

**Report on Gender Audit  
State Research Institution  
“Kyiv Academic University”  
2021**

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# CHAPTER 1

## AUDIT OBJECTIVES / METHODOLOGY

## **1.1 Preamble**

On March 25, 2016, during the joint meeting of the Presidium of the NAS of Ukraine and the Board of the Ministry of Education and Science (MES) of Ukraine, the Decision on the establishment of the KAU of the NAS of Ukraine and the MES of Ukraine was adopted. <http://www.nas.gov.ua/UA/Messages/news1/Pages/View.aspx?MessageID=2138>

In September 2016, the Department of Mathematics of KAU at the Institute of Mathematics of the NAS of Ukraine started to work with the 1st year Bachelor's degree students of KAU at the Faculty of Mechanics and Mathematics of the Taras Shevchenko National University of Kyiv. Elective courses for students were taught by the staff of the Institute of Mathematics of the NAS of Ukraine.

On December 14, 2016, the Cabinet of Ministers of Ukraine signed the order "On the establishment of the State Research Institution "Kyiv Academic University." KAU was formed by reorganizing the Physics and Technical Education and Research Center of the NAS of Ukraine. The new Regulations on the State Research Institution "Kyiv Academic University" were approved on July 17, 2018, and the reorganization process was completed on August 15, 2018. KAU also included the Research and Education Center (REC) and Physics and Technical Education and Research Center (PTERC), which was then reformed into the Extramural Academic School.

On July 4, 2019, by the decision of the State Accreditation Commission, KAU received certificates for educational programs in the following specialties: 104 Physics and Astronomy, 105 Applied Physics and Nanomaterials and 122 Computer Sciences.

The State Research Institution «Kyiv Academic University» (KAU) is a new Ukrainian research-intensive university of the National Academy of Sciences of Ukraine (NAS of Ukraine) and the Ministry of Education and Science of Ukraine. It was established through the reorganization of the Physical and Technical Educational and Scientific Center of the NAS of Ukraine in 2016. The main idea behind KAU is a combination of the research-intensive education system on the base of the research institutions of NAS of Ukraine, strong integration into the European Research Area and international cooperation with U S research universities.

### **Mission of KAU**

The core mission of KAU is to address pressing societal challenges for the revival of Ukrainian science and technology and to build an equal and inclusive community.

### **Research-intensive education**

The research-intensive education implies a combination of a top-level fundamental education with the earliest involvement of students in world-class research and innovation activities. Kyiv Academic University aims to build a personal education trajectory to establish early scientific careers by connecting students to the most active and internationally recognized research group leaders in research institutions of the NAS of Ukraine (academic institutions) with strong collaboration links worldwide. Thus, students will get an early opportunity to visit scientific labs overseas and share their knowledge while acquiring new skills.

**The main principle of KAU is studying through research, which is implemented by:**

- careful selection of talented and creative students;
- individual approach to each student;
- early involvement of students in world-class research;
- involvement of the leading scientists of the NAS of Ukraine in the educational process, and using the potential of the best academic laboratories;
- support for innovation and dual education;
- maximum integration into the international research area.

### **The main activities of KAU**

Scientific activity - students and scientists conduct joint research in the most relevant areas of modern science;

Educational activity - leading scientists of the NAS of Ukraine with extensive experience of international cooperation teach students and conduct joint research;

Innovation activity - KAU Innovation Centre coordinates, promotes, and implements technology transfer tools and practices, working on increasing the technology and market readiness level of innovations within KAU and academic institutes and creating a Deep Tech Science Park "Academ.City";

Dissemination activity - KAU Creative Media Lab takes action and launches projects to make science and research-based education, research and science popular in Ukraine.

### **Structure of KAU**

The strength of KAU lies in the close cooperation of education departments and research centers of KAU and the corresponding research departments at the basic academic institutions. This ensures the research-based education process and the interdisciplinary studies of the most relevant areas of modern science take place. Currently, the Data Science Research Center, the Center for Quantum Technologies, the Innovation Center and KAU Creative Media Lab are developing actively. KAU has multiple departments at the research institutions of NAS of Ukraine:

1. Department of Applied Physics and Material Science (based at the Paton Institute of Electric Welding)
2. Department of Applied Physics and Nanoscale Systems (based at the Kurdyumov Institute of Metal Physics)
3. Department of Fundamental Problems of General and Applied Physics (based at the Institute of Physics)
4. Department of Biomedicine and Neuroscience (based at the Kyiv Academic University);
5. Department of Theoretical and Mathematical Physics (based at the Bogolyubov Institute for Theoretical Physics)
6. Department of Mathematics (based at the Institute of Mathematics)
7. Department of Theoretical Cybernetics and Optimal Control Methods (based at the Glushkov Institute of Cybernetics)
8. Department of Molecular Biology and Biotechnology (based at the Institute of Molecular Biology and Genetics)

## 1.2 Audit Objectives

Gender socialization begins early, and it is essential to initiate the changing process at a young age to shape attitudes and transform behaviors. Schools and universities play a significant role in this regard because students spend a lot of time communicating with each other. Creating positive social norms in Educational institutions that appreciate Gender equality and Gender sensitization is essential to achieving long-term and sustainable social change.

To promote and ensure gender equality, as guaranteed by the Law of Ukraine 2866-IV "On Ensuring Equal Rights and Opportunities for Women and Men" Revision on January 7, 2018, targeted policies should be implemented in the state and private-owned institutions. This is especially the case for Higher education institutions, where the maturity level of the students is much higher. A greater outreach can be expected by promoting, implementing & monitoring specific policies and procedures that question inequalities and fosters equal opportunity across gender. The first step implies conducting the Gender audit and determining the main issues within gender policies to address primarily. Based on the audit results, KAU appoints an employee(s) responsible for developing and implementing a Gender Equality Plan to ensure curriculum gender neutrality, employee gender balance, gender equality education and other initiatives to ensure gender equality.

## 1.3 Audit Methodology

As part of the Audit, we conducted an online survey through Google form, based on the Gender Audit Tool for HEI, suggested by the Center for Human Rights (<https://www.justgender.org/wp-content/uploads/2018/02/Gender-Audit-Tool-Web-version-lr.pdf>). The form was modified to survey the students and academic and non-academic staff separately to gather and collate the respondent's perceptions of the prevailing Gender sensitive practices /facilities.

We also obtained Gender segregated data on the curriculum, male-female composition across various departments as well as listing of program /workshops /Seminars conducted on Gender-related topics through another Google form issued to the university management.

Statistics provided for the current academic year, together with the findings of the online survey across respondent groups, were analyzed and presented logically in the following 6 Gender-sensitive indicators for a meaningful evaluation to identify lagging areas, if any, and discover opportunities for improvement and further refinement.

Gender-sensitive indicators

1. Teaching and research
2. Student life
3. Organization and Management
4. Policy review
5. Institutional culture
6. Human resources

Respondent category

- KAU management team
- Student
- Academic staff
- Non-academic staff

#### **1.4 Audit Team**

Following members of Audit team collated the data & interpreted /analysed it, as well as presented the survey results in this report

- Ms. Olga Voropai, researcher at Open Innovation Lab, KAU
- Miss Tamara Yeresko

Based on the Audit findings and collective experience of the Team members, recommendations for improvement were suggested later in the report

#### **1.5 Respondent distribution**

Following is the distribution of the respondent of the online survey carried out as noted in the Audit methodology (see Fig.1).

Total number of responses - 17

Students - 4

Academic and non-academic staff - 12

KAU management team - 1

## CHAPTER 2

### OBSERVATIONS & FINDINGS



## Observation and Findings

According to the methodology adopted, our observations & findings are presented for each specific Gender sensitive indicator identified for clarity and coverage of all independent & yet interlinked aspects of this Audit.

According to the methodology used, based on the survey results, the University could score maximum of 131 points for its gender-equality policy (see Table 1). KAU has scored 73.5 points (see Table 1). This indicator needs to be further taken into account to measure the progress in the gender-equality policy of the University.

Table 1.

**Scoring the gender-equality policy**

Indicator	Maximum score	KAU score
Teaching and research	29	16
Student life	29	20.5
Organization and management	30	12
Policy review	14	7
Institutional culture	10	5
Human resources	19	13
<b>TOTAL</b>	<b>131</b>	<b>73.5</b>

According to the survey, the scores are higher for Human resources and Student life that indicates a rather good situation with the corporate communication and general relations among students, academic and non-academic staff. KAU has lower gender-equality scores for policy review, management and institutional culture which is the sign of the lack of formal gender-related procedures.

### 2.1. Teaching and research

As can be seen in the Table 2 below, the Gender distribution of students is rather unequal with males prevailing. The July 2021 indicators refer only to the second year students as the recruitment process in summer was in progress.

As can be seen further in the table, nearly half of the university's staff (presented in 2.7 Human resources section in Table 5) are women, which is very encouraging. This is certainly an added heads-up advantage for the university to pursue women centric policies and programs.

Table 2.

**Students gender distribution**

Reported Date	Student Gender			Gender distribution, %	
	Total	Female	Male	Female	Male
On 1st March 2021	47	20	27	42.55%	57.45%
On 1st July 2021	21	7	14	33.33%	66.67%

As Table 3 shows, there is a good level of information availability about gender equality among the teaching and research staff.

Table 3.

**Gender equality within teaching and research activities (survey results)**

Teaching and research					
Survey Questions		Academic Staff			
		No	To a limited degree	More often than not	Generally
1	Does teaching and research convey accurate information about a wide range of cultural values, life experiences and cultural diversity?		33,3 %	41,7 %	25 %
2	Does the university teaching and research activities embrace a human rights culture?			41,7 %	58,3 %
3	Does the university investigate and challenge the causes of sexism in national, regional and international contexts?	16,7 %	50 %	8,3 %	25 %
4	Is there encouragement of critical thinking and diversity through teaching and research?		8,3 %	41,7 %	50 %
5	To what extent are stereotyped ideas about types of activities and professions denied?		25 %	33,3 %	41,7 %
6	Are efforts made to use gender-neutral language in teaching materials and lessons, where appropriate?				100 %

## 2.3. Student life

From the student responses below (see Table 4), we can conclude that the type of knowledge imparted through teaching and research, sense of gender responsibility, and justice are at a high level. It is significant that no student felt inequality on the part of nationality, race, religion or other factors.

Table 4

**Gender equality in the student life (survey results)**

Student life					
		Students			
Survey Questions		No	To a limited degree	More often than not	Generally
1	Are there social and cultural practices inculcated in the university student culture that may lead to gender stereotyping?	50 %	50 %		
2	Are there aspects of student life that devalue LGBTI individuals or others who do not fit gender stereotypes?	100 %			
3	Are students of different traditions, language, background, race, etc, accommodated at the University and is there sufficient inclusivity for all?	100 %			
4	Are there sufficient opportunities for students to be involved in governance and to influence decision making both socially and academically?				100 %

## 2.4. Organization and Management

The questionnaire shows that women represent 21-30% of top management, as well as 11-20% of middle managers. There are specific goals for advancing gender equality and women's empowerment reflected, for example, in strategic plans, but to date limited progress has been demonstrated in achieving these goals. Gender issues are considered in decision-making process, and LGBTI issues are not.

## **2.5. Policy review**

This section presents the institution's findings on the policies needed to promote gender equality and protect women, and whether the policies take into account the rights of LGBTI people. There is a policy of gender equality in the KAU, but it is not widespread. There is also no policy and procedure for responding to reported cases of sexual harassment in case they occur. But no claims of sexual harassment have been made at KAU so far.

It is also important to mention that KAU's policy provides special protections for women, particularly female students, for example, during pregnancy. Furthermore, it should be emphasized that the university's policy condemns all forms of violence against women and provides for special measures to protect women from violence, prevent gender-based violence, and respond to and support women who were victim of abuse.

## **2.6. Institutional culture**

KAU demonstrates gender sensitivity in terms of avoiding sexist language, sexist jokes and sexist images by staff and/or students. Likewise, individuals who wish to collaborate or network based on other aspects of their identity (e.g., gender, ethnicity, and sexual orientation) are given space without prejudice. The institution recognizes and supports people who do not conform to traditional gender roles (e.g., LGBTI people). There was no observed use of homophobic language by staff or students (i.e., offensive language for LGBTI people).

It is important to emphasize that the organizational culture of the institution aims to address inequality issues if they occur. In order to demonstrate an active position towards gender equality, University management is appointing women to the positions of heads of departments on equal terms with men.

## **2.7. Human resources**

At KAU, hiring, interviewing, and selection methods are free of gender bias. Selection strategies and practices promote the recruitment of women. And also the practice of promoting does not contain a gender bias. We found that the wages paid to men and women are equal for equal work. As well as opportunities for the personal development of female staff are equal. The process of evaluating career development is essentially equal, not just fair. In addition, career development initiatives at the university are not gender-sensitive.

Table 5.

**Gender-related employee statistics for KAU, 2021**

Parameter	01.03.2021	01.07.2021
Total number of top management employees (director + deputies)	3	3
Number of women in top management	0	0
The total number of department heads	6	7
The number of heads of departments are women	2	2
Number of female employees on maternity leave	0	0
Number of male employees on maternity leave	0	0
Number of all male employees	53	57
Number of all female employees	14	26
Number of new male employees (from 01.01.2021 to 01.07.2021)	11	11
Number of new female employees (from 01.01.2021 to 01.07.2021)	3	3
Number of new male employees (from July 2, 2021 to December 31, 2021)		8
Number of new female employees (from (from 02.07.2021 to 31.12.2021)		9
Number of female students	20	7
Number of male students	27	14
Average salary of male employees in 2021	6710	6710
The average salary of female employees in 2021	6980	6980

## CHAPTER 3

# RECOMMENDATIONS

Taking insights from the Survey observations, following practical recommendations are suggested for enhancing awareness on Gender equality & demonstrating Gender neutral practises with greater visibility and outreach in the on-going activities of the Kyiv Academic University.

1. Communicate gender equality policy actions on the website of the Kyiv Academic University
2. Ensure increasing the level of gender equality issues awareness of the University management, staff, and students through internal communication and educational resources
3. Establish and distribute to employees a policy and procedure for responding to reports of sexual harassment.
4. Promote greater Gender free activities/ competitions in Cultural activities
5. Encourage information dissemination through Induction program, Seminar, Debates /Quiz and Newsletters on topics of Gender sensitization & equality
6. Involve women in decision-making
7. Develop preventive measures against bullying or sexual harassment and other forms of gender-based violence, and improve the complaints process, complemented by mediation and advisory services to fairly resolve emerging cases.
8. Provide support to employees during pregnancy and maternity leave to be able to combine work and education
9. Encourage and provide support for research
10. Establishing of an audit system at the university to monitor gender issues at its departments, collect and regularly evaluate data disaggregated by sex in the areas of GEP KAU.

All the suggested recommendations considered while developing and implementing a gender equality plan for 2022-2024 of the Kyiv Academic University.