Advancing Gender Equality in the ATHENA European University: Report on Current Status and Identified Gaps

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Introduction

Gender equality is a cornerstone of excellence and innovation within European universities, ensuring that all individuals have equal opportunities to thrive in academic, research, and professional environments. Promoting gender equality not only fosters fairness and inclusivity but also enriches the quality of education and research by integrating diverse perspectives and experiences. Within the European Higher Education Area, advancing gender equality aligns with fundamental values such as human rights, social justice, and equal opportunities. It also helps address systemic barriers, reduces gender-based disparities in leadership and STEM fields, and cultivates a culture of respect and collaboration. By prioritising gender equality, universities enhance their global competitiveness and set a standard for social responsibility and sustainable development.

Within ATHENA, the Action Group dedicated to Quality of Life includes a specific focus line on gender equality. This line seeks to promote and advance gender equality policies and practices across all member institutions. The present report marks the first activity carried out under this framework, providing an initial diagnosis to inform and guide future actions and improvements.

This report presents a baseline assessment of the development and implementation of gender equality policies across nine of the ten institutions comprising the ATHENA European University Alliance. Coordinated by the Universidade de Vigo, this initiative was conducted through a collaborative and participatory process. A dedicated working group of experts was established to design, review, and validate the questionnaire used for data collection.

The main objective was to identify existing resources, practices, and gaps related to gender equality within the member institutions. Although the ATHENA Alliance consists of ten universities, data for this report were collected from nine institutions since the Ukrainian partner was not involved in the working group during data collection.

One of the primary challenges was harmonising data from institutions with diverse national contexts and varying stages of policy development. To ensure consistency, the questionnaire included clear definitions and guidance and was thoroughly discussed with experts from all participating institutions before distribution.

After presenting the results from the questionnaire, the report concludes with a proposed action plan aimed at supporting institutional alignment and shared progress in gender equality. These recommendations are addressed to the leadership of ATHENA partner institutions as a roadmap for structural and sustainable change, benefiting not only each university individually but also the broader ATHENA community.

The Questionnaire: Design and Methodology

To support this initial diagnosis, a comprehensive questionnaire was designed to gather relevant data on gender equality policies and practices within the Alliance. The structure of the instrument was based on the model developed by the Spanish Network of Gender Equality Units, with contributions from the Universidade de Vigo's Equality Office, and was adapted to reflect the specific contexts and institutional realities of the ATHENA partners.

The questionnaire was organised into eight thematic blocks to facilitate structured data collection and ensure a broad, comparative perspective across institutions:

> Block 1. Gender Equality Diagnosis
>
> Block 2. Institutionalisation

Block 3. Communication

Block 4. Recruitment

Block 5. Teaching and Training with Gender Perspective

Block 6. Research and Transfer of Knowledge with Gender Perspective

Block 7. Work-Life Balance and Co-Responsibility

Block 8. Gender-based Violence, in particular Sexual Harassment and Harassment Based on Sex

Each institution designated an expert responsible for gender equality to complete the questionnaire on its behalf. All respondents were women, and while all universities reported having specific offices or bodies dedicated to gender equality, only four of the nine respondents identified themselves as staff members working directly within those structures.

The instrument included both closed and open-ended questions, allowing respondents not only to provide specific data but also to elaborate on contextual issues or highlight areas not initially foreseen.

To ensure consistency and clarity, the draft questionnaire was reviewed and validated by a dedicated working group composed of representatives from the participating institutions. Common definitions and guidance were provided to support coherent interpretation of the questions across different national and institutional contexts. A response window from 19 March to 15 April was established to allow institutions sufficient time to collect the necessary internal data. Once responses were collected, the ATHENA gender equality expert group, coordinated by the Universidade de Vigo within the AG3 Working Group on Quality of Life, conducted a detailed analysis of the information provided.

The findings of this analysis are presented in the following sections of the report. The analysis begins with the first three thematic blocks, which address core structural elements considered essential at the European level for demonstrating an institution's genuine commitment to gender equality. These include the availability and monitoring of disaggregated data, the allocation of dedicated human and financial resources, and the existence of formal bodies or strategies that reflect institutional engagement. Communication is also addressed as a critical mechanism for making gender equality policies visible, transparent, and accessible within the university community. The subsequent blocks broaden the perspective by examining additional dimensions such as recruitment, career development and promotion practices, work–life balance and organisational culture, measures to prevent and respond to gender-based violence, and the integration of gender in research, teaching, and innovation. Together, these eight thematic areas provide a comprehensive framework for assessing how the participating institutions approach gender equality, highlighting common strengths, persistent gaps, and opportunities for improvement.

Block 1. Gender Equality Diagnosis

This section includes questions aimed at understanding ATHENA universities' starting point regarding gender equality. It covers aspects such as whether they have conducted previous gender equality assessments and whether they collect sex-disaggregated data on their university communities. It also considers whether any specific gender gaps were identified in their earlier evaluations. This part is particularly significant, as the availability of data makes it

possible to identify existing needs and, from there, to design and implement measures to improve those situations.

All participating institutions (nine in total) have previously conducted studies to assess gender equality, demonstrating a shared interest in this issue. This common ground makes it possible to establish a unified baseline of information from which to compare situations, identify gaps, and design appropriate policies. Likewise, the presence of specific data across all institutions facilitates initial analysis and the planning of more in depth diagnoses in key areas.

Collection and analysis of sex-disaggregated data

Most ATHENA partner institutions report having mechanisms in place to collect and analyse sex-disaggregated data across key dimensions of university life. Specifically, eight out of the nine institutions collect this type of data regarding faculty composition and staff employment, while seven do so in relation to student enrolment. Additionally, two institutions indicated that they extend this practice to other areas beyond those explicitly mentioned. The availability of such data is fundamental to identifying patterns of inequality and to monitoring the impact of implemented measures over time.

Identification of gender gaps

The institutions also reported having identified gender gaps in a variety of areas. Five universities highlighted disparities in career advancement opportunities, while four pointed to differences in academic performance between genders. Gaps in access to resources were noted by three institutions. Moreover, five universities identified additional inequalities in other areas of institutional life.

Among the specific issues raised were: difficulties in balancing work and personal life that hinder professional progression, pay gaps among academic staff, unequal distribution of caregiving responsibilities, vertical segregation, persistent gender imbalances in certain academic disciplines (which influence both study choices and future career paths), unequal participation in decision-making processes, and disparities in access to employment.

These findings reflect a comprehensive and contextualised understanding of gender inequality within the higher education environment.

> There is a shared interest in the topic.
>
> ATHENA partner institutions demonstrate a certain level of awareness of their needs and are familiar with the state of gender equality within their institutions.
>
> Common gender gaps have been identified, broadly consistent with those reported in other studies across the European context.

Block 2. Institutionalisation

Based on the data collected in this section, there is a high degree of institutionalisation of gender equality structures across the nine ATHENA partners surveyed. Eight out of nine institutions have dedicated units for gender equality, with four of them reporting directly to the rectorate and two to a vice-rectorate. These units vary in name and scope depending on

national legislation, institutional autonomy, and assigned competencies. Examples of the different forms include:

- Unidade de Igualdade / Equality Unit
- Provedoria para a Equidade, Diversidade e Inclusão / Ombudsman for Equity, Diversity and Inclusion
- Gleichstellungsbüro / Equal Opportunity Office (currently in the process of merging with existing diversity structures))
- Comitato Unico di Garanzia (CUG)
- Equal Opportunities Ombudsperson
- Gender Equality Team
- Committee on Gender Equality and Anti-Discrimination; Mission for Equality, Diversity and Inclusion
- Mission for Equality, Diversity and Inclusion (+Cell for Fighting against Violence)

Two institutions have long-standing equality bodies established in 1989 and 2006, respectively. However, most units are relatively recent, created mainly in 2022 or 2023, although earlier structures such as vice-rectorates or quality and ethics offices had previously covered these functions. The variation in establishment dates may be influenced by differing national regulatory frameworks, as noted in the responses from the Polytechnic of Porto.

The composition of equality services is varied: four institutions employ a full-time dedicated staff member, while the others rely on part-time roles or collaborative arrangements. In some cases, equality efforts are organised through large committees involving numerous participants (e.g., 24, 11, or 9 members).

Regarding funding, four institutions draw on both internal and external resources; three have specific budget lines within their institutions, and two currently lack a dedicated budget, although one expects to secure external funding shortly.

Dedicated Equality Body   *Allocated Budget*   *Full-time Staff*
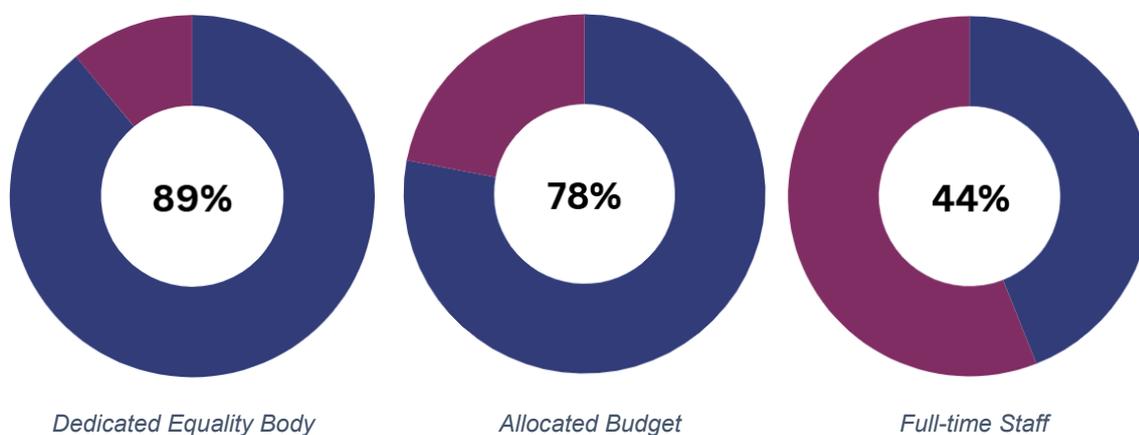
All ATHENA partners integrate gender equality into their strategic plans, and eight have specific equality plans and policies in place. Two institutions are implementing or designing their fourth equality plan, while the others are executing their first, indicating varying stages of policy development across the Alliance. The university, without a current plan, has integrated gender equality through university regulations and is currently drafting a formal plan.

The most recent equality plans developed by the partners prioritise a range of key areas. All nine universities include actions related to promoting work-life balance and fostering an inclusive organisational culture. Eight institutions report measures aimed at ensuring gender equality in recruitment processes and career progression. Seven institutions report initiatives

to improve gender balance in leadership roles and decision-making bodies, as well as measures to prevent and respond to gender-based violence, including sexual harassment.

The integration of the gender dimension in research content and teaching is explicitly addressed by five institutions, indicating growing awareness of the importance of embedding gender perspectives in academic work. Four universities also report actions addressing health and well-being. In addition, three institutions reported specific actions in other priority areas, reflecting the diverse approaches and contexts across the Alliance.

Awareness of equality services and policies within university communities is considered as moderate to high. Four universities rated awareness at a mid-level (around 3 considered they have an adequate level), three rated it as 4, and one university indicated that awareness remains insufficient.

> **Solid Institutional Commitment**: Most ATHENA institutions have formally institutionalised gender equality structures, with significant recent developments that reflect growing prioritisation of the issue.
>
> **Varied Resources and Staffing**: There is considerable diversity in staffing levels and budget allocation for equality services, which may affect the scope and impact of their activities.
>
> **Policy Maturity and Awareness**: While all institutions embed gender equality in their strategic frameworks, the degree of policy development varies widely, and awareness among university communities is generally moderate but remains uneven.

Block 3. Communication

This section analyses how ATHENA institutions address gender equality through communication strategies and institutional image. The responses reveal a specific and deliberate effort to promote gender-sensitive and inclusive representation across university communications. Eight out of the nine respondents acknowledged engaging in such efforts.

All institutions report addressing at least one element related to promoting a more equal image. The most commonly cited actions include the use of inclusive language, balanced representation of men and women, and the intentional avoidance of gender stereotypes. Most institutions apply a combination of strategies to achieve this.

- UVigo
- UniSiegen
- Uni Salento
- VilniusTech
- UOrléans
- UMCS (under construction)
- HMU (currently developing their website section on Equality)
- UMaribor (special sub-section for Gender Equality)

Targeted Communication Campaigns

Eight institutions have launched specific campaigns to prevent sexual harassment and sex-based harassment, incorporating various awareness and prevention measures. Communication tools and channels used include:

Training actions	Social media	Website section	Campaigns	Guides	Brochures	Other tools
8	7	7	6	4	4	5

Communicating Work-Life Balance Measures

Seven ATHENA institutions reported using a range of complementary channels to ensure work-life balance policies and resources reach the entire university community:

Training actions	Mailing lists	Website section	Guides	Social media	HR & digital tools
5	4	2	2	2	1

Equality Measures for Mobility Students

Only two institutions have implemented specific communication strategies to inform mobility programme students about gender equality resources and policies:

- **UVigo**: Uses guides/brochures and offers training actions.
- **UMaribor**: Communicates via email and brochures. It requires partner institutions to ensure gender balance in student selection processes, in line with principles of equal opportunity and non-discrimination. The university emphasises the creation of an inclusive and safe environment for international students and encourages open communication and access to support services regarding gender equality and other aspects of diversity.

> **Solid Institutional Commitment to Inclusive Communication**: Most ATHENA partners are actively incorporating gender equality principles into their public image, focusing on inclusive language, balanced representation, and awareness campaigns.
>
> **Need for Broader Outreach to International and Mobility Students**: Communication around gender equality for students in mobility programmes remains limited and inconsistent, with only two institutions addressing it in a structured way.
>
> **Critical Areas for Improvement Identified**: Some institutions highlight subtle but impactful biases in institutional imagery and naming practices. They also stress the importance of transparent, engaging communication and the systematic monitoring of discriminatory speech on social platforms.

Additional Observations and Suggestions:

- Institutional websites tend to portray men in roles of authority and success, while young, smiling women (often conforming to prevailing beauty standards) are used to promote study programmes, which suggests underlying gendered messaging.
- Classrooms named after individuals are predominantly dedicated to men, perpetuating gender imbalance in recognition.

- Published reports on equity, diversity, and inclusion should be clear, factual, and engaging, to ensure that the intended audiences read, understand, and feel included.
- The presence of hate speech and discriminatory comments on social media by staff—regardless of rank—should be systematically monitored and promptly addressed.

Block 4. Recruitment

The recruitment of staff and students with a gender equality perspective is another key aspect highlighted by European bodies as part of the minimum content required in gender equality policies within higher education institutions and research centres.

A critical review of selection procedures and the correction of any bias can help ensure that women and men have equal opportunities to develop and advance in their careers.

Implementing recruitment codes of conduct, involving gender equality experts in hiring and promotion committees, proactively identifying women in underrepresented fields, 10 and considering workload planning models across the institution are all important measures to include in a Gender Equality Plan (GEP).

This section explores the integration of a gender perspective in recruitment and career advancement policies at the nine institutions in the Alliance. The responses show varying degrees of implementation, with several institutions adopting targeted strategies, while others still lacking detailed sex-disaggregated data.

Student Recruitment with a Gender Equality Perspective

Six institutions report having student recruitment initiatives that incorporate the gender perspective. Five focus on encouraging enrolment in traditionally male- or female dominated fields and on increasing the visibility of female role models in science and research. Mentoring programmes and scholarships are mentioned, though less frequently.

Staff Recruitment with a Gender Perspective

Five institutions indicate that they apply gender-sensitive criteria in staff recruitment processes. The reported measures include:

Positive actions	Equal merit, gender-balance criteria	Support resources to address gender gaps	Scholarships and mentoring
3	3	2	2

Gender Perspective in the Promotion of Academic and Research Staff

Five universities report applying the gender perspective in academic promotions. The most common measures include:

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Actions to reduce gender gaps	Training programmes	Positive action measures
3	2	2

Gender Perspective in the Promotion of Administrative and Support Staff

Five universities also address gender equality in the promotion of management and administrative personnel, through:

Training programmes	Measures to reduce gender gaps	Positive action measures
5	3	3

Data on Women Leading Research Projects or Units

The questionnaire requested information on the number of women leading research groups across different fields of knowledge. However, most ATHENA partner institutions were unable to provide data in the required format. While all participating organisations assess gender distribution across career levels (as noted in Block 1), the lack of standardised data collection in this specific area limited both the comparability and representativeness of the responses.

Despite these limitations, the available data aligns with broader patterns observed in research institutions: women remain underrepresented in research leadership roles, particularly in STEM fields such as Engineering, where their representation remains significantly below parity. In contrast, areas such as Arts and Humanities demonstrate a more balanced gender distribution.

Due to similar limitations in data comparability, none of the universities were able to provide integrated information that combines leadership of research groups with the management of research centres. Likewise, no institution reported data related to interdisciplinary programmes.

Targeted Gender Strategies Are Emerging: Most ATHENA partners are taking steps to attract students and staff with a gender-sensitive approach, particularly in gender-imbalanced disciplines, though the use of mentoring and scholarships is still limited.

Promotion Policies Show Greater Gender Awareness: The application of gender equality principles is more developed in staff promotion than in recruitment, especially through training and gap-reduction measures.

Lack of Consistent Gender Data Hinders Analysis: Non-standardised reporting of gender-disaggregated data on research leadership continues to be a barrier to monitoring and improving gender balance in academia.

Block 5. Teaching and Training with Gender Perspective

Integrating the gender perspective into teaching is a crucial strategy for promoting inclusive, high-quality education. It not only helps correct historical imbalances by recognising the

contributions of women across disciplines but also ensures that knowledge is free from gender bias and partial narratives. Teaching with a gender perspective enhances academic rigour, responds to the diversity of students, and fosters critical thinking—equipping graduates with skills needed to engage more effectively with complex social challenges. Despite its importance, implementation across the Alliance remains limited.

Current Status and Initiatives

- Only one institution has conducted a formal diagnosis of the inclusion of the gender perspective in teaching.
- Six institutions report offering training programmes to support staff in integrating gender-sensitive approaches into their teaching.
- One institution has developed supporting resources, and another reports incentive policies for the recognition of initiatives that promote gender-aware teaching.

Additional examples of implementation include:

- Organising academic conferences and grant calls to support gender-focused teaching activities.
- Inclusion of the gender perspective in the content of undergraduate, master's, and postgraduate programmes.
- Integration of gender themes in seminars, conferences, and final dissertations.
- Polytechnic of Porto: Incorporating a gender perspective in teaching is described as a scientific and pedagogical choice made by individual faculty members. (TheGenderWeb Project).
- VilniusTech: The first formal course on gender studies was launched in the current academic year. Previously, the gender policy team conducted a review of gender-related content in existing courses.

Lack of Institutional Diagnosis: Only one ATHENA partner has formally assessed the presence of a gender perspective in teaching, indicating a major gap in systematic evaluation.

Training is the Most Common Tool: While some ATHENA partners have begun offering training and basic support, broader structural efforts—such us institutional guidelines, incentives, or evaluation systems—are still rare.

Efforts Are Often Individual, not Institutional: The integration of gender content frequently relies on individual faculty choices rather than coordinated institutional policy, limiting reach and consistency.

Block 6. Research and Transfer of Knowledge with Gender Perspective

The European Union's shared policy framework highlights the integration of the gender dimension in research and innovation as a core element of institutional gender equality

strategies in higher education and research. As emphasised in the *Gendered Innovations initiative*, incorporating sex and gender analysis into research leads to better science—enhancing excellence, fostering innovation, and ensuring that research outcomes are relevant to all members of society. By addressing gender bias, institutions can strengthen scientific integrity, improve the quality of their findings, and contribute to more inclusive and impactful knowledge production.

Current Implementation Across ATHENA Partner Institutions

Six ATHENA partners report having implemented measures to promote or recognise gender-sensitive approaches in research and knowledge transfer. The most widespread actions include the organisation of seminars, workshops, and training programmes aimed at raising awareness and building capacity in this area. Two institutions have also developed supporting materials such as guides or reference documents to assist researchers in integrating the gender dimension into their work. Additionally, one university has established a mentoring programme specifically designed to support early-career women researchers.

At the Polytechnic of Porto, although no specific grants exist for the development of dissemination materials with a gender perspective, research activities in this field are actively supported through various external funding schemes, including Erasmus+, Foundation for Science and Technology, Horizon Europe, and industry collaborations.

Research Teams Working in Gender-Related Fields

Six institutions have research teams focused on gender studies, women's studies, or masculinities studies. These groups are key to mainstreaming gender analysis in various disciplines and promoting equity-driven research.

Gender Studies Chairs, Centres, and Institutes

Several universities have established institutional structures dedicated to gender research:

- UVigo: A Chair of Feminist Studies: Cátedra de Feminismos 4.0 DEPO-UVigo and a gender research institute, the Instituto Universitario de Investigación Xustiza e Xénero
- P. Porto: The Centre for Intercultural Studies includes gender studies research
- UOrléans: Sister Mirabal Chair
- UniSalento: Founded the Centro Studi Osservatorio Donna in the 1990s; currently involved in WIDCON, a Digital Europe-funded initiative (Connecting Women in Tech) that promotes gender equality in the digital sector through expert engagement and policy recommendations
- UniSiegen: Gender research centre: *Gestu_S (Gender Studies in Siegen)*
  And six Chairs with Gender denomination:
  Chair of Media and Communication / Gender Media Studies
  Chair of Popular Music and Gender Studies
  Chair of the Bible and its Didactics - Gender Studies / Masculinity Studies
  Chair of Educational Science with a focus on School and Didactics in Elementary school and Gender Studies
  Chair of Social Science Criminology and Legal Gender Studies
  Chair of Sociology of Law and Legal Gender Studies

Gender-Sensitive Research is Gaining Ground: A majority of ATHENA partners have introduced measures to support and recognise gender-sensitive research, though often through limited resources or project-based initiatives.

Institutional Anchors for Gender Studies Are Vital: Dedicated chairs and research centres play a key role in legitimising and sustaining gender-focused academic work.

EU-Funded Collaboration is a Strategic Opportunity: Participation in programmes such as Horizon Europe, Digital Europe, and Erasmus+ enables institutions to advance gender-sensitive research and expand its real-world impact.

Block 7. Work-Life Balance and Co-responsibility

A core component of university gender equality policies, as emphasised by European frameworks and initiatives such as the European Research Area and Horizon Europe, is the creation of inclusive, supportive, and flexible work and study environments. Institutions must adopt comprehensive strategies that promote work-life balance, shared caregiving responsibilities, visibility of women, and fair recognition of their contributions. This includes enabling parental leave, offering flexible work arrangements, providing care-related support, and ensuring that institutional culture values inclusion. These measures not only support gender equality but also improve staff well-being, retention, and overall institutional performance.

Current Measures in Place (Work-Life Balance and Co-responsibility)

Enhanced Work-Life Balance Measures (beyond national regulations):

- UVigo: Positive action measures for researchers (e.g., reduced teaching load and flexible merit assessment post-maternity); lactation rooms; nursery schools on two campuses; holiday children's camp.
- P.Porto: Remote work regulations for administrative staff (not publicly available). •
- UniSiegen: Home office and remote work regulations for staff; flexible hours for administrative staff; childcare options and holiday care; family service office and support measures (e.g., counselling, family rooms, dual career service).
- UniSalento: Routine remote work for administrative staff since 2022; financial aid for kindergarten; campus medical centre for students and staff; psychological support services.
- VilniusTech: Two additional health days; family-friendly events for children of staff; contract extensions to cover maternity/paternity leave.
- UMaribor: Legal framework ensures flexible work, remote work, and right to disconnection; individual contracts include work-from-home options.
- UOrléans: Mandatory training for all managers on equality and work-life balance.

Work-Life Balance Measures for Students:

- P. Porto: Special statuses for working students and new parents.
- UniSiegen: Adjustments for students with care responsibilities; access to childcare (including flexible holiday care at reduced fees), financial support for student parents; extensive extracurricular offer and psychological counselling.
- UniSalento: Tailored programmes for student-workers and athletes; medical and psychological services.
- VilniusTech: Hybrid/individual study plans; afternoon lectures for graduates.
- UMaribor: Regulated academic workload and assessment timelines to avoid overload.
- HMU: On-campus kindergarten.
- UOrléans: Student associations must complete mandatory equality training to receive grants.

Clear and Accessible Procedures for Requesting Measures:

Seven institutions indicate that they have established clear and accessible procedures for requesting work-life balance measures. These procedures are intended to support both staff and students in managing personal, family, and professional responsibilities, ensuring that the right to co-responsibility and equal participation in academic life is respected. The existence of formal mechanisms contributes to greater transparency, consistency, and trust in the implementation of equality-related support measures.

Shared Responsibility (Co-responsibility)

Measures All ATHENA partner institutions report having implemented co-responsibility measures aimed at promoting the equitable distribution of care and domestic responsibilities. These initiatives reflect a shared institutional commitment to fostering inclusive environments that support work-life balance for all members of the university community.

Parental Leave and Support	Flexible Work and Study Policies	Promoting Equal Participation in Academic/Admin Roles	Awareness-Raising and Training
7	4	4	3

Additional Initiatives:

- UVigo: First Spanish university to offer free menstrual products; highest number of lactation rooms in the country.
- P.Porto: Specific reference to remote work incentive programmes and effective student access to institutional regulations.

Solid Institutional Commitment: All participating institutions report implementing at least some work-life balance and co-responsibility measures, showing a shared recognition of their importance.

Staff Measures are More Developed than Student Ones: While work-life balance policies for academic and administrative staff are widespread, support systems for students— especially those with caregiving duties or external jobs—are still emerging in some institutions.

Best Practices Extend beyond Legal Compliance: Some ATHENA universities stand out for their integrated approach to wellbeing measures, offering physical infrastructure, financial aid, flexible policies, and health services that support an inclusive academic community.

Block 8. Gender-based Violence, in particular Sexual Harassment and Harassment based on Sex

Tackling gender-based violence (GBV)—particularly sexual harassment and sex-based harassment—is a core requirement of institutional gender equality strategies in the European Research Area and Horizon Europe. Universities are expected to create safe, respectful, and inclusive environments where all community members are protected from any form of violence or discrimination. Effective protocols must ensure awareness-raising, accessible reporting mechanisms, support services, protection for victims, and sanctions against perpetrators. This area also reflects broader EU commitments to dignity, equity, and human rights within academic communities.

- UVigo: https://www.uvigo.gal/en/campus/equality/countering-maleviolence-against-women (currently in the process of being updated)
- P.Porto: Internal Whistleblowing Channel: domus.ipp.pt/home/complaint/complaint.aspx
- UniSiegen: https://www.unisiegen.de/start/news/amtliche_mitteilungen/jahrgang_2020/77_2020_ri chtlinie_fuer_einen_respektvollen_umgang.pdf
- UniSalento: unisalento.it/documents/20143/61721/DR439_Regolamento+antimobbing.pdf/5b891a db-436a-a4cc-df74-24469e282620
- VilniusTech: https://vilniustech.lt/files/5625/281/14/19_0/Lygios_galimybessmurtas_priekabiavimas -prevencijos-politika.pdf (currently being translated)
- UMaribor: https://www.um.si/wp-content/uploads/2025/01/UM-Codeof-Ethical-Conduct_december_2024.pdf?x67738 ; https://www.um.si/ouniverzi/predstavitev/integriteta-2/

Current Institutional Measures

- Seven out of the nine institutions within the ATHENA Alliance—representing approximately 77.8%—have established an official protocol to address sexual and sex-based harassment. The universities in Poland and Greece are the only partners without such a protocol in place.
- All seven existing protocols include core measures such as awareness-raising activities, support and accompaniment for victims, and clear sanction procedures to ensure accountability. Additionally, three institutions have incorporated training programmes as part of their protocols, while two provide restorative measures to support victims' recovery and redress.
- Regarding resolution mechanisms, four universities offer informal resolution options outside the formal protocol framework, two include them within it, and one institution does not provide for informal resolution.
- Protection and support measures for victims are available in five of the institutions, demonstrating a commitment to safeguarding individuals and fostering a safe university environment.

Scope of the Protocols

- Subject Coverage: All protocols apply to core university groups: academic staff, administrative staff, and students. Only UVigo extends coverage to external contractors or partner organisations working with the university.
- Object Coverage: All seven address sexual harassment and harassment based on sex.

Additional Inclusions

- Beyond these, most protocols also cover other forms of harassment to ensure comprehensive protection. Six institutions explicitly include harassment based on sexual orientation, gender identity, or gender expression. Harassment related to racial, ethnic, cultural, or religious origin, language, or other social factors is addressed by five protocols, as is harassment due to disability status. Workplace harassment is likewise covered by six of the protocols, reflecting a broad approach to the different contexts where harassment can occur.

Scope of Application

- The protocols are designed to apply comprehensively across a range of settings connected to university life. All seven cover on-campus spaces, ensuring protection in the immediate physical environment of the institution. Six protocols extend their reach to university events held off campus, such as conferences and congresses, as well as to volunteering activities organised or coordinated by the university. Digital environments, including social media and other communication tools, fall within the scope of five protocols. Leisure activities conducted on university premises are covered by six protocols, while four include leisure activities outside the university setting.

Notably, one protocol explicitly encompasses commuting time when shared with other university staff, demonstrating an expansive and protective approach to safeguarding members of the university community that goes beyond traditional boundaries.

Governance and Implementation

Specific Structures for Handling Reports: Four universities have dedicated bodies created through the harassment protocol.
- UOrléans: Specialised unit
- P.Porto: Legal office + Equity, Diversity and Inclusion service
- UniSiegen: Case-specific leadership (Rector, HR, or legal/academic department) •
- UVigo: CAS (Sexual Harassment Committee)

Protocols Are Broadening in Scope. ATHENA institutions are increasingly expanding their definitions of harassment to include intersectional vulnerabilities such as race, disability, and gender identity.

Implementation Is Still Uneven. Only some institutions have developed specialised bodies to manage cases. Others rely on existing offices, which may lead to fragmentation or inconsistency in victim support.

Digital and Off-Campus Contexts Are Being Addressed. More institutions are recognising the relevance of digital spaces, informal environments, and university-affiliated off-site activities when defining the boundaries of harassment protocols.

To complement the institutional overview of existing protocols, the questionnaire also gathered self-assessments from ATHENA partner universities regarding the effectiveness of their current strategies for preventing harassment. Respondents were asked to rate several key aspects on a scale from 1 (very low) to 5 (very high). The table below summarises these evaluations, offering insight into how institutions perceive the implementation and impact of their preventive measures.

	1	2	3	4	5
Dissemination of the protocol	1		3	2	1
Dissemination of the equality service and/or others		2	2	3	1
Awareness-raising campaigns		2	2	4	
Training courses		1	1	5	
Institutional manifestos	2	1	3	2	

As part of the survey, ATHENA partner institutions were asked to report the number of complaints related to sexual harassment or harassment based on sex registered during 2024. The responses reflect significant variation in both the availability and systematisation of this data. While some institutions provided specific figures—ranging from isolated cases to approximately 50 complaints—others reported no data or noted that such information is not systematically collected. This disparity highlights the need for more standardised monitoring mechanisms to ensure transparency, accountability, and institutional responsiveness across the Alliance.

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Conclusions

The questionnaire has allowed us to gain **an initial understanding of the state of gender equality** in the ATHENA partner institutions. Through it, we have been able to create a preliminary overview of the main areas.

All nine **institutions identify gender biases, structural inequalities, and gender gaps** that affect the opportunities available to women and men within universities, across academic, professional, and social dimensions.

Unifying criteria as well as regulatory and socio-cultural frameworks across different countries—even within Europe—**poses a significant challenge**.

The **minimum requirements established by Europe are implemented**, at varying levels of development, in most institutions within the Alliance. This includes both the formal criteria that university equality policies must meet (commitment and communication; resources; data collection and monitoring; training) and the essential content areas they should address (work-life balance and organisational culture; gender balance in leadership and decision-making; gender equality in recruitment and career progression; integration of the gender dimension in research and teaching content; and measures against gender-based violence, including sexual harassment).

The evaluation reveals that the **most structural and systemic issues related to gender equality remain the least addressed** across the institutions surveyed. Despite their fundamental importance for sustainable and long-term change, areas such as organisational culture, institutional policies, and governance structures require further development and prioritisation. Additionally, it is evident that **students constitute the group receiving the least targeted attention** in existing gender equality efforts. This gap highlights a critical area for improvement, as students represent a vital stakeholder group whose experiences and needs must be more effectively incorporated into future strategies. Addressing these shortcomings will be essential to fostering a genuinely inclusive and equitable academic environment at all levels.

The results of the gender equality diagnosis carried out across the participating institutions highlight **a lack of institutional commitment to integrating the gender perspectives into university teaching activities**. Despite the crucial role of higher education in shaping the knowledge, values, and professional practices of future generations, efforts to embed gender equality in curricula are insufficient and fragmented. This gap not only contributes to the perpetuation of partial and biased knowledge, but also hinders the promotion of more egalitarian ways of relating, learning, and working. Addressing this shortcoming is essential to ensure that ATHENA institutions fulfil their social responsibility in educating professionals who are equipped to build fairer and more inclusive societies.

The diagnostic also reveals **a limited institutional commitment to promoting gender perspectives in research across the participating institutions**. Although research plays a key role in generating knowledge that influences public policies, innovation, and social development and gender considerations are still not systematically integrated into research agendas, methodologies, or evaluation criteria. This omission not only reinforces gender biases in the production of knowledge but also limits the potential for excellence and relevance in research outcomes. Strengthening institutional support for gender-sensitive research is therefore essential to ensure both scientific quality and social impact.

The promotion of shared responsibility—particularly in relation to care, work-life balance, and organisational duties—**is a key strategy for reducing gender gaps within the academic**

community. The diagnosis highlights the need for ATHENA partners to adopt concrete measures that encourage a fairer distribution of responsibilities among all members of the institution, regardless of gender. Advancing a culture of co-responsibility not only helps address structural inequalities but also strengthens coexistence, inclusion, and mutual respect within university environments. By embracing and modelling these practices, universities can serve as leading examples for broader societal change, contributing to the construction of more equitable and caring communities beyond the academic sphere.

The diagnosis also underlines **the urgent need for a common and coordinated policy across the Alliance to prevent and address gender-based violence and hate speech, with particular attention to digital spaces**. These environments are increasingly being used to develop and spread new forms of sexist violence and targeted attacks against vulnerable groups, creating serious risks for individuals and for the overall climate of coexistence within universities. A solid and unified response is essential—not only to ensure the safety and dignity of all community members, but also to uphold the values of equality and inclusion. This requires a clear institutional commitment backed by adequate resources, concrete measures, and continuous monitoring and evaluation. In addition, any comprehensive policy must include mechanisms for victim support, reparative actions, and the restoration of a respectful and safe learning and working environment.

Summary of Key Action Proposals

Universities must act on multiple fronts to embed a gender perspective across all dimensions of higher education, advancing excellence in both research and teaching. Beyond this, they should drive systemic institutional change—reshaping structures, procedures, and organizational culture—to foster transformation toward a more inclusive, equitable, and humane European university. In doing so, they contribute not only to academic progress but also to the creation of a fairer and more egalitarian society.

Objectives

Based on the preliminary results of the initial assessment report, the following objectives should guide the development of a joint strategy for ATHENA:

The primary goal of establishing a Gender Equality Political Programme within ATHENA is to foster a more inclusive, equitable, and diverse academic community, while driving institutional change across organisational structures, procedures, and culture. This strategy should focus on:

- Cultivating a culture of fairness
- Applying gender mainstreaming to all aspects of academic life
- Advancing gender equality between women and men • Reducing gender biases and gaps
- Promoting diversity and participation
- Ensuring inclusion across all facets of university life
- Creating a better work and coexistence environment
- Enhancing excellence in both research and teaching quality

Beneficiaries:

The beneficiaries of an ATHENA Gender Equality Unit are diverse, encompassing various stakeholders within the academic community. Gender equality must be framed as a significant issue relevant to the entire university community.

- **Students** benefit from an inclusive and diverse learning environment that respects their individual backgrounds and experiences.
- **Faculty and staff** gain from professional development programmes that promote inclusivity and diversity in teaching, research, and administrative roles.
- **Underrepresented groups**: The Gender Equality Unit will provide support mechanisms, mentorship programmes, and resources to address the unique challenges faced by underrepresented individuals.
- **More vulnerable groups**, including victims of gender-based violence, women refugees, women from ethnic minority groups, women facing multiple discriminations, heads of single-parent households (predominantly women), and women responsible for caregiving of dependents, will also receive targeted support.
- **The university community and society at large** stand to benefit from the broader cultural and institutional changes driven by the Unit.

Responding to Needs:

- Addressing gender disparities: achieving equity in academic positions, leadership roles, and career advancement opportunities.
- Promoting inclusive and egalitarian education: ensuring curricula reflect diverse perspectives and experiences, reducing gender bias and androcentrism.
- Providing equal opportunities for students, faculty, and staff regardless of gender, race, ethnicity, disability, or other characteristics.
- Creating safe and equitable academic spaces for coexistence and work; university safe spaces are essential for all members of the academic community and align with the values of the European Higher Education Area.
- Ensuring compliance with national and European policies and regulations mandating gender equality, diversity, and inclusion (e.g., Gender Equality Strategy 2020-2025).

Alliance-Level Actions:

While individual institutions must pursue equality, diversity, and inclusion, a collaborative Alliance amplifies the scale, impact, and sustainability of these efforts by pooling collective resources.

Correcting structural, systemic, and historical inequalities rooted in deeply ingrained cultural patterns is imperative. It is crucial to retain women's talent, as they often achieve better academic results but are disproportionately likely to leave academia due to barriers such as the "glass labyrinth" (including phenomena like the Matilda Effect, sexism, leaky pipeline, care gap, gender pay gap, and unequal academic responsibilities). This labyrinth exemplifies how inequality persists in academia, resulting in loss of talent, diminished knowledge excellence, and negative effects on coexistence.

Gender inequalities permeate all levels and areas of higher education—including formal processes, informal practices, and university culture. Engaging diverse stakeholders, both direct and indirect, fosters a sense of belonging, helping to overcome challenges and resistance throughout the process.

Proposed Improvement Actions

Block 1. Gender Equality Diagnosis

- Design a repository of standardised sex-disaggregated data collection, comparable, and up-to-date data to monitor the state of gender equality across ATHENA universities.

Block 2. Institutionalisation

- Strengthen the institutional commitment to gender equality within each university through concrete actions and dedicated resources.
- Include a representative group of students from all academic areas and levels in the working groups responsible for designing gender equality policies.

Block 3. Communication

- Create a dedicated space on the shared website where the gender equality webpages of the partner universities are identified, and common resources can be accessed and shared among ATHENA partners.
- Develop a shared image repository that represents the university community, ensuring the avoidance of gender stereotypes.

Block 4. Recruitment

- Promote mentoring campaigns to reduce gender stereotypes in the selection of university studies, while avoid devaluing/disempowering women who freely choose to pursue fields in the Social Sciences or the Arts and Humanities. Avoid using traditionally male-dominated fields as the only or ideal standard for value or empowerment.
- Set up onboarding protocols for new staff members that include information on gender equality measures and resources, such as a welcome kit including brochures and information on co-responsibility, parental leaves, sexual harassment, etc.
- Promote female scientists in every field of research to institutionally recognised and properly remunerated leadership positions in research teams through positive action measures.
- Promote mentoring campaigns for women in (or running for / applying to) high visibility positions when there is a clear lack of recognised role models.

Block 5. Teaching and Training with Gender Perspective

- Create a resource bank of teaching materials to support the integration of the gender perspective in higher education, using a collaborative, open-access structure.
- Apply the same structure to develop a shared directory of gender studies specialists and research teams to foster interdisciplinary collaboration.
- Develop a gender equality training course specifically designed for decision-makers in academic and curricular planning within ATHENA partner universities.
- Introduce a virtual course on gender equality across all academic programmes with ECTS accreditation.

Block 6. Research and Transfer of Knowledge with Gender Perspective

- Publish a shared repository of specialists and research teams in gender studies in the ATHENA website to strengthen interdisciplinary research networks.
- Create targeted training on the integration of the gender dimension in research and knowledge transfer for decision-makers in research management and policy development.

- Create an award to recognise projects in innovation and knowledge transfer that are gender sensitive.

Block 7. Work-life Balance and Co-responsibility

- Establish positive action measures to reduce the care gap across the Alliance, such as reducing the teaching workload to promote research opportunities for women after maternity leave or providing childcare centres.
- Agree on a code of co-responsible good practices within ATHENA working groups and across the Alliance (e.g., the right to digital disconnection, respect for working and rest times, the promotion of participatory and caring work environments).
- Promote models of caring and egalitarian masculinities through shared campaigns and materials.

Block 8. Gender-Based Violence, in particular Sexual Harassment and Harassment Based on Sex

- Establish a code of egalitarian coexistence for the entire university community.
- Create a repository of awareness, prevention, and support materials and resources to address gender-based violence.
- Appoint gender equality focal points and contact information at each university to support students and staff participating in mobility programmes.

ATHENA Gender Equality Label

To acknowledge and promote institutional commitment to gender equality, ATHENA will establish the "ATHENA Gender Equality Label." This recognition will be granted to member institutions that meet the key criteria and recommended actions outlined in this report. The label will serve not only as a symbol of each university's progress and dedication, but also as a tool to enhance the visibility of gender equality efforts across the Alliance. By highlighting best practices and promoting shared standards, the label aims to foster awareness, inspire continuous improvement, and reinforce ATHENA's collective identity as a driver of inclusive excellence.

Appendix

- Definitions & Survey

Appendices

APPENDIX 1: DEFINITIONS AND SURVEY

University:
Name of the person completing the questionnaire:
Sex: Female/ Male/ Other/ Prefer not to say[1]

Position at the university:
Contact:

This questionnaire has been designed to carry out a diagnosis of the gender equality policies being developed at the universities within the Athena European University.
The questions are grouped into the following sections
- Diagnosis of the gender gaps
- Institutionalisation of gender equality
- Gender equality policies
- Communication
- Recruitment
- Teaching and training with gender perspective
- Research and transfer of knowledge with gender perspective
- Conciliation and Cor-responsibility
- Prevention and action against gender-based violence, in particular sexual harassment and harassment based on sex

Please answer each question based on the context of your university. In each section, we have provided the option to make clarifications or add any comments you deem necessary.
If you have any questions, feel free to contact us at athena-office@uvigo.gal

As an introduction, we briefly clarify some terms to make it easier to complete this questionnaire and to correctly analyse and compare the responses. All terms are defined according to the standards set by the European Union[2].

Co-responsibility: refers to the shared responsibility between men and women in balancing work, family, and personal life. This concept promotes equal participation in domestic and caregiving tasks, as well as in professional and public life. The EU emphasises the importance of policies that support paternity leave, flexible working arrangements, and other measures to ensure both men and women can equally contribute to and benefit from all aspects of life.

Domestic violence: Any act of physical, sexual, psychological, or economic violence occurring within the family or household unit, regardless of biological or legal family ties, or between spouses, ex-spouses, partners, or ex-partners, irrespective of whether the perpetrator shares or has shared the same household with the victim.

Gender: refers to the roles, behaviours, activities, and attributes that a given society considers

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[1] The data on sex is requested to understand who takes responsibility for equality issues in universities, as these topics are often primarily addressed by women. This information helps identify the involvement of women and men in such matters. However, please note that providing this information is entirely voluntary.
[2] E.g.: Directive 2006/54/EC, Directive (EU) 2019/1158, Directive (EU) 2024/1385.

appropriate for men and women. Unlike sex, which is biological, gender is a social and cultural construct that differentiates individuals based on societal norms and expectations. In feminist theory, gender is also a category of analysis used to understand power dynamics and inequalities between men and women.

Sex-based harassment involves any unwanted conduct related to the sex of a person that occurs with the purpose or effect of violating the dignity of a person and creating an intimidating, hostile, degrading, humiliating, or offensive environment

Positive actions measures or affirmative actions: Proportionate measures implemented with the aim of achieving full and effective equality in practice for individuals of a gender that has been historically disadvantaged or faces ongoing discrimination or inequality. These measures are designed to address the structural barriers that prevent gender parity in various spheres, such as employment, education, and decision-making.

Sex: refers to the biological differences between males and females, such as reproductive organs and chromosomes.

Sexual harassment is defined as any unwelcome verbal, non-verbal, or physical conduct of a sexual nature that aims to or results in violating the dignity of a person, particularly when creating an intimidating, hostile, degrading, humiliating, or offensive environment.

Violence against women: Any act of gender-based violence directed against a woman or a girl on the grounds of being female (that is, as a manifestation of structural discrimination resulting from historical power inequality), or that disproportionately affects women or girls, causing or likely to cause physical, sexual, psychological, or economic harm or suffering, including threats to commit such acts, coercion, or arbitrary deprivation of liberty, whether occurring in public or private life.

*Including cyber violence as cyberstalking, the dissemination of images, videos or other material (production, manipulation or altering by image editing, including by means of artificial intelligence) depicting sexually explicit activities or the intimate parts of a person without that person's consent.

Diagnose of the gender gaps
1. Has your university previously conducted any assessments or studies on gender equality? Yes/No
2. Does your university collect and analyze disaggregated data by sex? Please indicate all areas where this is the case.
   — Student enrolment
   — Faculty composition
   — Staff employment
   — Other: ….

3. Have any gender gaps been identified within your university? If yes, please identify these gaps.
   — Academic performance
   — Career advancement
   — Access to resources
   — Other: …

4. Is there anything else you would like to add?

Institutionalisation of gender equality

5. Does the university have a management body with specific functions to address gender equality issues? Yes/No

If the answer is yes, please answer questions 6 to 10. If the answer is no, you may skip to question 11.

6. What is its name? Mission on Equality and Diversity
7. What is the hierarchical structure of this service?
    — Subordinate to the rector
    — Subordinate to a vice rector
    — Other
8. When was this body or service created?
9. How many staff members work in this service?
    — Full-time/Part-time
    — Full-time/Part-time
    — Full-time/Part-time
    — Full-time/Part-time
    — Full-time/Part-time

10. Does this service have its own budget?
    — Yes. Own funds.
    — Yes. External funds (agreements, grants, subsidies).
    — Yes. Both own and external funds.
    — No.
    — Other.

11. If there is no dedicated service within the university with assigned functions and focus on gender equality issues, is there another mechanism in your university to incorporate these issues into university management?
    YES/No
    If yes, please briefly describe how this is done.
12. Space for any comments you would like to make regarding this block of questions.

Gender equality policies

13. Does your university incorporate gender equality into its strategic plans? Yes/No

14. Does your university have a gender equality plan (GEP)? Yes/No

If the answer is yes, please answer questions 15 and 16. If the answer is no, you may skip to question 17.

15. How many plans has your university had?
16. Please specify the key areas or thematic axes of the most recent plan.
    — Work-life balance and organisational culture
    — Gender balance in leadership and decision-making
    — Gender equality in recruitment and career progression
    — Integration of the gender dimension into research and teaching content
    — Measures against gender-based violence including sexual harassment
    — Health and Well-being
    — Other:

17. If there is no gender equality plan, how are gender equality measures implemented?
    — Regulations
    — Positive actions measures
    — Gender mainstreaming
    — Other:
18. Is there anything else you would like to add?

Comunication
19. Please rate the level of awareness of equality services and equality policies within your university community (1 to 5). With 1 being the lowest rating and 5 the highest. 3
20. Is there a dedicated and accessible space for gender equality issues on the university's website? Yes/No

If so, please provide the web address.
21. Does the institutional communication ensure an equal image?
    — Balanced use of male and female images
    — Inclusive language
    — Effort to avoid gender stereotypes
    — Other:

22. Have specific communication campaigns been carried out to promote the university's resources for gender equality or to prevent harassment and gender-based violence, or awareness-raising campaigns? Yes/No
If so, how is it communicated?
    — Visible section on the website
    — Social media
    — Guide
    — Brochure
    — Campaign
    — Training actions
    — Other:

23. Is there specific dissemination of work-life balance measures aimed at university staff? Yes/No
    If so, how is it communicated?
    — Visible section on the website
    — Social media
    — Mailing lists
    — Guide
    — Campaign
    — Training actions
    — Other

24. Is there specific communication about gender equality measures and resources for international students participating in mobility programs? Yes/No
    If so, how is it communicated?
    — Visible section on the website
    — Communication via email
    — Guide or brochure

- — Campaign
- — Training actions
- — Other: student associations are trained yearly on the matter

25. Is there anything else you would like to add?

Recruitment

26. Does your university integrate gender-sensitive measures in student recruitment? Yes/No
If so, which ones?

- — strategies to promote female enrolment in male-dominated careers or the other way around
- — study grants
- — mentoring programs
- — actions to raise the profile of women in science and research
- — others:

27. Does your university integrate gender-sensitive measures in the recruitment of research staff? Yes/No
If so, which ones?

- — criteria for preferential recruitment on equal merit in male-dominated or female-dominated sectors
- — positive action measures
- — mentoring programs
- — support resources to reduce gender gaps
- — others:

28. Is the gender perspective taken into account in the career development of teaching and research staff at the university? Yes/No
If so, which ones?

- — training programs
- — actions to reduce gender gaps
- — positive action measures
- — others:

29. What about in the career development of administrative and management staff? Yes/No
If so, which ones?
- — training programs
- — actions to reduce gender gaps
- — positive action measures
- — others:

30. How many females are head of research groups/centres at your institution?
- **Arts and Humanities**
- **Engineering**

- **Natural Sciences:**
- **Social Sciences:**
- **Interdisciplinary Programs:**
- **Other (please, specify)**

31. Is there anything else you would like to add?

Teaching and training with gender perspective

32. Has any diagnosis of gender mainstreaming in teaching been carried out at your university? Yes/No
33. What measures have been implemented to incorporate a gender perspective in teaching?
    — Training
    — development of supporting resources
    — incentive policies and valuation of initiatives
    — Regulatory changer
    — others:

34. Is there anything else you would like to add?

Research and dissemination of information with gender perspective

35. Are there any measures in place at your university to promote or recognize gender-sensitive research and transfer? Yes/No
    If so, Which ones?
    — seminar, workshop or training program
    — supporting guide or similar document
    — mentoring programme for young women researchers
    — assessment of gender-balanced research teams
    — grants for the production of scientific dissemination materials with a gender perspective
    — others:

36. Are there research teams or research lines specialised in gender issues (gender studies, women's studies, masculinities studies) at your university? Yes/No
37. Is there a gender studies centre, chair, institute or similar at your university? No. If so, please indicate its name and a link to the information.
38. Is there anything else you would like to add?

Conciliation and Co-responsibility

39. Are there any additional labour measures at your university in addition to the legal ones to guarantee the work-life balance of the university staff (teaching and research and technical, management and administration)? Yes/No
40. If so, could you highlight any specific measures that extend the rights recognized in your country in terms of work-life balance? (open answer or include link to documents).
41. Are there any specific measures in your university to guarantee work-life balance for students? No
    If so, please, give an example.

42. Are there clear and accessible procedures for requesting conciliation measures at your university?
43. Are there specific measures in your university to promote co-responsibility?
— Flexible Work and Study Policies
— Parental Leave and Support
— Awareness and Training Programs
— Gender-Sensitive Resource Allocation
— Encouraging Equal Participation in Academic and Administrative Roles
— Creating Inclusive Spaces
— Others
44. Is there anything else you would like to add?

Prevention and action against gender-based violence, in particular sexual harassment and harassment based on sex
45. Is there an action protocol for sexual harassment and harassment based on sex? Yes (if not, go to question 30)
    If so, please include the link to the document.
46. If your university has a protocol, please indicate what type of measures it includes:
— awareness raising
— training
— prevention
— attention and accompaniment
— sanction
— reparation
— others:
47. To whom does the protocol apply?
— Administrative and technical staff
— Academic staff
— Students
— Other:

48. Situations addressed (please, mark with an x all that apply)
— sexual and gender-based harassment
— harassment based on sexual orientation, gender expression or gender identity
— harassment based on racial, ethnic, cultural or religious origin or any other personal or social circumstance
— harassment due to disability status
— harassment at work
— others:

49. What areas of university life are covered by the protocol (please, mark with an x all that apply)?
    — Any physical space on campus or university facilities.
    — Outside university facilities, but in activities organized by the university (conferences, congresses, etc.).
    — Volunteering organized or coordinated by the University itself.
    — Social networks and digital communication systems (from the university's own or external environments).
    — Leisure activities carried out within the university
    — Leisure activities carried out outside the university.

— others:

50. Bodies responsible for the management and resolution of harassment complaints/complaints.
    — Specialised unit
    — Body created by the Protocol (please, indicate name)
    — others:

51. Is there provision for informal dispute resolution?
    — Within the Protocol
    — Outside the Protocol (no established procedure)
    — There are no informal channels for conflict resolution

52. Are protection and victim support measures foreseen in the Protocol?
    — During the procedure
    — Upon completion
    — Both (depends on the cases)
    — No specific protection and support measures are included.

53. Rate the following strategies for preventing bullying (on a scale of 1 to 5 where 1 is "not very effective" and 5 is "very effective")
    — Dissemination of the protocol (if any)
    — Dissemination of the equality service and/or other equality centres of the university
    — Awareness-raising campaigns
    — Training courses
    — Institutional manifestos
    — others:

54. Number of complaints, queries and allegations received in 2024. If data are not systematised, indicate "no data". No data.

55. Is there anything else you would like to add?