

27 FEBRUARY 2020

3RD EQUALITY PLAN



UNIVERSITAT
ROVIRA i VIRGILI



Axes and objectives of sustainable development (OSD)

1. The URV: an institution committed to gender equality

OSD 4. Quality education
OSD 5. Gender equality
OSD 10. Reducing inequality
OSD 16. Peace, justice and strong institutions
OSD 17. Partnerships for the goals

2. Diagnosis of sexism and raising awareness in favour of equality

OSD 4. Quality education
OSD 5. Gender equality
OSD 10. Reducing inequality
OSD 17. Partnerships for the goals

3. Equality in selection, promotion and organisation of work

OSD 5. Gender equality
OSD 10. Reducing inequality
OSD 16. Peace, justice and strong institutions

4. Furthering the gender perspective in teaching

OSD 4. Quality education
OSD 5. Gender equality
OSD 17. Partnerships for the goals

5. Women, science and gender perspective at the URV

OSD 4. Quality education
OSD 5. Gender equality
OSD 10. Reducing inequality
OSD 16. Peace, justice and strong institutions
OSD 17. Partnerships for the goals

TABLE OF ACRONYMS

AQU: Agency for the Quality of the University System in Catalonia

BRAC: URV's Resource Bank for Competency-based Learning

BRICO: URV's Resource and Instrument Bank for Assessing Competency-based Learning

CACDI: Committee for Assessing Teaching and Research Staff

CRAI: Learning and Research Centre

ICE: Institute of Education Sciences

OFES: Students' Office

OSD: Office of the Dean

PAS: Administration and Service Staff

PDI: Teaching and Research Staff

RLT: Job list

SRE: Education Resources Service

TFG: Bachelor's degree thesis

TFM: Master's degree thesis

TSQD: Specialist in teaching quality

GLOSSARY

Positive action or measure of positive discrimination: Strategy designed to implement equality of opportunities for women by taking specific, short-term actions aimed at a particular group to combat discrimination resulting from certain social practices or systems

Example: Take steps to encourage women to participate in managing businesses by preventing family duties from being an obstacle.

Empowerment: Process by which a person or a social group develops and reinforces personal capacity to take active part in taking decisions about their own life and the community in economic, political and social terms.

Gender harassment: Aggressive behaviour against a person simply because they are a particular sex, which aims to demean that person and create an atmosphere that is intimidating, degrading, humiliating and offensive.

Sexual harassment: A series of verbal, non-verbal and/or physical behaviours of a sexual nature that are unwelcome by the recipient, or a single incident that is so offensive or criminal that it can be regarded in itself as sexual harassment.

It is a sort of abuse that perceives or feels mental or physical power over the person harassed and which can occur in all areas of relationships between people (workplace, classroom, home, etc.), without there necessarily being a hierarchical superiority.

Anti-discrimination clause: Clause that is included in some documents, such as a collective agreement, to avoid discrimination and promote the equality of opportunities of women.

Work-life balance: People can combine their personal life with their family, work and social lives and be active in all these different areas.

Example: Flexibility of the working day. For example, workers can combine working from home (teleworking) and working in the office so that they can manage their time in accordance with their individual needs.

Shared responsibility in reproductive work: Men and women share the duties and responsibilities of family life in terms of housework and taking care of dependents.

Sex-disaggregated data: Statistical data and information broken down by sex, which enables comparisons to be made between men and women to detect gender differences and possible discrimination.

Example: The percentage of unemployed women and unemployed men.

Parity democracy: System that defends that women should take part in politics in the same conditions as men. Quotas and the modification of electoral regulations are examples of strategies to achieve parity democracy.

Discrimination: The unequal and arbitrary treatment of one person or group by another for reasons of sex, ethnic group, ideology, age, sexual option, etc.

Gender discrimination: For reasons of gender a person is denied his/her human rights

or fundamental freedoms.

Gender stereotype: A series of generally simplistic clichés, conceptions, opinions or images that treat groups of people all the same and assign particular features, abilities and behaviours to men and women.

Example: Men are said to be brave, decisive, defiant, dynamic, rational, sincere, etc. On the other hand, women are said to be, submissive, sensitive, passive, tender, patient, kind, etc.

Training in equality: Training on gender issues for professionals to promote equality between men and women. In particular, the training involves the concepts, knowledge, techniques, aptitudes and competencies required to incorporate the perspective of gender and promote equality.

Gender: Social and cultural construction based on the biological differences between the sexes that assigns different emotional, intellectual and behavioural features to men and women, which vary depending on the society and the historical period.

Example: Traditionally women have been assigned the function of taking care of children even though there is no biological reason to explain why this task has to be carried out by women.

Equality of opportunities between men and women: Men and women are regarded as equal in terms of employment, society, culture, economy and politics, and they are not limited by sexist attitudes or stereotypes.

Equality before the law or formal equality: Men and women are regarded as equal by legislation.

Example: In Spain this principle of equality is established in the Constitution of 1978. Article 14 states: "Spaniards are equal before the law and may not in any way be discriminated against on account of birth, race, sex, religion, opinion or any other personal or social condition or circumstance."

Gender equality: Men and women are equal in terms of possibilities of personal development and the ability to take decisions so the different behaviours, aspirations and needs of men and women are equally taken into consideration and evaluated.

Gender indicator: A measure, number, fact, opinion or perception that shows the specific situation of men and women, as well as the changes that occur in the two groups over time. The gender indicator is the representation of a particular phenomenon that totally or partially shows a reality and whose function is to give visibility to social changes in terms of gender relations over time.

For example: Rate of involuntary part-time employment per sex (number of women and men who are in paid, part-time employment because they are obliged to spend time on other work).

Parity: Balance of men and women in the various areas of society without there being any privilege or discrimination. This balance is based on the premise that neither of the two sexes is represented by more than 60% or less than 40%.

Gender perspective: The consideration of the socio-cultural differences between men and women in an activity or area for the analysis, planning, design and implementation

of policies from the point of view of how certain actions, situations and needs impact on women. The gender perspective displays men and women in their biological, psychological, historical, social and cultural dimension and seeks to take action to solve inequalities.

Equal opportunity plan between men and women: Series of strategies designed to achieve real equality between men and women, by removing stereotypes, attitudes and obstacles in all areas.

Policy of equal opportunities between men and women: Series of measures that incorporate the gender perspective in the planning, development and assessment of decisions to combat a situation of inequality and discrimination between men and women.

Policy of work-life balance: Actions that hope to increase the quality of the personal and working life of employees and lead to greater compatibility between the two.

Example: Law 8/2006, of 5 July, on measures for finding a balance between personal, family and working life for the staff of the public administrations of Catalonia.

Equal opportunities in selection processes: Procedures by which a company chooses the person to occupy a particular job who is most appropriate for its needs without applying any sort of discrimination for reasons of sex.

Gender role: Behaviour that a particular society expects of a person because of their sex. Generally people accept gender roles and construct their psychology, affectivity and self-esteem on the basis of these roles.

Example: One of the roles traditionally assigned to men is to be responsible for manufacturing activities and political activities. One of the roles traditionally assigned to women is to take care of children, take care of dependents and be responsible for affective relations.

Sexism: Attitude based on a series of beliefs that legitimate the hegemony of men over women.

Sexism in language: Attribution of characteristics not inherent in language, its structure or its operation for reasons of cultural transmission.

Gender mainstreaming: Long-term strategy that incorporates the gender perspective and equality of opportunities into all government policies and actions. Gender mainstreaming involves incorporating the gender perspective into all policies and actions, which take into account the needs and interests of both women and men.

Gender violence: Acts of violence against females that may result in physical, sexual or psychological harm or suffering for women as well as the threat of such action, coercion or the arbitrary deprivation of liberty in both public and private life. Gender violence is a manifestation of the historically unequal power relations between men and women.

These terms have been taken from the following publications



del pla d'igualtat d'oportunitats entre dones i homes de l'administració pública de la Generalitat de Catalunya. Barcelona: Departament de Governació i Administracions Públiques, Secretaria de Funció Pública i Modernització de l'Administració de la Generalitat de Catalunya.

DIRECCIÓ GENERAL D'OPORTUNITATS EN EL TREBALL (coord.) (2008). *Recull de termes.* Barcelona: Generalitat de Catalunya, Departament de Treball.



Axis 1: The URV: an institution committed to gender equality

Measure 1.1 Define and constitute the Equality Unit, which will incorporate the Gender Equality Observatory, and set up the Equality Commission, with the human and material resources it requires to carry out its functions.	
Actions	<ol style="list-style-type: none"> 1. Define and approve the composition, functions and operation of the Equality Unit. 2. Set up the Equality Unit. 3. Activate and define the profile of the people responsible for equality in faculties and schools. 4. Define and set up the Equality Commission. 5. Draw up and implement a regulation on the working relations between the Unit, the Commission and the Equality Observatory so that the Plan can be carried into effect and monitored. 6. Provide the Equality Unit with appropriate finance.
Schedule	2020
Supervised by	Rector's Bureau
Agents involved	General Secretariat, Equality Unit, Office of the General Manager
Assessment indicators	<ul style="list-style-type: none"> — Constitution of the Equality Unit — Activation, definition and percentage of people responsible for equality appointed at each faculty/school — Activation and definition of the Equality Commission — Number of actions carried out — Annual increment in the Unit's budget

Measure 1.2 Incorporate the gender perspective into the URV's regulations.	
Actions	<ol style="list-style-type: none"> 1. Revise the URV's regulations to include the gender perspective. 2. Include the gender perspective in the URV's regulations.
Schedule	Permanent
Supervised by	General Secretariat
Agents involved	Equality Unit
Assessment indicators	<ul style="list-style-type: none"> — Report on the URV's regulations — Include the gender perspective in the URV's regulations



Measure 1.3 Guarantee the balanced participation and presence of men and women in the governance, management and representation of the URV.	
Actions	<ol style="list-style-type: none">1. Draw up protocols to ensure the balanced participation of men and women in the various bodies.2. Identify the obstacles to the participation of women in positions of responsibility, management and representation.3. Design a specific programme for increasing the representation of women in the University and a leadership programme.
Schedule	Permanent
Supervised by	Governing Council, General Secretariat
Agents involved	Governing Council, faculties/schools, Office of the General Manager
Assessment indicators	<ul style="list-style-type: none">— Percentage of women with responsibilities of governance, management and representation— Number of actions carried out— Percentage of governance, management and representation bodies with a balance between male and female representatives

Measure 1.4 Submit an annual report to the University Senate on compliance with the Equality Plan.	
Actions	<ol style="list-style-type: none">1. Compile the statistics on the measures of the 3rd Plan.2. Make an annual assessment of the implementation of the measures of the 3rd Equality Plan.3. Draw up the annual report on the state of the implementation.4. Submit the report's results to the University Senate.
Schedule	Annual
Supervised by	Equality Unit
Agents involved	Equality Unit, Rector's Bureau, faculties/schools
Assessment indicators	<ul style="list-style-type: none">— Number of reports submitted to the Senate



Measure 1.5 Ensure continuing commitment, submit a report on the Equality Plan to the Governing Council at the half-way stage assessing implementation in the strategic planning of the URV, faculties/schools and departments.

Actions	<ol style="list-style-type: none"> 1. Compile the statistics on the measures of the 3rd Plan. 2. Assess the implementation of the measures of the 3rd Equality Plan. 3. Draw up the report on the state of the implementation. 4. Submit the report's results to the Governing Council.
Schedule	Twice a year
Supervised by	Equality Unit, Programming and Quality Unit
Agents involved	Rector's Bureau, faculties/schools, equality supervisors
Assessment indicators	<ul style="list-style-type: none"> — Number of reports submitted to the Governing Council — Number of measures partly or totally completed

Measure 1.6 Increase the number of women invited as experts, guests and lecturers to institutional ceremonies at the URV, faculties, schools and departments.

Actions	<ol style="list-style-type: none"> 1. Encourage female experts to take part in different disciplinary areas (for example, the campaign "Where are the women?") 2. Encourage female academics, as experts, and female URV representatives to have a media presence. 3. Continue with the policy of proposing female candidates for the award of honorary degrees and inviting leading female figures to important institutional ceremonies such as inaugural lectures of the academic year, symposia and congresses.
Schedule	Permanent
Supervised by	Executive Council, faculties and schools, departments
Agents involved	Governing Council, faculties and schools, departments, Equality Unit, Communications Bureau
Assessment indicators	<ul style="list-style-type: none"> — Percentage of actions with invited female experts — Percentage of women invited



Measure 1.7 Provide students with information about the Equality Plan, the Equality Unit and the Harassment Protocol.	
Actions	<ol style="list-style-type: none">1. Prepare an information leaflet to be given to students along with all the material.2. Present the Equality Unit and the Harassment Protocol as part of the induction sessions3. Draw up a plan to inform the academic authorities and the university community about the action taken and envisaged by the Equality Plan.4. Add information to the online Tutorial Action Plan (PAT) and ensure that students are informed of who their tutors are.5. Implement a mentoring programme for students (<i>peer to peer</i>).6. Add a specific item on the equality initiatives at the URV to the topics discussed in tutorials and the report on the PAT.7. Incorporate the gender perspective into the careers guidance given to URV students and alumni.
Schedule	Annual
Supervised by	Equality Unit, Students' Office (OFES)
Agents involved	Faculties and schools, Rector's Bureau, Programming and Quality Unit
Assessment indicators	<ul style="list-style-type: none">— Percentage of induction sessions at which the Protocol is presented— Draw up the plan to communicate the action taken.— Provide online information about the Plan and the protocols.— Include gender in the Students' Report.— Provide specific material on the gender perspective in student guidance services.



Measure 1.8 Encourage all services, units, faculties, schools and departments to use inclusive language with gender perspective.	
Actions	<ol style="list-style-type: none"> 1. Organise training in the use of inclusive language. 2. Disseminate the URV's Language Policy Plan 2018-22 on the use on androcentric and non-sexist language (measure 4.2.1. of the Plan). 3. Encourage the use of the Xarxa Vives guide <i>Multilingual Criteria for Writing Non-sexist Texts</i>. 4. Change the names of posts in computer applications (human resources, etc.) and job lists so that they are gender neutral.
Schedule	Permanent
Supervised by	Equality Unit
Agents involved	Communications Bureau, Language Service, faculties and schools
Assessment indicators	<ul style="list-style-type: none"> — Number of training sessions provided on the use of inclusive language for PAS and PDI — Number of people attending the training sessions and the percentages of each sex. — Number of revisions of institutional texts.

Measure 1.9 Encourage all services, units, faculties, schools and departments to use a corporate image with gender perspective.	
Actions	<ol style="list-style-type: none"> 1. Work with the Communications Unit on developing an appropriate corporate image from the gender perspective. 2. Present the gender perspective corporate image to the university community. 3. Use the gender perspective corporate image on official documents and signs. 4. Communicate the new image. 5. Ensure that the University's advertising incorporates the gender perspective.
Schedule	Permanent
Supervised by	Equality Unit
Agents involved	Communications Unit, Language Service, faculties and schools
Assessment indicators	<ul style="list-style-type: none"> — Number of initiatives taken to communicate the gender perspective corporate image



Measure 1.10 Use service providers' stance on the equality of opportunities between men and women as a means to award contracts with the URV and establish a methodology that can check compliance.	
Actions	<ol style="list-style-type: none">1. Insofar as it is possible, include equality issues in tender specifications to encourage tenderers to incorporate the gender perspective into their companies and their bids.2. Value those companies that have equality plans, the seal of business excellence on issues of equality or long-term and effective measures for achieving equal opportunities.3. Establish mechanisms for assessing and monitoring effective compliance with the equality measures companies include in their offers.
Schedule	Permanent
Supervised by	Office of the General Manager
Agents involved	<ul style="list-style-type: none">— Number of companies with an equality plan in force or with equality clauses in their collective agreements— Percentage of these companies of all companies with a contract with the URV.

Axis 2: Diagnosis of sexism and raising awareness in favour of equality



Measure 2.1 Draw up statistics for students, teaching and research staff (PDI) and administration and service staff (PAS) disaggregated by sex.	
Actions	<ol style="list-style-type: none">1. Identify reports that do not include sex-disaggregated information.2. Communicate the figures using infographics and snippets of information (linked to the website mentioned in measure 2.3 and which are sent to URV email accounts).3. Incorporate intersectional analysis into the statistical analysis.4. Establish interaction between units and entities to collect data and prepare statistics.
Schedule	Permanent
Supervised by	Equality Unit, General Secretariat and the Rector's Bureau
Agents involved	Communications Bureau
Assessment indicators	<ul style="list-style-type: none">— The reports that do not include sex-disaggregated information— The statistics provided in the annual report sent to the Governing Council— The number of individual actions taken to communicate the disaggregated figures

Measure 2.2 Organise internal and external campaigns to communicate the diagnosis of inequalities at the URV.	
Actions	<ol style="list-style-type: none">1. Inform the whole university community (PDI, PAS and students) about the diagnosis of inequalities at the URV



	<p>through the institutional email, the URV's digital newspaper and the social networks.</p> <ol style="list-style-type: none"> 2. Organise joint campaigns with other public administrations. 3. Create an exhibition area in faculties and schools for issues related to the courses they provide and gender (and which involve students). 4. Organise specific campaigns with information (e.g., a scissors graph) that can be put into the students' university folder, for instance, in the form of a book mark. 5. Take action in secondary education, upper secondary education and vocational courses to defeminise and demasculinise degree courses.
Schedule	Permanent
Supervised by	Equality Commission, equality supervisors, Communications and Marketing Bureau
Agents involved	OFES
Assessment indicators	<ul style="list-style-type: none"> — Number of faculties and schools that create or already have an exhibition space specifically for gender issues — Number of internal and external individual actions taken to inform of gender issues every year — Number of campaigns — Number of individual actions taken in secondary education, upper secondary education and vocational courses

Measure 2.3 Inform the academic authorities, the university community and the educational community in general of the individual action taken and envisaged by the Equality Plan.	
Actions	<ol style="list-style-type: none"> 1. Create and maintain a high-visibility (that's to say, priority) section to inform of all action taken on the URV's home page (permanent).



	2. Inform the whole university community (PDI, PAS and students) of the action taken and envisaged in the Plan through the institutional email, the URV's digital newspaper and the social networks.
Schedule	Permanent
Supervised by	Equality Commission, Communications and Marketing Bureau
Agents involved	Social Engagement Office
Assessment indicators	— Number of individual actions carried out at the URV — Number of individual actions carried out in the URV's sphere of influence: antennas, territorial agents, etc. — Number of individual actions carried out outside the URV's sphere of influence: other universities, congresses, presentations, etc.

Measure 2.4 Create a gender-equality and feminist culture at the URV.

Actions	1. Award the M. Antònia Ferrer prize to the department, faculty, school, person or entity within the URV's sphere of influence that has gained distinction for the defence of women's rights.
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	<ol style="list-style-type: none"> 2. Take initiatives such as #He4She in the faculties and organise other campaigns to raise awareness about inequality (e.g. the salaries campaign). 3. Name URV lecture halls and rooms after leading women in science and culture. 4. Set up prizes for bachelor's degree theses with a gender perspective (which complement the prizes that already exist for master's degree theses, doctorates and research projects by secondary-school pupils). 5. Organise a campaign to identify the URV as a feminist university.
Schedule	Permanent
Supervised by	Equality Unit, equality supervisors
Agents involved	Communications and Marketing Bureau, Postgraduate and Doctoral School, TFM/TFG and doctoral coordinators
Assessment indicators	<ul style="list-style-type: none"> — Annual events — Media representation at the events — Number of people attending the events — Number of students taking part in mentoring — Number of individual actions taken by faculties — Number of changes in the names of lecture halls and rooms — Creation of prizes for TFGs with a gender perspective — Number of theses nominated for a prize

Measure 2.5 Organise information events and symposia to raise awareness of equality policies, the eradication of male violence and overcoming LGBT-phobia.

Actions	Organise institutional events on the occasion of the annual commemorations on 8 March, 25 November and 11 February, and
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	other dates, and encourage the participation of the different URV collectives (students, PDI and PAS).
Schedule	Annual
Supervised by	Equality Unit, faculties and schools, Communications and Marketing Bureau
Agents involved	Faculties, schools and departments
Assessment indicators	— Annual events — Number of events organised — Number of people attending the events (distinguishing between PDI, PAS and students and whether they are men or women)

Axis 3: Equality in selection, promotion and organisation of work



Measure 3.1 Guarantee that public competitions called by the University incorporate the gender perspective.

Actions	<ol style="list-style-type: none">1. Draw up a guide with all the tools necessary for complying with this measure.2. Guarantee parity among the members of selection committees.3. Include issues of equality on the list of topics in selection processes in accordance with the nature of the job.4. Ensure that the regulations governing public competition for employment do not penalise periods of inactivity attributable to taking care of dependent persons.
Schedule	Permanent
Supervised by	Vice-rector for Academic Programming, Teaching and PDI, Office of the General Manager
Agents involved	Equality Unit, Human Resources Service
Assessment indicators	<ul style="list-style-type: none">— Creation of the guide— Percentage of committees that comply with the condition of parity— Number of women on selection committees— Number of announcements and calls revised every year— Percentage that do not comply with the established criteria

Measure 3.2 Ensure that selection, promotion and career procedures there is no direct or indirect gender discrimination.



Actions	<ol style="list-style-type: none">1. When candidates are on an equal footing, in compliance with current legislation encourage the selection of candidates who belong to the under-represented sex.2. Identify the obstacles to the academic career of women at the URV and propose corrective measures.3. Report the obstacles to the promotion and the professional career of women and propose corrective measures to the Committee for Assessing Teaching and Research Staff (CACDI) and AQU.
Schedule	Permanent
Supervised by	Vice-rector for Academic Programming, Teaching and PDI, Office of the General Manager
Agents involved	Human Resources Service, workers' committees, public servants' boards
Assessment indicators	<ul style="list-style-type: none">— Percentage of women among the candidates— Percentage of women among the winning candidates— Consolidation or improvement of the relative situation in terms of gender equality in the Times Higher Education ranking— Number of corrective measures proposed

Measure 3.3 Tackle the gender biases detected in the studies carried out as part of previous plans or in the scientific bibliography.



Actions	<ol style="list-style-type: none">1. Diagnose gender biases in work issues at the URV.2. Establish prevention and correction mechanisms.3. Identify and correct occupational and psychosocial risks in terms of gender in the university community.4. Adopt measures to correct differences in remuneration.5. Implement mechanisms to correct differences in work-life balance.6. Organise a campaign about the existing measures to improve the work-life balance.
Schedule	Permanent
Supervised by	Vice-rector for Academic Programming, Teaching and PDI, Office of the General Manager
Agents involved	Equality Unit, Occupational Risk Prevention Office, Human Resources Service
Assessment indicators	<ul style="list-style-type: none">— Number of prevention and correction mechanisms used— Percentage of men and women who use work-life balance measures

Measure 3.4 Provide PAS and PDI with resources and training in the gender perspective.



Actions	<ol style="list-style-type: none">1. Encourage mentoring programmes between experienced and new members of PAS and PDI.2. Provide people holding positions of representation and managerial responsibility with training in the gender perspective.3. Provide women who hold, or who may in the future hold, positions of governance, management and representation.4. Provide training for the early detection of situations of discrimination and gender violence.5. Provide the personnel selection committees training in gender equality.
Schedule	Permanent
Supervised by	ICE, Human Resources Service
Agents involved	Office of the General Manager, vice-rector for Academic Programming, Teaching and PDI
Assessment indicators	<ul style="list-style-type: none">— Comments of the satisfaction surveys for the ICE courses— Number of participants (PAS, PDI)— Number of courses on offer— Number of women who are trained

Measure 3.5 Ensure that work is organised on the basis of equality and promote a change in organisational culture in terms of gender perspective.



Actions	<ol style="list-style-type: none">1. Determine the impact work-life balance measures have on professional careers.2. Dedicate an area of the campus to breastfeeding and taking care of dependent persons.3. Facilitate the needs of people who are responsible for dependent persons in terms of timetables.4. Establish criteria for facilitating work-life balance in work sessions and meetings5. Design academic and teaching management activities in such a way that they allow work-life balance.6. Draw up a report on the result of applying work-life balance measure within the university community (PDI and PAS).7. Draw up an in-depth study on the working hours agreement from a gender perspective and disaggregated by sex.
Schedule	Permanent
Supervised by	Vice-rector for Academic Programming, Teaching and PDI, Office of the General Manager
Agents involved	Human Resources Service, Office of the General Manager, Equality Unit
Assessment indicators	<ul style="list-style-type: none">— Number of campaigns organised— Number of work-life balance measures proposed— Report on results— Satisfaction surveys

Axis 4: Furthering the gender perspective in teaching



Measure 4.1 Guarantee content on gender equality on bachelor's and master's degree courses.	
Actions	<ol style="list-style-type: none">1. Organise specific subjects on gender equality.2. Organise specific topics on gender equality within subjects.3. Offer optional subjects for all bachelor's degrees at the same faculty/school.4. Offer subjects common to all degree courses.5. Maintain and promote current master's degree programmes with gender perspective.
Schedule	Permanent
Supervised by	Vice-rector for Academic Programming, Teaching and PDI, vice-rector for Students and Employability, faculties and schools
Agents involved	Departments, equality supervisors and Equality Unit
Assessment indicators	<ul style="list-style-type: none">— Number and percentage of subjects with equality content— Number of subjects that work on learning outcome R1 in relation to competency CT7— Number of enrolments in equality subjects— Percentage of new subjects created

Measure 4.2 Encourage the gender perspective to be incorporated into teaching practice.

Actions	<ol style="list-style-type: none"> 1. Use inclusive language. 2. Encourage the use of the Xarxa Vives guides on incorporating the gender perspective into teaching. 3. Revise the course guides to incorporate the gender perspective (there should be no gender bias). 4. Encourage the preparation of teaching materials that incorporate the gender perspective. 5. Recognition and/or distinction of lecturers who include the gender perspective in their teaching. 6. Design and implement training courses (for PDI and PAS) about the introduction of the gender and feminist perspective into teaching.
Schedule	Permanent
Supervised by	Equality supervisors, CRAI
Agents involved	Vice-rector for Academic Programming, Teaching and PDI, teaching quality specialists
Assessment indicators	<ul style="list-style-type: none"> — Percentage of subjects that incorporate the gender perspective into the teaching material — Number of subjects that work on learning outcome R1 in relation to competency CT7 — Content on equality — In the bibliography, number of publications written by women — Use of gendered grading systems — Testing and revision of the tool to avoid gender bias

Measure 4.3 Have resources available to achieve the learning outcome R1 (Understand the main inequalities and discriminations brought about by reasons of gender and understand the causes) of competence CT7 (Apply ethical principles and social responsibility as a citizen and a professional) for bachelor's and master's degree students, and PDI.

Actions	Identify and disseminate resources so that bachelor's and master's degree students can achieve learning outcome R1 of competence CT7.
Schedule	Permanent



Supervised by	Vice-rector for Students and Employability and Equality Unit
Agents involved	SRE
Assessment indicators	<ul style="list-style-type: none"> — List of resources founds — Number of actions of dissemination — Moodle reports with consultations and downloads — Coordination with the BRAC and BRICO project — Assessment of the use of the resources

Measure 4.4 Promote the offer of courses and lectures that include the gender perspective in all fields of knowledge (non-state-regulated education).	
Actions	Promote the offer of courses and lectures that include the gender perspective in all fields of knowledge.
Schedule	Permanent
Supervised by	Social Engagement Office, OFES, ICE
Agents involved	Social Engagement Office, OFES, ICE
Assessment indicators	<ul style="list-style-type: none"> — Number of talks or courses on gender perspective given as Classes for the Elderly — Number of talks or courses on gender perspective on the Nexes programme — Number of talks given for the extended campus — Number of seminars or courses given on the training programme for secondary-school teachers

Measure 4.5 Design and implement gender studies at the URV	
Actions	<ol style="list-style-type: none"> 1. Design and implement gender studies at the URV. 2. Maintain and promote gender teaching and research on URV master's and doctoral programmes and on programmes in which the URV takes part.
Schedule	2020-2023
Supervised by	Vice-rector for Academic Programming, Teaching and PDI, Postgraduate and Doctoral School and Equality Unit

Agents involved	Faculties and schools, departments, Doctoral School, Programming and Quality Unit
Assessment indicators	<ul style="list-style-type: none">— Number of minors on the issue— Number of faculties and schools involved— Number of master's degrees on the issue— Number of doctoral theses on the issue

Axis 5: Women, science and gender perspective at the URV

Measure 5.1 Give visibility to and disseminate the results of research with a gender perspective that has recognised impact.

Actions	<ol style="list-style-type: none"> 1. Organise an annual symposium on the state of the art in gender research in different knowledge areas with the participation of faculties/schools, departments and doctoral programmes. 2. Disseminate the impact and the results of research with a gender perspective on the Equality Unit's website and the social networks. 3. Continue with the collection Quaderns de la Igualtat to disseminate research. 4. Encourage doctoral programmes to give visibility to research with a gender perspective.
Schedule	Permanent
Supervised by	Doctoral School, Equality Unit
Agents involved	Communications Bureau, research groups, doctoral students
Assessment indicators	<ul style="list-style-type: none"> — Organisation of the annual symposium — Number of campaigns organised — Publication of new issues in the collection Quaderns de la Igualtat

Measure 5.2 Promote the incorporation of the gender perspective into research projects.

Actions	<ol style="list-style-type: none"> 1. Promote the incorporation of the gender perspective into research projects. 2. Write a list of items that must be sent to the Research Service before the project is delivered. 3. Regularly provide URV doctoral students, PDI and PAS with training on incorporating the gender perspective into research
Schedule	Permanent
Supervised by	Research Service, Equality Unit
Agents involved	Research groups, departments
Assessment indicators	<ul style="list-style-type: none"> — Number of applications — Number of specific training sessions for doctoral students — Number of specific training sessions for PDI — Number of specific training sessions for PAS

Measure 5.3 Within the URV, give the gender perspective a weight in assessing the value of research projects.

Actions	<ol style="list-style-type: none"> 1. Establish mechanisms for assessing the gender perspective in research projects. 2. Define the items that must be taken into account to incorporate
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	the gender perspective into research projects.
Schedule	Permanent
Supervised by	Research Service, Equality Unit
Agents involved	Research groups, faculties/schools, departments
Assessment indicators	— Number of projects that incorporate the gender perspective — Attribution of weight/value to the gender perspective

Measure 5.4 Seek a balance between men and women in the research structures of the URV's research assessment programme.

Actions	<ol style="list-style-type: none"> 1. Establish mechanisms to assess balance in research groups. 2. Define the items that need to be considered to assess balance in research groups. 3. Encourage women to become leaders or joint leaders of research groups.
Schedule	Permanent
Supervised by	Vice-rector for Research, Equality Unit
Agents involved	Research structures, Research Service
Assessment indicators	Definition of items that need to be considered to assess balance.

Measure 5.5 Encourage the increasing presence of women in research and innovation projects.

Actions	<ol style="list-style-type: none"> 1. Give the presence of women in research teams a positive rating. 2. Give the presence of women as PI or joint PI a positive rating.
Schedule	Permanent
Supervised by	Vice-rector for Research
Agents involved	Research Service, research groups

Assessment indicators	<ul style="list-style-type: none"> — Increase in the number of women in research project teams — Increase in the number of women as PI or joint PI of projects
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Measure 5.6 Guarantee parity in the number of women at research dissemination events.

Actions	Increase the number of women among the experts, guests, speakers and lecturers at symposia, congresses, etc.
Schedule	Permanent
Supervised by	Vice-rector for Research, Communications Bureau, research groups, faculties/schools, departments
Agents involved	Research groups, faculties/schools, departments, equality supervisors
Assessment indicators	Number of events that have tended to parity in the number of experts, guests and lecturers at symposia, congresses and other events organised at the URV.

Measure 5.7 Maintain and promote gender research in the URV's doctoral programmes and the programmes in which the URV takes part.

Actions	Maintain and promote gender research in the URV's doctoral programmes and the programmes in which the URV takes part.
Schedule	Permanent
Supervised by	Doctoral School, faculties/schools, departments and Equality Unit
Agents involved	Faculties, schools and departments, heads of degree programmes
Assessment indicators	<ul style="list-style-type: none"> — Number of master's degree credits on issues of gender — Number of master's degree theses on issues of gender

Measure 5.8 Encourage research with a gender perspective and promote the gender perspective in TFG, TFM and doctoral theses.

Actions	<ol style="list-style-type: none"> 1. Encourage TFGs and TFMs on issues of inequalities between men and women. 2. Use gender perspective as a criterion for guiding, assessing and evaluating TFGs and TFMs, with particular focus on inclusive language. 3. Continue awarding the M. Helena Masseras prize for
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	<p>bachelor's degree theses, master's degree theses and doctoral theses.</p> <p>4. 4. Provide specific Martí Franquès funding for doctoral theses on women or the gender perspective.</p>
Schedule	Permanent
Supervised by	Equality Unit, vice-rector of research, departments, faculties/schools, heads of degree programmes
Agents involved	Departments, faculties/schools, PDI, heads of degree programmes, Doctoral School, doctoral programmes, students
Assessment indicators	<ul style="list-style-type: none"> — Number of theses with a gender perspective — Number of TFGs and TFMs with a gender perspective — Number of proposals, candidates — Disaggregated number of applicants — Number of grants offered — Publication of a guide on how to incorporate a gender perspective

Measure 5.9 Give visibility to women's contributions to scientific knowledge.

Actions	<ol style="list-style-type: none"> 1. Disseminate the contributions of women scientists among the members of the university community. 2. Disseminate the contributions of women scientists among the general public (media, social networks, etc.).
Schedule	Permanent
Supervised by	Equality Unit, URV's Science Communication Unit
Agents involved	Faculties/schools, departments, research groups
Assessment indicators	<ul style="list-style-type: none"> — Number of campaigns on women's contributions to scientific knowledge — Number of news items in the media featuring women from the URV

Measure 5.10 Set up a funding programme so that URV members can return to research after dropping out to have children or to take care of dependent persons.

Actions	<ol style="list-style-type: none"> 1. Set up a funding programme so that URV members can return to research. 2. Implement the research intensification programme in the processes of returning to work after maternity leave.
Schedule	Permanent
Supervised by	Vice-rector for Research, departments, faculties/schools, vice-rector



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Agents involved	Faculties/schools, departments
Assessment indicators	— Implementation of a grant system — Number (and percentage) of women who join the research intensification programme