

**THE UNIVERSITY OF HONG KONG - FACULTY OF ARTS**

**GENDER TASK FORCE RECOMMENDATIONS - 30 JUNE 2016**

**OVERALL**

RECOMMENDATIONS	ACTIONS	
	FACULTY-LEVEL	UNIVERSITY-LEVEL
<b>1. General Recommendations</b>		
1.1 Establish a Standing Committee on Gender Equality and Diversity (SCGED) for academic, academic-related, administrative staff and students with 1 administrative staff to support	Draw up the Terms of Reference and appointment guidelines for the Standing Committee and hire 1 administrative staff to support	
1.2 Create a senior management portfolio to oversee gender equality and diversity policies and initiatives, or include in an existing portfolio	Create an Associate Dean portfolio to oversee gender equality and diversity policies and initiatives within the Faculty and chair the SCGED, or include in an existing portfolio	Create a Pro-Vice-Chancellor portfolio to oversee gender equality and diversity policies and initiatives within the University, or include in an existing portfolio
1.3 Submit relevant policy recommendations to the Arts Faculty Board for approval	Policy recommendations on gender to be drawn up and submitted to the Arts Faculty Board for approval	
1.4 Ensure women have equal representation in all committees, including hiring and promotion committees, promotion and tenure panels, and appeals panels	Chair of each committee or panel within the Faculty should ensure as close to equal representation of men and women as possible, or provide reasons to the SCGED for any imbalance  Associate Dean appointments should be reviewed to ensure equal representation in all portfolios	Chair of each committee or panel within the University should ensure as close to equal representation of men and women as possible, or provide reasons for any imbalance
1.5 Ensure all Faculty codes of practice and policies, including those related to hiring, promotion and retention, as well as conflict of interest, are fair, consistent, transparent and easily available to all	Conduct an in depth review of existing Faculty policies to determine their gender impact and revise them accordingly  Ensure all Faculty codes of practice and policies, including those related to hiring, promotion and retention, as well as conflict of interest are readily accessible to staff and other parties, where applicable  Selective statistics and information about Faculty gender balance should be made available for public viewing (such as on the Faculty website)	Ensure all University policies, including those related to hiring promotion and retention, are readily accessible to staff and other parties, where applicable
1.6 Make it a requirement that all members of the Faculty undergo training on gender and diversity issues	Evaluate current training provisions and submit proposals for the setting up of training and workshops  Include 'male champions for change' initiatives that build on the HeforShe platform	Make it a requirement that all members of the University undergo training on gender and diversity issues and that a training programme be developed to address this  Peter Mathieson has announced the development of a new gender sensitization curriculum to educate students and staff on unconscious bias and other subversive forms of gender harm: <a href="http://www.heforshe.org/en/impact/peter-mathieson">http://www.heforshe.org/en/impact/peter-mathieson</a>
1.7 Include gender information in all data tracking systems	Faculty Secretary to include gender information in all data tracking systems	University Human Resource Section to include gender information in all data tracking systems
1.8 Establish a gender and diversity academic lecture series	Establish the series within the Faculty of Arts. Locate funding sources. Review lecture proposals.	Seek cross-Faculty and University support and input for the lecture series
1.9 Establish a fund for a three-yearly symposium/conference on gender-related issues	Locate funding sources and initiate organization of the symposium/conference	Seek cross-Faculty and University support and input for the symposium/conference

HIRING, RETENTION AND PROMOTION		
RECOMMENDATIONS	ACTIONS	
	FACULTY-LEVEL	UNIVERSITY-LEVEL
<b>2. Hiring</b>		
2.1 Examine the gender balance in individual units over the last decade and address those units where gender imbalance has been identified	For unit(s) with historically significant gender imbalance, women should be prioritized for new hires and the unit should be given a timeframe within which to show significant improvements in its gender imbalance	Provide SCGED with data and relevant information
2.2 Job advertisement language for professorial track positions should be re-written to encourage women applicants, and to make it clear that should a male and female candidate be equally qualified for the position, preference will go to the female candidate OR Redraft job procurement literature for professorial track positions to encourage women applicants, and to make it clear that male and female candidates have equal opportunities for such positions	Include the sentence "The University is committed to the professional advancement of women and expressly encourages qualified women to apply" in all hiring advertisements  Targeted searches should be made to recruit prominent women professors to the Faculty of Arts	Include the sentence "The University is committed to the professional advancement of women and expressly encourages qualified women to apply" in all hiring advertisements
2.3 Add 'gender studies specialist' as a preference in advertisements for new positions	Discuss with Faculty Secretary and Human Resource Section the option of including this preference in job advertisements	
2.4 Salary for relief teachers for faculty on parental leave must come from the University, to ensure that a Faculty unit does not have a financial incentive to hire applicants less likely to take parental leave	Submit a request to the EVP (Administration and Finance) for the University to allocate a budget to cover the costs of parental leave	University to budget centrally for the costs of parental leave
<b>3. Retention</b>		
3.1 Review the policy on mandatory retirement at age 60 for all teaching staff as biased against women who fail to meet career milestones at the same time as male peers	Submit a proposal to the President for extending the mandatory retirement to age 65 or beyond  Until such a time that the mandatory retirement policy has been revised, increase opportunities for women to be extended to ensure gender balance	Revise the policy on mandatory retirement from age 60 to age 65 or beyond for all University staff, in line with the retirement policies at City University, Lingnan University, and the Hong Kong University of Science and Technology
3.2 Revise the policies on maternity and paternity leave and provide equal leave benefits to all employees in the Faculty	Review current policies on maternity and paternity leave  Submit a proposal to the Dean for equal maternity and paternity leave benefits	Revise the policies on maternity and paternity leave and provide equal leave benefits to all University employees
<b>4. Promotion</b>		
4.1 Ensure equal salaries and fringe benefits for women, and equal opportunities for women in terms of promotion	SCGED and diversity to review all current policies on promotion, salaries and benefits and ensure equality for women	Provide SCGED with data and relevant information
4.2 Ensure gender balance, and equal distribution of teaching and service/administrative work for women in each Faculty unit (equal in terms of workload and significance for promotion of such work), as well as ensure women have equal opportunity in key research activities/initiatives	Review teaching and administrative workloads in each Faculty unit and ensure clear guidelines are established  Ensure workload guidelines are accessible by all colleagues in a particular unit to ensure transparency  Ensure that junior, untenured staff are not burdened with service activities	Ensure equal distribution of teaching/administrative work for men and women in all Faculties
4.3 Review the document setting out new specialist professoriate categories (Email from the Provost, Professor Paul Tam, sent on April 30, 2016) for its impact on the promotion of women in the Faculty	Review the impact of new specialist professoriate categories on women in the Faculty, particularly those in junior or academic-related positions where women are overrepresented  Make recommendations to address any unfavorable impact on women and ensure equal treatment of men and women at all levels, including Lecturer positions	Review the document setting out new specialist professoriate categories for its impact on the promotion of women in the University
4.4 Establish a pool of experts, including gender specialists, and provide staff with the option of requesting their inclusion as reviewers in the Promotion and Tenure Panel	Discuss with Dean and Faculty Secretary the option of establishing a pool of experts for inclusion, upon request, in the PTP	

**SEXUAL HARASSMENT AND CLIMATE IN UNITS**

RECOMMENDATIONS	ACTIONS	
	FACULTY-LEVEL	UNIVERSITY-LEVEL
<b>5. Sexual Harassment and the Role of Equal Opportunity Advisors</b>		
5.1 Review the appointment and role of Equal Opportunity Advisors (EOA) in the Faculty	<p>Clarify the process through which EOAs are appointed and provide clear guidelines on their role and channels of communication</p> <p>Ensure appropriate training is provide to EOAs and make it mandatory for all EOAs to attend</p> <p>Consider whether EOAs should specialize in specific areas of support rather than broadly representing all equal opportunity issues</p> <p>Arrange regular meetings for Faculty EOAs to promote a shared understanding of their role</p> <p>Consider appointing Research Postgraduate students as contact points in each School/Centre</p> <p>Consider appointing two main contact points in the Faculty for staff and students to approach on gender equality and diversity issues, including sexual harassment issues</p>	<p>Review the appointment and role of Equal Opportunity Advisors at the University</p> <p>Ensure that appropriate training is provided for all EOAs and that it be a requirement that all EOAs attend</p> <p>Liaise with EOU and the Equal Opportunities Commission (EOC) to ensure that appropriate funding is available for the training of EOAs</p> <p>Consider expanding the EOU to ensure that there are qualified staff to provide training and support for EOAs</p>
5.2 Ensure that all staff and students are fully aware of what constitutes sexual harassment and their rights	<p>Review what training is currently available and fund/offer additional training, if needed</p> <p>Integrate targeted sexual harassment training into the Faculty advising system, undergraduate and postgraduate advisory/induction meetings and mentor/mentee orientations, and make it a requirement for all teaching staff supervising junior colleagues or students to attend training</p> <p>Increase awareness of what constitutes sexual harassment by publishing clear information and details of contacts in the Faculty and at the University who can handle inquiries and complaints</p> <p>Ensure that the Faculty provides a supportive atmosphere that enables victims of sexual harassment to come forward</p>	<p>Liaise with EOU and the Equal Opportunities Commission (EOC) to ensure that appropriate funding is available for sexual harassment training</p> <p>Increase awareness of what constitutes sexual harassment and of the various channels for seeking support on campus through a sticker campaign, for example</p>
5.3 Ensure that proper records are kept of sexual harassment inquiries and complaints	<p>Review practices at other universities and consult EOU and CEDARS on the most sensitive way of keeping data</p> <p>Publish sexual harassment data, as appropriate</p>	<p>In consultation with CEDARS and EOU, set up a consistent system for gathering and publishing data on sexual harassment cases at the University</p>
<b>6. Climate in Units</b>		
6.1 Develop a more supportive atmosphere for breastfeeding on campus	<p>Create an easily-accessible breastfeeding room in Run Run Shaw Tower for staff who prefer to breastfeed in private</p> <p>Provide a supportive atmosphere in all units for staff members who prefer to breastfeed in their office or in public</p>	<p>Create more breastfeeding rooms across campus</p> <p>Educate the university community to create a more tolerant, supportive environment for breastfeeding in public or private</p>
6.2 Provide childcare options on campus, including day-care services and improvement of childcare facilities for babies and young children	<p>Create rooms in the Faculty building for provision of drop-in care and childcare for babies and young children</p>	<p>Create additional rooms on campus for the provision of drop-in care and childcare for babies and young children</p>

**LEADERSHIP, PROFESSIONAL DEVELOPMENT AND MENTORING**

RECOMMENDATIONS	ACTIONS	
	FACULTY-LEVEL	UNIVERSITY-LEVEL
<b>7. Leadership and Professional Development</b>		
7.1 Ensure appropriate and effective leadership and professional development training is available to professoriate and academic-related staff	<p>Collect staff members' views about their needs concerning mentoring and leadership, and identify providers of training programmes which may address those needs (<i>it is suggested all training be subsidised by the University/Faculty, but participants should be required to pay a small fee to ensure attendance</i>)</p> <p>Offer leadership and professional development training to professorial, academic and academic-related staff on a regular basis (with specific target on female leaders)</p> <p>Categories of training may include career and personal development, communication and listening, conflict management and negotiation, leadership development, presentation skills, project and task management, reading and written communication, time management. Specific courses could be developed for women as well (e.g. conflict management skills for women)</p> <p>Support early career professorial staff who have to take up significant administrative responsibilities due to the absence of senior faculty</p> <p>Offer advice on career pathway planning for all faculty tailored to individual departmental/field/circumstance</p>	<p>The PVC (Academic Staffing and Resources) may oversee the leadership and professional development training programme offered by the Faculty and integrate it with University training programmes</p> <p>Bring together best practice from all sectors to design leadership and professional development opportunities</p>
7.2 Create a website to enhance the visibility of available leadership and professional development training, workshops and seminars	Create a website which showcases the work accomplished by GTF, and provides information to staff about the availability of leadership and professional development training and workshops	Create a University website on gender and diversity issues
7.3 Provide clear guidelines on the weighting of research, teaching and administrative leadership in career advancement	<p>Conduct a survey to look into the weighting of research, teaching and administrative leadership in departments, centres and schools within the Faculty</p> <p>Clear guidelines on the weighting of research, teaching, leadership and administrative duties required of staff of different tracks should be devised and made explicit to staff</p>	Ensure the guidelines concerning weightings of various duties are readily available to HR and Research Services
7.4 Institute a Faculty Leadership and Mentoring Award	Offer a Faculty award to promote and share good leadership and mentoring practice	Offer University award to promote and share good leadership and mentoring practice
<b>8. Mentoring</b>		
8.1 Review the Faculty mentorship practices	<p>Review the Faculty Mentoring document and request from each department/centre a document about its current mentorship practices and future plans, if any</p> <p>Implement impact (outcome) evaluations to demonstrate whether and how the Faculty mentorship practices affect mentees' professional development by a) mentees' self-reports and b) mentees' and mentors' evaluation questionnaire</p> <p>Consider a flexible mentor programme whereby mentees can request to have a second mentor or rotate to a new mentor if necessary</p>	<p>Request from each faculty a document about current mentorship practices and future plans (if any)</p> <p>Disseminate evaluation findings of the Faculty mentorship practices to the PVC (Academic Staffing and Resources)</p>
8.2 Ensure that appropriate training, including training that addresses gender equality and diversity issues, is provided to mentors and mentees	<p>Mentorship training programmes should be made available for academic and academic-related staff at least once a year</p> <p>Emphasise three levels of Faculty mentorship programme infrastructure - orientation (pre-match), training and follow-up (post-match)</p> <p>Provide briefings/workshops to address gender equality and diversity issues in the three levels mentioned in point 2 (<i>it is suggested all training be subsidised by the university/faculty, but participants should be required to pay a small fee to ensure attendance</i>)</p> <p>Offer seminars and workshops on topics such as 'How to write a book proposal', that are designed to mentor tenure-track faculty members</p>	Seek advice from the PVC (Academic Staffing and Resources) on the provision of training for mentors and mentees

**RESEARCH, CURRICULUM AND ACADEMIC FREEDOM**

RECOMMENDATIONS	ACTIONS	
	FACULTY-LEVEL	UNIVERSITY-LEVEL
<b>9. Curriculum</b>		
9.1 Establish two professorial-level gender studies positions - one open rank and one tenure-track Assistant Professor	Once funding confirmed, set up a Search Committee. Ensure candidates are gender specialists in both research and teaching.	
9.2 Establish an independent gender studies program under the title of ' <b>Feminist, Gender and Sexualities Studies</b> ' at the undergraduate, taught postgraduate and research postgraduate levels	<p>Standing Committee on gender equality and diversity to review programs offered by other faculties and universities and determine a plan of action for the Faculty</p> <p>Liaise with other University units, including the HKU Common Core, the Hong Kong Institute for the Humanities and Social Sciences, and the University Museum and Art Gallery, to advance the program</p>	Support and facilitate the establishment of a gender studies program
9.3 Establish a major and a minor in gender studies with 20 FTEs housed in the Faculty of Arts with the option of interdisciplinary electives offered by other Faculties	Draw up a proposal for a major or minor in gender studies to be submitted to the Faculty Board and CDQA	
9.4 Establish a Taught Postgraduate Programme within five years of the launch of the major	Review the development and enrolment numbers of the undergraduate program in gender studies and submit a proposal for a Taught Postgraduate Program accordingly	
<b>10. Research</b>		
10.1 Establish at least one funded Research Postgraduate position in gender studies	Draw up a proposal for a funded Research Postgraduate position in gender studies	
10.2 Offer Research Postgraduate Students in other disciplines the option of earning a credential in gender studies	Draw up a proposal for enabling Research Postgraduate Students in other disciplines to earn a credential in gender studies	
10.3 Establish an Endowed Professor position in gender studies	Liaise with the Development and Alumni Affairs Office to identify a donor	
10.4 Formalize the standing of the Women's Studies Research Centre in the University	Work with the WSRC on the promotion of gender equality, increased opportunities and funding for research on gender issues, and greater recognition for colleagues engaged in gender studies research in the Faculty	Provide the WSRC with offices and staffing to act as a central resource for gender equality on campus
10.5 Clarify guidelines on sabbatical, research and teaching leave to ensure that all staff are aware of opportunities	Undertake a survey of sabbatical, research and teaching leave in the Faculty and compile clear guidelines	Review the gender impact of the University's policies on sabbatical, research and teaching leave
<b>11. Academic Freedom</b>		
11.1 Create and implement academic policies to promote non-discriminatory language in classrooms and coursework	Review class and coursework materials and draft a policy to promote the use of non-discriminatory language	
11.2 Encourage professoriate staff to review and consider gender parity in selection of sources for readings and other course materials	Review current reading and course materials and draft a policy to promote gender parity in their selection	
11.3 Request a review of UGC policies and include gender in the tracking of funding allocations with a view to determining the success rate of proposals a) put forward by women; and b) that research gender and diversity issues	Initiate a Faculty-level review of UGC funding for research conducted by women and/or on gender and diversity issues	Initiate a University-level review of UGC funding for research conducted by women and/or on gender and diversity issues