

Innovations on equal Treatment in Controlling Systems – Types of Gender Equality Management Systems

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1. INTRODUCTION

EQUISTU is a research project and was funded the first three years (June 2011 to May 2014) by the German Federal Ministry of Education and Research and the European Social Fund. EQUISTU started as an explorative study. One main question was, to find out which control tools can be used in higher education management to ensure a balanced gender ratio in academic life. I will present you five types of gender equality management systems.

2. RESEARCH DESIGN AND METHODS

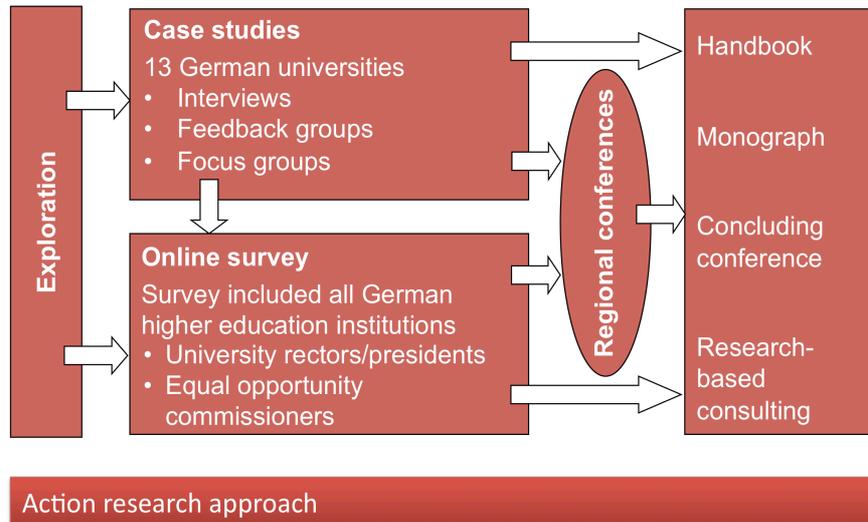
The project covers both universities and universities of applied sciences. One part was a quantitative survey at all universities that gives an overview of the current progress in setting up gender-sensitive control tools. You can find the results in a monograph at the end of this year¹. Another part was a qualitative study: Case studies are being conducted at 13 universities. We selected all types of universities from all parts of Germany. Another challenge was to find universities who already work with gender equality tools and processes at the management level.

The specific results are systematically presented for practical purposes in a handbook².

¹ Schacherl, Ingrid/ Roski, Melanie/ Feldmann, Maresa/ Erbe, Birgit unter Mitarbeit von Goldmann, Monika/ Kuhl, Mara: Gleichstellungspolitische Innovationen im Hochschulreformprozess (Arbeitstitel Monografie) erscheint bei Barbara Budrich 2014/2015

² Feldmann, Maresa/ Erbe, Birgit/ Goldmann, Monika/ Kuhl, Mara/ Roski, Melanie/ Schacherl, Ingrid (2014): Gleichstellung steuern. Promising Practices für die Hochschulsteuerung. Handbuch. Dortmund, München 2014

Figure 1: Research Design



Source: EQUISTU

3. EFFECTS OF THE GOVERNANCE SYSTEM FOR GENDER EQUALITY POLICIES

The ongoing reform has led to strengthening the autonomy of higher education institutions. The changes have been characterised as ‘less government to more governance’ (de Boer et al 2010:30). The distribution of resources, positions, etc. is transferred to the universities and modified into an internal issue of the organisation (Müller 2006:9). This transforming process can be seen as a chance for the implementation of gender equality tasks into the (new) management system in higher education.

The questions, I was focused on, were: What influence has the governance system in higher education to promote gender equality policies? How can equal opportunity commissioners integrate their gender expertise into the implementation of new management tools (e.g. controlling)? That means to look at the actors and types of cooperation who promote the implementation of gender equality objectives into higher education management.

4. TYPES OF GENDER EQUALITY MANAGEMENT SYSTEMS

For the analysis of the different types of cooperation we used specific criterion:

1. The active involvement of the president’s office (e.g. gender tasks in strategic planning, internal and external communication, vice-president for gender equality affairs, etc.)
2. Gender equality objectives are part of the internal management tools (e.g. target agreements with the faculties).

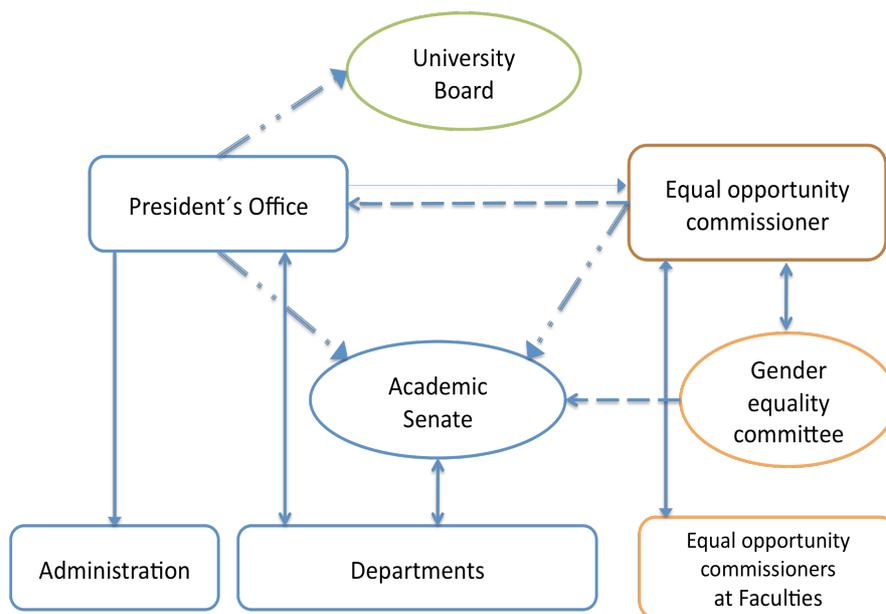
3. The gender expertise of the equal opportunity commissioner is integrated in the process.
4. A supervising committee for the implementation process has been installed.
5. Supporting units (e.g. gender monitoring) has been established.

The following five types illustrate the different possibilities how gender equality issues can be implemented in the management system.

a) non-interacting structure type

In this structure the president's office is not active involved in gender equality issues. The implementation process delegated to the equal opportunity commissioner(s), who does not have the power for decision making. The progress of the gender equality activities depends on the „good will“ of the academic staff involved (there is no need to engage). The independent role of the equal opportunity commissioner can be seen as „foreign matter“ (disruption) in the academic life. The responsibility for gender equality is delegated to a position without having the power for successful implementation.

Figure 2: Type: Non-interacting structure



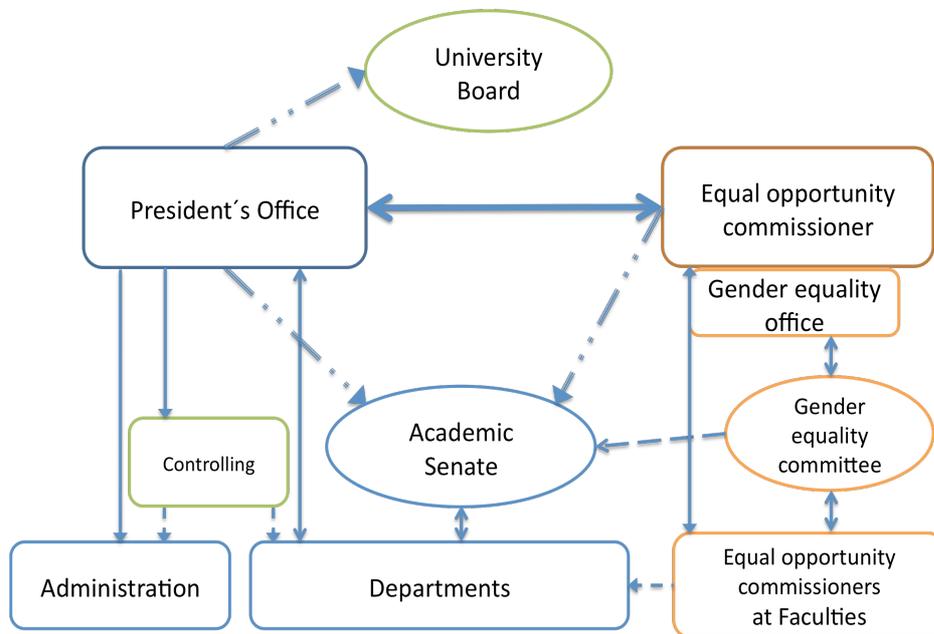
Source: EQUISTU

b) tandem type

The tandem type includes a face to face communication and intensive co-operation between the president's office and the equal opportunity commissioner. This co-operation guaranties that gender expertise is integrated in all strategic and operative management tools and instruments. The president's office makes sure that all departments and administrative units pay attention to gender issues in their working field (e.g. target agreement, guidance system) and build up gender competence at all levels in the organisation. The consistency of the co-

operation is a critical factor for the ongoing progress. The tandem type means a fulltime job for the equal opportunity commissioner.

Figure 3: Type: Tandem



Source: EQUISTU

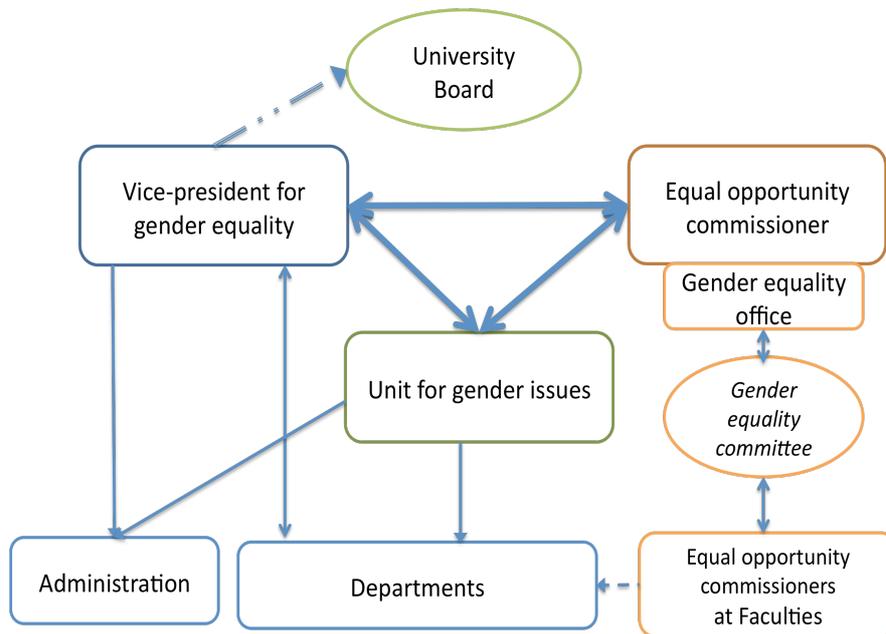
c) steering triangulum type

The steering triangulum type consists of the equal opportunity commissioner, the vice-president (responsible for gender equality) and the leader of the (new) unit for gender issues. They work together as a team by developing the gender equality strategy for the university. They devise tasks for the implementation process concerning their function and competence:

- The vice-president negotiates gender targets with the departments and evaluates the results.
- The equal opportunity commissioner acts as supervisor for the ongoing process and the evaluation.
- The gender unit develops controlling instruments and acts as a coordinator. This unit gives support to the departments and the vice-president.

In the steering triangulum type continuing relations between the co-operation partners are evident for the progress.

Figure 4: Type: Steering Triangulum



Source: EQUISTU

e) vertical implementation type

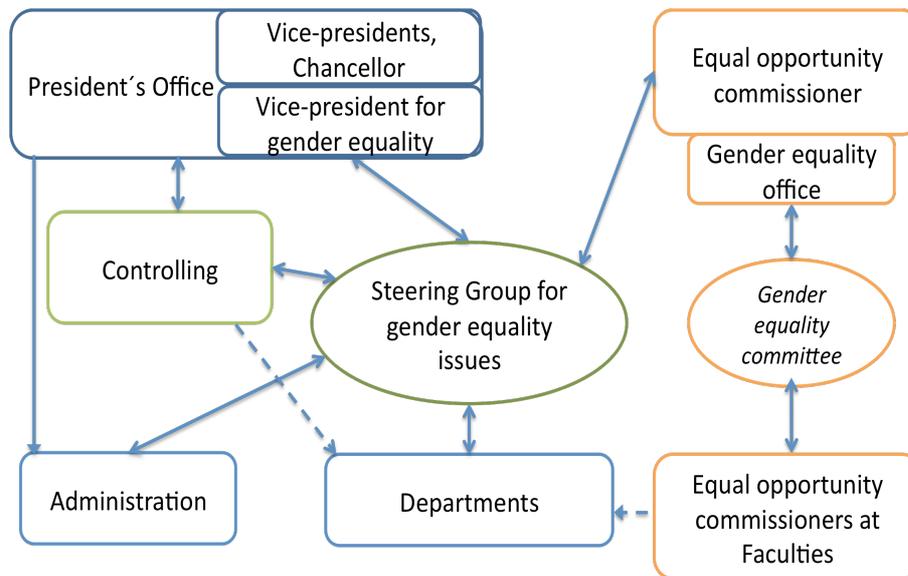
In the vertical implementation type decision making and gender expertise are combined by the vice-president for gender equality issues. The vice-president is supported by an office.

The vice-president for gender equality affairs:

- is responsible for the development of a gender-related data- and information system (e.g. gender-monitoring)
- negotiates gender targets with the departments
- installs a steering group who drafts the operative strategies and supervises the implementation process at all levels
- evaluates the results and gives feed back to the faculties

The equal opportunity commissioner is a member of the steering group with an independent crucial vote. In this type there is an opportunity for competition between the vice-president and the equal opportunity commissioner (e.g. to define the progress of the ongoing process).

Figure 5: Type Vertical Implementation



Source: EQUISTU

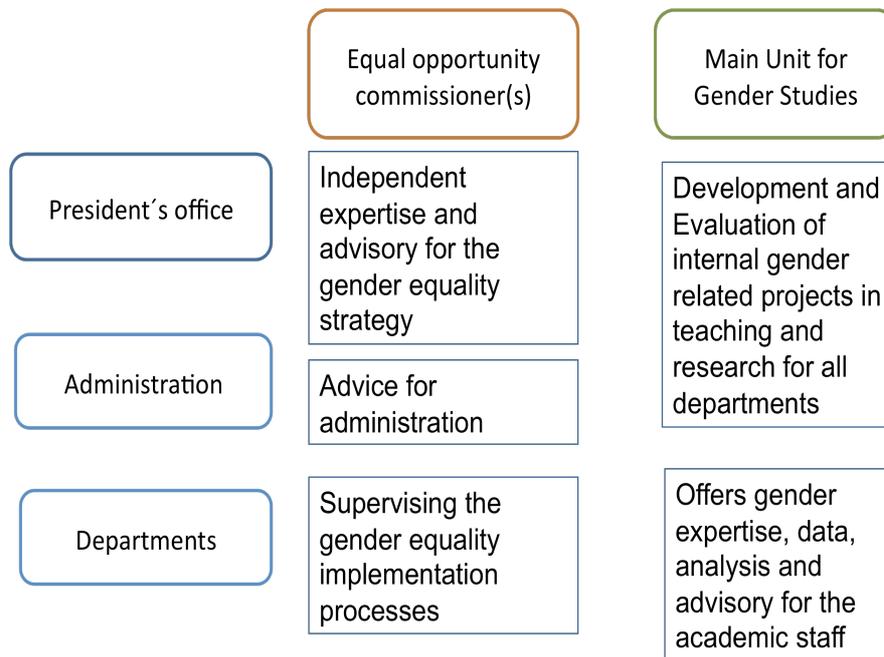
d) matrix type („two columns structure“)

The central point in the matrix type is the division of tasks between the equal opportunity commissioner and the main unit for gender studies:

- The equal opportunity commissioner sees to it that gender issues will be implemented in the administration and supervises all gender relevant boards and committees at the faculties.
- The members of the main unit develop gender equality standards for teaching and research. They advise the departments, co-ordinate and evaluate the implementation process at the faculties. The idea is, that the main unit for gender studies acts at the same level as the faculties and has therefore the internal acceptance.

The president's office installed a advisory board for the ongoing process. Members are the president, the director of the main unit, all deans and the equal opportunity commissioner. The matrix type includes the opportunity for conflicts between the director of the main unit and the equal opportunity commissioner.

Figure 6: Type: Matrix



Source: EQUISTU

5. CONCLUSIONS

The crucial point in type 2 to 5 is that the president's office adopts - and on the next level - the deans assume the responsibility for gender equality policy and decision making (e.g. target agreements). The visibility of the gender equality activities/engagement on the top encourages the acceptance on all levels (research, teaching and administration). New actors are: vice-presidents with gender equality issues on their agenda, gender equality boards, staff position on gender equality management, position for equality controlling in the administrative department, main units for gender studies involved into the gender equality management.

The independent position of equal opportunity commissioner is crucial for the evaluation of the process progress.

All participants in the gender equality board/committee have the opportunity to integrate their experience and competence into the gender mainstreaming process. Gender competence is going to be expanded: The awareness of all stakeholders involved in the process raised. The „degree“ for the implementation of gender issues into the new public management tools depends on 1) the engagement on the top and 2) the opportunity to get employees with double competences (gender and controlling).

The five types show different ways for the practice of gender mainstreaming. The implementation of gender equality tasks into the higher education management system is an ongoing process. As challenges for the future can be seen:

- The involvement of gender issues in the university management is not automatically guaranteed, but gender awareness has increased during the reform – this is an ongoing process.
- Installing new units (e.g. gender controlling) at the intersection of the gender equality office and the controlling unit combines the different competences. This is an innovation in the organisational structure.
- The need to strengthen gender equality management structures is being recognised as essential for the future development of German higher education institutions.

The ongoing reform in German higher education has increased the implementation of gender equality aspects into internal structures. Some universities took the chance for innovations: They established a gender equality management system. The future progress depends on existing structures, resources and gender competence at all levels. A degree of gender competence at all decision making levels is decisive.

LITERATURE

Müller, Ursula (2006): *Between Change and Resistance: Gender Structures and Gender Cultures in German Institutions of Higher Education*. In: IFF-Info Universität Bielefeld. 23. Jg. Nr. 31, , S. 7–20

de Boer et al (2010): *Progress in higher education reform across Europe. Governance and Funding Reform. Volume 1: Executive Summary main report*. Brussels: European Commission