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**Third Action Plan
for Equality
Between Women and Men
at the
Universitat Autònoma
de Barcelona**

2013-2017

**Document approved
by the Governing Council
17 July 2013**

UAB

Universitat Autònoma de Barcelona



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Preamble

The Third Action Plan for Equality between Women and Men at the Universitat Autònoma de Barcelona, for the period 2013-2017, was approved at the meeting of the Governing Council on 17 July 2013. In June 2006, the Governing Council of the Universitat Autònoma de Barcelona approved the First Action Plan thereby reaffirming its commitment to equality between women and men and its desire to fulfil the objective set out in article 8 of the UAB Statutes. Two years later, during their meeting on 9 June 2008, the Second Action Plan was approved by the Governing Council and has been in force for the past four years.

In this document the guiding principles for the Third Action Plan for Equality between Women and Men at the Universitat Autònoma de Barcelona are set out and also the information that has resulted from a diagnosis of the situation of women at the UAB, the evaluation of the implementation of measures included in the Second Action Plan and the participation process open to the entire university community. Finally the main lines of action and the measures contained in this Third Action Plan are presented.

Principles of the Third Action Plan

Inclusive University and Inclusive Excellence

The concept of an inclusive university is associated with what we understand as inclusive education and requires policies that go beyond the integration of a minority group or making the university more accessible. For UNESCO, which promotes the idea of inclusive education as a specific application of the Declaration of Human Rights and involves “attention to diversity in a dynamic, comprehensive way that is less dependent on technical and organisational inertias that limit learning and has more flexible and accessible curricula that are gender-sensitive and consider cultural diversity” (Rambla, Ferrer, Tarabini and Verger 2008, 8-9).

According to this definition the changes towards inclusive higher education must be measurable in terms of the criteria for inclusive excellence. After Kira Hudson Banks, there are four elements that make up inclusive excellence: (a) access to equality, manifested by the numbers and success of students, teaching staff and administration and services staff that are underrepresented; (b) diversity in the formal and informal curriculum in terms of content related to diversity in academic programmes and the social dimension of the campus; (c) the atmosphere on the campus in terms of offering support to all students to help them get on, and (d) student learning and development, including the acquisition of knowledge about different social groups and the development of cognitive complexity (2009, 150). Inclusive excellence is not achieved through isolated efforts but requires diverse and complex measures (also organisational) aimed at the entire community, which articulates the policies of equality that form an integral part of the university’s mission.

Equality of opportunity between women and men

The preamble of the Second Action Plan already stated that Law 3/2007 of 22 March 2007 for effective equality between men and women establishes the principle of equality in educational policies and also illustrated its transversal nature. Other requirements are added to this principle of equality in universities such as the breakdown of information by sex and positive actions for women that aim to correct imbalances in work and decision-making. Many of the measures included in the Second Action Plan were built on this principle of equality and continue to be necessary today. The measures of the Third Action Plan therefore reinforce and broaden the application of this principle of equality in order to achieve equality between women and men in terms of access, completion of studies and the promotion of mobility for teaching and administration staff (PDI and PAS) as well as for students.

The incorporation of measures for promoting equality of opportunity between women and men continues to be a priority in our university since the figures that we have available do not indicate that there have been any great changes in the last few years to suggest that the trend is changing. The complexity of the factors leading to inequalities between women and men in higher education has become intensified by the current social and economic crisis, making the principle of equality one of overriding importance. In short, the changing asymmetrical power relationships in the university leads to policies of equality and now the additional incorporation of the perspective of gender; in other words, the need to rethink identities, knowledge and power relationship in the patriarchy.

Intersectionality of gender

The European Union maintains that multiple forms of discrimination are a factor to be considered in equality policies. Specifically, it talks about this in the report entitled *Tackling Multiple Discrimination* (2007), which recommends extending anti-discriminatory policies to include age, disability, religion or beliefs and sexual orientation in social policies (protection and benefits), access to good and services, and education (Kantola 2009). It has to be recognised that the policies for combating exclusion and multiple discrimination in the European Union and the member states are scarce and insufficient. From an intersectional theory, however, discrimination is not considered to be cumulative or summative but is understood as being constructed and operating relationally. This perspective makes it possible to understand the subjects as a product of the intersection of multiple individual positions and not as a singular or univocal identity. The nature of the different categories is not comparable and, as stated by Leslie McCall (2005), it is also possible to distinguish between three different types of complexity in intersectional analysis: anticategorical, intracategorical and intercategory.

According to Kimberly A. Griffin and Samuel D. Museus (2011), compared with unidimensional analysis, intersectional analysis in higher education is considered a better reflection of the diversity of students, teaching and research staff, and administration and services staff than studies that simply

break down the information by category. This analysis facilitates a broader range of opinions and the comprehension of marginal situations, promotes an understanding of how converging identities contribute in inequality in the design of measures for inclusion that contribute to equity and avoid the perpetuation and advancement of inequality. In order to promote and research *structural and political intersectionality*, by considering new post-identity policies Mieke Verloo (2006) suggests that one of the possible strategies is to extend the *mainstreaming* of gender so that it includes other aspects of inequality.

Inclusive research and teaching

As Brigitte Mühlenbruch and Maren A. Jochimsen (2013) state, despite the fact that regional and national gender policies in the European Union have been around for a long time there has been little progress in this direction: “The pipes are still leaking and researchers are still coming up against a glass ceiling” (2013, 40). In the same article, which forms part of a special issue of *Nature* dedicated to women in science, they explain that although we need to continue to encourage individual type measures we also urgently need to implement organisational type measures. In short, as the authors rightly point out, we need a scientific culture that is “sensitive to gender and diversity in all its activities: individual and social, structural, institutional and political. We require transparency, responsibility and monitoring in decision-making, evaluation, recruitment and financing” (2013, 41).

In the previous plan, the inclusion of a perspective of gender in research and teaching was expressed in relation to content. At that time, taking into account all of the above, we consider that these measures are insufficient. The principle of inclusion in research and teaching leads us to suggest measures that seek equality in visibility and work of women scientists compared with men, and the consideration of scientific production from a gender perspective. However, in addition, there is a modification in the discourse of equality and gender that in any scientific or academic activity, the consideration of equality and gender must be argued and justified as part of the agenda in a university that applied criteria for inclusive excellence.

Participation, gender and equality

At the Universitat Autònoma de Barcelona participation is one of the basic lines that forms the mission of the institution and crosses over the areas of research, teaching and transparency. Another differentiating factor of the UAB is that most of university life takes place on a campus and therefore there are different dimensions to be taken into account: academic, political and daily life. Any policy for equality at the university must include all the centres, services and institutes as well as ensuring that all the different groups present at the university (teaching staff, administration and services staff, research staff and students) are participants in it. The measures included in the Third Action Plan should not be limited to guaranteeing a balanced representation of women and

men in decision-making bodies and processes as a form of engagement. In addition to the political dimension of engagement this Plan includes a new form of social engagement by the university community that is built upon the fact that university life includes other types of learning which transcend formal classes and affect the way of life on the campus through both formal and informal networks of relationships.

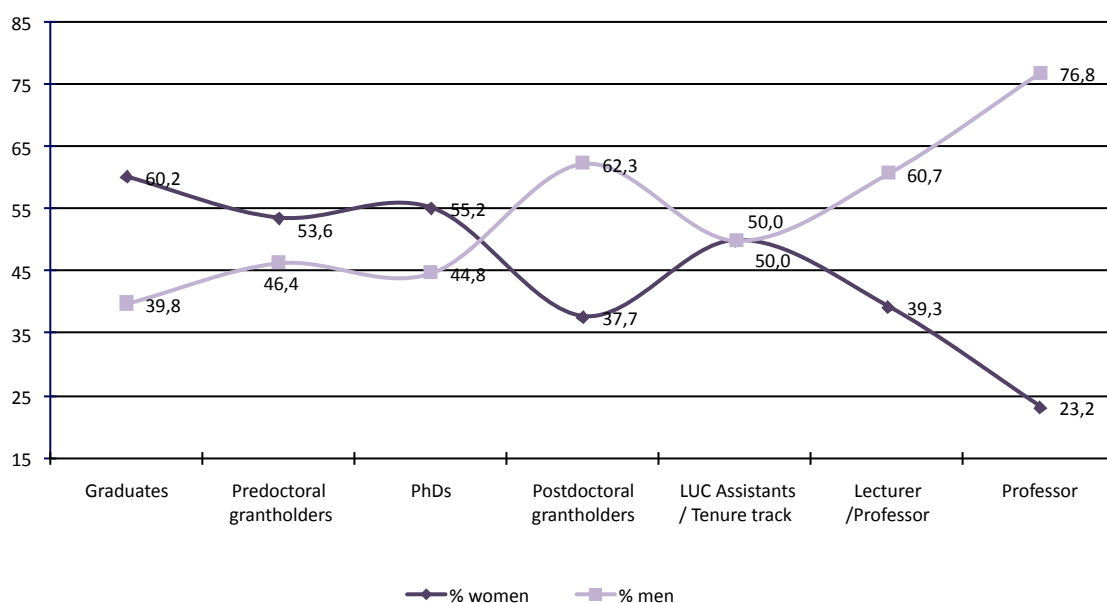
In that sense, it is a priority that the principle of equality and the perspective of gender should run deeply throughout university engagement. In this Plan, participation by the university community is expressed around the definition of *community engagement*, described at the last conference of the Global University Network for Innovation (2013), dealing with this subject, in terms of seven key ideas: 1. Learn to real reality; 2. Building the world we imagine; 3. Why is engagement critical for social change?; 4. Building partnership: making cooperation mainstream; 5. Enlarging the conception of knowledge; 6. Redefining political frameworks and structures for making engagement happen; 7. Engagement with added value and collective impact. In short, this Third Action Plan assumes these ideas jointly with a commitment to guarantee equality between women and men.

Diagnosis of the situation of women at the UAB

Since the first diagnosis was carried out in 2003 to the present one there are been some small changes that indicate that the balance that should be made between the two sexes being achieved very slowly and it is clear that the unequal situation of women is not a problem that can be resolved in the short term. On the other hand there are multiple factors affecting this situation and which are involved in equality policies.

Teaching and research staff

The information below shows that at our university academic staff is the group where inequality between women and men is most evident. The graph is the shape of scissors enabling vertical segregation to be seen, clearly shows that there is a funnel effect for women: the relative weight of women in different positions is inverted with respect to their colleagues as they rise up the professional scale and time does not reverse this trend. Even though the weighting of women with PhDs has risen approximately 9 per cent over seven years the proportion of permanent lecturers and professors has risen by only one point. The categories that have risen most in terms of weighting are those of university associate assistant and tenure-track lecturer.

Graph 1. Distribution of position on the academic scale, 2012 (per cent)

In terms of research merits recognised for state-appointed lecturers the general trend has been for 2 to 3 recognised research periods (35.9% are women) and 4 to 6 periods (only 28% are women) (see the report “Diagnosis of the Situation of Women at the UAB”).

In terms of executive positions there is still a marked imbalance by sex although the Vice-Rectors and Vice-Deans have shown more positive results of the application of the regulations for balanced membership of the Governing Council and the university faculties and schools. Participation in the governing bodies showed a balanced trend in 2013: in the Senate women represented 40.9%; on the Governing Council, 39.3%; in the Executive Governing Body, 45.5% and for the Vice-Rectors, Office of the General Secretary and committees the composition is equal (50%). However on women represent only 25% on the Board of Trustees (see the report “Diagnosis of the Situation of Women at the UAB”).

Table I. Proportion of teaching staff by category and year (per cent)

Category	2005	2006	2007	2008	2009	2010	2011	2012
State-employed teaching staff								
University Professor	22,0	21,8	21,6	21,9	22,8	22,5	22,0	23,4
Permanent Lecturer	37,7	38,1	39,3	38,7	39,2	39,7	39,4	39,4
University School Professor	31,0	32,1	33,3	36,4	35,0	35,0	29,4	25,0
University School Permanent Lecturer	55,2	54,9	52,6	51,6	49,2	47,1	46,0	46,5
Acting Lecturer	18,8	23,1	29,4	31,3	30,0	33,3	38,5	41,7
University-employed teaching staff								
Tenure-Track Lecturer (II)	—	—	—	33,3	20,0	20,0	20,0	12,5
Professora agregada	28,6	28,0	30,8	29,4	37,6	36,4	39,3	40,2
Emeritus Lecturer	5,60	10,5	49,4	52,3	49,5	48,9	45,5	46,1
Temporary Lecturer (contracted under Catalan Law LUC)	49,0	50,7	49,0	50,0	53,7	47,4	50,0	—
Tenure-Track Lecturer (I)	47,0	46,2	48,0	48,0	45,0	49,5	49,2	50,6
University School Assistant	—	—	—	—	—	—	—	—
Medical Associate	27,3	28,3	30,3	30,8	32,3	34,1	36,2	38,4
University Associate Assistant	41,2	44,1	43,2	42,7	41,3	40,5	41,8	42,3
Visiting Professor	40,0	18,2	14,3	28,6	31,3	35,0	47,1	40,0
Others	53,0	52,7	40,0	41,2	40,0	50,0	52,9	60,0
Total teaching staff	36,8	37,9	38,4	38,3	38,1	38,1	38,7	39,2

It is also noteworthy that over the years the ratio of permanent lecturers and professors (TU/CU) which indicates the number of permanent lecturers necessary for each Chair by sex has increased in the case of women (for every 4.2 lecturers there is one professor) and decreased for men (for every 1.0 lecturers there is one professor) although not significantly.

Table 2. Evolution of permanent university lecturers (TU) and professors (CU)

Year	Women			Men		
	CU (a)	TU (b)	Ratio (b)/(a)	CU (a)	TU (b)	Ratio (b)/(a)
1996	56	230	4,1	250	500	2,0
1997	57	250	4,4	261	521	2,0
1998	62	275	4,4	266	535	2,0
1999	69	285	4,1	276	543	2,0
2000	71	303	4,3	276	551	2,0
2001	71	311	4,4	271	561	2,1
2002	74	317	4,3	275	565	2,1
2003	74	366	5,0	272	617	2,3
2004	75	353	4,7	256	606	2,4
2005	74	347	4,7	263	573	2,2
2006	74	338	4,6	265	550	2,1
2007	78	329	4,2	283	509	1,8
2008	81	358	4,4	289	594	2,1
2010	86	396	4,6	297	616	2,1
2011	82	409	5,0	291	629	2,2
2012	93	391	4,2	308	597	1,9

In terms of areas of knowledge, there is still an uneven distribution between women and men as a result of horizontal segregation but there has also been a significant increase in the presence of women in health sciences from 28.2% to 36% (see the report “Diagnosis of the Situation of Women at the UAB”).

Administration and services staff (PAS)

Unlike the situation for academic staff the presence of women among the administration and services staff is relatively high -- especially for state-contracted staff which represent over fifty per cent. However, in the higher categories the proportion of women is lower on each scale, especially on Scale A and Group 1 and this situation has not improved over time. From 2005 to 2012 the proportion of women on Scale A has dropped 5 per cent while for Scale D the figures show a considerable

increase from 66.5 per cent to 81.4 per cent - almost 15 percentage points. For university-contracted staff the presence of women is relatively smaller and the categories in which it has increased are the lower ones (Groups 3 and 4), particularly Group 3 which has risen from 25.5 to 53.6 per cent (28 points). Comparing the ratios for the highest and lowest categories C+D+E/A+B o 3+4/1+2 (which indicate the number of places in Scales C, D, E and Groups 3 and 4 necessary for a place on Scales A or B and Groups 1 or 2) there has been a decrease for both sexes, although for men this decrease has been slightly greater. Finally from 2005 to 2012 there has been an increase of 4 per cent in the presence of women in management positions (Group 1 Scale A) but even more so in the categories of administrative assistant or equivalent (8 points).

Graph 2. PAS Category by sex, 2012 (per cent)

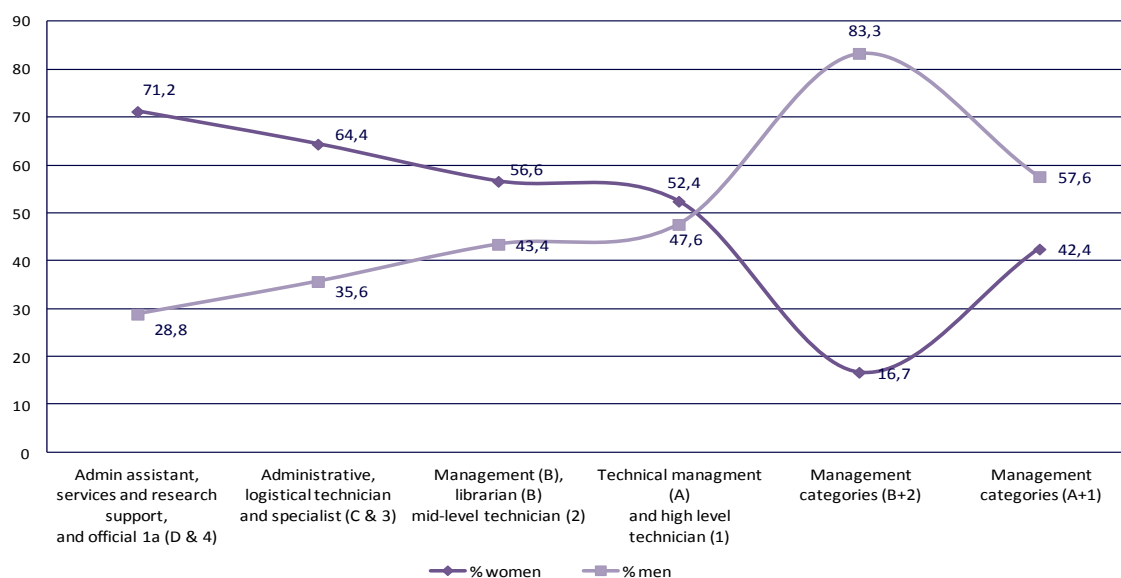


Table 3. Proportion of women PAS employees by category and year (per cent)

Category	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
State-contracted staff											
Scale A	70,8	67,6	68,4	62,0	65,4	67,3	66,0	63,5	65,5	66,7	65,4
Scale B	73,8	73,7	73,6	74,8	74,2	74,8	76,9	76,8	76,3	75,3	74,5
Scale C	78,4	78,7	79,4	79,5	77,9	77,4	77,0	76,4	74,8	75,4	75,8
Scale D	66,5	70,8	67,8	70,0	72,0	75,3	75,6	80,2	79,3	80,0	81,4
Scale E	33,3	0,0	50,0	0,0	0,0	0,0	0,0	0,0	0,0	-	-
Total state-contracted staff	73,8	75,1	75,2	75,3	75,3	76,0	76,0	76,9	75,7	76,2	76,6
University-contracted staff											
Group 1	48,4	48,7	49,4	48,3	49,6	48,3	48,7	49,0	49,8	49,7	50,2
Group 2	42,0	40,9	45,8	44,8	41,4	43,0	43,5	46,3	43,1	45,0	42,3
Group 3	25,5	35,7	40,4	43,9	44,1	46,8	50,8	51,6	53,5	50,2	53,6
Group 4	53,8	54,0	58,5	58,9	61,4	61,4	60,7	57,4	55,5	63,2	61,6
Total university contracted staff	41,7	45,0	48,0	48,3	49,2	50,0	51,4	51,1	51,1	51,9	52,3
Total	59,2	58,9	60,5	60,6	60,4	60,6	61,0	61,7	61,3	61,6	61,9

Table 4. Evolution between categories*State-contracted staff*

Year	Women			Men		
	A+B (a)	C+D+E (b)	(b)/(a)	A+B (a)	C+D+E (b)	(b)/(a)
2002	110	473	4,3	40	167	4,2
2003	110	483	4,4	42	155	3,7
2004	121	509	4,2	46	162	3,5
2005	123	513	4,2	49	159	3,2
2006	129	535	4,1	51	167	3,3
2007	128	542	4,2	48	164	3,4
2008	146	518	3,5	51	159	3,1
2009	169	595	3,5	60	170	2,8
2010	171	592	3,5	63	184	2,9
2011	182	585	3,2	67	174	2,6
2012	183	578	3,2	69	164	2,4

University-contracted staff

Year	Women			Men		
	1+2 (a)	3+4 (b)	(b)/(a)	1+2 (a)	3+4 (b)	(b)/(a)
2002	139	136	1,0	163	222	1,4
2003	199	212	1,1	230	273	1,2
2004	221	253	1,1	237	276	1,2
2005	226	283	1,3	252	283	1,1
2006	252	324	1,3	285	309	1,1
2007	275	366	1,3	314	327	1,0
2008	279	414	1,5	314	413	1,3
2009	314	413	1,3	338	359	1,1
2010	319	420	1,3	347	355	1,0
2011	342	448	1,3	368	360	1,0
2012	345	455	1,3	381	348	0,9

Students

Among registered students it has been seen that women continue to be in the majority in different areas of knowledge, except for technologies. The distribution of students by area of knowledge according to data from 2012 shows the following: health sciences 69.1 per cent women (4,657 students); experimental sciences 50.3 per cent (8,676); humanities 65.6 per cent (7,126); social sciences 62.1 per cent (15,515); technologies 14.9 per cent (1,395) and unassigned 44.4 per cent (54). This majority of women as registered students is also reflected in the graduates for each area of knowledge.

Table 5. Evolution of the proportion of women graduates over the total number of graduates, by field of knowledge and year (per cent)

Area	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Humanities	74,4	74,9	77	77,3	69,8	73,3	73,1	72,8	68,4	68,6
Experimental Sciences	63,0	64,2	66,1	68,6	59,6	62,5	64,1	63,7	59,2	60,7
Technologies	17,8	19,6	14,7	24,8	17,1	14,6	18,5	18,3	17,9	13,6
Health Sciences	74,6	77,7	79,5	75,9	77,0	78,6	82,2	82,3	80,0	76,8
Social Sciences	69,9	69	69,4	71,3	73,9	68,7	69,6	71,2	67,3	59,0
Total	67,4	67,2	67,3	69,1	68,3	65,9	67,3	67,8	64,8	60,2

As far as academic performance is concerned the proportion of subjects passed by both men and women has increased in relation to those registered for but in general women have obtained higher academic results than men. In doctoral studies there has been an increase in the proportion of women and in recent years they have represented the majority. However, the presence of women is slightly lower than it should be in proportion to the number of PhDs obtained.

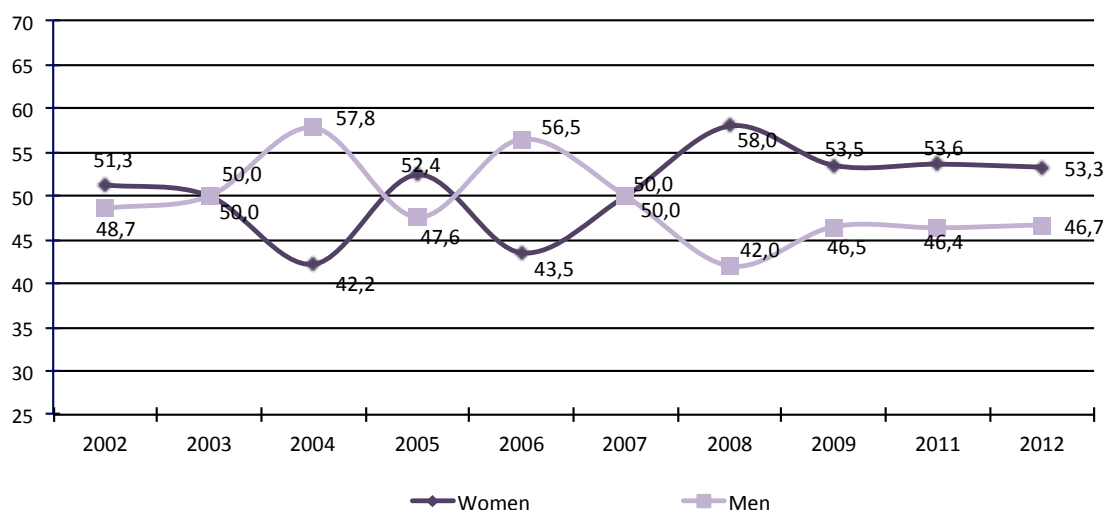
Table 6. Grades obtained in undergraduate subjects according to sex and area of knowledge (per cent) for 2011-2012

Grade	Humanities			Experimental Sciences		
	Women	Men	Total	Women	Men	Total
Absent	11,6	15,3	12,8	6,2	10,9	8,4
Fail	8,7	7,7	8,4	7,7	9,3	8,4
Pass (C)	34,4	32,5	33,8	37,2	37,0	37,1
Notable (B)	33,6	31,5	32,9	36,2	31,4	33,9
Excellent (A)	9,1	9,5	9,2	10,1	8,3	9,2
Honor Distinction	2,6	3,4	2,9	2,6	3,1	2,9

Grade	Technologies			Health Sciences		
	Women	Men	Total	Women	Men	Total
Absent	10,6	14,6	13,9	4,8	6,4	5,2
Fail	14,9	15,6	15,5	5,8	6,4	5,9
Pass (C)	36,6	35,7	35,8	33,9	34,1	34,0
Notable (B)	30,0	27,7	28,1	42,1	40,5	41,7
Excellent (A)	6,2	5,0	5,2	10,9	9,6	10,6
<i>Honor Distinction</i>	1,7	1,4	1,4	2,5	3,1	2,7

Grade	Social Sciences			Total UAB		
	Women	Men	Total	Women	Men	Total
Absent	7,0	11,7	8,9	7,2	11,9	9,1
Fail	7,1	10,2	8,3	7,3	10,2	8,4
Pass (C)	35,8	40,0	37,5	35,3	37,0	36,0
Notable (B)	40,2	30,2	36,2	38,7	31,4	35,8
Excellent (A)	8,2	6,1	7,3	9,2	7,2	8,4
<i>Honor Distinction</i>	1,7	1,8	1,8	2,2	2,3	2,3

Note: Women pass 85.5 per cent of subjects they register for while men pass only 78 per cent

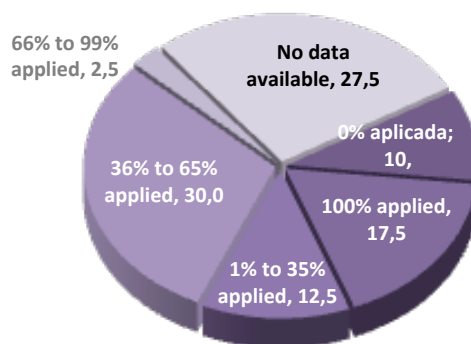
Graph 3. Evolution of the proportion of women and men PhDs (per cent)

Note: information for 2002 to 2004 provided by the School for Doctoral Studies.

Results of the Second Action Plan

The methodology for collecting information and the analysis of the results of the evaluation has been helpful for determining the degree to which the Second Action Plan was applied. The degree to which the measures were applied was estimated and expressed as a percentage. This calculation was made in different ways using complex indicators (involving two variables) and simple indicators depending on the type of action. To be able to calculate these indicators two methods of collecting information were used: 1) official UAB documents and publications and 2) evaluation sheets drawn up by the agents involved in the measure.

The process resulted in a report which shows the results schematically and allows us to decide which actions should continue in the next plan and which should be considered to have been applied, as well as measuring the impact generated by the different actions. Using the evaluation and in general terms we can state that *a)* 17.5 per cent of measures (less than a quarter) have been fully implemented; *b)* most of the actions have been partially carried out (45 per cent); *c)* 10 per cent have not been implemented, and *d)* in terms of the rest, in 27.5 per cent of cases the degree of application could not be evaluated because of a lack of information.

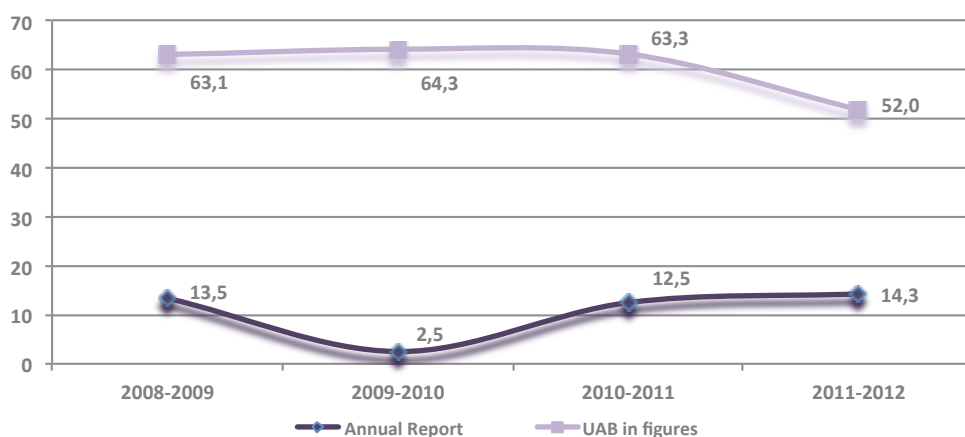
Graph 4. Application of measures according to degree of completion

In terms of the actions that have been applied, most (42.9 per cent) belong to the first line, visibilisation and creation of an opinion, and just below that to line 4, promotion of the perspective of gender in the teaching and research content. At the same time, the actions that have not been applied also belong to lone 4. In line 5, balanced representation in the different bodies and levels of decision-making all measures have been applied but partially (see the report “Evaluation of the implementation of the Second Action Plan for Equality between Women and Men at the UAB”).

Below are some of the results of the evaluation of implementation of the measures as examples, grouped into four broad areas: Diffusion and visibilisation, presence and representation of women, production and transmission of knowledge with a perspective of gender and regulations.

Diffusion and visibilisation

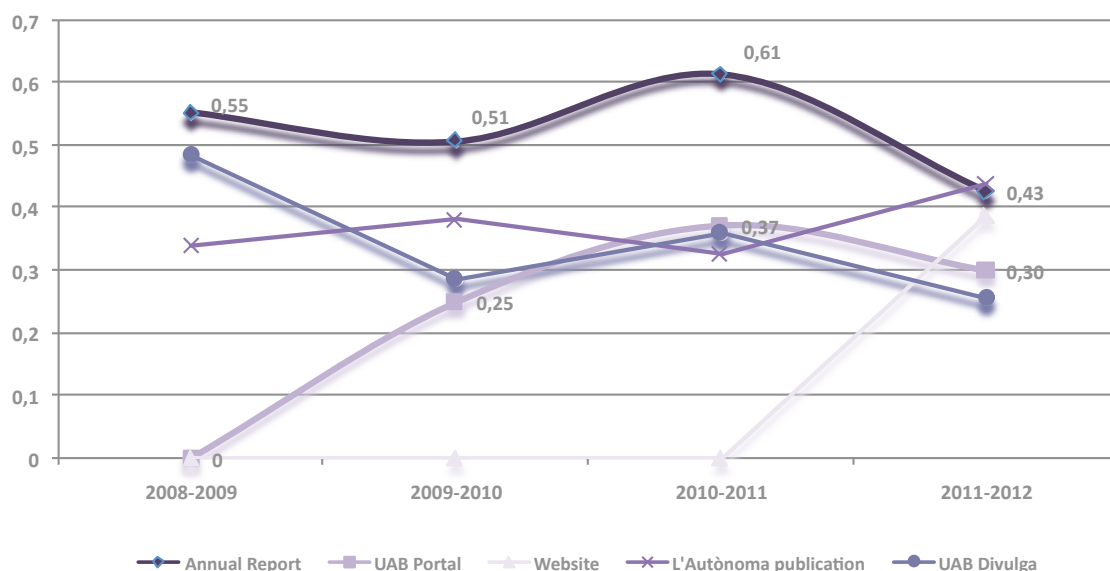
MEASURE I.I	Draw up all the statistics for students, academic staff and PAS broken down by sex
Executing body	OGID (Office for Information and Documentation Management)
Degree of implementation*	<i>The UAB in figures</i> : 10.7 % UAB Annual report: 60.7 %
Comments	There is a general trend not to break down the figures by sex in cases of : — general data or summaries, — data presented in the form of graphs (except the <i>2008-2009 Annual Report</i>), — data evolving over time, and — grant information.

Graph 5. Percentage of data broken down in the *Annual Report* and *The UAB in figures*, 2008-2012

Note: Calculation made as follows: (data broken down by sex/data which could include sex as a variable) $\times 100$.

MEASURE 1.4	Consider the perspective of gender in all publications by the university and use non-gender specific language
Executing body	Area of Communication and Publications
Degree of implementation*	40,9 %
Comments	There does not seem to be any clear change in the use of language and the results vary according to the means of dissemination. However, the index is over 50% except in the case of the <i>UAB Annual Report</i>, in which it is slightly higher (2011-2012). We can highlight: — The most frequently used male terms are for students, researchers, lecturers, grant holders, PhDs, candidates, entrepreneurs, coordinators, directors and winners. — The most frequent generic terms are: university community, people, PDI, PAS, academic staff, student body, teaching staff, figures, professionals, members. — On the website there are differences according to the department writing the notice or news item. — In the section on administration and services staff on the UAB website, in the section on governing bodies most of the positions appear in male form.

* Calculation: (generic expression or double forms used/male forms for which there is a generic or double form available) $\times 100$.

Graph 6. Index of the use of non-sexist language in UAB publications 2008-2012

Note: the index was calculated as follows: The index is from 0 to 1. The closer to 1 indicates more sensitivity to the use of non-sexist language.

MEASURE 2.2		Present data of applicants and successful applicants for jobs at the university and the composition of committees	
Executing body		Observatory for Equality, Area of Management and Administration of Human Resources	
Degree of implementation*		50,0 %	
Comments		From 2001 there have been no new vacancy and the data for the previous year have not yet been processed since they are applied by calendar year and not academic year. The process is carried out by the Observatory for Equality which must make a special application to the OGID for access to the data since it is not regularly published as UAB data.	

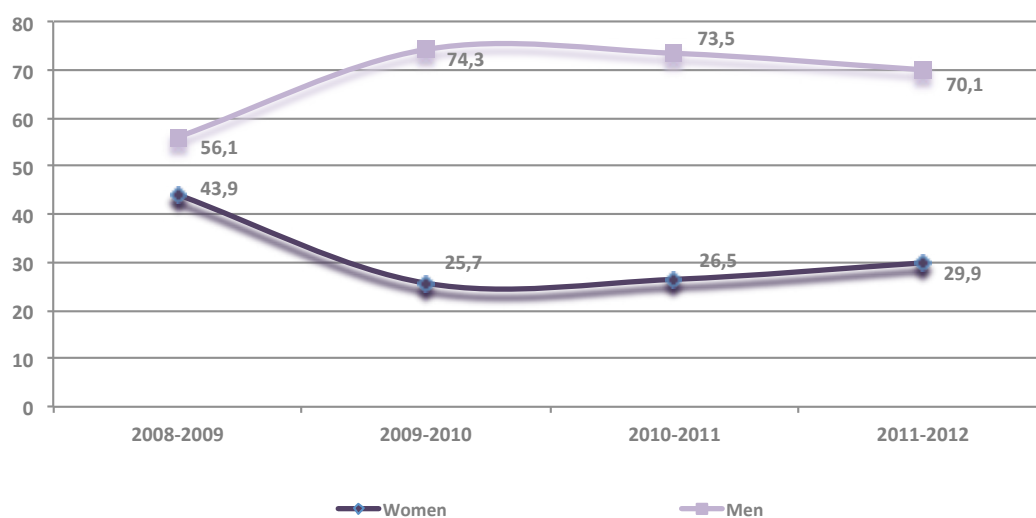
* Calculation: (years with published processes/years considered) × 100.

Presence and representation

MEASURE 2.9	Increase the number of women among the experts, conference speakers and visitors at institutional events at the UAB, faculties, schools and departments as well as honorary doctorates until a balance is achieved
Executing body	Governing Team (Sector and Strategic Planning Committee)
Degree of implementation*	31.5 % of expert conference speakers and others invited to institutional event. 8,9 % of honorary doctorates
Comments	Of the total number of honorary doctorates at the UAB (from 1976 to date) only 8.9 per cent have been for women. If we consider these figures in terms of whether or not there has been an action plan in place it can be seen that with the First Action Plan for equality between women and men the proportion of honorary doctorates for women was 66.7%. It should be taken in to account that this figure corresponds to honorary doctorates awarded over two years (a total of 3, 2 of which were for women). In terms of the centres and departments there is insufficient information. The effort to maintain a balance can be seen despite the difficulties of underrepresentation of women in some disciplines.

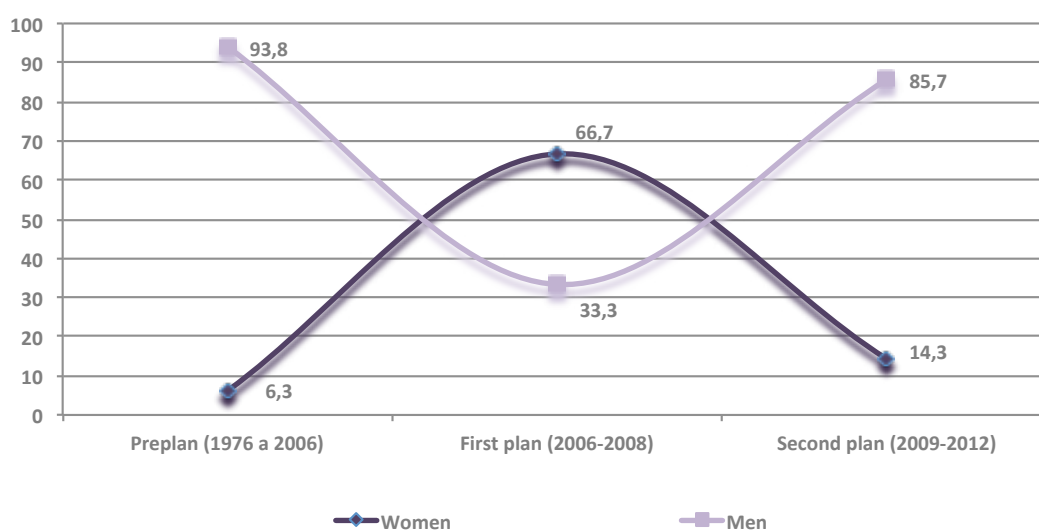
(*) Calculation: (Women experts / total experts) × 100; (Women invited to the UAB / total number of people invited) × 100; (honorary doctorates for women/total honorary doctorates) × 100.

Graph 7. Expert conference speakers and other people invited to institutional events at the UAB broken down by sex



Note: percentages calculated as follows: (Women experts + Women invited / total experts and invited) × 100.

Graph 8. Honorary doctorates at the UAB by sex

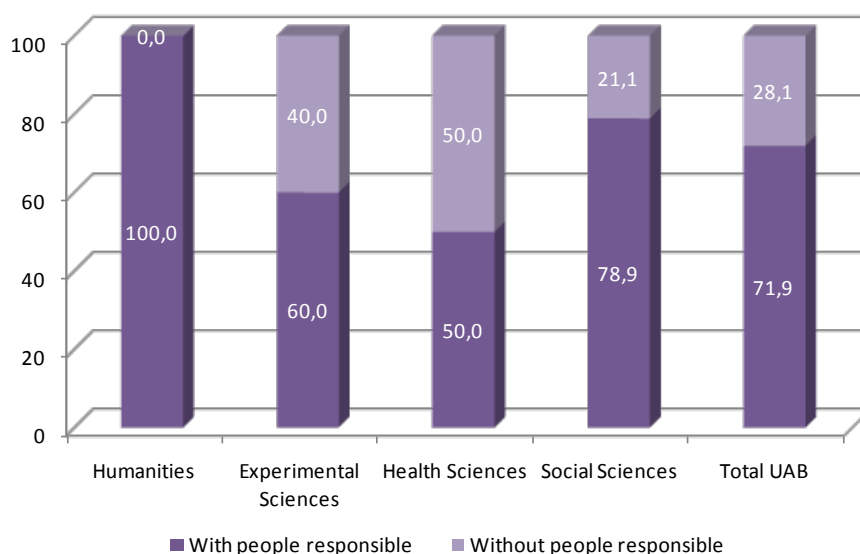


Note: the percentage have been calculated as follows: (honorary doctorates at the UAB for women/total honorary doctorates at the UAB) × 100.

MEASURE 2.12 Nominate a person to be responsible for the monitoring of equality policies in the governing teams of centres or departments	
Executing body	Faculties, schools and departments
Degree of implementation*	100 % of faculties and schools 71.9 % of departments
Comments	All the departments in humanities and more than 75 per cent of those in social sciences have nominated a person to be responsible for equality policies. The areas with most departments that do not have a person nominated for this role are health sciences, experimental sciences and technologies.

* Calculation: (faculties, schools and departments governing teams with a person responsible for equality/faculties, schools and departments) × 100.

Graph 9. Departments with a person responsible for equality by area of knowledge (per cent)



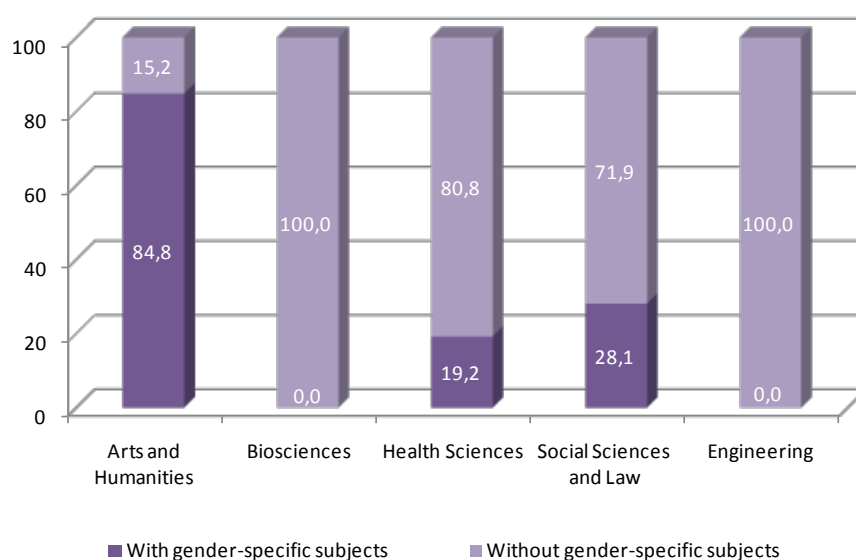
Note: the percentages were calculated as follows: (faculties, schools and departments in an area of knowledge with a person responsible for equality/faculties, schools and departments in an area of knowledge) × 100. (faculties, schools and departments in an area of knowledge without a person responsible for equality / faculties, schools and departments in an area of knowledge) × 100.

Production and transfer of knowledge

MEASURE 5.1	Carry out an exploratory study to detect subjective and objective obstacles to the incorporation of women in decision-making bodies with the aim of proposing measures to overcome them
Executing body	Observatory for Equality
Degree of implementation*	50 %
Comments	To apply this measure the following diagnosis was carried out "Factors affecting access of women to management positions at the Universitat Autònoma de Barcelona". This study is very descriptive using only quantitative methods of data collection and analysis and is seen as the first part of a broader study. A more in-depth study of the factors that condition access of women to decision-making bodies using quantitative methods is pending.

MEASURE 4.4	Introduce the meaning and scope of equality between women and men in teaching. Offer options for gender classes on the appropriate courses
Executing body	Faculties and schools
Degree of implementation*	39 %
Comments	According to current curricula it has been observed that almost all degrees in the humanities include subject addressing the issues of gender or women. On the other hand the same is not true for engineering and biosciences where there are no subjects of that kind or social and health sciences where the numbers are low. Most of the subject dealing with gender are elective credits. Since 2012-2013 Minor in Gender Studies has been offered with two different tracks to choose from.

* Calculation: (degree courses with gender subjects/degree courses) × 100.

Graph 10. Degree courses with and without gender subjects by area of knowledge (per cent)

Note: the percentages were calculated as follows: (degrees with gender subject in an area/ degrees in an area) × 100
 (degrees without gender subject in an area/ degrees in an area) × 100.

Regulations

For all the measures associated with regulations information was requested from the bodies executing them but unfortunately there was no response.

MEASURE 2.I	Guarantee the UAB regulations concerning contracting of staff, evaluation of CVs and research projects do not contain indirect discriminatory elements
Executing body	Area of Human Resources Management and Administration
Degree of implementation*	No available data
Comments	—

Participative process for drawing up the Third Action Plan

In order to draw up the Third Action Plan for Equality between Women and Men at the UAB (2013-2017) a set of instruments was designed to enable the university community to participate. At present, after the implementation of the first two plans it is considered to be a priority to evaluate the execution of certain measures and their impact as well as consulting the entire university community on the changes to be in order to guarantee that it is fulfilled.

Graph 11. Phases leading to the drawing up and approval of the Third Action Plan



The participative process for the Third Action Plan was carried out in two phases. In the first phase a questionnaire evaluating the equality policies at the UAB was sent to teaching staff, administration and services staff and students. During the first phase 534 responses were received from the three groups. The second phase consisted of meetings with the three groups in different formats: focus groups and working sessions.

Evaluation of UAB policies at the UAB

This section contains the data from the questionnaire on equality policies at the UAB to date and also includes proposals that emerged from the focus groups and working sessions. The main aim of the questionnaire was to value the Second Action Plan and receive any concerns on the subject of equality between women and men from the three different groups (teaching staff, administration and services staff and students). The aim of the meetings was to get proposals for measures and an evaluation of the action planned by the Observatory.

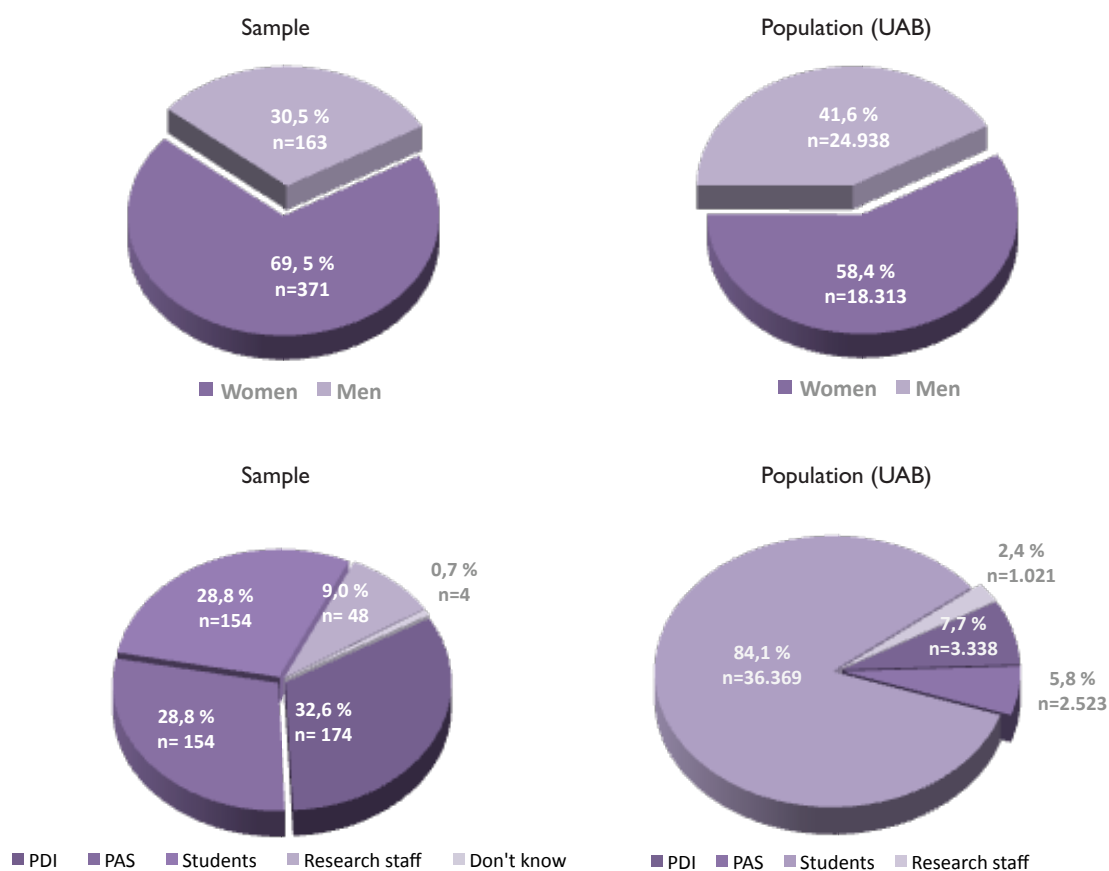
Before the result so the questionnaire there is a brief description of the sample in relation to certain characteristics of the people interviewed such as sex, the group they form part of and

place of work or study in order to situate their representativeness in relation to the community as a whole. The discussion groups and working sessions information is presented as a table of meetings held.

Sample description and methodology

The sample size was 534 representing 1.2 per cent of the UAB community, which is 43,251. As the graphs show most of the people who replied were women (69.5%) and the group that sent the most replies was the teaching staff (32.6%). Considering the data for the population it can be seen that there is over representation of women and also of teaching and administration staff.

Graph 12. Distribution of the sample and population by sex and group, 2013



Participative process for drawing up the plan: group meetings	
Focus groups	Teaching staff Administration and services staff (PAS) Representatives of the following student groups: - Assemblea de Joves Investigadors i Investigadores - Associació Prodisminuïts de la UAB (ADUAB) - Associació Universitària LGTB SinVergüenza (SINVER) - Club Alpí Universitari (CAU) - Col·lectiu d'Estudiants Àrabs (CEA) - Corrent Roig - Humans versus Zombies (HvZ) - Grup d'Estudiants de l'Àsia Oriental - L'Hortet de l'Autònoma
Working sessions	Teaching staff for the Gender Studies minor Teaching staff on the Master's degree in Women's Studies, Gender and Citizenship, (Interuniversity Institute for Women's Studies and Gender iiEDG) Representatives of equality policies in centres UAB Student Council grantholders Representatives in the Area of Participation: - Fundació Autònoma Solidària (FAS) - Cultura en Viu - Technical Coordination in the Area of Participation Sessions within Observatory training activities (PAS, teaching staff and students) Area of Research Management Trade Union representatives Governing Team

The dynamic of the focus groups and working sessions was to present the most significant results of the evaluation and questionnaire for each of the lines of the Second Action Plan and open up a space for reflection, information, debate and analysis that led to the formulation of proposals. The main difference between the group and the working session is that the first was more flexible and the second was guided to work in a more specific direction to consider certain topics (for example research, participation, etc.) or to incorporate the view of a specific group (for example student council representatives, equality policies representatives, etc.).

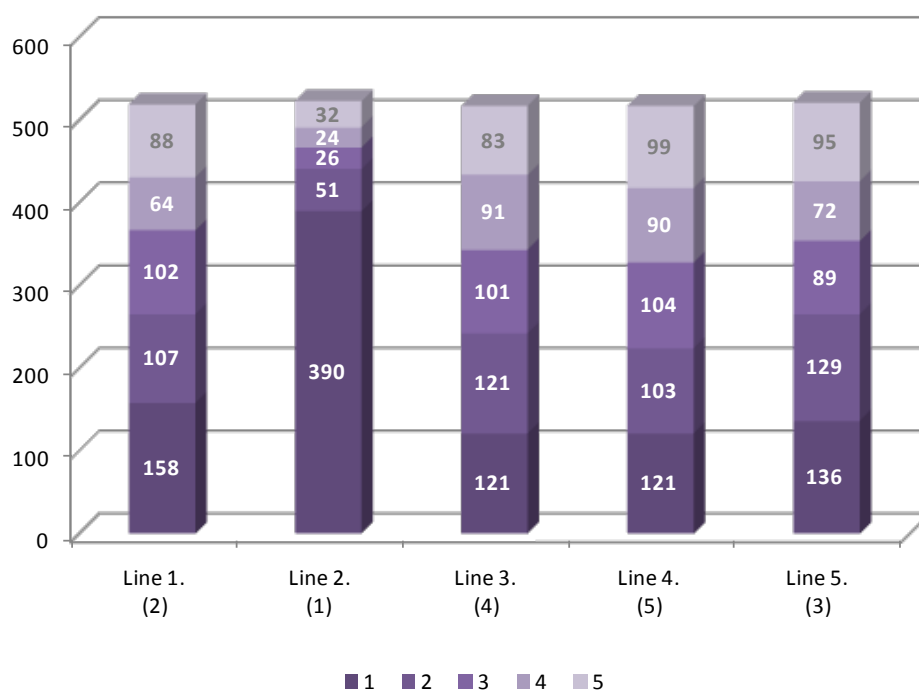
UAB Gender equality policies

Most of the university community considers that gender equality policies are important, first in society (62.5% think they are very important) and then at the UAB and in the faculties and centres (49.4% and 49.1% respectively state that they are very important).

In relation to the policies for equality applied at the UAB and looking only at the more general ones, as a whole the people who responded to the questionnaire showed that they were aware of the existence of the Observatory (51.9%) although they did not know a lot about it (half of the respondents knew very little about it). On the other hand few people had heard about the Action Plan for Equality between Women and Men. There are differences according to the group category: the proportion of teaching staff that knew about the Action Plan and Observatory was greater than the general figure (10.7% and 13.9%) while in the other groups it is lower. Teaching staff and administration and services staff had a higher level of knowledge while the students did not know either about the Observatory or the Plan: 77.3 per cent had never heard of the Action Plan and 57.1 per cent did not know about the existence of the Observatory (see the report “Evaluation of equality policies at the UAB”).

Participants were also asked to evaluate the importance that should be given to the areas of action or broad objectives of the Second Action Plan for Equality between Women and Men at the UAB. In this case they were asked to place five lines or objectives in order of importance from 1 to 5 (1 was the most important and 5 the least). The general ordering of priorities was as follows:

Graph 13. Priorities for lines or areas of action in the Second Action Plan for Equality between Women and Men at the UAB (absolute figures), 2013



Line 1. Visibilisation and creation of an opinion (2)

Line 2. Access to equal working conditions and promotion (1)

Line 3. Organisation of working conditions from a gender perspective (4)

Line 4. Promotion of a gender perspective in teaching and research (5)

Line 5. Equal representation on management and decision-making bodies (3)

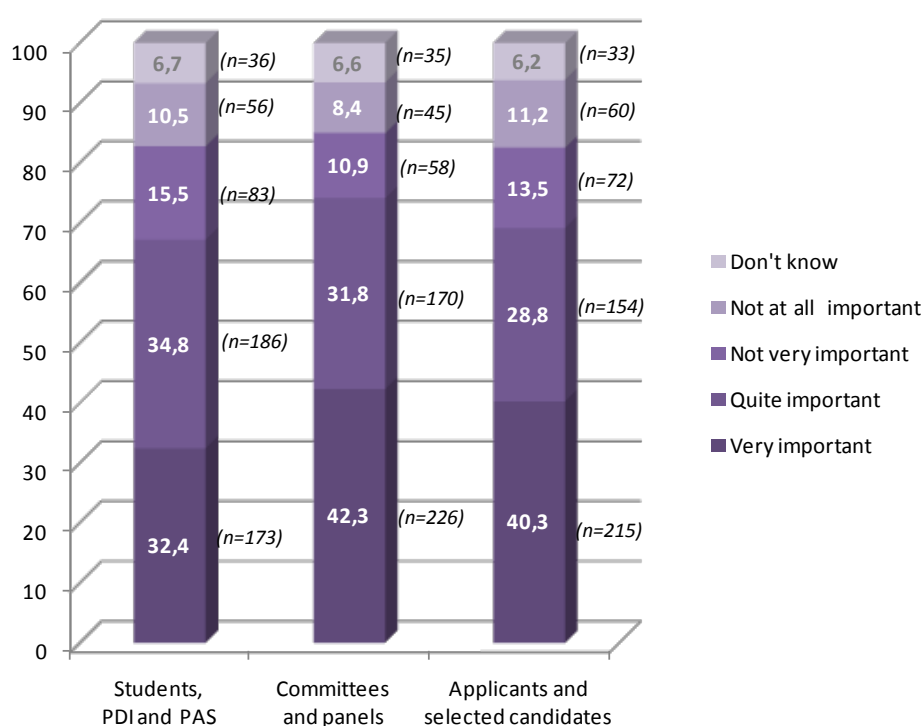
The results show that the teaching staff as students consider access to equality at work and in promotion possibilities (line 2) and the visibilisation of sexism and awareness-raising (line 1) as well as balanced representation in the university (line 5). Administration and Services staff and research staff considered other priorities. PAS gave particular priority to areas concerning promotion and working conditions (lines 2 and 3) or those that may influence these aspects (line 5) and place visibilisation and the promotion of a perspective of gender in teaching and research last on the list.

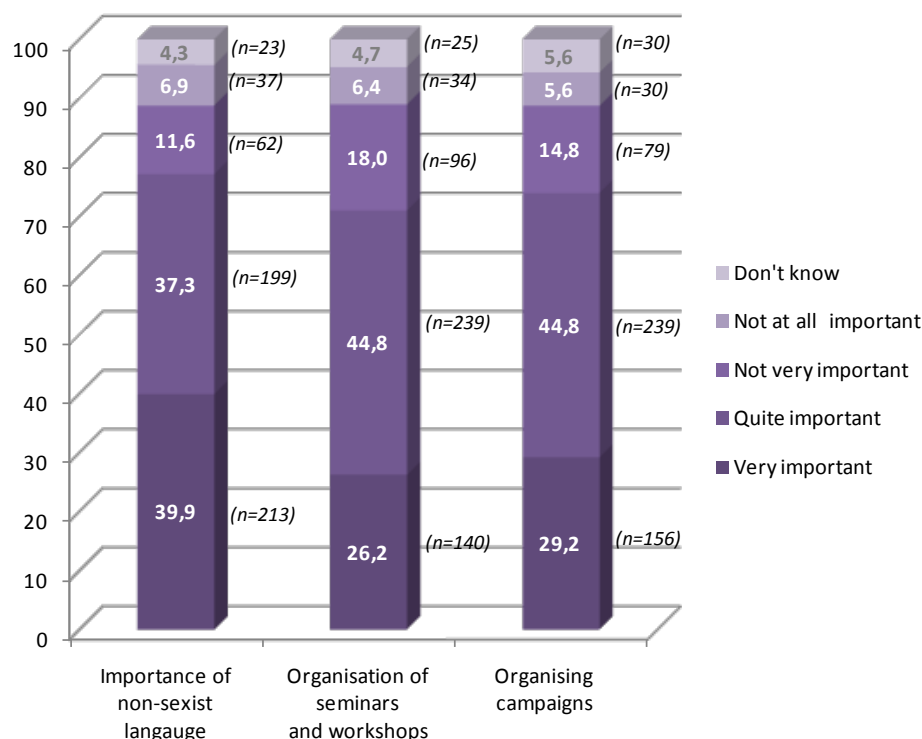
Finally, in terms of specific measures or actions below there is a summary of the results of the evaluations and proposals that emerged from the participative process, in lines of action.

LINE 1. Visibilisation of sexism, awareness-raising and creation of opinions

This line covers the measures aimed at making the situation of women visible in the university community. Even today the idea that sexism has been overcome predominates and the data that is used to support this is the number of female students despite the fact that the diagnosis points to quite a different situation. However, the university community as a whole considers this type of measure to be important, especially the teaching staff who highlight measures to make visible the information about the composition of committees and panels broken down by sex, the applicants and people finally selected.

Graph 14. Publication of information broken down by sex (per cent and absolute numbers), 2013



Graph 15. Visibilisation and awareness-raising actions, 2013

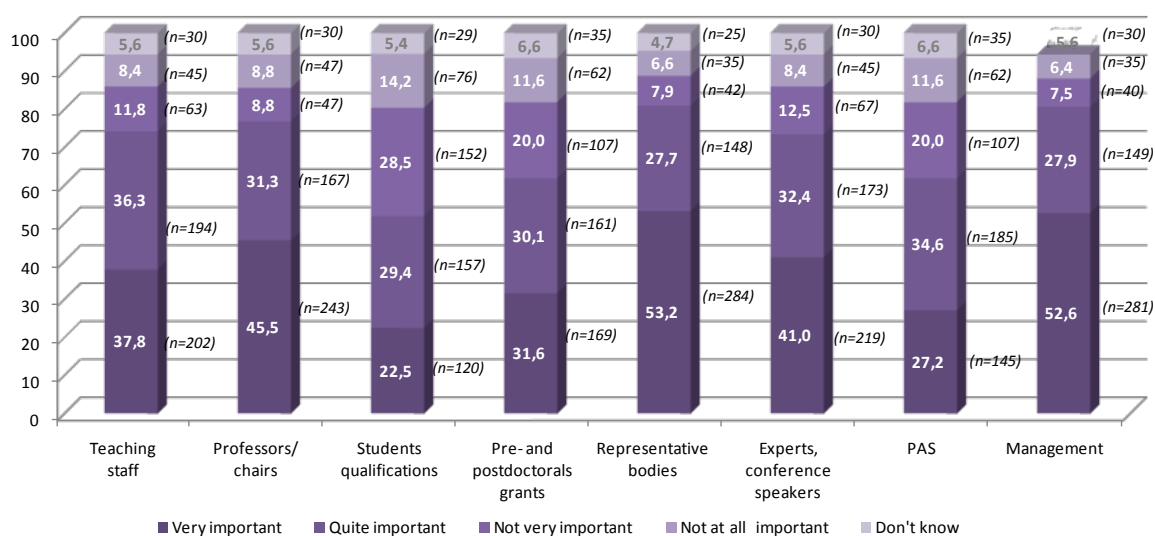
From the focus groups and working sessions most of the proposals that emerged were related to the creation of new indicators and the collection of new data. There were also proposals to broaden the scope of the data collection and also to disseminate the information widely. There was therefore a suggestion for a dissemination and communication plan. It should also be pointed out that the students group demanded activities to combat sexism through language in university life and stressed the importance of campaigns (see the report “Evaluation of equality policies at the UAB”).

LINE 2. Access to equal working condition and professional promotion

The evaluations of this line by the teaching staff and students showed that they considered it especially important to guarantee and encourage balance in the composition of the governing bodies and representative bodies, management positions and university professorships. On the other hand it was considered less important to seek this balance among undergraduates, administration and services staff and pre- and post-doctoral grants. This is possibly due to the fact that both students and PAS are mainly composed of women (60 per cent). This masks segregation by disciplines affecting students (the predominantly ‘female’ courses can still be clearly distinguished from ‘male’ courses) and the vertical segregation that occurs in the case of PAS (the higher position tend to be occupied

by men). The different groups agreed in general but the number of teaching staff who thought this measure was very important was higher and for them trying to ensure a balance between teaching and research staff was considered to be quite important.

Graph 16. Encourage and promote the presence of underrepresented sexes until a balance is achieved (per cent and absolute numbers), 2013

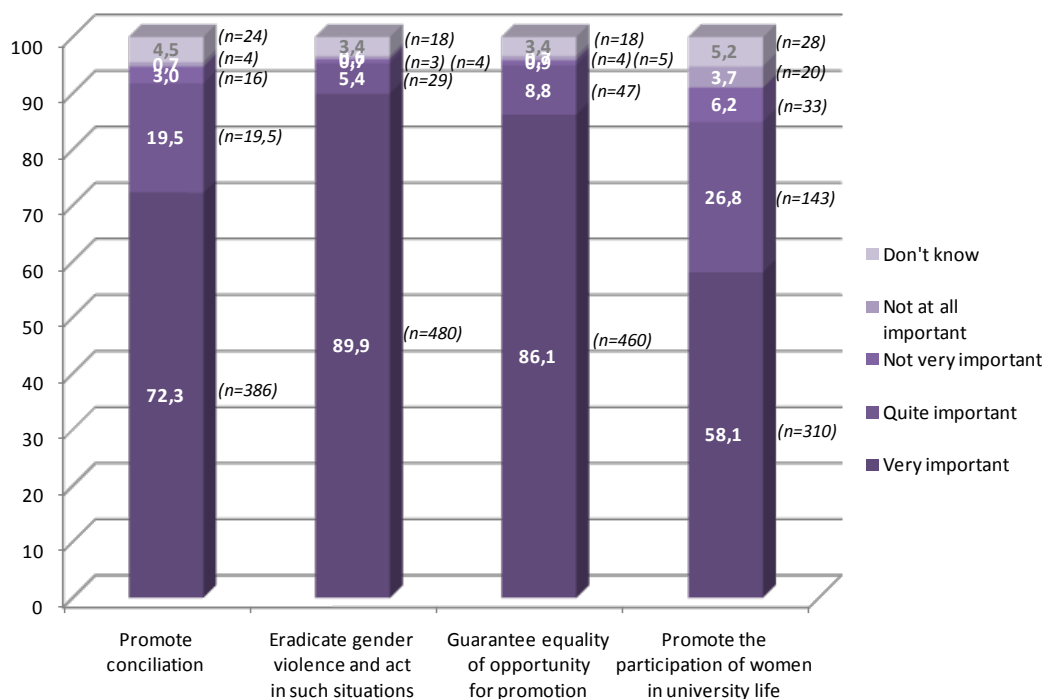


In the working sessions and focus groups the importance of this measure was clear but also the need to define what is meant by balance and what type of actions could produce that balance without it being interpreted as an imposition. There was also a focus on the need to carry out studies in different situations to understand in more depth the obstacles and resistance to access by teaching and PAS in the selection and promotion processes (see the report “Evaluation of equality policies at the UAB”).

LINE 3. Organisation of working conditions with a gender perspective

The various studies carried out by the Observatory since its creation to date have shown that women among the teaching staff and PAS in our university take on more family responsibilities than men, resulting in the division of work by sex. This means that women give priority to the family over their work and men do the opposite considering their careers before their families. Organising working conditions with a gender perspective means including private life responsibilities and remembering that working people also have family responsibilities, independently of their sex. The measures in this line also refer to other aspects that need to be taken in to account when organising work, such as gender violence.

Graph 17. Organisation of working and study conditions with a gender perspective
(per cent and absolute numbers), 2013



With reference to the measures in this line the first thing to highlight is the importance that the university community has given to them since, as reflected in the graph, in many cases the proportion of respondents to the questionnaire who consider this aspects to be very important was over 70 per cent. The eradication of gender violence and actions in situations of violence was considered to be especially important as well as the need to guarantee equality of opportunities in promotion prospects (89.9 per cent and 86.1 per cent respectively considered these measures to be very important). This evaluation is the same for all the groups: PAS, teaching and research staff, students and trainee researchers (see the report “Evaluation of equality policies at the UAB”).

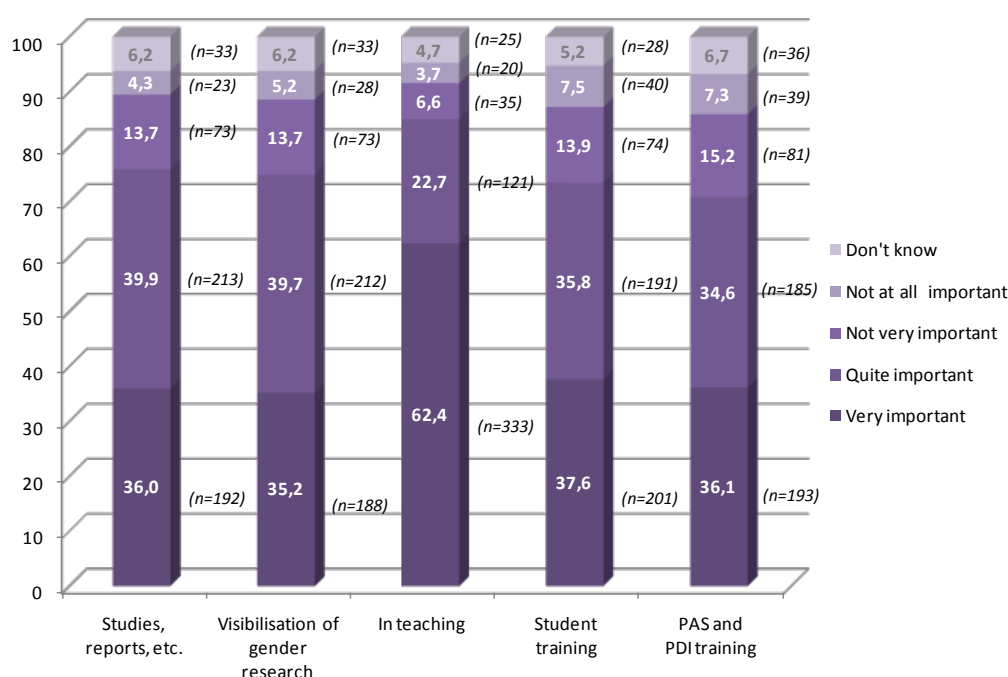
Similarly the proposals, suggestions and comments that came out of the groups and the working sessions focussed particularly on gender violence and demonstrated the need for an easily accessible action protocol for situations of sexual harassment; to carry out a study of gender violence on the campus and campaigns for its eradication. Conciliation measures were also considered emphasising the concept of *co-responsibility* instead of *conciliation*, and the difficulty of designing training policies for conciliation of men. Finally, “positive discrimination” was mentioned again as a mechanism for promoting minoritised groups by favouring the underrepresented group where there is equal merit (see the report “Evaluation of equality policies at the UAB”).

LINE 4. Promotion of the gender perspective in teaching and research content

The result of the study “The introduction of a gender perspective in university teaching” and the evaluation of the degree of implementation of the Plan show a low presence of women scientists in bibliographical references or in the activities that take place at the UAB and a low number of gender-related subjects on degree courses, most of which are elective credits. This area refers precisely to actions aimed at promoting the introduction of a gender perspective in university teaching and research and making visible and disseminating scientific production by women and the research into gender that is carried out. Promoting a gender perspective in these areas means considering women as subjects and objects of scientific knowledge.

The members of the university community that have taken part in the evaluation gender policies at the UAB give a great deal of importance to actions aimed at introducing a gender perspective in teaching. It should be pointed out that the proportion of students who consider these measures to be very important is higher than average and above the figures for all the other groups, especially in terms of teaching and the visibilisation of research (10 and 9 per cent respectively greater than the total) (see the report “Evaluation of equality policies at the UAB”).

Graph 18. Gender perspective in research and training (per cent and absolute numbers), 2013



The focus groups and working sessions also centred their work on defining measures to introduce a gender perspective in teaching as well as considering actions in the area of research and other measures linked to the dissemination and visibilisation of research from a gender perspective. The changes resulting from adaptations to the new European Higher Education Area justify the need for new measures that will result in the inclusion of a gender perspective in teaching in the context of an inclusive university. Women researchers also took part in the discussion groups and working sessions and confirm the continued invisibility of their scientific production and a lack of support for their research activity (see the report “Evaluation of equality policies at the UAB”).

LINE 5. Balanced representation in the different bodies and levels of decision-making

The management and administration of the university as an institution is currently male dominated. This is indicated by the data from studies carried out in this area. The actions included in this line are aimed at changing this situation by promoting the presence of women on the decision-making bodies and in positions of power. As seen in Graph 16, promoting the presence of women until balance is achieved is one of the measures considered to be very important in relation to the representative bodies.

Conclusions

Of the different areas of lines that make up the Second Action Plan for Equality Between Women and Men at the UAB the priority is considered to be equality in working conditions and access to promotion (line 2) followed by visibilisation and creation of opinions (line 1) and balanced representation on the bodies and levels of decision-making (line 5). During the participative process the Observatory suggested the need to unify line 2, centred on working conditions and promotion with line 3, centred on working conditions with a gender perspective to strengthen one of the cases of PAS, which considers organising these lines to be priorities.

On the other hand, given that line 5 only encompasses three measures it was proposed that it should be redefined and broadened to include new measures addressing participation in life, study and work on the campus. This new line includes measures from the participation of the different groups in university management through representative bodies and actions related to gender violence.

Policies ordered according to the percentage that considered them to be very important (high to low)

(1) Eradicate gender violence and take action in these situations (89.9 %)
(2) Guarantee equality of opportunities in promotion (86.1 %)
(3) Promote conciliation (72.3 %)
(4) Introduce a gender perspective in teaching (62.4 %)
(5) Promote the participation of women in university life (58.1 %)
(6) Encourage the presence of the underrepresented sex in representative bodies until a balance is achieved (53.2 %)
(7) Encourage the presence of the underrepresented sex in management until a balance is achieved (52.6 %)
(8) Encourage the presence of the underrepresented sex in university chairs until a balance is achieved (45.5 %)
(9) Publish data broken down by sex for committee and panel membership (42.3 %)
(10) Publish data broken down by sex of job applications and final selections (40.3 %)

The main topics addressed by the discussion groups and working sessions were gender violence, guaranteeing equal opportunities for promotion and conciliation. Emerging from the sessions and discussions were normative type measures such as the need to undertake studies to understand more about these phenomena and be able to intervene more efficiently (see the report “Evaluation of equality policies at the UAB”). Similar to the questionnaire the need to reach a balance in certain areas or positions also appears to be of significant importance. It is therefore essential to maintain the measure that aim to promote or favour the underrepresented sex.

In conclusion, the Third Action Plan is organised in four lines and there is continuity with respect to the measures than were already included in the Second Action Plan. However, those measures that were considered to be insufficient in their definition and/or application have been strengthened and new measures have been included, especially for the areas affecting teaching and research and participation in university life. Below are the lines and the measures included in them which make up the Third Action Plan for Quality between Women and Men at the UAB (2013-2017), including the restructured lines and measures that emerged from the participative process.

Third Action Plan for Quality between Women and Men at the UAB (2013-2017)

LINE I. Visibilisation of sexism and inequalities, awareness-raising and creation of opinions

I.1. Draw up all statistics for students, academic staff and PAS broken down by sex

Body responsible	General Secretary's Office and Management
Execution	Information and Documentation Management Office (OGID) and all UAB bodies in general
Instrument	Collection of the necessary information to be broken down by sex
Calendar	Permanent

I.2. Incorporate intersectionality of gender in the analysis of the University (interaction of the sex-gender system with categories of "age", "race/ethnic origin", "disability", "social class" and "sexual orientation") to promote policies aimed at eliminated inequalities.

Body responsible	Office of the Vice Rector for Students and Cooperation
Execution	Observatory for Equality
Instrument	Studies, days of reflection, campaigns and media dissemination
Calendar	Permanent

I.3. Present sex disaggregated data per faculties, departments, areas, services and institutes on access, permanence and mobility of teaching staff, PAS and students extended to all institutions, bodies and foundations of the Esfera UAB

Body responsible	Office of the General Secretary, Office of the Vice Rector for Students and Cooperation, Office of the Vice Rector for Academic Staff and Programming, Office of the Vice Rector for Quality, Teaching and Employability, Office of the Vice Rector for Institutional Relations and Territory, and University Management
Execution	OGID and Observatory for Equality
Instrument	Instruments for dissemination of the Observatory for Equality and the UAB
Calendar	Permanent

I.4. Publish statistics broken down by sex for members of committees and panels evaluating the records of any applicant for a place at the UAB and the results of the applications

Body responsible	Office of the Vice Rector for Students and Cooperation
Execution	Observatory for Equality
Instrument	Instruments for dissemination of the Observatory for Equality
Calendar	Permanent

I.5. Draw up a report on the selection processes for temporary and permanent PAS and PDI to identify gender bias and avoid gender bias in selection processes by requesting justification of equal treatment

Body responsible	Office of the General Secretary, Office of the Vice Rector for Students and Cooperation, Office of the Vice Rector for Academic Staff and Programming, Office of the Vice Rector for Quality, Teaching and Employability, Office of the Vice Rector for Institutional Relations and Territory, and University Management
Execution	Observatory for Equality, Area of Academic Staff, Trainee Researchers and Research Support, departments, Area of Administration and Services Staff
Instrument	Work document use of a form to justify the guarantee of gender equality in selection processes and final offers
Calendar	Permanent

I.6. Publish statistics broken down by sex of the composition of bodies of representation and participation in the university community

Body responsible	Office of the Vice Rector for Students and Cooperation
Execution	Observatory for Equality and Area of Participation
Instrument	Instruments for dissemination of the Observatory for Equality
Calendar	Permanent

I.7. Promote and use non-sexist language at the university in the institutional, academic and scientific ambits and in daily life in all forms and means of communication (publications and documentation, individual and group contact)

Body responsible	Office of the General Secretary and the whole UAB community
Execution	Area of Communication and Promotion, areas, offices and services, centres, faculties, schools and departments, institutes and research centres
Instrument	<i>Guide to the use of non-sexist language at the UAB</i> and campaign for non-sexist use of language in daily life
Calendar	Permanent

I.8. Make resources aimed at gender policies visible in the budget

Body responsible	Office of the Vice Rector for Finance and Organisation
Execution	Executive Manager for Finance
Instrument	Annual budget
Calendar	Permanent

1.9. Guarantee the diffusion of the actions contained in the Action Plan and establish mechanisms for their evaluation to measure the degree of application

Body responsible	Governing Team
Execution	Area of Communication and Promotion
Instrument	<i>L'Autònoma</i> publication, <i>L'Autònoma Divulga</i> web portal, intranet, centre and institute websites, Observatory website, information screens in teaching centres, Observatory information bulletin, e-mail, information sessions for new students and student guides Meeting of the Governing Team with deans and directors of schools, departments, institutes and research centres
Calendar	2013-2017

1.10. Carry out in-depth studies of the situation of women and minority groups at the university using complementary research methods

Body responsible	Office of the Vice Rector for Students and Cooperation
Execution	Observatory for Equality
Instrument	Report
Calendar	2013-2017

1.11. Design a plan for the dissemination of objectives and data to make visible the inequalities by sex and other forms, seeking to increase dissemination through the Observatory website, social networks and new media

Body responsible	Office of the Vice Rector for Students and Cooperation
Execution	Observatory for Equality
Instrument	Observatory for Equality website, social networks, information bulletin and e-mail and other means of dissemination
Calendar	2013

1.12. Organise an institutional event to coincide with International Women's Day that includes recognition of a selected person, department or centre at the UAB for their work in the defending the rights of women. Support all activities that take place on this day.

Body responsible	Office of the Vice Rector for Students and Cooperation
Execution	Observatory for Equality
Instrument	Minutes and instruments for dissemination of the Observatory for Equality
Calendar	Annual

LINE 2. Equality in conditions of access, promotion and organisation of work and study**2.1. Analyse and disseminate information about the obstacles and inequalities detected in questions of access, permanence and promotion of women and minorities at the university in the contexts of work and study**

Body responsible	Office of the Vice Rector for Students and Cooperation
Execution	Observatory for Equality
Instrument	Report and website of the Observatory for Equality or days of reflection
Calendar	2016

2.2. Guarantee the general regulations of the UAB and specifically the regulations governing criteria for contracting and evaluating applications so that they do not contain elements of indirect discrimination

Body responsible	Office of the Vice Rector for Academic Staff and Programming, and University Management
Execution	Area of Academic Staff, Trainee Researchers and Research Support and Area of Administration and Services Staff
Instrument	Regulations
Calendar	Permanent

2.3. Where there is equal merit, encourage the selection of candidates from the underrepresented sex and minority groups for grant applications, employment contracts, competitions and changes of category and job

Body responsible	Office of the Vice Rector for Academic Staff and Programming, Office of the Vice Rector for Finance and Organisation, Office of the Vice Rector for Students and Cooperation, Office of the Vice Rector for Research, Executive Management and departmental management
Execution	Area of Academic Staff, Trainee Researchers and Research Support, Area of Administration and Services Staff i departments
Instrument	Regulations and dissemination
Calendar	Permanent until a balance is reached

2.4. Promote measures to encourage women to apply for research merit and stimulate a growing presence of women experts in the management of research groups and projects until a balance is reached

Body responsible	Office of the Vice Rector for Research (Research Committee), management of departments, institutes and research centres
Execution	Area of Research Management and Office for International Research Projects
Instrument	Agreements
Calendar	Permanent

2.5. Increase the number of women among conference experts and other people invited to institutional events at the UAB, the faculties, schools and department as well as honorary doctorates until a balance is reached

Body responsible	Governing Team
Execution	Governing Team
Instrument	Agreements
Calendar	Permanent until a balance is reached

2.6. Draw up a diagnosis of the distribution of women in administration and services based on the difficulties for access and promotion. Promote measures to avoid bias derived from specialisation and stratification

Body responsible	Office of the Vice Rector for Students and Cooperation
Execució	Observatory for Equality
Instrument	Report
Calendar	2014

2.7. Draw up a report on the construction of knowledge, subjectivity and power in higher education from an intersectional perspective. Make proposal to avoid gender bias and any other form of inequality

Body responsible	Office of the Vice Rector for Students and Cooperation
Execució	Observatory for Equality
Instrument	Specialist study
Calendar	Annual

2.8. Encourage faculties, schools, departments, institutes and research centres to produce reports on the application of strategies for balance between the sexes in their internal planning

Body responsible	Governing Team
Execució	Centres, departments, institutes and research centres
Instrument	Agreements
Calendar	Annual

2.9. Build a conciliation model that guarantees equality between women and men in care and coresponsibility. Promote the university as a reference for rights to conciliation and caring responsibilities

Body responsible	Office of the Vice Rector for Students and Cooperation, and University Management
Execució	Observatory for Equality, Area of Administration and Services Staff, and Area of Academic Staff, Trainee Researchers and Research Support
Instrument	Training, regulations and dissemination
Calendar	Permanent

2.10. Include in the regulations for academic posts that periods of inactivity for the care of dependents should not be counted and promote access by people who have been off work for a period of official absence

Body responsible	Office of the Vice Rector for Academic Staff and Programming, Office of the Vice Rector for Finance and Organisation, and University Management
Execució	Governing Councils
Instrument	Regulations
Calendar	Permanent

2.11. Ensure that the organisation of work and study is based on equality and promote changes in the organisational culture from a gender perspective

Body responsible	Office of the Vice Rector for Research i Office of the Vice Rector for Academic Staff and Programming
Execució	Centres, departments, institutes and research centres
Instrument	Training
Calendar	Permanent

2.12. Ensure that there are policies for equality in operation in the research institutes, bodies and foundation of the Esfera UAB. Give priority to bidders that, in the case of equal circumstances, can show they can an policy for equality between women and men in place

Body responsible	Office of the Vice Rector for Research, Office of the Vice Rector for Institutional Relations and Territory, and University Management
Execució	Office of the Vice Rector for Research, Office of the Vice Rector for Institutional Relations and Territory, and University Management
Instrument	Bidding conditions
Calendar	Permanent

LINE 3. Promotion of a gender perspective in teaching and research	
3.1. Include the equality of men and women in the standards of research excellence, production of scientific knowledge and the processes of research and transfer. Include it in projects and doctoral theses presented as part of an inclusive university model	
Body responsible	Office of the Vice Rector for Research
Execution	Area of Research Management and departments
Instrument	Agreements
Calendar	Permanent
3.2. Create a network to facilitate the empowerment of groups working with subjects of gender and women in science to make them visible and create synergies to promote research and transfer	
Body responsible	Office of the Vice Rector for Research and Office of the Vice Rector for Students and Cooperation
Execution	Area of Research Management and Observatory for Equality
Instrument	Website
Calendar	Permanent
3.3. Disseminate the result of research with a gender perspective and promote the creation of a bank of good practice	
Body responsible	Office of the Vice Rector for Research and Office of the Vice Rector for Students and Cooperation
Execution	Area of Research Management and Observatory for Equality
Instrument	Website
Calendar	Permanent
3.4. Create a guide of how to include a gender perspective in scientific production	
Body responsible	Office of the Vice Rector for Students and Cooperation
Execution	Observatory for Equality, Area of Research Management and Language Service
Instrument	Materials to include a gender perspective in research (projects, research work and publications)
Calendar	2014-2017

3.5. Provide training on gender perspectives in PhD courses and research groups, to students, management teams and technical and research staff

Body responsible	Office of the Vice Rector for Research
Execution	Office for Research Management, School for Doctoral Studies and Observatory for Equality
Instrument	Training courses and workshops
Calendar	Permanent

3.6. Promote gender studies and the presence of women grantholders (pre- and post-doctoral) and as applicants for project funding

Body responsible	Office of the Vice Rector for Academic Staff and Programming, Office of the Vice Rector for Students and Cooperation and Office of the Vice Rector for Research
Execution	Centres, departments Research Management Area
Instrument	Campaigns
Calendar	Permanent

3.7. Monitor and evaluate the implementation of competences related to gender and equality in undergraduate and postgraduate courses

Body responsible	Office of the Vice Rector for Students and Cooperation
Execution	Observatory for Equality
Instrument	Monitoring and evaluation tools
Calendar	Permanent

3.8. Main the perspective of gender clear when producing teaching guides and subject descriptions following the inclusive university model. Promote the publication of teaching materials with a gender perspective

Body responsible	Dean and managers of departments and schools and Office of the Vice Rector for Quality, Teaching and Employability
Execution	Centres, faculties and schools, course coordination and departments
Instrument	Syllabuses, teaching guides, subject descriptions and teaching materials
Calendar	Permanent

3.9. Guarantee the right of students in all faculties and centres to undertake gender studies. Give support to gender-related subjects in the framework of the minor in Gender Studies and the Interuniversity Master's degree in Women, Gender and Citizenship

Body responsible	Office of the Vice Rector for Students and Cooperation
Execution	Office of the Vice Rector for Academic Staff and Programming, Office of the Vice Rector for Quality, Teaching and Employability, Observatory for Equality, faculties and schools
Instrument	Meetings and resources of the Observatory for Equality and the faculties and schools
Calendar	Permanent

3.10. Develop a programme of training activities from the Observatory for Equality in gender and equality aimed at teaching staff, administration and services staff and students

Body responsible	Office of the Vice Rector for Students and Cooperation
Execution	Observatory for Equality, Area of PAS Training, Office of Teaching Quality and Area of Participation
Instrument	Training courses and workshops
Calendar	Permanent

3.11. Provide training to new employees and students at the university about the situation of women, prevention of gender violence and the Action Plan for Equality at the university

Body responsible	Office of the Vice Rector for Students and Cooperation and Office of the Vice Rector for Finance and Organisation
Execution	Centres, Area of Administration and Services Staff, Area of Academic Staff, Trainee Researchers and Research Support and Observatory for Equality
Instrument	Training and dissemination
Calendar	Permanent

3.12. Carry out a pilot project for mentoring young researchers and research technicians

Body responsible	Office of the Vice Rector for Research i Office of the Vice Rector for Students and Cooperation
Execution	Centres, departments, institutes and research centres
Instrument	Bank of women experts at the UAB (mentorship)
Calendar	Permanent

LINE 4. Equality in participation and representation in the university community**4.1. Carry out a study of the factors affecting the participation of students, teaching staff and PAS in representative bodies and university life as they are affected by gender**

Body responsible	Office of the Vice Rector for Students and Cooperation
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Execution	Observatory for Equality and Area of Participation
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Instrument	Report
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Calendar	2016
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4.2. Promote a balance between women and men on the governing bodies and representative bodies, in particular the senate, the boards, the student council, the permanent committees in departments and management in centres

Body responsible	Office of the General Secretary, Office of the Vice Rector for Institutional Relations and Territory, i Office of the Vice Rector for Students and Cooperation
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Execution	Office of the General Secretary, centres, faculties and departments
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Instrument	Regulations and agreements
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Calendar	Permanent
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4.3. Appoint a person to be responsible for monitoring equality policies in the centres, departments, services and areas of administrative management, in representation of the teaching staff, Pas and students

Body responsible	Deans and directors of schools and departments, Executive Management and Office of the Vice Rector for Students and Cooperation
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Execution	Centres, faculties and departments, areas and services, agents socials, Observatory for Equality and Technical Coordination in the Area of Participation
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Instrument	Appointment
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Calendar	Permanent
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4.4. Make information available about any form discrimination (sexual, racist, social class, age, disability, homophobia and transphobia), work to prevent it and train to eliminate it

Body responsible	Office of the General Secretary and UAB Community
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Execution	Faculties, schools, departments, areas, services, institutes and research centres, foundation, companies and i Observatory for Equality
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Instrument	Training courses, workshops and campaigns
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Calendar	Permanent
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4.5. Design and implement a proposal for the complete eradication of gender violence and abusive relations, increasing institutional coordination and including a protocol and a reporting and assistance procedure for cases of sexual harassment for reasons of sex and sexual orientation

Body responsible	Office of the Vice Rector for Students and Cooperation, Office of the Vice Rector for Institutional Relations and Territory, Office of the Vice Rector for Academic Staff and Programming and University Management
Execution	Observatory for Equality, Area of Risk Prevention and Assistance, Joan Rivièrre Centre, Area of Communication and Promotion, and social agents
Instrument	Working committee and documents
Calendar	2013-2014

4.6. Promote and give priority to the participation of all groups in university life from a gender perspective and encourage equal relations

Body responsible	Office of the Vice Rector for Students and Cooperation (Area of Participation)
Execution	Technical Coordination in the Area of Participation and Observatory for Equality
Instrument	Promotion and support activities
Calendar	Permanent

4.7. Promote a perspective of gender and the participation of women in artistic creation and production and cultural fields

Body responsible	Office of the Vice Rector for Students and Cooperation (Area of Participation)
Execution	Cultura en Viu and Observatory for Equality
Instrument	Cultural and Artistic activities
Calendar	Permanent

4.8. Enable empowerment of students as active agents in the organisation of activities using methodologies based on gender perspective and equality

Body responsible	Office of the Vice Rector for Students and Cooperation (Area of Participation)
Execution	Technical Coordination in the Area of Participation and Observatory for Equality
Instrument	Workshops, talks and other participative activities
Calendar	Permanent

4.9. Encourage students to include equality and gender in their plans and activities in accordance with the inclusive university model

Body responsible	Office of the Vice Rector for Students and Cooperation (Area of Participation)
Execution	Technical Coordination in the Area of Participation, UAB student associations, student representation bodies and Observatory for Equality
Instrument	Training and support for groups
Calendar	Permanent

4.10. Create a new line of volunteer projects as a space for learning to participate and cooperate from a gender perspective

Body responsible	Office of the Vice Rector for Students and Cooperation (Area of Participation)
Execution	Fundació Autònoma Solidària (FAS) and Observatory for Equality
Instrument	Organisation of volunteer activities and campaigns
Calendar	Permanent

4.11. Establish the policy of equality and inclusion as a criteria when awarding funding for activities organised by students

Body responsible	Office of the Vice Rector for Students and Cooperation (Area of Participation)
Execution	Technical Coordination in the Area of Participation
Instrument	Regulations
Calendar	Permanent

4.12. Create research prize with a gender perspective aimed at groups of students under 25 years old and recognition of the creation of materials for the visibilisation and awareness raising of equality at the university

Body responsible	Office of the Vice Rector for Students and Cooperation
Execution	Observatory for Equality
Instrument	Prize and act of recognition
Calendar	Permanent

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