L-Università ta' Malta
Faculty for Social Wellbeing

Gender Audit

A report produced by the Faculty for Social Wellbeing
in collaboration with the Department of Gender & Sexualities

MAY 2021

Gender Audit

Introduction

The process of reflecting on how we are evolving as a society is very important. The work that the Department of Gender and Sexualities in collaboration with the Faculty has been doing on this area is not only of great impact on the Faculty but has also spilled over the rest of the University. This is what is amazing in our Faculty; the work that we do keeps rubbing off on the rest of the institution. Kudos to Jamie Bonnici, our RSO, who was closely involved in this project together with the rest of the academic members of staff of the respective department.

Prof. Andrew Azzopardi
Dean
Faculty for Social Wellbeing

Table of Contents

Introduction

The European Commission has highlighted that the European research system is characterised by "gender bias in careers, gender imbalance in decision making roles, and the lack of a gender dimension in most of the national research programmes" (2014, p. 10).

The Department of Gender & Sexualities, in collaboration with the Faculty for Social Wellbeing (FSW), conducted a gender audit of the FSW in 2018 which involved gathering primary qualitative and quantitative data through an anonymised questionnaire distributed to the Faculty's staff members. The questionnaire sought to identify any gender-specific obstacles in the careers of staff members. Secondary data related to the gender distribution of staff members across the Faculty, as well as across the entire University of Malta's Faculties, Boards, and Committees, was also collected. In addition, anonymised data was obtained about the gender of candidates who previously applied for - and the gender of those who were successful in obtaining - employment positions within the Faculty. Finally, the relevant official policies and procedures for staff at the University of Malta were also reviewed, with a view to identifying any potential barriers to gender equality in employment.

In an attempt to follow up on the Gender Audit conducted in 2018, the present study aimed to update existing sex-disaggregated data regarding persons occupying decision-making positions at the University of Malta (UM), whilst updating existing data obtained through reviewing policy documentation.

Method

Data collection involved gathering existing secondary, anonymised data about the gender distribution of staff across all Faculties, Centres, Institutes, Platforms, and Schools at the UM, as well as across the various Faculty Boards and other Boards and Committees of the UM. The UM Office for Human Resources Management & Development (HRMD) also provided anonymised data regarding the gender of candidates applying for employment positions or promotions and of the successful selected candidates. Furthermore, documentation detailing the University's policies and procedures was reviewed in order to identify any data of relevance to the present study.

Results

This section will provide a summary of the findings which emerged from the present study's data gathering process. As illustrated in Figure 1, there exists a substantial gender imbalance overall in terms of the individuals appointed in decision-making positions at the University of Malta.

Figure 1
Gender Distribution in Decision-Making Positions at UM (2021)

67%

The overall percentage of males in decision-making positions.
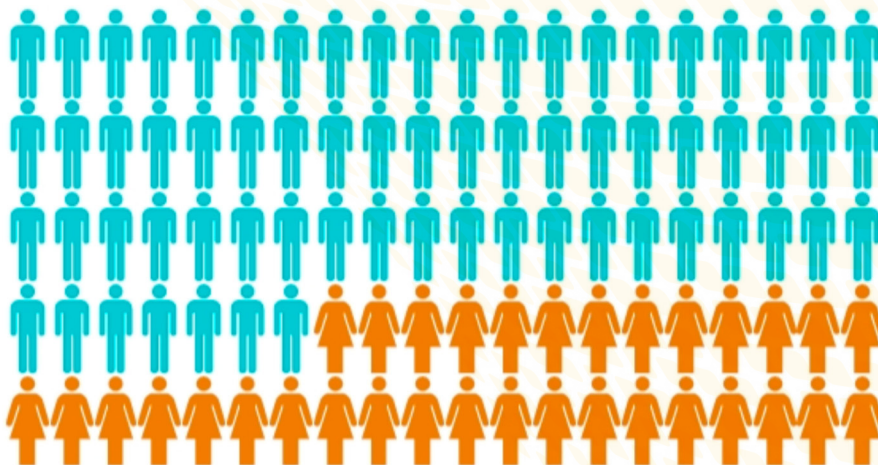
GENDER DISTRIBUTION IN DECISION-MAKING POSITIONS

Table 1 presents the gender distribution of the University of Malta's decision-making positions, made up of the various Boards (including faculty, institutes, centres and schools) and Committees. These figures show that males occupy a majority (67%) of the decision-making positions. Exceptions to this exist in the gender composition of individual Boards/Committees/Centres (including faculty, institutes, centres and schools), such as those with an equal gender distribution of members (e.g. the Board of the Centre for Resilience and Socio-Emotional Health, the Committee on Race and Ethnic Affairs, and the Staff Scholarships and Bursaries Committee, amongst others) and those with a greater proportion of females than males (e.g. the Centre for the Study and Practice of Conflict Resolution, the University Research Ethics Committee, and the ACCESS Disability Support Committee, amongst others). Refer to Appendix A for a more detailed breakdown of the gender distribution across specific Boards/Committees/Centres.
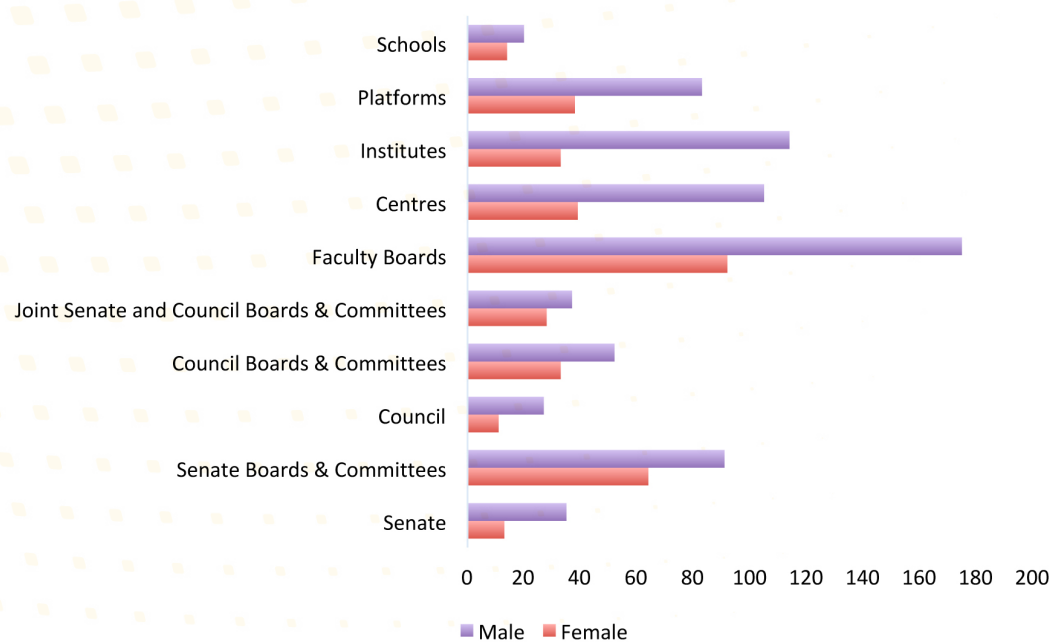
Table 1
Gender Distribution in University of Malta Boards (including FICS) and Committees (2021)

	Female	Male
Senate	13	35
Senate Boards & Committees	64	91
Council	11	27
Council Boards & Committees	33	52
Joint Senate and Council Boards & Committees	28	37
Faculty Boards	92	175
Centres	39	105
Institutes	33	114
Platforms	38	83
Schools	14	20
Total	**365**	**739**
Percentage	**33%**	**67%**

*N.B. Unspecified individuals (e.g. 'Rector's delegate' or 'student representative') are not included.

These findings are similar to those reported in the 2018 Gender Audit, which found that females occupied 34% (140 individuals), compared to males occupying 66% (274 individuals) of decision-making positions at the UM. It should also be noted that, since the 2018 Gender Audit, a number of new Boards/Committees/Centres were established, yet the gender imbalance has remained relatively unchanged.

Figure 2
Gender Distribution in University of Malta Boards (including FICS) and Committees (2021)

GENDER DISTRIBUTION OF EMPLOYMENT CANDIDATES

Data from the calls for employment issued by the University of Malta between 2018 and 2020 reveals that an overall equal number of female and male candidates applied for various posts. Table 2 presents a breakdown of the gender of employment candidates, organised according to the respective employment category.

Table 2
Gender Distribution of UM Employment Candidates (2018-2020; Visiting: 2015-2020)

	Total	Female	Male	%Female	%Male
Management	147	94	53	64%	36%
Messengerial	77	41	36	53%	47%
Technical	554	165	389	30%	70%
Admin	848	620	228	73%	27%
Academics	1186	498	688	42%	58%
Visiting	1664	750	914	45%	55%
Other Contracts	672	326	346	49%	51%
Total	**5148**	**2494**	**2654**	**48%**	**52%**

It is evident that certain employment categories attracted a greater number of either male or female applicants. For example, close to three quarters (73%) of applicants for administrative positions were female candidates, whereas the inverse was seen for technical positions. The majority of candidates for managerial positions were female (64%), whilst academic positions saw a slightly greater proportion of male candidates (58%) compared to female candidates (42%).

GENDER DISTRIBUTION OF APPOINTED CANDIDATES

Data regarding new appointments of employment candidates since 2018 (and since 2015 in the case of Visiting staff) were also analysed according to gender. Table 3 shows the gender breakdown of successfully appointed candidates according to employment category. N.B. Due to time constraints, the corresponding Table 2 above categorised Projects, Industrial, and Other into one single category ('Other').

Table 3
Gender Distribution of Appointed Candidates (2018-2020; Visiting: 2015-2020) at UM

	Total	Female	Male	%Female	%Male
Projects	196	90	106	46%	54%
Management	17	12	5	71%	29%
Messengerial	13	9	4	69%	31%
Technical	58	18	40	31%	69%
Industrial	6	0	6	0%	100%
Admin	145	98	47	68%	32%
Academics	70	40	30	57%	43%
Visiting	95	33	62	35%	65%
Other Contracts	48	31	17	65%	35%
Total	**648**	**331**	**317**		

A detailed breakdown of newly appointed academic candidates, from 2018 onwards (and in case of visiting posts, from 2015-present), is presented in Tables 3.1 and 3.2 respectively. N.B. The data is split into two tables according to resident academics and visiting academics, in order to aid in comparison between candidates applying for, and appointed to, respective positions.

Table 3.1
Detailed Gender Distribution of Appointed Academic Candidates (2018-2020) at UM

Position	Count	F	M	%F	%M
Assistant Lecturer	2	2	0	100%	0%
Assistant Lecturer (with Masters)	12	9	3	75%	25%
Lecturer	38	22	16	58%	42%
Senior Lecturer	3	0	3	0%	100%
Associate Professor	3	0	3	0%	100%
Professor	1	0	1	0%	100%
Junior College Assistant Lecturer (with MA)	4	3	1	75%	25%
Junior College Lecturer	1	0	1	0%	100%
Junior College Senior Lecturer I	3	1	2	33%	67%
Junior College Senior Lecturer II	1	1	0	100%	0%
Total	**68**	**38**	**30**	**56%**	**44%**

Table 3.2
Detailed Gender Distribution of Appointed Visiting Academic Candidates (2015-2020) at UM

Visiting	Total	F	M	%F	%M
Visiting Assistant Lecturer	40	19	21	48%	53%
Visiting Lecturer	33	7	26	21%	79%
Visiting Senior Lecturer	22	7	15	32%	68%
Total	**95**	**33**	**62**	**35%**	**65%**

For the resident academic posts (Table 3.1), the proportion of females appointed was slightly greater in comparison to males (56% female compared to 44% male). A more pronounced difference was seen for visiting academic posts, where 65% of those successfully appointed to academic visiting positions were taken up by male candidates, compared to 35% of females (Table 3.2). This was mostly evident in the positions of Associate Professor, Junior College Lecturer, Junior College Senior Lecturer I, Professor, Senior Lecturer, Visiting Lecturer, and Visiting Senior Lecturer. On the other hand, a greater proportion of females were successful in obtaining positions of Assistant Lecturer, Junior College Senior Lecturer II, Assistant Lecturer (with Masters), Junior College Assistant Lecturer (with MA), and Lecturer.

Furthermore, Table 3.3 below presents a detailed breakdown of the candidates appointed to various Projects at the UM. The table shows that 46% of the appointed candidates were female, with 54% males. Although a greater proportion of males were employed as Research Support Assistant and Research Support Officer I & Officer II, the higher grades of Research Support Officer III & IV saw a majority of female appointees.

Table 3.3
Detailed Gender Distribution of Appointed Projects Candidates (2018-2020) at UM

Projects	Total	Female	Male	%Female	%Male
Research Support Assistant	5	2	3	40%	60%
Research Support Officer	8	0	8	0%	100%
Research Support Officer I	46	18	28	39%	61%
Research Support Officer II	113	58	55	51%	49%
Research Support Officer III	14	8	6	57%	43%
Research Support Officer IV	3	0	3	0%	100%
Supervisor Architect	1	0	1	0%	100%
Project Administrator	3	3	0	100%	0%
Project Co-ordinator	1	1	0	100%	0%
Systems Engineer (Projects)	2	0	2	0%	100%
Total	**196**	**90**	**106**	**46%**	**54%**

COMPARISON OF APPLICANTS AND APPOINTMENTS ACCORDING TO GENDER

Table 4 provides a comparison of the gender distribution of individuals applying for employment at the UM with corresponding data about the appointed employment candidates according to employment category. The overall total ratio of female and male applicants consisted of slightly fewer females (48%) than males (52%). However, when observing the overall total ratio of appointed candidates, slightly more females (51%) than males (49%) were successful in their employment applications.

Table 4
Comparison of Employment Applicants and Appointments (2018-2020; Visiting: 2015-2020) According to Gender

	Applicants			Appointments		
	Total	Female	Male	Total	Female	Male
Management	147	64%	36%	17	71%	29%
Messengerial	77	53%	47%	13	69%	31%
Technical	554	30%	70%	58	31%	69%
Admin	848	73%	27%	145	68%	32%
Academics	1186	42%	58%	70	57%	43%
Visiting	1664	45%	55%	95	35%	65%
Other Contracts	672	49%	51%	250	48%	52%
Total	**5148**	**48%**	**52%**	**648**	**51%**	**49%**

Further examination reveals that certain employment categories experienced a greater proportion of female appointments compared to the corresponding proportion of applicants. These are the Messengerial (+16%), Academics (+15%), Management (+7%), and Technical (+1%) categories. On the other hand, more males were appointed in the categories of Visiting (+10%) and Admin (+6%) posts, compared to the number of applicants.

Gender Distribution of Current UM Staff
In order to make direct comparisons vis-à-vis the gender of employment applicants and appointed candidates at the UM, the present study obtained up-to-date statistics about the

gender distribution across various academic grades of those currently employed at the UM (Tables 5.1 and 5.2), including Junior College (JC) academics.

Table 5.1
Gender Distribution of Currently Employed Resident Academics at UM & JC (2021)

Position	Total	Female	Male	%F	%M
Assistant Lecturer	6	4	2	67%	33%
Assistant Lecturer (with Masters)	71	42	29	59%	41%
Lecturer	188	93	95	49%	51%
Senior Lecturer	245	90	155	37%	63%
Associate Professor	145	36	109	25%	75%
Professor	131	24	107	18%	82%
Junior College Assistant Lecturer (with MA)	13	7	6	54%	46%
Junior College Lecturer	14	10	4	71%	29%
Junior College Senior Lecturer I	66	33	33	50%	50%
Junior College Senior Lecturer II	68	35	33	51%	49%
Total	947	374	573	39%	61%

Table 5.2
Gender Distribution of Currently Employed Visiting Academics at UM (2021)

Position	Total	Female	Male	%F	%M
Visiting Assistant Lecturer	236	110	126	47%	53%
Visiting Lecturer	202	69	133	34%	66%
Visiting Senior Lecturer	338	103	235	30%	70%
Visiting Associate Professor	6	1	5	17%	83%
Visiting Professor	4	0	4	0%	100%
Total	786	283	503	36%	64%

Table 5.3
Comparison of the Gender Distribution of Currently (2021) Employed Resident Academics and Appointed Candidates at UM & JC

Position	Currently employed		Appointed Candidates	
	%F	%M	%F	%M
Assistant Lecturer	67%	33%	100%	0%
Assistant Lecturer (with Masters)	59%	41%	75%	25%
Lecturer	49%	51%	58%	42%
Senior Lecturer	37%	63%	0%	100%
Associate Professor	25%	75%	0%	100%
Professor	18%	82%	0%	100%
Junior College Assistant Lecturer (with MA)	54%	46%	75%	25%
Junior College Lecturer	71%	29%	0%	100%
Junior College Senior Lecturer I	50%	50%	33%	67%
Junior College Senior Lecturer II	51%	49%	100%	0%

When comparing the gender distribution of currently employed resident academics and recently appointed resident academics at UM (including Junior College), it is evident that a discrepancy exists. Table 5.3 demonstrates two potential indicators of a lack of gender equality, in terms of academics' career progression.

Firstly, the proportion of female academics (in comparison to that of male academics) shows an increasing gender gap, as one progresses from the lower academic grades (i.e. Assistant Lecturer) to the higher grades (i.e. Professor). This trend is evident amongst both the currently employed academics, as well as amongst the recently appointed academics. Secondly, it would be expected that the latest figures for recently appointed candidates would, at the least, follow the same gender distribution as those of currently employed academics; I.e. If a quarter of current Associate Professors are female, then this figure should be approximately represented amongst newly appointed candidates. However, this is not the case, given that there are no females amongst the recently appointed academics in higher grades at UM (i.e. Senior Lecturer, Associate Professor, and Professor). Figure 3 provides a visual representation of the gender distribution of currently employed resident academics, as well as that of recently appointed academics.

Furthermore, all things being equal, one would expect to find approximately the same percentage of male/female academics across the full range, i.e. if the overall percentages of employed academics are 39% female to 61% male, one would expect to find the same approximate percentages at assistant lecturer and all the following grades to full professor. The fact that this is not the case may be seen to suggest that barriers exist within the system.

Figure 3
Comparison of the Gender Distribution of Currently (2021) Employed Resident Academics and Appointed Candidates at UM & JC
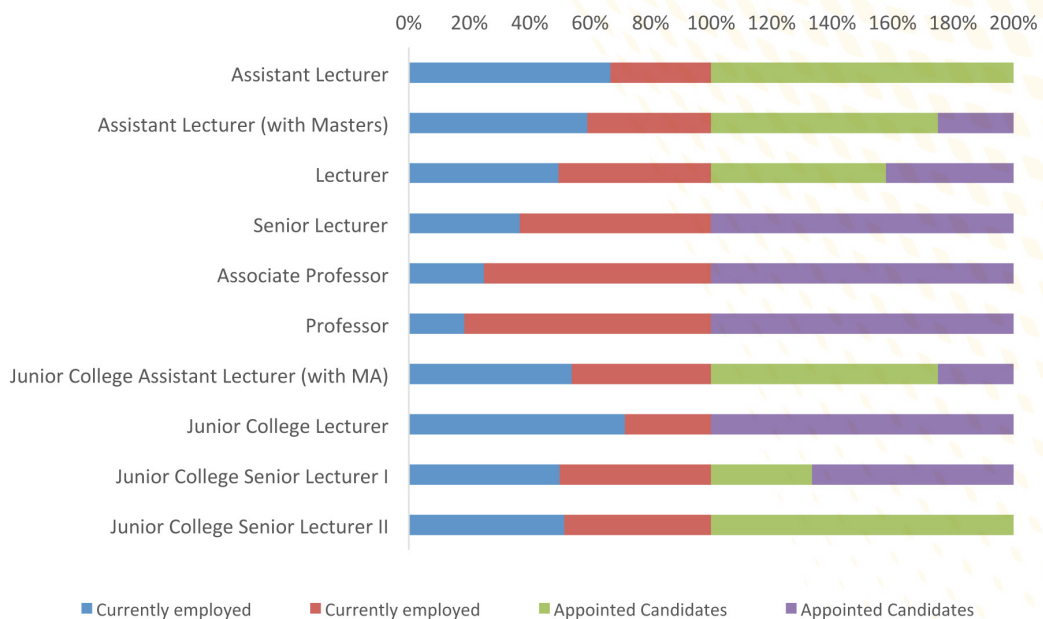
Similar to the gender disparity found across the majority of decision-making positions at the University of Malta, the proportion of male academic staff has consistently been larger than female academic staff, as shown in Figure 4 below. This disparity is present in spite of the greater proportion of female students compared to males at the UM since October 1991 (Camilleri, 2006).

Figure 4 also shows that, between the period of 2015-2019, the percentage of male resident academics who are associate and full professors was at least double that of females. In contrast, slightly more female employees occupied managerial, administrative, technical and support positions during the same period.

Figure 4
Gender Distribution of UM Academic Staff

University Staff

CATEGORY	2015/16		2016/17		2017/18		2018/19	
	F	M	F	M	F	M	F	M
Resident academic staff	338	610	351	610	350	611	354	605
Visiting teaching staff	293	491	294	496	291	498	295	499
Post docs (Research Officers 4)	3	3	3	5	3	3	4	5
Other research or project related staff	60	56	67	78	64	72	93	104
Managerial, admin, technical & support staff	508	382	527	405	526	404	538	407
TOTAL NUMBER OF STAFF	1202	1542	1242	1594	1234	1590	1284	1620
% of resident academics with doctorates	64.5	79.5	66.1	80.5	68.3	82.8	68.9	84
% of resident academics who are associate & full professors	14.2	29.8	13.1	31.6	14.3	33.9	14.7	35.9

Source: Annual Report 2019 (University of Malta).

GENDER EQUALITY IN POLICIES AND PROCEDURES

A Strategic Plan for the years 2020-2025 was approved by the Senate on 30th May 2019, following consultation with the University community of staff and students during the academic year 2018-19. This Strategic Plan is outlined in three documents, namely: (i) Strategic Commitments 2020-2025; (ii) Strategic Commitments for Academic Year 2020-2021, and; (iii)

Strategic Commitments for Academic Year 2019-2020. This section of the present report will highlight the specific parts of the Strategic Plan documentation which are of relevance to UM staff, in terms of gender equality at the UM, as stated below.

The Strategic Plan will be supported by a more comprehensive implementation plan which will be endorsed by the University Senate and Council and overseen by the Steering Committee for Strategic Planning, chaired by the Rector. The University's internal and external stakeholders will remain vital to the implementation of the plan. (University of Malta, 2019)

(i) Strategic Commitments 2020-2025

Strategy I: Learning and Teaching - Delivering Continuous Professional Development Programmes

Although the strategic plan states:
The training and continuing professional development of academic staff is an essential ongoing process at all levels in their academic trajectory. All academics, from the most junior, to the most senior professors and thesis supervisors, benefit from appropriate mandated training and support. To this end, we will strengthen and extend the already existing structures, such as the Office for Professional Academic Development, that provide this type of mentoring. We will develop systems to acknowledge teaching excellence through mechanisms of reward and recognition. (University of Malta, 2019)

It is of relevance to note that this generally includes very little input on gender awareness.

The Strategy also affirms the University's commitment to acting on spheres of diversity, including that of gender. Specific actions to be taken, with respect to gender and LGBTIQ rights, are listed in the below excerpt:

Strategy III. Societal Factors and Impact

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.

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

Conduct regular gender audits

Work on issues of gender mainstreaming within the curriculum

Promote the Sexual Harassment Policy with external stakeholders

Address specific gender-related challenges with respect to promotion

Address the gender gap in subjects such as engineering, education, and health care

Create a library depository of historical documents on the advancement of gender-related rights

Provide gender-neutral restrooms

Ensure access of students and staff of diverse cultures

Expand health promotion and wellbeing services

Engage the campus community

Promote public outreach

(University of Malta, 2019)

The present study sought to obtain updated information from the relevant individuals at UM, with regard to any progress made in the above aspects of the Strategy. This revealed that some actions are in the process of being, or have already been, implemented. For example, the Gender Issues Committee has been renamed as the Gender Equality and Sexual Diversity Committee, and had its remit expanded to clearly include LGBTIQ persons. The Committee has also embarked in an exercise to promote the Sexual Harassment Policy on campus and all the UM's social media in collaboration with the KSU. This campaign will have a soft launch this academic year and reach a peak next year. The Committee also usually plans other activities like seminars to improve its visibility. However, such activities were negatively impacted due to the pandemic measures. Moreover, work is being carried out in order to make visible the gender pronouns with which staff and students want to be addressed.

In addition to the above-mentioned parts of the Strategic Plan, the present study reviewed all the policy and procedure documentation (listed in Appendix B), whilst taking note of any such documentation which was of relevance to gender equality of staff at the UM. The documentation was thoroughly reviewed and categorised into one of the following: (i) existing policies/procedures which had already been reviewed as part of the initial Gender Audit in 2018 and remain unchanged; (ii) recently published policies/procedures which do not hold any relevance to the present study, or (iii) updated/new policies which are of relevance to the present study. This review did not identify any updated or new policies which hold relevance to the present study. Nonetheless, the absence of such relevant policies should be noted, given that this indicates a lack of recently added specific guidelines for ensuring gender equality amongst staff members at the UM, notwithstanding that this has clearly not yet been achieved. However, it must be noted that the majority of existing policies and procedures identified in the 2018 Gender Audit, remain in place.

ACADEMIC STAFF COLLECTIVE AGREEMENT

The collective agreement governing the work conditions, including recruitment and promotion criteria, for academic staff was revised in 2021. Due to this revised agreement, the present study engaged in a comparison of the previous agreement ('Collective Agreement for Academic Staff of the University of Malta and Academic Staff of the Junior College 2014~2018') with the latest agreement ('Collective Agreement for Academic Staff of the University of Malta 2019 – 2023'), with a view to identifying any relevant changes.

With regard to the recruitment selection criteria, no significant changes were evident between the two agreements. With regard to the requisite criteria for promotion of academic staff, some changes were noted which may pose implications for gender equality. These changes consist of the introduction or amendment of the number of years of academic work required for advancement into higher academic grades. This time requirement remained

unchanged for the promotion from Lecturer to Senior Lecturer (5 years); for the promotion from Senior Lecturer to Associate Professor, a required time period was added (previously 'solid track record in teaching', changed to 'not less than six (6) years'); and the teaching time required to advance from Associate Professor to Professor was increased from 'at least five years as Associate Professor' to '…work carried out at Senior Lecturer level and Associate Professor level of not less than eight (8) years in total'. It is not immediately evident whether such amendments to the agreement are in fact reflective of an increase in the time period required for promotion to certain academic grades, however, in the case of an increase in such requirements, then this may pose a barrier for female staff who may have needed to take breaks in their career in order to care for children or relatives.

Conclusion

This report has presented a number of objective indicators of the gender imbalance which persists at the University of Malta, highlighting the pressing need for further actions to be taken in order to ensure that the University realises its aim of ensuring gender equality amongst staff members. There are other areas that this study did not have time to look into, such as the gender distribution in the allocation of research funds.

The significant under-representation of females, both at the organisational level (as indicated by the gender distribution of individuals in decision-making positions), and at the individual level (as indicated by the gender distribution of resident academic staff members), provide evidence that more efforts are warranted, to bring a greater gender balance to the University. A pertinent example here that links both the organisational and the individual level is that the Academic Promotions Board consists of 1 female and 4 males. Furthermore, the overall percentage of such gender imbalances remain relatively unchanged since the initial Gender Audit carried out in 2018.

Notwithstanding the persisting obstacles that the UM faces with regard to ensuring gender equality, the present study has also noted that constructive steps are being taken, albeit some still being in the planning stages, to improve issues of gender equality for its staff and students.

Furthermore, it is important to reiterate the findings from the 2018 Gender Audit, which collected data through an online questionnaire to understand Faculty for Social Wellbeing staff members' perceptions of gender equality in terms of career advancement at the UM. This questionnaire revealed that 59% of respondents consider the University to be an equal opportunities employer with respect to career progression. Further analysis showed that various factors, not all of which were specifically related to gender, were believed to be the main cause of unequal opportunities for career progression. The most prominently mentioned of these factors related to the criteria for promotions. To date, the criteria for academic promotions have remained almost unchanged since carrying out the 2018 questionnaire. It would therefore be pertinent that such criteria are reviewed and revised accordingly, taking into account any indirect barriers to ensuring gender equality in career advancement at the UM.

Finally, the University's Office for Human Resources Management & Development were engaged to contribute to the present study, by providing sex-disaggregated data about candidates for employment and promotions. This exercise revealed that, given the requirement for manually collating such data, a need exists for the systematic collection of relevant data, including but not limited to individuals' gender, ethnicity, disability status, etc. Such collection of data would enable the University to maintain a continuously updated overview of progression towards ensuring equal opportunities for both its employees and students.

References

Camilleri, P. (2006). The Rise and Rise of the Female Graduate: Some milestones in tertiary education for women in Malta. University of Malta Annual Report.

European Commission. (2015). Advancing gender equality in the European Research Area - Council conclusions. Retrieved from https://www.eumonitor.eu/

University of Malta. (2019). 2019 Annual Report. Retrieved from https://www.um.edu.mt/about/facts/annualreports

Data provided on request by the Office for Human Resources, UM.

Appendix

Appendix A
Gender distribution in University of Malta Boards/Committees/Centres (2021)

Senate Boards/Committees	Female	Male
Animal Welfare Committee	2	7
Board to Review Reason for Absence from Assessments	2	1
Committee for Fitness to Train	1	5
Committee for Student Societies	3	2
Committee for Students' Requests	4	2
Committee for the implementation of the Students' Charter	5	2
Committee of Discipline (regarding Students' Misconduct)	1	1
Committee when students/applicants present a Police Conduct Certificate	2	4
Distance and E-Learning Committee	4	6
Doctoral Academic Committee	2	5
Editorial Board - Malta University Press	2	4
Library Committee	4	6
Ph.D. and Master (research) Degrees Scholarship Selection Board	2	7
Professional Development Committee of the Doctoral School	1	6
Programme Validation Committee	3	6
Quality Assurance Committee	5	4
Selection Committee for the Lindau Nobel Laureate Meeting	1	5
Suitability to Practise Panel	1	1
University Admissions Board	3	2
University Assessment Appellate Board	4	5
University Assessment Disciplinary Board	2	2
University Research Ethics Committee	9	4
Web Editorial Board	1	4
Total	**64**	**91**

Council Boards/Committees	Female	Male
Academic Resources Funds Committee	2	3
Further Training and Work Resources Fund Committee for Support Staff	1	1
Audit and Risk Management Committee	1	4
Board of Discipline (Administrative, Technical and Industrial Staff)	1	2
Committee to consider Extension of Appointments of Academic Staff	2	4
Finance Committee	2	4
Gender Equality and Sexual Diversity Committee	7	4
IT Services Committee	3	4
Medical Board for University	2	2
Safety Committee	3	7
Staff Affairs Committee	3	6
Staff Scholarships and Bursaries Committee	3	3
Student Affairs Committee (including Travel Grants, Bursaries, Scholarships)	2	4
University House Liaison Committee	1	4
Total	**33**	**52**

Joint Senate and Council Boards/Committees	Female	Male
Academic Promotions Board	1	4
ACCESS Disability Support Committee	9	4
Committee for Research Engagement	5	14
Committee for Safeguarding the Code of Professional Academic Conduct	2	0
Committee on Race and Ethnic Affairs	4	4
Research Fund Committee	3	5
University Honours Committee	1	4
Visiting Lecturers and External Examiners Committee	3	2
Total	**28**	**37**

Faculty Boards	Female	Male
Faculty of Arts	11	23
Faculty for the Built Environment	7	10

Faculty of Dental Surgery	8	7
Faculty of Education	7	10
Faculty of Economics, Management & Accountancy	2	15
Faculty of Engineering	3	12
Faculty of Health Sciences	14	11
Faculty of Information & Communication Technology	1	13
Faculty of Laws	11	12
Faculty of Media & Knowledge Sciences	5	10
Faculty of Medicine and Surgery	3	23
Faculty of Science	3	13
Faculty for Social Wellbeing	16	6
Faculty of Theology	1	10
Total	**92**	**175**

Centres	Female	Male
Members on the Board of the University of Malta Cottonera Resource Centre	3	4
Members on the Board of the Centre for Biomedical Cybernetics	1	6
Members on the Board of the Centre for Distributed Ledger Technologies	2	7
Members on the Board of the Centre for Entrepreneurship and Business Incubation	2	7
Members on the Board of the Centre for Labour Studies	4	17
Members on the Board of the Centre for English Language Proficiency (CELP)	4	3
Members on the Board of the Centre for Molecular Medicine and Biobanking	3	12
Members on the Board of the Centre for Literacy	1	4
Members on the Board of the Centre for Resilience and Socio-Emotional Health	5	5
Members on the Board of the Centre for the Liberal Arts and Sciences	3	7
Members on the Board of the Centre for the Study and Practice of Conflict Resolution	5	3
Members on the Board of the Centre for Traditional Chinese Medicine	2	6

Members on the Board of the Euro-Mediterranean Centre for Educational Research	0	9
Members on the Board of the University of Malta Argotti Botanic Gardens & Resource	1	8
Members on the Board of the University of Malta Cottonera Resource Centre	3	7
Total	**39**	**105**

Institutes	Female	Male
Members on the Board of the Institute for Sustainable Energy	1	9
Members on the Board of the Institute for Climate Change and Sustainable Development	5	9
Members on the Board of the Edward de Bono Institute for the Design and Development of Thinking	6	4
Members on the Board of the Institute for Tourism, Travel and Culture	3	8
Members on the Board of the Institute for European Studies	5	6
Members on the Board of the Institute of Digital Games	1	6
Members on the Board of the Institute of Anglo-Italian Studies	1	4
Members on the Board of the Institute of Earth Systems	3	11
Members on the Board of the Institute of Aerospace Technologies	2	9
Members on the Board of the Institute of Linguistics and Language Technology	4	7
Members on the Board of the Institute of Maltese Studies	1	5
Members on the Board of the Institute for Physical Education & Sport	0	9
Members on the Board of the International Institute for Baroque Studies	0	8
Members on the Board of the Institute of Space Sciences and Astronomy	1	9
Members on the Board of the Islands and Small States Institute	1	7
Members on the Board of the Mediterranean Institute	0	8
Total	**34**	**119**

Platforms	Female	Male
Members on the Board of the Creative Writing Platform	1	6

Members on the Board of the Data Science Research Platform	0	8
Members on the Board of the Industrial Heritage Platform	0	6
Members on the Board of the Humanities, Medicine and Science Platform	2	5
Members on the Board of the Human Rights Law Platform	6	6
Members on the Board of the Malta Neuroscience Network (MNN) Platform	6	9
Members on the Board of the Medicine and the Law Platform	3	2
Members on the Board of the Platform for Mediterranean Foodways	4	2
Members on the Board of the Particle Detector and Accelerator Platform	0	6
Members on the Board of the Platform for the Teaching of Ethics in Schools	3	4
Members on the Board of the Prison Education and Re-Entry Platform	2	4
Members on the Board of the Professional Ethics Platform	2	4
Members on the Board of the Historical Demography Platform	0	4
Members on the Board of the Platform for Migration	5	7
Members on the Board of the Quantum Optics, Information, and Technologies Platform	0	6
Members on the Board of the University Maritime Platform (UMP)	4	4
Total	**38**	**83**

Schools	Female	Male
Members on the Board of the Doctoral School	3	5
Members on the Board of the School of Performing Arts	5	8
Members on the Board of the International School for Foundation Studies	6	7
Total	**14**	**20**

Appendix B

Appendix B
Policy & Procedure Documentation

Strategic Plan 2020-2025

Collective agreement - academic staff

Collective agreement - academic staff - Manual of conduct & procedures

Collective agreement - academic staff - side agreement

Collective agreement - administrative, technical, & support staff

Collective agreement - administrative, technical, & support staff - side procedures

Absence management guidelines

Guidelines for electronic voting

Guidelines for flexible work hours

Intellectual property policy

Occupational health and safety policy

Policy and procedures for dealing with complaints of sexual harassment

Harassment and bullying policy

Policy on Affiliate Staff at the UM

Policy on Associate Membership

Procedure for the appointment of Directors of Institutes, Centres and Schools

Supervision, co-supervision and examination duties rates

Return for academic services rendered

Guidelines for electronic voting - academics

Programme Human Resource Requirements Manual - Lecturing

Programme Human Resource Requirements Manual - Supervision

Inputting Board of Examiners Details through eSIMS

Guidelines for members of selection boards - administrative, technical and industrial staff

Guidelines for members of selection boards - academic staff at the Junior College

Guidelines for members of selection boards - resident academic staff

Recruitment procedures - projects

Recruitment guidelines - part-time visiting teaching staff

Childcare Day to Day Procedures

Childcare Enrolment Procedure

Disciplinary procedures

Procedure of the Academic Work Resource Fund and Continuous Professional Development Fund

Staff Affairs Committee

The Elections Procedures

Timekeeping and Absence Management Procedures