

The cover features a light blue background with large, overlapping geometric shapes in shades of blue and dark navy. A central diamond-shaped frame contains a photograph of a man and a woman in business attire walking away from the camera on a city street. The word 'utad' is written in white lowercase letters inside a dark navy diamond shape in the upper right. The title 'GENDER EQUALITY PLAN' is in white uppercase letters on a dark navy horizontal band, and the years '2021-2025' are in dark navy on a white background at the bottom right.

**utad**

**GENDER EQUALITY  
PLAN**

**2021-2025**

## TECHNICAL INFORMATION

### TITLE

Gender Equality Plan 2021-2025

### COORDINATION

Pro-Rectorate for Education and Quality

### TECHNICAL TEAM

Committee for the Development, Monitoring and  
and Evaluation of the Plan for Gender Equality at UTAD

### OWNERSHIP

University of Trás-os-Montes and Alto Douro

### YEAR

2021



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# Introduction

The societal challenges we currently face, where information, knowledge, and learning are within reach of most of the population, highlight the importance and need, increasingly pertinent, for a current and assertive reflection on equal rights, vehemently pointing out situations of discrimination, unequal opportunities, and lack of freedom of gender identity.

The United Nations 2030 Agenda proposes changes that should be made worldwide to contribute to environmental, economic and social values. In this sense, the Sustainable Development Goals (SDGs) are defined, establishing the priorities and aspirations of global development.

As regards the European Research Area (ERA) in particular, the European Commission intends to adopt concrete strategies and measures to ensure an effective cultural and institutional change in full alignment with the 'Strategy for Gender Equality 2020-2025' (Com, 2020). The Communication 'A New ERA for Research and Innovation' (Com, 2020-A) to increase the representation and retention of women at all levels of scientific careers and to deconstruct gender biases and stereotypes, which include other social categories such as ethnicity, disability and sexual orientation. In Horizon Europe, these measures are translated into the requirements of the inclusion of a Gender Equality Plan as a new eligibility criterion for the public, higher education and research institutions and the integration of the gender dimension in research content as an evaluation criterion throughout the work programme (European Union, 2021):

In Portugal, recent data (European Commission, 2021) show some positive trends, with near gender parity at PhD level and a slight increase in the proportion of women holding the highest academic positions (26.2%). Furthermore, although the proportion of men among researchers is higher than the corresponding proportion of women, it should be noted that in the country, the proportion of women working in research careers is higher, accounting for 92.7%, demonstrating a positive trend in women's participation in research (She Figures, 2021).

UTAD's Strategic Plan 2021-2025, which defines the institution's guidelines for the main vectors of activity, underlines the commitment to fight social inequalities and stresses the importance of people as an organization's most precious asset, guided by the motto: "We are an inclusive university that respects diversity and promotes equality"!

Considering what was mentioned above and considering that research and innovation are important aspects of the mission of UTAD, in the search for greater effectiveness and operationalization of that strategy, the Committee for the Development and Monitoring of the Plan for Gender Equality was created. Thus, as part of the duties assigned to this Committee, namely the development of the UTAD Gender Equality Plan 2021-2025, a set of indicators is proposed that aims to contribute to the achievement and monitoring of the following objectives in convergence with the goals for sustainable development:



- I. I.Ensure Access to Inclusive, Quality and Equitable Education and Promote Lifelong Learning Opportunities for All;
- II. I.Achieving Gender Equality of Empowering All Women and Girls;
- III. Reduce Inequalities Within and Between Countries.

The present Plan for Gender Equality is a crucial tool to implement a structural change in the dynamics of gender inequality and thus monitor the evolution of social paradigms, continues the previous plan, "UTAD Rhymes with Equality 2016-2017", and reinforces an institutional will to pursue the principles of gender equality in the institution. This document is divided into four parts: Diagnosis, Action Plan, Implementation and Monitoring, safeguarding the possibility of reassessment of each stage according to the context and the most relevant circumstances and more significant interaction with the subject under analysis.

# Diagnosis of Gender Equality at UTAD

The need to diagnose the institution's situation concerning equality between women and men is paramount for an X-ray of the current state of affairs at UTAD. Thus, a brief descriptive analysis is presented of the data on the institution's employees concerning parity between men and women (Professors, Researchers and Non-Teaching staff) in terms of their work situation (Table 1). However, it should be pointed out that it is necessary to deepen this assessment shortly to obtain information that will make it possible to identify possible causes and consequences of the reality evidenced by this information.

Table 1 – Employment situation by gender (%)

EMPLOYMENT STATUS		
Professional Category - Teachers	52%	48%
Professional Association - Career Teachers	53%	47%
Professional Association - Guest Professors	48%	52%
Professional Category - Auxiliary Professors	49%	51%
Professional Category - Associate Professors	63%	37%
Professional Category - Full Professors	78%	22%
Professional Category - Researchers	46%	54%
Professional Category - Non-Teaching and Non-Researchers	46%	54%
Professional Category - Operational Assistants	69%	31%
Professional Category - Technical Assistants	29%	71%
Professional Category - Computer Specialists	82%	18%
Professional Category - Senior Technicians	40%	60%

Source: UTAD - Human Resources Service (2021)

According to data analysis of the teaching staff population, it was found that in a universe of 562 teachers, 52% are men, and 48% are women. Concerning professional status, there is a slightly higher percentage of men in the most stable professional status (Career Teachers) than women (53% and 47%, respectively). In contrast, with regard to the less stable professional relationship (Guest Professors), the trend is the opposite, i.e. women present a slightly higher percentage than men (52% and 48% respectively). With regard to the professional categories of the teaching career, it can be seen that women only have a higher percentage in the basic category of the career (Assistant Professor), while men dominate in the remaining higher professional categories (Associate Professor and Full Professor).

In the population universe related to the research area (30 research workers), women prevail with a percentage difference of 8% in relation to men. An analysis of the parity of the 421 non-teaching staff shows a percentage superiority of women (54%) compared to men (46%).

Concerning the professional categories of operational assistant and IT specialist, the percentage of men is significantly higher than that of women, with the latter representing less than a third of the total. However, regarding the technical assistant and senior technician categories, the situation is reversed with the predominance of women in relation to men, with this difference being more notable in the technical assistant category (71% women to 29% men).

Data from the last 5 years (2017-2021) show that, on average, 61% of men and 39% of women prevail. Regarding the teaching career, for the same period, 53% are men and 47% are women. However, it is pertinent to note that there is only a higher percentage of women in the basic category of the teaching career. In contrast, in the other categories, men are more prevalent. For example, in relation to the career of non-teaching and non-researching workers, there is a higher percentage of women (54%) than men (46%).

# Action Plan

Based on the data and the previous diagnosis, a set of specific objectives, actions, target audiences, measurement indicators, and expected results by area of intervention seek to materialize the operationalization of this plan. Additionally, a predictive timeline is established for its implementation, as well as a budget estimate with the costs for its implementation.

## FIELD OF INTERVENTION 1.






*Promotion of an institutional culture that values the principle of gender equality.*

Goals	Actions	Target Audience	Measurement Indicator	Expected Results
Sensitize UTAD workers to the principles of gender equality to mitigate unconscious discriminatory behaviours	<b>Action 1:</b> Carry out awareness-raising and training activities on gender equality.	Academic Community: Teachers; Researchers; Non-teaching staff; Students.	7 awareness actions, reaching 10% of the academic community.	Increased awareness in the academic community for the mitigation of stereotypes in everyday behaviours.
Potentiate the promotion of a culture inclusive at UTAD.	<b>Action 2:</b> Outreach of the Gender Equality Plan with the academic community and stakeholders.  <b>Action 3:</b> Creating mechanisms of institutional communication that enable us to affirm and disseminate the culture of equality at UTAD.	Academic Community: Teachers; Researchers; Non-teaching staff; Students; Stakeholders.	Publication of the Plan of Gender Equality on UTAD's website.  Regular dissemination in UTAD's official communication channels of news promotes an inclusive culture and fosters gender equality.	Affirmation and recognition of UTAD as inclusive institution.








## FIELD OF INTERVENTION 2.

*Reconciliation of family and professional life to guarantee equal access to career progression between men and women.*

 Goals	 Actions	 Target Audience	 Measurement Indicator	 Expected Results
<p>Promote a better conciliation between family and professional life.</p>	<p><b>Action 1:</b> Promoting equity in the distribution of teaching, student guidance, and administrative and managerial work for employees with dependents that allows for the reconciliation of family and professional life.</p>	<p>Academic Community: Teachers; Researchers; Non-teaching staff; Students.</p>	<p>10 awareness actions with the management bodies</p>	<p>Increase the quality of life and well-being of the academic community by promoting an institutional culture that fosters the conciliation between family and professional life.</p>
	<p><b>Action 2:</b> Create conditions for flexible working hours.</p>		<p>Formal change in the internal regulations for the duration and organization of working time at UTAD.</p>	<p>Following the needs of the service, the employee carries out, in a responsible manner, the management of his tasks, ensuring the conciliation between family and professional life.</p>
<p>Develop egalitarian management policies and practices in career progression.</p>	<p><b>Action 3:</b> Creation of an advisory and follow-up office for the career plan.</p>	<p>Academic Community: Teachers; Researchers; Non-teaching.</p>	<p>Number of counselings performed.</p>	<p>Eliminate the barriers that prevent women's access to higher professional categories, counteracting the unequal power relations between women and men.</p>
	<p><b>Action 4:</b> Ensure women's participation in the leadership of research projects and work teams.</p>		<p>Number of women leading research projects and work teams.</p>	<p>Achieve gender balance in the upper job categories.</p>

### FIELD OF INTERVENTION 3.

*Promotion of balanced representation of women and men in decision-making bodies and management positions.*

 Goals	 Actions	 Target Audience	 Measurement Indicator	 Expected Results
<p>Increase the University's commitment to the principles of equality.</p>	<p><b>Action 1:</b> Ensure gender parity in management bodies.</p>	<p>Management Bodies (e.g. Rectorate, Administration, School Presidency, Services Direction).</p>	<p>Number of women and men in management positions.</p>	<p>To guarantee equal opportunity in entering and progression in management positions, contradicting the unequal power relations between women and men.</p>
	<p><b>Action 2:</b> Development of a guide for the inclusion of gender in communication (e.g. strategic documents and digital platforms).</p>	<p>Academic Community and Stakeholders.</p>	<p>Publication of a Guide for the inclusion of gender in communication on the UTAD website.</p>	<p>Increased awareness among agency heads about potential existing gender (un)equality.</p>
<p>Ensure equality of gender in the composition of juries in recruitment processes, promotion and selection for positions.</p>	<p><b>Action 3:</b> Promoting gender equality in recruitment committees, evaluation and selection.</p>	<p>Management Bodies and Members of juries of recruitment, public examinations and evaluation committees.</p>	<p>The proportion of women and men on juries of recruitment processes, promotion and selection.</p>	<p>Ensure equal opportunity in appointing jury members, counteracting the unequal power relations between women and men.</p>





## FIELD OF INTERVENTION 4.

*Gender mainstreaming in teaching and research.*

Goals	Actions	Target Audience	Measurement Indicator	Expected Results
Ensure that the contents and pedagogical practices include the gender perspective.	<b>Action 1:</b> Promote awareness and capacity-building actions to include a gender equality perspective in education.	Teachers.	4 awareness actions, reaching 10% of the teachers per action.	Involvement of the entire academic community so that the transmission of experiences and knowledge in a pedagogical context is promoted without subconscious constraints of gender stereotypes and prejudices.
	<b>Action 2:</b> Gender mainstreaming in all study programs, including at the doctoral level.		50% of curricula that integrate the gender perspective.	
	<b>Action 3:</b> Promote new pedagogical models to integrate a gender equality perspective in education.		50% of the teachers integrate new pedagogical models in their curricular units.	
Ensure that research practices include the gender dimension.	<b>Action 4:</b> Sensitization for gender balance in the research teams, focusing on the researchers in charge of the research groups/lines.	Teachers; Researchers.	Increase by 50% the number of members of the under-represented gender in research teams.	Reducing gender inequalities in research teams.
	<b>Action 5:</b> Ensure gender mainstreaming in research content.		All research project proposals to be submitted for funding must include a sex and gender analysis at all stages, from defining concepts to evaluating results..	To contribute so that the knowledge generated by research is free from gender bias.

## FIELD OF INTERVENTION 5.

*Preventing and combating harassment and gender-based violence.*

 Goals	 Actions	 Target Audience	 Measurement Indicator	 Expected Results
<p>Promote awareness actions against gender violence and moral, psychological and sexual harassment.</p>	<p><b>Action 1:</b> Carry out awareness and training actions to prevent various forms of harassment (moral, psychological and sexual) and gender violence in the workplace.</p> <p><b>Action 2:</b> Conduct awareness-raising and training activities to prevent harassment (moral, psychological and sexual) and gender-based violence in the school context.</p>	<p>Governing Bodies; Teachers; Researchers; Non-teaching.</p> <p>Students.</p>	<p>4 general awareness actions.</p>	<p>Increasing the academic community's awareness of the various dimensions of harassment and discrimination with a view to their prevention and elimination.</p>
<p>Implement measures that eliminate behaviours of gender violence and moral, psychological and sexual harassment.</p>	<p><b>Action 3:</b> Implement an action protocol for reporting gender-based violence and moral, psychological, and sexual harassment in an academic environment.</p> <p><b>Action 4:</b> Creation of an ombudsman to support victims of gender-based violence and moral, psychological and sexual harassment in the academic environment.</p>	<p>Academic Community: Teachers; Researchers; Non-teaching; Students.</p>	<p>Publication of a protocol of action in case of complaint/complaint submission preserves the victim's anonymity.</p> <p>Creation of the support ombudsman figure for the victim of gender violence and harassment to be included in UTAD's statutes.</p>	<p>Affirmation of the university as an institution that respects diversity promotes equality and preserves the dignity of the human person.</p>

# Implementation, monitoring and evaluation

UTAD's social commitment involves an imperative that provides a complete response to the respect for diversity, promotion of equality and preservation of the human person's unique dignity. In this context, the UTAD Gender Equality Plan for the period 2021-2025 appears as a vital tool for fulfilling the five areas of intervention identified as fundamental to gender equality, diversity and inclusion, involving the entire academic community.

To obtain a more proficient result, implementing and monitoring this Plan is the responsibility of a Commission for Development, Follow-up and Evaluation, appointed by the Rector's Dispatch, with the following organizational structure: Institutional Coordinator, Executive Coordinator and Executive Coordinator and Technical Team.

**Institutional Coordinator:** a member of the rectoral team responsible for articulating the Gender Equality Plan with UTAD's policy and strategy, promoting an institutional culture that values the principle of gender equality.

**Executive Coordinator:** a specialist in the area of gender, responsible for the realization of the Plan's areas of intervention and must guarantee the effectiveness of its implementation.

**Technical Team:** made up of teachers, researchers, and non-teaching staff, preferably with knowledge in the area of gender, who will implement the actions recommended in the Plan.

Implementing the Gender Equality Plan 2021-2025 and the consequent Action Plan is guided by the respective chronogram that materializes the execution of the various actions proposed for each intervention area (Table 2).

Due to the set of actions foreseen in the operationalization of the Action Plan, it is necessary to establish a budget estimate for its implementation. Considering the planned actions, the production of dissemination material, reports and other information documents, information and awareness sessions (guest speakers), among other costs, it is considered that the implementation of the plan has a budget estimate of 7,500€, which will be distributed annually according to the planned actions.



Table 2-Schedule of the Action Plan

## INTERVENTION DOMAINS

DI 1. Promotion of an institutional culture that values the principle of gender equality.

**2022**October  
November  
December**2023**February  
July  
September**2024**February  
July  
September**2025**February  
July  
September

DI 2. Reconciliation of family and professional life to guarantee equal access to career progression between men and women.

**2022**September  
November**2023**January  
March  
May  
October  
November**2024**January  
March  
May  
October  
November**2025**January  
March  
May  
October  
November

DI 3. Promoting a balanced representation of women and men in decision-making bodies and management positions.

**2022**

October

**2023**

October

**2024**

October

**2025**

October

DI 4. Gender mainstreaming in teaching and research.

**2022**September  
October  
November**2023**September  
October  
November**2024**September  
October  
November**2025**September  
October  
November

DI 5. Preventing and combating harassment and gender violence.

**2022**September  
October**2023**September  
October**2024**September  
October**2025**September  
October

Plan evaluation and monitoring.

**2022**November  
December**2023**November  
December**2024**November  
December**2025**November  
December

Presentation/Dissemination of results.

**2022**

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**2023**

July

**2024**

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**2025**

July

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