Fourth Action Plan for Gender Equality of the Universitat Autònoma de Barcelona

2019-2023

(4th APG)

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UAB
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Index

1. Introduction

The 4th Action Plan for Gender Equality of the Universitat Autònoma de Barcelona (UAB) responds to the political commitment of the University to the effective application of the principles of equal oportunity and non-discrimination. As a continuity of the 3rd Action Plan for Equal Opportunities Between Women and Men of the UAB, approved by the Governing Council in July 13, 2013, the 4th Action Plan is a tool that allows the definition of gender equality and LGBTI policies in university. It is understood that guaranteeing people's rights and freedoms, as well as effective equality in social relations, requires a strong political commitment, gender mainstreaming in the ways of performance and the involvement of the entire community.

The 4th Plan starts from the context defined by the current regulatory framework, the accumulated experience in the University by the design and implementation of the three previous action plans and the expert knowledge obtained in the past years. These factors outlined three challenges throughout the development process. A first conceptual challenge to introduce the LGBTI perspective and raise awareness about sexism and gender violence. A second operative challenge, to ease the implementation and evaluation of the action measures. Lastly, a governance challenge with the aim of involving all of the university community and engaging the institution along the process, and especially when it comes to being accountable.

The 4th Action Plan for Gender Equality of the UAB is divided in seven sections, and it includes a final section with sources and references. After this introduction, the development process of the Plan will be described in detail, starting with the diagnosis and finishing with the approval of the action measures by the Governing Council. Next, there is a section with a detailed follow-up of the regulatory and legal framework about gender equality on which this plan is based and inspired. In the same way, the next section includes a revision of the European benchmarks on gender equality in university institutions. Both sections draft the state of play that guided the design of the action measures. The fifth section describes the situation of women in relation to men at the University, and the sixth section presents the results of the level of implementation of the 3rd Action plan for equal opportunities between women and men of the UAB. These two sections of the diagnosis reveal some of the detected lacks and needs that have been considered for the design of the actions.

Finally, the seventh and main section presents the measures of the 4th Action Plan for gender equality of the UAB, which emanate from the content of all the previous sections. These measures include the identification of the responsible and executive bodies, as well as the operational objectives that need to be attained in each axis. Specifically, the five axes that structure the action are: promotion of culture and equality policies; equal conditions in the access, promotion and organisation of work and study; promotion of the gender perspective in

teaching and research; equal participation and representation in the university community, and promotion of an organisation free of sexism and gender violence.

2. Development process of the 4th APG

The 4th Action Plan for Gender Equality (4th APG) of the Universitat Autònoma de Barcelona (UAB) designs a series of measures set in five action axes. The planned measures are based in the results of the diagnosis that were designed and made by the Observatory for Equality in the debate of the participatory process with the university community. Specifically, the development of the 4th APG included four phases: 1) preparation of the diagnosis; 2) proposal of measures; 3) participatory process, and 4) approval of the 4th APG by the Governing Council.

The first phase started in 2018. It was focused on the diagnosis and had a dual objective: evaluating the degree of application of the 3rd Action plan for equality between women and men (3rd APG) and describing the state of play at the UAB. For the first objective, a series of indicators have been designed to measure the degree of implementation of each measure that drafted the 3rd APG. The data used for the calculation of the indicators was obtained via: secondary sources, monitoring sheets, interviews and working sessions carried out with the responsible bodies for the execution of the measures. To complement this information, a survey addressed to all the communities that are part of the University has been conducted with the aim of obtaining their perception on the degree of implementation of the 3rd APG. 2.622 people answered to the survey, 6,7 % of the population (in 2018, the UAB community had 39.335 people). Most of the people that answered the survey are women (66,3 %), the most prevalent group are students (70,3 %) and the average age is 22 years old for students and 47 for the staff. In addition to being made up by a series of closed-ended questions about the 3rd APG measures, the survey contained open-ended questions related to the thematic blocks. The results obtained in the questionnaire allowed to detect lacks and new needs, while the sheets and working sessions with the executive bodies allowed to identify factors that complicate the application of the measures and possible strategies to overcome these obstacles. In regards to the second aim of the diagnosis, the state of play, it includes the revision of the regulations in force, the update of the main European benchmarks on equality and the exploitation of statistical data about the situation of women and men at the UAB.

The first proposal of measures that emerges from the diagnosis has been the basis for the debate during the participatory process with the university community. The Observatory for Equality and the Vice-rector's Office for Students and Employability constituted a commission that is comprised by the different areas or entities involved in the execution of the Plan's measures, the people responsible for the equality policies in institutions, and the students and staff respresentatives. This commision reached a consensus on the action measures. These

measures have been later presented to the Advisor Council of the Observatory for Equality – constituted by expert teaching staff – and also to the Students and Employability Commission.

3. Regulatory framework on gender equality

One of the foundations of the action proposals that the 4th APG has planned is the regulatory framework. This section presents the current Spanish, autonomous, community and international legislations on gender equality that regulate the university area. The result of the approximation has been structured according to the five action axes that form the measures of the 4th APG. In addition, a first section with the general principles that are planned in the legislation has been included.

Specifically, the regulations that have been studied are the ones related to teaching and research, human resources, the promotion and academic studies, the working conditions and, lastly, the violence and sexual harassment or harassment on the grounds of sex. However, the basic legal regulations have also been taken into account, which create rights and main duties related to gender and non-discrimination and involve public institution in order to achieve these goals. [1]

3.1. General principles

Firstly, we must start from the Universal Declaration of Human Rights, a document that turned into an international and binding law for all the countries of the international community, since it is considered a common-law rule for its wide acceptance. Besides, this declaration is recognised in article 10 of section 2 of the Spanish Constitution of 1978: "Provisions relating to the fundamental rights and liberties recognised by the Constitution shall be construed in conformity with the Universal Declaration of Human Rights". In addition to setting the right to dignity, freedom, equality and non-discrimination as fundamental principals, the Declaration establishes the right to an equal access to education and work of all individuals (article 26), and the equal pay (article 23).

Specifically, in relation to women's rights, the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) of 1979 is pronounced. It is an international treaty adopted by the United Nations General Assembly that defines the concept of *discrimination* and requires the states to ratify it, to derogate all discriminatory laws and to have a new law that protects women in areas such as education and labour market. Finally, the different global

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[1] For further details, consult the normative framework section of the Diagnosis report for the elaboration of the 4th Action Plan for Gender Equality of the UAB (2019).

conferences on women organised by United Nations, specially the Forth Conference that took part in Beijing in 1995, globalize the demands in governments and establish a number of commitments addressed to the member states. Specifically, with regard to violence against women, the Convention on preventing and combating violence against women and domestic violence of 2011, also known as Istanbul Convention, provides a legal framework for the member states with the aim of approaching violence against women, and recognises this type of violence as a violation of human rights.

In the European area, the framework documents that organise the Union are the Maastricht Treaty, which mentions in its common provisions the equality between men and women (articles 2 and 3) and the principle of non-discrimination (article 3) as shared values among all member states; and the Charter of Fundamental Rights of the European Union which, after the entry into force of the Treaty of Lisbon, takes a legal nature and links all the Union. The Charter forbids all discrimination on the grounds of sex or sexual orientation, among others (article 21), and guarantees the principle of equality between women and men (articlee 23) and the protection of maternity (article 33). The Charter also recognises and guarantees the concept of positive action and considers that it is compatible with the principle of equality (article 23). In addition, the Rights, Equality and Citizenship programme, established by the Regulation (EU) No. 1381/2013 for the period 2014-2020, seeks to promote, among others, the effective application of the right to non-discrimination, the equality between women and men, and the prevention and elimination of violence against children, young people and women. Finally, the European Commission Recommendation CM/Rec(2019)1 of the Committee of Ministers to prevent and fight sexism, provides an updated definition of sexism that reaches the public and private areas, the real life and the online life, and it includes the cyberspace (internet and social media) as a place to take action against sexism.

In the State level, we necessarily start from the supreme law of the Spanish state's legal system, the Spanish Constitution of 1978, which enshrines in article 14 the right to equality and non-discrimination on the grounds of sex, race or any other personal condition or circumstance. It is a fundamental right that constitutes the main guarantee of equality and non-discrimination in the Spanish state, as it can be directly managed by the ordinary courts or the Constitutional Court. It also establishes equality as a higher value of the legal system (article 1) and the duty of public authorities to guarantee that equality is real and effective (article 9).

In the same line, the Statute of Autonomy of Catalonia of 2006, a basic institutional law of Catalonia, establishes the duty of public authorities to promote equality and eradicate racism, antisemitism, xenophobia, homophobia and any other expression that attacks people's equality and dignity (article 40). It also regulates the duty of public authorities to guarantee equal opportunities between women and men in the access to occupation, education, career advancement, working and pay conditions; the duty to guarantee the non-discrimination in pregnancy or maternity; gender mainstreaming in public policies to guarantee the real and effective equality; the comprehensive protection of any type of violence against women and sexism; the revaluation of carework, housework and family work; and the duty to guarantee, within its competence, the right to one's own body and to the reproductive and sexual health (article 41).

In relation to gender equality, the main law in the Spanish State is the Organic Law 3/2007 for the effective equality between women and men (LOI), modified by the Royal Decree-Law 6/2019 (RDL).[2] In general terms, it introduces the idea of real and effective equality, as well as gender mainstreaming and the principle of equality in all public policies. Regarding the equality plans in businesses, it defines in article 46 (modified by the RDL 6/2019, art. 1.2) the aspects that, at least, must include the diagnosis of equality plans: *a)* selection and hiring process, *b)* job classification, *c)* training, *d)* career advancement, *e)* working conditions, including pay audits between women and men, *f)* co-responsible exercise of the duties of the personal, family and working life, *g)* female under-representation, *h)* remuneration and *i)* prevention of sexual harassment and harassment on the grounds of sex. The same article, as a result of the modification of the RDL 6/2019, determines that the diagnosis will have to be developed in the Negotiating Commission of the Equality Plan, and also establishes the obligation to register the equality plans in the new Equality Plans Register. In the same line, the modification carried out by the RDL 6/2019 (art. 6) of article 7 of the Law on offences and penalties of the social order, establishes that any infulfilment in relation to the obligations set in the equality plans of the Organic Law 3/2007 will be considered a serious offence. Another main contribution is the distinction of the direct and indirect discrimination; the labour law to protect against sexual harassment and harassment on the grounds of sex; the inversion of the burden of proof in court proceedings, except criminal proceedings (article 13) and the obligation of public authorities to develop temporary and proportional positive actions (article 11).

Besides, in the Catalan area there is the Law 17/2015, of 21 July, of effective equality between women and men. It is a specific and complementary rule for the LOI and links all administrations, institutions and public authorities in accordance to the self-government competences of Catalonia. This law has a specific section for universities and research, in which we can expect many measures that can be applied to us. Also, the university, as a public entity, remains linked by other provisions. Specifically, article 8 mentions the obligation to apply gender mainstreaming in the planning, management and evaluation of its policies, as well as to carry out plans and cross-cutting programs of gender equality policies, to promote studies and statistics on gender equality, to train the entities staff and take any necessary action to introduce gender perspective.

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[2] For the interpretation of the legislative modifications implied by Royal Decree Law 6/2019, the document *Análisis sobre las novedades e implicaciones para las administraciones locales del Real decreto ley 6/2019, de 1 de marzo, de medidas urgentes para la garantía de la igualdad de trato y de oportunidades entre mujeres y hombres en el empleo y la ocupación*, by ANEXPAL, (National Association of Managers, Experts and Experts in People Management in Local Administration) has been used as a reference, https://anexpal.com/2019/03/10/analisis-sobre-las-novedades-e-implicaciones-para-las-administraciones-locales-del-real-decreto-ley-6-2019/ the article *Una primera aproximación al Real decreto-ley de medidas urgentes para la igualdad de mujeres y hombres en el empleo y la ocupación*, from the website CEF-Laboral Social, https://www.laboral-social.com/novedades-real-decreto-ley-6-2019-medidas-urgentes-igualdad-modificaciones-leyes-estatuto-trabajadores-seguridad-social-autonomos-funcionarios-cuidadores-dependientes.html, as well as the conference by Dr. Carolina Gala within the framework of the Conference "Contenidos esenciales y retos derivados del RDL 6/2019" of 8 May 2018 at the Faculty of Law of the UAB, organised by Centro de Estudios y de Investigación Mujeres y Derechos de la UAB and the Observatory for Equality.

3.2. Work and education

The revision of the legislation and the regulatory framework in work and education has been made according to the five action axes that structure the action measures of the 4th APG.

Promotion of culture and gender equality policies

In this field, the regulations establish the obligation of universities to use a non-sexist and a non-androcentric language, as well as to remove the sexist stereotypes from teaching materials. In relation to university policies, the institution must develop and apply an action plan and, regarding public procurement, companies that promote gender equality must be valued.

Table 1. Content of the regulations on the promotion of culture and gender equality policies

Regulations	Content
L 17/2015, of 21 July	Actions to promote equal treatment and opportunities of women and men in the labour market. They are the following: 1) include gender perspective in public procurement; 2) value the companies that have equality plans, recognition of business excellence on equality or long-lasting and effective measures to achieve equal opportunities; and 3) include measures to promote equal opportunities, as well as to establish evaluation and follow-up mechanisms to ensure the effective compliance of the measures in hiring offers (article 10).
EBEP– RDL 5/2015	It compels universities to develop and apply an action plan (seventh additional provision)
LOVG – Organic Law 1/2004, of 28 December	The education authorities must delete sexist stereotypes from educational materials (article 6).
LOI – Organic Law 3/2007, of 22 March	It compels the public administration to make use of a non-sexist language (article 14).
L 17/2015, of 21 July	It compels to make use of a non-sexist and non-androcentric language (article 28)

Note: the acronyms from *Diccionario del español jurídico* of the Real Academia Española have been used:

EBEP - Royal legislative decree 5/2015, of 30 October, which approves the consolidated text of the Law of the Basic Statute of Public Employees.

L 11/2014, of 10 October, to guarantee the rights of lesbian, gay, bisexual, transgender and intersex people and to eradicate homofobia, the biphobia and transphobia. *Diari Oficial de la Generalitat*, No. 6730, of 17.10.2014.

L 14/2011 – Law 14/2011, of 1 June, of science, technology and innovation. *Boletín Oficial del Estado*, No. 131, of 2.6.2011.

LOI – Organic Law 3/2007, of 22 March, for the effective equality between women and men. *Boletín Oficial del Estado*, No. 71, of 23.3.2007

LOVG – Organic Law 1/2004, of 28 December, on comprehensive protection measures against gender-based violence. *Boletín Oficial del Estado*, No. 313, of 29.12.2004

Equal conditions in the access, promotion and organisation of work and study

The most remarkable aspects that are foreseen in the regulations regarding work and study conditions that affect universities seek the balance in work, study and family life. This way, the right to non-discrimination on the grounds of sex, in pregnancy or maternity is implemented, as well as the duty of public authorities to guarantee equal opportunities between women and men in the access to occupation, education, career advancement, working, study and pay conditions. For this purpose, there are expected measures to ensure reconciliation, as well as to promote the joint responsibility in household chores and family care. For example, the right to adapt the length and the distribution of the working day is established, and the leave of the non-biological parent takes the same length as the leave for the mother. Regarding students,

the right to make their academic activities and tutorings more flexible is recognised, as well as the right to choose the teaching group in order to favour reconciliation and joint responsibility. In relation to the filling of vacancies for internal promotion, the people with school-age children and other family circumstances will be awarded more points, provided that the transfer improves the family reconciliation for this people.

The Spanish and Catalan regulatory framework that links universities on human resources and academic career foresees that the principle of equality in the access throughout the professional career must be guaranteed. This can be achieved, for example, by promoting the balanced presence of women and men in selection and evaluation bodies. It is also planned the promotion of a balanced representation in governing bodies of the university institution, as well as in nominations and designations of the corresponding positions of responsibility and in commissions or selection panels. In addition, in selection and evaluation processes of the curriculum, mechanisms must be created to avoid the gender bias.

Table 2. Content of the regulations on equal conditions in the access, promotion and organization of work and study

Regulations	Content
D 92/85/CEE	Protection of pregnant workers, workers who have recently given birth or who are breastfeeding.
D 2006/54/CE	Right of women to reintegrate into the same job position after the maternity leave or into an equivalent one with the same conditions.
	Right of women to an equal access to the job market, as well as equal working conditions, including the salary.
	It regulates the legal system of state members to reverse the burden of proof in the direct or indirect discrimination cases that are reported in the occupation field.
D 2000/78/CE	It includes in the European legal body the discrimination on the grounds of sexual orientation in this field. It also applies the same conditions in relation to the inversion of the burden of proof, as well as the positive actions in discrimination cases on the grounds of sex.
CE, of 27 December 1978	Right to the non-discrimination on the grounds of sex in the workplace, as well as the right and duty to work, the freedom of choice of profession or job, the promotion through work and an adequate remmuneration to satisfy the personal and family needs (article 35).
EAC – LO 6/2006, of 19 July	Duty of public authorities to guarantee equal opportunities between women and men in the access to occupation, education, career advancement, working and pay conditions, and to guarantee the non-discrimination in pregnancy or maternity (article 19).
LOI – LO 3/2007, of 22 March	To offer effective equality conditions between women and men regarding the access to public positions and the career development; to ease the reconciliation of the personal, family and individual life; to promote training in equality; to promote the balanced presence of women and men in selection and evaluation bodies; to prepare protection measures against sexual harassment or harassment on the grounds of sex; to eliminate pay discrimination on the grounds of sex and to evaluate the effectivity of the principle of equality in the corresponding policy areas (article 51).
	Establishment of measures for the work-life balance of women and men and promotion of joint responsibility in childcare and household care (article 14).
	Right of all workers, women and men, to promote a balanced distribution of family responsibilities, and the right of fathers to have a paid paternity leave (article 44).
	The public authorities must provide measures to reconcile personal, family and work life that don't affect the career advancement (article 51).

Regulations	Content
Reform LOU – LO 4/2007, of 12 April	The statutes of the universities must regulate the composition of selection commissions for the access to university teaching positions ensuring that there is a balanced representation of women and men (article 13).
EBEP– RDL 5/2015	The selection bodies have to adjust to the criteria of parity between women and men and ensure the fulfilment of the principle of equality between women and men (articles 60, 61 and 79).
	The birth leave for the biological mother is extended also to foster cases, legal custody and adoption, and becomes non-transferrable. The birth leave for the non-biological parent –new term that replaces the paternal leave– becomes equal to the birth leave for the mother, and is extended to 16 weeks. It is also included the obligation to take the birth leave –or adoption, legal custody or foster– simultaneously with the non-biological parent leave during the first six weeks after birth. It is possible to take it steadily or in an interrupted way in week periods until the children are 12 months old. The possibility to take training courses during the leaves is also established, except the first weeks of the compulsory leave. The leave for breastfeeding becomes an individual and untransferable right that both parents will be able to take simultaneously. It is reflected the right to the immmediate reintegration to work after the leave. The leave from work to take care of a child suffering from cancer or another serious illness can be obtained by both parents, adoptive or tutors with adoption intentions, or permanent foster parents. It is also mentioned the right to a reduction of the work day for childcare, with full remuneration in charge of the body or entity for which the employee works. (Article 49, modified by the RDL 6/2019, art. 3.3 a and b.)
ET – RDL 2/2015, of 23 October	It plans the possibility of, in equal eligibility conditions, fixing reservation and preference for the under-represented sex in hiring, professional classification, promotion and training conditions (article 17).
	The classification of the professional groups must be adjusted to the criteria based on a correlational analysis between biases of gender, job positions, framework criteria, payment that guarantee the absence of direct or indirect discrimination between women and men (article 22.3, modified by the RDL 6/2019, art. 2.6.3).
	Definition of the concept of work of equal value: two jobs have the same value when its functions or tasks, as well as the required educational, professional and training conditions, the factors related to the work performance and work conditions are equivalent. It demands companies that have more than 50 employees to have a record with the average salaries, the staff's bonus and perks, disaggregated by sex and distributed by professional groups, professional categories or equal job positions or with an equal value. The staff has the right, through its representatives, to access this data. In case of differences over 25% of the total average salary between women and men, it must be justified that these differences are not related to the sex of the staff. In case of invalidity for wage discrimination on the grounds of sex, the staff has the right to the proportional pay to an equal job or a job with the same value. (Art. 28, modified by the RDL 6/2019, art. 2.7.)
	Right of workers to request adjustments of the length and distribution of the work day, the organization of the working time and the form in which it is provided, including teleworking, in order to implement the right to balance work and family life, reasonably and proportionally to the worker's needs and the company's production and organisation needs. In the case of workers who have children, this right is extended until the children turn 12 years old, and it is established that the terms of the implementation of this right will be agreed through a collective negotiation, to guarantee the absence of direct or indirect discrimination. The worker has the right to return to their shift or the type of contract previous to the adaptation before finishing the planned time and in the event of a change in circumstances. (Article 34, modified by the RDL 6/2019, art. 2.8.)

(Continuation of table 2)

Regulations	Content
L 14/2011, of 1 June	Right of the research staff to respect the principle of gender equality in their researcher tasks and in the hiring and career development (article 14).
L 17/2015, of 21 July	The university must guarantee the effective equality between women and men in the professional careers of the research staff and the administrative and service staff, as well as the balanced promotion of women and men in collegiate bodies and in decision-making levels. Universities must also approve an equality plan in the access, promotion and work conditions of the staff that include specific measures addressed to students. It must also include an inclusive recruitment policy that plans training for selection panels in order to avoid any gender discrimination in recruitment processes. (Article 28.)
Collective agreement for the PDI of the Catalan public universities	It obliges universities, in the framework of gender policies, to develop a series of measures to favour gender equality in the institution, prioritising the access of women to all areas and bodies in which their presence is low, and to promote active policies for the selection of women in teaching, research and support research positions (first additional provision).
	It establishes gender equality as a priority in selection committees (article 17).
	The agreement establishes paid and non-recoverable leaves, and it determines their length: the leave for birth, adoption, permanent foster or preadoption of a minor, illness or hospitalisation of a family member —first or second degree—, for breastfeeding of a child under twelve months old —applicable for the father or the mother— or the leave for physical, psychological or sensory disability of a family member (article 37).
	The unpaid leaves are granted to take care of a biological child, adoption or permanent foster or preadoption —including non-heterosexual couples— or to care for a family member. On the other hand, this unpaid leave is lost when the beneficiary person carries out any paid activity (article 40).
	Right to the suspension of the work contract reserving the position in case of maternity (article 41).
VI Collective agreement for the PAS of the Catalan public universities	It establishes that, in the filling of vacancies for internal promotion, the people with school-age children and other family circumstances will be awarded more points, provided that the transfer improves the family reconciliation for this people (article 19).
	The worker who is on a maternity leave during her holidays will be able to enjoy her corresponding days off after the leave ends (article 45).
RD 1791/2010, of 30 December	The university students —in order to balance their studies and work and family life— have the right to make their academic activities flexible, to choose the teaching group (Bachelor's and Master's degree), to have a personal tutor session that drafts an academic plan according to their needs to favour joint responsibility and make these tutor sessions flexible (articles 7, 8, 9, 20 and 21).
	The universities are obliged to give information about the study plan before the enrolment period starts: to specify the amount of work required for each subject and the schedule of the course, as well as the possibility to create examination boards that value the academic and work background of students in case of compensation of subjects (article 23).
	The schedules including the date, time and location of the exams must be available for all students —full and part time—, and in the event that a student cannot take an exam for work reasons or reconciliation of personal and family life, the student will have the right to take it in a different day and time (article 25).

Note: the acronyms from *Diccionario del español jurídico* de la Real Academia Española have been used:

CE – Spanish Constitution, 1978. State Agency of the *Boletín Oficial del Estado*. Madrid.

Collective agreement for the PDI of the Catalan public universities –TRE/309/2006, of 21 December, which provides the registration and publication of the collective agreement for the teaching and research staff of Catalan public universities. 2009 and subsequent amendments of 2010 and 2017. *Diari Oficial de la Generalitat*, No. 4821, of 14.2.2007.

VI Collective Agreement of the PAS of the Catalan universities – Resolution EMO/3093/2015, of 23 December, which provides the registration and publication of the Collective agreement of the administrative and service staff of the Universitat de Barcelona, the Universitat Autònoma de Barcelona, the Universitat Politècnica de Catalunya, the Universitat Pompeu Fabra, the Universitat de Girona, the Universitat de Lleida and the Universitat Rovira i Virgili (agreement code No. 79002770012008). *Diari Oficial de la Generalitat*, No. 7039, of 18.1.2016.

D 92/85/CEE – Directive 92/85/CEE, related to the application of measures to promote the improvement of security and health at work for pregnant workers, workers who have given birth or who are breastfeeding. *Diari Oficial* L 348, of 28.11.1992.

D 2000/78/CE – Council Directive 2000/78/CE of 27 November 2000, establishing a general framework for equal treatment in employment and occupation. DO L 303, of 2.12.2000, p. 16/22.

Directive 2006/54/EC of the European Parliament and of the Council, on the implementation of the principle of equal opportunities and equal treatment between men and women regarding employment and occupation (recasting). DO L 204, of 26.7.2006, p. 23/36.

EBEP - Royal legislative decree 5/2015, of 30 October, which approves the consolidated text of the Law of the Basic Statute of Public Employees.

EAC – Organic Law 6/2006, of 19 July, reforming the Statute of Autonomy of Catalonia, 2006. Parliament of Catalonia, 2016 [fifth electronic edition].

ET – Royal Legislative Decree 2/2015, of 23 October, approving the recast of the Statute of Workers' Rights.

L 14/2011 – Law 14/2011, of 1 June, of science, technology and innovation. *Boletín Oficial del Estado*, No. 131, of 2.6.2011.

L 17/2015 – Law 17/2015, of 21 July, of effective equality of women and men. *Diari Oficial de la Generalitat*, No. 6919, of 23.7.2015.

LOI – Organic Law 3/2007, of 22 March, for the effective equality between women and men. *Boletín Oficial del Estado*, No. 71, of 23.3.2007.

RD 1791/2010 – Royal decree 1791/2010, of 30 December, approving the Statute of university students. *Boletín Oficial del Estado*, No. 318, of 31.12.2010.

LOU Reform – Organic Law 3/2007, of 22 March, for effective equality between women and men. *Boletín Oficial del Estado*, No. 71, of 23.3.2007.

Promotion of the gender perspective in teaching and research

In relation to this subject, it is pointed out the obligation to introduce the gender perspective in a cross-cutting way in teaching and research activities of all areas of knowledge. Therefore, teaching must include the gender perspective in the curriculum of undergraduate and postgraduate courses and in the study plans, creating specific training modules on gender perspective in all academic disciplines as a compulsory curriculum proposal and specific postgraduate courses. In this regard, the university is required to accompany applications for undergraduate and postgraduate accreditation with a report on gender mainstreaming in study plans. On the other hand, it also is established the elimination of sexist and stereotypical contents from teaching materials, the training of the teaching staff on gender perspective and coeducation, the incorporation of sexual and emotional diversity perspectives, gender identity and family diversity in the principle of coeducation.

In research, it is also established the obligation to include the gender perspective as a cross-cutting category, to promote a balanced presence of women and men in research groups and boost the work of women researchers. Besides, regarding the calls for grants for collective research projects, it is considered a positive aspect when a group is composed minimum by 40% of women, or directed by a woman, as well as incorporating the gender perspective.

Table 3. Content of the regulations on the promotion of the gender perspective in teaching and research

Regulations	Content
LOVG – LO 1/2004, of 28 December	To integrate in the education system the principles of respect of fundamental rights and freedoms, the equality between women and men, the practice of tolerance and freedom, the elimination of obstacles that complicate gender equality and the training and prevention of conflicts, as well as their peaceful resolutions. Universities must include training, teaching and research on gender equality and non-discrimination in a cross-cutting way (article 4).
LOI – LO 3/2007, of 22 March	Obligation of the education system to include among its purposes the education on rights and opportunities, as well as integrating in the quality principles the elimination of obstacles that impede the effective equality between sexes (article 23).
	Educational institutions must incorporate among their aims and educational activities the principle of equal treatment and avoid any kind of inequalities resulting from sexist behaviours or gender stereotypes. For this purpose, educational institutions must develop a series of measures, in which we point out following the principle of gender equality in curriculums, eliminating and rejecting sexist and stereotyped behaviours from teaching contents, including the principle of equality in the initial and permanent training of the teaching staff or take educational actions to recognise and teach the contributions of women in history (article 24).
	Universities are obliged to promote teaching and research on the meaning and significance of equality between women and men. To fulfil this mandate, universities should promote the inclusion of teaching on gender equality in the study plans, the creation of specific postgraduate courses and the development of specialized research on the subject. (Article 25)
Reform LOU – LO 4/2007, of 12 April	The university must guarantee the promotion and achievement of equality as one of the objectives of research, scientific development and technological innovation (Article 41).
	The university must also promote a balanced presence of women and men in research groups.
L 14/2011, of 1 June	The research activity should promote gender and women's studies and establish measures to stimulate and recognize the presence of women in research teams (13th additional provision).
L 11/2014, of 10 October	The principle of coeducation must be included in the tutorial action plans, as well as in the plans and regulations for cohabitation. Regarding the contents of educational materials, they should take into consideration gender diversity to avoid any kind of discrimination.
L 17/2015, of 21 July	It obliges to introduce gender perspective into academic and research activity in a cross-cutting way in all areas of knowledge. This must be included in the curriculum of undergraduate and postgraduate courses in all academic disciplines, and therefore it is mandatory to accompany applications for undergraduate and postgraduate accreditation with a report on gender perspective in the study plan. It requires the training for teaching and research staff in coeducation. Universities are obliged to promote the work of women researchers, train their staff and offer specific modules or courses on gender perspective in the different disciplines. Universities, in the calls for grants for research projects or other grants for collective research, must establish among the assessment criteria that the group is made up of at least 40 % women or is led by a woman, and that it incorporates the gender perspective. They must also create specific modules or courses on gender perspective as a compulsory curriculum proposal in faculties and recognized studies. (Article 28)

Note: the acronyms from *Diccionario del español jurídico* de la Real Academia Española have been used:

L 11/2014, of 10 October, to guarantee the rights of lesbian, gay, bisexual, transgender and intersex people and to eradicate homofobia, the biphobia and transphobia. *Diari Oficial de la Generalitat*, No. 6730, of 17.10.2014.

L 14/2011 – Law 14/2011, of 1 June, of science, technology and innovation. *Boletín Oficial del Estado*, No. 131, of 2.6.2011.

L 17/2015 – Law 17/2015, of 21 July, of effective equality of women and men. *Diari Oficial de la Generalitat*, No. 6919, of 23.7.2015.

LOI – Organic Law 3/2007, of 22 March, for the effective equality between women and men. *Boletín Oficial del Estado*, No. 71, of 23.3.2007.

LOVG – Organic Law 1/2004, of 28 December, on comprehensive protection measures against gender-based violence. *Boletín Oficial del Estado*, No. 313, of 29.12.2004.

LOU Reform – Organic Law 3/2007, of 22 March, for effective equality between women and men. *Boletín Oficial del Estado*, No. 71, of 23.3.2007.

Equal participation and representation in the university community

The promotion of balanced representation of women and men also arises as an obligation of universities in relation to governing and representative bodies, as well as in positions of responsibility.

Table 4. Content of the regulations on participation and equal representation in the university community1

Regulations	Content
LOI – LO 3/2007, of 22 March	It obliges educational institutions to promote the balanced presence of women and men in the control and governing bodies of their educational institutions (article 24).
	The principle of balanced presence of women and men in nominations and designations of positions of responsibility in public authorities (article 16).
Reform LOU – LO 4/2007, of 12 April	The electoral rules regulated in the universities' statutes must promote the balanced presence of women and men in collegiate bodies (board of trustees, governing council, senate, school and faculty boards, and departmental councils) (article 13).
Collective agreement for the PDI of the Catalan public universities	It urges trade unions to carry out a series of measures to promote gender parity in collective representation bodies (first additional provision).

Note: the acronyms from *Diccionario del español jurídico* de la Real Academia Española have been used:

Collective agreement for the PDI of the Catalan public universities –TRE/309/2006, of 21 December, which provides the registration and publication of the collective agreement for the teaching and research staff of Catalan public universities. 2009 and subsequent amendments of 2010 and 2017. *Diari Oficial de la Generalitat*, No. 4821, of 14.2.2007.

LOI – Organic Law 3/2007, of 22 March, for the effective equality between women and men. *Boletín Oficial del Estado*, No. 71, of 23.3.2007.

LOU Reform – Organic Law 3/2007, of 22 March, for the effective equality between women and men. *Boletín Oficial del Estado*, No. 71, of 23.3.2007.

Promotion of an organization free of sexism and gender violence

Many measures are planned in this area that link the universities and that are based on the duty of the public powers established in the Spanish and Catalan legal system to guarantee comprehensive protection against sexism, discrimination and all kinds of violence against women. It highlights the obligation to have a protocol against sexual and gender-based harassment that may affect workers, which must include detection mechanisms and preventive and punishment measures against abusive behaviour. In addition, universities must also raise awareness, have codes of good practice and provide both initial and permanent training for lecturers to prevent and detect situations of gender violence.

With regard to victims of male violence, it is planned that universities will have specific programmes for students to help and adapt. Staff will be granted additional leaves, such as a reduction of working hours with a proportional reduction in salary, or the reorganization of working time by adapting the timetable and applying flexible working hours.

Table 5. Content of the regulations on the promotion of an organization free of sexism and gender violence

Regulations	Content
EAC	Obligation of public authorities –by implementing public policies– to guarantee comprehensive protection against all types of violence against women and against sexist and discriminatory acts (Article 41).
LOI – LO 3/2007, of 22 March	It requests the implementation of measures to eliminate any discrimination in remuneration –direct or indirect– on the grounds of sex and to provide for effective protection against sexual harassment and harassment on the grounds of sex (Article 51).
	Obligation of public administrations to establish a protocol of action resulting from negotiation with the legal representation of workers (Article 62).
Reform LOU – LO 4/2007, of 12 April	It points out the duty of public administrations to provide, in coordination with the respective universities, specific programmes so that women who have suffered gender violence receive personalized help and support and have their educational plan adapted (fourth additional provision).
L 5/2008 of 24 April	The protocols must include a set of measures and mechanisms for support, coordination and cooperation between the public institutions and other agents involved, guarantee coordinated service by the different departments of the Government of Catalonia, local bodies and social agents, and a continuous and seamless transmission of information between them, avoid the re-victimisation of the women affected through correct intervention methodologies, design appropriate assitance circuits and establish a single and consensual model for data collection (Article 85).
	Educational administrations must cover the cost of initial and continuing training schemes with specific training on equality, in order to acquire knowledge and skills in the early detection of violence in the family and to promote favourable attitudes regarding the exercise of equal rights and obligations by women and men (Article 7).
RD 1791/2010, of 30 December	The right of students to receive assistance and training that guarantees victims of gender-based violence the exercise of their rights (article 7).
	The right of victims of gender-based violence to choose a teaching group is recognized (article 8).
L 17/2015, of 21 July	Obligation of the institutions and administration of the Government of Catalonia and its linked or dependent public bodies to approve a protocol for the prevention of sexual harassment and sex-based harassment (Article 18).
L 11/2014, of 10 October	It obliges universities to develop a protocol of non-discrimination on the grounds of sexual orientation, gender identity or gender expression (article 14).
	Education professionals must receive training on effective equality for LGBTI people and have a duty to intervene in a situation of risk or suspicion of discrimination or violence on the grounds of sexual orientation, gender identity or gender expression and to report this to the security forces in accordance with the specific protocol for action (Articles 10 and 11).
	Establishment through a regulation of the conditions for transgender and intersex people to be treated and called by their preferred name without any diagnosis of gender dysphoria, or any medical treatment (Article 23).
EBEP – RDL 5/2015 / ET – RDL 2/2015, of 23 October	In the employment relationship, the right of individuals to privacy and dignity, which includes, among other things, the protection from sexual harassment and harassment on the grounds of sexual orientation. The right of the worker to not be discriminated –directly or indirectly– on these grounds. (Article 14 of the TREBEP and article 4 of the ET.)
	Training and promotion must ensure the absence of any direct or indirect discrimination between workers of different gender (Article 23).

(Continuation of table 5)

Regulations	Content
ET – RDL 2/2015, of 23 October	It cancels and invalidates any action, regulation, decision, negotiation or order involving direct or indirect discrimination on the grounds of sex and sexual orientation or sexual condition (Article 17).
	Guarantee the absence of discrimination, direct or indirect, in the case of part-time workers (Article 12, amended by RDL 6/2019).
	Nullity of dismissal during probationary period of pregnant workers or workers who are parenting (Article 14, amended by RDL 6/2019).
EBEP– RDL 5/2015	The duty and ethical principle of public employees to respect equality between women and men and to avoid any action that may lead to discrimination on the grounds of gender, sex or sexual orientation (Articles 52 and 53).
	With regards to the disciplinary regime, it classifies as a very serious offence any action involving discrimination on the grounds of sex, gender or sexual orientation, as well as sexual harassment on the grounds of sex or sexual orientation (Article 95).
	With regards to the leave for victims of gender-based violence, it is established that any lack of attendance –partial or total– is considered justified in terms of time and conditions that the social care or health services justify. It provides for the right of victims of gender-based violence to have their working day reduced or their schedule adapted, although the terms of these modifications are established by the public administration that has jurisdiction (article 49).
	It provides for a provision for victims of gender-based violence that determines that, if they are forced to leave their job in the locality where they were serving, they are entitled to transfer to another job within their professional category without it being necessarily a vacancy to be filled (Article 82).
Collective agreement for the PDI of the Catalan public universities	It defines as a very serious offence any action that involves discrimination on the grounds of sex, as well as proven sexual, moral or psychological harassment, within the university (Article 55).
	Universities must have a protocol for acting in situations of harassment that must include mechanisms for detection, as well as preventive and punitive measures for this type of behaviour and situations. It considers harassment as a situation that can harm the health of workers and defines it, consequently, as an object of prevention. It obliges universities to develop analysis, detection and training actions, as well as programs to prevent harassment and promote a working environment and space free of harassment (second additional provision).
VI Collective agreement for the PAS of the Catalan public universities	Commitment of work councils and management to promote the measures provided for in the Catalan Equality Act and other applicable regulations with the aim of eliminating any type of gender-based discrimination. Work councils and management must take appropriate measures to prevent, avoid and punish sexual harassment, as required by the current legislation. (First and second additional provision.)
	Additional leave for victims of gender-based violence, such as reduction of working hours with proportional reduction of wage or rearrangement of working time with adaptation of the schedule and implementation of flexible working hours or other forms of time management (Article 46).
	In the case of a victim of gender-based violence being forced to leave their job, it provides that they may request the suspension of their contract for a maximum duration of six to eighteen months (article 48).

Note: the acronyms from *Diccionario del español jurídico* de la Real Academia Española have been used:

Collective agreement for the PDI of the Catalan public universities –TRE/309/2006, of 21 December, which provides the registration and publication of the collective agreement for the teaching and research staff of Catalan public universities. 2009 and subsequent amendments of 2010 and 2017. *Diari Oficial de la Generalitat*, No. 4821, of 14.2.2007.

VI Collective Agreement of the PAS of the Catalan universities – Resolution EMO/3093/2015, of 23 December, which provides the registration and publication of the Collective agreement of the administrative and service staff of the Universitat de Barcelona, the Universitat Autònoma de Barcelona, the Universitat Politècnica de Catalunya, the Universitat Pompeu Fabra, the Universitat de Girona, the Universitat de Lleida and the Universitat Rovira i Virgili (agreement code No. 79002770012008). *Diari Oficial de la Generalitat*, No. 7039, of 18.1.2016.

EBEP - Royal legislative decree 5/2015, of 30 October, which approves the consolidated text of the Law of the Basic Statute of Public Employees.

EAC – Organic Law 6/2006, of 19 July, reforming the Statute of Autonomy of Catalonia, 2006. Parliament of Catalonia, 2016 [fifth electronic edition].

ET – Royal Legislative Decree 2/2015, of 23 October, approving the recast of the Statute of Workers' Rights.

L 5/2008 - Law 5/2008, of 24 April, on the right of women to eradicate male violence. *Diari Oficial de la Generalitat*, No. 5123, of 2.5.2008.

L 11/2014, of 10 October, to guarantee the rights of lesbian, gay, bisexual, transgender and intersex people and to eradicate homofobia, the biphobia and transphobia. *Diari Oficial de la Generalitat*, No. 6730, of 17.10.2014.

L 17/2015 – Law 17/2015, of 21 July, of effective equality of women and men. *Diari Oficial de la Generalitat*, No. 6919, 23.7.2015.

LOI – Organic Law 3/2007, of 22 March, for the effective equality between women and men. *Boletín Oficial del Estado*, No. 71, of 23.3.2007.

RD 1791/2010 – Royal decree 1791/2010, of 30 December, approving the Statute of university students. *Boletín Oficial del Estado*, No. 318, of 31.12.2010.

LOU Reform – Organic Law 3/2007, of 22 March, for effective equality between women and men. *Boletín Oficial del Estado*, No. 71, of 23.3.2007.

4. European benchmarks on gender equality in the university area

This section firstly presents international, national and regional strategies and commitments regarding gender equality and LGBTI rights in science and research. Secondly, the main European benchmarks for the design of equality policies are presented. In particular, it identifies objectives, lines of action and good practice on gender equality and LGBTI policies in European universities and research centres. This set of references has guided the design of the measures of the UAB's 4th APG, so the review has also followed the same lines of action: culture and equality policies in universities; working conditions and balance between professional and personal life; gender perspective in teaching and research; equal participation and representation in the university community, and prevention and attention of discrimination and gender violence.

4.1. Strategies and general commitments on gender equality and LGBTI

Gender equality, developed through several areas, is a key objective in the main international and European strategies and commitments. The 2030 Agenda for Sustainable Development[3], approved on 25 September 2015 by the United Nations General Assembly, dedicates a specific objective to gender equality (objective 5). This objective, "Achieve gender equality and empower all women and girls", is specified by nine targets, of which we highlight ending

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[3] It is available on the United Nations Sustainable Development Goals page:

https://www.un.org/sustainabledevelopment/

discrimination and violence against women and girls, and ensuring women's full participation and equal leadership in all aspects of life.

Gender equality is also included as a cross-cutting issue in the other milestones of the 2030 Agenda. It also highlights the area of education, which in Objective 4, "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all", considers gender equality in several objectives: equal access to quality technical, vocational and higher education, including university education; eliminating gender disparities; and ensuring that students acquire knowledge and skills to promote sustainable development and gender equality. In the same objective, the rights of individuals to have a safe, non-violent, inclusive and effective learning environment for all, an objective interpreted by UNESCO in ILGA's report, State-Sponsored Homophobia (2019:58), as the right of LGBTI people to have a safe and non-violent environment, is also mentioned.

On a European level, the first document that sets out the commitments of the Council of the European Union to gender equality is the European Pact for Gender Equality (2011-2020), whose main objectives are: reduce inequalities in work and social protection, promote a better work-life balance for women and men throughout their lives, increase the participation of women in working life and eliminate all forms of violence against women

The European Commission published in 2016 the Strategic Commitment for Gender Equality 2016-2019, which focuses on five priority areas: increasing women's participation in the labour market; reducing the pay gap, where we emphasize respect in education and work; the promotion of equality between women and men in decision-making; the fight against gender-based violence and the protection and support of victims; the promotion of gender equality and the rights of women worldwide. Each of these areas includes several measures, including: promoting institutional change in research organizations to remove potential barriers to gender equality, diagnose and take action to eliminate male over-representation in research organizations, carry out actions to eradicate all forms of gender-based violence and activities to commemorate the International Day for the Elimination of Gender-based Violence. Lastly, the commitment to the implementation of equality plans is also highlighted. In the same strategic commitment, Annex 3, "Integrating a gender equality perspective into all human resource practices and policies in the European Commission", sets out three priorities to be considered in human resource management in relation to diversity and gender equality: an inclusive and results-oriented working environment that benefits all staff; 40% representation of women in management at medium and senior levels, as well as the achievement of excellence by retaining and recruiting staff with disabilities (European Commission, 2016:37)

The Council of Europe's Gender Equality Strategy 2018-2023 is also key, where the objectives and strategies established focus on preventing and combating gender stereotypes, sexism and violence against women, the achievement of balanced participation of women and men in decision-making, the protection of the rights of immigrant, refugee and asylum-seeking women and girls, and the achievement of gender mainstreaming in all policies and measures (Council of Europe, 2018:9). In addition, the Strategy makes special mention of different aspects: attention to the intersectional causes of discrimination, in which it also includes sexual orientation and gender identity as a focus of discrimination; taking into account the different life phases; and the involvement of men in gender equality.

In recent years, the European Union has also established specific commitments and strategies on LGBTIQ issues. Thus, the Council of the European Union's *Guidelines to promote and protect the enjoyment of all human rights by lesbian, gay, bisexual, transgender and intersex (LGBTI) persons* (2013) set as one of the priority areas for action the promotion of equality and non-discrimination on the grounds of sexual orientation or gender identity in employment and public policy and practice, in particular in the fields of health and education (point 19).

The *List of actions to advance LGBTIQ Equality* 2015 sets out a list of actions by the European Commission to promote equality for LGBTI people, such as promoting knowledge on LGBTI issues and data on the situation of LGBTI, or supporting member states to exchange good practice on actions for non-discrimination and promoting school environments free of homophobic and transphobic harassment, following the principles of the Ministers' Paris Declaration.

The fundamental rights situation of intersex people (2015), of the Fundamental Rights Agency and the Council of Europe, makes the indication to review the use of language in terms of gender in identity documents to protect the rights of intersex people, especially children, considering the possibility of including neutral forms or expressions or other systems that protect these people.

The Council of the European Union's document *Council Conclusions on LGBTI Equality* (2016) makes proposals regarding LGBTI rights in education such as in point 10, which calls on the European Commission to strengthen awareness-raising actions in the work, education, health and sport sectors, in the knowledge of LGBTI rights and in improving the low levels of reporting on incidents of discrimination.

The Spanish State adopts the previously mentioned commitments and strategies through two main documents. The first is the *Equal Opportunities Strategic Plan 2014-2016*[4] (Ministry of Health, Social Services and Equality), approved in 2014, which focuses its commitment to gender equality on five objectives, the first three of which are of a priority nature: reducing inequalities in employment, especially the pay gap; eradicate violence against women; improve the participation of women in the political, economic and social spheres; promote equal opportunities between women and men through the educational system; integrate the principle of equal treatment and opportunity into all Spanish Government policies.

The second document is the *State Pact Against Gender Violence* (Ministry of the Presidency, Relations with the Courts and Democratic Memory, 2017), which establishes ten lines of action in the treatment of sexual violence that can be considered key lines in prevention and assistance policies for victims of male and sexual violence. They highlight the promotion of training for all professionals involved in prevention, protection and psychosocial support for victims, including lecturers, and the drive to ensure statistical monitoring of all types of violence against women, taking into account other factors such as age or disability. In addition, it proposes measures which, if developed, could lead to the participation of universities, even though they are neither agents involved nor competent administrations. These measures are the following:

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[4] http://www.inmujer.gob.es/actualidad/PEIO/docs/PEIO2014-2016Ingles.pdf

✓ Preparation of studies, with university equality units, on the impact of harassment, aggression and sexual abuse in the university environment, evaluating the possibility of carrying out prevention campaigns in university campuses.
✓ Incorporate competences related to equal rights and obligations between men and women, the prevention of gender violence and the peaceful resolution of conflicts in the requirements for the verification of lecturers' diplomas and diplomas that qualify them to work as teachers in high school education, vocational education and language teaching.
✓ Training actions in companies and public administrations introducing cross-cutting modules on sexual violence and its typologies.
✓ Design of protocols for intervention and early detection in cases of sexual violence in pre-school, elementary and high school education and at the university level.

Regarding Catalonia, the reference document is *Recomanacions per a la negociació col·lectiva dels plans d'igualtat* (Recommendations for the collective negotiation of equality plans) of the Consell de Relacions Laborals de Catalunya (2013), where it is recommended to build an equality commission for the process of coordination and monitoring of the plan. It is also proposed which should be the content of equality plans in the area of working conditions: equality in terms of pay, professional framework or job evaluation; equal participation in job positions; organisation of working time; professional promotion; working conditions; sexual and gender-based harassment; and access to employment (pages 20-29).

4.2. Gender equality in science and research

In the European Commission's communication on the European Research Area (ERA) in 2012, equality and gender perspective appear as one of the five priorities of the ERA. Specifically, the European Commission invites the ERA member states to create a legal and policy environment which provides incentives to achieve the three fundamental objectives of the Commission in this area: removing legal and other barriers to the selection, retention and career progression of women researchers; addressing gender imbalances in decision-making; and strengthening the gender perspective in research programmes. Member States are also invited to engage with funding and research agencies and universities are invited to encourage cultural and institutional change in terms of gender equality through charters, agreements or awards, as well as to ensure that at least 40% of the under-represented sex participates in committees involved in both the selection and promotion of work and the evaluation of research programmes. Finally, research organisations are invited to implement institutional change in relation to human resource management, research funding, decision-making and research programmes, through equality plans, which should have as specific objectives: the impact evaluation or audits of procedures and practices to identify gender biases; the implementation of innovative strategies to correct these biases; the setting of objectives and monitoring through indicators.

The Council of the European Union, in the document *Advancing gender equality in the European Research Area Council conclusions on advancing gender equality in the European Research Area* (2015)[5], reiterates the need for institutional change in ERA national plans or in

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[5] http://data.consilium.europa.eu/doc/document/ST-14846-2015-INIT/en/pdf

the strategies of Member States and research institutions, and invites cultural and institutional change through incentives to promote gender cross-cutting strategies and equality plans for research institutions that include the gender perspective in research content. In addition, it invites states and institutions to strive for a better gender balance among teaching staff; to consider transparency in the selection, career and in scholarship and award procedures; to take measures to ensure that research funding is not affected by gender bias; and finally, it invites research institutions and universities to create flexible and family-friendly working environments including support for co-responsibility in care and the review of performance evaluation of research staff to eliminate gender bias.

The *Spanish Roadmap for the European Research Area* (2016-2020) establishes the specific measures that should be followed in Spain in order to prioritize gender equality in research. The Spanish commitment, through the 13th provision of the Spanish Law on Science and Innovation (2011) and the incorporation of the gender perspective in the principles of the Spanish Strategy for Science and Technology and Innovation 2013-2020 is made explicit and recalled. In the same roadmap, at point 4.5 recognizes the need for: (a) intervention in the areas of female leadership in research centres; (b) promotion of scientific vocations among young women; (c) broadening of the criteria for funding research by ensuring gender balance in evaluation and selection committees; d) improving the monitoring, impact and evaluation of structures for the promotion of gender equality in universities; e) strengthening the promotion of the integration of gender analysis in research (IAGI); and lastly, f) the monitoring and evaluation of gender equality policies in research (European Commission, 2016a:16-17).

The above-mentioned lines and objectives of the European Research Area on gender equality are incorporated into the European Commission's research programme Horizon 2020 through three objectives: gender balance in research teams, in decision-making places and in the integration of gender analysis in research (European Commission, 2016b:1).

At the national level, the Spanish Strategy for Science and Technology and Innovation 2013-2020 (Ministry of Economy and Competitiveness, 2013) establishes as a fifth basic principle the incorporation of the gender perspective in public R+D+I policies to correct the unequal participation of women, as well as the inclusion of this perspective in the contents of research and innovation. It has also included equality and gender perspective in the *State Plan for Scientific and Technical Research and Innovation* (2017-20) (Ministry of Economy and Competitiveness, 2017), following the priority on gender equality of the European Research Area (ERA).

With regards to the strategies developed in the field of Spanish universities on gender equality, the Cumbre de Rectoras de las Universidades Públicas Españolas (Summit of Female Rectors of Spanish Universities) of 26 November 2018 agreed in the Declaración de Castellón (Declaration of Castellón) to establish common priorities, among which they stand out the consolidation of the gender perspective in study plans, the reduction of the gender gap in STEM and in health and education studies; the generalization of training in equality and gender throughout the university community; the introduction of positive action measures to encourage the presence of women researchers and as the main project leaders; the visibilisation of women researchers and scientists and their contributions; the promotion of a culture of co-responsibility, with positive actions aimed at the PAS and the PDI (especially in the preparation of teaching schedules); the inclusion in the regulations of periods of inactivity that affect women

researchers due to the care of family members; the design of budgets with a gender perspective; the achievement of balance and parity quotas in all the university's organizational compositions; the non-sexist use of language and the establishment of a university policy of zero tolerance towards male violence.

In Catalonia, the *General Framework for Incorporating the Gender Perspective in Higher Education Teaching* (AQU Catalunya, 2018) stands out as a benchmark document and guide for Catalan universities in the inclusion of the gender perspective in undergraduate and postgraduate study plans.

The UAB is also committed to the European Commission in promoting gender equality through its participation as a preferred partner in the *FP7 project EGERA-Effective Gender Equality in Research and the Academia* (2014-2017) and, specifically, through the institutional signing of two commitment documents, the *EGERA charter gender-sensitive communication in and by academic institutions* (EGERA, 2015) and the *EGERA charter for gender-sensitive governance in research & higher education institutions* (EGERA, 2017).

4.3. Gender equality in universities

This section presents the main recommendations at the European level that have guided the design of the measures of the 4th APG of the UAB[6]. The review has been structured according to the main lines of action of the same 4th APG, indicating, within each area, the source.

Table 6. Recommendations according to the axes or areas considered

AXIS 1. Promotion of culture and gender equality policies	
GENDER-NET, 2015 EIGE, 2016 PLOTINA, 2016	Support from the organisation's senior management expressed through the creation of a commission or committee on gender equality.
	Commitment of the entire institution to cultural change, with incentives and mandatory measures, resources and adequate funding.
GENDER-NET, 2015 EIGE, 2016 PLOTINA, 2016	Monitoring and accountability systems.
	Training for the whole community on gender equality in teaching and research, non-sexist communication, prevention of sexual harassment and equality legislation.
	Tools for training and self-diagnosis.
	Good communication and internal dissemination of equality policies.
Guide for Incorporating Sexual and Gender Diversity in Catalan Universities based on Law 11/2014 (2018)	It is commited to promoting LGBTI policies and towards fostering an institutional culture that supports this change.
	Diagnosis of disparities on the grounds of sexual orientation and gender identity.
	Training for PDI, PAS and student representatives.
	Celebration of key dates in the fight against LGBTIphobic discrimination.

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[6] Most of the references come from projects and organisations funded by the European Commission. In response to the lack of references in LGBTI policies in European universities, the revision of the *Guide to the Incorporation of Sexual and Gender Diversity in Catalan Universities based on Law 11/2014* (2018) of the Government of Catalonia is included.

(Continuation of Table 6)

AXIS 2. Equal conditions in the access, promotion and organisation of work and study	
Guide for Incorporating Sexual and Gender Diversity in Catalan Universities based on Law 11/2014 (2018)	Non-binary use of language and a public image of the institution without gender stereotypes and sexual normativity.
	Guarantee of inclusive access for LGBTI people in university residences, sports leagues and toilets and changing rooms.
	Campaigns to publicise the rights of LGBTI people, support resources and channels of complaint.
Equality Challenge Unit, 2013 FESTA, 2015 FESTA, 2016a GARCIA, 2015 GENDER-NET, 2015 EIGE, 2016 PLOTINA, 2016 LERU, 2018	Specific programs for women's academic careers, both for mentoring and support in the selection process.
	Transparency in the selection processes and control of gender bias by considering anonymous pre-selection, dissemination addressed to women candidates and revision of the language of the calls and the justifications of the selections.
	Training on gender bias in selection committees.
	Monitoring of contractual precariousness and part-time contracts based on gender.
	Special attention to the doctoral and post-doctoral period, with specific programmes for women; control of the PhD offers in relation to available places; training for students and thesis supervisors; rethinking of the criteria for international experience and support systems for return after leave.
GENDER-NET, 2015 GARCIA, 2015b EIGE, 2016 FESTA, 2016	Diagnosing and addressing the gender wage gap[7] reproduced through differences in contract modalities and working conditions.
	Appropriate reconciliation measures, parental support and childcare facilities, such as nurseries, breastfeeding areas and specific programmes to welcome children into the parents' workplace.
	Assistance to staff who have elderly family members requiring health care.
	Efficient dissemination of conciliation measures.
	Career support measures for staff with parental responsibilities, such as financial aid and exemptions from teaching and management.
GARCIA (2015b)	Workplace ethics policies for controlling meeting schedules.
	Systems for the follow-up and return to the university of women researchers who have left the university at the doctoral and postdoctoral stage.
AXIS 3. Promotion of gender perspective in teaching and research	
GARCIA, 2015 GENDER-NET, 2015 LERU, 2015 European Commission, 2016d	Training on gender perspective in research to stimulate new interdisciplinary research, especially in medical studies.
	Promotion of interdisciplinary initiatives on gender and, particularly, the creation of groups with gender specialists in the STEM disciplines
	Creation of a gender section in any dissemination of the Horizon 2020 programme.
GARCIA, 2015 GENDER-NET, 2015 LERU, 2015 European Commission, 2016d	Integration of research results with a gender perspective in the teaching curriculum, especially in the technological and scientific fields.
	Recognition of innovative experiences on gender perspective in teaching and in student projects that include gender perspective.
	Creation of specific groups at faculty or school level to address gender mainstreaming in study plans.

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[7] According to the revision carried out by the GENDER-NET project (2015), the monitoring and measurement of pay equity is considered in 49 % of the academic and research institutions reviewed in the framework of the project, e.g. the study on the gender wage gap and pay equity of the University of Geneva, carried out in 2014, and the salary revision carried out by the University of Paris-Est Créteil Vall del Marne (GENDER-NET, 2015:49).

(Continuation of Table 6)

AXIS 4. Equal participation and representation in the university community	
Guide for the incorporation of sexual and gender diversity in the Catalan universities based on Law 11/2014	Visibilisation of research on LGBTI issues in universities, with the creation of a repository of papers on the subject and the creation of a map of existing groups and lines of research in universities.
	Creation of a permanent network of support, training and resources on LGBTI issues.
	Use of language that respects the different expressions of gender identities and sexual choices at all stages of the research.
	Explanation of the LGBTI perspective in official reports, teaching guides and programmes.
	Specific training for group tutors on LGBTI issues and specific training on teaching methodologies sensitive to LGBTI diversity.
EIGE, 2016 FESTA, 2015a FESTA, 2016	Establishment of quantitative objectives to monitor gender balance in leadership and scientific and administrative decision-making positions, as well as in selection committees and evaluation panels.
	Development of protocols to ensure women's participation in selection committees.
	Establishment of parity as a criterion in the election of university and educational institution governing teams.
	Dissemination of good practices and female role models.
	Specific programmes to increase the representation of women in universities and leadership programmes following the example of the programmes launched in European universities.
	Strengthening of formal organizational processes, with transparent circulation of calls and minutes, clear documents describing tasks and functions of the bodies and regular information on changes and objectives.
	Organization of institutional and social events at a time when everyone can attend and in several languages to facilitate the attendance of people from international programs.
AXIS 5. Promotion of an organization free of sexism and gender violence	
EIGE, 2016	Updated information on sexual and gender-based harassment.
	Assistance and support to victims and witnesses.
Recommendations to prevent and fight sexual harassment in academia (EGERA, 2015)	Public recognition of the structural dimension of sexual harassment.
	Clear explanation to the university community of the definitions of sexual harassment.
	Good level of independence of staff involved in dealing with sexual harassment cases.
	Studies on the perception of sexual harassment in the community.
	Appropriate measures to ensure confidentiality and protection of all actors involved.
	Inclusion of information on sexual harassment policies in student orientation programs.
	Training and awareness of the entire community and specific information for new employees and students on sexual harassment and related behaviors.
Guide for the incorporation of sexual and gender diversity in the Catalan universities based on Law 11/2014	Inclusion of sexual orientation, gender identity and expression in the university's anti-discrimination policy.
	Definition of a new formulation of the question relating to gender identity in all documents in the university field that are not linked to the ID.
	Training for the detection, prevention and action against LGBTIphobia, for students as well as PAS and PDI.
	Inclusion of the diversity of emotional and sexual options in enrolment forms.
	Dissemination of the existing complaint mechanisms outside the university.
	Preparation of detailed studies on the problem of LGBTIphobia at university.

5. Description of the position of women at the UAB

This section describes the situation of women at the UAB in relation to men and according to the three groups that comprise the University. The data[8] presented show the continuity of a trend towards an increasing balance between the two sexes, although at a very slow pace. In this sense, we can confirm that the unequal situation of women is not a problem that can be solved in the short term and, therefore, the implementation of equality policies is required to correct and transform this reality.

The section is structured according to the three groups that comprise the university community: teaching and research staff, administration and services staff, and students. For each of these groups, the updating and evolution of the indicators used to measure the situation of women at the UAB in the different spaces or areas is presented.

5.1. Academic and Research Staff

The data on academic and research staff (PDI) show the persistence of gender inequalities and occupational segregation within the University. Firstly, the scissors effect continues in the academic trajectory according to gender: the relative proportion of women in the different positions is inverted in relation to the corresponding proportion of their colleagues as the academic category increases. In the last five years, the proportion of women has increased by 6 percentage points in PhD positions, and 5 points in positions of lecturer and reader, but there has been practically no increase in the number of titles and professorships. It is also notable the increase in the TU/CU ratio (number of positions required for each professorship) for both sexes and the differences between women and men have therefore been maintained. Hence, at present, women need 5 tenures for each occupied professorship while men need 3. The categories in which the relative proportion of female lecturers has increased the most are the categories of associate professor and reader. In terms of areas of knowledge, there is still an unequal distribution between women and men, although the significant increase in the presence of women in health sciences can be noted.

With regard to one-person positions, a certain gender imbalance persists, although the composition of the Governing Team shows the positive results of the application of the regulations on balance. In the academic year 2017-2018, 50 % of the members of the Governing Team were women, but they were over-represented in the positions of delegate,

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[8] The data has been compiled by the UAB's Observatory for Equality from the information given by the UAB's Information Management Office.

deputy and commissioner, where they were 13 percentage points above their total proportion, and under-represented in the vice-rectors' offices, where they represented only 27.3 %. The trend is very similar for school and departmental governing teams: the presence of women decreases as the responsibility of the position increases. Therefore, 30% of the deaneries or school directorates are occupied by women, 14 points below their overall proportion, similar to the departmental directorates, where they represent 35%. On the other hand, the proportion of women in the coordination committees is somewhat higher, standing at 46%.

Graph 1. Distribution of positions in the academic career by sex (%)
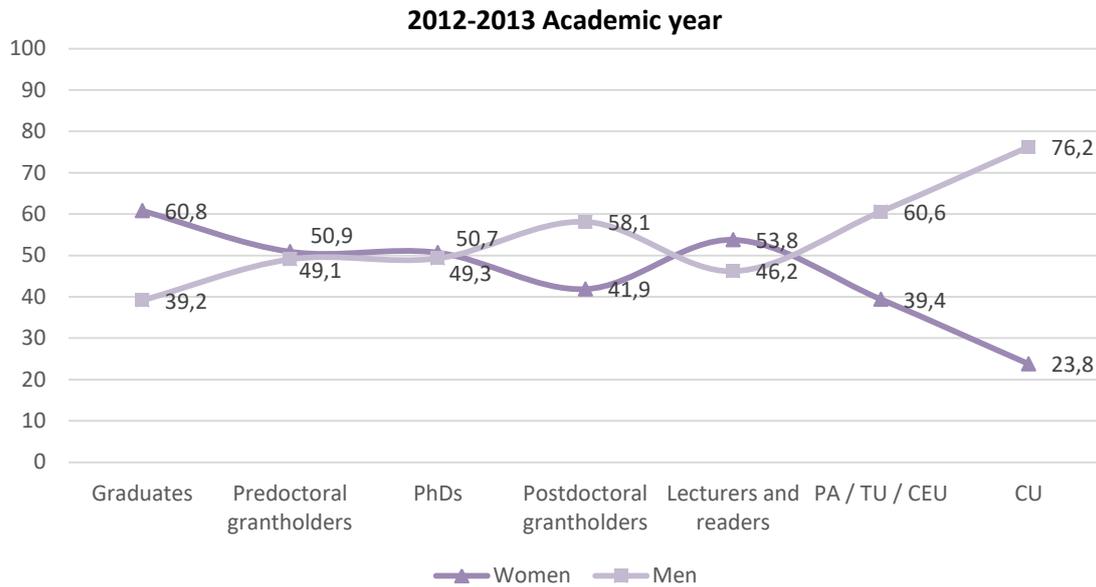
2012-2013 Academic year

Source: Data of the Observatory for Equality based on data provided by the OGID of the UAB.
PA: associate staff.

2016-2017 Academic year
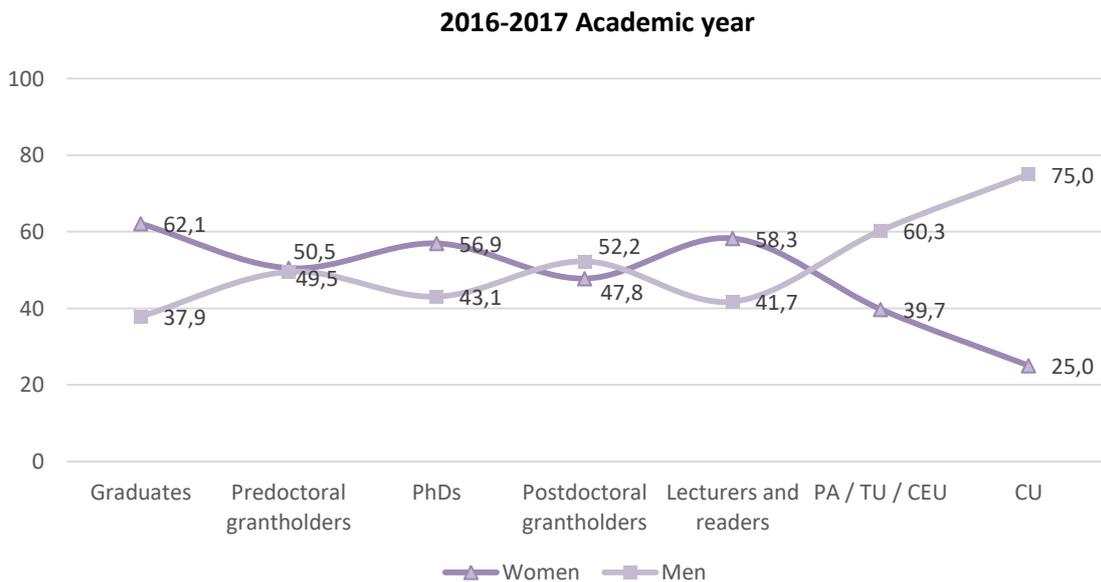
Source: Data of the Observatory for Equality based on data provided by the OGID of the UAB.
PA: associate staff.

Table 7. Proportion of female lecturers by category and year (%)

Category	2012	2013	2014	2015	2016	2017
State-employed lecturers						
Professors	24,0	24,8	24,1	24,8	25,3	27,1
University school professors	42,9	42,9	50,0	50,0	50,0	50,0
Tenured lecturers	39,1	38,6	38,7	38,2	38,1	38,8
University school tenured lecturers	48,8	48,6	51,5	51,5	46,4	45,5
University-employed lecturers						
Professors	12,5	12,5	12,5	12,5	12,5	12,5
Tenure-track lecturers (II)	41,0	44,3	43,3	44,3	43,0	41,3
Tenure-track lecturers (I)	52,1	53,3	58,0	58,3	50,0	58,8
Associate lecturers in medicine	38,7	35,5	38,9	39,1	39,8	41,5
International lecturers	0,0	0,0	0,0	0,0	0,0	0,0
Permanent collaborating lecturers	91,7	90,9	90,9	90,9	90,9	88,9
Visiting lecturers	50,0	50,0	60,0	48,6	53,3	40,7
Emeritus professors	42,0	40,1	40,2	37,8	36,2	32,6
Associate lecturers of the health field (*)	0,0	67,5	64,8	65,5	60,9	65,0
Associate lecturers	42,8	43,4	45,5	44,8	45,0	46,4
Postdoctoral research lecturers	54,8	54,9	58,3	61,1	60,5	56,8
Total teaching staff	**40,0**	**40,3**	**41,6**	**41,5**	**41,4**	**42,4**

Source: Data of the Observatory for Equality based on data provided by the OGID of the UAB.

(*) The associated teaching staff in the field of health includes the associated teaching staff of physiotherapy, psychology, nursing, speech therapy and veterinary science.

Table 8. Evolution between categories[9] by sex

Year	Women			Men		
	(*a*) CU	(*b*) TU and AG	Ratio (*b*)/(*a*)	(*a*) CU and CC	(*b*) TU and AG	Ratio (*b*)/(*a*)
1996	56	230	4,1	250	500	2,0
1997	57	250	4,4	261	521	2,0
1998	62	275	4,4	266	535	2,0
1999	69	285	4,1	276	543	2,0
2000	71	303	4,3	276	551	2,0
2001	71	311	4,4	271	561	2,1
2002	74	317	4,3	275	565	2,1
2003	74	366	4,9	272	617	2,3
2004	75	353	4,7	256	606	2,4
2005	74	357	4,8	263	598	2,3
2006	74	338	4,6	265	550	2,1
2007	79	369	4,7	286	603	2,1
2008	82	393	4,8	293	621	2,1
2009	86	396	4,6	295	626	2,1
2010	83	410	4,9	290	632	2,2

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[9] CU, Professors (State-employed); TU, Tenured lecturers; AG, Tenure-track lecturers (II); CC, Professors (University-employed).

(Continuation of table 8)

Year	Women			Men		
	(*a*) CU	(*b*) TU and AG	Ratio (*b*)/(*a*)	(*a*) CU and CC	(*b*) TU and AG	Ratio (*b*)/(*a*)
2011	93	396	4,3	310	600	1,9
2012	92	391	4,3	295	602	2,0
2013	92	430	4,7	283	648	2,3
2014	86	441	5,1	274	666	2,4
2015	85	455	5,4	262	685	2,6
2016	81	455	5,6	243	692	2,8
2017	86	449	5,2	236	682	2,9

Source: Data of the Observatory for Equality based on data provided by the OGID of the UAB.

Table 9. Recognized merits in research of the teaching staff. 2016-2017

Merits(*)	Women (%)	Men (%)	Total
None	45,8	54,2	118
1	47,4	52,6	152
2 to 3	36,8	63,2	508
4 to 5	31,1	68,9	434
6 or more	25,4	74,6	142
Total	**35,7**	**64,3**	**1.354**

Source: Data of the Observatory for Equality based on data provided by the OGID of the UAB.
(*) Only the teaching staff that can request research merits has been included.

Table 10. Distribution of the teaching staff by sex and area of knowledge. 2016-2017

Area of knowledge	2012-2013			2016-2017		
	Women (%)	Men (%)	Total	Women (%)	Men (%)	Total
Health Sciences	36,2	63,8	1.027	43,5	56,5	1.263
Experimental and Technological Sciences	33,8	66,2	751	34,7	65,3	807
Humanities	46,4	53,6	496	45,9	54,1	612
Social Sciences	45,1	54,9	1.078	44,9	55,1	991
Total	**40,0**	**60,0**	**3.352**	**42,4**	**57,6**	**3.673**

Source: Data of the Observatory for Equality based on data provided by the OGID of the UAB.

Table 11. Distribution of the teaching staff by sex and teaching centre. 2016-2017

Teaching centre	Women (%)	Men (%)	Total
Faculty of Arts and Humanities	41,0	59,0	481
Faculty of Medicine	38,3	61,7	906
Faculty of Sciences	23,7	76,3	262
Faculty of Communication Studies	40,1	59,9	182

Teaching centre	Women (%)	Men (%)	Total
Faculty of Law	43,5	56,5	161
Faculty of Veterinary	43,6	56,4	133
Faculty of Political Sciences and Sociology	38,1	61,9	139
Faculty of Psychology	64,7	35,3	224
Faculty of Translation and Interpreting	64,1	35,9	131
Faculty of Education	66,9	33,1	266
Faculty of Biosciences	50,4	49,6	337
Faculty of Economics and Business Studies	29,2	70,8	243
School of Engineering	23,1	76,9	208
Total	**42,4**	**57,6**	**3.673**

Source: Data of the Observatory for Equality based on data provided by the OGID of the UAB.

Table 12. Distribution of management positions by sex and academic year

	2012-2013			2017-2018		
	Women (%)	Men (%)	Total (*n*)	Women (%)	Men (%)	Total (*n*)
Governing Team of the UAB						
Rector	0,0	100,0	1	100,0	0,0	1
Secretary General	100,0	0,0	1	100,0	0,0	1
Vice-rectors	40,0	60,0	10	27,3	72,7	11
Associates, Delegates and Commissioners	50,0	50,0	4	63,6	36,4	11
Total GT and UAB	*43,8*	*56,3*	*16*	*50,0*	*50,0*	*24*
School and departmental governing team						
Deans and School Directors	38,5	61,5	13	30,8	69,2	13
School secretaries	38,5	61,5	13	38,5	61,5	13
Vice-Deans and Deputy Directors	45,1	54,9	51	41,3	58,7	46
Heads of Department	27,6	72,4	58	35,1	64,9	57
Secretaries of department	35,7	64,3	56	42,9	57,1	56
Coordinators	42,9	57,1	326	46,0	54,0	559
Others	37,5	62,5	32	37,7	62,3	53
Total GT of schools and departments	*40,3*	*59,7*	*549*	*43,8*	*56,2*	*797*
TOTAL	**40,4**	**59,6**	**565**	**44,0**	**56,0**	**821**

Source: Data of the Observatory for Equality based on data provided by the OGID of the UAB.

5.2. Administrative and Service Staff

The data on the Administrative and Service Staff (PAS) also show the persistence of gender inequalities and occupational segregation despite the greater presence of women. It is noted that, unlike the PDI, the total presence of women is relatively high among the PAS, especially among state-contracted staff, where they exceed 50%. However, in the higher employment categories women are less present than the overall proportion for each legal regime,

particularly in group A1 and group 1, and this situation has not improved over time. Moreover, from the academic year 2012-2013 until 2017-2018, the proportion of women in group A1 has dropped 6 per cent, while in groups C1 and C2 their proportion is slightly above the total proportion, 2 percentage points. In the case of university-contracted staff, the total presence of women is relatively lower in relation to the state-contracted staff. For this group, it must be pointed out that the proportion of women in the lower categories, group 3 and especially 4, is higher than in the general proportion, around 3 and 10 points respectively. In relation to the ratio C1+C2/A1+A2 or 3+4/1+2 (number of categories in the scales or groups C1 and C2 or 3 and 4 required for a category in group A1 or A2 or 1 and 2), there is a decrease for both sexes, but slightly more significant for men. Finally, it is also shown that the trend of the academic year 2012-2013 in the distribution of positions of the PAS career is maintained and even slightly accentuated: the presence of women decreases as the employment category increases. Therefore, the presence of women in the management categories (group 1 and A) decreases by 2 percentage points.

Graph 2. Distribution of positions in the professional career by sex (%)

2012-2013
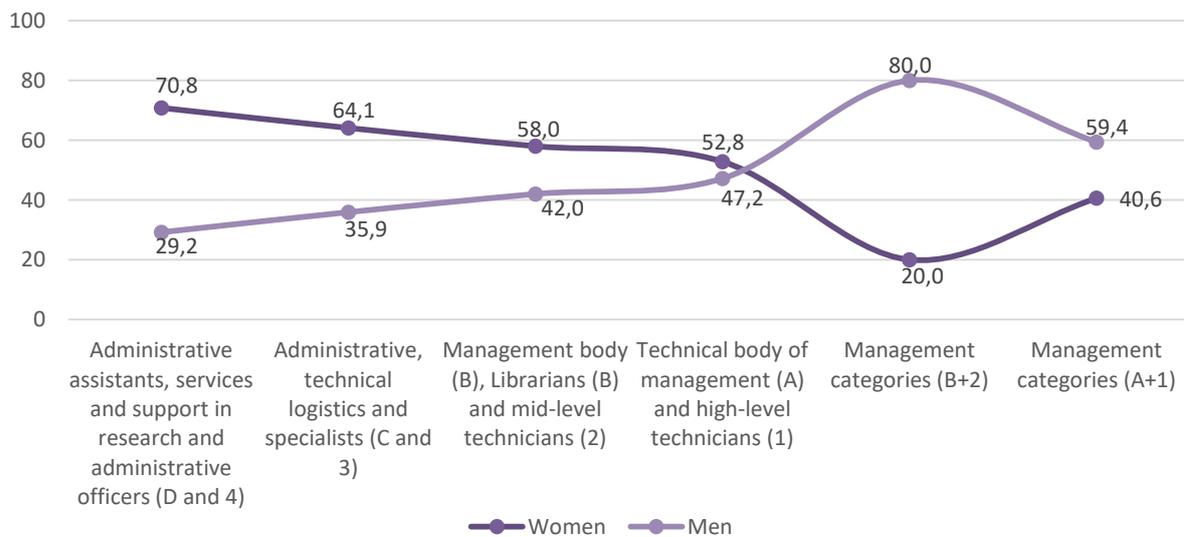
Source: Data of the Observatory for Equality based on data provided by the OGID of the UAB.

2017-2018
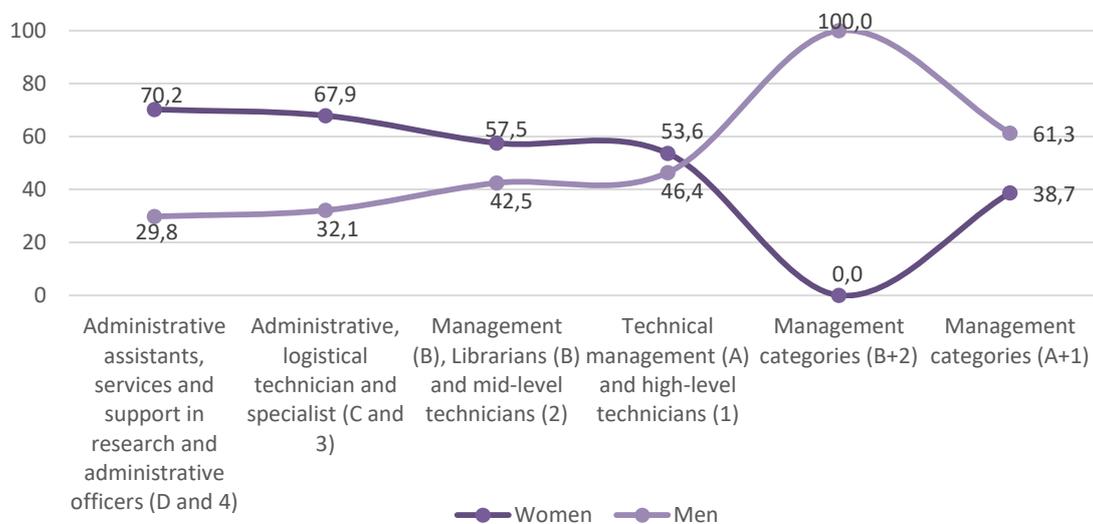
Source: Data of the Observatory for Equality based on data provided by the OGID of the UAB.

Table 13. Distribution of the group by sex. 2016-2017

Group	Women (%)	Men (%)	Total
State-contracted staff			
A1	58,5	41,5	53
A2	74,1	25,9	220
C1	78,7	21,3	474
C2	78,0	22,0	241
Total state-contracted staff	*76,4*	*23,6*	*988*
University-contracted staff			
1	51,8	48,2	434
2	37,1	62,9	194
3	55,5	44,5	224
4	62,6	37,4	174
Total university-contracted staff	*52,6*	*47,4*	*1.026*
TOTAL	**63,1**	**36,9**	**2.014**

Source: Data of the Observatory for Equality based on data provided by the OGID of the UAB.

Table 14. Proportion of women PAS employees by group and year (%)

Group	2012	2013	2014	2015	2016	2017
State-contracted staff						
A1	64,0	65,3	66,7	64,0	61,5	58,5
A2	74,5	74,4	74,3	75,1	74,1	74,1
C1	75,6	76,4	76,7	77,1	78,8	78,7
C2	81,6	81,5	79,6	79,7	77,4	78,0
Total state-contracted staff	*76,5*	*76,9*	*76,5*	*76,8*	*76,5*	*76,4*
University-contracted staff						
1	50,6	49,5	51,8	50,4	52,7	51,8
2	38,0	40,2	40,7	38,4	43,3	37,1
3	53,1	52,9	54,9	52,6	52,3	55,5
4	60,9	61,3	55,8	59,7	63,6	62,6
Total university-contracted staff	*51,9*	*51,4*	*51,9*	*51,2*	*52,9*	*52,6*
TOTAL	**62,0**	**61,9**	**62,6**	**62,2**	**63,5**	**63,1**

Source: Data of the Observatory for Equality based on data provided by the OGID of the UAB.

Table 15. Evolution of the ratio between groups by sex. State-contracted staff

Year	Women			Men		
	A1 + A2 (*a*)	C1 + C2 (*b*)	Ratio (*b*)/(*a*)	A1 + A2 (*a*)	C1 + C2 (*b*)	Ratio (*b*)/(*a*)
2002	110	473	4,3	40	167	4,2
2003	110	483	4,4	42	155	3,7
2004	121	509	4,2	46	162	3,5
2005	123	513	4,2	49	159	3,2
2006	129	535	4,1	51	167	3,3
2007	128	542	4,2	48	164	3,4
2008	146	518	3,5	51	159	3,1
2009	169	595	3,5	60	170	2,8
2010	171	592	3,5	63	184	2,9
2011	182	582	3,2	67	174	2,6
2012	181	574	3,2	69	163	2,4
2013	180	574	3,2	69	159	2,3
2014	190	573	3,0	71	163	2,3
2015	195	565	2,9	72	158	2,2
2016	204	574	2,8	80	159	2,0
2017	194	561	2,9	79	154	1,9

Source: Data of the Observatory for Equality based on data provided by the OGID of the UAB.

Table 16. Evolution of the ratio between groups or scales by sex. University-contracted staff

Year	Women			Men		
	1+2 (*a*)	3+4 (*b*)	Ratio (*b*)/(*a*)	1+2 (*a*)	3+4 (*b*)	Ratio (*b*)/(*a*)
2002	139	136	1,0	163	222	1,4
2003	199	212	1,1	230	273	1,2
2004	221	253	1,1	237	276	1,2
2005	226	283	1,3	252	283	1,1
2006	252	324	1,3	285	309	1,1
2007	275	366	1,3	314	327	1,0
2008	279	414	1,5	314	413	1,3
2009	314	413	1,3	338	359	1,1
2010	319	420	1,3	347	355	1,0
2011	342	448	1,3	368	360	1,0
2012	314	429	1,4	352	336	0,9
2013	316	402	1,3	359	319	0,9
2014	308	364	1,2	327	295	0,9
2015	293	370	1,3	330	303	0,9
2016	304	363	1,2	309	284	0,9
2017	297	366	1,2	331	266	0,8

Source: Data of the Observatory for Equality based on data provided by the OGID of the UAB.

5.3. Students

The data regarding students show the persistence of gender segregation in university studies and the reproduction of certain stereotypes despite the fact that female students are more numerous. First of all, we can observe that the largest propotion of students enrolled are still women, representing around 60%. Women continue to be over-represented in certain areas of knowledge, such as education (86%) and health (around 75%), and under-represented in others, such as engineering (16%) or science (38%).

With regard to graduate students, it is worth noting that the proportion of women in the healthcare field has decreased in recent years: women represented 80% of graduate students in the academic year 2013-2014, and they represent now 73.4%.

As far as academic performance is concerned, it is confirmed that, in general, women obtain higher academic results than men. Female undergraduates pass 88% of the subjects enrolled, while male students pass 81%. It can also be observed in the distribution of women's qualifications that the proportions of remarkable and outstanding marks are higher than the overall percentages and also in relation to their classmates.

As for the Master's students, the proportion is very similar to the undergraduate students: 60% are women. In PhD studies, there is an increase in the presence of women among those obtaining the degree, and they have become the majority group in recent years. However, their participation is a bit lower than it would be in relation to the number of female graduates.

Graph 3. Distribution of undergraduate students by sex and year (%)
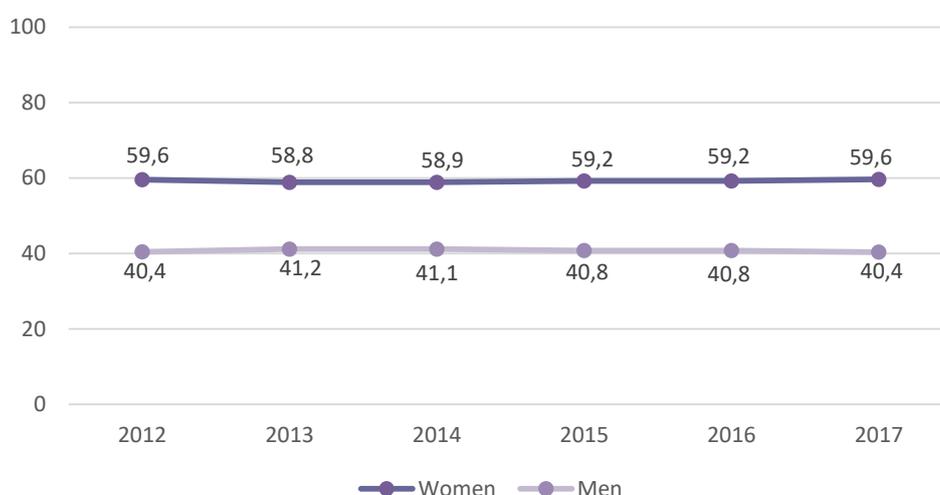
Source: Data of the Observatory for Equality based on data provided by the OGID of the UAB.

Table 17. Distribution of undergraduate students by teaching centre, sex and year (%)

Teaching centre	Year 2012-2013			Year 2016-2017		
	Women (%)	Men (%)	Total (*n*)	Women (%)	Men (%)	Total (*n*)
School of Engineering	16,7	83,3	2.396	16,1	83,9	2.151
Faculty of Economics and Business Studies	47,0	53,0	3.392	42,9	57,1	2.867
Faculty of Biosciences	65,9	34,1	2.125	66,5	33,5	1.873
Faculty of Sciences	39,1	60,9	2.382	38,3	61,7	2.264
Faculty of Education	86,9	13,1	2.499	85,9	14,1	2.285
Faculty of Communication Studies	66,3	33,7	2.104	67,0	33,0	1.816
Faculty of Political Sciences and Sociology	47,3	52,7	1.033	47,8	52,2	1.031
Faculty of Law	61,4	38,6	2.082	65,8	34,2	1.910
Faculty of Arts and Humanities	61,2	38,8	3.903	60,1	39,9	3.044
Faculty of Medicine	70,3	29,7	2.515	70,5	29,5	2.546
Faculty of Psychology	80,9	19,1	1.870	82,9	17,1	1.773
Faculty of Translation and Interpreting	74,3	25,7	1.267	77,1	22,9	1.216
Faculty of Veterinary	75,4	24,6	938	73,6	26,4	906
Total	**59,6**	**40,4**	**28.506**	**59,6**	**40,4**	**25.682**

Source: Data of the Observatory for Equality based on data provided by the OGID of the UAB.

Table 18. Distribution of undergraduate students by area of knowledge and sex 2017-2018

Area of knowledge	Women (%)	Men (%)	Total (*n*)
Arts and Humanities	66,62	33,38	3.739
Social Sciences and Law	61,69	38,31	10.376
Health Sciences	75,15	24,85	5.444
Technologies	16,11	83,89	2.141
Experimental Sciences	49,92	50,08	3.982
Total	**59,64**	**40,36**	**25.682**

Source: Data of the Observatory for Equality based on data provided by the OGID of the UAB.

Table 19. Evolution of the proportion of women graduates over the total number of graduates by area of knowledge (%)

Area of knowledge	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Arts and Humanities	67,1	65,9	67,9	66,8	67,6
Social Sciences and Law	67,6	65,2	63,2	66,6	65,0
Health Sciences	80,9	77,3	74,7	73,8	73,4
Experimental and Technological Sciences	46,1	42,6	45,1	44,1	43,7
Total	**65,0**	**62,5**	**62,0**	**63,0**	**62,1**

Source: Data of the Observatory for Equality based on data provided by the OGID of the UAB.

Table 20. Proportion of passed subjects in relation to the number of enrolled subjects of undergraduate students. 2017-2018

Area of knowledge	Women	Men	Total
Arts and Humanities	84,1	80,1	82,7
Health Sciences	90,9	89,1	90,4
Experimental Sciences	89,3	85,3	87,4
Social Sciences and Law	89,0	81,4	86,1
Technologies	74,9	71,4	71,9
Total	**88,5**	**81,4**	**85,6**

Source: Data of the Observatory for Equality based on data provided by the OGID of the UAB.

Table 21. Distribution of grades obtained in undergraduate subjects by sex and area of knowledge (%). 2017-2018

Grade	Humanities			Experimental Sciences		
	Women	Men	Total	Women	Men	Total
Absent	8,2	12,6	9,7	3,8	3,8	4,7
Fail (F)	7,7	7,4	7,6	6,9	6,9	7,9
Pass (C)	33,3	32,9	33,2	34,8	34,8	35,1
Remarkable (B)	38,1	35,1	37,1	42,9	42,9	40,
Outstanding (A)	9,3	8,6	9,0	8,4	8,4	8,7
Honor Distinction	3,4	3,4	3,4	3,2	3,2	3,6

Source: Data of the Observatory for Equality based on data provided by the OGID of the UAB.

Grade	Technologies			Health Sciences		
	Women	Men	Total	Women	Men	Total
Absent	6,1	9,7	9,1	3,5	5,0	3,9
Fail (F)	19,0	18,9	19,0	5,6	5,8	5,7
Pass (C)	43,3	41,0	41,4	29,2	28,6	29,1
Remarkable (B)	26,8	25,2	25,4	46,7	44,6	46,1
Outstanding (A)	3,0	3,3	3,2	11,8	12,5	12,0
Honor Distinction	1,8	1,9	1,9	3,2	3,5	3,2

Source: Data of the Observatory for Equality based on data provided by the OGID of the UAB.

Grade	Social Sciences			Total UAB		
	Women	Men	Total	Women	Men	Total
Absent	4,1	7,4	5,4	4,6	7,8	5,9
Fail (F)	6,9	11,1	8,5	6,9	10,9	8,5
Pass (C)	35,4	43,1	38,4	33,4	38,0	35,3
Remarkable (B)	44,1	31,7	39,3	43,3	33,8	39,5
Outstanding (A)	7,3	4,5	6,2	8,9	6,7	8,0
Honor Distinction	2,2	2,2	2,2	2,8	2,8	2,8

Source: Data of the Observatory for Equality based on data provided by the OGID of the UAB.

Table 22. Distribution of the Master's students by gender and area of knowledge (%) 2017-2018

Faculty	Women (%)	Men (%)	Total (*n*)
Arts and Humanities	66,2	33,8	518
Social Sciences and Law	62,8	37,2	1.386
Health Sciences	72,1	27,9	513
Technological	29,4	70,6	231
Experimental Sciences	44,7	55,3	387
Total	60,2	39,8	**3.035**

Source: Data of the Observatory for Equality based on data provided by the OGID of the UAB.
Note: cases without information have been excluded, 32.

Table 23. Distribution of the graduate Master's students by gender and teaching centre (%) 2017-2018

Faculty	Women (%)	Men (%)	Total (*n*)
School of Engineering	31,3	68,7	99
Faculty of Economics and Business Studies	51,2	48,8	129
Faculty of Biosciences	63,2	36,8	253
Faculty of Sciences	44,2	55,8	165
Faculty of Education	66,4	33,6	366
Faculty of Communication Studies	69,2	30,8	107
Faculty of Political Sciences and Sociology	54,6	45,4	130

(Continuation of table 23)

Faculty	Women (%)	Men (%)	Total (*n*)
Faculty of Law	58,2	41,8	170
Faculty of Arts and Humanities	64,9	35,1	308
Faculty of Medicine	74,6	25,4	63
Faculty of Psychology	77,6	22,4	170
Faculty of Translation and Interpreting	77,7	22,3	130
Faculty of Veterinary	78,1	21,9	32
Total	**62,3**	**37,7**	**2.122**

Source: Data of the Observatory for Equality based on data provided by the OGID of the UAB.

Graph 4. Evolution of the distribution by sex of the read theses (%)
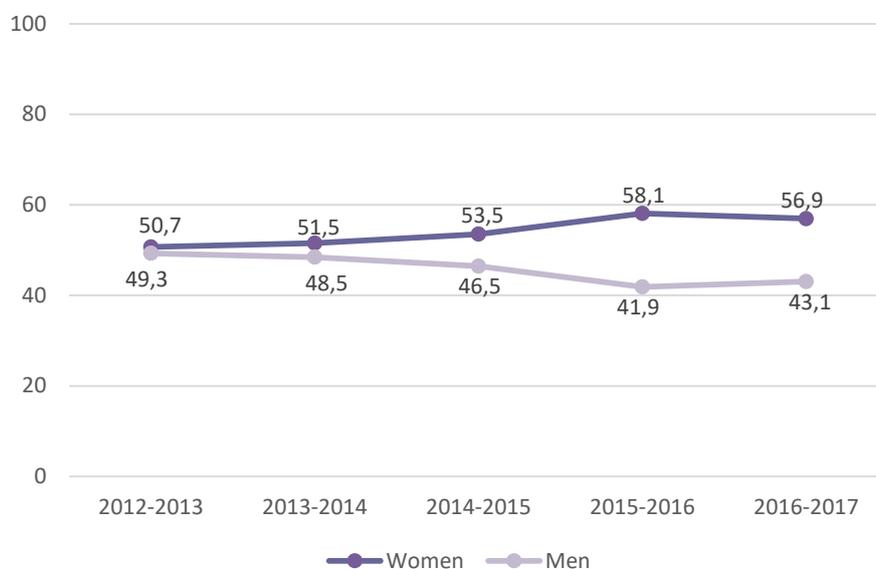
Source: Data of the Observatory for Equality based on data provided by the OGID of the UAB.

6. Main results of the evaluation of the degree of implementation from the 3rd APG, 2013-2018

This section presents the main results obtained from the evaluation of the degree of implementation of the action measures from the 3rd APG, which, at the same time, have guided the design of the proposal of measures for the 4th APG. Specifically, the evaluation analyses the 48 actions included in the 3rd APG distributed in four lines of action (12 actions in each area). The group of measures includes: actions to raise awareness of the situation of women within the UAB; actions to guarantee equal conditions in study, work and professional promotion; actions to promote gender perspective in teaching, research and participation; and measures to encourage the presence of women in decision-making and representative bodies, as well as in community involvement activities.

The evaluation has been done using a methodological approach that includes two strategies for collecting data relating to the period of implementation of the 3rd APG: on the one hand, the system of indicators designed to measure the degree of implementation of the actions; and on the other, the evaluation made by the university community. The data for the calculation of the indicators have been obtained from various sources (analysis of the content of documents, publications and websites) and through the sheets drawn up by the agents involved in the implementation of the Plan. Regarding the evaluation, a survey has been carried out among staff and students in order to measure the application level of a significant part of the measures, from the point of view of perception and experience of people who are part of the University. In this sense, special consideration has been given to measures linked to the promotion of equal conditions, equal treatment and non-discrimination in the field of employment and study (work access and promotion, reconciliation, sexism, discrimination and other gender violence, etc.), and the introduction of the gender perspective in teaching, including teaching content and practices and research. The aim was also to measure the level of knowledge about UAB policies and resources on gender equality.

The main results of this evaluation are presented in the following section. The evaluation combines the analysis of the degree of implementation of the measures with the data collected through the survey with the aim of providing an empirical basis for the set of measures proposed in the 4th APG.

6.1. General results

The graph below shows, generally, that 27,1 % of the measures included in the 3rd APG have been fully implemented, 22,9 % have been partially implemented and 37,5 % remained

pending. Remarkably, for 12.5 % of the actions there is not enough information to estimate the implementation level.

Graph 5. Degree of implementation of the measures from the 3rd APG of the UAB
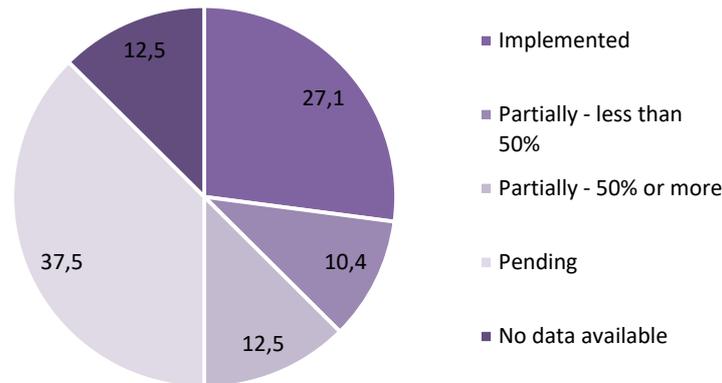
Source: Observatory for Equality. 2018.

Considering the data by areas or axis of action, the following graph shows that the axis of "Participation and equal representation in the university community" is that with the most implemented measures in total, a 58.3 %. The axis "Promotion of the gender perspective in teaching and research" is the next area with the highest number of actions implemented, 33.3%. However, it must be pointed out that the number of pending measures for this axis is also 33.3%. With regard to the axis "Visibilisation of sexism and inequalities, awareness-raising and creation of a state of opinion", although the proportion of measures implemented and partially applied is 25% and 33.4% respectively, the number of actions pending is also high, 41.7%. Finally, the axis "Equal conditions for access, promotion and organisation of work and study" has a high number of measures pending to be implemented, 58.3%.

Graph 6. Degree of implementation of the measures from the Third Action Plan for Equality Between Women and Men at the UAB, by area or axis of action
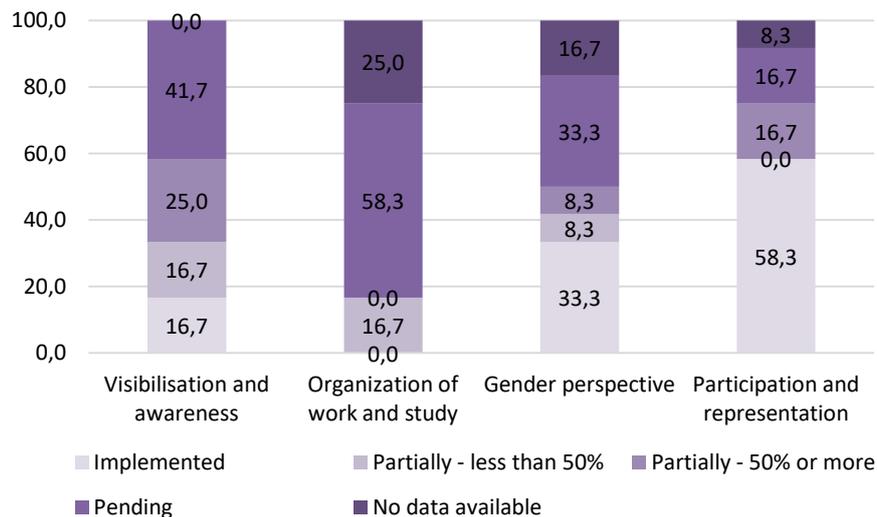
Source: Observatory for Equality. 2018.

In relation to the details of the evaluation, the main results are presented next, briefly, and classified by action areas.

6.2. Visibilisation of sexism and inequalities, awareness-raising and creation of a state of opinion

The measures included in this axis are mainly aimed at making the situation of women in the UAB visible. It also includes actions to disseminate gender equality policies, as well as awareness-raising actions such as campaigns or training.

With regard to visibilisation measures, in the first place, it is important to highlight the need to maintain and include actions aimed at disaggregating by sex the statistics published at the UAB, the composition of the panels and the results of the calls, the composition of the representative bodies and of the participation in community involvement activities. Specifically, the following graph shows that, for the period 2013-2018, the number of data by sex presented in the section "UAB in figures" is very low, representing only 5.6% of the total data that could be crossed by sex. In relation to the UAB Report, this total proportion is considerably higher and represents 52.6%. In addition, considering the evolution by academic year of the proportion of data presented by sex that appear in the UAB Report and the section "UAB in figures", there is no clear upward trend.

Graph 7. Percentage of sex-disaggregated data in relation to the data likely to be disaggregated published in the UAB Report and in the section "UAB in figures" (%). 2013-2017
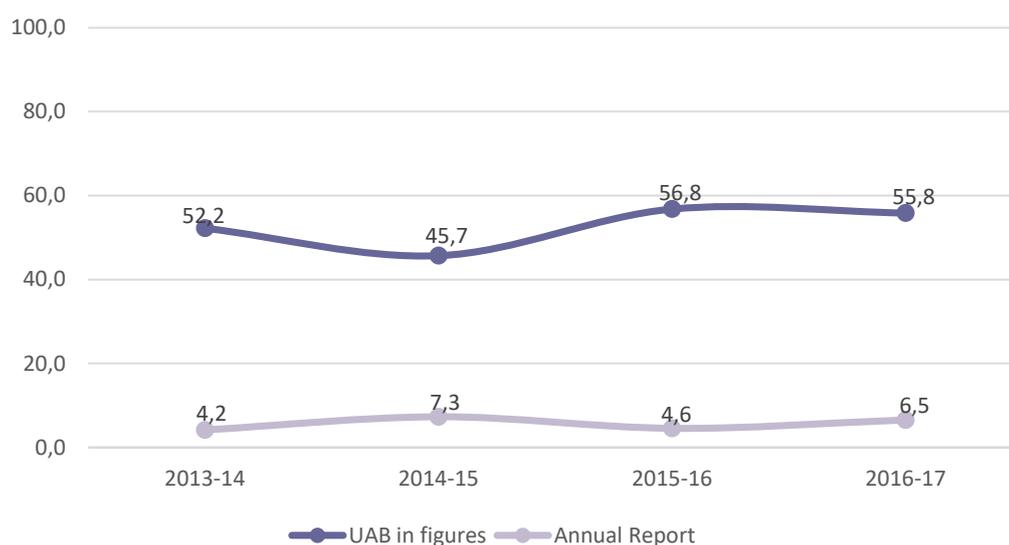
Source: own elaboration based on the information in the section "About the UAB",
http://www.uab.cat/web/coneix-la-uab/la-uab/memoria-del-curs-academic-1345662224743.html
Note: the academic year 2017-2018 has not been included as the report on the activities of the course had not yet been published in the period in which the information was collected, nor were the corresponding figures available.

With regard to the presentation of sex-disaggregated data on the composition of the panels and the results of the calls for applications, it is important to mention that, during the years of application of the 3rd APG, this type of data has not been prepared or published. In the same way, data on the participation of women and men in decision-making and representative bodies, as well as on university participation, have not been published. This measure has only been implemented in relation to the students, both in the figure of the delegate and in the census of the groups registered in elDirectori. In this regard, the following graph shows how the number of sex-disaggregated statistics published has been increasing each academic year to 43.8 %.

Graph 8. Percentage of sex-disaggregated data referring to the delegates and the groups of the UAB. 2013-2017
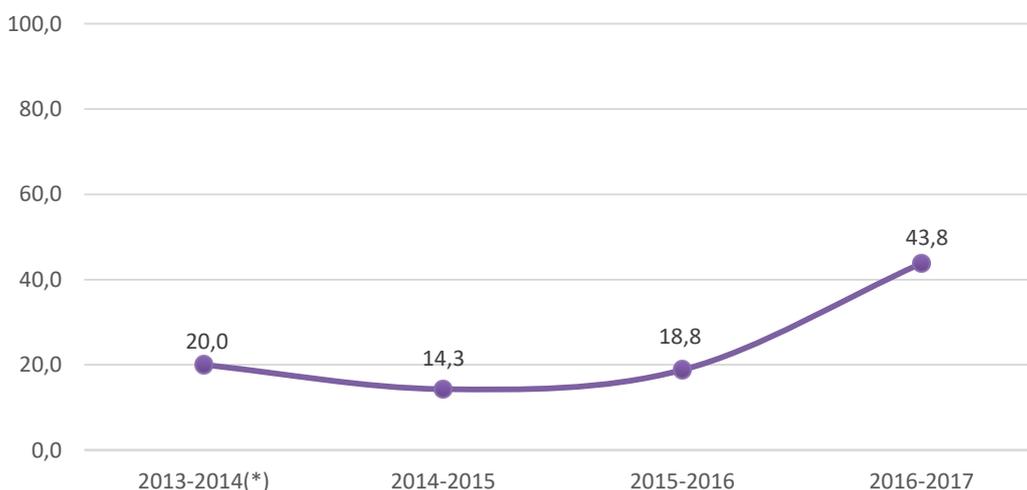
Source: data from elDirectori of UAB Collectives and the Census of UAB Academic Group Delegates
http://www.uab.cat/web/viure-el-campus/participacio-estudiantil/eldirectori/eldirectori-en-xifres/curs-13/14-1345681515290.html, http://www.uab.cat/web/viure-el-campus/participacio-estudiantil/elcens/elcens-en-xifres/curs-14/15-1345704368076.html
Note: the academic year 2017-2018 has not been included because the data for this course had not yet been published at the time the information was collected.
(*) For the academic year 2013-2014 there are only data referring to the groups.

A second point to highlight is the need to continue promoting the non-sexist use of language in institutional and academic communication. The analysis of the content of UAB reports and of a sample[10] of news from the UAB home page and from UABDivulga evidence that there is no clear trend in the use of language and the results vary according to the means of dissemination. However, as shown in the graph below, the rate of non-sexist use of language (ratio of the number of generic and inclusive forms or expressions to the number of generic male forms or expressions) is below 50%, ranging from 18% to 32%.

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[10] This is a sample whose size has been calculated to be representative in relation to the total number of news published from the 2013-2014 academic year to the 2017-2018 academic year; the news making up the sample have been selected at random.

Graph 9. Index of use of non-sexist language in UAB publications 2013-2018
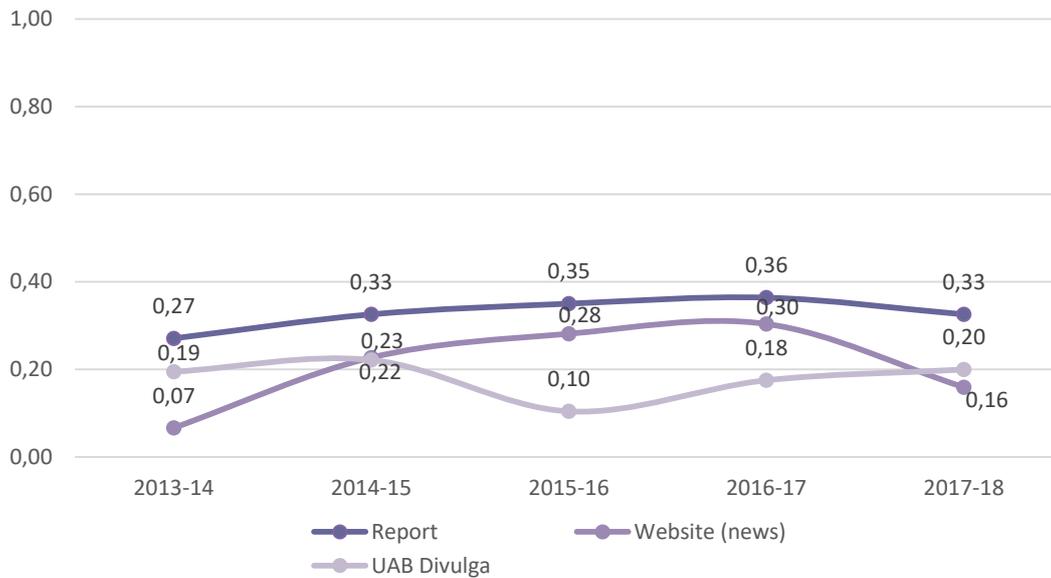
The index is from 0 to 1; the closer to 1, the better the use of language in a non-sexist way.
Source: own elaboration based on the analyisis of the content of the news on the UAB homepage, UABDivulga and academic year reports. Period 2013-2018. http://www.uab.cat/web/coneix-la-uab/la-uab/memoria-del-curs-academic-1345662224743.html; http://www.uab.cat/; http://www.uab.cat/web/uabdivulga-1345468981732.html

On the other hand, it is evident that there is a need to disseminate more widely and promote the use of the resources that the UAB makes available to the community in order to make use of more inclusive language, specifically the guidance and training offered at the UAB in this area. The graph below shows that only 12.5% of respondents say they know and use the Guide for a non-sexist use of language and only 8% say they have done the training on "Communication with a gender perspective and non-sexist use of language".

Graph 10. Degree of knowledge of the tools and resources offered by the UAB to make a non-sexist use of language (%) 2018

Note: cases without information have been excluded.
Source: Observatory for Equality. 2018.

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In relation to the last aspect, and based on the results of the survey, the need to revise the current guide from a non-binary gender perspective arises. Specifically, the current guide is considered to propose solutions and alternatives within a gender framework that "makes non-binary identities invisible" (source: 2018, comments from student survey).

Finally, this axis also provides for measures to disseminate the actions and policies on equality approved and carried out at the UAB, including awareness campaigns. The main unit in charge of disseminating and making visible gender actions, resources and policies is the Observatory for Equality of the UAB, especially in relation to all actions that respond to the implementation of action plans for equality between women and men. In this sense, during the period of implementation of the 3rd APG, the Observatory has disseminated the related actions using Twitter and Facebook as the main means. We can also see how the number of news published on the pages of the UAB and the Observatory has increased slightly in recent years (see graph 11).

Graph 11. Number of publications to disseminate the actions of the Observatory for Equality by means of communication and by academic year. 2013-2018
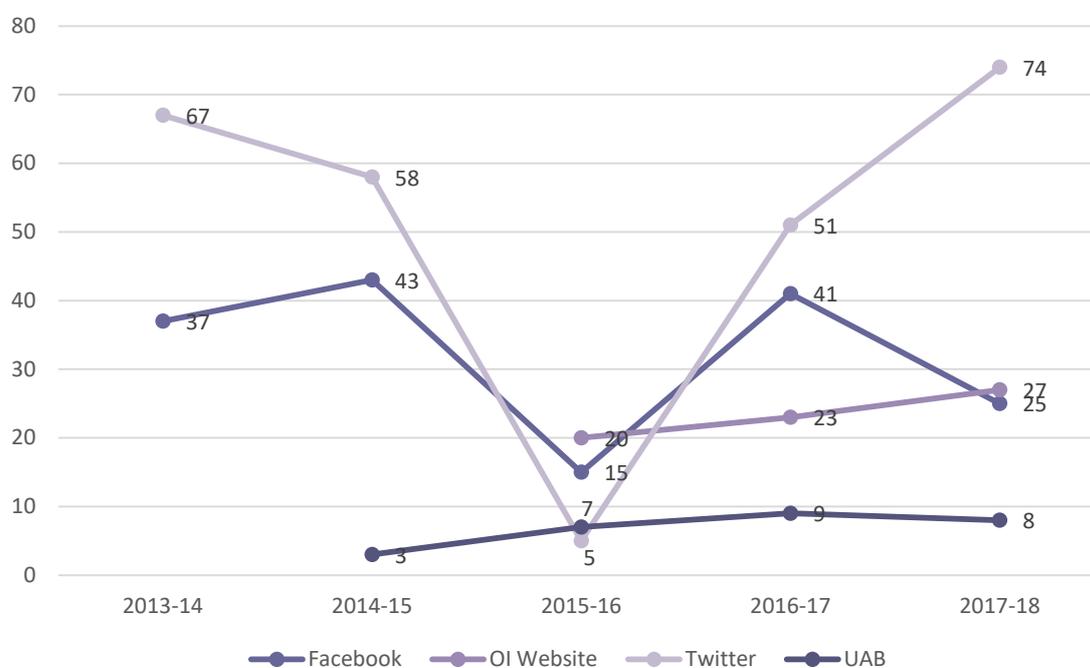
Source: from 2013-2014 to 2017-2018, Observatory for Equality. Own elaboration from the analysis of the content of the news from the UAB home page, the news of the web page and the Twitter and Facebook of the Observatory: http://www.uab.cat/; http://www.uab.cat/observatori-igualtat/; @Observatorio_UAB; @ObservatoriIgualtatUAB.

Note: the UAB news browser includes news starting from the 2014-2015 academic year. In the same way, the access to the news published on the page of the Observatory for Equality has only been available from the academic year 2015-2016.

It can be stated that these dissemination actions have had a good impact, especially in relation to the resources that have been developed and approved in recent years in the area of gender discrimination and violence: the proportion of people who have responded to the survey who claim to know about these resources to some extent, ranges from 87.8 to 95.8% (see graph 12). Specifically, the best-known resources are the Psychogender Unit for the assistance of

victims of gender violence and the Protocol on changing the legal name into the preferred name, aimed at the trans community. The Observatory for Equality has published informative material on the care service and the Protocol on changing the legal name into the preferred name, and has also made regular dissemination through social media. In addition, in recent years, information on the Psychogender Unit and the Protocol against sexual harassment, harassment on the grounds of sex, sexual orientation, gender identity or expression and male violence has been included in the UAB Notebloc which is given to students when they register.

Graph 12. Degree of knowledge of the main UAB policies on equality (%) 2018
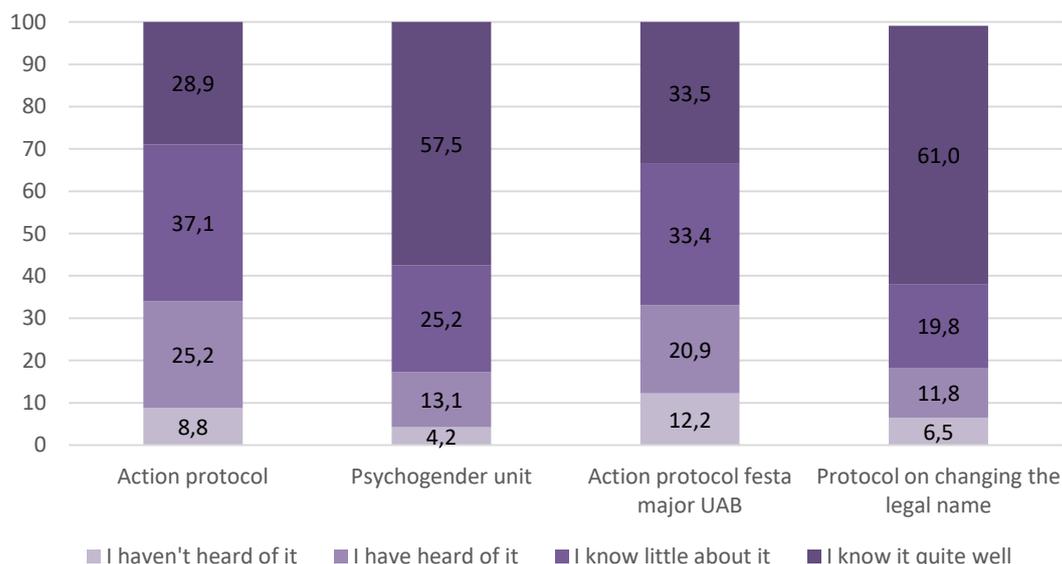
Note: cases without information have been excluded.
Source: Observatory for Equality. 2018.

With regard to the Observatory for Equality and the 3rd APG, although the proportions are not as high as those mentioned above, a significant increase can be observed in relation to the previous evaluation[11]. The following graph shows that 75% of the people surveyed claim to have some level of knowledge of the Observatory and 57.5% about the 3rd APG. However, this level of knowledge is not very high.

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[11] For more information, see the 3rd APG at: https://www.uab.cat/doc/III-PAG

Graph 13. Degree of knowledge of the main UAB policies on equality (%) 2018
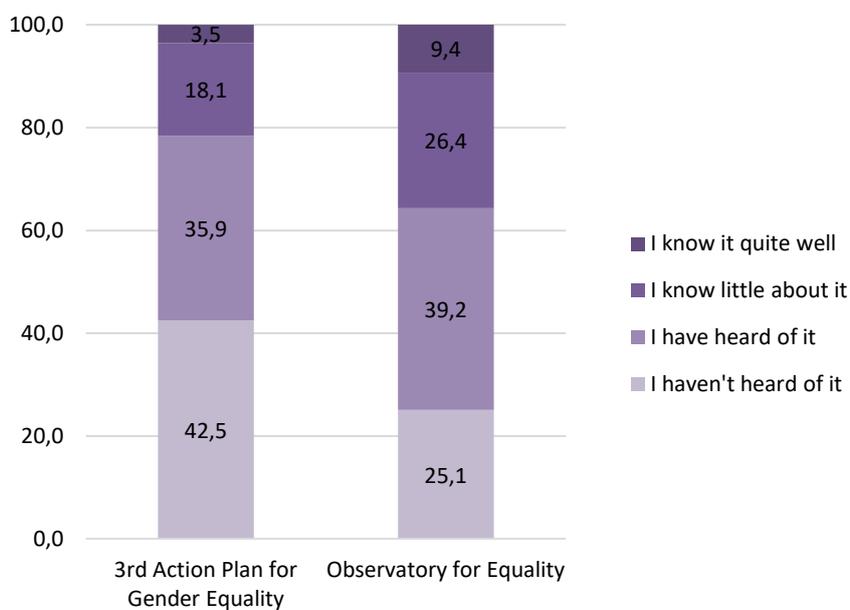
Legend:
- I know it quite well
- I know little about it
- I have heard of it
- I haven't heard of it

3rd Action Plan for Gender Equality:
- 3,5
- 18,1
- 35,9
- 42,5

Observatory for Equality:
- 9,4
- 26,4
- 39,2
- 25,1

Note: cases without information have been excluded.
Source: Observatory for Equality. 2018.

In relation to the comments collected in the survey, there are frequent demands for more visibility and awareness-raising actions on issues of sexual, emotional and gender diversity. In this regard, the need to offer training aimed at raising awareness of transgender and transsexual people to lecturers is mentioned. In the educational field, proposals emerge such as the obligation to offer training in equality for UAB staff (source: 2018, comments on the student survey, PDI and PAS).

6.3. Equal conditions in the access, promotion and organisation of work and study

The axis "Equal conditions in the access, promotion and organization of work and study" of the 3rd APG includes measures oriented according to three objectives: to guarantee equality in the criteria and processes of access and promotion; to promote an organization of work and study conditions that provides space for personal life and physical and emotional well-being; to overcome the under-representation of women with respect to their potential presence.

Linked to the measures addressed in the first objective on equality in access and promotion, the graph below shows that 64.6% of the PAS agree or strongly agree that the selection processes are fair and equal. However, in relation to the access processes, the proportions of those who disagree and agree are very similar, around 36% in both cases. It is important to mention that between 20 and 30 % did not agree or disagree.

Graph 14. Equal opportunities are fair and guaranteed in the access and selection processes of staff (PAS) (%). 2018
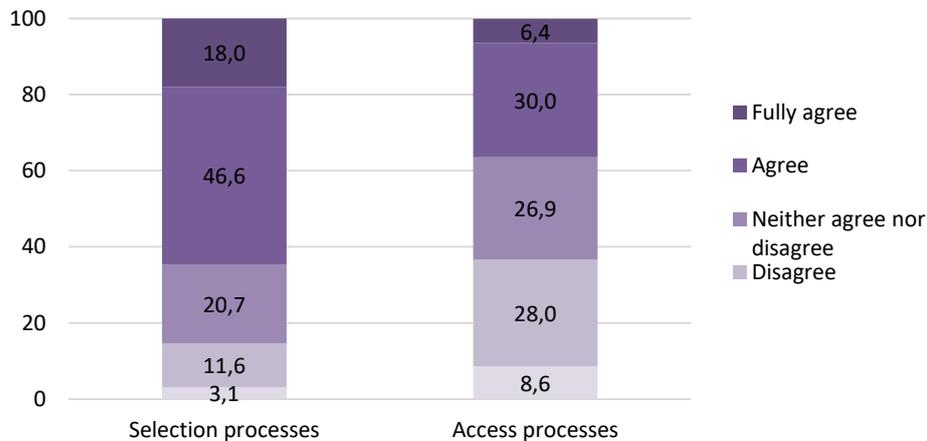
Note: cases without information have been excluded.
Source: Observatory for Equality. 2018.

Regarding the PDI, the majority state that the criteria and processes for the access, promotion, curriculum evaluation and selection are fair and guarantee equal opportunities: between 42 % (for access) and 52 % (for selection). Like the PAS, in all cases around 30 % state that they do not have a clear opinion.

Therefore, although nearly half of the staff surveyed consider that the criteria established in the curriculum selection and evaluation processes are fair and guarantee equal opportunities, the results also show that measures must continue to be maintained to ensure that UAB regulations and processes do not contain elements of discrimination or generate inequalities.

Graph 15. Equal opportunities are fair and guaranteed in the access and selection processes of staff (PDI) (%). 2018
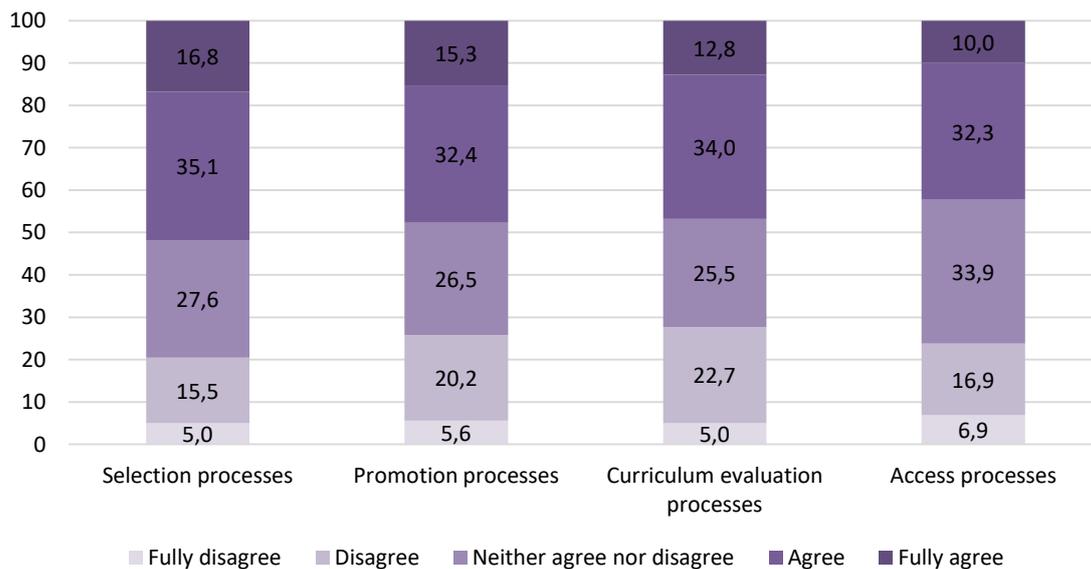
Note: cases without information have been excluded.
Source: Observatory for Equality. 2018.

In the teaching staff survey, there are complaints about the undemocratic and closed environment of the institution. The relations and exercise of power without any control and the predominance of men in certain categories or groups are denounced. This operation is

perceived to generate inequalities in access and promotion, as well as a lack of transparency and unequal access to information (source: 2018, comments on the teaching staff survey).

In relation to the actions aimed at the second objective (promoting an organization of work and study conditions friendly to personal and family life), the need to expand measures aimed at balancing work or student life with personal life arises. This need appears especially among students: students who work or have family responsibilities (61% of respondents, of whom 26% are students who claim to have family responsibilities)[12], the majority (between 40 and 53%) consider that the organisation of the study does not meet the needs of reconciliation (either professional or family), especially in the design of academic activities.

Graph 16. Organisation of academic activities and studies taking reconciliation into account (students) (%) 2018
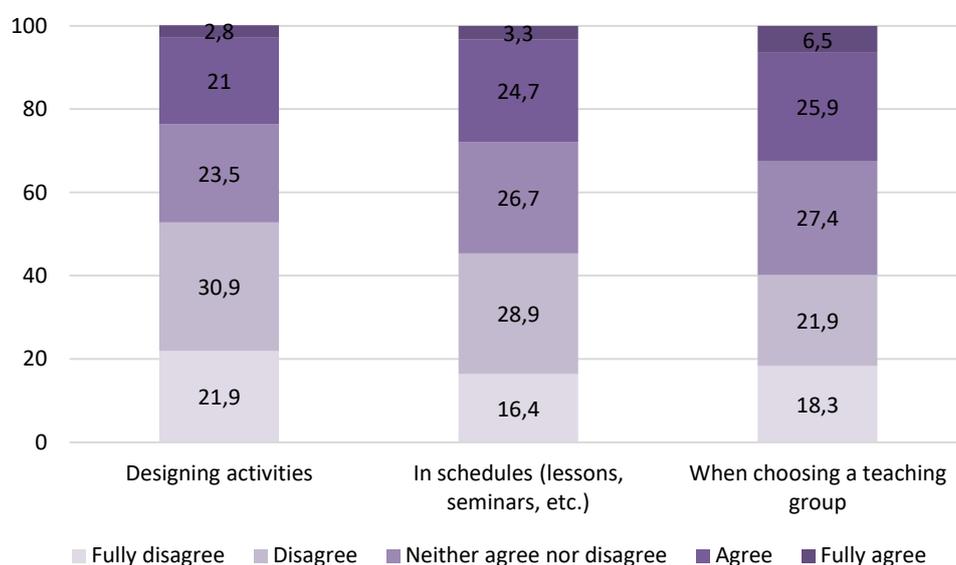
Note: cases without information have been excluded. For the variable " When choosing a teaching group", the non-relevant ones have also been excluded, specifically Master's and PhD students.
Source: Observatory for Equality. 2018.

The perception does not change much in terms of the flexibility of the teaching staff towards the reconciliation needs of the students: 53% believe that there is no flexibility in the dates of exams and 46% in the assignments. However, the trend is reversed for tutor sessions, where 52% consider that lecturers are indeed flexible.

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[12] For more details, see the report Diagnosi per a l'elaboració del IV Pla d'acció per a la igualtat de gènere de la UAB (2019).

Graph 17. The flexibility of the teaching staff in tutor sessions, assignments and exam dates allows for reconciliation. Student Sample, 2018
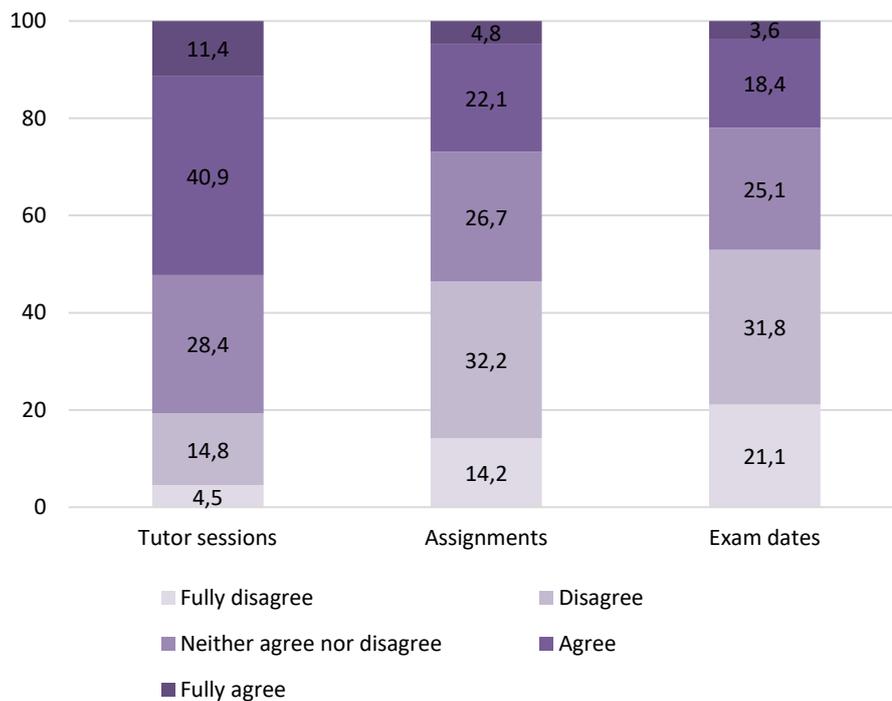
Note: cases without information have been excluded. For the variable " When choosing a teaching group", the non-relevant ones have also been excluded, specifically Master's and PhD students.
Source: Observatory for Equality. 2018.

Comments from the student survey also highlight the difficulties of balancing study, work and family life, and especially the lack of awareness of lecturers to these situations. The emphasis of the complaints is on the workload, the compulsory attendance, the lack of flexibility and support from lecturers and the non-regulation of these situations. The lack of access to personal tutor sessions for issues beyond academic problems is also mentioned (source: 2018, student survey comments).

As for the PAS, the perception is quite positive regarding the workload and the organization of working time: 69.4% of the PAS surveyed stated that their schedule allows for reconciliation and 53% that their work dedication does not hinder the development of their family responsibilities. Also, it must be noted that in relation to the last aspect, work dedication, nearly 29% do not agree or disagree. Furthermore, most of the PAS believes that the distance between work and home is not a problem for reconciliation, 58.2%, although this variable is the one with most instances of disagreement, 29%.

Graph 18. Implications and obstacles to conciliation (PAS) (%) 2018

Legend
Fully agree
Disagree
Neither agree nor disagree
Agree
Fully disagree

The schedule allows me to reconcile: 12,7 / 56,7 / 16,3 / 10,8 / 3,4

The dedication to work makes it difficult to reconcile: 5,8 / 12,5 / 28,9 / 45,5 / 7,2

The work-home distance makes it difficult to reconcile: 10,5 / 18,4 / 12,9 / 39,6 / 18,6
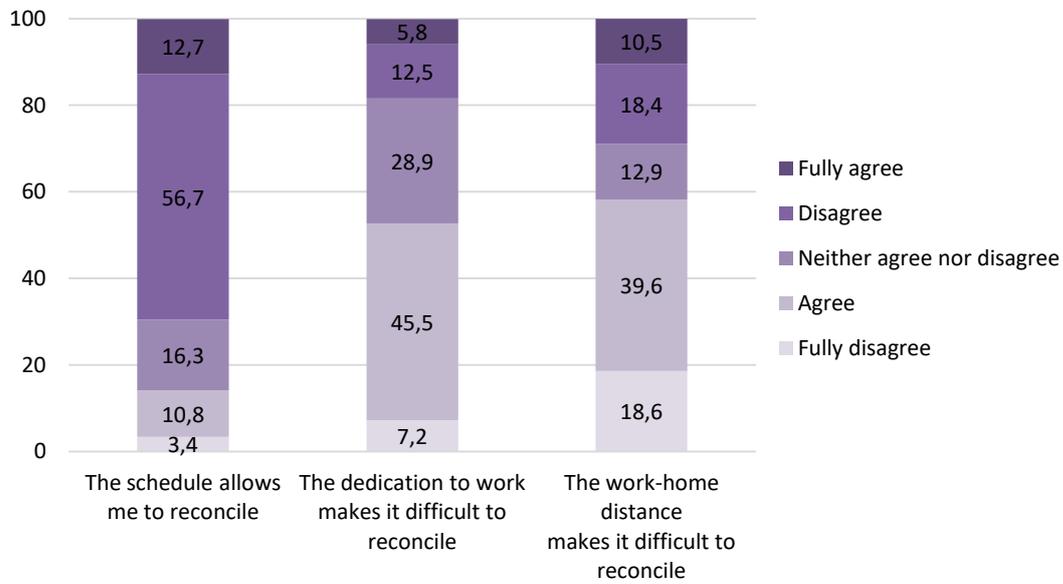
Note: cases without information or irrelevant cases ("I have no need for conciliation") have been excluded from the analysis.
Source: Observatory for Equality. 2018.

As for the PDI, there is a coincidence with the PAS on working hours: 57.4% of the people surveyed believe that it allows for reconciliation. On the other hand, the position is the opposite in terms of dedication to work: 52.5% say that it makes it difficult for them to reconcile. With regard to the distance from work to home, the ratings are distributed without a significant majority trend; 39.7% agree that it is an aspect that makes it difficult to reconcile, while 42.3% disagree.

Graph 19. Difficulty to reconcile (PDI) (%). 2018

Legend
Does not know / Does not answer
Agree
Neither agree nor disagree
Disagree

The schedule allows me to reconcile: 10,5 / 46,9 / 22,2 / 16,7 / 3,6

The dedication to work makes it difficult to reconcile: 16,3 / 36,2 / 25 / 18,8 / 3,6

The work-home distance makes it difficult to reconcile: 10,8 / 28,9 / 18,1 / 28,9 / 13,4

However, when asked about the UAB's reconciliation policies, certain lacks appear. The most relevant is that 41.1% of the PAS surveyed stated that the University's reconciliation measures do not foresee the effects of leaves, reductions and leaves of absence on their own workload and that of the rest of their colleagues in the unit. To a lesser extent, 33.8% also do not consider that the policies provide resources and services. In any case, we must mention the high proportions without an opinion, which are around 40 % in practically all cases.

Graph 20. Perception of University Reconciliation Policies (PAS) (%) 2018
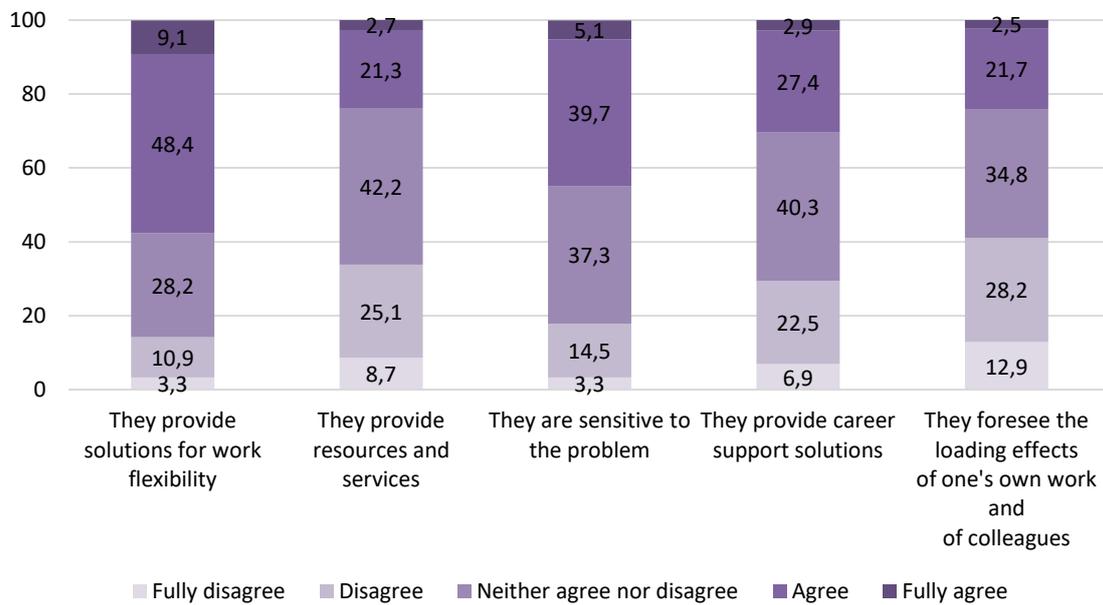
	They provide solutions for work flexibility	They provide resources and services	They are sensitive to the problem	They provide career support solutions	They foresee the loading effects of one's own work and of colleagues
Fully agree	9,1	2,7	5,1	2,9	2,5
Agree	48,4	21,3	39,7	27,4	21,7
Neither agree nor disagree	28,2	42,2	37,3	40,3	34,8
Disagree	10,9	25,1	14,5	22,5	28,2
Fully disagree	3,3	8,7	3,3	6,9	12,9

Legend: Fully disagree, Disagree, Neither agree nor disagree, Agree, Fully agree

Graph 21. Perception of University Reconciliation Policies (PDI) (%) 2018

	They provide solutions for work flexibility	They provide resources and services	They are sensitive to the problem	They provide career support solutions	They foresee the loading effects of one's own work and of colleagues
Fully disagree	4,1	10,1	5,1	5,7	7,9
Disagree	15	23,3	14,6	17,5	23,4
Neither agree nor disagree	50,6	54,4	45,6	49,5	48,7
Agree	25,6	11	30,7	23,5	17,1
Fully agree	4,7	1,3	4,1	3,8	2,8

■ Fully disagree   ■ Disagree   ■ Neither agree nor disagree   ■ Agree   ■ Fully agree

Note: cases without information have been excluded.
Source: Observatory for Equality. 2018.

Despite the lower proportions, the evaluation of the PDI in relation to the UAB's policies on reconciliation is the same as that of the PAS with one difference: the percentages of lecturers who neither agree nor disagree are much higher, and the figures range from 46 to 54%.

The comments of the staff surveyed mainly focus on the difficulties of reconciliation due to the demands of the academic career and the effects or implications of reconciliation, both on the individual and on the professional career. Specifically, lecturers mention that family responsibilities generate inequalities of opportunity in promotion. Women with family responsibilities decrease their productivity in the field of research, which disadvantages them compared to men. In addition, the overload they experience is manifested in more ailments and stress. Complaints also appear in relation to the negative impact of the precariousness of the PDI staff on reconciliation. In this sense, it is expressed that, in recent years, retirements have been covered by associate lecturers, which has led to a considerable decrease in the number of lecturers[13]. At the same time, this decrease has resulted in a very small group of lecturers who can hold management positions, making reconciliation difficult for the people who assume responsibility positions. Finally, there are comments on the lack of knowledge of the UAB's rights and policies regarding reconciliation and the lack of a clear UAB policy. (Source: 2018, comments on the PDI survey)

With regard to the comments of the PAS, it is affirmed that staff who have enjoyed or are enjoying leave, reduced working hours, or leave for maternity or for care of dependent persons are at a disadvantage when it comes to job promotion. Moreover, the lack of coverage of these leaves and reductions, which implies doing the same work in less time or overloading other colleagues, is denounced. It is also mentioned that the facilities for reconciliation, or

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[13] It should be mentioned that the perception of the teaching staff emerges in a context where the replacement rate in public administrations is non-existent and leaves the universities unable to make promotion policies.

even for enjoying the rights of reconciliation, depend very much on the immediate bosses and the needs of the service and the schedules. The enjoyment of reconciliation rights is generally considered to be penalised or disapproved. (Source: 2018, comments on the PAS survey)

Finally, it should be mentioned that all three groups (students, PDI and PAS) demand services to support people with family responsibilities, such as nurseries. (Source: 2018, comments on the survey of students, PDI and PAS).

With regard to the last objective of the measures in this axis, "Overcoming under-representation of women", the lack of a significant change in relation to the presence of women among the experts invited by the UAB and the honoris causa appointed stands out.

Regarding the presence of expert speakers and invited guests at UAB institutional events, the trend remains the same as in the last evaluation: in general, women are below 40%. However, it should be noted that there has been a percentage increase of 6 points: from 31.5% in the period 2008-2012[14] to 37.4% in the period 2013-2017.

Graph 22. Expert speakers and guests at UAB institutional events by sex and academic year (%) 2013-2018
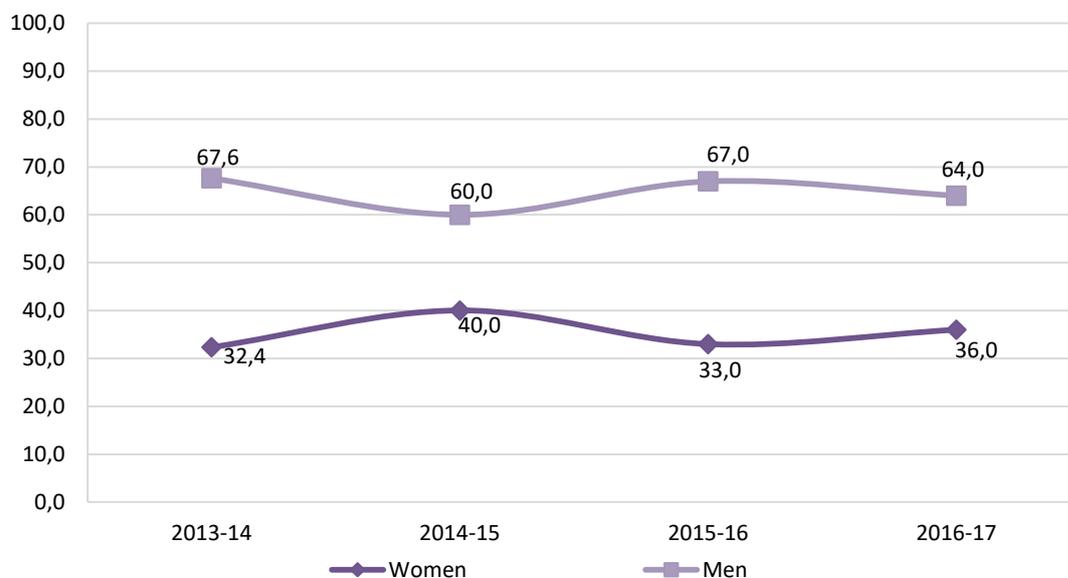
Source: own elaboration based on an analysis of the content of UAB course reports (from 2013-2014 to 2016-2017), https://www.uab.cat/web/coneix-la-uab/la-uab/memoria-del-curs-academic-1345662224743.html.

Note: the annual report for the 2017-2018 academic year was not yet available at the time of the fieldwork and analysis.

In relation to the honorary doctorates awarded by the UAB from 1976 to the 2017-2018 academic year, only 11% have been awarded to women (11 women and 89 men). If we consider the different courses included in the execution period of the 3rd APG, we can see that out of the eight named honorary doctorates, only two are for women (representing 25%). It should be noted that there has been no increase in relation to the periods considered in the evaluation of the Second Action Plan. However, it should be noted that in the 2018-2019

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[14] *Avaluació de la implementació del Segon pla d'acció per a la igualtat entre dones i homes a la UAB.* Observatory for Equality.

academic year and in the framework of the 50th anniversary of the UAB, three out of the five honoris causa were awarded to women.

Graph 23. Number of people who have received an honoris causa by sex and academic year. 2013-2018
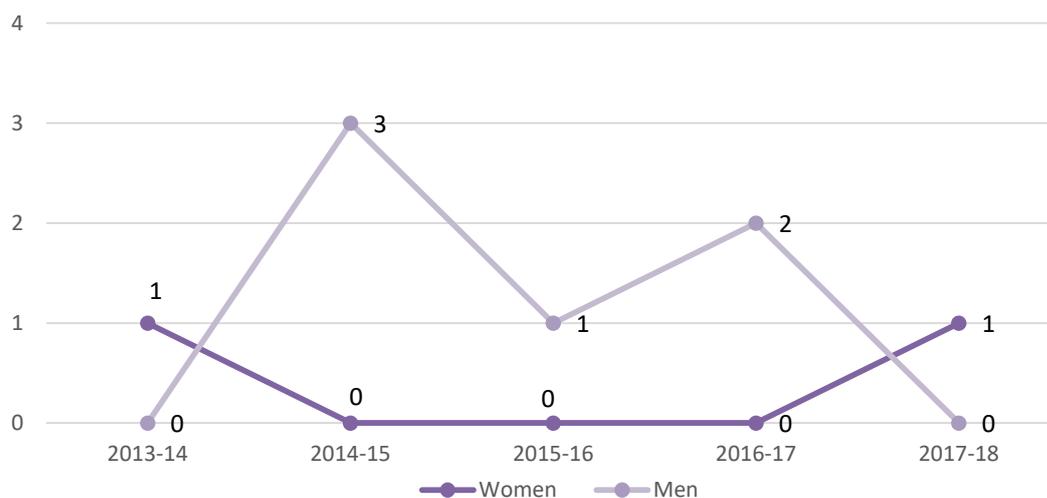
Source: own elaboration based on the data of the honoris causa published on the UAB website (from 1976 to 2018) https://www.uab.cat/web/coneix-la-uab/la-uab/doctors-honoris-causa-1345662525769.html.

This situation highlights the need to maintain or formulate new actions aimed at increasing the presence of women experts among the speakers, as well as in the honorary doctorates of the UAB.

6.4. Promotion of the gender perspective in teaching and research

The main purpose of the measures included in this axis is to promote the presence of women as objects and subjects of knowledge, as well as to make visible the contributions of women in the scientific field.

These measures include, in particular, those linked to the creation of tools, instruments or resources to introduce the gender perspective into teaching and research, in which the Observatory for Equality has played a relevant role. In this sense, the Observatory has designed, promoted and coordinated training on gender perspective for PhD students, lecturers and technical research support staff. Thus, a total of ten courses and two workshops have been held during the implementation period of the 3rd APG. Useful material has also been designed and disseminated to incorporate the gender perspective in research and teaching, *such as the Guia per a la introducció de la perspectiva de gènere en la docència* (Guide for the introduction of gender perspective in teaching).[15]

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[15] Document elaborated in 2017 by the Observatory in the framework of its participation in the European project EGERA.

Politically, several actions have also been taken to promote and facilitate the introduction of gender perspective in teaching. This initiative is driven by the political will to fulfil the legal mandate, specifically Article 28.1 of Law 17/2015 of 21 July on effective equality between women and men. In the first place, within the 2018 call for grants for innovation and teaching quality improvement projects, the gender perspective in teaching has been incorporated as a line of improvement within the B modality, "Teaching quality improvement projects". Secondly, a general competence of the UAB on gender perspective in teaching has been designed and approved and there is a commitment to produce good practice guides by area of knowledge. Finally, in the 2018-2019 academic year, the UAB has launched for the first time the UAB-specific Bachelor's degree in Gender Studies. In addition, the Observatory for Equality has given courses on gender perspective addressed to the three groups (students, PAS and PDI) on various topics, as shown in the following graph.

Graph 24. Number of courses offered by the UAB on equality according to area and academic year 2013-2018
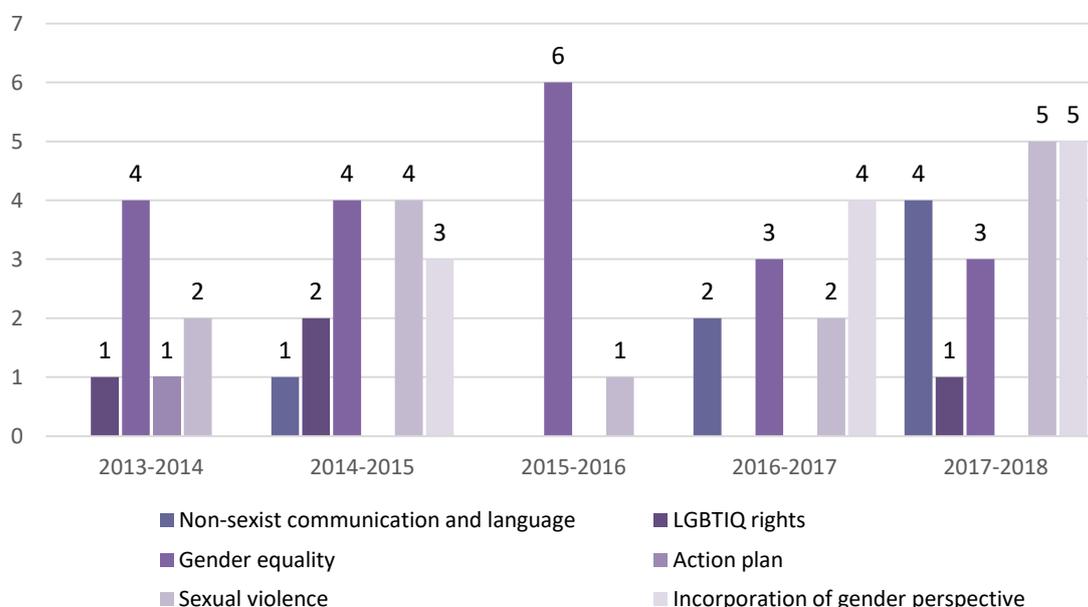
Note: the incorporation of gender perspective refers to the incorporation of gender perspective in the content of teaching and in research practice.
Source: own data. 2018.

Within this axis, it is also necessary to classify those actions aimed at making research and teaching with a gender perspective visible. The creation by the Observatory for Equality of the Prizes to the best TFGs with a gender perspective of the UAB stands out. The call is based on the agreement between the Faculty of Law of the UAB and the ICD to create a prize for the best TFG in each of the programmes for the academic year 2014-2015. Starting in the 2015-2016 academic year, the Observatory has implemented this initiative and has extended it to all UAB faculties. Up to now, there have been three editions and a total of 67 prizes have been awarded. It is worth mentioning that there has been a considerable increase in participation: in the academic year 2016-2017, 50 final projects were presented, while in the academic year 2017-2018, participation practically doubled, with 93 projects presented.

Finally, the results of the survey show the need to disseminate and publicise the meaning and importance of gender mainstreaming in teaching and research, and the resources offered by the UAB in relation to this issue. As can be seen in the graph, despite the fact that a significant part of the lecturers surveyed are aware of the resources for teaching with a gender perspective, and around 10% make use of them, the majority of the PDI do not know about them.

Graph 25. Degree of knowledge of the training and resources offered by the UAB to introduce gender perspective (PDI) (%) 2018

Note: cases without information have been excluded.
Source: Observatory for Equality. 2018.

The answers to the open-ended questions in the survey reveal several needs in this area. Explicitly, the dimension relating to classroom interactions between lecturers and students is requested to be included in current training. It is also noted that lecturers in the field of health and engineering question whether it is possible to introduce gender perspective into teaching and research activity, due to the nature of the disciplines. On the other hand, this practice is assimilated with the presence of women as lecturers or with the introduction of bibliography made by women. Finally, there is a belief that there is no need to introduce the gender perspective for several reasons: because of the feminization of certain disciplines, because of the supposed "neutrality" of science, because it is not seen as relevant in certain studies and because it is seen as too "forced" a practice. (Source: 2018, comments on the PDI survey)

It is therefore clear that there is a need for specific training in the fields of health and engineering, to disseminate the meaning and different levels of inclusion of the gender perspective, as well as to make visible the relevance of incorporating it into teaching and research.

6.5. Equal participation and representation in the university community

The axis "Participation and representation" mainly includes measures aimed at stimulating the participation of women in decision-making and representative positions, and at promoting gender-sensitive access to and exercise of power. It also includes actions aimed at increasing women's participation in community involvement activities and introducing the gender perspective into the participatory and cultural sphere. It also provides for actions to promote participation free of sexism, discrimination and gender violence.

The evaluation highlights, firstly, the slight increase in the presence of women in decision-making and representative bodies. The data show that, in general, the proportion of women is around 40%, and therefore there is a balanced representation of women and men (40/60). When considering details, the Social Council is the body with the lowest female participation, from 30 to 41% depending on the academic year. With regard to the Senate and the Governing Council, the percentage of women is very similar and ranges from 37 to 44% approximately. The composition of the Student Council has the highest participation of women in the last two years: 50% for the academic year 2016-2017 and 45% for 2017-2018.[16]

Graph 26. Proportion of women in governing and representative bodies by academic year (%) 2013-2018
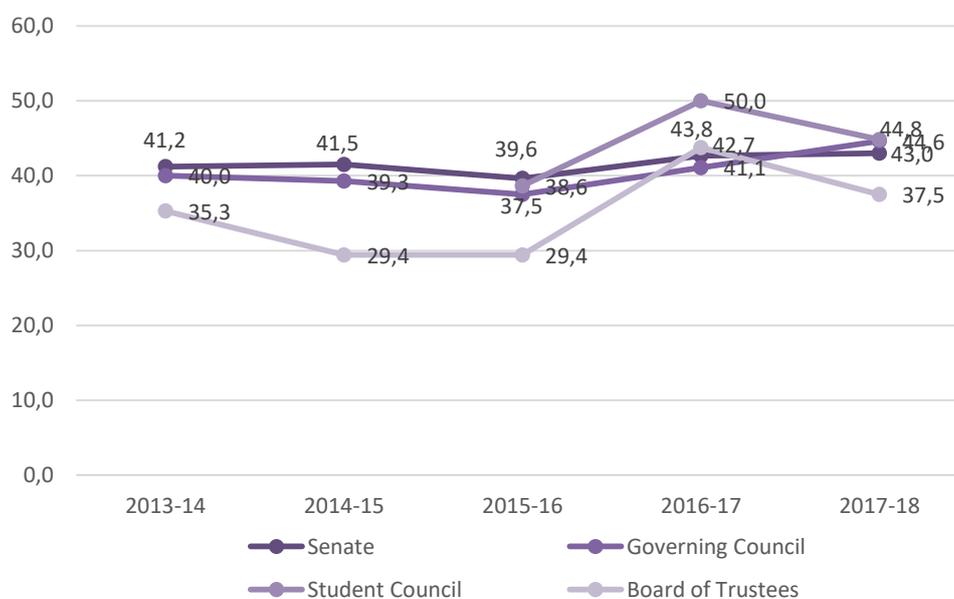
Source: own data based on the data provided by the Office of the Secretary General. 2018.

The second aspect to be highlighted refers to the resources and actions that have been developed at the UAB in relation to gender-based violence. In 2013 the UAB sexism-free project was launched to achieve the following objectives or areas of action: 1) to make gender violence visible, raise awareness and prevent it through studies, campaigns and training workshops; 2) to provide the University with resources to deal with situations of gender

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[16] Although there is a balanced proportion (40/60), it should be noted that the proportions mentioned are 10 and 15 points lower than the proportion of women in the total student body, where they represent 60%.

violence that may occur on campus; 3) to deal with and provide information on resources in cases of gender violence; 4) to establish coordination mechanisms for the agents involved.

As part of this project, in March 2016 the *Protocol against sexual harassment and harassment on the grounds of sex, sexual orientation, gender identity or gender expression*, a document prepared by the Faculty of Law on behalf of the Observatory, was approved. After a period of application of the Protocol, in 2018 the Office of the Secretary General, along with the Vice-Chancellor for Students and Employability, began a process of revision and extension of this instrument. As a result of this process, in November 2018 the *Protocol to prevent and act against sexual harassment, harassment on the grounds of sex, sexual orientation, gender identity or gender expression, and male violence* was approved. The new protocol expands the scope of action and definitions: on the one hand, it includes prevention, action, support and assistance measures, and on the other hand it identifies harassment and male chauvinist violence behaviours in order to guarantee a comprehensive protection of the whole UAB community.

Since the 2012-2013 academic year, the Observatory for Equality has been providing the university community with free psychological care for people who have experienced or are experiencing abusive relationships and gender violence, through the Psychogender Unit of the Psychology and Speech Therapy Service of the Faculty of Psychology.

In 2016, a further step was taken and the *Guidelines to tackle and intervene against sexist aggressions at the UAB's Festa Major* were drawn up with the aim of providing the University's Security Service with guidelines for intervening in cases of sexist aggressions at the UAB's Festa Major[17]. In addition, for the application of the guidelines, training activities are carried out addressed to the security forces and the stage managers. The Observatory has also coordinated with student and group stands to prevent sexist situations by organizing activities that do not promote sexism, establishing equal shifts among stand participants and observing possible sexist attitudes.

It should also be mentioned that in recent years schools have approved their own protocol for dealing with situations of harassment that may occur within the framework of the programme of curricular practices for students in institutions outside the UAB.

The latest action taken by the UAB within the framework of this project and through the Observatory for Equality in collaboration with Community Involvement from the 2017-2018 academic year, and addressed to the groups registered in elDirectori, has been to make available a guide for action against sexist situations and gender violence that may occur within the groups. The aim of this document is to become an instrument that provides training tools and specific guidelines to groups registered in the UAB's register of associations, in order to prevent and act on cases of sexism and gender violence that may occur in the course of their activities, whether they are of a specific or repeated nature. Each group must adapt and approve the guide, and for this process it has the support and advice of the Observatory and

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[17] The document has been elaborated by the Observatory and has counted on the collaboration of Community Involvement, the Psychogender Unit and committed people and groups. It takes as a reference point the protocols of the festivals of the districts of Poble sec and Gracia in Barcelona and Sabadell.

Involvement. Currently there are two groups that have already made the process of adopting the guide: Ganàpies i Centaures.

These actions have been accompanied by various campaigns to prevent and raise awareness of all forms of discrimination and especially gender-based violence.

If we look at the main results obtained from the analysis of the perception of the university community, it can be observed in the following graph that most of the people surveyed believe that the centres of study or work at the UAB promote a respectful environment and equal relations between women and men (80%), emotional and gender diversity and LGBTIQ rights (70%), and ethnic, cultural and religious diversity (70%).

Graph 27. Promotion by the teaching or work centre of a respectful environment and equal relations between women and men, emotional, sexual and gender diversity and LGBTIQ rights, and ethnic, cultural and religious diversity (%). 2018
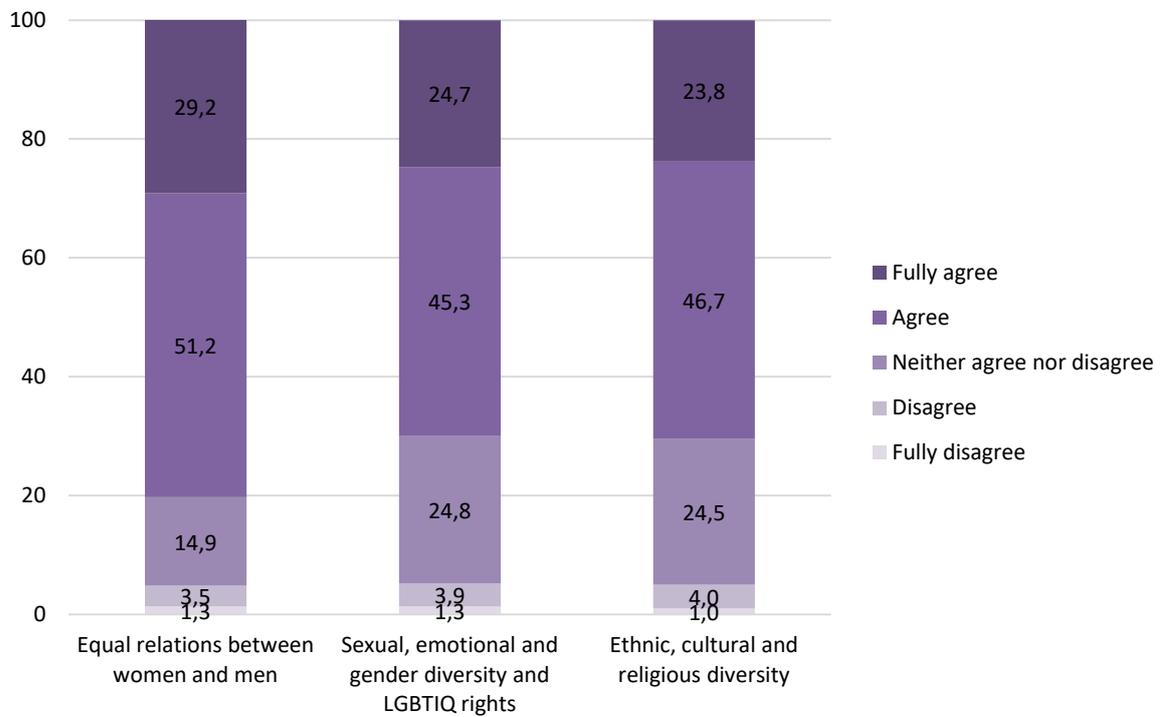
Note: cases without information have been excluded.
Source: Observatory for Equality. 2018.

Graph 28. Sexist or discriminatory comments against women, LGBTIphobic, xenophobic or racist are not tolerated in the classroom, unit or work department (%).
2018
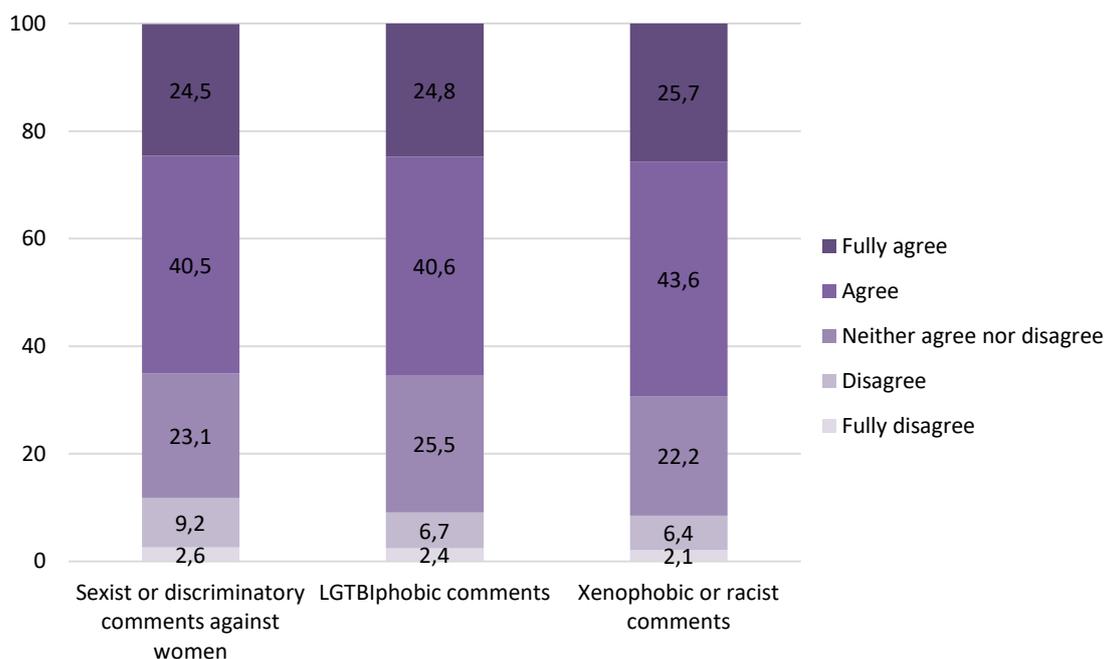
Note: cases without information have been excluded.
Source: Observatory for Equality. 2018.

In relation to the degree of tolerance for disrespectful comments, as shown in the graph above, although most believe that they are not accepted, these proportions are lower than the previous ones, especially sexist and discriminatory comments towards women. In fact, most of the comments in the survey related to gender-based violence denounce the perpetuation and tolerance of sexist and LGBTI-phobic comments both in working environments and in teaching spaces (source: 2018, survey comments to PDI, PAS and students). In this sense, there is a need for more training and actions aimed at raising awareness.

Graph 29. Evaluation of the information and tools available at the UAB in situations of discrimination, harassment and violence based on sex or gender (%). 2018
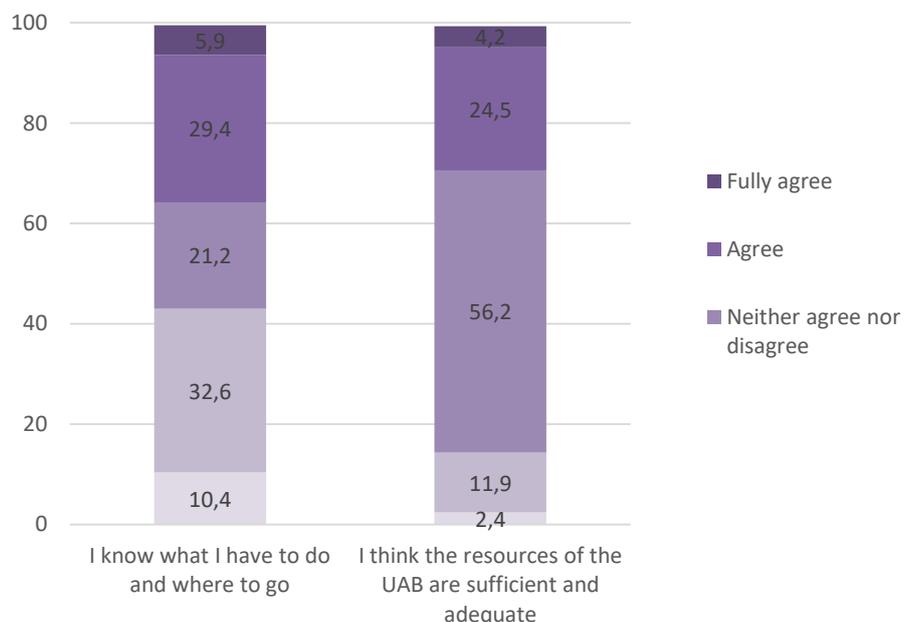
Note: cases without information have been excluded.
Source: Observatory for Equality. 2018.

Finally, there is a lack of knowledge about how to act in a situation of harassment, discrimination or violence based on sex or gender: 43% of the people who responded to the survey don't know how to act in these situations.

Regarding the statement that the resources to address situations of discrimination, harassment and violence based on sex and gender are sufficient, most do not take a stance, and 56.22% neither agree nor disagree with the statement, possibly due to lack of knowledge of what the necessary resources are.

In relation to this aspect, the answers to the open-ended questions of the survey refer to the need to include LGBTI issues (source: 2018, comments from the student survey, PDI and PAS).

7. Axes, objectives and measures

This section presents the axes, objectives and measures of the 4th APG as a response to the normative, theoretical and empirical content of the previous sections, and is the result of the participatory process carried out with the university community. Specifically, the 4th APG includes 38 measures. The responsible and executive bodies, the tools and operational objectives to be achieved and the calendar of application are specified for each of the measures. The 38 measures are divided into five action axes that include at the same time specific aims.

Number of strategic objectives, measures and operational objectives according to the action axes

AXES	Strategic objectives	Measures	Operational objectives
1. Promotion of culture and equality policies	3	11	37
2. Equal conditions in the access, promotion and organisation of work and study	3	9	29
3. Promotion of gender perspective in teaching and research	3	8	27
4. Equal participation and representation in the university community	2	5	19
5. Promotion of an organization free of sexism and gender violence	1	5	19
TOTAL	**12**	**38**	**134**

AXIS 1. Promotion of culture and gender equality policies	
Strategic objective 1.1. Visibilisation of sexism and inequalities on the grounds of gender	
Measures	
1.1.1. Draw up all the statistics for students, academic staff and PAS disaggregated by sex	
Promotion body	Rector's Office
Responsible body	Area of Communication and Promotion / Technical Executive Support Office
Executive body	Information and Documentation Management Office / Health Care Service / Observatory for Equality
Tools	Statistical indicators / Website
Operational objectives	1. Develop a system of indicators from the data available at the Datawarehouse
	2. Present all statistics on staff and students disaggregated by sex in the annual report and in the section "UAB in figures"
	3. Publish statistics disaggregated by sex on the assistance provided by the Health Care Service according to the type of pathology and the group
	4. Prepare a pay audit in accordance with the provisions of Decree Law 6/2019
Calendar	Permanent
1.1.2. Incorporate the intersectional perspective in the analysis of sexism at the University to promote equality policies	
Promotion body	Vice-Rectorship for Students and Employability
Responsible body	Observatory for Equality

Executive body	Observatory for Equality
Tools	Indicators and intersectional methodology
Operational objectives	1. Incorporate other axes of inequality in the analysis of statistics
	2. Design indicators for an intersectional approach
Calendar	Permanent

1.1.3. Publish statistics sex disaggregated statistics on the composition of panels, selection commissions and representative and participatory bodies

Promotion body	Vice-Rectorship for Students and Employability / Vice-Rector for Academic Staff / Vice-Rectorship for Administrative and Service Staff
Responsible body	Rector's Office
Executive body	Observatory for Equality / Community Involvement
Tools	Statistics / Website
Operational objectives	1. Draw up and publish sex disaggregated statistics on the composition of the members of the committees and selection panels for the calls for applications, as well as the results
	2. Draw-up and publish sex disaggregated statistics on the composition of representative bodies
	3. Draw-up and publish sex disaggregated statistics on the participation in the university community
Calendar	Permanent

Strategic objective 1.2. Raising awareness of inequalities on the grounds of gender

Measures

1.2.1 Make a non-sexist and inclusive use of language in all forms and means of communication of the University

Promotion body	Vice-Rectorship for Communication and Promotion
Responsible body	Rector's Office
Executive body	Area of Communication and Promotion / Observatory for Equality / Teaching and research centres
Tools	Guide / Website, email, etc.
Operational objectives	1. Revise the use of language in regulations and institutional documents
	2. Revise the use of language in computer management applications
	3. Revise the Guide for the use of non-sexist language at UAB from an LGBTIQ perspective
Calendar	Permanent / One-time

1.2.2. Disseminate the equality policies and actions promoted by the University

Promotion body	Vice-Rectorship for Students and Employability / Vice-Rectorship for Communication and Promotion
Responsible body	Rector's Office
Executive body	Observatory for Equality / Area of Communication and Promotion
Tools	Communication plan
Operational objectives	1. Develop a communication plan based on the proposals resulting from the diagnosis
	2. Implement the communication plan
	3. Develop a guide on the rights of LGBTIQ people and the resources that the University makes available to them
Calendar	One-time / Permanent

1.2.3. Carry out campaigns and actions to raise awareness on gender equality

Promotion body	Vice-Rectorship for Students and Employability
Responsible body	Vice-Rectorship for Students and Employability
Executive body	Observatory for Equality
Tools	Campaigns / Training / Events
Operational objectives	1. Organize an institutional event on the occasion of the International Women's Day that includes recognition of a person, entity, department, teaching or research centre for their work in the defence of women's rights at the University.
	2. Prepare an agenda with all the events organized in relation to the 8M that are held at the University
	3. Providing training on equality and LGBTIQ
	4. Provide training on equality measures to social partners and people in charge of equality policies
	5. Celebrate commemorative days on gender equality (including LGBTIQ)
	6. Creating awareness campaigns on gender equality (including LGBTIQ)
Calendar	One-time / Permanent

Strategic objective 1.3. Guarantee the development of the normative framework and equality policies in the University

Measures

1.3.1. Increase, until reaching a balance, the presence of women among the experts invited to the events

Promotion body	Rector's Office
Responsible body	Rector's Office / Teaching and research centres
Executive body	Rector's Office / Teaching and research centres
Tools	Regulations / Website, email, etc.
Operational objectives	1. Increase the number of women in teaching and research events and conferences
	2. Increase the number of women in institutional events
	3. Increase the number of women honorary doctorates awarded by the University
Calendar	Permanent

1.3.2. Introduce the gender perspective in the University's budgets

Promotion body	Vice-Rectorship for Economy and Campus
Responsible body	Office of the executive administrator
Executive body	Executive Manager for Finance
Tools	Budget / Study / Website, email, etc.
Operational objectives	1. Make a study of the University's budget from a gender perspective
	2. Incorporate the gender perspective into economic distribution models
	3. Making resources aimed at equality policies visible in the budget
Calendar	One-time / Permanent

1.3.3. Make periodic evaluations of the degree of implementation of the measures from the 4th Action Plan for Gender Equality

Promotion body	Vice-Rectorship for Students and Employability
Responsible body	Vice-Rectorship for Students and Employability
Executive body	Observatory for Equality
Tools	System of indicators and tools / Commission / Reports
Operational objectives	1. Establish a follow-up committee for the Fourth Action Plan for Gender Equality
	2. Develop a system of indicators for monitoring and evaluating the impact of measures
	3. Acknowledge compliance with the Plan's measures in the units, services, teaching and research centres (equality hallmark)
Calendar	Permanent / One-time

1.3.4. Give priority, in the case of equal circumstances, to the offers of bidding companies that have equality policies

Promotion body	Office of the executive administrator
Responsible body	Executive Manager for Finance
Executive body	Executive Manager for Finance
Tools	Bidding conditions
Operational objectives	1. Establish a gender equality plan as a priority criterion in bidding processes
	2. To establish in bidding processes having a protocol to prevent sexual harassment and harassment based on sex, sexual orientation, gender identity or gender expression as a priority criterion
Calendar	One-time

1.3.5. Improve the governance of equality policies at the University

Promotion body	Vice-Rectorship for Students and Employability / Office of the Secretary General
Responsible body	Rector's Office / Office of the executive administrator / Teaching and research centres
Executive body	Rector's Office / Office of the executive administrator / Teaching and research centres / Observatory for Equality / Community Involvement
Tools	Regulations
Operational objectives	1. Appoint a person responsible for equality policies in each teaching and research centre, as well as in each vice-presidency
	2. Promote the professional and academic recognition of people responsible for equality policies
	3. Create the position of student equality delegate
	4. Promote the creation of equality commissions in teaching and research centres with the participation of PAS, PDI and students
	5. Establish an equality commission delegated by the Governing Council
Calendar	Permanent

AXIS 2. Equal conditions in the access, promotion and organisation of work and study	

Strategic objective 2.1. Guarantee equal conditions in the access and promotion processes of work	
Measures	
2.1.1. Guarantee that the University's regulations and processes relating to curriculum vitae evaluation and recruitment do not contain any elements of indirect discrimination	
Promotion body	Vice-Rector for Academic Staff / Vice-Rectorship for Administrative and Service Staff
Responsible body	Office of the Deputy Executive Administrator for People, Organization and Services
Executive body	Area of Academic Staff and Payrolls/ Area of Administrative and Service Staff
Tools	Regulations / Training / Report / Guide
Operational objectives	1. Revise the regulations affecting the selection and promotion of the PAS to detect possible elements of indirect discrimination
	2. Revise the regulations affecting the selection and promotion of PDI to detect possible elements of indirect discrimination
	3. Design mechanisms to guarantee information and transparency in the selection processes of PDI and PAS
	4. Offer training to the University staff in order to avoid any gender discrimination in the selection processes
	5. Include recommendations to avoid gender discrimination in the *Guía de buenas prácticas y derechos y deberes en los procesos de selección* (Guide to Good Practice and Rights and Duties in Selection Processes)
Calendar	Permanent / One-time
2.1.2. Encourage the selection of candidates of the under-represented sex in recruitment processes	
Promotion body	Vice-Rector for Academic Staff / Vice-Rectorship for Administrative and Service Staff
Responsible body	Office of the Deputy Executive Administrator for People, Organization and Services
Executive body	Area of Academic Staff and Payrolls/ Area of Administrative and Service Staff
Tools	Regulations / Training
Operational objectives	1. In the selection processes for PIF grants, on equal merits, the selection of the under-represented sex in this group should be established as a tiebreaker criterion, in relation to the composition of the department and the employment category
	2. In the selection and promotion processes of the PDI, on equal merits, establish as a tiebreaker the selection of the under-represented sex in the department and in relation to the category
	3. Encourage the entities that call for applications to include elements to improve the position of female candidates in the criteria for assessing calls for the recruitment of research staff
Calendar	Permanent
2.1.3. Include in the regulations for posts that periods of inactivity for the care of dependents should not be counted	
Promotion body	Vice-Rector for Academic Staff / Vice-Rectorship for Administrative and Service Staff
Responsible body	Office of the Deputy Executive Administrator for People, Organization and Services
Executive body	Area of Academic Staff and Payrolls/ Area of Administrative and Service Staff
Tools	Regulations
Operational objectives	1. Establish in the regulations governing the processes of access to teaching posts the non-accounting of periods of inactivity due to the care of dependent persons
	2. Evaluate the possibility of counting as effective time the periods of inactivity for the care of dependent persons in the merit-based call for PAS candidates
	3. Advocate, through the CIC's Women and Science Commission, for evaluation agencies to take the leave for care of dependent persons into account in the evaluation of research merits
Calendar	Permanent
Strategic objective 2.2. Overcome obstacles and difficulties for equal opportunities in work and study	
Measures	
2.2.1. Analyse the obstacles in the access, permanence and promotion of women in the contexts of work and study	
Promotion body	Vice-Rectorship for Students and Employability
Responsible body	Vice-Rectorship for Students and Employability
Executive body	Observatory for Equality
Tools	Study / Website
Operational objectives	1. Study the obstacles in questions of access, permanence and promotion or success of women

	in the contexts of work and study
	2. Analyze the impact of work, family and personal reconciliation on professional career models at the University
	3. Encourage, through the CIC's Women and Science Commission, the evaluation agencies to introduce gender perspective into the current academic career model
	4. Open a section on the Observatory's website that allows to express the discomfort and complaints regarding gender discrimination in study and work environments
Calendar	One-time

2.2.2. Promote an organisational model that guarantees the effective application of the regulations relating to the reconciliation of work, personal and family life

Promotion body	Vice-Rector for Academic Staff / Vice-Rectorship for Administrative and Service Staff / Vice-Rectorship for Students and Employability
Responsible body	Office of the Executive Administrator
Executive body	Office of the Deputy Executive Administrator for People, Organization and Services / Office of the Deputy Executive Administrator for Academic Regulations
Tools	Plan / Regulations
Operational objectives	1. Design a reconciliation plan for staff in accordance with the social agents
	2. Design a reconciliation plan for students in accordance with their representatives
	3. Encourage educational institutions to consider the needs resulting from the responsibilities of care for dependent persons when assigning teaching hours to the PDI
	4. Create facilities to help staff and students with children
	5. Give priority, when resources are available, to covering reductions, leaves of absence, and leave of absence for the care of dependent persons of the UAB staff
	6. Promote in academic regulations the incorporation of care for dependent persons by students as a criterion for modifying enrolment
Calendar	One-time

2.2.3. Disseminate the regulations and policies for the reconciliation of work, personal and family life at the University

Promotion body	Vice-Rectorship for Communication and Promotion / Vice-Rectorship for Students and Employability
Responsible body	Vice-Rectorship for Communication and Promotion / Vice-Rectorship for Students and Employability
Executive body	Area of Communication and Promotion / Observatory for Equality
Tools	Guide / Website
Operational objectives	1. Create a section on reconciliation on the University's main website
	2. Design a specific dissemination plan for each group
Calendar	Permanent / One-time

Strategic objective 2.3. Take action to revert gender segregation in studies

Measures

2.3.1. Analyze gender segregation in studies

Promotion body	Vice-Rectorship for Students and Employability
Responsible body	Vice-Rectorship for Students and Employability
Executive body	Observatory for Equality
Tools	Study / Website
Operational objectives	1. Prepare a report, specifically for the UAB, on gender segregation in studies and its implications
	2. Publish the results of the report
Calendar	One-time

2.3.2. Design actions to tackle segregation in studies and its effects

Promotion body	Vice-Rectorship for Students and Employability
Responsible body	Vice-Rectorship for Students and Employability / Office of the Deputy Executive Administrator for Academic Regulations
Executive body	Teaching centres / ICE / Observatory for Equality
Tools	PAT / Campaigns
Operational objectives	1. Incorporate the gender perspective in the tutorial actions of the Tutorial Action Plan (PAT)
	2. Carry out actions to promote a friendly context in segregated environments
Calendar	Permanent / One-time

2.3.3. Avoiding the reproduction of gender stereotypes in the promotion of degrees, including references to the under-represented sex

Promotion body	Vice-Rectorship for Communication and Promotion / Vice-Rectorship for Academic Regulations / Vice-Rectorship for Students and Employability
Responsible body	Rector's Office / Office of the Deputy Executive Administrator for Academic Regulations
Executive body	Area of Communication and Promotion / ICE / Fundació Autònoma Solidaria
Tools	Promotional material / Events / Activities
Operational objectives	1. Ensure that promotional material for segregated studies does not contain gender stereotyped images and incorporates other references
	2. Incorporate gender perspective in Campus Ítaca and Programa Argón
Calendar	One-time / Permanent

AXIS 3. Promotion of gender perspective in teaching and research	
Strategic objective 3.1. Introduce gender perspective in teaching (62.4 %)	
Measures	
3.1.1. Promote the incorporation of the general gender competence of the UAB in all degree reports	
Promotion body	Vice-Rectorship for Academic Programming and Quality / Vice-Rectorship for Students and Employability
Responsible body	Deans and directors of schools and departments / Office of the Deputy Executive Administrator for Academic Regulations
Executive body	Study centres / Observatory for Equality / Teaching Quality Office
Tools	Plan / Reports / Computer application
Operational objectives	1. Schedule the revision of all reports of the undergraduate study plans
	2. Disseminate the guides of examples on how to incorporate the general competences of the UAB
	3. Include information on gender mainstreaming in the computer application of teaching guides
	4. Incorporate gender perspective in the Internal Quality Assurance System of the UAB and the teaching centres
Calendar	One-time / Permanent
3.1.2. Follow-up the incorporation of the general gender competence of the UAB in undergraduate study plans	
Promotion body	Vice-Rectorship for Academic Programming and Quality / Vice-Rectorship for Students and Employability
Responsible body	Office of the Deputy Executive Administrator for Academic Regulations
Executive body	Office for Teaching Quality / Observatory for Equality
Tools	Reports / Website / Survey
Operational objectives	1. Follow-up the revision plan of the undergraduate study plans
	2. Publish the degree of gender mainstreaming in study plans by clearing the computer application of the teaching guides
	3. Analyse the students' perception of the degree of incorporation of the gender perspective in studies through their participation bodies in teaching centres
	4. Carry out a survey aimed at students to evaluate aspects of equality in the classroom and in teaching practice
Calendar	One-time / Permanent
3.1.3. Provide resources and training to support lecturers in incorporating gender and LGBTIQ perspective into teaching	
Promotion body	Vice-Rectorship for Students and Employability / Vice-Rectorship for Academic Programming and Quality
Responsible body	Office of the Deputy Executive Administrator for Academic Regulations
Executive body	Observatory for Equality / Training and Innovation Unit / Teaching centres
Tools	Call for grants / Network / Website / Training / Event / Library catalogue
Operational objectives	1. Maintain as a priority the introduction of gender perspective in teaching in the call for grants for innovation projects and improvement of teaching quality at the UAB
	2. Create an interdisciplinary network to facilitate the exchange of methodologies, practices and strategies for gender mainstreaming in teaching
	3. Develop a resource bank (website) of bibliography and teaching materials produced by women according to disciplines and fields of knowledge
	4. Provide training to PDI on gender and LGBTIQ mainstreaming in teaching content and methodologies
Calendar	One-time / Permanent
Strategic objective 3.2. Introduce gender perspective in research	
Measures	
3.2.1. Provide resources and training to PDI to incorporate gender perspective into research and encourage gender studies	
Promotion body	Vice-Rectorship for Students and Employability / Vice-Rectorship for Research and Transfer
Responsible body	Office of the Vice-Rector for Research
Executive body	Observatory for Equality / Training and Innovation Unit / Teaching centres / Doctoral School
Tools	Network / Website / Training
Operational objectives	1. Creation of an interdisciplinary network to facilitate the exchange of methodologies, practices and strategies for gender mainstreaming in research
	2. Encourage women to join the UAB Guide of Experts to promote parity in research teams and

	projects
	3. Provide training to PDI and PhD students on gender and LGBTIQ mainstreaming in research according to area of knowledge
	4. Create an internal call for support for research projects that propose measures to eliminate gender inequalities at the UAB
Calendar	One-time / Permanent

3.2.2. Promoting the incorporation of gender perspective in research

Promotion body	Vice-Rectorship for Students and Employability / Vice-Rectorship for Academic Programming / Vice-Rectorship for Research
Responsible body	Vice-Rectorship for Students and Employability
Executive body	Observatory for Equality / Teaching centres / Graduate School / Doctoral School
Tools	Awards
Operational objectives	1. Organise annually the prizes to the best TFGs with a gender perspective of the UAB
	2. Create a prize to the best TFM with a gender perspective of the UAB
	3. Create a prize to the best PhD thesis with a gender perspective
Calendar	Permanent

Strategic objective 3.3. Recognize the incorporation of gender perspective in teaching and research

Measures

3.3.1. Disseminate teaching and research with a gender and LGBTIQ perspective

Promotion body	Vice-Rectorship for Students and Employability / Vice-Rectorship for Academic Programming
Responsible body	Office of the Deputy Executive Administrator for Academic Regulations
Executive body	Observatory for Equality / Training and Innovation Unit
Tools	Website / Events
Operational objectives	1. Create a bank of good practices in teaching and research with a gender and LGBTIQ perspective
	2. Disseminate the degree in Gender Studies, the minor in Gender Studies, the Interuniversity Master's degree in Women's Studies, Gender and Citizenship, and the Interuniversity Doctorate in Gender Studies: Culture, Societies and Policies
	3. Organize a first event to present initiatives and good practices in the incorporation of the gender and LGBTIQ perspective in teaching and research
Promotion body	Permanent / One-time

3.3.2. Design educational materials on the incorporation of the gender perspective in teaching and research

Promotion body	Vice-Rectorship for Students and Employability
Responsible body	Vice-Rectorship for Students and Employability
Executive body	Observatory for Equality
Tools	Educational materials
Operational objectives	1. Design a communication and dissemination strategy for the incorporation of gender perspective in teaching and research
	2. Develop dissemination materials on the mainstreaming of gender and LGBTIQ in teaching and research
Calendar	One-time

3.3.3. Enhance academic recognition of the incorporation of gender perspective in teaching and research

Promotion body	Vice-Rector for Academic Staff / Vice-Rectorship for Academic Programming / Vice-Rectorship for Students and Employability
Responsible body	Area of Academic Staff and Payrolls / Teaching Quality Office / ICE
Executive body	Area of Academic Staff and Payrolls / Teaching Quality Office / ICE
Tools	Regulations / Prize
Operational objectives	1. Encourage relevant agencies to incorporate gender perspective in the evaluation criteria
	2. Recommend to teaching staff to include the initiatives carried out to incorporate the gender perspective in teaching and research in the reports to apply for teaching and research premiums
	3. Include a prize for good practice in incorporating the gender perspective in teaching in the call for the Teaching Excellence Award
Calendar	Permanent / One-time

AXIS 4. Equal participation and representation in the university community	
Strategic objective 4.1. Promote the participation and balanced representation and leadership of women in governing bodies	
Measures	
4.1.1. Promote the balanced presence of women and men in governing and representative bodies	
Promotion body	Office of the Secretary General
Responsible body	Rector's Office / Office of the executive administrator
Executive body	Institutional Coordination Office / Observatory for Equality / Community Involvement Unit / Social Agents / Student representation bodies
Tools	Regulations
Operational objectives	1. Ensure the implementation of the UAB regulations on the balanced representation of women and men in the Governing Team, faculty deanery teams and school management
	2. Extend the UAB regulations on the balanced representation of women and men in management teams of departments and research institutes
	3. Promote the establishment of measures and actions by staff representative bodies to ensure parity in the Works Council and the Staff Meetings of PAS and PDI
	4. Promote parity in student representation roles
Calendar	Permanent / One-time
4.1.2. Create instruments to strengthen women's participation in governing bodies (Governing Council, Governing Team, deaneries and departmental directorates)	
Promotion body	Office of the Secretary General
Responsible body	Rector's Office / Office of the executive administrator / Study and research centres / Departments / Observatory for Equality
Executive body	Area of Communication and Promotion / Teaching centres / Office of the Deputy Executive Administrator for People, Organization and Services / Community Involvement Unit
Tools	Events / Communication plans / Courses / Self-diagnosis guide
Operational objectives	1. Guarantee transparency in the selection criteria, competencies, tasks, functioning and agreements of the governing and representative bodies (PAS, PDI and students).
	2. Promote formal communication in management and direction in all areas of the University (changes, decisions, developments, etc.)
	3. To offer advice for the development of management positions
Calendar	Permanent / One-time
4.1.3. Promoting leadership with a gender perspective	
Promotion body	Vice-Rectorship for Students and Employability
Responsible body	Vice-Rectorship for Students and Employability / Teaching Quality Office
Executive body	Observatory for Equality / Training Unit / Training and Innovation Unit
Tools	Report / Website / Training
Operational objectives	1. Offer training to promote gender-sensitive leadership in research, teaching and management
	2. Promote a mentoring program to increase the number of women in leadership positions
Calendar	Permanent / One-time
Strategic objective 4.2. Promote the participation of women in community involvement	
Measures	
4.2.1. Incorporate gender perspective in involvement activities for students and groups at the University	
Promotion body	Vice-Rectorship for Students and Employability
Responsible body	Vice-Rectorship for Students and Employability
Executive body	Community Involvement Unit / Observatory for Equality / Deans' offices and school management
Tools	Training
Operational objectives	1. Consolidate the equality policy as a criterion for granting financial aid to activities organized by students and groups
	2. Promote the organization of activities related to gender equality by students
	3. Consolidate training actions to incorporate the gender and LGBTI perspective in the regular practice of student representation roles and groups registered in elDirectori
	4. Create a space within the Assembly of elDirectori to address aspects related to the incorporation of gender perspective in the organization, practices and functioning of the groups
	5. Reinforce the gender perspective in the organization and activities of the Festa Major of the UAB

	6. Promote gender perspective in the organization of recreational activities developed on the campus
Calendar	Permanent / One-time

4.2.2. Promote gender perspective and women's participation in cultural and participatory activities	
Promotion body	Vice-Rectorship for Students and Employability / Vice-Rectorship for Institutional Relations and Culture
Responsible body	Vice-Rectorship for Students and Employability / Vice-Rectorship for Institutional Relations and Culture
Executive body	Cultura en Viu / Community Involvement Unit / Observatory for Equality
Tools	Activities
Operational objectives	1. Include artistic productions on gender equality and LGBTI in the cultural agenda
	2. Program artistic activities and productions created by women until reaching a balance
	3. Include in the call for the Autònoma Actua Award a priority criterion or a specific mention for peer groups or groups made up of women
	4. Specify the gender and LGBTI perspective in the regulations of the UAB University Debate League
Calendar	Permanent

AXIS 5. Promotion of an organization free of sexism and gender violence	
Strategic objective 5.1 Develop the lines of action provided for in the *Protocol to prevent and act against sexual harassment, harassment based on sex, sexual orientation, gender identity or expression, and male violence*	
Measures	
5.1.1. Prevent and tackle sexist and gender violence situations in all the activities developed at the University	
Promotion body	Vice-Rectorship for Students and Employability / Vice-Rector for Academic Staff / Vice-Rectorship for Administrative and Service Staff
Responsible body	Office of the executive administrator
Executive body	Office of the Deputy Executive Administrator for People, Organization and Services / Observatory for Equality / Community Involvement Unit
Tools	Guides / Training / Campaign / Regulations
Operational objectives	1. Develop mechanisms of control and action against sexist practices in teaching, research, management and administration
	2. Design awareness-raising strategies to promote practices free of sexism and gender violence in the areas of teaching, research, management and administration
	3. Develop actions to prevent and address situations of gender violence at the Festa Major of the UAB (campaign, FMUAB protocol, Purple Point...)
	4. Support the adaptation of the *Guide to act against sexism and gender violence within associations registered in elDirectori of the University*
	5. Develop a guide for acting against sexism and gender violence for the UAB student councils
	6. Develop a guide for the self-diagnosis of sexism and gender violence for teaching and research institutions
	7. Develop a guide to address cases of gender-based violence in academic conferences held at the University
Calendar	Permanent / One-time
5.1.2. Disseminate existing protocols and resources on gender-based violence at the University	
Promotion body	Vice-Rectorship for Students and Employability / Vice-Rectorship for Communication and Promotion
Responsible body	Observatory for Equality / Training Unit / Training and Innovation Unit / Teaching centres
Executive body	Observatory for Equality / Training Unit / Training and Innovation Unit / Teaching centres / Community Involvement Unit
Tools	Brochures / Training
Operational objectives	1. Develop a communication strategy
	2. Provide training for students, lecturers and administrative and service staff
	3. Provide information to equality policy representatives
	4. Include information on existing protocols and resources in the *Academic Group Delegate's Guide*
Calendar	One-time / Permanent
5.1.3. Guarantee support and accompaniment to the affected people	
Promotion body	Vice-Rectorship for Students and Employability / Office of the Secretary General
Responsible body	Legal Bureau / Observatory for Equality
Executive body	Legal Bureau / Observatory for Equality
Tools	Protocol / Register
Operational objectives	1. Register the requests for information and activation of the Technical Advisory Committee provided for in the protocol
	2. Accompany the people affected
	3. Coordinate the services and units involved in dealing with cases
Calendar	Permanent
5.1.4. Make visible situations of sexual harassment, harassment based on sex, sexual orientation, gender identity or expression, and male violence	
Promotion body	Vice-Rectorship for Students and Employability / Office of the Secretary General
Responsible body	Legal Bureau / Observatory for Equality
Executive body	Legal Bureau / Observatory for Equality / Community Involvement Unit
Tools	Report / Website
Operational objectives	1. To develop and publish annually a report on the actions carried out under the *Protocol to prevent and act against sexual harassment, harassment based on sex, sexual orientation, gender identity or expression and male violence*: requests for information, complaints, proceedings and resolutions.

	2. Draw up and publish an annual report on the activities carried out by the Purple Point of the UAB's Festa Major
Calendar	Permanent

Strategic objective 5.2. Provide support to victims of gender-based violence who work or study at the University

Measures

5.2.1. Provide tools and resources for victims of gender-based violence

Promotion body	Vice-Rectorship for Students and Employability / Office of the Secretary General
Responsible body	Office of the Deputy Executive Administrator for Academic Regulations / Office of the Deputy Executive Administrator for People, Organization and Services / Legal Bureau
Executive body	Observatory for Equality / Area of Academic Affairs
Tools	Guide / Protocol
Operational objectives	1. Design an action protocol to address the specific needs of victims of male violence
	2. Prepare a guide including the rights of victims of male violence
	3. Disseminate the Collaboration Agreement to make changing official undergraduate studies easier for students who are victims of male violence
Calendar	Permanent

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