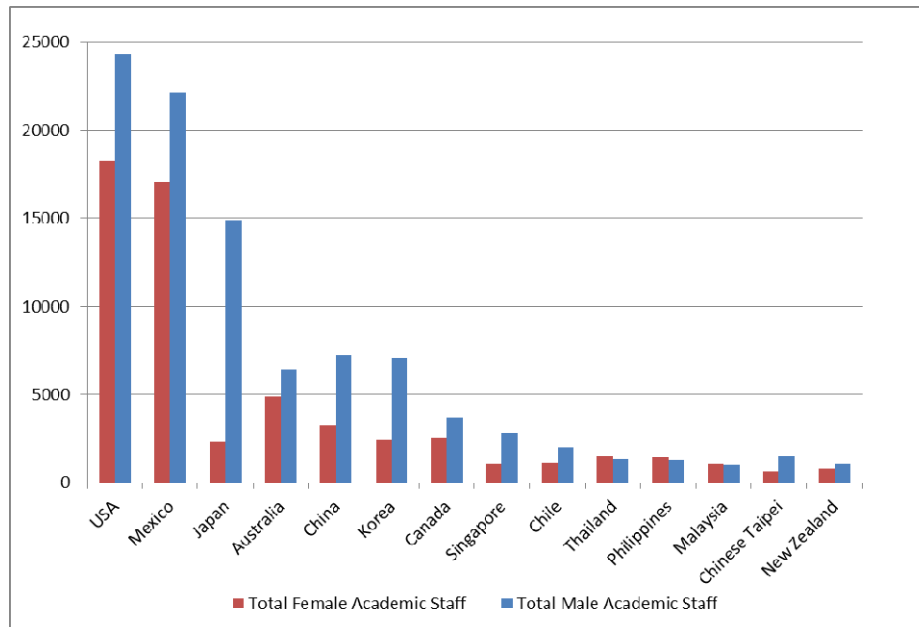
1.2.2.   Gender Profile of Executive Management

Men outnumber women in senior executive positions. For every women manager there are three men in a similar position as shown in Table 2.

Table 2: *Total number of Executive Management staff in responses*

Category	Women		Men	
	No.	% Total	No.	% Total
Senior Executive team: President, Deputy President	176	28%	457	72%

1.2.3.   Gender Profile of Academic Leadership and Management

This pattern is repeated for senior academic leadership although changes with decreasing seniority of position as shown in Table 3.

Table 3: *Total number of Academic Leadership and Management staff in responses*

Category	Women		Men	
	No.	% Total	No.	% Total
Deans (Head of Faculty)	162	24%	501	76%
Heads of School/Departments (subset of Faculty)	711	31%	1584	69%
Other Academic Management	760	53%	669	47%

Figure 3 shows the gender effect of senior executive and all academic management combined.

Figure 3: Total Executive and Academic Leadership & Management staff
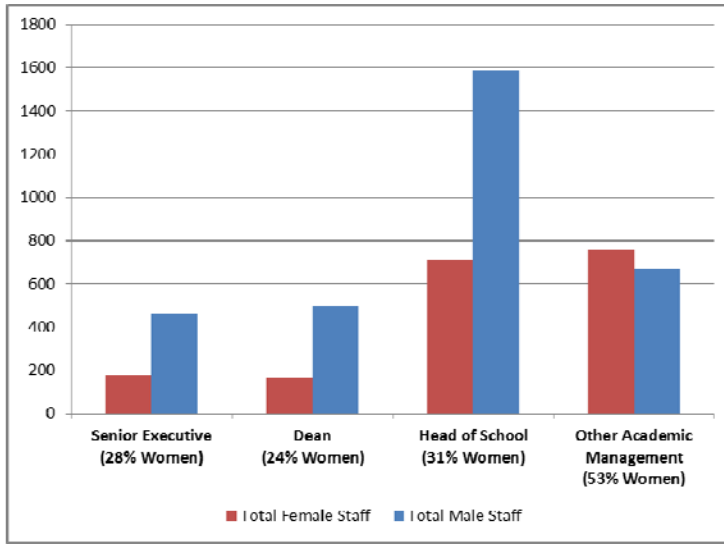
Figure 4 shows administrative staff, women and men, by economy. Nine of the 14 economies (64%) reported a majority of women in the administrative staff group. The highest numbers were reported in Singapore (67%) and Chinese Taipei (65%), followed by three economies (Australia; New Zealand; USA) where 64% staff were women. The lowest percentages of women were present in the economies of Korea (40%) and the Philippines (45%).

Figure 4: Total Administrative staff by economy
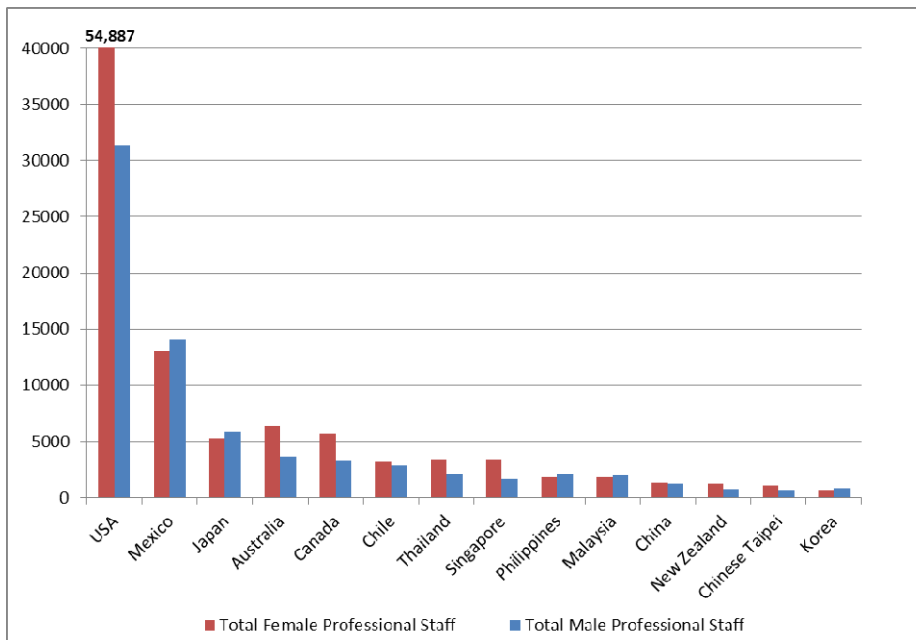
2. Results

2.1. Gender Profile of Academic and Administrative Positions

The total number of staff in all universities for academic and administrative groups is shown in Figures 5 and 6. In the academic group (Figure 5) men outnumber women in all categories. The largest percentage of women is present amongst *entry level academics* (44%) and the lowest in *professor* (22%).

Figure 5: Total Academic staff numbers by category
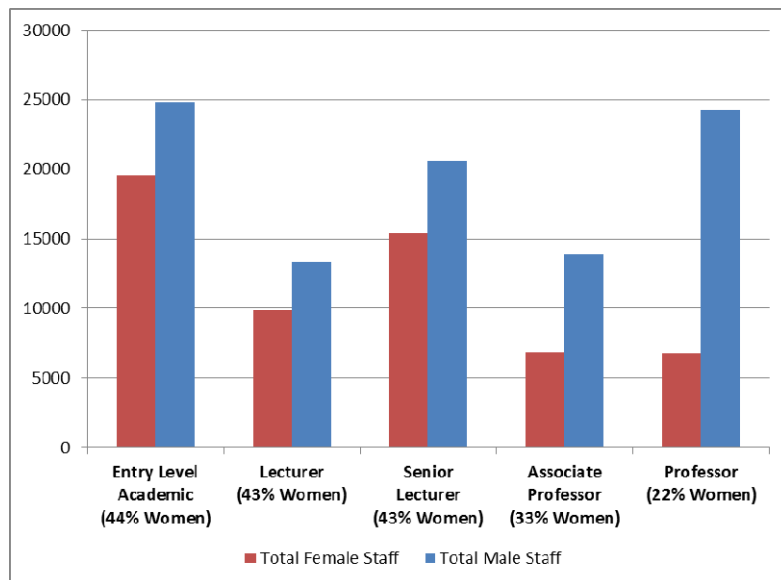
There are more women in administration (non-academic) as shown in Figure 6 except in management.

Figure 6: Total Administrative staff numbers by category
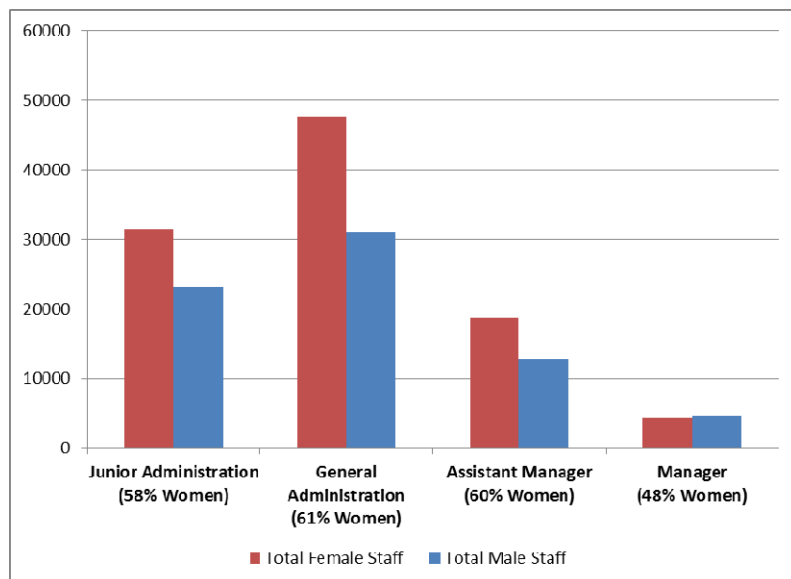
The percentage of women over the 14 categories was calculated individually for each university. In Table 4, the results for all universities are summarised in three bands (<=30, >30-<50%, >=50%) for academic and administrative staff. In the survey, 76% of universities reported a majority of women in the junior administration and 67% in general administration.

Table 4: Summary of responses for women Academic and Administrative staff (%) in each university

	Category	Total No. Response	Median	No. <=30%	No. >30 <50% -	No. >=50%
Academic	Professor	32	22%	27	3	2
	Associate Professor	32	33%	14	17	1
	Senior Lecturer	27	42%	8	13	6
	Lecturer	30	48%	5	14	11
	Entry Level Academic	28	45%	3	17	8
Administrative	Manager	31	44%	9	11	11
	Assistant Manager	27	50%	7	7	13
	General Administration	30	56%	4	6	20
	Junior Administration	25	60%	2	4	19

2.2. Gender profile of Executive Management and Academic Leadership

Only a small portion of universities reported women as senior executives (9%) and deans (3%) equal to or greater than men as shown in Table 5. In most universities (77%) less than 30 per cent of women are deans; and 16% had no women deans. Fifty-three per cent of universities reported that women comprise 30% or less of senior executives including 13% with no women.

Table 5: Summary of responses for women Senior Executive and Dean (%) in each university

Category	Total No. Response	Median	No. <=30%	No. >30 <50% -	No. >=50%
Senior Executive	32	27%	17	12	3
Dean *(Head of Faculty)*	31	20%	24	6	1

Figure 7 shows the effect of senior executive and deans combined for each university. Only one university, the University of Malaya, has a greater number of women than men in senior executive or dean positions.

Figure 7: Combined profile of Senior Executive and Dean categories in 32 universities
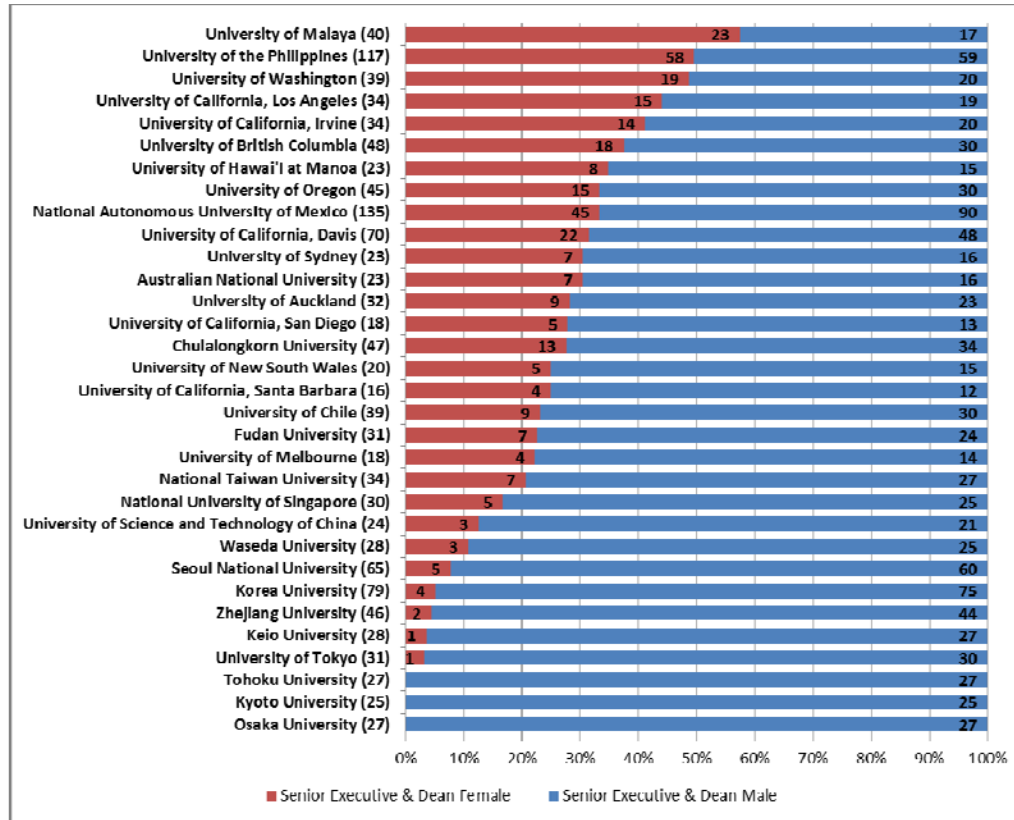
2.2.1. Gender Profile of Academic Management

The gender pattern for academic management is similar to that of senior executive and academic leadership as shown in Table 6. Figure 8 shows the aggregated effect for all universities.

Table 6: Summary of responses for women in Academic Management (%)

Category	Total No. Response	Median	No. <=30%	No. >30 - <50%	No. >=50%
Head of School/Department *(subset of Faculty)*	25	26%	14	7	4
Other Academic Management	17	41%	7	3	7

Figure 8: Combined profile of Head of School and other Academic Management categories in 27 universities
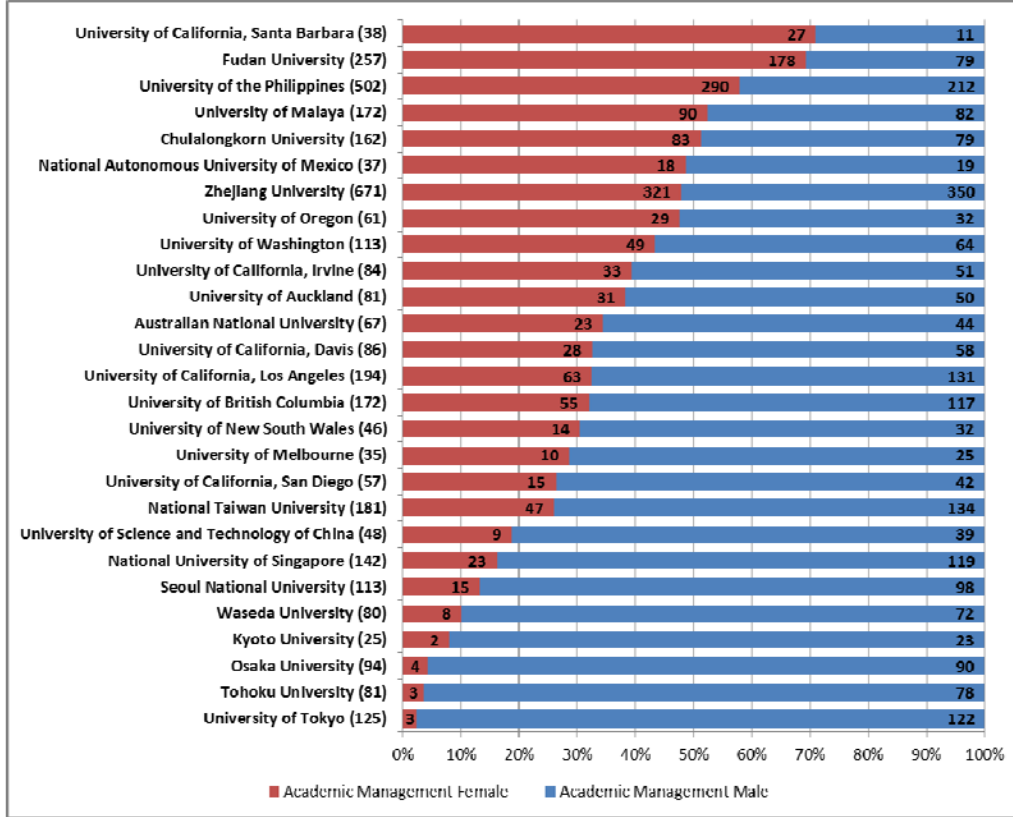
Figures 9 and 10 respectively show the gender distribution for the position of Professor in 32 universities and the most senior administrative management role in 31 universities.

Figure 9: **Gender Distribution of Professor in 32 universities**
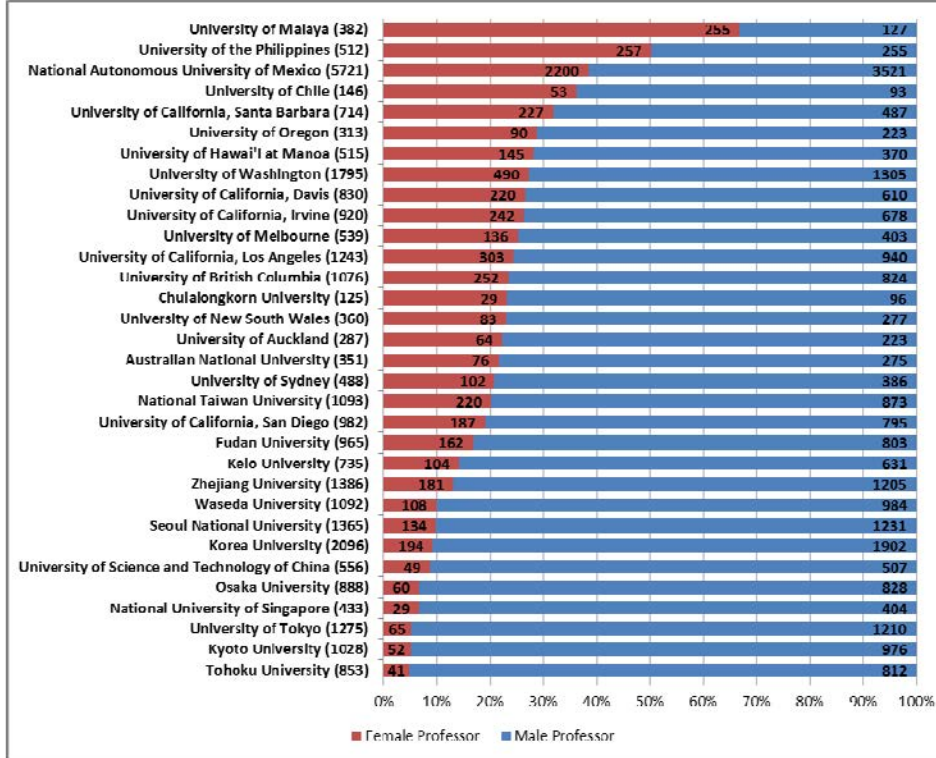
Figure 10: **Gender Distribution of Administrative Manager by Gender in 31 universities**
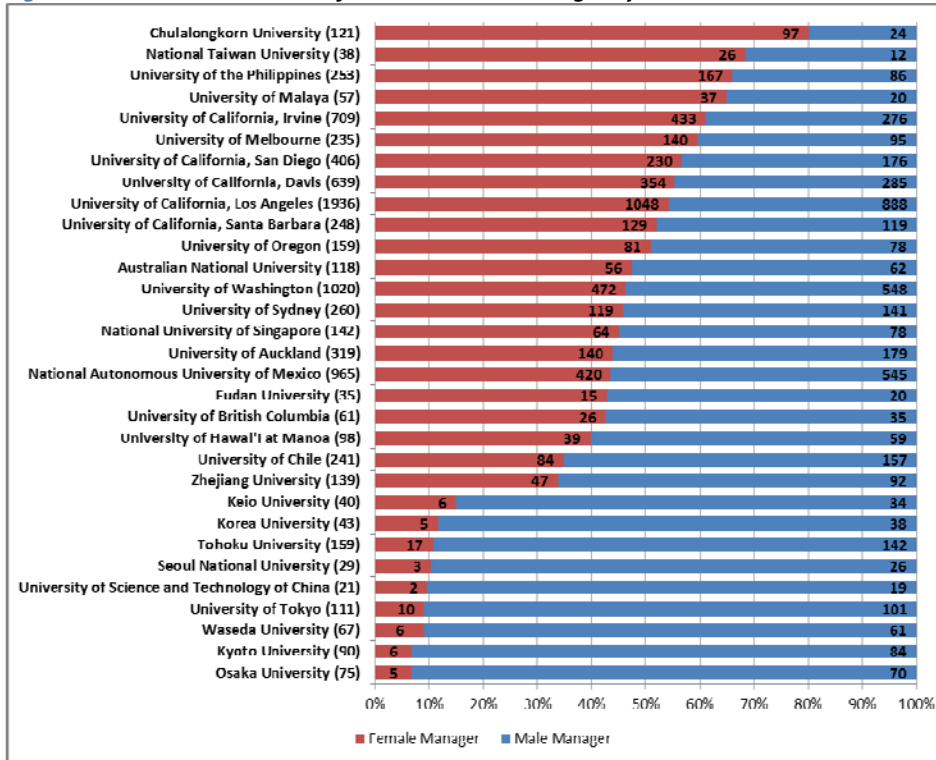
Part Two Survey: Organisational Policies and Practices

Ninety-six per cent of respondents (28) to Part 2 of the Survey reported that their university has a gender equity initiative in some form, typically in child care (93%) and flexible work (86%).

The four policy areas used least frequently include recruitment, pay equity, mentoring and training. The universities that did not record initiatives in these areas stated either that the process was equal or they did not provide any information.

All economies have policies regarding equity amongst gender, with the majority having provisions for child care (11) and flexible work (9). The USA and Canada were the only countries that described the pay gap being actively addressed; with the USA being the only country that directly referenced affirmative action policies. Seven countries provided details of training and development policies for women. Seven countries also described a mentoring program. Thailand and China did not provide details in regard to this issue.

Table 7 provides a detailed breakdown of policy area by university. The Universities of Philippines and Washington show a high proportion of women in senior roles and the use of policies to support women.

Table 8 shows the universities by world ranking (*Shanghai Jiao Tong*[1]), with a wide range of policies used by those with a higher percentage of women in senior positions. The University of Washington is ranked number 16.

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[1] *http://www.shanghairanking.com/ARWU2012.html*

Table 7: Policy areas covered by universities with >50% women for each employment category

Policies to support women's advancement	Unis with >50% Women in Exec	Unis with >50% Women in Academic Leadership	Unis with >50% Women in Academic Mg't	Unis with >50% Women in >Level C	Unis with >50% Women as Manager/Assistant Manager
Total	(2) Universities	(0) Universities	(3) Universities	(1) University	(13) Universities
1. Support for Gender & Equity	All	No universities with >50% women deans responded to Part 2	All	All	All
2. Past discrimination through active measures to ensure equal opportunity (e.g. Affirmative Action)	• University of the Philippines (53%) • University of Washington (54%)	No universities with >50% women deans responded to Part 2	• University of the Philippines (57%) • University of California, Santa Barbara (71%) • University of British Columbia (51%)	• University of the Philippines (52%)	• University of Auckland (50.3%) • University of California, Los Angeles (56%) • University of the Philippines (68%) • University of California, Davis (71%) • University of Melbourne (54%) • University of Sydney (53%) • National University of Singapore (60%) • University of Washington (56%) • University of California, Santa Barbara (51%) • University of British Columbia (63%) • Chulalongkorn University (76%) • University of California, San Diego (57%) • University of California, Irvine (61%)
3. Child care	• University of the Philippines (53%) • University of Washington (54%)	No universities with >50% women deans responded to Part 2	• University of the Philippines (57%) • University of California, Santa Barbara (71%) • University of British Columbia (51%)	• University of the Philippines (52%)	• University of Auckland (50.3%) • University of California, Los Angeles (56%) • University of the Philippines (68%) • University of California, Davis (71%) • University of Melbourne (54%) • University of Sydney (53%) • National University of Singapore (60%) • University of Washington (56%) • University of California, Santa Barbara (51%) • University of British Columbia (63%) • University of California, San Diego (57%) • University of California, Irvine (61%)

Policies to support women's advancement	Unis with >50% Women in Exec	Unis with >50% Women in Academic Leadership	Unis with >50% Women in Academic Mg't	Unis with >50% Women in >Level C	Unis with >50% Women as Manager/Assistant Manager
4. Recruiting women into your university	• University of Washington (53%)	No universities with >50% women deans responded to Part 2	• University of California, Santa Barbara (71%) • University of British Columbia (51%)	NA	• University of Auckland (50.3%) • University of California, Los Angeles (56%) • University of California, Davis (71%) • University of Melbourne (54%) • University of Sydney (53%) • National University of Singapore (60%) • University of Washington (56%) • University of California, Santa Barbara (51%) • University of British Columbia (63%) • University of California, San Diego (57%) • University of California, Irvine (61%)
5. Promotional opportunities	• University of the Philippines (53%) • University of Washington (54%)	No universities with >50% women deans responded to Part 2	• University of the Philippines (57%) • University of California, Santa Barbara (71%)	• University of the Philippines (52%)	• University of Auckland (50.3%) • University of California, Los Angeles (56%) • University of the Philippines (68%) • University of California, Davis (71%) • University of Melbourne (54%) • University of Sydney (53%) • National University of Singapore (60%) • University of Washington (56%) • University of California, Santa Barbara (51%) • University of British Columbia (63%) • University of California, San Diego (57%) • University of California, Irvine (61%)
6. Career advancement	• University of the Philippines (52%) • University of Washington (54%)	No universities with >50% women deans responded to Part 2	• University of the Philippines (57%) • University of California, Santa Barbara (71%) • University of British Columbia (51%)	• University of the Philippines (52%)	• University of Auckland (50.3%) • University of California, Los Angeles (56%) • University of the Philippines (68%) • University of California, Davis (71%) • University of Melbourne (54%) • University of Sydney (53%) • National University of Singapore (60%) • University of Washington (56%) • University of California, Santa Barbara (51%) • University of British Columbia (63%) • University of California, San Diego (57%)

Policies to support women's advancement	Unis with >50% Women in Exec	Unis with >50% Women in Academic Leadership	Unis with >50% Women in Academic Mg't	Unis with >50% Women in >Level C	Unis with >50% Women as Manager/Assistant Manager
					• University of California, Irvine (61%)
7. Pay equity	• University of Washington (54%)	No universities with >50% women deans responded to Part 2	• University of California, Santa Barbara (71%)	NA	• University of Auckland (50.3%) • University of California, Los Angeles (56%) • University of California, Davis (71%) • University of Melbourne (54%) • University of Sydney (53%) • National University of Singapore (60%) • University of Washington (56%) • University of California, Santa Barbara (51%) • University of British Columbia (63%) • University of California, San Diego (57%) • University of California, Irvine (61%)
8. Flexible work	• University of the Philippines (53%) • University of Washington (54%)	No universities with >50% women deans responded to Part 2	• University of the Philippines (57%) • University of California, Santa Barbara (71%)	• University of the Philippines (52%)	• University of Auckland (50.3%) • University of California, Los Angeles (56%) • University of the Philippines (68%) • University of California, Davis (71%) • University of Melbourne (54%) • University of Sydney (53%) • National University of Singapore (60%) • University of Washington (56%) • University of California, Santa Barbara (51%) • University of British Columbia (63%) • University of California, San Diego (57%) • University of California, Irvine (61%)
9. Mentoring or coaching of women	• University of Washington (54%)	No universities with >50% women deans responded to Part 2	• University of California, Santa Barbara (71%) • University of British Columbia (51%)	NA	• University of Auckland (50.3%) • University of California, Los Angeles (56%) • University of the Philippines (68%) • University of California, Davis (71%) • University of Melbourne (54%) • University of Sydney (53%) • National University of Singapore (60%) • University of Washington (56%) • University of California, Santa Barbara (51%) • University of British Columbia (63%)

Policies to support women's advancement	Unis with >50% Women in Exec	Unis with >50% Women in Academic Leadership	Unis with >50% Women in Academic Mg't	Unis with >50% Women in >Level C	Unis with >50% Women as Manager/Assistant Manager
					• University of California, San Diego (57%) • University of California, Irvine (61%)
10. Training and development for women	• University of the Philippines (53%) • University of Washington (54%)	No universities with >50% women deans responded to Part 2	• University of the Philippines (57%) • University of California, Santa Barbara (71%) • University of British Columbia (51%)	• University of the Philippines (52%)	• University of Auckland (50.3%) • University of California, Los Angeles (56%) • University of California, Davis (71%) • University of Melbourne (54%) • University of California, Irvine (61%) • University of Sydney (53%) • National University of Singapore (60%) • University of Washington (56%) • University of California, Santa Barbara (51%) • University of British Columbia (63%) • University of California, San Diego (57%)

Table 8: University by >50% of women in senior roles, world ranking and policies

University by % of women in senior roles	University and world rank (Shanghai Jiao Tong World University Rankings)	Most common policies to support women
Unis with >50% Women in Exec	• University of the Philippines (NA) • University of Washington (16)	• Equity & equal opportunity • Non-discrimination and affirmative action policy • Child friendly work environment • Targeted training activities in gender centres • Faculty code provisions • Faculty advancement provisions
Unis with >50% Women in Academic Leadership	No universities with >50% women deans responded to Part 2	No universities with >50% women deans responded to Part 2
Unis with >50% Women in Academic Management	• University of the Philippines (NA) • University of California, Santa Barbara (34) • University of British Columbia (39)	• Equity & equal opportunity • Campus affirmative action plan • Child friendly work environment • Child care & family accommodation policies • Open recruitment policy • Academic appointment policy • Salary equity analysis • Career equity review process • Leadership advisory group on gender diversity • Targeted training activities in gender centres • In-house coaching program
Unis with >50% Women in >Level C	• University of the Philippines (NA)	• Equity & equal opportunity • Child friendly work environment • Targeted training activities in gender centres
Unis with >50% Women as Manager/Assist Manager	• University of Auckland (151-200) • University of California, Los Angeles (12) • University of the Philippines (NA) • University of California, Davis (47) • University of Melbourne (57) • University of Sydney (93) • University of Washington (16) • University of California, Santa Barbara (34) • University of British Columbia (39) • Chulalongkorn University (500+) • University of California, San Diego (15) • National University of Singapore (101-151) • University of California, Irvine (45)	• Affirmative action plan • Non-discrimination and affirmative action policy • Equal opportunity policy • Child friendly work environment • Family accommodation policies • Recruitment, support, retention and diversification policies • Academic advancement and promotions provisions • Provisions for training and advising women • Salary equity analysis • Career equity review process • Employee telecommuting program • Flexible work provisions • Academic women in leadership program • Faculty based mentoring schemes • Leadership development program

3.   Implications and Issues

Policies to support women's advancement are important as it is apparent from this survey that women are not in short supply in academia and administration of universities.

Those universities with a higher percentage of women in senior academic and administrative roles demonstrated that they had policies in place to support the advancement of women, although the nature of the policy varied by economy.

4.   Making Gender Equity a Reality

However while undoubtedly such policies are important, it might also be valuable to review the organisational structure of universities to see how work is organised within faculties, schools and administrative units. Structure might be an issue in gender progression. For example, self-managed teams, project organisation and job rotation schemes might be useful also in supporting women's advancement.

Pay equity is important too as this survey shows. It may be important to review the differential remuneration of women and men in senior executive positions in universities. Despite women breaking through the seniority barrier, a further hurdle to overcome may be the parity of salary and bonuses received. It may be time to consider linking gender diversity to bonuses or key performance indicators.

Cultural stereotypes and expectations may also be influential and are evident across all economies. Sponsoring women by senior men is one way to tackle this issue.

In some cases it may be necessary to provide child care and flexible work patterns to enable women taking on senior roles more readily for example, enabling her to finish work to have dinner with her family then continue work after this and so on.

5.   What Can/Will APRU Do?

Let's start the conversation and support each other to meet this challenge of change!

Appendix

Economic Region	University	Response Part 1	Response Part 2
Australia	Australian National University	Yes	Yes
Australia	University of Sydney	Yes	Yes
Australia	University of Melbourne	Yes	Yes
Australia	University of New South Wales	Yes	Yes
Canada	University of British Columbia	Yes	Yes
Chile	University of Chile	Yes	No
China	Fudan University	Yes	No
China	Hong Kong University of Science and Technology	No	No
China	Nanjing University	No	No
China	Peking University	No	No
China	Tsinghua University	No	No
China	University of Hong Kong	No	No
China	University of Science and Technology of China	Yes	Yes
China	Zhejiang University	Yes	Yes
Chinese Taipei	National Taiwan University	Yes	No
Indonesia	University of Indonesia	No	Yes
Japan	Keio University	Yes	Yes
Japan	Kyoto University	Yes	Yes
Japan	Osaka University	Yes	Yes
Japan	Tohoku University	Yes	Yes
Japan	University of Tokyo	Yes	Yes
Japan	Waseda University	Yes	Yes
Korea	Korea University	Yes	Yes
Korea	Seoul National University	Yes	No
Korea	Yonsei University	No	No
Malaysia	University of Malaya	Yes	No
Mexico	Monterrey Institute of Technology and Higher Education	No	No
Mexico	National Autonomous University of Mexico	Yes	Yes
New Zealand	University of Auckland	Yes	Yes
Philippines	University of the Philippines	Yes	Yes
Russia	Far Eastern Federal University	No	No
Singapore	National University of Singapore	Yes	Yes
Thailand	Chulalongkorn University	Yes	Yes
USA	California Institute of Technology	No	No
USA	Stanford University	No	No
USA	University of California, Berkeley	No	No
USA	University of California, Davis	Yes	Yes
USA	University of California, Irvine	Yes	Yes
USA	University of California, Los Angeles	Yes	Yes
USA	University of California, San Diego	Yes	Yes
USA	University of California, Santa Barbara	Yes	Yes
USA	University of Hawai'i at Mānoa	Yes	No
USA	University of Oregon	Yes	Yes
USA	University of Southern California	No	Yes
USA	University of Washington	Yes	Yes
Total		32	28

APPENDIX B – Academic and Administrative Employment Categories: 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)	Dean *Provides academic, research and curriculum leadership; supports executive leadership*	Academic Leadership
Heads of School/Departments **(subset of Faculty)**	Head of School *Provides academic administrative leadership of unit/department*	Academic Management
Other Academic Management	Other Academic Management	Academic Management
Senior administrative and professional staff **(e.g. senior administrative managers/heads of units/departments (eg. Faculty or School admin manager); programs (e.g. head of student recruitment; planning) and managers of specific research, professional or scientific areas (e.g. research institutes (non-academic))**	Manager	Administrative Staff
Specialist roles, first line management **(e.g. assistant managers of functions/services/units/departments or equivalent or advisors)**	Assistant Manager	Administrative Staff
General administrative positions **(e.g. administrative staff carrying out functions or services either within units/departments or University-wide (e.g. relationship or customer service officers)**	General Administration	Administrative Staff
Junior administrative positions **(e.g. new graduates, technical staff, support staff, tradespeople and manual workers e.g. cleaners, gardeners)**	Junior Administration	Administrative Staff
Academic Staff Responsible for learning, teaching and research based functions in a specific discipline		
Professor or equivalent	Professor	Academic Staff
Associate professor or equivalent	Associate Professor	Academic Staff
Senior lecturer or equivalent	Senior Lecturer	Academic Staff
Lecturer or equivalent	Lecturer	Academic Staff
Teaching assistant or equivalent	Entry Level Academic	Academic Staff
Post doc or equivalent (pre entry to academic staff track)	Entry Level Academic	Academic Staff

APPENDIX C – Gender Distribution for Total Academic Staff and Administrative Staff

*Figure 11: **Gender Distribution of Total Academic Staff by Gender in 32 universities***
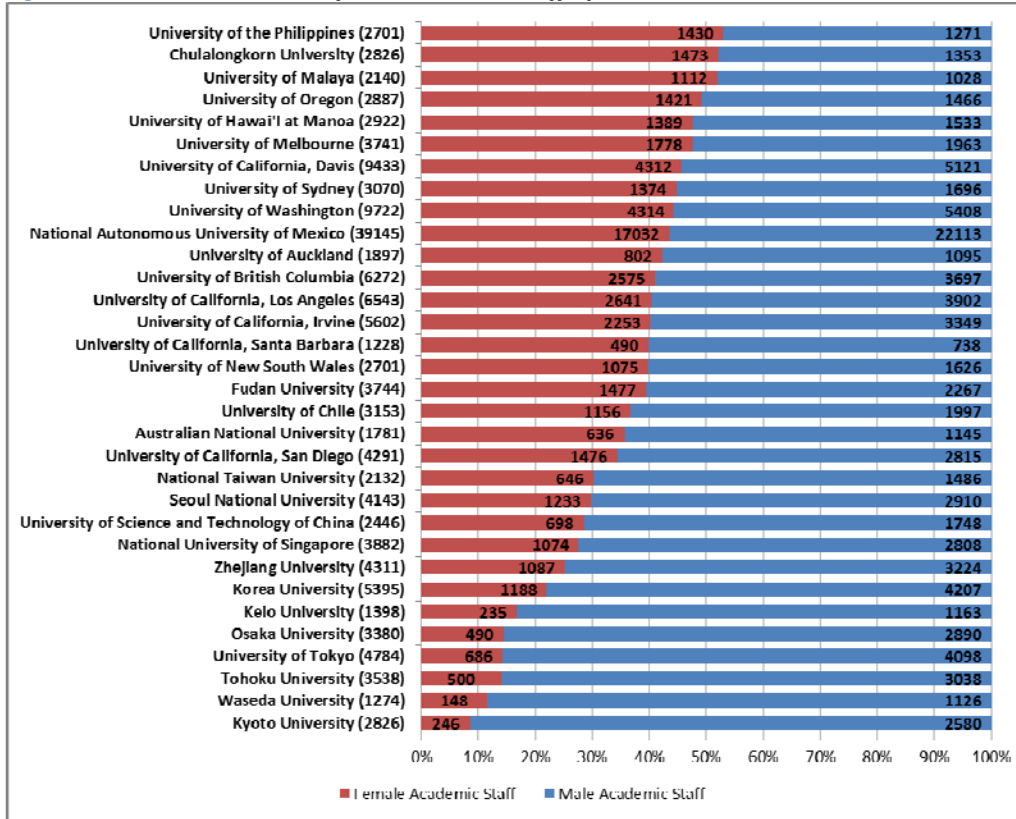
Figure 12: *Gender Distribution of Total Administrative Staff by Gender in 31 universities*

University	Female	Male
Keio University (2288)	1646	642
University of California, Irvine (8223)	5662	2561
National University of Singapore (4958)	3308	1650
University of Melbourne (3932)	2603	1329
University of California, Davis (21591)	13979	7612
National Taiwan University (1710)	1106	604
University of Washington (23131)	14943	8188
University of Sydney (3986)	2561	1425
University of Auckland (2011)	1290	721
University of California, Los Angeles (21494)	13749	7745
University of British Columbia (8949)	5672	3277
Chulalongkorn University (5345)	3320	2025
University of Oregon (2828)	1677	1151
Australian National University (2099)	1225	874
University of Hawai'I at Manoa (2725)	1533	1192
Tohoku University (3096)	1721	1375
University of California, San Diego (2967)	1609	1358
Fudan University (903)	489	414
Zhejiang University (1190)	641	549
University of Chile (6044)	3216	2828
University of California, Santa Barbara (3310)	1735	1575
National Autonomous University of Mexico (27120)	13058	14062
University of Malaya (3849)	1841	2008
University of Science and Technology of China (495)	231	264
University of the Philippines (3932)	1781	2151
Seoul National University (1072)	481	591
Kyoto University (1448)	509	939
Osaka University (1197)	416	781
University of Tokyo (2217)	758	1459
Korea University (367)	99	268
Waseda University (845)	187	658

Female Administrative Staff   Male Administrative Staff

APPENDIX D – University Responses on Policy

Policies to support women's advancement	Australia — Australian National University	Australia — University of New South Wales	Australia — University of Melbourne	Australia — University of Sydney	Canada — University of British Columbia	China — University of Science and Technology China	China — Zhejiang University	Indonesia — University of Indonesia	Japan — Tohoku University	Japan — Osaka University	Japan — Kyoto University	Japan — Keio University	Japan — University of Tokyo	Japan — Waseda University	Korea — Korea University	Mexico — National Autonomous University of Mexico	New Zealand — University of Auckland	Philippines — University of the Philippines	Singapore — National University of Singapore	Thailand — Chulalongkorn University	USA — University of Washington	USA — University of Southern California	USA — University of Oregon	USA — University of California, Los Angeles	USA — University of California, Davis	USA — University of California, Irvine	USA — University of California, Santa Barbara	USA — University of California, San Diego
Past discrimination through active measures to ensure equal opportunity (e.g. Affirmative Action)	Yes	Yes	Yes	Yes	Yes	NA	NA	Yes	Yes	Yes	No	NA	NA	No	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Child care	Yes	Yes	Yes	Yes	Yes	NA	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	NA	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Affirmative Action to recruit women into your university	Yes	Yes	Yes	Yes	Yes	NA	Yes	No	Yes	Yes	No	No	Yes	No	Yes	Yes	Yes	No	No	NA	Yes	NA	Yes	Yes	Yes	Yes	Yes	Yes
Promotional opportunities	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	No	NA	No	Yes	Yes	Yes	No	NA	NA	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Career advancement	Yes	Yes	Yes	Yes	Yes	NA	NA	Yes	Yes	Yes	Yes	No	NA	No	Yes	Yes	Yes	Yes	No	NA	Yes	NA	Yes	Yes	Yes	Yes	Yes	Yes
Pay equity	Yes	Yes	Yes	Yes	Yes	NA	Yes	Yes	Yes	Yes	Yes	No	NA	No	No	Yes	No	No	No	Yes	Yes	NA	NA	Yes	Yes	Yes	Yes	Yes
Flexible work	Yes	Yes	Yes	Yes	Yes	NA	NA	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	NA	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Mentoring or coaching of women	Yes	Yes	Yes	Yes	Yes	No	NA	No	Yes	Yes	Yes	No	Yes	No	Yes	Yes	Yes	No	No	NA	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
Training and development for women	Yes	Yes	Yes	Yes	Yes	No	NA	No	Yes	Yes	Yes	No	Yes	No	No	Yes	Yes	No	No	NA	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes

APPENDIX E – University Policy Commentary

Policies to support women's advancement	
Support for gender & equity	
Typical example	"University does not discriminate against students or employees on the basis of gender. Decisions on academic admission and employment are made on the basis of an individual's qualifications that meet its educational objectives and institutional needs."
Innovative example (53% women in the Senior Executive category)	"The University has a system for gender advocacy and mainstreaming through its focal point offices. Each of the nine autonomous units of UP has a gender centre, office or committee that coordinates and advocates for all non-teaching gender concerns. There is also a system-wide office that coordinates the various systems. The gender offices advocate the mainstreaming of gender issues in the curriculum, advocate for gender responsive policies and programs, carry out researches on various gender concerns and liaison with the larger society."
Past discrimination through active measures to ensure equal opportunity (e.g. Affirmative Action)	
Typical example	"No distinction rights related to gender status. All policies on welfare, no distinction between employees based on gender."
Innovative example (53% women in the Lecturer category)	"Our primary tool toward the attainment of a diverse workplace is the development of and adherence to an Affirmative Action Plan that translates the legal mandates concerning equal employment opportunity and affirmative action and the social responsibilities associated with diversifying the workplace into an operational framework for implementation by the responsible campus administrators. The affirmative action plan evaluates women representation in the workforce and compares it to the labour standards. It then works to identify any deficiencies and generates plans to remedy inequality through women recruitment."
Child care	
Typical example	"Offers Extensive licensed child care spaces for infants to kindergarten aged children. We also provide before and after school care. Private breastfeeding friendly spaces are available across our campuses."
Innovative example (63% women in the Other Academic Management category)	"Family accommodation policies and family-friendly programs and services have been established to create a supportive, equitable, and productive academic environment. Specific to child care, the university has established the programs, including but not limited to: Active Service-Modified Duties: Available to any faculty member who has substantial responsibility for the care of an eligible child. Child-Bearing Leave: Provided to all faculty, regardless of length of service, for the period of time before, during, and after childbirth that the faculty member is temporarily disabled due to pregnancy, childbirth, and recovery. Additional Pregnancy Accommodation: As an alternative to or in addition to childbearing leave, the university will provide reasonable accommodations to a pregnant faculty member upon request and if medically necessary. Parental Leave: Faculty member may take up to one year of full-time or part-time parental leave without pay for the purpose of caring for his or her own child or the child of a spouse or domestic partner. Also offer on-campus child care and babysitting resources, as well as referrals to off-campus child care and other off-campus resources."
Recruiting women into your university	
Typical example	"Principles of recruitment and selection include fairness, credibility, equal employment opportunity and merit - Selection committees must approach gender parity"
Innovative example (53% women in the Manager category)	"The Office of Academic Diversity and Equal Opportunity (OADEO) works in close collaboration with the office of the Associate Vice Chancellor for Faculty Equity, and the team of divisional Faculty Equity Advisors to assist faculty search committees in utilizing best-practice recruitment strategies to develop large, well-qualified, and diverse applicant pools."

Promotional opportunities	
Typical example	"Same promotional opportunities are provided to both genders."
Innovative example (57% women in the Assistant Manager category)	"Promotional opportunities The Equity Office monitors all promotions processes and reporting on success by gender Promotions policies recognise gender issues and require gender balance on selection committees Promotions training sessions are provided at three levels for academic mid-level women, those aspiring to become associate professors, and professors. Mentoring is provided through the Women in Leadership programme (see below) Promotions is monitored by Equity Office staff attending promotions meetings and analysing longitudinal data providing comprehensive evidence of trends relating to women's promotion. These findings inform policy and programmes such as promotions training for women academics and members of selection committees."
Career advancement	
Typical example	"For career advancement, academic staff are governed by the Statute of Academic Personnel in differentiation is not related to gender. The academic promotion is determined by evaluating the consultative commission and meeting minimum academic requirements for appointment."
Innovative example (56% women in the Manager category)	"Senior Women's Council (SWC)—composed of associate and full professors The SWC addresses areas of concern to women faculty on campus. They sponsor workshops for women faculty on campus dealing with such issues as tenure/promotion and mentoring/networking with junior faculty. Workshops: At the beginning of the academic year and throughout the fall quarter there are a series of workshops designed to aid faculty members understand the workings of the university such as the tenure process. The first of these workshops is actually an all-day retreat directed towards new department chairs. New chairs are provided information regarding the various duties and activities related to being the chair of a department such as "Tips on Preparation of Appointment Files", "Tips on preparation of Merit and Promotion Files". Chairs are provided with a copy of the Department Chairs' Academic Personnel Handbook."
Pay equity	
Typical example	"Remuneration of personnel or officials at the University is based on the education, long work, and profession or department, not based on the gender."
Innovative example (51% women in the Lecturer category)	"The university regularly examines pay and compensation practices to ensure faculty equity. Appropriate programs, such as salary compression adjustments, are implemented from time to time at the discretion of the university leadership. Additionally, the university has established a Career Equity Review (CER) process, an evaluation to determine whether a faculty member is correctly calibrated in rank and step. It is not a means of appeal for or expression of disagreement with a single personnel decision. The CER process examines cases in which normal personnel actions, from the initial hiring onward, may have resulted in an inaccurate rank and/or step designation. When warranted, a CER review may result in the recalibration of the faculty member to a higher rank and step consistent with prevailing UCSD standards."
Flexible work	
Typical example	"Variety of flexible work arrangements, depending on the needs of the workplace and the individuals doing the work. The flexible work accommodations are extended to academics and faculty member"
Innovative example (60% women in the Manager category)	"Under the University's policies, staff have access to a range of flexible work arrangements including: children on campus; family/carer leave; extended family leave; annual leave, sick leave and long service leave; compassionate/bereavement leave; paid and unpaid parental leave (including maternity leave, partner leave and adoption leave); negotiable delayed return to work after maternity leave; part-time work; annualised hours; flexi-time; job share; reduced working weeks scheme, and home based work for professional staff."
Mentoring or coaching of women	
Typical example	"Several Faculties and departments are developing and improving their mentoring guidelines. Central mentorship program for new women faculty run by the Status of Women Committee. The University offers an in-house coaching program for all faculty and staff."

Innovative example (52% women in the Assistant Manager category)	"Mentoring for women included as a component in the Academic Women in Leadership Program (since 1997) and the Professional Staff Women's Leadership Program (under development) - Faculty-based mentoring schemes operate in several Faculties, including Arts, Education and Medicine, Dentistry and Health Sciences"
Training and development for women	
Typical example	"Same training and development opportunities are extended to both genders."
Innovative example (50% women in the Professor category)	"All gender centres have training activities that serve both women in the University and the larger society on a variety of themes and topics. For example, the UPCWS has regular trainings in feminist research methods, feminist counselling, computer literacy, gender mainstreaming, gender planning and budgeting, LGBT concerns, creative pedagogy, evaluating gender programs"