




RPO study visit report

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WP lead partner	9 NOTUS Maria Caprile & Angelina Kussy
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Executive summary

In the first half of November 2021, we had the pleasure of holding an online study visit on gender equality policies in two large and public universities in Catalonia (Spain): the Rovira i Virgili University (URV) and the Polytechnic University of Catalonia (UPC). The objective of this study visit was to learn from the experiences of universities with long-standing background on implementing gender equality plans (GEPs) and discuss inputs for further development of GEPs in the TARGET universities and other research organisations. Topics for discussion were:

- Development and institutionalisation of gender equality policies
- Policies and measures adopted to foster gender equality in research (team composition and research content) and their impact
- Policies and measures adopted to foster the gender dimension in teaching and their impact

This report summarises the outcomes of this visit.

We are deeply grateful to the teams at URV and UPC for their enthusiasm and warm collaboration. Our gratitude also for the team at the Autonomous University of Barcelona, where the planned study visit had to be cancelled on short notice due to a cyberattack on its informatic system.

Our only regret is not having been able to conduct an on-site visit as initially envisaged.

Table of contents

List of abbreviations	4
1 Introduction	1
2 Agenda and participants	5
2.1 Agenda.....	5
2.2 Participants	7
3 Rovira i Virgili University	8
3.1 Equality Unit.....	8
3.2 Initiatives on gender in teaching and research	24
3.2.1 Gender dimension in teaching content.....	24
3.2.2 Funding gender studies	33
3.2.3 Initiatives to integrate the gender dimension in PhD thesis	44
3.2.4 Gender criteria in the evaluation and funding of URV research groups	46
3.2.5 Final discussion.....	50
4 Polytechnic University of Catalonia (UPC).....	51
4.1 Evolution of gender equality policies	51
4.2 Initiatives on gender in teaching and research	60
4.2.1 Overview	60
4.2.2 Gender dimension in research	64
4.2.3 Gender dimension in teaching.....	70
Annex – Background note	85
Rovira i Virgili University	85
Polytechnic University of Catalonia	87

List of abbreviations

AQU	Catalan Quality Agency for the Higher Education System
ELIAMEP	Hellenic Foundation for European and Foreign Policy
ECTS	European Credit Transfer and Accumulation System
GEP	Gender Equality Plan
GREC	Gender, Race, Ethnicity and Class (URV's research group)
IHS	Institute of High Studies
R&I	Research and Innovation
RMEI	Mediterranean Network of Engineering Schools
RPO	Research Performing Organisation
STEM	Science, Technology, Engineering, and Mathematics
UB	University of Belgrade
UH2C	Université Hassan II de Casablanca
URV	Rovira i Virgili University
UPC	Polytechnic University of Catalonia

1 Introduction

In the first half of November 2021, we had the pleasure of holding an online study visit on gender equality policies in two large and public universities in Catalonia (Spain): [Rovira i Virgili University](#) (URV) and [Polytechnic University of Catalonia](#) (UPC).

The objective of this study visit was to learn from the experiences of universities with long-standing background on implementing gender equality plans (GEPs) and discuss inputs for further development of GEPs by TARGET partners, namely universities and other research performing organisations (RPOs). Topics for discussion were:

- Development and institutionalisation of gender equality policies
- Policies and measures adopted to foster gender equality in research (team composition and research content) and their impact
- Policies and measures adopted to foster the gender dimension in teaching and their impact

To facilitate active participation, a background note was distributed in advance providing an overview of the universities and their gender equality policies¹.

We are deeply grateful to the teams at URV and UPC for their enthusiasm and warm collaboration. Our gratitude also for the team at the Autonomous University of Barcelona, where the planned study visit had to be cancelled on short notice due to a cyberattack on its informatic system.

Our only regret is not having been able to conduct an on-site visit as initially envisaged.

This report presents the outcomes of this study visit. The main inputs for TARGET partners are summarised below.

Context

In general, Catalan universities have benefited from a favourable national and regional legal context for gender equality:

- The approval in 2007 of the Spanish Equality Law² between men and women that included the obligation of public bodies and companies with more than 250 employees to develop a GEP in cooperation with workers' representatives. Gender experts from the Gender,

¹ See annex.

² Organic Law 3/2007 on effective equality between women and men

Race, Ethnicity and Class (GREC) research group at URV, together with other gender experts from other universities and feminist organisations, were key in the design of this law.

- The Catalan Agency for University Quality Assurance (AQU) launched in 2020 a pioneering measure in Europe with the introduction of a general framework for incorporating the gender perspective in higher education teaching. This framework has to be applied in all degree programmes at Catalan universities in terms of assessment, monitoring, modification and accreditation of courses. The gender perspective in teaching has to be included in a comprehensive way, including competences, learning results, teaching methodology, specific subjects, etc.

Institutional setting

Both universities approved their first GEPs in 2007 and are now implementing their [third \(URV\)](#) and [fourth \(UPC\)](#) GEP. Also, in both universities, rectorate support for gender equality has been significant:

- In URV rectorate support started in 2006, with the rectorate team including a gender expert from the GREC. Since then, each team has been committed to gender equality and has included gender equality monitoring in their annual report.
- The UPC created in 2019 the figure of Vice-Rectorate for Social Responsibility and Equality, which has meant a greater focus to gender equality policies, including higher resources and budget for equality policies.

At the university level, URV and UPC have an Equality Unit for implementing policies (despite a tight budget and small staff), and a Gender Equality Commission with representatives of different university sectors that acts as an advisory and monitoring body. For both universities, the creation of a gender equality structure at each faculty or school has been an important institutional aspect for improving coordination and implementation of gender equality policies. This has been especially important for the UPC, because Deans have significant autonomy and faculties and schools are separated geographically.

Key fact

In order to gain rectorate's support, it has been crucial:

- The active role played by gender experts within the institution
- Framing gender equality as a matter of university excellence in teaching and research

Monitoring: key for raising awareness and tackling resistance

Both universities have shown how effective it can be to use monitoring for supporting a reflexive approach to advance structural change. Monitoring has been key for raising awareness and tackling resistance:

- Equality Units in both universities track the evolution of annual sex-disaggregated data, including gender disparities in different professorship levels.
- Despite initial resistance by some staff to accept the results of the first reports, annual data has gained more significance and acceptance through the years. Moreover, the compromise of both universities with SDGs helps them to have more indicators on equality issues.

Significant progress in women's access to high-level positions

In 2021, both universities still have a majority of men in Grade A positions (full professors). Nevertheless, there has been significant progress since their first GEPs, with improvements in gender balance in this area as well as in top-management positions. For instance, if in 2020 29% UPCs Vice-Rectorates were women, in 2021's elections it reached 50%.

Gender in research

Both universities have implemented different measures to support the integration of the gender dimension in research content and foster gender balance in research teams.

URV adopted in 2019 a funding measure: gender criteria represent a 10% of the total evaluation when assigning funds to research groups. Other measures are:

- ConFund programme, with dedicated resources for PhD projects on gender studies.
- Promotion of underrepresented groups in hiring and gender balance in supervisory bodies and committees.
- Seminars to promote the integration of the gender perspective in PhDs, with 100 participants in 2020.

UPC supports researchers to present proposals that take into account the gender dimension, which is an important aspect in international calls. Support includes:

- Generate gender-sensitive ideas for research proposals
- Choose a gender-sensitive methodology
- Collect gender-sensitive data and analyse and report data in a gender-sensitive way
- Use gender-neutral language and images,

- Disseminate results in a gender-sensitive way

Gender in teaching

The new framework for gender in higher education created by AQU has motivated the introduction of transversal gender competencies in all Catalan universities' curricula, but URV and UPC have taken further innovations in this field.

URV has included gender equality training as a transversal competency that must be evaluated at least twice in mandatory subjects. A challenge here is the lack of training of teachers. Faculties with experts on gender studies have less difficulties, a type of profile that technical schools lack. For this reason, the Equality Unit is working on gender equality modules for specific gender equality content related to subjects' topics. In 2020 the Equality Unit started a transversal gender equality course called 'Gender, Science and Social Change' that Faculties can adopt as an optional course. Students can choose how many modules to do to adapt the course to their specific studies.

UPC launched the pilot project GiD (gender in teaching) in 2018, with the aim to acquire know-how and develop contents and specific actions to integrate the gender dimension in teaching. The pilot project adopted a cross-cutting and bottom-up approach, involving volunteer teachers from different disciplines. The main result is the UPC guide with 40 actions in four levels: 'fundamental actions', 'easy to apply actions', 'advanced actions', and 'expert actions'. Institutional commitment has been a key aspect for the success of the pilot project and it is expected further developments in this field.

2 Agenda and participants

2.1 Agenda

Due to the Covid-19 pandemic the planned on-site study visit was organised online via Zoom.

4 November 2021 – URV



UNITAT D'IGUALTAT
Universitat Rovira i Virgili

TARGET } Using a European experience to develop equality in institutions' transformation

STUDY VISIT – TARGET PROJECT
Universitat Rovira i Virgili

4 November 2021 (9.30-13:30 CET)

09:30 – 09:45: Institutional welcome

09:45 – 10:45: URV's Equality Unit

- Structure and Personnel, Equality Commission, and Centres' Equality Heads (*Inma Pastor*, Director of the Equality Unit)
- Plan Evaluation and URV's Men and Women Report. Presentation of the indicators of the report (*Inma Pastor*)
- The relevance of research experts in gender studies and the political-institutional compromise (*Montse Duch*)

10:45 – 11:00: Break

11:00 – 12:30: Initiatives on gender in teaching and research

- Teaching
 - Gender perspectives in study curricula (*Ester Sabatè*, Coordinator of the Programme and Quality Office)
 - Elective courses on gender (*Inma Pastor*)
- Research
 - Martí Franques Programme. ConFUND Gender Studies (*Oana Moldova* and *Paloma Pontón*)
 - Training for PhD candidates and incorporation of the gender perspective in the thesis (*Benjami Martorell*, Doctorate School)
 - Gender criteria in the evaluation of URV's research groups (*Inma Pastor*)

12:30 – 13:00: Final remarks and closure

TARGET } Using a European experience to develop equality in institutions' transformation

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10 November 2021 – UPC




STUDY VISIT – TARGET PROJECT
Universitat Politècnica de Catalunya (UPC)

10 November 2021 (10h – 13h CET)

10:00-10:15 Institutional welcome
Josefina Antonijuan, Vice-rector for Social Responsibility and Equality

10:15-10:45 Gender Equality Plan at UPC
Didac Ferrer, Head of the Innovation and Community Cabinet

10:45-11:00 Questions and debate

11:00-11:15 Break

11:15-11:45 Actions and resources for gender in teaching and research
Amaia Lusa, Professor and coordinator of GEECCO project at UPC

11:45-12:00 Gender in research
Irene Jorge, International Project Manager and responsible for the dissemination of GEECCO project

12:00-12:45 Gender in teaching
Elisabet Mas de les Valls, UPC teacher and expert in gender in teaching

12:45-13:00 Questions and debate




This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 741672.

2.2 Participants

4 November 2021 – URV

Anastasia Zampaniotou	RMEI
Angela Wroblewski	IHS
Angelina Kussy	NOTUS
Benjami Martorell	URV, speaker
Daša Duhaček	UB
Ester Sabate	URV, speaker
Inma Pastor	URV, speaker
Maria Caprile	NOTUS, facilitator
Milica Miražić	UB
Mina Bettachy	UH2C
Oana Moldovan	URV, speaker
Paloma Pontón	URV, speaker
Yolanda Viñuales	URV, speaker

10 November 2021 – UPC

Amaia Lusa Garcia	UPC, speaker
Angela Wroblewski	IHS
Angelina Kussy	NOTUS
Daša Duhaček	UB
Dia Anagnostou	ELIAMEP
Didac Ferrer	UPC
Elisabet Mas de les Valls	UPC, speaker
Irene Jorge	UPC, speaker
Maria Caprile	NOTUS, facilitator
Milica Miražić	UB
Mina Bettachy	UH2C
Silvia Gomez-Castan	UPC, speaker

Rovira i Virgili University

Inma Pastor, Director of the Equality Unit, welcomes the TARGET participants, presents the agenda and introduces the URV speakers. Maria Caprile thanks Imma Pastor and the URV team for their collaboration and opens a tour de table for introducing TARGET participants. Participating partners are the two universities (UH2C, UB), the network of engineering schools (RMEI), the coordinator (HIS) and NOTUS (supporting partner in charge of the organisation of the study visit). The session is conducted in Spanish and English with simultaneous interpretation.

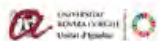
2.3 Equality Unit

Imma Pastor begins her presentation by providing an overview of the institutionalisation of gender equality policies at the URV. Other aspects addressed by Imma Pastor and Virginia Miravé, technician of the Equality Unit, are: gender equality structures and resources; GEP design, monitoring and evaluation.



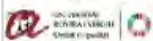
La Universidad Rovira i Virgili pionera en el trabajo para conseguir que la igualdad entre hombres y mujeres sea una realidad

- 1989 se creó en la Universidad Rovira i Virgili el grupo de investigación GRÈC (Género, Raza, Etnia y Clase)
- 2005 se encargó la redacción del informe "Mujeres y hombres en la URV: un estudio de las desigualdades por razón de género" (se actualiza anualmente)
- 2007 se aprobó el I Plan de Igualdad y se crea el Observatorio de la Igualdad de la URV
- 2011 se aprobó el II Plan de Igualdad
- 2020 se aprobó el III Plan de Igualdad y se crea la Unidad de Igualdad



Ejes principales de los 3 Planes de Igualdad de la URV

1. Diagnóstico y visibilidad del sexismo, sensibilización y creación de un estado de opinión favorable a la igualdad de oportunidades
2. Promover el acceso en **igualdad de condiciones al trabajo y la promoción profesional** y organizar las **condiciones del trabajo** de toda la comunidad universitaria con **perspectiva de género**
3. Definir la URV, como una **institución comprometida** con la equidad de género
4. Promocionar la perspectiva de género en la **docencia**
5. Promocionar la perspectiva de género en la **ciencia**
6. Establecer una **representación equilibrada** en los diferentes órganos y niveles de **toma de decisiones**



Mujeres y hombres
en la URV

1. Iniciativas políticas a favor de la igualdad en la ciencia en España.

- Creación de la Unidad Mujeres y Ciencia en el año 2006 dentro del Ministerio de Ciencia y Universidades
- <https://www.ciencia.gob.es/site-web/Secc-Servicios/Igualdad/Unidad-de-Mujeres-y-Ciencia.html>
- En Cataluña la creación en 2006 de la Comisión Mujeres y Ciencia del Consejo Interuniversitario de Cataluña: impulsó los planes y las políticas de igualdad en las universidades y centros de investigación
- https://universitatsirecerca.gencat.cat/ca/03_ambits_dactuacio/ciencia_i_sociedad/dones_i_ciencia/actuacions_en_materia_de_gendre/
- Propuesta, en 2016, de un sistema de indicadores con motivo de los 10 años de creación de esta comisión








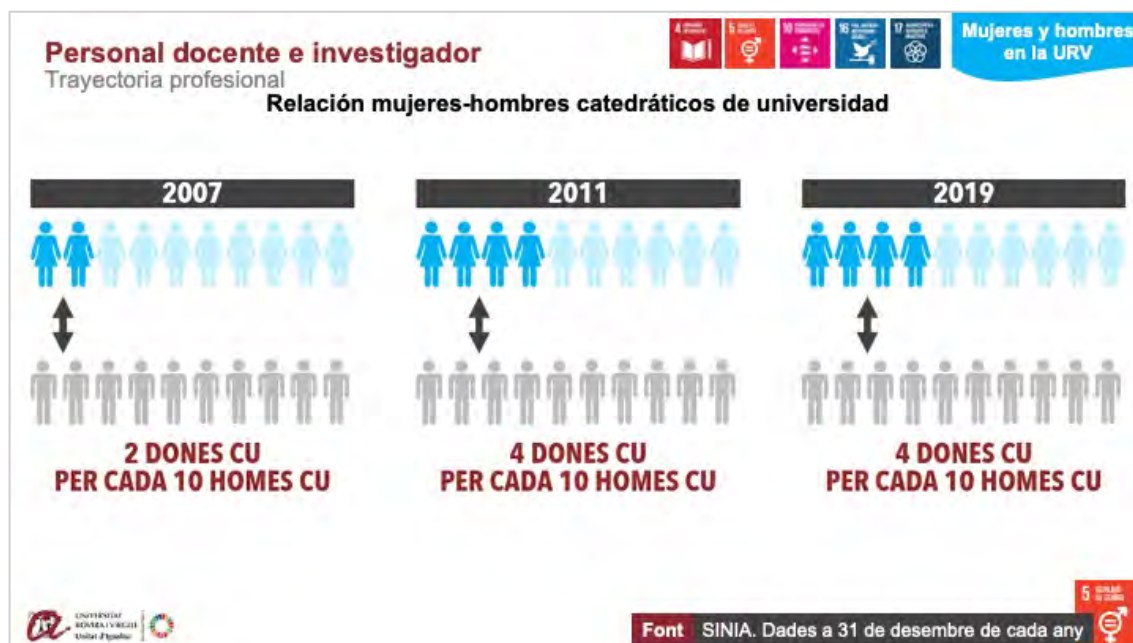
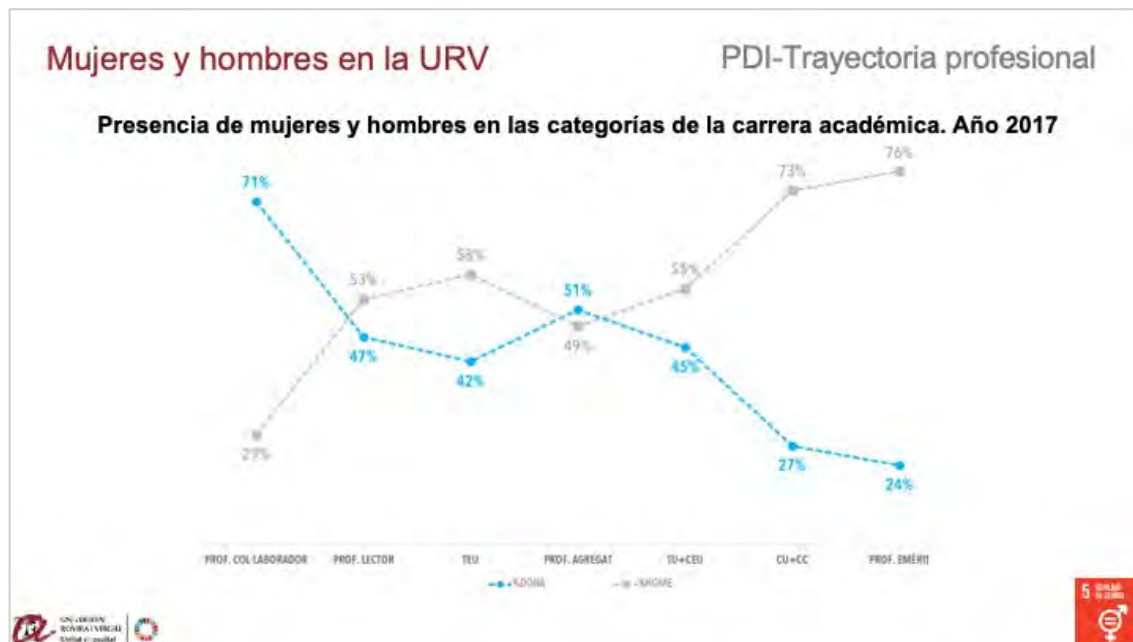
Mujeres y hombres
en la URV

4. Qué indicadores utilizan otras instituciones?

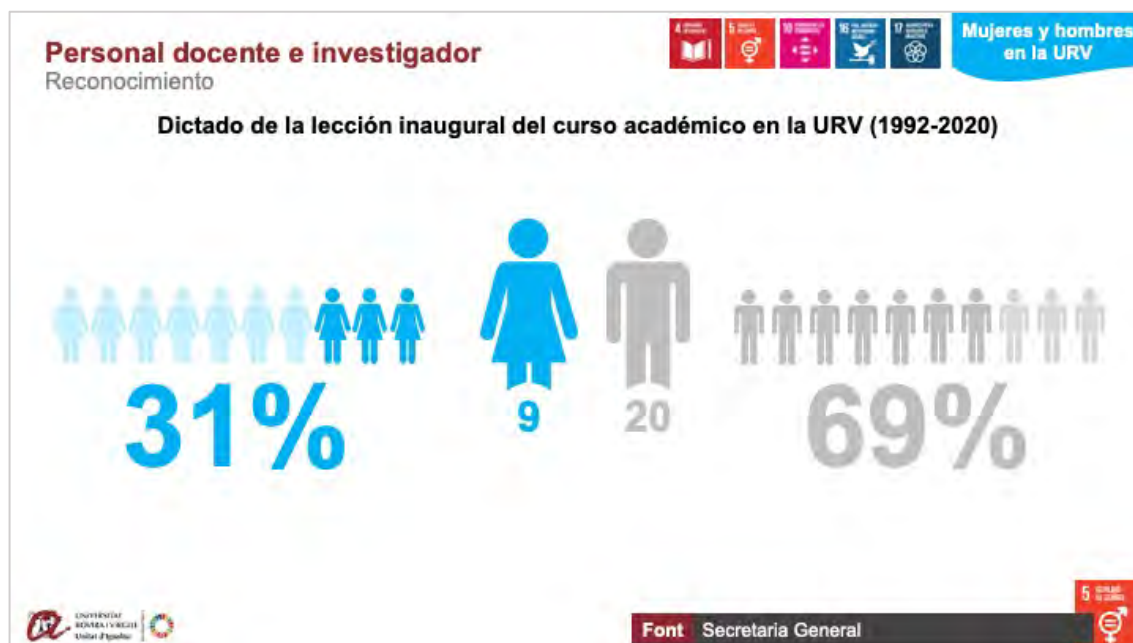
- [Etan](#) (Grupo Helsinki, 2000)
- [She figures](#) (CE, 2018). Edición trianual desde 2003.
- [La situación de las mujeres en el Sistema de Ciencia y Tecnología](#) (FECYT, 2007)
- [Libro Blanco: Situación de las mujeres en la ciencia española](#) (Sánchez de Madariaga et al., 2011)
- [Científicas en Cifras](#) (Puy et al., 2015) Edición bianual desde 2011. Antes, en 2007 se publicó "Académicas en cifras".

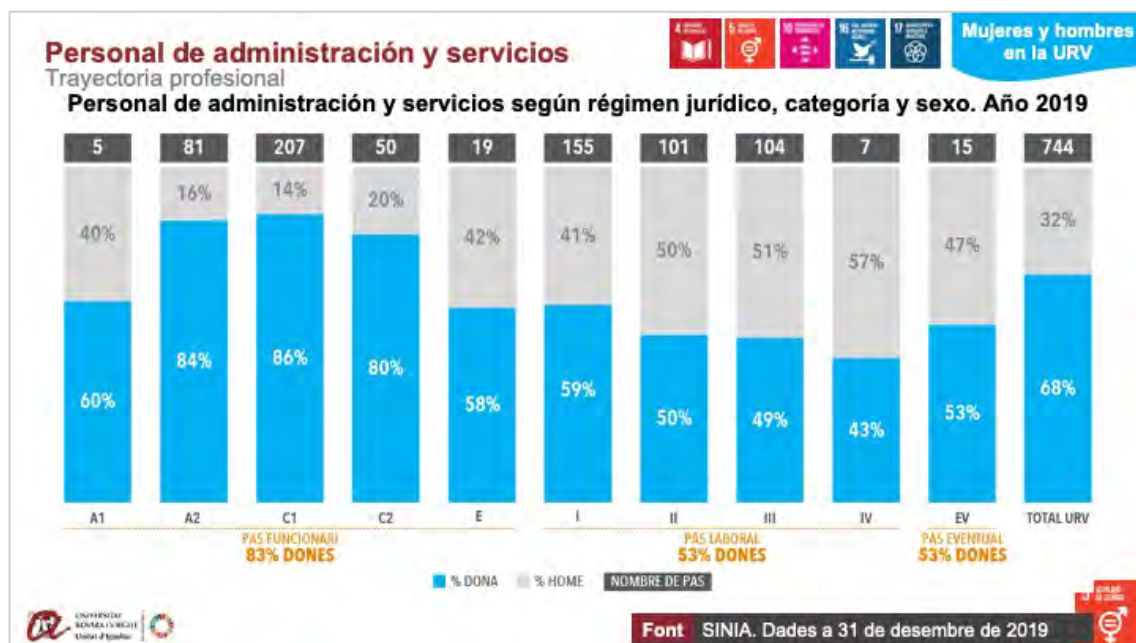




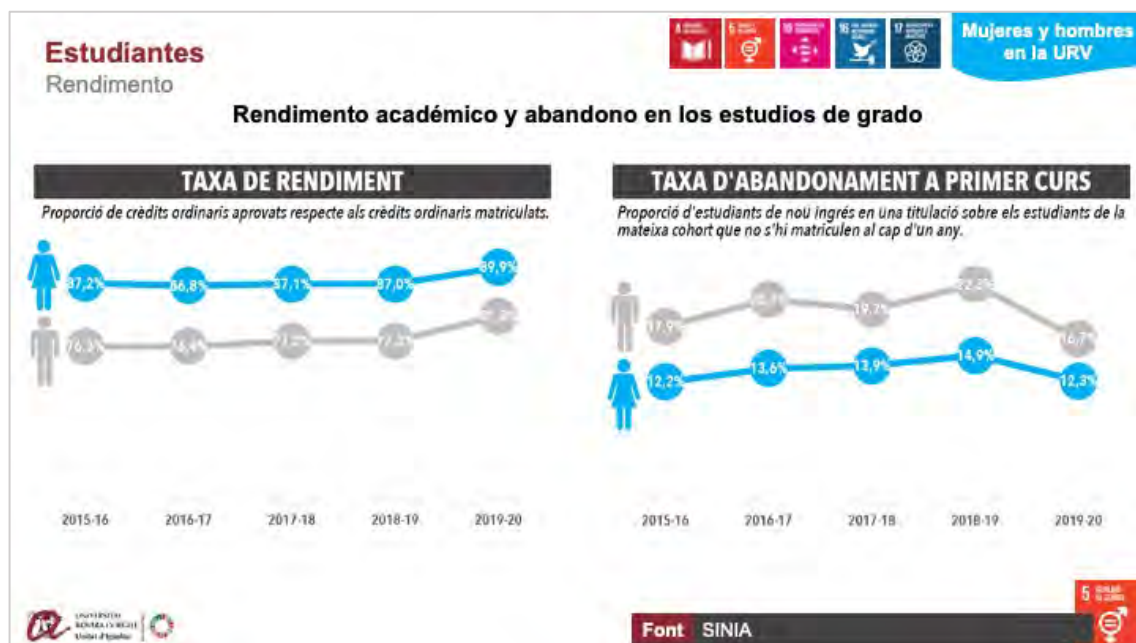
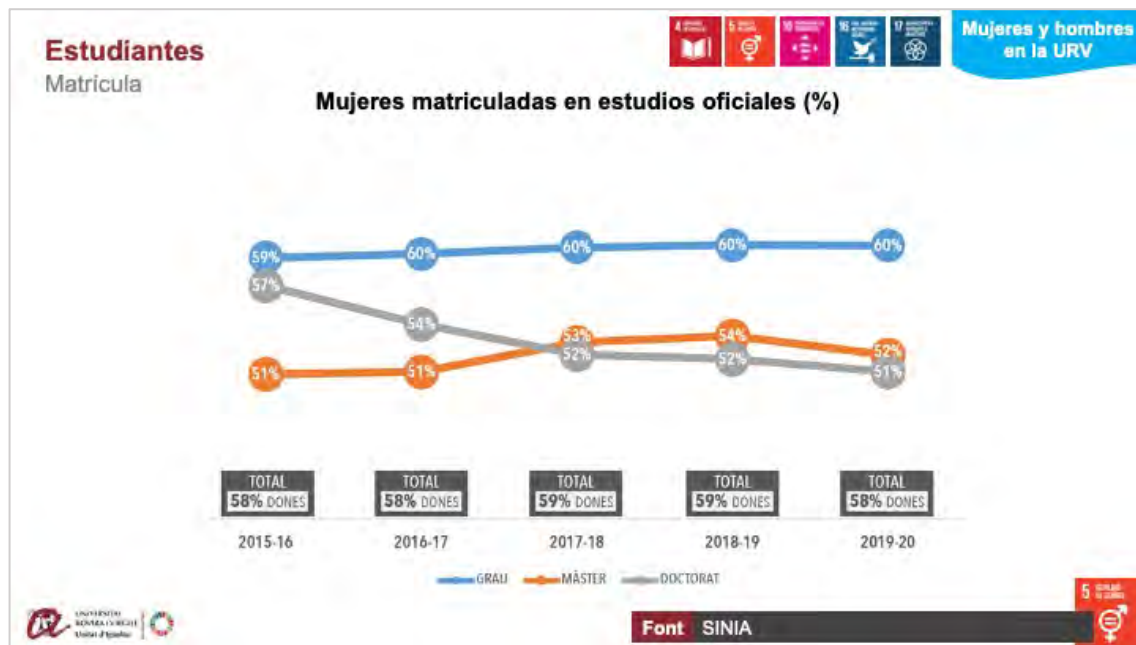












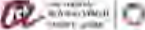
Mujeres y hombres en la URV


Todos estos indicadores miden la presencia/ausencia o la baja/alta presencia de las mujeres en comparación a los hombres.

Son indicadores útiles para detectar avances o retrocesos en el funcionamiento de las organizaciones.

Necesitamos dar un paso más allá para medir las causas que generan esta presencia o ausencia.

Nuevos indicadores que nos permitan diseñar planes de igualdad más eficaces en las medidas a desarrollar.






III Plan de Igualdad

Actualización de la estructura

Creación de:

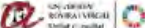
- La Unitat de Igualdad
- La Comisión de Igualdad (29/04/2021)


Se nombran 12 responsables de igualdad (1 por Centro)



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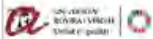
graph TD
    CA[Consell Assessor] --- UI[UNITAT D'IGUALTAT]
    UI --- CI[Comissió d'igualtat]
    UI --- OI[Observatori de la igualtat]
    CI --- RI[Responsables d'igualtat dels centres]
  
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Iniciativas de la Unidad de Igualdad

- Internacional
- En docencia
- En investigación
- En transferencia
- En difusión y sensibilización (de la igualdad, contra la violencia de género etc.)



Internacional

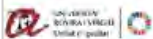
- El **proyecto Equality** (2012 - 2015). red 23 Instituciones de Educación Superior de 18 países de América Latina y 4 países de Europa, <https://equality-network.net/>
- “**G-Net: Equality Trainig network: EU contributions to gender mainstreaming citizenship**”, red de universidades de América Latina i Europa de formación sobre integración europea y género (2014-2017). <http://www.gendertraining.eu/home/>

EQUALITY TRAINING NETWORK: EU CONTRIBUTIONS TO GENDER MAINSTREAMING AND CITIZENSHIP

EU Flagship initiative

EU Flagship initiative

GOOD PRACTICE EXAMPLE



En docencia

- Incorporación de la **perspectiva de género en el nuevo mapa de competencias transversales** de la URV
- En el 2016 había asignaturas de género en 15 (32%) de los 47 grados y esto se mantiene en el curso 2019-20, con un total de 21 asignaturas específicas de género de las que el 9.5% son obligatorias (Informe *Xarxa Vives* de Universidades)
- Organización de **conferencias y seminarios** para todo el alumnado de la URV: **Semana de la Igualdad**.
- Nuevo Grado curso 2022-2023
“Estudios de género y políticas de igualdad”






UNIVERSITAT DE VALÈNCIA
 RÒTULA VERMELLA
 Qualitat i excel·lència




En docencia

- Curso 2020-21, implementación de la **asignatura optativa “Género, Ciencia y Cambio Social”** que incorpora los contenidos de la igualdad de género a un conjunto amplio de titulaciones.
 - Se ofrece en la Facultades de:**
 - Ciencias Jurídicas
 - Letras
 - Turismo y Geografía
 - Escuelas:**
 - Superior de Ingeniería Química.
 - Técnica Superior de Arquitectura.

La han cursado un total de 72 alumnos de 10 titulaciones diferentes.



UNIVERSITAT DE VALÈNCIA
 RÒTULA VERMELLA
 Qualitat i excel·lència

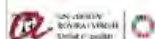


En Investigación

- Impulsar la investigación sobre estudios de género:

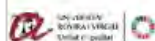
IV Edición Premios M^a Helena Maseras a trabajos de investigación de bachillerato, trabajos de fin de grado, de máster y tesis doctorales.

- Impulsar publicaciones y asistencia a congresos en temática de género
- Jornadas por facultades para presentar las líneas e investigaciones desarrolladas en materia de género
- Cursos de formación para PDI y PAS en “Género y Ciencia” y “Cómo incorporar la perspectiva de género en los proyectos europeos”



En Investigación

- El Programa URV de fomento de la investigación Incorpora en 2020 y 2021 **criterios de género** en la **valoración de los Grupos de Investigación**.
- **2 contratos (convocatorias 2020 y 2021) de Personal Investigador Predoctoral en Formación - Martí Franquès modalidad CoFUND Gender.** Contratos predoctorales financiados al 100% para **estudios de género**, estudios sobre mujeres, igualdad entre hombres y mujeres o feminismo.
- Jornadas “**Cómo incorporar la perspectiva de género en la investigación de Tesis**” dirigida a doctorandos y doctorandas, organizada con la Escuela de Doctorado.





MUCHAS GRACIAS POR SU ATENCION

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<https://www.urv.cat/es/vida-campus/universidad-responsable/observatorio-igualdad/>

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igualtaturv

Discussion highlights inputs of special importance for further development of GEPs in TARGET partners.

Institutionalisation of gender equality policies: resistances and facilitating factors

In the URV, support from the rectorate began in 2005 – which is called ‘year zero’ in the Equality Unit. To gain institutional support, a pivotal factor was the equality work done by gender scholars in the URV. In 1999, the gender studies research group ‘Gender, Race, Ethnicity and Class’ (GREC)

was founded. This group, composed of social scientists, initiated a discussion on existing gender inequalities in the university and how to address them through seminars and publications.

Thanks to this, the URV was the first university in Spain to carry out a gender audit and to publish a report on gender inequalities (2005). The audit was a possible due to the contribution of GREC and the support of the rectorate team, which at that moment included a vice-rector who was also a member of GREC. Thus, GREC acted as a 'change agent' providing gender expertise and gaining institutional support.

The report faced initial resistance when it was officially presented. A part of the audience reacted negatively, saying: 'This is impossible. This data is wrong. There are many women in the university...'. According to Imma Pastor, the first response was negative because gender imbalances — especially in top professorships and management positions — had been made public for the first time, painting the university in a negative light. In 2006, the new rector committed to developing the first Gender Equality Plan. Again, it was important that in the new rectorate team there was a gender expert from the GREC. Strategically, the commission that had to design the GEP included also professors who had not been involved in the audit and had diverse backgrounds (for instance, STEM). In 2007 the first GEP was approved. It included the creation of an Equality Observatory as the first gender equality structure of the university. In 2020, the third GEP created the Equality Unit.

In the discussion a participant asks how significant has been to have a favourable legal framework. According to Inma Pastor, the work done by feminist movements, gender scholars and progressive political parties was key for the design and approval of the Equality Law in 2007. In her view, putting the focus on the legal framework is not always the solution because sometimes the law is not implemented or it is implemented in a too formal way. The experience of the URV shows how important was the work carried out by the GREC to gain institutional support, even before the GEP became mandatory. The GREC is an example of bridging gender expertise and activism. This constant equality work was key for gaining the commitment of the rectorate and professors who have authority and influence in the organisation.

Evolving gender structures and resources

Another point highlighted in the discussion is the importance of gender equality structures and adequate resources. The experience of the URV illustrates how they may evolve. The first URV GEP (2007) included the creation of an Equality Observatory as the first gender equality structure of the university. In 2020, the third GEP created the Equality Unit. The Unit maintains the Equality Observatory with the same initial functions of diagnosis and awareness raising. In addition, other structures have been created:

- Advisory Board, composed of both university staff and civil society figures, including people from public institutions and companies, who advise the URV in policy implementation.
- Equality Commission, which includes representatives from other university bodies (the Programme and Quality unit, the Research Service, the Doctorate School, and the unit of Social Compromise) as well as the faculties' Equality Officers.
- The figure of the Equality Officer was created by the Equality Unit to coordinate gender equality policies and to foster the initiative of faculties in the design and implementation of concrete measures.

In terms of resources, the Unit has a tight budget dedicated to its functions and some basic annual actions, such as the ceremony for an annual prize, making a calendar on women and science, and other spending related to their services. For specific projects they seek funds through grants from the Spanish and Catalan governments.

GEP design and implementation: focus on high priority measures, flexibility and institutional embedment

The URV is currently implementing the third GEP, approved in 2020. The main objectives and measures are very similar to that of all the other GEPs in Spain. The URV has always considered that it was better to have a reduced number of measures and to give them high priority, while having the flexibility to add new measures as new challenges appear. According to Inma Pastor, gender inequality is so structural that the mechanisms through which inequality is maintained evolve constantly. Therefore, plans have to be implemented in a flexible way. Furthermore, structural change is a long-term process – advances cannot be expected from one day to the other. In this sense, an important aspect is to work constantly with other structures of the university. A participant highlights that gender equality policies should not be 'isolated'. Counteracting this is a risk is very important when the institution is starting to implement these policies.

Monitoring: key aspect for raising gender awareness and tackling resistances

Imma Pastor highlights the importance of monitoring and evaluation. Since the first audit in 2005, there has been regular monitoring of data and an annual public report. Furthermore, URV has been working for the past 10 years on a coordinated manner with other universities, especially Catalan ones, on monitoring indicators and tools. Cooperation has been pivotal for improving monitoring and also allowing comparative analysis. Annual reports have played a key role for

raising awareness and tackling resistances. In Spain, several studies³ establish a clear and significant relationship between the quality of the university (measured by international rankings) and women representation. URV is one of the universities scoring high in both aspects. This has contributed to strengthen top management commitment towards gender equality policies.

A participant mentions that the presentation has shown the importance of adopting a reflexive approach, similar to the TARGET approach. The annual report fosters faculties to compete to improve their gender equality figures – an aspect which is highly relevant in the competitive contexts of the universities. The participant asks how resistances were tackled. Inma Pastor considers that the rectorate support was crucial. Also, other universities started to show similar data, so it was becoming clear that the data was not wrong as some had claimed. And a definitive aspect that has allowed further support is that figures have been improving since the first audit, an improvement that has been fostered by new norms on women's access to professional categories at the national level. Such reforms are also a product of the work and pressure of women's networks.

2.4 Initiatives on gender in teaching and research

2.4.1 Gender dimension in teaching content

Ester Sabaté, coordinator of the Programme and Quality Office, presents advances in the inclusion of the gender perspective in teaching content.

³ [*Libro Blanco: Situación de las mujeres en la ciencia española*](#) (Sánchez de Madariaga et al., 2011) [*Científicas en Cifras*](#) (Puy et al., 2015)



Espacio Europeo de Educación Superior (EEES)

► Objetivos del EEES:

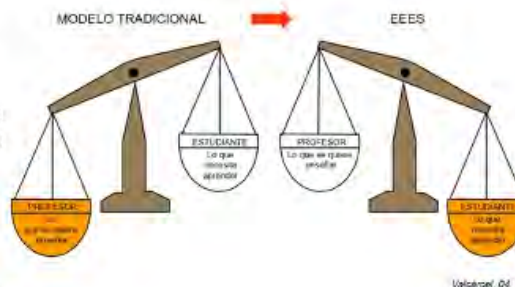
- Transparencia: facilidad para comparar sistemas de educación superior.
- Favorecer la movilidad: estudiantil con la adopción de un sistema acumulación y transferencia de créditos (European credit Transfer and Accumulation System) pero también de profesorado y personal de administración
- Flexibilidad formativa: aprendizaje a lo largo de toda la vida (Life Long Learning).
- Calidad: cooperación en la garantía de calidad i desarrollo de criterios i metodologías comparables.

► Armonización de la Educación Superior en Europa



EEES. Un paradigma que promueve un nuevo modelo docente universitario

- ▶ Características
 - ▶ Centrado en la actividad del estudiante
 - ▶ Orientado al desarrollo de competencias
- ▶ Las competencias permiten la transparencia que facilitan la movilidad y el reconocimiento de créditos (ECTS) entre países.
- ▶ Pueden ser:
 - ▶ Específicas: las propias de la titulación
 - ▶ Transversales: Son 7 y son comunes para todas las titulaciones



Competencias transversales de la URV

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> ▶ Ámbitos <ul style="list-style-type: none"> ▪ Idiomas ▪ Proyectos ▪ Gestión de la información ▪ TIC ▪ Resolución de problemas ▪ Creatividad e innovación ▪ Trabajo autónomo y en equipo ▪ Comunicación ▪ Orientación académica y profesional. ▪ CT7: Aplicar los principios éticos y de responsabilidad social <ul style="list-style-type: none"> ▪ Igualdad y perspectiva de género | <ul style="list-style-type: none"> ▶ Niveles <ul style="list-style-type: none"> ▪ Grado ▪ Máster | <ul style="list-style-type: none"> ▶ Indicaciones URV a titulaciones <ul style="list-style-type: none"> ▪ Las CT se evalúan dentro de asignaturas de formación básica o obligatoria ▪ 1 asignatura puede evaluar un máximo de 2 CT ▪ Cada CT debe evaluarse un mínimo de 2 veces (inicio y final de titulación). Se recomienda que el PDI sea distinto. <i>Se pueden trabajar en todas la asignaturas pero evaluación se concreta en unas pocas.</i> |
|---|--|---|

Rúbrica. Grado: CT7. Aplicar los principios éticos y de responsabilidad social como ciudadano o ciudadana y como profesional

Nombre y apellidos del estudiante: Apellidos	Grado:	Básico ¹	Medio	Alto	Muy alto
Igualdad RA1. Conocer las principales desigualdades y discriminaciones que se producen entre hombres y mujeres y comprender sus causas.	<input type="checkbox"/> Identifica las principales desigualdades y discriminaciones. <input type="checkbox"/> Comprende las causas y efectos de estas desigualdades y discriminaciones. <input type="checkbox"/> Conoce la legislación en materia de igualdad.	Observaciones (opcional)			
Medio ambiente RA2. Identificar los principales problemas ambientales.	<input type="checkbox"/> Conoce el concepto de desarrollo sostenible. <input type="checkbox"/> Comprende el concepto de medio ambiente. <input type="checkbox"/> Analiza las causas y las consecuencias de los problemas ambientales. <input type="checkbox"/> Incorpora la perspectiva medioambiental en sus argumentos, producciones y toma de decisiones.	Observaciones (opcional)			
Responsabilidad social como ciudadano o ciudadana RA3. Reconocer y reflexionar sobre las necesidades y problemáticas sociales e implicarse en la mejora de la comunidad.	<input type="checkbox"/> Conoce y reconoce las necesidades y problemáticas sociales, culturales o ambientales del entorno. <input type="checkbox"/> Reflexiona sobre su responsabilidad en las necesidades y problemáticas sociales, culturales o ambientales del entorno. <input type="checkbox"/> Respeta las leyes y normativas propias de su entorno más próximo. <input type="checkbox"/> Se implica en acciones de mejora social, cultural o ambiental.	Observaciones (opcional)			
Ética RA4. Reconocer los conceptos éticos y deontológicos del área de conocimiento, mostrar capacidad crítica y de diálogo, y hacer un uso responsable de las normas que le afectan como miembro de la comunidad universitaria.	<input type="checkbox"/> Reconoce los conceptos éticos y deontológicos del área de conocimiento. <input type="checkbox"/> Muestra una capacidad reflexiva y crítica. <input type="checkbox"/> Dialoga de manera constructiva para contribuir al entendimiento. <input type="checkbox"/> Respeta las normas y hace un uso responsable de ellas. <input type="checkbox"/> Identifica las consecuencias de las propias decisiones.	Observaciones (opcional)			
Observaciones generales (opcional):		Puntuación total			

Rúbrica. Grado: CT7. Aplicar los principios éticos y de responsabilidad social como ciudadano o ciudadana y como profesional

IGUALDAD
RA1. Conocer las principales desigualdades y discriminaciones que se producen por razón de género y comprender sus causas. Evaluamos la capacidad del estudiante de conocer las principales desigualdades y discriminaciones que se producen entre hombres y mujeres y comprender sus causas.
Desigualdades y discriminaciones. Valoramos que identifique las principales desigualdades y discriminaciones que afectan a hombres y mujeres por razón de género, especialmente en el ámbito profesional de sus estudios. Las desigualdades y discriminaciones contra las mujeres son muchas y diversas y varían a lo largo del tiempo y según los países, pero tienen en común el hecho de que dibujan una sociedad donde las mujeres ocupan las posiciones menos valoradas socialmente: las mujeres presentan una tasa de empleo menor y una tasa de paro más elevada que los hombres; las mujeres están menos presentes que los hombres en los lugares donde se toman decisiones colectivas relevantes, tales como parlamentos, gobiernos u otras estructuras de participación y representación política; las mujeres son víctimas de violencia en un porcentaje más elevado que los hombres; las causas de mortalidad en hombres y mujeres son diferentes y se tratan de manera desigual, etc. Estas situaciones, sin embargo, son evitables y modificables.
Causas y efectos. Valoramos que comprenda las principales causas de estas desigualdades y discriminaciones en su ámbito de estudio y en su futura actividad profesional, así como el impacto que tienen en el funcionamiento de la sociedad. Las diferencias citadas son fruto de la discriminación por causa de género que se produce contra las mujeres. Esta discriminación tiene sus causas en el sistema patriarcal dominante, aquí y en todas partes; un patriarcado que toma una forma concreta según cada momento y cada territorio, pero que tiene en común aceptar como natural e inevitable una división sexual del trabajo que asigna a las mujeres tareas subordinadas a las asignadas mayoritariamente a los hombres, las cuales son reconocidas como más valiosas social y económicamente.
Legislación. Valoramos que conozca la legislación general y específica de su ámbito de estudio en materia de igualdad entre hombres y mujeres, así como las principales políticas de igualdad que se pueden desarrollar en su futuro campo profesional. Por ejemplo, el estudiante debe saber que existen las políticas de igualdad de oportunidades, la acción positiva y las políticas basadas en la transversalidad de género. Estas políticas han sido impulsadas por la Unión Europea y otros organismos internacionales que han generado leyes y normativas para promover que se eliminen las actuaciones que coartan la libertad de las mujeres y que les imponen un modelo de vida subordinado a los hombres.

Rúbrica. Máster: CT7. Aplicar los principios éticos y de responsabilidad social como ciudadano o ciudadana y como profesional

Nombre y apellidos del estudiante:	Grupo:	Máximo ¹	Medio	Bajo	Muy alto
Asignatura: Profesión y su evolución					
Igualdad RA1. Incorporar la perspectiva de género en su actividad como estudiante.	<input type="checkbox"/> Incluye reflexiones y argumentos orientados a identificar las discriminaciones por razón de sexo/género en los trabajos y actividades formativas en que participa. <input type="checkbox"/> Analiza y explica las diferencias por razón de sexo/género y los sesgos existentes en las disciplinas y prácticas profesionales. <input type="checkbox"/> Promueve, diseña o pone en marcha actuaciones orientadas a eliminar las discriminaciones por razón de sexo/género.	Observaciones (opcionales)			
Medio ambiente RA2. Analizar los principales problemas ambientales desde la perspectiva de su ámbito de conocimiento en su actividad como estudiante o profesional.	<input type="checkbox"/> Conoce el concepto de desarrollo sostenible. <input type="checkbox"/> Analiza las causas y las consecuencias de los principales problemas ambientales de acuerdo con su disciplina. <input type="checkbox"/> Incorpora la perspectiva medioambiental en sus argumentos, producciones y toma de decisiones. <input type="checkbox"/> Comprende que las cuestiones ambientales se deben abordar desde una perspectiva interdisciplinaria.	Observaciones (opcionales)			
Responsabilidad social como ciudadano o ciudadana RA3. Argumentar basándose en valores sociales y formular propuestas comprometidas con la mejora de la comunidad.	<input type="checkbox"/> Conoce y reconoce las necesidades y problemáticas sociales, culturales o ambientales del entorno. <input type="checkbox"/> Argumenta y formula acciones basadas en valores sociales, democráticos y a favor de una cultura de paz. <input type="checkbox"/> Se compromete con la denuncia de situaciones injustas y en la búsqueda de soluciones. <input type="checkbox"/> Colabora con la comunidad en la mejora del entorno aplicando sus conocimientos académicos.	Observaciones (opcionales)			
Ética RA4. Aplicar los conceptos éticos y deontológicos del área de conocimiento desde un compromiso personal y profesional.	<input type="checkbox"/> Incorpora la reflexión sobre aspectos éticos y deontológicos en su actividad y sus producciones como estudiante. <input type="checkbox"/> Relaciona las posibles implicaciones éticas y deontológicas de los contenidos desarrollados en su actividad profesional.	Observaciones (opcionales)			
Observaciones generales (opcionales):					Puntuación total

Rúbrica. Máster: CT7. Aplicar los principios éticos y de responsabilidad social como ciudadano o ciudadana y como profesional

IGUALDAD
RA1. Incorporar la perspectiva de género y otros tipos de desigualdades en su actividad como estudiante. Evaluamos la capacidad del estudiante de incorporar la perspectiva de género a su actividad como estudiante.
Reflexión, argumentación y propuestas. Valoramos que en los trabajos y actividades formativas en que participa incluya reflexiones, argumentos y propuestas de actuación orientadas a eliminar las discriminaciones contra las mujeres por razón de sexo/género. El alumnado debe conocer e identificar los sesgos por razón de género subyacentes en el corpus teórico de cada disciplina que se manifiestan en diversas prácticas profesionales. Por ejemplo, en las ciencias de la salud, hay evidencias de que algunas enfermedades, diagnósticos o tratamientos no incluyen completamente la realidad de las mujeres; en historia o literatura hay una infrarepresentación de los saberes, aportaciones y experiencias femeninas; en economía no se incluyen suficientes indicadores que midan las aportaciones de las mujeres al bienestar y la riqueza; y en arquitectura y urbanismo se detecta un uso diferenciado de los espacios y un diseño de las ciudades según las necesidades mayoritarias de los hombres y no tanto de las mujeres.
Análisis y explicación de las diferencias por razón de sexo/género. Valoramos que el alumnado se percate —en los estudios, en la investigación y en la práctica profesional— de la discriminación por razón de sexo, que detecte los prejuicios de género existentes y que constata los efectos excluyentes que la preeminencia de la experiencia y la realidad de un sector (en este caso, la población masculina), puede tener sobre el conjunto de la sociedad. No tener en cuenta la variable género puede implicar que los resultados de la investigación o la práctica profesional sean incompletos y sesgados. Por ejemplo, en el ámbito de la salud, el alumnado debe considerar la existencia de posibles diferencias de sexo en cuanto a los factores de riesgo, los mecanismos biológicos, las causas, el momento, la manifestación clínica, las consecuencias y el tratamiento de enfermedades y trastornos, y su relación con los roles de hombre y mujer todavía dominantes. En el ámbito de la economía, el alumnado debe considerar las diferencias por razones de género en la actividad laboral y explicarlas a partir de la participación desigual de mujeres y hombres en el trabajo doméstico y el cuidado de la familia.
Promoción y diseño de actuaciones. Valoramos que promueva, diseñe o ponga en marcha, desde su ámbito de conocimiento y de acuerdo con la normativa aplicable, actuaciones orientadas a evitar y eliminar las discriminaciones por razón de sexo/género. Por ejemplo, en el diseño de políticas activas de empleo debe asegurar el acceso equitativo de hombres y mujeres a las diversas medidas implementadas; incluye la formación, y debe asegurar también el acceso de las mujeres a empleos de alta cualificación y no solo a los tradicionales. En el ámbito jurídico, es necesario transformar las instituciones sociales, las leyes y las normas discriminatorias que puedan restringir el acceso de las mujeres tanto al sector público como al privado o dificultar su ejercicio profesional. También se debe actuar en el ámbito de la salud con iniciativas que aseguren que los hombres no abandonen los tratamientos médicos a largo plazo, tal y como indican algunos estudios realizados al respecto.

Incorporación de la perspectiva de género en las titulaciones

Agencia de Calidad Universitari de Catalunya (AQU) ha definido:

[Marco general para la incorporación de la perspectiva de género en la docencia universitaria](#)

- ▶ Una **docencia con perspectiva** de género es una docencia que considera el sexo y el género como variables analíticas y explicativas clave.
- ▶ El documento **aclara los conceptos y dimensiones más relevantes** y proporciona una guía con diferentes elementos de diagnóstico y con indicadores de evaluación que afectan tanto el planteamiento de las titulaciones como la manera en que se imparten. El documento se dirige principalmente a los órganos y centros responsables de la planificación, la gestión y la evaluación de calidad de la docencia de las universidades.
- ▶ Este documento **propone indicadores para evaluar la inclusión de la perspectiva de género** en las titulaciones el ciclo VSMA (marco para la verificación, seguimiento, modificación y acreditación) que se suceden a lo largo de la vida de las titulaciones. En consecuencia, la implantación y posterior evaluación de la perspectiva de género se vinculará al momento en el que se encuentre cada titulación. El diseño de cualquier nueva titulación que se pretenda implantar deberá haber incorporado la perspectiva de género en el momento de su verificación. El resto de titulaciones deberán incorporarla gradualmente a través de los correspondientes procesos evaluativos (seguimiento, modificación y acreditación).
- ▶ Este documento presenta un **marco aplicable a todas las titulaciones** de las cinco áreas de conocimiento (Artes y Humanidades, Ciencias Sociales y Jurídicas, Ciencias, Ciencias de la Salud e Ingeniería y Arquitectura) pero tiene en cuenta las **particularidades de cada área y disciplina** que determinarán los aspectos sobre los que se podrá aplicar la perspectiva de género con mayor intensidad, así como la forma específica de incorporarla al plan de estudios.

Incorporación de la perspectiva de género en las titulaciones



Incorporación de la perspectiva de genero en las titulaciones

- ▶ PRINCIPALES DIFICULTADES
- ▶ Para evaluar una competencia hace falta que se trabaje en el aula integrado en la actividades o se faciliten los recursos necesarios a los estudiantes.
- ▶ A pesar que se llevan a cabo cursos de formación en el ámbito de la igualdad hace falta un plan de formación amplio que incluya cursos sobre como incorporar esta perspectiva en las asignaturas abordando contenidos, metodologías y evaluación.
- ▶ Mas allá de las asignaturas en las que se evalúa haría falta que se reflejara en todas la asignaturas.
- ▶ AQU Catalunya pide evidencias de esta incorporación en los procesos de evaluación, empezó como una recomendación y en este momento ya es una exigencia.



Gracias por su atención

Para más información

gpq@urv.cat

<https://www.urv.cat/es/universidad/estructura/gestion/apoyo-gobierno/rectorado/programacion-calidad/>



The Programme and Quality Office advises university management bodies on various aspects, including the teaching model, student competencies and training. Ester provides URV's context on this issue. After the Bologna Declaration of 1999, there followed a homogenisation of the European higher education systems to facilitate comparisons and mobility. There has been a change of paradigm in the teaching programme, moving from a priority of professors teaching in the classroom to putting the student at the centre, making competencies crucial. Two competency levels exist. On the one hand the specific ones, related to the studies being carried out and its professional aims. On the other hand, transversal competencies, of which the URV has seven. GE training is included in the transversal competency on the application of ethics principles and

social responsibility, which also includes other levels such as environmental sustainability. These transversal competencies have to be evaluated at least twice in mandatory subjects.

In terms of gender equality competencies, at the undergraduate level, there is a mandatory evaluation of students' knowledge of the main gender inequalities, its causes, and the laws related to it. A URV working group prepared a set of topics that students should cover. For each evaluable item the teacher gets a guide on the expected answers and competencies learned and how to evaluate them. Also, the Quality Catalan Agency for the Higher Education System (AQU), the regional public body that grants professorship qualifications and other higher education's related qualifications, created a guide on how universities should incorporate the gender perspective in the teaching curricula. It provides concept clarification and a set of indicators that a degree should have in its process. In Spain, degrees go through a process of verification (evaluation according to legal and academic requisites), continuous evaluation in order to check that implementation is correct, a modification (to introduce improvements and change), and then the accreditation, which is done periodically in order to assess the development of the programme. In all this process the AQU requires evidence on how the gender perspective is included.

When a degree is designed, URV first asks faculties to create a specific competency profile for students, where transversal competencies have to be defined in specific subjects. The people conducting the degree design receive training in order to conduct this task, while the Observatory is also working on gender equality modules to provide specific GE content related to the subject's topic. These modules can be taught by the Observatory or external staff. Secondly, in terms of verification, URV needs to show to the AQU how these competencies are included in the degree design. In order to meet these criteria and develop aims and actions with Faculties and departments, URV has four-year contract programmes, which now include a gender equality responsibility. The contract programme has two levels: the faculty and the department. For instance, actions of this contract programme include that in four years at least 75% professors have conducted gender perspective training, and at least four actions related to gender equality at the faculty level. Finally, in the accreditation process, the Office provides resources and guides that can be useful for Faculties.

The inclusion of the gender perspective in teaching has faced some difficulties. One issue is the lack of training of teachers to include the gender perspective in relation to subject content. This also includes a lack of a general plan that includes courses on how to incorporate the gender perspective in content, methodology and evaluation. Another challenge is to include the gender perspective in all subjects and not only the ones that have to implement the transversal competencies.


Imma Pastor explains how the work of the Programme and Quality Office shows the transversality of gender equality implementation at the URV, which includes introducing gender competence in mandatory subjects. This is a difficult task because each faculty must figure out how to transform the requirements of each competency into specific training materials. This task opens the door for a collaboration between the Equality Unit and faculties. Those faculties that have teachers and experts on gender studies need less help because they already know through which subject to work these competencies and because they already have the contents, but in other faculties it is more difficult. For instance, in Engineering it fits less well with their traditional curricula. But they are making a significant effort because they see the importance of working on gender issues with their students, who are mostly men. From the Unit, they work on providing tailored content and materials for each faculty, and in the case of Engineering, they are making materials to fit in some specific subjects through bilateral collaboration between teaching staff.

In 2020 the Equality Unit started a transversal course called 'Gender, Science and Social Change'. The focus is on showing that gender equality contributes to both science quality and fair social change. This new course was offered to different faculties, with many of them showing interest in adopting it as an elective course. Where it was adopted, a high number of students registered (seventy-two in 2020 and ninety in 2021). It is a hybrid course with online and on-site lectures comprising eight modules designed for different undergraduate programmes. Each student can choose how many modules to undertake, with only two being mandatory, so they can take the modules more suited for their studies. Given that each module represents one ECTS, students can also take the number of modules that they need to meet the total ECTS available according to their study programme. The advantage of this model is that students from different study programmes meet in the same classroom, allowing transversal debates across study programmes on the topic of gender equality.

A question is raised by participants on how the gender perspective is included in the compulsory curricula. There are two mandatory subjects that have to include the gender transversal competencies. Furthermore, the Programme and Quality Office is working on a pilot on competency evaluation. This type of evaluation is relevant as the AQU requires evidence that the students are taught these transversal competencies. Another participant points to the significance of introducing gender courses through a focus on skills (or competencies), an issue not contemplated when introducing these courses in universities such as Belgrade University. There it was rather framed as knowledge that should be acquired and the focus was placed on 'training the trainers'. Inma Pastors states that URV also gives emphasis on building gender competence among teaching staff and, for this reason, also focuses on training PhD candidates who will be later part of the teaching staff. In fact, this theme which will be addressed in the next presentations.

2.4.2 Funding gender studies




Paloma Pontón, from the Research Support Office presents the Marti Franques ConFund programme.





Martí i Franquès COFUND Doctoral Programme


SUMMARY

1. Overview of the MFP COFUND Programme
2. Actions
 - a) Tailored campaign for women in science
 - b) Actions to promote women participation
3. Figures
 - a) Candidates
 - b) Projects
 - c) PhD supervisors
 - d) Comparison with other doctoral calls
4. Conclusions
 - a) Key factors
 - b) Further improvements





This project has received funding from the European Union's Horizon 2020 research and innovation programme under the Marie Skłodowska-Curie grant agreement No. 713679 and No. 945413





1. OVERVIEW OF THE MFP COFUND PROGRAMME


H2020 - MSCA – COFUND – Doctoral Programme
<https://ec.europa.eu/research/mariecurieactions/actions/cofund>



“Doctoral Programmes: They offer research training activities to allow doctoral candidates to develop and broaden their skills and competences. They will lead to the award of a doctoral degree.”

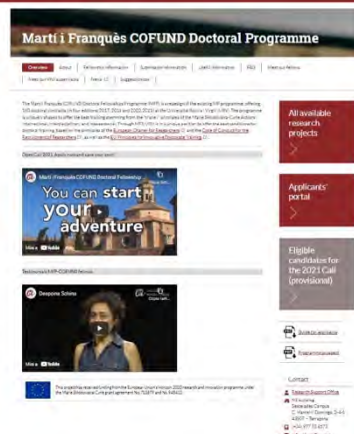



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1. OVERVIEW OF THE MFP COFUND PROGRAMME

- Two granted projects (2015; 2019)
- Within the **Martí i Franquès COFUND Doctoral Programme**, the URV offers **100 doctoral contracts**, in four editions: 2017, 2018, 2020 and 2021
- Total **EC funding** for each project: 4M€ (+ 4M€ URV)
- www.urv.cat/cofund



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1. OVERVIEW OF THE MFP COFUND PROGRAMME

General project information

OTM-R: Open, Transparent and Merit-based Recruitment

HRS4R: Human Resources Strategy for Researchers. Obey the European Charter & Code in providing working conditions

External and international evaluations of the applications, **without conflict of interests**

Respect **gender balance**

4 positions reserved for researchers with **disabilities** (Call 2017, 2018, 2020 and 2021)

2 positions for a PhD project on Gender Studies (Call 2020 and 2021)

Eligibility criteria for candidates

Comply with the MSCA mobility rule

The candidate must not have resided or carried out their main activity in Spain for more than 12 months in the 3 years immediately before call deadline.

Comply with the ESR eligibility criteria

Early-stage researchers (ESR) shall at call deadline (06/09/2021) be in the first 4 years (**full-time equivalent research experience**) of their research careers and have not been awarded a doctoral degree.

Comply with the conditions for PhD enrollment at URV

Conditions: <http://www.doctor.urv.cat/en/prospective-students/admission/>

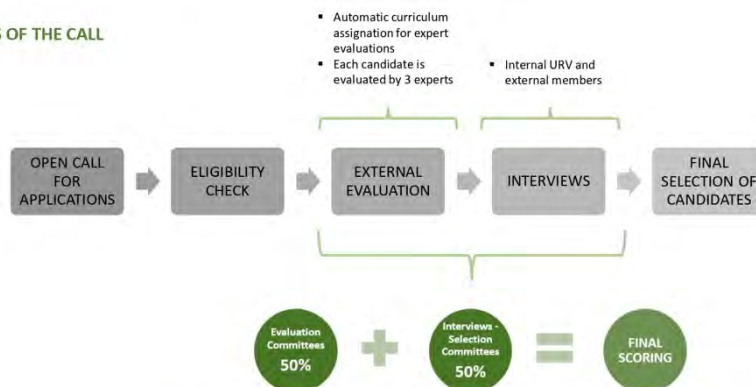


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1. OVERVIEW OF THE MFP COFUND PROGRAMME

PHASES OF THE CALL



2. ACTIONS

2.1. CAMPAIGN FOR UNDERREPRESENTED GROUPS IN SCIENCE

- A. Call information was distributed by email to key contacts, such as members of gender networks, equality networks/institutions → Equality Unit URV**

Ex: **G-NET Consortium**, **FLACSO** (Latin American Faculty for Social Sciences), **RUIGEU** (Network of Gender Equality Units at Spanish Universities), **Sociology of Gender Group FES** (Spanish Federation of Sociology), **EMULIES** (Space of Women Leaders from Higher Education Institutions in the Americas), **EIGE** (European Institute for Gender Equality), **AMYT** (Asociación de Mujeres Investigadoras y Tecnólogas), **ADITC** (Associació de Dones Investigadores i Tecnòlogues a Catalunya), **EPWS** (European Platform of Women Scientists), **ICD** (Institut Català de les Dones), **UNESCO-Women**, among others.

- B. The text of emails aimed at women includes specific slogans to get their attention, such as “Equal opportunities for all” or “As an institution, URV seeks to promote gender equality and increase diversity, in all of its forms, throughout all its programmes and especially through Martí i Franquès MSCA-COFUND Doctoral Programme”**

2. ACTIONS



2.1. CAMPAIGN FOR UNDERREPRESENTED GROUPS IN SCIENCE

- C. **We tracked the overall campaign in Google Analytics:** In demographic terms, we received web visits from **8,913** women (**52.9%** of visitors). Moreover, we tracked the “Gender” campaign through the UTM parameter “martifranques20_urvigualtat” and results indicated that **158** web sessions came from this campaign (this means they visited our webpage using the link provided in the emails sent).
- D. **To identify this campaign, we created a logo that was included in all dissemination materials**



This project has received funding from the European Union's Horizon 2020 research and innovation programme under the Marie Skłodowska-Curie grant agreement No. 713679 and No. 945413



2. ACTIONS

2.2. ACTIONS OF THE MFP-COFUND TO PROMOTE WOMEN PARTICIPATION

- A. **Information included in the [FAQ](#) of our web page:**



Are there any measures implemented to support the employability of researchers from vulnerable/underrepresented groups?

URV is an equal opportunity employer and values diversity in the workforce. URV is committed to offering an inclusive and diverse working environment that fosters collaborative scientific discovery and innovation. In support of this commitment, URV prohibits discrimination or harassment based on an individual's gender, marital status disability, age, nationality, race, religion, etc.

As such, URV encourages applications from qualified women, minorities and researchers with disabilities.

The following measures apply for the MFP COFUND calls:

- one position in each call is reserved for a researcher with disabilities.
- women applicants with identical suitability as men applicants will be selected preferentially, in the research areas where women are underrepresented (the same applies for men applicants in the research areas where they are underrepresented).



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2. ACTIONS

2.2. ACTIONS OF THE MFP-COFUND TO PROMOTE WOMEN PARTICIPATION

B. Information included in the [Guide for Applicants](#) (p. 4):

- Through their contracts, the fellows will be affiliated to the Spanish Social Security General Regime that guarantees them and their immediate family members, or assimilated persons, social security under the circumstances and situations defined by law, namely: public health care coverage and medical assistance, temporary/permanent disability, maternity/paternity, permanent non-incapacitating injuries, retirement, unemployment benefits, family benefits, such as financial allocation per dependent child or fostered minor.
 - As a working mother you are entitled to 1.200€ /year Personal Income Tax reduction if the mother has a child under the age of 3 and an additional reduction of 1.000 €/year euros to cover expenses if the child goes to an authorised nursery or child education center (the amounts are subjected to change).



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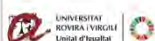


2. ACTIONS

2.2. ACTIONS OF THE MFP-COFUND TO PROMOTE WOMEN PARTICIPATION


C. Two PhD positions exclusively reserved in the research line "Gender Studies".

- Internal Call for Expressions of Interest → Evaluation panel
 - Call 2020 – 7 Eol – Selected project: Care, work, gender and sexuality (dr Dolors Comas d'Argemir Cendra and dr Yolanda Bodoque Puerta)
 - Call 2021 – 5 Eol – Selected project: Equality policies in universities and science (dr Inmaculada Pastor Gosálbez)
- URV - Equality Plan: **Measure 5.8** "Encourage research with a gender perspective and promote the gender perspective in TFG, TFM and doctoral theses" → **Action 4** "Provide specific Martí Franquès funding for doctoral theses on women or the gender perspective"
- This position is cofinanced by the URV from its own budget.



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Julia Marine Chretien

Overview | About | Fellowship Information | Submission Information | Useful information | FAQ | **Meet our fellows**

Meet our PhD supervisors | News | Suggestion box

PhD Programme: Gender Studies: Culture, Societies and Policies

Research group: [Social Anthropology Research Group](#)

Supervisors: Dolores Comas d'Argemir, Cendra & Yolanda Bodoque Puerta

Bio

Julia Chretien holds a Bachelor's Degree in Management (2015) and a Master 1 in Finance (2017) from Paris-Dauphine University. After an international exchange with the Universidad de Buenos Aires (UBA) in 2016, a traineeship in market finance in 2017, and a nine-month trip in South America in 2018, she obtained a Master Degree in Development Studies (2020) from the University Paris 1 Pantheon-Sorbonne.

Julia Chretien studies the problematics of care for adult and elderly people from various perspectives: feminist anthropology and sociology of labour, ethics of care, queer studies, feminist epistemologies. She went to Buenos Aires for her Master thesis and investigated care work in a public elderly home from February to May 2020, during the first wave of Covid pandemic.

Contact

Department of Anthropology, Philosophy and Social Work

juliamarine.chretien@urv.cat

[ORCID](#)

Project: Who (takes) care(s) about the old lesbians? Care, work, gender and sexuality: a comparative investigation about care organisation and issues amongst the elderly lesbian and LGBTQI+ people

The main goal of doctoral research is to question the notion of care, as work, as ethical and political proposals and as a category of analysis, from the organization of care amongst elderly lesbians and LGBTQI+ people. The idea is to conduct the research with an interactionist perspective, giving importance to all people involved in the care relationship. From the general objective, the specific goals are:

- Studying consequences of the triple crisis in Spain (economic, Care, Covid) on the social care organization, especially on the family-based prevalent model.
- Understanding what really is care work, and how the people deal with intimacy, ageing, sexuality.
- Analyzing how care is a key element to understand the performative aspects of gender and kinship, and the heteronormativity of the family as an economic institution.
- Experimenting the potential of care as a critical and analytical perspective that allows us to understand the imbricated systems of domination that structure care organization. Indeed, care is a highly feminized, racialized and invisible responsibility, yet it is a collective issue as we all depend on it.

The investigation will mostly use qualitative instruments, and the methodology will give a specific attention to feminist epistemological reflexions.





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2. ACTIONS

2.2. ACTIONS OF THE MFP-COFUND TO PROMOTE WOMEN PARTICIPATION

- D. **Online 2-hours training course "Implicit Bias - Mitigating bias in academic recruiting"** (2 editions: 2020, 2021). We reached almost 100 people, including external evaluators and URV's PhD supervisors. Trainer: Dr Claartje Vinkenburg, independent expert consultant affiliated with Vrije Universiteit Amsterdam
- E. **Gender-decoder tool** for job ads (<http://gender-decoder.katmatfield.com/>), to check if the language used was gender-neutral. The results indicated that our texts were "feminine-coded"
- F. **Gender balanced guaranteed among external evaluators** (50% women)
- G. **URV's PhD supervisors were strongly recommended to propose gender-balanced Selection Committees** (14 out of 30 selection committees were gender-balanced)

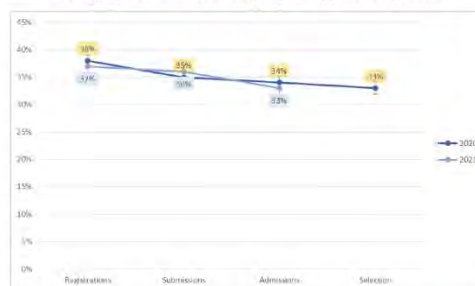
3. FIGURES

3.1. CANDIDATES - APPLICATION PROCESS

Applications per stage of the process and gender

STAGE	2020 CALL	2021 CALL
Registrations to the application	1029	792
Women	391 (38%)	298 (37%)
Men	638 (62%)	494 (63%)
Valid applications	749	597
Women	262 (35%)	206 (36%)
Men	487 (65%)	391 (64%)
Admitted candidates (final phase)	427	367
Women	144 (34%)	120 (33%)
Men	283 (66%)	247 (67%)
Selected candidates (after acceptance)	30	
Women	10 (33%)	pending
Men	20 (67%)	pending

Average of women in each stage of the application process



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3. FIGURES

3.2. PROJECTS OFFERED

Area	PROJECTS	
	2020 Call	2021 Call
Engineering & Architecture	18	12
Health Sciences	3	2
Legal & Social Sciences	5	3
Arts & Humanities	2	2
Sciences	4	5
TOTAL	32	24



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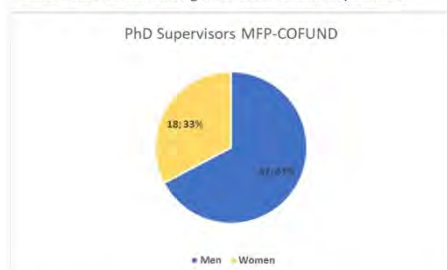


3. FIGURES

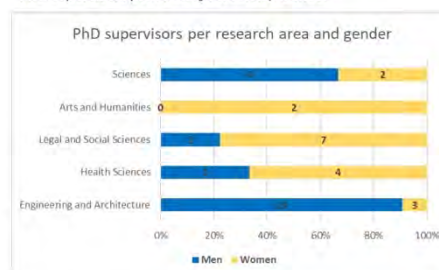
3.3. PHD SUPERVISORS

For the 2020 Call, the MFP-COFUND programme offered **31** PhD positions (32 projects) → The 32 research projects involved **55** professors of the URV and IRTA, **18** of whom were women.

Gender distribution among MFP COFUND PhD supervisors



PhD Supervisors per Area of research / Gender



3. FIGURES

3.3. COMPARISON WITH OTHER DOCTORAL CALLS

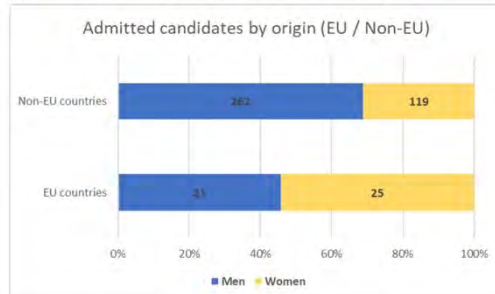
Funding institution	Call	Year (last data available)	Selected candidates	
			Men	Women
European Commission	MSCA-IF	2019	57%	43%
European Commission	MSCA-ITN	2019	57%	43%
European Commission	MSCA-RISE	2019	63%	37%
European Commission	MSCA-COFUND	2019	59%	41%
European Commission	MSCA-COFUND-DP Spain	2019	53%	47%
MICINN	FPU predoc - URV	2020	67%	33%
MICINN	FPI predoc - URV	2020	57%	43%
Generalitat de Catalunya	Doctorats Industrials - URV	2020	87%	13%
URV	Martí i Franquès Standard - URV	2020	49%	51%
URV + EC	Martí i Franquès COFUND - URV	2020	67%	33%

Source for EC data: [European Commission - MARIE SKŁODOWSKA-CURIE ACTIONS Facts & Figures](#). Source for GenCat data: CSUC. Source for URV data: Sinia URV.

4. CONCLUSIONS

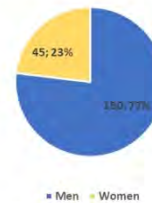
4.1. KEY FACTOR 1: ORIGIN OF THE CANDIDATES

Admitted candidates per EU/Non-EU countries and gender



Distribution by gender – candidates from India, Iran and Pakistan

Admitted candidates from India, Iran and Pakistan



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4. CONCLUSIONS

4.2. KEY FACTOR 2: RESEARCH AREA

Admitted / selected candidates per area of research and gender

Area	Projects	Total admitted candidates	Women admitted (%)	Men admitted (%)	Total selected candidates	Women selected (%)	Men selected (%)
Engineering & Architecture	18	222	43 (19%)	179 (81%)	17	4 (18%)	13 (82%)
Health Sciences	3	48	21 (44%)	27 (56%)	3	0	3 (100%)
Legal & Social Sciences	5	87	46 (53%)	41 (47%)	5	4 (80%)	1 (20%)
Arts & Humanities	2	27	17 (63%)	10 (37%)	2	2 (100%)	0
Sciences	4	43	17 (39%)	26 (61%)	3	0	3 (100%)
TOTAL	32	427	144	283	30	10	20



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4. CONCLUSIONS

4.3. FURTHER IMPROVEMENTS

- Maximize the impact of the call in groups that are underrepresented among young researchers, such as women
- Propose more research projects in research areas where women are underrepresented
- Ensure gender-balanced selection committees



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4. CONCLUSIONS

4.4. FINAL NOTE

It should be noted that the MFP-COFUND 2020 Call took place in the midst of a worldwide pandemic.

Early data on the effects of the **COVID-19 pandemic** on female researchers suggest that particularly **women at early-career stages** are the group that have experience a highest negative impact.

Factors such as **family care, sustaining community ties**, belonging to **minority groups**, difficulties in obtaining a **visa**, or **international mobility restrictions** have been strong barriers for women to continue their research career ^{1,2}.

¹ Levine, R.L., Rathmell, W.K. [COVID-19 impact on early career investigators: a call for action](#). Nature Review Cancer 20, 357–358 (2020).

² OMCI-MICINN, [Estudio sobre la situación de las jóvenes investigadoras en España](#) (2021).



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Martí i Franquès COFUND
Doctoral Programme

mfp.cofund@urv.cat
Oana Moldovan
Paloma Pontón Merino




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The ConFund programme is partially funded by EU Horizon 2020 and Marie Skłodowska-Curie Actions and offers research training activities to allow doctoral candidates to develop and broaden their skills and competencies. Through this programme the URV has offered 100 doctoral contracts in four editions where the URV has received 8 M€ in two granted projects (2015 and 2019) and has co-financed them with 8 M€ more. In the 2020 and 2021 calls two positions for a PhD project on Gender Studies were included. This action is situated under the measure 5.8 of URV's GEP, which mentions encouraging research with a gender perspective and promoting the gender perspective in research projects at all study levels.

One participant highlights the significance of URV on gaining a grant given it is a small university compared to many public universities, and whether it is exceptional or common in the higher education system in Spain. Inma Pastor answers that in Spain gender studies projects usually receive funding from the Spanish government or the European Union, but it is quite exceptional that a university also dedicates part of its own funding to promote this research (co-funded with European funds). This is why it is important to praise the Rectorate on this, given that at the end these decisions are political.

Another participant asks specifically how the top-management was gained. Inma Pastor explains that they negotiated with the rectorate and it was relatively easy because they presented evidence that with gender studies, URV also achieves high-impact publications. This does not mean that she agrees with this logic, but they know the 'rules of the game'

Another issue relates to how to address the differences between social sciences and STEM fields when it comes to the gender dimension in research. Inma Pastor answers that the problem is that

Engineering students want to apply for these programmes but they lack the knowledge and competencies on the issue. To tackle these disparities, the Unit is under negotiations to launch a specific call to promote gender-related research within STEM fields.

2.4.3 Initiatives to integrate the gender dimension in PhD thesis

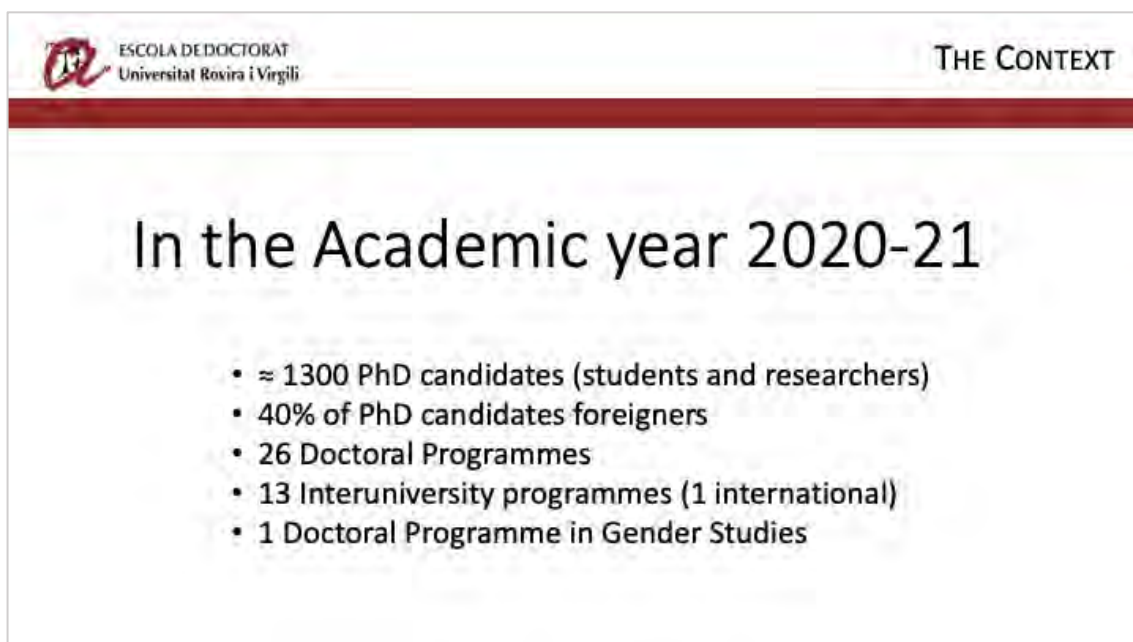
Benjamí Martorell, Manager of the Doctorate School of the URV, explains initiatives to promote the inclusion of the gender perspective in PhD thesis.



ESCOLA DE DOCTORAT
Universitat Rovira i Virgili

Training for PhD candidates and incorporation of the gender perspective in the thesis

Dr. Benjamí Martorell Masip
Manager of the Doctoral School



ESCOLA DE DOCTORAT
Universitat Rovira i Virgili

THE CONTEXT

In the Academic year 2020-21

- ≈ 1300 PhD candidates (students and researchers)
- 40% of PhD candidates foreigners
- 26 Doctoral Programmes
- 13 Interuniversity programmes (1 international)
- 1 Doctoral Programme in Gender Studies




ESCOLA DE DOCTORAT
 Universitat Rovira i Virgili

TRANSVERSAL TRAINING ACTIVITIES

Transversal skills plan (approved 2018; optional)

Skills to improve:	Training blocks:
<ul style="list-style-type: none"> • Academic regulations • Dissemination, publications and communications • Languages • Research methodology • Team work • Labour risk prevention 	<ul style="list-style-type: none"> • Institutional introduction • Innovative teaching training • Research training and knowledge transference • Personal and collaborative skills • Research tools and resources • Publication, communication, networking



ESCOLA DE DOCTORAT
 Universitat Rovira i Virgili

MANY THINGS HAPPENED FROM 2018


Transversal skills plan (approved 2018)

Missing:

- Ethical issues
- Plagiarism
- Gender perspective in research
- Covid-19 (ICT, interdisciplinary research)
- Thesis defence panel (Viva panel)

Other aspects in Gender perspective we have to explore


- Thesis defence panel (Viva panel)
- The research and supervising team (PhD supervisors trainers)


ESCOLA DE DOCTORAT
 Universitat Rovira i Virgili

TRAINING ACTIVITY FOR GENDER PERSPECTIVE

Research with gender perspective:

- Organized by the Doctoral School and the Equality Unit in URV
 - November 2020
 - ≈100 participants (fully recognized in training)
 - 90 minutes lecture by Dr. Capitolina Díaz
(former director of the Women and Science Unit in the Ministry of Economy and Competitiveness)
- Flipped classroom tutorial: PhD candidates present their research project (10 minutes)
 - Self-assessment guide from Dr. Díaz


ESCOLA DE DOCTORAT
 Universitat Rovira i Virgili

TRAINING ACTIVITY FOR GENDER PERSPECTIVE

Research with gender perspective:

- Doctoral School made a call for presenting research projects. The application has to include:
 1. Research hypothesis
 2. Dissemination plan and results impact
 3. Research team composition
 4. Any other relevant aspect on gender
- DS and EU made a selection:
 1. Criterion 1: Topic idoneity
 2. Criterion 2: Knowledge Area (to have several areas in the presentations)
 3. Criterion 3: Research type
 4. Criterion 4: Research project Status

2.4.4 Gender criteria in the evaluation and funding of URV research groups

Yolanda Viñuales, from the Research Support Office, explains the introduction of gender criteria in the evaluation of URV's research groups.

Programa de Fomento de la Investigación (PFR)

La Generalitat de Catalunya apoya a los grupos de investigación catalanes mediante el programa de Apoyo a Grupos Reconocidos (SGR). Este reconocimiento se contempla la distinción del grupo y, en algunos casos, dotación económica.

Desde 2014, la Universidad Rovira i Virgili complementa esta distinción con una dotación económica adicional para los grupos de la Universidad que han obtenido la distinción.



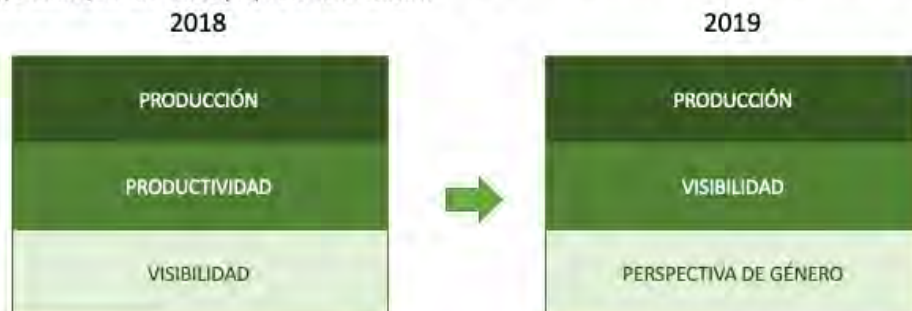
Programa de Fomento de la Investigación (PFR)

A lo largo de estos años, al criterio inicial de Investigador Activo se han ido añadiendo otros que contemplan proyectos, financiación y publicaciones.

En 2018, la evaluación incluía 3 bloques de criterios, cada uno con distinto peso:

- Producción. Criterios que evaluaban el potencial humano del grupo, proyectos y publicaciones en términos globales
- Productividad. Criterios que ponderaban los anteriores en función de los doctores del grupo
- Visibilidad. Criterios de visibilidad externa del grupo: publicaciones de alto impacto, proyectos internacionales...

En 2019 se decidió eliminar el bloque de productividad y sustituirlo por el de perspectiva de género. Estos nuevos criterios tenían por objetivo potenciar la participación y el liderazgo de las investigadoras en los grupos de investigación, teniendo en cuenta, a demás, las diferencias propias de cada ámbito.



Programa de fomento de la investigación. Criterios hasta 2018

	Criterio	Descripción	% vs bloque	% vs total
PRODUCCIÓN 67%	C1	Investigadores Activos de la URV	35%	23%
	C2	Proyectos Competitivos	15%	10%
	C3	Ingresos por proyectos competitivos y no competitivos	15%	10%
	C4	Publicaciones	25%	17%
	C5	Tesis defendidas	10%	7%
PRODUCTIVIDAD 22%	C6	Investigadores Activos de la URV vs doctores del grupo	20%	4%
	C7	Ingresos por proyectos competitivos y no competitivos vs Dr. del grupo	20%	4%
	C8	Publicaciones de los últimos 3 años vs Dr. del grupo	20%	4%
	C9	Tesis defendidas de los últimos 3 años vs Dr. del grupo	20%	4%
	C10	Índices de impacto ponderado	20%	4%
VISIBILIDAD 11%	C11	Proyectos competitivos y licitaciones internacionales	25%	3%
	C12	Ingresos por proyectos competitivos y licitaciones internacionales	25%	3%
	C13	Publicaciones x FWCI	25%	3%
	C14	Publicaciones de alto impacto	25%	3%

UNIVERSITAT
ROVIRA I VIRGILIA member of **AURORA**
ALLIANCE

Programa de fomento de la investigación. Criterios actuales

	Criterio	Descripción	% vs bloc	% vs total
PRODUCCIÓN 80%	C1	Investigadores Activos de la URV	30%	24%
	C2	Proyectos Competitivos	15%	12%
	C3	Ingresos por proyectos competitivos y no competitivos	15%	12%
	C4	Publicaciones	25%	20%
	C5	Tesis defendidas	10%	8%
	C6	Propuestas presentadas	5%	4%
VISIBILIDAD 10%	C7	Proyectos competitivos y licitaciones internacionales	25%	3%
	C8	Ingresos por proyectos competitivos y licitaciones internacionales	20%	2%
	C9	Publicaciones de alto impacto	25%	3%
	C10	Publicaciones x FWCI	25%	3%
	C11	Congresos organizados	5%	1%
PESPEC. DE GÉNERO 10%	C12	Equidad de composición	25%	3%
	C13	Dirección de proyectos competitivos	25%	3%
	C14	Dirección de tesis doctorales	25%	3%
	C15	Dirección de grupo de recerca reconocido	25%	3%

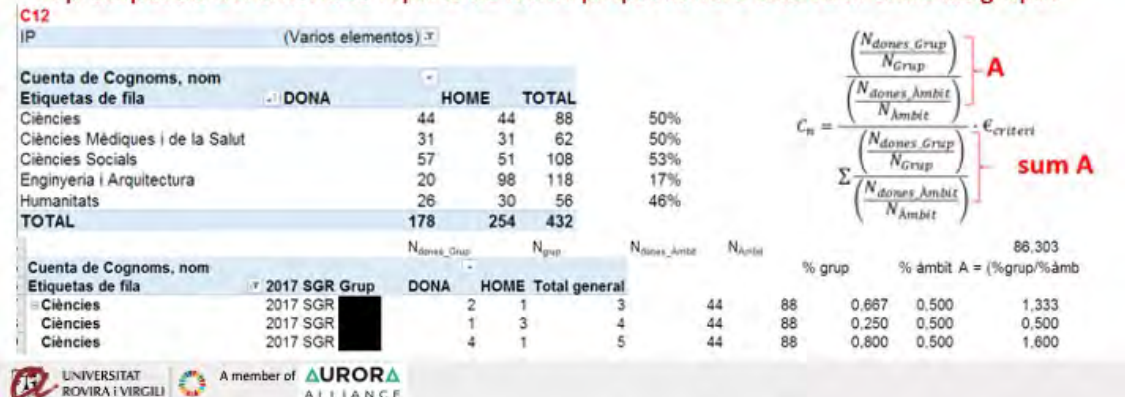
UNIVERSITAT
ROVIRA I VIRGILIA member of **AURORA**
ALLIANCE

Programa de fomento de la investigación 2021. Equidad

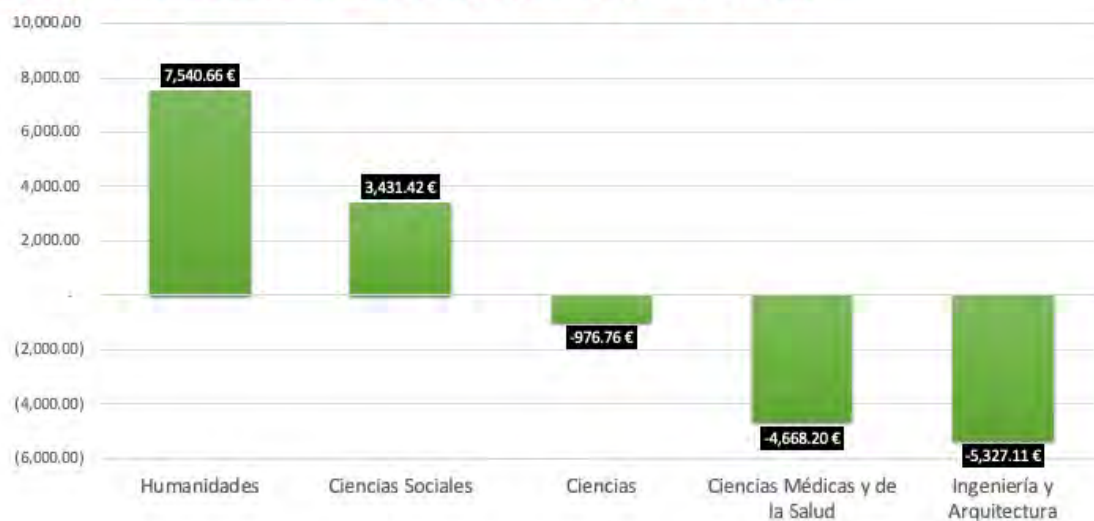
Peso del criterio: 3% del total
Presupuesto global 2019: 800.000€
Importe a repartir por este criterio: 20.000€

El número de mujeres del grupo se pondera en función del ámbito.

El presupuesto del criterio se reparte de forma proporcional a este valor entre los grupos



Programa de fomento de la investigación 2021. Efecto de la introducción de la perspectiva de género. (2019)



Since the 1990s, the Catalan Government has been granting a quality certificate to research groups, which in some cases also includes small funding. Since 2014, URV complements this distinction with additional funding. In 1998, URV had 35 research groups and nowadays has around 90 groups. At the beginning, funding was proportional to the number of PhDs in the group, but it evolved towards three blocks of criteria: 67% to *production*, evaluating the research and publications potential; 22% to *productivity*, measuring the production in terms of the number of PhDs in the group; and 11% to *visibility*, including here high-impact publications, international projects, etc. In 2019, it was decided to eliminate the productivity criteria because it was deemed redundant and include a new set of gender criteria.

The new gender criteria have the objective of promoting the participation and leadership of women researchers in research groups, taking into account the differences across fields. *Gender criteria* accounts for 10% of the total score, while 80% goes to *production* and 10% to *visibility*.

2.4.5 Final discussion

One participant mentions that in the UB – which has experienced a shorter period of structural change compared to the URV – the first element they focused on was more on the person that teaches than on the person taught. In some disciplines, less resistance was found than others, with the most difficult ones being not only STEM-related fields, but also fields such as philosophy. On the other hand, they tried to introduce gender studies as an interdisciplinary study and she is not sure that the framework of skills and competencies should be the main criteria. By telling students what skills to acquire the students might not touch upon central gender problems. However, skills might be the starting point as well, and the presentations have been important to reflect on the gender perspective in teaching and research.

A final question relates to the level of satisfaction in the Equality Unit. Inma Pastor answers that they can never be satisfied given the difficult challenges to be faced, but they are making progress and they are getting more people engaged. She considers that collaboration with other bodies has been crucial. Also, she points that women's representation is not the only thing that matters, but also stresses that without a greater women presence they could not advance.

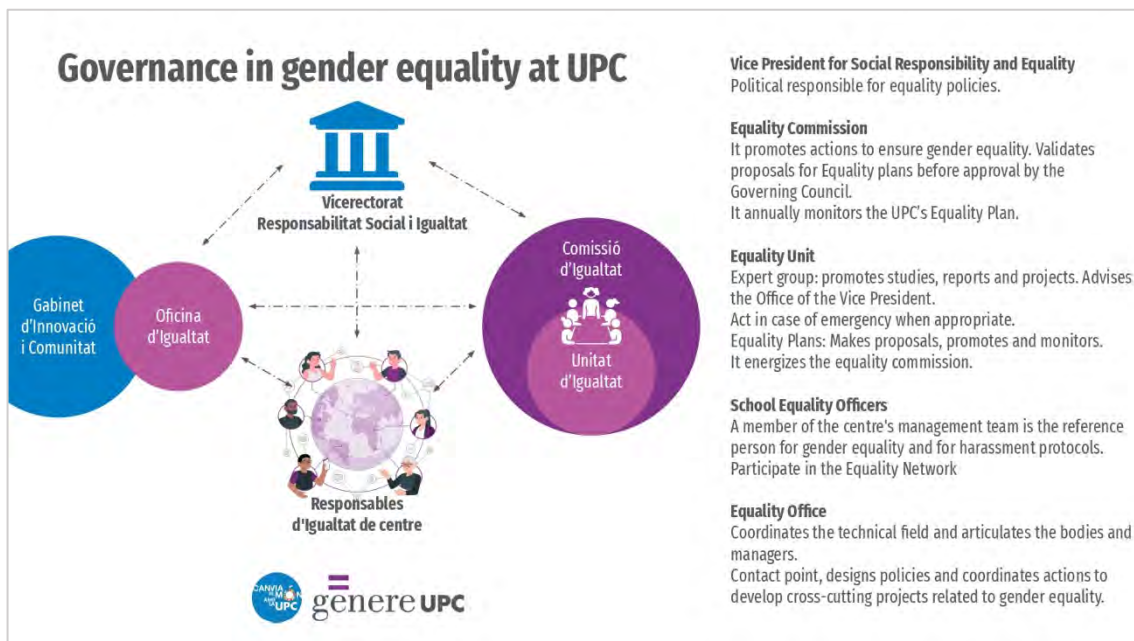
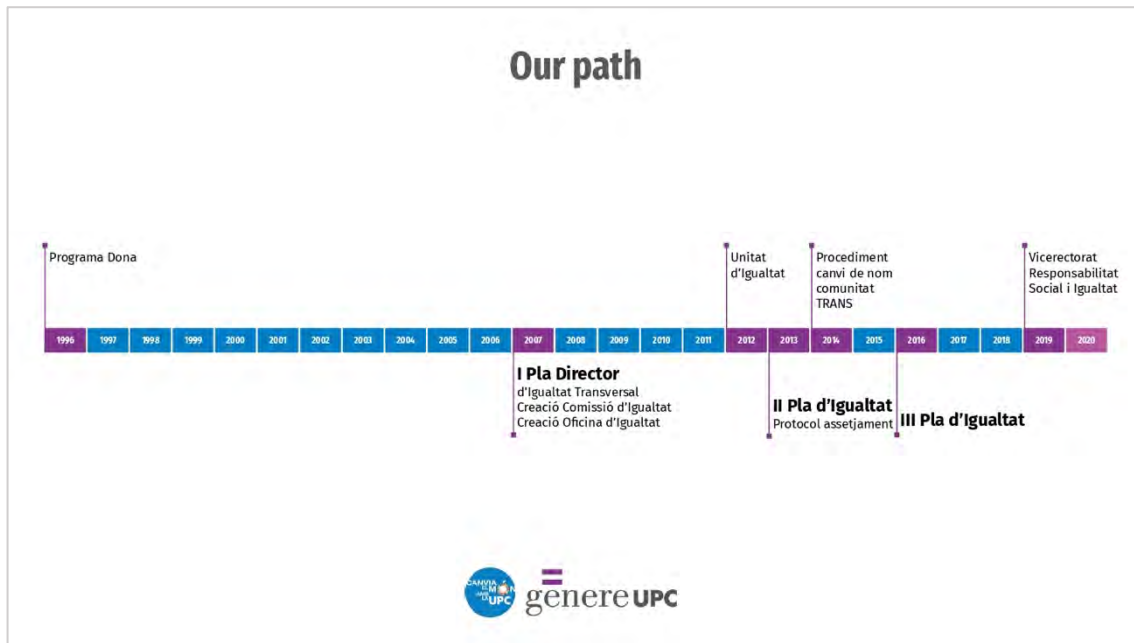
3 Polytechnic University of Catalonia (UPC)

Didac Ferrer, Head of the Innovation and Community Cabinet Director of the Equality Unit, welcomes the TARGET participants, presents the agenda and introduces the UPC speakers. Maria Caprile thanks Didac Ferrer and the UPC team for their collaboration and opens a tour de table for introducing TARGET participants. Participating partners are the two universities (UH2C, UB), the research institute ELIAMEP, the network of engineering schools (RMEI), the coordinator (HIS) and NOTUS (supporting partner in charge of the organisation of the study visit).

3.1 Evolution of gender equality policies

Dídac Ferrer begins the session by presenting the different GEPs that have been implemented at UPC and the governance structure of gender equality policies.





Networks



Equality, the UPC gender equality plans strengths and weaknesses



3rd











UPC Equality Plan


(2016-2020)

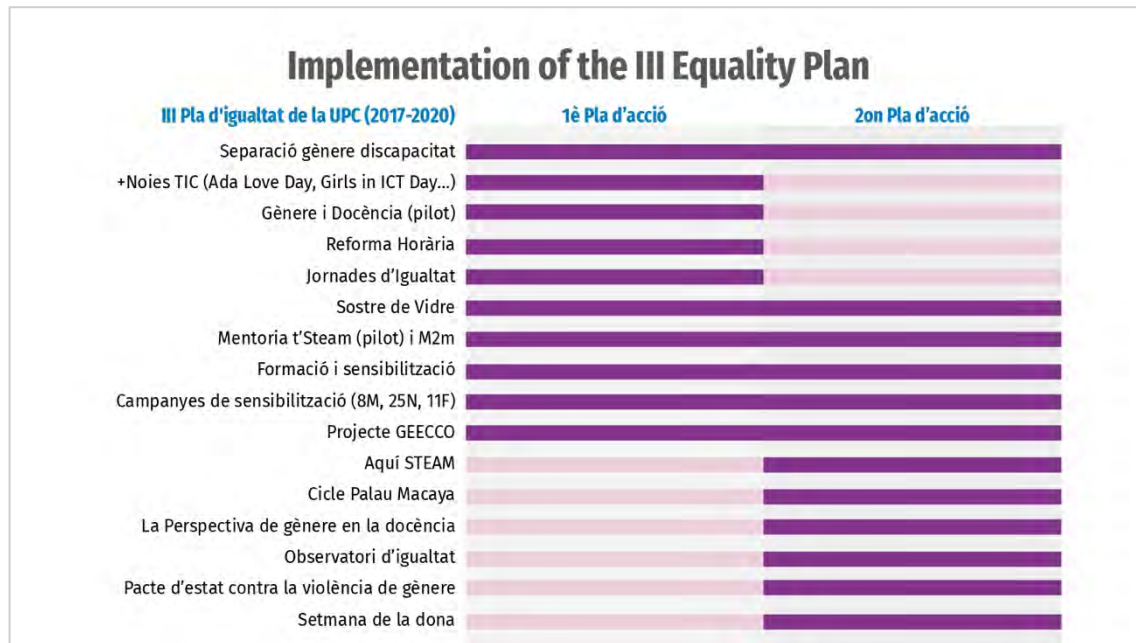
UPC's framework for action in relation to the university community with regard to gender equality, and also to the society it serves and is committed to.

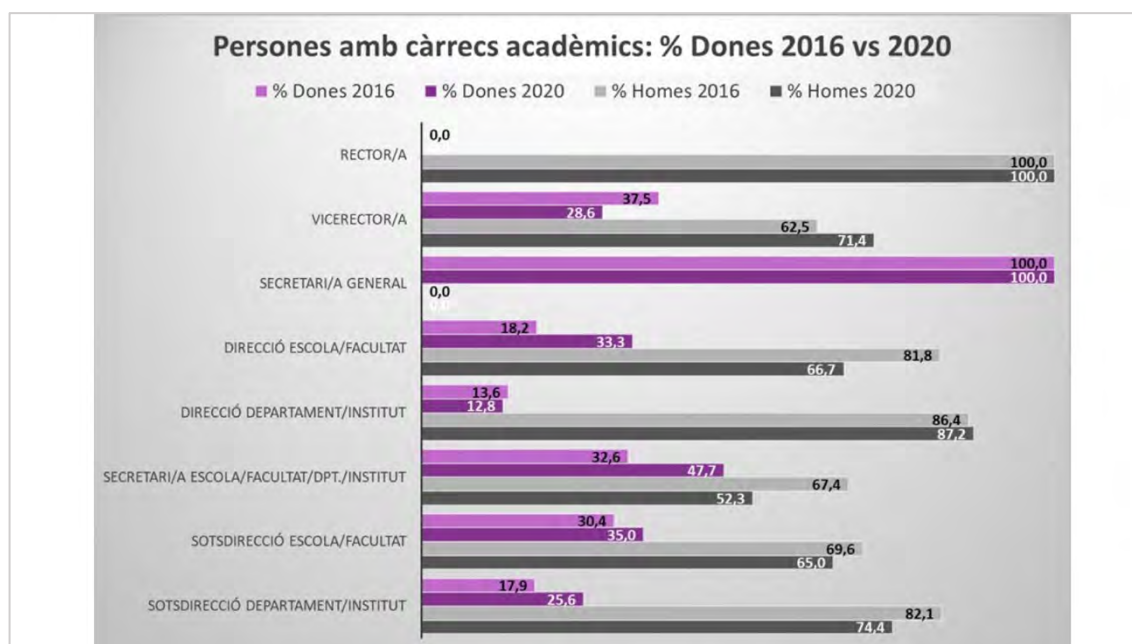
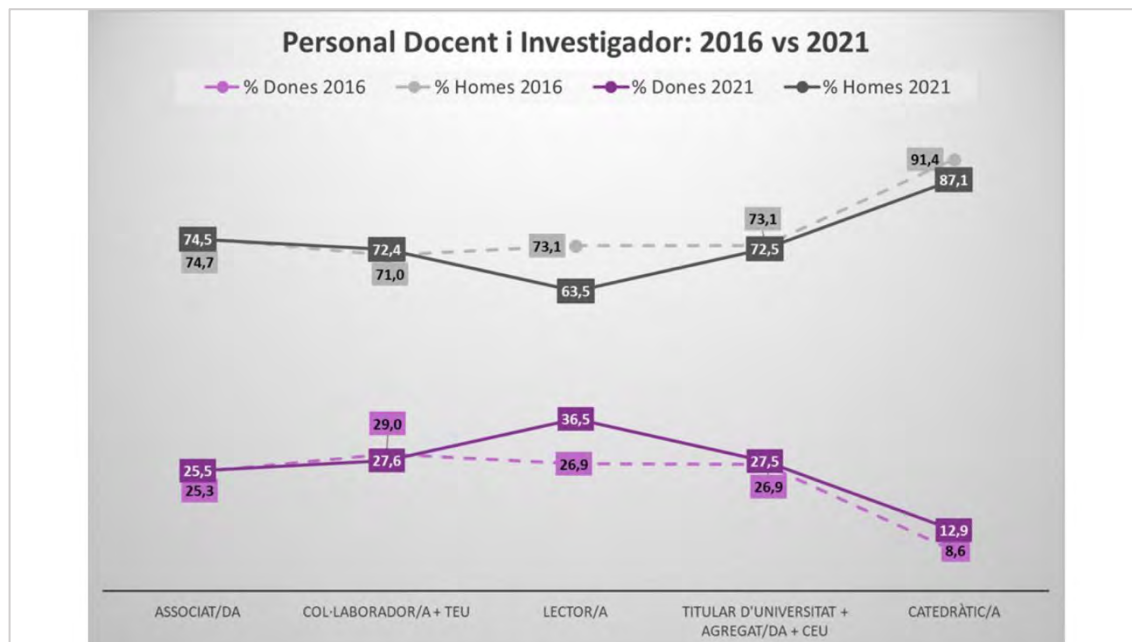



The 10 axes of the III Equality Plan of the UPC (2017-2020).

 Institutional leadership	 Include the gender perspective in the direction of people and teams	 Academic career of women at the UPC	 Attract and increase the number of women in UPC studies	 Network and mentoring of women
 Work balance and personal life	 Guarantee equality of gender at the UPC	 Research projects with perspective of gender	 Communication for cultural change	 Monitoring and measurement of the impact







4th

UPC Equality Plan

(2021-2025)

UPC's framework for action to deploy and make gender equality effective, in relation to the university community and also to the society it serves and is committed to.





4th Equality plan. Guiding principles

01	Open and integrative	A shared plan (centers, services, units), which facilitates internal complexities and integrate diverse visions; participatory (including student) and to encourage networking, making use of transparent communication.
02	Transformative	Including affordable, flexible, cross-cutting, practical, attractive planning and encouraging.
03	Centered in society	Promoting models and benchmarks; that goes beyond the problematic of gender: catalyst for the social return of technology, and that it has an approach for everyone (women and men).
04	Efficient	Leveraging existing experiences and resources (good internal practices and external, the association with other actors ...).
05	Transversal	Applying equality between people in all policies, programs and university actions.

NEW!



Discussion highlights inputs of special importance for further development of GEPs in TARGET partners.

Governance structure

Following the presentation there is a lively discussion regarding the governance structure. One of the aspects highlighted is how to implement GEP in large and to some extent decentralised organisations. The presentation explained that UPC is a federation of 17 schools, each one with a direction and dean. UPC's rectorate does not directly govern these schools and they have some degree of autonomy. Therefore, it is fundamental to create a network of individuals who are

responsible for equality and part of the governing bodies of these same centres (such as Vice-Deans for equality or social responsibility). With this network they meet each 2–3 months to coordinate actions on awareness rising or protocol design. Without their support the GEP would not function. The general view among participants is that creating gender structures at faculty or school level is a must in large organisations, although their mandate may vary depending of the level of autonomy.

A participant points that in Greece, the national law requires the creation of an equality committee. In ELIAMEP they have 9 members including teaching and student representatives. But is this enough to satisfy the European Commission requirement on the creation of a dedicated gender equality unit? Or is it necessary to create an administrative unit with dedicated resources and staff? Angela Wroblewski replies that the requirement of the Commission includes dedicating resources.

Another question relates to the source of the budget of the Unit, which comes from the central budget of the university. It covers personnel costs (one full-time contract) and 7,000 € a year to prepare activities and resources. They also receive additional funding from the Spanish and Catalan governments. Concerning the design of the sexual harassment protocol, it is implemented by the Office but it was designed together with the UPC's legal team. Until now the design of the protocol has been internal, but they are now looking to have more inputs from external specialists. The main barrier is that this type of advice has a high economic cost.

Monitoring

Discussion also addresses the details of the monitoring and impact of the 4th GEP. Dídac Ferrer explains that they have an observatory to monitor the demographic numbers in the UPC and the information is public and can be downloaded from their webpage to conduct analysis. Through the Gender Equality Committee, they will also provide qualitative data on the level of fulfilment of GEPs periodically. Independently of the GEP, the UPC has also to report on the level of fulfilment of SDGs, so this aids to have more indicators on equality issues. These analyses and reports affect teaching and research in the sense that they are collecting annual data on research production in regards to SDGs. For instance, for the fifth SDG, devoted to gender equality, they can automatically collect research outputs of professors and students that have identified gender as an element of their research. Before this annual monitoring they did not have this type of information.

Measures to foster women's career advancement

Another participant asks for more information on the policies implemented to increase women presence in teaching staff, especially full professors. Amaia Lusa explains that when someone

wants to be promoted from Grade B to A it has to apply when a call is open (and previously receiving accreditation from the Catalan government). Initially, the university gave priority to women in case of equal marks between candidates, but this criterion was not useful because it is very difficult to have equal evaluations. Nowadays the UPC reserves a small percentage of positions to women (5% in the last call) and multiplies the final marks of the application's evaluation with a gender coefficient to compensate for the barriers that women face (care duties, teaching overload, etc.). At the beginning the coefficient was 1.15, but recently it increased to 1.25. This measure has helped to increase the presence of women. For instance, without this coefficient they would not have had any women in the last call, whereas its inclusion has guaranteed the presence of several women. Furthermore, Dídac explains that they have implemented an affirmative measure that gives a year without teaching to women that return to the university after maternity leave, which allows them to focus on research in order to compensate for the maternity period. However, this measure affects few women, only around four and five a year.

The discussion continues on the potential resistances when implementing these affirmative measures and the strategy followed to overcome them. According to Amaia Lusa, these actions were a demand of trade unions for a long period, but they did not manage to gain consensus. Affirmative action was implemented when became a Rector in favour of this type of action was elected. Regarding resistance, there were some voices against these measures, but once they were implemented nobody complained in public. There have been some complaints to the ombudsman and informal comments, but there is an institutional consensus that these measures are needed. Dídac Ferrer stresses that the mix of bottom-up pressure and top-management support has been key to implement and legitimise these measures.

3.2 Initiatives on gender in teaching and research

3.2.1 Overview of actions and resources

Amaia Lusa introduces the actions and resources for gender in teaching and research. The 3rd GEP did not have any objective in this field. Thanks to participation in Horizon 2020 GEECCO project (2016–2021), UPC has started to take action in this area.

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ACTIONS AND RESOURCES FOR GENDER IN TEACHING AND RESEARCH

Amaia Lusa


10th November 2021




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Gender Equality in Engineering through Communication and Commitment (SwafS-03-2016-2017)




```
graph TD; DM[DECISION MAKING] -.-> GEECCO((GEECCO)); AC[ACADEMIC CAREER] -.-> GEECCO; GEECCO -.-> TR[TEACHING & RESEARCH];
```



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Strategy at UPC





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Actions and resources



- ✓ Dissemination and awareness raising (@igualtatUPC, @GEECCO_H2020, newsletters, conferences...)
- ✓ Exhibition on gender in R&I (reusable)
- ✓ Serie of talks for gender in teaching (https://youtube.com/playlist?list=PLkgord6_YlWSWleD_VjZr_T1FEamegGAA)
- ✓ Pilot project Gender in Teaching
- ✓ Trainings (G in teaching, G in research, harassment...)





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Actions and resources



- ✓ Vicerectorate for Social Responsibility & Equality (2019)
- ✓ Resources & Budget for Gender Equality
- ✓ Gender competence for BA and MSc (2020)

“To know and to understand, from the field of study, existing sex and gender inequalities in the society; Include the different needs due to gender and sex differences in the solutions design and problem solving”






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Actions and resources




- ✓ Questionnaire for assessing gender in teaching
- ✓ Gender indicators dashboard
- ✓ Guides for including gender in teaching
- ✓ Women referents website
- ✓ Language manual
- ✓ Checklist & support for gender in research
- ✓ Guide for schools & faculties
- ✓ External resources (guides, vídeos, etc.)
- ✓ Harassment protocols





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Resources




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Awards

- ✓ Encarna Sanahuja Yll, an award from the Catalan Government for the work done by the GEECCO team in the field of Gender in Teaching (2021) (20000€ to be invested in Gender in Teaching projects)
- ✓ UPC Social Council award in the field of Social Responsibility – Gender Equality (2021) (1500€)



3.2.2 Gender dimension in research

Irene Jorge, International Project Manager and responsible for dissemination of the GEECCO project, presents the progress of UPC in introducing the gender dimension in research.


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GENDER DIMENSION IN RESEARCH

10th November 2021

Irene Jorge
Irene.Jorge@upc.edu
 International Project Office, UPC






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GENDER IN RESEARCH

WHO

Equal
opportunities for
men and women
in research

>

Encourage equal participation of
men and women in research
teams at all levels

**WHAT
&
HOW**

Gender in
research content

>

Create working conditions and
culture that allow
men and women to have
equally fulfilling careers

**WHAT
&
HOW**

Gender in
research content

>

Address both women's and
men's realities

**WHAT
&
HOW**

Gender in
research content

>

Consider gender-specific
research to fill knowledge gaps

Source: <https://op.europa.eu/en/publication-detail/-/publication/c17a4eba-49ab-40f1-bb7b-bb6faaf8dec8>







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GENDER IN RESEARCH CONTENT

- ✓ Generate gender-sensitive ideas for research proposals
- ✓ Choose a gender-sensitive methodology
- ✓ Collect gender-sensitive data and analyse and report data in a gender-sensitive way
- ✓ Use gender-sensitive language and images.
- ✓ Disseminate results in a gender-sensitive way

<https://genderedinnovations.stanford.edu/>



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Source: <https://op.europa.eu/en/publication-detail/-/publication/c17a4eba-49ab-40f1-bb7b-bb6faaf8dec8>



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SELECTION AND RECRUITMENT

WE'RE ENCOURAGING
PANEL MEMBERS TO:



open and impartial selection procedures,
precise and transparent selection criteria:

- ✓ use mixed selection panels,
- ✓ train panel members on gender bias,
- ✓ advertise open posts widely,
- ✓ explicitly encourage women to apply,
- ✓ accommodate atypical career patterns;

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WORKING CONDITIONS AND TEAM MEMBERS

Equal working conditions

- pay,
- opportunities for training,
- access to grants and funding, etc

Accommodates private commitments and different career structures

- scheduling and organising meetings,
- scheduling and organising activities requiring mobility

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Decision-making bodies



Male-dominated groups and boards

GOVERNANCE STRUTURE

- Advisory board
- Work packages leaders
- Project coordinator
- Main researcher
- Job opportunities

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Trainings

Trainings
Source of trainings: GENDER EQUALITY ACADEMY
<https://ge-academy.eu/>


Reports
[*How to integrate the gender dimension into #HorizonEU clusters & missions. with case studies* *\(July 2020\)](#)




Attendance at specialized conferences / workshops on gender projects








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Examples




YW

Toolkit Gender in EU-funded Research. Yellow Window (2011)
http://www.ciencia.gob.es/stfls/MICINN/Investigacion/FICHEROS/EI_genero_en_la_investigacion.pdf



Toolkit Gender in EU-funded Research. Yellow Window (2011)
http://www.ciencia.gob.es/stfls/MICINN/Investigacion/FICHEROS/EI_genero_en_la_investigacion.pdf



Gender and Inclusion Toolbox: Participatory Research in Climate Change and Agriculture. CGIAR Research (2014)
https://cgspace.cgiar.org/bitstream/handle/10568/45955/CCAFS_Gender_Toolbox.pdf?sequence=7






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Interesting sources


[Gender Equality in Academia and Research \(Gear Toolbox\). Eige](#)
[Report on Implicit Gender Biases During Evaluation](#)
[New tools for gender analysis. Jeremy Berg. ScienceMag.org \(2019\)](#)
[Video on Gendered Innovations](#)
[Gender Inclusivity Dissemination Guidelines](#)
[Toolkit for integrating gender-sensitive approach into research and teaching. Garcia project \(2013\)](#)






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Thank your for your attention!

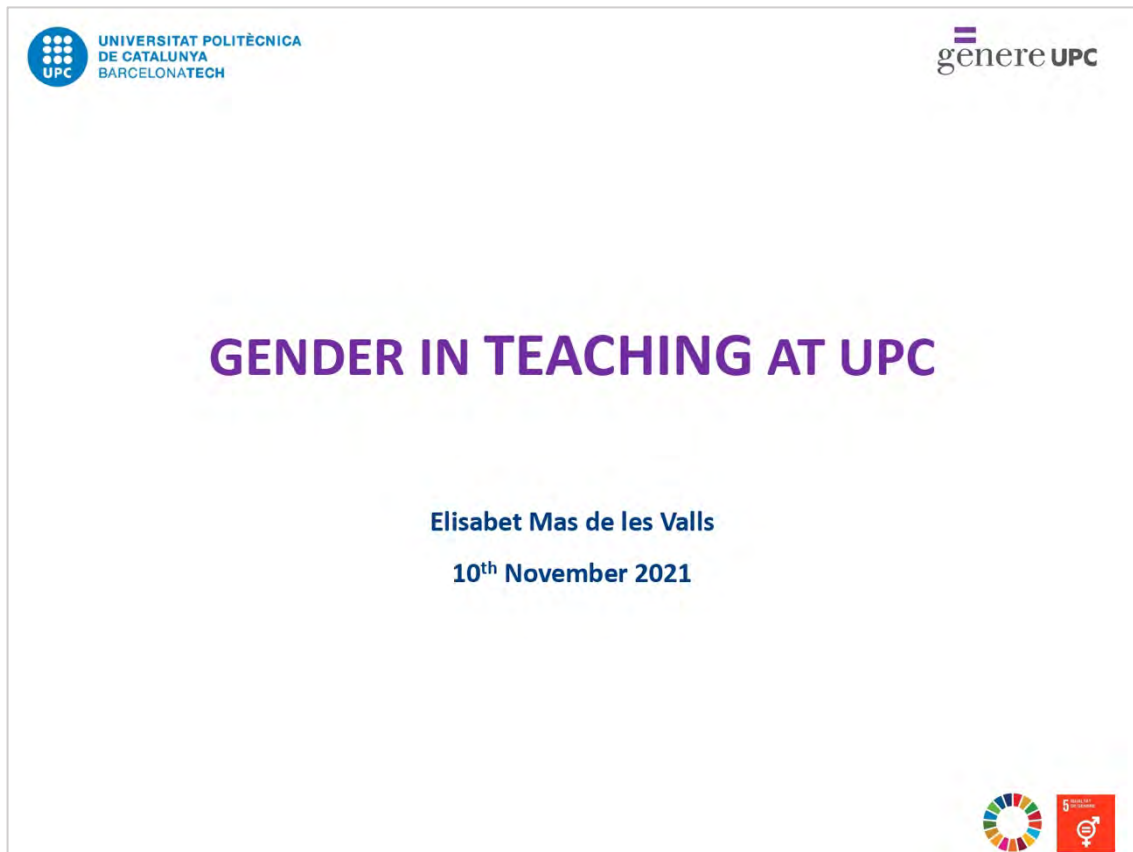






After the presentation, the discussion focuses on how the procedure works. Irene Jorge explains that her office seeks applicants in advance in order to provide support and help them in the integration of the gender dimension in a consistent and systematic way. However, sometimes it is the other way around, with newcomers contacting the unit, especially when it involves UPC funding. Irene Jorge has noticed a positive change in the mindset of researchers, partly due to the requirements in national and international calls, including Horizon Europe which has raised a great deal of expectation in this field.

3.2.3 Gender dimension in teaching

Elisabet Mas de les Valls, UPC teacher and expert in gender in teaching, explains how UPC deals with the gender dimension in teaching. Her presentation focuses on the pilot project GiD (gender in teaching). This pilot project has been a great success and the challenge is now how to advance further.





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Contents

1. The catalyst
2. Pilot project GiD
3. Xarxa Vives' Guide
4. Dissemination outside UPC
5. To do list
6. Final Remarks



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The catalyst




**Catalan University
Quality Assurance
Agency**





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1. AQU – the new framework


A pioneering measure in Europe:

→ **What:** General framework for incorporating the gender perspective in higher education teaching


→ **Where:**

- To be applied in all degree programmes at Catalan universities
- In assessment, monitoring, modification and accreditation

→ **When:** from the 2020-2021 academic year onwards





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Curricula: competences, learning results, methodology, specific subjects, ...

Specific gender trainings






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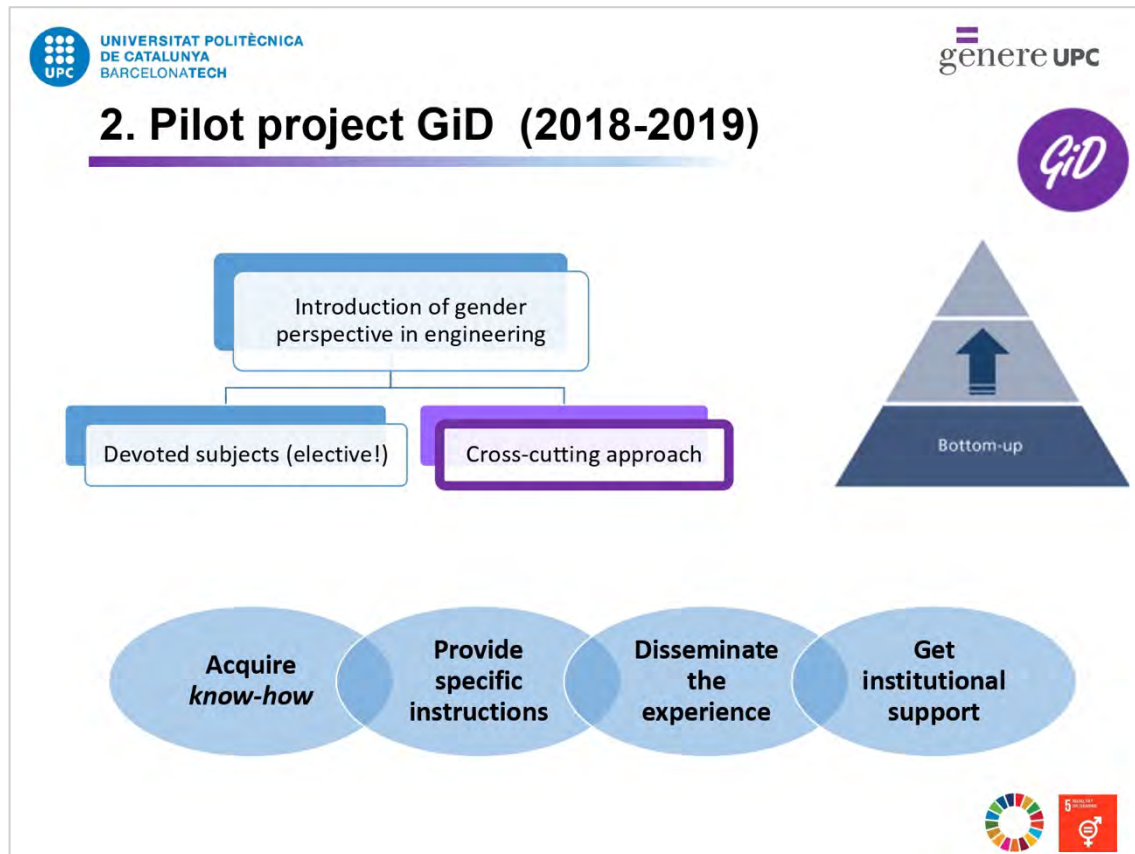
Pilot project GiD

(2018-2019)



Marta Peña, Noelia Olmedo-Torre, Elisabet Mas de les Valls & Amaia Lusa
Introducing and Evaluating the Effective Inclusion of Gender Dimension in STEM Higher Education
Sustainability 2021, 13, 4994. <https://doi.org/10.3390/su13094994>







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2.2. Applicants



→ 8 teams – 8 different UPC degrees

→ 41 volunteer teaching staff

→ 40% men

Teams:

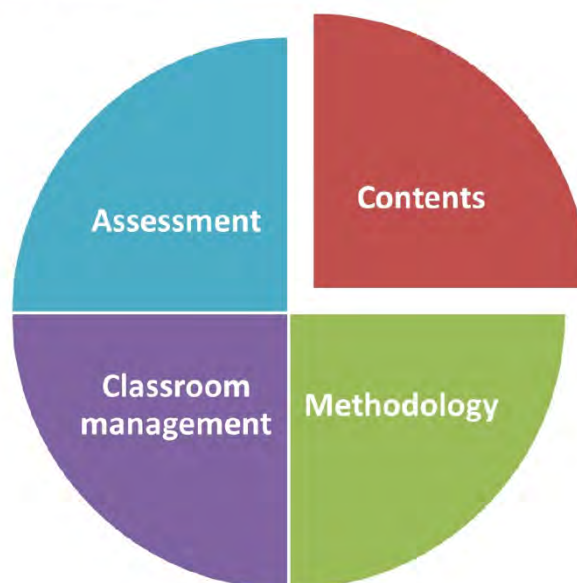
- ☐ Bachelor's degree in Architecture Studies
- ☐ Bachelor's degree in Civil Engineering
- ☐ Bachelor's degree in ICT Systems Engineering
- ☐ Bachelor's degree in Naval Systems and Technology Engineering
- ☐ Bachelor's degree in Aerospace Systems Engineering
- ☐ Master's degree in Applied Telecommunications and Eng. Management
- ☐ Master's degree in Industrial Engineering
- ☐ Master's degree in Environmental Pathways for Sustainable Energy Systems



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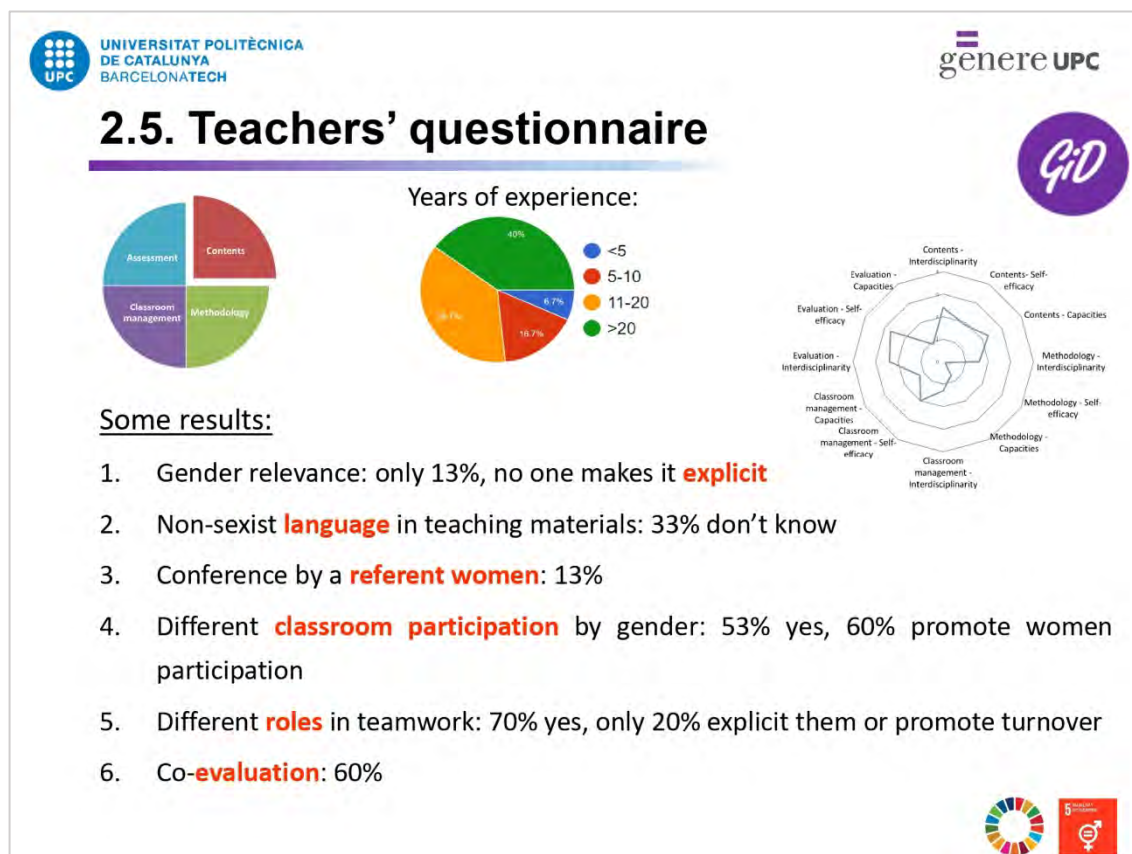
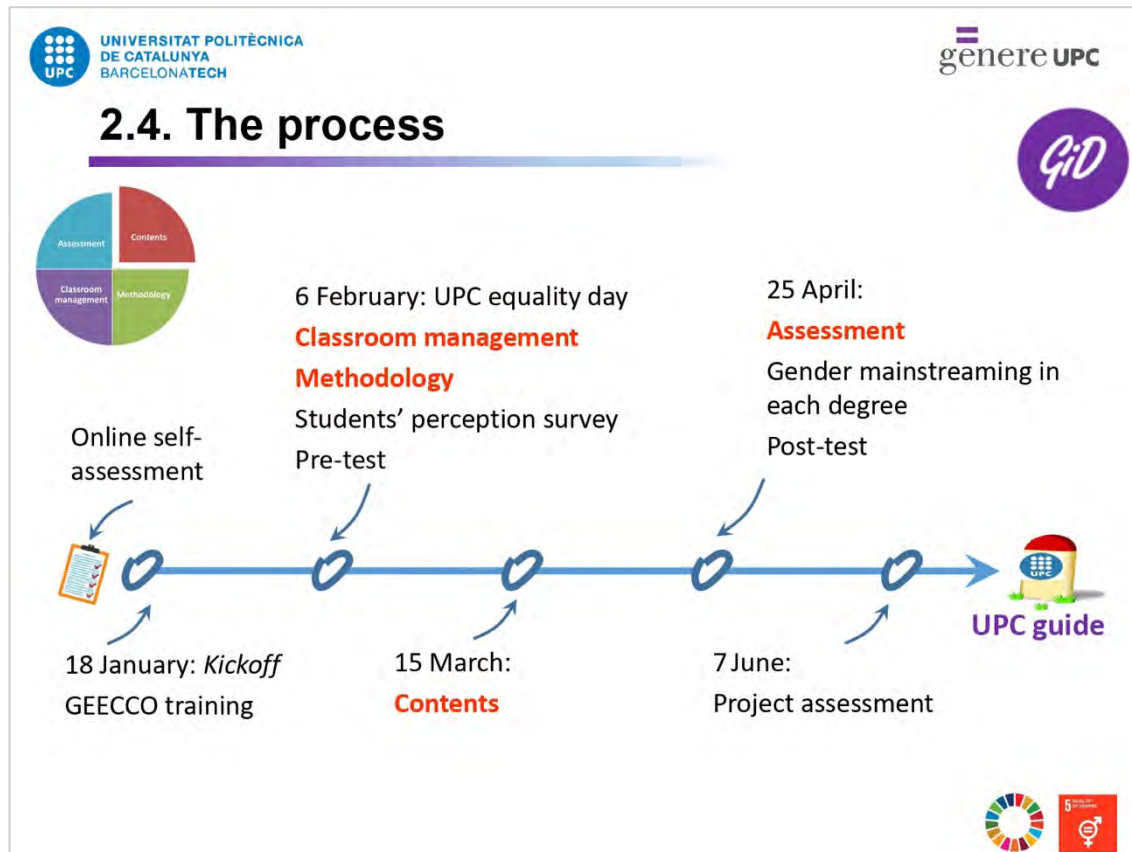
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2.3. The 4 pillars




To humanize STEM ... is natural, is simple







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2.6. Students' perception survey

[ICERI 2019](#), [ICERI 2020](#)

Referents

Experiences

Teamwork

Perceptions

Phase I



Phase II


...

- Preliminary version with more or less consensus
- 540 answers
- Team discussion, also with students' associations
- Training for the development of surveys
- Revised and validated new version


16 subjects, 3 Bachelors, 4 Masters → **548 answers** (60% participation)

Girls: 30% > 27.20% (UPC) > 20.70% (participating degrees)



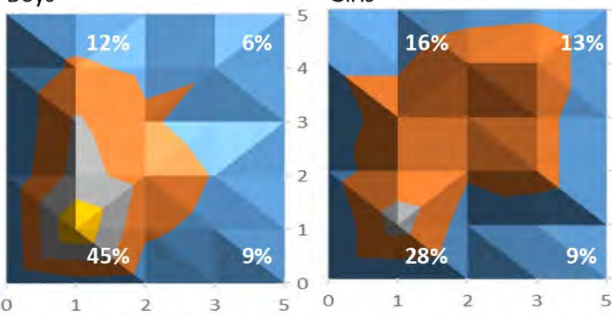
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(...) 2.6. Students' perception survey

Boys



Girls



"Girls face difficulties along their
UPC studies"
(5=totally agree)

"Evidences of a biased treatment by the teaching staff" (5=always)

		Boys	Girls
By the teaching staff...	Sexist language	14%	31%
	Expectations bias	8%	14%
	Assessment biases	9%	16%
By classmates ...	Treatment biases	17%	29%



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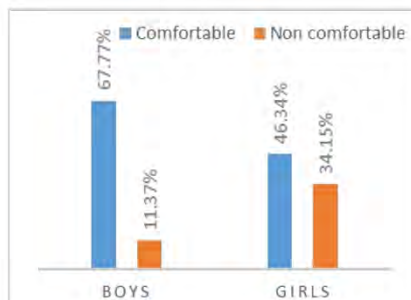
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(...) 2.6. Students' perception survey

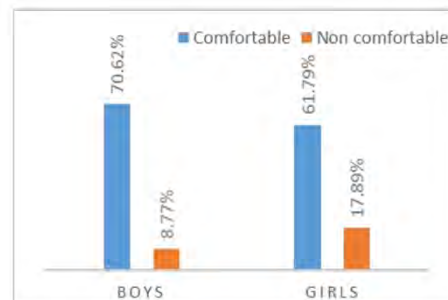


Feeling comfortable participating:

In the classroom



Outside the classroom



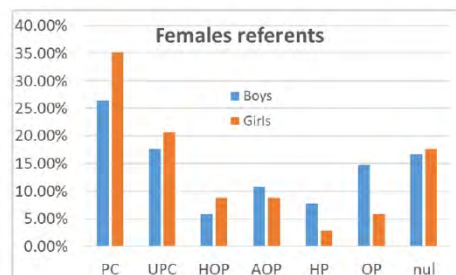
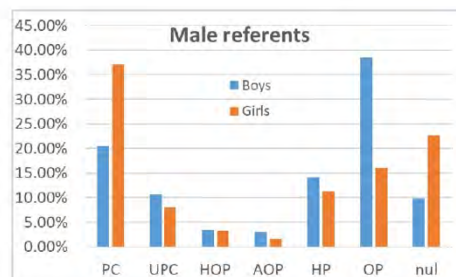
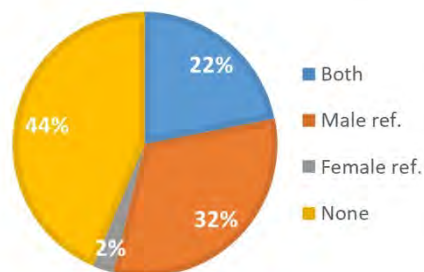
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(...) 2.6. Students' perception survey




Male and female referents:






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(...) 2.6. Students' perception survey




Other observations:

- Girls perceive more biases
- Master's students (both male and female students) perceive more biases.
- Master's students know more referents (both male and female referents).
- In subjects where English is the vehicular language, a minor usage of non-inclusive and/or sexist language is detected.
- Girls are more aware of the existing biases within UPC. However, boys know that the issue exists in the society but not inside the frame of the UPC.







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2.7. Individual work





1. Own teaching guide:

- ✓ References and bibliography
- ✓ Female referents (CEO, authorship, pirates, ...)
- ✓ Contextualization of exercises
- ✓ Language and stereotypes
- ✓ Social relevance
- ✓ Roles in teamwork
- ✓ Classroom participation



2. Key Degree subjects:

- ✓ Safety
- ✓ Healthy
- ✓ Design (ergonomics, ...)
- ✓ Environmental
- ✓ Management
- ✓ Human resources
- ✓ Research
- ✓ Urbanism

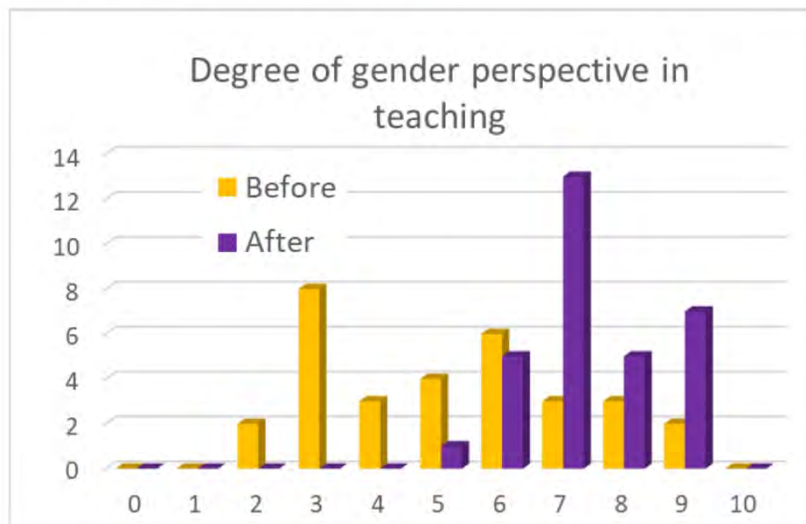





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2.8. Acquired know-how



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2.9. Check list




Final survey with a revised list of actions:

- ☐ It was already implemented and has not improved
- ☐ It was already implemented but has been improved
- ☐ It has been introduced within the ongoing course
- ☐ It will be included next semester
- ☐ It might be included at mid-long term
- ☐ Despite being potentially implemented, it will not.
- ☐ It is not applicable to the subject

Result:

- Level 0 – fundamental actions • 7 actions
- Level 1 – easy to apply actions • 14 actions
- Level 2 – advanced actions • 15 actions
- Level 3 – expertise actions • 9 actions






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2.10. Final remarks



Fundamental: institutional support



- ☐ Synergies with the **Social responsibility and Equality vice rectorate**
- ☐ Institutional **recognition**
- ☐ Institutional support for the **web** (GIC) and by the Educational Sciences Institute (ICE)


Fundamental: publications (congresses & journals)

- ☐ Dissemination to other universities


Resistances:

- ☐ Real implication of other vice rectorates
- ☐ **Scalability:** how to involve the head of the departments?
- ☐ **Sustainability:** volunteering and with penalty!










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Xarxa Vives' guide






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Xarxa Vives
d'universitats 


3. XV's guide


Guides for mainstreaming gender in university teaching


- ☐ Series of guides since 2017, 17 disciplines









- ☐ Considered a good practice by EIGE 
- ☐ Translated to Spanish






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Xarxa Vives
d'universitats 

3. XV's guide

→ Special focus on Contents



Scientific foundations


→ Contextualization

Technologies

→ Sustainability (environment, security, ergonomics, ...)

Management

→ Interpersonal relationships (teamwork, leadership, recruitment, ...)





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4. Dissemination (to other universities)





UNIVERSIDADE DA CORUÑA



UNIVERSIDAD DE
EXTREMADURA



Deusto
Universidad de Deusto




School of
Engineering




Tecnocampus






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5. To do list



1. Revision of teaching material: language and images (stereotypes)
2. Good practices data base
3. Reduction of gender biases in the subjects
4. Analysis of the students' assessment disaggregating by sex
5. Push key subjects' teachers towards the introduction of GP in teaching
6. Gender dimension in Final Degree projects
7. Keep on dissemination (inside and outside UPC)



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6. Final Remarks

1. The new AQU framework was the **catalyst**.
2. The **GiD** project was really **successful** (acquired know-how, guides, dissemination)
3. **New and improved editions** of the project, with unexperienced participants, could be useful to further spread the know-how among UPC community.
4. A new framework to carry out the **'to do' activities** is required, either within (1) another teaching innovation project (GiD II), (2) a devoted research group or (3) the vice rectorate



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Thanks for your attention!

Q&A time

Contact and more info:

Elisabet.masdelesvalls@upc.edu

<https://igualtat.upc.edu/ca/projectes-clau/projecte-genere-i-docencia/guia-upc-per-a-la-introduccio-de-la-perspectiva-de-genere-a-la-docencia>

<https://igualtat.upc.edu/ca>

<http://www.geecco-project.eu/>



During the discussion a participant wonders about lessons learned and next steps, especially taking into account the implementation of the 4th GEP. Elisabet Mas de les Valls replies that they have learned the importance of having practical and clear objectives. Workshops on introducing the gender dimension are better framed if they address 'how are you going to do it' rather than only explaining what the gender dimension means. The guide also adopts this practical approach. Concerning future developments, it is difficult to know given the pandemic and the recent change of rectorate, although these issues are in the agenda. Amaia Lusa explains that the next GEP includes creating a community of practice at the UPC level on gender in teaching and research with the aim of implementing further measures.

Annex – Background note

Rovira i Virgili University

The Rovira i Virgili University (URV) is located in Tarragona and has a multi-centre structure with six campus sites. URV offers 40 undergraduate and 50 master courses, with around 15,000 students. The wide-ranging and well-defined relationship between the university, business and society is one of the main reasons why the URV and its surroundings have been recognised as a Campus of International Excellence by the Spanish Ministry of Education. From the very first day, its aim has been to place knowledge at the service of society to contribute to the social and economic development of its environment, which has gradually transformed over time.

The URV, as a public institution strongly involved with society, is committed to contributing to the social, cultural, healthy and sustainable development of people and the region. This commitment is translated into actions and initiatives aimed at the progress of social welfare, as well as to influence the training of future professionals who are socially and environmentally responsible. To this end, the University has set itself the Sustainable Development Goals of the United Nations Organisation as indicators of all its activity, as shown in the 'Research and Innovation Report 2019' (available [here](#))

In 1989, the GRÈC research group (Gender, Race, Ethnicity and Class) was created at URV, which, over all these years, has carried out constant work to incorporate gender perspective and studies in the teaching and research and, also, to eliminate discrimination and inequalities between men and women in all levels and functions of the university community. This purpose was assumed in 2006 by the rectoral team and this institutional will was reflected in the commission of the then rector to prepare a report on inequalities at the URV. In order to correct the inequalities and discrimination detected in the aforementioned study, the University Senate in 2006 appointed a commission to which it commissioned the elaboration of an equality plan between men and women at URV.

Gender policies

URV approved its [First Equality plan in 2007](#), its second for the period [2011 – 2015](#), and its third and last one in 2020 ([version in English](#)). The first two GEPs contemplated around 50 measures aimed at developing positive actions in order to eliminate discrimination existing in some organs and competences, thereby enhancing university students and workers' quality of life. Both plans were structured around six priorities:

- Diagnosing and giving visibility to sexism, creating a mindset and a collective awareness in favour of equality opportunities.

- Enhancing access on an equal basis to employment and training.
- Remaining the institution committed to gender equality.
- Promoting gender mainstreaming in teaching and research.
- Strengthening the link between gender and science in URV.
- Having a balanced representation between men and women in decision-making bodies.

The third GEP contemplates 35 measures that include specific actions, time-span, responsible people and implicated agents for implementation, and evaluation indicators. The GEP measures are integrated into five main pillars:

- Strengthening URV compromise with gender equality (for example, creating an Inequality Unit and a Commission Unit or guaranteeing equality in top-management positions).
- Making a diagnosis on sexism and foster awareness raising (for example, creating a gender equality and feminist culture at URV).
- Equality in access, promotion, and working conditions (for example, incorporating gender quality in public calls and tackling gender bias according to past findings).
- Promoting gender equality in teaching content.
- Promoting gender equality in research content.

URV has a [Gender Equality Unit](#) that has two aims: being the technical body to implement the actions in the GEP and being a service of information and diffusion of gender inequalities in the university community and society. The [functions](#) of the Unit are:

- Diagnose existing inequalities between men and women
- Collect and analyse relevant information on gender equality
- Monitor the situation regarding equal opportunities at the URV over time
- Promote and favour specific training and research in gender studies
- Act as a resource centre in the field of advice and in conducting studies

The Unit offers intervention and offers support for students who have suffered sexual harassment. And every year, the URV publishes a [report](#) monitoring gender equality among students, administrative and teaching staff. Also, the URV has a Research on Gender Network that connects gender experts and [offers a diverse](#) number of undergraduate and postgraduate courses on gender and gender inequality. In terms of awareness raising, URV has done multiple events and

campaigns on gender equality (including an [annual prize](#) recognising people, entities, institutions or collectives that work to promote women's rights and visibility).

Polytechnic University of Catalonia

The [Universitat Politècnica de Catalunya](#) (UPC) is a public institution of research and higher education in the fields of engineering, architecture, sciences and technology, and one of the leading technical universities in Europe. Today UPC has almost 29,000 students and 3,500 teaching and research staff, and every year UPC graduates more than 6,000 bachelor's and master's students, 500 doctoral students, and 3,067 graduates in lifelong learning. The UPC has a widespread presence in Catalonia, with nine campuses located in Barcelona and nearby towns. The UPC has created a complex [network of international alliances](#) with other universities, research institutions and companies that organise new projects and support a good number of initiatives in which the word 'collaboration' is the key element.

The UPC university's institutional structure and actions for gender equality are wide-ranging and complex. Here we provide an overview of just some main policies and axes of their strategic action for institutional change towards gender equality in research and innovation.

Gender policies and structures for Gender Equality

The UPC has been implementing Gender Equality Plans (GEPs) since 2007. All information concerning the approved plans, evaluation and other related information is publicly available [here](#)

⁴. The first plan of action for gender equality was set up at the Polytechnic University of Catalonia in 2007. Its general objectives were:

- Promote a culture of equity and equal opportunities for women and men.
- Guarantee non-discrimination and equal opportunities in access and development professional members of all groups: teaching and research staff and administration and services staff.
- Facilitate the participation of women in the levels of responsibility, representation in the governing bodies of the University and the unipersonal positions of government.
- Promote a balanced proportion of women and men among students.
- Promote the balance of personal life, family and work of all people working at the UPC.

⁴ All the referred documents are elaborated in Catalan.

- Incorporate the gender perspective into occupational risk prevention.

In 2013 the second gender equality plan (GEP) was developed which aimed to:

- Balance the presence of women and men on collegiate governing bodies and staff selection committees to ensure equality.
- Ensure the existence of indicators on equal opportunities in the strategic planning of UPC units.
- Use neutral and inclusive language and communication in all areas of the UPC to improve the institutional image and communication.
- Establish synergies with external entities/bodies to encourage talent recruitment of women and people with disabilities in UPC studies.

The third GEP (2016-2020) had the following strategies axes:

- institutional leadership
- including the gender perspective in the direction of people and teams
- encourage women's academic career at UPC
- attract and increase the number of women in UPC studies
- promote women's network and mentoring
- balance between work and personal life
- guarantee gender equality at UPC
- promote research projects with a gender perspective
- communication for cultural change
- monitoring and measuring impact

At UPC, the Equality Commission promotes the University's actions aimed at ensuring non-discrimination, as well as all necessary actions within the field of gender policies. In each school, there are equality managers/officers who are members of the centre's management team, acting as the reference people for issues related to gender equality. Their responsibility is to coordinate the gender policies with schools and institutes and with the entire school community. The functions of the Equality Officers are

- Participate in the meetings of the Equality Officers Working Group.
- Collaborate in the development of the actions of the III Equality Plan.

- Disseminate the Plan and the actions derived in its academic units.
- Raise issues related to gender equality.
- Participate voluntarily in working groups that may be derived from the Plan and be the link between the teaching centres and the general services of the UPC.

Measures related to their activities are, among others: a practical guide against gender-based violence or the 10-month-long campaign against ‘micro-machismos’ (everyday sexism).

The university’s observatory collects and disseminates [data related to gender-based inequalities](#), while the institution hosts timing research and research & action projects on gender equality, such as the Horizon 2020 project GEECCO (Gender Equality in Engineering through Communication and Commitment) aimed at reducing gender inequality in European research institutions through the development of gender equality plans; Gender and Teaching Project, which elaborates a collection or guide of recommendations to introduce the gender perspective in teaching at the UPC based on a pilot experience (find the guide to introduce gender perspective in teaching [here](#)); [mentoring programme](#) to support and encourage the equality and empowerment of women by managing their development and maximising their learning, including specific actions address to students of the secondary schools; and the [Glass Ceiling](#) initiative to address the invisible barrier that women face in advancing in their careers through measures like training or teaching exemption programme for intensification of research after maternity leave.

Moreover, the UPC university organises actions for gender equality promotion, such as Women's Week from 8 to 12 March. In 2021 year’s edition, the UPC focused on areas such as the gender perspective in teaching, leading women in the professional future of UPC students and the recently graduated, the participation of the community in the elaboration of the 4th plan of equality of the UPC, and in sharing actions and projects developed in relation to the equality of gender in the university.