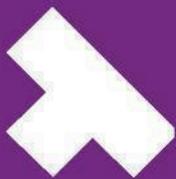




# Redesigning Equality and Scientific Excellence Together



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

## Consortium partners





Redesigning  
Equality and  
Scientific  
Excellence  
Together

# **D1.4**

## **Fine-Tuned GEPs 2.0**



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Excellence  
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## Abbreviations

<b>AUTH</b>	Aristotle University of Thessaloniki
<b>EC</b>	European Commission
<b>EU</b>	European Union
<b>GE</b>	Gender Equality
<b>GEAR</b>	Gender Equality in Academia and Research
<b>GEB</b>	Gender Equality Board
<b>GEC</b>	Gender Equality Council
<b>GEP</b>	Gender Equality Plan
<b>HEI</b>	Higher Education Institutions
<b>RESET</b>	Redesigning Equality and Scientific Excellence Together
<b>UBx</b>	University of Bordeaux
<b>UL</b>	University of Lodz
<b>U.Porto</b>	University of Porto

## Executive Summary

This deliverable outlines the process undertaken by the four RESET implementing partners in the development of their second Gender Equality Plan (GEP). After the major milestone of designing and adopting their first GEP, and holding to a codesing and intersectional approach, the Aristotle University of Thessaloniki, the University of Bordeaux, the University of Lodz and the University of Porto sought to address gender inequality more holistically by factoring in dimensions that were left partly unaddressed in the first GEP. These notably include the intersections of gender with other axes of identity and/or discrimination grounds, such as race or ethnicity, age, disability, and socio-economic status; the inclusion of actions directed to students and the capitalization on existing tools and resources - such as the language and communication toolkit; the “catch me if you can” game; the Gender Impact Assessment (GIA) guidelines or the gender and diversity toolkit. In this document we summarise the process of GEP 1.0 implementation and of GEP 2.0 design.

GEPs 2.0 have been elaborated upon the successes and challenges encountered during the implementation of the first GEPs and informed by an extensive survey collected from staff and students across the institutions on their knowledge and assessment of GEPs 1.0. These sources of information provided crucial insights into the lived experiences of underrepresented groups and highlighted areas in which the initial GEPs had been less effective. The ongoing monitoring and evaluation of the first GEP implementation, whether carried out at partners’ level or at consortium level by RESET’s independent evaluator Sciences Po, also played a pivotal role, allowing the institutions to refine their strategies and target specific gaps in policy and practice.

The four RESET second generation GEPs maintain their full alignment with Horizon Europe requirements while reflecting a unique and locally tailored approach to gender equality. Although all GEPs share a commitment to promoting gender equality, diversity, and inclusivity, they were shaped by the distinct cultural and institutional priorities of each university.

This deliverable summarises and demonstrates RESET universities commitment not only to address immediate institutional needs but also to lay the foundation for sustainable, long-term cultural change, ensuring that gender equality and inclusivity remain integral to the future of these four academic environments.



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## 1. Gender Equality Plan (GEP) 1.0 Implementation

To help the reader navigate GEP 2.0 content, we start this deliverable by looking briefly into the GEP 1.0 implementation process, undertaken during two and half years. This process is more extensively covered in D2.3 *Interim Monitoring Report* and in D2.5 *Final Evaluation report*.

RESET's four implementing partners - **Aristotle University of Thessaloniki, University of Bordeaux, University of Lodz and University of Porto** - have achieved the European Commission (EC) basic standards regarding GEP design and endorsement, meaning reaching GEP visibility, assigning resources to GEP actions, fostering data collection and monitoring processes and fostering capacity building and training sessions.

To effectively implement and improve the GEP process, we undertook specific efforts. We **ensured visibility** through our website, developed targeted official sessions presenting GEP, and tailored key messages to stakeholders (e.g. Zero tolerance to discrimination or the importance of mainstreaming GE). We **maintained effective internal communication** through regular meetings and training sessions with key stakeholders and top management. We also **identified and articulated synergies** between each partner GEPs actions and RESET's work packages activities (e.g. WP4 for developing local training actions or WP7 GIA checklist for specific work with researchers and laboratories). Another building block for GEP action was the **evaluation and monitoring of** its progress allowing for the identification of gaps and subsequent adjustments to implementation. As mentioned above, the external evaluator (WP2) follow up, pointing out windows of opportunity and detailed forecasts (D2.3) has also been important to all the implementation process.

It is also important to highlight that key principles of RESET - **co-design and intersectionality** - were instrumental to the success of GEP1.0 implementation and GEP 2.0 design. In line, the debate on **scientific excellence and gender equality** was structural for the implementation, resulting in an updated version of the *joint statement* (D6.5) which includes suggestions of specific indicators to be followed-up, and highlights of actions, to ensure sustainability, in following years.

With a view to greater institutionalisation, partners intertwined their GEPs with local universities' strategic documents, to have more impactful actions and more sustainable changes. Indeed, this strategy at a governance level allowed for anchoring gender equality principles within the routines and practices of the whole university, increasing its endorsement. By addressing these factors, we were able to **successfully implement and improve** the GEP process, contributing to our goals of promoting gender equality and equity within our institutions. Next, we will detail the specific features of each partner's GEP 1.0 implementation.



## 1.1 University of Bordeaux

The University of Bordeaux has made substantial progress in implementing its Gender Equality Plan (GEP), with a focus on persistent actions and continuous improvement. Since the launch of GEP 1.0, the University has achieved several key milestones.

The University of Bordeaux strategically selected long-term actions for its GEP implementation, laying a solid foundation. To raise awareness and promote gender equality, the University organised a top management event and created a game. Close collaboration with laboratories led to awareness-raising activities and advancements in the Gender Impact Assessment (GIA) tool design.

Despite encountering challenges such as intersectional data collection (due to restrictions posed by national law), lack of participation to certain training sessions, and mobilising researchers in the integration of gender into research, the GEP at the University of Bordeaux has generated significant interest from the University community.

In total, from the 67 measures of the GEP, 61 were accomplished which denotes the great effort of all team members. Looking at the main topics, all areas were extensively and evenly covered:

- Recruitment, retention, career progression including the availability of family-friendly policies: 15 actions completed out of 17;
- Leadership and decision-making: 19 actions completed out of 20;
- Gender dimension in research and knowledge transfer: 15 actions completed out of 16;
- Gender biases and stereotypes, sexism and sexual harassment: 12 actions completed out of 14

Alongside, the RESET team has received numerous requests regarding gender equality issues, highlighting the need for capacity building and sustainable actions.

Recognizing the importance of long-term impact, the University of Bordeaux has taken steps to ensure the sustainability of its GEP implementation, including participating in the local Committee for Societal and Environmental Transitions, and the creation of two positions dedicated to the implementation and follow-up of the gender equality policy, one for on the side of human resources and the other one on the side of students. The University is committed to ongoing evaluation and refinement of its GEP to address emerging challenges and capitalise on opportunities (see <https://www.u-bordeaux.fr/en/about-us/our-commitments/equality-diversity-and-respect>).



Overall, the University of Bordeaux's GEP implementation demonstrates a commitment to creating a more inclusive and equitable environment. By addressing key challenges, building on successes, and adopting a sustainable approach, the University is well-positioned to continue its progress towards achieving gender equality.

## 1.2 Aristotle University of Thessaloniki

Aristotle University of Thessaloniki began its Gender Equality Plan (GEP) implementation in September 2022, initially focusing on GEP presentation, dissemination, and communication actions. However, the process faced early resistance, particularly for actions outside the direct responsibility of the RESET local team. Engaging key stakeholders proved challenging, as their commitment was not immediately clear.

The implementation period was marked by frequent changes in GE committees and Rectoral teams, which contributed to uncertainty and hindered consistent progress. For several months in 2023, there was no active GE Committee - although its designation is a legal duty in Greece -, nor a Rectoral Team in place due to a long and juridically contentious election process under a new legislation. This created additional challenges: the absence of a stable leadership complicated the process of establishing a Gender Equality Office in the university, as a unit dedicated to GEP implementation and granted with appropriate resources. This has thus been established as a priority for GEP 2.0, also leveraging on the mandate of the Greek national law on institutionalising such an office in public HEIs.

Due to the changing landscape, GEP 1.0 implementation primarily relied on actions led by the RESET team, such as awareness-raising activities and dissemination of RESET tools (e.g. GIA checklist and corresponding training). More structural actions were less consistently implemented. Some former GE Committee members remained active after their term expired, and highly contributed to the implementation of a few structural actions which relate to surveys on GBV, official support to LGBTQIA+ groups, and integration of the gender dimension in university courses (e.g. Gender and Space, in the School of Architecture). Other structural actions of GEP 1.0 have been refined and included in GEP 2.0 for future execution.

Overall, the GEP implementation at AUTH has faced challenges related to stakeholder engagement, leadership changes, and the scope of actions. While the RESET team has played a crucial role, the implementation has been hindered by factors beyond their control. Important achievements refer to existence of a bigger awareness and sensitisation on gender issues, and the creation of new actor coalitions for driving GEP implementation forward in the future (e.g. collaborations between the GE Committees of individual schools and faculties). As importantly, GEP 2.0 design took on board the



lessons learnt from GEP 1.0 limited impact, preparing the ground for the GE Committee, formally appointed in July 2024 and in official capacities by September 2024, to take over GEP implementation.

### 1.3 University of Lodz

The University of Lodz's GEP 1.0 implementation faced challenges due to political situation, lack of sustainable support of the top management, data collection difficulties, and mixed communication signals.

Poland presents a unique challenge for gender equality initiatives compared to other RESET countries. The nation experienced a strong anti-feminist backlash, which led us to anticipate paths for implementing GEP actions and promote gender equality. Feminist ideas are often dismissed as ideological, and traditional gender roles are reinforced. Also, historically, gender equality in research and higher education has not been a priority for Polish authorities, with the exception of initiatives funded by the European Union. National funding agencies do not impose gender equality requirements on research grant applicants. However, a recent initiative by the National Centre for Science aims to identify barriers to research funding for both men and women and develop strategies to promote equal access.

In this context, UL stands out as a success story. Despite these challenges, the university achieved significant milestones, including forming a dedicated implementation team, developing an anti-discrimination and anti-mobbing procedure, collecting gender-related research data, building a complete training portfolio, and conducting awareness-raising campaigns. Notwithstanding initial inertia from top management, it has proven to be increasingly more favourable to GE, especially after the last rectoral elections and appointments.

Therefore, out of 26 objectives in GEP 1.0, 5 were fully achieved, 13 are in progress, and 8 were not completed but will be carried forward into GEP 2.0 as it aims to build upon the successes of GEP 1.0 and address remaining challenges.

The University of Lodz's successful GEP implementation demonstrates a strong commitment to gender equality and diversity, fostered through collaboration, data-driven decision making, and practical measures. UL had also made progress in data gathering and monitoring, established a team for GEP implementation, and engaged in dissemination activities. By building upon the achievements of GEP 1.0, the University can further advance gender equality and create a more inclusive campus environment.

## 1.4 University of Porto

The University of Porto has made significant progress in implementing its GEP, successfully completing most proposed measures and fostering collaboration with various stakeholders. However, challenges persisted in engaging individuals with leadership and structural changes, and the GEP survey has yielded limited informative data. Additionally, the local RESET team has faced difficulties in effectively disseminating GEP information.

To ensure effective monitoring and progress evaluation, the University has worked to improve its data tracking system and explore ways to enhance its effectiveness in disseminating GEP information and engaging stakeholders. As a result, a new portal with gender disaggregated data is now available to the U.Porto community<sup>1</sup>. U.Porto has also actively sought strategies to overcome resistance to change and encourage broader participation in GEP initiatives. U.Porto also profited from national level complementary actions such as the call of the Science and Technology Ministry to Rectors on the urgency of implementing Harassment and Discrimination procedure. As a consequence, and in line with the efforts of the local RESET team, U.Porto developed a secure reporting mechanism for these situations and put forward a commission to assess and screen the complaints. Other tools that are now available to the U.Porto community relate to the adaptation to Portuguese language of RESET's language and communication tool and of the Gender Impact Assessment, which is currently being digitalised also at local level. U.Porto's GEP has therefore strongly benefited from the resources and tools developed within RESET.

Overall, U.Porto had achieved most of the proposed measures despite having faced challenges with leadership and cultural change. From the 60 measures, 46 were completed, 14 are ongoing (from which 7 will be concluded until December 2024; 3 were reframed to include GEP 2.0 and only 4 will not be achieved).

Looking ahead, U.Porto is committed to completing the remaining GEP measures, particularly those related to leadership and culture change. Currently, GEBs are being integrated in the official composition of the U.Porto structure and the University is committed to keep gender data collection active to identify trends and areas for improvement, and ensure the long-term sustainability of its GEP initiatives. Gender training is also included in the training plan of the university, thus ensuring the sustainability of the initiated actions. Moreover, U.Porto is actively participating in knowledge-sharing activities with other Universities, namely those from the EUGLOH European Alliance and other organisations to learn from best practices and contribute to broader efforts in gender equality.

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<sup>1</sup>The new portal can be accessed here (requires U.Porto user authentication):  
[https://www.up.pt/indicadores/report/recursos\\_humanos\\_agg/lgualdade%20de%20G%C3%A9nero%20em%20N%C3%BAmoros](https://www.up.pt/indicadores/report/recursos_humanos_agg/lgualdade%20de%20G%C3%A9nero%20em%20N%C3%BAmoros)

Overall, U.Porto has made significant strides in GEP implementation, but ongoing challenges and opportunities require sustained attention. By addressing these challenges and leveraging opportunities, the University can further advance gender equality and create a more inclusive and equitable campus environment.

All local GEPs are embedded in distinct organisational and socio-political contexts. It is evident that while in UBx a set of legislation and recommendations on the topic of gender equality have been in place for some time (e.g. in France, since 2012 law encourages parity, in 2013 law requires GE officers in all Universities, and since 2019 - it is mandatory to have an Action Plan for Gender occupational equality), in other contexts, impactful legislations are more recent. In U.Porto, for instance, it is only from 2022 that it is mandatory to have a harassment combat strategy in every University, as for UL these facilitators are still overall less concrete as detailed in each local GEPs compilations (section 6 of this document).

This more or less facilitative context also shapes the type of measures that each partner first GEP emphasised. While UBx already had a Gender Equality Office, U.Porto and AUTH have strived to accomplish that during GEP 1.0, and in its absence, both partners strived to institutionalise their Gender Equality Committees/Boards. UL started the GEP 1.0 implementation in a more adverse context, but the strong commitment of the RESET team together with recent socio-political changes boosted GEP implementation and expanded its impact.

In sum, while the absence of systematised gender-disaggregated data and the hierarchical, bureaucratic nature of the institutions posed significant challenges, the presence of supportive and committed staff, coupled with the impetus provided by the European Commission, ultimately contributed to the successful implementation of the GEPs 1.0. Overall GEPs' implementation was very effective in defining structural and foundational systems for gender equality in the partner universities. The careful monitoring process devised allowed partners to identify gaps in terms of GEP coverage and implementation that were taken into account in the design of GEP 2.0. This design was furthermore fed with the outputs of a thorough co-design process and with data inputs deriving from survey 2.0 and other sources.



## 2. RESET Gender Equality Plans 2.0 - the Process

All Gender Equality Plans developed under the RESET project comply with the requirements and recommendations of Horizon Europe, in terms of both process and content (European Commission, 2021)<sup>2</sup>. The development process was oriented by the GEAR tool<sup>3</sup>, embracing an intersectional approach and a co-design methodology, the two main concepts that embody the entire project.

Unlike the first gender equality plans, the four universities can now capitalise on the experience of GEP 1.0 implementation to develop GEPs 2.0. Moreover, the design of this new plan occurred while the first plan is still ongoing, which keeps the articulation with leadership, services, and academic community very present. The better command of the context of each partner institution acquired throughout the project, was also more evident at the level of the consortium. Therefore, in order to address each institution's needs, ensuring that GEP 2.0 is as tailored as possible to each institution's reality, each partner defined the type of stakeholders to be enrolled in the co-design approach and the targets of the survey. Another important source for refining GEPs derived also from the precise recommendations of the D2.3 - *Interim Monitoring Report*.

These experiences informed the ongoing GEP 1.0 implementation, helped devise the survey of the new data collection and were the bases for the GEP 2.0 itself.

On this matter, we illustrate the steps upon which all GEPs are based, summarising the main actions and common stakeholders enrolled into the co-design approach followed throughout this process (Figure 1).

The audit and setting up processes are detailed in the sub-sections *2.1 Data collection*, and *2.2 Defining actions, setting up and validating GEPs*.

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<sup>2</sup> European Commission, Directorate-General for Research and Innovation. (2021). *Horizon Europe guidance on gender equality plans*. <https://data.europa.eu/doi/10.2777/876509>

<sup>3</sup> Available at: <https://eige.europa.eu/gender-mainstreaming/toolkits/gear/step-step-guide>

### GEP Steps (GEAR tool)

#### Getting Started

From need to action  
Setting up the local RESET team  
Finding Support  
setting up the GEB  
engaging stakeholders

#### STEP 01

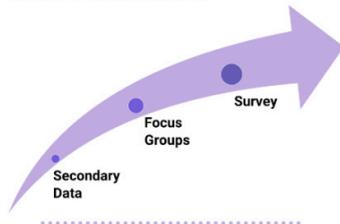


RESET local Team  
Gender Equality Board (GEB)  
Top-Management (endorsement)

### Participants

#### Audit

Collection of gender-disaggregated data guided by the thematic areas to be addressed



#### STEP 02

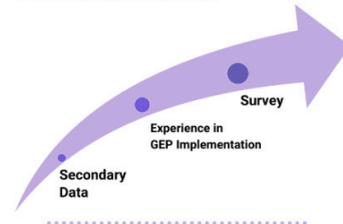
Top-leadership  
Teachers  
Researchers  
Staff  
Services from the universities



### GEP 2.0

#### Audit

Collection of gender-disaggregated data guided by the thematic areas to be addressed



#### STEP 02

#### Setting up

Involvement of stakeholders from various levels of the institutions  
Identifying priority actions  
Definition of SMART objectives and measures  
Identifying existing resources that facilitate the implementation of the GEP  
Involvement of the responsible participants in the operationalisation of the GEP's measures  
Approval and signature

#### STEP 03



Gender Equality Board (GEB)  
Rector and Vice-rectors  
University Administrator  
Board of Deans  
Management Board  
Legal Support Service  
Human Resources Service  
Research and Projects Office  
Communication and Image Office

#### Setting up

Involvement of stakeholders from various levels of the institutions  
Identifying priority actions  
Definition of SMART objectives and measures  
Identifying existing resources that facilitate the implementation of the GEP  
Involvement of the responsible participants in the operationalisation of the GEP's measures  
Approval and signature

#### STEP 03

#### Implementing

Presentation of GEP as a strategic document of the University  
Regular meetings between the implementation team and the persons/services assigned with responsibilities for the GEP's measures

#### STEP 04

Vice-rectors  
University Administrator  
Faculties Deans  
University Service  
Faculties Boards

#### STEP 04

#### Monitoring and Evaluating

Collect performance indicators  
Verification of measures implementation  
Preparation of the new version of the GEP

#### STEP 05

RESET local Team  
Gender Equality Board (GEB)  
Vice-rectors  
University Administration  
Board of Deans

#### STEP 05

#### What Comes After?

1. take into account the lessons learnt from previous experiences;
2. compare what other organisations have done or are currently doing (and adapt their measures and actions to own context);
3. continue to involve (new) stakeholders;
4. reflect on how to make your measures and actions sustainable.

#### STEP 06



RESET local Team  
Gender Equality Board (GEB)  
Top-Management (endorsement)

Co-design

Figure 1: Process for the GEPs development under the GEAR tool

## 2.1 Data collection

An audit process was once again developed, to prepare GEP 2.0. The four universities kept track of **secondary data** while accumulating knowledge and **information from the experience of implementing their first plans**. This process has endeavoured to go further than the previous one, capturing sources that are idiosyncratic to each institution, adapted to their context, their stakeholders and to the implementation of the planned measures.

Aiming for comparability between the four implementing universities, a survey was developed at the consortium level. Following recommendations of D2.3, this survey was now devised to be more focused on evaluating the implementation of the GEP 1.0, while at the same time informing the preparation of GEP 2.0. The survey aimed also to balance a comparative stance across partners while simultaneously allowing for tailored questions, aligned with each partner's needs. **Survey 2.0** was constituted by four main sections:

1. **Socio-demographic** characteristics - intended to describe respondents profile;
2. **General Impact of GEP** - common questions for all partners;
3. **Specific Impact** - tailored for each partner intended to access specific measures;
4. **Future GEP** - to collect topics of priority intervention, targets and measures suggestions.

The template for the survey, presented in ANNEX A, was then adapted and implemented by each institution, and disseminated through the most appropriate channels for each context. The most relevant timing and targets for each implementing university were also considered. In parallel, a template was created to report the data collected by each university. Table 1 summarises the survey implementation procedure.



**Table 1: Survey 2.0 implementation methodology**

	<b>UBx</b>	<b>AUTh</b>	<b>UL</b>	<b>U.Porto</b>
<b>Method</b>	Anonymous online questionnaire	Anonymous online questionnaire	Anonymous online questionnaire	Anonymous online questionnaire
<b>Targets</b>	All university personnel: teachers, researchers, teacher-researchers, staff, PhD students	All university staff categories: teachers, researchers, administrative personnel	All university personnel: teachers, researchers, teaching-researchers, staff members and PhD students	Two-profiles: a) All U.Porto workers, b) Stakeholders directly involved in GEP measure co-design/implementation
<b>Dissemination</b>	Email to all personnel and PhD students from the Gender Equality Officer	Email to dedicated lists via Rectorship & Vice-Rectorship	Emails from RESET coordination and Women's Studies Centre to units for internal distribution; some units disseminated directly	Questionnaire dissemination service (e-mail, 3 calls) GEB Research and Projects Service (e-mail )
<b>Start and end date</b>	October – November 23	February - March 24	January - February 24	November - January 24
<b>Number of Participants</b>	491	96	203	493

As evidenced in table 1, all partners ambioned the diverse groups that compose their Academia and used diverse mechanisms to disseminate the survey; nevertheless the response rates were quite distinct. This may be due to the different approaches to dissemination and also due to the social context of each university, especially in the case of AUTh where as mentioned frequent changes in GE committees and Rectoral teams occurred but also in UL that has had the election for Rector, precisely during the time of the data collection. These major changes at the top-management may have contributed to the lack of communication flow across the universities.

## 2.2 Data analyses

Each partner analysed their own data which was then summarised in four *Reports*, that informed the present section, and are presented in Annex B (Survey 2.0 Reports). Additionally, a comprehensive analysis of the combined data from all partners was conducted, including correlation and text analysis. The text analysis performed addressed the open-ended questions for which there was adequate data, employing both a word cloud visualisation and sentiment score analysis. Sentiment score analyses did not inform the GEP 2.0 codesign directly and therefore its details can be found in ANNEX C.



A master word cloud visualisation was generated for each university. For the creation of the master word cloud, the three most frequently used words from each open end question of the survey were identified and analysed. These key terms were then aggregated to represent the overall word frequency for each institution. More details on this process of data analyses can be found in D3.3 - *Report on RESET Data Collections and Analysis*.

## 2.3 Main Findings

On a broader scale, the text analysis using word cloud, suggests that **gender** and **equality** are now well disseminated everywhere, and are part of the university culture in all four institutions. A brief analysis shows that the word diversity only appears at the University of Bordeaux (Figure 2). Considering that diversity tends to follow equality, UBx already had two equality action plans before GEP 1.0, unlike the other three universities. As for AUTh (Figure 3), the call for action and information is more evident whereas in UL (Figure 4) there are more scattered ideas and words of resistance. Finally, U.Porto (Figure 5) presents the word cloud with fewer dominant words, suggesting that gender and equality are the crucial aspects for respondents.



Figure 2: UBx Master Word Cloud



Figure 3: AUTh Master Word Cloud



**Common Priorities:** Key themes for future action included work-life balance, addressing discrimination, and enhancing leadership support for gender equality initiatives.

On closer examination, it became evident that there were some differences between the four universities, as might have been anticipated.

## UBx

**General Impact:** The UBx survey highlights a significant lack of awareness regarding the GEP. Many respondents are unaware of the GEP's existence or its influence on the university's approach to gender equality and diversity. However, despite this lack of awareness, there's a generally positive attitude towards equality and diversity among the respondents. A small, but vocal, portion of the staff expresses resistance towards such initiatives

**Specific Impact:** Measures designed to address discrimination and gender-based violence, particularly the reporting unit and awareness-raising resources, are widely recognised and perceived as effective. However, actions focusing on particular personnel groups, like those returning from maternity leave or managers, are less well-known. There is a general sentiment that, while many of the GEP 1.0 actions are relevant, they primarily focus on awareness-raising and have limited practical impact on addressing occupational inequalities

**Future GEP:** Looking ahead, the future GEP at UBx will focus on enhancing visibility and implementing actions with a more concrete impact on workplace inequalities. Key areas for the future GEP include engaging men as allies, combatting discrimination, promoting work-life balance, facilitating recruitment and career advancement, and focusing on organisation and working hours.

## AUTH

**General Impact:** The survey conducted at AUTH reveals a mixed perception of the GEP's impact. Although the importance of gender equality and diversity is widely recognised, many believe that insufficient attention is dedicated to these matters. A considerable number of respondents, especially women, feel that the university needs to take more action to champion these values. Awareness of the GEP itself is uneven, with a significant proportion of respondents remaining unaware of its existence or influence.

**Specific Impact:** Certain GEP measures stand out as being both well-known and perceived as impactful. These include awareness campaigns, the establishment of a dedicated Gender Equality Office, and the implementation of reporting mechanisms.



Notably, mandatory quotas and accountability measures regarding gender disparities in hiring are also seen as effective but encounter practical challenges within the Greek public sector context. In contrast, measures aimed at integrating gender perspectives into research and teaching activities have lower recognition and are perceived as having less impact.

**Future GEP:** Looking ahead, the future GEP at AUTH aims to address the identified gaps. Key priorities include improving communication strategies, collecting comprehensive data, addressing discrimination, actively engaging men as allies, tackling gender-based violence, and promoting career progression. The target groups identified as crucial for the next GEP include top management, students, teachers, and middle management. There is a clear need to move beyond awareness-raising and implement more structural measures, especially regarding gender-inclusive language and career progression.

## UL

**General Impact:** The GEP at the University of Lodz is not widely recognised, and its impact on fostering awareness and sensitivity towards gender equality and social diversity has been limited. More than half of the respondents believe the GEP has had no significant effect on their awareness. Some attribute this to a perceived lack of clear support from university leadership and inadequate communication efforts.

**Specific Impact:** While training and workshops focused on gender equality and inclusive language are recognised by some, they are also sometimes viewed as superficial. Similarly, the anti-discrimination and anti-mobbing procedures are acknowledged. However, a significant number of respondents struggle to identify specific GEP initiatives, pointing to a potential gap in communication or awareness about the implemented actions.

**Future GEP:** The future GEP at UL aims to address the low visibility of the current plan and increase awareness among employees and students. The focus for the next GEP will be on priorities such as work-life balance, addressing discrimination, general policy, communication and inclusive language, and awareness-raising training. Teaching staff and top management are identified as the primary target groups.



## U.Porto

**General Impact:** At the University of Porto, there is a broad consensus on the importance of gender equality and diversity, with a majority of respondents agreeing that it is essential to continue promoting these values. However, opinions are split regarding the level of attention given to these issues, with many feeling it is insufficient. Notably, while the GEP is recognised for enhancing the university's focus on gender equality and diversity, its impact on personal awareness is less evident.

**Specific Impact:** Measures focused on work-family balance and reporting mechanisms for discrimination and violence are the most recognised and anticipated to be impactful. However, the inclusive language kit has garnered mixed responses, with a significant proportion perceiving it as ineffective. The survey reveals that a third of the participants directly involved in implementing the GEP encountered no obstacles in their efforts, while another third experienced some barriers, and the final third faced significant barriers.

**Future GEP:** The next GEP at U.Porto should prioritise actions related to work-life balance, combating discrimination, recruitment and career progression, and the university's general policy. Key areas identified include training and awareness-raising activities, data collection, and monitoring. The main target groups are top management, middle management, teachers, and students. The importance of addressing discrimination and harassment, improving reporting mechanisms, and making the GEP more visible is highlighted.

## 2.4 GEP 2.0 design, setting-up, validation and endorsement

The GEP actions were directly informed by the data collected and analysed during the assessment phase. This data highlighted areas where gender inequalities exist and helped prioritise actions to address these specific gaps. Analyses also emphasise the importance of considering how gender **intersects** with other social categories, such as race, ethnicity, disability, sexual orientation, and socioeconomic status, when it was possible to collect those data. This intersectional lens informed actions designed to address the specific needs and challenges faced by different groups within the university community.

**GEP design and set-up** was guided by a **co-design approach**, involving various **stakeholders** within the university community. This included Gender Equality Boards (GEBs) and other statutory GE structures, university leadership, faculty, staff, student representatives, and relevant administrative units. This co-design approach ensured that the defined actions were relevant, feasible, and reflected the diverse needs and perspectives of the university community, but it also facilitated the commitment of various stakeholders in implementing the actions. In essence, the process of setting up



the GEPs was not merely a top-down exercise but rather a collaborative and iterative process grounded in data analysis, intersectional awareness, and a commitment to creating a more inclusive and equitable environment for all members of the university community.

To ensure a common background to all partners, a GEP template aligned with the Horizon Europe requirements was codesigned at the consortium level (see section 6. *Local GEPs Compilation*). Nevertheless, the final version of local GEPs had some adjustments to adapt to the local contexts.

Finally, the GEPs underwent a **validation and approval process** involving key stakeholders such as GEBS, university authorities, trade unions representatives and other representatives from various departments and units. This collaborative approach ensured that the plans were aligned with the university's overall strategic goals and reflect the needs and perspectives of the community.

To facilitate comparison of each partner's process, Table 2 summarises key aspects related to co-design activities, as well as the setup and validation process for GEP 2.0.

**Table 2: Process of defining actions, setting up and validating GEPs**

	UBx	AUTh	UL	U.Porto
<b>Designing actions</b>				
<b>Co-design activities</b>	<p>Creation of a game for the co-design of GEP 2.0 actions with students and personnel - approx. 50 people in total. In the game, participants had to find ideas of actions to tackle several criteria of discrimination.</p> <p>Co-design session with HR and HRS4R services</p> <p>Meetings with different services involved in the GEP</p> <p>Survey analyses</p>	<p>Co-design sessions with GEB and Gender Equality Committees of the Faculties</p> <p>Survey analysis</p> <p>Consultation with top management</p>	<p>Co-design sessions with team for GEP implementation</p> <p>Data collection adjustments to the needs of GEP 2.0</p> <p>Co-design with GEB; meetings with different units responsible for actions in GEP 1.0 and GEP 2.0</p> <p>Analyses of survey and secondary data</p> <p>Consultation with the new Rectoral team and 2 chancellors (who started their term in 2024)</p> <p>Consultation with the newly appointed HR officer and head of the Academic Support Centre</p>	<p>GEB meetings</p> <p>Meetings with Vice-rectors</p> <p>Training sessions with staff, pedagogical and scientific councils, teachers, assisted by infographics</p> <p>Meetings with different services involved in the GEP</p> <p>Survey and secondary data analyses</p>

Setting up GEP				
<b>Stakeholders</b>	<p>Students (3 workshops with the game)</p> <p>GEB members (1 workshop with the game)</p> <p>Top management</p> <p>Personnel (e.g. referents for transitions, service for university life)</p> <p>Trade unions (they are represented in the boards where the GEP is presented and approved)</p>	<p>GEB and GEC members</p> <p>Top management</p> <p>Project team of other gender - related projects in the University</p>	<p>Communication Centre, Science Centre, IT Centre, International Office, UNIC representatives, Employees Affairs Unit, Academic Support Centre</p> <p>Top management (especially the new one)</p> <p>GEB members</p> <p>Trade unions</p> <p>Selected Deans and Vice-Deans</p> <p>Library Director (for publications, projects, etc. databases)</p> <p>Student and PhD units responsible for collecting data</p> <p>Student Union</p>	<p>GEB members</p> <p>Top Management</p> <p>Human Resources</p> <p>Research and Legal Support Services</p> <p>Communication Services</p>
<b>GEB involvement</b>	<p>GEB is composed of top and middle management, who are involved in the decision-making process linked with the GEP and are present in the boards where the GEP is voted. One session was dedicated to co-design GEP actions thanks to the use of a game.</p>	<p>Sessions on GEP 2.0 design and validation</p>	<p>One session dedicated to outline of what has to be done for GEP 2.0; meeting in May to further discuss GEP 2.0; mid-July: GEP draft open for consultations for GEB members</p>	<p>One session dedicated to GEP 2.0 design + One training session dedicated to GEP implementation and monitoring</p> <p>GEP open for additional inputs off-line upon consultation of each GEB member faculty board</p> <p>Session with GEB for final review of GEP 2.0</p>

Validation process				
	<p>The GEP was presented to the decision-making boards, composed of top-management members and trade union representatives. On September 20, it was adopted and signed by the administrative board. In parallel, the UBx team prepared a report on the implementation of the GEP 1.0 for the year 2023. Indeed, according to French law it is required to present the report yearly to the administrative board and to send it to the French Ministry for Higher Education and to the High Council for the Evaluation of Research and Higher Education. A final report will be presented in 2025 for the years 2022-2024 of GEP 1.0.</p> <p>GEP 2.0 will come into force in January, 2025</p>	<p>GEP 2.0 has been reviewed by the newly appointed GEC for feedback. Based on relevant consultations, their suggestions have been incorporated in the GEP 2.0 design.</p> <p>Approved on October 29 by the senate</p> <p>GEP 2.0 will come into force in November, 2024</p>	<p>GEP 2.0 has been consulted with various bodies: Gender Equality Board, the Team for GEP Implementation, Labour Unions ( 3 unions at UL), the new UL Chancellors, Student Union (see above for all involved units and stakeholders).</p> <p>October 14 - GEP signed by the Rector of the University of Lodz</p> <p>October 28 - GEP translated into Polish</p> <p>GEP 2.0 will come into force in January, 2025</p>	<p>GEP 2.0 consulted with GEB and key services - Human Resources; Student/Academic Office; Data and Information Office; Administration; Rectoral Team</p> <p>GEP was discussed in the Directors Board and signed by the Rector on October 8</p> <p>GEP 2.0 will come into force in January, 2025</p>

### 3. Priorities and Aims for GEP 2.0 Across the Four Universities

Although the four GEPs share common goals and principles, each institution approached these challenges differently based on their specific needs, priorities, and cultural frameworks. While all GEPs align with national and international gender equality standards, they also reflect their institutions' broader missions and strategic objectives. The following section delves into the commonalities across the GEP 2.0, and highlights the differences in their approach to gender equality, reflecting the unique priorities of each university. A comparative table will follow, summarising the key aspects of the GEPs, allowing for a clearer understanding of both the shared and distinct elements that shape these strategies. The GEP of each partner can be found in section 6: Local GEPs Compilation.

#### 3.1 Cross cutting aspects of RESET GEPs 2.0

All Gender Equality Plans developed under RESET emphasise a strong commitment to promoting gender equality, diversity, and inclusivity within their institutions. Each GEP aims to create a supportive and inclusive environment for all members of the academic community, addressing various forms of discrimination and promoting equal opportunities. **GEPs are integrated into the broader strategic objectives of the universities**, aligning with national and international guidelines and frameworks. Each plan outlines specific thematic areas and strategic priorities aimed at fostering gender equality and inclusivity.

The plans recognize the importance of addressing **gender equality through an intersectional lens**, considering multiple dimensions of diversity such as age, race, disability, and socioeconomic status, and do so in a much more structured way than what was possible in GEPs 1.0. In practice, this intersectional perspective is reflected on GEP's 2.0 space given to diversity issues even though they dialogue, in a constant struggle and balance, not to allow these to overcome and invisibilize the (gender) equality issues. Nevertheless, all GEPs emphasise the need for systemic and structural changes to promote gender equality, including policy development, institutional reforms, and capacity building, as each university highlights the importance of continuous monitoring, evaluation, and improvement of gender equality initiatives.

The shift from GEPs 1.0 to 2.0 highlights the increased emphasis on intersectionality, responding to growing awareness of how different forms of discrimination intersect. However, this development is not without challenges. The **integration of broader diversity issues risks diluting the focus on gender equality**. Practical concerns, such as the lifting of anonymity in smaller groups and legal limitations, also complicate intersectional data collection. For instance, the University of Bordeaux's GEP 2.0



considers intersectionality by incorporating policies for both gender equality and broader diversity concerns, such as the inclusion of people with disabilities and addressing multiple discrimination factors (gender, age, socioeconomic status). However, at the University of Lodz, efforts to mainstream intersectionality face challenges, as the predominance of women in certain sectors complicates data collection without breaching anonymity. These examples demonstrate the nuanced balance each institution seeks in advancing gender equality while incorporating broader diversity dimensions. While GEP 2.0 grants more space to diversity, efforts must ensure that these priorities coexist without overshadowing core gender equality goals, supported by continuous training and policy refinement.

Thus, we came across the understanding of how intersectionality is both a necessary and challenging aspect of GEPs 2.0 implementation across the universities.

### 3.2 Overview of idiosyncratic aspects of RESET GEPs 2.0

**UBx's** GEP is closely tied to the university's broader commitment to societal transition, emphasising social responsibility, inclusivity, and quality of life. Indeed, gender equality is integrated in the transitions policy at the UBx, and a Roadmap for Environmental and Societal transitions has been voted - which includes the main actions of GEP 2.0. UBx also strives to be a benchmark institution in France and Europe regarding societal transition, with its achievements recognized through the Sustainable Development and Societal Responsibility label (DD&RS - *Développement durable et responsabilité sociétale*). In addition, drawing on the D2.3 - *Interim Monitoring Report's* mention to strengthen implementation of GEP using internal capacities and resources, UBx's GEP 2.0 focuses heavily on creating a shared culture of equality, with a strong emphasis on anti-discrimination policies and promoting social inclusion. It is not only directed at the community of personnel, but also to students. UBx GEP stands on three main pillars: anti-discrimination policy, gender equality and promotion of diversity. UBx has established a robust institutional framework for GE, incorporating key departments, including the Committee for Gender Equality and Human Resources. Aligned with Horizon Europe's focus on a strategic, systematic, and sustainable approach, Bordeaux goes further by engaging the entire university community in interactive workshops, such as the "Pyramids of Equality." These workshops actively involve staff and students in diagnosing and addressing discrimination, fostering a participatory culture. Additionally, Bordeaux's extensive online reporting and multimedia campaigns on work-life balance are innovative steps, expanding gender equality efforts beyond traditional measures to create a deeply inclusive institutional environment.

The updated **AUTh** GEP seeks to find a balance between awareness-raising/ capacity building and structural measures. The goal is to foster changes both in organisational culture and organisational processes, and highly enable transformation through a



combination of top-down and bottom-up initiatives. Integrating the proposals of D2.3 *Interim Monitoring Report*, stakeholder's engagement in GEP implementation is now more clearly defined in GEP 2.0, so as to facilitate their mobilisation and in-between cooperation. This is done through a) assigning coordinator in each action who will be responsible for initiating the implementation of the action and key stakeholders that will support the implementation, b) dedicated measures that aim at implementing activities to facilitate awareness, mobilisation and cooperation. The same clarification applies to the establishment of a digital mechanism for GEP monitoring and evaluation. An intersectional lens is more prominent, for instance with additional and concrete measures addressing LGBTQIA+ groups. Finally, to ensure RESET sustainability after its completion, training activities included in GEP 2.0 to increase human resources expertise on the topics will extensively use RESET outputs and tools. In terms of new institutional mechanisms for gender and diversity and going beyond the Horizon Europe framework program, it is expected that a Gender Equality Office will be established funded by national resources.

**UL's** GEP builds on the experiences and lessons learned from GEP 1.0, aiming to further promote, mainstream, monitor, and evaluate gender equality by broadening the scope and focusing on inclusivity and diversity. This plan emphasises engaging all levels of university management and strategic units, as well as including the voices of all academic groups in the implementation process. Responding very positively to D2.3, UL has now reinforced stakeholders networks, strong training and capacity building initiatives undergoing and secured leadership commitment to GE, inclusivity and diversity. UL places a strong emphasis on applying an intersectional approach to address gender-based discrimination, considering various social categories. At UL, GEP 2.0 implements a comprehensive, intersectional approach that considers gender alongside other identity dimensions, such as disability and socioeconomic status, which exceeds the Horizon Europe framework's basic guidelines. In setting up a Gender Equality Board and appointing a Plenipotentiary for Diversity Management, Lodz created dedicated leadership roles to steer gender and diversity efforts. Furthermore, UL's GEP 2.0 emphasises outreach to the broader community, extending the university's influence beyond campus to promote gender equality and inclusivity in local, non-academic spheres, a commitment that strengthens their societal impact.

**U.Porto's** GEP aligns with the guidelines defined in the Horizon Europe framework program, emphasising a strategic, structural, systematic, and sustainable approach. However, U.Porto goes further with a decentralised, tailored strategy for each academic unit. This allows specific departments to address their unique gender equality needs. U.Porto has also introduced a self-monitoring tool for anti-discrimination practices, promoting accountability across the institution. Additionally, U.Porto's continuous effort to secure the HRS4R label for human resource excellence demonstrates a commitment to surpassing standard GEP requirements, highlighting an advanced



dedication to high HR standards within its gender equality initiatives. The U.Porto plan has followed - as suggested by the internal evaluator on D2.3 - a co-design methodology, as it is drawn on GEP 1.0 impact data collected at the survey and developed collaboratively with input from the Gender Equality Board and various university departments, ensuring it addresses the specific needs and challenges identified by stakeholders. U.Porto features Specific Measures for Organic Units in Area F, allowing tailored gender equality initiatives for each faculty while aligning with the plan's overall mission and aims. The faculties proposed specific actions to be focused on leadership, decision-making, and organisational culture. Their actions include capacity building, process improvements, and data monitoring, supporting a unified, inclusive policy against discrimination across the university.

For a better understanding, table 3 is provided to summarise the key aspects of each plan.

**Table 3: Key aspects of the four GEPs**

	<b>UBx</b>	<b>AUTh</b>	<b>UL</b>	<b>U.Porto</b>
<b>Time span</b>	2025-2027	2024-2027	2025-2027	2025-2028
<b>Commitment</b>	UBx drives societal transition and takes responsibility for fostering social change. It promotes anti-discrimination, ensures gender equality, and advances diversity in all areas of the university community	AUTh transforms both its organisational culture and its structures and processes to foster a more inclusive and equitable environment	UL promotes, mainstreams, monitors, and evaluates gender equality, broadening its focus to ensure inclusivity and diversity across all its initiatives	U.Porto fosters a pluralistic and inclusive environment, and it takes firm actions to condemn and address discrimination and harassment
<b>Institutional Efforts</b>	Dedicated Disability Master Plan, focus on societal and environmental transitions	Institutionalisation of a Gender Equality Office, institutionalisation of a robust mechanism for monitoring-evaluation	Appointment of a Rector's Representative for Equal Treatment, institutionalisation of the Gender Equality Board, planned unit for social responsibility of the university with a strong equality section, including the team on WLB, tight cooperation with the Academic Support Centre	Institutionalisation of the Gender Equality Board, strong alignment with strategic goals of Horizon Europe
<b>Distinctive Features</b>	Anti-discrimination policy, inclusion of diversity	Prominent intersectional lens, clear definition of stakeholder tasks and involvement, continuation of GEP 1.0	Strong intersectionality approach, continuation from GEP 1.0	Co-design methodology, introduction of the Glass Ceiling Index Specific actions proposed by different faculties
<b>Strategic Integration</b>	Aligned with societal transition roadmap and	Aligned with Horizon Europe Framework;	Aligned with UL's Strategy (2021-2030)	Aligned with both national strategies such

	UBx	AUTH	UL	U.Porto
	<p>Sustainable Development &amp; Social Responsibility (DD&amp;RS) label</p> <p>Aligned with Horizon Europe Framework and with the French law on gender occupational equality</p>	<p>Integration of GEP principles and gender mainstreaming in AUTH's Strategic Plan and Research Code of Conduct.</p>	<p>and the EU Charter for Researchers</p>	<p>as Portugal + Igual and European Union's frameworks such as Horizon Europe program and strategic European objectives</p>
<b>Focus Areas</b>	<p>Social responsibility, workplace equality, combating discrimination, promoting diversity</p>	<p>Horizon Europe priority areas for GEPs, namely: inclusive and gender-responsive environment; Gender mainstreaming in teaching and research; balanced gender representation in leadership and decision-making; gender equality recruitment and career progression; gender-based violence and harassment.</p>	<p>Recruitment, leadership, career progression, addressing biases and discrimination, communication and building awareness.</p>	<p>Leadership, recruitment, work-life balance, integration of gender in research</p>
<b>Recognition and Benchmarking</b>	<p>Recognized as a benchmark for diversity in France and Europe</p>	<p>Aligned with EU mandates and national legislation</p>	<p>Built upon GEP 1.0 achievements and RESET project</p>	<p>Alignment with European frameworks and national strategies</p>
<b>Intersectional Approach</b>	<p>Emphasis on diversity, inclusion of LGBTQIA+ people. In line with the Disability Master Plan of the university</p>	<p>Strong emphasis on individuals and groups of various gender identities, and LGBTQIIA+ groups.</p>	<p>Strong focus on gender, age, disability, and socio-economic background</p>	<p>Intersectional, collaborative approach with active engagement of marginalised groups</p>
<b>Engagement</b>	<p>Fostering a shared culture of equality and diversity within the academic community</p>	<p>Inclusion and engagement of various stakeholder groups, encouragement of both centralised and decentralised action, more clearly defined responsibilities for stakeholder groups involved</p>	<p>Involves all levels of management and engages academic and non-academic staff</p>	<p>Collaborative co-design process, involving all stakeholders, including students and staff</p>
<b>Monitoring and Evaluation</b>	<p>Systematic data collection, introduction of Gender Impact Assessment tools</p>	<p>Updated goals for a digital mechanism monitoring and evaluating GEPs, and concrete outputs</p>	<p>Continuous data gathering, revised and improved indicators for monitoring</p>	<p>Systematic data collection - U.Porto Gender Indicators Portal -, introduction of Gender Impact Assessment tools</p>

### 3.3 Key aspects of the four GEPs

#### 1. Commitment

UBx GEP emphasises its commitment to **societal transition and social responsibility**, particularly focusing on creating an inclusive and diverse university environment. UBx integrates this commitment with a broader institutional goal of societal change, prioritising workplace equality and the university's ability to contribute to societal transitions through equality and inclusion measures. AUTh is committed to continue and expand its first GEP, systematically enhancing the efforts for equality, inclusion, and organisational change. GEP 2.0 especially addresses and **fosters changes both in terms of organisational culture and organisational processes/structures**, viewing them as mutually dependent and reinforcing. The focus is on **escalating existent efforts** to engage the entire academic community, address local needs and EU aspirations for gender equality in the ERA. Therefore, a balance between awareness-raising, capacity-building, and structural measures was included. UL is committed to **promoting, mainstreaming, monitoring, and evaluating gender equality, diversity and inclusivity** across the academic community. UL GEP 2.0 reflects a robust commitment to continue building on its first GEP, seeking to create a gender-sensitive academic environment. The university frames gender equality as a critical aspect of its institutional development, grounded in social responsibility. At U.Porto, the commitment lies in creating a **pluralistic and inclusive environment** that actively condemns any form of discrimination or harassment. U.Porto's GEP focuses on fostering equality and inclusivity throughout the academic community by addressing systemic issues like gender-based violence and promoting fairness in career progression.

#### 2. Institutional Efforts

UBx's GEP stands out with its **Disability Master Plan** and its integration of gender equality into broader **societal transition initiatives**. The university focuses heavily on creating a socially responsible institution that addresses a wide range of equity issues, including disability. AUTh will establish and institutionalise a **Gender Equality Office**, functioning as a university unit dedicated to the GEP (e.g. GEP implementation, monitoring etc.). The **digital mechanism** evaluating the GEP will also showcase updated versions of a detailed gender map, which facilitates future benchmarking and context-based decisions. One of the unique features of UL's GEP is the appointment of a **Rector's Representative for Equal Treatment**, a position that oversees the implementation and success of the GEP. This role is integral to ensuring that the university's gender equality policies are enforced effectively. The position will be backed up by the renewed Gender Equality Board and a unit for social responsibility of



the university with a strong equality section. U.Porto has institutionalised a **Gender Equality Board**, which plays a central role in ensuring the successful implementation of its GEP. Additionally, U.Porto has introduced the **Glass Ceiling Index**<sup>4</sup> as a measurable tool to track gender imbalances in leadership positions.

### 3. Distinctive features

UBx's key elements include a comprehensive **anti-discrimination policy**, which is central to its gender equality strategy. The university promotes social inclusion through a variety of training and capacity-building initiatives, all aimed at fostering a culture of equality. AUTH adopts a **prominent intersectional lens**, enabling the GEP to inclusively address various groups and multi-layered inequalities. Among the groups experiencing intersecting inequalities, a big emphasis is on LGBTQIA+ groups. In addition, stakeholder engagement tasks and engagement are clearly defined, suggesting which university actors **coordinate the given GEP measures**, and which ones **support their implementation**, overall boosting their in-between collaboration. At UL, **intersectionality** is a core element, allowing the GEP to address multiple layers of discrimination, including gender, race, and socio-economic background. The plan focuses on maintaining momentum from GEP 1.0 while broadening its scope to address more diverse issues, including the experiences of marginalised groups. U.Porto integrates a **co-design methodology** into its GEP, which fosters collaboration among stakeholders. One unique feature of the U.Porto GEP is the introduction of the **Glass Ceiling Index** to monitor gender imbalances in leadership positions, thereby providing a measurable way to track progress.

### 4. Strategic Integration

UBx integrates its gender equality initiatives within its broader **societal transition roadmap**, aligning with France's legal framework and European guidelines such as the Horizon Europe framework. It has received recognition for its efforts, including the Sustainable Development & Social Responsibility (DD&RS) label, which further strengthens its institutional strategy for equality and diversity. AUTH GEP 2.0 sets concrete goals and measures for integrating the GEP and its principles in the **university's updated Strategic Plan**. Also, acknowledging the importance of gender dimension integration in research and the need to sustain RESET impact in this area, an additional goal refers to gender mainstreaming in the **institutional research policy and the Research Code of Conduct**. UL integrates gender equality as part of its **long-term institutional strategy**, connecting it to the university's broader strategic framework for

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<sup>4</sup> Peixoto-Freitas, J., Magalhães, S.I., & Matias, M. (2024) RESET: infografia U.Porto 2023. Available online at: <https://hdl.handle.net/10216/159913>



2021-2030. GEP 2.0 is designed to align with both national and European laws, particularly the EU Charter for Researchers, and it builds on the achievements of GEP 1.0. U.Porto aligns its gender equality plan with **Horizon Europe's framework**, ensuring that it meets the required conditions for EU research funding. It also adheres to broader European frameworks for gender equality and diversity in academia, ensuring that its GEP supports institutional sustainability goals. Additionally, initiatives are aligned with the university's strategic plan and GEPs actions are included in U.Porto's annual reports.

## 5. Focus Areas

All GEPs comprehensively cover the European Commission's recommended areas, including work-life balance, gender balance in leadership, career progression, integration of the gender dimension into research and teaching, and measures against gender-based violence, ensuring alignment with the EC's guidelines for promoting gender equality across all institutional levels. Nevertheless, partners defined specific focus areas to be prioritised.

UBx's GEP focuses on **social responsibility and workplace equality**, specifically targeting gender-based violence, anti-discrimination policies, promotion of diversity and inclusive work-life balance strategies. This reflects the university's dedication to promoting equity at all levels, from leadership to student participation. AUTh equally prioritised: Inclusive and gender-responsive environment; Gender mainstreaming in teaching and research; Balanced gender representation in leadership and decision-making positions; Gender equality in recruitment and career progression; Gender-based violence and harassment. While maintaining the same focus areas with GEP 1.0, **refinements** in corresponding measures and actions have taken place (**e.g. more specific measures, efforts to go beyond the gender binary**). GEP at UL prioritises **recruitment, leadership, and career progression** and addresses biases and stereotypes in academia. It also includes a strong focus on ensuring gender mainstreaming in research, thereby enhancing visibility for gender-related issues across disciplines; but also focusing on communication and on promoting GE and diversity as a means to embed GE issues in the academic community. U.Porto focuses on **leadership, recruitment, work-life balance**, and the **integration of gender into research** and teaching. It emphasises creating a gender-sensitive environment that supports individuals at all levels, particularly in recruitment and leadership positions, while also addressing cultural changes needed within the institution.



## 6. Recognition & Benchmarking

UBx is recognized as a **benchmark for gender diversity** in France and across Europe, particularly due to its achievements in promoting social responsibility and diversity. The university's DD&RS label enhances its reputation as a leader in gender equality. AUTH GEP is similarly aligned with the **Horizon Europe requirements and EU aspirations** for gender equality. Concurrently, it responds to **national legislation for gender equality**, such as the National Action Plan for Gender Equality (2021-2025), and the law on promoting gender equality and addressing gender-based violence (embedded provisions for tertiary education institutions). UL's GEP is built on the **experiences and successes of GEP 1.0**, which helped the university establish itself as a leader in gender equality within Poland. The GEP 2.0 aims to further solidify its position by continuing to implement evidence-based practices. U.Porto's GEP is strategically aligned with **European frameworks**, which allows it to maintain recognition for its commitment to gender equality. The GEP draws from the guidelines established by the Horizon Europe framework, ensuring compliance with EU standards.

## 7. Intersectional Approach

UBx emphasises the importance of **diversity and intersectionality** within its GEP, integrating these concepts into its broader anti-discrimination and diversity policies. The plan is designed to address multiple forms of discrimination, including those based on race, gender, gender identity and disability. AUTH GEP 2.0 adopts a more **prominent intersectional lens** compared with the previous plan, primarily focusing on the intersection of gender with sexual orientation. Support for individuals with various gender identities is also foreseen and more clearly defined through structural measures. The goal is to create an open environment, systematically improving and providing a robust foundation for future GEPs to build upon. UL's approach is strongly **intersectional**, focusing on the interconnectedness of gender with other factors like race, ethnicity, and age. The plan aims to ensure that all forms of discrimination are addressed in an integrated manner across the university. U.Porto adopts an **intersectional and collaborative approach**, seeking to include marginalised groups and ensuring their voices are heard in the development of gender policies. The plan is designed to create an inclusive academic culture that takes into account the diverse identities within the university community.



## 8. Engagement

UBx seeks to create a **common culture of equality** through a variety of engagement strategies. It involves students and staff in a collaborative process that fosters awareness and collective ownership of gender equality issues. ATh engages in GEP 2.0 research and academic staff, administrative staff, top management, and student associations for gender issues. At a central-level GE Committee has a primary role, per the national legislation. ATh further **encourages the participation of decentralised bodies** (e.g. school-level GE committees), and independent university units (e.g. ATh Lifelong Learning Center), to foster new actor coalitions to drive GEP implementation. UL **engages all levels of its academic and administrative staff** in the implementation of the GEP. The university encourages the active participation of its management teams, as well as students and faculty, to ensure broad engagement with gender equality initiatives. U.Porto's GEP is marked by a highly **collaborative development process** involving diverse stakeholders, including students, staff, and leadership. This co-design methodology ensures that gender equality policies are representative of the entire academic community.

## 9. Monitoring & Evaluation

UBx places a strong focus on monitoring the **quality of life, health at work, and work-life balance** within the university. UBx GEP includes mechanisms for continuous data collection and the evaluation of gender equality initiatives. ATh GEP 2.0 sets concrete measures, indicators and data to be collected, and outputs regarding monitoring and evaluation. A digital system will be established and institutionalised to monitor the implementation of the Gender Equality Plan. According to GEP 2.0 this will be done by 2025 through the collaboration of the IT service of ATh, the GEC and the Quality Assurance Unit of the University. The monitoring outcomes will be highlighted in the annual GEP progress report. GEP evaluation results against predefined indicators will, therefore, be displayed in **regularly updated gender maps**. UL has implemented a detailed system of **data gathering and revised indicators** to monitor the effectiveness of its gender equality actions. This data-driven approach allows for regular assessments of progress and areas for improvement. U.Porto emphasises **systematic data collection** and the use of tools like the Gender Impact Assessment (GIA) to evaluate the success of its gender equality initiatives. This approach ensures that the university can track its progress toward achieving a more inclusive academic environment.



## 4. GEPs' Review per Thematic Areas

The GEPs 2.0 from the four universities reflect their continued commitment to gender equality within the framework of the European Commission strategy on GE for the European Research Area. Each GEP, while tailored to the specific institutional and sociopolitical context, shares the overarching goal of embedding gender equality in all aspects of university life, including governance, research, recruitment, and everyday operations.

Also, the GEPs 2.0 reflect both the hardships of the GEPs 1.0 implementation paths and the impact pathways identified in D2.1. Hence, the difficulties encountered with the intersectional approach led to specific actions and measures to be included in order to strengthen this area in GEP 2.0, as reflected for instance by UL focus on diversity and inclusion, but also by specific actions to combat all forms of discrimination by UBx, U.Porto and AUTH.

Below, our review is presented, divided into the four key thematic areas directly reflective of the GEAR tool<sup>5</sup>: (A) Recruitment and Career Progression; (B) Leadership and Decision-Making; (C) Gender Dimension in Research and Knowledge Transfer, and (D) Prevention of Gender-Based Violence and Harassment.

### A. Recruitment and Career Progression

**UBx** places a significant focus on awareness-raising for selection committees regarding gender biases, with apparent efforts to reduce the gender pay gap by implementing equality indices and offering parental support. UBx emphasises systematic training to reduce biases and stereotypes in the recruitment process. Family-friendly policies and gender-sensitive training for hiring committees are key actions in this area. UBx also focuses on the analyses of indicators linked with pay gap in order to reduce inequalities. This institution is engaging in the HRS4R process, and related actions are highlighted in the GEP. **AUTH** aims to eliminate potential biases in hiring processes, thus introducing a gender quota in application evaluation committees complemented by inclusive progression criteria. The examination and recording of any discriminatory incidents is strengthened through measures like employee exit interviews and surveys on employee perspectives on university career progression. Work-life balance is also addressed through awareness-raising, employee surveys, and development of best-practices material. **UL** adopts a holistic approach to recruitment, with specific actions designed to counter horizontal segregation in academic

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<sup>5</sup> The GEAR tool can be better explored here:

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

disciplines and administrative roles. The institution also tackles slow career progression for women, highlighting the need for clearer career development paths and ensuring equal opportunities for women and underrepresented genders in higher positions. **U.Porto** emphasises structured support for underrepresented genders in recruitment and career advancement through campaigns and training. A specific guide to integrate gender dimensions into selection processes is also provided. A specific area towards work-life balance is now in place in U.Porto's GEPs.

**Comparative Insight:** While all four institutions focus on addressing biases in recruitment, UBx and U.Porto emphasise parental support and career progression tools, while UL takes a broader, systemic approach with more granular goals for horizontal segregation. U.Porto is unique in its focus on non-binary and diversity inclusion within recruitment. In addition to addressing existing challenges with career progression and work-life balance, AUTH aims to continuously gather feedback from its members on ongoing issues, allowing for ongoing, iterative improvements.

## B. Leadership and Decision-Making

**UBx** shows commitment to reducing gender imbalance in decision-making by raising awareness among decision-makers, and respecting national parity quotas in terms of decision-making boards. **AUTH** aims to address imbalances in leadership and decision-making by fostering a responsive organisational culture through awareness-raising actions, and award schemes for female leaders. **UL** explicitly focuses on underrepresentation in managerial roles and has defined measurable goals for gender balance in leadership. It involves stakeholders across academic levels in decision-making to foster a more inclusive leadership culture. **U.Porto** integrates gender balance into leadership through clear guidelines and continuously monitors decision-making bodies to track gender representation. U.Porto's GEP introduces the Glass Ceiling Index to track and address gender imbalances in leadership roles. The GEP also aims to strengthen the visibility of diverse leadership.

**Comparative Insight:** While all four universities are committed to increasing gender balance in leadership, UL presents the most structured and measurable approach with specific objectives. UBx and U.Porto focus more on systemic and cultural shifts to support inclusivity in leadership roles. AUTH similarly prioritises organisational culture, viewed as a prerequisite for inclusive leadership.



## C. Gender Dimension in Research and Knowledge Transfer

**UBx** aims to embed gender into research content and curricula through training and workshops. The institution promotes gender inclusivity in research by developing online training materials, and collaborating with laboratory members. **AUTH** aims to foster the gender dimension integration into research through training, and by encouraging the establishment of BA- and MA-level Gender Studies. Systematic recording and labelling (special marking) of courses with a gender dimension is also prioritised, along with strengthening female and diverse participation in research (including funded research). **UL** is particularly concerned with data collection on gender dimensions in research, emphasising the lack of data in certain disciplines. UL also highlights the importance of incorporating gender and diversity in both research content and teaching. **U.Porto** will work to integrate gender equality and diversity principles into research and teaching. This includes training sessions, a digital tool adoption (GIA), and recognizing best practices. U.Porto will also be evaluating the impact of these initiatives and considering ways to incorporate gender and intersectional perspectives into the University main missions.

**Comparative Insight:** All four institutions prioritise integrating gender into research, namely by integrating the GIA tool into their activities. Nonetheless, UL places a stronger emphasis on data collection and analysis, while U.Porto and UBx focus more on training and tools based on the GIA to ensure gender mainstreaming in research content. AUTH addresses all the above, and additionally emphasises inclusive involvement in research.

## D. Prevention of Gender-Based Violence and Harassment

**UBx** has a comprehensive anti-discrimination policy supported by awareness campaigns and a dedicated reporting unit for gender-based violence and harassment. It promotes the continuous dissemination of tools to prevent such behaviours. The UBx GEP also focuses on the organisation of events and campaigns aiming at promoting diversity. **AUTH** refines existing goals for establishing a reporting mechanism and protocol for GBV and sexual harassment. It foresees the extensive awareness-raising and sensitisation on such issues, along with measures for recording organisational members' relevant experiences. **UL** focuses on improving monitoring systems for improper behaviours. It integrates anti-discrimination policies through extensive campaigns and educational programs. **U.Porto** tackles gender-based violence with a combination of monitoring systems, training, and campaigns, using a self-monitoring tool for behaviour management.

**Comparative Insight:** All institutions are committed to combating gender-based violence. UBx has an extensive reporting system in place, while U.Porto's innovation lies



in its online secure portal and accompanying committee. UL places more emphasis on educational campaigns to raise awareness within the institution. ATh intensifies its existing efforts for institutionalising measures and units addressing GBV, and raising institutional awareness.

In sum, the GEPs of UBx, UL, and U.Porto all reflect a strong commitment to gender equality but emphasise different strategic priorities. **UBx** takes a well-rounded, systemic approach with strong support for parental roles and structured reporting mechanisms. **ATh** builds both on GEP 1.0 achievements and gaps, and overall intensifies its efforts to foster an inclusive organisational culture, introducing structural measures and institutionalised mechanisms (especially regarding GBV and GEP monitoring-evaluation), and extending stakeholder reach. **UL** is distinguished by its focus on data-driven insights, with specific targets for gender balance in leadership and detailed plans to counter horizontal segregation. **U.Porto** demonstrates a unique commitment to inclusivity through an intersectional approach, with tools for gender mainstreaming in research and innovative self-monitoring measures for combating harassment.

These distinct approaches highlight the universities' broader alignment with European frameworks while tailoring their strategies to institutional needs. A unified focus across all plans is the inclusion of gender in leadership, career progression, and research, as well as a strong commitment to combating gender-based violence, and creating more inclusive, equitable academic environments.

## 5. Conclusion

The second iteration of Gender Equality Plans (GEPs) at the four universities – Aristotle University of Thessaloniki (AUTH), University of Bordeaux (UBx), University of Lodz (UL), and University of Porto (U.Porto) – demonstrates a deepening commitment to gender equality, diversity, and inclusion. GEP's 2.0 co-design process is tightly linked to the RESET project, from which partner universities have significantly benefited through tools like the *Training Toolbox* (D4.2 and D4.3), the *Language and Communication Kit* (D5.4), and the *Gender Impact Assessment Checklist* (D7.2 and D7.3). Not only did these Universities have the chance to pilot and implement these tools, but they also actively involved key stakeholders in their development and design. Additionally, by incorporating RESET diverse initiatives and engaging in network activities with other universities, European Alliances, and sister projects, the impact and structure of local GEP actions were substantially enriched. RESET's EU funding facilitated access to skilled resources with dedicated time, allowing for a more sustainable approach to institutional change. This also garnered the attention and support of each university's top leadership, thereby amplifying the influence of local GEPs.

Reflecting on the evolution between the first and second GEP iterations, GEPs 2.0 show an increased attention to the inclusion of all minority groups. While gender and professional equality between women and men remains central, GEPs now also address other sources of disadvantage (e.g. gender identity, disability). This expansion occurs despite the persistent challenges of implementing an intersectional approach, identified in the previous GEP iteration. Additionally, GEPs 2.0 across all partner universities now explicitly consider students as a target group. This comprehensive approach is expected to foster more sustainable progress in gender equality. The cross-cutting themes across all GEPs include a strong focus on promoting equality in recruitment, career progression, leadership, and decision-making. All plans emphasise the need to combat gender-based violence and discrimination, adopting an intersectional approach that addresses the various dimensions of inequality, such as race, disability, and socioeconomic background. Notably, changes between the two GEPs also reflect a growing understanding of the need for sufficient time and awareness to ensure effective engagement and impact. The low survey response rate, for example, may highlight both low awareness of the GEP and the limited time available for participants to fully engage with gender equality actions and aims. A minimum interval of two full years between GEP iterations would have been beneficial to allow for greater ownership and deeper implementation of initiatives across the academic community. Monitoring and evaluation mechanisms are integral to all GEPs, ensuring that progress can be measured and initiatives can be refined over time. However, in the ongoing process of designing, implementing, monitoring, and evaluating GEPs, quantitative data often takes precedence. Supplementing secondary



data and survey indicators with qualitative data that captures individual perceptions and experiences will also be essential for a comprehensive understanding of gender equality needs within each institution. Despite having commonalities, each GEP incorporates unique elements that reflect the institution's broader mission. The distinct strategies presented by each GEP highlight the broader alignment with European standards while allowing for innovation in addressing local challenges. Together, these plans contribute to creating more inclusive, equitable academic environments, demonstrating the critical role of institutional adaptation in advancing gender equality.

The experiences of these Universities, with the first GEP iteration primarily anchored in RESET's work and the second iteration oriented toward sustainability, strengthen their commitment to a **"3S's" approach to gender equality**: **Systematically** including all groups within HEI's; **Structurally** establishing the conditions for progressive implementation and ongoing monitoring; and **Systematically** assessing progress toward gender equality to inform future policies and actions.

The experience and lessons learned summarised in this deliverable is expected to provide valuable insights into the ongoing development of gender equality initiatives in higher education, offering guidance for future efforts across Europe and beyond.



## 6. Local GEPs Compilation

Similarly to GEP 1.0 design, a template for the GEPs was prepared containing the sections that should be addressed in the document (table 4), and in the description of actions to implement (table 5) to ensure that Gender Equality Plans developed under the RESET project have undertaken some similar approaches. Nevertheless, a Gender Equality Plan is a strategic document for each of the implementing partners, to be endorsed and implemented by the institution for which they are designed. In this way, it was deliberated that GEP aesthetic format should be in accordance with universities' own documentation, intending to introduce it as an internal document from the earliest stage.

In this section, we present the GEPs of each local partner translated to English and endorsed by their respective decision makers and/or top management. The institutional validation procedures vary depending on each partner institutional context and national regulations: at UBx the GEP was endorsed by the Administrative Board and signed by the President; at AUTH, the GEP was endorsed by the Senate; at UL and U.Porto the GEPs were endorsed and signed by the Rectors.

**Table 4: Template for GEP 2.0 structure**

GEP structure	
1	Introduction
2	Institutional Framework on Gender Equality
3	Mission and Aims of the GEP Document
4	Key Findings Substantiating the GEP 4.1 Brief summary of GEP1.0 actions implemented 4.2 Findings from the survey 4.3 Secondary data collection 4.4 Other sources of information collected at local level
5	GEP 2.0 Summary 5.1 Thematic/content areas 5.2 Actions devoted to capacity building and training 5.3 Actions devoted to data collection and monitoring 5.4 Dedicated resources (and budget)
6	Strategic Action Plan on Gender Equality and Diversity

**Table 5: Template for Strategic Action Plan on Gender Equality and Diversity**

Thematic Area		A Identify the major area on GE that will be addressed					
Priority Area /Main Issue		A1 Describe the issue/problem/weakness to be addressed within the scope of the thematic area and based upon the data that was collected.					
Objective		Action/Measure	Responsibility (Person/Team)	Resources	Target Group	Indicators and Evaluation	Timeline
	A1.1						
	A1.2						





Redesigning  
Equality and  
Scientific  
Excellence  
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## 6.1

# University of Bordeaux

# Plan for Workplace Equality, Gender Equality and Diversity

2025–2027

University of Bordeaux

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# Introduction

## A policy with a cross-functional structure

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### ◆ Equality policy: a pillar of the presidency

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This plan was created with the university's entire community in mind. In line with legal requirements in France as well as the European Commission's expectations, the plan reflects the university's commitment to promoting diversity and equality and sets out its anti-discrimination policy.

The values underscored in this document are in keeping with those specified in the rules and regulations of the University of Bordeaux.

We are committed to societal transition, which is founded on equality and diversity among other things. Our Plan for Workplace Equality, Gender Equality and Diversity is at the heart of challenges relating to policies on human resources, societal transition, quality of life, and working conditions that the university supports, and those policies include key areas such as:

- Make social responsibility a strategic priority for the University of Bordeaux, which strives to be a caring, inclusive and responsible institution, in line with its Disability Master Plan. To do so, the university's policy and administrative teams use various measures and projects that promote equality, fairness, transparency and inclusion;
- Turn the university into a benchmark institution in France and in Europe as regards transition with the help of its transition roadmap (its achievements in this field have already been recognised in France – in 2021 the university was awarded the DD&RS (*Développement durable et responsabilité sociétale*, Sustainable Development and Societal Responsibility) label);
- Fully address the challenges relating to quality of life and health at work, underpinned by – among other things – concrete action that promotes workplace equality, in connection with the fight against discrimination and against gender-based and sexual violence;
- Create a common and shared culture around equality that helps to meet the university's goal of working towards a fair and egalitarian society.

The Plan for Workplace Equality, Gender Equality and Diversity is a cross-cutting institutional document that affects the entire university community and that covers many of the institution's areas of expertise.

## ◆ Joint governance

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At the University of Bordeaux, the **Gender Equality Board (GEB)** is an internal structure set up within each RESET partner institution. The Gender Equality Board's objective is to make gender equality an integral part of the university environment. The Board is made up of representatives of the key stakeholders in the university's governance and senior and middle management. Among other things, the GEB oversees the Plan's strategic design and how it is put into practice. The Board meets twice a year. In November 2023, a meeting was dedicated to drafting the Plan.

The GEB has been trained as part of the EU project RESET, which the University of Bordeaux has coordinated since 2021. The project is coming to an end in December 2024. RESET (Redesigning Equality and Scientific Excellence Together) strives for gender equality in university careers and scientific excellence. Steering the project has been entrusted to the university's General Administration and Human Resources team. Coordinating the project has greatly helped to align the university's HR and research practices with EU requirements as regards taking gender into account in research and as regards transparent and non-discriminatory recruitment that encourages mobility. This particular commitment can be seen in the fact that the university embarked on the process of obtaining the HRS4R label in 2023, and will continue to complete its application after the RESET project comes to an end.

The university's commitment to environmental and societal transition was made evident in 2021, when it obtained the Sustainable Development and Social Responsibility label and founded the Institute of Transition. The measures taken by the University of Bordeaux in this respect are described in detail in the 24 commitments included in its Roadmap on Environmental and Societal Transition (2021). A **Transition Master Plan** was voted for in 2024 and it is in line with the Plan for Workplace Equality, Gender Equality and Diversity.

In line with this commitment, **transition points of contact (staff) and transition ambassadors (students)** are appointed within the university's various departments, laboratories and campuses. Every single one of these stakeholders, as well as the equality points of contact within some laboratories, is an invaluable resource for leading discussions among the university community on the Plan's themes, and they all take part in sharing the document across the entire institution.

As a statutory authority of the University of Bordeaux, the **Council for Environmental and Societal Transition** helps with implementing the university's policy in the field of transition. Its role is also to investigate, analyse and formulate opinions or requests related to the environmental or societal impact of the University of Bordeaux. The Council will oversee the implementation of the Transition Master Plan, which is closely aligned with this Plan.

As part of the RESET project, the President of the University of Bordeaux signed a **joint statement for all seven partner universities as regards their commitment to equality, diversity and scientific excellence**. Offering a more inclusive definition of scientific excellence, the declaration outlines the main guidelines for the institutions as regards governance, workplace equality, gender integration in research and teaching, and institutional culture. To ensure that the statement's principles are put into practice, a list of indicators is being drawn up.

At the University of Bordeaux, societal issues are also addressed through transformative projects and comprehensive programmes. Since 2021, the university has been a founding member of an alliance of European universities called **ENLIGHT**<sup>1</sup> with eight other partner

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<sup>1</sup> ENLIGHT - European University Network to promote Equitable Quality of Life, Sustainability, and Global Engagement through Higher Education Transformation.

institutions. The consortium's aim is to help transform higher education in Europe by giving the student community ways to master knowledge, skills and the potential for cutting-edge innovation so that they are able to tackle profound changes within society and to promote a fair and sustainable quality of life. Chosen in 2020, a programme called **ACT**<sup>2</sup> is intended to transform University of Bordeaux campuses into living labs and incubators for experimental projects throughout the region. The equality policy of the University of Bordeaux is in line with other programmes and projects, including **InnovationS** and **SUNSET**<sup>3</sup>.

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<sup>2</sup> ACT - Augmented university for Campus and world Transition.

<sup>3</sup> SUNSET - *Sciences avec et pour une société en transitions* (Science with and for a society in transition).

# Current situation

## Regulatory background

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### ◆ A national context conducive to introducing an equality policy

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**The Agreement on Workplace Gender Equality in the Civil Service**, signed on 30 November 2018, emphasises the requirement to introduce a multi-annual action plan on workplace equality. The requirement was strengthened on 6 August 2019 with the **Law on the Transformation of the Civil Service**<sup>4</sup>, which has given the measure a coercive character. The French government and public institutions – including universities – are required to take part in the initiative.

The law foresees introducing initiatives that will help to:

1. Calculate and close the gender pay gap
2. Promote gender diversity and equal access to various roles and functions
3. Guarantee a good work-life balance
4. Fight against all forms of gender-based and sexual violence and discrimination

The first three key points above can be found in Part 2 of this Plan: Equality Policy. Point 4 is covered by Part 3: Anti-Discrimination Policy.

These laws build on from a national legislative framework that is conducive to ensuring a fair and egalitarian environment within the civil service with, in **2012, the Sauvadet Law** that introduced target figures for a balanced representation of senior executives and managers, followed in **2013** by the **Fioraso Law**, which made it mandatory within French universities to work towards equal opportunities.

In line with the **Circular of 18 June 2020**, the university's General Administration and Human Resources team provides a comprehensive data set to members of selection committees on a yearly basis in order to raise awareness of implicit biases that can run contrary to the principle of equality when hiring teachers and researchers.

To ensure proper monitoring and assessment, the **Decree of 30 November 2020** on the Unique Social Report (*Rapport social unique*) extends the requirement from having to present comparisons of men's and women's circumstances at public bodies to having to present a more detailed view of changes and forecasts as regards not only gender equality but also disability and the fight against discrimination.

In December 2020, **the Research Programming Law for 2021–2030** was initiated. It increased the allocated resources intended to ensure a higher rate of positive responses to calls for projects and partnerships between laboratories and companies, encouraged the

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<sup>4</sup> Law 2019-828 of 6 August 2019.

promotion of scientific culture, and explored issues relating to sustainable development in depth.

It is against this background, with the French government passing laws in favour of institutional policies geared towards equality, that the University of Bordeaux has put in place a few initiatives in this respect.

## ◆ The University of Bordeaux, an institution committed to societal transition

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The University of Bordeaux is an institution whose excellence has been recognised time and again, most recently when its **Idex label** was renewed in 2016. The university first obtained the label in 2011 in response to the call for projects entitled 'Initiatives of excellence', part of the Investment for the Future Programmes (PIA, *Programme d'Investissements d'Avenir*). Idex is an investment programme that supports the transformation of the University of Bordeaux as regards excellence in research, innovative training and knowledge transfer.

Ever since the University of Bordeaux committed to **promoting fairness, equality and diversity**<sup>5</sup>, several pro-equality measures have been introduced, among others through the **Master Plan for Gender Equality (2015–2020)**, followed by the **Action Plan for Gender Equality in the Workplace in 2021**, in line with the requirements of the Law on the Transformation of the Civil Service. As part of the RESET project, in **2022** the **Plan for Gender Equality** replaced the Action Plan of 2021 so as to meet EU requirements.

**Decree No. 2020-256 of 13 March 2020** foresees expanding the Counselling, Monitoring and Reporting Unit (CEVS, *Cellule d'écoute, de veille et de signalement*) to cover violence, discrimination, moral and sexual harassment, and gender-based incidents. The University of Bordeaux addresses reports filed by both staff and students. Apart from increasing the range of issues covered by the Centre, the decree also calls for making staff training more in-depth and comprehensive.

The momentum for introducing concrete measures promoting gender equality continued with **Decree No. 2023-1136 of 5 December 2023** relating to measuring and reducing the gender pay gap in government roles. The decree led to the equality index calculation being adopted in public institutions. In December 2023, these indicators were shared with the Ministry of Civil Service and the university obtained a score of **78.7 out of 100**.

In its strive to be even more inclusive, the University of Bordeaux became heavily invested and involved in welcoming and supporting students with disabilities. One way of doing so was voting for a Disability Master Plan<sup>6</sup> in 2021. The Master Plan outlines the university's disability policy and describes the steps that the university has taken in this regard. In 2022, the university signed an agreement with the Fund for the Inclusion of People with Disabilities in the Civil Service (FIPHFP, *Fonds pour l'insertion des personnes handicapées dans la Fonction publique*). The agreement helps to step up the university's disability policy. **The**

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<sup>5</sup> When the four universities in Bordeaux merged in 2014.

<sup>6</sup> To find out more about the university's Disability Policy, read the Disability Master Plan - [https://www.u-bordeaux.fr/download\\_file/force/cefc4926-e5db-43ba-8c16-21270b659f2a/2443](https://www.u-bordeaux.fr/download_file/force/cefc4926-e5db-43ba-8c16-21270b659f2a/2443)

**question of disability is not included in the Plan for Workplace Equality, Gender Equality and Diversity because the matter is covered by the Disability Master Plan.**

The Plan for Workplace Equality, Gender Equality and Diversity is therefore rooted in a favourable context and aligns with other institutional laws and projects that bear witness to the university's commitment to addressing ongoing societal challenges (ACT, ENLIGHT, InnovationS). The commitment, which has been well underway in recent years, is reflected in a document called **Strategic Horizon 2030** – the result of collaborative discussions about the university's achievements and its areas of focus for the decade to come.

### ◆ **Alignment with EU regulations**

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In the EU, there is a significant focus on introducing concrete measures that promote equality and diversity, which creates an encouraging framework and helps to standardise practices across higher education institutions. Documents such as the Charter of Fundamental Rights of the European Union and the Istanbul Convention reflect the EU's commitments towards equality.

The Horizon Europe framework programme requires having a gender equality plan in place in order to obtain funding for research projects. Gender parity within decision-making bodies is also encouraged. Lastly, it is now mandatory to illustrate how matters relating to sex and gender are taken into account in all research projects submitted for funding by Horizon Europe, unless the aspect of sex or gender is not relevant to the research topic. This new requirement underscores the importance of gender equality in the world of research and calls for supporting communities in a way that meets needs as effectively as possible.

## A documented diagnosis

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In 2022 at the University of Bordeaux, there were **3,264 teaching and research staff (53%) and 2,847 BIATSS (non-teaching) staff (47%)** out of a total of 6,111 staff members. Among BIATSS (*bibliothèques, ingénieurs, administratifs, techniques et sociaux et de santé* – librarians, engineers, administrators, technicians, and health and social care staff) employees, most are women (**68%**), yet only **43%** of teachers and researchers are women. Staff members at the University of Bordeaux are divided as follows: **44%** work in colleges, schools and training institutes, **40%** work in departments, and **16%** work in administration teams.

The university's key departments and mid-level structures are involved in implementing the Plan, supported by the General Administration and Human Resources team, which works closely with the Steering and Strategic Assistance team and the Training, Professional Integration and Student Life team.

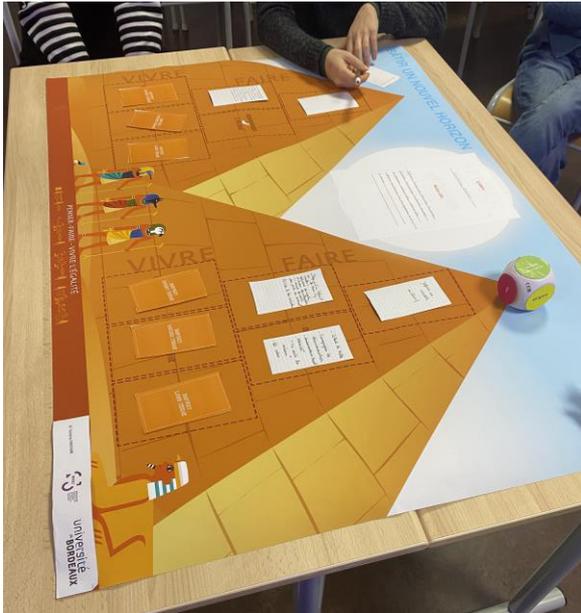
More generally, as part of an open approach that encourages participation, all the members of the university community have been involved in putting forward a diagnosis based on which the Plan's elements were drawn up and sorted by level of priority.

The university's staff members were given a questionnaire on the university's existing and future equality policy (457 answers received in October and November 2023).

A co-design session was held in October 2023 with the recruitment service in order to come up with new initiatives, and workshops to help with planning and monitoring the Plan were organised together with the Committee for Gender Equality.

Students and staff members were consulted during fun workshops based on a game called 'Pyramids of Equality', created by the Parity, Equality and Diversity Officer, between November 2023 and February 2024. During this game based on co-designing, we encouraged members of the university community to ask questions about any potential discrimination taking place at the university and to come up, together, with new initiatives all the while keeping specific discrimination criteria in mind. Three workshops were conducted with representatives of the student community: members of associations, student jobs, elected university representatives, and health relay students. The goal of the workshops was to come up with a set of steps to take as part of the next Plan using a bottom-up approach. The idea is therefore to use horizontal dynamics that are conducive to co-developing structuring initiatives for the university community.

Lastly, the Plan for Workplace Equality, Gender Equality and Diversity is also based on the implementation report relating to the Gender Equality Plan (2022–2024), which describes the steps taken to promote equality and diversity: what is currently being done and what must be stepped up over the next three years.



Workshops based on the game 'Pyramids of Equality', held between November 2023 and February 2024

## ◆ Current situation: university staff

### Questionnaire for the staff

In October 2023, a questionnaire was sent to all staff members. It was titled 'Assessing the impact of the Gender Equality and Diversity Policy at the University of Bordeaux'. The main conclusions that can be drawn from the 457 responses received are as follows:

- Staff are not sufficiently familiar with initiatives promoting equality;
- Most respondents think that it is important to promote equality and diversity;
- The following areas are seen as a priority:
  - Fighting against discrimination
  - A good work-life balance
  - Recruitment and career progression
  - Organisation and working hours

On taking equality and diversity into account at the university:

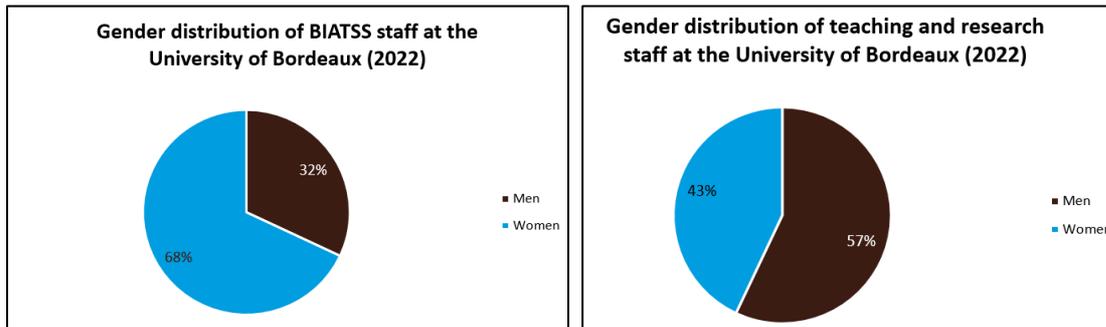
*'It is essential if we want to create an inclusive environment where each and every individual can thrive, thereby contributing to a fairer and more humane society' (quote from one of the respondents)*

## Analysis of gender-disaggregated data

Our analysis of the data available shows that gender-based inequalities still exist.

### Horizontal segregation: staff breakdown by gender

On the one hand, we can see a **horizontal segregation** between women and men among staff members. There are more women among BIATSS staff (68%) and more men among teaching and research staff (57%).



Source: Unique Social Report 2022, University of Bordeaux, published in 2023

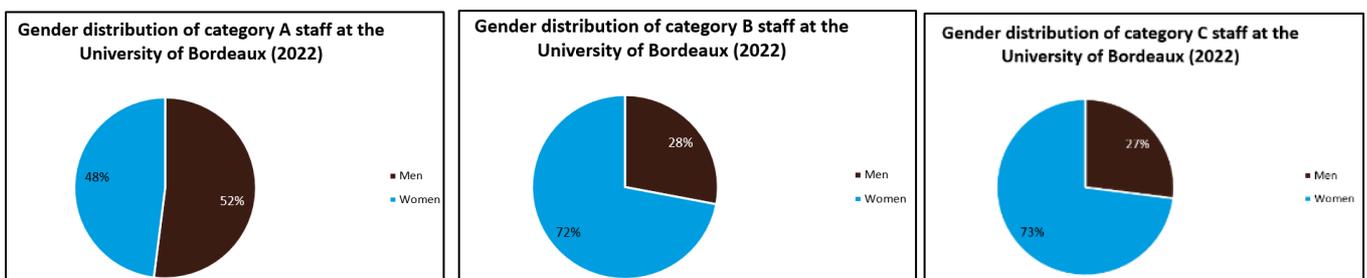
In the light of this data and many European studies on the topic, it is clear that fewer women than men tend to pursue a research career.

Another illustrative element of this horizontal differentiation by gender is the breakdown of teaching and research staff by gender and scientific domain. Similarly to what we can see across France and Europe as a whole, there are more women working in fields linked to social sciences and education sciences, and more men working in fields such as natural sciences, mathematics, engineering and IT.

The scientific fields in which women are the least represented are the STEM (28%). Only 17% of professors and 36% of lecturers in STEM are women. Women are most often specialised in health outside of university hospitals (UH) (56% of lecturers [L] and 55% of professors [PR]), but they are in the minority within UHs (25% of PR).

### A vertical segregation: differentiated access to decision-making positions

Among university staff, we can see that women are over-represented in categories B and C and underrepresented in category A, mainly due to the fact that they are a minority among teachers and researchers.



Source: Unique Social Report, University of Bordeaux, published in 2023

The university is especially mindful of guaranteeing diversity within decision-making positions and governing bodies. However, there is a clear lack of diversity in some governing bodies:

	Women	Men
<b>Vice presidents</b>	6	11
<b>Operations managers</b>	1	7
<b>General Management of Departments</b>	7	4

*Gender-disaggregated breakdown of decision-making positions at the university, source: university website (2024)*

	Women	Men
<b>Board of Directors</b>	20	16
<b>Research Committee</b>	19	41
<b>Training and Campus Life Committee</b>	29	35

*Gender-disaggregated breakdown of governing bodies at university, source: Unique Social Report 2022 (published in 2023)*

The gender pay gap still exists:

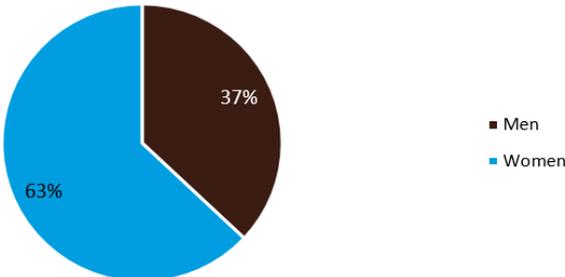
**Decree No. 2023-1136 of 5 December 2023** relating to measuring and reducing the gender pay gap in government roles in the civil service led to the equality index calculation being adopted in public institutions. This means that the following elements must be taken into account:

- Overall gender pay gap for civil servants, calculated based on women’s average pay compared with men’s average pay, at equivalent category, grade and step;
- Overall gender pay gap for contract staff, calculated based on women’s average pay compared with men’s average pay, for equivalent hierarchical categories;
- Number of public officials of the underrepresented gender among the ten public officials who receive the highest pay.

In 2023, the university obtained a score of **78.7/100**. It is the percentage of women among the top ten highest earners where the inequality is the most noticeable (score of 4/20).

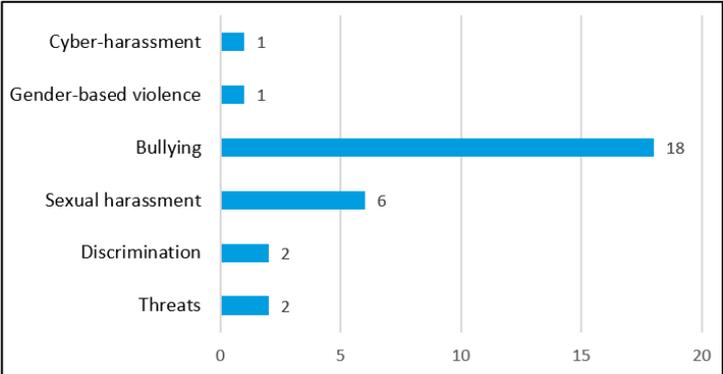
Reports to the Counselling Centre relating to violence and discrimination:

In 2023, the Counselling, Monitoring and Reporting Unit (CEVS, *cellule d’écoute, de veille et de signalement*) received 30 reports about 22 situations, 19 from women and 11 from men.



*Gender-disaggregated breakdown of people (staff) who filed a report with the Counselling, Monitoring and Reporting Unit in 2023(source: Counselling, Monitoring and Reporting Centre, 2023)*

The most common reason for filing a report was moral harassment (18 reports) followed by sexual harassment (6 reports) and discrimination (2 reports). In the case of the last two reports, one was related to discrimination linked to someone’s actual or assumed country of origin.



*Reasons for filing reports (by staff) with the Counselling, Monitoring and Reporting Unit in 2023 (source: Counselling, Monitoring and Reporting Centre, 2023)*

Some inequality can therefore still be seen among staff, despite improvements in recent years. Efforts must be stepped up, especially as regards career progression, which is key to closing the gender pay gap.

◆ **Current situation: university students**

An unequal gender-disaggregated breakdown according to type of qualification and field

Among students, there is an unequal gender-disaggregated breakdown according to the level of qualification:

Qualification level	Women	Men
DUT/BUT	38%	62%
Bachelor’s degree	56%	44%
Master’s degree	59%	41%
PhD	46%	54%
Healthcare/Paramedic qualification	72%	28%
Other qualifications	64%	36%
Total	60%	40%

*Gender-disaggregated breakdown of students by type of qualification in 2023 (source: Directorate of Economic Analysis and Statistical Studies)*

In addition, depending on the field, a horizontal segregation is observed where – as in the case of teachers and researchers – the humanities and social sciences tend to be dominated by women, whereas STEM and technology tend to be dominated by men.

Organisation	Women	Men
College of Law, Political Science, Economics and Management	63%	37%
College of Health Sciences	68%	32%
College of Human Sciences	65%	35%
College of Science and Technology	41%	59%
National Higher Institute for Teaching and Education	76%	24%
Institute of Wine and Vine Science	65%	35%
University Institute of Technology	65%	35%

*Gender-disaggregated breakdown of students by mid-level structure in 2023 (source: Directorate of Economic Analysis and Statistical Studies)*

#### Large number of international students:

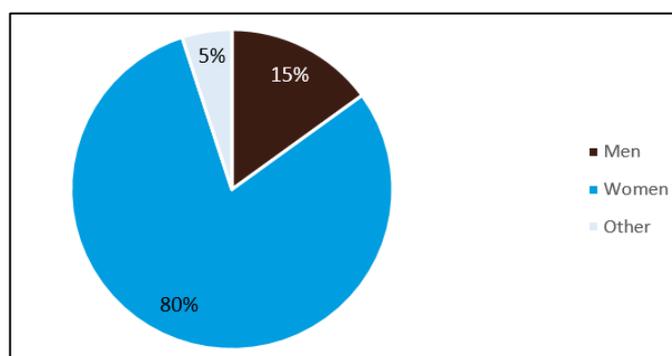
In 2022, around 6,500 international students were enrolled at the University of Bordeaux. They came from Africa (52%), Europe (26%), Asia (15%) and America (7%). International students in 2022 were studying for the following qualifications:

Qualification level	%
DUT/BUT	2%
Bachelor's degree	34%
Master's degree	25%
PhD	12%
Healthcare/Paramedic qualification	7%
Other qualifications	20%

*Breakdown of foreign students by type of qualification (source: Directorate of International Relations, 2022)*

#### Reports to the Counselling Unit relating to violence and discrimination:

For the student community in 2023, the Counselling, Monitoring and Reporting Unit (CEVS) – which outsources its counselling services – received 39 reports, including 12 where the person who filed the report did not wish to receive the support offered. The people who filed reports with the Centre included 17 witnesses and 22 presumed victims. Around 80% (31) of the reports were filed by women, 15% (6) by men and 5% (2) by people who identified as 'other'.



*Gender of people (students) who filed a report with the Counselling, Monitoring and Reporting Unit in 2023 (source: Counselling, Monitoring and Reporting Centre, 2023)*

The Centre received 15 reports linked to gender-based and sexual violence (GBSV), 14 reports linked to moral harassment, 9 reports linked to discrimination and 1 report linked to violence (other than GBSV).

The priorities identified for the target student population are fighting against violence and discrimination, welcoming international students, and promoting diversity within study programmes.

# A policy geared towards many different approaches

Introducing an anti-discrimination, equality and diversity policy within a university is a matter of utmost importance, both academically and socially. By adopting such an approach, universities show that they are committed to social inclusion and create an environment that helps all their members thrive. First, promoting social inclusion is a key pillar of such a policy. By removing discriminatory barriers, the university fosters a welcoming campus where students from all backgrounds feel welcome and respected. The result is a fertile breeding ground for both academic and personal development, allowing everyone to fulfil their potential. What is more, such an approach not only benefits the student community while they are studying but also prepares them to adapt to an increasingly interconnected world. Diversity – both cultural and social – becomes an essential skill for being successful in multicultural professional environments, which makes graduates more employable. In addition, fostering critical thinking and encouraging constructive debates are intrinsic aspects of a diverse university community. A wide variety of experiences and perspectives stimulates the mind, creating an environment conducive to in-depth reflection and innovation. Adopting an anti-discrimination and equality policy also helps to create a respectful environment. Every single person is treated with dignity, which fosters an atmosphere of trust and collaboration within the university community. This in turn strengthens the institution's social responsibility and positions the university as a committed proponent of the fight against inequality. As regards the institution's reputation, universities that implement such policies become more appealing, not just to students but also to teaching staff and partners who share the same values.

Our university, which is committed to a policy that fights against discrimination and promotes equality and diversity, strives to offer an educational and enriching environment for staff and students alike. By taking on a considerable role in helping to create a more inclusive and fairer society, the university provides ethical leadership and is an example to other educational institutions.

The Plan for Workplace Equality, Gender Equality and Diversity is based on three pillars that intertwine and complement each other, with a view to having a positive impact on our staff and student communities.

## Anti-Discrimination Policy

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- 1- **Main objective**: The main goal of the university's Anti-Discrimination Policy is to eliminate all forms of discrimination based on personal characteristics such as sex, gender identity, home country, religion, sexual orientation and disability<sup>7</sup>.
- 2- **Focus**: Its focus is specifically on eradicating discriminatory practices and behaviours. It strives to guarantee that all individuals are treated in a fair and equitable manner, without personal differences being taken into account.
- 3- **Means**: An anti-discrimination policy introduces measures and procedures designed to prevent and rectify discriminatory situations. Such a policy might include reporting mechanisms, investigations, sanctions and awareness-raising campaigns as ways of promoting a respectful and inclusive environment.

## Equality Policy

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1. **Main objective**: An equality policy seeks to promote equal opportunities and places for everyone, regardless of their individual characteristics. It strives to create conditions where each person has the same access to the opportunities and advantages that an institution offers.
2. **Focus**: The focus is often on creating an environment where individuals have equal chances of being successful, progressing in their career and accessing education. An equality policy might include initiatives such as adjusting the recruitment process, promoting diversity, and introducing policies that foster fairness.
3. **Means**: Equality policies might include positive measures such as mentorship programmes, quotas to ensure equal representation, and policies designed to eliminate systemic obstacles that could go against the principle of equal opportunities.

## Diversity Policy

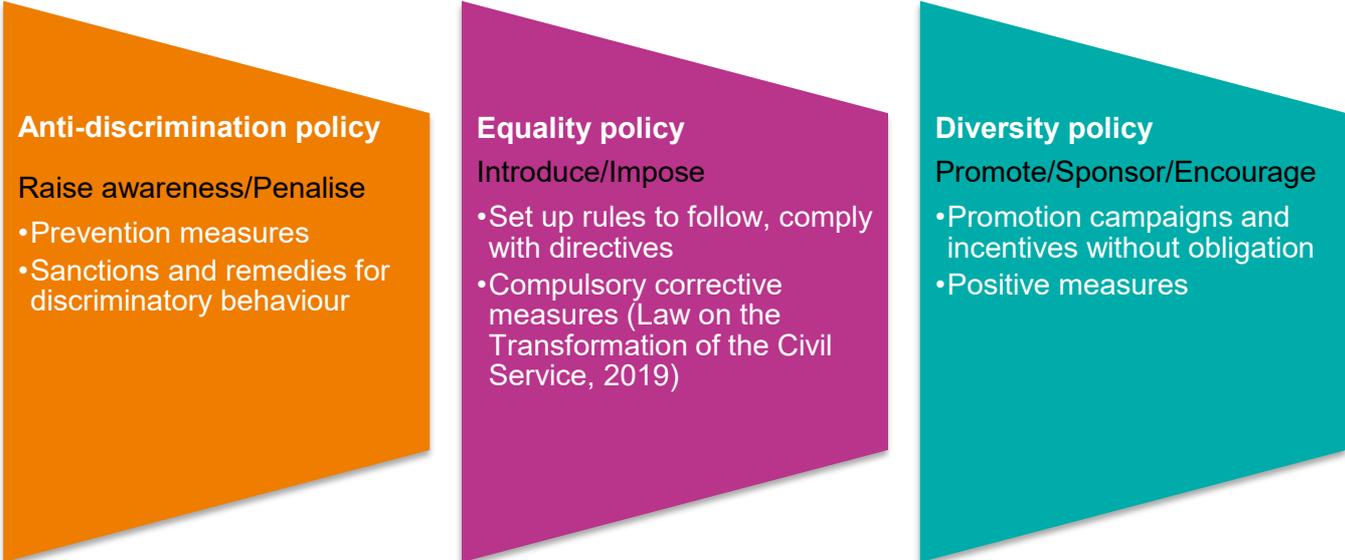
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1. **Main objective**: The key goal of a policy that promotes diversity is to foster the representation and recognition of diversity in all its forms within an institution.
2. **Focus**: The focus is valuing and celebrating diversity regardless of where it is rooted: home country, gender, culture, disability, religion or sexual orientation.
3. **Means**: Means integral to a diversity policy include initiatives such as campaigns to raise awareness of diversity, policies that foster diversity, and positive measures that encourage underrepresented groups to be involved.

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<sup>7</sup> French law identifies 26 criteria for discrimination (Source: *Le Défenseur des Droits*, April 2024)

**Diagram: An approach to developing public policy**



Author: Yamina Meziani, 2015

# Operational roll-out of a sustainable and impactful plan

## Acronyms used in this section:

AGRH	<i>Administration générale et Ressources humaines</i> – General Administration and Human Resources
BVE	<i>Bureau de la vie étudiante</i> – Office for Student Life
CEVS	<i>Cellule d'écoute, de veille et de signalement</i> – Counselling, Monitoring and Reporting Centre
COMP	<i>Contrat d'objectifs, de moyens et de performance</i> – Agreement on Objectives, Means and Performance
DAJ	<i>Direction des affaires juridiques</i> – Directorate of Legal Affairs
DAPT	<i>Direction des affaires publiques et territoires</i> – Directorate of Public Affairs and Territories
DASIS	<i>Direction de l'action sociale et de l'innovation sociétale</i> – Directorate of Social Action and Societal Innovation
DAEES	<i>Direction de l'analyse économique et études statistiques</i> – Directorate of Economic Analysis and Statistical Studies
DCOM	<i>Direction de la communication</i> – Directorate of Communication
DFGC	<i>Direction de la formation et de la gestion des cursus</i> – Directorate of Training and Course Management
DGAFP	<i>Direction générale de l'administration et de la fonction publique</i> – General Directorate of Administration of Civil Service
DIESE	<i>Direction du développement par l'innovation, l'entrepreneuriat, et le lien avec les acteurs socio-économiques</i> – Directorate of Development through Innovation, Entrepreneurship and Links with Social and Economic Players
DIRDOC	<i>Direction de la documentation</i> – Directorate of Documentation
DRH	<i>Direction des ressources humaines</i> – Directorate of Human Resources
DRI	<i>Direction des relations internationales</i> – Directorate of International Relations
DRV	<i>Direction de la recherche et valorisation</i> – Directorate of Research and Valorisation
DVU	<i>Direction de la vie universitaire</i> – Directorate of University Life
ESE	<i>Espace Santé Etudiant</i> – Student Health Space
FIPVU	<i>Pôle Formation, Insertion professionnelle et Vie universitaire</i> – Centre for Training, Professional Integration and University Life
MAPI	<i>Mission d'appui à la pédagogie et à l'innovation</i> – Teaching and Innovation Support Unit
MAOIP	<i>Mission d'appui à l'orientation et à l'insertion professionnelle</i> – Guidance and Professional Integration Support Unit
MCF	<i>Maîtres et maîtresses de conférence</i> – University Lecturers
MESRI	<i>Ministère de l'enseignement supérieur et de la recherche</i> – Ministry for Higher Education and Research

OFVU	<i>Observatoire de la formation et de la vie universitaire</i> – Observatory of Training and University Life
PAS	<i>Pôle Pilotage et Aide à la stratégie</i> – Centre for Steering and Strategy Support
RIPI	<i>Pôle Recherche, International, Partenariats et Innovation</i> – Centre for Research, International Matters, Partnerships and Innovation
SMSP	<i>Service de montage et suivi de projets</i> – Department of Project Development and Monitoring
SNI	<i>Structures de niveau intermédiaire</i> – Mid-level structures
SST	<i>Service de santé au travail</i> – Department of Occupational Health
SUAPS	<i>Service universitaire des activités physiques et sportives</i> – University Department for Physical and Sports Activities
UFR	<i>Unité de formation et de recherche</i> – Training and Research Unit

# Anti-Discrimination Policy

**Observation 1:** Gender-based and sexual violence and discrimination are reported by both staff and students. In 2023, there were 22 incidents involving staff and 39 incidents involving students.

**Main goal:** Reduce cases of discrimination and violence at the university, with help from the Counselling, Monitoring and Reporting Unit in particular.

**Short-term goal:** Raise awareness among the entire university community of violence and discrimination and of the measures and resources in place to prevent them.

**Medium-term goal:** Encourage staff and students to seek support from the Counselling Centre (CEVS).

**Long-term goal:** Prevent cases of violence and discrimination at the university.

<p><b>Measure 1:</b> Ensure that the Counselling Centre runs smoothly, follow-up on the reports it receives (among others by publishing an annual report on the university website), and promote its services. Guarantee that the Centre coordinates with other university services.</p>			<p><b>Timeframe:</b> ongoing. Continue in 2025–2027</p>
People/ Teams responsible	Target groups	Indicators, assessment methods and goals	Resources
<p><b>Parity, Equality and Diversity Officer</b></p> <p><b>AGRH</b></p> <ul style="list-style-type: none"> <li>▪ SST</li> <li>▪ DAJ</li> </ul> <p><b>FIPVU</b></p> <ul style="list-style-type: none"> <li>▪ DVU: ESE</li> </ul> <p><b>CEVS</b></p>	<p>University community</p>	<p>Data about the reports – presented during the annual assessment (number of reports, type of reports (victim or witness), gender-disaggregated breakdown of reports by college, lifting of anonymity, support or lack of follow-up, reason for reporting, profile of victims and perpetrators, patterns of violent incidents)</p> <p>Qualitative analysis of the support offered (follow-up after the victim’s report)</p>	<p>Data collected through the online reporting form</p> <p>Annual report and presentation materials available to decision-making bodies</p> <p>Sidebar on the intranet</p> <p>Display stands at the Counselling Centre at key events</p>

<b>Measure 2:</b> Continue to raise awareness and provide information to the university community about gender-based and sexual discrimination and violence by sharing dedicated tools.			<b>Timeframe:</b> ongoing. Continue in 2025–2027
People/ Teams responsible	Target groups	Indicators, assessment methods and goals	Resources
<b>AGRH</b> <ul style="list-style-type: none"> <li>▪ DASIS: Societal Innovation Unit</li> <li>▪ DCOM</li> </ul> <b>FIPVU</b> <ul style="list-style-type: none"> <li>▪ DVU: ESE, RSU Project Manager, BVE</li> </ul> <b>CEVS</b> University mediator	University community	Number of events organised  Number of materials shared (posters, business cards, booklets, guides, address books, etc.)  Reporting (including figures) of people affected by awareness-raising campaigns  Goal: 10% of the university community per year, diversifying targets and including all the campuses in the approach	Alertometer  The university’s website and intranet page  Response sheets for the Counselling Centre  Cartoons  Reporting form  Educational resources created by the departments (awareness-raising campaigns, videos, magazines, etc.)  Teaching kit for teaching teams developed as part of COMP
<b>Measure 3:</b> Ensure that the online module (MOOC) ‘Preventing and tackling gender-based and sexual violence in higher education’ is shared among and completed by the entire university community.			<b>Timeframe:</b> ongoing. Continue in 2025–2027
People/ Teams responsible	Target groups	Indicators, assessment methods and goals	Resources
<b>Parity, Equality and Diversity Officer</b>  <b>FIPVU</b> <ul style="list-style-type: none"> <li>▪ MAPI</li> </ul> <b>CEVS</b>	University community	Number of people who followed the course.  Goal: 100 people per year (of which 80% students)	Online MOOC on Moodle  Reminders by email and on the website

<b>Measure 4:</b> Continue to organise awareness-raising campaigns and training courses on discrimination and on gender-based and sexual violence for the entire university community.			<b>Timeframe:</b> ongoing. Continue in 2025–2027
People/ Teams responsible	Target groups	Indicators, assessment methods and goals	Resources
<b>VP of Training and University Life</b>  <b>VP of Human Resources</b>  <b>AGRH</b> <ul style="list-style-type: none"> <li>▪ DASIS</li> <li>▪ Skill Development Unit</li> </ul> <b>FIPVU</b> <ul style="list-style-type: none"> <li>▪ DVU: BVE, ESE, RSU Project Manager</li> <li>▪ MAPI</li> </ul>	University community	Gender-disaggregated data on session participants  Assessment and satisfaction forms (Goal: 100% satisfaction rate as regards the possibility to re-use and the relevance of the content as part of professional practice)  Goal: 100% of members involved in the governance of student associations that organise training events  Assessment of how a culture that promotes equality is fostered within associations (through a questionnaire sent to each association)	Work as part of the RESET project on training  Groupe Egaé (Contract No. 2023-184 'Training on the values of the Republic')  University of Bordeaux staff who give <i>Fresque du Sexisme</i> (Sexism Fresco) training  Training for student associations and elected student representatives  Transition contact points  Transition ambassadors
<b>Measure 5:</b> To celebrate International Day for the Elimination of Violence against Women on 25 November, provide information to the entire university community about points of contact at the Counselling Centre and about other resources designed to help prevent gender-based and sexual violence.			<b>Timeframe:</b> ongoing. Continue in 2025–2027
People/ Teams responsible	Target groups	Indicators, assessment methods and goals	Resources
<b>Parity, Equality and Diversity Officer</b>	University community	An email to the entire community, in connection with the initiatives during the two-week campaign to promote equality ( <i>Quinzaine de l'égalité</i> ) organised by the city of Bordeaux in November	Useful links (reporting form, link to the intranet page, response sheets, alertometer, etc.)

<b>Measure 6:</b> Organise regional meetings between partners involved in matters relating to equality and the fight against discrimination in Nouvelle-Aquitaine (higher education institutions, local authorities, businesses, associations, etc.) as a way of sharing good practices and networking.			<b>Timeframe:</b> ongoing. Continue in 2025–2027
<b>People/ Teams responsible</b>	<b>Target groups</b>	<b>Indicators, assessment methods and goals</b>	<b>Resources</b>
<b>Parity, Equality and Diversity Officer</b>  <b>AGRH</b> <ul style="list-style-type: none"> <li>▪ DAPT</li> <li>▪ DASIS</li> </ul> <b>FIPVU</b> <ul style="list-style-type: none"> <li>▪ DVU</li> </ul> <b>CEVS</b>	Members of the CEVS  Members of other decision-making bodies and departments at partner entities involved in such matters	Number of annual meetings (Goal: 4 seminars per year from 2025)  Representativeness of network members  Number of invited speakers  List of meeting attendees	The association CPED ( <i>Conférence permanente des chargées de mission Égalité, Diversité</i> ), made up of heads of equality, diversity or similar  The Mix'Égalité network in Bordeaux

**Observation 2:** The University plays a crucial role in welcoming the members of its community, especially people with specific needs. This year, around 18,000 first-time students (including 7,000 international students) and 1,000 new staff joined our community.

**Main goal:** Make the university a welcoming and inclusive place for everyone.

**Short-term goal:** Understand the analysis of welcome needs.

**Medium- and long-term goals:** Meet the specific needs of the students and staff that the university welcomes.

Measure 7: Set up a 'University of Bordeaux welcome' programme made up of various initiatives and designed to make students and staff feel welcome.			Timeframe: First trial run at the start of the 2025–2026 academic year
People/ Teams responsible	Target groups	Indicators, assessment methods and goals	Resources
<p><b>AGRH</b></p> <ul style="list-style-type: none"> <li>▪ DASIS</li> </ul> <p><b>FIPVU</b></p> <ul style="list-style-type: none"> <li>▪ DVU: BVE, ESE, Department of Culture</li> </ul> <p><b>PAS</b></p> <ul style="list-style-type: none"> <li>▪ DAEES: OFVU</li> </ul> <p><b>RIPI</b></p> <ul style="list-style-type: none"> <li>▪ DRI</li> </ul>	University community	Satisfaction rate relating to the welcome, measured using a questionnaire sent to people who recently arrived at our institution (sent 1 month after arrival)	<p>Healthy Campus</p> <p>Position funded by COMP</p> <p>Training plan for the start of the academic year for student employment and welcome staff at the Office for Student Life</p> <p>Mentorship website for international students</p> <p>Activities and events for international students</p> <p>'Welcome to France' label</p>

<b>Measure 8:</b> Guarantee that the rights of trans people are respected by ensuring that any name change requests are processed smoothly.			<b>Timeframe:</b> Late 2025
<b>People/ Teams responsible</b>	<b>Target groups</b>	<b>Indicators, assessment methods and goals</b>	<b>Resources</b>
<b>FIPVU</b> <ul style="list-style-type: none"> <li>▪ DFGC</li> </ul> <b>SNI</b>	University community	<p>Appropriate use of terminology in texts intended for the university community</p> <p>Number of events, meetings and demonstrations organised to help people understand these questions</p> <p>Number of requests that are unsuccessful in the first instance (Goal: 0 in 2027) – through reports filed with the Counselling Unit or the Parity, Equality and Diversity Officer</p>	<p>Organising the <i>Quinzaine de l'égalité</i> (two-week campaign to promote equality) and the <i>Mois de l'Inclusivité</i> (Inclusivity Month)</p> <p>COMP</p> <p>Creating a voice guide to gender identity</p> <p>Intranet – page dedicated to the name change procedure</p>
<b>Measure 9:</b> Conduct a qualitative survey among the university community to identify the challenges relating to experiences involving discrimination linked to sexual orientation and gender identity.			<b>Timeframe:</b> From 2026
<b>People/ Teams responsible</b>	<b>Target groups</b>	<b>Indicators, assessment methods and goals</b>	<b>Resources</b>
<b>AGRH</b> <ul style="list-style-type: none"> <li>▪ DASIS</li> </ul> <b>FIPVU</b> <ul style="list-style-type: none"> <li>▪ DVU</li> </ul> <b>PAS</b> <ul style="list-style-type: none"> <li>▪ Institute of Transition</li> <li>▪ OFVU</li> </ul>	University community	<p>Number of people who responded to the qualitative survey</p> <p>Scientific findings of the survey</p>	<p>Other surveys (e.g. by Santé Publique France, the French National Public Health Agency)</p> <p>Student associations</p>

<b>Measure 10:</b> Create a qualitative survey on experiences involving discrimination based on ethnicity and/or religion at the university.			<b>Timeframe:</b> 2027
<b>People/ Teams responsible</b>	<b>Target groups</b>	<b>Indicators, assessment methods and goals</b>	<b>Resources</b>
<b>Parity, Equality and Diversity Officer</b>  <b>AGRH</b> <ul style="list-style-type: none"> <li>▪ DASIS</li> </ul> <b>FIPVU</b> <ul style="list-style-type: none"> <li>▪ RSU Project Manager</li> </ul> <b>PAS</b> <ul style="list-style-type: none"> <li>▪ OFVU</li> </ul> <b>CEVS</b>	University community	Qualitative data (semi-structured interviews or focus groups involving members of the university community)  Comparison with quantitative data collected on a national scale	ACADISCR national survey  National Observatory of Discrimination in Higher Education  First trial run of the qualitative survey among staff (2023)  Paroles d’Hommes (Humans’ Words) exhibit (FACTS festival, 2023)
<b>Measure 11:</b> Experiment with introducing ‘menstrual rest days’ for students and assess the feasibility of trialing the same among staff, in line with existing laws and regulations.			<b>Timeframe:</b> Start of the academic year 2025–2026
<b>People/ Teams responsible</b>	<b>Target groups</b>	<b>Indicators, assessment methods and goals</b>	<b>Resources</b>
<b>FIPVU</b> <ul style="list-style-type: none"> <li>▪ DVU: BVE, ESE, RSU Project Manager</li> </ul> <b>AGRH</b> <ul style="list-style-type: none"> <li>▪ DCOM</li> <li>▪ DRH</li> <li>▪ SST</li> </ul> <b>SNI</b>	People who menstruate	Survey on well-being at work and at the university (double entry), including a gender-disaggregated section linked to the measure used  Number of people who avail of the measure	Model for the measure introduced at Angers University

<b>Measure 12:</b> Make period products more readily available to people who menstruate by guaranteeing fair supply across all sites.			<b>Timeframe:</b> ongoing. Continue in 2025–2027
<b>People/ Teams responsible</b>	<b>Target groups</b>	<b>Indicators, assessment methods and goals</b>	<b>Resources</b>
<b>FIPVU</b> <ul style="list-style-type: none"> <li>▪ DVU: BVE, ESE</li> </ul> <b>AGRH</b> <ul style="list-style-type: none"> <li>▪ DASIS</li> </ul>	People who menstruate  University community	Number of collection points  Quantitative analysis of the use of period products by collection point  Carrying out a joint initiative with the <i>Caisse Nationale de l'Assurance Maladie</i> (French National Health Insurance Fund)	Regional partnerships
<b>Measure 13:</b> Organise a yearly information webinar, with help from the Secularism Officer ( <i>référénte laïcité</i> ) and the Parity, Equality and Diversity Officer, to remind everyone of the regulatory framework on wearing distinctive signs at the university.			<b>Timeframe:</b> 2025–2027
<b>People/ Teams responsible</b>	<b>Target groups</b>	<b>Indicators, assessment methods and goals</b>	<b>Resources</b>
<b>Secularism Officer</b>  <b>AGRH</b> <ul style="list-style-type: none"> <li>▪ DASIS</li> </ul> <b>FIPVU</b> <ul style="list-style-type: none"> <li>▪ DVU</li> </ul> <b>SNI</b>	University community	1 webinar per year  Number of people who sign up to the webinar	University regulations  French regulations

<b>Measure 14:</b> Optimise communication tools on social measures offered to the university community. Introduce effective communication tools and set up an information platform.			<b>Timeframe:</b> ongoing. Develop further in 2025
<b>People/ Teams responsible</b>	<b>Target groups</b>	<b>Indicators, assessment methods and goals</b>	<b>Resources</b>
<b>AGRH</b> <ul style="list-style-type: none"> <li>▪ DASIS</li> <li>▪ DCOM</li> </ul> <b>FIPVU</b> <ul style="list-style-type: none"> <li>▪ DVU: BVE, ESE, RSU Project Manager</li> </ul>	University community	Student community: Display the same information in a consistent way across all campuses  Staff community: Create a digital tool and ensure impact monitoring	Student jobs within Offices for Student Life  Peer-to-peer approach for the student community  Fund for the Transformation of the Civil Service

# Equality Policy

**Observation 1:** The gender pay gap remains one of the main aspects of workplace inequality. At the University of Bordeaux, the gender pay gap is monitored as required by the Law on the Transformation of the Civil Service. In 2023, the university obtained an equality index of **78.7/100**, which shows that inequalities still exist. A more in-depth look at the data is necessary, however, to better understand all the challenges involved.

**Main goal:** Make the gender pay gap at the university more visible and close it.

**Short-term goal:** Guarantee visibility and transparency on pay gaps.

**Medium-term goal:** Identify ways to reduce pay gaps and introduce appropriate measures.

**Long-term goal:** Close the gender pay gap at the university.

<b>Measure 1:</b> In line with Decree No. 2023-1136 of 5 December 2023 on measuring and reducing the gender pay gap in the civil service, calculate the university's equality index on a yearly basis.			<b>Timeframe:</b> ongoing. Annual progress report
			<a href="#">Link to HRS4R</a>
<b>People/ Teams responsible</b>	<b>Target groups</b>	<b>Indicators, assessment methods and goals</b>	<b>Resources</b>
<b>AGRH</b> <ul style="list-style-type: none"> <li>▪ DRH: Department of Prospective Studies and HR Strategies</li> </ul>	University staff	<p>Overall gender pay gap for civil servants, calculated based on women's average pay compared with men's average pay, at equivalent category, grade and step;</p> <p>Overall gender pay gap for contract staff, calculated based on women's average pay compared with men's average pay, for equivalent hierarchical categories;</p> <p>Number of public officials of the underrepresented gender among the ten public officials who receive the highest pay</p> <p>The effect of working hours, the effect of</p>	<p>Decree No. 2023-1136 of 5 December 2023 on measuring and reducing the gender pay gap in the civil service</p> <p>Data provided by the DGFIP (General Directorate of Public Finance)</p>

		gender segregation by category, the effect of demographic characteristics within categories, the effect of bonuses for the same categories, grades and steps.	
<b>Measure 2:</b> Share information about the conditions for awarding statutory bonuses and on the university's promotion policy.			<b>Timeframe:</b> ongoing. Annual progress report
			Link to HRS4R
People/ Teams responsible	Target groups	Indicators, assessment methods and goals	Resources
<b>AGRH</b> <ul style="list-style-type: none"> <li>DRH: Department of Prospective Studies and HR Strategies</li> </ul>	University of Bordeaux staff	Results of the DGAFP (General Directorate of Administration of Civil Service) tool  The effect of bonuses for the same category, grade and step	DGAFP tool  Unique Social Report
<b>Measure 3:</b> Develop an HR policy designed to help close the gender pay gap, based on product indicators in addition to those specified by Decree 2023-1136.			<b>Timeframe:</b> ongoing. Annual progress report
			Link to HRS4R
People/ Teams responsible	Target groups	Indicators, assessment methods and goals	Resources
<b>AGRH</b> <ul style="list-style-type: none"> <li>DASIS</li> <li>DRH: Department of Prospective Studies and HR Strategies</li> </ul>	University of Bordeaux staff	Qualitative and quantitative data	Decree No. 2023-1136 of 5 December 2023 on measuring and reducing the gender pay gap in the civil service  Unique Social Report

**Observation 2:** Recruitment is a key step during which certain factors can go against the principle of equal opportunities in the workplace. French regulations require organisations to take steps to fight against inequality and discrimination during recruitment, a strategic phase in people's careers. This aspect can be found, among others, in the Law on the Transformation of the Civil Service, which requires organisations to introduce measures promoting equal access for men and women to job categories, employment settings, grades, and positions in the civil service. The principle is also developed in the Horizon Europe framework programme.

As regards the student community, a study<sup>8</sup> conducted by the National Observatory of Discrimination in Higher Education (ONDES) emphasises the fact that there is still a great deal of discrimination when selecting students for master’s degrees, including based on gender and home country.

**Main goal:** Introduce ethical, transparent and inclusive recruitment procedures for the entire university community.

**Short-term goal:** Raise awareness among the stakeholders involved in recruitment and selection procedures of biases, stereotypes and discrimination.

**Medium-term goal:** Develop and share tools in order to provide a framework for and to standardise recruitment and selection practices.

**Long-term goal:** End discrimination and biases in recruitment and selection.

<b>Measure 4:</b> Continue to share codes, guides and charters on recruitment practices <sup>9</sup> to help ensure that job offers are published in a systematic, fair, accessible <sup>10</sup> and transparent way. Co-develop support tools standardise recruitment processes and make them more objective and fair.			<b>Timeframe:</b> ongoing. Annual progress report
			Link to HRS4R
<b>People/ Teams responsible</b>	<b>Target groups</b>	<b>Indicators, assessment methods and goals</b>	<b>Resources</b>
<b>VP of Human Resources</b>  <b>VP of Research</b>  <b>Parity, Equality and Diversity Officer</b>  <b>AGRH</b> <ul style="list-style-type: none"> <li>▪ DRH: Department of Recruitment</li> </ul>	Potential candidates  Managers looking to recruit	Use of female/male forms, gender-fair terms, details relating to all the conditions for the post, digital accessibility. On a sample of job offers selected at random, analyse changes in how recommendations	Recruitment tool – <i>Between</i>  Guide for recruiting contractual and permanent non-teaching (BIATSS) and research staff at the University of Bordeaux (2023 edition)  RESET Joint Roadmap on establishing institutional standards and frameworks for

<sup>8</sup> ONDES (March 2023), Study report No. 23-01 Selection for entry to Master’s courses: The effects of gender and origin

<sup>9</sup> European Code of Conduct for the Recruitment of Researchers (2005), Guide for recruiting contractual and permanent non-teaching (BIATSS) and research staff at the University of Bordeaux (2023 edition), Good practice guide ‘Recruit, welcome and integrate without discriminating’ from MESRI (2022), RESET Joint Roadmap on establishing institutional standards and frameworks for recruitment and career promotion towards equality and diversity (2022).

<sup>10</sup> Accessible and transparent: Specify as much information as possible (place of work, type of assignments, work trips, availability, working hours, etc.) so that everyone can imagine themselves doing the job (or not) (e.g. people with disabilities, parents, people with mobility restrictions, etc.).

		are taken into account	recruitment and career promotion towards equality and diversity
<b>Measure 5:</b> Provide candidates with a link to the university's Responsible Recruitment Charter before the recruitment interview in order to ensure transparency on ethical issues and to inform the candidates about their rights and responsibilities.			<b>Timeframe:</b> From 2025
			Link to HRS4R
People/ Teams responsible	Target groups	Indicators, assessment methods and goals	Resources
AGRH team <ul style="list-style-type: none"> <li>DRH: Department of Recruitment</li> </ul>	Candidates	Sending the charter when inviting for an interview  Coverage rate	Guide and charter for recruiting contractual and permanent non-teaching (BIATSS) and research staff at the University of Bordeaux (2023 edition)
<b>Measure 6:</b> In line with the MESRI Circular of 2 July 2020, implement an awareness-raising campaign on gender stereotypes intended for the members of the Selection Committee, during the annual information meeting.			<b>Timeframe:</b> ongoing. Annual progress report
			Link to HRS4R
People/ Teams responsible	Target groups	Indicators, assessment methods and goals	Resources
<b>Parity, Equality and Diversity Officer</b>  AGRH <ul style="list-style-type: none"> <li>DRH: Department of Recruitment</li> </ul>	<u>Primary:</u> Members of the Selection Committees (COS, <i>Comités de Sélection</i> )  <u>Secondary:</u> Candidates	Number of COS members attending the information meeting	Awareness-raising materials

<b>Measure 7:</b> Ensure that diversity is maintained within selection juries and committees, for teaching and research staff, and promote it as early as possible in the case of recruitment juries for non-teaching (BIATSS) staff.			<b>Timeframe:</b> ongoing. Annual progress report
			<a href="#">Link to HRS4R</a>
<b>People/ Teams responsible</b>	<b>Target groups</b>	<b>Indicators, assessment methods and goals</b>	<b>Resources</b>
<b>AGRH</b> <ul style="list-style-type: none"> <li>▪ DRH: Department of Recruitment</li> </ul>	<u>Primary:</u> Staff in charge of recruitment  Managers  <u>Secondary:</u> Candidates	Gender-disaggregated composition of recruitment boards (RSU, <i>Rapport Social Unique</i> – Unique Social Report)  Reach a minimum of 40% for each gender in all selection juries and committees by 2024  As regards selection juries for non-teaching (BIATSS) staff, monitor the male/female ratio	/
<b>Measure 8:</b> Continue with and make it mandatory to publish the University President's letter to selection committees reminding of the university's goal to increase the number of women professors.			<b>Timeframe:</b> ongoing. Annual progress report
			<a href="#">Link to HRS4R</a>
<b>People/ Teams responsible</b>	<b>Target groups</b>	<b>Indicators, assessment methods and goals</b>	<b>Resources</b>
<b>AGRH</b> <ul style="list-style-type: none"> <li>▪ DRH: Department of Recruitment</li> </ul>	Recruitment juries	Publication of the President's letter reminding of the university's goals	President's letter

<b>Measure 9:</b> Implement an objective methodology for selecting master's course students that takes gender and diversity into account by providing the necessary tools to the people responsible for this task.			<u>Timeframe:</u> 2027
People/ Teams responsible	Target groups	Indicators, assessment methods and goals	Resources
<b>Parity, Equality and Diversity Officer</b>  <b>FIPVU</b> <ul style="list-style-type: none"> <li>▪ MAOIP</li> </ul>	People responsible for master's courses	Contact point	/

**Observation 3:** Career progression is one of the main aspects in which workplace inequalities between men and women can be felt. This factor must be taken into account in action plans for workplace equality, in line with the Law on the Transformation of the Civil Service.

**Main goal:** Ensure transparency as regards career progression and reduce inequalities between men and women in career development.

**Short-term goal:** Ensure transparency as regards promotions at the university.

**Medium-term goal:** Reduce inequalities in career progression between men and women.

**Long-term goal:** Increase the number of women in the most qualified positions.

<b>Measure 10:</b> Remain committed to promoting workplace equality so that it remains at the heart of management guidelines, including by specifying the respective share of women and men in the pool of staff eligible for promotion and the share of women and men on the promotion list and therefore likely to be promoted.			<u>Timeframe:</u> ongoing. Annual progress report
			Link to HRS4R
People/ Teams responsible	Target groups	Indicators, assessment methods and goals	Resources
<b>AGRH</b> <ul style="list-style-type: none"> <li>▪ DRH: Department of Prospective Studies and HR Strategies</li> </ul> <b>Relevant departments of the University of Bordeaux</b>	Staff eligible for promotion	Gender-disaggregated data on staff eligible for promotion and promoted (RSU)	Unique Social Report

<b>Measure 11:</b> Introduce new promotion and recruitment methods to promote a balanced gender ratio among university professors, depending on the pool of candidates.			<b>Timeframe:</b> ongoing. Annual progress report
			Link to HRS4R
People/ Teams responsible	Target groups	Indicators, assessment methods and goals	Resources
<b>AGRH</b>  ▪ DRH	University lecturers	Statistical data on the rate at which these methods are used	Law on Research Planning
<b>Measure 12:</b> In 'call for candidates' texts aimed at honoris causa and visiting professors, specify the need to promote diversity (as regards gender, home country, scientific field).			<b>Timeframe:</b> ongoing. Annual progress report
			Link to HRS4R
People/ Teams responsible	Target groups	Indicators, assessment methods and goals	Resources
<b>VP of Training and University Life</b>  <b>VP of Research</b>  <b>Directorates of Colleges and Departments</b>	Scientific and teaching teams	For new nominations for honoris causa between 2025 and 2027, aim for at least 40% of women nominees	Text in the application form: 'Particular attention will be paid to other, non-scientific, criteria that will help to maintain certain balances such as gender parity, diversity in home countries/continents, and the fields of research highlighted as part of this programme'

**Observation 4:** Training is a key step in bringing about lasting change in behaviour and in reducing inequality.

**Main goal:** Provide training on equality and diversity to the entire university community.

**Short-term goal:** Raise awareness of issues surrounding equality and diversity among the university's communities.

**Medium-term goal:** Train strategic members of the university community in issues surrounding equality and diversity.

**Long-term goal:** Train all members of the university community and foster a culture that celebrates equality.

<b>Measure 13:</b> Develop training initiatives for all university staff in the following areas: secularism, diversity and the fight against discrimination, workplace gender equality, visible and invisible disabilities. Consider making basic training mandatory in order to foster a culture that promotes equality.			<b>Timeframe:</b> ongoing. Annual progress report
			<a href="#">Link to HRS4R</a>
People/ Teams responsible	Target groups	Indicators, assessment methods and goals	Resources
<b>Parity, Equality and Diversity Officer</b>  <b>AGRH</b> <ul style="list-style-type: none"> <li>▪ DASIS</li> <li>▪ DRH: Skill Development Unit</li> </ul>	<b>University staff, and more specifically relating to:</b>  <u>Secularism:</u> all staff, with specific instructions for staff who welcome new students  <u>Diversity and the fight against discrimination:</u> all staff  <u>Workplace gender equality:</u> all staff  <u>Visible and invisible disabilities:</u> all staff	Number of sessions and participants  Feedback forms at the end of each session, available through <i>Formaction</i>	Contract No. 2023-184 'Training on the values of the Republic' - Egaé group
<b>Measure 14:</b> Make training in discrimination and diversity mandatory for new university lecturers.			<b>Timeframe:</b> 2027
			<a href="#">Link to HRS4R</a>
People/ Teams responsible	Target groups	Indicators, assessment methods and goals	Resources
<b>FIPVU</b> <ul style="list-style-type: none"> <li>▪ MAPI</li> </ul>	New university lecturers	Number of training participants  Feedback form at the end of the training	External bodies and training courses developed as part of RESET

<b>Measure 15:</b> Organise an annual seminar designed to raise awareness of equality, diversity and taking gender into account in research, aimed at PhD students.			<b>Timeframe:</b> ongoing. Annual progress report
			Link to HRS4R
People/ Teams responsible	Target groups	Indicators, assessment methods and goals	Resources
<b>Parity, Equality and Diversity Officer</b>  <b>College of Graduate Schools</b>	PhD students	Number of people who signed up to the training and gender-disaggregated data  Feedback form at the end of the training	RESET materials: 'Sex and gender in scientific excellence: a must in all areas of research' and opening up to other themes (moral harassment, racism, etc.)  <i>Quinzaine de l'égalité</i> (two-week campaign to promote equality) and <i>Mois de l'Inclusivité</i> (Inclusivity Month)

**Observation 5:** Parenthood can have a negative effect on career progression, and this issue affects mainly women.

**Main goal:** Create a better work-life balance.

**Short-term goal:** Inform staff about existing measures.

**Medium-term goal:** Support parents to help them achieve a better work-life balance.

**Long-term goal:** Increase the use of existing measures, especially by men.

<b>Measure 16:</b> Continue to organise information-sharing initiatives about measures linked to parenthood among university staff to encourage a better work-life balance, allow for shared parenting, and promote good practices.			<b>Timeframe:</b> ongoing. Continue in 2025–2027
			Link to HRS4R
People/ Teams responsible	Target groups	Indicators, assessment methods and goals	Resources
<b>Parity, Equality and Diversity Officer</b>  <b>AGRH</b> <ul style="list-style-type: none"> <li>▪ DASIS</li> <li>▪ DCOM</li> </ul>	University staff	List of measures introduced  Number of views of the videos posted on the university's YouTube channel	Motion designs, video interviews (replay and live)  Parenthood guide, personal events and working life

<b>Measure 17:</b> Continue organising ‘Social action meet-ups’, a series of webinars designed to share information and good practices, focused on everyday subjects and topics that touch on both professional and personal life.			<b>Timeframe:</b> ongoing. Continue in 2025–2027
			Link to HRS4R
People/ Teams responsible	Target groups	Indicators, assessment methods and goals	Resources
<b>AGRH</b> <ul style="list-style-type: none"> <li>▪ DASIS</li> </ul>	University of Bordeaux staff	Number of webinar participants  Number of video views and webinar replays	Partnerships with organisations such as the CAF ( <i>Caisse d’allocations familiales</i> , France’s family benefits fund) and the association Finance et Pédagogie (Finance and Teaching)

**Observation 6:** Taking gender into account in research has become a criterion for receiving funding as part of the Horizon Europe call for projects. It is encouraged by the French National Research Agency (ANR) and it helps to develop research projects tailored to current social issues. Gender must also be taken into account in innovation.

**Main goal:** Create a more egalitarian attitude and make the university community more representative in research and innovation.

**Short-term goal:** Provide relevant information to the university community and raise its awareness of the issues surrounding the need to take gender and equality into account in research and innovation.

**Short-term goal:** Provide relevant information to the university community and raise its awareness of the issues surrounding the need to take gender and equality into account in research and innovation.

**Long-term goal:** Reduce inequalities in the world of research, entrepreneurship and innovation at the university.

<b>Measure 18:</b> Inform the university community about GIA (Gender Impact Assessment) tools and provide assistance and support with using the tools, including as part of laboratory work.			<b>Timeframe:</b> ongoing. Continue in 2025–2027
People/ Teams responsible	Target groups	Indicators, assessment methods and goals	Resources
<b>VP of Research</b>  <b>Committee for Gender Equality and Diversity</b>  <b>Directorate for Research Departments</b>	Scientific community	Number of information sessions and workshops organised (and number of participants)	RESET materials

<p><b>Directorate for Laboratories</b></p> <ul style="list-style-type: none"> <li>Contact points for matters relating to equality in laboratories</li> </ul> <p><b>College of Graduate Schools</b></p> <p><b>RIPI</b></p> <ul style="list-style-type: none"> <li>DRV: SMSP</li> </ul>			<p>EIGE website<sup>11</sup> – Gender Impact Assessment</p> <p>Intranet page ‘Integrate gender in your research project’</p>
<p><b>Measure 19:</b> Encourage a greater representation of women in patent applications, innovation and entrepreneurship at the university.</p>			<p><u>Timeframe:</u> 2025–2027</p>
<p>People/ Teams responsible</p>	<p>Target groups</p>	<p>Indicators, assessment methods and goals</p>	<p>Resources</p>
<p><b>RIPI</b></p> <ul style="list-style-type: none"> <li>DIESE</li> <li>DRV</li> </ul>	<p>Women part of the university community</p>	<p>Share of women among people who file patent applications</p> <p>Share of women among people who are supervised or supported by the University of Bordeaux in conducting an entrepreneurship project</p>	<p>InnovationS</p> <p>The Hub</p> <p>UBee Lab</p>

<sup>11</sup> EIGE – European Institute for Gender Equality

<b>Measure 20:</b> Encourage setting up mentorship programmes between researchers at key moments in their career (project applications, research programmes, habilitation to supervise research, etc.).			<u>Timeframe:</u> 2025–2027
			Link to HRS4R
People/ Teams responsible	Target groups	Indicators, assessment methods and goals	Resources
<b>Directorate for Research Departments</b>  <b>RIPI</b> <ul style="list-style-type: none"> <li>▪ DRV</li> </ul>	Researchers within the University of Bordeaux community	Gender-disaggregated data relating to participation in the mentorship programme (by scientific fields and topics)	Programmes already in place in the DETS department
<b>Measure 21:</b> Set up an annual award for women in innovation and scientific discovery at the university.			<u>Timeframe:</u> 2027
People/ Teams responsible	Target groups	Indicators, assessment methods and goals	Resources
<b>RIPI</b> <ul style="list-style-type: none"> <li>▪ DIESE</li> <li>▪ DRV</li> </ul>	Women part of the university community	Information about the winners of the annual award	InnovationS  The Hub  UBee Lab

# Diversity Policy

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**Observation 1:** The Diversity Policy must be promoted across the entire university.

**Main goal:** Ensure the monitoring and governance of the Diversity Policy across the entire university community.

**Short-term goal:** Identify the needs of the university community as regards taking diversity into account.

**Medium- and long-term goal:** Ensure that staff and students comply with the Equality and Diversity Policy.

<b>Measure 1:</b> Extend the scope of the Committee for Gender Equality by renaming it 'Committee for Gender Equality and Diversity'. Organise at least two annual meetings and monitor the committee's work.			<b>Timeframe:</b> ongoing. Continue in 2025–2027
People/ Teams responsible	Target groups	Indicators, assessment methods and goals	Resources
<b>Parity, Equality and Diversity Officer</b>	Committee members	Reports from committee meetings  Attendance list	Presentation materials

<b>Measure 2:</b> Organise annual student conferences on diversity to create opportunities for discussing matters relating to equality and diversity as experienced by students.			<b>Timeframe:</b> from 2026
<b>People/ Teams responsible</b>	<b>Target groups</b>	<b>Indicators, assessment methods and goals</b>	<b>Resources</b>
<b>VP for Student Life and Campus Life</b>  <b>Student VP of the Board of Directors</b>  <b>Parity, Equality and Diversity Officer</b>  <b>FIPVU</b> <ul style="list-style-type: none"> <li>▪ DVU</li> <li>▪ MAOIP</li> </ul> <b>PAS</b> <ul style="list-style-type: none"> <li>▪ Institute of Transition</li> </ul>	Student community	Reports from meetings  Conference attendees by gender and by faculty	<i>Mois de l'Inclusivité</i> (Inclusivity Month)
<b>Measure 3:</b> Work together with international student associations and services that welcome international staff and students so as to identify their specific needs and meet them.			<b>Timeframe:</b> from 2026
<b>People/ Teams responsible</b>	<b>Target groups</b>	<b>Indicators, assessment methods and goals</b>	<b>Resources</b>
<b>Parity, Equality and Diversity Officer</b>  <b>FIPVU</b> <ul style="list-style-type: none"> <li>▪ DVU: BVE, ESE</li> <li>▪ MAOIP</li> </ul> <b>PAS</b> <ul style="list-style-type: none"> <li>▪ Institute of Transition</li> </ul> <b>RIPI</b> <ul style="list-style-type: none"> <li>▪ DRI</li> </ul>	International student community	Qualitative data collected during discussions	Association based at the university  Association based at CROUS (regional organisation providing student bursaries, university halls of residence, etc.)

**Observation 2:** To bring about lasting change that fosters diversity, it is important to equip communities with effective tools and provide them with the support they need.

**Main goal:** Develop and share tools and resources designed to raise awareness of diversity and encourage the adoption of inclusive practices.

**Short-term goal:** Continue to develop tools and resources designed to raise awareness, help with prevention and provide information on issues relating to equality and diversity, together with the university community.

**Medium-term goal:** Help the university community to become familiar with the tools and resources and share them across the entire university.

**The long-term goal:** Help to instill a culture that celebrates diversity at the university.

<b>Measure 4:</b> Build a toolbox for laboratories and research units to help them introduce measures that promote equality and diversity (including as part of the Charter of Laboratories in transition) – action plans, tools, useful resources.			<b>Timeframe:</b> from 2025
<b>People/ Teams responsible</b>	<b>Target groups</b>	<b>Indicators, assessment methods and goals</b>	<b>Resources</b>
<b>AGRH</b> <ul style="list-style-type: none"> <li>▪ DASIS</li> </ul> <b>PAS</b> <ul style="list-style-type: none"> <li>▪ Institute of Transition</li> </ul>	Members of laboratories and research units	Effective creation of a toolbox	Equality resources listed in the Excel table

<p><b>Measure 5:</b> Step up efforts to integrate social transition in the content of student training. Introduce, from the start of the academic year 2025–2026, an Open Teaching Unit (UEO) at bachelor’s degree level for the College of Human Sciences and an UEO at master’s degree level for all the colleges.</p>			<p><b>Timeframe:</b> ongoing. Continue in 2025–2027</p>
<p>People/ Teams responsible</p>	<p>Target groups</p>	<p>Indicators, assessment methods and goals</p>	<p>Resources</p>
<p><b>VP of Training and University Life</b></p> <p><b>AGRH</b></p> <ul style="list-style-type: none"> <li>▪ DASIS</li> </ul> <p><b>FIPVU</b></p> <ul style="list-style-type: none"> <li>▪ MAPI</li> </ul>	<p>Student community</p>	<p>Number of training sessions conducted and gender-disaggregated data on participants</p>	<p>Training courses developed as part of RESET</p>
<p><b>Measure 6:</b> Develop an online training module designed to raise awareness among teaching staff of inclusive and reflexive teaching methods that take gender and diversity into account.</p>			<p><b>Timeframe:</b> ongoing. To be introduced in 2025–2027</p>
<p>People/ Teams responsible</p>	<p>Target groups</p>	<p>Indicators, assessment methods and goals</p>	<p>Resources</p>
<p><b>VP of Training and University Life</b></p> <p><b>AGRH</b></p> <ul style="list-style-type: none"> <li>▪ DASIS</li> </ul> <p><b>FIPVU</b></p> <ul style="list-style-type: none"> <li>▪ DFGC</li> <li>▪ MAPI</li> </ul>	<p>University community</p>	<p>Gender-disaggregated data on the people who took part in the online module, by college</p>	<p>Initiative conducted as part of the EU project RESET</p>

<b>Measure 7:</b> Encourage the dissemination and use of the Responsible Event Guide among and by the entire university community.			<b>Timeframe:</b> ongoing. Continue in 2025–2027
People/ Teams responsible	Target groups	Indicators, assessment methods and goals	Resources
<b>PAS</b> <ul style="list-style-type: none"> <li>▪ Institute of Transition</li> </ul>	University community	Number of downloads of the guide from the university’s website  Number of people who took the related training	Responsible Event Guide  Support training
<b>Measure 8:</b> Step up efforts as regards gender-sensitive communication, including through dedicated workshops.			<b>Timeframe:</b> ongoing. Continue in 2025–2027
People/ Teams responsible	Target groups	Indicators, assessment methods and goals	Resources
<b>AGRH</b> <ul style="list-style-type: none"> <li>▪ DASIS</li> <li>▪ DCOM</li> </ul>	University community	Number of workshops organised and number of participants  Feedback form at the end of the workshop	List of 8 recommendations drawn up together with the Directorate of Communication

<b>Measure 9:</b> Continue to share resources, tools and information that promote equality and diversity, including through the university’s website. Develop and encourage the use of a games library dedicated to the theme of equality and diversity within the University of Bordeaux for the entire community.			<b>Timeframe:</b> ongoing. Continue in 2025–2027
<b>People/ Teams responsible</b>	<b>Target groups</b>	<b>Indicators, assessment methods and goals</b>	<b>Resources</b>
<p><b>Parity, Equality and Diversity Officer</b></p> <p><b>Head of Science and Society</b></p> <p><b>AGRH</b></p> <ul style="list-style-type: none"> <li>▪ DASIS</li> </ul> <p><b>FIPVU</b></p> <ul style="list-style-type: none"> <li>▪ DVU: BVE, RSU Project Manager, SUAPS</li> </ul> <p><b>PAS</b></p> <ul style="list-style-type: none"> <li>▪ Institute of Transition</li> </ul> <p><b>Directorate of Documentation</b></p>	<p>University community</p>	<p>Number of games borrowed</p> <p>Number of sessions organised</p>	<p>Board games, awareness-raising materials, response sheets, exhibitions</p> <p>The team behind the label <i>Sciences avec et pour la société</i> (Science with and for society)</p>

<b>Measure 10:</b> Track and promote indicators for a more inclusive scientific excellence.			<b>Timeframe:</b> ongoing. Progress report in 2025–2027
			<a href="#">Link to HRS4R</a>
<b>People/ Teams responsible</b>	<b>Target groups</b>	<b>Indicators, assessment methods and goals</b>	<b>Resources</b>
<b>AGRH</b> <ul style="list-style-type: none"> <li>DRH: Department of HR Planning and Management</li> </ul> <b>PAS</b> <ul style="list-style-type: none"> <li>DAEES</li> </ul>	University community	List of indicators approved by the RESET consortium (in progress in 2024)	Data relating to HR, research, etc.
<b>Measure 11:</b> Take part in national and local initiatives that promote diversity within sectors and professions (e.g. ACCES, <i>Moi informaticienne, moi mathématicienne, Têtes chercheuses</i> ).			<b>Timeframe:</b> 2025
<b>People/ Teams responsible</b>	<b>Target groups</b>	<b>Indicators, assessment methods and goals</b>	<b>Resources</b>
<b>FIPVU</b> <ul style="list-style-type: none"> <li>DVU: The team of <i>Sciences avec et pour la société</i></li> <li>MAOIP</li> </ul> <b>AGRH</b> <ul style="list-style-type: none"> <li>DAPT</li> </ul>	University community  Secondary school students	Gender-disaggregated data on participants  Qualitative feedback about the initiatives	Partnerships with secondary schools  National initiatives  Initiative <i>A la fac avant le bac</i> (At university before A-levels)  ACCES project  SUNSET project - <i>Sciences avec et pour la société</i> (Science with and for society)

**Observation 3:** Giving more visibility to the diversity within our university community is crucial for raising awareness and for ensuring that every single person feels a part of our institution.

**Main goal:** Make the diversity within our communities visible.

**Short-term goal:** Build on important events and key dates to draw attention to the challenges linked to diversity.

**Medium-term goal:** Allow university communities to take ownership of key moments to lead discussions and express themselves.

**Long-term goal:** Ensure that events held at the university are always responsible and inclusive.

Measure 12: Organise the <i>Mois de l'Inclusivité</i> (Inclusivity Month) every year in March, across the entire university and together with a specific community.			Timeframe: ongoing. Continue in 2025–2027
People/ Teams responsible	Target groups	Indicators, assessment methods and goals	Resources
<b>Parity, Equality and Diversity Officer</b>  <b>AGRH</b> <ul style="list-style-type: none"> <li>▪ DASIS</li> <li>▪ DCOM</li> </ul> <b>FIPVU</b> <ul style="list-style-type: none"> <li>▪ DVU: RSU Project Manager</li> </ul>	University community	Number of events organised  Number of participants  Number of members in the community in question	Trial as part of COMP 2024–2025
Measure 13: Take part in the <i>Quinzaine de l'égalité</i> (two-week campaign to promote equality) organised every year by the city of Bordeaux in November.			Timeframe: ongoing. Continue in 2025–2027
People/ Teams responsible	Target groups	Indicators, assessment methods and goals	Resources
<b>Parity, Equality and Diversity Officer</b>  <b>AGRH</b> <ul style="list-style-type: none"> <li>▪ DASIS</li> <li>▪ DCOM</li> </ul> <b>FIPVU</b> <ul style="list-style-type: none"> <li>▪ DVU: RSU Project Manager</li> </ul>	University community  The general public	Number of events organised  Number of participants  Number of members in the community in question	Trial as part of COMP 2024–2025

<b>Measure 14:</b> Organise a yearly event on the theme of secularism.			<b>Timeframe:</b> ongoing. Continue in 2025–2027
<b>People/ Teams responsible</b>	<b>Target groups</b>	<b>Indicators, assessment methods and goals</b>	<b>Resources</b>
<b>Secularism Officer</b>  <b>Racism and Antisemitism Office</b>  <b>AGRH</b> <ul style="list-style-type: none"> <li>▪ DCOM</li> </ul>	University community  The general public	Number of events organised  Number of participants	<i>Guide de la laïcité à l'université</i> (Guide to secularism at university), <i>France Universités</i> (December 2023)
<b>Measure 15:</b> Organise cross-culture meetings and events with the university community from the point of view of cultural rights.			<b>Timeframe:</b> 2025–2027
<b>People/ Teams responsible</b>	<b>Target groups</b>	<b>Indicators, assessment methods and goals</b>	<b>Resources</b>
<b>FIPVU</b> <ul style="list-style-type: none"> <li>▪ DVU: Department of Culture</li> </ul>	University community		

**Colour codes for Timeframe boxes:**

-  To be launched
-  Ongoing

# Conclusion

This plan offers a non-exhaustive list of measures that have been or will be introduced between 2025 and 2027 to promote workplace equality, gender equality and diversity. The stakeholders involved in these matters at the university will continue their efforts by following the guidelines in this document all the while complying with French laws and regulations and by drawing on relevant European, national and local measures that could help to introduce other helpful initiatives during the specified timeframe.

This document follows a cross-disciplinary approach and underscores the participatory and shared nature of matters relating to equality and diversity for the entire university community.



Redesigning  
Equality and  
Scientific  
Excellence  
Together

## 6.2

# Aristotle University of Thessaloniki



ARISTOTLE  
UNIVERSITY OF  
THESSALONIKI

## GENDER EQUALITY PLAN (GEP, Greek: SDIF)

Reference period: November 2024 through November 2027



This project has received funding from the European Union's Horizon 2020 Framework Program for Research and Innovation under Grant Agreement no **101006560**.

Thessaloniki  
October 2024

The current Gender Equality Plan (GEP) constitutes an updated version of the GEP AUTH 2022-24 which was prepared under the responsibility of the Gender Equality Committee (GEC, Greek: EIF) active for the term 2019-2022, in collaboration with the European Project "RESET - Redesigning Equality and Scientific Excellence Together" (GA number: 101006560). The update of the GEP started in spring 2024 within the RESET Project (in the absence of an active GEC), while the final text submitted for approval by the Senate was prepared in accordance with the provisions of Law 4957/2022, Article 218, para. 3, by the newly appointed Committee for Gender Equality and Anti-Discrimination of the AUTH for the term 2024-2027.

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## Abbreviations

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

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## 1. Introduction

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

The GEP of the AUTH was implemented following the guidelines and specifications of Horizon Europe<sup>1</sup>, the new European Union (EU) Framework Programme for Research and Innovation for 2021-2027, and meets the four mandatory requirements related to the process:

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

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

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

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

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

The content of the AUTH GEP 2022-2024 includes:

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<sup>1</sup> European Commission, Directorate-General for Research and Innovation, Horizon Europe guidance on gender equality plans, 2021, <https://data.europa.eu/doi/10.2777/876509>, last access October 2024

- Chapter 1: Promoting Gender Equality in Greece and in Universities – National and European Reference Framework
- Chapter 2: Development, Implementation and Evaluation of the Gender Equality Plan at the Aristotle University of Thessaloniki
- Chapter 3: Strategic Objectives and Implementation Plan of the AUTH Gender Equality Plan (2024-2027)

The Gender Equality Plan (GEP) of the AUTH runs for three years (2024-2027) and will be updated in November 2027.

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

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

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

According to data from the European Institute for Gender Equality (EIGE) and based on the European Gender Equality Index 2023, no Member State of the European Union (EU) has achieved full gender equality and progress is slow. However, in 2023 “*The Gender Equality Index for the European Union (EU) has surpassed 70 points for the first time, showing a growth of 1.6 points since 2022. The increase in the overall EU score is the highest year-on-year rise since the first edition of the Index in 2013*”<sup>3</sup>.

In the Gender Equality Index, Greece scores 58/100 points and ranks and ranks for the first time in fourth place from the bottom in terms of gender equality in the EU, leaving behind the Czech Republic (3rd from the bottom), Hungary (2nd from the bottom) and lastly Romania<sup>4</sup>. This is a significant progress for Greece, as in all previous editions of the Gender Equality Index from 2013 to 2022 it was ranked last. This improvement is mainly due to the country's better performance on the individual indicators of time management (as more men are increasingly involved in household care, childcare and other care activities) and equal access to health services for both sexes (although the latter are overall deteriorating in the country, the deterioration does not seem to be gender-based). However, Greece still scores very low on sub-indicators such as equal access of women to positions of power (30.4/100), has declined in the sub-indicator of money (where increasing gender inequalities are observed especially in the sub-sectors of financial status and access to financial resources), while Greece's worst performance is in the labour indicator, especially in the sub-sector of employment, where female unemployment is still very high, ranking the country in penultimate place among EU countries, and in the sub-sector of gender discrimination and quality of work, where the country gets its lowest score (64.6/100)<sup>5</sup>.

This general impression in the field of gender equality in the labour is also reflected in the field of research, innovation and higher education. More specifically, according to the report of the European Commission in recent years, (She Figures 2021)<sup>6</sup>, in the field of Higher Education, Greece demonstrates one of the lowest percentages in women who are members of the Teaching and Research Staff (TRS). Women are under-represented in the natural and technological sciences too, while their presence is significantly lower at the highest levels of the academic hierarchy, regardless of the scientific field.

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

<sup>3</sup> Gender Equality Index, 2023, European Institute for Gender Equality. <https://eige.europa.eu/gender-equality-index/2023>. Last access, October 2024

<sup>4</sup> Gender Equality Index, 2023, European Institute for Gender Equality. <https://eige.europa.eu/gender-equality-index/2023>. Last access, October 2024

<sup>5</sup> *Gender Equality Index, 2023, European Institute for Gender Equality*. <https://eige.europa.eu/gender-equality-index/2023>. Last access, October 2024

<sup>6</sup> European Commission, Directorate-General for Research and Innovation, She figures, 2021: gender in research and innovation: statistics and indicators, Publications Office, 2021, <https://data.europa.eu/doi/10.2777/06090> Last access, October 2024

Regarding the structure of the teaching staff based on gender in the Universities, in 2021, Greece has the third highest percentage in male teachers (63.05%), when the average in the European Union is 56.04%, according to the latest annual report of the Hellenic Authority for Higher Education - HQA (2022) on the quality of higher education<sup>7</sup>. In addition, Greece has one of the lowest percentages in women among the Rectorate Authorities at Universities and other senior administrative positions compared to other EU Member States. In the current academic year (2024-2025), there are only three (3) female Rectors (at the Harokopio University of Athens, the Athens School of Fine Arts, and the Panteion University) in the twenty-four (24) Universities of the country and twenty-four (24) female Vice Rectors out of a total of ninety-six (96) rectors. There are sixty-seven (67) women on Management Boards out of a total of two hundred and sixty-four (264).

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

## 2.2 Policies at national and European level

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

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

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<sup>7</sup> Hellenic Authority for Higher Education, 2022, Annual Report on the Quality of Higher Education, Hellenic Authority for Higher Education, Athens, [https://www.ethaae.gr/images/articles/etisies\\_ekthesis\\_HAHE/2024.2.2\\_%CE%A4%CE%B5%CE%BB%CE%B9%CE%BA%CE%AE\\_%CE%88%CE%BA%CE%B8%CE%B5%CF%83%CE%B7\\_%CE%95%CE%98%CE%91%CE%91%CE%95\\_2022\\_v1.2.pdf](https://www.ethaae.gr/images/articles/etisies_ekthesis_HAHE/2024.2.2_%CE%A4%CE%B5%CE%BB%CE%B9%CE%BA%CE%AE_%CE%88%CE%BA%CE%B8%CE%B5%CF%83%CE%B7_%CE%95%CE%98%CE%91%CE%91%CE%95_2022_v1.2.pdf) Τελευταία πρόσβαση: Οκτώβριος 2024.

- The ratification of the Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence, known as the "Istanbul Convention" with Law 4431/2018 (A' 62).
- The ratification of the International Labour Organisation Convention 190 on the Elimination of Violence and Harassment in the World of Work with the Law 4808/2021.
- Finally, according to Law 4957/2022 (article 218), the Gender Equality and Anti-Discrimination Committee that must exist in each HEI has the following responsibilities:
  - (a) develop action plans to promote and ensure substantive equality and anti-discrimination in the educational, research and administrative processes of the institution and prepare an annual report, which shall be submitted to the Senate and the Governing Board,
  - (b) recommend to the competent bodies measures to promote equality and combat discrimination, to combat sexual harassment and all forms of harassment,
  - (c) monitoring and evaluating the progress of the implementation of the above measures and their results and recommending their amendment, revision or completion,
  - (d) provide information and training to members of the academic community on issues relating to gender equality, LGBTIQ people and the fight against all forms of discrimination, sexual harassment and all forms of harassment,
  - (e) promote the development of curricula and the organisation of seminars and lectures focusing on the study of gender, LGBTIQ persons, the fight against discrimination and the fight against sexual harassment and all forms of harassment,
  - (f) promote the preparation of studies and research on issues related to its field of competence,
  - (g) recording reports and complaints of incidents of discrimination and sexual or gender-based harassment and forwarding them to the competent bodies,
  - (h) provide assistance to victims of discrimination, sexual harassment and harassment when they report discrimination or harassment.

The General Secretariat for Demography and Family Policy and Gender Equality was the state body responsible for designing, implementing and monitoring the implementation of equality policies in all areas as well as the body that drafted the National Action Plan for Gender Equality 2021-2025. The National Action Plan for Gender Equality 2021-2025 includes actions related to gender mainstreaming in sectoral policies, promoting gender equality in education, science and research, promoting women's equal participation in decision-making/leadership positions, promoting women's equal participation in the labour market, strengthening women's and girls' education and training in research and technology as well as improving the position of women suffering from multiple forms of discrimination<sup>8</sup>. In addition, a key action originated by the General Secretariat for Demography and Family Policy and Gender Equality - and now implemented by the General Secretariat for Equality and Human Rights - which relates to the promotion of Gender Equality in Universities is the implementation of gender-neutral language in the official documents of the Greek public administration<sup>9</sup>.

At a European level, the "Gender Equality Strategy"<sup>10</sup> forms the framework for the European Commission's work on gender equality and sets out policy objectives and key actions for the period 2020-2025.

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<sup>8</sup> [National Gender Equality Plan 2021-2025](#)

<sup>9</sup> [Guide on Non-Sexist Language in Administrative Documents](#)

<sup>10</sup> <https://eur-lex.europa.eu/legal-content/EL/TXT/PDF/?uri=CELEX:52020DC0152&from=EN>

Regarding the policies to promote gender equality in research and innovation, gender equality was gradually strengthened as a priority of the European Commission for the European Research Area (ERA)<sup>11</sup>; in 2020, a new commitment was made and integrated into several measures and initiatives, such as the European Union's Framework Programme for Research and Innovation (Horizon Europe)<sup>12</sup> for the period 2021-2027. In this framework programme, gender equality is set as a horizontal priority, both in the evaluation of research proposals and in the implementation of research programmes as well as in the profile of institutions applying for funding. In this way, one of the basic conditions for funding is the existence of active Gender Equality Plans, which have certain specifications, at Universities and research organisations<sup>13</sup>.

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

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<sup>11</sup> European Research Area (ERA). Available at:

[https://ec.europa.eu/info/research-and-innovation/strategy/strategy-2020-2024/our-digital-future/era\\_en](https://ec.europa.eu/info/research-and-innovation/strategy/strategy-2020-2024/our-digital-future/era_en)

<sup>12</sup> Horizon Europe program (2021 -2027).

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

<sup>13</sup> For more information on the Gender Equality Plan, see European Commission, Directorate-General for Research and Innovation, *Horizon Europe guidance on gender equality plans*, 2021. Available at: <https://data.europa.eu/doi/10.2777/876509>

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

According to Article 218 of Law 4957/2022, the conduction of action plans to promote and ensure substantive gender equality and anti-discrimination in the educational, research and administrative processes in universities falls within the Gender Equality and Anti-Discrimination Committee's (GEADC) scope. The AUTH GEADC has been established since 2024 (decision of the Administrative Council 21/11-7-2024) and operates as an advisory body to the Senate and the Administrative bodies of Faculties and Schools, to promote equality in all operational levels and all processes of academic life.

The development and implementation phases of the AUTH GEP 2022-2024 follow the key steps set out in the tool for Gender Equality in Academia and Research, proposed by the European Institute for Gender Equality<sup>14</sup>, and are mentioned in the Horizon Europe guidelines and specifications as follows<sup>15</sup>:

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

In this context, the first Gender Equality Plan of AUTH was developed in June 2022, following a collaboration between the GEC AUTH and the implementation team of the European Project "RESET - Redesigning Equality and Scientific Excellence Together" (GA No: 101006560), in which AUTH participates as a partner together with 6 other European universities (University of Bordeaux, University of Lodz, University of Porto, Ruhr-University Bochum, University of Oulu, SciencesPo University).

However, the term of that first GEC of 2019 expired in November 2022 and was neither extended nor renewed nor reopened until 2024, so that the new GEADC, as renamed according to 4957/2022, will start its work only in September 2024. This resulted in the inactivation of the GEP 2022-24 and the suspension of its activities.

The GEC AUTH 2019-22 having already organized with the responsibility of its members D. Kogidou, A. Stamos and T.A. Kaplanis on May 28, 2022 an online workshop on "Transcending sexist discourse in the public sphere"<sup>16</sup>, in the minimum time available to it from June 2022 (signing of GEP 2022-2024 by the Senate) until November 2022 (expiration of the term of GEC), it implemented the following actions:

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<sup>14</sup> GEAR tool: <https://eige.europa.eu/gender-mainstreaming/toolkits/gear/step-step-guide>

<sup>15</sup> European Commission, Directorate-General for Research and Innovation, Horizon Europe guidance on gender equality plans, 2021, <https://data.europa.eu/doi/10.2777/876509>

<sup>16</sup> <https://www.auth.gr/press/ypervainontas-ton-sexistiko-logo-st/> and <https://www.youtube.com/watch?v=kIXNNIEPYbk> και [https://www.youtube.com/watch?v=J51Jy\\_tnuB8](https://www.youtube.com/watch?v=J51Jy_tnuB8) Last access: October 2024.

- A.1.2.1 - Official presentation of the GEP 2022-2024 on 20 October 2022 at the KEDEA Amphitheatre I in cooperation with RESET<sup>17</sup>.

- A.1.2.1 - Publication and information to the university community:

- At the invitation of the Dean of the Faculty of Health Sciences Th. Dardavessis and in the presence of the members of the Faculty's GEC, a presentation of the GEP 2022-24 and a briefing on issues related to the fight against linguistic sexism was held on 21 October 2022 by GEC 2022-24 member T. A. Kaplanis.
- At the invitation of the Dean of the Faculty of Sciences H. Charalambous and in the presence of the members of the the Faculty's GEC, a presentation of the GEP 2022-24 and a briefing on issues of combating linguistic sexism was held on 27 November 2022 by the members of the GEC 2022-24 A. Stamou and T. A. Kaplanis

- A.3.1 - In the context of raising awareness among members of the university community and more broadly for the equal participation of LGBTQIA+ people, both in the university and in Greek society, members of the GEC participated:

- On June 21, 2022 in round tables/actions/interventions at the Forum of the Thessaloniki Pride 2022 Pride Festival (D. Kogidou, H. Athanasiadou, T. A. Kaplanis).
- On June 25, 2022 at the closing event of the Pride Festival the members of the GEC D. Kogidou and T. A. Kaplanis gave for the first time a public address representing AUTH.

The planned actions of the GEC 2019-22 after the expiry of its mandate in November 2022 could not take place. However, it is worth noting that, despite the expiry of the Committee's term, the GEC's social media (Facebook) continued to be regularly updated and some important actions, such as the participation in Europride 2024<sup>18</sup>, were carried out, albeit informally.

The RESET project implemented the following actions:

**A.1.2.3** - Implementation of some annual (per year of GEP's activity) awareness-raising and educational actions for university administration officials, academic and administrative staff members and the student body on issues of gender equality and gender discrimination.

**A.3.1.2** – Implementation of annual, experiential networking actions/awareness-raising seminars for all university community members on discrimination and exclusion based on gender, gender identity and/or gender expression and sexual orientation.

**A.4.1.1** - Implementation of an educational seminar for staff (academic, administrative, research), administrative staff members, as well as faculty and service Heads, to raise awareness and introduce best practices for the promotion of work-life balance.

**B.2.1.1** - Implementation of awareness-raising/informative seminars for the university community on the importance of gender mainstreaming in research; mainly, host educational seminars for research and laboratory teams, in order to facilitate understanding and apply gender dimensions in research methodologies and content.

**B.2.1.2** - Distribution and publishment a protocol/guide for researchers on gender mainstreaming in research proposals and programs

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<sup>17</sup> <https://www.auth.gr/events/paroysiassi-toy-schedioy-drasis-gia-tin/>

<sup>18</sup> Press release <https://www.auth.gr/press/to-aristoteleio-panepistimio-thessal-2-3/>

**C.1.1.1** - Implementation of an informative/awareness-raising campaign; feature and showcase the work of women in positions of responsibility in AUTH's public communications and social media.

**D.1.2.2** - Implementation of awareness-raising seminars at faculties in the fields of: Science, Technology, Engineering and Mathematics (STEM) (invite female academics to share their career stories).

Due to the institutional gap that was created during the period from the expiration of the term of the GEC AUTH in November 2022 until the appointment of the new GEADC AUTH by the Administrative Council in July 2024, the present GEP 2024-2027 includes to a large extent the actions of the GEP 2022-2024 that could not be implemented. It also defines the roles of the implementing bodies of the individual actions by defining the "Coordinating Body" of each action and bodies that provide support to the Coordinating Body for the implementation of the action. Each action identifies the approximate resources that will need to be made available and from which funding bodies it is expected to come, with particular emphasis on capacity building and training actions, as well as data collection for monitoring and evaluation of the GEP.

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

### 3.1 Data collection and analysis of the current situation at AUTH

As the implementation of the GEP 2022-2024 was not completed, (with the GEC 2019-2022 not being responsible for the non-implementation of the GEP ), there is no updated data on the gender equality status of the organisation. Information on the status of the organization in the areas:

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

with data from 2021 are available in the first Gender Equality Plan 2022-2024<sup>19</sup>.

In this first GEP 2022-2024 the Gender Map of AUTH was included as an appendix, but this was not updated for the reasons mentioned above and cannot be submitted as an accompanying file to the current GEP. One of the priorities of the GEP 2024-27 should be to update the Gender Map by collecting and publishing new updated data. Relevant actions are included in Objective A1.3 - Configure the AUTH IT systems to improve the data collection for each gender, especially for the prioritised areas of the GEP, in order to monitor its progress and assess.

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<sup>19</sup> <https://www.auth.gr/en/gender-equality-plan-en/>

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

Building on the first GEP of AUTH (2022-2024) as well as the European Commission (EC) and Horizon Europe requirements, GEP 2024-2027 includes five thematic areas. These thematic areas ensure compliance with and protection of fundamental principles about gender equality, and establish an institutional framework for the integration of gender equality, inclusivity, and intersectionality principles across the institution. These thematic areas are presented in Table 1 below.

The objectives and actions in each thematic unit and the timeline for the implementation of actions have been specified; a statement was made for the necessary resources; the responsibilities for the implementation of the actions have been allocated; and the methods to inform and update the members of the academic community have been specified (Chapter 3). Thematic Area A: Gender-inclusive and gender-sensitive environment includes objectives and actions that are necessary for the effective implementation, monitoring and evaluation of the entire GEP.

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

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

The AUTH Gender Equality Plan (GEP) provides for a total of 46 actions, and its duration is three years (2024-2027).

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

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

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

With the establishment of the Gender Equality and Inclusivity Office (AUTH GEIO), the responsibility for the implementation of specific actions of this GEP will be transferred from the GEADC to the GEIO

Table 1: Thematic areas and prioritised fields of the AUTH GEP 2024-2027

Priority Axes	
<b>Thematic Area A: Inclusive and gender-sensitive environment</b>	
A.1	Establish institutional infrastructure and conditions for promoting gender equality and inclusivity at AUTH and the sustainable implementation of the GEP
A.2	Overcoming sexist language
A.3	Develop a safe and supportive work and learning environment for all LGTBQIA+ members of the university community
A.4	Work-life balance
<b>Thematic area B: Gender mainstreaming in teaching and research</b>	
B.1	Gender dimension integration in course curricula
B.2	Gender mainstreaming in research and assessment of the impact on each gender during the planning and implementation of new research proposals
<b>Thematic Area C: Balanced gender representation in leadership and decision-making positions</b>	
C.1	Increase female representation in leadership and decision-making positions
<b>Thematic Area D: Gender equality in recruitment and career progression</b>	
D.1	Address horizontal and vertical gender segregation
<b>Thematic Area B: Gender-based violence and harassment</b>	
E.1	Recording of gender-based violence and harassment phenomena at AUTH
E.2	Ability to report incidents of gender-based violence and harassment, along with support and guidance for victims
E.3	Decrease in cases of gender-based discrimination, gender-based violence, and sexual harassment

### 3.3 Actions devoted to capacity building and training

Systematic capacity-building and training activities will take place throughout the GEP 2024-2027 lifespan. In more detail, each GEP thematic area includes actions/measures devoted to awareness-raising and training in the corresponding topics. All the university groups will be invited to participate in the trainings, including decision-making stakeholders, research and teaching staff, administrative staff, and students.

The implementers of the AUTH GEP are encouraged to develop a capacity-building and training plan covering the following: foreseen activities, timeline, people/separtents/ services in charge, target groups, training materials to be used as well as resources to be made available and by which funding bodies where appropriate. Some monitoring indicators for the frequency of the activities implementation have already been set, but there is flexibility for organising more relevant activities as well. In terms of material used in the activities, the [toolkit](#) developed in the RESET project provides a variety of training modules to be exploited that can be used by the relevant stakeholders without being binding. For instance on the topics of work-life balance, harassment and inappropriate behaviours, as well as positive relationships at work and GEP implementation. Similarly, the toolkit provides useful resources for conducting training on gender dimension integration in research teaching, such as a relevant training module ([part 1](#) and [part 2](#)) and a gender impact assessment tool ([GIA checklist](#)).

The following awareness-raising and training activities are included in the GEP:

- Training on GEP implementation for university administration officials, academic and administrative staff members and student bodies (1 training annually per each GEP year) (measure **A.1.2.3**)
- Trainings on the use of gender-responsive and inclusive language and on the usage of the dedicated guide, addressing for university administration officials, academic and administrative staff members and student bodies (At least 1 training conducted at the beginning of each academic semester) (measure **A.2.1.2**)
- Organisation of 2 annual networking activities/seminars of an experiential nature to raise awareness among all members of the university community on issues of discrimination and exclusion based on gender, gender identity and/or gender expression and sexual orientation: 1 open seminar for members of the administration and 1 open seminar for staff and students (measure **A.3.1.2**)
- Organisation of 1 training seminar for staff (academic, administrative, research), members of the administration and heads of departments and services to raise awareness and present best practices for the promotion of family/personal/work life balance (measure **A.4.1.1**)
- Organisation of 1 awareness-raising/ sensitisation/training action for the Internal Assessment Team (IAT, Greek: OMEA), Departmental Study Committees, Postgraduate Boards and faculty members on the importance of integrating the gender dimension in the teaching content especially in the scientific fields such as: Sciences, Engineering Sciences, Computer Science and Technology, etc. (measure **B.1.1.2**)
- Organisation of training seminars for research teams and laboratories to understand and apply a gender perspective in their research methods and content (measure **B.2.1.1**)
- Organisation of an annual (per year of the GEP: 1-2025, 1-2026, 1-2027) awareness-raising meeting for members of the main management and decision-making bodies of the AUTH with the aim of promoting gender balance in leadership and decision-making positions (measure **C.1.1.2**)
- Annual (per year of GEP: 1-2025, 1-2026, 1-2027) awareness-raising of the university community on the establishment and operation of the mechanism for recording anonymous and anonymous

complaints on incidents of gender-based violence, discrimination and sexual harassment (measure **E.2.1.3**)

- 2 annual (per year of GEP: 1-2025, 1-2026, 1-2027) information/awareness raising and capacity building actions for the identification and reporting of incidents of gender discrimination, gender-based violence and sexual harassment (e.g. leaflets, seminars, podcasts) (measure **E.3.1.1**)

### **3.4 Actions devoted to data collection and monitoring**

The monitoring of the progress of the GEP will be based on specific and measurable indicators, in order to evaluate its effectiveness and adjust the objectives and measures accordingly. These indicators have been foreseen and included in the implementation plan (Chapter 3).

In addition, Objective A1.3 provides for the appropriate configuration of the IT systems of AUTH to improve the collection of data by gender, in particular in the priority areas of the GEP, for monitoring progress and evaluation.

Responsible for the monitoring and evaluation process will be the Gender Equality and Anti-Discrimination Committee of AUTH, while the collection of data and the preparation of the relevant reports will be undertaken by the GEIO in collaboration with the University's Quality Assurance Unit. The University's Quality Assurance Unit is an advisory body to the university administration, which, through the coordination of internal and external evaluation processes of the academic units of the institution, collects valuable information on the strengths and weaknesses of the university, its shortcomings and needs, and proposes improvements and changes in order to ensure the provision of high quality services to students, staff and society.

More specifically, a digital mechanism should be set up to collect: a) data for the annual monitoring of the implementation of the GEP, b) data for the evaluation of the impact of the GEP throughout its lifetime. The annual monitoring of the GEP will be presented in the annual progress report of the GEP, which will be drafted in a first version by the GEIO, submitted to the Gender Equality and Anti-Discrimination Committee, which will be responsible for drafting the final text of the report and submitted to the Senate (measure A.1.2.5). The actions to be monitored and the corresponding indicators for monitoring and implementation are defined in the GEP.

As regards the impact of the implementation of the GEP, this will be assessed on the basis of the impact indicators included in the action plan. The achieved impact will be reflected in the updated gender map of AUTH, where existing data categories will be updated and new ones added.

The types and categories of data to be collected for both the monitoring of the GEP and the impact assessment will be defined in advance. The GEADC and the GEIO will provide guidelines for this process, with further support from the University's IT Centre, the Data Protection Officer, and the Research Funding Special Account (measure **A.1.3.1**).

## 4. Strategic Objectives and Implementation Plan of the AUTH Gender Equality Plan (2024-2027)

According to the AUTH's Strategic Plan for 2019-2022<sup>20</sup>, AUTH aims to offer the highest level of education, as a university that is environmentally friendly and accessible to everyone, while producing internationally acclaimed research and contributing to the financial and social development of the country. In order to achieve this goal, AUTH's Strategic Plan highlights the implementation of practices ensuring compliance with and protection of fundamental principles, including:

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

In this context, the AUTH Gender Equality Plan (2024-2027) aims to:

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

Following interventions by the Network of Gender Equality Committees in HEIs at the Ministry of Education, it is expected that the funding of the activities of the Gender Equality Committees will be included in the proposal of the Ministry of Education for the Universities in the NSRF. The Thematic Priority Axes of the GEPs - according to the specifications set by Horizon Europe - were proposed as indicative eligible actions for funding.

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

The action of the General Secretariat for Equality and Human Rights ELENI TOPALOUDI to combat sexual harassment in HEIs, which is included in the National Action Plan for Gender Equality 2021-2025, is also expected to be included in the proposal of the Ministry of Education for funding through NSRF.

- Role of the National Authority for Higher Education in the evaluation of the progress of gender equality in HEIs (according to the Law on Higher Education 4957/2022)

It is the responsibility of the National Authority for Higher Education to conduct thematic evaluations of HEIs on gender equality and to issue the relevant decisions (Article 386 Regulations for the functioning of the National Authority for Higher Education).

The fact that progress in the field of gender equality will be assessed helps towards achieving structural changes - in the sense that HEIs will have more incentives to effectively implement the GEPs. Funding for this action of the National Authority for Higher Education will be included in the overall proposal of the Ministry of Education for funding through the NSRF.

## 4.1 Thematic Area A: Inclusive and gender-sensitive environment

Thematic Area A		Inclusive and gender-sensitive environment			
Priority Axis A.1		Establish institutional infrastructure and conditions for promoting gender equality and inclusivity at AUTH and the sustainable implementation of the GEP			
Objective A1.1		Establish, staff and operate a body called the "Gender Equality and Inclusivity Office" (AUTH GEO)			
Action/Measure		Responsibility	Monitoring/Implementation Indicators	Evaluation/Impact Indicators	Timeline
A.1.1.1	Write the action plan feasibility report, founding decision and statute.	<i>Coordination:</i> Rectorate Authorities  <i>Support:</i> GEC	Action plan feasibility report, founding decision and statute.		by 30.11.2024
A.1.1.2	Approval to establish the GEO and integrate it in the institutional structure of AUTH.	<i>Coordination:</i> Management Board  <i>Support:</i> Rectorate Authorities	GEO founding decision and update of the AUTH organisational chart.		by 31.12.2024
A.1.1.3	Establish the AUTH GEO based on a concrete plan (dedicated infrastructure, equipment, budget, personnel).	<i>Coordination:</i> Rectorate Authorities	Completion of the infrastructure setup of the office.  Securement and allocation of financial resources.	Update of the AUTH Strategic Plan and other relevant documents to include references to the GEO.	by 31.12.2024

		<i>Support:</i> GEC	Personnel recruitment.  Realisation of training sessions for office employees (if deemed necessary).		2025
A.1.1.4	Inform the academic community on the GEO services, including the following groups: Teaching & Research Staff/ Specialized Teaching Staff/Specialized Technical Laboratory Staff, Administrative personnel, Researchers, Bachelor/Master/ Doctoral Students, Students and teaching members of the Center for Education and Lifelong Learning.	<i>Coordination:</i> GEO  <i>Support:</i> GEC, Press Office, CELL Department of Studies	Information provided through digital material or a public event.	80% of the members of AUTH are aware of the office's existence.	2025
Target groups	The entire AUTH community				
Resources					
Human resources	<ul style="list-style-type: none"> <li>Two (2) full-time employees and two (2) occasional part-time members for technical support</li> </ul>				
Financial resources	<ul style="list-style-type: none"> <li>AUTH</li> <li>Efforts to secure funding through the National Strategic Reference Framework (NSRF, in Greek: ESPA)</li> <li>Funding from the Special Account for Research Funds (SARF, in Greek: ELKE) (percentage of funding for research programs)</li> </ul>				
Other resources	<ul style="list-style-type: none"> <li>Allocation of office space and resources within AUTH</li> </ul>				

Objective A1.2		Spread awareness about the promotion of gender equality and inclusivity in AUTH, educate about the GEP and develop the capacity for the implementation of required policies, standards and guidelines			
Action/Measure		Responsibility	Monitoring/Implementation Indicators	Evaluation/Impact Indicators	Timeline
A.1.2.1	Creation of digital informational material and digital/online communication channels for updating on the GEC activities.	<i>Coordination:</i> GEC	Development of digital material, digital banners to enhance the website, and other selected media (e.g., newsletter, digital magazine (issue)) featuring the GEC activities.  Publishing of the GEP in both Greek and English in the relevant AUTH websites, including the websites of: SARF, Faculties, Schools, other academic units within AUTH.	Visits and views of the GEP-AUTH website: at least 500 annually.  Increase the awareness rate of the existence of the GEP by 50% (measured through a survey on GEP impact, to be conducted before the end of the reporting period and compared with the results of the RESET survey for the reporting period 2022-2024).	2024-2027
		<i>Support:</i> Faculty GECs, IT Center (in Greek: KID), Press Office Rectorate Authorities, Faculty Deans School Heads			
A.1.2.2	Integration of GEP goals into the AUTH strategic planning and relevant institutional documents.	<i>Coordination:</i> Rectorate Authorities	AUTH Strategic Plan integrates the goals of AUTH GEP.		2024
		<i>Support:</i> GEC			
A.1.2.3	Organisation and implementation of annual (per GEP year: 1-2025, 1-2026, 1-2027) training seminars on	<i>Coordination:</i> GEO	At least 3 trainings by 2027.	Positive feedback for the training seminars conducted (obtained through feedback	2025-2027

	GEP implementation, for university top management, academic and administrative staff members, and student population.	<i>Support:</i> GEC, Faculty GECs	At least 30% of the selected target groups attend the events.	forms distributed in the events).  Increased awareness of gender and equality issues (through a survey on GEP impact).	
A.1.2.4	Formation of Gender Equality Committees at Faculties with no such committee, or reform existing ones if inactive.	<i>Coordination:</i> GEC  <i>Support:</i> Faculty deans, School heads	100% of Faculties form or reform GECs.	At least 2 initiatives/events take place at faculty level annually.  At least 1 annual meeting with all faculty GECs and AUTH GEC.	2025
A.1.2.5	Write an annual report to be submitted to the Senate regarding the GEP implementation progress.	<i>Coordination:</i> GEC  <i>Support:</i> GEO	Publishing the annual report of the GEP on the AUTH and GEC official websites.	The report conclusions provide feedback to the GEP implementation, and to upcoming GEP versions.	2025, 2026, 2027
Target groups		The entire AUTH community			
Resources					
Human resources		<ul style="list-style-type: none"> <li>GEC, Faculty GECs</li> <li>Rectorate Authorities, Faculty Deans, School Heads, Heads of administrative units</li> </ul>			
Financial resources		<ul style="list-style-type: none"> <li>AUTH</li> <li>Efforts to secure funding through NSRF</li> </ul>			

	<ul style="list-style-type: none"> <li>Funding from the Special Account for Research Funds (SARF, in Greek: ELKE;) (percentage of funding for research programs)</li> </ul>				
Other resources	Comprehensive training toolkit for gender equality/gender mainstreaming, useful for different target groups, as developed in the framework of the European RESET project (Grant Agreement no.: 101006560): Module 7: GEP implementation – orientation on skills competencies improvement <a href="https://toolkit.wereset.eu/#/training-toolbox/module7-1">https://toolkit.wereset.eu/#/training-toolbox/module7-1</a>				
Objective A1.3	Configure the AUTH IT systems to improve gender data collection -especially for the prioritised areas of the GEP- in order to monitor and assess its progress.				
Action/Measure		Responsibility	Monitoring/Implementation Indicators	Evaluation/Impact Indicators	Timeline
A.1.3.1	Collaboration between the GEC, Quality Assurance Unit (QUA, in Greek: MODIP) and the IT Center to define the data and digital collection mechanism for a) the monitoring of GEP implementation (annual GEP report – measure 1.2.5), b) the impact assessment of the GEP implementation (gender map and GEP evaluation/impact indicators).	<p><i>Συντονισμός:</i> GEC, GEO</p> <p><i>Υποστήριξη:</i> QUA, IT Center, SARF</p>	<p>1 digital mechanism for data collection and monitoring is established and functional.</p> <p>3 annual reports for GEP implementation.</p>	<p>The digital mechanism for GEP monitoring is institutionalised at organisational level.</p> <p>Full gender map is included in the updated GEP (2027).</p>	2025
Target groups	The entire AUTH community				
Resources					
Human resources	GEC, QAU, SARF, IT Center				
Financial resources	<ul style="list-style-type: none"> <li>AUTH</li> </ul>				

	<ul style="list-style-type: none"> <li>• Efforts to secure funding through NSRF</li> <li>• Funding from SARF (percentage of funding for research programs)</li> </ul>
Other resources	-

Priority Axis A.2		Overcoming sexist language - Promote gender-responsive and non-discriminatory communication			
Objective A2.1		Raise awareness and educate the members of the university community, and implement the use of gender-inclusive language			
Action/Measure		Responsibility	Monitoring/Implementation Indicators	Evaluation/Impact Indicators	Timeline
A.2.1.1	Development and distribution of a brief and practical guide to implement the use of gender-inclusive language at AUTH.	<i>Coordination:</i> GEC, GEO	Development of the guide and distribution to the academic community through the AUTH institutional website and dedicated email lists.  Approval of the guide by the Senate of AUTH.	Regular visits, views, and downloads of the guide by the relevant websites.  All institutional documents are written in gender-inclusive language.  All announcements/press releases are written in gender-inclusive language.	2025
		<i>Support:</i> Faculty GECs, Experts on gender issues from relevant Schools, Senate			
A.2.1.2	Host educational seminars on the use of gender-inclusive language and application of the guide, addressing employees in AUTH, top management members, and student population (measure A.2.1.1).	<i>Coordination:</i> GEC, GEO	At least one (1) educational seminar conducted at the beginning of each academic semester.  30% of target groups participate in the seminar.	Positive feedback for the seminars is provided by the attendees.	2025, 2026, 2027
		<i>Support:</i> Faculty GECs			

A.2.1.3	Implement the use of gender-inclusive language in administrative documents, calls for interest / calls for job applications, printable and online communications, on the AUTH website, the websites of Faculties and Schools, in the names of agencies, bodies and committees, and in AUTH legal-regulatory statements.	<i>Coordination:</i> GEC, GEO	Percentage (%) of documents using gender-inclusive language – 30% per GEP year.  Percentage (%) of announcements/press releases using gender-inclusive language.	All forms for collecting statistical data related to gender (e.g., applications, etc.) to be updated to include additional categories beyond Male/Female, in accordance with EU guidelines.	2025-2027
		<i>Support:</i> Vice Rector of Administrative Affairs and Student Welfare, Vice Rector of Research and Innovation, Vice Rector of Academic Affairs, Lifelong Learning, International Relations and Outreach, QUA, SARF, IT Center, Legal Service			
<b>Target groups</b>		Academic & Administrative staff; Top management members, Student population			
<b>Resources</b>					
<b>Human resources</b>		GEC, Faculty GECs, Employees and Heads of relevant faculties and services			
<b>Financial resources</b>		<ul style="list-style-type: none"> <li>• AUTH</li> <li>• Efforts to secure funding through NSRF</li> <li>• Funding from SARF (percentage of funding for research programs)</li> </ul>			
<b>Other resources</b>		<ul style="list-style-type: none"> <li>• Guide for the use of non-sexist language in administrative documents</li> <li>• Toolkit for gender-inclusive institutional communication developed in the framework of the European RESET project (Grant Agreement no.: 101006560)</li> </ul>			

Priority Axis A.3		Develop a safe and supportive work and learning environment for all LGTBQIA+ members of the university community			
Objective A3.1		Raise awareness in the AUTH university community about equal participation for everyone at the university			
Action/Measure		Responsibility	Monitoring/Implementation Indicators	Evaluation/Impact Indicators	Timeline
A.3.1.1	Establishment of support services and mechanisms for all organisational members of AUTH (teaching and administrative staff, researchers working on a contract basis etc.), who face issues related to gender identity, gender expression, sexual orientation etc. <sup>21</sup>	<p><i>Coordination:</i> GEO, GEC</p> <p><i>Support:</i> Schools and Faculties, Relevant GECs, Center for Consultation and Psychological Support (CCPS), Committee on Social Affairs, Psychological Counseling and Observatory of Vulnerable Student Groups</p>	<p>Development of a plan for support services by early 2026.</p> <p>Approval of the plan by the Senate.</p> <p>Establishment of support services by the end of 2026.</p>	Positive feedback for the support services (e.g. through feedback forms).	2026

<sup>21</sup> The excerpt from the document of the Committee on Social Welfare and Psychological Support, 'National Strategy for LGBT+ Equality,' clarifies the following: 'Indicatively, we mention the revision of disciplinary regulations in higher education institutions to protect LGBT+ faculty members from discrimination, facilitation of name changes on diplomas for individuals who have changed their gender and first name registration according to Law 4491/2017, and, more generally, the creation of a safe and inclusive environment for both faculty and students. [...] The purpose of support structures for LGBT+ students is to develop innovative methods, services, and practices to promote the equal participation of LGBT+ students in university life. Finally, within the context of their autonomy, it would be beneficial for universities to develop teaching and research programs on issues of gender, sexuality,

A.3.1.2	Host two (2) annual, experiential networking actions/awareness-raising seminars for all university community members, about issues related to discrimination and exclusion based on gender, gender identity and/or gender expression and sexual orientation: one (1) open seminar for all top management members, and one (1) open seminar for staff and students.	<i>Coordination:</i> GEO, GEC	At least two (2) events are conducted annually.  At least 30% of target groups attend the events.	Positive feedback for the events conducted (e.g. through feedback forms distributed during the events).	2025, 2026, 2027	
A.3.1.3	Publish announcements/messages to the AUTH community and use of LGBTQIA+ pride symbol on international days dedicated to LGBTQIA+ people (Pride, Days of Visibility, International Day against Homophobia / Transphobia / Biphobia / Interphobia, Transgender Day of Remembrance etc.).	<i>Support:</i> Faculty GECs, Gender and Equality Student Association (in Greek: FYLIS), Other relevant associations				<i>Coordination:</i> GEC
A.3.1.4	Participation in the Pride Festival and its activities, as well as in the official Pride	<i>Coordination:</i> GEO, GEC			2025, 2026, 2027	

and gender identity.. [\[https://www.primeminister.gr/wp-content/uploads/2021/06/ethniki\\_statigiki\\_gia\\_thn\\_isothta\\_ton\\_loatki.pdf#:~:text=%CE%B3%CE%B9%CE%B1%20%CF%84%CE%B7%CE%BD%20%CE%99%CF%83%CF%8C%CF%84%CE%B7%CF%84%CE%B1%20%CF%84%CF%89%CE%BD%20%CE%9B%CE%9F%CE%91%CE%A4%CE%9A%CE%99%202020-2025:\]](https://www.primeminister.gr/wp-content/uploads/2021/06/ethniki_statigiki_gia_thn_isothta_ton_loatki.pdf#:~:text=%CE%B3%CE%B9%CE%B1%20%CF%84%CE%B7%CE%BD%20%CE%99%CF%83%CF%8C%CF%84%CE%B7%CF%84%CE%B1%20%CF%84%CF%89%CE%BD%20%CE%9B%CE%9F%CE%91%CE%A4%CE%9A%CE%99%202020-2025:)

	Parade in the city of Thessaloniki, officially representing AUTH.	<i>Support:</i> Faculty GECs, Rectorate Authorities, Faculty Deanships	3 participations on behalf of AUTH (1 participation per GEP year) .		
Target groups		The entire AUTH community			
Resources					
Human resources		Press Office, GEC, Faculty GECs, GEO			
Financial resources		<ul style="list-style-type: none"> <li>• AUTH</li> <li>• Efforts to secure funding through NSRF</li> <li>• Funding from SARF (percentage of funding for research programs)</li> </ul>			
Other resources		<p>Guide to inclusive practices for LGBTQI+ people, implemented by the METHEXI Workshop (Panteion University of Social and Political Sciences) in the framework of the European Project titled "Universities towards Diversity – UniDiversity"</p> <p>Comprehensive training toolkit for gender equality/gender mainstreaming, useful for different target groups, as developed in the framework of the European RESET project (Grant Agreement no.: 101006560): Module 3: Diversity and Inclusivity (<a href="https://toolkit.wereset.eu/#/training-toolbox/module3-1">https://toolkit.wereset.eu/#/training-toolbox/module3-1</a>) &amp; Module 4 : Enhancing diversity and inclusivity culture; preventing discrimination and unconscious bias – orientation on knowledge and skills competencies improvement (<a href="https://toolkit.wereset.eu/#/training-toolbox/module4-1">https://toolkit.wereset.eu/#/training-toolbox/module4-1</a>)</p>			

Priority Axis A.4	Work-life balance
Objective A.4.1	Raise awareness and overcome challenges in the attainment of work-life balance by AUTH employees

Action/Measure		Responsibility	Monitoring/Implementation Indicators	Evaluation/Impact Indicators	Timeline
A.4.1.1	Host an educational seminar for staff (academic, administrative, research), top management members, as well as Schools and services Heads, to raise awareness and introduce best practices for the promotion of work-life balance.	<i>Coordination:</i> GEO	At least one (1) seminar is conducted per GEP year.	Positive feedback for the seminars (e.g. through feedback forms).	2025, 2026, 2027
		<i>Support:</i> GEC, Faculty GECs	At least 30% of target groups attend the seminar.		
A.4.1.2	Develop and distribute informative material and a parental support information pack on the necessity and benefits of work-life balance, addressing academic and administrative staff members, as well as research associates (it will also include information about the relevant support services available at ATh).	<i>Coordination:</i> GEO	Guide development and distribution.	At least 500 views and downloads of the guide by the ATh websites where it will be published.	2026
		<i>Support:</i> GEC, Faculty GECs			
A.4.1.3	Propose flexible and remote work adjustments to the Senate for both academic and administrative staff members with caregiving responsibilities, and implementation by the respective authorities and services as per the applicable legislation.	<i>Coordination:</i> GEC	Flexible and remote working arrangements are institutionalised.		2027
<i>Support:</i> Rectorate Authorities, Senate, Legal Service					

A.4.1.4	Carry out research to record the needs for childcare services for university employees and students.	<p><i>Coordination:</i> Centre for Social Research and Decision Support</p> <p><i>Support:</i> Childcare Center, Data Protection Officer</p>	<p>Research execution and dissemination.</p> <p>At least 30% of the academic community participates in the research.</p>	Development of a plan to address childcare service needs by 2028.	2027
A.4.1.5	Stipulate the provision of facilities and actions pertaining to the creative engagement of children during major events/conferences/workshops/holiday seasons for university members, at a low cost.	<p><i>Coordination:</i> GEO</p> <p><i>Support:</i> GEC, AUTH Research Dissemination Center (in Greek: KEDEA), University Gym, School of Primary Education, Child Care Centre, and other relevant bodies</p>	Provision of relevant services by KEDEA for events held on its premises.	Increase in event attendance due to this specific provision.	2026
A.4.1.6	Provide a space to be used as a lactation room (for breast-feeding and/or breast milk pumping) at the Center for Interdisciplinary	<p><i>Coordination:</i> Administrative services</p>	Setting up at least one (1) lactation room by the end of 2027.	Number of individuals using the room until the	2026

	Research and Innovation (CIRI, in Greek: KEDEK) and in every Faculty.	<i>Support:</i> Faculties, CIRI		completion of the current GEP.	
A.4.1.7	Setting up a gender-neutral toilet to accommodate non-binary individuals.	<i>Coordination:</i> Administrative services <i>Support:</i> Faculties	Provision of at least one (1) gender-neutral toilet for each Faculty or building.		2026
Target groups	Academic staff Administrative staff Heads of Services and Schools Top management members Research associates				
Resources					
Human resources	GEC, Faculty GECs, Centre for Social Research and Decision Support				
Financial resources	<ul style="list-style-type: none"> <li>• AUTH</li> <li>• Efforts to secure funding through NSRF</li> <li>• Funding from SARF (percentage of funding for research programs)</li> </ul>				
Other resources	International guides for good work-life balance practices  Comprehensive training toolkit for gender equality/gender mainstreaming useful for different target groups, as developed in the framework of the European RESET project (Grant Agreement no.: 101006560): Module 6 - Work-life Balance – orientation on knowledge competencies improvement ( <a href="https://toolkit.wereset.eu/#/training-toolbox/module6-1">https://toolkit.wereset.eu/#/training-toolbox/module6-1</a> )				

## 4.2 Thematic Area B: Gender mainstreaming in teaching and research

Thematic Area B		Gender mainstreaming in teaching and research			
Priority Axis B.1		Gender dimension integration in course curricula			
Objective B1.1		Promote gender dimension integration into the design of analytical course curricula and horizontal inclusion of gender issues across course and teaching content			
Action/Measure		Responsibility	Monitoring/Implementation Indicators	Evaluation/Impact Indicators	Timeline
B.1.1.1	Systematic recording of courses that incorporate the gender dimension and corresponding awareness-raising:	<i>Coordination:</i> Department of Studies, GEC	Courses that incorporate the gender dimension are included in the AUTH gender map.	20% increase in offered courses that incorporate the gender dimension and/or	2025, 2026, 2027

	<ul style="list-style-type: none"> <li>• Annual recording of courses and educational programs that incorporate the gender dimension and gender identity topics (to be included in the gender map of AUTH).</li> <li>• These courses and educational programs should be published with a special marking before the start of each semester to facilitate their selection by students.</li> <li>• Collaboration with the QAU to achieve the integration of the gender dimension in the evaluation of undergraduate and postgraduate study programs.</li> </ul>	<i>Support:</i> Faculties, Deanships, Secretariats, QUA	Special marking for courses that incorporate the gender dimension is introduced.	courses that include gender-related topics, with the option for students from all AUTH Schools to select these as Elective Courses.	
B.1.1.2	Host an informative/awareness-raising/educational action for the	<i>Coordination:</i> GEC		30% participants report increased awareness of	2025, 2026, 2027

	Internal Assessment Team Committees (IAT, in Greek: OMEA), the Studies Committees of the Schools, the Boards of Postgraduate Studies and the research & teaching staff, on the importance of gender mainstreaming in teaching content, particularly in scientific fields such as: Sciences, Engineering, Informatics and Technology etc.	<i>Support:</i> Faculty GECs, School Heads		At least one (1) action conducted at the beginning of each academic year.	gender issues in their respective roles after the educational action (e.g. obtained through feedback forms disseminated in the events).	
B.1.1.3	Investigate the capacity and coordinate actions for the creation of a Postgraduate Program in Gender Studies, which will incorporate interdisciplinarity, intersectionality and inclusivity principles in its curriculum.	<i>Coordination:</i> Department of Studies, GEC <i>Support:</i> Faculties, Schools			Creation of a Postgraduate Program in Gender Studies.	2027
Target groups	Academic staff Laboratory & Research Associates					
Resources						
Human resources	GEC, Faculty GECs, Faculties, Schools					

Financial resources	<ul style="list-style-type: none"> <li>• AUTH</li> <li>• Efforts to secure funding through NSRF</li> <li>• Funding from SARF (percentage of funding for research programs)</li> </ul>				
Other resources	Comprehensive training toolkit for gender equality/gender mainstreaming, useful for different target groups, as developed in the framework of the European RESET project (Grant Agreement no.: 101006560): Module 8 - Gender and diversity dimensions in research and teaching (including GIA and intersectionality) ( <a href="https://toolkit.wereset.eu/#/training-toolbox/module8-1">https://toolkit.wereset.eu/#/training-toolbox/module8-1</a> )				
Priority Axis B.2	Gender mainstreaming in research and assessment of the impact on each gender during the planning and implementation of new research proposals				
Objective B2.1	Promote gender dimension integration and an interdisciplinary approach to gender in research content and in the formation of gender-balanced and inclusive research teams				
Action/Measure		Responsibility	Monitoring/Implementation Indicators	Evaluation/Impact Indicators	Timeline
B.2.1.1	Conduct educational seminars for research teams and laboratories to help them understand and apply a gender perspective in their research methods and content.	<i>Coordination:</i> GEC, SARF	At least one (1) action is conducted at the beginning of each academic year.  30% of invited individuals attend the sessions.	30% participants report increased awareness of gender issues in their respective roles after the educational action (e.g. obtained through feedback forms disseminated in the events).	2025, 2026, 2027
		<i>Support:</i> GEO, Faculty GECs, Faculties, Schools			
B.2.1.2	Gender mainstreaming in the university policy for research	<i>Coordination:</i> Research Ethics and Code of Conduct Committee	Update of the Research Code of Conduct.	20% increase in the references to gender equality and gender	2026

	activities and other institutional documents, such as the "Research Code of Conduct".	(RECCC, in Greek: EIDE), GEEC <i>Support:</i> GEO, Faculty GECs,  Vice Rector for Research and Lifelong Learning		mainstreaming principles in revised ethics documents (e.g. research ethics applications).	
Target groups	AUPh Research staff AUPh Laboratory staff members				
Resources					
Human resources	<ul style="list-style-type: none"> <li>• GEC</li> <li>• RECCC</li> </ul>				
Financial resources	<ul style="list-style-type: none"> <li>• AUPh</li> <li>• Efforts to secure funding through NSRF</li> <li>• Funding from SARF (percentage of funding for research programs)</li> </ul>				
Other resources	<p>Impact assessment protocol for each gender to be used in new research proposals, as developed in the framework of the European RESET project (Grant Agreement no.: 101006560) (<a href="https://toolkit.wereset.eu/#/gia-checklist">https://toolkit.wereset.eu/#/gia-checklist</a>)</p> <p>Comprehensive training toolkit for gender equality/gender mainstreaming, useful for different target groups, as developed in the framework of the European RESET project (Grant Agreement no.: 101006560): Module 8 - Gender and diversity dimensions in research and teaching (including GIA and intersectionality) (<a href="https://toolkit.wereset.eu/#/training-toolbox/module8-1">https://toolkit.wereset.eu/#/training-toolbox/module8-1</a>)</p>				
Objective B2.2	Boost female participation in funded research				
	Action/Measure	Responsibility	Monitoring/Implementation Indicators	Evaluation/Impact Indicators	Timeline
B.2.2.1		<i>Συντονισμός:</i>			2026

	Form a network of female mentors comprising female AUTH research & teaching staff members, to guide new female researchers (PhD candidates, post-doctoral scholars).	GEC, GEO <i>Υποστήριξη:</i> Faculty GECs, SARF	Formation of the network by 2026.	Total number of participants in the network.  Conducting surveys to assess the satisfaction levels of both mentors and mentees in the program.	
B.2.2.2	Encourage more female applicants in all calls for applications regarding short-term contracts for research staff. e.g. Institutional statement "The Aristotle University of Thessaloniki encourages women to submit applications for the position of...".	<i>Συντονισμός:</i> SARF <i>Υποστήριξη:</i> GEO, GEC, Vice Rector for Research and Lifelong Learning	Institutional statement incorporated in calls for short-term contracts.	15% increase of female applicants in calls for research staff applications regarding short-term contracts by the completion of the GEP.	2026
B.2.2.3	Distribution of informative material on good practices that promote equal and balanced gender participation in research teams, and highlighting/promotion of research teams with balanced gender representation in funded projects.	<i>Συντονισμός:</i> Vice Rector for Research and Lifelong Learning <i>Υποστήριξη:</i> GEO, SARF, GEC, Faculty GECs	Development and distribution of informative material.  Award ceremony and recognition event held at least once every two years.	20% increase in research teams with balanced gender representation in funded projects.  30% increase in female researchers in funded projects.	2027

Target groups	AUPh Research staff				
Resources					
Human resources	GEC, SARF				
Financial resources	<ul style="list-style-type: none"> <li>• AUPh</li> <li>• Efforts to secure funding through NSRF</li> <li>• Funding from SARF (percentage of funding for research programs)</li> </ul>				
Other resources	-				

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

Thematic area C		Balanced gender representation in leadership and decision-making positions			
Priority Axis C.1		Increase female representation in leadership and decision-making positions			
Objective C1.1		Encourage female participation in leadership roles			
Action/Measure		Responsibility	Monitoring/Implementation Indicators	Evaluation/Impact Indicators	Timeline
C.1.1.1	Establishment of an annual distinction for a woman in a position of responsibility at AUTH. (“Femininities in Leadership”).	<i>Coordination:</i> GEC, GEO	At least one (1) distinction /awarding event every two years.	10% increase per year in the number of women applying for this distinction award.	2027
		<i>Support:</i> Rectorate Authorities			
C.1.1.2	Host an awareness meeting for the members of the main top management and decision-making bodies in AUTH, in order to promote balanced gender representation in leadership and decision-making positions.	<i>Coordination:</i> GEC, GEO	At least one awareness-raising meeting at the beginning of each academic year.	% increase in female applicants for leadership and decision-making positions by the completion of the current GEP.	2027
		<i>Support:</i> Rectorate Authorities			
Target groups		Female population in and out of the AUTH, Top management and decision-making bodies of the AUTH			
Resources					
Human resources		GEC			

Financial resources	<ul style="list-style-type: none"> <li>• AUTH</li> <li>• Efforts to secure funding through NSRF</li> <li>• Funding from SARF (percentage of funding for research programs)</li> </ul>				
Other resources	-				
Objective C1.2	Enhance the visibility of AUTH in promoting balanced gender representation in leadership and decision-making positions				
Action/Measure		Responsibility	Monitoring/Implementation Indicators	Evaluation/Impact Indicators	Timeline
C1.2.1	Institutional commitment and statement to increase the number of women in university decision-making positions (accompanied by examples featuring and showcasing the work of women in positions of responsibility in AUTH).	<i>Coordination:</i> Rectorate Authorities  <i>Support:</i> GEC	Institutional statement published and widely disseminated in institutional websites.	20% increase of females in leadership and decision-making positions.	2026-2027
Target groups	Female population in and out of the AUTH, Top management and decision-making bodies of the AUTH				
Resources					
Human resources	GEC				
Financial resources	AUTH				
Other resources	-				

#### 4.4 Thematic Area D: Gender equality in recruitment and career progression

Thematic Area D		Gender equality in recruitment and career progression			
Priority Axis D.1		Address horizontal and vertical gender segregation			
Objective D1.1		Gender mainstreaming in all recruitment stages			
Action/Measure		Responsibility	Monitoring/Implementation Indicators	Evaluation/Impact Indicators	Timeline
D.1.1.1	Introduce a compulsory gender quota for application evaluation committees.	<i>Coordination:</i> Rectorate Authorities	Institutionalisation of the quota policy.	15% increase in females being members in evaluation committees, by the completion of the current GEP.	2026-2027
		<i>Support:</i> Legal Service			
D.1.1.2	Proposal to require application evaluation committees to submit justification for recruitments and promotions not involving women, especially in scientific fields and services with male over-representation (academic, administrative, and research staff).	<i>Coordination:</i> GEC, GEO	Development and distribution of relevant justification templates.	Decrease in cases excluding unjustifiably women and minority groups from promotion and recruitments.	2026-2027
		<i>Support:</i> Personnel Directorates, School heads, Deanships			
D.1.1.3	Conduct surveys to collect data on organisational members'	<i>Coordination:</i> GEO			2026-2027

	perspective about gender equality and recruitment in each Faculty and service.	<p><i>Support:</i> Personnel Directorates, School Heads, Deanships</p>	<p>At least one (1) survey conducted by the completion of the GEP.</p> <p>50% of university staff participate in the survey.</p>	<p>Feedback from the survey incorporated in GEP implementation.</p> <p>Creation of a catalog/guide with gender-inclusive criteria to be developed by GEP completion.</p>	
D.1.1.4	Create a working group to explore the establishment of gender-inclusive career development criteria.	<p><i>Coordination:</i> GEC, GEO</p> <p><i>Support:</i> Faculty GECs, Personnel Directorates, School Heads, Deanships</p>	Working group is established.	Creation of a catalog/guide with gender-inclusive criteria to be developed by GEP completion.	2026-2027
D.1.1.5	Proposal for "employee exit interviews" to collect data on interviewees' perception of gender equality in each School and service.	<p><i>Coordination:</i> GEC, GEO</p> <p><i>Support:</i> Personnel Directorates</p>	Proposal development and submission.	<p>The university gains a deeper understanding of employees' perceptions regarding gender equality.</p> <p>Potential identification of specific issues or gaps in the implementation of gender equality policies.</p>	2026-2027
Target groups		Academic and administrative staff			

Resources	
Human resources	GEC, GEO, Personnel Directorates
Financial resources	<ul style="list-style-type: none"> <li>• AUTH</li> <li>• Efforts to secure funding through NSRF</li> <li>• Funding from SARF (percentage of funding for research programs)</li> </ul>
Other resources	-

## 4.5 Thematic Area E: Gender-based violence and harassment

Thematic Area E		Gender-based violence and harassment			
Priority Axis E.1		Systematic recording of gender-based violence and harassment phenomena at AUTH			
Objective E1.1		Collection of quantitative and qualitative data from the entire university community			
Action/Measure		Responsibility	Monitoring/Implementation Indicators	Evaluation/Impact Indicators	Timeline
E.1.1.1	Regular conduct of quantitative (e.g. through questionnaires) and qualitative surveys (e.g. through interviews) on a representative sample of staff and students, to investigate the occurrence of violence and harassment and perceived effectiveness of corresponding university measures.	<p><i>Coordination:</i> GEO, GEC</p> <p><i>Support:</i> Centre for Social Research and Decision Support, Faculty GECs, DPO</p>	At least one (1) survey conducted every two (2) years.	Feedback from the surveys incorporated into the next, updated GEP versions.	2025, 2027
Target groups		The entire AUTH community			
Resources					
Human resources		Centre for Social Research and Decision Support, Faculty GECs, DPO			

Financial resources		<ul style="list-style-type: none"> <li>• AUTH</li> <li>• Efforts to secure funding through NSRF/Topaloudi Program</li> <li>• Funding from SARF (percentage of funding for research programs)</li> </ul>			
Other resources		IT Center, RECCC			
Priority Axis E.2		Ability to report incidents of gender-based violence and harassment, along with support and guidance for victims			
Objective E2.1		Establish a procedure and mechanism to record and address reports and complaints concerning gender-based violence, discrimination and sexual harassment incidents			
Action/Measure		Responsibility	Monitoring/Implementation Indicators	Evaluation/Impact Indicators	Timeline
E.2.1.1	Establish an agency and develop a mechanism for the collection and recording of signed and anonymous complaints (within the framework of the GEO's operation) as per the applicable legislation.	<i>Συντονισμός:</i> GEO, GEC	Mechanism is established and functional.	Number of incidents recorded by the completion of the current GEP.	2026
		<i>Υποστήριξη:</i> CCPS and other AUTH support services, Rectorate authorities, DPO, Legal Service			
E.2.1.2	Establish a management and action protocol following reports/complaints of gender-based violence and sexual harassment	<i>Συντονισμός:</i> GEO, GEC	Action protocol is defined and institutionalised.	Trust and satisfaction with the reporting system and the action protocol (e.g., through surveys, in	2026
		<i>Υποστήριξη:</i> CCPS and other AUTH support services,			

	incidents, in order to properly address the incidents and support victims.	Rectorate authorities, DPO, Legal Service		combination with measure E.1.1.1)	
E.2.1.3	Inform/raise awareness in the university community regarding the establishment and operation of the recording mechanism of signed and anonymous complaints regarding gender-based violence, discrimination and sexual harassment incidents.	<p><i>Συντονισμός:</i> GEO, GEC</p> <p><i>Υποστήριξη:</i> Press Office, Faculties, Schools, Services</p>	<p>At least one (1) activity annually.</p> <p>Communication plan updated every year.</p> <p>Number of events, press releases, social media posts realised every GEP year.</p>	<p>Tust and satisfaction with the reporting system (e.g., through surveys, in combination with measure E.1.1.1).</p> <p>Number of attendees or participants in events, workshops, or campaigns related to the complaint mechanism</p> <p>Number of individuals reached through press releases, social media posts (measured by tracking metrics such as social media engagement, website visits etc.).</p>	2025,2026,2027
Target groups		The entire AUTH community			
Resources					

Human resources	Rectorate authorities, DPO, Legal Service, Press Office, CCPS				
Financial resources	<ul style="list-style-type: none"> <li>• AUPh</li> <li>• Efforts to secure funding through NSRF/Topaloudi Program</li> <li>• Funding from SARF (percentage of funding for research programs)</li> </ul>				
Other resources	-				
Priority Axis E.3	Decrease in cases of gender-based discrimination, gender-based violence, and sexual harassment				
Objective E3.1	Inform, educate and establish rules to eliminate gender-based discrimination, gender-based violence and sexual harassment				
Action/Measure		Responsibility	Monitoring/Implementation Indicators	Evaluation/Impact Indicators	Timeline
E.3.1.1	Actions about informing/raising awareness and developing skills, to identify and report gender-based discrimination, gender-based violence and sexual harassment incidents (e.g. leaflets, seminars, podcasts).	<p><i>Συντονισμός:</i> GEC</p> <p><i>Υποστήριξη:</i> Faculty GECs, GEO, Rectorate Authorities, Legal Service</p>	At least two (2) activities conducted per GEP year.	<ul style="list-style-type: none"> <li>• Measuring the increase in employees' knowledge regarding concepts of gender-based violence, sexual harassment, and various forms of gender-based discrimination through pre- and post-training questionnaires.</li> <li>• Assessing employees' ability to recognise signs of gender-based violence and sexual harassment in various scenarios.</li> </ul>	2027

				<ul style="list-style-type: none"> <li>Measuring the change in employees' attitudes towards victims of gender-based violence and sexual harassment.</li> </ul>	
E.3.1.2	Development and approval by the Senate of a guide to ethical behaviour, and establishment of respective sanctions for gender-based violence and sexual harassment incidents.	<p><i>Συντονισμός:</i> GEC</p> <p><i>Υποστήριξη:</i> Faculty GECs, GEO, Rectorate Authorities, Legal Service</p>	Development and adoption of one (1) guide to ethical behaviour, and establishment of respective sanctions for gender-based violence and sexual harassment incidents.	<p>Fostering a culture of zero tolerance.</p> <p>Enhancing support mechanisms.</p>	2027
Target groups	The entire AUTH community				
Resources					
Human resources	GEC, Faculty GECs, Rectorate Authorities, Legal Service				
Financial resources	<ul style="list-style-type: none"> <li>AUTH</li> <li>Efforts to secure funding through NSRF/Topaloudi Program</li> <li>Funding from SARF (percentage of funding for research programs)</li> </ul>				
Other resources					

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## 6.3

# University of Lodz



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# Gender Equality Plan (GEP)

University of Lodz

2025-2027





Document approved by the Rector of the University of Lodz

A handwritten signature in blue ink, reading 'Rafał Matera'.

Prof. Rafał Matera

Date of Approval: 15 October 2024.

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## 1. Introduction

GEP 2.0 is a second version of the document developed for the University of Lodz as part of its implementation of the framework of scientific excellence and the creation of an inclusive and gender-sensitive university environment. It constitutes a revised and expanded version of the first University of Lodz Gender Equality Plan (2022-2024) and covers the period of 2025-2027. As has been the case with the UL's GEP 1.0, the idea that lies behind the design of the document is to strengthen gender equality and gender mainstreaming in all processes at the University of Lodz, with the aim to build a more inclusive and supportive environment for research and social development and facilitate a timely and comprehensive change in institutional culture.

The University of Lodz's Gender Equality Plan 2.0 was prepared within the framework of the EU-funded project RESET: *Redesigning Equality and Scientific Excellence Together* (CSA action, 2021-2024). RESET, as all institutional partners involved in the project's realisation underline, "addresses the challenge of Gender Equality in Research Institutions in a diversity perspective with the objective to design and implement a user-centred, impact-driven and inclusive vision of scientific excellence". As a GEP-implementing partner in the project, the University of Lodz strives for the improvement of gender equality within its academic community, taking an encompassing, intersectional approach to discrimination and exclusion as experienced within and beyond academia. While GEP 1.0, spanning the years 2022-2024, was envisaged as an initial step on the way toward a more extensive and practice-oriented plan for combating of any forms of bias or disadvantageous treatment of the University of Lodz community members, GEP 2.0 offers more mature and tailor-made solutions, the elaboration of which has been enabled by, and based on, a thorough analysis of data collected during the process of implementing the actions defined within GEP 1.0. It is thanks to the human and financial resources guaranteed by the participation in the RESET project that a well-conceived design and implementation of gender-sensitive strategies has been possible. Building on the UL community's recent experiences and newly acquired organisational knowledge, GEP 2.0 constitutes a logical extension of activities undertaken within its predecessor.

The implementation of GEP has enabled the University of Lodz to carry out strategic and comprehensive actions to raise awareness, monitor gender equality-related processes, and develop tailor-made solutions, while adopting and mainstreaming an intersectional approach to organisational processes taking place in the academia. The actions planned

within the GEP 2.0 are comprehensive in scope, targeting all groups at the University of Lodz (regardless of the position, type of contract, or character of work they perform), as well as students and doctoral candidates. Such a broad orientation reflects a more general assumption behind the GEP 2.0 that a substantial improvement of the quality of work and study environment can only be achieved by focusing on a systematic enhancement of the organisation's functioning in all dimensions, including research, education and administrative processes. This is reflected in the design of the current strategy for gender equality at UL.

We believe that the implementation of GEP 2.0 will allow for a more in-depth examination, critical assessment and subsequent enhancement of the processes structuring the day-to-day functioning of the University of Lodz. GEP 2.0's objectives are conceived as: (1) a continuation of activities that have proved to be successful in the earlier period (2022-2024); (2) an implementation of projects and solutions that, for various reasons, could not be completed within the framework of GEP 1.0; and (3) delineation of new projects, being an expression of the organisation's social responsibility and its readiness for further institutional change. The structure of the current document has not changed *vis-a-vis* its predecessor, in order to facilitate comparisons and to monitor the institution's overall progress towards the achievement of strategic objectives (where needed, relevant indicators measuring the impact have been added).

As mentioned earlier, the process of designing the current version of GEP has been based on the experiences accompanying the implementation of the GEP 1.0 (2022-2024), especially as far as the collection and analysis of data and the usefulness of indicators adopted for impact measurement are concerned. Some of the introduced modifications are inspired by the assessment of these experiences. In addition, the scope and orientation of the activities planned in the GEP 2.0 take into account opinions and suggestions of University of Lodz employees, doctoral candidates and students who participated in training sessions carried out as part of the RESET project activities. These encounters provided an invaluable opportunity to learn, in a direct and constructive way, about the needs of the members of our academic community in such strategic areas as work-life balance, the integration of gender and diversity dimensions in research and teaching, and challenges related to the practical implementation of anti-discriminatory policies. They also created a platform for exchanging ideas and good practices, sharing experiences connected with working at the academia and for meeting with people affiliated with various UL units or departments, as well as scholars representing different research areas and academic interests.

The development of the GEP 2.0 was possible thanks to the commitment of the GEP Implementation Team, the Gender Equality Board, the University of Lodz authorities elected for the 2024-2028 term and the members of the RESET project based at the University of Lodz.

## 2. Institutional Framework on Gender Equality

The formal framework for the UL's GEP 2.0 document is provided by such legal acts as *The Constitution of the Republic of Poland* (April 2, 1997), *Law on Higher Education and Science* (July 20, 2018), *The Act on the Implementation of Certain Provisions of the European Union in Terms of Equal Treatment* (December 3, 2010) and *Labor Code* (June 26, 1974). Moreover, the objectives and actions delineated within this document comply with the EC's *HR Excellence in Research policy*, as well as with *The European Charter for Researchers, The Code of Conduct for the Recruitment of Researchers* (March 11, 2005), and the EC document *Towards a European Framework for Research Careers* (July 21, 2011). GEP 2.0 also remains in line with the United Nations' *2030 Agenda for Sustainable Development* and its 17 Sustainable Development Goals (SDGs) (especially, but not exclusively, Goal 4: Quality Education, Goal 5: Gender Equality, and Goal 10: Reduced Inequalities), as well as complying with the University of Lodz defined objectives, stated in internal strategic documents and regulations.

Gender equality, inclusivity and diversity should be seen as one of the priority areas for further development at the University of Lodz in the upcoming years. Such orientation remains in line with both the EU recommendations regarding gender mainstreaming within and beyond academia, and the official University of Lodz documents delineating the current mission of the institution as well as its plans for organisational improvement in the future. As they state, "The mission of the University of Lodz is to conduct research in a reliable manner and to proclaim truth that comes from it, so as to educate the next generations wisely, be useful to the society and boldly respond to the challenges of the modern world". Even though referred to only indirectly, equality and respect should be considered fundamental values on which such priorities rest. They are also central to the University of Lodz's understanding of scientific excellence and the ambition of building a research and educational institution with an extensive network of international collaboration. As stated in official documents, the University of Lodz is "to become a research university with a strong position in the country and in Europe, standing out thanks to the courage and solidity of

research, diversity, and openness in undertakings, educating wise and responsible citizens”. Principles of equality and, especially, equal opportunities in research, education and employment, as well as the potential discerned in the creative management of broadly understood diversity, are therefore considered a necessary basis for strengthening the image of the University of Lodz as a responsible employer and a community whose duty is to widely promote justice and respect for all. These ideas have been codified, albeit indirectly, in *The University of Lodz Statute*, as well as in other institution’s official documents, such as *The University of Lodz Work Regulations* and *The University of Lodz Study Regulations*. The functioning of the organisation also relies on the implementation of more universally adopted tools in the HR domain, such as HRS4R, OTM-R principles, EURAXESS recommendations, Anti-discrimination and Anti-mobbing university regulations.

Given the fact, that currently the majority of University of Lodz employees (that is, over 75% of administrative employees and over 55% of academic employees) are women, and these are women who are typically discriminated against (especially, but not exclusively, as far as professional promotion is concerned), gender equality remains a key goal of our collaborative efforts, and our endeavours are centred on improving the situation of women in the institution, responding to their specific needs, often co-determined by the dominant culture, societal expectations and gender stereotypes. Such a priority is clearly reflected in the construction of the UL’s GEP 2.0. Yet, our equality-oriented efforts are not limited to women’s issues as we also recognise challenges experienced by trans and gender-diverse persons, international members of our community (students, doctoral candidates and employees) as well as persons with special needs, which we seek to address in our comprehensive actions, adopting a research-informed intersectional approach which takes into consideration a whole range of social differentials determining an individual private and professional context. Such a perspective has shaped the processes of designing the objectives and actions aimed at strengthening equality at the University of Lodz.

We are aware that, in order to achieve the aforementioned goals, it is essential to build on the capacities and skills of all members of the University of Lodz community. It is therefore crucial to create a work environment which will encourage and enable the equal and comfortable participation of all employees, ensuring that they can both contribute to the community and truly benefit from being a part of it. The establishment of the Gender Equality Board in 2021 and implementation of the UL’s GEP 1.0, both within the Horizon 2020-funded project RESET, should be considered important steps on the way to building gender-sensitive awareness and attitudes among all members of our academic community.

These efforts will be continued within the framework of GEP 2.0's focused on an adoption of tailor-made equality-enhancing tools (including well-defined recruitment strategies, professional development policies, monitoring and data collection & analysis system), building institutional infrastructure responsible for the efficient implementation of equality-oriented policies (including the Rector's Representative for Equal Treatment and accompanying administrative support, such as the HR officer and a network of representatives for social responsibility implementing GEP's principles at respective faculties, in the central administration and at other units of the UL, such as the Library). In sum, we aim to strengthen the atmosphere of inclusivity and mutual respect at the UL, for instance, through launching regular communication campaigns, organising public events and conducting specialised training. While much has already been done in this regard, mostly as part of the implementation of UL's GEP 1.0 (e.g., development of a gender-focused data collection & analysis system; introduction of a broad range of gender-sensitive training sessions for academic and administrative employees as well as doctoral candidates and students; substantial increase in general awareness about gender (in)equality achieved through targeted communication campaigns), further endeavours are needed, especially as far as the process of institutionalisation of gender-equality oriented policies and actions at UL is concerned.

The principles of equality and respect, we believe, constitute a foundation for harmonious disputes, which represent a solid and fundamental basis for scientific excellence, societal advancement and sustainable development. Since the University of Lodz is currently the biggest employer in the region, it is also of crucial importance for us to reach out to non-academic spheres of society with our message. It is equally important to broaden the reach of equality and diversity-based policies with an aim to foster an inclusive environment and to spread these policies to a wider part of the community, including not only teachers, researchers and administrative employees of the University of Lodz, but also to our students and PhD candidates – current and future – as well as the whole social milieu in which our university operates.

### 3. Mission and Aims of the GEP Document

The mission of GEP across the years 2025-2027 is to further promote, mainstream, monitor and evaluate gender equality and diversity at the University of Lodz. In addition, its goal is to examine the impact that the ongoing and new initiatives and activities have on our academic community and its surroundings.

GEP 2.0's goal is to continue various GE processes, data gathering and monitoring as well as the constant enhancing of systemic institutional change with regard to equality, diversity, inclusivity and anti-discrimination practices. As the experiences derived from GEP 1.0 show, these should be initiated through both top-down and bottom-up activities and processes occurring simultaneously, and including the voices of all academic groups.

**The general goals of the plan include:**

1. Further diagnosis of the current level of gender equality at UL – good practices and challenges;
2. Application of the revised indicators, especially within area A and B and working out of the impact indicators for further GE processes;
3. Further application of the intersectional approach in dealing with gender-based discrimination (e.g., including age, sexual/gender identity, race, ethnicity, nationality, religious denomination, disability, economic status, scientific discipline, career stage, marital/family status, etc.);
4. Critical reflection on the mechanisms and activities introduced by GEP 1.0 (e.g., anti-discrimination procedure that needs to be improved; the Gender Equality Board and its role, impact and a more effective operation beyond the RESET project);
5. Investigating what kind of mechanisms, measures, practices, solutions are perceived as necessary, timely and effective by various target groups among the academic community (through surveys, interviews and various kinds of evaluation practices);
6. Cooperation with all levels of UL management and engaging them in the implementation of GEP 2.0 (Rectoral team, Deans and Vice-Deans, Chancellors of the UL, managers of all strategic administrative branches);
7. Creating the position of Rector's Representative for Equal Treatment who – together with the new and reformed Gender Equality Board – will oversee and monitor the GEP implementation;

8. Cooperation with all strategic units of UL (including the Centre for Social Responsibility and HR officer, which will be established in December 2024), such as the Press Office, IT Centre, International Hub, UL Library, the Recruitment and Didactic Excellence Centre, the Rector's Office, the International Relations Office, the Academic Support Centre;
9. Stronger engagement in GEP activities (campaigns, training, surveys, design of gender-sensitive documents, such as GIL guide, etc.) from students, PhD candidates and Early Stage Researchers (both as target groups of actions and as co-creators of various GEP-related activities);
10. Stronger engagement in GEP activities (training on discrimination and combating inappropriate behaviours, surveys for employees on, for instance, work-life balance and job satisfaction, assistance in familiarising employees with anti-mobbing and anti-discrimination procedures) from all three labour unions in executing GEP-related activities (Solidarność, Związek Nauczycielstwa Polskiego - ZNP, Inicjatywa Pracownicza);
11. In response to the requests of various academic groups, working out the toolbox for Gender-Inclusive Language (GIL) adjusted to the needs of the UL community (including gender-friendly linguistic rules as well as respect for non-binary persons);
12. Recognising the need to focus on work-life balance issues (in accordance with the current European and national regulations) through a more complex engagement of the Team for Work-Family Balance at the University established in 2023 within the RESET project;
13. Offering informational and educational campaigns promoting respect for human rights and support for vulnerable groups (systematic awareness raising of the UL community);
14. Educating the academic community about the existing official mechanisms to complain about discriminatory practices as well as disseminating information about them;
15. Supporting all activities of GEP through intensive, multidimensional and complex training (tailor-made to the needs of the specific target groups in UL);
16. Enhancing and tightening the cooperation with regards to GEPs, training and promoting GE and diversity with the local and national environment (other HEIs in Łódź and in Poland and their equal opportunities units/plenipotentiaries; Łódź municipality; local and national NGOs, etc.);
17. Coordinating the activities planned in GEP with the UL's engagement in the UNIC alliance (The European University of Post-Industrial Cities), especially within the thematic area "Superdiversity".

The proposed GEP is designed in accordance with the official strategy of the University of Lodz, approved in 2021 (for years 2021-2030), which in a general manner mentions the

issues of equality and inclusiveness. It refers to, among other things, “diversity and the tradition of multiculturalism” and to “diversity, respect, and understanding for other opinions and attitudes as well as cultural openness and tolerance for different world-views”. Three operational objectives of the strategy mention equality-related issues: “accepting the plan to implement a set of pro-equality activities”, “further development of ‘University Diversity’ campaign”, and “supporting employees having children in maintaining work comfort and job effectiveness”.

GEP 2.0 addresses four priority focus areas around which all objectives, activities, and solutions are organised: 1) recruitment, retention, and career progression; 2) leadership and decision-making; 3) gender dimension in research and knowledge transfer; 4) gender biases and stereotypes, sexism and sexual harassment, and other forms of gender-based prejudice and harassment. The issues related to work-life balance are addressed within area A. These thematic areas correspond to those covered by GEP 1.0, however, their activities and indicators were critically assessed and revised by the Team for GEP Implementation (established in February 2024).

Significantly, the GEP 2.0 actions and initiatives are interrelated with other important processes, projects, and activities simultaneously undertaken at UL: realisation of the UN Sustainable Development Goals (e.g., participating in the Times Higher Education Impact Ranking, which reflects the institution’s success in achieving SDGs), HR Excellence Logo, the Diversity Charter, the Declaration of University Social Responsibility, reporting on the UL’s institutional social responsibility, projects coordinated by the Academic Support Centre (on accessibility and inclusiveness of people with special needs), etc.

GEP corresponds to the constantly changing EU regulations with regards to gender equality and diversity policies, hence, it covers all four mandatory GEP process requirements: public document, dedicated resources, data collection and monitoring, training and capacity building. Furthermore, UL aims to further develop and enhance two additional EU-defined levels of promoting equality, i.e., integration of gender (and diversity) dimensions in research and teaching as well as achieving gender balance.

The key findings substantiating this GEP and determining its objectives are the results of the survey conducted at the beginning of 2024. They highlight the insufficient awareness about gender equality policies and mechanisms in general and the GEP at UL in particular. Most respondents could not name specific activities in this area, indicating either limited communication about them or lack of knowledge. At the same time, some people support

the actions undertaken so far, noting nonetheless their declarative nature and the need for a broader implementation in academic practice. Therefore, one of the main objectives of GEP 2.0 is dissemination and awareness-raising. There is also a need to further research problems arising at the intersection of gender and other social categories as well as to look into the situation of trans and gender-diverse members of the community.

The proposed GEP 2.0 addresses all of these findings and proposes effective and complex solutions together with preventive and educational measures and campaigns as well as complex training, aimed at improving the well-being of the academic community and enhancing gender equality at the University of Lodz.

## 4. Key Findings Substantiating the GEP

### 4.1. Brief summary of GEP 1.0 actions implemented

The first University of Lodz Gender Equality Plan, adopted in 2022, was conceived as a document whose main task was to identify key areas related to such issues as equality, inclusion and diversity. Its goal was to offer strategic guidance for achieving gender equality within the UL academic community. Four strategic areas were substantiated in the GEP 1.0, within which priority issues were identified and specific objectives set. The level of achievement of the planned results was to be regularly monitored, hence suitable indicators were defined for this purpose. The specific actions included in the GEP 1.0 focused on reviewing administrative, research and teaching processes, identifying both good practices and deficiencies in the policy of promoting gender equality at the UL, as well as designing adequate tools and solutions to minimise the challenges to GE.

One of the major assumptions behind the design of the UL's GEP 1.0 was to develop, test and critically assess indicators set to monitor the achievements of objectives defined within the areas indicated in the document, aimed at increasing gender equality at the UL. With this goal in mind, the GEP Implementation Team was established, gathering representatives of different UL organisational units, as well as gender-equality experts, whose tasks consisted in: (1) verifying the accuracy of the indicators adopted in the GEP 1.0 document, (2) collecting statistical data for the assessment of the current situation in the organisation, (3) evaluating the usefulness of measurement strategies adopted in the GEP 1.0, (4) identifying gaps to be addressed, (5) adjusting originally-conceived indicators, (6) setting

realistic goals to be achieved within the subsequent reporting period, (7) providing recommendations for further work on the GEP 2.0.

The main organisational accomplishment related to the implementation of UL's GEP 1.0 consists in developing a comprehensive system of obtaining information, structured around the objectives defined in the document, and allowing for an overall monitoring and evaluation (based on adjusted indicators) of the current situation at the university as far as broadly defined inclusivity is concerned. Such an achievement enables the organisation to set ambitious goals regarding equal treatment and diversity management as well as defining directions in which to pursue further actions aimed at creating a gender- and diversity-sensitive community managed from an informed intersectional perspective. Thus, the work undertaken as part of the process of implementing GEP 1.0 has been crucial for initiating well-defined and well-organised institutional endeavours, the goal of which has been to strengthen internal processes and structures, crucial for improving gender equality at UL.

Ambitious enough, GEP 1.0 pioneered in both defining the key areas in which actions must have been taken to safeguard equality and designing suitable initiatives. Nevertheless, given the trailblazing nature of this process, as well as institutional challenges encountered on the way, not all the objectives defined in the GEP 1.0 have been accomplished. Table 1 illustrates the level of fulfilment of specific objectives, set for each of the issues defined within the main areas addressed in the GEP 1.0 (2022-2024). Fully accomplished objectives are marked in **green**; their implementation is ongoing and they will be retained in the upcoming reporting period. Partially fulfilled objectives are marked in **yellow**; their implementation has started and will be continued, occasionally in a slightly modified manner. The objectives that have not yet been accomplished, or whose implementation has not commenced within the timeframe of GEP 1.0., are marked in **red**; suitably modified (if necessary), they will be reintroduced as actions to be undertaken within the framework of GEP 2.0 (2025-2027).

### **Accomplishment of the objectives in the GEP for 2022-2024**

\*The full GEP 1.0 document can be found at:

[https://www.uni.lodz.pl/fileadmin/user\\_upload/GEP\\_en.pdf](https://www.uni.lodz.pl/fileadmin/user_upload/GEP_en.pdf)

## **AREA A: RECRUITMENT, RETENTION, CAREER PROGRESSION**

- **ISSUE 1. HORIZONTAL GENDER SEGREGATION WITHIN ALL ACADEMIC DISCIPLINES:**

- Objective 1
- Objective 2
  
- **ISSUE 2.** DIFFERENT RATE OF ACADEMIC PROMOTION (WOMEN ADVANCE SLOWER THAN MEN)
  - Objective 1
  - Objective 2
  
- **ISSUE 3.** POORLY DEFINED CAREER DEVELOPMENT PATHS FOR ADMINISTRATIVE EMPLOYEES
  - Objective 1
  - Objective 2
  - Objective 3
  - Objective 4
  
- **ISSUE 4.** THE LACK OF RECRUITMENT STRATEGIES TO PREVENT HORIZONTAL SEGREGATION IN ADMINISTRATIVE UNITS
  - Objective 1
  - Objective 2

#### **AREA B: LEADERSHIP AND DECISION MAKING**

- **ISSUE 1.** THE UNDERREPRESENTATION OF WOMEN IN FACULTY MANAGERIAL POSITIONS
  - Objective 1
  - Objective 2

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

- **ISSUE 1.** THE LACK OF DATA ON GENDER DIMENSION IN RESEARCH (PUBLICATIONS, PROJECTS, PATENTS, ETC.)
  - Objective 1
  - Objective 2

- **ISSUE 2.** THE LACK OF DATA ON GENDER AND DIVERSITY DIMENSIONS IN STUDY PROGRAMMES AND TEACHING CURRICULA
  - Objective 1
- **ISSUE 3.** THE LACK OF VISIBILITY OF GENDER-RELATED RESEARCH AND TEACHING AT THE UNIVERSITY
  - Objective 1
  - Objective 2
- **ISSUE 4.** THE ACADEMIC STAFF WHO DO NOT SEE THE NEED TO INTRODUCE GENDER AND DIVERSITY DIMENSIONS TO RESEARCH AND TEACHING
  - Objective 1
  - Objective 2

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

- **ISSUE 1.** MONITORING OF REGULATIONS AND PROCEDURES TO TACKLE GENDER INEQUALITIES
  - Objective 1
  - Objective 2
- **ISSUE 2.** MONITORING OF EDUCATIONAL ACTIVITIES ORIENTED TOWARD IMPROVING AWARENESS OF, AND KNOWLEDGE ABOUT, GENDER EQUALITY
  - Objective 1
  - Objective 2
  - Objective 3
- **ISSUE 3.** DISSEMINATION OF GENDER-RELATED ISSUES AND THE LACK OF PROMOTIONAL ACTIVITIES
  - Objective 1
  - Objective 2

In general, within GEP 1.0, the actions were centred on the overall assessment of the current situation regarding gender equality at the UL. The overarching goal was to establish and test the gender- and diversity-sensitive data collection system and gender-inclusive process of institutional management, to be further improved and operationalised. On the basis of data collected for GEP 1.0, and thanks to the system of monitoring developed in the period 2022-2024, UL's overall objectives in the area of gender mainstreaming, as well as proposed actions to address specific equality-related issues, have been adequately updated and presented in GEP 2.0. Operationalised and critically assessed in the first period of implementing the gender-sensitive policies at the UL, some of the objectives defined for 2022-2024 will remain unchanged to facilitate further monitoring, analysis and impact assessment of particular areas, issues and actions. Therefore, activities such as data collection and analysis, which have been successfully carried out in the period 2022-2024, will be retained in GEP 2.0, and no corrections or modifications of methodology/targets have been introduced in the current version of the plan. Nevertheless, the focus of the GEP 2.0 remains on the implementation of tailor-made tools, policies and regulations, whose aim is to strengthen equality and inclusion at the university. Since some of the objectives defined in the GEP 1.0 have not been achieved, or their accomplishment has only been partial, they will be kept in the current version of the GEP, either unchanged or with suitable modifications.

## 4.2. Findings from the survey

The results of the survey conducted by the Women's Studies Centre within the RESET project, undertaken in January and February 2024, are quite significant for the further development of GEP and gender equality policies at UL. Importantly, they highlight the insufficient knowledge about the GEP and various mechanisms of enhancing gender equality in general. Hence, one of the main objectives defined for GEP 2.0 is the enhanced dissemination of knowledge and awareness-raising with regards to equality, inclusivity and diversity [in HEIs](#).

The survey results lead to the following conclusions:

- Most of the participants feel that supporting equality and diversity should be an important issue at the UL. However, 43% of them think that university does not pay enough attention to it. There is a visible lack of staff engagement in the designing and implementation of GEP.

- GEP 1.0 was poorly recognised by the community and has only partially changed the participants' knowledge of and sensitivity to gender equality and diversity. More than half of them feel that it did not have any impact on their awareness and attitudes. Therefore, the GEP 2.0 includes the bottom-up perspective of some employees' needs derived from, for instance, motivated participants of the training sessions. It also assumes a better communication strategy for GE and diversity initiatives.
- The majority of the community members cannot provide examples of any initiatives implemented to promote gender equality and diversity at the University of Lodz. Some respondents point to GEP, training sessions, the use of gender-sensitive language in some university units, the introduction of the Anti-Discrimination Procedure, preparation of guidelines for communication with non-binary and transgender people, and actions carried out as part of the University Diversity action. However, they also emphasise their knowledge is superficial and lacks details.
- Respondents perceive that their units/departments to some extent encounter obstacles when organising activities promoting diversity. These challenges include the lack of support from those in key managerial positions at the university, limited resources and internal resistance to the implementation of actions promoting equality.
- The survey has also revealed negative attitudes among some staff toward equality activities, considering them unnecessary, time-consuming, and a waste of university resources.

As far as the drafting of the GEP 2.0 is concerned, some suggestions were formulated:

- There is a great need to modify and publicise the activities related to the GEP implementation. Given its low visibility, developing a promotional strategy and an information campaign to raise awareness among employees, doctoral candidates and students about creating the GEP and its activities seems essential. To support this, we will cite one respondent: "There is a lack of efficient communication about the fact the implementation of activities promoting gender equality take place. I found out from these surveys that some initiatives are undertaken".
- Respondents indicate that GEP and other UL policies should first target the teaching staff as well as top and middle management.
- In addition to gender equality, it is important for participants to focus on the issue of age and to address the challenges for work-life balance in everyday academic task planning and time management (with a special emphasis on childcare and care for elderly family members).

Taking into consideration particular areas of the GEP 2.0, the survey results are related to more particular and UL-specific issues:

*Leadership and decision making (accountability, transparency, inclusiveness)*

- Different types of training activities are seen as having a medium impact on the implementation of equality at the managerial level. However, inclusive workshops and training sessions (e.g., on work-life balance) are perceived as potentially influential in future and helpful in achieving the GE objectives.
- The support from various levels of management, especially top management, is expected to help to disseminate the GEP. In addition, some attention should be given to top-down university regulations on working hours, distribution of teaching hours, etc. At the same time, grassroots, down-top activities should be continued, as awareness-raising is important for changing the institutional culture.

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

- The respondents assess The Employee Portal (a UL Intranet website) as unhelpful in broadening community's self-awareness, with 63% expressing a critical view of whether the portal is useful, informative and helpful for employees.
- More than half of the participants reveal a negative approach to career counselling at UL, perceiving it as not supporting gender equality. They emphasise the need to consider equality policies in hiring and building research careers (including assessment procedures) for both women and men.

*Gender dimension in research and knowledge transfer (content and curricula)*

- GEP 1.0 and GIA are considered to have a low or medium impact on promoting equality in research and science. Participants are less critical of GEB's activities, although its influence on building awareness of diversity in research is rated as average.
- The respondents do not consider including gender and diversity dimensions in research important, nor do they see the need to prioritise this issue in future.

*Gender biases and stereotypes, sexism, and sexual harassment*

- Employees feel that anti-mobbing and anti-discrimination procedures are important to counteract inappropriate behaviours resulting from gender-based stereotypes and biases. They emphasise that responding to and counteracting unequal treatment should

go across the academic hierarchy and be applied to all members of the community equally.

- They rate the impact of gender-sensitive language as a means to deal with inequalities and discrimination in the academic environment as moderate. It is important to adjust the official UL communication to GIL and to offer a toolbox with guidelines to all UL units and academic groups.

### **4.3. Secondary data collection**

Secondary data for the GEP 2.0 was obtained from similar sources and UL units as in 2022, yet their collection was done in a more coordinated, complex and collaborative way in comparison to GEP 1.0. The key success issue with regard to such an approach to data gathering was the establishment of the Team for GEP implementation in February 2024. The intensive work of this team (consisting of people representing key units and decision-making bodies) assessed the indicators from GEP 1.0, revised them and adjusted them to the needs of GEP 2.0 with an aim to gather the same data in a long-term perspective in order to observe change and draw conclusions about the directions UL is going with regards to gender and diversity mainstreaming.

The data was provided and adjusted to the GEP 2.0 by:

- the Internal Control and Analysis Department,
- the Recruitment and Didactic Excellence Centre,
- the Science Centre,
- the Communications and PR Centre with Press Office,
- the Employee Affairs Department,
- the UL Library,
- the Rector's Office,
- the Doctoral Schools Centre,
- the IT Centre,
- the UL Career Office,
- the Academic Support Centre,
- the Anti-discrimination Committee,
- the Gender Equality Board,
- the UL RESET team.

In future, other units (established in the fall and winter of 2024) will take part in the collection of secondary data and building a gender-sensitive database: the Centre for Social Responsibility, the HR officer, the Team on Work-Family Balance at the University, the Rector's Representative for Equal Treatment, Rector's representatives at faculties, etc.

#### **4.4. Other sources of information collected at local level**

Important sources of information about employees' and students' perception of gender and diversity initiatives as well as their needs and requirements in areas of equality, diversity and inclusivity were:

- evaluations from training sessions (each training session provides *ex-post* survey to all participants),
- discussions during the Gender Equality Board's meetings (3-4 meetings annually),
- discussions during meetings of the Team for Work-Family Balance at the University (including a panel discussion organised in 2023, followed by detailed recommendations with regards to WLB at UL),
- local meetings of GEB members with representatives of different faculties,
- workshops and meetings with various groups of students (student academic networks, LGBT+ students, etc.),
- discussions during meetings with the Anti-Discrimination Committee.

## 5. GEP 2.0 Summary

### 5.1. Thematic/content areas

The structure of the GEP 2.0 is based on four thematic areas, retaining the major assumptions from the GEP 1.0. These are:

**Area A:** Gender equality in recruitment, retention and career progression,

**Area B:** Gender balance in leadership and decision-making,

**Area C:** Integration of the gender and diversity dimensions into research and teaching content,

**Area D:** Gender biases and stereotypes, sexism and sexual harassment.

The next chapter of the document presents detailed issues and objectives to be addressed for each area.

### 5.2. Actions devoted to capacity building and training

It would not be possible to achieve the objectives of the GEP without extensive training activities designed as a comprehensive toolbox by the UL RESET team within the WP4. It is tailored to different needs and target groups and addresses various areas, such as gender mainstreaming in all spheres of academic activity, gender-based discrimination and exclusion, intersectionality, gender-sensitive language, gendered approaches to scientific excellence, anti-discrimination policies aiming at providing equal opportunities as well as the importance of introducing the gender and diversity dimensions in research and teaching.

Using the train-the-trainers approach, the team of nine trainers have been providing workshops for the whole UL community. Throughout 2024, various academic groups have had the opportunity to deepen their knowledge and develop skills supporting the creation of a non-discriminatory organisational culture. The topics of the UL training offer include: aggression, mobbing and sexual harassment; reacting to harassment and inappropriate behaviours; diversity and inclusivity; preventing discrimination and unconscious bias; building positive relationships and enhancing positive attitudes toward diversity at work; work-life balance; GEP implementation; gender and diversity dimensions in research and

teaching. Training sessions are designed according to an intersectional approach, taking into account different perspectives, such as gender, age, (dis)ability, sexual identity, nationality, field of study, position at the university and so on. The training offer is addressed to all target groups: administrative, research and teaching staff, PhD candidates and students. In future, further capacity building activities are planned, for instance, short online quizzes, webinars, onboarding training sessions, training sessions as part of study programmes, BA and MA seminars, etc. Furthermore, some training will be mandatory for all new students and staff and for employers taking obligatory tests on work safety regulations every four years.

In the case of employees, training can take place at specific moments in their careers, such as joining an organisation, promotion, change of position, obtaining a scientific degree or as an element of skills upgrading. It is planned to take into consideration training activities during periodic evaluation of teachers and researchers (every four years). For students, training on GE and diversity may be an element of onboarding to studies, in addition to other mandatory workshops on copyrights and library orientation.

In addition, further educational, informational and dissemination activities will be carried out through the University of Lodz's communication channels to draw attention to specific issues connected with D&I approach, anti-discrimination initiatives and good practices from UL faculties, student networks and research/teaching activities; to raise awareness about inappropriate behaviour and counteracting biases and stereotypes as well as to demonstrate the benefits of diversity to the academic community.

### **5.3. Actions devoted to data collection and monitoring**

Most indicators defined in GEP 1.0 will be retained to further monitor and evaluate results achieved within the course of realisation of the GEP 2.0. Some areas and their indicators have been refined and modified. For some actions planned within the GEP 2.0 (and retained from the GEP 1.0), earlier established impact indicators have been revised and, where necessary, new indicators have been added.

One of the priorities for achieving gender equality and diversity in the organisation is an evidence-based decision-making process. For this reason, an interdisciplinary team was set up at the University of Lodz, consisting of people involved in sustainable development, gender equality, intersectionality, IT, workers' rights, etc. The team's task was to verify the

indicators adopted. The consistency of the data collection and comparison process is an important element of organisational improvement. The initial research made it possible to establish a reference point for future activities, which will be integrated into the impact indicators. The possibility of obtaining information and its actual usefulness were verified. Some indicators were modified to better reflect the specificity of the processes. The scope of data examined in subsequent editions of the GEP may continue to change in response to changes in the environment or the achievement of some of the objectives. It is also important to develop a robust and transparent system for comparing data. This will be used to assess the extent to which proposed activities address potential areas for improvement.

It is also important to design a robust and transparent system for comparing data. This is to assess the extent to which the proposed activities eliminate potential areas where the risk of discrimination or adverse impacts is highest.

#### **5.4. Dedicated resources (and budget)**

The detailed plan for resources and budget is still being determined as the new UL authorities started their term on September 1<sup>st</sup>, 2024. However, some crucial resources have been already confirmed:

##### **Human resources:**

- The Centre for Social Responsibility,
- The HR officer (overseeing some training activities for employees - soft skills and expansion of knowledge),
- The Gender Equality Board (combined with the Team on the GEB implementation),
- Dean's representatives on social responsibility/sustainability in each Faculty and other UL units (they will be also members of the reformed Gender Equality Board),
- The position of the Rector's Representative for Equal Treatment (who will be possibly chairing the Gender Equality Board),
- The Team on Work-Family Balance at the University (as part of structure of the Centre for Social Responsibility),
- Vice-Rector for Popularisation of Science and Education (overseeing some training activities, such as GIA),
- The Academic Support Centre (coordinating some projects that overlap GEP's goals).



### **Financial resources:**

- New position of the HR officer,
- New position of the Rector's Representative for Equal Treatment,
- New international and national projects that include GEP's actions

## 6. Strategic Action Plan on Gender Equality and Diversity

### AREA A: RECRUITMENT, RETENTION, CAREER PROGRESSION

#### ISSUE 1. HORIZONTAL GENDER SEGREGATION WITHIN ALL ACADEMIC DISCIPLINES

- **Objective 1:** Monitoring gender-based patterns connected to the pursuit of academic careers, promoting gender balance in recruitment, and recognising the significance of the categories that intersect with gender in this area of research and intervention; enhancement of transparency in the recruitment process
- **Objective 2:** Combating gender-based stereotypical distribution of academic employees within specific disciplines and preventing all forms of prejudice that negatively affect gender equality and diversity in these disciplines

#### ISSUE 2. THE UNEVEN RATE OF ACADEMIC PROMOTION (WOMEN ADVANCE SLOWER THAN MEN)

- **Objective 1:** Monitoring gender-based patterns of the academic career development, recognising the significance of the categories that intersect with gender in this area of research and intervention
- **Objective 2:** In-depth understanding employees' strategies of coping with work-life balance and promotion of a fairer distribution of responsibilities between professional and private spheres

#### ISSUE 3. POORLY DEFINED CAREER DEVELOPMENT PATHS FOR ADMINISTRATIVE EMPLOYEES

- **Objective 1:** Monitoring gender-based patterns of career development in the university administration, recognising the importance of other categories that intersect with gender and affect these patterns
- **Objective 2:** Monitoring of career patterns of administrative employees with attention to gender and other categories that intersect with it and affect professional development
- **Objective 3:** The implementation of a training programme for development of professional skills which recognises the importance of other social categories that intersect with gender

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

#### ISSUE 4. SETTING THE FRAMEWORKS FOR ACHIEVING WORK-LIFE BALANCE

- **Objective 1:** Monitoring the existing mechanisms and documents and designing solutions supporting work-life balance and actions addressing issues connected therewith

#### ISSUE 5. THE LACK OF RECRUITMENT STRATEGIES TO PREVENT HORIZONTAL SEGREGATION IN ADMINISTRATIVE UNITS

- **Objective 1:** The in-depth understanding of the gender-based job application and employment patterns and recognising the significance of other social categories that intersect with gender and affect these patterns
- **Objective 2:** The implementation of a gender-sensitive recruitment strategy which recognises the importance of other social categories that intersect with gender

## AREA A: RECRUITMENT, RETENTION, CAREER PROGRESSION

### ISSUE 1. HORIZONTAL GENDER SEGREGATION WITHIN ALL ACADEMIC DISCIPLINES

**Objective 1:** Monitoring gender-based patterns connected to the pursuit of academic careers, promoting gender balance in recruitment, and recognising the significance of the categories that intersect with gender in this area of research and intervention; enhancement of transparency in the recruitment process

<b>Action</b>	The development and implementation of monitoring tools to track the decision-making process in career development
<b>Responsibilities</b>	HR officer Rector's Representative for Equal Treatment Vice-deans for science Directors of the University of Lodz Doctoral Schools
<b>Target groups</b>	PhD candidates Teachers Teachers-researchers Full-time researchers Technical assistants Research assistants
<b>Indicators</b>	The number of candidates for PhD programmes, aggregated by gender, by scientific field, by the form of the program (research-based vs. practice-based)  The number of candidates admitted to PhD programmes, aggregated by gender, by scientific field, by the form of the programme (research-based vs. practice-based)  The number of people who pursue an academic career after the completion of a PhD degree, aggregated by gender, by scientific field, by form of the program (research-based vs. practice-based)
<b>Evaluation methods and resources</b>	Statistical analysis Comparative analysis Monitoring alumni careers  The GEP implementation team / Alumni Office / Rector's Representative for Equal Treatment with administrative staff
<b>Timeline</b>	2025-2027

## AREA A: RECRUITMENT, RETENTION, CAREER PROGRESSION

### ISSUE 1. HORIZONTAL GENDER SEGREGATION WITHIN ALL ACADEMIC DISCIPLINES

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

<b>Action</b>	An annual communication campaign combating gender stereotypes regarding academic career development targeting wide community
<b>Responsibilities</b>	HR officer Rector's Representative for Equal Treatment Vice-Rector for Academic and External Relations Vice Rector for Popularisation of Science and Education Centre for Social Responsibility
<b>Target groups</b>	Students PhD candidates Teachers Teachers-researchers Full-time researchers Administrative staff Social environment Local community
<b>Indicators</b>	The number of posts, adverts, articles, and events addressing the issue
<b>Evaluation methods and resources</b>	Monitoring university communication (website, social media, public events) Communication officer and task coordinator
<b>Timeline</b>	2025-2027

## AREA A: RECRUITMENT, RETENTION, CAREER PROGRESSION

### ISSUE 2. THE UNEVEN RATE OF ACADEMIC PROMOTION (WOMEN ADVANCE SLOWER THAN MEN)

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

<b>Action</b>	The implementation of a monitoring tool for tracking the patterns of career development among academics
<b>Responsibilities</b>	HR officer Rector's Representative for Equal Treatment Vice-Deans for Science
<b>Target groups</b>	Teachers Teachers-researchers Full-time researchers Technical assistants Research assistants
<b>Indicators</b>	The number of academics who earned an academic degree, aggregated by gender The number of academics who earned an academic degree, aggregated by age The number of academics who earned an academic degree, aggregated by degree The number of academics who earned an academic degree, aggregated by the number of dependent children The number of academics who earned an academic degree, aggregated by discipline
<b>Evaluation methods and resources</b>	Statistical analysis Collated analysis of aggregated data  The GEP implementation team / Rector's Representative for Equal Treatment with suitable administrative staff / HR officer / IT Department
<b>Timeline</b>	2025-2027

## AREA A: RECRUITMENT, RETENTION, CAREER PROGRESSION

### ISSUE 2. THE UNEVEN RATE OF ACADEMIC PROMOTION (WOMEN ADVANCE SLOWER THAN MEN)

**Objective 2:** In-depth understanding employees' strategies of coping with work-life balance

<b>Action</b>	<p>Monitoring career breaks;</p> <p>Monitoring academic performance as correlated with one's family/personal situation;</p> <p>The design and implementation of a sensitive and flexible system for the evaluation of academic performance;</p> <p>The design and implementation of a system of reaction to individual family/personal situations (such as flexible work, temporary modification of professional responsibilities).</p>
<b>Responsibilities</b>	<p>HR officer</p> <p>Rector's Representative for Equal Treatment</p> <p>Vice-Rector for Science</p> <p>Vice-Deans for Science</p>
<b>Target groups</b>	<p>Teachers</p> <p>Teachers-researchers</p> <p>Full-time researchers</p> <p>Technical assistants</p> <p>Research assistants</p> <p>Supervisors and managerial staff</p>
<b>Indicators</b>	<p>The number of academics with a documented record of career breaks, aggregated by gender, by career stage, by age, by degree, and by family/personal situation</p> <p>The number of tools/solutions developed for sensitive evaluation of academic performance and for reaction to individual family/personal situations</p> <p>The % of people benefiting from the system of reaction to individual family/personal situations who are satisfied with the solutions offered by the organisation</p>
<b>Evaluation methods and resources</b>	<p>Statistical data</p> <p>Annual survey (anonymous)</p> <p>Survey for supervisors (reporting and evaluating their experience with their supervisees)</p> <p>The GEP implementation team / Rector's Representative for Equal Treatment with suitable administrative staff / HR officer</p>
<b>Timeline</b>	2025-2027

## AREA A: RECRUITMENT, RETENTION, CAREER PROGRESSION

### ISSUE 3. POORLY DEFINED CAREER DEVELOPMENT PATHS FOR ADMINISTRATIVE EMPLOYEES

**Objective 1:** Monitoring gender-based patterns of career development in the university administration, recognising the importance of other categories that intersect with gender and affect these patterns

<b>Action</b>	Monitoring career development of administrative employees; Systematic monitoring of internal mobility (promotion) of administrative employees.
<b>Responsibilities</b>	HR officer Rector's Representative for Equal Treatment Unit Heads
<b>Target group</b>	Administrative employees
<b>Indicators</b>	The number of employees who get promoted to a managerial position, aggregated by gender, age, and employment record The number of employees who get promoted to a higher position, aggregated by gender, age, and employment record The number of employees who decided to quit, aggregated by gender, age, and employment record
<b>Evaluation methods and resources</b>	Annual statistical analysis Rector's Representative for Equal Treatment with suitable administrative staff / HR officer
<b>Timeline</b>	2025-2027

## AREA A: RECRUITMENT, RETENTION, CAREER PROGRESSION

### ISSUE 3. POORLY DEFINED CAREER DEVELOPMENT PATHS FOR ADMINISTRATIVE EMPLOYEES

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

<b>Action</b>	<p>The identification of employees' professional needs;</p> <p>The evaluation of employees' level of job satisfaction;</p> <p>The evaluation of employees' willingness to change, expand, and limit their professional responsibilities;</p> <p>Regular internal advertising of opportunities for professional development (job offers, short-term tasks, etc.);</p> <p>The dissemination of the survey results to the members of the UL academic community.</p>
<b>Responsibilities</b>	<p>HR officer</p> <p>Rector's Representative for Equal Treatment</p> <p>Unit Heads</p>
<b>Target group</b>	Administrative employees
<b>Indicators</b>	<p>The number of employees satisfied with their work, aggregated by gender and employment record</p> <p>The number of employees dissatisfied with their work, aggregated by gender and employment record</p> <p>Qualitative analysis of the level of job satisfaction</p> <p>Qualitative analysis of employees' professional needs</p>
<b>Evaluation methods and resources</b>	<p>Anonymous biannual surveys gathering quantitative and qualitative data, conducted within administrative units</p> <p>Comprehensive analysis of collated qualitative and quantitative data</p> <p>The number of articles, posts, and mailings addressing the issue</p> <p>HR officer / Communication officer / Employer branding officer / Rector's Representative for Equal Treatment with suitable administrative staff</p>
<b>Timeline</b>	<p>2025 (survey I)</p> <p>2027 (survey II; recapitulation)</p>

## AREA A: RECRUITMENT, RETENTION, CAREER PROGRESSION

### ISSUE 3. POORLY DEFINED CAREER DEVELOPMENT PATHS FOR ADMINISTRATIVE EMPLOYEES

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

<b>Action</b>	The implementation of a tailor-made module-based training programme (hybrid format) for individual professional development
<b>Responsibilities</b>	HR Office Rector's Representative for Equal Treatment Unit Heads RESET trainers
<b>Target group</b>	Administrative employees
<b>Indicators</b>	The number of employees who participated in the training programmes offered by the employer, aggregated by gender and other social categories, the employment record, and the focus of the training The number of employees satisfied with the training programme
<b>Evaluation methods and resources</b>	Biannual statistical analysis Lecturers, training tools, training infrastructure  HR officer / Communication officer / Employer branding officer / Rector's Representative for Equal Treatment with suitable administrative staff / RESET trainers
<b>Timeline</b>	2025 and 2027

## AREA A: RECRUITMENT, RETENTION, CAREER PROGRESSION

### ISSUE 3. POORLY DEFINED CAREER DEVELOPMENT PATHS FOR ADMINISTRATIVE EMPLOYEES

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

<b>Action</b>	<p>Monitoring career breaks;</p> <p>Monitoring professional performance as correlated with one's family/personal situation;</p> <p>The implementation of a sensitive and flexible system of the evaluation of professional performance;</p> <p>The design and implementation of a system of reaction to employees' individual situations (such as temporary modification of responsibilities, flexible working hours).</p>
<b>Responsibilities</b>	<p>HR Office</p> <p>Rector's Representative for Equal Treatment</p> <p>Unit Heads</p>
<b>Target group</b>	Administrative employees
<b>Indicators</b>	<p>The number of employees with a documented record of career breaks, aggregated by gender and other social categories, the employment record, career stage</p> <p>The number of employees who get promoted to a managerial position after a career break, aggregated by gender, age, employment record, career stage</p> <p>The number of tools/solutions developed for sensitive evaluation of academic performance and for reaction to individual family/personal situations</p> <p>The % of people benefiting from the system of reaction to individual family/personal situations who are satisfied with the solutions offered by the organisation</p>
<b>Evaluation methods and resources</b>	<p>Annual statistical analysis</p> <p>Anonymous surveys</p> <p>Questionnaires</p> <p>Survey for supervisors (reporting and evaluating their experience with their supervisees)</p> <p>HR officer / Rector's Representative for Equal Treatment with suitable administrative staff</p>
<b>Timeline</b>	2027

## AREA A: RECRUITMENT, RETENTION, CAREER PROGRESSION

### ISSUE 4. SETTING THE FRAMEWORKS FOR ACHIEVING WORK-LIFE BALANCE

**Objective 1:** Monitoring the existing mechanisms and documents and designing solutions supporting work-life balance and actions addressing issues connected therewith

<b>Action</b>	Verification of documents and procedures addressing employees' strategies of coping with WLB; designing actions addressing the challenges related to WLB; implementing missing procedures and mechanisms supporting WLB.
<b>Responsibilities</b>	HR officer Rector's Representative for Equal Treatment Head of the Centre for Social Responsibility UL Legal Office Experts involved in WBL issues Team for Work-Family Balance at the University
<b>Target group</b>	All the UL community members
<b>Indicators</b>	Report on identified gaps in WLB The number of implemented actions/proposition improving the WLB mechanisms % of people satisfied with the implemented solutions
<b>Evaluation methods and resources</b>	Biannual statistical analysis Anonymous surveys Questionnaires Survey for supervisors (reporting and evaluating their experience with their supervisees)  HR officer / Rector's Representative for Equal Treatment with suitable administrative staff / UL Legal Office
<b>Timeline</b>	2025 and 2027

## AREA A: RECRUITMENT, RETENTION, CAREER PROGRESSION

### ISSUE 5. THE LACK OF RECRUITMENT STRATEGIES TO PREVENT HORIZONTAL SEGREGATION IN ADMINISTRATIVE UNITS

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

<b>Action</b>	The implementation of tools for monitoring the process of application for jobs at the University of Lodz, aggregated by gender, career stage, the advertised position; The implementation of tools for monitoring the employment patterns at the University of Lodz, aggregated by gender, career stage, the advertised position.
<b>Responsibilities</b>	HR officer Rector's Representative for Equal Treatment Unit Heads
<b>Target group</b>	Administrative employees
<b>Indicators</b>	The number of candidates applying for a job, aggregated by gender and other social categories, work experience, the advertised position The number of candidates who are offered a job, aggregated by gender, age, work experience, the advertised position
<b>Evaluation methods and resources</b>	Annual statistical analysis  HR officer / Rector's Representative for Equal Treatment with suitable administrative staff
<b>Timeline</b>	2027

## AREA A: RECRUITMENT, RETENTION, CAREER PROGRESSION

### ISSUE 5. THE LACK OF RECRUITMENT STRATEGIES TO PREVENT HORIZONTAL SEGREGATION IN ADMINISTRATIVE UNITS

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

<b>Action</b>	The development of a gender-sensitive language (textual and visual) toolkit to be used in recruitment policies; The development of gender-sensitive flexible forms of employment adjusted to individual needs of employees.
<b>Responsibilities</b>	HR officer Rector's Representative for Equal Treatment Unit Heads
<b>Target group</b>	Administrative employees
<b>Indicators</b>	The number of candidates applying for a job, aggregated by gender and other social categories, work experience, the advertised position The number of candidates who use flexible forms of employment, aggregated by gender, work experience, the advertised position Qualitative content analysis of job adverts
<b>Evaluation methods and resources</b>	Biannual statistical analysis Biannual qualitative content analysis HR officer / Rector's Representative for Equal Treatment with suitable administrative staff
<b>Timeline</b>	2025 and 2027

## AREA B: LEADERSHIP AND DECISION-MAKING

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

- **Objective 1:** Understanding gender-based patterns of promotion to a managerial function
- **Objective 2:** The evaluation of promotion mechanisms

## AREA B: LEADERSHIP AND DECISION-MAKING

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

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

<b>Action</b>	The implementation of a tool for monitoring election-based promotions; The implementation of a tool for monitoring promotions based on the supervisors' decisions; The implementation of a tool for monitoring of employees' needs for, and interests in, being promoted.
<b>Responsibilities</b>	HR officer Rector's Representative for Equal Treatment Rector's Office Faculty Deans
<b>Target groups</b>	Teachers Teachers-researchers Full-time researchers Technical assistants Research assistants
<b>Indicators</b>	The number of candidates applying for, or interested in being promoted to, a managerial position, aggregated by gender and other social categories, career record, academic degree, family situation, discipline, position The number of candidates applying for academic promotion, aggregated by gender and other social categories, career record, academic degree, family situation, discipline, position (assistant professor, associate professor) The number of promoted employees, aggregated by gender, age, career record, academic degree, family situation, discipline, position
<b>Evaluation methods and resources</b>	Annual statistical analysis Annual anonymous survey  HR officer / Rector's Representative for Equal Treatment with suitable administrative staff
<b>Timeline</b>	2025-2027

## AREA B: LEADERSHIP AND DECISION-MAKING

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

**Objective 2:** The evaluation of promotion mechanisms

<b>Action</b>	A gender-sensitive review of the available opportunities for being promoted (such as eligibility criteria), which takes into account other social categories intersecting with gender.
<b>Responsibilities</b>	HR officer Rector's Representative for Equal Treatment Rector's Office
<b>Target groups</b>	Teachers Teachers-researchers Full-time researchers Technical assistants Research assistants
<b>Indicators</b>	The number of candidates applying for, or interested in being promoted to, a managerial position, aggregated by gender and other social categories, career record, academic degree, family situation, discipline, position The number of candidates applying for academic promotion, aggregated by gender and other social categories, career record, academic degree, family situation, discipline, position (assistant professor, associate professor) The number of promoted employees, aggregated by gender, age, career record, academic degree, family situation, discipline, position
<b>valuation methods and resources</b>	Statistical analysis Qualitative content analysis  HR officer / Rector's Representative for Equal Treatment with suitable administrative staff
<b>Timeline</b>	2027

## AREA C: GENDER AND DIVERSITY DIMENSIONS IN RESEARCH AND TEACHING CONTENT

### ISSUE 1. BUILDING THE DATABASE ON GENDER AND DIVERSITY DIMENSIONS IN RESEARCH (PUBLICATIONS, PROJECTS, PATENTS, ETC.)

- **Objective 1:** The creation a long-term database of publications, national and international projects, and patents that include gender and diversity dimensions (data searched according to key words defined in 2023)
- **Objective 2:** The creation of a database of authors of publications and principal investigators of national and international projects, aggregated by gender and scientific discipline (data searched according to key words defined in 2023)

### ISSUE 2. BUILDING THE DATABASE ON GENDER AND DIVERSITY DIMENSIONS IN STUDY PROGRAMMES AND TEACHING CURRICULA

- **Objective 1:** The creation of a database of programmes and courses that contain a gender and/or diversity component (according to title of the programme, key words, and abstract, including the instructor's gender, faculty and scientific discipline)

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

- **Objective 1:** Improving the visibility of gender dimension in research and teaching; enhancing knowledge of gender and diversity mainstreaming through publication of GIA tools (checklist) developed in RESET and its dissemination among the relevant academic groups (researchers and supporting staff)
- **Objective 2:** Improving the visibility of female academics, researchers, and teachers at the university; encouraging girls and young women (including women with disabilities, non-Polish women, etc., as well as trans and gender-diverse persons) to choose academic careers; making the academic community aware of the challenges that motherhood/ parenthood creates for teachers and researchers

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

- **Objective 1:** Providing training on gender mainstreaming and intersectionality, and GIA tools in research developed in RESET to researchers (obligatory for those applying for EU-funded and national projects)
- **Objective 2:** Providing training on gender mainstreaming and intersectionality, and GIA tools in research developed in RESET to employees of the Science Centre and units supporting researchers in writing projects proposals on GIA in research (obligatory)
- **Objective 3:** Providing training on gender mainstreaming and intersectionality, and GIA tools in teaching developed in RESET to teachers (obligatory for newly established study programmes)
- **Objective 4:** Providing training on gender mainstreaming and intersectionality, and GIA tools in research developed in RESET to all PhD candidates in three UL Doctoral Schools
- **Objective 5:** Providing regular workshops on gender mainstreaming and intersectionality, and GIA tools in teaching developed in RESET for MA students of various faculties and fields of study

## AREA C: GENDER AND DIVERSITY DIMENSIONS IN RESEARCH AND TEACHING CONTENT

### ISSUE 1. BUILDING THE DATABASE ON GENDER AND DIVERSITY DIMENSIONS IN RESEARCH (PUBLICATIONS, PROJECTS, PATENTS, ETC.)

**Objective 1:** The creation of a long-term database of publications, national and international projects, and patents that include gender and diversity dimensions (data searched according to key words defined in 2023)

<b>Action</b>	Gathering data on publications, patents, national and international projects that include a gender and diversity dimensions
<b>Responsibilities</b>	UL Library Internal Control and Analysis Department Projects' Support Centre IT Department
<b>Target groups</b>	Teachers-researchers Full-time researchers PhD candidates
<b>Indicators</b>	The number of publications that include a gender dimension The number of national and international projects that include a gender dimension The number of patents that include a gender dimension
<b>Evaluation method and resources</b>	Annual statistical analysis (according to the key words defined in 2023) Comparative analysis (every year)
<b>Timeline</b>	2025-2027

## AREA C: GENDER AND DIVERSITY DIMENSIONS IN RESEARCH AND TEACHING CONTENT

### ISSUE 1. BUILDING THE DATABASE ON GENDER DIMENSION IN RESEARCH (PUBLICATIONS, PROJECTS, PATENTS, ETC.)

**Objective 2:** The creation of a database of authors of publications and principal investigators of national and international projects, aggregated by gender and scientific discipline (data searched according to key words defined in 2023)

<b>Action</b>	Gathering data of the authors of publications and principal investigators of national and international projects, aggregated by gender and scientific discipline.
<b>Responsibilities</b>	UL Library Internal Control and Analysis Department Science Centre
<b>Target groups</b>	Teachers-researchers Full-time researchers PhD candidates
<b>Indicators</b>	The number of authors of publications, aggregated by gender and scientific discipline The number of principal investigators of national and international projects, aggregated by gender and scientific discipline
<b>Evaluation method and resources</b>	Statistical analysis (according to the key words defined in 2023) Comparative analysis (every year)
<b>Timeline</b>	2025-2027

## AREA C: GENDER AND DIVERSITY DIMENSIONS IN RESEARCH AND TEACHING CONTENT

### ISSUE 2. BUILDING THE DATABASE ON GENDER AND DIVERSITY DIMENSIONS IN STUDY PROGRAMMES AND TEACHING CURRICULA

**Objective 1:** The creation of a database of programmes and courses that contain a gender and/or diversity component (according to title of the programme, key words, and abstract, including the instructor's gender, faculty and scientific discipline)

<b>Action</b>	Collecting information about programmes and courses that contain a gender and/or diversity component (search through the title of the programme, key words, abstract) Collecting information about instructors (by gender, faculty and scientific discipline) who teach courses with a gender and/or diversity component.
<b>Responsibilities</b>	Recruitment and Didactic Excellence Centre
<b>Target groups</b>	Teachers-researchers PhD candidates
<b>Indicators</b>	The number of programmes (by faculty) that focus on gender and/or diversity The number of courses (by faculty) that contain a gender and/or diversity component The number of instructors (by gender, faculty and scientific discipline) who teach courses with a gender and/or diversity component.
<b>Evaluation method and resources</b>	Statistical analysis (according to the key words defined in 2023) Comparative analysis (every year)
<b>Timeline</b>	2025-2027

## AREA C: GENDER AND DIVERSITY DIMENSIONS IN RESEARCH AND TEACHING CONTENT

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

**Objective 1:** Improving the visibility of gender dimension in research and teaching; enhancing knowledge of gender and diversity mainstreaming through publication of GIA tools (checklist) developed in RESET and its dissemination among the relevant academic groups (researchers and supporting staff)

<b>Action</b>	<p>Creating an information and educational campaign (online and on-site): “Why is gender and diversity mainstreaming in research and teaching important?”</p> <p>Publication of GIA tools (checklist) on website and social media</p> <p>Dissemination of GIA tools (checklist) among the relevant academic groups</p>
<b>Responsibilities</b>	<p>Communications and PR Centre with Press Office</p> <p>Academic Support Centre</p> <p>Science Centre</p> <p>Vice-Rector for Popularisation of Science and Education</p> <p>Centre for Social Responsibility</p> <p>Vice-Deans for Science</p> <p>Vice-Deans for Students and Education</p> <p>Gender Equality Board</p>
<b>Target groups</b>	<p>Students</p> <p>PhD candidates</p> <p>Teachers and researchers</p> <p>Staff supporting researchers</p> <p>NGOs</p> <p>Local community</p>
<b>Indicators</b>	<p>The number of posts, articles, adverts, visual materials on the campaign (website, social media, local media)</p> <p>The number of researchers that used the GIA tool (checklist) while preparing their research projects (survey)</p>
<b>Evaluation method and resources</b>	<p>Survey for researchers preparing projects and applying for funding</p> <p>Person from the Communications and PR Centre with Press Office</p>
<b>Timeline</b>	2025-2027

## AREA C: GENDER AND DIVERSITY DIMENSIONS IN RESEARCH AND TEACHING CONTENT

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

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

<b>Action</b>	<ul style="list-style-type: none"> <li>Campaign for International Day of Women and Girls in Science and International Women's Day</li> <li>Campaign promoting a gendered perspective on scientific excellence</li> <li>Campaign devoted female researchers and women supporting scientists</li> <li>Campaign showing researchers-teachers as parents and caretakers</li> </ul>
<b>Responsibilities</b>	<ul style="list-style-type: none"> <li>Communications and PR Centre with Press Office</li> <li>Academic Support Centre</li> <li>Vice-Rector for Popularisation of Science and Education</li> <li>Centre for Social Responsibility</li> <li>Dean's Representatives</li> <li>Team for Work-Family Balance at the University</li> </ul>
<b>Target groups</b>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teachers-researchers</li> <li>Full-time researchers</li> <li>PhD candidates</li> <li>Students</li> <li>Administrative employees</li> <li>Staff supporting researchers</li> <li>Local community</li> </ul>
<b>Indicators</b>	<ul style="list-style-type: none"> <li>The number of posts, articles, adverts, visual materials on the campaign (website, social media, local media)</li> <li>At least 2 campaigns per year</li> </ul>
<b>Evaluation method and resources</b>	<ul style="list-style-type: none"> <li>Person from the Communications and PR Centre with Press Office</li> <li>Dean's Representatives</li> </ul>
<b>Timeline</b>	2025-2027

## AREA C: GENDER AND DIVERSITY DIMENSIONS IN RESEARCH AND TEACHING CONTENT

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

**Objective 1.** Providing training on gender mainstreaming and intersectionality, and GIA tools in research developed in RESET to researchers (obligatory for those applying for EU-funded and national projects)

<b>Action</b>	Training sessions on gender mainstreaming, intersectionality and GIA tools
<b>Responsibilities</b>	Communications and PR Centre with Press Office HR officer Centre for Social Responsibility Vice-Deans for Science Trainers from RESET
<b>Target groups</b>	Teachers-researchers Full-time researchers
<b>Indicators</b>	% of trained researchers (by gender, faculty, scientific discipline)
<b>Evaluation method and resources</b>	Annual statistical analysis Person from the Science Centre
<b>Timeline</b>	2025-2027

## AREA C: GENDER AND DIVERSITY DIMENSIONS IN RESEARCH AND TEACHING CONTENT

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

**Objective 2.** Providing training on gender mainstreaming and intersectionality, and GIA tools in research developed in RESET to employees of the Science Centre and units supporting researchers in writing projects proposals on GIA in research (obligatory)

<b>Action</b>	Training sessions on gender mainstreaming, intersectionality and GIA tools
<b>Responsibilities</b>	Communications and PR Centre with Press Office HR officer Centre for Social Responsibility Vice-Deans for Science Trainers from RESET
<b>Target groups</b>	Employees of the Science Centre Employees of research projects units at faculties
<b>Indicators</b>	% of trained staff (by gender and faculty)
<b>Evaluation method and resources</b>	Annual statistical analysis HR officer
<b>Timeline</b>	2025-2027

## AREA C: GENDER AND DIVERSITY DIMENSIONS IN RESEARCH AND TEACHING CONTENT

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

**Objective 3.** Providing training on gender mainstreaming and intersectionality, and GIA tools in teaching developed in RESET to teachers (obligatory for newly established study programmes)

<b>Action</b>	Training sessions on gender mainstreaming, intersectionality and GIA tools
<b>Responsibilities</b>	Communications and PR Centre with Press Office HR officer Vice-Deans for Students and Education Rector's Representative for Student Affairs Vice-Rector for Education Trainers from RESET
<b>Target groups</b>	Teachers-researchers Teachers Teaching assistants PhD candidates
<b>Indicators</b>	% of trained teachers (by gender, faculty and scientific discipline)
<b>Evaluation method and resources</b>	Annual statistical analysis HR officer
<b>Timeline</b>	2025-2027

## AREA C: GENDER AND DIVERSITY DIMENSIONS IN RESEARCH AND TEACHING CONTENT

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

**Objective 4.** Providing training on gender mainstreaming and intersectionality, and GIA tools in research developed in RESET to all PhD candidates in three UL Doctoral Schools

<b>Action</b>	Training sessions on gender mainstreaming, intersectionality and GIA tools
<b>Responsibilities</b>	Communications and PR Centre with Press Office Doctoral Schools Office Directors of Doctoral Schools Trainers from RESET
<b>Target groups</b>	PhD candidates
<b>Indicators</b>	% of trained PhD candidates (by gender, faculty and scientific discipline)
<b>Evaluation method and resources</b>	Annual statistical analysis Person from the Doctoral School Office
<b>Timeline</b>	2025-2027

## AREA C: GENDER AND DIVERSITY DIMENSIONS IN RESEARCH AND TEACHING CONTENT

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

**Objective 5.** Providing regular workshops on gender mainstreaming and intersectionality, and GIA tools in teaching developed in RESET for MA students of various faculties and fields of study

<b>Action</b>	Workshops on gender mainstreaming, intersectionality and GIA tools
<b>Responsibilities</b>	Communications and PR Centre with Press Office Vice-Deans for Students and Education Vice-Rector for Education Rector's Representative for Student Affairs Recruitment and Didactic Excellence Centre Trainers from RESET UL Career Office
<b>Target groups</b>	MA students Student scientific networks
<b>Indicators</b>	% of trained MA students (by gender, faculty and study programme) % of trained student scientific networks (by faculty and study programme)
<b>Evaluation method and resources</b>	Annual statistical analysis Person from the UL Career Office
<b>Timeline</b>	2025-2027

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

### ISSUE 1. IMPLEMENTING REGULATIONS AND PROCEDURES TO TACKLE GENDER AND OTHER FORMS OF INEQUALITY

- **Objective 1:** Implementation of cyclical surveys aimed at monitoring gender inequalities within the academic community which also recognize the importance of other categories that intersect with gender and affect these inequalities
- **Objective 2:** Adjustment and implementation of anti-discrimination mechanisms to improve inclusivity at the University of Lodz
- **Objective 3:** Creation of the code of ethics/code of conduct which helps to understand the expected behaviours at the academia

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

- **Objective 1:** Implementation of a training system for all groups of employees which focuses on different aspects of gender equality and diversity
- **Objective 2:** Promoting issues related to gender equality and diversity by introducing this information in employees' and students' orientation/welcome pack

### ISSUE 3. DISSEMINATION OF GENDER-RELATED ISSUES AND ENHANCEMENT OF PROMOTIONAL ACTIVITIES

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

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

### ISSUE 1. IMPLEMENTING REGULATIONS AND PROCEDURES TO TACKLE GENDER AND OTHER FORMS OF INEQUALITY

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

<b>Actions</b>	Designing, planning, and conducting regular surveys addressed to different stakeholders
<b>Responsibilities</b>	HR officer Head of the Centre for Social Responsibility Gender Equality Board IT Centre
<b>Target group(s)</b>	Teachers Teachers/researchers Full-time researchers PhD candidates Administrative staff Technical assistants Research assistants
<b>Indicators</b>	Number of respondents, aggregated by gender Number of identified challenges Number of actions related to solving the identified challenges annually % of people aware of actions taken to eliminate improper behaviours % of people satisfied with implemented actions decreasing number of improper behaviours (%) comparing to 2024
<b>Evaluation method/resources</b>	Online survey platform Statistical reports Survey coordinator Statistical analysis Survey content designers Editor of the study reports
<b>Timeline</b>	2025 (biannual)

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

### ISSUE 1. IMPLEMENTING REGULATIONS AND PROCEDURES TO TACKLE GENDER AND OTHER FORMS OF INEQUALITY

**Objective 2:** Adjustment and implementation of anti-discrimination mechanisms to improve inclusivity at the University of Lodz

<b>Actions</b>	<p>Adjustment and improvement of the anti-discrimination procedure</p> <p>Monitoring the number of cases reported through the anti-discrimination procedure</p> <p>Implementation of effective communication channels integrating anti-discrimination mechanism and whistleblowing procedure (e.g., complaints)</p> <p>Mechanisms to minimise the number of discrimination cases</p>
<b>Responsibilities</b>	<p>HR officer</p> <p>Gender Equality Board</p> <p>Rector's Representative for Equal Treatment</p> <p>Anti-discrimination Committee</p> <p>Centre for Social Responsibility</p>
<b>Target group(s)</b>	<p>Teachers</p> <p>Teachers/researchers</p> <p>Full-time researchers</p> <p>PhD candidates</p> <p>Administrative staff</p> <p>Technical assistants</p> <p>Research assistants</p> <p>Students</p>
<b>Indicators</b>	<p>Improved procedure to deal with discriminatory practices (including sexual harassment, etc.)</p> <p>Number of reported cases annually</p> <p>Report on the submitted cases aggregated by gender, age, units, affiliation, etc.</p> <p>Number of interventions annually</p> <p>% of people aware of procedure</p> <p>Number of corrective actions undertaken at the University to improve the working conditions</p>
<b>Evaluation methods/resources</b>	<p>Statistical reports</p> <p>Experts on equality enhancing mechanisms</p> <p>Coordinator of the task</p> <p>Person responsible for collecting cases of misconduct</p> <p>Anti-discrimination Committee</p>
<b>Timeline</b>	2025-2027

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

### ISSUE 1. IMPLEMENTING REGULATIONS AND PROCEDURES TO TACKLE GENDER-BASED AND OTHER FORMS OF INEQUALITY

**Objective 3:** Creation of the code of ethics/code of conduct which helps to understand the expected behaviours at the academia

<b>Actions</b>	Co-creation of the code of ethics/code of conduct which regulates the desired behaviours and helps to understand and recognise improper behaviours
<b>Responsibilities</b>	HR officer Head of the Centre for Social Responsibility Invited experts Academic Ombudsman
<b>Target group(s)</b>	Teachers Teachers/researchers Full-time researchers PhD candidates Administrative staff Technical assistants Research assistants
<b>Indicators / evaluation method</b>	Developed code of ethics/code of conduct Creation of a position to monitor the compliance with code of ethics/code of conduct
<b>Impact indicators</b>	% of people who signed the document
<b>Evaluation methods and resources</b>	Statistical report HR officer Head of the Centre for Social Responsibility Academic Ombudsman Invited experts (e.g., from labour unions at UL)
<b>Timeline</b>	2025-2027

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

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

**Objective 1:** Implementation of a training system for all groups of employees which focuses on different aspects of gender equality and diversity

<b>Actions</b>	<p>Conducting of training sessions covering different aspects of diversity and inclusivity, aiming at combating improper behaviours</p> <p>Implementation of obligatory training schemes accompanying different processes, e.g., onboarding, recruitment, period evaluation, work safety regulation training, promotion, etc.</p>
<b>Responsibilities</b>	<p>HR officer</p> <p>Rector's Representative of Equal Treatment</p> <p>Head of the Centre for Social Responsibility</p>
<b>Target group(s)</b>	<p>Teachers</p> <p>Teachers/researchers</p> <p>Full-time researchers</p> <p>PhD candidates</p> <p>Administrative employees</p> <p>Technical assistants</p> <p>Research assistants</p> <p>Top management</p> <p>Units heads</p>
<b>Indicators</b>	<p>Designing different forms of training adjusted to the needs of potential participants</p> <p>Number of training sessions annually</p> <p>Number of participants by gender, age, position</p> <p>% of knowledge improvement (based on ex-ante and ex-post evaluation forms) in the area of diversity and inclusivity</p> <p>Elimination of discrimination cases (monitoring based on decreasing number of cases annually)</p>
<b>Evaluation methods/resources</b>	<p>Evaluation questionnaire</p> <p>HR officer</p> <p>Rector's Representative for Equal Treatment</p> <p>Head of the Centre for Social Responsibility</p> <p>Invited experts and trainers</p>
<b>Timeline</b>	2025-2027

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

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

**Objective 2:** Promoting issues related to gender equality and diversity by introducing this information in employees' and students' orientation/welcome pack

<b>Actions</b>	Designing the additional content of the welcome pack
<b>Responsibilities</b>	HR officer Rector's Representative for Equal Treatment Head of the Centre for Social Responsibility
<b>Target group(s)</b>	All members of the University of Lodz community
<b>Indicators</b>	Content on gender equality included in employees' welcome pack Content on gender equality included in students' welcome pack Number of users Elimination of discrimination cases (monitoring based on decreasing of number of cases annually)
<b>Evaluation methods and resources</b>	HR officer Rector's Representative for Equal Treatment Head of the Centre for Social Responsibility Invited experts
<b>Timeline</b>	2025-2027

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

### ISSUE 3. DISSEMINATION OF GENDER-RELATED ISSUES AND ENHANCEMENT OF PROMOTIONAL ACTIVITIES

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

<b>Actions</b>	<p>Enhancing the visibility of gender issues by providing guidelines for institutional communication</p> <p>Review of current communication practices</p> <p>Introducing gender-sensitive language in university documents</p> <p>Providing guidelines for the use of gender-sensitive language at the institutional level</p> <p>Providing guidelines for the use of gender-sensitive language in educational and administrative processes</p> <p>Addressing the gender-neutral language requirements adjusted to the needs of non-binary members of the UL community</p>
<b>Responsibilities</b>	<p>HR officer</p> <p>Rector's Representative for Equal Treatment</p> <p>Head of the Centre for Social Responsibility</p> <p>Communications and PR Centre with Press Office</p> <p>Gender Equality Board</p>
<b>Target group(s)</b>	All members of the University of Lodz community
<b>Indicators</b>	<p>Published guides</p> <p>Report on the review of current communication practices</p> <p>Number and type of updated documents</p> <p>Number of new practices</p> <p>Visibility of inclusive communication in academic processes (monitoring of official documents, surveys among academic community)</p> <p>Number of practices implemented at the University of Lodz (annually)</p> <p>% of people reporting on discrimination practices in communication</p>
<b>Evaluation methods/resources</b>	<p>Evaluation questionnaires</p> <p>Rector's Representative for Equal Treatment</p> <p>Head of the Centre for Social Responsibility</p> <p>Task coordinator</p> <p>IT Centre</p> <p>UL Legal Office</p> <p>Invited experts</p>
<b>Timeline</b>	2025-2027

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

### ISSUE 3. DISSEMINATION OF GENDER-RELATED ISSUES AND ENHANCEMENT OF PROMOTIONAL ACTIVITIES

**Objective 2:** Combating gender stereotypes and enhancing diversity by launching promotional campaigns related to gender and diversity at the University of Lodz

<b>Actions</b>	Improving visibility of gender issues at the University of Lodz through communication and promotion measures Organisation of social-media and indoor campaigns supporting culture of diversity and inclusivity
<b>Responsibilities</b>	Rector's Representative for Equal Treatment Head of the Centre for Social Responsibility Communications and PR Centre with Press Office Academic Support Centre
<b>Target group(s)</b>	All members of the University of Lodz community
<b>Indicators / evaluation method</b>	Number of people who saw the posts and campaigns Access to information on social media (social media reach) Number of topics covered Types of implemented actions Number of published materials/organised events per year
<b>Impact indicators</b>	% of people who recognise improper behaviours thanks to the campaigns (based on the survey) % of people who complain about improper behaviours thanks to the campaigns (based on the reported data)
<b>Resources</b>	Employees at the Centre for Social Responsibility Invited experts Rector's Representative for Equal Treatment
<b>Timeline</b>	2025-2027



Redesigning  
Equality and  
Scientific  
Excellence  
Together

## 6.4

# University of Porto



*UP Equality*

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

[www.wereset.eu](http://www.wereset.eu)

**2025-2028**

# Technical information

Title:	<b>UP Equality</b> <b>University of Porto's Gender Equality Plan</b>
Version	2.0
Period of Validity	2025-2028
Approval Date	8th of October de 2024

## Document Approved by the Rector of the University of Porto



UNIVERSIDADE DO PORTO  
**António de Sousa Pereira**  
Rector/Rector

**António Sousa Pereira**

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## **1. Introduction**

*UP Equality (2025-2028)* formalises a new version of the University of Porto Gender Equality Plan. It was drawn up in conjunction with the Gender Equality Board, various University departments and Constituent Entities, in an attempt to respond to the most pressing needs and challenges in this area.

The document presented here was also validated by the Board of Directors and approved by the Rector, Professor António Sousa Pereira.

Next, the institutional framework for gender equality is briefly presented, highlighting Portugal's framework in the European context and the University of Porto track record in these matters. Next, the mission and main objectives of this *UP Equality (2025-2028)* and the main conclusions that underpin its formulation are presented. Finally, there is a summary presentation of the plan, which precedes the inclusion of the Strategic Action Plan. The document ends with some concluding remarks on the University of Porto Gender Equality Plan - *UP Equality (2025-2028)*.

## 2. Institutional framework for gender equality

Portugal has benefited from a geopolitical framework that has allowed it to significantly improve the dissemination and mainstreaming of fundamental human rights in recent decades, particularly with regard to gender equality and respect for diversity.

Among the main political documents and milestones were the approval of the Portuguese Constitution in 1976, Article 9 of which enshrines the promotion of equality between men and women as a fundamental duty of the state and Article 13 of which guarantees the principle of equality.

At European level, Portugal is governed by the Treaty on the Functioning of the European Union, which establishes gender mainstreaming and equality between men and women as a general principle of the Union, but also by various European Union directives, which regulate gender equality issues in employment, academia and also elements of reconciling personal, professional and family life. The issue of gender equality is also present in the EU Council conclusions of 2020, which highlight the importance of integrating the dimension into research and determining that Gender Equality Plans are mandatory for access to funding, particularly under the Horizon Europe program.

The following chronological milestones stand out:

Pre-1974	Gender inequality deeply rooted in Portuguese society
1974	Carnation Revolution in Portugal marks the beginning of democratic reforms
	Portugal ratified CEDAW
1975	The CCF - Commission on the Status of Women (Decree-Law 47/75, February 1), now the CIG - Commission for Citizenship and Gender Equality, was established.
1976	Portuguese Constitution adopted, enshrining gender equality
1980-1990	Portugal passes laws promoting gender equality
1986	Adhesion to the European Union (then European Economic Community)
1993	Maastricht Treaty establishing gender mainstreaming in the European Union

1997	Implementation of the First Global Plan for Equal Opportunities (precursor to the subsequent National Plans for Equality)
2005 - 2020	Approval of legislation in the area of Gender Equality (e.g. Voluntary termination of pregnancy (Law no. 16/2007), Gender self-determination (Law no. 38/2018), Same-sex marriage (Law no. 9/2010), and Same-sex adoption (Law no. 2/2016).
2018	Approval and implementation of the National Strategy for Equality and Non-Discrimination, 2018-2030, "Portugal + Igual"
2020	Conclusions of the Council of the European Union on advancing gender equality in research and the priorities of the European Strategy for Gender Equality 2019-2024
Present time	Portugal continues to face the challenges of gender equality

On an even more local level, the University of Porto is an institution committed to promoting gender equality. The University of Porto is making significant efforts to promote gender equality, and began this journey more visibly after starting an internal diagnosis in 2019 that would underpin the application for European funding to develop its first equality plan. The *UP Equality (2022-2024)* thus provided an initial strategic, structural and systematic framework for implementing concrete actions in various areas.

The document presented here - *UP Equality(2025-2028)* - aims to continue this journey towards a more equal academia.

### 3. UP Equality 2025-2028 mission and strategic objectives

U.Porto actively seeks to be a pluralistic, inclusive organisation that promotes equality and fairness, condemning any and all acts of discrimination, harassment or prejudice.

The *UP Equality (2025-2028)* thus aligns itself with an approach that is intended to be strategic, structural, systematic and sustainable, anchored in an intersectional approach and a co-design methodology. In this sense, it aims to be a fully inclusive, collaborative plan rooted in academia, giving voice and visibility to the diversity that makes it up. The *UP Equality (2025-2028)* also maintains its strategic alignment with the guidelines defined in the Horizon Europe framework program - that is, public visibility with its publication and advertising on the university's website, resources dedicated to implementing and monitoring the plan, collection and ongoing monitoring of indicators and training and development actions.

Recently, the European Institute for Gender Equality (EIGE) revised its guidelines regarding the proposed methodology for producing Equality Plans - the Gender Equality in Academia and Research - GEAR tool, and proposed organising the plans into five key areas, followed by the *UP Equality (2025-2028)*, as listed in table 1.

*Table 1: Thematic areas present in U.Porto's plans and recommended by GEAR tool*

<i>UP Equality (2022-2024)</i>	<i>GEAR tool (EIGE, 2022)</i>	<i>UP Equality (2025-2028)</i>
<b>A</b>   Leadership and Decision Making	1. Conciliation and Organisational Culture	<b>A</b>   Leadership and Decision Making
<b>B</b>   Recruitment, Selection and Career Progression	2. Gender Balance in Leadership and Decision Making	<b>B</b>   Recruitment and Career Progression
<b>C</b>   Gender Dimension in Research and Knowledge Transfer	3. Gender equality in Recruitment and Career Progression	<b>C</b>   Conciliation and Organizational Culture
<b>D</b>   Gender Bias and Stereotypes, Sexism and Harassment	4. Integrating the Gender Dimension into Research and Teaching Content	<b>D</b>   Gender Dimension in Research and Knowledge Transfer
	5. Measures against gender-based violence, including sexual harassment	<b>E</b>   Gender Violence and Harassment
		<b>F</b>   Specific Measures for Organic Units

It also includes area F - Specific Measures of the Organic Units, which is intended to systematise proposals drawn up directly by, or in conjunction with, the Executive Boards of the Organic Units of the University of Porto, thus aiming to mainstream and decentralise the measures and initiatives while taking into account the contexts and specificities of these units.

*UP Equality (2025-2028)* thus maintains its strategic nature and systematisation of measures aimed at promoting equality in the context of the University of Porto.

## 4. Conclusions underpinning the *UP Equality 2025-2028*

*UP Equality (2025-2028)* is the result of an analytical and strategic effort to address key needs of the institution and its community. As such, it is based first and foremost on evaluating and monitoring the implementation of the measures that make up the *UP Equality (2022-2024)*. As such, throughout this period of implementation, systematic contacts were made with the main stakeholders and those responsible for implementing the measures in the *UP Equality (2022-2024)*. In parallel with these contacts, training and information sessions, webinars and round tables were held, and regular meetings were held with the University of Porto Gender Equality Board (GEB), where new needs for action were identified and raised. This new plan is also based on the main results of a questionnaire assessing the impact of the *UP Equality (2022-2024)* and the main conclusions resulting from the monitoring, collection and analysis of secondary data carried out annually (2020-2023).

This identified the need to transition measures of continuity, monitoring and diagnostic of the first plan to the one now presented<sup>1</sup>, to maintain a limited number of measures that have not been implemented in their entirety<sup>2</sup> and to integrate measures that deepen and detail actions that have already been completed.

The *UP Equality (2025-2028)* is therefore anchored in systematically collected indicators and in the experience that has been built up in implementing and evaluating these measures.

### 4.1 Summary of actions implemented in *UP Equality 2022-2024*

The implementation period of the *UP Equality (2022-2024)*, which only ends on December 31st, is currently being carried out quite comfortably, given that more than half of the planned actions have been completed and a significant part of the remaining actions are continuity and monitoring actions that will be completed at the end of the period (e.g. A2.2. - Monitoring the implementation of the Gender Equality Plan).

As quantitative indicators, we can highlight the fact that around 50 training and information events were held, with around 1600 people attending from the U.Porto academy. At the same time, various resources were also produced as part of the implementation of the plan, which are listed here<sup>3</sup>:

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<sup>1</sup> These measures are identified in the Implementation Plan with the inclusion of two asterisks (\*\*).

<sup>2</sup> These measures are identified in the Implementation Plan with an asterisk (\*).

<sup>3</sup>The [list of resources](https://drive.google.com/drive/folders/1w4R3wv6xioDHwGHCIW6KXp_m43f0ZHjS?usp=sharing) can be found at the following address: [https://drive.google.com/drive/folders/1w4R3wv6xioDHwGHCIW6KXp\\_m43f0ZHjS?usp=sharing](https://drive.google.com/drive/folders/1w4R3wv6xioDHwGHCIW6KXp_m43f0ZHjS?usp=sharing)

**Table 2: List of resources by thematic area in UP Equality (2022-2024)**

Area A   Leadership and Decision Making
<ul style="list-style-type: none"> <li>• Joint statement on the commitment of U.Porto and RESET partner institutions to Equality, Diversity and Scientific Excellence in Higher Education and Research</li> <li>• Proposal for the Regulation of CIGUP - Council for Gender Equality at the University of Porto</li> <li>• Annual information on Gender Equality and Diversity at U.Porto (infographics)</li> </ul>
Area B   Recruitment, Selection and Career Progression
<ul style="list-style-type: none"> <li>• Guide to evaluation criteria to support the internal certification of research units with promising practices in the area of Gender Equality</li> <li>• Communication campaign to raise the profile of underrepresented gender researchers in all fields of research</li> <li>• Checklist for integrating the gender dimension into selection processes (recruitment and progression)</li> <li>• Guide to recommendations for non-discriminatory practices for members of personnel selection panels</li> <li>• Campaigns to raise awareness of the effects of gender stereotypes on the distribution of domestic and family responsibilities</li> </ul>
Area C   Gender Mainstreaming in Research and Knowledge Transfer
<ul style="list-style-type: none"> <li>• Checklist for Gender Impact Assessment in Research (GIA Checklist)</li> <li>• List of courses on gender and diversity available to the U.Porto student community</li> <li>• Recommendations on integrating gender and diversity into teaching activities</li> <li>• Proposal for gender integration in U.Porto's pedagogical surveys</li> </ul>
Area D   Gender Bias and Stereotypes, Sexism and Harassment
<ul style="list-style-type: none"> <li>• Guide to the Use of Inclusive Language</li> <li>• Proposal for a Registration System for Scientific and Cultural Events</li> <li>• Self-monitoring tool for anti-discrimination behaviour accessible to the entire U.Porto community</li> </ul>

In another area of analysis, it is also worth highlighting the diversity of types of action in line with the latest European requirements:

- **Training and capacity-building actions** (e.g. B2.4. - Provide U.Porto employees with skills to integrate the gender dimension into recruitment processes)
- **Indicators collection and monitoring actions** (e.g. A2.3-Create an integrated system for the analysis and collection of statistical data disaggregated by gender)
- **Creation of tools, resources and materials to support different initiatives** (e.g. B2.2 - Define indicators for monitoring the integration of the gender

- dimension in recruitment processes; C1.3 - Produce and disseminate information materials related to the incorporation of the diversity and gender dimension in research methodologies and processes)
- **Change of institutional processes** (B2.1. - Review the process manual to guarantee equal opportunities in the different stages of the recruitment process)

All of these types of action also contribute to a **systematic and sustainable approach to the transformation of the University**, which is why the same types of action are expected to be maintained in the *UP Equality (2025-2028)*, and in several cases actions are planned to deepen and optimise ongoing initiatives.

Finally, we feel it is important to highlight some initiatives which, for various reasons, have not been implemented and have been carried over to the new plan. This is the case with measures A1.4, A2.1, C2.2 of *UP Equality (2022- 2024)*, which are presented here, correspondingly, as measures A1.5 - Apply for the U.Porto to be awarded the HRS4R label, A2.1 - Set up a support structure for Gender Equality and Diversity and D2.3 - Assess the feasibility of introducing content relating to the integration of gender and diversity in teaching practice into the Introduction to Teaching in Higher Education Course.

## 4.2 Conclusions of the impact questionnaire<sup>4</sup>

In order to gather information from everyone in the U.Porto community, a survey was carried out with the aim of evaluating and monitoring the development of the current Gender Equality Plan and identifying the needs, challenges and barriers relevant to the design of the new one. The survey was disseminated to the community via email and through direct contacts with the heads of the Faculties and Constitutive Entities of U.Porto, as well as through the Gender Equality Board between the end of 2023 (November 28) and January 31, 2024. A total of 493 people took part in the survey, 96% of whom were Portuguese; 50% belonged to the technical staff career, 33% were teachers and 14% were researchers. The majority of participants identified themselves as female (n= 344), 133 as male, two as non-binary and two as genderqueer. Thirteen participants chose not to answer about their gender identity.

The data collected shows that the majority of people surveyed (90%) consider the work in this area at the University of Porto to be relevant, while 43% consider that the University still pays little attention to the issue.

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<sup>4</sup> You can consult the survey report at <https://drive.google.com/file/d/1Yu9qII Euh0nowC1SZLRpP2qjYBNT5GZi/view?usp=sharing>

It is worth noting from this survey that 87 respondents (45% women) said they had already felt disadvantaged at university because of their gender. Although the majority of respondents have not had this experience at U.Porto, when it does occur it is mainly women who feel disadvantaged because of their sex/gender, but also because of their age or other reasons not listed. It's important to note that men also follow this pattern of disadvantage. However, when men report feeling disadvantaged, it is mainly because of their age, and only then because of their sex/gender or other reasons not listed. Perceptions of discrimination, i.e. witnessing discrimination, are also frequent, since 44% of those who took part say they have witnessed discrimination on the grounds of sex/gender; 35% on the grounds of nationality; 32% on the grounds of age and 31% on the grounds of sexual orientation, gender identity or sexual characteristics. The people surveyed also say that jokes or offensive comments of a sexual nature are the most common form of discrimination, followed by mobbing (workplace bullying). With regard to their own experiences of discrimination, this occurs through intrusive and offensive questions about their private lives and also due to mobbing (workplace bullying). When asked about their reactions to observed or suffered discrimination, both men and women tend to deal with the situation informally. Little use is made of existing formal procedures (e.g. the whistleblowing portal), despite this being perceived as one of the actions where a high impact would be expected.

This set of indicators highlights the **importance of systematic and systemic work on the University's organisational culture**. In this regard, **areas C - Reconciliation and Organisational Culture and E- Gender Violence and Harassment** of *UP Equality (2025-2028)* are particularly focused on these aspects.

In a second stage of the survey, perceptions were also gathered from those most directly involved in implementing measures. Among these, it was found that around two-thirds say they face *some* or *a great deal of* resistance in setting up activities related to gender and diversity in their own faculty/department/unit. These barriers seem to be related to a lack of support from people in key positions and a general lack of support from the community. The lack of indicators disaggregated by sex/gender is also considered an important barrier, accompanied by the lack of resources for the implementation of actions. This highlights the need to maintain **actions related to training and capacity building of the academic community in this area, with emphasis on the involvement of managers and governance**. As a result, **area A - Leadership and Decision-Making** will remain a key area in the new plan, with measures to continue but also to broaden and deepen the actions already developed. In the same vein, the target audiences most highlighted as priorities continue to be top management, followed by middle management.

With regard to the community's participation in listing important actions in this area, the following areas were endorsed as priorities: work-life balance; the fight against discrimination; recruitment and career progression processes and the University's general policy. Thus, the participants consider it necessary for the plans to maintain a comprehensive approach, highlighting **the area of Work-Family**

**Reconciliation, which will make up area C** in the new plan, and **area B - Recruitment and Career Progression.**

Finally, it is worth noting the specific absence of a report on **area D - Gender Mainstreaming in Research and Knowledge Transfer.** This absence may be justified by the scope of the survey and the questions raised, but since these are the University's two main duties - teaching/transfer of knowledge and scientific research - it remains crucial to include proposals that encourage greater integration and mainstreaming of gender equality in the actions of the academic community.

### 4.3 Conclusions from secondary data collection

Throughout the implementation of *UP Equality (2022-2024)*, gender indicators have been collected annually at U.Porto, by consulting the reports produced annually, or from the support services with a view to collecting more specific indicators<sup>5</sup>. In this sense, it seems relevant to briefly present some of the most recent indicators that have also informed the construction of the new plan.

On December 31, 2023, the University of Porto had a total of 5498 employees, with a relatively balanced overall distribution by gender - with females accounting for 54.3% and males 45.7%. However, this balance does not cut across the different functional groups (Figure 1). In the non-teaching group, women have a clearly higher proportion (69.5%). However, at the other extreme, women are under-represented in governing bodies, occupying 34.5% of positions. In academic careers, the indicators are more balanced: 55.9% of researchers are women, and, conversely, they make up 46% of the teaching staff. It should be noted, however, that these differences in academic groups have narrowed over the 4 years of monitoring (2020-2023).

*Figure 1: Percentage of women by functional group and government positions*

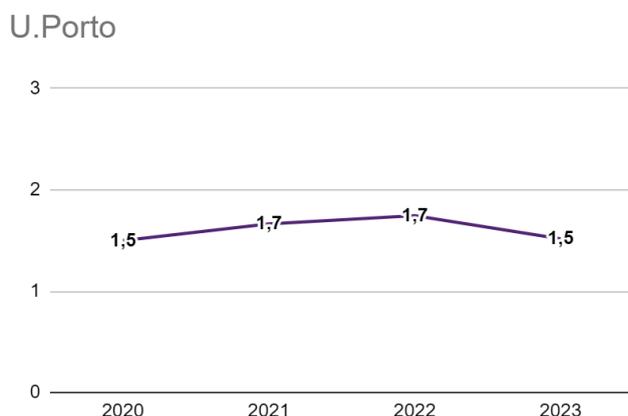


<sup>5</sup> This data can be consulted in the infographics published annually and available at <https://repositorio-aberto.up.pt/>.

In order to assess inequalities in the career progression of teaching staff, a concept known as the glass ceiling effect, the Glass Ceiling Index (GCI) was calculated, according to the procedure proposed by the European Commission (She Figures Handbook, 2021, p. 117)<sup>6</sup>. A GCI of 1 indicates that there is no difference when it comes to the possibility of promotion. The higher the value, the stronger the glass ceiling effect and the more difficult it is for women to progress in their careers. The University of Porto has a moderate total GCI, with a value of 1.5 in 2023 (Figure 2). However, this effect shows a very different pattern for each Organic Unit, with the FFUP and FPCEUP also showing a GCI of 1.1 in 2023, which translates into an almost identical possibility for men and women to progress, while at the other extreme, the FADEUP shows a GCI of 3.1, revealing major disparities in progression in the teaching career. It should be added that the lack of female professors makes this calculation impossible in 4 faculties - FAUP, FBAUP, FDUP and FCNAUP (the latter only in 2023).

Finally, it is important to note that despite the progressive approximation of the number of men and women in teaching careers over the last 4 years, the GCI has not shown a progressive decrease; at U.Porto there was an increase in the years 2021 and 2022 (Figure 2) and in some OUs there was even a constant increase between 2020 and 2023<sup>7</sup>.

**Figure 2: Glass Ceiling Index at U.Porto in the years 2020 to 2023**



Parenthood has often been reported as a barrier to career progression, with greater expression among women. Prolonged absences have been associated with fewer career opportunities and worse evaluations in the metrics. Despite the equal rights

<sup>6</sup> European Commission, Directorate-General for Research and Innovation, (2021). *She figures handbook 2021*, Publications Office. <https://data.europa.eu/doi/10.2777/003736>

<sup>7</sup> Peixoto-Freitas, J., Magalhães, S.I., & Matias, M. (2024) *RESET: U.Porto infographic 2023*. Available online at: <https://hdl.handle.net/10216/159913>

provided for in the Portuguese legal framework and U.Porto regulations, the use of these rights continues to mimic gender stereotypes. In 2023, women who took parental leave took an average of 152 days, while men took 36 days (Figure 3).

*Figure 3: Average number of days of parental leave taken*



In this context, it is clear that equality between men and women is not something that tends to happen. Without strategic and affirmative action - such as this plan - progressive rapprochement will not happen and, on the contrary, may even regress.

## 5. Summary of UP Equality 2025-2028

The *UP Equality* (2025-2028) is thus anchored in 5 thematic areas, which are distributed over 40 measures organised into 8 priority areas. In addition, 6 of the 14 Organic Units are also proposing a set of initiatives that are suited to their specific reality, totaling a further 32 actions.

It is noticeable a more sustainable and networked growth of the Plan(s) for Gender Equality in order to strengthen actions in this area and guarantee their sustainability. Thus, the *UP Equality* (2025-2028) is distributed over 6 thematic areas of intervention (A-F) and with up to two priority areas per thematic area, as summarised in Table 3.

**Table 3: Thematic areas and priority areas for intervention**

Area A   Leadership and Decision Making	
A1	Gender dimension in the University's initiatives
A2	Gender mainstreaming and monitoring
Area B   Recruitment and Career Progression	
B1	Recruitment processes and career progression
Area C   Conciliation and Organisational Culture	
C1	Gender in work-family reconciliation
C2	Inclusive communication and language
C3	Bias, sexism and gender stereotypes
Area D   Gender Dimension in Research and Knowledge Transfer	
D1	Gender in research
D2	Knowledge transfer
Area E   Gender Violence and Harassment	
E1	Gender violence and harassment
Area F   Specific Measures for Organic Units	

The plan's systemic and systematic approach can be seen in the continuity of the types of actions proposed (e.g. training; collection of indicators; creation of tools, resources and support materials; and changes in processes) and their distribution among

different internal interlocutors and stakeholders. The implementation plan thus shows the allocation of responsibility, the resources allocated and to be allocated and proposes a timetable for the actions, ensuring that they are implemented more effectively.

Another aspect to note when analysing the implementation plan is its broader scope than the previous one, including specific actions **aimed at students**. Action **C1.6**, which aims to guarantee students with caring responsibilities the same status as student workers, promoting better compatibility between their academic and personal lives, as well as action **D1.4**, which aims to include criteria that analyse the integration of the gender dimension in the evaluation regulations for competitions aimed at them, reflect this commitment to a more inclusive vision of the issue at U.Porto. It should also be noted that all the actions in area E - Gender Violence and Harassment are also aimed at this target group.

In this plan, too, progress is being made in the appropriation of **intersectionality**, highlighting an approach that expands the gender focus to the focus on caregiver responsibilities (e.g. C1.5 and C1.6), as well as the actions associated with the Sigarra information system that will allow the inclusion of social names by students (A.2.4); the registration of gender identity by U.Porto employees (A2.5) and the indicators portal itself (A2.6). In parallel, training actions (e.g. D1.1) also have this intersectional focus as a pillar.

Finally, a distinctive factor of this plan compared to its predecessor is **the inclusion of area F where 6 OUs** - the Faculty of Law, the Faculty of Economics, the Faculty of Engineering, the Faculty of Pharmacy, the Faculty of Arts and Humanities and the Faculty of Psychology and Educational Sciences of the University of Porto - **present initiatives under their direct responsibility**.

These are distributed differently across the various areas of action, with emphasis on areas A - Leadership and Decision-Making and C - Reconciliation and Organisational Culture. The vast majority of these measures are aimed at capacity building and training, internal process change and data collection/monitoring.

These proposals stand out because they are actions aimed at the entire academic community of these Organic Units, with a focus on students and the regulation of labour relations, but also in a component of reinforcing a transversal policy at the University of Porto of zero tolerance to discrimination in an intersectional vision.



***UP Equality***  
**Implementation**  
**Plan**

**2025-2028**

Thematic Area Objective	A	Leadership and Decision-Making Action/measure	Responsibility	Resources to be involved	Target Group	Indicators and Evaluation	Tools	Schedule
Priority Area	<b>A1</b>	Gender dimension in the University's initiatives						
Institutionalization of the Gender Equality Council	<b>A1.1</b>	Approve/implement the regulations of CIGUP - Council for Gender Equality at U.Porto	Rector	Legal Support Service	Academic Community	Publication of CIGUP's operating regulations by Electoral Order	Proposal for a Regulation (A1.5 UP Equality)	2025
	<b>A1.2</b>	Appointing members of CIGUP - Council for Gender Equality at U.Porto	Rector Faculty Directorates Service Directorates Workers' Committees		Academic Community	Publication of the composition of CIGUP in an Electoral Order	Proposal for a Regulation (A1.5 UP Equality)	2025
Involving U.Porto's governing bodies in gender equality and diversity policies	<b>A1.3</b>	Reinforce a policy of zero tolerance for discrimination and moral and sexual harassment	Rectoral team	CIGUP Office for Equality and Diversity (A2.1) Communication Service	Workers Students	Communication campaign Information in the student welcome kit	Recommendation CM/Rec(2019)1 of the Committee of Ministers to member States on preventing and combating sexism	Annual
	<b>A1.4</b>	Make U.Porto's commitment to excellent research, based on values of Gender Equality and Diversity, visible	VR - Research and Innovation	Serviço de Investigação e Projetos CIGUP Gabinete para a Igualdade e Diversidade (A2.1)	Academic Community	U.Porto research dissemination initiatives (e.g. IJUP; 3MT®; scientific excellence award)	Guide to gender inclusive language Joint statement for scientific excellence, equality and diversity	Annual
	<b>A1.5</b>	Apply for the HRS4R (Human Resources Strategy for Researchers) label for U.Porto*	Administrator Rectoral Team	Support for Governing Bodies Research and Projects Human Resources Service Legal Support Service	Researchers Teachers	Application submitted Obtaining the seal	GAP analysis document	2025 2027
Encourage equal access to decision-making positions	<b>A1.6</b>	Promote equal gender representation in the constitution of lists for decision-making positions** and in appointed committees	Rector Administrator Directions of OUs	Support for Government Bodies OUs Secretariat Legal Support Service Human Resources Service	Academic Community	Disclosure of the gender ratio of the lists analyzed and the committees appointed in the "Equality, Inclusion and Diversity" tab on the U.Porto website	Law no. 26/2019 of March 28, on balanced representation between men and women	Every election/name action
Priority Area	<b>A2</b>	Gender mainstreaming and monitoring						
Supporting the integration of gender issues at U.Porto	<b>A2.1</b>	Set up a support structure for Gender Equality and Diversity (e.g. Gender Equality Office; Support staff)*	Rectoral Team Administrador	CIGUP	Academic Community	Public formalization of the structure Start-up of the structure		2025
	<b>A2.2</b>	Include a section on Gender Equality and Diversity in the U.Porto activities report**	Rectoral Team Administrador	CIGUP Office for Equality and Diversity (A2.1)	Academic Community	Publication of the report		Annual
	<b>A2.3</b>	Monitoring the implementation of the Gender Equality Plan, with specific views on the various UOs and highlighting progress in relation to previous years**	Office for Equality and Diversity (A2.1) CIGUP	Organic Units Autonomous Services	Academic Community	Annual infographic on GI and Diversity at U.Porto Intermediate evaluation report of the plan Dissemination on the "Studies and Reports" tab of the U.Porto website	Infographics from 2020 to 2023	Annual Biennial
Measuring indicators of gender (in)equality at U. Porto	<b>A2.4</b>	Implement adjustments in SIGARRA to allow proper recording of gender.	VR - Digital Transformation and Information Management	UPdigital Human Resources Service FOA	Academic Community	Activating the option in SIGARRA	Statement on the feasibility of measure A2.4 of the UP Equality	2026
	<b>A2.5</b>	Optimize the integrated statistical data collection and analysis system disaggregated by gender and other intersectional categories (e.g. Indicators Portal)	VR - Digital Transformation and Information Management	UPdigital CIGUP SIP Human Resources Department Planning and Continuous Improvement Unit	Academic Community	Dashboard tracking indicators in the infographic	Comments on the indicators CIGUP statement	2026

\* Measure started in the Equality UP (2022-2024) and not completed

\*\* Continuity measure

Thematic Area	B	Recruitment and Career Progression						
Objective		Action/measure	Responsability	Resources to be involved	Target Group	Indicators and Evaluation	Tools	Schedule
Priority Area	B1	Recruitment processes and career progression						
Integrating the gender dimension into recruitment and career development processes	B1.1	Equip U.Porto employees with the skills to integrate the gender dimension into selection processes	Human Resources Pedagogical Innovation		TEG Teachers Researchers	2 Training Actions/Year	RESET's D4.3 Database on teaching material and methods of teaching	Annual
	B1.2	Monitor the integration of the gender dimension in the processes of selection** (e.g. providing recommendations for the evaluation; gender ratio of panels and applications)	Human Resources		Candidates to workers Workers	Monitoring report	Checklist with indicators (action B2.2 UP Equality plan) HR management software	Annual
	B1.3	Define reception processes by OU, including information on various U.Porto portals, services and processes	Directorates of OUs	Human Resources Services Communication Services	Workers		Welcoming manual Conciliation Portal	2025

\* Measure started in the Equality UP (2022-2024) and not completed

\*\* Continuity measure

Thematic Area Objective	C	Conciliation and Organizational Culture Action/measure	Responsibility	Resources to be involved	Target Group	Indicators and Evaluation	Tools	Schedule
<b>Priority Area</b>	<b>C1</b>	<b>Gender in work-family reconciliation</b>						
Supporting work- family reconciliation, promoting greater flexibility in working hours and location	C1.1	Optimize the conciliation portal and its dissemination	Administrator Human Resources Service	UP Digital Communication Service	Academic community	Updating and expanding the scope and contents  Minimum 2 public dissemination initiatives	Conciliation portal	2026
	C1.2	Monitor the implementation of flexible working hours and location measures (e.g. number of requests for teleworking and flexible working hours for reasons of work-life balance; number of requests granted; satisfaction). with measurements)	Administrator Human Resources Service	Directions of OUs	Academic community	Publication of a monitoring report as part of the social balance sheet or activity report	Working time regulations	Annual
Diagnosing the feasibility of work- family reconciliation measures	C1.3	Provide U.Porto's leadership with the skills to implement work- family reconciliation measures	Administrator Human Resources Service Pedagogical Innovation		TEG Teachers Researchers	1 action/year	RESET's D4.3 Database of teaching material and methods of teaching	Annual
	C1.4	Map the support and care facilities for dependents (children and others) at each university campus and assess the feasibility of establishing partnerships	Rector Administrator	Directions of OUs Resource Service Human CIGUP	Academic community	List of structures Establish partnerships		2026
	C1.5	Assess the possibility of creating flexible working arrangements for people with informal caregiver status (e.g. flexible location and working hours)	Administrator Human Resources Service Directions of OUs	CIGUP Legal Support Service	TEG Teachers Researchers	Publication of technical report on sustaining the regime	Similar orders	2027
	C1.6	Assessing the possibility of creating a status for people with caring responsibilities (e.g. students with dependent children under 12) which would allow access to priority choice of timetables.	VR - Training and Academic Organization Health and Well- being Directions of OUs	Training and Academic Organization Legal Support Service CIGUP	Students	Publication of technical report on sustaining the statute	Similar statutes	2026
<b>Priority Area</b>	<b>C2</b>	<b>Inclusive communication and language</b>						
Promote an inclusive organizational environment and culture through the use of gender-sensitive language and communication	C2.1	Adopt gender-inclusive language and communication in U.Porto's institutional (internal and external) communication**	Rectoral Team Administrator Board of Directors	CIGUP Office for Equality and Diversity (A2.1) Directions of OUs Heads of Service	Workers	Compliance with 60% of the documents produced Compliance with 60% of the information included in the new U.Porto portals	Guide to Gender Inclusive Language (RESET)	2025
	C2.2	Holding workshops and training sessions on the use of language and gender inclusive communication	Human Resources Service Pedagogical Innovation	Equality Office and Diversity (A2.1)	TEG Teachers Researchers	2 Actions Year/Target Group	Guide to the Inclusive Language of Gender (RESET)	Annual
	C2.3	Provide an area dedicated to Gender Equality in institutional websites for each OU	Directions of OUs	Communication Services of each OU	Academic community	Creation of the portal area communication of all OUs		2025
<b>Priority Area</b>	<b>C3</b>	<b>Bias, sexism and gender stereotypes</b>						
Combating gender bias and stereotypes in academia	C3.1	Implementation of the internal regulation at U.Porto that allows the adoption of the recommendation to HEIs under Law No. 38/2018, of August 7	Administrator Directions of OUs	Training and Academic Organization Academic Services of the OUs Legal Support Service UP Digital	Students	Activating the option to use your social name on your personal sigarra page	Recommendation to Higher Education Institutions under Law no. 38/2018, of August 7 Rector order	2025
	C3.2	Promote the dissemination of materials to combat bias in gender in the academy (e.g. Freshman Kit; IJUP; 3MT; Mostra UP).	Training and Academic Organization Directions of OUs	Communication Service Office for Equality and Diversity (A2.1)	Students	Inclusion of awareness-raising in 50% of dissemination actions/events aimed at students	Guide to the Inclusive Language of Gender (RESET) Information on the whistleblowing portal Useful contacts QR code for the equality plan gender	Annual
	C3.3	Promote the use of inclusive guidelines in event planning (GPE) scientific and cultural.	Directions of OUs	Communication Services of each OU	Academic community	Monitoring report	RESET script - Registration system for scientific and cultural events GENDER@UC Guide - Checklist_eventos_inclusivos.pdf Guiao.pdf	Annual

\* Measure started in the Equality UP (2022-2024) and not completed  
 \*\* Continuity measure

Thematic Area Objective	D	Gender Dimension in Research and Knowledge Transfer Action/measure	Responsibility	Resources to be involved	Target Group	Indicators and Evaluation	Tools	Schedule
Priority Area	D1	Gender in research						
Mainstreaming a gender perspective in research	D1.1	Hold workshops and training sessions on integrating the gender perspective and diversity principles as a pillar of scientific excellence (including postgraduate students)**	Research and Projects Service	Office for Equality and Diversity (A2.1) Researchers working on gender issues in different scientific areas	Research Units Researchers Teachers	At least 1 training workshop/action per year	RESET's D7.2 GIA checklist and protocol in all project languages RESET's D7.3 RESET GIA Implementation Report GIA UPorto Digital Platform (D1.2)	Annual
	D1.2	Encourage the use of the digital version of the GIA checklist by the U.Porto research community**	Research and Projects Service	Office for Equality and Diversity (A2.1) Doctoral programs at U.Porto	Research Units Researchers Teachers PhD Students	At least 1 publicity action annual (e.g. newsletter; information session)	GIA UPorto Digital Platform RESET's D7.2 GIA checklist and protocol in all project languages RESET's D7.3 RESET GIA Implementation Report	Annual
	D1.3	Implement an internal certification of promising practices, to research units that develop measures explicitly aimed at promoting gender equality	CIGUP Office for Equality and Diversity (A2.1)	Research and Projects Service	Research Units	Certification process	Practices certification guide developed under measure B1.1 of the UP Equality	2028
	D1.4	Include criteria that analyze the integration of the gender dimension in the IJUP evaluation regulation	VR - Research and Innovation	SIP CIGUP	Students	Updated regulations		2026
Priority Area	D2	Knowledge transfer						
Integrating the gender dimension into curricula and teaching activities	D2.1	Develop a tool for self-monitoring the integration of gender dimensions in teaching and pedagogical activities (IGP)	PR - Pedagogical Innovation, Continuous Improvement and Language Promotion Portuguese	CIGUP Office for Equality and Diversity (A2.1) Educational Innovation	Teachers	Self-monitoring instrument	RESET's D7.2 GIA checklist and protocol in all project languages	2027
	D2.2	Encourage the integration of the gender dimension into the teaching activities of the U.Porto	PR - Pedagogical Innovation, Continuous Improvement and Language Promotion Portuguese	Educational Innovation	Teachers	1 workshops and training sessions/year	Measure D2.1 RESET's D4.3 Database of teaching material and methods of teaching	Annual
	D2.3	Assess the feasibility of introducing content relating to the integration of gender and diversity in teaching practice into the Introduction to Teaching in Higher Education Course*	PR - Pedagogical Innovation, Continuous Improvement and Language Promotion Portuguese	InovNorte Consortium Educational Innovation Office for Equality and Diversity (A2.1)	Teachers	Integration of content into the module thematic	Measure D2.1 RESET's D4.3 Database of teaching material and methods of teaching	2025
	D2.4	Analyze the results of the diversity and inclusion indicators of the adaptation survey at the University of Porto	PR - Pedagogical Innovation, Continuous Improvement and Promotion of the Portuguese Language Directions of OUs	Educational Innovation Office for Equality and Diversity (A2.1)	Students	Brief report on indicators IV.2. and IV.2.3.	Survey: Voices of Newcomers Arrivals: Adaptation survey at the University of Porto	Annual

\* Measure started in the Equality UP (2022-2024) and not completed

\*\* Continuity measure

Thematic Area Objective	E	Gender Violence and Harassment Action/measure	Responsability	Resources to be involved	Target Group	Indicators and Evaluation	Tools	Schedule
Priority Area	<b>E1</b>	Gender violence and harassment						
Promote actions and policies of zero tolerance to discrimination and moral and sexual harassment at U.Porto	<b>E1.1</b>	Mobilizing the UPorto community to promote a Community safe and free from violence	CIGUP	Office for Equality and Diversity (A2.1)	Academic community	2 actions/initiatives		Annual
	<b>E1.2</b>	Training teachers, researchers and workers with skills to identify and deal with situations of discrimination and harassment**	Human Resources Service Pedagogical Innovation		TEG Teachers Researchers	1 training action/Target audience	RESET's D4.3 Database of teaching material and methods of teaching	Annual
	<b>E1.3</b>	Monitoring the reporting of situations of discrimination, harassment and violence gender and/or other characteristics**	Office for Equality and Diversity (A2.1)	CIGUP Committee for the reception and analysis of reports on harassment	Academic community	Analyses integrated into the instruments monitoring measure A2.3		Annual
	<b>E1.4</b>	Reinforce the dissemination and visibility of reporting mechanisms existing with different target audiences	Rectoral Team	CIGUP	Academic community	Dedicated area on the institutional websites of each UO	U.Porto Portals	2025
	<b>E1.5</b>	Extend the scope of the whistleblowing portal, including the possibility of reporting discrimination	Rectoral Team	CIGUP Committee for the reception and analysis of reports on harassment UP Digital	Academic community	Updated whistleblower portal		2026
	<b>E1.6</b>	Define the procedure for protecting and caring for those who file a complaint harassment situation	Rectoral Team	CIGUP Committee for the reception and analysis of reports on harassment	Academic community	Information included in the area dedicated to the topic on the institutional websites of each UO (measure E1.4)	U.Porto Portals	2026

\* Measure started in the Equality UP (2022-2024) and not completed  
 \*\* Continuity measure

Thematic Area Organic Unit	F	Specific Measures for Organic Units Action/measure	Responsibility
Priority Area		Transversalizing Gender Equality in the Organic Units of the University of Porto.	
Faculty of Law of the University of Porto	FDUP.1	Apply measures for flexible working hours and location, namely through the use of teleworking, whenever possible and without affecting the smooth running of the service, allowing the reconciliation of professional and personal life	Direction of UO
	FDUP.2	Promoting equal gender representation on lists for decision-making positions	Management bodies
Faculty of Economics of the University of Porto	FEP.1	Raising awareness in the community to mainstream and monitor the integration of gender issues, as well as equal leadership, through specific training in the UP training area and awareness campaigns, working with all internal stakeholders: students, teachers, researchers and employees	Executive Board
	FEP.2	Promote a women's leadership program for students	Executive Board
	FEP.3	Encouraging the reconciliation of professional, academic and personal life, making the most of tools and developing awareness campaigns	Executive Board
	FEP.4	Carry out a survey at the end of each academic year to analyze the perception of teachers, researchers and employees in terms of the actions carried out at the OU and gender equality issues	Executive Board
	FEP.4	Consider the results of the surveys to create campaigns or ways of intervening	Executive Board
	FEP.5	Develop campaigns at the level of all internal stakeholders (e.g. student organizations)	Executive Board
	FEP.6	Establish a clear protocol for reporting and managing cases of discrimination and harassment based on gender, and report it to the school	Executive Board
	FEP.7	Reinforce the existence of the complaints portal on a regular basis	Executive Board
	FEP.8	Instruct the sustainability committee to follow up and monitor the measures implemented	Executive Board
FEP.9	Publish annual reports on progress and challenges in the implementation of the gender equality plan	Executive Board	
Faculty of Engineering of the University of Porto	FEUP.1	Continue participation in the Engineers for a Day project, which aims to recruit women to engineering courses	Image, Communication and Cooperation Services (Schools)
	FEUP.2	To continue awarding the 'Distinguished Female Engineer' prize, which aims to reward female engineers who have excelled in various areas of society	Executive Board
	FEUP.3	Promote examples of successful cases of women alumni.	Image, Communication and Cooperation Services (Alumni)
	FEUP.4	Plan, define, produce and disseminate statistics by gender in annual reports and other media (e.g., infographics to be shown on screens distributed throughout the faculty) on teaching and research.	Studies and Management Support Office
Faculty of Pharmacy of the University of Porto	FFUP.1	Train managers and members of the FFUP Communication Office in gender issues, language and inclusive dissemination in institutional media	Executive Board
	FFUP.2	Organize a session in the Mentoring program for students participants on gender issues	Executive Board in conjunction with the FFUP Mentoring program
	FFUP.3	Include gender issues in curricular units taught at FFUP	Executive Council in conjunction with the FFUP Pedagogical Council and teachers responsible for UCs
	FFUP.4	Implement inclusive language in official FFUP documentation	Executive Board
Faculty of Arts and Humanities of the University of Porto	FLUP.1	Implement inclusive language in FLUP's official documentation.	Direction of UO Management Support Unit
	FLUP.2	Encourage the training of leaders and members of the FLUP Services on gender issues, inclusive language and dissemination in institutional media.	Direction of UO
	FLUP.3	Organize sessions in the Mentoring program, aimed at participating students, on issues of gender.	Direction of UO Pedagogical Council / FLUP Mentoring Program
	FLUP.4	Consolidate the approach to gender issues in curricular units taught at FLUP.	Direction of UO Departments
	FLUP.5	Consolidate the integration of the gender perspective and diversity principles in research developed at FLUP.	Direction of UO Research Units
Faculty of Psychology and Educational Sciences of the University of Porto	FPCEUP.1	Establish FPCEUP Taskforce for Gender Equality Composed of representatives of teachers, researchers and technical staff, with the aim of monitoring, informing and promoting gender equality at FPCEUP	Direction of UO
	FPCEUP.2	Promote, through recommendations from the Scientific and Pedagogical Councils, the use of language inclusive of gender in academic work (including theses and dissertations).	Scientific Council, Pedagogical Council
	FPCEUP.3	To diagnose the main needs and priority areas for intervention in the field of Equal Opportunities Gender, at FPCEUP	Direction of UO, in conjunction with FPCEUP taskforce for GE
	FPCEUP.4	Promote the use of the GIA checklist (RESET) when preparing project applications to funding, namely by making it available online on the websites of the research centers.	CRIA, CPUP, CIIE In conjunction with FPCEUP taskforce for GE
	FPCEUP.5	Implement the system for registering scientific and cultural events at events linked to the SCI with gender equity indicators (use of the RESET checklist)	Communication and Image Service
	FPCEUP.6	Include in the welcome to students and new hires, specific information about the culture of zero tolerance of discrimination at U.Porto and the complaints portal.	Direction of UO, in conjunction with: Pedagogical Council Communication and Image Service
	FPCEUP.7	Increasing the dissemination of good practices in Gender Equality at FPCEUP (e.g. Bathrooms) inclusive, safe environment for the LGBTQ+ community, annual IDAHOBIT celebration, etc.)	Communication and Image Service

## **7. Final Considerations**

*UP Equality (2025-2028)* consolidates the work started by the University of Porto to promote an inclusive, diverse and respectful academia. This plan is based on the same principles as the previous one, but aims to expand its action and leverage change by broadening its scope (e.g. initiatives aimed at changing the organisational culture), target groups (e.g. explicit inclusion of students as recipients of actions) and institutionalisation (e.g. Implementation of CIGUP). This plan also allows for more robust and adapted initiatives, having been anchored in a comprehensive and proximal analysis of previous actions.

Recognizing that change in these areas takes place progressively and persistently, it is hoped that the implementation of the *UP Equality (2025-2028)* will be a step towards the appropriation and awareness of the U.Porto community on this issue, guaranteeing a critical stance and improving the processes that structure the functioning of the University. This plan is an expression of the institution's social responsibility and its commitment to the values of equality, to the people who make up U.Porto and to the University's mission of creating and enhancing knowledge, promoting training and actively participating in the progress of the communities in which it operates.



*UP Equality* - Gender Equality Plan of the University of Porto was produced within the context of the project  
RESET - Redesigning Equality and Scientific Excellence Together



This project has received funding from the European Union's Horizon 2020 Framework Program for Research and Innovation under Grant Agreement no **101006560**.





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# **ANNEX A**

## **Survey 2.0**

### **Template**

## SURVEY 2.0

**Notes:**

[information specific to each partner]

### Socio-demographic

We will start our questionnaire by asking you some questions about your position in the university and some personal characteristics, which will allow us to better frame your answers.

**SD1 What is your Professional Group at this University (single option)**

- Teacher
- Researcher
- Teacher/Researcher
- Staff

**SD2 At which School/Unit do you currently work? (single option)**

[local Units]

**SD3 What is your current employment status? (single option)**

- A
- B
- C
- D

[examples to be described by institution]

**SD4 How long have you been in this current employment status? Please answer in years.**

**SD5 What is your main scientific field of work? (If you work in more than one field, please select the one that takes most of your working hours) (single option)**

- Education
- Arts and Humanities
- Social Sciences, Journalism and Information
- Business, Administration and Law
- Natural Sciences, Mathematics and Statistics
- Information and Communication Technologies
- Engineering, Manufacturing and Construction
- Agriculture, Forestry, Fisheries and Veterinary
- Health and Welfare
- Services

**SD6 What percentage of your working time do you currently spend in each of the following areas? (Your answer should total 100%) (Multiple numerical input)**

Teaching

Research (including postgraduate supervision)

Academic administration

Knowledge transfer (e.g. Consultancy)

Decision-making boards (e.g. examples to be described by [institution])

Other

**SD7 What is your year of birth?**

**SD8 Please state your gender identity (multiple choice)**

Man

Woman

Transgender

Cisgender

Genderqueer or gender fluid

Non-binary

Questioning or unsure

Prefer not to disclose

If you prefer, self-identify yourself:\_\_\_\_\_

**SD9 What is your nationality? (single option)**

National (by birth)

National (by acquisition)

Foreigners (temporary resident)

Immigrant (permanent resident)

**SD10 Do you have any kind of disability (e.g. Sensorial; Motor; Intellectual; Developmental)?**

Yes

No

**SD11 We would now like to know a little about your current household. From the list below please select the people who live with you: (multiple choice)**

- I live alone
- Husband/partner
- Wife/partner
- Child(ren) (biological, stepchildren, adopted or foster children)
- Grandchild(ren) (including great-grandchildren)
- Brother(s)/Sister(s)
- Nephew(s)/Niece(s)
- Mother/Father or Mother/Father-in-law
- Other family member(s)
- Friend(s)
- Colleague(s)
- Other

**SD12 Do your daily activities include taking care of other people? (multiple choice)**

- Yes, of children
- Yes, of adult persons requiring assistance with activities of daily living due to old age/long-standing illness/disability
- No, I do not provide care to other people

## **A. General Impact (Common questions)**

Our university has elaborated and approved its first Gender Equality Plan, establishing priorities and actions in order to integrate the gender perspective into the institution's structure.(add additional local details such as date of approval/correct designation)

It is of utter importance to know your perception of our GEP and its implementation.

**A1 Do you think there is adequate attention fostering gender equality and diversity at our university?** (single option)

- Too little attention
- About the right amount of attention
- Too much attention
- Never thought about it

**A2 Do you consider that it is still relevant to promote gender equality and diversity at our university?**

- Yes
- No

**A2a (routing: if A2 yes) In your perspective, why is it relevant to promote gender equality and diversity at our university?**

(multiple answers possible, maximum 3)

- It contributes to positive organisational development
- It is important to advance the field of study
- It offers equal career opportunities
- It is an attractive factor for potential future employees.
- It is the right thing to do
- It is mandatory in order to access European research funding
- It is part of the social responsibility of the university
- It provides a competitive advantage
- Other: Specify\_\_\_\_\_

**A2b (routing: if A2 No) In your perspective, why promoting gender equality and diversity at our university is not relevant?**

(multiple answers possible, maximum 3)

- It's merely a communication trend (i.e., window dressing)
- Gender equality is already achieved
- There are other things that are more important
- It's unfair because it is not based on meritocracy
- Because it corrupts our social values
- I do not think gender equality is important
- It is irrelevant for the university
- Other: Specify\_\_\_\_\_

**A3 Do you think that having a Gender Equality Plan has increased the attention our university pays to gender equality and diversity issues?**

(single option)

Not at all

To some extent

To a great extent

Yes, definitely

I have no opinion

**A4 Do you think that having a Gender Equality Plan has increased your awareness of gender equality and diversity issues?**

(single option)

Not at all

To some extent

To a great extent

Yes, definitely

I have no opinion

**A5 Before moving on to the next section, if you have any concerns or comments that would allow us to better understand the impact of Gender Equality Plan (and other Gender and Diversity initiatives) at our university or on you as a member of the community, please use the space below:**

(optional)

*(Note: Participants are asked not to reveal their identity or elements that would allow them to be identified through the description of situations they have experienced.)*

## B. Specific Impact

A number of actions were carried out as part of the implementation of the Gender Equality Plan. It is important to understand to what extent these have reached the people working at the university, but also their appreciation of their relevance.

**B1 Can you list up to three specific gender equality and diversity initiatives of our university that you would define as examples of best practices?**

(short open answer)

### B2a A. Leadership and Decision Making

**For each of the following measures, assess your level of knowledge and their potential impact for promoting equality at the university.**

(include 2 measures)

Array dual scale

[Knowledge]

1= I do not know

2= I know it exists

3 = I know it and I have been involved with it

[Potential Impact]

1= No impact

2= Limited impact

3= High impact

### B2b B. Recruitment, Retention and Career Progression

**For each of the following measures, assess your level of knowledge and their potential impact for promoting equality at the university.**

(include 2 measures)

Array dual scale

### B2c C. Gender Dimension in Research and Knowledge Transfer

**For each of the following measures, assess your level of knowledge and their potential impact for promoting equality at the university.**

(include 2 measures)

Array dual scale

### B2d D. Gender Biases and Stereotypes, Sexism and Harassment

**For each of the following measures, assess your level of knowledge and their potential impact for promoting equality at the university.**

(include 2 measures)

Array dual scale

### [B2e E. AUTH]

**For each of the following measures, assess your level of knowledge and their potential impact for promoting equality at the university.**

(include 2 measures)

[Example]

**A . Leadership and Decision Making**

For each of the following measures, assess your level of knowledge of them and then their relevance for greater equality and diversity at the university.

	Knowledge of the measure	Relevance of the measure
Monitoring	Please choose... ▼	Please choose... ▼
Website	Please choose... ▼	Please choose... ▼

**B. Recruitment, Retention and Career Progression**

For each of the following measures, assess your level of knowledge of them and then their relevance for greater equality and diversity at the university.

	Knowledge of the measure	Relevance of the measure
Changes to language in applications	Please choose... ▼	Please choose... ▼
Conciliation Portal	Please choose... ▼	Please choose... ▼

*Routed-Tailored part for people directly involved in the co-design and/or implementation of GEP measures*

*Routing question*

**B3 Have you been directly involved in the co-design and/or implementation of GEP measures (e.g. [PARTNER SPECIFIC EXAMPLES]) ?**

Yes/No

**B4 (routing: if B3 yes) Do you think that your faculty/service/unit faces barriers when setting up activities related to gender and diversity?**

Not at all

To some extent

To a great extent

Yes, definitely

**B5 (routing: if B4 ≠ Not at all) How important are the following barriers when setting up activities related to gender and diversity?**

Lack of support from regulations or policies at a national or regional level for achieving gender equality at universities

Legal constraints on employment and/or labour law or policy at a national or regional level

Lack of gender disaggregated data

Lack of resources to collect gender disaggregated data

Lack of resources for implementing gender equality and diversity measures

Internal resistance against implementing measures supporting gender equality

Lack of support from governance

Lack of support from the community

Lack of support from people in gatekeeping positions/in key positions in the university structure

Array scale

Not important

Somewhat important

Important

**B6 (routing: if B3 yes) If you have any concerns or comments that would allow us to understand better the resistances during the implementation of the gender equality and diversity actions at your faculty/service/unit, please use the space below:**

(optional)

*(Note: Participants are asked not to reveal their identity or elements that would allow them to be identified through the description of situations they have experienced.)*

## C. Future GEP

Very soon, our university will start preparing the next gender equality plan. For the further adequacy of this, we would like to count on your honest opinion.

**C1 Considering the following topics of intervention, we would like you to select 5 that, in your perspective, are a priority to tackle and then propose a measure for achieving it.**

- Communication/gender-inclusive language
- Data collection and data monitoring
- Discrimination
- Engage men as allies to Gender Equality
- Gender-based violence
- General policy of the university
- Innovation process
- Intersectionality
- Leadership and decision-making
- LGBTQ+ diversity
- Organization of events/conferences
- Organization of team work
- Recruitment and career advancement
- Research process
- Teaching and pedagogical contents/skills
- Training/awareness raising
- Work-life balance

### [Example]

Please select 5 topics that in your perspective is a priority to tackle, and then propose a measure for achieving it.

**Comment only when you choose an answer.**

**Please select from 3 to 5 answers.**

<input type="checkbox"/> Recruitment and career advancement	<input type="text"/>
<input type="checkbox"/> Work-life balance	<input type="text"/>
<input type="checkbox"/> Organization of team work	<input type="text"/>
<input type="checkbox"/> General policy of the laboratory	<input type="text"/>
<input type="checkbox"/> Training/awareness raising	<input type="text"/>
<input type="checkbox"/> Decision-making	<input type="text"/>
<input type="checkbox"/> Gender-based violence	<input type="text"/>
<input type="checkbox"/> Discrimination	<input type="text"/>
<input type="checkbox"/> Organization of events/conferences	<input type="text"/>
<input type="checkbox"/> Communication/gender-inclusive language	<input type="text"/>
<input type="checkbox"/> Research dissemination	<input type="text"/>
<input type="checkbox"/> Research methodology	<input type="text"/>
<input type="checkbox"/> Language	<input type="text"/>
<input type="checkbox"/> LGBTQ+ diversity	<input type="text"/>
<input type="checkbox"/> Intersectionality	<input type="text"/>
<input type="checkbox"/> Engage men on Gender Equality	<input type="text"/>

**C2 A GEP can include different target groups from the academic community. Considering the following potential groups, please rank them according to the priority they should be aimed at in the next GEP:**

(ranking)

- Middle management
- Researchers
- Staff
- Students
- Support services
- Teachers
- Top management

**[Example]**

Regarding target groups in the academic community, please rank the following according to the priority they should be aimed:

Double-click or drag-and-drop items in the left list to move them to the right - your highest ranking item should be on the top right, moving through to your lowest ranking item.

**Your choices**

Middle management
Researchers
Staff
Students
Support services
Teachers
Top management

**Your ranking**

--

**C3 If you have any comments or suggestions that would allow us to better design the next inclusive Gender Equality Plan, please use the space below:**

(optional)

*(Note: Participants are asked not to reveal their identity or elements that would allow them to be identified through the description of situations they have experienced.)*



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# **ANNEX B**

## **Survey 2.0**

### **Reports**

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## Findings from the Survey

### *Implementation procedure*

- **Participants profile intended**

At the University of Bordeaux (UBx), the implementation strategy of the RESET survey aimed for representativeness of the university's community of personnel in the sample of respondents (in terms of ratio of male and female, professional status). It was directed at all the university personnel: teachers, researchers, teachers-researchers,

At the UBx, there are **6111 personnel**. Among them, 53% of teachers, researchers and teachers-researchers (TRs) and 47% of administrative staff. The TRs community is composed of 57% of men and 43% of women. Among staff members, we count 32% of men and 68% of women. Among doctoral students, there is a parity between men and women (50%).

staff members and PhD students.

The aim was to reach out at least 10% of the personnel within the respondents. Only 7.5% of this objective was achieved with a representation of 7% of the personnel. This answer rate is twice bigger than the results of the GEP 1.0 survey and closer to the initial target of 10%. This raise in participation is due to the fact that the RESET project is now more visible than during its first implementation year, and the dissemination strategy was more adapted than for the first survey (that was disseminated just before summer holidays).

- **Dissemination and timing**

The survey was disseminated through an email sent by the Gender Equality Officer to all the university personnel and PhD students. The survey has been running for almost 3 weeks: **18 October – 3 November 2023**. Among the three weeks, there was a holiday period.

- **Local adaptations to the template**

The RESET partners agreed on a common template for the survey, that each institution adapted to its local context. At the UBx, the RESET team worked on the common template with the local service responsible for implementation and dissemination of surveys – in order to frame it to the UBx needs and specificities. Adaptations were

made at two main levels to maximize the response rate and ensure clarity of the survey and its results:

Part Socio-demographic: this part is very context-specific. To ensure respondents to feel comfortable with the questions, we made the following adjustments:

We adapted the options of question SD1 - *What is your Professional Group at this University:* teacher / researcher / TR / administrative staff / PhD student / post-doctoral student.

For the SD4 - *How long have you been in this current employment status?* We changed the type of question by putting categories: “less than 1 year / 1-2 years / 3-5 years / 5-10 years/ more than 10 years / I prefer not to answer”.

For the SD8 - *Please state your gender identity (multiple choice)*, we reduced the number of categories: male/female/non binary/ I prefer not to answer – with only one choice possible. This choice can be explained by the increasing backlash at the UBx on gender issues, especially gender identity.

We chose to delete question SD11 - *We would now like to know a little about your current household.* This kind of questions is too related with private life.

Last but not least, we decided to split the question SD12 - *Do your daily activities include taking care of other people?* Into two specific questions: SD11 - *On a daily basis, do you take care of dependent people (elderly, sick, disabled)?* And SD12 - *Do you take care of a child/children living in your household on a daily basis?* With this reformulation, it enables us to have information on the household of respondents without asking the question directly.

#### Part B – Specific impact.

We decided to add one question to filter respondents and make sure that people who will fill in the question after will be concerned by it: “*Are you able to list at least three specific GE initiatives at your university (...)?*” If yes, we forwarded to B1. We also made the following adjustments:

- **B2a** : we did not divide the actions into the thematic areas, but we listed actions in one question. We selected actions of several nature: awareness-raising, training, working time organisation, dissemination of tools. Actions are the following:

Awareness-raising for members of Selection Committees in order to avoid stereotypes and discrimination during recruitment processes

Awareness-raising for top and middle management on issues of equality and diversity (in particular through a dedicated "Campus-cadres" event)

Expansion of the scope of the monitoring, listening and reporting unit to all acts of discrimination and sexist and sexual violence

Possibility of adjusting working time (e.g. not working every Wednesday with a full time position)

RESET online exhibitions: Women in Research Support Positions (2022), portraits of young researchers (2022), quality of life at work (2023) a.o.)

Organisation of workshops for inclusive communication

Integration of 8 recommendations for inclusive communication in the UB editorial charter

Development of a Guide and a Charter for inclusive recruitment

Development and dissemination of tools for Gender Impact Assessment (taking gender into account in research)

Development and dissemination of awareness-raising tools on gender-based and sexual violence (Alertomètre, exhibition, dedicated web page)

Shift of « Campus Cadres » and another important institutional events from Wednesday afternoon to another time slot

- We added 2 questions in order to have a direct feedback on the GEP1.0 and UBx' equality policy specific impact:
  - **B2c What do you think of the following statements about the UBx's equality/diversity policy? (yes absolutely, yes rather, no rather not, no not at all, I don't know).**

These issues are now more visible at UB (communication, events, commitments, etc.)

I noticed changes in behavior and attitudes in favor of equality/diversity on the part of my colleagues and/or members of the institution

I noticed a positive effect on the well-being of the University's personnel

I noticed a negative effect on the well-being of the University's personnel

I observe that this policy has given rise to opposition, resistance

I find that the equality policy had no effect on the institutional scale

I find that it is only a communication strategy with no direct effect

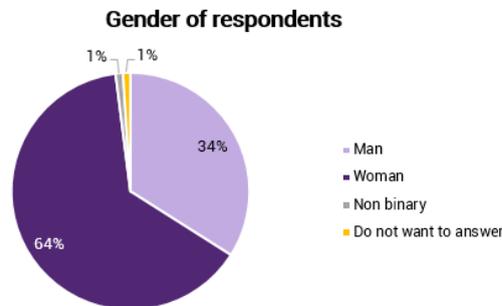
I find that certain communities are better taken into account and are more visible in the communication content

- **B2d In your opinion, at what level does the UB's equality and diversity policy have the greatest impact?** (*individual level / level of my service, unit, department, structure / institutional and policy level / at all levels / I prefer not to answer*)

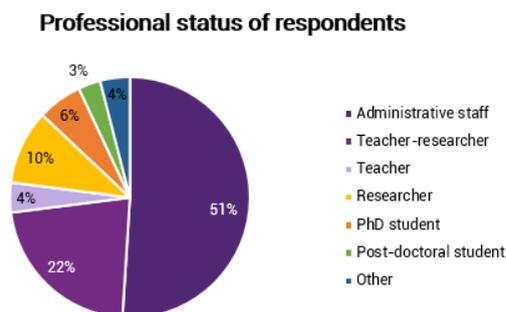
### Participants characterization

There are **473 answers in French, and 18 in English, among which 457 are complete and possible to analyse** (approx. 7% of the personnel).

Among the respondents, there is a **majority of women (64%)**. They represent 55% of the total personnel of the UBx, so in the survey there is a slight over-representation of women.

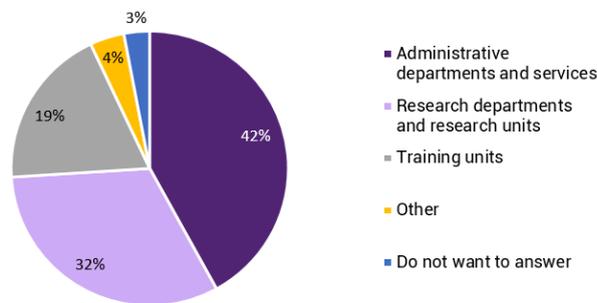


**51% of respondents are administrative staff** (they represent 47% of the personnel of the university, so it is quite representative despite a slight overrepresentation). There is an **under-representation of teachers-researchers, teachers and researchers** among respondents compared to their representation at the UBx (36% of respondents and 53% of the university's personnel). Most of the respondents who correspond to the category "other" are students who work part time for the university.



42% of the respondents work in administrative departments and services, 32% in research departments and research units, 19% in training units, 4% in "other" (mainly presidency and libraries), and 3% did not wish to reply. Compared to the general personnel community of the UBx, there is an **over-representation of people working in administrative departments and services** (staff members) and **under-representation of people – mainly TRs - who work in research departments, research units and training units.**

Working place of respondents



Among the 51% of administrative staff who responded to the questionnaire, 64% are in grade A, 22% in grade B and 13% in grade C.

Of the 22% of TRs respondents, 63% are in category A, 34% in category B and 3% in category C.

**5.6% of respondents have a disability** (which is very close to the percentage of the UBx employees with disabilities (5.3%).

**95% of respondents have French nationality.** For those who do not, 50% are from EU and non-EU countries.

44% of TRs or administrative staff respondents have held their position at the UBx for more than 10 years. The majority of doctoral students are working at the UBx for less than 1 year.

Scientific fields of respondents



The most represented fields among respondents are **Natural Sciences Mathematics and Statistics** (32%), and **Health** (23%). The least represented are Arts and Humanities (2%), Veterinary Medicine (3%) and Services – those scientific fields are not central at the UBx, which explains their low rate of representation.

The teachers who responded spend an average of almost 40% of their working time to teaching, 33% to research (or research supervision), 20% to administrative tasks, 8% to participation in decision-making bodies, and 3% to external knowledge transfer (e.g. consulting).

**65% of respondents who look after a child in their household on a daily basis are women**, compared with 32% of men.

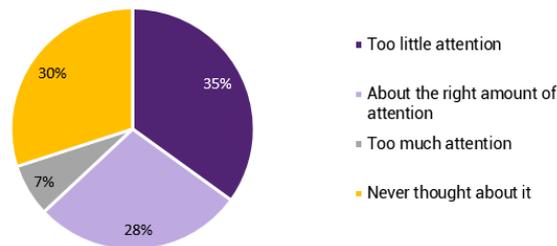
Among the respondents who said they **looked after a dependent person** (elderly, disabled,...) on a daily basis, **69% are women and 26% men**.



## Presentation of findings

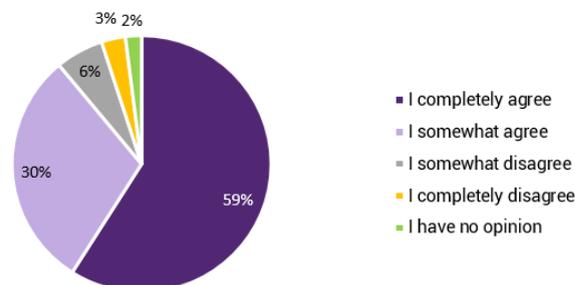
- General Impact - common questions

**Do you think there is adequate attention fostering gender equality and diversity at our university?**



It would appear that most of the university's staff who responded to the questionnaire have no opinion on the matter, or feel that it is not sufficiently taken into account.

**Do you consider that it is still relevant to promote gender equality and diversity at our university?**



Among respondents, the large majority **considers that it is still important to raise awareness on gender equality and diversity** at the university (59% totally agree and 30% rather agree).

Among the reasons why respondents feel that the university community should be made aware of equality and diversity issues, the most cited (84%) is that this is **part of the university's societal responsibility**. This is in line with the UBx's policy of integrating equality issues into a more general approach to social and environmental responsibility, and confirms the importance of articulating the GEP with the UBx Roadmap for Transitions (will be signed in June 2024).

**Promoting occupational equality** was cited by 76% of respondents, followed by the fact that it **contributes to the university's development** (48%).

Among the open-ended responses, the most-cited reasons why it is still important to promote equality and diversity at the university are the following:



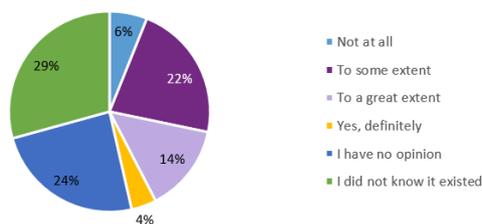
For those who responded negatively to the statement *"it is necessary to raise awareness of equality and diversity issues within the student community"*, the main reasons were as follows:

The proposition **"it is merely a communication trend** (i.e., window dressing)" was chosen by 50% of respondents. Then, **"this promotion is unfair because it goes against academic principles"** was chosen by 38%, closely followed by **"gender equality is already achieved"** (35%). **"There are other more important issues"** was cited by 28%.

Among the free comments ("other"), there are three main types of argument:

- The first is that there is **no need to raise awareness because the topic is already visible** at the UBx.
- The second believes that it would be **more appropriate to implement concrete actions with direct impact** than raising awareness.
- The third type of argument underlines a certain **hostility to the topic**.

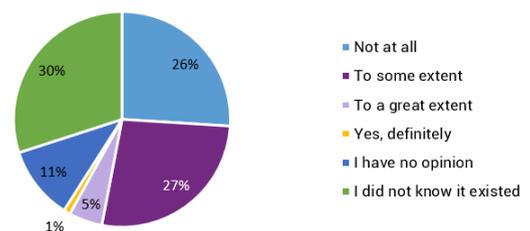
Do you think that having a Gender Equality Plan has increased the attention our university pays to gender equality and diversity issues?



We can observe that for almost one third of the 438 people who answered this question, they **did not know the existence of the GEP**. 24% of respondents have no opinion on the topic, and 22% think that the GEP has increased the UBx attention on gender equality and diversity issues. Thus, the GEP is not very visible nor seen as very influential by the respondents.

Concerning the influence of the fact of having a plan for gender equality (2022) on the degree of knowledge around these issues, one third of respondents were unaware of the existence of the GEP. 28% feel that it has had a little influence, 26% not at all, and a small minority feel that it has had an important (5%) or complete (1%) influence. In general, the impact of the GEP and its degree of knowledge by the community of respondents are quite low.

Do you think that having a Gender Equality Plan has increased your awareness of gender equality and diversity issues?



- **Specific Impact of GEP actions - questions tailored by partners**

Among the respondents, **only 102 (23%)** felt able to list up at least three UBx actions in favour of equality.

Among the most frequently cited actions, the **monitoring unit and the communication and awareness-raising actions on gender-based violence and discrimination** were mentioned in 45 comments (out of 100, i.e. almost half).

The **existence of the Gender Equality Office** and the **Institute for environmental and societal transitions**, and the **UBx's coordination of the RESET project** were mentioned in several of the responses.

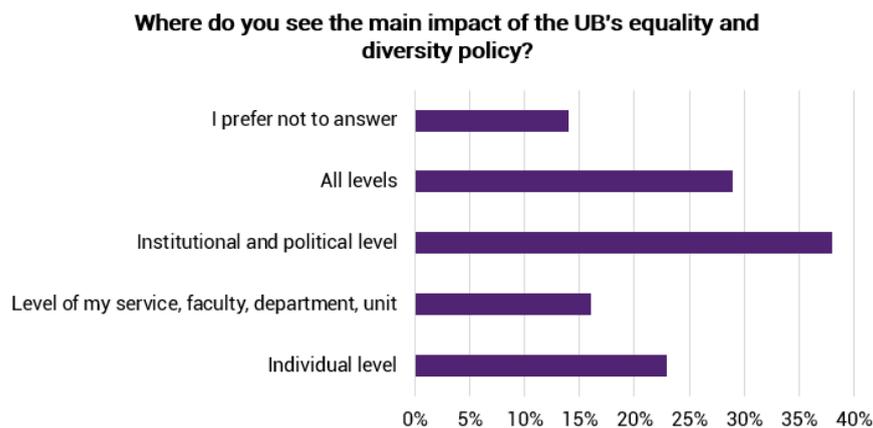
The UBx's efforts to **promote parity within its decision-making bodies** were also repeatedly emphasized. Actions in favour of **equality in career development** are seen as positive (e.g.: teaching leave following a return from maternity leave, leave for research project following a return from maternity leave, taking into account the specific burdens on women in their evaluation file / in recruitment committees, and the willingness to promote women in professorship positions). The actions that are known are the ones that are specifically targeted at a certain type of personnel (e.g: decision-makers or TRs who return from maternity leave).

The actions on disability and the organization of awareness-raising webinars (e.g.: gender in research, gendered stereotypes) were also cited.

Most of the actions mentioned in the UBx's equality policy are little or unknown. On the other hand, the extension of the reporting unit to all acts of discrimination, gender-based and sexual violence and harassment, as well as the distribution of awareness-raising materials (Alertometer, comic strips) seem to be well known and quite efficient. Actions that were most cited are institutionalized and not only carried out by the RESET team, which is positive for the future sustainability of the GEP.

Actions that are not widely known tend to be targeted at a particular category of personnel (e.g. managers, training for selection committee's members, workshops on GIL by the local RESET team with certain labs or staff).

However, the degree of relevance was assessed quite favourably for all actions.



For 38% of respondents, the **effect of the university's equality and diversity policy** is **mainly at the institutional and political level** of the university. 29% believe that it has an impact at all levels (political, individual, and at the level of a service/department/unit/structure). 23% at individual level and 16% at the level of a service, structure, unit or department.

Of all the respondents, only 36 said they had been involved in a gender equality action at the UBx. Of these 36 people, 42% felt that their department did not really face any difficulties in implementing actions relating to equality/diversity. "6% answered "yes, rather", 8% "yes, completely", 6% "not at all" and 8% "don't know". The most cited reasons are the **lack of resources and the social resistances to this topic**.

- **Future GEP**

The areas most cited as priorities for the next GEP are as follows:

- Engaging men as allies for gender equality
- Combating discrimination
- Work-life balance
- Recruitment and career advancement
- Organization and working hours

For the target groups to prioritize, the most cited are **Governance and top-management** (score of 6) followed by **Managers and decision-makers** (score of 5.9). The less cited are research support services members and PhD students.



## *Analysis and discussion of findings*

### ○ **GEP's 1.0 impact**

According to the survey results, we can make the following remarks:

- There is a **lack of knowledge of the GEP** at the University of Bordeaux from the community.
- There is a **general positive and favourable environment towards equality and diversity** at the UBx: most of respondents think that this topic is important, even if the **actions taken by the GEP are not well known**.
- However, there is a **small part of the personnel population that is hostile to the topic** and think that too much attention is given to equality and diversity.
- **Most of the GEP 1.0 actions are seen as quite relevant** but with limited concrete impact on occupational inequalities: most of them are focused on awareness raising.

### ○ **Drafting GEP 2.0**

- It will be important to **focus on the dissemination strategy** of the GEP to make it visible and ensure that the university community takes ownership of it.
- The RESET team will focus on **finding actions that have a more important and concrete impact on occupational inequalities**.

### ● Discuss the results for each of the GEP areas

- Recruitment, retention, career progression including availability of family-friendly policies:
  - The action dedicated to the **awareness raising of selection committees members** on gender stereotypes and discrimination is seen by 89% of respondents are very relevant. It will have to be pursued.
  - Efforts on **working hours and time organization** (part time, hourly arrangements,...) are valued and perceived as relevant. It will be highlighted in GEP2.0.
- Leadership and decision making (accountability, transparency, inclusiveness)

- There is a **lack of actions dedicated to this thematic area**. Reflections on hourly arrangements, especially for decision-makers must be pursued.
- Gender dimension in research and knowledge transfer (content and curricula)
  - Actions on GIA seem **efficient**, but **still not enough known** by the community of researchers and research support services.
- Gender biases and stereotypes, sexism, and sexual harassment
  - Awareness raising and prevention actions on gender-based violence and discrimination **are the most known and qualified as the most relevant actions** by the respondents and by the university community in general (from other external feedback). It is important to continue the dissemination of tools, organisation of training sessions and events around this thematic area. GEP 2.0 will have to focus on sustainability and dissemination of existing tools, and the good development of the reporting unit.

The RESET team will focus on sustainability of GEP 2.0 by mobilizing institutional stakeholders in the co-design of the document. Gender mainstreaming will be at the center of the objectives, namely through awareness-raising of the academic community, in order to enable it to take ownership of the GEP.

Results of this survey are not very significant. However, they highlighted a lack of knowledge of the GEP and the policy on gender equality in general. One of the main objectives for GEP 2.0 is then dissemination and awareness-raising.

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## Implementation procedure

The RESET Survey 2.0 ran in AUTh between February and March 2024 and was addressed to all the categories of university staff, i.e., teachers, researchers, and administrative personnel, and the participation in the survey was anonymous. The questionnaire was disseminated to the dedicated e-mailing lists through the Rectorship and Vice-Rectorship.

Regarding local adaptations made on the original template agreed by all partners, AUTh RESET team worked on the introduction of an informative section and on the adaptation of the context in the section about the GEP's specific impact. Principally, an information section was available to participants, where the data collection methods and the purposes of their use were described, as well as two YES/NO questions asking participants for consent to the processing of this data in legitimate interest to take part in the survey. In the context of this section, GDPR was applied. Moreover, in the specific impact session, participants have been asked to assess their awareness of and possible impact of measures included in AUTh's GEP. Particularly, these measures concerned:

- awareness campaigns for women in leadership positions,
- awareness meetings for top and middle management,
- mandatory quotas in hiring evaluation committees,
- gender accountability for gender disparity in hiring and promotion,
- gender integration in curriculum evaluation with special course designation,
- guidelines for gender integration in research,
- networking events/sensitivity workshops,
- establishment and development of reporting mechanisms,
- approval of gender Equality Office establishment and integration into university structure,
- implementation of Gender Inclusive Language policy across university documents and communications.

Finally, a total of 96 questionnaires were collected, while 91 of them were complete and available for analysis.

## Participants characterization

The analysis of the sociodemographic information provides valuable insights into the characteristics of employees within the university. Understanding the diverse composition and consequently diverse needs of the workforce can inform strategic decision-making processes, foster inclusivity, and support the development of targeted policies and initiatives to enhance employee satisfaction and well-being. Next, we sum up the main outcomes of this section. The majority (**68,1%**) of respondents identify as **female**, indicating a significantly higher representation compared to males (**28,6%**), while **3,3%** of respondents have chosen not to disclose this information or identify themselves in a different way. The age range of participants spans from 26 to 77 years old. The most common age groups are between **46 to 54 years old**, with several individuals in their late 40s and early 50s.

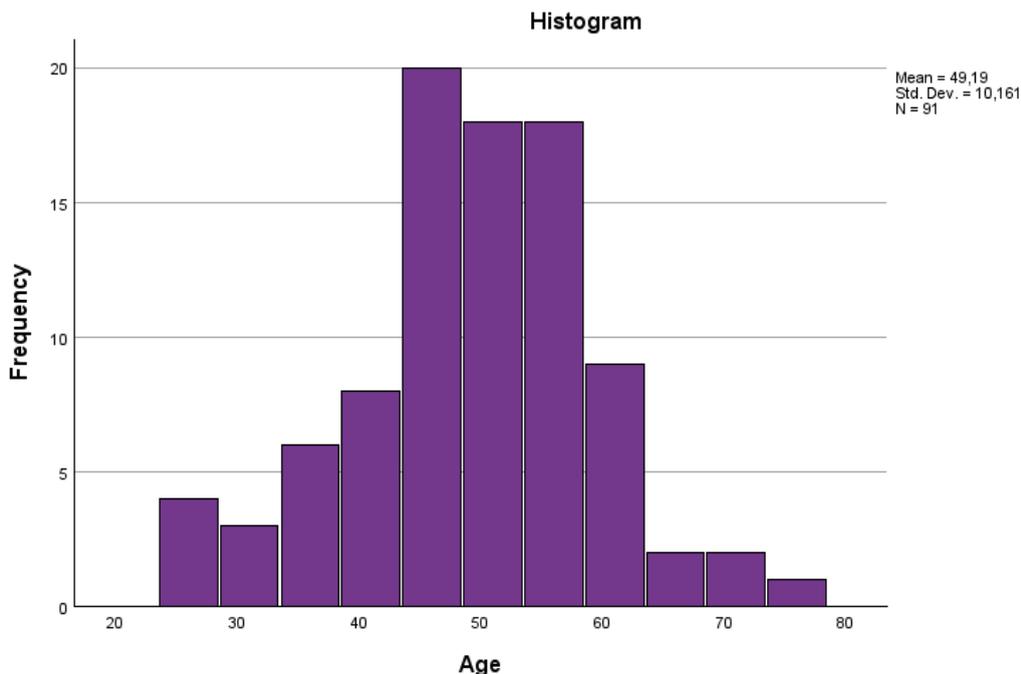


Figure 1: Age Distribution of Participants

Concerning participants' professional status and scientific field of expertise, the survey results indicate a diverse distribution. In more detail, the distribution among professional categories suggests a significant presence of **professors (45,1%)**, followed by **administrative personnel (29,7%)**, and then **teaching assistants (14,3%)** and **postdoctoral researchers (11%)**. Moreover, respondents represent various scientific fields, with a distribution that highlights the interdisciplinarity of the university, with a focus on both STEM (Science, Technology, Engineering, and Mathematics) and non-STEM fields. Most of the participants (**51,8%**) come from the STEM field, followed by non-STEM (**26,2%**) and services (**22%**).

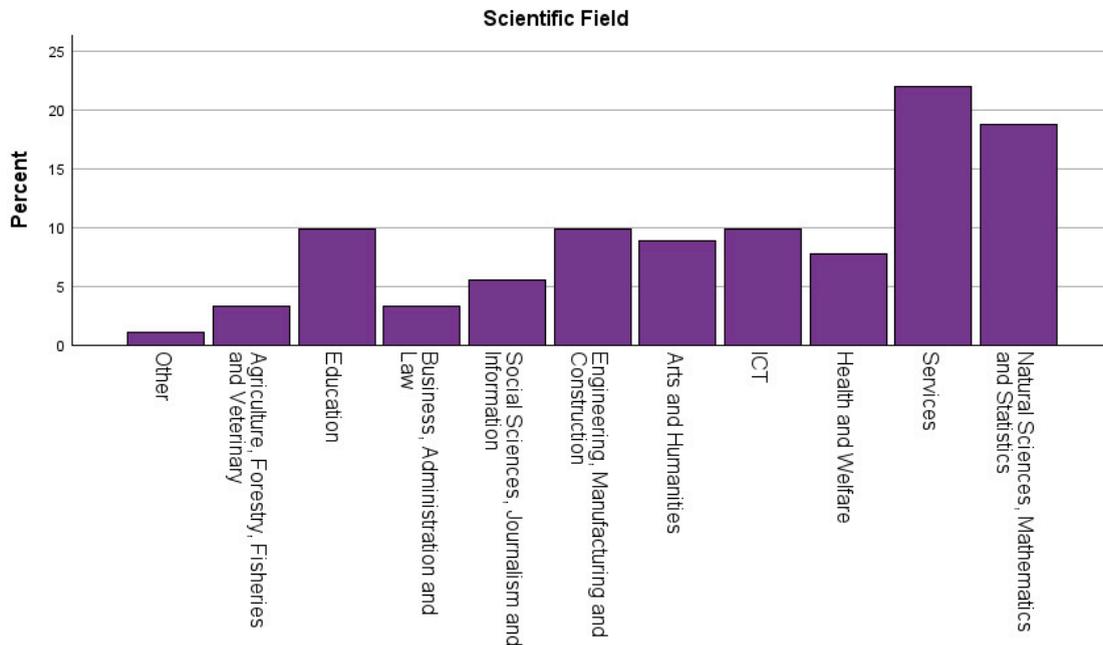


Figure 2: Participants per scientific field.

In terms of family responsibilities and living arrangements, the data indicate a mix of single, partnered, and caregiving individuals within the university community. Particularly, 17 out of the 91 participants *live alone* (**18,7%**), 67 *live with a partner, husband, or wife* (**73,6%**), 46 out of 91 participants *take care of children* (**51,6%**), and 16 out of 91 participants are *responsible for other adults* (**17,6%**).

The biggest challenge and limitation faced by the AUTh RESET team was to recruit a bigger number of participants, which unfortunately was not achieved. The survey data revealed that approximately 276 participants opened or started the survey, but they didn't complete or submit their answers. In addition, the majority of respondents were female (68,1%), thus it hasn't been possible to explore male perspectives (or the perspectives of other, diverse groups) in the same detail. Likewise, the percentages of teaching assistants (14.3%) and postdoctoral researchers (11%) were notably modest, therefore acknowledging that the perspectives of the younger generation towards the GEP may not be equally informed.

## Survey findings

### General Impact

The survey responses reflect diverse opinions among the academic community regarding the attention given to gender equality and diversity. **39,6%** of respondents believe that the university pays *about the right amount of attention* to gender equality and diversity, while **46,2%** of them feel that there is *too little attention* given to gender equality and diversity. The latter result highlights a prevalent concern among a substantial portion of the personnel regarding the need for increased focus on these issues. A smaller percentage, **6,6%** of participants, perceive that there is *too much attention* directed towards gender equality and diversity, which suggests a minority viewpoint within the workforce. Finally, **7,7%** of organisational members have never contemplated the adequacy of attention towards gender equality and diversity. This indicates a lack of engagement or awareness among a smaller segment of respondents.

Attention Fostering GE

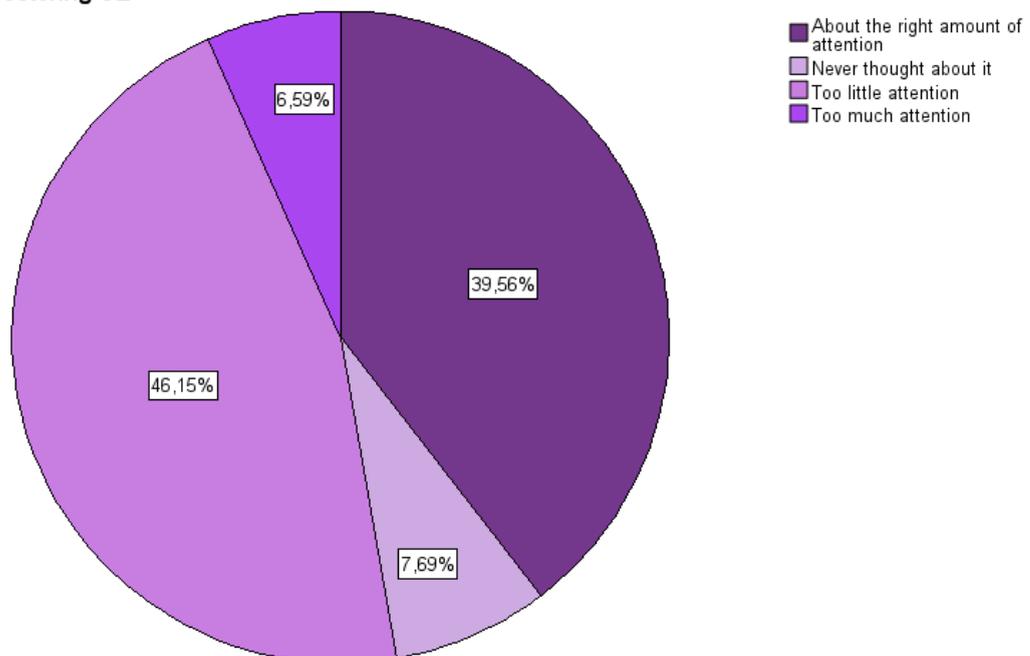


Figure 3: Do you think there is adequate attention fostering gender equality and diversity at our university?

At this point, we have examined potential associations between sociodemographic characteristics of the participants and their perceptions of the attention paid to fostering gender equality and diversity at AUTh. According to the results, there seems to be a statistically significant association between *gender* and participants' answers to this question. Specifically, as shown in Table 1, female respondents feel that *too little attention* is given to promoting gender equality and diversity at the university than male respondents or people who identify themselves in another way.

Table 1: Cross-tabulation Gender\*Attention Fostering GE and Diversity

		ATTENTION FOSTERING GE				TOTAL
		ABOUT THE RIGHT AMOUNT OF ATTENTION	NEVER THOUGHT ABOUT IT	TOO LITTLE ATTENTION	TOO MUCH ATTENTION	
G E N D E R	MALE	14	3	4	5	26
	FEMALE	20	4	38	0	62
	CISGENDER	1	0	0	0	1
	OTHER	0	0	0	1	1
	PREFER NOT TO SAY	1	0	0	0	1
TOTAL		36	7	42	6	91

In Chi-Square testing, as presented in Table 2, both the Pearson and Likelihood Ratio tests produced highly significant results with p-values less than 0,001. This suggests strong evidence against the null hypothesis of independence between the two variables. Therefore, based on the data, we can assume a significant association between the variables. On the other hand, no significant association between participants' professional group and perception of the adequacy of attention paid to GE issues has come up from the analysis.

Table 2: Chi-Square Tests – Attention

	VALUE	DF	ASYMPTOTIC SIGNIFICANCE (2-SIDED)
PEARSON CHI-SQUARE	38,820 <sup>a</sup>	12	<,001
LIKELIHOOD RATIO	34,115	12	<,001
N OF VALID CASES	91		
a. 16 cells (80,0%) have expected count less than 5. The minimum expected count is ,07.			

Concurrently, a significant majority (93,4%) of respondents deem promoting gender equality and diversity in the university environment relevant.

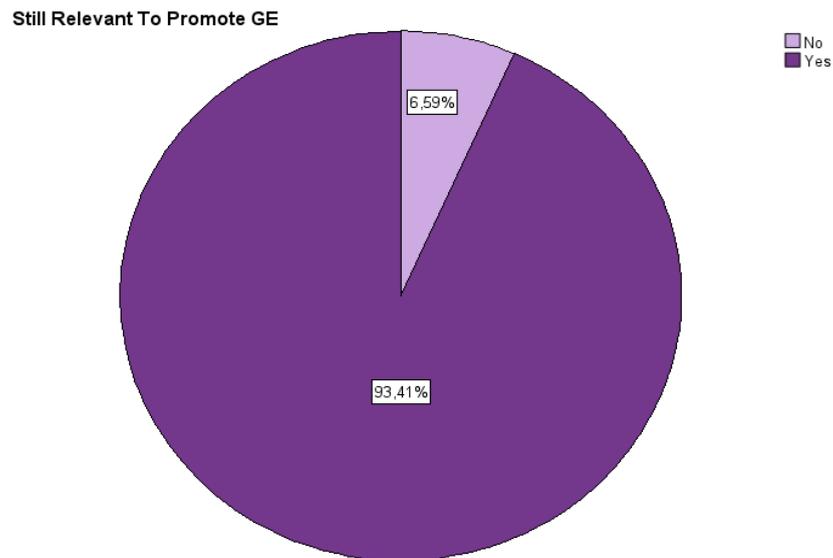


Figure 4: Do you consider that it is still relevant to promote gender equality and diversity at our university?

The examination for associations between answers to this question and sociodemographic status of the participants has also shown a potential dependency between *gender* and the perception of *relevance for gender equality and diversity promotion*. In fact, female respondents also seem to consider it relevant for gender equality and diversity issues to be promoted at AUTH.

Table 3: Cross-tabulation Gender\*Relevance to Promote GE and Diversity

		STILL RELEVANT TO PROMOTE GE AND DIVERSITY		TOTAL
		No	YES	
G E N D E R	MALE	3	23	26
	FEMALE	2	60	62
	CISGENDER	0	1	1
	OTHER	1	0	1
	PREFER NOT TO SAY	0	1	1
TOTAL		6	85	91

In terms of statistical significance, as shown in Table 4, the Pearson Chi-Square test yielded a significant result with a p-value of 0,002, indicating that there is strong evidence against the null hypothesis of independence between the two variables. However, the Likelihood Ratio test did not reach statistical significance with a p-value of 0,093, although it still suggests some potential association. Similarly to the previous question, there is no association between respondents' professional group and perception of the relevance of GE and diversity promotion, thus indicating the existence of no significant power dynamics (at least regarding the perception towards GE and diversity as relevant).

Table 4: Chi-Square Tests – Relevance

	VALUE	DF	ASYMPTOTIC SIGNIFICANCE (2-SIDED)
PEARSON CHI-SQUARE	16,482 <sup>a</sup>	4	,002
LIKELIHOOD RATIO	7,957	4	,093
N OF VALID CASES	91		
a. 8 cells (80,0%) have expected count less than 5. The minimum expected count is ,07.			

Prominent reasons mentioned by participants who still consider gender equality and diversity relevant at AUTH include the following:

- Provision of equal career opportunities (85,9% agree).
- Alignment with social responsibility (84,7% agree).
- Perception as the right thing to do (70,6% agree).
- Contribution to positive organisational development (50,6% agree).

Concerning the reasons why the academic community perceive gender equality and diversity promotion as still relevant, the analysis has shown strong association between them and age groups. Specifically, organisational members up to 40 years old are more likely to find it relevant to promote gender equality and diversity at our university because “It is important to advance the field of study” and “It is an attractive factor for potential future employees”, as depicted in Tables 5 and 6 respectively.

Table 5: Cross-tabulation Age Group\*Advance Field of Study

		ADVANCE FIELD OF STUDY		TOTAL
		NO	YES	
AGE GROUPS	UP TO 40	8	9	17
	41-50	20	10	30
	51-60	24	5	29
	61-80	9	0	9
TOTAL		61	24	85

Table 6: Cross-tabulation Age Group\*Attraction for Future Employees

		ATTRACTION FOR EMPLOYEES		TOTAL
		NO	YES	
AGE GROUPS	UP TO 40	10	7	17
	41-50	28	2	30
	51-60	28	1	29
	61-80	9	0	9
TOTAL		75	10	85

These associations are proved to be statistically significant, as shown in Tables 7 and 8. Regarding the relationship between age groups and advancement of field of study,

both the Pearson Chi-Square and Likelihood Ratio tests returned significant results. The p-values are reported as 0,013 and 0,005, respectively, indicating evidence against the null hypothesis of independence between the two variables. Therefore, based on the data, there is a significant association between them. Similarly, regarding the relationship between *age groups* and *attractiveness for future employees*, both tests also yielded highly significant results. The p-values are <0,001 and 0,002, respectively, strongly indicating a significant association between the variables.

*Table 7: Chi-Square Testing for Advance Field of Study*

	VALUE	DF	ASYMPTOTIC SIGNIFICANCE (2-SIDED)
<b>PEARSON CHI-SQUARE</b>	10,776 <sup>a</sup>	3	,013
<b>LIKELIHOOD RATIO</b>	12,816	3	,005
N OF VALID CASES	85		
a. 2 cells (25,0%) have expected count less than 5. The minimum expected count is 2,54.			

*Table 8: Chi-Square Testing for Attraction for Future Employees*

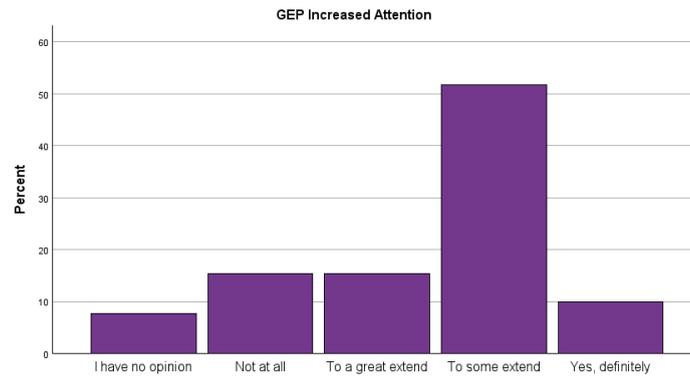
	VALUE	DF	ASYMPTOTIC SIGNIFICANCE (2-SIDED)
<b>PEARSON CHI-SQUARE</b>	18,050 <sup>a</sup>	3	<,001
<b>LIKELIHOOD RATIO</b>	15,145	3	,002
N OF VALID CASES	85		
a. 4 cells (50,0%) have expected count less than 5. The minimum expected count is 1,06.			

On the other hand, for participants who perceive these initiatives as irrelevant (6,5%), mostly agree on the following reasons:

- Viewing them as communication trends or "window dressing" (100% agree).
- Concerns about corrupting social values (83,3% agree).
- Not considering gender equality important (83,3% agree).
- Belief that it is irrelevant for the university (83,3% agree).

Further investigation on potential associations between the reasons for members of the academic community to find it irrelevant to promote gender equality and diversity did not reveal any significant results.

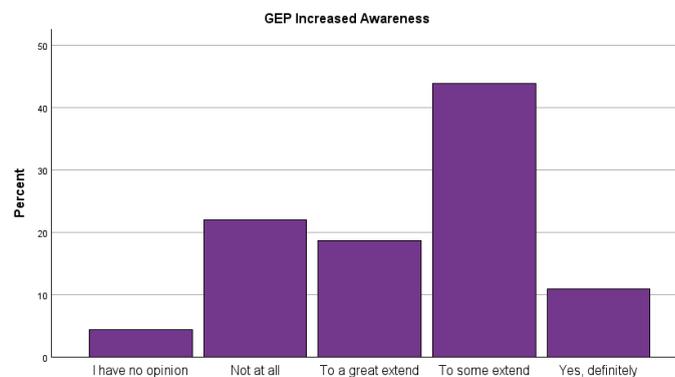
Proceeding further, the survey results indicate varied perceptions among organisational members regarding the impact of the Gender Equality Plan on the attention the university pays to gender equality and diversity issues.



*Figure 5: Do you think that having a Gender Equality Plan has increased the attention our university pays to gender equality and diversity issues?*

A significant majority of the respondents (combined **67%**) feel that the GEP has increased attention towards gender equality and diversity issues, either to a great extent (15,4%) or to some extent (51,6%). Also, **9,9%** of respondents strongly believe that the GEP has definitely increased attention towards gender equality and diversity issues. On the other hand, some participants (**15,4%**) believe that the GEP has not increased attention towards these issues and another 7,7% expressed no opinion. These mixed responses indicate the need for systematic efforts towards the implementation of the GEP.

Additionally, the outcomes connote diverse viewpoints among the academic community concerning how the Gender Equality Plan has influenced their awareness of gender equality and diversity issues. Similarly, most of the respondents (combined **62,7%**) feel that the GEP has increased their awareness of gender equality and diversity issues, either to a great extent (18.7%) or to some extent (44.0%). Moreover, **11,0%** of respondents strongly believe that the GEP has increased their awareness of gender equality and diversity issues. Oppositely, a significant **22%** of respondents believe that the GEP has not at all increased their awareness of gender and diversity issues. Finally, there is a 4,4% of respondents that opted not to express any opinion.



*Figure 6: Do you think that having a Gender Equality Plan has increased your awareness of gender equality and diversity issues?*

### Specific Impact of GEP actions

According to the results, **51,64%** of the participants were able to list at least three gender equality and diversity initiatives (only 47 out of 91). It is also worth noting that not all participants were able to indicate three actions potentially indicating some pitfalls with regards to the communication and dissemination activities surrounding the GEP.

The survey similarly revealed varying levels of awareness among organisational members regarding specific gender equality measures. Actions concerning *awareness campaigns and events* in general, as well as the effort to *establish a Gender Equality Office* and *reporting mechanisms* seem to be the most well-known among participants. Regarding the measures' potential impact, there are measures for which a majority perceived limited or high impact, indicating their potential effectiveness in promoting equality. Other measures were accompanied by mixed responses, suggesting the need for further evaluation or refinement. The establishment and development of *reporting mechanisms* is the measure perceived as of high impact by most respondents (**50,5%**), followed by the proposal for *accountability for gender disparity in hiring and promotion* (**39,6%**) (e.g. through the submission of reports justifying the non-selection particularly for positions in male-dominated scientific fields and services) and the *mandatory quotas in hiring evaluation committees* as well (**39,6%**). In contrast to those responses indicating that fair and transparent career progression and recruitment are considerable concerns among the academic community, the area of recruitment and career advancement was seen though as a priority only by 26 respondents (28,6%). Finally, **the** approval of *Gender Equality Office establishment* and integration into university structure also assembled one of the highest percentages of positive responses (**37,4%**).

On the other hand, *awareness campaigns* or the implementation of *Gender Inclusive Language* policies are perceived as **less impactful**. The same holds for measures having to do with the integration of the gender dimension in research and teaching. For instance, only 30,8% considered that gender integration as a means to evaluate bachelor and master (and accompanied by a corresponding label/tag) is highly important. Even fewer (27,5%) believe that it is highly impactful to disseminate a guide on the gender dimension integration into the research proposals. What is further discouraging is that approximately 85% of respondents believe that neither the area of research processes nor the area of teaching and pedagogical contents/skills is a priority among gender challenges to be tackled.

Although only **8,8%** of respondents reported **direct involvement** in the co-design and/or implementation of Gender Equality Plan (GEP) measures, almost everyone has identified barriers when setting up activities related to gender and diversity. Key barriers included: *lack of support from governance, the community and from people in key positions; internal resistance against implementing measures supporting gender equality; lack of resources for collecting gender disaggregated data and implementing gender equality measures.*

## Future GEP

Based on the survey findings, the following five topics emerged as priorities to be included in the next GEP:

- Communication/Gender-Inclusive Language: **33,0%** of respondents recognized the importance of addressing gender-inclusive language to promote inclusivity and gender equality in university communications.
- Data Collection and Data Monitoring: **42,9%** of respondents highlighted the need for better data collection and monitoring practices to guide evidence-based decision-making and address gender disparities effectively.
- Discrimination: **26,4%** of respondents identified discrimination as a concern, emphasising the importance of addressing discriminatory practices to foster a supportive university environment.
- Engaging Men as Allies to Gender Equality: Recognizing the significance of engaging men as allies, **29,7%** of respondents prioritised initiatives aimed at involving men in promoting gender equality and cultural change.
- Gender-Based Violence: **38,5%** of respondents indicated the relevance of addressing gender-based violence to create a safe and respectful university environment.
- Career progression and retention: **over 30%** of participants consider the need for relevant procedures to be transparent and ensure an adequate female representation.

Investigation into associations between participants' sociodemographic information and specific focus on GEP topics has shown that respondents that belong to *age group 41-50* are the only ones to have mentioned their interest in *organisation of teamwork* (Tables 5 and 6).

Table 9: Cross-tabulation Age Groups\*Organisation of Teamwork

		ORGANISATION OF TEAM- WORK		TOTAL
		No	YES	
AGE GROU PS	UP TO 40	17	0	17
	41-50	28	4	32
	51-60	32	0	32
	61-80	10	0	10
TOTAL		87	4	91

As shown in Table X and concerning the cross-tabulation between age groups and organisation of teamwork, while the Pearson Chi-Square test marginally did not reach conventional statistical significance with a p-value of 0,052, the Likelihood Ratio test returned a significant result with a p-value of 0,033. This suggests evidence against the null hypothesis of independence between the two variables, particularly supported by the Likelihood Ratio test.

Table 10: Chi-Square Tests – Organisation of Teamwork

	VALUE	DF	ASYMPTOTIC SIGNIFICANCE (2-SIDED)
PEARSON CHI-SQUARE	7,714 <sup>a</sup>	3	,052
LIKELIHOOD RATIO	8,705	3	,033
N OF VALID CASES	91		

a. 4 cells (50,0%) have expected count less than 5. The minimum expected count is 44.

Furthermore, after analysing the survey responses, the following prioritisation of target groups for gender equality initiatives emerged:

**Top Management and Students:** 34,1% of respondents prioritise targeting top management, recognizing their influence on strategic direction and organisational culture. Additionally, 31,9% prioritise students, obviously acknowledging their impact on campus dynamics and the importance of creating a safe environment for them.

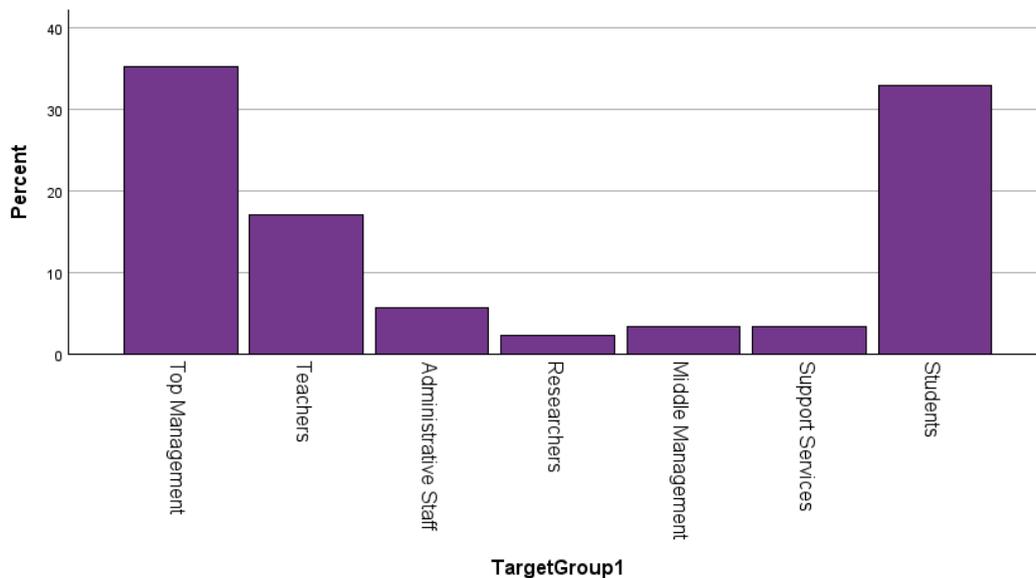


Figure 7: Potential target group - Rank1.

**Middle Management and Teachers:** 23,1% prioritise teachers at second rank, given their influence on academic content and innovation. Additionally, 15,4% prioritise middle management for their role in implementing policies and fostering inclusive practices.

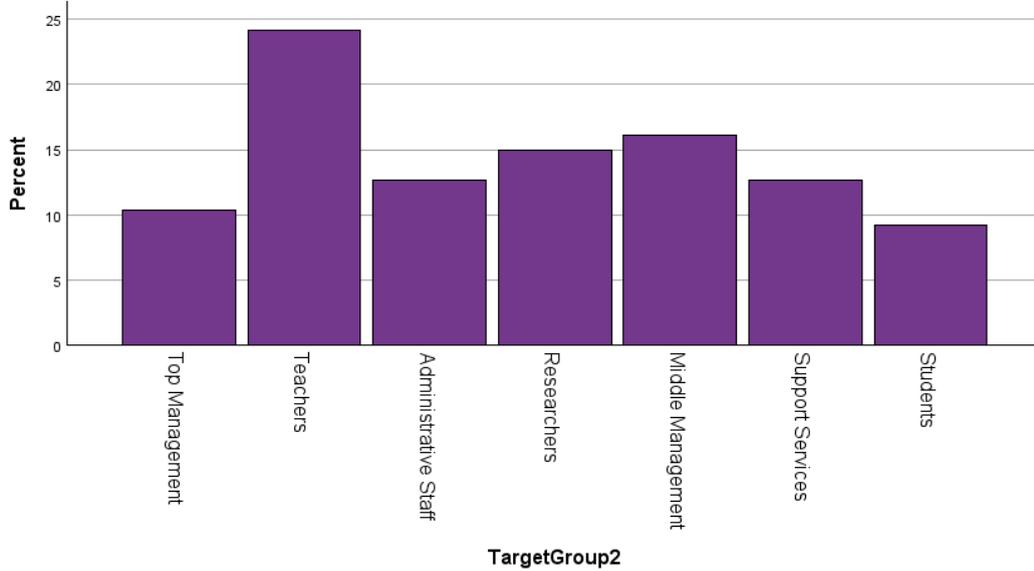


Figure 8: Potential target group - Rank2.

**Administrative Staff:** 23.1% prioritise staff at Rank 3, recognizing their diverse roles and contributions to university operations.

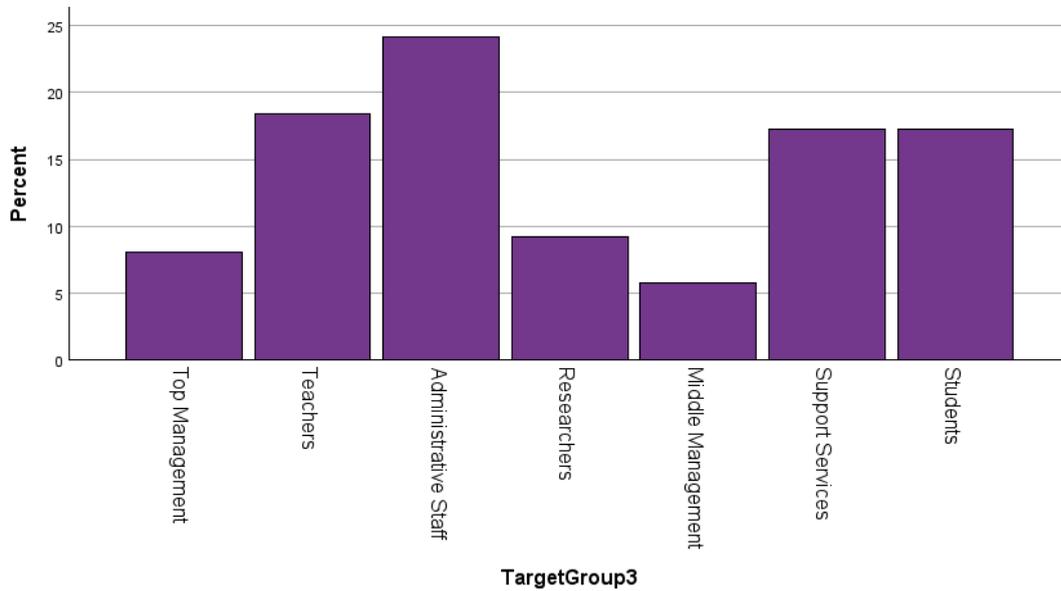


Figure 9: Potential target group - Rank3.

## Analysis and discussion of findings

### Monitor GEP's 1.0 impact

The survey reveals a consensus among organisational members regarding the importance of promoting gender equality and diversity at the university. However, there are differing opinions on the adequacy of attention given to these aspects and the perceived relevance of associated initiatives. Understanding these perspectives is crucial for refining the university's Gender Equality Plan and implementation strategies to better align with the needs and values of the diverse academic community. Addressing the concerns of individuals who perceive gender equality initiatives as irrelevant may involve strategies such as raising awareness, training on the benefits, and fostering inclusivity in decision-making processes.

The survey findings underscore the perceived influence of the Gender Equality Plan on academic community's focus and comprehension of gender equality and diversity matters. Despite differing viewpoints, a notable portion of participants recognize the beneficial effects of the GEP in these domains. This emphasises the significance of ongoing efforts to implement and improve gender equality initiatives within the university community.

Moreover, the survey highlights varying levels of awareness and perceptions regarding gender equality measures among the academic community. While some measures are well-known and perceived to have a positive impact, others require increased awareness and potential refinement. Identifying and addressing barriers, along with promoting employee involvement particularly in the GEP measures that require further refinement, are crucial for effectively advancing gender equality and diversity initiatives within the university.

### Assist in drafting GEP 2.0

The prioritisation of gender equality topics and target groups identified in this report provides valuable insights for the development of the next Gender Equality Plan. Addressing these priorities will be crucial for fostering a culture of inclusivity, promoting gender equality, and creating a supportive environment for all members of the university community.

- Discuss the results for each of the GEP areas.
  - Recruitment, retention, career progression including availability of family-friendly policies.

Some considerable insights were gained on GEP measures addressing recruitment, retention, career progression, or family-friendly policies. The AUTh community considers that some career progression measures are core elements within the context of equality and inclusion. In fact, 85,9% of respondents reply that the provision of equal career opportunities is the most important reason they still consider gender equality and diversity relevant at AUTh (85,9% agree). In addition, respondents considered as impactful the establishment of quotas and the submission of reports justifying the

non-selection of female candidates. GEP 2.0 will thus place additional emphasis on career progression measures with the aim of making them more inclusive, always considering the limitations of public university contexts in Greece (e.g. several recruitment procedures are defined by the Greek State). Some relevant GEP measures where progress has not been made will be also included in the next GEP (e.g. *proposal for "employee exit interviews" to collect data on interviewees' perception of gender equality in each school and service* under the responsibility of Personnel Gender Equality Committees, Personnel Directorates, School heads, Deanships, Data Protection Officers).

- Leadership and decision making (accountability, transparency, inclusiveness)

To begin with, mandatory quotas (also related to the composition of leadership positions) in hiring evaluation committees is perceived to be a potential measure bearing considerable impact -something that indicates that rigid measures are needed for fostering the inclusiveness of the university top-management. At the same time, participants identified the lack of support from governance, the community and from people in key positions as one of the key barriers with respect to setting up activities related to gender and diversity. Insights like this reinforce the aim to enhance awareness-raising and negotiation processes with the upper echelons of the university, as well as structural measures that have the ability to positively affect leadership and decision-making across the university. However, measures like quotes cannot be established in the public academic sector in Greece, thus the GEP2.0 will need to include similar measures adjustable to the Greek context (GEP 2.0 will thus have to include the development of relevant proposals to the respective authorities).

- Gender dimension in research and knowledge transfer (content and curricula)

Only a few participants consider important and impactful the actions addressing the integration of gender dimension in teaching and research processes. Actions aiming to raise awareness on the importance of gender-responsive research and teaching and engage the academic community in relevant efforts will be included in GEP 2.0.

- Gender biases and stereotypes, sexism, and sexual harassment

Increasing emphasis was placed by respondents on addressing gender-based violence (38,5%) in order to create a safe and respectful university environment. Several participants are also strongly in favour of establishing institutionalised reporting mechanisms. Therefore, relevant measures will be included in AUTH GEP 2.0, emphasising the importance of institutionalised measures that can address GBV and harassment. For instance, the GEP 1.0 measure of "establishing an agency and developing a mechanism for the collection and recording of signed and anonymous complaints (within the framework of the GEC's operation) as per the applicable legislation" will be similarly included in GEP 2.0 since no considerable efforts took place towards that direction -also due to the termination of the term of the centralised

GEC. The GEP measures will emphasise the development of a gender equality office as well, which can undertake the implementation of such measures. Relevant awareness-raising measures are considerably known by the AUTh community, but efforts towards this direction will similarly continue.

Finally, some rather surprising insights based on the survey results are outlined below.

- A rather contradicting insight refers to the goals and corresponding measures related to gender-inclusive language. While *awareness campaigns* or the implementation of *Gender Inclusive Language* policies are perceived as less impactful by the respondents, communication/Gender-Inclusive Language is perceived to be the third most important priority for the future GEP. This probably signifies that gender-inclusive language and communication is perceived as an important challenge to be addressed, but actions beyond awareness-raising are deemed as necessary by the AUTh community (e.g. more structural actions and measures). This is further verified by participants indicating that measures including the establishment of reporting mechanisms and institutional support structures are seen as the most important and impactful ones.
- Similarly, accountability for gender disparity in hiring and promotion (39,6%) and mandatory quotas in hiring evaluation committees (39,6%) were amongst the measures seen as most impactful. There is thus an agreement about the need to introduce structural measures in various gender areas. However, the area of recruitment and career advancement was seen as a priority only by 28,6%. This lower percentage might indicate that while people recognise the importance of specific measures (particularly the most structural ones), they may not see the broader area of recruitment and career advancement as the most pressing issue compared to other areas like for example harassment prevention and gender-inclusive language.
- Some rather discouraging insights should also be mentioned, since some organisational members (but a minority among the ones having responded the survey, 6,5%) perceive equality efforts in AUTh to be irrelevant for the following reasons:
  - a. Viewing them as communication trends or "window dressing" (100% agree)
  - b. Concerns about corrupting social values (83,3% agree)
  - c. Not considering gender equality important (83,3% agree)
  - d. Belief that it is irrelevant for the university (83,3% agree)

In particular, point (a) indicates a potential (but manageable) lack of engagement in the upcoming GEP activities by a minority of people, while points (b), (c), (d) may potentially indicate a future manifestation of resistance to GEP activities and efforts towards enhancing equality and inclusion in the university environment.

**Note:** This survey aims to Monitor GEP's 1.0 impact and assist in drafting GEP 2.0

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- **Findings from the Survey**
  - **Implementation procedure**

### **Participants profile intended**

At the University of Lodz (UL), the implementation strategy of the RESET survey aimed for representativeness of the university's community in the sample of respondents (in terms of ratio of male and female, professional status). It was directed at all the university personnel: teachers, researchers, teaching-researchers, staff members and PhD students.

At the UL, there are 3 783 **personnel**. Among them, we count 38,12 % of men and 61,88 % of women. The survey reached more than 5% of the employees. This response rate is twice higher than the results of the GEP 1.0 survey and closer to the initial target of 10%.

### **Dissemination and timing**

The survey was disseminated through emails sent by RESET coordination in Lodz, the Head of Women's Studies Centre, to all the university's units for further dissemination among personnel and PhD students. Some Faculties and Departments distributed the questionnaire directly to their members. The survey was running for one month: **January 15 – February 20, 2024**.

### **Local adaptations to the template**

The RESET partners agreed on a common template for the survey that each institution adapted to its local context. At the UL, the RESET team worked on the common template with the local service responsible for implementation and dissemination of surveys – in order to frame it to the UL needs and specificities. Adaptations were made at three dimensions: accessibility, personal data protection and context-specification to maximise the response rate and ensure clarity of the survey and its results.



**Accessibility:**

To ensure respondents understand the aim of the survey and its questions, we made the following adjustments:

First of all, the whole survey was translated into Polish, taking into account the specificity of Polish language, by introducing gender-inclusive language and some legal terms.

In question SD6 “What percentage of your working time do you currently spend in each of the following areas?” we added a percentage choice of 0%, 10%, 20% etc. because of the limitations of the survey creation program. While the survey was already out we encountered a problem regarding the multiple choice, so the final version had an open section added below to describe the percentage assessment. This field was not mandatory.

**Personal data protection:**

At the very beginning of the survey, we added a description of the data collection methods and the purposes of their use, as well as two YES/NO questions asking for consent to the processing of this data in legitimate interest. We also used the shuffling of the responses in order to provide better anonymity – in some cases providing information about a position, university unit, age and gender made the survey non-anonymous.

**Context-specification:**

We adapted the options of question SD1 – “What is your Professional Group at this University”: teacher / researcher / TR / administrative staff / PhD student / other.

In question SD5 “What is your main scientific field of work?” we decided to adapt the scientific areas to the categories imposed by the Polish Ministry of Education and Science: Humanities, Engineering and Technology, Medical and Health Sciences, Agricultural Sciences, Social Sciences, Natural Sciences, Theology, the Arts.

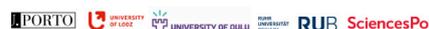
Last but not least, we decided to introduce a Net Promotor Score,

24. In your opinion, are the following relevant to the implementation of equality at the university?  
(area: management positions and decision-making processes)

A. Training to promote good workplace relations, equality and diversity

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

Not relevant Very important



25. B. Multiportal

0	1	2	3	4	5	6	7	8	9	10
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Not relevant Very important

applied to questions B2a, B2b, B2c, and B2d. The question itself appeared to be too unclear and complicated during tests, so we introduced one question above all the measures “Do you think the following solutions are important for introducing equality at our university?” and scoring from 0 to 10.

Figure 1. Exemplary question from the UL RESET survey 2.0

## ○ Participants characterization

There are **203 answers, among which 199 are complete** and possible to analyse. Four answers did not agree on data processing and participation in the survey.

Among the respondents, there is a **majority of women (67%)**. They represent 62% of the total personnel of the UL, so in the survey there is a slight over-representation of women. Still the survey shows quite an adequate representation of personnel gender in UL.

11. Please identify your gender identity

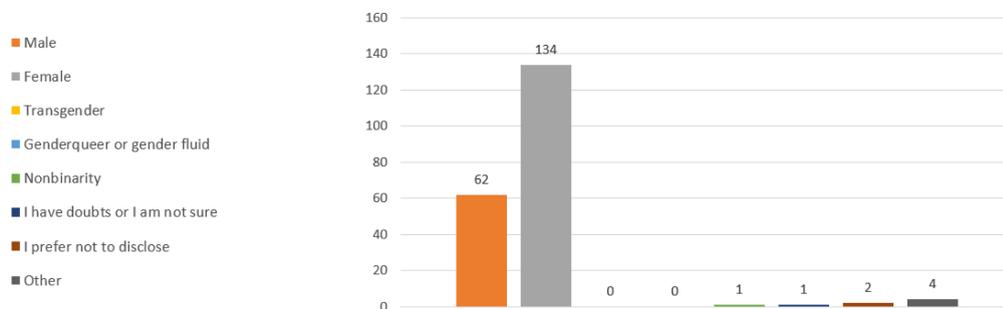


Figure 2. Gender of respondents of the UL RESET survey 2.0

67% of respondents are teachers-researchers, only 3% are researchers and 5,5% are teaching staff; however, the latter two groups are also not numerous in the academic community of the UL. There is an underrepresentation of people working in the administrative area (9%) and doctoral students (3%). This should be taken under consideration while interpreting the results.

### 3. What is your professional group at the university?

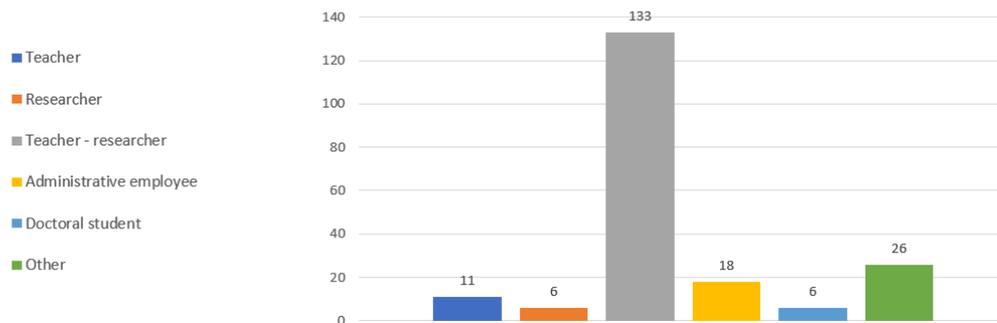


Figure 3. Working place of respondents of the UL RESET survey 2.0

Based on the results 83% of staff are employed on permanent contracts, 17% on temporary contracts or other forms of employment. Regarding participants' age its average was 44,71 years. 8,5% did not want to disclose it.

Further socio-demographic analyses revealed that 2% of respondents have a disability (which is a slight under-representation). Referring to the question of nationality 97% of respondents are Polish. For those who do not, only 1% are foreigners.

### 7. What is your main area of scientific work? (If you are involved in more than one area, please choose the one to which you devote most of your working time).

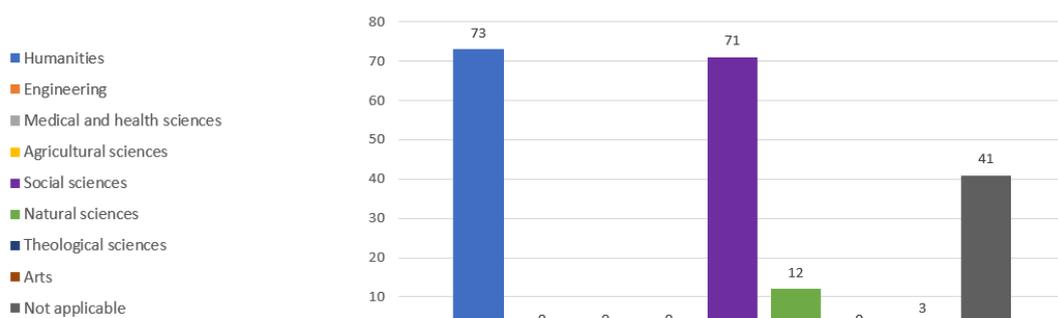


Figure 4. Scientific field of respondents of the UL RESET survey 2.0

The most represented fields among respondents are **Humanities** (37%), and **Social sciences** (35%). The least represented is Art (1,5%), however, in Poland this field is mostly reserved for Academies of Fine Arts, which explains their low rate of representation. There are no respondents from Engineering and Technical Sciences,

Medical and Health sciences, Agricultural Sciences, and Theology, because UL does not have these disciplines in their offer.

The majority of respondents have care responsibilities for relatives - 50% have children and 11% take care for elderly people who need help with daily activities due to old age/long-term illness/disability

- 
- **Presentation of findings**

### General Impact – common questions

17. Do you think it should be important to promote gender equality and diversity in our university?

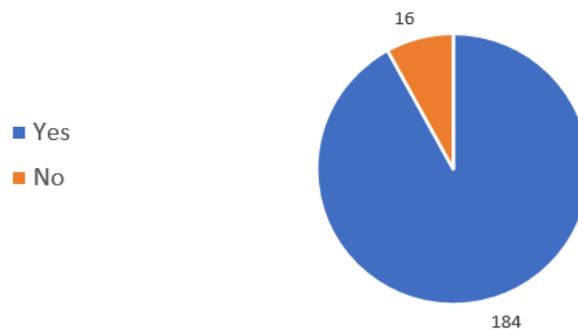


Figure 5. Results of the question no. 17 of the UL RESET survey 2.0

Among respondents, the large majority **considers that it is still important to raise awareness on gender equality and diversity** at the university – 92%.

Among the reasons why respondents feel that the university community should be made aware of equality and diversity issues, the most cited is that this is **the right thing to do** (67%) and a **part of the university's societal responsibility** (66%).

**Offering equal career opportunities** was cited by 61% of respondents, followed by the fact that it **contributes to positive university's development** (50%). Among the

open-ended responses, the most-cited reasons why it is still important to promote equality and diversity at the university are the following:

However, 8% of the respondents stated that "it isn't necessary to raise awareness of equality and diversity issues within the university," mainly because **gender equality is already achieved** (50%).

All the other options were equally being chosen except one: **I do not think gender equality is important** (0%).

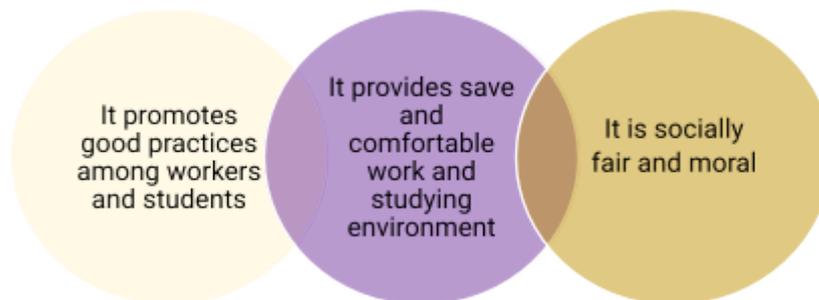


Figure 6. Exemplary results of the question no. 18 of the UL RESET survey 2.0 (From your point of view, why is it important to promote gender equality and diversity at our university?)

Among the free comments ("other"), there were only four arguments focused on two topics:

- Gender identity is a private matter that no one at work should be interested in.
- The university's task is primarily teaching and research.

We can observe that the majority of respondents did not have an opinion on GEP, and together with people who did not think it increased the attention our university pays to equality and diversity it is 53%. Both of these responses may mean that almost a half of respondents **did not know about the existence of the GEP** (having in mind a lack of such answers and feedback of respondents).

Only 15% think that GEP has genuinely increased the attention on gender equality and diversity issues.

Concerning the influence of the fact of having a plan for gender equality (2022) on the degree of knowledge around these issues, one third of respondents were unaware of the existence of the GEP. 28% feel that it has had little influence, 26% not at all, and a small minority feel that it has had an important (5%) or complete (1%) influence. In general, the impact of the GEP and its degree of knowledge by the community of respondents are quite low.

## Specific Impact of GEP actions - questions tailored by partners

Among the respondents, **only 87 (43%) felt able to list up at least one UL action** in favour of equality. Only few of those answers contained three or more actions.

Among the most frequently cited actions, GEP **workshops** and **introducing gender sensitive language in academia**, was mentioned by one third of respondents. According to first one participants underlined those about equality, diversity in different contexts (LGBTQ+, disability, gender) analysis of the answers related to the second GEP action showed that that employees noticed, e.g., encouraging lecturers to use pronouns or forms preferred by transgender and non-transgender students (some formal guidelines in this regard), or trying to create systemic solutions and overlays (as for USOS or e-mail). There was also one suggestion indicating a large role of *“a request to teachers to take into account students' gender preferences. However, in my (respondent's) opinion, such an issue should be introduced top-down at the recruitment level so that we, as trainers, receive information from USOS on how to address someone - as Mr. or Mrs., and not ask who suits them best.”*

**Some of the respondents also mentioned the anti-discrimination and anti-mobbing procedure (13%) and the existence of the Gender Equality Board (11%).**

One of the respondents also underlined the diagnostic potential of GEP: *“GEP as a strategy allows us to notice, diagnose and perhaps solve perennial systemic problems, such as the underrepresentation of women above the PhD level, inequalities related to returning to work after parental leave, different rates of professional advancement for women and men, etc.”*

Most respondents could not name specific activities in this area, indicating either limited communication or lack of knowledge. At the same time, some people supported the actions taken so far, noting their declarative nature and the need for broader implementation in academic practice. **11% of the participants revealed that they were somehow involved in co-designing or implementing indicators included in the GEP.**

Referring to obstacles to implementing equality policy, one person said: *“It is a marginalised topic, regarded as unimportant. The University and its authorities concentrate on achievements, internationalisation, finances, and evaluations. The*



*well-being of employees is not important; the correlation between one (achievements, work efficiency) with another (well-being of the academic community) is disregarded".*

## Future GEP

The areas most cited as priorities for the next GEP are as follows:

- Work-life balance
- Discrimination
- General politics
- Communication/gender inclusive language
- Awareness raising trainings

Among most cited measures to achieve those priorities were:

- Additional trainings and workshops
- Top-down regulations regarding work in a way that allows for maintaining balance with private life
- Introducing inclusive language in official and unofficial communication
- Maintaining email overlays allowing the expression of a given person's gender identity
- Increasing academic awareness by organising events and conferences

For the target groups to prioritise, the most cited are **teaching staff** followed by **top management**. The less cited are support services.



**38. The Gender Equality Plan may take into account different target groups from the academic community. Given the following potential groups, please prioritise them in order of how they should be addressed in the next Plan**

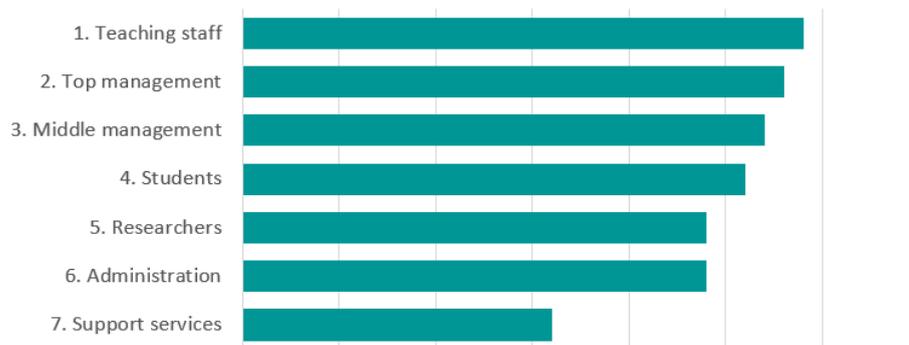


Figure 7. Results of the question no. 38 of the UL RESET survey 2.0

## ○ Analysis and discussion of findings

### GEP's 1.0 impact

According to the survey results, we can make the following remarks:

- Most of the participants feel that supporting equality and diversity should be an important issue at the UL. However, 43% of them think that university does not pay enough attention to it. There is a visible lack of personnel's engagement in the designing and implementation of GEP 1.0.
- GEP 1.0 was poorly recognized by the community and has only partially changed the participants' consciousness regarding gender equity and social diversity. More than half of them felt that it has not had any impact on their awareness and sensibility. Some suggested that this might be due to a lack of clear support from the rector and top managers, as well as insufficient communication in this regard.
- The majority of the community cannot provide any initiatives implemented to promote gender equality and diversity at the University of Lodz. Individual

people point to GEP, training, the use of feminatives in some university units, the introduction of the Anti-Discrimination Procedure, preparation of guidelines for communication with non-binary and transgender people, and actions carried out as part of University-Diversity. However, they emphasise their superficial nature in some cases.

- Respondents perceive that their units/departments encounter a few obstacles when organising activities promoting diversity to some extent (to a greater or lesser extent). These obstacles include a lack of support from those in key positions at the university, limited resources, and internal resistance to implementing actions promoting equality.
- The survey has also revealed negative attitudes among some staff towards equality activities, considering them unnecessary, time-consuming, and a waste of university resources.

### Drafting GEP 2.0

- There is a great need to modify and publicise the activities carried out concerning the GEP implementation. Given its low visibility, developing a promotional strategy and an information campaign to raise awareness among employees and students about creating the GEP and its activities seems essential. To support this we will cite one respondent: *“There is a lack of efficient communication about the fact the implementation of activities promoting gender equality take place. I found out from this survey that some initiatives are undertaken”*.
- According to the information obtained in the survey, it would be worthwhile to pay attention to the GEP in the context of the work of teaching staff, senior and middle management in the first instance.
- In addition to the gender equality aspect, attention is drawn to the issue of age diversity, as well as work-life balance issues, including childcare and care for elderly family members.

### The results for each of the GEP areas

#### *Leadership and decision making (accountability, transparency, inclusiveness)*

- Different types of training and workshops are seen as having a medium impact on the implementation of equality at the managerial level.



Participants were also critical about the role of the university website - multiportal as a tool for implementing diversity in this area. Nevertheless, inclusive workshops and training (e.g., on work-life balance) are perceived as activities that may be very influential in the future and could help achieve the objectives set.

- Support from various levels of management, especially top management, is expected to help to disseminate the GEP. Additionally, some attention should be put to top-down university regulations on working hours, distribution of teaching hours, etc. At the same time, grassroots, down-top activities should be continued as awareness-raising at the core of university structures. These aspects seem to be important for GEP 2.0 implementation.

#### *Recruitment, retention, career progression, including availability of family-friendly policies*

- The Employee portal (a UL Intranet website) was assessed as unhelpful in broadening community self-awareness, with 63% expressing a critical view.
- More than half of the respondents revealed a negative approach to career counselling at UL, perceiving it as not supporting gender equality. The need to consider equality policies in hiring and building research careers (including assessment procedures) for both women and men was emphasised. The necessity to monitor the phenomenon and be open to sharing the results of analyses in the field of promotions, methods of filling positions, and the specific functioning of people at different stages of life, in order to design adequate measures in the future, was also revealed.

#### *Gender dimension in research and knowledge transfer (content and curricula)*

- GEP 1.0 and GIA were assessed as having a low or medium impact on promoting equality in the research area. Participants were less critical of GEB's activities, although their influence on building awareness of diversity issues in research was rated as average.
- The theme of the emergence of gender and diversity in research does not seem to be a primary issue among the respondents.

#### *Gender biases and stereotypes, sexism, and sexual harassment*



- Employees feel that anti-mobbing and anti-discrimination procedures are important to counteract inappropriate behaviours based on gender stereotypes. At the same time, attention must be paid to responding adequately and unequivocally to cases of unequal treatment at different levels of the academic hierarchy.
- They rate the impact of gender-sensitive language in the context of dealing with inequalities and discrimination in the academic environment as moderate. It is important to change the language of the official documents of the UL as well as general communication to staff, students, and the non-academic community for more inclusive, for example, by introducing university-wide guidelines on the usage of inclusive language.

The RESET team will focus on sustainability of GEP 2.0 by mobilising institutional stakeholders in the co-design of the document. Gender mainstreaming will be at the centre of the objectives, namely through awareness-raising of the academic community, in order to enable it to take ownership of the GEP.

Results of this survey are quite significant for further development of GEP and gender equality policies at UL. Importantly, they highlighted the lack of knowledge of the GEP and the policy on gender equality in general. One of the main objectives for GEP 2.0 is then dissemination and awareness-raising.



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## Abbreviations

**EUGLOH** - European University Alliance for Global Health

**GE** - Gender Equality

**GEP** - Gender Equality Plan

**NAI** - Núcleo de Apoio e Inclusão

**RESET** - Redesigning Equality and Scientific Excellence Together

**STEM** - Science, Technology, Engineering, and Mathematics

**U.Porto** - Universidade do Porto

## Survey 2.0 Report

### Implementation procedure

#### *Survey template*

In accordance with the co-design methodology adopted by the RESET project, a survey template was developed at the consortium level. Its purpose was to assess and monitor the development of Gender Equality Plans and identify the needs, challenges, and barriers critical to the design of GEP 2.0. The template was structured in four sections with specific objectives:

1. *Socio-Demographic Information* to better frame the answers
2. *General Impact*, to evaluate the perception of the GEP and its implementation
3. *Specific Impact*, to assess specific measures of the GEP.

Each implementing partner tailored this part according to their own GEP specificities. Therefore, for each of the main areas, two measures were selected.

4. *Future GEP* to collect priority areas, target groups, and measure proposals.

After the co-design of the Survey Template, a local adaptation was prepared by the RESET Team of the University of Porto. An online survey was developed, both in Portuguese and English, using the LimeSurvey platform. The current study received Ethical Approval from the Ethics Committee in October 2023 (REPORT N° 138/CEUP/2023).

#### *Local adaptations to the template*

The measures selected were wide-ranging, as the survey was aimed at all U.Porto employees. In each of the thematic areas, an attempt was made to include one measure that had already been implemented and another that was still in progress, in order to assess the community's knowledge of these measures, as well as their perceived impact (table 1).

**Table 1: Measures selected at U.Porto for specific impact assessment by thematic area**

<p><b><u>A. Leadership and Decision Making</u></b></p> <ul style="list-style-type: none"> <li>● Disseminate the joint declaration on the commitment of U.Porto and the partner institutions of the RESET project towards Equality, Diversity and Scientific Excellence in Higher Education and Research</li> <li>● Create an integrated system to collect and analyse statistical data disaggregated by gender</li> </ul>
<p><b><u>B. Recruitment, Retention and Career Progression</u></b></p> <ul style="list-style-type: none"> <li>● Monitor the integration of the gender dimension in recruitment processes</li> <li>● Disseminate information on work/work-family reconciliation rights adequate to the various internal concerned parties</li> </ul>
<p><b><u>C. Gender Dimension in Research and Knowledge Transfer</u></b></p> <ul style="list-style-type: none"> <li>● Conduct workshops and training sessions for each specific scientific area on the integration of the gender perspective and principles of diversity as a pillar of scientific excellence</li> <li>● Develop recommendations (text or video) on the integration of the dimensions of gender and diversity in pedagogical activities</li> </ul>
<p><b><u>D. Gender Biases and Stereotypes, Sexism and Harassment</u></b></p> <ul style="list-style-type: none"> <li>● Disseminate the RESET's gender-inclusive language and communication kit among the academic community of the University of Porto</li> <li>● Create a secure reporting mechanism and a follow-up structure for situations of discrimination, harassment and gender-based violence and/or other forms of violence</li> </ul>

Additionally, an Inequalities and Discrimination section was added, similar to the one collected in 2021. These indicators allow us to compare responses in two data collection points. Three groups of questions were introduced to assess personal experiences of discrimination according to some identity characteristics (felt or witnessed) and to specify the type of behaviour experienced or observed.

### *Participants profile intended*

The survey was aimed at two major profiles: a) workers from the University of Porto; b) stakeholders formerly and directly involved in the co-design and/or implementation of GEP measures. For the first profile, we intended the representation of different professional groups - teachers, researchers and staff - from different faculties and services. These participants were asked to evaluate the current GEP from their own perspectives and contribute, with new measures and proposals, to the design of GEP 2.0. The second profile, part of the first, is set up in order to capture an inside perspective of GEP implementation according to their own faculty/service.

## Dissemination and Timing

The survey was disseminated through two routes:

1) Institutional Survey Dissemination Service. The responsible service at U.Porto for survey dissemination sent an email to all workers of the university, with an invitation and link to the survey. The same email was sent in three scheduled calls: the first call for answers was sent on November 28th, 2023 and the last one on January 31st, 2024.

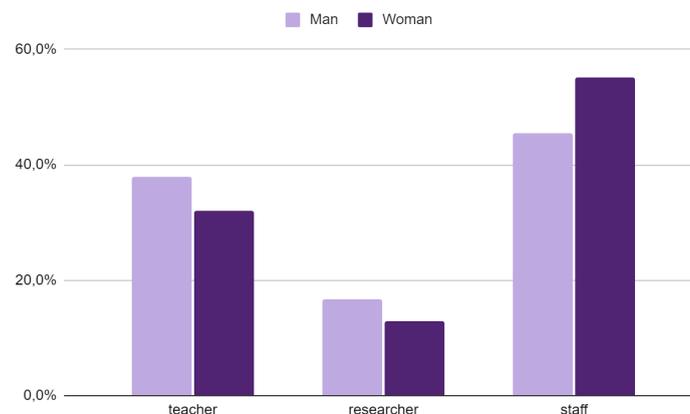
2) Direct emails. The Gender Equality Board, selected services, units and Stakeholders, also received a direct email from the project with the invitation to answer (anonymously) to the survey. On a last call, the Research and Projects Service also directly sent the invitation to the Research Units of U.Porto, and GEB members were also invited to disseminate the survey through their faculties/services.

## Participants characterization

Our final sample is composed of 493 participants. The age of our participants ranged from 22 to 77 years old [M = 46; SD = 11.4] and 96% have Portuguese nationality. Concerning gender identity, 344 participants identified themselves as women, 133 as men, two as non-binary, and two as genderqueer; 13 participants preferred not to answer. About professional categories 50.3% of participants were staff; 32.7% Professors and 13.5% Researchers.

In figure 1 we can see the distribution according to the two most self-identifying gender categories<sup>1</sup>. While the survey comprises mostly female answers, proportionally more men in teaching and researching positions have answered the survey and more women in staff.

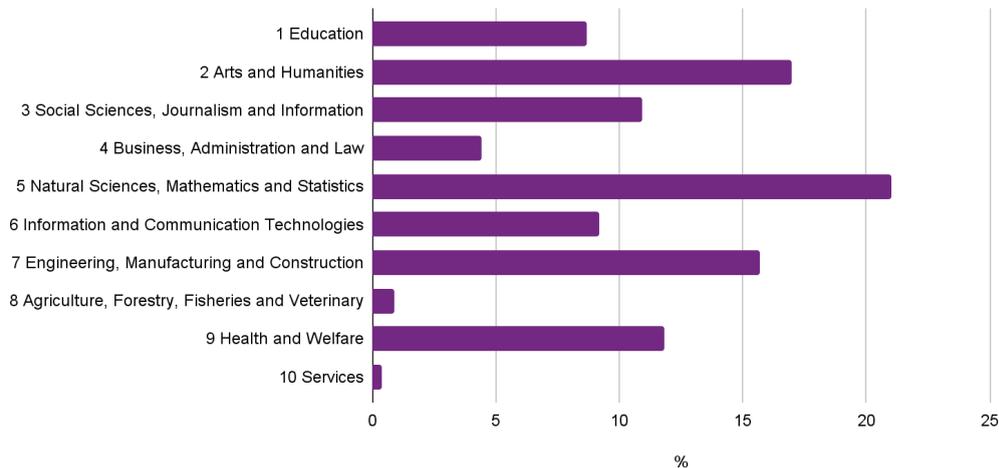
**Figure 1: Percentage of Men and Women by Professional Categories**



<sup>1</sup> Other categories are not depicted due to anonymity issues.

Most respondents are from the STEM area (natural sciences, mathematics and statistics; engineering, manufacturing and construction) and Arts and Humanities (figure 2).

**Figure 2: Percentage of Respondents by Scientific Field**



Teaching staff report spending around 43% of their time teaching; 31% doing scientific research; 10% doing academic administration work, 6% of their time in decision making boards and 5% in knowledge transfer ([Appendix Figure 13](#)).

Our survey also collected data regarding personal information with 3% of people disclosing having some kind of disability. As for data on familial situations, most participants live with a partner (67%) and only 14% live alone; forty-five percent live with their children and 14% with other family members (e.g. grandchildren; brothers and sisters; parents or parents-in-law). More than half of the sample (59%) does not provide daily care while 31% provide daily care to children and 12% to other adults.

**Despite our best efforts to collect data from the wider U.Porto working staff the sample size is small and not balanced in terms of careers, gender or scientific field. Nevertheless we were able to collect quantitative and qualitative inputs that are going to be used for our GEP 1.0 assessment and inspire GEP 2.0 design.**

## Findings

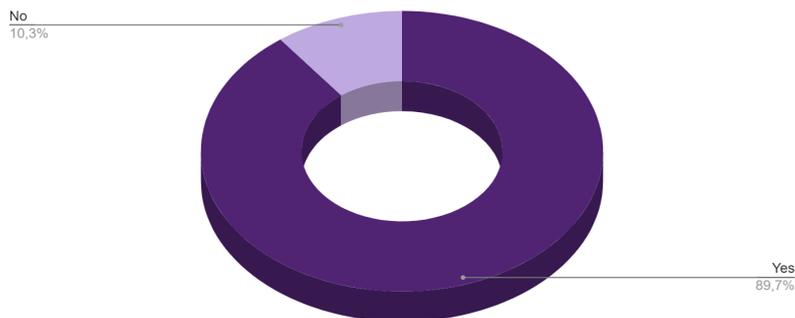
The findings of the survey are presented according to its main sections:

### *Gender Equality Relevance and Awareness*

Despite a large majority of respondents (90%) agree that it is still relevant to promote Gender Equality and Diversity at U.Porto, there is less consensus about the degree of attention that is being paid to this issue. A third believes the right amount of attention is being given; while 9% believes it is too much and 43% considers the attention being given is not enough.

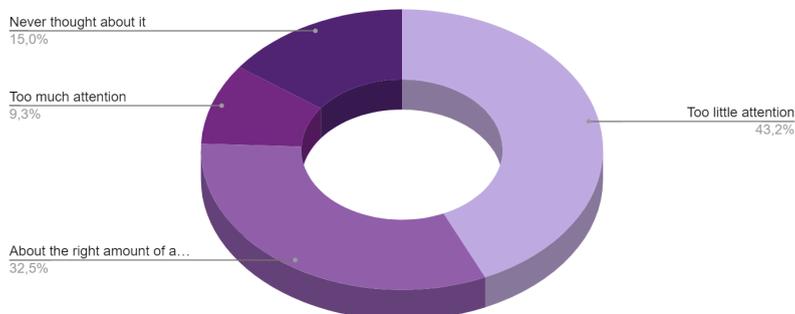
**Figure 3: Perception of relevance of gender equality and diversity**

Do you consider that it is still relevant to promote gender equality and diversity at our university?



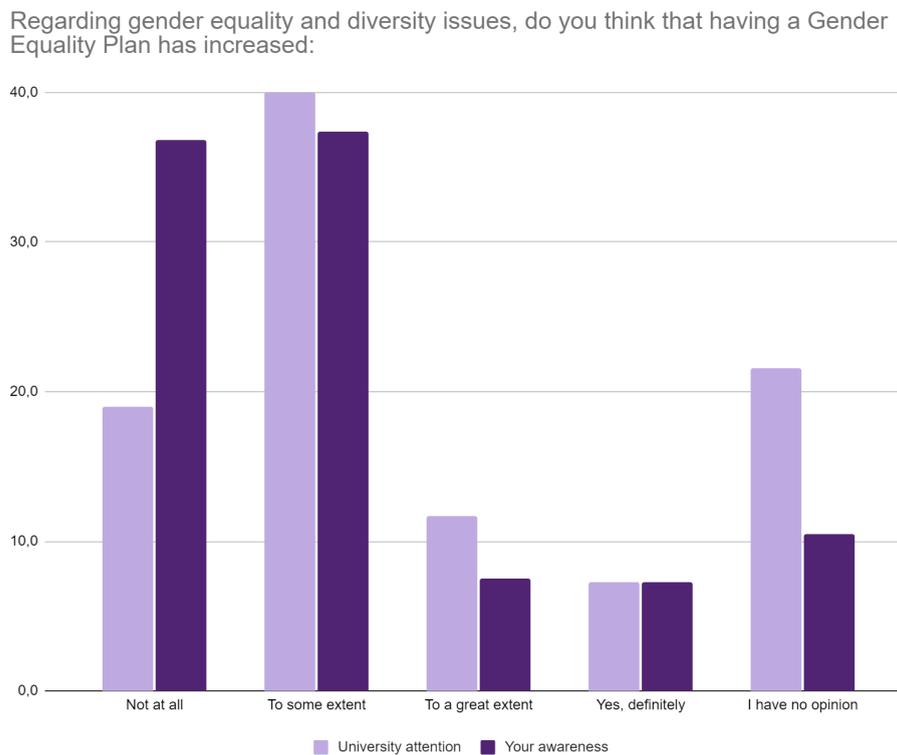
**Figure 4: Perception of attention to gender equality and diversity**

Do you think there is adequate attention fostering gender equality and diversity at our university?



The role of U.Porto GEP is recognized as having increased the attention of the University to this issue. Only 19% considers it has not achieved its goal (22% state no opinion); its role to the individual awareness of these issues is less affirmed. This could be due to the fact that participants consider themselves as not aware of this issue but since the majority believes Gender Equality and Diversity matters to be of relevance, it is more plausible that participants were already endorsing these issues before having a GEP.

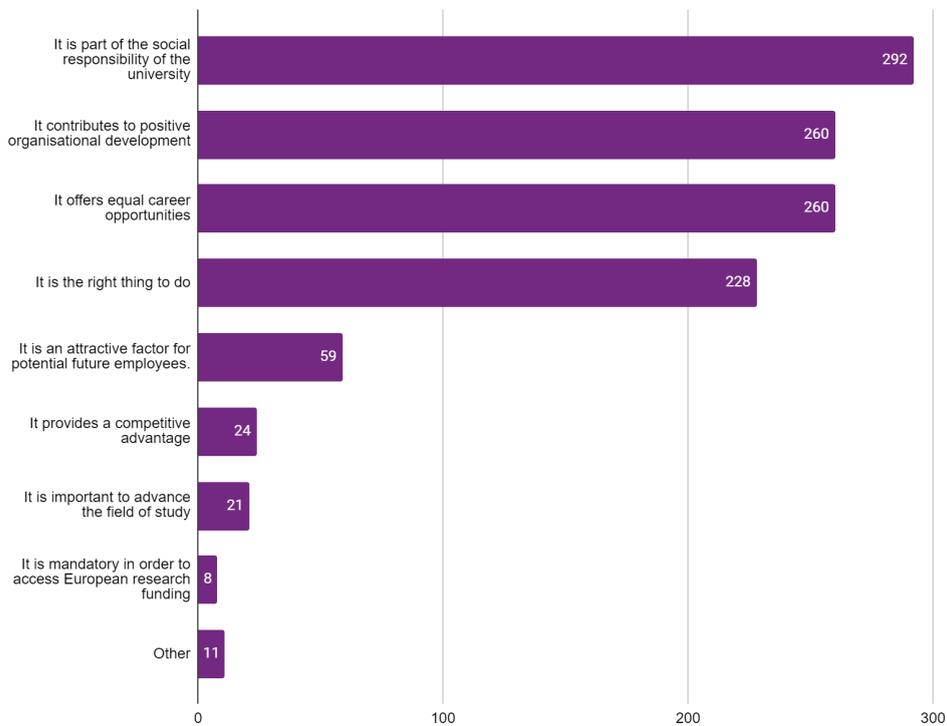
**Figure 5: GEP contribution to university attention and personal awareness regarding gender and diversity issues**



Most participants highlight reasons of organisational culture, such as organisational development, social responsibility; increase justice within the organisation (e.g. equal career opportunities) and moral values (e.g. right thing to do) as major contributors to have universities devote their attention to GE. On the other hand, though to a lesser extent, participants believe that promoting gender equality and diversity is not based on meritocracy, is not a priority and is a trend. Seventeen participants also believe that gender equality has already been achieved and is unimportant (n= 9) or irrelevant (n=6). More details can be found in figures 6 and 7.

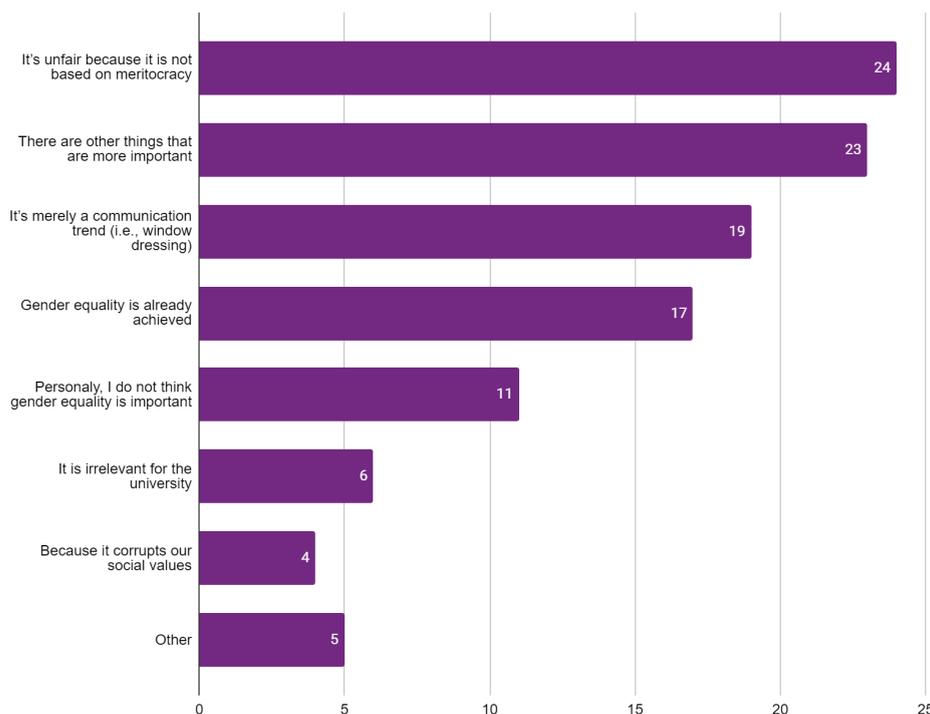
**Figure 6: Reasons for promoting gender equality and diversity**

Why is it relevant to promote gender equality and diversity at our university?



**Figure 7: Reasons for not promoting gender equality and diversity**

Why promoting gender equality and diversity at our university is not relevant?



In addition to this overview of gender equality and diversity at the institutions, some indicators of the survey show worrying findings. In particular **87 respondents (45% women) reported that they have felt disadvantaged because of their gender**. Though the majority of the participants do not report feeling disadvantaged at U.Porto, when they do they are mainly women feeling disadvantaged due to their sex/gender or due to age and other reasons. It is important to note that **men also follow this pattern of disadvantage**, i.e. when men report feeling disadvantaged it is mainly due to their age, sex/gender or other reasons ([Appendix Figure 14](#)).

This discrimination takes the form of more subtle ways as most participants report they felt this disadvantage to occur in the way they were treated by their superiors or colleagues or in the oral language while interacting with others. More open ways of discrimination, such as in written, in official communication or in visual elements are less frequent. **Perceptions of discrimination are also frequent** since 44% of participants report having witnessed discrimination due to sex/gender; 35% due to nationality; 32% due to age and 31% due to sexual orientation, gender identity or sexual characteristics. Respondents also report *Offensive jokes or comments of sexual nature* as the most observed way of discrimination followed by *Mobbing (workplace bullying)*. In what concerns own experiences of having felt discrimination this occurs via *Intrusive and offensive questions about private life* and also due to *Mobbing (workplace bullying)* ([Appendix Figures 15 and 16](#)). When asked about reactions to observed or experiencing discrimination, both men and women tend to deal informally with the situation. A minority has used the complaint portal or contacted helping services such as counselling ([Appendix Figure 17](#)).

### *Specific Impact of GEP actions*

The second part of the survey was designed to assess participants' awareness and perception of impact about specific GEP actions. U.Porto GEP consists of 60 actions and for this purpose two actions for each thematic area was assessed. Furthermore, participants were asked to list up to three initiatives that they recognize as best practices to promote gender equality and diversity. The full list can be found in the [Appendix Table 2](#).

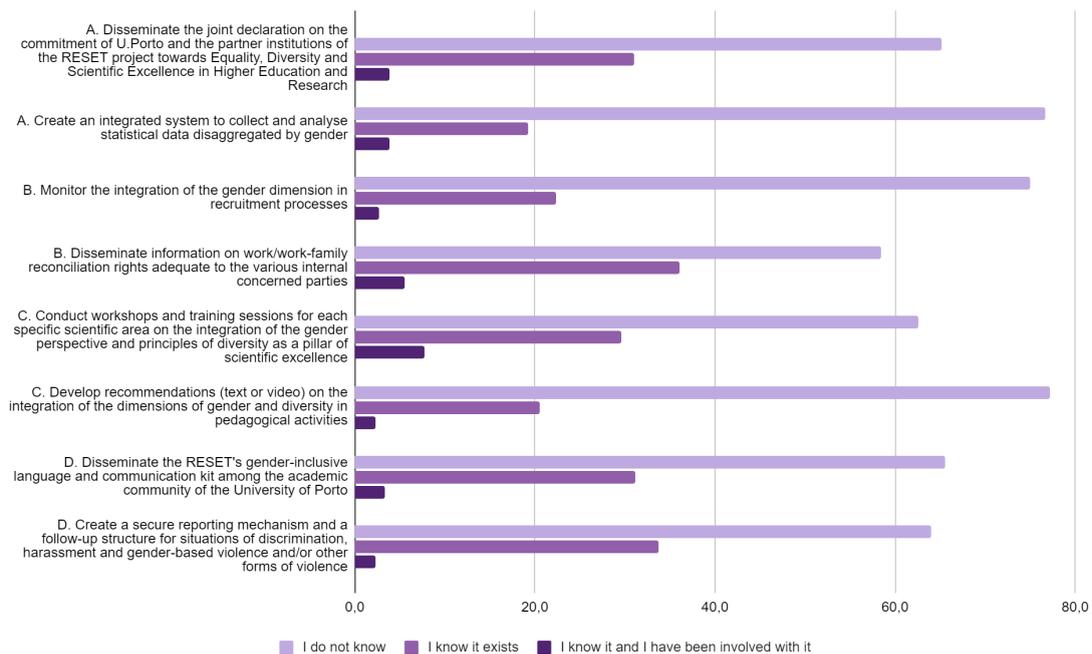
These initiatives can be grouped in **initiatives related to career progression and top leadership**, for instance the gender balance in the rectoral team; gender equal representation in panels and evaluation committees; training to leadership. Other actions refer to **specific tools and structures** such as the portal for harassment reporting, the Gender Impact Assessment, the Inclusive Language Kit, the data portal; campaigns giving visibility to women in science, etc. Other valued initiatives included the **existence of the Gender Equality Board, RESET project, EUGLOH, inclusive bathrooms** (an initiative that is not widespread at the university) and **Curricular units devoted to gender equality**. A subset of initiatives also gave voice to services that focus on people with disabilities (e.g., NAI).

Concerning the knowledge on current GEP measures, a smaller part of participants (ranging from 23% to 42%) report knowing about them. The most known measure concerns the dissemination of work-family reconciliation rights and the less known measure are the recommendations to integrate gender and diversity in pedagogical activities.

Regarding the potential impact of the assessed actions, the development of a secure reporting mechanism and a follow-up structure for situations of discrimination, harassment and gender-based violence and/or other forms of discrimination is the initiative where more impact is foreseen (62% expect a high impact and 30% a limited impact), followed by the dissemination of rights to work-life reconciliation. On the contrary, RESET's gender-inclusive language and communication kit is assessed by 27% of respondents as having no potential impact, with 44% expecting limited impact and 29% high impact (figures 8 and 9).

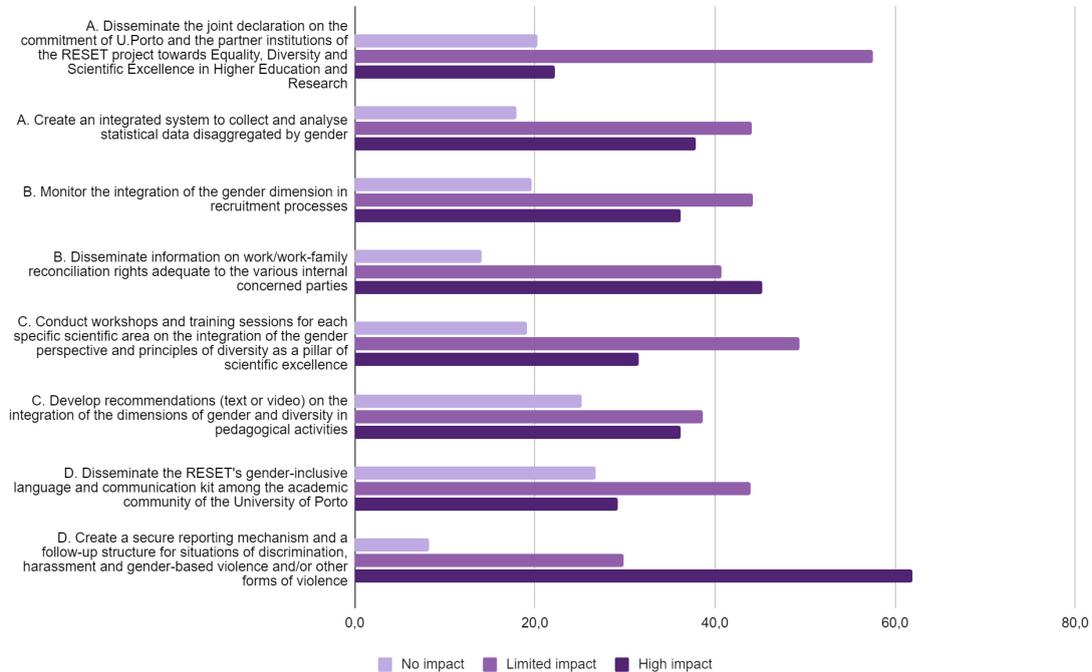
**Figure 8: Knowledge of specific measures from the GEP**

For each of the following measures, assess your level of knowledge.



**Figure 9: Perception of impact of specific measures from the GEP**

For each of the following measures, assess their potential impact for promoting equality at the university.

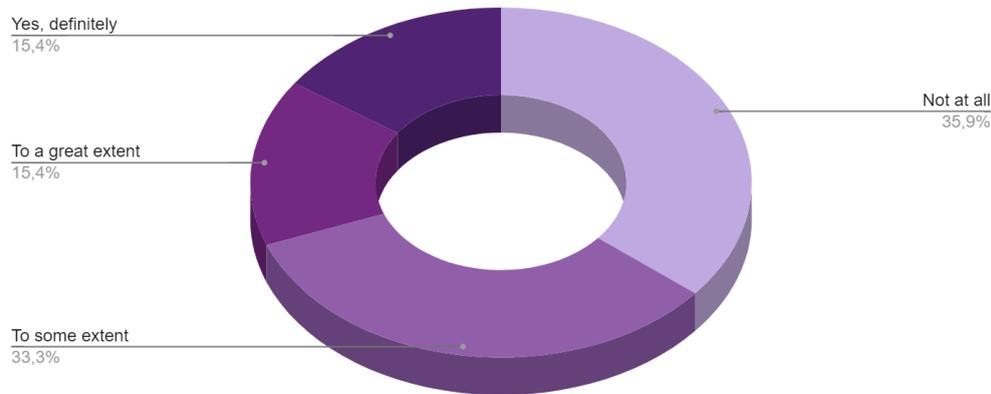


**A specific target of the survey included participants who have been involved directly in the codesign and/or implementation of GEP measures at U.Porto.** With this group we aimed to uncover the barriers to GEP implementation and potential resistances. From the total pool of participants in the survey, 40 participants answer these questions.

From these 40 participants, around one third (36%) did not face barriers in setting up activities related to gender and diversity in their own faculty/service/unit; another third (33%) reported some barriers and the last third (31%) reported great barriers.

**Figure 10: Perception of barriers for setting activities related to gender and diversity**

Do you think that your faculty/service/unit faces barriers when setting up activities related to gender and diversity?



Most barriers are related to **lack of support from people in key positions** and **lack of support from the community**, **lack of gender disaggregated data** is also endorsed as an important barrier accompanied by a lack of resources for implementing actions including resources to collect gender disaggregated data. **Internal resistance** against implementation of measures towards gender equality and **lack of regulations or policies at national level** for GE at universities are also mentioned with an importance rating above 80%. The less mentioned barriers are related to legal constraints on employment and/or labour law.

**These findings align with the fact that Portuguese law has been acknowledged as quite progressive in terms of gender equality, however the implementation *de facto* of measures and initiatives requires support and resources, which are still lacking.**

In the qualitative comments resistances were also linked to the high workload which impairs people to know more and read more about this issue. Awareness and knowing more about gender identity and the role of language is also mentioned and training actions to top management as mandatory are highly recommended.

### *Co-designing GEP 2.0 (or suggestions for future GEP)*

The last section of the survey included questions about priority areas of interventions, suggestions of initiatives and target groups. Participants could select up to five topics from a list that in their perspective should be a priority area in GEP 2.0. The most referred topics refer to: work-life balance; combat stereotype-based discrimination; recruitment and career progression and general policy of the university.

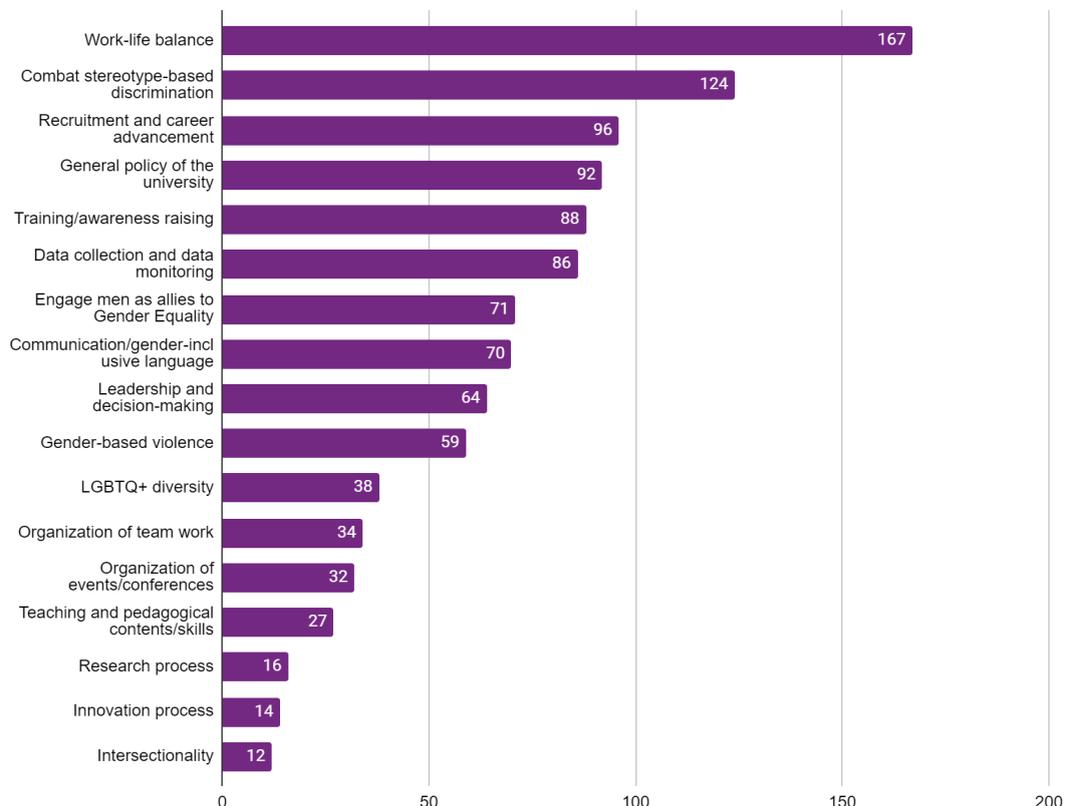
In terms of initiatives, the use of training and awareness actions alongside data collection and monitoring are also endorsed. The topics which are less mentioned

included interventions using intersectionality, directed at innovation or research process and also related to teaching and pedagogical content.

**Thus, participants see the need for GEP 2.0 to keep on acting at a structural encompassing level aiming to change the organisational culture, more than to tackle the core areas of action of teaching, research and innovation.**

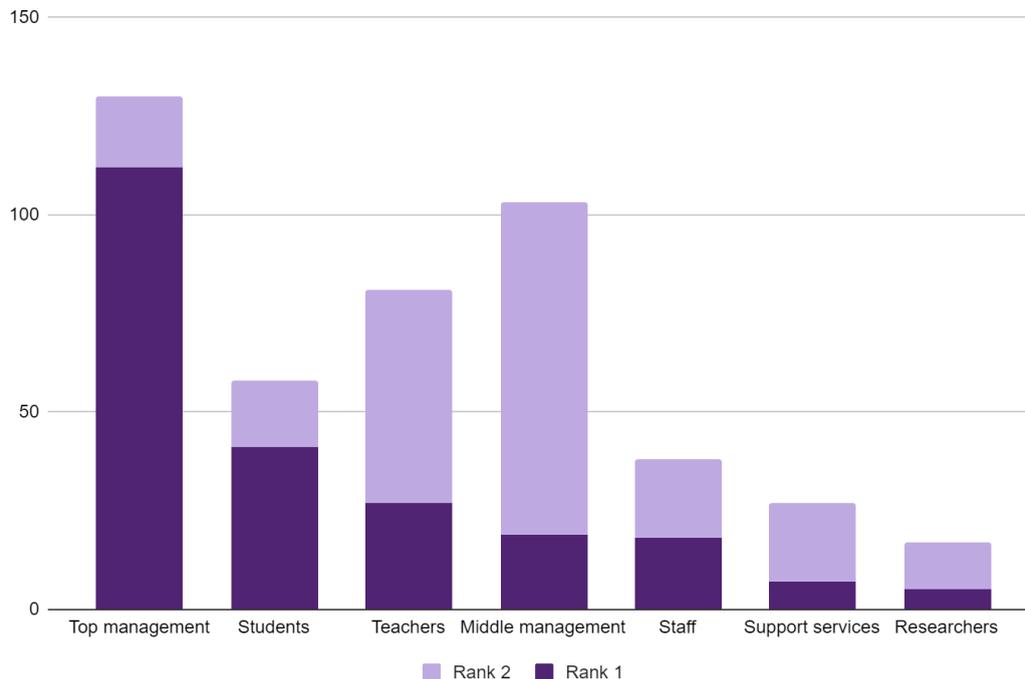
**The role of robust data and systematic training are also valued.**

**Figure 11: Priority topics of intervention in next GEP**



Now considering the target groups of the next GEP, **Top Management stands out in ranking 1 and ranking 2, followed by middle management, teachers and students.** The other target groups are ranked in lower positions, perhaps because they have been one of the major groups involved in terms of training actions, so far.

**Figure 12: Priority groups of intervention in next GEP**



Several initiatives have been listed according to the different priorities, a full list of these measures can be found at the [Appendix Table 3](#).

### *Additional free comments*

Several comments were left in the survey in a qualitative way and most of them integrated in the previous pages when presenting the findings. To end this section we summarise some additional reflections

Participants showed their own views about gender equality and most of them were **worried about the misunderstandings about this concept**, highlighting the importance of facing gender equality as a priority. About these, there were several suggestions to **promote gender equality in University, namely (i) training, (ii) more dissemination channels, (iii) more official documents, and (iv) the importance of integrating strategies, not only using scientific projects which are time limited.**

Throughout the comments, some participants reported their own experiences about harassment, discrimination, and as bystanders. Effectively, the difficulties to prove harassment episodes, the rigid hierarchical positions, and the inexistence of appropriate channels to report aggressions were the main reports about it. As expected, some resistances were raised. On the one hand, some participants did not understand gender equality as a priority or face inequalities as natural, believing these differences should not be fought. More than that, one participant expressed a strong concern about gender equality policies, defining them as a very inefficient way of promoting equality. These results are not surprising once resistances are always expected.

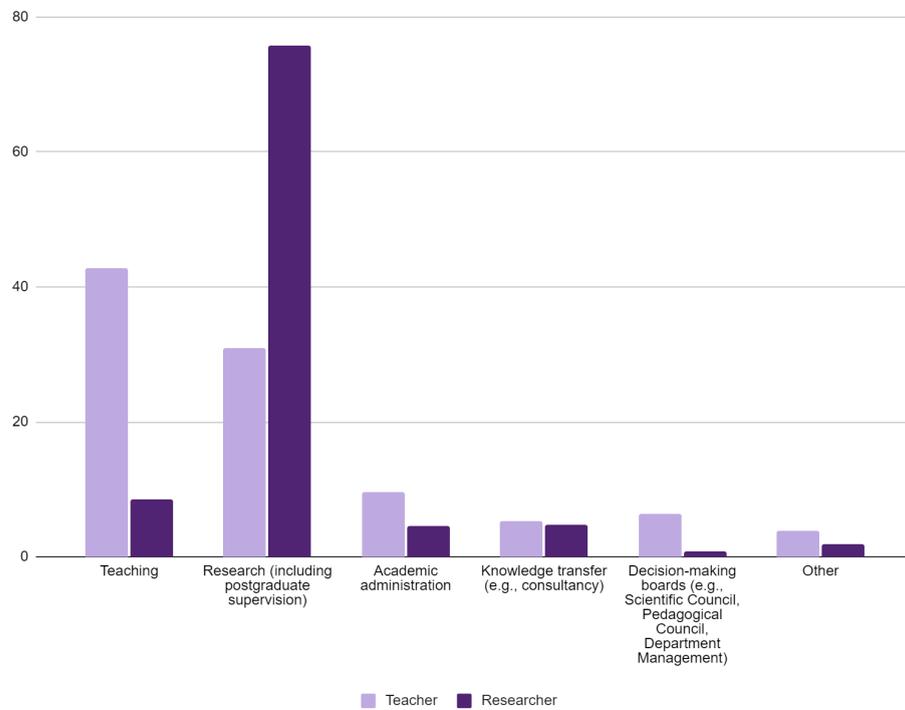
## Integrated analyses and discussion

In line with this data and analysis presented, some key ideas are highlighted:

- Most respondents agree that it is still relevant to promote and have actions directed at gender equality and diversity at U.Porto.
  - Factors related to “**ethical and moral aspects**” such as social responsibility of the university and being the right thing to do are mentioned alongside “**instrumental aspects**” such as the positive contribute to organisational development and the offering of equal career opportunities
  - When irrelevance is endorsed this is due to the idea that Gender Equality actions are unfair and not based on meritocracy, followed by the idea that there are other priorities and it is a trend
- GEP is seen as having a **limited impact on institutional (university) attention** to the issue of Gender Equality and Diversity. GEP actions are also unknown to a majority of participants. This points to the need of making GE and GEP more visible and present.
- Our findings continue to show serious figures on individual own **perceptions of disadvantage due to gender and age** and also figures related to **witnessing discrimination** due to these same factors along nationality and social orientation/gender identity and sexual characteristics. The **existent procedures (portal for complaints) are barely used**. People tend to rely on informal procedures. This is troublesome for a consistent action of the university on this matter. Nevertheless, the complaint portal is one of the actions where participants would expect a high impact.
- Commonly known barriers to GE were pointed, namely the **lack of support** from key position holders (such as top management); the lack of gender disaggregated data and the lack of regulations
- **New initiatives** are concentrated on the work-life balance area and on the combat to stereotype based discrimination with top management being the main targets for actions.
- Despite the variation on the initiatives suggested **most related to training; data monitoring; promotion of equality and a zero tolerance /violence free zone**.

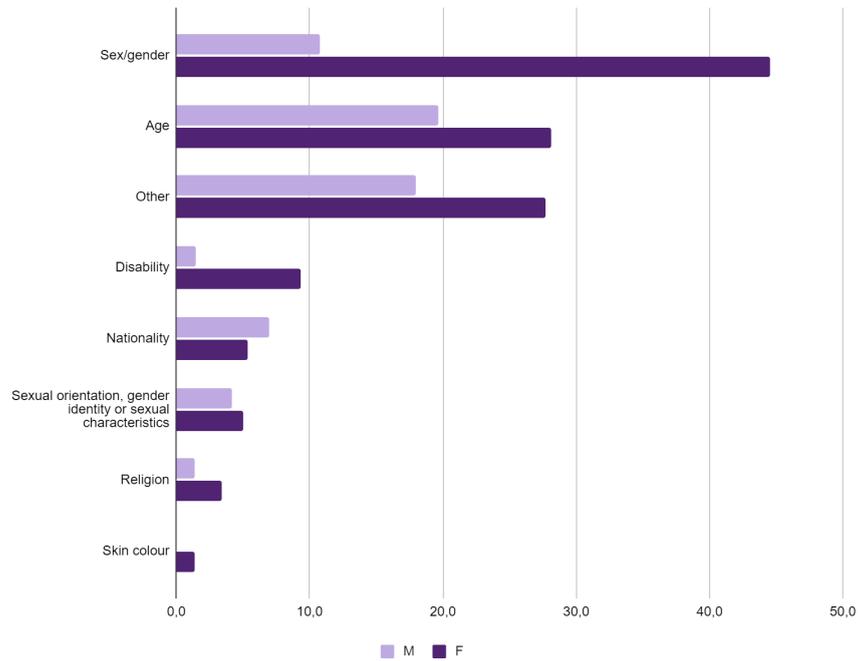
## Appendix

**Figure 13: Percentage of time spent in working activities by teachers and researchers**



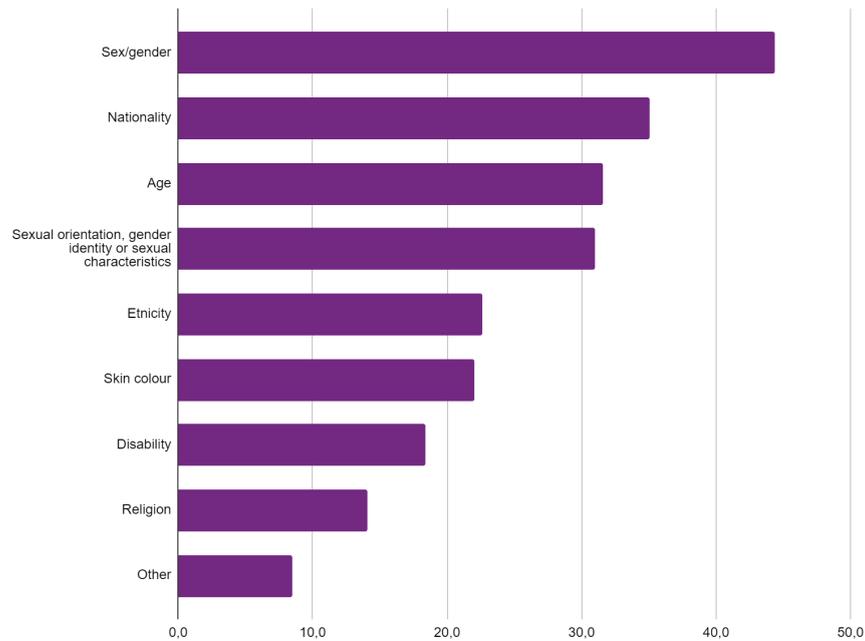
**Figure 14: Percentage of respondents that felt disadvantaged by characteristic**

At this University, have you ever felt disadvantaged because of your:



**Figure 15: Percentage of respondents that witnessed discrimination by characteristic**

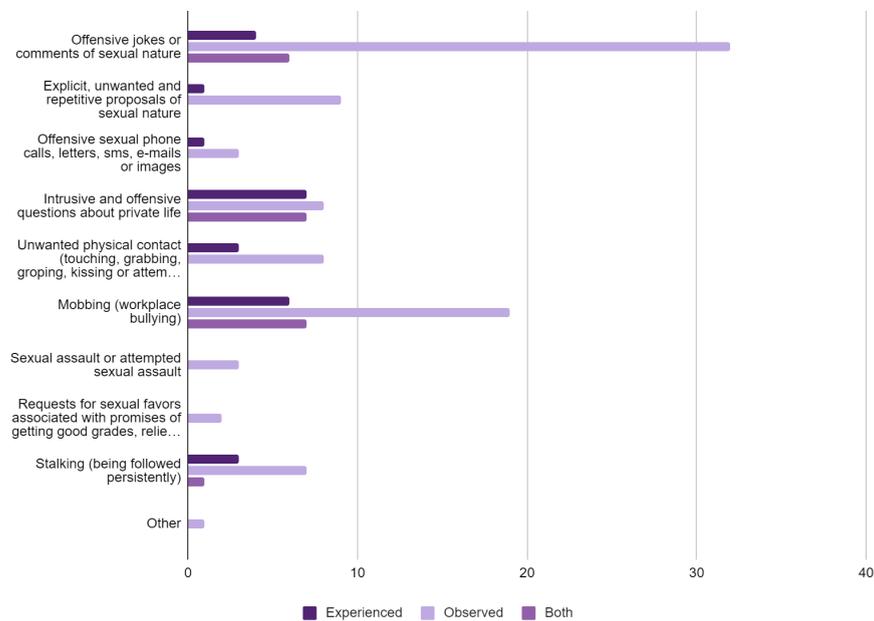
At this University, have you ever been in a situation where you witnessed someone being discriminated because of their:



**Figure 16: Discrimination behaviours experienced or observed in the working place**

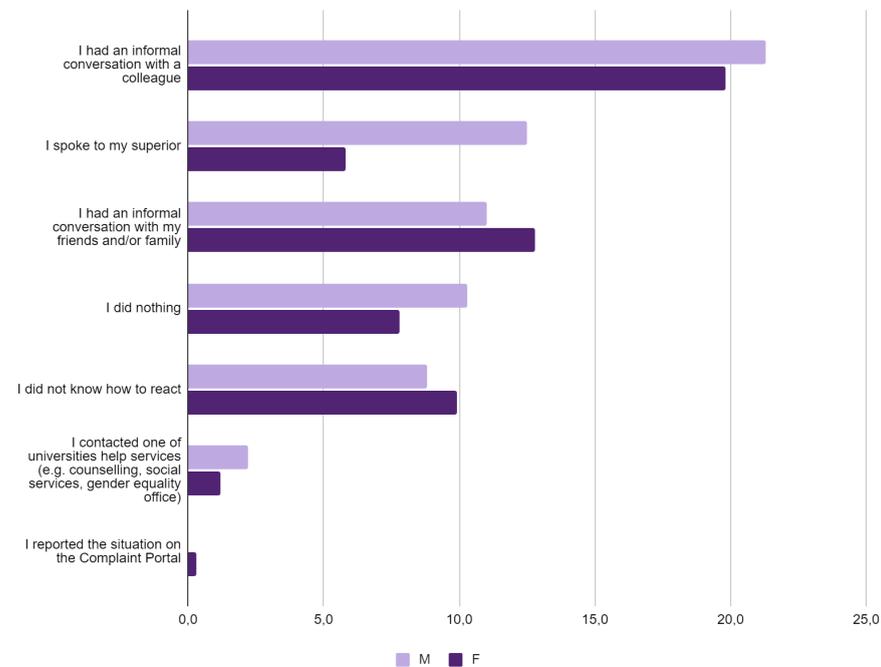
At your current working place, have you ever experienced or observed any of the following?

Men



**Figure 17: Reactions to experienced or observed discrimination behaviours**

How did you react?



**Table 2: Best practices by thematic areas**

<b>Best practices by thematic areas</b>
<b>A. Leadership and Decision Making</b>
<ul style="list-style-type: none"> <li>● Gender Equality Plan (and its dissemination)</li> <li>● Gender Equality Board</li> <li>● Gender Equality and Inclusion Offices*</li> <li>● Composition of the Rectoral Team</li> <li>● Women in top-management positions</li> <li>● Training with women in leadership positions</li> <li>● Available data about gender discrimination</li> <li>● In questionnaires and surveys include other options beyond gender binary categories</li> <li>● RESET Project</li> <li>● EUGLOH</li> </ul>
<b>B. Recruitment, Retention and Career Progression</b>
<ul style="list-style-type: none"> <li>● Positive discrimination in recruitment procedures</li> <li>● Gender equity in panels and evaluation committees</li> <li>● End the salary gender gap*</li> <li>● Assure that pregnancy is not an exclusion criteria to recruitment</li> <li>● Promote long-term contracts</li> <li>● Include information about gender equality policies in editals</li> <li>● Work-family conciliation actions</li> <li>● Teleworking</li> <li>● Create a specific status to informal carers*</li> <li>● More support to mothers*</li> <li>● Family assistance mechanisms</li> </ul>
<b>C. Gender Dimension in Research and Knowledge Transfer</b>
<ul style="list-style-type: none"> <li>● Qualitative studies</li> <li>● Gender Impact Assessment</li> <li>● Curricular Units about Gender Equality</li> <li>● Promote intellectual honesty</li> <li>● NAI - Unit to support students with disability</li> <li>● Particular attention to disabilities</li> </ul>
<b>D. Gender Biases and Stereotypes, Sexism and Harassment</b>
<ul style="list-style-type: none"> <li>● Being nice and fair in the inclusion of all persons</li> <li>● Zero tolerance with gender discrimination</li> <li>● Commission against harassment</li> <li>● Available resources to report harassment and discrimination</li> <li>● Raising awareness about domestic violence</li> <li>● Training</li> <li>● Inclusive bathrooms</li> <li>● Debates</li> <li>● Storytelling with LGBTQ+ community</li> <li>● Celebrate Women's Day in Faculty of Engineering</li> <li>● Women in Tech</li> <li>● Clear email communication</li> <li>● Inclusive language and clarification about its use</li> <li>● Faces of campus</li> <li>● Vox Pop</li> </ul>

\* measures that are not available at the university.

**Table 3: Measures proposed by thematic areas and topics of intervention**

<b>Measures proposed by thematic areas and topics of intervention</b>
<b>A. Leadership and Decision Making</b>
<p>Data collection and data monitoring</p> <ul style="list-style-type: none"> <li>● Construct indicators to monitor gender equality indexes and make comparable analysis with last plan</li> <li>● Keep conducting data collection, report and disseminate information in an updated manner in institutional website and other communication channels</li> <li>● Create a service or unit with this aim and implement an Observatory to assess discrimination</li> <li>● Train people to do this data collection and reporting in each faculty</li> <li>● Monitoring of disaggregated data including gender and other indicators such as age, ethnicity, religion, etc</li> </ul> <p>Leadership and decision making</p> <ul style="list-style-type: none"> <li>● Make top-management assume responsibility</li> <li>● Gender quotas and more diversity in decision-making structures</li> <li>● Guarantee the decision making about gender equality</li> <li>● Mandatory training about leadership</li> <li>● Specific attention to socioeconomic vulnerabilities and precarious job conditions</li> <li>● Scrutinize how leadership applies initiatives that promote work-family balance</li> <li>● Gender equality in accessing top-management</li> </ul>
<b>B. Recruitment and Career Progression</b>
<p>Recruitment and career advancement</p> <ul style="list-style-type: none"> <li>● Develop a performance evaluation process that does not discriminate persons who are parents</li> <li>● Monitor human resources processes (i.e., recruitment, progression, salary) and ensure they are inclusive in terms of gender, age, origin, language, religion and sexual orientation</li> <li>● Contracts with uncertain term</li> <li>● Disseminate data about career progression</li> <li>● Gender quotas</li> </ul> <p>Training/awareness raising</p> <ul style="list-style-type: none"> <li>● Mandatory training</li> <li>● Conduct training but not mandatory</li> <li>● Attendance at training courses on gender equality, diversity and social inclusion should be strongly recommended by the Directors of all Organic Units and should be included in the SIADUP and SIADAP evaluations, as a way of encouraging participation and showing the importance of these issues.</li> <li>● Podcasts, webinars, and workshops</li> <li>● Training about disabilities</li> </ul>
<b>C. Conciliation and Organisational Culture</b>
<p>General policy of the university</p> <ul style="list-style-type: none"> <li>● Anti-discriminatory policies and inclusive language</li> <li>● Disseminate the gender equality policies of the University</li> <li>● Gender quotas</li> <li>● Training</li> <li>● Intervention with administrative services of each faculty</li> <li>● Combat precariousness</li> </ul> <p>Inclusive gender communication</p> <ul style="list-style-type: none"> <li>● Have a service/person revising all university major documents and communications</li> <li>● Have platforms and tools that support the use of inclusive language, as with automatic correction tools</li> </ul>

- Have a directive towards the requirement of using inclusive language
- Provide training
- Have more practical and less “theoretical” documents
- Create a “gender dictionary” and disseminate it using reels in social media

#### Work-life balance

- Reinforce parental support and work-family conciliation
- Implement measures to help persons who have caring responsibilities, e.g. provide a childcare/preschool (formal and informal)
- Implement a 35 work-hours per week policy / Implement the 4 work days week
- Extend the use of “hours bank”
- Implement remote working in all university at least 2 days per week (reduce disparities across faculties)
- Work on the prejudice towards workers doing telework
- Training/podcasts with positive cases and good practices
- Have each faculty doing its own assessment needs and measures implementation
- Limit meetings and response to emails in certain hours
- Flexible schedule without penalising salaries
- Concentrate the classes of professors in one semester or in a part of the week (e.g., beginning or end of the week)
- Have a system in place to replace teachers that need to be absent due to caring needs
- Do not follow policies in order to transform the University in a company
- Improve the conciliation portal
- Reduce extensive workload by hiring more staff

#### Engage men

- Highlight the important role of men to achieve gender equality
- Training
- Use the example of men in top management
- Equality Ambassadors
- Include gender equality in academic curricula

#### LGBTQ+ diversity

- Safe Spaces including at least one inclusive bathroom per building in all U.Porto University
- Use safe language for LGBTQ+ community
- Campaigns, workshops and training against LGBTQ+ discrimination
- Celebrate Pride Month and raise the LGBTQ+ flag at the rectorhip and each faculty on 17th May
- Have teachers respect LGBTQ+ students
- Have campaigns aiming the LGBTQ+ students inclusion

#### Combat stereotyped based discrimination

- Training on: identification of discrimination behaviors; intersectionality; use of inclusive language; unconscious bias
- Have each faculty identify the main stereotypes and prejudices people face and define strategies to combat them
- Make awareness sessions with top-management about the consequences of discrimination
- End the use of academic titles in communication
- Learn with other countries with higher levels of gender equality

### **D. Gender Dimension in Research and Knowledge Transfer**

#### Innovation and intersectionality

- Create awareness about gender equality through a periodic newsletter about it
- Training
- Hire people with diverse identities
- Monitor the intersection of gender and age
- Partnership with authors, artists, and other activist of gender and LGBTQ+ rights

#### Organization of events

- Organize a simultaneous event in all faculties about gender equality
- Disseminate research about women in higher education
- Have semestral events in all faculties about GEP
- In Sport Faculty, have a prize for women in the “Gala do Desporto da U.Porto” (Sport Gala of the University of Porto)
- Gender parity

#### Organization of team work

- Guarantee that all teams have diversity in their composition
- Highlight the well-functioning of teams which have a diverse composition
- Training for collaborative work

#### Research process

- Create a PhD dedicated to women artists
- Give opportunities to women improve their research paths due to research-family conciliation
- Make masters and PhD supervision count for the average teaching service

#### Teaching and pedagogical content

- Each faculty should create a dossier with didactic and pedagogical content to promote gender equality
- Training to teaching staff on unconscious bias and subtle discriminatory practices
- Create more curricular units about gender equality
- Promotion of inclusive language
- Give examples of good practices
- Include topics related to combating stereotypes in Curricular Units

## E. Gender Violence, Sexism and Harassment

#### Gender-based violence

- In case of validation of the complaint immediate disciplinary action (e.g. suspension or firing)
- Provide access to psychotherapy
- Training and awareness sessions, including students
- Create reporting mechanisms
- Have documents and policies stating zero tolerance and legal repercussions
- Use audiovisual contents to promote awareness
- Encourage reporting of discrimination, verbal abuse, harassment, etc.
- An open-call line to report gender inequalities and discrimination



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# **ANNEX C**

## **Sentiment Analysis**

## Annex C: Sentiment Analysis

As detailed in D3.3 - *Report on RESET data collection and analysis*, sentiment analysis is the process of analysing text to determine, by utilising natural language processing (NLP) techniques, if the emotional tone of the message is positive, negative, or neutral. This process enables the automatic identification of the author's perspective toward a particular topic.

Regarding sentiment analysis, a standardised approach was used for all datasets. For the sentiment scores calculation, [VADER](#) sentiment was chosen. VADER does support scoring calculation in non-English texts, but to enhance the accuracy of the results, translations were performed using the [deep\\_translator](#) library, specifically with [GoogleTranslator](#). Responses were first translated into English and then scored using VADER. The generic sentiment score was derived from the individual scores of the translated answers.

Next, for each partner some results will be shared. Namely, Next, for each partner some results will be shared. Namely, for each question, the sentiment identified is compared to the overall sentiment variation observed in the responses, leading to some conclusions.

### UBx

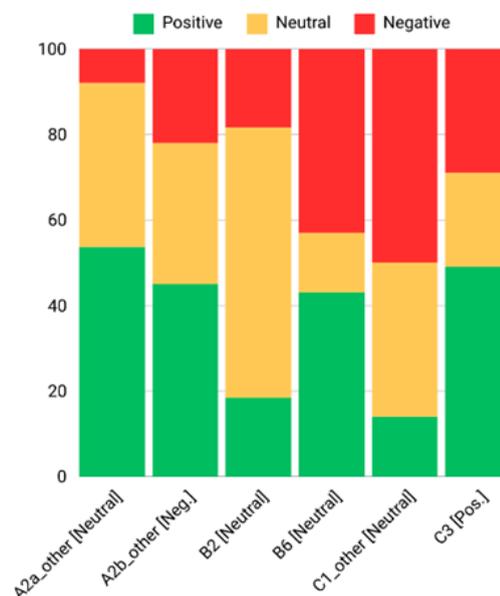


Figure 1: UBx Sentiment Variation graph

**Table 1:** UBx Questions and Sentiment Variation Conclusions

<p><b>Question (Q):</b> A2a_other [Neutral] <i>Why do you think it is necessary to promote equality and diversity at the University of Bordeaux?</i></p>
<p><b>Sentiment Conclusion (SC):</b> Positive sentiment despite neutral label; perceived favourably.</p>
<p><b>Q:</b> A2b_other [Neg.] <i>In your opinion, why is it not necessary to promote equality and diversity at the University of Bordeaux? - other</i></p>
<p><b>SC:</b> Mixed feelings: respondents may have positive aspects despite the negative label.</p>
<p><b>Q:</b> B2 [Neutral] <i>Can you provide some examples of initiatives for equality and/or diversity implemented at the University of Bordeaux?</i></p>
<p><b>SC:</b> Strong neutral sentiment; many respondents indifferent.</p>
<p><b>Q:</b> B6 [Neutral] <i>Submit here any concerns or comments concerning issues of resistance in the implementation of the gender equality and diversity actions at your faculty/service/unit</i></p>
<p><b>SC:</b> Significant negativity; indicates dissatisfaction with the topic.</p>
<p><b>Q:</b> C1_other [Neutral] <i>Select 5 topics of intervention that are priorities to tackle, according to you. If other, specify:</i></p>
<p><b>SC:</b> High negativity; suggests strong discontent among respondents.</p>
<p><b>Q:</b> C3 [Pos.] <i>Submit here any comments or suggestions that may allow us to better design and implement the next Plan for Equality and Diversity:</i></p>
<p><b>SC:</b> Aligns with its label; strong positive sentiment overall.</p>

AUTH

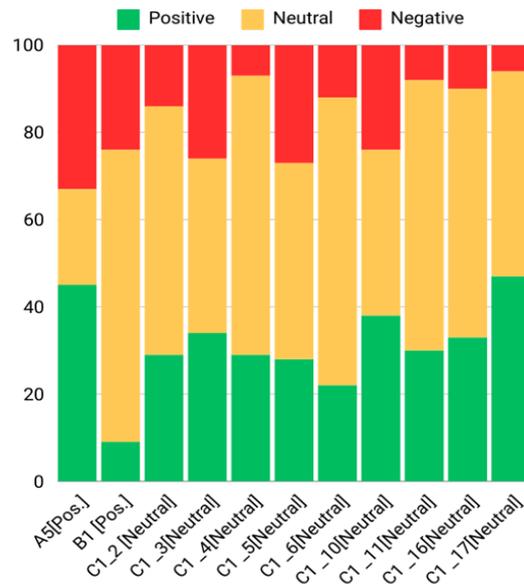
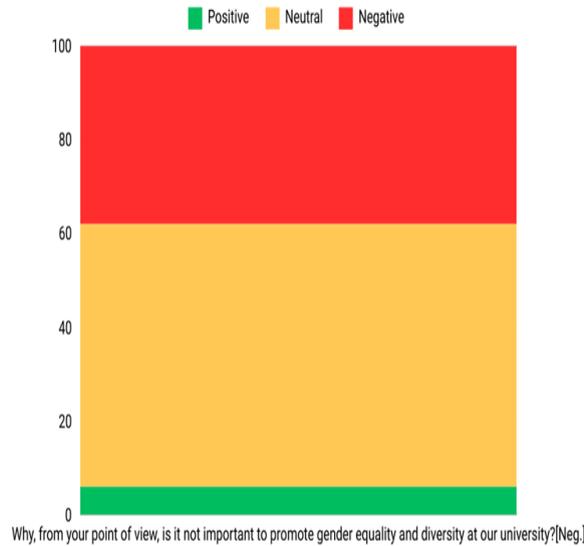


Figure 2: AUTH Sentiment Variation graph

Table 2: AUTH Questions and Sentiment Variation Conclusions

<p><b>Question (Q)</b> A5 [Pos.]: <i>In your perspective, why is it relevant to promote gender equality and diversity at our university?</i></p>
<p><b>Sentiment Conclusion (SC):</b> Mixed responses; the question on gender equality and diversity has strong positive (45%) and negative (33%) reactions, showing that views are somewhat divided.</p>
<p><b>Q:</b> B1 [Pos.]: <i>Can you list up to three specific gender equality and diversity initiatives of our university that you would define as examples of best practices?</i></p>
<p><b>SC:</b> Low positive response (9%) and high neutral (67%) indicates that many respondents are unaware or unsure of best practices in gender equality and diversity at the university.</p>
<p><b>Q:</b> C1_2 [Neutral] <i>Propose a measure for achieving gender-inclusive language</i></p>
<p><b>SC:</b> Strong neutral sentiment (57%), but positive responses (29%) suggest moderate support for gender-inclusive communication.</p>
<p><b>Q:</b> C1_3 [Neutral] <i>Propose a measure for achieving data collection and data monitoring.</i></p>
<p><b>SC:</b> Mixed responses, with 34% positive and 26% negative; neutrality (40%) indicates divided opinions on addressing discrimination.</p>
<p><b>Q:</b> C1_4 [Neutral] <i>Propose a measure for achieving discrimination prevention.</i></p>

<p><b>SC:</b> High neutral sentiment (64%), but low negative (7%) suggests general support for engaging men as allies to gender equality.</p>
<p><b>Q:</b> C1_5 [Neutral] <i>Propose a measure for achieving prevention of gender-based violence.</i></p>
<p><b>SC::</b> Mixed opinions, with 28% positive, 27% negative; neutrality (45%) indicates uncertainty regarding policies on gender-based violence.</p>
<p><b>Q:</b> C1_6 [Neutral] <i>Propose a measure for achieving improvements in the university's general policy.</i></p>
<p><b>SC:</b> Strong neutral response (66%); positive and negative responses (22% and 12%) suggest most respondents are indifferent to the general policy of the university</p>
<p><b>Q:</b> C1_10 [Neutral] <i>Propose a measure for achieving LGBTQ+ diversity.</i></p>
<p><b>SC:</b> Balanced opinions with 38% positive, 24% negative, and 38% neutral about LGBTQ+ diversity, indicating a divided perspective.</p>
<p><b>Q:</b> C1_11 [Neutral] <i>Propose a measure for achieving organisation of events/conferences.</i></p>
<p><b>SC:</b> High neutral (62%) and low negative (8%) suggests general approval or indifference regarding the organisation of events/conferences.</p>
<p><b>Q:</b> C1_16 [Neutral] <i>Propose a measure for achieving training/awareness raising.</i></p>
<p><b>SC:</b> High neutral sentiment (57%) and low negative (10%) indicates moderate support for training/awareness raising, with 33% positive responses.</p>
<p><b>Q:</b> C1_17 [Neutral] <i>Propose a measure for achieving work-life balance.</i></p>
<p><b>SC:</b> High positive (47%) and neutral (47%) responses with low negative (6%) suggest strong support for promoting work-life balance initiatives.</p>



**Figure 3:** UL Sentiment Variation graph

**Table 3:** UL Questions and Sentiment Variation Conclusions

<p><b>Question (Q):</b> Question [Neg.] <i>Why, from your point of view, is it not important to promote gender equality and diversity at our university?</i></p>
<p><b>Sentiment Conclusion (SC):</b> A significant negative sentiment (38%) suggests that many respondents agree that promoting gender equality and diversity is not important, with common reasons such as "gender equality is already achieved" or viewing it as a "communication trend" or "window dressing." The neutral majority (56%) indicates uncertainty or ambivalence, perhaps reflecting those who see some value but are not strongly convinced. The small positive sentiment (6%) suggests only a few respondents actively disagree with the idea that it's unimportant</p>

U.Porto

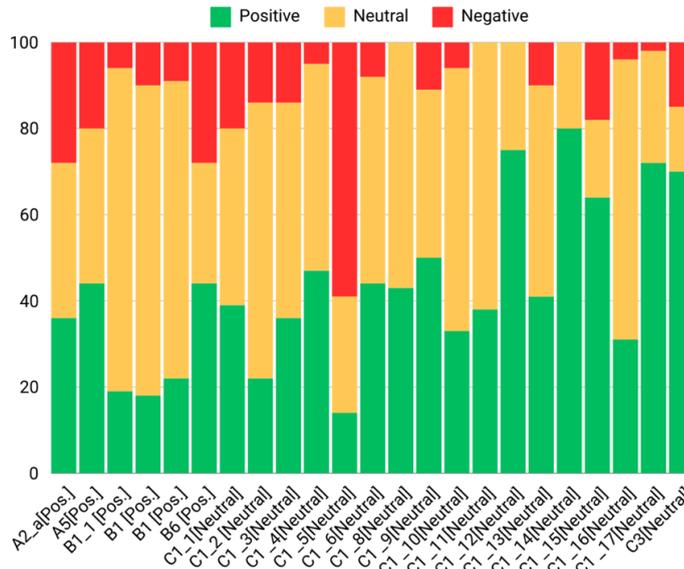


Figure 4: U. Porto Sentiment Variation graph

Table 4: U.Porto Questions and Sentiment Variation Conclusions

<p><b>Question (Q):</b> A2_a [Pos.] <i>In your perspective, why is it relevant to promote gender equality and diversity at our university?</i></p>
<p><b>Sentiment Conclusion (SC):</b> Balanced responses, with 36% positive and neutral each, but a notable 28% negative suggests some resistance or disagreement on the relevance of promoting gender equality and diversity at the university</p>
<p><b>Q:</b> A5 [Pos.] <i>Before moving on to the next section, if you have any concerns or comments that would allow us to better understand the impact of Gender Equality Plan (and other Gender and Diversity initiatives) at our university or on you as a member of the community, please use the space below</i></p>
<p><b>SC:</b> The response is quite positive (44%), but with a significant neutral portion (36%). The rest 20% is negative, indicating that the Gender Equality Plan is generally viewed positively but with some neutral or indifferent reactions.</p>
<p><b>Q:</b> B1_1 [Pos.] <i>Can you list up to three specific gender equality and diversity initiatives of our university that you would define as examples of best practices?</i></p>
<p><b>SC:</b> Strong neutral sentiment (75%) shows most respondents are uncertain or unaware of best practices, with only 19% positive responses. This suggests limited awareness or engagement with the initiatives.</p>
<p><b>Q:</b> B1_2 [Pos.] <i>Can you list up to three specific gender equality and diversity initiatives of our university that you would define as examples of best practices?</i></p>

<p><b>SC:</b> Similar to B1_1, 72% neutral indicates a lack of awareness or involvement in best practices. Positive responses (18%) are relatively low, showing a need for increased visibility of such initiatives</p>
<p><b>Q:</b> B1_3[Pos.] <i>Can you list up to three specific gender equality and diversity initiatives of our university that you would define as examples of best practices?</i></p>
<p><b>SC:</b> A consistent pattern continues here, with 69% neutral and only 22% positive. Respondents seem to have limited knowledge or opinions on best practices for gender equality and diversity.</p>
<p><b>Q:</b> B6 [Pos.] <i>If you have any concerns or comments that would allow us to better understand the resistances during the implementation of the gender equality and diversity actions at your faculty/service/unit, please use the space below:</i></p>
<p><b>SC:</b> Balanced responses with 44% positive, but significant neutral (28%) and negative (28%) sentiment indicates divided opinions on resistances faced during the implementation of gender equality and diversity actions</p>
<p><b>Q:</b> C1_1 [Neutral] <i>Propose a measure for achieving data collection and data monitoring</i></p>
<p><b>SC:</b> Mixed responses, with 39% positive and 41% neutral. The 20% negative suggests some opposition to or uncertainty about improving data collection and monitoring.</p>
<p><b>Q:</b> C1_2[Neutral] <i>Propose a measure for achieving discrimination prevention.</i></p>
<p><b>SC:</b> High neutral sentiment (64%), with 22% positive, suggesting moderate support but overall indifference or uncertainty about measures to prevent discrimination.</p>
<p><b>Q:</b> C1_3[Neutral] <i>Propose a measure for engaging men as allies to Gender Equality.</i></p>
<p><b>SC:</b> Balanced responses, with 36% positive and 50% neutral, showing moderate support but a majority are neutral about the effectiveness of engaging men as allies.</p>
<p><b>Q:</b> C1_4 [Neutral] <i>Propose a measure for achieving prevention of gender-based violence.</i></p>
<p><b>SC:</b> Strong positive response (47%) and high neutral (48%) with only 5% negative indicates significant support for measures to address gender-based violence.</p>
<p><b>Q:</b> C1_5 [Neutral] <i>Propose a measure for improving the university's general policy</i></p>
<p><b>SC:</b> High negative sentiment (59%) indicates dissatisfaction with the university's general policy, with only 14% positive support.</p>
<p><b>Q:</b> C1_6 [Neutral] <i>Propose a measure for achieving innovation in university processes.</i></p>

<p><b>SC:</b> Strong neutral sentiment (48%), with 44% positive, shows that many respondents are open to innovation, but some are indifferent or unsure.</p>
<p><b>Q:</b> C1_8 [Neutral] <i>Propose a measure for achieving intersectionality.</i></p>
<p><b>SC:</b> All responses are either neutral (57%) or positive (43%), indicating strong overall support for addressing intersectionality, with no negative responses</p>
<p><b>Q:</b> C1_9 [Neutral] <i>Propose a measure for achieving leadership and decision-making improvements.</i></p>
<p><b>SC:</b> Strong positive sentiment (50%) and low negative (11%) suggest that many respondents support improvements in leadership and decision-making, though some remain neutral (39%)</p>
<p><b>Q:</b> C1_10 [Neutral] <i>Propose a measure for achieving LGBTQ+ diversity.</i></p>
<p><b>SC:</b> Majority neutral (61%), with 33% positive and 6% negative, indicating moderate support but overall indifference to LGBTQ+ diversity measures.</p>
<p><b>Q:</b> C1_11 [Neutral] <i>Propose a measure for achieving organisation of events/conferences</i></p>
<p><b>SC:</b> Similar to C1_10, most responses are neutral (62%), with 38% positive, indicating some level of support for better organisation of events and conferences.</p>
<p><b>Q:</b> C1_12 [Neutral] <i>Propose a measure for improving the organisation of teamwork</i></p>
<p><b>SC:</b> Very strong positive response (75%), with no negative responses, suggesting overwhelming support for improvements in teamwork organisation.</p>
<p><b>Q:</b> C1_13 [Neutral] <i>Propose a measure for achieving improvements in recruitment and career advancement.</i></p>
<p><b>SC:</b> Moderate positive sentiment (41%), with 49% neutral, indicates general support for improving recruitment and career advancement, though many are indifferent.</p>
<p><b>Q:</b> C1_14 [Neutral] <i>Propose a measure for achieving improvements in the research process.</i></p>
<p><b>SC:</b> Overwhelmingly positive sentiment (80%), with no negative responses, indicates very strong support for improving the research process.</p>
<p><b>Q:</b> C1_15 [Neutral] <i>Propose a measure for achieving improvements in teaching and pedagogical contents/skills</i></p>
<p><b>SC:</b> Strong positive response (64%), though some neutrality (18%) and negative (18%) indicate divided opinions on improving teaching and pedagogy.</p>

<p><b>Q:</b> C1_16 [Neutral] <i>Propose a measure for achieving training/awareness raising.</i></p>
<p><b>SC:</b> Strong neutral sentiment (65%), with low negative (4%) and 31% positive, indicates moderate support but general indifference to training/awareness raising measures.</p>
<p><b>Q:</b> C1_17 [Neutral] <i>Propose a measure for achieving work-life balance.</i></p>
<p><b>SC:</b> Very strong positive sentiment (72%), with low negative (2%), indicates broad support for work-life balance measures, with only 26% neutral responses.</p>
<p><b>Q:</b> C3 [Neutral] <i>If you have any comments or suggestions that would allow us to better design the next inclusive Gender Equality Plan, please use the space below:</i></p>
<p><b>SC:</b> Strong positive sentiment (70%) indicates support for contributing to a more inclusive Gender Equality Plan. Low negative (15%) and neutral (15%) responses show overall agreement with improving the plan.</p>



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