



SDG

5

Gender Equality





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Why we measure

Women and girls continue to suffer discrimination and violence in every part of the world. Gender equality is a fundamental human right, and a foundation for a peaceful, prosperous and sustainable world. Providing women and girls with equal access to education is a key part of delivering gender equality, but universities also have a wider role to drive forward gender equality in their communities.

Universities and women: Here we are exploring how universities are providing access and then supporting academic progression of women.

<https://www.un.org/sustainabledevelopment/gender-equality/>

Links to other SDGs

Ensuring gender equality is critical in tackling poverty and hunger (SDG1 and SDG2) – and education of women can be a key route to reducing inequality (SDG10). Women are needed to play their part in generating a fair society (SDG16).

Metrics and indicators

5.1 Research on gender equality

5.1.1 Proportion of female authors

The indicator is based on the total number of authors found on all indexed publications within a five-year period. This means that some authors are counted more than once if they are an author on more than one paper. The gender of authors is estimated by Elsevier; authors were removed from the calculation if a gender of female or male could not be reliably assigned.

This indicator is normalised and is worth 10% of the score in this SDG (equivalent to 2.6% of the overall score)

5.1.2 Gender Equality: CiteScore

This indicator measures the proportion of a university's publications appear in the top 10% of journals according to the Citescore metric. It is intended to reflect on excellence of academic output.

The indicator is normalised and is worth 10% of the score in this SDG (equivalent to 2.6% of the overall score)

5.1.3 Gender Equality: publications

The number of publications looks at the scale of research output from a university around gender equality. It is not scaled by the size of the institution – rather it looks at the overall impact.

This indicator is normalised and is worth 7% of the score in this SDG (equivalent to 1.82% of the overall score)

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5.2 Proportion of first-generation female students

Year: 2024

This is defined as the number of women starting a degree who identify as being the first person in their immediate family to attend university, divided by the total number of women starting a degree. All data are provided as full-time equivalents.

The metric is set to demonstrate that universities are actively supporting disadvantaged women students.

The metric relates to the UN Targets 5.1.

This indicator is normalised and is worth 15.40% of the score in this SDG (equivalent to 4% of the overall score)

5.2.1 Indicator: Proportion of women first-generation

Data Collected	Definition
Number of women starting a degree	This is the FTE (Full Time Equivalent) number of students starting a degree at the university in 2024 who are female This is a subset of total number of students starting a degree.
Number of first-generation women starting a degree	This is the FTE (Full Time Equivalent) number of first-generation students starting a degree at the university in 2024 who are female. A first-generation student is one who reports that they are the first person in immediate family who attends university at any level (note - the individual may have studied at another university previously). This is a subset of number of women starting a degree.

Data submission guidance

Guidance: Number of (female) students starting a degree

For universities teaching undergraduates this is the FTE (Full Time Equivalent) number of students starting a first degree at the university. This will include bachelor's and other equivalent degrees, equivalent to UNESCO ISCED-2011 Level 6. (See methodology document for links to ISCED-2011). For post-graduate only institutions this is the FTE number of students starting a master's or PhD degree, equivalent to UNESCO ISCED-2011 Level 7 or 8.

If an institution is awarding undergraduate and postgraduate degrees, we only want the number of students commencing an undergraduate degree for both data points.

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Definition: relevant year

We are looking for the number of female students who started their studies in 2024. The focus is on students who started their studies at this university, second year (and beyond) students do not count.

Definition: 'immediate family'

We do not apply a fixed definition of 'immediate family', but in most cases it refers to parents, grandparents and siblings. Ultimately, however, it would be down to the individual concerned and her/his definition of 'immediate family' which then results in her/him reporting as 'first generation' student.

Guidance: previous study

If student studied and graduated at University A and then enrolls at University B for further study, they can still be a first generation student at University B. It is the student, not the level of study that is relevant to the definition.

5.3 Student access measures

This metric is set to show methods universities are using to ensure that women can access Higher Education.

There are a total of 13 points that could be gained from meeting the criteria in this metric, is worth 15.40% of the score in this SDG (equivalent to 4% of the overall score).

This metric and indicators relate to the UN Targets 5.1 and 5.A.

#	Indicator	Maximum score
5.3.1	Tracking access measures Year: 2024 Systematically measure and track women's application rate, and acceptance or entry rate. Up to three points based on: • Existence of action – one point for systematically measuring and tracking • Evidence provided – up to one point • Is the evidence provided public – one point	1.60% in SDG (0.42% Overall)
5.3.2	Policy for women applications and entry Year: in place by 2024 Have a policy (e.g. an Access and Participation plan) addressing women's applications, acceptance, entry, and participation at the university. Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2020-2024 – one point	4.60% in SDG (1.20% Overall)



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5.3.3	Women's access schemes Year: 2024 Provide women's access schemes, including mentoring, scholarships, or other provision Up to three points based on: • Existence of provision – maximum one point for provision, 0.4 points for mentoring, 0.4 points for scholarships, 0.2 points for other provision • Evidence provided – up to one point • Is the evidence provided public – one point	4.60% in SDG (1.20% Overall)
5.3.4	Women's application in underrepresented subjects Year: 2024 Encourage applications by women in subjects where they are underrepresented. Through university outreach or through collaboration with other universities, community groups, government or NGOs in regional or national campaigns. Up to three points based on: • Existence of encouragement – maximum one point for both options, 0.5 points for university outreach, 0.5 points for collaborations • Evidence provided – up to one point • Is the evidence provided public – one point	4.60% in SDG (1.20% Overall)

Data submission guidance

Guidance: monitoring and objective

In some circumstances it may not be appropriate to take direct action at the point of application, but monitoring of metrics may allow support with the intention of addressing core inequalities at an earlier stage.

Guidance: Application rate (5.3.1)

The ratio of the number of students who are admitted to a university to the number of total applicants that applied to that academic year.

Guidance: Graduation (study completion) rate (5.3.1)

The percentage of a school's first-time, first-year undergraduate students who complete their programme within an appropriate timeframe – for example in the US this is often defined as being within 150% of the expected timeframe.

Guidance: University outreach (5.3.4)

This can include a wide range of information, events and resources to help inspire female students to apply to subjects where they are underrepresented.

Guidance: Collaboration (5.3.4)

Where universities are working together with community groups,



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government, or NGOs to create and run campaigns on regional or national level to encourage women to apply in subjects in which they are underrepresented.

5.4 Proportion of senior female academics

Year: 2024

This is defined as the number of women in senior roles, divided by the total number of senior roles in the university. Senior roles can include professorships, deanships, and senior university leaders. It does not include honorary positions. All data are provided as full-time equivalents.

The metric is set to show that universities are promoting women appropriately and that their leadership reflects gender balance.

The metric relates to the UN Targets 5.5.

This indicator is normalised and is worth 15.40% of the score in this SDG (equivalent to 4% of the overall score).

5.4.1 Indicator: Proportion of senior female academics

Data Collected	Definition
Number of senior academic staff	This is the FTE (Full Time Equivalent) number of 'academic staff' who have senior status at university, referring to year 2024.
Number of female senior academic staff	The FTE (Full Time Equivalent) number of 'academic staff' who have senior status at university that are female, referring to year 2024. This is a subset of number of senior academic staff.

Data submission guidance

Definition: The Number of Academic and Research Staff

The FTE (see below definition) number of staff employed in an academic post, e.g., lecturer, reader, professor. This equates to "faculty" in US. Teaching-only staff and staff whose contract encompasses both teaching and research need to be categorised here. This category includes teaching-only staff AND staff whose contract encompasses both teaching and research.

The FTE for a staff member can be calculated as the total number of hours worked during the year, divided by the number of working hours of a full-time person.

This should include:

- Professors, assistant and associate professors.
- Research staff such as nonteaching "fellows" and postdoctoral researchers

This should NOT include:

- Research assistants
- Clinicians of all types (unless they also have an academic post and a



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sizeable portion of their workload involves teaching or research)

- Technicians and staff that support the general infrastructure of the institution or students (of all levels).
- Staff that hold an academic post but are no longer active (e.g., honorary posts or retired staff) or visiting staff.

Definition: Senior academic staff

We expect this to include (but not be limited to) the following roles:

- Professors
- Deans
- Chancellors, Rectors, Presidents
- Vice-chancellors
- Deputy vice-chancellors
- Chairs

This also includes senior administrative position that are part of the academy.

It could also include Directors or Associate Directors if they are running an academic function.

This does not include honorary posts.

Definition: FTE

The FTE for a staff member can be calculated as the total number of hours worked during the year, divided by the number of working hours of a full-time person.

5.5 Proportion of women receiving degrees

Year: 2024

This is defined as the number of women who are awarded a degree, divided by the total number of students who are awarded a degree. The data are provided as headcounts. The data is subject-weighted against three broad areas: STEM; medicine; and arts, humanities and social sciences.

The metric is set to ensure that women that are admitted to university graduate at an appropriate rate.

The metric relates to the UN Targets 5.1.

This indicator is normalised and is worth 11.50% of the score in this SDG (equivalent to 2.99% of the overall score).



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5.5.1 Indicator: Proportion of female degrees awarded

Data Collected	Definition
Number of graduates: Total	This is the total headcount number of graduates at all levels from your institution in year 2024.
Number of graduates by subject area (STEM, Medicine, Arts & Humanities / Social Sciences): Total	This is the total headcount number of graduates at all levels by broad subject area from your institution in year 2024. Broad subject areas are: • STEM • Medicine • Arts & Humanities / Social Sciences This is a subset of the total number of graduates.
Number of graduates: STEM	This is the total headcount number of graduates at all levels in STEM subjects from your institution in year 2024. This is a subset of the total number of graduates by subject area.
Number of graduates: Medicine	This is the total headcount number of graduates at all levels in the subject area Medicine from your institution in year 2024. This is a subset of the total number of graduates by subject area.
Number of graduates: Arts & Humanities / Social Sciences	This is the total headcount number of graduates at all levels in the subject areas Arts & Humanities / Social Sciences from your institution in year 2024. This is a subset of the total number of graduates by subject area.
Number of female graduates by subject area (STEM, Medicine, Arts & Humanities / Social Sciences): Total	This is the total headcount number of graduates at all levels by broad subject area from your institution that are female, referring to year 2024. Broad subject areas are: • STEM • Medicine • Arts & Humanities / Social Sciences This is a subset of the total number of graduates by subject area.
Number of female graduates: STEM	This is the total headcount number of graduates at all levels in STEM subjects from your institution that are female, referring to year 2024.



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	This is a subset of the total number of female graduates by subject area.
Number of female graduates: Medicine	This is the total headcount number of graduates at all levels in the subject area Medicine from your institution that are female, referring to year 2024. This is a subset of the total number of female graduates by subject area.
Number of female graduates: Arts & Humanities / Social Sciences	This is the total headcount number of graduates at all levels in the subject areas Arts & Humanities / Social Sciences from your institution that are female, referring to year 2024. This is a subset of the total number of female graduates by subject area.

Data submission guidance

Definition: Graduates

see 2.4

If a person graduates across multiple subject areas, the number of graduates total figure then must be de-duplicated to remove double counting. The sum of graduates in the subjects should not exceed the total number of graduates.

Definition: Broad subject areas:

see appendix 3

5.6 Women's progress measures

This metric looks at policies and action to support women's success at university.

There are a total of 28 points that could be gained from meeting the criteria in this metric, worth 15.30% of the score in this SDG (equivalent to 3.98% of the overall score).

This metric and indicators relate to the UN Targets 5.1, 5.5 and 5.A.

#	Indicator	Maximum score
5.6.1	Policy of non-discrimination against women Year: in place by 2024 Have a policy of non-discrimination against women Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2020-2024 – one point	1.95% in SDG (0.51% Overall)



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5.6.2	Non-discrimination policies for transgender Year: in place by 2024 Have a policy of non-discrimination for transgender people. Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2020-2024 – one point	1.95% in SDG (0.51% Overall)
5.6.3	Maternity policy Year: in place by 2024 <i>This indicator has been split into two indicators this year: 5.6.3 Maternity Policy and 5.6.9 Paternity Policy.</i> Have a maternity policy that supports women's participation. Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2020-2024 – one point	0.95% in SDG (0.24% Overall)
5.6.4	Childcare facilities for students Year: 2024 Have accessible childcare facilities for students which allow recent mothers to attend university courses. Up to three points based on: • Existence of childcare facilities – maximum one point for free access, only 0.25 points for paid for access • Evidence provided – up to one point • Is the evidence provided public – one point	1.90% in SDG (0.49% Overall)
5.6.5	Childcare facilities for staff and faculty Year: 2024 Have childcare facilities for staff and faculty Up to three points based on: • Existence of childcare facilities – maximum one point for free access, only 0.25 points for paid for access • Evidence provided – up to one point • Is the evidence provided public – one point	1.90% in SDG (0.49% Overall)



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5.6.6	Women's mentoring schemes Year: 2024 Have women's mentoring schemes, in which at least 10% of female students participate. Up to three points based on: • Existence of schemes – one point • Evidence provided – up to one point • Is the evidence provided public – one point	1.90% in SDG (0.49% Overall)
5.6.7	Track women's graduation rate. Year: 2024 Have measurement or tracking of women's likelihood of graduating compared to men's, and schemes in place to close any gap. Up to three points based on: • Existence of measurement/tracking – one point • Evidence provided – up to one point • Is the evidence provided public – one point	1.90% in SDG (0.49% Overall)
5.6.8	Policies protecting those reporting discrimination. Year: 2024 Have a policy that protects those reporting discrimination from educational or employment disadvantage. Up to four points based on: • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2020-2024 – one point	1.90% in SDG (0.49% Overall)
5.6.9	Paternity policy Year: in place by 2024 Have a paternity policy that supports women's participation by ensuring that fathers can participate in childcare duties Up to four points based on: Existence of policy – one point Evidence provided – up to one point Is the evidence provided public – one point • Existence of policy – one point • Evidence provided – up to one point • Is the evidence provided public – one point • Is policy created or reviewed in period 2020-2024 – one point	0.95% in SDG (0.24% Overall)



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Guidance: Non-discrimination policy (5.6.1 and 5.6.2)

This should also cover aspects/policies on inappropriate sexual behavior. Inappropriate sexual behavior, is a term which encompasses a variety of behaviors, including sexual conversation or content, comments and jokes of a personal or sexual nature, obscene gesturing, touching or hugging another person, exposing body parts or disrobing, and masturbating in public.

The principle of non-discrimination seeks “to guarantee that human rights are exercised without discrimination of any kind based on race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status such as disability, age, marital and family status, sexual orientation and gender identity, health status, place of residence, economic and social situation”.

Guidance: Women’s mentoring schemes

We want to recognize mentoring schemes that have significant impact and not just for one or two students. We would expect any such scheme to have capacity for many women.
