



Redesigning Equality and Scientific Excellence Together



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RESET aims to address the challenge of Gender Equality in Research Institutions in a diversity perspective, with the objective to design and implement a user-centered, impact-driven and inclusive vision of scientific excellence.

Consortium partners





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Together

D1.3

GEPs 1.0

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Abbreviations

AUTH	Aristotle University of Thessaloniki (GR)
EC	European Commission
EIGE	European Institute for Gender Equality
EL	Greece
EU	European Union
FR	France
GE	Gender Equality
GEB	Gender Equality Board
GEP	Gender Equality Plan
GIL	Gender Inclusive Language
HEI	Higher Education Institutions
PL	Poland
PT	Portugal
RESET	Redesigning Equality and Scientific Excellence Together
UBx	University of Bordeaux (FR)
UL	University of Lodz (PL)
U.Porto	University of Porto (PT)



Executive Summary

The RESET project has achieved a major milestone by having the first Gender Equality Plans of the four implementing institutions ready and endorsed by each partner governance. These four GEPs comply with all the requirements of the Horizon Europe framework and were developed using an intersectional approach and a co-design methodology - the two guiding principles of the RESET project. This means that the methodological approach to developing the Gender Equality Plans involved participation, exchange of points of view, engagement and collaborative creativity of all project's contributors, and that a gender and intersectional perspective was embraced in GEPs' principles and measures.

During the first year of the RESET project, efforts were made towards understanding of the gender equality situation at each partner institution. For that purpose, an exhaustive collection of indicators was prepared and a status report was submitted (Deliverable 1.2 - GE survey reports). The current deliverable interlinks with the previous one to the extent that foreseen actions are designed to cover the priority areas of intervention highlighted in that report. To design the GEPs, the role of Gender Equality Boards (GEB), set up at the onset of the RESET project, was crucial. Additionally, local stakeholders and top-management of partner universities were engaged in the GEP design process.

To ensure GEP compliance with the Horizon Europe requirements, all partners used the same GEP template, although the final version of GEPs had some adjustments to adapt to the local contexts. Each GEP document comprises an overview of the local context, main assumptions and framework - mission and aims of the plan, the methodology and strategy used, and key findings substantiating the GEP. A detailed implementation plan is presented including objectives, priority areas, description of actions, responsibilities, resources to be allocated, target groups, indicators for monitoring and evaluation, and timeline.

In this deliverable, we briefly introduce the European context and framework for gender equality, then we describe the methodological and strategic approach that guided GEP preparation in all local partner institutions, and finally we analyse GEPs' content. These analyses entail both a comparative stance on some indicators and a qualitative analysis of how each local GEP is addressing the key priority areas defined in the local data reports making part of the Deliverable 1.2 report. The fourth section summarises some reflections about GEP sustainability and details on next major steps for GEP implementation.

In conclusion, this deliverable embodies the ambition of all partner institutions striving for gender equality and diversity in the academia and constitutes a major accomplishment for the project and for all involved Higher Education Institutions.



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1. European Context for Gender Equality

Gender Equality is one of the priorities for this decade identified by the United Nations. It is stated within the *Goal 5: Achieve gender equality and empower all women and girls*, as one of the sustainable development goals (SDG)¹. It is part of the European Commission Gender Equality Strategy for 2020-2025, towards a gender-equal Europe and a fundamental value of the European Union: “a Union where women and men, girls and boys, in all their diversity, are free to pursue their chosen path in life, have equal opportunities to thrive, and can equally participate in and lead our European society”². This strategy pursues a three-pronged approach, combining gender mainstreaming, targeted actions and political dialogue, and unfolds into several streams of action.

Across Europe, Research and Innovation sector has been receiving strategic attention to overcome persisting gender inequalities: a) recommendations to state members have been provided under the ERA framework³; b) the European Charter for Researchers⁴ has set out requirements on employers and/or funders towards gender balance and non-discrimination; c) funding was made available to overcome barriers to gender equality and to implement measures to support enhancement of work environment at Higher Education Institutions (HEIs) (e.g., Horizon 2020). Despite the progress achieved, there is still a gap between the adoption of policies and strategies at the European and national levels, and their implementation at an institutional level⁵.

To address these barriers, European Commission (EC) strengthened its crosscutting priority of promoting Gender Equality through:

- the [European Research Area](#) in collaboration with member countries and research organisations;
- the funding programme [Horizon Europe](#).

¹ [United Nations: Gender equality and women's empowerment](#)

² [Gender Equality Strategy | European Commission](#)

³ [European research area \(ERA\)](#)

⁴ [European Charter for Researchers | EURAXESS](#)

⁵ European Commission, Directorate-General for Research and Innovation, (2022). *European Research Area policy agenda: overview of actions for the period 2022-2024*, Publications Office. <https://data.europa.eu/doi/10.2777/52110>



Following the Ljubljana Declaration on Gender Equality in Research and Innovation,⁶ the European Research Area Policy Agenda established as action number five: to promote gender equality and foster inclusiveness. This approach relies on an intersectional understanding of diversity, taking into consideration both geographical and sectorial levels, and strives to ensure engagement of all countries as well as inclusion of innovation and private sector stakeholders⁵.

With [Horizon Europe](#), the European Commission reaffirms its commitment to gender equality in research and innovation. Bolstered measures towards Gender Equality were introduced regarding access to the funding:

1. **Eligibility:** for calls with deadlines in 2022 and onwards, having a Gender Equality Plan (GEP) becomes an eligibility criterion for all public bodies, higher education institutions and research organisations from the EU member states and associated countries wishing to participate in the funding scheme;
2. **Award Criterion:** integration of the gender dimension into research and innovation content is a requirement by default, and is evaluated at the application state under the excellence criterion, unless the topic description explicitly specifies otherwise;
3. **Ranking Criterion:** increasing gender balance throughout the programme is another objective, with a target of 50% women in Horizon Europe related boards, expert groups and evaluation committees, and gender balance among research teams is set as a ranking criterion for the proposals with the same score.

The support for the implementation of Gender Equality Plans (GEPs) in research organisations has also been reinforced by the EC through funding, guidance and training. In the current context, the promotion of gender equality has become mandatory, but at the same time, an additional opportunity was presented: to go beyond existing policies and move towards more inclusion. Overall, GEPs strive for enhancement of occupational equality and dissemination of a culture of inclusive academic and scientific excellence.

⁶ <https://data.consilium.europa.eu/doc/document/ST-12044-2021-INIT/en/pdf>

2. Framework and Strategic Plan

2.1 Gender Equality Plans development, structure and sustainability

All Gender Equality Plans developed under the RESET project followed a multi-method approach where qualitative and quantitative data was collected based on the analysis of secondary data, focus-groups and a large-scale survey. The results obtained in 2021 from each partner were compiled and discussed in a separate RESET report submitted to the European Commission (Deliverable 1.2), whose main conclusions grounded the issues addressed in each of the following GEP.

The definition of all partner institutions' GEPs complies with the requirements and recommendations of Horizon Europe, in terms of both process and content (European Commission, 2021).⁷ As such, all GEPs:

- Will be made publicly available and disseminated within all institutions;
- Will benefit of dedicated resources and gender equality expertise;
- Had their content built on disaggregated data collected in each partner institution;
- Include actions targeting a wide range of stakeholders (e.g., researchers, decision-makers, teachers, staff).

The tailor-made feature of the GEPs was firstly assured by extensive reviews of national and regional laws, as well as institutional regulations. The two key principles of RESET - co-design and intersectionality - underlied both the development process and content of the GEPs, and serve the project's ambition for inclusivity. The **co-design approach** was implemented within each partner institution with the help of a cooperative work carried out by multiple stakeholders, thus ensuring the engagement of the whole organisation and promoting the commitment of senior leaders. For this, Gender Equality Boards took part in periodic thematic discussion sessions, and each partner's RESET team met with people in decision making positions, Vice-Rectors (for UBx, U.Porto, UL and AUTH) and/or Chancellors (UL), as well as with key offices and services from their institution. All partners consulted local services, such as Academic offices, International Relations Offices, Research and Innovation Offices, Human Resources, Communication Offices. Besides being essential to the promotion of a bottom-up process and ensuring that different needs and specificities of organisations are met, this approach helped to overcome probable challenges and resistances. Together with the principle of co-design, RESET's **intersectional approach** was adopted from the moment of data collection, where it was not only broken down by sex, but also

⁷ European Commission, Directorate-General for Research and Innovation. (2021). *Horizon Europe guidance on gender equality plans*. <https://data.europa.eu/doi/10.2777/876509>

by other available group features. Following the results of the analysis and simultaneously adopting a holistic view on men and women's experiences, all GEPs were built on a conviction that an intersection of sex and gender with other characteristics contributes to individual experiences of discrimination. Deriving from these approaches, each RESET partner adapted their own GEP template to the context of their organisation. This adaptation is based on the premise of having meaningful and achievable actions for each institutional context.

Figure 1 illustrates the whole process for the GEPs development, from step 1 of the GEAR tool⁸ - Getting Started -, through step 2 - Analysing and assessing the state-of-play in the institution - to step 3 - Setting up the Gender Equality Plans. This scheme also highlights the co-design approach followed throughout this process.

⁸ Available at: <https://eige.europa.eu/gender-mainstreaming/toolkits/gear/step-step-guide>

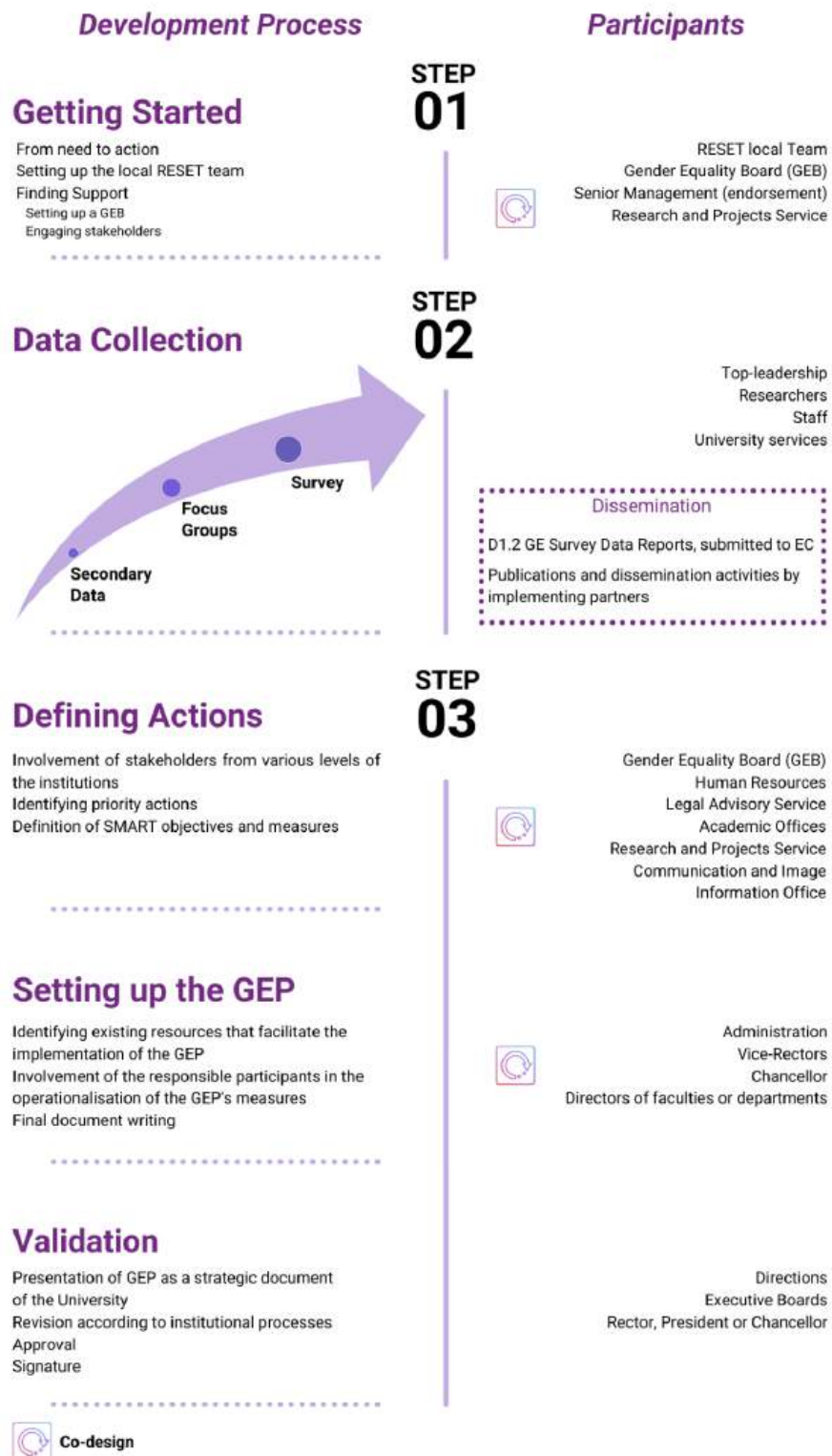


Figure 1: Process for the GEPs development



2.2 Key concepts

As a product conceived following the GEAR methodology, each GEP embraces major concepts that articulate and embody the intersectional approach. On this matter, we systematise some of the main concepts upon which all GEPs are based⁹:

GENDER EQUALITY Implies that the different interests, needs and priorities of women and men are taken into consideration and attended to, thereby recognising the diversity of different groups of women and men.

GENDER MAINSTREAMING Systematic consideration of the differences between the situations and needs of women and men in the elaboration and monitoring of all policies and actions.

DIVERSITY Differences in the values, attitudes, cultural perspectives, beliefs, ethnic background, sexual orientation, gender identity, skills, knowledge and life experiences of each individual in any group of people. It is important to consider the lived realities of women and men in all their diversity.

INTERSECTIONALITY Analytical tool for understanding and responding to the ways in which such factors as sex and gender intersect with other personal characteristics/identities (such as age, ethnicity, race, etc.), and how these multiple intersections translate into unique experiences of discrimination.

INCLUSION The practice or policy of including and integrating all people and groups in activities, organisations, political processes, etc., especially those who are disadvantaged or have suffered from discrimination or are living with disabilities.

INSTITUTIONAL CHANGE A strategy aiming to remove obstacles to gender equality that are inherent in the research and innovation (R&I) system itself and to adapt practices of organisations to the current stakes. Within an institutional change approach, the focus is set on the organisation.

An additional and key concept for the aims of the RESET project is the definition of scientific excellence:

EXCELLENCE Traditionally the value and recognition of a researcher is measured using such criteria as the concrete impact on a scientific progress, the citation score, the number of publications, international recognition, as well as the impact of the scientific reviews in which they were published. However, while reviewing the social conditions that influence the quality of those criteria (gender, age, social class, race, sexual orientation), it may be observed that gender-bias and social

⁹ All definitions are available at:

<https://eige.europa.eu/gender-mainstreaming/toolkits/gear/terms-and-definitions>

inequalities have an impact on our perception of excellence. The RESET project aims at developing a **reflexive, inclusive, impact-driven and societally relevant** definition of scientific excellence (consult D6.5).



3. Analyses of Local GEPs

In this section we present a comparative analysis of the content of four local GEPs by firstly providing quantitative indicators, followed by an overview of how major issues identified in the analyses of the state of play (Deliverable 1.2) have been tackled by each partner. By giving this general outlook, we also underline commonalities and differences across GEPs (horizontal and targeted measures¹⁰). The section ends by determining the biggest challenges and opportunities for the implementation of these GEPs according to partner's perceptions of their local and institutional context. Full versions of local GEPs are presented in section 5. *Local GEPs Compilation*.

3.1 Overview and thematic areas

All four local GEPs followed a similar structure and include a preamble where local and European context and legislation is highlighted setting the tone of the document and making it a political and strategic piece for each partner university. Indeed, RESET GEPs are streamlined and are all complying with the recent Horizon Europe requirements. In addition to these commonalities, as partners had the opportunity to adjust the GEP template to each institution's priorities, some differences emerged among the implementing partners, namely regarding strategies that anchor the GEPs' implementation. Ubx benefits from the university's previous experience in this area, enabling it to move forward in the implementation of measures at an early stage. The other partners have chosen to set the stage first: U.Porto aims to bring leadership commitment to this process, strategically placing actions on leadership at the onset of the plan, as these will support the following actions. Therefore, *Leadership and decision making* is the area "A" in U.Porto GEP; AUTH has created an additional area (A. Inclusive and gender-sensitive environment) including horizontal actions that are seen as prerequisites for the implementation of other actions within the remaining thematic areas. UL took a different approach as they kept the thematic areas in the initial format, but focused their actions on visibilising and empowering. In this way, UL is striving to reduce resistance and create conditions for future intervention. All partners GEPs are therefore aiming at setting Gender Equality infrastructures: implementing GE offices, revising charters and chore documents, and adapting monitoring systems that will grant higher sustainability of Gender Equality actions.

Table 1 presents a description of the four thematic areas as they were embraced by each partner local GEPs and the corresponding number of actions.

¹⁰ Horizontal measures refer to actions that are seen as transversal to several thematic areas or as actions that are needed to set the ground for more specific target measures.

Table 1: Distribution of Thematic Areas and Actions per Partners GEPs

Thematic Areas	AUTh	UBx	UL	U.Porto
A Recruitment, retention, career progression including the availability of family-friendly policies	A. Inclusive and gender-sensitive environment D. Gender equality in recruitment and career development	I. Recruitment, retention, career progression including the availability of family-friendly policies	A. Recruitment, retention and career progression	B. Recruitment, retention and career progression
Actions	11	17	22	21
B Leadership and decision making (accountability, transparency, inclusiveness)	A. Inclusive and gender-sensitive environment C. Gender balance in leadership and decision-making positions	II. Leadership and decision making	B. Leadership and decision making	A. Leadership and decision making
Actions	17	20	4	13
C Gender dimension in research and knowledge transfer (content and curricula)	B. The gender dimension in teaching and research	III. Gender dimension in research and knowledge transfer	C. Gender dimension in research and knowledge transfer	C. Gender dimension in research and knowledge transfer
Actions	9	16	12	13
D Gender biases and stereotypes, sexism and sexual harassment	A. Inclusive and gender-sensitive environment E. Gender-based violence and harassment	IV. Gender biases and stereotypes, sexism and sexual harassment	D. Gender biases and stereotypes, sexism and sexual harassment	D. Gender biases and stereotypes, sexism and harassment
Actions	16	14	15	13
Total of Actions	53	67	53	60

The four GEPs include a relatively close number of measures. However, there are relevant differences regarding coverage of thematic areas. As seen in figure 2, it is in *Leadership and decision making* area that those differences are more pronounced, with UBx featuring 20 measures, whereas UL has 4. As for *Recruitment, retention, career progression including the availability of family-friendly policies*, the four universities also set up a different number of measures, with UL having twice the number of actions than AUTh. In *Gender dimension in research and knowledge transfer*, differences were not so prominent as all partners are initiating actions in this field. Finally, all partners dedicated a very close number of actions to the area on *Gender biases and stereotypes, sexism and sexual harassment*.

AUTH, UBx, UL and U.Porto Actions per Thematic Area

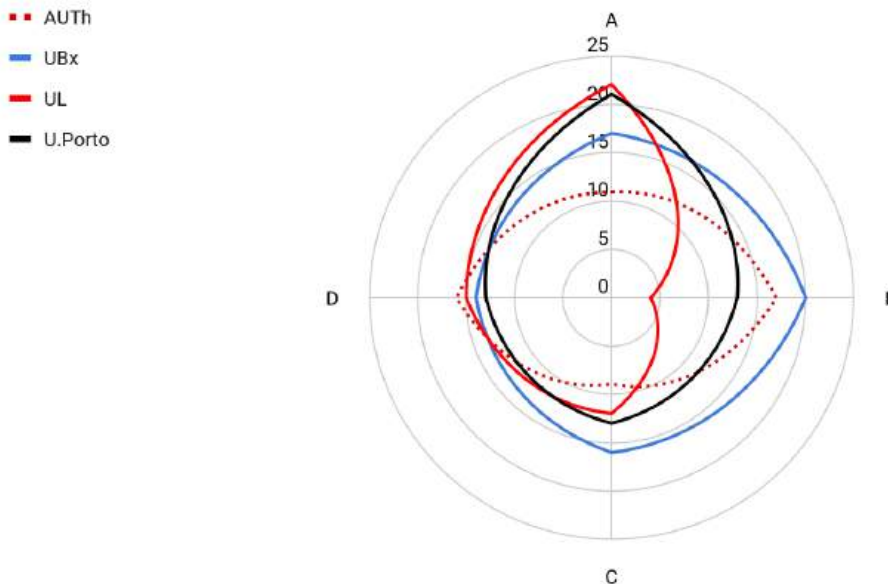


Figure 2: Distribution of Actions per Thematic Areas and Partners GEPs

3.2 Key findings substantiating the GEPs

In our local data reports, compiled in Deliverable 1.2 (consult for more details), a set of key areas for action were highlighted by all partners:

- **Horizontal and vertical segregation.** For all RESET implementing partners, when the total number of employees is considered (administrative and academic workers) women are the majority. In addition, women are more represented in lower status categories and in more traditional areas of knowledge. They are **less represented at the top of the hierarchy**, though it is more frequent to find women in top management positions in the scientific areas where they are also a majority.
- **Career progression.** In all reports, the impact of motherhood in career progression is highlighted. It is acknowledged that women's carriers progress at a slower pace once they become mothers.
- For most women, **leadership positions** are seen as not attainable or they see themselves as not senior enough to be considered as applicants, pointing out to the perception of disadvantage owing to their age and sex. Furthermore, more women than men see these positions as challenging for their already difficult work-family balance.

- There are no policies or formal incentives in place in regard to the **integration or mainstreaming of the gender dimension in academia**.
- **Areas of discrimination** are based on the intersection of gender and age at all universities. Additionally, other specific intersectional categories were reported as basis for discrimination in different partners, such as sexual orientation or gender identity (ATh; U.Porto), ethnicity/nationality (UBx) or religion (UL).
- Most partners do not have a specific process implemented to use **Gender Inclusive Language (GIL)** or a **Reporting mechanism for gender-based violence, sexism and sexual harassment**.

Deriving from this set of findings, it is with no surprise that many priority areas for intervention have been defined similarly across the partners and that all partners feel the need to implement measures at a structural level, in order to start addressing these issues. Thus, in all GEPs, there are measures devoted to **capacity building** of local stakeholders, improvement of the **monitoring and data analyses systems, review of core documents** to integrate gender equality and diversity and **setting up of mechanisms to report discrimination situations**.

Overall, all GEPs' ambition is to adopt an **intersectional approach**. Therefore, the foreseen actions, namely the ones that aim to be embedded in usual practices and routines of the organisation, take this into account. As illustrative examples, collection of data is expected to be crossed with other layers of inequalities (e.g. age, ethnicity). The capacity building sessions are seen as spaces to discuss and train on gender and other intersectional dimensions, the intended use of gender inclusive language relies on a more than binary vision of gender, and the mechanisms to report harassment also integrate reporting of discrimination situations beyond the issue of sexual harassment.

Another crucial feature of the RESET project and, consequently, of the GEP of each partner is the integration of a thorough discussion on the **concept of scientific excellence** and diversity. The debate around meritocracy and how the indicators of excellence are embedded within inequalities are key to this goal, thus, a revision of core documents is foreseen at UBx and U.Porto. Campaigns promoting a gendered perspective on scientific excellence are envisaged at UL and ATh.

In order for the actions to be more impactful and, thus, implementing a sustainable change, partners intertwined their GEPs with local universities' strategic documents. Indeed, this measure, at a governance level, allows for **anchoring gender equality principles within the routines and practices of the whole university**. In addition to increasing the endorsement of gender equality, such a strategy also increases the opportunities to access resources (both financial and human ones).

All local GEPs are embedded in distinct **organisational and sociopolitical contexts**. While in UBx a set of legislations and recommendations on the topic of gender equality has been in place already for some time, namely an occupational equality plan that served as the basis for the actual GEP, in other contexts, such as at U.Porto, the impactful legislations are more recent. At UL, these facilitators are less clear. These different contexts also shape the selection of measures that each partner's first Horizon Europe conformant GEPs emphasises. While UBx already has a Gender Equality Office, setting up such a structure is a first step in GEPs of U.Porto (Office for Equality and Diversity) and AUTH (Gender Equality Office). For UBx almost all actions are linked with the Gender Equality Officer, especially measures linked with tackling sexual harassment. As UL has a more adverse context (see D1.2 for more detailed information), its GEP relies on objectives which focus foremost on implementing data collection and monitoring data procedures alongside training measures. These distinct organisational contexts are also reflected in the amount and details of measures within the four key areas identified in GEPs. For instance, UBx, is an institution composed of teachers-researchers and its labs are intertwined with the university. Thus, the amount of measures devoted to the integration of gender dimension in research and knowledge transfer is higher than in GEPs of other partners.

3.3 Actions and Measures

All partners' GEPs include a defined set of actions with different degrees of complexity. In the next paragraphs, we summarise how the main priority areas identified in Deliverable 1.2 are matched in local GEPs. It is important to bear in mind that due to the complexity and the specificity of the respective contexts, this is not a comprehensive analysis, but instead a selection of particular salient measures from each local GEP to enhance readability and conciseness of this document. At the end of the section, table 2 highlights the illustrative measures in a comparative way.

Horizontal segregation and lack of recruitment strategies to prevent biases were described by all partners when addressing the state of play in their institutions. Transversal measures that partners endorse in their GEPs are linked, on the one hand, to reviewing and rewriting existing recruitment guidelines - to make them more gender sensitive and to raise awareness of and combat gender stereotypes that are associated with scientific areas. As an illustration, at U.Porto actions imply reviewing the *process manual* of recruitment; at UBx the selection committees will be targeted with raising awareness actions on gender stereotypes in recruitment. Both U.Porto and UL propose the development of communication campaigns, to make researchers of the underrepresented gender visible in all research fields and to combat gender stereotypes regarding academic career development. In a similar vein, AUTH plans to



organise awareness-raising workshops at the faculties where women are underrepresented.

Vertical segregation and difficulties for career progression are addressed by a set of measures related to the selection committee's composition which are set up to have a more balanced representation of men and women. These measures set a target percentage of equal representation to be reached in a given timeframe. To increase acceptability of the implementation of such positive discrimination measures, this gradual approach can be articulated with the *cascade model for quotas* where quotas are flexibly defined and calculated on the actual percentage of the less represented gender at the level immediately below. At UL the issue of women's underrepresentation in managerial positions is tackled with foreseeing a revision of the eligibility criteria for promotions. They have to be gender-sensitive and encompass other social categories intersecting with gender.

The issue of **parenthood's impact on women's career** is interrelated with career progression and struggle to reconcile professional and personal lives. These issues are also the priority areas for all partners' GEPs. Revising career assessment criteria is proposed for example at U.Porto in order to assess what compensatory measures could be included in career progression assessment in order to account for extended absences. At UL, the proposal encompasses designing and implementing a sensitive and flexible system for evaluating academic performance. Other approaches relate, for instance, to implement rotation in teaching and research responsibilities so that teachers and researchers have an opportunity to dedicate more time for research or teaching depending on their own choice (Ubx). Referring more specifically to the **work-life balance issues**; Ubx aims to invite members of the academic community to take part in working groups (Task Forces) that will define ways of increasing more equal participation in parenthood or to train managers to better advise their teams on work-life balance measures. At AUTH, this issue is addressed with several measures, one of which is to provide a room for lactation in every school or to organise a seminar for staff to raise awareness and showcase the best practices for promoting work-life balance. Some complementary approaches are offered by UL where actions aim at developing and implementing a tool for monitoring career breaks and academic performance interrelating it with family and personal situation of employees. Meanwhile at U.Porto, one of the actions is to define forms of reintegration/returning to work after prolonged periods of absence.

Lack of women in decision-making positions has been reported to be a priority area for most of RESET partners, and the approach to tackle this issue has taken many forms. For instance, since at U.Porto many top management positions are taken by nomination, one of the actions targets promoting more balanced gender representation in the lists for decision-making positions. This measure aims at bringing more diversity



into the lists and, thus, increasing the probability of women being elected for these decision-making positions. AUTH's GEP sets the distinction for women in a decision-making position. It also intends to organise meetings with the members of the decision making bodies to raise awareness on the need to promote gender-balance within the governance. Also, some actions are foreseen to enable an equal representation in selection committees.

With regard to **gender mainstream within the core activities of academia and research and knowledge transfer**, all GEPs include actions devoted to capacity building and awareness raising. Researchers, professors, lab and faculty directors and managers are expected to be trained on gender inequalities and possible bias in teaching and researching. Several actions encompass these activities by providing tools, developing training sessions and encouraging the use of RESET - Gender Impact Assessment Checklist. All four partners also count on the systematisation and dissemination of courses, which include gender and gender diversity content. The need to produce a specific content to help teachers address gender issues in their practice is also considered by these institutions. Along with that, they recognise the need of gender and diversity mainstreaming in research and teaching and reflect it with development of information and education campaigns. Another measure recommended within the U.Porto and AUTH GEPs is increasing diversity in research teams by fostering a more balanced gender distribution. In its turn, UBx intends to encourage laboratories to appoint their own gender equality and diversity officers.

Throughout all thematic areas, most measures are aimed at combating gender stereotypes and discrimination. However, since this issue was identified as a major concern in all partner's reports (Deliverable 1.2), a specific set of actions is provided in the four local GEPs. They address **gender biases, stereotypes, sexism and harassment**. One group of actions relate to communication with the promotion of the use of gender inclusive language supported by the RESET toolbox - Toolbox for gender-neutral, diversity-oriented institutional communication (Deliverable 5.4).

Another pack of measures covers the introduction or refinement of existing procedures to ensure a **secure reporting system of cases of discrimination, sexism or harassment**. As for some partners (AUTH, UL, U.Porto), the procedure of reporting is absent; the measures under this key area entail its launching; while at UBx, it includes raising awareness on the existing system and improving it. At all partner institutions, another set of training and capacity building actions is focused on abilities to identify and report discrimination, violence or harassment situations. One major action that oversees all of these is an explicit statement by the governance of a zero-tolerance policy and a code of conduct against discrimination and moral and sexual harassment. This major statement is explicitly foreseen in most GEPs.

Table 2: Distribution of selected actions per Priority and Thematic Areas

Thematic Areas	Priority Areas	AUTH	UBx	UL	U.Porto
A Recruitment, retention, career progression including the availability of family-friendly policies	Horizontal segregation	D.1.2.2	Action 2 (from area 1)	Issue 1 Objective 2 Issue 4 Objective 1 and 2	B1.2 B2.1
	Recruitment	D1.1	Action 1 to 5 & action 13 (area 1) Action 4 (area 2)	Issue 1 objective 1	B2.1-B2.7
	Career Progression	D1.2.1	Action 6 Action 7 Action 13-15 (area 1) Actions 4, 6-8, 11 (area 2)	Issue 2 Objective 1 Issue 3 Objective 1 and 2	B3.1-B3.4
	Work -life balance	A.4.1	Action 8- Action 12 (area 1) Action 4 & 8 (area 2)	Issue 2 Objective 2 Issue 3 Objective 4	B4.1-B4.7
B Leadership and decision making	Policies on Gender Equality	A1.2	Actions 1-2 Actions 5-7 (area 2)	/	A1.1 - A1.4
	Gender Equality Office	A1.1	/	/	A2.1
	Regular monitoring and evaluation	A1.3	Actions 13-16, 20 (area 2) Actions 15-16 (area3)	Issue 1 Objective 1	A2.3-A2.6
	Inclusiveness of governing bodies	C1.1	Action 9 Action 10	Issue 1 Objective 2	A3.2

Table 2: (continued)

Thematic Areas	Priority Areas	AUTH	UBx	UL	U.Porto
C Gender dimension in research and knowledge transfer	Gender Dimension in Research	B.1.1.2 B.2.1.1 B.2.1.3	Action 2-13 (area 3)	Issue 1 - Objective 1 and 2 Issue 3 Objective 1 and 2 Issue 4 Objective 1 and 2	C1.2 -C1.6
	Gender Dimension in Teaching	B.1.1.1 B.1.1.3	Action 4, 7	Issue 2 Objective 1 Issue 3 Objective 1 and 2 Issue 4 Objective 1 and 2	C2.1-C2.7
D Gender biases and stereotypes, sexism and sexual harassment	Communicating gender equality and combat gender biases and stereotypes	A.2.1	Action 9-14	Issue 3 Objective 1 and 2	D1.1-D1.2 D2.1-D2.3
	Gender violence, discrimination and harassment including reporting mechanism to harassment situations	E1.1 E2.1 E.3.1	Action 1-8 (Action 5)	Issue 2 Objective 1 and 2 Issue 1 Objective 2	A1.2 D3.1-D3.8 (D3.3)

Jointly, these GEPs define around 233 actions that cover the designated thematic and priority areas. Within this section, we aimed at giving an overview and illustration on how the areas are being addressed. These measures were all thoroughly discussed with local stakeholders and with local Gender Equality Boards. Nonetheless, some measures pose more challenges than others. In the next section, we detail the most relevant and difficult ones, according to the perceptions of the local teams.

3.4 Implementation Plan: Foreseen challenges and opportunities

Implementing partners' GEPs were discussed at the RESET consortium level supported by valuable interchanges and feedback, namely from the mentor partners (UOULU and RUB). From these reflections partners highlighted some of the most important and relevant measures and some specific actions that may pose some challenges for implementation. A summary of these reflections is presented below.

Most relevant measures

Most measures highlighted by partners fall into the *Area A - Recruitment, retention, career progression including the availability of family-friendly policies*:

- For UBx these relevant measures are related to attracting women to pursue careers in research - by informing them on the stakes of such professional paths, and providing them with some tools and pieces of advice to overcome eventual obstacles. At UBx, central ambitions relate to the providing information and drawing awareness on stakes of parenthood for careers and existing facilities to support employees, as WLB was identified as an important condition for gender equality in career advancement and well-being at work.
- For UL, the most relevant actions relate to the better understanding of the current gender-based patterns connected to the pursuit of academic careers and their intersection with gender and also to know more about employees' work-life balance. It seems that while employees are aware of the barriers they face in their professional and private life at an individual level, they do not tend to link these experiences to more structural measures in place in the institution and in society at large. It is important for UL to address these overlaps and develop mechanisms enabling efficient combatting of structural discrimination. It also remains crucial for UL to work against the taken-for-granted stereotypes and encourage people to challenge the current state of the arts, thus struggling against common resistances towards institutional measures aimed at boosting gender equality. The overall monitoring tools to be implemented within GEP are meant to comprehensively assess the quality of work environment of the UL and to serve as a basis for stimulating a substantial institutional change. Implementation of concrete equality-enhancing procedures and guides, as well as measures to counter discrimination, will serve as a means of fuelling a development of a more equality-oriented work environment and employees' proactive attitudes.
- For U.Porto, the most relevant measures highlighted by the team were related to the adoption of more balanced gender representation on boards for career progression competitions. This measure aims to expand a recent law that

required 40/60 gender balance on boards for teachers' career progression. This is highlighted as important because the law was used as a leverage to be expanded for other careers. It also allows to introduce quotas on boards that make the decisions instead of introducing them to the application/selection process itself, which would entail a lot of resistance.

Other relevant measures are linked with *area B - Leadership and decision making*. This particular area allows some actions to set the grounds for the implementation of many other measures and actions.

- ATh highlights the measure of Establishment of the Gender Equality Office and its integration within the university structure. The establishment of such a structure with allocated resources, namely human and physical, is seen as a precondition for all the remaining activities foreseen in GEP implementation. Besides that, integration of the GEP document and its principles into the core University document (the Strategic Plan for the upcoming years) is an additional measure that may be considered as fundamental to support and substantiate the sustainable implementation of the GEP.
- Within this area, U.Porto highlights the relevance of promoting more gender balanced representation in the lists for decision-making positions. As boards are often composed of holders of particular positions, many top management positions are commonly nominal. This measure is expected to tackle this issue by allowing more diverse candidates to access the decision-making positions.

Furthermore, *area C - Gender dimension in research and knowledge transfer* was also highlighted by U.Porto and UBx as an area that includes relevant measures both in research and teaching domains.

- U.Porto underlined a measure related to the adaptation of pedagogical surveys to include the gender and diversity dimension in pedagogical practice. As students are more engaged with gender equality issues, this measure uses this as a leverage to push teachers to include this dimension in their classes.
- UBx highlighted the importance of working in connection with European networks and alliances that promote diversity, such as ENLIGHT. This objective will enable sharing of good practices and knowledge with EU stakeholders, and will enrich our contribution to the ERA, from a gender perspective. Moreover, the mobilisation of laboratories in terms of gender equality and diversity is another relevant measure, since it has already started at UBx, and resulted in some concrete actions at a laboratory scale - but has to be upscaled and extended (e.g., organisation of a conference on gender bias in computer science).

Researchers represent one of the main stakeholders for institutional and scientific change towards equality and diversity. Implementing measures at a lab-scale will encourage them to develop more of such actions and stimulate institutional change.

Finally, AUTH and UL teams also identified important measures under the *D area - Gender biases and stereotypes, sexism and sexual harassment*.

- The measure relates to the establishment of an agency and procedure of reporting anonymous complaints on discrimination and/or harassment. It is urgent to institutionalise these policies and mechanisms to prevent and address the issue of sexual harassment and other forms of gender-based violence alongside the establishment of an office for victims' help and support.
- This remains similarly important for UL, which envisages implementation of an anti-discriminatory procedure to establish regulatory mechanisms of dealing with situations of discrimination and harassment and to make employees aware that such measures are in place and should be used to their benefit.

Most challenging measures

In regard to the most difficult measures to implement, partners highlight the following ones under the area A:

- For U.Porto the measure related to Assessing the impact of integrating mechanisms to compensate for prolonged absences due to illness or care provision in the career progression process can be challenging. As staff career progression is exclusively related to time (seniority) and the legislation already accounts for time away from the job in the assessment of all professionals' progression; this measure may be seen as irrelevant to some stakeholders. It will be essential to complement this action with raising awareness initiatives that draw attention to the fact that career progression is not solely related to seniority but also to opportunities missed.
- AUTH stresses the difficulties in proposing flexible and remote work adjustments to the Senate for both academic and administrative staff members with caregiving responsibilities. As AUTH is a public University, all amendments or suggestions regarding work schedule regulations have to be primarily defined by the national legislation. This may pose some setbacks during implementation.

In regard to the area B, partners highlight the following challenges:

- U.Porto stressed that implementing a system where intersectional analyses can be done, by crossing available information with personal data (e.g. gender, age) will be difficult due to the data protection requirements.
- AUTH underlines that since the University needs to secure funding to support the operational capacity of the Gender Equality Office, the measure related to the assignment of resources, namely a proper physical space, equipment and qualified staff, can become particularly challenging.
- UBx highlighted that ensuring work-life balance of managers and of teacher-researchers will be challenging. In fact, it is rare that these stakeholders benefit from part-time or working time arrangements, due to the common work overload. The highly demanding amount of work makes it difficult to balance it with personal life. Also, according to some stereotypes, a part-time arrangement is seen as not adapted to jobs with high responsibility. It will then be a specific element on which UBx RESET team members will focus, in order to explore opportunity and enable more work-life balance, even at a high level of hierarchy. This could contribute to enabling women, who are usually the main carriers of household chores, to access leadership positions, and encourage men to be more engaged in family life.
- UL pays attention to the difficulty of assuring an equal representation of men and women in the decision-making processes due to the universal construction of the eligibility criteria which tend to favour men. The objective of the proposed measure is to critically assess promotion mechanisms, exposing their unintended, silent operations, with an aim to prepare ground for a more substantial institutional change. Given that such a change would require a thorough reconstruction of the university internal regulations, as well as – ideally – a partial reconfiguration of national laws, this seems to be the most challenging task in the process of building an equality-based working environment at UL.

Most partners agree and highlight area C as one raising big challenges:

- For UL, encouraging academics to include a gender and/or diversity dimension in their research and teaching is very challenging, as typically most of the teachers/researchers do not see any benefits of such a policy or lack expertise in comprehensively addressing these issues. The problem is perceived as artificially created and often treated with irony or openly mocked. Meanwhile, UBx highlights the challenges of including gender dimension in teaching due to the fact that it is difficult to act directly on the content of syllabus. Thus, partners opted to prepare resources and raise awareness for those teachers

who feel more motivated and resourceful to include this aspect in their pedagogical practice.

- U.Porto highlighted the challenges that are especially associated with integration of gender dimension in research. In particular, one of the proposed measures entails a more gender balanced representation in research teams applying for funding. This action is seen as difficult because it may backfire, since some scientific areas and some teams lack diversity (in terms of people working on a specific topic), and, thus, the less represented gender may be included just to “fill in the spot”, by passing the major goal of this action. In this regard, other complementary measures may be crucial, such as raising awareness on the relevance of having a gender perspective in research.

Finally, in regard to the D area, which is aimed at tackling gender biases and stereotypes, sexism and sexual harassment, AUTh, UL and U.Porto all mention some hardship

- UL expects difficulties in having representatives of the academic community engaging with regular training, as these persons are already overloaded with work and may not be willing to devote time to additional training.
- U.Porto stressed the difficulty with creating a secure reporting mechanism and a follow-up structure for situations of gender and/or other discrimination, harassment and violence.
- In regards to the issue of communicating in an inclusive and diverse manner, AUTh underscores that the implementation of gender-inclusive language in all documentation, communication and in the names of agencies, bodies and committees will be challenging, because it requires a considerable amount of efforts and resources assigned to the training, monitoring and checking.

4. Conclusions and Future Work

Fully aware that the change process has been initiated with the GEP design and development, RESET partners are also mindful that the major bulk of the work for institutional change is still ahead. The **first next step** is the wide communication and dissemination of the plan within each partner organisation in order to **give visibility** to the plan and to what it entails.

The **monitoring process** is both a key aspect and the **second step** that needs to be carefully planned. This implies that all partners envisage a monitoring plan, where milestones and key performance indicators are defined. This plan should be enriched with the guidance of our external evaluator (ScPo) namely by making the best use of deliverable 2.2 comprising the checklist for GEP monitoring and evaluation. GEP implementation will provoke some work load peaks within the next two years. Thus, it is important to build on existing resources, be able to balance them with demands for specific periods and also to identify strategic moments that can be considered as *windows of opportunity* to implement some of the envisaged actions. When preparing this local monitoring plan it is crucial to foresee regular meetings with the implementation team, as well as the members of the Gender Equality Boards and other key stakeholders. Another important layer for engaging in this monitoring process related to a collective dimension of exchange within the consortium. Monitoring will include sharing and discussing the experiences of each RESET partner with each other in a systematic and progressive manner. In order to increase the sustainability of our actions in the process ahead, the experience of the GEP codesign will help highlight particular areas where backsliding and regression may occur. We can therefore define the **third step** as a constant feeding and **updating of the GEPs by applying a flexible approach**. Within this approach, some obstacles and resistances will be monitored and tackled along the implementation of actions.

All partners developed their GEPs using a co-design approach which entailed a set of consultations with different and local stakeholders. These thorough discussions across the universities involved major negotiations and reformulations of actions in order to make them feasible and ready for endorsement by the governance. It is important to mention that two of the partners (Ubx and U.Porto) have had elections during the GEP design process, which entailed additional difficulties. All partners agree that since this is a first GEP, the need of having structural and wide-encompassing measures was foremost and that some other relevant concrete actions have to be placed on hold. These GEPs are therefore seen as an “evolution and not yet a revolution”. GEP 2.0, to be designed in 2024, will be a step further to achieve gender equality. For the design of GEP 2.0 the indicators collected through the implementation process of GEP1.0 alongside the close monitoring process that we envisage will be

crucial to achieve GEP's sustainability within our institutions. As reaffirmed by all RESET members, our institutions have an urgent need to take actions and the proposed GEPs 1.0 are undoubtedly turning points for each partner university.



5. Local GEPs Compilation

As stated in the section 2, Gender Equality Plans developed under the RESET project have undertaken some similar approaches. A template for the GEPs was prepared containing the sections that should be addressed in the document (table 3), and in the description of actions to implement (table 4). Nevertheless, the Gender Equality Plan is a strategic document for each of the implementing partners, to be endorsed and implemented by the institution for which they are designed. In this way, it was deliberated that GEP aesthetic format should be in accordance with universities' own documentation, intending to introduce it as an internal document from the earliest stage. In this section, we present the GEPs of each local partner translated to English and endorsed by their respective decision makers and/or top management. The institutional validation procedures vary depending on each partner institutional context and national regulations: at AUTH, the GEP was endorsed by the Senate; at UBx the GEP was endorsed by the Administrative Board and signed by the President; at UL and U.Porto the GEPs were endorsed and signed by the Rectors.

Table 3: Template for GEP structure

GEP structure	
1	Introduction
2	Local Contextualization
3	Main Assumptions and Framework
3.1	Mission and aims
3.2	Strategic plan
3.3	Key findings substantiating the GEP
4	Gender Equality Plan
5	Concluding remarks

Table 4: Template for Gender Equality Plan section

A Thematic Area		Identify the major area on GE that will be addressed				
A1 Main issue 1		Describe the issue/problem/weakness to be addressed within the scope of the thematic area and based upon the data that was collected.				
Objective	Actions/ Measures	Responsibilities (Person/Team)	Target Group(s)	Indicators and/or Evaluation method	Resources	Timeline



Redesigning
Equality and
Scientific
Excellence
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5.1

Aristotle University of Thessaloniki



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Θεσσαλονίκη, 17 Ιουνίου 2022

Αριθμ. Πρωτ.: 78529

ΘΕΜΑ: Έγκριση Σχεδίου Δράσης για την Ισότητα των Φύλων (ΣΔΙΦ) [Περίοδος αναφοράς: Ιούνιος 2022 έως Οκτώβριος 2024]

ΠΡΟΣ
Όλες τις ακαδημαϊκές και υπηρεσιακές μονάδες του Α.Π.Θ.

ΣΧΕΤ:

α) Οι αποφάσεις με αριθμό πρωτ. 12888/11-12-2019 (συνεδρίαση με αριθμό 3009/20-11-2019) και 27526/14-5-2021 (έκτακτη συνεδρίαση με αριθμό 3063/28-4-2021) της Συγκλήτου.

β) Το έγγραφο με αριθμό πρωτ. 76630/10-6-2022 του Αντιπρύτανη Έρευνας και Διά Βίου Εκπαίδευσης, καθηγητή κ. Ευστράτιου Στυλιανίδη με συνημμένα: α) το Σχέδιο Δράσης για την Ισότητα των Φύλων (ΣΔΙΦ) [Περίοδος αναφοράς: Ιούνιος 2022 έως Οκτώβριος 2024] και β) το Παράρτημα ΣΔΙΦ ΑΠΘ 2022-2024/Έμφυλος Χάρτης ΑΠΘ

Σας γνωρίζουμε ότι η Σύγκλητος του Αριστοτελείου Πανεπιστημίου Θεσσαλονίκης στη συνεδρίασή της με αριθμό 3109/15-6-2022, έχοντας υπόψη:

Α. τις διατάξεις του άρθρου 33 του Ν. 4589/29-1-2019 (ΦΕΚ 13/τ.Α'/29-1-2019),

Β. τις διατάξεις του άρθρου 13 παρ. 2 περ. λστ' Ν. 4485/2017, όπως ισχύει και

Γ. το ανωτέρω (β) σχετικό έγγραφο με συνημμένα:

α) το Σχέδιο Δράσης για την Ισότητα των Φύλων (ΣΔΙΦ) [Περίοδος αναφοράς: Ιούνιος 2022 έως Οκτώβριος 2024] και

β) το Παράρτημα ΣΔΙΦ ΑΠΘ 2022-2024 - Έμφυλος Χάρτης ΑΠΘ,

μετά από συζήτηση, **αποδέχθηκε** την εισήγηση της Επιτροπής Ισότητας των Φύλων [σχετ. (β)] και **ενέκρινε** το Σχέδιο Δράσης για την Ισότητα των Φύλων (ΣΔΙΦ) [Περίοδος αναφοράς: Ιούνιος 2022 έως Οκτώβριος 2024] και το Παράρτημα ΣΔΙΦ ΑΠΘ 2022-2024/Έμφυλος Χάρτης ΑΠΘ, όπως επισυνάπτονται.

ΕΣΩΤΕΡΙΚΗ ΔΙΑΝΟΜΗ

-Γραφεία Πρύτανη και Αντιπρυτάνεων

-Γραμματεία Συγκλήτου

Ο Πρύτανης**Καθηγητής Νικόλαος Γ. Παπαϊωάννου**



ARISTOTLE
UNIVERSITY OF
THESSALONIKI

GENDER EQUALITY PLAN (GEP, Greek: SDIF)

Reference period: June 2022 through October 2024



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This Gender Equality Plan (GEP) was prepared under the responsibility of the Gender Equality Committee (GEC, Greek: EIF) in collaboration with the European Project “*RESET – Redesigning Equality and Scientific Excellence Together*” (Grant Agreement no.: 101006560).

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Abbreviations

HQA (ADIP)	Hellenic Quality Assurance and Accreditation Agency
HEI (AEI)	Higher Education Institutions, in English: Universities
AUTh (APTh)	Aristotle University of Thessaloniki
GEO (GIF)	Gender Equality Office
TRS (DEP)	Teaching & Research Staff
EU	European Union
RECCC (EIDE)	Research Ethics and Code of Conduct Committee
GEC (EIF)	Gender Equality Committee
SARF (ELKE)	Special Account for Research Funds
PADF (ESPA)	Partnership Agreement for the Development Framework
SC (EY)	Scientific Coordinator
ERA (EXE)	European Research Area
CIRI (KEDEK)	Centre for Interdisciplinary Research and Innovation
CCPS (KESYPSY)	Center for Consultation and Psychological Support
ITC (KID)	IT Center
QAU (MODIP)	Quality Assurance Unit
UN	United Nations Organisation
IAT (OMEA)	Internal Assessment Team
GEP (SDIF)	Gender Equality Plan
EIGE	European Institute for Gender Equality
ERA	European Research Area

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Introduction

The Gender Equality Plan (GEP) of the Aristotle University of Thessaloniki (AUTH) seeks to integrate gender mainstreaming into all the functions of the Aristotle University of Thessaloniki, its structure, practices, human resources management, curricula, research, participation in governing bodies, and to eliminate all forms of gender-based discrimination and violence, by laying the foundations for the creation of an inclusive and gender-sensitive academic environment.

The GEP of the AUTH was implemented following the guidelines and specifications of Horizon Europe¹, the new European Union (EU) Framework Programme for Research and Innovation for 2021-2027, and meets the four mandatory requirements related to the process:

- It constitutes a strategic document of the organisation, signed by the senior administration, which has been published on the official website of the institution and actively communicated to all members of the institution.
- It provides for dedicated resources and expertise in gender equality to implement the plan and support sustainable organisational change.
- It provides for the collection and analysis of data on each gender regarding the personnel and students, the monitoring of relevant indicators and the creation and publication of annual stocktaking reports, upon which the objectives and indicators of the GEP will be updated.
- It includes information, awareness-raising and training actions on gender equality which engage and address all members of the institution and constitute an ongoing and long-term process.

In addition to the above four mandatory requirements, the GEP of the AUTH includes objectives that evolve around the thematic areas proposed by the Horizon Europe Guidelines. Following the analysis and evaluation of the current situation at the institution regarding gender equality, the thematic areas were adapted to the needs of the organisation and were developed as follows:

- Thematic Area A: Gender-inclusive and gender-sensitive environment
- Thematic Area B: Gender mainstreaming in teaching and research
- Thematic Area C: Balanced gender representation in leadership and decision-making positions
- Thematic Area D: Gender equality in recruitment and career development
- Thematic Area E: Gender-based violence and harassment

For each of the above thematic areas, specific objectives were set and individual actions and measures are proposed to achieve them. For each action, the required resources (human, financial, etc.) have been roughly estimated and responsible bodies/structures/services have been designated to be responsible for their implementation within a specific timeframe.

The effective implementation of the GEP of the AUTH requires the establishment of a Gender Equality Office (AUTH GEO), the availability of necessary resources and the support of the Rectorate Authorities and the Senate, the active participation of the Schools, the Faculties, and the administrative units.

The content of the AUTH GEP 2022-2024 includes:

¹ European Commission, Directorate-General for Research and Innovation, Horizon Europe guidance on gender equality plans, 2021, <https://data.europa.eu/doi/10.2777/876509>

- Chapter 1: Promoting Gender Equality in Greece and in Universities – National and European Reference Framework
- Chapter 2: Development, Implementation and Evaluation of the Gender Equality Plan at the Aristotle University of Thessaloniki
- Chapter 3: Strategic Objectives and Implementation Plan of the AUTH Gender Equality Plan (2022-2024)
- Annex: Gender map of the AUTH

This AUTH GEP was prepared under the responsibility of the Gender Equality Committee (GEC) in close cooperation with the European Project “RESET – Redesigning Equality and Scientific Excellence Together” (Grant Agreement no.: 101006560).

The Gender Equality Plan (GEP) of the AUTH runs for two years (2022-2024) and will be updated in October 2024 in the context of the European project “RESET – Redesigning Equality and Scientific Excellence Together” (Grant Agreement no.: 101006560).

1. Promoting Gender Equality in Greece and in Higher Education Institutions – National and European Reference Framework

1.1 The progress of Greece and the Higher Education Institutions towards achieving substantive gender equality

Gender equality is not only a fundamental human right but also a necessary foundation for a peaceful, sustainable and prosperous world (UN, strategic goal 5)². Eight years remain until the milestone of 2030 for achieving the Sustainable Development Goals; progress in this direction is slow and varies according to the priorities set by governments around the world.

According to data from the European Institute for Gender Equality (EIGE) and based on the European Gender Equality Index 2021, no Member State of the European Union (EU) has achieved full gender equality and progress is slow.

In the Gender Equality Index, Greece scores 52.5/100 points and ranks last in terms of gender equality in the EU³. In recent years, the financial crisis and the prolonged austerity policies in Greece, followed by the pandemic, have had a significant gender impact and have further hindered the already slow progress of Greece in this regard.

This general impression in the field of gender equality is also reflected in the field of research, innovation and higher education. More specifically, according to reports of the European Commission in recent years, (She Figures 2021)⁴, in the field of Higher Education, Greece demonstrates one of the lowest percentages in women who are members of the Teaching and Research Staff (TRS). Women are under-represented in the natural and technological sciences too, while their presence is significantly lower at the highest levels of the academic hierarchy, regardless of the scientific field.

Regarding the structure of the teaching staff based on gender in the Universities, in 2019, Greece has the third highest percentage in male teachers (64.3%), when the average in the European Union is 56.62%, according to Eurostat data, as recorded in the latest annual report of the Hellenic Authority for Higher Education - HQA (2020) on the quality of higher education⁵. In addition, Greece has one of the lowest percentages in women among the Rectorate Authorities at Universities and other senior administrative positions compared to other EU Member States. In the current academic year (2021-2022), there are only three (3) female Rectors (at the Harokopio University of Athens, the University of the Aegean and the Panteion University) in the twenty-four (24) Universities of the country and ten (10) female Vice Rectors out of a total of eighty-seven (87) rectors. There are no women in twelve (12) of the twenty-four (24) rectorate bodies, including the Aristotle University of Thessaloniki.

The above data indicates that the design and support, with every available tool and means to implement policies in order to accelerate progress towards the direction of substantive gender equality in Universities and research institutes, are an immediate priority and the Gender Equality Plans is the opportunity to do so.

² The UN Sustainable Development Goals include gender equality (Goal 5) "Gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world. See *"Sustainable Development Goals: 17 Goals to Change Our World"*. Available at: <https://isotita.gr/wp-content/uploads/2017/04/SBA.pdf>

³ Gender Equality Index, 2021, European Institute for Gender Equality. <https://eige.europa.eu/gender-equality-index/2021/EL>. Last accessed: May 2022

⁴ European Commission, Directorate-General for Research and Innovation, She figures, 2021: gender in research and innovation: statistics and indicators, Publications Office, 2021, <https://data.europa.eu/doi/10.2777/06090>

⁵ Hellenic Authority for Higher Education, 2020, Annual Report on the Quality of Higher Education, Hellenic Authority for Higher Education, Athens

1.2 Policies at national and European level

Over the last decade, Greece has started to harmonise its legal framework and policies with EU policies and imperatives on gender equality and gender mainstreaming in research. It has the constitutional, legislative as well as an adequate institutional framework to implement a comprehensive policy to eliminate gender inequality in scientific research and higher education. Indicatively:

- The article 6 of Law 2839/2000 stipulates that at least one third of each gender be represented in all decision-making bodies, including those at the Higher Education.
- The article 57 of Law 3653/2008 addresses gender imbalances in the decision-making process in the field of research, by setting a minimum quota of 1/3 for each gender in the participation of scientists in the staffing of the National Institutions and the Research and Technology Committees, provided that the candidates have the same qualifications.
- Law 4386/2016 on "Arrangements for research and other provisions" underlines the need to achieve a greater balanced gender representation in the composition of the evaluation and selection committees, as well as various advisory bodies in the field of research, technology and innovation. Furthermore, Article 25 of the same law underlines that at least one third of the members in said advisory bodies and scientific boards of research institutes must be of one gender, so long as the candidates have the necessary qualifications, as required for each post.
- Law 4604/2019 on "Promoting Substantive Gender Equality and Combating Gender-Based Violence" encourages universities and research organisations to integrate gender into their curricula and research content (Article 17) and stresses that Higher Education Institutions must ensure the promotion of gender equality at all levels and procedures of academic life, in accordance with Article 33 of Law 4589/2019 (Article 13).
- The Article 33 of Law 4589/2019 provides for the creation of "Gender Equality Committees" in each GEP
- The ratification of the Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence, known as the "Istanbul Convention" with Law 4431/2018 (A' 62).
- The ratification of the International Labour Organisation Convention 190 on the Elimination of Violence and Harassment in the World of Work with the recent Law 4808/2021.

The General Secretariat for Demography and Family Policy and Gender Equality is the state body responsible for designing, implementing and monitoring the implementation of equality policies in all areas. The National Action Plan for Gender Equality 2021-2025 includes actions related to gender mainstreaming in sectoral policies, promoting gender equality in education, science and research, promoting women's equal participation in decision-making/leadership positions, promoting women's equal participation in the labour market, strengthening women's and girls' education and training in research and technology as well as improving the position of women suffering from multiple forms of discrimination⁶. In addition, a key action implemented by the General Secretariat for Demography and Family Policy and Gender Equality which relates to the promotion of Gender Equality in Universities is the implementation of gender-neutral language in the official documents of the Greek public administration⁷.

⁶ [National Gender Equality Plan 2021-2025](#)

⁷ [Guide on Non-Sexist Language in Administrative Documents](#)

At a European level, the “Gender Equality Strategy”⁸ forms the framework for the European Commission's work on gender equality and sets out policy objectives and key actions for the period 2020-2025.

Regarding the policies to promote gender equality in research and innovation, gender equality was gradually strengthened as a priority of the European Commission for the European Research Area (ERA)⁹; in 2020, a new commitment was made and integrated into several measures and initiatives, such as the European Union's Framework Programme for Research and Innovation (Horizon Europe)¹⁰ for the period 2021-2027. In this framework programme, gender equality is set as a horizontal priority, both in the evaluation of research proposals and in the implementation of research programmes as well as in the profile of institutions applying for funding. In this way, one of the basic conditions for funding is the existence of active Gender Equality Plans, which have certain specifications, at Universities and research organisations¹¹.

The integration of the principle of gender equality in a clearer and more binding way into the strategic plans and objectives for education, research and innovation can only be achieved through concrete and comprehensive planning, such as that undertaken in the Gender Equality Plans (GEPs). This GEP aspires to actively contribute to these changes by serving the social role of the University.

⁸ <https://eur-lex.europa.eu/legal-content/EL/TXT/PDF/?uri=CELEX:52020DC0152&from=EN>

⁹ European Research Area (ERA). Available at:

https://ec.europa.eu/info/research-and-innovation/strategy/strategy-2020-2024/our-digital-future/era_en

¹⁰ Horizon Europe program (2021 -2027).

Available at: <https://horizoneurope.gr/>

¹¹ For more information on the Gender Equality Plan, see European Commission, Directorate-General for Research and Innovation, *Horizon Europe guidance on gender equality plans*, 2021. Available at: <https://data.europa.eu/doi/10.2777/876509>

2. Development, Implementation and Evaluation of the AUTH Gender Equality Plan

According to Article 33 of Law 4589/2019, the conduction of action plans to promote and ensure substantive gender equality in universities falls within the Gender Equality Committee's (GEC) scope. The AUTH GEC has been established since 2019 and operates as an advisory body to the Senate and the Administrative bodies of Faculties and Schools, to promote equality in all operational levels and all processes of academic life.

The implementation of the European project "RESET – Redesigning Equality and Scientific Excellence Together"¹² (Grant Agreement No.: 101006560) began in January 2021, with AUTH participating as a partner institution along with 6 other universities in Europe (University of Bordeaux, University of Lodz, University of Porto, Ruhr-University Bochum, University of Oulu, SciencesPo University). The project aims to showcase gender equality in the academic community in the field of research and excellence. One action of the project pertains to designing the 1st Gender Equality Plan at AUTH

In this framework, the AUTH GEC and the RESET project implementation team at AUTH collaborated for the conduction of the AUTH GEP 2022-2024.

Furthermore, the "Gender Equality Board" (GEB) was created in April 2021, as part of the contractual obligations in the "RESET" project. It serves as an advisory body to the GEP.

The development and implementation phases of the AUTH GEP follow the key steps set out in the tool for Gender Equality in Academia and Research, proposed by the European Institute for Gender Equality¹³, and are mentioned in the Horizon Europe guidelines and specifications as follows¹⁴:

- **Audit and control phase:** Includes the collection of gender-disaggregated data and the conduction of a critical analysis for processes and practices, in order to identify gender-based inequalities and biases. Any relevant national laws, regulations or funding requirements are also reviewed at this phase.
- **Planning phase:** Set interim and final objectives, record actions and measures to address issues, allocate resources and responsibilities, and specify timelines.
- **Implementation phase:** Publish the Plan and implement activities according to the timeline, including, for example, the establishment of working groups for the development and implementation of new policies and processes. This phase should include informative, awareness-raising and training actions to achieve the GEP objectives across the institution.
- **Monitoring and evaluation phase:** Regularly evaluate the implementation of the project and its progress in regard to its objectives. An ongoing review of findings and progress will also provide data to adjust actions and objectives, when necessary, but also to optimise results. This will be a reflective process – implementing the actions provides feedback for their initial planning.

The AUTH GEP is a dynamic action plan that includes a set of commitments and actions aimed at promoting gender equality in the institution, by activating the entire academic community and promoting a process of structural changes.

¹² <https://wereset.eu/>

¹³ GEAR tool: <https://eige.europa.eu/gender-mainstreaming/toolkits/gear/step-step-guide>

¹⁴ European Commission, Directorate-General for Research and Innovation, Horizon Europe guidance on gender equality plans, 2021, <https://data.europa.eu/doi/10.2777/876509>

2.1 Data collection and analysis of the current situation at AUTH

As per the activities of the European "RESET" project, from March 2021 to October 2021, quantitative and qualitative data has been collected by the competent services and databases at AUTH, as well as by employing questionnaires and thematic discussion groups focusing on the following four main fields of priority¹⁵:

- Leadership and decision-making
- Recruitment, career development and availability of family-friendly policies
- Gender dimension in research and knowledge transfer
- Gender bias and stereotypes, sexism and sexual harassment

Moreover, information was gathered from the ongoing research on sexual violence and harassment in student life, as funded by the Special Account for Research Funds (SARF) of AUTH and under the auspices of the Gender Equality Committee at AUTH.

In February 2022, within the framework of the collaboration between the AUTH GEC and the RESET project, additional information was collected by competent AUTH services in order to complete the institution's gender map (Annex). Some key data on gender ratio in the student body and TRS have been retrieved from the QAU records in recent years. However, there is no comprehensive mechanism to support the collection of gender-disaggregated data across AUTH processes, a fact that was discovered while creating the AUTH gender map for the needs of the GEP. The gender map has not been systematically recorded in AUTH, therefore it is not possible to illustrate this information through time. Parallel to launching the GEP, it is deemed necessary to further collect key quantitative and qualitative data on the thematic areas of the GEP, as well as develop IT systems that will improve data collection, especially in the fields prioritised by the GEP.

Analysing available data and information, together with the expertise of GEC members, has led to the following summarized conclusions. These conclusions, in turn, led to the identification of intervention priorities and the measures/actions that need to be implemented.

2.1.1 Administration, leadership and decision-making bodies in AUTH

In regard to the gender ratio in AUTH administrative, leadership and decision-making bodies, it appears that females in TRS do hold such positions, albeit with significantly lower percentages (20% are Deans, 31.7% School Heads – Annex – Table 17). It should also be stated that only those TRS members of the first and second level may participate in administrative bodies. As shown in the gender map (Annex – Table 4), in nine (9) out of eleven (11) faculties of AUTH, the vast majority of first- and second-level TRS members are male.

As far as administrative staff is concerned, it appears that the majority of positions of responsibility are occupied by women (Annex – Table 20).

The results of the qualitative survey by the RESET project showed that stereotypes regarding women's leadership skills and abilities, along with the fact that women are often called to choose between a career in leadership positions and family care, without the provision of mechanisms or policies to support them, act as a deterrent to the advancement of women to upper and senior leadership positions of the institution.

¹⁵ The analysis of the results of the above research was included in a report submitted to the European Commission, which according to the contractual obligations of the project is confidential.

Moreover, no measures or provisions promoting a gender-balanced participation in leadership and decision-making positions have been found in constitutional documents of the AUTH (such as its Internal Regulation).

Besides encouraging female participation in leadership roles at AUTH, awareness-raising and education are also considered a necessity in dealing with gender bias in decision-making.

Finally, it is deemed essential to complete the gender map with more data on gender ratio for members of Department leaderships, the Research Committee, Laboratory leaderships, University Clinic and Senate leaderships, but also in positions of lower responsibility and at a lower decision-making level, such as University Units and Research Centres, Committees or Councils that have an advisory or consultative role and administrative councils for syndicalist bodies across all employee categories at AUTH.

The objectives and measures/actions for the promotion of gender equality in administrative, leadership and decision-making bodies at AUTH are included in *Thematic Area C: “Balanced gender representation in leadership and decision-making positions”* of this GEP.

2.1.2 Recruitment, career development and availability of family-friendly policies

Regarding the gender ratio of staff, recruitment and career development at AUTH, there appears to be horizontal and vertical occupational segregation. As shown in the gender map (Annex – Tables 1,2,3,5), in the majority of faculties, academic staff positions are predominantly occupied by men. Exceptions are observed at the Faculties of Philosophy and Education. On the contrary, in regard to administrative staff, it appears that the majority of positions are occupied by women. During the implementation process of the GEP, the gender map of AUTH will be completed and additional data will be collected, such as the average time men and women need to be promoted to the next level (as TRS members) in total and per Faculty/School, the average annual salary per gender and staff category, etc.

Also, at an organisation level, no institutional gender mainstreaming protocols were detected in recruitment procedures, nor protocols specifying a compulsory gender ratio for application evaluation committees.

No policies regarding the promotion of work-life balance were detected, while the days of leave and the benefits the permanent staff members of the institution are entitled to are stipulated by Greek legislature. No data was collected for staff with project contracts during the implementation of this GEP. Finally, it is deemed necessary to collect data for all staff categories, for instance, on the use of parental leave, child care leave and teaching staff leave, Erasmus mobility, the percentage of employees who cannot take regular leave on the dates they prefer, etc.

The objectives and measures/actions to promote gender equality in recruitment and career development processes, as well as to increase the availability of family-friendly policies are included in *Thematic Area A “Gender-inclusive and gender-sensitive environment” (Priority field A.4: Work-life balance)* and *Thematic Area D “Gender equality in recruitment and career development”* of this GEP.

2.1.3 Gender dimension in teaching, research and knowledge transfer

An analysis of the current situation shows that gender-related actions have a long history at AUTH. There are several TRS members dealing with gender-related subjects and participating in funded research projects. There is also a number of gender-related undergraduate-level courses, and gender-related theses and dissertations have been written.

However, there is no established framework at an institutional level to support, guide and promote gender dimension in research, teaching and knowledge transfer activities. It appears that gender mainstreaming in

research, teaching and knowledge transfer activities depends on the decisions, actions and sensitivity of each researcher and teaching staff member on the subject.

Also, among the undergraduate or postgraduate studies programs and degrees that AUTH offers, none features the analysis of gender dimension as its main field of study. However, there are courses, mostly elective ones, that are mainly themed around gender dimension, according to their titles or descriptions listed at QAU.

The GEC is the only official institutional body actively promoting gender education, studies programs, courses, seminars and events. Some of its actions include writing a list of gender-related courses at AUTH for each academic year, and a list of AUTH members dealing with gender issues. Also, it hosts several seminars, workshops and campaigns on gender issues, addressing not only the university community, but a wider audience.

Examples include:

- During the academic year of 2021-2022: During the winter semester, nine (9) gender-related courses were offered at AUTH by various schools (3 in the Faculty of Philosophy, 4 in the Faculty of Education and 2 in the Faculty of Fine Arts). During the spring semester, seven (7) gender-related courses were offered at AUTH by various schools (3 in the Faculty of Philosophy, 2 in the Faculty of Economics & Political Sciences & Journalism, 1 in the Faculty of Education, 1 in the School of Medicine and 1 interdepartmental course at the Faculty of Health Sciences).

The allocation of gender courses in various faculties shows that the analytical category of gender is not included in all undergraduate studies programs, or that it has a completely marginal position in the fields of Science, Technology, Engineering and Mathematics.

- List of AUTH members dealing with gender-related subjects: The GEC has compiled a list of members dealing with gender-related subjects per Faculty/Department/field of study¹⁶ in order to enhance the visibility of gender-related subjects in AUTH and help students, researchers, colleagues at AUTH and other higher education institutions when carrying out searches for members, based on gender-related research interests and actions. The list consists of 73 members. It has been compiled based on statements by AUTH members and will be renewed every two years.

Regarding research, the data that has been collected show that in the last two (2) years (i.e. 2019-2021) only 0.47% of all projects funded at AUTH level were for gender-related research. Also, in 72.58% of research projects carried out at AUTH since 1/1/2022 (excluding those funded by SARF), SCs are male, whereby only in 27.41% of them they are female. Additionally, there are no available tools, policies, practices or educational programs that the university can employ to promote gender mainstreaming in research activities, or to guide researchers to achieve gender mainstreaming when forming a research team, designing the research methodology, collecting data and analysing results.

Objectives and measures/actions for gender mainstreaming in teaching and research are included in *Thematic Area B, “Gender mainstreaming in teaching, research and knowledge transfer”* of this GEP.

2.1.4 Gender bias and stereotypes, sexism and sexual harassment

Institutional dimension: no available bodies

¹⁶See list of members at: <https://www.auth.gr/news/28503/>

According to the comprehensive guide of the European Institute for Gender Equality (EIGE) (2017) on the implementation of GEPs in universities and research institutions¹⁷, a key factor maximising the impact of GEPs at an institutional level is a well-staffed gender equality body, a central body that coordinates and monitors actions, while providing human resources, knowledge and expertise to achieve gender mainstreaming. It is important for such a body to have a clear mandate and be at the appropriate institutional level, so as to effectively support the implementation of gender equality actions.

AUTH has no such bodies. The GEC that was officially established in 2019 cannot assume such a role, as it lacks resources, facilities and support staff. Therefore, the establishment of a body called the Gender Equality Office (AUTH GEO) is deemed necessary for the effective implementation and evaluation of AUTH GEP, the creation of a gender-inclusive and gender-sensitive academic environment and the promotion of actions combating gender stereotypes.

Use of gender-inclusive language

There is increasing awareness for the use of inclusive language at AUTH, but there are no examples for a practical and systematic method to overcome sexist language in administrative documents, announcements and communications of administrative services. The same applies to the websites of Faculties, Deanships, Committees and Units. At a faculty or school level, this is traditionally showcased by some schools, such as the School of English Language and Literature, while the Deanship of the Faculty of Education has been setting an example for good practices with the use of non-sexist language, both in documents and communications, for about 15 years. In this context, a well-known example is the use of the Greek term to distinguish a "female dean" ("Κοσμητόρισα/Kosmetorissa") since 2008. At this point, it is also worth noting the unanimous decision by the Deanship of the Faculty of Philosophy in March 2021 for the use of non-sexist language in all kinds of communication, written or oral. Finally, there have recently been two positive steps towards inclusivity. The first is that the new Internal Regulation of the Centre for Education and Lifelong Learning (KEDIVIM) (Government Gazette 1940/19-4-2022/vol. B) has been drawn using non-sexist language. The second is the capability to select a third gender in the process of filling in personal data (male, female, other), giving the opportunity to express diverse gender identities beyond the prevalent binary gender classification (male - female). It is deemed essential to raise awareness and educate the members of the university community, as well as implement the use of gender-inclusive language.

An inclusive environment for LGBTQI+ community members

Although sexual orientation, gender identity/expression and gender characteristics are still major factors for victimisation, discrimination and exclusion, so far no sets of measures or a comprehensive Action Plan have been developed to support and socially empower them at higher education institutions. Circumstances are more favourable today, with the emergence of the National LGBTQI+ Equality Strategy Committee's report.¹⁸ In its section "Education Without Exclusions", the relevant excerpt for universities underlines the need for the "creation of a safe and inclusive environment for teaching staff members and students in universities" and "the creation and development of support bodies for LGBTQI+ students".

Violence and harassment

¹⁷ EIGE (European Institute for Gender Equality). 2017. Implementing a Gender Equality Plan in Academia and Research — EIGE Detailed guide. Luxembourg: Publications Office of the European Union.

¹⁸ Findings of the National LGBTQI+ Equality Strategy Committee at: https://primeminister.gr/wp-content/uploads/2021/06/ethniki_statigiki_gia_thn_isothta_ton_loatki.pdf?fbclid=IwAR34YNea10p2xWhA0jsS5f3myGMVoARH0HxWRkhakBqUVBg3bvEtzTVnU

The results of the research carried out in the framework of the European “RESET” project, which was addressed to the academic and administrative staff of the institution, show that harassment and bullying incidents do take place in AUTH and are related to gender, age and years of work experience.

In regard to the student body, research is being conducted under the auspices of the GEC and funded by AUTH SARF. The survey involves 2,134 students, 81% of whom undergraduate students and 74.5% women. According to the first results, sexual harassment rates ranged from 3% to 23%, depending on their form, while for the majority of students, they did not appear to significantly affect their performance and participation in academic processes and activities. However, most students stated that such phenomena are highly concerning and that they do not know where to seek help or how to report such incidents within the university. Of the 220 cases of sexual harassment, 85.5% of victims were female, and 91% of the perpetrators were male. Students stated that the majority of perpetrators were undergraduate students (47%), followed by TRS members with 27%. It is alarming that 96.4% of students did not contact any of the competent bodies of the institution for these incidents, mainly because they did not consider these incidents serious enough to report them (at a rate of 58.4%) and because they believed that any report would not have any effect (at a rate of 32.5%). As stated by the students at a rate of 67.4%, incidents such as these seem common.

AUTH has no mechanism to record incidents of violence, bullying and harassment, nor any relevant service/office where victims can seek help and support. There is an urgent need to establish policies and a mechanism that will prevent and address the phenomenon of sexual harassment and other forms of gender-based violence at AUTH.

Objectives and measures/actions to combat gender bias, stereotypes, sexism and sexual harassment are included in *Thematic Area A “Gender-inclusive and gender-sensitive environment”* and *Thematic Area E “Gender-based violence and harassment”* of this GEP.

2.2 Specifying objectives, actions, resources and scheduling the implementation of the AUTH GEP

The prioritised fields for intervention were specified based on the above data and information. Each field focuses on a specific thematic aspect of gender equality policies – as defined in the specifications of Horizon Europe – which have been adapted to AUTH's unique characteristics (Table 1). The objectives and actions in each thematic unit and the timeline for the implementation of actions have been specified; a statement was made for the necessary resources; the responsibilities for the implementation of the actions have been allocated; and the methods to inform and update the members of the academic community have been specified (Chapter 3). Thematic Area A: Gender-inclusive and gender-sensitive environment includes objectives and actions that are necessary for the effective implementation, monitoring and evaluation of the entire GEP.

Education and awareness-raising actions related to gender equality and the constituent thematic areas of the GEP have also been included.

An important element of the AUTH GEP is that it includes actions that concern all the different groups within the institution, such as senior leadership, academic, administrative and research staff and the student body.

The AUTH Gender Equality Plan (GEP) provides for a total of 53 actions, and its duration is two years (2022-2024).

The implementation of AUTH GEP's constituent actions has been allocated to the institution's competent bodies and groups, enhancing the participation of the entire academic community in its implementation.

The effective implementation of the AUTH GEP requires a number of cross-cutting actions:

- Establish a Gender Equality Office (AUTH GEO)
- Allocate necessary resources
- Support by the Rectorate Authorities and the Senate, active participation of Faculties, Schools and Administrative bodies
- Update the Senate on the implementation progress of the GEP
- Establish a mechanism for the collection of gender-disaggregated data, for the ongoing monitoring of progress regarding gender equality in AUTH
- Raise awareness for gender equality among the university community. Inform about the GEP and acquire the know-how for its implementation

Several members of AUTH have a long experience in gender issues, both at a teaching and research level. They have carried out gender-related studies and research projects and have collaborated with equality bodies in the public sector and civil society organisations. These data are positive predictors for progress in the field of gender equality and for supporting the implementation of the GEP.

With the establishment of the Gender Equality Office (AUTH GEO), the responsibility for the implementation of specific actions of this GEP will be transferred from the GEC to the GEO

AUTH's GEP will be updated in October 2024 as part of the European project “RESET – Redesigning Equality and Scientific Excellence Together“ (Grant Agreement no.: 101006560).

Table 1: Thematic areas and prioritised fields of the AUTH GEP 2022-2024

Priority fields	
Thematic Area A: Gender-inclusive and gender-sensitive environment	
A.1	Form the appropriate institutional conditions and infrastructures promoting gender equality and inclusivity at AUTH and implement the GEP in a sustainable way.
A.2	Overcoming sexist language
A.3	Develop a safe and supportive work and learning environment for all LGBTQI+ members of the university community
A.4	Work-life balance
Thematic Area B: Gender mainstreaming in teaching and research	
B.1	Gender mainstreaming in curricula
B.2	Gender mainstreaming in research; assess the impact on each gender while designing and implementing new research proposals
Thematic Area C: Balanced gender representation in leadership and decision-making positions	
C.1	Increase female recruitments in leadership and decision-making positions
Thematic Area D: Gender equality in recruitment and career development	
D.1	Address horizontal and vertical occupational segregation
Thematic Area E: Gender-based violence and harassment	
E.1	Record the extent of the phenomenon at AUTH
E.2	Establish the capacity to report gender-based violence and harassment incidents, and to support and guide victims
E.3	Reduce the number of gender-based discrimination, violence and sexual harassment incidents

2.3 Monitor progress and evaluate the AUTH GEP

Monitoring the progress of the AUTH GEP will be carried out on the basis of specific and measurable indicators, in order to evaluate its effectiveness and adapt the objectives and measures accordingly. These indicators have been specified and are included in the implementation plan of the GEP (Chapter 3).

Additionally, Objective A1.3 specifies the configuration of the AUTH IT systems to improve the collection of gender-disaggregated data, especially for the prioritised fields of the GEP, in order to monitor progress and evaluate the plan.

Finally, it is specified that an annual report will be submitted to the Senate regarding the implementation progress of the GEP.

3. Strategic Objectives and Implementation Plan of the AUTH Gender Equality Plan (2022-2024)

According to the AUTH's Strategic Plan for 2019-2022¹⁹, AUTH aims to offer the highest level of education, as a university that is environmentally friendly and accessible to everyone, while producing internationally acclaimed research and contributing to the financial and social development of the country. In order to achieve this goal, AUTH's Strategic Plan highlights the implementation of practices ensuring compliance with and protection of fundamental principles, including:

- preventing and combating all forms of violence and bullying;
- combating all forms of discrimination; and
- the principle of equal treatment for all genders, as well as promoting their substantive equality.

In this context, the AUTH Gender Equality Plan (2022-2024) aims to:

- Establish an institutional framework for the integration of gender equality and inclusivity principles in all of the institution's policies.
- Overcome sexist language in AUTH's public discourse.
- Increase the number of gender-related courses offered and integrate gender issues across course contents, while promoting gender mainstreaming in curriculum design.
- Achieve gender mainstreaming in research (both in research content and teams), familiarization with the use and methodology of research rooted in gender studies, boost and ensure sustainable female participation in research.
- Reduce the phenomenon of the "glass ceiling" and the obstacles faced by female TRS members during their professional development.
- Develop a more favourable framework for the attainment of a work-life balance, for men and women in the institution.
- Promote a balanced gender participation in leadership and decision-making positions.
- Implement multidimensional interventions that will reduce discrimination, sexual harassment and violence in all of the institution's "spaces" and processes.

¹⁹<https://qa.auth.gr/documents/accreditation/auth/%CE%917.%20%CE%A3%CF%84%CF%81%CE%B1%CF%84%CE%B7%CE%B3%CE%B9%CE%BA%CF%8C%20%CE%A3%CF%87%CE%AD%CE%B4%CE%B9%CE%BF%202019-2022.pdf>

3.1 Thematic Area A: Gender-inclusive and gender-sensitive environment

Thematic Area A		Gender-inclusive and gender-sensitive environment
Need A.1		Form the appropriate institutional conditions and infrastructures promoting gender equality and inclusivity at AUTH and the sustainable implementation of the Gender Equality Plan.
Objective A1.1		Establish, staff and operate a body called the "Gender Equality Office" (AUTH GEO, in Greek: AUTH GIF)
		Actions/Measures
		Actor
A.1.1.1	Write the action plan feasibility report, founding decision and statute	Gender Equality Committee (GEC, in Greek: EIF)
A.1.1.2	Approval to establish the GEO and integrate it in the institutional structure of AUTH	Senate, Rectorate authorities
A.1.1.3	Find and guarantee a space and equipment	Senate, Rectorate authorities
A.1.1.4	Staff the office with qualified personnel	Senate, Rectorate authorities
Target groups	The entire AUTH community	
Indicators	Establish and operate the GEO until 31/12/2022	
Resources		
Human resources	2 full-time employees and two (2) occasional part-time members for technical support	
Financial resources	<ul style="list-style-type: none"> • AUTH • Seek ESIF funding • Funding from the Special Account for Research Funds (SARF, in Greek: ELKE;) (percentage of funding for research programs) 	

Other resources	<ul style="list-style-type: none"> • Provision of an office and equipment in AUTH 	
Timetable		
Complete all actions until December 2022		
Objective A1.2	Spread awareness about the promotion of gender equality and inclusivity in AUTH; educate about the GEP and develop the capacity for the implementation of required policies, standards and guidelines.	
Actions/Measures		Actor
A.1.2.1	Introduce GEP formally, disclose to and inform the university community; formal announcement/statement by the Rectorate authorities for the adoption of political and strategic equality, to be published on the AUTH website and the websites of all faculties and schools.	GEC, European RESET project, Rectorate authorities, Faculty deans, School heads
A.1.2.2	GEC proposal for the integration of the GEP objectives into AUTH's strategic planning for 2022-2025 and in its respective regulatory documents.	GEC and Rectorate authorities
A.1.2.3	Implement annual (per year of GEP's activity) awareness-raising and educational actions for university administration officials, academic and administrative staff members and the student body on issues of gender equality and gender discrimination.	GEC, Faculty GECs, Council for the Promotion of Gender Equality, Deanships, Schools, Administrative Units, Rectorate authorities, European RESET project
A.1.2.4	Create and digitally distribute printable educational resources to all staff members and students on gender equality and discrimination issues.	GEC, Faculty GECs, Council for the Promotion of Gender Equality, European RESET project
A.1.2.5	Form a Consultation Committee consisting of the Rectorate authorities, Deans, School heads, Heads of administrative units in charge of constituent actions, GEC members and members coordinating Faculty Gender Committees.	Senate

A.1.2.6	Encourage the formation of Gender Committees at Faculties with no such committee, or reform existing ones if inactive.	GEC, Council for the Promotion of Gender Equality
A.1.2.7	Write an annual report to be submitted to the Senate regarding the GEP implementation progress.	GEC
Target groups	The entire AUTH community	
Indicators	<ul style="list-style-type: none"> • Launching 1 event in 2022, which representatives from all Faculties, Schools and Administrative units of the AUTH will successfully attend • Publishing the GEP in Greek and English on the relevant AUTH website (https://www.auth.gr/en/gender-equality-plan-en/) and the GEC webpage • Forming 1 Consultation Committee / 3 annual meetings • Number of seminars/meetings held, number of attendances • Publishing an annual implementation report of the GEP on the AUTH and GEC official websites 	
Resources		
Human resources	<ul style="list-style-type: none"> • GEC and Faculty GEC members • Rectorate authorities, Deans, Faculty heads, Heads of administrative units • Council for the Promotion of Gender Equality • European RESET project 	
Financial resources	-	
Other resources	Comprehensive training toolkit for gender equality/gender mainstreaming, useful for different target groups, as developed in the framework of the European RESET project (Grant Agreement no.: 101006560).	
Timetable		
Action	Year	

A.1.2.1		2022
A.1.2.2		2022
A.1.2.3		2022,2023,2024,2025
A.1.2.4		2022,2023,2024,2025
A.1.2.5		2023
A.1.2.6		2022,2023
A.1.2.7		2022,2023,2024,2025
Objective A1.3	Configure the AUTH IT systems to improve the data collection for each gender, especially for the prioritised areas of the GEP, in order to monitor its progress and assess.	
Actions/Measures		Actor
A.1.3.1	Write a list of data that should comprise the gender map of AUTH, which should be collected to sustainably monitor the implementation of the GEP.	GEC, Faculty GECs, Data Protection Officer (DPO)
A.1.3.2	Update and customize the AUTH IT systems, the Quality Assurance Unit (QAU, in Greek: MODIP) and SARF, aiming at the comprehensive and systematic data collection for the list of action A.1.3.1	Vice Rector of Academic Affairs and Student Welfare, Vice Rector of Research and Lifelong Learning, Vice Rector of Administrative Affairs, QAU, SARF, IT Center (in Greek: KID)
Target groups	The entire AUTH community	
Indicators	<ul style="list-style-type: none"> • Updating AUTH IT systems for the collection of GEP data • Full gender map in the updated GEP (October 2024) 	

Resources	
Human resources	GEC, QAU, SARF, IT Center
Financial resources	-
Other resources	-
Timetable	
Action	Year
A.1.3.1	2022
A.1.3.2	2022-2023

Need A.2		Overcoming sexist language	
Objective A2.1		Raise awareness and educate the members of the university community; implement the use of gender-inclusive language.	
		Actions/Measures	Actor
A.2.1.1	Create a brief and practical guide to implement the use of gender-inclusive language at AUTH		GEC, Faculty GECs
A.2.1.2	Wide distribution of the guide (action A.2.1.1) to all AUTH services, faculties and schools, and to all senior administration members.		GEC, Faculty GECs, Council for the Promotion of Gender Equality
A.2.1.3	Conduct educational seminars for the implementation of the guide (action A.2.1.1) addressed to AUTH employees, particularly senior administration members.		GEC, Faculty GECs
A.2.1.4	Implement the use of gender-inclusive language in administrative documents, printable and online communications, on the AUTH website, the websites of Schools and Faculties, in the names of agencies, bodies and committees and in AUTH legal-regulatory statements.		Vice Rector of Academic Affairs and Student Welfare, Vice Rector of Research and Lifelong Learning, Vice Rector of Administrative Affairs, QAU, SARF, IT Center, Legal Service
A.2.1.5	Conduct an educational seminar for the use of gender-inclusive language addressed to the student body.		GEC, Faculty GECs
A.2.1.6	The format of the gender-inclusive language will be approved by the Senate.		Senate
Target groups	Academic & Administrative staff; Senior administration; Student body		
Indicators	<ul style="list-style-type: none"> • Percentage (%) of documents using gender-inclusive language – 30% per year of GEP activity • Using gender-inclusive language on the AUTH website, the websites of Schools and Faculties, Committees and web platforms • Percentage (%) of announcements/press releases using gender-inclusive language • Number of seminars/meetings held, number of attendances 		

Resources	
Human resources	GEC, Faculty GECs, Employees and Heads of relevant faculties and services
Financial resources	-
Other resources	<ul style="list-style-type: none"> • Guide for the use of non-sexist language by the AUTH GEC • Guide for the use of non-sexist language in administrative documents • Toolkit for gender-inclusive institutional communication developed in the framework of the European RESET project (Grant Agreement no.: 101006560)
Timetable	
Action	Year
A.2.1.1	2023
A.2.1.2	2023
A.2.1.3	2023-2024
A.2.1.4	2025
A.2.1.5	2023-2024
A.2.1.6	2023

Need A.3	Develop a safe and supportive work and learning environment for all LGBTQI+ members of the university community	
Objective A3.1	Raise awareness in the AUTH university community about equal participation for everyone at the university.	
Actions/Measures		Actor
A.3.1.1	Investigate to design and develop support services for LGBTQI+ community members (in cooperation with the AUTH Center for Consultation and Psychological Support – CCPS, in Greek: KESYPSY).	GEC, Faculty GECs, CCPS
A.3.1.2	Host annual, experiential networking actions/awareness-raising seminars for all university community members on discrimination and exclusion based on gender, gender identity and/or gender expression and sexual orientation.	GEC, Faculty GECs, European RESET project, AUTH Gender and Equality Student Association (in Greek: FYLIS), Other relevant student associations
A.3.1.3	Publish announcements/messages to the AUTH community; use of LGBTQI+ pride symbol on international days dedicated to LGBTQI+ people (Pride, Days of Visibility, International Day against Homophobia/Transphobia/Biphobia/Interphobia, Transgender Day of Remembrance, and more).	GEC, Faculty GECs, Rectorate authorities. Faculty deanships, Press office
Target groups	The entire AUTH community	
Indicators	<ul style="list-style-type: none"> • Number of seminars/meetings held, number of attendances • Number of announcements/messages to the university community on international days for LGBTQI+ people 	
Resources		
Human resources	GEC, Faculty GECs, European RESET project	
Financial resources	-	

Other resources	Guide to inclusive practices for LGBTQI+ people, implemented by the METHEXI Workshop (Panteion University of Social and Political Sciences) in the framework of the European Project titled "Universities towards Diversity – UniDiversity"	
Timetable		
	Action	Year
	A.3.1.1	2023-2024
	A.3.1.2	2022-2023-2024-2025
	A.3.1.3	2022-2023-2024-2025

Need A.4	Work-life balance	
Objective A4.1	Overcome challenges in the attainment of work-life balance by AUTH employees	
	Actions/Measures	Actor
A.4.1.1	Host an educational seminar for staff (academic, administrative, research), administrative staff members, as well as faculty and service Heads, to raise awareness and introduce best practices for the promotion of work-life balance.	GEC, Faculty GECs, European RESET project
A.4.1.2	Develop and distribute informative material and a parental support information pack on why work-life balance is necessary and its benefits; this will be addressed to academic and administrative staff members, as well as research partners, and will include information about the services available at AUTH that offer support.	GEC, Faculty GECs
A.4.1.3	Propose flexible and remote work adjustments to the Senate for both academic and administrative staff members with caregiving responsibilities; implementation by competent authorities and services as per the applicable legislation.	GEC, Faculty GECs, Rectorate authorities, Senate, Legal service

A.4.1.4	Carry out research to record the needs for childcare services for university employees and students.	Centre for Social Research and Decision Support, Childcare Center, Data Protection Officer
A.4.1.5	Stipulate the provision of facilities and actions pertaining to the creative engagement of children during major events/conferences/workshops/holiday seasons for university community members, at a low cost	University Gym, School of Primary Education, Child Care Centre and other relevant bodies
A.4.1.6	Provide a space to be used as a lactation room (for breast-feeding and/or breast milk pumping) at the Center for Interdisciplinary Research and Innovation (CIRI, Greek: KEDEK) and every faculty.	Administrative services, Faculties, CIRI
Target groups	Academic staff Administrative staff Heads of Services and Schools Senior administration members Research partners	
Indicators	<ul style="list-style-type: none"> • Number of seminars/meetings held, number of attendances • % flexible and remote work adjustments for both academic and administrative staff with caregiving responsibilities 	
Resources		
Human resources	GEC, Faculty GECs, Centre for Social Research and Decision Support	
Financial resources		
Other resources	International guides for good work-life balance practices	
Timetable		
	Action	Year

A.4.1.1	2023-2024
A.4.1.2	2023-2024
A.4.1.3	2023-2024
A.4.1.4	2023-2024
A.4.1.5	2024-2025
A.4.1.6	2025

3.2 Thematic Area B: Gender mainstreaming in teaching and research

Thematic Area B		Gender mainstreaming in teaching and research	
Need B.1		Gender mainstreaming in course curricula	
Objective B1.1		Promote gender mainstreaming in the design of analytical course curricula and inclusion of gender issues across course and teaching content.	
		Actions/Measures	Actor
B.1.1.1	Annual recording of courses and training programs including gender dimensions and gender identity; to be published before the beginning of each semester to facilitate their selection. Collaboration with the QAU to achieve gender mainstreaming in the evaluation of undergraduate and postgraduate curricula; courses focusing on gender issues bear a special marking.		Faculties, Schools, Deanships, Secretariats, Department of Studies, QAU
B.1.1.2	Host an informative/awareness-raising/educational action for the Internal Assessment Team (IAT, Greek: OMEA) committees, the Studies Committees of the Schools, the Boards of Postgraduate Studies and the teaching staff, on the importance of gender mainstreaming in teaching content, particularly in scientific fields such as: Sciences, Engineering, Informatics and Technology etc.		GEC, Faculty GECs
B.1.1.3	Investigate the capacity and coordinate actions for the creation of a Postgraduate Program in Gender Studies, which will include interdisciplinarity, cross-thematic integration and inclusivity in their curriculum.		GEC, Faculty GECs, Council for the Promotion of Gender Equality, Department of Studies, Faculties, Schools
Target groups	Academic staff Laboratory & Research Partners		
Indicators	Increasing the number of gender-oriented courses offered and/or including gender-related subjects.		

Resources		
Human resources	GEC, Faculty GECs, Council for the Promotion of Gender Equality, Faculties, Schools	
Financial resources	-	
Other resources	Comprehensive training toolkit for gender equality/gender mainstreaming, useful for different target groups, as developed in the framework of the European RESET project (Grant Agreement no.: 101006560).	
Timetable		
Action	Year	
B.1.1.1	2022-2023-2024-2025	
B.1.1.2	2023	
B.1.1.3	2023	
Need B.2	Gender mainstreaming in research; assess the impact on each gender during drafting and implementing new research proposals	
Objective B2.1	Promote gender mainstreaming and the cross-thematic approach to gender in research content and in the formation of gender-balanced and inclusive research teams.	
Actions/Measures		Actor
B.2.1.1	Host awareness-raising/informative seminars for the university community on the importance of gender mainstreaming in research; mainly, host educational seminars for research and laboratory teams, in order to facilitate understanding and apply gender dimensions in research methodologies and content.	GEC, European RESET project, SARF

B.2.1.2	Distribute and publish a protocol/guide for researchers on gender mainstreaming in research proposals and programs	European RESET project - SARF
B.2.1.3	Gender mainstreaming in the university policy for research activities and other statements, such as the "Research Code of Conduct".	Research Ethics and Code of Conduct Committee (RECCC, in Greek: EIDE)
Target groups	AUPh Research staff AUPh Laboratory staff members	
Indicators	<ul style="list-style-type: none"> • Number of seminars/workshops held, number of participants. • % of laboratories and researchers who have used the protocol/guide and considered it useful in assessing the impact of their research on each gender 	
Resources		
Human resources	<ul style="list-style-type: none"> • GEC • European RESET project (Grant Agreement no.: 101006560) • Research Ethics and Code of Conduct Committee (RECCC, in Greek: EIDE) 	
Financial resources	-	
Other resources	Impact assessment protocol for each gender to be used in new research proposals, as developed in the framework of the European RESET project (Grant Agreement no.: 101006560)	
Timetable		
	Action	Year
	B.2.1.1	2022-2024
	B.2.1.2	2022

B.2.1.3		2023
Objective B2.2	Boost female participation in funded research.	
Actions/Measures		Actor
B.2.1.1	Form a network of female mentors comprising female ATh teaching staff members, to guide new female researchers (PhD candidates, post-doctoral scholars)	GEC, Faculty GECs, SARF
B.2.1.2	Explore the inclusion of a statement to encourage more female applicants in all calls for applications regarding short-term contracts for research staff. E.g. "The Aristotle University of Thessaloniki encourages women to submit applications for the position of..."	GEC, SARF
B.2.1.3	Distribute informative material on good practices promoting equal and balanced gender participation in research teams.	GEC, SARF
Target groups	ATh Research staff	
Indicators	% increase of female researchers who are Scientific coordinators in research proposals and projects % increase of female applicants in calls for research staff applications regarding short-term contracts	
Resources		
Human resources	GEC, SARF	
Financial resources	-	
Other resources	-	
Timetable		

Action	Year
B.2.1.1	2022-2024
B.2.1.2	2022-2024
B.2.1.3	2022-2024

3.3 Thematic Area C: Balanced gender representation in leadership and decision-making positions

Thematic Area C		Balanced gender representation in leadership and decision-making positions
Need C.1		Increase female hiring in leadership and decision-making positions
Objective C1.1		Encourage female participation in leadership roles
Actions/Measures		Actor
C.1.1.1	Host an informative/awareness-raising campaign; feature and showcase the work of women in positions of responsibility in AUPh's public communications and social media.	European RESET project
C.1.1.2	Establish an annual distinction for a woman in a position of responsibility at AUPh.	Rectorate Authorities
C.1.1.3	Publish a brochure and poster encouraging women to apply for institutional positions and ranks.	GEC, Faculty GECs
C.1.1.4	Host an awareness meeting for the members of the main administrative and decision-making bodies in AUPh, in order to promote balanced gender representation in leadership and decision-making positions.	GEC, Council for the Promotion of Gender Equality
Target groups	Female population in and out of the AUPh, Administrative and decision-making bodies of the AUPh	
Indicators	<ul style="list-style-type: none"> • % increase in female applicants for leadership and decision-making positions • % increase of females in leadership and decision-making positions 	
Resources		
Human resources	GEC, European RESET project	

Financial resources	
Other resources	"Persons of the Campus" campaign, to be developed in the framework of the European RESET project (Grant Agreement no.: 101006560)
Timetable	
Action	Year
C.1.1.1	2022-2023
C.1.1.2	2023
C.1.1.3	2023-2024
C.1.1.4	2022-2025

3.4 Thematic Area D: Gender equality in recruitment and career development

Thematic Area D	Gender equality in recruitment and career development	
Need D.1	Address horizontal and vertical gender segregation	
Objective D1.1	Gender mainstreaming in all recruitment stages	
Actions/Measures		Actor
D.1.1.1	Introduce a compulsory gender quota for application evaluation committees	Rectorate authorities, Senate
D.1.1.2	Proposal to require application evaluation committees to submit justification for recruitments and promotions not involving women, especially in scientific fields and services with male over-representation (academic, administrative and research staff).	GEC, Personnel Directorates, School heads, Deanships
D.1.1.3	Proposal for "employee exit interviews" to collect data on interviewees' perception of gender equality in each school and service.	GEC, Personnel Directorates, School heads, Deanships, DPO
Target groups	Academic and administrative staff	
Indicators	% increase in female recruitment in scientific fields and services with male over-representation	
Resources		
Human resources	GEC, GEO, Personnel Directorates	
Financial resources		
Other resources		
Timetable		

Action		Year
D.1.1.1		2022-2023
D.1.1.2		2022-2023
D.1.1.3		2022-2024
Objective D1.2	Reinforce the professional development of women	
Actions/Measures		Actor
D.1.2.1	Create a working group to explore the establishment of gender-inclusive career development criteria.	GEC, Faculty GECs, Personnel Directorates
D.1.2.2	Host awareness-raising seminars at faculties in the fields of: Science, Technology, Engineering and Mathematics (STEM) (invite female academics to share their career stories).	GEC, Faculty GECs, Council for the Promotion of Gender Equality
Target groups	Academic and administrative staff	
Indicators	Number of gender-inclusive career development criteria Increase in the number of females who have developed professionally during the GEP in the fields of: Science, Technology, Engineering and Mathematics	
Resources		
Human resources	GEC, Faculty GECs, Personnel Directorates, Council for the Promotion of Gender Equality	
Financial resources		
Other resources		

Timetable	
Action	Year
D.1.2.1	2023
D.1.2.2	2023

3.5 Thematic Area E: Gender-based violence and harassment

Thematic Area E	Gender-based violence and harassment	
Need E.1	Record the extent of this phenomenon at AUTH	
Objective E1.1	Collect quantitative and qualitative data from the entire university community	
Actions/Measures		Actor
E.1.1.1	Conduct quantitative research (using questionnaires) on a representative sample of staff and students, to investigate the occurrence of violence and harassment	Centre for Social Research and Decision Support, Faculty GECs, DPO
E.1.1.2	Conduct qualitative research (using individual interviews) in select groups of students and staff members to investigate the occurrence of violence and harassment.	Centre for Social Research and Decision Support, Faculty GECs, DPO
Target groups	Entire university community	
Indicators	Numbers and/or percentages of gender-based violence and sexual harassment incidents Other quantitative data on gender-based violence	
Resources		
Human resources	Centre for Social Research and Decision Support, Faculty GECs, DPO	
Financial resources		
Other resources	IT Center, RECCC	
Timetable		
	Action	Year

E.1.1.1		2023
E.1.1.2		2023
Need E.2	Establish a way to report gender-based violence and harassment incidents, and to support and guide victims	
Objective E2.1	Establish a procedure and mechanism to record and address reports and complaints concerning gender-based violence, discrimination and sexual harassment incidents	
Actions/Measures		Actor
E.2.1.1	Establish an agency and develop a mechanism for the collection and recording of signed and anonymous complaints (within the framework of the GEC's operation) as per the applicable legislation	GEC, CCPS and other AUTH support services, Rectorate authorities, DPO, Legal Service
E.2.1.2	Establish a management and action protocol following reports/complaints of gender-based violence and sexual harassment incidents, in order to properly address the incidents and support victims.	GEC, CCPS and other AUTH support services, Rectorate authorities, DPO, Legal Service
E.2.1.3	Inform/raise awareness in the university community regarding the establishment and operation of the recording mechanism of signed and anonymous complaints regarding gender-based violence, discrimination and sexual harassment incidents.	Press Office, Faculties, Schools, Services
Target groups	Entire university community	
Indicators	<ul style="list-style-type: none"> • 1 recording mechanism for signed and anonymous complaints • 1 action protocol • Informing all Faculties, Schools, Services 	
Resources		
Human resources	Rectorate authorities, DPO, Legal Service, Press Office, CCPS	

Financial resources	-	
Other resources	-	
Timetable		
	Action	Year
	E.2.1.1	2022-2023
	E.2.1.2	2022-2023
	E.2.1.3	2022-2023
Need E.3	Reduce the number of gender-based discrimination, violence and sexual harassment incidents	
Objective E3.1	Inform, educate and establish rules to eliminate gender-based discrimination, gender-based violence and sexual harassment	
	Actions/Measures	Actor
E.3.1.1	Actions about informing/raising awareness and developing skills, so as to identify and report gender-based discrimination, gender-based violence and sexual harassment incidents (e.g. leaflets, seminars, podcasts).	GEC, Faculty GECs
E.3.1.2	Create and approve a guide to ethical behaviour, by the Senate; adopt respective sanctions for gender-based violence and sexual harassment incidents	GEC, Faculty GECs, GEO, Council for the Promotion of Gender Equality, Rectorate authorities, Legal Service
Target groups	Entire university community	
Indicators	% reduction of gender-based discrimination, gender-based violence and sexual harassment incidents	

Resources	
Human resources	GEC, Faculty GECs, Council for the Promotion of Gender Equality, Rectorate authorities, Legal Service
Financial resources	
Other resources	
Timetable	
Action	Year
E.3.1.1	2022-2024
E.3.1.2	2022-2024

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Redesigning
Equality and
Scientific
Excellence
Together

5.2

University of Bordeaux

Gender Equality Plan

2022-2024

University of Bordeaux

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Introduction

This gender equality plan (GEP) is the fruit of a collaboration between members of our university community and various European partners. It complies with the obligations imposed by the Public Services Transformation Act,¹ and seeks to build on them in order to meet European expectations regarding gender equality in research, as set out in the Horizon Europe Framework Programme.² This expanded approach exists within the context of the European RESET project - Redesigning Equality and Scientific Excellence Together,³ whose implementation at the University of Bordeaux is overseen by the Human Resources and Social Development Department of the Social Action and Societal Innovation Department. This prominent positioning within our institution is testament to the importance we attach to these matters, and the collective dimension of our ambition.

RESET is a project funded by the Horizon 2020 – Sciences with and for Society (SwafS) program.¹ The project aims to achieve gender equality “from master’s programs up to emeritus professors,” taking into consideration the intersectional nature of discrimination in its many guises, and encouraging all members of the university community to contribute to the development of efforts to promote equality and arrive at a more inclusive definition of scientific excellence. The primary objectives of RESET are:

- > To increase women’s involvement in research and innovation;
- > To improve their career prospects;
- > To work towards gender parity in decision-making bodies;
- > To ensure that gender issues are taken into consideration in research, innovation and teaching;
- > To establish a raft of actions and tools for promoting best practices across the European Research Area.

Questions of equality and diversity are increasingly becoming a legislative priority in France and Europe. Our inclusive gender equality plan is to be launched in 2022 and will run until October 2024, the end date of the RESET program, when it will be reviewed and updated in order ensure the continuity of institutional efforts for equality and diversity, and make sure that they are firmly entrenched in the university’s working practices for the long term. Numerous stakeholders from within the university are charged with monitoring these actions and evaluating their impact.

¹ Law 2019-828 of 6 August 2019 on the Transformation of Public Services, published in the Journal Officiel on 7 August 2019.

² The Horizon Europe framework programme (2021-2027) includes the implementation of a gender equality plan among its eligibility criteria for research teams, along with the need to take sex and gender issues into account in research projects.

³ Collectively redefining equality and scientific excellence.

This document is divided into four sections:

Part 1: Context

Part 2: Main assumptions and frameworks

Part 3: Key findings substantiating the GEP

Part 4: Gender Equality Plan (2022-2024)

The plan is structured with reference to the four themes identified in the European Commission's Horizon Europe framework programme, which are then broken down into objectives and actions:

- > Recruitment, retention, career progression including the availability of family-friendly policies
- > Leadership and decision making
- > Gender dimension in research and knowledge transfer
- > Gender biases and stereotypes, sexism and sexual harassment

The actions contained in this gender equality plan take several forms: data gathering and impact assessments, regulations and procedures, training/awareness-raising and communication. Each action will be overseen by a designated team.

The development and implementation of this plan have been supported by funding from the European RESET project – within the Horizon 2020 framework, in connection with of subsidy No.101006560.

Part 1: Context

National context

The Agreement on equality between women and men in the public sector signed on 30 November 2018 highlights the obligation to implement a multiannual plan for achieving professional equality. This obligation has since been reinforced by the **Public Service Transformation Act**⁴ of August 2019, which introduces coercive measures. The plan in question must contain measures designed to calculate and reduce the pay gap between women and men, to promote gender balance and equal access to different posts and roles, to guarantee a positive work-life balance and to combat all forms of sexist and sexual violence and discrimination. The national government and all public-sector institutions – including universities – are required by law to take such measures.

These recent laws represent the continuation of a trend in national legislation towards greater equality and parity in public services, beginning in **2012 with the Sauvadet Act**, introducing numerical targets for balanced representation at senior management level, and the **Fioraso Act of 2013** which made it compulsory for all French universities to have dedicated equality teams.

In accordance with the **circular of 18 June 2020**, the Human Resources and Social Development Department provides all members of selection committees with annual data set in order to raise awareness of any forms of implicit bias which may be detrimental to the principle of equality in the recruitment of teaching and research staff.

In the interests of monitoring and evaluation, the **decree of 30 November 2020** concerning the Combined Social Report expanded the existing obligation to publish comparative figures for women and men in public-sector organizations, introducing a requirement to provide more detailed information on recent developments and forecasts regarding gender equality, as well as the fight against discrimination and the work done to facilitate the employment of people with disabilities.

In December 2020, the **Research Strategy Act 2021-2030** was passed into law. As well as increasing the proportion of available resources which are dependent upon calls for projects or partnerships between laboratories and businesses, the new law places greater emphasis on the dissemination of academic culture and matters of sustainable development.

Since 2017, **France's National Research Agency** (*Agence Nationale de la Recherche - ANR*) has steadily strengthened its commitment to gender equality, particularly by encouraging institutions to take gender into account in their research, while also reducing gender bias in recruitment and knowledge production. These measures are consistent with European obligations on the inclusion of gender issues in research.

⁴ Law 2019-828 dated 6 August 2019.

University of Bordeaux

The University of Bordeaux is an institution whose academic excellence was once again recognized in 2016 by the renewal of its **I dex label**, a status first awarded in 2011 as part of the “Initiatives for Excellence” call for projects organized under the aegis of the Future Investment Program (PIA). I dex is a program of investments supporting the ongoing transformation of the University of Bordeaux, with a focus on top-tier research, innovative educational work and knowledge transfer.

The University of Bordeaux has a total of **3256 research and teaching staff (56%)** and **2763 BIATSS⁵ staff (46%)**, giving a total workforce of 6019. In the latter category, women are in the majority (**68%**), whereas they make up just **42%** of teaching and research staff. **45%** of university staff are attached to colleges, schools and training institutes, **39%** to research departments, and **16%** to various administrative hubs and divisions.

Since the launch of the university’s **Parity, Equality and Diversity Mission**,⁶ numerous measures have been put in place to promote equality, particularly as part of the **Masterplan for Gender Equality (2015-2020)** and the subsequent **Action Plan for Professional Equality between Women and Men**, launched in **2021**, in accordance with the Public Service Transformation Act.

Decree no. 2020-256 of 13 March 2020 expanded the remit of the Sexual Harassment and Sexist and Homophobic Violence Monitoring Unit (CDVHS) to include all acts of violence, discrimination, psychological and sexual harassment and sexist behavior. The University of Bordeaux is committed to responding to all reports made by staff as well as the student community. In addition to expanding the remit of the CDVHS unit, more advanced training has been provided to the staff involved.

Our gender equality plan thus benefits from a context conducive to its success, closely aligned with other institutional documents which reflect the commitment of the University of Bordeaux to rise to the societal and environmental challenges of our time. The recent reshuffle of the university’s presidency was informed by a desire to successfully deliver on our commitments to the societal and environmental transitions while respecting and championing the contribution of each and every individual, regardless of gender. Multidisciplinarity, collective spirit and scientific integrity are the watchwords of this new term of office. This ambition, already evident in recent years, is now encapsulated in the **Horizon 2030 Strategy**, the fruit of collaborative analyses of our university’s assets and its major strategic priorities for the coming decade.

The University of Bordeaux’s commitment in this field was recognized in 2021 with the ‘Sustainable Development and Societal Responsibility’ label. The measures taken are laid out in detail in the 24 promises which make up our **Roadmap for the Environmental and Societal Transitions** (2021). Since the 2022 elections, the university has had a dedicated Vice-President for these matters. We have also appointed an Equality, Parity and Diversity Officer, closely involved with the construction and implementation of this plan. These members of the university’s governance bodies work in collaboration with all stakeholders within our institution, at both the political and administrative levels.

Under the aegis of the RESET project, the University of Bordeaux is a signatory of the **Joint Statement issued by the seven partner universities involved in this project, setting out**

⁵ BIATSS - library, engineering, administrative, technical, social and health personnel.

⁶ When the University of Bordeaux was formed by the merger of four existing universities in 2014.

our shared commitment to equality, diversity and scientific excellence. Reiterating the major priorities of our institutions in terms of governance, professional equality, the need to incorporate gender issues into research and teaching, and of course the fight against all forms of discrimination and sexist and sexual violence, this declaration is closely aligned with our gender equality strategy.

At the University of Bordeaux, we also have a number of other transformative projects dealing with themes of societal significance. Since 2021, the University of Bordeaux has been a founding member of the **ENLIGHT**⁷ alliance of European universities, alongside 8 partner institutions. The objective of this consortium is to contribute to the transformation of higher education in Europe, equipping students with the knowledge, skills and cutting-edge capacity for innovation they will need to get to grips with the major societal transformations of the future, championing a fairer and more sustainable quality of life. Launched in 2020, the **ACT program**⁸ aims to transform the University of Bordeaux campus, multiplying our living laboratories and incubators nurturing experimental projects at the regional level.

In keeping with these commitments, **transition delegates** have been appointed within all of the university's research departments and laboratories. These delegates, along with the Equality Officers appointed by certain laboratories, have an important role to play in nurturing the discussion within our university community on matters of gender equality and diversity, and the deployment of the plan at all levels of the institution.

Within the University of Bordeaux, there are a number of structures and committees responsible for the operational deployment of the Gender Equality Plan. The first is the **Gender Equality Board (GEB)**, an internal structure present in all of the RESET partner institutions, dedicated to championing gender equality within the university community. The board oversees the inclusive gender equality plan and its membership is representative of the stakeholders concerned, with senior and intermediate-level managers as well as members of other governance bodies. The GEB oversees the strategic design and implementation of this plan. It meets three times each year. The board has thus played a crucial role in the design and deployment of our first gender equality plan (2022), and will also be instrumental in the revised versions which will be published following the conclusion of the RESET project in 2024.

The university's central administrative departments and intermediate-level structures are all involved in the implementation of this plan, led by the Human Resources and Social Development Department.

More broadly, in a spirit of openness and participation, all university staff were involved in the audit which informed the definition and prioritization of the actions contained in the present plan.

This GEP applies to all university staff. In accordance with our obligations under national law, as well as the expectations expressed by the European Commission, the plan focuses primarily on professional equality, as well as the public service provided by universities in the production and transfer of knowledge. This document is thus, indirectly, aimed at the student community too. It is important to note that the student-focused initiatives contained in our action plan for 2021-2024 will continue to run in parallel with the present GEP.

⁷ ENLIGHT - European University Network to promote Equitable Quality of Life, Sustainability, and Global Engagement through Higher Education Transformation.

⁸ ACT - Augmented university for Campus and world Transition.

Part 2: Main assumptions and frameworks of the Gender Equality Plan

Mission

The University of Bordeaux's inclusive gender equality plan exists within an environment conducive to equality and diversity. It contains concrete measures designed to enable our institution to rise to contemporary societal challenges, maintaining our commitment to excellence with the utmost respect for our staff and users, championing their contributions while combatting discrimination in all its forms. Professional equality for all is one of our driving ambitions. Recent developments at European level have inspired us to continue working towards achieving HRS4R accreditation, particularly by implementing the principles of the European Research Charter and the Code of Conduct for the Recruitment of Researchers (2005)⁹.

Aims

This GEP is designed to support the progressive, lasting creation of a culture of gender equality at the University of Bordeaux. Having a document of this nature will help us to prioritize our actions and work impactfully at every level – academic and administrative. The fundamental principles which underpin this GEP are a commitment to **co-designing actions** and taking into **account the multitude of factors which may give rise to instances of inequality or discrimination**. The former principle is embodied in the collective manner in which this strategy was drafted, from the analytical phase through to the design and monitoring of our concrete actions. The latter is informed by a perspective inspired by Gender Studies, which holds that inequalities between women and men must be understood in light of their intersectional relationship to other social factors (including class, background and skin color, and of course sexual orientation, disabilities and other social characteristics). In addition to a detailed local audit, our GEP has been informed by working sessions and exchanges of best practices made possible by our membership of the RESET consortium.

Strategic plan

The methodology employed in the preparation of this GEP was inspired by the **GEAR tool** (Gender Equality in Academia and Research) developed by the European Institute for Gender Equality - EIGE. This tool provides tips and tools for higher education institutions and research agencies, with a view to galvanizing the institutional shift towards gender equality, from the adoption of a gender equality plan to the evaluation of its real impact. The methodology consists of 6 stages, from preparation (1) to auditing (2), drafting (3),

⁹ https://cdn2.euraxess.org/sites/default/files/brochures/eur_21620_en-fr.pdf

implementation (4) and evaluation (5), through to follow-up work to guide the future of these actions and ensure that they have a lasting impact on the institution (6).¹⁰

Conducting a detailed audit

Our gender equality plan is informed by a detailed audit which took up the whole first year of the project, addressing the four key themes identified by the European Commission:

- > Recruitment, retention, career progression including the availability of family-friendly policies
- > Leadership and decision making
- > Gender dimension in research and knowledge transfer
- > Gender biases and stereotypes, sexism and sexual harassment

We commenced our audit by **analyzing data** from 2019-2020 – gathered from different departments across the university (the HRSD department, the College of Doctoral Schools, Observatory for Training and University Life). Thereafter, in July and August 2021, **two questionnaires** focusing on gender equality within our professional environment were sent out to all members of staff – one to BIATSS staff (221 responses), the other to research and teaching staff (157 responses). The questionnaires covered the four themes listed above, with particular reference to the consequences of the Covid crisis. We then organized **three group discussion sessions**, specifically for BIATSS staff, research and teaching staff and members of governance structures. These periods of collective reflection were structured around semi-directive discussions of the four themes listed above. Finally, and specifically for the first two themes, co-design and best practice sessions were organized with each of the universities affiliated with the RESET project, in collaboration with our partners.

Drafting the strategy

A first draft of this GEP was prepared on the basis of the University of Bordeaux's **Plan for Professional Equality between Women and Men, approved in 2020**. The actions identified, some of which are already in progress, are consistent with the legislation on professional equality in the public services, and particularly in higher education and research. Based on the points identified in the audit, and a review of the existing literature in this field as well as the action strategies adopted by other organizations in France and Europe, we then developed proposals for additional actions. Stakeholders from across the university then volunteered their own perspectives, advice and suggestions in line with their expertise. At the first two meetings of the Gender Equality Board, a certain number of themes were discussed and proposed actions were explored in further detail. We used the "World Café" method, prioritizing action proposals put forward by members.

The GEP was presented to all of the university's decision-making bodies during the first half of 2022, and has been enriched by the feedback from these discussions.

¹⁰ *Gender equality in academia and research step-by-step guide for research organisations, universities and public bodies*, European Institute for Gender Equality.

Our ambition is for all members of staff at the University of Bordeaux to get to grips with this document, to engage with its actions as objectives which are precise, measurable and deliverable in the short-to-medium term. Subsequently, once this institutional document has received final approval, a raft of initiatives will be put in place to inform, educate and encourage the university community to fully integrate this agenda-setting strategy for gender equality.

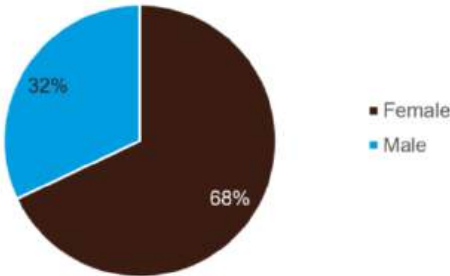
Transposing these actions into our objectives-resources-services contracts, as well as the work of the university's intermediate-level structures, will allow us to disseminate the plan and its actions more broadly. The work done to champion and implement this document by the Equality Officers within laboratories and, by 2024, within teaching units, will contribute to the institutional dissemination of its objectives.

Part 3: Key findings substantiating the GEP

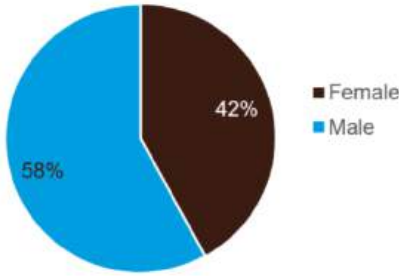
Within the framework of the RESET project, we conducted a **qualitative and quantitative audit** to determine the principal characteristics and needs of the University of Bordeaux in terms of equality and diversity.

On the one hand, we can observe the presence of **horizontal differentiation** between women and men. Women are over-represented among BIATSS staff (68%), while men are over-represented among research and teaching staff (58%).

Sex ratio of administrative personnel UBx (2020)



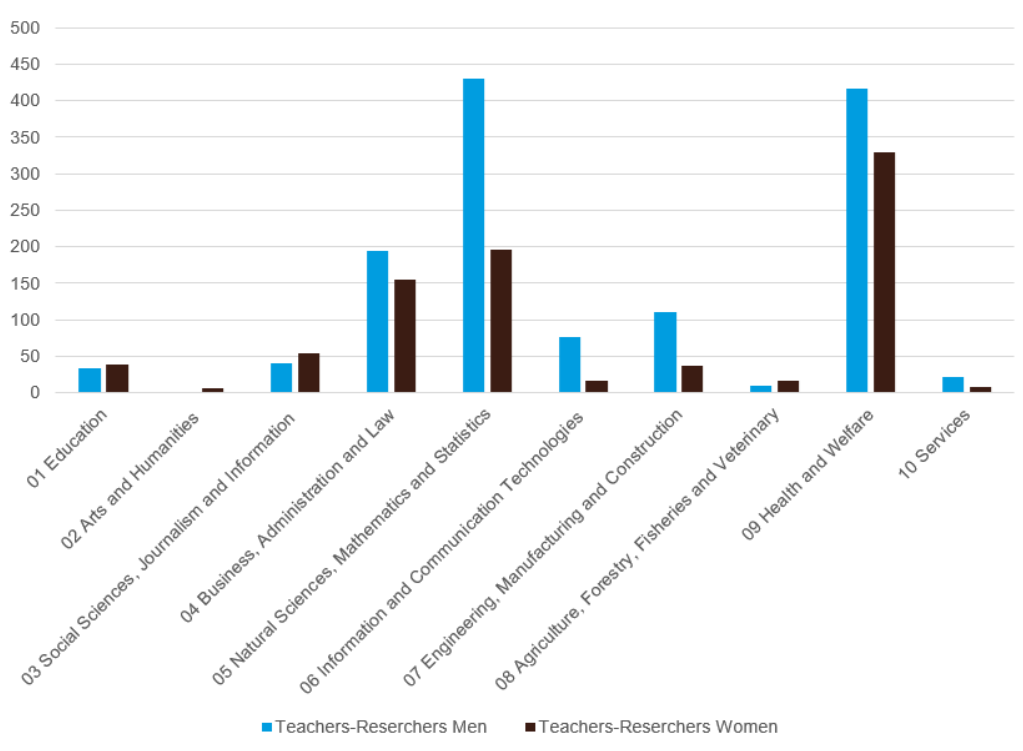
Sex ratio of teacher-researchers UBx (2020)



Source: University of Bordeaux social audit, 2020

As illustrated by these data, and numerous European studies in this field, women are less likely than men to pursue careers in research. Another manifestation of this horizontal gender differentiation is the distribution of research and teaching staff by gender and by academic discipline. In keeping with what we see at the national – and European – levels, we find more women in disciplines affiliated with the social sciences and Education Studies, and more men in disciplines such as Life Sciences, Mathematics, Engineering and ICT.

Gender distribution of research and teaching staff at UB by scientific field

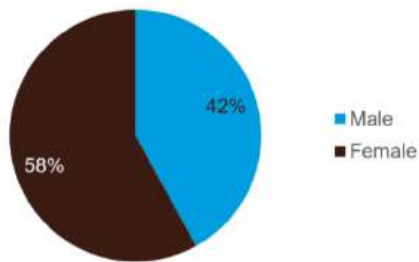


Source: Situation report for the University of Bordeaux, RESET, 2021

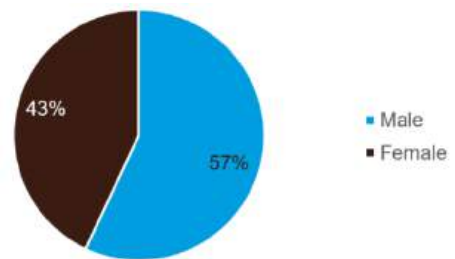
We can also observe a phenomenon of **vertical differentiation**, with a gap between the proportion of women on masters programs (58% women) and engaged in doctoral studies (43% women). This inequality becomes progressively worse the higher up the academic career ladder we look, a phenomenon sometimes referred to as the “leaden sky” or the “leaking pipeline,”¹¹ impeding the advancement of women in research careers.

¹¹ The theory goes that the higher you climb in the research career ladder, the lower the proportion of women will be, in spite of the fact that they often outnumber men on master’s programs. ALPER J. (1993), ‘The Pipeline Is Leaking Women All the Way Along’, Science, vol. 260, n°516.

**Sex ratio of Ma students
UBx 2019-2020**



**Sex ratio of PhD students
UBx 2019-2020**



Source: Situation report for the University of Bordeaux, RESET, 2021

Women account for just **23% of professors at UB**, and just **24% of the assistant professors** who have successfully attained Accreditation to Supervise Research.¹²

The qualitative data makes clear that women generally devote more time to their teaching commitments than men. Finally, among our BIATSS employees, although men are in the minority (32%), 36% of them hold Category A positions.

Moreover, one of the key elements to emerge from our analysis is the fact that some employees have difficulty maintaining an effective work-life balance. For example, part-time working is not easily compatible with senior management roles. And yet, women are more likely to work part-time. They also count for a disproportionately high number of fixed-term contracts and jobs at the lower end of the pay scale. The difficulties encountered in replacing staff members on parental leave, or caused by clashing schedules, can create extra work for some teams.

Maternity leave often comes at a key moment in women's careers, slowing down their professional advancement. Mechanisms exist to facilitate a better work-life balance, but these mechanisms are often poorly understood and thus under-utilized. During the audit process, we observed a certain ambivalence with regard to these work-life balancing measures: while some members of staff complained about the fact that the university's work patterns are organized around the school calendar, giving undue priority to parents of young children, others felt that the measures and efforts deployed in this direction remain insufficient.

The major contribution of BIATSS staff to both the delivery of research and the reputation of the university is widely regarded as being unrecognised and underappreciated. Moreover, gender equality and diversity are virtually absent from our teaching programs, and researchers appear to lack the necessary tools and training to comply with the imperatives of the Horizon Europe framework program, addressing issues of gender in the research sphere.

Finally, with regard to the fight against discrimination and violence, the university is perceived as being inclusive, but there have nonetheless been cases of harassment and discrimination, which highlights the need to raise awareness of these issues within the university community.

¹² Figures provided by the Analysis, Outlook and HR Strategy Direction, 2019.

Part 4: Gender Equality Plan

I/ Recruitment, retention, career progression including the availability of family-friendly policies

Issue no. 1: The way in which posts are presented, or a lack of transparency in job offers, can be discriminating factors with an impact on applications (some job titles are advertised only in their masculine form, details may be lacking with regard to accessibility, offers and opportunities for post-doctoral work elsewhere are not always published etc.)

> **Objective:** To ensure that job offers are written in a manner which makes all potential candidates feel recognized.

Action no. 1: Consolidating the dissemination of codes, guidelines and charters governing recruitment practices ¹³ at all levels within the university, in order to promote the systematic, equally accessible and transparent publication ¹⁴ of job offers.			Timeframe: in progress. Progress report in 2023. ¹⁵
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Recruitment Direction Managers responsible for writing job offers	Potential female candidates Managers looking to recruit	Use of male/female pronouns, gender neutral terms, details of the post, digital accessibility	Human resources Recruitment tool – ATS ¹⁶ (in development)

¹³ European Code of Conduct for the Recruitment of Researchers (2005), Recruitment Guide for Contractual and Permanent BIATSS and Research Staff, University of Bordeaux (2020), Best Practice Guide: Recruiting, Welcoming and Integrating Colleagues without Discrimination - MESRI (2022).

¹⁴ Accessible and transparent: provide as much information as possible (location, nature of missions, travel requirements, availability, working hours etc .) so that potential applicants can decide whether or not the job suits them (for example: people with disabilities, parents of young children, people unable/unwilling to travel etc.)

¹⁵ A legend explaining the color code can be found on p.50.

¹⁶ The ATS (*Applicant Tracking System*) is a software tool combining a number of tools for managing applications during the recruitment process. It will make it easier to enter and manage job offers.

Issue no. 2: Recruitment processes are beset by bias and stereotypes, which are detrimental to equal opportunities.

> **Objective:** To guarantee the absence of discrimination in all recruitment processes

Action no. 2: In accordance with the MESRI circular dated 2 July 2020, we must raise awareness of gender stereotypes among the members of selection committees, during our annual information meetings.			Timeframe: To be launched in 2023
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Parity, Equality and Diversity Officer Recruitment Direction	<u>Primary:</u> Members of the Selection Committees (COS) <u>Secondary:</u> Candidates	List of COS members present at information meeting	Reference document focusing on bias and discrimination in recruitment, including practical exercise (cf. document created in 2021)
Action no. 3: Ensuring that we maintain the gender balance of selection committees and panels for BIATSS staff and lecturer-researchers			Timeframe: in progress Annual progress report (CSR ¹⁷)
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Recruitment Direction	<u>Primary:</u> Staff responsible for recruitment Managers <u>Secondary:</u> Candidates	Gender balance of panels (CSR) Achieving a minimum of 40% of each gender on all selection panels and committees by 2024	/

¹⁷ Combined Social Report.

Action no. 4: Insisting upon the importance of promoting balanced gender representation in our calls for applications for honorary doctorates and visiting professorships			Timeframe: 2022 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Vice-President for Training Vice-President for Research Heads of Colleges	Scientific and teaching teams Heads of Colleges and research Departments VP Training VP Research	For new appointments in 2022-2024, ensuring that at least 40% of honorary doctorates are awarded to women When appointing visiting professors, aiming to achieve at least 40% representation of the gender which is under-represented in each college	/
Action no. 5: Defining objective recruitment criteria, particularly for research and teaching staff in order to avoid selection bias			Timeframe: in progress Progress report in 2024.
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Recruitment Direction Structures recruiting staff	All applicants for positions within UB	/	Recruitment evaluation forms

Issue no. 3: There is a clear gender imbalance in terms of career advancement – women often see their careers develop more slowly than men.

> **Objective:** To present career advancement opportunities in a transparent manner

Action no. 6: To continue striving to put professional equality at the heart of management guidelines, particularly by identifying the gender balance of employees eligible for promotion, and those listed in the career advancement table who are due to be promoted.			Timeframe: in progress Annual progress report
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
HRSD Department ¹⁸ University administrative departments concerned	Staff eligible for promotion	Gendered data on staff eligible for promotion and those actually promoted (CSR ¹⁹)	Combined Social Report
Action no. 7: To organize an annual presentation on career progression and the key steps in academic careers, aimed at teaching and research staff			Timeframe: To be reinforced from the start of the 2022-23 academic year
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
HRSD Department Individual and collective management department	All teaching and research staff (with a particular focus on young assistant professors)	Gender balance of those present at the annual meeting	Indicators from the CSR report RESET indicators She Figures ²⁰ (European Commission)

¹⁸ HRSD Department - Human Resources and Social Development

¹⁹ The University's Combined Social Report.

²⁰ She Figures is an annual publication containing the latest available statistics on the gender balance in research and innovation in Europe, based on 88 indicators.

Issue no. 4: Staff at the University of Bordeaux make little use of their existing rights in terms of achieving a better work-life balance, despite reporting difficulties in this area (exacerbated by the Covid crisis)

> **Objective:** To create an environment conducive to a better work-life balance

Action no. 8: In coordination with the RESET project, and adopting a participatory approach, we will invite staff and students to take part in working groups exploring more equal approaches to parenthood			Timeframe: To be launched in late 2022
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
RESET team	All employees affected by this issue	Census of actions in place to create a better balance between work/studies and personal life, impact assessments and lessons learned from the RESET project – scheduled for 2023	Documents created for RESET The <i>Parenthood, Personal Events and Professional Life</i> handbook (UB)

> **Objective:** To encourage staff to make more use of available tools for managing their work-life balance

Action no. 9: Rolling out communication actions highlighting the available rights and tools for managing the work-life balance. The RESET Media Campaign for 2023 will focus on balancing professional life with parenthood.			Timeframe: To be rolled out across 2023
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Parity, Equality and Diversity Officer Social Action and Societal Innovation Direction (DASIS) Staff Management and Social Relations Direction Communication Direction	UB staff	List of actions taken Content of the Call for	Funding from the Call for Submissions for the Professional Equality Fund for the three main branches of the civil service in 2022 The budget of the Communication Direction Resources available for

RESET team		Submissions ²¹ for the Professional Equality Fund for the three main branches of the Civil Service in 2022	the RESET 'Faces of Campus' campaign The <i>Parenthood, Personal Events and Professional Life</i> handbook
Action no. 10: Training managers so that they can better advise their teams about work-life balance measures			Timeframe: 2023 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Skills Development Direction Social Action and Societal Innovation Direction	Managers	List of managers attending training sessions	Budget of the Skills Development Department
Action no. 11: Organizing collective (optional) information sessions for staff focusing on the various existing work-life balance measures			Timeframe: 2023 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Social Action and Societal Innovation Direction (social workers) Staff Management and Social Relations Direction	University staff	Gender balance of those present at these information sessions (data gathered by the DASIS)	The <i>Parenthood, Personal Events and Professional Life</i> handbook

²¹ 'Informing Staff on how to Access Measures for Working Parents' – a call for projects run by the Professional Equality Fund for the three main branches of the Civil Service in 2022- Ministry for Transformation and the Civil Service, Ministry for Territorial Cohesion and Relations with Local Authorities, Ministry for Health and Solidarity.

Action no. 12: Encouraging managers to organize individual interviews before and/or after long periods of leave, in order to discuss career development options and current projects, and point people towards the right people and resources (e.g. available training options)			Timeframe: 2023 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Managers dealing directly with people: heads of laboratories, training units, research departments Structures wishing to take part HRSD Department	Staff leaving for / returning from long periods of leave	/	The <i>Parenthood, Personal Events and Professional Life</i> handbook Training for managers

Issue no. 5: There is a *gender gap* between M2 (the second year of master's programs - 58% women), doctoral studies (43% women) and the career prospects of those completing doctoral studies.

> **Objective:** To develop actions encouraging women to pursue careers in research

Action no. 13: Actions raising awareness of research careers (combatting discrimination, recruitment, gender equality etc.) within the student community, from M1 through to doctoral level.			Timeframe: Start of the 2022-23 academic year
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Parity, Equality and Diversity Officer VP for Students Colleges and training units College of Doctoral Schools RESET team Student associations	Students on master's programs Doctoral students	To reach 10% of doctoral students and 5% of master's students in 2023. Working towards 20% and 10% respectively by the end of 2024 Qualitative questionnaires at the end of information sessions Gender breakdown of master's/doctoral programs	RESET materials RESET data She Figures data Data from College of Doctoral Schools Data from the Training and University Life Observatory

Action no. 14: Ensuring that there is no gender bias in the criteria used to award doctoral contracts, thesis prizes and post-doc funding			Timeframe: 2022 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Parity, Equality and Diversity Officer College of Doctoral Schools ²² Research departments	Doctoral Schools Council Research departments	/	/
Action no. 15: Campaigns celebrating the careers of young researchers to mark 11 February – International Day of Women and Girls in Science			Timeframe: To be continued from 2023 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
RESET team Communication Direction	Second-year master's students The university community	Report/article on this campaign	RESET materials

²² Sometimes ED, for *Ecoles Doctorales*.

Issue no. 6: There is a pay gap between women and men, linked to unequal career progression and both vertical and horizontal differentiation.

> **Objective:** Calculate and publish pay gaps, to help drive them down.

Action no. 16: Identifying and analyzing, annually, the gender pay gap for all employees, using the tool developed by DGAFP. Communicating transparently about these disparities (see annex 1, only available in French)			Timeframe: in progress Progress reports in January 2023 and January 2024
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Analysis, Outlook and HR Strategy Direction	UB staff	Results obtained using the DGAFP tool (supplemented with indicators for categories A, B, C) Combined Social Report	DGAFP tool
Action no. 17: Communicating transparently about the promotion policy and the way that bonuses are awarded			Timeframe: in progress Progress reports in January 2023 and January 2024
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Analysis, Outlook and HR Strategy Department	UB staff	Results of the DGAFP tool Social audit	DGAFP tool

II/ Leadership and decision-making

Issue no. 1: A recent audit reveals the need for more institutional leadership on matters of equality and diversity.

> **Objective:** Demonstrating our institutional commitment to equality, drawing upon and disseminating official documents.

Action no. 1: To collate and revise all of the university's fundamental texts, with a focus on equality and diversity. Propose changes if necessary			Timeframe: A partir de Juin 2022
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Communication Direction Legal Affairs Direction RESET team Other transformative projects (ENLIGHT, ACT)	The university community	Data collected by the RESET project	UB fundamental texts Experience of RESET partners RESET Joint Statement on Equality, Diversity and Scientific Excellence

Action no. 2: Disseminating and institutionalizing, within the University of Bordeaux, the documents drafted under the aegis of the RESET project ²³			Timeframe: June 2022 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
University Governance Communication Direction ILS ²⁴ RESET team	The university community	Data collected by the RESET project Published materials relating to the Joint statement and Roadmap	RESET Joint statement and Roadmap for RESET Gender Equality Plan 2022

> **Objective:** To promote the co-designing of equality and diversity actions, with the involvement of university stakeholders

Action no. 3: Organizing at least two meetings per year of the Gender Equality Board			Timeframe: In progress; updates in December 2022 - December 2023 - December 2024
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Members of the GEB RESET team	Members of the GEB	Minutes of GEB meetings List of attendees	RESET presentation materials

²³ The RESET Joint Statement on our engagement for Equality, Diversity and Excellence in Research, and the RESET Joint Roadmap on establishing institutional standards and frameworks for recruitment and career promotion towards equality, diversity and scientific excellence (June 2022).

²⁴ Intermediate-Level Structures within the University.

Action no. 4: Developing collaborative working sessions involving university staff and staff from RESET partner universities, focusing on issues pertaining to recruitment, career advancement and the work-life balance.			Timeframe: Late 2021 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
RESET teams	UB staff	Minutes of these sessions Tables summarizing the data gathered	Work flow for co-design sessions, prepared as part of the RESET project RESET toolbox for co-design techniques
Action no. 5: Incorporating the objectives and actions of the Gender Equality Plan into objectives-resources-services contracts (COM)			Timeframe: in progress Progress report in 2023
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
VP for Finances and Resources RESET team	UB staff	Minutes of working sessions / meetings	/

Issue no. 2: The indicators used to measure academic productivity are primarily quantitative in nature (bibliometrics, number of prizes won, number of participations in conferences), and these criteria also determine researchers' career advancement and likelihood of reaching leadership positions. However, women generally devote less time to research than men (spending more time on their teaching responsibilities, and experiencing greater difficulties when it comes to career mobility or the work-life balance).

> **Objective:** Helping teaching and research staff to better manage and balance their working hours between their research functions and their teaching responsibilities.

Action no. 6: Promoting the idea of rotating responsibilities for overseeing teaching (subjects, master's programs, studies) in a manner consistent with the disciplinary context and tempo of each college, and helping colleges to put this principle into practice			<u>Timeframe:</u> 2023 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Heads of Colleges and Training Units RESET team	Teaching and research staff	Annual publication of ex-disaggregated data regarding teaching responsibilities	Discussion of this principle and the desired effects with the Colleges
Action no. 7: Promoting the idea of rotating managerial responsibilities within research teams, and helping laboratories to put this principle into practice			<u>Timeframe:</u> 2023 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Research departments Research laboratories	Teaching and research staff	Annual publication of sex-disaggregated data regarding scientific responsibilities	Discussion of this principle and the desired effects with departments

Action no. 8: Continuing to promote the mechanism which allows teacher-researchers to adjust their teaching workload – Section 4 – to accommodate more research activities, and after a period of leave			Timeframe: in progress Annual progress report
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Heads of colleges Designated HR managers within these structures	Teaching and research staff returning from leave of 10 weeks or more	Number of employees making use of this option, as a proportion of all of those taking leave of 10 weeks or more	Creating an email template to be sent to all colleges <i>(Message not to be sent to colleagues on sick leave)</i>

Issue no. 3: Women are in the minority among teacher-researchers (42%) and positions of responsibility (they account for just 23% of professors).

> **Objective:** To implement measures conducive to a more balanced representation of women and men in decision-making posts.

Action no. 9: Consolidating the parity of selection committees, as required by French law, by promoting equal access to chairperson positions for women and men.			Timeframe: 2023 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Administrative Board	Selection Committees (primarily women)	Gender balance of selection committees and their chairs	Combined Social Report

Action no. 10: Continuing and making compulsory the practice of publishing the letter of the President of UB to the selection committees, reiterating the university's objectives in terms of increasing the number of female professors			Timeframe: in progress Annual progress report
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Recruitment Direction	Recruitment panels	/	Letter from the President
Action no. 11: Making use of new promotion and recruitment methods to achieve a more equal gender balance among professors, depending on available talent			Timeframe: in progress Annual progress report
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
HRSD Department	Assistant professors	Statistics on the use of these mechanisms	Research Scheduling Act
Action no. 12: Organizing an awareness-raising seminar for the College of Doctoral Schools focusing on steps to achieving professional equality in the academic sphere, recruitment, discrimination and sexist and sexual violence			Timeframe: 2023 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Parity, Equality and Diversity Officer College of Doctoral Schools Analysis, Outlook and HR Strategy Direction RESET team	Doctoral students	Names (and genders) of people participating in training	RESET materials

Issue no. 4: We have observed a lack of representativeness and diversity within the university community.

> **Objective:** To obtain robust data regarding potential forms of intersectional discrimination faced by university staff

Action no. 13: Launching and overseeing qualitative research work to understand potential experiences of intersectional discrimination by BIATSS staff at UB			Timeframe: September 2022 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Parity, Equality and Diversity Officer Directors of HS master's and thesis supervisors	Minoritized groups (BIATSS)	Results / audit of existing perceptions	Supervision of research theses on this topic at UB (qualitative interviews)
Action no. 14: Launching and overseeing qualitative research work to understand potential experiences of intersectional discrimination by teacher-researchers and researchers.			Timeframe: September 2022 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Parity, Equality and Diversity Officer Directors of HS master's and thesis supervisors	Minoritized groups (teacher-researchers and researchers)	Results / audit of existing perceptions	Supervision of research theses on this topic at UB (qualitative interviews)

> **Objective:** To study the welcome and support extended to doctoral and post-doctoral researchers

Action no. 15: Launching and overseeing qualitative research work to understand the welcome and support received by international doctoral students and post-docs			Timeframe: September 2022 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Parity, Equality and Diversity Officer College of Doctoral Schools Heads of Doctoral Schools	Minoritized groups (international doctoral students and post-docs)	Results / audit of existing perceptions	Supervision of research theses on this topic at UB (qualitative interviews)
Action no. 16: Continuing to compile data and raise awareness of discrimination affecting doctoral students and post-docs			Timeframe: in progress To be reinforced from September 2022 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Parity, Equality and Diversity Officer	Minoritized groups	Sex-disaggregated data	Presentation/training materials

> **Objective:** To work with European networks promoting diversity

<p>Action no. 17: Taking part in the innovative actions conducted by the ENLIGHT network of European universities (webinars, workshops, lectures, platforms, working groups, equity core groups, conferences), in collaboration with both staff and the student community.</p>			<p>Timeframe: 2022 onwards Annual update every January</p>
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
<p>RESET team ENLIGHT</p>	<p>The university community</p>	<p>List of actions taken and related documents (list of attendees, minutes, articles etc.)</p>	<p>/</p>
<p>Action no. 18: Participating in meetings between local, national and European stakeholders, organized by the European Commission with a view to promoting equality and diversity. Involving these stakeholders as much as possible in UB events relevant to equality and diversity</p>			<p>Timeframe: 2022 onwards Annual update every January</p>
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
<p>RESET team Other transformative projects within (ACT, ENLIGHT) Parity, Equality and Diversity Officer</p>	<p>The university community Local, national and European stakeholders</p>	<p>List of meetings/events held and related documents (list of attendees, minutes, articles etc.)</p>	<p>/</p>

Action no. 19: In connection with ENLIGHT Rise, and with the help of RESET, developing international networks of students and doctoral students. Continuing with efforts to raise awareness of these and other international networks concerned with questions of gender balance in research, career development and the fight against sexist and sexual violence.			Timeframe: 2022 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
RESET team Doctoral schools Student associations ENLIGHT Rise	Young researchers just starting their careers	List of networks and the work they do (theme, membership etc.)	RESET network materials Resources from other institutional projects

Issue no. 5: Staff with managerial responsibilities rarely make use of part-time working or other work-life balancing measures (partly due to being overburdened, and the persistence of stereotypes whereby these options are not applicable to staff in positions of responsibility)

> **Objective:** To ensure that managers are able to strike the right balance between their personal and professional lives.

Action no. 20: Developing our understanding of the situation in order to promote a better work-life balance for staff in management positions (adapting their working hours or going part-time)			Timeframe: 2023 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
HRSD Hub Parity, Equality and Diversity Officer	Managers interested in working part-time or adjusting their working hours	Time management tool Feedback from staff who have adjusted their working hours or gone part-time	Testimony from members of staff who have benefited from these measures

III/ Gender dimension in research and knowledge transfer

Issue no. 1: Despite the growing awareness of equality and diversity issues among our staff, the recent audit has revealed a need for more information, and the importance of prioritizing target groups to disseminate this information.

> **Objective:** To educate and inform the entire university community on matters of equality and diversity

<p>Action no. 1: Continuing and expanding efforts to educate and inform BIATSS and teaching and research staff about the importance of gender equality and the fight against all forms of discrimination, with close attention to the gender balance of speakers. The target audience between now and 2024 is:</p>			<p>Timeframe: To be continued from 2022 onwards.</p>
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
<p>Skills Development Direction</p> <p>Parity, Equality and Diversity Officer</p> <p>RESET team</p>	<p>Managers:</p> <ol style="list-style-type: none"> 1. Gender bias in professional practices and scientific excellence – included in UB training strategy for 2022 2. Actu-cadre and Campus–cadre 2022 3. From 2023 onwards: Annual training session on professional equality, led by an external agency (EGAE) 	<p>Reach 100% of management staff by 2024</p> <p>Attendance sheets</p> <p>Satisfaction survey after training</p>	<p>/</p>

<p>Parity, Equality and Diversity Officer</p> <p>RESET team</p>	<p>Teaching staff, doctoral students and researchers: the need to incorporate gender considerations into research, recruitment and scientific excellence – RESET team, multiannual training throughout the duration of the project</p>	<p>Reach 15% of teaching and research staff by 2023 and 30% in 2024</p> <p>List of attendees</p> <p>Satisfaction surveys after training sessions</p>	
<p>Skills Development Direction</p> <p>RESET team</p> <p>MAPI²⁵</p> <p>INSPE²⁶</p>	<p>Junior assistant professors: raising awareness of gender bias in research and teaching, producing non-stereotypical teaching materials (form and content), discussing inequality in career advancement – during the annual training session for newly-recruited assistant professors. September 2022 onwards</p>	<p>Reach 100% of junior assistant professors every year</p> <p>List of attendees</p> <p>Satisfaction surveys after training sessions</p>	
<p>Parity, Equality and Diversity Officer</p> <p>RESET team</p> <p>SMSP²⁷</p>	<p>Research support staff: ‘The Gender Issue in European Funding and Programs for Excellence,’ from 2023 + importance of using the checklist for RESET team and SMSP</p>	<p>Inform 25% of research support staff by 2024</p> <p>List of attendees</p> <p>Satisfaction surveys after training sessions</p>	
<p>Skills Development Direction</p> <p>Parity, Equality and Diversity Officer</p> <p>RESET team</p>	<p>Members of governance bodies and the Gender Equality Board: education/information about fighting gender inequality in higher education and research– GEB sessions (2021 onwards)</p>	<p>Reach 100% of top management by 2024</p> <p>List of attendees</p> <p>Satisfaction surveys after training sessions</p>	

²⁵ MAPI – Support for Teaching and Innovation.

²⁶ INSPE –National Institute for Professors and Education.

²⁷ SMSP – Project Preparation and Monitoring Service.

<p>Action no. 2: Raising awareness among the staff of the Project Preparation and Monitoring Service (SMSP), encouraging them to share the RESET checklist when supporting researchers with their projects. This will require practical support with the tool, informed by feedback from users.</p>			<p>Timeframe: 2022 onwards</p>
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
<p>RESET team</p> <p>Project Preparation and Monitoring Service (SMSP)</p>	<p>Researchers</p>	<p>Written feedback on the checklist from researchers (create a form)</p>	<p>RESET Checklist</p> <p>EIGE materials</p>
<p>Action no. 3: To raise awareness of gender equality issues and the fight against discrimination among Transition delegates, providing them with key information and tools on subjects pertaining to gender equality and diversity, so that they can share them within their organizations</p>			<p>Timeframe: 2022 onwards</p>
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
<p>Parity, Equality and Diversity Officer</p> <p>RESET team</p> <p>Skills Development Direction</p> <p>TRUST²⁸ Direction</p>	<p>Transition delegates</p>	<p>Gender balance of participants in training</p> <p>Satisfaction/evaluation questionnaires</p>	<p>Training budget</p>

²⁸ Institutional transition, social responsibility, territorial development

Issue no. 2: Equality and diversity still do not feature prominently enough in the university's teaching, working practices and events

> **Objective:** To raise awareness of the need to take gender and diversity into consideration in the way we teach and work, and the events we host

<p>Action no. 4: Publishing guides highlighting the need to ensure that education is equal and does not discriminate against anybody, holding training sessions for interested teaching staff and teaching and research staff (ensuring that reading lists are diverse, treating male and female students equally, not assigning stereotypically male or female tasks to students etc.)</p>			<p>Timeframe: To be launched in 2023</p>
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
<p>MAPI</p> <p>Training, Professional Integration and University Life Department</p> <p>RESET team</p>	<p>Teaching and research staff</p> <p>Student community</p>	<p>Census of teaching resources available</p>	<p>RESET toolbox²⁹</p>
<p>Action no. 5: Systematically including a gender balance analysis in surveys of the university community</p>			<p>Timeframe: To be reinforced from 2022 onwards</p>
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
<p>Observatory for Training and University Life</p> <p>Survey managers</p>	<p>People responding to surveys / reading results of surveys</p>	<p>List of questions with a gendered dimension</p> <p>Statistics on the gender balance of respondents</p>	<p>Analytical reports of survey results</p>

²⁹ Toolbox for the creation of equal/inclusive teaching materials and training program, drawn up as part of RESET – due to be completed by end of 2023.

Action no. 6: Ensuring gender balance/parity among speakers at conferences/events organized by UB			<u>Timeframe:</u> 2022 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Structures organizing events	Speakers at conferences/events	Academic events: questionnaire to be completed on the gender breakdown of speakers All events: list indicating the gender of speakers	/

> Objective: Producing content addressing gender issues in our teaching

Action no. 7: Working to put in place multidisciplinary teaching programs on gender equality and the inclusion of gender considerations in research – similar in nature to the existing programs tackling discrimination. Increasing uptake of these voluntary programs among the student community			<u>Timeframe:</u> 2024 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
VP for Training Parity, Equality and Diversity Officer Course directors RESET team	Students	List of teaching options available Gender balance of participants	Existing teaching programs: Multidisciplinarity in HSS: Discrimination Part of the RESET project's work to define best practices on gender equality and diversity in teaching

Issue no. 3: Taking issues of sex and gender into consideration in research projects has now become compulsory for projects hoping to obtain Horizon Europe funding, and is strongly encouraged by the ANR. Nevertheless, researchers do not receive nearly enough training or support in such matters.

> **Objective:** To develop and disseminate tools to help the academic community take gender into consideration in their research and teaching

Action no. 8: Informing the university community about GIA tools (Gender Impact Assessment) and supporting users, including visits by RESET teams to laboratories			Timeframe: In progress (update due in December 2022)
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
GEB RESET team Heads of laboratories Heads of departments Equality Officers within laboratories Project Preparation and Monitoring Department	Academic community	/	RESET materials EIGE website ³⁰ – Gender Impact Assessment RESET Checklist
Action no. 9: Mobilizing the members of STEM, HSS and BMS ³¹ research teams to use, assess and develop GIA tools. Overseeing the process of adapting the checklist to the specificities of these three major scientific fields.			Timeframe: 2022 onward
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
RESET team Research team leaders Heads of laboratories	Researchers and their teams	Feedback from researchers (questionnaire on the checklist) List of people consulting and contributing to the checklist	RESET Checklist Questionnaire

³⁰ EIGE – European Institute for Gender Equality

³¹ STEM – Sciences, Technologies, Engineering, Mathematics / HSS –Human and Social Sciences / BMS –Biological and Medical Sciences

Action no. 10: Organizing awareness-raising sessions for the doctoral community (during conferences, meetings etc.) focusing on the impact of taking issues of sex and gender into consideration in research work.			Timeframe: 2022 onward
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
RESET team Project Preparation and Monitoring Department	Doctoral student community	To reach 10% of doctoral students by the end of 2023 and 20% by the end of 2024.	RESET materials

Issue no. 4: The role that everybody has to play in achieving a culture of equality and scientific excellence is not always clear and should be championed.

> **Objective:** Mobilizing laboratories on matters of equality

Action no. 11: Continuing to encourage, support and champions initiatives taken by laboratories to promote equality and diversity. Making RESET a resource			Timeframe: 2022 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
RESET team Communication Direction Research departments Research laboratories	European universities RESET Network Laboratories	Attendance at events Satisfaction surveys Overview of existing initiatives Regular census of Equality Officers within all laboratories	RESET platform Laboratory budgets

Action no. 12: Encouraging laboratories to appoint their own Equality and Diversity Officers. Ensuring that these officers work in coordination with their counterparts elsewhere in the university, providing training on matters of equality and diversity			Timeframe: in progress Annual progress report
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Heads of departments Laboratory directors	Researchers working in laboratories	Sex-disaggregated list of officers within the laboratories	/
Action no. 13: Organizing sessions where we can exchange best practices on gender equality and how to take gender into account in research projects, with representatives of different laboratories from the University of Bordeaux and the RESET network			Timeframe: 2022 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
RESET team Heads of laboratories Research teams	Researchers working in laboratories	Census of practices in place to promote equality Outcomes of these exchanges	RESET report on gender equality initiatives implemented by laboratories within their communities RESET Network

> **Objective:** To promote the key role played by all research, teaching and BIATSS staff in developing the university's research and scientific excellence

Action no. 14: Recognizing and promoting the involvement of all staff in research, particularly by means of the RESET media campaign 'Faces of Campus'			Timeframe: in progress Annual progress report
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
RESET team Communication Direction	Research support staff The university community	/	RESET resources assigned to the 'Faces of Campus' media campaign

Issue no. 5: There is a lack of pertinent data concerning gender inequality in research

> **Objective:** To obtain a clearer picture of the funding gap between women and men

Action no. 15: Expanding and making systematic the publication of sex-disaggregated data on research funding for individual programs. Systematically recording the gender of applicants for and recipients of funding from programs.			Timeframe: To be launched in 2022
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
SMSP Strategic Development Support Department Administrative and Financial Coordination Department	Teaching and research staff	Gendered data on funding and applicants	Gendered data on funding and applicants (CSR)

> **Objective:** To track the proportion of women and men pursuing academic careers after completing doctoral studies

Action no. 16: Data regarding the gender balance of post-doctoral researchers			Timeframe: To be launched in 2023
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Observatory for Training and University Life HRSD Department (post- doc contracts)	Post-doc researchers	Sex-disaggregated data	/

IV/ Gender biases and stereotypes, sexism and sexual harassment

Issue no. 1: There have been cases of sexist and sexual violence and discrimination at the University of Bordeaux. We need to act now to put an end to this.

> **Objective:** To ensure awareness across the university community of our zero-tolerance policy on sexist and sexual violence and discrimination

Action no. 1: Creating and disseminating communication tools (the 'alertometer' and comic strips) and pamphlets on this subject within university libraries			Timeframe: in progress Annual progress report
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Parity, Equality and Diversity Officer Social Action and Societal Innovation Direction Documentation Direction Communication Direction Network of local partners	The university community	Minutes of working group meetings Results of working groups	Funding obtained from the MESRI ³² call for projects

³² Supporting Institutions of Higher Education and Research in the Fight against Sexist and Sexual Violence, Ministry for Higher Education, Research and Innovation (MESRI) 2021

Action no. 2: Continuing our collaborations and expanding our network of local partners (within the greater Bordeaux area) in order to combat sexist and sexual violence and discrimination (public-sector institutions, associations, other institutions of higher education etc.)			Timeframe: in progress Annual progress report
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Parity, Equality and Diversity Officer Social Action and Societal Innovation Direction RESET team	Local network (local authorities, Charles Perrens Hospital, associations etc.)	Minutes of meetings Measures taken / events organized	Funding obtained from the MESRI call for projects Mix'Egalité network ³³
Action no. 3: Systematically organizing an event or official statement to mark the International Day for the Elimination of Violence against Women (25 November)			Timeframe: in progress Annual progress reports
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Parity, Equality and Diversity Officer Communication Direction	The university community	/	/

³³ Network led by Bordeaux Metropole, bringing together people working for equality in public service organizations in the New Aquitaine Region.

Action no. 4: Continuing with efforts to raise awareness and educate BIATSS and teaching and research staff about the fight against sexist and sexual violence and all forms of discrimination, encouraging a gender balance among speakers. The target audience for the period to 2024 is:			Timeframe: To be continued in 2022
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Parity, Equality and Diversity Officer Skills Development Direction	Members of the Monitoring Committee: handling and following up on situations of sexist and sexual violence, gender bias, non-discriminatory communication – included in UB training plan for 2022 – training by external agency in 2022	100% of Monitoring Committee trained by end of 2022	External service provider
Parity, Equality and Diversity Officer RESET team Skills Development Direction	Managers: Campus–cadre 2022 (awareness of the fight against discrimination)	Reach 15% of managers in 2023 and 30% in 2024	
Parity, Equality and Diversity Officer RESET team	Teaching staff, doctoral students and researchers	Reach 15% of teaching staff, doctoral students and researchers by 2023 and 30% by 2024	
Parity, Equality and Diversity Officer Skills Development Department MAPI INSPE RESET team	Junior assistant professors From September 2022 (with MAPI and INSPE)	Reach 100% of new assistant professors each year	

RESET team Parity, Equality and Diversity Officer	Members of governance bodies and Gender Equality Board – sessions during GEB meetings (since 2021)	100% of governance body members trained by 2024	
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> **Objective:** To facilitate reporting procedures and encourage victims to make use of the CDVHS

Action no. 5: Launching and promoting awareness of a secure reporting system for cases of sexist and sexual violence or discriminations, and handling the reports submitted online			Timeframe: To be launched in 2023
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Parity, Equality and Diversity Officer IT Services Direction Social Action and Societal Innovation Direction RESET team Human Resources and Social Development Training and Life on Campus	Beneficiaries (the whole university community)	Annual report on alerts raised and measures taken in response	Material and financial
Action no. 6: Publishing an annual report on the university website detailing the work of this unit (reports, punishments, affected groups), including data on staff and the student community.			Timeframe: 2023 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Parity, Equality and Diversity Officer HRSD Department	The university community	Publication of a report	/

FIPVU Department			
Communication Direction			
Members of the CDVHS			

Action no. 7: Continuing to present the monitoring cell's annual report to the university's governing bodies (CDS ³⁴ , CT ³⁵ , CA ³⁶)			Timeframe: in progress Annual progress reports
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Parity, Equality and Diversity Officer HRSD Department FIPVU Department	Members of these bodies (governance structures, employee representatives)	CDS agenda CT agenda CA agenda	/
Action no. 8: Showing a video explaining the work of the monitoring unit at the start-of-year meetings held in lecture theatres			Timeframe: From start of 2022-23 academic year
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Parity, Equality and Diversity Officer Communication Direction	Student community	/	Video to be created

³⁴ CDS – Social Dialogue Commission

³⁵ CT – Technical Committee

³⁶ CA – Administrative Board

Issue no. 2: The way in which we communicate may contribute to the perpetuation of stereotypes, or encourage or spark discriminatory or violent behavior

> **Objective:** To continue our efforts to communicate in a manner that promotes equality and the fight against discrimination

Action no. 9: Adapting the RESET toolbox to promote gender equality in our institutional communication in French. Taking (digital) accessibility into account			Timeframe: in progress Progress report in 2023
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Communication Direction RESET team Parity, Equality and Diversity Officer Disabilities Officer Accessibility Officer	The university community	/	RESET Toolbox for gender-neutral, diversity- oriented institutional communication
Action no. 10: Continuing with our efforts to make our online content accessible			Timeframe: in progress Progress report in 2023
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Communication Direction Disabilities Officer Accessibility Officer	People likely to experience difficulty accessing online content (disabilities, non-French speakers)	/	Resources produced by the Disabilities Officer and Accessibility Officer


Action no. 11: Giving the university's buildings and amphitheatres names that represent our diversity			Timeframe: 2023 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
UB Governance Heritage and Environment Department Communication Direction RESET team	The university community	List of names	/
Action no. 12: Running sessions with administrative department and ILS to raise awareness of the importance of equal communication and accessibility.			Timeframe: To be launched at the start of the 2022-23 academic year
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Communication Direction Social Action and Societal Innovation Direction RESET team Departments ILS	Administrative staff	List of participants Satisfaction surveys	External service provider: Mots-Clés ³⁷

³⁷ <https://www.motscles.net/>

Action no. 13: Continuing to publicize our work to promote equality and diversity in the dedicated section of the University of Bordeaux website			Timeframe: in progress To be continued in 2022
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
Communication Direction RESET team Parity, Equality and Diversity Officer	University community and general public	Analysis of dedicated pages or published articles	Website / networks
Action no. 14: Sharing the results of the RESET project with: <ul style="list-style-type: none"> ➤ members of the UB community (data from the audit, deliverables shared with the public...) ➤ other institutions of higher education in France (deliverables shared with the public) ➤ the European Research Area, through academic publications and dissemination of the project's results 			Timeframe: 2023 onwards
Individuals/ Teams responsible	Target groups	Indicators and assessment methods	Resources
RESET team Communication Direction	The university community	/	Results of the RESET project

Caption:

 Action already initiated, to be pursued

 Action to be implemented

Concluding remarks

The strategy of establishment of this Gender Equality Plan includes dissemination within the University of Bordeaux. Members of the University community may and are encouraged to take ownership of this document and become active stakeholders of its implementation. The four thematic areas developed in this GEP seek to impulse a progressive structural change by disseminating culture of equality.

This document provides concrete tools to perform transformation towards more equality and diversity – via planning of actions and monitoring of indicators to assess their impact in a short and long-term perspective.

Cultural change can only be effective when resulting from a collective effort. Specific teams, services and/or individuals were identified and appointed as resources responsible for the implementation and monitoring of measures. Their know-how and well-established cooperation enable efficiency and impact of the current GEP.

This Gender Equality Plan meets the requirements of national and European funding bodies, as well as the objectives of the RESET project. In accordance with contemporary societal transitions, its establishment intends to support institutional stakeholders in the application of a fair, equal and diverse working and studying environment.

Resulting from a collaborative work of different representatives of personnel, and adopted by Technique Committee, this document is tailored to the specificities and needs of the University of Bordeaux. It takes its roots in the long-dated commitment of the institution towards principles of equality and diversity.

The implementation of different kind of actions: impact assessment, regulations and frameworks, communication and training relies on a set of resources that are developed within the RESET.

The next three years present an opportunity for the University of Bordeaux to pursue its engagement in terms of gender equality and diversity, and monitor the impact of proposed actions. The evaluation of the current version of the Plan will impulse an update in 2024.

Annexe : Calcul des écarts de rémunération à l'université de Bordeaux – données 2021

Calcul des écarts de rémunération – mobilisation de l'outil DGAFP

L'outil DGAFP calcule les écarts de rémunération à partir d'indicateurs globaux au niveau de l'employeur et les résultats détaillés par corps, cadre d'emploi ou équivalent. Au-delà de l'établissement du salaire mensuel moyen par tête, le référentiel décompose les écarts salariaux pour les expliquer en tenant compte de plusieurs effets :

- > Effet temps de travail : il s'agit de mesurer l'écart de rémunération mensuelle entre les femmes et les hommes lié au seul effet de la différence de recours au temps partiel ;
- > Effet ségrégation des corps : il quantifie la part de l'écart liée à une part différente des femmes et des hommes par corps plus ou moins bien rémunérés (effet différentiel de mixité des métiers) ;
- > Effet démographique au sein des corps : il mesure l'écart lié à des positionnements différents des femmes et des hommes dans les grades et échelons au sein des corps (effet d'âge, d'ancienneté, de promotion...) ;
- > Effet primes à corps-grade-échelon identique : il est lui-même décomposé selon la nomenclature des indemnités renseignée.

1.1 – Calcul de l'écart de rémunération des personnels titulaires

Parmi les titulaires, l'écart de rémunération par équivalent temps plein est de 25% au détriment des femmes en 2021. L'effet de la ségrégation par corps est massif et explique près de 84% des écarts constatés. Au sein des corps, l'effet démographique joue également à titre secondaire (pour 12.5% des écarts salariaux). Un effet prime à corps et grades-échelon identique joue, marginalement (pour 3.9% de l'écart). La majeure partie de l'écart total de salaire en équivalent temps plein provient du fait que les hommes sont proportionnellement plus souvent présents dans des corps mieux rémunérés. La démographie au sein des corps contribue à accentuer l'écart salarial au détriment des femmes. Cet aspect sous-tend une ancienneté moyenne par corps plus élevée pour les hommes, notamment dans les corps les mieux rémunérés.

Les indicateurs de mixité calculent la part en emploi ou salaires des personnels travaillant dans des corps ou emploi où il y a des personnes des deux sexes. Ces

indicateurs doivent être le plus proche possible de 1. Au sein de l'université de Bordeaux, les emplois/grades éloignés de la mixité attendue sont constitués par :

- > les secrétaires administratives de l'éducation nationale et de l'enseignement supérieur
- > les bibliothécaires assistantes spécialisées

Ainsi que les corps dont la liste suit :

1095 - Conservateur des bibliothèques
1096 - Bibliothécaire
1035 - Professeur des écoles
0545 - Astronome adjoint et physiciens adjoints
1672 - Infirmier de l'Éducation nationale
1518 - Professeur de lycée professionnel
0521 - Professeur des universités odontologiste des services de consultations dentaires
0000 - Emplois fonctionnels
0544 - Astronome et physicien
1094 - Conservateur général des bibliothèques
0564 - Conseiller principal d'éducation
1423 - Assistant de l'enseignement supérieur (en voie d'extinction)
1555 - Infirmier du ministère de l'Éducation nationale
1728 - Conseiller technique des services sociaux des administrations de l'État
1727 - Assistant de service social des administrations de l'État
1682 - Conseiller technique de service social des administrations de l'État
1683 - Assistant de service social des administrations de l'État
0598 - Adjoint technique de recherche et de formation du ministère de l'Éducation nationale

Pour les titulaires, les écarts de rémunération entre les femmes et les hommes liés aux effets démographiques des corps sont plus fréquents du côté des personnels enseignants-chercheurs, enseignants et chercheurs, que du côté des personnels BIATSS. Il est de 416 € chez les professeurs des universités (PU), 663 € chez les professeurs des universités praticiens hospitaliers (PUPH), 371 € chez les professeurs certifiés, 70 € chez les professeurs des écoles, 883 € chez les astronomes adjoints (en faveur des femmes), 27 € chez les professeurs de lycée professionnel, 1315 € chez les professeurs d'odontologie (en faveur des femmes). Cet écart est de 230 € chez les ingénieurs de recherche et de 1136 € parmi les emplois fonctionnels. Concernant les personnels contractuels, l'écart de rémunération équivalent temps plein est de 0.7%.

1.2 Focus sur quelques compléments de rémunération

Au-delà du constat des écarts salariaux liés massivement à l'effet corps, et secondairement à l'effet démographique, quelques éléments de rémunération sont à prendre en compte pour l'ensemble de la population (fonctionnaire et contractuelle).

> Effet primes

L'écart de rémunération s'explique en partie par l'effet primes. Alors que parmi les bénéficiaires de primes chez les BIATSS, on trouve 67% de femmes, soit

proche de leur part relative chez les BIATSS (68%), les bénéficiaires de primes chez les EC sont un peu plus souvent des hommes (près de 62% des bénéficiaires), au-delà de leur part dans la population des EC (58%). Alors que les primes sont équitablement distribuées aux femmes et aux hommes BIATSS, parmi les EC, elles reviennent un peu plus sensiblement aux hommes. En outre, les montants des primes sont significativement plus élevés quand les hommes les perçoivent : l'écart moyen commun aux BIATSS et EC est de 189 €, avec des écarts entre les sexes importants pour les primes perçues en moyenne par les EC (810 €) et par les BIATSS (959 €), ce qui éclaire en partie les écarts moyens de rémunération constatés chez les BIATSS, notamment catégorie A et les PU.

Primes versées en 2020 par type de population à l'université de Bordeaux

	Nb de bénéficiaires		Montant total	Montant moyen par versement	Montant moyen par bénéficiaire			
	Global	dont femmes			Global	Hommes	Femmes	Ecart F/H
Enseignants	2 150	820	5 669 K€	180 €	2 637 €	2 946 €	2 136 €	-810 €
BIATSS	2 540	1 711	8 556 K€	176 €	3 369 €	4 019 €	3 060 €	-959 €
Communes	5 593	2 821	3 048 K€	41 €	657 €	760 €	571 €	-189 €
	5 566	3 022	17 633 K€	108 €	3 153 €	3 499 €	2 858 €	-641 €

Source : Université de Bordeaux, Bilan social 2020

> Effet temps de travail

Moins d'EC sont en temps partiel (18) en 2020 qu'en 2014 (42) parmi lesquels 11 femmes et 7 hommes (contre 12 hommes et 30 femmes en 2019). Plus de BIATSS que d'EC sont en temps partiel (149) en 2020, parmi lesquels 131 femmes et 18 hommes. Parmi les temps partiels de l'université, les femmes sont largement majoritaires (85%). En 2020, l'effet temps partiel hommes-femmes est de 2.75%.

Part des temps personnels travaillant à temps partiel à l'université de Bordeaux en 2020

		50%		60%		70%		80%		90%		Total	
		Eff.	%f	Eff.	%f	Eff.	%f	Eff.	%f	Eff.	%f	Eff.	%f
Enseignants et enseignants-chercheurs	Astronomes et physiciens	1	100%									1	100%
	Ens. 2nd degré	3	33%	1	100%			1	100%			5	60%
	Ens. chercheurs	3	67%	1				5	40%	3	100%	12	58%
		7	57%	2	50%			6	50%	3	100%	18	61%
Personnels BIATSS	AENESR	2	100%			1	100%	12	100%	5	100%	20	100%
	Bibliothèques - Musées	1	100%					13	77%	1		15	73%
	ITRF	9	67%	2	100%	2	100%	82	87%	13	100%	108	87%
	Médicaux sociaux							4	100%	2	100%	6	100%
		12	75%	2	100%	3	100%	111	87%	21	95%	149	88%
	19	68%	4	75%	3	100%	117	85%	24	96%	167	85%	

Source : Université de Bordeaux, Bilan social 2020

Extraction de l'outil DGAFP sur les rémunérations des personnels titulaires, 2021 :

Direction générale de l'administration et de la fonction publique DGF		Dgafp					
nombre de corps pris en compte			31				
emploi annuel moyen :	hommes		femmes		total		part des femmes
effectifs annuels	1 671		1 816		3 487		52,1%
équivalents temps plein	1 659		1 783		3 441		51,8%
taux moyen de temps partiel	99,3%		98,2%		98,7%		
Rémunération mensuelle moyenne en € non redressée du temps partiel (et de la présence partielle dans le mois)							
	€/mois		€/mois		€/mois		% (F-H)/H
Hommes	4 242 €	Femmes	3 146 €	écart	-1 096 €		-25,8%
Rémunération mensuelle moyenne en € par équivalent temps plein							
Hommes	4 274 €	Femmes	3 204 €	écart	-1 070 €		-25,0%
décomposition des écarts :							
					€/mois		% effet/(F-H) par
	effet temps partiel				-27 €		2,5%
	effet ségrégation des corps				-893 €		83,5%
	effet démographique au sein des corps				-134 €		12,5%
	dont sur primes				10 €		-0,9%
	effet primes à corps-Grade-échelon identique				-42 €		3,9%
	dont						
	sur-rémunération temps partiel (80% ou 90%)				3 €		-0,3%
	temps ou aux cycles de travail				-10 €		0,9%
	géographie et aux mobilités non forcées				0 €		0,0%
	résultats / performance / engagement professionnel				-14 €		1,3%
	rémunérations accessoires				-1 €		0,1%
	fonctions / sujétions indexées sur le traitement				0 €		0,0%
	fonctions / sujétions non indexées sur le traitement				-19 €		1,8%
	restructurations ou mobilités forcées				0 €		0,0%
					0 €		0,0%
					0 €		0,0%
	autres primes et écarts résiduels sur traitement				-2 €		0,2%

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Redesigning
Equality and
Scientific
Excellence
Together



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université
de **BORDEAUX**

DÉLIBÉRATION PORTANT ADOPTION DU PLAN POUR L'ÉGALITÉ DES GENRES DE L'UNIVERSITÉ DE BORDEAUX

Vu les dispositions du code de l'éducation et notamment les articles L. 712-1 et L. 712-3 ;

Vu le code général de la fonction publique et notamment les articles L. 132-1 à L. 132-11 ;

Vu le décret n° 2020-528 du 4 mai 2020 définissant les modalités d'élaboration et de mise en œuvre des plans d'action relatifs à l'égalité professionnelle dans la fonction publique ;

Vu la délibération du conseil d'administration du 25 février 2021 portant adoption du plan d'actions relatifs à l'égalité professionnelle entre les femmes et les hommes à l'université de Bordeaux ;

Vu les statuts de l'université de Bordeaux ;

Vu l'avis du comité technique en date du 20 mai 2022 ;

Le conseil d'administration, après en avoir délibéré, décide :

Article 1.

Le plan pour l'égalité des genres à l'Université de Bordeaux est adopté.

Article 2.

La présente délibération sera transmise au recteur de région académique Nouvelle-Aquitaine. Elle sera publiée conformément aux dispositions relatives à la publication des actes à caractère réglementaire de l'université de Bordeaux.

Le président du conseil d'administration,

Dean LEWIS
Président de l'université de Bordeaux

Adoptée à la majorité des
votes exprimés (31 votants)
Pour : 31
Contre : 0
Abstention : 0





Redesigning
Equality and
Scientific
Excellence
Together

5.3

University of Lodz



GENDER EQUALITY PLAN

2022-2024



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Document Information

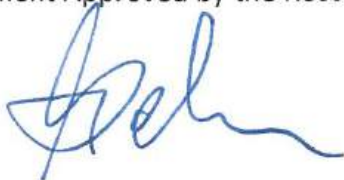
Title: Gender Equality Plan of the University of Lodz

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Document Approved by the Rector of the University of Lodz



Prof. Elżbieta Żądzińska

Introduction

The objective of the Gender Equality Plan (GEP) – spanning the years 2022-2024 – is to monitor and foster gender equality at the University of Lodz. GEP has been developed as part of the Horizon 2020-funded Redesigning Equality and Scientific Excellence Together (RESET) project, which addresses the issues related to equality from an intersectional perspective and aims to design and implement – as all the institutional partners involved in realization of the project underline – “a user-centred, impact-driven and inclusive vision of scientific excellence”. In line with the project’s objectives, the University of Lodz strives for the improvement of gender equality within its academic community while adopting an encompassing, intersectional approach to the issues of discrimination and exclusion. The first GEP to be implemented at the University of Lodz is envisaged as an initial step on the way toward a more extensive and practice-oriented plan for combatting any forms of discrimination or disadvantageous treatment of the University of Lodz community members.

The major goal of the current GEP is to conduct a thorough assessment of the present work environment relating to issues of equality and diversity at the University of Lodz with an aim of identifying the directions for further interventions. GEP addresses the needs and situations of all employees to ensure a better understanding of the issues of equality and the ways in which the principles of diversity and inclusivity can be better implemented in research, education, and administrative work. The document has been developed on the basis of organizational secondary data analysis, comprehensive focus-group study, and a large-scale survey conducted among all the University of Lodz employees. Such an encompassing approach has been adopted to carefully map the needs and expectations of different members of the academic community. Next to the data-driven objectives established to verify possible risks of inequalities, the activities planned within GEP aim to raise awareness about the forms of discrimination encountered in Higher Education Institutions (HEIs) and to broaden knowledge about the mechanisms of combatting discriminatory behaviours and structures. Thus, the principles set up in GEP are grounded in the conviction that solutions operating at both institutional and individual levels must work hand in hand to achieve a meaningful change at all levels of the university and its social surrounding.

GEP was created in an inclusive manner, adopting a co-design approach to offer an opportunity for presenting diverse points of view pertaining to different representatives of the University of Lodz community and to find solutions that would be satisfactory for all stakeholder groups and suitable for their different needs and expectations. The Gender Equality Board – established in early 2021 within the earlier-mentioned RESET project – has served as an important forum for discussing the final shape of the document. Representatives of different administrative units of the institution – such as Promotion Centre, Science Centre, International Relations Office – were also consulted in the process of designing GEP. This allowed for including therein a diversity of perspectives and experience-based points of view with an aim to produce a truly inclusive and comprehensive plan for enhancing gender equality at the University of Lodz.

Local context

Gender equality and inclusivity are one of the priorities of the University of Lodz for further development in the upcoming years. Such orientation remains in line with the official University of Lodz documents delineating the current mission and the vision of the institution. As they state, “The mission of the University of Lodz is to conduct research in a reliable manner and to proclaim truth that comes from it, so as to educate the next generations wisely, be useful to the society and boldly respond to the challenges of the modern world”. Equality and respect are in this regard considered the fundamental values on which such priorities should rest. They are also central to the University of Lodz understanding of scientific excellence, and the ambition of building a research and educational institution with an extensive network of international collaboration. The University of Lodz is “to become a research university with a strong position in the country and in Europe, standing out thanks to the courage and solidity of research, diversity, and openness in undertakings, educating wise and responsible citizens”. Principles of equality and, especially, equal opportunities in research, education, and employment, are therefore considered a necessary basis for strengthening the image of the University of Lodz as a responsible employer and a community devoted to justice and respect for all.

Given the fact that currently (as of 2022) the majority of the University of Lodz employees are women, and these are women who are often discriminated against, gender equality remains a key goal of our collaborative efforts. Yet, these efforts are not limited to women's issues, as we also recognize problems experienced by trans and gender-diverse persons, which we seek to address. To achieve the aforementioned goals, it is essential to build on the capacities and skills of all members of the University of Lodz community. It is therefore crucial to create a work environment, which will encourage and enable equal participation of all employees, ensuring that they can both contribute to the community and benefit from being a part of it. The establishment of Gender Equality Board in 2021 and implementation of Gender Equality Plan, both within the Horizon 2020-funded project RESET, are considered important steps on the way to building gender-sensitive awareness and attitudes among all members of our academic community. The principles of equality and respect constitute a foundation of harmonious disputes, which represent a solid and fundamental basis for scientific excellence. Since the University of Lodz is currently the biggest employer in the region, it is also of crucial importance for us to reach out to non-academic spheres of society with our message. It is equally important to broaden the reach of equality and diversity-based policies with an aim to foster an inclusive environment, and to spread these policies to wider part of the community, including not only teachers, researchers, and administrative employees of the University of Lodz, but also our students – current and future – as well as the whole social milieu in which our university operates.



Main assumptions and framework

The mission of GEP is to promote, mainstream, monitor and evaluate gender equality and diversity at the University of Lodz. The main aims of the plan include:

- Identifying the areas of gender equality and diversity that have been already addressed at the University of Lodz (on the basis of the gender equality report prepared for RESET), which can be further enhanced and mainstreamed.
- Identifying the main challenges to gender equality, and diversity at the University of Lodz.
- Formulating objectives of the plan to tackle these challenges.
- Proposing solutions and activities aiming to recognize, assess, monitor, and counteract these challenges.
- Engaging various key stakeholders, including: top and middle management, teachers and researchers, technical and administrative staff, students and PhD candidates, labour unions as well as various bodies and units of the University of Lodz (such as the Chancellor of the University of Lodz, the HR Department, the Department of Internal Audit and Analyses, the Promotion Centre, iHub, the International Relations Office) in pursuing the goals of the GEP.
- Introducing relevant gender- and diversity-friendly mechanisms and policies aiming to improve equal treatment of all employees and students (such as the antidiscrimination procedure).
- Addressing the intersectionality of equality by providing measures to prevent discrimination on the basis of gender, age, sexual identity, race, ethnicity, nationality, religious denomination, disability, economic status, etc.
- Raising awareness of gender equality, and diversity among the academic community by organising informational and educational campaigns and various training activities as well as enhancing the existing activities devoted to gender and diversity.

The proposed GEP is designed in accordance with the official strategy of the University of Lodz, approved in 2021 (for years 2021-2030), which in a general manner mentions the issues of equality and inclusiveness. It refers to, among other things, “diversity and the tradition of multiculturalism” and to “diversity, respect, and understanding for other opinions and attitudes as well as cultural

openness and tolerance for different world-views". Three operational objectives of the strategy mention equality-related issues: "accepting the plan to implement a set of pro-equality activities", "further development of 'University Diversity' campaign", and "supporting employees having children in maintaining work comfort and job effectiveness".

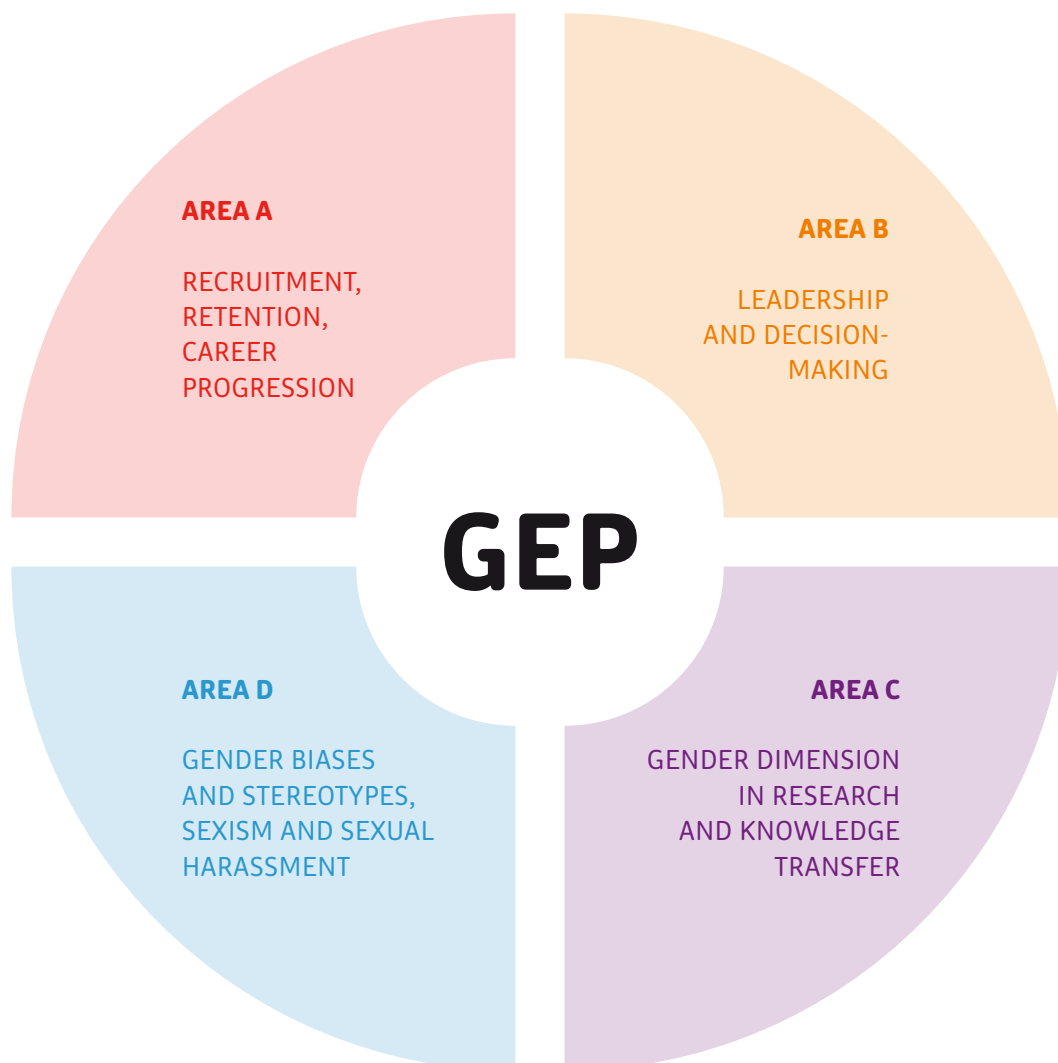
GEP addresses four priority focus areas around which all objectives, activities, and solutions are organised: 1) recruitment, retention, and career progression; 2) leadership and decision-making; 3) gender dimension in research and knowledge transfer; 4) gender biases and stereotypes, sexism and sexual harassment, and other forms of gender-based prejudice and harassment. These thematic areas correspond to the large-scale study undertaken within the RESET project in 2021, which provided a diagnosis of the main challenges and problems that should be included in the GEP for the years 2022-2024.

The key findings substantiating the GEP and determining its objectives (on the basis of the gender equality prepared for the RESET) include the fact that the University of Lodz's female employees are underrepresented in the collective decision-making organs, even though they constitute the majority of the University of Lodz's community. What is more, there is visible vertical segregation of academic employees and horizontal gender segregation. Additionally, work-life balance (WLB) and the lack of gender dimension in research and teaching practices were identified as key present challenges at the University of Lodz. Finally, the processes of discrimination are often located at the intersection of gender and age, and there are still some gender stereotypes visible in the academic community. The University of Lodz also recognizes the need to further research problems arising at the intersection of gender and other social categories as well as to look into the situation of trans and gender-diverse members of the community.

The proposed GEP addresses all of these findings and proposes effective and complex solutions together with preventive and educational measures and campaigns aiming at improving the well-being of the academic community and enhancing gender equality at the University of Lodz.

Gender Equality Plan

Priority focus areas



AREA A: RECRUITMENT, RETENTION, CAREER PROGRESSION

ISSUE 1. HORIZONTAL GENDER SEGREGATION WITHIN ALL ACADEMIC DISCIPLINES

Objective 1: Understanding current gender-based patterns connected to the pursuit of academic careers, promoting gender balance in recruitment, and recognizing the significance of the categories that intersect with gender in this area of research and intervention

Objective 2: Combatting gender-based stereotypical distribution of academic employees within specific disciplines and preventing all forms of prejudice that negatively affect gender equality and diversity in these disciplines

ISSUE 2. DIFFERENT RATE OF ACADEMIC PROMOTION (WOMEN ADVANCE SLOWER THAN MEN)

Objective 1: Understanding gender-based patterns of the academic career development and recognizing the significance of the categories that intersect with gender in this area of research and intervention

Objective 2: Understanding employees coping with work-life balance

ISSUE 3. POORLY DEFINED CAREER DEVELOPMENT PATHS FOR ADMINISTRATIVE EMPLOYEES

Objective 1: Understanding gender-based patterns of career development in the university administration and recognizing the importance of other categories that intersect with gender and affect these patterns

Objective 2: Monitoring of career patterns of administrative employees with attention to gender and other categories that intersect with it and affect professional development

Objective 3: The implementation of a training programme for development of professional skills which recognizes the importance of other social categories that intersect with gender

Objective 4: The development and implementation of tools monitoring administrative employees' strategies of coping with work-life balance with attention to the importance of gender and other social categories that intersect with it

ISSUE 4. THE LACK OF RECRUITMENT STRATEGIES TO PREVENT HORIZONTAL SEGREGATION IN ADMINISTRATIVE UNITS

Objective 1: The understanding of the gender-based job application and employment patterns and recognizing the significance of other social categories that intersect with gender and affect these patterns

Objective 2: The implementation of a gender-sensitive recruitment strategy which recognizes the importance of other social categories that intersect with gender



AREA A: RECRUITMENT, RETENTION, CAREER PROGRESSION

ISSUE 1. HORIZONTAL GENDER SEGREGATION WITHIN ALL ACADEMIC DISCIPLINES

Objective 1: Understanding current gender-based patterns connected to the pursuit of academic careers, promoting gender balance in recruitment, and recognizing the significance of the categories that intersect with gender in this area of research and intervention

Action	The development and implementation of monitoring tools to track the decision-making process in career development
Responsibilities	HR Department Vice-deans for science Department of Internal Audit and Analyses
Target groups	Teachers Teachers-researchers Full-time researchers Technical assistants Research assistants
Indicators / evaluation method	<ul style="list-style-type: none"> • The number of candidates for PhD programmes, aggregated, by scientific field and by gender; • The number of candidates admitted to PhD programmes, aggregated, by scientific field and by gender; • The number of people who pursue an academic career after the completion of a PhD degree, aggregated, by scientific field and by gender.
Resources	Statistical analysis Monitoring alumni careers
Timeline	2024

AREA A: RECRUITMENT, RETENTION, CAREER PROGRESSION

ISSUE 1. HORIZONTAL GENDER SEGREGATION WITHIN ALL ACADEMIC DISCIPLINES

Objective 2: Combatting gender-based stereotypical distribution of academic employees within specific disciplines and preventing all forms of prejudice that negatively affect gender equality and diversity in these disciplines

Action	The launching of an annual communication campaign combatting gender stereotypes regarding academic career development
Responsibilities	Promotion Centre RESET team
Target groups	Students Teachers Teachers-researchers Full-time researchers Administrative staff Social environment Local community
Indicators / evaluation method	The number of posts, adverts, articles addressing the issue
Resources	Monitoring university communication (website, social media)
Timeline	2023

AREA A: RECRUITMENT, RETENTION, CAREER PROGRESSION

ISSUE 2. DIFFERENT RATE OF ACADEMIC PROMOTION (WOMEN ADVANCE SLOWER THAN MEN)

Objective 1: Understanding gender-based patterns of academic career development and recognizing the significance of the categories that intersect with gender in this area of research and intervention

Action	The development and implementation of a monitoring tool for tracking the patterns of career development among academics
Responsibilities	HR Department Vice-deans for science Department of Internal Audit and Analyses
Target groups	Teachers Teachers-researchers Full-time researchers Technical assistants Research assistants
Indicators / evaluation method	The number of academics who earned an academic degree, aggregated by gender, career stage, age, and degree
Resources	Statistical data
Timeline	2024

AREA A: RECRUITMENT, RETENTION, CAREER PROGRESSION

ISSUE 2. DIFFERENT RATE OF ACADEMIC PROMOTION (WOMEN ADVANCE SLOWER THAN MEN)

Objective 2: Understanding employees' coping with work-life balance

Action	<ul style="list-style-type: none"> • The development and implementation of a tool for monitoring career breaks; • The development and implementation of a tool for monitoring academic performance as correlated with one's family/personal situation; • The design and implementation of a sensitive and flexible system for the evaluation of academic performance; • The design and implementation of a system of reaction to individual family/personal situations (such as flexible work, temporary modification of professional responsibilities).
Responsibilities	<p>HR Department Vice-deans for science Department of Internal Audit and Analyses</p>
Target groups	<p>Teachers Teachers-researchers Full-time researchers Technical assistants Research assistants</p>
Indicators / evaluation method	<ul style="list-style-type: none"> • The number of academics with a documented record of career breaks, aggregated by gender, by career stage, by age, by degree; • The number of academics who get promoted after a career break, aggregated by gender, by career stage, by age, by degree; • The number of academics who decide to temporarily modify their professional responsibilities, aggregated by gender, by career stage, by age, by degree.
Resources	<p>Statistical data Annual anonymous survey Questionnaire Regular face-to-face meetings with supervisors</p>
Timeline	<p>2024</p>

AREA A: RECRUITMENT, RETENTION, CAREER PROGRESSION

ISSUE 3. POORLY DEFINED CAREER DEVELOPMENT PATHS FOR ADMINISTRATIVE EMPLOYEES

Objective 1: Understanding gender-based patterns of career development in the university administration and recognizing the importance of other categories that intersect with gender and affect these patterns

Action	<ul style="list-style-type: none">• The development and implementation of tools for monitoring career development of administrative employees;• Systematic monitoring of internal mobility of administrative employees.
Responsibilities	HR Department Unit Heads
Target group	Administrative employees
Indicators / evaluation method	<ul style="list-style-type: none">• The number of employees who get promoted, aggregated by gender and employment record;• The number of employees who transferred to a different unit or took on new responsibilities, aggregated by gender and employment record;• The number of employees who decided to quit, aggregated by gender and employment record.
Resources	Annual statistical analysis
Timeline	2023

AREA A: RECRUITMENT, RETENTION, CAREER PROGRESSION

ISSUE 3. POORLY DEFINED CAREER DEVELOPMENT PATHS FOR ADMINISTRATIVE EMPLOYEES

Objective 2: Monitoring the career patterns of administrative employees with regard to gender and other categories that intersect with it and affect professional development

Action	<ul style="list-style-type: none"> • The development and implementation of tools for the identification of employees’ professional needs; • The evaluation of employees’ level of job satisfaction; • The evaluation of employees’ willingness to change, expand, and limit their professional responsibilities; • Regular internal advertising of opportunities for professional development (job offers, short-term tasks, etc.).
Responsibilities	HR Department Unit Heads
Target group	Administrative employees
Indicators / evaluation method	<ul style="list-style-type: none"> • The number of employees satisfied with their work, aggregated by gender and employment record; • The number of employees dissatisfied with their work, aggregated by gender and employment record; • Qualitative analysis of the level of job satisfaction; • Qualitative analysis of employees’ professional needs; • The number of employees who learnt about new opportunities for professional development from internal database/communication tools made available by the employer, aggregated by gender and employment record.
Resources	Anonymous biannual surveys gathering quantitative and qualitative data, conducted within administrative units
Timeline	2024

AREA A: RECRUITMENT, RETENTION, CAREER PROGRESSION

ISSUE 3. POORLY DEFINED CAREER DEVELOPMENT PATHS FOR ADMINISTRATIVE EMPLOYEES

Objective 3: The implementation of a training programme for development of professional skills which recognizes the importance of other social categories that intersect with gender

Action	The development of a tailor-made module-based training programme (hybrid format) for individual professional development
Responsibilities	HR Department Unit Heads
Target group	Administrative employees
Indicators / evaluation method	<ul style="list-style-type: none">• The number of employees who participated in the training programmes offered by the employer, aggregated by gender and other social categories, the employment record, and the focus of the training;• The number of employees who increase the level of satisfaction from their job after completion of the training programme.
Resources	Biannual statistical analysis Lecturers, different training tools, training infrastructure
Timeline	2024

AREA A: RECRUITMENT, RETENTION, CAREER PROGRESSION

ISSUE 3. POORLY DEFINED CAREER DEVELOPMENT PATHS FOR ADMINISTRATIVE EMPLOYEES

Objective 4: The development and implementation of tools monitoring administrative employees' strategies of coping with work-life balance with attention to the importance of gender and other social categories that intersect with it

Action	<ul style="list-style-type: none"> • The development and implementation of tools for monitoring career breaks; • The development and implementation of tools for monitoring professional performance as correlated with one's family/personal situation; • The development and implementation of a sensitive and flexible system of the evaluation of professional performance; • The design and implementation of a system of reaction to employees' individual situations (such as temporary modification of responsibilities, flexible working hour).
Responsibilities	HR Department Unit Heads
Target group	Administrative employees
Indicators / evaluation method	<ul style="list-style-type: none"> • The number of employees with a documented record of career breaks, aggregated by gender and other social categories, the employment record, career stage; • The number of employees who get promoted after a career break, aggregated by gender, employment record, career stage; • The number of employees who decide to temporarily modify their professional responsibilities, aggregated by gender, employment record, career stage.
Resources	Annual statistical analysis Anonymous surveys Questionnaires Regular face-to-face meetings with supervisors
Timeline	2024

AREA A: RECRUITMENT, RETENTION, CAREER PROGRESSION

ISSUE 4. THE LACK OF RECRUITMENT STRATEGIES TO PREVENT HORIZONTAL SEGREGATION IN ADMINISTRATIVE UNITS

Objective 1: Understanding gender-based job application and employment patterns and recognizing the significance of other social categories that intersect with gender and affect these patterns

Action	<ul style="list-style-type: none"> • The development and implementation of tools for monitoring the process of application for jobs at the University of Lodz, aggregated by gender, career stage, position; • The development and implementation of tools for monitoring the employment patterns at the University of Lodz, aggregated by gender, career stage, position.
Responsibilities	HR Department Unit Heads
Target group	Administrative employees
Indicators / evaluation method	<ul style="list-style-type: none"> • The number of candidates applying for a job, aggregated by gender and other social categories, work experience, the advertised position; • The number of candidates who are offered a job, aggregated by gender, work experience, the advertised position.
Resources	Annual statistical analysis
Timeline	2024

AREA A: RECRUITMENT, RETENTION, CAREER PROGRESSION

ISSUE 4. THE LACK OF RECRUITMENT STRATEGIES TO PREVENT HORIZONTAL SEGREGATION IN ADMINISTRATIVE UNITS

Objective 2: The implementation of a gender-sensitive recruitment strategy which recognizes the importance of other social categories that intersect with gender

Action	<ul style="list-style-type: none"> • The development of a gender-sensitive language (textual and visual) toolkit to be used in recruitment policies; • The development of gender-sensitive flexible forms of employment adjusted to individual needs of employees.
Responsibilities	HR department Unit Heads Promotion Centre
Target group	Administrative employees
Indicators / evaluation method	<ul style="list-style-type: none"> • The number of candidates applying for a job, aggregated by gender and other social categories, work experience, the advertised position; • The number of candidates who use flexible forms of employment, aggregated by gender, work experience, the advertised position; • Qualitative analysis of the context of job adverts.
Resources	Biannual statistical analysis Biannual qualitative content analysis
Timeline	2023

AREA B: LEADERSHIP AND DECISION-MAKING

ISSUE 1. THE UNDERREPRESENTATION OF WOMEN IN FACULTY MANAGERIAL POSITIONS (DEANS, DEPARTMENT CHAIRS, DIRECTORS OF INSTITUTES)

Objective 1: Understanding gender-based patterns of promotion to a managerial function

Objective 2: The evaluation of promotion mechanisms



AREA B: LEADERSHIP AND DECISION-MAKING

ISSUE 1. THE UNDERREPRESENTATION OF WOMEN IN FACULTY MANAGERIAL POSITIONS (DEANS, DEPARTMENT CHAIRS, DIRECTORS OF INSTITUTES)

Objective 1: Understanding gender-based patterns of promotion to a managerial function

Action	<ul style="list-style-type: none"> • The development and implementation of a tool for monitoring election-based promotions; • The development and implementation of a tool for monitoring promotions based on the supervisors' decisions; • The development and implementation of a tool for monitoring of employees' needs for, and interests in, being promoted.
Responsibilities	HR Department Rector's Office Faculty Deans
Target groups	Teachers Teachers-researchers Full-time researchers Technical assistants Research assistants
Indicators / evaluation method	<ul style="list-style-type: none"> • The number of candidates applying for a managerial position, aggregated by gender and other social categories, career record, academic degree, family situation, discipline, position; • The number of promoted employees, aggregated by gender, career record, academic degree, family situation, discipline, position.
Resources	Annual statistical analysis Annual anonymous survey
Timeline	2024

AREA B: LEADERSHIP AND DECISION-MAKING

ISSUE 1. THE UNDERREPRESENTATION OF WOMEN IN FACULTY MANAGERIAL POSITIONS (DEANS, DEPARTMENT CHAIRS, DIRECTORS OF INSTITUTES)

Objective 2: The evaluation of promotion mechanisms

Action	A gender-sensitive review of the available opportunities for being promoted (such as eligibility criteria), which takes into account other social categories intersecting with gender.
Responsibilities	HR Department Rector's Office
Target groups	Teachers Teachers-researchers Full-time researchers Technical assistants Research assistants
Indicators / evaluation method	<ul style="list-style-type: none">• Qualitative analysis;• Comparative analysis.
Resources	Biannual statistical analysis Biannual qualitative content analysis
Timeline	2023

AREA C: THE GENDER DIMENSION IN RESEARCH AND KNOWLEDGE TRANSFER (CONTENT AND CURRICULA)

ISSUE 1. THE LACK OF DATA ON GENDER DIMENSION IN RESEARCH (PUBLICATIONS, PROJECTS, PATENTS, ETC.)

Objective 1: The creation of a database of publications, national and international projects, and patents that include gender and diversity dimensions

Objective 2: The creation of a database of authors of publications and principal investigators of national and international projects, aggregated by gender, age, and academic degree as well as other relevant categories that intersect with gender

ISSUE 2. THE LACK OF DATA ON GENDER AND DIVERSITY DIMENSIONS IN STUDY PROGRAMMES AND TEACHING CURRICULA

Objective 1: The creation of a database of programmes and courses that contain a gender and/or diversity component (with short description of content; by faculty)

ISSUE 3. THE LACK OF VISIBILITY OF GENDER-RELATED RESEARCH AND TEACHING AT THE UNIVERSITY

Objective 1: Improving the visibility of gender dimension in research and teaching; enhancing knowledge of gender and diversity mainstreaming

Objective 2: Improving the visibility of female scientists, researchers, and teachers at the university; encouraging girls and young women (including women with disabilities, women of colour and of different nationalities, etc., as well as trans and gender-diverse persons) to choose scientific careers; making the academic community aware of the challenges that motherhood/parenthood creates for teachers and researchers

ISSUE 4. THE ACADEMIC STAFF WHO DO NOT SEE THE NEED TO INTRODUCE GENDER AND DIVERSITY DIMENSIONS TO RESEARCH AND TEACHING

Objective 1: Encouraging academics to include a gender and/or diversity dimension in their research and teaching

Objective 2: Providing tools for scholars to include gender and diversity dimensions in research; providing tools for teachers to include a gender dimension in teaching curricula



AREA C: THE GENDER DIMENSION IN RESEARCH AND KNOWLEDGE TRANSFER (CONTENT AND CURRICULA)

ISSUE 1. THE LACK OF DATA ON GENDER DIMENSION IN RESEARCH (PUBLICATIONS, PROJECTS, PATENTS, ETC.)

Objective 1: The creation of a database of publications, national and international projects, and patents that include gender and diversity dimensions

Action	Gathering data on publication, patents, national and international projects that include a gender dimension and take into consideration the ways in which gender intersects with other social categories.
Responsibilities	Department of Internal Audit and Analyses Science Centre iHub International Cooperation Office
Target groups	Teachers-researchers Full-time researchers Research assistants
Indicators / evaluation method	<ul style="list-style-type: none"> • The number of publications that include a gender dimension; • The number of national and international projects that include a gender dimension; • The number of patents that include a gender dimension.
Resources	Annual statistical analysis
Timeline	2023

AREA C: THE GENDER DIMENSION IN RESEARCH AND KNOWLEDGE TRANSFER (CONTENT AND CURRICULA)

ISSUE 1. THE LACK OF DATA ON GENDER DIMENSION IN RESEARCH (PUBLICATIONS, PROJECTS, PATENTS, ETC.)

Objective 2: The creation of a database of authors of publications and principal investigators of national and international projects, aggregated by gender, age, and academic degree as well as other relevant categories that intersect with gender

Action	Gathering data of the authors of publications and principal investigators of national and international projects, aggregated by gender, age, and academic degree as well as other relevant categories that intersect with gender.
Responsibilities	Department of Internal Audit and Analyses Science Centre International Relations Office iHub
Target groups	Teachers_researchers Full-time researchers
Indicators / evaluation method	<ul style="list-style-type: none"> The number of authors of publications, aggregated by gender, age, and academic degree as well as other relevant categories that intersect with gender; The number of principal investigators of national and international projects, aggregated by gender, age, and academic degree as well as other relevant categories that intersect with gender.
Resources	Annual statistical analysis
Timeline	2023

AREA C: THE GENDER DIMENSION IN RESEARCH AND KNOWLEDGE TRANSFER (CONTENT AND CURRICULA)

ISSUE 2. THE LACK OF DATA ON GENDER AND DIVERSITY DIMENSIONS IN STUDY PROGRAMMES AND TEACHING CURRICULA

Objective 1: The creation of a database of programmes and courses that contain a gender and/or diversity component (with short description of content; by faculty)

Action	<ul style="list-style-type: none"> Collecting information about programmes and courses that contain a gender and/or diversity component (with short description of content; by faculty); Collecting information about instructors (by gender) who teach courses with a gender and/or diversity component.
Responsibilities	<p>Vice-rector for students and quality of education Vice-deans for teaching curricula Department of Internal Audit and Analyses</p>
Target groups	<p>Teachers-researchers Full-time researchers</p>
Indicators / evaluation method	<ul style="list-style-type: none"> The number of programmes (by faculty) that focus on gender and/or diversity; The number of courses (by faculty) that contain a gender and/or diversity component; The number of instructors (by gender) who teach courses with a gender and/or diversity component.
Resources	<p>Annual statistical analysis</p>
Timeline	<p>2023</p>

AREA C: THE GENDER DIMENSION IN RESEARCH AND KNOWLEDGE TRANSFER (CONTENT AND CURRICULA)

ISSUE 3. THE LACK OF VISIBILITY OF GENDER-RELATED RESEARCH AND TEACHING AT THE UNIVERSITY

Objective 1: Improving the visibility of gender dimension in research and teaching; enhancing knowledge of gender and diversity mainstreaming

Action	<ul style="list-style-type: none"> • Creating an information and educational campaign (online and on-site): “Why is gender and diversity mainstreaming in research and teaching important?”; • Promoting gender and diversity mainstreaming in research and teaching directed to students.
Responsibilities	<p>Promotion Centre Vice-rector for students and quality of education Vice-deans for teaching curricula Gender Equality Board</p>
Target groups	<p>Students PhD candidates Teachers Teachers-researchers Full-time researchers NGOs Local community</p>
Indicators / evaluation method	<p>The number of posts, articles, adverts, visual materials on the campaign (website, social media, local media).</p>
Resources	<ul style="list-style-type: none"> • A database of programmes and courses that contain a gender and/or diversity component; • Statistical data; • Promotion Centre’s employee responsible for creating the campaign; • A designer.
Timeline	<p>2024</p>

AREA C: THE GENDER DIMENSION IN RESEARCH AND KNOWLEDGE TRANSFER (CONTENT AND CURRICULA)

ISSUE 3. THE LACK OF VISIBILITY OF GENDER-RELATED RESEARCHERS AND TEACHERS AT THE UNIVERSITY

Objective 2: Improving the visibility of female scientists, researchers, and teachers at the university; encouraging girls and young women (including women with disabilities, women of colour and of different nationalities, etc., as well as trans and gender-diverse persons) to choose scientific careers; making the academic community aware of the challenges that motherhood/parenthood creates for teachers and researchers

Action	<ul style="list-style-type: none">• Campaigns for International Day of Women and Girls in Science and International Women’s Day;• Campaigns promoting a gendered perspective on scientific excellence;• The campaign “Faces on Campus” developed within the RESET project promoting female researchers, along with female administrative and supporting staff;• A campaign showing researchers-teachers as parents and caretakers.
Responsibilities	Promotion Centre Science Centre The RESET team PR plenipotentiaries at faculties Gender Equality Board

Target groups	<p>Teachers</p> <p>Teachers-researchers</p> <p>Full-time researchers</p> <p>PhD candidates</p> <p>Administrative employees</p> <p>Technical assistants</p> <p>Research assistants</p>
Indicators / evaluation method	<p>The number of posts, articles, adverts, visual materials promoting these campaigns (website, social media, local media).</p>
Resources	<p>The RESET team</p> <p>PR plenipotentiaries at faculties</p> <p>Promotion Centre's employee</p> <p>A designer</p>
Timeline	<p>2022</p>

AREA C: THE GENDER DIMENSION IN RESEARCH AND KNOWLEDGE TRANSFER (CONTENT AND CURRICULA)

ISSUE 4. THE ACADEMIC STAFF WHO DO NOT SEE THE NEED TO INTRODUCE GENDER AND DIVERSITY DIMENSIONS TO RESEARCH AND TEACHING

Objective 1: Encouraging academics to include a gender and/or diversity dimension in their research and teaching

Action	Training sessions on gender mainstreaming exploring why it is important to include a gender dimension in all aspects of research and teaching.
Responsibilities	The RESET team Vice-rector for science Vice-deans for science Gender Equality Board
Target groups	Teachers Teachers-researchers Full-time researchers PhD candidates Administrative employees Technical assistants Research assistants
Indicators / evaluation method	<ul style="list-style-type: none"> • Number of UL employees trained; • Questionnaire (<i>ex ante</i>, <i>ex post</i>).
Resources	RESET team Training curricula developed within RESET
Timeline	2024

AREA C: THE GENDER DIMENSION IN RESEARCH AND KNOWLEDGE TRANSFER (CONTENT AND CURRICULA)

ISSUE 4. THE ACADEMIC STAFF WHO DO NOT SEE THE NEED TO INTRODUCE GENDER AND DIVERSITY DIMENSIONS TO RESEARCH AND TEACHING

Objective 2: Providing tools for scholars to include gender and diversity dimensions in research; providing tools for teachers to include a gender dimension in teaching curricula

Action	<ul style="list-style-type: none"> • Developing guidelines on how to write project proposals that include gender and diversity dimensions; • Developing guidelines on how to include gender and diversity dimensions in designing courses and study programmes.
Responsibilities	<p>The RESET team Vice-rector for science Vice-deans for science Science Centre Vice-rector for students and quality of education Vice-deans for students</p>
Target groups	<p>Teachers Teachers-researchers Full-time researchers PhD candidates Administrative employees Technical assistants Research assistants</p>
Indicators / evaluation method	<ul style="list-style-type: none"> • The number of researchers who include gender and diversity dimensions in their research (aggregated by gender); • The number of teachers who include gender and diversity dimensions in teaching (aggregated by gender).
Resources	<p>Statistical data The RESET team</p>
Timeline	<p>2024</p>

AREA D: GENDER BIASES AND STEREOTYPES, SEXISM AND SEXUAL HARASSMENT

ISSUE 1. MONITORING OF REGULATIONS AND PROCEDURES TO TACKLE GENDER INEQUALITIES

Objective 1: Implementation of cyclical surveys aimed at monitoring gender inequalities within the academic community which also recognize the importance of other categories that intersect with gender and affect these inequalities

Objective 2: The creation of a trial version of an anti-discrimination procedure; the adjustment and implementation of anti-discrimination mechanisms to improve inclusivity at the University of Lodz

ISSUE 2. MONITORING OF EDUCATIONAL ACTIVITIES ORIENTED TOWARD IMPROVING AWARENESS OF, AND KNOWLEDGE ABOUT, GENDER EQUALITY

Objective 1: Designing a training scheme for all employees which focuses on different aspects of gender equality and diversity

Objective 2: A regular training session for representatives of the University of Lodz community

Objective 3: Promoting issues related to gender equality and diversity by introducing this information in employee orientation pack

ISSUE 3. DISSEMINATION OF GENDER-RELATED ISSUES AND THE LACK OF PROMOTIONAL ACTIVITIES

Objective 1: Combatting gender stereotypes and enhancing diversity by designing and implementing a language guide that is gender- and diversity-inclusive

Objective 2: Combatting gender stereotypes and enhancing diversity by launching promotional campaigns and training on issues related to gender and diversity at the University of Lodz

AREA D: GENDER BIASES AND STEREOTYPES, SEXISM AND SEXUAL HARASSMENT

ISSUE 1. MONITORING OF REGULATIONS AND PROCEDURES TO TACKLE GENDER INEQUALITIES

Objective 1: Implementation of cyclical surveys aimed at monitoring gender inequalities within the academic community which also recognize the importance of other categories that intersect with gender and affect these inequalities

Action	esigning, planning, and conducting regular surveys addressed to different stakeholders.
Responsibilities	HR Department Gender Equality Board Department of Internal Audit and Analyses
Target groups	Teachers Teachers-researchers Full-time researchers Students PhD candidates Administrative staff Technical assistants Research assistants
Indicators / evaluation method	<ul style="list-style-type: none"> The number of respondents, aggregated by gender and other relevant social categories/identities; The number of identified challenges.
Resources	Online survey platform Survey coordinator Statistical analysis Survey content designers The editor of the study report
Timeline	Biannual, starting in 2023

AREA D: GENDER BIASES AND STEREOTYPES, SEXISM AND SEXUAL HARASSMENT

ISSUE 1. MONITORING OF REGULATIONS AND PROCEDURES TO TACKLE GENDER INEQUALITIES

Objective 2: Creation of a trial version of an anti-discrimination procedure; the adjustment and implementation of anti-discrimination mechanisms to improve inclusivity at the University of Lodz

Action	<ul style="list-style-type: none"> • The elaboration of an anti-discrimination procedure; • Testing of the designed mechanism; • The implementation of improvements after revisions.
Responsibilities	<p>HR Department Gender Equality Board RESET team Rector’s plenipotentiary for equal opportunities (collecting reported cases) A committee to process reported cases</p>
Target groups	<p>Teachers Teachers-researchers Full-time researchers PhD candidates Administrative staff Technical assistants Research assistants Students</p>
Indicators / evaluation method	<ul style="list-style-type: none"> • A draft of the procedure to deal with discriminatory practices (including sexual harassment, etc.); • The number of reported cases annually; • A report on the documented cases aggregated by gender, age, units, etc.; • The number of interventions annually.
Resources	<p>Experts on equality enhancing mechanisms A work coordinator Person responsible for collecting cases of misconduct A committee to process the reported cases</p>
Timeline	<p>2022-2024</p>

AREA D: GENDER BIASES AND STEREOTYPES, SEXISM AND SEXUAL HARASSMENT

ISSUE 2. MONITORING OF EDUCATIONAL ACTIVITIES ORIENTED TOWARD IMPROVING AWARENESS OF, AND KNOWLEDGE ABOUT, GENDER EQUALITY

Objective 1: Designing a training scheme for all groups of employees which focuses on different aspects of gender equality and diversity

Action	<ul style="list-style-type: none"> • The preparation of a training toolbox; • The preparation of training syllabi addressing the needs of different groups of stakeholders; • The preparation of training guides and templates.
Responsibilities	The RESET team
Target groups	Teachers Teachers-researchers Full-time researchers PhD candidates Administrative employees Technical assistants Research assistants Top management Unit Heads
Indicators / evaluation method	<ul style="list-style-type: none"> • Designed toolbox; • Designed training syllabi.
Resources	RESET team
Timeline	2022-2023

AREA D: GENDER BIASES AND STEREOTYPES, SEXISM AND SEXUAL HARASSMENT

ISSUE 2. MONITORING OF EDUCATIONAL ACTIVITIES ORIENTED TOWARD IMPROVING AWARENESS AND KNOWLEDGE ABOUT GENDER EQUALITY

Objective 2: A regular training session for representatives of the University of Lodz community

Action	Designing a training session covering different problems related to gender issues (such as unconscious biases), approached from an intersectional perspective.
Responsibilities	The RESET team Promotion Centre Rector's plenipotentiary for equal opportunities
Target groups	Newly recruited employees (obligatory training as a part of orientation) Teachers Teachers-researchers Full-time researchers PhD candidates Administrative employees Technical assistants Research assistants Top management Unit Heads
Indicators / evaluation method	<ul style="list-style-type: none"> • The number of training sessions; • The number of participants (by gender, age, position); • The number of topics taught; • The evaluation of training; • <i>Ex-ante</i> and <i>ex-post</i> analyses.
Resources	Experts/lecturers Moodle platform for online training sessions Rooms for face-to-face training
Timeline	2023-2024

AREA D: GENDER BIASES AND STEREOTYPES, SEXISM AND SEXUAL HARASSMENT

ISSUE 2. MONITORING OF EDUCATIONAL ACTIVITIES ORIENTED TOWARD IMPROVING AWARENESS OF, AND KNOWLEDGE ABOUT, GENDER EQUALITY

Objective 3: Promoting issues related to gender equality and diversity by introducing this information in employees' orientation pack

Action	Designing additional content in orientation pack
Responsibilities	HR Department Rector's plenipotentiary for equal opportunities Promotion Centre
Target group	All members of the University of Lodz community
Indicators / evaluation method	<ul style="list-style-type: none">• Content on gender equality included in the employees' orientation pack;• Content on gender equality included in the students' orientation pack.
Resources	An HR consultant A designer Promotion Centre
Timeline	2023-2024

AREA D: GENDER BIASES AND STEREOTYPES, SEXISM AND SEXUAL HARASSMENT

ISSUE 3. DISSEMINATION OF GENDER-RELATED ISSUES AND THE LACK OF PROMOTIONAL ACTIVITIES

Objective 1: Combatting gender stereotypes and enhancing diversity by designing and implementing a language guide that is gender- and diversity-inclusive

Action	<ul style="list-style-type: none"> • Enhancing the visibility of gender-related issues by providing guidelines for institutional communication; • A review of current communication practices; • Introducing gender-sensitive language in university documents, formal communication (with employees and students), employees’ portal, the University of Lodz website and social media; • Providing guidelines for the use of gender-sensitive language at the institutional level.
Responsibilities	<p>The HR Department Rector’s plenipotentiary for equal opportunities Promotion Centre</p>
Target group	<p>All members of the University of Lodz community</p>
Indicators / evaluation method	<ul style="list-style-type: none"> • A published guide; • A report on the current communication practices; • The number and type of updated documents.
Resources	<p>An employee at the Promotion Centre</p>
Timeline	<p>2023-2024</p>

AREA D: GENDER BIASES AND STEREOTYPES, SEXISM AND SEXUAL HARASSMENT

ISSUE 3. DISSEMINATION OF GENDER-RELATED ISSUES AND THE LACK OF PROMOTIONAL ACTIVITIES

Objective 2: Combatting gender stereotypes and enhancing diversity by launching promotional campaigns and training on issues related to gender and diversity at the University of Lodz

Action	<ul style="list-style-type: none"> Improving the visibility of issues related to gender and diversity at the University of Lodz through communication and promotion measures; The organisation of events and training on gender and diversity-related issues at the University of Lodz.
Responsibilities	Promotion Centre
Target group	All members of the University of Lodz community
Indicators / evaluation method	<ul style="list-style-type: none"> The number of beneficiaries; The presence in social media; The number of topics covered; The number of participants in training sessions; The number of published materials and organised events per year.
Resources	<p>An employee of the Promotion Centre</p> <p>A designer</p> <p>Experts to work on the content</p>
Timeline	2024



**UNIVERSITY
OF LODZ**



**Redesigning
Equality and
Scientific
Excellence
Together**

The Gender Equality Plan was developed as part of the **RESET project.**

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Redesigning
Equality and
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5.4

University of Porto

U. PORTO

UP Equality

**Gender Equality Plan
of the
University of Porto**

2022-2024

Document Information

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António Sousa Pereira

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1. Introduction

In 2021, the University of Porto joined the RESET (Redesigning Equality and Scientific Excellence Together) consortium, composed of seven European Universities and funded by the SWAFS-09-2018-2020 programme. The primary mission of the RESET project, which will run until December 31, 2024, is to promote gender equality and help design, implement and monitor the Gender Equality Plans of each participating institution.

During the first year of the project, U.Porto's efforts were geared toward understanding the gender equality situation at the institution. For that purpose, the team made an exhaustive collection of indicators and information that resulted in a status report submitted to the European Commission in November 2021. During this period, a Gender Equality Board (GEB) was also created, composed of representatives of each faculty and other services and bodies of the University of Porto,¹. Based on the results of this report, the GEB and the different stakeholders of the University of Porto defined the areas of intervention and measures that should be included in the Gender Equality Plan.

The RESET project and the first Gender Equality Plan of the University of Porto – *UP Equality* – adopted an intersectional vision and a co-design methodology. This means that the proposed actions not only seek to combat biases associated with gender but also with other dimensions of diversity, such as age, functional diversity, sexual orientation and ethnicity, to promote a more inclusive academic community for all people. The methodological approach to the Gender Equality Plan involved the participation, exchange of views, engagement and collaborative creativity of all its contributors.

¹ Workers Committee of the University of Porto, Faculty of Architecture, Faculty of Fine Arts, Faculty of Sciences, Faculty of Nutrition and Food Sciences, Faculty of Sports, Faculty of Law, Faculty of Economics, Faculty of Engineering, Faculty of Pharmacy, Faculty of Arts, Faculty of Medicine, Faculty of Dental Medicine, Faculty of Psychology and Education Sciences, the Academic Federation of Porto, Abel Salazar Institute of Biomedical Sciences, Pro-Rector for Social Action and Responsibility and for Health and Well-being, Social Services, Research and Projects Services, Human Resources Services.

This Gender Equality Plan also follows the process and content requirements of the framework programme *Horizon Europe*². The drafting process of U.Porto's Gender Equality Plan meets the following requirements:

- **Public document:** a formal document published on the institution's website and signed by the top management, indicating the University's commitment to gender equality, with clear goals and detailed actions to achieve the proposed goals;
- **Dedicated resources:** the allocation of relevant resources and expertise in gender equality to the design, implementation and monitoring of the Plan;
- **Data collection and monitoring:** the collection of sex/gender-disaggregated data on workers (and students) and the creation of annual reports based on these indicators;
- **Training:** awareness-raising and training actions on gender equality and unconscious gender biases, and providing workers and managers with specific competencies to identify and act upon discrimination situations.

The contents of the Gender Equality Plan cover the following areas:

- **Area A** | Leadership and Decision Making
- **Area B** | Recruitment, Retention and Career Progression
- **Area C** | Gender Dimension in Research and Knowledge Transfer
- **Area D** | Gender Biases and Stereotypes, Sexism and Harassment

The *UP Equality* is, therefore, a strategic document that systematises the necessary actions to ensure equal rights within the University of Porto. The Plan's implementation will be regularly monitored, and an update within the project timespan is also foreseen.

Below, we present a brief description of U.Porto and of the current state of affairs on gender equality in the national context. In section 3, we present the guiding principles, targets and methodology adopted to draft the *UP Equality*. In section 4, we present the Gender Equality Implementation Plan. The last section comprises some concluding remarks about the *UP Equality*.

²https://ec.europa.eu/info/research-and-innovation/strategy/strategy-2020-2024/democracy-and-rights/gender-equality-research-and-innovation_en

2. Local Context

The Principle of Equality, in which no citizen can be treated differently, was adopted by the Portuguese Constitution in 1976.

More recently, other relevant efforts in this area have been made, starting with the approval of the 1st Global Plan for Equal Opportunities in 1997. This Plan was, then, followed by the 2nd National Plan for Equal Opportunities (2003-2006), the 3rd National Plan for Equality – Citizenship and Gender (2007-2010), the 4th National Plan for Equality – Gender, Citizenship and Non-Discrimination (2011-2013), the 5th National Plan for Gender Equality, Citizenship and Non-Discrimination (2014-2017) and the Action Plan for Equality between Men and Women (2018-2021). As of the date of this document release, the revision/update process for the subsequent period (2022-2025) was still underway.

These efforts resulted in several initiatives and legal advances that greatly benefited the Portuguese society, namely: the legislation on voluntary termination of pregnancy (Law 16/2007); the right to the self-determination of gender identity (Law 38/2018); the recognition of civil marriage between people of the same sex (Law 9/2010); and the right of adoption by same-sex couples (Law 2/2016). Other regulations to promote greater equality between men and women were also implemented, namely regarding maternity and paternity rights and the introduction of a minimum quota for the least represented gender in governmental and public management boards.

These efforts culminated in the 2018-2030 National Strategy for Gender Equality and Non-Discrimination "Portugal + Equal" (Resolution of the Council of Ministers 61/2018 of May 21) – hereafter the ENIND. The ENIND introduces "a long-term vision" and "integrates three Action Plans that define the Strategic and Specific Goals, up to 2030, and concrete measures to attain such goals, during the first four years of its implementation" (CIG, 2021, s/p.³). The strategy is achieved through its Action Plans, including the Action Plan for Equality Between Men and Women and the Action Plan to Combat Discrimination on the Grounds of Sexual Orientation, Identity and Gender Expression, and Sexual Characteristics. Therefore, just like the RESET project, ENIND's cross-sectional line of action is based on intersectionality⁴, emphasising the importance of creating answers that take the heterogeneity and specific needs of the targeted groups into account.

³ Information available at:

<https://www.cig.gov.pt/area-igualdade-entre-mulheres-e-homens/instrumentos-de-politica-publica/>

⁴ Intersectionality implies analysing discrimination as a result of the interception of many factors, i.e., disadvantages that occur in the intersection of sex with other factors of discrimination, such as age, racial and ethnic origin, disability, nationality, sexual orientation, gender identity and sexual characteristics (ENIND, 2018).

In addition, the recent approval of specific laws has strengthened the commitment of the Portuguese government to combat inequalities and discrimination. Some examples include Law 26/2019, which provides for a balanced representation of men and women in management positions and public administration bodies, and Law 73/2017, which strengthens the legal framework that governs harassment. These laws cover the field of action of the University of Porto and support legislation applicable to Higher Education Institutions, such as Law 112/2021, which approves internal competitions for higher education teachers and scientific researchers to advance to intermediate and senior categories, and Law 26/2019, which provides for a balanced gender representation in the composition of competition juries.

The University of Porto was founded in 1911 and became a benchmark institution for Higher Education and Scientific Research in Portugal. Its mission is to generate scientific, cultural and artistic knowledge, provide higher education that is firmly rooted in research, value knowledge both socially and economically, and actively participate in the progress of the communities in which it is involved.

As declared in U.Porto's Value Statement, the institution makes every effort to ensure equal access and treatment for everyone, irrespective of gender, social, political, ethical or religious background. Furthermore, valuing the personal fulfilment of all of its members is also a central goal of its current Strategic Plan.

In the past years, U.Porto has followed a path of gender equality and diversity inclusion. Currently a member of the EUGLOH – *European University Alliance for Global Health*, U.Porto has made its first gender-impact assessment in 2020, and is now implementing a directive on work-life balance for all workers (the Work-Life Reconciliation Management System). Therefore, the foundation of the RESET project and the implementation of the *UP Equality* are based on a continuous work carried out over the past years.

3. Main assumptions and Framework

U.Porto actively seeks to be a plural and inclusive institution, promoting equality and equity and condemning all acts of discrimination, harassment or prejudice. The UP Equality, which was already foreseen in the 2020 Strategic Plan of the University of Porto, arose after an assessment of the current state of gender equality within the institution, as well as other initiatives to create a more inclusive and diverse working environment that promotes human wellbeing.

3.1 Vision and Aims of the *UP Equality*

As a prominent education and research institution in Portugal, U.Porto is committed to transposing its Constitutive Entities' talent and innovation into society and contributing to a more just and equal society.

U.Porto's goal of asserting itself as a Research University is not unrelated to the quality of its research, which, to be fully efficient, must create inclusive conditions for the development of research activities and invest in the economic and social valorisation of its research output. This Gender Equality Plan supports the realisation of this commitment.

Also, with regards to training, the word that best characterises U.Porto's course offer – which is the most comprehensive educational offer in the Portuguese Higher Education landscape – is "diversity". U.Porto offers exceptional conditions for students to pursue an outstanding academic path, which, to be full-fledged, should be integrated in an innovative, multicultural, inclusive, rigorous and high-class learning environment.

Deeply rooted in its surrounding community and business fabric, U.Porto seeks to transpose its economic, social, cultural and scientific drive to the Northern Region of Portugal, and to the country, in general, by training people who can make a difference in the community.

Finally, as an institution that is open to society and the world, U.Porto recognises that fighting for gender equality is an effort that involves the entire organisation and demands structural changes. This effort will also be supported by this Plan.

The UP Equality is aligned with the University's values and standards of conduct, especially in terms of⁵:

- Promoting freedom in scientific, cultural, artistic and technological creation, and ensuring pluralism and the free expression of orientations and opinions;
- Maintaining high ethical standards in all activities undertaken;
- Fostering a culture of diligence, transparency, quality and merit recognition;
- Ensuring equal access and treatment, regardless of gender, social, cultural, political, ethnic or religious background;
- Paying special attention to citizens with disabilities, creating the necessary conditions for their integration and success;
- Demonstrating concern for the personal fulfilment of all members of the University;
- Promoting innovation, creativity and entrepreneurship as essential values of the academic community;
- Advocating a sustainable environmental, economic and social development.

Given the complexity of the University's structure, the Gender Equality Plan sought to include measures and actions that promote equality in an integrated manner, considering the particularities of each Constitutive Entity. An Equality Plan must demonstrate the institution's commitment to gender equality and define clear actions to fulfil its goals. Accordingly, this Plan covers the four areas mentioned in the introduction and defines the main goals of each area based on the preliminary diagnosis.

⁵ Article 2 of the Statutes of the University of Porto.

Table 1: Priority areas of intervention

Area A Leadership and Decision-making	
A1	Integrate the gender dimension in the decision-making processes at all operational levels of the University
A2	Mainstream and monitor the integration of gender issues
A3	Adopt a gender-equal leadership
Area B Recruitment, Retention and Career Progression	
B1	Attract men and women to scientific areas where each gender is less represented
B2	Promote equal opportunities in the recruitment processes
B3	Foster equal opportunities in career progression processes
B4	Promote the equal access of all U.Porto's workers to work-life reconciliation measures
Area C Gender Dimension in Research and Knowledge Transfer	
C1	Integrate the dimensions of gender and diversity in research
C2	Integrate the dimensions of gender and diversity in knowledge transfer activities
Area D Gender Biases and Stereotypes, Sexism and Harassment	
D1	Maintain an active role in integrating the dimensions of gender equality and diversity in institutional communications
D2	Promote equality, equity and diversity in academic and cultural events
D3	Strive for respect for diversity in U.Porto's Community

The *UP Equality*, which should be implemented between July 2022 and December 2024, outlines the necessary structure and processes for its progressive implementation and the regular monitoring of the proposed actions. Therefore, the Plan combines strategic initiatives, adjusted to the local contexts and challenges, with focused initiatives to support and build competencies within the different structures of the University. It also combines the principles of leadership and responsibility with the engagement and collaborative work of relevant structures, such as the *Gender Equality Board*.

3.2 Strategic Plan

Design process of the UP Equality

The Gender Equality Plan of the University of Porto – *UP Equality* – greatly benefited from the in-depth collection of information carried out in 2021⁶. The data were collected using three different methods: the collection of secondary data, the collection of information from Focus-Groups, and the collection of information through a large-scale survey on gender equality.

These data were systematised in a report submitted to the European Commission⁷ and synthesised in an infographic⁸. The different methods used reflect the systematic challenges, both within the Portuguese and the University's context, to achieving greater gender equality within the institution.

Based on this information, U.Porto's *Gender Equality Board*⁹, in collaboration with the RESET team, created the *UP Equality* during several sessions dedicated to its structural areas, namely: a) *Leadership and Decision Making*, b) *Recruitment, Retention and Career Progression*, c) *Gender dimension in research and knowledge transfer*, and d) *Gender Biases and Stereotypes, Sexism and Harassment*. The proposals presented and registered through the Padlet¹⁰ tool were subsequently revised and organised by the RESET team. At the same time, the template of the Gender Equality Plan was filled out specifying and detailing the proposed measures¹¹.

This preliminary systematisation was later discussed with the services more directly involved in its conception to assess its feasibility, avoid overlaps with previous actions and systematise the integration of promising initiatives already underway. Among the involved services, we highlight the Human Resources, the Legal Support, the Research and Projects and the UP Digital Services. The coordination of these services was also consulted, namely, the Vice-Rector for Innovation, Research and Internationalisation,

⁶ The secondary data is data from 2020 available at the University's Services, whereas the data collected for the focus-groups and the survey are based on more up-to-date information from 2021.

⁷ The submission status of the said report is "Private", and it cannot, therefore, be disseminated among the academic community. In order to overcome this limitation, the most relevant data collected are represented in a public infographic.

⁸ The infographic is accessible at: <https://hdl.handle.net/10216/140941>

⁹ The Gender Equality Board was created in February 2021, and is composed of representatives of all Faculties of the University of Porto and some Central Services. The Board has a dynamic composition and has been updated according to internal changes to the structure of the University of Porto.

¹⁰ Tool available at <https://padlet.com/>

¹¹ Template elaborated within the RESET consortium, and following the European guidelines recommended by the *Horizon Europe* in order to ensure a greater harmonisation and consistency in the contents presented by each participating University.

the Director of the Shared Services and the Administrator. In addition to the refinement these contributions imparted to the Plan, we consulted U.Porto's *Gender Equality Board* for a new round of comments and suggestions.

The final version was presented to the Directors' Council and to the Rectoral team for discussion. Feedback and contributions were integrated and a formal validation was obtained. This document was then validated by the Management Board.

The elaboration process of the Gender Equality Plan of the University of Porto – *UP Equality* – was concluded with the endorsement and signature by the Rector of the University of Porto.

Guidelines for action

The drafting of the *UP Equality* took into account that this was the first attempt to establish Gender Equality measures systematically.

The preliminary diagnosis evidenced that Gender Equality is not an absent value in U.Porto. Therefore, we sought to facilitate a path that was already paved and optimise its future steps. For this reason, this Plan includes both action measures and measures of a more structural nature. The goal is to ensure that this path is consistent and sustainable, and that future plans and measures are based on deeply rooted foundations. This first Plan has challenged us to look at the institution from a gender perspective, mainstream positive actions (gender mainstreaming), optimise measures and practices already underway and encourage promising practices that allow the integration of this Plan in the mission and operating principles of the University.

The preferred target audience of the *UP Equality* are its 14 faculties and 4 central services. Therefore, this Plan is mainly targeted at the workers¹² of the Constitutive Entities of the University of Porto. However, some of the presented measures apply to the entire academic community¹³, and a large majority of them will indirectly benefit the students, since their goal is to improve the services and (inter-)relationships within the University.

¹² By workers we mean teachers, researchers, non-teaching and non-researchers staff.

¹³ By academic community we mean all workers (teachers, researchers, non-teaching staff and non-researchers) and all students.

A Gender Equality Plan is, eminently, a living and dynamic action plan. As highlighted in the methodology of the *GEAR tool*¹⁴, the implemented changes must be structural and supported to be effective. In this sense, this methodology proposes six action steps¹⁵ to define, plan, act upon and analyse the possible progress of the University. Their goal is to ensure an effective, consistent and progressive implementation of a Gender Equality Plan¹⁶, namely, through the following phases:

1. The **audit** phase, in which gender-disaggregated data are collected and procedures, processes and practices are critically analysed to identify gender inequalities and biases;
2. The **planning** phase, in which goals, targets, actions and measures to remedy the identified problems are defined, resources and responsibilities are allocated, and deadlines are agreed upon;
3. The **implementation** phase, in which the activities are implemented and dissemination efforts are made to gradually expand the network of actors;
4. The **monitoring and evaluation** phase, in which the process and the progress are regularly monitored and evaluated. The results of these monitoring exercises allow us to adjust and improve the activities in order to optimise their results.

Besides following these European guidelines to promote promising gender equality practices, the *UP Equality* also includes a set of concepts and dimensions, which are systematised below:

GENDER EQUALITY¹⁷ – Equal rights, responsibilities and opportunities for women and men, and girls and boys.

GENDER STEREOTYPES¹⁸ – Preconceived ideas whereby females and males are arbitrarily assigned characteristics and roles determined and limited by their gender.

SEX AND GENDER-BASED DISCRIMINATION¹⁹ – Discrimination occurring due to interaction between sex (as the biological characteristics of women and men) and their socially constructed identities, attributes and roles and society's social and cultural meaning for biological differences between women and men.

¹⁴ Available at: <https://eige.europa.eu/gender-mainstreaming/toolkits/gear>

¹⁵ GEAR Tool's action steps: 1) Create the necessary conditions; 2) Analyse and assess the state of play in the institution; 3) Establish the Gender Equality Plan (GEP); 4) Implement the GEP; 5) Monitor and evaluate GEP's progress; and, 6) The future of the GEP. Available at: <https://eige.europa.eu/gender-mainstreaming/toolkits/gear/step-step-guide>

¹⁶ Source: <https://eige.europa.eu/gender-mainstreaming/toolkits/gear/what-gender-equality-plan-gep>

¹⁷ As per the original text, available at: <https://eige.europa.eu/thesaurus/terms/1168>

¹⁸ As per the original text, available at: <https://eige.europa.eu/thesaurus/terms/1222>

¹⁹ As per the original text, available at: <https://eige.europa.eu/thesaurus/terms/1363>

GIA – GENDER IMPACT ASSESSMENT²⁰ – Policy tool for the screening of a given policy proposal in order to detect and assess its differential impact or effects on women and men so that these imbalances can be redressed before the proposal is endorsed.

GENDER-SENSITIVE LANGUAGE²¹ – Gender equality made manifest through language. Gender equality in language is attained when women and men – and those who do not conform to the binary gender system – are addressed through language as persons of equal value, dignity, integrity and respect.

HARASSMENT²² – Unwanted conduct related to the sex of a person occurring with the purpose or effect of violating the dignity of that person, and of creating an intimidating, hostile, degrading, humiliating or offensive environment.

GENDER-BASED VIOLENCE²³ – Violence directed against a person because of that person's gender, gender identity or gender expression, or which affects persons of a particular gender disproportionately.

As mentioned above, the *UP Equality* and the RESET project will be in force until 2024. During this period the implementation of the Plan will be monitored and the *UP Equality* 2.0 will be proposed.

²⁰ As per the original text, available at: <https://eige.europa.eu/thesaurus/terms/1180>

²¹ As per the original text, available at: <https://eige.europa.eu/thesaurus/terms/1215>

²² As per the original text, available at: <https://eige.europa.eu/thesaurus/terms/1232>

²³ As per the original text, available at: <https://eige.europa.eu/thesaurus/terms/1153>

3.3 Key findings substantiating the GEP

The *UP Equality* is based on a preliminary diagnosis that guided the definition of the priority areas of intervention and the actions to be implemented.

Leadership and decision-making

U.Porto has a positive, anti-discrimination stance and supports events covering the topics of diversity and gender equality. However, the University does not have an office or service specifically dedicated to these matters. There is a lack of formal guidelines for gender-neutral language, and there are no established processes to receive and process harassment or sexist language complaints. The goal of the priority area A1 – *Integrate the gender dimension in the decision-making processes at all operational levels of the University* – is to fill this gap. A diagnosis was carried out to prepare the current Gender Equality Plan. However, the plan implementation and updating can only be adjusted to the real needs through an effective collection and dissemination of information. Therefore, it is also urgent to *Mainstream and monitor the integration of gender issues* (A2). In U.Porto's universe of 4798 workers, women are a majority, corresponding to 53,9% of all workers²⁴. However, women remain a minority in leadership and decision-making positions. Less than a third of U.Porto's governing positions are held by women (31,5%). These differences are more moderate within the faculties, where women hold 42,8% of the decision-making positions (boards and councils). However, it should be noted that, even if the gender proportion seems to be more favourable to women in the faculties, the overall gender ratio in decision-making positions tends to favour men. It should also be added that 38% of male and 10% of female teachers reported having been encouraged to apply to leadership positions, which leads women to perceive leadership roles as inaccessible. In sum, another goal is to implement measures that lead to the *Adoption of a gender-equal leadership* (A3).

²⁴ Data from 2020.

Recruitment, retention and career progression, including the availability of family-friendly policies

Overall, the University of Porto has a balanced proportion of male and female teachers and researchers, with 54,7% male and 45,3% female academics. However, their distribution through the several faculties and, therefore, scientific areas and research units, is not so balanced. The representation of one of the genders in some faculties is less than one third, namely at FEUP, where academic women are under-represented. On the other side of the spectrum, academic men are under-represented at FPCEUP, FCNAUP and FFUP. These asymmetries are not limited to U.Porto, however, this institution is still responsible for *Attract men and women to scientific areas where each gender is less represented* (B1). Regarding the selection processes, although U.Porto seeks to combat all forms of discrimination (including gender discrimination), this stance is not yet fully operationalised and, therefore, it becomes urgent to *Promote equal opportunities in recruitment processes* (B2). This horizontal segregation intertwines with the vertical segregation: there is a clear segregation in different steps of the University's hierarchy, even in the scientific fields that are predominantly dominated by women, underlining the need to *Foster equal opportunities in career progression processes* (B3).

The indicators on the relationship between work and family life reflect the traditional gender roles, where women are expected to be more dedicated to family responsibilities than men. In fact, women were more absent from work than men under parental leaves (86,8% of the absence time) or to care for family members (87,4%). More academic women than men perceived work as interfering with family life, which took even more significant proportions during the COVID-19 pandemic. At the same time, more non-teaching female staff reports doing more house chores than non-teaching male staff. The question about leave-taking does not seem to merit special attention within the University. Besides the availability of information about leaves of absence, there are no other actions in place that encourage U.Porto's workers to be more involved in the leave taking process and returning to work. The impacts of maternity on career are also more pronounced for women, especially in activities that may advance career progression (such as scientific production), due to their reduced participation in research networks and management positions. 22% of female teachers perceive maternity as an obstacle to being appointed to management positions. Similar impacts were reported by non-teaching staff and non-researchers. For these reasons, it becomes urgent to promote the *Equal access of all U.Porto's workers to work-life reconciliation measures* (B4) to ensure a greater balance between professional and family life.

Gender Dimension in Research and Knowledge Transfer

U.Porto's researchers and teachers reported that most practices related to integrating the gender dimension into their activities seem mostly motivated by their sensibility and proximity to the topic. Except for the scientific fields of Social and Human Sciences, the gender dimension is not yet integrated into U.Porto's research activities. The information system has no detailed data on the type of training undertaken by U.Porto's workers. However, the data from the diagnosis survey indicate that knowledge about gender equality and diversity training is scarce. In this sense, it is necessary to create and disseminate more actions and resources that ensure the *Integration of the dimensions of gender and diversity in research activities* (C1). In addition, the gender inequalities in the number of research publications and approved funded projects, with an under-representation of women, also calls for appropriate action. Regarding the C2 area – *Integrate the dimensions of gender and diversity in knowledge transfer activities* – again, the relevant Curricular Units available for students are scarce and limited to the scientific fields of Social and Human Sciences. Teachers have reported a growing need to integrate the gender dimension into pedagogical and language activities, mainly motivated by students' requests, who are becoming increasingly involved in gender issues.

Gender biases and stereotypes, sexism and harassment

In this regard, both the Focus-Groups and the survey evidenced a dissemination of subtle forms of discrimination. Most discrimination and perceived disadvantage do not occur in an open manner, but rather in everyday interactions, such as micro-aggressions. U.Porto has a solid anti-discrimination public stance and promotes the use of sensitive communication regarding gender, age and ethnicity. This stance will be reinforced and expanded by *Maintaining an active role in integrating the dimensions of gender equality and diversity in institutional communications* (D1).

Events that involve discussions around gender issues are quite frequent in the University, especially in the scientific fields of Social and Human Sciences. However, in general, data on gender equity are lacking in U.Porto's academic and cultural events, despite the teachers' and researchers' perception of recurrent imbalances in gender representation and other characteristics. In this sense, this Plan recommends the *Promotion of equality, equity and diversity in academic and cultural events* (D2) organised by and within the University of Porto

There is a general perception that although U.Porto is not a biased or discriminatory institution, it reflects the inequalities created by society in general. A relevant percentage of workers admitted that they had been victims or witnesses of some form of discrimination within the University, especially regarding their gender, sexual orientation, age and nationality. It should be stressed that 41% of the enquired women have felt discriminated against based on their gender. Despite some efforts, such as the creation of a code of conduct to prevent and combat discrimination and harassment, currently – besides the existing legal mechanisms – there is no reporting, follow up or monitoring system in place to address these issues. For this reason, it becomes vital to *Strive for respect for diversity in U.Porto's community* (D3).

Based on these results and the priority areas of intervention identified, we have defined a set of 60 measures to include in U.Porto's Gender Equality Plan, which are systematised in the following section.

We also describe in detail the necessary elements to effectively implement the Plan and its measures, namely the responsible units, the resources involved, the target groups, the evaluation and monitoring indicators, the required tools and the timetable for each action/measure.



UP Equality
Implementation
Plan

2022-2024

THEMATIC AREA	A	Leadership and Decision Making						
Objective		Action/Measure	Responsibility	Resources	Target group	Indicators and evaluation	Tools	Timeline
Priority Area	A1	Integrate the gender dimension in the decision-making processes at all operational levels of the University						
Involve U.Porto's governing bodies in gender equality and diversity policies	A1.1	Disseminate the joint declaration on the commitment of U.Porto and the partner institutions of the RESET project towards Equality, Diversity and Scientific Excellence in Higher Education and Research	VR - Research, Innovation and Internationalisation	Communication Services Research and Projects Services	Workers National and International Academic Community	Public disclosure and dissemination of the joint statement among U.Porto's Community	U.Porto's website	2022
	A1.2	Affirm a zero-tolerance policy (e.g., public declaration) against discrimination and moral and sexual harassment	VR - Research, Innovation and Internationalisation	RESET Team Office for Equality and Diversity (A2.1) Communication Services	Workers National and International Academic Community	Public disclosure of the statement	Recommendation CM/Rec (2019)1 of the Committee of Ministers to Member States on preventing and combating sexism	2022
	A1.3	Make U.Porto's commitment towards Gender Equality, Diversity and Scientific Excellence visible in the main documents produced	Rectoral Team Administrator	RESET Team Office for Equality and Diversity (A2.1)	Workers	Public dissemination of U. Porto's commitment	RESET's gender-inclusive language kit	
	A1.4	Submit U.Porto's application to the HRS4R award (Human Resources Strategy for Researchers)	VR - Research, Innovation and Internationalisation	Administrator Research and Projects Services Human Resources Legal Support Service (Management Bodies)	Researchers	Application submitted Obtaining the seal	GAP analysis document	2022/2023 2024
Implement the institutionalisation of the Gender Equality Board	A1.5	Establish the regulation of U.Porto's GEB - Gender Equality Board (e.g., roles, responsibilities, regularity, appointments)	VR - Research, Innovation and Internationalisation	Administrator Research and Projects Services Human Resources Legal Support Services (Management Bodies)	Workers	Publication of the GEB's operating regulations		2022/2023
Priority Area	A2	Mainstream and monitor the integration of gender issues						
Support the integration of gender issues in U.Porto	A2.1	Establish a support structure for Gender Equality and Diversity (e.g. Office for Equality and Diversity)	VR - Research, Innovation and Internationalisation	RESET Team	Workers	Public formalisation of the structure Start of the structure's operations		2023
	A2.2	Monitor the implementation of the Gender Equality Plan (GEP)	VR - Research, Innovation and Internationalisation	RESET Team Office for Equality and Diversity (A2.1)	Workers	Preparation of the GEP's Monitoring Report	Monitoring resources of the RESET Project	Yearly
Assess indicators of gender (in)equality at the U. Porto	A2.3	Create an integrated system to collect and analyse statistical data disaggregated by gender	VR - Digital University, Quality and Continuous Improvement VR - Institutional Development, Business Relations and Social Responsibility	RESET Team Office for Equality and Diversity (A2.1) UPdigital/Sigarra Platform	Office for Equality and Diversity (A2.1)	Implementation of the integrated data collection system		4th quarter of 2022
	A2.4	Cross-link the modules already available in SIGARRA with personal data (e.g., gender, age) to enable the automatic calculation of summary gender equality statistics	VR - Digital University, Quality and Continuous Improvement PR - Institutional Development, Business Relations and Social Responsibility	RESET Team Office for Equality and Diversity (A2.1) UPdigital/Sigarra Platform DPO	Office for Equality and Diversity (A2.1)	Implementation of the mentioned changes in SIGARRA platform		2022/2023
	A2.5	Assess the possibility of registering self-identifications of gender, race, ethnicity, functional diversity, etc.	VR - Digital University, Quality and Continuous Improvement	Administrator Human Resources Legal Support Services DPO UPdigital	Workers	Issuance of a joint opinion		2022/2023
Monitor and disseminate U. Porto's gender (in)equality indicators	A2.6	Publish an annual report on Gender Equality and Diversity at U.Porto, with specific views on the various Organic Units and highlighting the evolution compared to previous years	RESET Team Office for Equality and Diversity (A2.1)	Organic Units Autonomous Services	Workers	Publication of the report		Yearly

THEMATIC AREA	A	Leadership and Decision Making						
Objective		Action/Measure	Responsibility	Resources	Target group	Indicators and evaluation	Tools	Timeline
Priority Area	A3	Adopt a gender-equal leadership						
Encourage equal access to decision-making positions	A3.1	Develop communication strategies which make female leadership visible	Communication Services	RESET Team Office for Equality and Diversity (A2.1)	Workers	Integration of initiatives on female leadership in U.Porto's Communication Plan		2023
	A3.2	Promote an equal representation of gender in the establishment of lists for decision-making positions	Government bodies Organic Units' Directors	Administrator Support to Government Bodies Organic Units' secretariat Legal Support Services Human Resources	Workers	Review gender balance conditions in applications using a checklist		At each election

THEMATIC AREA	B	Recruitment, Retention and Career Progression						
Objective		Action/Measure	Responsibility	Resources	Target group	Indicators and evaluation	Tools	Timeline
Priority Area	B1	Attract men and women to scientific areas where each gender is less represented						
Make practices to integrate the gender dimension in research more visible	B1.1	Promote the implementation of an internal certification of promising practices for research units that develop specific measures to promote an equal representation of gender.	VR - Research, Innovation and Internationalisation	Research and Projects Services	Research Units Researchers	Yearly, gradual approximation to an equal gender representation (33-40%)	Assessment criteria script that includes an equal representation at the various levels of responsibilities of the teams	Biannually
Combat gender stereotypes associated with scientific areas	B1.2	Develop a communication campaign that makes researchers of the underrepresented gender visible in all research fields	Communication Services	RESET Team	Researchers Students Workers	One campaign	RESET's Inclusive language kit	2023
	B1.3	Promote a balanced gender representation and diversity in imagery associated with materials used to promote courses and scientific areas (websites and brochures)	Central Communication Services Organisational Units	RESET Team	Students	Compliance with an equal representation of gender (33-40%)	RESET's Inclusive language kit	2022
Priority Area	B2	Promote equal opportunities in the recruitment processes						
Integrate the gender dimension into recruitment processes	B2.1	Review the <i>processes manual</i> to ensure equal opportunities in the different stages of the recruitment process	Administrator UP Shared Services	RESET Team	Candidates Workers	Revised Manual of the recruitment process		2022/2023
	B2.2	Define indicators to monitor the integration of the gender dimension in the recruitment processes (e.g., inclusive language in public notices; gender ratio in the composition of juries; gender ratio of applications, selection stages and final selection)	RESET Team Office for Equality and Diversity (A2.1)	Administrator Human Resources Legal Support Services	Candidates Workers	Checklist with indicators	Law 26/2019	End of 2022
	B2.3	Monitor the integration of the gender dimension in recruitment processes	RESET Team Office for Equality and Diversity (A2.1)	Administrator Human Resources	Candidates Workers	Monitoring report	Checklist with indicators (A2.2)	Yearly
	B2.4	Provide U.Porto's workers with skills to integrate the gender dimension in the recruitment processes	Administrator	RESET Team Human Resources	Workers	Two Training Actions/per year	Training	Yearly
	B2.5	Adapt the documentation (manual) for welcoming new workers to include U.Porto's commitment to gender equality and diversity	Administrator	RESET Team Work-Life Reconciliation Management System	Workers	Revised welcome manual	Welcome manual	2022
	B2.6	Monitor the gender-equal representation in all recruitment juries	Administrator Human Resources		Competition Juries	Yearly gradual approximation to equal gender representation (33-40%)	Decree-Law 112/2021	Yearly
Combat stereotypes among recruitment juries	B2.7	Integrate recommendations for non-discriminatory practices in the evaluation forms made available to recruitment juries	Administrator Human Resources RESET Team		Competition Juries	Production of recommendations		2022
Priority Area	B3	Foster equal opportunities in the career progression processes						
Integrate the gender dimension in the career progression processes	B3.1	Adopt an equal representation of gender on the juries of career advancement competitions	Administrator Human Resources Legal Support Services		Researchers Non-teaching staff and non-researchers	Annual Implementation Memorandum	Decree-Law 112/2021	2023
	B3.2	Monitor the gender-equal representation in all career progression juries.	Administrator Human Resources		Workers	Yearly gradual approximation to equal gender representation (33-40%)	Decree-Law 112/2021	Yearly
	B3.3	Assess the impact of integrating mechanisms to compensate for prolonged absences due to illness or care provision in the career progression process	Administrator UP Shared Services		Workers	Production of recommendations		2023
Combat stereotypes among career progression juries	B3.4	Integrate recommendations for non-discriminatory practices in the evaluation forms made available to the juries.	Administrator Human Resources	RESET Team	Workers	Production of recommendations Forms with built-in recommendations		2022
Priority Area	B4	Promote the equal access of all U.Porto's workers to work-life reconciliation measures						
Promote a better balance between professional and family life through more	B4.1	Take the implications of flexible working time and location measures into consideration	Work-Life Reconciliation Management System	Administrator Human Resources Office for Equality and Diversity Workers' Commission ombudsman	Organic Unit's Directors Services' Managers	Systematisation of the implications	Law 83/2021	2022

THEMATIC AREA	B	Recruitment, Retention and Career Progression						
Objective		Action/Measure	Responsibility	Resources	Target group	Indicators and evaluation	Tools	Timeline
flexible working time and locations	B4.2	Disseminate mechanisms that promote an equal access to flexible hours among the Organic Units	Administrator	Human Resources Work-Life Reconciliation Management System Office for Equality and Diversity	Organic Unit's Directors Services' Managers	Systematisation of the proposals	FAQs	2023
Foster an organisational culture that minimises the impact of family care on the career	B4.3	Disseminate information on work/work-family reconciliation rights adequate to the various internal concerned parties	Administrator Directors' Council	Communication Services Human Resources Work-Life Reconciliation Management System	Workers	Publication of information on the Conciliação4UPorto Platform Provision of information through internal communications		2022
	B4.4	Appoint a person/service to advise/support workers in the reconciliation of professional life with parental and family care responsibilities	Work-Life Reconciliation Management System	RESET team	Workers	Appoint a person or service		1st quarter of 2023
	B4.5	Define forms of reintegration/returning to work after prolonged periods of absence (e.g., leaves, illness)	Administrator Human Resources Work-Life Reconciliation Management System	RESET team Services' Directors Organic Units' Directors Office for Equality and Diversity	Workers	Systematisation of proposals Implementation of proposals		2023/2024
	B4.6	Foster the establishment and dissemination of protocols with different care provision structures (e.g., childhood, old age, dependency)	Work-Life Reconciliation Management System	Administrator Human Resources RESET Team Office for Equality and Diversity	Workers	Making information publicly available	Conciliação4UPorto Platform	Up to 2024
	B4.7	Organise awareness-raising campaigns regarding the effects of gender stereotypes on the distribution of household and family responsibilities (e.g., disseminating images of both genders as caregivers)	RESET Team	Communication Services Work-Life Reconciliation Management System	Workers	One campaign	Communication plan	Yearly

THEMATIC AREA	C	Gender Dimension in Research and Knowledge Transfer	Responsibility	Resources	Target group	Indicators and evaluation	Tools	Timeline
Objective	C	Action/Measure						
Priority Area	C1	Integrate the dimensions of gender and diversity in research						
Implement a Gender Impact Assessment (GIA) protocol in research	C1.1	Identify Community of Practice (CoP) researchers to support the implementation of the GIA protocol in their research centres	VR - Research, Innovation and Internationalisation	Research and Projects Services Research Centres' Directors	GIA Community of Practice Research Units	One researcher per Organic Unit		3rd quarter of 2022
	C1.2	Conduct workshops and training sessions for each specific scientific area on the integration of the gender perspective and principles of diversity as a pillar of scientific excellence	RESET Team Office for Equality and Diversity (A2.1)	Research and Projects Services GIA Community of Practice Researchers working on gender issues in different scientific areas	Research Units Researchers Teachers	At least one workshop/training action per scientific area	Informational materials created within the scope of C1.4	2023
	C1.3	Create and disseminate informational materials on the integration of the dimensions of gender and diversity in research methodologies and processes	RESET Team Office for Equality and Diversity (A2.1)	Research and Projects Services GIA Community of Practice	Research Units Researchers Teachers Students	Dissemination of materials to at least 80% of researchers	RESET's gender-inclusive language kit GIA Checklist	2023
	C1.4	Encourage the use of GIA Checklist when preparing project applications for funding	Research and Projects Services	RESET Team Office for Equality and Diversity (A2.1)	Research Units Researchers Teachers	GIA Checklist included in the project application resources dossier	GIA Checklist	2023
Promote a balanced representation of gender and equal opportunities in research teams and structures	C1.5	Ensure an equal gender representation in research teams applying for funding	Research Units' Directors	Research and Projects Services	Research Units Researchers Teachers	Yearly gradual approximation to equal gender representation (33-40%) Assessment of the distribution of team coordination responsibilities	GIA Checklist	2022/2023
Integrate the dimensions of gender and diversity in excellence in research	C1.6	Include criteria that analyse the integration of the gender dimension in the regulation of the Award for Excellence in Scientific Research of the University of Porto.	VR - Research, Innovation and Internationalisation	Research and Projects Services RESET Team Office for Equality and Diversity (A2.1)	Research Units Researchers Teachers	Inclusion of the integration of gender dimension criterion in the award regulation		2023
Priority Area	C2	Integrate the dimensions of gender and diversity in knowledge transfer activities						
Integrate the gender dimension into curricula	C2.1	Disseminate and promote the availability and attendance of CUs on gender and diversity by students from different Organic Units of the U.Porto	RESET Team Office for Equality and Diversity (A2.1)	Scientific and Pedagogical Councils	Students	Public availability of a list of UCs, by Organic Unit		2022/2023
Integrate the gender dimension in pedagogical activities	C2.2	Incorporate the dimensions of gender equality and diversity in the teaching initiation course	PR - Promotion of the Portuguese Language and Pedagogical Innovation	Organic Units' Directors RESET Team Office for Equality and Diversity (A2.1)	Teachers	Integration of the thematic module		2023/2024
	C2.3	Develop recommendations (text or video) on the integration of the dimensions of gender and diversity in pedagogical activities	RESET Team Office for Equality and Diversity (A2.1)	Communication Services	Teachers Researchers with teaching functions	Publication of the recommendations		2023
	C2.4	Mainstream the integration of the dimensions of gender and diversity in the pedagogical activities of the Organic Units (e.g., gender-inclusive language, content, bibliographic references, gender perspective in curricula)	Scientific Councils Pedagogical Councils	RESET Team Office for Equality and Diversity (A2.1)	Teachers Researchers with teaching functions	Checklist Making the integration of training contents visible in the Curricular Units' Records Two training actions per year	Training (pedagogical exercises) Recommendations from measure C2.3	2023/2024
	C2.5	Promote the use of gender-inclusive language in academic work (including theses and dissertations)	RESET Team Office for Equality and Diversity (A2.1)	Scientific Councils	Teachers Researchers with teaching functions Students	Update the rules for the preparation and submission of academic works	RESET's Inclusive language kit	2022/2023
	C2.6	Implement criteria in the Pedagogical Innovation Award Regulation that analyses the integration of the dimensions of gender and diversity in pedagogical activities	PR - Promotion of the Portuguese Language and Pedagogical Innovation	RESET Team Office for Equality and Diversity (A2.1)	Academic community	Disclosure of the criteria		2023
	C2.7	Adapt pedagogical surveys to include the dimensions of gender and diversity in pedagogical practices	VR - Training, Academic Organisation and Social Action, Health and Well-being	RESET Team Office for Equality and Diversity (A2.1)	Teachers Researchers with teaching functions Students	Adoption of an updated version of the pedagogical surveys	Current pedagogical surveys	2023

THEMATIC AREA	D	Gender Biases and Stereotypes, Sexism and Harassment	Responsibility	Resources	Target group	Indicators and evaluation	Tools	Timeline
Objective	D1	Action/Measure						
Priority Area	D1	Maintain an active role in integrating the dimensions of gender equality and diversity in institutional communications						
Promote an inclusive organisational environment and culture through the use of gender-sensitive language and communication	D1.1	Disseminate the RESET's gender-inclusive language and communication kit among the academic community of the University of Porto	RESET Team Office for Equality and Diversity (A2.1)	Communication Services Services' Managers Organic Units' Directors	Autonomous Services Teachers Researchers	Publish the resources	RESET's gender-inclusive language kit	2022
	D1.2	Adopt agender-inclusive language and communication in U.Porto's institutional communications (internal and external)	Rectoral Team Administrator Directors' Council	RESET Team Office for Equality and Diversity (A2.1) Organic Units' Directors Services' Managers	Workers	Compliance in 60% of documents produced	RESET's gender-inclusive language kit In-person and online training (e.g., training, participation in board meetings and services)	2023
Priority Area	D2	Promote equality, equity and diversity in academic and cultural events						
Combat gender biases and stereotypes in academic and cultural events	D2.1	Create guidelines that ensure that the scientific and cultural events promoted by U.Porto use a gender-inclusive language and communication.	RESET Team Office for Equality and Diversity (A2.1)	Unit: Culture Operational Service: Museums Communication Services	Workers	Publication of Guidelines	RESET's gender-inclusive language kit	2023
	D2.2	Create guidelines that ensure that speakers, scientific committees and organisers of scientific and cultural events promoted by U.Porto are inclusive and that there is an equal representation of gender and other dimensions of diversity (e.g., nationality, age, functional diversity)	RESET Team Office for Equality and Diversity (A2.1)	Organic Units' Directors Rector's Services and Units	Workers	Publication of Guidelines		2023
	D2.3	Propose a registration system/mandatory form for scientific and cultural events at the University of Porto with gender equity indicators:	RESET Team Office for Equality and Diversity (A2.1)	Organic Units' Directors Rector's Services and Units UPDigital/Sigarra Platform	Workers	Implementation of a Registration System Gradual approximation to an equal gender composition (33% - 40%), per year, at the level of committees and speakers	Online form	2023 2024
Priority Area	D3	Strive for respect for diversity in the U.Porto Community						
Prevent and combat discrimination, harassment and gender violence or other forms of violence	D3.1	Disseminate guiding documents on gender equality, diversity and non-discrimination among the academic community	Communication Services	RESET Team Office for Equality and Diversity (A2.1)	Workers	One dissemination action per year	Recommendation CM/Rec (2019)1 of the Committee of Ministers to Member States on preventing and combating sexism	Yearly
	D3.2	Update the code of conduct regarding the prevention and fight against discrimination, harassment and gender violence and/or other forms of violence	Rectoral Team Administrator	Legal Support Services RESET Team Office for Equality and Diversity (A2.1)	Workers	Publication of the revised document	Law 73/2017 Declaration of measure B1.2	2022
	D3.3	Create a secure reporting mechanism and a follow-up structure for situations of discrimination, harassment and gender-based violence and/or other forms of violence	Rectoral Team Administrator	Legal Support Services RESET Team Office for Equality and Diversity (A2.1)	Workers	Implementation of the mechanism Creation of the monitoring structure	Law 73/2017	2022
	D3.4	Monitor the reporting of situation of discrimination, harassment, gender violence and/or forms of violence	RESET Team Office for Equality and Diversity (A2.1)	Structure defined in D3.3	Workers	Public report integrated in measure A2.6		Yearly
Raise the awareness of U. Porto's community on issues concerning discrimination, harassment, gender	D3.5	Raise awareness of the academic community about the importance of U. Porto's zero tolerance policies on discrimination, moral and sexual harassment	Rectoral Team Administrator RESET Team Office for Equality and Diversity (A2.1)	Organic Units' Directors Services' Managers Communication Services UP academic federation	Academic community	Two awareness raising actions per year	Statement of measure A1.2	Yearly
	D3.6	Provide teachers, researchers and service workers with skills to identify and report situations of discrimination and harassment	Administrator Human Resources	RESET Team Office for Equality and Diversity (A2.1)	Helpdesk workers Teachers Researchers	Three capacity building actions per year	Training	Yearly

THEMATIC AREA	D	Gender Biases and Stereotypes, Sexism and Harassment						
Objective		Action/Measure	Responsibility	Resources	Target group	Indicators and evaluation	Tools	Timeline
violence and other forms of violence	D3.7	Create an instrument for the self-monitoring of anti-discrimination behaviours and make it accessible to the entire U.Porto's community through U.Porto's website	UPdigital	RESET Team Office for Equality and Diversity (A2.1)	Academic community	Online publication		2023
	D3.8	Make available contacts/support resources, for situations of discrimination, harassment and gender violence on the University's website and social networks	UPdigital	RESET Team Office for Equality and Diversity (A2.1)	Academic community	Online publication		2022

5. Concluding Remarks

The *UP Equality* is based on a vision that considers gender equality and the promotion of diversity as drivers for excellence in research and education and driving forces for knowledge transfer and innovation. In fact, the search for scientific excellence implies not only reducing gender inequalities in academic careers, but also implementing structural changes that ensure an active integration of gender perspective and diversity in U.Porto's scientific output (research contents) and knowledge transfer (teaching). Furthermore, a brand of excellence can only be fully attained if the underlying organisational culture is open and sensitive to diversity and equality issues, and takes the particularities of its human resources into account. Promoting a working environment where everyone feels valued and integrated is a precondition for a university of excellence.

In line with its motto – *"Fix the numbers, Fix the institution, Fix the knowledge"* – the *UP Equality* intends to:

- *"Fix the numbers"* to increase diversity starting at the recruitment process and promote the participation of women and other less represented groups in scientific activities, both as students and as researchers;
- *"Fix the institution"* to promote gender equality in academic careers and create a working environment that is inclusive of diversity and equality;
- *"Fix the knowledge"* to ensure that the gender dimension is included in all research activities and promote the creation of solutions that answer the real needs of both male and female citizens.

This Plan is an important milestone in U.Porto's commitment to the values of equality, to the people that form this institution and to its mission, which is to create and value knowledge, promote education and actively participate in the progress of the communities in which it operates.

Being the first Gender Equality Plan of the University of Porto, the *UP Equality* is particularly ambitious and demanding, and the success of its implementation depends entirely on the fulfilment of U.Porto's motto:

"Virtus unita fortius agit".



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RESET - Redesigning Equality and Scientific Excellence Together



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