



**AREAS AND ACTIONS
THE III EQUALITY PLAN
UNIVERSITY OF
BARCELONA**



THE III EQUALITY PLAN: AREAS AND ACTIONS

1. STRUCTURE AND GENERAL PRINCIPLES

The III Equality Plan is structured in seven core areas:

1. Promotion of equality and diversity
 - a. Social and institutional transformation
 - b. Visibility and awareness of gender equality
 - c. Non-sexist, non-androcentric communication and external relations
 - d. Involvement of all members of the university community
2. Participation and balanced representation in the university community and in organization and management
3. Equality in the workplace and in academic life
 - 3.1. Equality in the workplace
 - a. Access, promotion and training
 - b. Organization of work and working conditions
 - c. Organization of time, shared responsibility and work-life balance
 - d. Under-representation of women
 - e. Occupational health
 - 3.2. Equality in academic life
4. The gender perspective in teaching
5. The gender perspective in research, knowledge transfer, innovation and entrepreneurship
6. Policy to prevent and eradicate gender-based violence and sexist attitudes
7. Diversities and intersectionality with gender

This ensures a simpler structure than in the previous Plan, establishing coherent groupings of objectives and actions for the specific theme of each area. In addition, a new area has been created to cover equality in intersectional situations and with regard to other diversities.

The new structure of the Plan, including the core objectives and lines of action, can be represented as follows:

Area 1. Promotion of equality and diversity

- Social and institutional transformation (new area)



- Visibility and awareness of gender equality (previously covered by Area 1)
- Non-sexist, non-androcentric communication and external relations (previously covered by Areas 8 and 9)
- Involvement of all members of the university community (previously covered by Area 4)

Area 2. Participation and balanced representation in the university community and in organization and management (previously covered by Area 3)

- Cross-cutting actions
- Teaching
- Research
- Equality Unit (UI)
- Students
- Other

Area 3. Equality in the workplace and in academic life

3.1. Equality in the workplace (new sub-area)

- Access, promotion and training
- Organization of work and working conditions
- Organization of time, shared responsibility and work-life balance
- Under-representation of women (previously covered by Area 2)
- Occupational health

3.2. Equality in academic life (new sub-area)

- Shared responsibility and work-life balance
- Conflicts
- Special situations
- LGTBIQ

Area 4. The gender perspective in teaching

- Cross-disciplinary actions (previously covered by Area 5)
- Teaching planning
 - Creation of teams
 - Guides
- Teaching and research (balanced presence)
 - Bachelor's degree final project (TFG)



- Master's degree final project (TFM)
- Doctoral studies and thesis
- Administrative and Service Staff (PDA)
- Extraordinary learning activities and UB-specific programmes/lifelong learning
- Awards
- External relations

Area 5. The gender perspective in research and knowledge transfer and in innovation and entrepreneurship (previously covered by Areas 6 and 7)

- To promote the work of female researchers and their involvement in research groups, and to ensure public awareness of their contributions to science, technology and knowledge transfer.
- To ensure the effective equality of women and men in the context of research careers
- To promote equal representation of women and men in the University's governing bodies and at all levels of decision-making
- To ensure that evaluations of research staff and their work and transfer activities, carried out by the pertinent bodies, take into account the gender perspective and are safeguarded against direct or indirect discrimination of any sort on the grounds of sex or gender
- To seek to integrate the gender perspective and women's concerns into the framework of research projects and knowledge transfer activities
- To establish incentives to promote research related to women's issues, gender and sexual diversity and the intersectionality between them

Area 6. Policy to prevent and eradicate gender-based violence and sexist attitudes (previously covered by Area 10)

- Protocol against sexual harassment and actions for improvement
- Training in gender-based violence
- Support for victims of gender-based violence (in all its forms: forced marriage, domestic violence, etc.)
- Tutorial action plan
- Awareness
- Protocol against other forms of gender-based harassment
- Statistics

Area 7. Diversities and intersectionality with gender (new area)

- LGTBIQ



- Intersectional situations
 - Functional diversity
 - Religious diversity
 - Other diversities

The Plan can be summarized as follows:

AREA 1. Promotion of equality

- **Social and institutional transformation**
- **Visibility and awareness of gender equality**
- **Non-sexist, non-androcentric communication and external relations**
- **Involvement of all members of the university community**

AREA 2. Participation and balanced representation in the university community and in organization and management

- **Cross-disciplinary actions**
- **Teaching**
- **Research**
- **Equality Unit**
- **Students**
- **Other**

- Management bodies
- Representative bodies
- Research institutes
- Staff representation
- Student representation

The overarching criterion for each line of action has been to ensure a balance between or balanced representation of women and men, while in some cases the nature of the action was such that parity could be used as a guiding criterion for the promotion of cultural change.

This applies both to the University's governance structure and to decision-making in all areas of teaching, research, student life and participation across the university community (in terms of representation, candidacies for election to representative bodies, etc.).



AREA 3. Equality in the workplace and in academic life

3.1. Equality in the workplace

- Access, promotion and training
- Organization of work and working conditions
- Organization of time, shared responsibility and work-life balance
- Under-representation of women
- Occupational health

3.2. Equality in academic life

- Shared responsibility and work-life balance
- Conflicts
- Special situations
- LGTBI

This is a new area in the framework of university equality plans that seeks to provide an overview of the conditions in which the activities carried out by all UB staff (administrative and service staff and teaching and research staff) take place; it is a core focus of all university equality plans and the cornerstone of any equality plan legally configured as the instrumental basis for actions to achieve equality between women and men in the framework of paid employment.

The aim is to give specific visibility to conditions and aspects that may otherwise be addressed within the scope of other areas and may not receive sufficient attention on their own merits, particularly within the legal framework in effect as of March 2019.

A child-friendly university advocating shared responsibility

A university for diversity

LGTBIQ+

A university against violence between equals and in favour of mediation



AREA 4. Gender perspective in teaching

- **Cross-disciplinary actions**
- **Teaching planning**
 - **Creation of teams**
 - **Guides**
- **Teaching and research**
 - **BACHELOR'S DEGREE FINAL PROJECT (TFG)**
 - **MASTER'S DEGREE FINAL PROJECT (TFM)**
 - **Doctoral studies and thesis**
 - **ADMINISTRATIVE AND SERVICE STAFF (PDA)**
 - **Extraordinary learning activities and UB-specific programmes/lifelong learning**
- **Awards**
- **External relations**

Balanced
presence

The fourth area, which was originally projected in the II Equality Plan, has become a key part of recent university policy and informs the policies of all the Catalan universities, alongside the regulatory framework provided by the Catalan University Quality Assurance Agency (AQU Catalunya).

It places teaching at the centre of actions carried out across the Catalan university system, focusing on the importance of curricular content and didactic approaches and the role of teaching in educating future citizens. The diagnosis reveals that, despite significant progress since the introduction of the last Plan, many actions still need to be undertaken.

The action of the Vives University Network, to which the University of Barcelona contributes, has also helped to provide tools to guide work in this area, as reflected in the measures of the III Equality Plan, which seeks to consolidate the application of these tools and to complement them with other coordinated actions both at and outside the UB.

AREA 5. The gender perspective in research and knowledge transfer and in innovation and entrepreneurship

- **To promote the work of female researchers and their involvement in research groups, and to ensure public awareness of their contributions to science, technology and knowledge transfer**
- **To ensure the effective equality of women and men in the context of research careers**
- **To promote equal representation of women and men in the University's governing bodies and at all levels of decision-making**



- To ensure that evaluations of research staff and their work and transfer activities, carried out by the pertinent bodies, take into account the gender perspective and are safeguarded against direct or indirect discrimination of any sort on the grounds of sex or gender.
- To seek to integrate the gender perspective and women's concerns into the framework of research projects and knowledge transfer activities
- To establish incentives to promote research related to women's issues, gender and sexual diversity and the intersectionality between them

AREA 6. Policy to prevent and eradicate gender-based violence and sexist attitudes

- Protocol against sexual harassment and actions for improvement
- Training in gender-based violence
- Support for victims of gender-based violence (in all its forms: forced marriage, domestic violence, etc.)
- Tutorial action plan
- Awareness
- Protocol against other forms of gender-based harassment
- Statistics

AREA 7. Diversities and intersectionality with gender

- LGTBI
- Intersectional situations
 - Functional diversity
 - Religious diversity and other diversities

- Extension of the PAT for Special Education Needs
- Training and awareness
- Specific transgender health studies
- Non-binary options
- Support groups

This area focuses on other forms of diversity, related to or overlapping to varying degrees with gender, and provides a platform for the consideration of the realities and problems of LGBTI people; it is an expression of the UB's commitment to respecting diversity among members of its community and in teaching and transfer activities, crystallized in a series of actions requiring no expenditure that aim to instil a change of culture through structural adjustments and linguistic adaptations.

The disadvantage at which women find themselves, not only by virtue of their gender but when they are also affected by specific factors that make them



vulnerable to greater degrees of discrimination, creates a particularly acute situation referred to in legal terms as *multiple discrimination*, calling for reinforced regulatory protection within the wider policy framework on equal opportunities.

This area makes direct, independent provisions for situations that are not necessarily covered by the measures set out for other areas and that the UB deems worthy of specific consideration.

Within this line of action, the causes that overlap with gender and are expressly mentioned in Area 7 are considered in the framework of causes of reinforced legal protection stated in Article 24 of the Constitution, which contains the principle of equality and non-discrimination, and in the area of workplace relationships, pursuant to the application of European Union law. These include trade union activity, disability and ethnic origin.

The total body of actions can be represented graphically as follows:

AREAS	Objectives	Lines	Actions
1. Promotion of equality	16	5	91
2. Participation and balanced representation in the university community and in organization and management	11	6	50
3.1. Equality in the workplace	<i>under negotiation</i>	—	—
3.2. Equality in academic life	5	2	24
4. The gender perspective in teaching	8	5	51
5. The gender perspective in research and knowledge transfer and in innovation and entrepreneurship	6	—	37
6. Policy to prevent and eradicate gender-based violence and sexist attitudes	20	8	57



7. Diversities and intersectionality with gender	22	8	62
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The diagnosis made clear that certain actions must be prioritized, some of which are positive action measures, in order to achieve a balanced presence of women across all areas of activity at the University of Barcelona — teaching, research, knowledge transfer, innovation, quality and management — and an effective consideration of the gender perspective in institutional decision-making relating to staff and students and to the knowledge that the University transmits.

In response to the conclusions of the diagnosis, priority has been assigned to the measures and actions detailed in each of the seven areas of this Plan.

The objectives, actions and measures have been structured following specific guidelines and standards for the creation of equality plans, identifying the parameters needed for implementation and monitoring: objectives, target audience, coordinators, resource allocation, implementation schedule, monitoring indicators and evaluation.

The areas and lines or the guiding principles of each area can be summarized as follows:

AREA 1. PROMOTION OF EQUALITY AND DIVERSITY

The first area of the Equality Plan is the keystone of the University of Barcelona's policy on equality. It presents the core focus and guiding principles of the institutional commitment to equal opportunities and sets out a plan of action to give specific visibility to women and their contributions to knowledge and society, raising awareness among the university's community, staff and graduates of the importance of respect for equality and diversity, for equal opportunities between women and men, and for intersectional diversities of binary and non-binary identities that can lead to multiple discrimination. This zero-tolerance stance on sexism and gender-based violence dovetails with the commitment to non-sexist use of language, under which the university encourages the replacement of personalized nomenclature with more conceptual terminology that refers to the pertinent activity, body, procedure or responsibility. This is particularly relevant to Area 2 of the Plan.

This first area defines the structural parameters that are intended to guide the social and cultural transformation of the University of Barcelona and of its community. The gender perspective is therefore applied at the structural level, for example in the configuration of the



University's governing bodies and operating dynamics, addressing areas from funding¹(gender budgeting) to statistical reporting (to interpret the scale of the structural differences between women and men) and the coordination of governing and functional bodies to improve equality actions.

AREA 2. PARTICIPATION AND BALANCED REPRESENTATION IN THE UNIVERSITY COMMUNITY AND IN ORGANIZATION AND MANAGEMENT

The second area addresses the need to correct certain forms of sexism that persist in the names of professional positions and categories and in the gender balance of management and representation positions at the University of Barcelona. Diagnosis of this area has revealed the need for a change of institutional culture in line with the current of social change driven by equality legislation, seeking to achieve a balance in the representation of women and men in all areas of management and organization, including teaching and research management, governing bodies and single-person bodies. The objective is to ensure that women are equally represented and their management equally visible as that of their male counterparts across all areas and at all levels of university life.

The overarching criterion for each line of action has been to ensure a balance between or balanced representation of women and men, while in some cases the nature of the action was

¹ On this need and the tools for addressing it, see:

De Villota, Paloma; Jubeto, Yolanda; Ferrari, Ignacio (2009). *Estrategias para la integración de la perspectiva de género en los presupuestos públicos*, Instituto de la Mujer (Ministerio de Igualdad).

Jubeto, Yolanda; Larrañaga, Mertxe (2011). *Los presupuestos con enfoque de género en la UPV/EHU. Una primera aproximación*. [\\fitxers.da.ub.edu\GRUPSTREBALL\sl1.ubs\SLC\TREBALL\alt\arxiu\2022\projectes-multilingues\unitat-igualtat\ES\](https://www.ehu.es/documents/2007376/6552728/PEG-UPV-EHU-Primera-aproximacion.pdf), <<https://www.ehu.es/documents/2007376/6552728/PEG-UPV-EHU-Primera-aproximacion.pdf>>.

Jubeto, Yolanda; Larrañaga, Mertxe (2016). *Presupuestos con enfoque de género en la UPV/EHU. Análisis del Capítulo I (Año 2013)*. <<https://www.ehu.es/documents/2007376/6552728/PEGCapitulo-I-2013.pdf/af7c4469-b269-42c1-bd94-060903648b45>>.

Morales Caparrós, M. José; Esteban Pagola, Ana Isabel; Luna Jiménez, María José (2010). "Diferencias entre metodologías para la evaluación del impacto de género en los presupuestos: su aplicación en la universidad". En *Investigaciones multidisciplinares en género: II Congreso Universitario Nacional "Investigación y Género"*: Sevilla, 17-18 June 2010 (p. 733-754).

Rodríguez Modroño, Paula; Domínguez Serrano, Mónica (2020). *Análisis de los presupuestos desde la perspectiva de género Universidad Pablo de Olavide*. Vicerrectorado de Cultura y Compromiso Social, Oficina para la Igualdad, Universidad Pablo de Olavide (Sevilla).

Rothe, A. et al. (2008). *Gender budgeting as a management strategy for Gender Equality at universities: concluding project report*. Munich: Frauenakad.

Steinþórsdóttir, F.S.; Heijstra, T. M.; Einarsdóttir, Þ.; Margrét Pétrsdóttir G. (2016). *Gender Budgeting in Academia—Toolkit*. <<https://www.hi.is/sites/default/files/arnarg/genderbudgeting-in-academia-toolkit.pdf>>.

Steinþórsdóttir, F. S.; Einarsdóttir, Þ.; Heijstra, T. M.; Margrét Pétrsdóttir, G. (2016). Money Talks: Gender Budgeting in the University of Iceland. *Icelandic Review on Politics & Administration*, 12(1).

Universidad del País Vasco. *Presupuestos con enfoque de género en la UPV/EHU (2011-2016)*. <<https://www.ehu.es/es/web/berdintasuna-direccionparalaigualdad/aurrekontuakgenero-ikuspegiarekin>>.



such that parity could be used as a guiding criterion for the promotion of cultural change. This applies both to the University's governance structure and to decision-making in all areas of teaching, research, student life and participation across the university community (in terms of representation, candidacies for election to representative bodies, and so on).

Finally, non-sexist use of language requires changes to be made to the names of certain positions or the way in which they are referred to.

AREA 3. EQUALITY IN THE WORKPLACE AND IN ACADEMIC LIFE

The third area is a new area in the framework of university equality plans that seeks to provide an overview of the conditions in which the activities carried out by all UB staff (administrative and service staff and teaching and research staff) take place; this area is a core focus of all university equality plans and the cornerstone of any equality plan legally configured as the instrumental basis for actions to achieve equality between women and men in the framework of paid employment. It therefore seeks to give specific visibility to conditions and aspects that in other cases may be addressed within the scope of other areas and may not receive sufficient attention on their own merits. Since its focus is closely related to the area of labour relations, the lines of action are defined by the social agents present at the University of Barcelona: on the one hand, the union representatives of the University's staff, and on the other, the representatives of the University as an entity of the public administration, who form its highest governing authorities. The content of the actions concerns matters that impact negatively on the personal and professional projection of women, including shared responsibility and work-life balance (in normal conditions as well as during the pandemic and lockdown).

The scope of this area also encompasses the student community, given that some conditions are applicable to students to a certain degree, such as the right to establish a balance between their personal and family life and their academic commitments. This parallel in terms of balancing personal and academic responsibilities is an area that any socially responsible university committed to the achievement of the UN Sustainable Development Goals (SDGs) must take care to address.

AREA 4. THE GENDER PERSPECTIVE IN TEACHING

The fourth area, which was projected in the II Equality Plan, has become a key part of recent university policy and informs the policies of all the Catalan universities, alongside the regulatory framework provided by the Catalan University Quality Assurance Agency (AQU Catalunya).

It places teaching at the centre of actions carried out across the Catalan university system, focusing on the importance of curricular content and didactic approaches and the role of teaching in educating future citizens. The diagnosis reveals that, despite significant progress since the introduction of the last Plan, many actions still need to be undertaken.

The action of the Vives University Network, to which the University of Barcelona contributes, has also helped to provide tools to guide work in this area, as reflected in the measures of the



III Equality Plan, which seeks to consolidate the application of these tools and to complement them with other coordinated actions both at and outside the UB.

AREA 5. THE GENDER PERSPECTIVE IN RESEARCH, KNOWLEDGE TRANSFER, INNOVATION AND ENTREPRENEURSHIP

Research, knowledge transfer, innovation and entrepreneurship are hallmarks of the University of Barcelona's identity and secure its place among the leading institutions in international rankings.

As such, the following objectives must take priority:

- To promote the work of female researchers and their involvement in research groups, and to ensure public awareness of their contributions to science, technology and knowledge transfer.
- To ensure the effective equality of women and men in the context of research careers.
- To promote equal representation of women and men in the University's governing bodies and at all levels of decision-making.
- To ensure that evaluations of research staff and their work and transfer activities, carried out by the pertinent bodies, take into account the gender perspective and are safeguarded against direct or indirect discrimination of any sort on the grounds of sex or gender.
- To seek to integrate the gender perspective and women's concerns into the framework of research projects and knowledge transfer activities.
- To establish incentives to promote research related to women's issues, gender and sexual diversity and the intersectionality between them.

AREA 6. POLICY FOR THE PREVENTION AND ERADICATION OF GENDER-BASED VIOLENCE AND SEXIST ATTITUDES

This area, which is fundamental to the welfare of the university community as well as a crucial part of the UB's role as an agent for social change, was put into action before formal approval of the III Equality Plan, with the official announcement on 25 May 2019 of a revised and expanded protocol against sexual harassment.

The new Protocol for Prevention, Detection and Action against Sexual Harassment and Harassment and Harassment Based on Gender, Gender Identity or Sexual Orientation, and Other Sexist Behaviour was approved following a review of the original document and makes specific provisions to combat the creation of atmospheres which are hostile to women and people with other gender identities. At the time of approval of the III Equality Plan, the revised version has already been in force for one year. This year of experience has generated tools for improving the protocol, since the work carried out over the last 12 months has enabled the



University to test and validate the effectiveness of the procedure (or procedures) it regulates and to identify possible shortcomings or mechanisms for improvement.

During this period, work has been carried out alongside the implementation of the protocol to organise information campaigns and educational events that are also included in the Equality Plan, to consolidate their integration in the framework of regular actions at the University of Barcelona.

The first year of application of the protocol has also served to identify other needs and areas for improvement, which have been incorporated into this core area to complete the University's line of action in the field of gender-based violence and drive progress towards its eventual eradication. Clear evidence has been found of the need to address other situations in which women are not the direct targets of violence but which are clearly engendered by sexist culture; to allocate more resources and broaden the range of measures for victims, and to provide watertight guarantees of confidentiality to all parties involved in the cases reported.

AREA 7. DIVERSITY AND INTERSECTIONALITY WITH GENDER

This new area is intended to address specific situations in which, for whatever reason, women are vulnerable to a greater degree of inequality and discrimination and that warrant the application of positive actions to establish the necessary balance.

This area focuses on other forms of diversity, related to or overlapping to varying degrees with gender, and provides a platform for the consideration of the realities and problems of LGBTI people; it is an expression of the UB's commitment to respecting diversity among members of its community and in teaching and transfer activities, crystallized in a series of actions requiring no expenditure that aim to instil a change of culture through structural adjustments and linguistic adaptations. The disadvantage at which women find themselves not only by virtue of their gender but when they are also affected by specific factors that make them vulnerable to greater degrees of discrimination creates a particularly acute situation referred to in legal terms as *multiple discrimination*, which calls for reinforced regulatory protection.

This area makes direct, independent provisions for situations that are not necessarily covered by the measures set out for other areas and that the UB deems worthy of specific consideration. Within this line, the causes that overlap with gender and are expressly mentioned in Area 7 are considered in the framework of causes of reinforced legal protection stated in Article 24 of the Constitution, which contains the principle of equality and non-discrimination, and in the area of workplace relationships, pursuant to the application of European Union law. These include trade union activity, disability and ethnic origin.

It is also important to consider that in order for universities to meet their obligation to guarantee the inclusion of people with disabilities, laid down in the twenty-fourth additional provision of Organic Law 6/2001, of 21 December, on universities, amended by Organic Law 4/2007, of 12 April,² the University of Barcelona must also define positive action measures to

² Specifically, "1. Universities must act to safeguard equal opportunities for all students and members of their communities with any form of disability, to prohibit all forms of discrimination, and to establish positive action measures to enable and encourage people with disabilities to play a full and effective part in university life.



enable and encourage people with disabilities to play a full and effective part in university life. In particular, the legislation stipulates that "all curricula proposed by universities must allow for the fact that training in any professional activity must be carried out with respect for and to actively promote human rights and the principles of universal accessibility and design for all".

2. ACTIONS

The actions that crystallize the planning the University of Barcelona's equality policy as reflected in this III Equality Plan are divided across seven core areas encompassing different lines of action, each with a coordinating body or individual responsible for the design, application or implementation of the specific action, a specific budget allocation and a prioritized implementation schedule within the four-year period covered by the Plan.

The priority level determines the urgency with which each measure will be implemented; if the measure has already been carried out during the period encompassing the diagnosis and design of the Plan, the corresponding action will be assigned a priority level of 1, as it may already have been implemented.

Certain actions fall within the scope of different areas. Where this is the case, references or cross-references are made to the area(s) in question to easily identify the areas affected by proposed actions and prevent repetition.

There follows a full description of the lines of action and specific actions proposed for each of the seven areas of the Plan, identifying the coordinators responsible for the implementation of each action and establishing the progress indicators for monitoring and review over the period covered by the Plan, the provisional allocation of resources to each action, and the degree of priority:

2. Students and other members of the university community with disabilities may not be discriminated against either directly or indirectly on the grounds of their disability in the access to and completion of academic studies or in the full recognition of their qualifications, whether academic or of any other kind. 3. Universities must promote actions to ensure that all members of their communities who have special or specific needs associated with disabilities have access to means, support and resources that guarantee real and effective equality with other members of university communities. 4. All university buildings, facilities and premises, including online spaces, and all services, procedures and information must be accessible to everyone, such that no member of the university is prevented on the grounds of disability from exercising their right to access, remain in and move freely in university premises, communicate, to obtain information or to exercise any other comparable right in conditions of real and effective equality [...] 5. All curricula proposed by universities must allow for the fact that training in any professional activity must be carried out with respect for and to actively promote human rights and the principles of universal accessibility and design for all. 6. In accordance with the terms established in Article 30 of Law 13/1982, of 7 April, on the social integration of people with disabilities, and the implementing regulations, students with disabilities – as defined in Article 1.2 of Law 51/2003, of 2 December, on equal opportunities, non-discrimination and universal accessibility for people with disabilities – are fully exempted from the payment of public fees for studies leading to the award of an official university degree.



Sub-area: in some cases, such as Area 1, several broad objectives are defined within a single area, each of which requires its own line of planning and resources.

Line: indicates the major lines of planning required for the Area, each of which may be developed independently.

Actions: indicates what actions or separate activities can form part of the planning for each line of action in each Area. In each case, it is indicated whether the line of action requires a single or multiple actions and the corresponding description is given.

Description: indicates the precise description of the configuration of each proposed action.

Monitoring and indicators: indicates the parameters taken into account to monitor, control and review the application of the Plan, which illustrate the progress achieved in each line of action envisaged in the University's quality policy.

Body/bodies responsible: indicates the bodies, offices or individuals responsible for the implementation of each action set out in the Plan.

Resources: indicates whether specific funds must be allocated for the execution of each measure; if specific funds are not needed, no extraordinary resources are required, as indicated by "none".

Priority: indicates the order of preference or priority in which each action or measure will be implemented, from 1 (maximum priority, or already completed) to 3 (minimum priority), over the four years of execution of the Plan.

METHODOLOGICAL NOTE: In each case, when reference is made to a vice-rector's office, it should be inferred that responsibility for the design or application of a particular action falls to the vice-rector's office or body named in the text or to any body that assumes its functions in the future, since the focus is placed on the functions carried out and not on the specific nomenclature. For the sake of clarity and brevity, the specific functions of the current or future vice-rector's office or other competent body are not described. As such, the nomenclature reflects the terms in use at the time the Plan was approved.

AREA 1. PROMOTION OF EQUALITY AND DIVERSITY

AREA 1. PROMOTION OF EQUALITY AND DIVERSITY					
Line and proposed actions	Description	Indicators	Body/bodies responsible	Resources	Priority
Social and institutional transformation					
Commitment to the institution's cultural transformation	The UB accepts the transformative change entailed in mainstreaming gender policy throughout the institution, bodies, management, faculties/schools, spaces and language	UB Report EqU Report	Rector's Office	None	1
	The UB accepts that this transformative change calls for certain positive action measures and, thus, endorses the establishment of positive actions where gender balance is needed	UB Report EqU Report	Rector's Office	None	1
	Commitment to create a diversity unit and a specific diversity action plan	UB Report EqU Report	Rector's Office	None	1
Official statement in support of equality policies and against violence and harassment	Official statement of commitment to equality and diversity	UB Report Statement	Rector's Office	None	1
Integration of a gender perspective in all institutional policies: academic and professional careers of teaching and research staff; professional careers of administrative and service staff; student excellence	Official statement of zero tolerance for gender-based violence	UB Report Statement	Rector's Office	None	1
Commitment to adapt swiftly to and comply with the changes in the field of equality that the institution undertakes to make	Commitment by the Rector not to preside over, participate in or promote any institutional event where gender-balanced participation is not guaranteed	UB Report Statement	Rector's Office	None	1

Integration of a gender perspective in financial and budget policy ³	Assessment of the expected gender impact of any economic or budgetary action	Annual reports	General Manager's Office Rector's Office	None	2
	Study of the gender impact of economic measures and development of budgets to prevent biases and offset any possible negative impact				
	Review of the requirements to obtain grants or funding from the UB, in particular, review of the funding requirements for events and activities to ensure that they meet the gender parity criterion	UB Report	Rector's Office – Technical Bureau Technical Support office Equality Unit	None	1
	Funding of faculties, departments and other University units (e.g. research centres and institutes): establish an adjustment coefficient to link the budget to performance on the 'gender mainstreaming' objective	UB Report	Rector's office – Technical Bureau Technical Support office Equality Unit	None	2
Strengthen the UB's positioning in the university sphere	Positioning of the UB in terms of its commitment to gender and its gender training offering that includes a commitment to lead interuniversity projects: the UB must ensure that it is a benchmark university on gender issues in the Catalan context	UB's overall positioning in the field of equality	Rector's Office and Office of the Vice-Rector for Equality	Study whether it is necessary to promote any actions	2
Permanent funding for the statistical register (register of sex- and gender-disaggregated data)					

³ The final report of the Council of Europe's Group of Specialists on Gender Budgeting, published in 2005, defines *gender budgeting* as 'a gender-based assessment of budgets, incorporating a gender perspective at all levels of the budgetary process and restructuring revenues and expenditures in order to promote gender equality'.

Line	Proposed actions and description	Indicators	Body/bodies responsible	Resources	Priority
Sex/gender-disaggregation of all data recorded at the UB on a stable, institutional and annual basis	<p>Knowledge and disaggregated recording of all items that can be analysed in future diagnoses to enable identification of the gender impact</p> <p>Raise general awareness among the whole community</p>	Tools: system for recording disaggregated data – add item to each data-recording system	Each UB administrative unit, with the coordination and facilitation of the Technical Bureau at the Rector’s Office	None	1
	<p>Periodic and structural production of statistics. This measure should be communicated to all UB faculties/schools and units as a general action protocol to begin the academic year following its publication. The gender breakdown should be evidenced in both the collection and sorting of data and the production of relevant statistics to analyse the situation in terms of academic activities undertaken within and beyond the UB (such as participation in international courses, evaluation committees, national and international scientific committees, the organization of national and international meetings and conferences, and seminars)</p> <p>Periodic production of management work indicators broken down by gender and professional category</p>	Publication of the data and inclusion thereof in the corresponding reports	Technical Bureau	None	1
	Creation of a gender statistics area or service in the Rector’s Office to manage gender impact data	Report – Statistics service	Rector’s Office – Technical Bureau	As needed to fund the increase in work	1
Introduction of indicators for monitoring progress on the gender equality objective as a standard procedure in all units	Introduction of indicators for monitoring progress on the gender equality objective in relation to the entire university community, which entails designing and establishing indicators within each UB unit, department or service, in particular those related to governing bodies	Annual conference/workshop	Governing team Equality Unit	None	1

Increased visibility and awareness of gender equality						
Line	Actions	Description	Indicators	Responsible bodies	Resources	Priority
Awards and recognition for the integration of a gender perspective in teaching	Maintenance going forward of current awards related to the gender perspective in teaching and creation of new ones (see list in the Description column) In all cases, the university will promote the publication and dissemination of the award-winning works	Award for the best EHEA bachelor's degree final project, the best master's degree final project and the best doctoral thesis with a gender perspective	See Area 4: Teaching	Office of the Vice-Rector for Equality – EqU	Prize purse	1
		Award for teaching with a gender perspective	See Area 4: Teaching	Offices of the Vice-Rectors for Equality and for Teaching	Prize purse	2
		Award for research with a gender perspective	See Area 5: Research	Offices of the Vice-Rectors for Equality and for Research	Prize purse	2
		Awards for student gender initiatives	EqU Report – UB Report	Offices of the Vice-Rectors for Equality and for Students	Prize purse	3
	Creation of end-of-year awards for faculties/schools, departments or individuals who have excelled in achieving the objectives of the 3rd Plan	Indicators for all units, levels and areas, based on gender-disaggregated data Implementation of this method for determining the results to be given awards	Gender-disaggregated indicators	Offices of the Vice-Rectors for Equality and for Teaching	Prize purse, should there be one	3
Awards for the gender and		<i>Diversiae</i> award for diversity initiatives to promote participation and raise awareness among the university community	See Area 7: Diversity	Offices of the Vice-Rectors for Equality and for Students	Prize purse, where applicable	2

diversity perspective in areas other than teaching	Diversity award Literary award					
	Literary award to promote participation and raise awareness among the university community, which could be opened to society at large Award to libraries for promoting the dissemination of works by women, to increase the visibility of women-authored studies, research and publications	Number of participants	Office of the Vice-Rector for Arts, Culture and Heritage	Prize purse, should there be one	3	
Increased visibility of women at the UB	Promote the visibility of women as role models by naming spaces after women at each UB faculty/school	Campaign to name classrooms and spaces	Number of classrooms/spaces named EqU Report UB Report	Office of the Vice-Rector for Equality – EqU	None	1
	Promote the visibility of self-managed (assembly-based) feminist initiatives	Assemblea Feminista [Feminist Assembly] and other association-based options Provision of spaces, such as the website, to showcase and publicize activities or campaigns Feminist associations: recognition and visibility	Website space	Equality Unit	None	1
Increased visibility of UB women	Spotlight the work of UB women as role models for current students	Publication: <i>Les primeres dones UB</i> [The first UB women] Promote the publication of new improved and expanded editions of the earlier work	Digital publication	Publicacions UB – Equality Unit	Cost of the publication	2

		'Diccionari biogràfic de dones' [Biographical Dictionary of Women] project				
Promotion of conferences, activities and publications about gender	Creation of a line of publications on gender equality issues or the history of women's influence in science and society Publication of the content of the lecture series in Debats UB-Feminisme(s) [UB Debates-Feminism(s)]	Creation of a line of publications on gender equality issues Creation of a line of publications on the history of women's influence in science and society, so that the UB can offer resources, studies, materials and practical proposals to the university community, other universities and society at large Publication of the content of the lecture series in Debats UB-Feminisme(s)	Number of publications, dissemination and impact	Office of the Vice-Rector for Equality – Publicacions UB	Cost of the publications	2
	Organization and continuance of the lecture series on feminisms: Debats UB-Feminisme(s)	Lecture series on feminisms Lecture series on women in history Lecture series on diversity and LGBTQI+	Number of speakers and attendees Coverage in the media and UB community	Office of the Vice-Rector for Equality	Cost of the lecture series	1
	Organization of film series featuring films made by or about women	Series of films by women filmmakers (film forum) Series of films about women (film forum)	Number of activities, series	Office of the Vice-Rector for Equality	Assess cost	3
	Organization of activities to disseminate works by women	In order to promote the dissemination of works by women, to increase the visibility of women-authored studies, research and publications	Number of activities, series	Office of the Vice-Rector for Equality	Assess cost	3
Enhanced coordination of equality units and services						

Line	Actions	Description	Indicators	Body/bodies responsible	Resources
Enhanced coordination of services and units involved in equality issues	Establish a system for coordination and coordinated work between the various units and services involved in the implementation of each area: the Safety, Health and Environment Office (OSSMA), the Support and Mediation Office, the Student Support Service (SAE), etc. If necessary, this coordination may be set out in a protocol	UB and EqU reports (and those of the respective services and units)	Equality Unit, OSSMA, Support and Mediation Office, SAE, etc.	None	1
Improved management structure: Equality Unit and equality committees	Strengthen the management structure and service provided by the Equality Unit	Planned recognition system and comparison: increased visibility in the annual reports	Rector's Office	Budget item	1
	Put the Equality Unit's management duties on a level with those of other academic management units				
	Enhance and expand the Equality Unit's current insufficient staffing so that it can absorb all the demand generated by the UB community	Number of people assigned to the EqU and mode of employment (full- or part-time)	Equality Unit	Budget item	
	Study the possibility of rethinking the organization of the areas of the current Office of the Vice-Rector for Equality and Social Action to ensure that equality and equality policies are given sufficient and independent importance in relation to other duties and policies	Vice-rectors' offices Division of duties and positions	Rector's Office and Office of the Vice-Rector for Equality	Cost study	
			Call for election candidates		
Study the possibility of creating a Diversity Unit					
Maintain and promote a dedicated space for the Equality Unit on the UB website that is easy to access and reports on gender issues, resources and related information (including, among other things, enhancing the website's accessibility and ensuring an up-to-date content feed)	Website space	Technical Bureau – UB Communication	None	1	

	Provide the equality units and services with proper and adequate spaces, in particular, the Equality Unit and faculty/school committees	EqU Report	Rector's Office	None	1
Increased visibility of the work done by the Equality Unit	Increase the internal and external visibility of the tasks, activities and procedures carried out by the Equality Unit	UB Report EqU Report Annual reports separate from the UB report	Office of the Vice-Rector for Equality	None	1
Strengthening of the Office of the Vice-Rector for Equality	Ensure that the duties of the Office of the Vice-Rector for Equality and Social Action are given the necessary importance and mainstreaming	Number of activities and campaigns, EqU Report	Equality Unit	None	1
Strengthening of the link between gender policy and the various governing committees	Effective application of the mainstreaming principle as a working strategy in relation to public policies, programmes and practices carried out by the University Presence and participation of the Vice-Rector for Equality and Social Action (or whoever might replace her) in the various governing committees Presence of the EqU on the committees that deal with gender issues	Inclusion of the commitment in the regulations Report Number of committees where presence and participation are counted	Rector's Office Governing committees	None	1
Annual presentation of the report on activities to the University Senate	Assess the Equality Unit's budget needs Report on the UB Equality Unit's budget compared to those of similar units at other universities	Report	Equality Unit	Budget item	1

Budget allocated to the Equality Unit	<p>The budget allocated to the Equality Unit must be designed to:</p> <ul style="list-style-type: none"> • Ensure that it is sufficient to cover all the actions and activities with which the Unit is tasked • Assess the Unit's budget needs to ensure that it receives the necessary funding allocation to perform its duties <p>Publish the Equality Unit's budget</p>	Budget-amount	Rector's Office	Regular budget	1
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Mainstreaming of gender-equality training throughout the UB					
Gender perspective training for governing teams	Ensure that all governing teams have the necessary knowledge of the respective areas to make the commitment effective	Number of training sessions and total attendees	IDP-ICE	Cost of the training	1
Training of governing teams on gender-based violence	Ensure that training is mandatory for anyone with academic or management responsibilities	Number of training sessions and total attendees	IDP-ICE	Cost of the training	1
Gender perspective training for all UB staff	<p>Ensure that all UB staff receive training: training requirement applicable to all staff in the recruitment process, in keeping with the measures designed by LERU (training as strong as that provided in the field of occupational health and safety)⁴</p> <p>The training may include online and guided courses</p>	<p>Incorporation of the obligation in the induction or an alternative plan</p> <p>Number of training sessions and total attendees</p> <p>EqU Report</p>	<p>IDP-ICE</p> <p>Authoring of the training materials</p>	Cost of the training or publication of the materials	1

⁴ The example is Trinity College Dublin, which, since its pilot project for the 2017-2018 academic year, has provided this training through its Living Equality and Diversity (LEAD) online training programme (see <https://www.tcd.ie/equality/training>). This online training is available at: <https://www.tcd.ie/equality/training/lead-online-training/#LEAD>. Several online tools would facilitate this training. See, for example, https://www.cobblestonelearning.com/diversityandinclusion/?gclid=Cj0KCCQIAqNPYBRCjARIsAKA-WFzNdWluXroO9yuAZaTelrzVaG78NIP954BLqIRN0wJfMXOSu9p1LOEaAhPAEALw_wcB.

	ICE: Training for teaching staff and administrative and service staff Continuous staff training	Number of training actions and attendees	IDP-ICE	Cost of the training	1
Integration of a gender perspective in teaching	Develop and disseminate guides for integrating a gender perspective in teaching and other actions provided for in Area 4	See Area 4: Teaching			
Non-sexist, non-androcentric communication					
Actions and description		Indicators	Body/bodies responsible	Resources	Priority
Dissemination of existing protocols through the conducting of studies, holding of workshops, training offer or other initiatives aimed at raising awareness among all members of the university community		Number of activities and actions EqU Report UB Report	EqU – Language Services – Rector’s Office – vice-rectors’ offices	None	1
Ensure that the UB Language Services (SL) continue working to propose models, guidelines and best practices with regard to the non-sexist use of language ⁵		SL Report UB Report	Rector’s Office – EqU – SL	None	1
Review of the names of UB bodies, services and associated organizations that still use androcentric language, encouragement of any new names that need to be created to be chosen taking non-sexist and inclusive language precepts into account, and promotion of the non-sexist use of job titles		Job titles	Rector’s Office – Technical Bureau	None	1
Encourage, as a standard practice, positions to be named for the functional role that they fulfil rather than the person who holds them (e.g. <i>vice-rector’s office</i> rather than <i>vice-rector</i> , <i>dean’s office</i> rather than <i>dean</i>), as stated in the UB Language Services’ guidelines on the non-sexist use of language. This should be subject to the limits set out in those guidelines with a view to preventing confusion concerning who holds the position in the case of single-person bodies. In other words, encourage this practice whenever the reference is being made not to the person, but the responsible office or team.					

⁵ See the guidelines on the non-sexist use of language in Catalan at <https://www.ub.edu/cub/guiarapida.php?id=2510>.

Review of the professional categories for teaching and research staff and for administrative and service staff to eliminate sexist language	Job titles Job catalogue	Vice-rectors' offices responsible for each group	None	1
Ensure that the UB's computer applications use both technological and linguistic strategies to promote the use of non-sexist language	Number of adapted applications	Technology and IT	Cost of the adaptations	1
Review of the UB regulations to adapt them to non-sexist and inclusive language It is especially important to ensure that the regulations for the recruitment and evaluation of UB staff do not contain elements of indirect discrimination with regard to teaching and research staff or administrative and service staff (see Area 3: Equality in the workplace)	Number and percentage of adaptations made	Rector's Office and Legal Services	None	2
Systematic review of institutional documents, including all letters, forms, printed material and so on, to ensure that the language used is neutral, especially with regard to any material to be handed out to students, such as enrolment packs, reports or brochures and pamphlets for prospective students	Number and percentage of adaptations made	UB Communication and Language Services	None	1
Guarantee name changes according to felt genders and that documents and academic relations are consistent with this name	Degree of implementation	Office of the Vice-Rector for Students UB Communication and Language Services	None	1
Review of codes of ethics and best practices to ensure effective equality of women and men in the institutional structure	Review of codes and regulations and development of a proposal for improvement	Body responsible: each unit at any level	None	1
Non-sexist signage and images at the institution	Review of signage and images used at the institution to correct any sexist signs	Office of the Vice-Rector for Communication or body responsible for image and communication	None	1
Improved external relations and networking with a gender perspective				

Actions and description	Indicators	Body/bodies responsible	Resources	Priority
Study the possibility of creating a university network for equality (such as the Irish university network) ⁶	Number of member universities, degree of progress made and actions carried out by the network, once it has been set up	Rector's Office	Study the need for expenditures	2
Maintain contacts with the different institutions with powers in the field of gender: <ul style="list-style-type: none"> • Catalan Women's Institute, to define areas of cooperation: training activities, EHEA bachelor's degree final project awards, etc. • AQU Catalunya • Vives University Network • LERU • CRUE • The Spanish National Research Council's Women and Science Committee (as the ideal body to liaise with the people responsible for equality issues at other universities), via the Equality Unit • Other networks: EUFEM (University Platform for Feminism and Gender Studies), iiEDG (Inter-University Women and Gender Studies Institute), TRAGEVIC (Ibero-American Research Network on Work, Gender and Everyday Life), Barcelona Women's Council 	Number of participating universities and members, actions carried out by each network and role of the UB in each case Actions arising from AQU instructions and regulations Number of actions carried out and role of the UB in their execution	Equality Unit Rector's team	None	1
Periodically collaborate with the various faculty/school equality committees on the organization of events featuring nationally and internationally acclaimed professionals in the field of gender equality, including both academics and practitioners	Number of participating universities and members, actions carried out by each network and role of the UB in each case	Equality Unit	Variable: cost of collaborating on the organization	1
Foster relations with other universities			None	2

⁶ Irish Universities Equality Network, <http://www.leadequalitynetwork.com>.

Foster relations with feminist groups outside the UB (Themis, Dones Juristes, etc.)		Number and nature of each agreement and type of collaboration (formal/informal – regular/sporadic)	Office of the Vice-Rector for Equality and UB feminist groups – Gender chairs and other groups	None	2
Encourage involvement by all members of the university community					
Actions	Description	Indicators	Body/bodies responsible	Resources	Priority
Commitment to apply the UB's Protocol for Prevention, Detection and Action against Sexual Harassment and Harassment Based on Gender, Gender Identity or Sexual Orientation, and Other Sexist Behaviour	Dissemination of the Protocol to ensure general familiarity with it	Number of dissemination actions	Office of the Vice-Rector for Equality	None	1
Commitment to implement the Equality Plan across the institution	Dissemination of the Plan to ensure familiarity with it and its general implementation	Number of dissemination actions	Office of the Vice-Rector for Equality	None	1
Commitment to respect the UB's Code of Ethics on Integrity and Best Practices with regard to equality and diversity	Inclusion of mutual references between the Code of Ethics and the Equality Plan	Existence of references in each text	Bodies responsible for the Code of Ethics Equality Unit	None	1

AREA 2. PARTICIPATION AND BALANCED REPRESENTATION IN THE UNIVERSITY COMMUNITY AND IN ORGANIZATION AND MANAGEMENT

Universities have a duty to promote the balanced representation of women and men, in both positions of responsibility (Article 16 of the Spanish Law on Effective Equality between Women and Men (Organic Law 3/2007, of 22 March 2007, hereinafter 'LOI' from the Spanish) and governing and representative bodies (Article 24 LOI). Under Article 13 of the Spanish Law on Universities (Organic Law 4/2007, of 12 April, hereinafter, 'LOU' from the Spanish), they also have a duty to promote the balanced presence of women and men in collective decision-making bodies (board of trustees, governing council, university senate, school and faculty boards, and department councils), which must be guaranteed by the election regulations set out in their respective statutes.

AREA 2. PARTICIPATION AND BALANCED REPRESENTATION IN THE UNIVERSITY COMMUNITY AND IN ORGANIZATION AND MANAGEMENT						
Lines	Proposed actions	Description	Indicators	Body/bodies responsible	Resources	Priority
Institutional commitment to advance the culture of equality and parity in terms of organization, representation, management and participation						
Common and general measures	Mainstreaming of the gender perspective in all institutional policies and adoption of measures to promote it	See Area 1				1
	Gender perspective training for all people with participation, representation, governance, organizational or management duties	Creation of specific training, support and counselling programmes for women academics that establish action measures to encourage them to access and remain in positions of responsibility in research	Development of the leadership programme	Advice from specialists	Specific funding allocation	3
	Leadership training and capacity-building with a gender perspective	Development of a leadership programme for women and men that integrates a gender perspective		Coordination: Equality Unit Implementation: Office of the Vice-Dean for Academic Policy at each faculty/school		
Management and governance						
Improvement of management with a gender perspective	Promote the achievement of an organization governed and managed based on, and to further, gender equality	Management and governance, participation and representation measures described in the following sections	Number of women in management positions and position within the office or body of reference	Rector's Office	None	2
Improvement of governance with a gender perspective	Ensure gender-balanced participation in all UB bodies, areas, categories and levels	Ensure compliance with gender-parity regulations in all UB governing and management bodies, including positions of trust and discretionary appointments, as well as in representative bodies and at faculties,	Data from institutional documents: appointment and membership lists, minutes and reports	Appointing body or authority Advice: Legal Services	None	1

		<p>departments, research institutes and associations</p> <p>Follow-up of the action with the publication of the results in order to encourage compliance, where necessary</p>		<p>Execution: Vice-deans' offices of each faculty + Technical Bureau</p> <p>Implementation: Equality Committee</p>		
	<p>Promote the presence of women in heavily male-dominated bodies and the reversal of areas of under-representation</p>	<p>Encourage the presence of women in heavily male-dominated bodies</p> <p>Encourage the participation of women and men in areas in which they are respectively under-represented</p>	<p>Identification of the most male-dominated bodies and effective modifications made to them three years after the Plan's implementation</p>	<p>Rector's Office</p> <p>Vice-rectors' offices and faculties/schools in coordination with the Technical Bureau and Equality Unit</p>	None	1
	<p>Promote alternation between men and women for single-person governance positions</p>	<p>Development of a negotiated alternation system</p> <p>Incorporation of the alternation provision in the regulations</p> <p>Adhere to and encourage compliance with the alternation policies through the institutional commitment, amendments to the regulations and the transparency of public information in order to identify breaches and deviations</p> <p>Creation of a system for annual data collection by area</p> <p>Study the possibility of promoting alternation by developing a systematic and formal alternation procedure for individual management and governance positions (to this end, creation of a task force to develop a</p>	<p>Lists</p> <p>Modification of the regulations</p> <p>Number of promotion actions</p>	<p>Convening body or unit</p> <p>Support from the Equality Unit</p> <p>Execution: Equality Committee + Technical Bureau</p> <p>Implementation: Vice-deans' offices</p> <p>Advice: Legal Services</p>	None	1



		regulatory provision, designate the positions responsible for overseeing the system, and establish their powers and a procedure for examining, verifying compliance with and enforcing the alternation policies)				
	Build on the progress made through the creation of the Office of the Vice-Rector for Equality and of the bodies responsible for equality issues	Increase the visibility and recognition of people with responsibilities in the area of equality	Documents generated by the Office of the Vice-Rector for Equality	Rector's Office Office of the Vice-Rector for Equality	None	1
Participation and representation						
	Guarantee gender-balanced lists of candidates from each sector of the university community	Ensure that all lists of candidates put forward for representative bodies comply with the principle of balanced representation			None	3



Electoral processes	Ensure that electoral lists comply with the regulations on parity	Ensure compliance with UB regulations on parity in the lists of candidates put forward by the different sectors of the university community in all electoral processes, as set out in the election regulations.	Participation lists, proposals, presence Faculty/school reports Institutional data on the lists of candidates put forward	Standing Election Board Convening body	None	1
	Establish measures to encourage women to run for individual offices in heavily male-dominated areas	Promote specific measures to correct inequality and achieve a balanced presence of women and men	Institutional data on the composition of the various bodies	Vice-rectors' offices, faculties/schools and the Equality Unit	None	1
	Promote and facilitate alternation between men and women in representative roles in all groups of the university community	Establish incentives to achieve alternation between men and women			None	3
Representation	Leadership training and capacity-building with a gender perspective	Development of a leadership programme for women and men that integrates a gender perspective Creation of specific training, support and advice programmes for women academics that establish action measures to encourage them to access and remain in positions of responsibility in research	Development of the leadership programme	Advice from specialists Coordination: Equality Unit Execution: Office of the Vice-Dean for Academic Policy at each faculty/school	Specific funding allocation	3
	Promote parity in representative roles, with regard to both the various university community groups and alternation in the representative offices	Ensure compliance with balanced representation in all university community groups	List (validated or otherwise) regarding the achievement of a balanced presence	Execution: Convening body Control: Equality Unit	None	1



	Encourage student participation in the equality committees' work	Strengthen and increase student participation to achieve representation of the entire university community in the equality committees. Recognition for institutional activities	Report on the equality committees' activities Information campaigns and calls for participation	Faculty/school and UB equality committees	None	1
Staff representative bodies	Encourage the presence of women in decision-making bodies such as the Works Council and the Staff Committee	Close the participation gap between women and men in the Works Council as a participatory, representative and decision-making body, encouraging women candidacies in all trade union sections and adhering to the principle of balanced presence of women and men Improve the balance of the Staff Committee Actions: awareness-raising campaigns	Data from the future review of the diagnosis Elective and awareness-raising campaigns	Execution and implementation: Works Council Staff Committee	None	3
	Empower and increase the visibility of young women so they can take on leadership roles in groups	Conduct campaigns, conferences and activities to raise awareness and encourage and motivate young women to increase their participation and influence, individually or as a group, so they can access leadership positions and take on these roles	Awareness-raising and training campaigns	Execution: Faculty/school equality committees Implementation: Offices of the Vice-Deans for Teaching Support: Equality Unit	None	1



Student organizations	Encourage student participation in faculty events on gender and equality issues	Increase student participation in gender and equality activities and conferences held at faculties by recognizing their support and assistance tasks	Campaigns calling for collaboration	Execution: Faculty equality committees	None	3
	Gender equality, parity and equity in student organizations	Combat gender stereotypes concerning men's and women's skills and aptitudes to break gender roles and promote women's leadership	Composition	Execution: Student group created Implementation: Faculty/school vice-deans' offices	None	1
Management						
Gender perspective in services	Integrate a gender perspective in the actions of services serving the university community	Mainstreaming of a gender perspective in all actions, documents, and tasks carried out by the services provided to the university community Actions: Training and awareness-raising of the staff of the concerned services	Training and awareness-raising of the staff of the concerned services	Execution: Training of UB administrative and service staff Supervision: Equality Unit	None	1
	Review the organization of teaching and research staff's working hours: distribution of timetables, teaching load + number of hours spent on invisible work (usually management and tutoring) when calculating working hours and time spent	See Area 3	Inclusion in the Academic Dedication Plan (PDA, from the Catalan)	Department management	None	1

Increase visibility	Increase the visibility of, dignify and recognize the value of management work	<p>Effectively recognize university management tasks at all levels</p> <p>Establish sufficient and appropriate incentives and compensation for people who take on management responsibilities and tasks. Diagnosis and identification of all management responsibilities and tasks effectively carried out at the institution⁷</p> <p>Recognize and distribute teaching management work in a balanced way</p> <p>Record of hours spent on all academic management activities in order to afford them the corresponding recognition and value</p>	<p>Diagnostic data</p> <p>Department reports</p>	<p>Deans' offices</p> <p>General Manager's Office, competent vice-rectors' offices and faculties/schools</p> <p>Departments</p> <p>Research institutes</p>	None	2
Management of equality policies at faculties/schools						
Strengthening of the equality committees	Promote a gender-balanced and diverse composition in the creation of faculty/school equality committees	Raise awareness and encourage the involvement of the university community, especially men, to correct the imbalance	Calls and information campaigns	<p>Execution: Faculty/school equality committees</p> <p>Implementation: Equality Committee</p> <p>Coordination: Equality Unit</p>	None	1

⁷Eradicate stereotypes and disregard for management work (which, according to the diagnosis, is mostly carried out by women) and draw attention to how these tasks, which often receive no recognition in terms of scheduling, pay or any other kind, are undervalued.



	Consolidate and strengthen faculty/school equality committees according to the duties performed	Effective recognition of participation in faculty/school equality committees, especially the responsibilities of the chair and secretary Need to strengthen the faculty/school equality committees to enable them to perform their tasks with the necessary effectiveness and efficiency, especially with regard to the implementation and execution of the 3rd Equality Plan	Faculty/school equality committee reports	Execution: Faculty/school equality committees Implementation: Equality Committee + Office of the Vice-Rector for Equality	Specific funding allocation (technical or additional staffing needs)	1
		Development of the proposal to recognize, value and remunerate tasks carried out by the faculty equality committees, with the aim of reducing the inequality bias in these types of tasks Encourage and promote the participation of men and women in these committees	Report and development of the proposal	Compliance: General Manager's Office Execution: Faculty/school committees Implementation: General Manager's Office	Funding allocation or hours spent	
Research, transfer and innovation management						
Promotion of gender-balanced representation in the different collective decision-making bodies and at all decision-making levels	Ensure that the committees regulated in the doctoral regulations are gender-balanced	Promotion of the participation of women in the various committees regulated in the doctoral regulations	Number and percentage of women participants	Coordination: EqU Implementation: Office of the Vice-Rector for Doctoral Studies and Research Promotion + doctoral programme coordinators + deans' offices	None	1

	Ensure that the UB Research Committee and faculty/school research committees are gender-balanced	<p>Promotion of women's participation in the UB Research Committee</p> <p>Promotion of women's participation in the faculty/school research committees</p>	<p>Number and percentage of women participants in the UB Research Committee</p> <p>Number and percentage of women participants in the faculty/school research committees</p>	<p>Coordination: EqU</p> <p>Implementation: Offices of the Vice-Rectors for Research, for Doctoral Studies and Research Promotion, for Entrepreneurship, Transfer and Innovation, and for Outreach and Internationalization + deans' offices</p>	None	1
	Launch gender sponsoring or mentoring programmes	<p>Support for senior profiles and/or departments (reduced teaching load or financial or visibility-related incentives) to support junior women</p> <p>Study the possibility of implementing a UB sponsorship programme (such as the UPV/EHU AKADEME programme⁸)</p>	Number of actions	<p>Coordination: EqU</p> <p>Implementation: Offices of the Vice-Rectors for Research, for Doctoral Studies and Research Promotion, and for Entrepreneurship, Transfer and Innovation</p>	None	2

⁸ See the *Women in Academic Leadership Programme* at UPV/EHU: <https://www.ehu.es/es/web/akademe/home>.

	Ensure that the decision-making bodies of the UB's research institutes and centres are gender-balanced	<p>Review of the gender impact of UB regulations</p> <p>In particular, proposal of a reform of the templates for the rules of procedure for research structures (institutes, research centres, watchdogs, etc.) to more clearly emphasize the need to ensure gender parity in their management teams</p>	Reformed regulations	<p>Coordination: EqU</p> <p>Implementation: Offices of the Vice-Rectors for Research, for Doctoral Studies and Research Promotion, and for Entrepreneurship, Transfer and Innovation</p>	None	1
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AREA 3. EQUALITY IN THE WORKPLACE AND IN ACADEMIC LIFE

Area 3 of the University of Barcelona's Equality Plan is new in the Catalan context, as universities have traditionally provided for certain general content in their plans applicable to the university community as a whole and, thus, also to their staff. With the present plan, in keeping with the legal mandate to negotiate equality content in the context of collective bargaining agreements and, where applicable, company equality plans, the University of Barcelona has opted to include explicit content in the area concerning working conditions, which therefore applies only to its staff, with the added particularity that this staff comprises multiple groups governed by different regulations and even different bargaining areas and spaces, based on different representative bodies. As a result, the content of the Equality Plan must meet two requirements:

1. Define strategic lines and basic principles common to all groups, regardless of their bargaining framework.
2. Take into account the University of Barcelona's collective bargaining framework, namely, the Universities Board, which, by express mandate of Article 45 of the Spanish Law on Effective Equality between Women and Men (Organic Law 3/2007, of 22 March 2007, or LOI), must also provide for rules aimed at ensuring gender equality at organizations and in the workplace, applicable to companies and, by extension, to contracted staff in general. Therefore, the plan and collective bargaining agreement must coexist and be compatible. Furthermore, the plan must respect the minimums established in the collective bargaining agreement in the matter in question.

This means that the University of Barcelona's III Equality Plan must contain the strategies, commitments, lines of action and actions concerning labour matters in relation to its own staff, in the context of the bargaining committee and within the areas in which it has negotiating legitimacy, based on the shortcomings detected in the previous assessment of the situation. In accordance with the terms of Article 46.2 LOI concerning labour matters, this assessment must be negotiated with the workers' legal representatives and address at least the following issues: 'a) the selection and recruitment process; b) professional classification; c) training; d) promotions; e) working conditions, including an equal pay audit; f) shared responsibility for the rights of personal, family and professional life; g) under-representation of women; h) pay; and i) prevention of sexual harassment and harassment on the grounds of sex'. The law does not specify the level of detail of this assessment. Therefore, any assessment that is sufficient to define the appropriate actions to be taken will be compliant with it, provided it does not overlook any fundamental issues, without the need to engage in extensive, time-consuming and detailed research, as it is simply a matter of identifying the shortcomings to be addressed. In any case, the plan itself includes a specific line of action on enhancing and expanding the data available to monitor not just the plan, but, in particular, situations of inequality and discrimination present in the organization.

In accordance with Article 46.2 LOI, 'equality plans shall contain an orderly set of assessable measures aimed at removing the obstacles that prevent or hinder effective equality between women and men'. Therefore, the law does not establish what content is negotiable or specify which actions or working conditions in particular should be subject to review for the purposes of integrating a gender perspective, without prejudice to the application of the gender perspective principle itself (Article 3 LOI). However, this precept is not applicable to government agencies, as it regulates the measures applicable to companies and, thus, contracted staff.

In any case, consideration must be given to the SDGs, with which the UB is aligned,⁹ according to the Sustainable Development Plan on which it is also currently working.

The content of the first part of this area (equality in the workplace) is currently being negotiated by a bargaining committee, i.e. a gender-balanced committee made up of representatives of the institution and its staff. The content of the agreement will be automatically included in this plan as soon as the relevant agreement is reached.

⁹ The UN's 17 SDGs (<https://www.un.org/sustainabledevelopment/>) include gender equality (5), reduced inequalities (10) and quality education (4), which are related to this line of action and may affect how this Equality Plan objective is addressed and implemented. Specifically, target 10.2 states, 'By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.' Likewise, target 10.4 states, 'Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality.'

The second part, referring to equality in academic life, and applicable to the other main university community group, namely, students, is as follows:

3.2. EQUALITY IN ACADEMIC LIFE (STUDENTS)						
Line	Proposal	Description	Indicators	Body/bodies responsible	Resources	Priority
Shared responsibility and work-life balance¹⁰						
Flexibility	Time flexibility measures	Flexibility measures with regard to schedules, compulsory attendance, assessable activities and examinations	Number of cases	Offices of the Vice-Rectors for Teaching and for Academic Policy	None	1
	Remote teaching	Study measures to increase remote teaching Reduction of face-to-face teaching: study the possibility of implementing the blended face-to-face/remote model based on the experience during the Covid-19 pandemic	Remote offer			* Covid-19 has altered this priority
Support	Tutoring/support by senior students (from higher years)	Programme for tutoring and support of first-year students by students from years above them	Existence of the programme and number of people served	Equality committees and Offices of the Vice-Deans for Students	None	1
		Tutorial action plan (PAT from the Catalan) for students with special educational needs	Activation: number of faculties/schools and	Office of the Vice-Rector for Students		1

¹⁰ Right provided for under Article 7d of Spanish Royal Decree 1791/2010, of 30 December 2010, approving the University Student Statute (this provision recognizes the right '[t]o an academic activity service and design that facilitate the balancing of studies with personal and professional life, as well as the exercise by women victims of gender-based violence of their rights to the full extent of the university's organizational and budgetary resources').



			people attended			
Specific measures	Teaching schedules	Preferential right to choose teaching schedules	Creation of the preference: number of faculties/schools applying it	Heads of studies, academic coordinators, and department directors	None	1
	Broadening of the PAT for students with special educational needs to include special situations arising from maternity, paternity and care for dependent family members	Broadening of the PAT for students with special educational needs beyond forms of functional diversity to include all other diversity-related issues that might negatively impact studies and/or co-existence. (Although the specific treatment to be given would differ from that given to forms of functional diversity, since the model already exists, it would be great to address other diversity-related situations too.) A general protocol applicable to the entire UB will need to be established	Monitoring of its establishment at all faculties and schools	Coordination: Equality Unit Implementation: Special educational needs tutoring staff at each faculty/school	GR@D hours	1
	Work-placement agreements	Include the guarantee of the right to balance personal, family and academic life recognized in Article 7 of the Student Statute	Monitoring of work-placement agreements (organizations)	Design: Equality Unit + Legal Services Implementation: Offices of the Vice-Deans for Institutional Relations	None	1
	Specific scholarships, exceptions to the continuance regulations and reserved places	Funding for scholarships and creation of exceptions	Monitoring of continuance and grounds	Design: Equality Unit Implementation: Economic Management Area	Specific budget item	2

Doctoral students	Doctoral thesis	Extension of the deadline to deposit and defend doctoral theses for maternity or care-giving, beyond the period equivalent to parental leave	Cases granted	Office of the Vice-Rector for Doctoral Studies	None	1
	Linked contracts	See Staff in Area 3.1	—	—	None	—

Students in special situations and with diversity-related needs						
Students with diversity-related needs	See Area 7: Diversity					
Conflicts						
Support in conflict situations to redirect them towards peaceful resolution mechanisms	Peer conflict resolution protocol	Coordination system between the Equality Unit and the Support and Mediation Office to refer conflict situations in which the affected person was targeted on grounds of sex, gender, gender identity or sexual orientation A draft protocol for managing such cases has already been drafted	Follow-up of cases reported and resolved	Support and Mediation Office in coordination with the Equality Unit	None	1
THE WHOLE COMMUNITY: SHARED RESPONSIBILITY FOR CARE-GIVING						
General awareness-raising among the university community	Talks, workshops	Number of awareness-raising campaigns using posters and digital dissemination of information. Number of talks, workshops or sessions	Coordination: Equality Unit Implementation: Special educational needs tutoring staff or equality committee of each faculty/school	Funding allocation/GR@D hours		1
Care and baby-changing facilities	Promote the creation of breastfeeding facilities	Creation of breastfeeding facilities, giving consideration to the scope thereof (faculty/school, campus or group of faculties/schools)	Faculty/school administrations	Assess		3
	Promote the installation of baby-changing tables in the toilets	Baby-changing tables in the unisex toilets of each faculty/school (see the Diversity area with regard to unisex toilets)	Faculty/school administrations	Assess		2

Single-parent and large families	Externally promote free tuition (equal status to large families) in public fees	Act externally to change the regulations regarding tuition fees to promote free or partially free tuition for people responsible for single-parent or large families	Rector's Office	None	2
	Externally lobby to have single-parent families be afforded the same status as large families	Act externally to change the regulations regarding tuition fees so that both types of families are afforded equal status with regard to the non-economic aspects provided for in each case	Rector's Office	None	2
Child-friendly university	Study the possibility of using UB spaces and buildings outside of class hours for appropriate family activities	Analysis of all UB buildings by a specialized team One study per faculty/school or other space	Coordination: Equality Unit Execution: affected vice-rectors' offices Advice: specialists	Assess	3

AREA 4. THE GENDER PERSPECTIVE IN TEACHING¹¹

AREA 4. THE GENDER PERSPECTIVE IN TEACHING					
Line	Proposed actions and description	Indicators	Body/bodies responsible	Resources	Priority
Awareness-raising					
	Creation of a training offer for UB staff aimed at integrating a gender perspective in teaching			Funding allocation, GR@D hours for trainers, and	

¹¹ This area includes the recommendations of the Catalan University Quality Assurance Agency (AQU Catalunya) (2020). *Guia per al seguiment de les titulacions oficials de grau i màster* [Guide for monitoring official bachelor's and master's degree programmes]. <http://www.aqu.cat/doc/doc_16385323_1.pdf>.

General awareness-raising among the teaching and research staff community	Inclusion in the PAT tutor-training plans of specific elements on students with family responsibilities or affected by gender-based violence	Number of awareness-raising campaigns using posters and digital dissemination of information Number of talks, workshops or sessions	Coordination: Offices of the Vice-Rectors for Teaching and Research Staff and for Students Execution: IDP-ICE	ICE recognition for attendance	1
Engagement of the teams responsible for teaching coordination and planning and for teaching staff					
Training of teams in the gender perspective	IDP-ICE: Training for teaching staff and administrative and service staff Continuous staff training Including: training in co-education for people who carry out teaching tasks, especially in teaching and education science programmes	Number of training actions and attendees Satisfactory nature of the actions	Coordination with: Offices of the Vice-Rectors for Teaching and Research Staff and for Students Execution: IDP-ICE Body responsible for the training in co-education: Faculty of Education	Cost of the training	1
Training for teams on gender-based violence	IDP-ICE: Training for teaching staff and administrative and service staff Continuous staff training	Number of training actions and attendees Satisfactory nature of the actions	Coordination: Offices of the Vice-Rectors for Teaching and Research Staff and for Students Execution: IDP-ICE	Cost of the training	1
Promote teaching innovation projects, the development of materials and publications on equality	Actions to promote specific publications and materials Creation of a web portal with teaching resources with a gender perspective See the 'Guides' section	Number of publications Amount of materials Web activity	Offices of the Vice-Rectors for Teaching and for Academic Policy and Quality	None	2

	Inclusion of the gender perspective as a possible line for teaching innovation projects	Number of projects	Offices of the Vice-Rectors for Teaching and for Academic Policy and Quality	Assess	1
Guides on integrating a gender perspective in teaching	<p>1. Adaptation of the Vives University Network guides and drafting of those still pending</p> <p>2. Increased dissemination of the guides, especially among teaching staff</p> <p>Dissemination of the guides on integrating a gender perspective in teaching by knowledge area and active participation in the drafting of new ones (e.g. Nursing, Sociology, Electronic Engineering) by UB teachers</p> <p>Boost participation in their development</p> <p>3. Key: teaching quality, AQU Catalunya. AQU's recommendations promote the changes described in this area in a compulsory and general way</p>	<p>Number of guides and people involved</p> <p>Impact of their application, within and beyond the UB</p>	<p>Office of the Vice-Rector for Teaching</p> <p>Coordination: EqU</p>	Assess, if necessary	1
Coordination of teachers in experimental science and engineering degree programmes	Promote the coordinated creation of a subject on the gender perspective to be shared across all engineering and experimental science degree programmes	Effectiveness of the creation and impact of the subject (number of students)	<p>New ad hoc committee and Offices of the Vice-Rectors for Teaching and for Academic Policy and Quality</p> <p>Monitoring: Academic directors of the respective degree programmes</p> <p>Specific promotion by the Offices of the Vice-Rectors for Teaching and for Academic Policy and Quality</p>	None	1

Promote the curricular development of the gender perspective	Urge the faculty/school curriculum committees to ensure the inclusion of subject matter and/or subjects on equality in degree verification or modification processes, or optional subjects	Effectiveness of the creation and impact of the subject (number of students)	Offices of the Vice-Rectors for Teaching and for Academic Policy and Quality	None	1
	Urge the faculty/school curriculum committees to ensure the inclusion of the gender perspective in degree verification or modification processes	Degree verification reports		None	1
Promote the non-sexist, non-androcentric use of language in all teaching communications	Provide teaching staff with tools to adapt both face-to-face and remote teaching (including the Virtual Campus) and recommended reading lists to the gender perspective	Reports and student satisfaction surveys	Offices of the Vice-Rectors for Equality and Social Action and for Academic Policy Equality Unit	Cost of training	2
EHEA bachelor's degree and master's degree final projects					
Ensure the possibility of integrating a gender perspective	<p>The subject matter should not be optional or left to the discretion of teaching staff who wish to offer it, but institutional, promoted by the academic coordinator</p> <p>The teaching offer must be compulsory so that students can choose it in general in any type of degree programme, whether it has a tradition in this subject or the subject is new within its teaching framework</p>	<p>Impact of the option (when delivered as a subject) in terms of the number of applications</p> <p>Impact of the item's inclusion in the offer in terms of the response or incidence among students</p>	Offices of the Vice-Rectors for Teaching and for Academic Policy	None	1

in EHEA bachelor's degree final projects	<p>Inclusion of an evaluable item referring to the gender perspective in the assessment of projects, as well as in projects receiving marks higher than 8</p> <p>Study the item proposed for inclusion in the rubric used by each programme or faculty, as well as a general proposal to serve as a model for assessing this item</p>	Effective inclusion of the item in the assessment rubrics	Offices of the Vice-Rectors for Teaching and for Academic Policy	None	1
Ensure the possibility of integrating a gender perspective in master's degree final projects	Same as for EHEA bachelor's degree final projects	Effective inclusion of the item in the assessment rubrics	Offices of the Vice-Rectors for Teaching and for Academic Policy	None	1
Ensure the possibility of integrating a gender perspective in doctoral studies and theses	<p>Same as for EHEA bachelor's degree final projects</p> <p>(See Area 5 concerning research: training on integrating a gender perspective in research and specific item in the research plan)</p>	Number of theses registered (or defended) with a gender perspective	Office of the Vice-Rector for Doctoral Studies	None	2
Recognition in the academic curriculum and teaching hours	Recognize the integration of a gender perspective as a curricular innovation action in teaching	Encourage curricular innovation projects that promote the implementation of a gender perspective in degree programmes	Offices of the Vice-Rectors for Teaching, for Academic Policy and for Equality	None	2
	Study the method for including a bonus in the academic dedication plan (PDA) for the effective integration of a gender perspective in teaching (through a self-reporting system of accreditation, specifically in those cases in which it has been expressly included in the course plan)	Number of activities recorded on the PDAs	Office of the Vice-Rector for Teaching and Research Staff Human Resources	None	2

	Add a specific item on gender activities carried out in research (conferences, etc.); [name, assessment method and classification]	Number of activities recorded on the PDAs	Office of the Vice-Rector for Teaching and Research Staff Human Resources	None	2
	Reward the organization of gender-balanced conferences	Number of women participants in the organization and talks	Congress/conference coordinators and organizing department Office of the Vice-Rector for Equality	None	2

Increase the visibility of the gender perspective in teaching	Integrate a gender perspective in student surveys and in the analysis of the results (Add a specific item to teaching staff evaluation surveys to gain insight into students' perception of whether the teaching incorporated a gender perspective)	Survey results	Offices of the Vice-Rectors for Teaching and for Academic Policy + Organization and Support for Students and Centres office Executing body: Technical Bureau of the Rector's Office	None	1
	Publicize/increase the visibility of the specific degree programmes offered on gender (e.g. the UB-specific master's degree programme on teaching with a gender perspective offered by the Faculty of Education)	Publicity and impact	UB Communication	None	2
	Ask the heads of studies to submit an annual report to the Office of the Vice-Rector on Equality on the progress made on the integration of a gender perspective in the various degree programmes	Results extracted from the annual reports	Faculties/schools Equality Unit	None	1

Annual report	Promote a faculty/school monitoring process as a measure for reflecting on, assessing and improving the implementation of the actions set out in this area in which the faculties/schools assume responsibility for implementing the area's actions, in coordination with the vice-rector's office responsible for teaching policy	Faculty/school and degree programme reports	Internal Quality Assurance System (SAIQU) of each faculty/school, with the vice-deans' offices responsible for teaching Coordination: Office of the Vice-Rector for Academic Policy	None	3
Recognition					
Awards for EHEA bachelor's degree and master's degree final projects with a gender perspective	Specific and stable funding for the annual call for the award and creation of committees by knowledge area	See Area 1			
Creation of a third award on the gender perspective in teaching	Creation of an award for teaching staff for outstanding performance in the integration of a gender perspective in teaching	See Area 1			
Inclusion of the gender perspective in special training activities and UB-specific degrees					
Els Juliols summer courses	Promote centrally organized activities for integrating gender issues and the gender perspective	Number of activities with gender content or a gender perspective	IL3-Els Juliols	None	2
University extension courses	Promote gender-mainstreaming activities organized and/or centralized by the Postgraduate Agency or other postgraduate management units	Number of activities with gender content or a gender perspective	Postgraduate Agency Supervision: Office of the Vice-Rector for Equality	None	2

Lifelong learning	Promote activities organized in the context of the faculties and centralized by the Postgraduate Agency or the respective faculty or faculty/school postgraduate agencies	Number of activities with gender content or a gender perspective	Rector's Office – General Manager's Office – Legal Services	None	1
Gender-balanced participation in seminars, courses and talks	Ensure gender balance – when parity is not possible – or, in any case, the presence of the under-represented gender in all teaching, dissemination and outreach activities	Number of activities with/without gender balance or parity	Parties responsible for each action Supervision: Office of the Vice-Rector for Equality and the General Manager's Office	None	1
Promotion of the curricular development of the gender perspective in external relations					
Integration of a gender perspective in the UB's information campaigns at secondary schools with the aim of balancing the number of men and women enrolled on certain degree programmes	Promote enrolment by the under-represented gender to balance the various degree programmes	Number of campaigns and impact	Offices of the Vice-Rectors for Academic Policy and Quality and for Teaching	None	2
Boost the visibility of the network of activities and actions with secondary school students with a gender perspective	Foster relations with the UB's Scientific Culture and Innovation Unit, TOC-TOC programme, networks and other channels and links	Number of links and actions Scope of the actions in terms of the number of students	Offices of the Vice-Rectors for Students and for Equality Execution: Scientific Culture and Innovation Unit, SAE and equality committees	None	2
Links with the university entrance examinations (PAUs) (through an interuniversity proposal in the Women and Science Committee and the Interuniversity Council of Catalonia (CIC))	Urge the competent authorities to integrate a gender perspective in the wording and content of the PAUs	Inclusion of specific questions or effective rewording of questions	UB staff responsible for PAU coordination	None	2

Students with family responsibilities or victims of gender-based violence

Time flexibility measures	Introduction of flexibility measures with regard to schedules, compulsory attendance, assessable activities and examinations	See Areas 3.2 (Equality in academic life) and 7	Offices of the Vice-Rectors for Students, for Teaching and for Academic Policy + SAE + student associations	None	1
Remote teaching	Study the possibility of taking measures to increase remote teaching and reduce face-to-face teaching	See Areas 3.2 (Equality in academic life) and 7	Office of the Vice-Rector for Academic Policy and Quality and for Teaching	None	3
Mentoring/support by senior students (from higher years)	Creation of the programme for mentoring or support for new students by students from years above them	See Areas 3 and 7	Office of the Vice-Rector for Students Execution: SAE and student associations	No recognition of credits	2
Teaching hours	Introduction of the preferential right to choose teaching hours	Monitoring of its establishment at all faculties and schools	Coordination: Equality Unit Implementation: Special educational needs tutoring staff of each faculty/school – Offices of the Vice-Rectors for Teaching and for Academic Policy	None	2
Broadening of the special educational needs PAT to include special situations arising from maternity, paternity and the care of dependent family members and/or gender-based violence	Broadening of the special educational needs PAT beyond functional diversity to include all other diversity-related issues that might negatively impact studies and co-existence, in the context of a protocol Specific training for tutoring teaching staff (inclusion in the PAT tutor-training plans of specific elements on students with family responsibilities or affected by gender-based violence)	Degree of incidence and cases handled Number of men and women tutors	Design: Equality Unit – SAE (Office of the Vice-Rector for Students) Implementation: Offices of the Vice-Deans for Institutional Relations SAE in coordination with the faculty/school equality committees	Cost of increasing the budget for the plan GR@D hours for tutorials	1



Work-placement agreements	Inclusion in work-placement agreements of a provision on respect for the right to balance personal, family and academic life, ensuring compliance with it by the host organizations or companies	Monitoring of work-placement agreements (organizations)	Design: Equality Unit	None	1
	Organization of work placements taking into account the special needs of students with family or care-giving responsibilities		Work-placement office	None	1

AREA 5. THE GENDER PERSPECTIVE IN RESEARCH, KNOWLEDGE TRANSFER, INNOVATION AND ENTREPRENEURSHIP

AREA 5. THE GENDER PERSPECTIVE IN RESEARCH, KNOWLEDGE TRANSFER, INNOVATION AND ENTREPRENEURSHIP						
Lines	Proposed actions	Description	Indicators	Body/bodies responsible	Resources	Priority
Promote women researchers' work and their participation in research groups and increase the visibility of their contributions in the scientific, technical and transfer fields	<p>Regularly prepare research and transfer indicators broken down by gender (and age, professional category, nationality, etc.)</p> <p>Commitment to sign an agreement with the Board of Trustees of the Bosch i Gimpera Foundation (FBG) and the Barcelona Science Park (PCB) science park to keep a statistical record of research, transfer, innovation and entrepreneurship data (broken down by gender)</p>	<p>Indicators related to research group leadership, the award of research grants, accreditations, six-yearly salary increments, promotions, research and transfer, women's drop-out rates during the research period, etc. Need to draw up a list of indicators (on recruitment tasks, real tasks, position, contractual hours, etc.) and define where they will be applied ¹²</p>	<p>Inclusion of indicators in the dossier <i>Research at the University of Barcelona</i></p> <p>Inclusion of indicators in the dossier <i>The UB in figures</i></p> <p>Inclusion of indicators in the UB annual report</p> <p>Inclusion of indicators in the reports by the UB Rector</p> <p>Data sources: GREC and Perseu</p>	<p>Coordination: EqU</p> <p>Implementation: Offices of the Vice-Rectors for Research, for Doctoral Studies and Research Promotion, and for Entrepreneurship, Transfer and Innovation + Technical Bureau</p>	None	Time 0 ¹³ needed to implement the actions

¹² A longitudinal study would also be needed to verify whether there is improvement over the years. For transfer, the indicators used for the PDA and included in the GREC could be used: inventors, patents, licensing agreements, spin-offs, etc. The university could attempt to quantify the new invention forms submitted to the FBG's Valuation and Licensing Area (AVL) listing women as the PI (the form would have to be adapted).

¹³ Time 0: assessment based on a set of research, transfer, innovation and entrepreneurship indicators.

	<p>Study and promote possible mechanisms for 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</p>	<p>Creation of support, advice and counselling programmes for submitting national or international grant proposals (e.g. the International Research Projects Office (OPIR) mentoring programme for Marie Curie grants), as well as of programmes for providing advice on transfer and entrepreneurship¹⁴</p> <p>Study 'female talent management' actions such as allocated hours for advising women researchers on international grants¹⁵</p> <p>Specific actions:</p> <ul style="list-style-type: none"> • Establishment of a working group to develop a leadership programme • Development of a proposal • Pilot test of the programme • Leadership training 	<p>Percentage of women and men in UB leadership courses</p> <p>Percentage of women and men in projects by role and position</p> <p>Percentage of women and men in entrepreneurship</p>	<p>Coordination: EqU</p> <p>Implementation: Offices of the Vice-Rectors for Doctoral Studies and Research Promotion and for Entrepreneurship, Transfer and Innovation + IDP-ICE + OPIR</p>	<p>Cost of the training¹⁶</p>	<p>1</p>
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¹⁴See: <http://www.ub.edu/opir/docs/MentUB-MSCA%20Section.pdf>

¹⁵ See: <https://www.advance-he.ac.uk/programmes-events/aurora> (taken from the ERCEA working group on gender equality; it seems to be quite successful, offering a blend of plenary sessions, mentoring and online training).

¹⁶ In the area dedicated to staff recruitment, the UB is currently working on the design of an institutional commitment document to pursue a human resources recruitment policy based on the OTM-R (Open, Transparent and Merit-based Recruitment) principles. The Offices of the Vice-Rectors for Research and for Teaching and Research Staff are doing this work, in compliance with the awarded HRS4R accreditation (for more information: https://www.ub.edu/web/ub/ca/recerca_innovacio/hr_excellence/index.html). This policy is expected to be approved in 2020.

	Guarantee institutional support for the Inter-university Women and Gender Studies Institute (iiEDG)		Coordination of the iiEDG by the UB Annual allocation of resources (economic, human, recognition-related, etc.)	Coordination: EqU Implementation: Office of the Vice-Rector for Research	None	1
	Identify and increase the visibility of women experts in different fields (research, transfer, innovation, entrepreneurship, etc.)	Ensure that the UB expert guide is gender-balanced Ensure that the news, videos, interviews and photos published on the UB website are gender-balanced Development of brief instructions on how to integrate a gender perspective in the annual GR@D review ¹⁷	Number of course plans that have implemented the guide Number and percentage of women experts included in the guide	Coordination: EqU Implementation: Offices of the Vice-Rectors for Communication, for Research and for Doctoral Studies and Research Promotion + CRAI-Research Unit	None	1
	Identify and increase the visibility of gender experts	Inclusion of gender expertise in the UB's research and transfer areas ¹⁸ Inclusion of gender in the research-group search engine on the UB website ¹⁹ Define the indicators to be quantified in the area of transfer	Number of SGR research groups (consolidated research groups recognized by the Catalan government) with expertise in gender issues Number of research groups with the	Coordination: EqU Implementation: Offices of the Vice-Rectors for Research, for Doctoral Studies and Research Promotion, for Entrepreneurship, Transfer and Innovation, and for Communication + Research Management Office	None	2

¹⁷ For example, through the establishment of citation rules that make it possible to identify the gender of the authors cited in course plan bibliographies

¹⁸ See: <http://www.fbg.ub.edu/ambits>.

¹⁹ See: https://www.ub.edu/dyn/cms/continguts_ca/recerca_innovacio/recerca_a_la_UB/grups/index_cercador.html?searchPage=2&q=g%C3%A8nere&y=0&x=0.

		<p>Create a gender expertise area in the UB expert search engine</p> <p>Creation of a gender expertise repository (platform, audiovisual medium, visits, entries, members, etc.)</p> <p>Creation of the concept of 'point people' or 'experts' in each faculty or unit, so that anyone needing advice on the subject would know who to ask (e.g., when submitting a proposal²⁰)</p> <p>Adaptation by the FBG Valuation and Licensing Area (AVL) of the transfer project forms to make it possible to know who engages in transfer</p> <p>Possibility of including it in a set of guidelines or guidance criteria document</p>	<p>keyword <i>gender</i> (but not only gender)</p> <p>GREC (data on patents, licences and spin-offs²¹)</p> <p>Data obtained from the gender expertise repository (number of visits, entries, members, etc.)</p>			
	Promote the participation of gender experts in European and national project evaluation panels to obtain recognition of their work	Periodic mailings about the possibility of participating as experts (dissemination among women experts at the UB)	Number of women registered as experts in the European Portal as Spanish State Research Agency (AEI) scientific collaborators	Coordination: EqU Implementation: Offices of the Vice-Rectors for Research and for Entrepreneurship, Transfer and Innovation	None	3

²⁰ See: <https://www.kuleuven.be/diversiteit/diversity/gender-vanguards-2>.

²¹ If the exact data desired are defined, the Research Management Office (OGR) could be asked to provide them.

<p>Create a committee on gender in entrepreneurship</p>	<p>Mission: Promote the advancement of the <i>Woman Entrepreneurship</i> programme</p> <p>With the aim of promoting entrepreneurship among students, especially women</p> <p>Coordination and collaboration of the Equality Unit and Equality Committee with the Gender in Entrepreneurship Committee</p>	<p>Annual report by the Gender in Entrepreneurship Committee</p>	<p>Coordination: EqU Implementation: Office of the Vice-Rector for Entrepreneurship, Transfer and Innovation</p>	<p>None</p>	<p>1</p>
<p>Promote innovation, transfer and entrepreneurship by women and in relation to gender</p>	<p>Boost the participation of women in the entrepreneurship activities coordinated by StartUB!²² For example, by means of:</p> <ul style="list-style-type: none"> • Specific actions targeted at women • One-off actions at faculties/schools 	<p>Number and percentage of women who have submitted their projects to StartUB!</p> <p>Number and percentage of women who have participated in innovation, transfer and entrepreneurship promotion activities</p>	<p>Coordination: EqU Implementation: Office of the Vice-Rector for Entrepreneurship, Transfer and Innovation</p>	<p>None</p>	<p>1</p>
<p>Increase the number of women among the experts, guests speakers and lecturers at institutional events held by the UB, its faculties/schools and its departments</p>	<p>Promote role reversal at talks, events, etc., to compensate for situations of under-representation (e.g. if a nursing expert is needed, select a man; if an engineering expert is needed, select a woman) to convey the idea of women role models in traditionally male fields and vice versa</p>	<p>Percentage of women guests and speakers at UB activities</p>	<p>Coordination: EqU Implementation: all UB bodies</p>	<p>None</p>	<p>1</p>

²² See: <http://www.ub.edu/startub/qui-som>.

		(Audiovisual) campaign to promote women's expertise				
	Promote recognition of research careers with a gender perspective	Award for scientific careers with a gender perspective Naming of classrooms and rooms after women	Number of awards given Number of classrooms and spaces named after women	Coordination: EqU Implementation: Office of the Vice-Rector for Research and faculty/school equality committees	None	1
	Gradually increase the number of women awarded honorary doctorates	Promote an increase in the number of women awarded honorary doctorates	Nomination of women candidates for honorary doctorates Number of women awarded honorary doctorates	Coordination: EqU Implementation: Faculty/school/department equality committees	None	2
Ensure effective equality of women and men in research careers, innovation and transfer	Study possible mechanisms to boost the presence of women/men in predoctoral and postdoctoral contracts, especially in the most heavily male/female-dominated disciplines	Positive actions with regard to the under-represented gender, gender-blind assessments of candidates, prioritization of waiting lists, etc. Development of a guide (in hard-copy and/or video format) to be included in competitive calls for grants Creation of an advice service	Impact assessment	Coordination: EqU Implementation: Offices of the Vice-Rectors for Research and for Doctoral Studies and Research Promotion + departments + faculties	None	2

	Make the introduction of changes in the mode of study (full- or part-time) more flexible during the period of doctoral studies	Reduce the drop-out rate, especially among women See Area 6	Changes in the doctoral regulations	Coordination: EqU Implementation: Office of the Vice-Rector for Doctoral Studies and Research Promotion / doctoral programme coordinators	Assess the possible cost	3
	Review codes of ethics and best practices in research to ensure effective equality of women and men in research careers, as well as the integration of a gender perspective in research and the absence of gender biases	Review of the codes and development of a pilot proposal at the UB Integration of a gender perspective in the evaluation of research, transfer and entrepreneurship projects funded by the university's various units		Coordination: EqU Implementation: Offices of the Vice-Rectors for Research, for Doctoral Studies and Research Promotion, and for Entrepreneurship, Transfer and Innovation	None	1
	Ensure gender parity in UB nominees for research and transfer awards	By way of example, annual increase in the number of nominees for national or international research awards, ensuring full gender parity on the part of the UB	Number of male and female candidates nominated annually	Coordination: EqU Implementation: Offices of the Vice-Rectors for Research and for Entrepreneurship, Transfer and Innovation	None	1
	Study the impact of maternity and care-giving responsibilities on doctoral theses and assess potential corrective measures	Facilitate extended deadlines for the defence of doctoral theses due to maternity or care-giving responsibilities beyond the period equivalent to parental leaves up to one year	See Areas 3 and 7	Coordination: EqU Implementation: Office of the Vice-Rector for Doctoral Studies	None	2
		Externally promote institutional or lobbying actions to make predoctoral grants equal in duration	Effective actions	Rector's Office + Offices of the Vice-Rectors for Research and for Doctoral Studies	None	1

	<p>Publish a call for post-career-break grants</p>	<p>Monitoring of European benchmark programmes, such as the Marie Skłodowska-Curie actions, which have a specific panel for people who have taken a break from their research careers for a given amount of time²³</p> <p>Consideration of the 'Commitment by Catalan public universities to promote measures to intensify research for their teaching and research staff after a maternity leave', dated 6 November 2018, and review of its implementation by other universities²⁴</p> <p>Specific actions:</p> <ul style="list-style-type: none"> • Creation of a working group to develop a grant programme • Development of the proposal • Pilot test of the programme 	<p>Number of grants awarded</p>	<p>Coordination: EqU Implementation: Office of the Vice-Rector for Research</p>	<p>None</p>	<p>2</p>
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²³ Also: <http://diversity-and-inclusion.web.cern.ch/2015/05/post-career-break-fellowship>.

²⁴ Implemented in advance by the UPC by resolution, on 17 May 2017 (see: <https://www.upc.edu/ca/sala-de-premsa/noticies/la-upc-implanta-exempcions-docents-despres-de-baixa-maternal-per-intensificar-la-recerca>); implemented at the University of Girona by resolution of the Governing Council, on 5 July 2019 (see: https://seu.udg.edu/ca-es/serveis-dinformacio/boudg/ebou/disposicio/1654?_ga=2.41426859.805636923.1584442003-1189282206.1584442003); and implemented at Rovira i Virgili University by resolution of the Governing Council, on 17 July 2019 (see: https://www.urv.cat/media/upload/arxius/normatives/propia/activitat_universitaria/investigacio/nor_intens_desp_maternitat.pdf).



<p>Promote the balanced representation of women and men in different collective decision-making bodies and at all decision-making levels</p>	<p>Ensure that the committees regulated in the doctoral regulations are gender-balanced</p>	<p>See Area 2: Research Management</p>				
<p>Ensure that the evaluations of research staff and their research and transfer, carried out by the relevant bodies, take into account the gender perspective and non-discrimination (whether direct or indirect) on grounds of sex or gender</p>	<p>Urge research and transfer funding agencies to take the gender perspective into account (increasing the score) in the award of funding for research and transfer activities, as well as in the design, implementation and application of results</p>	<p>Some research valorization grants already take it into account</p>	<p>Progress made</p>	<p>Coordination: EqU Implementation: Offices of the Vice-Rectors for Research, for Doctoral Studies and Research Promotion, and for Entrepreneurship, Transfer and Innovation</p>	<p>None</p>	<p>2</p>
<p>Ensure that the evaluations of research staff and their research and transfer, carried out by the relevant bodies, take into account the gender perspective and non-discrimination (whether direct or indirect) on grounds of sex or gender</p>	<p>Urge the competent authorities to review the criteria for quality and excellence in research and transfer activities to ensure that they take into account the contributions of women's, gender and sexual difference studies</p>	<p>Direct inquiry</p>	<p>Progress made</p>	<p>Coordination: EqU Implementation: Offices of the Vice-Rectors for Research, for Doctoral Studies and Research Promotion, and for Entrepreneurship, Transfer and Innovation + research groups with expertise in the field</p>	<p>None</p>	<p>2</p>

	Establish mechanisms to evaluate the gender perspective with clear, specific and transparent criteria in the UB's internal calls for research and transfer projects	Study mechanisms and tools	Progress made	Coordination: EqU Implementation: Offices of the Vice-Rectors for Research, for Doctoral Studies and Research Promotion, and for Entrepreneurship, Transfer and Innovation + research groups with expertise in the field	None	1
Promote the integration of a gender and women's perspective in research and transfer projects	Organize training activities, aimed at research staff and research and transfer officers, on how and why to integrate a gender perspective in research and transfer activities	Application at all levels and to the entire university community ²⁵ Priority training of officers tasked with providing support and advice to research staff Training on integrating a gender perspective in research	Number of actions Number and percentage of the various university community groups that have participated in the training activities + attendees and level of satisfaction and interest	Coordination: EqU Implementation: Offices of the Vice-Rectors for Research, for Doctoral Studies and Research Promotion, and for Entrepreneurship, Transfer and	None	1

²⁵ Consideration should be given to the following: <https://eige.europa.eu/gender-mainstreaming/toolkits/gear/action-toolbox>. From the GenPORT project: 'Ensure staff not directly involved in gender equality measures are involved in training, workshops, seminars etc to get them on board with the change process.'



		<p>Specific actions:</p> <ul style="list-style-type: none">• Organization of an annual conference on Research with a Gender Perspective at the UB This conference could include presentations of new projects with a gender perspective, communication sessions on theses with a gender perspective, etc. Each year, an expert could be invited to deliver the conference's opening keynote, etc.• Organization of a media campaign to promote the gender perspective in research (general-audience videos and more detailed informational ones, for example, about the guide to best practices, etc.)• Organization of training activities for doctoral students• Organization of training activities for master's degree students• Organization of training activities for undergraduate students	<p>Number and percentage of technical support staff for research and transfer projects who have participated in training activities</p>	<p>Innovation/Office of the Vice-Rector for Administrative and Service Staff</p>		
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	<p>Promote the inclusion of a gender perspective in the UB's scientific outreach activities</p>	<p>For example, workshop or dissemination of a specific guide to best practices at the UB's annual dissemination meeting to improve the University's dissemination capabilities, organized by the Scientific Culture and Innovation Unit</p> <p>Specific actions:</p> <ul style="list-style-type: none">• Holding of a workshop in the context of the UB's annual dissemination meeting to improve the University's dissemination capabilities• Development of a specific guide to best practices on the aspects that should be taken into account when engaging in scientific dissemination (e.g. avoiding images that promote stereotypes, seeking examples of women experts, promoting less ego-driven and competitive views of science, etc.)• Dissemination of this guide among all UB staff	<p>Number of informational documents produced and impact</p>	<p>Coordination: EqU Implementation: Faculty/school equality committee</p>	<p>None</p>	<p>1</p>
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	Promote the inclusion of a gender perspective in the UB's entrepreneurship activities	Holding of workshops, seminars, etc. in the context of StartUB! Development of a specific guide to best practices for entrepreneurship activities at the UB	Number of attendees at the training activities and level of satisfaction Number of informational documents produced and impact	Coordination: EqU Implementation: Office of the Vice-Rector for Entrepreneurship, Transfer and Innovation	None	1
	Develop and disseminate a guide to best practices to provide research and technical staff with guidelines for writing and carrying out projects with a gender perspective	Possibility of also reviewing whether the evaluation criteria for the main calls include the 'gender dimension', as many H2020 calls do To develop the guide and motivate research staff, ²⁶ so that it is perceived as positive and necessary Development and dissemination of a guide (hard-copy and video format) on best practices	Development of the guide and its impact	Coordination: EqU Implementation: Offices of the Vice-Rectors for Research, for Doctoral Studies and Research Promotion, and for Entrepreneurship, Transfer and Innovation	None	1
	Offer workshops on the existence, use and dissemination of repositories, meta-repositories, databases and reports on scientific output in terms of gender equality	Design and creation of workshops	Number of workshops offered Number of attendees and degree of satisfaction and interest	Coordination: EqU Implementation: UB CRAI	None	2

²⁶ http://ec.europa.eu/research/science-society/document_library/pdf_06/gendered_innovations.pdf.



<p>Facilitate and promote gender mainstreaming in all research and transfer projects carried out at the UB</p>	<p>Campaign to disseminate and promote the gender perspective at the university</p> <p>Possibility of creating video clips and stickers</p> <p>Explore the possibility of making the video clips with Audiovisual Communication students (perhaps through an interdisciplinary project with students from different degree programmes, etc.)</p>	<p>Campaign results</p>	<p>Coordination: EqU</p> <p>Implementation: Offices of the Vice-Rectors for Research, for Doctoral Studies and Research Promotion, and for Entrepreneurship, Transfer and Innovation</p>	<p>None</p>	<p>1</p>
<p>Include a specific item in the doctoral research plan related to reflection from a gender perspective</p>	<p>Drafting of the item</p>	<p>Number and percentage of doctoral research plans including an item on the gender perspective</p>	<p>Coordination: EqU</p> <p>Implementation: Office of the Vice-Rector for Doctoral Studies and Research Promotion / doctoral programme coordinators</p>	<p>None</p>	<p>1</p>
<p>Include a provision in the doctoral studies commitment document on compliance with the UB's anti-harassment protocol</p>	<p>See Area 6</p>	<p>Assessment of the provision's impact</p>	<p>Coordination: EqU</p> <p>Implementation: Office of the Vice-Rector for Doctoral Studies and Research Promotion / doctoral programme coordinators</p>	<p>None</p>	<p>1</p>



	Establish a merit-recognition system for administrative and service staff who do research	Study on the feminization of the administrative and service staff who do research in order to identify biases and take corrective and/or recognition-related measures	Report on invisible research at the UB (degree of feminization)	Coordination: EqU Implementation: Offices of the Vice-Rectors for Research, for Doctoral Studies and Research Promotion, for Entrepreneurship, Transfer and Innovation, and for Administrative and Service Staff	None	2
Establish incentives to promote research on topics related to women, gender, and sexual or gender diversity and their intersectionality	Create an award for the best UB doctoral thesis with a gender perspective	Establishment of a call for the best UB doctoral thesis	Number of theses submitted to the call	Coordination: EqU Implementation: Faculty/school/doctoral programme equality committees	None	1
	Create a UB award for dissemination and social transfer in the field of gender	Establishment of a call for the best dissemination and social transfer work in the field of gender at the UB	Number of projects submitted to the call Awards given	Coordination: EqU Implementation: Office of the Vice-Rector for Entrepreneurship, Transfer and Innovation	None	1
	Launch of a call, in collaboration with external actors, for a one-year research grant to undertake projects in the fields of feminist and gender studies and gender diversity	Means of establishment: talks with external actors	Number of projects submitted to the call	Coordination: EqU Implementation: Office of the Vice-Rector for Research	None	2



	Establish an annual contract programme through the Office of the Vice-Rector for Equality to apply for funding to organize research activities with a gender perspective	Possibility of launching an equality seal and linking it to equality indicators to condition funding (in proportion to the accredited degree of quality)	Amount of the UB's annual budget for this Office of the Vice-Rector for Equality and Social Action contract programme Number of activities submitted to the annual call for funding	Coordination: EqU	None	1
	Create and grow a library collection of works about women and gender	Contribution to the visibility of research on and by women	Percentage of women authors in the UB catalogue	Coordination: EqU Implementation: UB CRAI	None	1
		Publication of press releases on the research with a gender perspective conducted at the University (projects, published papers, etc.)	Percentage of references with the keyword <i>woman</i> or <i>gender</i>	Coordination: EqU Implementation: UB Communication	None	1

AREA 6. POLICY FOR THE PREVENTION AND ERADICATION OF GENDER-BASED VIOLENCE AND SEXIST ATTITUDES

AREA 6. POLICY FOR THE PREVENTION AND ERADICATION OF GENDER-BASED VIOLENCE AND SEXIST ATTITUDES							
Objectives	Line	Description	Actions	Monitoring and Indicators	Body/bodies responsible	Resources	Priority
Protocol against harassment	Protocol for prevention and action against sexual harassment and harassment based on gender, sexual orientation or gender identity	Action protocol for prevention, protection and resolution of situations of sexual harassment and harassment based on gender, sexual orientation or sexual identity	Development of the protocol, executed in coordination with the OSSMA and the Support and Mediation Office for its implementation	Number of cases resolved Committee to monitor the implementation and improvement of the protocol	Equality Unit and faculty/school equality committees	None	1
	Protocol for prevention and action against sexist behaviour	Creation of the protocol for prevention and action against sexist behaviour, including a procedure for identifying, preventing and correcting such behaviour and helping the people affected by it	Development of the protocol (<i>executed</i>)	Incorporation of the protocol's dissemination in the department councils, academic councils, faculty boards and student associations	Equality Unit and faculty/school equality committees	None	1
	Training on the gender perspective and gender-based violence	Training for the whole university community on identifying situations and application of the protocol	Student training	Number of training actions, number of participants	Equality Unit and ICE in some cases	Spanish State Pact against Gender-based Violence	1
			Training of committees and officials				
Training on the gender perspective and gender-based violence	Training for the whole university community on identifying situations and application of the protocol	UB staff training	Number of training actions, number of participants	Equality Unit	Spanish State Pact against Gender-based Violence	1	
			Information campaign through general channels	Equality Unit		1	

	Awareness-raising about the protocol	Information campaign	Enrolment: Include a specific link to the protocol in the online enrolment application	Usual dissemination channels Number of guides and channels used and impact	Equality Unit, MÓN UB and other responsible parties	Spanish State Pact against Gender-based Violence	1				
			SAE: dissemination of the information				1				
			Specific media: MÓN UB, posters in the toilets and in all facilities in general				1				
			Guides for implementing the protocol				Guide for students	Equality Unit	1		
							Guide for staff and officials		None	1	
			Translation of the protocol into English and Spanish				Translation (<i>executed</i>) Publication of all three versions (<i>executed</i>)	Equality Unit Language Services	Language Services	1	
			Confidentiality protection ²⁷				Purchase of case management software with data protection	Purchase of the software	Equality Unit	Equality Unit budget	1
			Include a provision on knowledge of and compliance with the protocol in partnership and work-placement agreements signed with external organizations or companies				Provision: drafting and inclusion in each agreement	Effective inclusion of the provision: Number of agreements that include it	Service or unit responsible for managing agreements at each faculty/school	None	1

²⁷ See the following line: Actions to improve the protocol.

	Actions to improve the protocol	Regulation of the possibility of receiving legal assistance in the application of the protocol	Expressly stipulate, in the protocol, whether or not it is possible to attend interviews arising from its application with legal counsel	Modification of the protocol	Equality Unit Equality Committee	None	2
		Reinforcement of confidentiality in the application of the protocol Signing of a confidentiality commitment regarding the content and application of the protocol	Control of the information processed in the application of the protocol: control of the personal data of the parties involved solely by the party processing the protocol Prohibition to disseminate the content of actions arising under the protocol while its application is being processed	Number of cases signed Proof of 'non-leakage' of confidential information	Equality Unit in coordination with the data protection officer	None	2
Training on gender-based violence	On the gender perspective and empowerment of women students	Students	Annual course per campus	Number of annual actions	Equality Unit	Spanish State Pact against Gender-based Violence	1
	On gender-based violence	Students, especially first-year students (Induction Plan)	Annual course (start of the academic year)	Number of annual actions	Equality Unit		
	On online safety	Students, especially first-year students (Induction Plan)	Annual course (start of the academic year)	Number of annual actions	Equality Unit		



	On the gender perspective and empowerment of UB women staff members	Training in skills for detecting risk situations and applicable actions	Annual course	Number of annual actions	Equality Unit + ICE		
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Specialized counselling and monitoring and support for victims of gender-based violence (all forms of violence: forced marriages, domestic violence, etc.)	Psychological counselling	Personal counselling for people who suffer from any form of gender-based violence	Specialized counselling by experts in psychological care	Number of cases attended Subsequent follow-up of each case and statistical monitoring	Behavioural Therapy Unit (UB Psychology Clinic)	Assess the possibility of: volunteer work by students from the Faculty of Psychology, Psychology Clinic Spanish State Pact against Gender-based Violence Assess other possible resources and feasibility	2
			Creation of a psychological care and legal services unit (study the possibility of making it structural rather than temporary depending on possible subsidies)				
	Coordination with the Faculty of Psychology's Psychology Clinic (study the possibility of collaboration with volunteer students or trainees)						
			Partnerships with external care organizations		Equality Unit		
	Legal assistance	Legal advice	Provision of a specialist to have advisory duties	Number of cases attended	Equality Unit	Assess	2



<p>Inform students about the legal framework for harassment through a programme that can be obtained on the UB website (online) and in hard-copy format at the faculty/school information points</p>	<p>Development of information materials and creation of information campaigns to distribute them throughout the UB community</p>	<p>Development of information materials and their distribution channel</p>	<p>Materials and their distribution and impact</p>	<p>Equality Unit</p>	<p>None</p>	<p>1</p>
<p>Personal support through the PAT</p>		<p>Design of the information campaigns and selection of their scope and application</p>				
<p>Promote primary prevention</p>	<p>Inform first-year students about the indicators on the detection of intrusive behaviour and vulnerability</p>	<p>Training activities</p> <p>‘Cuida’t, cuida’ [Take care of yourself, take care of others] course and others</p>	<p>Number of actions per year</p>	<p>Offices of the Vice-Deans for Students or for Teaching in coordination with the faculty/school equality committees</p>	<p>Spanish State Pact against Gender-based Violence</p>	<p>1</p>

3rd UB Equality Plan

Tutorial Action Plan (PAT)	PAT for victims of gender-based violence (cases of various origins, not necessarily arising from application of the protocol)	Promote the development of a PAT on gender-based violence to cover the special needs of students in these situations (creation of a specific committee responsible for providing this coverage)	Coordinated care	Monitoring and statistical record of cases	Offices of the Vice-Deans for Students, SAE and equality committees Office of the Vice-Rector for Students	Assess the cost of expanding SAE support and recognizing GR@D hours for tutoring teaching staff (double impact, as they are mainly women)	1
		Support from student groups (peer-to-peer)	Promote the self-defence and action protocol	Degree of support for support associations within the UB and impact	Offices of the Vice-Deans for Students or for Teaching, SAE, equality committees (coordinated action under the possible coordination of the PAT on violence)		2
		Psychological counselling	Specialized counselling by experts in psychological care	Number of interventions and follow-up	Forensic psychology group (Dr Soria), under the coordination of the equality committees/Equ		2
		Personal counselling for people reporting harassment situations					1
		Forensic assessment	Assessment by forensic psychology specialists	Number of interventions	3		
		Pseudonymization of the name of the person concerned to prevent unwanted localization	Creation of a protocol for pseudonymization in UB records for ordinary academic relations (enrolment lists, etc.): development of an internal protocol	Number of cases	PAT director and faculty/school secretary's offices		1

Awareness-raising	Commemorate the International Day for the Elimination of Violence against Women	Main events	Event on 25 November	Record of actions and constant dissemination	Faculty/school equality committees	Cost of the conference or event	1
		Promote events at each faculty/school	25 November events at faculties: promotion and dissemination				1

		Promote events among student associations	Direct relationship with the associations	Number of points	Coordination: Equality Unit	None	1
		Promote 'punts liles' ('purple' information points)	Promotional events			None	2
		Dissemination of the events	Publication of the events			Record of actions and dissemination	None
	Promote research on the topic	Promote EHEA bachelor's degree and master's degree final projects on the topic	Inclusion of a specific item in the EHEA bachelor's degree and master's degree final project offer	Annual number of offered and defended projects	Offices of the Vice-Rectors for Equality and for Teaching	None	1
		Research by women researchers	Research promotion action (possible application of an additional coefficient in the research funding)		Offices of the Vice-Rectors for Equality and for Research	None	2
		Research on gender					
	Creation of an award for the best projects on violence against women	1st Award for the Best Projects on Violence against Women		Equality Unit	Equality Unit + Catalan Women's Institute	3	
	Development of a new inclusive protocol for situations of harassment based on sexist attitudes committed for reasons	Development of the protocol against harassment on grounds other than the sex or					



Protocol against other forms of harassment based on sexist attitudes	Promote the development of a protocol for action against and prevention of sexist harassment not taking place between a man and a woman and not covered by the current protocol	other than the categorization of 'woman' against people who are not women or for reasons other than sexual orientation or gender identity	gender of the harassed person	Approval of the protocol (subsequently: number of cases processed)	Equality Unit	None	2
		Development in coordination with other UB protocols aimed at conflict investigation and resolution and other types of harassment	Coordination with the OSSMA and the Support and Mediation Office				
Statistics	Record the incidence data	Collect data on the incidence among students and disseminate the incidence statistics	Production of the statistic	Statistical record	Equality Unit	None	1
			Dissemination of the statistic				
Mediation of excluded cases	Promote mediation in cases found not to involve harassment	Referral of the case and promotion of peaceful conflict resolution through the Support and Mediation Office when an analysis of the case reveals a conflict not covered by the protocol	For cases in which the Protocol against harassment, etc., does not apply, in coordination with the Support and Mediation Office and, where deemed necessary, the OSSMA	Number of referrals and cases satisfactorily resolved	Faculty/school equality committee and Support and Mediation Office	None	1

Objectives	Line	Proposed actions	Description	Indicators	Body/bodies responsible	Resources	Priority
General	Awareness-raising	General awareness-raising among the university community	<p>Creation and dissemination of posters to raise awareness of the importance of physical and digital accessibility, diversity and the SDGs</p> <p>Promotion of a poster competition</p> <p>Organization of inclusive talks and training days, giving special prominence to the facilitators, and annual UB institutional conference</p> <p>Rotation of the various activities among the different faculties/schools</p>	<p>Number of awareness-raising campaigns through posters and digital dissemination of information</p> <p>Number of talks, workshops or sessions</p>	<p>Coordination: Equality Unit</p> <p>Implementation: Special educational needs tutoring staff or equality committee of each faculty/school</p>	<p>Funding allocation</p> <p>Payment of trainers in GR@D hours and IDP-ICE recognition for attendance</p>	1
	Training and teaching	Information about HIV and other sexuality issues	<p>Specialized teaching staff or guest speakers from Gais Positius or Clínic BCN to give talks to the university community. The aim is to give continuity to the work done in secondary school: students must continue their education because the problems do not disappear in the new university stage.</p> <p>Inclusion in a specific section of the website</p>	<p>Number of talks</p> <p>Information on the website</p>	<p>Coordination: Equality Unit</p> <p>Implementation: Faculty/school equality committees</p> <p>Talks: Teaching staff from the health sciences specialization</p>	<p>Payment of trainers in GR@D hours and IDP-ICE recognition for attendance</p>	3

AREA 7. DIVERSITY AND INTERSECTIONALITY WITH GENDER
AREA 7. DIVERSITY AND INTERSECTIONALITY WITH GENDER

Objectives	Line	Proposed actions	Description	Indicators	Body/bodies responsible	Resources	Priority
Analysis of the current multiple discrimination situation	Diagnosis and impact analysis	In-depth study of the situation	Universal survey of all UB strata on the existing problems and their individual perception ²⁸ Assessment by the working group on diversity and drafting of a report	Conducting of the survey and analysis of the results, including publication of the report	Coordination: Equality Unit Implementation: Special educational needs tutoring staff or equality committee of each faculty/school	Cost of the Google survey	1
		Exploration of the UB's official documents	Verification of whether the documents that most shape the UB's university model include a gender and diversity support policy	Assessment report on the UB's main official documents	Coordination: Equality Unit Implementation: COPOLIS	None	2
Establishment of the concept of multiple	Training and teaching/	Organization of training courses for staff	Planning of training courses for teaching and research staff and administrative and service staff: on tools for managing diversity and combating discrimination With IDP-ICE recognition, valid as indicators of improvement for five-year salary increments for teaching	Number of courses given to raise awareness and on tools for managing diversity and number of students trained	Coordination: Equality Unit Execution: IDP-ICE	Payment of trainers in GR@D hours and IDP-ICE recognition for attendance	2

²⁸ This obligation arises under the twenty-fourth additional provision of the Spanish Law on Universities (Organic Law 6/2001, of 21 December 2001).

discrimination in the UB's gender policies	Awareness-raising	Organization of training courses and inclusive conferences for students	Planning of training courses and inclusive conferences (given by people who have experienced the problems) for students, with recognition of credits	Number of inclusive conferences organized by faculties/schools	Coordination: Equality Unit Implementation: Special educational needs tutoring staff or equality committee of each faculty/school	Payment of trainers in GR@D hours and IDP-ICE recognition for attendance, where applicable	2
General measures for women in disadvantageous situations due to gender identity, affective-sexual diversity, functional diversity, ethnic or racial origin, beliefs or trade union activism²⁹	Tutorial action	Extension of the special educational needs PAT to all forms of diversity, not just functional ones	Extension of the special educational needs PAT to all other diversity-related issues that might negatively impact studies and co-existence Taking advantage of the prior existence of the model for functional diversity, extending it to other forms of diversity Development of a protocol for it for the entire UB	Monitoring of its establishment at all faculties/schools	Coordination: Equality Unit Implementation: Special educational needs tutoring staff of each faculty/school in coordination with the faculty/school committee	Payment in GR@D hours	1
		Facilitate mobility for administrative and service staff	Introduction of scored items in the administrative and service staff mobility requirements (exchanges and changes of destination) with a guarantee of gender and diversity inclusion (see Area 3.1)	Control and monitoring of the mobility scales in the various calls	Rector's Office/General Manager's Office	None	1

²⁹ These are the especially protected grounds under Article 14 of the Constitution.



UB staff and procurement	Attention in third-party procurement	Introduction of tendering items for third-party procurement to guarantee gender and diversity inclusion	Control and monitoring of contracts with third parties	Design: Equality Unit Implementation: Economic Management Area/ Legal Services	None	2
	In the recruitment of teaching staff and administrative and service staff	Introduction of positive discrimination elements in the recruitment of teaching staff and administrative and service staff with a guarantee of gender and diversity inclusion, especially in terms of previous professional experience requirements Promote the negotiation of a positive discrimination provision in the collective bargaining agreement	Control and monitoring of the recruitment criteria in the various calls	Offices of the Vice-Rectors for Teaching Staff and for Equality	None	1
	In work-placement agreements	Guarantee that agreements are only signed with work-placement organizations willing to ensure non-discriminatory and dignified treatment of any person on grounds of gender or diversity	Monitoring of work-placement agreements (organizations)	Design: Equality Unit/Legal Services Implementation: Offices of the Vice-Deans for Institutional Relations	None	1
Training and teaching	Mainstreamed treatment of diversity in EHEA bachelor's degree and master's degree studies	Specification, by each EHEA bachelor's degree programme, of the treatment afforded in some subjects through the gender perspective/diversity competences	Assessment report of the EHEA bachelor's degree and master's degree programmes for each faculty	Coordination: Equality Unit Execution: Office of the Vice-Dean for Academic Policy at each faculty/school	None	2

		Overall control by the UB				
Support and assistance ³⁰	Promotion of support groups	Promote the organization of support groups at the large faculties or the various campuses made up of smaller faculties/schools, according to the needs of each setting (new students, religious minorities, sexual identity and orientation, functional diversity, etc.), as this tool has been shown to work very well in the face of diversity-related challenges Provision of meeting spaces	Number of support groups organized by faculties/schools	Coordination: Equality Unit Implementation: Special educational needs tutoring staff or equality committee of each faculty/school	None	2
	Establishment of a UB psychological and support service	Offered to all these groups when they experience a situation that might require it with the collaboration of the Faculty of Psychology as a possible service-learning tool	Monitoring of the creation	Rector's Office/corresponding vice-rectors' offices (students, teaching staff, administrative and service staff)	Cost of the service	1

³⁰ The fourth additional provision of Organic Law 4/2007, of 12 April 2007, provides that 'the competent government agencies, in coordination with the respective universities, will establish specific programmes for victims of terrorism or gender-based violence, as well as persons with disabilities, to receive personalized assistance, support and adaptations in the teaching system'.

		Creation of an information section on the website	Creation of a new section on the UB website (linked to by all faculties/schools) listing the services offered and the public or non-profit services available to community members with any of these problems	Monitoring of the creation	Coordination: Equality Unit Implementation: web services Content: Student Support Service (SAE)	None	3
Awareness-raising		Promotion of the <i>Diversiae</i> competition	Promotion of absolutely open photography, literary and art competitions to reflect the various groups' problems and solutions Award of diploma of recognition and academic ceremony	Number of competitions held	Coordination: Equality Unit Implementation: Special educational needs tutoring staff or equality committee of each faculty/school	Cost of the award, where applicable	3
Institutional transformation		Creation of specific scholarships, exceptions to the continuance regulations and reserved places	Specific scholarships for people who experience periods of discrimination or personal confusion due to their diversity, despite not having a certified degree of disability equal to or greater than 33% ³¹	Monitoring of continuance and grounds	Design: Equality Unit Implementation: Economic Management Area	Specific budget item	3

³¹ People who, despite not having a certified degree of disability equal to or greater than 33%, experience periods of discrimination or personal confusion due to their diversity tend not to perform as strongly with regard to requirements for continuance, scholarships or acceptance in master's degree or doctoral programmes, which can result in their exclusion from the university for economic or academic reasons arising from the problem itself.

<p>Specific measures with regard to accessibility and functional diversity in the university community</p>	<p>Diagnosis and impact analysis</p>	<p>Architectural accessibility study and plan for the gradual removal of barriers</p>	<p>Analysis of all UB buildings by a team made up of special educational needs tutoring staff from each faculty/school and students at the building in question who use wheelchairs</p> <p>Advice from teaching staff specialized in architecture</p> <p>Study by each faculty/school of the degree of architectural accessibility</p>	<p>Study results</p>	<p>Coordination: Equality Unit and Office of the Vice-Rector for Historical Heritage</p> <p>Execution: committee with special educational needs tutoring staff from each faculty/school and the students concerned</p> <p>Advice: teaching staff specialized in architecture</p>	<p>Payment in GR@D hours</p> <p>Specific annual budget item</p>	<p>1</p>
		<p>Digital and material accessibility study</p>	<p>Based on the campus's new tools, analysis of the digital accessibility of study and practicum materials</p> <p>Study by each faculty/school on the degree of accessible materials</p>	<p>Study results</p>	<p>Coordination: Equality Unit</p> <p>Execution: CRAI of each faculty/school</p>	<p>None</p>	<p>1</p>
	<p>Tutorial action</p>	<p>Extension of the special educational needs PAT to all faculties/schools</p> <p>Applicable protocol</p>	<p>Creation of a compulsory line in the tutorial action plans addressing functional diversity, among other issues</p> <p>Compulsory protocol</p> <p>Development of a single protocol to be implemented at all faculties/schools</p>	<p>Creation of the single protocol</p>	<p>Coordination: Equality Unit</p> <p>Responsible body or bodies: SAE and faculty/school equality committees, under the coordination of the Offices of the Vice-Rectors for Equality and for Students</p>	<p>None</p>	<p>1</p>

	Training and teaching	Organization of training sessions on digital accessibility	Compulsory training sessions for teaching staff and administrative and service staff on the creation of digital materials by the UB Adaptabit group (recognition of teaching hours for the teaching staff who teach them)	Number of courses carried out by year and number of teachers and administrative and service staff trained	Coordination: Equality Unit Execution: IDP-ICE Training: Group Adaptabit	Payment of trainers in GR@D hours and IDP-ICE recognition for attendance	1
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	Diagnosis and impact analysis	Architectural accessibility study and plan for the gradual removal of barriers	Analysis of all UB buildings by a team made up of special educational needs tutoring staff from each faculty/school and students at the building in question who use wheelchairs Advice from teaching staff specialized in architecture Study by each faculty/school on the degree of architectural accessibility	Study results	Coordination: Equality Unit Execution: committee with special educational needs tutoring staff from each faculty/school and the students concerned in coordination with the faculty/school equality committees Advice: teaching staff specialized in architecture	Payment in GR@D hours Annual specific budget item	1
	Institutional transformation	Budget allocation	Ensure a sufficiently large specific UB budget item to gradually eliminate all types of barriers	Monitoring of the inclusion of the specific item	Rector's Office and Economic Management Area UB	Specific funding allocation	1
		Actions at UB Sports	Publicizing and expansion of the range of sports adapted for people with forms of physical functional diversity	Offer of adapted sports Number of new courses	Coordination: Equality Unit Execution: UB Sports	Specific funding allocation	3

Specific measures for LGBTQI+ members of the university community	Creation of a specific office or management position for LGBTQI+ diversity issues	Study the possibility of creating a specific body with duties and responsibilities in the field	Reporting directly to the Office of the Vice-Rector for Equality	Effective creation and number of actions undertaken	Office of the Vice-Rector for Equality	Cost assessment	2
	Support and assistance	Specific agreements	Agreements with organizations that work on these issues directly (Trànsit, Centre JOVE d'Atenció a les Sexualitats, Gais Positius, Stop Sida, ACATHI, etc.): for talks, conferences, awareness-raising events, case referrals, etc.	Number of agreements	Coordination: Equality Unit Implementation: Legal Services Proposals: Special educational needs tutoring staff in coordination with each faculty/school's equality committee	None	2
	Tutorial action	Extension of the special educational needs PAT to include gender identity	Support for the person undergoing the transition taking advantage of the special educational needs PAT structure with specific training for the tutor	Monitoring of its establishment at all faculties/schools	Coordination: Equality Unit Implementation: Special educational needs tutoring staff from each faculty/school in coordination with the faculty/school's equality committee	Payment in GR@D hours	1



Specific measures for gender identities and transitionality in the university community	Support and assistance	Establishment of the operating protocol	Creation of a specific action protocol for transgender situations or people who suffer from conflicts as a result of their gender identity	Protocol document	Coordination: Equality Unit Written by: Committee to be appointed ad hoc	None	2
		Organization of training sessions for students in the same group as the person undergoing the transition	Training sessions within the tutorial action plan for the group (peers and teachers) in which the person will undergo their transition so that they do not have to go through it alone (providing the person undergoing it so wishes)	Number of training sessions	Coordination: Special educational needs tutoring staff from each faculty/school in coordination with the faculty/school's equality committee Talks: by organizations such as Trànstit or similar	Through agreements with Trànstit	3
	Institutional transformation	Inclusion of a 'non-binary' option on the enrolment form and administrative documents	Inclusion of a 'non-binary' option on all documents for which such an option is requested Truly important option for gender-diverse people	Administrative documents	Coordination: Office of the Vice-Rector for Equality and Social Action	None	2
		Toilet management	Study of a more inclusive toilet model for gender-diverse people Signage for at least one inclusive toilet per building	Signage	Coordination: Equality Unit Implementation: administration and logistics office of each faculty/school	Cost of the signs	2

	Institutional transformation/Training and teaching	Promote new specific health and social science degree programmes on transgender health	Coverage of the lack of training in curricula (no optional subjects, postgraduate studies, or master's degree programmes) to guide health and social science professionals to address the issue requiring an incentive from the UB Inclusion of new elements in the curricula Creation of postgraduate studies or master's degree programmes on the subject	New elements in the curricula New specific postgraduate studies or master's degree programmes	Coordination: Rector's Office Design and implementation: Dean's office of the Faculty of Medicine	None	3
Inclusion in the SDG targets ³²	Training and teaching	Mainstreamed treatment of the SDGs in EHEA bachelor's degree and master's degree programmes	Specification, by each EHEA bachelor's degree programme, of how the SDGs are addressed in some subjects through gender perspective/diversity competences Overall control by the UB	Assessment report on the EHEA bachelor's degree and master's degree programmes for each faculty/school	Coordination: Equality Unit Execution: Academic councils and master's degree coordination committees	None	2
		Mainstreamed introduction of treatment of the SDGs in the subjects (course plans)	Incorporation, in the course plan management tool, of the SDG icons to indicate which ones will be addressed in the subject with the descriptor of each goal	Assessment report on the EHEA bachelor's degree and master's degree programmes for each faculty/school	Coordination: Office of the Vice-Rector for Equality and Social Action	None	2

³² The UN's 17 SDGs (<https://www.un.org/sustainabledevelopment/es/objetivos-de-desarrollo-sostenible>) include gender equality (17), reduced inequalities (10) and quality education (4), which are related to this line of action and may affect how this Equality Plan objective is addressed and implemented.



					Execution: IT and software		
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3. PERIOD AND SCOPE OF APPLICATION OF THE EQUALITY PLAN

3.1. Period of application

- a) This Equality Plan will be applicable for a period of four years as of the date of its entry into force, following its approval by the Governing Council of the University of Barcelona. The Plan may be reviewed before the end of the four-year period if the need arises.
- b) During the period of application of the Plan, its work-related aspects and, in particular, any matters to be the object of subsequent specific development may be improved upon, through collective bargaining, in the terms envisaged in the applicable legislation. That notwithstanding, any conditions to which the legislation in force at any time makes improvements will automatically be replaced by the provisions of the regulations applicable in each case.
- c) During the period of application of the Plan, its measures and lines of action will be monitored and overseen by the Monitoring Committee, without prejudice to any action that the University of Barcelona's Equality Committee may take in the exercise of its powers.

3.2. Scope of application

This Equality Plan is applicable to all the staff of the University of Barcelona, as well as to students at any level of regulated education (undergraduate, postgraduate, PhD) or non-regulated education (UB-specific programmes and extension courses) studying temporarily or on a more long-term basis at the University, thus including international students spending time at the University through Erasmus or any other programme, as well as exchange students from Spanish universities.

This Plan does not apply to centres affiliated to the University of Barcelona, each of which must have its own plan, negotiated with the appropriate representatives as determined by its type, nature and size.

4. MONITORING OF THE PLAN AND OF ITS IMPLEMENTATION

4.1. Monitoring measures

There must be mechanisms to guarantee the effectiveness of the Equality Plan. Its application is to be monitored and overseen by means of the following:

- a) Annual fulfilment report
- b) Monitoring Committee

4.2. Annual report

In coordination with the Equality Unit, the Monitoring Committee must produce a yearly report geared to monitoring the application of the Plan. The report must be ordered by core strategies and establish the degree of fulfilment, according to the schedule in place, of each measure specified for each core strategy.

4.3. Monitoring Committee

4.3.1. Monitoring Committee members

The Monitoring Committee is to comprise:

- a) The Vice-Rector for Equality and Social Action or the holder of the equivalent post.
- b) The director of the Equality Unit.
- c) The people who are members of the Equality Committee as staff representatives and, in that capacity, have participated in the production of the Plan (or the people who may replace them in the role in question in the future).
- d) The people who are members of the Equality Committee as student representatives.

The Monitoring Committee must always have an odd number of members. That number must be no greater than eleven and no smaller than seven.

The Monitoring Committee must be supported by a technical employee attached to the Equality Unit and/or the Technical Office.

4.3.2. Functions of the Monitoring Committee

The functions of the Equality Plan's Monitoring Committee are as follows:

- a) To verify that data are disaggregated, recorded and monitored.
- b) To monitor the fulfilment of the approved measures according to the schedule established.
- c) To gather ideas on and study possible improvements to the actions approved.
- d) To produce, alongside the Equality Unit, the annual report geared to monitoring the application of the Plan.

4.3.3. Powers and duties of Monitoring Committee members

Monitoring Committee members have the following powers:

- a) To access the statistics and data necessary to monitor the Plan.
- b) To raise issues with the different management bodies of the University of Barcelona in the course of monitoring and overseeing the application of the Plan.

Monitoring Committee members have the following duties:

- a) To perform the functions specified in section 4.3.2.



- b) All the duties arising from the general system and the Code of Ethics of the University of Barcelona.

4.4. Frequency of review

The Equality Plan is to be applied for a four-year period, during which the scheduled actions must be carried out in the periods and on the dates established in each case. After the period in question, or if there are valid reasons for reviewing or updating the Plan at another time, the Monitoring Committee must take the steps necessary to initiate a review.

5. REVOCATIONS

This Plan replaces and revokes the Second University of Barcelona Plan for Equal Opportunities between Women and Men, approved in 2011, in its entirety.

6. APPLICABLE LEGISLATION

6.1. International legislation

Worldwide legislation

Universal Declaration of Human Rights. Adopted and proclaimed by the United Nations General Assembly. Resolution 217 A (III) of 10 December 1948.
<<https://www.un.org/sites/un2.un.org/files/udhr.pdf>>.

Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), General Assembly resolution 34/180 of 18 December 1979.
<<https://www.ohchr.org/documents/professionalinterest/cedaw.pdf>>.

Declaration on the Elimination of Violence against Women, General Assembly resolution 48/104 of 20 December 1993. <https://www.un.org/en/genocideprevention/documents/atrocities-crimes/Doc.21_declaration%20elimination%20vaw.pdf>.

Beijing Declaration and Platform for Action, adopted at the Fourth World Conference on Women on 15 September 1995, and the subsequent final documents approved in the extraordinary session periods of the United Nations on Beijing +5 (2000), Beijing +10 (2005), Beijing +15 (2010) and Beijing +20 (2015).

International Covenant on Economic, Social and Cultural Rights, and the United Nations report of 15 January 2016 entitled "Final study on illicit financial flows, human rights and the 2030 Agenda for Sustainable Development" by the Independent Expert on the effects of foreign debt and other related international financial obligations of States on the full enjoyment of all human rights, particularly economic, social and cultural rights.

International Labour Organization (ILO):



- ILO Action Plan for Gender Equality 2018-2021, Geneva, 2018. <https://www.ilo.org/wcmsp5/groups/public/---dgreports/---gender/documents/publication/wcms_645402.pdf>.
- Equal Remuneration Convention, 1951 (no. 100).
- Discrimination (Employment and Occupation) Convention, 1958 (no. 111).
- Workers with Family Responsibilities Convention, 1981 (no. 156).
- Maternity Protection Convention, 2000 (no. 183).
- Resolution concerning gender equality at the heart of decent work, adopted by the General Conference of the International Labour Organization in June 2009.
- Resolution concerning the promotion of gender equality, pay equity and maternity protection, adopted by the General Conference of the International Labour Organization in June 2004.
- Governing Body decision of March 2005 on gender mainstreaming in ILO technical cooperation.

United Nations: Millennium Development Goals (2015) within the 2030 Agenda. <https://www.cooperacionespanola.es/sites/default/files/agenda_2030_desarrollo_sostenible_c_o_operacion_espanola_12_ago_2015_es.pdf>.

See also: 2015 report by UN Women entitled “Progress of the world’s women 2015–2016: Transforming economies, realizing rights”.

European legislation

Council of Europe Convention on preventing and combating violence against women and domestic violence (Istanbul Convention), 2011, *Council of Europe Treaty Series*, no. 210. <<https://rm.coe.int/168008482e>>. In particular, article 3, in which the term *gender* is defined as “the socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for women and men”.

Convention for the Protection of Human Rights and Fundamental Freedoms (ECHR), particularly article 14, which prohibits discrimination, and article 8, which, in protecting family life, also covers work-life balance.

European Pact for Gender Equality (2011-2020), annex to the Council conclusions of 7 March 2011 (07166/2011).

See also:

2005 final report of the Council of Europe’s group of specialists on gender budgeting, in which *gender budgeting* is defined as a “gender-based assessment of budgets, incorporating a gender perspective at all levels of the budgetary process and restructuring revenues and expenditures in order to promote gender equality”.

Council conclusions of 16 June 2016 on gender equality (00337/2016).

Other legislation

Inter-American Convention on the Prevention, Punishment, and Eradication of Violence against Women (Convention of Belém do Pará), 1994.



6.2. European Union legislation

Treaty on European Union. Maastricht, 1992, consolidated version. OJ C 326 of 26.10.2012, p. 13-390. <https://eur-lex.europa.eu/resource.html?uri=cellar:2bf140bf-a3f8-4ab2-b506-fd71826e6da6.0023.02/DOC_1&format=PDF>. In particular:

- Article 2 and article 3, section 3, of the Treaty on European Union (TEU).
- Articles 8, 10, 11, 153 and 157 of the Treaty on the Functioning of the European Union (TFEU).

Charter of Fundamental Rights of the European Union, 2000. OJ C 202 of 7.6.2016, p. 389-405. <https://www.europarl.europa.eu/charter/pdf/text_en.pdf>. In particular, articles 23 and 33.

Regulation (EU) no. 1381/2013 of the European Parliament and of the Council, of 17 December 2013, establishing a Rights, Equality and Citizenship Programme for the period 2014 to 2020. OJ L 354 of 28.12.2013, p. 62-72. <<https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32013R1381&from=EN>>.

Council Directive 92/85/EEC on the introduction of measures to encourage improvements in the safety and health at work of pregnant workers and workers who have recently given birth or are breastfeeding. OJ L 348 of 28.11.1992. <<https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=OJ%3A1992%3A348%3ATOC>>.

Council Directive 2000/43/EC of 29 June 2000, implementing the principle of equal treatment between persons irrespective of racial or ethnic origin. OJ L 180 of 19.7.2000, p. 22-26. <<https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32000L0043>>.

Council Directive 2000/78/EC of 27 November 2000, establishing a general framework for equal treatment in employment and occupation. OJ L 303 of 2.12.2000, p. 16-22. <<https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32000L0078>>.

Council Directive 2004/113/EC of 13 December 2004, implementing the principle of equal treatment between men and women in the access to and supply of goods and services.

Directive 2006/54/EC of the European Parliament and of the Council, on the implementation of the principle of equal opportunities and equal treatment of men and women in matters of employment and occupation (recast). OJ L 204 of 26.7.2006, p. 23-36. <<https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32006L0054h>>.

Recommendation CM/Rec(2019)1 of the Committee of Ministers to member States on preventing and combating sexism, 2019. <https://rm.coe.int/168093b26a_de_Europa_Sexismo_Logo_Consejo.pdf>.

See also:

- European Parliament resolution of 9 June 2015 on the EU Strategy for equality between women and men post 2015.
- European Parliament resolution of 28 April 2016 on women domestic workers and carers in the EU.
- European Parliament resolution of 26 May 2016 on poverty: a gender perspective.
- European Parliament resolution of 14 March 2017 on equality between women and men in the European Union in 2014-2015.
- European Parliament resolution of 15 January 2019 on gender equality and taxation policies in the EU (2018/2095 (INI)).



6.3. Spanish legislation

Spanish Constitution, 1978. Government Agency for the Official State Gazette. Madrid. <<https://www.boe.es/legislacion/documentos/ConstitucionINGLES.pdf>>.

Organic Law 6/2001, of 21 December, on universities (consolidated LOU). *Boletín Oficial del Estado* no. 307 of 24.12.2001. <https://portaljuridic.gencat.cat/ca/pjur_ocults/pjur_resultats_fitxa/?action=fitxa&mode=single&documentId=666989&language=ca_ES>.

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. <<https://www.boe.es/buscar/doc.php?id=BOE-A-2004-21760>>.

Organic Law 3/2007, of 22 March, for effective equality between women and men. *Boletín Oficial del Estado* no. 71 of 23.3.2007. <http://justicia.gencat.cat/web/.content/documents/arxius/llei_igualtat_homes_dones_75.pdf>.

Organic Law 4/2007, of 12 April, amending Organic Law 6/2001, of 21 December, on universities (BOE no. 89 of 13.4.2007). *Boletín Oficial del Estado*, supplement in Catalan no. 15 of 16.4.2007. <https://www.boe.es/boe_catalan/dias/2007/04/16/pdfs/A02063-02082.pdf>.

Law 14/2011, of 1 June, on science, technology and innovation. *Boletín Oficial del Estado*, supplement in Catalan no. 131 of 2.6.2011. <https://www.boe.es/boe_catalan/dias/2011/06/02/pdfs/BOE-A-2011-9617-C.pdf>.

Royal Decree 1791/2010, of 30 December, passing the Statute of University Students' Rights. *Boletín Oficial del Estado*, supplement in Catalan no. 318 of 31.12.2010. <https://www.boe.es/boe_catalan/dias/2010/12/31/pdfs/BOE-A-201020147-C.pdf>.

Royal Legislative Decree 5/2000, of 4 August, passing the amended text of the law on social order infringements and penalties. *Boletín Oficial del Estado* no. 189 of 8.8.2000. <<https://www.boe.es/buscar/act.php?id=BOE-A-2000-15060>>.

Royal Legislative Decree 2/2015, of 23 October, passing the amended text of the law on the Statute of Workers' Rights. *Boletín Oficial del Estado*, supplement in Catalan no. 255 of 24.10.2015. <https://www.boe.es/boe_catalan/dias/2015/10/24/pdfs/BOE-A2015-11430-C.pdf>.

Royal Legislative Decree 5/2015, of 30 October, passing the amended text of the law on the Basic Statute of Public Employees' Rights. *Boletín Oficial del Estado*, supplement in Catalan no. 261 of 31.10.2015. <https://www.boe.es/boe_catalan/dias/2015/10/31/pdfs/BOE-A-2015-11719-C.pdf>.

Royal Decree-Law 6/2019, of 1 March, on urgent measures for guaranteeing women and men equal treatment and opportunities in employment and occupation. *Boletín Oficial del Estado* no. 57 of 7.3.2019. <<https://www.boe.es/buscar/act.php?id=BOE-A2019-3244>>.



6.4. Catalan legislation

Organic Law 6/2006, of 19 July, reforming the Statute of Autonomy of Catalonia, 2006.

Statute of Autonomy of Catalonia, Parliament of Catalonia, 2016 [fifth electronic edition].
<<https://www.parlament.cat/document/cataleg/48089.pdf>>.

Law 1/2003, of 19 February, on Catalonia's universities. *Diari Oficial de la Generalitat de Catalunya* no. 3826 of 19.2.2003. <<https://portaljuridic.gencat.cat/eli/es-ct/l/2003/02/19/1>>.

Law 5/2008, of 24 April, on the right of women to eradicate male violence against women. *Diari Oficial de la Generalitat de Catalunya* no. 5123 of 2.5.2008.
<https://portaljuridic.gencat.cat/ca/pjur_ocults/pjur_resultats_fitxa?action=fitxa&documentId=491383>.

Law 11/2014, of 10 October, to guarantee the rights of lesbian, gay, bisexual, transgender and intersex people and to eradicate homophobia, biphobia and transphobia. *Diari Oficial de la Generalitat de Catalunya* no. 6730 of 17.10.2014.
<<https://portaldogc.gencat.cat/utillsEADOP/PDF/6730/1376345.pdf>>.

Law 17/2015, of 21 July, on effective equality between women and men. *Diari Oficial de la Generalitat de Catalunya* no. 6919 of 23.7.2015.
<<http://portaldogc.gencat.cat/utillsEADOP/PDF/6919/1436051.pdf>>.

Resolution EMO/3093/2015, of 23 December, providing for the registration and publication of the collective agreement applicable to the non-civil service administrative and service staff of the University of Barcelona, the Autonomous University of Barcelona, the Technical University of Catalonia, Pompeu Fabra University, the University of Girona, the University of Lleida, and Rovira i Virgili University (agreement code no. 79002770012008). *Diari Oficial de la Generalitat de Catalunya* no. 7039 of 18.1.2016.
<<https://portaldogc.gencat.cat/utillsEADOP/PDF/7039/1467552.pdf>>.

Resolution TRE/309/2006, of 21 December, providing for the registration and publication of the collective agreement applicable to the teaching and research staff of Catalonia's public universities. 2009 and subsequent amendments of 2010 and 2017. *Diari Oficial de la Generalitat de Catalunya* no. 4821 of 14.2.2007.
<https://dibaaps.diba.cat/scripts/ftpisa.aspx?fnew?cido&dogc/2007/02/20070214/DOGC_2007_0214_013_023.pdf>.

7. PUBLIC DOCUMENTS AND DECLARATIONS

AQU, Catalan University Quality Assurance Agency (2018). *General framework for incorporating the gender perspective in higher education teaching*. AQU Catalunya.

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Summit of Female Rectors of Spanish Public Universities (2018). *Declaració de Castelló*. Universitat Jaume I. Castellón. <<https://www.uab.cat/doc/declacastellodoc>>.

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