Engendering quality assurance processes: A matter of (e)quality

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Agència per a la Qualitat del Sistema Universitari de Catalunya

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General framework for the incorporation of the gender perspective in university teaching

Regulatory framework of the gender perspective

The Act 17/2015 of effective equality between women and men, in its article 28.1, requires universities to "introduce the gender perspective in a transversal way and studies on the contribution of women throughout history in all areas of the knowledge and in the academic and research activity, that will be included in the curriculum of the degrees and the programs of postgraduate". This same article indicates that "the presentation of applications for the accreditation of the degrees and postgraduates must be accompanied by a report that details, where appropriate, how the gender perspective has been incorporated in the syllabus or, if it has not been done, the planned improvement plan to make it possible ". 
INCORPORATION OF THE GENDER PERSPECTIVE IN TEACHING

Commissioned by
- AQU Catalunya
- Women and Science Committee (Inter-University Council of Catalonia)

Document
- Guidelines and recommendations
- Effective incorporation (Guides)

Addressed to
- Responsible for Planning / management / evaluation
- Teaching and Research Academic Staff, Administration and Services Staff, Students
General framework for the incorporation of the gender perspective in university teaching

- Gender dimension in university studies
  - What is teaching with a gender perspective?
  - What benefits does the gender dimension play in teaching?
  - How to integrate the gender dimension in teaching?

- The gender perspective review in the programme assessment
  - Diagnostic elements: institution, center, teaching staff
  - Assessment indicators: verification and accreditation
Accreditation of degree programmes

Guide to the accreditation (July 2019)
Standard 1: Quality of the training programme
Standard 1: Quality of the training programme

- Share of male and female **students enlisted** in the programme.
- **Actions undertaken** to increase the enlistment of students of the underrepresented.
- Gender differences in **students’ profiles**: part-time/full-time, registration to the programme as first/second/third/fourth option, cutting marks, etc.
- Number and **type of modules/courses** that incorporate a gender perspective or are gender-specific (basic, compulsory, optional, minors).
Standard 1: Training programme

- **Training provided** on how to conduct a gender-sensitive research, with attention paid to final bachelor’s or master’s dissertation.

- **Teaching materials** are gender-sensitive (gender-balance in reference list, use of inclusive and non-sexist images, texts and language).

- Actions undertaken to make visible **gender contributions to the discipline** (seminars, lectures, awards, etc.) and to problematise the gender structure of the profession (gender pay gap, implicit gender biases, etc.).
Access & graduation

% of females enrolled in bachelor studies (Spain)

Top & bottom subdisciplines by % of females (2017)

Huge increase in higher education females during 70s and 80s

- Stabilization at 54% during last 10 years.
- Some studies point out a weak decrease of females during last 5 years.
- Horizontal stratification of higher education. Who choose what?

Source: data from Datos y Cifras del Sistema Universitarios (some years)

Source: UNEIX
Access & graduation

**Enrolled students by gender and higher education level (2017)**

- Bachelor: 54,0% Female, 46,0% Male
- Master: 55,0% Female, 45,0% Male
- PhD: 51,6% Female, 48,4% Male

**Graduates by gender and higher education level (2017)**

- Bachelor: 57,8% Female, 42,2% Male
- Master: 55,7% Female, 44,3% Male
- PhD: 53,3% Female, 46,7% Male

**Performance items of bachelor students by gender and discipline**

<table>
<thead>
<tr>
<th>Performance rate</th>
<th>Efficiency rate</th>
<th>Freshmen drop out rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Male</strong></td>
<td><strong>Female</strong></td>
<td><strong>Male</strong></td>
</tr>
<tr>
<td>Humanities 79,3% 83,8%</td>
<td>92,3% 93,1%</td>
<td>16,5% 12,2%</td>
</tr>
<tr>
<td>Social science 81,3% 86,2%</td>
<td>89,8% 93,2%</td>
<td>7,5% 5,7%</td>
</tr>
<tr>
<td>Science 85,9% 89,9%</td>
<td>94,3% 95,1%</td>
<td>7,3% 5,2%</td>
</tr>
<tr>
<td>Health science 80,3% 87,4%</td>
<td>89,7% 93,3%</td>
<td>8,8% 5,8%</td>
</tr>
<tr>
<td>Engineering 73,5% 79,7%</td>
<td>88,3% 90,5%</td>
<td>10,9% 8,9%</td>
</tr>
<tr>
<td>All 79,3% 87,2%</td>
<td>93,6% 90,5%</td>
<td>10,1% 6,9%</td>
</tr>
</tbody>
</table>

**Source:** UNEIX

**Higher performance for females**

- Drop out is higher for males.
- Less females in PhD than in Bachelor

**Source:** UNEIX
Student life

Part-time students (enrolled at <60ECTS per year)

![Graph showing the percentage of part-time students by discipline, with higher percentages for female students in Engineering.]

Source: Via Universitària II. 2018

Working while studying

![Graph showing the number of hours worked by discipline, with higher hours for females.]

Source: Via Universitària II. 2018

Number of hours in house and care chores per week

![Graph showing the number of hours spent on house and care chores by discipline, with higher hours for females.]

Source: Via Universitària II. 2018

Higher proportion of working students and more hours of household chores for females

- These occur for each discipline.
- Despite the comparative overload for females, part-time enrollment is lower.

Source: Via Universitària II. 2018
Standard 2: Public information
Accreditation of degree programmes

Standard 2: Relevance of the public information

- Publicly available **sex-disaggregated data**.
- The programme marketing **materials** (e.g. leaflets) and website are **free from gender stereotypes** and use inclusive images and language.
- **Course guides** (syllabi) make explicit the gender competences and gender-sensitive learning outcomes included.
- The **institution’s gender equality policy** is publicised (gender action plan, protocol against sexual harassment, etc.).
Standard 3: Internal quality assurance system
Accreditation of degree programmes

Standard 3: Efficacy of the programme’s internal quality assurance system

- Existence of mechanisms to guarantee and supervise the inclusion of a gender perspective in course guides and teaching materials.

- The internal quality assurance system incorporates a gender perspective (gender equality goals and actions are detailed, gender-sensitive indicators are used in monitoring reports, etc.).

- The staff responsible for the programme’s internal quality assurance system has received gender training.
Standard 4: Teaching staff
Accreditation of degree programmes

Standard 4: Suitability of teaching staff for the training programme

- Gender differences in faculty staff profiles (age, first-generation graduates in their family, contractual category, permanent/non-permanent position, research merits, etc.).
- Gender differences in teaching load (amount of courses/credits and type).
- Gender biases are taken into consideration when assessing faculty staff’s performance (in students’ evaluations, in recruitment and promotion, etc.).
- Share of the programme’s faculty staff that have gender training and/or have participated in gender training sessions provided by the university.
At the beginning of the career, differences are smaller than between seniors

- A cohort effect or an inequality factor?
- Low differences in full time contracts. Differences in grade D contracts reverse the overall tendency.
- The ratio of male full professors per female ones is higher in private universities.

### Teaching staff

**Scholar positions by age and gender (% of grand total)**

**Female**
- Grade D: 6.7%
- Grade C: 89.5%
- Grade B: 95.7%
- Grade A: 81.5%

**Male**
- Grade D: 7.4%
- Grade C: 81.6%
- Grade B: 91.1%
- Grade A: 78.1%

Source: public Catalan universities (own colleges) 2017. 87% of teaching staff. UNEIX

Grades classification form Manual de Frascati (OECD)
- Grade A: highest position in research
- Grade B: seniors neither at the top nor newly qualified PhD holders
- Grade C: firsts positions expected for newly qualified PhD holders
- Grade D: researcher positions without PhD required

### Full-time contracts by gender and position

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade A</td>
<td>81.5%</td>
<td>78.1%</td>
</tr>
<tr>
<td>Grade B</td>
<td>95.7%</td>
<td>91.1%</td>
</tr>
<tr>
<td>Grade C</td>
<td>89.5%</td>
<td>81.6%</td>
</tr>
<tr>
<td>Grade D</td>
<td>6.7%</td>
<td>7.4%</td>
</tr>
<tr>
<td>All</td>
<td>35.5%</td>
<td>42.0%</td>
</tr>
</tbody>
</table>

% Full professor by gender and university sector

<table>
<thead>
<tr>
<th></th>
<th>Public</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>4.3%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Male</td>
<td>11.3%</td>
<td>4.2%</td>
</tr>
</tbody>
</table>
Teaching staff

Scholar positions by gender and discipline, and proportion of females

Source: public Catalan universities (own colleges) 2017. 87% of teaching staff. UNEIX
Grades classification form Manual de Frascati (OECD)
Grade A: highest position in research
Grade B: seniors neither at the top nor newly qualified PhD holders
Grade C: firsts positions expected for newly qualified PhD holders
Grade D: researcher positions without PhD required

Males hold a higher share of senior positions (grade A and B), specifically in high feminised disciplines
Standard 5: Learning support systems
Accreditation of degree programmes

Standard 5: Effectiveness of learning support systems

- Actions undertaken to incorporate the gender perspective in career guidance activities (salary negotiation, letters of interest, etc.).
- Actions undertaken to incorporate the gender perspective in the tutors’ programme.
- Inclusion of non-discrimination clauses on the grounds of gender in the internship agreements signed with public and private institutions/companies.
- Sex-disaggregated data on students’ international mobility and on faculty staff’s international mobility.
Accreditation of degree programmes

Standard 5: Effectiveness of learning support systems

- **Training provided to the administrative staff** on gender mainstreaming.
- Adequacy of amount and type **library resources related to the discipline** that are devoted to gender mainstreaming or gender studies.
- Existence of **non-sexist signage** in the faculty or school premises (toilets, changing rooms, etc.).
Standard 6: Quality of programme (learning) outcomes
Accreditation of degree programmes

Standard 6: Quality of programme (learning) outcomes

- Gender differences in students’ retention and graduation rates.
- Gender differences in number of years needed for graduating.
- Gender differences in students’ employability rates after graduating.
- Gender differences in students’ satisfaction with the programme.
Employment outcomes

Employment outcomes for bachelor graduates in 2017, by discipline and gender

<table>
<thead>
<tr>
<th></th>
<th>Employed</th>
<th>Monthly Wage*</th>
<th>Full-time</th>
<th>Social promotion**</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Humanities</td>
<td>81,1%</td>
<td>83,4%</td>
<td>1.569</td>
<td>1.457</td>
</tr>
<tr>
<td>Social science</td>
<td>89,2%</td>
<td>89,9%</td>
<td>2.153</td>
<td>1.756</td>
</tr>
<tr>
<td>Science</td>
<td>85,4%</td>
<td>84,4%</td>
<td>1.875</td>
<td>1.711</td>
</tr>
<tr>
<td>Health science</td>
<td>89,6%</td>
<td>89,4%</td>
<td>2.000</td>
<td>1.741</td>
</tr>
<tr>
<td>Engineering</td>
<td>93,6%</td>
<td>92,1%</td>
<td>2.413</td>
<td>2.108</td>
</tr>
<tr>
<td>All</td>
<td>89,9%</td>
<td>88,9%</td>
<td>2.197</td>
<td>1.761</td>
</tr>
</tbody>
</table>

* Only full-time employed workers.
** % of graduates that overcome their parents job status

Source: AQU Catalunya. Labour market insertion survey 2017

Relevant differences in monthly wage and working hours by gender

- Different researches point out this wage gap between graduates in independence of degree program and age.
- Females get a higher social promotion than males in Social science: they come from lower social backgrounds.
Analysis
Accreditation of degree programmes

Analysis:

The analysis to be carried out in the degree should give answer to:

- Equity in access
- The gender perspective in the design and implementation of the study plan:
  - Skills
  - Subjects
  - Teaching material
  - Teaching staff
- Equity in the achievement of studies
- Equity in graduation
- Differences in satisfaction with studies taken according to gender
- Equity in employability
Thank you!