

# Gender and Diversity as Structural Components of Quality in New (Engineering) Study Programs

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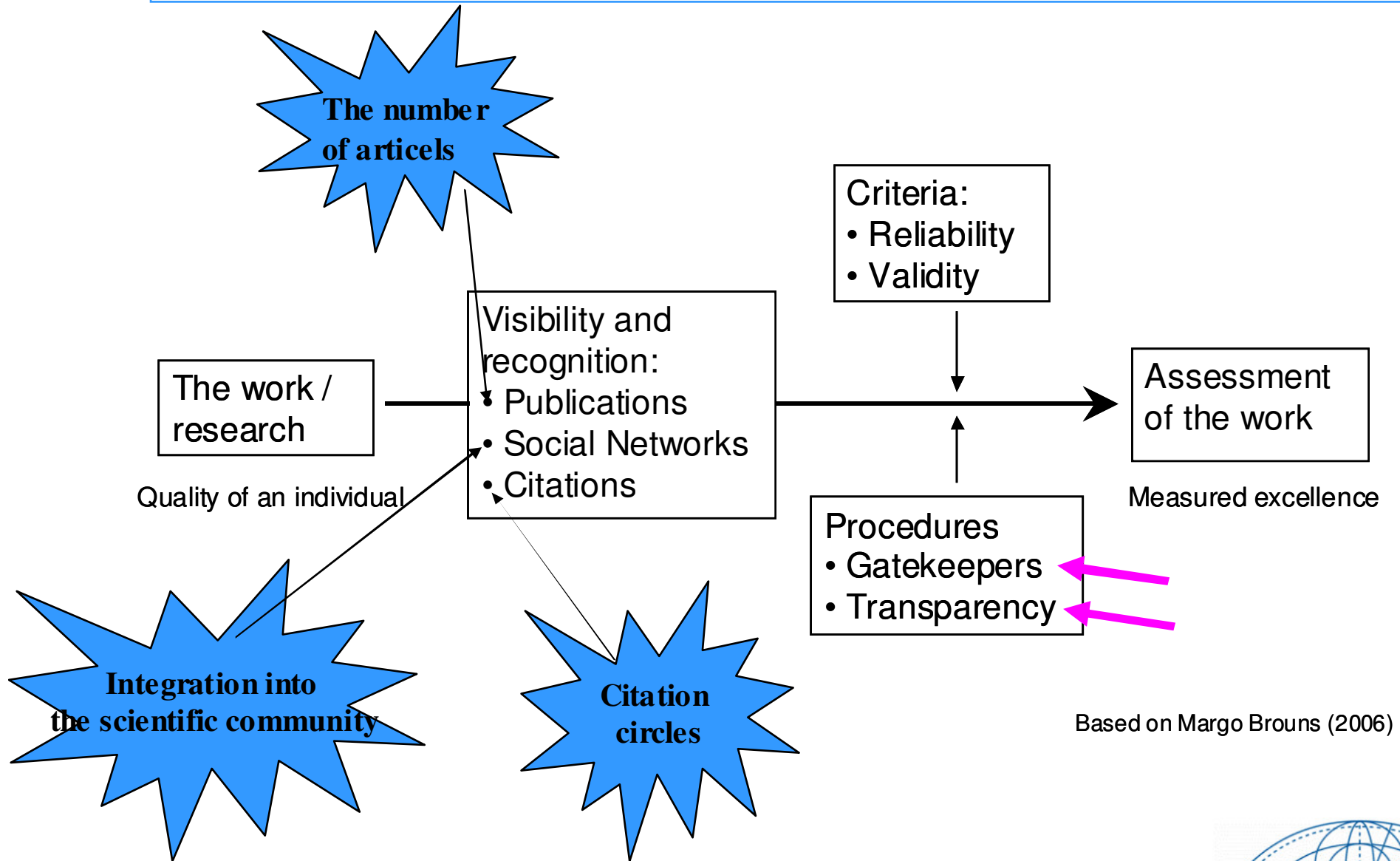
# 1. Relevant Questions

- In February 2006 the German Accreditation Council decided to review gender-mainstreaming concepts of HEI (higher education institutions)
  - The existence of Gender Mainstreaming has an impact on study programs
  - Effects have to be evaluated in accreditation procedures
- HEI have to decide themselves about appropriate ways to integrate gender mainstreaming into their new study programs
- Both, HEIs and accreditation agencies need criteria and procedures for observing the effects of gender mainstreaming concepts in higher education

# Some Definitions

- Gender Mainstreaming: „(...) to incorporate the different living situations and interests of men and women within all societal projects a priori and regularly, because there is no such thing as a gender neutral reality.“(BMFSFJ 2006)
- Diversity: umbrella term describing individual varieties (e.g. gender, age, culture, sexual orientation, religion, handicaps)
- Quality: stakeholders (professors, students, administration, future employers) in the process of university education define the requirements making quality for each single study program
  - within a specific environment
  - with specific political, juridical and economic constraints
  - they define their interests
  - they bring in believes and convictions

## 2. Gender aspects in Excellence and Quality Assurance



### 3. Gender Criteria in Quality Assurance in Engineering Education

➤ **Lack of Personnel (18.000 missing engineers / year)**

➤ **Demografic Change**

➤ **Changes in Industry:**

- Diversity as a management concept and
- Diversity in products and services because of customizing
- Leads to specific qualifications of job entrants

➤ **Impulses in Engineering Education:**

- Take care for the further education of senior engineers
- Take care for more continuous careers of female engineers (Re-entry)
- Take care for strategical integrating of young people with a migration background
- Integration of customizing into technical development



# 4. The Gender concept at TUM

## Studying at TUM:

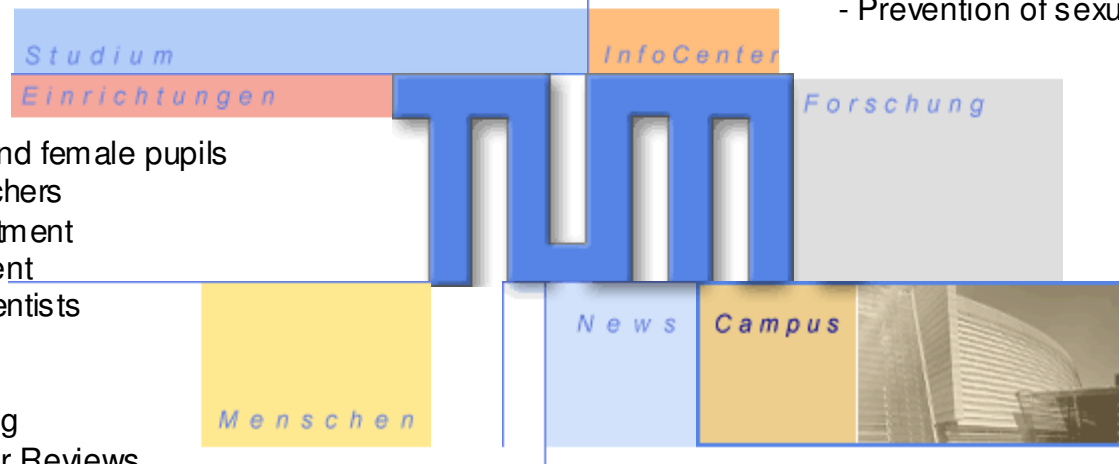
- Gendercompetence in subjects
- Agency for girls in science and technology
- Career Center for women
  - mentorING
  - vacation academy and further education

## Executive board of TUM

- Fundraising to support women
- Inclusion of women's and equality representatives into the University executive board
- Equality Act (since 1995)
- University development plan includes voluntary commitment to Gender Mainstreaming
- Agreements on:
  - "Fair Play" at the workplace
  - Prevention of sexual harassment at the workplace

## Management:

- Recruiting of personnel
  - projects for schools and female pupils
  - scientists and researchers
  - procedures of appointment
- Human resources development
  - support of female scientists
  - further education
- Qualitymanagement
  - Gender Mainstreaming
- Controlling / Evaluation / Peer Reviews
  - diversified statistics



## Research at TUM:

- Department 
- Consultancy in Research
- Research Projects

## People at TUM:

- Alumni / networks
- public relations
- outstanding people in the history of TUM
- 100 years of women studying at TUM

## Campus:

- childcare opportunities

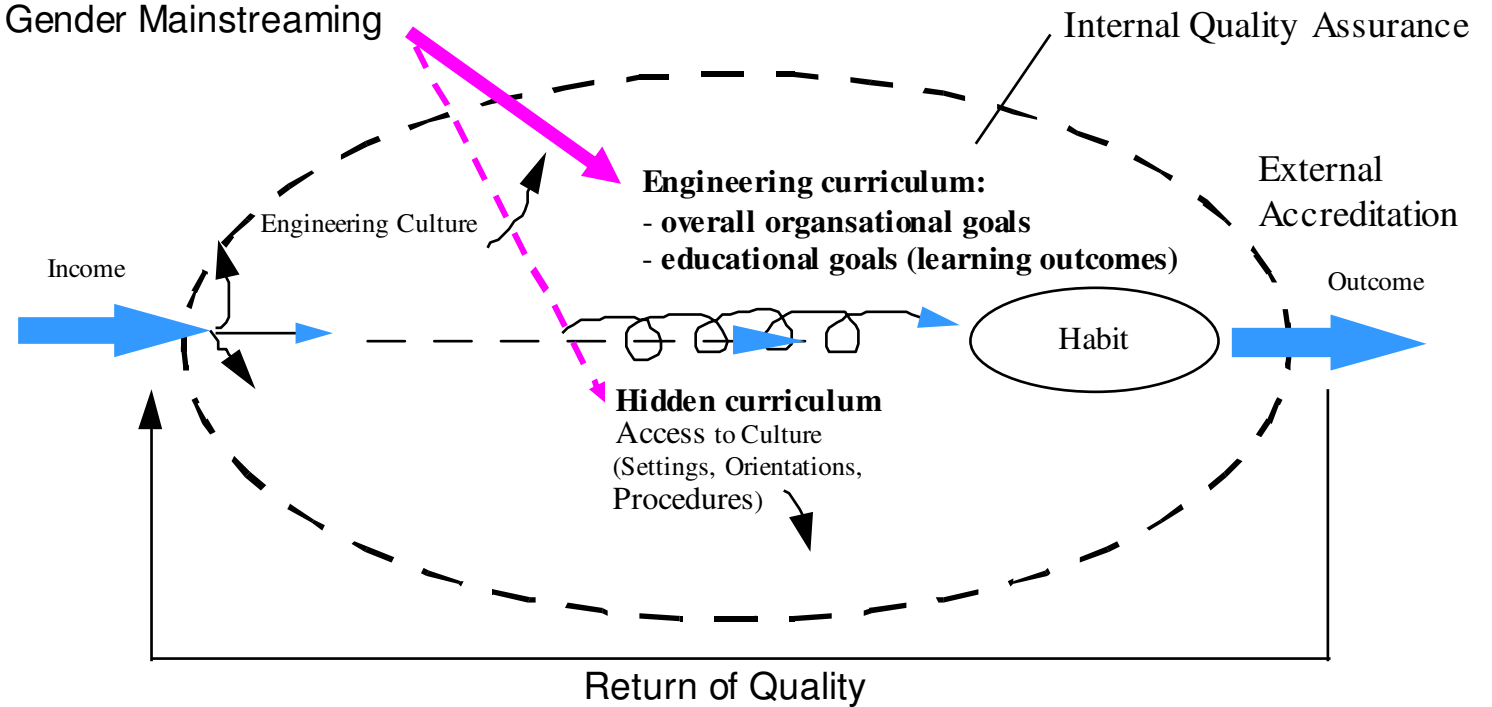
# A view to the Excellence Initiative

- Munich Dual Career Center
- Gender Issue Incentive Fund
- Work life balance
  - child-care facilities
  - new workplaces at home
  - part-time studies / re-entry studies
  - re-integration on return from parental leave
  - Family Care Structural Fund
- Gender consulting
- Professionalizing gender mainstreaming
  - Target agreements on Gender orientation
  - Gender sensitive personnel recruitment and development
  - quality management and controlling to gender issues



# 5. Gender and Diversity in New Engineering Study Programs

Integration of Diversity and Gender Mainstreaming





## 6. Gender and Diversity in the Management of HEI

- Business level:
  - open, constructive and scientific climate of motivated colleagues including different target groups / stakeholders
- Economic level:
  - through demographic change and too small student numbers in engineering, the need for technical professionals raises and can become negatively influential on the economic cycle
- Technical level:
  - due to technical developments new markets for new products arise; based on the awareness for a broader customer's diversification, new technologies can define diversity benchmarks and specifications early in the development process

# Perspectives

- Interdisciplinary arrangements in engineering education regarding new target groups
- Introduction of gender criteria in university can help implementing the growing diversity of societies, companies and educational institutions to meet future needs of the markets
- Changes in the profession of engineers anticipate the steps HEI have to go to be successful in engineering education