

eman ta zabal zazu



Universidad
del País Vasco

Euskal Herriko
Unibertsitatea

4TH PLAN FOR THE EQUALITY OF WOMEN AND MEN 2024-2028

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EDITED BY:

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UPV/EHUko BERDINTASUNERAKO ZUZENDARITZA
DIRECCIÓN PARA LA IGUALDAD DE LA UPV/EHU

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The background features a vibrant, abstract composition of overlapping shapes. A large, dark purple shape is at the top left, transitioning into a bright red shape in the center, and a blue shape at the bottom right. The overall effect is a dynamic, multi-colored gradient.

INTRODUCTION

1.

The University of the Basque Country (UBC), as a public university, is committed to equality between men and women. Article 4.3 of its Statutes establishes that the university *will guarantee equality between men and women in the university community and will adopt measures to prevent or eradicate any discrimination on the basis of birth, ethnicity, gender, religion, views, language or any other personal or social condition or circumstance*. The same article states that the university will abide by the principles of equal opportunities, respect for diversity and differences, integration of a gender perspective, positive action, eradication of roles and stereotypes on the basis of gender and balanced representation.

As part of this journey towards genuine equality between men and women, in 2006 the UBC *Equality Directorate* (Governing Council 15/06/2006) was set up as a single-member academic post, one year before Organic Law 4/2007 called on universities to create equality departments, which Organic Law 2/2023, on the University System (LOSU), established as compulsory for universities. Furthermore, the LOSU requires universities to have plans that guarantee gender equality in all their activities and measures to close the gender pay gap. In fact, somewhat before that, Law 1/2022, of 3 March, on the second modification of the Law for the Equality of Women and Men in the Basque Country, required the University of the Basque Country to draw up an equality plan.

Organic Law 3/2007 of 22 March on genuine equality between men and women defines equality plans as *an ordered set of measures adopted after analysing the situation, intended to achieve equality of treatment and of opportunities between men and women within a company and to eradicate discrimination on the basis of gender*. The first analysis of the status of women and men at the UBC was conducted in 2007 by the Equality Directorate. The resulting report presented a breakdown by gender of those at the university, students, teaching and research staff (TRS) and technical, managerial, administrative and service staff (TMASS), in different areas of university activity.

Before the creation of these plans became mandatory, following this assessment, in May 2009 the university approved the creation of its Equality Committee. It was assigned the priority task of coordinating the preparation of the 1st UBC Plan for the Equality of Women and Men, which would contain the guidelines that would help shape the university's work on equality. One year later, the 1st Equality Plan 2010-2013 was presented for approval by the Governing Council. This act reaffirmed the university's commitment to gender equality. Once the first plan had been implemented, and following the creation of the UBC Intersectoral Equality Committee (from

the negotiating committees for both civil servant and non-tenured TRS and TMASS) via an agreement dated 3 April 2014, the university's 2nd Plan for the Equality of Women and Men was approved (2014/2017). On 11 April 2019, the Governing Council approved the 3rd Plan for the Equality of Women and Men (2019/2022), which was extended until 2023.

2.

The 4th plan presented here maintains the same philosophy as the previous ones, namely that the Basque public university should be a leader in research, teaching, knowledge transfer, complementary training and social awareness raising in the field of gender equality (objective four of the culture and society pillar of our strategic plan). This plan is guided by the 2030 Agenda for Sustainable Development, approved in 2015 by the UN General Assembly, which establishes a transformative vision for the economic, social and environmental sustainability of the 193 member states that ratified it. It will act as a frame of reference for the UBC's work over the next six years. The agenda contains the Sustainable Development Goals (SDGs) 2015-2030, which outline a new scenario requiring a cross-cutting and integrative vision for peace, justice, *gender equality* (goal 5), promotion of education, energy development, food security and tackling climate change. With regard to the European Union, the UBC's 4th Gender Equality Plan is also informed by the European Commission's Strategic Plan 2016-2019 and by its commitment to gender equality.

On a more local level, the plan is aligned with the 2030 Strategy for the Equality of Women and Men in the Basque Country. This strategy, which calls on all Basque public authorities, is a response to the regulatory mandate established in Article 16 of the revised text of the Law on Equality between Women and Men and Lives Free of Gender-Based Violence against Women, approved by Legislative Decree 1/2023, of 16 March. The strategy provides a strategic reference framework that each institution must address with independence and flexibility according to its powers, priorities, trajectory and circumstances. In our case, as a public higher education institution, we understand that we must contribute and have much to offer, especially towards some of its goals, such as goal four (guaranteeing the basic and progressive training of Basque public administration staff), goal six (reducing the gender pay gap) and goal nine (social rejection of gender-based violence and preventive training in this area). This is in addition to some lines of action that build on these goals, such as training in the deconstruction of roles, encouraging men to take responsibility for the care of the elderly and children, the promotion of STEAM vocations for girls and women and research into gender equality and gender-based violence.

The UBC 4th Plan for the Equality of Women and Men 2024-2027 addresses the legal requirements applicable to universities specifically under various regulations. For example, Organic Law 2/2023, of 22 March, on the University System, establishes that one of the major challenges faced by public universities is to bolster teaching, improve training processes for citizens regardless of age, origin, gender or economic status, work towards employability and generate higher quality research based on knowledge transfer and exchange. Our university had already started addressing this challenge following the passing of Law 3/2004 of 25 February on the Basque university system. Its Article 6.1 established the requirement to *contribute to reducing social and cultural inequalities and to achieving equality of women and men*, providing all able and willing people with access to a university education. In this regard, Law 14/2012, of 1 June, on Science, Technology and Innovation establishes in its 13th Additional Provision the *implementation of a gender perspective as a cross-cutting factor*.

Furthermore, Organic Law 2/2023 on the University System also establishes for the first time that universities must put in place policies that prevent discrimination based on sexual orientation or gender identity. Within our university, these policies had already been implemented through the Equality Directorate and the 3rd Plan for the Equality of Women and Men, which already included measures in this area. This remains the case with this 4th plan. In this regard, Law 4/2024, of 15 February, on non-discrimination on the grounds of gender identity and recognition of the rights of trans people, establishes that universities must be encouraged to carry out research on trans issues and include in their curriculums content that guarantees the necessary training regarding such issues, requiring us to have a protocol on non-discrimination on the grounds of sexual or gender identity. These requirements were already met by the University of the Basque Country, which in 2021 approved the protocol for a change of name for trans and non-binary people, covering harassment due to gender identity and expression or sexual orientation in Article 2.3. of its protocol against gender-based violence.

However, the plan also addresses the requirements of regulations that apply to us even though universities are not their sole focus. This is the case with Organic Law 3/2007, of 22 March, for the Effective Equality of Women and Men, or Law 1/2022, of 3 March, on the second modification of the Law for the Equality of Women and Men in the Basque Country. This also applies to Royal Decree 902/2020, of 13 October, on equal pay for women and men and Royal Decree 901/2020, of 13 October, which regulates equality plans and their registration. They all establish the requirements and procedure for approving equality plans.

Firstly, this requires a full diagnostic study of the gender equality situation, including complete data on the institution. The two previous ones were carried out in 2008 and 2011, meaning that the diagnostic study, in addition to being a regulatory requirement, is an obvious need to identify the major challenges that this equality plan must tackle. In the same vein, the fight against the pay gap between men and women has led to recent reforms that require us to collect salary data broken down by gender, identifying the pay gap and committing us to adopting measures within our powers to reduce it. To this end, they require an analysis of this data and a pay audit to be carried out prior to the approval of the equality plan. Both the diagnostic report and the pay audit can be found on our website.

3.

Moreover, this plan is aligned with the current Strategic Plan (2022/2025) at our university, which states that *'UBC is designed as a space for the generation of new ideas, for debate and the contrast of opinions. On the basis of a strong ethical and social commitment, through the defence of human rights, gender equality, multiculturalism and coexistence for the benefit of society and future generations'*. It also states that *'training, research, knowledge transfer and dissemination, the promotion of culture, Basque, gender equality and inclusive and sustainability policies represent our university's aims. These are not isolated areas, nor ones which are static or incompatible with each other, but are rather dynamic and complementary, which is why we must integrate them in our day-to-day work'*.

More specifically, action two of objective eight of the governance and resources pillar states that the university undertakes to *'draw up the 4th Equality Plan, which will focus, among other things, on actions that encourage a balanced presence of men and women in governing bodies and in the most highly qualified positions for administrative and service personnel (ASP) and TRS, encouraging STEAM vocations among women and training students and staff in the deconstruction of gender roles, sexual diversity and the UBC protocol against gender-based violence'*.

Following this mandate, the equality plan's structure reflects that of the strategic plan, specifying what can be contributed from and for the promotion of gender equality in each of them. In implementing these contributions, the following aspects have been taken into consideration as cross-cutting issues: the promotion of women leaders both for society and within the university, the promotion of STEAM vocations as one of the essential aims in terms of deconstructing gender roles, as well as providing spaces free of sexual and sexist assault and respect for diversity of gender and sexual orientation. If there

is already a gender bias in scientific or academic vocations in general in all branches of knowledge, in which men predominate, the problem is aggravated in the STEAM field. This is because alongside this first barrier there is a second one, the horizontal segregation that is also highlighted by the data obtained in the diagnostic report, demonstrating that these areas of knowledge are overly male-dominated. We must combat the horizontal gap by encouraging the presence of girls and women in STEAM fields, while at the same time promoting other fields that are more heavily female-dominated, such as health, social sciences and the humanities.

In addition to the above, we have also taken into account objective nine of our strategic plan's people pillar, which commits us to *'fostering a work-life balance and promoting measures to overcome gender biases which are detrimental to women in their professional careers'*. The diagnostic and pay audit reports that have been carried out for this plan have shown that, in line with what happens in other universities, leaves of absence, maternity or paternity leave or leave to care for the elderly or children, have a very high gender bias and are essentially requested by women. This has consequences in terms of job promotion and contributes to increasing the pay gap. It therefore seems necessary to prioritise the promotion of women as much as possible and to try to adopt measures so that requests for paid leave and leaves of absence for child and elderly care are balanced between men and women. Although the university's scope for action is limited in this regard, telework arrangements can help to achieve this.

4.

The preparation of this 4th Equality Plan has followed the procedure laid down in Royal Decree 901/2020 regulating equality plans and their registration. It is therefore the result of the negotiations carried out in the Intersectoral Committee for Equality, created through an agreement dated 3 April 2014 and made up of representatives of each of the trade union organisations represented at the university and members of the management team, with one of its functions being specifically to participate in the drafting of equality plans. The diagnostic report, the pay audit and the data provided for it, as well as the content of the plan, have been drafted and were discussed at the meetings of this body on 15 December 2023, 5 February 2024, 14 March 2024, 15 April 2024, 23 May 2024, 27 June 2024 and 9 July 2024. In addition, the observations made by the University Equality Committee and the Equality Committees of the Centres have been taken into account. The text has also been subject to the participation protocol regarding the rule-making procedure, so that any member of the university community can make contributions.

The plan is therefore the result of a dialogue and an agreement between social agents and the management team, in which different stakeholders and people who work at our university towards gender equality and respect for diversity have made contributions. It has also been sent to Emakunde to keep it informed and for any contributions deemed appropriate, with all of this being carried out as part of the collaboration agreement between the two institutions.

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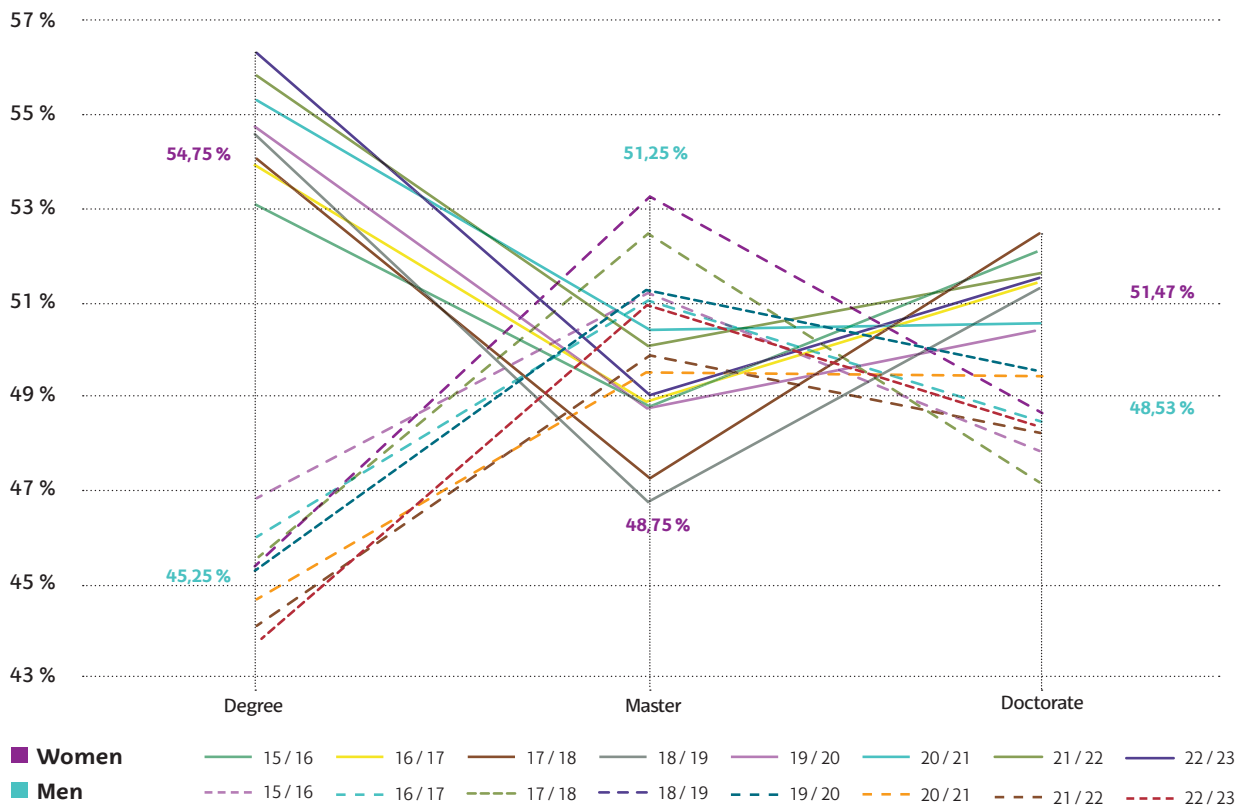
**WHERE
WE ARE**

Students

The number of enrolments in undergraduate studies has fallen since the 15/16 academic year, but a higher proportion of those enrolled in undergraduate studies go on to study at postgraduate level. In this regard, since the 15/16 academic year, the percentage of women among

the UBC student body has been higher than that of men and has been increasing year upon year, from 52.7 % to the current figure of 55.2 %, taking into account both undergraduate and postgraduate students. However, the data show that women are in the majority in undergraduate and doctoral studies, but not in master's studies.

Graph 01. Percentage of women and men in undergraduate, master's and doctoral studies. 15/16 Academic Year to 22/23 Academic Year

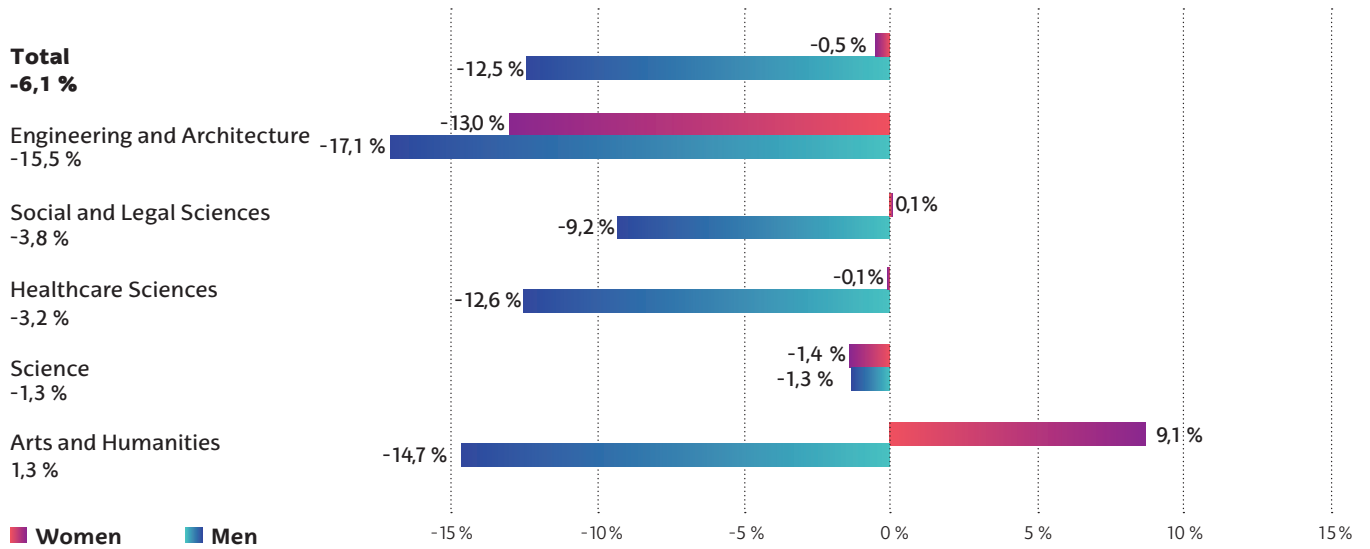


Note: The percentage shown in the graph is the average for all years.

Among undergraduate students, the most notable decrease is in the area of Engineering and Architecture. There is a marked decline among both men and women in this field (*Graph 01*).

It is the discipline with the lowest number of female students, with figures of less than 30 % in all the academic years analysed.

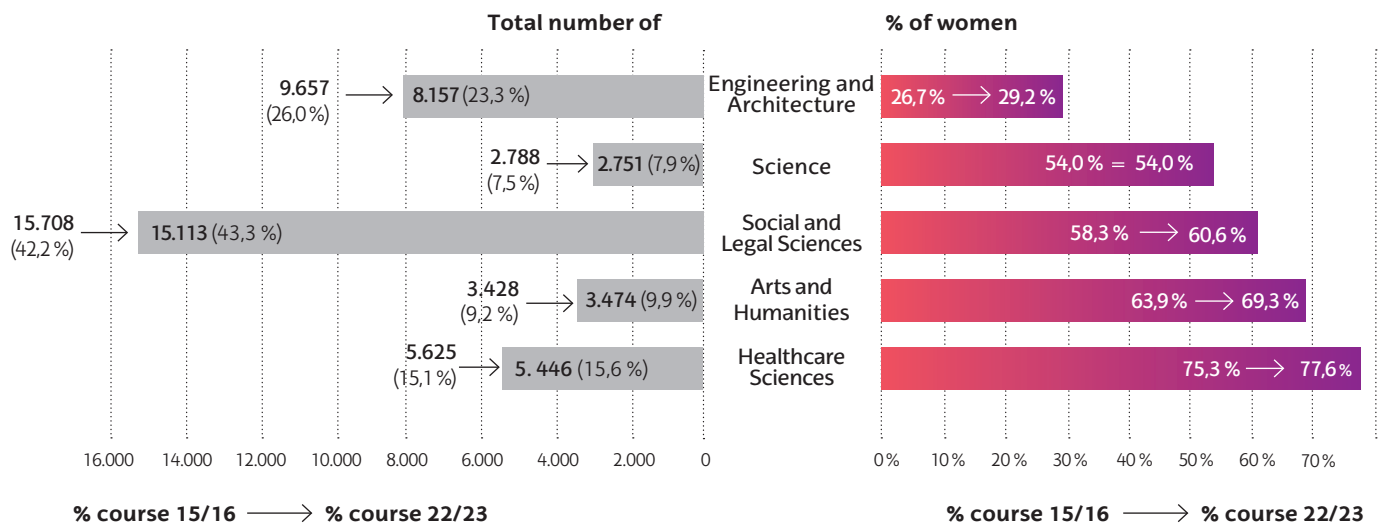
Graph 02. Variation in the number of enrolments by women and men by branch of knowledge in undergraduate studies. 15/16 Academic Year – 22/23 Academic Year. (%)



There is a clear separation between areas of study at the UBC: Health Sciences is a strongly female-dominated field, with 77.6 % of women in undergraduate studies, followed by Arts and Humanities (69.3 %) and Social and Legal Sciences (60.6 %). In the area of Sciences there are also more

women, but the percentage is more in line with the overall data (54 %). The area in which women are least present is Engineering and Architecture, where women account for less than 30 % of students (29.2 %). The presence of women has increased in all areas except Science (*Graph 05*).

Graph 03. Total number of enrolments and the percentage of women by branch of knowledge in undergraduate studies



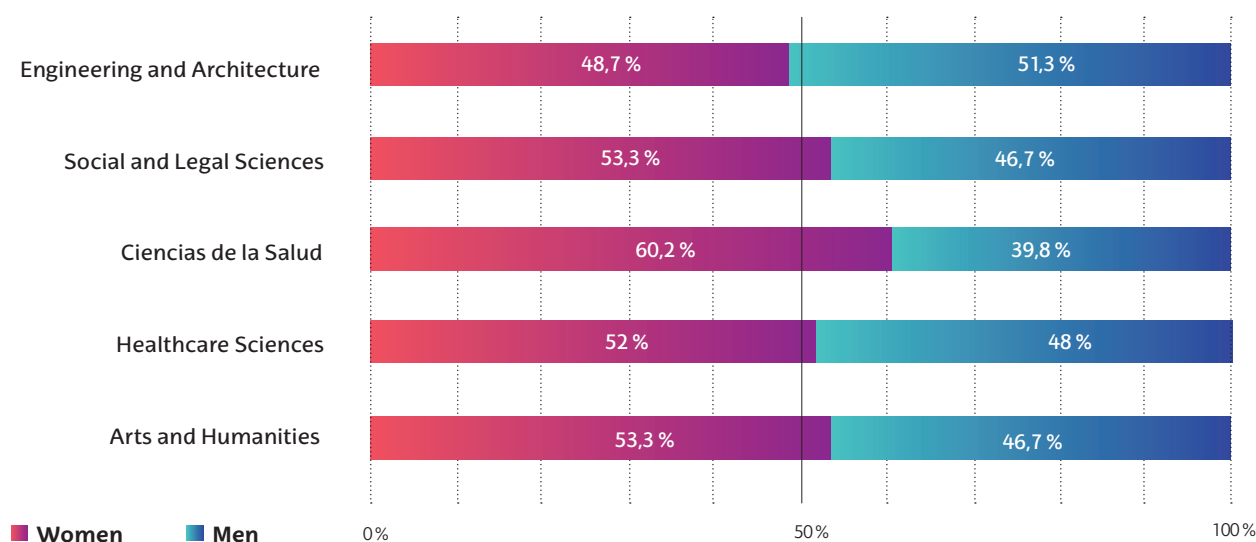
In contrast to undergraduate studies, the number of enrolments has increased in postgraduate studies (master's and doctorate). Sciences is the area where enrolments in master's degrees have increased the most, with Arts and Humanities experiencing the sharpest decline in doctoral enrolments. The distribution of the percentage of women by subject area is similar to the distribution for undergraduate studies.

As for doctoral theses, the percentages of theses presented by men and women are similar. It is worth noting that in Health Sciences, women represent 77 % of the undergraduate student

body, while they present 60 % of the theses in this area. In terms of Engineering and Architecture, the opposite is true; women account for 29.2 % of the undergraduate student body and 48.7 % of the theses presented (*Graph 04*).

The existence of a gender gap between disciplines is therefore clear to see. In those related to health, education and social sciences, women are in the majority, while in those related to science, technology and engineering they are still in the minority (*Graph 05*). All branches of science are therefore called on to ask themselves why these differences exist.

Graph 04. Percentage of theses presented by women and men in each subject area



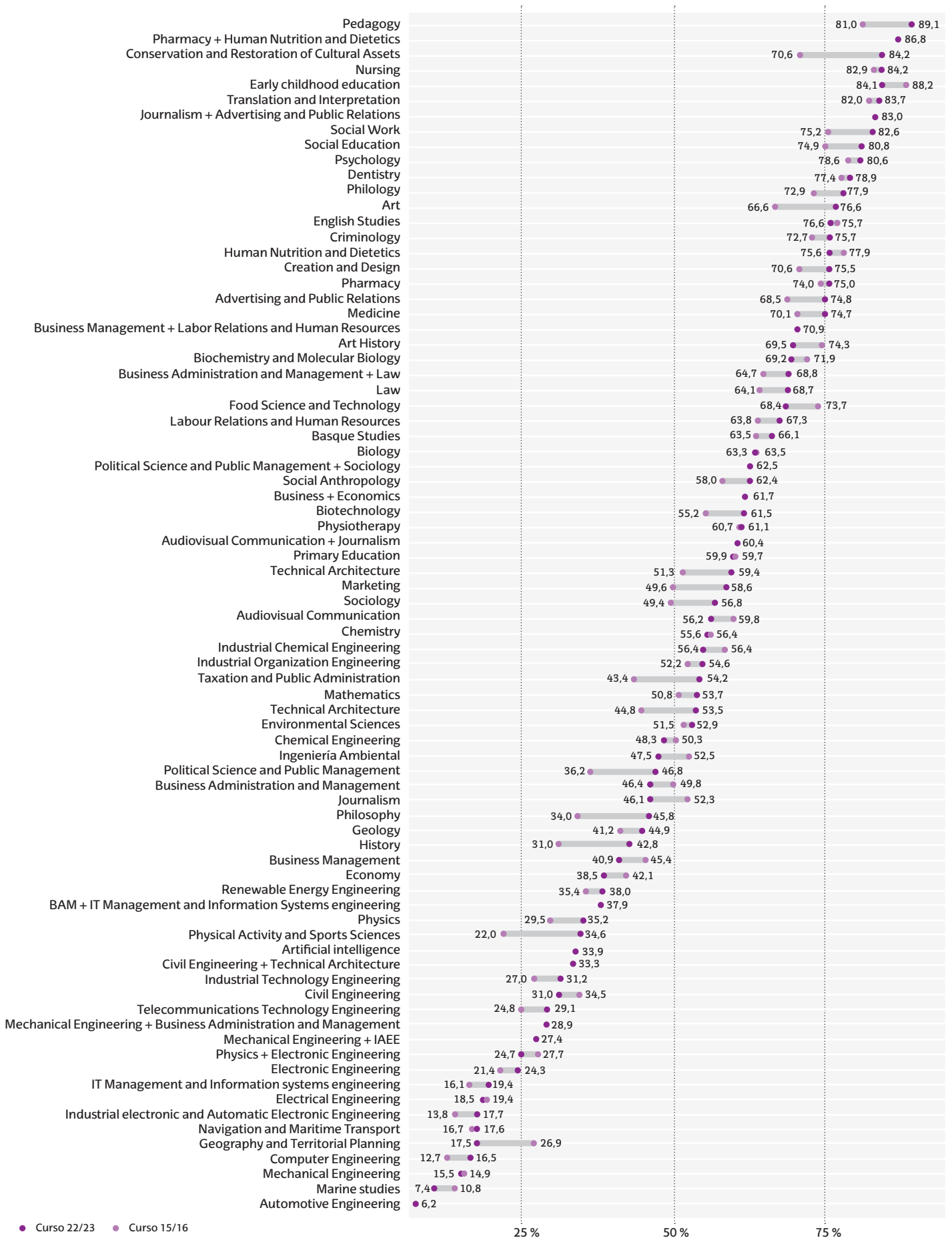
The graduation data (*Graph 06*) demonstrate that there are differences in the type of working hours and salaries obtained by male and female graduates, with men being more likely to have access to full-time employment and have higher salaries. The data also show that the type of working hours and the wage gap vary according to the studies undertaken by male and female graduates.

The under-representation of women in science, technology and engineering-related degrees not

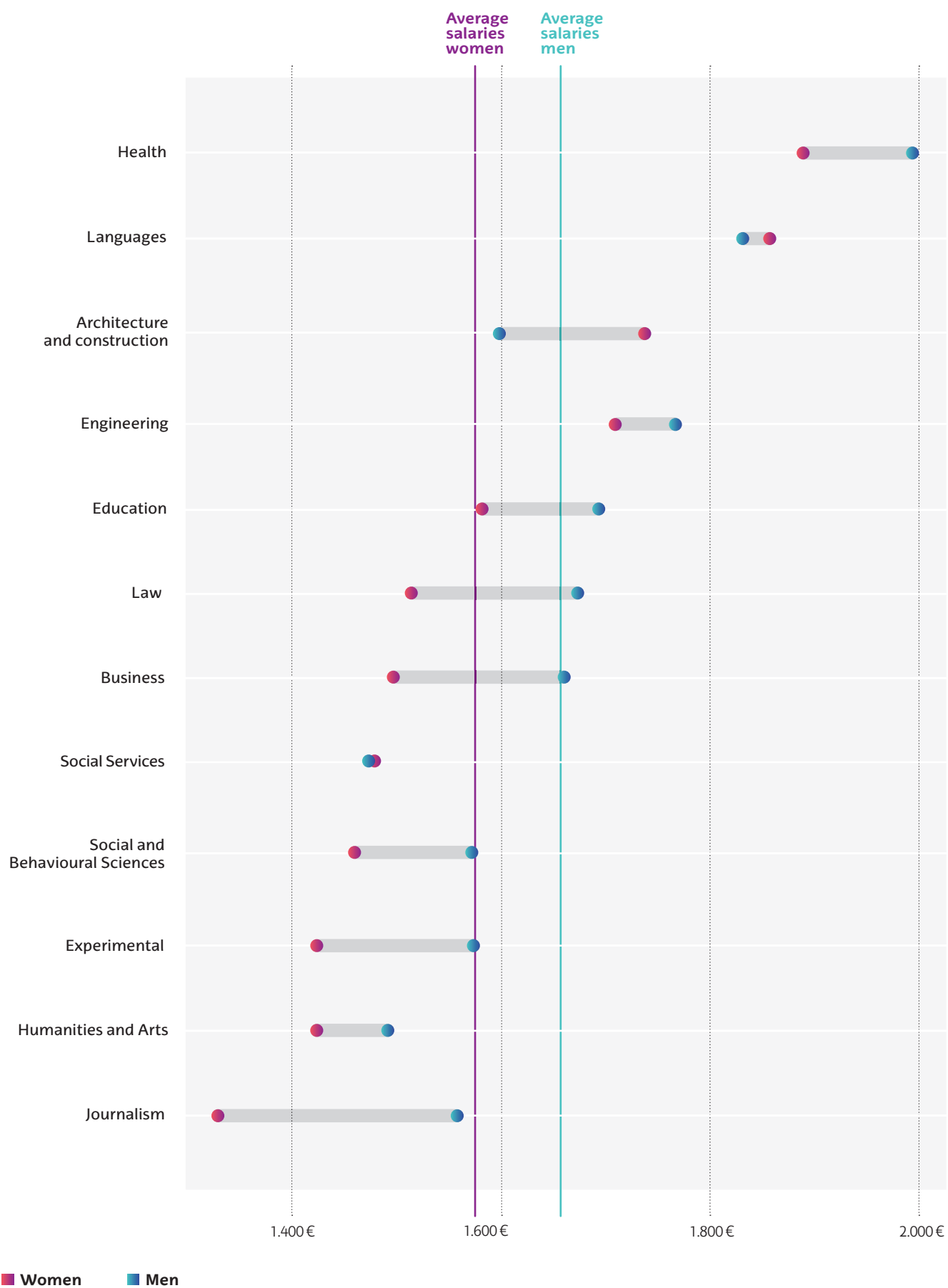
only limits their ability to access better paid jobs, but also hinders their capacity to decide what technology will be created in the future.

This debate should be extended to the entire university community as well as society as a whole, since choosing a particular field of study is the result of many factors and has a major impact on careers as well as, therefore, on the occupational separation between women and men.

Graph 05. Level of women’s participation in UBC degree



Graph 06. Average salaries of female and male graduates by field of study



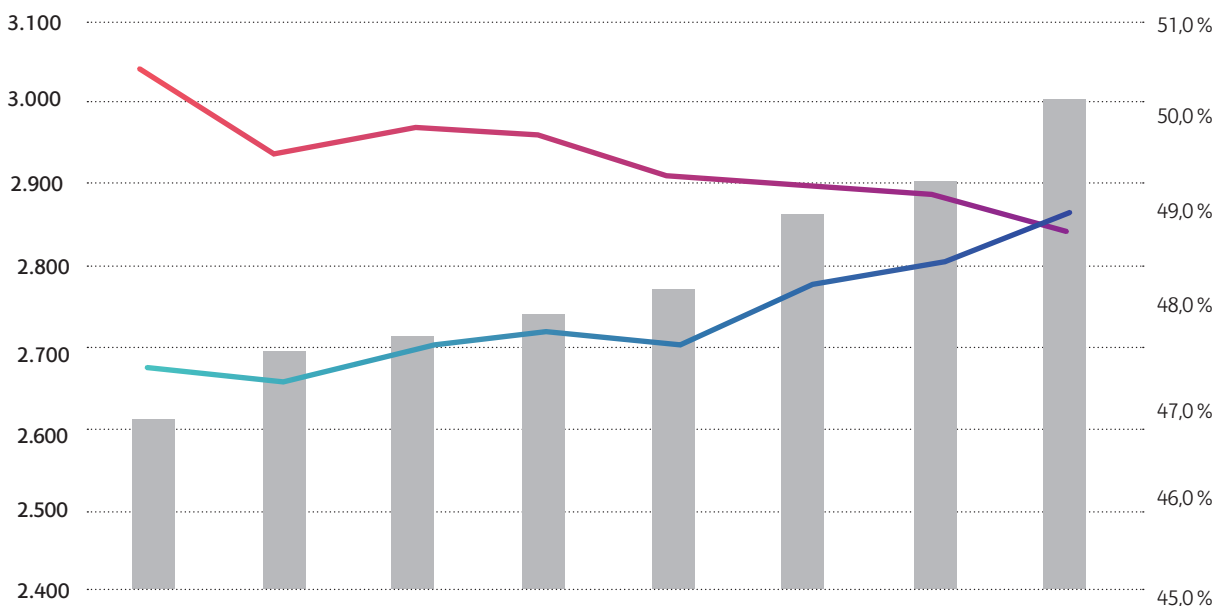
Source: Lanbide labour market insertion surveys.

Teaching and research staff (TRS)

The participation of women in the UBC’s TRS group has grown significantly in recent years. Taking the combined figures for TRS, we can see that women accounted for slightly more than 50 % of the staff in 2022 (*Graph 07*).

This increase in the number of women demonstrates how they have progressively joined the institution, although this varies depending on the field of knowledge and job category under consideration.

Graph 07. Change in the number of women and men TRS, 2015-2022

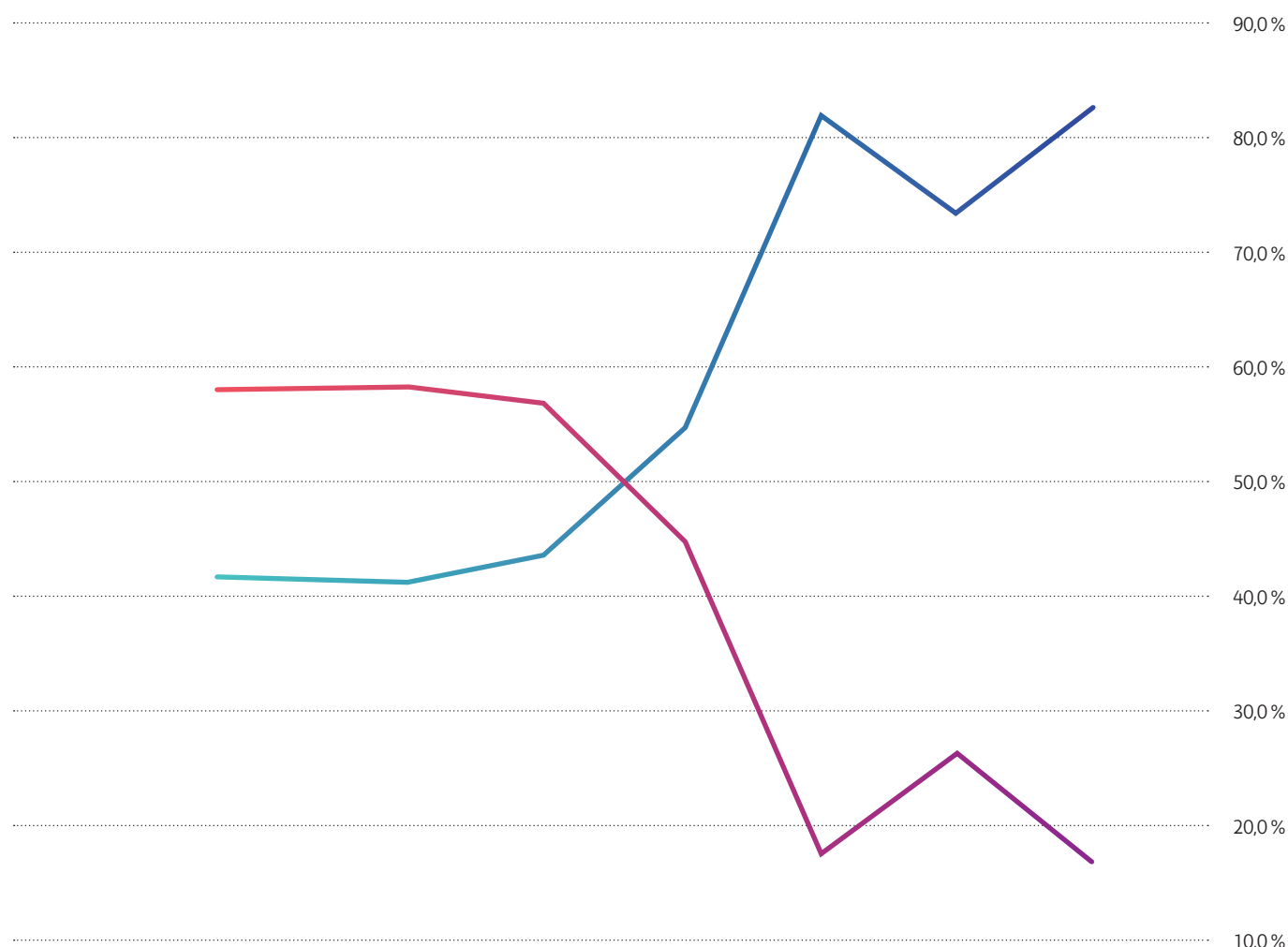


	2015	2016	2017	2018	2019	2020	2021	2022
■ % Women	46,81 %	47,50 %	47,64 %	47,90 %	48,16 %	48,91 %	49,29 %	50,12 %
■ Men	3,041	2,939	2,965	2,956	2,913	2,899	2,885	2,849
■ Women	2,676	2,659	2,698	2,718	2,706	2,775	2,804	2,863

The percentage of women is very different depending on the branch of teaching. In Health Sciences, women represent 59.1 % of the staff, 56.7 % in Social and Legal Sciences and 50.6 % in Arts and Humanities. At the other end of the spectrum, women account for 44 % of the TRS in Science and 35.6 % in Engineering and Architecture. Women are in a minority in the highest and most highly recognised and remunerated job categories, such as TRS with professorships and full TRS posts. With regard to chairs, women have gone from holding 22.7 % of

these in 2015 to 27.4 % in 2022. In relation to full TRS, this is a category that still has little weight among the UBC's staff, but in this instance the percentage of women is even lower, at around 20 % of the total. In general, taking as a reference the fact that women represented 50 % of the total TRS in 2022, they are over-represented in the less consolidated employment figures, such as within the research staff in the trainee staff category, in the interim employment figure that covers substitutions and vacancies and in the associate and adjunct TRS figures. (Graph 08).

Graph 08. Percentage of women and men in the main TRS categories. 2022



	INTERIM UNIVERSITY TRS	ASSOCIATE TRS	ADJUNCT TRS	SENIOR TRS	FULL TRS	UNIVERSITY PROFESSORSHIPS TRS	UNIVERSITY EMERITUS TRS
■ Men	42,27 %	42,15 %	43,51 %	54,68 %	81,08 %	72,65 %	82,14 %
■ Women	57,73 %	57,85 %	56,49 %	45,32 %	18,92 %	27,35 %	17,86 %

At the UBC, there has been a clear gender imbalance in the awarding of Honorary Doctorates. Between 1970 and 2010, only two women featured among the recipients (3.27 %). This trend has been improving and in the last 12 years, 46.15 % of the awards were made to women. In this regard, the importance of recognising women's contributions to different fields of knowledge should be emphasised (Graph 09).

In the case of bonus payments for six-year periods in service, we can see that as the number of such bonus payments awarded increases, the percentage of women decreases. Some 53.6 % of the TRS with one six-year period in service are women, with this percentage dropping to 25.4 % if we consider those who have been at the university for six of these periods (Table 01).

Graph 09. Honorary doctorate awards by gender, 1970-2022

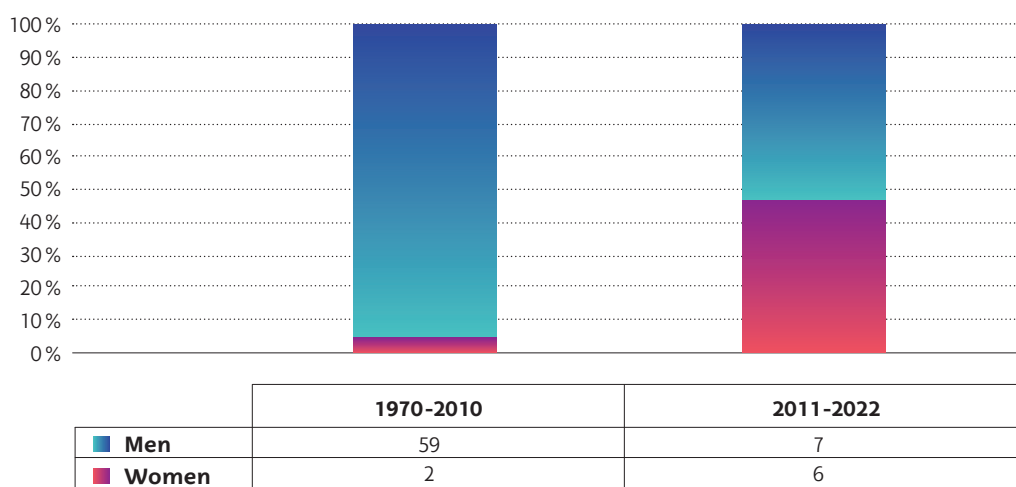


Table 01. Number of women and men by the number of six-year periods in service. 2022

NO. OF SIX-YEAR PERIODS IN SERVICE	WOMEN	MEN	TOTAL	% WOMEN
Teaching And Research Staff (TRS)	2.162	2.169	4.331	49,92 %
1	229	198	427	53,63 %
2	209	206	415	50,36 %
3	122	155	277	44,04 %
4	90	164	254	35,43 %
5	48	92	140	34,29 %
6	36	106	142	25,35 %
Overall total	734	921	1.655	44,35 %

Source: Integrated University Information System (SIU). Ministry of Universities. This table does not include TRS in training or those TRS in postdoctoral positions.

The difference in terms of recognition of six-year periods in service is significant in the professional development of the TRS and also results in higher remuneration. TRS with professorships therefore have spent a higher average number of six-year periods in service, which is reflected

in their remuneration, which is higher on average for men. In the case of senior TRS, the average remuneration is similar for women and men. For adjunct TRS, the average remuneration of men is higher, which indicates that the average number of six-year periods in service recognised is higher.

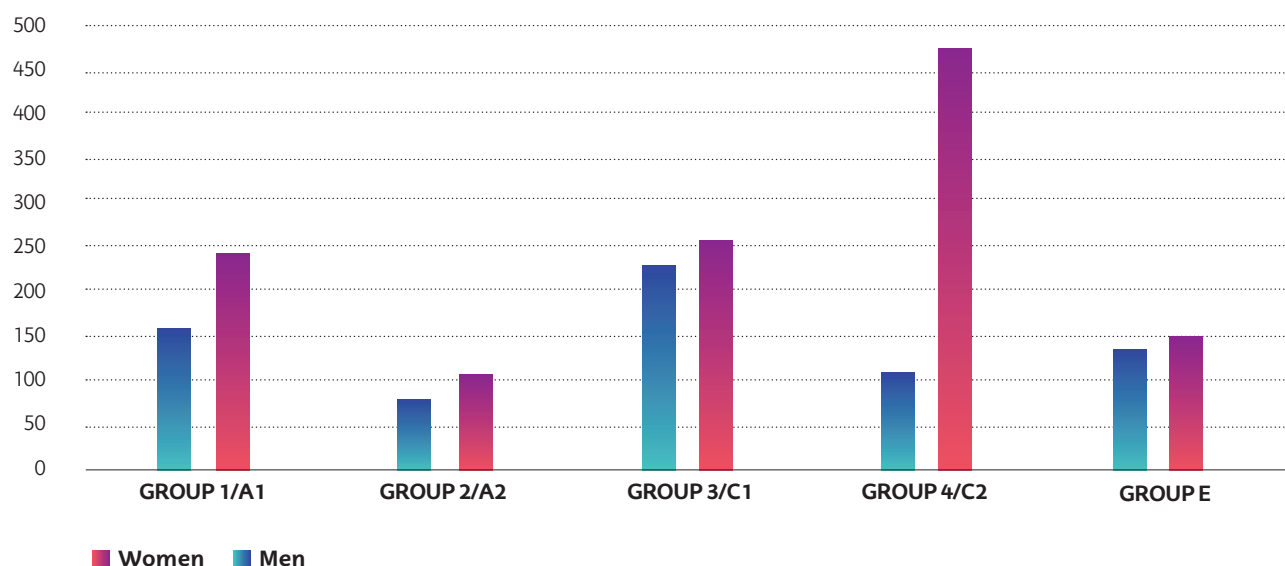
Technical managerial, administrative and service staff (TMASS)

There are 1,922 administrative and service staff at the University of the Basque Country, of which 1,222 are women (63.6 % of all TMASS) and 700 men (36.4 % of the total), according to data from 2022. Since 2015, the number of TMASS has barely increased, rising by 0.7 %, with the increase in the male workforce being slightly higher (the number of men has grown by 1.1 % while the number of women has increased by only 0.4 %). By category, the largest group is group 4/C2, with 579 people (30 %), followed by group 3/C1, with 486 (25 %), and group 1/A1, with 397 people (21 %).

In the breakdown of TMASS by category and gender, the presence of women stands out significantly in group 4 (473 women compared to 106 men, 82 % of the corresponding category), and in group 1 (240 women compared to 157 men; 60 %), while the rest of the categories are more evenly distributed (*Graph12*).

When broken down by category and level, we can see that there are significant differences within each group by level, as well as the presence of women in each group in aggregate terms. The presence of women is 82 % in group 4/C2, while it is 53 % in group 3/C1, as well as in group E.

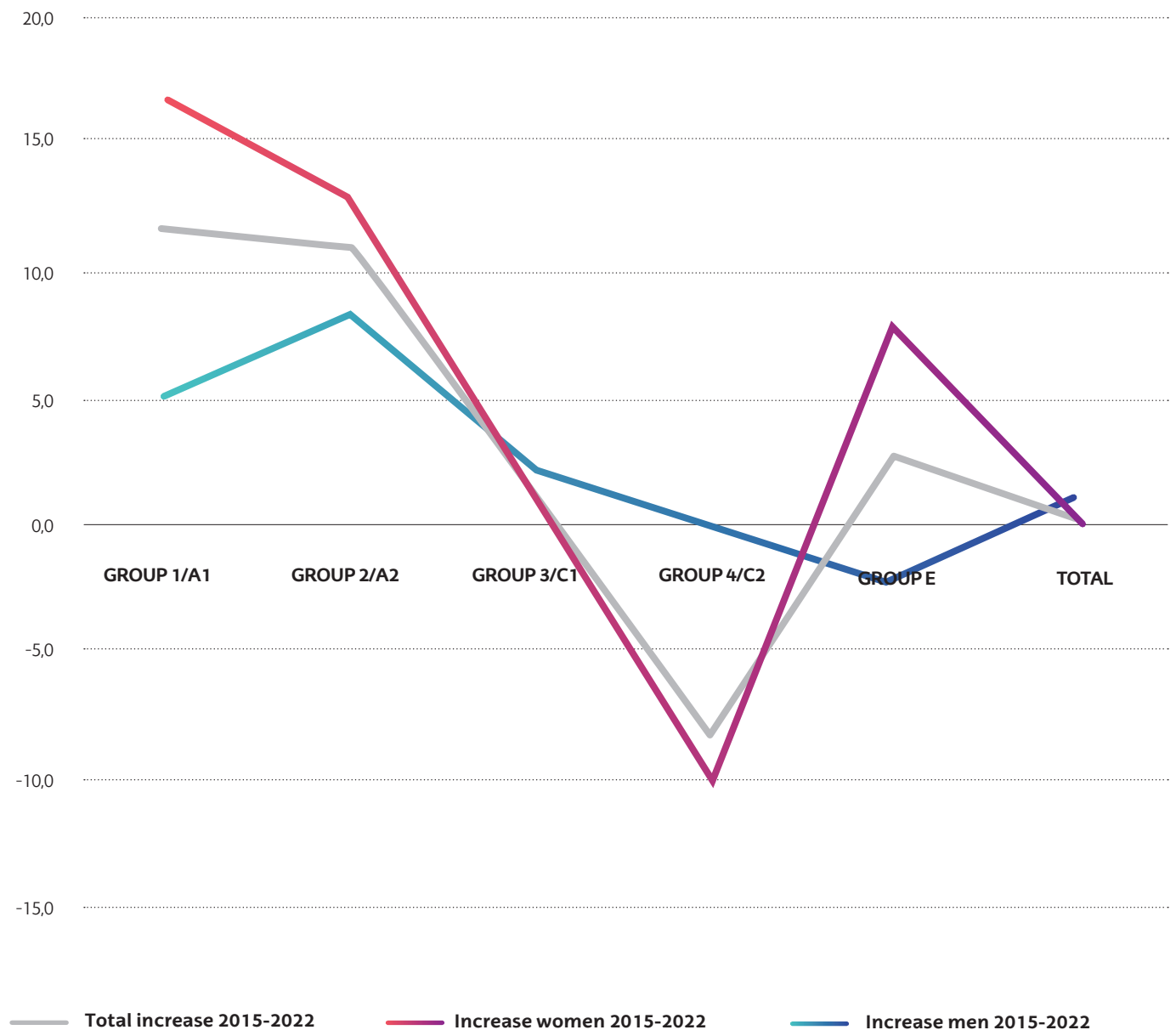
Graph 12. Breakdown of TMASS by category and gender (2022)



Looking at the trends between 2015 and 2022, there is a significant increase in the total number of staff in category 1/A1 (11.8%), especially women (16.5 % increase compared to 2015) and in category 2/A2 (11.2 % increase compared to 2015). However, Group 3/C1 and Group E have grown by around 2 % (2.7 % and 2.9 %, respectively) while Group 4/C2 has decreased by 8.2 %. Therefore, in aggregate terms the total number of staff remains unchanged (an increase of 0.7 %; equivalent to 13 people in total (Graph 13).

Looking at the distribution of TMASS by type of contract, category and gender, we can identify a number of facts. Firstly, the largest group is that of female civil servants (1036 people), and among civil servants there are many more women than men. Secondly, there are more men, especially in group 3/C1. Lastly, there are few temporary staff, although there are more women than men in this category.

Graph 13. Increase in TMASS by category and gender (2015-2022) (%)



Joint responsibility for care: paid leave, reduced working hours and leaves of absence

The number of TRS making use of some form of joint responsibility measures is low and has not varied greatly between 2020 and 2022. The number of women is higher than that of men.

The percentage of women taking paid leave, reduced working hours and/or leaves of absence is less than 5 % and the percentage of men is around 2.5 %. (Table 02).

Table 02. Number of women and men who take paid leave, reduced working hours and/or leaves of absence and percentage with regard to the total number of men and women TRS. TRS, 2020-2022

Year	WOMEN			MEN		
	Total TRS	Taking of paid leave, reduced working hours and leaves of absence		Total TRS	Taking of paid leave, reduced working hours and leaves of absence	
		Number of people	% of total TRS		Number of people	% of total TRS
2020	2.775	123	4,4 %	2.899	74	2,5 %
2021	2.804	131	4,6 %	2.885	73	2,5 %
2022	2.863	142	4,9 %	2.849	65	2,3 %

It is mainly women who take paid leave, reduced working hours and/or leaves of absence. Six out of every ten TRS members who request leave are women. The number of women making use of any measure increased between 2020 and 2022, while the number of men decreased (Graph 14).

In general, the TRS group mainly take maternity and paternity leave, including childcare leave, because all those who take that also take maternity

leave. Around eight out of ten TRS members who make use of a joint responsibility measure take maternity or paternity leave.

The percentage of women is high for all types of measures, but women virtually represent all those requesting and taking reduced working hours and/or leaves of absence, which exceeds 90 % in many cases. It should be noted that these measures involve salary reductions or suspensions (Table 03).

Graph 14. Number of people taking paid leave, reduced working hours and/or leaves of absence by gender and the percentage of those taken by women. TRS, 2020-2022

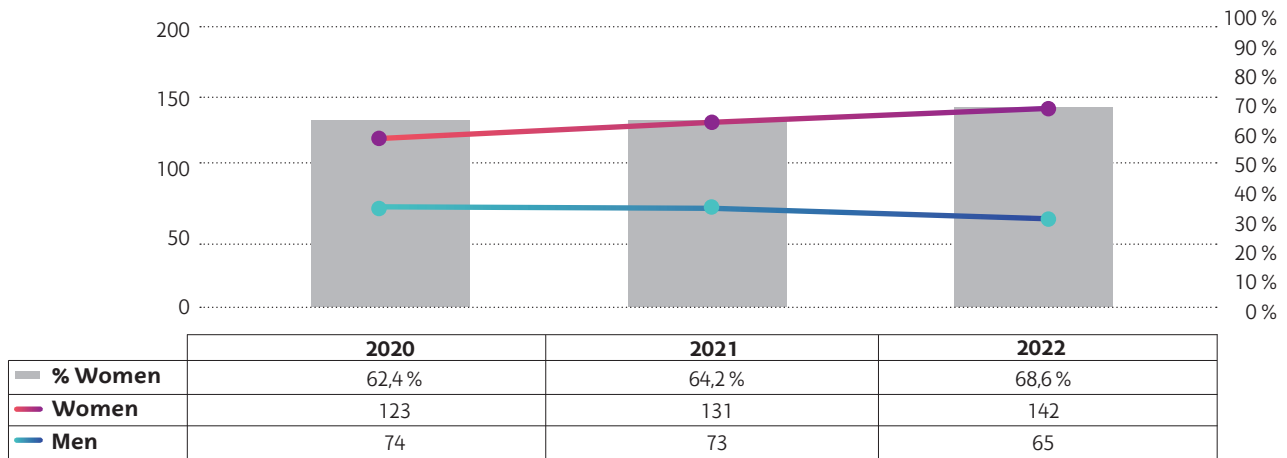


Table 03. Percentage of people taking paid leave, reduced working hours and/or leaves of absence by type and the percentage of women for each type. TRS, 2020-2022

TYPE OF PAID LEAVE OR LEAVE OF ABSENCE	2020		2021		2022	
	% by type	% of women by type	% by type	% of women by type	% by type	% of women by type
MATERNITY/PATERNITY LEAVE	78,5 %	57,1 %	83,6 %	61,2 %	83,8 %	65,2 %
REDUCED WORKING HOURS	13,2 %	85,2 %	9,9 %	85,7 %	10,2 %	90,9 %
LEAVE OF ABSENCE FOR CHILD OR FAMILY CARE	8,3 %	94,1 %	6,6 %	92,9 %	6,0 %	100,0 %
TOTAL	100,0 %	63,9 %	100,0 %	65,7 %	100,0 %	69,9 %

The number of TMASS making use of joint responsibility measures is low and has not varied considerably between 2020 and 2022. The number of women is considerably higher than that of men over the whole period. Among TMASS women, the percentage of those who take paid leave, reduced working hours and/or leaves of absence is less than 10 %, and among men this figure is around 4 %. A significant proportion of TMASS who make use of joint responsibility measures did so in more than one of the three years under study. (Table 04).

Among TMASS, almost all of the people who make use of joint responsibility measures are women: Eight out of ten. The number of women taking paid leave, reduced working hours and/or leaves of absence is decreasing, while the rates

among men are on the rise. The gender gap is therefore closing among those who make use of these measures. (Graph 15).

In general, TMASS who make use of joint responsibility measures mainly opt for reduced working hours (around eight out of ten). Almost all of these are reductions in working hours for childcare purposes. Maternity and paternity leave have been included in childcare leave, because all those who apply for it also take maternity leave.

Measures involving a reduction or suspension of salary are mainly requested and used by women. Moreover, men do not or hardly ever take leaves of absence. In addition, women account for around 85 % of the people who apply for reduced working hours (Table 05).

Table 04. **Número de mujeres y de hombres que disfruta de permisos, reducciones de jornada y/o excedencias y porcentaje respecto al total de mujeres y de hombres. PTGAS, 2020-2022**

Year	WOMEN			MEN		
	Total TMASS	Taking of paid leave, reduced working hours and leaves of absence		Total TMASS	Taking of paid leave, reduced working hours and leaves of absence	
		Number of people	% of total TMASS		Number of people	% of total TMASS
2020	1.207	112	9,2 %	710	26	3,7 %
2021	1.193	97	8,1 %	689	24	3,5 %
2022	1.222	101	8,2 %	700	31	4,2 %

Graph 15. **Number of people taking paid leave, reduced working hours and/or leaves of absence by gender and the percentage of those requested by women. TMASS, 2020-2022**

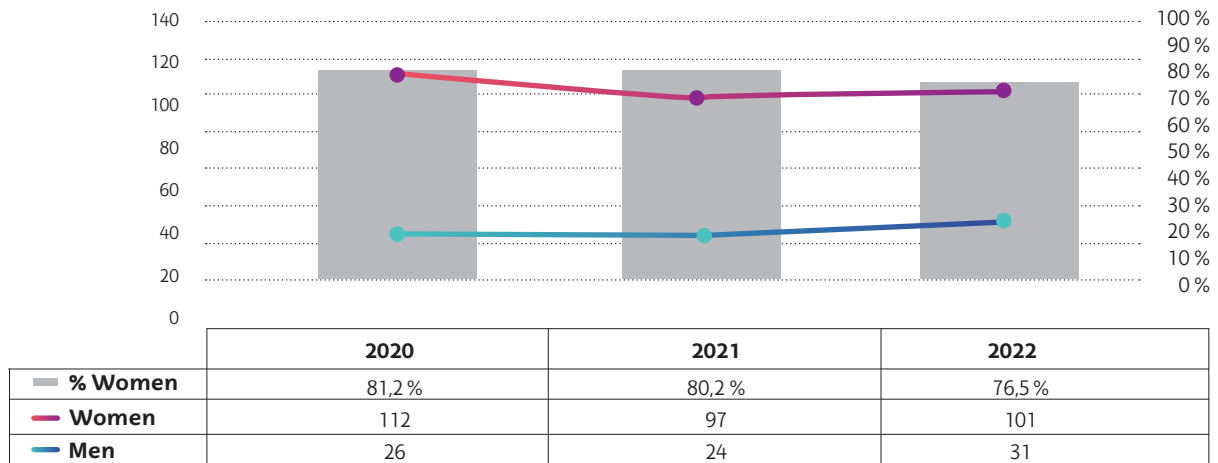


Table 05. **Percentage of people taking paid leave, reduced working hours and/or leaves of absence by type and the percentage of women for each type. TMASS, 2020-2022**

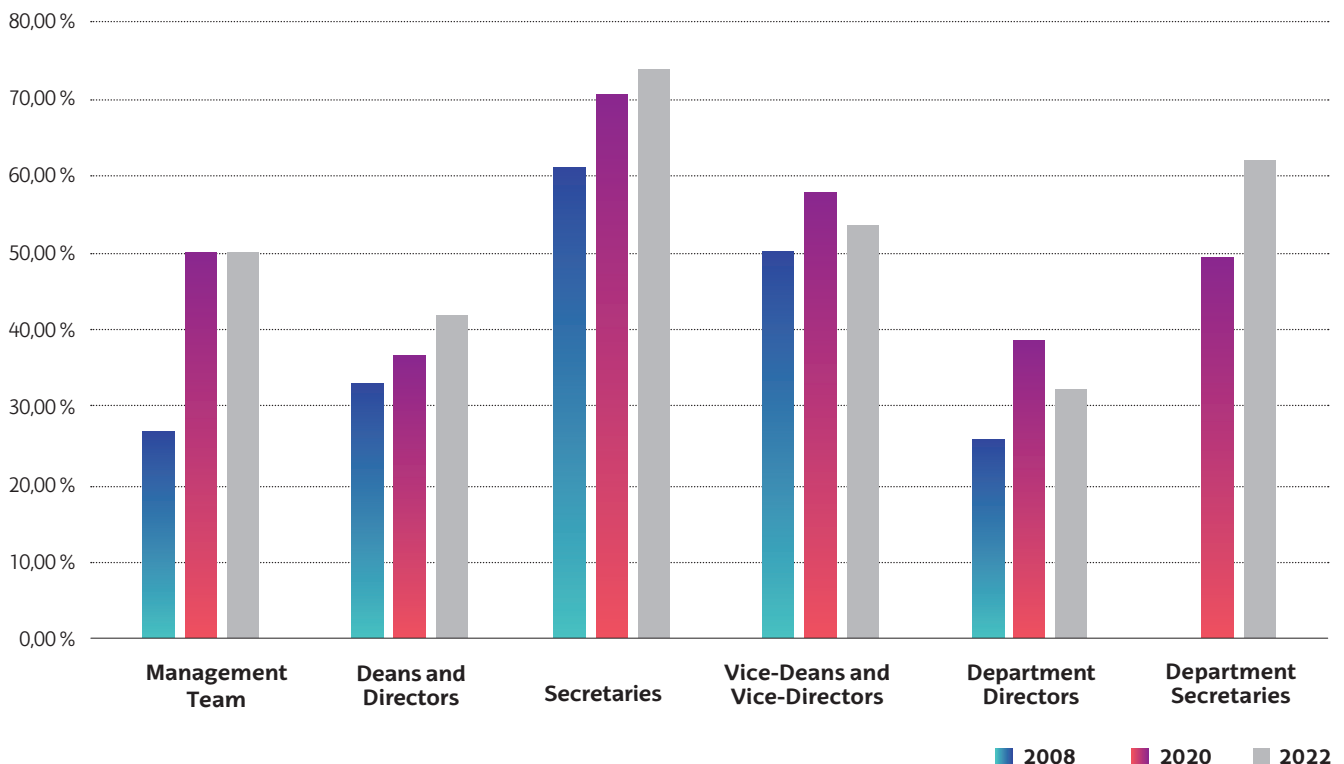
TYPE OF PAID LEAVE OR LEAVE OF ABSENCE	2020		2021		2022	
	% by type	% of women by type	% by type	% of women by type	% by type	% of women by type
REDUCED WORKING HOURS	77,5 %	85,0 %	70,2 %	85,9 %	68,2 %	86, %
MATERNITY/PATERNITY LEAVE	13,8 %	47,4 %	17,4 %	47,6 %	20,5 %	33,3 %
LEAVE OF ABSENCE FOR CHILD OR FAMILY CARE	8,7 %	100,0 %	12,4 %	93,8 %	11,4 %	93,8 %
TOTAL	100,0 %	81,2 %	100,0 %	80,2 %	100,0 %	76,5 %

Representation in academic posts and representative and management bodies

In relation to the UBC Governing Team, it is clear that in recent years there has been a commitment to gender parity among the teams. In contrast, in other positions, the higher the rank of the position, the lower the presence of women.

There are therefore fewer female deans and department directors than male deans and directors. Conversely, the data show that there are more female secretaries than male secretaries (*Graph 16*).

Graph 16. Percentage of women in positions at the UBC

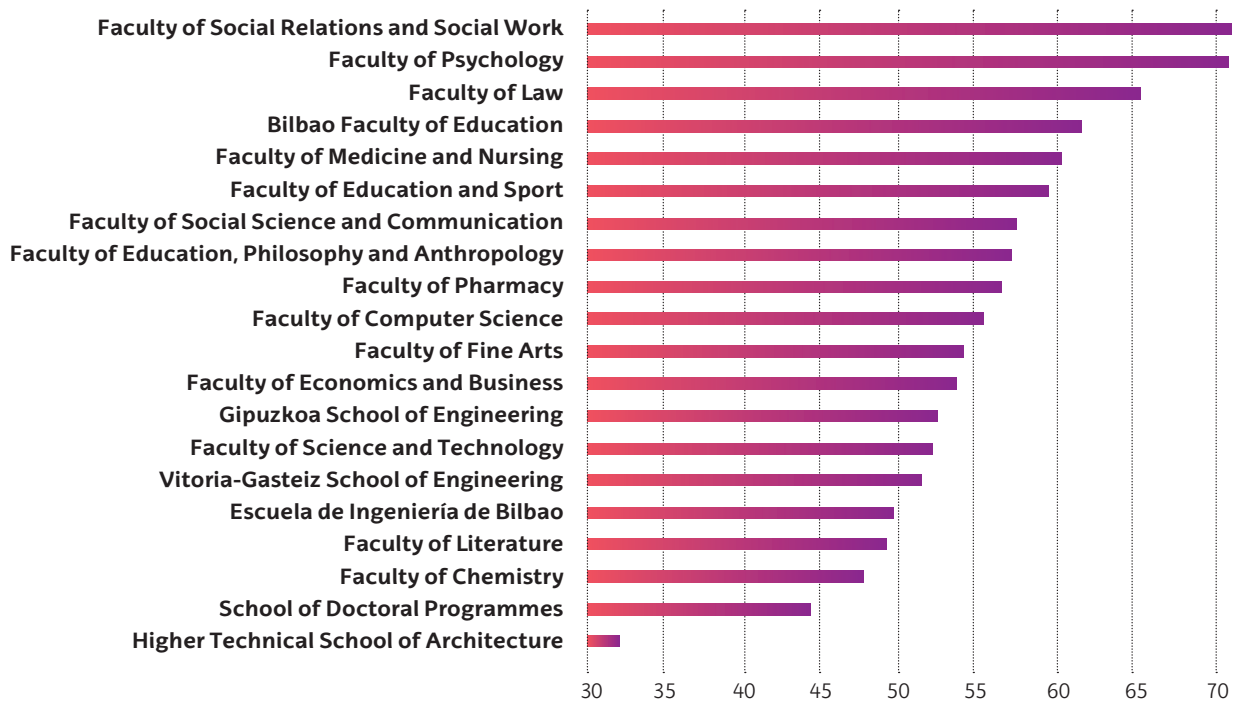


In the majority of the Faculty Boards, women account for more than half of the members. However, some Faculty Boards stand out for having few women (Architecture and Doctorate), while the opposite is true for others (Labour Relations, Psychology, Law). The varying presence of women is linked to their presence in these faculties (specifically the Faculties of Labour Relations and Social Work, Psychology and Law). But this is not true across the board, given that, for example, in the Engineering Faculties there are few

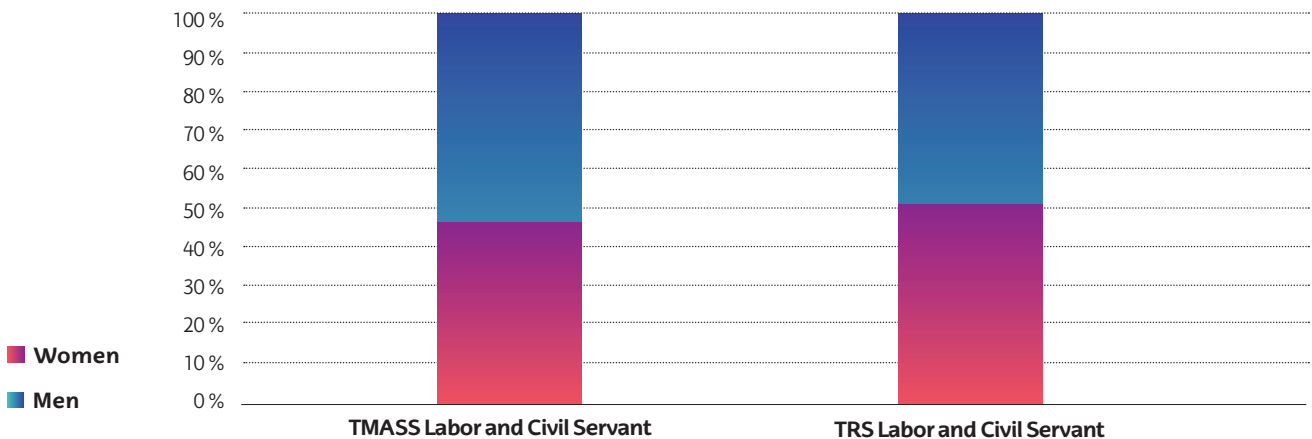
women, but their presence on the Faculty Boards exceeds 50 % (Graph 17).

After the last elections (2023), the figures suggest a fair parity between women and men among union delegates, although for TMASS there is a slight imbalance, with women accounting for more than 64 % of the census, but only 47 % of full-time union representatives (Graph 18).

Graph 17. Percentage of women on the Faculty Boards



Graph 18. Full-time union representatives (2023)



This gender imbalance is even more evident if we examine the number of male and female full-time union representatives who dedicate their working hours to representation duties. As can be seen in the graph, only 27 % of union representatives were women in 2022 (*Graph 19*).

The Student Council is currently chaired by a woman. Among the ex-officio members of the

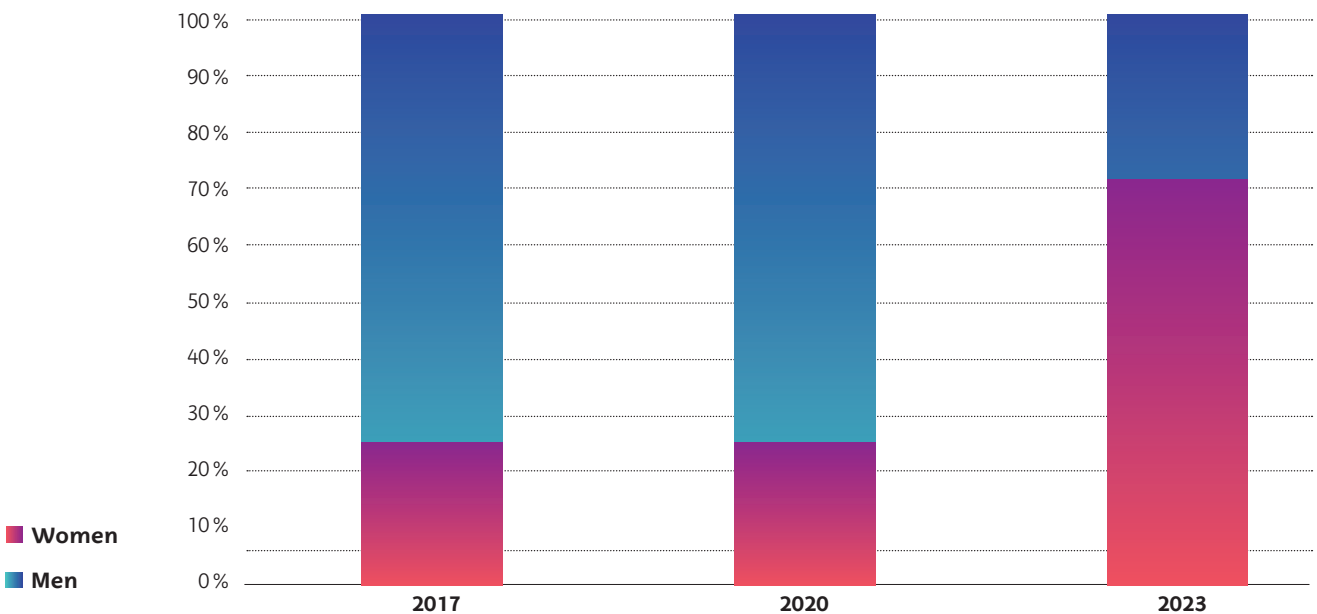
Student Council, the composition has shifted from a male-dominated one to the current one in which women represent 71 % of the ex-officio members.

For its part, the Standing Committee is made up of 12 people (some are ex-officio members and others elected), eight of whom are women (66.5 %) (*Graph 20*).

Graph 19. Female and male full-time union representatives (2022)



Graph 20. Ex-officio members of the UBC Student Council



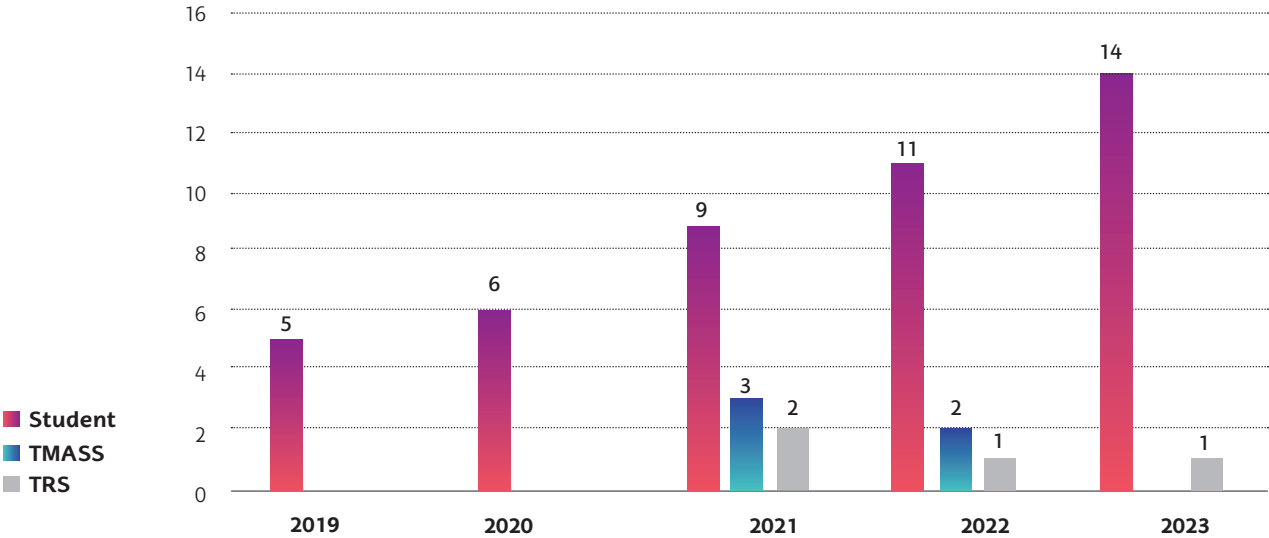
Situations of gender-based violence and sexual harassment

The UBC’s first roadmap for tackling situations of violence suffered by people linked to the UBC and its prevention through training is set out in the 3rd Plan for the Equality of Women and Men 2019-2022. The 2023 diagnostic report is derived from the need to understand the UBC’s circumstances in this context and its results are clear. These are divided into two large blocks: violence against people and training activities.

The data studied point to greater security in reporting and greater awareness/training in equality and violence against people (Graph 21).

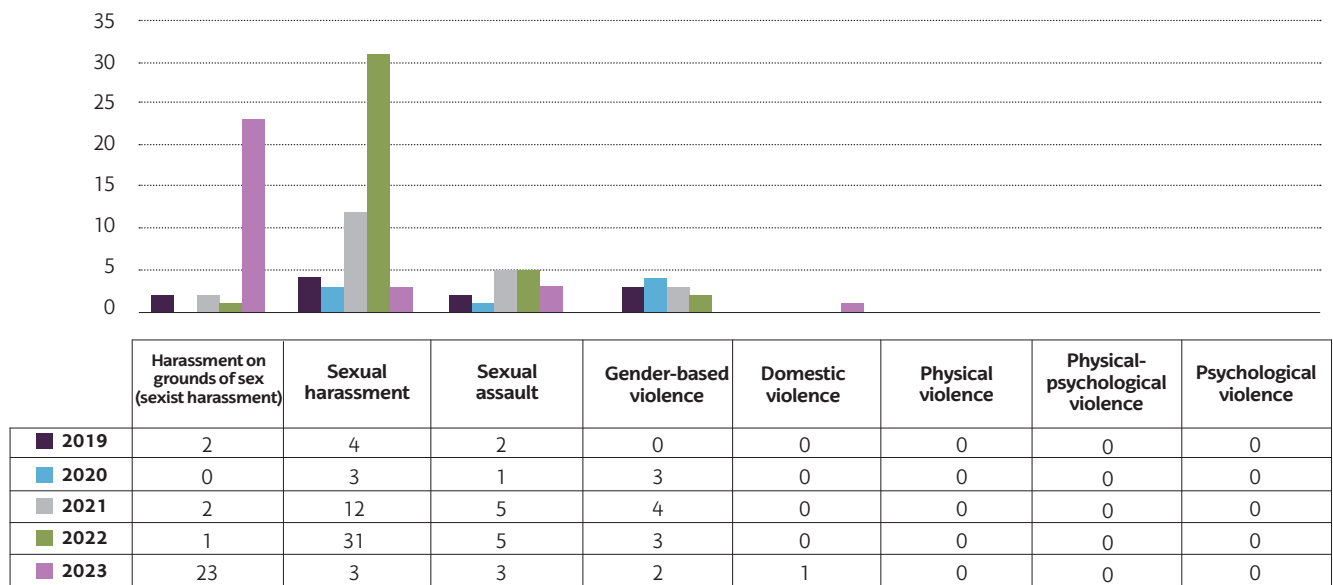
From complaints of physical, psychological and physical-psychological violence (until 2019) to sexist harassment, sexual harassment, sexual assault and gender-based violence. In 2022, sexual harassment was the most common type of complaint and in 2023, it was sexist or gender-based harassment (Graph 22).

Graph 21. Number of cases opened for reported incidents of harassment / violence by group (2019-2023)



Note: In 2022, the total number of cases open for the student body was 13. However, in figure 1, a total of 14 are included, because there is a file that concerned one female student and two TRS and we wanted to include both groups. In 2023, the total number of open cases was 16, however, only 15 are included, as one related to a person linked to the university who was not included in any of the three groups.

Graph 22. Total number of victims by type of complaint (students+TMASS+TRS) (2019-2023)



Note: In 2023 the total number of open cases was 33. However, one of them did not relate to any of the three groups specified above (students, TMASS and TRS), but was indirectly linked to the UBC and therefore fell under the UBC protocol against gender-based violence.

Students and TRS report more sexual harassment, while among TMASS, gender-based violence is more prevalent. Sexist harassment is the second most reported type of complaint among all three groups. Students are the group that files the most reports because they represent 85.5 % of the people who make up the UBC, they are therefore more vulnerable compared to TRS and even TMASS. They could be more aware and trained in issues of violence and equality and feel supported by the UBC Protocol.

The aim of the training is to prevent and raise awareness of situations of violence and provide training in gender equality. Two types

of methodologies are in place for this purpose, namely online training for all groups and training programmes for students (combining online and classroom-based training). At present, the online courses are held in the first four-month period and the training programmes (Indartu and Eraldatzen), together with the AKADEME programme, in the second four-month period.

Around 500 people have been accredited through the 'Indartu and Eraldatzen' programmes and another 6,000 have taken part in the online training courses on equality and prevention of gender-based violence (Table 06).

Table 06. UBC online training courses on equality and violence prevention (2017-2024)

	2017-2018	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	2023-2024
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI
		Autumn	Winter	Autumn	Winter	Autumn	Winter	Autumn	Winter		
Gender equality	X	X	X	X	X	X	X	X	X	X	X
Inclusive language	X	X	X	X	X	X	X	X	X	X	X
Masculinity	X	X	X	X	X	X	X	X	X	X	X
Sexual diversity					X	X	X	X	X	X	X
Hezkidetzaren alde Busti!	X	X	X	X	X	X	X	X	X	X	X
Child sexual abuse						X	X	X	X	X	X
Violence against women						X	X	X	X	X	X

The courses on 'Sexual Diversity' and 'Sexual Abuse against Children' are particularly well attended, with a predominantly female presence in all courses. Furthermore, men and non-binary people have a lower percentage of enrolment in the courses.

Around 50-55 % of those enrolled pass, except for the course 'Hezkidetzaren alde Bustil!' (exclusively for students), which has an average completion rate of less than 50 % (Table 07).

The downward trend in enrolment could be due to various reasons. Students could already have

received training on these issues, there may be fewer untrained people at the university and/or there may be less interest in these matters. Also, the non-compulsory nature of the training may be a reason for the low completion rate. Most of the courses are made up of students (around 90 %) and TMASS or TRS rarely fill the places available to them.

Training programmes in equality and violence prevention show a similar trend to online courses in terms of participation and completion; more women participate and around 50 % of those enrolled end up completing them (Table 08).

Table 07. Percentage of pass rates by gender for each online training course (2020-2021, 2021-2022 and 2022-2023)

	2020-2021				2021-2022				2022-2023			
	M	H	No Bin.	Total	M	H	No Bin.	Total	M	H	No Bin.	Total
Gender equality	55,3	85,0	0,0	58,0	53,6	45,3	50,0	52,2	56,0	65,6	33,3	57,4
Inclusive language	60,4	45,0	33,3	56,5	58,3	50,0	42,9	56,8	42,5	48,4	25,0	43,2
Masculinity	64,8	70,7	66,7	66,4	50,2	45,1	33,3	48,6	51,0	56,4	25,0	51,7
Sexual diversity	53,9	65,6	66,7	56,0	57,5	36,7	33,3	54,0	53,8	53,8	0,0	52,5
Hezkidetzaren alde Bustil!	34,8	18,8	33,3	31,8	55,5	55,6	100,0	56,0	36,7	45,8	0,0	38,8
Child sexual abuse	65,1	48,1	50,0	62,5	62,0	55,9	25,0	61,1	54,8	64,7		56,5
Violence against women	66,7	76,0	100,0	68,5	56,6	64,7	100,0	57,6	66,2	50,0	50,0	63,8

Note: For the 2021-2022 academic year, overall data for the year have been taken (average of the two exam periods).

Table 08. People enrolled and accepted in the Indartu programme and the Eraldatzen Program by gender (2022-2023)

	Mujeres	Hombres	
INDARTU euskeraz	87		
INDARTU spanish	88		
ERALDATZEN spanish		42	
Total students enrolled	170	42	212

The data show that there are obstacles when it comes to male students being trained in equality issues and that those who access this online training or the Indartu and Eraldatzen programmes end up completing them. The requirement to be present for these programmes may pose a problem in terms of timetable clashes for students.

The impact that the UBC protocol against gender-based violence has had on the entire educational community is regarded as being very significant, creating a safe environment for victims who report it as well as, together with online training and the empowerment and awareness-raising programmes (Indartu and Eraldatzen), achieving greater awareness and prevention of gender-based violence and inequalities.

Conclusions of the pay audit

As in society as a whole, pay gaps do exist in public universities, and the UBC is no exception. Female employees at the university earn 7 % less than their male colleagues. Despite the fact that base salaries and supplements for civil servants and staff are regulated by law, several external factors contribute to differences in earnings between women and men. This means that while the pay gap among the university staff is 3.1 % in terms of base salary, it rises to 7 % when taking into account total remuneration, i.e. base salary, supplements and benefits.

However, the university staff is composed of two groups, TRS and TMASS, with very diverse functions and differing pay patterns. In this section, we will look at the pay inequality among each of them.

As in the UBC as a whole, in the TRS group there is a gender gap that is detrimental to women, as overall they receive remuneration that is 7.4 % lower than that received by men, which is also true at the rest of the Spanish public universities. This gap has two different causes:

1. The varying access to branches of knowledge, as well as the unequal representation of women and men by age bracket or type of working hours, means that women are more likely to be found in areas where salaries are lower from the outset, confirming what is known as horizontal segregation.

2. The unequal distribution of women and men in professional positions or categories, as well as the various extra tasks in addition to teaching and research work (such as management or research beyond what is essential, through involvement in projects financed from outside the university, or the coordination or direction of seminars, courses or additional degrees) mean that the distribution of additional paid tasks is very unequal, mainly favouring men over women. This suggests that there is vertical segregation.

Taking into account a key element such as people's career paths, linked to the given life stage and the changing socio-labour landscape, the analysis of gender gaps at the UBC requires a more in-depth analysis beyond the gap as a whole. In this regard, it is worth pointing out some of the patterns observed throughout the document:

- In general, when only the base salary is considered, the gap is usually smaller than when taking into account the total salary, whether based on criteria of age, working hours, branch of knowledge, professional category or legal regime, in those cases (the majority) in which men's remuneration is higher than that of women. Therefore, the system for determining supplements needs to be revised to include a gender perspective in order to eliminate the underlying reasons for much of the gender pay gap.
- On the other hand, where the gap is the other way around, i.e. where the average pay for women in the subset studied is higher than that of men in terms of the base salary, it so happens that when supplements and other benefits are included, the gap is reduced, so that the gap in favour of women in total pay is smaller than for the base salary.
- In general, it seems that the major cause of the gap stems from salary supplements. Not only that, but it is systematically the case that productivity-related bonuses (six-year periods in service and projects), as well as those related to seniority (three-year and five-year periods in service) cause the differences between the base salary and total salary to produce a gap to the detriment of women's remuneration compared to the equivalent of their male counterparts. The supplements in place for the TRS group are therefore clearly gender-biased.
- Only when it comes to benefits, which are occasional supplements, arising from events such as accidents at work or illness, as well as benefits related to maternity and care leave, is the balance tilted in favour of women. Therefore, the only

compensatory element against men in terms of pay is the result of occasional aspects linked to specific situations, such as accidents and maternity, which are not linked to a teaching / research career. In this regard, for example, specific situations such as women who decide not to become mothers would not be affected by these compensatory elements, causing the pay gap between them and their male colleagues to reduce.

- It therefore seems that the supplements specific to the university system have a clear male bias, while the benefits that serve to address specific situations effectively favour women more or are not applied equally to men and women (imbalance in requests for accident leave, sick leave and / or maternity and parental leave, or leaves of absence or reduced working hours to care for children or the elderly).

The pay gap in the TMASS group is 4.6 % in favour of men in terms of overall pay. There is already a clear difference with TRS, for which the gap is 7.4 %. Moreover, the gap for total pay is smaller than the one obtained when considering only the base salary (6.4 %), which is also in contrast to the TRS. This means that the supplements partly compensate for the differences at the outset.

There are some specific facts that are worth mentioning. These are:

- TMASS is an especially female-dominated group, as 64.1 % are women, although when considering part-time employees, there is a greater presence of men in relative terms, as 50 % of them are men. This is significant given that, when examining the gaps for part-time TMASS, a greater wage gap is present, suggesting that vertical segregation exists. In other words, even though there are fewer men, they have higher salaries.
- Furthermore, we can see that civil servants are predominantly female (75.2 % of the total) as opposed to a slightly higher presence of male staff (67.2 %), bearing in mind that there is a higher proportion of women than men in the total. In relation to non-tenured employees, it appears that the supplements end up cancelling out the base salary discrimination against women, essentially due to the effect of the supplements included under other supplements.
- Only at the higher levels of the career ladder (group 1, 2/1 and 2), due to the effect of the TMASS-only supplements, do women have a pay gap in their favour. In the case of civil servants, who are mainly women and constitute the largest group of staff in general, there is a gap that favours men. Even for group A2 (second-highest level) where there is an initial advantage for women in terms of base salary, the supplements cancel out this positive discrimination, as a result of destination and specific supplements, a situation which is difficult to justify.

In general, there is a gap in favour of women in terms of benefits, which seemingly mitigates the gender inequality in earnings. However, we must remember that supplements are not considered part of the salary due to their temporary nature, as they are provided for a specific need. In this regard, they do not contribute to career advancement or to a permanent salary improvement.

There is therefore a pay gap in favour of men, which is higher when all pay is taken together rather than just the base salary. This means that supplements, for the UBC staff as a whole, are an element that is discriminatory against women. The pay gap is greater for TRS, a larger group than the TMASS, although they have different dynamics. The supplements received by TRS have a discriminatory effect on women, as shown by the fact that the pay gap for all salaries is greater than that of the base salary. On the contrary, for TMASS, the total gap is lower than that of the base salary, which shows that the supplements partly compensate for the pay gap. In all cases, only benefits, amounts received for exceptional occurrences, maternity and/or accidents are the only ones that generally favour women.

The background features a vibrant, abstract composition of overlapping shapes in shades of purple, red, and orange. The shapes are layered, creating a sense of depth and movement. The colors transition from deep purple at the top to bright red and orange in the middle, and then to a lighter, more muted purple and blue at the bottom. The overall effect is modern and energetic.

**WHERE
WE WANT
TO BE IN 2028**

The main aim of the 4th Plan is for the University of the Basque Country to be a more equal, diverse, safe and caring environment by the end of its term of validity in 2028

Equal

Internally, we would like to halve the pay gap at the university. Among TRS, the percentage of women with professorships or full professors should be close to 40% and among TMASS the percentage of women at the A level should be at least equal to the total percentage of women within TMASS. We would also like to see parity in the university management team and in the management teams of the centres.

We want to spearhead the training of professionals with a gender perspective in our undergraduate and postgraduate programmes and research on gender issues. We also strive to increase the number of women leaders of groups and projects. We would like to carry out gender-sensitive research so that both women and men can benefit equally from its results. We also seek to continue to be a leader in training, knowledge transfer and dissemination in the field of gender equality and the deconstruction of roles in Basque society. In particular, with regard to the promotion of scientific careers among girls and women, specifically contributing to reducing the dual barrier that exists in STEAM areas.

Diverse

Be a space where people can express their gender identity and sexual orientation freely and naturally. Facilitate a name change protocol for those people who wish to be called by a different name, supporting them throughout the process.

Safe

The university strives to be a space free of harassment and gender-based violence. It aims to maintain and enhance policies of prevention and action in cases of gender-based violence, sexual or sexist harassment, assisting and supporting those affected. We want to train people who, due to their position, may be involved in situations that fall under the protocol in order to improve its implementation, as well as to increase its dissemination. All of this is supported by a university-society classroom on gender equality and male violence.

Careful

We strive to be a friendly space that contributes to the physical and emotional well-being of people who work or study at the university, which allows them to balance their work or student life with their personal or family life as much as possible. Try to ensure that around 10 % of TMASS jobs can be done remotely and incorporate telework arrangements.



PILLARS, LINES OF ACTION AND INDICATORS

Pillar I. Education

1. Include a gender perspective and feminist theory and practice in teaching at both undergraduate and postgraduate level

Line of action 1.1

Include certain subjects in the undergraduate and postgraduate curriculums of each of the fields of knowledge, in Basque and Spanish, in which a gender perspective is specifically addressed from a feminist theory and practice point of view.

Responsible entity:

Vice-chancellor's Office for Undergraduate Studies and Educational Innovation, Vice-chancellor's Office for Postgraduate Studies and Equality Directorate

Timeline:

In the 2024/2025 academic year, start the development process for at least two of the degrees in Social and Legal Sciences and in Arts and Humanities, so that they can begin to be taught in the 2025/2026 academic year. From that point onwards, extend them to other areas of knowledge

Line of action 1.2

Encourage the creation of teaching teams in the innovation programmes to help include a gender perspective in our degrees and subject guides and include a gender perspective in the assessment of the applications submitted.

Responsible entity:

Educational Advice Service

Timeline:

2025 for inclusion in the assessment criteria and 2026 for the creation of teaching teams

Line of action 1.3

Offer complementary online and in-person training, in Basque and Spanish, for all university groups, on gender and equality, with specific recognition of credits for students, of a varying number depending on the course, and integrate them into TRS and TMASS training plans. Especially in gender role deconstruction (e.g. STEAM areas) and women leaders.

Responsible entity:

Equality Directorate, Deputy Directorate of Personnel and Educational Advice Service

Timeline:

Annually

Line of action 1.4

Introduce specialised gender equality officer training, as well as specific content on coeducation in the training aimed at non-university education teachers and on equality and gender-based violence in those degree courses linked to professionals who care for victims, as well as in those related to communication. Article 33 of Law 4/2005, of 18 February, for the Equality of Women and Men, following its reform by Law 1/2022.

Responsible entity:

Equality Directorate and Vice-chancellor's Office for Postgraduate Studies and Ongoing Training

Timeline:

2024-2025 Academic Year

Line of action 1.5

Prepare and update guides on inclusive language in both Basque and Spanish and promote its use in the teaching materials published by the UBC and in the teaching and preparation guides for undergraduate and master's theses.

Responsible entity:

Equality Directorate, Publications Service and centres

Timeline:

Updated every two years. Inclusion by the centres that have not yet done so, 2026.

Line of action 1.6

FOPU training, to include a gender perspective in degrees and subjects.

Responsible entity:

Educational Advice Service

Timeline:

Annually

Pillar I. Education

2. Incorporate a gender perspective in undergraduate and master's final projects and doctoral theses

Line of action 2.1

Recognise undergraduate and master's final projects and doctoral theses with a gender perspective through the Francisca de Aculodi, María Goyri and Micaela Portilla awards.

Responsible entity:
Equality Directorate

Timeline:
Annually

Line of action 2.2

Publish the awarded undergraduate and master's final projects on the website of the Equality Directorate and also announce them through the Campusa magazine or other university media.

Responsible entity:
Equality Directorate and Communication Office

Timeline:
Annually

Line of action 2.3

Organise annual meetings to disseminate among the student body, as part of efforts towards the Sustainable Development Goals (SDGs), the undergraduate and master's final projects aligned with the fifth goal, gender equality.

Responsible entity:

Vice-chancellor's Office for Scientific and Social Development and Knowledge Transfer

Timeline:

Annually

Line of action 2.4

Promote gender balance in samples with animals or in field studies with people carried out in preparing undergraduate and master's final projects and doctoral theses, unless the nature or aim of the study justifies doing otherwise.

Responsible entity:

Ethics committee for animal experimentation and ethics committee for research involving human subjects

Timeline:

2025

Pillar I. Education

3. Raise awareness of the contributions of women to knowledge generation and society

Line of action 3.1

Include in course guides and academic materials the bibliographic data necessary to identify the presence of female authors and women social leaders for different reasons, especially in STEAM areas.

Responsible entity:

Vice-chancellor's Office for Undergraduate Studies and Educational Innovation, Departments and Equality Directorate

Timeline:

From 2025, annually

Line of action 3.2

Include in the guides for the preparation of undergraduate master's final projects that the author's name must appear in the bibliography to recognise the presence of women, except in cases where it is impossible or very difficult to find out.

Responsible entity:

Vice-chancellor's Office for Undergraduate Studies, Centres and Equality Directorate

Timeline:

From 2025, annually

Line of action 3.3

Disseminate and make visible the contributions of women scientists, especially in STEAM areas, so that they become role models in terms of professional and social prospects. Also highlight their social value in the most female-dominated and usually less prestigious areas.

Responsible entity:

Equality Directorate, Vice-chancellor's Office for Scientific and Social Development and Knowledge Transfer and Communication Office

Timeline:

Annually

Line of action 3.4

Create a database of research carried out by UBC female researchers, so that the media will be able to access them, as well as a repository of studies, courses, master's degrees, etc., undertaken with a gender perspective.

Responsible entity:

Equality Directorate, Vice-chancellor's Office for Research, Library and Communication Office

Timeline:

2026

Line of action 3.5

Award the three female students with the best grades in all STEAM Degrees.

Responsible entity:

Equality Directorate

Pillar I. Education

Indicators

- *Official number of feminist and gender studies subjects included in undergraduate and postgraduate curriculums.*
- *Number of female employees who have passed the training courses on gender equality offered by the Equality Directorate.*
- *Number of people taking courses to include a gender perspective in subjects and degrees.*
- *Number of students graduating from postgraduate and ongoing training courses on gender equality and feminism offered at the UBC.*
- *Number of teaching teams that help to incorporate a gender perspective in our degrees.*
- *Number of undergraduate final projects, master's final projects and doctoral theses related to gender equality.*
- *Biennial sampling of the percentage of women who appear in the bibliography of course guides.*
- *Biennial sampling on undergraduate and master's final projects guides.*
- *Number of news items and events to disseminate and publicise work on gender equality and feminism or studies carried out by women at our university.*
- *Results of satisfaction surveys on the courses offered.*

Pillar II. Research and knowledge transfer

1. Promote gender balance in research groups and encourage women leaders within them

Line of action 1.1

Improve the scoring of applications for university research groups or projects when the principal investigator or the two principal investigators are women. The same applies to calls for applications for research staff in training at the university.

Responsible entity:

Vice-chancellor's Office for Research

Timeline:

Annually from 2025

Line of action 1.2

Encourage teams in research groups or projects to be made up of at least 40 % women. Encourage the participation of men in more female-dominated areas of science, understood as those in which more than 70 % of the TRS are women.

Responsible entity:

Vice-chancellor's Office for Research

Timeline:

Annually from 2025

Pillar II. Research and knowledge transfer

2. Highlight and promote a gender perspective in research

Line of action 2.1

Offer courses to UBC teaching and research staff that facilitate the inclusion of a gender perspective in the design and execution of research projects.

Responsible entity:
Educational Advice Service

Timeline:
Annually from 2025

Line of action 2.2

Establish mechanisms in calls for research projects for evaluating the gender perspective against specific, clear and transparent criteria.

Responsible entity:
Vice-chancellor's Office for Research and Equality Directorate

Timeline:
2026

Line of action 2.3

Create a line of funding for research work and / or groups with a gender, equality and care perspective as Sustainable Development Objective 5 and on trans issues, prioritising initiatives in collaboration with the feminist movement.

Responsible entity:

Vice-chancellor's Office for Research

Timeline:

2025

Line of action 2.4

Raise awareness of scientific production and the active participation of women in research, as well as in dissemination and scientific transfer actions, especially in STEAM areas.

Responsible entity:

Vice-chancellor's Office for Scientific and Social Development and Knowledge Transfer, Library and Communication Office

Timeline:

Annually

Line of action 2.5

Promote gender balance in samples with animals or in field studies with people carried out in research work, unless the nature or aim of the study justifies doing otherwise.

Responsible entity:

Ethics committee for animal experimentation and ethics committee for research involving human subjects and researchers

Timeline:

2025

Line of action 2.6

Participate in studies that analyse additional factors of discrimination that together with gender increase violence (e.g. racialised women or transgender women).

Responsible entity:

Equality Directorate

Timeline:

2025 and 2027

Pillar II. Research and knowledge transfer

Indicators

- *Percentage of female researchers leading research groups.*
- *Percentage of research projects led exclusively by women.*
- *Number of research projects or groups related to SDG 5: gender equality.*
- *Number of own calls for research into gender equality or encouraging women to lead groups or projects.*
- *Number of news items and events to disseminate and publicise work on gender equality and feminism or studies carried out by women at our university.*

Pillar III. Society and culture

1. Collaborate with external agents and lead the debate and reflection on the social challenges that arise in terms of equality

Line of action 1.1

Promote the creation of a UBC-STEAM chair. Among its activities, it would help to promote the STEAM actions set out in this plan.

Responsible entity:

Vice-chancellor's Office for Scientific and Social Development and Knowledge Transfer

Timeline:

2026

Line of action 1.2

Promote the creation of a university-society classroom with Emakunde on male violence, which in addition to supporting the management in preventing and eradicating this behaviour, would serve as a meeting and debate point on equality policies within the EHUGune space.

Responsible entity:

Vice-chancellor's Office for Scientific and Social Development and Knowledge Transfer

Timeline:

2026

Line of action 1.3

Ensure that at least three issues of the Campusa digital magazine refer to studies, analyses or articles that highlight gender biases and/or measures to eradicate them.

Responsible entity:

Communication Office

Timeline:

From 2025

Pillar III. Society and culture

2. Create female points of reference of high social and cultural value with which women, especially adolescents and girls, can identify

Line of action 2.1

Create a gender protocol to be applied in academic, scientific and cultural events at the UBC and encourage a gender balance in the organising committee or among those invited.

Responsible entity:

Campus Vice-chancellor's Offices, Vice-chancellor's Offices with competences in research, dissemination and culture (Vice-chancellor's Office for Research, Vice-chancellor's Office for Scientific and Social Development and Knowledge Transfer and Vice-chancellor's Office for Basque, Culture and Internationalisation) and the Equality Directorate

Timeline:

2024 for drawing up the protocol. Annually for incentives

Line of action 2.2

Raise awareness of prizes or mentions received by female academics and researchers at the UBC.

Responsible entity:

Vice-chancellor's Office for Scientific and Social Development and Knowledge Transfer and Communication Office

Timeline:

Annually

Line of action 2.3

Take the gender balance into account when requesting experts in any field from the university.

Responsible entity:

Communication Office

Timeline:

Annually

Line of action 2.4

Include in the style guidelines for UBC Editorial Service publications a provision that the author's own name must appear in the bibliography to recognise the presence of women. Include the same criterion in the guidelines on institutional scientific signatures and the UBC Unique Bibliographic Name.

Responsible entity:

Editorial Service, Vice-chancellor's Office for Research, Library and Communication Office

Timeline:

2024

Pillar III. Society and culture

3. Foster the early development of science and technology vocations, particularly among women and girls

Line of action 3.1

Design and implement, in collaboration with other agents and institutions (especially with the Department of Education of the Basque Government), a programme to raise awareness and promote early scientific vocations (STEAM) among non-university students, especially among girls in primary and secondary education.

Responsible entity:

Equality Directorate

Timeline:

Development in 2025 to begin implementation in 2026

Line of action 3.2

Promote the summer campus related to STEAM methodologies for female students in compulsory secondary education, as well as for female students in primary education.

Responsible entity:

Campus Vice-chancellor's Office

Timeline:

Annually

Pillar III. Society and culture

Indicators

- *Creation of the STEAM Chair.*
- *Creation of the university-society classroom on male violence.*
- *In 2025: design of the programme provided for in 2.1. for the promotion of STEAM scientific vocations.*
- *In 2026 and subsequent years: implementation and number of people reached by the STEAM programme for the promotion of scientific vocations.*
- *Number of news items and events to disseminate and publicise work on gender equality and feminism or studies carried out by women at our university.*
- *Inclusion of a prioritisation clause for applications in which the organising/scientific committee and/or the panel of speakers is made up of a minimum percentage of women in calls for applications for grants to hold academic, dissemination and cultural events of the vice-chancellor's offices.*

Pillar IV. People

1. Combat gender-based violence, sexist behaviour and gender-related discriminatory practices in the university space

Line of action 1.1

Reinforce and expand the staff of the Equality Directorate, increasing its presence on the three campuses.

Responsible entity:

Management

Timeline:

2026 and 2027

Line of action 1.2

Disseminate the UBC protocol against gender-based violence throughout the university's entire physical and virtual space (eGela).

Responsible entity:

Equality Directorate

Timeline:

Annually

Line of action 1.3

Offer training courses to people who engage in behaviour targeted by the protocol as an educational measure.

Responsible entity:

Equality Directorate

Timeline:

Annually

Line of action 1.4

Disseminate the UBC Protocol against gender-based violence to the management of the centres on an annual basis.

Responsible entity:
Equality Directorate

Timeline:
Annually

Line of action 1.5

Develop, upon request and in coordination with service centres or units, specialised training in the gender perspective and in the implementation of the protocol against gender-based violence.

Responsible entity:
Equality Directorate

Timeline:
Annually

Line of action 1.6

Step up the monitoring of victims of the behaviours covered by the UBC Protocol against gender-based violence in order to minimise the impact of these behaviours on their daily lives and on their emotions.

Responsible entity:
Equality Directorate

Timeline:
Annually

Line of action 1.7

Reinforce preventive programmes on gender-based violence for students (Indartu and Eraldatzen) and publish the number of cases in which they have been implemented in the management report.

Responsible entity:
Equality Directorate

Timeline:
Annually

Line of action 1.8

Set up a specific mailbox on the websites of all UBC centres, to which the Equality Directorate will also have access, so that students, faculty, TMASS and research staff can report any instances of gender-based sexism or discriminatory practices that may have occurred in the university environment.

Responsible entity:
Equality Directorate, ICT Deputy Directorate and centres

Timeline:
2024

Line of action 1.9

Updating of the protocol to regulatory changes and to the needs for procedural improvements that are identified.

Responsible entity:
Equality Directorate

Timeline:
2025

Line of action 1.10

Identify and label at least one women-only toilet in each UBC centre or building.

Responsible entity:
Management, Centres and Equality Directorate

Timeline:
2025

Line of action 1.11

Survey on the views of environmental safety in relation to sexual assault in UBC centres by the university community.

Responsible entity:
Equality Directorate

Timeline:
2026

Pillar IV. People

2. Ensure a university space in which diversity of gender and sexual orientation are respected

Line of action 2.1

Continue to implement the third, non-binary sex / gender marker in internal UBC documentation.

Responsible entity:
Equality Directorate, ICT, etc.

Timeline:
Annually

Line of action 2.2

Identify and label at least one unisex toilet in each UBC centre or building.

Responsible entity:
Management, Centres and Equality Directorate

Timeline:
2025

Line of action 2.3

Dissemination of the protocol for a change of name for trans and non-binary people, as well as the section on harassment due to gender identity and expression or sexual orientation of the protocol against gender-based violence. Support for people who make use of either of the two protocols.

Responsible entity:
Equality Directorate and Centres

Timeline:
Annually

Line of action 2.4

Participate in networks to raise awareness of diversity of gender or of sexual orientation (University Network for Diversity).

Responsible entity:
Equality Directorate

Timeline:
From 2024, annually

Line of action 2.5

Consolidation of the Empar Pineda awards for the best undergraduate and master's final projects and doctoral theses on LGTBI+ issues and the Unidibertsitatea short film competition as a way of highlighting and promoting the fact that the UBC is a place that respects diversity on the basis of gender or sexual orientation.

Responsible entity:
Equality Directorate

Timeline:
2025

Line of action 2.6

FOPU training, to include specific and appropriate content that guarantee the necessary training to deal with trans issues.

Responsible entity:
Educational Advice Service

Timeline:
Annually from 2025

Pillar IV. People

3. Explore, agree and apply measures to foster the equality of women and men in social and workplace relationships

Line of action 3.1

Ensure that, whenever possible, the selection boards are composed of at least 40 % women in the selection processes for both TMASS and TRS, as well as for doctoral theses. If there are three people, at least one of them must be a woman.

Responsible entity:

Management and TRS Vice-chancellor's Office

Timeline:

2024

Line of action 3.2

Ensure that, whenever possible, in the selection processes for TRS, as well as for doctoral theses, in areas identified as strongly female-dominated, at least 40 % of the members of the selection boards are men. If there are three people, at least one of them must be a man. It will be up to the Equality Directorate to define what these areas are after verifying that more than 70 % of the TRS are women.

Responsible entity:

TRS Vice-chancellor's Office

Timeline:

2024

Line of action 3.3

For TMASS selection processes, maintain equality clauses (tie-breaker clause) and the inclusion of equality issues.

Responsible entity:

Management

Timeline:

Annually

Line of action 3.4

Include the possibility of justifying the work carried out by women victims of economic violence by alternative means to the traditional ones, such as receipts, contracts or court rulings.

Responsible entity:

TRS Vice-chancellor's Office

Timeline:

2024

Line of action 3.5

Encourage the promotion of qualified women to chairs and professor posts as an effective measure to tackle the pay gap. In the event that two candidates for the same post obtain the same number of points in the competitive process, the person belonging to the less represented gender in the field of knowledge to which the post is assigned will be given preference. In addition, in the criteria for assigning promotion posts, those posts for which the gender in the category being promoted within their area of knowledge does not exceed 35 % shall be taken into consideration when prioritising departmental applications.

Responsible entity:

TRS Vice-chancellor's Office

Timeline:

2025

Line of action 3.6

Assess the training in gender equality and diversity carried out by female and male employees in the evaluation or merit assessment processes for both TRS and TMASS carried out by the university itself. Extend the "Eraldatzen" training programme to male TRS and TMASS.

Responsible entity:

Management and TRS Vice-chancellor's Office

Timeline:

2025

Line of action 3.7

Offer training for university employees in preparing reports on the impact of gender on university activity.

Responsible entity:

Management and TRS Vice-chancellor's Office

Timeline:

Annually from 2025

Line of action 3.8

Regularly update the UBC Work-Life Balance Guide and promote it and train the people in charge of implementing it.

Responsible entity:

Equality Directorate and Management

Timeline:

Annually

Line of action 3.9

The creation of a work-life balance committee in which the administration, trade unions and the TRS, TMASS and student groups will be represented. Its role will be to propose work-life balance measures which will be submitted to the competent bodies.

Responsible entity:

General Secretariat and Equality Directorate

Timeline:

2025 creation of the Committee. From that point onwards, it will make proposals

Line of action 3.10

Report to the Equality Directorate all complaints lodged against decisions based on the implementation of measures included in the work-life balance guide.

Responsible entity:

Deputy Directorate of Personnel

Timeline:

2025

Line of action 3.11

Negotiate within the Intersectoral Equality Committee with the aim of approving work-life balance measures that help to mitigate the pay gap, as well as encouraging the application for maternity and paternity leave in consecutive periods, insofar as the law allows. Whenever the law establishes a new work-life balance measure or a reform of a pre-existing measure that is not applicable to all university staff, its extension to all staff shall be negotiated, regardless of the employee's employment or civil servant status.

Responsible entity:

Equality Directorate and Management

Timeline:

2026

Line of action 3.12

Consider granting access to telework or remote work in situations involving the care of children or dependents, as well as greater flexibility in terms of working hours, while respecting the hours that must be spent working on-site. In these cases, remote tutoring shall be allowed. Consider in the TRS assessment processes the periods of paid leave and leaves of absence for care, along the lines of what Aneca does, for example.

Responsible entity:

Management (heads of service) and TRS Vice-chancellor's Office

Timeline:

2025

Line of action 3.13

Annual preparation of a pay register broken down by gender and a pay audit every four years, as provided for by law.

Entity responsible for the pay register: Management

Timeline: From 2024, annually

Entity responsible for the pay audit: Equality Directorate

Timeline: 2027

Line of action 3.14

Analyse the gender perspective in a report on occupational health and psychosocial risk prevention. Incorporate a gender perspective in all occupational health protocols.

Responsible entity:

Prevention Service

Timeline:

2026

Line of action 3.15

Limit for one academic year to 18 ECTS the maximum teaching load of teaching staff who are in a research group and who have been on leave for at least one year to care for children or dependents.

Responsible entity:

Vice-chancellor's Office for Teaching and Research Staff

Timeline:

2026

Line of action 3.16

Transfer to another academic year the reduction of credits for deferred teaching (supervision of undergraduate or master's final projects, doctoral theses, etc.) or for research/transfer/teaching merits, if a leave of absence for caring for children or dependents is certified for at least one year in the academic year in which it was to be taken.

Responsible entity:

Vice-chancellor's Office for Teaching and Research Staff

Timeline:

2026

Line of action 3.17

Promote gender impact studies on the system of accreditations and six-year research grants and salary supplements that propose specific measures to reduce and seek to eliminate discrimination against women and the pay gap. They will be sent to the evaluation agencies.

Responsible entity:

Equality Directorate and Vice-chancellor's Office for Research

Timeline:

2026 and 2027

Pillar IV. People

Indicators

- *Number of instances in which the UBC gender-based violence protocol has been applied.*
- *Number of participants in courses on the application of the protocol against gender-based violence.*
- *People who have taken part in the Indartu and Eraldatzen programmes.*
- *Percentage of TMASS women in group A1 or group 1.*
- *Percentage of women in each TRS figure.*
- *The percentage of people (broken down by gender) applying for reduced working hours for care reasons.*
- *Pay gap in TMASS and TRS (to be determined during the next pay audit and in the pay register).*

Pillar V. Governance and resources

1. Encourage the leadership of women at the university

Line of action 1.1

Ensure that, whenever possible, at least 40 % of all UBC collegiate bodies are made up of women.

Responsible entity:

General Secretariat

Timeline:

2025

Line of action 1.2

Ensure that, whenever possible, at least 40 % of the senior management team and the management teams of the centres are women. In terms of centres with a high presence of women, with over 70 % of TRS being women, a minimum of 40 % of them must be men.

Responsible entity:

General Secretariat and Centres

Timeline:

2026

Line of action 1.3

Ensure that at least 40 % of the people working as full-time union representatives are women.

Responsible entity:

Trade Unions

Timeline:

2026

Line of action 1.4

Reinforce training programmes that contribute to the empowerment and leadership of women academics and TMASS (Akademe and A-Leader/Lemari).

Responsible entity:
Equality Directorate

Timeline:
Annually

Line of action 1.5

Draw up an annual report “equality in figures” on the status of women and men at the UBC and a report on the activities of the Equality Directorate.

Responsible entity:
Equality Directorate

Timeline:
Annually

Line of action 1.6

Promote gender balance among degree coordinators and master’s degree academic committees when there are enough women to do so. Rotate the coordination of bachelor’s degrees, master’s degrees and subjects between men and women who meet the requirements for periods of no longer than four years.

Responsible entity:
Vice-chancellor’s Office for Undergraduate Studies and Vice-chancellor’s Office for Postgraduate Studies

Timeline:
2025

Pillar V. Governance and resources

2. Include a gender perspective in governance decisions

Line of action 2.1

Incorporate a gender impact report in the procedure for drawing up the university's budget, analysing its effects on gender-based variables.

Responsible entity:

Management

Timeline:

Annually from 2025

Line of action 2.2

Include a gender impact report in the procedure for drawing up university regulations and university calls for applications, which will be mandatory.

Responsible entity:

General Secretariat and the Equality Directorate

Timeline:

From 2026

Line of action 2.3

Include a requirement in contracts with external companies that will provide services to the university that they must adhere to our protocol against gender-based violence and assess equality clauses in their bids (for example, they must have an equality plan registered and implemented in accordance with the procedure set out in Royal Decree 901 / 2020).

Responsible entity:

Deputy Directorate of Assets and Recruitment

Timeline:

2025

Line of action 2.4

Celebrate certain international days: International Day of Women and Girls in Science (11 February), International Women's Day (8 March), UniDibertsitate Eguna (10 June) and the International Day for the Elimination of Violence against Women (25 November).

Responsible entity:

Equality Directorate

Timeline:

Annually

Line of action 2.5

Create a meeting place or programme for the relationship between the Equality Committees of the different faculties, creating a commemorative day to highlight its existence.

Responsible entity:

Equality Directorate

Timeline:

Annually from 2025

Line of action 2.6

Promote the work of the Faculties' Equality Committees and recognise their participation in evaluation processes.

Responsible entity:

TRS Vice-chancellor's Office and centres

Timeline:

2025

Line of action 2.7

Extend the use of non-sexist language guidelines to the style guide that should be used for all internal and external communication at the UBC (posters, conference brochures, websites, etc.).

Responsible entity:

Communication Office

Timeline:

2024

Line of action 2.8

Hold an annual women's week at the university, centred on a specific theme, showcasing the work carried out by women staff and students in this area.

Responsible entity:

Equality Directorate

Timeline:

Annually from 2025

Line of action 2.9

Break down all the statistical data collected by gender.

Responsible entity:

Deputy Directorate of ICT and Deputy Directorate of Digital Transformation

Timeline:

2025

Pillar V. Governance and resources

Indicators

- *Number of women participants in the Akademe and A-Leader/Lemari programmes.*
- *Percentage of women in governing bodies: senior management team, centre management teams, department heads, governing council, faculty and centre boards.*
- *Percentage of women who are full-time union representatives.*
- *Percentage of women who carry out union representations duties without being a full-time union representative.*
- *Inclusion of equality clauses in contracts with external companies.*



**RESOURCES
AVAILABLE
FOR THE
IMPLEMENTATION
OF THE PLAN**

The plan includes actions to be carried out by different bodies and organisational units, which will carry them out with their staff and the financial resources assigned to them, notwithstanding the fact that the responsibility and coordination for the fulfilment of the plan falls under the remit of the Equality Directorate.

With regard to the lines of action directly attributed to the Directorate, it is worth mentioning that as far as human resources are concerned, it currently has two technical staff. The second of these staff members was hired for the first time in 2022. In addition, there is a director who in 2021 saw her teaching leave increased from 50 % to two thirds.

Apart from human resources, in the university's budget, the Equality Directorate was allocated 110,800 euros in the years 2020 to 2022, and its budget almost doubled in 2023 to 210,800 euros. In the draft budget approved by the Governing Council for 2024, this figure has increased by a further 40,000 euros to 250,800 euros. Likewise, in the university plan between the Basque Government and the university for the years 2023-2026. This plan includes a plan or commitment to finance activities aimed at promoting equality with 665,000 euros (150,000 in 2023, 160,000 in 2024, 175,000 in 2025 and 180,000 in 2026), to which what the university contributes in ordinary funding must be added.

In short, the funding planned for the Equality Directorate in the coming years is as follows:

- **2024: 250.800 euros** (134,200 euros regular funding + 160,000 euros from the university plan).
- **2025: 309.200 euros** (134,200 euros regular funding + +175,000 euros from the university plan).
- **2026: 314.200 euros** (134,200 euros regular funding + 180,000 euros from the university plan).

The cost of all the management staff should be added to these figures. All this guarantees sufficient resources to undertake the lines of action provided for in the plan, with the necessary precautions derived from the need for the Basque Parliament to approve the budgets.

Lastly, we must take into consideration that the teaching and research staff at the UBC participate in projects or research groups that focus on the issues of gender equality and inclusion. In fact, many of our female researchers are leaders in this field in Spain. Their research, transfer and dissemination activities will also contribute to the achievement of this plan's goals and lines of action. In order to carry out these activities, they receive funding from the entities that have organised calls for these projects or research groups, such as the European Commission, the Ministry, the Basque Government, Emakunde or the university itself.

The background features abstract, overlapping shapes in shades of purple, blue, and orange. A central white rectangular area contains the main text.

MONITORING, REVIEW AND EVALUATION OF THE PLAN

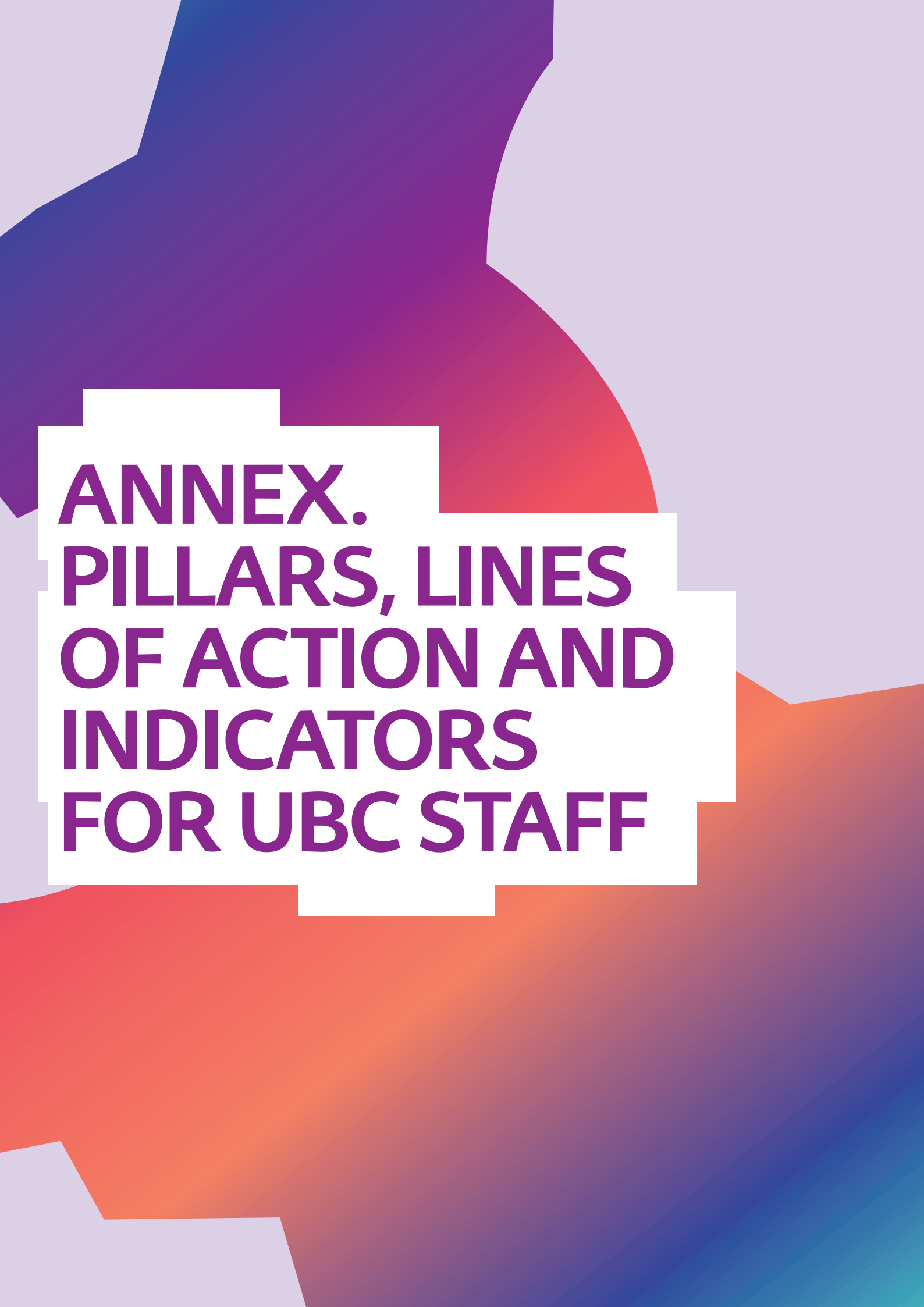
The 4th Equality Plan will come into force the day after its approval by the Governing Council, at which time the Equality Directorate will apply for it to be entered in the register. It will remain in force for four years (2024-2028), unless any circumstances require it to be revised or terminated earlier, which should be agreed by the Inter-sectoral Equality Committee. This committee will be responsible for the annual monitoring of the actions carried out to fulfil the lines of action and indicators set out in the plan. The operating regime of this committee is as provided for in the agreement of 3 April 2014, between the negotiating committees of non-tenured TRS, non-tenured ASP, civil servant TRS and civil servant ASP, which creates the UBC Intersectoral Equality Committee.

The Equality Directorate will draw up an annual report with the activities carried out in that year aimed at fulfilling the plan and the results of the indicators. This draft will be submitted for analysis both the Intersectoral Equality Committee and the

UBC Equality Committee, and will be made available to the university community via the website. This monitoring will make it possible to identify possible discrepancies between what was planned and what was carried out, to ensure the appropriate use of resources, to address possible unforeseen events and to reschedule activities, restructure those planned or add new ones (revision or modification), if deemed necessary.

Approximately nine months before the end of the plan, work will begin on the preparation of the 5th Plan, commissioning the diagnostic report and the corresponding pay audit, as required by Royal Decree 901/2020.

This plan replaces and repeals the 3rd Equality Plan in its entirety, with its duration being from July 2024 to July 2028. The 4th Equality Plan will be applied to all work centres, services and administrative units of the University of the Basque Country.



**ANNEX.
PILLARS, LINES
OF ACTION AND
INDICATORS
FOR UBC STAFF**

Pillar I. Cross-cutting culture of equality and training workers in equality

1. Include a gender perspective and feminist theory and practice in employment decision making

Line of action 1.1

Incorporate a gender perspective in decision making across the board in terms of statutory reform. Provide a gender impact report with the reform proposal.

Responsible entity:
General Secretariat

Timeline:
2026

Line of action 1.2

Reinforce and expand the staff of the Equality Directorate, increasing its presence on the three campuses.

Responsible entity:
Management

Timeline:
2026 and 2027

Line of action 1.3

FOPU training, to include a gender perspective in degrees and subjects.

Responsible entity:
Educational Advice Service

Timeline:
Annually

Line of action 1.4

Offer the TRS and the TMASS assigned to the Vice-chancellor's Office for Research, courses that facilitate the inclusion of a gender perspective in the design and execution of research projects.

Responsible entity:

Educational Advice Service and Deputy Directorate of Personnel

Timeline:

Annually from 2025

Line of action 1.5

Develop, upon request and in coordination with service centres or units, specialised training in the gender perspective and in the implementation of the protocol against gender-based violence.

Responsible entity:

Equality Directorate

Timeline:

Annually

Line of action 1.6

Offer training for university employees in preparing reports on the impact of gender on university activity.

Responsible entity:

Management and TRS Vice-chancellor's Office

Timeline:

Annually from 2025

Line of action 1.7

Give preferential access to training in gender equality to female employees working in highly male-dominated environments.

Responsible entity:

Equality Directorate, Deputy Directorate of Personnel and Educational Advice Service

Timeline:

Annually from 2025

Pillar I. Cross-cutting culture of equality and training workers in equality

2. Promote women leaders in labour relations at the university and the deconstruction of roles

Line of action 2.1

Reinforce training programmes that contribute to the empowerment and leadership of women academics and TMASS (Akademe and A-Leader/Lemari).

Responsible entity:

Equality Directorate

Timeline:

Annually

Line of action 2.2

Offer online and in-person training for university employees, in Basque and Spanish, and integrate them into the TRS and TMASS training plans. Especially in gender role deconstruction (e.g. STEAM areas) and women leaders.

Responsible entity:

Equality Directorate, Deputy Directorate of Personnel and Educational Advice Service

Timeline:

Annually

Line of action 2.3

Extend the 'Eraldatzen' training programme to male TRS and TMASS.

Responsible entity:

Management, TRS Vice-chancellor's Office and Equality Directorate

Pillar I. Cross-cutting culture of equality and training workers in equality

Indicators

- *Number of employees who have passed the training courses on gender equality offered by the Equality Directorate.*
- *Number of people taking courses to include a gender perspective in subjects and degrees.*
- *Results of satisfaction surveys on the courses offered.*
- *Number of male employees participating in equality courses.*
- *Number of women participants in the Akademe and A-Leader / Lemari programmes.*

Pillar II. Equal opportunities: access, promotion and occupational health

1. Incorporate a gender perspective in the recruitment processes and working conditions of female and male employees

Line of action 1.1

Ensure that, whenever possible, the selection panels are made up of at least 40 % women for the selection processes for both TMASS and TRS. If there are three people, at least one of them must be a woman.

Responsible entity:

Management and TRS Vice-chancellor's Office

Timeline:

2024

Line of action 1.2

Ensure in TRS selection processes, that, whenever possible, at least 40 % of the members of the Selection Boards are men in areas defined as strongly female-dominated. If there are three people, at least one of them must be a man. It will be up to the Equality Directorate to define what these areas are after verifying that more than 70 % of the TRS are women.

Responsible entity:

TRS Vice-chancellor's Office

Timeline:

2024

Line of action 1.3

Include the possibility of justifying the work carried out by women victims of economic violence by alternative means to the traditional ones, such as receipts, contracts or court rulings.

Responsible entity:

TRS Vice-chancellor's Office

Timeline:

2025

Line of action 1.4

Assess the training in gender equality and diversity carried out by female and male employees in the evaluation or merit assessment processes for both TRS and TMASS carried out by the university itself.

Responsible entity:

Management and TRS Vice-chancellor's Office

Timeline:

2025

Line of action 1.5

Incorporate a gender impact report in the procedure for TRS and TMASS vacancies, which will be mandatory.

Responsible entity:

TRS Vice-chancellor's Office, Management and Equality Directorate

Timeline:

From 2026

Line of action 1.6

Ensure that at least 40 % of the people working as full-time union representatives are women.

Responsible entity:

Trade Unions

Timeline:

2026

Pillar II. Equal opportunities: access, promotion and occupational health

2. Encourage the promotion of women in order to overcome the obstacles caused by glass ceilings and sticky floors, which result in a pay gap

Line of action 2.1

Encourage the promotion of qualified women to chairs and professor posts as an effective measure to tackle the pay gap. In the event that two candidates for the same post obtain the same number of points in the competitive process, the person belonging to the less represented gender in the field of knowledge to which the post is assigned will be given preference. In addition, in the criteria for assigning promotion posts, those posts for which the gender in the category being promoted within their area of knowledge does not exceed 35 % shall be taken into consideration when prioritising departmental applications.

Responsible entity:

TRS Vice-chancellor's Office

Timeline:

2025

Line of action 2.2

For TMASS selection processes, maintain equality clauses (tie-breaker clause) and the inclusion of equality issues. In relation to the TRS, include a gender perspective in the assessment criteria of the tests to be carried out.

Responsible entity:

Management and TRS Vice-chancellor's Office

Timeline:

Annually

Pillar II. Equal opportunities: access, promotion and occupational health

3. Promote gender balance in research groups and encourage women leaders in them in order to facilitate the promotion of women and overcome glass ceilings and sticky floors

Line of action 3.1

Improve the scoring of applications for university research groups or projects when the principal investigator or the two principal investigators are women. The same applies to calls for applications for research staff in training at the university.

Responsible entity:

Vice-chancellor's Office for Research

Timeline:

Annually from 2025

Line of action 3.2

Encourage teams in research groups or projects to be made up of at least 40 % women. Encourage the participation of men in more female-dominated areas of science, understood as those in which more than 70 % of the TRS are women.

Responsible entity:

Vice-chancellor's Office for Research

Timeline:

Annually from 2025

Pillar II. Equal opportunities: access, promotion and occupational health

4. Measure and try to mitigate, within the university's remit, the pay gap between male and female employees

Line of action 4.1

Annual preparation of a pay register broken down by gender and a pay audit every four years, as provided for by law.

Responsible entity:

Management (pay register)
Equality Directorate (pay audit)

Timeline:

From 2024, annually (pay register)
2027 (pay audit)

Line of action 4.2

Promote gender impact studies on the system of accreditations and six-year research grants and salary supplements that propose specific measures to reduce and seek to eliminate discrimination against women and the pay gap. They will be sent to the evaluation agencies.

Responsible entity:

Equality Directorate and Vice-chancellor's Office for Research

Timeline:

2026 and 2027

Line of action 4.3

Incorporate special leave prior to retirement to compensate for the pay gap for those who have requested reduced working hours or leave of absence to care for children or dependents.

Responsible entity:

Management and TRS Vice-chancellor's Office

Timeline:

2024

Pillar II. Equal opportunities: access, promotion and occupational health

5. Include a gender perspective in the field of occupational health and risk prevention

Line of action 5.1

Analyse the gender perspective in a report on occupational health and psychosocial risk prevention. Incorporate a gender perspective in all occupational health protocols.

Responsible entity:
Prevention Service

Timeline:
2026

Line of action 5.2

Analyse gender inequalities in working conditions, in exposure to occupational safety, hygiene, ergonomics and psychosocial risks, establishing prevention mechanisms.

Responsible entity:
Prevention Service

Timeline:
2026

Line of action 5.3

Analyse the impact of biological differences and other factors of discrimination against female UBC employees in their working conditions, health and psychosocial risks and take measures to address them.

Responsible entity:
Prevention Service

Timeline:
2026

Line of action 5.4

Train prevention delegates in the field of sexual harassment and gender-based harassment in the workplace.

Responsible entity:

Deputy Directorate of Personnel

Timeline:

2026

Line of action 5.5

Provide information on risk prevention measures in the event of pregnancy.

Responsible entity: Prevention Service

Timeline: 2025

Line of action 5.6

Take into account different morbidity rates in diagnostic methods and systems.

Responsible entity: Prevention Service

Timeline: 2025

Line of action 5.7

Take into account a gender perspective in the design of spaces and acquisition of equipment.

Responsible entity:

Deputy Directorate of Planning and Infrastructures

Timeline:

2025

Line of action 5.8

Design work spaces and shared services, taking into account that both women and men may use them.

Responsible entity:

Deputy Directorate of Planning and Infrastructures

Timeline:

2025

Line of action 5.9

Gradually review existing workspaces and carry out an analysis of the necessary adaptations, with a view to providing rest areas for pregnant women, for breastfeeding or for expressing milk.

Responsible entity:

Deputy Directorate of Planning and Infrastructures

Timeline:

2025

Line of action 5.10

Train prevention service staff to detect situations of male violence and explore the programmes and resources to which they can be referred.

Responsible entity:

Deputy Directorate of Personnel and Equality Directorate

Timeline:

2025

Pillar II. Equal opportunities: access, promotion and occupational health

Indicators

- *Percentage of TMASS women in group A1 or group 1.*
- *Percentage of women in each TRS figure.*
- *Percentage of female researchers leading research groups.*
- *Percentage of research projects led exclusively by women.*
- *Pay gap in TMASS and TRS (to be determined during the next pay audit and in the pay register).*
- *Percentage of women who carry out union representations duties without being a full-time union representative.*
- *Percentage of women who carry out trade union representations duties while being a full-time union representative.*
- *Reports or protocols that take into account a gender perspective in occupational health and infrastructure design.*

Pillar III. Work-life balance and joint responsibility

1. Foster a work-life balance and joint responsibility for care

Line of action 1.1

Regularly update the UBC Work-Life Balance Guide and promote it and train the people in charge of implementing it.

Responsible entity:

Equality Directorate and Management

Timeline:

Annually

Line of action 1.2

Negotiate within the Intersectoral Equality Committee with the aim of approving work-life balance measures that help to mitigate the pay gap, as well as encouraging applications for maternity and paternity leave in consecutive periods, insofar as the law allows. Whenever the law establishes a new work-life balance measure or a reform of a pre-existing measure that is not applicable to all university staff, its extension to all staff shall be negotiated, regardless of the employee's employment or civil servant status.

Responsible entity:

Equality Directorate and Management

Timeline:

2026

Line of action 1.3

Set up a committee to decide on complaints lodged against decisions by the administration based on the implementation of measures included in the work-life balance guide (employees' requests for paid leave, time off, leaves of absence or flexible working hours), as well as other specific or particular work-life balance measures proposed by individual employees. It will be made up of one person from the Deputy Directorate of Personnel, one person from the Equality Directorate and two people representing two trade unions. They shall rotate every six months, starting with the most widely represented trade unions. At least 40 % of the members will be women.

Responsible entity:

Deputy Directorate of Personnel

Timeline:

2025

Pillar III. Work-life balance and joint responsibility

2. Facilitate the return to work after taking paid leave or a leave of absence to care for children or dependents

Line of action 2.1

Consider granting priority access to telework or remote work in cases involving the care of children or dependents, as well as greater flexibility in terms of working hours, while respecting the hours that must be spent working on-site. In these cases, remote tutoring shall be allowed. Consider in the TRS assessment processes the periods of paid leave and leaves of absence for care, along the lines of what Aneca does, for example.

Responsible entity:

Management (heads of service) and TRS Vice-chancellor's Office

Timeline:

2025

Line of action 2.2

Limit for one academic year to 18 ECTS the maximum teaching load of teaching staff who are in a research group and who have been on leave for at least one year to care for children or dependents.

Responsible entity:

Vice-chancellor's Office for Teaching and Research Staff

Timeline:

2026

Line of action 2.3

Transfer to another academic year the reduction of credits for deferred teaching (supervision of undergraduate or master's final projects, doctoral theses, etc.) or for research / transfer / teaching merits, if leave of absence for caring for children or dependents is certified for at least one year in the academic year in which it was to be taken.

Responsible entity:

Vice-chancellor's Office for Teaching and Research Staff

Timeline:

2026

Pillar III. Work-life balance and joint responsibility

3. Encourage the joint responsibility of men for care and the balance of work, personal and family life

Line of action 3.1

Guarantee that childcare leave is of equal duration for both parents, irrespective of gender.

Responsible entity:
Intersectoral Equality Committee

Timeline:
Annually

Line of action 3.2

Promote information or awareness-raising activities aimed at all staff on the importance of work-life balance and joint responsibility, with the aim of encouraging the joint exercise of work-life balance entitlements by men.

Responsible entity:
Deputy Directorate of Personnel and Equality Directorate

Timeline:
Annually

Line of action 3.3

Make it possible for people to make up hours should it be necessary to attend more meetings with the teaching staff than those established in the timetable control regulations.

Responsible entity:

Deputy Directorate of Personnel

Timeline:

2025

Line of action 3.4

Ensure that all on-the-job and cross-sectional training courses are held during working hours.

Responsible entity:

Deputy Directorate of Personnel

Timeline:

2025

Line of action 3.5

Facilitate two ways of holding working meetings (in-person and by videoconference), if technically possible, specifying the start and end time, with the recommendation that they should not end after 18:00.

Responsible entity:

Deputy Directorate of Personnel

Timeline:

2025

Pillar III. Work-life balance and joint responsibility

Indicators

- *Percentage of people (broken down by gender) applying for reduced working hours for care reasons.*
- *Percentage of men and women among applicants for carer's leave.*
- *Number of appeals lodged annually with the Complaints Committee.*
- *Number of people teleworking.*
- *Number of people working remotely (when implemented).*

Pillar IV. Sexual and gender-based harassment

1. Enhance the resources and infrastructure aimed at creating safe places and combat harassment

Line of action 1.1

Promote the creation of a university-society classroom with Emakunde on male violence to support the directorate in preventing and eradicating such behaviour.

Responsible entity:

Vice-chancellor's Office for Scientific and Social Development and Knowledge Transfer.

Timeline:

2026

Line of action 1.2

Set up a specific mailbox on the websites of all UBC centres, to which the Equality Directorate will also have access, so that faculty, TMASS and research staff can report any instance of gender-based sexism or discriminatory practices that may have occurred in the university environment.

Responsible entity:

Equality Directorate, ICT Deputy Directorate and centres

Timeline:

2024

Line of action 1.3

Updating of the protocol to regulatory changes and to the needs for procedural improvements that are identified.

Responsible entity:
Equality Directorate

Timeline:
2025

Line of action 1.4

Identify and label at least one women-only toilet in each UBC centre or building.

Responsible entity:
Management, Centres and Equality Directorate

Timeline:
2025

Line of action 1.5

Survey on the views of environmental safety in relation to sexual assault at UBC centres.

Responsible entity:
Equality Directorate

Timeline:
2026

Line of action 1.6

Step up the monitoring of victims of the behaviours covered by the UBC Protocol against gender-based violence in order to minimise the impact of these behaviours on their daily lives and on their emotions.

Responsible entity:
Equality Directorate

Timeline:
Annually

Pillar IV. Sexual and gender-based harassment

2. Strengthen prevention and education against harassment

Line of action 2.1

Disseminate the UBC protocol against gender-based violence throughout the university's entire physical and virtual space (eGela).

Responsible entity:
Equality Directorate

Timeline:
Annually

Line of action 2.2

Offer training courses to people who engage in behaviour targeted by the protocol as an educational measure.

Responsible entity:
Equality Directorate

Timeline:
Annually

Line of action 2.3

Disseminate the UBC Protocol against gender-based violence to the management of the centres on an annual basis.

Responsible entity:
Equality Directorate

Timeline:
Annually

Line of action 2.4

Reinforce preventive programmes on gender-based violence and publish the number of cases in which they have been implemented in the management report.

Responsible entity:
Equality Directorate

Timeline:
Annually

Pillar IV. Sexual and gender-based harassment

Indicators

- *Number of instances in which the UBC gender-based violence protocol has been applied.*
- *Creation of the university-society classroom on male violence.*
- *Number of participants in courses on the application of the protocol against gender-based violence.*