



聖若瑟大學
UNIVERSITY OF
SAINT JOSEPH

GENDER EQUALITY REPORT

2018 TO 2021

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1. Introduction

The [United Nations' Sustainable Development Goals](#) (SDGs) are a call to action to tackle the main challenges facing humanity and our planet today. The SDGs propose a blueprint identifying opportunities to make our world more inclusive, peaceful, and sustainable by 2030.

The University of Saint Joseph (USJ) assumes the commitment to contribute to sustainability as part of our core mission and strategy of promoting a caring and ethically responsible, economically, socially, and environmentally sustainable society.

[SDG 5: Gender Equality](#), sets the goal to achieve gender equality and empower all women and girls. Gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world.

Despite progresses in gender equality, many challenges remain. According to the [UN Sustainable Development Report](#) (2021) women represent only about 25% of members of national parliaments, 36% in local government, and 28% in managerial positions; and they are more likely to experience physical or sexual violence, and workplace discrimination.

Universities are important agents in promoting gender equality, by providing equal access to education, by nurturing respect for all members of the academic and wider community, and by providing contexts where diversity and participation is fostered, and women and men are empowered to contribute equally to society.

The University of Saint Joseph (USJ) embraces equality, diversity, and inclusiveness in our teaching and learning, campus life, research, and community outreach. We foster an open, welcoming environment where students, faculty, staff, and members of the public, of all backgrounds can collaboratively learn, work, and contribute.

The aim of this report, which constituted the first of its kind in our institution, was to explore gender issues in USJ, in order to identify strengths and obstacles to gender equality, and establish a plan to achieve a more fair and equitable community for our students and staff alike, as well as to the wider society.

2. Structure of the report

This report presents a cross-sectional analysis of data referring to the school years of 2018/2019, 2019/2020, and 2020/2021. In this report, first we provide information and links to relevant gender equality and diversity policies targeting the whole USJ community. Second, we compare students' accessibility, and academic success indicators per gender, and describe gender equality promotion measures targeting students. Third, we compare staff gender distribution and salary for academic and non-academic staff at different levels, and describe gender equality promotion measures targeting staff. Finally, we summarize the key findings, propose some next steps, and present the conclusion.

3. Anti-discrimination, harassment, and retaliation policies

Gender equality is necessary for a fair and sustainable society. [SDG 5: Gender Equality](#) sets as some of its target to:

“5.1. End all forms of discrimination against all women and girls everywhere
5.5. Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life”

An important contribution to these targets is equal access to education and employment opportunities. USJ policies on [Equality and Diversity](#), [Admission](#), [Discrimination](#), and [Harassment](#), foster equal access and prevent discrimination based on gender, gender identity, or sexual orientation. To promote transparency and accountability, appeal processes, and [Anti-retaliation](#) policies are also in place. Kindly find more information about these policies by clicking on the links provided.

4. USJ students

4.1. Access to USJ

Figure 1, below presents the gender distribution rates of complete applications submitted by candidates to Bachelor, Masters, and Doctoral degrees at USJ in the school years of 2018/2019, 2019/2020, and 2020/2021.

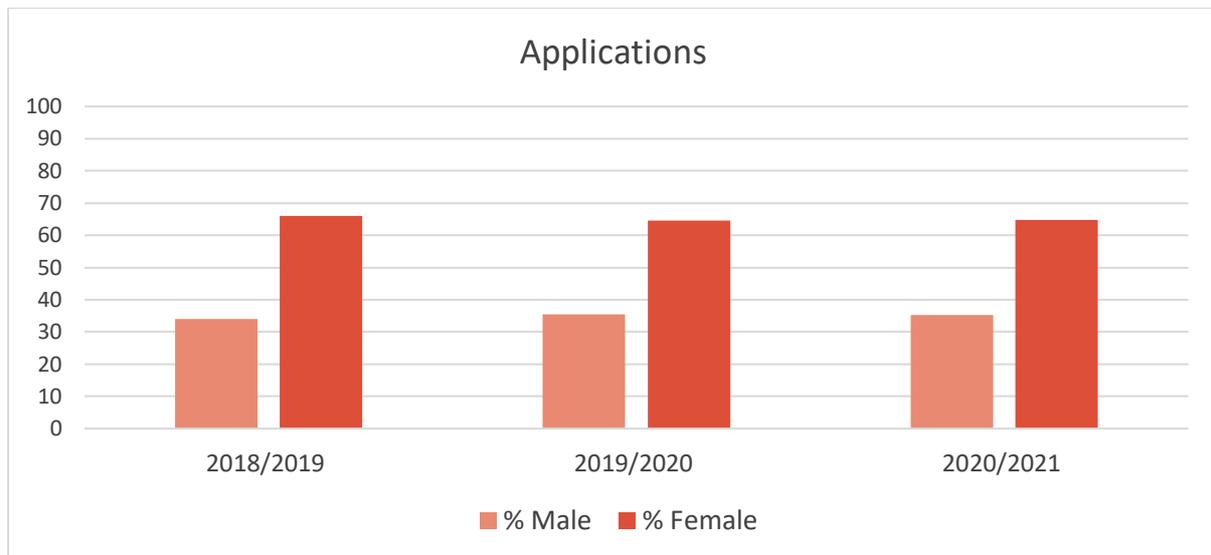


Figure 1: Application rate per gender

As illustrated in figure 1, the majority of candidates who submitted complete applications to USJ in the last three school years were female, representing 66% of the total of applications received in 2018/2019, and 65% both in 2019/2020 and 2020/2021.

Figure 2, below presents the gender distribution rates of acceptances of prospective students of Bachelor, Masters, and Doctoral degrees at USJ in the school years of 2018/2019, 2019/2020, and 2020/2021.

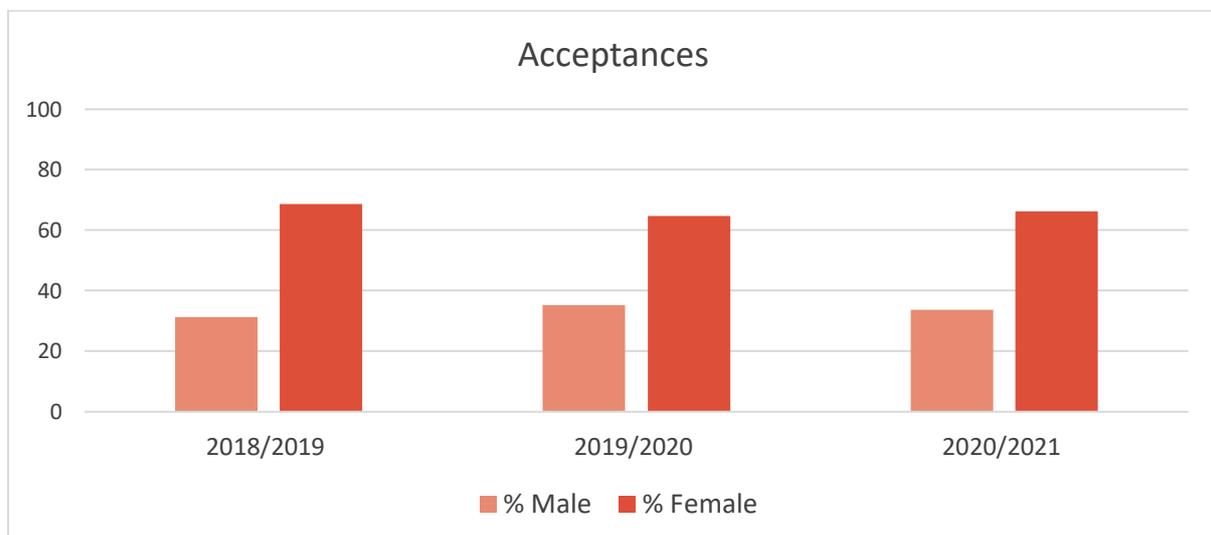


Figure 2: Acceptance rate per gender

Figure 2 shows that the majority of prospective students accepted for Bachelor, Masters, and Doctoral degrees at USJ in the last three school years were female, representing 69%, 65%, and 66%, of the total of acceptances in 2018/2019, 2019/2020, and 2020/2021, respectively.

Figure 3, below represents the rate of female candidates rejected (i.e., calculated based on the total of female candidates' applications received) compared to the rate of male candidates rejected (i.e., calculated based on the total of male candidates' applications received), for the Bachelor, Masters, and Doctoral degrees at USJ in the school years of 2018/2019, 2019/2020, and 2020/2021.

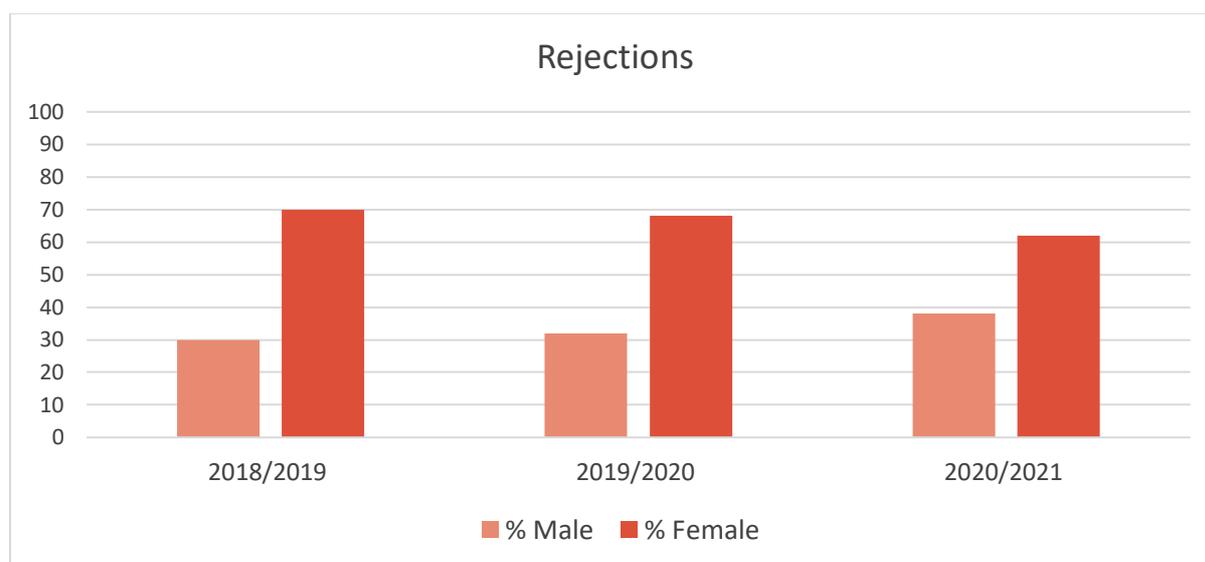


Figure 3: Rejection rate per gender

Figure 3 indicates that there is a higher rate of female candidates being rejected. The rejection rate for female candidates was 70%, 68%, and 62%, in 2018/2019, 2019/2020, and 2020/2021, respectively. While the rate of rejection for male participants was 30%, 32%, and 38%, in the same years. If we examine the evolution of the rejection gap between female and male candidates, we find that it has been decreasing, from 40% in 2018/2019, to 36% in 2019/2020, and to 24% in 2020/2021.

Figure 4, below presents the gender distribution rates of enrolments of Bachelor, Masters, and Doctoral degrees students at USJ in the school years of 2018/2019, 2019/2020, and 2020/2021.

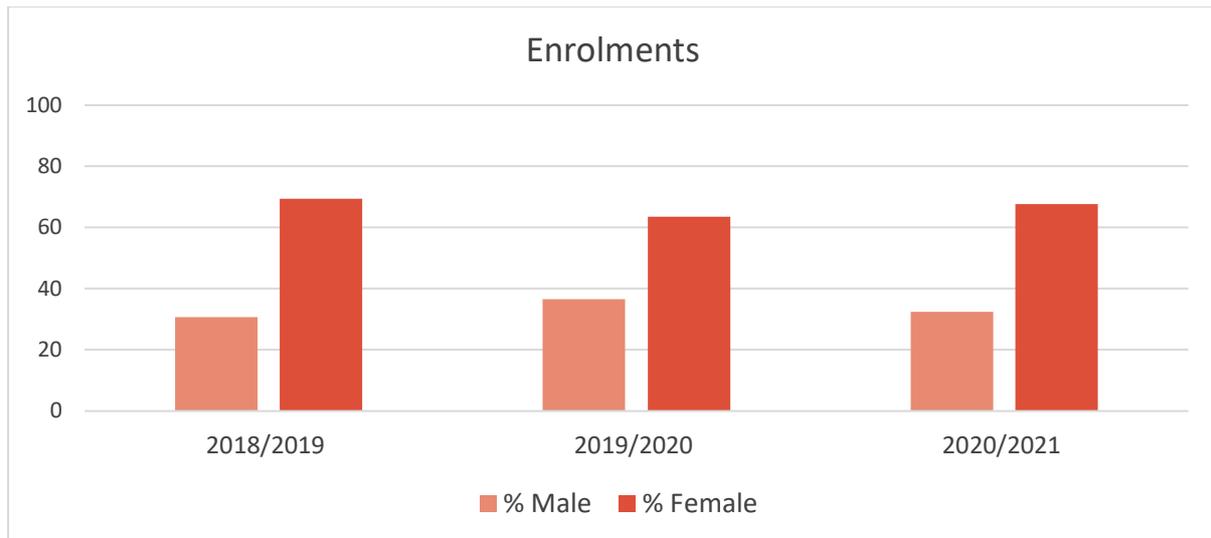


Figure 4: Enrolment rate per gender

As shown in figure 4, the majority of those who enrolled in Bachelor, Masters, and Doctoral degrees were female students. Female students represented the 69%, 64%, and 68% of the total of enrolments in 2018/2019, 2019/2020, and 2020/2021, respectively.

Figure 5, below presents the gender distribution rates of non-enrolments (i.e., prospective students accepted but not enrolled) of Bachelor, Masters, and Doctoral degrees prospective students in the school years of 2018/2019, 2019/2020, and 2020/2021.

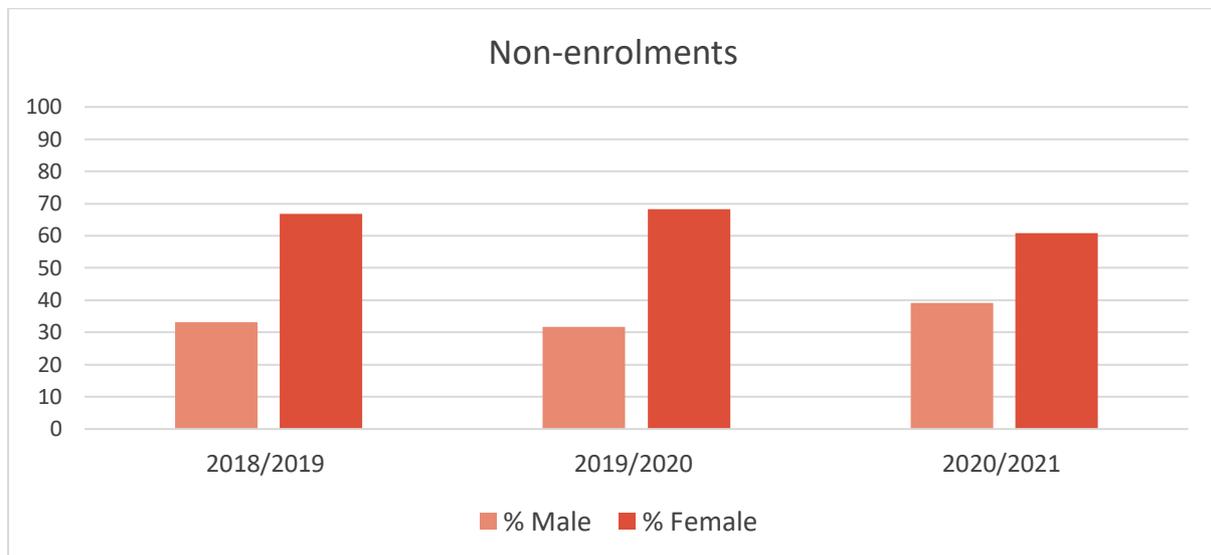


Figure 5: Non-enrolment rate per gender

Figure 5 indicates that there is a higher rate of female prospective students who were accepted but did not enroll. The non-enrolment rate for female candidates was 67%, 68%, and 60%, in 2018/2019, 2019/2020, and 2020/2021, respectively. While the rate of rejection for male participants was 31%, 32%, and 39%, in the same years. If we examine the evolution of the non-enrolment gap between female and male prospective students, we find that it has been decreasing, since 2019/2020, from 34% in 2018/2019, to 37% in 2019/2020, and to 23% in 2020/2021.

4.2. Academic achievement

Figure 6, below presents the average grade average point (GPA) of graduates from Bachelor, Masters, and Doctoral degrees at USJ in the school years of 2018/2019, 2019/2020, and 2020/2021.

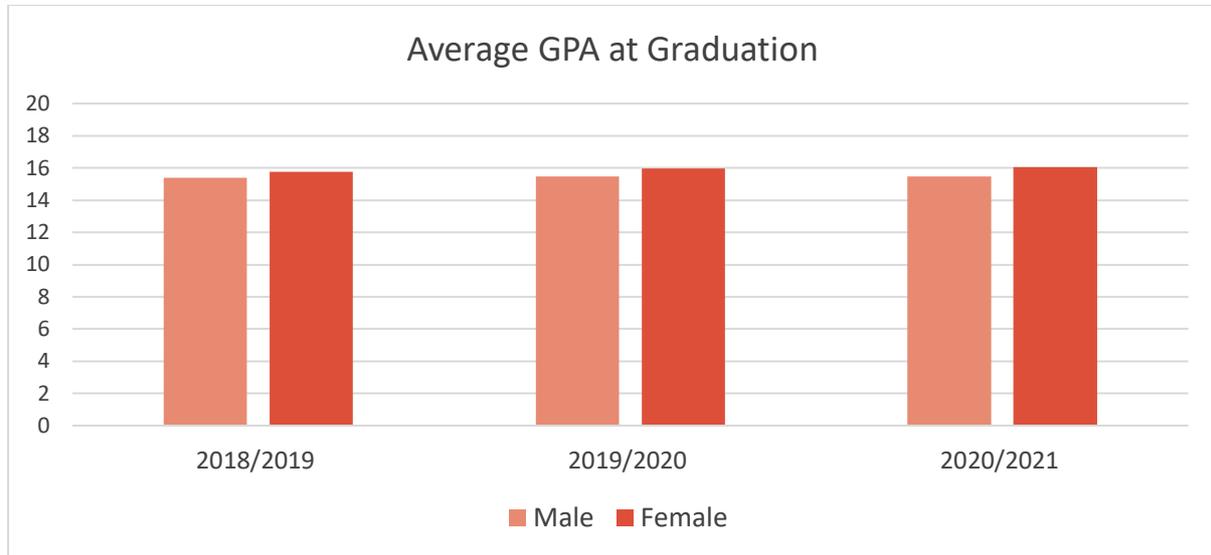


Figure 6: Average graduation GPA per gender

As figure 6 illustrates, average GPAs at graduation do not vary substantially between male and female students. In fact, female graduates tend to have slightly more positive GPAs.

Figure 7, below presents the gender distribution rates of graduates of Bachelor, Masters, and Doctoral degrees at USJ in the school years of 2018/2019, 2019/2020, and 2020/2021.

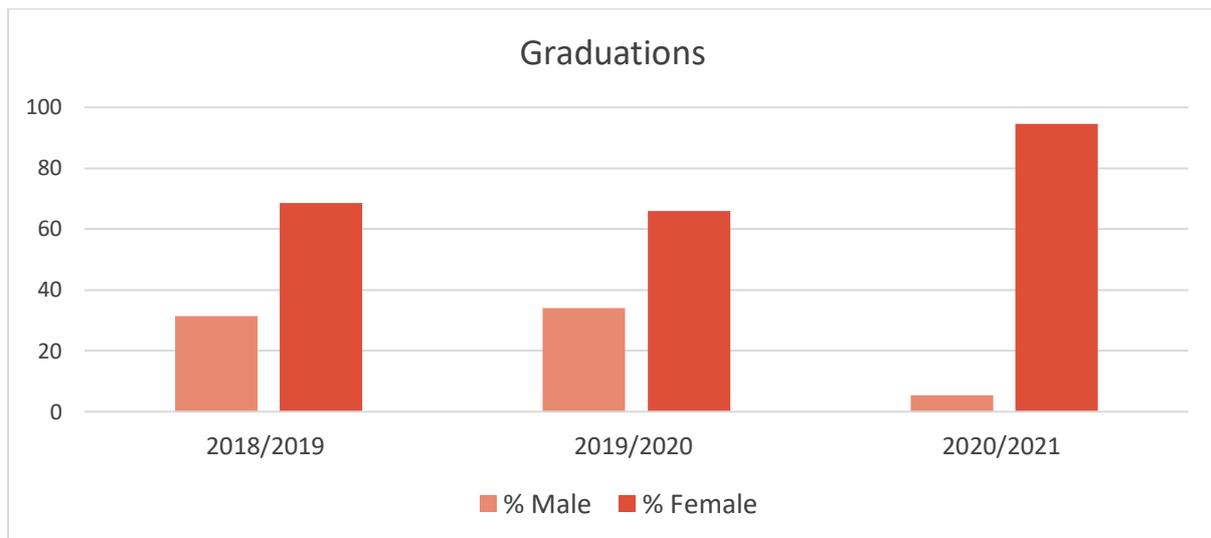


Figure 7: Graduation rate per gender

As shown in figure 4, the majority of graduates in Bachelor, Masters, and Doctoral degrees were female. Female represented the 69%, of the total of graduates in the school years of

2018/2019, and 95%, in 2020/2021. To interpret these numbers, it is important to consider that, the gender distribution of enrolments indicates that the majority of students in USJ are female. Therefore, it is expected that more female students graduate than male students.

4.3. Gender equality measures targeting students

Other than the current policies on [Equality and Diversity](#), [Admission](#), [Discrimination](#), [Harassment](#), and [Anti-retaliation](#), measures targeting students are in place in USJ to promote gender equality, namely:

- Access to [housing](#) and financial resources such as [scholarships](#) for local low-income female students and female students originating from low and middle-low-income countries, decided on a merit basis.
- Equal access to facilities, academic support, [counselling services](#), technology, accommodation, and other resources on campus.
- Signal posting and reference to [sexual and reproductive](#) health care services
- Female leaders mentoring program- Equal access to education and opportunities, including access to mentor programs designed to prepare female students for top-positions or further studies.
- Family support measures such as, access to a breastfeeding room on-campus, and flexibility in class attendance.

Kindly find more information on these measures by clicking on the links provided.

5. USJ staff

5.1. Gender distribution

Next, we characterize the gender distribution of USJ staff by different work categories, namely administrative staff, senior administrative staff (i.e., supervisory administrative functions), academic staff (i.e., research and teaching staff up to, and including the rank of Associate Professor), and senior academic staff (i.e., Heads of departments, Deans, and Executive and Rectoral team)

Figure 8, 9, and 10, below presents the gender distribution of USJ staff in the school years of 2018/2019, 2019/2020, and 2020/2021, respectively.

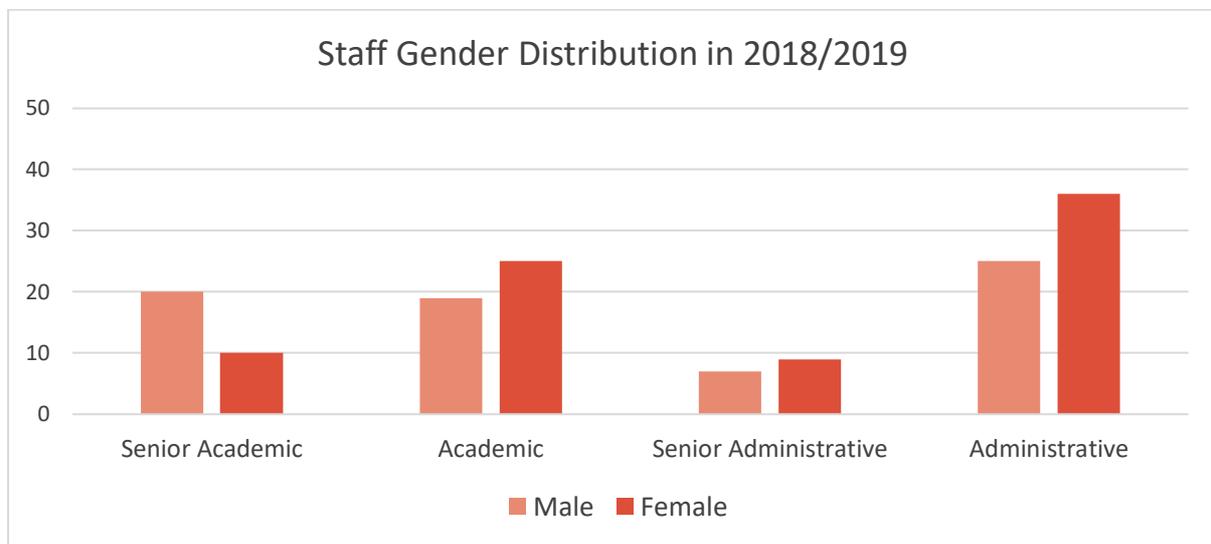


Figure 8: Staff gender distribution in 2018/2019

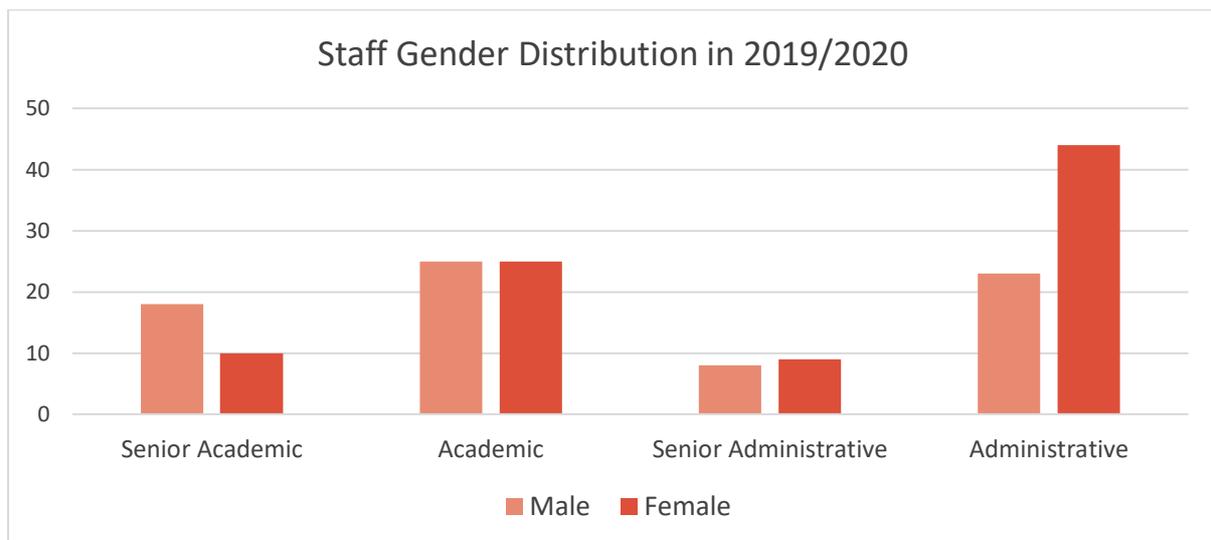


Figure 9: Staff gender distribution in 2019/2010

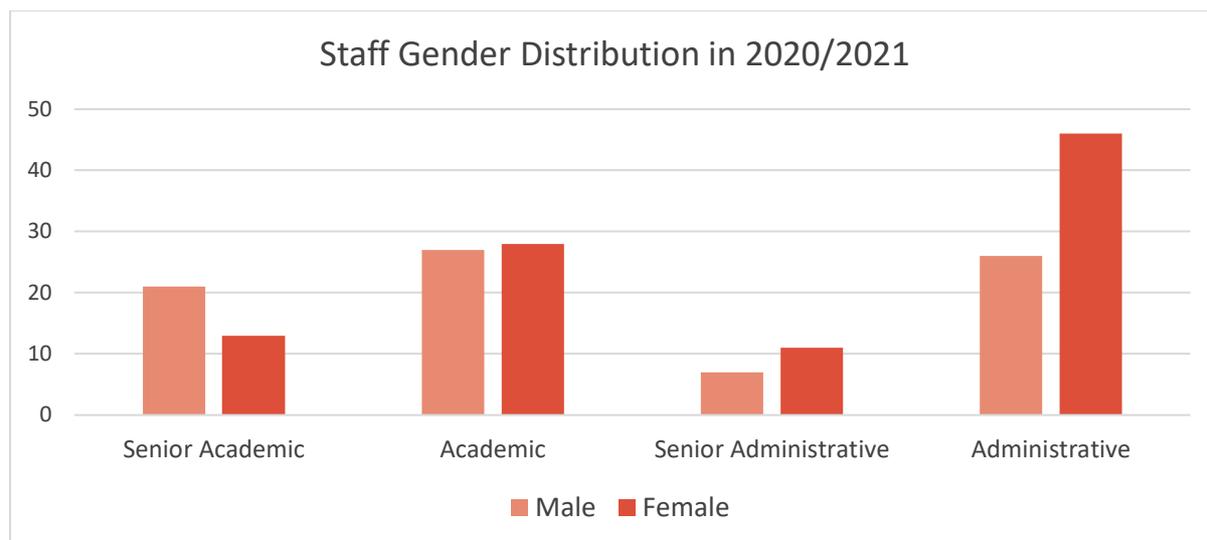


Figure 10: Staff gender distribution in 2020/2021

As illustrated in figures 8, 9, and 10 above, there are more female than male members of staff in administrative and senior administrative functions. This trend is relatively stable across the years. There is a greater balance between the number of female and male members of academic staff, especially after the school year of 2019/2018.

The larger imbalance between female and male members of staff is observed in senior management positions. All functions participate and contribute to USJs mission, but as staff with senior academic functions have a more active role in the governing of the organization, the gender distribution of senior academic functions is a useful indicator of female participations. Examining in more detail the evolution of female participation in senior academic, we can observe that, despite being a minority, the rate of female participation has been increasing, representing 33% of senior functions in 2018/2019, and 36%, and 38%, in 2019/2020, and 2020/2021, respectively.

5.2. Gender wage gap

Next, we characterize the differences in average salaries between female and male administrative, senior administrative, academic and senior academic staff. The wage gap was calculated by subtracting the average salary of male staff to the average salary of female staff for each of the work functions. Therefore, negative differences indicate instances where female staff average salaries were lower than the average salary of males working in the same function, and positive differences indicate instances where female staff average salaries were higher than the average salary of males working in the same function.

Figure 11, below presents the gender wage gap for the different work functions in the school years of 2018/2019, 2019/2020, and 2020/2021.

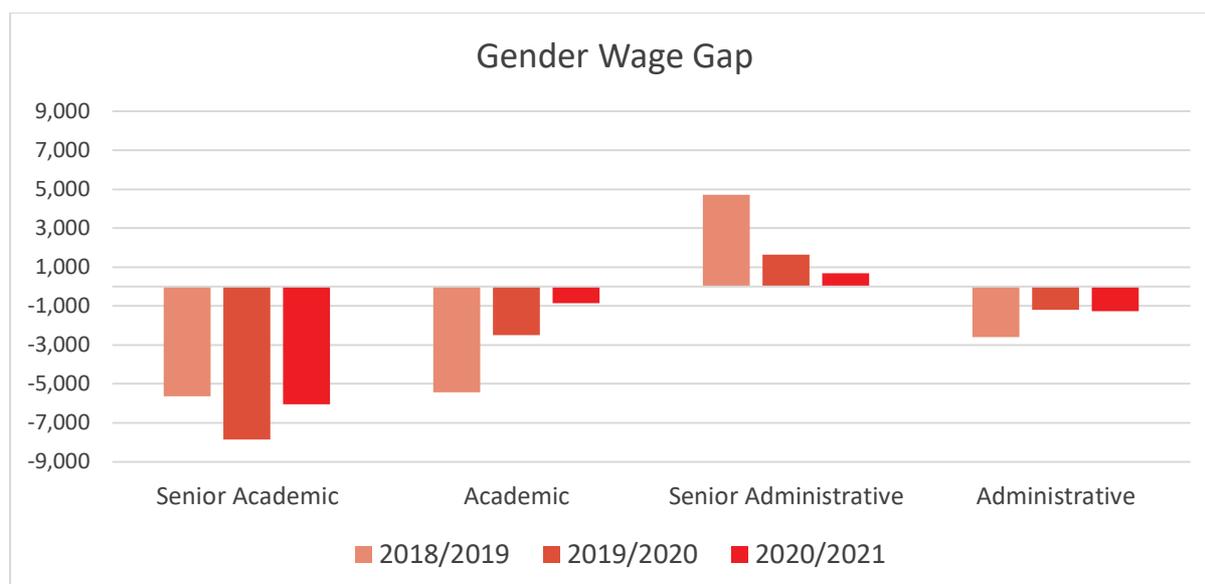


Figure 11: Gender wage gap per function category

As shown in figure 10, excepts for the senior administrative management function, in which female staff salaries tend to be higher than male staff salaries, for the remaining functions, the average salary of female tends to be lower than that of male staff. This difference is higher for senior academic positions, than for other academic positions, and is lowest for administrative functions. It is also possible to observe that since 2018/2019, there is a downward trend in the salary gaps observed for administrative, senior administrative, and academic functions. The same cannot be said for senior academic functions.

5.3. Gender equality measures targeting staff

Other than the current policies on [Equality and Diversity](#), [Discrimination](#), [Harassment](#), and [Anti-retaliation](#), measures targeting staff are in place in USJ to promote gender equality, namely:

- Maternity and paternity [paid leave policy](#) that extend far beyond the legal requirement in Macau (i.e., 101 days for new-mothers and 15 days for new-fathers),
 - Partnership with a nursery, that ensures childcare facilities at [reduced rates](#) for our staff, making it easier for parents to actively participate in the job market
 - Other family support measures such as access to [subsidized housing](#) on-campus breastfeeding room on-campus, and work flexibility for new-parents.
- Kindly find more information on these measures by clicking on the links provided.

6. Summary

The aim of this report was to explore gender issues in USJ, in order to identify strengths and obstacles to gender equality, and establish a plan to achieve a more fair and equitable community for our students and staff alike, as well as to the wider society.

We analyzed indicators of student accessibility and academic achievement, and staff distribution and wage gaps, referring to the school years of 2018/2019, 2019/2020, and 2020/2021. As well as current measures promoting gender equality among students and staff.

We found that the majority of students applying, being accepted, and enrolling in USJ are female, which contributes to USJ's goal of promoting equal access to education. Still, analysing in more detail the gender distributions of rejections based on the total of female and male applications, respectively, it is possible to observe that female applicants have a higher rate of rejection. The same can be said for non-enrolments. As the aim of this report is to identify obstacles to gender equality, the identification of these imbalances represents an opportunity to investigate this issue further, for example by comparing the gender distribution in different levels of learning, and programmes, in order to develop target measures to promote equal access.

Analysing USJ's staff gender distribution by different work categories, namely administrative staff, senior administrative staff (i.e., supervisory administrative functions), academic staff (i.e., research and teaching staff up to, and including the rank of Associate Professor), and senior academic staff (i.e., Heads of departments, Deans, and Executive and Rectoral team); we found that across the years there tends to be more female than male members of staff in administrative and senior administrative functions. There is a higher balance between the female and male academic staff. Finally, the highest gender imbalance is observed in senior management positions, still the rate of female participation has been steadily increasing, representing 33% of senior functions in 2018/2019, 36% in 2019/2020, and 38% in 2020/2021.

In terms of wage gap, excepts for the senior administrative management, female staff salaries tend to be lower across functions. This difference is higher for senior academic, than for other academic positions, and is lowest for administrative functions. Since 2018/2019, there is a downward trend in the wage gaps in administrative, senior administrative, and academic functions. This trend is not observed in senior academic functions.

Both the lower rates of female participation, and higher wage gap in senior academic positions raise questions regarding equality. Again, the identification of these issues represents an opportunity for a more fine-grained analysis of the gender distribution of the different senior academic positions, in order to promote target measures with the aim of fostering greater gender parity.

Next, we analyze the measures in place, and propose next steps to promote gender equality in USJ, and finally we present the conclusion of this report.

7. Next steps

Most of the measures in place to foster gender equality among students aim to promote equal access, by avoiding discrimination in selection, and preventing that low-income constitutes an obstacle to female students' enrolment. When female students enroll in the university, they enjoy equal access to on-campus resources. Yet, some obstacles were identified in this report.

1. Female candidates tend to have a higher likelihood of having their applications being rejected than male students. Future measures include:

- Comparison of gender distribution of rejections per degree level, faculty and program to identify intervention targets.
- Analysis of student selection practices and procedures
- Staff training and awareness workshops

2. Female candidates tend to have a higher likelihood of not enrolling after being accepted than male students. Future measures include:

- Comparison of gender distribution of non-enrolments per degree level, faculty and program to identify intervention targets.
- Exploration of motivations for non-enrolment (e.g., lack of financial resources, enrolment in other universities, etc.)
- Analysis of gender distribution of financial support scholarships and fellowships to decide on actions needed.

3. The analysis of gender equality in student achievement would benefit from the implementation of a more fine-grained longitudinal procedure that tracks grades, and graduation rates based on each cohort of students, to promote a more detailed analysis of the gender distribution of academic performance and completions rates.

Regarding staff, most of the measures in place to promote gender equality target new parents, by providing extended maternity and paternity leaves, subsidized child-care, and on-campus housing. Regarding parity in participation and remuneration some issues were identified in this report, namely:

2. Lower participation of women in senior academic positions. Future measures include:

- Comparison of gender distribution of the different positions within these functions to identify intervention targets.
- Incentives to the promotion of female staff, on a merit basis.

1. Female staff salaries tend to be lower than males' across the same functions, with the exception of senior administrative staff, and the gap is wider in higher hierarchical positions.

Future measures include:

- Comparison of gender salary parity between the different positions within the different functions to identify intervention targets.
- Review of salary policies in order to gradually eliminate the disparities found.

3. Finally, the investigation of gender equality among staff would benefit from an analysis of recruitment indicators such as applications, interviews, and hiring rates, and of promotions, in order to characterize accessibility to work and to professional progression in USJ by gender.

8. CONCLUSION

This gender report constitutes the first of its kind in USJ. And signifies our commitment to measuring and tracking gender equality on-campus. This report identified strengths, and also some obstacles to gender equality among our students and staff. It reviewed the current measures in place to promote inclusiveness and proposes future measures to tackle the obstacles identified.

According to data from the [UN](#), by 2019, women accounted for nearly 39 per cent of the global labour force, but held only 28.3 per cent of managerial positions. The disproportionate impact of the pandemic on female threatens to roll back the little progress made in reducing the global gender gap in managerial positions.

USJ assumes the commitment to contribute to foster gender equality as part of our core mission and strategy of promoting a caring and ethically responsible, economically, socially, and environmentally sustainable society. We assume a commitment to our role in shaping and empowering the next generation for a more equitable future, serving as a platform for debate, contributing to policy development, and disseminating these values to the wider community.



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