

Third UPC Gender Equality Plan 2016-2020

Approved by the UPC's Equality Committee on 22 June 2016

1. Introduction

The Universitat Politècnica de Catalunya (UPC) is committed to the people of its community and to society in general. This commitment resulted in the first and second equal opportunity plans, approved by the University's Governing Council (Decision no. 133/2007, of 23 July 2007, approving the First Equal Opportunities Plan; Decision no. 52/2010, extending the term of the UPC's Master Plan for Equal Opportunities; Decision no. 212/2012 of the Governing Council, approving the Second UPC Equal Opportunities Plan), which covered the periods 2007-2011 and 2013-2015, respectively. Over the years, actions have been carried out under the plans and under the regulations in force (see specific legislation in Appendix 4).

During the period of the plans, the gender ratio in the UPC community has shown no major changes, and gender bias continues in the institution. Several socio-cultural and structural factors influence the academic careers of young women and their vocation for technology when they choose their degree and their future profession. Stereotypes associated with technology and the roles of women and men are deep-rooted in universities, businesses, families and schools, regardless of women's academic results. The lack of interest in technological subjects among young women later leads to a shortage of women professors and researchers in technical universities, and specifically at the UPC.

The aim of this plan is to continue to promote gender equality, focusing on 10 strategic lines drawn up following the recommendations of the Conference of European Schools for Advanced Engineering Education and Research (CESAER),¹ of which the UPC is a member. The strategic lines of the Third UPC Gender Equality Plan will carry through the period 2016-2020. However, to achieve greater effectiveness and precision, its objectives and lines of work are subject to review and reformulation in the annual monitoring, at the proposal of the Equality Unit and with the approval of the Equality Committee. The specific lines of work included in this plan are for the period 2016-2018, so after this time they can be evaluated and re-oriented, if necessary, for the period 2019-2020 (see Appendix 1).

2. Drafting of the Plan

For the drafting of the Third UPC Gender Equality Plan, the Gender Strategy Working Group (GTGE), led by the Office of the Vice-Rector for Academic Planning of the UPC, was set up in 2015. This working group will be dissolved when the Third UPC Gender Equality Plan for the period 2016-2020 is approved.

The present document is the result of this work. In addition, on the basis of the initial work and the strategic lines that had been drawn up, three working groups were created to deal with three key projects: The Glass Ceiling, +NoiesTIC, and Reform of Working Time.

In parallel, the bodies of the UPC's Equality Unit and Equality Committee were renewed. The competencies of these bodies and working groups are detailed in points 6 and 7 of this document.

¹ [Gender Equality at European Universities of Science and Technology. Cesaer Gender Equality Surveys 2014. Final Report 2015](#)

3. Mission

The mission of the Third UPC Gender Equality Plan is to be the framework for the UPC's action regarding respect for gender equality in relation to the university community, and also in relation to the society that the UPC serves and is committed to. The following aims are pursued:

- To promote the social responsibility of the UPC regarding equality.
- To harness the talents of women.
- To make a community with a greater presence of women, one that is richer and more real.
- To correct gender bias by transforming the basic reality:
 - A low percentage of women starting bachelor's degrees, especially in information and communications technology (ICT).
 - Few women in engineering at the UPC.
 - Predominantly male values.
- To comply with the current legal framework.

4. Guiding principles of the Plan

The guiding principles of this plan are the following:

- **Open and inclusive.** It should be a shared plan, involving the schools, services and units, facilitating mutual understanding and including different visions. It should be participatory, including students, encouraging networking and using transparent communication.
- **Transformative.** The planning should be manageable, flexible, cross-cutting, practical (not theoretical), attractive and exciting.
- **Society-centred.** It should promote models and benchmarks, going beyond the issue of gender: catalysing the social return of technology with a focus for everyone (women and men).
- **Using existing references.** It should be based on benchmarking, best practices and partnerships with other actors.

5. Strategic framework and key projects

This plan is the first that the UPC has developed specifically on gender (inclusion and disability were previously included in equal opportunities). It is based on 10 strategic lines and three key projects.

The 10 lines are intended to continue beyond the 2020 timeframe, as they cover areas that require permanent or long-term action. They were drafted following the recommendations of the Conference of European Schools for Advanced Engineering Education and Research (CESAER)², of which the UPC is a member. However, the three key projects focus on specific issues for a limited time (until 2020) to achieve major changes that were prioritised during the drafting of the strategy.

Strategic lines and goals of the Plan

1. Institutional leadership

To introduce gender policies to promote equality between men and women at the UPC.

2. Inclusion of the gender perspective in the management of human resources and teams

To ensure that the people in positions of responsibility incorporate the gender perspective in their area of activity.

3. Academic careers of women at the UPC

To contextualise barriers to academic careers of women at the UPC.

4. Attracting women and increasing their number in UPC courses

To promote the UPC's courses in secondary schools, emphasising the values involved.

5. Networking and mentoring women

To facilitate networking, mentoring, mutual learning and empowerment of women at the UPC.

6. Work-life balance

To foster work-life balance for the members of the UPC community.

7. Ensuring gender equality at the UPC

To set up safeguards to prevent sexual harassment; harassment on grounds of sex, sexual orientation, gender identity and expression; and discrimination.

8. Research projects with a gender perspective

To foster the inclusion of the gender perspective in research projects and to promote the participation of the UPC in research projects related to gender equality.

9. Communication for cultural change

To incorporate cross-cutting values of integration and social responsibility in the UPC's communication.

10. Monitoring and measuring the impact

To measure the impact of the actions of the Plan.

These strategic lines and the corresponding lines of work are specified in the Work Plan of the Third UPC Gender Equality Plan for the period 2016-2018 (Appendix 1).

The strategies lines and key projects are not independent but are linked and generate synergies to achieve objectives.

² [Gender Equality at European Universities of Science and Technology. Cesaer Gender Equality Surveys 2014. Final Report 2015](#)

Strategic lines		Key projects
1	Institutional leadership	
2	Inclusion of the gender perspective in the management of human resources and teams	
3	Academic careers of women at the UPC	Glass Ceiling project
4	Attracting women and increasing their number in UPC courses	+NoiesTIC project
5	Networking and mentoring women	
6	Work-life balance	Reform of Working Time project
7	Ensuring gender equality at the UPC	
8	Research projects with a gender perspective	
9	Communication for cultural change	
10	Monitoring and measuring the impact	

Figure 1. Strategic scheme of the Third UPC Gender Equality Plan

The key projects

The Plan has three key projects:

- The Glass Ceiling
- +NoiesTIC
- Reform of Working Time

The Glass Ceiling project

The proportion of women to men in teaching and research at the UPC, overall and in different categories, has not changed significantly in recent years. Gender bias continues at the UPC to the detriment of the use of women's talent and diversity in contributions to science, engineering and technology.

The project corresponds to strategic line 3 of the Third UPC Gender Equality Plan, **Academic careers of women at the UPC.**

The objective of this project is to contextualise existing barriers that hinder women's academic career at the UPC and to propose corrective measures for this situation.

The lines of work related to this objective are the following:

- To carry out an analysis to determine the main factors involved and the barriers to academic careers of female teaching and research staff.
- To carry out publicity campaigns among the community in order to increase knowledge and understanding of barriers to academic careers of female teaching and research staff.
- To design and implement measures to remove obstacles to the promotion and stabilisation of female teaching and research staff.

The +NoiesTIC project

This project arises from the fact that at the UPC, in engineering and technology in general, and especially in ICT, the presence of women is still low in comparison with that of men. It corresponds to strategic line 4 of the Third UPC Gender Equality Plan, **Attracting women and increasing their number**

in **UPC courses**, by creating a network of ICT women, valorising female models in ICT, giving more information before courses are selected and making visible the social value of technology.

The objective of this project is to promote the UPC's ICT courses in secondary schools, emphasising the values involved.

The lines of work related to this objective are the following:

- To adhere to existing initiatives.
- To raise awareness of teaching and careers staff in secondary schools on the role of ICT in society.
- To discover the perceptions of secondary school students on ICT.

There are five criteria for carrying out actions under this project:

- ✓ The importance of working with girls, but also with boys.
- ✓ Starting to work with pilot projects.
- ✓ Female models in ICT, but not just any.
- ✓ Differentiating personal opinions (beliefs) from expert research results.
- ✓ Non-sexist communication in actions: language, promotional material (images, language), among others.

The Reform of Working Time project

This project aligns with the values of the **Initiative for Reform of Working Time**,³ consolidating the time factor as an important variable in the pursuit of equity and welfare. It includes values such as equality, consistency, dialogue, welfare, agreement, progress and responsibility.

The Reform of Working Time project corresponds to strategic line 6 of the Third UPC Gender Equality Plan, **Work-life balance**.

The aim of this project is to foster work-life balance for the members of the UPC community.

The lines of work related to this objective are the following:

- To sensitise the UPC community in order to favour the reform of working time.
- To adopt concrete measures regarding the organisation of work and study (timetables) in order to promote work-life balance of teaching and research staff, administrative staff and students and to increase people's work efficiency and health.

³ <http://www.reformahoraria.cat/>

Responsibilities and organisation

Bodies responsible and competencies

The Office of the Vice-Rector for Academic Planning (or a delegate made responsible for gender) is the institutional leader of gender policies at the UPC.

The Equality Committee (Decision no. 35/2016 of the Governing Council) has the following competencies:

- To promote actions of the UPC aimed at ensuring gender equality in the institution.
- To validate the proposed equality plans and, if appropriate, to submit them to the Governing Council for approval.
- To carry out the annual monitoring of the Third UPC Gender Equality Plan.

The Equality Unit (Decision no. 34/2016 of the Governing Council) has the following competencies:

- To draw up proposals for the creation and assessment of the equality plans for submission to the Equality Committee.
- To draft and propose the schedule of meetings of the Equality Committee for each academic year.
- To draw up proposals and content at the request of the Equality Committee or other bodies.
- To act urgently in cases in which it is not deemed necessary to convene the Equality Committee.
- To promote the drafting of periodic studies and reports regarding gender equality in order to determine the context for proposing specific actions and to evaluate the effectiveness of the measures.
- To promote the drafting, implementation and monitoring of any equality plans that the UPC introduces.
- To participate in national and international projects and networks.
- To coordinate and promote the actions of the UPC's units and services.

A Network of Equality Officers in each school, whose members have the following functions:

- To participate in meetings of the Working Group of Equality Officers.
- To collaborate in the actions of the Third UPC Gender Equality Plan.
- To disseminate the Third UPC Gender Equality Plan and the resulting actions in their academic units.
- To raise questions related to gender equality.
- To participate voluntarily in working groups that might arise from the Third UPC Gender Equality Plan and to act as a liaison between the schools and the general services of the UPC.

The equality officers tie the UPC's equality policies to schools and institutes and to the whole university community.

- This group is composed of members of the management of schools and institutes who have been assigned this responsibility.

The Sustainability and Equal Opportunities Bureau, which has the following competencies:

- To design policies.
- To coordinate actions.
- To develop cross-cutting projects related to sustainable management and equal opportunities.

6. Working groups. Functions

The Glass Ceiling Working Group

Functions: to propose, and if necessary to reconsider, the lines of work arising from the Glass Ceiling project, and to analyse their impact.

This working group is coordinated by Professor Marta Casanellas.

The +NoiesTIC Working Group

Functions: to propose, and if necessary to reconsider, the lines of work arising from the +NoiesTIC project, and to analyse their impact.

This working group is coordinated by Professor Núria Castell.

The Reform of Working Time Working Group

Functions: to propose, and if necessary to reconsider, the lines of work arising from the Reform of Working Time project, and to analyse their impact.

This working group is coordinated by Professor Amaia Lusa.

The Gender Strategy Working Group

Functions: this group has participated in the design of the UPC's 2016-2020 gender strategy. It will be dissolved when the Third UPC Gender Equality Plan has been approved.

This working group was led by Vice-Rector Maribel Rosselló.

7. Essential resources

To carry out the Third UPC Gender Equality Plan (2016-2020), the following resources will be available:

- Economic: an annual allocation from the general budget provision of €2,000 euros (item 22.972).
- Costs that can be internalised by the UPC and use of available funds.
- Funds for specific projects.

Appendix 1. Third UPC Gender Equality Plan – 2016-2018 Work Plan (1)

Strategic line	Objective	Project	Lines of work	Coordinator
1. Institutional leadership	1.1 To introduce gender policies to promote equality between men and women at the UPC.		1.1.1 To separate the areas of equality and disability at the UPC.	Office of the Vice-Rector
			1.1.2 To create working groups to ensure mainstreaming and effectiveness of objectives and actions at the UPC.	
			1.1.3 To balance the presence of women men and in the decision-making bodies and levels.	
			1.1.4 To use non-sexist language and communication at all levels of the UPC to enhance the image and communication of the institution.	
2. Inclusion of the gender perspective in the management of human resources and teams	2.1 To ensure that the people in positions of responsibility incorporate the gender perspective in their area of activity.		2.1.1 To provide tools, training and awareness-raising activities for management staff and people in positions of responsibility.	Office of the Vice-Rector, GSIO
			2.1.2 To encourage the participation of management staff and people in positions of responsibility in some of the activities and projects related to equal opportunities between women and men.	
3. Academic careers of women at the UPC	3.1 To contextualise barriers to academic careers of women at the UPC.	The Glass Ceiling	3.1.1 To make a diagnostic analysis to determine the main factors involved and the barriers to academic careers of female teaching and research staff.	Marta Casanellas
			3.1.2 To carry out publicity campaigns among the community in order to increase knowledge and understanding of barriers to academic careers of female teaching and research staff.	
			3.1.3 To design and implement measures to remove obstacles to the promotion and stabilisation of female teaching and research staff.	
4. Attracting women and increasing their number in UPC courses	4.1 To promote the UPC's courses in secondary schools, emphasising the values involved.	+NoiesTIC	4.1.1 To adhere to existing initiatives.	Núria Castell
			4.1.2 To raise awareness of teaching and careers staff in secondary schools on the role of ICT in society.	
			4.1.3 To discover the perceptions of secondary school students on ICT.	
			4.1.4 To highlight the value of actions and projects aimed at promoting the UPC's courses in other fields.	
5. Networking and mentoring women	5.1 To facilitate networking, mentoring, mutual learning and empowerment of women at the UPC.		5.1.1 To reflect on and develop mentoring programmes between current and future female UPC students to provide advice on the choice of degree.	
			5.1.2 To revise and consolidate the M2m programme. A mentoring programme between women in businesses and/or the academic world (M) and former UPC students and students who are coming to the end of their studies at the UPC (m).	

Appendix 1. Third UPC Gender Equality Plan – 2016-2018 Work Plan (2)

Strategic line	Objective	Project	Lines of work	Coordinator
6. Work-life balance	6.1 To foster work-life balance for the members of the UPC community.	Reform of Working Time	6.1.1 To sensitise the UPC community in order to favour the reform of working time.	Amaia Lusa
			6.1.2 To adopt concrete measures regarding the organisation of work and study (timetables) in order to promote work-life balance of teaching and research staff, administrative staff and students and increase people's work efficiency and health.	
7. Ensuring gender equality at the UPC	7.1 To set up safeguards to prevent sexual harassment; harassment on grounds of sex, sexual orientation, gender identity and expression; and discrimination.		7.1.1 To draft and disseminate manuals, guidelines and protocols to ensure equality.	GSIO, Office of the General Manager, Network of Equality Officers, Students' Union
			7.1.2 To create an observatory for gender equality in teaching linked to the Network of Equality Officers.	
8. Research projects with a gender perspective	8.1 To foster the inclusion of the gender perspective in research projects and to promote the participation of the UPC in research projects related to gender equality.		8.1.1 To submit projects to H2020 calls on gender equality.	CTT, GIOPACT
			8.1.2 To facilitate the mainstreaming of the gender perspective in all research projects carried out at the UPC.	
9. Communication for cultural change	9.1 To incorporate cross-cutting values of integration and social responsibility in the UPC's communication.		9.1.1 To plan institutional communication actions on equality annually.	GSIO, SC, Network of Equality Officers
			9.1.2 To disseminate external social awareness initiatives among the community.	
10. Monitoring and measuring the impact	10.1 To measure the impact of the actions of the Third UPC Gender Equality Plan.		10.1.1 To draft the Monitoring Report of the Third UPC Gender Equality Plan and to make it known to the community.	GSIO, Office of the Vice-Rector, project managers

Appendix 5. Specific legislation

Universitat Politècnica de Catalunya

The Statutes of the Universitat Politècnica de Catalunya. Equality and social responsibility are dealt with in Article 5 (Informing principles), point 5.5, “University activity at the Universitat Politècnica de Catalunya shall be based on the principles of freedom, democracy, equality and solidarity, and on respect for ideological diversity. The University shall ensure that these principles are effective.” and in point 5.6, “The Universitat Politècnica de Catalunya shall promote social responsibility, education in values, and the search for excellence in teaching, research, transfer of research results and management, and it shall require responsibility of all its members.” They are also dealt with in Article 6, (Equal opportunities between women and men), “The University shall guarantee equal opportunities between women and men in all areas of the University and the right to non-sexist treatment. It shall also promote a balanced presence in collegial bodies and staff recruitment committees.” Finally, it is dealt with in the additional provision 2 (The Equality Unit).

Autonomous Community

Law 17/2015, of 21 July, on equality between women and men (Official Gazette of the Catalan Government 6919, 23 July 2015).

Law 1/2014, of 10 October, to ensure the rights of lesbian, gay, bisexual, transgender and intersex people and to eradicate homophobia and transphobia (Article 13, Universities).

Spanish State

Law 3/2007 of 22 March, on effective equality between women and men.

The Organic Law on Universities (Official Gazette of the Spanish Government 89, 13 April 2007), which states that equal treatment of women and men and equal opportunities are values that universities must incorporate in their structure and functioning. Additional provision 12 (Equality Units) of the Organic Law amending the Organic Law on Universities, states that universities must have equality units in their organisational structures to carry out functions related to the principle of equality between women and men.