UNIVERSITAT POLITÈCNICA DE CATALUNYA BARCELONATECH

UPC Fourth Equality Plan 2022–2026

TABLE OF CONTENTS

INTRODUCTION

Building on past progress

Fifteen years have passed since the UPC approved its First Equality Plan in 2007. The Fourth Plan, presented in this document, will run from 2022 to 2026 and aims to strengthen and build on what has been achieved in recent years. It is our instrument and reference framework for advancing the University's institutional commitment to equality, non-discrimination and respect for diversity. Specifically, it is the UPC's strategic tool for promoting **gender equality among the groups** that make up the university community; incorporating the **gender perspective in teaching, research and management**; promoting the incorporation of **women in decision making**; and continuing to work towards a university **free of violence against women and LGBTI-phobic violence**.

An instrument based on social engagement

Given that the UPC is a **public university**, the mission of the Equality Plan includes a dual perspective within the framework of the institution's social engagement policies. Internally, it is intended to serve as the UPC's framework for action to implement measures and ensure effective equality within the **university community** and as a resource for all schools and other units or groups within the community. Externally, it is also a tool that supports the University's commitment to the **society** it serves. The Plan clearly positions the UPC as a defender of equal opportunities between women and men, a right that we must work tirelessly to advance. The UPC supports the international commitment articulated in the **2030 Agenda**. Two Sustainable Development Goals (SDGs) are particularly relevant to the mission for this plan: SDG 4, "Quality Education", and SDG 5, "Gender Equality".

A reality that must be challenged

The starting point is described in the **diagnosis** on which the Plan is based, which indicates that progress has been made, but that there is still a long way to go to achieve effective equality. As spaces for knowledge and training, universities have a key role to play in addressing the challenge of building a truly egalitarian society. There is still a large **gender gap** in admissions to the University. To break male stereotypes associated with science and technology and attract more girls and women to STEAM subjects, we will strengthen and coordinate all initiatives aimed at attracting female talent, as envisaged in the new UPC 2022–2025 Strategic Plan.

Our graduates will play a leading role in building the future. In addition to providing students with knowledge, it is essential that we educate and train them in values such as sustainability, ethics and gender equality. Indeed, the legislative framework requires that we introduce the **gender perspective as a competency**, but this can be difficult to implement in course plans. Other universities in our milieu face the same challenge. We will do more awareness raising and training for teaching staff and provide more support for teaching teams to help them implement this competency.

There is a significant **gender gap** in academic staff. (At present, 25% are women.) To remedy this, we will need to increase the number of women in early academic career stages. We also need instruments to address the difficulties that maternity poses for women pursuing research careers. We have a programme that releases academic staff from teaching duties so that they can devote more time to research after taking maternity leave. This programme needs to be extended to benefit more women.

In terms of work-life balance, women are the main care providers across all staff categories. This results in an imbalance of opportunities between women and men in academic and professional career progression, a **pay gap** and a **health risk** that has increased during the pandemic. In the culture of equality that we are seeking to convey, it is essential to raise men's awareness of their **co-responsibility for domestic and care work**.

With respect to **academic careers**, we also have a glass ceiling at the UPC. Although the percentage of female full professors has increased by 4.5 percentage points over the last four years (to 13.2% in 2021), we still have a long way to go to reach the figures seen in other categories.

Naturally, we are applying a **zero tolerance policy** with respect to gender discrimination, violence against women and LGBTI-phobic behaviour. We will continue to carry out campaigns aimed at raising awareness and preventing such behaviours, and when incidents do occur, we will act on the basis of revised and strengthened protocols.

Seven lines of action to transform the current situation

Clearly, there is no shortage of reasons to press ahead with this plan, which is structured around **seven lines of action**. First, we need to entrench a **culture of equality** in order to transform the community and make the values of equality integral to it. This culture of equality must also be reflected in **decision making** to ensure that it is properly implemented, transform the current situation and **correct gender biases**, whether they are clearly visible or more subtle. One of the areas where the UPC has been a pioneer, but where further progress is still needed, is in gender equality in the **academic and professional careers** of teaching, research, administrative and service staff.

Another key line of action is to integrate the **gender perspective in teaching, research and management**, which will ensure a more diverse perspective and thus improve quality and relevance in these areas. The Plan will also enable us to apply measures against discrimination among members of the university community in order to achieve a **UPC free of violence and discrimination** (violence against women, LGBTI-phobia and non-discrimination).

The last line of action aims to ensure **monitoring and impact** so that the Plan substantially changes the existing situation over the next four years and does so in a way that is aligned with the current **legal framework**, which in recent years has evolved significantly both in Catalonia and at the national level.

Five core principles

Given the number of actions the Plan includes, it is important to ensure coherence across all of them. The Plan is therefore guided by the following five principles.

Integrative: shared between schools, services and units in order to facilitate cooperation within the UPC community and integrate diverse visions and needs.

People-centred: because it must promote models and examples, emphasise the social return of technology and be based on an approach that reaches everyone (women and men). **Participatory**: includes proposals from the community in its design and promotes work in networks and transparent communication in its implementation.

Transformative: includes a broad, flexible, adaptive, efficient and feasible action plan.

Cross-cutting responsibility: with the goal of applying equality in all of the University's policies, programmes and actions in accordance with their assigned responsibilities.

We're committed to making an all-out effort to implement the Plan and achieve its goals, and we're counting on you to help us along the way. We would like to thank everyone involved in making that possible.

Daniel Crespo
Rector of the UPC

Josefina Antonijuan
Vice-Rector for Social Responsibility and Equality

I. GOVERNANCE AND PARTICIPATION

Organisation

Since 2007, the UPC has had the support of the Equality Office, the Equality Committee and a network of school equality officers, who worked on gender and disability in an integrated manner up until 2016. In 2015, in compliance with current regulations, the UPC Equality Unit was set up, with responsibility in the areas of gender and disability. Since 2016, gender equality at the UPC has been implemented through plans, bodies and networks that focus exclusively on equality (the Equality Office, Equality Unit, Equality Committee and the network of school equality officers). The UPC's equality policies fall under the responsibility of the Office of the Vice-Rector for Social Responsibility and Equality, established in 2019.
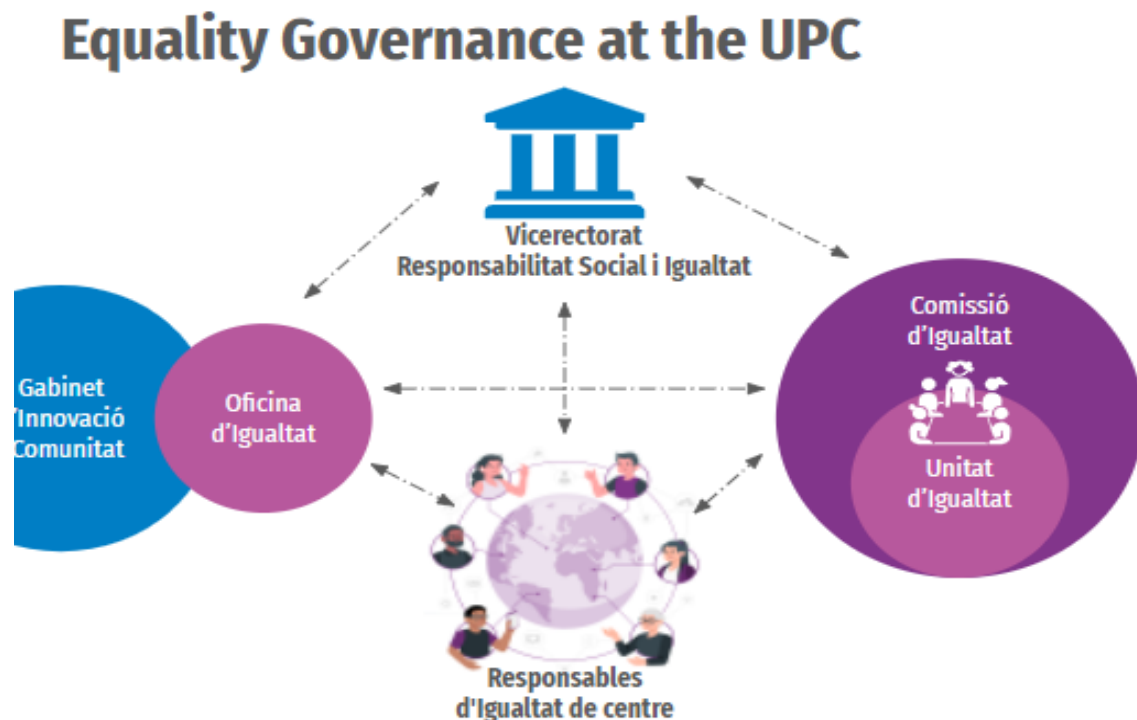

Fig. 1. Schematic representation of equality governance at the UPC

The functions of each body are detailed below.

Office of the Vice-Rector for Social Responsibility and Equality
The vice-rector's office responsible for equality policies at the UPC.

Equality Office
Coordinates technical issues and equality bodies and officers.
Coordinates actions to carry out cross-cutting projects related to gender equality.
The Equality Office is the point of contact between the UPC community and society.
Composition: equality specialist

Equality Unit
Carries out functions related to the principles of equality, non-discrimination and respect for diversity. Its functions are as follows:
- Develop proposals for the creation and assessment of equal opportunities plans for submission to the Equality Committee.
- Set and propose the schedule of Equality Committee meetings for each academic year.
- Develop proposals and content at the request of the Equality Committee or other bodies.
- Take action in urgent cases or when it is not deemed necessary to convene the Equality Committee.
- Promote the preparation of periodic studies and reports on gender equality aimed at understanding the context in order to propose specific actions and assess the effectiveness of measures carried out.
- Promote the development, implementation and monitoring of equality plans advanced by the UPC to achieve equality.
- Participate in national and international projects and networks.
- Coordinate and support the actions of UPC units and services.

Composition: The vice-rector responsible for the Equality Unit; the head of the Sustainability and Equal Opportunities Office; the equality specialist of the Sustainability and Equal Opportunities Office; and two experts in equality, one of whom must be from the GIOPACT group (Governing Council Decision no. 34/2016, which modifies the remit, name, competencies and composition of the UPC Equal Opportunities Unit). The Plan envisages strengthening the Equality Unit.

Equality Committee
Promotes University actions aimed at ensuring non-discrimination and all actions required within the scope of gender policies. The responsibilities of the Committee are as follows:
- Promote actions within the University aimed at ensuring gender equality at the UPC.

- Validate proposed equality plans and, where appropriate, submit them to the Governing Council for approval.
- Perform annual monitoring of the UPC's Equality Plan.

Composition: The Equality Committee will be composed of the five members of the Equality Unit and 13 persons appointed by the Governing Council of the UPC at the proposal of the rector: four members appointed by the union representative bodies (one for each); two members representing the student body; and seven members representing academic and administrative units. The term of office for members appointed by the Governing Council at the proposal of the rector will be three years. This term may be extended by a further three years. Members appointed by the union representation bodies will join the Committee once the respective electoral processes have been completed (Governing Council Decision no. 35/2016, modifying the remit, name, competencies and composition of the UPC Equal Opportunities Committee).

A working subgroup will be set up within the Equality Committee to monitor and assess the Fourth Plan together with union representatives. This subgroup will be made up of the four members representing the trade unions, the head of the Teaching and Research Staff Area, the head of the Administrative Staff Area, the Equality Office specialist and the vice-rector. The subgroup will meet twice a year.

School equality officers

Equality officers are responsible for integrating the UPC's equality policies, in collaboration with schools, institutes and the entire university community. They are the contact persons with regard to equality issues and harassment protocols (for students).

Composition: Since 2016, equality officers have been members of school management teams, appointed by each school's management team.

Under the Fourth Plan, the network of equality officers will be expanded and strengthened through the incorporation in some areas of the equality officers of departments, general services and management and support units. The position of student equality representative will also be established. The role of equality officers will be redefined to increase their impact.

Participation

This plan would not be possible without the work done by the members of the Equality Committee and the Equality Unit, the network of equality officers in schools and on committees, and other individuals and units involved in its development. During the implementation of the Plan, participatory activities will be carried out with the aim of engaging the university community and taking on board their concerns and proposals.

II. DIAGNOSIS

Evolution of equality at the UPC

The UPC's First Equality Plan was introduced in 2007. Since then, a series of factors have facilitated progress in this area:

- A favourable legal context, with the approval of various laws related to gender equality and non-discrimination specifying actions that can be carried out. Appendix 1 lists the most relevant legislation at the Catalan and national level and key decisions approved by the UPC.
- Work done in interuniversity networks (the Women and Science Committee of the Interuniversity Council of Catalonia, the Gender Equality Working Group of the Vives University Network and contributions by the GEECCO international research project, among others) has facilitated the development of methodologies, exchange of best practices and coordinated work on gender equality by universities.
- The commitment to equality of the individual members, units and services that make up the Universitat Politècnica de Catalunya. The combined impact of a series of initiatives has contributed to advancing equality.

The First Equality Plan (2007–2010, extended by an additional year, until 2011), among others, provided the first framework for equality policies at the UPC, leading to the establishment of the Equality Committee, the Equality Office and the first network of school equality officers.

The Second Equality Plan 2012–2015 led to the development of the first protocol aimed at addressing sexual and/or sex-based harassment at the UPC. For the trans community, the Plan also served as a framework for developing a procedure for changing common and legal names.

The Third Equality Plan 2016–2022 was the first to include objectives and actions that focused exclusively on gender equality, now addressed separately from inclusion measures. The first action plan (2017–2018) focused on pursuing strategic projects and ensuring broad ownership of existing initiatives: +NoiesTIC [+GirlsICT], Glass Ceiling, Reform of Working Time, Gender and Teaching, and collaboration with the Gender Equality in Engineering through Communication and Commitment (GEECCO) research project. The second action plan (2019–2022) has focused on making UPC gender indicators available to the community and society as a whole

(via the observatory), introducing the gender perspective in teaching and research, providing resources and tools to schools to encourage more girls to pursue careers in STEAM (through a series of events at Palau Macaya and the Aquí STEAM project), and generating resources to achieve a university free of violence against women and LGBTI-phobic violence, in line with the UPC's zero tolerance policy towards violence against women, LGBTI-phobia and discrimination.

## Experience of the Third Equality Plan

The UPC's experience with the Third Equality Plan has shown us the importance of institutional leadership in gender policy and the added value that comes from working on actions under the umbrella of UPC projects and working groups, which has allowed for the integration of diverse visions and areas of expertise. The Plan's actions and objectives have also been bolstered by work done in university networks, particularly the Women and Science Committee of the Interuniversity Council of Catalonia and the Gender Equality Working Group of the Vives Network. It has also become clear that equality plans must be flexible so that they can be adapted to changing social and regulatory contexts.

Over these years, a number of objectives and actions have been pursued, the most significant of which are detailed below. The impact of motherhood on women's academic careers has been considered, leading to specific measures aimed at addressing this issue. An interuniversity working group has been set up to produce a guide intended to help achieve parity between women and men in university decision making, representation and management. In April 2020, the introduction of the cross-disciplinary gender perspective competency in teaching was approved, and a pilot plan, with specific training for teaching and research staff, was developed to support its introduction in curricula. Courses have also been held to introduce the gender perspective in research. More broadly, actions have been coordinated to encourage more girls to pursue technological careers (+NoiesTIC [+GirlsICT] project, Aquí STEAM and other initiatives). Efforts have also focused on achieving a UPC free of violence against women and LGBTI-phobic violence.

Apart from this qualitative assessment of the Third Equality Plan, numerical data extracted from the observatory show its positive impact on gender equality. Below we present a compilation of the most significant figures and compare data for the start and end of the period covered by the Plan.

The percentage of new female students enrolling in UPC degrees is low – 31.0% in the academic year 2021–2022 – but this is an improvement on 2016–2017, when it was 24.4%. This imbalance is particularly notable in ICT. In the academic year

2021–2022, the percentage of women enrolling for the first time in bachelor's degrees in telecommunications engineering and informatics engineering was 18.8% and 19.6%, respectively, while in 2016–2017, it was 16.7% and 9.7%, respectively.

New students on bachelor's degrees 16–17 vs 21–22

%W 16_17   %W 21_22
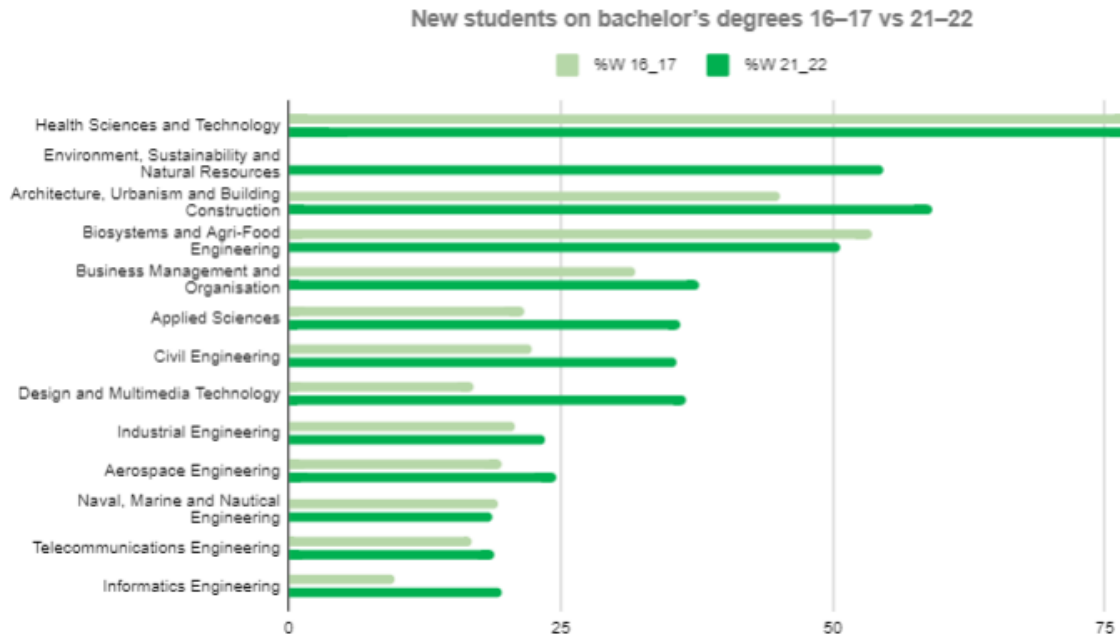
There are also relatively few women among UPC teaching and research staff. In 2021, they made up 25.2% of total academic staff, but only 13.2% of full professors are women. This figure points to a scissor effect that is clear but less pronounced than it was in 2016, when only 8.7% of full professors were women.

Teaching and research staff 2016 vs 2021

● % W 2016   ● % M 2016   ● % W 2021   ● % M 2021

	Adjunct professors	Collaborating professors + university school associate professors	Assistant professors	Associate professors + university school full professors	Full professors + contracted full professors
% M 2021	75,1	71,1	64,0	72,5	86,8
% M 2016	74,7	71,0	73,5	73,1	91,3
% W 2016	25,3	29,0	26,5	26,9	8,7
% W 2021	24,9	28,9	36,0	27,5	13,2

In the case of administrative and service staff, women are a majority, but men hold the majority of contractual positions in this category. The scissor effect is evident in the careers of both statutory and contractual administrative and service staff, especially in the case of older employees.

Statutory administrative and service staff 2016 vs 2021

% W 2016   % M 2016   % W 2021   % M 2021

95,9   90,5   82,5   73,5
92,3   89,4   80,2   74

7,6   10,6   19,8   26
4,10   9,50   17,70   26,50

Scale C2   Scale C1   Scale A2   Scale A1

Statutory administrative and service staff. Scale A1 by age range and gender

%M   %W

	Menor a 30	Entre 30 i 40	Entre 41 i 50	Entre 51 i 60	Més de 60
%M	33,3	14,3	12,5	31,1	33,3
%W	66,7	85,7	87,5	68,9	66,7

Contractual administrative and service staff 2016 vs 2021

● %W 2016   ● %M 2016   ● %W 2021   ● %M 2021

In research, women represented 23.1% of principal investigators in competitively funded projects in 2021, an increase of 4.1 percentage points over 2016.

Principal investigators. UPC competitive projects

■ %W ■ %M
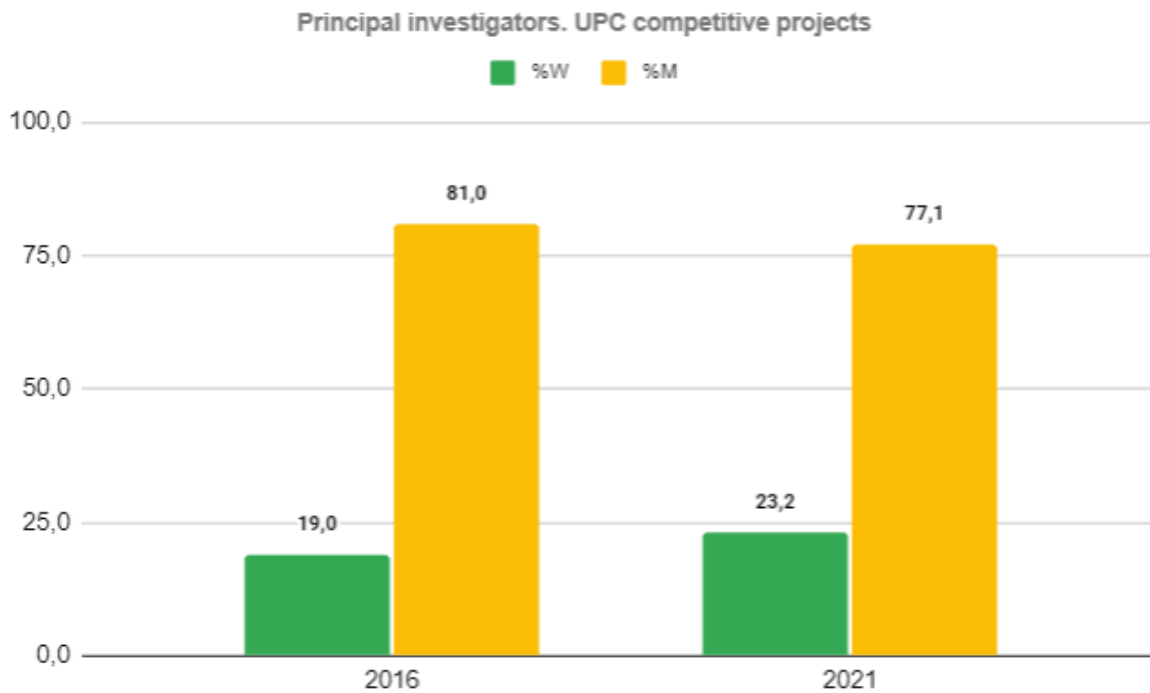
As for decision-making bodies, in 2021, 33.9% of the members of these bodies in academic units were women. If we focus on the most senior positions, 35.4% of school directors and 16.7% of department heads are women; there are no women directors of university research institutes. In 2016, 25% of school directors and 20% of department heads were women; none of the directors of university research institutes were women. As for the UPC Executive Council, in 2021, 50% of members were women, while in 2016 the figure was 30%. The composition of the Governing Council was balanced in 2021 (49% women), whereas in 2016, 30.4% of its members were women. Finally, the composition of the University Senate remains practically unchanged: 33.6% of its members were women in 2021, compared to 32.4% in 2016.

Based on these data, we can conclude that despite the positive impact of the Third Equality Plan, there is a marked gender gap in UPC admissions and in academic staff, and a clear glass ceiling in academic, research and management careers and decision-making bodies.

UPC decision-making bodies

% W 2016   % W 2021

- UPC management team
- School management team
- Department management team
- Institute management team
- University Senate
- Governing Council

Academic posts 2016 vs 2021

% W 2016   % W 2021

- Rector
- Vice-rector
- General secretary
- General manage
- School director
- Head of department
- Institute director
- School/department/institute secretary
- Assistant school director
- Assistant head of department
- Sotsdirecció institut universitari recerca

Key elements for developing the Fourth Plan

The main reports and data that have guided the design of the structural lines of action, objectives and actions presented in the following chapter are as follows:

Assessment of the Third Equality Plan
https://igualtat.upc.edu/ca/pla/antecedents-pla/antecedents-pla

A more detailed report assessing the Third UPC Equality Plan, which includes the results of a survey of UPC academic and administrative staff conducted by the Equality Unit in 2018.

UPC Observatory, on the equality website
https://igualtat.upc.edu/ca/observatori

The Observatory presents UPC indicators disaggregated by sex. Under the Third Plan, the UPC launched the Observatory on the Equality website. The information presented includes the UPC gender indicators scorecard, a tool managed by the UPC Planning, Assessment and Quality Bureau. The scorecard provides statistical data that can be used to analyse gender bias at the UPC (teaching and research staff, students and administrative and service staff).

Women and Science Indicators Report, Secretariat for Universities and Research of the Government of Catalonia, April 2021
https://universitatsirecerca.gencat.cat/web/.content/11_ciencia_i_societat/ciencia_i_societat/dones_i_ciencia/documents_enllacos/Indicadors-Dona-i-Ciencia_CDC_CIC.pdf

Prepared by the Women and Science Committee of the Interuniversity Council of Catalonia (Secretariat for Universities and Research), this report presents statistical data on the Catalan university system in relation to gender bias in academic careers, university programmes and the employment status of graduates. It includes statistical data from the UNEIX information system and reports produced by the Gender Equality Working Group of the Vives Network of Universities.

Gender bias in the recruitment, promotion and retention of staff at Catalan universities, 2019 report
https://www.vives.org/book/el-biaix-de-genere-en-el-reclutament-la-promocio-i-la-retencio-del-personal-a-les-universitats-informe-2019/

Produced by the Vives University Network. This report analyses gender bias in the professional and academic careers of the university groups involved in the Vives Network (students, administrative and service staff and teaching and research staff). The system of indicators used offers a precise x-ray of the situation of women at universities, and the report is intended to serve as a useful instrument for diagnosing the current situation, comparing information and designing the most appropriate policies to redress imbalances.

Gender pay gap in Spanish public universities, 2021
https://www.universidades.gob.es/stfls/universidades/Prensa/ficheros/INFORME_BSG_WEB_MUNI.pdf

Report produced by the Ministry of Universities and CRUE Igualdad, coordinated and carried out by professors Pilar Carrasquer, Matilde Massó and Montserrat

Golias. This report analyses the gender gap in teaching and research staff. Twenty universities were involved in developing the report.

Women scientists in figures 2021
https://www.ciencia.gob.es/Secc-Servicios/Igualdad/cientificas-en-cifras.html;jsessionid=99737C4D0D1650D1EFF53FF6CE72BD47.2
Report produced by the Ministry of Science and Innovation. Structured in five chapters: scientific vocations, participation in the labour market, presence and participation of women researchers in higher education and public research organisations, scientific agenda and equality policies.

Final report of the Gender Equality in Engineering through Communication and Commitment (GEECCO) project
http://www.geecco-project.eu/fileadmin/t/geecco/geecco/material/GEECCO_D10.6_Final_Evaluation_Report.pdf
The GEECCO project, which has received funding from the EU's Horizon 2020 programme, aims to reduce gender inequality in European research institutions. Four universities were involved (Universitat Politècnica de Catalunya, Technische Universität Wien, Università degli Studi Mediterranea di Reggio Calabria and Politechnika Krakowska).

Participatory design session for the Fourth Equality Plan
https://igualtat.upc.edu/ca/pla/antecedents-pla/antecedents-pla
Within the framework of Women's Week (March 2021), a participatory session was held for the UPC community. The aim was to learn about the perceptions and concerns of the UPC community. The session, which drew 30 participants, was designed around seven lines of discussion distributed in six groups: culture, forms of violence, careers, vocations, teaching and research, and monitoring of the Plan. The results of the participatory session were taken into account in the development of the Fourth Equality Plan.

III. 2022–2026 ACTION PLAN

Structure of the action plan

The seven lines of action of the Fourth Equality Plan are:

1. Equality in the culture of the UPC
2. Gender equality in decision making
3. Gender equality in academic and professional careers
4. Attracting more female talent in courses
5. Gender perspective in teaching, research and management
6. UPC free of violence and discrimination (violence against women, LGBTI-phobia and non-discrimination)
7. Monitoring and impact

Objectives and actions are specified for each line of action. In total, the action plan includes 18 objectives and 64 actions to be carried out in the period 2022–2026. For each action, we indicate the group(s) it is aimed at, the unit(s) accountable for the action, the unit(s) with operational responsibility, the expected time frame for implementation and the assessment indicators that will be used. In the operational responsibility section, the unit underlined is the one responsible for driving the action forward and reporting on its status.

Line of action 1. Equality in the culture of the UPC

4 objectives, 23 actions

Objective 1.1. Raise awareness of equality among the UPC community

1.1.1. Extend the network of equality officers to general services units and management and support units
Aimed at: UPC community
Accountable unit(s): Office of the Vice-Rector for Social Responsibility and Equality
Operational responsibility: Equality Office
Time frame: 2022–2024
Assessment indicator(s): - YES/NO Evidence of an increase in the number of equality officers (general services and management and support units) on the Equality website.

1.1.2. Create the position of student equality representative
Aimed at: UPC students
Accountable unit(s): Office of the Vice-Rector for Social Responsibility and Equality, Office of the Vice-Rector for Teaching and Students, Student Council.
Operational responsibility: Equality Office
Time frame: 2022–2024
Assessment indicator(s):   - YES/NO Evidence:
1.1.3. Create the position of department equality officer
Aimed at: Teaching and research staff
Accountable unit(s): Office of the Vice-Rector for Social Responsibility and Equality
Operational responsibility: Equality Office, departments
Time frame: 2022–2024
Assessment indicator(s):   - YES/NO Evidence: list of officers on the Equality website   - Number of meetings held annually
1.1.4 Redefine the role of equality officers to increase their impact
Aimed at: UPC community
Accountable unit(s): Office of the Vice-Rector for Social Responsibility and Equality, Equality Unit
Operational responsibility: Equality Office, Equality Committee, network of equality officers, schools, departments, students, general services and management and support units
Time frame: 2022–2024
Assessment indicator(s):   - YES/NO Evidence: decision defining responsibilities and functioning
1.1.5 Strengthen the UPC Equality Unit
Aimed at: UPC community
Accountable unit(s): Office of the Vice-Rector for Social Responsibility and Equality
Operational responsibility: Office of the General Manager
Time frame: 2022–2024
Assessment indicator(s): number of people assigned to the Equality Unit (administrative and academic staff) and recognition (for academic staff)
1.1.6. Make the resources allocated to equality policies visible in the UPC budget and ensure

that they are in line with the Plan
Aimed at: UPC community, society
Accountable unit(s): Office of the Vice-Rector for Social Responsibility and Equality, Office of the General Manager
Operational responsibility: <u>Accounts and Finance Service</u>
Time frame: ongoing, starting in 2023
Assessment indicator(s): - Items in the published UPC budget (annual) - Evolution of budget items
1.1.7. Inform the entire UPC community of the Equality Plan, with particular attention to existing UPC protocols for action and prevention of harassment
Aimed at: UPC community, society
Accountable unit(s): Office of the Vice-Rector for Social Responsibility and Equality
Operational responsibility: <u>Equality Office</u>, Language and Terminology Service, general services, schools, departments and Student Council, Communication Service
Time frame: ongoing
Assessment indicator(s): - Number of consultations of documents on the Equality website - Number and results of the surveys referred to in Action 7.1.4, aimed at examining perceptions of equality and harassment protocols
1.1.8. Update and disseminate information on activities for students, with recognition of ECTS credits for equality
Aimed at: UPC students
Accountable unit(s): Office of the Vice-Rector for Social Responsibility and Equality
Operational responsibility: <u>Innovation and Community Bureau</u>, Academic Management Service, schools
Time frame: ongoing
Assessment indicator(s): - Update completed (evidence on the Academic Management Service and Equality websites) - Number of women and men who have requested ECTS credits annually
1.1.9 Include in award criteria for contracts with external companies the specific clauses required to comply with Organic Law 3/2007, of 22 March, for the effective equality of women and men and Law 19/2020, of 30 December, on equality of treatment and non-discrimination
Aimed at: society, UPC community
Accountable unit(s): Office of the General Manager
Operational responsibility: <u>Accounts and Finance Service</u>

Time frame: ongoing
Assessment indicator(s): - Number of annual contracts awarded to service companies that include the specific clauses required (Equality Plan, collective bargaining agreement, etc.) - Percentage of total contracts
1.1.10 Conduct awareness-raising campaigns to get men to engage with gender equality issues
Aimed at: UPC community, society
Accountable unit(s): Office of the Vice-Rector for Social Responsibility and Equality, Equality Unit
Operational responsibility: **Equality Committee, Equality Office, network of equality officers, schools, departments, students, general services and management and support units**
Time frame: ongoing
Assessment indicator(s): - Number of UPC campaigns carried out - Number of views (if online) - Number of women and men who have attended equality activities
1.1.11 Ensure recognition of work related to equality (teaching activity evaluation points or other) and take such work into account in calls for chair programmes
Aimed at: Teaching and research staff
Accountable unit(s): Office of the Vice-Rector for Teaching and Research Staff Policy, Office of the Vice-Rector for Social Responsibility and Equality, Office of the Vice-Rector for Quality and Language Policy
Operational responsibility: Personnel Service; Planning, Assessment and Quality Bureau
Time frame: 2024–2026
Assessment indicator(s): - YES/NO Evidence: Governing Council decision to recognise work related to gender equality
1.1.12 Integrate the equality perspective into UPC social and cultural activities, especially through the UPCArts programme
Aimed at: UPC community, society
Accountable unit(s): Office of the Vice-Rector for Social Responsibility and Equality
Operational responsibility: Culture and Community Area
Time frame: ongoing
Assessment indicator(s): - Number of annual activities that include the gender perspective - Number of views for online activities, attendance of women and men for on-site activities
1.1.13 Adopt a common calendar and disseminate UPC awareness-raising actions on equality

Aimed at: UPC community, society
Accountable unit(s): Office of the Vice-Rector for Social Responsibility and Equality, Equality Unit
Operational responsibility: <u>Innovation and Community Bureau</u>, schools, Equality Committee
Time frame: ongoing
Assessment indicator(s): - Number of institutional activities and channels for disseminating the calendar - Number of UPC institutional events (equality calendar of key dates: 11F, 8M, 17 May, 25N) - Number of events at schools/student events (equality calendar)
1.1.14 Communicate institutional equality actions in schools, together with school equality officers and student delegations
Aimed at: UPC community
Accountable unit(s): Office of the Vice-Rector for Social Responsibility and Equality
Operational responsibility: <u>Equality Office</u>, schools, student delegations
Time frame: ongoing
Assessment indicator(s): - Number of institutional activities communicated to school equality officers and student delegations per year

Objective 1.2. Ensure egalitarian institutional communication

1.2.1. Ensure balanced presence of female and male experts in news items on the UPC website and social media
Aimed at: society
Accountable unit(s): Rector's Bureau (Communication Service), Office of the Vice-Rector for Social Responsibility and Equality
Operational responsibility: <u>Communication Service</u>
Time frame: ongoing, starting in 2023
Assessment indicator(s): - Percentage of news items with presence of women experts with respect to the total number featuring UPC experts
1.2.2. Give visibility to UPC women through communication campaigns and resources
Aimed at: UPC community, society
Accountable unit(s): Office of the Vice-Rector for Social Responsibility and Equality, Equality Unit
Operational responsibility: schools, Communication Service, Equality Office

Time frame: ongoing
Assessment indicator(s): - Number of resources and institutional campaigns carried out - Number of resources and campaigns carried out in schools
1.2.3. Ensure the use of gender-neutral and inclusive language in all institutional communication
Aimed at: UPC community, society
Accountable unit(s): Office of the Vice-Rector for Social Responsibility and Equality
Operational responsibility: <u>Language and Terminology Service</u>, academic units, administrative and services units, operational units and related entities, affiliated centres/schools and affiliated research institutes
Time frame: ongoing
Assessment indicator(s): - Number of downloads of UPC materials - Number of complaints received on this point
1.2.4. Develop an internal communication plan for the Fourth Equality Plan
Aimed at: UPC community
Accountable unit(s): Culture and Community Area
Operational responsibility: UPC Communication Service
Time frame: ongoing
Assessment indicator(s): - Awareness of the Fourth Plan as reflected in surveys of the UPC community (percentage of respondents who are aware of the Fourth Plan)

Objective 1.3. Give visibility to the contribution of women in engineering, technology, science and architecture

1.3.1. Promote parity between women and men in the awarding of UPC prizes and honours, honorary doctoral degrees, inaugural lectures marking the start of the UPC academic year, inaugural lectures and graduation ceremonies held at schools, and other institutional events
Aimed at: UPC community, society
Accountable unit(s): UPC Executive Council, UPC Board of Trustees, schools, departments
Operational responsibility: <u>Office of the General Secretary</u>, UPC Board of Trustees, schools,

departments
Time frame: ongoing
Assessment indicator(s): - Percentage of women granted awards by the Board of Trustees in relation to total awards given - Percentage of honorary doctoral degrees awarded to women - Percentage of women invited to give inaugural lectures marking the start of the UPC academic year - Percentage of women invited to give inaugural lectures at schools - Percentage of women invited to speak at school graduation ceremonies
1.3.2. Make women visible in the naming of spaces or reorganisation of UPC spaces
Aimed at: UPC community, society
Accountable unit(s): Office of the Vice-Rector for Social Responsibility and Equality, Office of the Vice-Rector for Infrastructure, Equality Unit
Operational responsibility: <u>Infrastructure Service</u>, Equality Office
Time frame: 2024–2026
Assessment indicator(s): - Percentage of total spaces named after women

Objective 1.4. Promote the reconciliation of work, private and family life for all UPC employees

1.4.1. Promote and disseminate decisions regarding the unification of regulations on leave for the reconciliation of work, private and family life for staff employed at public universities
Aimed at: UPC community
Accountable unit(s): Office of the General Manager, Office of the Vice-Rector for Teaching and Research Staff Policy
Operational responsibility: <u>Personnel Service</u>
Time frame: ongoing
Assessment indicator(s): Number of downloads of information from the staff website
1.4.2. Produce a set of recommendations for the reconciliation of work, private and family life (Equality Committee) and promote them among the UPC community
Aimed at: UPC community

Accountable unit(s): Office of the Vice-Rector for Social Responsibility and Equality
Operational responsibility: <u>Equality Committee</u>
Time frame: ongoing
Assessment indicator(s): - YES/NO: Evidence: recommendations published on the website - Number of actions to disseminate recommendations - Final analysis of results/effectiveness by the network of equality officers and the Student Council
1.4.3. Promote occupational health and the prevention of psychosocial risks in the workplace based on the gender perspective
Aimed at: UPC community
Accountable unit(s): Office of the General Manager
Operational responsibility: Occupational Health and Safety Service
Time frame: 2023
Assessment indicator(s): - Completion of health assessment studies for administrative and academic staff with gender-differentiated analysis and specific recommendations when significant differences are detected

Line of action 2. Gender equality in decision making

1 objective, 3 actions

Objective 2.1. Promote the balanced presence of women and men at the different levels of participation, decision making and representation within the UPC

2.1.1. Move forward with the design of a guide to help achieve parity between women and men in collegial bodies and other decision-making bodies
Aimed at: UPC community
Accountable unit(s): Office of the Vice-Rector for Social Responsibility and Equality
Operational responsibility: Equality Office, <u>Office of the General Secretary</u>
Time frame: 2022–2024
Assessment indicator(s):

- Number of downloads of the guide from the website
2.1.2. Amend regulations as required to ensure the balanced presence of women and men at the different levels of participation, decision making and representation within the UPC
Aimed at: UPC community
Accountable unit(s): Office of the General Secretary, Executive Council, Governing Council, schools, departments, Student Council, Equality Unit
Operational responsibility: <u>Office of the General Secretary</u>, Equality Unit
Time frame: 2024–2026
Assessment indicator(s): - Amendment of the UPC Statutes and regulations - Number of actions carried out that include the guide (Action 2.1.1) - Percentage of women in governing bodies (collegial, single-member and representative)
2.1.3. Inform and raise awareness of the gender perspective in decision making: present the guide for achieving parity between women and men in collegial and other decision-making bodies and carry out other activities
Aimed at: UPC community
Accountable unit(s): Office of the Vice-Rector for Social Responsibility and Equality
Operational responsibility: <u>Office of the General Secretary</u>
Time frame: 2024–2026 (depending on the time frame for preparing the interuniversity guide, Action 2.1.1)
Assessment indicator(s): - Number of information activities carried out

Line of action 3. Gender equality in academic and professional careers

4 objectives, 13 actions

Objective 3.1. Ensure equality in career entry and development for women employed in the UPC's teaching and research staff

3.1.1. Modify the proposed promotion plan for chairs to ensure that at least 35% of full professorships are awarded to women in each call
Aimed at: UPC teaching and research staff
Accountable unit(s): Office of the Vice-Rector for Teaching and Research Staff Policy
Operational responsibility: <u>Personnel Service</u>

Time frame: ongoing
Assessment indicator(s): - Governing Council decisions that include criteria with compensatory actions - Percentage of full professors who are women
3.1.2. Promote gender parity in teaching and research staff selection and assessment committees
Aimed at: UPC teaching and research staff
Accountable unit(s): Office of the Vice-Rector for Teaching and Research Staff Policy, departments
Operational responsibility: <u>Personnel Service</u>
Time frame: ongoing
Assessment indicator(s): - Annual report on the composition of committees for the selection and assessment of teaching and research staff
3.1.3. Ensure a balance between women and men on the Teaching and Research Staff Recruitment and Assessment Committee (CSAPDIU)
Aimed at: UPC teaching and research staff
Accountable unit(s): Office of the General Secretary, Office of the Vice-Rector for Teaching and Research Staff Policy
Operational responsibility: <u>Office of the General Secretary</u>
Time frame: partial renewal every two years (latest 2021): 2023 and 2025
Assessment indicator(s): - Amendment of the UPC Statutes (Article 77, "The University's Teaching and Research Staff Recruitment and Assessment Committee") - Governing Council decisions on appointments - Percentage of women on the Teaching and Research Staff Recruitment and Assessment Committee (CSAPDIU)
3.1.4. Update processes for assessing and selecting teaching and research staff to eliminate any gender biases (particularly in research assessment and recruitment)
Aimed at: UPC teaching and research staff
Accountable unit(s): Office of the Vice-Rector for Teaching and Research Staff Policy, Office of the Vice-Rector for Social Responsibility and Equality
Operational responsibility: <u>Planning, Assessment and Quality Bureau</u>
Time frame: ongoing
Assessment indicator(s): - Report/analysis carried out - Number of corrective measures/updates carried out
3.1.5. Bolster resources allocated for the compensatory measure that enables women to devote more time to research after taking maternity leave

Aimed at: UPC teaching and research staff
Accountable unit(s): Office of the Vice-Rector for Teaching and Research Staff Policy, Office of the Vice-Rector for Social Responsibility and Equality
Operational responsibility: <u>Personnel Service</u>; Planning, Assessment and Quality Bureau
Time frame: ongoing, starting in 2023
Assessment indicator(s): - Item in the published UPC budget - Number of beneficiaries (annual)
3.1.6. Produce gender impact reports for recruitment and promotion calls
Aimed at: Teaching and research staff
Accountable unit(s): Office of the Vice-Rector for Teaching and Research Staff Policy, Office of the Vice-Rector for Social Responsibility and Equality
Operational responsibility: <u>Personnel Service</u>
Time frame: ongoing
Assessment indicator(s): - YES/NO (report produced) The report will include: - Percentage of women presented by knowledge area - Percentage of women who have passed the call - Composition of selection committees (women/men)
3.1.7. Publish an equal pay audit and register for teaching and research staff in accordance with Royal Decrees 902/2020 and 901/2020
Aimed at: Teaching and research staff
Accountable unit(s): Office of the General Manager
Operational responsibility: <u>Personnel Service</u>
Time frame: 2022–2024
Assessment indicator(s): - Register and audit published - Number of downloads of information from the website

Objective 3.2. Ensure equality in career entry and development for women employed in the UPC's administrative and service staff

3.2.1. Conduct a study of the careers of women employed in the UPC's administrative and service staff and, if appropriate, propose measures for work-life balance and to correct any glass ceiling effects or underrepresentation of women in certain administrative and service staff groups and scales
Aimed at: Administrative and service staff
Accountable unit(s): Office of the General Manager

Operational responsibility: <u>Personnel Service</u>
Time frame: 2022–2024
Assessment indicator(s): - YES/NO (analysis completed)
3.2.2. Publish an equal pay audit and register for administrative and service staff in accordance with Royal Decree 902/2020
Aimed at: Administrative and service staff
Accountable unit(s): Office of the General Manager
Operational responsibility: <u>Personnel Service</u>
Time frame: 2022–2024
Assessment indicator(s): - YES/NO Evidence: register and audit published
3.2.3. Ensure gender parity in administrative and service staff selection and assessment committees and, when this is not the case, provide reasons to justify imbalances
Aimed at: Administrative and service staff
Accountable unit(s): Office of the General Manager
Operational responsibility: <u>Professional Development Service</u>
Time frame: ongoing
Assessment indicator(s): - Annual report on the composition of administrative and service staff selection and assessment committees, disaggregated by sex

Objective 3.3. Support the employment of female UPC students and new graduates

3.3.1. Strengthen and broaden the impact of the M2m Alumni mentoring programme
Aimed at: UPC students, UPC alumni
Accountable unit(s): Office of the Vice-Rector for Teaching and Students
Operational responsibility: <u>UPC Alumni</u>
Time frame: ongoing
Assessment indicator(s): - Number of pairs matched per edition

Objective 3.4. Attract more women to academic careers

3.4.1. Carry out actions to attract more female doctoral students

Aimed at: students
Accountable unit(s): Office of the Vice-Rector for Research, Office of the Vice-Rector for Teaching and Research Staff Policy
Operational responsibility: <u>Doctoral School</u>
Time frame: ongoing
Assessment indicator(s): -% of new doctoral students who are women - increase in (% of female doctoral students)/(% of full-time female professors) by department. The percentages are in relation to the total number of doctoral students (numerator) and teaching staff (denominator).
3.4.2. Review the system for UPC doctoral and other grants to promote the selection of women
Aimed at: students
Accountable unit(s): Office of the Vice-Rector for Research, Office of the Vice-Rector for Teaching and Research Staff Policy
Operational responsibility: <u>Personnel Service</u>
Time frame: ongoing
Assessment indicator(s): - Percentage of women selected to receive UPC doctoral grants - Percentage of women recipients of other grants - Evolution of the percentage of women selected over time

Line of action 4. Attract female students to the UPC

1 objective, 2 actions

Objective 4.1. Launch promotion programmes to attract girls and young women to STEAM courses

4.1.1. Encourage exchange of information and coordination of initiatives aimed at attracting girls: Aquí STEAM programme, "A Woman Engineer in Every School", and any other programmes launched
Aimed at: schools, UPC students
Accountable unit(s): Office of the Vice-Rector for Teaching and Students, Office of the Vice-Rector for Social Responsibility and Equality
Operational responsibility: <u>Communication Service</u>, schools, Equality Office
Time frame: ongoing
Assessment indicator(s): - Number of meetings held and resulting decisions - Number of joint activities carried out and recognition (for academic staff) - Tool for sharing knowledge and information

4.1.2. Assess and expand the Aquí STEAM programme for girls and boys aged nine to 14 to attract female talent to technology and engineering courses
Aimed at: schools
Accountable unit(s): Office of the Vice-Rector for Teaching and Students, Office of the Vice-Rector for Social Responsibility and Equality
Operational responsibility: <u>Communication Service</u>
Time frame: ongoing
Assessment indicator(s): - Number of schools participating in the Aquí STEAM programme (annual and cumulative)

Line of action 5. Gender perspective in teaching, research and management

3 objectives, 6 actions

Objective 5.1 Develop resources and tools that enable UPC academic staff to introduce the gender perspective in teaching and research

5.1.1 Disseminate web resources and tools and keep them up to date
Aimed at: teaching and research staff, UPC students
Accountable unit(s): Office of the Vice-Rector for Social Responsibility and Equality, Office of the Vice-Rector for Teaching and Research Staff Policy, Office of the Vice-Rector for Research
Operational responsibility: <u>network of equality officers</u>, academic units, Equality Office
Time frame: ongoing
Assessment indicator(s): - Number of downloads of the resource from the website
5.1.2 Create a community of practice for inclusion of the gender perspective in teaching to encourage the exchange of experiences, knowledge and resources
Aimed at: UPC teaching and research staff
Accountable unit(s): Office of the Vice-Rector for Social Responsibility and Equality
Operational responsibility: <u>network of equality officers</u>, academic units
Time frame: 2022–2024
Assessment indicator(s): - Number of participating teaching and research staff (women and men, degrees) - Annual session to present and share results - Bachelor's degree programmes that incorporate the gender perspective as a cross-disciplinary competency

5.1.3 Promote recognition of bachelor's, master's and doctoral theses with a gender perspective
Aimed at: UPC students
Accountable unit(s): Office of the Vice-Rector for Social Responsibility and Equality
Operational responsibility: <u>Equality Unit</u>
Time frame: ongoing, starting in 2023
Assessment indicator(s): Number of bachelor's theses with a gender perspective per academic year Number of master's theses with a gender perspective per academic year Number of doctoral theses with a gender perspective per academic year
5.1.4 Facilitate further training for teaching and research staff on incorporation of the gender perspective in research
Aimed at: Teaching and research staff
Accountable unit(s): Office of the Vice-Rector for Research
Operational responsibility: <u>Research Area</u>
Time frame: ongoing
Assessment indicator(s): Number of actions carried out Number of beneficiaries Number of principal investigators participating

Objective 5.2. Support practices and initiatives aimed at introducing the gender perspective in teaching

5.2.1. Fund specific projects focusing on the gender perspective in teaching within the framework of the UPC call for grants for teaching improvement and innovation
Aimed at: Teaching and research staff
Accountable unit(s): Office of the Vice-Rector for Quality and Language Policy, Office of the Vice-Rector for Social Responsibility and Equality
Operational responsibility: <u>Institute of Education Sciences (ICE)</u>
Time frame: 2024–2026
Assessment indicator(s): - Number of teaching staff involved in funded projects - Item in the published UPC budget

Objective 5.3. Develop resources and tools that enable UPC administrative and service staff to introduce the gender perspective in administration

5.3.1. Develop an equality training plan that includes specific training actions for certain groups
Aimed at: Administrative and service staff
Accountable unit(s): Office of the General Manager, Office of the Vice-Rector for Social Responsibility and Equality
Operational responsibility: <u>Professional Development Service</u>, Equality Office
Time frame: ongoing
Assessment indicator(s): - Number of attendees (women and men) - Number of training actions carried out for each group

Line of action 6. UPC free of violence and discrimination (violence against women, LGBTI-phobia and non-discrimination)

4 objectives, 13 actions

Objective 6.1. Raise awareness of gender-based and LGBTI-phobic violence and non-discrimination among the UPC community

6.1.1. Carry out awareness-raising projects with grants from the State Pact against Gender-Based Violence in each annual call for proposals
Aimed at: UPC community
Accountable unit(s): Office of the Vice-Rector for Social Responsibility and Equality
Operational responsibility: <u>Equality Office</u>, academic units, network of equality officers
Time frame: ongoing (subject to funding under the State Pact against Gender-Based Violence)
Assessment indicator(s): - Projects carried out: evidence - Amount allocated annually to such projects
6.1.2. Train/sensitise students, teaching and research staff and administrative and service staff with respect to gender-based violence (against women and LGBTI-phobic), sexism and non-discrimination
Aimed at: UPC community
Accountable unit(s): Office of the Vice-Rector for Social Responsibility and Equality, Office of the

Vice-Rector for Teaching and Students, Office of the General Manager
Operational responsibility: <u>Professional Development Service</u>, Institute of Education Sciences, schools Student Council, student associations, Equality Office
Time frame: ongoing
Assessment indicator(s): - Number of activities carried out - Number of views and/or attendees (women and men)
6.1.3. Promote the formation of a UPC "purple network" in university recreational events
Aimed at: UPC students, society
Accountable unit(s): Office of the Vice-Rector for Social Responsibility and Equality, Office of the Vice-Rector for Teaching and Students
Operational responsibility: <u>Student Council</u>, student delegations, schools, student associations, Equality Office
Time frame: 2025–2026
Assessment indicator(s): - Number of university recreational activities with the presence of the "purple network" - Number of meetings held and decisions adopted - Formation of the network (YES/NO)
6.1.4. Analyse signage and fitting out of spaces (e.g. toilets) from the perspective of gender identity diversity and the transgender community
Aimed at: UPC community
Accountable unit(s): Office of the Vice-Rector for Social Responsibility and Equality; Office of the Vice-Rector for Architecture, Infrastructure and Territorial Outreach; Equality Unit
Operational responsibility: <u>Infrastructure Service</u>, Equality Office
Time frame: 2022–2024
Assessment indicator(s): - Number of spaces analysed - Percentage of spaces fitted out - List of UPC inclusive spaces (gender-neutral toilets, breastfeeding space, etc.) - Number of channels and activities to disseminate signage criteria for spaces
6.1.5. Develop guidelines for forms without legal/statistical use to safeguard gender identity diversity
Aimed at: UPC community
Accountable unit(s): Office of the Vice-Rector for Social Responsibility and Equality, Office of the Vice-Rector for Quality and Language Policy, Equality Unit
Operational responsibility: <u>Planning, Assessment and Quality Bureau</u>, Legal Services, Equality Office
Time frame: 2022–2024
Assessment indicator(s): - YES/NO (guidelines produced) Evidence: decision adopted by the Governing Council and/or Equality Committee

6.1.6. Develop a procedure/protocol to ensure a comprehensive approach to LGBTI-phobia, including a website, dissemination channels and tools
Aimed at: UPC community
Accountable unit(s): Office of the Vice-Rector for Social Responsibility and Equality, Office of the Vice-Rector for Teaching and Students
Operational responsibility: <u>Legal Services</u>, Communication Service, Equality Office
Time frame: 2022–2024
Assessment indicator(s): - YES/NO Evidence: publication of the protocol on the website - Dissemination channels

Objective 6.2. Ensure that information on violence and non-discrimination is accessible

6.2.1. Give visibility to interuniversity cooperation agreements that support victims of intimate partner violence against women and harassment on the Equality website and among equality officers
Aimed at: UPC community
Accountable unit(s): Office of the Vice-Rector for Social Responsibility and Equality, Office of the Vice-Rector for Teaching and Students
Operational responsibility: schools, network of equality officers, <u>Equality Office</u>
Time frame: 2022–2024
Assessment indicator(s): - Number of information downloads/visits
6.2.2. Publicise the bachelor's degree fee waiver for victims of violence against women (intimate partner violence) and details of proof required on the Equality website
Aimed at: UPC students
Accountable unit(s): Office of the Vice-Rector for Social Responsibility and Equality, Office of the Vice-Rector for Teaching and Students
Operational responsibility: **<u>Equality Office</u>, Academic Management Service**
Time frame: ongoing
Assessment indicator(s): - Number of information downloads/visits
6.2.3. Revise and publicise regulations on curriculum adaptation so that students who are victims of gender-based violence, who have experienced this situation in their family environment (children of victims), or who have been victims of LGBTI-phobia or are in the process of gender transition can take advantage of this measure

Aimed at: UPC students
Accountable unit(s): Office of the Vice-Rector for Social Responsibility and Equality, Office of the Vice-Rector for Teaching and Students
Operational responsibility: <u>Office of the General Secretary</u>, Equality Office, schools, network of equality officers
Time frame: 2022–2024
Assessment indicator(s): - Number of consultations/visits to the website where the information is presented - Number of adaptations

Objective 6.3. Improve management of information related to queries and complaints

6.3.1. Introduce a computerised system for managing and collecting queries and complaints, while preserving confidentiality, as a basis for preparing annual reports, as required by law, and to provide information for the design of intervention tools
Aimed at: UPC community
Accountable unit(s): Office of the Vice-Rector for Social Responsibility and Equality, Office of the Vice-Rector for Quality and Language Policy, Office of the Vice-Rector for Digital Strategy
Operational responsibility: <u>ICT Area</u>, Equality Office
Time frame: 2022–2024
Assessment indicator(s): - YES/NO Evidence: computerised system set up - Number of queries/complaints - Number of complaints resolved - The affected person or group's assessment of the response/solution

Objective 6.4. Promote the improvement and effectiveness of UPC protocols and initiatives aimed at ensuring a healthy university environment free of violence (against women and LGTBI-phobic)

6.4.1. Strengthen management of anti-harassment protocols and ensure that they are reviewed and improved
Aimed at: UPC community
Accountable unit(s): Office of the Vice-Rector for Social Responsibility and Equality, Office of the General Manager

Operational responsibility: <u>Legal Services</u>, Equality Office, Student Council, Office of the General Secretary
Time frame: ongoing
Assessment indicator(s): - Number of updates carried out - Governing Council decision to approve/review the protocols
6.4.2. Review and improve existing anti-harassment protocols to include individuals who have left the University
Aimed at: UPC community, society
Accountable unit(s): Office of the Vice-Rector for Social Responsibility and Equality
Operational responsibility: <u>Legal Services</u>, Equality Office
Time frame: 2022–2024
Assessment indicator(s): - Governing Council decision to review the protocols
6.4.3. Improve lighting of exterior university facilities on campuses to eliminate dark spaces or areas and follow up on recommendations from the exploratory walks carried out on the North Campus and the Baix Llobregat Campus
Aimed at: UPC community
Accountable unit(s): Office of the Vice-Rector for Architecture, Infrastructure and Territorial Outreach
Operational responsibility: <u>Infrastructure Service</u>
Time frame: 2022–2024
Assessment indicator(s): - Publication on the website of the implementation report, including a list of actions and the UPC budget implemented

Line of action 7. Monitoring and impact

1 objective, 4 actions

Objective 7.1. Assess the Plan and monitor its implementation

7.1.1. Improve the UPC Equality Observatory
Aimed at: UPC community, society
Accountable unit(s): Office of the Vice-Rector for Social Responsibility and Equality, Office of the Vice-Rector for Quality and Language Policy, Equality Unit
Operational responsibility: <u>Planning, Assessment and Quality Bureau</u>, Equality Office
Time frame: 2024–2026

Assessment indicator(s): - Incorporation in the Equality Observatory of new indicators on the gender perspective in teaching and the indicators requested by AQU Catalunya (YES/NO) - Number of visits/queries
7.1.2. Facilitate and ensure the development of quality procedures related to gender equality in schools
Aimed at: UPC community, society
Accountable unit(s): Office of the Vice-Rector for Social Responsibility and Equality, Office of the Vice-Rector for Quality and Language Policy
Operational responsibility: <u>Planning, Assessment and Quality Bureau</u>, Equality Office
Time frame: 2022–2024
Assessment indicator(s): - YES/NO (procedure developed) - Percentage of schools with a quality procedure for equality
7.1.3. Define a protocol with tools to systematise monitoring, reporting to the UPC community and assessment of the Plan
Aimed at: UPC community, society
Accountable unit(s): Office of the Vice-Rector for Social Responsibility and Equality, Equality Unit
Operational responsibility: <u>Planning, Assessment and Quality Bureau</u>, Equality Office
Time frame: 2022–2024
Assessment indicator(s): - Protocol defined (YES/NO) - Annual report prepared - Monitoring report (at the mid-point of the period covered by the Plan) presented to the Governing Council (June 2024)
7.1.4. Define a survey programme, aimed at the UPC community, to examine perceptions on equality and harassment protocols, and ensure that the Equality Unit analyses and considers any new actions that may be proposed
Aimed at: UPC community
Accountable unit(s): Office of the Vice-Rector for Social Responsibility and Equality, Office of the Vice-Rector for Quality and Language Policy, Equality Unit
Operational responsibility: <u>Planning, Assessment and Quality Bureau</u>, Equality Office
Time frame: 2023 and 2025 (two points)
Assessment indicator(s): - Perception surveys carried out - Public reports on the results of surveys on equality and harassment protocols, produced by the Equality Unit

IV. MONITORING AND ASSESSMENT

Progress on the Plan will be continuously monitored by means of a scorecard. Key performance indicators (KPIs) will be selected and provided to the Equality Committee.

Two assessments of progress on the Fourth Equality Plan are planned. The first will be carried out at the mid-point of the period covered and the second at the end of that period. The first (mid-period) assessment, to carried out in June 2024, will assess the degree to which the planned actions have been implemented, their effectiveness, the impact of the results achieved and, in particular, any shortcomings or limitations identified by those responsible for implementation. This mid-period assessment is intended to serve as a basis for learning and for rethinking actions, if necessary, or exploring new strategies to achieve the objectives set.

The Equality Unit will be responsible for compiling all of the relevant information and critically reviewing it in a report that covers all of the outcomes This report will serve as a basis for assessing the execution of the Plan. Accordingly, it will include a precise description of gender policy actions implemented up to that point. It will be submitted to the governance team and the Equality Committee and presented to representative and governing bodies as determined. A working subgroup will be set up within the Equality Committee to monitor and assess the Fourth Plan together with union representatives.

V. RESOURCES

The implementation of the Fourth Equality Plan requires human and financial resources to carry out the actions envisaged. As a point of reference, we start from the funding available for the last year of the Third Equality Plan – over €120,000 – without including funds from the European GEECCO project, which made it possible to undertake additional actions as well as facilitating the implementation and assessment of the Third Plan.

Table 1: Source of funding for the Third Equality Plan, for the financial year 2022

Item	Details	Amount (€)
University's own funding	Operation of the Equality Office (staff)	52,000.00
	Development of the Equality Plan	7,500.00
	Glass ceiling policies	32,000.00
	Aquí STEAM programme (staff)	30,000.00
External funding to carry out projects	Aquí STEAM programme	18,000.00
	State Pact against Gender-Based Violence	7,500.00
Total		**130,402.64**

We anticipate that the following resources will be required to cover annual expenditure related to the Fourth Equality Plan:

UPC funding. These funds will be allocated through the annual budget approved by the University. We envisage a progressive increase in the funds allocated for Equality Unit staff and operations and for items related to structural measures that require a contribution from UPC funds. The budget allocated for the year 2022, which includes the extension of the Third Plan and the start of implementation of the Fourth Plan, is equal to the budget for 2021.

Main actions requiring new UPC funds:

- 1.1.5. Strengthen the UPC Equality Unit
- 3.1.5 Bolster resources allocated for the compensatory measure that enables women to devote more time to research after taking maternity leave
- 5.1.3 Promote recognition of bachelor's, master's and doctoral theses with a gender perspective
- 6.3.1. Introduce a computerised system for managing and collecting queries and complaints, while preserving confidentiality, as a basis for preparing

annual reports, as required by law, and to provide information for the design of intervention tools

- 6.4.1. Strengthen management of anti-harassment protocols and ensure that they are reviewed and improved

External funding. We will continue to participate in external calls – local, regional, state and European – to fund the actions envisaged under the Plan. A particular effort will be made to obtain funds under the State Pact against Gender-Based Violence and to promote a European project to give continuity to the GEECCO project.

Appendix 1: REGULATORY FRAMEWORK

Legislation on equality has advanced, often faster than universities can adapt to it. In this context, the UPC's goal is to achieve effective equality at the University. Below, we outline the most relevant regulations that directly affect the Equality Plan:

[Royal Decree 902/2020, of 13 October, on equal pay for women and men](#)	Scope: Spain
The purpose of this decree is to establish specific measures to give effect to the right to **equal treatment and non-discrimination between women and men with respect to pay** and establish mechanisms to identify and address discrimination in this area.	

[Law 14/2011 on science, technology and innovation](#)	Scope: Spain
Section VIII of the preamble states that the gender perspective must be established as a **cross-cutting aspect of scientific and technical research** and applied in all processes to ensure effective equality of women and men. Additional Provision 13 refers to the implementation of the gender perspective and the obligation to draw up equality plans and monitor their implementation, specifying that plans must include measures to incentivise progress in gender and women's studies and to promote and recognise the presence of women in research teams. It also makes reference to respect for the principle of gender equality in career development and staff recruitment.	

[Organic Law 4/2007, of 12 April](#), which amends [Organic Law 6/2001, of 21 December, on universities](#)	Scope: Spain
This 2007 law introduces some changes in the university context, including the creation of **equality units** at universities.	
Additional Provision 12, "Equality Units": Universities must have **equality units** within their organisational structures to carry out functions related to the principle of equality between women and men. At the UPC, this led to the creation of the Equality Support Office (2007) and subsequently the Equality Unit (2015).	
Article 13, "Governing and representative bodies of public universities": The final paragraph states that university statutes must establish the electoral rules that apply, which must promote the **balanced presence of women and men** in collegial bodies.	
Article 62, "Competitive examinations for entry into university teaching staff": Point 3 states that the statutes of each university must regulate the composition of selection committees for positions offered and ensure the scientific and teaching aptitude of	

committee members in all cases. The composition of these committees must conform to the principles of impartiality and professionalism with respect to members, and steps must be taken to ensure a balanced composition between women and men, unless this is not possible for duly justified, objective reasons.

Additional Provision 4, "Specific assistance programmes": The competent public administrative bodies, in coordination with the respective universities, must establish specific programmes so that victims of terrorism and gender-based violence and people with disabilities can receive personalised assistance, support and adaptations with respect to the teaching system.

[Organic Law 3/2007, of 22 March, for the effective equality of women and men](#) (consolidated text, incorporating the amendments set out in [Royal Decree Law 6/2019, of 1 March, on urgent measures to ensure equality of treatment and opportunities between women and men in work and employment](#))	Scope: Spain

This cross-cutting law supports **prevention of discriminatory conduct and the implementation of active policies** aimed at giving effect to the principle of equality by extending it to various areas of the legal order in social, cultural and artistic contexts in which inequality may arise or be perpetuated.

Article 16, "Appointments made by public authorities", states that public authorities must ensure that the principle of maintaining a **balanced presence of women and men** in appointments and designations to positions of responsibility is observed.

Article 24, "Integration of the principle of equality in education policy", states that educational administrations must ensure equality with respect to the right to education for women and men by actively integrating the **principle of equal treatment** in educational objectives and actions, and that they must **prevent inequalities between women from arising as a result of sexist behaviour or associated social stereotypes**. The second section sets out actions to achieve this.

Article 25 of the Law, on equality in the field of higher education, states that teaching and research that addresses the meaning of equality between women and men should be encouraged. An emphasis is placed on the **inclusion in relevant curricula** of teaching on equality between women and men, the creation of specific postgraduate courses and the carrying out of specialised studies and research in this area.

[Law 3/2007, of 15 March, on the rectification of gender designation in registries](#)	Scope: Spain

Additional Provision 2, "Reissue of degrees and documents": For the purposes of determining fees for the reissue of degrees or documents, **rectification of an individual's**

gender designation in the Civil Registry shall not be considered a cause attributable to the person concerned.

[Royal Decree–Law 6/2019, of 1 March, on urgent measures to ensure equality of treatment and opportunities between women and men in work and employment](#)	Scope: Spain
Amends Organic Law 3/2007, of 22 March, for the effective equality of women and men, among other amendments.	

[Royal Decree 901/2020, of 13 October, which regulates equality plans and their registration and amends Royal Decree 713/2010, of 28 May, on the registration and filing of collective bargaining agreements](#)	Scope: Spain

[Law 19/2020, of 30 December, on equality of treatment and non-discrimination](#)	Scope: Catalonia
The purpose of this law is to ensure the **right to equality of treatment and non-discrimination** and eradicate any actions or behaviours that may violate the dignity of persons or impede the free development and expression, without discrimination of any kind, of each individual's personality and abilities.	
Point 1 of Article 10, which deals with **education**, states that universities must ensure **equality of opportunities, equity and the absence of any form of discrimination or discriminatory harassment** in schools.	
Point 3 provides that universities must ensure adequate attention to students who, for any of the grounds for discrimination set out in the Law, have **specific needs for protection, assistance and educational support**.	
Point 5 states that the governing authorities of the higher, vocational and university education systems must **ensure compliance** with the general principles of action set out in the Law and, to this end, must establish competencies to apply procedures and promote attitudes that favour equality of treatment and non-discrimination, and apply such procedures at all levels of the university community and leisure education.	

[Law 17/2015, of 21 July, on effective equality between women and men](#)	Scope: Catalonia
This law is intended to strengthen specific measures and mechanisms to ensure that Catalan public authorities pursue policies and actions aimed at **eradicating inequality**	

between women and men, which places women in a situation of subordination and social and economic disadvantage with respect to men and prevents them from fully exercising their rights as citizens.

Article 28, "Universities and research", stipulates the role and obligations of universities and research institutions under three headings. The first focuses on education in values, which must include promotion of the **gender perspective in a cross-cutting manner**, use of gender-neutral and non-androcentric language in all communications and training in co-education for staff who perform teaching work. Subsection 2 specifies how effective equality between women and men is to be achieved in the university environment; namely, by promoting the **work of women researchers** and their participation in research groups, giving visibility to their contributions in scientific and technical fields, and providing gender perspective training in all academic disciplines. Subsection 3 focuses on **promoting the careers of women researchers and female administrative and service staff; combating sexual and/or gender-based harassment and other forms of violence against women** by providing information, advice and resources; and **promoting balanced representation of women and men in collegial and decision-making bodies**, among other matters.

[Law 11/2014, of 10 October, to ensure the rights of lesbian, gay, bisexual, transgender and intersex people and eradicate homophobia, biphobia and transphobia](#)	Scope: Catalonia

The measures established by this law to give effect to the **right of lesbian, gay, bisexual, transgender and intersex (LGBTI) people to equality and non-discrimination** affect all areas of social life, all stages of life and all events that may occur in the course of life, including changes in civil status, family formation, illness, incompetence, deprivation of liberty and death.

Article 13, which deals with universities, states that the principles of non-discrimination and respect for sexual orientation, gender identity and gender expression apply to the university context. While respecting academic freedom and university autonomy, the Government and universities of Catalonia must jointly promote **measures related to protection, support and research to give visibility to LGBTI people and the development of measures for non-discrimination and awareness raising with respect to sexual orientation, gender identity and gender expression**.

Article 23 of the Law, which deals with transgender and intersex people, states that in the university context, conditions must be established by regulation to ensure that **intersex people are addressed and referred to based on their self-identified gender**, even if they are minors. The public administrative bodies of Catalonia must ensure that the **confidentiality** of data relating to the gender identity of the beneficiaries of this law is respected in all procedures. Transgender and intersex people must be able to benefit from the provisions of this law without the requirement that they have a diagnosis of gender dysphoria or be undergoing medical treatment.

Law 5/2008, April 24, on the right of women to eradicate gender-based violence (consolidated text, incorporating the amendments introduced in Law 17/2020, of 22 December, amending Law 5/2008 on the right of women to eradicate gender-based violence)	Scope: Catalonia

This law aims to **eradicate violence against women** and eliminate the social structures and cultural stereotypes that perpetuate it so that the inalienable right of all women to lead their lives without experiencing such violence, in any form, and in any area where it may occur, is fully recognised and ensured. The Law also establishes comprehensive measures relating to the prevention and detection of violence against women and awareness raising on this issue – aimed at eradicating such violence from society – and recognises the rights of women who suffer from such violence to care, assistance, protection, recovery and full reparation.

Article 17 deals with the area of university education. Among other points, it states that universities must ensure that **texts and materials with content that is sexist, violent or discriminatory towards women**, which contribute to reinforcing stereotypes and promote gender inequality, **are eliminated from degree courses**. Universities must provide teaching staff with training in the **eradication of sexism in the classroom**. Universities must have protocols for preventing, detecting, dealing with and redressing situations of sexual harassment, sex-based harassment and other forms of violence against women that occur among members of the university community. They must also provide training to prevent the revictimisation of those involved in procedures and on how to conduct investigatory and disciplinary proceedings, and must periodically draw up an assessment report, which must be submitted to the competent authorities. Universities must provide equality units or observatories with sufficient human and material resources to carry out the functions of prevention, detection, attention and redress.

Statutes of the Universitat Politècnica de Catalunya, 2012	Scope: UPC

The current UPC Statutes include the following provisions:
• Article 6. Equal opportunities between women and men. The University shall ensure equality of opportunity between men and women in all university areas and the right of individuals to be treated in an equal manner without regard to their sex. The University shall also promote the balanced representation of women and men on collegial bodies and staff selection committees.
• Additional Provision 2. Equality Unit. The University's Equality Unit carries out functions related to the principles of equality, non-discrimination and respect for diversity. The Governing Council shall regulate its competencies and composition.

[Governing Council Decision CG/2021/06/05, of 17 December 2021, ratifying the approval of the extension of the Third Equality Plan (2016–2020)](#)	Scope: UPC
Approves the extension of the Third Equality Plan.	

[Governing Council Decision CG/2020/02/13, of 1 April 2020, approving the new cross-disciplinary gender perspective competency](#)	Scope: UPC
In application of current legislation and the AQU General Framework for Incorporating the Gender Perspective in University Teaching (published in February 2019), a new cross-disciplinary competency shall be defined. This competency shall be included in validation reports for new bachelor's and master's degree curricula to be taught at the UPC and progressively integrated into existing curricula.	

[Governing Council Decision CG/2020/02/14, of 1 April 2020, approving the updating of the protocol for action against sexual harassment and/or harassment by reasons of sex, sexual orientation, gender identity or gender expression that affects students in the university environment of the UPC](#)	Scope: UPC
Updates and improves the protocol updated in 2016, when Law 11/2014, of 10 October, to ensure the rights of lesbian, gay, bisexual, transgender and intersex people and eradicate homophobia, biphobia and transphobia, was incorporated.	

[Governing Council Decision CG/2019/07/40, of 11 December 2019, approving the protocol for supporting members of the university community who are victims of aggressions against their physical integrity and/or of a sexual nature, committed on UPC premises, which could constitute an offence](#)	Scope: UPC
This decision establishes the procedure to be followed when it becomes known that aggressions against an individual's physical integrity and/or of a sexual nature that could constitute an offence may have been committed in a UPC space.	

[Governing Council Decision CG/2019/05/32, of 8 October 2019, approving the amendment of Decision CG/2018/04/02, of 17 May, approving the programme to release academic staff from teaching](#)	Scope: UPC

duties so that they can devote more time to research after taking maternity leave	
Amends the 2018 Governing Council Decision (2018/04/02) and includes its consolidated text. The Decision establishes the procedure for requesting and granting the releases referred to, which are intended to mitigate the difficulties that academic staff face to maintain their research activity after taking maternity leave.	

Governing Council Decision CG/2019/03/04, of 24 May 2019, approving the decision to support members of the university community who are victims of aggressions against their physical integrity and/or of a sexual nature, committed on UPC premises	Scope: UPC
Extends support to members of the university community who have suffered an aggression against their physical integrity and/or of a sexual nature, committed on UPC premises, which may constitute an offence; and provides for the development of an action protocol to be activated when it becomes known that an aggression of this type may have been committed on UPC premises.	

Governing Council Decision CG/2018/05/17, approving the amendment of the regulations for the UPC Chairs Programme and the publication of the consolidated text	Scope: UPC
Includes Article 11, "Gender equality measures": The measure applied in this programme seeks to reduce the difference in the proportion of women and men employed as teaching and research staff on a permanent basis in level 2 professional categories (statutory and contractual associate professors, university school full professors, ordinary researchers and research directors) and in level 1 categories (statutory and contracted full professors).	

Governing Council Decision CG/2018/09/07, of 11 December 2018, approving the amendment of the regulations on academic leave of more than three months, sabbatical leave and leave for academic staff mobility and the publication of the consolidated text	Scope: UPC
Gender equality policies are included among the prioritisation criteria.	

Governing Council Decision no. 34/2016, which modifies the remit, name, competencies and composition of the UPC Equal Opportunities Unit	Scope: UPC
Modifies the composition, remit and competencies of the UPC Equal Opportunities Unit approved in 2012 and 2015 (by Governing Council Decisions 83/2012 and 55/2015).	

Since 2016, the Equality Unit has been responsible solely for actions related to gender equality. Gender- and disability-related matters are now handled separately.

Governing Council Decision no. 35/2016, modifying the remit, name, competencies and composition of the UPC Equal Opportunities Committee 🗗	Scope: UPC
Modifies the composition, remit and competencies of the UPC Equality Committee. Since 2016, the Equality Committee has been responsible solely for actions related to gender equality. Gender- and disability-related matters are now handled separately.	

Governing Council Decision no. 106/2011, approving the Code of Ethics and Good Practice for Staff and Students of the Universitat Politècnica de Catalunya 🗗	Scope: UPC
The principles and values set out in the Code include equality, non-discriminatory treatment of people and their views, and the treatment of all people with respect and courtesy, which entails listening to people, using appropriate language in each case, and avoiding any kind of discrimination.	

Governing Council Decision no. 272/2005, approving the decision on the use of gender-neutral language at the UPC 🗗	Scope: UPC
Treatment of gender in UPC documents: The entire university community is urged to ensure that the language used in the documents it generates is free of any gender discrimination.	

Appendix 2: GLOSSARY

The following concepts are helpful to understand the mainstreaming of gender policies and related objectives, actions and activities.

Compensatory actions: Differences in treatment – aimed at preventing, eliminating and, if necessary, compensating for any form of discrimination at a collective or social level – that must be applied for as long as the situations of discrimination that justify them persist (Law 19/2020).

LGBTI collective: Lesbian, gay, bisexual, transgender and intersex people (Law 11/2014, of 10 October).

Multiple discrimination: A situation in which a woman, because she belongs to other groups that also tend to be discriminated against, suffers aggregated and specific forms of discrimination (Law 17/2015, of 21 July). A situation in which a lesbian, gay, bisexual, transgender or intersex person, as a result of belonging to other groups that are also subject to discrimination, suffers aggregated and specific forms of discrimination (Law 11/2014, de 10 October). Discrimination that occurs when a person suffers an aggregated and specific form of discrimination due to the concurrence or interaction of various grounds for discrimination (Law 19/2020).

Gender equity: Fair distribution of rights, benefits, obligations, opportunities and resources based on recognition and respect for the difference between women and men in society (Law 17/2015 of 21 July).

Gender stereotypes: Simplified images that attribute fixed roles defined by what supposedly constitutes "correct" or "normal" behaviours in a given context according to a person's gender. Gender stereotypes are at the root of discrimination between men and women and contribute to justifying and perpetuating it (Law 17/2015, of 21 July).

Gender equality: A condition in which men and women have equal opportunities for personal development and decision making, free of limitations imposed by traditional gender roles, and the behaviours, aspirations and needs of women and men are therefore considered, valued and supported equally (Law 17/2015, of 21 July).

Intersectionality or intersection of oppressions: Concurrence of violence against women with other forms of discrimination – based on origin, skin colour, phenotype, ethnicity, religion, migrant status, age, social class, financial insecurity, functional or psychological diversity, addictions, serological status, deprivation of liberty,

sexual/gender diversity, or other social differences – that aggravates and differentiates the impact of such violence. The interaction between these forms of discrimination must be taken into account when dealing with violence (Law 5/2008, of 24 April, consolidated text, which incorporates Law 17/2020, of 22 December).

LGBTI-phobia: Aversion or discrimination against persons belonging to the LGBTI collective (Law 19/2020).

Religious freedom: Within the scope of their competencies, public administrative bodies must apply measures to ensure equality of treatment and prevent discrimination on the grounds of religion or belief and ensure that public policies respect the right to religious freedom in the terms established by law.
Public administrative bodies must take special care to ensure non-discrimination with respect to the use of clothing related to ethnic, cultural or religious identification in the contexts in which most cases of discrimination are detected, such as education, employment and health, and take measures to prevent such discrimination (Law 19/2020).

Gender perspective: Considering the differences between women and men in an area or activity in analysis, planning, design and implementation of policies, taking into account the ways in which various actions, situations and needs affect women. The gender perspective makes it possible to see women and men in their biological, psychological, historical, social and cultural dimensions, and to seek lines of thought and action aimed at eradicating inequalities (Law 17/2015 of 21 July).

Balanced presence or representation: A situation that ensures the presence of both women and men in a particular group, with no more than 60% and no less than 40% of persons of either sex, and with the goal of having 50% of each (Law 3/2007).

Note: The Catalan law uses the term *paritària* to refer to balanced representation.

Awareness raising: A set of educational, pedagogical and communication actions that are aimed at generating changes in the social imaginary and facilitate progress towards the eradication of violence against women (Law 5/2008, of 24 April, consolidated text, which incorporates Law 17/2020, of 22 December).

Mainstreaming of the gender perspective and gender equality policies: Public authorities must apply the gender perspective and take account of the perspective of women in their actions, at all levels and at all stages, so that value contributed by women and men is recognised and the necessary changes are applied in a positive way to improve society and address the realities, opportunities, needs and expectations of both sexes (Law 17/2015 of 21 July).

Gender-neutral and non-stereotyped use of language: Public authorities must employ gender-neutral language, which avoids the expression of sexist conceptions of reality and androcentric and gender-stereotyped uses, and promote language that is respectful of women, minorities and all people in general, in personal service and in written, graphic and audiovisual documents (Law 17/2015, of 21 July).

Violence against women (also referred to as *sexist violence* and *gender violence*, among other terms): Violation of human rights through violence perpetrated against women that reflects discrimination and inequality within the framework of a system of power relations, of men over women, which, by physical, economic or psychological means, including threats, intimidation and coercion, results in physical, sexual or psychological harm or suffering, whether it occurs in the public or private sphere (Law 5/2008 of 24 April 2008, consolidated text, incorporating Law 17/2020 of 22 December 2008).

Appendix 3. SUMMARY TABLE AND CALENDAR

Line of action 1. Equality in the culture of the UPC

Objective	Action	Aimed at	22–24	25–26	Accountable unit(s)	Responsibility for monitoring
Objective 1.1 Raise awareness of equality among the UPC community	1.1.1. Extend the network of equality officers to general services units and management and support units	UPC community	x		Office of the Vice-Rector for Social Responsibility and Equality	Equality Office
	1.1.2. Create the position of student equality representative	UPC students	x		Office of the Vice-Rector for Social Responsibility and Equality / Office of the Vice-Rector for Teaching and Students / Student Council	Equality Office
	1.1.3. Create the position of department equality officer	Teaching and research staff	x		Office of the Vice-Rector for Social Responsibility and Equality	Equality Office
	1.1.4 Redefine the role of equality officers to increase their impact	UPC community	x		Office of the Vice-Rector for Social Responsibility and Equality / Equality Unit	Equality Office
	1.1.5 Strengthen the UPC Equality Unit	UPC community	x		Office of the Vice-Rector for Social	Office of the General Manager

					Responsibility and Equality	
	1.1.6 Make the resources allocated to equality policies visible in the UPC budget and ensure that they are in line with the Plan	UPC community	x	x	Office of the Vice-Rector for Social Responsibility and Equality	Accounts and Finance Service
		Society			Office of the General Manager	
	1.1.7 Inform the entire UPC community of the Equality Plan, with particular attention to existing UPC protocols for action and prevention of harassment	UPC community	x	x	Office of the Vice-Rector for Social Responsibility and Equality	Equality Office
		Society				
	1.1.8 Update and disseminate information on activities for students, with recognition of ECTS credits for equality	UPC students	x	x	Office of the Vice-Rector for Social Responsibility and Equality	Innovation and Community Bureau
	1.1.9 Include in award criteria for contracts with external companies the specific clauses required to comply with Organic Law 3/2007, of 22 March, for the effective equality of women and men and Law 19/2020, of 30 December, on equality of treatment and non-discrimination	UPC community	x	x	Office of the General Manager	Accounts and Finance Service
		Society				
	1.1.10 Conduct awareness-raising campaigns to get men to engage with gender equality issues	UPC community	x	x	Office of the Vice-Rector for Social Responsibility and Equality	Equality Committee
		Society			Equality Unit	
	1.1.11 Ensure recognition of work related to equality (teaching activity evaluation points or other) and take such work into account in calls for chair programmes	Teaching and research staff	x	x	Office of the Vice-Rector for Teaching and Research Staff Policy	-
					Office of the Vice-Rector for Quality and Language Policy	
					Office of the Vice-Rector for Social	

					Responsibility and Equality	
	1.1.12 Integrate the equality perspective into UPC social and cultural activities, especially through the UPCArts programme	UPC community	x	x	Office of the Vice-Rector for Social Responsibility and Equality	Culture and Community Area
		Society				
	1.1.13 Adopt a common calendar and disseminate UPC awareness-raising actions on equality	UPC community	x	x	Office of the Vice-Rector for Social Responsibility and Equality	Innovation and Community Bureau
		Society			Equality Unit	
	1.1.14 Communicate institutional equality actions in schools, together with school equality officers and student delegations	UPC community	x	x	Office of the Vice-Rector for Social Responsibility and Equality	Equality Office
Objective 1.2. Ensure egalitarian institutional communication	1.2.1 Ensure balanced presence of female and male experts in news items on the UPC website and social media	Society	x	x	Rector's Bureau	Communication Service
					Office of the Vice-Rector for Social Responsibility and Equality	
	1.2.2 Give visibility to female UPC experts through communication campaigns and resources	UPC community	x	x	Office of the Vice-Rector for Social Responsibility and Equality	Schools
		Society			Equality Unit	Communication Service
						Equality Office
	1.2.3 Ensure the use of gender-neutral and inclusive language in all institutional communication	UPC community	x	x	Office of the Vice-Rector for Social Responsibility and Equality	Language and Terminology Service
		Society				
	1.2.4 Develop an internal communication plan for the Fourth Equality Plan	UPC community	x	x	Culture and	-

						Community Area	
Objective 1.3. Give visibility to the contribution of women in engineering, technology, science and architecture	1.3.1 Promote parity between women and men in the awarding of UPC prizes and honours, honorary doctoral degrees, inaugural lectures marking the start of the UPC academic year, inaugural lectures and graduation ceremonies held at schools, and other institutional events	UPC community		x	x	UPC Executive Council	Office of the General Secretary
						UPC Board of Trustees	
		Society				Schools	
						Departments	
	1.3.2 Make women visible in the naming of spaces or reorganisation of UPC spaces	UPC community		x	x	Office of the Vice-Rector for Social Responsibility and Equality	-
						Office of the Vice-Rector for Architecture, Infrastructure and Territorial Outreach	
		Society				Equality Unit	
Objective 1.4. Promote the reconciliation of work, private and family life for all UPC employees	1.4.1 Promote and disseminate decisions regarding the unification of regulations on leave for the reconciliation of work, private and family life for staff employed at public universities	UPC community		x	x	Office of the General Manager	Personnel Service
						Office of the Vice-Rector for Teaching and Research Staff Policy	

Objective	Action	Aimed at	22–24	25–26	Accountable unit(s)	Responsibility for monitoring
	1.4.2 Produce a set of recommendations for the reconciliation of work, private and family life (Equality Committee) and promote them among the UPC community	UPC community	x	x	Office of the Vice-Rector for Social Responsibility and Equality	Equality Committee
	1.4.3 Promote occupational health and the prevention of psychosocial risks in the workplace based on the gender perspective	UPC community	x		Office of the General Manager	-

Line of action 2. Gender equality in decision making

Objective	Action	Aimed at	22–24	25–26	Accountable unit(s)	Responsibility for monitoring
Objective 2.1 Promote the balanced presence of women and men at the different levels of participation, decision making and representation within the UPC	2.1.1 Move forward with the design of a guide to help achieve parity between women and men in collegial bodies and other decision-making bodies	UPC community	x		Office of the Vice-Rector for Social Responsibility and Equality	Office of the General Secretary
	2.1.2 Amend regulations as required to ensure the balanced presence of women and men at the different levels of participation, decision making and representation within the UPC	UPC community	x	x	Office of the General Secretary Executive Council Governing Council Schools Departments	Office of the General Secretary

					Student Council	
					Equality Office	
	2.1.3 Inform and raise awareness of the gender perspective in decision making: present the guide for achieving parity between women and men in collegial and other decision-making bodies and carry out other activities	UPC community	x	x	Office of the Vice-Rector for Social Responsibility and Equality	Office of the General Secretary

Line of action 3. Gender equality in academic and professional careers

Objective	Action	Aimed at	22–24	25–26	Accountable unit(s)	Responsibility for monitoring
Objective 3.1. Ensure equality in career entry and development for women employed in the UPC's teaching and research staff	3.1.1 Modify the proposed promotion plan for chairs to ensure that at least 35% of full professorships are awarded to women in each call	UPC teaching and research staff	x	x	Office of the Vice-Rector for Teaching and Research Staff Policy	Personnel Service
	3.1.2. Promote gender parity in teaching and research staff selection and assessment committees	UPC teaching and research staff	x	x	Office of the Vice-Rector for Teaching and Research Staff Policy / Department	Personnel Service
	3.1.3 Ensure a balance between women and men on the CSAPDIU	UPC teaching and research staff	x	x	Office of the General Secretary / Office of the Vice-Rector for Teaching and Research Staff Policy	Office of the General Secretary

	3.1.4 Update processes for assessing teaching and research staff to eliminate any gender biases (particularly in research assessment and recruitment)	UPC teaching and research staff	x	x	Office of the Vice-Rector for Teaching and Research Staff Policy	Planning, Assessment and Quality Bureau
					Office of the Vice-Rector for Social Responsibility and Equality	
	3.1.5 Bolster resources allocated for the compensatory measure that enables women to devote more time to research after taking maternity leave	UPC teaching and research staff	x	x	Office of the Vice-Rector for Teaching and Research Staff Policy	Personnel Service
					Office of the Vice-Rector for Social Responsibility and Equality	
	3.1.6 Produce gender impact reports for recruitment and promotion calls	UPC teaching and research staff	x	x	Office of the Vice-Rector for Teaching and Research Staff Policy	Personnel Service
					Office of the Vice-Rector for Social Responsibility and Equality	
	3.1.7 Publish an equal pay audit and register for teaching and research staff in accordance with Royal Decrees 902/2020 and 901/2020	UPC teaching and research staff	x		Office of the General Manager	Personnel Service
Objective 3.2. Ensure equality in career entry and development for women employed in the UPC's	3.2.1 Conduct a study of the careers of women employed in the UPC's administrative and service staff and, if appropriate, propose measures for work-life balance and to correct any glass ceiling effects or underrepresentation of women in certain administrative and service staff groups and scales	Administrative and service staff	x		Office of the General Manager	Personnel Service

Objective	Action	Aimed at	22–24	25–26	Accountable unit(s)	Responsibility for monitoring
administrative and service staff	3.2.2 Publish an equal pay audit and register for administrative and service staff in accordance with Royal Decree 902/2020	Administrative and service staff	x		Office of the General Manager	Personnel Service
	3.2.3 Ensure gender parity in administrative and service staff selection and assessment committees and, when this is not the case, provide reasons to justify imbalances	Administrative and service staff	x	x	Office of the General Manager	Professional Development Service
Objective 3.3. Support the employment of female UPC students and new graduates	3.3.1 Strengthen and broaden the impact of the M2m Alumni mentoring programme	UPC students	x	x	Office of the Vice-Rector for Teaching and Students	UPC Alumni
		UPC Alumni				
Objective 3.4. Attract more women to academic careers	3.4.1 Carry out actions to attract more female doctoral students	Students	x	x	Office of the Vice-Rector for Research	Doctoral School
					Office of the Vice-Rector for Teaching and Research Staff Policy	
	3.4.2 Review the system for UPC doctoral and other grants to promote the selection of women	Students	x	x	Office of the Vice-Rector for Research	Personnel Service
					Office of the Vice-Rector for Teaching and Research Staff Policy	

Line of action 4. Attract female students to the UPC

Objective	Action	Aimed at	22–24	25–26	Accountable unit(s)	Responsibility for monitoring

Objective	Action	Aimed at	22–24	25–26	Accountable unit(s)	Responsibility for monitoring
Objective 4.1. Launch promotion programmes to attract girls and young women to STEAM courses	4.1.1. Encourage exchange of information and coordination of initiatives aimed at attracting girls: Aquí STEAM programme, "A Woman Engineer in Every School", and any other programmes launched	Primary and secondary schools UPC students	x	x	Office of the Vice-Rector for Teaching and Students Office of the Vice-Rector for Social Responsibility and Equality	Communication Service
	4.1.2. Assess and expand the Aquí STEAM programme for girls and boys aged nine to 14 to attract female talent to technology and engineering courses	Primary and secondary schools	x	x	Office of the Vice-Rector for Teaching and Students Office of the Vice-Rector for Social Responsibility and Equality	Communication Service

Line of action 5. Gender perspective in teaching, research and management

Objective	Action	Aimed at	22–24	25–26	Accountable unit(s)	Responsibility for monitoring
Objective 5.1 Develop resources and tools that enable UPC academic staff to introduce the gender perspective in teaching and research	5.1.1 Disseminate web resources and tools and keep them up to date	Teaching and research staff	x	x	Office of the Vice-Rector for Social Responsibility and Equality Office of the Vice-Rector for	Network of equality officers

		UPC students			Teaching and Research Staff Policy	
					Office of the Vice-Rector for Research	
					Equality Office	
					RI Network	
					Academic units	
	5.1.2 Create a community of practice for inclusion of the gender perspective in teaching to encourage the exchange of experiences, knowledge and resources	UPC teaching and research staff	x		Office of the Vice-Rector for Social Responsibility and Equality	Network of equality officers
	5.1.3 Promote recognition of bachelor's, master's and doctoral theses with a gender perspective	UPC students	x	x	Office of the Vice-Rector for Social Responsibility and Equality	Equality Unit
	5.1.4 Facilitate further training for teaching and research staff on incorporation of the gender perspective in research	Teaching and research staff	x	x		Research Area
Objective 5.2. Support practices and initiatives aimed at introducing the gender perspective in teaching	5.2.1 Fund specific projects focusing on the gender perspective in teaching within the framework of the UPC call for grants for teaching improvement and innovation	Teaching and research staff	x	x	Office of the Vice-Rector for Quality and Language Policy Office of the Vice-Rector for Social Responsibility and Equality	Institute of Education Sciences
Objective 5.3. Develop resources and tools that enable UPC administrative and service staff to	5.3.1 Develop an equality training plan that includes specific training actions for certain groups	Administrative and service staff	x	x	Office of the General Manager Office of the	Professional Development Service

introduce the gender perspective in administration					Vice-Rector for Social Responsibility and Equality	

Line of action 6. UPC free of violence and discrimination (gender-based violence, LGBTI-phobia and discrimination)

Objective	Action	Aimed at	22–24	25–26	Accountable unit(s)	Responsibility for monitoring
Objective 6.1. Raise awareness of gender-based and LGBTI-phobic violence and non-discrimination among the UPC community	6.1.1 Carry out awareness-raising projects with grants from the State Pact against Gender-Based Violence in each annual call for proposals	UPC community	x	x	Office of the Vice-Rector for Social Responsibility and Equality	Equality Office
	6.1.2 Train/sensitise students, teaching and research staff, and administrative and service staff with respect to gender-based violence (against women and LGBTI-phobic), sexism and non-discrimination	UPC community	x	x	Office of the Vice-Rector for Social Responsibility and Equality	Professional Development Service
					Office of the Vice-Rector for Teaching and Students	Institute of Education Sciences
					Office of the General Manager	
	6.1.3 Promote the formation of a UPC "purple network" in university recreational events	UPC students		x	Office of the Vice-Rector for Social Responsibility and Equality	Student Council
		Society			Office of the Vice-Rector for Teaching and Students	

	6.1.4 Analyse signage and fitting out of spaces (e.g. toilets) from the perspective of gender identity diversity and the transgender community	UPC community	x	Office of the Vice-Rector for Social Responsibility and Equality	Infrastructure Service
				Office of the Vice-Rector for Architecture, Infrastructure and Territorial Outreach	
				Equality Unit	
	6.1.5 Develop guidelines for forms without legal/statistical use to safeguard gender identity diversity	UPC community	x	Office of the Vice-Rector for Social Responsibility and Equality	Planning, Assessment and Quality Bureau
				Office of the Vice-Rector for Quality and Language Policy	
				Equality Unit	
	6.1.6 Develop a procedure/protocol to ensure a comprehensive approach to LGBTI-phobia, including a website, dissemination channels and tools	UPC community	x	Office of the Vice-Rector for Social Responsibility and Equality	Legal Services
				Office of the Vice-Rector for Teaching and Students	
Objective 6.2. Ensure that information on violence and non-discrimination is	6.2.1 Give visibility to interuniversity cooperation agreements that support victims of intimate partner violence against women and harassment on the Equality website and among equality officers	UPC community	x	Office of the Vice-Rector for Social	Equality Office

accessible					Responsibility and Equality	
					Office of the Vice-Rector for Teaching and Students	
	6.2.2 Publicise the bachelor's degree fee waiver for victims of violence against women (intimate partner violence) and details of proof required on the Equality website	UPC students	x	x	Office of the Vice-Rector for Social Responsibility and Equality	Equality Office
					Office of the Vice-Rector for Teaching and Students	
	6.2.3. Revise and publicise regulations on curriculum adaptation so that students who are victims of gender-based violence, who have experienced this situation in their family environment (children of victims), or who have been victims of LGBTI-phobia or are in the process of gender transition can take advantage of this measure	UPC students	x		Office of the Vice-Rector for Social Responsibility and Equality	Office of the General Secretary
					Office of the Vice-Rector for Teaching and Students	
Objective 6.3. Improve management of information related to queries and complaints	6.3.1 Introduce a computerised system for managing and collecting queries and complaints, while preserving confidentiality, as a basis for preparing annual reports, as required by law, and to provide information for the design of intervention tools	UPC community	x		Office of the Vice-Rector for Social Responsibility and Equality	ICT Area
					Office of the Vice-Rector for Quality and Language Policy	
					Office of the Vice-Rector for	

Objective	Action	Aimed at	22–24	25–26	Accountable unit(s)	Responsibility for monitoring
					Digital Strategy	
Objective 6.4. Promote the improvement and effectiveness of UPC protocols and initiatives aimed at ensuring a healthy university environment free of violence (against women and LGTBI-phobic)	6.4.1 Strengthen management of anti-harassment protocols and ensure that they are reviewed and improved	UPC community	x	x	Office of the Vice-Rector for Social Responsibility and Equality	Legal Services
					Office of the General Manager	
	6.4.2 Review and improve existing anti-harassment protocols to include individuals who have left the University	UPC community		x	Office of the Vice-Rector for Social Responsibility and Equality	Legal Services
		Society				
	6.4.3 Improve lighting of exterior university facilities on campuses to eliminate dark spaces or areas and follow up on recommendations from the exploratory walks carried out on the North Campus and the Baix Llobregat Campus	UPC community		x	Office of the Vice-Rector for Architecture, Infrastructure and Territorial Outreach	Infrastructure Service

Line of action 7. Monitoring and impact

Objective	Action	Aimed at	22–24	25–26	Accountable unit(s)	Responsibility for monitoring
Objective 7.1. Assess the Plan and monitor its implementation	7.1.1 Improve the UPC Equality Observatory	UPC community	x	x	Office of the Vice-Rector for Social Responsibility and Equality	Planning, Assessment and Quality Bureau
		Society			Office of the Vice-Rector for Quality and Language Policy	
					Equality Unit	

	7.1.2. Facilitate and ensure the development of quality procedures related to gender equality in schools	UPC community	x		Office of the Vice-Rector for Social Responsibility and Equality	Planning, Assessment and Quality Bureau
		Society			Office of the Vice-Rector for Quality and Language Policy	
	7.1.3 Define a protocol with tools to systematise monitoring, reporting to the UPC community and assessment of the Plan	UPC community	x		Office of the Vice-Rector for Social Responsibility and Equality	Planning, Assessment and Quality Bureau
		Society			Equality Unit	
	7.1.4 Define a survey programme, aimed at the UPC community, to examine perceptions on equality, and ensure that the Equality Unit analyses and considers any new actions that may be proposed	UPC community	x	x	Office of the Vice-Rector for Social Responsibility and Equality	Planning, Assessment and Quality Bureau
					Office of the Vice-Rector for Quality and Language Policy	
					Equality Unit	