



EQUALITY PLAN

University of A Coruña

2024 / 2027

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INSTITUTIONAL GREETING

The University of A Coruña's Third Equality Plan is the result of a collective effort involving the entire University community. Based on the current situation, this new plan has been drawn up in response to new legislative changes and with the essential objective of promoting equality and equity between men and women within our institution. The university environment has long been considered an ideal space for implementing gender equality policies, hence the extensive legislation directed at the academy, which demonstrates the will to change reality. The idea of equality, together with the defence of human rights, has become a guiding principle for the academic spirit, since academic excellence cannot be understood without effective equality between men and women.

In any case, notwithstanding the legal obligations and the fact that gender equality is one of the Sustainable Development Goals, the University of A Coruña has made an institutional commitment to adopt a transversal and intersectional approach to university policies.

This approach involves the different units, services and bodies of the University, since a problem of this magnitude requires the commitment of everyone in the University community, as reflected in the Strategic Plan of the UDC, which also includes specific objectives in this area.

The diagnosis that preceded the collaboration on this plan revealed the existence of certain gender asymmetries that affect the university community. The patriarchal culture present in our society is also present in the University.

For example, gender stereotypes are visible in the composition of the student body in the courses, so that the presence of men is very low in the courses related to care (jobs that are generally less socially and economically recognised), while the presence of women is lower in the courses related to certain engineering fields or to professions that are traditionally occupied by men (better paid and with a higher social status).

This situation, which is socially accepted and normalised, is a symptom of inequalities, since a society must be built in a balanced and shared way, otherwise it will be impossible to eliminate inequalities.

Therefore, a multidimensional reality requires different perspectives in order to tackle the problems effectively. The design and drafting of the 3rd Equality Plan of the University of A Coruña has been, as we have said, a collective task that has involved many people from different sectors who have been able to contribute their experience in their commitment to equality and democratic values. In addition, this new plan is the result of previous work, which was crystallised in the two previous Equality Plans.

The journey since 2007, when the UDC's Office for Gender Equality was established, has allowed us to make progress and take important steps towards effective equality between men and women.

We would like to go faster and we are aware that there is still a long way to go, which is why this 3rd Plan contributes to the definition of realistic strategic lines of action, committed to a University that implements policies with a gender perspective, which make the University community aware of the various problems related to sexist behaviour, gender gaps and normalised inequalities against women.

Accepting behaviour that constitutes harassment or sexist violence as normal is no longer acceptable in a higher education environment.

To implement this plan we need the involvement of the whole community. It is about continuing to deconstruct the sexist culture in order to build a new culture of equality.

We count with you! Join and subtract machism!



UNIVERSIDADE DA CORUÑA

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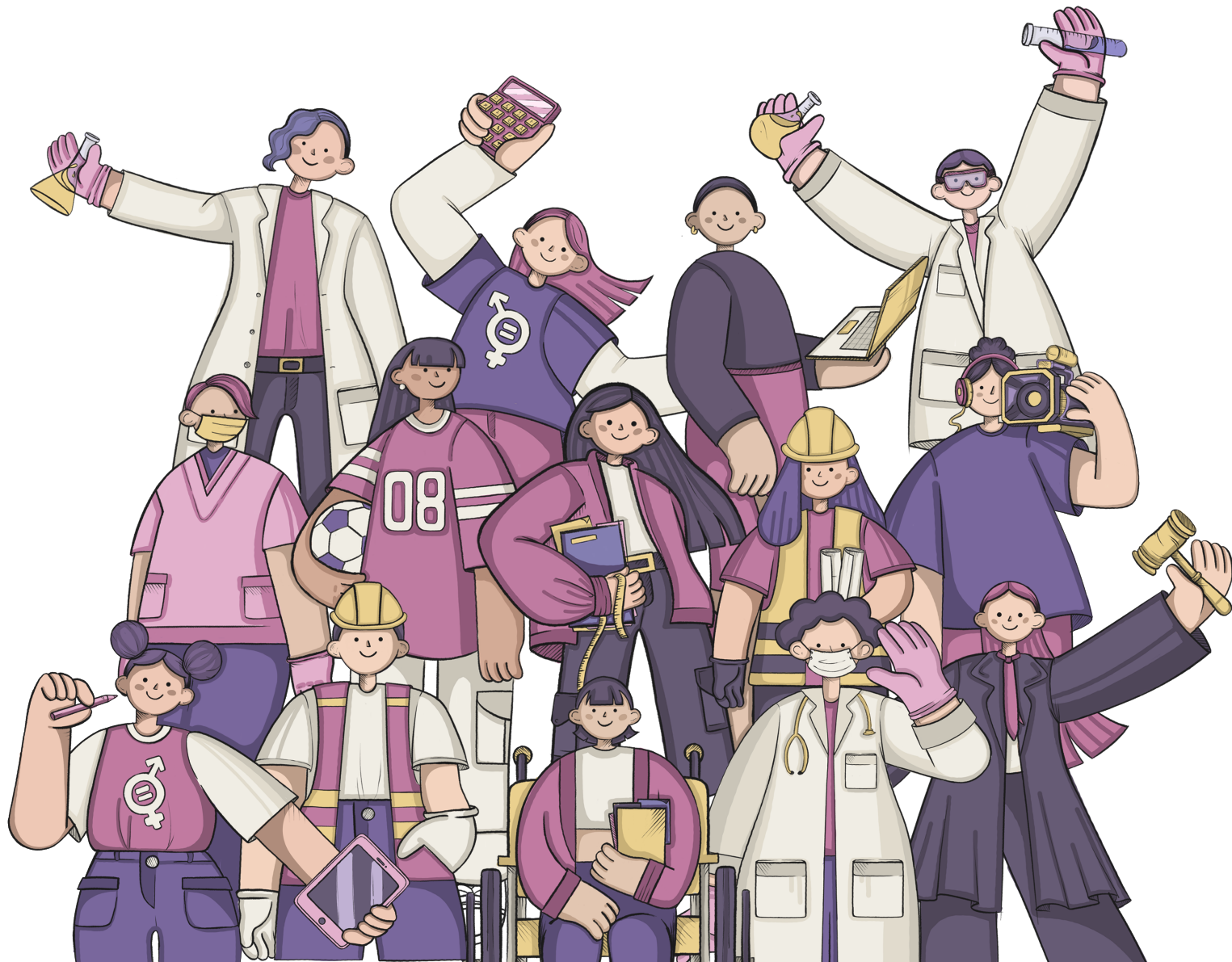
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BACKGROUND

01. BACKGROUND

The 3rd University of A Coruña (UDC) Equality Plan is based on the guiding principles of consensus, cooperation and efficiency in the fight for equality.

Since the first plan was approved in 2013, much progress has been made, but there are still many challenges, old and new. Today we face the triple unknown of a society transformed by digitalisation, the arrival of artificial intelligence and the threat of climate change. Gender perspective will be a key factor in facing all of these challenges, as was recognised when equality was established, necessarily and rightly, as one of the UN Millennium Development Goals.

Universities should be at the forefront of knowledge and progress in today's complex context, and spearhead the creation of knowledge in a fair and egalitarian manner. As stated in the preamble of the University Act (LOSU) 2/2023 (22 March), 'The university was, is and must be a source of knowledge, material well-being, social justice, inclusion, opportunities and cultural freedom for all ages.'

Even so, universities are no strangers to gender stereotypes and inequality. As numerous indicators show, despite significant progress, there is still a long way to go.



As in the rest of society, a glass ceiling or sticky floor remains in place in many areas, hindering progression even in largely feminised sectors. We also continue to see that gender stereotypes have an impact on career choices, with strongly masculinised or feminised areas in which the progress achieved cannot be considered satisfactory.

Inequality continues to result in educational drop-out and the consequent irreparable loss of knowledge. All of these examples show that equality policies must go further if real, full equality is to be achieved.

The aim of this equality plan and the university's protocols in this area is, therefore, to remove the obstacles to equality that we still encounter every day, and to do what the university can as an institution of learning to expand democracy by achieving equality.

The UDC Strategic Plan 2022-2026 identifies the integration of equality as a core principle of the university community. Several of the objectives and measures included in this plan are therefore linked to those presented in the Strategic Plan.

The new equality plan is based on five core objectives, with specific, actionable measures and targets for each to be achieved during its lifetime.

1. Equality-based governance and equality policies: equality and its cross-sectional incorporation into all aspects of the university's activities as the cornerstone of UDC's mission as an institution

2. Gender perspective in teaching, research and transfer activities: balanced inclusion, recognition and transmission of silenced knowledge by incorporating a gender perspective across all areas.

3. Education, awareness-raising and communication: education and awareness-raising actions, and the promotion of feminist student associations, in order to promote greater consciousness and engagement, and to increase the visibility of women in academic fields where they are still a minority.

4. Prevention of and intervention against different forms of gender-based violence: measures to prevent and combat all forms of violence against women, the cruellest and most barbaric expression of inequality.

5. Balance, co-responsibility and well-being: promotion of more egalitarian work-study-life balance and development.



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Mathopology

02. METHODOLOGY

Recent legislative developments in relation to equality of opportunity have highlighted the need to adapt or reorient the actions of universities in this area.

This new equality plan has been developed in accordance with the following two new pieces of legislation, introduced since the previous plan was approved: Royal Decree 901/2020 (13 October), regulating equality plans and their registration, which modifies Royal Decree 713/2010 (28 May) on the registration and deposit of collective bargaining agreements; and Royal Decree 902/2020 (13 October) on equal pay for women and men. The new plan thus reflects the most significant features of the new legislation, in terms of its negotiated nature and its diagnosis of the situation.

With the old plan about to expire, a negotiating committee was established to begin work on its replacement. This negotiating committee consisted of sixteen members in total, with institutional representation from the Vice-rector for Equality and Diversity, the Director and Deputy Director of the Gender Equality Office (OIX), and five other representatives; and eight UDC staff representatives selected from the four trade unions recognised by the university.

The committee met between July 2022 and June 2023. It began its task with the collection and analysis of data relating to the UDC student and staff bodies in order to prepare a preliminary diagnosis regarding the situation of the university with respect to equality. The committee also analysed the evolution of these data over the past decade, taking the period prior to the first equality plan as its starting point.

The diagnosis document produced by the committee provided a snapshot of the situation at UDC in relation to gender equality, and of its needs and shortcomings in this area. The next step was to design strategies to address these issues, and start moving towards real, effective equality of opportunities between women and men.

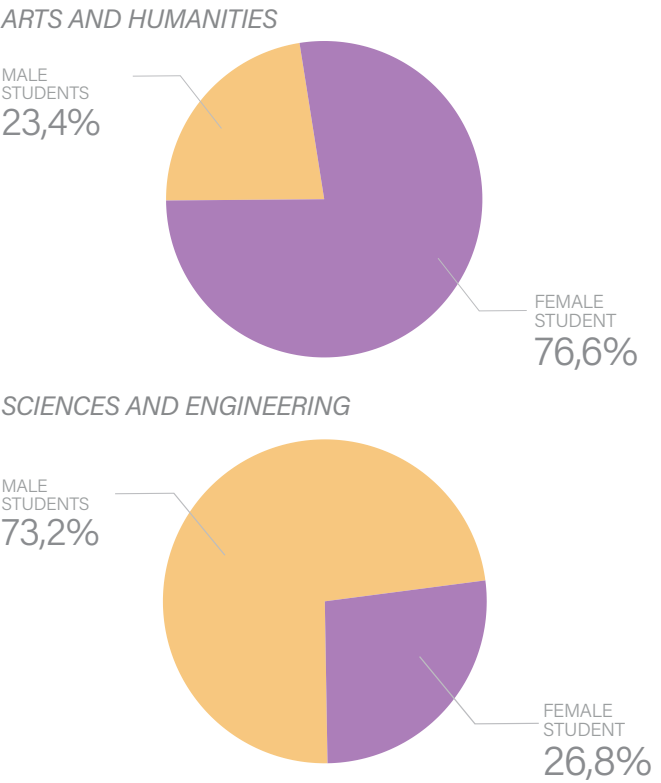
As the conclusions of the diagnosis document and the evaluation of the second plan show, despite significant progress in recent years, there is still a long way to go to achieve real, effective equality within UDC, and that some of the issues highlighted in 2012 have yet to be addressed.

The data show that there are still significant inequalities across the different groups of the university community (students, teaching and research faculty, and technical, services and administration staff), so the

aims and priorities defined in both the first and second equality plans remain to be met, together with new objectives aimed at achieving real, effective equality at UDC.

In general terms, enrolment data show no apparent numerical difference between women and men. However, when analysed from a gender perspective, these data reveal a number of worrying trends. Stereotypes continue to mark students' career choices, resulting in a higher concentration of women in Health Sciences (76.6%) and Arts and Humanities (73.2%), and of men in Engineering.

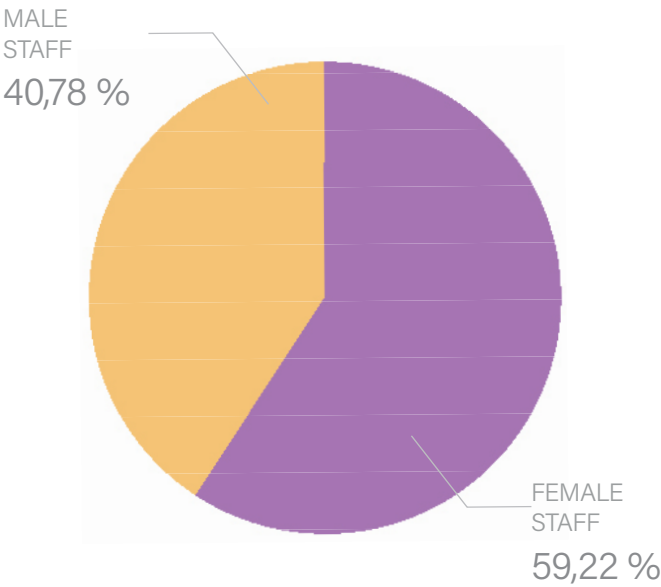
DISTRIBUTION OF STUDENTS BY KNOWLEDGE AREAS



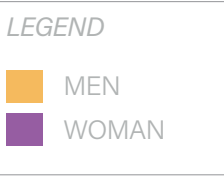
With respect to teaching and research staff, the results indicate near parity overall, with a slightly higher number of men than women. However, when it comes to faculty on civil service contracts, that gap is wider.

The significant horizontal segregation of teaching and research staff by area of knowledge remains a problem, mirroring the differences in enrolment choices highlighted above.

% TEACHING AND RESEARCH STAFF BY GENDER (2021)



The challenge of vertical segregation at the top of the academic ladder also remains, with particularly divergent data for professors and tenured lecturing staff.

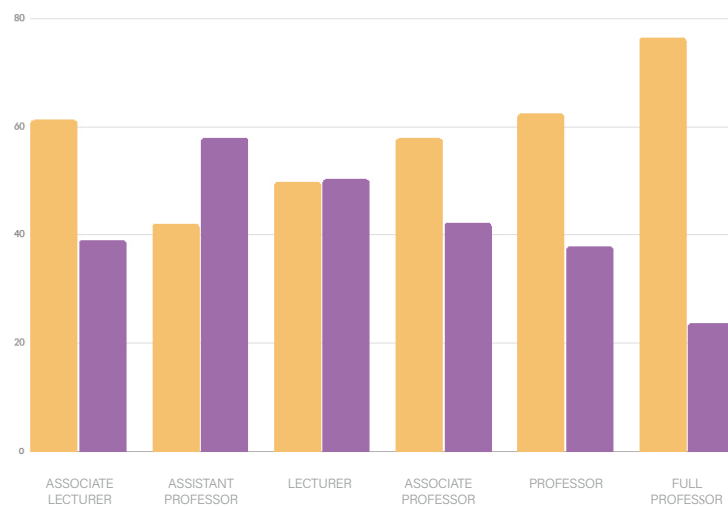


2. METHODOLOGY

This situation of gender segregation among the different teaching staff categories, known as the 'scissors graph,' refers to the disparity between men and women in top-level academic positions and leadership roles, which is a common feature of the Spanish higher education system.

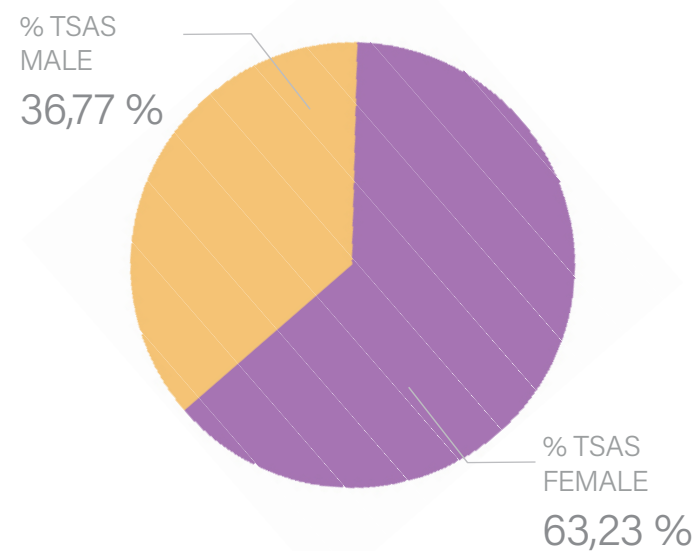
This scissors graph highlights the barriers which women encounter as they ascend the academic hierarchy, and which result in a significant gender gap. In the lower part of the graph, representing the bottom of the academic ladder, the presence of women and men is more equal. However, as the graph climbs to roles involving more authority, such as professorships, the proportion of women decreases markedly. This gender gap reflects persistent challenges in respect

TEACHING AND RESEARCH STAFF DISTRIBUTION BY CATEGORY

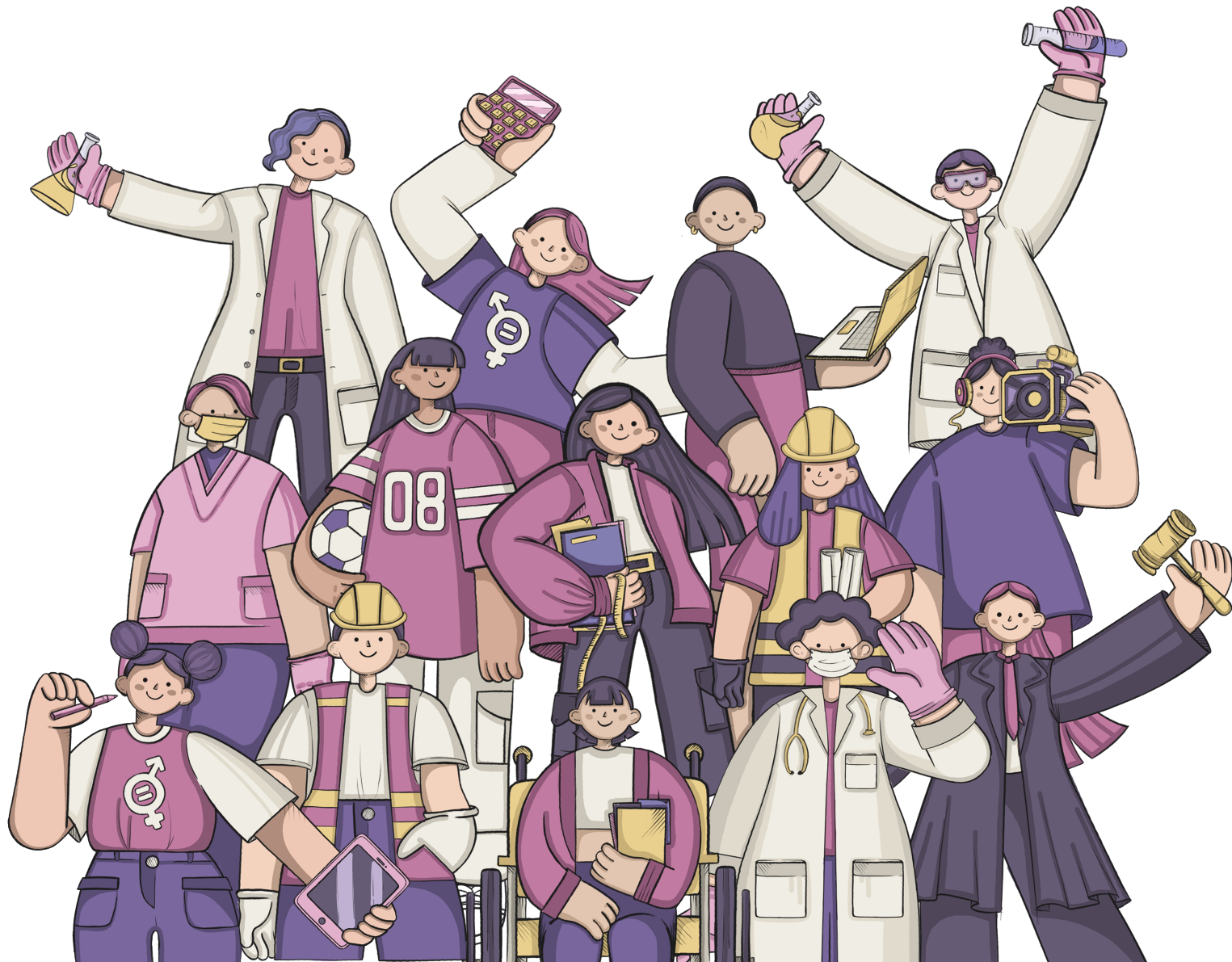


of equal promotion and leadership opportunities for women in academia, which are often due to systemic biases and barriers.

DISTRIBUTION OF TECHNICAL, SERVICES AND ADMINISTRATION STAFF (TSAS) BY GENDER



The data for technical, services and administration staff shows a continued majority presence of women compared to men (63.23% compared to 36.77%). As in the case of the teaching and research faculty, horizontal segregation is also observed: despite the highly feminised nature of this group as a whole, women are more heavily represented in areas of general administration and library services, in contrast to the high masculinisation of more technical roles, which are still predominantly filled by men. The balanced presence of both sexes in positions of responsibility reveals that vertical segregation is not significant among this group.



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STUDENT

03. STRUCTURE

The 3rd UDC Equality Plan 2024-2027 is based on the following guiding principles:

1 UNITY

The plan addresses gender inequality and gender-based violence together, on the basis that inequality is a continuum and gender-based violence is its culmination.

The plan is also designed to serve the entire university community, all the groups within it and all its departments, faculties and schools. Individual equality plans developed by the different faculties and schools must, therefore, respect the provisions of this document. In order to avoid the approval of equality plans of limited scope that may contradict the provisions of the UDC Equality Plan, the Vice-Rector for Equality and Diversity will be required to sign off on any other plan intended for implementation in the different departments, faculties or schools of the university.

A GENDER EQUALITY FRAMEWORK

The new plan is a coordinated and shared strategy that seeks to combine the efforts and intentions of all of the university's faculties, schools, departments, services and other bodies, in order to build a more equitable society. This programme of actions is therefore aimed at the whole university community, because its objective is real, effective equality of opportunities, rights and duties for all of its members.

The initiatives presented in this document are designed to respond to the realities, opportunities, needs and expectations of all of the people who form part of the university community. In this regard, it should be stressed that gender equality does not exclusively benefit women, but is an essential requirement for achieving an egalitarian social model. The new plan is therefore intended to drive gender equality and change in relation to the forces and inertias that lead to sexism and social injustice at the university and throughout society. UDC must be a leader in that process of change.

3 STRENGTHENING EQUAL OPPORTUNITIES AND EQUAL TREATMENT

The legal principle of equal opportunities and equal treatment applies intersectionally to all situations of discrimination or disadvantage in the face of patriarchal privilege. For this reason, it is one of the indicators used for the actions undertaken in the framework of this common strategy for the period 2024-2027.

In addition to correcting the situations of gender-based discrimination that still occur at UDC and elsewhere, the new plan proposes a general framework of equality between women and men that recognises the equal value of all people, together with the right to differences in their aspirations and needs within society as a guarantee of public education free of gender bias.

The new plan also includes the creation and organisation of awareness-raising actions aimed at making people more mindful and (self-)accepting of alternative models of masculinity based on equal gender relations. It is essential that men in leadership positions at UDC set an example in relation to gender equality, and support and participate in the implementation of equality policies in their decision-making spaces. Male care giving is also very necessary in order to ensure the balanced sharing of parental and family responsibilities, housework and care. Finally, men and boys need to be actively involved in the prevention and elimination of all forms of violence, especially gender-based violence.

CONSIDERATION OF WOMEN'S DIVERSITY

Women are not a homogeneous group, but, like men, form part of a very diverse, heterogeneous group, both in relation to their social position and lived experiences, and from the point of view of origin, cultural context, sexual orientation, state of health, aspirations and life projects. This new plan therefore takes an intersectional view of women in relation to its strategic measures.

5 MAINSTREAMING GENDER PERSPECTIVE

One of the aims of the 3rd UDC Equality Plan is to promote and strengthen the consideration of gender equality as a core element of all of the university's policies and actions, as recognised in the LOSU. Gender mainstreaming is a legal imperative, therefore, but above all it is an essential part of creating non-discriminatory educational policies that take into account the (intersectional) differences between men and women, and their effects.

As a strategy for improving education, gender mainstreaming puts people back at the heart of our economic, social, cultural and political reality, our public services included. Any analysis of that reality must, therefore, take into account the different circumstances, needs, contributions and knowledge of women and men alike.

MEN AS PARTNERS IN CHALLENGE

Equally important for the new plan is the creation of ways and spaces to encourage men, both at the university and in their private lives, to question the traditional model of masculinity and to become active, visible participants, with women, in working to give all people the chance to realise their full potential, and to achieve a fairer, more egalitarian society for the benefit of all.

There are political, ideological and ethical reasons why society expects many men to opt for more egalitarian attitudes, positions and practices – demands it of them, supports them in it – because equality is a virtue of coexistence and a human right. The challenge, in the end, is to build a more democratic social model where spaces and responsibilities are shared, and for this to happen, it is essential that more and more men be willing to shake off their misguided concept of masculinity and commit themselves actively, with women, to achieving a better world for all people.

7 EMPOWERMENT OF WOMEN

We speak of female empowerment in the sense of valuing and strengthening women's ways of doing, educating themselves, exercising power and interacting with others; incorporating their perspectives, needs and interests; and facilitating the active exercise of their rights and access to decision-making. Female empowerment is especially important in view of evidence from research of the numerous social barriers they continue to face.

COOPERATION AND COORDINATION

Greater interdepartmental and inter-institutional collaboration and coordination are necessary in order to ensure the effective implementation of equality policies and adherence to the principles outlined above. This includes the creation of joint working procedures in which each Vice-rectorate, faculty, department, area, service, etc. contributes its particular experience, knowledge and skills, and an effective information exchange system in order to optimise monitoring and evaluation mechanisms.

The 3rd UDC Equality Plan comprises a total of 57 measures distributed across five lines of action with one common objective: the integration of the principle of equality across all areas of the university, and the elimination of all forms of gender violence and sexual or sex-based violence in relation to all groups of the university community: students, teachers and researchers, and technical, service, administration and project staff. The measures that make up the 3rd UDC Equality Plan are detailed below according to their corresponding objective. The new plan will remain in effect for a period of four years, from the date of its approval until December 2027.

The Gender Equality Office (OIX) and the Vice-Rector for Equality and Diversity will be responsible for ensuring compliance with all of the actions envisaged in the plan, but are only named below on actions where they are directly involved in the action's implementation. With regard to the indicators, data relating to people should always be broken down by gender, and by area of knowledge in the case of data relating to teaching and research staff or students.

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OBJECTIVE 1
EQUALITY-BASED GOVERNANCE AND EQUALITY POLICIES

This is a renewed and more ambitious version of the objective contained in previous plans, since the aim is to consolidate the position of UDC as a feminist university, free of gender violence, contributing to the progress and wellbeing of society as a whole, and benefiting the entire university community equally, in terms of the design, execution and monitoring of its educational and social actions.

The aims and actions included in this area are therefore focused on making the university's equality policies more effective and increasing their impact, and consolidating and improving the structure of OIX, which is central to the different equality initiatives pursued by the university. Equality officers will be appointed to ensure the correct implementation of all of these measures.

OBJECTIVE 1. EQUALITY-BASED GOVERNANCE AND EQUALITY POLICIES				
AIM: to give UDC policies a gender perspective				
N	MEASURE	IMPLEMENTATION	INDICATORS	TIMELINE
1.1	Inclusion of a gender perspective in UDC operational rules of procedure and regulations	General Secretary and services responsible for drafting regulations	N.º of documents revised	Ongoing
1.2	Introduction of compulsory training in gender perspective and prevention of gender violence for positions of responsibility in university management and key UDC services	Rectorate, Management and General Secretariat	N.º of compulsory training hours N.º of participants	Ongoing
1.3	Consolidation of 8 March, 25 November and 11 February as institutional events for the entire university community	OIX, Rectorate, Vice-Rectorate responsible for Equality and Vice-Rectorate responsible for Scientific Dissemination and/or Research	N.º of services involved N.º of events held	Ongoing
1.4	Inclusion of a gender perspective in all campaigns and activities carried out by the university	Government team, vice-rectorates responsible for dissemination service and the Communications Office	N.º of campaigns carried out Impact of campaigns (RRSS metrics, etc.)	Ongoing
1.5	Modification of management programmes to standardise gender indicators in the data collected by the UDC.	Rectorate, IT and Communications Service, Data Analysis and Management Unit, and other services on which the applications depend	N.º of programmes modified	Ongoing
1.6	Redesign of administrative procurement specifications to ensure inclusion of a gender perspective in services provided to UDC	Management and Administrative Contracting Service.	N.º of redesigned specifications	Ongoing
1.7	Inclusion of questions related to equality in UDC hiring calls	Management	N.º of questions included	2024
1.8	Modification of internal recruitment procedures to avoid gender bias	Management and vice-rectorate responsible for Research and Transfer	N.º of procedures modified	2025

OBJECTIVE 1. EQUALITY-BASED GOVERNANCE AND EQUALITY POLICIES				
AIM: To strengthen UDC Gender Equality Office structurally and institutionally				
N	MEASURE	IMPLEMENTATION	INDICATORS	TIMELINE
1. 9	Hiring of technical staff for OIX with specific training in the implementation of equality policies.	Rectorate, Management and Vice-Rectorate responsible for equality issues	N.º of hires made (by sex)	2024
1. 10	Promotion of regular meetings between the equality offices of the three universities in Galicia in order to foster synergies between them	OIX and vice-rectorate responsible for equality issues	N.º of meetings per year	Ongoing
1. 11	Appointment of equality officers in all UDC schools and faculties	OIX and vice-rectorate responsible for equality issues	N.º of annual appointments	Ongoing
1. 12	Record of male and female participants in gender equality training courses by area of knowledge	OIX and CUFIE	N.º of people receiving training per year (by sex and area of knowledge)	Ongoing
1. 13	Creation of gender impact reports for UDC budgets and Statutes	OIX and vice-rectorate responsible for equality issues	N.º of reports produced	2026 - 2027
1. 14	Creation of a collection of publications devoted to feminism and gender equality	UDC Publications Service	N.º of publications per year	Ongoing
1. 15	Creation of purple points in libraries to disseminate policies, documents and events related to equality and gender violence	Vice-Rectorate responsible for Libraries	N.º of purple points created	Ongoing
1. 16	Creation of purple points at university festivals and protocols for their activities	Management and OIX.	N.º of purple points created per year N.º of protocols created	Ongoing

OBJECTIVE 1. EQUALITY-BASED GOVERNANCE AND EQUALITY POLICIES				
AIM: To ensure the presence of women in leadership roles and a balanced gender composition in all areas of UDC				
N	MEASURE	IMPLEMENTATION	INDICATORS	TIMELINE
1. 17	Creation of measures to achieve parity between women and men in proposals for honorary doctorates, limiting male candidates in areas where women are already under-represented	Rectorate, vice-rectorate responsible for research and heads of department and faculty	N.º of appointments made per year (by sex and area of knowledge)	Ongoing
1. 18	Visibilisation of academic and research achievements by women, especially in areas where they are under-represented	Rectorate, Communication Office, vice-rectorate and heads of department and faculty	N.º of news items communicated through institutional channels on the achievements of women researchers	Ongoing
1. 19	Campaign to increase the number of women experts invited to institutional events, conferences, etc.	OIX and Communications Office.	Campaign impact metrics	2025
1. 20	Mentoring programmes to promote the presence of women in positions of responsibility (research, teaching, administration) and representation	CUFIE, Management, General Secretariat, Vice-Rectorate responsible for students, Vice-Rector's Office responsible for research and Vice-Rector's Office responsible for degrees	N.º of programmes implemented N.º of female participants N.º of female PI N.º of female degree coordinators	2026
1. 21	Naming of significant spaces at UDC in honour of women of academic and/or social importance	Rectorate and vice-rectorate responsible for infrastructures, and heads of department and faculty	N.º of spaces designated per year	Ongoing

OBJECTIVE 2:
GENDER PERSPECTIVE IN TEACHING, RESEARCH AND TRANSFER ACTIVITIES

The aim of this objective is to promote the inclusion of a gender perspective and its implications in terms of methodologies, visibility and recognition in all teaching, research and knowledge transfer activities. In the past, women and the knowledge they produced were kept hidden and their contribution to knowledge was not recognised or taken into account. This resulted in the depletion of academic knowledge and the invisibilisation of women. At the same time, academia was constructed according to an androcentric model that was reproduced in society at large.

The aim of the measures adopted under this objective is to take steps to correct this inequality and construct a new paradigm of inclusive, egalitarian knowledge.

One of the key measures in this regard will be to provide staff with the necessary theoretical and methodological tools to incorporate a gender perspective into their teaching and research. The inclusion of a gender perspective should be subject to evaluation and reflected in the evaluation indicators used.

OBJECTIVE 2. GENDER PERSPECTIVE IN TEACHING, RESEARCH AND TRANSFER ACTIVITIES				
AIM: To include a gender perspective in research and transfer activities				
N	MEASURE	IMPLEMENTATION	INDICATORS	TIMELINE
2.1	Workshops and courses on research methodologies with a gender perspective	Vice-rectorate responsible for research and CUFIE	N.º of hours of training per year N.º of attendees (by sex and area of knowledge)	Ongoing
2.2	Gender training for research personnel	Vice-rectorate for Research and Transfer, and CUFIE	N.º of hours of training per year N. º of attendees (by sex and area of knowledge)	Ongoing
2.3	Inclusion of cross-sectional merits related to gender perspective in research as a scorable item in the evaluation of research groups for funding purposes	Vice-Rectorate for Research and Transfer	N.º of scorable gender perspective items	2024

OBJECTIVE 2. GENDER PERSPECTIVE IN TEACHING, RESEARCH AND TRANSFER ACTIVITIES				
AIM: To include a gender perspective in teaching activities				
N	MEASURE	IMPLEMENTATION	INDICATORS	TIMELINE
2.4	Inclusion of an equality specialist (equality representative of the faculty) in the procedures for revising or modifying curricula, particularly in the case of male-dominated degrees	Vice-Rectorate responsible for degree programmes, heads of department and faculty, and faculty and departmental quality officers	N.º of degrees modified or revised with the participation of a gender specialist	Ongoing
2.5	Inclusion of indicators in the internal quality assurance systems (IQAS) regarding the introduction of a gender perspective into teaching	Vice-Rector's Office responsible for internal quality assurance systems for degrees	N.º of indicators included in IQAS	2024
2.6	Awareness-raising and teacher training to promote gender mainstreaming in teaching	Vice-rectorate responsible for planning and teaching innovation, and CUFIE	N.º of hours of annual training N.º of attendees (by sex and area of knowledge)	Ongoing
2.7	Creation of a space for sharing good practices related to the introduction of a gender perspective in teaching within the framework of the Galician Inter-University Conference on Teaching Innovation	Vice-rectorate responsible for planning and teaching innovation and CUFIE	N.º of meetings per year N.º of participants (by sex and area of knowledge)	Ongoing
2.8	Actions to encourage PhD theses in the field of gender equality	OIX, Vice-Rectorate responsible for Equality, Vice-Rectorate for Research and Transfer ,and UDC International Doctoral School	N.º . of actions carried out N.º of PhD theses defended (by sex and area of knowledge)	Ongoing
2.9	Inclusion of specific indicators relating to the inclusion of a gender perspective by UDC teaching staff in the UDC Teaching Evaluation Guide (Docentia)	Vice-Rectorate responsible for academic planning	N.º of indicators included	2024 - 2025

OBJECTIVE 3
EDUCATION, AWARENESS-RAISING AND COMMUNICATION

The aim of an equality plan is to translate its objectives into measurable, assessable actions that contribute to progress in this area. These actions and the objectives on which they are based must be communicated appropriately to the whole university community and to society in general. The plan should be known, implemented and even invoked by all members of the target UDC community.To this end, this third objective focuses on awareness-raising, equality training and more effective communication of the plan.These activities include training and awareness-raising actions in different formats and media (online training, conferences, job fairs, competitions), the promotion of feminist student associations to build a more conscious, engaged society, the visibilisation of women in academic fields where they are still a minority, and measures related to the importance of using non-sexist language.

OBJECTIVE 3. EDUCATION, AWARENESS-RAISING AND COMMUNICATION				
AIM: To provide the university community with awareness and skills training to identify and reject all forms of inequality, discrimination and gender-based violence				
N	MEASURE	IMPLEMENTATION	INDICATORS	TIMELINE
3.1	Creation of regular, permanent training courses on gender equality and the prevention and eradication of sexual violence for students and teaching, research, project, technical, services and administration staff	CUFIE, vice-rectorate for Teaching and Research Staff, management, vice-rectorate responsible for students and vice-rectorate responsible for research	N.º of hours of training per group N.º of attendees (by sex and group)	Ongoing
3.2	Dissemination among the university community of the 3rd Equality Plan	Management, OIX, vice-rectorate responsible for equality, Communications Office, CUFIE and vice-rectorate responsible for the Tutorial Action Plan.	N.º of actions per year N.º of attendees (by sex)	Ongoing
3.3	Implementation of a training programme for faculty and departmental equality officers	OIX and vice-rectorate responsible for equality issues	N.º of courses held N.º of attendees	Ongoing

OBJECTIVE 3. EDUCATION, AWARENESS-RAISING AND COMMUNICATION				
AIM: To provide the university community with awareness and skills training to identify and reject all forms of inequality, discrimination and gender-based violence				
N	MEASURE	IMPLEMENTATION	INDICATORS	TIMELINE
3.4	Existing and new actions to promote engagement by men in equality issues	OIX and vice-rectorate responsible for equality issues	N.º of actions per year N.º of attendees	Ongoing
3.5	Continuation of the Ángeles Alvariño Gender Perspective Essay Competition	OIX and vice-rectorate responsible for equality issues	N.º of essays submitted (by area of knowledge) Percentage increase compared to previous year	Ongoing
3.6	Support for the creation of feminist and/or gender-sensitive student associations	OIX, vice-rectorate responsible for equality, vice-rectorate responsible for student affairs and vice-rectorate responsible for participation	N.º of associations created Support measures promoted	Ongoing
3.7	Gender mainstreaming of evaluation criteria for student associations	Vice-Rectorate responsible for Students and Student Services	N.º of criteria introduced	2024
3.8	Creation of a compulsory asynchronous equality training course (MOOC) for new students	OIX, CUFIE, vice-rectorate responsible for equality and vice-rectorate responsible for student affairs	N.º of teaching hours per year	2024
3.9	Creation of specific initiatives for women at job fairs and other activities related to employability and entrepreneurship	Vice-Rectorate with responsibility for employability.	N.º of initiatives carried out	Ongoing
3.10	Provision of at least one inclusive toilet in each UDC faculty	Vice-rectorate responsible for infrastructures, department and faculty heads, and ADI	N.º of inclusive toilets created N.º of faculties, etc. with inclusive toilets	2025 - 2026
3.11	Visibilisation of the presence of female students in highly masculinised degree courses	Vice-Rectorate responsible for Students and Communications Office	N.º of news items on institutional channels per year	Ongoing

OBJECTIVE 3. EDUCATION, AWARENESS-RAISING AND COMMUNICATION				
AIM: To promote the use of non-sexist language and images in all UDC communication channels				
N	MEASURE	IMPLEMENTATION	INDICATORS	TIMELINE
3. 12	Non-sexist adaptation of signage on all UDC rooms, auditoriums, departments, faculties, services, units and structures	Vice-Rectorate for Infrastructure, Communications Office, and department and faculty heads	N.º of changes made	2025 - 2026
3. 13	Corrective use of inclusive language and images on UDC forms and official online spaces and communication channels	Communications Office, and department and faculty heads	N.º of spaces revised N.º of documents revised	Ongoing
3. 14	Creation of a handbook on the use of inclusive language	OIX, Vice-Rectorate for Equality, Management and Linguistic Standardisation Service	Manual created: yes or no	2025

OBJECTIVE 4:
PREVENTION OF AND INTERVENTION AGAINST DIFFERENT FORMS OF
GENDER-BASED VIOLENCE

The prevention of and intervention against gender-based violence in all its forms is the most crucial and sensitive objective of this plan, insofar as it is the most extreme expression of inequality. The figures in relation to gender-based violence are a constant source of shock and outrage. The academic community must work not only to prevent, detect and intervene in any situation of gender violence, but also to contribute to its elimination from society.

Universities can play a key role by implementing prevention measures such as those proposed here, in the form of dissemination, communication and awareness-raising activities across different media, including those created by new technology.

It is also essential that victims be offered better advice and accompaniment through improved support services and resources.

OBJECTIVE 4. PREVENTION OF AND INTERVENTION AGAINST DIFFERENT FORMS OF GENDER-BASED VIOLENCE				
AIM: To provide education and awareness-raising training in relation to gender-based harassment and other forms of gender-based violence other forms of gender-based violence				
N	MEASURE	IMPLEMENTATION	INDICATORS	TIMELINE
4.1	Education and awareness-raising training actions to prevent situations of sexual and gender-based violence and harassment	OIX, Vice-Rectorate for Equality, and CUFIE	N.º of education and/or awareness-raising actions carried out N.º of hours of training N.º of attendees	Ongoing
4.2	Campaigns to disseminate the Protocol	OIX, Vice-Rectorate responsible for Equality vice-rectorate responsible for the tutorial action plan and ADI.	N.º of dissemination actions	Ongoing
4.3	Use of social media as a tool to inform about, raise awareness of and promote the rejection of gender-based violence	OIX and Communications Office	N.º of campaigns carried out Impact as measured by social media metrics	Ongoing

OBJECTIVE 4. PREVENTION OF AND INTERVENTION AGAINST DIFFERENT FORMS OF GENDER-BASED VIOLENCE				
AIM: To provide education and awareness-raising training in relation to gender-based harassment and other forms of gender-based violence				
N	MEASURE	IMPLEMENTATION	INDICATORS	TIMELINE
4.4	Dissemination of a feminist guide for the prevention of and action against male violence in UDC student associations	Communications Office and Vice-rectorate responsible for Student Affairs	N.º of dissemination actions	Ongoing
4.5	Education and awareness-raising training actions regarding alternative models of masculinity to prevent gender-based violence	OIX, vice-rectorate responsible for equality, CUFIE and Vice-Rectorate responsible for Students	N.º of education and/or awareness-raising actions carried out N.º of hours of training N.º of attendees	Ongoing

OBJECTIVE 4. PREVENTION OF AND INTERVENTION AGAINST DIFFERENT FORMS OF GENDER-BASED VIOLENCE				
AIM: To improve the care, accompaniment and follow-up of victims of violence.				
N	MEASURE	IMPLEMENTATION	INDICATORS	TIMELINE
4.6	Improvement and consolidation of existing resources for professional accompaniment and counselling (especially legal and psychological), for victims of gender-based violence and harassment	Management and General Secretary	N.º of resources used N.º. of professional staff hired	2024 - 2025
4.7	Inclusion of cases of violence and harassment dealt with by OIX in the annual reports of the university ombudsman and in the rector's report.	Rectorate and University Ombudsman's Office	Inclusion in the Rector's Annual Report: yes or no Inclusion in university ombudsman's report: yes or no	Ongoing
4.8	Promotion of initiatives to facilitate the transfer of victims of gender-based violence to other faculties or universities	Management, Vice-Rectorate responsible for students and Vice-Rectorate responsible for Teaching and Research Staff	N.º of applications received N.º of transfers carried out	Ongoing

OBJECTIVE 5
BALANCE, CO-RESPONSIBILITY AND WELL-BEING

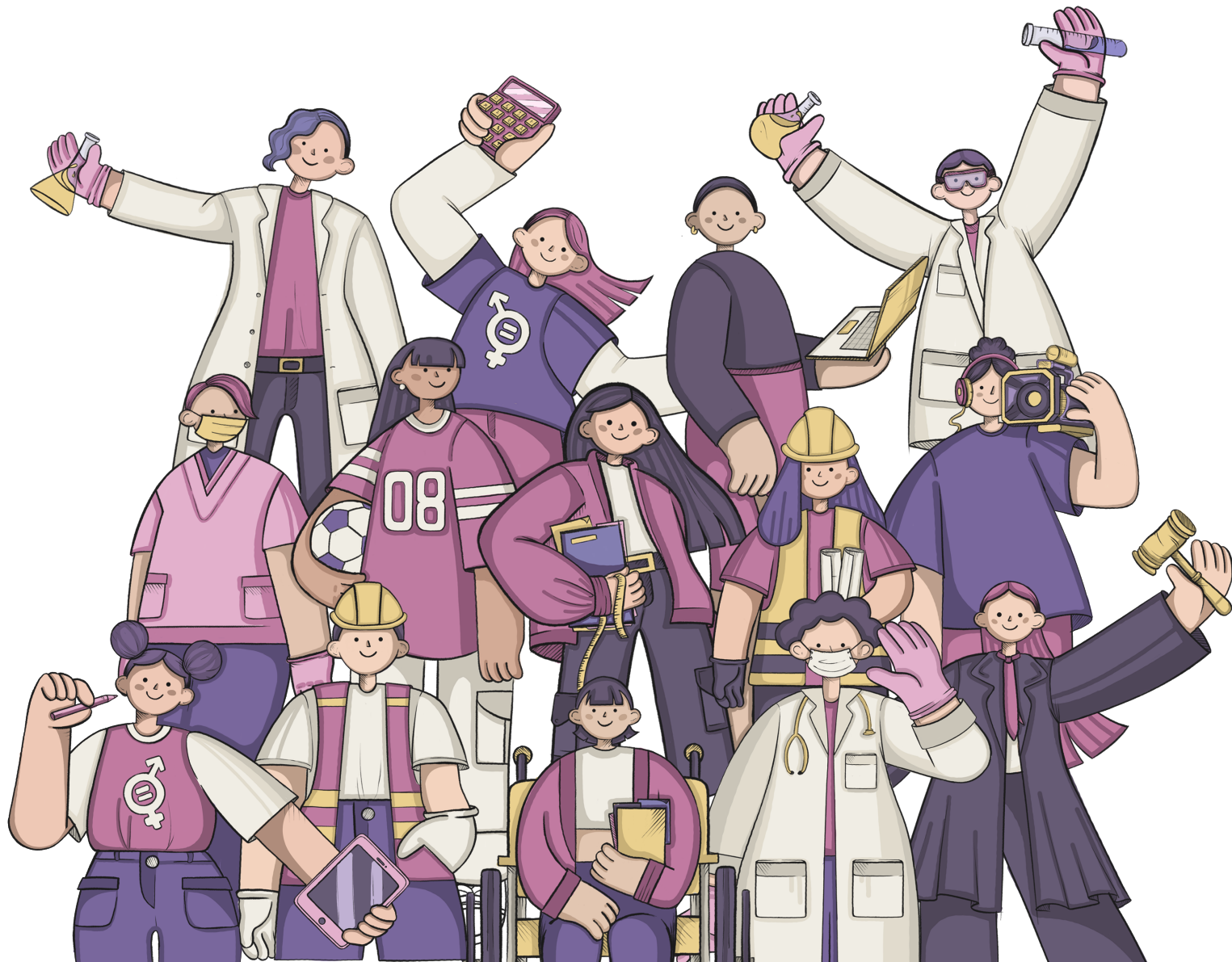
Traditionally, the task of looking after the home and other people has been assigned to women, and the figures show that, despite changes over time, this is still the case. The fact that women continue to be responsible for home management and most of the care burden has a negative impact on many areas of their lives, including their professional development in terms of access, retention and promotion.

To tackle this reality, the final objective of the 3rd UDC Equality Plan proposes measures to improve work-life balance and co-responsibility by harmonising and rationalising the time women devote to their professional, personal and care activities.

A gender perspective is introduced in order to highlight the need for a more equal, co-responsible distribution of responsibilities. The first measure in this process is to carry out a diagnostic study to identify the work-life balance needs of UDC staff, in order to provide them with an appropriate response that allows them to realise their potential and balance their personal and professional ambitions and commitments.

Specific measures related to caring for dependent minors, the elderly and other dependents are also proposed, together with a the regulation of academic adaptations in relation to maternity, paternity, work-life balance needs and gender-based violence.

OBJECTIVE 5. BALANCE, CO-RESPONSIBILITY AND WELL-BEING				
AIM: To foster an organisational culture of work-life balance based on equality and well-being				
N	MEASURE	IMPLEMENTATION	INDICATORS	TIMELINE
5.1	Diagnostic study of the work-life balance needs of UDC staff	OIX and Vice-Rectorate responsible for Equality	Study carried out: yes or no	2026
5.2	Work-life balance plan for UDC staff	OIX, Vice-Rectorate responsible for equality, Management and vice-rectorate responsible for Teaching and Research Staff	Plan approved: yes or no	2027
5.3	Signing of agreements with day care centres for older and dependent people	Management	N.º of agreements signed	Ongoing
5.4	Approval of a regulation on academic adaptations in relation to maternity, paternity, work-life needs and gender violence	Vice-Rectorate responsible for academic planning	Regulation approved : yes or no	2024
5.5	Continuation of work-life balance initiatives such as school holiday camps and access to nursery schools	Management and vice-rectorate responsible for Outreach	N.º of initiatives carried out N.º of users	Ongoing



4

MONITORING

04. MONITORING AND EVALUATION

In order to guarantee the success of the 3rd UDC Equality Plan, all actions will be monitored on a continuous basis and subject to a final evaluation, in order to assess the implementation and fulfilment of the measures proposed and the objectives on which they are based. This final phase of the plan will examine the results obtained, their impact on the university community, and fulfilment of the overall objectives.

Monitoring will consist of a process of observation and analysis of the actions being carried out and fulfilment of the proposed measures and objectives. This task will be conducted by the Monitoring and Evaluation Committee in collaboration with the different bodies, offices and departments responsible for implementing the plan, in accordance with the cross-sectional nature of the university's equality policies.

These bodies will, likewise, be responsible for compiling data in relation to the different measures envisaged by the plan and forwarding them to the Monitoring and Evaluation Committee. The Monitoring and Evaluation Committee will be made up of: the OIX Director and Deputy Director, the Vice-Rector for Equality and Diversity (or her representative) and any technical staff necessary.

The measures envisaged in the plan will be monitored as they are carried out on a year-to-year basis. The aim of this continuous process of monitoring and interim assessment will be to analyse the appropriateness of the actions implemented, detect any possible deficiencies, and correct any deviations from the stated objectives of the plan. The results obtained from the monitoring process will be used as a source of information for the final evaluation.

The tasks of the Monitoring and Evaluation Committee will include:

1

MONITORING AND SUPERVISION OF ACTIONS.

Analysis of implementation using the indicators provided. Proposal of any modifications that may be necessary to adapt measures to the reality of the situation. This ongoing process will make it easier to guarantee the implementation of the 3rd UDC Equality Plan, to update information about the plan on a regular basis, and to adapt the plan to new needs as they arise by identifying areas for improvement. The 3rd UDC Equality Plan is thus intended as a living document, capable of adapting to the changing reality of the university over the course of its lifetime.

2

MEETING REPORTS FROM MEETINGS OF THE MONITORING AND EVALUATION COMMITTEE.

These reports will include details of progress made in achieving the objectives of the plan, obstacles detected, and proposals for improvement.

3

MONITORING REPORTS

An interim monitoring report will be prepared during the implementation of the plan regarding the fulfilment of its objectives, and another at the end of its lifetime.



05.TIMELINE

OBJECTIVE 1. EQUALITY-BASED GOVERNANCE AND EQUALITY POLICIES					
N	MEASURE	2024	2025	2026	2027
1.1	Inclusion of a gender perspective in UDC operational rules of procedure and regulations	●	●	●	●
1.2	Introduction of compulsory training in gender perspective and prevention of gender violence for positions of responsibility in university management and key UDC services	●	●	●	●
1.3	Consolidation of 8 March, 25 November and 11 February as institutional events for the entire university community	●	●	●	●
1.4	Inclusion of a gender perspective in all campaigns and activities carried out by the university	●	●	●	●
1.5	Modification of management programmes to standardise gender indicators in the data collected by the UDC.	●	●	●	●
1.6	Redesign of administrative procurement specifications to ensure inclusion of a gender perspective in services provided to UDC	●	●	●	●
1.7	Inclusion of questions related to equality in UDC hiring calls	●			
1.8	Modification of internal recruitment procedures to avoid gender bias		●		
1.9	Hiring of technical staff for OIX with specific training in the implementation of equality policies.	●			
1.10	Promotion of regular meetings between the equality offices of the three universities in Galicia in order to foster synergies between them	●	●	●	●
1.11	Appointment of equality officers in all UDC schools and faculties	●	●	●	●

OBJECTIVE 1. EQUALITY-BASED GOVERNANCE AND EQUALITY POLICIES					
N	MEASURE	2024	2025	2026	2027
1.12	Record of male and female participants in gender equality training courses by area of knowledge	●	●	●	●
1.13	Creation of gender impact reports for UDC budgets and Statutes			●	●
1.14	Creation of a collection of publications devoted to feminism and gender equality	●	●	●	●
1.15	Creation of purple points in libraries to disseminate policies, documents and events related to equality and gender violence	●	●	●	●
1.16	Creation of purple points at university festivals and protocols for their activities	●	●	●	●
1.17	Creation of measures to achieve parity between women and men in proposals for honorary doctorates, limiting male candidates in areas where women are already under-represented	●	●	●	●
1.18	Visibilisation of academic and research achievements by women, especially in areas where they are under-represented	●	●	●	●
1.19	Campaign to increase the number of women experts invited to institutional events, conferences, etc.	●	●	●	●
1.20	Mentoring programmes to promote the presence of women in positions of responsibility (research, teaching, administration) and representation	●	●	●	●
1.21	Naming of significant spaces at UDC in honour of women of academic and/or social importance	●	●	●	●

OBJECTIVE 2. GENDER PERSPECTIVE IN TEACHING, RESEARCH AND TRANSFER ACTIVITIES					
N	MEASURE	2024	2025	2026	2027
2.1	Workshops and courses on research methodologies with a gender perspective	●	●	●	●
2.2	Gender training for research personnel	●	●	●	●
2.3	Inclusion of cross-sectional merits related to gender perspective in research as a scorable item in the evaluation of research groups for funding purposes	●			
2.4	Inclusion of an equality specialist (equality representative of the faculty) in the procedures for revising or modifying curricula, particularly in the case of male-dominated degrees	●	●	●	●
2.5	Inclusion of indicators in the internal quality assurance systems (IQAS) regarding the introduction of a gender perspective into teaching		●		
2.6	Awareness-raising and teacher training to promote gender mainstreaming in teaching	●	●	●	●
2.7	Creation of a space for sharing good practices related to the introduction of a gender perspective in teaching within the framework of the Galician Inter-University Conference on Teaching Innovation	●	●	●	●
2.8	Actions to encourage PhD theses in the field of gender equality	●	●	●	●
2.9	Inclusion of specific indicators relating to the inclusion of a gender perspective by UDC teaching staff in the UDC Teaching Evaluation Guide (Docentia)			●	●

OBJECTIVE 3. EDUCATION, AWARENESS-RAISING AND COMMUNICATION					
N	MEASURE	2024	2025	2026	2027
3.1	Creation of regular, permanent training courses on gender equality and the prevention and eradication of sexual violence for students and teaching, research, project, technical, services and administration staff	●	●	●	●
3.2	Dissemination among the university community of the 3rd Equality Plan	●	●	●	●
3.3	Implementation of a training programme for faculty and departmental equality officers	●	●	●	●
3.4	Existing and new actions to promote engagement by men in equality issues	●	●	●	●
3.5	Continuation of the Ángeles Alvariño Gender Perspective Essay Competition	●	●	●	●
3.6	Support for the creation of feminist and/or gender-sensitive student associations	●	●	●	●
3.7	Gender mainstreaming of evaluation criteria for student associations	●	●		
3.8	Creation of a compulsory asynchronous equality training course (MOOC) for new students	●	●		
3.9	Creation of specific initiatives for women at job fairs and other activities related to employability and entrepreneurship	●	●	●	●
3.10	Provision of at least one inclusive toilet in each UDC faculty			●	●
3.11	Visibilisation of the presence of female students in highly masculinised degree courses	●	●	●	●
3.12	Non-sexist adaptation of signage on all UDC rooms, auditoriums, departments, faculties, services, units and structures	●	●	●	●
3.13	Corrective use of inclusive language and images on UDC forms and official online spaces and communication channels	●	●	●	●
3.14	Creation of a handbook on the use of inclusive language	●	●	●	●

OBJECTIVE 4. PREVENTION OF AND INTERVENTION AGAINST DIFFERENT FORMS OF GENDER-BASED VIOLENCE					
N	MEASURE	2024	2025	2026	2027
4.1	Education and awareness-raising training actions to prevent situations of sexual and gender-based violence and harassment				
4.2	Campaigns to disseminate the Protocol				
4.3	Use of social media as a tool to inform about, raise awareness of and promote the rejection of gender-based violence				
4.4	Dissemination of a feminist guide for the prevention of and action against male violence in UDC student associations				
4.5	Education and awareness-raising training actions regarding alternative models of masculinity to prevent gender-based violence				
4.6	Improvement and consolidation of existing resources for professional accompaniment and counselling (especially legal and psychological), for victims of gender-based violence and harassment				
4.7	Inclusion of cases of violence and harassment dealt with by OIX in the annual reports of the university ombudsman and President				
4.8	Promotion of initiatives to facilitate the transfer of victims of gender-based violence to other faculties or universities				

OBJECTIVE 5. BALANCE, CO-RESPONSIBILITY AND WELL-BEING					
N	MEASURE	2024	2025	2026	2027
5.1	Diagnostic study of the work-life balance needs of UDC staff				
5.2	Work-life balance plan for UDC staff				
5.3	Signing of agreements with day care centres for older and dependent people				
5.4	Approval of a regulation on academic adaptations in relation to maternity, paternity, work-life needs and gender violence				
5.5	Continuation of work-life balance initiatives such as school holiday camps and access to nursery schools				

