

# GENDER EQUALITY



**University of Minho**  
School of Engineering

# PLAN



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## 7 UMINHO Gender Equality Plan

### 7.1 Introduction

Gender equality in academia and science has been a central theme of several scientific studies in Portugal. Over the last few years there has been an extensive literature production on the explicit and implicit processes that drive gender inequalities and make them persist over time. Part of these studies show the importance of social variables for the perpetuation of conditions of gender inequality. It is, therefore, important to focus on gender inequalities based on other inequalities, namely inequalities related to social class, age and, in the academic and scientific context, the scientific field and specific institution. The social and human sciences have contributed substantially to show that education and science are intensely driven by factors of symbolic order that also feed on diverse prejudices and stereotypes. Similar results have been published in the fields of engineering and technology.

In contexts of increasing mobility, globalization and cultural change, it is urgent that science and education policies, defined in the context of Universities and their human resources (including teachers and non-teaching staff as well as students) recognize gender inequalities and promote effective measures for its eradication, in a collective and participatory approach.

Despite the production of literature attesting to the existence of gender inequalities in academia, documenting processes of segregation and discrimination that affect the various participants of the organization and the methodologies proposed to overcome them, have not fed, as might be expected, the reality of practices in teaching and research institutions. More recent studies continue to show that gender inequalities are considered "natural" and "unavoidable" and that there are biological differences that determine the difference in treatment.

This is also the reality that the EQUAL-IST project confirms for the case of the University of Minho where the performed diagnosis confirms the same trends elicited in scientific studies. The EQUAL-IST project is being carried out by teams in several European countries and it is aimed primarily at studying and intervening in the advancement of gender equality in the information systems and technology fields. In the case of the University of Minho, since gender inequality is a transversal problem and holds implications for the University as a whole, and individually for the people that compose it, the study evolved to a more comprehensive diagnosis, having been collected a wide range of information on various relevant indicators to understand the depth and extent of the problem.

The project integrates researchers from various scientific disciplines, from Engineering, Sociology, and Management of Science and Technology. The methodology followed in the project is based on the principle of co-produced knowledge, assuming that the phenomena of power, usually associated with gender inequalities and the support of principles still predominantly androcentric, can be studied in their density and depth with the active participation of all those involved, especially those who experience situations of powerlessness, subordination or invisibility. To support this methodology, a crowdsourcing platform was developed; this platform allows individuals to share their concerns and suggestions, in a reflexive way. As a result of the ideas and discussions shared online, the various project teams select the set of actions that they deem implementable and measurable over the life of the project. These are then integrated in a tailored Gender Equality Plan (GEP).

EQUAL-IST is a project that has as its corollary the design and implementation of a Gender Equality Plan (GEP) especially devoted to raising awareness of all the problems associated with gender inequalities, ranging from recruitment and performance evaluation, to work relationships, including phenomena of harassment and discrimination. For this reason, the project integrates a strong dimension of action research, encouraging the participation of all the Schools and Institutes of the University of Minho. The committee for the GEP's definition and implementation integrates researchers and institutional representatives, equally identified and committed to the purposes stipulated therein.

The University of Minho is guided, in its Statutes, by the will to offer a scientific, technical and human education oriented to the advancement of knowledge as a universal good. In recent years, the University of Minho has affirmed itself to the national and international community as a university "without walls" and as a "complete" university. Under this assertion, it is included the construction of a university that affirms the advancement of diversity and equality.

Thus, the recognition of the epistemic richness of the contributions of all the people that make up the daily life of the university, accompanied by the awareness of the existence of a variety of gender inequality phenomena, are decisive steps in the consolidation of the present and future identity of the University of Minho and its sustainability. Because the national and international affirmation of the University is made by its ability to mobilize the multiple knowledges produced within it, towards the continuous improvement of practices, values and procedures, the University of Minho affirms its commitment to promote the diagnosis of inequalities and the definition, implementation and evaluation of concrete actions aimed at eliminating all the conditions and factors that are at the genesis, and contribute to the maintenance, of phenomena of gender inequality.

## 7.2 Identified Challenges Related to Gender Equality and Diversity

The results of the research being carried out by the EQUAL-IST project team confront the University of Minho with various challenges related to the advancement of gender equality.

One of the main challenges is the lack of knowledge on the part of the various organizational actors – faculty, researchers, non-faculty and students, of issues related to gender inequality.

We categorize these challenges, briefly, on the basis of the main dimensions addressed in the project: Human Resources and Management Practices; Research Content and Delivery; Teaching and Student Services; and Institutional Communication (Internal / External) that will be detailed on a case-by-case basis in the following sections.

### 7.2.1 Main Area: Human Resources and Management Practices and processes

The Human Resources (RH) Management is fundamental in promoting the principles of diversity and equality. Dealing daily with the implementation of legislation as well as the processes of recruitment, selection and performance assessment, RH managers can implement actions with a tremendous impact on the several variables directly related to gender inequality.

The data collected for the School of Engineering and University of Minho as a whole, particularly through interviews and observation, point to the existence of several challenges that imply a deep rethinking of several issues related to building a culture of HR management more oriented toward equality; it is of key importance the implementation of a management approach capable of deconstructing some of the existing ideas and beliefs about the preferences and merit of women and men for the access and permanence in certain activities, as well as their specific ability for managing family and / or personal demands.

In our study it was possible to identify, among others, the excessive naturalization of inequalities between men and women, based on perceived differences in merit and / or performance. Information management practices on academic and non-academic staff have also been observed, particularly regarding absenteeism, maternity / paternity leave management, which do not consider gender as a category of analysis.

Noteworthy are thus challenges of conceptual order, that relate to the increased awareness of gender issues in all processes related to HR management and other of pragmatic nature, related to the construction of infrastructures and specific processes that lead to the change of practices. Below the challenges are listed and interventions proposed.

#### 7.2.1.1 *Challenge 2.1.1 Gender Equality Reflexivity and Awareness at the University*

A university culture that promotes Gender Equality leads to a better organizational performance benefiting the external recognition of the institution. It is necessary to instigate those who have academic management positions to reflect and recognize these contributions, implementing a better assessment of the situation of women and men and facilitating the mobilization of resources in support of initiatives to diagnose and intervene on this reality.

In order to respond to this challenge, the Gender Equality Plan (GEP) contemplates the following short and medium-term actions related to the sharing of information and training of Gender Equality skills:

- To design, support and implement diagnosis to the situation of men and women in the institution, according to career and hierarchical position;
- To organize scientific and technical events specifically related to Gender Equality in academic contexts, aimed specifically at those who define HR policies in the University;
- To train top and middle managers in the application of informed and sensitive practices of Gender Equality, aiming at reaching their commitment in integrating gender equality principles in strategic and operational decisions.;
- To adopt information systems that support the monitoring of the GEP implementation, highlighting the indicators signaling aspects that require adjustments; and
- To create of a book of life stories as a way of documenting the experiences of the various organizational protagonists - teachers, researchers, non-teachers and students, regarding their successful approaches to overcome gender inequalities.

### **7.2.1.2 Challenge 2.1.2 Institutionalization of Gender Equality as a guiding principle of the University's mission and strategy**

Along with the promotion of Gender Equality reflexivity and awareness, implementing methodologies focused on providing information and training, mechanisms for the formal institutionalization Gender Equality principle will created in order to promote the integration of those principles into the University's culture. In order to achieve this, Gender Equality principles must be reflected in the strategic documents and indicators of institutional performance.

The results of EQUAL-IST show that women's participation in ICT / IST is very low and this happens for non-academic staff, academic staff and researchers. In addition, the interviews show that women tend to perform administrative / support tasks (horizontal segregation), being "diverted" from currently better evaluated activities, such as networking activities with companies, or activities which involve solving technical problems (compared to teaching and / or more routine activities).

As an example, operational management tasks performed by middle managers (program chairs, members of school board), that are very important to attract new students and maintain connections with stakeholders, are undervalued for career progression purposes. These tasks are often carried out by women.

Integrating Gender Equality in the University's culture implies, in the first instance, the development of a Code of Conduct describing the main gender inequality issues and ways to address them. In a second phase, it implies to ensure that the Code of Conduct is implemented and to monitor the results of its application.

The Code of Conduct is a fundamental strategic instrument because it supports the integration of the Gender Equality principles in the University culture and supports organizational actors in shaping decisions and actions according to those principles, thus encouraging consensus on the definition of normative principles and of possible appeal procedures.

The Code of Conduct in the area of Human Resources management and other management practices is a document organized by themes and sections, which contains a set of precepts, suggestions and recommendations directed at decision makers; the Code of Conduct is used in performance assessments and includes guidance information to the remaining members, potential subjects to those assessment procedures.

The Code of Conduct, which is transversal and covers all hierarchical levels, results, therefore, from an accurate analysis of the situation of Gender Equality in the organization and includes, among others, the following topics:

- **Gender Equality and Recruitment Policy**, from a gender perspective that encourages gender balance and parity, therefore actively contributing to reduce the tendency towards excessive masculinization / feminization of certain activities, positions and / or careers. In this sense, the code of conduct supports the design of mechanisms that promote the fair evaluation procedures (for example, in the composition of the selection boards), as well as the goals to be achieved by each department / area in terms of gender balance. It also encourages that parity is observed in hiring processes (teaching / non-teaching), when the evaluation committee is faced equally qualified candidates. The committee will assume the gender balance in the category as a priority.
- **Gender Equality and Performance Evaluation**: re-evaluating, from a gender-sensitive perspective, the weights assigned to each criterion, including qualitative indicators as well as non-continuous evaluation methods. This is an area of huge relevance and the code of conduct is central in order to define initiatives aimed, for example, at:
  - Reviewing career advancement criteria in order to encourage the diversity of gender at all levels, areas and positions;
  - Ensuring equal opportunities for men and women to participate in academic committees, competitions, public presentations, projects and other activities that promote career progression;
  - Ensuring the absence of gender bias in the merit analysis, establishing fair evaluation criteria in terms of diversity in teaching, management-related positions, leadership in research projects, management of science associations, among others;
  - Encouraging the career progression of the underrepresented gender when equally qualified candidates are applying to the position.
- **Gender Equality and Quality Control Mechanisms in Education, Research and Management**, encouraging the design of gender sensitive diagnostic, evaluation and intervention instruments.
- **Gender Equality and Research Support from the principles of the EURAXESS network**, which is a network operated by the European Union (EU) which provides information and support to researchers at both national and international level. EURAXEES has adopted a European Charter for Researchers and a Code of Conduct for the Recruitment of Researchers. These two documents, addressed to researchers as well as research employers and funders, in both the public and private sectors, include important elements related to EU policy to boost the career of researchers as well as principles related to gender non-discrimination and balance between professional and personal life. As the GEP considers the research dimension, the integration / incorporation of EURAXESS's recommendations guarantees the University's alignment with the EU policies on gender equality.

- **Gender Equality and the Promotion of the Work/Family balance**, in a perspective that favours the information and awareness of family and personal life demands and their evolution throughout life, including the diagnosis of time organization and the promotion of schedules sensitive to those demands.

### **7.2.1.3      *Challenge 2.1.3 Lack of physical structures and services to support Gender Equality practices and the Conciliation of Life Demands***

The EQUAL-IST project information highlights that one of the major difficulties for academic and non-academic staff, at all hierarchical levels and in various contractual situations, including students, is the lack of knowledge about the rights and procedures to follow when situations are involved which evidence the existence of gender inequalities. In addition, there was also a broad assessment of the University's initiatives to provide infrastructures that support inclusion and diversity, as well as the conciliation of life demands.

Thus, following the institutionalization of Gender Equality as the guiding principle of the University's mission, the GEP encourages:

- The creation of a service dedicated specifically to Gender Equality with the task of defining and managing the implementation and monitoring of the University's GEP – Office for Inclusion, Diversity and Gender Equality.
- The creation of a Commission for Gender Equality, made up of members of several Organic Subunits that accompany the GEP implementation at all stages.

The creation of these formal structures to support the institutionalization of the GEP encourages the definition and implementation of actions to promote Equality and Diversity, which can include the following in response to the concerns expressed in the information gathered by the EQUAL-IST project:

- The creating a time bank, addressed to all staff of the institution in order to allow for a better flexibility of schedules; and
- The creation of a care services for children in nursery and preschool and recreational activities for the children of all employees, in response to the difficulties of managing schedules and / or mobility.

## **7.2.2    Main Area: Research Design and Delivery**

The research dimension is also an aspect to consider for the dissemination of diversity and equality principles, mainly because the knowledge produced supports the teaching and promotes the interaction with society, a structuring element of the activities developed at the University.

The data collected by the EQUAL-IST project evidences the existence of some challenges that imply a deep rethinking of a few aspects related to how research is organized at the University, especially regarding the inclusion practices implemented, namely what may be biased behaviors towards gender, age, ethnic, national or social origin, religion or belief, sexual orientation, language, disability, political opinion, social or economic status.

Below we list the challenges and propose specific intervention actions.

### **7.2.2.1      *Challenge 2.2.1 Recognize, encourage and fairly evaluate Projects / Publications on Gender Equality in the various teaching and research organic subunits***

The data show that the themes and areas of research continue to be valued and recognized in a highly androcentric way, and research projects, publications and other scientific indicators developed on the theme of gender and gender equality are, as a rule, considered less important and therefore devalued and unrecognized. This finding is transversal to the various scientific areas, but is more evident in the case of research in the Engineering fields. This is of particular concern due to the big relevance the topic has for the development of science. In fact, gender equality studies focusing research practices address questions that are linked to how the results of scientific research benefit and integrate more or less positively women and men, in the act of their consumption and in the way innovations are used.

Therefore, the GEP integrates three key objectives:

- To promote projects and publications on gender equality, in all fields of science, with a special focus on IST;
- To train participants / evaluators on the need for non-discrimination of specific research themes, including gender and diversity; and
- To encourage the participation of male researchers in projects on gender equality issues.

### **7.2.2.2      *Challenge 2.2.2 Encouragement of Gender Diversity in Groups and Research Projects***

The data show that the composition of the teams in scientific research projects follows affinities that are often shaped by the gender of the promoters, observing several situations in which there is no gender balance. There are a number of implicit and explicit mechanisms that explain the discrepancy in the access, for example, of women in the areas of Science, Technology, Engineering and Mathematics (STEM) to project coordination and / or team integration.

In addition, it is proposed to promote seminars to analyse gender issues on science and their implications, as well as the introduction of an explicit recommendation in this regard, by the directors of the research units.

## **7.2.3    Main Area: Teaching and Students' Services**

At the teaching level several gender equality challenges were noticed as well. In engineering, and the IST field in particular, one of the most salient challenges is the gender imbalance, since the number of women (teachers and students) in certain programs is still residual.

### **7.2.3.1      *Challenge 2.3.1 Gender inequality in Study Programs***

To promote a better understanding of the relevance of women in science and encourage diversity by increasing the female admittance in STEM study programs, the defined GEP includes recommendations for contacts and clarifications, in secondary schools, to demonstrate the role of women in these fields and demystifying some of the stereotypes that persist about women in STEM.

It is encouraged the organization of annual visits to secondary schools to inform about STEM fields and stressing the relevance of having men and women contributing to research and practice. The presentation of



female role models, highlighting their contributions in the various STEM fields, will be used as an approach to attract female students.

### **7.2.3.2      *Challenge 2.3.2 Gender inequalities in the labor market***

The gathered data revealed that gender affects the time devoted to studies by students, with women, particularly those living with the family, tending to accumulate household and family tasks, something that does not happen with the same intensity and impact in the case of men.

The actions for awareness raising regarding gender inequalities in the University show that the faculty should be aware of the differences in gender mindsets and cultures to be able to address the learning challenges effectively.

Thus, we propose (2 events/year):

- Awareness seminars for teaching staff and students on the relevance of a gender approach to the definition of study plans.
- Courses, seminars and workshops focusing on gender equality. They will address specific topics relevant for STEM education and professions (e.g. focusing on gender-specific challenges and effective approaches to dealing with them).
- Observatory with publications/projects about gender equality and diversity to support gender mainstreaming in disciplinary areas as well as to promote partnerships and exchanges of experiences with researchers and teachers

## **7.2.4    Main Area Institutional Communication**

### **7.2.4.1      *Challenge 2.4.1. Lack of an effective communication policy covering the various dimensions of academic life (teaching, research and management)***

The promotion of gender equality in an academic context is facilitated by the development of an effective communication policy that covers teaching, research and management activities. Effective and unbiased communication must be applied to the development of contents, definition of strategies and tools to communicate contents and strategies, both internally and externally, in the relationship with the surrounding community.

Therefore, we propose:

- To encourage sessions and lectures aimed at raising awareness about the importance of gender-sensitive communication guided by professionals and experts in the field (once a year);
- Organization of meetings for analysis and auscultation of program directors, faculty and researchers on information materials and contents to be used year by year (once a year, included in meetings of the program board of directors or pedagogical council);
- Inclusion of norms specifically dedicated to gender inclusion discourse in organizational communication and communication in science, particularly with regard to the language used (national regulation is being prepared on this topic).

#### **7.2.4.2      *Challenge 2.4.2 Lack of concern for language issues in the description of study programs and their dissemination in the media***

The analysis of gathered data shows that often the announcement of the University's study programs on the websites and media include a biased language, inducing the notion that some programs are better suited for women and other for men. While it is clear that this is not intentional, the need remains for an intervention aimed at creating awareness of implicit messages in the way programs are informed and marketed and review this information to promote gender neutrality.

Therefore, we propose to:

- Foster the appreciation for the careful use of gender-sensitive language by creating a specific indicator to be included in the assessment of study programs (1st, 2nd and 3rd cycles);
- Provide support for the revision of the contents produced for the dissemination of the educational offer and other dissemination materials, in order to ensure the gender neutrality of the language used and to avoid stereotypical representation of gender.

## 7.3 Action Plan to Address the Identified Challenges

### 7.3.1 Goal 1: To achieve the periodic integration of considerations of diversity and gender equality in decision-making processes at all levels of University management, and in particular in the field of HR management

#### 7.3.1.1 Action: Diagnosis

Aim: Both Students and Researchers will design, support and implement diagnosis to the situation of men and women in the institution

Timeframe:

Diagnosis – From Students (Bi-Annually):

- October 2017 and May 2018 (Academic Year: 2017/2018)
- October 2018 and May 2019 (Academic Year: 2018/2019)

Diagnosis – From Academic/non- Academic (Annually)

- January 2018 (Academic Year: 2017/2018)
- January 2019 (Academic Year: 2018/2019)

Responsible Units/Stakeholders:

- For Students: EQUAL-IST Representative Victor Barros (EENG), Working Group
- For Academic/non- Academic: EQUAL-IST Representative Victor Barros (EENG), Working Group, UOEI Representative

#### 7.3.1.2 Action: Workshop

Aim: On a bi-annual basis scientific and technical events will be organized:

- specifically related to Gender Equality in academic contexts. Workshops will focus also to train top and middle managers in the application of informed and sensitive practices of Gender Equality.
- to provide seminars focusing on gender equality best practices adapted to the specific needs of faculty and students (Goal 6)

Timeframe: February 2018, September 2018, February 2019

Responsible Units/Stakeholders: EQUAL-IST Representative Victor Barros, Isabel Ramos (EENG), Working Group UOEI Representative

### **7.3.1.3      *Action: Meetings***

Aim: Meeting with Rectory, Organics Units and Commission for Citizenship and Gender Equality (CIG) will be arranged to adopt information systems that support the monitoring of the GEP implementation.

Timeframe: (Annually) February 2018, February 2019

Responsible Units/Stakeholders: EQUAL-IST Representative Victor Barros, Isabel Ramos (EENG) and Working Group UOEI Representative

### **7.3.1.4      *Action: Book of life stories***

Aim: To create of a book of life stories as a way of documenting the experiences of the various organizational protagonists regarding their successful approaches to overcome gender inequalities

Timeframe:

- Collection of stories – February 2018
- Previous version – May 2018
- Final version – September 2018

Responsible Units/Stakeholders: EQUAL-IST Representative Victor Barros, Isabel Ramos (EENG), Working Group Emília Araújo (ICS), UOEI Representative Carla Cerqueira (ICS)

### **7.3.1.5      *Action: Code of Conduct***

Aim: To define, implement, and disseminate a Code of Conduct for diversity and gender equality.

Timeframe:

- Previous version – December 2017
- Final Version – June 2018

Responsible Units/Stakeholders: EQUAL-IST Representative Victor Barros, Isabel Ramos (EENG), Working Group Emília Araújo (ICS), UOEI Representative Carla Cerqueira (ICS)

### **7.3.1.6      *Action: Awareness raising and support***

Aim: To create infrastructures, processes and information systems for raising awareness and offering support to gender equality and diversity at all levels of academic activity, as well as maintaining the balance between professional and personal life. In this respect, the following actions will be carried out:

- Meeting with Office for Inclusion
- Meeting with Commission for Citizenship and Gender Equality (CIG)
- Meeting with Organic Units and Working Group
- Structural change to Office for Inclusion and Diversity
- The creation of a Commission for Gender Equality

Timeframe:

- **Meeting with Office for Inclusion:** November 2017 - November 2018
- **Meeting with Commission for Citizenship and Gender Equality (CIG):** November 2017 - November 2018
- **Meeting with Organic Units and Working Group:** September 2017 - January 2018 - May 2018 - September 2018 - January 2019 - May 2019

Responsible Units/Stakeholders:

- **Meeting with Office for Inclusion:** EQUAL-IST Representative Victor Barros, Isabel Ramos (EENG) (EENG) Working Group UOEI Representative
- **Meeting with Commission for Citizenship and Gender Equality (CIG):** EQUAL-IST Representative Victor Barros, Isabel Ramos (EENG), Working Group, External Representative Vítor Almeida (CIG)
- **Meeting with Organic Units and Working Group:** EQUAL-IST Representative Victor Barros, Isabel Ramos (EENG) (EENG) Working Group Ana Alice Baptista (EENG), Ana Margarida Trigo (EENG), Celina Pinto Leão (EENG), Emília Rodrigues Araújo (ICS), Helena Cristina Rodrigues (EENG), João Álvaro Carvalho (EENG), Luis Amaral (EENG), Maria João Pinto (EENG), Maribel Yasmina Santos (EENG), Raquel Sofia Moreira Ferreira (EENG), Rosa Vasconcelos (EENG), Solange Rito Lima (EENG) UOEI Representative Alexandra Abranches (ILCH), Ana Mónica Sousa Pereira (MED), António Mauricio Costa Fonseca (EC), Arminda Anes Pinheiro (ESE), Faria (ILCH), Cidália Silva (EA), Carla Cerqueira (ICS), Emília Fernandes (EEG), Manuela Almendra (ESE), Maria Custódia Jorge Rocha (IE), Maria Isabel Gomes Sousa Lage (ESE), Miriam Vieira Rocha (ED), Patrícia Espinheira Sá Maciel (MED), Rita Ribeiro da Silva (MED) UOEI Representative Alexandra Abranches (ILCH), Ana Mónica Sousa Pereira (MED), António Mauricio Costa Fonseca (EC), Arminda Anes Pinheiro (ESE), Faria (ILCH), Cidália Silva (EA), Carla Cerqueira (ICS), Emília Fernandes (EEG), Manuela Almendra (ESE), Maria Custódia Jorge Rocha (IE), Maria Isabel Gomes Sousa Lage (ESE), Miriam Vieira Rocha (ED), Patrícia Espinheira Sá Maciel (MED), Rita Ribeiro da Silva (MED).
- **Structural change to Office for Inclusion and Diversity:** EQUAL-IST Representative Victor Barros, Isabel Ramos (EENG) (EENG), Working Group, External Representative.
- **The creation of a Commission for Gender Equality:** EQUAL-IST Representative Victor Barros, Isabel Ramos (EENG) (EENG), Working Group, and External Representative.

## 7.3.2 Goal 2: To increase the recognition of Gender Equality Projects / Publications in organic sub-units

### 7.3.2.1 *Action: Meeting with Research Centers*

Aim:

- To promote projects and publications on gender equality, in all fields of science, with a special focus on IST
- To train participants / evaluators on the need for non-discrimination of specific research themes, including gender equality and diversity
- To encourage the participation of male researchers in projects on gender equality issues
- To organize sessions and lectures to raise awareness about the importance of gender-sensitive communication (Goal 5)

Timeframe: (Annually)

- March 2018
- March 2019

Responsible Units/Stakeholders: EQUAL-IST Representative Victor Barros, Isabel Ramos (EENG) (EENG)

Working Group, External Representative.

### 7.3.3 Goal 3: To achieve higher levels of Gender Parity in Research Groups and Projects

#### 7.3.3.1 *Action: Participation in the General Assembly of Research Centers*

Aim:

- To promote gender-balanced project teams as a requirement for the University's endorsement of the submission of project applications
- To promote seminars to analyze gender issues on science and their implications as well as to introduce of an explicit recommendation in this regard, by the directors of the research units
- To ensure a balanced dissemination of research results achieved by female and male researchers

Timeframe: (Annually)

- April 2018
- April 2019

Responsible Units/Stakeholders: EQUAL-IST Representative Victor Barros, Isabel Ramos (EENG), Working Group and External Representative.

### 7.3.4 Goal 4: To promote the involvement with the EURAXEES initiative and network on gender equality and diversity

#### 7.3.4.1 *Action: Meeting with Vice Dean for Research*

Aim: To support and value participation in events promoted by the EURAXEES initiative

Timeframe (Annually): November 2017 and November 2018

Responsible Units/Stakeholders: EQUAL-IST Representative Victor Barros, Isabel Ramos (EENG) (EENG)

Working Group, External Representative.

### **7.3.5 Goal 5: To achieve a greater gender balance in the various University's study programs and in particular the STEM ones**

#### **7.3.5.1 Action: Internal Event for High School Students, Visit to the secondary schools**

Aim: To carry out events of dissemination in secondary schools ensuring the gender neutrality of the language used and presenting success stories involving both genders.

Timeframe: July 2018

Responsible Units/Stakeholders: EQUAL-IST Representative Victor Barros, Isabel Ramos (EENG), Working Group, External Representative.

#### **7.3.5.2 Action: Participation in the Government Project (CIG) "[Female] Engineers for one day" in the secondary schools**

Aim: To carry out events of dissemination in secondary schools ensuring the gender neutrality of the language used and presenting success stories involving both genders.

Timeframe: November 2017

Responsible Units/Stakeholders: EQUAL-IST Representative Victor Barros, Isabel Ramos (EENG), Working Group, External Representative.

### **7.3.6 Goal 6: To engage faculty and students in the discussion of gender equality practices**

#### **7.3.6.1 Action: Meeting with Pedagogical Council and Programme directors (1st, 2nd and 3rd cycles)**

Aim:

- To encourage the creation of Study Programs based on interdisciplinary approach combining STEM topics with topics in the social sciences and arts
- To organize meetings for analysis of information materials and auscultation study programs' directors, faculty and researchers about what can be improved in those materials (Goal 7)

Timeframe: (Annually) March 2018 - March 2019

Responsible Units/Stakeholders: EQUAL-IST Representative Victor Barros, Isabel Ramos (EENG) (EENG) Working Group External Representative.

### **7.3.6.2      *Action: Gender Mainstreaming Observatory***

Aim: To create an observatory with publications/projects about gender equality and diversity to support gender mainstreaming in disciplinary areas as well as to promote partnerships and exchanges of experiences with researchers and teachers

Timeframe: Platform Creation – February 2018 - Platform Availability – October 2018

Responsible Units/Stakeholders: EQUAL-IST Representative Victor Barros, Isabel Ramos (EENG) (EENG)

Working Group External Representative.

### **7.3.6.3      *Action: Scientific Events Report***

Aim: To foster the balance between the number of invited male and female speakers at the various academic events organized by the University

Timeframe: (Annually) January 2018 - January 2019

Responsible Units/Stakeholders: EQUAL-IST Representative Victor Barros, Isabel Ramos (EENG) (EENG)

Working Group External Representative.

## **7.3.7      Goal 7: To implement an effective communication policy that covers the various dimensions – teaching, research and management**

### **7.3.7.1      *Action: Gender sensitive language protocol***

Aim: To create a gender sensitive language protocol to be useful for researchers as well as students

Timeframe: Initial Version – December 2017 and Final Version – June 2018

Responsible Units/Stakeholders: EQUAL-IST Representative Victor Barros, Isabel Ramos (EENG) (EENG)

Working Group and External Representative.

## **7.3.8      Goal 8: To promote genderless description of study programs and dissemination materials**

### **7.3.8.1      *Action: Meeting with Communication, Information and Image Office***

Aim:



### D3.2: Initial RPO-specific GEPs

- To define a set of norms and guidelines for organizational communication that stimulates gender equality attitudes.
- To establish a review process of marketing materials and other information produced for the general public with the aim at integrating the principles of gender equality adopted by the University

#### Timeframe:

- March 2018
- March 2019

Responsible Units/Stakeholders: EQUAL-IST Representative Victor Barros, Isabel Ramos (EENG) (EENG)

Working Group, External Representative.