



## **EQUAL4EUROPE**

GENDER EQUALITY PLANS

### **COMPARATIVE REPORT IN CONTEXT**

As part of Work Package 2, the EQUAL4EUROPE project conducted a comparative analysis of the situation of gender equality in the six partner institutions of the consortium: RSM, ESADE, ESMT, IEDC, INSEAD, and UNIBA. Its main objective was to gain a better understanding of gender issues in research institutions focusing on social sciences and learn from the trends of both small and large organisations.

This summary presents the results of the comparative study in the context of the European Union trends, organised into five sections:

- 1) Composition of the schools
- 2) Gender pay gap
- 3) Integration of the sex/gender dimension in research and innovation
- 4) Decision-making bodies
- 5) Gender mainstreaming of policies

### **Composition of the schools**

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Understanding the composition of organisations is the basis of any analysis of gender equality. In the context of research institutions, the analysis includes three groups: students, staff and faculty.

#### **Students**

In the European Union, more women than men attain a tertiary education. In 2018, women accounted for over half of all tertiary students in the EU and for 57 percent of all master's students. Still, women and men are not always distributed equally across different fields of study, with women being more dominant in the social sciences and humanities and men more dominant in the STEM fields.

In the fields of business, administration, and law, on which most of the schools of the consortium focus, women account for more than half of tertiary education students in the EU (Eurostat 2020). However, gender parity varies by programme. For instance, in the five most prestigious Master's in Management programmes in Europe (according to the Financial Times rankings), schools have

reached or are close to reaching gender parity in their student cohorts, while, in their MBAs, female students account only for a third of enrolled cohorts.

The proportion of women among doctoral graduates in the EU-28 has steadily increased and is gender-balanced with 48 percent (European Commission, 2019). Women are represented proportionally in the fields of business, administration and law (48%), the natural sciences, mathematics and statistics (46%), arts and humanities (54%) and social sciences (54%).

In the EQUAL4EUROPE project, most schools' numbers for master's and Ph.D. students fell behind the European trends for tertiary education. Although the imbalance between women and men varied from school to school, this situation highlights the need to better understand the factors that are being considered by students when choosing their degree as well as the internal processes of advertisement and selection that influence the composition of cohorts.

The comparison also showed a low enrolment of female students in most graduate programmes, especially in the MBA and executive education programmes.

### Administrative staff

Despite evidence of equality in the education sector, European data consistently shows gender segregation in the labour market of research and higher education institutions (European Commission, 2019).

Horizontal segregation, referred to as the concentration of women and men in certain professions or occupations, is very commonplace. While men often dominate in the academic positions, women occupy administrative roles to a much higher degree than men (Kossek et al., 2016). In Germany, for example, women account for over 70 percent of non-academic personnel in universities on average (Statistisches Bundesamt, 2020).

In the EQUAL4EUROPE project, the comparative study indicated the existence of horizontal segregation in all schools (even if to different degrees), with an overrepresentation of men in academic positions and a concentration of women in administrative positions.

### Faculty

Despite equal shares of women and men among doctoral graduates, women's share of academic appointments in Europe is far from equal. Overall, women account for 46 percent of grade C staff but only for 24 percent of grade A staff (European Commission, 2019).

Data from the top 20 business and management schools in the world in 2010 showed that the average percentage of women faculty was 20 percent (Fotaki, 2013). In European countries, it ranged from nine (at IMD, Switzerland) to 35 percent (at ESADE). Fotaki's comparison of the number of women faculty in business schools between 2002 and 2010 indicates that, in most cases, there were only small changes through time, and changes are reversible. A review of the ten best European business schools as ranked by the Financial Times in 2020 showed that they all face gender inequality in their faculty.

In the EQUAL4EUROPE project, the results of the comparative study showed that vertical (or hierarchical) segregation is present in all schools: at the top of the academic ladder, men faculty were overrepresented, and women faculty were underrepresented.

## Gender pay gap

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A key differential aspect of career progression and working conditions between women and men is the analysis of wages. Despite being one of the main principles of gender equality in the EU, the average unadjusted gender pay gap in 2018 was 14.8 percent (Eurostat, 2018). The gender gap is wider in the economic activity of “scientific research and development” (17%) according to data from 2014, and widens with age (European Commission, 2019).

In the EQUAL4EUROPE project, the gender pay gap was calculated for faculty in grades A, B and C, as well as for postdoc positions. Data from the schools who provided data showed no gender pay gaps in one quarter of all cases, small gender pay gaps in an additional 35 percent, medium gaps in 20 percent, and large differences in another 20 percent.

## Integration of the sex/gender dimension in research and innovation

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Academic publications are the key measure of productivity in research environments. In Europe, the participation of women as contributors to the production of scientific knowledge has been increasing since 2008 (European Commission, 2019). However, in the 2013-17 period, women authors were still underrepresented, with a ratio of 0.47.

According to the most recent statistics at the European level, the integration of the gender dimension is marginal (European Commission, 2019). Between 2013 and 2017, an average of 1.8 percent of all publications integrated the sex/gender dimension in their content (European Commission, 2019, p. 136), with a range between 0.54 percent in Romania and 4.5 percent in Iceland.

In the EQUAL4EUROPE study, none of the schools have policies to track or help researchers address the role of gender in research, and only three were able to obtain data on the number of publications per sex. All schools where data was collected showed a minimal integration of the sex/gender dimension in research publications.

## Decision-making bodies

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Decision-making is one of the areas in which inequality between different genders is particularly salient. The recent European average of the Gender Equality Index (where a score of 100 means equality) for the domain of power has the lowest score of all domains in the index (53.5). Similarly, the role of women in decision-making bodies is still very limited in institutions of higher education. The proportion of women heads of institutions in the higher education sector in Europe was 21.7 percent in 2017 and the presence of women on academic and scientific committees and boards was

minimal, with an average of 27 percent (but ranged from 12% in Croatia to 54% in Norway) (European Commission, 2019).

In the Financial Times ranking analyses of the share of women on boards of business schools, only three of the top ten European business schools have reached gender equality (ESSEC, LBS, and University of St. Gallen), four more have medium inequality with a women's share of 35-42.5 percent (HEC, SDA Bocconi, University of Oxford: Saïd, and INSEAD), and three have a gap of more than 30 percent (IMD, IESE and ESMT). ESCP's value is not available.

In the comparative study of the EQUAL4EUROPE, decision-making was one of the areas in which all schools were very far from reaching gender equality. It was also the area in which the gender gap was the highest, with a common underrepresentation of women leadership in strategic management committees and sometimes a share of zero in several areas at different schools.

## Gender mainstreaming of policy

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While the EU demands gender equality in all areas, equality is not yet achieved nor is it easily achievable. Policies and legislative frameworks are key in supporting and producing structural changes in research institutions. These changes require targeting regular organisations' policies and procedures (van de Brick & Benschop, 2012), but also translating abstract commitments into activities (Cavaghan, 2017), and assessing their impact on female and male employees.

The analysis of the policies in the schools of the EQUAL4EUROPE consortium and the legal measures in the six countries show great diversity across contexts and organisations. There are few legal obligations that are shared, and even when they are, they do not always translate into the adoption of supporting institutional policies.

The analysis also shows some commonalities. Most schools have introduced policies on several areas of inclusion and equality. All schools have legislative frameworks that mandate equal treatment, equal pay, access to maternity and paternity leaves, and prohibition of discrimination. Accordingly, the most widespread policies (in place in four or more schools in the consortium) were equal pay for Ph.D. students and equal pay policies, parental leaves, family care assistance and childcare cost contributions, access to a health plan, part-time and flexible working hours regulation, objective promotion criteria for researchers and the introduction of a code of conduct, and an office for investigating complaints. As another commonality, all or most schools lacked policies to achieve equality in the recruitment of female faculty, guarantee a minimum presence of women in decision-making bodies and increase the integration of the sex/gender dimension in research and innovation. In all other aspects, the policies implemented in the schools varied.

In addition, the schools report similar limitations in their implementation. Gender equality policies are not visible, there are few measures that have been implemented to support and enforce them, and the absence of systematic monitoring does not allow evaluation of progress. In short, policy does not sufficiently translate into practice. Furthermore, there could be other considerable barriers to implementation. Cavaghan (2017) has argued that institutionalised indifference, unawareness of

gender inequality, incomprehension of the gender mainstreaming agenda, and loyalty to pre-existing practices under the assumption that they are legitimate are common in European research institutions and hinder the implementation of gender policies. Whether or not these barriers exist at the schools could be further explored in Work Packages 3, 4, and 5.

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