



SPEAR

## D4.3 SPEAR's GEPs



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# Gender equality plans from the nine SPEAR universities – resumé and reflections

## General outlook

For this deliverable, D4.3, seven of the nine SPEAR partners present newly produced GEPs, while two (UU and RWTH) present plans that were already existing at the start of SPEAR. All plans have been accepted by the highest relevant person/body in each university.

All GEPs take the ERA objectives, as well as the new ERA's focus on broad inclusivity and mainstreaming, which is further corroborated by EU's Gender Equality Strategy 2020-2025, as well as the Horizon Europe requirements and recommendations into account, even where these have only been defined after the GEP preparation process in SPEAR was initiated. This is in alignment with SPEAR's objectives. It also demonstrates the huge importance of EU's trailblazing in this area: the Horizon Europe requirements and recommendations, along with the substantial tools and resources provided in the form of EIGE's GEAR Tool and project support, have for SPEAR been fundamental and crucial.

However, as the consortium partners have very different points of departure and different relations to stakeholders, there has been no general template for the GEPs. Instead, each partner has crafted their plan to fit their particular situation and their particular stakeholders. This also applies to the relative focus and emphasis on the different elements in EU's framework for GEPs. Yet, this is also fully in line with SPEAR's design principle of a high degree of local and context specific adaptation.

What is included in this deliverable are the English translations of the GEPs, which also exist in the national languages. While it is the content that is important in a GEP, also the layout plays a role in signalling legitimacy and professionalism. The fact that the GEPs, while recognising SPEAR and the EU funding, use the universities' rather than SPEAR's graphic profiles sends a first signal to stakeholders that the GEP is the concern and property of the university, not a project or a project team.

One of the universities, VU, with a decentralised governance structure has chosen to present GEPs for a number of faculties rather than an overarching plan – the faculty plans have large similarities but demonstrate that even inside one university, contexts differ and require adaptations. The VU GEPs offer an interesting insight in how the same ambition from the part of the SPEAR team takes slightly different forms in different faculties depending on local conditions and the preferences of local faculty representatives.

Most GEPs stretch over five years and considering the ambitious number of measures, such a timeframe



is reasonable. Plans for monitoring progress during the runtime of the GEP are not a part of the GEPs themselves but will be presented as Deliverable 4.4. However, several plans include clear indicators, which can more or less directly be fed into a monitoring process.

It is quite obvious that the GEPs in several cases have been written to and together with stakeholders who need to be convinced of the importance of gender equality work. Consequently, most of them begin with introductory texts, with references to national legislation (where such exists), and international goals and agreements, as well as the institution's own mission and values. Sometimes a presentation of the current gender equality situation, by statistics collected by the SPEAR team, is also given. This is expected to motivate the acceptance of the GEP by showing that inequalities actually exist in the institution. While the statistics that are presented often show quite clear problems, such data is new to many stakeholders who hitherto have assumed their institution to be gender neutral.

After the introduction, a list of measures follows, most often in a table format. Generally, measures are grouped into larger areas, normally 4 to 6. What these areas are called and what they comprise varies between universities. This also mirrors the diversity in the perception of the stakeholders and SPEAR teams of the relative weight of the different problems and the ways in which they can be addressed. The number of measures is generally high, in the range of 20-35. Obviously, being the first to systematically address gender inequalities in their organization, the partner teams have found several aspects that need attention. Later, when some of the basic processes regarding data collection are in place, when policy documents have been rewritten with gender equality in mind, when recruitment to committees has become gender equal, when practices around parental leave and family responsibilities have been established etc, hopefully by the time of the next GEP, the broad approach may be focused on some more pressing aspects. An advantage with a broad approach in the first GEP is also that change can be achieved and showcased for benchmarking, even if some single targets would be difficult to reach, for example because of unexpected resistance.

All universities address the ERA goals of gender balance in leadership and decision making, gender equal careers, integrating gender in research and teaching content, and combatting violence and sexual harassment, as well as the additional requirements and recommendations of the Horizon Europe Work Programme, - formal documents, dedicated resources, data collection and monitoring, gender awareness training, and work-life balance. How they address these issues is, naturally, context specific. Overall, the measures are designed as SMART: They are Specific and Measurable and they are considered as Attainable and Realistic. Not all GEPs present Time-related measures, however, even if several do. This may indicate the insecurity of how fast gender equality can be moved in the organization, for example how much resistance there will be. Not setting time limits for each single task will facilitate agility, i.e., working with tasks that at each point of time have the best combination of feasibility and importance. This is likely to diverge from what can be anticipated in the GEP writing phase. Generally, the GEPs, with a



couple of exceptions, address only the time of their duration, i.e., the measures are seen as single undertakings, without an explicit suggestion of them being the first stage in a longer process stretching over several GEPs – which probably will be the case in reality.

## The work of crafting a GEP

Most plans have been discussed in the SPEAR consortium at the draft stage, and the partners have given input to each others' plans. Plans, mostly at draft stage, have also been presented in the site visits that took place May-June 2021, where a various number of stakeholders and project partners were invited. The evaluations provided by Joanneum Research in WP3, and the recommendations emerging from these have also fed into the GEPs in the form of ideas about which areas would be important to work on.

Each GEP is based on extensive data collection, and often this is the first time such gender-disaggregated data has been collected. In addition to the distribution of academic staff at different career levels and the gender composition of management and committees, as well as students in different study programs, there have been surveys on gender awareness or satisfaction with the policies of the university among staff and students, salary mappings, success rates in recruitment, measures of scientific activities such as publications grants and PhD supervision, etc. Extensive reading of policy documents both at university and at national level and careful following of the communication activities of the university, internally and externally, have taken place. Generally, the financing of the GEP preparation and drafting has not allowed extensive interviews or other qualitative studies to take place. However, the interaction with various stakeholders as well as comments from participants at different awareness raising occasions have provided substantial qualitative data, sufficient to facilitate defining the most central problems.

## Sustainability

As implementation, according to SPEAR's Description of Action, starts running parallel with writing the GEP, it is now well under way. SPEAR has made it possible to begin the implementation of measures that are accepted by the stakeholders even before the GEPs are accepted, by labelling them SPEAR measures rather than GEP measures. In this way, gender equality work fits seamlessly to the GEP that is to direct and sustain it during the coming years and the awareness that has been raised among the stakeholders can be kept alive and utilized from the beginning. In particular, the processes of data collection and analysis made when preparing the GEP (as well as preparing the baseline for the Status Quo evaluation, D3.2) have initiated more structured and formalised processes of collecting gendered data in several universities – and getting a regular process implemented in the administration often gives a good



prognosis for its sustainability.

The long timeframes imply that SPEAR support and SPEAR financing will be there only during the initial implementation stage. Most plans include a measure to allocate resources for the long term, and this should probably be a prioritized task during SPEAR, namely to assure the continuation of the implementation process after the end of SPEAR. Most plans have clearly assigned responsibilities, often persons or bodies in high or middle administrative/managerial positions, for different actions. However, it is well-known that a) somebody has to make sure that these people/bodies do not 'forget' their responsibilities and that b) somebody has to coordinate and do the work. The 'dedicated resources' in the Horizon Europe GEP requirement need to be different in different universities, for example depending on the organizational structure, but a dedicated person or rather a dedicated team will be necessary for implementing such GEPs that are presented here.

## Involvement of stakeholders

The GEPs have been written and negotiated with several stakeholder groups. The aim has been to create an implementable GEP. This means that it is not enough that a GEP is signed at the highest institutional level, but that it is, as far as possible, anchored at those levels of the organization where the change is to take place. At some universities, the plan is to ally the GEP with the already established university ethics committees for better leverage. It has been quite obvious that the creation of a GEP itself has raised the level of gender equality awareness in several organizations.

However, aligning with different stakeholders also means that not everything that, according to the SPEAR teams, should be implemented, actually is implementable. The gender consciousness and awareness of problems is generally higher in the SPEAR teams than in most parts of the universities. Especially in societal contexts where general gender awareness is low, some measures that seem important from the perspective of the SPEAR team may be considered too radical and/or disruptive (of the perceived 'normal', functional or meritocratic order of things). While some SPEAR teams have management directly involved as team members, most SPEAR teams are closely associated with management representatives. However, as some SPEAR teams are not themselves placed in the nexus of power they must negotiate with actors at different levels. These are the first gender equality plans in at several universities, in a couple of cases the first-ever gender equality plan in a university in the country and while their implementation certainly will enhance gender equality in the universities considerably, gender equality will not be achieved in just a few years.

One such aspect where some partners have been reticent, is the question of non-binary gender and sexual minorities. While such questions are taken up in the SPEAR partnership, and may originally have



been included in GEP drafts, careful wordings or omissions have sometimes been necessary to get the GEP accepted by the institutional leadership. Even the GEAR tool seems to acknowledge this by recommending that the GEP should 'work towards an organisational culture that is sensitive to a variety of gender identities' (p. 23), rather than assume that such a culture already exists.

## Content of GEPs, observations about measures

As the GEPs have been discussed both in partner meetings comprising the whole consortium, and meetings in learning clusters, they, naturally, have inspired each other. Some measures that appear in several GEPs, obviously because there is a conceived need for them, include gender sensitive language and communication internally and externally, examining existing policy documents for gender biases, working to break horizontal gender segregation by attracting more female students to male dominated areas and more male students to female dominated areas and using role models to break gender patterns. A few GEPs address the task of raising gender awareness of the surrounding society. On the other hand, some measures recommended by ERA/Horizon Europe do not appear central in most GEPs. Gender in research content is such an area. This can be explained by the fact that it is a qualitatively different area from the general point of departure of giving men and women equal possibilities to succeed in and influence academic life. Hence, it requires additional gender knowledge and understanding among stakeholders – something that may be easier to achieve in next steps of gender equality work. Moreover, the organizational locus and objectives of integrating the Gender Dimension of Research and Teaching is somewhat different from the more organizationally oriented GEP, which is more easily seen as belonging either in connection with HR departments or rectorates. This has the implication that this aspect of GE work must take a different form, and also comes with a different implementation scope and time. This differential awareness is, however, displayed in the GEPs in different ways, where partners are underway with defining separate projects to address this content area.

Another issue, which appears in all the GEPs but mostly quite briefly is that of sexual harassment. Here, no partners have extensive and comprehensive data – we know that such data is very difficult to collect – on the prevalence of sexual harassment in their institutions, and, hence, have no powerful incentives for the leadership to take action. Raising awareness that the problem exists is a common measure in these first GEPs, and to effectively combat sexual harassment can happen only after this awareness has been established.

The combination of academic work and responsibility for (small) children is problematic all over Europe (and globally). The partners have different suggestions for mitigating the problem: In some societal contexts the start needs to be in debilitating traditional gender roles by awareness raising, in order to share care responsibilities more equally among female and male staff. Educating and counselling junior





researchers in how to combine work and family is another measure. Nursing rooms and playrooms are suggested by some, in order to facilitate mothers' working. Childcare is mentioned by some. Flexibility schemes – days off, working from home – is also a common suggestion. While the measures suggested imply an improvement compared to the present, it is difficult to reach gender equality in regard to work-life balance, in particular where the gender equality policy is in a crossfire between strong traditional societal gender norms and an increasingly competitive academic environment. The problem can be mitigated, the satisfaction and career prospects of young parents can be enhanced, but the underlying problem can hardly be solved by GEPs.

Using the GEAR tool and having the ERA and Horizon Europe requirements and recommendations in mind easily leads a GEP to stress gender equality issues in academic decision-making and among academic staff. However, a university as a place of work and study has gender equality obligations also to a sizable administrative staff and the student body. It is positive to see that different measures directed to students, and students as an important part of the university community and thereby as stakeholders in gender equality work, are important in all GEPs. Commonly, data collection (register data and surveys) will also include students, the gender awareness of students is to be enhanced through particular trainings and through integrating gender in teaching, but students are also mentioned in connection with work-life balance and harassment. In the area of integrating gender in research and teaching, students at advanced levels will be encouraged to take on gender-related research tasks at some universities. Most GEPs also include administrative staff as participants and beneficiaries in gender equality work. As a number of the measures imply new administrative processes or changes in the current ones, the engagement of the administrative staff is crucial. In addition, administrative staff will also receive gender awareness training and benefit, for example, from measures to improve work-life balance.

Doing simple word counts says something about the stakeholders' and partly the SPEAR teams' conditions in planning their further work. 'Develop' is a very common word in the GEPs, pointing out that the first task of implementation is to develop tools and processes – for example guidelines or data collection processes - with which to implement gender equality. The GEPs also transmit a firm faith in achieving gender equality by the planned measures, which shows, for example, in the frequent use of 'ensure' among some partners. 'Encourage' is also used, which points to the somewhat precarious organizational position of individual SPEAR team members, where they cannot demand or order, but have to rely on encouragement. Another indicator of this position is the relatively frequent use of 'guidelines' that will be produced in different areas, again because mandatory measures or even mandatory trainings are not attainable in all contexts. 'Balance', a word with a positive connotation (also being exemplified in the GEAR tool), is commonly used, in the composition of committees, research groups and the like. In the universities that have had GEPs for a longer time, different language is used – instead of 'balance', RWTH writes about quotas and UU about influence and power. The goal of the different measures is often described as policies and the like becoming 'sensitive' to gender, which is a broad and positive concept,



and can be operationalized through indicators: Gender sensitive is the opposite of 'gender insensitive', which can be defined as gender neutral. Gender sensitive management can imply taking into account 'maternity leave, parental leave, work re-entry, and caring for relatives'. Gender sensitive culture can encompass awareness of harassment, lifting up gender equality role models, and promoting equal family responsibilities, etc.

## Two exceptions

Two of the Supporting and Implementing Partners, RWTH and UU, have not produced GEPs during SPEAR. RWTH's GEP covers the years 2017-2022. Hence, it was created and accepted before the start of SPEAR. However, having been close party to the processes of developing GEPs in the implementing partner institutions has provided substantial inspiration and input, which RWTH plan on incorporating into their next iteration of GEP which is currently in the pipeline.

UU presents a gender mainstreaming plan instead of a GEP. After more than twenty years of legal obligation for Swedish employers to establish gender equality plans, in 2017 this obligation was removed from the law as ineffective. Instead, employers are obliged to report what actions they actually have taken to forward gender equality. Consequently, UU as an employer does not have a gender equality plan. However, all Swedish universities are subject to gender mainstreaming requirements, and are implored to present and follow a gender mainstreaming plan, which is not as extensive as a GEP – because several measures that are common in GEPs are expected to be mainstreamed in ordinary organizational processes. However, in order to show how UU's gender mainstreaming complies with Horizon Europe's GEP requirements, UU is at the time of finalizing this deliverable finalizing an official document to this effect.

Having a partnership with both first-time-ever GEPs in universities in very different societies and a partner who has abandoned GEPs because other measures are deemed to be more effective undeniably opens wider perspectives on the role of GEPs in gender equality work. To a high degree it seems that the effort of setting up the GEP, in agreement with stakeholders, rather than the GEP itself has initiated change in the universities. While the prepared GEPs now are there to point out activities that need to be done, and responsibilities that need to be taken, it is only by continuing the engaged and unyielding work, that changes will come about.



## A final word

In our GEP work, we have been tremendously aided by the funding support by the EU. The SPEAR project itself has provided invaluable support and inspiration between partners and we consider this as a foundation for having been able to achieve the level of raised awareness and structured efforts demonstrated by the GEPs presented in the following.

We wish you happy reading!



# GENDER EQUALITY PLANS (GEPs) FROM PARTNER INSTITUTIONS



# University of Southern Denmark, SDU



# SDU's GEP

(Gender Equality Plan)

SDU's Gender Equality Team

# Colophon

SDU's Gender Equality Plan, GEP

Property of University of Southern Denmark, SDU  
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Coordinated by SDU's Gender Equality Team / SPEAR-team:

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The development of SDU's GEP has been supported by the SPEAR project. The SPEAR project is coordinated by SDU.

[www.gender-spear.eu](http://www.gender-spear.eu)



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# 01 SDU's GEP – at a glance

## Formal, public documents

- [SDU's GE-vision statement](#)
- [SDU's GE quality assurance model: GEP process and annual cycle](#)
- [SDU's webinformation](#)

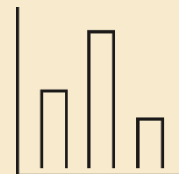


## Organization and dedicated GE resources

- [SDU's GE Committees](#)
- [SDU's Gender Equality Team, GET](#)
- [SDU's International Gender Advisory Board, IGAB](#)

## Data collection and monitoring

- [SDU's Gender Statistics](#)
- [GEP process and annual cycle](#)
- Annual critical friend visits by IGAB and by Central GE Committee



## Training and capacity building – five content areas

- Tailored measures to SDU's Departments and Faculties
- Workshops, presentations, interventions, observation and feedback
- GE consultations to leaders, representatives, staff and students



## Work-life balance and working environment

- Inclusive working environment: Interactions, collaboration, meetings
- Workshops on work-life balance for junior researchers



## Gender balance in leadership and decision-making

- Policies for gender balance in management
- Unconscious bias awareness raising for leaders, staff and students



## Gender equality in recruitment and career progression

- GE in recruitment: from job announcements to promotion criteria
- Workshops, mentoring, consultations for junior staff, managers and supervisors



## Integrating the gender dimension into research and teaching

- GE in funding applications: collaboration with pre-award
- GE and unconscious bias awareness raising for teachers and students



## Measures against gender-based violence, incl. sexual harassment

- Ethical infrastructure and response mechanisms (under development)
- Workshops, interventions and bystander training

## 02 SDU's GEP – overview

### 02.01 GE at SDU in relation to other strategic agendas

Gender Equality (GE) is a fundamental human right and is increasingly recognized as a prerequisite for inclusive growth and prosperity. Moreover, GE is integral to a wider societal agenda that strives for sustainability as well as ethical and social responsibility. Thus, the European Commission Directorate-General for Research and Innovation states:

“Gender equality is a fundamental value of the European Union and is one of the UN’s sustainable development goals (SDGs). Gender equality in research and learning ensures that R&I systems support democratic and equal societies. Furthermore, a positive correlation between the innovation capacity of a country and the gender equality index in that country has also been observed. Whilst the reasons for this correlation may be multifactorial, gender equality benefits research and innovation in several ways. Gender Equality:

- Helps to improve the quality and impact of research and innovation by helping to ensure it is reflective of and relevant to the whole of society;
- Creates better working environments that enable good quality research and learning and help maximise the potential and talents of all staff and students;
- Helps to attract and retain talent by ensuring that all staff can be confident that their abilities will be valued and recognised fairly and appropriately.”

Horizon Europe Guidance on Gender Equality Plans (GEPs), p. 5<sup>1</sup>

GE is one of the major cross-cutting themes of UN’s Sustainable Development Plan<sup>2</sup> – not only in terms of SDG5, ‘Gender Equality’, but indeed as central to the achievement of all 17 SDGs<sup>3</sup>. The 2030 United Nations Agenda for Sustainable Development<sup>4</sup> was launched in 2015 to end poverty and set the world on a path of peace, prosperity, and opportunity for all on a healthy planet. The 17 Sustainable Development Goals (SDGs) are, by definition, global goals for poverty eradication and sustainable development and are at the heart of EU initiatives to improve citizens’ lives and to contribute to a sustainable future.

With its Gender Equality Strategy 2020-2025<sup>5</sup>, the European Commission firmly establishes gender equality as a central and major issue and the UN SDGs as an overriding agenda.

<sup>1</sup> [Horizon Europe Guidance on Gender Equality Plans \(GEPs\)](#)

<sup>2</sup> [UN Sustainable Development Goals: www.sdg.un.orgReport](#),

<sup>3</sup> [UN Women report, 2018, Turning promises into action: Gender equality in the 2030 Agenda for Sustainable Development, ISBN/ISSN: 978-1-63214-108-8](#)

<sup>4</sup> [Transforming our world: the 2030 Agenda for Sustainable Development, A/RES/70/1, United Nations 2015](#)

<sup>5</sup> [The European Commission’s European Strategy for Gender Equality 2020-2025](#)

A set of specific objectives are defined in the European Research Area (ERA), where a broader inclusion and access to excellence is a priority – objectives that pertain specifically to the research sector: 1) Fostering equality in scientific careers; 2) Ensuring gender balance in decision-making processes and bodies; 3) Integrating the gender dimension in research and innovation content<sup>6,7</sup>.

In recognition of the persistent gender inequality and the need for structural and systemic countermeasures, EU has in its Horizon Europe (HEU) Framework Programme<sup>8</sup> defined the documentation of structured GE measures as an eligibility criterion in order to meet the European research Area (ERA) objectives as well as the renewed focus on GE and mainstreaming of the EC's 2020 New European Research Area<sup>9</sup>.

GE also features in EU's paradigm of Responsible Research and Innovation (RRI), with the other aspects, ethics, open access/science, science education and public engagement. Careful analyses<sup>10</sup> of the implementation of each of these RRI-areas show that a high level of GE-competence and integration entails high competence in the other RRI-areas. But not vice versa. This suggests that a specific GE-focus will have a spill-over effect onto other sustainability and responsibility criteria.

Similar spill-over effects are corroborated by findings which document that an explicit GE-focus improves the working environment, brings down harassment cases<sup>11</sup>, furthers psychological safety and organizational learning, which in turn ensure higher productivity, higher quality in outputs, as well as improved bottom lines<sup>12</sup>.

Other strong support for the recognition of the centrality GE can be found in the Beijing Declaration and Platform for Action (BDPfA)<sup>13</sup>, established in 1995, which to this date remains the most progressive blueprint on the topic of women's rights and the most comprehensive global initiative ever designed.

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<sup>6</sup> European Institute of Gender Equality: [www.eige.europa.eu](http://www.eige.europa.eu)

<sup>7</sup> [EIGE's GEAR toolkit for GE in research](#)

<sup>8</sup> [Horizon Europe Work Programme 2021-2022. General Annexes \(European Commission Decision C\(2021\)1940 of 31 March 2021\)](#)

<sup>9</sup> [A new ERA for Research and Innovation, European Commission, COM\(2020\) 628 final](#)

<sup>10</sup> Bührer, S. & Wroblewski, A. (2019). "[The practice and perceptions of RRI – A gender perspective](#)". *Evaluation and Program Planning* 77

<sup>11</sup> "[Sexual Harassment in the Research and Higher Education Sector National Policies and Measures in EU Member States and Associated Countries](#)" (2020) Standing Working Group on Gender in Research and Innovation, ERAC 1205/1/20 REV 1

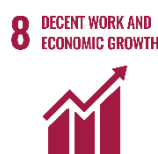
<sup>12</sup> Nielsen, M. W., Alegria, S., Börjeson, L. et al (2017). "[Opinion: Gender Diversity Leads to Better Science](#)". *Proceedings of the National Academy of Sciences* 114(8): 1740–1742

<sup>13</sup> [United Nations 1995. ISBN: 978-1-936291-93-9](#)

This has further been consolidated with the Council of Europe's Convention on preventing and combating violence against women and domestic violence, the so-called Istanbul Convention<sup>14</sup>, from 2011.

In Denmark, the legal framework<sup>15</sup> specifies that GE be mainstreamed into all activities and actions within public institutions.

At SDU, all of the above are held in high esteem, and GE has since 2017 been a clear strategic priority. This harmonizes well with SDU's overriding commitment to the UN Sustainability Agenda. SDU's strategic GE-initiative in particular addresses the following five SDGs, but are in essence relevant for the realization of the majority of the SDGs and their targets, especially through the integration of the Gender Dimension in research and teaching:



Along these lines, SDU's GEP provides a framework and process for ensuring and continually monitoring the development of SDU as an institution in pursuit of Gender Equality, Diversity and Inclusion.

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<sup>14</sup> [Council of Europe Convention on preventing and combating violence against women and domestic violence. CoE Treaty Series No 210](#)

<sup>15</sup> <https://www.retsinformation.dk/eli/ta/2013/1678>

## 02.02 What SDU's GEP covers – and how it complies with GE in HEU

SDU's GEP complies with HEU's requirements and recommendations, because these represent sound and tested principles and firmly and effectively support SDU's commitments and actions that aim to promote GE, diversity and inclusion through an ongoing and involving process, to the benefit of the entire organization as well as the wider community.

The EC states that

“To be eligible, legal entities from Member States and Associated Countries that are public bodies, research organisations or higher education establishments (including private research organisations and higher education establishments) must have a gender equality plan, covering the following minimum process-related requirements:

- **publication:** a formal document published on the institution's website and signed by the top management;
- **dedicated resources:** commitment of resources and expertise in gender equality to implement the plan;
- **data collection and monitoring:** sex and/or gender disaggregated data on personnel (and students, for the establishments concerned) and annual reporting based on indicators;
- **training:** awareness-raising/training on gender equality and unconscious gender biases for staff and decision-makers.

Content-wise, it is recommended that the gender equality plan addresses the following areas, using concrete measures and targets:

- **work-life balance and organisational culture;**
- gender balance in **leadership and decision-making;**
- gender equality in **recruitment and career progression;**
- integration of the **gender dimension** into research and teaching content;
- measures against **gender-based violence**, including sexual harassment.”

Horizon Europe Work Programme 2021-2022. General Annexes, Part 13 -, p.13

In order to illustrate how SDU's GEP complies with these requirements, this document is divided into parts corresponding to the requirements and recommendations in the above order. In the appendices, resources and - where relevant - links as well as further examples are provided, so that the reader may use this as a current and updated general resource on SDU's GEP. The Appendices also follow the order of the four HEU requirements.

SDU's GEP is designed to meet the organization's diverse needs, challenges and contexts, utilizing strengths, ambitions and opportunities and in alignment with SDU's strategic objectives. To this end, SDU's GEP has the following specific characteristics:

#### SDU's GEP

- Has clear and ambitious management endorsement and strategic priority (see SDU's GE Vision Statement, Appendix 1)
- Has been developed as part of the SDU-coordinated EU H2020 SPEAR-project<sup>16</sup>
- Has been developed over 2,5 years in close collaboration with SDU's GE organization, Heads of Department, and users of GET's services. And qualified by SDU's collegiate bodies (see the timeline, section 02.03, below)
- Constitutes the first and most comprehensive GEP in the Danish university sector – in the same league as the most thorough and integrated GEPs in a wider EU-context
- Combines strategic initiatives and objectives with systematic adaptation to local contexts – problem solving, challenges, strengths and ambitions
- Takes principles of leadership and responsibility, embedding, involvement, networking and dialogue as points of departure
- Is supported at all organizational levels and through all process steps by GET-SDU

SDU's GEP is specifically designed as a quality assurance framework (see Memorandum: SDU's GEP, Process and Annual cycle, Appendix 1), in order to allow for maximal strategic direction combined with local endorsement and contextualized adaptation. This means, that SDU's GEP first and foremost provides direction; process framework and structure; continual and regular monitoring; as well as support and systematic capacity building, whereas sensemaking; responsibility; content; and action are up to local actors, i.e., leaders, staff, representatives and students.

At SDU, the GEP is not the only public, institutional or national guideline that specifically contributes towards the aims and objectives laid out in the GEP. Some of the obvious collaborations and complementary guidelines, procedures and practices are mentioned in section 02.02.02 as well as in Appendix 4. This is in keeping with SDU's ambition that GE is part and parcel of SDU's strategic direction and daily practices, and that, in fact, GE contributes to the fulfillment of SDU's strategic and academic objectives.

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<sup>16</sup> The SPEAR project: [www.gender-spear.eu](http://www.gender-spear.eu)

## Formal, public documents

“The Horizon Europe eligibility criterion requires that the GEP be a formal document published on the institution’s website and signed by the top management. As part of this requirement, GEPs should:

- a. Be published on the organisation’s public website [...]
- b. Be signed by the senior leadership [...]
- c. Be actively communicated within the institution [...]
- d. Be accompanied by regular progress reports”

Horizon Europe Guidance on Gender Equality Plans (GEPs), pp. 18-19

A GEP must thus demonstrate a commitment to gender equality, set clear goals and detailed actions as well as measures to achieve them.

SDU’s GEP features the following public documents:

- **SDU’s GE Vision statement**, signed by the top management. This document includes an ambitious and clear leadership vision and standpoint on GE, a detailed description of the approach and principles guiding SDU’s GE work, and an outline of its background. This demonstrates SDU’s overall ambition, commitment and dedication to action and thus complies with the two first points above
- **SDU’s GEP process and annual cycle**, SDU’s GE quality assurance framework, detailing a) organization (actors); b) organizational levels and context adaptability; c) deliverables (annual GE Action Plans and progress reports); d) process steps in two-year cycles including regular monitoring. This document also demonstrates the ongoing institutional communication of GE perspectives, an ongoing integration to administrative processes and systems, as well as the context sensitive definition of measures and targets.
- **SDU’s websites on GE, Diversity and Inclusion** (on both inter- and intranet). These sites contain updated communication pertaining to the realization of SDU’s GE objectives and actions, resources and information concerning SDU’s GE work and services offered
- **SDU’s GE-Action Plans** at both SDU- and Faculty level serve as the annual deliverables in SDU’s GEP framework and contain a) follow-up on previous Action Plan (progress report); b) strategic analyses of GE situation; c) status on selected focus areas (at department/division and faculty/administration level); d) status on key indicators (based on SDU’s Gender Statistics data); and e) action plan.

## Organization / expert resources

“The Horizon Europe criterion requires that the GEP has dedicated resources and expertise in gender equality to implement the plan [...]. Resources will be needed for developing and leading the plan as well as to support specific measures [...] Resources will be needed throughout the whole GEP cycle, including audit, planning, implementation, monitoring and review.

Dedicated resources for a GEP may include:

- A dedicated gender equality function [...]
- Wider staff time”

Horizon Europe Guidance on Gender Equality Plans (GEPs), pp. 20-21

This requirement specifies that dedicated resources may include funding for specific positions such as Equality Officers or Gender Equality Teams as well as earmarked working time for academic, management and administrative staff.

SDU's dedicated resources and GE expertise are organized in SDU's GE Organization:

- **Management** is ultimately responsible for initiating and driving actions and measures, as well as ensuring positive developments - SDU's GEP is therefore firmly anchored in SDU's line of command.
- **SDU's Gender Equality Committees (GEC)** include a **central GEC** and six **local GECs** – at the five faculties and at the central administration. The Central GE Committee, which is comprised of representatives from all five faculties and central administration, acts as steering committee for GET and as 'critical friend' to faculty and administration management and local GE Committees with biannual visits in the GEP monitoring cycle. The mandate for the Central GE Committee is currently being revised to align with SDU's GEP.
- **SDU's Gender Equality Team, GET-SDU**, is established by SDU's Executive Board, and organizational responsibility for the project is delegated to a member of SDU's Executive Board. GET is part of the HR Development Unit and works in close cooperation with the various faculties, bodies and units, including the central and the local GE Committees. GET numbers between 3 and 5 people, full time, and has been granted internal funding for 2,5 FTE, the rest is financed through third party funding. GET was established in 2017, originally for a 4,5-year period, which has been made permanent as of January 2022. GET also functions as a national expert as well as participates in various EU-projects, including the coordination of SPEAR. GETs mandate is currently being revised to align with SDU's GEP.
- **SDU's International Gender Advisory Board (IGAB)** represents complementary aspects of how to implement GE in Academia seen from different research-based, practical and



theoretical perspectives rooted in experiences and expertise from Denmark and Scandinavia, Europe and the US. Serving as a critical friend to SDU's Executive Board and GET and following SDU's local and strategic Gender Equality initiatives at annual master classes and symposia, IGAB qualifies, challenges and inspires SDU's endeavour for GE, diversity and inclusion. IGAB has followed SDU's GE initiative from the beginning and has consistently contributed with important insights and ideas.

SDU's collected GE effort also relies crucially on **critical collaborations** with various and different kinds of organizational units, functions and actors throughout the organization, such as

- **Collegiate bodies and representatives**, e.g., union representatives, health and safety, liaison committee, ethics committee, student bodies.
- **Administrative units and functions**, e.g., student services, HR services, financial services, communication, analytics, funiversity pedagogy and training.
- (Other) **GE-initiatives at SDU**: The Humanities based research center Center for Gender and Diversity; as well as student networks: CODE Community for Openness & Diversity in Engineering; and FEM Female Engineers Movement.

## Data collection and monitoring

“To be eligible for Horizon Europe, it is mandatory that **organisations collect and publish disaggregated data on the sex and/or gender of personnel** (and students, where relevant) and carry out annual reporting based on indicators. [...] The data an organisation collects should enable scrutiny of the differences between men and women in different roles, directorates and at different levels of the organisation. The scope of data that is collected should also reflect the mission of the organisation and its activities. [...]

In most countries and institutions across Europe, “gender statistics” are actually collected according to biological sex at birth, usually in a binary fashion (female, male) and, more rarely, introducing the intersex category. In an increasing number of countries and organisations, however, data is being collected according to gender identity, with usually at least three categories considered: woman, man, and non-binary (or gender-diverse).

The collection and analysis of relevant data can be used for various functions including:

- The establishment of a **baseline situation** in relation to gender equality in the organisation, against which progress can be monitored on a regular (at least annual) basis;

- Carrying out a **gender equality analysis** to identify areas of relative strength and weakness, which will allow better targeting of actions and priorities within the GEP and ensure that it is fully evidence-based;
- **Communicating** to the organisation's staff, students (where relevant), other key stakeholders and the wider public about the organisation's commitment to gender equality and the progress made."

Horizon Europe Guidance on Gender Equality Plans (GEPs), pp. 22-23

Data collection and monitoring as part of GEPs must be evidence-based and founded on sex and/or gender-disaggregated baseline data collected across all staff categories. This data should inform the GEP's objectives and targets, indicators, and ongoing evaluation of progress.

SDU's data collection and monitoring activities are covered in the following two primary factors:

- **SDU's Gender Statistics:** serves as the current and updated data foundation for SDU's GE initiatives and is used in the annual GE Action Plans in SDU's GEP by providing overview of SDU's current gender equality situation. Data is sourced from the national data, each university submits annually to the Ministry of Higher Education and Science (UNI:C) concerning the recruitment of academic staff as well as other organizational HR and salary data (see also Appendix 3)
- **SDU's GEP Annual cycle and process** details SDU's continual and regular monitoring practices, which includes annual progress reporting (SDU's GE Action Plans) as well as rounds of 'Critical Friend visits': IGAB's annual visits to SDU's Executive Board, and C-GEC's biannual visits to Faculty and Central Administration management and GE-organization

In addition to the above, SDU also collects other gender disaggregated data, for instance as part of workplace- and study environment assessments, and other relevant business intelligence, e.g., funding applications and success rates, financial data, bibliometrical data and qualitative data of various kinds collected with other primary objectives in mind than gender data. However, these also serve as relevant data sources for SDU's GEP.

Finally, more ad hoc data collections also take place, based on specific needs and objectives. This includes e.g., salary data, surveys, interviews, and can very well constitute local selected focus areas to be implemented in a GEP cycle.

## Training / capacity building / Content / activities

"The Horizon Europe eligibility criterion requires that the **GEP includes awareness-raising and training actions on gender equality and unconscious gender biases** for staff and decision-makers. All staff, leaders and decision-makers have a role to play in identifying practices, cultures and unconscious gender biases that cause disadvantage to women and in implementing more inclusive approaches. Awareness-raising and training are tools and strategies to increase people's sensitivity to gender equality whilst also giving them the knowledge and skills to enable them to engage with the goal of gender equality. Awareness-raising and capacity-building training on gender equality can be delivered in different ways and cover a range of topics. Some key principles that should be considered in the GEP when planning and implementing gender equality training include:

- **engaging the whole organisation**, different levels and roles across the organisation such as senior management and leadership, managers, research and/or teaching staff, human resources departments, and students;
- Consideration should be given to ensuring that gender equality training is based on an **evidence-based assessment** of the needs of an organisation;
- Creating **ongoing and long-term process**. One-off sessions are rarely enough on their own to provide participants with the necessary knowledge and tools to mainstream gender."

Horizon Europe Guidance on Gender Equality Plans (GEPs), p. 27

Training and capacity-building actions may include developing gender competence and tackling unconscious gender bias among staff, leaders and decision-makers, establishing working groups dedicated to specific topics, and raising awareness through workshops and communication activities.

SDU's GEP is centered fundamentally on awareness raising, training and capacity building in the form of close collaboration, sparring, consultation, presentations, workshops and longer organizational development processes with units and groups across the organization and targeting all levels. Thus, this type of activities comprise the overwhelming majority of GET's activities, and all of them are closely based on detailed needs and contextual adaptation, and are developed in close collaboration with users across the organization. Important documentation of these activities can be found here:

- **GET's Project plans** for the first two periods in GET's life (2018-2021 / 2020-2023) detail GET's direction and core tasks, and as such constitute plans for a major part of SDU's strategic GE initiative. The project plans include training and awareness raising and organizational and individual development activities within all of the core elements and strategic focus areas. GET's project plans can be found in Appendix 4. (From 2022 on, this kind of document will form part of SDU's GE Action plan, part c) status on select focus areas.)

- Some of **GET's services** are described on **GET's webpages**, which also serve as important communication and awareness raising elements.

In addition to GET's activities, faculties, departments and administrative divisions and units and other units also locally initiate and implement awareness raising and capacity building activities, and these have hitherto been documented in annual GE-reports and will be included in the local GE Action Plans in Part c) status on selected focus areas. See Appendix 4 for executive summaries of some of these local activities.

SDU's activities under this heading include activities that systematically address the five recommended content areas – please refer to Appendix 4 for details on this.

## 02.03 Timeline for the development of SDU's GEP

Timeline of SDU's strategic GE-effort leading up to and including the development and implementation of SDU's GEP:

<i>August 2017:</i>	SDU's Gender Equality Team (GET) was established, initially for a 4,5-year period, with three main tasks: <ol style="list-style-type: none"><li>1) Data and monitoring - establishing a foundation for a GEP</li><li>2) Unconscious Bias</li><li>3) Recruitment of academic staff</li></ol>
<i>Spring/summer 2018:</i>	Launch of SDU's Strategic GE effort with a national symposium featuring SDU's International Gender Advisory Board Launch of SDU's Gender Statistics
<i>January 2019:</i>	Launch of the SDU-coordinated H2020 project SPEAR with its specific aim of developing and implementing GEPs in EU RPO's
<i>2019-2020:</i>	Development of SDU's GEP-framework and process with SDU's GE-organization, including piloting of measures, interventions and monitoring practices in close collaboration with two faculties
<i>December 2020:</i>	First iteration of approval of SDU's GEP by SDU's Executive Board
<i>Spring 2021:</i>	Qualification of SDU's GEP by SDU's GE-organization
<i>April 2021:</i>	Second iteration of approval of SDU's GEP by SDU's Executive Board
<i>Summer:</i>	Qualification of SDU's GEP by SDU's Collegiate Bodies
<i>August 2021:</i>	Final approval of SDU's GEP by SDU's Executive Board – and publication
<i>Fall 2021:</i>	Launch of SDU's GEP in the organization. Promotion of SDU's GEP in the organization as well as nationally  Revising and developing information and resources concerning SDU's GEP

# 03 Appendices

## 03.01 Appendix 1: Formal, public documents

- SDU's GE vision statement
- SDU's GEP – annual cycle and process

## 03.02 Appendix 2: Organization and dedicated GE Expert resources

- SDU's GE-organization 45
- GE Committees, at university and local levels (GEC)
- SDU's Gender Equality Team (GET)
- SDU's International Advisory Board (IGAB)

## 03.03 Appendix 3: Data and monitoring

- SDU's Gender Statistics
- SDU's GE monitoring practices
- Annual Report on GE initiatives at SDU 2019 Executive summary
- Annual Report on GE initiatives at SDU 2020 Executive summary

## 03.04 Appendix 4: Training / Capacity building / Content

- Strategic focal areas, project plans and indicators for activities by SDU's GET
- GET's services – examples of how GET works: descriptions on SDU's service sites
- Examples of how the five HEU recommended GE areas are addressed at SDU
  1. Work-life balance and working environment
  2. Gender balance in leadership and decision making
  3. GE in recruitment and career progression
  4. Gender Dimension in Research and Education
  5. Gender based violence

## **03.01 Appendix 1**

### **Formal, public documents**

## SDU's GE vision statement

SDU is a diverse organization, where inclusive and welcoming conduct is promoted and where there is room and respect for differences. We continuously strive to minimize bias in decision making as well as adverse effects of intersecting diversity parameters such as gender, race and social background. We actively, purposefully and continuously strive to be an organization free of sexism, unwanted sexual attention or other types of harassment.

Resting firmly on the principles of free, independent and critical research, SDU's strategic Gender Equality (GE) focus contributes to SDU's overall [strategic goals](#): "to create value for and together with society; to develop talents that encourage unique, innovative solutions; and to contribute to breaking down barriers and shaping a sustainable future"

SDU's strategic GE-focus includes all diversity parameters through an explicit attention to gender equality and inclusion. GE at SDU applies to all aspects of SDU's endeavours: through its close coupling to specific challenges and considerations, SDU's GE efforts support its study- and working environments as well as the execution of the university's primary tasks. SDU continuously works to offer structures and terms that promote equality and inclusion in our study- and working environments and in our research and teaching – and to continuously convey these aspects in our endeavour to attract strong students and employees. SDU's GE efforts ensure that SDU meets external requirements regarding equality, diversity and inclusion – nationally as well as internationally.

SDU acknowledges that striving for increased gender equality is an endeavour that involves the entire organization and requires necessary structural changes. That is why SDU's GE efforts are *informed*, *consistent* and *conscious* efforts with an ambitious, *persistent* and *long-term* perspective.

- *Informed* equality work rests on extensive, relevant GE data and knowledge from SDU as well as collaboration with national and international experts and continual qualification through updated GE research
- *Consistent* equality work is achieved through continuous supporting of SDU's primary tasks and functions and through the ongoing and systematic follow-up on GE-initiatives across organizational levels provided by the quality assurance framework of SDU's Gender Equality Plan (GEP)
- *Conscious* equality work is achieved through targeted dissemination, explicit leadership for GE and systematic application and development of methods that promote equality, ensure access to the entire talent pool as well as ensure visible and continuous development of processes, procedures and practices
- *An ambitious, persistent, long-term* focus on GE is achieved through dedicated internal expert resources that support the organization's GE efforts; through structural embedding of GE in work cycles and procedures; through systematic follow-up on data and efforts; and through targeted communication practices that further GE and inclusion and contributes to visibility and transparency.



### SDU's strategic GE-focus: Approach and principles

SDU's strategic GE-focus covers the entire organization and aims for long-term, sustainable development of SDU as a university and as a study- and workplace – based on an explicit focus on equality. The GE-perspective serves as the starting point for attention to other diversity parameters such as age, gender identity, ability, socio-economic and educational background, nationality, ethnicity, religion and sexual orientation.

SDU's strategic GE-initiative is a long-term cultural and organizational development change effort which takes as its point of departure:

- local context and specific problems and tasks as crucial reference points
- embedding of initiatives, measures and solutions in processes, procedures and practices
- prioritizing dialogue and involvement of stakeholders

The following general **principles** apply to SDU's strategic GE initiative:

- **Several parallel and mutually complementary** initiatives are simultaneously advanced and coordinated across the organization
- **Analyses and scoping** based on high quality data combined with local experiences and expertise form the basis for **focused and tailored action, initiatives and interventions**
- GE-perspectives integrated in **organizational structures, systems and procedures** ensure long-term, sustainable implementation
- **Systematic follow-up** through SDU's Gender Equality Plan (GEP) and **ongoing dissemination** of initiatives, solutions and impact take place at all organizational levels
- **Responsibility and progress** are ensured through engaging management in formulating and implementing measures in and across academic and administrative units – leaders are responsible and accountable for their GE-efforts
- **Focus on possible actions and what works** combined with **local anchoring of initiatives** and local commitment to improving issues form the basis of mutual learning and capacity building across the organization
- SDU's Gender Equality Team (GET) serves as **strategic and operative expert-resource** to the rest of the organization, providing faculties, departments, units and cross-sectional functions with support based on locally defined needs and requirements

Conceded

August 25<sup>th</sup>, 2021



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Interim Rector Ole Skøtt

## SDU's strategic GE-focus – the wider national and international context

(August 2021)

Gender equality (GE) is integral to a wider societal agenda that strives for sustainability as well as ethical and social responsibility.

In Denmark, the [legal framework](#) specifies that GE be mainstreamed into all activities and actions within public institutions.

Furthermore, GE is one of the major cross-cutting themes of [UN's Sustainable Development Plan](#) – not only in terms of SDG5, 'Gender Equality', but indeed as [central to the achievement of all 17 SDGs](#).

With its [Gender Equality Strategy 2020-2025](#), The European Commission also recognizes gender equality as a major issue. A set of specific objectives are defined in the European Research Area (ERA), where a broader inclusion and access to excellence is a priority – objectives that pertain specifically to the research sector: [1\) Fostering equality in scientific careers; 2\) Ensuring gender balance in decision-making processes and bodies; 3\) Integrating the gender dimension in research and innovation content](#).

In recognition of the persistent gender inequality and the need for structural and systemic countering measures, [EU has in its Horizon Europe \(HEU\) Framework Programme defined the documentation of structured GE measures to meet the ERA objectives as an eligibility criterion](#).

GE also features in EU's paradigm of Responsible Research and Innovation (RRI), with the other aspects, *ethics, open access/science, science education and public engagement*. Careful [analyses](#) of the implementation of each of these RRI-areas show that a high level of GE-competence and integration *entails* high competence in the other RRI-areas. But not vice versa. This suggests that a specific GE-focus will have a spill-over effect onto other sustainability and responsibility criteria.

Similar spill-over effects are corroborated by findings which document that an explicit GE-focus improves the working environment, [brings down harassment cases](#), furthers psychological safety and organizational learning, which in turn ensure [higher productivity](#), higher quality in outputs, as well as improved bottom lines.

# Memorandum: SDU's GEP (Gender Equality Plan)

- SDU's quality assurance model for strategic and practical equality initiatives

GET-SDU, AUGUST 2021

# Colophon

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<b>The status of the document:</b>	4th version
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<b>Website:</b>	<a href="http://www.sdu.dk/da/om_sdu/sdus_profil/gender_equality/gep">www.sdu.dk/da/om_sdu/sdus_profil/gender_equality/gep</a>

## List of Abbreviations

English		Danish	
C-GEC	SDU's central Gender Equality Committee	CLiU	SDU's centrale Ligestillingsudvalg
EIGE	European Institute for Gender Equality	EIGE	European Institute for Gender Equality
FAC	Faculty	FAK	Fakultet
C-Adm	Central Administration	FO	Fællesområde
GE	Gender Equality	GE	Gender Equality
GE-AP	GE Action Plan	GE-B	GE-Beretning
GEP	Gender Equality Plan	GEP	Gender Equality Plan
GET	Gender Equality Team	GET	Gender Equality Team
IGAB	International Gender Advisory Board	IGAB	International Gender Advisory Board
HoD	Head of Department	IL	Institutleder
GEC	Gender Equality Committee (here often used with reference to local committees)	LiU	Ligestillingsudvalg, her ofte brugt om lokale udvalg på fakulteterne
HoDiv	Head of (administrative) Division – same org level as HoD	OC	Områdechef

# SDU's model for GEP (Gender Equality Plan)

- EU-recommended quality assurance of SDU's GE initiatives

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# Introduction

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SDU's GEP ('Gender Equality Plan') provides the framework for SDU's equality work and ensures systematicity, coordination, direction and ongoing support and qualification of the initiatives that take place on all organizational levels.

SDU's GEP thus comprises a formalized, processual framework and support for and quality assurance of SDU's collected GE efforts, whose objectives and coupling to SDU's vision, mission and strategy are described in SDU's GE vision statement<sup>1</sup>.

SDU's GEP follows EU's recommendations for assuring quality in GE endeavours. In addition, SDU's GEP follows the strategic direction and guidelines for gender equality at SDU, defined and approved by SDU's Executive Board.

This memorandum about SDU's GEP describes the objectives of SDU's GEP, what the GEP covers, the GEP's annual cycle and process, including the steps in preparing the annual GE Action Plans, as well as involved actors' role, responsibility and tasks.

The memorandum is targeted at SDU's leaders, administrators and GE-organization.

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<sup>1</sup> SDU's GEP and GE vision statement was finally approved by SDU's Executive Board, august 2021

## SDU's GE vision statement

“SDU is a diverse organization, where inclusive and welcoming conduct is promoted and where there is room and respect for differences. We continuously strive to minimize bias in decision making as well as adverse effects of intersecting diversity parameters such as gender, race and social background. We actively, purposefully and continuously strive to be an organization free of sexism, unwanted sexual attention or other types of harassment.

Resting firmly on the principles of free, independent and critical research, SDU's strategic Gender Equality (GE) focus contributes to SDU's overall [strategic goals](#): “to create value for and together with society; to develop talents that encourage unique, innovative solutions; and to contribute to breaking down barriers and shaping a sustainable future”

SDU's strategic GE-focus includes all diversity parameters through an explicit attention to gender equality and inclusion. GE at SDU applies to all aspects of SDU's endeavours: through its close coupling to specific challenges and considerations, SDU's GE efforts support its study- and working environments as well as the execution of the university's primary tasks. SDU continuously works to offer structures and terms that promote equality and inclusion in our study- and working environments and in our research and teaching – and to continuously convey these aspects in our endeavour to attract strong students and employees. SDU's GE efforts ensure that SDU meets external requirements regarding equality, diversity and inclusion – nationally as well as internationally.

SDU acknowledges that striving for increased gender equality is an endeavour that involves the entire organization and requires necessary structural changes. That is why SDU's GE efforts are *informed, consistent* and *conscious* efforts with an ambitious, *persistent and long-term* perspective.

- *Informed* equality work rests on extensive, relevant GE data and knowledge from SDU as well as collaboration with national and international experts and continual qualification through updated GE research
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[www.sdu.dk/en/om\\_sdu/sdus\\_profil/gender\\_equality/vision](http://www.sdu.dk/en/om_sdu/sdus_profil/gender_equality/vision)

## What is a GEP?

SDU's Gender Equality Plan (GEP) follows EU's (European Institute for Gender Equality, EIGE<sup>2</sup>) recommendations of embedding, data-supporting, monitoring and systematizing GE initiatives in the academic sector.

With the GEP, SDU lives up to EU's [Gender Equality Strategy 2020-2025](#)<sup>3</sup> and complies with the objectives of increased gender equality, diversity and inclusion at European universities throughout the European Research Area (ERA). SDU's GEP thereby contributes to ensuring that SDU lives up to eligibility requirements posed by larger research funders, such as the framework programme Horizon Europe's eligibility-criterion<sup>4</sup>, that stipulates that the integration of GE perspectives be documented.

SDU's GEP also contributes to fulfilling SDU's obligations with regard to the cross-cutting gender and equality dimensions in UN's Sustainable Development Goals.

Aligned with these larger international framings, SDU's GEP is a **model to quality assure** SDU's collected equality initiatives and strategies. SDU's GEP frames, operationalizes and follows up on measures and initiatives in order to ensure equality and equal opportunity at all SDU's organizational levels. This includes the specific task of preparing annual GE Action Plans at Faculty-/ Central Administration level and SDU-level. FAC/C-Adm GE Action Plans are internal documents, whereas SDU's GE Action Plan is a publicly available document in Danish and English, published on sdu.dk.

The objectives of SDU's GEP are to:

- Ensure implementation, documentation and quality assurance of SDU's collected equality endeavours for students and employees
- Structure and support ongoing initiatives
- Perspectivize and inform relevant and prevailing issues on the basis of knowledge and attention to how to promote equality and inclusion
- Ensure that initiatives and measures respond to and reflect local and specific contexts, challenges and requirements
- Further career possibilities and inclusive working, research and study environments

SDU's GEP gathers elements essential for GE work into one comprehensive model to ensure ongoing strategic focus and regular and systematic status on initiatives as well as the definition of plans and objectives for addressing and acting on identified challenges.

SDU's GEP includes a number of component features:

- SDU's Gender Equality organization (Appendix A)
- Documents, whereof the two main documents are the annual FAC / C-Adm GE Action Plans and SDU's GE Action Plan (see the section on the preparation of the GE Action Plans, below)
- Process-plan for the GEP-cycle, which consists of a two-year period, during which the involved steps in the preparation of the GE Action Plans take place (Appendix B)

<sup>2</sup> <https://eige.europa.eu/gender-mainstreaming/toolkits/gear/what-gender-equality-plan-gep>

<sup>3</sup> [https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy\\_en](https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy_en)

<sup>4</sup> *Horizon Europe - Work programme 2021-2022, General Annexes, Part B, p. 13-14*: [https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/horizon/wp-call/2021-2022/wp-13-general-annexes\\_horizon-2021-2022\\_en.pdf](https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/horizon/wp-call/2021-2022/wp-13-general-annexes_horizon-2021-2022_en.pdf)



An important distinction in SDU's GEP is that the GEP comprises the entire quality assurance model. The annual reports and action plans at faculty- / central administration level and SDU level comprise one out of a number of features in SDU's GEP and are termed 'GE Action Plans' (GE-AP).

SDU's GEP addresses three organizational levels of responsibility:

- The executive, strategic SDU-level involves SDU's top management and the Central GE Committee. The result of the GEP-work at this level is the executive SDU GE Action Plan.
- The faculty- and central administrative level (the 'main field level') involves the faculty- / central administrative level and the local GE Committees. The result of the GEP-work at this level are the six faculty / central administrative GE Action Plan, which include measures at both the local department- / administrative division level and the cross-cutting / strategic main field level. Measures at both of these levels serve as input to the executive SDU GE Action Plan.
- The level of department-/administrative division involves Heads of Department (HoD) / Heads of Division (HoDiv) with support from the local GE Committees. The result of the GEP-work at this level is the implementation of concrete equality promoting measures, activities and objectives realizable within the two-year GEP-period.

The responsibility for SDU's equality endeavours is unequivocally placed with management (rectorate, dean / HoD and university director / HoDiv), and is supported by SDU's GE Committees (both central and local) and SDU's Gender Equality Team (GET).

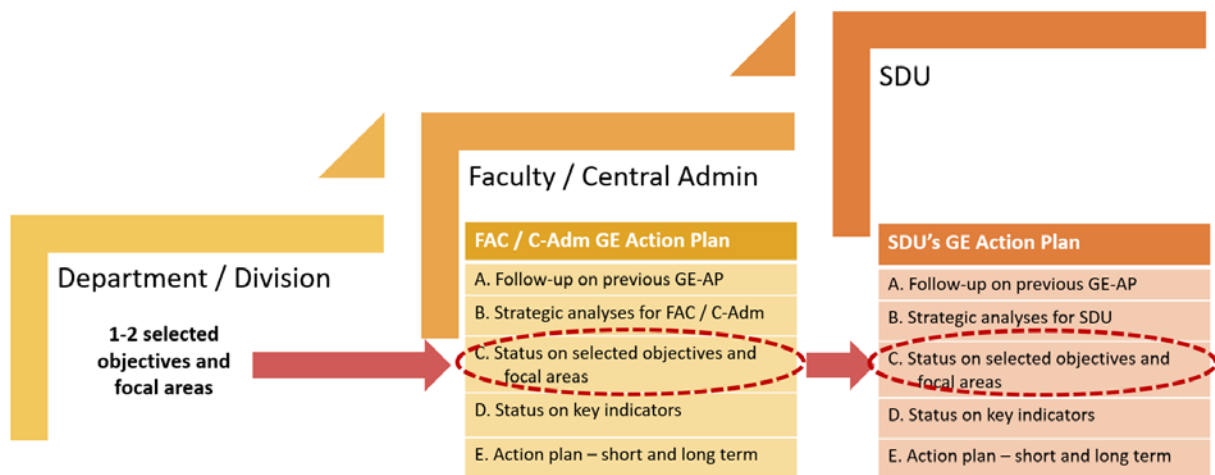


Figure 1: Three organizational levels of responsibility

SDU's GEP run in two-year cycles, described in Appendix B.

## General principles of SDU's GEP

The following principles apply to SDU's GEP in general and for the preparation of the GE Action Plans specifically:

### *The principle of DIALOGUE: Involvement through dialogues at faculties and central administration*

It is crucial to ensure dialogue, sparring and knowledge exchange between management and members of faculty and staff in the preparation of local GE Action Plans.

GET and the local GE Committees serve as sounding board, especially at the beginning of the two-year GEP-cycle. The Central GE Committee visits the faculty/C-Admin management and GE committee halfway through the GEP cycle in the capacity as **'Critical Friend'**.

It is important to foster a constructive dialogue between the different stakeholders – at department and division level as well as across different groups, such as staff, units, management, (union- and safety- & health-) representatives, collegiate bodies, GEC-members. This enables an ongoing possibility to disseminate, discuss, and qualify cross-cutting GE initiatives, within and between the three organizational levels: department / division, Faculty / Central Administration and SDU – the entire organization.

#### **'Critical Friend:**

A person (or group) of trust who supports another's learning through critical questions, data and an outsider's perspective

### *The principle of EMBEDDING: local initiative and ownership*

It is crucial that initiatives are relevant and make sense locally in order to ensure support. The responsibility for initiating measures is therefore placed at the local level. This requires adequate local administrative support to the faculty / central administrative equality work<sup>5</sup>. Through the dialogue principle, relevant stakeholders at all levels are involved, which at unit level ensures that relevant and prevailing areas of attention and obstacles may be identified in order to define contextually important objectives and measures. This in turn ensures that the implementation of initiatives is relevant and makes sense to the people affected by the work.

### *The principle of NETWORKING: dialogue and sparring across the organization*

As a supplement to the principles of dialogue and embedding, initiatives, support is offered as part of the GEP-cycle process, so that activities and reporting obligations are not executed in isolated vacuum at the different levels. All involved actors are at critical junctions offered support, counsel, qualification, sparring and inspiration from the wider GE organization, which includes sparring across local GE Committees, strategic consultancy from GET and annual input from SDU's International Gender Advisory Board (IGAB). Interaction and facilitated knowledge exchange across faculties and local GE Committees are important aspects of SDU's equality work – a strong foundation for mutual inspiration and cross-organizational coordination of concrete measures.

Appendix C elaborates the involved actors' tasks and responsibility.

<sup>5</sup> A closer definition of 'adequate administrative support' relies on an ongoing local assessment.

# GE Action Plans – content

Every year GE Action Plans are prepared at Faculty / Central Admin level and SDU level. In the two-year GEP cycle, two such GE Action Plans are prepared. At FAC / C-Adm level these differ, so that the initial GE Action Plan is a detailed report and the second is a shorter status- and key indicator report.

FAC / C-Adm GE Action Plans are internal documents whereas SDU's GE Action Plan is a publicly available document in Danish and English, published on SDU's website sdu.dk.

GE Action Plans at both FAC / C-Adm and SDU level follow the same five section structure described in the table below:

GE Action Plans: content and structure	
Section	Description
<b>A. Follow-up on previous GE-AP</b>	<p>Section A contains a follow-up on the previous full GE Action Plan, such as activities, communication, policies, strategies etc.</p> <p>This section includes remarks and recommendations from the 'Critical Friend'-visits (on FAC / C-Adm level from the Central GE Committee every second year, and at SDU-level from the annual IGAB visits)</p>
<b>B. Strategic analyses</b>	<p>Section B contains strategic analyses of the collected equality endeavours, activities and initiatives at FAC / C-Adm level. Strategic analyses are carried out once every second year, at the beginning of the two-year GEP-cycle for the respective FAC /C-Adm (GEP Yr1).</p> <p>In the choice of type of analysis, there is methodological license. An option is SWOT-analysis, where strengths, weaknesses, opportunities and threats regarding SDU and FAC / C-Adm are systematically assessed.</p> <p>The section focuses on general aspects, in the organization, in the outside world, and in the wider societal and vocational context. The section addresses internal as well as external conditions.</p>
<b>C. Status on selected focus areas</b>	<p>Section C presents a status on selected focus areas / activities at all organizational levels. This section is prepared every year at both SDU and FAC /C-Adm level. However, in the second year (GEP Yr2) of the GEP-cycle for the respective FAC / C-Adm, this may be in the form of a shorter status-update of the ongoing activities and initiatives of the GEP cycle.</p> <p>Measures and activities can take the form of strategic initiatives at both SDU, FAC / C-Adm, and / or department / division level.</p>
<b>D. Status on key indicators</b>	<p>Section D applies only to Faculties and SDU and is prepared every year. This section contains status and reflection concerning key indicators in relation to SDU's employee- and student population, including the demographics of academic faculty and management; data-based reflections concerning recruitment, including key indicators in relation to new employees, and for academic faculty the demographics of qualified applicants, applicants and assessment committees. Data must include the gender distribution of the mentioned dimensions, based on the Danish CPR-register and the data processing, the CPR-register allows.</p> <p>Data is drawn from SDU's Gender Statistics</p>
<b>E. Action plan</b>	<p>Section E is a summary of sections A-D and is prepared every year for SDU, and every second year, at the end of the two-year GEP-cycle (GEP Yr2), for the respective FAC / C-Adm. The reported measures, activities and initiatives and the attendant reflections form the basis of the coming GEP-period's action plan (which in the coming GE-AP will constitute Section A)</p> <p>Section E is discussed at the meeting between FAC / C-Adm with representatives from C-GEC every second year, in the second year of the respective FAC / C-Adm ('Critical Friend'-visits)</p>

# Process of preparing GE Action Plans

SDU's GEP is realized in a fixed cycle, which frames the involved activities and administrative procedures, and ensures systematicity, ongoing follow-up and monitoring, in turn ensuring comprehensive quality assurance of SDU's equality initiatives and strategies. The two annual documents, the executive SDU GE Action Plan and the FAC / C-Adm GE Action Plan, frame and anchor the structuring, reporting and follow-up of initiatives at all organizational levels.

## Process of preparing GE Action Plans

The preparation of the executive SDU GE Action Plan and the FAC / C-Adm GE Action Plan comprise the following five main steps:

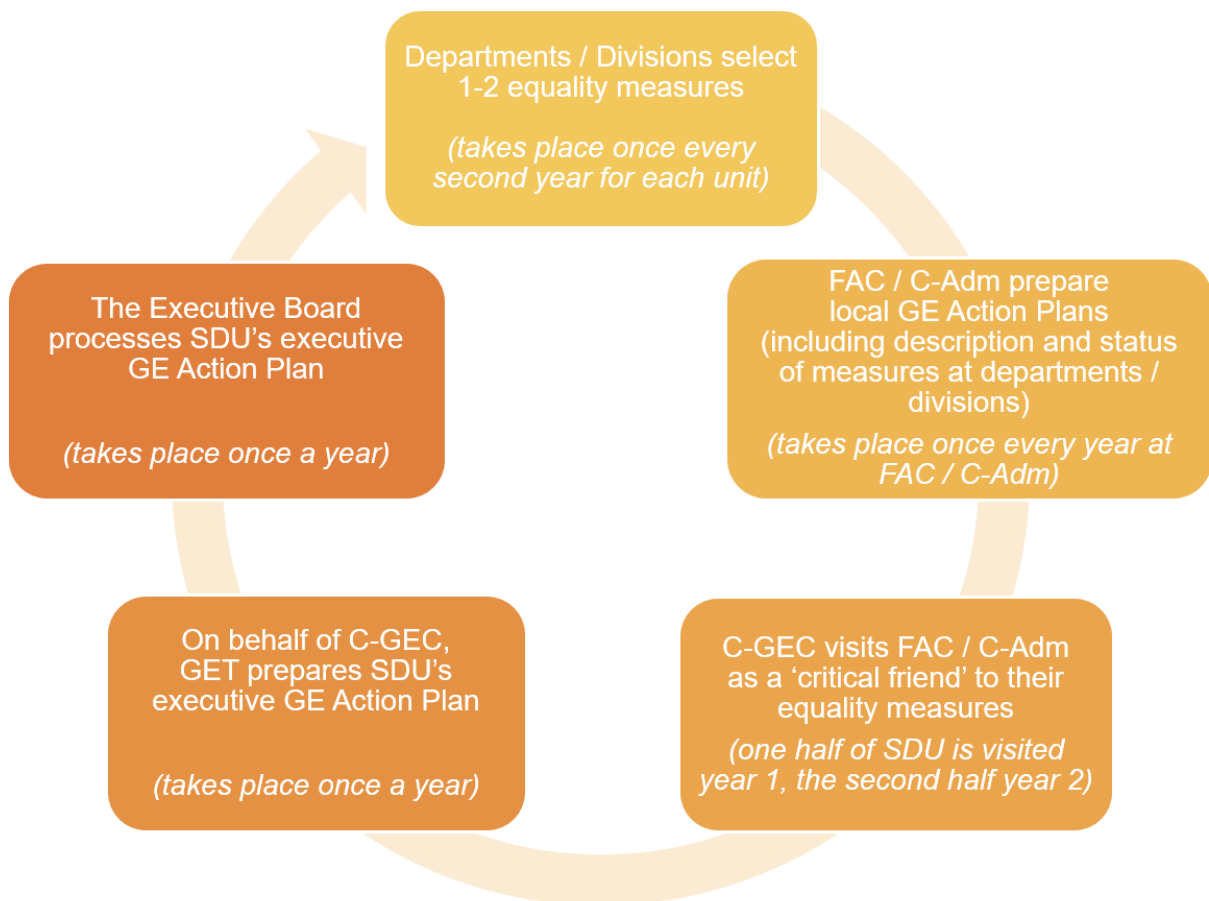


Figure 2: Overview of five main steps in SDU's GEP

These five main steps take place in the course of a two-year cycle, illustrated below:

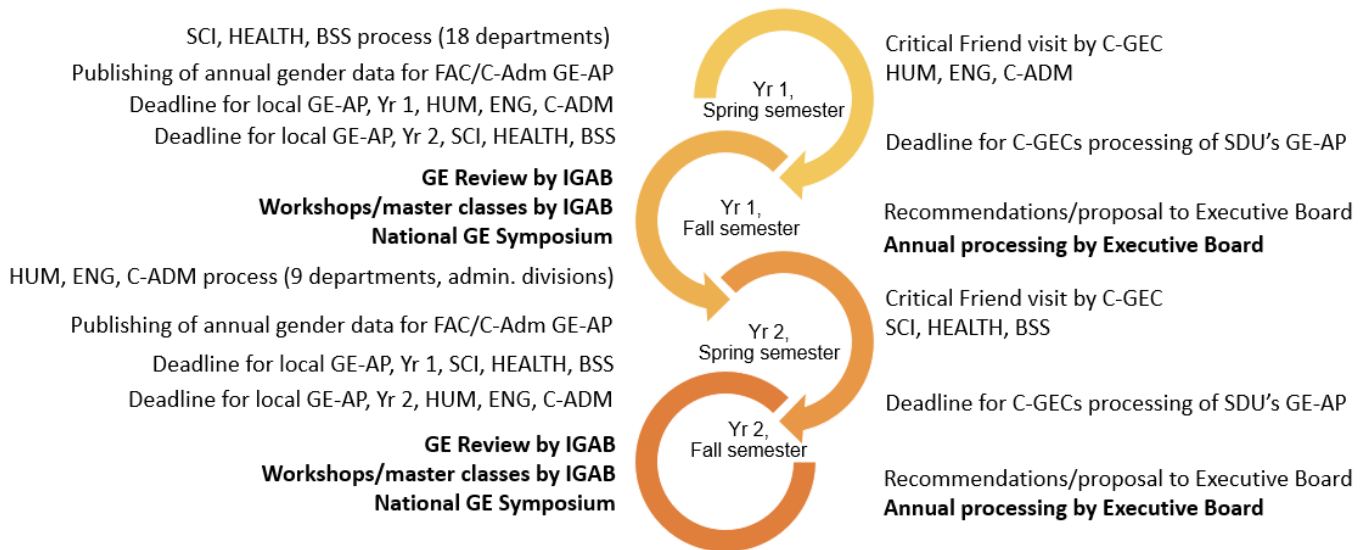


Figure 3: Overview of the two-year GEP-cycle

The individual process steps are elaborated in Appendix B.

# Appendix A: SDU's GE-organization

The following diagram illustrates the organizational anchoring of SDU's equality endeavours<sup>6</sup>.

Each faculty and the central administration have their own GE Committee.

SDU has a central GE Committee (C-GEC) with members appointed by SDU's Vice-Chancellor. C-GEC comprises representatives of all main fields as well as unions and student bodies. The C-GEC has its own rules of procedure, accessible at <https://sdunet.dk/da/administration/raadnaevnudvalg/cliu/om> (in Danish).

C-GEC serves as steering committee for SDU's strategic equality unit, Gender Equality Team (GET).

GET is situated at SDU's HR Service. GET is SDU's GE expert-resource and collaborates across the organization. GET serves as consultant, advisor and strategic and operative support to units, leaders, SDU's central and local GEC's as well as the Executive Board.

Chair for C-GEC and the strategic leader for GET is appointed from members of the Executive Board<sup>7</sup>.

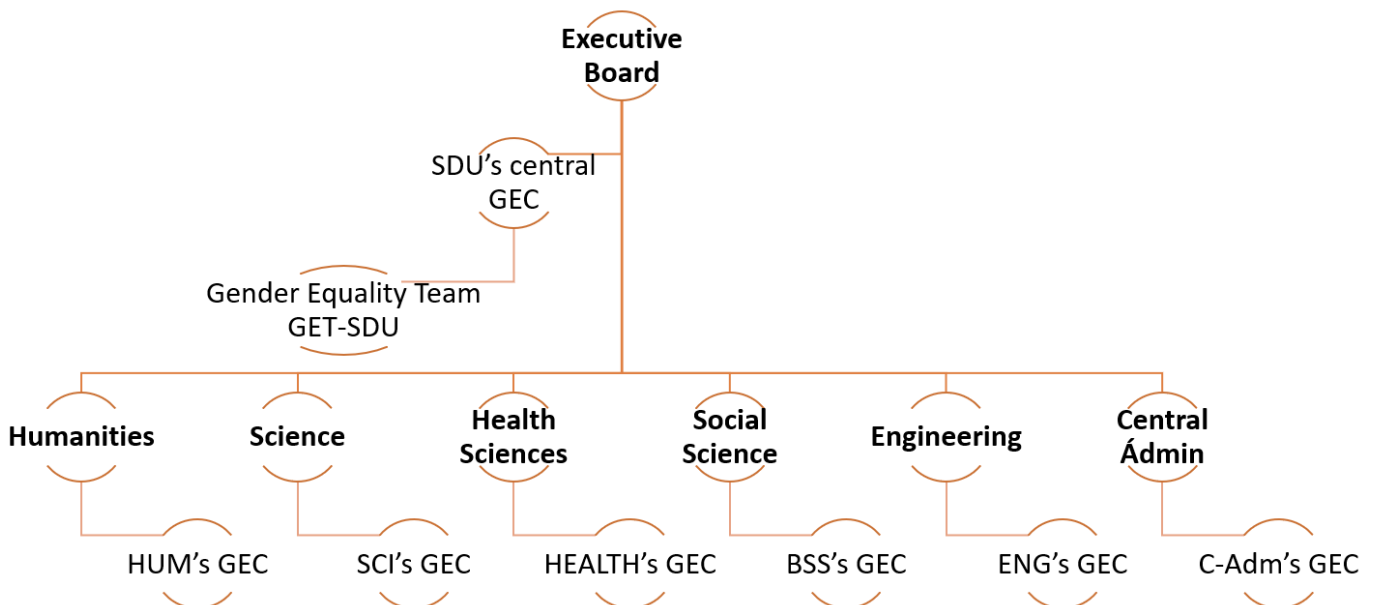


Figure 4: Overview of SDU's GE-organization

<sup>6</sup> As of August 2021, this document replaced all previous versions of SDU's GE organization

<sup>7</sup> As of August 2021: Dean Ole Skøtt, Faculty of Health Sciences

## Appendix B: SDU's GEP – a two-year cycle

SDU's GEP take place over a two-year period, a GEP-cycle. The process steps are described in the following overviews – the first is a general overview, the second is a more detailed description:

		Process steps – general overview	Time
Year 1	Spring semester	Process plan for the year's GEP-steps is scheduled	January
		Implementation:	
		- Initiation (GEP Year 1): For SCI, HEALTH, BSS: 1-2 (new) focal areas / activities are selected and initiated (at department- and faculty level)	Feb-April
		- Continuation (GEP Year 2): For HUM, ENG, C-Adm: measures / activities continue	Jan-July
		<i>Data in Gender Statistics are published</i>	Feb-March
		All FAC / C-Adm prepare a GE Action Plan, to be sent to GET <sup>8</sup>	April
		GET compiles SDU's GE-Action Plan	May
		The Central GEC visits HUM, ENG, C-Adm as 'Critical Friend	May-June
		C-GEC processes SDU's GE Action Plan	June
	Fall semester	Measures are implemented according to GE Action Plans at all organizational levels	Aug-Dec
		GET prepares proposal and recommendations based on GE-APs to Executive Board	August
		<i>Executive Board processes and approves SDU's GE Action Plan</i>	October
		SDU's International Gender Advisory Board (IGAB) annual visit	October
		<i>Strategic discussion of SDU's equality endeavours in SDU's Executive Board</i>	December
Year 2	Spring semester	Process plan for the year's GEP-steps is scheduled	January
		Implementation:	
		- Initiation (GEP Year 1): For HUM, ENG, C-Adm: 1-2 (new) focal areas / activities are selected and initiated (at department- and faculty level)	Feb-April
		- Continuation (GEP Year 2): For SCI, HEALTH, BSS: measures / activities continue	Jan-July
		<i>Data in Gender Statistics are published</i>	Feb-March
		All FAC / C-Adm prepare a GE Action Plan, to be sent to GET <sup>9</sup>	April
		GET compiles SDU's GE-Action Plan	May
		The Central GEC visits SCI, HEALTH, BSS as 'Critical Friend	May-June
		C-GEC processes SDU's GE Action Plan	June
	Fall semester	Measures are implemented according to GE Action Plans at all organizational levels	Aug-Dec
		GET prepares proposal and recommendations based on GE-APs to Executive Board	August
		<i>Executive Board processes and approves SDU's GE Action Plan</i>	October
		Annual visit by SDU's International Gender Advisory Board (IGAB)	October
		<i>Strategic discussion of SDU's equality endeavours in SDU's Executive Board</i>	December

<sup>8</sup> FAC / C-Adm schedule process and procedures according to local contexts and constraints

<sup>9</sup> FAC / C-Adm schedule process and procedures according to local contexts and constraints

**YEAR 1**

	Process steps - general overview	Process steps in detail: Activities and actors	Time
<b>Spring semester YEAR 1</b>	Process plan for the year's GEP-steps is scheduled	<ol style="list-style-type: none"> <li>On its first annual meeting, SDU's GEC define and verify a comprehensive process plan for the preparation of the annual GE Action Plans at SDU on the basis of this document, including:                             <ul style="list-style-type: none"> <li>Setting deadlines for forwarding the FAC / C-Adm GE Action Plans to GET, who will compile the SDU GE Action Plan on behalf of C-GEC.</li> <li>Determining the plan for 'Critical Friend'-visits to the respective FAC /C-Adm for the year.</li> <li>Coordinating the GEP with the processes for formulating SDU's quality assurance programme reports as well as the regular study environment and work-place assessments</li> <li>Involving the collegiate bodies at SDU-level</li> <li>Determining the time for the annual strategic discussion and approval of GE Action Plans by the Executive Board.</li> </ul> </li> <li>Local GEC forward the year's plan for the preparation of FAC / C-Adm GE-AP to the FAC / C-Adm management, including a proposal for the distribution of tasks and responsibility across organizational levels and GEC in the annual process-plan (section D in the GE-AP); ensuring that the FAC / C-Adm GE-AP is discussed by the management; and the involvement of local collegiate bodies.</li> <li>On the basis of the GEC's proposal, FAC / C-Adm management approves the year's plan, including the distribution of tasks and responsibility (including GEC's tasks and responsibilities) as well as collaboration with other parts of the organization, such as the health and safety organization. (GET can be invited to participate).</li> </ol>	January
	Implementation, Initiation (GEP Yr1): <ul style="list-style-type: none"> <li>For SCI, HEALTH, BSS: 1-2 (new) focal areas / activities are selected and initiated (at department- and faculty level)</li> </ul>	<ol style="list-style-type: none"> <li>As part of the initiation of the GEP cycle (GEP Yr1), HoD at SCI, HEALTH, BSS meet individually with two representatives from the local GEC and two representatives of GET (as well as other relevant local actors, where desired) in order to brainstorm about one to two possible (new) initiatives to form the basis for the coming GEP cycle's equality work at the department. HoD is responsible for the implementation of the selected measures at his/her department.</li> <li>HoD (SCI, HEALTH, BSS) assess who to involve from his/her department to involve in the process of identifying, selecting and defining the equality measures to be initiated in the GEP cycle – as well as to what extent and how. HoD initiates measures. HoD can draw on GET to the extent he/she so desires.</li> </ol>	Feb-April
	Implementation, Continuation (GEP Yr2): <ul style="list-style-type: none"> <li>For HUM, ENG, C-Adm</li> </ul>	Select measures / activities continue (GEP Yr2): Departments / Administrative Divisions and FAC / C-Adm continue the equality endeavours, they defined and initiated in the previous year (their GEP Yr1). HoD / HoDiv as well as Dean / University Director can draw on GET to the extent he/she so desires.	Jan-July
	<i>Data in Gender Statistics are published</i>		



## YEAR 1, cont.

	Process steps - general overview	Process steps in detail: Activities and actors	Time
Spring semester YR1, cont.	All FAC / C-Adm prepare a GE Action Plan, to be sent to GET <sup>10</sup>	<ol style="list-style-type: none"> <li>Once every GEP cycle, HoD / HoDiv describe their equality endeavours. These descriptions serve as input to the FAC / C-Adm GE Action Plans, section C and E. This takes place in their GEP Year 2, thus HUM, ENG, C-Adm submit a status update (Section C) and a full summary of the current GEP cycle and action plan for the upcoming cycle (Section E). These descriptions are forwarded to the local GEC.</li> <li>GEC compiles the FAC / C-Adm GE Action Plan. For HUM, ENG, C-ADM this includes sections A, C, D, and E. For SCI, HEALTH, BSS this includes sections A, B, and D.</li> <li>Dean / University Director (and their respective management groups) Approve their annual GE Action Plan.</li> <li>FAC / C-Adm forward their GE Action Plan to GET.</li> </ol>	April
	GET compiles SDU's GE-Action Plan, in Danish and English	GET receives FAC / C-Adm GE Action Plans and the basis of these as well as the strategic equality endeavours at SDU -level, GET compiles the executive SDU GE Action Plan.	May
	The Central GEC visits HUM, ENG, C-Adm as 'Critical Friend'	Every second year, C-GEC visits the FAC / C-Adm who are in their GEP Year 2, for so-called 'Critical Friend' visits – thus HUM, ENG, C-Adm host meetings, where the FAC / C-Adm management and representatives of C-GEC discuss and qualify their GE Action Plans and ongoing equality endeavours, as well as key indicators and activities.	May-June
	C-GEC processes SDU's GE Action Plan	C-GEC process and forward draft of the executive SDU GE Action Plan. At this meeting, GEC's tasks and responsibilities is discussed as well as the collaboration with other parts of the organization, such as the health and safety organization.	June
Fall semester YEAR 1	Measures are implemented according to GE Action Plans at all organizational levels	SCI, HEALTH, BSS, HUM, ENG and C-Adm (at FAC / Dept and C-Adm / Div level) as well as GET and (all) GE Committees continue implementing the initiated in the current GEP-cycle at all organizational levels	Aug-Dec
	GET prepares proposal to Executive Board	On the basis of the draft approved and forwarded by C-GEC, GET prepares a proposal to the Executive Board	August
	<i>Executive Board processes and approves SDU's GE Action Plan, which is published on SDU.dk in Danish and English</i>		October
	Annual visit by SDU's International Gender Advisory Board (IGAB)	IGAB's annual visit includes a Masterclass for SDU's GEC's, a public event such as a symposium, as well as a GE review with the Executive Board, where IGAB serves as a 'Critical Friend' to SDU	October
	<i>Strategic discussion of SDU's equality endeavours in SDU's Executive Board</i>		December

<sup>10</sup> FAC / C-Adm schedule process and procedures according to local contexts and constraints

**YEAR 2**

YEAR 2			
	Process steps - general overview	Process steps in detail: Activities and actors	Time
<b>Spring semester YEAR 2</b>	Process plan for the year's GEP-steps is scheduled	<ol style="list-style-type: none"> <li>On its first annual meeting, SDU's GEC define and verify a comprehensive process plan for the preparation of the annual GE Action Plans at SDU on the basis of this document, including: <ul style="list-style-type: none"> <li>Setting deadlines for forwarding the FAC / C-Adm GE Action Plans to GET, who will compile the SDU GE Action Plan on behalf of C-GEC.</li> <li>Determining the plan for 'Critical Friend'-visits to the respective FAC /C-Adm for the year.</li> <li>Coordinating the GEP with the processes for formulating SDU's quality assurance programme reports as well as the regular study environment and work-place assessments</li> <li>Involving the collegiate bodies at SDU-level</li> <li>Determining the time for the annual strategic discussion and approval of GE Action Plans by the Executive Board.</li> </ul> </li> <li>Local GEC forward the year's plan for the preparation of FAC / C-Adm GE-AP to the FAC / C-Adm management, including a proposal for the distribution of tasks and responsibility across organizational levels and GEC in the annual process-plan (section D in the GE-AP); ensuring that the FAC / C-Adm GE-AP is discussed by the management; and the involvement of local collegiate bodies.</li> <li>On the basis of the GEC's proposal, FAC / C-Adm management approves the year's plan, including the distribution of tasks and responsibility (including GEC's tasks and responsibilities) as well as collaboration with other parts of the organization, such as the health and safety organization. (GET can be invited to participate).</li> </ol>	January
	Implementation, Initiation (GEP Yr1): - For HUM, ENG, C-Adm: 1-2 (new) focal areas / activities are selected and initiated (at department- and faculty level)	<ol style="list-style-type: none"> <li>As part of the initiation of the GEP cycle (GEP Yr1), HoD / HoDiv at HUM, ENG, C-Adm meet individually with two representatives from the local GEC and two representatives of GET (as well as other relevant local actors, where desired) in order to brainstorm about one to two possible (new) initiatives to form the basis for the coming GEP cycle's equality work at the department. HoD / HoDiv is responsible for the implementation of the selected measures at his/her department / division.</li> <li>HoD / HoDiv (HUM, ENG, C-Adm) assess who to involve from his/her department / division to involve in the process of identifying, selecting and defining the equality measures to be initiated in the GEP cycle – as well as to what extent and how. HoD / HoDiv initiates measures. HoD / HoDiv can draw on GET to the extent he/she so desires.</li> </ol>	Feb-April
	Implementation, Continuation (GEP Yr2): - For SCI, HEALTH, BSS	Select measures / activities continue (GEP Yr2): Departments / Administrative Divisions and FAC / C-Adm continue the equality endeavours, they defined and initiated in the previous year (their GEP Yr1). HoD as well as Dean can draw on GET to the extent he/she so desires.	Jan-July
	<i>Data in Gender Statistics are published</i>		

## YEAR 2, cont.

	Process steps - general overview	Process steps in detail: Activities and actors	Time
Spring semester YR2, cont.	All FAC / C-Adm prepare a GE Action Plan, to be sent to GET <sup>11</sup>	<ol style="list-style-type: none"> <li>Once every GEP cycle, HoD / HoDiv describe their equality endeavours. These descriptions serve as input to the FAC / C-Adm GE Action Plans, section C and E. This takes place in their GEP Year 2, thus SCI, HEALTH, BSS submit a status update (Section C) and a full summary of the current GEP cycle and action plan for the upcoming cycle (Section E). These descriptions are forwarded to the local GEC.</li> <li>GEC compiles the FAC / C-Adm GE Action Plan. For SCI, HEALTH, BSS, this includes sections A, C, D, and E. For HUM, ENG, C-ADM, this includes sections A, B, and D.</li> <li>Dean / University Director (and their respective management groups) Approve their annual GE Action Plan.</li> <li>FAC / C-Adm forward their GE Action Plan to GET.</li> </ol>	April
	GET compiles SDU's GE-Action Plan, in Danish and English	GET receives FAC / C-Adm GE Action Plans and the basis of these as well as the strategic equality endeavours at SDU -level, GET compiles the executive SDU GE Action Plan.	May
	The Central GEC visits SCI, HEALTH, BSS as 'Critical Friend'	Every second year, C-GEC visits the FAC / C-Adm who are in their GEP Year 2, for so-called 'Critical Friend' visits – thus SCI, HEALTH, BSS host meetings, where the FAC / C-Adm management and representatives of C-GEC discuss and qualify their GE Action Plans and ongoing equality endeavours, as well as key indicators and activities.	May-June
	C-GEC processes SDU's GE Action Plan	C-GEC process and forward draft of the executive SDU GE Action Plan. At this meeting, GEC's tasks and responsibilities is discussed as well as the collaboration with other parts of the organization, such as the health and safety organization.	June
Fall semester YEAR 2	Measures are implemented according to GE Action Plans at all organizational levels	SCI, HEALTH, BSS, HUM, ENG and C-Adm (at FAC / Dept and C-Adm / Div level) as well as GET and (all) GE Committees continue implementing the initiated in the current GEP-cycle at all organizational levels	Aug-Dec
	GET prepares proposal to Executive Board	On the basis of the draft approved and forwarded by C-GEC, GET prepares a proposal to the Executive Board	August
	<i>Executive Board processes and approves SDU's GE Action Plan, which is published on SDU.dk in Danish and English</i>		October
	Annual visit by SDU's International Gender Advisory Board (IGAB)	IGAB's annual visit includes a Masterclass for SDU's GEC's, a public event such as a symposium, as well as a GE review with the Executive Board, where IGAB serves as a 'Critical Friend' to SDU	October
	<i>Strategic discussion of SDU's equality endeavours in SDU's Executive Board</i>		December

<sup>11</sup> FAC / C-Adm schedule process and procedures according to local contexts and constraints

# Appendix C: Actors, responsibility and tasks in relation to SDU's GEP

There are a number of responsible actors in SDU's GEP – their responsibility and tasks in relation to SDU's GEP are described in the following:

## **SDU's Executive Board – responsibility and tasks in relation to SDU's GEP**

### ***Responsibility:***

The Executive Board defines and ensures the overriding direction and framing for SDU's strategic equality initiatives.

The Executive Board is responsible for ensuring the orientation and involvement of SDU's advisory and collegiate bodies on an ongoing basis.

### ***Tasks:***

The Executive Board

- Processes SDU's GE Action Plans once a year
- Hosts and participates in review meetings with IGAB and GET once a year
- Ensures ongoing communication of SDU's strategic equality initiatives to the organization

## **SDU's central GE Committee (C-GEC)– responsibility and tasks in relation to SDU's GEP**

### ***Responsibility:***

C-GEC is responsible for initiating the preparation of the annual GE Action Plans and for 'Critical Friend'-visits at FAC and C-Adm.

C-GEC has its own rules of procedure (in Danish) that specify composition and mandate<sup>12</sup>.

### ***Tasks:***

On its first annual meeting, SDU's GEC define and verify a comprehensive process plan for the preparation of the annual GE Action Plans at SDU, including:

- Setting deadlines for forwarding the FAC / C-Adm GE Action Plans to GET, who will compile the SDU GE Action Plan on behalf of C-GEC
- Processing of the executive SDU GE Action Plan
- Determining the plan for 'Critical Friend'-visits to the respective FAC /C-Adm for the year
- Determining the time for the annual strategic discussion and approval of GE Action Plans by the Executive Board

Each year, the Central GE Committee visits half of SDU's main fields (faculties and central administration) at so-called 'Critical Friend'-visits, where representatives from C-GEC will meet with FAC / C-Adm management and local GEC to discuss and assess their equality efforts and questions / issues in relation to their GE Action Plan (one half one year, the other half the next year).

These visits comprise the backbone in the follow-up of SDU's local equality endeavours. The visits qualify C-GEC's work as advisory body to the Executive Board. The visits will typically take place in the spring semester of the second year of the GEP cycle for the respective faculty / central administration.

<sup>12</sup> <https://sdunet.dk/da/administration/raadnaevnudvalg/cliu/om> - this will be revised, fall 2021

C-GEC is tasked with processing and proposing the draft for the executive SDU GE Action Plan, when it has been prepared by GET and before it is forwarded to the Executive Board.

### **Deans and university director– responsibility and tasks in relation to SDU's GEP**

#### ***Responsibility:***

Dean / University Director is responsible for initiating the preparation of the FAC / C-Adm GE Action Plan with input from HoD / HoDiv.

Dean / University Director is responsible for allocating resources for administrative support and data access and processing as well as for the preparation of the GE Action Plan.

Dean / University Director is responsible for ensuring the orientation and involvement of local advisory and collegiate bodies on an ongoing basis.

#### ***Tasks:***

- At FAC, the dean initiates the preparation of the FAC GE Action Plan once a year. This takes place in collaboration with the local GEC and with input from departments regarding their local measures. The Faculty management can choose to initiate measures and activities that include the whole faculty. Please note, that the extent and requirements of the GE-AP differs in the two GEP-years.
- At C-Adm, the university director initiates the preparation of the C-Adm GE Action Plan once a year. This takes place in collaboration with the local GEC and with input from divisions regarding their local measures. The C-Adm management can choose to initiate measures and activities that include the whole administration. Please note, that the extent and requirements of the GE-AP differs in the two GEP-years.
- FAC / C-Adm forward their approved GE Action Plan to GET, who compiles the executive SDU GE Action Plan
- Dean / University director invites and hosts meetings according to the defined process plan. These meetings include a critical friend visit by C-GEC in the second GEP-Year.

### **Heads of Department and Heads of Division – responsibility and tasks in relation to SDU's GEP**

#### ***Responsibility:***

HoD<sup>13</sup> / HoDiv has the responsibility of at least once every second year (GEP Year 1) of identifying focus areas and defining objectives<sup>14</sup>, that may be monitored and achieved within a to-year period. This includes status reporting of the initiatives to the Faculty / C-Adm as input to the annual FAC / C-Adm GE Action Plans.

HoD/ HoDiv is responsible for ensuring the orientation and involvement of local advisory and collegiate bodies on an ongoing basis.

#### ***Tasks:***

HoD / HoDiv

- Formulate once every second year objectives for the department's / division's equality work and on this basis initiates 1-2 measures / activities within select focal areas, which may be implemented during the two-year GEP-cycle<sup>15</sup>. HoD / HoDiv are expected to involve (select) faculty / staff in this work

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<sup>13</sup> Heads of Faculty Administration enjoy the same status as HoD in this document

<sup>14</sup> In order to ensure continuity and sustainable, long-term development, initiatives can be determined for longer periods than the two years of a GEP-cycle. This also entails objectives that have a longer timespan than the two years.

<sup>15</sup> See note 11, above

- Involve relevant local actors, such as members of the local GEC
- Forward status reports regarding select measures to FAC / C-Adm for the annual GE Action Plan
- Invite sparring and support from the local GEC and GET

### **SDU's central administration – responsibility and tasks in relation to SDU's GEP**

#### ***Responsibility:***

Administrative divisions, functions and units in SDU's Central Administration (including SDU's Research and Innovation Office) in their capacity of having specific organizational functions and responsibility, have a special responsibility of ensuring that GE-perspectives are integrated in their concrete execution of tasks<sup>16</sup>. As a general rule, initiatives undertaken in this context form part of SDU's general strategic GE-efforts.

#### ***Tasks:***

HoDiv / head of units / function

- Coordinates GE-initiatives and GEP-activities in relation to own organizational processes<sup>17</sup> and measures in collaboration with GET and deans / Executive Board
- Involves relevant internal stakeholders and bodies
- Reports overview and description of how GE is integrated into measures and processes as input to SDU's annual GE Action Plan
- Invites the local and / or central GEC as well as GET for sparring and support

### **SDU's local GE Committees – responsibility and tasks in relation to SDU's GEP**

#### ***Responsibility:***

FAC / C-Adm GEC provide support and collaboration to HoD / HoDiv and FAC / C-ADM management in their equality endeavours. GEC are responsible for communicating the annual process plan as well as ensuring the discussion of the annual GE Action Plan in the respective management.

#### ***Tasks:***

FAC / C-Adm GEC

- Spars with HoD / HoDiv on their invitation
- Spars with Dean / FAC management, respectively University Director / C-ADM management
- Initiates GE activities and measures at FAC / C-ADM level according to agreements with Dean / FAC management, respectively University Director / C-ADM management
- Contributes actively to FAC / C-Adm GE activities and implementation
- Prepares the annual FAC / C-Adm GE Action Plan

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<sup>16</sup> For instance, SDU's Study Service is responsible for ensuring the integration of GE-perspectives in relation to students, study environments and study administration and programme management; and SDU's HR-service is responsible for ensuring GE-perspectives in HR-administration, working environment and HR-development.

<sup>17</sup> These include both regular, permanent processes, such as SDU's Programme Reports and Work Place Assessment (APV), as well as single, one-off tasks and activities, such as revision of Staff Policy Guidelines.

Regarding the cross-cutting distribution of responsibilities and tasks:

(FAC – Departments – Collegiate bodies – Local GEC /

C-Adm – Divisions – Collegiate bodies – C-Adm GEC):

To ensure that the implementation of equality measures and activities are based on local contexts and experiences (and in correspondence with the GEP PRINCIPLES), it is recommended that the preparation of the annual process plan explicitly takes account of the distribution of responsibilities and tasks including communication between GEC, management, collegiate bodies and departments/divisions.

### **SDU's Gender Equality Team (GET) – responsibility and task in relation to SDU's GEP**

#### ***Responsibility:***

GET supports and contributes with process assistance and GE expertise to department / division and FAC / C-Adm GE initiatives. This also includes processing and secretarial support in the preparation of the annual GE Action Plans.

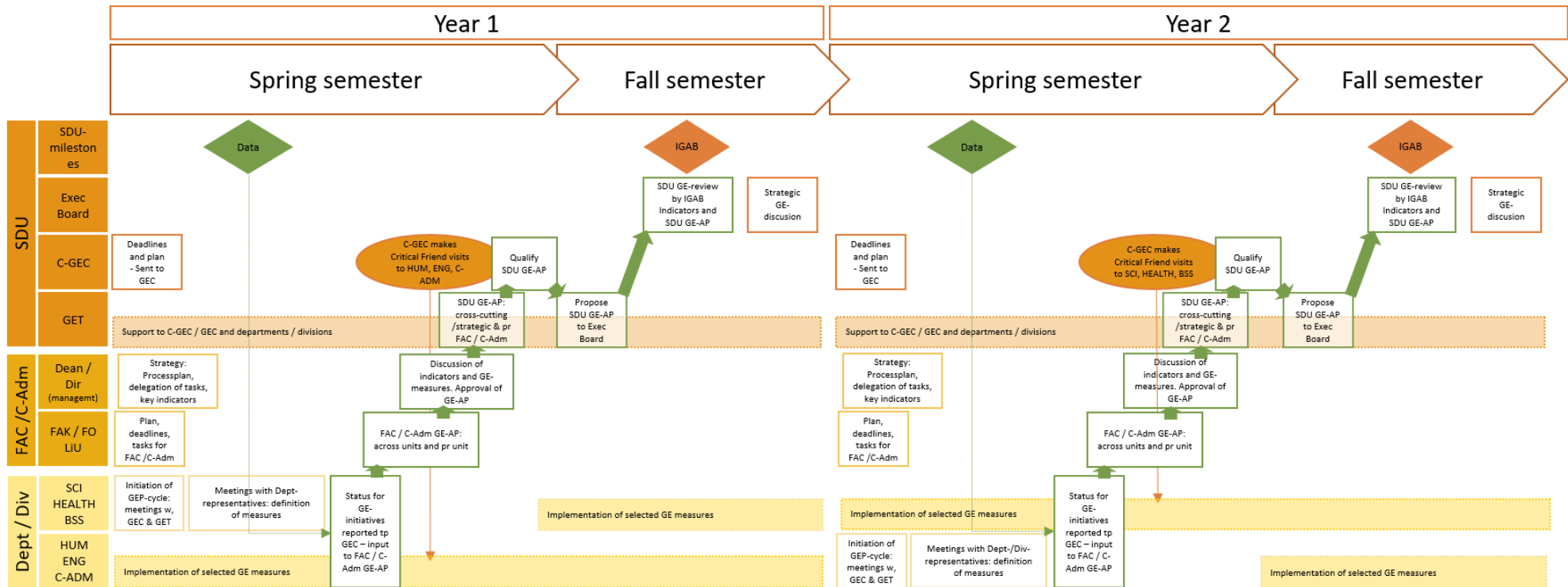
GET serves as a contact point for SDU's IGAB and hosts IGAB's review-meetings with the Executive Board as well as SDU's national GE-symposia and GEC-masterclasses

#### ***Tasks:***

GET

- Compiles the executive SDU GE Action Plan on behalf of C-GEC
- Prepares the report of SDU's GE efforts to the Executive Board
- Invites and facilitates SDU's annual IGAB-events (October): review-meetings with the Executive Board, SDU's national GE-symposia and GEC-masterclasses

# Appendix D: Process overview



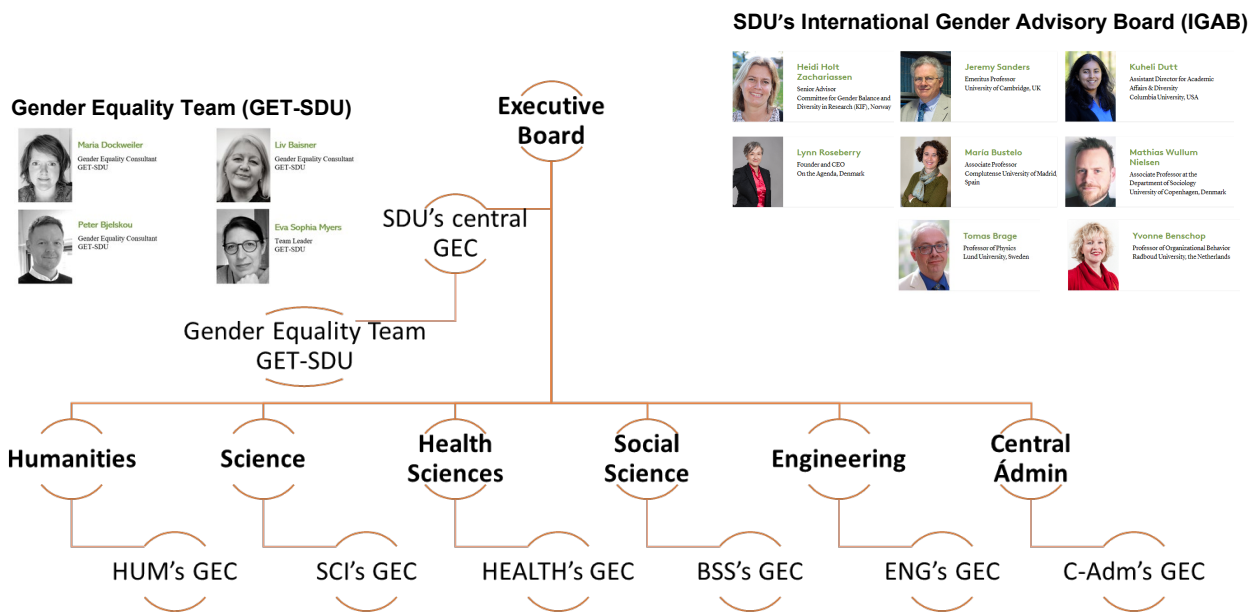
Legend:  
 • Green indicates the process for formulating GE Action Plans  
 • Orange/yellow indicates organizational levels and their ongoing GE activities and measures



## **03.02      Appendix 2**

# **Organization and dedicated GE expert resources**

## SDU's GE-organization



(Gender Equality Committee: GEC)

Read more about SDU's GE-organization and the tasks of the different actors and units as well as their collaboration in relation to SDU's GEP in the 'Memorandum SDU's GEP' here:

[https://www.sdu.dk/-/media/files/om\\_sdu/gender\\_equality/gep/sdus+gep+aug21+eng.pdf](https://www.sdu.dk/-/media/files/om_sdu/gender_equality/gep/sdus+gep+aug21+eng.pdf)

### GE Committees, at university and local levels (GEC):

For current and updated information about SDU's GE organization and GE Committees, please refer to this homepage: [https://www.sdu.dk/en/om\\_sdu/sdus\\_profil/gender\\_equality/overview](https://www.sdu.dk/en/om_sdu/sdus_profil/gender_equality/overview)

## SDU's Gender Equality Team (GET):

SDU's Gender Equality Team, GET, consists of four team members, all GE experts, and is tasked with driving, qualifying and supporting local and strategic GE-initiatives.

GET receives the equivalent of 2½ FTE in internal funding and is additionally funded through third party funding through consultancy and national and international projects.

For current and updated information about SDU's Gender Equality Team as well as project involvement, please refer to this homepage:

[https://www.sdu.dk/en/om\\_sdu/sdus\\_profil/gender\\_equality/get](https://www.sdu.dk/en/om_sdu/sdus_profil/gender_equality/get)

## SDU's International Advisory Board (IGAB):

SDU's IGAB is made up of eight external international experts on various aspects of GE in Academia.



**Heidi Holt Zachariassen**  
Senior Advisor  
Committee for Gender Balance and Diversity in Research (KIF), Norway



**Jeremy Sanders**  
Emeritus Professor  
University of Cambridge, UK



**Kuheli Dutt**  
Assistant Director for Academic Affairs & Diversity  
Columbia University, USA



**Tomas Brage**  
Professor of Physics  
Lund University, Sweden



**Lynn Roseberry**  
Founder and CEO  
On the Agenda, Denmark



**Maria Bustelo**  
Associate Professor  
Complutense University of Madrid, Spain



**Mathias Wullum Nielsen**  
Associate Professor at the Department of Sociology  
University of Copenhagen, Denmark



**Yvonne Benschop**  
Professor of Organizational Behavior  
Radboud University, the Netherlands

IGAB serves to qualify, support, inspire, push, legitimize SDU's strategic GE-initiative.

**For current and updated information about SDU's IGAB, please refer to this homepage:**

[https://www.sdu.dk/en/om\\_sdu/sdus\\_profil/gender\\_equality/igab](https://www.sdu.dk/en/om_sdu/sdus_profil/gender_equality/igab)

## **03.03      Appendix 3**

# **Data collection and monitoring**

## SDU's Gender Statistics

SDU's Gender Statistics serves as the current and updated data foundation for SDU's GE initiatives and is used in the annual GE Action Plans in SDU's GEP by providing overview of SDU's current gender equality situation, including the representation of men and women in various academic and leadership positions. This data baseline serves as a crucial point of departure in identifying both challenging areas and positive developments.

Data is sourced from the national data, each university submits annually to the Ministry of Higher Education and Science (UNI:C) concerning the recruitment of academic staff – which in turn serves as input to national as well as international statistics (e.g., SHE Figures and the Danish [Talentbarometret](#)) – as well as other organizational HR and salary data.

SDU's Gender statistics covers (so far)

- Data on recruitment of academic staff, disaggregated in terms of gender, position, age, nationality, and organizational affiliation, number of applicants, qualified applicants and hires. In addition, information on the number and (gender) composition of assessment committees is offered as well as whether hires were employed at SDU immediately prior to the now position.
- Data on population of employees, disaggregated in terms of gender, position, age, and organizational affiliation

Data is available on both faculty- and department levels, and users can export data to Excel for further processing. Data is available from 2014 onwards so that users can track historical developments

SDU's Gender Statistics is internal data. All SDU employees have access to Gender Statistics as part of SDU's general business data.

Further development of SDU's Gender Statistics is ongoing with supplementing quantitative and - eventually - also qualitative data sources. This development takes place in collaboration with [SDU Analytics](#). Scheduled for fall 2021 is a first exploration of using SDU's new HR-system (implemented summer 2021) as a key data source. This data source encompasses more staff categories than the current sources, both academic and administrative. With SDU Analytics, the database's user-face will also be upgraded to allow for a better combination of instantly available key indicators and the possibility to explore the underlying data further if relevant for the user. GET offers all interested users guidance on how to use the database

## **SDU's GE monitoring practices**

SDU's GE monitoring practices are captured in SDU's GEP and comprises a detailed process that takes place in successive two-year cycles. Three different organizational levels are involved: department/administrative unit, faculty and university. The result is a comprehensive and detailed quality assurance of SDU's collected GE-initiatives.

The process results in annual documentation at two levels: Faculty GE Action Plans and SDU GE-Action Plan/ executive summary.

For a detailed account of the annual process and monitoring cycle, including the contents and production of SDU's and the Faculty GE Action Plans, please refer to the 'Memorandum SDU's GEP' here: [https://www.sdu.dk/-/media/files/om\\_sdu/gender\\_equality/gep/sdus+gep+aug21+eng.pdf](https://www.sdu.dk/-/media/files/om_sdu/gender_equality/gep/sdus+gep+aug21+eng.pdf) SDU's GEP will come into full effect from January 2022.

Prior to SDU's GEP, SDU has since 2011 complied with a practice of annual reports on faculty and SDU-level, to be submitted to SDU's Executive Board at the end of the following year. The following presents the executive summary from the Annual GE report 2019

## **Annual Report on GE initiatives at SDU 2019 Executive summary**

The yearly report on gender equality activities at SDU 2019 describes activities and initiatives that have taken place during the year 2019.

### **SDU's central Gender Equality Committee**

Ole Skøtt, Dean at the Faculty of Health Sciences, has chaired the Committee since January 2019. The Committee members are representatives from the Faculties, the Central Administration and the Central Liaison Committee. SDU's central Gender Equality Committee acts as steering committee for SDU's Gender Equality Team (GET).

SDU's Gender Equality Team (GET) acts as task force for the central Gender Equality Committee and works with systemic changes at SDU in close cooperation with the Faculties and five units, including the central Gender Equality Committee and the six local Gender Equality Committees.

### **Emergent themes from activities from the annual report from the five Faculties**

#### **Recruitment processes**

- Recruitment processes: content, composition and wording of job announcements, transparency of recruitment process online, more gender-balanced assessment committees, procedure for ensuring a more systematic onboarding (ENGINEERING)
- Recruitment processes, specifically with assistance by GET in improving content, composition and wording in job announcements (SCIENCE)
- Focus on recruitment processes through gender-mainstreamed and widely advertised job announcements (HUMANITIES)
- Recruitment processes, specifically in terms of a focus on transparency in promotion criteria (BUSINESS & SOCIAL SCIENCE)
- Recruitment processes: developed materials on career paths in order to support the careers of early career researchers. This effort has been supplemented by Vodcasts from the different departments with good examples (HEALTH SCIENCES)
- Participation in GET's gender budgeting initiative to trace the potentially gendered dynamics of funding for research and teaching at SDU (HUMANITIES and SCIENCE)

## **Career progression**

- Career progression: preparing materials for focused and thematically relevant annual performance reviews ('MUS') (ENGINEERING)
- Career matrix with clearer career advancement criteria (SCIENCE)
- A qualitative assessment of the well-being of female PHDs (BUSINESS & SOCIAL SCIENCE)
- Transparency in salary statistics through the publication of average salaries for men and women on the internal SDU website (BUSINESS & SOCIAL SCIENCE)
- Inclusion of the gender aspect in annual performance reviews ('MUS' and 'LUS'), specifically as it pertains to the well-being and career progression of members of research groups (BUSINESS & SOCIAL SCIENCE)

## **Leadership**

- Management: training in unconscious bias awareness (SCIENCE)
- An initial idea for an awareness campaign led to a collaboration with GET on the development of an SDU-wide Gender Equality Plan, with HEALTH as qualifying partner and SDU-pilot (in process pr Fall 2020) (HEALTH SCIENCES)
- Sections and local leadership: in order to improve the leadership support at a level closer to the researchers, all the departments at the faculty have now introduced formalized structures for sections and Heads of Section to assume these responsibilities (SCIENCE)
- Local department-level GE guidelines and policies with regard to unconscious bias in meeting cultures, job announcement, and recruitment processes (BUSINESS & SOCIAL SCIENCE)

## **Work environment**

- GET has been involved in meetings to raise awareness at the faculty level of gender equality and unconscious bias, and locally on sexual harassment, LGBT+ inclusion, and other inclusionary dynamics (HUMANITIES)
- Working on an "Ombuds-function" for a systematic model to handle anonymous reporting by employees of instances of sexual harassment – anchored in the local gender equality committee (BUSINESS & SOCIAL SCIENCES)
- Developing guidelines and policies regarding intergenerational conflicts and senior policies (HEALTH SCIENCES)



## Status on data

Women make up 57% of SDU's academic staff, a percentage that has been stable over the past 3 years. There is, as expected, great variation across the Faculties: 18% at the Faculty of Engineering, 34% at the Faculty of Science, 41% at the Faculty of Business and Social Sciences, 45% at the Faculty of Humanities and 54% at the Faculty of Health Sciences.

Women's representation is the highest and also the most stable among the entry-level temporary positions as PhDs (58%), postdocs (49%) and assistant professors (41%), with no significant increases/decreases during the last five years. Among the permanent positions as associate professors, women's representation has increased significantly over the last five years, from 33% in 2015 to 39% in 2019. This is a positive development. Women's representation among professors remain low and stable at around 21% in the 5-year period.

Among 2019's 248 new appointments, about half, 48%, had only men or only women among the qualified applicants. In other words: there are only gender-diverse qualified applicant pools in every 2<sup>nd</sup> position filled. Even in processes with 3 or more qualified applicants, women tend to be hired less often than men. There is a small increase in women hired when having *both* a qualified candidate pool of 3 or more applicants *and* having both men and women among the qualified applicants as this increases the number of women hired from 39% overall to 41% in such processes.

## **Annual Report on GE initiatives at SDU 2020 Executive summary**

The yearly report on gender equality activities at SDU 2020 describes activities and initiatives that have taken place during the year 2020.

### **SDU's central Gender Equality Committee**

Ole Skøtt, Dean at the Faculty of Health Sciences, has chaired the Committee since January 2019. The Committee members are representatives from the Faculties, the Central Administration and the Central Liaison Committee. SDU's central Gender Equality Committee acts as steering committee for SDU's Gender Equality Team (GET).

SDU's Gender Equality Team (GET) acts as task force for the central Gender Equality Committee and is tasked with driving, qualifying and supporting local and strategic GE-initiatives and systemic changes at SDU in close cooperation with the Faculties and administrative units, including the central Gender Equality Committee and the six local Gender Equality Committees.

### **Emergent themes from activities from the 2020 annual report from the five Faculties**

#### **Meeting culture**

- A focal area is inclusive culture, where a relevant context is meetings and the dynamics of group relations across different job categories, gender, age etc. (HUMANITIES)

#### **Recruitment processes and career progression**

- A focused recruitment process using SDU Robotics as the focus unit was initiated; TEK HR and GET has joined forces and will scrutinize the recruitment process from the first initiative to advertise a position until the contract is signed (ENGINEERING)
- Working with GET to improve the texts of job advertisements, with the ambition of attracting a broader and more diverse range of applicants to our vacancies. GET was also invited into the recruitment process to help detecting sources of bias (SCIENCE)
- Unconscious bias training for everyone involved in the recruitment process (SCIENCE)
- A new career progression matrix for assistant, associate, and full professors. The purpose of the matrix is to make career progression criteria more transparent and clarify expectations from management and staff (SCIENCE)
- A new – and improved – onboarding process for new employees (SCIENCE)
- The transition from associate professor till full professor (BUSINESS & SOCIAL SCIENCE)
- Mentoring (BUSINESS & SOCIAL SCIENCE)

## **GEP - pilot**

- The GEP process is currently running at most departments and each department has defined goals and plans for how to reach these goals (HEALTH SCIENCES)
- Meetings at all departments with GET, head of department, LiU departmental and non-departmental representatives were arranged. The goal of having the non-departmental LiU member present was to get more insight into the process at Health-LiU and to begin the process of actively sharing knowledge and experience with GE-initiatives across departments. The more concrete insight into structure, goals, opportunities and challenges at other departments were constructive. The non-departmental member was both in the position to learn from this insight but also to act as a critical friend and able to ask curious and exploring questions that could help the department to get a more concrete understanding of their situation and goals, and sometimes concrete examples from other departments (HEALTH SCIENCES)
- An open discussion on how they best support the GEP process and have already made some changes to this, e.g., an overview of the activities of the for LiU linked to the GEP process, to have a representative and a substitute from each department in LiU, a status on GEP work from each department at each meeting, establishing a closer collaboration for the LiU representative with the departmental work environment group (HEALTH SCIENCES)

## **Awareness raising and unconscious bias**

- Creating awareness about the committees work through their website, TEK News and participating in relevant foras and meetings (ENGINEERING)
- Compiling all gender and diversity initiatives at TEK to create awareness of everything that is going on around the faculty (ENGINEERING)

## **Work environment and Local leadership**

- New standard material for Performance Development Reviews has been made to secure a consistent offer for all staff across the Faculty regardless of who they are; The PDR material has been approved by the TEK Liaison Committee and will be taken in to use from the next PDR (ENGINEERING)
- Introduction of new MUS concept at the faculty and distribution of MUS to sections (SCIENCE) Training of Heads of Sections (HoS) to support the individual researcher (SCIENCE)
- The Gender Equality Committee selected a diverse group of people from the faculty to participate in a survey to clarify the impact of the lockdown, the result of which is still pending. For now, the focus is to support a smooth reboarding process for the faculty as researchers and lecturers slowly begin returning to the campus again (SCIENCE)

- The consequences of Covid-19 and working from home (BUSINESS & SOCIAL SCIENCE)
- PhD school initiative regarding well-being of Phd -students, e.g., onboarding, information, formalities, supervision and mutual expectations (BUSINESS & SOCIAL SCIENCE)
- Revelations about sexism and sexual harassment in academia at the end of 2020 led to several responses: the Faculty addressed all complaints/information received about incidences that had occurred at the Faculty's departments and the Departments adopted varying approaches: the Department of History set up a working group to draft a codex for an acceptable workplace tone, the Department of Cultural Sciences set up a working group to address issues of sexual harassment, the Department of Design and Communication and the Department of Language and Communication discussed the issue at Departmental Council meetings and decided to wait for the outcomes of the work of the central taskforce on how to deal with unwanted sexual attention before deciding on any specific initiatives (HUMANITIES)

### **Student oriented initiatives**

- Increased bias awareness in communication toward potential students, increased bias awareness in the teaching at TEK, training of high school counsellors, career workshops with high school students, camps and girls day in Science, coding cafés and campaigns with female role models. The aim of these projects is to get more female students (ENGINEERING)
- Gender bias in the teaching curriculum (HUMANITIES)
- Development of a check-list for bias-free oral examinations (CENTRAL ADMINISTRATION)

### **Data**

- Generate more statistics to support our GEPs (HEALTH SCIENCE)

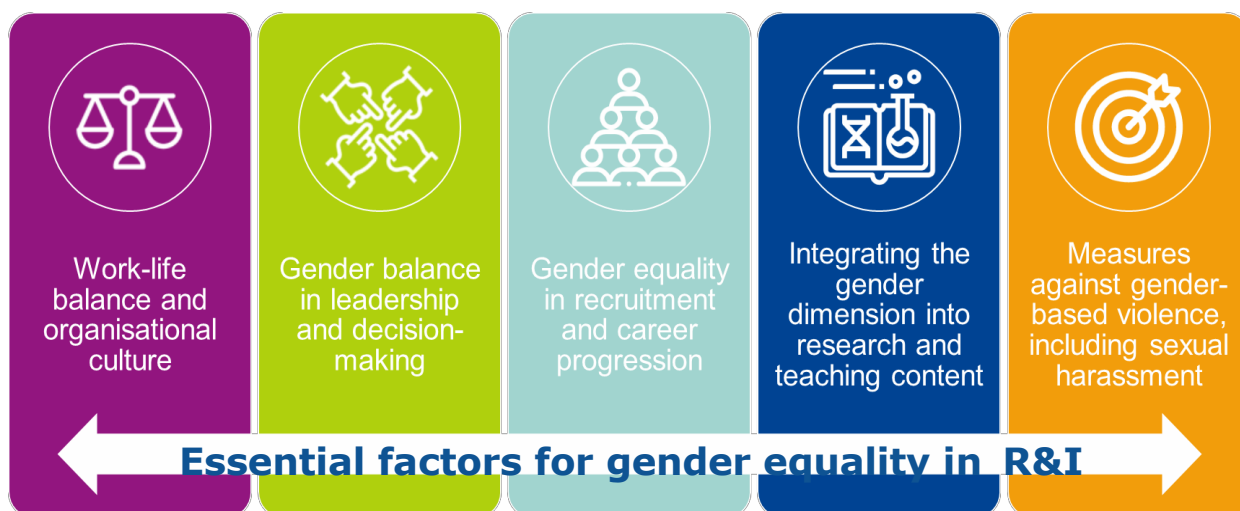
### **Cross-faculty knowledge sharing**

- Cross-faculty knowledge-sharing initiative: the chair of the HUM gender equality committee participated in a meeting of the SUND gender equality committee (HUMANITIES)

# 03.04 Appendix 4

## Training / Capacity Building

### Content



### Strategic focal areas, project plans and indicators for activities by SDU's GET

Prior to and leading up to SDU's GEP implementation, SDU's Gender Equality Team has since 2017 defined and been working according to two project plans that outline the implementation of activities and initiatives of the team. These two project plans detail the strategic focal areas and priorities: the first for the period 2018-2021 and the second initiated in 2020 (which is still valid and ongoing at the time of compiling this document, fall 2021).

The following presents an overview of these two project plans in some detail, as these also give an indication of which content areas are prioritized in SDU's strategic GE activities as well as how training, awareness raising and capacity building are approached.

# SDU's Strategic Gender Equality initiative 2018-2021

December 2018, eva sophia myers

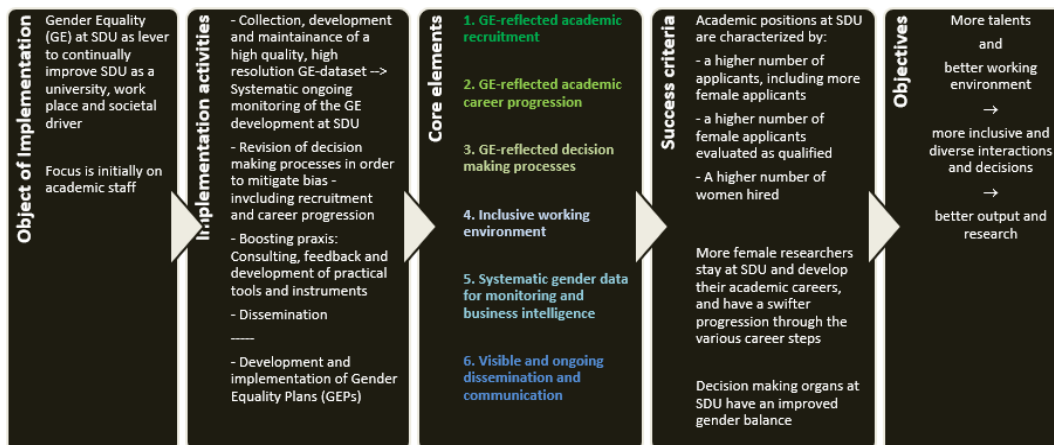
## Introduction:

This overview presents a dynamic plan for SDU's strategic GE initiative in the project period (up until the end of 2021). The overview has been formulated based on an initial phase of mapping and analysing during which the organization's needs, requirements and desired effects of the initiative have come to light. The plan presents an unfolding of SDU's Gender Equality Team (GET)'s mandate and has been widely informed by the recommendations from SDU's International Gender Advisory Board (IGAB). The intention with this plan is that it may serve as a here-and-now point of departure, from which it is possible to systematically revise, qualify and adjust the individual activities in the light of experience acquired as well as extant conditions – for instance through an annual revision by SDU's Central Gender Equality Committee and IGAB, which in turn is approved by the Executive Board. Several of the initiatives and activities included here have a longer scopus than the project period. Moreover, the overall initiative may benefit in general by being supplemented with further separate initiatives, such as Sex- and Gender Analysis in Research, GE-reflected teaching and involvement of the student body. However, this lies beyond the scope of the present project.

The overall initiative is understood as a large scale organizational cultural transformational project with the GE perspective as the main driver and lever for change. GE is furthermore seen as an opening to other diversity parameters such as age, nationality, ethnicity, religious and sexual orientation.

SDU 

## Overall description of the GE-initiative at SDU



SDU 

## Core element 1: GE-reflected academic recruitment

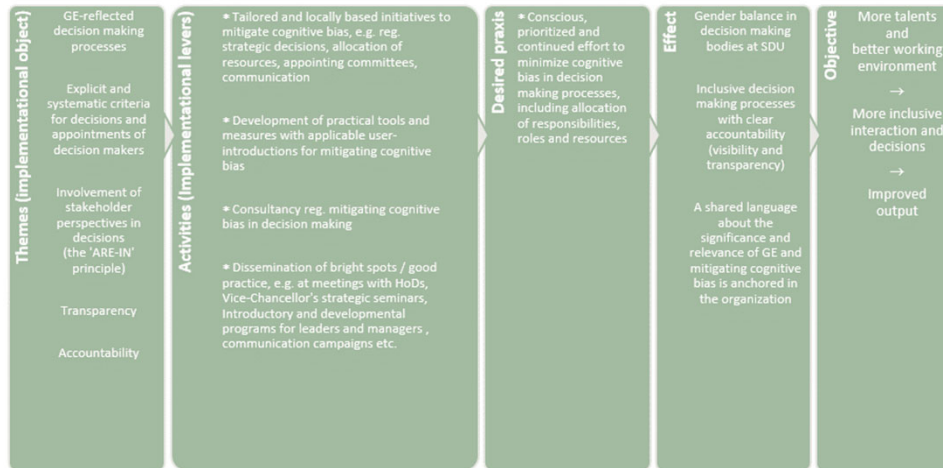


## Core element 2: GE-reflected academic career progression

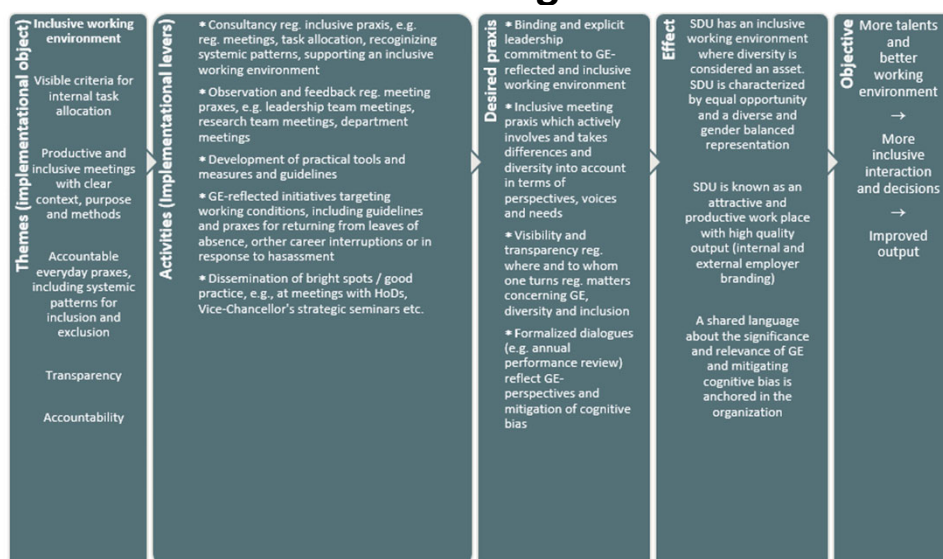




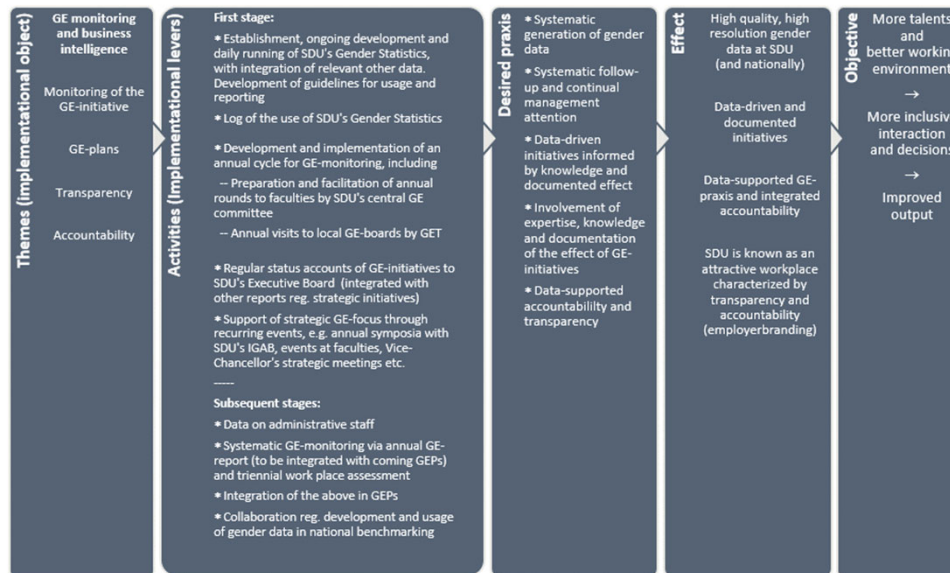
## Core element 3: GE-reflected decision making processes



## Core element 4: Inclusive working environment



## Core element 5: Systematic gender data for monitoring



## Core element 6: Visible and ongoing dissemination



## Monitoring of SDU's GE-initiative

In order to support the ongoing monitoring of the evolution and effect of SDU's GE-initiative, three types of indicators will be employed:

Indicator type	Direction and intention	Data sources	Primary responsibility	GET's contribution
<b>Objective / Effect</b>	Coupling / contribution to SDU's main objectives	<ul style="list-style-type: none"> <li>Primarily SDU's Gender Statistics</li> <li>Other national and international databases and reports</li> </ul>	SDU's management	<ul style="list-style-type: none"> <li>Administrative processing</li> <li>Resource</li> </ul>
<b>Praxis / Process</b>	The effect of the initiative on praxis	<ul style="list-style-type: none"> <li>Surveys to selected target groups (leaders, professors, newly appointed academics, other key functions)</li> <li>Qualitative interviews, focus groups and individual</li> <li>Registration of activities</li> <li>Registration of narrative documentation</li> <li>Work-place assessment and other internal data</li> </ul>	Key practitioners (leaders, administrators, key personnel reg. specific tasks)	<ul style="list-style-type: none"> <li>Administrative processing</li> <li>Resource</li> <li>Evaluation / monitoring</li> </ul>
<b>Implementation / Activity</b>	Documentation of strategic effort	<ul style="list-style-type: none"> <li>Registration of activities (activity-log)</li> <li>Documentation of usage and relevance of materials and services</li> </ul>	GET	<ul style="list-style-type: none"> <li>Executive</li> </ul>

## Object-/effect indicators

(Monitored primarily through SDU's Gender Statistics)

These are long term symptomatic indicators:

- Academic positions at SDU are characterized by: (*baseline 2018, SDU's Gender Statistics, Denmark's Talentbarometer, other national and international reports and analyses*)
  - a higher number of applicants, including more female applicants
  - a higher number of female applicants evaluated as qualified
  - a higher number of women hired
- More female researchers stay at SDU and develop their academic careers, and have a swifter progression through the various career steps (*SDU's Gender statistics and Glass Ceiling Index, Danish and international reports on PhDs, maternity leave, children cf. gender and careers*)
- Decision making bodies at SDU have a better gender balance (*baseline ultimo 2018*)

## SDU's strategic GE-initiative – status November 2020

Since the first project plan for SDU's strategic Gender Equality (GE) initiative was conceded in October 2018, SDU's and GET's GE-work has evolved in line with the dynamic plan set out for the first four-year period (see the project plan below).

This document gathers and sharpens the work into a coherent vision and strategy for SDU's GE endeavours that reach beyond the first project period and defines the current and coming focal areas and actions.

Four defining factors have characterized the development since October 2018 till November 2020:

- The **SPEAR-project** has currently completed the first half of its project period of 4 years. SPEAR is a driver for the development and implementation of SDU's Gender Equality Plan (GEP) according to EU's recommendations and framework. This work means that SDU from the start will live up to the requirement set out in the framework Programme Horizon Europe that applicants and their organization have structural GE measures in place in order to be eligible for funding
- Three meetings with SDU's **International Gender Advisory Board (IGAB)** have taken place, and all three have offered vital input in terms of recommendations, inspiration and support
- A focus on **sustainability** (not least through SDU's commitment to UN's Sustainable Development Plan and the Sustainable Development Goals (SDG's)) and long-term embedding and anchoring of structural and systemic GE-work both in-house at SDU and externally result in a growing interest in and drawing on GET's expertise and involvement at SDU as well as across the Danish University sector
- A **growing recognition and demand** for effective GE-measures that may qualify daily problem solving in SDU's departments and units inform and direct the development of GET's services and the work in the local and central GE committees

Three emerging drivers characterize the coming development of GE-strategies both within and beyond SDU:

- A general push towards making structural and systemic **GE-work an excellence criterion for funding** – as evidenced in the HEU requirement of GEPs or similar structural GE-work
- A growing recognition of the importance of **integrating the gender dimension in research, innovation and teaching** as integral to excellence, sustainability, responsibility and ethics
- Awareness of the detrimental effects of **sexism and gender based violence** on research and educational milieus and outputs – and the urgent need for systematic counter measures



## Focal areas in SDU's strategic GE work 2020-2023

FOCUS	Implementation of SDU's GEP	GE-reflected recruitment, advancement & decision making	Working environment	Gender Dimension in research & education	Dissemination & communication
ACTIVITIES	<b>SPEAR</b> Upload of SDU's GEP - Deliverable	<b>SDU's Gender Statistics</b> Update, development /HCM w. SDU Analytics	<b>APV21</b> GE and Sexism perspectives integrated	<b>Maturation of project for external funding</b> how to support SDU in integrating GD in R?	<b>Dissemination &amp; communication in house</b>
	<b>GEP conceded</b> Spring 2021	<b>Gender Budgetting</b> w. ACT-project & U of Iceland	<b>Development of sexism countering measures</b>	<b>Integration of Gender in funding applications</b> w. RIO	<b>IGAB events</b>
	<b>Launch</b> Summer 2021	<b>Recruitment VIP 4.0</b> Revision of processes	<b>Meeting interventions</b> e.g. observation, feedback, structures and culture	<b>Integration of gender and bias in outreach and student recruitment</b> w. SDUUP	<b>Dissemination &amp; communication externally</b>
	<b>Implementation</b> 1st run-through 2021-2023	<b>Tailored processes &amp; interventions</b> w. departments and faculties	w. departments and faculties		<b>National collaborative networks</b> e.g. GEAR-DK, Sexism initiative, EU-sister projects



### **GET's services – examples of how GET works: descriptions on SDU's service sites**

Among other things, SDU's strategic Gender Equality initiative focuses on recruitment processes, on unconscious bias in decision making processes, and on establishing a solid data baseline about gender equality at SDU.

Read about these initiatives here:

[https://www.sdu.dk/en/om\\_sdu/sdus\\_profil/gender\\_equality/overview](https://www.sdu.dk/en/om_sdu/sdus_profil/gender_equality/overview)

(The following sites are all in Danish at the time of compiling this document (October 2021)– English sites are under construction)

Learn more about how GET works with recruitments here:

[https://sdunet.dk/da/servicesider/hr/ligestilling/get\\_help/rekrut](https://sdunet.dk/da/servicesider/hr/ligestilling/get_help/rekrut)

Learn more about how GET works with decision making processes here (danish):

[https://sdunet.dk/da/servicesider/hr/ligestilling/get\\_help/bias](https://sdunet.dk/da/servicesider/hr/ligestilling/get_help/bias)

Learn more about how GET works with sexism and unwanted attention here (danish):

[https://sdunet.dk/da/servicesider/hr/ligestilling/get\\_help/sexisme](https://sdunet.dk/da/servicesider/hr/ligestilling/get_help/sexisme)

## Examples of how the five Horizon Europe (HEU) recommended GE areas are addressed at SDU

The following presents examples of how the five recommended areas in the HEU GEP requirements are addressed at SDU. The main focus is here on what GET is the principal driver of. The list here is not exhaustive, neither in terms of what GET facilitates and offers, nor in terms of what takes place at SDU in general and beyond GET, in administrative units and functions as well as at faculties and departments, but is meant to illustrate that all five recommended areas are practically, systematically and contextually addressed at different organizational /strategic levels.

### 1. Work-life balance and working environment

This area is addressed through

- d. interventions designed to facilitate inclusive interactions, collaboration and meetings, as well as on how to counter conflicts, harassment and work environments marked by low psychological safety (see also 5, GBV, below). This takes place through tailored processes defined in close collaboration with the requisitioning units (leaders and select others) and may include interviews, mappings of the dynamics of interactions, observations, feedback and/or workshops / trainings for units and groups, such as research groups or whole or parts of departments. It may look exclusively at meeting practices but can also include workflows.
- e. workshops/trainings on the facilitation of inclusive and productive meetings – both online, hybrid and live. And targeted both at leaders and chairs as well as units and as individual training.
- f. workshops for younger researchers on work-life balance, that are integrated into SDU's courses and development programmes for younger researchers.
- g. Individual counselling/sparring for leaders and chairs on issues related to GE perspectives in working environment

In fulfilling the above, GET also collaborates with a number of other in-house service functions, such as SDU's in-house organizational consultants, health and safety office, training and competence development secretariat.

Denmark has compulsory measures for working environment (physical and well-being), parental leave, daycare, flexible working arrangements, including senior schemes and caring responsibilities, as well as complaint procedures. In addition, SDU has a number of institutional measures in place regarding parental leave and grief-leave policies as well as guidelines for financial compensation for parental leave. Moreover, more and more private funders establish measures to alleviate work-life imbalances and dilemmas.

Additional supporting and related internal official documents / resources include:

- [SDU Resources regarding working environment, health and safety, well-being](#)
- [SDU's Staff Policy Guidelines](#)

## 2. Gender balance in leadership and decision making

This area is addressed through

- a. As a Danish research performing organization, SDU is subject to a formal and legal requirements of ensuring gender balance in leadership (governing and executive boards) as well as other management and middle management bodies – a 40/60 representation is regarded equal). Also we are legally required to develop policies to ensure equal gender representation of all management levels. Policies concerning both top management and middle management are under revision. Data and policies are reported annually to the Minister for Equal Opportunities.
- b. a project on Gender budgeting (2020-2021) is being conducted. This initiative includes systematic analyses of gender data held against economic data to see if there are gendered patterns, e.g., in the distribution of funds, resources, or tasks. One example is the allocation of funds from the upper levels of education and research funding, and external research funds, to the applications, processes and practices that channel the funds further into the organization. At SDU, the gender budgeting project involves two faculties (Humanities and Science) and the SDU-wide organizational level. The project will present findings and recommendations to the organization in the fall/winter of 2021. This initiative is realized through the participation in the ACT-project Gender Budgeting Community of Practice and in collaboration with University of Iceland.
- c. Unconscious Bias (UB) focus in decision making processes: Bias training and the inclusion of more general bias awareness raising is integral to most of SDU's GE-work. This has evolved from mainly bias-training workshops (still running) to integrating bias-training and awareness into redesigning processes and procedures, such as HR-administrative processes.
- d. Examples include training leaders and assessment committee chairs in more inclusive decision-making processes and meeting practices in order to avoid biased decisions and selection. It also includes training for students on how they can become bias-aware when promoting STEM study programs to high school students, workshops with communication staff at SDU on stereotypical bias pitfalls, e.g., in picture materials, and suggestions for "flip questions" to be implemented as part of assessments and decision makings.
- e. Strategic leadership development is addressed through different initiatives; the leadership compass - together with specific management tools and SDU's programmes for leadership development - constitutes a comprehensive web-based knowledge portal for good leadership at SDU. In addition to this several leadership training programmes are offered

Additional supporting and related internal official documents include: [SDU's leadership compass](#)

### 3. GE in recruitment and career progression

This area is addressed at both department/unit, faculty and overriding SDU-levels through

- a. Specific focus on recruitment of both academic and administrative/support staff
  - i. Announcement texts: Concrete job announcement texts are explored, teasing out biased pitfalls related to structure, format and/or wording.
  - ii. Observation and feedback on assessment and selection of candidates, meetings and correspondence
  - iii. Strategic counselling on recruitment process design and implementation, interview format and structure
- b. Recruitment and retention strategies for departments and faculties, this includes strategic counselling on certain demographics, such as international staff, specific disciplines or entire department.
- c. Career, qualification and promotion criteria and matrices: strategic counselling on the development of policies and procedures combined with systematic follow-up on how these are integrated in local practices and procedures. One example is GET's assistance to SDU's Faculty of Science in its development of an explicit policy "[Academic recruitment and careers at the Faculty of Science](#)" to enhance transparency in recruitment and promotion requirements.
- d. Career development. This includes
  - i. Stand-alone on-demand workshops on select aspects of early career questions and dilemmas – sometimes integrated into SDU's other career training and development offers. This is targeted young researchers and designed to equip them with tools and strategies to support their career development.
  - ii. A module-based course integrating all the workshops above and including coaching on career paths & patterns, communication, academic networking & visibility, publication strategy, work-life balance, and career planning strategy.
  - iii. Mentoring programme inspired by Lund University's bi-focal mentoring scheme. Bifocal mentoring has the double purpose of mentoring young researchers (all genders) and provide vital feedback to the mentors and organization about pitfalls, obstacles, and useful organizational/structural adjustments.
  - iv. Project on mapping academic recruitment processes and administrative support to these, to identify potentially biased practices and design mitigating measures (2019-2020). This mapping has been instrumental in providing input to SDU's new HR system in terms of imperative process steps, needed action options etc., and will result in a new recruitment portal on SDU's intranet. The project has been executed in collaboration with administrative recruitment staff at the faculties, SDU's International Staff Office, SDU Digital, and HR Services' other in-house organizational consultants. The final GEP will link to the SDU recruitment portal once it is finished.
  - v. Integration of GE in strategic policy development, which includes GET's GE-input on career documents and policies, such as tenure-track positions and shortlisting in recruitments, as well as the local implementation of the national law on aca-



demic positions ("[Stillingsstrukturen](#)") as well as in SDU's supporting digital systems and data.

- e. Tailored, on-demand workshops for and individual counselling/sparring with leaders and supervisors, as well as interventions/trainings for specific groups, e.g., PhD-supervisors.

In fulfilling the above, GET also collaborates with a number of other in-house service functions, such as SDU's HR personnel and legal administration, International Staff Office, in-house organizational consultants, health and safety office, training and competence development secretariat, and faculty and PhD-school administrations.

#### 4. Gender Dimension in Research and Education

The integration of Gender Dimension in Research is addressed through

- a. the integration of gender dimension in funding applications – through direct consultation to researchers / applicants as well as through in-time workshops targeting applicants and pre-award support.
- b. development of resources, tools and knowledge/documents necessary for fulfilling GE requirements, such as HEU GEP requirements.
- c. Raising awareness through offering workshops to the wider community on what the Gender Dimension in research is and entails, in general and specifically in relation to the HEU eligibility and award criteria.
- d. Developing ways to establish a sustainable and professional infrastructure for supporting SDU's researchers in integrating the Gender Dimension in Research. This is in the first instance formulated as a project idea to be matured in order to receive third party funding.

a. and b. (above) take place in collaboration with [SDU Research & Innovation Organisation \(SDU RIO\)](#)

The integration of Gender Dimension in Education is addressed through

- e. workshops, presentations, trainings on gender and bias expertise in outreach, student recruitment, and teaching. This takes place in collaboration with [SDU Centre for Teaching and Learning \(SDUUP\)](#).

#### 5. Gender based violence

This area is addressed in two ways:

- a. As a question of formal response mechanisms and resources, building on a solid infrastructure – including the legal aspects of such responses – for both handling and preventing sexism, sexual harassment and other types of harassment. This aspect is under revision and substantive tightening and has been stepped up in response to the second #MeToo wave in Denmark, fall 2020, which included a petition from Danish Academia.

To this end, SDU's Rectorate has implemented a number of initiatives to ensure dignity at work and counter sexism at SDU, including the integration of detailed questions regarding sexual harassment in the Workplace Assessment and the Study Environment Survey (which run every three and two years, respectively), a clear entry point for reporting and comprehensive site for resources (in the pipeline) as well as a more clearly defined 'ethical infrastructure' (also in the pipeline) that may effectively both handle and prevent cases as well as offer other services, such as victim support and conflict mediation.

These developments take place through a collaboration between SDU's HR, Health and Safety, Student services, SDU's newly established [Whistleblower Scheme](#) and GET and integrate all legal aspects concerning HR, personnel, health and safety and ethical and professional conduct and builds on already existing resources, tools and other documents to be found [here](#).

- b. As on-demand cultural interventions and awareness raising in line with GET's style of interventions and workshops/trainings (see above). This includes tailored workshops and processes designed in collaboration with the requisitioning unit and / or targeted training for specific groups of leaders and health safety representatives on how to address and follow up on critical workplace assessment results. In the pipeline is the development of targeted bystander training. In addition, GET offers individual and/or informal consultations.

Additional supporting and related internal official documents/resources include:

- [Whistleblower Scheme](#)
- Work-Place Assessment, SDU ([Arbejdspladsvurdering, APV](#))
- Study Environment Survey at SDU ([Studiemiljøundersøgelsen, SMU](#))

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# Uppsala University, UU





UPPSALA  
UNIVERSITET

UFV 2020/343

# Gender Mainstreaming Plan

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2020-2022

Approved by the Vice-Chancellor, 16 June 2020

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## Background and purpose

Uppsala University must always take into account and promote equality between women and men in its operations, and must actively promote and widen recruitment to the University (Higher Education Act [1992:1434], Chapter 1, Section 5). These are important aspects of ordinary equal opportunities efforts conducted at the University, primarily based on the Discrimination Act (2008:567).

Uppsala University: Mission, Goals and Strategies (UFV 2018/641) emphasises that equal opportunities are a matter of rights for the individual and quality for the University. An equal opportunities perspective must be mainstreamed in all parts of the organisation and the University's study and work environments must be characterised by openness and respect. What is meant by 'equal opportunities' is that everyone working or studying at or coming into contact with the University has equal rights and opportunities, regardless of their legal sex<sup>1</sup>, gender identity or gender expression, ethnicity, religion or other belief, functionality<sup>2</sup>, sexual orientation, age or social background<sup>3</sup>.

This plan is based on Uppsala University: Mission, Goals and Strategies and will be in effect for three years (2020–2022). Uppsala University is continuing with the gender mainstreaming efforts begun in 2017–2019. The appropriation directions for higher education institutions for the 2020 fiscal year require the University to produce a plan for its work on gender mainstreaming. The plan must describe the development needs, objectives and activities that the University intends to implement and how the University will mainstream gender equality and make it part of the University's ordinary operations.

Gender mainstreaming is a strategy for integrating a gender equality dimension into all decision-making, at all levels and at all stages of the decision-making process, by all those involved in decision-making. Fundamentally, the method comes down to basing decisions more closely on research or organisational facts (quantitative and qualitative data).

Gender mainstreaming as a strategy has similarities with efforts to promote equal opportunities, but differs in several respects. Equal opportunities efforts focus on all grounds of discrimination, while gender mainstreaming focuses on one of the grounds of discrimination, legal sex. Equal opportunities efforts are governed by law and are intended to combat discrimination against individuals at the University and to improve their opportunities. Gender mainstreaming is strategic, comprehensive and targeted via

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<sup>1</sup> The term 'legal sex' means the sex indicated by a person's personal identity number and used in register-based statistics.

<sup>2</sup> Uppsala University prefers the concepts 'gender identity or gender expression' rather than the normative concept of 'transgender identity or expression', the concept of 'ethnicity' rather than 'ethnic belonging', as this can be perceived as a static concept that excludes the possibility of an individual having a multifaceted ethnic background, and the concepts of 'functionality' and 'functional variation' rather than 'disability'. The concepts of 'functionality' and 'functional variation' describe a person's physical, mental or intellectual functional capacity and are used instead of 'disability'.

<sup>3</sup> At Uppsala University, the concept of 'equal opportunities' is understood with reference to the seven grounds of discrimination addressed by the Discrimination Act, plus social background.

appropriation directions; it seeks to change the power structures identified within the University that prevent gender equality.

Implicit bias and informal power structures that cause gender inequality problems are well documented in research on gender equality in academia.<sup>4</sup> Informal decision-making affects the opportunities of certain individuals and groups to have an influence and progress in their career. 'Bias' refers to unconscious distortions in assessment processes that systematically favour or disadvantage certain groups. The existence of informal structures and bias presents challenges for everyone responsible for fulfilling both constitutional demands and quality requirements. The point of many of the values enshrined in constitutional law is to promote high quality. This applies, for example, to the freedom of expression and appointment based on merit, but also to the transparency and objectivity of decision-making processes.

Gender mainstreaming means examining organisational practices and processes from a gender perspective and working actively to ensure that they are as transparent, fair and inclusive as possible. What is meant by 'fair' is, firstly, that management positions, appointments and resources are allocated on objective grounds, and secondly, that assessment and decision-making processes are organised so as to reduce the risk of bias related to the grounds of discrimination. It is also important to create a good work environment where everyone feels that they can contribute to collegial discussion and decisions. Gender equality and equality opportunities are essential to ensure that the organisation realises its full potential.

## Goal

The goal is to make the University's organisation and activities more gender-equal. The method for achieving this goal is gender mainstreaming. The target groups are all people working, studying or otherwise engaged at Uppsala University. People throughout the University must be aware of the Gender Mainstreaming Plan for 2020–2022 so that staff and students can participate actively in its implementation.

## Responsibility

The University Board and the Vice-Chancellor have ultimate responsibility for systematic action to promote and ensure gender mainstreaming at Uppsala University. Operational responsibility rests with the chairs of the domain/faculty boards, the heads of department and all other leadership and management personnel at the University. These individuals must ensure that the plan is disseminated to all relevant parts of the organisation.

Those responsible for the implementation of the various action areas in the plan are specified below.

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<sup>4</sup> See, for example, the research overview in *Lärobok för rekryteringsgrupper på universitet och högskolor* [Textbook for recruitment committees at higher education institutions], Uppsala University, Human Resources Division, Equal Opportunities Unit, 2012.



## Mainstreaming gender equality and equal opportunities

Uppsala University's strategy for effective goal fulfilment is to create synergies by linking gender mainstreaming with ongoing and upcoming University-wide projects, for example with measures ensuing from the research evaluation Quality and Renewal 2017 (Q&R17) and the introduction of the European Charter for Researchers and Code of Conduct for the Recruitment of Researchers (Charter and Code, UFV 2019/872).

Another method seeks to achieve synergies by coordinating procedures with other, related tasks, goals and regulations. For example, gender mainstreaming has points of contact with recruitment targets for professors, broader recruitment and widening participation, sustainable development and internationalisation, equal opportunities and work environment management.

Uppsala University's appropriation directions for 2020 require the University to continue to strive for an equal quantitative distribution by legal sex when recruiting professors. This is in line with the requirement laid down in the Discrimination Act (2008:567) to promote gender balance in different types of work, among different categories of employees and in management positions (Chapter 3, Section 7). To achieve this, Uppsala University is pursuing long-term and qualitative efforts in recruitment, career paths and career support. Gender mainstreaming is therefore not primarily a matter of quantitative gender equality or gender balance; it aims rather at sustained gender equality and the improvement of ordinary processes.

Experience from the University's work on equal opportunities shows that there are advantages in assuming that women and men are not static or homogeneous groups. In other words, it helps to take into account that not everyone identifies themselves as a woman or a man, and that their situations vary depending on factors such as ethnicity, age and functionality. Uppsala University's work on gender mainstreaming focuses on legal sex, but the objective is to coordinate it with work on equal opportunities. This will be done by applying the mainstreaming strategy, as far as possible, to all areas of discrimination and social background.

## Organisation of gender mainstreaming efforts

Uppsala University is a large and decentralised organisation. The local conditions vary and the gender inequality problems that different parts of the organisation may have therefore also vary. This means that formulations of problems and goals, and concrete strategies for solving problems and attaining goals, need to be defined at local level. Gender mainstreaming work should be conducted and resources allocated within the framework of ordinary operational planning and follow-up at different levels and in all parts of the organisation.

To create good conditions for this work, support is offered from central level focusing on continuous reflection and dialogue, skills development, dissemination of best practice, and knowledge and experience exchange in the University.

## Development needs

The follow-up of Gender Mainstreaming Plan for 2017–2019 shows that Uppsala University has conducted continuous activities in gender mainstreaming that have created good conditions for making the organisation more gender-equal in the long run (UFV 2016/418).

The University's work on gender equality and equal opportunities has been audited within the framework of the EU project SPEAR<sup>5</sup> to identify strengths and weaknesses/development areas and to deliver recommendations.<sup>6</sup> One recommendation is to focus the organisation's resources in defined areas that are of key relevance for education and research at Uppsala University. In light of this, the number of action areas in the gender mainstreaming plan has been reduced to three, as against five previously.<sup>7</sup> The report shows that the University needs to concentrate on recruitment and career support, particularly for early career academics. Another development area is the distribution of resources for research in relation to gender equality. The need to include undergraduate and doctoral students in gender equality and equal opportunities efforts is also emphasised.

## Action areas

The plan indicates the overall direction of work on gender mainstreaming. The activities proposed below aim for long-term effects and the development of ordinary processes. A gender equality and equal opportunities perspective must be observed in all action areas. One important prerequisite is that managers/equivalent involve staff and students in the work of identifying and addressing defects in the academic culture and structure. This requires an open and objective discussion on values and practices linked to quality in research and education, assessment, acquisition and recognition of qualifications, etc.

### 1. Form and contents of education

Uppsala University upholds the free pursuit of knowledge in education and research and stands up for academic integrity, diversity and quality. As expressed in Uppsala University: Mission, Goals and Strategies, well-functioning work and education environments underpin education and research of the highest quality and relevance. To create an attractive, open and inclusive environment for study and work, the design and, where relevant, content of first-, second- and third-cycle (undergraduate, Master's and doctoral) education must develop further to reflect equal opportunities and widening participation. Students at all levels must be able to play an active role in preparatory and

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<sup>5</sup> The EU project SPEAR, in progress 2019–2022, is coordinated by the University of Southern Denmark and comprises a total of eleven partners. Uppsala University has undertaken to implement and further develop its own gender equality and equal opportunities work, and to serve as process supporter and equal opportunities specialist for other partner organisations in their work on implementing gender equality plans. For more information on the SPEAR project, see <https://gender-spear.eu/>

<sup>6</sup> Sybille Reidl, Marlene Hock, Status Quo Assessment Report, May 2020 (UFV 2016/418).

<sup>7</sup> The five action areas in the Gender Mainstreaming Plan for 2017–2019 were: skills development at management level; content and design of educational programmes; University-wide governance documents; recruitment and skills supply; and internal allocation of resources.

decision-making bodies, and must be given opportunities to influence and develop their programmes and educational situation.

The content and design of education may involve applying a gender equality and equal opportunities perspective to syllabuses, examination formats, assessment criteria and grading, reading lists and teaching examples, choice of teachers, supervisors and external lecturers, doctoral student supervision, allocation of speaking time and acknowledgement in teaching situations, timetabling, course evaluations and distance education opportunities. It may also involve efforts to prevent and reduce the occurrence of harassment and discrimination in the study environment. Procedures, guidelines and policies that affect undergraduate, Master's and doctoral students' educational situation should be continuously analysed from a gender equality and equal opportunities perspective.

The work can usefully be linked with evaluations and audits of quality assurance measures related to first-cycle (undergraduate), second-cycle (Master's) and third-cycle (PhD) programmes. In the Guidelines for Uppsala University's Model for Review of Study Programmes (UFV 2015/475), gender equality is one of the aspects that every educational evaluation has to include – "that a gender equality perspective is integrated into the study programme". A further proposal is to make it mandatory to bear an equal opportunities perspective in mind when establishing, following up and phasing out programmes.

**Responsibility:** Chairs of domain/faculty boards, programme directors, heads of department/equivalent. Library Director and University Director (Student Affairs and Academic Registry Division, Division for Quality Enhancement).

## 2. Recruitment and skills supply

As expressed in Uppsala University: Mission, Goals and Strategies, well-qualified teachers, researchers and other staff are crucial to achieve the overall goal of conducting education and research of the highest quality and relevance. The University must therefore continue to pursue strategic and long-term action regarding recruitment and working conditions for researchers and teachers from a gender equality and equal opportunities perspective.

The foundation for this is laid by skills supply plans at all levels of the University. One prerequisite for recruitment on objective grounds is that gender awareness accompanies the process at every stage, from needs analysis/person specification to appointment and continued career progression. The criteria for research and teaching quality and procedures for assessing skills and potential in connection with recruitment and promotion need to be reviewed regularly. This is essential to reduce the risk of missing well-qualified applicants because of bias linked to one of the grounds of discrimination.

It is also important to discuss and take action to ensure a level playing field for career progression and opportunities to upgrade qualifications portfolios. The academic work environment is an important factor that affects the inclination of different individuals and groups to remain in academia. This can involve clarifying the distribution of duties and resources, such as time and funding for research, between research teams and departments. It can also involve the direct and indirect career support provided to different individuals and groups.

Individuals and groups that have influence on recruitment and skills supply must be given continuous opportunities to participate in education and training on equal opportunities in recruitment. At University level, part of this action area involves gender mainstreaming the upcoming plan for further work on the Charter and Code implementation project.

**Responsibility:** Vice-Chancellor, chairs of domain/faculty boards, heads of department/equivalent, department boards, chairs of recruitment committees, research directors and University Director (Human Resources Division).

### 3. Internal allocation of resources

A gender perspective on internal allocation of resources means developing a system for identifying and analysing the allocation of direct government funding with reference to legal sex. A disproportionate and uneven outcome must be followed up to eliminate any bias in the preparatory processes leading to decisions on the distribution of funding.

Uppsala University has developed two new gender equality indicators that show the relative difference between the proportions of women's and men's working hours assigned to research. One indicator shows the distribution of resources between women and men out of the total research funding for the unit and the other the distribution of purely internal research funding. One measure that can be taken is to test and evaluate how these gender equality indicators can be used and developed as a tool and support in departments' gender equality work and, in connection with this, to produce methodological material.

The allocation of most direct government funding for research and doctoral education is decentralised at Uppsala University. The faculties/domains have a great deal of freedom in devising their own principles for resource allocation and their allocation models vary to some extent. It is at department level that funding is attached to individuals, since it is at this level that decisions are taken on which people's salaries will be financed out of direct government funding.

At central level, Uppsala University conducts a number of actions to increase gender equality. When recruiting international visiting professors of the underrepresented legal sex, the University assumes the entire cost at central level. One measure taken at University level is regular follow-up of the distribution by legal sex in the visiting professor programme, to check whether this action has an impact on quantitative gender equality. The symbolic significance of an internationally recognised, world-leading professor of the underrepresented legal sex is important as an example for students at all levels and for teachers in their careers.

At central level, the University also provides support (co-financing and part-financing) to researchers who have received funding from the European Research Council (ERC) and/or the Knut and Alice Wallenberg Foundation (KAW). It is ERC and KAW that determine which researchers receive funding, but the University can help bring about quantitative gender balance by developing processes for identifying, prioritising and nominating candidates to KAW, and finding methods to encourage and support researchers of the underrepresented legal sex so that everyone who has a chance of obtaining ERC grants actually applies. One measure at University level to check whether any measures are needed to bring about improvements in this respect is to

regularly follow up the distribution by legal sex of funding for co-financing and part-financing for ERC and KAW grants.

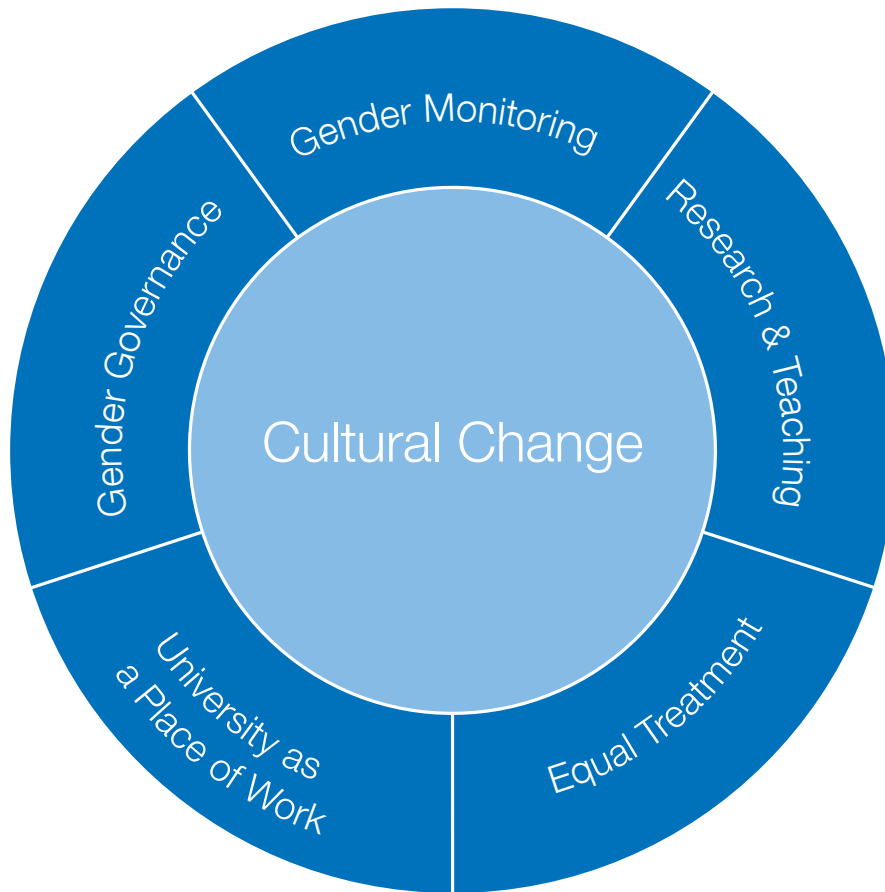
**Responsibility:** University Board, chairs of domain/faculty boards, heads of department/equivalent or department boards, University Director (Financial Administration and Procurement Division, Research Support Division, Planning Division, Human Resources Division).

## Follow-up

The appropriation directions require reports on measures and results based on the plan, and on how gender equality is taken into account in the allocation of research funding. This follow-up will primarily occur as part of the regular process of annual operational planning and follow-up. In addition, the University as a whole will be subject to external assessment on two occasions (2021 and 2022) within the framework of the EU project SPEAR.

# RWTH, Aachen University





# Equal Opportunities at RWTH Aachen University

Action Plan 2017 – 2022





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## Preface

As the RWTH Aachen University Rector's Office, it is our constitutional obligation to enforce equality among women and men and to ensure protection against discrimination at the University. Both are fundamental prerequisites for creating equal opportunities and securing the success of the University. Only by utilizing the talents of all university members and attracting outstanding students, scientists, and employees in technology and administration, RWTH is able to maintain its position as an internationally recognized university through its strength in research and teaching.

In the past ten years, the topic of Gender & Diversity has been systematically implemented as a crosscutting issue in numerous strategic processes and institutions at RWTH. Target quotas based on projections have been defined in strategy papers, plans for the promotion of women, and objective and performance agreements with the faculties. While there has been indisputable progress, the current university ranking based on equal treatment aspects from the Center of Excellence Women and Science and the analysis of the plan for the promotion of women show that this progress is still lagging behind expectations and that even setbacks have occurred. It is also impossible to miss resistance at our own university – which is the focus of research in the social sciences, including keywords such as “gender bias in performance evaluation” and “homo-social cooptation.” Despite excellent cooperation at the central level, it is evident that further active work is necessary to consistently meet this resistance.

The Rector's Office Staff Unit: Integration Team – Human Resources, Gender and Diversity Management (IGaD) and the Equal Opportunities Office have initiated a new equal opportunities concept with the aim of making equal opportunities work at RWTH more sustainable and effective within the framework of an overall strategy. This concept was discussed in the University committees and approved by the Senate, thus replacing the previous concept from 2008.

The concept expresses a reinforced focus on equal opportunities in all areas of the University, protection against discrimination, and the facilitation of careers independent of personal characteristics and life situations. The six fields of action in the Equal Opportunities Concept - Cultural Change, Gender Governance, Gender Monitoring, University as a Place of Work, Equal Treatment and Protection against Discrimination, and Research and Teaching directly address these concerns.

The Equal Opportunities Concept is an important component of our University Strategy. It includes the multitude of perspectives, pragmatically addresses the blind spots in our Gender & Diversity Strategy, and contains an equally ambitious yet realistic work program until 2022. Our objectives, however, are only achievable with support from the entire University. Thus, we ask that you help support the activities formulated here. Actively work together with us to make RWTH a place where equal opportunities is a lived truth.



Yours

A handwritten signature in blue ink, reading "E. Schmachtenberg". The signature is written in a cursive, flowing style.

Univ.-Prof. Dr.-Ing. Ernst M. Schmachtenberg  
Rector



Yours

A handwritten signature in black ink, reading "D. Klee". The signature is written in a cursive, flowing style.

apl. Prof. Dr. Doris Klee,  
Vice-Rector of Human Resources Management and Development

# 1. Introduction

## Excellence Needs Equal Opportunity

Equal opportunities is a topic of such an importance that it is an independent policy field at the federal and state levels. Both legally grounded in and legitimized by the Higher Education Act (HG, revision 2014) and the State Equal Opportunities Act (LGG, revision 2017), equal opportunities is a relevant component of university development.

In order to heed this call, equal opportunities at RWTH Aachen University is an expressed responsibility of management and is securely anchored in the University structure as a strategic crosscutting topic. The first delegate for women was elected in 1991, with the position renamed as the equal opportunities officer in 1999, as the LGG took effect. The topic took on even more importance with the institution of the Excellence Initiative. Over the course of the initiative the Rector's Staff Unit: Integration Team – Human Resources, Gender and Diversity Management (IGaD) was founded at RWTH in 2007; the publication of the first equal opportunities concept followed in 2008. In the following years, numerous equal opportunity measures were implemented and three professorships related to gender were successively established. RWTH's top position in the last university ranking based on equal opportunity aspects by the Leibniz Institute for the Social Sciences<sup>1</sup> is proof of the University's clear successes and the positive development in the area of equal opportunities.

The national evaluation of the Excellence Initiative (2016) shows, however, that the effects of equal opportunity measures – despite verifiable advances – are lagging behind expectations. The Federal Conference of Women's Representatives and Equal Opportunities Officers at Universities thus calls for the consistent promotion of equal opportunity measures in the Excellence Initiative III and for them to be fixed components of selection processes and implementation structures.<sup>2</sup> The equal opportunity professionals at the Excellence Universities also emphatically point out the continuous strategic importance of institutionalized equal opportunity structures. Since 2012, the European Commission has required, as part of its research funding policy, that research organizations implement equal opportunity structures that determine gender-specific inequalities, implement strategies for rectifying these inequalities, and achieve planned objectives using indicators.<sup>3</sup>

RWTH's Equal Opportunities Concept<sup>4</sup>, initiated and developed by IGaD and the Equal Opportunities Office, consistently responds to these clear signals: The aim is to strategically institute the equal opportunities work at the University even more effectively, set necessary priorities, and evaluate the measures to be implemented and their effects.

Particular focus is placed on a strengthened orientation towards equal opportunities in all areas of the University, protection against discrimination, and the

1 [http://www.gesis.org/fileadmin/cews/www/download/CEWS\\_Ranking2015\\_Anhang-A.pdf](http://www.gesis.org/fileadmin/cews/www/download/CEWS_Ranking2015_Anhang-A.pdf)

2 In 2016, the BuKoF published a statement on the Imboden report and the program report from the Joint Commission for the Excellence Initiative (Gemeinsame Kommission zur Exzellenzinitiative), cf. Federal Conference of Women's Representatives and Equal Opportunities Officers at Universities (2016).

3 Cf. European Commission 2012: 10

4 Duration: 2017 – 2022

facilitation of careers independent of personal characteristics and life situations. The six fields of action in the Equal Opportunities Concept, Cultural Change, Gender Governance, Gender Monitoring, University as a Place of Work, Equal Treatment, and Research and Teaching directly address these concerns (see Figure 1).

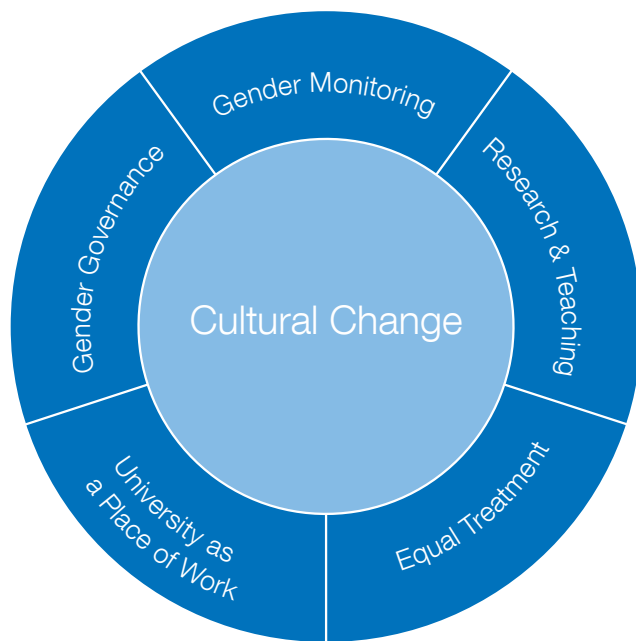


Figure 1: The fields of action of the Equal Opportunities Concept at RWTH Aachen University. Source: Own figure

Each field of action is composed of a target, an illustration of the current situation at RWTH, the resulting need for action, and future activities and the associated quality assurance.

The fields of action were presented, discussed, and determined during a workshop at the beginning of 2016, to which all those involved with equal opportunities in science and administration, all group representatives, and staff councils at RWTH were invited. The participatory process underlines the importance of equal opportunities as a topic for all university members – the objective is not simply “equal opportunities for all” but also “equal opportunities with all.” The concept at hand forms a strategic foundation to equally reach all students, employees, and managers at RWTH and motivate them to contribute to the university’s equal opportunities objectives.

## 2. Cultural Change

### Objective

#### Strengthening a Culture of Appreciation

The acceptance and appreciation of people with different backgrounds and the active promotion of their participation are elementary conditions for the cultural change within a university oriented towards equal opportunities and treatment. All members of RWTH are thus to be encouraged to reflect on their thought and behavioral patterns in order to contribute to cultural change in all areas of the University through appreciative, collegial, and cooperative behavior.

### Current State and Need for Action

An essential feature of RWTH's viability is the active promotion of cultural change. Numerous sensitization measures are to help employees, managers, and students with consciously dealing with one another in an open and appreciative manner. However, the hierarchical relationships within the University also clearly create dependencies, which could stand in the way of a culture oriented towards equal treatment. Managers are particularly responsible for working creatively and consistently towards improving this culture.



## Future Activities

- The gender aspects must be adhered to in all future concept and strategy papers of the University and administrative actions.
- A stronger binding obligation to equal opportunities must be created particularly when implementing the “Guideline for Protection against Discrimination According to the General Equal Opportunities Act (AGG) of RWTH.”
- Existing communication and information channels will be reinforced, in order, for example, to raise even more awareness of the possibilities of filing a complaint or seeking advising at RWTH.
- Innovative models and instruments for management and feedback will be reviewed for their applicability in the University. This may occur, e.g. in a pilot project at an institute and/or in a division.
- Trainings and workshops intended to help strengthen gender and diversity skills will be expanded. Offers take place
  - within the framework of Internationalisation@home
  - to strengthen employees’ intercultural skills
  - as anti-bias trainings<sup>5</sup> to sensitize and develop the skills of human resource representatives, e.g. with regards to personnel selection.
- Continuation of the IGaD event series “A Changing University – Perspectives on Gender and Diversity”

## Quality Assurance

An interim report and a final report on the Equal Opportunities Strategy will be completed by using qualitative analyses that take place in workshops.

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<sup>5</sup> This is a recognized training method for processing prejudices and sensitizing individuals for stereotypes with the objective of developing skills for action strategies that consciously consider diversity and critically regard discrimination.

### 3. Gender Governance

#### Objective

#### Reinforcement of Equal Opportunity- Relevant Structures, Processes, and Responsibilities

Gender Governance at RWTH encompasses the framework conditions for decisions and processes, control mechanisms, and courses of action for equal opportunity actors. Mandatory involvement of all university members is essential for an equal opportunity-oriented organization. This means that university administrators and managers are required to contribute actively to these efforts.

#### Current State and Need for Action

RWTH has given its Gender Governance a control structure with the so-called “Aachen Gender Triangle<sup>6</sup>.” Its mode of action must be reflected critically and reviewed consistently to ensure and maintain quality. This opens up new courses of action for equal opportunity actors, leads to an increase in cooperation within the “Aachen Gender Triangle,” and can be used simultaneously to restructure central and peripheral collaboration. Professors, whose research focuses on gender, should increasingly work as consulting entities; their relevant accompanying research must be included more intensively.

The implementation of a governance for equal opportunity structures unifies the approaches of a top-down and bottom-up strategy: Equal opportunity objectives are integrated into the control and planning processes at all levels. The responsibility of realizing those aims is with the University administration and managers. Employees and students are to have an equal claim to these aims.

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<sup>6</sup> The Gender Triangle was developed within the framework of RWTH's first Equal Opportunities Concept (2008). It encompasses not only the Vice-Rector's Office responsible for equal opportunities but also IGaD, professor-ships with gender denomination, and the Equal Opportunities Officer.





## Future Activities

- An Equal Opportunities Codex is being developed for RWTH.
- Joint equal opportunities standards are being drafted and implemented in transregional collaborations with universities and research institutions.
- A detailed organizational chart of central and peripheral equal opportunities at RWTH will be created encompassing all relevant actors and necessary processes. This creates transparency with respect to Gender Governance and simultaneously strengthens its structures and processes.
- An appropriate, gender-sensitive financing model pursuant to section 24 (5) HG NRW is being established.
- We will review in which funding programs RWTH can set quotas for promoting women (based on the 30% rule within the framework of the Excellence Cluster of the Institutional Strategy II).
- The Equal Opportunities Plans (formerly the plans for the promotion of women) will be strategically used and contribute to the equal opportunities oriented development among the faculties, Central University Administration, and other university institutions.
- The peripheral equal opportunity actors will be supported with the development and implementation of a model that relieves the representatives of the equal opportunities officer within the faculties<sup>7</sup>.
- The implementation of dialog formats should make it possible to continue the discussion outside of the Central University Administration (ZHV) and organizational structure.

## Quality Assurance

The activities will be regularly presented in the Equal Opportunities Committee of the Senate, to the Rector's Office, and in the forumDIVERSITY<sup>8</sup>, to discuss their implementation. The Equal Opportunities Office annually releases a statement of accounts. Quality standards for equal opportunities will also be determined.

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<sup>7</sup> See §24 (5) HG NRW

<sup>8</sup> IGaD founded forumDIVERSITY in 2014 in order to regularly report on University-wide diversity management activities and develop them together.

## 4. Gender Monitoring

### Objective

#### Visualization of Equal Treatment and Review of its Development

RWTH Aachen has set objectives in equal opportunities using indicators. Advancements will be measured and documented within the framework of a regular evaluation and report. Gender Monitoring also makes benchmarking with other universities at the national and international level<sup>9</sup> possible and displays to what extent structural and personnel-related research-oriented equal opportunities standards were implemented.

### Current State and Need for Action

Equal opportunities data is currently being gathered from numerous sources at RWTH Aachen and can be found in various publications and agreements<sup>10</sup>. The data make it possible to observe the representation and its development of female:male ratios in different status groups and areas of the University (e.g. the development of the percentage of women in STEM subjects). This will make progress, but also stagnation or even setbacks, visible. It also makes it possible to determine whether measures need to be embraced or whether existing measures are effective. The process sequence, in which the equal opportunities data is collected, must be optimized with consideration for the equal opportunities aims and the systematic inclusion of equal opportunity actors. The data are to be clearly edited, regularly (e.g. annually) updated and given to the faculties. Gender Monitoring is also an instrument to sensitize individuals for equal opportunities topics, which the faculties can implement to document the needs and successes of their equal opportunities work and from which suitable equal opportunities measures can be derived. It may be necessary to flexibly tailor Gender Monitoring to each faculty and specific context.

### Future Activities

- The strategic objectives of equal treatment must be equally pursued, whereby it is necessary to examine the current target quotas (mission statement, target agreements, DFG reporting, equal opportunities plans, equal opportunities quotas based on the cascade model, female professors program) and orientation according to the cascade model.
- The attainment of the equal opportunities quota according to the cascade model at the professorial level will be regularly evaluated pursuant to section 37a HG NRW.
- The gender-sensitive financing model that is still to be developed pursuant to section 24 (5) HG NRW will be included in Gender Monitoring in the future.
- Equal opportunities statistics will be drawn up annually.
- The target numbers in equal opportunities must be publicized more within the university, both online and in print publications.

### Quality Assurance

The data collected through Gender Monitoring serves as a quality assurance instrument. The Equal Opportunities Plans as well as the target and performance agreements will be consistently evaluated.

<sup>9</sup> This occurs within the framework of the university networks TU9 and CESAER and in university rankings based on equal opportunity aspects from the Center of Excellence Women and Science CEWS.

<sup>10</sup> For example, in the annual report to the DFG according to the cascade model, in the gender ticker (current statistics on gender distribution) of the statement from the RWTH Equal Opportunities Officer, in equal opportunities plans, in tables of figures, in individual evaluations e.g. within the framework of the FESTA EU project, in target and performance agreements, etc.

## 5. University as a Place of Work

### Current State and Need for Action

#### **Employment Conditions**

In the “Guidelines for Good Employment Conditions for Staff”, conditions regarding contract durations at RWTH were defined to improve the predictability of career paths.

#### **Family Friendliness**

In 2015, RWTH was re-certified for the second time in the audit for family-friendly universities. The current process is taking place under the heading “consolidation;” in the future organizational objectives are to be anchored in daily work. Members of the university will be supported with information and advising offers and the facilitation of childcare. The service offerings must be expanded to meet the needs of target groups, childcare must be improved, and family-friendly staff management must be implemented.

#### **Appointment Process**

After the amendment of the Higher Education Act the appointment regulation and appointment handbook were revised; additionally recommendations were developed to ensure the appropriate involvement of women in selection committees. Fulfilling the equal opportunities quota (pursuant to section 37a.1 HG NRW) is prerequisite to attaining RWTH’s equal opportunities objectives.

#### **Equal Opportunity Staff Development**

Strengthening equal opportunities and diversity was already expressed as an objective in the Guidelines for Staff Development. Gender and Diversity are an independent field of action in RWTH’s Staff Development Concept, which also contains measures for the period 2017 - 2022.

### **Objective**

#### Shaping the University as an Equal Opportunity Work Environment

The responsible treatment of employees is greatly valued at RWTH. As the largest employer and vocational trainer in the Aachen region and one of the most visible universities in Germany, RWTH expressly commits itself to giving people the space to optimally develop their performance regardless of their origin, culture, physical ability, or gender.

Through good employment conditions, family-friendly organizational development, transparent selection processes, and equal opportunity staff development, RWTH is becoming an attractive place to work and study for talented students and employees in Germany and abroad. This leads to an improvement in the possibilities for attracting and retaining talented members of the University.

## Future Activities

### Employment Conditions

- A guideline is being developed that covers topics ranging from how to shape gender-sensitive conversations with employees to reliable, plannable, working conditions and perspectives (“good employment”). This guideline will incorporate and call upon existing instruments (e.g. MAG<sup>11</sup>).
- Gender aspects will be taken into consideration within the framework of Occupational Health Management (BGM).

### Family Friendliness

- “The Golden Rules of Family-Friendly Staff Management” will be expanded to include recommendations on how to practically implement them at RWTH.
- The advising and service offers specifically for international employees/ students will be further developed in collaboration with the International Office and the Family Services Center at the Equal Opportunities Office.
- The number of daycare spots for children (particularly up to the age of three) of RWTH employees will be increased.
- The support offers linked to the family card for students (pursuant to §5 (3) ÜPO) will be optimized.

### Appointment Process

- Recommendations for gender-sensitive appointment processes will be created and added to the appointment handbook to support chairpersons and members of the appointment committees.
- The handbook for gender-sensitive committee discussions and comparable recommendations will be linguistically revised to include gender-fair/neutral language.
- Experienced professionals will regularly conduct trainings.
- The equal opportunities quota will be implemented as a control instrument based on the cascade model.

### Equal Opportunity Staff Development

- Target quotas analogous to the cascade model (section 37a HG NRW) will be introduced for the career step after doctoral studies and implemented into the equal opportunities plans.
- Programs for promoting female junior managers (career development, mentoring) including a reinforced focus on female international scientists will be permanently implemented at RWTH.
- We will review whether photos can be excluded during the application process. After a positive evaluation this change will be introduced to the Job Database 2.0. In the future, job postings will include a standard sentence, such as “In our pursuit for equal treatment, we ask that you refrain from including an application photo.”
- Various part-time models are to be made possible based on individual life situations (e.g. almost full-time part-time models, management in part-time positions) (cf. section 13.3 LGG).

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<sup>11</sup> Appraisal interview with RWTH Aachen employees

- The module “gender-sensitive staff management” is to be integrated into the central offers for general further training for management. Guidelines for conversations on topics such as maternity leave, parental leave, work re-entry, and caring for relatives will be created for binding use by managers.

## Quality Assurance

### **Employment Conditions**

The Guideline for Good Employment Conditions will be reviewed for a potential gender bias, data will be gathered about the percentage of women holding permanent positions, instruments for flexible work places will be evaluated<sup>12</sup>, and an analysis of the gender pay gap will be conducted (see Gender Monitoring).

### **Family Friendliness**

The target agreements made within the framework of RWTH’s recertification as a family-friendly university will be fulfilled. The sustainability of the identified measures in the target agreements will also be reviewed.

### **Appointment Process**

Within the framework of Gender Monitoring the numeric development of applications, invitations, list rankings, and appointments will be evaluated and linked with the gender-sensitive financing model to be developed according to section 24 (5) HG NRW.

### **Equal Opportunity Staff Development**

The data collected through Gender Monitoring will be used for quality assurance purposes.

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<sup>12</sup> E.g. proposal statistics, survey of participating employees and the respective supervisors

## 6. Equal Treatment & Protection Against Discrimination

### Objective

#### Expansion and Assurance of Protection Against Discrimination

By ensuring equal treatment and protection against discrimination, a fundamental pre-requisite is achieved by making RWTH an attractive place to study and work. Equal treatment refers to the equal treatment of genders but also other identities named in section 1 AGG, such as ethnic origin, disability, age, religion/worldview, or sexual identity. Pursuant to the General Equal Opportunities Act (section 13 AGG), employees have the right to submit a complaint to the respective office if they feel discriminated at work for one of these reasons.

### Current State and Need for Action

The Guideline for Fair Behavior (2001) was expanded in 2013 to include the “Guidelines for Protection Against Discrimination According to the General Equal Opportunities Act or AGG of RWTH Aachen University.” A complaint office for both employees and students as well as a two-step complaint process (confidential advising and formal complaints) were established. Information about the guidelines and complaint process are available online and are given to new employees when they are hired. Students are informed of these resources during orientation events. Exchanges between the responsible offices on advising topics, current information, and the organization of continuing education offerings will regularly take place at the “Equal Treatment & Nondiscrimination Round Table.” A reporting system has not yet been developed (exception: statement from the Equal Opportunities Office about topics covered in advising). We must improve the protection of individuals affected by discrimination. Formal processes always require the disclosure of the individuals’ names. Due to existing dependencies, e.g. in teaching or in doctoral procedures, this is problematic. Thus, processes must be made possible without naming the involved individuals. The visibility of this rule and those responsible for these cases must be increased. Systematic quality assurance must be implemented. Advisors and those with HR or supervisory responsibilities must be regularly offered further trainings in order to overcome uncertainties, particularly those of superiors when dealing with cases of discrimination.



## Future Activities

- Pursuant to AGG Section 13, the complaint office must be anchored in the University's structure and be visible both within and outside of the University. The complaint process and the responsible office for employees and students must be transparent.
- The low-threshold access to complaint offices will be improved.
- We will review if an alternative to the formal complaint process can be developed for certain cases.
- Reporting serves to identify structural discrimination, systematic avoidance strategies, and allows for the development of suitable preventative measures.
- Internal and external further training opportunities for employees with personnel or supervisory responsibilities and for advisors will be regularly offered to help expand advising skills, among other benefits.

## Quality Assurance

Pursuant to the AGG the complaint office will regularly submit a report of its work to the Equal Opportunities Committee. All measures for expanding and ensuring protection against discrimination will be discussed at the "Round Table for Equal Treatment & Non-discrimination" and "forumDIVERSITY."



## 7. Research & Teaching

### Objective

#### Integration of Gender and Diversity Studies in Research & Teaching

It is university instructors' responsibility to professionally work with students' diversity with regards to age, origin, or gender for example and to recognize discrimination, break down prejudices, and enable fair collaboration. To ensure quality in teaching and research, teachers and students are to be supported in learning how to consciously and skillfully handle gender constructions.

Research must take both biological and social differences into consideration and integrate these into its processes. For example, gender aspects are important criteria in granting research proposals with regards to research content and designs or the composition of project teams (e.g. DFG proposals).

### Current State and Need for Action

In order to increase and ensure the quality of teaching, gender (and diversity) topics must equally be included in courses just as the results of gender research. Gender must be included as a cross-sectional topic in further and continuing education offers in university teaching. Through offers such as the DiVers e-learning tool or ExAcT seminars<sup>13</sup> instructors are sensitized and qualified for handling the topic of diversity in university pedagogy. An online tool<sup>14</sup> was developed within the framework of the FESTA EU project that systematically gives tips for supervisors and doctoral candidates in order to raise awareness for the topic of gender in doctoral supervision. The supervision agreement format has already been established in some faculties. The comprehensive Gender Consulting (IGaD) services regarding consideration of gender aspects and the implementation of respective measures are commonly not called upon.

<sup>13</sup> [www.exact.rwth-aachen.de/startseite/](http://www.exact.rwth-aachen.de/startseite/)

<sup>14</sup> [www.festatool.eu](http://www.festatool.eu)





## Future Activities

- Pedagogical continuing education offers, e.g. ExAcT, support teachers with creating equal treatment teaching.
- Students will be taught skills in topics related to gender and diversity in lecture series. Participant retention can be increased e.g. by awarding credits.
- The gender and diversity continuing education offers will be expanded for teacher training students.
- We will review how gender offerings can be made more visible in teaching e.g. through integration into the CAMPUS system, the PuL project, or tips in Logbuch Lehre.
- Awarding gender-relevant research promotes the expansion of relevant research projects.
- Gender Consulting (IGaD) will be expanded to include research proposals for structured programs: personal advising on proposal design and content will be integrated as mandatory component of the project phase: Support in the early-proposal phase and with implementing the project, i.e. implementing an equal opportunity module and corresponding measures.

## Quality Assurance

Existing evaluation and quality assurance processes at RWTH will be applied in the areas research and teaching, e.g. teaching evaluations. The development and application of a process evaluation are to ensure quality in the areas of gender consulting and the integration of gender aspects in research.

## Resources and Further Information

### European Level

European Commission (2016): She Figures 2015. Gender in Research and Innovation, online at

**[https://ec.europa.eu/research/swafs/pdf/pub\\_gender\\_equality/she\\_figures\\_2015-final.pdf](https://ec.europa.eu/research/swafs/pdf/pub_gender_equality/she_figures_2015-final.pdf)**

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European Institute for Gender Equality:

**<http://eige.europa.eu/>**

Salminen-Karlsson, Minna with FESTA partners (2016): The FESTA handbook of organizational change. Implementing gender equality in higher education and research institutions, Uppsala, online at:

**<http://www.festa-europa.eu/sites/festa-europa.eu/files/The%20FESTA%20handbook%20of%20organizational%20change.pdf>**

Schiebinger, Londa/Klinge, Ineke (2013): Gendered Innovations. How Gender Analysis Contributes to Research, European Commission, EUR 25848, online at:

**[http://ec.europa.eu/research/science-society/document\\_library/pdf\\_06/gendered\\_innovations.pdf](http://ec.europa.eu/research/science-society/document_library/pdf_06/gendered_innovations.pdf)**

## Federal Level

General Equal Treatment Act dated August 14, 2006 (BGBl. I p. 1897), most recently amended by Article 8 of the Act on April 3, 2013 (BGBl. I p. 610).

Bundeskonferenz der Frauen- und Gleichstellungsbeauftragten an Hochschulen (2016): Geschlechtergerechtigkeit in der Exzellenzinitiative II konsequent umsetzen! Stellungnahme zum Endbericht der Internationalen Expertenkommission zur Evaluation der Exzellenzinitiative und zum Programmbericht der Gemeinsamen Kommission zur Exzellenzinitiative, February 4, 2016, online at:

**[http://www.bukof.de/tl\\_files/Veroeffentl/sn-16-Exzellenzinitiative.pdf](http://www.bukof.de/tl_files/Veroeffentl/sn-16-Exzellenzinitiative.pdf)**

Bundeskonferenz der Frauen- und Gleichstellungsbeauftragten an Hochschulen „Geschlechtergerechtigkeit in der Exzellenzinitiative und in weiteren Bund-Länder-Programmen“, July 2015, online at:

**[http://www.bukof.de/tl\\_files/Veroeffentl/sn-15-Exzellenzinitiative.pdf](http://www.bukof.de/tl_files/Veroeffentl/sn-15-Exzellenzinitiative.pdf)**

Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (2011): Neue Wege – Gleiche Chancen, Gleichstellung von Frauen und Männern im Lebensverlauf. Erster Gleichstellungsbericht, Drucksache 17/6240 des Bundestags, June 16, 2011.

Joint Science Conference (2016): Chancengleichheit in Wissenschaft und Forschung, 20. Fortschreibung des Datenmaterials (2014/2015) zu Frauen in Hochschulen und außer-hochschulischen Forschungseinrichtungen, online at:

**<http://www.gwk-bonn.de/fileadmin/Papers/GWK-Heft-50-Chancengleichheit.pdf>**

Netzwerk GleichstellungsakteurInnen in der Exzellenzinitiative (GEx) (2015): „Keine Exzellenzinitiative ohne Gleichstellung!“, August 25, 2015, online at:

**[http://www.gb.uni-koeln.de/e2106/e2113/e17633/20150825\\_GEx\\_Positionspapier\\_GleichstellungInDerExzellenzinitiativelll\\_ger.pdf](http://www.gb.uni-koeln.de/e2106/e2113/e17633/20150825_GEx_Positionspapier_GleichstellungInDerExzellenzinitiativelll_ger.pdf)**

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**[http://www.uni-heidelberg.de/md/gsb/aktuelles/exzellente\\_gleichstellung.pdf](http://www.uni-heidelberg.de/md/gsb/aktuelles/exzellente_gleichstellung.pdf)**

## State Level

Higher Education Act of the State of North Rhine-Westphalia (HG) from September 16, 2016, (Article 1 of the Future Higher Education Act from September 16, 2014 (GV. NRW. p. 547.)

Act on the Equal Treatment of Women and Men for the State of North Rhine-Westphalia (State Equal Opportunities Act - LGG) from November 9, 1999, most recently amended December 15, 2016

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# Southwestern University, 'Neofit Rilski', SWU



# **SOUTH-WEST UNIVERSITY “NEOFIT RILSKI”**

## **GENDER EQUALITY PLAN**

**2021-2024**

**Approved by the Rector of SWU "Neofit Rilski"  
Prof. PhD Borislav Yurukov**





## INTRODUCTION

The Gender Equality Plan (GEP) aims to propose a conceptual vision and practical measures for systematization, institutionalization and improvement of gender equality policies in SWU "Neofit Rilski".

The preparation of the Plan and its implementation are within the Project "Supporting and Implementing Plans for Gender Equality in Academia and Research (SPEAR)", funded from the European Commission under Horizon 2020.

The plan is made taking into account the most important documents of the UN, the European Union and the Republic of Bulgaria, providing the basis for the policy for achieving gender equality worldwide, on European and national level and above all the decisions of the European Commission related to Gender Equality in the European Research Area, among which the European Commission's "Gender Equality Strategy 2020-2025"<sup>1</sup> and the Policy Report "Towards a 2030 Vision on the Future of Universities in Europe"<sup>2</sup>, as well as the "Law on Equality of Women and Men in the Republic of Bulgaria"<sup>3</sup> and "National Strategy for the Promotion of Equality between Women and Men 2021-2030 in the Republic of Bulgaria"<sup>4</sup>.

The plan is consistent with mission and objectives of the SPEAR project, the which operates with four overall objectives: increasing the number of RPOs with implemented Gender Equality Plans (GEPs), removing barriers and improving career prospects for women in academia, improving the gender balance in decision-making bodies and strengthening the gender dimension in research content.

The plan is based on the information and conclusions contained in the Status Quo Assessment - Overview Report, implemented within the SPEAR project, as well as on the data from the research on the state of gender equality at SWU "Neofit Rilski".

The main task of the adoption of the Plan is the creation of a system for institutionalization of the activities related to gender equality in SWU. A special Commission for Gender Equality will be set up to carry out this task.

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<sup>1</sup> <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52020DC0152>

<sup>2</sup> <https://op.europa.eu/en/publication-detail/-/publication/a3cde934-12a0-11eb-9a54-01aa75ed71a1>

<sup>3</sup> <https://www.lex.bg/bg/laws/ldoc/2136803101>

<sup>4</sup> [https://www.mod.bg/bg/doc/ravnopostavenost/20210119\\_National\\_strategy\\_2021-2030.pdf](https://www.mod.bg/bg/doc/ravnopostavenost/20210119_National_strategy_2021-2030.pdf)

The chairman of the Commission will be the vice-rector of SWU "Neofit Rilski". It will include vice-deans of the nine faculties, the chairman of the Ethics Commission of SWU, the head of the department "University Staff" and gender equality experts from the university. In determining the composition of the commission, priority will be given to the principle of observing the gender equality of its representatives.

The Commission will lead and monitor the implementation of the GEP. It will work in collaboration with the University Staff Department, the Ethics Committee, the Needs Committee, the Quality Department, the Student Council, the Center for Research and raising the qualification of University Staff on Gender Equality, external experts and related organizations.

The Commission will carry out its activities permanently, with regular meetings during each semester.

A Center for Research and raising the qualification of University Staff on Gender Equality will also be established. Its main activities will be focused on:

- conducting systematic surveys, which will provide constant and appropriate in terms of quantity and quality statistical and sociological data;
- implementation of trainings for raising the awareness and qualification of the representatives at all levels (higher, secondary and executive) of the management staff, as well as of the lecturers and the administrative staff in SWU on the issues of gender equality and possible ways and means for its improvement.

The center will be built as a structure of the Faculty of Philosophy of SWU. The head of the center will be an established lecturer and researcher of gender equality. Members of the center will be gender equality experts from the faculty. The center will include one representative from the specialties of philosophy, political science, sociology, psychology, as well as one specialist in social pedagogy and one specialist one specialist in social equality from other faculties of the university. If necessary, they will be attracted and external experts from research institutions and NGOs researching gender equality issues. The inclusion of experts in the composition of the center will respect the principle of gender equality of its representatives.

The Center will operate on a permanent basis, presenting a work plan and reporting to the Commission on Gender Equality at the beginning of each semester.

The financing of the work of the Center will be carried out on the basis of the existing regulations in SWU for financing the educational, research and applied centers established at the University.

The plan covers the period 2021-2024.

The tasks set in the Plan will be implemented in two stages.

First stage: until April 2023. Second stage - until the end of 2024

At the first stage, until the end of the project, there will be:

- the main institutional changes are set;
- the main mechanisms for achieving a greater degree of gender equality have been put in place;

- prepared the main stakeholders and institutional actors that will carry out the specific activities.

In the second stage, after the end of the project, this institutionalized system will take care of maintaining and improving the mechanisms for ensuring gender equality.

Within each stage, work plans with a scope of one semester will be developed, which will specify and adapt in accordance with the changing conditions the current general (conceptual) plan. The plans will be based on a specially developed, based on the requirements of the European Commission's Gender Equality Strategy 2020-2025 and Horizon Europe Guidance on Gender Equality Plans, methodology for conducting empirical research to collect and process data that will serve to improve the application of the global GEP at the university. Technology for systematic receipt of information from the authorized university units (Department of University Personnel, Department of Information Security, Department of Financial and Accounting) related to the representation of different genders in the university staff will also be adopted.

Within the semester plans, a special place will be given to conducting trainings for raising the awareness and qualification of the university staff - management, lecturers, administration, doctoral students and students. These trainings will examine the state and policies for gender equality in SWU and the nature and tasks of the GEP of the University. The trainings will be conducted by gender equality experts - members of the SWU team under the SPEAR project, members of the Center for Research and raising the qualification of University Staff on Gender Equality, professors from other faculties of SWU and external experts.

In order to achieve the set goal, according to which the Gender Equality Plan (GEP) of SWU must propose a conceptual vision and practical measures for systematization, institutionalization and improvement of gender equality policies in SWU "Neofit Rilski" and taking into account the fundamental principles set out in the „European Commission's Gender Equality Strategy 2020-2025“ and the „Horizon Europe Guidance on Gender Equality Plans“, SWU GEP includes four main areas for understanding, systematizing, institutionalizing and implementing gender equality policy in SWU " Neofit Rilski":

1. Creating a system for management and development of the environment, affirming and developing gender equality;
2. Institutional support for achieving gender equality in research and teaching;
3. Combining personal and professional life;
4. Conducting systematic research on the status and trends in gender equality in SWU.

In each of these areas, specific tasks have been formulated - a total of 22 in number, which outline the content of the activities and determine the deadlines and indicators for evaluating the results of the implementation of the gender equality plan in SWU.

SWU's GEP identifies the stakeholders, responsible entities and contractors that will be involved in its implementation in the life of the University. It is the first, initial plan, creating the framework for the development of further plans, which will further develop and improve the policies for gender equality in SWU.

The plan, in order to be realistic and not to provoke excessive resistance, is in line with the current needs and capabilities of SWU, as well as with the existing public understandings and attitudes at the university, in the region and in the country, but at the same time is aimed at achieving the required European standards on gender equality in higher education and research.

<b>1. ESTABLISHMENT OF A SYSTEM FOR MANAGEMENT AND DEVELOPMENT OF THE ENVIRONMENT, AFFIRMING AND DEVELOPING GENDER EQUALITY</b>				
<b>TASK</b>	<b>IMPLEMENTATION</b>	<b>RESULTS</b>	<b>RESPONSIBLE FOR IMPLEMENTATION AND CONTROL</b>	<b>DEADLINE FOR IMPLEMENTATION</b>
1. Building a system for institutionalization of activities to ensure gender equality	<ul style="list-style-type: none"> <li>Establishment of a Commission for Gender Equality, assisting in the implementation of the plan</li> <li>Establishment of a Center for Research and raising the qualification of University Staff on Gender Equality</li> </ul>	Institutionalized system for ensuring gender equality	<ul style="list-style-type: none"> <li>Rector's leadership</li> <li>Dean's leadership</li> <li>Heads of other structures</li> <li>Team members</li> <li>Commission</li> <li>Center</li> </ul>	Second semester 2021 - first semester 2022
2. Implementation of actions leading to institutional visibility in the promotion and implementation of gender equality policies in universities	<ul style="list-style-type: none"> <li>Adapt university regulations and practices to implement the gender equality plan</li> <li>Dissemination of our achievements in the institutionalization of activities to ensure gender equality</li> </ul>	Links have been established with academic and public institutions, through which information on the establishment of an institutional system for gender equality in SWU has been transmitted.	<ul style="list-style-type: none"> <li>Team members</li> <li>Commission</li> <li>Center</li> </ul>	Second semester 2021 - second semester 2023
3. Further development of the institutional culture of gender equality	<ul style="list-style-type: none"> <li>Introduction of training for managers at different levels on policies and implementation of the plan</li> <li>Improving public communication and</li> </ul>	Progress and maintenance of the desired state of gender equality in all areas of the university	<ul style="list-style-type: none"> <li>Public Relations Office</li> <li>Team members</li> <li>Commission</li> </ul>	First and second period

	<p>organizing campaigns inside and outside the institution to celebrate anniversaries and promote gender equality (websites, social networks and the like)</p> <ul style="list-style-type: none"> <li>• Liaison with stakeholders from governmental and non-governmental organizations to implement the plan</li> </ul>		<ul style="list-style-type: none"> <li>• Center</li> </ul>	
4. Improving the system of employment and career development in terms of its sensitivity to gender equality	<ul style="list-style-type: none"> <li>• Observance of gender diversity in the appointment of members of competition commissions</li> <li>• Respect for gender diversity in the recruitment and promotion of staff</li> <li>• Monitoring recruitment and promotion processes through data analysis and proposing additional activities to eliminate gender inequalities</li> </ul>	Equal gender distribution in university bodies, among teaching and non-teaching staff	<ul style="list-style-type: none"> <li>• Rector's leadership</li> <li>• Dean's leadership</li> <li>• Heads of other structures</li> <li>• Human Resources Department</li> <li>• Team members</li> <li>• Commission</li> <li>• Center</li> </ul>	First and second period
5. Assisting in overcoming stereotypes, prejudices and practices related to gender inequality when occupying hierarchical positions	<ul style="list-style-type: none"> <li>• Improving the representation of women in management positions</li> <li>• Promoting good practices showing the successful work of women in management positions at the university</li> <li>• Conducting seminars to improve knowledge of existing stereotypes and prejudices and practices related to gender inequality</li> </ul>	Existence of a policy of equality between women and men in decision-making bodies	<ul style="list-style-type: none"> <li>• Rector's leadership</li> <li>• Dean's leadership</li> <li>• Heads of other structures</li> <li>• Ethics Committee</li> <li>• Team members</li> <li>• Commission</li> <li>• Center</li> </ul>	First and second period
6. Sensitivity to all forms of violence in the workplace (including sexual harassment)	<ul style="list-style-type: none"> <li>• Conducting awareness-raising activities on gender-based violence</li> <li>• Analysis of data in this regard in the reports of the Ethics Committee</li> </ul>	A system is set up to periodically inform university staff about gender-based violence and the measures taken to overcome it at the university.	<ul style="list-style-type: none"> <li>• Student Council</li> <li>• Ethics Committee</li> <li>• Team members</li> <li>• Commission</li> <li>• Center</li> </ul>	First and second period

7. Improving gender equality regulations	<ul style="list-style-type: none"> <li>• Consulting stakeholders</li> <li>• Regular control over the regulations of the university. Periodic review of all university documents from the point of view of gender equality</li> <li>• Information on European and other regulations with a view to comparison and improvement</li> </ul>	Creation of university rules and documents, taking into account the perspectives and requirements for gender equality	<ul style="list-style-type: none"> <li>• Rector's leadership</li> <li>• Dean's leadership</li> <li>• Quality Department</li> <li>• Team members</li> <li>• Commission</li> <li>• Center</li> </ul>	First and second period
8. Inclusion of gender equality as an integral part of university ethics policy	<ul style="list-style-type: none"> <li>• Inclusion of the Chairman of the Ethics Commission of SWU in the composition of the Commission for Gender Equality.</li> <li>• Conducting regular joint meetings of the Commission for Gender Equality and the Ethics Commission to discuss policies for institutionalization of gender equality in SWU</li> <li>• If necessary, a joint discussion by the Commission on Gender Equality and the Ethics Committee on issues identified by the Commission on Gender Equality in the practice of gender equality at the university.</li> </ul>	Built synergy on gender issues of the Commission for Gender Equality and the Ethics Committee at SWU	<ul style="list-style-type: none"> <li>• Ethics Committee</li> <li>• Team members</li> <li>• Commission</li> <li>• Center</li> </ul>	First and second period

**2. INSTITUTIONAL SUPPORT FOR ACHIEVING GENDER EQUALITY IN SCIENTIFIC AND TEACHING ACTIVITIES**

<b>TASK</b>	<b>IMPLEMENTATION</b>	<b>RESULTS</b>	<b>RESPONSIBLE FOR IMPLEMENTATION AND CONTROL</b>	
1. Creating conditions for improving gender equality in scientific and educational activities	<ul style="list-style-type: none"> <li>• Establishing practices for gender equality in the appointment of university lecturers</li> <li>• Observance of the principles of gender diversity in the selection of members of the evaluation committees for research projects in the field of science</li> </ul>	Better indicators of gender equality in research and education	<ul style="list-style-type: none"> <li>• Rector's leadership</li> <li>• Dean's leadership</li> <li>• Team members</li> <li>• Commission</li> <li>• Center</li> </ul>	First and second period

<p>2. To develop gender equality in science and education policy-making</p>	<ul style="list-style-type: none"> <li>• Promoting and conducting campaigns that highlight the benefits of gender diversity in research</li> <li>• Creating and promoting profiles of women with successful careers - for example, former students and PhD students from the university who are developing in the scientific field</li> <li>• Stimulating mixed project teams - achieving gender balance</li> </ul>	<p>Equal participation of managerial positions in research projects, scientific forums and holding academic positions</p>	<ul style="list-style-type: none"> <li>• Rector's leadership</li> <li>• Dean's leadership</li> <li>• Public Relations Office</li> <li>• Career center</li> <li>• Team members</li> <li>• Commission</li> <li>• Center</li> </ul>	<p>First and second period</p>
<p>3. Promoting research on topics related to gender equality</p>	<ul style="list-style-type: none"> <li>• Implementation of systematic training in the Center for advanced training of lecturers, doctoral students and students who emphasize gender perspectives</li> <li>• Institutional recognition for the successful integration of the issue of gender equality, for example by awarding student or doctoral theses that interpret the topic</li> <li>• Encouraging scientific production of lecturers on gender-related topics</li> </ul>	<p>Larger number of student term papers and dissertations, topics for dissertations, scientific publications of lecturers dealing with gender issues</p>	<ul style="list-style-type: none"> <li>• Supervisors of doctoral students</li> <li>• Team members</li> <li>• Commission</li> <li>• Center</li> </ul>	<p>First and second period</p>
<p>4. Creating institutional conditions to increase representation of women in scientific fields where they are less represented</p>	<ul style="list-style-type: none"> <li>• Identification and analysis of the reasons for the under-representation of women in some areas: digital technologies, data analysis, blue and green technologies, energy research, climate change and other similar</li> <li>• Conducting educational and motivational activities for students in areas where women are underrepresented</li> <li>• Introduction of specific programs to support women in applying for research projects in these areas</li> </ul>	<p>Improved gender representation in scientific fields where women are underrepresented</p>	<ul style="list-style-type: none"> <li>• Public Relations Office</li> <li>• Team members</li> <li>• Commission</li> <li>• Center</li> </ul>	<p>First and second period</p>
<p>5. Creating institutional conditions to increase representation of men in the social sciences and humanities</p>	<ul style="list-style-type: none"> <li>• Identification and analysis of the reasons for the under-representation of men in these sciences</li> <li>• Conducting educational and motivational activities for pupils and students in areas where men are underrepresented: pedagogy and education, philology, administration,</li> </ul>	<p>More balanced representation of men and women in the social sciences and humanities</p>	<ul style="list-style-type: none"> <li>• Public Relations Office</li> <li>• Career center</li> <li>• Team members</li> <li>• Commission</li> <li>• Center</li> </ul>	<p>First and second period</p>

	<p>tourism and the like.</p> <ul style="list-style-type: none"> <li>• Introduction of specific programs to support men in applying for research projects in these areas</li> </ul>			
6. Promoting women's success in science	<ul style="list-style-type: none"> <li>• Reflecting women's scientific contributions by naming classrooms after them</li> <li>• Naming centers and laboratories after successful women in science</li> <li>• Reports on scientific achievements of women at scientific forums</li> <li>• Celebrating holidays related to women's presence in science and education - in scientific forums, social networks, media</li> <li>• Marking various activities /for example of non-governmental organizations/ related to the female presence in science and education - in scientific forums, social networks</li> </ul>	Greater visibility of women's scientific results in the learning process and public space	<ul style="list-style-type: none"> <li>• Public Relations Office</li> <li>• Career center</li> <li>• Team members</li> <li>• Commission</li> <li>• Center</li> </ul>	First and second period
7. Increasing the media presence on the topic of gender equality in science and the educational process	<ul style="list-style-type: none"> <li>• Increasing the number of stakeholders in the media who will help to promote the topic</li> <li>• Communicating with the media on events and practices related to the topic of gender equality</li> </ul>	Published materials or participation in programs on the topic	<ul style="list-style-type: none"> <li>• Public Relations Office</li> <li>• Team members</li> <li>• Commission</li> <li>• Center</li> </ul>	First and second period
8. Institutional support for the integration of the idea of gender equality in curricula	<ul style="list-style-type: none"> <li>• Development of guidelines and seminars for lecturers on how to integrate gender issues into training courses and programs</li> <li>• Creation of general educational materials suitable for courses at all academic levels: bachelor, doctoral and postgraduate qualification</li> <li>• Introduction of the topic in already established training courses</li> <li>• Introduction of new training courses, more clearly focused on the topic</li> <li>• Discuss the importance of the topic of departmental and faculty councils</li> <li>• Discussion of the topic in the work of scientific centers, scientific forums</li> </ul>	Increased number of training courses and dissertations that touch on the topic	<ul style="list-style-type: none"> <li>• Team members</li> <li>• Commission</li> <li>• Center</li> </ul>	First and second period



### 3. COMBINING PERSONAL AND PROFESSIONAL LIFE

TASK	IMPLEMENTATION	RESULTS	RESPONSIBLE FOR IMPLEMENTATION AND CONTROL	
1. Improving the working environment in the direction of balancing professional and personal commitments	<ul style="list-style-type: none"> <li>• Introduce, where possible, flexible working conditions (eg flexible working hours) to fulfill professional commitments in line with personal commitments</li> <li>• Stimulation of remote forms of work</li> </ul>	Increased satisfaction with the working environment of the employees and students at the university	<ul style="list-style-type: none"> <li>• Rector's leadership</li> <li>• Dean's leadership</li> <li>• Heads of other structures</li> <li>• Team members</li> <li>• Commission</li> <li>• Center</li> </ul>	First and second period
2. To work for services that stimulate the achievement equal careers and development for women and men	<ul style="list-style-type: none"> <li>• Building a network of allies in the community to support staff and students</li> <li>• Providing controlled spaces in the university, where the children of employees and teachers can stay temporarily (playrooms, classrooms for younger children and the like)</li> </ul>	More users of social services that strive for gender equality in career	<ul style="list-style-type: none"> <li>• Rector's leadership</li> <li>• Dean's leadership</li> <li>• Heads of other structures</li> <li>• Team members</li> <li>• Commission</li> <li>• Center</li> </ul>	First period
3. Increasing the authority of the modern man and stimulating responsible fatherhood	<ul style="list-style-type: none"> <li>• Conducting events (trainings, information days) by the Center for teachers, staff, PhD students and students to promote understanding of the new role models of different genders in the modern world</li> <li>• Encouraging men to use maternity leave, to take sick leave instead of the mother, to work remotely if possible as a form of assistance in raising children.</li> </ul>	New attitudes and implementation of actions leading to changing the existing stereotypes about the role of the different sexes in the family and professional activity	<ul style="list-style-type: none"> <li>• Team members</li> <li>• Commission</li> <li>• Center</li> </ul>	First and second period

### 4. PROVIDING THE NECESSARY INFORMATION ABOUT THE STATUS AND

**TRENDS ABOUT GENDER EQUALITY IN SWU**

<b>TASK</b>	<b>IMPLEMENTATION</b>	<b>RESULTS</b>	<b>RESPONSIBLE FOR IMPLEMENTATION AND CONTROL</b>	
1. Maintain an up-to-date database on gender equality	<ul style="list-style-type: none"> <li>• Activity of the Center for collection of data on gender equality</li> <li>• Establishment of procedures for systematic collection of quantitative and qualitative data related to gender in digital form</li> </ul>	Built database: a) based on quantitative and qualitative research on gender equality at the University; b) containing initial information on the state of gender equality in SWU; c) following the rhythm of changes in gender equality in the process of application of GEP	<ul style="list-style-type: none"> <li>• The departments involved in data collection</li> <li>• Team members</li> <li>• Commission</li> <li>• Center</li> </ul>	First and second period
2. Establishment of an institutional system for collecting data on the attitude of students, doctoral students and employees towards gender equality	<ul style="list-style-type: none"> <li>• Survey of students to what extent the topic is set in the training and their opinion about the state of affairs</li> <li>• Survey of teachers to what extent the topic is set in the training and their opinion about the state of affairs</li> <li>• Research of teaching materials for pupils and students from the point of view of hidden gender discrimination</li> </ul>	Built database for the attitude of students, PhD students and staff towards gender equality	<ul style="list-style-type: none"> <li>• The departments involved in data collection</li> <li>• Team members</li> <li>• Commission</li> <li>• Center</li> </ul>	First and second period
3. Systematic informing the community inside and outside the university about the available data on gender equality at the university	<ul style="list-style-type: none"> <li>• Preparation of reports</li> <li>• Periodic dissemination of data - through the site, press releases, etc.</li> <li>• Dissemination of data on the progress in the implementation of the plan</li> </ul>	Increased awareness of the staff of the university, the city, the country	<ul style="list-style-type: none"> <li>• Team members</li> <li>• Commission</li> <li>• enter</li> </ul>	First and second period

The draft plan was approved by the Academic Council of SWU "Neofit Rilski.



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# Plovdiv University, 'Paisii Hilendarski', PU



**A F F I R M**

RECTOR:

(Prof. Rumen Mladenov)



# **GENDER EQUALITY PLAN**



**2021-2024**

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Approved by Academic Council on 7<sup>th</sup> of June 2021

## 1 Introduction

This Gender Equality Plan (GEP) was developed for the Plovdiv University "Paisii Hilendarski" (PU) to establish a framework for promoting gender equality (GE) in educational, research, employment and social relations among university community.



**In a global context**, the Plan is formulated to give adhesion to the Agenda 2030 issued by the United Nations (UN)<sup>1</sup>, aimed to contribute to the achievement of a future sustainable development for people, planet and prosperity.

More precisely it can be seen as one, even a small step in accelerating the implementation of the one of the 17th UN Sustainable Development Goals – Goal 5. "Achieve gender equality and empower all women and girls".

The PU GEP development corresponds to an essential aspect in the work of the **European Union** (EU) and all its policies, which refers to the equality between women and men. The Union's key objectives in this direction are prioritised in the European Commission's (EC) Gender Equality Strategy 2020-2025<sup>2</sup>.

GE in research and innovation is a priority in the policies related to the construction of the European Research Area (ERA) since its launch in 2000, seeking to remove barriers to the recruitment, retention and career progression of female researchers and to achieve gender balance in decision-making. This priority is also maintained in the EC's plans for the new ERA, based on excellence. The new ERA<sup>3</sup> will strengthen the focus on participation of women in Science, Technology, Engineering and Mathematics (STEM) fields and foster entrepreneurship.



The elaboration of the current Plan is motivated both by the above ERA priority as well as by a number of special EU priorities for universities in Europe. The leading EC's recommendations for stepping up GE policies in universities are set up in the Policy Report<sup>4</sup> "Towards a 2030 Vision on the Future of Universities in Europe".

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<sup>1</sup> <https://sdgs.un.org/2030agenda>

<sup>2</sup> [https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy\\_en](https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy_en)

<sup>3</sup> <https://op.europa.eu/en/web/eu-law-and-publications/publication-detail/-/publication/aae418f1-06b3-11eb-a511-01aa75ed71a1>

<sup>4</sup> <https://op.europa.eu/en/publication-detail/-/publication/a3cde934-12a0-11eb-9a54-01aa75ed71a1/>

In general, **the national context** also favours the PU GEP development as the Bulgarian legislation guarantees equality of women and men in all spheres of public, political and economic life.

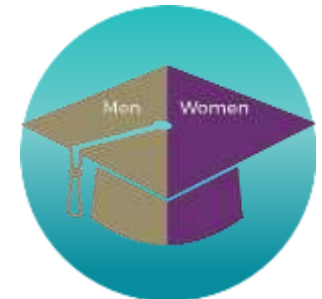


Bulgaria, as a member of the EU and the UN, shares the responsibility of governments and all stakeholders in planning, developing and adapting measures, actions and policies aimed at implementing the UN's Agenda 2030, including the once related to equality between women and men. Proof of this is the Voluntary National Review of the Republic of Bulgaria for the implementation of the UN Sustainable Development Goals<sup>5</sup> prepared in 2020.

The Republic of Bulgaria pursues a consistent policy on equality of women and men, which is specifically tailored to fit the national peculiarities and is relevant with the commitments under international treaties to which Bulgaria is a party, incl. as a member of the EU. This is reflected in the newly adopted National Strategy for Promotion of Equality of Women and Men 2021-2030<sup>6</sup>.

According to the National strategy for development of scientific research in the Republic of Bulgaria, 2017 - 2030 (Better science for better Bulgaria)<sup>7</sup>, GE in the field of research and innovation is taken into account in determining the main goals that the State sets for the development of research and higher education in Bulgaria.

The Plan is completely in line with the integral **institutional policy** and commitment of PU to provide equal learning opportunities and job conditions avoiding any form of discrimination, expressed in the Ethical Code<sup>8</sup> of the university. The GEP considers the PU mission and its general objective formulated in the "Vision for the development of the University of Plovdiv for the next 15-20 years" (2017)<sup>9</sup> to advance the scientific, cultural and economic potential of Bulgaria in the interest of and for the benefit of people and society and to establish itself as a leading educational, research and cultural institution equipped with modern infrastructure and covering the highest European standards.



Alongside with the above mentioned, it is important to note that the current Plan **is the first attempt at explicit institutionalization** of GE not only for the university itself but for all scientific and academic institutions in Bulgaria.

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<sup>5</sup> <http://www.strategy.bg/PublicConsultations/View.aspx?lang=bg-BG&Id=4980>

<sup>6</sup> <https://www.mlsp.government.bg/blgarsko-zakonodatelstvo>

<sup>7</sup> <https://www.mon.bg/bg/143>

<sup>8</sup> <https://uni-plovdiv.bg/uploads/site/pravilnici/Etichen%20kodeks23112020.pdf>

<sup>9</sup> [https://uni-plovdiv.bg/uploads/site/za\\_uni/Doklad\\_Vizi%D0%B0\\_za\\_razvitie\\_PU\\_Final.pdf](https://uni-plovdiv.bg/uploads/site/za_uni/Doklad_Vizi%D0%B0_za_razvitie_PU_Final.pdf)

**In terms of its content** the PU GEP is compiled following the European Institute for Gender Equality guide on how to implement GEPs – Step-by-Step Guide for establishing a Gender Equality Plan (GEAR tool)<sup>10</sup>. The GEP is aligned with the EURAXESS principles set out in the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers<sup>11</sup> and the requirements concerning GEPs of research organisations and higher education institutions stipulated in the design of the new EU funding programme Horizon Europe<sup>12</sup>.

The Plan features implementation of the three central ERA's GE objectives, i.e., removing barriers for women's career progression, addressing gender imbalances in decision making processes, and strengthening the gender dimension in research.

It is constructed to meet the challenges outlined in the PU's first Status Assessment on GE (see 1.1) and thus takes into account the latest characteristics and needs of the university in the field of GE. The Plan includes objectives, areas of intervention and measures for the four-year period from 2021–2024. Since gender perspective was not explicitly in the focus of PU community till this moment the PU GEP possesses some characteristics of a strategic document.

The Plan was developed with the support of the SPEAR project<sup>13</sup> (funded by the European Commission), along with substantial contributions from the Gender Equality Group (GEG) formed at the university by PU SPEAR team and representatives of PU top and middle management, as well as with the help of a wide range of people from the PU community (administrators, academic staff, students and leadership).

**The GEP has been approved** by the Academic Council of the Plovdiv University "Paisii Hilendarski" on 7<sup>th</sup> of June 2021 and further affirmed and signed by the Rector on 1<sup>st</sup> of July 2021

**This Plan can be found on the University's website at the address:**

<https://uni-plovdiv.bg/pages/index/2317/>

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<sup>10</sup> <https://eige.europa.eu/gender-mainstreaming/toolkits/gear/step-step-guide>

<sup>11</sup> <https://euraxess.ec.europa.eu/>

<sup>12</sup> <https://www.researchprofessionalnews.com/rr-news-europe-horizon-2020-2020-9-gender-equality-plans-to-be-mandatory-for-horizon-europe>

<sup>13</sup> <https://gender-spear.eu/>



## 1.1 Areas of intervention

To recognise what are important deficiencies or weaknesses related with GE at the university and as consequence to identify areas of intervention and corresponding activities and measures to be addressed in the PU GEP, a detailed analysis of the gender-related state-of-play in PU have been performed starting from 2019. This PU's first Status Assessment on GE was carried out on the basis of the following methods and sources:

- Deep review of international, national and university policies, practises, initiatives on GE;
- Collecting and analysing sex-disaggregated quantitative data about PU academic staff, non-academic staff, PhD students and students;
- Collecting and analysing sex-disaggregated qualitative data on GE-issues by conducting surveys among students, PhD students and academic staff from all PU faculties;
- Formal and informal discussions, talks and interviews with staff members and students.

Such a thorough approach was chosen to assure the success and the effectiveness of these first steps towards the official integration of the GE perspective in the university organizational, educational and research activities.

On the basis of examination and analysis of the collected data, the identified **Areas of Intervention** (AI) covered by this Plan are:



**Area of intervention 1.** Designing and driving institutional change towards GE

**Area of intervention 2.** Commitment of the university and sustainable support towards GE

**Area of intervention 3.** Building gender-capacity

**Area of intervention 4.** Gender-sensitive culture at the university

**Area of intervention 5.** Work-life balance and work or study conditions

**Area of intervention 6.** Gender dimension in research and education

## 1.2 Objectives

The main goal behind the PU GEP is to set a basis of promoting, strengthening, providing, ensuring and preserving equal access for university students and employees to all activities and opportunities related to education and research regardless of their gender.

The general objectives pursued in the implementation of this Plan are determined of the broader European, national and institutional policies outlined above. The three **PU GEP general objectives** along with their mapping to the stipulated Areas of Intervention, aiming to reach respective objectives, are provided in Table 1. More detailed information about concrete activities and measures for each area is presented in section 2.



Objective	Area of intervention to address the objective
<p><b>Objective 1:</b> <i>Integrating gender equality considerations into official university policies and practices that reflect the needs and interests of both men and women while also providing an effective mechanism for monitoring and reporting specific mainstreaming outcomes</i></p>	<p><b>A11.</b> Designing and driving institutional change towards GE</p> <p><b>A12.</b> Commitment of the university and sustainable support towards GE</p>
<p><b>Objective 2:</b> <i>Raising awareness on gender equality issues and promoting appropriate capacity and collective culture with zero tolerance to gender-based harassment and violence</i></p>	<p><b>A13.</b> Building gender-capacity</p> <p><b>A14.</b> Gender-sensitive culture at the university</p>
<p><b>Objective 3:</b> <i>Introducing gender dimensions in university educational or research activities and in management of work-life balance and of supportive work or study environment</i></p>	<p><b>A15.</b> Work-life balance and work or study conditions</p> <p><b>A16.</b> Gender dimension in research and education</p>

## 2 Measure by areas of intervention

This section lays out the actions promoting GE for each of the six areas of intervention for the coming 4-year period. For each area, some specific university data is provided, that justify the planned measures.

PU GEP presents a total of 36 measures/activities along with their descriptive parameters as people involved, and time frame. A set of indicators is juxtaposed to each measure to ensure further monitoring, assessment and reporting of results or achievements related to its implementation.

The planned measures are chosen to build the foundation in all main direction of a GE initiative at PU and to assure achievement of GEP objectives. They are selected following the recommendations to be SMART<sup>14</sup> (according to GEAR tool), but also to be feasible within the overall context – national, societal and institutional. It is essential that they are thought out to be careful and weighed and not to provoke resistance from the very beginning and thus lead to the failure of the whole initiative.

### 2.1 Designing and driving institutional change towards GE (AI1)



The very fact that the current GEP marks the start of the formal structural integration of the perspective of GE in the PU necessitates the Plan to include measures and activities for designing and driving institutional change towards GE.

The analysis performed in the PU's first Status Assessment on GE also supports this need. For example, the quantitative results show that gender balance is partly distorted at the university as a whole and in some study fields or positions (in favour of women or of men in different cases). For example, a much smaller percentage of female (about 40%) than male (over 50%) academic staff work on high academic positions – as associate professors and professors. Female students (about 75% of all in the field) predominate in the fields of studies such as Pedagogy, Humanities and Social sciences, while over 65% of students in the STEM field are men. There

is also a predominance of male teachers (57.50%) in this field. Recently, such imbalances are recognized as a problem by more and more members of the academic community.

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<sup>14</sup> Specific, Measurable, Attainable, Realistic and Time-related

AI	Measure/Activity	People Involved	Time Frame	Indicators
Designing and driving institutional change towards GE	1.1. Establish and operate an University Ombudsman supporting the change in the GE area	GEG <sup>15</sup> Top Management	2021	Ombudsman established and engaged GE actions carried out with the support of the Ombudsman
	1.2. Ensure GE as an integral part of university ethics policy	GEG Top Management Middle Management	2021	Ethical committee engaged GE adopted in university ethics policy Evidence of integration
	1.3. Perform periodic consultations with stakeholders and the academic community on issues related to both, GEP and GE activities	TLP <sup>16</sup> SCP <sup>17</sup> SMP <sup>18</sup> Top Management Middle Management Internal experts (Researchers in the field of Psychology, Sociology and Statistics) Internal supportive and active stakeholders External stakeholders	Continuous	Consultations with stakeholders and academic community performed Different GEP and GE activities covered Number of participants
	1.4. Make additions/changes in some university regulatory documents affecting equality from the gender perspective	GEG Top Management Middle Management	2021-2022	Regulatory documents revised Scale of the target group
	1.5. Design and maintain continuous GE monitoring based on indicators – procedures, data collection, tools and methods, reporting	TLP MEP <sup>19</sup> University Information Center HR Office Research and Projects Office	Continuous	GE monitoring designed Monitoring of GE indicators performed GE indicators and monitoring methods and tools enriched Number of monitoring-related activities

<sup>15</sup> PU Gender Equality Group

<sup>16</sup> Team Leading Person – GEG leader

<sup>17</sup> Stakeholder Collaboration Person –GEG member responsible for GE stakeholder collaboration activities

<sup>18</sup> Sustainability and Mainstreaming Person – GEG member responsible for GE sustainability and mainstreaming activities

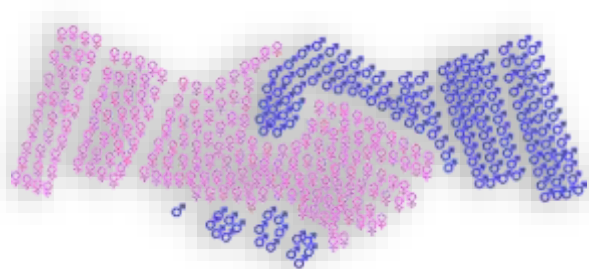
<sup>19</sup> Monitoring and Evaluation Person – GEG member responsible for GE monitoring and evaluation activities

AI	Measure/Activity	People Involved	Time Frame	Indicators
Designing and driving institutional change towards GE	1.6. Ensure awareness of all University bodies and community about important results from GE monitoring indicators	TLP DCP <sup>20</sup> SCP	Continuous	Awareness initiatives on monitoring data carried out Number of participants/Scale of the target group
	1.7. Stimulate better gender balance at the university where it is distorted, including in decision making bodies, STEM field, etc.	TLP PIP <sup>21</sup> DCP Middle Management HR Office	Continuous	Stimulation initiatives organized Different unbalanced areas covered Number of participants/Scale of the target group
	1.8. Collect and popularize GE and GEP best practices of European universities and research organizations	PIP DCP International Cooperation Office	2021-2022	Best practices collected Popularization initiatives organized Number of participants/Scale of the target group
	1.9. Analyse recruitment and academic career progression criteria as well as other institutional official documents from GE perspective	GEG HR Office EURAXESS Contact Point Middle Management	2022-2024	Analysis of institutional documents performed Number of analysed documents

<sup>20</sup> Dissemination and Communication Person – GEG member responsible for GE dissemination and communication activities

<sup>21</sup> GEP Implementation Person – GEG member responsible for GEP implementation activities

## 2.2 Commitment of the university and sustainable support towards GE (AI2)



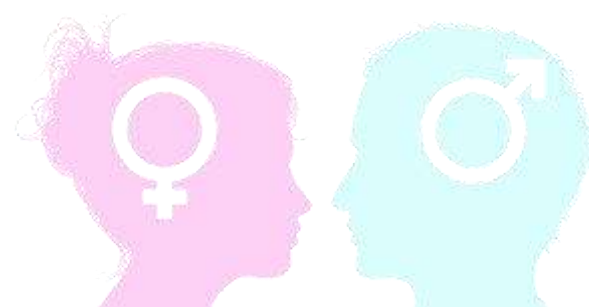
The findings from surveys give a hint that PU community is not really sensitive to gender issues. Some contradictions can be found in the answers received. For example, over 80% of teachers stated that having a managerial position should depend on the professional qualities of the individual, but not on his/him sex. But actually 28% of them think that senior managers should be men and only 9% of male teacher would prefer their direct boss to be a woman. Such contradictions may be due to hidden or at least unconscious resistance to the GE ideas. Therefore, the PU community needs to be convinced that certain standard practices and beliefs in academy may give advantage to some and disadvantage others.

To ensure sustainability in promoting equality in PU, a commitment to the GE initiative will need to be sought among all stakeholders. It is significant to find open and visible support at all levels within and outside PU.

AI	Measure/Activity	People Involved	Time Frame	Indicators
Commitment of the university and sustainable support towards GE	2.1. Ensure tailored support towards GE from PU leadership, different PU units, and all stakeholder groups (vertical and horizontal support)	GEG	2021-2024	Actions to ensure support organized Different management levels/units/ stakeholder groups covered Evidence of support Scale of the target group
	2.2. Motivate PU community to support GE institutional change (mass support)	TLP PIP SMP DCP	Continuous	Motivation initiatives organized Different channels used Number of participants/Scale of the target group
	2.3. Establish and develop a network of gender practice in a local level with effective and competent GE practitioners	TLP SCP SMP PIP External stakeholders	2021-2023	Local network of gender practice established Networking evidence Scale of the network

AI	Measure/Activity	People Involved	Time Frame	Indicators
Commitment of the university and sustainable support towards GE	2.4. Establish collaboration with national and international GE-networks and communities to explore and exchange experience	TLP SCP SMP Internal active stakeholders External stakeholders International Cooperation Office	Continuous	Collaboration initiatives performed Collaboration evidence Number of established contacts
	2.5. Keep track and popularize European GE policy and initiatives	PIP DCP SMP	2021-2024	EU GE policy and initiatives tracked Popularization initiatives organized Number of participants/Scale of the target group
	2.6. Maintain a special local GE website as a multipurpose channel allowing to reach the widest possible audience	TLP DCP SMP University Information Center	Continuous	Local GE website maintained Different GE topics and GEP activities covered Scale of the target group

### 2.3 Building gender-capacity (AI3)



The results of the conducted surveys and analysis of quantitative data about academic staff and students outlined the need of building gender capacity among the academic community. The analysis of the opinions on issues related to equality between women and men in academia shows that about 41% of PU teachers have not paid any attention to the topic before. For some staff members and students it is particularly difficult to recognize some forms of inequality and gender biases as it is evident from the conducted survey in cartoons collecting qualitative data on the attitudes toward some traditional and contemporary stereotypical perceptions and prejudices about the role of women/men in professional and family life. Though not a small number of the female teachers recognise the lack of women in senior positions in the academy as a problem and think there is a vertical segregation ("glass ceiling").

These lack of expertise and experience should be compensated by accumulating the necessary gender knowledge and then transforming it into gender-specific management applicable to the PU structure and procedures.

AI	Measure/Activity	People Involved	Time Frame	Indicators
Building gender-capacity	3.1. Build sensitivity, understanding and knowledge about gender equality by various type of initiatives	TLP PIP SCP SMP Internal experts (in GE) External experts (in GE)	2021-2024	Capacity building initiatives organized Different stakeholder groups covered GE sensitivity/understanding/capacity/ knowledge evidence Number of participants/Scale of the target group
	3.2. Collect and popularize showcases on different gender-based inequalities and preventive actions – (un)conscious gender biases (as glass ceiling), rooted professional role models for women and men, gender-based violence, etc.	PIP DCP MEP Internal active stakeholders	2022	Showcases on gender-based inequalities and preventive actions collected Popularization initiatives organized Number of participants/Scale of the target group
	3.3. Study and ensure the research staff awareness of options supporting career/professional development	TLP MEP DCP SCP HR Office EURAXESS Contact Point	2022	Awareness on career supporting options studied Awareness initiatives on career supporting options organized Number of participants/Scale of the target group
	3.4. Raise awareness on the use of gender-sensitive language in professional communication	PIP DCP Internal experts (Researchers in Psychology and Sociology)	2022	Awareness initiatives on the use of gender-sensitive language organized Different stakeholder groups covered Number of participants/Scale of the target group
	3.5. Perform and communicate a deeper analysis on equal treatment regardless of gender among staff and students	GEG Internal experts (Researchers in the field of Psychology, Sociology and Statistics) HR Office University Information Center Research and Projects Office	2022-2024	Analysis on equal treatment regardless of gender performed Analysis on equal treatment communicated Different stakeholder groups covered Number of participants/Scale of the target group





AI	Measure/Activity	People Involved	Time Frame	Indicators
<b>Gender-sensitive culture at the university</b>	4.3. Study and communicate the hidden gender inequality issues	GEG Internal experts (in GE) External experts (in GE)	2023	Hidden gender inequality issues studied Hidden gender inequality issues communicated Different stakeholder groups covered Number of participants/Scale of the target group
	4.4. Collect and popularize appropriate from GE perspective professional role models (top managers, decision makers, women/men in science and education, etc.)	PIP DCP MEP Internal active stakeholders	2024	Professional role models collected Popularization initiatives organized Number of participants/Scale of the target group
	4.5. Promote understanding of current changes in the roles of women and men in family life and a culture of equal family responsibilities among academics, students and administrative staff	TLP PIP DCP Internal experts (Researchers in Psychology and Sociology)	2024	Initiatives to promote understanding of new family roles organized Different stakeholder groups covered Number of participants/Scale of the target group

## 2.5 Work-life balance and work or study conditions (AI5)



Formally PU ensures special privileges and financial support for socially disadvantaged students (incl. mothers) and flexible working conditions. The university documents include some measures that allow flexibility in managing time and work-life balance (e.g. suitable working conditions, reduction of attending lectures for mothers, giving scholarships, etc.). But in practice, academic staff members often do not take advantage of the granted rights, such as in the case of parental leave, as it disrupts their career development. According to the surveys' results, around half of the surveyed teachers and students do not know what privileges they have and under what conditions the PU provides them, which they can take advantage of as university students and teachers.

Most of the PU academic community members, regardless of their gender, succeed to achieve a balance between their professional/education and personal life (70% of teachers; 62% of students) and are satisfied by their academic growth/study results. But about a half of the surveyed teachers and students (incl. PhD) think that there is a need for improvement of the administrative/regulatory measures that help them in getting better work-life balance while performing their teaching/research/training activities. Many women (45%) at the university believe that there are more obstacles in front of them and that their professional growth is more difficult compared with the men's one.

AI	Measure/Activity	People Involved	Time Frame	Indicators
Work-life balance and work and study conditions	5.1. Collect and popularize measures supporting the reconciliation of work/study and private life laid down by national law, university or faculty regulations	PIP DCP SMP Top Management Middle Management	2023	Regulatory measures supporting work-life balance collected Popularization initiatives organized Different stakeholder groups covered Number of participants/Scale of the target group
	5.2. Promote possibilities for flexible working/study time and distance work/learning	PIP SMP Top Management Middle Management	2021-2024	Possibilities for flexible working time and distance work promoted Different stakeholder groups covered Scale of the target group
Work-life balance and	5.3. Study and communicate satisfaction of personal development (professional/educational) and work-life/study-life balance among academics and students	PIP DCP MEP HR Office Research and Projects Office	2022-2023	Satisfaction of personal development and work-life/study-life balance studied Academics and students satisfaction communicated Different stakeholder groups covered Number of participants/Scale of the target group



AI	Measure/Activity	People Involved	Time Frame	Indicators
Gender dimension in research and education	6.1. Collect and popularize useful research topics and data sources to attract young scientists and PhD students to GE cross-disciplinary field	PIP DCP SMP Internal experts (Researchers in the field of Psychology, Sociology) Academia Iuventutis	2024	GE research topics and sources collected Popularization initiatives organized Young scientists and PhD students attracted Number of participants/Scale of the target group
	6.2. Conduct gender-related joint initiatives and courses with Academia Iuventutis	PIP SCP DCP Head of Academia Iuventutis Internal active stakeholders	2021-2024	Joint initiatives and courses with Academia Iuventutis conducted Different GE aspects and GEP activities covered Number of participants/Scale of the target group
	6.3. Study, communicate and stimulate gender balance in research projects participation	PIP DCP MEP Top Management Research and Projects Office	2021-2024	Gender balance in research projects participation studied Gender balance in research projects participation communicated Stimulation initiatives organized Different types of projects covered Number of participants/Scale of the target group
	6.4. Provide project management useful showcases, success stories and guiding (especially for men)	PIP DCP SCP Research and Projects Office	2022-2023	Project management showcases and success stories collected Project management showcases and success stories popularised Project management guiding provided Number of participants/Scale of the target group

AI	Measure/Activity	People Involved	Time Frame	Indicators
Gender dimension in research and education	6.5. Introduce, enrich and stimulate gender dimension in education, incl. in the STEM field	TLP PIP DCP Internal experts (Researchers, incl. in STEM)	2021-2024	Gender dimension in education introduced/enriched Stimulation initiatives organized Different types of topics/disciplines/themes/activities covered Number of participants/Scale of the target group
	6.6. Carry out a pilot gender-sensitive expert evaluation of training courses and materials	PIP MEP SMP DCP Internal experts (in GE)	2023-2024	Gender-sensitive evaluation of training courses and materials performed Number of evaluated courses and materials

# Vilnius University, VU



APPROVED  
by the Council of the Faculty of  
Economics and Business Administration,  
Vilnius University  
Resolution No. \_\_\_\_\_ from 2021-XX-XX

## Gender equality implementation plan

### Faculty of Economics and Business Administration, VU

2021

The mission of the Faculty of Economics and Business Administration (hereinafter – Faculty), Vilnius University (hereinafter – University) is to unite professionals in Economics and Management in developing studies and science of international standard and contributing to innovation and entrepreneurship. To implement its mission, the Faculty strives to be open to its community with regard to gender, language, nationality, citizenship, social status, religion or views, sexual orientation, marital status, disability experiences. We have already majorly advanced in the development of gender equality and diversity in the studies and work environment, where all community members are ensured equal possibilities to realize their potential and achieve their goals; nonetheless, there is room for improvement. Women comprise half of the members of the Faculty Council; women occupy two out of four Dean’s Office positions; half of the academic departments are led by women. We aim to proceed even further and ensure that the principles of gender equality and the support in leadership and representation processes become an integral part of the Faculty’s organizational culture.

Previously, our aims were foremost supported through the convenient and modern infrastructure: Faculty’s location allows easy access by the public and personal transport; there is a network of bicycle paths. Vilnius also has an advanced transport connection with other cities for employees from other cities (i.e., Kaunas or Varèna) traveling to the workplace. The Faculty has an on-site parking lot, as well as a multi-story parking lot within a walking distance (Saulètekio al. 3a). Parking permissions are issued to all employees and students, the number of parking spaces meets the existing demand.

Faculty’s workplaces and the environment are particularly favorable for the work-life balance: the University Health and Sports Center and various catering places are located nearby; the Faculty is equipped with a kitchen for heating home-brought meals; Faculty employees are offered an on-site gym and aerobics room with dressing rooms and shower, group sports activities are held. Nearby University



library's Scholar Communication and Information Center (SCIC) usually operates 24/7 and offers the possibility to use all library services, reading rooms, individual and group workrooms, copying rooms, etc. SCIC and the Joint Building of the Faculty offer child rooms for children of VU employees; however, the need to promote their functionality and visibility among employees is evident. Remote employees are provided essential equipment and assisted in arranging the workplace at home; a significant proportion of the VU services is accessible remotely. Furthermore, employees are provided a possibility to accommodate at University recreation centers, visit cultural objects free of charge, use VU psychological counseling services, VU Career Center consultations, and services.

Despite the efforts to ensure that all employees have adequate, safe, and healthy work conditions, work-life commitments remain somewhat a challenge. Child or elderly care can be identified as the main factors influencing career. Those commitments may be long-term and require significant efforts, which affects the scientific and other work outcomes due to the negative impact on productivity. For instance, at the Faculty, exclusively women choose parental leave: in 2019, six academic staff were at the parental leave, and none were men. It must be further emphasized that female PhD students return from parental leave less often than male PhD students. Although the Faculty does not possess comprehensive statistics or more extensive data regarding other family commitments, it is visible that Faculty's women are more likely to have children or elderly care commitments, which may lead to lower work outcomes and rejecting career perspectives.

The Labor Code of the Republic of Lithuania (hereinafter – Labor Code) obliges employers with an average number of fifty or more employees, to adopt and publish, in the ways that are accustomed at the workplace, the measures for the implementation of the principles for the supervision of the implementation and enforcement of the equal opportunities policies. Furthermore, Article 28 of the Labor Code obliges an employer to take measures to help an employee to fulfill their family obligations. The principle of respect for employees' family commitments is implemented through the cases established in the Labor Code regulating the right to remote work, part-time work, unpaid days off for family purposes, flexible and individual working hours, diversity of the employment contracts, the right of priority to select the time of annual leave, shifts, additional protection in the event of termination of the employment contract. The Labor Code specifically regulates the pregnancy leave, parental leave for employees with children up to a particular age, as well as other social guarantees for individuals with family commitments. Moreover, the Labor Code imposes employer's obligation to implement the principles of gender equality and non-discrimination on other grounds, such as applying equal selection criteria and conditions for

women and men, establishing equal work conditions for all employees, equal opportunities for qualification improvement, and professional development, paying equal salary to women and men occupying positions of the similar value.

The implementation of the aforementioned principles in the workplace has an influence on employee decisions related to the self-realization and career selection. Therefore, it is essential for the Faculty to be a gender-sensitive and conscious, and help community members fulfill their family commitments through proactive actions and particular measures.

The analysis of the Faculty's strategic documents revealed that gender equality objectives are not directly and explicitly formulated nor integrated into Faculty's strategic documents. Moreover, gender-neutral (insensitive) policies prevail. There are no documents related to the integration of the gender equality aspect into the activities and the study process at the Faculty. The Faculty strategy, action plan, and key performance indicator tables do not include gender aspects, favoring general numbers with no separation by gender and perceiving the Faculty community as homogenous. The gender-separated data is not collected or analyzed; therefore, it is difficult to evaluate whether measures established in the action plan reach women and men, satisfy their needs, social experiences, peculiarities, and opportunities.

In November 2020, we conducted an employee survey aimed at examining how employees evaluate various University performance aspects (psychosocial work factors) influencing employee well-being at work and general well-being. The results revealed that 9 percent of the University and 6 percent of the Faculty employees state that they faced gender-based discrimination/bullying/harassment in past months.

Since 2019, Vilnius University has been participating in the project "Supporting and Implementing Plans for Gender Equality in Academia (SPEAR)" under the Horizon 2020 "Science with and for Society (SwafS)" programme. The project aims to develop and implement gender equality plans at higher education institutions. A gender equality plan is perceived as the political instrument dedicated to stimulating cultural and institutional changes within an organization.

Moreover, VU Senate Resolution Nr. SPN-6 from the 18<sup>th</sup> of February, 2020, approved Vilnius University Diversity and Equal Opportunities Strategy 2020-2025, where gender equality (in line with Section 1 of the Strategic Objective II) is highlighted as one of the priority activity areas in the implementation of the Objective "Strive for gender equality in individual areas of science and studies at the University through implementing gender equality plans with respect to students and staff and through

pursuing gender balance in the University governing bodies“. It obliges University units to develop and implement unit-level gender equality plans.

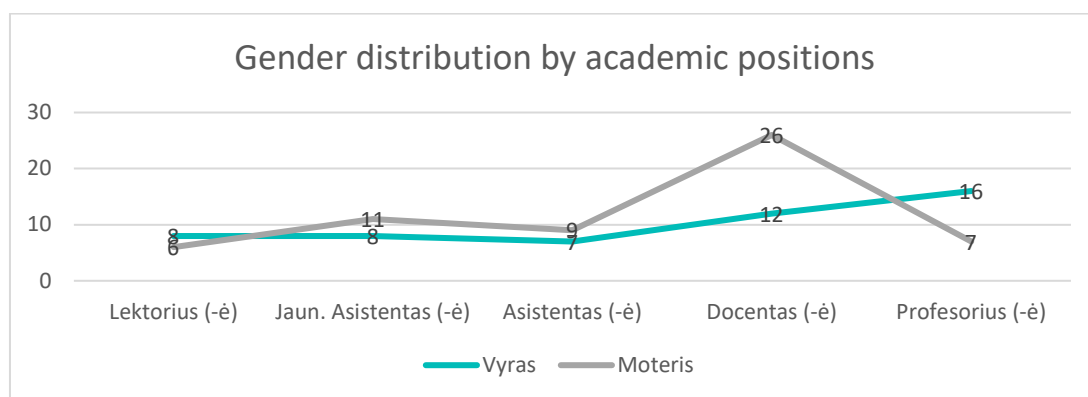
The activities of the SPEAR project are carried out in the Faculty of Economics and Business Administration. At the beginning of 2020, the analysis of the Faculty activity areas (governance, studies, work conditions, salaries, etc.) with regard to the gender aspect was performed. It laid the basis for the Faculty's Gender Equality Implementation Plan. The Plan is Faculty's commitment to the consistent and systematic pursuit for equal opportunities in study and work environments in five key areas:

- Human resources,
- Governance (decision-making level),
- Studies,
- Research,
- Institutional communication.

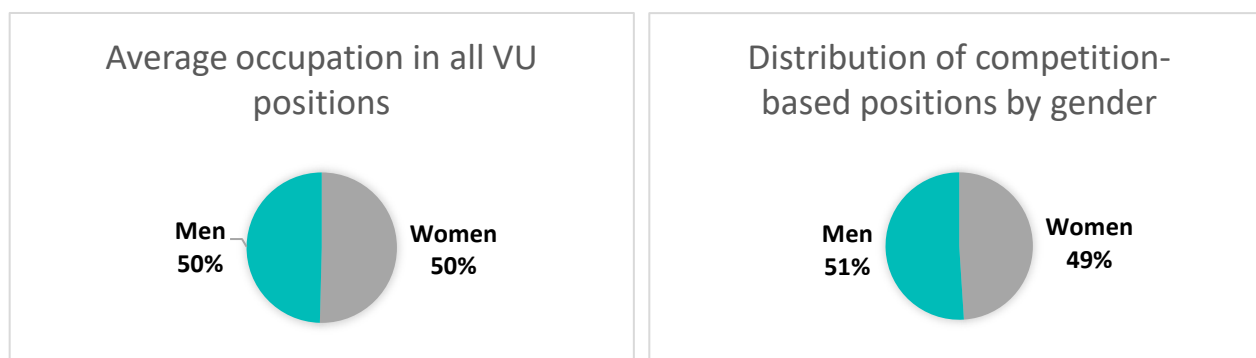
Despite Faculty's dominating openness, diversity, and discussion culture, participation in the project allows institutionalizing the norms and values of gender equality and ensuring their sustainability in the long-term perspective. During the project, the Faculty will seek to establish formal policy and responsibility areas in the implementation of the gender equality principles among staff and students, ensure gender representation balance in Faculty's governance, establish favorable professional development and career conditions regardless of gender, marital status or family commitments. Furthermore, Faculty will strive for gender equality to become a sustainable and consistent part of the Faculty's policy and the processes ensuring it will be improved regardless of the changing terms of the Faculty's top management or the duration of the project.

## Human resource area (October 2019)

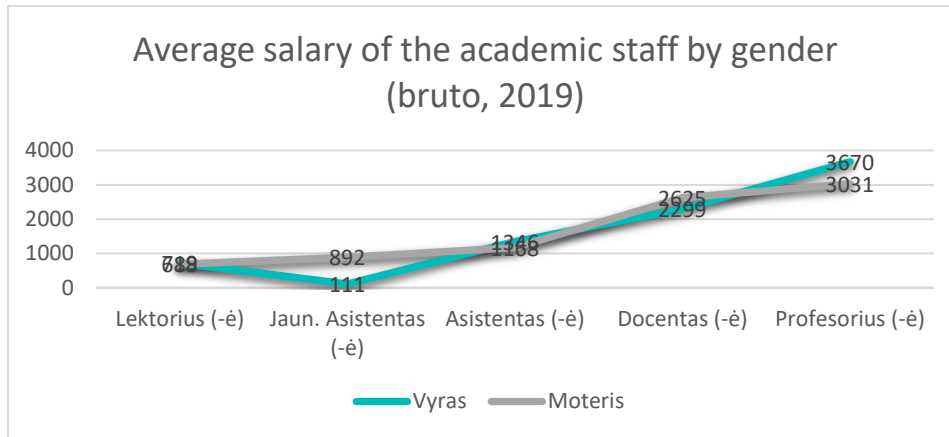
**Section 1: Distribution of women and men by position (hierarchy).** In general, the number of academic staff in the Faculty (both full-time and part-time) is balanced by gender: the number of women and men is somewhat equal (women comprise 54 percent). However, in the analysis of academic staff distribution by gender and position, a significant imbalance at the top level is evident (see Table below). The number of women occupying the associate professor position is close to twice higher than men; yet, the imbalance turns over in the professor position: the number of women professors is more than twice lower than men (the data is headcount).



**Section 2: Distribution of women and men by full-time positions (security, opportunities).** An average occupation in all VU positions is somewhat similar between genders: women on average occupy 0,63, men occupy 0,62 of the full-time position. The competition-based positions or indefinite employment contracts are occupied by 49 academic employees (24 women and 25 men). It comprises 45% of all academic staff (the remaining 55% are employed under the short-term fixed-duration employment contracts (vulnerable and “unsafe”) for two-year, one-year, or even shorter periods.



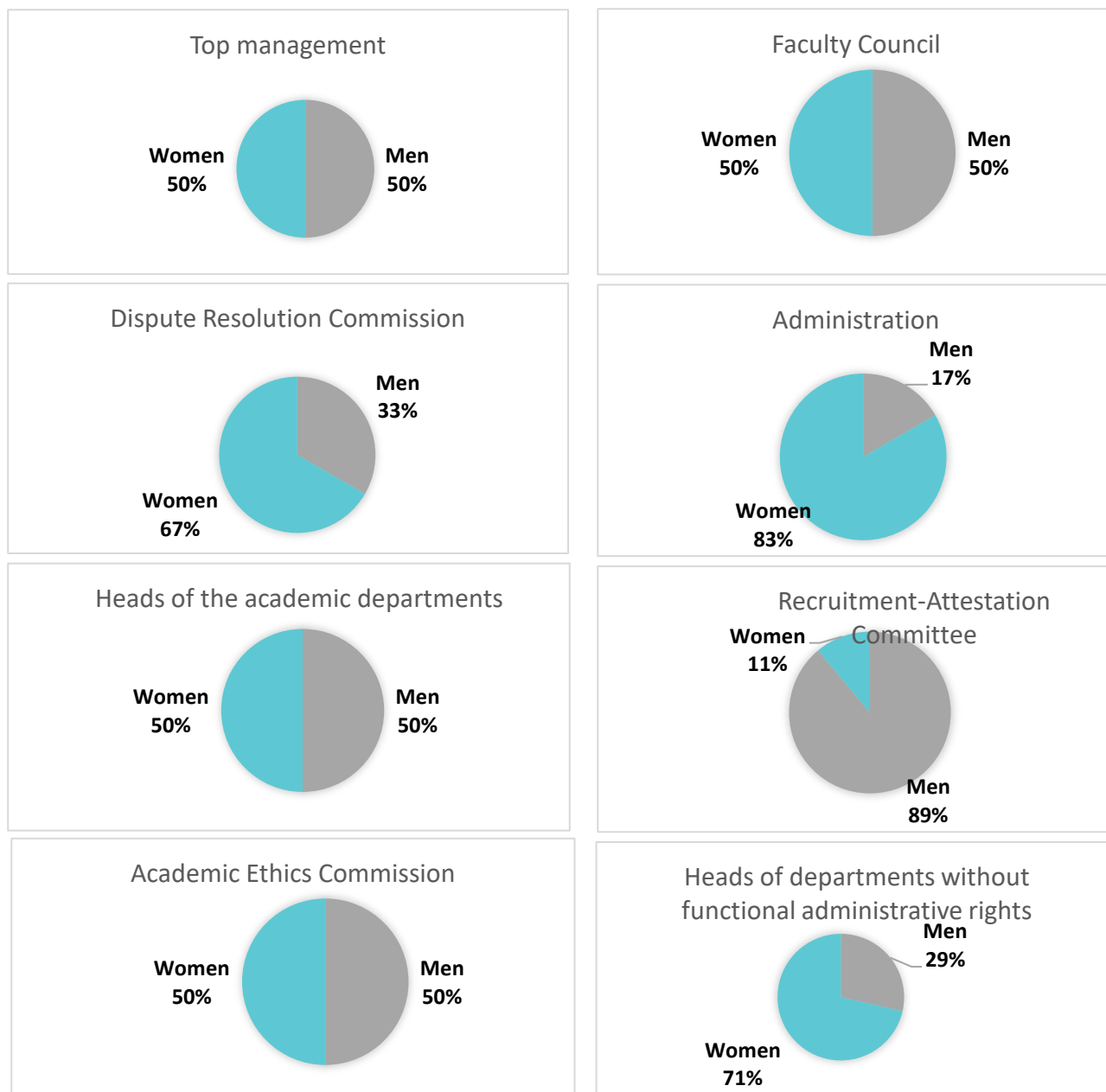
**Section 3: Pay gap between women and men.** In the calculation of the average salary of all academic staff, the following pattern was identified: the average pay gap between women and men in 2019 was 6% in favor of the latter. The average salary (bruto) of men was 2134 Eur, women – 2008 Eur (126 Eur gap). The analysis of the average pay gap between women and men by academic position has shown that men earned higher salaries in all cases except associate professor. The most significant salary imbalance has been identified in junior assistant and professor positions: men junior assistants earned 24,5% more than women; men professors earned 21% more than women professors.



### Governance (decision-making level)

Women and men are distributed somewhat equally between the Faculty's top management positions. Furthermore, gender balance is maintained in the collegial governance bodies, between Heads of departments and centers (5 women and five men). Nonetheless, a significant gender imbalance is evident in the Recruitment-Attestation Committee, where out of nine members, one is a woman, and eight are men. Moreover, a substantial gender imbalance in the Faculty administration has been found.

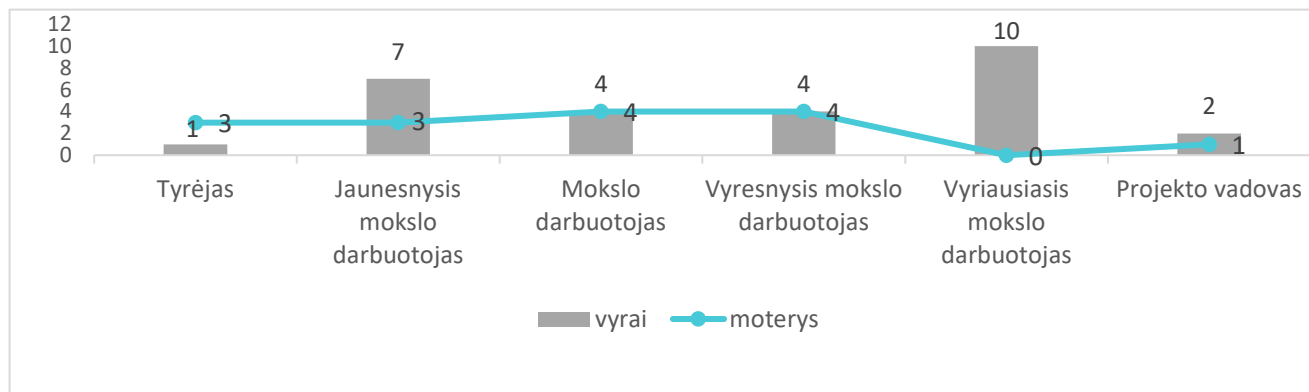
Gender distribution (visual):



### Studies and research

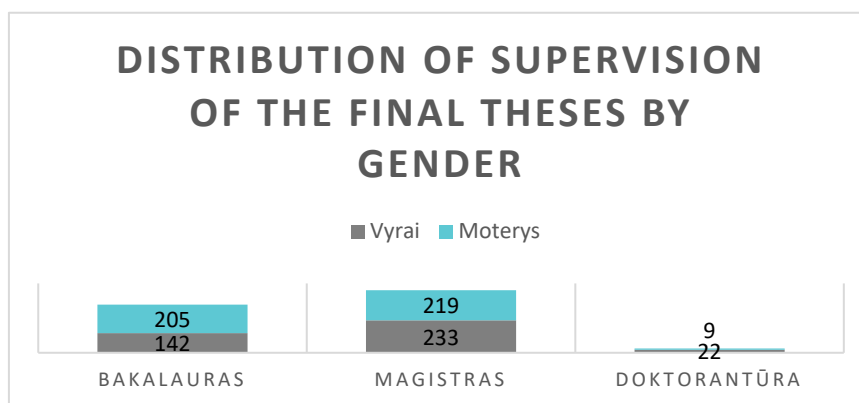
**Section 1: Distribution of women and men by participation in research/study/other projects.** Section 1: Distribution of women and men by participation in research/study/other projects. According to the data from December 2019, there were 43 project-based research positions at the Faculty, out of which 15 were occupied by women and 23 by men; some individuals occupied more than one

research position. Project officer positions are occupied by two men and one woman. The most substantial imbalance has been identified in the leading researcher position: 10 men and one woman.



**Section 2: Women and men participation in training researchers: (post-)doctorate (supervision, committees), final theses (supervision, committees), other (i.e., LRC-funded internships/research).** Presently, the Faculty operates five bachelor study programme committees, led by two women and three men; 12 master study programme committees, led by five women and seven men. Economics PhD Committee comprises 15 members, of which six are women, and nine are men. The committee is chaired by a man. Management PhD Committee contains 13 members, of which seven are women, and six are men. The committee is chaired by a woman.

The analysis of the distribution of supervision of the final theses by gender discloses the imbalance between PhD supervisors: only nine supervisors of PhD students out of 31 (29%) are women. The distribution of supervisors by gender in other study cycles is somewhat balanced.



## Faculty of Economics and Business Administration Gender Equality Implementation Plan 2020-2021

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## Human resource area

**Objective – to create conditions for pursuing a (successful) career regardless of gender.**

No.	Measure	Implementation			
		Procedures	Resources used	Responsible person(s)	Outcomes, milestones
1.	Development of recommendations for equal opportunities and promotion of the tolerant approach to gender equality.	1.1. Develop recommendations for equal opportunities development for FEBA top management. 1.2. Educate the FEBA community on the topic.	Human	Head of the CAU CAU administration Heads of departments	1.1. Recommendations developed by the 1 <sup>st</sup> of September. 1.2. The number of educating messages on the topic of gender equality implementation, no less than once annually, beginning from May 2021. 1.2. Reminder regarding the trust line contacts on the FEBA webpage once per semester: <a href="mailto:feedback@evaf.vu.lt">feedback@evaf.vu.lt</a> or <a href="mailto:pasitikejimas@cr.vu.lt">pasitikejimas@cr.vu.lt</a>
2.	Monitoring of salaries, additional pays, and bonuses	2.1. Present the analysis of salaries, additional pays, and bonuses in the annual report to reveal accomplishments in the area of ensuring equal opportunities. 2.2. Present recommendations on ensuring equal salary opportunities with regard to gender (in the distribution of bonuses, additional pays, the composition of	Human	Faculty's Human Resource Specialist Faculty's Head of Human Resources	2.1. The analysis of salaries, additional pays, and bonuses by January 2022. 2.2. Recommendations developed and submitted to the Head of CAU by September 2021.

		commissions and committees) to the Head of the CAU annually.			
3.	Formalization of the return from long-term leave (i.e., parental leave, academic leave)	3.1. Develop a process of informing the staff that takes a long-term leave (regarding retaining the workplace, functions, workload, e-mail, possibilities to use additional benefits) and prepare a communication template.	Human	Studies Coordinator Faculty Head of Human Resources	3.1. Improved integration process, including the specifics of those returning from the long-term leave, by September 2021. 3.2. Faster adaptation measures developed (career consultation, etc.) by September 2021.

4.	Development of conditions for balancing work responsibilities with family or other responsibilities.	<p>4.1. Develop flexible work conditions:</p> <p>a) arrange interviews with employees intensively combining work and family responsibilities and identify what work conditions could help increase their productivity;</p> <p>b) create a summary of potential measures and their application instructions or procedures.</p> <p>4.2. Develop measures for balancing work and family responsibilities (when and how days off are provided, additional pays, other benefits, etc.).</p>	Human	Faculty's Head of Human Resources	<p>4.1. Interview arranged and unit-level document, defining the possibilities to apply flexible work conditions prepared by June 2021.</p> <p>4.2. Memo created and published on the Intranet and evaf.vu.lt, disseminated to employees at least twice annually, by October 2021.</p>
5.	Creation of flexible opportunities for development and growth.	5.1. Prepare the list of research qualification development possibilities for the academic staff (i.e., virtual placements, conferences, etc.).	Human	Faculty Head of Human Resources Vice-Dean for Research Vice-Dean for Studies	Employees informed regarding the research placement possibilities no less than once annually, in May.

## Governance (decision-making level) area

**Objective – to strive for the balance in governance structures (in 40/60 limits).**

No.	Measure	Implementation			
		Procedures	Resources used	Responsible person(s)	Success factors, milestones
1.	Integration of gender equality aspect in the FEBA governance regulations	Revise all regulations and principles of the establishment of governance structures, committees, and commissions, and incorporate gender aspect (align the gender aspect formulation with the VU Legislation Division as the quotas cannot be applied).	Human	All units (dependent upon responsibility area)	Recommendations for the FEBA governance structures developed by December 2021.
2.	Integration of gender equality aspect in the Faculty action plan	Oblige functional units to calculate and submit annual action plans and performance indicators evaluating the impact on gender equality.	Human	Head of the CAU	Outcomes reflecting gender equality are analyzed in the activity report by February 2022.
3.	Appointing a coordinator, responsible person, or functions of gender equality plan implementation.	Appoint this function by Order of the Head of CAU to a responsible specialist no later than May 2021.	Human, financial	Head of the CAU	The responsible employee appointed by June.

## Studies area

**Objective – to strengthen the awareness of the importance of ensuring gender equality; to ensure equal opportunities.**

No.	Measure	Implementation			
		Procedures	Resources used	Responsible person(s)	Success factors, milestones
1.	Monitoring of gender equality aspect in study programmes.	Perform the analysis of teaching staff distribution by gender, propose solutions on better gender balance (target indicator: 40/60) to the Study Programme Committees.	Human	Study quality specialist	Measures for maintaining/improving teaching staff gender balance proposed by September 2021.
2.	Monitoring of student evaluation of the study quality by gender.	2.1. Arrange student feedback by gender and monitor differences in the results by gender. 2.2. Perform preventive monitoring of student assessments highlighting the aspect of gender discrimination. 2.3. Develop recommendations (in Lithuanian and English) for teaching staff on integrating the gender aspect in teaching.	Human	Vice-Dean for Studies Study quality specialist	Measures to support the maintenance of similar assessments with consideration of the gender aspect proposed; memo for teaching staff renewed and sent out together with the survey results, by September 2021.
3.	Periodical student surveys and discussions regarding equal opportunities.	3.1. Perform a survey on gender equality, sexual harassment, bullying, and discrimination, identify issues, carefully monitor emails in <a href="mailto:feedback@evaf.vu.lt">feedback@evaf.vu.lt</a> and encourage students to share their emotions. 3.2. Initiate student discussions on gender equality and equal opportunities in studies/career.	Human, Survey platforms (i.e. MS Forms)	Vice-Dean for Studies FEBA Student Representation Chair	3.1. Survey conducted, data analyzed, and conclusions submitted to the Head of CAU by November 2021. 3.2. A discussion on the survey results held by December 2021.

4.	Creating favorable conditions for students returning from long-term leaves (i.e. parental leave) and combining studies with family matters.	<p>4.1. Improve the process and template of informing students leaving for long-term leaves regarding return to studies, retaining e-mail, postponing assignments, possibilities to use VU services, integration measures for returning students, etc.).</p> <p>4.2. Apply integration process for returning students, invite them to personal consultation.</p>	Human	Vice-Dean for Studies Human Resources Division	<p>4.1. Improved integration process acknowledging the specifics of those returning from long-term leave, by September 2021.</p> <p>4.2. Faster adaptation measures developed (career consultations and other) by September 2021.</p>
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## Research area

**Objective – to strengthen the awareness of the importance of ensuring gender equality; to ensure equal opportunities.**

No.	Measure	Implementation			
		Procedures	Resources used	Responsible person(s)	Success factors, milestones
1.	Integration of the gender dimension indicator in research.	1.1. Perform the evaluation of scientific units by gender aspect. 1.2. Perform the evaluation of PhD students by gender aspect.	Human, financial (salary for seminar speaker)	Vice-Dean for Research	The evaluation performed and results published.
2.	Ensuring conditions for smooth return from long-term leaves (i.e., parental leave) for PhD students	3.1. Develop the process of informing those leaving for long-term leaves regarding return to studies, retaining e-mail, postponing attestations, possibilities to use additional benefits, participating in seminars, integration measures for returning PhD students, etc.). 3.2. Apply integration process for returning PhD students, invite them to personal consultation.	Human	Vice-Dean for Research Human Resources Division	2.1. Improved integration process acknowledging the specifics of those returning from long-term leave, by September 2021. 2.2. Faster adaptation measures developed (career consultations and other) by September 2021.

## Institutional communication area

**Objective – to strengthen the awareness, sensitivity to gender differences.**

No.	Measure	Implementation			
		Procedures, dates	Resources used	Responsible person(s)	Success factors, milestones
1.	Integrating gender equality plan communication activities into the Faculty communication plan.	Integrate the gender equality aspect into communication.	Human	Head of CAU, Head of Marketing and Communication, Head of Human Resources	Increasing number of communication messages integrating male and female genders, consistently.
2.	Integrating the gender aspect into the FEBA advertising campaigns.	2.1. Revise the marketing measures plan by including the gender aspect in advertising study campaigns (target: 40/60). 2.2. Strive for gender-neutral language in communication messages, at the same time using pronouns “she” and “he”.	Human	Head of CAU, Head of Marketing and Communication	Revised marketing messages, annual report with gender aspect submitted, by March 2022.
3.	Strengthening the image and communication of women in science.	3.1. Develop plans with consideration of the gender balance 40/60 between researchers and lecturers participating in the publicity campaigns. 3.2. Publish stories/interviews dedicated to women researcher career at the FEBA.	Human	Head of Marketing and Communication	Two articles/interviews in at least three communication channels, by December 2021.



**General provisions**

The Plan developed and agreed with the Faculty administration is approved by the Council. Acknowledging the changing situation and the results of the implementation of measures, the Plan can be revised once annually. Revisions of the Plan are approved by the Council; the Plan is further implemented upon the need and relevance.

The responsibility for the implementation of this Plan is upon the Dean and appointed person responsible for the development, implementation, and monitoring measures stipulated in the Gender Equality Plan.

A person responsible for gender equality submits reports to the Dean of the Faculty. The Dean includes results in the area of gender equality into the Faculty annual report, presents to the community, and submits for approval of the Council.

## Introduction

Along with the promotion of community spirit, equality among administration staff, researchers and students of the IIRPS VU, regardless of their gender, origins, sexual orientation, religion or beliefs, is a fundamental value of the Institute community. To consolidate the beliefs of the IIRPS VU and to ensure their sustainable development in the future we begin with the most relevant sphere and propose this Gender Equality Plan. This document, representing opinions of different parts of the community, draws attention to the complexity of the situation: when talking about gender equality, we must bear in mind not only the quantitatively equal representation of genders but also its quality and further enhancement of the notion of equality in the community.

Firstly, although study programs of the Institute attract students of both genders, relative proportionalities can be seen in the academic personnel and to a large extent in the collegial governance bodies, there is a lack of systemic gender equality monitoring and analysis. The true situation and qualitative experience of gender equality are not known because there has not been yet a community-wide survey that could reveal its members' position regarding the question. Speaking of managing equality as a unifying value, there is a lack of specific people responsible – responsibility is scattered in the community. However, concrete aims and deliberate distribution of responsibilities in this sphere are necessary. Without that, there is a risk of everyday activities pushing gender equality out of the priorities list.

Secondly, there is a great gap between male and female associate professors. This can be attributed to financial motivation but also difficulties integrating the academic job market. After pausing the career due to pregnancy, it becomes difficult to restore the former contacts, network and to carry on actively researching. A heavy workload and high requirements also do not allow to harmonize academic and family life, therefore, women have fewer academic possibilities than men. A break in scientific work and unfavourable conditions of returning to it influence further career choices, thus, it is really important to plan adequate help instruments for the female junior researchers.

Thirdly, to ensure gender equality and representation in various structural organs of the Institute, because of a small number of employees and female professors, there is an increased workload for the latter: along with their main responsibilities, female researchers have additional representational and participatory roles in various institutional settings (committees, commissions, workgroups). However, it is important to highlight that these institutions often make decisions about further career perspectives of other researchers (e. g., PhD committee decides on accepting male and female candidates to PhD studies), thus, it is very important to find appropriate means to ensure gender balance in them.



The IIRPS VU starts its journey towards more sustainable gender equality and more versatile enabling of its community members from a relatively good position. Despite that, empowerment of genders requires administrative and financial changes as well as changes in values. This plan aims to show our long-term commitment to gender equality in the Institute and invites you to learn about the corresponding measures for the upcoming years.

## The IIRPS VU Gender Equality Measures Plan

### Personnel sphere

*The aim – to create conditions for a successful career.*

No.	Measure	Implementation				Notes (foreseen exceptions, conditions, preconditions and others)
		Procedures, dates	Resources	Individuals responsible	Criteria for success, dates for measurement	
1.	To appoint a person responsible for the coordination of issues related to equal opportunities and diversity	Started in January 2020	Human resources (employees). The management ensures that the functions of the employee correspond with the job position and that the designated workload allows fulfilling requirements for the job well.	Director of the IIRPS VU (responsible for the appointment), Coordinator for community matters	Coordination and supervision of Gender Equality Plan for 2020-2021 as well as <i>analysis, report on the situation to the community</i> , suggesting solutions to arising problems	
2.	To implement regular monitoring of gender equality situation, to carry out community	Gender equality monitoring in 2021 according to the criteria set by the working group of the IIRPS for	Human resources	Coordinator for community matters of the IIRPS VU	An annual report of gender equality monitoring is prepared and recommendations of measures to address problematic spheres are	



	surveys on gender equality	gender equality in all the areas mentioned in this plan – staff, studies and research, communication, management of the organization			suggested until the end of the year	
3.	To increase opportunities to balance work and family responsibilities	Assuring flexible work and studies schedules, as well as remote working opportunities, constant communication with people on parental leave	Human and financial resources	Director of the IIRPS VU, Deputy director for studies, Deputy director for science and research	Annual community survey to assess the success of the project	
4.	To prepare the most relevant data on gender equality principles and their implementation in the areas of personnel, studies and research, and to share it with the highest-ranking management. To	Annually, since 2022	Human resources	Coordinator for community matters	Training/presentation of gender equality policy to the community, training material uploaded on a platform accessible by the employees and the students	



	present all the employees with the material at least once every two years					
5.	To create a clear and safe mechanism for complaints about discrimination and sexual abuse in the Institute, dedicated to personnel and students	April 2021	Human resources	Deputy director for studies, Coordinator for community matters	Confirmed policy for the prevention of sexual abuse and mechanism of complaints, introduced principles for the prevention of discrimination, its planned presentation to the community (in the form of event, emails or other), regular sharing of the information in the community newsletters	
6.	To assess the need for a model for students' family and studies life coordination	Conversations with the representatives of courses and Studies programs committee in which challenges of coordinating family and studies responsibilities and their	Review and update of studies process and schedules	Deputy director for studies, Head of the Studies Department	A studies schedule corresponding family needs	



		solutions discussed	are				
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## Organizational management (decision-making level) sphere

*The aim – to pursue a 40/60 gender balance in representational structures.*

No.	Measure	Implementation				Notes <i>(foreseen exceptions, conditions, preconditions and others)</i>
		Procedures, dates	Resources	Individuals responsible	Criteria for success, dates for measurement	
1.	To pursue 40/60 gender balance in the structures of the institute – working groups, commissions, committees and in activities organized – student research groups, academic groups of study programs, events	<p>Recommend the Director to appoint and the Council to approve of such compositions of committees, commissions and the like which meet the principles of gender balance.</p> <p>Recommend to apply this principle to compositions of the newly</p>		Director, Council of the IIRPS VU	Increased female presence in the structural organs of the Institute where the established 40/60 balance is not met yet and sustained balance in those formations that align with it until 2024	Recommendations can be ignored if they are not achievable due to objective reasons



		confirmed structures.				
2.	Gender-sensitive language integration into documents and communication	Review of strategic and internal documents, their correction, external and internal communication message content consistent with the gender-sensitive language	Human resources	IIRPS VU administration	Constantly used gender-sensitive language in internal documents	Recommendations for using gender-sensitive language are suggested by prof. dr. Natalija Arlauskaitė





## Studies and research sphere

*The aim – to strengthen the notion of the importance of gender equality.*

No.	Measures	Implementation				Notes ( <i>foreseen exceptions, conditions, preconditions and others</i> )
		Procedures, dates	Resources	Individuals responsible	Criteria for success, dates for measurement	
1.	To carry out research and to write comments and articles on women leadership and/or gender equality, presenting the results to the society	The IIRPS VU academic community is encouraged to share expertise on women leadership/gender equality	Communication sources, financial resources (financial incentives)	The IIRPS VU community	The IIRPS VU community members publish no less than two comments, pieces of research or works of other formats a year on gender equality, women leadership, they are published and promoted on the IIRPS VU internal and external communication channels. The mentioned research is encouraged via internal communication channels.	
2.	To include the aspect of gender in teaching various programs or	Recommendations and measures suggested to lecturers on including	Human resources of the IIRPS VU	Heads of the IIRPS VU Studies	Lectures and courses on gender equality	



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	courses and in their contents	gender equality in their courses, discussing opportunities with studies programs committees		programs committee, Head of the Studies Department		
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## Institutional communication sphere

*The aim – to strengthen consciousness and sensitivity towards gender differences.*

No.	Measure	Implementation				Notes (foreseen exceptions, conditions, preconditions and others)
		Procedures, dates	Resources	Individuals responsible	Criteria for success, dates for measurements	
1.	To organize training to the IIRPS VU community on gender equality: integration of gender aspect into research and studies processes, on discrimination based on gender, training topics to be supplemented according to the community survey results	October 2021	Human resources	Coordinator for community matters	Training on gender equality organized for the IIRPS VU community until the end of 2021 with an opportunity to analyze the material conveniently after the training	
2.	To announce and to communicate regularly the official position of the IIRPS VU on gender equality	Starting September 2021	Means of communication, human resources	Research and Public Affairs Department of the IIRP VU	To publish a post each semester on the IIRPS VU page and social media accounts	



	via internal and external communication channels				communicating work carried out regarding gender equality	
3.	To post messages on the IIRPS VU social media (Facebook, Instagram, LinkedIn, Twitter) related to the leadership of the IIRPS VU female researchers no less than once a month, also, to publish research and other activities on gender equality by the IIRPS VU community	Starting April 2021		Research and Public Affairs Department of the IIRP VU	To publish one post a month regarding gender equality on the IIRPS VU social media	
4.	To organize expert events on gender equality and/or women leadership issues	Implemented in the Autumn semester of 2021-2022 academic year, the IIRPS VU		Research and Public Affairs Department of the IIRP VU, Coordinator for community matters	At least one expert event organized (e.g., discussion, conference, expert visit)	



		community is included				
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## Action Plan (2021-2025)

### I. Situation Analysis, Assignment of Functions

Item No	Activity	Implementation				Notes	
		Procedures	Coordinators	Implementers	Time frame		Results / success criteria
1.	Appointment of a person responsible for gender equality	By the order of the Dean, a person responsible for gender equality at the Faculty of Communication is appointed, and functions are delegated to them.	Dean	Dean	01/04/2021		
2.	Situation analysis	To identify problem areas related to gender equality: 2.1. Quantitative survey of academic, non-academic community, and doctoral students of the Faculty. 2.2. Focus group surveys.	Gender Equality Coordinator (hereinafter - GEC)	GEC Communication Department.	Until 01/10/2021	At least 70% of the community members interviewed. Problem areas and factors influencing gender equality identified.	
3.	Gender mainstreaming to the Faculty documents	Review of strategic and internal documents from the aspect of gender equality, documents updated framed.	GEC	GEC, Faculty administration and all other persons preparing documents.	From 01/04/2021	The action plan of the Faculty for 2021-2025 providing for gender equality ensuring measures. Gender-sensitive language used in documents.	Gender mainstreaming and the use of gender-sensitive language in new and updated documents.
4.	Monitoring of the action plan on ensuring gender equality	The measures taken are monitored and reported each year.	GEC	GEC	02/01/2022 02/01/2023 02/01/2024 02/01/2025	Monitoring report prepared.	
5.	Evaluation and adjustment of the implementation of the plan measures	The effectiveness and efficiency of the measures applied are evaluated. Gender Equality Plan (hereinafter - GEP) is updated as needed.	GEC	GEC	02/01/2022 02/01/2023 02/01/2024 02/01/2025	Strengths and weaknesses of the applied measures identified. GEP updated as needed.	

## II. Field of Staff

*Objective: To create the conditions for a (successful) career, regardless of gender*

Item No	Measure taken	Implementation					Notes
		Procedures / activities	Coordinators	Implementers	Time frame	Results / success criteria	
2.1.	Memo for combining job responsibilities and other responsibilities	Based on identified problem areas and examples of good practice, a memo is prepared. Introduction to the community.	GEC	GEC, Faculty administration.	30/12/2021	The memo prepared with the introduction to the community and responsible persons.	The memo applies from 02/01/2021.
I.2.	Staff career plan in terms of gender equality	Document analysis, analysis of the examples of good practice, an analysis of needs. Discussions with the administration of the Faculty of Communication and heads of departments.	GEC	GEC, Dean, heads of departments.	02/01/2022	The career monitoring and planning plan prepared.	

### III. Field of Organizational Management (decision-making level)

*Objective: To achieve gender balance in 40/60 decision-making structures*

Item No	Measure taken	Implementation				Notes	
		Procedures / activities	Coordinators	Implementers	Time frame		
1.	Guidelines on gender balance in the formation of the Study Programme Committee (hereinafter - SPC), commissions, committees, working groups, etc	Preparation of the guidelines, implementation monitoring and comparison of results.	GEC	Dean, Council, SPC.	Until 31/08/2021	Developed and approved guidelines. From 01/09/2021 the principle of gender balance is applied in the formation of commissions, working groups, etc. in the Faculty. The guidelines are used by persons preparing documents.	Gender balance applies to newly formed working groups, committees, commissions, etc. or when updating their composition.
2.	Guidelines on the application of the principle of gender equality when proposing candidates for VU Senate and the FC Council	Preparation of the guidelines, implementation monitoring and comparison of results.	GEC	Dean, Electoral Commission, heads of departments.	2023	Developed and approved guidelines.	The guidelines apply for the upcoming elections.



#### IV. Field of Science

*Objective: To sustain gender mainstreaming in research and activities*

Item No	Measure taken	Implementation				Notes	
		Procedures / activities	Coordinators	Implementers	Time frame		
1.	Guidelines on gender mainstreaming into research and project development	Analysis of good practices, preparation of the guidelines, discussion in the Committee of Science, implementation of the guidelines.	GEC	Dean, Vice-Dean for Science, project manager.	01/10/2021  From 01/11/2021	Developed and approved guidelines. Introduction to the community. Launched for new projects and research.	Apply to new projects and research.
2.	Plan for staff training in the field of gender equality	Analysis of good practices, consultations with the Community Development Department.	GEC	GEC, VU Community Development Department.	Until 31/12/2021	The plan tailored to the needs of the community. The plan coordinated with the VU Community Development Department.	The staff training plan and its implementation are coordinated with VU Community Development Department.

## V. Field of Studies

*Objective: To raise awareness of the importance of ensuring gender equality*

Item No	Measure taken	Implementation				Notes	
		Procedures / activities	Coordinators	Implementers	Time frame		
1.	Guidelines for gender mainstreaming to study subjects	Analysis of good practices, literature analysis, developing the guidelines, discussions at SPC.	GEC	GEC, Vice Dean for Studies, SPC chairpersons.	15/01/2022	Developed and approved guidelines.	The provisions of the guidelines are integrated from autumn semester 2022-2023
2.	Guidelines for lecturers on gender mainstreaming in the study process and the use of gender-sensitive language	Analysis and application of good practices, developing the guidelines, informing lecturers.	GEC	GEC, Vice Dean for Studies.	Until 01/06/2021	Developed and approved guidelines. Introduction to the community. The provisions of the guidelines launched.	The guidelines apply from autumn semester 2022-2023

## VI. Field of Institutional Communication

*Objective: To raise awareness, sensitivity to gender differences*

Item No	Measure taken	Implementation					Notes
		Procedures / activities	Coordinators	Implementers	Time frame	Results / success criteria	
1.	Preparation of a plan for gender equality communication activities and integration into the general communication plan of the Faculty	Preparation of a memo on gender mainstreaming in communication activities. Planning of communication activities. Development of a module for gender equality on FC website.	GEC	GEC, Head of Communication Department and specialists.	01/05/2021  01/05/2021  01/05/2021 02/01/2022 02/01/2023 02/01/2024 02/01/2025	The memo on gender mainstreaming in communication activities.  The module developed on FC website to promote gender equality.  The plan for communication activities.	The plan for communication activities is prepared for a calendar year.

# Vytautas Magnus University, VMU



## Gender Equality Plan (GEP) 2021-2025

Vytautas Magnus University (VMU) aims at creating safe, healthy, respectful, attentive and tolerant environment. This higher education institution strives to not only ensure equal opportunities for every community member, improve the quality and results of studies and research, but also – to enhance working and studying conditions for everyone. Vytautas Magnus University aims at maintaining positive and encouraging environment for studies and academic career. VMU positions itself as the most liberal university in Lithuania which functions according to *artes liberales* principles, encouraging personal growth and multifaceted education in a broader sense, creates favourable conditions for career development, values individuality and free choice, attempts to ensure respect for human rights and guarantee equal opportunities for all community members.

**Gender Equality Plan** is an institutional policy instrument aimed at ensuring gender balance by implementing cultural, systemic institutional and structural changes within the organisation. VMU GEP is prepared according to EIGE recommendations for preparation of Gender Equality Plans (*Gear Tool*).<sup>1</sup> European Union research community aims at tackling the challenges of gender equality by introducing certain conditions and measures for funding the highest quality research programmes. Attempting to improve gender equality in research EU has prepared a new regulation – starting from 2022, all universities participating in H2020 programme will be required to have Gender Equality Plan as their institutional measure.<sup>2</sup> The current GEP of VMU is prepared as part of the ES programme H2020 SPEAR project.<sup>3</sup> This GEP encompasses such main aims as improving gender balance in leadership and decision making, achieving transparency in application and recruitment process, providing assistance in terms of work-family balance, enhancing organisational culture and creating favourable conditions for work and studies, raising awareness, implementing the policies of sexual and gender based harassment prevention, strengthening gender dimension in studies and research, removing the obstacles and barriers in University's community members' career paths, improving gender equality and equal opportunities, reducing horizontal and vertical segregation in the areas with visible gender imbalance, etc. This GEP is a set of measures that will help to achieve better gender equality and guarantee equal opportunities for all community members. Activities directed toward gender equality foster not only positive structural, but also cultural changes in the organisation and in a broader context – in higher education and in the society in general.

The Gender Equality Plan is prepared in accordance with the law, policy regulations and programs of the Republic of Lithuania and international institutions. **The Law on Equal**

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<sup>1</sup> EIGE Gear Tool: <https://eige.europa.eu/gender-mainstreaming/toolkits/gear>.

<sup>2</sup> The European Commission's gender equality strategy: [https://ec.europa.eu/info/research-and-innovation/strategy/strategy-2020-2024/democracy-and-citizens-rights/gender-equality-research-and-innovation\\_en](https://ec.europa.eu/info/research-and-innovation/strategy/strategy-2020-2024/democracy-and-citizens-rights/gender-equality-research-and-innovation_en).

<sup>3</sup> Programme H2020-SwafS-2018-1 project “Supporting and Implementing Plans for Gender Equality in Academia and Research” (No. 824544).

**Opportunities**<sup>4</sup> in the Constitution of the Republic of Lithuania provides the principle of equality for all people and the inherent right to be treated equally. It seeks to establish the equality of persons and prohibits to restrict human rights or provide certain people with privileges on the basis of gender, race, nationality, language, origin, social status, religion, beliefs or views. **The Law on Equal Opportunities for women and men**<sup>5</sup> of the Republic of Lithuania intends to develop and implement measures for ensuring equal opportunities and conditions for women and men when admitting to vocational training and higher education institutions, professional development courses, fostering professional skills and providing practical work experience. **Recommendations of the Ministry of Education, Science and Sports of the Republic of Lithuania on equal opportunities for men and women** in Lithuanian institutions of education and research<sup>6</sup> declares the establishment of guidelines to promote equality between women and men and to eliminate inequalities in studies and research. The recommendations also seek to propose measures for the systematic integration of the gender perspective in all the institutions' policies and activities, to improve the gender balance in various fields of science and to increase the number of women in senior scientific and administrative positions. In 2020, **The Lithuanian University Rectors' Conference** has prepared the **Guidelines for the prevention and prosecution of sexual harassment**<sup>7</sup>, in which sexual harassment is treated as a violation of academic ethics. The document presents the particularities of sexual harassment, prevention measures, the procedures of violation investigation and decision-making process in the academic community.

The GEP of Vytautas Magnus University is prepared and implemented in synergy and complementarity with the key university documents and institutional policies that emphasize the need to ensure equal opportunities for all members of the community, regardless of gender, age, sexual orientation and gender identity, cultural identity, socio-economic background, etc. **VMU Statute** (clause 12) underlines the need to ensure “equal access to competitions for teaching and research positions as well as to competitions for admission to studies, regardless of candidate’s gender, race, political or religious beliefs, nationality or citizenship.” (p.6). **VMU Code of academic ethics**<sup>8</sup> seeks to promote equal rights and opportunities and to endorse values of respect, anti-discrimination and ethical conduct. The Code of academic ethics condemns discrimination, insults to honour and dignity on the grounds of age, gender or sexual orientation, disability, appearance, race or ethnicity, religion or beliefs.

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<sup>4</sup> <https://www.e-tar.lt/portal/lt/legalAct/TAR.0CC6CB2A9E42/asr>.

<sup>5</sup> <https://www.e-tar.lt/portal/lt/legalAct/TAR.746227138BCB/FLcEVzJmSQ>.

<sup>6</sup> <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/7141ebc0907011e48028e9b85331c55d?jfwid=-vs1qia2g>.

<sup>7</sup> Guidelines for the prevention and prosecution of sexual harassment (2020) ([https://lurk.lt/wp-content/uploads/2020/07/Seksualinio-priekabiavimo-prevencijos-ir-atvej%C5%B3-nagrin%C4%97jimo-gair%C4%97s-2020m\\_T.pdf](https://lurk.lt/wp-content/uploads/2020/07/Seksualinio-priekabiavimo-prevencijos-ir-atvej%C5%B3-nagrin%C4%97jimo-gair%C4%97s-2020m_T.pdf)).

<sup>8</sup> Vytautas Magnus University Code of academic ethics, 9 March 2011.

In 2017, VMU prepared and approved by the VMU Rector's order **Equal opportunities policy document**,<sup>9</sup> which responds to the requirement of the new **Labour Code (2017)** to implement and monitor gender equality policies in the institutions. The Article 26 of Labour Code stipulates that organisations employing more than 50 employees must prepare the equal opportunities policy and acquaint the employees with the measures for its implementation and supervision.

**The VMU Strategic Plan for 2021-2027**<sup>10</sup> covers the measures to ensure equal opportunities and gender equality. The first clause of the Strategic Action Plan aspires "to community sustainability and synergy by respecting the community's diversity and the personal autonomy of its members." One of the objectives of this clause (1.1.1.) is to "ensure human rights, dignity, non-discrimination, equal opportunities, and diversity on gender, age, race, religion, language, culture, disability, and socioeconomic grounds." The strategic plan also intends to improve and execute monitoring of the psychological, emotional and physical health of all the members of the university's community (1.2.1.). Clause 1.2.2. envisions the provision of continuous "feedback to the community on the results of monitoring and planned measures to enhance psychological well-being." In order to ensure community sustainability and synergies, it is also planned to create an inclusive and motivating work environment by empowering members from under-represented groups or those, having individual needs (e.g., young researchers) and by offering more favourable, flexible working conditions, providing opportunities for virtual work. Also, the clause 4.2.3. emphasizes the need to ensure "fair and equal representation in the management bodies of the University and the academic units."

The following measures of VMU Gender Equality Plan represent the guidelines and recommendations of national and international organisations for shaping gender equality policies produced in the institutions. These measures are in accordance with national legal regulations, as well as University's aims and strategic documents. Specificities of University's situation and processes are also taken into consideration.

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<sup>9</sup> Order of the Rector of Vytautas Magnus University On approval of the equal opportunities policy and its implementation program, 1 December 2017, No. 499.

<sup>10</sup> Vytautas Magnus University Strategic Plan for 2021 – 2027 (<https://www.vdu.lt/wp-content/uploads/2021/05/VDU-strategic-plan-for-2021-2027.pdf>).

**Gender Equality Plan (GEP) 2021-2025**

Aim of activity	General description of the measures	Target group	Indicators	Persons and units responsible for implementation of GEP
<p><b>1.To strengthen gender equality policy by integrating gender dimension into University’s strategic governance documents, establishing institutional gender equality structures and positions, conducting data monitoring.</b></p>	<p><b>The following measures are planned:</b></p> <p>To include gender equality dimension into strategic documents and the process of implementation.</p> <p>To ensure the implementation of equal opportunities and gender equality policies, outlined in the Strategic Plan 2021-2027.</p> <p>To encourage faculties and units to prepare and implement Gender Equality Plans.</p> <p>To revise The Code of Ethics and improve the procedures related to ethics at the university, including the measures for gender equality.</p> <p>To revise the VMU document of Equal Opportunities Policy and Plan of its Implementation by including aims and measures of Diversity Strategy.</p> <p>To establish a special coordinator’s position for the coordination of ensuring equal opportunities, prevention of sexual harassment and implementation of anti-discrimination policies.</p>	<p>All employees and students</p>	<p>Prepared, revised and implemented documents.</p> <p>Continuous monitoring of the implementation of strategic documents.</p> <p>A new Equal Opportunities Coordinator’s position established, aiming at better coordination of equal opportunities related questions, prevention of sexual harassment and ensuring implementation of anti-discriminatory policies.</p> <p>Regular collection and analysis of gender disaggregated data.</p> <p>Prepared and approved Gender Equality Plans of separate academic units.</p>	<p>VMU Council Senate Rector Vice-Rector for Communication Vice-Rector for Research Vice-Rector for Studies Commission of Ethics Administration and departments Faculties SPEAR project team</p>



	To collect gender disaggregated data about academic and non-academic staff and students, prepare regular reports and disseminate the results about various areas of activity (management, supervision, gender representation in decision making bodies, research activities and results, career dynamics of academic and non-academic employees, structure of staff, salaries, projects, etc.)			
<b>2. To create an inclusive and equality-oriented organisational culture through university's internal and external communication as well as collaboration with social partners.</b>	<p><b>The following measures are planned:</b></p> <p>To raise awareness within the University's community and in the society in general by communicating the importance of equal opportunities and gender equality, diversity and anti-discrimination policy (with regard to gender, race, age, ethnic group, religion and/or faith, (dis)ability, sexual orientation and gender identity, beliefs). To promote gender balanced decision making and leadership within the University's community and in the society in general. To prevent gender stereotyping and create better conditions for visibility and representation of underrepresented groups.</p> <p>Aiming for gender balance, to strengthen the representation of women's leadership in mass media, internal and external communication by highlighting women's roles as leaders in management, decision-making, research and innovation.</p> <p>To implement gender-sensitive language policy at the institution.</p>	<p>All employees and students</p> <p>General society</p>	<p>Increased number of publications, events and campaigns in internal and external communication.</p> <p>Increased number of trainings how to enhance communication.</p> <p>Prepared and presented to the University's community the Guidelines for gender-balanced and gender sensitive communication, based on the principles of gender equality and diversity.</p> <p>Improved gender balance in communication (e.g., increased visibility of experts and researchers of underrepresented gender within specific areas of science).</p> <p>Prepared and presented to the University's community the Guidelines for gender-balanced events, based on the principles of gender equality.</p>	<p>Marketing and Communication Department</p> <p>SPEAR project team</p> <p>Persons responsible for communication</p> <p>Researchers and pedagogical personnel</p> <p>Students</p> <p>Non-academic personnel</p>

	<p>To strengthen the representation of women and men by shaping new role models in areas where the number and representation of women and men is low (e.g., STEM fields, social sciences, humanities, arts).</p> <p>Aiming for gender equality, to promote women's participation in public communication.</p> <p>To aim at integrating principles of gender-balanced organization of academic, scientific and other events.</p> <p>To reinforce cooperation with national and international stakeholders and social partners in the areas of human rights, equal opportunities, diversity and gender equality.</p>		<p>Improved indicators of gender balance at the events.</p> <p>Ongoing collaboration and development of joined initiatives, projects and events with social partners and stakeholders.</p>	
<p><b>3. To create an organizational culture that ensures the socio-psychological well-being of community members, facilitates the combination of work, studies and family, prevents harassment</b></p>	<p><b>The following measures are planned:</b></p> <p>To conduct regular surveys for all students and employees about their socio-psychological well-being, career opportunities, organizational climate and hold public discussion about the results</p> <p>To enhance the socio-psychological support for the employees and students by organising events, consultations and training to the community. To reduce the tensions that arise from combining work, studies and family responsibilities, to provide support related to career challenges as well as cases of discrimination.</p>	<p>All employees and students</p>	<p>Ensured regularity of surveys, analysis and dissemination of results on the socio-psychological well-being of the university's community.</p> <p>Increased availability and number of psychological, career related, family and work-related counselling, training and events. Increased number of participants to such events and training.</p> <p>Positive feedback from the University's community.</p>	<p>Rector</p> <p>Vice-Rector for Communication</p> <p>Vice-Rector for Research</p> <p>Human resources Department</p> <p>Psychological Clinic</p> <p>International Relations Department</p>

<p><b>and discrimination.</b></p>	<p>To create favourable conditions for combining work, studies and family by expanding the possibilities of flexible and online work (teleworking, flexible working hours, working remotely, setting a convenient time for the meetings, etc.).</p> <p>To support and improve the activities of “Parents’ academy”, including the questions of career, studies and family balance. To help mothers and fathers deal with the challenges of parenthood.</p> <p>To strengthen the activities of Psychology Clinic.</p> <p>To encourage and support the participation of employees’ children in summer educational events and camps organized by VMU.</p> <p>To prepare Sexual Harassment Prevention strategy and implement its measures.</p> <p>To organise training and awareness raising campaigns for the leaders, managers and administrative employees, focusing on reducing precarious working conditions, ensuring career and family balance, creating favourable environment for career growth.</p>		<p>Improved evaluation of employees’ working conditions.</p> <p>Increased number of educational events and participants, including those organized by the “Parents’ Academy”.</p> <p>Renewed documents and regulations related to working conditions.</p> <p>Organized trainings, where employees and heads of departments are informed about flexible working conditions.</p> <p>Sexual Harassment Prevention document prepared and disseminated.</p> <p>A special position for the work with sexual harassment prevention established within the selected responsible unit.</p> <p>A trust line founded and special procedures for submitting complaints, solving the conflicts, providing psychological and legal help developed.</p> <p>Increased amount of informational material on mobbing and harassment prevention, increased number of educational and communicational campaigns and trainings on these subjects.</p>	<p>Faculty of Social Sciences</p> <p>Science and Innovations Department</p> <p>Students’ Affairs Department</p> <p>Students’ Representatives Council</p> <p>PhD students’ Club</p>
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<p><b>4. To implement anti-discrimination and equal opportunities policies fostering gender balance based decision-making and leadership, supporting career advancement and ensuring transparency in the procedures of recruitment and candidate selection for studies.</b></p>	<p><b>The following measures are planned:</b></p> <p>Ensuring gender balance in decision-making processes to seek balanced gender inclusion in making the list of candidates, electing persons to management and decision-making positions (committees, councils, commissions, etc.), nominating candidates for awards, delegating representatives to external organizations and positions, etc.</p> <p>To aim for ensuring gender balance in leadership and senior academic and research career positions (professors, senior researchers).</p> <p>To raise awareness and enhance anti-discriminatory principles (with regard to gender, race, age, ethnic group, religion and/or faith, (dis)ability, sexual orientation, gender identity, beliefs).</p> <p>To strengthen sensitivity and awareness to gender equality and equal opportunities' perspective in the university' community by organizing staff trainings, communication campaigns and dissemination of information.</p> <p>To increase transparency in the process of employment and candidate selection by observing the anti-discriminatory principles.</p>	<p>All employees</p> <p>Potential employees</p> <p>Potential students and school pupils</p>	<p>Reviewed and improved measures and procedures of transparent recruitment process.</p> <p>Reviewed and improved measures and procedures of transparent candidate selection for the studies.</p> <p>Prepared guidelines-recommendations for candidate selection and recruitment procedures.</p> <p>Increased number of trainings about gender equality and anti-discriminatory policies as well as measures about ensuring gender balance in the organization.</p>	<p>Rector</p> <p>Vice-Rector for Communication</p> <p>Vice-Rector for Research</p> <p>Vice-Rector for Studies</p> <p>Human resources Department</p> <p>Science and Innovations Department</p> <p>Marketing and Communication Department</p> <p>Study Department</p> <p>Department of Laws</p>
<p><b>5. To reduce horizontal segregation</b></p>	<p><b>The following measures are planned:</b></p>	<p>All students</p> <p>Academic staff</p>	<p>Ensured regular data analysis with regard to gender about the priorities of the applying candidates.</p>	<p>Vice-Rector of Studies</p>

<p><b>and gender disbalance in specific fields of science and faculties</b></p>	<p>To carry out a detailed analysis of the priorities of candidates applying to the domains of study dominated by one gender (STEM sciences, pedagogy, social work, etc.)</p> <p>To improve marketing and communication strategies, aiming at encouraging young women and men to choose fields of study in which their gender is less represented.</p> <p>To develop initiatives and projects in the fields of formal and informal education, teacher training in order to reduce gender imbalance in STEM fields.</p> <p>To carry out the analysis of needs, introducing formal and informal measures of support and assistance for women studying STEM disciplines as well as for men studying disciplines where the number of men is significantly lower than that of women (humanities, social sciences, pedagogy, arts).</p>	<p>Prospect students (final grade school pupils)</p> <p>Teachers</p>	<p>Implemented marketing and communication campaigns to encourage students to choose majors and specialties with visible gender imbalance.</p> <p>Introduced support and mentoring measures for current students.</p> <p>Increased number of new initiatives and collaborations with schools, formal and informal educational institutions and partners to promote young women's motivation and achievements in STEM, young men – in social sciences, humanities and arts.</p> <p>Increased number of applicants to non-conventional programs for particular gender.</p>	<p>Chairman of the Academy of Education</p> <p>Deans of STEM faculties Study Department</p> <p>Marketing and Communication Department</p> <p>International Relations Department</p> <p>Science and Innovations Department</p> <p>SPEAR project team</p> <p>Administrative and academic personnel at STEM faculties, Academy of Education and other faculties with expressed horizontal segregation</p>
<p><b>6. To integrate the gender dimension into studies and research, promote gender equality</b></p>	<p><b>The following measures are planned:</b></p> <p>To regularly conduct the content analysis in all the levels of studies (programs, subjects, topics of final theses). To discern possibilities for a better integration of gender dimension into the study content.</p>	<p>All students</p> <p>All lecturers</p> <p>Researchers</p>	<p>Renewed and/or developed new study subjects with integrated gender dimension.</p> <p>Increased number of trainings, consultations and meetings with academic staff to promote gender</p>	<p>Rector</p> <p>Vice-Rector for Research</p> <p>Vice-Rector for Studies</p>

<p><b>in research, improve career opportunities for women researchers</b></p> <p><b>Integruoti lyčių dimensiją į studijas ir mokslinius tyrimus, skatinti lyčių lygybę tyrimuose, gerinti moterų tyrėjų karjeros galimybes</b></p>	<p>To encourage lecturers and researchers to integrate gender dimension in study programmes and subjects, research, knowledge and technology transfer.</p> <p>To conduct trainings and provide consultations to lecturers and heads of study programs on integration of gender dimension in the study content.</p> <p>To promote cooperation and networking between lecturers and researchers working in the fields related to gender studies.</p> <p>Aiming for gender balance, to encourage researchers to engage in research projects, prepare high-level scientific publications.</p> <p>Aiming for gender balance, to develop measures of support for career advancement.</p> <p>To implement the principles and tools of gender-sensitive supervision for doctoral students.</p>	<p>Researchers who face challenges in combining work/studies and family responsibilities</p>	<p>mainstreaming in teaching, ongoing projects and research.</p> <p>Increased number of researchers' meetings, collaborative and networking events, common projects.</p> <p>Increased number of trainings and consultations on project preparation.</p> <p>Increased number of project leaders of underrepresented gender.</p> <p>Regularly performed analysis of gender-disaggregated data on scientific publications.</p> <p>Increased number of high-quality publications.</p> <p>Created career development measures for researchers of underrepresented gender (e.g., trainings for researchers, heads of departments, career monitoring, mentoring).</p> <p>Improved quality of dissertation supervision (improved psycho-social well-being, enhanced conditions for combining research activities, studies and family).</p>	<p>Science and Innovations Department</p> <p>Study Department</p> <p>VMU institutional body responsible for competencies and improvement of qualification of pedagogical personnel</p> <p>Academy of Education</p> <p>SPEAR project team</p> <p>Pedagogical staff of various faculties</p> <p>Communication and Technology Transfer Centre</p> <p>Research institutes and research clusters</p> <p>Representatives of all the Doctoral Studies' Committees</p>
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# Universidade Nova de Lisboa, UNL



# GENDER EQUALITY PLAN





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**SPEAR** is a four-year project to support and implement gender equality plans in academia and research. Funded by the European Union, the project is coordinated by the University of South Denmark and joins eight European universities with the aim to develop institutional changes to increase women's participation in Research and Innovation and to improve their career prospects. SPEAR offers supportive structures comprised in its interconnected Community of Learning (CoL) and Community of Practice (CoP). CoL will provide learning platforms while CoP provides an arena for experience exchanges. Both these are crucial to successful and sustainable implementation of GEPs, a key instrument to improving gender equality.

[www.gender-spear.eu](http://www.gender-spear.eu)

**Disclaimer:** As *per* the European Institute for Gender Equality (EIGE), data representing gender-related issues are collected and presented disaggregated by sex, as in referring to the biologically based categories of female and male, as the main and overall classification. The term gender is used to make reference to the non-biological characteristics or social categories.



GENDER EQUALITY PLAN  
NOVA UNIVERSITY LISBON

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1

A WORD FROM THE  
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## 1. A WORD FROM THE RECTOR

Women and girls represent half of the world's population and, therefore, half of its potential for innovation and growth. Yet, they remain underrepresented in various fields, including science, despite the efforts put by the global community over the past decades.

**While more and more women are indeed completing higher education and reaching senior levels in science, many of them continue to be left out or to lack the same opportunities as men**, particularly with regard to compensation, job progression, leadership positions and enrolment in STEM careers.

In most cases, this is the result of long-standing gender stereotypes, cultural misconstructions and harmful traditions that define careers suitable and non-suitable for men and women, and inhibit the role of women in society, thus increasing the existing gap. This calls for an urgent approach specifically focused on gender equality in Higher Education Institutions (HEI), and for a firm commitment that can transform words and ideas into actions and results.

Fighting gender inequality, as well as any other obstacles that undermine the ability of an individual with talent and willingness to explore his or her potential, must be a cornerstone in every HEI to ensure equal opportunities in the recruitment, retention and promotion of talent in universities.

Universities of the 21<sup>st</sup> century, such as NOVA University Lisbon, which have the fundamental responsibility of training the next generation of citizens, professionals and decision makers, should serve as platforms to foster diversity, equality and inclusiveness, and leave no room for inequalities of any sort, just like in any other sector in Society.

In its mission to serve society, NOVA has proudly endorsed the Sustainable Development Goals (SDG), as the global and civic University it aims to be. All its activities, both academic and institutional, are more and more aligned with these framework,

particularly, but not exclusively, with the SDG for Gender Equality, Reduced Inequalities and Quality Education for All, which are all critical to achieve peaceful and sustainable societies. Here, **HEI can play an important role, by setting up the example in terms of their own institutional practices and developing the necessary mechanisms to monitor and act on the existing glass ceilings and other barriers that prevent equality from prospering.**

**A more equal society is a safer, happier, more efficient and, therefore, more prosperous society. A better place for all its citizens and definitely more resilient to economic crisis.**

NOVA's contribution towards a more equal and inclusive society has been internationally acknowledged by rankings such as the Times Higher Education Impact Ranking, which in 2021 considered NOVA as the Portuguese institution with the best performance in gender studies, gender equality policies and commitment to recruit and support women careers, and 2<sup>nd</sup> best among young European universities.

Yet, there is room for much more improvement before we can have a fully inclusive and fair environment. In fact, NOVA performs well in terms of gender parity within our teaching and academic staff, and women are the large majority of our non-academic staff. But when we look at the roles they play, it becomes clear that our female academic and non-academic staff are still under-represented in leadership and senior level positions.

Hence, the development of a Gender Equality/Equal Opportunities Plan is a very important step towards the implementation and monitoring of our pro-equality efforts and a clear message on how NOVA University stands concerning this very important topic.

*João Sàágua  
Rector of NOVA University Lisbon*







# 2

## INTRODUCTION



## 2. INTRODUCTION

### 2.1 FRAMEWORK – EU POLICIES & GUIDELINES

Gender Equality (GE) is a fundamental human right and a prerequisite for inclusive growth. GE has emerged as a central topic over the years, gaining a fundamental role in today's society. Established 25 years ago, the Beijing Declaration and Platform for Action (BDPfA)<sup>1</sup> remains the most progressive blueprint on the topic of women's rights and the most comprehensive global initiative ever designed. In terms of GE and empowerment of women and girls, the BDPfA took stock of the advances and setbacks seen in gender-related issues as well as the challenges moving forward. Ahead of time, the BDPfA not only paved the way towards a framework for change that envisioned GE in all aspects of life, but also made unprecedented advances about women's empowerment where leaders have the responsibility to ensure that GE is always considered in decisions affecting the everyday lives of citizens.

Although many of the challenges identified in 1995 are still relevant today, new challenges have emerged in recent years brought by digitalisation and technological innovation, migration patterns alteration and even climate changes.

The main goals of Research and Innovation (R&I) policies proposed by the European Commission for GE are underpinned by strategies focused on stimulating and strengthening equality in scientific careers, ensuring gender balance in decision-making bodies, and integrating the gender dimension in R&I<sup>2</sup>. Member States are encouraged to create an environment that promotes not only the removal of barriers associated with recruitment, but also the retention and career progression of female researchers, especially early career researchers, complying with the European Union legislation on GE (Directive 2006/54/EC). The recommendations for the European Research Area align with the need to promote sustainable institutional and cultural changes in the national strategies of member states for research institutions. In this context, the EC further suggests that funding organisations encourage Higher Education Institutions (HEI) and Research Performing Organisations (RPO) to develop GE strategies and/or plans and to mobilise adequate resources for their implementation. The institutional change focuses on removing the obstacles inherent to the academic and research system itself and on creating strategies to overcome and/or mitigate the gender imbalance associated with human resources management, decision-making, research programmes and funding schemes.

The 2030 United Nations Agenda for Sustainable Development<sup>3</sup> was launched in 2015 to end poverty and set the world on a path of peace, prosperity, and opportunity for all on a healthy planet. The 17 Sustainable Development Goals (SDGs) are, by definition, global goals for poverty eradication and sustainable development and are at the heart of EU initiatives to improve citizens' lives and to contribute to a sustainable future. The EU Gender Equality Strategy 2020-2025<sup>4</sup> is composed of a set of concrete actions mainly aligned with SDG 5 and SDG 10 not only to achieve a more GE Europe but also to ensure the reduction of inequalities and that no one is left behind, as indicated in Figure 1.

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<sup>1</sup> United Nations 1995. ISBN: 978-1-936291-93-9

<sup>2</sup> Gender Equality in Academia and Research – [www.eige.europa.eu](http://www.eige.europa.eu)

<sup>3</sup> Transforming our world: the 2030 Agenda for Sustainable Development, A/RES/70/1, United Nations 2015

<sup>4</sup> A Union of Equality: Gender Equality Strategy 2020-2025, European Commission 2020



**FIGURE 1 – SDG 5 AIMS TO ACHIEVE GE AND EMPOWER ALL WOMEN AND GIRLS AND HAS NINE SPECIFIC TARGETS, WHILE SDG 10 AIMS TO REDUCE INEQUALITY WITHIN AND AMONG COUNTRIES AND COUNTS WITH TEN SPECIFIC TARGETS (SOURCE: UNITED NATIONS AND GLOBAL GOALS FOR SUSTAINABLE DEVELOPMENT PLATFORM).**

Since the beginning of July 2020, together with Germany and Slovenia, Portugal has been part of the trio Presidency until the end of 2021, and it was during the first semester of 2021 that Portugal assumed the Presidency of the EU Council. Apart from other measures, one of these trio's main goals was the protection of citizens and freedoms, highlighting the importance of democracy and human rights<sup>5</sup>. GE is a fundamental human right, and within this Presidency, a joint statement on GE was presented by Germany, Portugal and Slovenia<sup>6</sup>. This trio has been committed to determine the impact of the biggest public health crisis of the last 100 years on people's lives – the COVID-19 pandemic. Essentially, the Portuguese Presidency proposed to identify and analyse the transformations in social dynamics brought by the pandemic, and the demands and challenges faced by women and men that have emerged from pre-existing inequalities. To understand how the different organisations have reacted to the pandemic, the approach was mainly focused on gender inequalities, concerning with the adaption to new forms of work and reconciling work and family life. In this regard, it is important to highlight the report produced by the European Institute for Gender Equality (EIGE) during the Portuguese Presidency about the socio-economic impact of COVID-19 on GE and its contribution to crucial future policy decisions in support of the GE goals of the EU recovery process<sup>7</sup>.

<sup>5</sup> <https://www.2021portugal.eu/en/programme/the-trio-presidency-programme/>

<sup>6</sup> The Trio Presidency Programme: Statement on Gender Equality, 2020

<sup>7</sup> Gender equality and the socio-economic impact of the COVID-19 pandemic, EIGE 2021

In addition, in its Presidency, Portugal planned to make GE a priority and ensure the preservation of previous progress, while creating new approaches to face the challenges and needs exacerbated by the pandemic. Furthermore, the Portuguese Presidency also participated in the Conference "Gender equality and the Istanbul Convention: a decade of action" to mark the 10<sup>th</sup> anniversary of the Istanbul Convention and celebrated the implementation and accession of EU State-Members to the Convention.

## 2.2 MAKE GENDER EQUALITY A PRIORITY

Although some statutory provisions aimed to promote GE and equal opportunities between women and men exist, Portugal still has no legislation in force, in this regard, and in particular, for HEI and RPO. As a country that aims to effectively fulfil human rights and ensure the participation of all, Portugal has prioritized the intervention in GE issues through the constitutional principles of equality and non-discrimination and promoting equality between women and men as one of the fundamental tasks of the Government<sup>8</sup>. At the National level, the public policies for non-discrimination on the grounds of gender and equality between women and men have been substantiated by plans since 1997<sup>9</sup> and more recently by the 4<sup>th</sup> (2011-2013)<sup>10</sup> and 5<sup>th</sup> (2014-2017)<sup>11</sup> Plans for Equality, Gender, Citizenship and Non-discrimination. Nowadays, there is only one plan resulting from the Council of Ministers Resolution N.º 61/2018, of May 21<sup>st</sup> designated as **National Strategy for Equality and Non-Discrimination 2018-2030 – “Portugal + Equal”** (ENIND 2018-2030)<sup>12</sup>. This plan was launched in 2018 with the intention to start a new programmatic cycle aligned with the 2030 Agenda for Sustainable Development and supported by three action plans: (1) Action Plan for Equality between Women and Men (PAIMH); (2) Action Plan to Prevent and Combat Violence against Women and Domestic Violence (PAVMVD); and (3) Action Plan to Combat Discrimination on the basis of Sexual Orientation, Gender Identity and Expression, and Sexual Characteristics (PAOIEC).

For the first time, the national plans for equality (Plan for Equality, Gender, Citizenship and Non-Discrimination) address GE in higher education and in R&I. The measures encompass mainly:

- a. outlining the importance of maintaining protocols that ensure sustained funding for research projects aimed to deepen the scientific knowledge on gender, social relations and policies for GE;
- b. integrating GE perspective in higher education, mainly through promoting studies and specific criteria integration, evaluation and accreditation of HEI and RPO;
- c. integrating GE approach in curricula and extracurricular programmes of HE;
- d. supporting the implementation of effective gender action plans in RPOs, although they are not mandatory by law.

Under the responsibility of the State Secretary for Citizenship and Equality, the Commission for Citizenship and Gender Equality (CIG) is the official body responsible for the implementation of public policies designed to promote GE in Portugal and to monitor the National Strategy in place (ENIND). CIG also needs to ensure the implementation of the provisions of some common laws in such as Law N.º 26/2019 (March 28<sup>th</sup>) that establishes a minimum threshold of 40% of women and men as senior leaders of the direct and indirect State Administration (HEI are included).

Although this Strategy is not explicitly targeted to academia and research, there are some initiatives linked to R&I promoted by CIG, which deserve attention, such is the case of the cooperation with the Portuguese Foundation for Science and Technology (FCT, I.P.) with the intention to integrate GE in research content. In 2020, both entities launched the **GenderResearch4COVID-19** initiative to support research projects on the impact of health emergency caused by COVID-19 on gender inequalities and violence against women and domestic violence<sup>13</sup>.

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<sup>8</sup> Article 9 (subparagraph h), Constitution of the Portuguese Republic, 1976

<sup>9</sup> Council of Ministers Resolution N.º 49/97

<sup>10</sup> Council of Ministers Resolution N.º 5/2011

<sup>11</sup> Council of Ministers Resolution N.º 103/2013

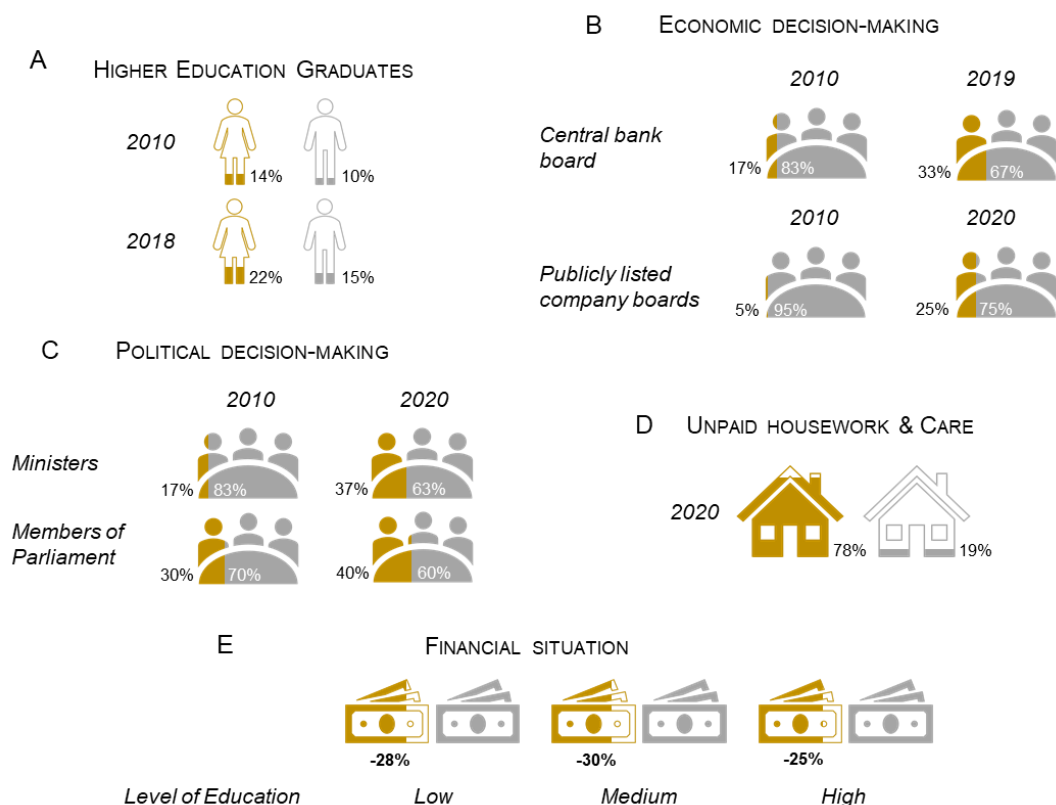
<sup>12</sup> National Strategy for the Equality and Non-Discrimination — Portugal + Equal (ENIND 2018-2030)

<sup>13</sup> GenderResearch4COVID-19 brochure, FCT, 2021

One of these initiatives, the L'Oréal Portugal Medals of Honour for Women in Science launched in 2004 in a partnership between the National UNESCO Commission and the FCT, I.P, aims to distinguish and support early career researchers of recognized merit to pursue their research in the areas of Sciences, Engineering and Technology for Health or for the Environment.

On the other hand, CIG is also the Operator of the Conciliation and Gender Equality Program in partnership with the Norwegian Equality and Anti-discrimination Ombud (LDO), under EEA Grants Funding Mechanism 2014-2021. Through this Program, innovative and structuring projects are being funded, aligned with the aforementioned National Strategy, such as the case of **Gender Equality in Higher Education Institutions (GE-HEI) project**. This project not only aims to promote GE in HEI but also intends to understand the factors that contribute to explain inequalities in universities<sup>14</sup>.

According to EIGE, Portugal is the Member State with the greatest margin for improvement, in terms of gender inequalities, having improved its rank by four places in the GE Index<sup>15</sup> in the last decade. On one hand, there has been a substantial increase in women completing higher education and female representation on boards of directors. However, inequalities concerning pay gap, unpaid domestic work and care work persist. Together, these indicators point out that Portugal is still below the European average as what GE is concerned.



**FIGURE 2 – KEY INDICATORS ABOUT PORTUGAL FROM EIGE, IN TERMS OF GENDER.** IN PORTUGAL, NOT ONLY THE NUMBER OF WOMEN (IN GOLD) AND MEN (IN GREY) GETTING UNIVERSITY DEGREES IS INCREASING (A), BUT ALSO WOMEN’S REPRESENTATION ON THE BOARD OF THE CENTRAL BANK AND ON THE BOARDS OF PUBLICLY LISTED COMPANIES HAS INCREASED (B). FURTHERMORE, PORTUGAL IS MOVING TOWARDS GENDER BALANCE IN POLITICAL DECISION-MAKING (C), ALTHOUGH THE GENDER GAP IN UNPAID HOUSEWORK AND CARE (D) AND THE GENDER INEQUALITIES IN FINANCIAL SITUATIONS (E) STILL PERSIST (ADAPTED FROM EIGE).

## 2.3 OUR COMMITMENT

NOVA University Lisbon (NOVA) presents itself as a **Global & Civic** institution recognised by its teaching and research that follows an international agenda, and by its commitment towards societal, cultural and economic development of the community at large. NOVA’s vision of the future clearly calls for everyone’s participation, in a

<sup>14</sup> <https://gehei.dges.gov.pt/en>

<sup>15</sup> Gender Equality Index 2020: Portugal

“**leave no one behind**” approach, which incorporates an essential requirement that integrates institutional policies and undoubtedly contributes to a global transformation through local actions.

The University has contributed towards a more equal and inclusive society, with a specific emphasis on GE:

1

**NOVA offers the first and only PhD in Gender Studies in Portugal**, which aims to acknowledge Gender Studies as an autonomous scientific area of research and advanced training.

2

NOVA founded the **National Observatory of Violence and Gender**, which is the first of its kind in Portugal and which produces scientific-based knowledge on the different social dimensions of violence against women, serving the academic community and providing support for decision-making and intervention in fighting this terrible phenomenon.

3

NOVA has emerged as the Portuguese institution with the **best performance** in «gender studies, gender equality policies and commitment to recruit and support women careers», **the 15<sup>th</sup> best worldwide** and **2<sup>nd</sup> best among young European universities**, according to the Times Higher Education Impact ranking 2021.

4

NOVA performs well in terms of gender parity within our academic and research staff, and women are the large majority of our non-academic staff. But there is still a lot of work to be done, because when we look at the roles they play, we get a totally different picture, as it becomes clear that our female academic and non-academic are **under-represented in leadership job positions**.

5

Integrated in the Interdisciplinary Centre for Social Sciences (CICS.NOVA), NOVA has a multidisciplinary research team dedicated to women studies – **Faces de Eva**. Their goal is to identify new working areas and trying to articulate with stakeholders the search, sharing and dissemination of scientific knowledge.

6

**ANTÍGONA – Clinic For Equality and Discrimination Law** is one of the NOVA Law Knowledge Centers based on the development of activities related to the promotion of legal counselling, training and research in the areas of Equality and Discrimination Law.

7

**NOVA WOMEN in BUSINESS** is an academic club based at Nova School of Business and Economics that targets the existing gender gap in our society, specifically focusing on the business and academic world.

NOVA intends to strengthen the potential of its' community in a boosting initiative as a transformative agent capable of establishing the necessary networks between the policies and strategies proposed by the University in the Strategic Plan 2020-2030<sup>16</sup>. In this strategy for the next decade, we shed light on the importance of NOVA's effective contribution to that goal through different ways:

- the **SPEAR Project**, which intends to develop institutional changes aimed at improving the participation of women in R&I and their career prospects. This project operates with four overall objectives:
  1. increasing the number of RPOs with implemented Gender Equality Plans (GEPs);
  2. removing barriers and improving career prospects for women in academia;
  3. improving the gender balance in decision-making bodies;
  4. strengthening the gender dimension in research content.

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<sup>16</sup> [www.unl.pt/sites/default/files/plano\\_estrategico\\_2020-30\\_-\\_versao\\_sintese\\_-\\_eng.pdf](http://www.unl.pt/sites/default/files/plano_estrategico_2020-30_-_versao_sintese_-_eng.pdf)



- the **NOVA 4 the Globe platform**<sup>17</sup>, which seeks to enhance the societal impact of NOVA University through education, research and institutional best practices, in compliance with the Green Deal, the Paris Agreement, and the SDGs.

In 2020, the world faced the biggest global public health crisis in the last 100 years – the COVID-19 pandemic – leading to dramatic transformations in social dynamics. This pandemic brought with it differentiated demands on women and men as a consequence of pre-existing gender inequalities. It is known that the COVID-19 pandemic is having a disproportionately negative impact on women researchers and in academia, with the long-term impacts still to unfold. The increase in unpaid care and domestic work during lockdowns and confinement translated into a reduction in the number of articles submitted for publication, research project applications and research hours among women researchers, jeopardizing their careers<sup>18</sup>. Unable to predict the future it is important to ensure that the inequalities observed during the periods of confinement of this pandemic among male and female teachers and researchers are mitigated, and that in the event of a new catastrophe, they are avoided or at least minimized. NOVA in collaboration with ISCTE-IUL, coordinator entity of the SAGE19 project<sup>19</sup>, is producing a Manual with a set of recommendations for good practices and public policies to mitigate its impact on academic women's careers. Furthermore, also in the scope of COVID-19, NOVA is making its contribution and efforts by coordinating studies focused on domestic violence and on the social-economic impact of COVID-19 in Portuguese families<sup>20</sup>.

As a decentralized institution, NOVA has envisioned and designed proximity policies in its structural and strategic priorities, based on the principles of inclusion, equal opportunities and diversity. NOVA's out-of-the-box concept and innovation-driven environment has created a hub to promote local actions that are essential to value the role of NOVA's community and boost institutional growth and value. In this context, the implementation of plans focused on inclusion, equal opportunities and diversity is only possible with NOVA's community involvement. What is more, here is where NOVA's community gets the leading role in the pursuit of this goal, with a global and comprehensive approach with precise local actions.

The creation of these partnerships and activities contributes to the formulation of integrated policies that can be shared at local, national and international levels. NOVA presents itself as an accelerator for the development of more inclusive policies, engaging equality and diversity, in a completely transparent way.

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<sup>17</sup> [www.unl.pt/en/nova/nova-4-globe](http://www.unl.pt/en/nova/nova-4-globe)

<sup>18</sup> Gender in the Portugal Research Arena: A Case Study in European Leadership, Elsevier, 2021

<sup>19</sup> <https://sage19.iscte-iul.pt/en/>

<sup>20</sup> Dias, Sónia *et al*, Violence in intimate relationships in times of COVID-19: Gender Inequalities and (new) contours of domestic Violence?; Lisboa, Manuel *et al*, The impact of COVID-19 on violence against women: a longitudinal analysis; Lisboa, Manuel *et al*, Lisbon+Equality – Support service for victims of domestic violence; Peralta, Susana *et al*, Portugal, Social Balance, Report 2020.

# 3

## INTEGRATION OF DATA INFOGRAPHICS

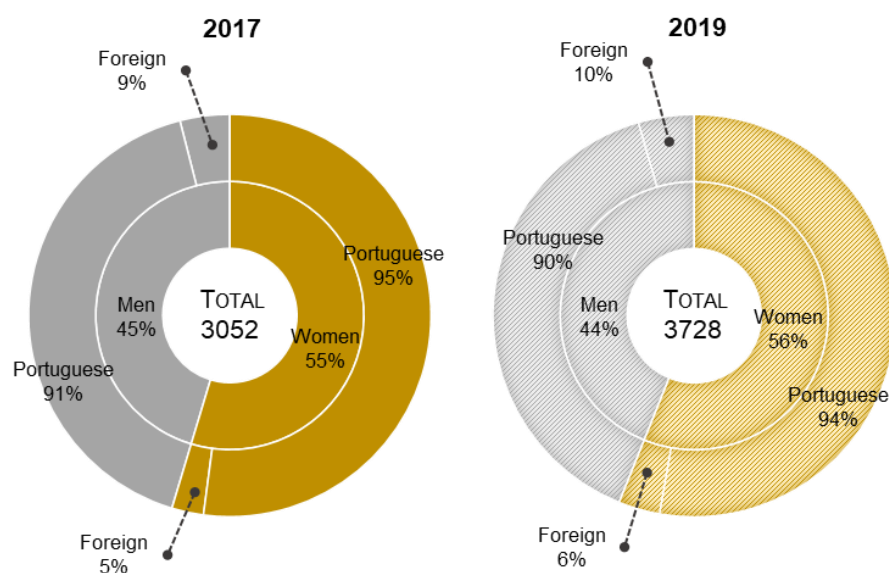


### 3. INTEGRATION OF DATA – INFOGRAPHICS

As aforementioned, NOVA is a decentralised university with nine schools scattered across the Lisbon Metropolitan Area. The data presented herein provide a global overview of NOVA's community focused not only on students and staff, but also on scientific outputs produced/accomplished by NOVA faculty and researchers in 2017 and in 2019. The set of indicators presented allows not only a gender-based diagnosis of NOVA, but also marks the starting point for data collection and establishes the goal for monitoring and progress follow-up of the different phases of implementation of this GEP. Using these indicators for follow-up and monitoring intends to reflect the challenges associated with equality, inclusion and non-discrimination that NOVA faces, taking into consideration the transversal needs of all schools. As NOVA is a global and civic university with an inclusive and non-discriminatory profile, the usage of these indicators is analysed and presented in a binary male/female format merely for simplicity and due to the existing systematisation of data collection by institutions. In view of that, we aimed to design an evidence-based approach with effective measures for the identified challenges.

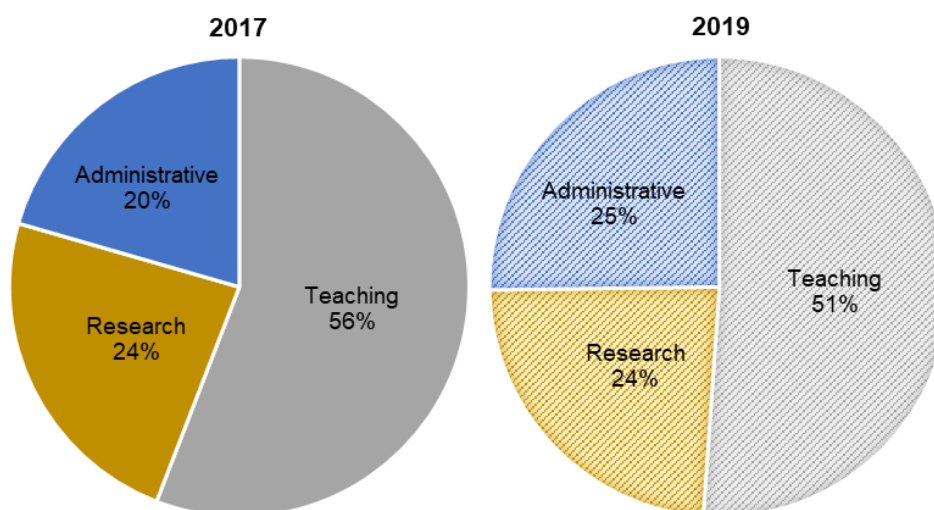
#### 3.1 GENERAL STAFF

In the years analysed, women represent more than half of NOVA staff community (55% in 2017 and 56% in 2019, respectively) and more than 90% of the staff is Portuguese (Figure 3).



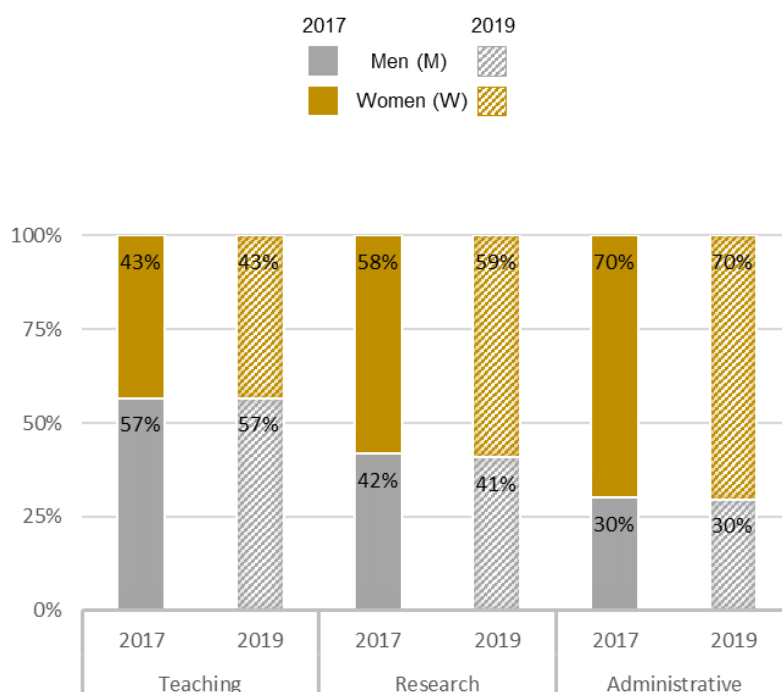
**FIGURE 3** – RELATIVE DISTRIBUTION OF MEN AND WOMEN OF NOVA STAFF IN 2017 AND IN 2019, DISAGGREGATED BY NATIONALITY.

As expected, the academic staff comprises the vast majority of all staff, although there was a decreased in teaching staff (56% in 2017 and 51% in 2019), accompanied by an increase of administrative staff (20% in 2017 and 25% in 2019), and no change was observed in the relative percentage of research staff (Figure 4). It is also important to highlight that for each researcher, NOVA has two professors.



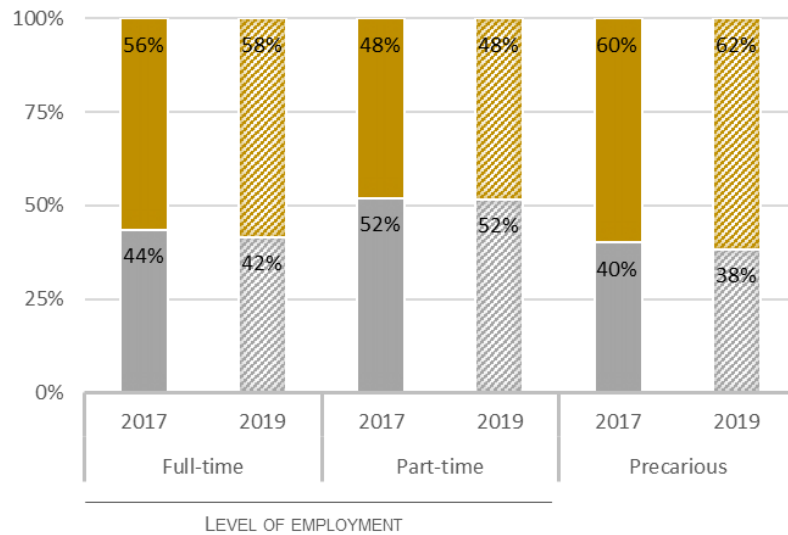
**FIGURE 4** – RELATIVE DISTRIBUTION OF NOVA ACADEMIC AND NON-ACADEMIC STAFF IN 2017 AND IN 2019.

At NOVA, in 2017 and in 2019, PhD holders represent around 45% of the total staff, with men being the most represented group among teaching staff (57%) while women are a majority in the research staff (approximately 60%). In the administrative staff, PhD holders are in residual numbers, but women are the most representative group (70%) (Figure 5).



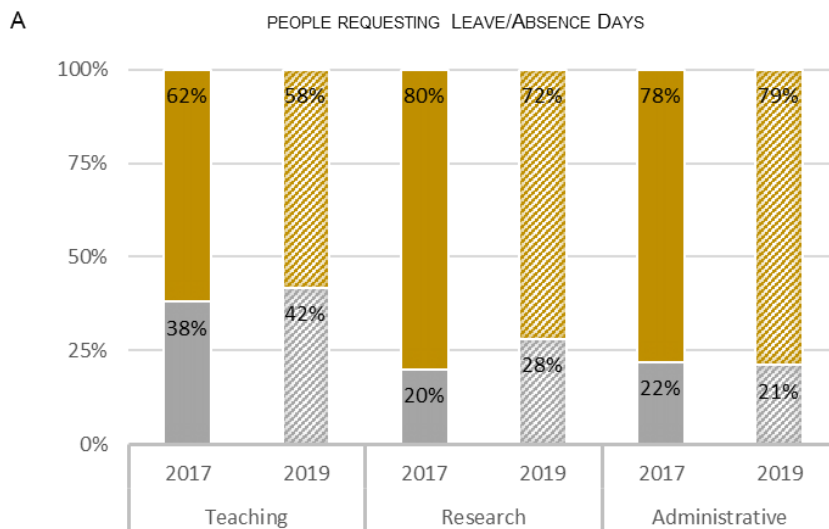
**FIGURE 5** – RELATIVE DISTRIBUTION OF PHD HOLDERS AMONG NOVA STAFF IN 2017 AND IN 2019, DISAGGREGATED BY SEX.

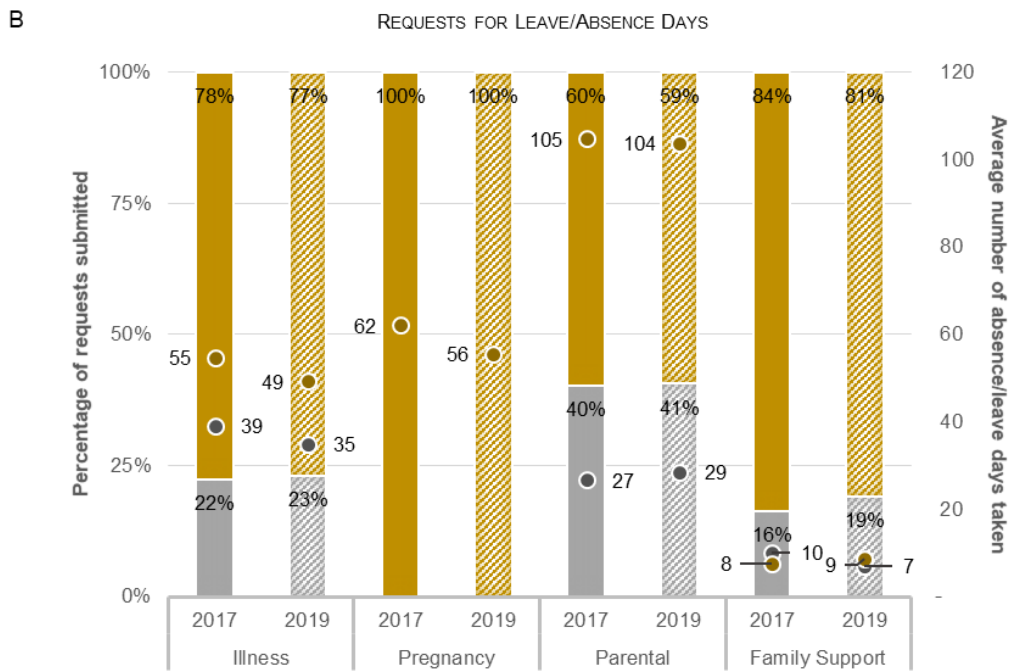
In what concerns the type of contract of NOVA staff (Figure 6), women are the most representative group working full-time (56% vs. 44% in 2017 and 58% vs. 42% in 2019) and working under precarious contracts (less than one-year contracts) (60% vs. 40% in 2017 and 62% vs. 38% in 2019) at NOVA, with a slight increase in both cases. Interestingly, the relative percentage of men and women working part-time at NOVA remained virtually unaltered in 2017 and in 2019, and women are the underrepresented group (52% are men and 48% are women).



**FIGURE 6** – RELATIVE DISTRIBUTION OF MEN AND WOMEN ACCORDING TO THE TYPE OF CONTRACT, IN 2017 AND IN 2019.

Among staff, most people submitting requests to take leave/absence days, at NOVA, are women from the administrative staff (Figure 7A). The majority of requests submitted were parental leaves and, as expected, men took almost 30 days of leave on average, while women took approximately 3.5 months of leave (>100 days). Unsurprisingly, women submitted requests claiming family support reasons more often than men (84% in 2017 and 81% in 2019) (Figure 7B).



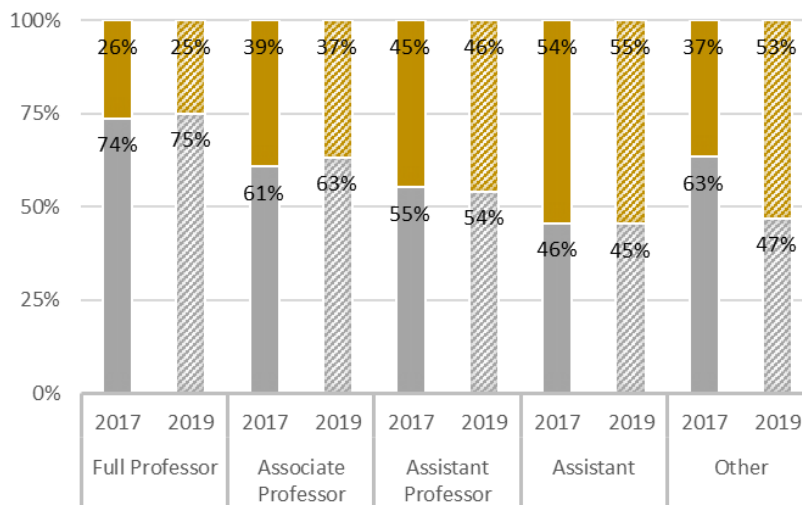


**FIGURE 7** – RELATIVE DISTRIBUTION OF REQUESTS SUBMITTED CONCERNING LEAVE/ABSENCE DAYS AMONG NOVA'S STAFF (A), DETAILED BY TYPE AND BY AVERAGE NUMBER OF DAYS TAKEN (B) IN 2017 AND IN 2019, DISAGGREGATED BY SEX.

The analysis by staff categories shows a difference between teaching, research and administrative staff.

## 1. TEACHING STAFF

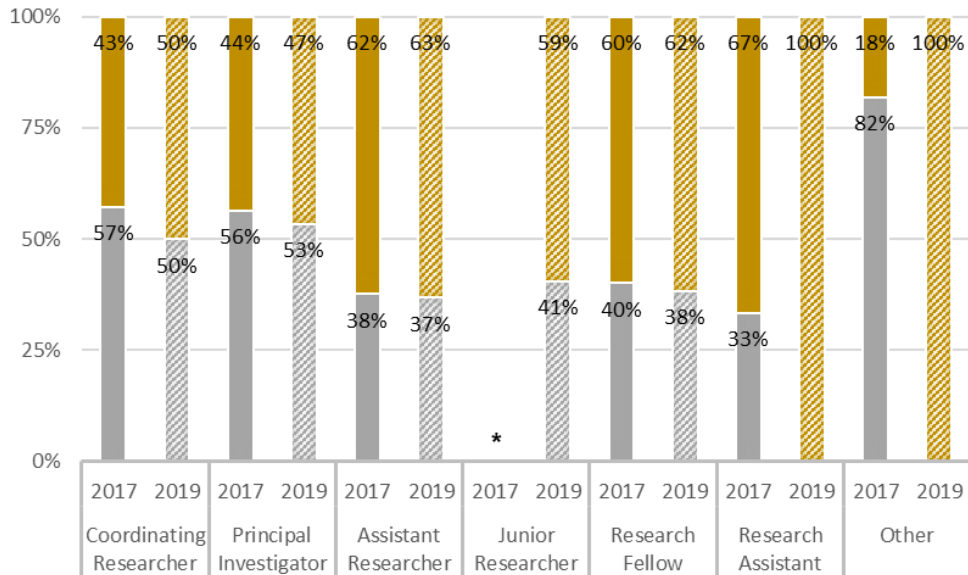
The teaching category represents 50% of all NOVA's staff and men are the most representative group overall, regardless of the year. Men are also the most representative group in higher categories, i.e. Full and Associate Professors, in both years. In 2019, the majority of Assistants are women, compared to the balance for this category in 2017. Lecturers and Tutors were merged into a category designated by "Others", in which occurred a trend shift of women being underrepresented in 2017, to be in similar number as men in 2019. Although there is an overall increase in teaching staff in 2019 compared to 2017, the relative percentage of men and women remains virtually unchanged (Figure 8).



**FIGURE 8** – RELATIVE DISTRIBUTION OF MEN AND WOMEN AMONG TEACHING STAFF, IN 2017 AND IN 2019, DISAGGREGATED BY CATEGORY.

## 2. RESEARCH STAFF

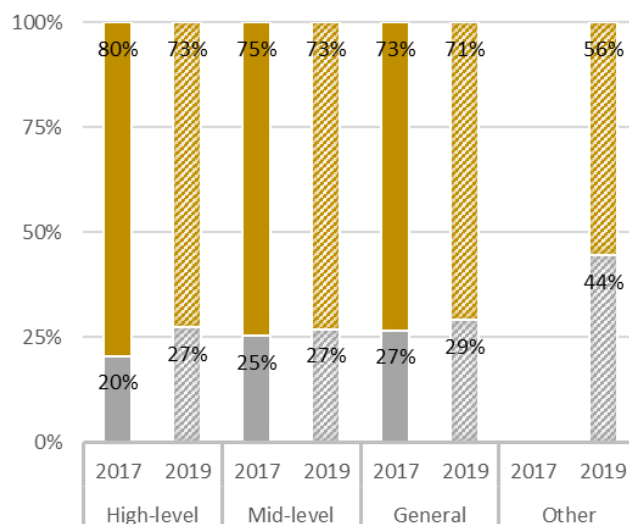
Representing a quarter of the overall university's staff, the NOVA research community is characterised by a majority of women in almost all categories, in both years analysed. In higher categories, i.e. Coordinating Researcher and Principal Investigator, there are as many men as there are women despite a more than 20% increase of Principal Investigators in 2019. Between new categories, i.e. Junior Researcher, and old ones, i.e. the general category of Researcher, a rearrangement of the categories in this group was verified, between the years 2017 and 2019, as the relative percentage of female researchers increased in comparison to male researchers (Figure 9).



**FIGURE 9** – RELATIVE DISTRIBUTION OF MEN AND WOMEN AMONG RESEARCH STAFF, IN 2017 AND IN 2019, DISAGGREGATED BY CATEGORY (\* CATEGORY CREATED IN 2017 BUT ONLY EFFECTIVE FROM 2018).

## 3. ADMINISTRATIVE STAFF

The administrative staff is mainly composed of women in the various categories, regardless of the year, despite the increase in the number of men in administrative positions in 2019 (Figure 10).



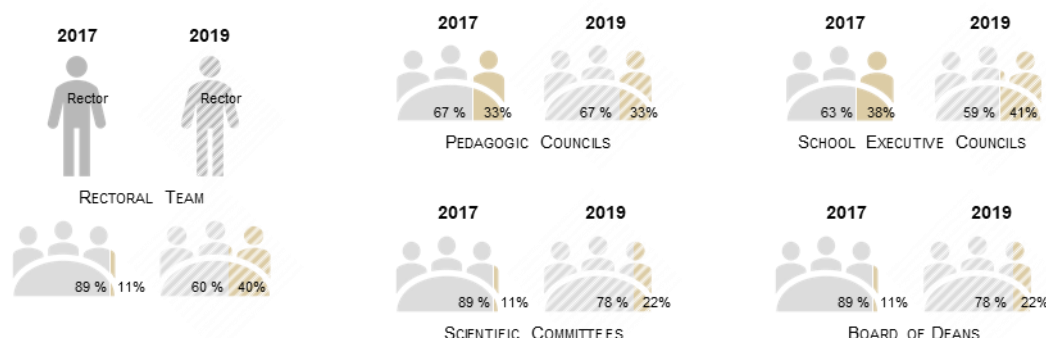
**FIGURE 10** – RELATIVE DISTRIBUTION OF MEN AND WOMEN AMONG ADMINISTRATIVE STAFF, IN 2017 AND IN 2019, DISAGGREGATED BY CATEGORY.



For teaching, research and administrative groups, the analysis by age and scientific field are illustrated in the Annexes section.

#### 4. HIGH-LEVEL GROUP & SENIOR MANAGEMENT

In decision-making bodies, in the high-level group and in senior management boards, women are the under-represented group in all councils and committees, regardless of the year.

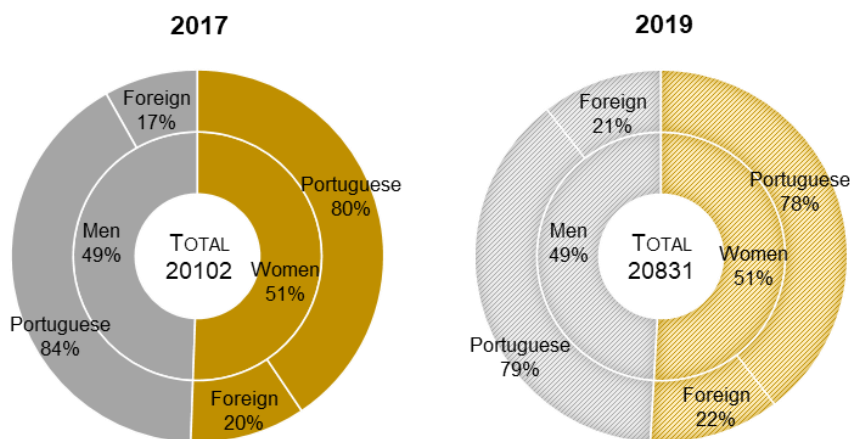


**FIGURE 11** – RELATIVE DISTRIBUTION OF MEN AND WOMEN IN HIGH-LEVEL GROUP & SENIOR MANAGEMENT BOARDS IN EARLY 2017 AND IN EARLY 2019.

Although the Pedagogic Council remained virtually unaltered between 2017 and 2019 considering the percentage of women – smaller – that take part in these management boards, there was a 10%-increase in Scientific Committees and in the Board of Deans, in 2019, despite the fact that women remain the least represented group. In addition, the Rectoral team has experienced a substantial increase in the participation of women (from 11% in 2017 to 40% in 2019), although the Rector is still a man. Regarding the Schools Executive Councils, a slight change in women's participation was observed, with a 3% increase in 2019 (Figure 11).

### 3.2 ENROLLED STUDENTS

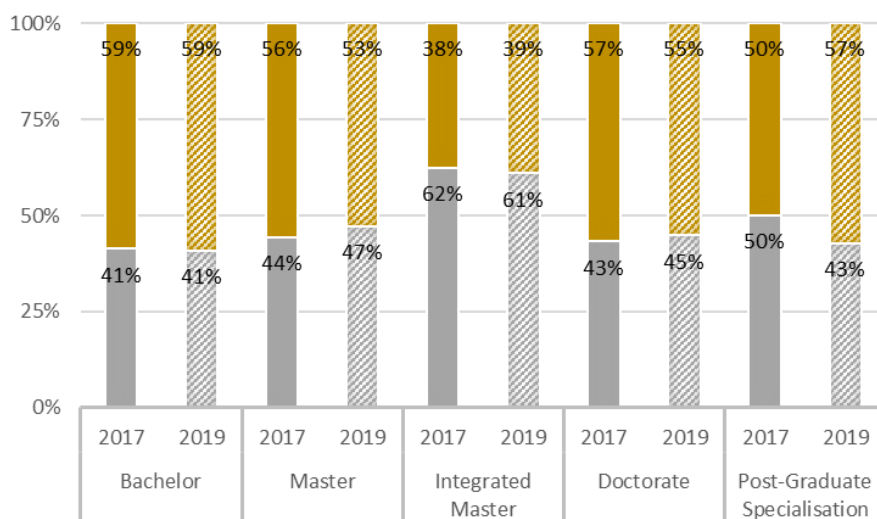
NOVA's community is more than staff, and as a university a very important part of our community are the students. With regard to the enrolled student population, there is an increase from 20102 students in 2017 to 20831 students in 2019, although the relative percentages of men (49%) and women (51%) remain virtually unchanged (Figure 12).



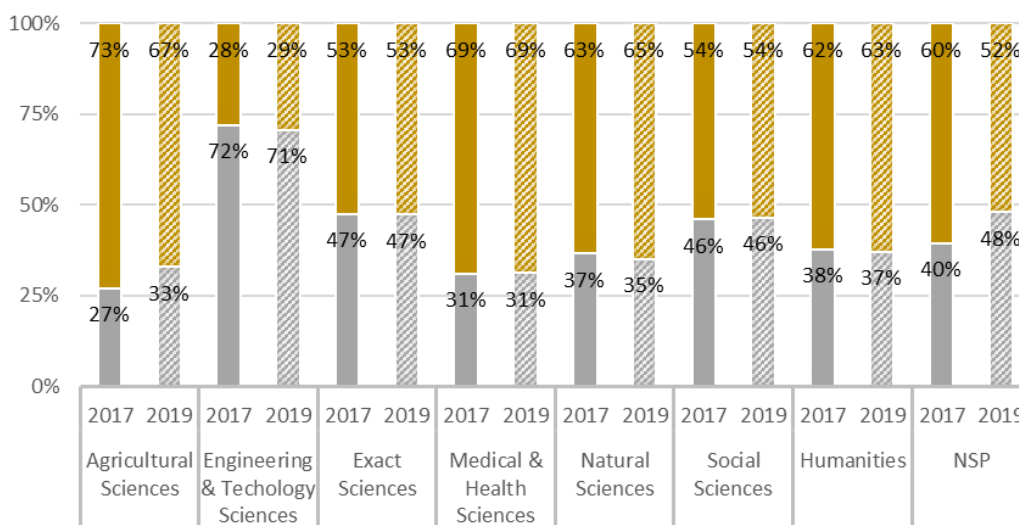
**FIGURE 12** – RELATIVE DISTRIBUTION OF ENROLLED STUDENTS AT NOVA IN 2017 AND IN 2019, DISAGGREGATED BY SEX AND NATIONALITY.

In general, in 2017 and in 2019, the most representative group of enrolled students in the different study cycles (Bachelor, Master, Doctorate and Post-Graduate Specialisation) are women, with the exception of the Integrate Master in which men are the majority (Figure 13A). This is further supported by the distribution of the enrolled students by fields of study, since the majority of the Integrated Masters are in the field of Engineering and Technology Sciences, the only scientific field in which women are in the minority. Contrariwise, women dominate in the remaining fields of study (Agricultural Sciences, Exact Sciences, Medical and Health Sciences, Natural Sciences, Social Sciences, Humanities and the general field of study, NSP) (Figure 13B).

**A**



**B**



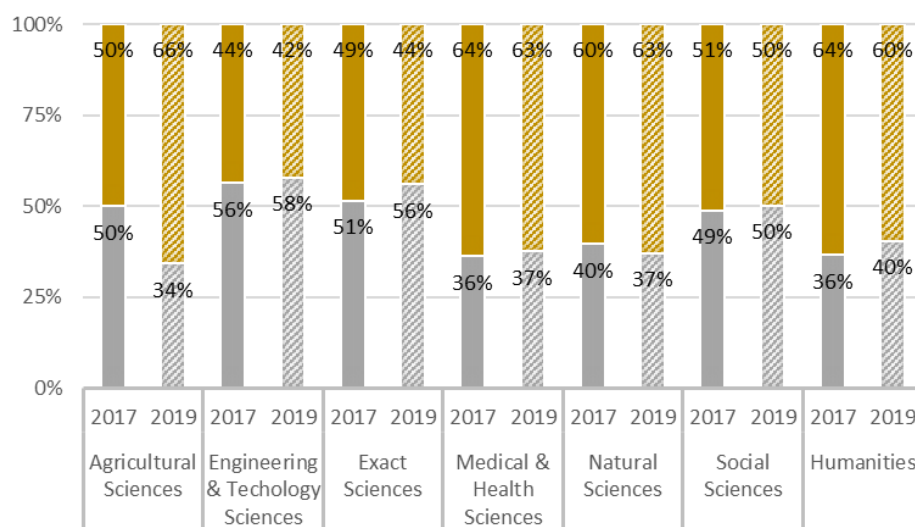
**FIGURE 13** – RELATIVE DISTRIBUTION OF ENROLLED STUDENTS AT NOVA IN 2017 AND IN 2019, DISAGGREGATED BY SEX FOR CYCLE OF STUDY (A) AND SCIENTIFIC FIELD (NSP – NOT SPECIFIED) (B).

Advanced training is an important part of a university, in particular Doctoral students. Therefore, a thorough analysis was performed only for this set of students regarding their nationality and scientific field. In 2017 and 2019, more women have chosen NOVA to do their PhD, of which between one third are foreigners (Table 1).

**TABLE 1 – RELATIVE DISTRIBUTION OF DOCTORAL STUDENTS ENROLLED FROM NOVA IN 2017 AND 2019, DISAGGREGATED BY SEX AND NATIONALITY.**

Year	Sex	Nationality	N.º of PhD students enrolled	Percentage of Men and Women according to nationality (%)	Total Percentage of Men and Women (%)
2017	Men	Foreign	316	33%	43%
		Portuguese	645	67%	
	Women	Foreign	312	25%	57%
		Portuguese	951	75%	
<b>2224</b>					
2019	Men	Foreign	340	35%	45%
		Portuguese	640	65%	
	Women	Foreign	343	28%	55%
		Portuguese	863	72%	
<b>2186</b>					

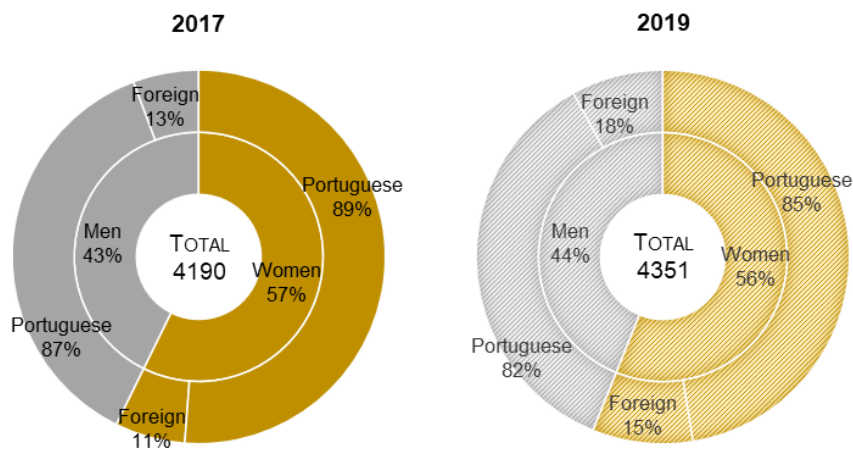
Like other cycles of study, the majority of doctorate students enrolled are women and this occurs in most fields of study, except Engineering and Technology Sciences and in Exact Sciences in which the majority of enrolled students are men (Figure 14).



**FIGURE 14 – RELATIVE DISTRIBUTION OF DOCTORAL STUDENTS ENROLLED FROM NOVA, IN 2017 AND 2019 DISAGGREGATED BY SEX FOR SCIENTIFIC FIELD.**

### 3.3 GRADUATED STUDENTS

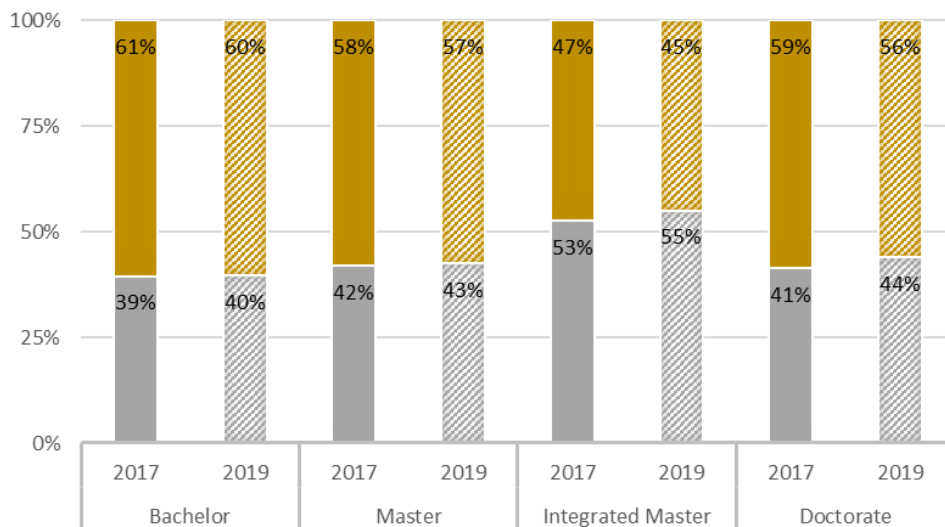
In what concerns the graduated students, more students finished their study cycle in 2019 (4351 students), compared to those who finished in 2017 (4190 students). More than half of the graduating students are female and the majority are Portuguese (Figure 15).



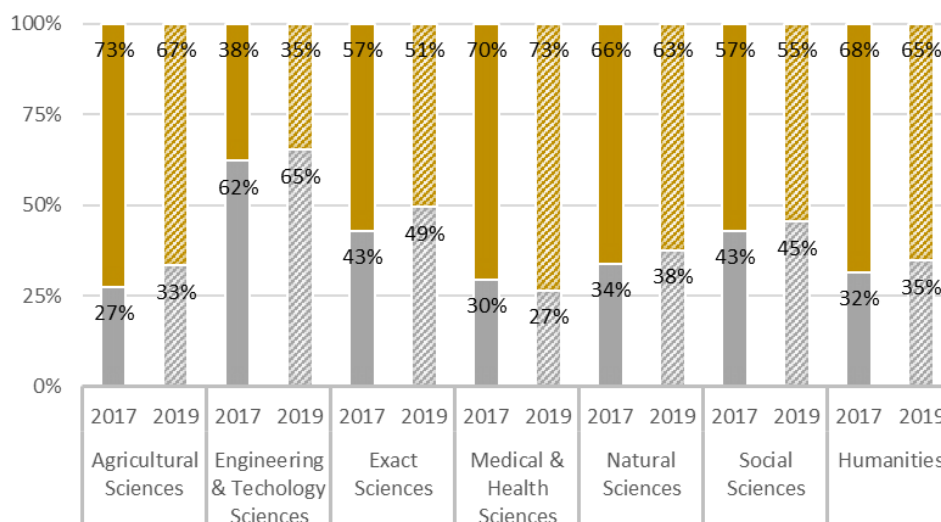
**FIGURE 15** – RELATIVE PERCENTAGE OF GRADUATED STUDENTS FROM NOVA IN 2017 AND IN 2019, DISAGGREGATED BY NATIONALITY.

In general, in 2017 and in 2019, the most representative group of graduated students in the different study cycles (Bachelor, Master and Doctorate) are women, with the exception of the Integrate Master, in which men are the majority (Figure 16A). Once again, this is further supported by the distribution of the graduated students by fields of study, since most of the Integrated Masters are in the field of Engineering and Technology Sciences, the scientific field in which the majority of students are men. Except for Exact Sciences that has as many men as it has women graduating in this field, the distribution of students in the remaining fields of study (Agricultural Sciences, Medical and Health Sciences, Natural Sciences, Social Sciences and Humanities) is dominated by women graduates (Figure 16B).

**A**



**B**



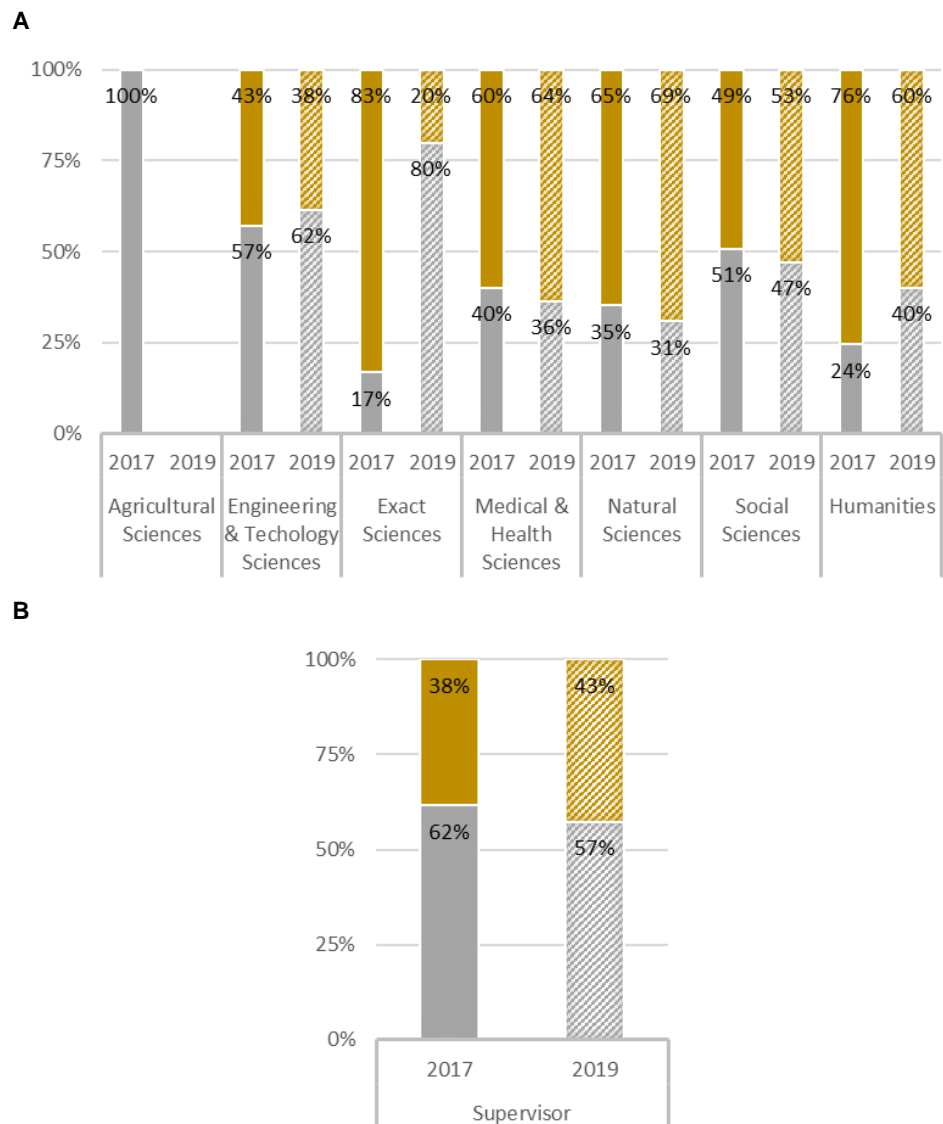
**FIGURE 16** – RELATIVE DISTRIBUTION OF GRADUATED STUDENTS AT NOVA IN 2017 AND IN 2019, DISAGGREGATED BY SEX FOR CYCLE OF STUDY (A) AND SCIENTIFIC FIELD (NSP – NOT SPECIFIED) (B).

Like for enrolled students, particular attention was also given to the Doctoral students that obtained their degree in 2017 and 2019. The analysis, disaggregated by sex, was performed considering their nationality, scientific field and supervisors. As expected, in 2017 and 2019, the majority of doctorate graduate students at NOVA are women, and more than half of graduates are foreigners, regardless if they are men or women (Table 2).

**TABLE 2** – RELATIVE DISTRIBUTION OF DOCTORAL STUDENTS WHO GRADUATED FROM NOVA IN 2017 AND 2019, DISAGGREGATED BY SEX AND NATIONALITY.

Year	Sex	Nationality	N.º of PhD students graduated	Percentage of Men and Women according to nationality (%)	Total Percentage of Men and Women (%)
2017	Men	Foreign	43	41%	42%
		Portuguese	61	59%	
	Women	Foreign	33	23%	58%
		Portuguese	111	77%	
			<b>248</b>		
2019	Men	Foreign	21	28%	43%
		Portuguese	53	72%	
	Women	Foreign	30	30%	57%
		Portuguese	70	70%	
			<b>174</b>		

Additionally, mostly men graduate from Agricultural Sciences, Engineering and Technology Sciences and Social Sciences in 2017, while in the remaining fields of study the majority of doctorate graduate students are women. In 2019, the distribution of graduate students remained unchanged, with the exception of Exact Sciences (in which more men graduate) and in the Social Sciences (in which most graduate students are women) (Figure 17A). At NOVA, advanced training – in particular PhD students – is mainly (co-) supervised by men, although the number of women supervisors has increased greatly in 2019 (Figure 17B).

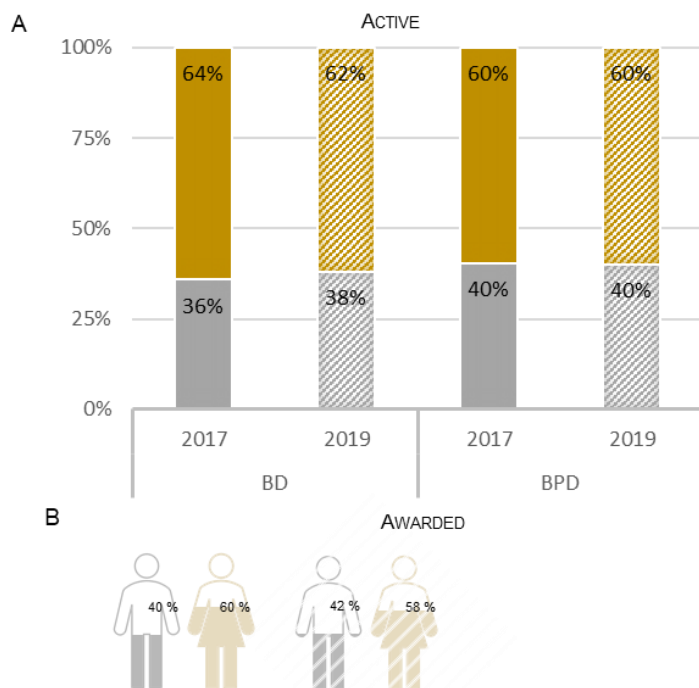


**FIGURE 17 – RELATIVE DISTRIBUTION OF GRADUATED PhD STUDENTS FROM NOVA, IN 2017 AND 2019 DISAGGREGATED BY SEX FOR SCIENTIFIC FIELD (A) AND SUPERVISORS (B).**

### 3.4 SCIENTIFIC OUTPUTS

One way to assess the impact of the University is through indicators of scientific production and academic performance – the scientific outputs. Therefore, in the diagnosis produced for 2017 and 2019, a set of scientific indicators, disaggregated by sex, were considered for the GEP, such as: Doctoral and Post-Doctoral fellowships awarded from FCT, I.P., scientific publications, and research projects funded, including the competitive ERC Grants, patents and start-ups.

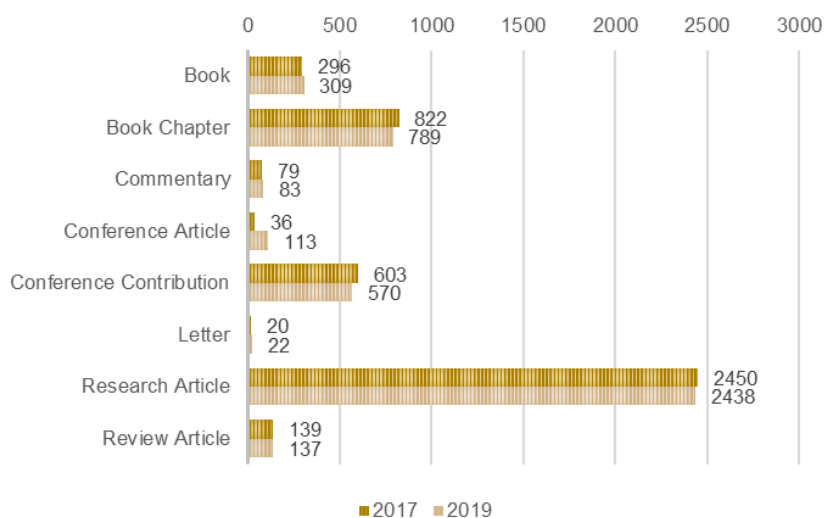
PhD students face challenges that are more complex since they are specialising in a field of study and to overcome the investment, in general they apply for doctoral grants (BD) mostly from the FCT, I.P.. This national funding agency also funded post-doctoral fellowships (BPD) until 2016, so during 2017 and 2019 there are several active BPD at NOVA. Considering that the NOVA research community is mostly composed of women, it is expected to have more awarded BD in 2017 and 2019 to female students and consequently more women with active BD grants. For BPD, we observed the same trend as active BD for both years.



**FIGURE 18** – RELATIVE DISTRIBUTION OF DOCTORAL (BD) AND POST-DOCTORAL (BPD) FELLOWSHIPS FROM FCT, I.P. ACTIVE (A) AND AWARDED BD (B) TO NOVA POST-GRADUATE STUDENTS IN 2017 AND IN 2019, DISAGGREGATED BY SEX.

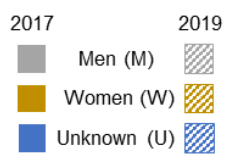
At NOVA, in general, more BD were awarded to women in 2017 and in 2019, and women are also the most representative group of all active BD and BPD in almost fields of science. However, an interesting fact was observed concerning the BD awarded in 2019 for Engineering and Technology, Exact Sciences and Social Sciences, which become fields mostly represented by male students (Annexes section).

Scientific production is most of the times reflected in the number, impact factor and type of scientific publications. The total number of publications was very similar in 2017 (4445 publications) and in 2019 (4461 publications) (Figure 19).

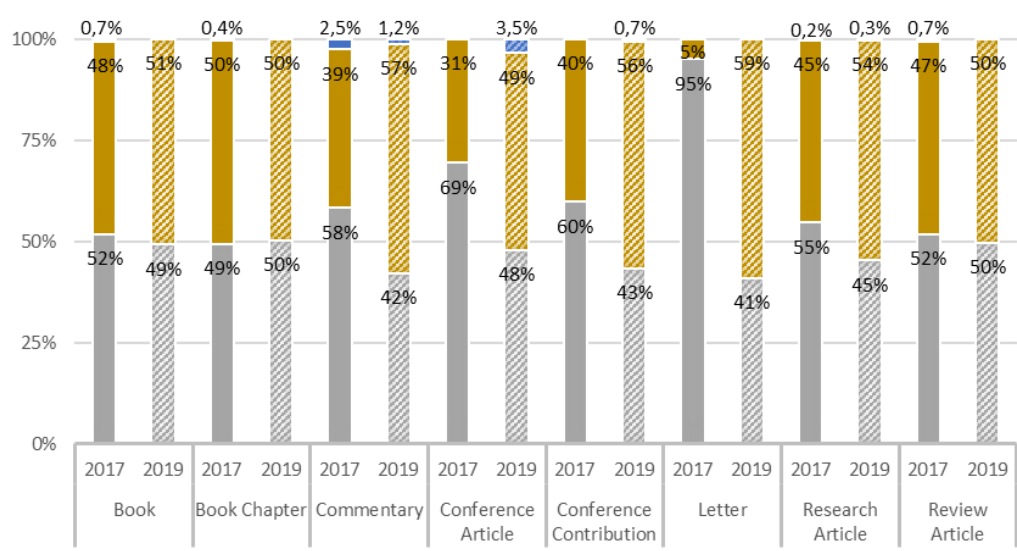


**FIGURE 19** – SCIENTIFIC PRODUCTION PUBLISHED WITH AFFILIATION TO NOVA IN 2017 AND IN 2019, DISAGGREGATED BY TYPE OF PUBLICATION.

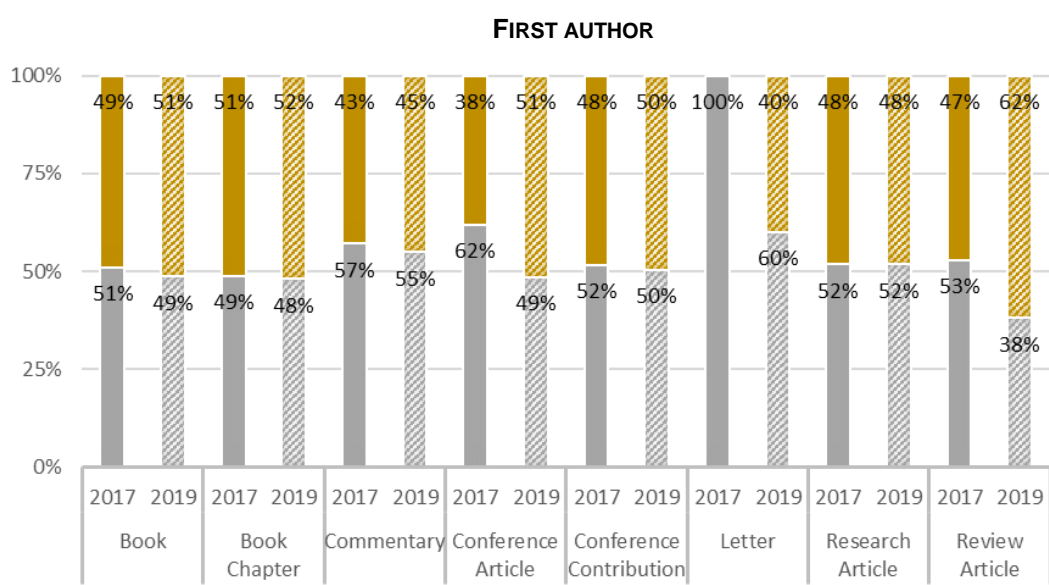
Although some researchers or professors have chosen not to specify their gender, an increase in women publishing with affiliation to NOVA occurred between 2017 and 2019, turning women the most representative group overall (Figure 20A). In more detail, as expected, both first and last authors of scientific publications with NOVA affiliation are mostly men in 2017, whereas in 2019 the difference between men and women considering first authorships affiliated to NOVA is practically residual (Figure 20B and 20C).



**A**

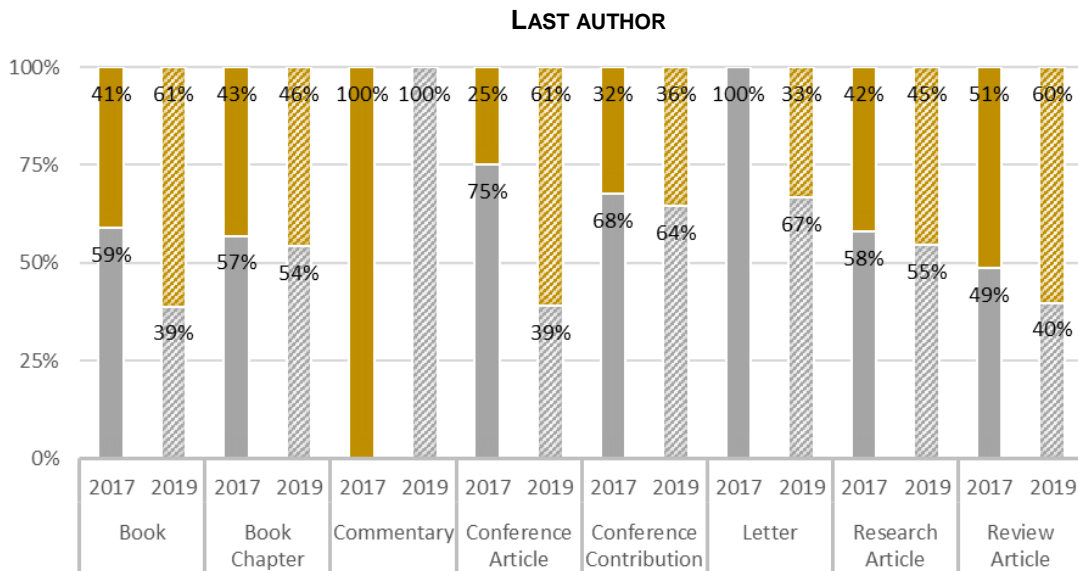


**B**





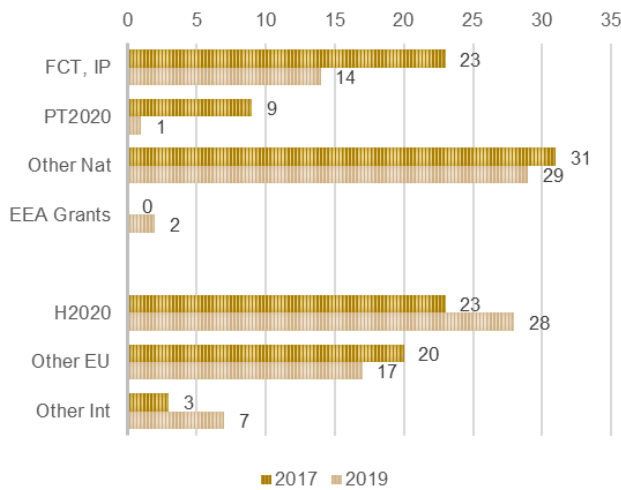
C



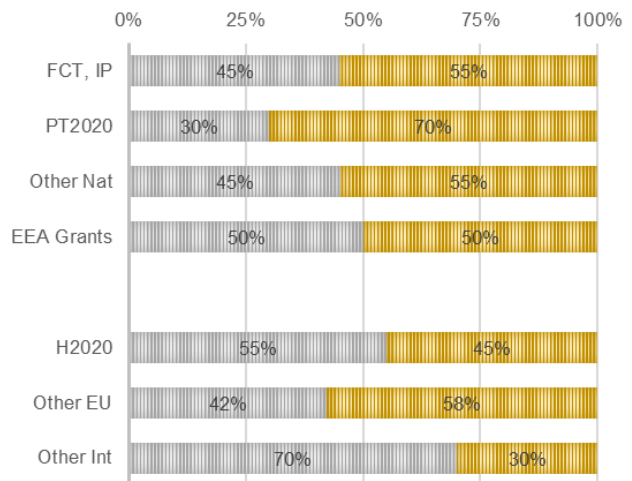
**FIGURE 20** – RELATIVE DISTRIBUTION OF ACADEMIC STAFF WITH AFFILIATION TO NOVA IN SCIENTIFIC INDEXED PUBLICATIONS IN 2017 AND IN 2019, DISAGGREGATED BY TYPE OF PUBLICATION (A) AND AUTHORSHIP (B AND C).

Another way to consider scientific performance is by evaluating the capacity to attract competitive funding for research projects. While in 2017 most of the funding came from national calls, in 2019 funding for projects came mainly from European funding through the Horizon 2020 (H2020) framework programme (Figure 21A). Interestingly, Principal Investigators of projects funded through national calls are mainly women, while Principal Investigators of projects financed by European calls are mainly men (Figure 21B).

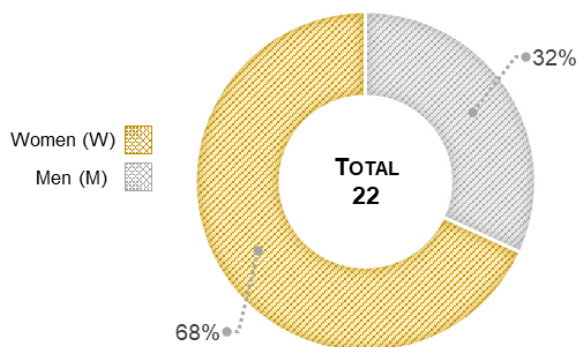
A



B



C

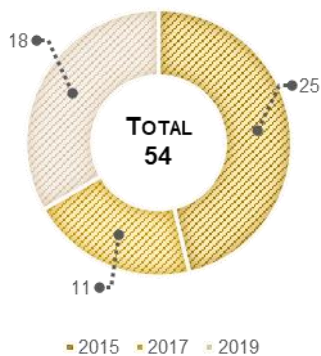


One of the most competitive European calls for funding is the European Research Council (ERC) Grants. Since 2007, at NOVA, 22 ERC Grants were awarded and most of the researchers awarded with this type of grant are women (Figure 21C).

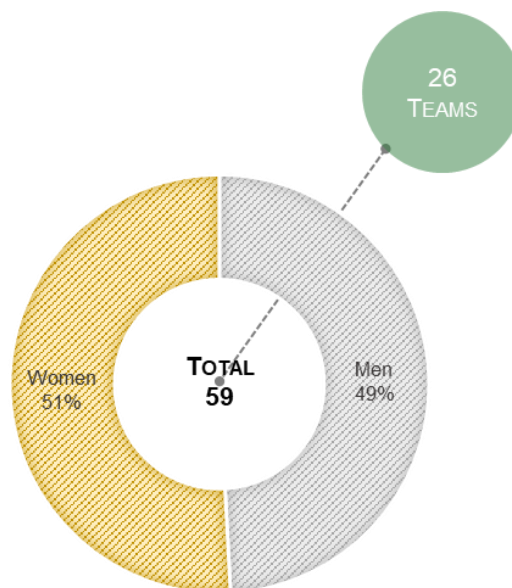
**FIGURE 21** – COMPETITIVE R&D PROJECTS APPROVED FOR FUNDING (A) IN 2017 AND IN 2019, DETAILED ACCORDING TO THE PRINCIPAL INVESTIGATOR (B). THE TOTAL NUMBER OF ERC GRANTS AWARDED (C) SINCE 2007 TO NOVA RESEARCHERS IS DISAGGREGATED BY SEX.

The most relevant scientific outputs interconnect to innovation and entrepreneurship. In the years of 2015, 2017 and 2019, a total of 54 patent applications were submitted by NOVA or by NOVA professors/researchers, distributed by 26 teams whose overall male/female percentage is 49-51 (Figure 22A and B).

A



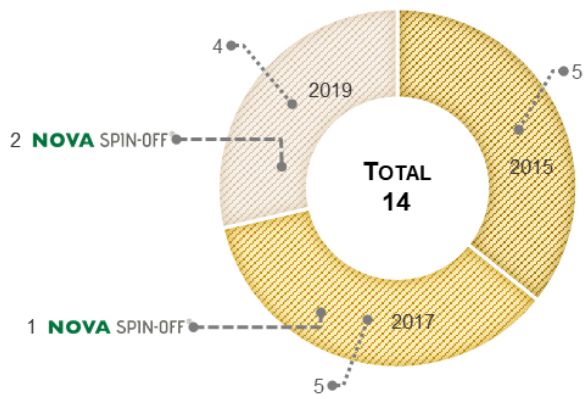
B



**FIGURE 22** – PATENT APPLICATIONS SUBMITTED (A) BY MEN AND WOMEN FROM NOVA (B) IN 2015, IN 2017 AND IN 2019.

In the same period (2015, 2017 and 2019), 14 start-ups were created among NOVA professors, researchers, students and alumni, in which women represent only one third of the (co-)founders, and 3 have the NOVA seal (Figure 23A and B).

A



B

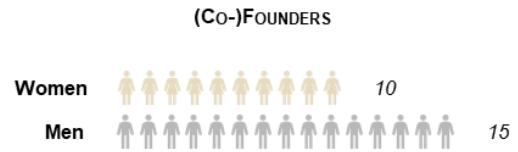


FIGURE 23 - START-UPS CREATED (A) (CO-) FOUNDED BY AND WITHIN NOVA COMMUNITY (B) IN 2015, IN 2017 AND IN 2019.

On the other hand, the acknowledgment of people external to the University, in all areas of knowledge, is also of utmost importance.

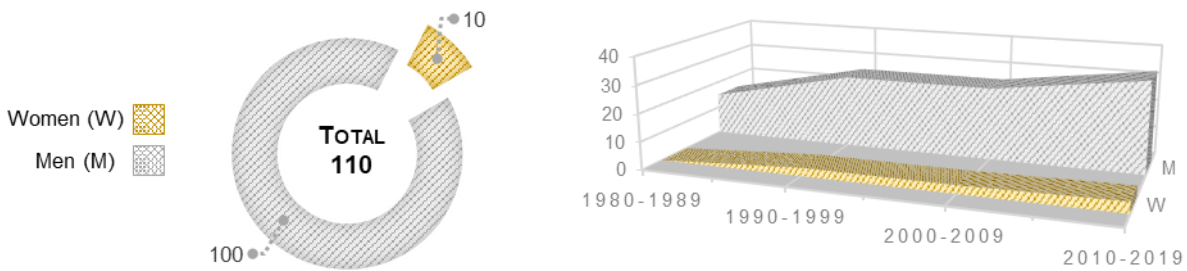


FIGURE 24 - DISTRIBUTION OF HONORIS CAUSA AWARDED IN ALL FIELDS OF KNOWLEDGE BY NOVA SINCE 1980, DISAGGREGATED BY SEX.

The *Honoris Causa* recognition has been awarded to only ten women (9% of all awarded) since 1980 (Figure 24).



# 4

# STRATEGIC DIMENSIONS





## 4. STRATEGIC DIMENSIONS

NOVA GEP considers six strategic dimensions containing a total of 10 measures and 44 goals. The implementation period for this plan is 2021 – 2025. Implementation will be monitored annually to assess progress, needs and challenges faced during the process, and this document will be revised and adjusted accordingly.

### 4.1 MEASURES/ACTIVITIES

#### 1. STRUCTURAL INTEGRATION AND POLICIES

Measure/Activity	Description/Goals	Target Groups	People Involved	Connection with SDG's Agenda 2030
Structural Integration of GE/EO	<ol style="list-style-type: none"> <li>1. Creation of a mission statement of GE/EO and other strategic governance documents/policies with inclusive language<sup>21</sup> or updating the existing ones (e.g., Strategic Plan 2020-2030; GE/EO policy, Ethics code, etc.), accordingly. These documents will follow EU and national guidelines to ensure a gender-equitable environment;</li> <li>2. Ensure senior management involvement;</li> <li>3. Encourage and foster gender-equal composition of all bodies (boards, teams, committees, etc.), with at least 40% of the underrepresented group (based on the provisions laid on Law 26/2019 of March 28<sup>th</sup>);</li> <li>4. Creation of a GE/EO office for implementation and monitoring of GE/EO measures;</li> <li>5. Make a public commitment in relation to gender balance – The documents/information will be disseminated through NOVA's public website, internal newsletter and intranet;</li> </ol>	Academic and non-academic staff, researchers, students and PhD students	<ul style="list-style-type: none"> <li>• NOVA-SPEAR team</li> <li>• Rectoral team &amp; Board of Deans</li> <li>• Heads of departments involved (HR, Strategic Planning; Research, Communication, etc.)</li> <li>• Representative of the Academic Units and/or people with know-how and interest in GE/EO</li> <li>• Heads of NOVA's Strategic &amp; Transversal Platforms</li> </ul>	 

<sup>21</sup> Council of Ministers Resolution n<sup>o</sup> 64/2006, May 18<sup>th</sup>; Law n<sup>o</sup> 4/2018, February 9<sup>th</sup>; Inclusive Language Manual (approved by CES, May/2021); Guidelines on Gender-Neutral Language, UNESCO, 1999.

6. Creation of a dissemination and communication plan for GE;

7. Allocate annually budget specific for GE activities and dedicated Human Resources.

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Raising awareness of GE in the collection and communication of different indicators

8. Implement the collection and report of the different indicators normally used for several documents (public and internal) disaggregated by sex: e.g., The different documents and reports produced annually, namely the annual activities report, and NOVA Science magazine, etc. the data should be presented disaggregated by sex (number of students for different grades; number of teaching and research staff; number of funded projects and publications by PI, etc.). When applicable, the facts and number section of NOVA's public website should follow this rule.

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Raising awareness for GE in internal and external dissemination actions

9. Implement training and communication activities to share the good practices and to create awareness about what NOVA is proposing to implement and achieve in a GE/EO context (NOVA community engagement);

10. Identify internal and external stakeholders to further promote engagement and disseminate several GE perspectives according to their background;

11. Creation of working groups to promote sustainable synergies and partnerships between stakeholders and NOVA's community and within the NOVA community.


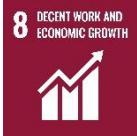


## 2. EQUAL ACCESS TO EMPLOYMENT

Measure/Activity	Description/Goals	Target Groups	People Involved	Connection with SDG's Agenda 2030
Improvement of HR Selection and Recruitment processes	<p>1. Ensure that NOVA follows the criteria and procedures for selecting and recruiting human resources based on the principle of equality and non-discrimination according to gender (creation of guidelines and procedures that encourage men/women to apply for areas in which they are under-represented).</p> <p>2. Ensure gender balance in the construction of selection teams;</p> <p>3. Implement training and technical guidance to collaborators responsible for the selection, interviews and recruitment in order to recognise and avoid biases based on gender stereotypes (unconscious bias).</p>	<p>HR and administrative staff</p> <hr/> <p>Academic and non-academic staff, researchers, students and PhD students</p>	<ul style="list-style-type: none"> <li>• NOVA-SPEAR team</li> <li>• Rectoral team &amp; Board of Deans</li> <li>• Heads of departments involved (HR, Strategic Planning; Research, Communication, etc.)</li> <li>• Heads of NOVA's Strategic &amp; Transversal Platforms</li> </ul>	  
Career progression, support and retention	<p>4. Offer Mentoring and Empowerment courses to improve visibility, self-confidence, negotiation and leadership skills, focused on the underrepresented gender;</p> <p>5. Share career development good practices – role models for women (scientists, researchers and academics);</p> <p>6. Campaign/Promote within and outside the institution to make the gender diversity of research teams and women's contribution to R&amp;I more visible;</p> <p>7. Introduction in the RPO's internal Research evaluation procedure the consideration of parental leave periods in order to reach a more equal assessment.</p>			


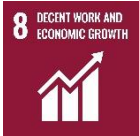



### 3. EQUALITY IN THE WORKING CONDITIONS (EQUAL TREATMENT & PROTECTION AGAINST DISCRIMINATION)




NOVA University of Lisbon needs to ensure that all members of its community are familiar with measures related to discrimination, including physical, psychological or sexual harassment. Moreover, NOVA needs to highlight its commitment to equal opportunities and recognise the need to foster and promote a fair distribution of opportunities for development according to personal requirements:

Measure/Activity	Description/Goals	Target Groups	People Involved	Connection with SDG's Agenda 2030
Equal Treatment & Protection against Discrimination and Harassment	<ol style="list-style-type: none"> <li>1. Creation and development of mechanisms focused on raising awareness and dissemination at different levels in the institution;</li> <li>2. Provide infrastructure accessibility and adaptation improvements regularly so that everyone has access to equal resources and opportunities to study and to work;</li> <li>3. Creation of guidelines for equal access to resources (e.g., funding, equipment, lab space, etc.);</li> <li>4. Guidelines for fair and transparent measures to adapt the duration and distribution of working time across all areas (Teaching, research, administration);</li> <li>5. Physical, psychological or sexual harassment prevention strategy/document (preventive measures), to ensure a safe, healthy and reliable working environment.</li> <li>6. Creation of procedural regulation to know how to react in the event of working rights violation or of no compliance with preventive measures: implementation of adequate training; development of policies and documents of good practices and for victim protection; creation of anonymous report mechanisms with adequate psychologic support available; appointment of an ombudsperson to address issues related with rights violations.</li> </ol>	Academic and non-academic staff, researchers, students and PhD students	<ul style="list-style-type: none"> <li>• NOVA-SPEAR team</li> <li>• Rectoral team &amp; Board of Deans</li> <li>• Representative of the Academic Units and/or people with know-how and interest in GE/EO</li> </ul>	   

#### 4. UNIVERSITY AS PLACE FOR WORK (WORK-LIFE BALANCE)

Measure/Activity	Description/Goals	Target Groups	People Involved	Connection with SDG's Agenda 2030
Work-Life Balance (WLB)	<ol style="list-style-type: none"> <li>1. Reasonable working hours, limited overtime and holiday and vacation policies;</li> <li>2. Encourage the schedule of key meetings to core hours to enable attendance by those with family responsibilities;</li> <li>3. Availability of flexible working-time arrangements, from part-time to remote working;</li> <li>4. Stimulate team-work and cooperation between different areas/departments;</li> <li>5. Provision and promotion of leisure, sport/gym and healthcare facilities.</li> </ol>	Academic and non-academic staff	<ul style="list-style-type: none"> <li>• NOVA-SPEAR team</li> <li>• Rectoral team &amp; Board of Deans</li> <li>• Representative of the Academic Units and/or people with know-how and interest in GE/EO</li> </ul>	 
Care & Family Life	<ol style="list-style-type: none"> <li>6. Active support of parental leave and family assistance by the organisation;</li> <li>7. Career/Parent-friendly workplaces (e.g., breastfeeding rooms, etc.);</li> <li>8. Entitlement to time off from work or reduction of working hours for breastfeeding (reduction of 2h/day);</li> <li>9. Child-care availability and/or funding, tailored to employees and students' needs.</li> </ol>	Academic and non-academic staff, researchers, students and PhD students		

## 5. GENDER DIMENSION ON RESEARCH & EDUCATION

Measure/Activity	Description/Goals	Target Groups	People Involved	Connection with SDG's Agenda 2030
To strengthen gender dimension in research	<p>Promoting a gender perspective in Research processes:</p> <ol style="list-style-type: none"> <li>1. Monitoring of all data regarding Research disaggregated by gender: funded projects, publications and patents, excellence evaluation, etc. in different type of communication (Public website, reports, internal documents, NOVA Science magazine, etc.);</li> <li>2. Organization of conferences/meetings/workshops taking gender balance into consideration in the selection of participants/speakers when possible;</li> <li>3. Science dissemination of underrepresented groups;</li> <li>4. Inclusion of the gender dimension in research projects;</li> <li>5. Training to integrate the gender dimension in research;</li> <li>6. Accounting for family career-breaks in internal funding schemes/awards;</li> <li>7. Promote equal opportunities to boost career progression on research.</li> </ol>	Academic & Research staff	<ul style="list-style-type: none"> <li>• NOVA-SPEAR team</li> <li>• Rectoral team &amp; Board of Deans</li> <li>• Representative of the Academic Units and/or people with know-how and interest in GE/EO</li> </ul>	  
To strengthen gender dimension in teaching/educational content	<ol style="list-style-type: none"> <li>8. Increase the number of women in more high-level categories of the teaching career (e.g., more women as associated and full professors);</li> <li>9. Ensure gender balance in academic evaluation panels (e.g., Advisory boards, thesis defence committees, etc.);</li> <li>10. Encourage the inclusion of optional courses in the academic curricula on GE, transversal to all scientific domains and mandatory training sessions about unconscious bias tailored for students;</li> <li>11. Foster the creation of GE-based clusters/clubs in all NOVA academic units to promote GE, particularly when it comes to the academic and professional market that university students are soon to be acquainted with.</li> </ol>	Students and PhD students		

## 4.2 MONITORING & EVALUATION

To evaluate researchers' performance, national and European recommendations mainly focus on the importance of defining guiding principles to monitor the implementation of gender policies at the institutional level with appropriate indicators. Particularly, to achieve institutional change is essential to develop gender awareness and capacity building and is fundamental to implement more flexible and family-friendly working conditions for both women and men.

Institutional support to male and female teachers and researchers, by NOVA, should follow a systematic methodology. In this sense, emphasis needs to be placed on statistics that capture not only the impact of factors external to work responsibilities (e.g., time spent on domestic tasks and family support), but also the technical difficulties and technological challenges. It should also be taken into account how the culture of the institution itself contributes to an uneven effect of the necessary transformations on the academic community. Therefore, a global map of the impact of the situation should also emphasise the different characteristics of teachers and researchers, in terms of gender, age, category, employment status, etc. This analysis will make it possible to assess and differentiate the effect of most situations on working conditions between women and men and what is the impact is in terms of stability, recognition and career progression. This way, it will also be possible to understand which pre-existing gender inequalities the NOVA community struggle with and to what extent they go.

In this regard, we propose to update existing policies and documents and create new ones when required to support a GE/EO environment and provide training and workshops to all academic and non-academic staff, researchers and students. In addition, we will foster an equal and safe environment within the community and monitor the impact of the results through staff engagement surveys.

To map the institutional landscape and generate the gender intervention actions, we will develop a set of tools and procedures to monitor the established indicators, from which the data gathered will be disaggregated by sex and Academic Unit. This will support the design of an evidence-based approach with effective measures to achieve the proposed challenges and goals.



5

SUSTAINABILITY



## 5. SUSTAINABILITY

Since it is impossible to predict the future, one can only try to ensure that gender inequalities are mitigated, or at least minimised.

For this reason, this document considers various recommendations to be implemented by NOVA and all of its Schools. The identification of short- and medium-term priorities highlights the need to create tools that allow impact assessment on teaching and research activities focused on gender inequalities. This is of utmost importance for the development of measures targeting impact contention or mitigation and for planning gender-sensitive strategies to deal with future challenges.

Whatever approach is used, it should be geared towards assessing the effects of gender inequalities on working conditions at the institutional level and identifying actions to be taken to promote changes that are care-centred and sensitive to the needs of men and women.

OVERVIEW	EVALUATION MECHANISMS	RISK ASSESSMENT	RESPONSE
<ul style="list-style-type: none"> <li>• Scientific profile of Academics and Researchers</li> <li>• Institutional standards for support working conditions management</li> <li>• Effects and direct measures of response</li> </ul>	<ul style="list-style-type: none"> <li>• General impact of situation on teaching and research activities</li> <li>• Identification of short and medium term priorities for adequate response</li> <li>• Impact of adopted restriction measures</li> </ul>	<ul style="list-style-type: none"> <li>• General characteristics of Academics and Researchers</li> <li>• Work/life balance</li> <li>• Effects related with gender issues</li> <li>• Teaching and student support</li> </ul>	<ul style="list-style-type: none"> <li>• Restructure the performance evaluation system</li> <li>• Implementation of structural and financial support to mitigate gender gaps</li> <li>• Creation and establishment of mechanisms for stability, recognition and career progression</li> </ul>

**FIGURE 25** – DIAGNOSTIC TOOL TEMPLATE.

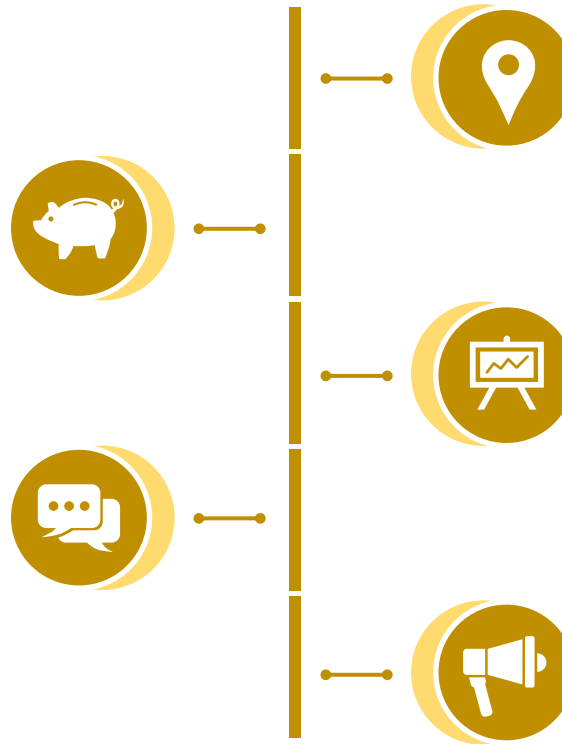
It is important to distinguish between measures to be adopted in the short- and medium-term, since the implementation of institutional measures promoting GE in different contexts should be seen as a long-term objective.



In that concern, NOVA aims:

To move towards a more gender equal, non-discriminatory and inclusive environment, it is necessary to develop research projects and allocate budget for planned GE actions and initiatives through **Funding & Budgeting**. This will allow the mobilisation and ensure the availability of human and financial resources while creating the opportunity for specific funding application of research projects focused on GE/Gender Studies.

The establishment of sustainable **Procedures & Cooperation** with internal units to ensure regular data collection. To start, the *NOVA Gender Working Group* was created with representatives from all Academic Units, guaranteeing that challenges faced by all Schools are taken into consideration. This will foster the combination of different expertise and types of knowledge to reach all organisational staff and departments, and will help achieve sustainable changes. Thus, ensuring the sustainability of actions, while reducing resistance towards GE initiatives.



To create an internal body/office – the **Gender Equality & Equal Opportunities Office**. The Office will coordinate and monitor GE efforts, ensure the implementation of GE actions, in-house human resources, knowledge and expertise, and guarantee that gender-sensitive and gender-specific actions are incorporated into standard management procedures. Therefore, this Office will sustain the necessary institutional change and strengthen the sustainable commitment assumed by the Rector in the Strategic Plan 2020-2030 for NOVA.

It is very important to create sustainable **GE Monitoring Tools** to assess policy outcomes. This will increase the robustness and sustainability of gender mainstreaming strategies, will allow progress assessment and make this document more concrete and tangible, and will define the responsibilities and roles within the institution.

The **Communication & Dissemination** of GE measures and GE initiatives/actions plays one of the most important roles, since it increases the commitment and potential impact of the proposed measures and provide visibility. This enables the measurement of actual progress, helps to identify areas for further improvement, and counter resistance to initiatives promoting GE.



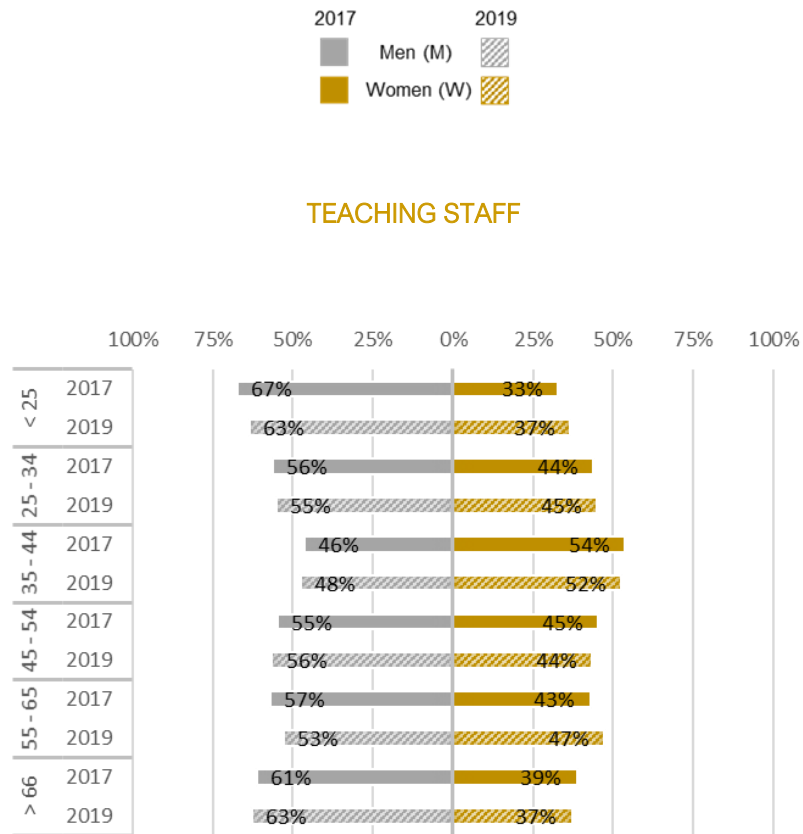
# 6

## ANNEXES

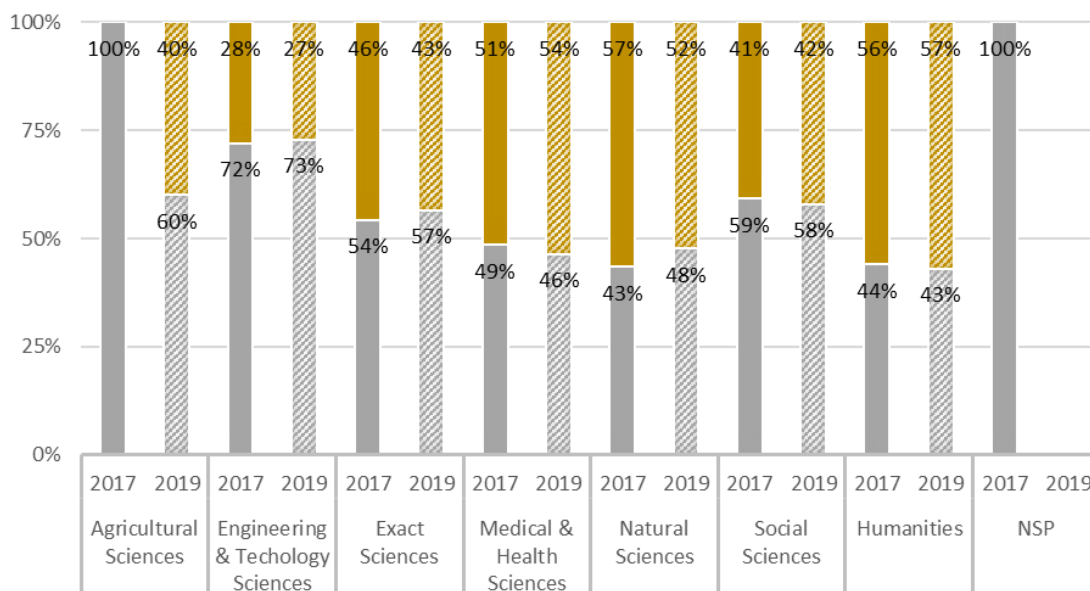


## 6. ANNEXES

In this section, additional data is shown regarding the three main categories of indicators: (1) Staff, (2) Students and (3) Scientific Outputs.

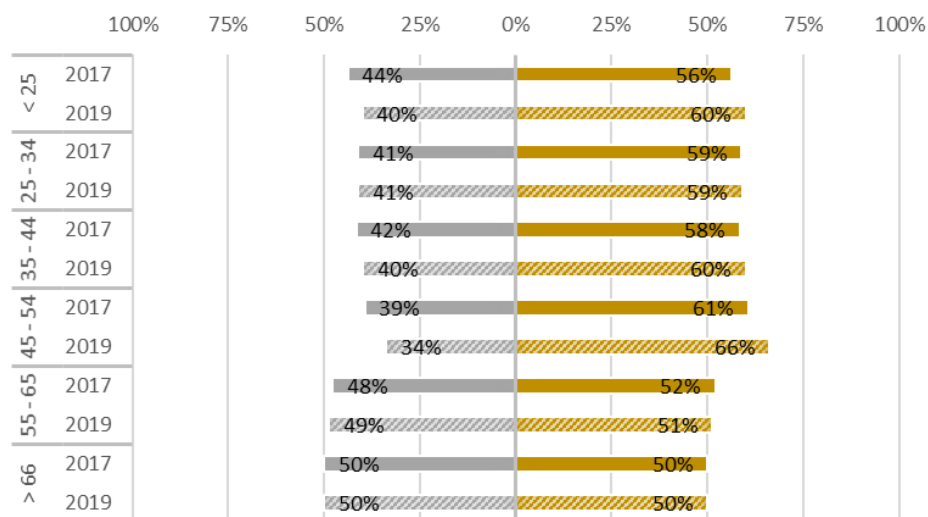


**FIGURE 26** - RELATIVE DISTRIBUTION OF MEN AND WOMEN AMONG TEACHING STAFF, IN 2017 AND IN 2019, ACCORDING TO THEIR AGE GROUP. More than 77% of the NOVA staff community is older than 35 years old. The teaching staff is the exception in terms of representation, in which men are the majority, regardless of the year. It is interesting to verify that there is a difference in the age groups, in which more than 60% of the teaching staff is older than 45 years old.

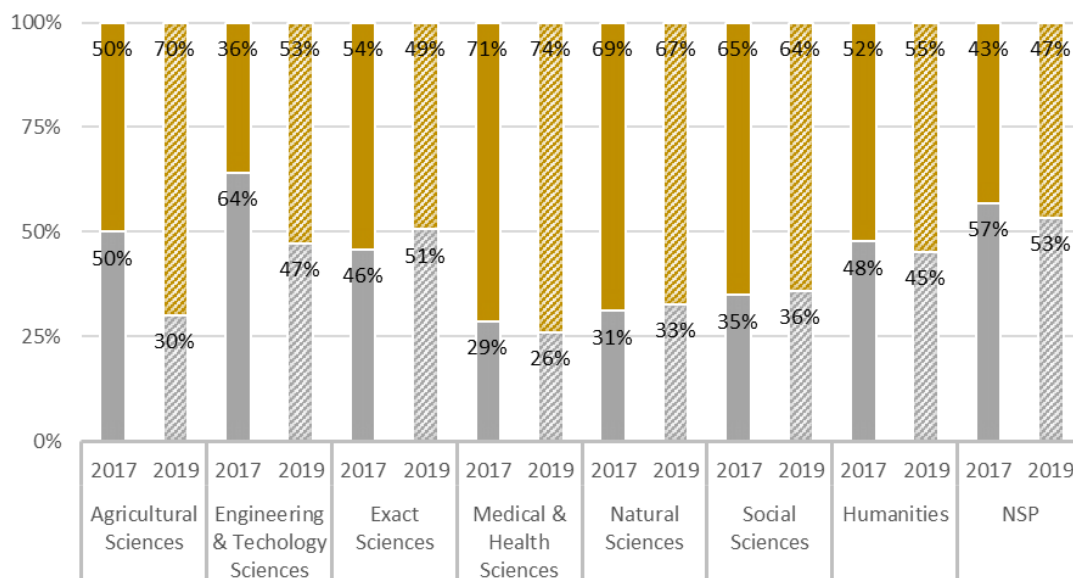


**FIGURE 27** - RELATIVE DISTRIBUTION OF MEN AND WOMEN AMONG TEACHING STAFF, IN 2017 AND IN 2019, ACCORDING TO THEIR SCIENTIFIC FIELD (NSP – NOT SPECIFIED). *In relation to the analysis by scientific fields, for teaching staff in 2017, the Engineering and Technology Sciences, Exact Sciences, Social Sciences and Agricultural Sciences are the areas mostly composed by men, while those of Medical and Health Sciences, Natural Sciences and Humanities have more women than men – a situation that remains unaltered in 2019.*

### RESEARCH STAFF

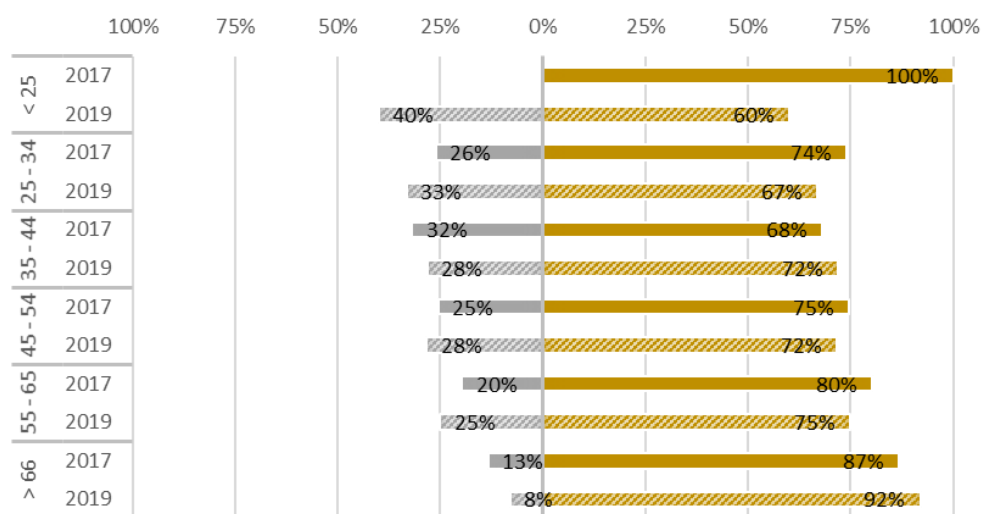


**FIGURE 28** - RELATIVE DISTRIBUTION OF MEN AND WOMEN AMONG RESEARCH STAFF, IN 2017 AND IN 2019, ACCORDING TO THEIR AGE GROUP. *Among the NOVA staff community, women are the most representative group among researchers, regardless of the year. Noteworthy, there is a difference in the age groups, in which around 80% of research staff are between 25 and 54 years old.*



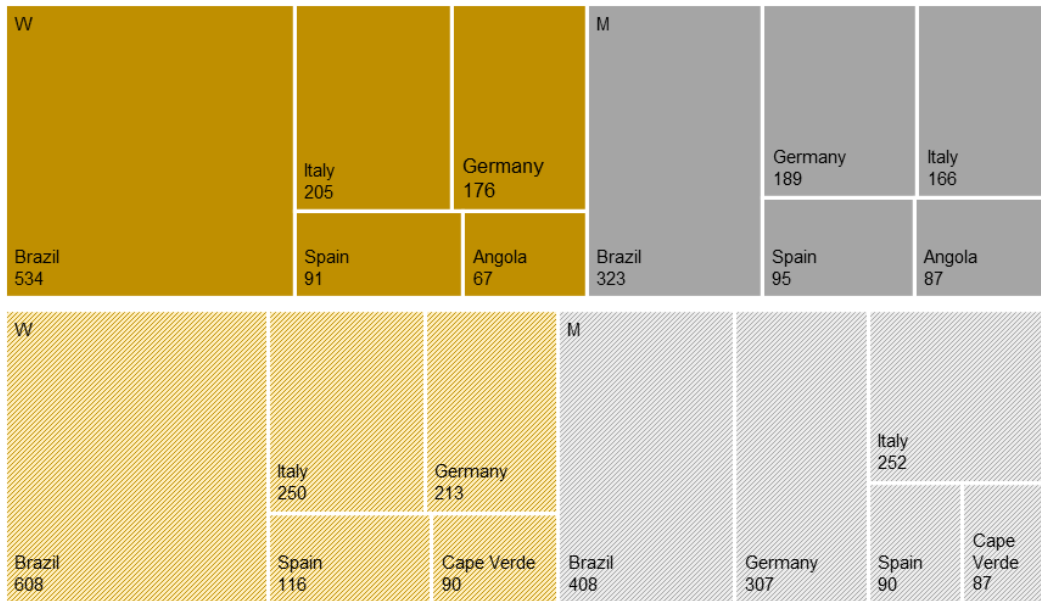
**FIGURE 29 -** RELATIVE DISTRIBUTION OF MEN AND WOMEN AMONG RESEARCH STAFF, IN 2017 AND IN 2019, ACCORDING TO THEIR SCIENTIFIC FIELD. In 2017, female researchers are the most representative group in most scientific fields, except in Engineering and Technology Sciences that are mainly composed of men and in Agricultural Sciences, in which men and women are in equal number. Interestingly in 2019, the trend continued towards women majority in the scientific fields of Medical and Health Sciences, Natural Sciences, Social Sciences and Humanities. However, there was a shift: in the field of Engineering and Technology Sciences, the number of women doubled, thus becoming the most representative group in this field and in Exact Sciences where the men/women ratio is similar.

### ADMINISTRATIVE STAFF

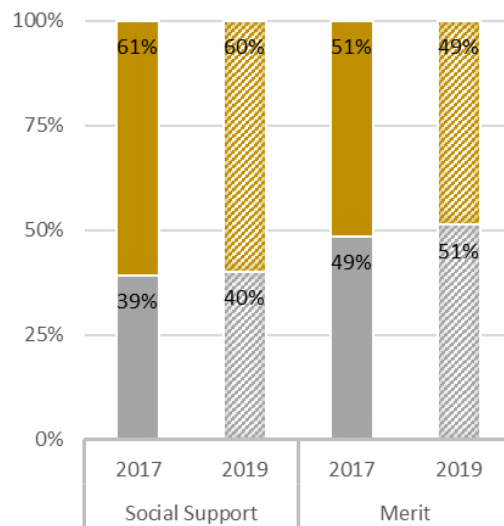


**FIGURE 30 -** RELATIVE DISTRIBUTION OF MEN AND WOMEN AMONG ADMINISTRATIVE STAFF, IN 2017 AND IN 2019, ACCORDING TO THEIR AGE GROUP. In the age groups, around 85% of administrative staff are older than 35 years old.

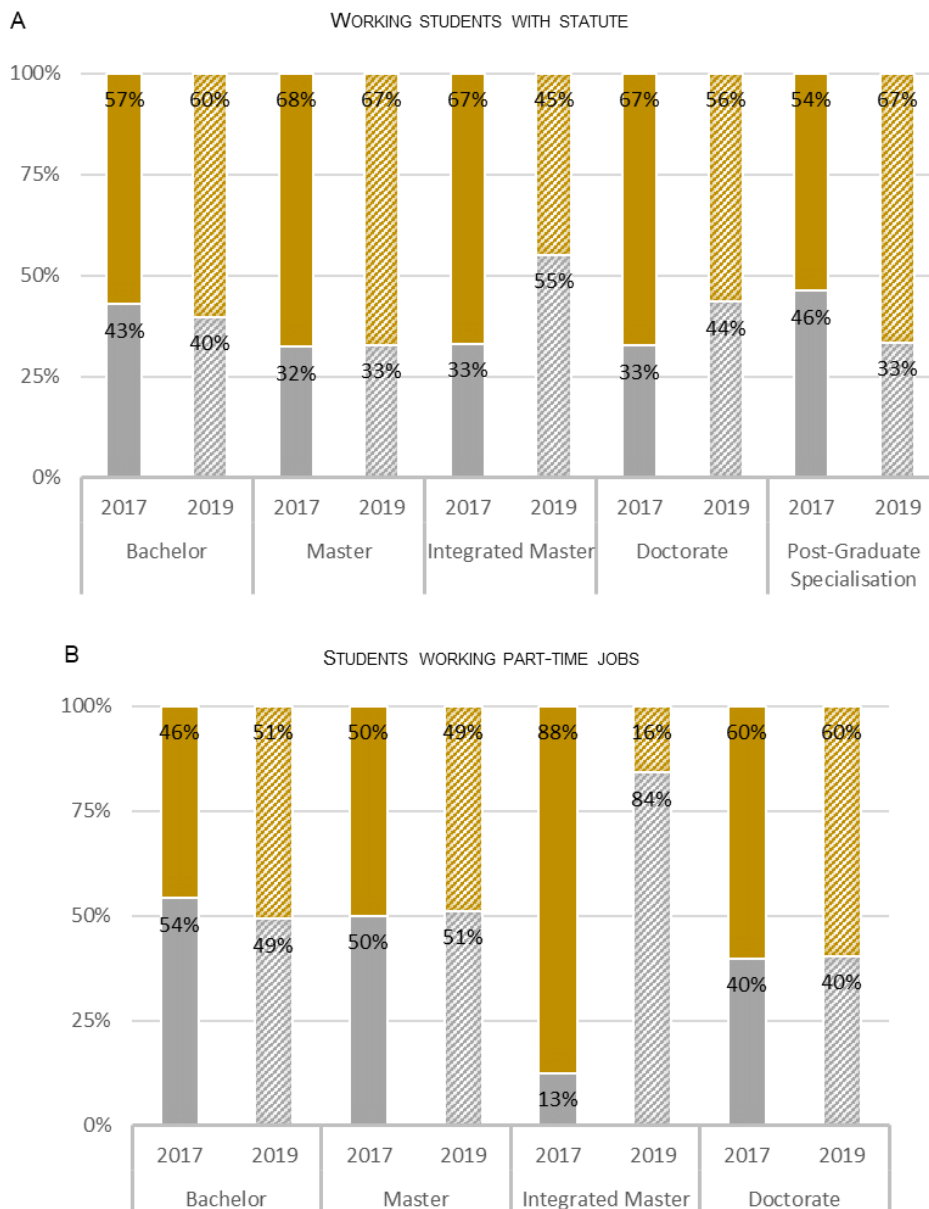
## ENROLLED STUDENTS



**FIGURE 31** – RELATIVE DISTRIBUTION OF ENROLLED STUDENTS AT NOVA IN 2017 AND IN 2019, DISAGGREGATED BY SEX AND THE MOST FREQUENT NATIONALITIES. NOVA is a global university with an international profile and that in 2017 more than 15% of the students enrolled at NOVA were foreigners coming from Brazil, Italy, Germany, Spain and Angola, and of these the majority were women. The percentage of international students increased by 20% in 2019, in which the most representative group continues to be women coming from Brazil, Italy, Germany, Spain and Cape Verde.



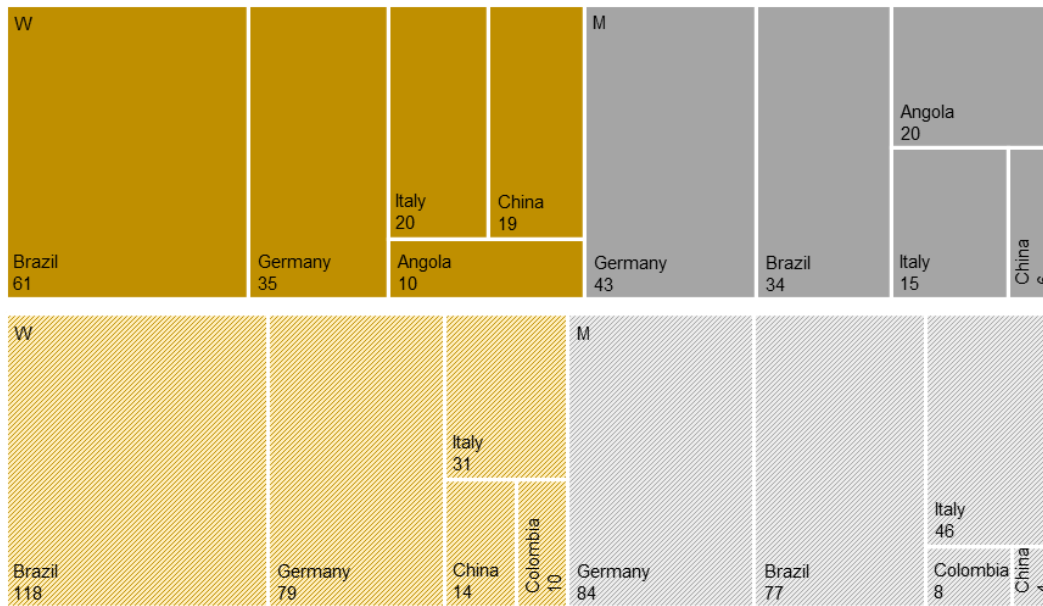
**FIGURE 32** – RELATIVE DISTRIBUTION OF STUDENTS WHO REQUIRED SOCIAL SUPPORT OR RECEIVED A MERIT SCHOLARSHIP AT NOVA IN 2017 AND IN 2019, DISAGGREGATED BY SEX. Despite the increase of students enrolled at NOVA between 2017 and 2019, it is important to note that some students require financial support to continue their studies; others receive merit-based scholarships. Data from NOVA show that the number of students with grants and fellowships is similar in 2017 and in 2019, and women are the most representative group, regardless of the study cycle.



**FIGURE 33** – RELATIVE DISTRIBUTION OF ENROLLED STUDENTS WHO HAVE WORKING STUDENT STATUTE (A) OR WORK PART-TIME JOBS (B) IN 2017 AND IN 2019, DISAGGREGATED BY CYCLE OF STUDY. *Women are more often students with working student statute in 2017, regardless of the study cycle. In 2019, men became the majority of students enrolled in integrated masters requesting for working student statute (Fig. 19A). In any case, a portion of NOVA students works part-time jobs but do not have a working student statute. In detail, in 2017, the overall number of students in this situation was very small and the relative percentages between young men and women were very similar. Strikingly, in 2019, this population has increased substantially; in which young women are the most representative among doctorate students, whereas young men are the most representative among integrated master students.*

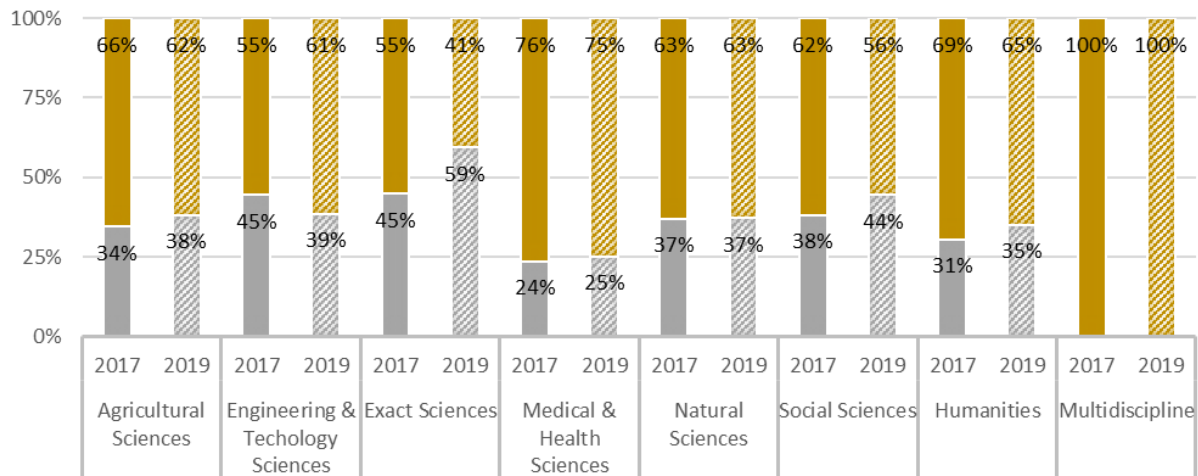


## GRADUATED STUDENTS

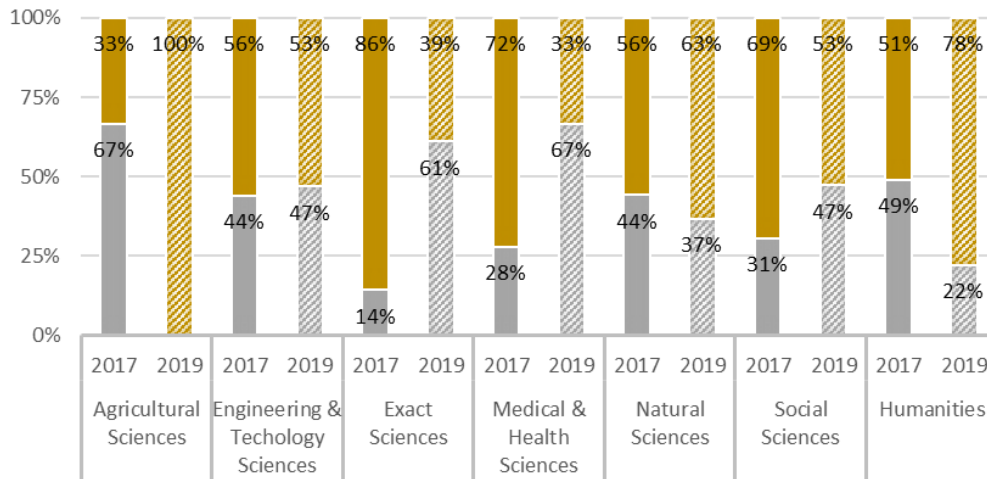


**FIGURE 34** – RELATIVE PERCENTAGE OF GRADUATED STUDENTS FROM NOVA IN 2017 AND IN 2019, DISAGGREGATED BY SEX AND THE MOST FREQUENT NATIONALITIES. *The majority of foreign graduate students are men: in 2017 about 11% (W) vs. 13% (M) of the graduate students are foreigners from Brazil, Germany, China, Italy and Angola; and in 2019 the percentage of foreign graduate students rises to about 15% (W) – 18% (M) and they are from Brazil, Germany, Italy, China and Colombia.*

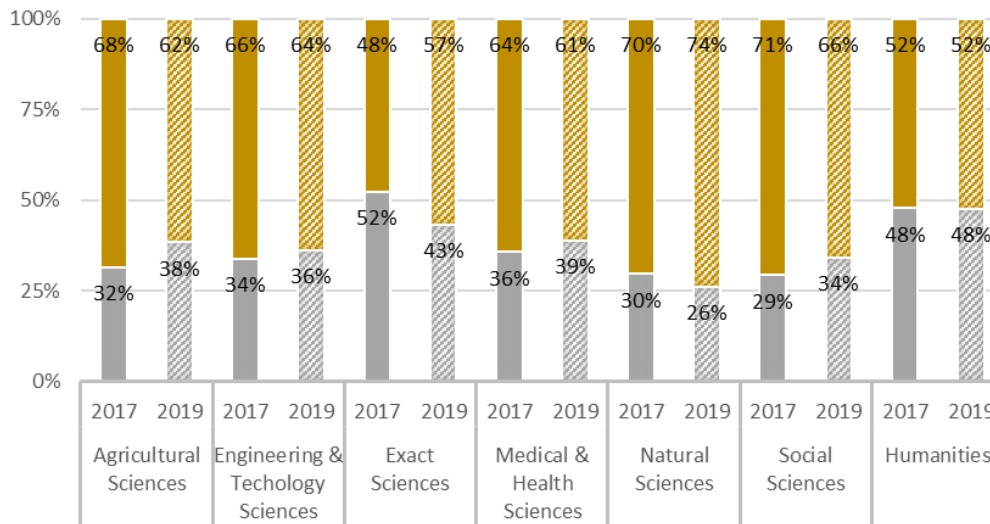
## SCIENTIFIC OUTPUTS



**FIGURE 35** – RELATIVE DISTRIBUTION OF ACTIVE DOCTORAL (BD) FELLOWSHIPS FROM FCT, IP IN 2017 AND IN 2019, DISAGGREGATED BY SEX AND SCIENTIFIC FIELD.



**FIGURE 36** – RELATIVE DISTRIBUTION OF AWARDED DOCTORAL (BD) FELLOWSHIPS FROM FCT, IP IN 2017 AND IN 2019, DISAGGREGATED BY SEX AND SCIENTIFIC FIELD.



**FIGURE 37** – RELATIVE DISTRIBUTION OF ACTIVE POST-DOCTORAL (BPD) FELLOWSHIPS FROM FCT, IP IN 2017 AND IN 2019, DISAGGREGATED BY SEX AND SCIENTIFIC FIELD.





# LEAVE NO ONE BEHIND

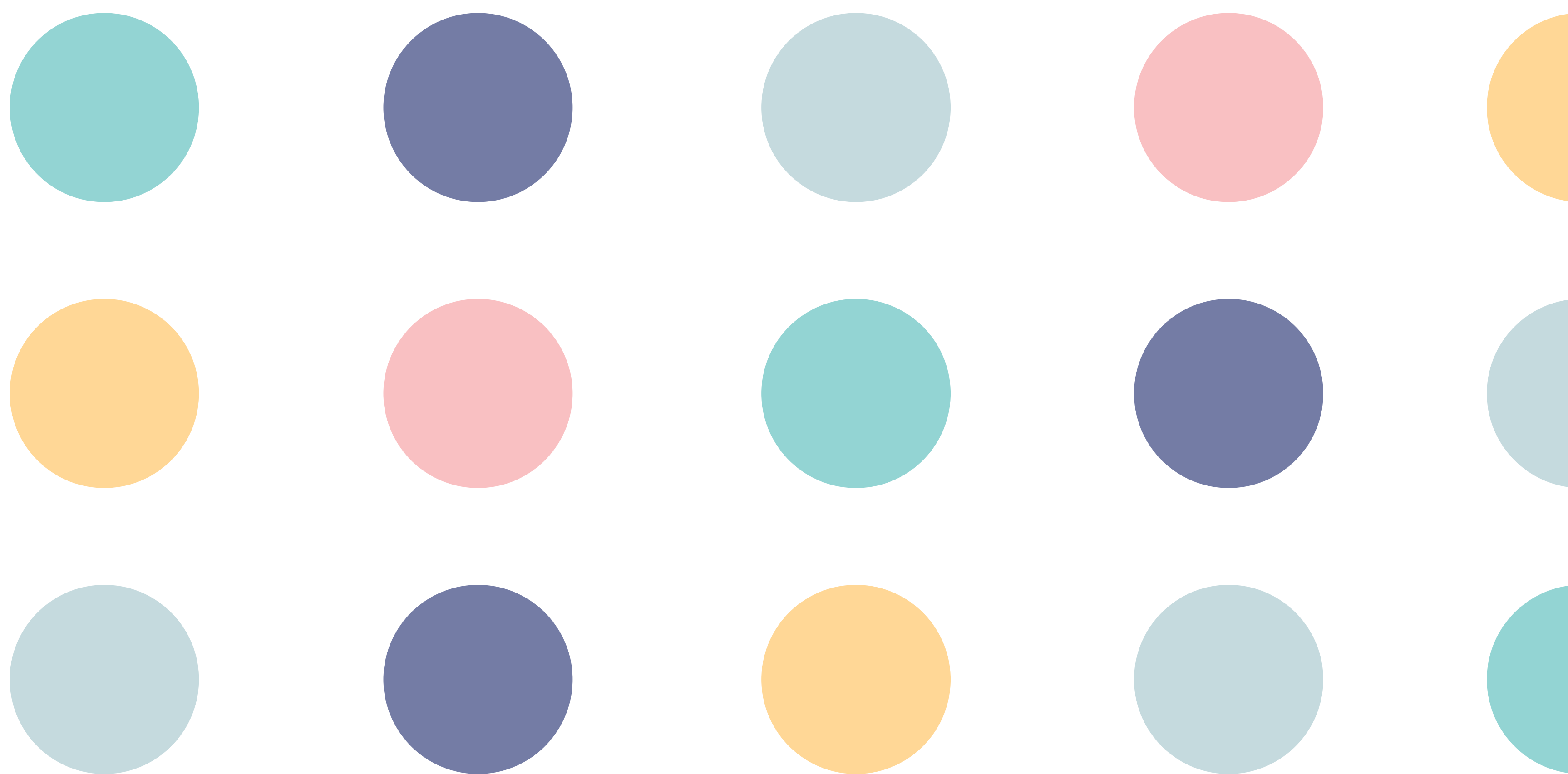
## **ACKNOWLEDGEMENTS:**

We acknowledge the SPEAR project consortium with whom the NOVA-SPEAR team have been sharing this journey and learning new concepts and best practices. Also to the NOVA Gender Working Group as well as to all administrative and technical staff who collaborated, directly or indirectly, in the elaboration of the institutional gender audit and the Gender Equality Plan.

# University of Rijeka, UNIRI



# University of Rijeka Gender Equality Plan 2021-2025



# Strategic areas of gender equality plan

## 1) Institutional culture of gender equality

> [Table 1](#)

Gender equality in decision-making processes and systems.



## 2) Gender equality in scientific and artistic research

> [Table 2](#)

Strengthening gender equality in research and career development.



## 3) Gender equality in teaching and training

> [Table 3](#)

Integration of gender perspective to study programs and transfer of knowledge on gender equality to the community.



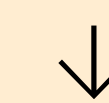
## 4) Harmony between personal life and professional commitments

> [Table 4](#)

Improving the quality of life and work.



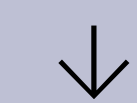
<b>Goal</b>	<b>Indicator</b>	<b>Measures</b>	<b>Implementation</b>	<b>Responsible bodies</b>
<b>What are we trying to accomplish?</b>	<b>What indicates our success?</b>	<b>How are we going to achieve it?</b>	<b>Who will implement it?</b>	<b>Who is responsible?</b>
1. Become recognizable in promoting and administering gender equality policies at universities/in higher education	<b>Positions in our national and international surroundings based on gender equality indicators: positions in gender equality ranking systems, European certificates, and like</b>	<ul style="list-style-type: none"> <li>• Adapting university regulations to implement the UNIRI Gender Equality Plan (UNIRI-GEP)</li> <li>• Establishing a University body and delegating representatives at each constituent responsible for implementing UNIRI-GEP: the University Gender Equality Committee and the Centre for Women’s Studies/Lab for Gender Equality</li> <li>• Establishing processes to continuously conduct institutional research and collect data on gender equality for international ranking and reporting systems</li> <li>• Liaising with civil society stakeholders and other private and public organizations to promote and implement UNIRI-GEP</li> </ul>	<ul style="list-style-type: none"> <li>• Rector</li> <li>• vice-rectors</li> <li>• Secretary General</li> <li>• Senate</li> <li>• Office for Institutional Research</li> </ul>	<ul style="list-style-type: none"> <li>• Rector</li> <li>• Senate – deans, heads of departments, directors</li> </ul>
2. Build an institutional /organizational culture of gender equality and diversity	<b>Continuous progress in or maintenance of a desirable state of gender equality in all spheres of action of the University</b>	<ul style="list-style-type: none"> <li>• Establishing procedures for systematic collection of gender-related quantitative and qualitative data in digital form</li> <li>• Establishing procedures for annual qualitative reporting by constituents’ representatives on UNIRI-GEP’s progress as a part of reports on UNIRI Strategy implementation progress</li> <li>• Preparing annual reports and annual action plans based on data analysis</li> <li>• Systematic monitoring of the implementation of the UNIRI-GEP and accompanying action plans and analysis of the situation after the end of the strategy cycle</li> <li>• Using gender-sensitive language and visual representations in university documents</li> <li>• Introducing continuous training for managers at different levels on GEP policies and implementation</li> <li>• Involving European bodies, platforms, and professional organisations in our work to increase visibility and activities (e.g. EIGE-EuroGender, At Gender, etc.)</li> <li>• Improving public communication and organizing promotional activities and campaigns inside and outside the institution to mark anniversaries and promote gender equality and diversity (websites, social networks, and the like)</li> </ul>	<ul style="list-style-type: none"> <li>• University Gender Equality Committee</li> <li>• University Centre for Women’s Studies/ Gender Equality Lab</li> <li>• Office for Institutional Research</li> <li>• Public Relations Office</li> <li>• Student Cultural Centre</li> <li>• Constituents (faculties and departments)</li> </ul>	<ul style="list-style-type: none"> <li>• Rector</li> <li>• vice-rectors</li> <li>• Senate – deans, heads of departments, directors</li> </ul>
3. Develop an employment and career advancement system sensitive to gender equality	<b>Equal gender distribution in university bodies, among newly employed teaching and non-teaching staff, and among recently promoted staff</b>	<ul style="list-style-type: none"> <li>• Respecting gender diversity in the appointment of members of election commissions</li> <li>• Developing guidelines to address gender representation in appointment, recruitment, and promotion processes</li> <li>• Promoting the practice of members of election commissions disclosing their familiarity with the principles of gender equality</li> <li>• Supervising hiring and promotion processes through data analysis and proposing further activities to eliminate gender inequality</li> </ul>	<ul style="list-style-type: none"> <li>• University Gender Equality Committee</li> <li>• University Centre for Women’s Studies/ Gender Equality Lab</li> <li>• Human Resources Office</li> </ul>	<ul style="list-style-type: none"> <li>• Rector</li> <li>• vice-rectors</li> <li>• Senate – deans, heads of departments, directors</li> </ul>
4. Eliminate gender-based stereotypes, prejudices, and practices that encourage gender inequality	<b>Equal participation of women and men in decision-making bodies</b>	<ul style="list-style-type: none"> <li>• Improving the women representation in managerial positions and maintaining the state where the “glass ceiling” has been eliminated</li> <li>• Promoting good practice and the role-model principle for women by, for example, showcasing the outstanding work of women at the University, emphasising the consequences of epistemic injustice, etc.</li> <li>• Offering educational programs/workshops to (i) increase the visibility of positive examples in higher education institutions, (ii) improve the self-awareness of marginalized gender groups and empower them and (iii) develop negotiation and management skills that can be used to improve gender equality</li> </ul>	<ul style="list-style-type: none"> <li>• University Gender Equality Committee</li> <li>• University Centre for Women’s Studies/ Gender Equality Lab</li> </ul>	<ul style="list-style-type: none"> <li>• Rector</li> <li>• vice-rectors</li> <li>• Senate – deans, heads of departments, directors</li> </ul>





<p>5. Improve student, teacher and employee satisfaction with gender equality at the University</p>	<p><b>Greater satisfaction with the state of gender equity or the maintenance of a desirable state</b></p>	<ul style="list-style-type: none"> <li>• Integrating chapters/sections/queries on satisfaction with the state and practices of gender equality into regular student, teacher, and staff satisfaction questionnaires</li> <li>• Proposing analysis-based action plans for improving equality policies and practices to the Senate</li> </ul>	<ul style="list-style-type: none"> <li>• Centre for Quality Assurance</li> <li>• University Centre for Women’s Studies/ Gender Equality Lab</li> <li>• Student Council</li> </ul>	<ul style="list-style-type: none"> <li>• Rector</li> <li>• vice-rectors</li> <li>• Senate</li> </ul>
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Goal	Indicator	Measures	Implementation	Responsible bodies
What are we trying to accomplish?	What indicates our success?	How are we going to achieve it?	Who will implement it?	Who is responsible?
1. Enhance gender equality in scientific and artistic work and production	<b>An increased number of women who publish in Q1 and Exc categories and who are project managers in science and arts</b>	<ul style="list-style-type: none"> <li>Tracking and analysing gender assorted data on research: funding, publication of articles (Scopus, WoS), publication of books and edited volumes, artistic production, the proportion of female managers and collaborators in university, national and European competitive research projects, the number of women with registered patents, and the like</li> <li>Proposing action plans to improve gender equality in research (e.g., special awards for women scientists or artists in areas of most significant inequality, adequate support for young women scientists and artists during pregnancy and early motherhood, and the like)</li> <li>Including the elements of maternity leave, parental leave and motherhood in research evaluation processes to prevent the emergence of the “maternal wall”</li> <li>Respecting gender diversity in the appointment of members of evaluation committees for research projects in science and arts</li> <li>Development of protocols/guidelines for gender mainstreaming in research</li> </ul>	<ul style="list-style-type: none"> <li>University Gender Equality Committee</li> <li>University Centre for Women’s Studies/ Gender Equality Lab</li> <li>University Library Rijeka</li> <li>UNIRI Foundation</li> <li>Centre for EU projects</li> <li>Science and Arts Unit</li> </ul>	<ul style="list-style-type: none"> <li>Rector</li> <li>vice-rectors (for science and arts; for digitalisation and development)</li> <li>Expert Council for Internationalization, Research and Projects</li> </ul>
2. Improve scientific or artistic impact of women	<b>Equal gender representation in research projects in science and arts and managerial positions</b>	<ul style="list-style-type: none"> <li>Promoting and running campaigns that highlight the contribution of women in research teams</li> <li>Promoting and running campaigns that highlight the impact of gender diversity in research teams on research quality</li> <li>Conducting trainings/workshops on career development (doctoral studies) that strengthen students’ research in line with gender equality objectives</li> <li>Establishing and promoting profiles of women with successful careers</li> </ul>	<ul style="list-style-type: none"> <li>University Gender Equality Committee</li> <li>University Centre for Women’s Studies/ Gender Equality Lab</li> <li>Public Relations Office</li> <li>Doctoral School</li> </ul>	<ul style="list-style-type: none"> <li>Rector</li> <li>Vice-rector for science and arts</li> </ul>
3. Encourage gender-sensitive research and research on gender-related topics	<b>A higher number of student works, scientific publications, and artistic works that integrate the gender perspective</b>	<ul style="list-style-type: none"> <li>Defining the status of <i>gender-sensitive research</i> in science and arts and <i>research on gender-related topics</i></li> <li>Conducting doctoral trainings (elective courses/workshops) that emphasize gender perspectives in research to increase recognition of its value for economic and social development and innovation</li> <li>Institutional acknowledgement of successful integration of gender perspectives, e.g. by awarding student work that integrates gender perspectives</li> <li>Encouraging scientific and artistic projects and production on gender-related topics (e. g. by providing institutional financial support)</li> </ul>	<ul style="list-style-type: none"> <li>University Gender Equality Committee</li> <li>University Centre for Women’s Studies/ Gender Equality Lab</li> <li>Doctoral School</li> <li>Student Council</li> <li>Student Cultural Centre</li> </ul>	<ul style="list-style-type: none"> <li>Rector</li> <li>Vice-rector for science and arts</li> </ul>
4. Increase the representation of women in the STEM area	<b>Equal gender representation in the STEM area</b>	<ul style="list-style-type: none"> <li>Identifying and analysing the reasons for the under-representation of women and removing obstacles to their greater participation in areas where they are underrepresented</li> <li>Conducting popularizing and motivational activities and activities that recognize, support and promote women’s representation in areas where they are traditionally underrepresented</li> <li>Conducting educational and motivational activities for female pupils and students in areas where women are underrepresented: digital technologies, data analytics, innovation incubators (start-up), blue and green technology, energy research, climate change, and the like</li> <li>Introducing specific programs to support women in submitting research projects</li> </ul>	<ul style="list-style-type: none"> <li>University Gender Equality Committee</li> <li>University Centre for Women’s Studies/ Gender Equality Lab</li> <li>Constituents (STEM area)</li> <li>Public Relations Office</li> </ul>	<ul style="list-style-type: none"> <li>Rector</li> <li>Vice-rector for science and arts</li> </ul>



<p>5. Increase the representation of men in social sciences and humanities</p>	<p><b>Equal gender representation in social sciences and humanities</b></p>	<ul style="list-style-type: none"> <li>• Identifying and analysing the reasons for the under-representation of men and removing obstacles to their greater participation in areas where they are underrepresented</li> <li>• Conducting popularizing and motivational activities and activities that recognize, support, and promote the representation of men in areas where they are traditionally underrepresented</li> <li>• Conducting educational and motivational activities for male pupils and students in areas where they are underrepresented: Pedagogy and Education, Philology, Business Administration, Tourism and Hospitality, and the like</li> <li>• Introducing specific programs to support men in submitting research projects</li> </ul>	<ul style="list-style-type: none"> <li>• University Gender Equality Committee</li> <li>• University Centre for Women’s Studies/ Gender Equality Lab</li> <li>• Constituents (social sciences and humanities)</li> <li>• Public Relations Office</li> </ul>	<ul style="list-style-type: none"> <li>• Rector</li> <li>• Vice-rector for science and arts</li> </ul>
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Goal	Indicator	Measures	Implementation	Responsible bodies
What are we trying to accomplish?	What indicates our success?	How are we going to achieve it?	Who will implement it?	Who is responsible?
1. Integrate gender perspective into study programs	<b>An increased number of study program courses that integrate gender equality topics</b>	<ul style="list-style-type: none"> <li>• Defining the status and criteria for obtaining the status of a study program that integrates the gender equality topics</li> <li>• Producing guidelines and conducting workshops for teachers on how to integrate the topics of gender equality and diversity into curricula, course structures and teaching methods</li> <li>• Producing generic educational materials suitable for courses at all academic levels: undergraduate, graduate, and postgraduate</li> <li>• Recognizing and valorizing completed education for teaching staff on introducing gender perspective in curricula</li> </ul>	<ul style="list-style-type: none"> <li>• University Gender Equality Committee</li> <li>• University Centre for Women's Studies/ Gender Equality Lab</li> <li>• Centre for Studies Expert Council</li> <li>• Study Program Accreditation Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Rector</li> <li>• Vice-rector for studies, students, and quality improvement</li> </ul>
2. Enhance student education on gender equality	<b>An increased number of courses and educational programs on gender equality</b>	<ul style="list-style-type: none"> <li>• Accrediting specific <i>communis</i> courses, educational programs and lifelong learning programs for students on topics of gender equality</li> <li>• Recognizing and acknowledging completed training on gender equality within study program curricula (and including it in the certificate)</li> <li>• Designing and implementation of various forms of non-formal educational programs on gender issues through service learning, e.g.: creative workshops for teaching and non-teaching staff, students, associates, and the community</li> </ul>	<ul style="list-style-type: none"> <li>• University Gender Equality Committee</li> <li>• University Centre for Women's Studies/ Gender Equality Lab</li> <li>• Study Program Accreditation Committee /Centre for Studies Expert Council</li> <li>• Lifelong Learning Committee</li> <li>• Constituents</li> </ul>	<ul style="list-style-type: none"> <li>• Rector</li> <li>• Vice-rector for studies, students, and quality improvement</li> <li>• Senate</li> </ul>
3. Integrate gender perspective in primary and secondary school curricula and early childhood education	<b>Increased transfer of gender equality related knowledge to the community through educational programs</b>	<ul style="list-style-type: none"> <li>• Creating educational programs and materials appropriate for primary and secondary schools' teaching programs and early childhood education</li> <li>• Producing <i>taylor-made</i> or lifelong learning educational programs on gender equality for principals and teachers in early education, primary schools and secondary schools</li> <li>• Promoting the introduction of sex education into formal education and partaking in the compilation of the secondary school curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• University Gender Equality Committee</li> <li>• University Centre for Women's Studies/ Gender Equality Lab</li> <li>• Lifelong Learning Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Rector</li> <li>• Vice-rector for studies, students, and quality improvement</li> </ul>



<p>4. Educate about the consequences of violence against women and the effects of gender/sex-related violence in general</p>	<p><b>An increased number of outreach and educational materials for the community on the topics of gender/sex-based violence</b></p>	<ul style="list-style-type: none"> <li>• Continuously designing, publishing and disseminating scientific materials on the prevention of violence against women and domestic violence</li> <li>• Designing and implementing <i>taylor-made</i> or lifelong learning educational programs on gender equality for institutions and teachers in early education, primary and secondary schools</li> <li>• Designing and implementing tailor-made or lifelong learning educational programs on gender equality for public and private companies</li> </ul>	<ul style="list-style-type: none"> <li>• University Gender Equality Committee</li> <li>• University Centre for Women’s Studies/ Gender Equality Lab</li> <li>• Lifelong Learning Committee</li> <li>• University Counselling Centre</li> </ul>	<ul style="list-style-type: none"> <li>• Rector</li> <li>• Vice-rector for studies, students, and quality improvement</li> </ul>
<p>5. Become recognizable in the provision of digital (online) educational programs on gender equality, diversity and inclusivity</p>	<p><b>An increased number of online courses/educations on gender equality, diversity and inclusivity</b></p>	<ul style="list-style-type: none"> <li>• Designing and delivering online courses on gender equality, diversity and inclusivity</li> <li>• Delivering webinars and online trainings for employees, teachers and managers</li> <li>• Recognizing and acknowledging completed online trainings on gender perspectives for staff, teachers and managers</li> </ul>	<ul style="list-style-type: none"> <li>• University Gender Equality Committee</li> <li>• University Centre for Women’s Studies/ Gender Equality Lab</li> <li>• Online Courses Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Rector</li> <li>• Vice-rector for studies, students, and quality improvement</li> <li>• Vice-rector for digitalisation and development</li> </ul>

<b>Goal</b>	<b>Indicator</b>	<b>Measures</b>	<b>Implementation</b>	<b>Responsible bodies</b>
<b>What are we trying to accomplish?</b>	<b>What indicates our success?</b>	<b>How are we going to achieve it?</b>	<b>Who will implement it?</b>	<b>Who is responsible?</b>
1. A work environment that enables employees to balance their professional and personal duties and responsibilities	<b>Improved index of employee satisfaction with their work environment</b>	<ul style="list-style-type: none"> <li>• Including gender equality into policies and regular human resources' management</li> <li>• Generating guidelines for scheduling meeting times to balance professional and personal duties</li> <li>• Introducing flexible working hours and flexible working conditions at the University</li> <li>• Designing and implementing institutional practices that neutralize the impact of repetitive work and workplace stress on mental health (e.g., personal training and development, mobility, empowerment programs, organizing and offering recreational activities, and the like)</li> <li>• Improving communicational practices and teamwork (e.g., through regular meetings of non-teaching staff to empower them to form meaningful relationships and articulate common interests that improve the quality of work)</li> <li>• Implementing bidirectional employee and manager evaluations to identify workplace difficulties quickly and efficiently</li> </ul>	<ul style="list-style-type: none"> <li>• University Gender Equality Committee</li> <li>• University Centre for Women's Studies/ Gender Equality Lab</li> <li>• Human Resources Office</li> </ul>	<ul style="list-style-type: none"> <li>• Rector</li> <li>• Secretary-general</li> <li>• deans, heads of departments, directors</li> </ul>
2. Develop service and support systems that ensure equal career development for women and men	<b>More users of service systems that ensure gender equality in career development</b>	<ul style="list-style-type: none"> <li>• Preparing financial sustainability and support studies for services that improve the quality of life and work (e.g., on-campus nursery school, care services for children and elderly family members, domestic help services, summer camps and content for children during summer schools or academic conferences, and the like)</li> <li>• Generating guidelines on how university constituents should support parents with children in preschool or lower elementary school, those with family members with disabilities, and those caring for elderly family members</li> <li>• Ensuring that there are nursing spaces on the Campus and at each faculty, as well as supervised spaces where employees' and students' children can temporarily stay (playrooms, classrooms for younger children, and the like)</li> <li>• Ensuring that men taking maternity or parental leave are provided with necessary information and support</li> <li>• Introducing a transparent system for rewarding excellence and organizing promotions for non-teaching staff</li> <li>• Monitoring and analyzing entrepreneurial intentions of male and female students and providing support to female students in entrepreneurial ventures</li> </ul>	<ul style="list-style-type: none"> <li>• University Gender Equality Committee</li> <li>• University Centre for Women's Studies/ Gender Equality Lab</li> <li>• Human Resources Office</li> <li>• University Counselling Centre – Career Office</li> <li>• Student Council</li> <li>• Centre for Studies Expert Council</li> <li>• Constituents</li> </ul>	<ul style="list-style-type: none"> <li>• Rector</li> <li>• Secretary-general</li> <li>• Vice-rector for finance and business</li> <li>• deans, heads of departments, directors</li> </ul>
3. Reduce income inequality between men and women	<b>Improved gender equality in wages</b>	<ul style="list-style-type: none"> <li>• Collecting data on gender equality in wages and income (discretionary income, service contracts, author fees, stimulations, etc.) and including them in the annual report</li> <li>• Developing action plans to increase gender equality in income for equal work</li> <li>• Developing transparent and gender-sensitive practices to ensure paid overtime work to reduce invisible work</li> </ul>	<ul style="list-style-type: none"> <li>• University Gender Equality Committee</li> <li>• University Centre for Women's Studies/ Gender Equality Lab</li> <li>• Office for Institutional Research</li> <li>• Centre for Finance and Accounting</li> </ul>	<ul style="list-style-type: none"> <li>• Rector</li> <li>• Vice-rector for finance and business</li> <li>• Senate - deans, heads of departments, directors</li> </ul>



<p>4. Ensure that the University of Rijeka is a “safe place” free from sexual harassment and discrimination</p>	<p><b>Promoting good practices to encourage open speech and reduce instances of sexual and gender-based harassment and discrimination</b></p>	<ul style="list-style-type: none"> <li>• Generating policies/press releases on the University’s stance that all types of sexual harassment are reprehensible</li> <li>• Introducing a holistic protocol for reporting and acting upon cases of sexual harassment and violence and preventing secondary victimization</li> <li>• Ensuring psychological support is provided to victims of sexual harassment</li> <li>• Creating educational programs/materials to raise awareness of bias and combat sexist language and hate speech</li> <li>• Creating annual action plans and programs to raise awareness of gender-based violence</li> </ul>	<ul style="list-style-type: none"> <li>• University Gender Equality Committee</li> <li>• University Centre for Women’s Studies/ Gender Equality Lab</li> <li>• Council of Honour and Ethics Committees at constituents</li> <li>• Student Ombudsman</li> <li>• University Counselling Centre</li> <li>• Constituents</li> </ul>	<ul style="list-style-type: none"> <li>• Rector</li> <li>• vice-rectors</li> <li>• Senate – deans, heads of departments, directors</li> </ul>
<p>5. Support practices of diversity and inclusivity regardless of sexual orientation and identification</p>	<p><b>Additional institutional policies and practices to strengthen gender diversity and inclusivity</b></p>	<ul style="list-style-type: none"> <li>• Generating policies/press releases on the University’s stance that all forms of discrimination on the basis of sex and/or gender are reprehensible</li> <li>• Building a network of allies with community stakeholders to support staff and students</li> <li>• Establishing empowerment and support systems for employees and students regardless of their gender orientation or identification</li> <li>• Creating annual action plans and programs to raise awareness of gender diversity and inclusivity (consistent with the YUFE Strategy of Diversity and Inclusivity)</li> </ul>	<ul style="list-style-type: none"> <li>• University Gender Equality Committee</li> <li>• University Centre for Women’s Studies/ Gender Equality Lab</li> <li>• YUFE Diversity &amp; Inclusivity Ambassadors</li> <li>• Student Council</li> <li>• Constituents</li> </ul>	<ul style="list-style-type: none"> <li>• Rector</li> <li>• vice-rectors</li> <li>• Senate – deans, heads of departments, directors</li> </ul>

**UNIRI Gender Equality Plan adheres to strategic national, institutional as well as European and global strategies and tracking policies and criteria:**

- Constitution of Republic of Croatia (art. 3)
- Republic of Croatia's Science, Education, and Technology Strategy
- Republic of Croatia's National Plan for Combating Discrimination 2017 – 2022
- Republic of Croatia's National Development Strategy until 2030
- University of Rijeka's Strategy 2021 – 2025
- University of Rijeka Code of Ethics
- YUFE Diversity and Inclusivity Strategy
- YERUN Strategic Plan 2021 - 2025
- EU - Gender Equality Strategy 2020 – 2025
- EU Directive 2019/1158 on work-life balance for parents and careers
- 2015 Report of the Committee on Women's Rights and Gender Equality on women's careers in science and universities, and glass ceilings encountered
- Council of Europe - Gender Equality Strategy 2018 – 2023
- Council of Europe Convention on preventing and combating violence against women and domestic violence i.e. *the Istanbul Convention*
- ILO Violence and Harassment Convention, 2019 (Convention No. 190), Recommendation No. 206 - the elimination of violence and harassment in the world of work
- Universal Declaration of Human Rights and both International Covenants on Human Rights
- The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), 1979
- 2015 CEDAW Recommendations to Croatia (CEDAW/C/HRV/CO/4-5)
- 1995 Beijing Declaration and Platform for Action
- United Nations Sustainable Development Goals (*Goal 5: Gender Equality, Goal 8: Decent Work and Economic Growth, Goal 10: Reduced Inequalities*)
- European Institute for Gender Equality (Gender Equality Index, GEAR Tool)
- European Charter for Researchers and Code of Conduct for the recruitment of researchers
- Human Resources Strategy for Researchers (HRS4R)
- Horizon Europe Program (2021-2027)
- World Economic Forum's Global Gender Gap Report 2021



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