

THIRD GENDER EQUALITY PLAN 2022-2025

University of Vic - Central University of Catalonia
Balmes University Foundation
Bages University Foundation
Foundation for Advanced Studies in Health Sciences
Elisava University School Private Foundation

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1. INTRODUCTION

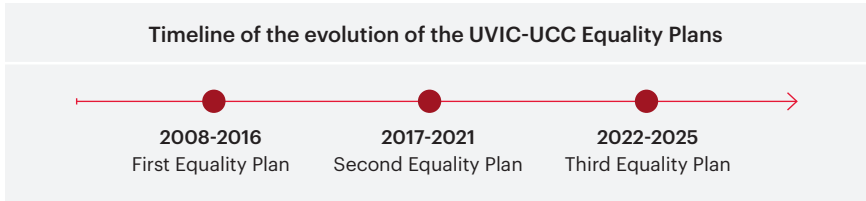
The Third Gender Equality Plan of the University of Vic - Central University of Catalonia (UVic-UCC) has been debated and drafted by the equality commission. This commission is chaired by the General Secretary of the University and is made up of the person responsible for the Equality Unit, the Centre for Gender Studies, the UHub - University Community Services, the Talent Policy Unit, one representative of the Staff Committee and several members of teaching and research staff and administrative and service staff, from the Balmes University Foundation (UVic), the Bages University Foundation (UManresa), the Foundation for Advanced Studies in Health Sciences (UMedicina) and the Elisava University School Private Foundation (UElisava). The Plan covers a five-year action period that began in 2022 and will be implemented until 2025.

Based on an analysis of the current situation, the Third Gender Equality Plan defines seven areas of action. For each of these areas, a set of objectives have been established that are implemented in a variable number of actions, each of which is associated with the people or organizations that are responsible for it, the respective measurement indicators and the corresponding timing of its implementation. The main objectives pursued for each of the areas that are covered are summarized in the table below.

Main objectives of the UVic-UCC's Third Gender Equality Plan (FUBalmes, FUBages, FESS and ELISAVA)
1. Promote equal opportunities and the gender perspective in university strategy and culture.
2. Ensure the adoption of the gender perspective in the studies that are taught and in research.
3. Increase the visibility of the Equality Unit, the Third Plan for Gender Equality, and protocols for harassment and use of the preferred name.
4. Ensure that the gender gap among students is reduced.
5. Promote the participation of women in governing bodies and reduce the gender gap in administrative and service staff, teaching and research staff and other specific groups, according to the foundation of reference.

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| 6. Facilitate joint responsibility for the family and work-life balance in the university community. |
| 7. Effectively manage cases of sexual harassment that may arise and offer training to the university community to detect and manage these situations. |
| 8. Ensure non-discrimination on the basis of gender in all processes (staff selection, request for benefits included in the collective agreement, training, etc.). |
| 9. Promote and facilitate alliances between the foundations that make up the UVic-UCC to achieve the objectives set out in the Third Equality Plan. |

2. BACKGROUND



Timeline of the evolution of the Equality Plans according to their members

First Equality Plan:	Balmes University Foundation
Second Equality Plan:	Balmes University Foundation, Bages University Foundation and Foundation for Advanced Studies in Health Sciences
Third Equality Plan:	Balmes University Foundation, Bages University Foundation, Foundation for Advanced Studies in Health Sciences and Elisava University School Private Foundation.

Although there is considerable sensitivity to inequalities in the university environment, difficulties still arise in women's academic careers, which often add to the obstacles that women encounter in the world of work in general.

The First Equality Plan of the University of Vic was approved by its Board of Management on 20 May 2008 to respond to the need to address one of the most topical current and past challenges in our society: gender inequalities.¹ Its main objective was to apply measures to ensure equal opportunities and equal treatment between women and men in all areas of our institution's activity. A situation of equality is understood as one in which both sexes are represented in a balanced way, that is, each has a presence or representation of at least 40% of the total, or when the gender perspective is guaranteed in all mechanisms of access, stability and labour or functional mobility in the institution.

In the organizational culture of the UVic-UCC, there is special sensitivity to gender issues. Examples of this are the creation in 1999 of the Centre for Women's Studies (CEID) to promote gender studies; dissemination of the reality of women and cultural productions throughout history; the feminist essay collection *Capsa de Pandora* (Pandora's Box), published by Eumo Editorial; and the creation of the UNESCO Chair: Women, Development and Cultures, in 2004, shared with the University of Barcelona. In 2014, it was agreed to change the name of CEID, which became the Centre for Gender Studies (CEIG) in order to expand the centre's possible study areas. Currently, this study centre has a total of 56 UVic-UCC researchers from seven research groups - out of the existing twenty-five - who adopt a gender perspective in their work, either exclusively or in one of their lines of research.

The participation of UVic-UCC in the creation of the Inter-University Women and Gender Studies Institute (iiEDG) in 2007 should also be highlighted, and its participation in the official master's degree in Women, Gender and Citizenship, taught by seven Catalan universities. Since 2013, UVic-UCC has offered the PhD programme in Translation, Gender and Cultural Studies and participates in the Joint PhD programme in Gender Studies: Cultures, Societies and Politics. It also teaches the master's degree in Cooperation and Equity, promoted by the UNESCO Chair: Women, Development and Cultures.

In the area of research recognition, the UVic-UCC awards two prizes annually: the Francesca Bartrina award for the best final year project with a gender studies perspective, funded by the Catalan Institute of Women, and the Catalan Institute of Women's specific award for the best upper secondary school final project.

1. Excerpt from the document *Dona i ciència: Pla d'acció a Catalunya* (Woman and Science: Action Plan in Catalonia), prepared by the Agency for Management of University and Research Grants (2005).

The First Equality Plan focused on defining objectives and actions that would promote equal opportunities and equal treatment in women's professional and employment development and increasing the representativeness of women in academic and management positions. However, it was not until 2012 that equality became highly relevant at the University of Vic with the creation of the Equality Unit. This was established to promote and encourage gender policies and ensure compliance with the principles of equity and equal opportunities between men and women within the university community. The creation of the Equality Unit was approved by the Board of Trustees of Balmes University Foundation (FUB) on 18 December 2012. The definition and functions of the Equality Unit are contained in the University's Organisational and Operational Regulations, Articles 80 and 81, approved by the Governing Council of the UVic-UCC on 3 December 2019 and by the Board of Trustees of the Balmes University Foundation on 10 December 2019.

The Second Equality Plan focused on the consolidation of gender equality policies within the UVic-UCC. During its period of validity (2017-2021), almost 800 activities were undertaken associated with implementing the 81 actions planned to achieve the 24 objectives in the 7 areas that are covered. The actions were focused on offering training in teaching and research areas, improving aspects of communication and equality in leadership positions, and carrying out actions to prevent and address sexual violence. In this second stage, relevant projects were promoted such as the tenth long series of actions, carried out with funding from the Spanish Ministry of Equality's State Pact against Gender Violence, or the 8 March Project, linked to managing funds that are not received by workers due to the strike called by unions on that date. The UVic-UCC is also part of the Network of Gender Equality Units for University Excellence (RUIGEU). The evaluation of the Second Equality Plan received a remarkably high rating (8/10) in terms of the degree of execution of the planned actions.

3. EVOLUTION AND ASSESSMENT OF THE CURRENT SITUATION

A first assessment of the current situation indicates that the University of Vic - Central University of Catalonia has a predominance of women in its overall composition, despite the fact that clear occupational segregation is detected in the areas of administration and services, and vertical segregation in terms of access to positions and responsibilities in academic and management areas.

An analysis of data provided by the Talent Policy Unit (APT), the Finance and Staff Management Unit (AGEP), the Library, the Research Transfer Office (OTRI), the International Centre for Continuing Education (CIFIC) and the ICT Unit reveals the changes that the University experienced in the period between 2016 and 2021.

The governing bodies that have come close to gender equality are the team of the Rector’s Office, the FUBalmes Board of Trustees and the Staff Committee. In contrast, the Faculty of Health Sciences and Welfare (with a predominance of women) and the Faculty of Science and Technology (with a predominance of men) have percentages that are far from what is considered an equal composition in terms of gender. A notable investment has been made in the management of departments in this period. They have shifted from being predominantly male to being predominantly female.

Government bodies	2016		2021	
	% of men	% of women	% of men	% of women
Rector’s Office team	86%	14%	63%	38%
University Board of Government	67%	33%	68%	32%
Board of Trustees of FUBalmes	83%	17%	67%	33%
Faculty of Education, Translation, Sports and Psychology	53%	47%	45%	55%
Faculty of Health Sciences and Welfare	30%	70%	33%	67%
Faculty of Science and Technology	64%	36%	71%	29%
Faculty of Business and Communication Studies	50%	50%	54%	46%
Management of departments	62%	38%	36%	64%
Staff Committee	76%	24%	57%	43%

Teaching and research staff are generally equally distributed from a gender perspective. However, an analysis by centres indicates an increase in female predominance in the Faculty of Health Sciences and Welfare and of male predominance in the Faculties of Business and Communication Studies and the Faculty of Science and Technology.

Teaching and research staff by centre	2016		2021	
	% of men	% of women	% of men	% of women
Faculty of Education, Translation, Sports and Psychology	42%	58%	43%	57%
Faculty of Health Sciences and Welfare	35%	65%	27%	73%
Faculty of Business and Communication Studies	60%	40%	62%	38%
Faculty of Science and Technology	65%	35%	64%	36%
Total	48%	52%	47%	53%

Regarding the distribution of teaching and research staff by category, in all cases percentages are balanced from the perspective of gender equality.

Teaching and research staff by category	2016		2021	
	% of men	% of women	% of men	% of women
Senior lecturer	56%	44%	52%	48%
Lecturer	43%	57%	47%	53%
Teaching assistant			43%	57%
Associate lecturer	49%	51%	48%	52%
Professor			40%	60%
Collaborator	40%	60%	41%	59%
Total	48%	52%	47%	53%

Regarding the distribution of teaching and research staff by contracted hours, in all cases percentages are also balanced from the perspective of gender equality.

Teaching and research staff by contracted hours	2016		2021	
	% of men	% of women	% of men	% of women
Full time	49%	51%	47%	53%
Part time 1 (75%)	39%	61%	44%	56%
Part time 2 (50%)	44%	56%	57%	43%
Part time (<50%)	49%	51%	47%	53%
Total	48%	52%	47%	53%

In terms of research, several aspects should be highlighted.

- Similar percentages are found for teaching and research staff with PhDs, accreditation and research premiums, and for members of research groups, the coordination of these groups and participation in projects as principal investigator.
- The proportion of female teaching and research staff who obtain research projects has increased. However, the difference between the funds received for projects has also increased in favour of male teaching and research staff (the same situation can be found in the average resources obtained by each researcher).
- In terms of research periods abroad, which continue to have equal percentages of men and women, the average duration has increased in both cases and the gap between the sexes has decreased. In contrast, the gap has increased between the amount received by male and female teaching and research staff to fund these periods abroad.
- While there are equal percentages of books published by men and women teaching and research staff, publications of impact have increased significantly in the case of male researchers.

Teaching and research staff for Research	2016		2021	
	% of men	% of women	% of men	% of women
Teaching and research staff with PhDs	50%	50%	51%	49%

Accredited teaching and research staff	53%	47%	53%	47%
Accredited teaching and research staff with six yearly increments	54%	46%	52%	48%
Members of research groups	43%	57%	47%	53%
Coordination of research groups, direction of chairs and research and knowledge transfer centres (CERT)	54%	46%	48%	52%
Research assignments	55%	45%	38%	62%
Principal investigator in competitive research projects(*)	45%	55%	50%	50%
Total funding received (€)	1,980,759.90	2,216,318.60	11,386,843.35	7,385,211.97
Average (€/principal investigator)	27,133.70	24,902.50	85,615.36	55,113.52
Research periods abroad (2008-2016)	42%	58%	43%	58%
Average duration (days)	27%	21%	34%	31%
Average funds received (€ per period)	2,129	1,861	3,119	2,384
Publications of impact	54%	46%	62%	38%
Published books	45%	55%	40%	60%

(*) Comparison of the periods 2008-2016 and 2016-2021

Regarding administrative and service staff, women continue to be predominant in this group in general and in management positions, unit directors, heads of service and managers.

Administrative and service staff	2016		2021	
	% of men	% of women	% of men	% of women
Administrative and service staff	26%	74%	25%	75%
Total management posts	31%	69%	30%	70%
Unit directors/res	31%	69%	27%	73%
Heads of service	33%	67%	32%	68%
Managers	27%	73%	30%	70%

In units and services, the predominance of female staff is maintained except in the case of the Infrastructure Unit and UMedia (which have equal percentages of men and women) and the ICT Unit (in which men predominate).

Administrative and service staff by units and services	2016		2021	
	% of men	% of women	% of men	% of women
Infrastructure and General Services Unit	52%	48%	46%	54%
Centre secretaries	10%	90%	7%	93%
ICT area	72%	28%	70%	30%
Academic Administration Unit	0%	100%	15%	85%
Library	9%	91%	17%	83%
Marketing Unit	27%	63%	31%	69%
Talent Policy Unit	10%	90%	0%	100%
Research Transfer Office	25%	75%	22%	78%
International Centre for Continuing Education	0%	100%	9%	91%
UHUB, University Community Unit	17%	83%	33%	67%
U-Media	80%	20%	44%	56%
International Relations Unit	0%	100%	0%	100%

Vice-Rectorate of Academic Affairs Bureau	0%	100%	0%	100%
Quality Unit	25%	75%	17%	83%
Careers Service	0%	100%	5%	95%
Finance and Staff Management Unit	0%	100%	0%	100%
Other units and services	23%	77%	27%	73%

Students are the third group that makes up the university community. An analysis of the data shows that between 2016 and 2021 the overall percentages of female predominance were maintained and that women make up 64% of the students. The analysis by faculties and centres indicates that exceptions are the Faculty of Science and Technology (with a predominance of male students) and the Faculty of Business and Communication Studies (with equal percentages of men and women).

	2016		2021	
	% of men	% of women	% of men	% of women
Student undertaking official training by centre				
Faculty of Education, Translation, Sports and Psychology	38%	62%	38%	62%
Faculty of Health Sciences and Welfare	37%	63%	35%	65%
Faculty of Science and Technology	55%	45%	67%	33%
Faculty of Business and Communication Studies	47%	53%	48%	52%
Doctoral College	47%	53%	39%	61%
Theses read	43%	57%	36%	64%
BAU Design College of Barcelona (bachelor's degrees)	27%	73%	19%	81%
The Barcelona School of Business and Social Science (ESERP; bachelor's degrees)	37%	63%	32%	68%

Business School Barcelona (EADA; master's degrees)	53%	47%	58%	42%
Lifelong learning (postgraduate studies, master's degrees, courses, language school)	30%	70%	32%	68%
TOTAL	36%	64%	36%	64%

4. REGULATORY FRAMEWORK

The Third Gender Equality Plan of the University of Vic - Central University of Catalonia, which includes the Balmes University Foundation, the Bages University Foundation, the Foundation for Advanced Studies in Health Sciences and the Elisava University School Private Foundation, has been drawn up according to the guidelines set by the following state and Catalan legislation.

- Organic Law 3/2007, of 22 March, on the effective equality of women and men, which establishes measures aimed at equal treatment and opportunities and which foresees, among other things, the promotion of teaching and research on this subject
- Organic Law 4/2007, of 12 April, which amends the organic law on universities (LOU) establishing that equal treatment of women and men and equal opportunities are values that universities must incorporate in their structure and operation as their own objective and that they must project these values to the society that surrounds them and introduce specific regulations to achieve this.
- Royal Decree 901/2020, of 13 October, which regulates equality plans and their registration and amends Royal Decree 713/2010, of 28 May, on the registration and deposit of collective bargaining agreements.
- Royal Decree 902/2020, of 13 October, on equal pay between women and men.
- Law 2/2003, of 29 February, on Universities of Catalonia, which imposes on the relevant ministry for universities and on the universities themselves the promotion of actions to achieve equal opportunities for men and women in all university areas.

Three years after the approval of the Catalan Universities Law, in 2006, the Catalan Institute for Women published the *Guia per al disseny i la implantació d'un pla d'igualtat d'oportunitats a les universitats* (Guide for the design and implementa-

tion of an equal opportunities plan in universities). The guide states that "the main obstacles that prevent the participation of women on equal terms in the academic world are discriminatory practices in appointments and professional promotions, the strain derived from the dual role in family and professional life, the gender stereotypes on the type of person who works in science or holds academic positions, and the continuous resistance to women occupying management positions" (p.6). Many of these obstacles also apply to the group of administrative and service staff.

- Law 17/2015, of 21 July, on the effective equality of women and men, which aims to establish and regulate the mechanisms and resources to make effective the right to equality and non-discrimination on the grounds of sex in all areas, stages and circumstances of life.

Finally, the UVic-UCC guidelines included in the Organisational and Operational Regulations should be mentioned. These establish that the UVic-UCC adopts the principles of freedom, democracy, justice, equality, solidarity and plurality that is typical of open societies (Art. 1.5). In addition, the guidelines contained in the Code of Ethics establish as principles, among others, equal opportunities between men and women and equity in professional, teaching and research working conditions.

5. APPROVAL OF THE THIRD GENDER EQUALITY PLAN

In order to comply with these provisions and with the desire to contribute to the full development of equality between people, the Governing Council of the UVic-UCC approved this document on 15 December 2021.

6. AREAS, OBJECTIVES AND ACTIONS

This Third Plan aims to establish guidelines that ensure equal opportunities in all areas and services of the University of Vic - Central University of Catalonia: the Balmaes University Foundation, the Bages University Foundation, the Foundation for Advanced Studies in Health Sciences and the Elisava University School Private Foundation, taking into account the specific features of each of the centres in the university.

As noted in the *Guia per al disseny i la implantació d'un pla d'igualtat d'oportunitats a les universitats* (Guide for the design and implementation of an equal opportuni-

ties plan in universities) (p.13), "the University must consider the advantages that equity will bring and the benefits that will be obtained not just for women, but for the entire university community."

The scope of the Third Equality Plan is greater than that of the Second Plan, due to the incorporation of the private Elisava University School Private Foundation through a federal contract signed with the Balmes University Foundation on 22 September 2020. However, the faculties located on the Manresa Campus were already part of the Second Plan, following the federation, on 30 January 2014, of the Balmes University Foundation and the Bages University Foundation, and the Foundation for Advanced Studies in Health Sciences, which joined the federation with the Balmes University Foundation on 20 December 2016. All the entities mentioned above make up the current University of Vic - Central University of Catalonia.

This document envisages the application of measures to ensure equal treatment between men and women. It is structured according to the definition of objectives and actions that fall within the following seven areas of action.

Area 1: Equal opportunities and social responsibility

Area 2: Academic activity: research and teaching

Area 3: Communication, image and language

Area 4: Representation and institutional participation of women

Area 5: Access, promotion and professional development. Working conditions

Area 6: Joint responsibility in work, personal and family life

Area 7: Prevention and eradication of gender violence

AREA 1:**Equal opportunities and social responsibility**

→ **Objective 1.1. Promote the equality policy and the gender perspective in the strategy and culture of the university organization.**

Action 1.1.1. Allocate sufficient resources in the budgets to carry out the set of actions described in the Third Equality Plan.

Responsible	General Secretary, General Manager, Coordinator of Development and Corporate Policies
Assessment indicators	Specific budget
Timing	2022-2025

Action 1.1.2. Create a monitoring commission for the Third Equality Plan

Responsible	Equality Unit and Office of the General Secretary
Assessment indicators	Number of meetings of the equality commission
Timing	2022-2025

Action 1.1.3. Ensure that the UVic-UCC's institutional statistical information is always published considering the gender variable and guarantee personal data protection.

Responsible	Quality Unit
Assessment indicators	Statistical reports of the UVic-UCC
Timing	2022-2025

Action 1.1.4. Encourage the UNEIX university collective and the rest of the universities to integrate the gender perspective in the data structures that are sent to undertake regular monitoring of the Catalan University System.

Responsible	Quality Unit
Assessment indicators	UNEIX meetings
Timing	2022-2025

→ **Objective 1.2. Seek the involvement of the entire university community in real equality of opportunity at all levels.**

Action 1.2.1. Organize awareness-raising actions on matters of equality.

Responsible	Equality Unit
Assessment indicators	Number of actions
Timing	Annual

Action 1.2.2. Organize training activities on gender and equality issues aimed at the university community.

Responsible	Equality Unit
Assessment indicators	Number of activities, number of participants
Timing	Annual

→ **Objective 1.3. Seek the participation of the UVic-UCC in public or private initiatives that aim to promote equality in society.**

Action 1.3.1. Establish mechanisms for the management and follow-up of requests for advice on gender.

Responsible	Equality Unit
Assessment indicators	Number of requests
Timing	Annual

Action 1.3.2. Collaborate on the initiatives of public or private bodies to promote policies that favour equality.

Responsible	Equality Unit
Assessment indicators	Number of initiatives
Timing	Annual

AREA 2: **Academic activity: research and teaching**

→ **Objective 2.1. Ensure that research participation is balanced from a gender perspective and analyse all data in relation to the number of professors (men/women), based on a weighting using the total number of women/men in teaching and research staff.**

Action 2.1.1. Weight all research data in a cross-cutting way, in relation to the number of professors, whether women or men, in each call for applications, area, etc. These data will be used to weight the rest of the analyses.

Responsible	Research Transfer Office, Library
Assessment indicators	Number of male and female professors at each foundation and across the entire University of Vic
Timing	2022-2025

Action 2.1.2. Carry out a disaggregated analysis by gender of the allocation and evaluation of contracted research hours and periods abroad.

Responsible	Office of the Vice-Rector for Research, Office of the Vice-Rector for International Relations
Assessment indicators	Percentage of research intensification hours (DIR), basic research hours (DBR) and grants for periods abroad from a gender perspective
Timing	2022-2025

Action 2.1.3. Carry out a gender-disaggregated analysis of researchers and principal investigators in research and knowledge transfer projects.

Responsible	Office of the Vice-Rector for Research
Assessment indicators	Number of principal investigators (PI) in research and knowledge transfer projects from a gender perspective
Timing	2022-2025

Action 2.1.4. Establish measures to correct the imbalance in research from a gender perspective.

Responsible	Office of the Vice-Rector for Research
Assessment indicators	To be determined according to the proposed action
Timing	2022-2025

→ Objective 2.2. Determine and promote the participation of women in protected knowledge transfer projects (spinoff, patents, etc.).

Action 2.2.1. Gather the levels of women's participation in knowledge transfer projects (contracts, agreements, etc.).

Responsible	Research Transfer Office, OTRI
Assessment indicators	Number of women participating as principal investigators (PI) in knowledge transfer projects. In absolute terms, relative terms and separated by project amount (proposed intervals: €1-€19,999 ; €20,000-€49,999 ; above €50,000)
Timing	2022-2025

Action 2.2.2. Collect the levels of participation of women as authors or co-authors of protected research results (patents, unit models, computer software, trademarks, etc.).

Responsible	Research Transfer Office, OTRI
Assessment indicators	Number of women listed as authors or co-authors of protected research results. In absolute terms, relative terms and separated by project amount (proposed intervals: €1-€19,999; €20,000-€49,999; above €50,000)
Timing	2022-2025

Action 2.2.3. Collect the levels of participation of women in competitive research projects.

Responsible	Research Transfer Office, OTRI
Assessment indicators	Number of women who participate as principal investigators (PI) in competitive research projects, in absolute terms, relative terms and separated by project amount (proposed intervals: €1-€29,999; €30,000-€59,999; above €60,000)
Timing	2022-2025

→ Objective 2.3. Carry out a disaggregated and gender-weighted analysis of the output of articles in scientific journals.

Action 2.3.1. Carry out a disaggregated and gender-weighted analysis of the scientific output of documents in which research results are made public.

Responsible	Library
Assessment indicators	Percentages of research results from the gender perspective
Timing	2022-2025

Action 2.3.2. Carry out a disaggregated and gender-weighted analysis of the publications on U-Divulga and The Conversation.

Responsible	Science Communications Unit
Assessment indicators	Number of publications by men and women on the U-Divulga and The Conversation platforms (annual and evolution)
Timing	2022-2025

→ **Objective 2.4. Establish criteria for calculating academic merits that do not penalize careers interrupted to balance work and family life.**

Action 2.4.1. In the assessment of CVs, extend the period considered for people who have taken maternity, paternity or family leave.

Responsible	Office of the Vice-Rector for Research and Office of the Vice-Rector for Teaching Staff
Assessment indicators	Inclusion in curriculum assessment regulations Percentages of people who this applies to, from the gender perspective
Timing	2022-2025

→ **Objective 2.5. Guarantee a balance between women and men in regulations relating to criteria for the composition of selection, evaluation and promotion committees.**

Action 2.5.1. Encourage a balance of men and women in the composition of the selection, evaluation and promotion committees.

Responsible	Office of the Vice-Rector for Teaching Staff and Talent Policy Unit
Assessment indicators	Number of women and men on the committees Inclusion of the balanced presence criterion in internal regulations
Timing	2022-2025

→ **Objective 2.6. Promote a balance between the number of men and women on the research committees of the Vic Campus and of the Federation, and on the Board of Management of the Doctoral College.**

Action 2.6.1. Promote equality in research committees (Vic Campus and the Federation) and on the Board of Management of the Doctoral College.

Responsible	Office of the Vice-Rector for Research, Doctoral College, Research Transfer Office
Assessment indicators	Number of women and men on the Board of Management of the Doctoral College (by years and evolution) Number of women and men on the Research Committee (by years and evolution) Number of women and men on the Research Committee of each federated centre (by years and evolution)
Timing	2022-2025

→ **Objective 2.7. Promote research with a gender perspective.**

Action 2.7.1. Analyse the number of doctoral theses with a gender perspective, according to the attribution of these theses to the SDGs.

Responsible	Doctoral College
Assessment indicators	Number of theses linked to the gender perspective, according to their attribution to the SDGs of area 5, in absolute terms and as a percentage of the total (annual and evolution)
Timing	2022-2025

Action 2.7.2. Carry out a gender-disaggregated analysis of the participation of women and men in supervision and joint supervision of doctoral theses.

Responsible	Doctoral College
Assessment indicators	Number of women and men supervising and co-supervising doctoral theses
Timing	2022-2025

Action 2.7.3. Promote the Capsa de Pandora (Pandora's Box) feminist essay collection.

Responsible	Centre for Gender Studies
Assessment indicators	Published books
Timing	2022-2025

Action 2.7.4. Make research activities on gender more visible in the annual academic report of the UVic-UCC.

Responsible	Office of the Vice-Rector for Research
Assessment indicators	Presence of a section on gender studies in the annual academic report
Timing	Annual

Action 2.7.5. Put together a specialised collection of literature and other gender resources.

Responsible	Library
Assessment indicators	Number of documents/resources acquired Number of resources in the bank
Timing	2022-2025

→ Objective 2.8. Promote the gender perspective in research projects.

Action 2.8.1. Take actions to promote the incorporation of the gender perspective in research projects, especially in areas where it is less present.

Responsible	Office of the Vice-Rector for Research
Assessment indicators	Number of actions carried out
Timing	2022-2025

→ Objective 2.9. Strengthen units or structures whose objective is research and knowledge transfer from a gender perspective.

Action 2.9.1. Allocate work hours to the Centre for Gender Studies and the UNESCO Chair in Women, Development and Cultures to develop strategic tasks. Mainly, facilitate the inclusion of the gender perspective in projects in all areas.

Responsible	Office of the Vice-Rector for Research and Office of the Vice-Rector for Teaching Staff
Assessment indicators	Number of work hours allocated
Timing	2022-2025

Action 2.9.2. Guarantee the presence of the UVic-UCC in organizations and entities within the Catalan and Spanish university system to develop research and training initiatives on gender, such as the Inter-University Women and Gender Studies Institute (iiEDG) .

Responsible	Centre for Gender Studies and Equality Unit
Assessment indicators	Number of organizations and entities of which UVic-UCC is an active member
Timing	2022-2025

→ Objective 2.10. Incorporate the gender perspective in teaching

Action 2.10.1. Incorporate into all undergraduate and postgraduate syllabuses, a generic competence with a gender dimension that translates into concrete learning contents and outcomes in different subjects, following the recommendations of the Quality Assurance Agency for the University System in Catalonia.

Responsible	Office of the Vice-Rector for Academic Affairs, heads of studies, degree coordinators, International Centre for Continuing Education (CIFC)
Assessment indicators	Number of syllabuses in which this generic competence has been incorporated, as part of the evaluation processes of the Verification-Monitoring-Modification-Evaluation cycle.
Timing	2022-2025

Action 2.10.2. Ensure that the gender perspective is implemented in subjects.

Responsible	Office of the Vice-Rector for Academic Affairs, heads of studies, degree coordinators, Teknos
Assessment indicators	Number of subjects that incorporate actions linked to the achievement of competencies and learning outcomes with a gender perspective
Timing	2022-2025

Action 2.10.3. Draw up general recommendations for all teaching staff to facilitate the incorporation of the gender perspective in teaching.

Responsible	Equality Unit and Centre for Gender Studies
Assessment indicators	Number of resources generated
Timing	2022-2025

Action 2.10.4. Offer training to teachers so that they incorporate the gender perspective in their subjects.

Responsible	Equality Unit
Assessment indicators	Number of courses and duration measured in hours Number of people attending
Timing	2022-2025

Action 2.10.5. Encourage students to prepare academic papers with a gender perspective.

Responsible	Office of the Vice-Rector for Academic Affairs
Assessment indicators	Number of training actions aimed at students Percentage of final year project and master's theses on gender studies Percentage of final year project and master's theses that incorporate the gender perspective
Timing	2022-2025

Action 2.10.6. Provide the Equality Unit with resources to carry out the process of incorporating the gender perspective into syllabuses.

Responsible	General Manager
Assessment indicators	Number of work hours allocated
Timing	2022-2025

Action 2.10.7. Ensure that the UVic-UCC participates in an efficient manner in gender training programmes of an inter-university nature.

Responsible	Office of the Vice-Rector for Academic Affairs, Centre for Gender Studies and Equality Unit
Assessment indicators	Number of programmes in which the UVic-UCC participates Number of credits taught
Timing	2022-2025

→ Objective 2.11. Create mechanisms to balance gender in the access of students to the degrees that have the most bias

Action 2.11.1. Promote visits to secondary schools by female teachers in the case of male-dominated courses and visits by male teachers in the case of female-dominated courses.

Responsible	Marketing Unit and all faculties
Assessment indicators	Number of visits
Timing	Biannual

Action 2.11.2. Promote expertise on the lack of vocations in male-dominated or female-dominated education.

Responsible	Equality Unit and Centre for Gender Studies (CEIG)
Assessment indicators	Organization of a conference on this topic
Timing	Biannual

AREA 3:**Communication, image and language**

→ **Objective 3.1. Adopt and ensure the existence of a gender perspective in UVic-UCC's internal and external communication.**

Action 3.1.1. Make visible the impact of the gender variable in university activity included in the academic report and in other institutional documents or dissemination and publicity documents.

Responsible	General Secretary
Assessment indicators	Publication in the Equality Unit section of the Academic Report
Timing	Annual

Action 3.1.2. Monitor equality in the representativeness, public recognition and public visibility of members of the university community and highlight any possible inequalities that are detected.

Responsible	Equality Unit, Communication and Marketing Committee of the UVic-UCC
Assessment indicators	Quantitative analysis
Timing	Annual

Action 3.1.3. Develop a communication campaign at UVic-UCC for 11 February, Women and Girls in Science Day; 8 March, International Women's Day; and 25 November, International Day for the Elimination of Violence against Women.

Responsible	Communication and Marketing Committee of the UVic-UCC, Equality Unit
Assessment indicators	Report of each campaign carried out and the actions included in it
Timing	Annual

→ **Objective 3.2. Promote within the UVic-UCC the use of a corporate image with a gender perspective.**

Action 3.2.1. Define and apply criteria that ensure a balance of men and women in dissemination, advertising, corporate and institutional materials, and ensure that there is no sexist bias in their representation.

Responsible	Communication and Marketing Committee of the UVic-UCC Coordination: UVic Marketing Unit
Assessment indicators	Have a document that defines the criteria and how they are applied and analysed
Timing	Annual

Action 3.2.2. Have an analysis to ensure that the criteria defined in action 3.2.1 are correctly applied in the area of dissemination and advertising materials.

Responsible	Communication and Marketing Committee of the UVic-UCC Coordination: UVic Marketing Unit
Assessment indicators	Qualitative and quantitative analysis of the actions undertaken each academic year
Timing	Annual

Action 3.2.3. Undertake an analysis to ensure that the criteria defined in action 3.2.1 are correctly applied in the area of corporate and institutional materials.

Responsible	Communication and Marketing Committee of the UVic-UCC Coordination: Corporate Communication and Institutional Relations Unit
Assessment indicators	Qualitative and quantitative analysis of the actions undertaken each academic year
Timing	Annual

→ **Objective 3.3. Promote within the University the use of inclusive and non-sexist language in all internal and external communications of the UVic-UCC, whether written, in image or in audiovisual format.**

Action 3.3.1. Have a UVic-UCC style guide to ensure the use of non-sexist language and the consideration of multilingual criteria for writing inclusive texts.

Responsible	Communication and Marketing Committee of the UVic-UCC Coordination: UManresa Communication and Marketing Service
Assessment indicators	Have the style guide edited and published in digital format on the website of the UVic-UCC, the websites of all federated entities and other spaces if considered appropriate
Timing	Annual

Action 3.3.2. Preparation and execution of a dissemination plan for the style guide

Responsible	Communication and Marketing Committee of the UVic-UCC
Assessment indicators	Have completed the dissemination plan document and have achieved all the actions planned in it within the indicated periods
Timing	Annual

Action 3.3.3. Define and execute a training plan that guarantees knowledge and correct application of the style guide by the entire university community. For this purpose, the training must be adapted to the audiences it addresses: students, teachers, researchers, administrative and service staff, those who work in communication, etc.

Responsible	Communication and Marketing Committee of the UVic-UCC
Assessment indicators	Number of training sessions given and number of people who have taken them
Timing	Annual

→ **Objective 3.4. Disseminate the planned actions and those carried out in the Third Equality Plan, and all the actions on matters of equality and the gender perspective that are undertaken at the UVic-UCC.**

Action 3.4.1. Create a space on the website www.uvic-ucc.cat to increase the visibility, clearly and accessibly, of information in the Third Equality Plan and the resources and communication spaces enabled in other environments.

Responsible	Communication and Marketing Committee of the UVic-UCC
Assessment indicators	Have a space and ensure that all websites are linked to it
Timing	Annual

Action 3.4.2. Have one or more information spaces on actions (website, transparency portal, suggestions box, etc.) for both internal and external audiences.

Responsible	Communication and Marketing Committee of the UVic-UCC
Assessment indicators	Have a list of information spaces that were already available and/or have been expressly created for this dissemination: websites, social networks, transparency portal, suggestions box, course reports, etc. Number of publications on each of the information spaces agreed in the list
Timing	Annual

Action 3.4.3. Disseminate for internal and external audiences the actions foreseen in the Equality Plan and completed.

Responsible	Equality Unit
Assessment indicators	Number of publications
Timing	Annual

Action 3.4.4. Make visible the publications, studies, projects and lines of research on gender that are carried out at UVic-UCC.

Responsible	Communication and Marketing Committee of the UVic-UCC, Science Communications Unit Coordination: Corporate Communication and Institutional Relations Unit
Assessment indicators	Number of communication actions carried out, separated into press conferences, press releases, news on websites, own magazines and newsletters, social networks)
Timing	Annual

Action 3.4.5. Make visible the activities, actions and initiatives that are undertaken in teaching or any area of the university community.

Responsible	Equality Unit. Faculties and services that drive actions
Assessment indicators	Number of publications
Timing	Annual

AREA 4: Representation and institutional participation of women

→ **Objective 4.1. Promote the representation of women in all areas, categories and levels of university organization.**

Action 4.1.1. Annually analyse the configuration by sex of the teaching staff and relate it to other variables (centres, areas of knowledge, categories, contracted hours, training, age, seniority, etc.).

Responsible	Finance and Staff Management Unit, Talent Policy Area and Equality Unit
Assessment indicators	Number of professors by gender, broken down by centres, areas of knowledge, categories, hours contracted, training, age, seniority, etc.
Timing	Annual

Action 4.1.2. Annually analyse the configuration by sex of the teaching staff and relate it to other variables (centres, categories, workload, training, age, seniority, etc.).

Responsible	Finance and Staff Management Unit and Equality Unit
Assessment indicators	Number of administrative and service staff by gender, broken down by centres, categories, hours contracted, training, age, seniority, etc.
Timing	Annual

Action 4.1.3. Propose measures to correct the possible sexist biases noted in the previous analyses.

Responsible	Finance and Staff Management Unit and Equality Unit
Assessment indicators	Number of professors by gender, broken down by centres, disciplines, categories, hours contracted, training, age, seniority, etc.
Timing	Biannual

Action 4.1.4. Promote an increase in the number of women among visiting professors, honorary doctorates, inaugural lectures and professionals in the classroom.

Responsible	Rector's Board, deans and Equality Unit
Assessment indicators	Data broken down by gender of visiting professors, honorary doctorates, inaugural lectures and professionals in the classroom.
Timing	2022-2025

→ **Objective 4.2. Make it easier for women to join governing bodies.**

Action 4.2.1. Analyse the possible subjective and objective obstacles that stop the incorporation of women in decision-making bodies.

Responsible	Rector's Board and Talent Policy Unit
Assessment indicators	Management posts in the company according to managerial level and gender. Total and comparative percentage between men and women
Timing	Annual

Action 4.2.2. Correct the possible obstacles detected in action 4.2.1.

Responsible	Rector's Board and Talent Policy Unit
Assessment indicators	Management posts in the company according to managerial level and gender. Total and comparative percentage between men and women
Timing	Annual

→ **Objective 4.3. Undertake actions that favour the equal presence of both sexes in the different degrees (official and own) of the UVic-UCC.**

Action 4.3.1. Analyse students according to gender by centres, degrees, cycles, lifelong education, etc.

Responsible	Equality Unit and Office of the Vice-Rector for Academic Affairs
Assessment indicators	Results of the analysis
Timing	Annual

Action 4.3.2. Incorporate in actions to promote studies messages addressed to groups of men and women that favour their presence in degrees in which one of these groups is underrepresented.

Responsible	Marketing Unit, Equality Unit
Assessment indicators	Results of the analysis
Timing	Annual

Action 4.3.3. Analyse students with scholarships and internships in internal positions by gender.

Responsible	Employability and Careers Service, Office of the Vice-Rector for Academic Affairs
Assessment indicators	Results of the analysis
Timing	Annual

Action 4.3.4. Analyse student participation by gender in activities of the university community (volunteering, cultural, sports, representative bodies such as the Student Representatives Council, etc.)

Responsible	UHub - University Community Services
Assessment indicators	Results of the analysis
Timing	Annual

AREA 5:**Access, promotion and professional development. Working conditions**

→ **Objective 5.1. Guarantee that the principle of equal opportunities is met in all phases of staff access, selection and promotion processes.**

Action 5.1.1. Guarantee that there is no direct or indirect discrimination in any of the phases of the access, promotion and professional development processes.

Responsible	Office of the Vice-Rector for Teaching Staff and General Manager
Assessment indicators	Incorporations and promotions Percentage of men and women Percentage of men and women among the people who apply to each call, and percentage by gender of the people who have obtained each position (by teaching and research staff/administrative and service staff, type of contract and internal/external promotion)
Timing	Annual

Action 5.1.2. Promote the participation of UVic-UCC staff in training courses from a gender perspective

Responsible	Centre for Educational Innovation and Training for teaching and research staff and Talent Policy Unit for administrative and service staff
Assessment indicators	Degree of attendance by gender
Timing	Annual

Action 5.1.3. Ensure a balance in the composition of staff selection and promotion committees, except when it is not possible for objective and justified reasons.

Responsible	Office of the Vice-Rector for Teaching Staff, General Manager, Staff Committee
Assessment indicators	Percentage by gender of the members of promotion selection and evaluation committees
Timing	Annual

Action 5.1.4. Ensure compliance with the principle of equal pay for job categories from a gender perspective.

Responsible	Staff Committee
Assessment indicators	Calculation of the average annual pay of women and men (broken down by job category, teaching and research staff/ administrative and service staff) Salary tables of the collective agreement by group
Timing	Annual

→ Objective 5.2. Ensure that sexist attitudes or discriminatory treatment do not occur in working conditions.

Action 5.2.1. Guarantee the application of the Protocol against harassment for sexist reasons.

Responsible	Equality Unit and Office of the General Secretary
Assessment indicators	Number of times the Protocol has been activated to prevent and address sexual harassment, harassment based on sex or sexual orientation
Timing	Annual

Action 5.2.2. Establish the principle of transparency in pay policy (determination of employment and pay categories, transparency of salaries and social benefits).

Responsible	General Manager, Talent Policy Unit
Assessment indicators	Proportion of men and women by categories and pay levels (by teaching and research/administrative and service staff) Report on pay gaps between men and women
Timing	Annual

Action 5.2.3. Promote policies to guarantee a good working environment and avoid harassment, sexist attitudes and discriminatory treatment.

Responsible	Rector's Board and Talent Policy Unit
Assessment indicators	Number of complaints or reports
Timing	Annual

Action 5.2.4. Sanction situations of harassment for sexist reasons.

Responsible	Reference persons indicated in the UVic-UCC Harassment Protocol
Assessment indicators	List of imposed sanctions
Timing	Annual

→ Objective 5.3. Ensure that there is no gender-based discrimination in the organization of work.

Action 5.3.1. Identify whether there are discriminatory situations in the organization of work (working day, timetables, assignment of tasks, etc.).

Responsible	Degree coordinators, department heads, Staff Committee, Talent Policy Unit, Office of the Vice-Rector for Teaching Staff and General Manager
Assessment indicators	Criteria used in the allocation of working hours
Timing	Annual

Action 5.3.2. Undertake a consultation on the organization of work in faculties, degrees and departments.

Responsible	Staff Committee
Assessment indicators	Record of employee inquiries and confidential advice. Data processing
Timing	Annual

Action 5.3.3. Guarantee that there is no discriminatory treatment in decisions on time off, leave of absence and mobility grants.

Responsible	Office of the Vice-Rector for International Relations, Office of the Vice-Rector for Research, Office of the Vice-Rector for Teaching Staff and General Manager
Assessment indicators	Criteria used in approving requests for time off, leave of absence and mobility grants
Timing	Annual

Action 5.3.4. Assess from a gender perspective whether subjective factors could contribute to an imbalance in access to mobility grants, time off and leave of absence.

Responsible	Office of the Vice-Rector for International Relations, Office of the Vice-Rector for Research, Office of the Vice-Rector for Teaching Staff and General Manager
Assessment indicators	Proportion in access to mobility grants, time off and leave of absence from a gender perspective
Timing	Annual

→ Objective 5.4. Introduce the gender perspective in the assessment of health and psychological and social risks.

Action 5.4.1. Detect psychological and social risks of a sexist nature that may affect the health and well-being of employees.

Responsible	Welfare and Safety at Work Unit
Assessment indicators	Assessment of psychosocial risks from a gender perspective based on the CoPSoQ PSQCAT method
Timing	2022-2025

Action 5.4.2. Study from a gender perspective the proportion of students who have sought advice from the student support programme (Well-being Advisory Service [SOP], Advisory Service for Students with Functional Diversity [SAEDF] and UPC).

Responsible	Well-being Advisory Service (SOP), Advisory Service for Students with Functional Diversity (SAEDF) and UPC
Assessment indicators	List of students by gender
Timing	2022-2025

Action 5.4.3. Study from a gender perspective the proportion of male and female employees who have sought psychological counselling due to situations of discrimination or gender-based violence and inform the university community.

Responsible	Welfare and Safety at Work Unit
Assessment indicators	Publication of statistics by gender on the number of interventions in the annual report of the Welfare and Health Unit
Timing	2022-2025

AREA 6:

Joint responsibility in work, personal and family life

→ **Objective 6.1.** Ensure that all people in the university community can attain a balance between work or study and personal and family life.

Action 6.1.1. Promote flexible working hours.

Responsible	Talent Policy Unit, heads of service, deans and unit or service managers
Assessment indicators	List of measures to facilitate the compatibility of work and family time
Timing	Annual

Action 6.1.2. Monitor the application of the work-life balance measures included in the collective agreement.

Responsible	Talent Policy Unit and Staff Committee
Assessment indicators	Talent Policy Unit: determine the number of people covered by the measures, by gender Staff Committee: record of employee inquiries and confidential advice Data processing
Timing	Annual

Action 6.1.3. Follow up regulations on the granting of benefits linked to paternity, maternity or the care of dependent family members.

Responsible	Talent Policy Unit
Assessment indicators	Statistics by gender of the benefits granted in relation to requests
Timing	Annual

Action 6.1.4. Promote access to training for people who return to a job after a period of leave to take care of a dependent person or after a long-term sick leave.

Responsible	Talent Policy Unit, Centre for Educational Innovation and Training, heads of service, deans and department heads
Assessment indicators	Number of training sessions received in relation to the people affected
Timing	Annual

Action 6.1.5. Establish and implement mechanisms so that the specific needs of teaching staff who care for dependent people are taken into account in the allocation of teaching.

Responsible	Office of the Vice-Rector for Teaching Staff, deans and department heads
Assessment indicators	List of mechanisms applied to the people who request them
Timing	Annual

Action 6.1.6. Establish and implement mechanisms so that in the definition and assignment of tasks, the specific needs of administration and service staff who take care of dependent people are taken into account.

Responsible	Heads of service and General Manager
Assessment indicators	List of mechanisms applied to the people who request them
Timing	Annual

Action 6.1.7. Convene meetings no later than 5 p.m. and end them at a time that facilitates the balance between work life, personal and family life.

Responsible	Management posts
Assessment indicators	Number of meetings outside working hours
Timing	2022-2025

Action 6.1.8. Establish mechanisms so that centres, and teachers in particular, can allow flexibility in studies (timetables, delivery dates) for students who care for dependent family members.

Responsible	Deans and department heads
Assessment indicators	List of mechanisms applied to the people who request them
Timing	2022-2025

Action 6.1.9. Do not consider periods of inactivity to care for dependent people as computable in the regulations for accessing jobs.

Responsible	Talent Policy Unit, Office of the Vice-Rector for Research, Office of the Vice-Rector for Teaching Staff and General Manager
Assessment indicators	Number of people who benefit from the measure
Timing	2022-2025

AREA 7:**Policy of prevention and eradication of gender violence**

→ **Objective 7.1. Prevent and detect in advance situations of discrimination and gender violence.**

Action 7.1.1. Make the entire university community aware of the *Protocol for preventing and addressing sexual harassment and harassment based on sex or sexual orientation*.

Responsible	Equality Unit
Assessment indicators	Informative actions
Timing	2022-2025

Action 7.1.2. Establish proposals and resources for the entire community, aimed at preventing and detecting situations of discrimination and gender violence.

Responsible	Equality Unit
Assessment indicators	Number of training activities Number of awareness-raising campaigns
Timing	2022-2025

Action 7.1.3. Ensure the detection and prevention of situations of homophobia, lesbophobia, biphobia or transphobia (LGTBI-phobia).

Responsible	Equality Unit
Assessment indicators	List the complaints filed List the complaints resolved
Timing	2022-2025

Action 7.1.4. Guarantee that people from this group use their preferred name, in accordance with their condition. This name will be valid for activities that do not have legal implications.

Responsible	Equality Unit
Assessment indicators	List name change requests
Timing	2022-2025

Action 7.1.5. Appoint a person from each faculty to carry out initial management in cases of harassment or sexual violence.

Responsible	Deans
Assessment indicators	Number of references
Timing	2022-2025

Action 7.1.6. Set up “lilac points” - points for advice, awareness, prevention and direct attention to sexism and/or sexual violence - on the UVic-UCC campuses.

Responsible	Equality Unit and UHub - University Community Services
Assessment indicators	Number of lilac points installed
Timing	2022-2025