

# *Lessons learned in the promotion of gender mainstreaming from a Gender Equality Unit of a Spanish Public University*

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## The Women and Science Unit (UMyC)

- Promotes the participation of women in all areas of science, technology and innovation according to their merits and capacities, establishing mechanisms to eliminate biases, barriers and disincentives.
- Promotes the inclusion of gender as a horizontal category in scientific research and promotes specific research in the field of gender and women studies.
- Promotes the inclusion of gender as a cross-category in technological development and innovation.

## The UMyC cooperates, among others, with:

- General Directorates from Ministries,
- Public Research Institutions,
- Secretary of State of Social Services and Equality,
- Equality Units in Universities,
- National Institute of Statistic,
- Unit of Scientific Culture and Gender of the European Commission,
- Regional and local Governments,
- Associations of university and scientific women...

# The Gender Equality Unit at the University of La Laguna (UIG-ULL)



Its **main goal** is to act as a technical unit, responsible of coordinating, promoting, monitoring and evaluating the accomplishment of gender equality legislation and the plans and measures that are proposed or applied to the promotion and fulfillment of real gender equality in all university spheres and in the relationships between university and the society at large; also to act as a consultancy and resources service about gender equality, and as a service responsible to provide periodical and systematic information on the situation and advancement of gender equality at the ULL.

## MAIN FUNCTIONS of the UIG-ULL (1)

- Evaluation and monitoring of both compliance with legislation about gender equality, and proposals/implementation of GAPS and measures
- Proposing and promoting measures...
  - to correct observed inequalities and lacks of compliance with legislation.
  - to balance family, professional and academic life
  - to facilitate gender perspective in training, research, knowledge transfer and management
  - for the victims of gender-based violence.

## MAIN FUNCTIONS of the UIG-ULL (2)

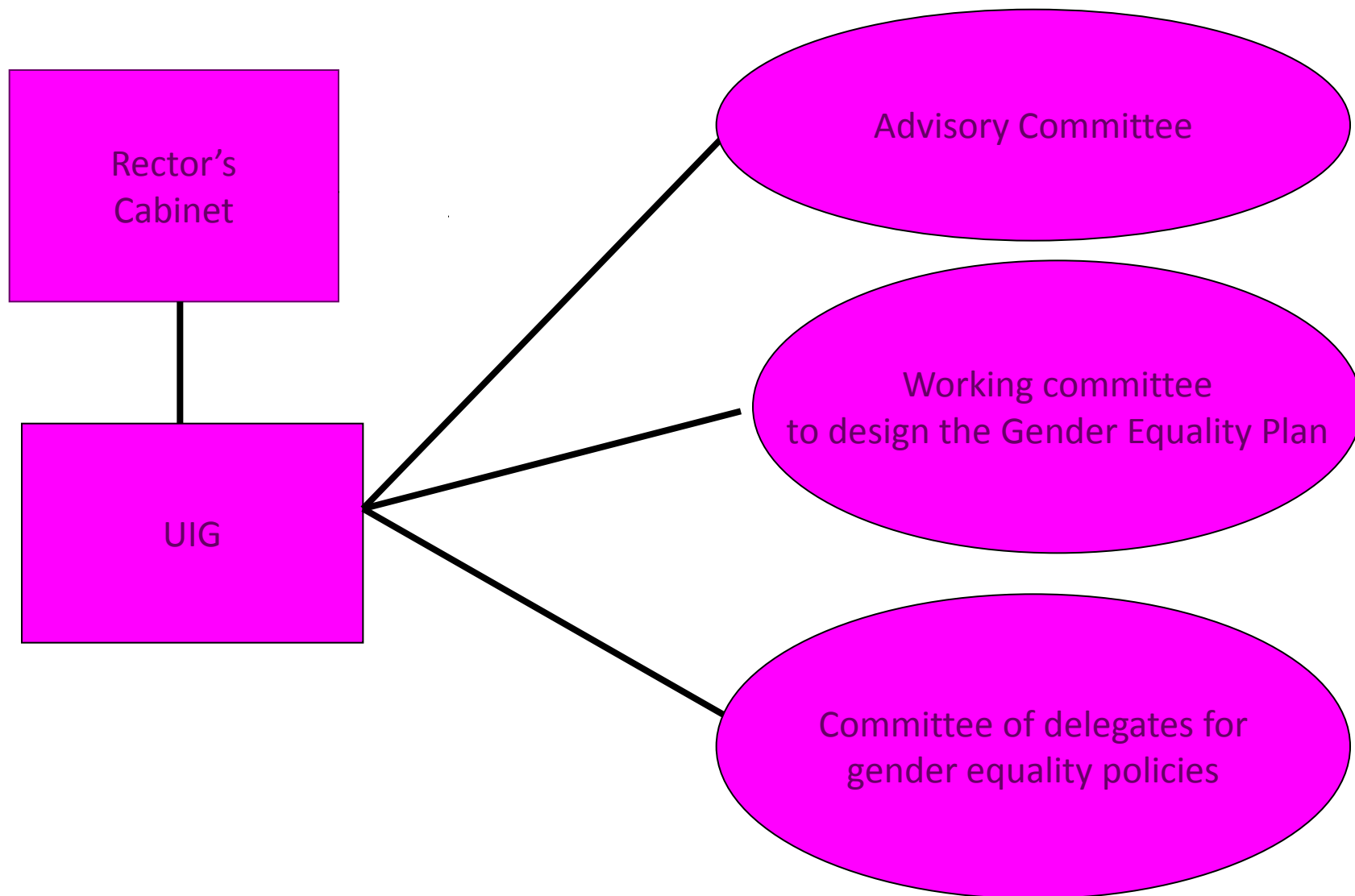
- Coordinating people and organizational units involved in the design, implementation, monitoring and evaluation of GAPs at ULL.
- Disseminating periodical and systematic information on the situation and development of gender equality at ULL and the actions taken to promote it, and at the same time, facilitating that the university community can pose initiatives, opinions and proposals about it.
- Offering gender equality advice to people, groups, organizational units and decision boards, and being a resources centre for gender equality.

## MAIN USUAL ACTIVITIES of the UIG-ULL

Evaluating gender (in)equalities at the university,  
designing gender equality measures, planning an  
implementing them, mainly:

- Improving Gender statistics <http://www.igualdad.ull.es/observatorio.html>
- Training & awareness raising actions on different fields of gender equality in an academic institution <https://www.youtube.com/watch?v=SUE5ICAyQC4>
- Making and disseminating resources mainly in its webpage <http://www.igualdad.ull.es/archivos/novedades/CUADRIPTICO%20protocolo%20acoso%20UIG.pdf>
- Networking for cooperation on Gender & Science <http://www.igualdad.ull.es/gendernetworking.html>
- Consultancy services to ULL community
- Applying for external funded projects and managing the funded ones

# STRUCTURE of UIG-ULL





# I Gender Equality Plan (GEP) ULL, 2014-17

**DIAGNOSIS -> GOALS to GENDER EQUALITY->**

**CORRECTING MEASURES in 9 AXES:**


- » 1. Equality policies
- » 2. Social impact and social responsibility policies
- » 3. Communication, image and language:
- » 4. Women and men distribution among students, academics, other personnel and university government
- » 5. Access, selection, promotion and advance
- » 6. Payment
- » 7. Mobbing, sex and gender harassment, sexist attitudes and perception of discrimination
- » 8. Working conditions
- » 9. Balance between family, professional, personal and academic life



**9 Main Goals, 45 Specific Goals**  
**136 Correcting Measures (37 in 2014)**



## 9 MAIN GOALS of GEP-ULL, 2014-17 (1)

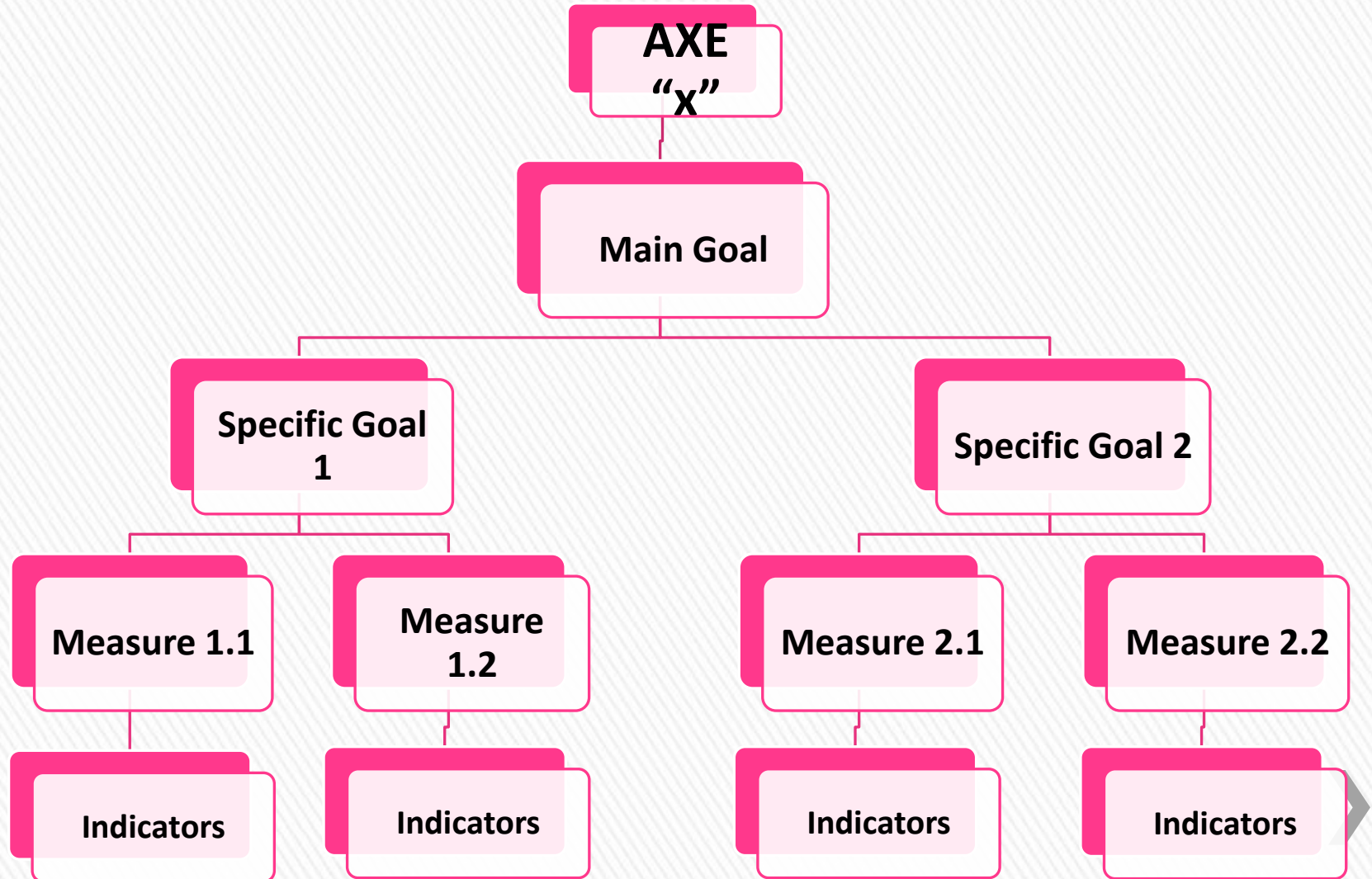
- » 1. Improving the main inner structures and resources at ULL needed as global bases for the development of gender equality policies at ULL
- » 2. Improving the ULL social impact policies in terms of gender equality as part of its own institutional social responsibility. Although all the GEP is aimed to improve it, this axis goal focuses on three main aspects: teaching activities, research contents and methods, and external cooperation to promote gender equality
- » 3. Improving the ULL compliance with current legislation about non-sexist use of language and image in institutional communication
- » 4. Advancing towards greater balance between women and men distribution as staff, students, university government and representing positions and research teams in funded projects. 



## **9 MAIN GOALS of GEP-ULL, 2014-17 (2)**

- » 5. Improving gender equality in the opportunities for access and promotion, and for the changes and withdrawals of working positions
- » 6. Advancing towards greater equality in mean payments of men and women workers.
- » 7. Improving the prevention and elimination of the different kinds of harassment, the sexist attitudes, the discriminatory treatment based on sex, gender or sexual option reasons, and any other gender-based violence.
- » 8. Improving the application of gender perspective in the assignment of work schedules, and in physical working conditions
- » 9. Advancing to greater institutional co-responsibility to improve balance between family, professional, personal and academic life.

# GEP-ULL: STRUCTURE of the IMPLEMENTATION PROGRAMME 2014





# EXAMPLES OF GEP-ULL MEASURES FOR 2014

## Presented in fact-sheet format

### Different target groups:

- Mainly, the whole academic community at ULL: students, academics (teaching and research staff) and other staff (administrative and services personnel)
- Specific groups (students, academics,...)
- Besides other institutions/entities, and the population at large. Outside ULL, main targets for the moment are: Secondary Education students, other entities interested on gender equality in Science and universities

### Different kinds of action:

- Making/improving internal norms
- Training courses, information, awareness raising campaigns,...
- Improving data registration, data analysis, diagnosis

### Different responsible units:

- Main responsible unit (Vicerrector “x”, ...) together with another units
- 

# GEP-ULL: IMPLEMENTATION PROGRAMME 2014

## STRUCTURE OF THE FACTSHEET FOR EACH MEASURE :

EJE:		
<u>OBJETIVO ESPECÍFICO</u>		
Situación de partida (2011):		
MEDIDA		
Descripción:		
LEGISLACIÓN		TEMPORALIZACIÓN
UNIDADES ORGANIZATIVAS RESPONSABLES		COLECTIVO/ENTIDAD DESTINATARIA
INDICADORES DE SEGUIMIENTO	INDICADORES DE RESULTADO	INDICADORES DE IMPACTO 2017



# Axe 1. Gender Equality Politics

**Measure 1.5.1)** Increasing the number of training and awareness actions on gender equality. Such actions must be integrated within the Training Plans for staff and the Formal University Activities Offer for students

ENTIDADES RESPONSABLES		COLECTIVO/ENTIDAD DESTINATARIA	
Vicerrectorado de Calidad Institucional e Innovación Educativa, Gerencia, Vicerrectorado de Postgrado, Nuevos Estudios y EEES, UIG, Responsables de centros y de coordinación de calidad en los centros, UDV, IUEM, Vicerrectorado de Tecnologías de la Información y Comunicaciones, Vicerrectorado de alumnado.		<ul style="list-style-type: none"> <li>- Alumnado</li> <li>- PDI</li> <li>- PAS</li> <li>- Órganos de gobierno y representación</li> <li>- Comunidad académica en general</li> </ul>	
INDICADORES DE SEGUIMIENTO	INDICADORES DE RESULTADO	INDICADORES DE IMPACTO 2017	
a. Incorporación de las actividades relativas a la igualdad de género en los programas formativos para la plantilla de la ULL, y en el Catálogo SW Actividades Formativas y de Orientación del POAT.	<p>a. Número de acciones formativas <i>específicas y transversales</i> de igualdad durante 2014 o curso 2014-15 y número de personas asistentes a cada una, con datos desagregados por sexos, por colectivo destinatario de la formación, y por tipo de eje en igualdad (principal o transversal).</p> <p>b. Porcentaje de la plantilla y alumnado que ha recibido algún tipo de formación ULL <i>específica o transversal</i> en igualdad de género (incluyendo el año/curso de referencia y acumulado de anteriores donde haya constancia), presentando los datos desagregados por sexos, por colectivos y por tipo de eje en igualdad (principal o transversal).</p>	<p>a. Incremento progresivo y significativo año a año en el porcentaje acumulado de plantilla y alumnado que ha recibido algún tipo de formación ULL <i>específica o transversal</i> en igualdad de género.</p> <p>b. Mejora significativa de la transversalidad de género en la ULL, cuando se compara la situación del 2017 con la situación de partida diagnosticada en cada uno de los 9 ámbitos evaluados para el diseño del I Plan de igualdad de Género ULL 2014-2017.</p>	



# Main Supports for Mainstreaming Gender at ULL

- » 1. Legitimacy from national legislation.
- » 2. Legitimacy from incentives on national funding calls for structural changes at universities
- » 3. Legitimacy from explicit institutional commitment at the highest university level
- » 4. Legitimacy from the GEP designed in a diverse and participatory committee, and already approved by the University Government Council
- » 5. Training, information and awareness raising actions on gender equality topics
- » 6. Gender & Science networking



## 4 MAIN LINES OF LEGAL SUPPORT FOR GENDER MAINSTREAMING in SPANISH UNIVERSITIES

- 54 Measures to Favor Equality (March 8th 2005)
- Equality Law (March 2007)
- Reform of University Law (April 2007)
- Law of Science, Technology and Innovation (December 2011)

# 54 Measures to favour equality

B.O.E. (Official State Gazette) Num. 57 of 08/Mar/2005

- **Measure 4.1:** Creation of the “Women and Science Unit”.
- **Measure 4.2:** Participation of women in research projects shall be included as an additional criterion for appraisal when allocating financial support to research projects.

- **Measure 7.5:** Ministries and public institutions' websites shall have sections specifically devoted to provide information oriented to equality .

- **Measure 7.6:** public statistics are to contain data disaggregated by sex.

**Measure 7.9:** Juries granting national awards for the various scientific and artistic disciplines shall be constituted in terms of gender-balance.

# Additional Research Measures

## Incentives for women to participate in the National Program for Research, Development and Innovation

If the PI is a women or gender quotient is better than the National Program average, this factor will add 5 points to the Evaluation Committee's assessment.

### Limits

Only if the project has been assessed over the minimum quality score.

Only for the projects qualified for funding

## University Reformed Act.

**Statement of Objectives.** This law promotes ...the setting up of systems to achieve gender-balance on representative bodies and a greater participation of women in research teams.

Public authorities must clear away obstacles preventing women from being present on the university governing bodies and reaching the highest level of the research and teaching public service in accordance with the percentage they represent among university graduates ...

moreover, this reform introduces the creation of special programs for gender equality ...



## Art. 13 Public university governing bodies and representation

The universities statutes will establish the electoral regulations to be applied, which must allow a balance in the presence of men and women in the collegiate bodies.

# Research

“There will be encouragement for research teams to develop their professional career, fostering a balanced presence of both sexes in all spheres”.

## Accreditation (art. 27 bis)

The University Council will approve the criteria on the accreditation, certification and assessment activities and will coordinate the drawing up and following of reports on the application of the principle of gender equality.



# National Accreditation

Accreditation will be carried out by committees...

The composition of the committees... must be in keeping with the principles of impartiality and professionalism of its members, attempting to achieve a balanced presence of both sexes...

## Selection Committees (art. 62)

The universities statutes will guarantee that the **committees for the selection to positions** in university teaching bodies will achieve a balanced presence of both sexes.

# Equality units

Among their organisational structures,  
universities will number Equality Units for  
the development of the duties related to  
the principle of gender equality

# EQUAL RIGHTS LAW

## Art. 22. Integration of the Principle of Equal Rights into Government Education Policy

Special attention shall be given to the principle of equal rights between women and men in curricula of all educational stages.

- b) Elimination and rejection of all sexist behaviours and contents with special regard for this issue in textbooks and educational material.
- d) Well-balanced presence of women and men in educational centres' control and governing organs.

## Art. 23. Equality in Higher Education

Higher education ... shall promote training and research on the meaning and full implications of equality between women and men:

- Inclusion, in whatever curricula it might be deemed appropriate, of teachings on equality between women and men.
- Creation of specific postgraduate courses
- Creation of studies and research specializing in the subject.

## Art. 72. Equality Units

Each Ministry shall entrust one of its executive organs with the development of all functions related to the principle of equality between women and men within the scope of those areas under its jurisdiction.

## Competences of Equality Units

- To gather statistical information and advise Ministry with regard to collection
- To undertake studies aimed at promoting equality between women and men
- Advise the Department's competent organs when drafting the report on impact on account of gender
- Promote knowledge among Department personnel through formative action proposals
- Ensure the observance of the present Act and the effective application of the principle of equality

# LAW of SCIENCE, TECHNOLOGY AND INNOVATION

## Requirements of the 13rd additional disposition:

- Sex disaggregated statistics and gender indicators
- Balanced representation of women and men in committees
- Mechanisms to reduce gender bias and barriers
- Gender Action Plans in research institutions
- Integration of gender and sex analysis in research and innovation content, at all stages of the research process
- Funding for gender and women's studies
- Gender equality units in universities (University Reformed Act)



# Some barriers found to mainstreaming gender at ULL

- » 1. Strong resistances to facilitate some relevant data collection for the monitoring of gender equality at ULL (specially those needed to analyze gender balance in decision-making committees for faculty hiring, the gender pay gap,...), and to some correcting measures (specially the negotiation of the proposed protocol against sexist and sexual harassment)
- » 2. Denying problems with gender (meritocratic beliefs)
- » 3. Strong resistances to quotas and preferential treatment measures.
- » 4. Big financial restrictions to Spanish universities and dominance of business issues over gender issues.
- » 5. The inadequate economic, politic and bureaucratic support, prevents structural transformation success.

# Some strategies used and needed to overcome barriers at ULL

» To overcome resistances, several strategies have been employed and found to be useful:

- > Making more visible the explicit implication of the university chancellor and his demand for cooperation
- > Emphasizing it is a matter of legislation demands (obligation), and bringing the case of other leading universities as role models
- > Emphasis on training, information and awareness raising actions

» Other strategies needed:

- > Law is not enough, it is also basic to have active external powerful institutions asking universities to report their annual evolution on several specific gender indicators (at national/international level and associated to incentive measures).
- > Need to make it mandatory for all university government and other managers to participate on gender training actions in order to facilitate their adequate cooperation.

# MAIN ADVANTAGES OF MAINSTREAMING GENDER IN A UNIVERSITY

- Women and men improve their working and studying conditions (prevention and treatment of all kinds of harassment, more balance between life spheres,...)
- The quality of management, teaching, research and knowledge-transfer is improved.
- We advance towards a more fair, democratic and responsible university.
- Our social environment can count on more supports to advance to real gender equality.

Thanks a lot for your attention!

## 2 MAIN LINES OF LEGAL SUPPORT FOR GENDER MAINSTREAMING in EUROPEAN UNIVERSITIES

- ERA
- Horizon 2020



## COMMUNICATION FROM THE COMMISSION TO THE EUROPEAN PARLIAMENT about the ERA, July 2012

Gender is one of the 5 key priorities:

- More effective national research systems
- Optimal transnational co-operation and competition
- An open labour market for researchers
- Gender equality and gender mainstreaming in research
- Optimal circulation, access to and transfer of scientific knowledge including via digital ERA

# European Research Area - ERA

The Commission is already committed to ensure 40% of the under-represented sex in all its expert groups, panels and committees and will apply this particularly under Horizon 2020.

# Member States are invited to:

Create a legal and policy environment and provide incentives to:

- remove legal and other barriers to the recruitment, retention and career progression of female researchers while fully complying with EU law on Gender equality
- address gender imbalances in decision making processes
- strengthen the gender dimension in research programmes



# Member States are invited to (cont.)

Engage in partnerships with funding agencies, research organisations and universities to foster cultural and institutional change on gender - charters, performance agreements, awards

Ensure that at least 40% of the under-represented sex participate in committees involved in recruitment/career progression and in establishing and evaluating research programmes

# Research stakeholder organisations are invited to:

- Implement institutional change relating to HR management, funding, decision making and research programmes through Gender equality Plans which aim to:
  - Conduct impact assessment / audits of procedures and practices to identify gender bias
  - Implement innovative strategies to correct any bias
  - Set targets and monitor progress via indicators

# The Commission will:

- Foster Gender

equality and the integration of a gender dimension in Horizon 2020 programmes and projects from inception, through implementation to evaluation, including through the use of incentives

- Propose in 2013 a Recommendation to Member States with common guidelines on institutional change to promote Gender equality in universities and research institutions.



## Article 15 - Gender equality

**Horizon 2020 shall ensure the effective promotion of gender equality and the gender dimension in research and innovation content. Attention shall be paid to promoting gender balance in bodies such as selection boards, advisory groups and expert groups.**

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"Horizon 2020 should consider the gender dimension in research and innovation content at all stages of the process, from priority setting, to definition of calls and proposals, to evaluation and monitoring of programs and projects, to negotiations and agreements."

"In order to promote gender equality, specific measures shall be implemented to assist those who take a career break to return to work."



## Article 13 - **Cross-cutting issues**

Linkages and interfaces shall be implemented across and within the priorities of Horizon 2020. Particular attention shall be paid in this respect to... responsible research and innovation including **gender**...

Promoting gender equality in science and innovation is a commitment of the EU. In Horizon 2020, gender will be addressed as a cross-cutting issue in order to rectify imbalances between women and men, and to integrate a gender dimension in research and innovation programming and content.



**Article 25 – Monitoring:** 1. The Commission shall annually monitor the implementation of Horizon 2020, its specific programme and the activities of the EIT. This shall include information on cross-cutting topics such as social and economic sciences and humanities, ...**gender equality**...

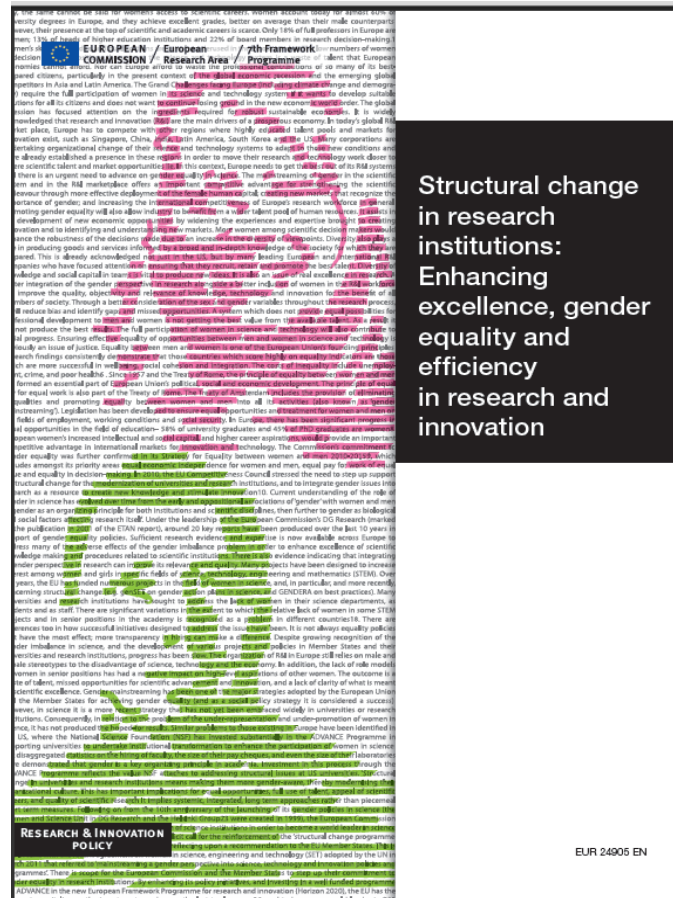
**Article 26 - Evaluation and review:** That evaluation shall also take into consideration aspects relating to access to funding opportunities for ...**promoting gender balance**.



- **European Research Council (ERC):** The ERC shall aim to foster healthy competition across Europe **and will seek to tackle all forms of possible gender bias properly in evaluation procedures.**
- ....the ERC's world-class peer-review system which is based on fully transparent, fair and impartial treatment of proposals so that it can identify ground-breaking scientific excellence, breakthrough ideas and talent **regardless of a researcher's gender, nationality or age.**
- **3. Marie Skłodowska-Curie Actions:** Broad lines of the activities: The goals are to monitor progress, identify gaps in the Marie Skłodowska-Curie Actions and to increase their impact. In this context, indicators shall be developed and data related to researchers' mobility, skills, **careers and gender equality analysed...**

# European Commission Develop of the Recommendations of the Expert Report Structural Change, CE 2011

Ines Sanchez de Madariaga (*Chair*), Tiia Raudma (*Rapporteur*), Thomas Eichenberger, Alice Hogan, Elizabeth Pollitzer, Teresa Rees, Martina Schraudner, Sophie Sergent



EUR 24905 EN



## Problems identified

1. Opaqueness in decision-making processes
2. Institutional practices inhibiting career opportunities
3. Employment policies and practices -barriers
4. Unconscious bias in assessing excellence
5. Wasted opportunities and cognitive errors in knowledge, technology and innovation

# Prerequisites for Structural Change (SCh)

1. Knowing the institution
2. Securing top-level support
3. Generating effective management practices

## Recommendations for SCh

1. Making decision-making transparent
2. Removing unconscious bias from institutional practices
3. Promoting excellence through diversity
4. Improving research by integrating a gender perspective
5. Modernising human resources management and the working environment

# GENDER-NET,

MINECO líder WP3

