

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

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## ➤ 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

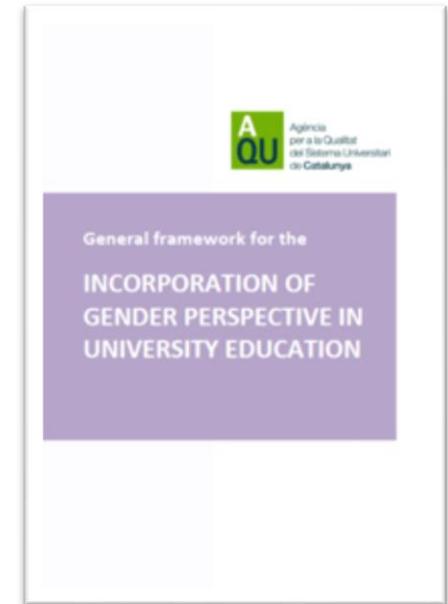
- **Guidelines and recommendations**
- **Effective** incorporation (Guides)

Addressed to

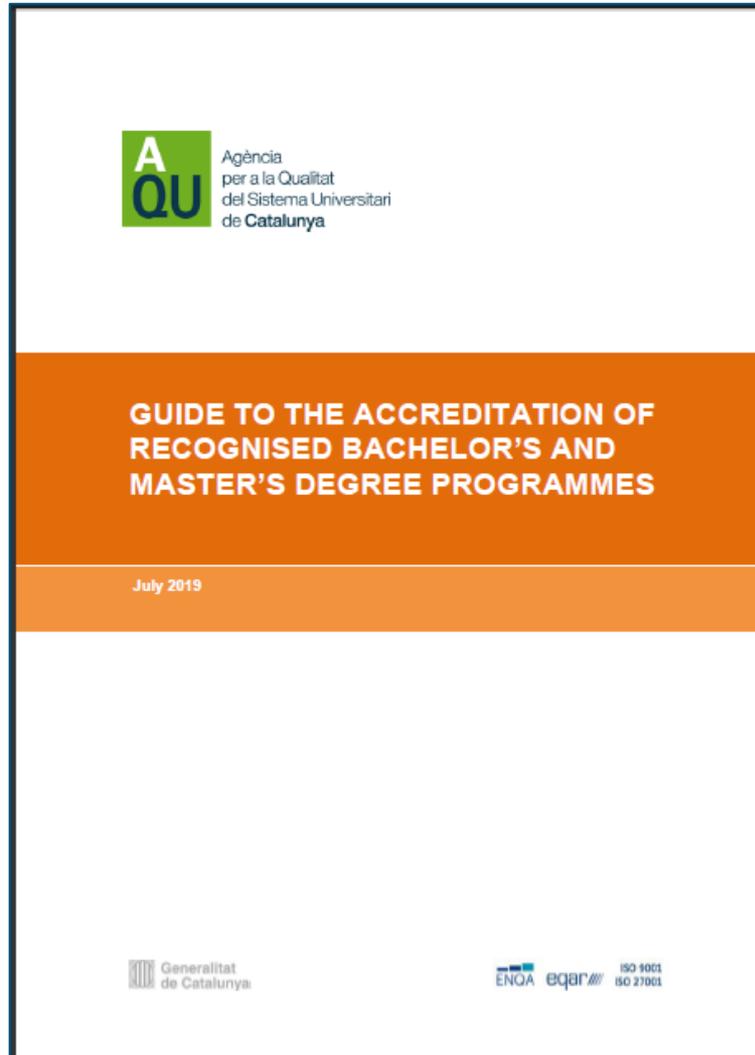
- Responsible for Planning / management / evaluation
- Teaching and Research Academic Staff , Administration and Services Staff, Students

# 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



## Guide to the accreditation (July 2019)



## Standard 1: Quality of the training programme

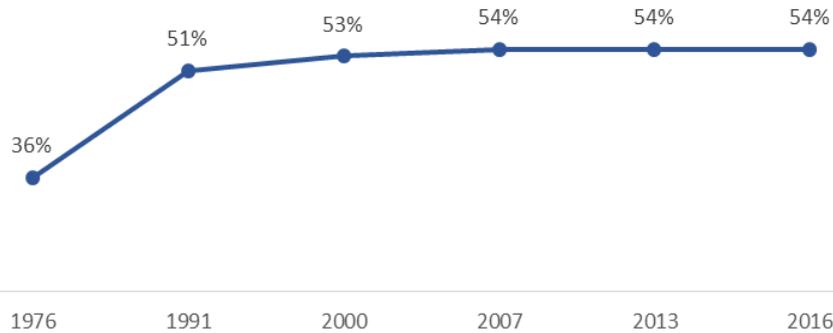
## Standard 1: Quality of the training programme

- 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.).

% of females enrolled in bachelor studies (Spain)



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

## 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?

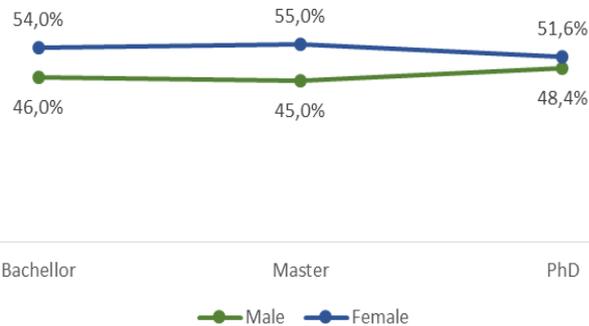
Top & bottom subdisciplines by % of females (2017)

	% of females	
TOP 5	Therapy and Rehabilitat	92,0%
	Pedagogy and Psychope	83,9%
	Teaching	82,9%
	Nursing	82,3%
	Fine Arts	80,8%

	% of females	
BOTTOM 5	Mechanical Engineering	18,1%
	Telecommunications	16,3%
	Informatics	14,4%
	Automation and Industr	11,9%
	Forestry	6,7%

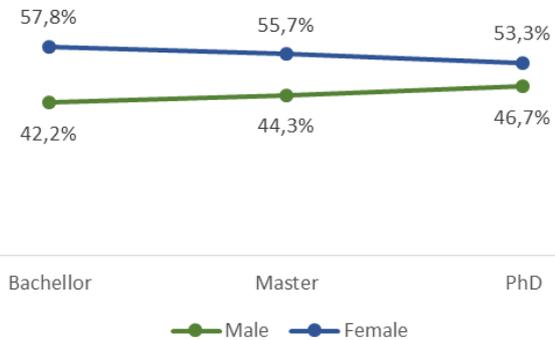
Source: UNEIX

Enrolled students by gender and higher education level (2017)



Source: UNEIX

Graduates by gender and higher education level (2017)



Source: UNEIX

Performance items of bachelor students by gender and discipline

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

Performance rate: passed credits / enrolled credits (2017)

Efficiency rate: passed credits / presented credits (2017)

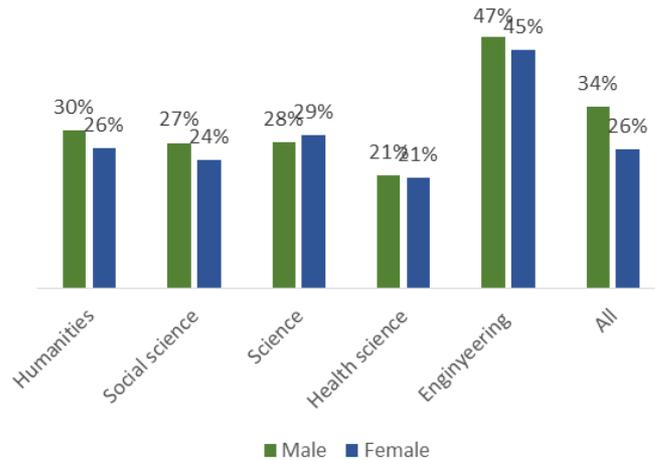
Drop out rate: 1st year students not enrolled next year (cohort of 2014).

Source: UNEIX

## Higher performance for females

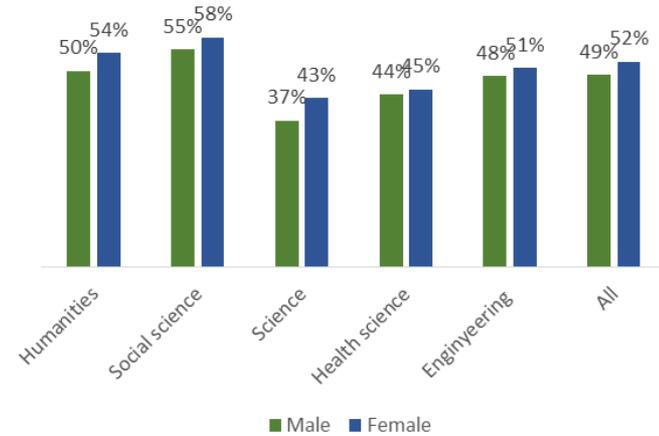
- Drop out is higher for males.
- Less females in PhD than in Bachelor

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



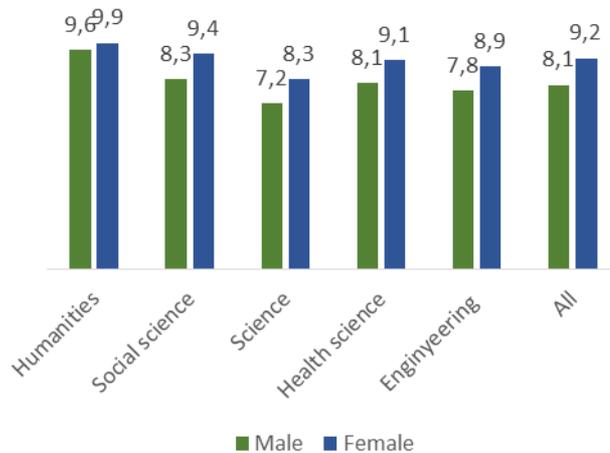
Source: Via Universitària II. 2018

## Working while studying



Source: Via Universitària II. 2018

## Number of hours in house and care chores per week



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.

## Standard 2: Public information

## 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

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

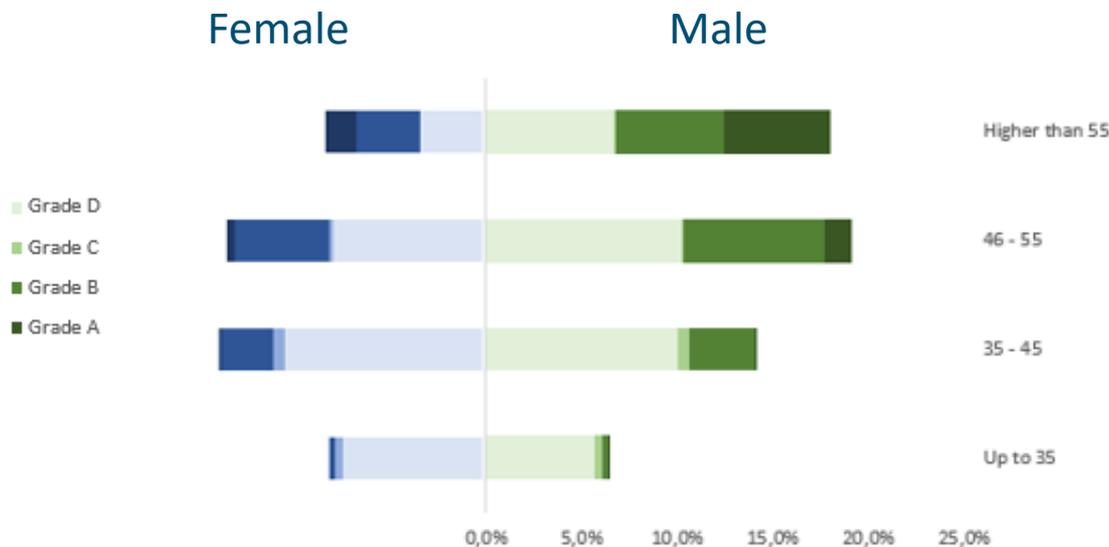
- Existence of **mechanisms to guarantee and supervise the inclusion of a gender perspective** in course guides and teaching materials.
- The **internal quality assurance system incorporates a gender perspective** (gender equality goals and actions are detailed, gender-sensitive indicators are used in monitoring reports, etc.).
- The staff responsible for the programme's internal quality assurance system has received **gender training**.

## Standard 4: Teaching staff

## 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.

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



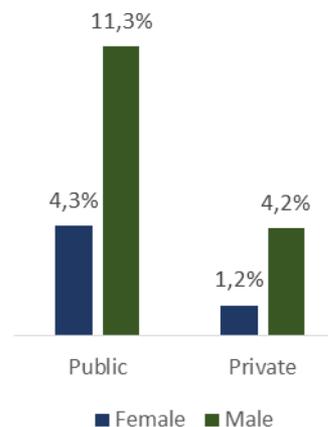
**At the beginning of the career, differences are smaller than between seniors**

- 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.

Full-time contracts by gender and position

	Female	Male
Grade A	81,5%	78,1%
Grade B	95,7%	91,1%
Grade C	89,5%	81,6%
Grade D	6,7%	7,4%
All	35,5%	42,0%

% Full professor by gender and university sector



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

Grades classification from Manual de Frascati (OECD)

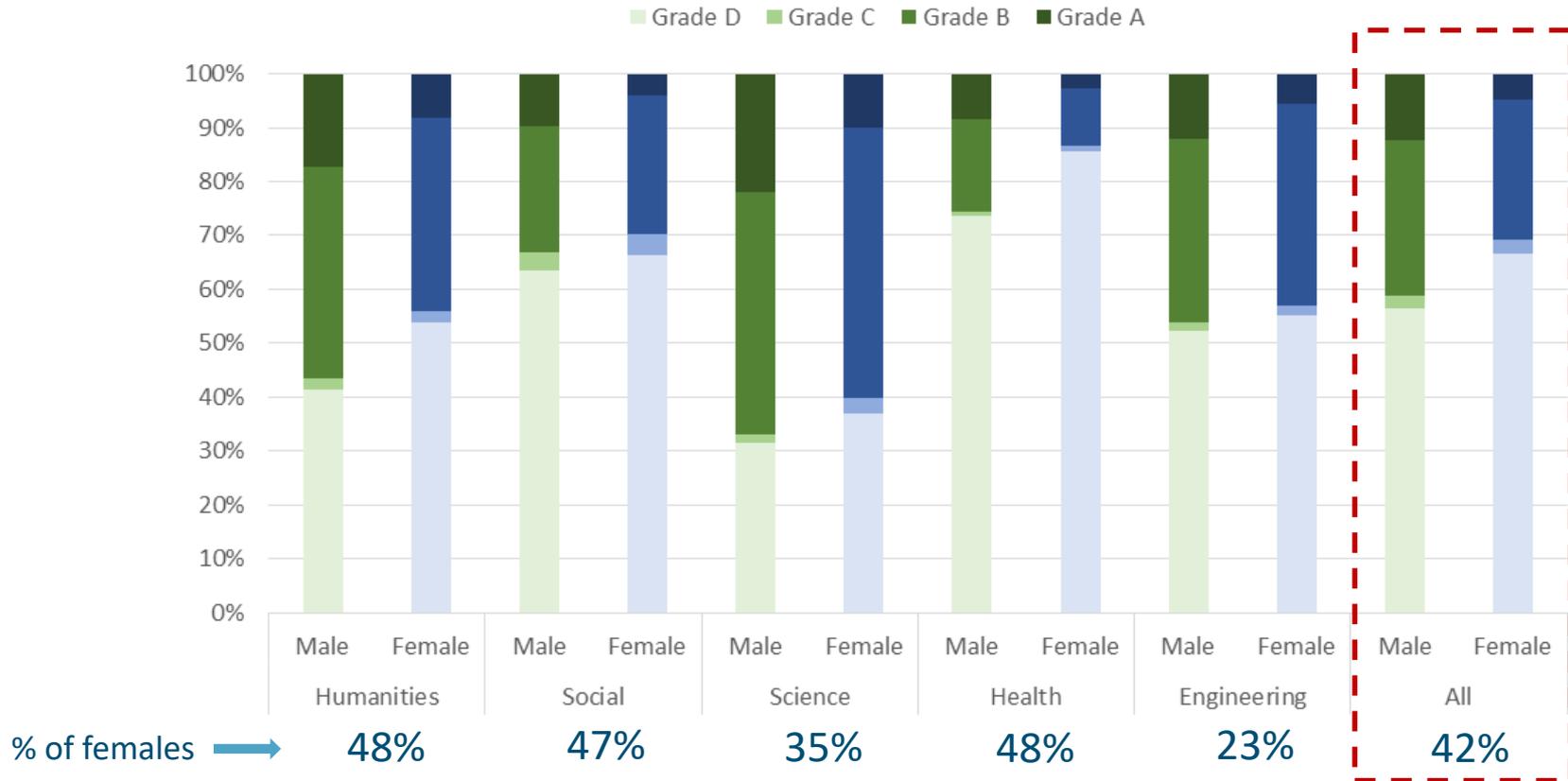
Grade A: highest position in research

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

## 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

## 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.

## 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

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- 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 for bachelor graduates in 2017, by discipline and gender

	Employed		Monthly Wage*		Full-time		Social promotion**	
	Male	Female	Male	Female	Male	Female	Male	Female
Humanities	81,1%	83,4%	1.569	1.457	62,4%	58,2%	48,3%	45,0%
Social science	89,2%	89,9%	2.153	1.756	86,9%	74,4%	51,8%	58,8%
Science	85,4%	84,4%	1.875	1.711	82,0%	74,3%	49,6%	49,9%
Health science	89,6%	89,4%	2.000	1.741	64,1%	63,2%	49,7%	50,8%
Engineering	93,6%	92,1%	2.413	2.108	94,6%	86,2%	57,4%	56,6%
<b>All</b>	<b>89,9%</b>	<b>88,9%</b>	<b>2.197</b>	<b>1.761</b>	<b>84,9%</b>	<b>71,0%</b>	<b>53,2%</b>	<b>54,6%</b>

\* 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

## 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**



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# Thank you!