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Women in Decision Making Bodies of Universities: Albania Case

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Abstract:

Gender Equality is quite important in academic decision making bodies as well as in other decision making field because an under-use of qualified human capital, not only cannot help but on the contrary affect the goal of excellence in science. In addition, there is the need to be competitive in an increasingly globalised world, so the states must strengthen their position in the global research community. For this, the research potential must be maximized and full use must be made of human resource. This human resource argument for increasing the proportion of women in decision-making positions is also supported by the human rights arguments of social justice and fairness. In today's world, it should be concluded that this can only be done with an eye on gender, and more precisely: with respect both to gender equality in the community of scientists and to the gender dimensions of decision making bodies.

This presentation is an overview on Gender balance in decision making bodies of academic area with Albania as special focus. The methodology is based on secondary data, which are analyzed and processed statistically, aimed to achieve the conclusion

While the majority of university graduates in Europe have been women, there is a large misbalance regarding the decision- making bodies and the leadership position. The current figures show that regarding the position of "university rector" the EU average is one woman and men for every ten rectors. Women representation as is clear is in a critical level, taking in consideration that the overall women staff today in European universities is about 40%. The scarcity

of women in senior positions, and as a result in bodies such as scientific boards, inevitably means that their individual and collective opinions are less likely to be voiced in policy and decision making processes, which may lead to biased decision-making on topics of future academic area . There are many factors that caused such a situation, starting from the decreasing of the numbers of Phd graduated students that obtain the professor title, the recruitment procedures, the special gender quotas, the policies of child care, and the taxation rules connecting to the double income families etc.

Key words: Gender Equality, Decision Making bodies, Universities, Albania, European Union

European Union - Situation

Women's academic career remains markedly characterized by strong vertical segregation in European Union. In 2010, the proportion of female students (55%) and graduates (59%) exceeded that of male students, but men outnumbered women among PhD students and graduates (the proportion of female students stood at 49% and that of PhD graduates at 46 %.

Table Nr 1[1]. Average of Graduated Students in EU 27- year 2010

Students	Women in %	Men in %
Students in General	59	41
Phd Students	46	54

The average number of female PhD graduates increased at a rate of 3.7% per year, compared to 1.6% for male PhD graduates. (See figures 2012;4).

Women keeps almost the same level of participation in academics staff. They hold less than 40% of academic positions at top universities in most European countries; women academics were 31.0% in Denmark, 31.7% in Norway, and

[1] Dates are extracted from the author based in: EC. (2013) She Figures 2012. Pg 4.

36.7% in Sweden and 47.5 per cent in Turkey (Global Gender Gap Index 2013).

It is quite interesting the structure between three levels of educations of the academic staff. As is shown from the figures below, women represented only 44% of grade C academic staff, 37% of grade B academic staff and 20% of grade A academic staff, as average in EU 27 during 2010.

Table Nr 2[2]. Average of Academic Effective staff in Teriary Education by Titles and Grades in EU-27, year 2010 in (%).

Academic Year	Professors		Phd		Docents and Pedagogues without titles	
	Women	Men	Women	Men	Women	Men
2010	20	80	37	63	44	56

In 2010, on average throughout the EU-27, 15.5% of institutions in the Higher Education Sector were headed by women, and just 10% of universities had a female rector. • On average in the EU-27, 36% of board members were women in 2010, whereas in 2007 they represented only 22%, an increase which is influenced to a certain extent by changes in the computing methods for the EU average.

Table Nr 3[3]. Average of Universities Staff by Gender in % during the Academic Year 2010 in EU – 27.

Positions	Women	Men
Rector	**10**	**90**
Head of Higher Education Institution	**15.5**	**84.5**
Board Members	**36**	**64**

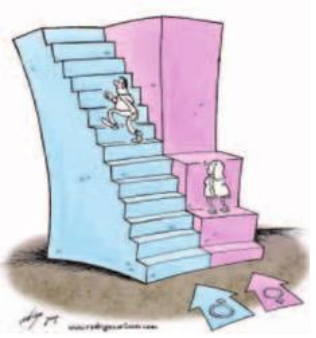
This proportion varies between 27 % in Sweden (in Norway, not anEU Member State, the proportion is highest at 32 %) and 6.5

[2] Ibid

[3] Dates are extracted from the author based in: EC. (2013) She Figures 2012. Pg 5.

% in France. The seven countries where it is highest (at 20 % or above) are, for the EU, Sweden, Finland, Italy, Latvia, and Estonia and, for the non-EU members, Norway and Iceland; the lowest (under 10 %) in Slovakia, Hungary, Romania, Portugal, and France, and, among non-EU members, Turkey and Montenegro (She Figures 2012; 114)

The highest shares of female rectors (above 20 %) are observed in Finland and Sweden, but also in Croatia, Iceland, and Norway. In Cyprus and Hungary, no single university is headed by a woman (in Malta there are just four higher education institutions). In Luxembourg, the only university of the country has a male head. Women's proportion of rectors is very low (below 10 %) in a further ten EU members (the Czech Republic, Romania, Germany, the Netherlands, Slovakia, Italy, Belgium, Denmark, Lithuania, and Estonia)and also in Montenegro, Turkey and Switzerland (She Figures 2012 ;115) .



Different studies show that it is still a common gender stereotype to see women as talented teachers (communication, soft skills, an open ear for students…), and men in research (hard thinkers, analytical, more objective…). This image is reflected in the 'gender-biased division' of labour in academia with female staff concentrated in the teaching and lower-ranked administration areas, and the males in research: "Women teach, men think.

Albanian Case

In the recent years, the number of female students has been higher than that of the male ones for the universitities, which in 2013-14 amounted to about 66 per cent.

Table Nr 4.[4] Graduated Students

Years	Women in %	Men in %
2009-10	64.5	35.5
2010-11	63.6	36.4
2011-12	64.3	35.7
2012-13	65	35
2013-14	65.8	34.2

The structure of the academic staff by gender in universities has changed recently . The figures of the past four years show a gradual increase in the absolute value of women Professors although men still hold high values especially in the last year, of 69 percent or more than twice that of women. As for the staff holdinga PhD degree, the ratio is 49% to 51% respectively for men and women. Less qualified staff as Docent and Lecturers without titles is increasingly female, which in the last year reaches 62 per cent.

[4] Dates are extracted from the author based in: INSTAT. (2015) Women and Men in Albania. Pg 41

Table Nr 5. [5]Academic Effective staff in Teriary education by titles and grades in (%).

Academic Year	Professors		Phd		Docents and Pedagogues without titles	
	Women	Men	Women	Men	Women	Men
2010 - 11	27	73	56	44	57	43
2011 - 12	26	74	48	52	60	40
2012 - 13	29	71	47	53	62	38
2013 - 14	31	69	51	49	62	38

The representation of women in decision-making bodies of Universities is critical in high levels of decision-making as it rector or dean, while gender balance improved descending the hierarchy.

Table Nr 6:[6] Universities staff by gender in % during the Academic Year 2014-15

Positions	Women	Men
Rector	**8**	**92**
Deputy Rector	**39**	**61**
Member of Senate	**33**	**67**
Dean	**25**	**75**
Deputy Dean	**41**	**59**
Member Faculty's Council	**45**	**55**
Chef of Department	**38**	**62**
Member of Department Council	**56**	**44**

Good Examples

Norway. A special Committee published a Green paper on Women in Research with recommendations for further gender equality work in the research sector and summarizes the recent development in gender balance and gender equality work in academia. It views the EU Recommendation on a Charter and Code of Conduct for Researchers and ERA-More web portal

[5] Ibid Pg 42

[6] Dates are extracted from the author based in: INSTAT. (2015) Women and Men in Albania. Pg 44

and network of mobility centers as positive for the recruitment of women researchers. It also suggests that the Ministry of Education and Research offer economic rewards to institutions that hire women as associate professors and professors.

In the University of Oslo, about 350 000 Euro per year is available (as matched funding) to support at the departmental level projects involving existing female staff (e.g. paying travel costs, expanding research activities, paying for support staff.

In Finland, it has been accepted as a general principle that preference should be given to the under-represented sex, if the applicants are equally competent or if the difference between their competences is slight.

An example of gender-based targeted funding is also provided by the Minna Canth Academy Professorship in Women Studies and Gender Research at the Academy of Finland, and other equivalent positions in various universities.

In Sweden, the concept of quotas is not popular but that of goals and follow-up is quite acceptable. Since the higher education institutions rely on public funding, political pressure in the form of goals and policy can be effective, even given the autonomy of the institution.

In Spain, there has been a 40:60 ratio requirement since 2005 for selection boards in public employment, and the largest pub-lic research body also has compulsory sex parity on its selection and promotion boards. This has resulted in an increase in the number of women selected for positions, particularly for the highest position of research professor.

An example of incentives being used to encourage the hiring of more female professors is provided by Switzerland. An incentive programme was started in 2000, and every year the responsible federal institution publishes a ranking on the results. The universities were not obliged to use the extra funding for gender issues but they generally did (e.g. for financing gender equity offices).

Conclusion

Despite the fact that the majority of university graduates in Europe are women, the senior university staff reveals a serious dichotomy in career outcomes for men and women. In high decision making und positions of universities men are 9/1 in favor compare to women. Although there has been a slight increase for women in the top grades of university staff in recent years, the average percentage of women in senior academic positions in the Member States is considerably lower than the overall percentage for all women in all academic positions.

The fewer than expected numbers of women rising to decision-making positions indicates an under-use of qualified human capital, which cannot help but affect the goal of excellence in science. The research potential is not maximized and full using all the human resource. Using the full capacity of human resource means using in the same level of participation both men and women in the community of scientists.

It is a need to take special measures to achieve the goal of equality in academic decision making area, but it seems that for the specific of this sector it is not so welcome the "quota system" Special measures to promote gender equality in decision-making in this sector may include both targets and quotas. Both measures set goals to be reached, over a certain time period, but not achieving targets results in no sanctions. Quotas, on the other hand, due to their stricter nature, can produce radical change over a short period. Experiences in research hiring, however, show that targets are generally better accepted than quotas. Systems of reserved quotas for women are nearly unanimously rejected on the grounds that women would be judged according to their gender, not according to their scientific abilities or intellectual value. There is also an argument, however, saying that in the case of scientific job decisions, such as hiring and promotion, targets are an

alternative to quotas, whereas in partially political decisions, such as nomination to decision-making boards, committees, etc, quotas could be applied.

There is a clear risk that European science e specially the Albanian one, is falling behind. The potential of women in research and decision making is under-utilized. The European Research Area needs women.

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