



L-Università
ta' Malta

Gender Equality &
Sexual Diversity Committee

GENDER AUDIT REPORT 2018-2020

Gender Equality &
Sexual Diversity Committee 2022

Key Area 1A – Governance Bodies, Key Actors and Decision-makers

Key area 1 deals with governance and decision-making bodies and sheds light on the gender equality structures within UM.

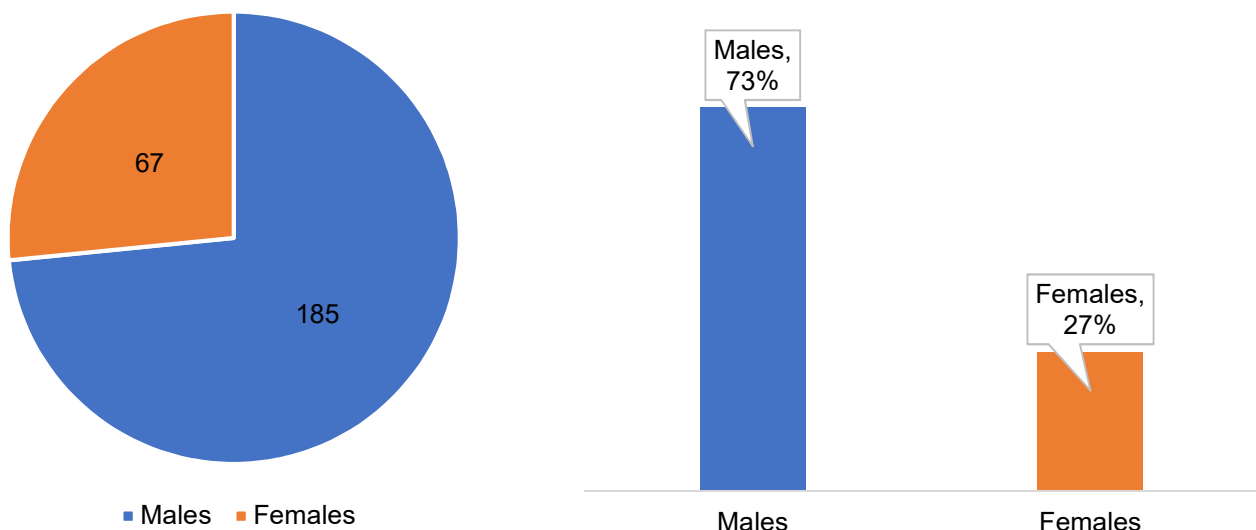
The diagrams below take into consideration the following governing bodies:

- Council
- Senate
- Rectorate (composed of the UM Rector and Pro-Rectors)
- Administrative Directors (including the Academic Registrar)
- Deans
- Heads of Departments
- Directors.

The gender composition of the listed governing bodies is being depicted both in real figures and percentages. Data shows that there exists an overall substantial gender imbalance in UM's governing and decision-making bodies.

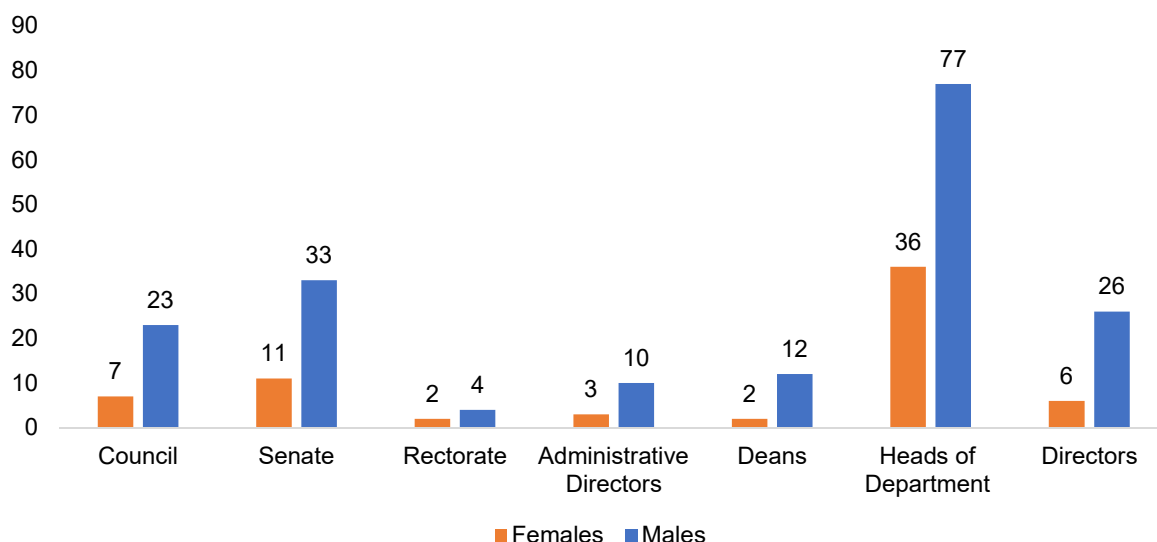
According to Diagram 1.1, 27% of those in decision-making bodies were female at UM in 2020-21 while 73% are males. Diagrams 1.2 and 1.3 gives a breakdown of where these individuals were located.

Diagram 1.1 - Gender composition of governing bodies/decision-making bodies at UM, 2020-2021



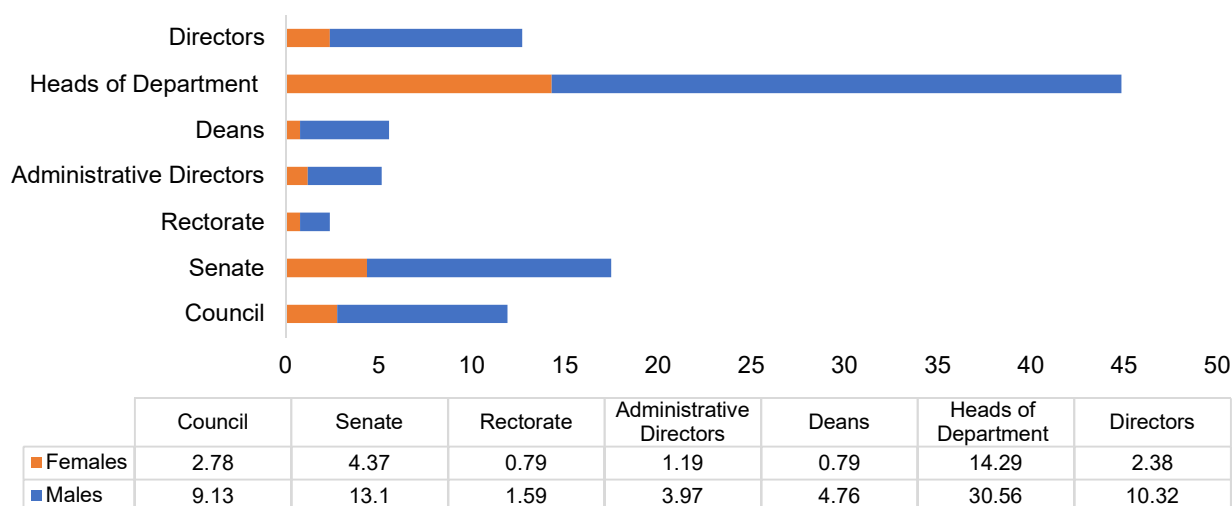
Source: HRMD

Diagram 1.2 Gender composition of governing bodies/decision-making bodies by area at UM in actual figures, 2020-2021



Source: HRMD

Diagram 1.3 Gender composition of governing bodies/decision-making bodies by area at UM in %, May 2021



Source: HRMD

Diagram 1.3 illustrates the gender composition in each identified key area. Data shows that when it comes to governing bodies, data for the male gender was higher across all areas. The highest discrepancy was registered in Senate, Heads of Departments (HoDs) and Directors. In May 2021, there was a total of 113 individuals in key decision-making positions. When analysing the HoDs, only 36 out of 113 HoDs were female. This means that while male decision makers accounted for 68% of the HoD cohort, females make up 32%.

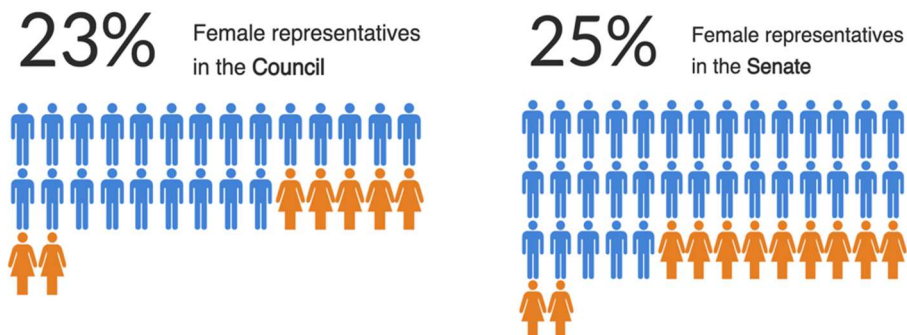
Looking closer at the highest-level governing bodies at UM, i.e., the Council and the Senate, data yet again shows a significant gender imbalance (see Diagrams 1.4 and 1.5). When comparing these 2 sets of data, it is obvious that there was an increase in the percentage of women on Senate and Council in 2019-20 and 2020-21. The discrepancy was less noticeable in 2020-21.

Diagram 1.4 Gender distribution on Senate and Council 2019-2020



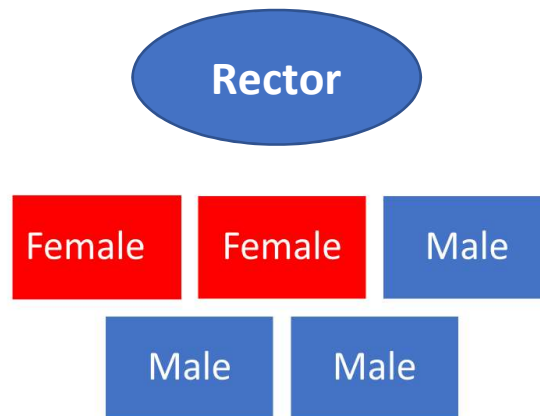
Source: UM Annual Report 2019-2020

Diagram 1.5 Female representation in the UM Council and Senate, 2020- 2021



Source: HRMD

Diagram 1.6 – Rectors and Pro-Rectors, 2020



Source: UM Website, 2021.

Diagram 1.7 - Rector's Delegates, 2021

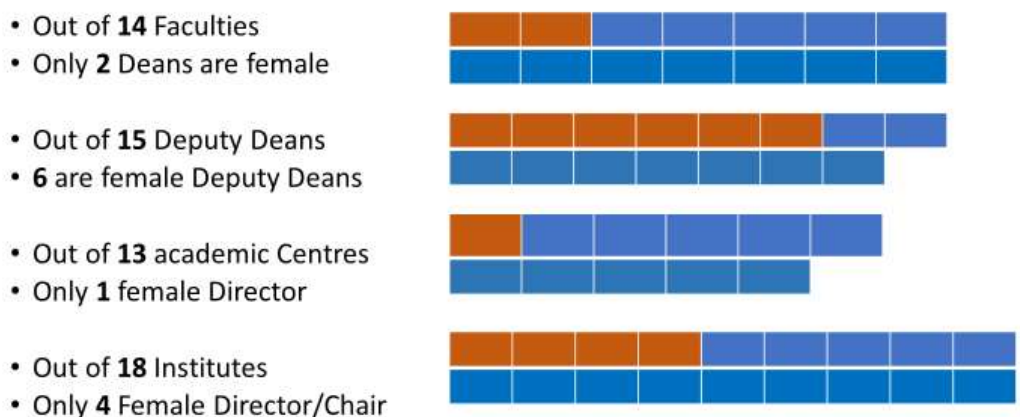
- Professor Louis Cassar - **Rector's Delegate for Gozo**
- Mr James Cilia - **Rector's Delegate for the Office for Professional Academic Development (OPAD)**
- Professor Joseph Cilia - **Rector's Delegate for Research and Knowledge Transfer**
- Dr Maureen Cole - **Rector's Delegate for Student Wellness**
- Dr Edward Duca - **Rector's Delegate for STEM Popularisation**
- Dr Giulana Fenech - **Rector's Delegate for the Debating Union**
- Professor Marvin Formosa - **Rector's Delegate for the University of the Third Age (U3A)**
- Professor Joseph Grima - **Rector's Delegate for Degree Plus**
- Professor Keith Sciberras - **Rector's Delegate for the Curation of Art Works of the University**
- Professor Isabel Stabile - **Rector's Delegate for International Medical Students Mentoring**
- Dr Manwel Debono - **Rector's Delegate for the Adjunct Office to the Institute for Public Services (IPS)**
- Secretary to Council – Mr Simon Sammut

Source: UM Website, 2021.

Diagrams 1.6 shows that in 2020, only one third of the rectors and pro-rectors were female. This skew in favour of men was also visible when it came to the 2021 rector's delegates (Diagram 1.7). Only 37.5% of the rector's delegates were female in 2021. The Secretary to Council has been a male for a number of years.

Diagram 1.8 also demonstrates that deans, deputy deans, directors, and chairs of faculties, institutes and centres were more likely to be male rather than female. The nearest to gender equality was the rate of male to female deputy deans as this diagram demonstrates.

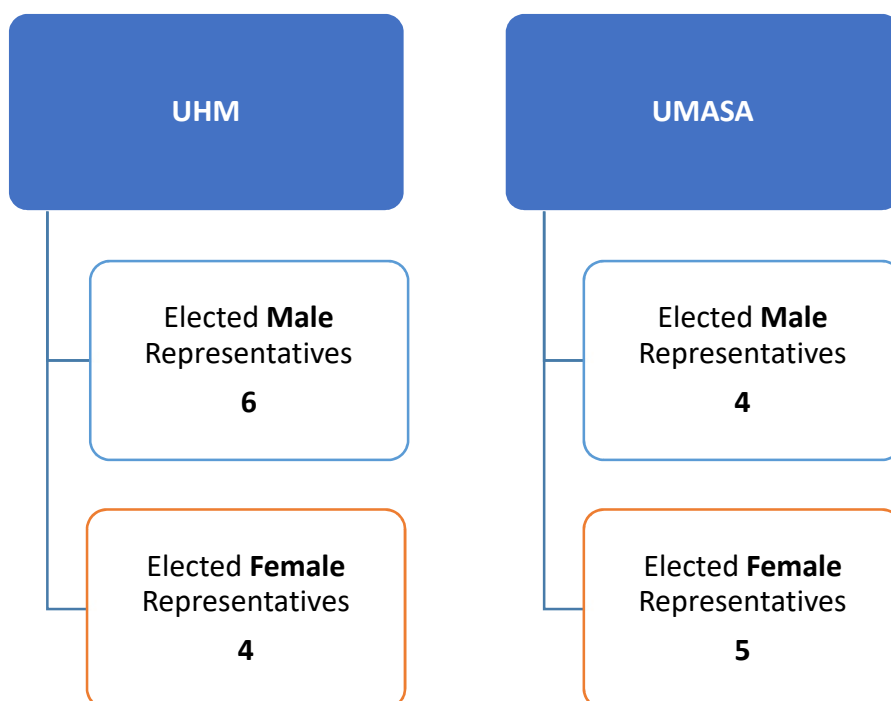
Diagram 1.8 – Deans, Deputy Dean, Directors, Chairs of academic entities by gender, 2021.



Source: HRMD

When it came to UM trade union representation, one finds that 40% of UHM Voice of the Workers trade union representatives were female, while UMASA’s (University of Malta Academic Staff Association) had 44% of its representatives who were female (Diagram 1.9).

Diagram 1.9 - Trade Union representation by gender, 2020-2021



Source: HRMD

Conclusion

- Audit needs to include conglomerate data, and then to show gender/diversity per entity
- No official mechanism is yet in place to gather, process and assess gender/diversity data.
- Gender segregated data of students and staff statistics are found in the UMs Annual Report, but the data for gender representation at decision-making level is missing.

Key Area 1B – Changing Organisational Culture

In this section, the focus will be on whether and how UM espouses gender equality, diversity and inclusion. Qualitative analysis was conducted to find out how UM has translated these values into its policy, strategic priorities, visual material and measurable objectives. Given the importance of having gender equality, diversity and inclusion (GEDI) values embedded within policies across the board, this research set out to examine whether UM clearly states and defines its GEDI values. Appendix 1 lists all the statutes, policies, etc. that have been evaluated.

1. UM Strategic Plan 2020-2025

The only statement made by UM that it is invested in gender equality, diversity and inclusion is the UM Strategic Plan (2020-2025), especially [Societal Factors and Impact](#) which features the following:

1. Assist students and members of staff with disability
2. Support under-represented and first-generation students – yet to be set up
3. Advance and commit to gender and LGBTIQ rights
4. Ensure access and inclusion of diverse cultures
5. Expand health promotion and wellbeing services
6. Engage the campus community
7. Promote public outreach

To date, a number of these issues are being implemented by the following Committees:

2. ACCESS Support Unit (ADSC)

The ADSC was set up over 10 years ago. Its remit is to:

- report to Council and Senate regarding the ways that accessibility to lectures, other teaching sessions and examinations can be achieved for each individual with a disability
- consider requests by MATSEC Examination candidates and by University and Junior College students for access arrangements and to approve reasonable access arrangements that enable such students to demonstrate their attainment and capabilities.

3. Gender Equality and Sexual Diversity Committee (GESDC)

GESDC was set up 1991 in order to act as a focal point on gender issues

- The Committee advises the University Council on issues of gender equality and sexual diversity
- receives and monitors complaints from University staff and students with regard to sex, homophobic and transphobic discriminatory practices and comes up with recommendations on appropriate action
- liaises with the sexual harassment advisors
- promotes teaching and research that reflects the knowledge, experience, and aspirations of both men and women.

- establishes networks with individuals and organisations with similar objectives, from outside the University and those in the international scene.

4. Committee on Race and Ethnic Affairs (CREA)

This Committee acts as a focal point for monitoring and addressing issues related to race and ethnic prejudice. It also focuses on developing comprehensive and effective action in the three areas, namely

- Awareness,
- Access and Integration, and
- Safeguarding and Enforcement.

5. Health and Wellness Centre

The Centre was inaugurated in 2018

- for students and members of staff that struggle with mental health issues
- the Centre brought together Counselling Services, Mental Health practitioners (that include psychiatrists and a social worker), as well as sexual health and substance abuse advisors
- helps promote inclusivity and improve the general wellbeing of staff and students.

To date these Committees were not working together under a common vision. They were working in their separate silos. To promote an inclusive environment UM needs to improve internal discussion and synergy between these different entities to ensure that there are fewer overlaps, and better coordination. The different entities need to promote a communication strategy with measurable key performance indicators.

From the other plans and/or regulations perused,

1. Health and Safety Plan
2. Language Management Plan
3. Risk Assessment Plan
4. Work-Life Balance Plan (Flexitime/tele-working)
5. Regulation on the prevention and response to sexual harassment in the workplace,

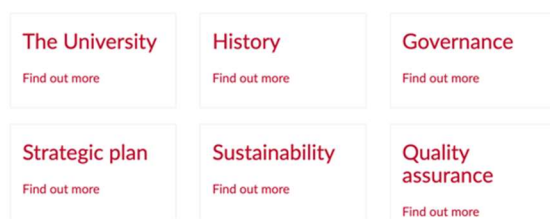
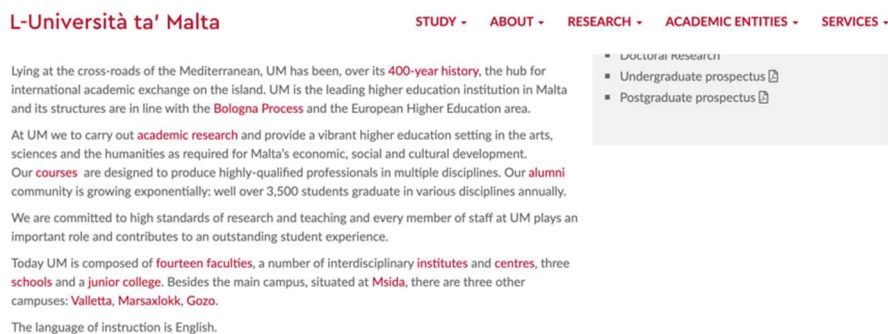
no mention was made of gender equality, diversity and inclusion, apart from the Regulation on the prevention and response to sexual harassment in the workplace and the Work-Life Balance Plan.

Synthesis

Research has shown that there is no evidence that GEDI values have been clearly stated in any of the above, except from the UM Strategic Plan 2020-2025. There is no clear statement on the general UM's official website which claims that the UM values and promotes gender equity, diversity and inclusion. These values are expressed only by the specific units dealing with these issues, apart from the UM Strategic Plan 2020-25.

Suggestion: A statement clearly promoting GEDI values could be inserted in the 'About' Section under the heading *Serving students and society, sustainably*. It might make sense that UM makes a general statement claiming that it promotes equality, diversity and inclusion and states why. It is also being suggested that photos/images are incorporated to help illustrate this better. There should also be a link to the particular units involved in the

different areas - Gender Equality and Sexual Diversity Committee (GESDC); Disability Support Committee ACCESS; Committee on Race and Ethnic Affairs (CREA), and others.



Source: UM website, 'About' Section
Serving students and society, sustainably
<https://www.um.edu.mt/about>

The UMs Public Image

This part of the research analysed UMs public images promoted on UM's official website to find out how GEDI values are being represented – on the basis of age, belief, creed or religion, colour, ethnic or national origin or race, disability, family responsibilities or pregnancy, family or civil status, gender expression or gender identity, genetic features, health status, language, nationality, political opinion, property, sex or sex characteristics, sexual orientation, and social origin. Textual analysis of the images UM uses on its website was undertaken to find out whether these reflect the organisation's investment in gender equality, diversity and inclusion values.

Images used

The photos used on the UM official website tend to portray young, Southern European, able bodied, attractive, thin, mainly heterosexual, people. The message being sent here is not one that promotes a diverse and inclusive institution. Snippets taken from the videoclip in the 'About' Section depict the lecturer as male for example (see below).



The upper-level UM webpages, THINK magazine as well as Campus FM staff set up and content were also analysed to assess the GEDI being promoted.

Source	Analysis
UM Website	<ul style="list-style-type: none"> • UM website presents a more or less balanced picture between males and females. This is with regards to the images/photos uploaded on its website. • Attention is also given to presenting females in STEM labs and research. • Age, ethnic, racial, body diversity is not taken into consideration
THINK Magazine	<ul style="list-style-type: none"> • Up until mid-2020, the editorial board was gender balanced. However, by the end of 2020, the board was completely composed of male representatives. • Other contributions (articles, interviews, designers, and photographers etc.) are somewhat gender balanced.
Campus FM Team	<ul style="list-style-type: none"> • Campus FM team is gender balanced. <p>The members of the team: Celaine Buhagiar – Station Manager Redent Abdilla – Audio Technical Officer MaryLou Fava – Administration Coordinator Geordie Debono – Audio Technical Officer</p>

Gender analysis of policies, collective agreements and regulations

The objective of this textual analysis was to understand where and how the organisation clearly states and defines its gender equality values. The following texts were perused, with the following outcomes where gender was concerned:

Source	Analysis
Manual of Conduct [p. 6]	<ul style="list-style-type: none"> • 'Reference to the male gender shall be deemed to apply for the female gender.'
Collective Agreement	<ul style="list-style-type: none"> • Same statement as above applies for the Collective Agreement of Support Staff. This was present in the Collective Agreement for Academic Staff in 2013 but has since been removed in the 2020 document.
UM Statutes	<ul style="list-style-type: none"> • The UM Statutes are not gender sensitive.
UM Council	<ul style="list-style-type: none"> • To date GESDC reports to Council only.

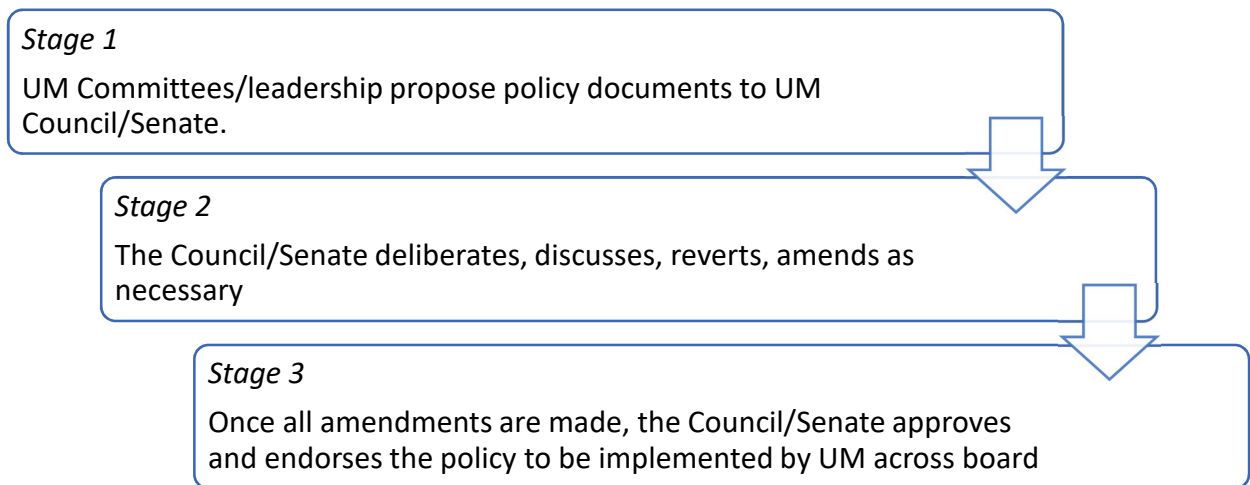
Institutional Language used Textual analysis of main texts was undertaken to understand whether the institutional language adopted by the research performing organisation (RPO) for internal/external communication is gender sensitive and inclusive and whether adopting more gender sensitive language can have a positive effect on the organisation. The following results were elicited.

Source	Analysis
Statute (4) LN 473/2010	<ul style="list-style-type: none"> • The document referred to here is <u>not gender sensitive</u>. <p>Evidence:</p> <ul style="list-style-type: none"> • (Art.3) 'Chairman', Rector or 'his' delegate; • (Art.6) Director of Finance is referred to as 'he;' • (Art.7) 'Chairman;' • (Art.8) 'Chairman' and in (8e) referred to as 'he;'
UM Good Practice in Inclusive Language Manual 2020	<ul style="list-style-type: none"> • In 2020, UM published a document, titled Good Practice in Inclusive Language. • This needs to be published as a policy or as formal guidelines. • There is little reference that this is being translated into UM practices so far and it is not being uniformly implemented. UREC, some FRECs and CREA are promoting it.

	<ul style="list-style-type: none"> • Training on how to use inclusive language should be considered.
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Translation of GEDI into Policies

The objective of this exercise was to understand how the GEDI values are translated into UM policies as well as strategic priorities and plans, and in what ways. The process by which policies and plans are usually formulated is as follows.



The conclusion is that the Equity Officer needs to be involved in the early stages of the formulation of a policy to ensure that GEDI are incorporated. The process may involve consultation with various other committees and stakeholders.

Data Collection

The objective of this exercise was to understand whether the organisation is aware of the type of data needed for an informed decision to be conducted where GEDI is concerned. A second objective was to understand whether there is a mechanism in place to gather and process all gender-sensitive data adopting an intersectional approach. Gender desegregated data collection taken in conjunction with an intersectional approach is imperative to assess not only the current situation, but needed to adjudicate the effectiveness of any GEDI measure taken by UM.

Source	Analysis
Mechanism for data gathering	<ul style="list-style-type: none"> • No official mechanism is yet in place to gather and process gender-sensitive data from an intersectional perspective. This information is needed to help UM critically assess where it is at a particular moment in time, and plan the way forward. • Some gender segregated data of students and staff statistics are found in the UMs annual reports.

	<ul style="list-style-type: none"> No established officer/office has yet been set up in charge of monitoring, reporting, and assessing such data.
Employment of Equity officer	<ul style="list-style-type: none"> Recruitment of an Equity officer is in the pipeline. This office should oversee this process.

Evaluation of policies through surveys and qualitative research

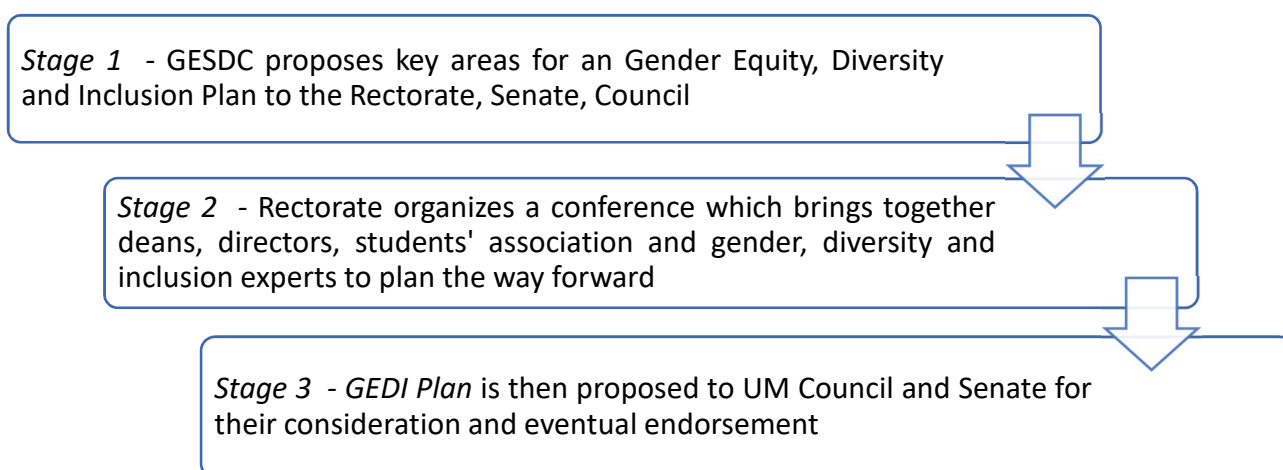
UM needs to conduct periodic surveys and qualitative research to find out how effective its GEDI related policies are, and if they are not, what needs to be changed.

Surveys are not carried out regularly. ADSC/CREA/GESDC as separate units have conducted surveys in the last few years but there has been no coordinated effort or intention in using this data to create and implement a GEDI related plan.

Gender Equity, Diversity and Inclusion Plan

UM still needs to define its key performance indicators (KPIs) with regards to gender equity, diversity and inclusion goals as to date there is no GEDI Plan. Once the plan is accepted by UM Senate and Council, the KPIs shall be set and defined accordingly. It is important for UM to adopt a GEDI Plan in order to improve gender equity, diversity and inclusion policies and practices, and ensure their sustainability to improve working and studying conditions. A GEDI Plan would offer a transparent, objective framework to assess, analyse, monitor, evaluate and advise on the necessary 'restorative' actions needed.

GESDC is proposing that in order for a GEDI Plan, the following steps should be taken:



In 2020-21 the GESDC drew up the Preamble to the GEDI Plan and the GEDI Plan. It proposed the setting up of an Equity Committee, the hiring of an Equity Office, and the setting up of 3 Equity Implementing Working Groups, and Equity taskforce at faculty/administrative departmental level. GESDC proposes that UM needs to work on the following key areas:

1. A. The governance bodies, key actors and decisionmakers
- B. Changing organisational culture

2. GEDI (Measures and policies promoted or implemented by the different entities at UM)
3. Recruitment, career progression and retention
4. Work and personal life integration, including inter-personal and gender-based violence
5. Sex/gender, diversity and inclusion perspective and approach in research and research teams.
6. Integration of GEDI in teaching content

The data collected in this Gender Audit demonstrates that UM cannot wait or rely on natural evolution for equity to be attained. It must instead seek to design a GEDI plan to ensure that equity is not left to chance. The lack of gender balance and diversity as portrayed above indicates that there clearly is a blind spot that needs to be addressed and remedied. This process needs to be accompanied by creating a culture which promotes and celebrates equity, diversity and inclusion. With regards to equity, this does not happen by chance, by accident or with good intentions. It materialises through an effective strategy which is realistic and applicable on the ground.

It is also clear that all policies, measures, practices need to be gender mainstreamed. Gender mainstreaming should also be conducted where gender representation is concerned.

Key area 2 is not mentioned in this report because up to 2021, each entity working on diversity – Gender Equality and Sexual Diversity Committee, ACCESS Disability Support Committee and Committee on Race and Ethnic Affairs – compiled their own reports on the issues they dealt with. This area will be dealt with from 2022 onwards.

Key Area 3 - Recruitment, career progression and retention

In this section, the audit will use gender desegregated data to find out where students and staff are located. Data on the basis of race, ethnicity, sexual orientation, gender identity, etc. is not collected due to GDPR policy. In our research we worked with the Office of the Registrar as well as perused grey literature (UM Annual Reports, NCPE Annual Reports, SEA-EU publications, She Figures). The data provided by these different sources did not always match. This is a problem which can only be solved if there is an entity collecting, processing and overseeing the publication of such data. Data deriving from 2019 and 2020 will be perused here.

University of Malta Staff

In 2019, UM had more male than female staff. This was due to the overwhelming number of male academics. In fact 56% of all staff were female (Diagram 3.1). When it came to non-academic staff, there were more female staff (Table 3.1) and these amounted to 55% of all non-academic staff. The gender set up regarding academic staff amounted to 37% female vis-à-vis 63% male staff.

Table 3.1 - Total staff by sex 2019

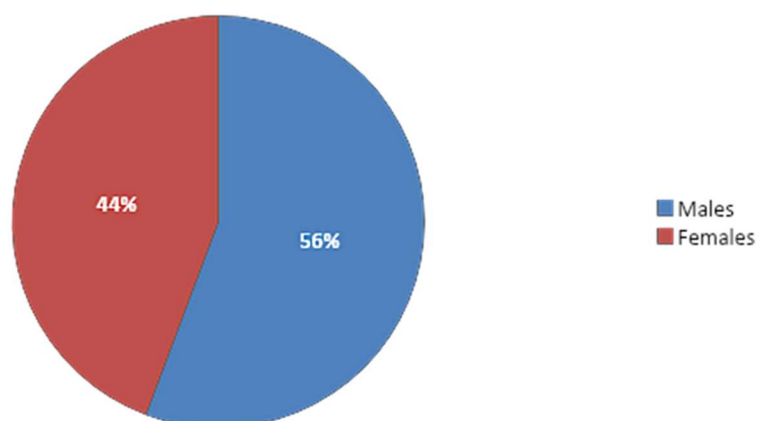
	Male	Female	TOTAL
Total staff	1655	1340	2995

(a1) Staff numbers by gender at all levels, by function

	Male	Female	TOTAL
Academic staff	1087	639	1726
Non-academic staff (Administrative and technical)	568	701	1269
TOTAL	1655	1340	2995

Source: SEA-EU 2021

Diagram 3.1. Overall composition of all UM staff, by gender 2019



Academic staff by grade and sex, 2019 and 2020

The majority of professors were male in both academic years (81.5% in both academic years). In the case of visiting (part-time) staff, the professors were all males (Table 3.2). There were slightly more women who were associate professors when compared to the number of male professors. Men were also over-represented in the associate professor grade (79.3% in 2019; 75.4% in 2020). Men were also over-represented at senior lecturer level (66.2% in 2019; 64.7% in 2020). The discrepancy between male and female staff was lower at lecturer level (53.5% of the academics in 2019 and 51.1% in 2020 were male). At assistant lecturer level, female academics surpassed their male counterparts by a few percentage points in both years (53.9% in 2019; at 61.0% one witnesses some increase on the previous year at female assistant lecturer level in 2020). This might mean that more female academics were recruited at this level, or it might also mean that women never move beyond this level for one reason or another – what can be referred to as the sticky floor syndrome. The irony is that at associate academic level, the number of men once more surpass their female counterparts, which might confirm the sticky floor hypothesis.

When it came to visiting academic staff, the majority of the staff were male at all levels. This does not bode well for potential female academics if this position is used as a stepping stone towards getting a more permanent post at UM.

When it came to the Junior College, the gender discrepancy is not that visible at Senior Lecturer I and II levels. The percentage becomes skewed in favour of women when it comes to lecturer and assistant lecturer grade. Once again, more research needs to be conducted to find out why female academics are stuck to the lower echelons at UM.

Table 3.2 - Academic staff by grade and sex, 2019, 2020.

Post	2019					2020					Change in Percentage	
	Males		Females		Totals	Males		Females		Totals	Males	Females
Resident Academics												
Professor	106	81.5%	24	18.5%	130	106	81.5%	24	18.5%	130	-	-
Associate Professor	111	79.3%	29	20.7%	140	107	75.4%	35	24.6%	142	-	+
Senior Lecturer	141	66.2%	72	33.8%	213	156	64.7%	85	35.3%	241	-	+
Lecturer	106	53.5%	92	46.5%	198	97	51.1%	93	48.9%	190	-	+
Assistant Lecturer	41	46.1%	48	53.9%	89	32	39.0%	50	61.0%	82	-	+
Associate Academic	10	62.5%	6	37.5%	16	10	62.5%	6	37.5%	16	-	-
Visiting Staff (part-time)												
Visiting Professor	4	100.0%	0	0.0%	4	5	100.0%	0	0.0%	5	-	-
Visiting Associate Professor	5	71.4%	2	28.6%	7	5	71.4%	2	28.6%	7	-	-
Visiting Senior Lecturer	224	68.7%	102	31.3%	326	200	71.4%	80	28.6%	280	+	-
Visiting Lecturer	129	65.5%	68	34.5%	197	106	66.7%	53	33.3%	159	+	-
Visiting Assistant Lecturer	135	54.2%	114	45.8%	249	84	53.2%	74	46.8%	158	-	+
Junior College												
Senior Lecturer I	32	47.8%	35	52.2%	67	33	50.0%	33	50.0%	66	+	-
Senior Lecturer II	32	51.6%	30	48.4%	62	33	48.5%	35	51.5%	68	-	+
Lecturer	7	41.2%	10	58.8%	17	4	33.3%	8	66.7%	12	-	+
Assistant Lecturer	6	40.0%	9	60.0%	15	5	35.7%	9	64.3%	14	-	+
Total	1,089	62.9%	641	37.1%	1,730	983	62.6%	587	37.4%	1,570	-	+

Source: NCPE 2021, p. 27.

Percentage of Academics who are associate and full professors

Data shows that the percentage of female academics who are associate and full professors grows at a slower pace when compared to their male counterparts. The percentage changed for the positive in decimal points between 2015-2019, and decreased in the 2016-17 academic year. The only time it increased at a faster rate - 2.4% - was between 2018-2019 and 2019-2020. This is not the same with regards to men. The rate of increase was around 2% per academic year (Table 3.3).

Table 3.3 - % of Academics at associate and full professors by gender, 2015-2020

	Female	Male
2015-2016	14.2	29.8
2016-2017	13.1	31.6
2017-2018	14.3	33.9
2018-2019	14.7	35.9
2019-2020	16.3	37.2

Sources: Annual Reports 2018-2019, p. 18; 2019-2020, p. 22.

Percentage of Academic staff with doctorates

According to the UM annual reports, female academic staff were less likely to be in receipt of a doctorate. As Table 3.4 demonstrates, the percentage of female academic staff is increasing, but so is the male one. This means that the rate of male academic staff with a doctorate tends to remain higher.

Table 3.4 - Percentage of Academic staff with doctorates by gender, 2015-2020

	Female	Male
2015-2016	64.5	79.5
2016-2017	66.1	80.5
2017-2018	68.3	82.8
2018-2019	68.9	84
2019-2020	72.5	84.6

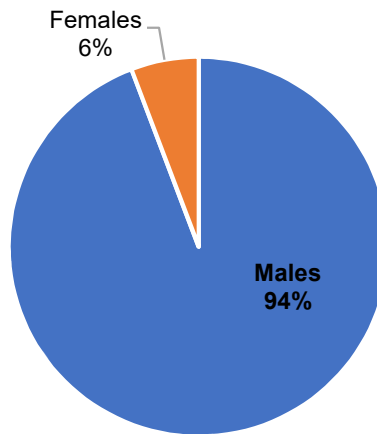
Sources: UM Annual Reports 2018-2019, p. 18; 2019-2020, p. 22.

Non-academic staff

Cauchi (2019) maintains that non-academic staff are overwhelmingly female. The majority of these tend to be assigned office work (this can be seen in the administrative category) while the male population is over-represented in categories concerning mostly manual work and decision making. HRMD provided data in May 2021 for non-academic UM staff according to employee occupation. The following diagrams provide a closer look.

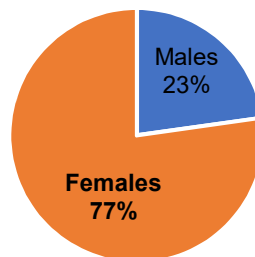
Diagram 3.2. Gender composition for non-academic staff in IT¹, 2021

¹Job positions considered include the following: IT Officer I, II, III; Senior IT Officer I, II; IT Specialist; Senior IT Specialist I, II; Senior IT Systems Engineer I; IT Systems Engineer; IT Services Deputy Director & Head of User Services.



Data shows a significant gender imbalance when it came to UM's IT sector. In fact, this sector boasts of only 6% female employees, that translated to 3 female employees who held the position of Senior IT Specialist II in 2021.

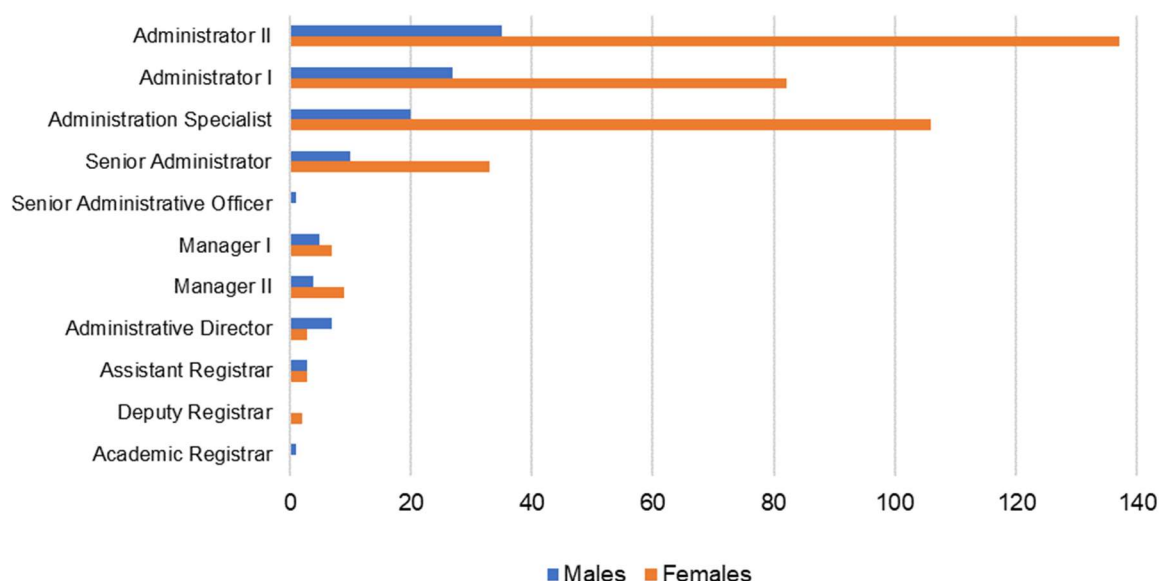
Diagram 3.3. Gender composition of non-academic staff - Administration², 2021



Contrary to the IT category, the administrative category is dominated by female employees. The majority of employees held the position of Administrator II which was composed of 137 females and 35 males. Diagram 3.4 gives a detailed statistical analysis by gender and job position. Men out-number women as Administrative Directors, Senior Administrative Officer and Academic Registrar. So even in this feminized sector, men were more likely to be over-represented at decision making levels.

² Job positions considered include the following: Administrator I, II, III; Senior Administrator; Administration Specialist; Senior Administrative Officer; Manager I, II; Administrative Director; Assistant Registrar.

Diagram 3.4. Composition of non-academic Administrative staff by position and gender, 2021



Source: HRMD 2021

Appendix 2 provides the complete list of non-academic staff positions by gender for reference.

Research and Project related Staff

On a cumulative basis, more male candidates were given the chance to undertake post-doctoral research between 2015 and 2020 (Table 3.5). When it came to project related staff, male staff were more likely to be recruited.

Table 3.5 – Post-Docs and Project related Staff by gender, 2015-2020

Academic Year	Post-Doc (RSO 4)		Project Related Staff	
	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>
2015-16	3	3	60	56
2016-17	3	5	67	78
2017-18	3	3	64	72
2018-19	4	5	93	104
2019-20	2	2	116	123
TOTAL	15	18	400	433

Sources: Annual Reports 2019, p. 18; 2020, p. 22

Contractual position

Male staff were more likely to have a permanent job position in 2019. They were also over-represented in the non-permanent category. The assumption is that if the non-permanent positions are used as a recruiting pool, more men will be given a permanent position at UM in the future (Table 3.6).

Table 3.6 - Staff numbers by contractual relation to the organisation 2019, by gender

	Male	Female	TOTAL
Permanent	480	394	874
Non Permanent	1173	948	2121
TOTAL	1653	1342	2995

Source: SEA-EU 2021.

Average pensionable age 2019, by gender

When one looks at the average pensionable age, that is the average age when staff retire, men on the whole have a longer work history at UM than female staff (Table 3.7). This is another area which needs to be studied in more detail.

Table 3.7 - Average pensionable age by gender, 2019

Male	Female
61	57

Source: SEA-EU 2021

Gender pay gap - Average wage by gender per sector

Due to the fact that there are more male academics and the ratio of male to female associate and/or professors is higher, it was not a surprise to note a gender wage gap between female and male academics which amounted to 116.25 euros in 2019 (Table 3.8).

The gender wage gap between male and female non-academic staff was not as significant at 72.95 euros. This probably denotes the fact that even though there are more female workers in this category, more males have made it to the top – glass elevator syndrome. It can also mean that certain sectors, such as in IT, technicians might be earning more, which skews the figures favourably for this male staff segment.

Table 3.8 - Average salary by gender and category of job (monthly gross salary, in euros) 2019

	Male	Female
Academic staff	2778.39	2652.14
Non-academic staff (Administrative and technical)	1971.72	1898.77
AVERAGE SALARY - all grades	2342.52	2145.36

Source: SEA-EU 2021

Academic staff per ISCED area, 2019

A closer look at the composition of disciplines portrays a clearer picture of the share of males and females per area. Male staff were over-represented in ISCED 02, 03, 04, 05, 06, 07, 08, 09 in 2019. Female staff were over-represented in ISCED 01 only, namely Education (Table 3.9).

Table 3.9 - Academic staff by ISCED and sex, 2019

ISCED	Discipline	Male	Female	Total
ISCED 01	Education	48	60	108
ISCED 02	Arts and humanities	128	76	204
ISCED 03	Social sciences, journalism and information	110	82	192

ISCED 04	Business, administration and law	149	50	199
ISCED 05	Natural sciences, mathematics and statistics	136	108	244
ISCED 06	Information and Communication Technologies	49	3	52
ISCED 07	Engineering, manufacturing and construction	97	26	123
ISCED 08	Agriculture, forestry, fisheries and veterinary	12	2	14
ISCED 09	Health and welfare	358	232	590
ISCED 10	Services			
TOTAL		1087	639	1726

Source: SEA-EU 2021.

Students

In this section, the focus is going to be on students. In 2019-2020, the majority of students at the University of Malta were female (60%). Female students over-represented male students at all levels except at doctoral level, where 55% of these students were male. The majority of the students tended to be Maltese (Table 3.10).

Table 3.10 - Total number of students by gender, 2019-2020.

STUDENTS (full-time and part-time)	2019/2020		
	F	M	TOTAL
Pre-Tertiary Certificates	18	10	28
Certificates	163	101	264
Diplomas	279	228	507
Undergraduate Degrees	3989	2675	6664
Postgraduate Certificates	55	8	63
Postgraduate Diplomas	19	1	20
Master degrees	1748	1122	2870
Professional Doctorates	19	6	25
Doctoral degrees	160	192	352
Other	234	155	389
TOTAL NUMBER OF STUDENTS	6684	4498	11182

Source: Annual Report 2021, p. 23.

Table 3.11 contains data about students at B.A., M.A. and Ph.D. level and does not include students sitting for certificates, diplomas or other forms of degrees. From a perusal of Table 3.11, male students were concentrated in Business, Administration and Law (ISCED 04), Engineering, Manufacturing and Construction (ISCED 07) and Health and Welfare (ISCED 09). The majority of the female students were concentrated in Social Sciences, Journalism and Information (ISCED 03), Business, Administration and Law (ISCED 04) and Health and Welfare (ISCED 09).

In the entities with fewer students, male students surpassed female ones in Natural Sciences, Mathematics and Statistics (ISCED 05), Information and Communications Technology (ISCED 06), Engineering, Manufacturing and Construction (ISCED 07), as well as Agriculture, Forestry, Fisheries and Veterinary (ISCED 08).

There were more females than males studying at master's level. The majority of the MA students were female, apart from Natural Sciences, Mathematics and Statistics (ISCED 05), Information and Communications Technology (ISCED 06), and Engineering, Manufacturing and Construction (ISCED 07).

At Ph.D. level, there were slightly more male students (128 male vs 121 female students). Female Ph.D. students surpassed male ones in Education (ISCED 01), Social Sciences, Journalism and Information (ISCED 03), and Health and Welfare (ISCED 09) only.

Table 3.11 – Number of students at B.A., M.A. and Ph.D. level by gender and ISCED, 2019

	Male				Female			
	Bachelor	Master	Phd	TOTAL	Bachelor	Master	Phd	TOTAL
ISCED 01 Education	68	95	0	163	321	349	11	681
ISCED 02 Arts and humanities	153	182	17	352	270	243	15	528
ISCED 03 Social sciences, journalism and information	257	98	19	374	566	258	22	846
ISCED 04 Business, administration and law	604	266	10	880	853	362	3	1218
ISCED 05 Natural sciences, mathematics and statistics	180	24	17	221	179	23	14	216
ISCED 06 Information and Communication Technologies	205	118	22	345	57	40	7	104
ISCED 07 Engineering, manufacturing and construction	295	122	18	435	135	63	14	212
ISCED 08 Agriculture, forestry, fisheries and veterinary	4	0	0	4	0	0	0	0
ISCED 09 Health and welfare	298	434	23	755	683	692	33	1408
ISCED 10 Services	55	40	2	97	81	62	2	145
TOTAL	2119	1379	128	3626	3145	2092	121	5358

Source: EU-SEA 2021.

According to the European Institute of Gender Equality (EIGE) (2021) in its Malta Country Report, gender segregation in Maltese higher education institution remains high. This report maintains that in 2018, almost half of the female university students were concentrated in feminized fields of study, namely in education, health, welfare, humanities and arts. In 2019, 49% of the female students were concentrated in education, health, welfare, humanities and arts. The EIGE (2021) report maintains that the gender gap in enrolment is one of the highest in the EU at 23 pp. When EIGE compared the 2018 data with the 2010 one, it found that Malta has witnessed a sharp widening in the gap by 7 pp. It notes that gender segregation in higher education has worsened. In 2018, around 50% of all women university students were enrolled in feminized fields of study, such as education, health, welfare, humanities and arts. The gender gap in enrolment is one of the highest in the EU.

To synthesis, female students tended to be concentrated in feminized sectors, while male students were concentrated in STEM related sectors. UM institutions liked to STEM tend to have less students, but UMs financial outlay may be higher (staff + technology). This needs to be checked. There are slightly fewer female students at Ph.D. level. They also tend to be concentrated in feminized areas.

University graduates

When one studies the graduates for the 2018-2019 and 2019-2020 cohorts, one notices that more than fifty percent of the female graduates derived from the Faculties of Arts; Economics, Management and Accountancy; Education; Health Sciences, Laws, Medicine and

Surgery, and Social Wellbeing together with the Centres for Entrepreneurship and Business Incubation, Labour Studies and others. Male graduands surpassed female ones when it came to the Faculties of Built Environment; Engineering; Information and Communication Technology, Science and the Institute of Digital Games. Unlike 2018-2019, in 2019-2020 more male students graduated from the Centre for Entrepreneurship and Business Incubation than female students (Table 3.12).

Table 3.12 - University graduates in 2018/19 and 2019/2020 by faculty/institute, by gender

Faculty/Institute	2018/19			2019/20			Change in Percentage					
	M	F	Total	M	F	Total	M	F				
Faculty of Arts	139	33.4%	277	66.6%	416	107	28.6%	267	71.4%	374	-	+
Faculty for the Built Environment	113	54.1%	96	45.9%	209	113	54.9%	93	45.1%	206	+	-
Faculty of Economics, Management and Accountancy	280	46.1%	327	53.9%	607	274	48.5%	291	51.5%	565	+	-
Faculty of Education	65	17.2%	312	82.8%	377	30	10.8%	248	89.2%	278	-	+
Faculty of Engineering	96	85.0%	17	15.0%	113	88	74.6%	30	25.4%	118	-	+
Faculty of Health Sciences	98	24.1%	309	75.9%	407	88	23.7%	284	76.3%	372	-	+
Faculty of Information and Communication Technology	92	86.0%	15	14.0%	107	83	81.4%	19	18.6%	102	-	+
Faculty of Laws	102	34.6%	193	65.4%	295	132	37.6%	219	62.4%	351	+	-
Faculty of Medicine and Surgery	112	39.7%	170	60.3%	282	101	39.6%	154	60.4%	255	-	+
Faculty of Science	67	56.3%	52	43.7%	119	44	53.7%	38	46.3%	82	-	+
Faculty for Social Wellbeing	63	20.8%	240	79.2%	303	75	24.4%	233	75.6%	308	+	-
Institute of Digital Games	8	80.0%	2	20.0%	10	6	85.7%	1	14.3%	7	+	-
Centre for Entrepreneurship and Business Incubation	7	36.8%	12	63.2%	19	11	61.1%	7	38.9%	18	+	-
Centre for Labour Studies	11	19.0%	47	81.0%	58	3	27.3%	8	72.7%	11	+	-
Others	191	45.5%	229	54.5%	420	277	48.1%	299	51.9%	576	+	-
Total	1,444	38.6%	2,298	61.4%	3,742	1,432	39.5%	2,191	60.5%	3,623	+	-

Source: NCPE 2021, p.37

In 2019-2020 more females graduated than males, which reflects the pattern that emerged from the analysis of the data analysed before. The amount of female graduates surpassed the amount of male ones at all levels except at doctoral level. Female graduates were more likely to graduate with a professional doctorate, rather than a doctoral degree. If a doctorate is a requirement to get an academic post at UM, this means that women have less likelihood when compared to their male counterparts to teach at the University of Malta (Table 3.13).

Table 3.13 – Certificates, Diplomas and degrees conferred in 2019-2020, by gender

CATEGORY	2019/2020		
	F	M	TOTAL
Pre-Tertiary Certificates	9	4	13
Certificates	76	62	138
Diplomas	203	165	368
Undergraduate Degrees	1143	736	1879
Postgraduate Certificates	67	12	79
Postgraduate Diplomas	43	23	66
Master degrees	640	411	1051
Professional Doctorates	12	2	14
Doctoral degrees	19	21	40
TOTAL AWARDS	2212	1436	3648

Source: UM Annual Report 2019-2020 (2021), p. 25

According to She Figures (2021), the Ph.D. graduates of 2018 tended to graduate in education; social sciences, journalism, and information; together with natural sciences, mathematics and statistics (Table 3.14). Male Ph.D. graduates on the other hand, graduated in arts and humanities, together with business, administration and law. The data for women tended to be higher than the EU average in education as well as social sciences, journalism and information, but lower when it came to natural sciences, mathematics and statistics.

Table 3.14 – Distribution of doctoral graduates across fields of study, by sex, 2018

Country	Education		Arts and humanities		Social sciences, journalism and information		Business, administration and law		Natural sciences, mathematics and statistics	
	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men
EU-27	3.78	1.75	13.07	9.73	10.45	7.62	7.46	8.54	24.11	27.39
EU-28	4.11	1.88	13.66	10.56	10.44	7.80	7.26	8.14	25.43	27.80
BE	2.62	0.59	10.25	9.43	14.30	6.66	7.63	8.08	20.13	23.64
BG	12.55	7.66	14.76	11.09	19.59	14.69	11.86	13.13	15.31	9.38
CZ	5.32	1.99	14.81	9.22	8.93	6.05	9.21	9.44	24.88	22.05
DK	0.00	0.00	8.68	7.95	12.29	8.70	0.00	0.00	12.59	17.96
DE	2.42	1.10	9.26	6.05	7.24	4.99	7.58	9.84	26.32	31.28
EE	5.93	1.59	18.64	12.70	9.32	3.17	7.63	7.94	26.27	24.60
IE	5.11	3.22	11.96	9.51	14.65	10.07	6.05	9.23	24.06	24.76
EL	7.17	3.79	10.96	8.42	7.44	6.84	4.74	5.49	13.53	12.94
ES	6.90	4.17	13.88	13.43	12.14	10.93	5.57	7.20	30.31	31.14
FR	1.51	0.91	16.91	9.66	11.57	9.37	7.97	6.83	30.77	37.25
HR	4.87	5.03	15.19	13.09	13.18	8.39	4.30	4.70	18.34	14.77
IT	0.72	0.23	13.89	10.01	8.06	5.34	9.80	9.44	23.00	25.63
CY	25.42	14.75	10.17	6.56	20.34	14.75	13.56	3.28	10.17	9.84
LV	10.45	1.79	5.97	3.57	13.43	7.14	8.96	12.50	28.36	25.00
LT	5.45	1.36	10.89	10.20	11.39	8.84	15.35	3.40	24.26	23.13
LU	2.08	2.30	14.58	3.45	27.08	6.90	16.67	8.05	33.33	34.48
HU	7.13	1.19	16.89	14.16	13.32	11.26	4.13	4.27	22.33	23.21
MT	11.11 (3/27)	0 (0/26)	7.41 (2/27)	19.23 (5/26)	11.11 (3/27)	7.69 (2/26)	0 (0/27)	11.54 (3/26)	18.52 (5/27)	11.54 (3/26)
NL	1.78	0.77	7.70	7.50	11.35	6.45	8.22	10.00	13.04	20.15
AT	3.53	1.45	22.92	16.07	13.60	9.09	14.27	11.92	16.46	20.36
PL	2.38	0.56	21.29	22.69	10.50	9.31	7.73	11.00	21.73	19.31
PT	10.68	6.28	12.43	9.65	14.18	11.53	4.92	14.25	20.35	13.96
RO	2.45	0.81	26.22	19.70	10.00	8.23	14.18	9.62	9.29	7.42
SI	6.83	1.89	22.49	16.04	4.02	2.83	10.44	12.26	10.84	17.92
SK	6.21	2.93	12.72	12.71	10.12	7.68	12.86	14.66	22.54	15.22
FI	6.30	1.67	12.49	7.37	14.24	7.70	5.57	6.14	14.24	17.41
SE	4.03	0.96	6.51	4.84	9.82	6.45	2.73	2.69	15.88	22.21

Source: She Figures, 2021, p. 37

Number of students on Erasmus mobility

More UM female students went on Erasmus exchange visits during the 2019-20 academic year. The majority of the students, both male and female, went on study visits rather than for internships (Table 3.15).

Table 3.15 - Number of students on Erasmus KA103 mobility in 2019-2020, by gender

	Male	Female	TOTAL
For study	82	197	279
For internship	27	63	90

Source: EU-SEA 2021.

International Students at the University of Malta

In total, there were 1,166 international students (EU and non-EU) attending UM during the 2019-2020 academic year, which amounts to around 10% of the total student population. EU students (including EFTA and EEA countries) amounted to 505 students. Even among international students, female students were over represented when compared to the male cohort. One should however note that while there were more international students at undergraduate levels than international students at postgraduate levels, there were more female non-EU at graduate and postgraduate level when compared with the EU female cohort (Table 3.16).

Table 3.16 – International Students by gender and region, 2020

	Male	Female	Total
EU undergraduate	165	97	262
EU postgraduate	154	89	243
Total	319	186	505
Non-EU undergraduate	198	139	337
Non-EU postgraduate	205	119	324
Total	403	258	661

Source: UM Annual Report 2020, pp. 28-34.

Attempts to get data on race and ethnicity proved unsuccessful since UM does not collect data on these parameters due to GDPR issues.

Full-time and part-time students

Table 3.17 demonstrates that at certificate level, there were more part-time than full-time students. Female students surpassed male ones in both part-time and full-time certificate courses.

When it came to undergraduate diploma level, there was an almost equivalent number of students studying on a part-time and full-time basis. Male students were more likely to follow these diplomas on a part-time basis.

Some certificates and undergraduate diplomas are entry points for students who do not follow the traditional path into university. The majority of the students follow these courses

on a part-time basis because they also work, so a degree would ameliorate their position in the labour market.

When it came to postgraduate certificates, female students surpassed male ones. All students attended on a part-time basis. The few students who followed a postgraduate diploma did so mostly on a part-time basis, and the majority of these – apart from one student – were female students.

What was interesting to note was that more students followed a master’s on a full-time rather than a part-time basis. It would be interesting to find out whether there is a difference per discipline in the rate of full-time and part-time students at certificate, diploma, undergraduate and postgraduate level.

At Ph.D. level, there were slightly more students following a Ph.D. on a part-time basis than full-time. Table 3.17 also demonstrates that there were slightly more male students at Ph.D. level in 2020.

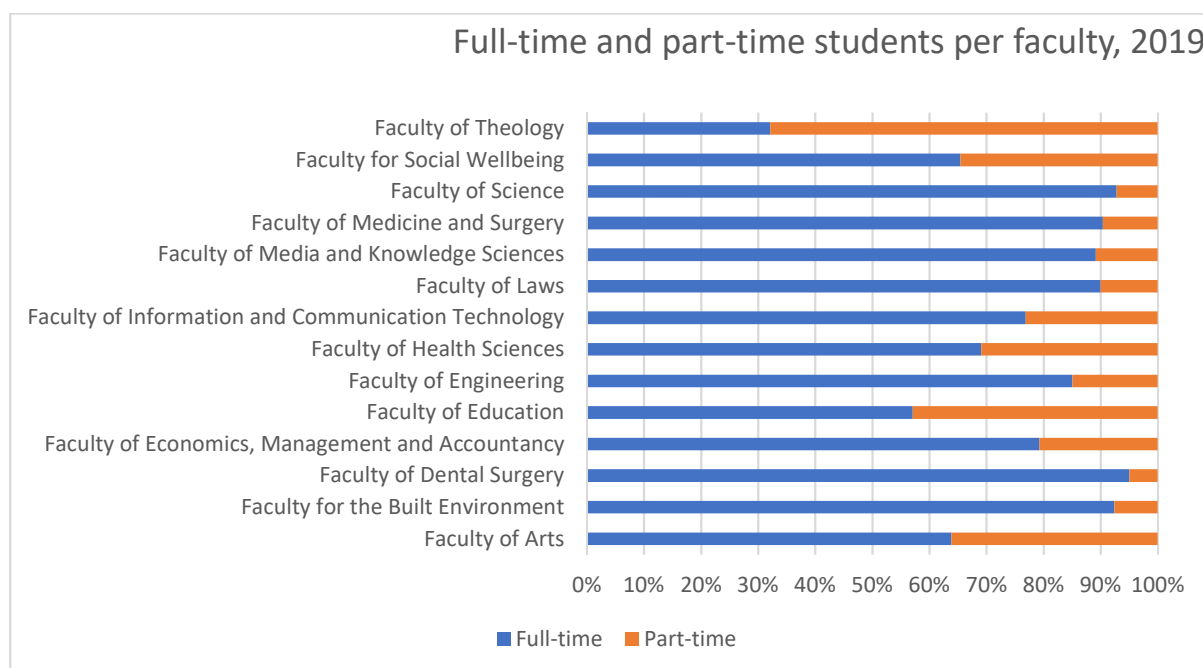
Table 3.17 - Full-time students, as at 2/03/2020

Level	Full-time		Part-time		Total
	Female	Male	Female	Male	
Certificate	17	7	110	67	201
Undergraduate Diploma	140	97	139	131	507
Bachelor’s Degree	3201	2198	338	142	5879
Postgraduate Certificate	0	0	55	8	63
Postgraduate Diploma	7	1	12	0	20
Masters	1366	920	830	521	3637
Ph.D.	83	105	97	105	390
Totals	6395		4302		10697

Source: Office of the Academic Registrar, April 2022

Not all UM entities had part-time students in 2019, and some had more than others. A quick perusal of Graph 3.1 shows that the Faculty of Theology had more part-time than full-time students. The faculties which registered a substantial number of part-time students relative to full-time ones, are the faculties of education; arts; social wellbeing; information and communication technology; as well as health sciences. Coincidentally these faculties are also the areas with a high concentration of female students. Faculties where part-time students were 10% or less of all students, consisted of the faculties of dental surgery; built environment; medicine and surgery; laws; and science.

Graph 3.1



When it comes to give a gender breakdown of part-time students attending UM in 2019, female part-time students tended to outnumber male part-time ones in all faculties apart from the faculties of economics, management and accountancy; engineering; information and communication technology; together with media and knowledge sciences (Table 3.18).

Table 3.18 Gender desegregation of data of full-time and part-time students per faculty, 2019

	Female FT	Female PT	Male FT	Male PT
Faculty of Arts	355	190	183	114
Faculty for the Built Environment	158	17	220	14
Faculty of Dental Surgery	60	3	36	2
Faculty of Economics, Management and Accountancy	599	140	489	144
Faculty of Education	375	289	69	45
Faculty of Engineering	83	10	219	43
Faculty of Health Sciences	539	252	200	79
Faculty of Information and Communication Technology	58	20	238	69
Faculty of Laws	523	59	296	32
Faculty of Media and Knowledge Sciences	153	14	102	17
Faculty of Medicine and Surgery	552	64	378	35
Faculty of Science	140	18	169	6
Faculty for Social Wellbeing	391	210	145	73
Faculty of Theology	8	64	37	31

Source: Academic Registrar, 2021.

The majority of students attending centres tended to be full-time, apart from the Edward de Bono Institute for the Design and Development of Thinking. There the majority of students tended to be part-time. At institute level, only in this institute and the Institute of Linguistics and Language Technology did female part-time students surpass male part-time ones (Table 3.19).

Table 3.19 – Gender desegregation of data of full-time and part-time students, per institute, 2019

Institute	Female FT	Female PT	Male FT	Male PT
Institute of Aerospace Technologies	1	0	4	4
Institute for Climate Change and Sustainable Development	3	2	0	1
Institute of Digital Games	8	2	13	3
Institute of Earth Systems	35	6	40	14
Edward de Bono Institute for the Design and Development of Thinking	8	23	4	12
The Edward de Bono Institute for Creative Thinking and Innovation	0	1	0	2
Institute for European Studies	65	5	45	13
Institute for Sustainable Energy	3	0	6	5
International Institute for Baroque Studies	0	3	0	3
Islands and Small States Institute	2	5	5	0
Institute of Linguistics and Language Technology	6	12	5	1
Institute of Maltese Studies	0	3	0	5
Mediterranean Institute	0	0	1	2
Institute for Physical Education and Sport	27	14	36	14
Institute of Space Sciences and Astronomy	1	0	5	0
Institute for Tourism, Travel and Culture	59	8	23	8

Source: Academic Registrar, 2021.

Among the centres, only the Centre for the Liberal Arts and Sciences, Centre for Environmental Education and Research, Euro-Mediterranean Centre for Educational Research, Centre for Labour Studies and Centre for Molecular Medicine and Biobanking accepted students on a part-time level. Mediterranean Academy of Diplomatic Studies, International School for Foundation Studies, Centre for the Study and Practice of Conflict Resolution, Centre for Traditional Chinese Medicine and Other University of Malta had only students studying on a full-time basis. The rate of female part-time students over passed that of part-time male ones in the Centre for English Language Proficiency, Centre for Entrepreneurship and Business Incubation, Centre for Environmental Education and Research, Euro-Mediterranean Centre for Educational Research, Centre for the Liberal Arts and Sciences, and Centre for Molecular Medicine and Biobanking (Table 3.20).

Table 3.20 - Gender desegregation of data of full-time and part-time students, per centre, 2019

Centres	Female FT	Female PT	Male FT	Male PT
Mediterranean Academy of Diplomatic Studies	13	0	12	0
School of Performing Arts	30	5	22	14
International School for Foundation Studies	25	0	16	0
Centre for Biomedical Cybernetics	1	0	1	2

Centre for Distributed Ledger Technologies	9	3	8	7
Centre for English Language Proficiency	4	5	2	1
Centre for Entrepreneurship and Business Incubation	7	1	13	0
Centre for Environmental Education and Research	0	9	0	1
Euro-Mediterranean Centre for Educational Research	0	7	0	2
Centre for Labour Studies	0	43	0	49
Centre for the Liberal Arts and Sciences	0	597	0	394
Centre for Molecular Medicine and Biobanking	0	4	0	1
Centre for the Study and Practice of Conflict Resolution	10	0	2	0
Centre for Traditional Chinese Medicine	3	0	8	0
Other University of Malta	9	0	2	0

Source: Academic Registrar

Students granted suspension of studies 2019-20

Before analysing the data, one needs to point out that the numbers may vary from previous years since the COVID-19 pandemic had a negative impact on students especially those with health issues and/or dependents they needed to take care of.

As Table 3.21 demonstrates, on the whole, more female students were granted suspension of studies in 2019-20, namely 59% of the total. At B.A. level, 70% of those who were granted a suspension were female. It was obvious that master's students were more likely to resort to a suspension of studies during this academic year. This probably was the cohort with young children or elderly relatives to take care of. Among this cohort 55% of those who were granted a suspension were female. At Ph.D. level, 60% of those granted a suspension were female.

Table 3.21 - Students granted a suspension of studies during 2019/20

	Female	Male	Total	Total students	% of total
Certificate	4	4	8	201	4.0
UG diploma	2	1	3	507	0.6
Bachelor's degree	31	13	44	5879	0.7
Postgraduate Certificate	0	0	0	63	-
Postgraduate Diploma	0	0	0	20	-
Masters	75	61	136	3637	3.7
Ph.D.	6	4	10	390	2.6
Total	118	83	201	10697	1.9

Source: Academic Registrar, April 2022.

Maltese women still bear a larger share of care responsibilities. EIGE (2021) maintains that compared to 2007, when around 43% of women and 22% of men reported caring for their children, grandchildren, older people or people with a disability every day, in 2016, fewer women (42%) but more men (25%) reported engaging in care activities. This change has narrowed the gender gap in unpaid care work. In couples with children, the gender gap is wider, with 85% of women and 58% of men taking on care responsibilities every day.

Key Area 4 - Work and personal life integration, including inter-personal violence

Parental leave

The majority of staff members who took parental leave in 2019 were female. Only one male availed himself of this leave. The majority of those who took the leave (29) applied for the legal minimum. 17 of the female staff took parental leave beyond the legal minimum. Length of parental leave can impact negatively on promotion prospects and hence income. It is interesting that only 1 man took paternity leave which shows the traditional gender role expectations among UM staff (Table 4.1).

Table 4.1 - Number of staff applying for/taking parental leave and for how long by gender, 2019

	Male	Female	TOTAL
Number of staff applying for parental leave (the legal minimum)	1	28	29
Number of staff applying for parental leave (beyond the legal minimum)	0	17	17

Source: Source: SEA-EU 2021

Duration of leave

In the case of the male member of staff, the person in question availed himself of 7 days, while for those who availed themselves of the legal minimum the duration was of 3547 hours, which amounted to 127 days per person, that is the 18 weeks maternity leave legally due to mothers. The DIER (2021) maintains that “A pregnant employee can resort to maternity leave for an uninterrupted period of eighteen (18) weeks”. (Table 4.2)

With regards to those who took the longer leave (beyond the legal minimum) when these days were divided by the number of persons (17) who availed themselves of this leave, it amounted to 176 days per person roughly. According to the DIER (2021), “workers have the individual right to be granted unpaid parental leave in case of birth, adoption, fostering or legal custody of a child to enable them to take care of that child for a period of four months until the child has attained the age of eight years.” This means that some of the female employees must have tapped into unpaid leave. Strang and Broeks, citing Ruhm’s (1996) analysis of the economic consequences of parental leave maintain that “short periods of paid leave do not reduce predicted wages for mothers, while 14–26 weeks is associated with a relatively small wage differential of 1.5%, increasing to 2.9% for more than 26 weeks” (2017, p. 13). (Table 4.2). This data also demonstrates that women tend to take time off to raise children or take care of other dependents, which means that at this institution traditional gender role expectations are in place. More needs to be done by UM to encourage more men to become more engaged parents.

Table 4.2 – Duration of leave

	Male	Female
Duration of the leave in days - legal minimum	7	3547
Duration of the leave in days (beyond the legal minimum)	0	2990

Source: Source: SEA-EU 2021

The data in Table 4.3 shows that the male worker returned back to work after the leave, but a small percentage of his female colleagues did not. This means that the work-life balance measures in place at UM are not enabling all workers to juggle with work and family responsibilities.

Table 4.3 – Workers who returned after leave

	Male	Female
% of return after the leave	100	95.34

Source: Source: SEA-EU 2021

When it came to sick leave, there were more female workers who availed themselves of sick leave. Short sick leave amounted to 1-9 days, long sick leave amounted to 10 working days and over according to DIER when explaining sick leave (2021). Female employees might be taking sick leave to take care of children when the latter are sick. This emanates from the fact that in Malta there is no leave to ensure that parents can stay at home with sick family members without putting their career at risk since it is illegal to take sick leave to care for dependents (Table 4.4).

Table 4.4 – Absenteeism from work due to illness by gender, 2019

	Male	Female
Total duration of absence (in days) due to short illness	3614	5748
Total duration of absence (in days) due to long illness	79	377

Source: Source: SEA-EU 2021

Key Area 5 - Sex/gender, diversity and inclusion perspective and approach in research and research teams.

This section will focus on the active research projects in the 2019-2020 timeframe.

Table 5.1 – Lead Principal investigator 2019-2020 (with multiple projects), by sex

Female	68
Male	187
Grand Total	255

Source: Project Support Office, 2022.

According to Table 5.1, male principal investigators of multiple research projects in 2019-2020 outnumbered female ones. Around 27% of these research projects had women as lead principal investigators in this timeframe.

Table 5.2 -Lead Investigator 2019-2020 by sex

Female	39
Male	99
Grand Total	138

Source: Project Support Office, 2022.

Male lead investigators again surpassed female ones as lead investigators in 2019-2020 as Table 5.2 indicates. Only 28% of the lead investigators were women.

Table 5.3 – Researchers 2019-20 by sex

Female	133
Male	167
Grand Total	300

Source: Project Support Office, 2022.

Table 5.3 indicates that even as researchers, male researchers surpassed female ones in 2019-2020. In this case 44% of the researchers were female. Unfortunately, this data only takes into consideration research that was receiving some type of funding. The university does not keep tabs on sex of those who undertake non-funded research.

Ventura (2022) notes that among the 11 academics from the University of Mata who have been ranked amongst the World's Top 2% of Scientists, according to citation metrics, only 1 of them was a woman. This means that UM must investigate which factors are preventing female academics from publishing, and come up with workable solutions. Research and publications are linked to academic career progression, and any measures taken to ensure equity in this area would reduce the gender pay gap

World's Top 2% of Scientists



Source: Ventura, 2022

Key Area 6 - Integration of gender equality, diversity and inclusion in teaching content

The Academic Programme Quality and Resources Unit was asked to provide data on how many study units in 2019-2020 referred included the following terms:

- **Gender:** non binary, gender non-conforming, gender fluid, gender identity, trans, male, female
- **Sexual orientation:** bisexual, asexual, queer, gay, lesbian
- **Sex and sexual characteristics:** intersex, men, women
- **Disability:** including language based, psycho-social disabilities
- **Race and ethnicity**

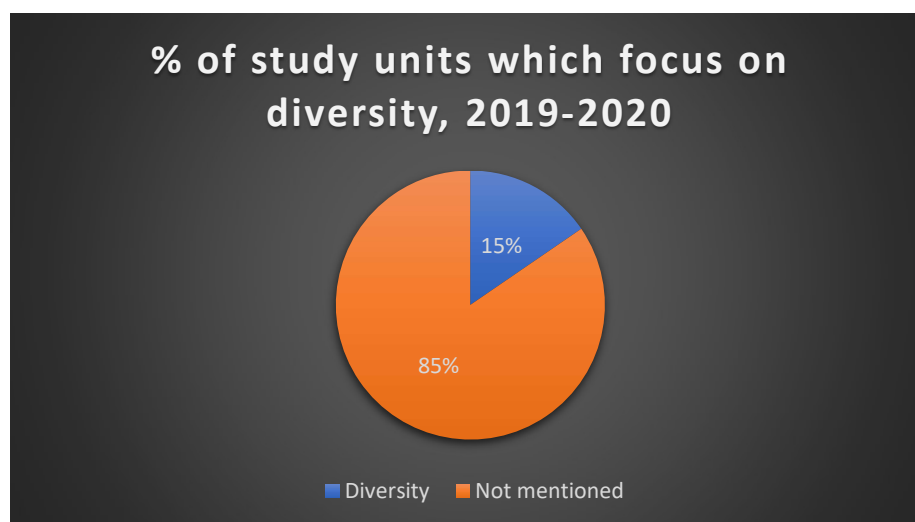
From a perusal of the study units offered in 2019-2020, it transpired that the following study-units mentioned:

Sex and gender	571 study units
Race and ethnicity	145 study units
Sexual orientation	7 study units
Disability	67 study units
<u>Intersectional approach</u>	<u>145 study units</u>
Total	935 study units

An intersectional approach was adopted by those study-units which mentioned gender/gender identity and/or disability and/or race/ethnicity and/or sexual orientation.

From the 5125 study units offered in 2019-2020, only 15% of study units focused on gender, sex, race/ethnicity, sexual orientation and/or disability.

Diagram 6.1 – Percentage of study-units with a diversity dimension



Source: APQRU, 2022.

Appendix 1

Sources considered for qualitative analysis for Key Area 1.1. Composition of the Governing Bodies and Decision-Making Bodies

Source	Comments/Analysis
<p>Manual of Conduct and Procedures (2014)</p>	<ul style="list-style-type: none"> • P. 6 The singular includes the plural and references to the male gender shall be deemed to apply to the female gender. • Pp. 34-5 (c) misconduct in relation to persons, including: <ul style="list-style-type: none"> (i) discrimination on the basis of sex, marital status, religious belief, ethical belief, colour, race, ethnic or national origins, disability, age, political opinion, employment status and sexual orientation, as well as discrimination which may arise from official statements, actions, omissions, decisions or policies as well as from informal or personal statements or conduct; (ii) violent, indecent, disorderly, threatening, intimidating or offensive behaviour or language at work; (iii) racial harassment of any student or member of staff of the University or any visitor to the University, whereby language (whether written or spoken) or visual material or physical behaviour is used to express hostility against, or brings into contempt or ridicule any other person, 35 and is either repeated or of such a significant nature that is it has detrimental effect on that person. The provisions in this subparagraph shall not apply to the use or presentation of language or materials which is reasonably required for bona fide educational purposes; (viii) sexual harassment, which shall be regulated in terms of the University's Regulations Governing Complaints of Sexual Harassment and the Procedures stipulated in Section 8 of this document.
<p>Annual Report 2019-2020</p>	<ul style="list-style-type: none"> • Student Figures (https://www.um.edu.mt/about/facts) • Comment: The figures show gender de-segregated data, yet there is nothing on other vulnerable groups, except for nationality and locality. • No reference is made to gender equality, diversity and inclusion in vision, mission, and values.

Code of Professional Academic Conduct	<ul style="list-style-type: none"> • No reference to GEDI values.
Policy and Procedures for Dealing with Complaints of Sexual Harassment	<ul style="list-style-type: none"> • Reference is made
Academics collective agreement (2019-2023)	<ul style="list-style-type: none"> • Does not include any reference to flexible work or teleworking. • Reference is only made to maternity, paternity and fostering leave. • No reference to gender equality, diversity or inclusion is made.
Administrative, technical and industrial staff collective agreement (2017-21)	<ul style="list-style-type: none"> • Reference to telework, reduced hours, flexible work, urgent family leave, leave for medically assisted procreation, leave in special circumstances, adoption/foster parent leave. • P. 6: The singular includes the plural and references to the male gender shall be deemed to apply to the female gender. • There is more reference to work-life balance in this collective agreement than in the academic's collective agreement. • P.7 (e): the provision of an environment that promotes the full and equal participation of women, persons with disabilities, and visible minority group members in the life of the University as students and/or employees;
Harassment and Bullying Policy (2016)	<ul style="list-style-type: none"> • The University of Malta and the Junior College adhere to these precepts and condemn all forms of harassment and are committed to uphold the well-being and dignity of members of staff and students alike irrespective of gender, marital or civil status, family responsibilities, race (including colour, nationality, and ethnicity), disability, sexual orientation, age, religion or belief, political opinion, or membership or non-membership of a trade union. <p>2.4. The University of Malta and the Junior College are an equal opportunity organisation and as such they will not tolerate any form of harassment (p.2).</p>

- Strategy III. Societal Factors and Impact

Creating an Inclusive University for an Inclusive Society

'Societal Factors and Impact' is one of the Strategic Themes of the Strategic Plan 2020-2025, which sets out the goals and priorities for the University, its faculties, departments, centres, institutes and schools.

The University of Malta encourages a participative society where intellectuals maintain a significant role in the country's social, political, economic and cultural life. It is an inclusive institution that strives to support our community, both within the University and in wider society, with the involvement of students and staff. We aim to stimulate public responsibility and inspire public service to actively identify opportunities and maintain a lead-by-example approach. While we seek to improve the wellbeing of our academic community, we are committed to strengthen, develop and synergize the intersections of gender, race, ethnicity, disability and other spheres of diversity.

- Strategy III commitments 2020-2025

- Assist students and members of staff with disability
- Support under-represented and first-generation students
- Advance and commit to gender and LGBTIQ rights
- Ensure access of students and staff of diverse cultures

- Advancing Gender Rights

The University is committed to the advancement of gender and LGBTQ rights. For this purpose, we propose to:

- conduct regular gender audits;
- give greater visibility to the Gender Issues Committee so that it is empowered to work on issues of gender mainstreaming within the curriculum together with OPAD;
- promote further the Sexual Harassment Policy, which was implemented both at the University and Junior College, as a model of such policies for other sectors outside the University;
- lead the discussion on specific gender-related challenges on campus when it comes to promotion;
- address the gender gap in professions such as engineering, education and health care;
- set up a depository within the library that archives historical documents related to the advancement of gender-related rights;
- provide gender-neutral restrooms.

- Promoting Diversity

The University is a multi-cultural community where international students and staff are on the increase and many pertain to diverse cultures. The Committee for Race and Ethnic Affairs was established to create awareness, ensure access and integration, safeguard students and members of staff and advise the Rectorate. We will commit to:

- promote the benefits of diversity, including race and ethnicity;
- ensure that there are adequate inter-faith facilities;
- develop a programme of events to encourage attitudinal change;
- support a buddy system for international students and staff.

Continuous monitoring and evaluation of the implications of migration in the educational sector will be maintained.

Recognition of Prior Learning will enable more students with refugee status or who are seeking asylum in Malta to apply for and be admitted to courses. The approach will contribute to national integration efforts through the provision of courses, outreach initiatives and collaboration with other relevant entities.

Appendix 2

Complete list of non-academic staff positions by gender as at May 2021.

Job position	Females	Males	Total
<i>Administrator II</i>	137	35	172
<i>Administration Specialist</i>	106	20	126
<i>Administrator I</i>	82	27	109
<i>Senior Administrator</i>	33	10	43
<i>Beadle</i>	21	20	41
<i>Laboratory Officer</i>	11	19	30
<i>Assistant Librarian</i>	19	10	29
<i>Senior Laboratory Officer</i>	4	20	24
<i>Library Assistant</i>	10	10	20
<i>Scientific Officer</i>	9	8	17
<i>Senior Information Management Systems Support Officer</i>	10	6	16
<i>Project Support Officer II</i>	12	3	15
<i>Senior Handyman</i>		14	14
<i>Manager II</i>	9	4	13
<i>IT Officer II</i>		13	13
<i>Manager I</i>	7	5	12
<i>Technical Officer I</i>		12	12
<i>Assistant Laboratory Manager</i>		11	11
<i>Administrative Director</i>	3	7	10
<i>Deputy Director</i>	3	7	10
<i>Senior Assistant Librarian</i>	7	3	10
<i>Dental Surgery Assistant</i>	8	2	10
<i>Senior IT Officer I</i>		9	9
<i>Systems Engineer</i>	3	6	9
<i>Technical Officer II</i>	1	8	9
<i>Assistant Technical Officer</i>	1	8	9
<i>Subject Area Officer</i>	4	4	8
<i>Laboratory Assistant</i>	3	5	8
<i>Childcare Attendant</i>	7		7
<i>Senior Beadle</i>	1	6	7
<i>Library Support Officer</i>	3	4	7
<i>Accountant</i>	6	1	7
<i>Childcare Assistant</i>	6	1	7
<i>Handyman</i>		7	7
<i>IT Officer III</i>		7	7
<i>Architect / Civil Engineer</i>	6		6
<i>Assistant Registrar</i>	3	3	6
<i>Senior Systems Engineer</i>	1	5	6
<i>Laboratory Manager</i>	3	3	6

Manager (Contract)	4	2	6
Senior Manager (Contract)	4	1	5
Senior IT Systems Engineer I		5	5
Senior Executive	3	2	5
Counselling Services Professional	5		5
Senior IT Systems Engineer II	1	4	5
Project Support Officer III	5		5
Assistant Technical Manager		4	4
Senior IT Specialist II	3	1	4
Labourer		4	4
Senior IT Officer II		4	4
Student Advisor	1	3	4
Gardener		4	4
Senior Legal Executive	3		3
Senior Auditor	3		3
Senior Implementor		3	3
Graduate Architect / Civil Engineer	3		3
IT Systems Engineer		3	3
Leading Gardener		3	3
Principal Subject Area Officer	2	1	3
Senior IT Specialist I		3	3
Research Project Manager	3		3
Receptionist/Telephone Operator		3	3
Deputy Registrar	2		2
Health & Safety Officer		2	2
Electrical Maintenance Officer		2	2
Conferences & Events Technician		2	2
Senior Dental Surgery Assistant	2		2
Decontamination Officer		2	2
Data Protection Officer	2		2
Project Manager	2		2
Executive	2		2
Assistant Accountant	2		2
Sports Attendant		2	2
Lay Pastoral Assistant	1	1	2
Childcare Centre Coordinator	2		2
IT Officer I		2	2
Content & Media Relations Officer	1	1	2
IT Services Deputy Director & Head of User Services		1	1
Executive Manager	1		1
Cost Modelling Specialist	1		1
Junior Graphic Designer		1	1
Principal Area Officer		1	1
Rector		1	1
Technical Co-ordinator		1	1
Academic Registrar		1	1

Audio-Visual & Graphic Design Coordinator		1	1
Chancellor		1	1
Visiting Senior Lecturer (Honorarium)	1		1
Senior Accountant	1		1
Curator Manager		1	1
Senior Administrative Officer		1	1
Supervisor (Contract)	1		1
Chancellor Emeritus		1	1
Emeritus Professor		1	1
Senior Architect / Civil Engineer		1	1
Area Officer		1	1
Chaplain		1	1
Manager Knowledge Transfer	1		1
Editor		1	1
Theatre Technician II	1		1
Assistant Chaplain		1	1
Senior Sports Attendant		1	1
Head of Corporate Services		1	1
Social Worker	1		1
Head of Counselling Services	1		1
Sports Development Officer	1		1
Chief Information Officer & Director of IT Services		1	1
IT Specialist		1	1
Head of Student Advisory Services		1	1
Cleaner	1		1
Chief Internal Auditor		1	1
General Administrator		1	1
Head of Technical Services		1	1
Manager, Business Incubator		1	1
University Secretary		1	1
Occupational Therapist	1		1
Content Creator	1		1
Operations and Events Manager	1		1
Grand Total	609	434	1043

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