

Meritocracy vs. Gender Equity? Israeli academic colleges as a case study

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GENDER EQUITY IN ACADEMIA
INTERNATIONAL WORKSHOP
UNIVERSITY OF HAIFA, 09-01-2023



universidade
de aveiro



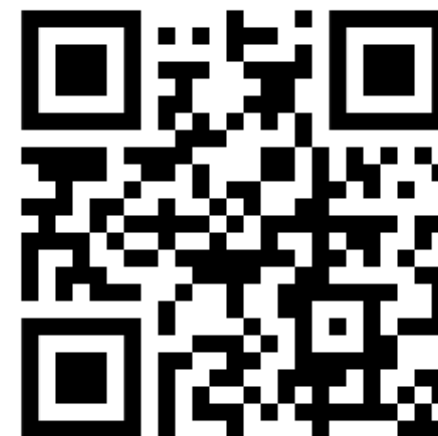
CHANGE project



Project '**CHANGE** - **CHAlleN**ging **G**ender (In)**E**quality in science and research' has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 787177.

- The Interdisciplinary Research Centre for Technology, Work and Culture - **IFZ** (Austria),
- Rheinisch-Westfälische Technische Hochschule Aachen **RWTH** (Germany)
- Fraunhofer Gesellschaft Zur Foerderung der Angewandten Forschung E.V. **IFAM** (Germany)
- Universidade De Aveiro **UAVR** (Portugal)
- Zilinska Univerzita V Ziline **UNIZA** (Slovakia)
- Nacionalni Institut za Biologijo **NIB** (Slovenia)
- Beit Berl Academic College **BBC** (Israel)

Duration: 2018-2022



HORIZON 2020: Science with and for Society



“The aim is to build effective cooperation between science and society, to recruit new talent for science and to pair scientific excellence with social awareness and responsibility.”



CHANGE Objectives



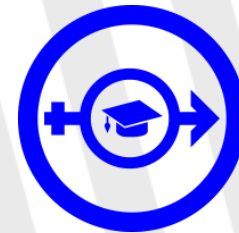
1. Removing barriers to the recruitment, retention and career progression of female researchers;



2. Addressing gender imbalances in decision making processes;



3. Strengthening the gender dimension in research programmes.



Field Work

- 5 institutional gender benchmarking (quantitative data)
- 64 qualitative interviews with institutional key persons
- 5 institutional GEPs
- 62 qualitative expert interviews in RFOs (in 6 countries)
- Additional questionnaires, interviews and workshops
- National context analyses – gender dimensions in law, economy, society and research funding (x6)
- 30 National stakeholder workshops (in 6 countries) and an international workshop in Aveiro
- Collaboration with several national CoPs and GE ‘sister’ projects

CoP – Community of Practice
GE – Gender Equality
GEP – Gender Equality Plan
RPO – Research Performing Organization
RFO – Research Funding Organization



The Israeli context: Focusing on women in budgeted academic colleges

22

תלפיות

תלפיות - המכללה
האקדמית לחינוך

מסגרת
הקיבוצים

מסגרת
הקיבוצים -
מסגרת
הקיבוצים -
מסגרת
הקיבוצים

מכללת סבין להמשרת
עובדי תחומה

מכללת סבין להמשרת
עובדי תחומה

מכללת לוינסקי
לחינוך

מכללת לוינסקי לחינוך

20

שנקר

שנקר, הנדסה, עיצוב,
אמנות

עזריאלי
מכללה אקדמית להנדסה
ירושלים

עזריאלי - מכללה
אקדמית להנדסה
ירושלים

Budgeted academic
colleges of education

Budgeted
academic colleges

Budgeted academic colleges in Israel

Never-ending controversy



- Colleges are neither inferior nor superior to universities, but essentially different from them.
- They are meant to train students to become high-skilled workers by mainly offering applied BA degree programs to all groups of society.
- Therefore, universities are more research-oriented, while colleges are supposed to put more emphasis on teaching.**

(Ben Zvi et al. 2002; Kirsch 2014a; Kirsch 2014b)

- A college is a small academic institution aiming at becoming a university.
- engaging with research is essential for high-level academic teaching since **the promotion of college lecturers is dependent on research** (The Israel Academy of Sciences and Humanities 2013).
- Much of the significant, but less acknowledged, academic activities which take place in colleges are probably what is indicated as *“sector-specific activities that are challenging with regard to the concept of R&D. These are in particular related to education and training and specialised health care”* (OECD 2015)





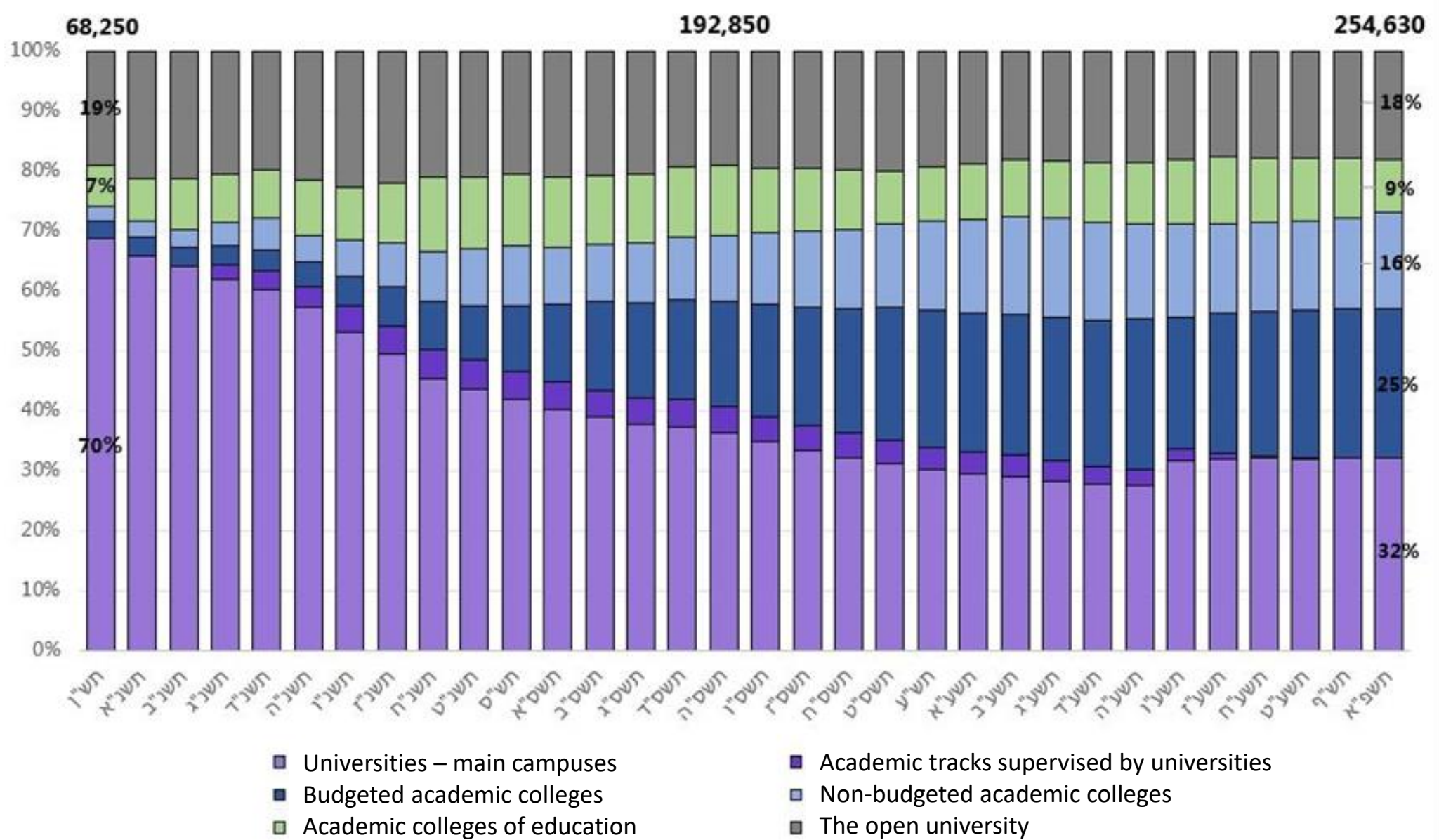
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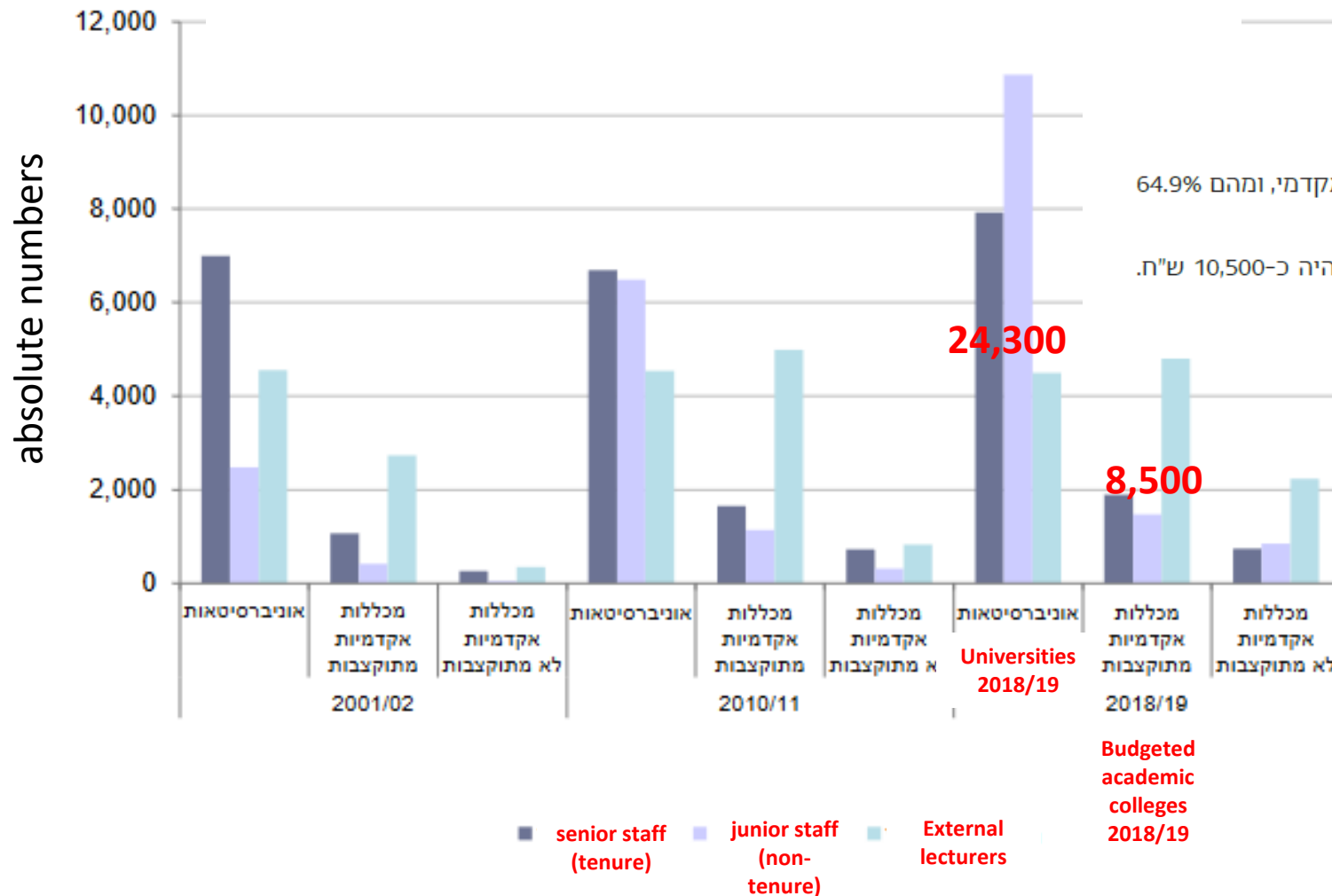
Budgeted academic colleges of education

Budgeted academic colleges

BA students by type of academic institution 2020-2021



Academic staff by type of higher education institution in all ranks and employment tracks



3,800

במכללות האקדמיות לחינוך היו בשנת תש"ף (2019/20) 3.8 אלף אנשי סגל אקדמי, ומהם 64.9% היו נשים.

בשנת תשע"ט (2018/19) השכר החודשי הממוצע של אנשי הסגל האקדמי היה כ-10,500 ש"ח. השכר הממוצע בקרב נשים היה 9,997 ש"ח, ובקרב גברים - 11,581 ש"ח.

Source: Central Bureau of Statistics (CBS). 2020. *Education-Statistical Abstract of Israel 2020 - No.71. Table 4.51: Jobs of Academic Staff in Universities and Budgeted Academic Colleges, by Selected Characteristics.*

https://www.cbs.gov.il/he/publications/doclib/2020/4.shn.atoneducation/st04_51x.pdf



Share of Women in Academic staffs of Higher Education Institutions



	Universities			Budgeted Academic Colleges		
	absolute numbers	share of women	no. of women	absolute numbers	share of women	no. of women
Senior staff	7,924	32.8%	2,599	1,893	45.3%	858
Junior staff	10,866	51.6%	5,607	1,472	54.1%	796
External Lecturers	4,492	36.7%	1,649	4,800	44.9%	2,155
Total	24,268	40.6%	9,854	8,517	44.7%	3,809

Notes:

- (1) Data extracted from CBS (2020) table 4.51: Academic teaching staff in universities and academic colleges, by selected characteristics
- (2) Numbers of women are own calculations based on CBS (2020).
- (3) **The share of women in the budgeted academic colleges of education in 2018/19 was 64.9%**; no available data on distribution between different academic ranks. Source: statistical Abstract of Israel 2020 - No.71, chp. 4 – education, pp. 103–104 (in Hebrew)



Chart 7: Percentage of women in senior faculty positions (FTEs) at universities, by rank, (2015/16)

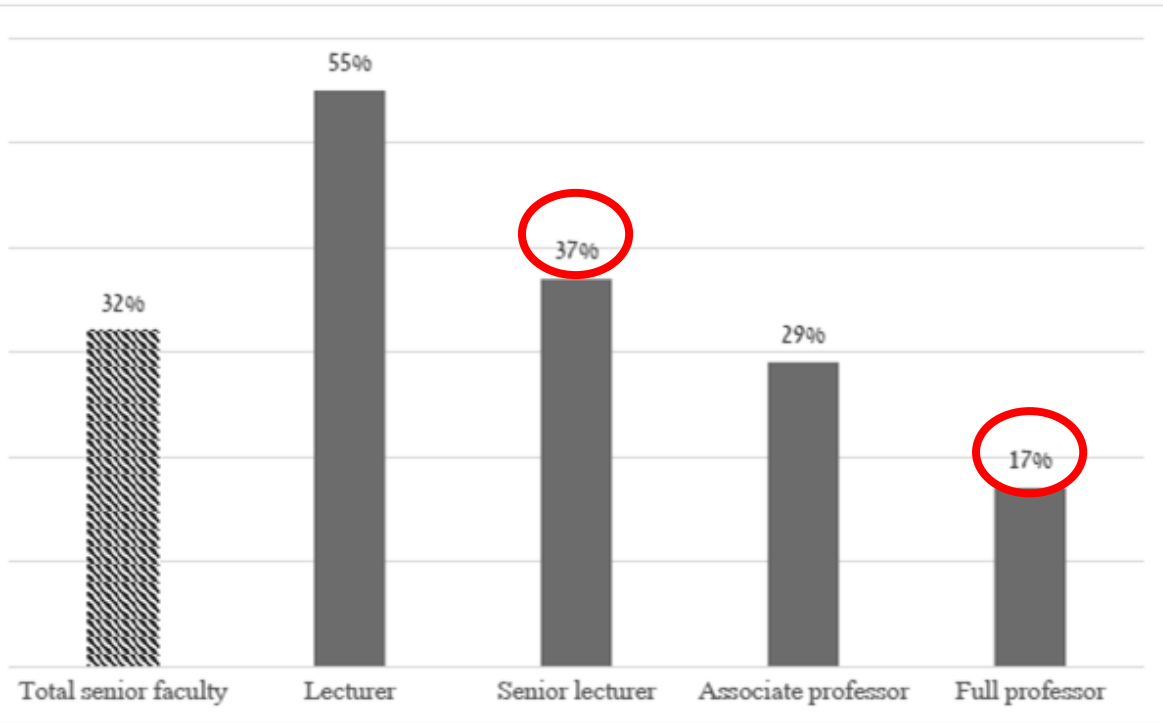
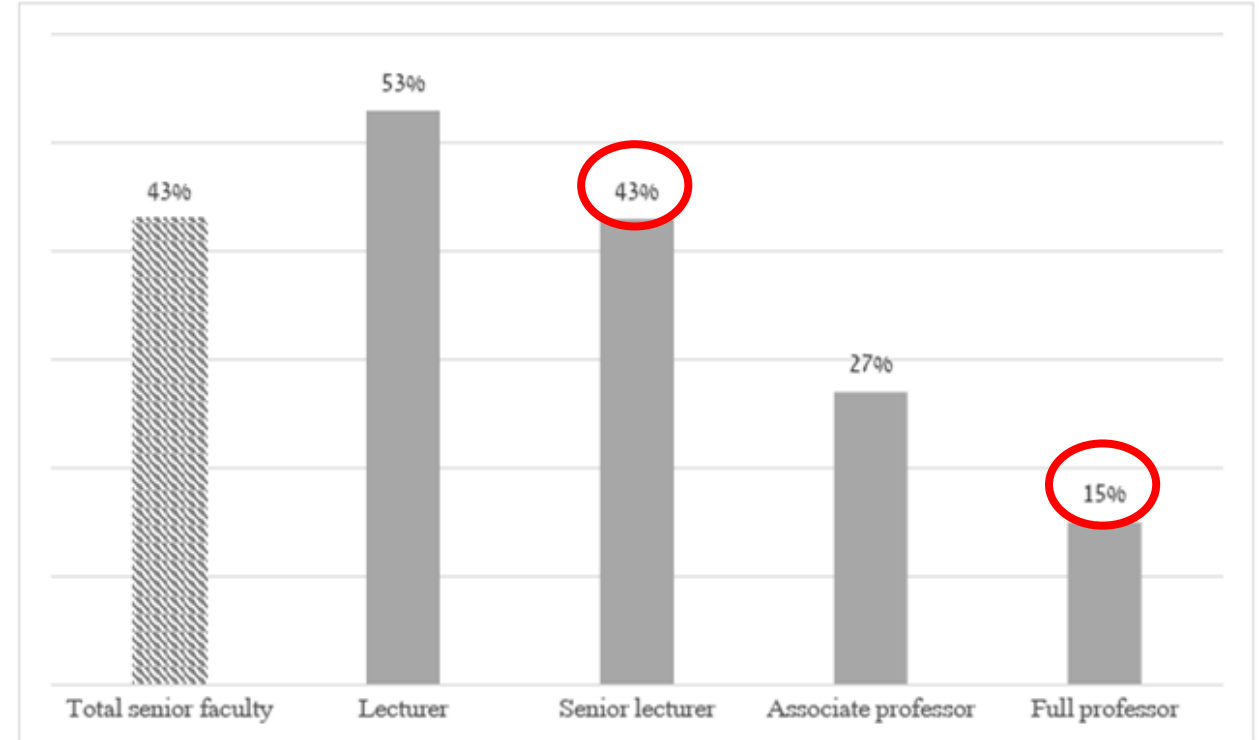


Chart 8: Percentage of women in senior faculty positions (FTEs) at publicly funded academic colleges, by rank, (2014/15)



*Michal Lerer, M., Avgar, I. and Tal-Sapiro, O. (2018), *Representation of Women in the Israeli Academia – Compilation of Data – Submitted to the Committee on the Status of Women and Gender Equality*, The Knesset Research and Information Center, Jerusalem.
<https://main.knesset.gov.il/EN/activity/mmm/me040618.pdf>

*Note: the data don't include academic colleges of education



Colleges versus Universities

- “Institutional isomorphism” (DiMaggio & Powell, 1983)
- Research productivity (Aiston, 2015)
- Inequality regimes in organizations (Acker, 2006)
- The intersectionality model (Crenshaw, 1991)

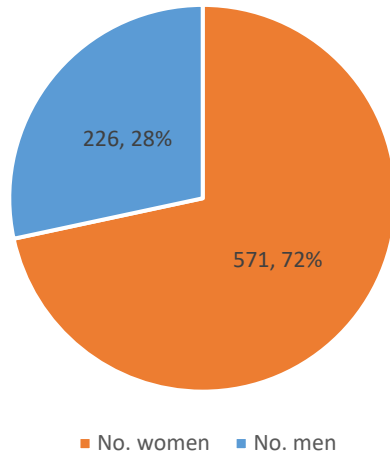


The case of Beit Berl Academic College

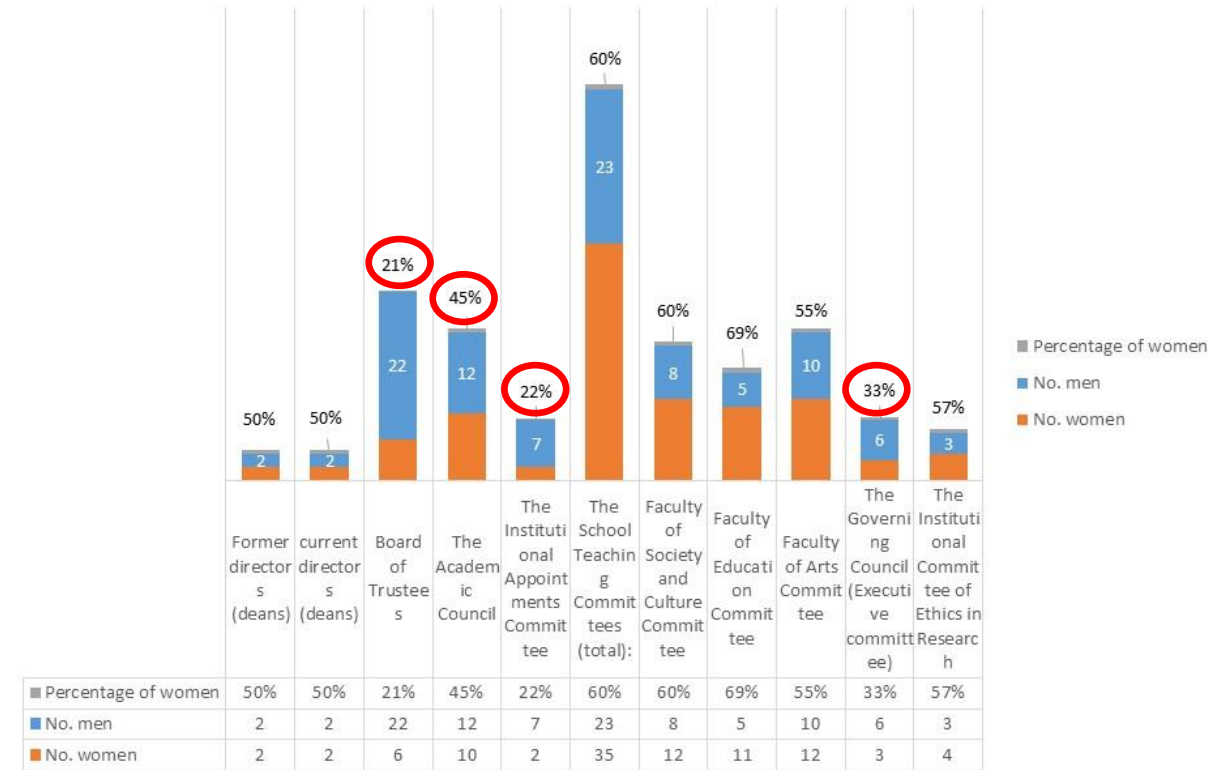
המכללה האקדמית בית ברל
الكلية الأكاديمية بيت بيرل
Beit Berl College



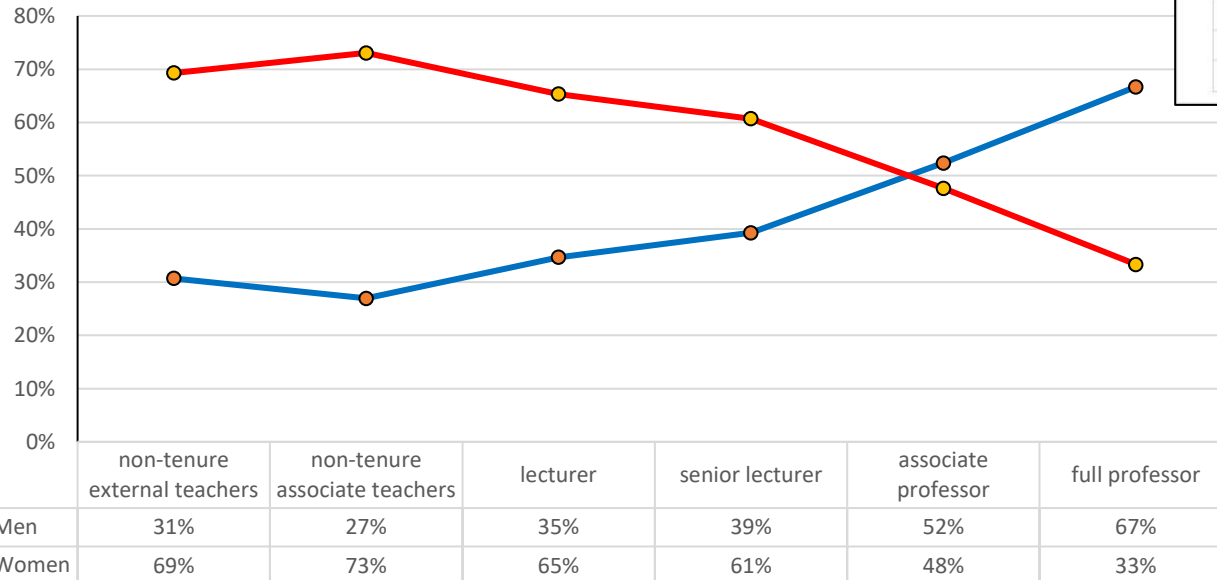
Total number of employees

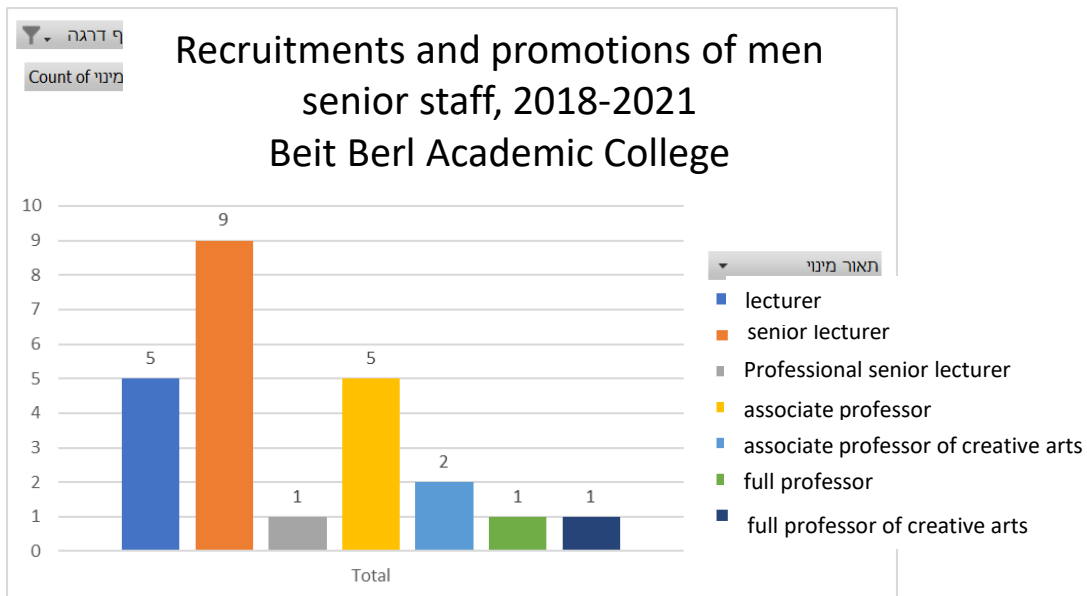


**WOMEN REPRESENTATION IN DECISION MAKING COMMITTEES
BEIT BERL ACADEMIC COLLEGE 2018**

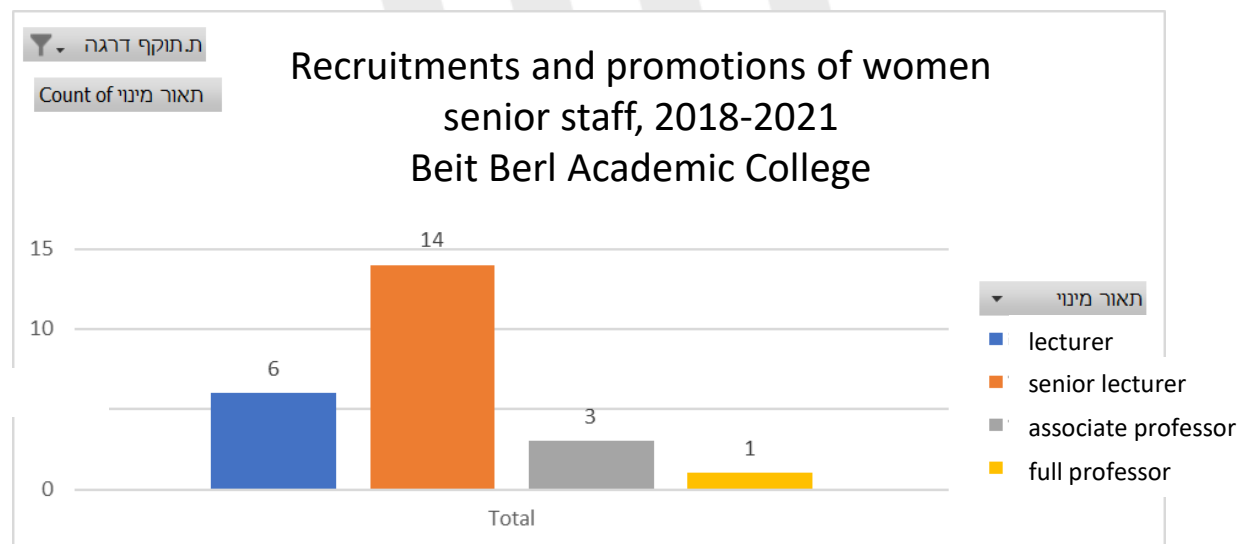


**Scissors Diagram - Beginning of 2019/20 Academic Year
Beit Berl Academic College**





58 men in the senior academic staff
24 recruitments and promotions in 2018-2021



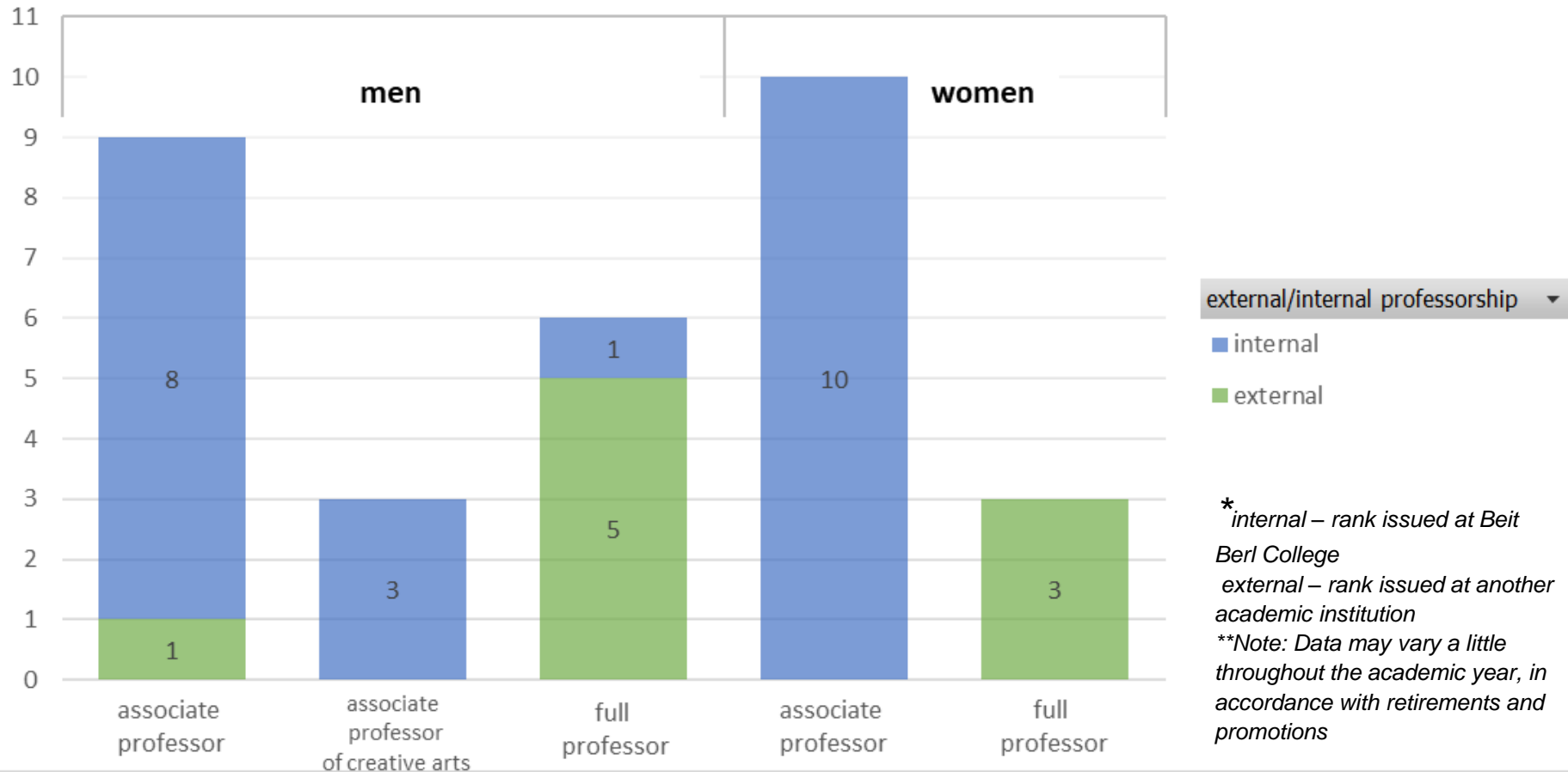
82 women in the senior academic staff
24 recruitments and promotions in 2018-2021

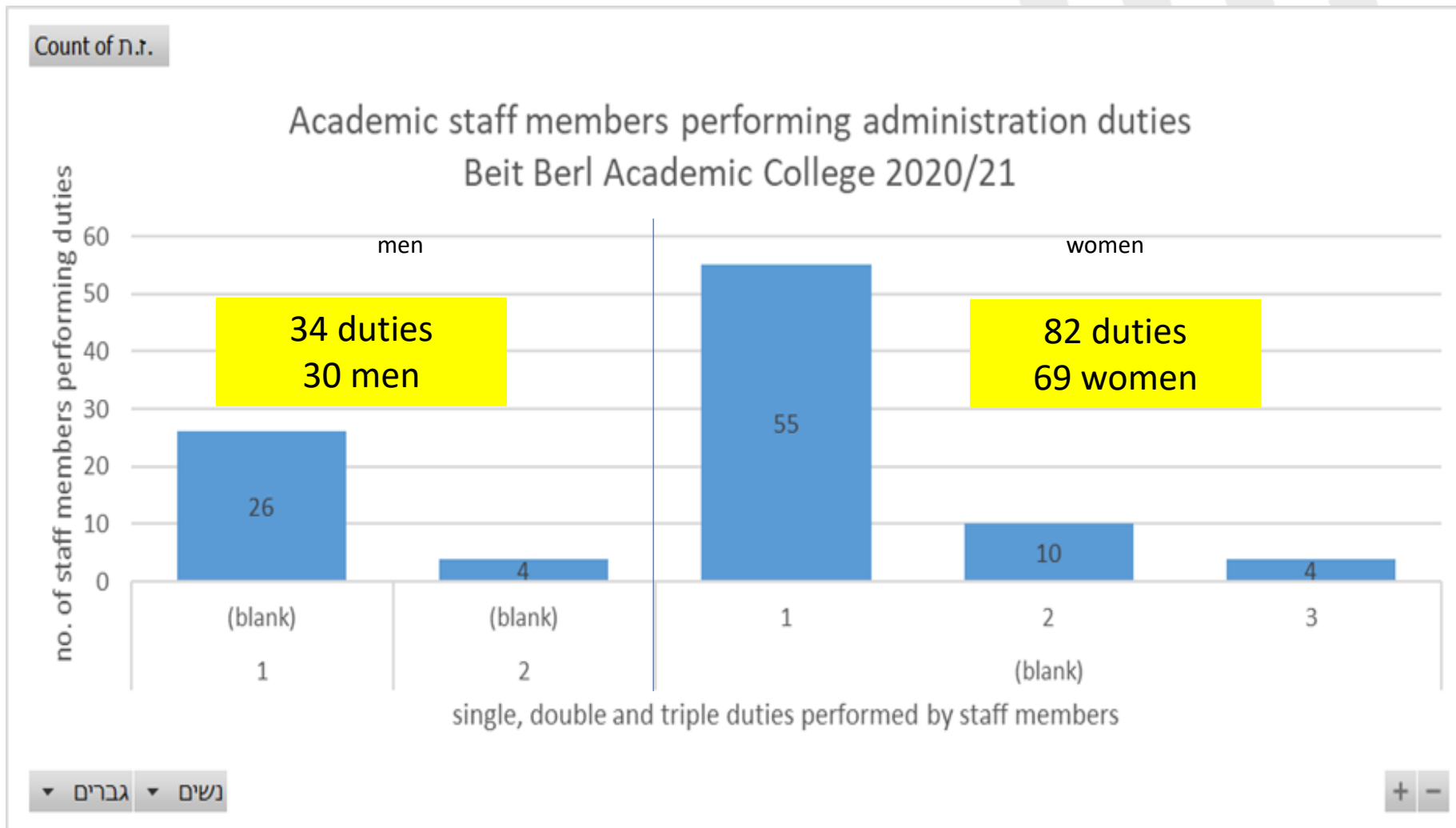
Data extracted on 18/05/2022

Data include recruitments and promotions from other institutions than BBC



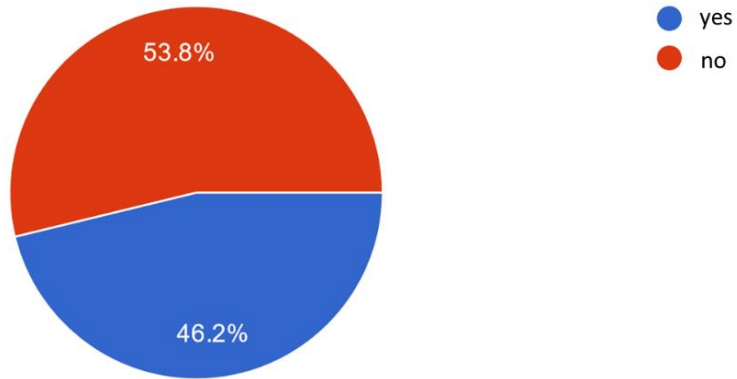
ASSOCIATE AND FULL PROFESSORS, BEGINNING OF 2020/21 ACADEMIC YEAR BEIT BERL ACADEMIC COLLEGE





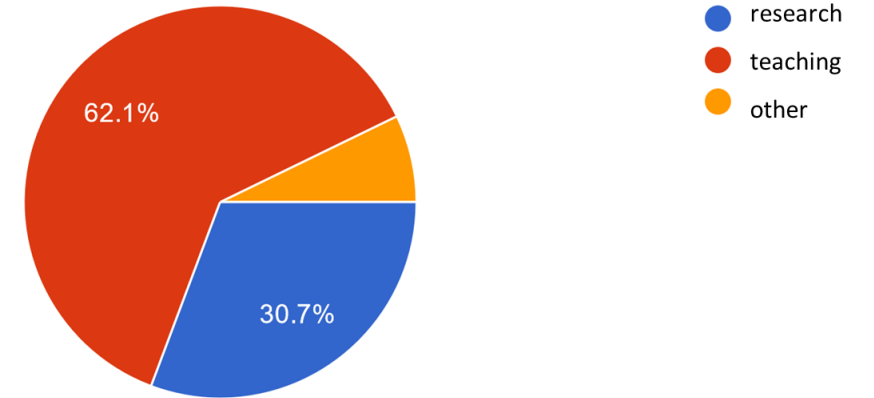
Do you work in another academic institution?

158 responses



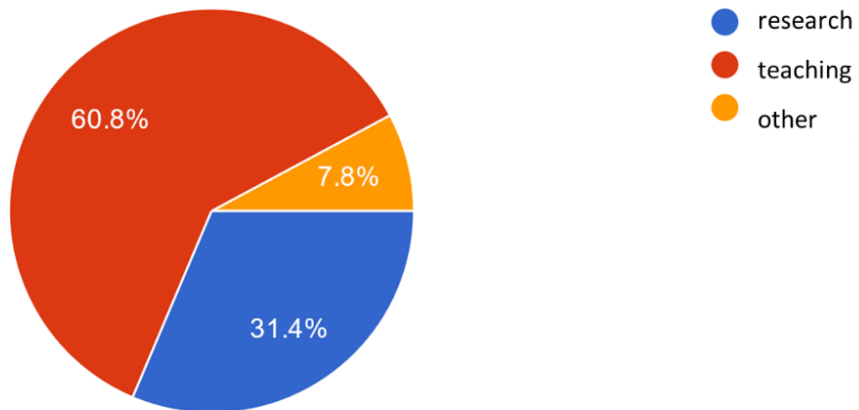
What is the most fulfilling aspect of your work?

153 responses



What is the most important aspect of your work?

153 responses



What is the most important aspect of your work?

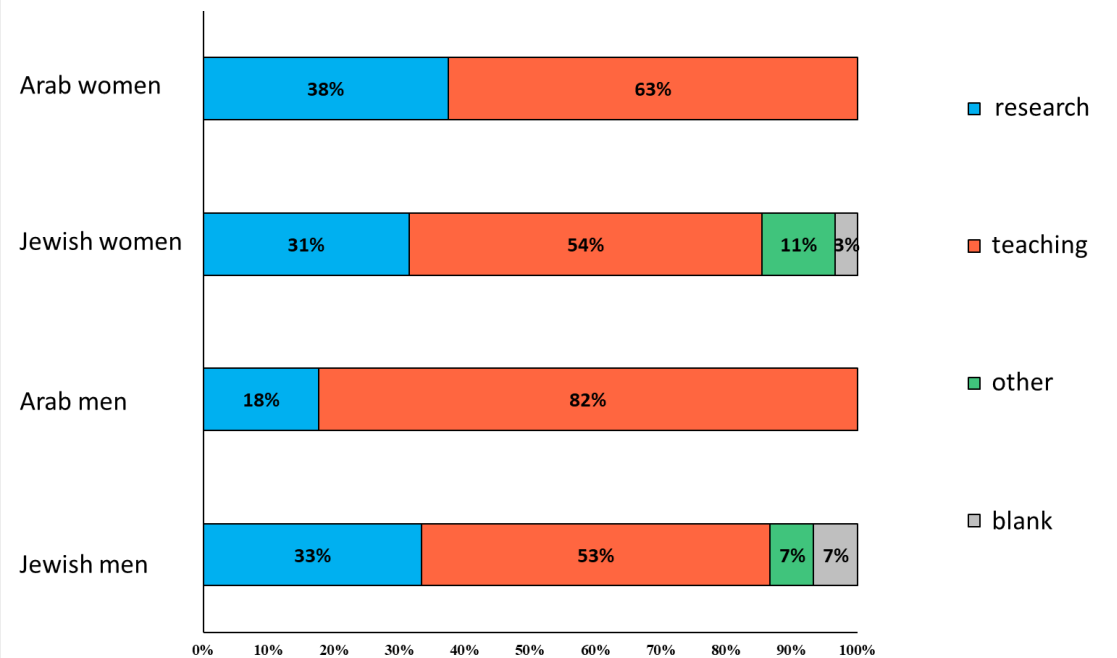


Figure 8: What is the share of your time dedicated to research?

BBC online survey, 2019
150 responses

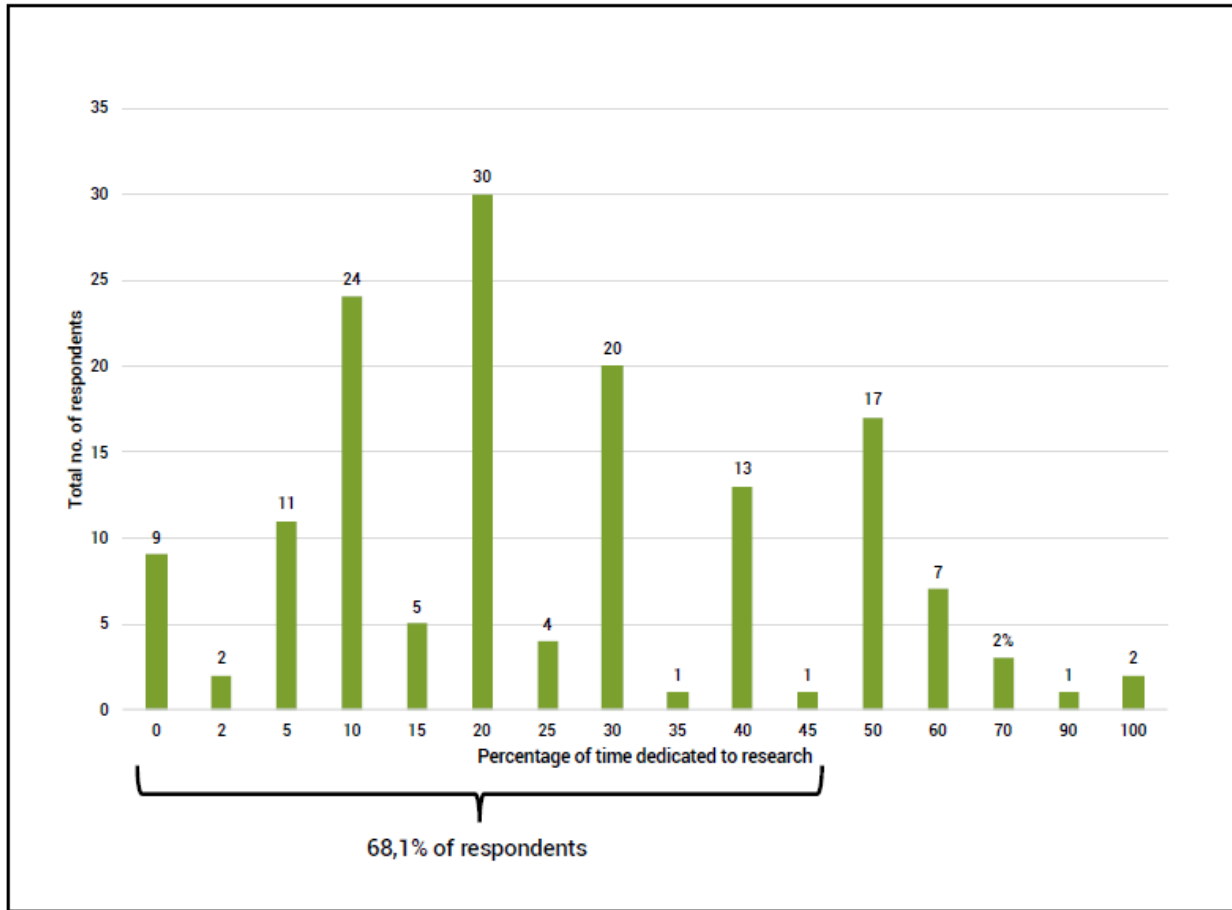
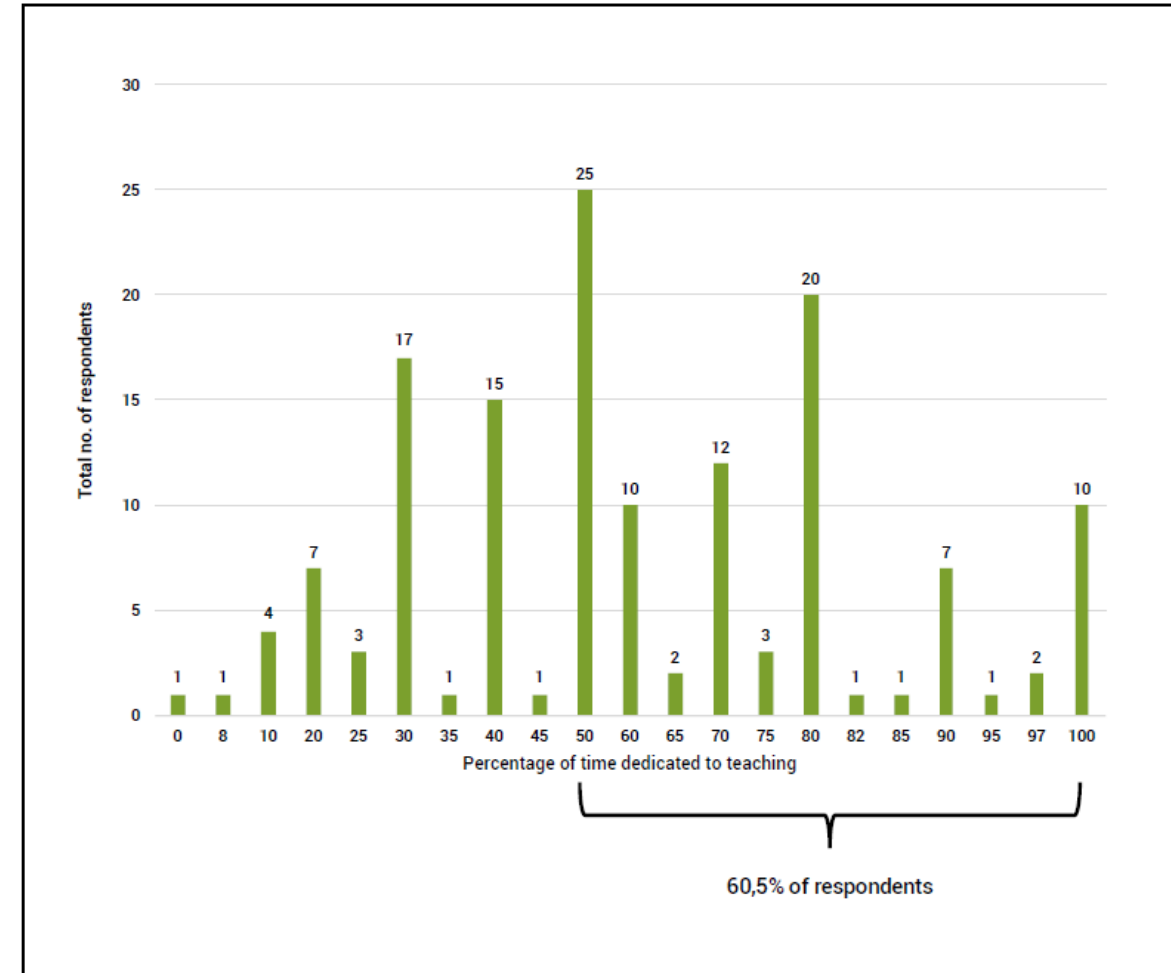


Figure 9: What is the share of your time dedicated to teaching?

BBC online survey, 2019
149 responses



“I have no idea how to apply for promotion and what is required for that, and the feeling is I will not get promoted because of other people on the service list. It’s amazing, I work more than X years here. I’d love to be promoted, but...I would like to understand...”

[NT interviewee]

“I have academic work in three colleges. I work here because I need to earn my basic income...because I am a non-tenure employee...My time is full 24/7. I don’t have a minute for myself...a sense of a crazy race. It’s not about better exploitation of time – I simply put a lot of time in work...Something which is impossible...”

[NT interviewee]

NT – non-tenured staff member (female)



Findings

- **Lack of understanding and knowledge of the academic promotion process**
- **Multiple roles and identities as a hurdle**
- **Lack of appropriate infrastructure for research**
- **Lack of occupational security**
- **A perceptual gap between what is determined by the institution as important for promotion (research) and what is perceived by staff members as important (teaching)**

Conclusions

- Budgeted academic colleges, and especially academic colleges of education, are unique institutions in the diverse academic landscape in Israel.
- They are characterized by a high share of women in their staff alongside gender imbalances in various aspects, in particular women's representation in higher academic ranks.
- Findings from the BBC case and other colleges suggest that the **gender gap in colleges intersects with structural inequalities between colleges and universities**, mainly the fact that academic promotion is stipulated by 'research productivity' and not 'teaching productivity' or other contributions.

Recommendations

Comprehensive intervention actions both on individual and systemic levels:



- **Individual level** – support staff members in colleges by providing research resources and infrastructure



- **Systemic level** - foster a more diverse academic landscape – enable multiple and diverse career tracks in all kinds of higher education institutions

“Don’t fix the women, fix the institutions!”

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- Discuss and challenge the concepts of meritocracy, power and capital
- Establish two compatible aspects of assessment and evaluation for ‘socially responsible science’: scientific impacts and societal impacts.
- Expand the assessment methods and enable alternative parameters as eligible criteria for application and promotion in addition or instead of basic research productivity.
- Include gender awareness and sensitization in the assessment, evaluation and promotion criteria.
- Low-status, time-consuming, largely invisible or ‘transparent’ academic housekeeping service for the organization functioning need to be equally acknowledged as eligible research.
- Acknowledge different modes of academic achievements, contributions and career trajectories.
- Develop multiple types of funding which are suitable for diverse and multiple types of researchers and research modes

CHANGE Project (2022). Improving Gender-Inclusive Research Programmes and Funding. [\[policy paper\]](#)







Jennifer Dahmen-Adkins & Anita Thaler (eds.)

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**Customised
CHANGE**

**Co-Producing Gender
Equality Knowledge in
Science and Research**

 This project has received funding from the European Union's Horizon 2020 Research & Innovation Programme under Grant Agreement no. 787177.

 This project has rec



**Policy Brief
December 2022**

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**Improving gender-inclusive
research programmes and funding**


The aim of this policy brief is to offer policy recommendations and strategic actions to promote gender equality and equity in research funding processes, programmes, and research funding organisations (RFOs). It addresses national RFO stakeholders of the European Union and their associated countries at all levels of implementation – individual, institutional, regional, national, and beyond. The recommendations are based on the results of the European Horizon2020 project CHANGE (2018-2022) which deals with gender-inclusive research and academia under the H2020 directorate of “science with and for society (SwafS)” (European Commission 2020a, 2020b).

The situation regarding gender-inclusive research programmes and funding was analysed and evaluated for RFOs of the six participating countries Austria, Germany, Israel, Portugal, Slovakia and Slovenia. In the framework of this analysis and evaluation, CHANGE team members conducted expert interviews, drafted strategies and performed stakeholder workshops supported by stakeholder mapping, thereby obtaining an overview of the gender dimension in research funding in their countries. This process resulted in the identification of measures to mitigate gender gaps and imbalances thus fostering more accessible, diverse, equitable and socially responsible research funding mechanisms at all systemic levels. A detailed report has been published at the project website (CHANGE 2022), as well as a handbook providing further information (Dahmen-Adkins & Thaler, 2022).

The complexity of the research landscape.

RFOs are key actors in determining research topics, based on the needs defined by the scientific community. It is of great importance that all relevant stakeholders who engage with RFOs, such as legislators, ministries, RFOs, etc. - are provided with information that can help them to more equitably allocate the funding to improve gender equity.

The research landscape is very complex, and more evidence is needed to show that in many cases women, as well as other groups, are more or less accessible for certain types of researchers, hence is le

 This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement no. 787177. This view and the European Union's position may be made of the inform

research & Innovation Programme under Grant Agree



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THANK YOU!

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Dr. Vered Shidlo-Hezroni – personal interviews with staff members

