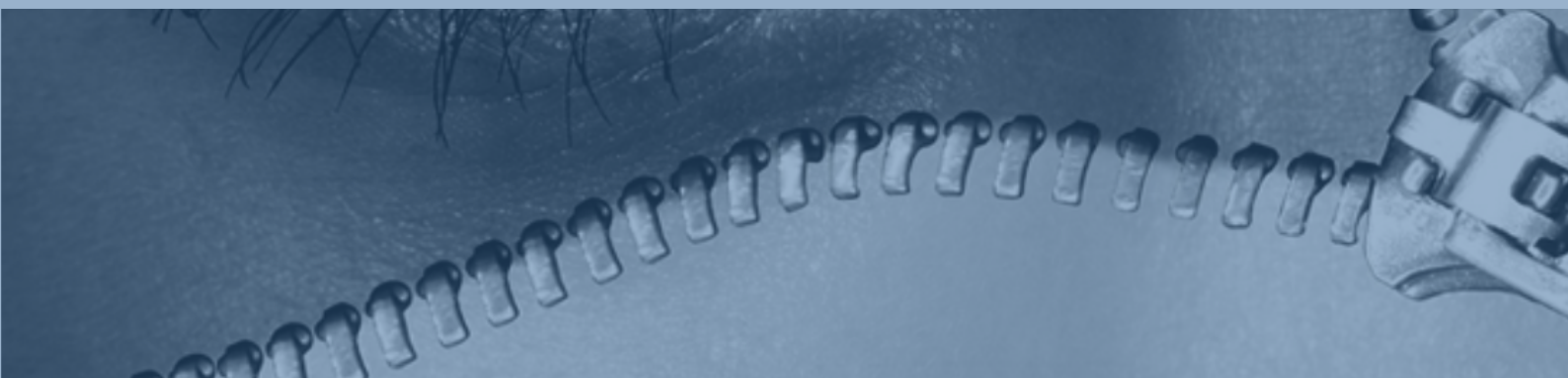


Politécnico
de Viseu

GENDER EQUALITY PLAN FOR THE POLYTECHNIC INSTITUTE OF VISEU 2022-2023

Polytechnic Institute of Viseu



Original Working Group

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1. FRAMEWORK

In July 2019, at the presentation of the GE-HEI project - *Gender Equality in Higher Education Institutions*, the Secretary of State for Citizenship and Equality suggested that gender perspective should be considered an essential strategy in the fight for inequalities and for the promotion of equity and social justice in Higher Education Institutions (HEI) (Intervenção da Secretária de Estado para a Cidadania e a Igualdade, 2019).

To be successfully implemented, this integration requires the definition, implementation and monitoring of measures that will be applied in certain strategic areas such as the representativeness of men and women in leadership and decision-making processes and the inclusion of equality criteria in the assessment and accreditation grids used by the Agency for Assessment and Accreditation of Higher Education (A3ES), always taking into account the systems and realities that define Higher Education settings.

It also implies the development of actions planned to promote a meaningful balance and that are based on profound organizational changes backed by the adoption of internal policies that will promote gender equality in areas such as recruitment and career progression, the prevention of harassing conducts and the fight against violence (e.g., dating violence), the promotion of gender equality in research activities, in decision-making and funding processes, and the integration of gender-related issues in curricula and research projects.

To this end, the *Estratégia Nacional para a Igualdade e a Não Discriminação 2018-2030* (National Strategy for Equality and Non-Discrimination 2018-2030), in accordance with the objectives of the 2030 United Nations Agenda for Sustainable Development, in one of their action plans (currently under review), namely the Action Plan for Gender Equality (2018-2021), decided that the promotion of equality between men and women in higher education and scientific and technological development should be regarded as a strategic objective to be achieved through the implementation of measures such as the creation and implementation of plans for gender equality in Higher Education Institutions.

These goals and measures are clear in the priorities laid down by the European Commission, as in the case of the *Horizon Europe* funding programme for research and innovation that established the implementation of Gender Equality Plans (GEP) as an eligibility criterion for the submission of HE applications (European Commission, n. d.). The actions carried out in the field of Social Responsibility and Innovation show how deeply committed the Board of the Polytechnic Institute of Viseu (IPV) is to consolidating the integration of the gender perspective in its organizational culture. A clear example of such commitment is the allocation of specific resources that made the creation of the Núcleo de Diversidade e Igualdade (NuDI) (Centre for Diversity and Equality) a reality (link: <https://www.ipv.pt/homepage/diversidade-e-igualdade/>), and that led to the creation of a working group responsible for the preparation and monitoring of the IPV Gender Equality Plan - 2022-2023 that will be presented in this document and that is supported by an early collection and assessment of data (diagnosis).

2. DIAGNOSIS

The diagnosis carried out was based on several working meetings conducted to assess the IPV management and planning documents and the Quality Assurance System instruments in respect to procedures and thematic areas included in the National Strategy for Equality and Non-Discrimination 2018-2030 and the Horizon Europe Programme benchmarks (European Commission, 2021), namely:

- (i) Analysis of data collected from professionals (teaching and non-teaching) and students disaggregated by gender;
- (ii) Awareness raising/training in the field of gender equality and gender bias;
- (iii) Reconciliation of professional, personal and family life and organizational culture;
- (iv) Gender parity in leadership and decision making;
- (v) Gender equality in recruitment and career progression;
- (vi) Gender mainstreaming in research works and curricula;
- (vii) The fight against gender violence.

The results included in the GE-HEI Project - Gender Equality in Higher Education Institutions and data from the National Study on Dating Violence in Higher Education: Beliefs and Practices - 2017/2021 (Associação Plano i, 2021) systematised for Portugal were also considered when deemed appropriate.

The data collection and systematisation process proved to be useful, not only as a valuable support to the preparation of the plan, but also because it opened the way for broader reflection on these issues, a basic condition for changes to happen.

i) Analysis of data collected from professionals (teaching and non-teaching) and students disaggregated by gender

The analysis of socio-demographic data disaggregated by gender is an essential process to detect possible inequalities and, consequently, to identify possible intervention priorities.

i.i) Students

In 2020/2021, there were about 5353 students at the IPV. 2822 (52,72%) of those students were female and 2531 (47,28%) were male. As shown in Table 1, there are more female students than male students in most of the Organic Units (OU) of the IPV, i.e., the Higher School of Agriculture (ESAV), Higher School of Education (ESEV), Higher School of Health (ESSV) and Higher School of Technology and Management of Lamego (ESTGL). The situation is different at the ESTGV (the Higher School of Technology and Management of Viseu) where there is a higher percentage of male students (65,07%).

Table 1*Students per OU and gender*

	ESAV (n=460)	ESEV (n=1319)	ESSV (n=498)	ESTGV (n=2522)	ESTGL (n=554)	TOTAL (n=5353)
Feminino	59,13%	70,05%	82,13%	34,93%	60,65%	52,72%
Masculino	40,87%	29,95%	17,87%	65,07%	39,35%	47,28%

Note: Updated December 2021

i.ii) Faculty members

As of December 2021, 247 (48,15%) of the 513 teachers working at the IPV were women and 266 (51,85%) were men. The figures displayed in Table 2 are quite close, but when the data is disaggregated by OU, there is a repetition of the trend already observed in the assessment of the student group, and particularly in Schools offering health-related courses (ESSV) - where women predominate (70,75%) - and in schools that focus on technologies and engineering (ESTGV) - where men predominate (68,16%).

Table 2*Professors by UO and gender*

	ESAV (n=44)	ESEV (n=115)	ESSV (n=106)	ESTGV (n=201)	ESTGL (n=47)	TOTAL (n=513)
Feminino	50%	57,39%	70,75%	31,84%	42,55%	48,15%
Masculino	50%	42,61%	29,25%	68,16%	57,45%	51,85%

Note: Updated December 2021

While noting the specific difference inherent to the study cycles under analysis, there is a clear feminization in fields like Health, Education and Social Protection which contrasts with fields that focus on technology and engineering. This conclusion is in line with the information forwarded in the GE-HEI Project - Gender Equality in Higher Education Institutions (s.d.) regarding the PhD fields chosen by women in Portugal.

Aware of this reality, the IPV has joined and implemented a project called "Female engineers for a day" which has already been running since February 2022. Said project is coordinated by the Commission for Citizenship and Gender Equality and by the Instituto Superior Técnico. Its main goal is "to encourage high school female students to choose engineering and technology courses, deconstructing the idea that these are domains that are traditionally the preserve of men" (Comissão para a Cidadania e a Igualdade de Género [CIG], 2021). That way, the activities planned will include (i) the scheduling of visits of female students attending the engineering courses offered by ESAV and ESTGV to different High Schools located in the IPV region of influence, to develop practical and laboratory activities with the classes, and (ii) the participation of

engineering courses graduates in workshops so they can share and talk about their experiences as professionals in the different fields of engineering.

It seems pertinent to consider other broader initiatives, like, for instance, the Project "IgualPro - Professions have no gender" which is being currently implemented in vocational education, and whose goal is to fight "sexual segregation in girls and boys' educational and vocational choices and the consequent segregation of professional choices, through the deconstruction of gender stereotypes associated with the different study areas and respective professions, with special focus on training areas where there is an effective segregation between girls and boys" (Centro de Estudos Sociais Universidade de Coimbra, [CES], n. d.).

i.iii) Non-teaching staff

Information on non-teaching staff is presented below. As of December 31 2021, there were 221 non-teaching employees working in the different professional categories available at the IPV. 148 of these employees (66,97%) were women and 73 (33,03%) were men. This trend is still a reality when one analyses the data desagregated by Service/UO (Table 3). It is however worth noting that the ESAV and ESTGV are exceptions where the number of male and female employees is the same (50% male and 50% female employees in ESAV) or relatively close (51,16% female and 48,84% male employees in ESTGV).

Table 3

Non-teaching employees distributed by Services/UO and gender

	SC (n=58)	ESAV (n=16)	ESEV (n=30)	ESSV (n=24)	ESTGV (n=43)	ESTGL (n=14)	SAS (n=36)	TOTAL (n=221)
Feminino	63,80%	50%	80%	70,83%	51,16%	71,43%	83,33%	66,97%
Masculino	36,20%	50%	20%	29,17%	48,84%	28,57%	16,67%	33,03%

Note: SC (Central Services).

To conclude this first point, it should be noted that the analysis of the data desagregated by gender will be conducted for the different documents and management instruments of the IPV. This process will be crucial to enable the monitoring of these and other indicators on an annual basis.

ii) Awareness raising/training in Gender Equality and Gender Bias

Awareness raising and training are key features in the process of incorporating a gender perspective into the organizational culture of institutions. These features will be critical to better understand and identify the so-called unconscious bias - a term that refers to the feelings/associations of ideas that happen immediately and unconsciously in interactions and that will significantly influence attitudes and behaviours - and more specifically gender bias (see GE-HEI Project - Gender Equality in Higher Education Institutions, n. d.).

The *Ciclo de Conversas Partilhadas "3P – Prevenir Para Proteger"* (Shared Conversations Cycle "3P - Prevent to Protect") was held in 2021, as part of the IPV-SPECULA initiative (an action group that preceded the current Responsibility and Social Innovation Area of the IPV). This event included three webinars aimed at students, faculty members and at the wider community and allowed the sharing of different national and international experiences whose goal was to promote gender equality and prevent violence ("Gender Equality"; "CAST - Child Advocacy Studies" - United States of America; "PREVINT - Programme for the Prevention of Violence in Interpersonal Relationships").

As far as awareness raising is concerned, the IPV webpage has been updated, since January 2022, and a new tab dedicated to Diversity and Equality issues was created to include different social projects, experiences that are related to cooperating networks and strategic partnerships, meetings, courses and training courses focusing on these issues, information and resources in the field of gender equality, non-discrimination and the fight against violence (<https://www.ipv.pt/homepage/diversidade-e-igualdade/>).

To consolidate gender mainstreaming perspective throughout the IPV different fields of action, there has to be a greater investment in the organization and production of awareness and training/information events/actions in the field of gender equality directed to specific groups (teaching staff; non-teaching staff; school leaders; students).

iii) Reconciliation of professional, personal and family life and organizational culture

In addition to the strict compliance with the regulations regarding social protection in parenthood (that include student who are already mothers and fathers), the collection of data related to reconciling professional, personal and family life highlighted the following measures already under development at the IPV:

- the recently created institutional open access policy (<https://www.ipv.pt/homepage/ciencia-aberta/>) which, among other things, will provide for the simplification of procedures and time optimization, namely when it comes to procedures like the registration of annual scientific production that is currently required in multiple databases and activity reports (Performance Appraisal for Teaching Staff; *CienciaVitae*; Department, Organic Unit, and Research Centre Reports; Teacher Records of A3ES Self-assessment Reports). Currently, these different registration procedures are carried out through the IPV Repository (a single record and self-archive that will be replicated in all the necessary databases);

- the IPV's Social Services ensure free access to General Medicine consultations and a Psychological Support Service (brief psychotherapy and/or counselling) to students, faculty and non-teaching staff;
- a bid project to rehabilitate the campus and sports fields that, in the future, will be used by the academic community, giving them the opportunity to engage in physical activity and offering them all the health and well-being benefits it brings;
- making the Central Services meeting rooms available to the whole academic community, thus improving accessibility, and providing those spaces with the dignity required to host work meetings in a greater range of hours.

Nevertheless, the promotion of gender equality requires a deeper analysis of indicators related to the reconciliation of work life and personal/family life in terms of full and equal participation of women and men in the public and private sphere in areas such as (i) child and dependent care responsibilities, (ii) working arrangements flexibility, in terms of conditions and schedules, and (iii) career breaks and parental leave (cf. Instituto Nacional de Estatística [INE], 2018). The results and conclusions of this analysis should lead, if necessary, to the adoption of other measures meant to promote the reconciliation of professional, personal, and family life within the organizational culture of the IPV.

iv) Gender parity in leadership and decision making

In accordance with Law 26/2019, of March 28th, the candidate lists for the (current) IPV's General Council, whose election took place on 17/03/2021, respected the balanced representation of men and women (article 6).

As for management positions, 60% of the Presidents of the management bodies of all Organic Units of the IPV (i. e., Representative Assembly, Presidency of the different OU, Scientific and Technical Council, Pedagogical Council and Administrative Council) are men and 40% are women. Moreover, three of the four Research Units of the IPV are coordinated by women. The adoption of gender parity policies is also a reality when one looks at the IPV's Ethics Commission, at its Administration, at the Editorial Board of the Millenium Journal, at the Vice-presidents of the different OU and of the IPV and at the Heads of Research Projects.

The IPV will also recommend that the Organizing Committees of Scientific, Technical, Artistic, Pedagogical and Social Events should do their best to guarantee a balanced participation of men and women when they invite speakers, members of other Organizing Committees and Scientific Committees, among others.

v) Gender equality in recruitment and career progression

In addition to the compliance with any regulation concerning equal access of men and women to job offers and competitions, the IPV ensures a gender-balanced composition of its selection boards by setting minimum representation thresholds (40%) identical to those established for public administration bodies as laid down by Law 26/2019, of March 28th, and as recommended in Decree-Law 112/2021, of December 14th.

As for career progression, the two highest tenured positions - Principal Coordinating Professors - belong to women. This situation is in clear contrast with the results of the GE-HEI Project - Gender Equality in Higher Education Institutions (n. d.) that states that in Portugal women represent only 26,3% of the academics who have managed to reach the top of their career. The same study also mentions that women represent 52,5% of those at the bottom of the pyramid, as far as hierarchy is concerned. This consideration justifies the development of an analysis focusing on the reality of intermediate categories in the IPV.

vi) Gender mainstreaming in research and curricula

In addition to the the aforementioned aspects related to gender parity, the integration of the gender dimension in scientific research is crucial for the development and dissemination of more inclusive, representative and meaningful contents.

The data collection carried out to prepare this draft drew much deserved attention to some works currently under development, like for instance the MAIs - Women Farmers in Inland Territories Project (2020-2022), funded by *EEA Grants* and whose main goals are to "increase the civic and associative participation of women farmers in inland regions, through empowerment and to contribute to increasing the visibility of their social role and the equality between men and women" (<http://events.ipv.pt/mais/projeto/>). There are also some academic works (master's dissertations, for example) where gender emerges as a central topic.

It will be particularly important to promote a reflection on the integration of the gender dimension in the research carried out in the IPV Research Units and on how it is handled in the curricula of the OU in which it is deemed relevant.

vii) The Fight Against Gender Violence

Some initiatives should once again be highlighted as they were an important part of the awareness-raising approach to promote the fight against violence: the Shared Conversations Cycle "3P - Prevent to Protect" (organized by SPECULA) and the "PREVINT - Interpersonal Relationship Violence Prevention Program" webinar, whose goals are to prevent the occurrence of violent behaviours in interpersonal relationships (<https://www.prevint.pt/sobre>). It is also worth noting that a protocol was signed between PREVINT - Intervention Program of the University of Trás-os-Montes in Interpersonal Violence and IPV-SPECULA, in 2020.

On the other hand, the restructuring of the IPV institutional webpage was carried out to make sure that the information on public and community resources to fight violence is available to a wide public and to offer all the support people need to combat discrimination caused by Sexual Orientation, Gender Identity and Expression, and Sexual Characteristics (<https://www.ipv.pt/homepage/diversidade-e-igualdade/>).

At the procedural level, the IPV Psychological Support Service and the Local Centre for Support to the Integration of Migrants (CLAIM - IPV) identify and refer complaints to the right entities in cases involving dating violence and domestic abuse.

Focusing on the issue of dating violence, the National Study on Dating Violence in Higher Education: Beliefs and Practices - 2017/2021, conducted by Associação Plano I using a sample of 2342 students (2021) showed that in 53,8% of the participants reported having already suffered at least one act of dating violence, and that 34,4% reported having already committed at least one act of dating violence. These national results are serious enough to demand an analysis focusing on the knowledge of this reality in the IPV and the adoption of measures, such as awareness-raising actions and training/information actions, to combat violence.

3. GENDER EQUALITY PLAN FOR THE POLYTECHNIC INSTITUTE OF VISEU – 2022-2023

Line of Action	General Goals	Measures/ Atividades	Indicators	Targets	Responsibles	Calendar	
						2022	2023
Fighting gender stereotypes in career choices	To promote the deconstruction of gender stereotypes in educational, vocational, and professional choices.	<ul style="list-style-type: none"> - To keep on implementing the project "Female engineers for a day"; - To develop other initiatives, such as the production and dissemination of awareness-raising material that would include the sharing of experiences of male and female professionals (e.g., a male Kindergarten Teacher; a female Coordinator/President of a Scientific Association). 	Number of actions Number of initiatives	High School students	Vice-President Helena Vala and the remaining Working Group	X	X X
Organizational culture and gender	To promote the integration of gender mainstreaming perspective in the different fields of action of the IPV;	<ul style="list-style-type: none"> - To share information on the restructuring of the IPV's institutional page and on the resources on gender equality offered by the institution; - To disseminate IPV's Gender Equality Plan; - To bring in new members to the Diversity and Equality Centre team that will implement and 	Disclosure by May 2022 Disclosure by June 2022 Number of new elements in the group	Teachers; Non-teaching staff; management bodies; Students	Vice-President Helena Vala and remaining Workin Group	X X X	

	To teach people how to identify and deconstruct gender bias;	monitor the IPV's Gender Equality Plan;	Study to be concluded in January 2023	Teaching and non-teaching staff	Diversity and Equality Center	X	X
	To promote gender parity.	- To complete the diagnosis carried out (study focusing on opinions and representations of the academic community - faculty members and non-teaching staff); -To develop and implement awareness raising events/actions about gender equality and gender bias directed to specific groups (teaching staff; non-teaching staff; students); - To offer training actions in the field of gender equality (management bodies); - To consolidate the adoption of inclusive language that promotes equal visibility and symmetry of men and women in the documents produced and disseminate institutionally by the IPV (cf. Conselho Económico e Social [CES], 2021); - To conduct a study focusing on career progression in the IPV	Number of actions carried out and number of participants per target audience	Teachers; non-teaching staff; Management bodies; Students,		X	X
			Report/assessment of the changes made to the documents	IPV and the community	Vice-President Helena Vala and the reamining Working Group	X	X

		<p>with data disaggregated by gender;</p> <ul style="list-style-type: none"> - To monitor and elaborate annual reports with data collected on the IPV's teaching and non-teaching staff, and researchers disaggregated by gender¹; - To recommend the Organization Committees of Scientific, Technical, Artistic, Pedagogical and Social events to promote a balanced participation of men and women. 	<p>Study to be concluded in January 2023</p> <p>Annual Reports</p> <p>Reports including data disaggregated by gender</p>	<p>Teachers</p> <p>Teachers; non-teaching staff; Researchers; Management bodies</p> <p>Committees</p>	<p>Diversity and Equality Center</p> <p>Vice-President Helena Vala and remaining Working Group</p>	<p>X</p> <p>X</p> <p>X</p>	<p>X</p> <p>X</p> <p>X</p>
Reconciling work-personal and family life	To promote the full and equal participation of women and men in the public and private spheres of their lives.	<ul style="list-style-type: none"> - To keep the whole academic community informed and to participate in meetings with other Higher Education Institutions to share experiences/good practices regarding the reconciliation of professional/personal/family life (e.g., IPVConcilia Project, developed by the Polytechnic Institute of Viana do Castelo); 	<p>Number of events promoted and number of participations in meetings;</p>	<p>Teachers; non-teaching staff; management bodies; students</p>	<p>Diversity and Equality Centre</p>	<p>X</p> <p>X</p>	<p>X</p> <p>X</p>

¹ In the case of students, this sort of analysis is already part of the management documents, namely in the Annual Report of each course.

		<ul style="list-style-type: none"> - To share the good practices acquired in the academic community and keep the instruments for Gender Equality updated; - To conduct a study focusing on the reconciliation of professional, personal and family life in the IPV. 	<p>Number of updates carried out</p> <p>Study to be concluded in December 2023</p>		Diversity and Equality Centre	X	X
Gender, research and curricula	To promote the development, dissemination and teaching of more representative and inclusive content in accordance with the gender perspective.	<ul style="list-style-type: none"> - To promote the existence of discussion groups dealing with the integration of gender dimension in the research studies carried out in the IPV's Research Units; - To implement discussion groups about the integration of the gender dimension in the curricula of education, health, social work, sports, and management courses (among others). 	<p>Number of groups implemented and number of participants</p>	<p>Researchers</p> <p>Teachers</p>	Diversity and Equality Centre	X	X
	Teaching people how to identify situations of	- To keep people informed about the restructuring of the IPV's institutional webpage and about					

Preventing and fighting gender violence	dating violence, domestic abuse, and/or harassment;	public and community resources that will help fight gender violence;	Disclosure by May 2022	Students	Diversity and Equality Cente	X	
	Preventing and fighting dating violence, domestic abuse and harassment.	- To carry out awareness-raising actions and training/information courses on dating violence, domestic abuse, harassment, and on how to combat those situations;	Number of actions carried out and number of participants			X	X
		- To conduct a study focusing on how the IPV Students perceive dating violence and whether or not they had already experienced dating violence situations.	Study to be concluded by December 2022			X	X

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Viseu, April 12th 2022

The President of the Polytechnic Institute of Viseu

Prof. Doutor José dos Santos Costa



Polytechnic Institute of Viseu
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