

**Second Equality Plan from the University of  
Girona (2021-2025)**

**Approved by the Governing Council of the UdG  
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## PRESENTATION: PRINCIPLES AND CHALLENGES

This Second Equality Plan from the University of Girona (2021-2025)<sup>1</sup> has been conceived with the primary objective of deepening, from a pragmatic and transversal approach, the policies that began in 2009 when the Governing Council, in its session 1/2009 of 29 January, approved the first [Pla d'Igualtat d'Oportunitats entre Dones i Homes](#),<sup>2</sup> (Plan for Equal Opportunities between Women and Men). This plan sets out, as a whole, the firm commitment of the institution to promote the value of equal opportunities in all areas that are under the responsibility of the University of Girona.

The principles of the mainstreaming of gender perspective are the backbone of this second tool for strategic planning and inspire the objectives, strategies and actions that to be prioritized in the coming years.

Different variables have been taken into account in the drafting of this Second Equality Plan, which inevitably condition its content and scope. Firstly, the design and prioritization of the actions has been determined by the specific needs that have currently been detected at the University of Girona, taking into account the evolution of the different diagnoses and reports of disaggregated data from recent academic years. The systematic collection of this data provides an accurate view not only of the state of the issue, but also, and very especially, of the

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<sup>1</sup> The name *equality plan* has been chosen for simplicity, but in this framework equality is used to designate effective equality of opportunities for women and men.

<sup>2</sup> The Governing Council of the University of Girona, in its session 9/06, of 27 October 2006, approved the creation of a [Comissió per al Pla d'Igualtat d'Oportunitats entre Homes i Dones de la Universitat de Girona](#) (Commission for the Plan for Equal Opportunities between Men and Women of the University of Girona) responsible for promoting and coordinating the drafting of the first Gender Equality Plan. The UdG Equality Plan Commission began the diagnostic work. The general results of this diagnosis, together with the concretion of the structure and the process of deployment of the equality plan were reflected in the document "Avenç del pla d'igualtat" (Advance of the equality plan), which was approved by the Governing Council of the UdG on 31 January 2008. For more on the content of the first plan, see the website of the Gender Equality Unit, available online at [https://www.udg.edu/ca/Portals/52/OContent\\_Docs/acord\\_pla\\_igualtat.pdf](https://www.udg.edu/ca/Portals/52/OContent_Docs/acord_pla_igualtat.pdf)

main needs and gender biases that persist today. The diagnostic chapter of this strategic planning instrument lists the reports and data that have been taken into account in the design of the priority actions. They have been completed with the qualitative data obtained from the participatory process promoted throughout the first semester of the 2020-2021 academic year, which has made it possible to discuss and agree on the gender policy strategies and actions included in this initiative. This participatory process has included a survey sent to the entire university community of the UdG which has been answered by 918 people; various discussion groups that have added the contributions of about seventy people from different groups (students, teaching and research staff, and administrative and service staff); interviews; informative sessions, of critical reflection and debate with the students, as well as directed classes in the framework of diverse subjects taught in the different degrees. Similarly, this Second Equality Plan has been reviewed by different representative and governing bodies, as well as by networks of expertise within the UdG in the field of gender. This is the case of the Equality Commission, the Personnel Commission, the Student Council and the Gender and Diversity delegations of the different educational centres. For purposes of interest here, the deployment of this participatory process has made it possible to reach a consensus and complete the catalogue of actions detailed in this document, making the new UdG Equality Plan an instrument that includes clear commitments from the different units, structures and services that make up our university community. The sum of these contributions has made it possible to design a planning instrument designed to advance, from the progress made in different areas in the last decade under the auspices of the First Plan for Equal Opportunities between Women and Men, in the complete consolidation of the culture of equality in the institution as a whole and in the university community. This Second Equality Plan is therefore intended to be an efficient tool for moving in this direction.

That said, in the definition and prioritization of these actions, a new scenario has also been taken into account, favoured by the institutional

assumption of various commitments approved in recent times and which inevitably condition their content and scope. In internal terms, the approval of the new Strategic Plan of the UdG in session 3/2019, of 14 March 2019, of the University Senate, endorsed by the Governing Council on March 21, 2019, is particularly noteworthy. The UdG 2030 plan places great emphasis on the idea of singularizing the sum of intelligences, which can only be effectively guaranteed with a clear and unequivocal institutional commitment to equal opportunities from everyone who is part of our university community.

Also at internal level, the UdG assumes and promotes other wide-ranging strategic projects that will guide the most immediate future of the institution, with a direct or tangential impact on gender equality policies, due to their transversal nature. Therefore, gender mainstreaming as a strategy has sought to project and align itself with these other institutionally promoted planning instruments. Among these projects that are in line with the strategy defined in the Second Equality Plan are the new UdG 21 teaching model; the new quality plan and the internal quality assurance system it defines; and the teaching and research staff and the administrative and service staff training plans, which offer specific training with a gender perspective. In addition, other commitments taken on by the UdG make explicit and complement the institutional commitment to equality. Paradigmatic examples are the European seal for Human Resources Strategy for Researchers, the child protection policy or the different programmes that are promoted in the fields of cooperation and volunteering from the Social Commitment Unit. This set of initiatives and commitments that are to guide the policies of the UdG in the coming years have also inevitably conditioned the design and prioritization of actions of this Second Equality Plan. Only by aligning this set of projects will it be possible to respond, in a coordinated and efficient way, to the new challenges that, in the internal and supranational contexts, are posed in the field of gender equality policies at the university.

On the other hand, the recent approval of the new general framework of the AQU-Catalunya for the incorporation of gender perspective in university teaching has led to new challenges for the Catalan university system as a whole. It has promoted the consideration of a wide range of new objectives and assessment indicators, projected not only in what is strictly teaching in the classroom, but also in research and institutional management. Behind this general framework of the AQU-Catalunya lies the political will to end gender blindness in all the strongholds that are competence of the university. For the purposes of interest here, this new set of indicators has been especially present in the design and programming of a wide range of actions that will be prioritized at the UdG in the coming years, and which are guaranteed transversally in the design of strategies for this Second Equality Plan.

It is worth mentioning that, in addition, other initiatives designed to guide university strategy in gender policies have also been taken into account. Good examples are the Decalogue of Good Practices for Equal Opportunities Plans between Women and Men in Catalan universities approved by the Women and Science Commission of the Interuniversity Council of Catalonia or the advocacy strategies at university level that are included in the Strategic Plan for Gender Equality Policies of the Government of Catalonia for the period 2019-2022. With regard to the actions of this Plan aimed at protecting LGTBI+ people, they have also been designed taking into account recommendations such as those contained in the Guide for the Incorporation of Sexual and Gender Diversity in Catalan universities from Law 11/2004, published by the Government of Catalonia.

Similarly, in recent years the UdG has assumed various commitments at the interuniversity level, in areas of collaboration and cooperation regarding gender equality policies such as those represented by the Women and Science Commission of the Interuniversity Council of Catalonia or the Gender Equality Working Group of the Vives Network of Universities. In these interuniversity spaces, indicators and strategies have been defined that cannot be neglected and that have

therefore been especially present in the design and prioritization of various actions that are proposed for the coming years. These actions are aimed at the entire university community and involve all the units, structures and services of the UdG. This is because the principle of mainstreaming has become the keystone of this new planning instrument. Gender equality has ceased to be considered an objective considered in isolation, assigned to the area of Gender Equality of the Social Commitment Unit, and has consolidated itself as a transversal value that must be promoted and guide the actions that are to be promoted in the units, centres and services of the UdG in the respective areas of competence.

One last principle that has inspired the design of this proposal is still to be valued: that of sustainability. An important part of the actions to be prioritized have been institutionally promoted in recent months and, as a result, are not re-instituted in this strategic planning instrument. Inclusion in this proposal for a Second Equality Plan responds to the will and political commitment to consolidate them, prioritize them in the institutional agenda and guarantee their continuity. In gender equality policies the effective impact of measures is only achieved through a firm and permanent commitment over time, especially when it comes to correcting gender biases, breaking stereotypes and promoting changes in values.

Structured in six major strategic axes, this strategic planning instrument promotes the implementation of fifty actions designed with a pragmatic vocation. Far from great solemn declarations of intent, the Second Equality Plan from the UdG has been conceived with the aim of becoming a practical and concise instrument: it contemplates a prioritization of precise actions that are timed, assigned responsibilities and guarantee a framework for monitoring and evaluating results in intermediate and final phases.

Behind this proposal is the desire to define and programme, from the consensus, the strategic priorities that we set for the coming years, with the aim of cementing them in actions that allow us to move

forward firmly and unflinching towards a deepening of the effective equality of opportunities for women and men in the UdG in all the areas that are competence of the institution.

In short, this strategic planning instrument has been conceived with the aim of deploying a multi-disciplinary projection of the principle of gender equality in all areas and policies for the whole of our community. A deployment that, beyond the legal obligation, is conceived as an indispensable commitment of the University of Girona. A commitment, moreover, necessary to move towards a fairer society where variables such as sex and gender do not limit access and effective enjoyment of the same opportunities, resources and recognition.

In any case, only by preserving equal opportunities will the value of the Sum of Intelligences that inspires and underpins the new 2030 Strategic Plan of the UdG be valued. Only by preserving equal opportunities can we guarantee a fairer university that is more socially committed, more democratic and, ultimately, of better quality. This Second Equality Plan aims to be an efficient tool to move precisely in this direction.



## 1. DIAGNOSIS

The Second Equality Plan from the UdG (2021-2025) is an initiative that the institution itself promotes internally and that therefore responds to the specific needs and windows of opportunity that are perceived by the university community, the units, structures and services of the UdG. In addition, in the diagnosis that has served as the basis for the design of strategies, programmed objectives and actions, various reports and data analysis on gender perspective and biases at the UdG and the Catalan university system have been taken into account. They are listed in more detail in this chapter. It is worth noting that the qualitative data were obtained primarily from surveys, interviews, discussion sessions and critical reflection in the classrooms and discussion groups promoted as part of the participatory process carried out during the first semester of the 2020-2021 academic year. These spaces for exchange, debate and reflection have made it possible to complete the design and prioritization of actions, as a collective project.

The main reports and data that have served as a basis in the design of the structural axes, objectives and actions that are deployed in the next chapter are the following:

- Reports of disaggregated data from the UdG corresponding to the last academic years. Their evolution has been reviewed through comparison because they offer an accurate x-ray of the situation of the UdG, its needs, shortcomings and strengths.
- Document on the basis for the diagnosis and for the Plan of Equality from the University of Girona, of the *Institut per a l'Estudi* and the *Transformació de la Vida Quotidiana IQ*, from December 2019.

- The 2019 report [\*El biaix de gènere en el reclutament, la promoció i la retenció de personal a les universitats catalanes\*](#), published by Xarxa Vives d'Universitats. It analyses the gender bias in the professional and academic careers of the different university groups of the Xarxa Vives (students, teaching and research staff, and administrative and service staff). The system of indicators used provides an accurate x-ray of the situation of women in universities and the report has been designed with the aim of becoming a useful tool for diagnosing, comparing information and designing the most appropriate policies to correct imbalances. The interuniversity data published in the report have been completed with the UdG's own data sent to the Xarxa Vives in the diagnosis of this new Equality Plan, precisely for the drafting of this report.
- Data from the UdG on parity in the composition of the representative and governing bodies, from January 2020, sent to the Working Group on Gender Parity in the University from the Women and Science Commission of the Interuniversity Council of Catalonia.
- Historical quantitative and qualitative data from the UdG obtained within the framework of the participatory process linked to the design and deployment of the First Plan for Equal Opportunities between Women and Men.
- Results of the Survey on Gender Equality at the UdG sent to the entire university community and answered, until January 2021, by 918 people.

- Results of the discussion groups with representatives of the different groups, interviews and sessions of critical reflection and debate around the new Plan, which have taken place throughout the first semester of the academic year 2020-2021 in the framework of the institutionally promoted participatory process.

All these reports, quantitative and qualitative data that have served as the basis for the diagnosis of this strategic planning instrument can be consulted in the Gender Equality Area of the Social Commitment Unit.

### **3. REGULATORY FRAMEWORK FOR GENDER EQUALITY POLICIES IN THE UNIVERSITY ENVIRONMENT**

The current legal framework includes a wide range of forecasts of impact, either direct or tangential, on the planning of gender policies at university level. Inevitably, they are set in parameters that condition the content and scope of much of the actions that make up this planning instrument. Below we detail the most relevant ones, starting with the regulations of the UdG and ending with a note on the supranational provisions.

#### **3.1 Regulations of the University of Girona**

Article 3 of the UdG Statutes, entitled "Principles", solemnly states that the UdG is inspired by the basic principles of freedom, justice, solidarity and a culture of peace, and is committed, verbatim, to the promotion of the education in values, equal opportunities and the fight against any discrimination based on gender. It explicitly guarantees, therefore, the institution's commitment to the promotion of equal opportunities and the prohibition of discrimination on the grounds of gender and strengthens its legal status as one of the legally binding principles in the performance of its functions entrusted to the university community.<sup>3</sup>

This statutory provision is set out, directly or tangentially, in a wide range of regulatory provisions approved by the University of Girona,

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<sup>3</sup> More specifically, Article 3 of the Statutes states the following: "The University of Girona is inspired by the basic principles of freedom, justice, solidarity and a culture of peace, it is committed to the promotion of values education, of equal opportunities and in the fight against discrimination on the grounds of gender, class, ethnicity, religion or any other distinctive character of individuals and groups and assumes the Universal Declaration of Human Rights of the United Nations as its own. In accordance with these principles and the ideals of solidarity between people, the University of Girona will cooperate in the social and cultural progress of poor, impoverished and lesser developed countries and peoples."

some of which are conceived *ad hoc* with the aim of providing content to these institutional values with a gender perspective. This is the case of the Regulations on teaching exemptions for the intensification of research after a maternity leave, approved by the Governing Council in the session of 5 July 2019, or similarly, the Regulations on the change of preferred name for people from the transgender community of the UdG, approved by the Governing Council in the session of 18 October 2018.<sup>4</sup>

Other regulations of the UdG contain explicit or tangential mentions to the promotion of gender equality, although projected in specific sectorial areas. This is the case of the protection of maternity and paternity in the modification of the Regulations of Active Researchers and approval of the text revised by agreement of the Governing Council at the session held on 16 December 2019, or the recognition of the extension of the transfer or research premium guaranteed in the Regulations governing the teaching hours of teaching staff. Equally noteworthy is the incorporation of the gender perspective in the award of honorary doctorates guaranteed in article 14.3 of the Revised Text of the Academic Regulations for Doctoral Studies at the UdG, approved by the Governing Council at its meeting on 16 December 2019.<sup>5</sup>

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<sup>4</sup> For more information, see:

- Regulations for teaching exemptions for the intensification of research after maternity leave, available at [BOUdG 4/2019, no. 1654, of 26 July 2019](#).
- Regulations for the change of preferred name of people in the transgender community, available at [BOUdG 4/2018, no. 1379, of 26 October 2018](#).

<sup>5</sup> For more information, see:

- Modifications to the Regulations for active researchers and approval of the revised text, available at [BOUdG 7/2019, no. 1753, from 23 December 2019](#). Among other provisions, it incorporates maternity or paternity protection when it states verbatim that "in the event of maternity or paternity during the contractual period, the twelve months following the birth of the child will not be counted for the purposes of the active researcher's assessment".
- See article 3.4 of the Regulations governing the teaching dedication of teachers at [Normativa reguladora de la dedicació docent del professorat](#). It states that in the case of having taken paternity or maternity leave during the seven calendar years prior to the start of the academic year, the recognition of the research premium or active transfer is extended for an additional 12 months.
- Revised text of the Academic Regulations for Doctoral Studies at the University of Girona, available at [BOUdG 7/2019, no. 1754, from 23](#)

### 3.2 Most relevant Catalan regulations

The Catalan legal system includes a wide range of normative provisions, of legal and regulatory rank, of direct or tangential impact on the planning of gender equality policies at the university level, which have been especially present in the design of the actions that make up this Second Equality Plan. The most relevant are listed below:

- Articles 4, 19, 40, 41, 45.3, 56.3 and 153 of the Statute of Autonomy of Catalonia, in the wording of Law 6/2006, of 19 July. From the set of incidents forecast in this matter, those of article 41 entitled "Gender perspective" stand out because it sets out the statutory bases of the policies of gender equality in Catalonia.<sup>6</sup>
- Law 17/2015, of 21 July, on the effective equality of women and men. Throughout its articles, there are several precepts of direct incidence in the matter; for example, it obliges the guarantee of equality between women and men as a fundamental right in all fields in which the public authorities exercise responsibilities, which includes their obligation to eliminate any form of

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[December 2019](#). Article 14.3 states verbatim that "the Governing Council is the body that grants the title of doctor honoris causa" and adds: "In granting the title, the gender perspective will be taken into account."

<sup>6</sup> Available at [DOGC no. 4680 from 19 July 2006](#). More specifically, Article 41 of the Statute of Autonomy of Catalonia provides: "1. The public authorities must ensure compliance with the principle of equal opportunities for women and men in access to employment, training, vocational promotion, working conditions, including remuneration, and in all other situations, and they must also ensure that women are not discriminated against because of pregnancy or maternity. 2. The public authorities must guarantee transversality in the incorporation of a gender and women's perspective in all public policies in order to achieve real and effective equality and parity between women and men. 3. Public policies must ensure that all forms of violence against women and acts of a sexist and discriminatory nature are comprehensively addressed; they should promote the recognition of the role of women in the cultural, historical, social and economic spheres, and they should promote the participation of women's groups and associations in the elaboration and evaluation of these policies. 4. The public authorities must recognize and take into account the economic value of care and attention work in the domestic and family spheres in setting their economic and social policies. 5. The public authorities, within the scope of their powers, and in the cases established by law, must ensure that the free decision of women is decisive in all cases that may affect their dignity, integrity and physical and mental well-being, in particular with regard to the body itself and its reproductive and sexual health."

discrimination, whether direct or indirect. Of the set of provisions in the regulations, those of article 28, entitled "Universities and research", are of particular note. They are included in a footnote.<sup>7</sup>

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<sup>7</sup> Published in [DOGC no. 6919, 23 July 2015](#). Article 28 reads verbatim: "1. The education in values referred to in article 5 of Law 1/2003, of 19 February, on universities in Catalonia, must necessarily include: a) The promotion of the introduction of the gender perspective in a transversal way and studies on the contribution of women throughout history in all areas of knowledge and in academic and research activity, which must be included in the curriculum of undergraduate and postgraduate programs. The submission of applications for accreditation of undergraduate and postgraduate courses must be accompanied by a report detailing, where applicable, how the gender perspective has been incorporated into the curriculum or, if not done, of the projected improvement plan to make it possible. b) Non-sexist and androcentric use of language in all their communications. c) The training in co-education of people who carry out teaching tasks, especially those who study teaching or education sciences and, where applicable, in undergraduate, postgraduate, master's and doctoral studies aimed at the training of teachers, professors and educators, in accordance with the co-educational model referred to in article 21. 2. To meet the goal of achieving effective equality between women and men in the field of university and research, universities must: a) Promote the work of women researchers and their participation in research groups and make sure their contributions in the scientific and technical fields are visible. b) Guarantee the training of their staff in matters of gender and women's perspective in each of the academic disciplines. c) Create specific modules or courses on gender and women's perspectives in each of the academic disciplines. 3. Universities, higher education centers and Catalan research centres and institutions must: a) Guarantee the effective equality of women and men in the teaching and research careers, as well as among the administration and service staff, and promote the balanced representation of women and men in the different collegiate bodies and at all levels of decision-making. b) Approve a plan of equality for the access, promotion and working conditions of the administration and service staff and of the teaching and research staff, which includes specific measures targeted at students, and also to design and implement an inclusive recruitment policy that takes into account the specific training of the people who are part of the selection committees to avoid any gender discrimination in the staff selection processes. c) Provide information and advice to prevent any form of discrimination, sexual harassment or harassment on the grounds of sex and other forms of gender-based violence. d) Ensure that the evaluations of teaching and research staff carried out by the relevant bodies take into account the gender perspective and non-discrimination, neither direct nor indirect, on the grounds of sex. e) To value as positive features, in the calls for grants for research projects or other research grants of a collective nature, together with the criteria to guarantee quality and excellence: First; That the groups are made up of 40% or more women, and that a woman be in charge of research in areas where women are not very present. Second; That the projects incorporate the gender and women's perspective, or have as their object, studies on the situation of women. f) Implement positive action measures and provide inter-institutional cooperation mechanisms that contribute to the prevention of sexual harassment and harassment on the grounds of sex - the maximum expression of gender inequality - that guarantee this prevention and allow an adequate response to any complaints or claims that may be made in this regard to any member of the university community. g) To create specific modules or courses in the field of gender and women's perspective in the compulsory curricular proposal of the faculties and studies

- Law 5/2008, of 24 April, on the right of women to eradicate gender-based violence, in the revised wording of Law 17/2020, of 22 December.<sup>8</sup>
- Law 11/2014, of 10 October, to guarantee the rights of lesbians, gays, bisexuals, transgender and intersex people and to eradicate homophobia, biphobia and transphobia.<sup>9</sup>
- Law 1/2003, of 19 February, on universities in Catalonia. For the purposes of interest, this includes the duty of universities to promote actions to achieve equal opportunities between women and men in all areas of the university (eighth additional provision).<sup>10</sup>

### 3.3 Most relevant state regulations

The following is a very brief list of the main state regulations that define the backbone of the regime for gender equality policies, also those projected at the university level.

- Organic Law 3/2007, of 22 March, for the effective equality of women and men.<sup>11</sup>

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recognized by Catalan universities. h) Carry out actions to balance the presence of both sexes in all disciplines, especially in those in which one of the two sexes is significantly underrepresented. i) Be accountable to the public bodies responsible for university policy regarding the degree of fulfillment of the objectives established in this article."

<sup>8</sup> Published in [DOGC no. 8303, from 24 December 2020](#). See especially Article 13, which gives a new wording to Article 17 of the law, entitled "Scope of university education".

<sup>9</sup> Published in [DOGC no. 6730, from 17 October 2014](#).

<sup>10</sup> Published in [DOGC no. 3826, from 20 February 2003](#).

<sup>11</sup> Published in [BOE no. 71, from 23 March 2007](#). See, in particular, with regard to equality plans, the provisions of Chapter III of Title IV, entitled "Equality plans for companies and other measures to promote equality", Articles 45 to 49. this legal provision incorporates the concept of positive action in Article 11, providing that in order to give effect to the constitutional right to equality, the public authorities shall



- Organic Law 1/2004, of 28 December, on comprehensive protection measures against gender violence.<sup>12</sup>
- Organic Law 4/2007, of 12 April, amending Organic Law 6/2001, of 21 December, on universities.<sup>13</sup>
- Law 14/2011, of 1 June, on science, technology and innovation.<sup>14</sup>
- Royal Legislative Decree 5/2015, of 30 October, approving the revised text of the Law on the Basic Statute of Public Employees.<sup>15</sup>

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adopt specific measures in favour of women to correct situations of de facto inequality with respect to men. It adds that "these measures, which will be applicable as long as these situations persist, must be reasonable and proportionate to the objective pursued in each case." Likewise, when regulating equality within public administrations, the rule includes provisions aimed at guaranteeing equality policies in public universities. (article 25).

<sup>12</sup> Published in [BOE no. 313, from 29 December 2004.](#)

<sup>13</sup> Published in BOE no. 89, from 13 April 2007. For the purposes of this report, this reform sets out in the Preamble the explicit commitment to promote gender equity in the university. It establishes in particular that it must work to guarantee the balanced presence between women and men in the collegiate governing and representative bodies of public universities (art. 13) and the balanced presence between women and men in the collegiate governing bodies and representation of private universities (art. 27.1); that the General Conference on University Policy has among its functions to coordinate the preparation and follow-up of reports on the application of the principle of equality between women and men in the university (art. 27.1.e); that research teams develop their professional careers by promoting a balanced presence between women and men in all their fields (art. 41.4); that the rights and duties of students include equal opportunities and non-discrimination on the grounds of sex, as well as receiving non-sexist treatment (art. 46). It also establishes that in the rules for hiring assistant professors and doctoral assistant professors, situations of temporary disability, maternity and adoption or foster care during the contract period will not interrupt the calculation (art. 49 and 50); that in the national accreditation commissions a balanced composition between women and men will be sought, unless this is not possible for well-founded, objective and duly motivated reasons, (art. 62). And concludes by stating that the competent public administrations, in coordination with universities, will establish specific programs for victims of gender violence so that they can receive personalized help, support and adaptations in the teaching system (Fourth Additional Provision).

<sup>14</sup> Published in [BOE no. 131, from 2 June 2011.](#) This legal provision introduces the gender perspective as a transversal category in scientific and technical research that must be taken into account in all aspects of the process to ensure effective equality between men and women. More specifically, this mention of the gender perspective appears in the preamble, in the preliminary title and in Title III. The thirteenth additional provision establishes the mechanisms for the implementation of the gender perspective, developing the specific measures to be applied in this field, and also requires their application in universities, due to their status as research centres.

<sup>15</sup> Published in [BOE no. 278, from 20 November 2015.](#) With regard to equality plans, see in particular Article 49 and Additional Provision 7a.

- Royal Decree 902/2020, of 13 October, on equal pay for men and women.<sup>16</sup>

### **3.4 European and international regulatory framework**

Gender equality is the fifth of the seventeen Sustainable Development Goals on the 2030 Agenda for Sustainable Development, approved by the UN in 2015. Evidence, from the outset, of the prioritization of this goal in the international political agenda. Moreover, gender equality is clearly stated as a fundamental human right. It is worth noting that the United Nations has made its commitment to equality clear since its act of constitution in 1945 (San Francisco Charter, June 26, 1945). More specifically, Articles 55 and 56 of the Charter establish the obligation for all Member States to promote universal respect for human rights - explicitly recognizing the equal rights of women and men - and for the fundamental freedoms of all persons, as well as to take measures, jointly or separately, in cooperation with the organization, for this purpose. On this basis, it has promoted numerous legal, political and technical instruments for the achievement of these commitments. Of particular note is the adoption of the Convention on the Elimination of All Forms of Discrimination against Women, adopted by the United Nations General Assembly in Resolution 34/180 of 18 December 1979. This endorses measures of temporary positive action aimed at accelerating de facto equality between women and men, including measures to protect motherhood (art. 4). It is worth noting that the World Conference on Women in Nairobi (1985) proposed the adoption of a new strategy to address gender equality: gender mainstreaming. Since the Beijing Conference (1995) this means acting in all areas, at all levels and in a coordinated manner and with the application of this approach to all levels of government.

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<sup>16</sup> Published in BOE no. 272, from 14 October 2020. See especially Additional Provision 4a.

UNESCO has also reaffirmed these commitments, especially in the World Science Report (1996) and the Declaration on Higher Education in the 21st Century (1998). Institutions are urged to contribute to the sustainable development of society and to strengthen the participation and promotion of women's access. UNESCO identifies the main obstacles to women's participation in terms of equality in academia: (a) discriminatory practices in professional appointments and promotions; b) tensions arising from the dual family and professional function; c) gender stereotypes about the figure of scientists and academic positions, and d) the continuing resistance for women to hold leadership positions.

On this basis, UNESCO advocates the need to develop appropriate policies and legislation that correct "bad practices" and ensure the participation of women, in equal opportunities, in academia. For the purposes of interest here, the solutions promoted with the aim of correcting gender inequalities in universities revolve around three main lines of action, which form the basis for the development of equal opportunities policies between men and women that governments and university authorities must guarantee. First, it proposes the construction of databases that allow a detailed and systematic knowledge of the presence of women teaching staff in higher education. Secondly, it advocates the revision of appointment and promotion procedures, as well as support for women in all professions through legislative rules and infrastructure and the establishment of quotas to promote women's access and participation in the university world.<sup>17</sup>

As for European Union law, it has a body of legislation that reinforces the right to equality and the prohibition of discrimination on the

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<sup>17</sup> Similarly, the International Labour Organization also promotes equality between women and men in the workplace. Four particularly relevant conventions of this body stand out: Convention no. 100 on equal pay (1951); Convention no. 111 on Discrimination in Employment and Occupation (1958); Convention no. 156 on workers with family responsibilities (1981) and Convention 183 on maternity protection (2000), which establishes protection against discrimination based on causes related to or derived from maternity.

grounds of sex. It is worth noting that this regulation has broadly gone through three stages of development and consolidation: a) until the 1990s, the treatment of equality was primarily deployed in the workplace; b) at the beginning of the 1990s, a change of strategy began towards positive actions by the public authorities in favor of promoting the participation of women in the different social activities, and c) finally, the consolidation of policies of gender mainstreaming, especially since the 1995 Beijing Conference.

The Treaty of Lisbon guarantees equality between women and men as one of the five values on which the EU is founded, committed to the fight for equality in all its activities, as proclaimed in Articles 2 and 3 of the Treaty of the European Union and Article 8 of the Treaty on the Functioning of the European Union. Likewise, the Treaty on the Functioning of the European Union allows Member States to establish measures that offer specific advantages aimed at making it easier for the lesser represented sex to carry out professional activities or to avoid or compensate for limitations in their professional careers (art. 157.4). It should also be added that the EU Charter of Fundamental Rights states that equality between women and men must be ensured in all areas, including employment, work and pay, and also states that the principle of equality does not prevent the maintenance or adoption of measures that offer specific advantages in favor of the lesser represented sex (art. 23). Article 33 of this provision guarantees the right to reconcile family and professional life and the protection of the family in the legal, economic and also social spheres.

This primary law of the European Union will be derived from the European body of legislation against discrimination on the grounds of sex. In this way, the principle of equality is guaranteed in a wide range of rules of secondary law. Of particular note are those approved with the aim of guaranteeing (Directive 73/117 / EC) equal treatment in Social Security (Directive 79/7 / EEC and Directive 86/378 / EEC), the protection of pregnant women (Directive 92/85 / EEC), access to

employment and training and vocational promotion (Directive 2006/54 / EC), autonomous activities (Directive 2010/41 / EU), or - as an example for all - parental leave (Directive 2010/18 / EU), among many other areas of direct or tangential impact on gender policies, also at university level.

This body of legislation, considered as a whole, preserves the mainstreaming of equality in all European policies, and therefore, also, for the purposes of interest here, in the educational policy and management of Catalan universities.

## **4. STRATEGIC AXES AND ACTIONS**

- **Strategic Axis 1. Promote a culture of equity throughout the institution**
- **Strategic axis 2. Teaching with a gender perspective**
- **Strategic axis 3. Research with a gender perspective**
- **Strategic axis 4. Equal opportunities in access, promotion and working conditions**
- **Strategic axis 5. Commitment against discrimination and violence**
- **Strategic axis 6. Social commitment and transfer of knowledge sensitive to gender**

## STRATEGIC AXIS 1. PROMOTE THE CULTURE FOR EQUITY THROUGHOUT THE INSTITUTION

ACTION 1.	Organization of awareness campaigns
<b>Description</b>	To give visibility to the UdG's commitment to gender equality and sexual diversity, with the regular organization of awareness campaigns involving the entire university community
<b>Indicators</b>	Institutional communicative actions in terms of gender promoted throughout the academic year. Identification of the channels used, resources and impacts, in communicative terms, on the university community
<b>Objectives or expected results</b>	Promote critical thinking and create a state of opinion. Disseminate relevant ephemeris institutionally. Disseminate initiatives and other relevant information on gender equality policy at the university level
<b>Recipients</b>	The whole university community
<b>Responsible</b>	Gender Equality Area - Social Commitment Unit Communication and Institutional Relations Area Library Sports Service Modern Languages Service
<b>Calendar</b>	11 February (International Day of Women and Girls in Science) 8 March (International Women's Day) 17 May (International Day Against LGBT-Phobia) 25 November (International Day Against Gender Violence) Other dates for periodically announcing actions linked to the UdG's gender equality policy

<b>ACTION 2.</b>		<b>Organize and provide institutional support for gender-based training activities</b>
<b>Description</b>		Programming and institutional support for the organization of courses, seminars, conferences, workshops, debates, exhibitions and other training activities and critical reflection on gender
<b>Indicators</b>		Number of activities scheduled throughout the academic year
<b>Objectives or expected results</b>		Promote training, critical reflection and debate
<b>Recipients</b>		The whole university community
<b>Responsible</b>		Gender Equality Area - Social Commitment Unit Office of the Vice Rector for Territory and Social Commitment Faculties, schools and departments Chairs Doctoral School ICE Library Directory of teaching and research staff with expertise in the field
<b>Calendar</b>		Continuous programming throughout the academic year

<b>ACTION 3.</b>		<b>Promote the presence of women among people awarded with distinctions and awards, including honorary doctorates</b>
<b>Description</b>		Positive action with the aim of correcting the gender bias in institutional distinctions and recognitions
<b>Indicators</b>		Number of awards, prizes, distinctions and other recognitions, including honorary doctorates, that have been awarded to women throughout the academic year
<b>Objectives or expected results</b>		Give visibility to female talent Correct the gender bias diagnosed at the UdG in the granting of these academic and institutional recognitions Compensate for the imbalance and accelerate the process towards full equality of women and men in the recognition of excellence Comply with indicators of the General Framework of the AQU-Catalonia
<b>Recipients</b>		The whole university community



<b>Responsible</b>	UdG Governing Team Faculties, schools and departments Research institutes Chairs Doctoral School Other structures and services of the UdG
<b>Calendar</b>	Throughout the whole academic year

<b>ACTION 4. Promote the presence of women as speakers at institutional events</b>	
<b>Description</b>	Positive action with the aim of correcting the gender bias in these acts
<b>Indicators</b>	Number of institutional events (inaugural lectures of the academic year at the UdG and in the faculties, graduation ceremonies, etc.) that have had women as speakers
<b>Objectives or expected results</b>	Give visibility to female talent Correct the gender bias diagnosed at the UdG Comply with indicators of the General Framework of the AQU-Catalonia
<b>Recipients</b>	The whole university community
<b>Responsible</b>	UdG Governing Team Faculties, schools and departments Research institutes Chairs Doctoral School Other structures and services of the UdG
<b>Calendar</b>	Throughout the whole academic year

<b>ACTION 5. Incorporation of the gender perspective into the UdG's Internal Quality Assurance Systems</b>	
<b>Description</b>	Action aimed at strengthening the diagnosis of the gender perspective in the teaching of the different studies of the UdG
<b>Indicators</b>	Agreement of the Governing Council to endorse the approval of multi-disciplinary gender competence The progressive incorporation of competence into the reports of the studies Percentage of reports that have this competence incorporated

<b>Objectives or expected results</b>	Comply with indicators of the General Framework of the AQU-Catalonia
<b>Recipients</b>	The whole university community
<b>Responsible</b>	Vice-Rectorate for Quality and Transparency
<b>Calendar</b>	Compulsory for all new reports and progressive in accordance with the VMMA framework for all current study reports

<b>ACTION 6. Review the UdG's communication strategy in terms of gender: inclusive image and language</b>	
<b>Description</b>	<p>Ensure that images, texts and institutional presentation materials of the UdG, including the website, use inclusive language, include both women and men and avoid gender stereotypes and sexual norms</p> <p>Ensure that the UdG's institutional documentation (papers, forms, etc.) is neutral in image and language</p> <p>Make visible the research projects on gender that the UdG is leading</p>
<b>Indicators</b>	Assess the neutrality of the institutional image, both internally and externally, and the neutrality of the language used in both written documentation and oral communication in institutional events and meetings.
<b>Objectives or expected results</b>	<p>Guarantee a communication strategy sensitive to the values linked to gender equality and sexual diversity</p> <p>Ensure that images, communication content and all presentation materials, including the web, use inclusive language, that both women and men appear, and that gender stereotypes are avoided.</p> <p>Comply with indicators of the General Framework of the AQU-Catalonia</p> <p>Disseminate gender research projects led by the UdG</p>
<b>Recipients</b>	The whole university community
<b>Responsible</b>	<p>Gender Equality Area - Social Commitment Unit</p> <p>Vice-Rectorate for Communication and External Relations</p> <p>Communication and Institutional Relations Area</p> <p>Office of Research and Technology Transfer</p> <p>Faculties and schools</p> <p>Departments</p> <p>Research institutes</p> <p>Chairs</p> <p>Doctoral School</p> <p>ICE Josep Pallach</p>

	UdG services
<b>Calendar</b>	Throughout the whole academic year

<b>ACTION 7. Empower student associations and networks that promote equality and sexual diversity</b>	
<b>Description</b>	Provide institutional support to student associations, groups and networks working in the field of gender equality and sexual diversity at the UdG
<b>Indicators</b>	Number of activities scheduled with collaboration and / or institutional support Consolidated spaces for dialogue and interaction
<b>Objectives or expected results</b>	Strengthen institutional collaboration with student associations and networks that promote, through social activism, the values linked to gender equality, especially feminist and LGTBI + groups To support the events organized by these associations to promote critical reflection and debate on the UdG campuses Create a stable and regular space for dialogue and exchange of proposals, to understand needs and agree joint strategies and actions Comply with indicators of the General Framework of the AQU-Catalonia
<b>Recipients</b>	Student associations and networks that promote values linked to gender equality, especially feminist and LGTBI + groups UdG Student Council
<b>Responsible</b>	Gender Equality Area - Social Commitment Unit Vice-Rectorate for Communication and External Relations Vice-Rectorate for Students and Employment
<b>Calendar</b>	Throughout the whole academic year

<b>ACTION 8. Appointment of student representatives in schools for gender equality</b>
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<b>Description</b>	Election of student representatives in all UdG teaching centres to ensure gender equality, promote actions in this area and generate spaces for dialogue and interaction
<b>Indicators</b>	Designation of representations in all faculties, in the EPS and in the Doctoral School
<b>Objectives or expected results</b>	Strengthen institutional collaboration with UdG students in the design of gender policies Create a stable and regular space for dialogue and exchange of proposals, to understand the needs of each school from the perspective of students, and agree joint strategies and actions Improve the diagnosis of the needs perceived by students in gender policies Strengthen the network of people involved in gender policies at the UdG
<b>Recipients</b>	Students from the UdG
<b>Responsible</b>	Gender Equality Area - Social Commitment Unit UdG Student Council Vice-Rectorate for Students and Employment Delegations of Gender and Diversity of the different educational centres
<b>Calendar</b>	1 year

<b>ACTION 9.</b>	<b>Expansion of the Library's collection on issues related to gender equality and sexual diversity</b>
<b>Description</b>	Expand the Library's collection with bibliography and resources on various topics directly or tangentially linked to gender equality, selected from the UdG's teaching and research areas Create a database of audiovisual resources that include recordings of conferences and other events focused on gender
<b>Indicators</b>	Number of books and other resources acquired to expand the bibliographic collection on topics related to gender equality
<b>Objectives or expected results</b>	Expansion of bibliographic funds available to the university community
<b>Recipients</b>	The whole university community
<b>Responsible</b>	Library
<b>Calendar</b>	Annual, progressive acquisition of new titles

<b>ACTION 10. Inclusive toilets on campus</b>	
<b>Description</b>	Guarantee non-binary toilet facilities that overcome the heteronormative gender division
<b>Indicators</b>	Number of non-binary facilities guaranteed on the different UdG campuses
<b>Objectives or expected results</b>	Ensure at least some inclusive toilets on each of the three UdG campuses
<b>Recipients</b>	The whole university community
<b>Responsible</b>	Deputy to the Rector for the Campuses SOTIM – Technical Assistance and Maintenance Service
<b>Calendar</b>	Undertaken within 4 years

<b>ACTION 11. Revision of UdG regulations in terms of gender</b>	
<b>Description</b>	Guarantee an <i>ex-ante</i> review of the impact of gender in all the regulations that are approved from now on, with the aim of ensuring the transversality of the perspective of equality in the areas that are the competence of the UdG; this revision should be projected into the formal dimension (use of language) and the content
<b>Indicators</b>	Review of internal procedures to ensure gender impact review Regulations approved by the UdG that are sensitive to the gender perspective or with a prior gender impact assessment
<b>Objectives or expected results</b>	To guarantee the mainstreaming of the gender perspective in the regulations of the UdG Promote gender equality policy in accordance with legally binding rules
<b>Recipients</b>	The whole university community
<b>Responsible</b>	Office of the General Secretary Legal Advisory Office
<b>Calendar</b>	Undertaken within 4 years

**ACTION 12. Promote the progressive equal representation of women and men in the representative and governing collegiate bodies of the UdG**

<b>Description</b>	To promote an equal presence of women and men in the composition of the collegiate bodies of governance, of participation and representation, consultative and in the spaces of decision-making; to ensure this progressively, as the compositions of these bodies are renewed
<b>Indicators</b>	Review of the collegiate bodies with equal composition
<b>Objectives or expected results</b>	Ensure an equal presence of women and men in the composition of the collegiate bodies of the UdG in order to give effective compliance to the current legal framework To guarantee this equal composition to all the collegiate organs and especially: <ul style="list-style-type: none"> <li>- Governing bodies</li> <li>- Commissions</li> <li>- Representative bodies, including company committees and staff boards of Teaching and research staff and Personnel and administrative staff, as well as representative bodies of students and student associations</li> </ul>
<b>Recipients</b>	The whole university community
<b>Responsible</b>	Office of the General Secretary
<b>Calendar</b>	Progressive implementation as the composition of the collegiate bodies is renewed, up to 4 years

**ACTION 13. Promote training events to ensure the effective implementation of the Equality Plan**

<b>Description</b>	Guarantee training events specifically aimed at the people of the UdG who will have to ensure the effective implementation of the Equality Plan Ensure that this training covers the field of gender equality, sexual diversity and gender perspective in their respective areas of competence, as well as the resources that the UdG makes available to promote it.
<b>Indicators</b>	Incorporation of these training events into the training policy of the Personnel and administrative staff and the Teaching and research staff Number of training events scheduled and impact on the number of people trained with a gender perspective

<b>Objectives or expected results</b>	Ensure that those responsible for implementing and evaluating the actions of this Plan have accurate knowledge of the resources available to them and training adapted to their professional profile to do so.
<b>Recipients</b>	Teaching and research staff Personnel and administrative staff Students
<b>Responsible</b>	Vice-Rectorate for Staff Management Human Resources Service Gender Equality Area - Social Commitment Unit ICE
<b>Calendar</b>	Throughout the whole academic year

<b>ACTION 14. Promote final degree projects without gender blindness</b>	
<b>Description</b>	Specific training on methodologies and resources to develop gender-sensitive research aimed at carrying out the final degree project. At the same time, promote other actions that encourage this perspective in the final projects of degrees
<b>Indicators</b>	Organization of courses and other training and awareness actions on gender perspective in research Action for the academic training of students preparing for the final degree project
<b>Objectives or expected results</b>	Ensure that students who have to write and be evaluated for their final degree project at the UdG can be trained on how to carry out gender-sensitive research Disseminate the gender perspective in the final degree projects Incorporate the gender perspective in the guidelines for writing final degree projects
<b>Recipients</b>	Students Teaching and research staff who tutor final degree projects
<b>Responsible</b>	Faculties Area of Gender Equality (Social Commitment Unit), in collaboration with the delegations of Gender and Diversity of the faculties ICE
<b>Calendar</b>	Throughout the whole academic year

<b>ACTION 15.</b>		<b>Promote the gender perspective in the nomenclature of chairs and other structures of the UdG</b>
<b>Description</b>		To give visibility to women in the nomenclature of chairs and other structures of the UdG
<b>Indicators</b>		Number of chairs and other structures of the UdG that incorporate the gender perspective in their identifying name
<b>Objectives or expected results</b>		Correct the existing imbalance and give visibility to women and the gender perspective in the nomenclature of chairs and other structures linked to the UdG
<b>Recipients</b>		Chairs Other structures of the UdG
<b>Responsible</b>		Vice-Rectorate for Territory and Social Commitment
<b>Calendar</b>		4 years

<b>ACTION 16.</b>		<b>Ensure auditing and recording of gender pay</b>
<b>Description</b>		Guarantee instruments for remuneration transparency at the UdG (remuneration audit and register of salary in terms of gender), in the terms regulated in Royal Decree 902/2020, of 13 October, on equal pay for women and men
<b>Indicators</b>		Carrying out the remuneration audit Guarantee of remuneration records
<b>Objectives or expected results</b>		Strengthen the instruments of remuneration transparency Improve the diagnosis of gender bias Promote the effective application of the principles of equal pay
<b>Recipients</b>		Workers of the UdG
<b>Responsible</b>		General Manager's Office Vice-Rectorate for Quality and Transparency
<b>Calendar</b>		2 years



## STRATEGIC AXIS 2. TEACHING WITH A GENDER PERSPECTIVE

<b>ACTION 17. Promote training actions for teaching staff on teaching with a gender perspective</b>	
<b>Description</b>	<p>Continuous organization of training actions aimed at training the teaching staff of the UdG on how to incorporate the gender perspective in their teaching in the classroom</p> <p>Design this training in direct collaboration with the Gender and Diversity delegations of each of the nine faculties of the UdG with the aim of adapting the training action to the profile of the studies taught there.</p>
<b>Indicators</b>	<p>Number of scheduled training actions (courses, workshops and seminars, among others) that are taught throughout the academic year</p> <p>Impact of these training activities (teachers who follow the training and projection of the learning acquired in their teaching)</p>
<b>Objectives or expected results</b>	<p>Ensure that teachers have the necessary tools and knowledge to be able to effectively incorporate the gender perspective in their teaching in the classroom</p> <p>Eliminate gender blindness in teaching in all studies taught at the UdG</p> <p>To train students in gender perspective so that they become professionals sensitive to the culture of equality, in their respective areas of expertise, and critical citizens.</p>
<b>Recipients</b>	Teaching and research staff
<b>Responsible</b>	<p>Gender Equality Area - Social Commitment Unit</p> <p>Delegations of Gender and Diversity of the faculties</p> <p>Vice-Rectorate for Teaching and Academic Planning</p> <p>Vice-Rectorate for Staff Management</p> <p>ICE</p>
<b>Calendar</b>	Programming throughout the academic year

<b>ACTION 18. Carrying out diagnoses to measure the level of incorporation of gender perspective in degrees</b>	
<b>Description</b>	Measure the level of incorporation of gender perspective in the subjects of the studies taught at the UdG
<b>Indicators</b>	<p>Projection of the gender perspective in the subjects</p> <p>Qualitative data obtained from surveys, interviews, discussion groups and information provided by the network of people working in the promotion of gender equality at the UdG (Gender Equality Unit, UdG Equality Commission , delegations of Gender and Diversity of the faculties of the UdG, directory of expertise of the UdG in this field)</p> <p>Incorporation of the gender perspective into the UdG's internal quality assurance systems</p>
<b>Objectives or expected results</b>	Have an accurate diagnosis of the situation of the gender perspective in the teaching in the classrooms of the UdG, to guide the design of future corrective actions
<b>Recipients</b>	Teaching and research staff Students
<b>Responsible</b>	Gender Equality Area - Social Commitment Unit Vice-Rectorate for Territory and Social Commitment Vice-Rectorate for Quality and Transparency Vice-Rectorate for Teaching and Academic Planning UdG Equality Commission Delegations of Gender and Diversity of the faculties Planning and Assessment Office
<b>Calendar</b>	Quadrennial

<b>ACTION 19. Promote teaching innovation and the exchange and promotion of experiences and good practices on gender perspective in teaching</b>	
<b>Description</b>	Promote spaces for critical reflection and teaching innovation based on methodologies and good practices in the incorporation of gender perspective in the explanation of the contents of the course in the classrooms of the UdG
<b>Indicators</b>	Incorporation of gender perspective in the UdG Model 21 Number of calls for teaching innovation projects that incorporate a gender perspective Seminars, conferences, congresses and other spaces for critical reflection that are organized around gender perspective in university teaching Consolidation of the project "Aules Obertes a la Perspectiva de Gènere" (Classrooms Open to the Gender Perspective) in the framework of the commemorative events of March 8 at the UdG
<b>Objectives or expected results</b>	Institutionally promote teaching innovation and the exchange of experiences among teaching staff Design and disseminate new methodologies and strategies to eliminate gender blindness in classrooms Comply with the General Framework of the AQU-Catalonia
<b>Recipients</b>	Teaching and research staff
<b>Responsible</b>	Teaching Innovation Network on Teaching with a Gender Perspective at the ICE Gender Equality Area - Social Commitment Unit Vice-Rectorate for Territory and Social Commitment Vice-Rectorate for Teaching and Academic Planning
<b>Calendar</b>	Programming throughout the academic year

<b>ACTION 20. Institutional publications in terms of gender</b>	
<b>Description</b>	Edit and disseminate institutional publications aimed at making visible and recognizing teaching and research with a gender perspective or in gender studies at the UdG Generate resources and materials that contribute to projecting the gender perspective in the areas that are the responsibility of the university

<b>Indicators</b>	Number of institutional publications Teaching and research materials and resources generated in terms of gender
<b>Objectives or expected results</b>	Promote the development of resources, materials and bibliographic resources with a gender perspective and disseminate them Initiate a collection of institutional publications on gender perspective in teaching and university research Give visibility to teaching and research promoted by the UdG Comply with the General Framework of the AQU-Catalonia
<b>Recipients</b>	Teaching and research staff
<b>Responsible</b>	Gender Equality Area - Social Commitment Unit Vice-Rectorate for Territory and Social Commitment Vice-Rectorate for Teaching and Academic Planning ICE - Teaching Innovation Network on Teaching with a Gender Perspective Publishing Service
<b>Calendar</b>	Biennial

<b>ACTION 21.</b>	<b>Progressively include a gender perspective in the design and content of curricula</b>
<b>Description</b>	Ensure that there are gender competences and learning outcomes that develop these in the curricula of the different degrees
<b>Indicators</b>	Competences that develop gender perspective in the range of subjects, as well as curricular practicals Learning outcomes that demonstrate gender competence Existence of specialized subjects in gender
<b>Objectives or expected results</b>	Comply with the General Framework of the AQU-Catalonia
<b>Recipients</b>	Teaching and research staff
<b>Responsible</b>	Vice-Rectorate for Teaching and Academic Planning Vice-Rectorate for Quality and Transparency Planning and Assessment Office Study coordinators Delegates of Gender and Diversity of the faculties
<b>Calendar</b>	4 years

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## STRATEGIC AXIS 3. RESEARCH WITH A GENDER PERSPECTIVE

<b>ACTION 22.</b>	<b>Promote a transversal research network that brings together the UdG's multidisciplinary expertise in the field of equality, sexual diversity and gender perspective</b>
<b>Description</b>	Create a network that brings together the UdG's directory of experts in the field of gender equality, sexual diversity and gender perspective
<b>Indicators</b>	Creation of the network, definition of its legal status and attribution of powers
<b>Objectives or expected results</b>	This multidisciplinary research network in the field of gender equality at the UdG must become an efficient tool for consolidating a stable collaborative space of UdG expertise, of a multidisciplinary nature. It will promote access to wider research projects from a multidisciplinary approach, encourage contributions from external resources and perform functions that promote spaces for the exchange of information, dissemination and critical reflection. It is expected to fulfill internal advisory functions in the different areas of direct or tangential impact of the gender equality policy projected on research.
<b>Recipients</b>	Teaching and research staff
<b>Responsible</b>	Gender Equality Area - Social Commitment Unit Vice-Rectorate for Territory and Social Commitment Vice-Rectorate for Research and Knowledge Transfer
<b>Calendar</b>	3 years

**ACTION 23. Generate, maintain and disseminate a database of research groups and projects and the UdG's directory of experts on the perspective of gender and sexual diversity**

<b>Description</b>	Complete database of groups, research projects and research staff with expertise in this area of gender equality, sexual diversity and the gender perspective
<b>Indicators</b>	Creation of the database Communicative actions aimed at publicising the UdG's expertise in research in this field
<b>Objectives or expected results</b>	Creation of a complete database that brings together the set of research groups and projects and the updated directory of researchers working in this field Disseminate and highlight, inside and outside the university, through institutional communicative action, this research and expertise of the UdG
<b>Recipients</b>	Teaching and research staff
<b>Responsible</b>	Gender Equality Area - Social Commitment Unit Vice-Rectorate for Territory and Social Commitment Vice-Rectorate for Research and Knowledge Transfer Vice-Rectorate for Communications and External Relations
<b>Calendar</b>	2 years

<b>ACTION 24.</b>	<b>Promote training on research with a gender perspective in the Doctoral School</b>
<b>Description</b>	Specific training on methodologies and resources to develop gender-sensitive research in the Doctoral School
<b>Indicators</b>	Periodic organization of courses on gender perspective in research Impact of these courses on the academic training of doctoral students (type of training action, teaching hours, students that receive it)
<b>Objectives or expected results</b>	Ensure that doctoral students, as well as other UdG research staff, are trained on how to carry out gender-sensitive research
<b>Recipients</b>	Doctoral School students UdG research staff trained at the Doctoral School
<b>Responsible</b>	Doctoral School ICE
<b>Calendar</b>	2 years

<b>ACTION 25. Promote training actions aimed at research staff on the inclusion of a gender perspective in research</b>	
<b>Description</b>	Continuous organization of training actions aimed at training UdG research staff on how to incorporate a gender perspective in their research
<b>Indicators</b>	Number of scheduled training actions (courses, workshops and seminars, among others) that are taught throughout the academic year Impact of these training activities (research staff who follow the training and projection of their research on the acquired learning)
<b>Objectives or expected results</b>	Ensure that the UdG's research staff has the necessary tools and knowledge to effectively incorporate a gender perspective into their research Ensure continuing education on how to incorporate the gender perspective into research Correct gender blindness in the different phases of UdG research projects
<b>Recipients</b>	Teaching and research staff
<b>Responsible</b>	Vice-Rectorate for Research and Knowledge Transfer ICE Research departments and institutes
<b>Calendar</b>	Programming throughout the academic year

<b>ACTION 26. Promoting gender equity in the composition of doctoral dissertation examiner panels and special awards</b>	
<b>Description</b>	Ensure a balanced presence of women and men in the assessment panels
<b>Indicators</b>	<ul style="list-style-type: none"> <li>- Regulatory modification aimed at guaranteeing gender equity in the composition of doctoral thesis examiner panels. Modification of the wording of article 9, entitled "Doctoral thesis panel" of the revised text of the Academic Regulations for Doctoral Studies at the UdG</li> <li>- Modification of the Regulations for the awarding of special prizes for bachelor's, master's and doctoral degrees at the UdG to promote a gender balance in the composition of the bodies that evaluate special prize nominations</li> </ul>



<b>Objectives or expected results</b>	Ensure a balanced presence of women and men in the composition of the panels that evaluate academic merits at the UdG
<b>Recipients</b>	The whole university community
<b>Responsible</b>	Office of the General Secretary Vice-Rectorate for Teaching and Academic Planning Vice-Rectorate for Research and Knowledge Transfer
<b>Calendar</b>	2 years

## STRATEGIC AXIS 4. EQUAL OPPORTUNITIES IN ACCESS, PROMOTION AND WORKING CONDITIONS

<b>ACTION 27.</b>		<b>Diagnose the limitations faced by UdG workers in order to reconcile work, personal and family life effectively</b>
<b>Description</b>		Promote an accurate diagnosis of the opportunities and limitations that affect UdG workers to make conciliation effective
<b>Indicators</b>		Conduct surveys, interviews and discussion groups to obtain the qualitative data necessary for the diagnosis
<b>Objectives or expected results</b>		Obtain accurate and complete information on the effective limitations that make it difficult for UdG workers to reconcile working life, in order to be able to design and implement, where appropriate, corrective actions
<b>Recipients</b>		Teaching and research staff Administrative and service staff
<b>Responsible</b>		Gender Equality Area - Social Commitment Unit General Manager's Office Vice-Rectorate for Staff Management Human Resources Service Staff and company committees
<b>Calendar</b>		2 years

<b>ACTION 28.</b>		<b>Promote the dissemination of measures to reconcile work, personal and family life guaranteed by the UdG</b>
<b>Description</b>		Information campaign on the catalogue of measures recognized to reconcile work, personal and family life for teaching and research staff and administrative and service staff
<b>Indicators</b>		Conduct an information campaign Communicative action
<b>Objectives or expected results</b>		Disseminate accurate and complete information on the recognized conciliation measures for UdG workers
<b>Recipients</b>		Teaching and research staff Administrative and service staff

<b>Responsible</b>	Gender Equality Area - Social Commitment Unit Vice-Rectorate for Communications and External Relations Vice-Rectorate for Staff Management Human Resources Service Staff and company committees
<b>Calendar</b>	2 years

<b>ACTION 29. Ensure that internal procedures relating to recruitment and curriculum vitae evaluation criteria do not contain elements of indirect discrimination</b>	
<b>Description</b>	Ensure that the UdG's internal regulations and procedures applicable to recruitment and curricular vitae evaluation do not contain elements of indirect discrimination, that is, provisions, criteria or practices that are apparently neutral but that place women at a disadvantage.
<b>Indicators</b>	Review of the regulatory provisions governing the selection and promotion of administrative and service staff and teaching and research staff, with the aim of detecting possible elements of indirect discrimination
<b>Objectives or expected results</b>	Ensure that the regulations governing the selection and promotion of staff do not contain elements of indirect discrimination
<b>Recipients</b>	Teaching and research staff Administrative and service staff
<b>Responsible</b>	Office of the General Secretary Legal Advisory Office General Manager's Office Vice-Rectorate for Staff Management Human Resources Service Staff and company committees
<b>Calendar</b>	2 years

<b>ACTION 30.</b>		<b>Promote equal representation of women and men in the selection committees of teaching and research staff and administrative and service staff</b>
<b>Description</b>	Try to have an equal presence in the final composition of the selection committees of the workers of the UdG, both in teaching and research staff and in administrative and service staff	
<b>Indicators</b>	Final composition of these collegiate bodies for the selection of candidates Modification, if necessary, of the regulatory provisions governing the statute of these bodies in order to include the duty to promote parity in its composition	
<b>Objectives or expected results</b>	Ensure an equal presence of women and men in the composition of the selection committees	
<b>Recipients</b>	Teaching and research staff Administrative and service staff	
<b>Responsible</b>	Office of the General Secretary General Manager's Office Vice-Rectorate for Staff Management Human Resources Service Staff and company committees	
<b>Calendar</b>	1 year	

<b>ACTION 31.</b>		<b>Include specific training with a gender perspective in the Framework for the training of teaching and research staff</b>
<b>Description</b>	Ensure that training on gender equality, sexual diversity and a gender perspective is included among the training needs provided for in the training plans for teaching and research staff	
<b>Indicators</b>	Number of training actions with a gender perspective explicitly guaranteed in the Training plan	
<b>Objectives or expected results</b>	To ensure training actions for the teaching and research staff in this field, made explicit in the Training plan approved by the Governing Council	
<b>Recipients</b>	Teaching and research staff	
<b>Responsible</b>	Vice-Rectorate for Staff Management Human Resources Service Staff and company committees	

<b>Calendar</b>	Linked to the approval of the Training plan by the Governing Council
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<b>ACTION 32. Include gender-specific training in the Framework Plan for the Training of Administrative and Service Staff</b>	
<b>Description</b>	Ensure that training on gender equality, sexual diversity and a gender perspective is included among the training needs provided for in the training plans for administrative and service staff.
<b>Indicators</b>	Number of training actions with a gender perspective explicitly guaranteed in the Training Plan
<b>Objectives or expected results</b>	Ensure training actions aimed at the Administrative and service staff in this area, within the Training Plan approved by the Governing Council
<b>Recipients</b>	Administrative and service staff
<b>Responsible</b>	General Manager's Office Vice-Rectorate for Staff Management Human Resources Service Staff and company committees
<b>Calendar</b>	Linked to the approval of the Training Plan by the Governing Council

<b>ACTION 33. Promote positive actions with the aim of correcting the gender bias in the provision of positions as full professors at the UdG</b>	
<b>Description</b>	Positive action aimed at correcting the gender bias identified in the diagnosis
<b>Indicators</b>	Number of places occupied by women as a result of the promoted positive action measure.
<b>Objectives or expected results</b>	Progressively correct the gender bias and promote women's access to UdG professorships.
<b>Recipients</b>	Teaching and research staff
<b>Responsible</b>	Vice-Rectorate for Staff Management
<b>Calendar</b>	1 year

<b>ACTION 34.</b>	<b>Design academic and teaching management activities with the aim of promoting the conciliation of work, personal and family life for Teaching and research staff and Administrative and service staff</b>
<b>Description</b>	<p>Approve a regulation of the UdG, with vocation guarantor and with perspective of gender, to regulate measures projected to the design of academic activities and of management of the teaching in order to promote the conciliation of the working, personal and family life of the workers of the UdG. Propose that these regulations include at least the following time management measures:</p> <ul style="list-style-type: none"> <li>- Give continuity to the government program to promote that the teaching activity in undergraduate studies ends, as a general rule, at 7 pm</li> <li>- Give continuity to the government program aimed at providing units responsible for time management (eTempo) allowing more flexible hours for Administrative and service staff, tending to more compact days and ensuring family conciliation, according to the needs of the service</li> <li>- Give continuity to the government program to increase the conciliation hours of the Administrative and service staff, from 1 day to 30 hours per year, without the need for justification, making it compatible with the needs of the service</li> <li>- Guarantee positive actions to protect the Teaching and research staff and Administrative and service staff that have children under 12 years old. In the case of the Teaching and research staff, in the assignment of duties to the educational plans of the areas of knowledge, and in the case of the Administrative and service staff, in the assignment of shifts of working day</li> <li>- Avoid training activities and meetings during non-working hours</li> <li>- Promote teleworking for Administrative and service staff</li> </ul>

<b>Indicators</b>	Approval of the aforementioned UdG regulations Implement positive actions to promote conciliation
<b>Objectives or expected results</b>	To advance, from the consensus of the university community, in the deepening of effective measures for conciliation of the working, personal and family life
<b>Recipients</b>	Teaching and research staff Administrative and service staff
<b>Responsible</b>	General Manager's Office Legal Advisory Office Vice-Rectorate for Staff Management Human Resources Service Staff and company committees
<b>Calendar</b>	4 years

<b>ACTION 35. Guarantee teaching exemptions for research intensification after maternity leave</b>	
<b>Description</b>	Maintain the continuity of the teaching exemptions guaranteed in the <a href="#">Regulations for teaching exemptions for the intensification of research after a maternity leave</a> , approved by the Governing Council of the UdG in the session of 5 July 2019
<b>Indicators</b>	Validity of regulations Periodic calls for these teaching exemptions Number of teachers who have benefited from the exemptions
<b>Objectives or expected results</b>	Correct the glass ceiling that motherhood represents with the full development, in conditions of equal opportunities, of the academic and research careers of full-time teachers at the UdG
<b>Recipients</b>	Teaching and research staff
<b>Responsible</b>	Vice-Rectorate for Staff Management Vice-Rectorate for Teaching and Academic Planning
<b>Calendar</b>	Call for termly exemptions

<b>ACTION 36.</b>		<b>Protection of maternity and paternity in the recognition of the status of active researcher</b>
<b>Description</b>	Maintain the continuity of the positive action guaranteed in the modification of the <a href="#">Regulations for active researchers</a> and its revised text, approved by agreement of the Governing Council in the session held on December 16, 2019	
<b>Indicators</b>	Validity of the regulatory provision Number of teachers who have benefited from this positive action	
<b>Objectives or expected results</b>	Positive action aimed at guaranteeing the full development, in conditions of equal opportunities, of the academic and research careers of full-time teachers at the UdG	
<b>Recipients</b>	Teaching and research staff	
<b>Responsible</b>	Vice-Rectorate for Research and Knowledge Transfer Vice-Rectorate for Staff Management	
<b>Calendar</b>	Annual call	

<b>ACTION 37.</b>		<b>Protection of maternity and paternity in the extension of the recognition of the research premium or active transfer</b>
<b>Description</b>	Maintain the continuity of the positive action guaranteed in the <a href="#">Regulations governing the teaching dedication of staff</a> . Article 3.4 states that in the case of having taken paternity or maternity leave during the seven calendar years prior to the year that the academic year starts, the recognition of the research premium or active transfer is extended for an additional 12 months.	
<b>Indicators</b>	Validity of the regulatory provision Number of teachers who have benefited from this positive action	
<b>Objectives or expected results</b>	Positive action aimed at guaranteeing the full development, in conditions of equal opportunities, of the academic and research careers of full-time teachers at the UdG	
<b>Recipients</b>	Teaching and research staff	
<b>Responsible</b>	Vice-Rectorate for Research and Knowledge Transfer Vice-Rectorate for Staff Management	



<b>Calendar</b>	Annual call

<b>ACTION 38.</b>	<b>Maternity protection in the event of a tie in the criteria for prioritizing calls for associate teaching positions</b>
<b>Description</b>	Maintain continuity of positive action
<b>Indicators</b>	Validity of the regulatory provision Number of teachers who have benefited from this positive action
<b>Objectives or expected results</b>	Correct the glass ceiling that motherhood represents for the full development, in conditions of equal opportunities, of the academic careers of full-time teachers at the UdG
<b>Recipients</b>	Teaching and research staff
<b>Responsible</b>	Vice-Rectorate for Research and Knowledge Transfer Vice-Rectorate for Staff Management
<b>Calendar</b>	According to calls

## STRATEGIC AXIS 5. COMMITMENT AGAINST DISCRIMINATION AND VIOLENCE

<b>ACTION 39.</b>		<b>Ensure the dissemination of UdG resources in the field of prevention and response to harassment and violence based on sex, gender or sexuality</b>
<b>Description</b>	Ensure the effective deployment of information, prevention and training in the resources offered by the UdG aimed at eliminating all forms of discrimination or violence (masculinity, homophobia, biphobia and transphobia) To make the protocol of the UdG on this question known	
<b>Indicators</b>	Number of awareness campaigns and communicative and training actions	
<b>Objectives or expected results</b>	Ensure that the entire university community is aware of its rights and duties and the resources that the UdG puts at its disposal to combat all forms of discrimination and violence Create a state of opinion and spaces for critical reflection on the issue of discrimination and violence To train future professionals and critical citizens	
<b>Recipients</b>	The whole university community	
<b>Responsible</b>	Gender Equality Area - Social Commitment Unit Vice-Rectorate for Communications and External Relations	
<b>Calendar</b>	Annual	

<b>ACTION 40.</b>		<b>Create a Comprehensive Care Service to serve the LGTBI + community</b>
<b>Description</b>	Deployment of the collaboration agreement between the University of Girona and the Equality Area of the Department of Work, Social Affairs and Family of the Government of Catalonia for the creation of a comprehensive care service aimed at LGTBI + people	

<b>Indicators</b>	Creation of the Comprehensive Care Service Resources made available to the university community guaranteed in the clauses of the agreement
<b>Objectives or expected results</b>	Expand the resources of the UdG to respond efficiently to cases of LGTBI-phobia Strengthen counselling and support services in situations of discrimination, harassment and other expressions of violence and LGTBI-phobia, as well as support in gender transition Create a state of opinion and spaces for critical reflection on the issue of discrimination and violence in cases of LGTBI-phobia Train future professionals and critical citizens
<b>Recipients</b>	The whole university community
<b>Responsible</b>	Gender Equality Area - Social Commitment Unit
<b>Calendar</b>	1 year

<b>ACTION 41.</b>	<b>Improve campus lighting to eliminate dark areas</b>
<b>Description</b>	Works to extend and improve the lighting of the outdoor university facilities on the UdG campuses to eliminate dark spaces or areas
<b>Indicators</b>	Undertaking of work to improve the lighting network of university facilities
<b>Objectives or expected results</b>	Eliminate dark areas in the spaces of the UdG campuses with the undertaking of lighting improvement work Improve the perception of security of members of the university community
<b>Recipients</b>	The whole university community
<b>Responsible</b>	Deputy to the Rector for the Campuses SOTIM – Technical Assistance and Maintenance Service
<b>Calendar</b>	4 years

<b>ACTION 42. Guarantee Purple Points in the faculties</b>	
<b>Description</b>	Decentralize the points of care for victims of harassment and violence due to sex, gender or sexuality at the UdG, guaranteeing Purple Points at the Concierge services of the 9 faculties.
<b>Indicators</b>	Effective deployment of the 9 Purple Points in the faculties of the UdG
<b>Objectives or expected results</b>	Bring the points of care closer to the entire university community Strengthen prevention and response measures in situations of discrimination and violence in university spaces
<b>Recipients</b>	The whole university community
<b>Responsible</b>	General Manager's Office Gender Equality Area - Social Commitment Unit Delegations of Gender and Diversity of the faculties
<b>Calendar</b>	2 years

<b>ACTION 43. Ensure that student parties are free of gender-based and sexual diversity violence</b>	
<b>Description</b>	Design of communication actions, awareness and attention to leisure spaces on campus. In the case of the UdG's Festa Major, the deployment of a Purple Point and other actions
<b>Indicators</b>	Scheduled communication and awareness actions in leisure spaces Points of care in the university community Other actions of prevention, detection and action
<b>Objectives or expected results</b>	Strengthen prevention and response measures in situations of discrimination and violence and incorporate them in the university's leisure spaces
<b>Recipients</b>	The whole university community
<b>Responsible</b>	Gender Equality Area - Social Commitment Unit Vice-Rectorate for Students and Employment Student Council Student Associations Groups of students who promote gender equality at the UdG
<b>Calendar</b>	1 year

<b>ACTION 44. Revision of the UdG Protocol for the prevention and action in situations of violence or harassment due to sex, gender or sexuality</b>	
<b>Description</b>	Modification of the provisions of the Protocol in order to improve the procedure and the response, taking into account the assessment and proposals submitted by the investigating committee of each case Establish mechanisms for prevention and action in the face of second order violence
<b>Indicators</b>	Evaluation of the instructing commission Modification of the provisions of the Protocol
<b>Objectives or expected results</b>	Improve the processing and institutional response in cases of harassment and violence, including violence on social networks and digital violence
<b>Recipients</b>	The whole university community
<b>Responsible</b>	Gender Equality Area - Social Commitment Unit
<b>Calendar</b>	2 years

## STRATEGIC AXIS 6. SOCIAL COMMITMENT AND GENDER SENSITIVE KNOWLEDGE TRANSFER

<b>ACTION 45.</b>	<b>Promote the establishment of links and collaborations with administrations and public and private entities committed to gender equality</b>
<b>Description</b>	Strengthen the UdG's institutional collaboration network with other administrations and entities that work, directly or tangentially, in the field of gender equality policies
<b>Indicators</b>	Joint collaborations in the programming of meetings, events, conferences, debates and other spaces for reflection on issues related to gender
<b>Objectives or expected results</b>	<p>Consolidate and expand the UdG's institutional collaboration network in the field of gender equality</p> <p>Disseminate the UdG's teaching and research expertise in this field</p> <p>Promote initiatives that are projected outside the strictly university field, to raise awareness, train, promote critical reflection and create a state of opinion</p>
<b>Recipients</b>	Public administrations and other public and private entities that work, directly or tangentially, on policies to promote gender equality
<b>Responsible</b>	Gender Equality Area - Social Commitment Unit
<b>Calendar</b>	2 years

<b>ACTION 46.</b>		<b>Promote awareness campaigns aimed at combating gender stereotypes in the choice of professional careers, especially in those studies where a greater gender imbalance is detected</b>
<b>Description</b>	<p>Correct gender biases and promote awareness-raising actions in studies where more imbalances are detected</p> <p>Encourage women's access to STEM careers and similarly promote men's access to studies where their presence is highly underrepresented, such as social or education studies or nursing</p>	
<b>Indicators</b>	<p>Number of awareness actions scheduled</p> <p>Evolution of gender bias in the disaggregated data of the UdG according to study</p>	
<b>Objectives or expected results</b>	<p>Break gender stereotypes in choosing university studies</p> <p>Promote and support the access of women / men to those studies where more gender bias is detected</p>	
<b>Recipients</b>	<p>High school students</p> <p>UdG students</p>	
<b>Responsible</b>	<p>Gender Equality Area - Social Commitment Unit</p> <p>Delegations of Gender and Diversity of the faculties where more gender bias is detected</p>	
<b>Calendar</b>	<p>2 years</p>	

<b>ACTION 47.</b>		<b>Strengthen collaboration with secondary schools with the aim of promoting a culture of equality</b>
<b>Description</b>	<p>Strengthen stable and continuous collaboration with secondary schools with the aim of promoting the value of gender equality</p>	
<b>Indicators</b>	<p>Number of training and awareness actions that have been scheduled</p>	
<b>Objectives or expected results</b>	<p>Consolidate and expand the UdG's institutional collaboration network in secondary education</p> <p>Promote spaces for dialogue and the exchange of good practices</p> <p>Disseminate the UdG's teaching and research expertise in the field of gender equality, sexual diversity and the gender perspective</p>	

	Promote initiatives aimed at raising awareness, training, promoting critical reflection and creating a state of mind
<b>Recipients</b>	High school students UdG students
<b>Responsible</b>	Gender Equality Area - Social Commitment Unit Vice-Rectorate for Communications and External Relations Delegate of the Rector for Promotion and Dissemination
<b>Calendar</b>	2 years

<b>ACTION 48. Promote the culture of gender equality and the empowerment of women in cooperation and volunteering projects promoted by the UdG</b>	
<b>Description</b>	Promote the values linked to the field of gender equality in the sessions promoted by the areas of cooperation and volunteering of the UdG
<b>Indicators</b>	Number of projects promoted by the UdG's Social Commitment Unit that have a gender dimension
<b>Objectives or expected results</b>	Promote the values of gender equality, sexual diversity and gender perspective in a transversal way in projects and actions that are promoted institutionally from the areas of cooperation and volunteering of the UdG Raise awareness, train, promote critical reflection and create a state of opinion
<b>Recipients</b>	UdG students Teaching and research staff
<b>Responsible</b>	Social Commitment Unit Office of the Vice President for Territory and Social Commitment
<b>Calendar</b>	Annual

<b>ACTION 49. Promote the values linked to the culture of equality in non-regulated training and in extracurricular activities organized at the UdG</b>	
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<b>Description</b>	Promote the values of gender equality, sexual diversity and the gender perspective in a transversal way in non-regulated training and in extracurricular activities organized at the UdG
<b>Indicators</b>	Number of courses, activities and conferences in terms of gender
<b>Objectives or expected results</b>	Promote the values of gender equality, sexual diversity and the gender perspective in a transversal way in activities that are promoted institutionally from non-regulated training and extracurricular activities Raise awareness, train, promote critical reflection and create a state of opinion
<b>Recipients</b>	UdG students
<b>Responsible</b>	Social Commitment Unit Sports Service Library Job bank
<b>Calendar</b>	1 year

<b>ACTION 50. Scholarships, grants and awards aimed at promoting values linked to gender equality</b>	
<b>Description</b>	Promote the values linked to the field of gender equality in the calls for scholarships, grants and awards of the UdG
<b>Indicators</b>	Number of scholarships, grants and awards that have a gender dimension
<b>Objectives or expected results</b>	Promote the values of gender equality, sexual diversity and the gender perspective in a transversal way in scholarships, grants and awards from the UdG Raise awareness, train, promote critical reflection and create a state of opinion
<b>Recipients</b>	UdG students Teaching and research staff
<b>Responsible</b>	Board of Trustees Gender Equality Area - Social Commitment Unit Vice-Rectorate for Territory and Social Commitment
<b>Calendar</b>	Throughout the academic year

## 5. MONITORING AND EVALUATION

In order to review the implementation of this Second Equality Plan and the effective impact of the actions programmed in it, a double evaluation is proposed.

The first intermediate evaluation will aim to check the degree of implementation of the programmed actions, their effectiveness, the impact of the results and, especially, the shortcomings or limitations detected by those responsible for their implementation. This intermediate formative evaluation must be used, where appropriate, to rethink actions or look for new strategies to achieve the objectives. To facilitate this mid-term review, a follow-up form is attached to the appendix of this document, which simply and systematically collects the information needed to have an accurate view of the status of each action. The Gender Equality area of the Social Commitment Unit will take on the task of collecting all the information and critically reviewing it in a report that will include all the replies. This report will serve as a diagnosis of the development of the Plan and, consequently, will provide an accurate description of the gender policy actions that have been implemented so far. This will be transferred to the governing team, the Equality Commission, the Gender and Diversity delegations of the faculties and the other networks of expertise in the field of gender equality at the UdG. The report will be published on the UdG website and will be reported to the representative and governing bodies as determined.

At the end of the horizon defined by the action plan, a summative evaluation will be carried out. The improvements that have been achieved and the achievement of the objectives set will be checked in accordance with criteria of effectiveness, efficiency and sustainability. In this final evaluation, a complete diagnosis will be developed using the model of indicators established for each action. The critical review of the results of this evaluation process will serve as a parameter in the design of the new planning instrument that replaces it, with the aim of giving continuity and consolidating the policy of gender equality at the UdG.

## 6. DOCUMENTARY APPENDIX

### Appendix 1. Chronogram

#### STRATEGIC AXES AND ACTIONS

- Strategic axis 1. To promote the culture of equity throughout the institution
- Strategic axis 2. Teaching with a gender perspective
- Strategic axis 3. Research with a gender perspective
- Strategic axis 4. Equal opportunities in access, promotion and working conditions
- Strategic axis 5. Commitment against discrimination and violence
- Strategic axis 6. Social commitment and transfer of knowledge sensitive to gender

#### CHRONOGRAM OF THE ACTIONS OF THE SECOND EQUALITY PLAN

<b>STRATEGIC AXIS</b>	<b>ACTION</b>	<b>CALENDAR</b>
<b>1. PROMOTE THE CULTURE FOR EQUITY</b>	1. Organization of awareness campaigns	11 February (International Day of Women and Girls in Science)

<b>THROUGHOUT THE INSTITUTION</b>		8 March (International Women's Day) 17 May (International Day Against LGBT-Phobia) 25 November (International Day Against Gender Violence) Other dates for periodically announcing actions linked to the UdG's gender equality policy
	2. Organize and provide institutional support for gender-based training activities	Continuous programming throughout the academic year
	3. Promote the presence of women among people awarded with distinctions and awards, including honorary doctorates	Throughout the whole academic year
	4. Promote the presence of women as speakers at institutional events	Throughout the whole academic year
	5. Incorporation of the gender perspective into the UdG's Internal Quality Assurance Systems	Compulsory for all new reports and progressive in accordance with the VMMA framework for all current study reports
	6. Review the UdG's communication strategy in terms of gender: inclusive image and language	Throughout the whole academic year
	7. Empower student associations and networks that promote equality and sexual diversity	Throughout the whole academic year
	8. Appointment of student representatives in schools for gender equality	1 year
	9. Expansion of the Library's collection on issues related to gender equality and sexual diversity	Annual, progressive acquisition of new titles
	10. Inclusive toilets on campus	Undertaken within 4 years
	11. Revision of UdG regulations in terms of gender	Undertaken within 4 years
	12. Promote the progressive equal representation of women and men in the representative and governing collegiate bodies of the UdG	Progressive implementation as the composition of the collegiate bodies is renewed, up to 4 years
	13. Promote training events to ensure the effective implementation of the Equality Plan	Throughout the whole academic year

	14. Promote final degree projects without gender blindness	Throughout the whole academic year
	15. Promote the gender perspective in the nomenclature of chairs and other structures of the UdG	4 years
	16. Ensure auditing and recording of gender pay	2 years
<b>2. TEACHING WITH A GENDER PERSPECTIVE</b>	17. Promote training actions for teaching staff on teaching with a gender perspective	Programming throughout the academic year
	18. Carrying out diagnoses to measure the level of incorporation of gender perspective in degrees	Quadrennial
	19. Promote teaching innovation and the exchange and promotion of experiences and good practices on gender perspective in teaching	Programming throughout the academic year
	20. Institutional publications in terms of gender	Biennial
	21. Progressively include a gender perspective in the design and content of curricula	4 years
<b>3. RESEARCH WITH A GENDER PERSPECTIVE</b>	22. Promote a transversal research network that brings together the UdG's multidisciplinary expertise in the field of equality, sexual diversity and gender perspective	3 years
	23. Generate, maintain and disseminate a database of research groups and projects and the UdG's directory of experts on the perspective of gender and sexual diversity	2 years
	24. Promote training on research with a gender perspective in the Doctoral School	2 years
	25. Promote training actions aimed at research staff on the inclusion of a gender perspective in research	Programming throughout the academic year
	26. Promoting gender equity in the composition of doctoral dissertation examiner panels and special awards	2 years
<b>4. EQUAL OPPORTUNITIES IN ACCESS, PROMOTION AND WORKING CONDITIONS</b>	27. Diagnose the limitations faced by UdG workers in order to reconcile work, personal and family life effectively	2 years
	28. Promote the dissemination of measures to reconcile work, personal and family life guaranteed by the UdG	2 years
	29. Ensure that internal procedures relating to recruitment and	2 years

	curriculum vitae evaluation criteria do not contain elements of indirect discrimination	
	30. Promote equal representation of women and men in the selection committees of teaching and research staff and administrative and service staff	1 year
	31. Include specific training with a gender perspective in the Framework for the training of teaching and research staff	Linked to the approval of the Training plan by the Governing Council
	32. Include gender-specific training in the Framework Plan for the Training of Administrative and Service Staff	Linked to the approval of the Training plan by the Governing Council
	33. Promote positive actions with the aim of correcting the gender bias in the provision of positions as full professors at the UdG	1 year
	34. Design academic and teaching management activities with the aim of promoting the conciliation of work, personal and family life for Teaching and research staff and Administrative and service staff	4 years
	35. Guarantee teaching exemptions for research intensification after maternity leave	Call for termly exemptions
	36. Protection of maternity and paternity in the recognition of the status of active researcher	Annual call
	37. Protection of maternity and paternity in the extension of the recognition of the research premium or active transfer	Annual call
	38. Maternity protection in the event of a tie in the criteria for prioritizing calls for associate teaching positions	According to calls
<b>5. COMMITMENT AGAINST DISCRIMINATION AND VIOLENCE</b>	39. Ensure the dissemination of UdG resources in the field of prevention and response to harassment and violence based on sex, gender or sexuality	Annual
	40. Create a Comprehensive Care Service to serve the LGTBI+ community	1 year
	41. Improve campus lighting to eliminate dark areas	4 years
	42. Guarantee Purple Points in the faculties	2 years
	43. Ensure that student parties are free of gender-based and sexual diversity violence	1 year

	44. Revision of the UdG Protocol for the prevention and action in situations of violence or harassment due to sex, gender or sexuality	2 years
<b>6. SOCIAL COMMITMENT AND GENDER SENSITIVE KNOWLEDGE TRANSFER</b>	45. Promote the establishment of links and collaborations with administrations and public and private entities committed to gender equality	2 years
	46. Promote awareness campaigns aimed at combating gender stereotypes in the choice of professional careers, especially in those studies where a greater gender imbalance is detected	2 years
	47. Strengthen collaboration with secondary schools with the aim of promoting a culture of equality	2 years
	48. Promote the culture of gender equality and the empowerment of women in cooperation and volunteering projects promoted by the UdG	Annual
	49. Promote the values linked to the culture of equality in non-regulated training and in extracurricular activities organized at the UdG	1 year
	50. Scholarships, grants and awards aimed at promoting values linked to gender equality	Throughout the academic year

## Appendix 2. Monitoring record for each action

<b>ACTION no.</b>	
<b>Description of the action</b>	
<b>Start and end date of the action</b>	
<b>Recipients</b>	
<b>Responsible for the implementation</b>	
<b>Provisional results</b>	
<b>Highlights</b>	
<b>Improvement suggestions</b>	