

II UNIVERSITY OF BARCELONA PLAN FOR EQUAL OPPORTUNITIES BETWEEN WOMEN AND MEN

NORMATIVES I DOCUMENTS



UNIVERSITAT DE BARCELONA



II UNIVERSITY OF BARCELONA
PLAN FOR EQUAL
OPPORTUNITIES BETWEEN
WOMEN AND MEN

While in session on April 12, 2011, the Governing Council gave a unanimous vote of approval to the Second University of Barcelona Plan for Equal Opportunities between Women and Men.

Written by the Gender Equality Unit, University of Barcelona
Produced by Publicacions i Edicions de la Universidad de Barcelona
Deposit copy: B-28.318-2011

PROLOGUE

As its Statute shows, the University of Barcelona is an arena for learning, respect and tolerance and the stage on which different individuals and bodies seek to live side by side. This Second [University of Barcelona] Plan for Equal Opportunities between Women and Men reflects our desire to defend those shared values.

Coordinated by the members of the Gender Equality Unit, the efforts of the various committees working in our University's faculties and its School of Nursing have served us well, and the commitment shown by one and all have enabled us to draft an ambitious and truly cross-disciplinary plan. Our hope is that this Plan can be a benchmark for the university community as a whole and we intend to implement it in every way that we must.

Indeed, the Second Plan is the result of work conducted over a series of years by different collectives in the university community to bring the concept of gender equality closer to the areas of management, research and teaching. For some time now we have been working to renew our scientific communities and academic institutions so that the question of gender is not left unattended.

With this document, we wish to place ourselves fairly and squarely on the line, strengthen the measures that it describes and encourage all our community to make of the Plan a wholly shared initiative and a living text. For without that community's unanimous support, it will be difficult to make the document as effective and as meaningful as it must be.

Our common objective is to implement positive actions that can eliminate gender discrimination in all parts of our University, from the operation of our institutions and governing bodies to the fulfillment of our professional responsibilities. If we are to guarantee a level of excellence in how we share that stage of ours, then every woman and man must play their part. And the document you are now holding, the Second [University of Barcelona] Plan for Equal Opportunities between Women and Men, must be the text we use to do that.

DÍDAC RAMÍREZ
Rector

SECOND UNIVERSITY OF BARCELONA PLAN FOR EQUAL OPPORTUNITIES BETWEEN WOMEN AND MEN

I. THE JUSTIFICATION AND NEED FOR AN EQUAL OPPORTUNITIES PLAN

When we look back at the history of our university, we see that the first woman to graduate from the University of Barcelona was awarded her degree in the year 1882, and that it's been just over one hundred years since the time when, under the reign of Alfonso XIII, women were first allowed access to education without official authorization or special permission.

Considering that in such recent history women were so completely excluded, it is quite extraordinary to consider the cultural, social and political changes that have occurred in regard to total equality of rights between women and men and the integration of women into all spheres of public life. In this ongoing process, feminist social movements and ideologies have played a decisive role.

There is now a regular presence of women participating fully in the scientific and academic communities at the University of Barcelona, as students, teaching and research staff, and administration and services staff. And, indeed, at a national level there is now a higher proportion of women with university qualifications than men.

Furthermore, the recognition of equality, prohibition of discrimination and promotion of equal opportunities between women and men is now regulated by international, European, Spanish and Catalan laws, which are cited in the Appendix to this report.

As the preamble to the United Nations Convention on the Elimination of All Forms of Discrimination against Women says, «...the full and complete development of a country, the welfare of the world and the cause of peace require the maximum participation of women on equal terms with men in all fields» .¹

Both Organic Law 3/2007 of March 22 for effective equality between women and men ('Llei orgànica d'igualtat', hereafter LOI) and the Statute of Autonomy of Catalonia, 2006 ('Estatut d'autonomia de Catalunya', here-

1. Approved by the UN General Assembly, December 18, 1979.

after EAC), require public authorities to guarantee mainstreaming of the gender perspective in public policies and recognition of the roles of women in culture, history, society and the economy (LOI Articles 15 and 41; EAC Article 41).²

Under these regulations, the actions of public authorities should be guided by a series of principles, including the following: the adoption of necessary measures to prevent and eradicate gender violence and all forms of sexual harassment and harassment based on sex; the protection of motherhood, so that society assimilates and supports the effects of pregnancy, childbirth and breastfeeding; the establishment of measures that ensure the reconciliation of work with the personal and family lives of women; and the promotion of co-responsibility for domestic tasks and caring for the family (LOI Article 14).

With regard to higher education, the University must promote teaching and research on the meaning and scope of equality between women and men (LOI Article 25.1), in order to transmit the values of equality. In addition, the values of equality and the need to combat social stereotypes and sexist behaviours that produce inequalities between women and men should be included in university curricula and training activities, as described by LOI Article 24.1, as well as Article 17 of Law 5/2008, April 24, the right of women to eradicate gender violence.

In accordance with this legislation, the University of Barcelona Statutes ensure equal opportunities for women and men of the University of Barcelona, and that they will not be subject to any kind of discrimination: «la igualtat d'oportunitats entre dones i homes de la Universitat de Barcelona, que no poden ser objecte de cap tipus de discriminació» ('the equality of opportunities between women and men at the University of Barcelona, which cannot become the object of any form of discrimination').

However, just as in other social and cultural areas, there continue to be situations at the University that are discriminatory towards women. It could be argued that women have been under-represented and undervalued in terms of producing and transmitting knowledge, and in certain areas this is still the case.

Given this, the mechanism that has allowed the promotion of measures to rectify these inequalities has been the First Plan for Equal Opportunities that the University produced for the biennium 2008-2009. Now, the main situations of imbalance between women and men are identified

2. The principle of gender mainstreaming is outlined in Article 8 of the current Treaty of the functioning of the European Union.

and reflected by statistics that can be found at the webpage www.ub.edu/genero/diagnosi.html.

In summary, these are the main problems yet to be overcome, demonstrating a clear need for support of this Second Plan for Equal Opportunities at the University of Barcelona:

- a) Women are still under-represented in university governing bodies, in the representation of universities, and at various levels of university decision-making. As regards the established laws, the LOI provides that public authorities must ensure a balanced presence of women and men in positions of responsibility for effective equality between women and men (Article 16); Law 6/2001 of December 21³ states that the University of Barcelona Statutes should encourage a balanced presence of women and men in university governing bodies by means of electoral rules (Article 13); and Law 7/2007 of April 12 regulates the basic statutes for public employees, defining that the composition of committees accessible to public employment must ensure parity between women and men (Article 60.1).
- b) Traditionally, areas of knowledge and fields of research with a majority presence of women have not been accorded the same recognition as others, and fields focusing on gender issues have remained outside the circle of academic recognition altogether. This lack of visibility of gender issues has also occurred in general study curricula and educational content.

To date, the progress made in science and research policy designed to encourage gender mainstreaming could be considered inadequate. In the scientific field there are few women who lead research projects that appear in the top rankings, even in fields with a traditionally higher presence of women.⁴ In this respect, Organic Law 6/2001 of December 21 states that we should encourage research teams to advance their professional endeavours by promoting a balanced presence of women and men in all areas: «s'ha de promoure que els equips de recerca desenvolupin la seva carrera professional fomentant una presència equilibrada entre dones i homes en tots els seus àmbits» ('Research teams must be

3. Based on wording of Organic Law 7/2004 of April 12 (BOE, April 12, 2007).

4. The European Commission recognizes that the evaluation criteria for scientific excellence are not neutral from a gender perspective. Commission of the European Communities (2005), March 11, 2005, Women and Science: Excellence and Innovation. Gender Equality in Science.

encouraged to promote the equal presence of women and men in all areas of research activity').⁵

- c) Gender stereotyping, often internalized by women, and the difficulties of combining a career with caring activities make the path towards professional stability and career advancement more difficult for women in general, especially when they are mothers.

Furthermore, initial job insecurity together with the length of time required to achieve qualifications and decent work conditions means that many women who want to pursue university studies feel obliged to give up motherhood or postpone it indefinitely.

- d) Another significant problem is gender violence, which is present in all spheres of social life and in the university community itself. A research project on gender violence in universities carried out by researchers from Catalan universities revealed that 14% of the students surveyed knew of a situation of gender violence that had occurred at the University or between members of the university community.⁶ In contrast, 98% of the women surveyed did not know if their University had a support service for victims of gender violence.

Accordingly, the University of Barcelona has a commitment to correct these issues, and to build a university free of inequalities between women and men.

There is evidently a need to create areas of interaction and action involving all members of the university community. In an androcentric context, taking into account only the male archetype, we need to be aware of the different backgrounds, situations and needs of women and men. As a starting point this would help us analyse methods of action and develop the academic, research, management and work policies necessary to change this real situation of inequality and discrimination.

As such, it is essential that everyone is aware of the actions and requirements outlined in this Second University of Barcelona Plan for Equal Opportunities between Women and Men, and fully understands them.

The 2008-2009 Plan incorporated the gender perspective into various elements and initiatives. Along these lines, and following the institution of the University of Barcelona's Gender Equality Committee on 8 March 2007,

5. Based on wording of Organic Law 7/2004 of April 12 (BOE, April 12, 2007).

6. Paper *Violències de gènere en l'àmbit universitari? Realitats, formes i superació*. Head researcher: Dr. Rosa Valls (<http://creaub.info/cat/wp-content/uploads/2009/11/Violencia-de-Genere-Universitats-Catalanes.pdf>).

in February 2008 the University of Barcelona created its Gender Equality Unit, a unit that is chaired by a representative of the rector and aims to ensure equal opportunities between women and men at the University of Barcelona.

Given the importance of making the Plan effective and apart from instituting its main Committee, the University also created gender equality committees at each faculty or school; and the results of their work, on which this report is based, are detailed below.

II. OBJECTIVES, CORE STRATEGIES AND ACTIONS FOR THE THREE-YEAR PERIOD 2011-2013

Implementation of the Plan for Equal Opportunities between Women and Men should take into account the particularities of each school and faculty of the University of Barcelona, and the gender equality committee at each of these centres will be responsible for promoting and ensuring compliance.

The Gender Equality Unit must also ensure compliance with the Plan, and should provide the necessary support for its execution and effective development.

The Plan, which has an initial term of three years from the date of ratification by the University of Barcelona Governing Council, would consist of two phases:

- An initial phase focusing on analysis of the current situation and evaluation of what has been achieved and what remains to be achieved with regard to the initial Plan, followed by the creation of a protocol for the development and implementation of the second Plan.
- A second phase involving the implementation of effective actions promoting equality between women and men and facilitating the awareness and participation of the entire university community.

The immediate objectives of the new Plan are to improve the current situation, and to ensure that gender mainstreaming is incorporated into all University activities, with both of these goals contributing to excellence in all areas of teaching, research and management.

The areas of activity covered by the new Plan, following on from the 2008-2009 initiative, are arranged in the following strategic categories:

1. Visibility and awareness of equality between women and men
2. Reconciliation of work, family and personal life
3. Incorporation of gender perspective into organization, management and representation
4. Involvement of all members of the university community
5. Promotion of gender perspective in teaching
6. Promotion of gender mainstreaming in research
7. Incorporation of gender perspective into the recognition of excellence
8. Use of non-sexist language
9. Promotion of external relations
10. Establishment of policies for the prevention and eradication of gender violence

1. Visibility and awareness of equality between women and men

Actions that should increase visibility and awareness of issues related to equality between women and men at the University of Barcelona include:

- 1.1. Making an official statement in support of policies promoting equality and against gender violence and sexual harassment.
- 1.2. Presenting all statistics broken down according to sex, and updating and making available all documentation produced and published by the University of Barcelona, primarily the document *The University of Barcelona in figures*, at the start of every academic year.

This measure should be communicated to all faculties, schools and units of the University of Barcelona as a general protocol to be put into practice from the start of the academic year following publication. The breakdown according to sex should be evident in both the compilation and sorting of data, as well as in the preparation of statistics required to analyse the situation with regard to academic activities undertaken within and beyond the University Barcelona, which may include participation in international courses, evaluation committees, national and international scientific committees, organization of national and international meetings and conferences, and seminars.

- 1.3. Maintaining and promoting a dedicated space for the Gender Equality Unit on the University of Barcelona website that is easy to access and that provides information on such subjects as gender issues, related resources and sources of further information.

The specific objectives of the webpage www.ub.edu/genera are:

- a) To publish statistics that facilitate the analysis of gender issues at the University of Barcelona and within each of its faculties and its School of Nursing. The availability of statistics and indicators sorted by sex provides the basis for creating proposals and adopting measures for improvement. The simple presence of figures on these issues invites reflection and justifies the debate.
- b) To promote teaching, research and general dissemination activities related to gender issues at the University of Barcelona, which often remain unknown to a wide sector of the university community.
- c) To provide material, links and regulations on gender issues as they relate to the university and society in general.
- d) To spread knowledge of non-sexist language, as specifically addressed in the Resources tab of the webpage (www.ub.edu/genera).
- e) To draw attention to the extent to which women in society and the university community are subject to situations such as harassment, job insecurity, inequality in professional promotion, and health issues.
- f) To make both International Women's Day (March 8) and International Day for the Elimination of Violence against Women (November 25) recognized throughout the entire university community.
- g) To assist each faculty and school in providing direct links to the University of Barcelona Gender Equality Unit and their own gender equality committee on the homepage of their website.
- h) To publish details of the resources destined towards gender policies from the budgets of the University and each of its faculties and schools.
- i) To establish campaigns and actions promoting the representation of women in technical professions and research activities, thereby stimulating interest in teaching and research careers among the students and alumni of the University. This requires an effort to ensure there is real equality of opportunity in these careers and that they are further developed.

2. Reconciliation of work, family and personal life

The actions needed to create real improvements in the reconciliation of work, family and personal life require additional effort in order to build on improvements that have already been made, and should begin with a thorough analysis of the situation and needs of the university community.

Because reconciliation is an issue concurrently being addressed in many areas and numerous discussion forums, various units should be involved in addressing the issue, including each of the University faculties and schools, the two University of Barcelona units Health, Safety, and Environmental Issues (OSSMA) and Legal Services, the University of Barcelona's Area for Human Resources, and other employees' representative bodies.

In addition to previous steps that have been taken, the following actions are proposed:

- 2.1. Developing by the Gender Equality Unit of a framework of protocols that facilitate the compatibility of individuals' private time with their working timetables.

It should be noted here that many members of the university community are aware of the kind of actions that truly improve working conditions for women, and which are therefore advantageous to the performance of their work.

- 2.2. Creating specific regulations, and promoting and disseminating the best methods of eliminating or minimizing general and health problems.
- 2.3. Informing staff at the time of hiring and through periodic newsletters and the University of Barcelona website of working conditions and labour laws relating to maternity and paternity, such as the duration of maternal and paternal leave available, hours available for breastfeeding and the possibility of grouping these, and leave for special circumstances.
- 2.4. Collaborating with OSSMA to develop and circulate information for pregnant women and nursing mothers about potential risks in the workplace, as well as recommendations and advice for improving conditions in the workplace. This is especially important for women that are members of University of Barcelona teaching and research staff and of administrative and service staff working

in laboratories and frequently coming into contact with substances that could present a risk during pregnancy or breast-feeding.

- 2.5. Ensuring compliance with regulations for maternity and paternity allowances and those available for the care of children or dependent family. Special effort should be made to avoid the re-allocation of teaching responsibilities in cases where the relevant permissions are not in place, and situations where leave or part-time working hours due to maternity or paternity results in a work overload for other members of the same department, unit or service, as this may cause tension and an early return to work.

It should be noted here that in all cases the duties normally performed by staff on leave must be adequately covered.

- 2.6. Studying the possibility of implementing financial or strategic aid to encourage the presence of both women and men at research conferences. For example, funds could be provided for research staff with young children or dependent family to cover costs arising from the need to hire caregivers for the duration of an event, until such time that total care cover could be offered.
- 2.7. Studying the possibility of providing financial aid to facilitate international travel for a whole family.
- 2.8. Streamlining schedules and prepare a study on use of time at the University of Barcelona, to help facilitate the compatibility of all elements of everyday life.
- 2.9. Establishing a determined period of time after maternity, paternity or care leave is granted during which the staff member would have no specific workload teaching or management duties, so as to encourage concentration on research and publication.
- 2.10. Including measures that help make this Plan successful in the contracts that faculties, schools and affiliated centres sign with the University of Barcelona.

3. Incorporation of gender perspective into organization, management and representation

To incorporate the gender perspective into organization, management and representation within the various committees and governing bodies of the University of Barcelona, the following measure is proposed:

Establish, equip and operate the Gender Equality Unit, the Gender Equality Committee, gender equality committees in all University of Barcelona faculties and schools, and the Advisory Committee to ensure that all proposed actions are carried during the three-year period of the Plan.

The University of Barcelona Equality Plan is to be overseen by the Gender Equality Unit, an independent body linked to the General Secretary, with possible interdisciplinary links with other Vice-Rectors.

As well as managing the Plan and reporting related incidents, the Unit has the executive capacity to take action and resolve issues. Its main responsibilities are the coordination, promotion and monitoring of the actions outlined in this Second Plan, and the proposal of new measures, for which it requires an effective structure.

The Unit has a director, an officer trained in gender-related issues, considered to be the qualified equality agent, and a member of administrative staff. As necessary, collaboration grants will be issued to assist the performance of tasks defined in the Plan.

Specific activities undertaken by the Unit include creating an annual report on the degree of achievement of targets for the year, which is prepared in collaboration with the Gender Equality Committee. At the end of the three-year period of the Plan and in conjunction with this committee and with the Advisory Committee, the Unit will prepare a report on the overall degree of achievement of objectives, which must be presented to the University of Barcelona Governing Council for review.

In order to function effectively, the Unit needs a Gender Equality Committee and an Advisory Committee.

The Gender Equality Committee should be formed by the director of the Unit and another person, nominated by the Dean's Office and ratified by the Board, who will represent the gender equality committees of the different faculties and schools of the University of Barcelona. The number of members in these committees, nominated by the corresponding Dean's Office, is left to the discretion of each centre, although it is desirable that all departments within each faculty or school are represented.

The Advisory Committee should be composed of recognized persons of some standing, nominated by members of the Gender Equality Committee. It must, however, include both the head of the Catalan Institute for Women (ICD) and the head of the Inter-University Institute of Women's Studies and Gender Research (iiEDG), and should also make use of opinions, proposals and studies generated by the ICD as points of reference.

For effective operation the Gender Equality Unit must also maintain appropriate channels of communication with other units, services and groups of the University, such as the Ombuds Office, Legal Services, the Area for Human Resources, OSSMA, the Student Council, Language Services, Support and Mediation Services, and other employees' representative bodies and student organizations, thus creating a specialized collaborative network.

In order to maintain balanced representation within the various bodies and at all levels of decision-making, the following measures are proposed:

- 3.1. To incorporate gender balance in the criteria adopted by committees selecting teaching staff, when and where specific circumstances do not dictate otherwise.
- 3.2. To provide the University of Barcelona Committee for Teaching Staff with guidelines indicating the causes that may justify a lack of balanced representation, helping to ensure compliance with regulations and avoid suspicions of arbitrary selection. The Committee for Teaching Staff may request support from the Gender Equality Unit.
- 3.3. To ensure that the representation of women and men in electoral lists for all sectors of the university community are balanced whenever possible.
- 3.4. To prioritize hiring and promotion of the less represented gender in cases of equal merit and qualifications.
- 3.5. To increase the number of women among experts invited to participate in events organized at the University of Barcelona.
- 3.6. To offer, through the Unit, the information collated in the University of Barcelona Directory of Experts to the Catalan Institute for Women to be included in their searchable database of specialists (www.cercadorexpertes.cat).

4. Involvement of all members of the university community

It is essential that the entire university community should be involved in the issue of equality and eliminate certain attitudes and behaviours that are habitually displayed by certain members of the community but not always apparent to others. These attitudes and behaviours are, in fact, quite prevalent in the university community and frequently among female students. In her inaugural speech for the academic year 2006-2007, Dr Roser González spoke about such issues in the following way:

Very few women and men are willing to admit that there is discrimination in the science sector, in which rationality and equilibrium reign. Men who advocate equality assume that it exists already, with a few exceptions. It is much more gratifying for women to consider that they are promoted instead of other strong candidates because of their merits alone. Thus, they do not question the purity of science or admit that a favourable situation may help them to attain their goals. If women are to fight for their rights, they must first admit that they are treated as inferior, and this is not easy. Requests for a correction plan may lead to unease and the deterioration of professional and personal relationships. Thus, women may consider that it is better to focus their efforts on their own careers.⁷

To achieve greater involvement and, ultimately, the participation of all members of the university community, the following is required:

To explore ways of boosting measures aimed at overcoming discrimination based on sex.

5. Promotion of gender perspective in teaching

When introducing the gender perspective into teaching programs it is especially important to involve the Institute of Education Sciences (ICE), which is the body responsible for the training of university teaching staff.

Among the measures to be implemented are the following:

- 5.1. Providing specific courses on gender issues in lifelong learning programs for teaching staff.

It should be noted here that at least one annual course on gender issues should be scheduled in all education programs offered by the University of Barcelona, including the summer courses *Els Juliols*, training courses for new teaching staff, continuing education offered by the ICE, extension courses for senior citizens, and so on.

- 5.2. Involving deans and teaching coordinators of all faculties and schools of the University of Barcelona as intermediaries in imple-

7. Dr Roser González. Inaugural speech for academic year 2006-2007. *Gens, gènere i ciència*. Fulltext available at www.ub.edu/genere/docs/roser_gonzalez_duarte.pdf [in Catalan].

menting the concept of gender equality as it relates to the particular nature of each centre and each different area of knowledge.

- 5.3. Promoting events, such as conferences, roundtables and workshops for the students of each faculty or school, in order to raise awareness of the real professional and academic opportunities that exist for women and men, especially in the area of education, where currently there is a clear predominance of both genders.

It should be noted here that advantage could be taken of the Career Guidance Programs that take place each year to organize open discussions on the issue of equality.

- 5.4. Taking part in the coordination of courses offered each year within the Summer School for Women program, which is part of the Els Juliols summer courses and activities organized by the University of Barcelona.
- 5.5. Preparing specific material for the education fair the Saló de l'Ensenyament, aimed at upper secondary school students. The objective is to show students that subjects in which there is a strong gender bias are a real option for them regardless of their sex.
- 5.6. Preparing a guide for teaching staff on the implementation of gender mainstreaming in all possible areas.
- 5.7. Raising awareness of the benefits of gender studies, women's studies and studies of gender difference, with regard to the process of revising curricula. Revisions would naturally be approved by the corresponding deans.
- 5.8. Listening to demands from international communities and social groups, and reflecting upon them.

6. Promotion of gender perspective in research

To make equality between women and men a reality, further research into gender issues must be encouraged, but we must also incorporate gender mainstreaming in research activities (guidelines, knowledge, suggestions) and promote greater participation of women in positions of significance with regard to research.

To meet these goals the following measures are advised:

- 6.1. Making periodic compilations of research indicators broken down by sex that show the real representation of each sex in such areas as leadership of research groups, grants awarded, accreditations, six-yearly salary increments, promotions, and research topics.
- 6.2. Establishing incentives for all University of Barcelona research groups requesting funding to demonstrate compliance with the requirements of the Catalan government (Generalitat de Catalunya) relating to the prevention and detection of sexual harassment.
- 6.3. Establishing incentives to promote research related to women's issues, gender and sexual difference.
- 6.4. Promoting actions aimed at revising the criteria for quality and excellence in research so that these take into account the contributions of research in areas of women's studies, gender and sexual difference.
- 6.5. Studying ways of boosting women's leadership of research groups and projects sponsored by the University of Barcelona, except where this is not possible for well-founded and fully stated reasons.
- 6.6. Establishing mechanisms that foster the balanced presence of women and men in the research groups and projects sponsored by the University of Barcelona.

7. Incorporation of gender perspective in the recognition of excellence

To date, the University of Barcelona has awarded honorary doctorates to just four women: the soprano Victoria dels Àngels, following a proposal from the Faculty of Geography and History; Dr Elaine S. Jaffe, on the recommendation of the Faculty of Medicine; Graça Simbine Machel, recommended by the Rector's Office; and the soprano Montserrat Caballé, on recommendation of the Department of Art History. In other areas of recognition, such as achievement awards or research medals, the poor presence of women is also evident.

In order to increase the proportion of honorary degrees and other prizes and recognition awards for women, the Plan proposes the following:

- 7.1. Establishing incentives, by the Committee, for faculties and schools to make recommendations for the award of honorary

degrees, University of Barcelona medals and other methods of recognition of successful academic collaborations with departments, faculties or schools of outstanding professional, scientific and personal value.

- 7.2. Offering support, by University, faculties, schools and departments, to women who have shown outstanding merit in innovative teaching, research or management, taking into account their personal careers and significance of their work to the University and society at large, to assist with applications to academies, awards and excellence committees.
- 7.3. Creating an annual award at the University of Barcelona, which recognizes individuals or groups that have demonstrated commendable behaviour with regard to issues of equality.

8. Use of non-sexist language

It is a primary objective of this Plan to eradicate discriminatory language practices, which often exclude women from general discourse. To achieve this the Gender Equality Unit proposes:

- 8.1. Raising awareness of existing protocols through the development of studies, workshops, training courses and other initiatives aimed at all members of the University community.
- 8.2. Ensuring that University of Barcelona Language Services continues work on proposed models, standards and best practices regarding the non-sexist use of language.
- 8.3. Revising the names of University of Barcelona bodies and services and other entities affiliated with the University that still contain androcentric language, and the proposal of new names that take into account the principles of non-sexist language. This could be achieved within the framework of the Language Policy Committee, which has a working group to initiate amendments to inadequate or incorrect names, reporting on the corresponding language issues.
- 8.4. Ensuring that University of Barcelona computer applications use both technological and linguistic strategies to promote the use of non-sexist language.
- 8.5. Ensuring, above all, that the wording of regulations for the hiring and evaluation of staff at the University of Barcelona does not con-

tain elements of indirect discrimination, with regard both to teaching and research staff and to administrative and service staff.

- 8.6. Revising systematically institutional documents, including all forms, printed material, and so on, to ensure that the language used is neutral, especially with regard to any material that is to be handed out to students, such as enrolment packs, brochures and pamphlets for future students.

9. Promotion of external relations

The Plan incorporates actions designed to develop a network of cooperation with other specialized agencies, including:

- 9.1. Maintaining contact with the Catalan Institute for Women to establish future areas of collaboration, which could specifically involve training activities within the framework of a collaboration agreement. This would not have to affect the Institute's involvement in other specific activities.
- 9.2. Participating in networks of information exchange and the preparation of joint activities. Working with other Spanish and foreign universities should help optimize resources and broaden initiatives and activities in this area.
- 9.3. Working with the Commission for Women and Science through the Gender Equality Unit, proposing the Unit as the ideal body for communication with those responsible for the equality issue at other universities.

Meetings with gender policy experts aimed at eradicating inequality at the University of Barcelona will be achieved through:

- 9.4. Organizing periodic meetings with leading national and international professionals from both academic and professional areas of gender equality.

Strong involvement in important joint activities of development and the results of these will be shown by:

- 9.5. Developing specific actions related to training for women, to be carried out based on proposals prepared and implemented by the Office of the Vice-Rector for International Policy.

Regarding the distribution of work and research projects on gender issues, the University of Barcelona should consider:

- 9.6. Creating a line of publications on issues of gender equality, so that the University can offer resources, studies, materials and practical proposals to the university community as well as to other universities and society in general.

10. Establishment of policies for the prevention and eradication of gender violence

In line with the University of Barcelona's commitment to promoting material aimed at preventing and detecting situations of discrimination and gender violence, the following measures are proposed:

- 10.1. Creating material, with support from research groups and other bodies, that helps identify and prevent the most common situations of gender violence in the university community.
- 10.2. Developing protocols for action in case of gender violence or sexual harassment occurring.

Both the Gender Equality Unit and OSSMA should be involved in the development of this protocol, which should outline the steps to be followed according to the specific circumstances of any case. The following measures are advised:

- 10.3. Raising awareness of the measures and resources that the University of Barcelona offers the university community (including students, administrative and services staff and teaching and research staff), particularly with materials that are aimed at promoting the early detection and prevention of discrimination and gender violence.
- 10.4. Developing activities in training specifically aimed at students and new teaching staff. To boost the implementation of this initiative, external grants will be sought, particularly from the public administrations.
- 10.5. Celebrating International Day for the Elimination of Violence against Women.
- 10.6. Organizing awareness campaigns on sexual harassment and gender violence in general.

- 10.7. Coordinating with the University of Barcelona services designed to respond and help, when necessary, in situations of potential gender violence or sexual harassment. In addition to recording complaints and resolving disputes relating to gender violence, these bodies also offer information, support and advice.

III. MONITORING AND SUPERVISION OF THE EQUAL OPPORTUNITIES PLAN FOR THE THREE-YEAR PERIOD 2011-2013

The Gender Equality Unit, in collaboration with the equality committees, is responsible for monitoring and supervising all the actions proposed and implemented during the three-year period 2011-2013 as part of the Equal Opportunities Plan.

This will involve preparing a report on the degree of achievement of planned objectives for this period, to be submitted to the Committee of Faculty Deans and School Directors. This report should include a comprehensive review and evaluation of agreements made under the Plan, so that they may be proposed again or modified for the following period.

At the end of the period, the Unit will present a report to the University of Barcelona Governing Council for final approval.

APPENDIX

LEGISLATION

The preparation of the University of Barcelona Equality Plan is part of University policy and complies with national and regional regulations. The laws and articles that guide the actions described by the Plan are as follows:

University of Barcelona Statutes

Article 4

For the correct development of its activities the University of Barcelona endorses the principles of liberty, democracy, justice, equality and solidarity, and all members of the university community are obliged to demonstrate these principles at all times. Accordingly, this ensures:

- a) academic freedom in research and study, as well as freedom of expression, association and interaction between members of the university community;
- b) equal opportunities between women and men of the University, who will not be subject to any kind of discrimination;
- c) the right of all members of the university community to participate in the task of achieving the University's common objectives;
- d) the right of every member of the university community to fair assessment;
- e) that teaching, research and management at the University is oriented towards a culture of peace, social progress and humanity based on human rights and respect for the environment and sustainable development, and the rejection of all forms of violence.

The Spanish Constitution

Article 14 of the Spanish Constitution proclaims the right to equality and non-discrimination based on sex. Furthermore, Article 9.2 establishes the obligation of public authorities to promote conditions so that the liberty and equality of individuals and groups to which they belong are real and effective.

Organic Law 3/2007 of March 22 for effective equality between women and men

Article 46 states that: «Equality Plans in companies are an ordered set of measures that are adopted after analysing the situation. The aim of such

plans is to ensure that women and men are treated equally and have equal opportunities and to eliminate sex discrimination».

Statute of Autonomy of Catalonia, 2006

Article 19. The rights of women

1. All women have the right to freely develop their personality and personal abilities, and to live with dignity, confidence and autonomy, free from exploitation, ill treatment and all types of discrimination.
2. Women have the right to participate equally with men in all public and private spheres.

Article 41. The gender perspective

1. The public authorities shall guarantee adherence to the principle of equal opportunities for women and men in access to work, learning and training, professional promotion, working conditions, including salary, and in all other circumstances, and shall also guarantee that women will not be discriminated against as a consequence of pregnancy or motherhood.
2. The public authorities shall guarantee integration of the gender perspective and that of women into all public policies so as to ensure real and effective equality and parity between women and men.
3. Public policies shall guarantee that all forms of violence against women and actions of a sexist and discriminatory nature shall be dealt with as a whole; they shall encourage the recognition of the role of women in the cultural, historic, social and economic fields, and shall promote the participation of women's groups and associations in drafting and evaluating these policies.
4. The public authorities shall recognize and take into account the economic value of domestic care and attention in establishing economic and social policies.
5. The public authorities, in the sphere of their powers, and in the cases established by law, shall ensure that women's free choice is the determining factor in all matters that may affect women's dignity, integrity and physical and mental welfare, most particularly in matters affecting their own bodies and their reproductive and sexual health.

Other laws that affect equality plans include:

- Organic law 1/2004 of December 28 on measures for comprehensive protection against gender violence.

- Organic law 29/2006 of December 14 on the promotion of personal autonomy and care for dependents.
- Organic law 4/2007 of April 13, modifying Organic Law 6/2001 of December 21, for universities.
- Law 7/2007 of April 12, the Basic Statute of Public Employees.

References

Guia per al disseny i la implantació d'un pla d'igualtat d'oportunitats a les universitats. Barcelona: Catalan Institute for Women (ICD), 2006.

Pla de polítiques de dones del govern de la Generalitat de Catalunya 2008-2011. Barcelona: Catalan Institute for Women (ICD), 2008.

TABLES

STUDENT BODY

EHEA BACHELOR'S DEGREE						
Faculty or school	New enrolments	% Women	Total	% Women	Full-time equivalents	% Women
Biology	799	66	-	65.6	-	65.4
Biochemistry	134	65.7	134	65.7	129	66.8
Biology	182	69.8	387	68.7	353	68.7
Biomedical Sciences	263	74.1	263	74.1	245	73.4
Biotechnology	130	53.8	130	53.8	128	53.8
Environmental Sciences	90	52.2	176	54.5	171	54.6
Chemistry	322	52.5	595	54.3	517	56.9
Chemical Engineering	71	47.9	87	47.1	76.9	49.7
Chemistry	251	53.8	508	55.5	440	54.7
Dentistry	118	74.6	120	73.3	114	75.1
Dentistry	118	74.6	120	73.3	114	75.1
Economics & Business	45	51.1	53	47.2	47.4	49.2
Statistics	45	51.1	53	47.2	47.4	49.2
Education	668	86.1	686	85.9	633	86.2
Education	231	87	236	87.3	222	88.1
Social Education	186	85.5	189	85.2	173	85.9
Social Work	251	85.7	261	85.1	238	84.5

Faculty or school	New enrolments	% Women	Total	% Women	Full-time equivalents	% Women
Geography & History	817	53.1	928	55.3	785	54.1
Art History	241	80.5	312	80.4	260	81.1
Geography	77	26	85	25.9	73.2	24.7
History	348	33.6	379	35.9	328	34.4
Social & Cultural Anthropology	151	68.2	152	68.4	123	67.2
Geology	71	47.9	85	47.1	73.8	46.8
Geology	71	47.9	85	47.1	73.8	46.8
Law	-	64.3	-	64	-	63.7
Criminology	128	68	128	68	118	68.6
Labour Relations	368	68.5	384	68.8	342	68.6
Law	563	64.7	904	63.7	871	63.9
Political & Administrative Sciences	109	43.1	111	43.2	104	42.6
Public Management & Administration	115	65.2	193	64.8	157	62.2
Library & Information Science	117	69.2	168	72.6	131	37
Information & Documentation	117	69.2	168	72.6	130.8	37
Mathematics	173	22	212	22.6	191	22.1
Computer Engineering	70	7.1	98	9.2	90.2	8.8
Computer Engineering + Mathematics	22	13.6	22	13.6	*	*
Mathematics	81	37	92	39.1	100	34.1

Faculty or school	New enrolments	% Women	Total	% Women	Full-time equivalents	% Women
Medicine	311	71.1	319	70.8	305	71.6
Basic Medical Sciences	52	71.2	52	71.2	48.5	71.1
Medicine	259	71	267	70.8	256	71.6
Nursing	453	80.8	454	80.8	440	80.7
Nursing	375	84	375	84	370	83.9
Podiatry	78	65.4	79	65.8	70.4	63.9
Pharmacy	345	71.3	857	74.9	790	74.5
Pharmacy	345	71	857	74.9	790	74.5
Philology	750	73.3	-	74.1	-	74.2
Arabic & Hebrew Studies	25	64	50	64	38.1	64.8
Catalan	75	72	145	77.2	129	77
Classics	47	72.3	75	62.7	63.7	63.6
English Studies	168	75	356	77.5	315	77.2
Linguistics	49	63.3	51	62.7	41	58.8
Literary Theory & Comparative Literature	119	63	124	62.9	101	62
Modern Language & Literature	123	83.7	157	83.4	128	85.2
Romance Languages	11	63.6	17	58.8	12.1	52.9
Spanish	133	78.2	237	75.9	211	76.1
Physics	228	22.8	271	22.9	237	22.8
Electronic Engineering & Telecommunication	45	13.3	45	13.3	32.5	16.3

Faculty or school	New enrolments	% Women	Total	% Women	Full-time equivalents	% Women
Physics	183	25.1	226	24.8	205	23.9
Physics/ Mathematics	23	4.3	23	4.3	–	–
Mathematics + Physics	23	4.3	23	4.3	*	*
Psychology	521	79.3	–	80.5	–	80.4
Psychology	521	79.3	–	80.5	–	80.4
Teacher Training	825	84.1	850	83.9	797	84.1
Early Childhood Education	246	96.7	246	96.7	233	97
Primary Education	579	78.8	604	78.6	564	78.7
Total UB	–	67.8	–	68.5	–	68.7

* Refer to data for respective subjects.

DIPLOMAS & OLD PLAN DEGREES

Faculty or school	New enrolments	% W.¹	Total	% W.	Full-time equivalents	% W.	G.²	% W.
Biology	60	58.3	1304	65	890.7	65.5	338	71
Biochemistry	43	58.1	124	69.4	74.3	68.4	36	77.8
Biology	11	54.5	951	65.9	6688.5	67.6	228	68.9
Environmental Sciences	6	66.7	229	59	127.9	52.3	74	74.3
Chemistry	49	63.6	1001	52.3	586.3	55.7	237	54.9
Chemical Engineering	9	55.6	287	39.4	176.7	36.5	39	53.8
Chemistry	2	100	648	63.4	409.6	64	175	62.3
Materials Engineering	38	-	66	47.3	-	-	23	-
Economics & Business	2331	43.2	10816	46.6	7712.3	46	1379	55.3
Actuarial Science & Finance	36	41.7	112	35.7	71.7	39.1	29	31
Business Administration & Management	726	44.8	3645	49.8	2758.9	49.7	441	58.5
Business Studies	885	43.4	3924	47.4	2465.2	46.4	554	56.7
Business Studies (OP)*	-	-	-	-	-	-	1	0
Economics	417	31.7	2086	35.5	1685.9	35.3	181	45.9
Economics & Business Science (OP)	-	-	-	-	-	-	3	100
International Business (UB-S)* *	1	0	22	77.3	3.7	83.8	17	88.2
Market Research Techniques	69	60.9	172	59.3	105.7	61.3	47	55.3

Faculty or school	New enrolments	% W. ¹	Total	% W.	Full-time equivalents	% W.	G. ²	% W.
Real Estate & Construction Studies (UB-S)	13	46.2	69	27.5	37.5	24.8	17	17.6
Sociology	161	55.3	628	58	490	57.3	54	59.3
Statistics	–	–	91	44	60.2	45.2	19	47.4
Taxes & Accounting (UB-S)	23	60.9	67	65.7	33.5	67.2	16	68.8
Dentistry	4	50	533	75	458.3	76.5	113	72.6
Dentistry	4	50	533	75	458.3	76.5	113	72.6
Education	126	91.3	2181	86.7	1772	87.2	658	88
Education	18	77.8	830	87.5	804.9	87.7	175	90.9
Professional Training (UB-S)	–	–	12	83.3	2.8	78.6	5	100
Psychology & Education	101	93.1	261	90.8	207.7	92.5	81	91.4
Social Education	–	–	444	83.1	313.6	83	166	85.5
Social Education (UB-S)	–	–	3	100	0.6	100	1	100
Social Work	7	100	631	86.7	442.4	86.6	230	86.1
Fine Arts	403	68.5	1920	69.4	1437.4	69.1	251	71.3
Fine Arts	403	68.5	1920	69.4	1437.40	69.1	251	71.3
Geography & History	21	71.4	2578	57.6	1792.3	55.5	451	60.1
Art History	7	85.7	715	82.8	476	83.7	105	84.8
Geography	2	50	267	32.2	210	34	40	40
Geography & History (OP)	–	–	–	–	–	–	2	100
History	6	66.7	1254	44.3	961.5	43.5	201	42.8

Faculty or school	New enrolments	% W. ¹	Total	% W.	Full-time equivalents	% W.	G. ²	% W.
Social & Cultural Anthropology	6	66.7	342	73.1	144.8	73.2	103	75.7
Geology	39	-	430	24.7	173	42.3	73	23.3
Geological Engineering	39	-	183	35.4	-	-	34	-
Geology	-	-	247	42.9	173	42.3	39	43.6
Law	420	55.2	5427	59.1	4559.1	58.8	1064	61.3
Criminology	198	59.1	397	56.4	278.2	55.1	40	82.5
Criminology & Criminal Policy (UB-S)	-	-	412	55.1	343	53.3	150	54.7
Labour Relations	14	57.1	945	66.1	641.1	67.6	226	67.3
Labour Sciences	-	-	90	70	42.6	67.4	70	70
Law	56	57.1	2711	60.6	2510.5	61.1	431	61.7
Political & Administrative Sciences	25	36	313	41.9	293.7	38.6	43	37.2
Private Investigation (UB-S)	127	52	406	50.5	350.5	50.9	51	49
Public Management & Administration	-	-	153	56.9	99.5	53.9	53	54.7
Library & Information Science	1	100	418	72.7	247.9	72.9	135	74.1
Information Science	-	-	99	76.8	50	75	61	77
Library & Information Science	1	100	319	71.5	197.9	72.4	74	71.6

Faculty or school	New enrolments	% W. ¹	Total	% W.	Full-time equivalents	% W.	G. ²	% W.
Mathematics	11	27.3	531	28.1	383.6	31.1	70	34.3
Computer Systems Engineering	2	0	239	10	147.4	10	32	15.6
Mathematics	9	33.3	292	42.8	236.2	44.3	38	50
Medicine	1	0	1265	72.6	1203.9	73.1	242	74.4
Medicine	1	0	1265	72.6	1203.9	73.1	242	74.4
Nursing	11	72.7	1213	82.1	997.5	82.4	377	83.6
Nursing	10	70	1044	83.7	864.3	84.2	340	85
Podiatry	1	100	169	72.2	133.2	71.2	37	70.3
Pharmacy	177	80.8	1668	80.4	1310.2	80.2	386	81.9
Food Science & Technology	58	74.1	149	82.6	99.2	82.3	58	87.9
Human Nutrition & Dietetics	112	84.8	290	90	210.5	90.1	34	88.2
Pharmacy	7	71.4	1229	77.9	1000.5	77.9	294	79.9
Philology	10	70	1377	74.4	899.6	75	300	77.7
Arabic	–	–	57	71.9	38.2	76.2	12	83.3
Catalan	1	100	163	77.3	101.4	78.2	38	78.9
Classics	–	–	88	61.4	60.2	60.6	12	75
English	2	50	380	82.4	261.5	82.2	82	90.2
French	–	–	46	74.4	23	70.9	10	700
German	–	–	56	78.6	35	81.7	13	69.2
Hebrew	1	100	22	68.2	13.2	73.5	3	66.7
Italian	–	–	26	76.9	14.7	78.9	5	60
Linguistics	–	–	33	57.6	12	52.5	9	55

Faculty or school	New enrolments	% W. ¹	Total	% W.	Full-time equivalents	% W.	G. ²	% W.
Literary Theory & Comparative Literature	2	50	107	64.5	57.6	61.5	29	62.1
Philology (OP)	–	–	–	–	–	–	2	100
Portuguese	–	–	6	66.7	3	76.7	–	–
Slavic Languages	–	–	33	69.7	25.5	73.7	10	80
Spanish	1	100	323	73.7	223.2	74.2	69	75.4
Romance Languages	2	50	40	65	31.1	65.6	6	66.7
Philosophy	243	47.7	1020	43.8	711.1	43.6	105	46.7
Philosophy	243	47.7	1020	43.8	711.1	43.6	105	46.7
Psychology	7	85.7	1504	80.9	1116.8	81.6	428	82.7
Psychology	7	85.7	1504	80.9	1116.80	81.6	428	82.7
Physics	18	16.7	697	24.7	535.8	25.2	98	24.5
Electronic Engineering	7	14.3	53	11.3	23.6	14	11	18.2
Physics	11	18.2	644	25.8	512.2	25.7	87	25.3
Teacher Training	129	79.1	2190	79.7	1840.1	80.2	805	81.6
Audiovisual Communication	68	66.2	147	63.3	111.5	65.1	46	–
Diploma in Foreign Language Teaching	1	100	333	84.1	277.4	84.2	108	–
Diploma in Musical Education	1	100	288	71.2	237.7	69.8	91	–
Diploma in Special Education	1	100	334	91.6	287.9	90.7	142	–

Faculty or school	New enrolments	% W. ¹	Total	% W.	Full-time equivalents	% W.	G. ²	% W.
Diploma in Teaching (Early Childhood Education)	19	100	364	97	323.3	97.1	130	–
Diploma in Teaching (Primary)	25	96	380	88.4	329	89.7	152	–
Teaching (Primary) (OP)	–	–	–	–	–	–	1	100
Diploma in Teaching Physical Education	14	78.6	344	50	273.3	48.4	135	–
Total	4061	51.2	38073	60.8	28628	61.7	7510	68.8

¹ WOMEN

² GRADUATES

* Course from the old national plan of studies

** UB-specific undergraduate course

UNIVERSITY MASTER'S DEGREES

Faculty or school	New enrolments	% Women	Total	% Women	G. ¹	% Women
Biology	389	64.8	506	64.6	280	68.6
Advanced Microbiology**	38	76.3	43	79.1	34	79.4
Aquaculture**	26	50	29	44.8	24	45.8
Biodiversity	55	56.4	67	52.2	23	65.2
Developmental Biology & Genetics	45	71.1	48	68.8	37	75.7
Environmental Management & Restoration	25	80	48	66.7	44	65.9
Essential & Applied Ecology**	20	55	25	56	19	63.2
Human Biology **	21	61.9	22	59.1	13	69.2
Immunology**	32	71.9	39	71.8	26	76.9
Integrative Physiology	21	38.1	21	38.1	15	46.7
Marine Sciences: Oceanography & Marine Environmental Management**	53	71.7	64	67.2	16	56.3
Neurosciences**	53	64.2	100	74	29	86.2
Chemistry	112	59.8	167	56.3	74	54.1
Advanced Chemistry	72	55.6	121	53.7	49	46.9
Environmental Engineering	28	67.9	34	61.8	25	68
European Joint Quality in Analytical Laboratories*	12	66.7	12	66.7	-	-
Dentistry	23	56.5	33	57.6	8	50
Research in Dental Science	23	56.5	33	57.6	8	50
Economics & Business	189	54	342	58.5	160	57.5
Creation & Management of New Technology-Based Firms	25	56	26	53.8	20	50

Faculty or school	New enrolments	% Women	Total	% Women	G. ¹	% Women
Cultural Management	37	67.6	93	72	33	66.7
Economic History**	21	38.1	24	37.5	14	42.9
Economics	18	33.3	32	37.5	11	54.5
Fisheries Economics & Management	–	–	14	35.7	11	45.5
Internationalization	23	65.2	52	73.1	18	77.8
Research in Business, Finance & Insurance	32	53.1	49	51	25	56
Sociological Research	14	64.3	33	66.7	10	80
Sport Business Management	19	42.1	19	42.1	18	38.9
Education	100	79	213	76.1	57	84.2
Citizenship & Values Education	20	80	46	73.9	13	84.6
Research in Teaching, Teacher Training and Educational Assessment	24	75	49	73.5	19	78.9
Social & Educational Intervention	39	84.6	79	82.3	19	94.7
Teaching & Learning in Digital Environments	17	70.6	39	69.2	6	66.7
Fine Arts	163	60.1	326	63.8	84	60.7
Artistic Creation: Realisms & Environments	34	58.8	47	61.7	12	50
Artistic Productions & Research	32	37.5	75	49.3	28	57.1
Conservation & Restoration Project Management: Collections & Heritage Ensembles	15	80	41	87.8	2	100
Typography: Disciplines & Uses	23	47.8	31	54.8	18	50

Faculty or school	New enrolments	% Women	Total	% Women	G. ¹	% Women
Urban Design: Art, City & Society	32	65.6	85	62.4	18	72.2
Visual Arts & Education: A Constructionist Approach*	27	81.5	47	76.6	6	83.3
Geography & History	313	69.6	695	70.4	176	66.5
Advanced Studies in History of Art	37	81.1	90	83.3	45	77.8
Anthropology & Ethnography	27	70.4	60	75	13	69.2
Archaeology	23	52.2	49	53.1	7	42.9
Cultural Management	42	69	104	76.9	43	79.1
History Studies	32	25	71	31	18	33.3
Latin American Studies**	22	81.8	36	75	22	81.8
Territorial Planning & Environmental Management	39	43.6	117	47	27	40.7
The History & Culture of Food**	14	85.7	19	84.2	-	-
Women, Gender & Citizenship**	77	94.8	149	96	1	100
Geology	59	47.5	68	44.1	57	47.4
Geology**	38	42.1	43	41.9	39	41
Geophysics**	21	57.1	24	50	18	61.5
Paleontology*	-		1	0	-	-
Law	127	63.8	192	62.5	56	62.5
Advanced Public Management	45	77.8	52	78.8	15	86.7
Company & Business Law	28	50	50	52	13	46.2
Criminology & Sociology of Criminal Law	31	64.5	51	64.7	18	61.1

Faculty or school	New enrolments	% Women	Total	% Women	G. ¹	% Women
Water: Interdisciplinary Analysis & Sustainable Management	23	52.2	39	51.3	10	50
Library & Information Science	31	67.7	68	67.6	13	61.5
Digital Content Management**	31	67.7	68	67.6	13	61.5
Mathematics	18	33.3	23	30.4	11	36.4
Advanced & Professional Mathematics	18	33.3	23	30.4	11	36.4
Medicine	294	64.6	402	64.2	229	65.9
Autoimmune Diseases	15	46.7	15	46.7	12	41.7
Biomedicine	68	75	77	72.7	56	69.6
Critical & Emergency Care**	76	61.8	131	64.1	54	66.7
Research in Clinical Science	104	65.4	106	65.1	95	67.4
Research in Liver Diseases	13	69.2	25	56	5	60
Respiratory Medicine**	18	44.4	48	58.3	7	57.1
Nursing	88	64.8	126	71.4	33	90.9
Leadership & Management in Nursing	58	82.8	96	84.4	33	90.9
Podiatric Surgery	30	30	30	30	–	–
Pharmacy	200	79	330	79.7	202	77.7
Drug Research, Development & Control	34	82.4	37	81.1	17	70.6
Food Safety**	–	–	45	77.8	39	79.5
Food Research, Development & Innovation	31	83.9	48	81.3	16	75
Molecular Biotechnology	76	68.4	90	67.8	68	69.1
Nutrition & Metabolism*	28	96.4	58	96.6	29	96.6

Faculty or school	New enrolments	% Women	Total	% Women	G. ¹	% Women
Pharmaceutical Care	26	84.6	47	83	33	81.8
Quality of Drugs, Cosmetics & Food	5	60	5	60	–	–
Philology	135	66.7	218	68.3	60	73.3
Applied Linguistics & Language Acquisition in Multilingual Contexts	30	66.7	38	65.8	13	76.9
Expert in Spanish as a Foreign Language in Professional Environments	27	77.8	49	77.6	5	60
Construction & Representation of Cultural Identity	20	70	45	71.1	17	70.6
Cultures & Languages of Antiquity	16	43.8	27	44.4	8	75
Lexis & Communication	9	88.9	11	90.9	3	100
Medieval Cultures	14	57.1	29	69	7	85.7
Spanish Language & Hispanic Literature	19	63.2	19	96.2	7	57.1
Philosophy	122	57.4	192	54.7	83	53
Analytical Philosophy**	7	28.6	7	28.6	2	0
Citizenship & Human Rights: Ethics & Politics**	59	64.4	74	60.8	28	57.1
Cognitive Science & Language**	26	73.1	43	69.8	26	69.2
Contemporary Thought	17	29.4	38	34.2	15	40
Philosophy & Classical Studies	13	46.2	25	52	9	44.4
Pure & Applied Logic**	–	–	5	40	3	0
Psychology	194	79.4	343	79.6	137	79.6
Clinical & Health Psychology	30	90	69	82.6	31	77.4
Educational Psychology**	57	87.7	94	87.2	39	87.2

Faculty or school	New enrolments	% Women	Total	% Women	G. ¹	% Women
Primatology	21	81	31	77.4	14	78.6
Psychogerontology**	13	76.9	24	87.5	11	100
Psychology of Work, Organizations and Human Resources	15	73.3	23	73.9	4	50
Psychology of Work, Organizations and Human Resources*	18	72.2	26	69.2	6	50
Psychosocial Intervention**	29	65.5	65	72.3	24	79.2
Research in Personality & Behaviour**	11	63.6	11	63.6	8	62.5
Physics	187	34.2	311	33.1	117	34.2
Astrophysics, Particle Physics & Cosmology	31	22.6	39	23.1	13	15.4
Biomedical Engineering**	68	39.7	128	39.8	35	42.9
Biophysics	15	40	23	42.5	19	47.4
Computational & Applied Physics*	–	–	3	0	1	0
Electronic Engineering	15	20	26	19.2	8	50
Meteorology	21	42.9	36	36.1	13	46.2
Nanoscience & Nanotechnology	33	33.3	47	27.7	24	12.5
Physical Engineering	4	25	9	22.2	4	25
Photonics*	–	–	–	–	–	–
Teacher Training	357	67.8	438	69.2	299	68.6
Interdisciplinary Education of the Arts	13	76.9	13	76.9	–	–
Motor Activity & Education	20	40	22	40.9	8	25
Research in Education in Sciences, Mathematics, Social Sciences and Heritage Studies	–	–	12	41.7	11	45.5

Faculty or school	New enrolments	% Women	Total	% Women	G. ¹	% Women
Research in Language & Literature Training	17	76.5	23	73.9	17	70.6
Teacher Training in Catalan for Adults **	-	-	10	70	6	83.3
Teacher Training in Obligatory Secondary and Upper Secondary School Education, Vocational Training & Languages	282	68.4	282	68.4	240	68.8
The Deaf Community, Education & Sign Language	-	-	14	92.9	3	100
The Training of Teachers of Spanish as a Foreign Language**	25	72	62	79	14	92.9
Total UB	3101	64.2	4993	65	2136	64.4

¹ GRADUATES

* Inter-university course

** Interuniversity course coordinated by the UB

Inter-university courses not coordinated by the UB for which enrolment data is not available

Advanced & Applied Studies in Catalan Language & Literature (Faculty of Philology)
 Artificial Intelligence (Faculty of Mathematics)
 Bioinformatics for Health Sciences (Faculty of Biology)
 Energy Engineering (Faculty of Physics)
 History of Science: Science, History & Society (Faculty of Philosophy)
 Lifelong Education (Faculty of Education)
 Occupational Safety & Health: Prevention of Occupational Hazards (Faculty of Psychology)
 Public Management (Faculty of Economics & Business)
 Soil & Water Management (Faculty of Pharmacy)
 Synchrotron Radiation & Particle Accelerators (Faculty of Physics)
 Statistics & Operational Research (Faculty of Economics & Business)
 The School Library & the Promotion of Reading (Faculty of Library & Information Science)
 Youth & Society (Faculty of Education)

DOCTORAL DEGREES & POSTGRADUATE STUDIES

Faculty or school	Doctorates				Postgraduate degrees			
	Non-EHEA	EHEA	Thesis tutorials	% W. ¹	Post-graduate degrees	Master's degrees	University extension courses	% W.
Biology	15	218	198	60.3	36	115	129	52.5
Chemistry	7	113	137	52.9	–	7	41	10.4
Dentistry	–	1	19	60	19	120	–	69.1
Education	–	59	87	67.8	85	121	–	80.6
Economics & Business	–	55	131	38.7	340	430	36	61
Fine Arts	38	97	55	63.7	69	59	–	75.8
Geography & History	11	136	236	57.7	16	150	17	69.4
Geology	–	44	35	48.1	21	51	54	63.5
Law	–	18	64	42.7	227	311	158	53.4
Library & Information Sciences	–	28	13	58.5	–	–	395	82.3
Mathematics	–	40	10	28	14	–	–	28.6
Medicine	–	250	119	65	139	571	42	69.9
Nursing	–	37	–	83.8	232	707	69	83.3
Pharmacy	4	465	78	67.1	45	110	–	71.6
Philology	21	89	91	64.7	90	30	76	69.9
Philosophy	–	63	85	38.5	7	8	–	86.7
Physics	–	149	44	29.5	–	–	–	–
Psychology	13	79	67	74.2	232	206	16	78.6

Faculty or school	Doctorates				Postgraduate degrees			
	Non-EHEA	EHEA	Thesis tutorials	% W. ¹	Post-graduate degrees	Master's degrees	University extension courses	% W.
Teacher Training	-	63	45	67.6	44	-	66	89.1
Institute of Education Sciences (ICE)	-	-	-	-	147	103	-	78
Institute for Lifelong Learning (IL3)	-	-	-	-	2571	2087	205	78.8
Total	109	2004	1514	58	4334	5186	1304	74.1

¹ WOMEN

Teaching & Research Staff (TRS)

	Total	Women	Men	% Women
Full university professors	542	110	432	20.3%
Full university school professors	37	20	17	54.1%
Tenured university lecturers	1446	611	835	42.3%
Acting university lecturers	3	–	3	0.0%
Tenured university school lecturers	270	157	113	58.1%
Acting university school lecturers	28	15	13	53.6%
Permanent professor (LOU PhD)	1	–	1	0.0%
Tenure-track 2 lecturers	194	83	111	42.8%
Tenure-track 1 lecturers	231	137	94	59.3%
Temporary lecturers	18	13	5	72.2%
Temporary lecturers (PhD qualification)	30	19	11	63.3%
Permanent temporary lecturers	23	17	6	73.9%
Permanent temporary lecturers (PhD qualification)	8	5	3	62.5%
Pre-tenured lecturers	114	65	49	57.0%
Pre-tenured lecturers (PhD qualification)	38	23	15	60.5%
Adjunct lecturers	1220	559	661	45.8%
Adjunct lecturers – 4th position / contracted	1	–	1	0.0%
Adjunct Lecturers (Phd) – Type 4	5	3	2	60.0%
Adjunct university lecturers	6	4	2	66.7%
Adjunct university lecturers – Type 4	1	1	–	100.0%
Adjunct lecturers - International	1	–	1	0.0%
Adjunct lecturers - Medical	463	205	258	44.3%
Substitute adjunct lecturer – Type 1	10	6	4	60.0%
Substitute adjunct lecturer – Type 2	1	–	1	0.0%

	Total	Women	Men	% Women
Visiting lecturers	6	6	–	100.0%
Emeritus professors	17	5	12	29.4%
Emeritus professors – early retirement program	154	57	97	37.0%
Government lecturers on secondment	1	–	1	0.0%
Government lecturers on secondment to the ICE	6	5	1	83.3%
PhD researchers - Beatriu de Pinós program	12	6	6	50.0%
PhD researchers - Juan de la Cierva program	36	19	17	52.8%
PhD researchers - Ramon i Cajal program	29	9	20	31.0%
Specializing postdoctoral researchers	7	4	3	57.1%
Funded postdoctoral researchers	36	13	23	36.1%
Total UB	4995	2177	2818	43.6%

Administrative & Services Staff (AdSS)

At 1 January 2010

Position or category	Total	Women	Men	% Women
General Manager	1	–	1	0.0%
Consultant/coordinator/delegate	3	3	–	100.0%
Head of bureau	4	1	3	25.0%
Managing director	12	4	8	33.3%
Contingency staff: Group I	2	–	2	0.0%
Driver	1	–	1	0.0%
Civil servant: Group A	60	48	12	80.0%
Civil servant: Group B	153	130	23	85.0%
Civil servant: Group C	491	400	91	81.5%
Civil servant: Group D	105	85	20	81.0%
Civil servant: Group E	7	1	6	14.3%
Acting civil servant: Group A	1	1	–	100.0%
Acting civil servant: Group B	31	23	8	74.2%
Acting civil servant: Group D	206	185	21	89.8%
Acting civil servant: Group E	1	–	1	0.0%
University-contracted staff: Group I	179	89	90	49.7%
University-contracted staff: Group II	163	63	100	38.7%
University-contracted staff: Group III	253	115	138	45.5%
University-contracted staff: Group IV	187	115	72	61.5%
Part-time university-contracted staff: Group I	118	66	52	55.9%
Part-time university-contracted staff: Group II	79	42	37	53.2%
Part-time university-contracted staff: Group III	236	127	109	53.8%
Part-time university-contracted staff: Group IV	55	37	18	67.3%
Total UB	2348	1535	813	65.4%

Position or category	Total	Women	Men	% Women
Total UB	2348	1535	813	65.4%
Civil servants	1055	873	182	82.7%
University-contracted staff	1270	654	616	51.5%
Non-permanent staff	23	8	15	34.8%
	2348	1535	813	65.37%
		65.37%	34.63%	

GRAPH FOR 2010



