



D6.5 Resources on Work-Life-Balance and Gender Criteria in Quality Assessment, including minutes of 3rd Co-Creation Workshop

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Executive Summary

While gender equality has long been enshrined as a goal in research performing and recently also in research funding organisations, this is frequently not the case in higher education quality assurance agencies. Neither ENQA, the European Association for Quality Assurance in Higher Education, nor INQAAHE, the International Network for Quality Assurance Agencies in Higher Education, explicitly mention gender in their guidelines. In fact, common quantitative indicators claim to be gender-neutral and transparent, although they may in fact contain a gender bias and thus reinforce gender inequalities.

One consequence of this quantification of excellence, which has emerged through managerialism and the neo-liberalisation of universities, is that academics need to work more and more in order to score well in quality evaluations. This in turn has a negative impact on their work-life balance. This is especially true for women because, on the one hand, they still largely take on family responsibilities and caregiving duties and, on the other hand, they often take on tasks at universities that, in turn, do not count as much as research output (publications), the amount of research funding obtained or excellence awards.

For this reason, the aim of the third TARGET co-creation workshop is to discuss these topics based on specific questions formulated by two partner institutions (ARACIS and FRRB). These questions arose in the context of the further development of their Gender Equality Plans (GEPs). The workshop aims at providing input for GEP further development and focuses on the following questions:

- How can research organisations implement work-life-balance policies in their GEP to counteract the leaky pipeline and patriarchal structures within academia?
- How can gender criteria be integrated in higher education quality assurance to enshrine gender equality as an aspect of excellence?

Deliverable D6.5 not only includes the minutes of the 3rd co-creation workshop, but also additional resources material on work-life balance in academia and on the integration of the gender dimension in quality assessments in higher education. The annex contains good-practice examples as well as an annotated bibliography for both topics.

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List of Abbreviations

ABCC	Academic Biomedical Career Customization, Stanford University School of Medicine
AQU Catalunya	Agència per a la Qualitat del Sistema Universitari de Catalunya (The Catalan University Quality Assurance Agency)
CEU	Central European University
EAP	Employee Assistance Programme at UCL
EEA	European Economic Area
ENQA	European Association for Quality Assurance in Higher Education
GDP	Gross Domestic Product
GEP	Gender Equality Plan
HEI	Higher Education Institution
HR	Human Resources
HRD	Human Resource Development
INQAAHE	International Network for Quality Assurance Agencies in Higher Education
KIT days	Keeping in Touch days
QA	Quality assurance
RFO	Research Funding Organisation
RPO	Research Performing Organisation
SDG	Social Development Goal
SPLIT days	Shared Keeping in Touch days
STEM	Science, Technology, Engineering, Mathematics
UCL	University College London
UK	United Kingdom
UKÄ	Universitets Kanslers Ämbetet (The Swedish Higher Education Authority)
WiMPBME Task Group	Women in Medical Physics and Biomedical Engineering Task Group

1 Introduction

Gender equality goals for Research Performing Organisations (RPOs) and Research Funding Organisations (RFOs) have been formulated at European, national, regional and institutional level. While their wording may differ, they all call to some degree for eliminating gender segregation in fields of study, designing gender-sensitive curricula, promoting gender research, increasing women's participation in decision making and removing barriers to their career advancement, ensuring work-life balance and adopting anti-harassment policies.

Given this fact, one could assume that gender aspects are also to be found in quality assurance conceptual frameworks. However, this is not the case (Morley 2007). Both the *European Standards and Guidelines* of the European Association for Quality Assurance in Higher Education (ENQA 2015) and the Guidelines of Good Practice of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE 2016) do not mention gender at all (Benito, Verge 2020). When talking about gender equality in higher education, people most often speak about quantitative performance indicators and refer to the number of female students enrolled in STEM courses or to the number of female professors (Morley 2007). This ignores unequal gender relations in higher education and also in society as a whole, where issues include the maternity penalty, glass ceilings and the lack of work-life balance policies (Morley 2001).

Gender dimensions are still missing from many curricula and if there are gender-specific courses, they are often electives and attendance is thus not mandatory. In most quality reviews, neither is this missing gender dimension in curricula examined, nor are training opportunities for teachers to become gender competent explored (Benito, Verge 2020). The situation regarding research is similar. For example, although gender was defined as a cross-cutting dimension in Horizon 2020, only one third of the evaluation panels included comments on gender in their assessment reports (European Commission 2017). In addition, the gender dimension is also missing in higher education policies. Although many universities have now developed anti-harassment policies and GEPs, gender is still far from being considered as a cross-cutting issue in all policies. Furthermore, equality units at universities suffer from a lack of human and financial resources and are not empowered to impact on decision making. Likewise, the implementation of the GEPs is often not evaluated by the higher education institutions (HEIs) (Timmers et al. 2010). If gender dimension is not adequately addressed in evaluations, it is also likely that the gender equality goals themselves will remain invisible (Bustelo 2017) and may disappear from the institutional agenda (Dahler-Larsen 2007).

The question now arises as to why the gender perspective often fails to be mentioned in the review panels. Riegraf and Weber (2017) assume that this is due to a lack of a proper understanding of

the gender perspective and that audit panels therefore confuse it with gender balance. An alternative explanation is provided by Stensaker (2000) who argues that audit committees do not regard the gender dimension as being as important as other aspects of quality and focus on the supposedly more important issues. However, externality has always been an important driver of change (Glazer 1999), which highlights the importance of a gender-sensitive evaluation. If evaluation processes took the gender dimension into account, this would also open up a new discursive space for gender aspects (Morley 2007). Quality assurance can definitely play an important role in strengthening social responsibility in HEIs. That is why it is so important to embed the gender perspective in the quality culture. University rankings (e.g. the Times Higher Education University Impact Ranking 2019) started to look at institutional performance on Sustainable Development Goals (SDGs), including SDG5 on gender equality. External assessments may therefore initiate learning process in HEIs (Benito, Verge 2020).

However, it is very important to mention that the introduction of gender-sensitive quality criteria is not made into a box-ticking exercise. To avoid this, gender mainstreaming training for assessors or evaluators can help, as well as the appointment of gender experts who are present in the individual audit panels. In this way, a gradual learning process can be stimulated on both sides, that of the HEIs and that of the quality assurance agencies (Benito, Verge 2020).

Work-life balance policies can support gender equality. Related policies aim at increasing awareness regarding the compatibility of paid work and a fulfilling private life (this can involve unpaid work as well) and that this perceived balance consequently influences job satisfaction (Fotinha et al. 2019). Work-life balance is a major issue in academia, especially for women (Toffoletti, Starr 2016).

“Ideal worker norms expect women to approach work as though they do not have children, and intensive mothering norms expect women to parent as if they do not have careers (Ward, Wold-Wendel 2016: 12).

The academic faculty remains a traditional, hierarchical and male workplace (Schlehofer 2012). There is still a norm of scientists working late nights and weekends and this is even often marketed as offering flexibility for parents (Jakubiec 2015). But scientific jobs and the high stress associated with them can lead to serious problems like burnout, depression, poor sleep quality and absenteeism (Morrish 2019; van Steenbergen, Ellemers 2009; Kossek et al. 2014). What is more, this leads to work-life conflicts that particularly affect academic mothers and can result in negative consequences for promotion and the attainment of tenure (Eversole, Crowder 2020). Although this could in principle also apply to fathers, McCutcheon and Morrison (2016) found that academic mothers reported more work-life conflicts than academic fathers. A metaphorical image

for this phenomenon is the so-called leaky pipeline. It illustrates that women are opting out of careers in academia because the work environment causes them to leave (Gasser, Shaffer 2014).

For this reason, the aim of the third TARGET co-creation workshop is to discuss these topics based on specific questions formulated by two partner institutions (ARACIS and FRRB). These questions arose in the context of the further development of their GEPs. The workshop aims at providing input for further development of GEP and focuses on the following questions:

- How can research organisations implement work-life-balance policies in their GEP to counteract the leaky pipeline and patriarchal structures within academia?
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Deliverable D6.5 not only includes the minutes of the 3rd co-creation workshop, but also additional resources material on work-life balance in academia and on the integration of the gender dimension in quality assessments in higher education. The annex contains good practice examples as well as an annotated bibliography for both topics.

2 Co-Creation Workshop

2.1 Agenda

Due to the COVID-19 pandemic the meeting was organised online via Zoom.

- 14:00 – 14:15 Welcome by Coordinator & Tour de table
Angela Wroblewski, Institute for Advanced Studies
- 14:15 – 14:45 Where is “Gender” in Work-Life balance? Opportunities and challenges in Gender Equality Plan design
Ana Belén AMIL, Central European University, Vienna
- 14:45 – 15:15 Gender Equality in Higher Education Accreditation
Thomas Öst, Swedish Higher Education Authority, Sweden
- 15:15 – 15:25 Break
- 15:25 – 16:00 Breakout Sessions
 - ARACIS case
 - FRRB case
 - Moderation: Barbara de Micheli & Maria Caprile*
- 16:00 – 16:15 Plenary
- 16:15 End of day

2.2 Participants

Ana Belén Amil, Central European University, Austria

Paola Bello, FRRB

Mina Bettachy, UH2C

Luigi Cajazzo, FRRB

Giusi Caldieri, FRRB

Maria Caprile, NOTUS

Chiara Cavallini, FRRB

Marcello De Amico, FRRB

Carmen De Francesco, FRRB

Barbara de Micheli, FGB

Victoria Englmaier, IHS

Andrea Leitner, IHS

Alexia Mitsikostas, ELIAMEP

Thomas Öst, Swedish Higher Education Authority, Sweden

Rachel Palmén, NOTUS

Alina Tariceanu, ARACIS

Luisa Terazzano, FRRB

Angela Wroblewski, IHS

2.3 Welcome by Coordinator

Angela Wroblewski welcomed everyone to the third co-creation workshop of the TARGET project. The aim of the co-creation workshops is to support the implementing partners with input for the further development of the GEPs. The focus of the third workshop is on RFOs and ARACIS as an accreditation authority. The workshop complements the RFO study visits in November 2021, which focused on gender criteria in evaluation of research proposals and women-only calls. This co-creation workshop focuses on issues of FRRB (work-life balance and home office in GEP) and ARACIS (getting to know other higher education accreditation authorities). The aim of the co-creation workshops is not to arrive at definitive answers, but to provide food for thought for the further development of GEP. After a tour de table, Angela Wroblewski gave an overview on the agenda and introduced the first speaker.

2.4 Where is “Gender” in Work-Life balance? Opportunities and challenges in Gender Equality Plan design

Angela introduced **Ana Belén Amil** who is the Gender Equality Officer at the Central European University (CEU) and currently implementing the SUPERA project¹ at CEU, which is one of TARGET’s sister projects. She is in charge of designing and implementing a GEP in a collaborative way within her institution and she is also part of GE Academy², aiming at developing and implementing a capacity-building programme on gender equality in R&I and higher education. In her role as Gender Equality Officer, she aims to coordinate, implement and monitor CEU’s first GEP. She has a Master’s in Women and Gender Studies (GEMMA) and is a clinical psychologist (University of Buenos Aires). She is also a strong advocate of LGBTQI*/SOGI rights.

¹ <https://www.superaproject.eu/>

² <https://ge-academy.eu/>

WHERE IS “GENDER” IN WORK-LIFE BALANCE?

OPPORTUNITIES AND CHALLENGES IN GENDER EQUALITY PLAN DESIGN



Ana Belén Amil | Gender Equality Officer |
Central European University (Vienna)
amil@ceu.edu

Target Online Workshop
24th November 2021

WLB, THE DEFINITION

‘the relationship between the institutional and cultural times and spaces of **work** and **non-work** in societies where income is predominantly generated and distributed through labour markets’ (Felstead *et al.*, 2002, p. 56)

- Work-life balance measures: informal vs formal
- Common feature: increase the flexibility and autonomy of the employee in negotiating their attention, time and presence in the workplace.

*“We are trying to transform institutions by
challenging who they are for”*

Sara Ahmed, *Living a Feminist Life* (Durham: Duke University Press, 2017), 110.

WHERE IS “GENDER” IN WLB?

THE GENDERED STRUCTURE OF TIME ALLOCATION

“Work-life balance is no longer just a personal goal, it is also a political one”

(EIGE, 2016)

Balancing responsibilities: not the same for all genders.

Gendered divisions of paid and unpaid work

- Women have increased labour market participation
- Men have not increased unpaid household work proportionally
- 1 hour of housework daily: 24% men, 79% women

Interaction among:

- Labour-market participation
- Care-related activities
- Social activities, personal care (health), civic engagement, etc

(Jane Lewis, 2009; EIGE, 2020)

EU EMPLOYMENT RATE 2018 (EIGE, 2020)

Women: 67%

Men: 79%

BUT!

FTE

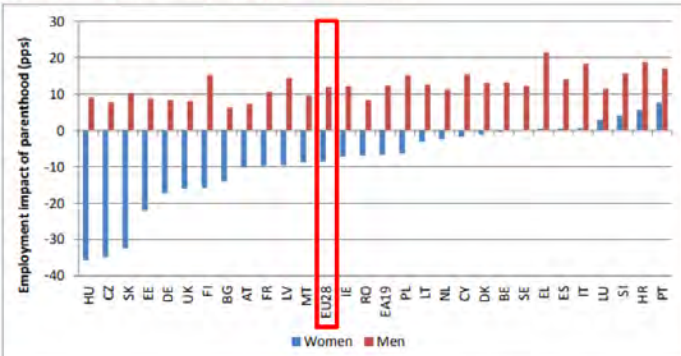
Women: 41 %

Men: 57 %

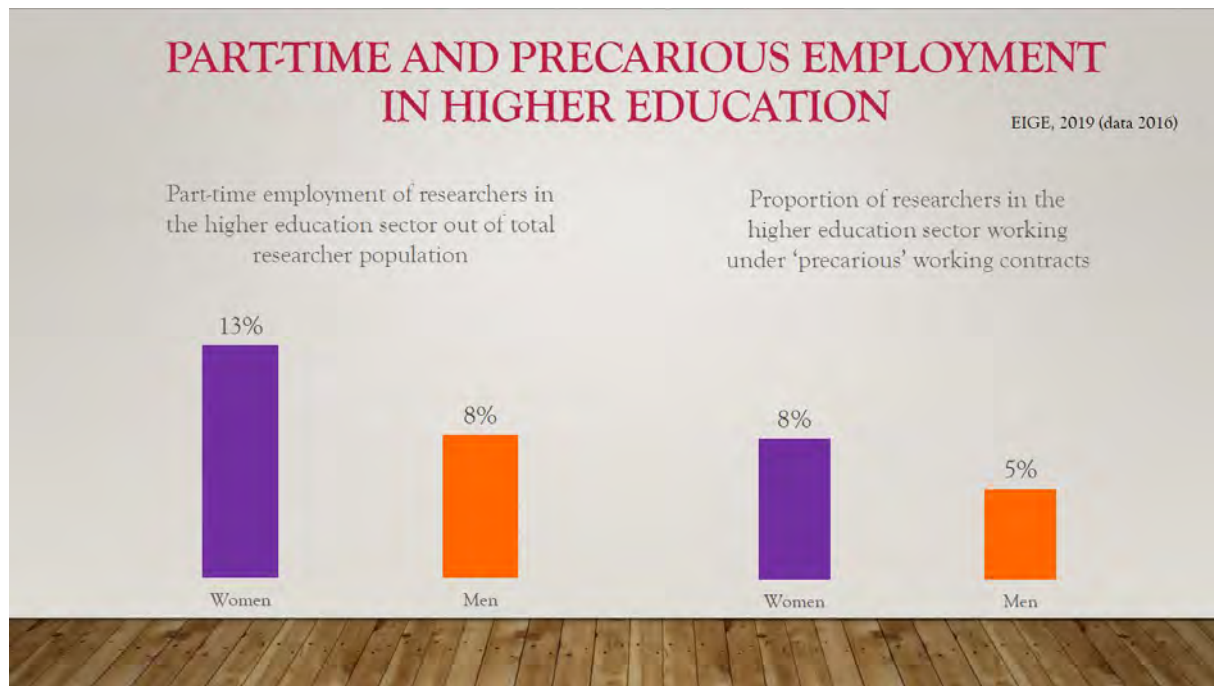
- Gender Pay Gap
- Pension Gap
- Weaker economic independence

- Employment rate of women with children under the age of 6 is more than 8% lower than that of women without children
- Low employment rate of older women (aged 54-64) reflects that women are more likely to assume care responsibilities for elderly or dependent family members.

Figure 3 – Employment impact of parenthood in 2015



Source: Eurostat, LFS (lfsi_emp_a) and European Commission, own calculations. Note: data refer to women and men aged 20-49.



Case study

WLB, Gender and COVID-19.

The return of the 1950s housewife?

Working from home: more traditional division of labour.

- Women: three hours more childcare
- Men: more overtime hours.

In academia:

- Impact on publications
- Impact on career progression



GENDERED CHOICES, OR GENDERED ORGANIZATIONS?

- ✓ Challenging the neoliberal understanding of “choice”
- ✓ Micro, meso and macro level
- ✓ Organizations in general, academia in particular, are **not** gender neutral
- ✓ What is an “ideal worker” in academia? How does the “ideal academic career” look like?
 - Full time, substantial overtime, 24/7 availability
 - Continuous employment (no gaps)
 - Geographical hypermobility
- EU (or other privileged) passport
- Able body
- No children, elderly parents, sick partner to care for / ability to outsource the care*
- Little housework or ability to outsource it at low price*
- ✓ Some bodies are excluded (not only mothers of childbearing age)
- ✓ Negative impact on “non-normative” masculinities

GENDERED UNDERSTANDING OF EXCELLENCE AND MERIT

- ✓ **Meritocracy**: system dictating that candidates should be appointed/promoted on the basis of their merit.
- ✓ Based on the assumption that the academic recruitment/promotion systems are **gender neutral**: the myth of meritocratic impartiality.
- ✓ Merit is a core institutional principle that is at the root of much resistance to change (Clavero and Galligan, 2020)
- ✓ **Excellence** is considered to be the most important measure for a researcher's work, but how it is measured is always socially constructed.
- ✓ Gendered division of labour in Higher Education.

LIFE-FRIENDLY WORK PRACTICES:

HOW CAN A GEP PROMOTE WORK-LIFE BALANCE?

Of a general nature:

- ✓ Paid leave to care for children, other family* members or to receive personal health care
- ✓ Reduced appointment: part-time and job share appointments
- ✓ Flexible working, home office
- ✓ Facilities: lactation rooms, diaper changing stations, day nurseries, lounge rooms
- ✓ Care / disability subsidies
- ✓ Counselling and well-being promotion measures
- ✓ (Paid/unpaid) care/health leave
- ✓ Parental leave, maternity or paternity leave, and adoptive parent leave.

(EIGE, 2020)

Table 5: Examples of incentives in policy design to promote fathers' take-up of parental leave

Member State	Incentive
Germany	2-4 months of bonus leave is given if fathers take at least 2 months of leave
France	Longer period of financial payments is provided if both parents use parental leave
Croatia	2 months of bonus leave is given if both parents use parental leave
Italy	1 month of bonus leave is given if fathers take at least 3 months of leave
Austria	2 months of bonus leave is given if both parents use parental leave
Portugal	1 month of bonus leave is given if both parents use parental leave
Romania	1 month of non-transferable leave is available for the other parent (if not used, the total amount of paid leave available for family is reduced from 24 months to 11 months)
Sweden	90 days of fathers-only parental leave which is non-transferable (a father's quota)

Source: Blum, Koslowski, Macht and Moss, 2018. http://www.leavenetwork.org/lp_and_r_reports

LIFE-FRIENDLY WORK PRACTICES: HOW CAN A GEP PROMOTE WORK-LIFE BALANCE?

Academic-specific:

- ✓ automatic extension of temporary contracts of teaching and research personnel if they have been absent due to maternity, paternity and parental leave (Hanken School of Economics)
- ✓ Gender-sensitive recruitment
- ✓ Continuous communication
- ✓ Tenure-clock extension
- ✓ Modified duties: research-focused period after maternity leave (SDU)
- ✓ Scheduling meetings, networking events
- ✓ Extra funds for travel*
- ✓ Childcare on site

<https://eige.europa.eu/gender-mainstreaming/toolkits/gear/examples/>

The Center for the Education of Women University of Michigan

WLB MEASURES: WARNINGS

- Measures that are supposed to help then backfire, creating wider inequalities.

1. Part-time work and flexible work arrangements:

- a) the flexibility stigma: risk of the “mommy track” / career penalties.

Flexiwork doesn't work on its own. We need additional policies to change normative gender ideas:

- Change flexible working preconceptions
- Senior men role modeling
- Earmarked paternal leave (Jeppe Drudahl, Mette Ejrnæs, Thomas H. Jørgensen, 2019)

2. (Too) long maternity leave

FINAL REFLEXIONS

- Western industrialized societies: rigid separation between masculine sphere of paid work and feminine domestic sphere.
- Excellence in academia presumes an “ideal worker”: time to spend at work and mobility are unlimited, the demands of family, community and personal life are secondary.
- Deconstruct male model of the *ideal academic* by challenging the “separate spheres” model and the idea of free choices that obscures the unequal gender structures behind those choices.
- Production and social reproduction not actually independent from each other but rather two domains of an integrated process of human reproduction (Brener y Laslett, 1991)
- Academic organizations have an ethical obligation to expand their role to include **social health** / “social co-responsibility” (ILO)

FINAL REFLEXIONS (CONT.)

- **Work-life Integration** - “The Dual Agenda”: assumptions that block gender equality in the workplace also undermine productivity
 - Advancing gender equality in organizations in a way that enhances workplace performance
 - Challenging organizational norms that assume the primacy of paid work and that limit career opportunities of those who seek fulfillment in *both* work and personal life

Lewis, Suzan, & Humbert, Anne Laure (2010). Discourse or reality: “work-life balance” flexibility and gendered organisations.

Rhona Rapoport, Lotte Bailyn, Joyce K. Fletcher, & Bettye H. Pruitt (2002). Beyond Work/Family Balance: Advancing Gender Equity and Workplace Performance.

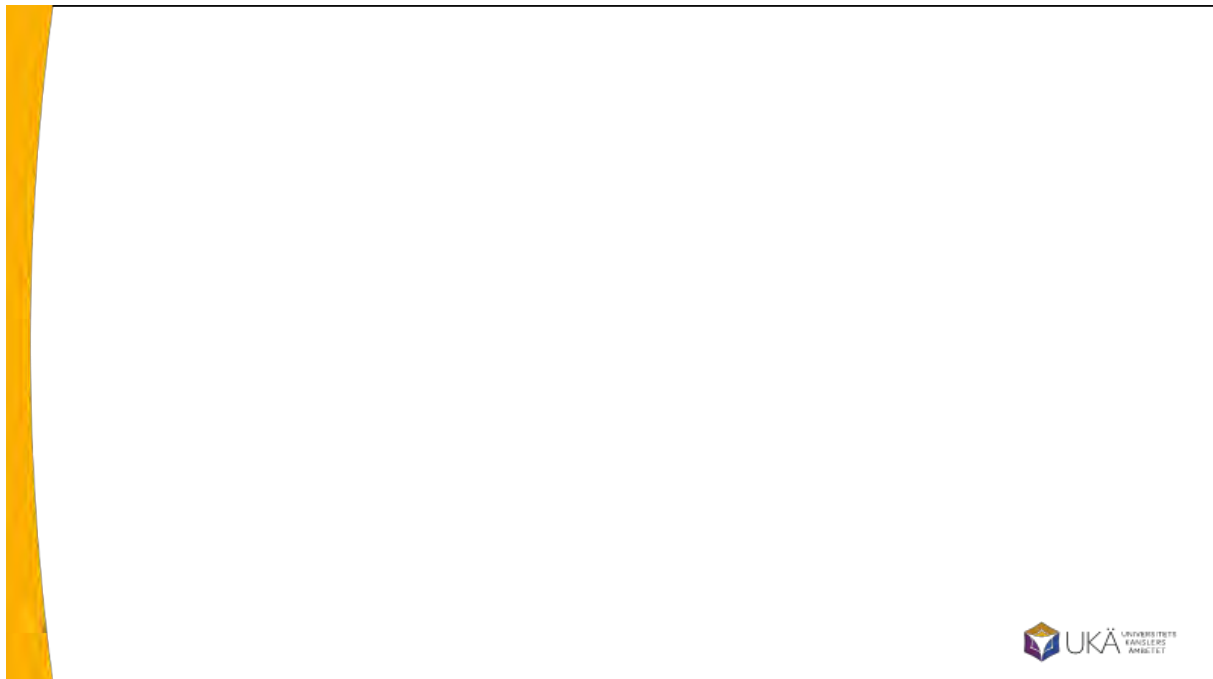
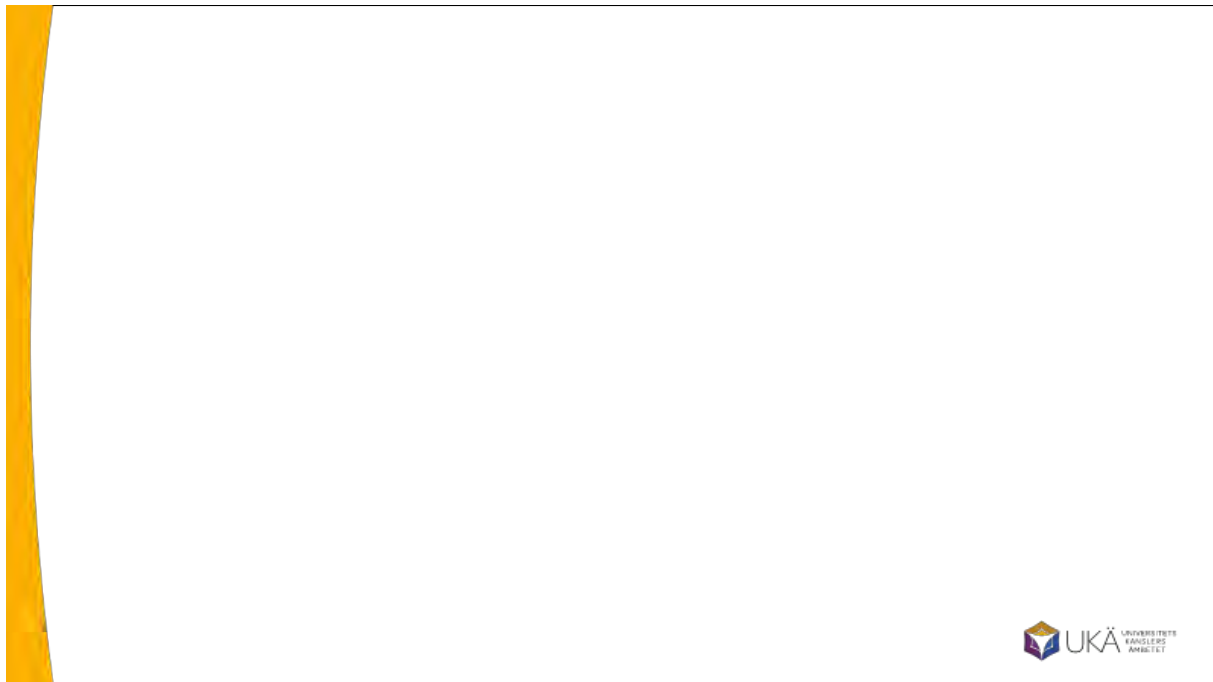
For the participants it was interesting to see that work-life-balance consists of more than having the option of working from home. One participant shared her own experiences as a mother and researcher, which she perceives as very challenging. She does not know how she can change this in her organisation and her country. Ana Belén Amil agreed that the academic culture in particular leaves little opportunity for mothers and other carers, which is precisely why the issue is so important to her and why she is trying to make a difference.

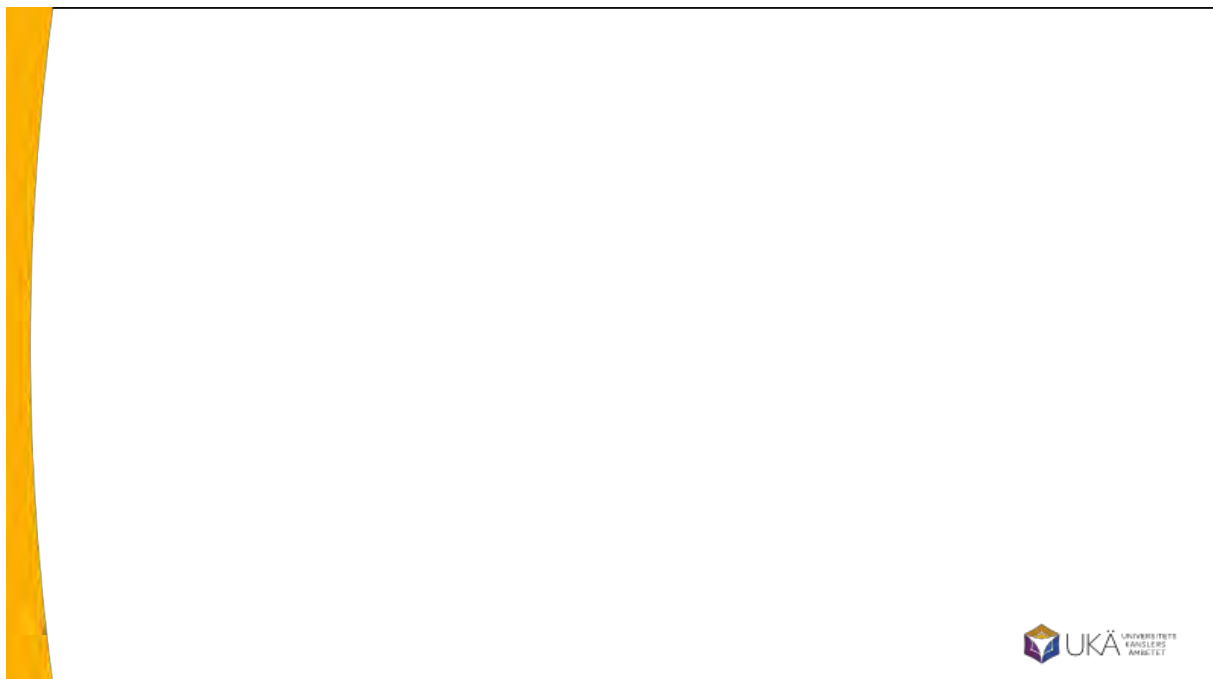
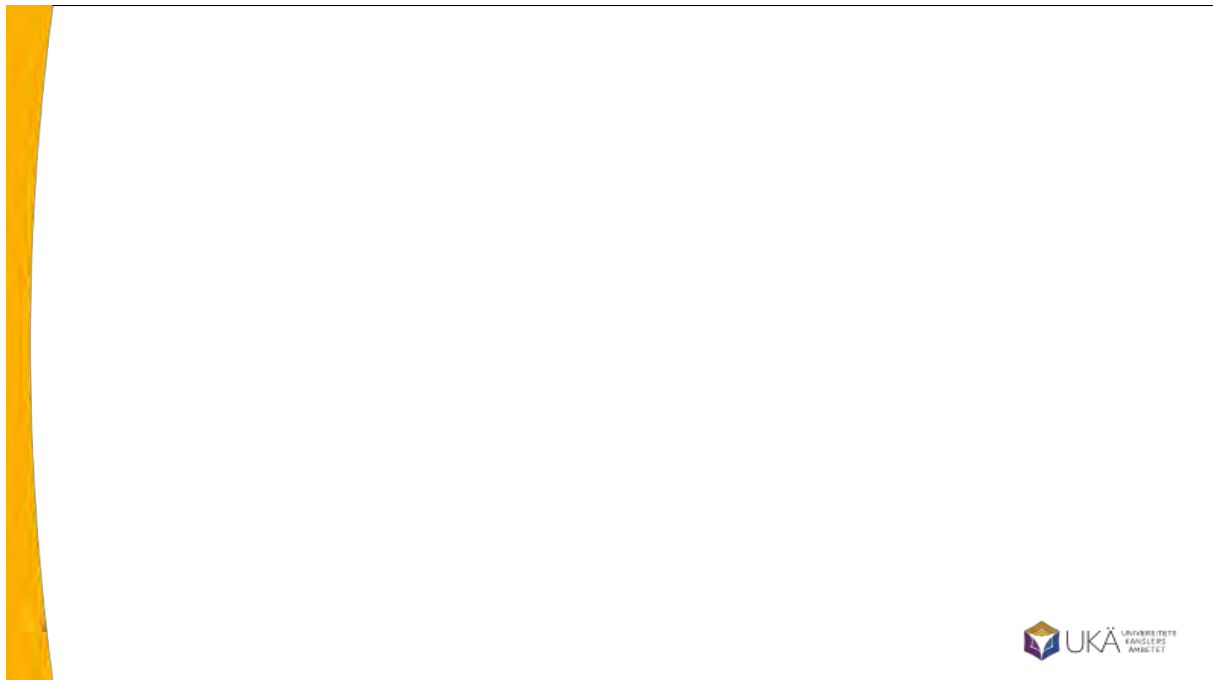
2.5 Gender Equality in Higher Education Accreditation

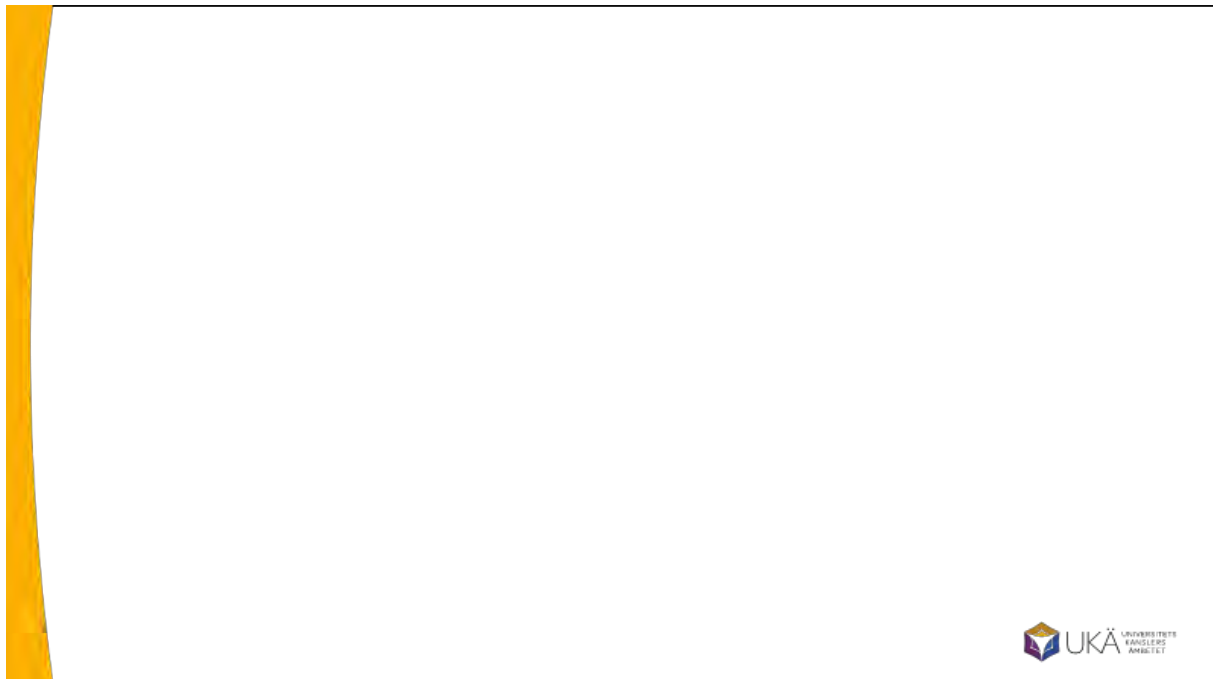
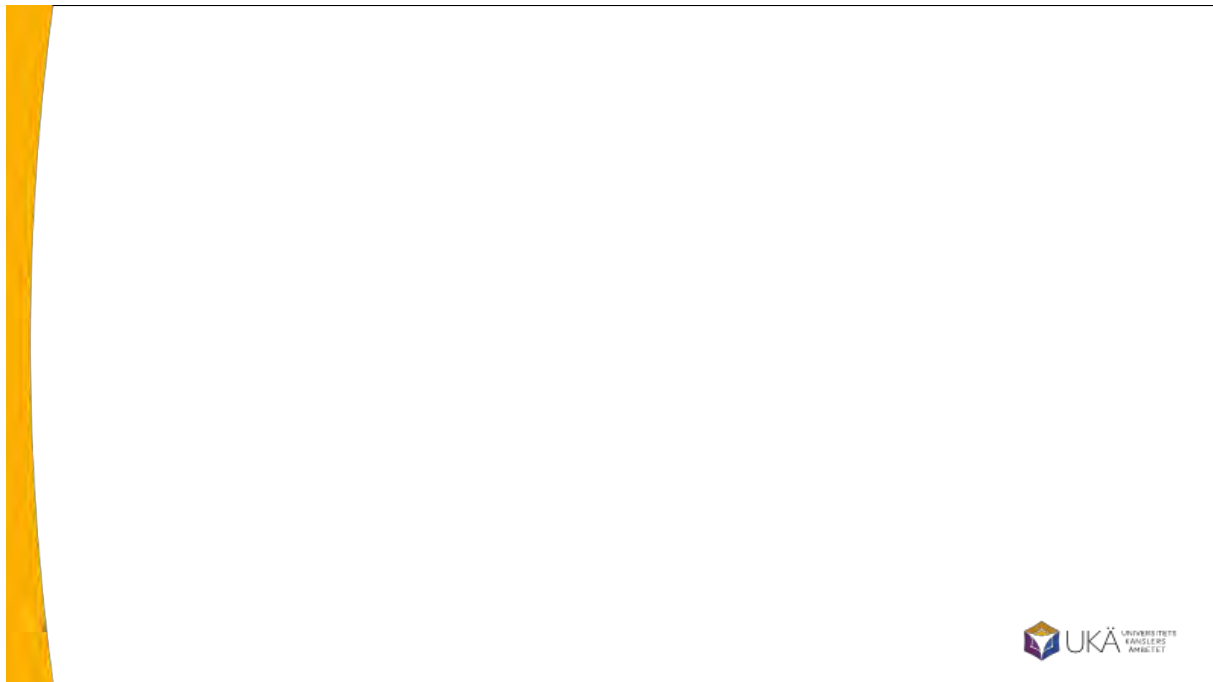
The second contribution was from Thomas Öst, who has been working for the Swedish National Agency for Higher Education (UKÄ) for more than 5 years. UKÄ evaluates programmes and institutions in higher education. In Sweden, evaluations explicitly take gender criteria into account, which is an exception in Europe. Before joining UKÄ, Thomas Öst worked as a sociology lecturer. In his dissertation he researched sustainable development.

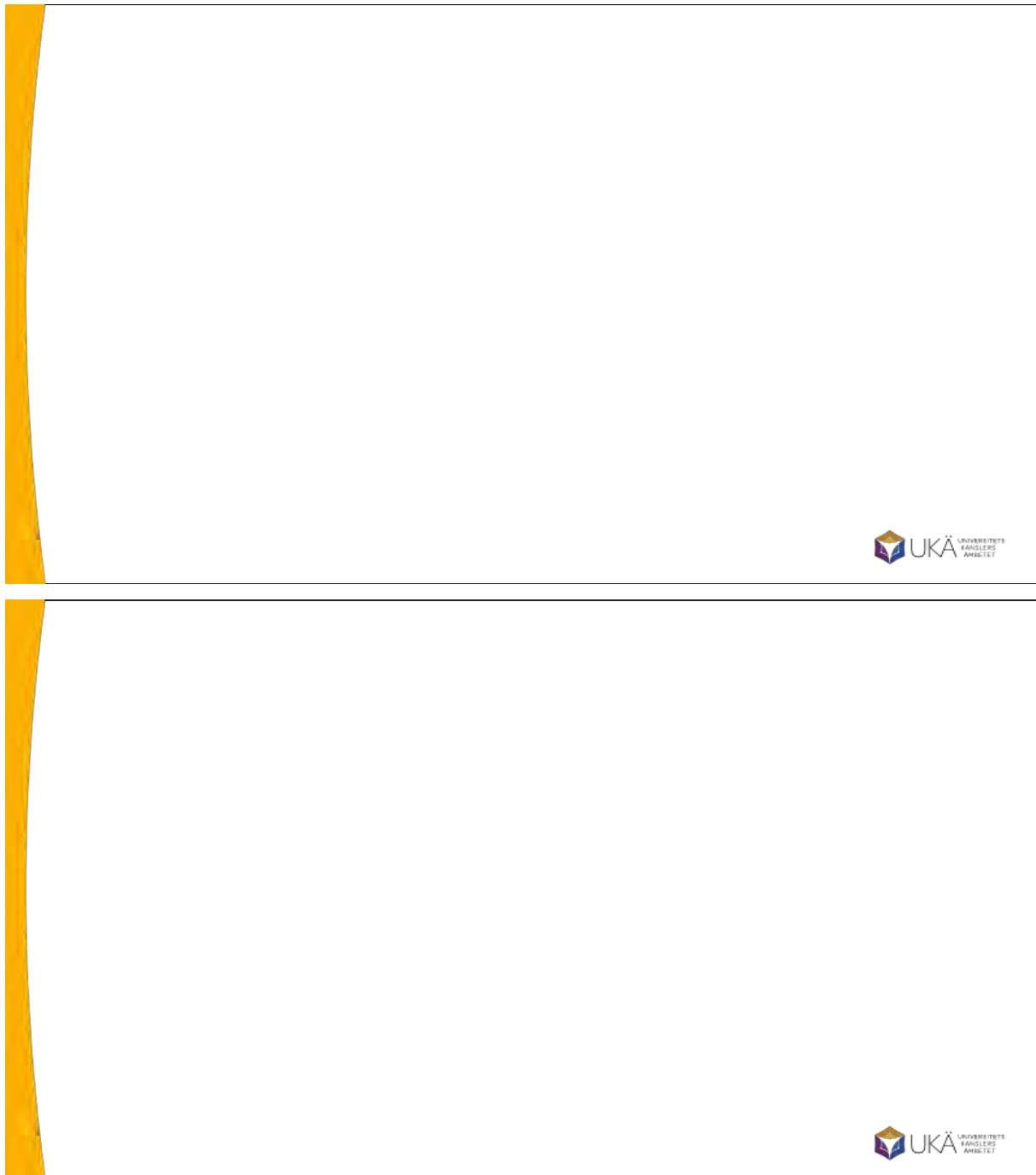












Due to some delays in the schedule, questions were postponed until after the breakout session.

2.6 Discussion of ARACIS Case

In the breakout session, Alina Tariceanu presented the ARACIS case.

3rd Co-creation Workshop – WLB in context of Gender Equality & Gender in Accreditation ARACIS case

Alina Tăriceanu
Gender expert at ARACIS



24 November 2021

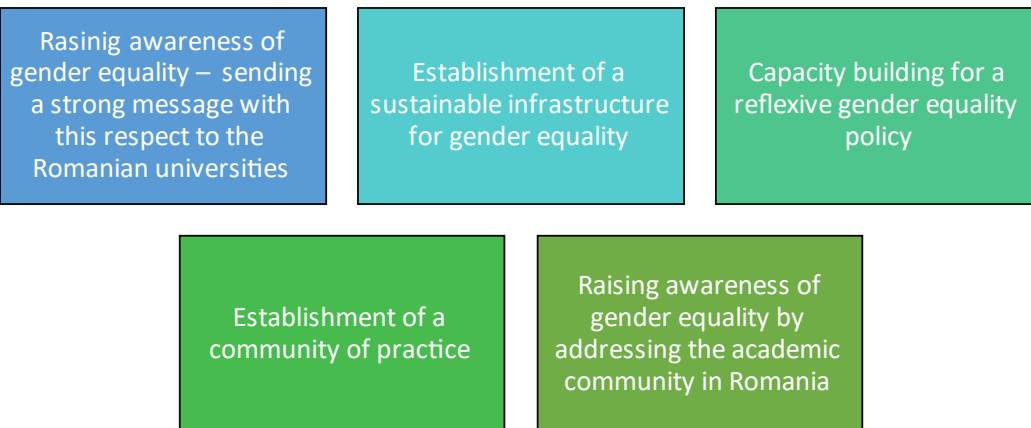
ARACIS – description of activity

The Romanian Agency for Quality Assurance in Higher Education – established in 1993 and reorganized in 2005 as a consequence of Romania's participation in the Bologna process

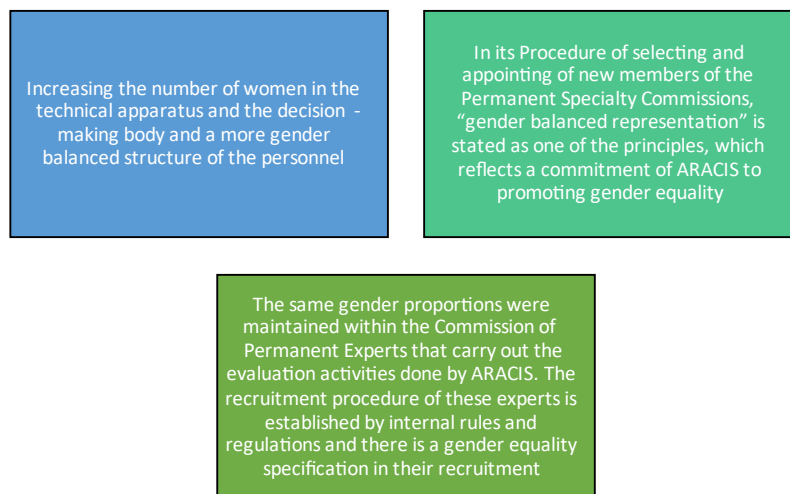
Our mission is to carry out the quality external evaluation of education provided by higher education institutions and by other organizations providing higher education study programs, which operate in Romania

Ongoing dialogue with the Romanian universities for the modification of the Methodology, guides and standards for the quality evaluation process

TARGET Objectives– What was accomplished so far



TARGET Objectives– What was accomplished so far



TARGET Objectives – What was accomplished so far

GEP: first time formulation of an internal gender equality strategy – a breakthrough in the Romanian higher education system

GEP internal document, adopted by management– and supported by modifying all internal documents of ARACIS – gender statement

GEP implementation supported by an external expert –ARACIS now has a research department. It will hire experts and one of them will have gender related responsibilities

TARGET Objectives – What was accomplished so far

Recent development: cooperation with gender experts from universities → more promising because of gender expertise

The 4th CBW at Bucharest (2020) – meeting with the gender experts from the universities

Establishing a working group for modifying the quality evaluation criteria at ARACIS

University of Bucharest – part of an international consortium for elaborating GEPs – close cooperation with ARACIS as promoter of TARGET

The following questions relating to UKÄ were raised and addressed after the break-out session:

- Do the criteria apply to all universities and which sanctions may UKÄ impose?

There are public universities, which are state-owned, and private universities. Both are involved in evaluations and the same evaluation criteria apply to both.

Swedish institutions recognise that gender equality is important. If a programme does not pass the assessment, UKÄ can close it. One of their criteria is whether there is any aspect of gender equality in the curricula, if there is not, UKÄ can withdraw the right to hold exams. However, when

it comes to institutional assessments, UKÄ cannot close down the whole institution but only raise awareness and suggest improvements. Most of the time, however, this is not necessary because institutions do not want to have bad evaluations. It is not often that the right to take exams is withdrawn, but occasionally it happens.

- There is no gender expert within your institution when it comes to the evaluation. How do universities view the issue that there is no gender expert evaluating gender equality issues?

The assessment panel is always appointed by UKÄ. They have a certain number of working days at their disposal. In the case of programme evaluations, the evaluation panel consists of subject experts and there are always representatives from the institution and its environment. However, there is no gender expert on the panels for programme or institutional evaluations.

Thomas Öst has not heard of any complaints regarding that. However, he believes that universities perceive this as a relieving fact. However, universities nevertheless take the evaluations seriously because it is important for them to perform well in the evaluation.

- What does it take for an educational programme to be seen as qualitative from a gender equality perspective?

There has to be something about gender equality in the curricula, but UKÄ does not prescribe how exactly this has to happen. This could be specific courses with a gender equality focus, gender-sensitive teaching or the participation of the gender equality officer in the programme. Gender has to be integrated in some form in the curricula and is a required criterion. It is important that all students sitting an exam have learned something about gender equality issues.

2.7 Discussion of FRRB Case

Paola Bello presented the FRRB case and raised questions for the discussion.





**Fondazione
Regionale
per la
Ricerca
Biomedica**

TARGET } Taking a Reflexive approach
to Gender Equality for
institutional Transformation

Co-creation Workshop
November 24th, 2021



**Regione
Lombardia**



FRRB

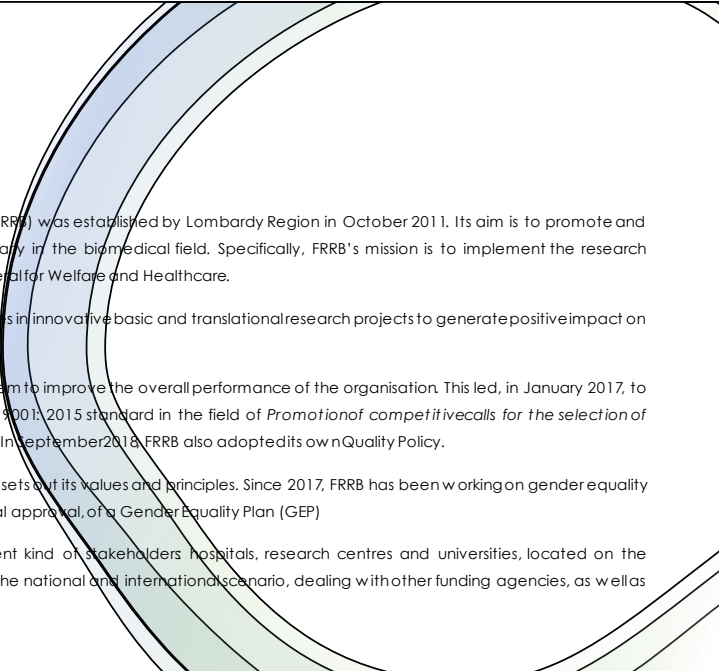
Fondazione Regionale per la Ricerca Biomedica (FRRB) was established by Lombardy Region in October 2011. Its aim is to promote and enhance scientific research Life Sciences, particularly in the biomedical field. Specifically, FRRB's mission is to implement the research priorities identified by the Regional Directorate General for Welfare and Healthcare.


FRRB also aims to invest local and European resources in innovative basic and translational research projects to generate positive impact on the local healthcare system and citizens.

In 2016, FRRB adopted a Quality Management System to improve the overall performance of the organisation. This led, in January 2017, to achieve the mark of conformity to the UNI EN ISO 9001:2015 standard in the field of *Promotion of competitive calls for the selection of innovative research projects in the biomedical field*. In September 2018, FRRB also adopted its own Quality Policy.

FRRB operates on the basis of its Ethics Code, which sets out its values and principles. Since 2017, FRRB has been working on gender equality issues, and this led to the elaboration, and the official approval, of a Gender Equality Plan (GEP).

FRRB operates on different levels and with different kind of stakeholders: hospitals, research centres and universities, located on the Lombardy territory. Furthermore, FRRB is active on the national and international scenario, dealing with other funding agencies, as well as with health ministries across Europe.






Fondazione Regionale per la Ricerca Biomedica

GEP

- New GEP approved in August 2021
- From three main areas to the five areas identified in Horizon Europe :
 - a) Worklife balance and organisational culture
 - b) Gender balance in leadership and decision making
 - c) Gender equality in recruitment and career progression
 - d) Integrating the gender dimension into research content
 - e) Measures against gender-based violence, including sexual harassment.
- The objectives under these areas are considered *achievable* and of *high impact*




Fondazione Regionale per la Ricerca Biomedica

WLB=WFH?

In Italy, after an extensive use of remote working in 2020 and 2021, the Ministry of the Public Administration (PA) called for a return to onsite work.

Currently, this policy is facing growing difficulties, as the number of covid cases increases.

Remote working, "smart working" in Italian, is under discussion at national and local level: while a number of companies, especially foreign companies, are integrating remote working in their standard operating procedures, in PA and in general in the public sector it is still challenging, both for managers and employees.



What does it mean WLB for FRRB?

FRRB sees remote working as a form of WLB.

In February 2020, a remote working regulation was introduced.

From March 2020 remote working is connected to the emergency state and it does not reflect the approved regulation.

We are working on a new regulation.

QUESTIONS:

- Organizations, funding agencies but also others, although research-oriented and not for profit, may follow logics that are more company-oriented than university-oriented, and even the hierarchies may be very different from those in academia. How to cope with resistances and assessment of productivity?
- How relevant is the size of an organisation in managing WLB? Especially when there is one person per function or, in general, the number of employees is far smaller than in universities

The discussion on the FRRB case focused on the lessons learned from COVID-19 and how to develop a work-from-home policy in small funding and research organisations. COVID-19 opened up many possibilities and showed that more tasks than usually expected could be completed from home. However, experiences with COVID-19 also showed which tasks cannot be worked on from home without losing value. Being in the office has an added value. Therefore, a balance must be found between on-site work and work carried out at home. At the Central European University (CEU), staff have to be in the office a minimum number of days a week.

One participant noted that the arrangements for working from home also require a balance between the interests of the organisation and of the people working in the organisation.

Being a small organisation has advantages and disadvantages in this regard. Small organisations have more room for autonomy.

FRRB is currently developing a new policy on working from home, which should provide the opportunity to make clear arrangements and avoid any problems that may otherwise arise. However, concrete arrangements relating to working from home need to be defined according to individual needs and circumstances.

At the end of the discussion, the following question was raised: "How do we conduct performance assessment in our organisations?" It is impossible to prove that working from home does not reduce productivity if there has previously never been a performance evaluation protocol. The realisation that this is not the case in the organisation was triggered by COVID-19.

Ana Belén Amil shared her mail address for people interested in the working from home policy at CEU (which is not yet in place): amil@ceu.edu.

2.8 Close of Workshop

At the end of the 3rd Co-Creation Workshop, Angela Wroblewski thanked all participants for their participation. In particular, she thanked Ana Belén Amil and Thomas Öst for their contributions, Barbara de Micheli and Maria Caprile for facilitating the breakout session and FGB for hosting the virtual event.

3 Resources

The following part of this documentation presents additional resources that were not explicitly part of the co-creation workshop. It provides useful resources on two topics: 1) resources on the work-life balance in academia and 2) resources on the integration of the gender dimension in quality assessments in higher education. Both chapters contain best practice examples as well as an annotated bibliography with proposed further reading.

3.1 Resources on Work-Life Balance in Higher Education

3.1.1 Good-Practice Examples

3.1.1.1 EEA and Norway Grants 2014-2021 – Blue Book: Work-life Balance

The EEA and Norway Grants are funded by Iceland, Liechtenstein and Norway and aim at contributing to a more socially and economically equal Europe on the one hand, and to strengthening the relations between Iceland, Liechtenstein and Norway with the Beneficiary States in Europe on the other. There are various funding programmes including one on "Innovation, Research, Education and Competitiveness". This programme is divided into 5 topics, one of which is "Work-life Balance". A Blue Book³ sets out various measures that could be funded within the framework of this programme:

- Research and data collection
- Establishment of affordable, good quality and accessible child-care facilities
- Measures to decrease gender inequality in unpaid work
- Introducing flexible working arrangements for women and men
- Measures to increase the take-up of care leave among men
- Awareness-raising, capacity building and education to promote a better balance between work and family life
- Capacity building for institutions and organisations working in the field of work-life balance and gender equality
- Cooperation between the social partners and cooperation across sectors
- Exchanges and dissemination of successful national policies and best practices on work-life balance
- Measures to decrease the gender pay gap
- Gender mainstreaming in education and vocational training

³ https://eeagrants.org/sites/default/files/resources/Pages%2Bfrom%2BBlue%2BBook_PA%2B00-4.pdf

All funded projects are listed on the homepage, e.g. a project on Gender Equality in Higher Education Institutions by the Directorate General for Higher Education of the Ministry of Science, Technology and Higher Education in Portugal⁴ or a project on Religion and Gender Equality by the Vytautas Magnus University in Lithuania⁵.

3.1.1.2 Stanford University: career-life planning and time-banking system

Magali Fassiotto, Head of the Office of Faculty Development and Diversity at the Stanford School of Medicine, and her colleagues present how they introduced a career coaching and time-banking system at their faculty. This occurred as part of the Academic Biomedical Career Customisation (ABCC) pilot programme (2013-2014). This programme was specifically focused on introducing integrated career-life planning, coaching to create a customised plan to meet both career and life goals and a time-banking system. This time-banking system aims to identify behaviours that contribute to team success and reward them with benefits that help improve work-life balance and minimise work-work conflicts (joint responsibilities of research, teaching, clinical care, administration etc.).

Intervention 1: Integrated career-life planning

The first intervention is integrated career-life planning to enable each faculty member to develop individual goals, both professional and personal.

Specifically, this career-life planning is a three-part process. The first part consists of completion of an online self-reflection guide⁶. Additionally, there is a PDF document (also available online), which faculty members are recommended to read beforehand⁷. Among other things, it is about reconsidering preconceived ideas about work-life balance and what would be possible if greater flexibility existed in academia. It is anonymous and the summary that is produced can be used as input for the second step in the process: the meeting with an ABCC programme coach. Specific points and potential solutions can be discussed with the coach. The third part is the conversation with the team leader, with

⁴ <https://eeagrants.org/archive/2014-2021/projects/PT-WORKLIFE-0002>

⁵ <https://eeagrants.org/archive/2014-2021/projects/LT-RESEARCH-0010>

⁶ <http://sm.stanford.edu/app/abcc/>

⁷ http://sm.stanford.edu/app/abcc/documents/Self-Reflection-Guide_102314.pdf

whom the relevant issues are to be discussed. This team leader is trained beforehand and has information about the possibilities for individual support.

Intervention 2: Time-banking system

The idea of the second intervention is that behaviour that promotes the flexibility of team members and the success of the institution is recognised by earning credits that can be used to "buy back time". There is a list of examples that can earn such credits. What form these activities may take and how many credits each activity is worth is left up to the respective teams. However, this process is participatory and facilitated by an ABCC representative.

The activities should be activities that were previously uncompensated or not appropriately recognised but which support another team member or the entire team (mentoring students/trainees/junior faculty, taking on clinical service for a colleague at short notice, service on institutional committees etc.). These activities are recorded either in an online time-tracking tool or by an administrative assistant and can be viewed by all team members to ensure the process remains transparent.

The credits can be redeemed for support services at home (housecleaning, laundry, meal delivery, car service etc.) or work (manuscript editing, public speaking, coach, website design, graphics for presentations etc.).

After two years, this pilot project was evaluated and 85% of participants said they found the self-reflection guide helpful, 94% the discussion with the ABCC coach and 58% the discussion with the team leaders. In addition, there was generally a significant increase in job satisfaction among the project's participants.

It is interesting to note that women earned twice as many credits as men. Gender inequality in service and teaching roles is thus reflected in these interventions. There is also a gender difference in the use of credits. Men in basic science faculty spent 94% of their credits on work support services (women only 52%). In clinical teams, women and men spent most of their credits on home support services (83% and 84%).

3.1.1.3 Freie Universität Berlin: A Family-friendly university

Freie Universität Berlin strives to make its university and staff policies family-friendly. Its aim is to help its members improve their work-life balance and achieve their scientific and academic qualifications while at the same time being able to fulfil their family obligations.

A Dual Career & Family Service office⁸ has been established to provide confidential advice to students and employees on these matters. A central offer is that life partners of newly appointed professors are supported in their job search in Berlin and in finding childcare.

There is also a mailing list for members of Freie Universität Berlin who have family commitments and information is provided on nurseries, schools and care facilities⁹.

Once a quarter, a carers' discussion hour is organised in cooperation with a care facility where caregiving relatives can exchange information and ask professional caregivers questions. There is also the opportunity to ask a team of experts for personalised advice.

At the start of each semester, an invitation is extended to the "Students with Children" event. This event was initiated by the university working group "Freie Universität with Children".

3.1.1.4 Queen's University, Belfast

Queen's University Belfast is a university in Northern Ireland, UK, with approximately 25,000 students and 4,000 staff, including 2,000 academic staff. It has different offers on the topic of work-life balance. On their homepage they have an overview of different policies for annual, family and other forms of leave, and an information sheet and the application form for each of these measures¹⁰. Regarding paternity leave, for example, Queen's University has extended the statutory two weeks to three weeks with full pay.

The university has three all-day childcare facilities on campus, which are available to students and staff. There is also an After School Club for children from first to seventh grade, which also offers daily school pick-up. A dedicated Childcare Manager takes care of all these matters.

For employees who care for family members, there is a Carers' Network to enable people to share ideas.

In addition, the university monitors how often flexible working arrangements, career breaks and part-time working are used. When people leave the university, they are given an exit questionnaire which is then analysed to determine why people leave the university and whether additional services are needed.

⁸ <https://www.fu-berlin.de/en/sites/dcfam-service/index.html>

⁹ <https://wikis.fu-berlin.de/pages/viewpage.action?pageId=699826730> (in German only)

¹⁰ <https://www.qub.ac.uk/directorates/HumanResources/AnnualFamilyandOtherLeave/work-life-balance-policies/>

3.1.1.5 *University College London (UCL), Division of Psychology and Language Sciences*

At UCL, it is believed that employees are most productive when they have a good work-life balance. In order to standardise different rules on flexible working arrangements, a policy has been developed that applies to all UCL employees. It states that wherever possible meetings should take place between 10 a.m. and 4 p.m.

Change in the working arrangement¹¹

In principle, all employees can of course always informally ask for a change in their working arrangement. If this is not possible, there is a procedure at UCL whereby staff can ask the line manager for such a change no more than once a year. They have to fill in a form stating the reasons for their request, the desired change and the date from which this change should take effect.

The line managers can then discuss with the HR Business Partnering Team whether such a change is possible. Proposals that are not currently part of the policy can also be discussed.

With regard to flexible working options, among others the following options are possible: flexitime schemes with core hours for more flexible time allocation, annualised hours whereby the working time is based on the annual total and not the weekly total, term-time working which allows employees to be at home during school holidays, shift working, rota working/staggered hours (i.e. different working hours for each individual in a team), job share, permanent or temporary part-time working, flexible retirement and remote working.

Unpaid leave is possible for a period of up to 6 months to care for someone who is seriously ill or up to 12 months for staff with two years' service for taking care for a family member or to undertake career or personal development training.

Furthermore, UCL offers an Employee Assistance Programme (EAP) that quickly provides information, practical advice and emotional support in the case of unexpected problems (legal problems, financial, emotional, relationship problems etc.). The confidential service is available free of charge via a 24-hour telephone helpline for employees and their close family members.

Parental leave toolkit¹²

UCL has developed a parental leave toolkit to guide employees through all the processes connected with maternity leave, paternity/partner leave, adoption leave and shared parental leave. It includes the relevant university policies, forms, step-by-step guides (on how to apply), planners, checklists, FAQs, calculators and a glossary of helpful abbreviations and definitions.

¹¹ <https://www.ucl.ac.uk/human-resources/work-life-balance-policy>

¹² <https://www.ucl.ac.uk/human-resources/policies-advice/parental-leave-toolkit>

The toolkit is divided into three subsections: materials for before parental leave (planning phase), during parental leave and after parental leave (re-entry).

While on parental leave, employees can take up to 10 Keeping in Touch days (KIT days) or up to 20 Shared Keeping in Touch days (SPLIT days, if taking shared parental leave). These days are treated and paid as normal working days, in addition to the legally prescribed pay. KIT/SPLIT days can be used, for example, when attending training courses or meetings (team meetings, project meetings etc.), when conducting a specific project for work or preparing for re-entry etc.

Research active academics returning from parental leave are entitled to take a semester of sabbatical leave without teaching duties.

3.1.2 Annotated Bibliography

This annotated bibliography contains texts that can be helpful for further discussion of the topic. They deal with work-life balance in academia from the perspective of early career researchers and from the perspective of human resource development among others. Some articles also deal specifically with work-life balance in times of COVID-19.

Cukut Krilić, Sanja; Černič Istenič, Majda; Knežević Hočevar, Duška (2018). Work-life balance among early career researchers in six European countries. In: Mugia, Annalisa; Poggio, Barbara (eds.). Gender and Precarious Research Careers. A Comparative Analysis. London: Routledge, 145-177.

The authors have divided their chapter into three parts. The first part is a synopsis of narratives and dominant discourses on work-life balance in and outside academia. The second part of the chapter is specifically about six European countries and their characteristics in relation to work-life balance. These are the countries that participated in the GARCIA project¹³: Belgium, Iceland, Italy, the Netherlands, Slovenia and Switzerland. The third part deals with the early career researchers and is based on a secondary data analysis of the national reports collected within the GARCIA project as well as interviews.

Based on many interview excerpts, the following question blocks are answered:

- How single women and men reconcile work and private life
- How couples without children reconcile work and private life
- How parents reconcile work and life
- Needs for improving work and life and imagining the future

¹³ <http://garciaproject.eu/>

The results of this study show that regardless of the different national legislations and infrastructures, an ideal conception of academics perpetuates in all countries studied that considers full-time as normal working hours and causes a strong vertical segregation of women's academic careers. Similarly, it has been shown that women in all countries studied assume most of the responsibility for caregiving tasks, regardless of national laws. Regardless of gender, all interviewees stated that they have a workload that is too large for them to deal with within working hours and some of the work therefore has to be done in their free time. The postdoctoral period is regarded as being the most stressful, as it is perceived to be the most unstable and precarious career phase.

The authors summarise that the group of early-career researchers and especially female early-career researchers, are a very vulnerable group. For this reason, they argue that a fundamental change in the academic and family system is needed. It is not enough to talk about supporting women in academia, and it is indeed the male linear career model that needs to be fundamentally challenged.

Eversole, Barbara A.; Crowder, Cindy L. (2020). Toward a Family-Friendly Academy: HRD's Role in Creating Healthy Work-Life Cultural Change Interventions. In: Advances in Developing Human Resources, 22(1), 11-22.

In their article, Barbara Eversole and Cindy Crowder first address the problems of the leaking pipeline (see Introduction) and at the same time state that it must also be possible to have both a meaningful academic career and a fulfilling life away from the ivory tower of academia. They then describe a possible solution to this problem: Human Resource Development (HRD) interventions.

They distinguish between (1) individual support, (2) departmental support and (3) institutional support.

1. Individual Support

- Career development initiatives
- Mentorships (experienced, mid-career, academic parents as mentors, mentoring programs that pair new academic parents with more experienced academic parents)
- Networking (e. g. through playgroups, childcare resources, parent-child activities)
- Formal support groups, committees or forums to promote the advancement of women in academia

2. Departmental Support

- Well-informed department chairs (knowledgeable about work-life policies)
- Department chairs as role models

- Department chairs should have individual conversations with employees to support them and discuss possible challenges
- Allow for more flexibility in terms of teaching assignments (reducing teaching load, providing classes earlier in the day)
- Reducing service loads
- Mandatory training and development on related work-life policies to provide department chairs with tools needed to support individual faculty members and the department itself.

3. Institutional Support

- Promotion system that allows part-time faculty to be promoted (Royer 2012)
- On-site quality day-care (Wolf-Wendel and Ward 2014)
- Help with finding childcare
- Flexibility in teaching schedules (e. g. rotating class schedules)
- Home office arrangements
- Option of taking multiple year leaves for personal or professional reasons
- Allowing staff to bank or donate sick leave (Eversole et al. 2013)
- University events should be scheduled between 9 a.m. and 5 p.m.

Lewis, Robert A. (2016). Work-life balance in academia: Experiences of lecturers in Switzerland. In: International Journal of Business and Management, 4(1), 69-84.

Robert Lewis interviewed eleven full-time academic lecturers in Switzerland about their experiences with and understanding of work-life balance in academia. He was guided by the following research questions: How do academic lecturers understand work-life balance? How do academic lecturers experience work-life balance crossover? How do academic lecturers experience work-life conflict? How is time conceptualised through the evaluation of academic lecturers' experiences of work-life balance?

In academic literature, work-life balance is often understood as a balance between work and non-work. However, neither one nor the other can be fully achieved because of role conflicts and crossover between different obligations (Merton 1957).

Work-life conflicts lead to negative physical and psychological effects. Of particular concern is the issue that a certain amount of overwork is considered “normal” in the academic workplace. The same is true of the perception that one must constantly do different tasks and fulfil different roles at the same time.

This is reinforced firstly by the fact that a variety of academic tasks can be carried out anytime, meaning that work is often taken home, making it impossible to switch off. And secondly by the

fact that academic work does not necessarily require a specific physical location, but instead can rely on various virtual tools. Flexibility in academia is thus perceived as having both positive and negative effects on work-life balance.

Lewis concludes that work requirements are changing faster than the employment policies of academic institutions and that this is causing work-life conflicts.

Ashencaen Crabtree, Sara; Esteves, Luciana; Hemingway, Ann (2021). A “new (ab)normal”?: Scrutinising the work-life balance under lockdown. In: Journal of Further and Higher Education, 45(9), 1177-1191.

In this journal article, Sara Ashencaen Crabtree, Luciana Esteves and Ann Hemingway examined the experiences of UK academics and their perceptions of work-life balance during the lockdown due to the COVID-19 pandemic with the aim of finding lessons learned for the higher education sector. The authors sent out a questionnaire in April 2020, which included both quantitative and qualitative parts and was completed by 216 people. The open questions were filled in especially by female academics.

63 % of women stated that their work-life balance had worsened in the course of the lockdown while only 45 % of male respondents stated that this was true for them. While there were no significant differences between women and men in the areas of teaching and administrative activities, a different picture emerged for research. 47% of women said they had less time for their research (men: 31%), while 48% of men said they had more time for their research thanks to the lockdown (women: 16%). Results showed that mothers of pre-school or school= aged children or women with other care responsibilities are particularly affected.

However, the survey also showed two positive developments: The lockdown meant that the scientists could avoid commuting and thus had more time available for their private lives. Secondly, some respondents said that they were finally able to set up their working environment at home as they wished it to be. They had personal control over their work modes (temperature in the office, clean washrooms, healthier food, avoiding unwanted interaction etc.).

In summary, the authors were able to identify the following seven lessons learned:

1. Most respondents would like to see working from home made possible even after the lockdown in order to have control over place, space and time. There is a need to address inequitable home-working conditions.
2. Nevertheless, online teaching also causes inequalities that are particularly burdensome for parents and carers and for people with insufficient spatial and/or financial resources for workspaces and facilities. Universities must therefore provide suitable offices and facilities for these people.

3. Some staff need training and peer exchange on new software and tools, recognising and taking into account the time constraints of academics. It is important that training is provided by people who are familiar with higher education institutions.
4. It should be a priority for higher education institutions to support those most negatively affected by the pandemic. The impact of the pandemic on productivity and health must be taken into account in appraisals and career progression decisions.
5. There are major reservations among respondents about a "return to normal work" because they fear a drastic increase in their workload to catch up on everything that could not be processed during the lockdown.
6. Since social distancing leads to many conflicting and confusing messages and some academics therefore have to spend a lot of their time dealing with students' questions and anxieties, centralised and standardised communication channels need to be introduced by university management.
7. Institutional working groups consisting of different individuals, university management and employee representatives can co-create a "new normal" in a meaningful way, taking care to reduce inequalities. All levels of hierarchy, different needs and the gender dimension must be taken into consideration.

Matulevicius, Susan A.; Kho, Kimberly A.; Reisch, Joan; Yin, Helen (2021). Academic Medicine Faculty Perceptions of Work-Life Balance Before and Since the COVID-19 Pandemic. In: JAMA Network Open, 4(6), e2113539.

In September 2020, the authors of this journal article sent a quantitative questionnaire to all faculty members (n = 3088, response rate: 38%) at the University of Texas Southwestern in Dallas, Texas. Their research interest focused on the effects of the pandemic on faculty and especially the effects on work-life balance.

All categories of surveyed faculty (all faculty, faculty with children, faculty without children) have increasingly considered leaving science during the pandemic due to poor work-life balance and/or incompatibilities with childcare. The same applies to the consideration of reducing working hours. Women were twice as likely as men to consider leaving the university and three times as likely as men to consider reducing their working hours. Faculty with children were also more likely to say they were considering changing jobs or reducing hours.

Women with children were already the group reporting stress in terms of work-life balance before the pandemic. This situation was exacerbated by the pandemic.

Frize, Monique; Lhotska, L; Marcu, L; Stoeva, M; Barabino, G; Ibrahim, F; Lim, S; Kaldoudi, E., Marques de Silva, A. M.; Tan, P. H.; Tsapaki, V.; Bezak, E (2021). The impact of COVID-19 pandemic on gender-related work from home in STEM fields – Report of the WiMPBME Task Group. In: Gender, Work & Organization, 28(S2), 378-396.

Monique Frize and her colleagues from the WiMPBME Task Group (Women in Medical Physics and Biomedical Engineering Task Group) conducted a survey in the spring and summer of 2020 that was completed by 921 people in biomedical professions from 76 countries around the world. The initial hypothesis for the study was that the COVID-19 pandemic has a differential impact on how much women and men can work at home when the main burden of care still falls on the shoulders of women.

The results of the study showed that some STEM professionals reported being more productive when working from home, while others reported being less productive. The following factors were considered relevant: work conditions (existence of an office at home, possibility to deliver the task with the available resources, communication with peers/students, internet connection etc.), ambiance (ability to focus, interference from outside sources/people living in the same household etc.), time management, additional preparation for online teaching, psychological aspects, and so on. Many stated that online teaching was a challenge for them because they had to learn new skills, change teaching materials to be teachable online and had more administrative work. Most of the female clinical scientists stated that they had been affected by the deferral of various clinical activities (collection of biological samples, preparation of radioisotopes, laboratory experiments, clinical trials).

In a gender comparison, it is noticeable that there are no major differences between women and men. The authors write that they have found that men are generally more involved in family responsibilities than was the case 20 to 30 years ago. Nevertheless, men reported the greatest difficulties during the lockdown as issues with buying daily necessities, disruption of routines and social isolation. Women, on the other hand, reported challenges relating to childcare, home schooling and managing work and children and household. This shows that managing work and family responsibilities affected women more than men.

This responsibility for caring has a negative impact on career progression and since this responsibility is still mostly borne by women, the authors see a mandate for organisations to develop policies (accommodation, compensation) that minimise this negative impact.

3.2 Resources on the Gender Dimension in Quality Assessments in Higher Education

3.2.1 Good-Practice Examples

3.2.1.1 UKÄ (Sweden)

The Swedish government had a programme from 2012-2019 to ensure all governmental agencies developed a gender equality perspective. This led UKÄ (the Swedish Higher Education Authority) to develop a Gender Action Plan and is why the gender perspective became a separate assessment area in the evaluation of study programmes and the quality work of higher education institutions in 2016/2017 (UKÄ 2016a). UKÄ has provided Swedish HEIs with concrete guidelines on how they should prepare their reports and has also given instructions on how exactly the assessors should evaluate the gender perspective in their audits. Furthermore, care is taken to have a gender balance in the assessment panels as well as in the group of interviewees for the audit (Benito, Verge 2020).

The guidelines for reviewing the HEIs' quality assurance processes include the following criteria (UKÄ 2016b; UKÄ 2018a; UKÄ 2018b; UKÄ 2018c; Benito, Verge 2020):

- The HEI uses procedures and processes to ensure that gender equality is systematically incorporated into the content, design and implementation of all courses and programmes.
- The HEIs must describe how the gender perspective has been embedded in governance, support and management processes.
- The HEIs must give examples of gender equality goals and strategies and account for the follow-up mechanisms and improvement measures in place.
- HEIs must demonstrate that there is an awareness of gender equality within the programme under evaluation through both qualitative (e.g. by setting up an institutional dialogue, selecting gender sensitive course literature, applying gender equality criteria in the selection of teachers) and quantitative measures.

3.2.1.2 AQU Catalunya (Spain)

The Spanish *Equality Law* (Act 3/2007) states that higher education institutions must include gender content in the curricula and also formulate a Gender Action Plan. However, this was not externally evaluated for a long time, which meant that implementation of these stipulated measures was rather poor (Palmén et al. 2020).

In 2015, the *Law on the Effective Equality of Women and Men* was enacted, stipulating that all university degrees must take a gender dimension into account. In addition, special gender courses are to be offered. This led AQU Catalunya, the Catalan University Quality Assurance Agency, to become a member of the Women and Science Committee of the Consell Interuniversitari de Catalunya - a committee with agenda-setting and oversight roles in relation to gender in academia. This committee consists of people from the governance body in charge of university policy, the research funding organisation, one representative of all Catalan universities (directors of universities' equality units) and the director of a women's policy agency. In addition, AQU itself formed a task force consisting of gender experts and quality assurance experts. It is also essential that the assessment panels themselves are gender balanced. In 2020, the first ex-ante assessments of new and modified degrees were launched and in 2021 this gender sensitive audit was also adopted for the programme evaluations (Benito, Verge 2020).

In the *Guide to the Formulation and Validation of Proposals for Recognised Bachelor and Master's Degree Programmes* (AQU Catalunya 2019a), several qualitative and quantitative indicators can be found that relate to SDG5 in new programmes. It is necessary to demonstrate how the gender perspective is embedded in the competences of the teachers, in the learning outcomes and in the teaching and evaluation processes. It is therefore recommended that gender be included as a mainstream topic in all programmes. In the syllabus, too, attention should be paid to a gender-balanced bibliography and gender-sensitive language should be used in teaching materials and in class.

With regard to existing programmes, AQU Catalunya has published the *Guide to the Accreditation of Recognised Bachelor's and Master's Degree Programmes* (AQU Catalunya 2019b: 77-81). In this guide, the six quality assurance standards that need to be observed are listed in the appendix:

1. Quality of training programme

The following qualitative information or indicators disaggregated by gender may be provided by the study programme.

Access and enrolment:

- Access pathways.
- Quality of access: cut-off grades according to admission pathways.
- Demand for first choice.
- Total enrolment.
- Full-time enrolment.

Curriculum:

- Type of subject/disciplines in which the gender perspective is incorporated: significant contributions to the study programme content (core subjects, optional subjects, mentions and specialisms etc.).
- Production of materials incorporating the gender perspective.
- Skills and learning outcomes.
- Teaching resources (bibliography).
- Inclusive images and language with regard to teaching materials.
- Training for an introduction to research taking into consideration the gender perspective.
- Supplementary activities:
 - Knowledge of the structure of the gender perspective in the professional sphere: wages, problems, male/female inequalities
 - Knowledge of gender bias in the discipline in which the study programme is offered.

The analysis that the study programme could carry out should address:

- Gender equality in access.
- The diversity of social origins and genders in access.
- Academic progression and graduation according to sex.
- Differences in levels of satisfaction between male and female students.
- The number and types of subjects that incorporate the gender perspective.
- Application of the gender perspective in teaching materials (inclusive images, language, etc.).
- Mechanisms to ensure that teaching materials incorporate the gender perspective.
- Satisfaction of students with the presence of the gender perspective in the programme.
- Satisfaction of students with the study programme according to sex.

2. Relevance of the public information

The study programme may examine the following information with regard to the public information it offers, specifying whether this information is adequately inclusive:

- Data disaggregated by sex.
- Inclusive graphics and written language making it possible to combat stereotypes and bias in study programmes.
- Incorporation of the gender perspective in teaching guides.
- Equality Plan.

3. Efficacy of the programme's internal quality assurance system

The study programme may examine the existence and impact of the following information relating to the internal quality assurance system implemented:

- Procedures to guarantee the inclusion of the gender perspective in teaching materials.
- Gender policy: goals and implementation.
- Situation and monitoring reports.
- The incorporation of the gender perspective in the processes for the design, monitoring and accreditation of study programmes.
- The incorporation of a specific procedure to include the gender perspective in the IQAS, which may encompass:
 - A review and implementation of an equality plan
 - The compilation and examination of indicators relating to the gender perspective
 - Training in gender mainstreaming for the person in charge of the procedure

4. Suitability of teaching staff for the training programme

For the analysis of the teaching staff on the study programme, the statistical data and indicators set out below may be taken into consideration. This information may be provided broken down by gender.

- Teaching staff profile:
 - 3-year research periods
 - 1st generation (parents without higher education)
 - Age
 - Category
 - Contractual situation: permanent/non-permanent
 - Potential accreditation
- Teaching allocation:
 - Subjects
 - External training placements
 - Bachelor's degree final year project /Master's degree final year project
- Training in gender mainstreaming
- Student satisfaction

The analysis to be carried out by the study programme should address:

- Equality within the teaching staff structure
- Equality in the assignment of teaching schedules

- Training of teaching staff in gender mainstreaming (teaching and research)
- Consideration of gender bias in mechanisms for assessing teaching staff

5. Effectiveness of learning support systems

When it comes to analysing the extent to which the gender perspective has been incorporated, the degree programme may consider the following aspects:

- Presence of the gender perspective in the tutorial plan of action
- Documentary resources devoted to the gender perspective in the study programme discipline
- Inclusion of stipulations ensuring non-discrimination on the grounds of sex in agreements with training placement centres
- Existence of protocols to combat gender-based violence
- Non-sexist images and signage in the institution (changing rooms, toilets, signs etc.).
- Student mobility according to sex (students admitted to the programme and students departing for other programmes)
- Mobility of teaching and research staff
- Professional guidance incorporating the gender perspective (pay, salary negotiation, motivation letters, recognition of stereotypes in the profession).
- Training of administrative and services staff in gender mainstreaming

6. Quality of programme (learning) outcomes

The study programme may take into consideration the gender perspective, especially in the following aspects:

- Academic outcomes from the study programme
- Satisfaction of graduates with the overall educational experience of the programme
- Student satisfaction with teaching activity
- Access to the labour market

The analysis to be carried out by the study programme should address:

- Equality in the duration of study programmes according to sex
- Equality in progression within study programmes
- Equality in graduation
- Differences between the genders in terms of access to the labour market
- Differences between the genders in terms of satisfaction with study programmes

3.2.2 Annotated Bibliography

This list of materials also includes two papers from the end of the 2000s as it was particularly apparent then that there was a shift towards neo-liberalism and managerialism at universities and other HEIs. While some journal articles on measuring the quality and excellence of individual researchers and the gender biases that occur here do exist, considerable research remains to be conducted on the gender dimension in accreditation processes in academia.

Benito, Eva; Verge, Tània (2020). Gendering higher education quality assurance: a matter of (e)quality. In: Quality in Higher Education, 26(3), 355-370.

Eva Benito and Tània Verge take the fact that quality assurance conceptual frameworks in the European higher education landscape are gender-blind and detached from gender equality discourses as a starting point to deal with this topic. They refer to two example organisations of quality assurance agencies that have developed gender-sensitive quality assurance frameworks in recent years: the Swedish Higher Education Authority UKÄ and the Catalan quality assurance agency AQU Catalunya.

In the article, the authors explain why it is relevant for quality assurance to take gender equality into account and describe the processes involved in implementing equality goals in Sweden and Catalunya.

In summary, quality assurance is seen as relevant for strengthening social responsibility for higher education organisations and argues why it makes sense to link gender equality and quality. Gender mainstreaming in higher education is seen as a learning process that takes time but can be powerfully supported and stimulated using external assessments.

Riegraf, Birgit; Weber, Lena (2017). Excellence and gender equality policies in neoliberal universities. In: Gender and Research, 18(1), 92-112.

Based on case study analyses of two German universities, Birgit Riegraf and Lena Weber explore the question of how excellence and gender equality policies are conceived together at neo-liberal universities. The economic steering mechanism proports to be gender-neutral and transparent, but systematically discriminates against women and people who cannot demonstrate an ideal or typical academic career path.

Nevertheless, the authors argue that the masculine culture can be challenged and eroded by gender equality policies.

Among other things, they also refer to the effects of this neo-liberal measurement on research funding and refer to the Matthew effect (Merton 1973) and the Matilda effect (Rossiter 1993). Those who are considered "more excellent" also receive more funding and excellence awards,

which in turn increase the likelihood of securing powerful jobs in science and, in turn, of accessing more research funding. The distorted performance evaluations and the gender bias inherent in them lead to a systematic disadvantage for people who score less well in these performance evaluations.

The article first analyses the concept of excellence and the so-called excellence criteria, then describes the connection between academic excellence and gender equality instruments and policies. The statements are empirically supported by the two case study analyses mentioned above.

In the conclusion, the authors summarise that the neo-liberal change at universities is questioning the male culture of science. On the one hand, typically masculine attributes such as competitiveness are strengthened, on the other hand, values such as transparency and equality are becoming part of the understanding of excellence. Thus, weak political demands for equality can lead to the continuation of androcentric practices of measuring excellence and strong political demands for equality can lead to gender equality measures becoming an important factor in university development.

Morley, Louise (2007). The gendered implications of quality assurance and audit. Quality and Equality. In: Cotterill, Pamea; Jackson, Sue; Letherby, Gayle (eds.). Challenges and Negotiations for Women in Higher Education. Dordrecht: Springer, 53-63.

Louise Morley's text asks whether quality assurance has transformative potential in relation to gender in higher education institutions. She starts her text with the assumption that quality assurance can accelerate change but wonders whether this change also includes an understanding of gender.

She describes the situation in the UK in the mid-2000s: if gender equality is considered at all in quality assessments, it is exclusively through quantitative indicators such as the quota of women enrolled in STEM courses. In general, she criticises a "culture of measurement", which she describes as reductive and as being unable to reflect the complexity of gendered power.

Morley argues in favour of the additional use of qualitative indicators and of questioning what is used as evidence of quality and whether this is gender sensitive.

She also sees external evaluation as an important driver of change for equality, but also capable of reinforcing social inequalities and barriers. The perception of quality as a general professional ethos can lead to a significant disruption of the work-life balance, as scientists need to work longer and longer hours to meet increasing demands, which in turn affects women more than men.

Smith, Jayne (2008). Quality assurance and gender discrimination in English universities: an investigation. In: British Journal of Sociology of Education, 29(6), 623-638.

In this article, Jayne Smith presents the results of an ethnographically informed comparative study of two anonymous universities. She argues that university quality assurance (QA) promotes a masculine culture that systematically discriminates against women.

The university QA movement, she argues, has changed university culture worldwide and goes hand in hand with the neo-liberalisation of universities and a new managerial era in general. QA has become the dominant regime of power, as masculine discourses on university performativity have also contributed to a strengthening of the institutional hierarchy between research and teaching, which in turn makes it more difficult for women to climb the career ladder.

In both universities studied, the QA movement has had the effect of reinforcing strongly androcentric notions of "successful" academics and has reinforced institutional sexism.

Wullum Nielsen, Mathias (2018). Scientific Performance Assessments Through a Gender Lens: a Case Study on Evaluation and Selection Practices in Academia. In: Science & Technology Studies, 31(1), 2-30.

In this journal article, Mathias Wullum Nielsen addresses the issues of excellence and quality assurance in science from a gender perspective. Based on a qualitative case study of a university in Denmark (Aarhus University), he points out that bibliometric performance figures favour a very specific type of scientist: the norm is shaped by research preferences, approaches and career paths of "successful" and mainly male researchers and all those who do not fit this pattern are not hired or promoted. The author thus points out that supposedly objective algorithms perpetuate gender inequalities and thus many talented (female) researchers that do not represent the norm are not perceived as "successful".

The reason for the continued use of these quantitative metrics continue that they are relatively easy to measure and fit well with the managerialism of gender-blind organisations. Wullum Nielsen argues in favour of systematic qualitative considerations of gender bias in relation to differences in experience, research activities and career trajectories being used in addition to these quantitative scores.

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