



Universitat
de les Illes Balears

3rd Equality Plan of the University of the Balearic Islands

2023-2027

Palma, September 2023

Version

Oficina per a la Igualtat
d'Oportunitats
entre Dones i Homes

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1. Commitment



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Giner

—
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University of the
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The President and Vice Chancellor of the University of the Balearic Islands and the entire governing body support the implementation of this document as a tool for social change to ensure effective equality between women and men, in compliance with Act 11/2016 of 28th July on Gender Equality—applicable across all public administrations—and specifically Section 2d) in Article 2 thereof at the University of the Balearic Islands, and Organic Law 3/2007 of 22nd March on the Effective Equality between Women and Men.

In line with the work carried out over the last eight years at the heart of the university, and incorporating the latest legislation and milestones achieved through previous plans, the UIB is proud to approve its 3rd Equality Plan. Following on from the university's first two equality plans, this new document reaffirms the institution's commitment to human rights and gender equality, and to combatting any form of discrimination.

Given the UIB's role within society at large, it must be fully engaged with and ensure equality through specific awareness-raising and training initiatives for the entire academic community. The university generates and promotes knowledge, and is a hub for reflection and debate with a critical and open-minded approach. In this vein, and in addition to complying with current regulations, the UIB aims to support equality through this plan and any subsequent versions. In order to achieve this, it will offer training, undertake research, bolster innovation, and spread values and conduct grounded by a deep respect for human rights, all with a view to being a standard-bearer in securing equality between women and men.

2. Introduction

The 3rd UIB Equality Plan aligns with the United Nations framework to ensure gender equality as a universal principle, and its activities are geared towards achieving the 2030 Agenda's Sustainable Development Goals, mainly SDG 5 (Gender Equality) and SDG 4 (Quality Education). Therefore, engaging in this 3rd Equality Plan is deemed a priority to provide continuity and stability to activities from previous plans and develop new proposals that align with the university's current state of affairs.

The 2nd Equality Plan was approved in 2017 and ran for three years. Coming to an end in 2021, it set out the baselines to achieving true gender equality at the university. Despite the many activities it introduced, there remains a long way to go that requires involvement from all university sectors. In this sense, whilst the principles from the 2nd plan live on, this new updated version aims to be a useful tool for preventing, detecting and counteracting inequalities through awareness-raising, training, research, and teaching and knowledge-transfer activities. Furthermore, it seeks to foster and enhance equality values at the heart of the university community.

Prior to developing the 3rd Equality Plan, the university performed a situational diagnosis that collected quantitative data in order to review the extent of gender equality at the institution and, more specifically, any potential inequalities and obstacles preventing its full realisation. This gender equality analysis provided useful information to design the goals and measures aimed at tackling inequality through the new plan.

Effective gender equality is not a mere goal; rather, it adds value to the institution in terms of social responsibility. Guaranteeing this fundamental right is a legal obligation encompassed by an international, European, national and regional regulatory framework. In this vein, one of the essential mandates at all levels of democratic government is to promote tools to implement equality policies, including at universities.

3. Foundations and Legal Framework of the State of Play

Act 11/2016 of 28th July on Gender Equality dedicates Title IV, Chapter I to the education sector. In particular, Article 31 addresses universities and requires they foster equal career opportunities between women and men. In turn, they need to introduce work-life balance measures to support professional development and lifelong learning for all staff members. Moreover, they must implement measures to promote gender balance on different collegiate bodies, and selection and assessment committees. The act also requires the gender perspective be included in all activities undertaken by the Government of the Balearic Islands. In this sense, Article 44 sets out the obligation to produce equality plans for all public sector workers.

In turn, Article 44 in Organic Law 3/2007 of 22nd March on the Effective Equality between Women and Men focuses on incorporating the principle of equality into education policies. More specifically, Article 25 covers equality in higher education. In this sense, public administrations must promote teaching and research on the meaning of and need for equality between women and men.

Moreover, Article 51 sets out the criteria to implement the principle of gender equality. Hence, public administrations must:

- a) Remove all obstacles sustaining any type of discrimination in order to ensure effective equality between women and men with regard to public sector employment and professional development
- b) Support a work-life balance without any negative impact on career progression
- c) Promote training in equality to ensure equal opportunities to access public sector employment, as well as throughout workers' professional careers
- d) Promote gender balance on selection and assessment bodies
- e) Introduce effective protection measures to tackle sexual and gender-based harassment
- f) Implement effective measures to eliminate any direct or indirect pay discrimination based on gender
- g) Evaluate the effectiveness of the principle of equality across all areas on a regular basis.

Both aforementioned laws, alongside Additional Provision Seven in Royal Legislative Decree 5/2015 of 30th October that approves the Consolidated Text of the Basic Public Employee Statute Act on equality plans, set out the mandatory nature of introducing measures to eliminate any type of employment discrimination between women and men at all public administrations. In order to achieve this goal, administrations must produce and implement an equality plan.

In short, all levels of government are both mandated with and responsible for producing an equality plan in order to eradicate inequalities between women and men.

The first step in designing an equality plan is to perform a situational diagnosis. This analysis identifies the reality at an organisation with regard to gender equality, as well as any potential imbalances or inequalities in terms of opportunities or participation. In this sense, the analysis pinpoints and defines strengths, weaknesses and proposed improvements to set the goals and activities for the equality plan. It includes the following steps:

- Identifying any direct or indirect inequality or discrimination based on gender
- Analysing the impact on employees from all technical and production processes, how tasks and responsibilities are allocated, and working conditions
- Putting forward recommendations and proposed activities to remedy all detected inequalities and/or needs
- Providing a blueprint for setting priorities, and defining goals and initiatives in the gender equality plan.

4. Main Conclusions on the State of Play

Firstly, we should point out that the team from the Equal Opportunities Office at the University of the Balearic Islands have produced this analysis document based on available data. This means not all the required data were available for analysis and certain information is incomplete. Hence, attaining all relevant data to ensure a better and more precise situational diagnosis is one of the main goals in the 3rd Equality Plan.

With the performance period of the 2nd Equality Plan having come to an end (2017-2021), the UIB is committed to producing and implementing the 3rd Equality Plan to fulfil its engagement with effective gender equality. It is therefore important to perform a situational analysis on gender issues at the university and, in particular, identify potential inequalities and obstacles preventing full equality between women and men. This gender equality analysis provides useful information to design the goals and measures in the 3rd Equality Plan with a view to tackling inequalities.

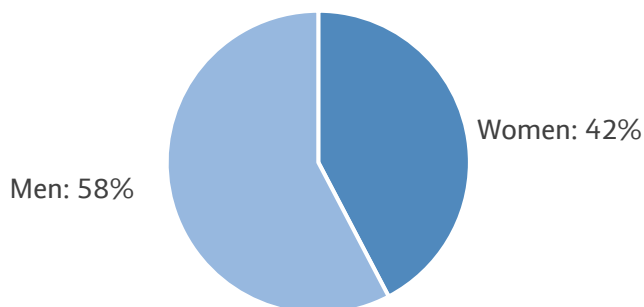
The findings from the data collected for the *Situational Diagnosis on Gender to Design the 3rd UIB Equality Plan* are set out below. As well as being the basis for the new plan, the diagnosis also provides information on gender equality at the UIB for the entire university community and outlines a roadmap to build a fairer and more equitable university.

The report includes information on the university’s three collectives: teaching and research staff (PDI); technical, management, and administration and services staff (PTGAS); and students. It also offers a brief look at governance and representation bodies. Moreover, it contains basic information on UIB staff pay, broken down by gender for the first time. Finally, it offers a general overview of the overall compliance level for different measures included in the 2nd UIB Equality Plan.

a) Teaching and Research Staff

Women are at a disadvantage in practically all benchmarks for teaching and research staff (PDI). There is both a glass ceiling and horizontal segregation.

Total PDI staff members by gender. 2021



Firstly, PDI continue to be the only collective at the university with generally more men than women. Nonetheless, positive changes have been noted in recent years and the percentage of women PDI has increased by one point to 42%. Although this small rise is based on available data from previous years, it should not be overlooked. Progress is being made, albeit slowly. One of the reasons behind this progress is the work done by the university through the previous two plans to attain equality. Moreover, Act 11/2016 on Gender Equality also represented a catalyst in this area.

With regard to staff ages, previous data had pointed to an ageing workforce. However, the updated figures from the most recent situational diagnosis reveal the average age of PDI remains fairly stable, with both men and women falling within the 40–49 age range.

Taking a more detailed look at the general figures on gender, although there are fewer women in the highest job positions, recent data do show a slight increase over previous years in the full professor and senior lecturer categories. In this sense, there has been a 1.5% rise in the number of women full professors, from 23.8% in 2017 to 25.3% as of 2021. With regard to senior lecturers, the rise is more significant, going from 36.4% in 2017 to a much better 41.3% in 2021. Although the data are positive, there remains a long way to go, especially in terms of women full professors (still below 30%). Furthermore, we should also bear in mind the higher percentage of women in lower professional categories, such as assistant lecturer (around 50%).

Table 1. PDI by Professional Category and Gender. 2021	Women	Men	% Women
Full Professor	37	109	25.3
Senior Lecturer	121	172	41.3
University College Professor	2	2	50
University College Senior Lecturer	11	15	42.3
Assistant Lecturer	25	23	52.1
Assistant Lecturer with a PhD	15	12	55.5

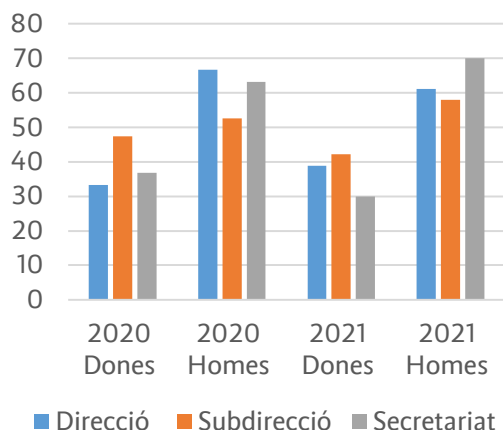
Contract Lecturer with a PhD	95	106	47.3
Associate Lecturer	401	518	43.6
Emeritus Professor	6	14	30
Visiting Contract Lecturer	4	6	40
Collaborating Lecturer	1	2	33.3

In addition to professional category, there are major gender differences in civil servant staff numbers, with women representing a mere 36%.

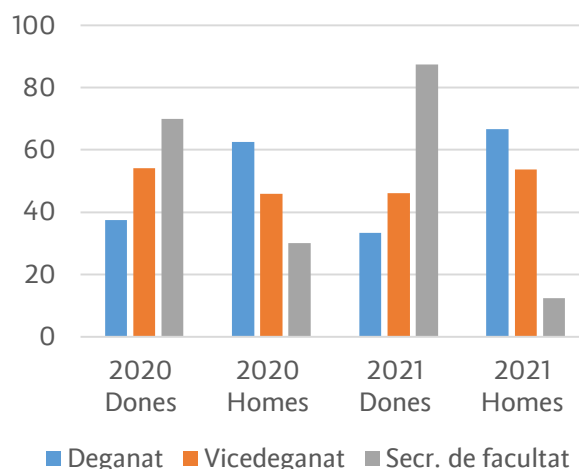
Table 2. PDI by Contract Type and Gender. 2021	Women	Men	% Women
Civil Servant	165	293	36
Contract Staff	520	622	45.5
Permanent Contract Staff	64	84	43.2
Fixed-term Contract Staff	456	538	45.8
Emeritus	5	12	29.4

The benchmarks also reveal a glass ceiling when it comes to management positions. In this vein, although there is a gender balance across all areas in general (managers/coordinators, deputy managers and secretaries), there are fewer women in the highest positions and more in the lowest categories. Taking a closer look at positions in academic departments, more women hold deputy management positions (just above 40%) in comparison to the other two categories (both below 40%). The figures are starker for faculties, where there is a major discrepancy between the number of women managers (33.3%) and secretaries (87.5%). This disparity requires deeper analysis.

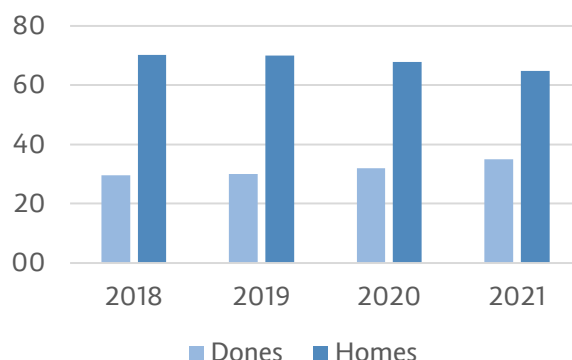
Percentage of PDI staff in departmental managerial posts by gender and year



Percentage of PDI staff in faculty management posts by gender and year



Percentage of PIs by gender and year



See footnote for key¹.

In terms of research, the analysis on principal investigators (PI) shows women are also in the minority, with the figure remaining under 40% for every year in question. Nevertheless, there are some positive signs since the number of women PIs has risen to 35.1% as of 2021. We will need to see whether this figure remains stable or increases over the next few years. There is a narrow gender balance when it comes to other research team members, with women representing 41%. Another curious detail in terms of research comes from an analysis of funding types. Women receive more national and regional funding in

¹ Dones = Women; Homes = Men

Direcció = Management; Subdirecció = Deputy Management; Secretariat = Secretaries
Deganat = Dean; Vicedeganat = Deputy Dean; Secre. de facultat = Faculty Secretary

comparison to international funding. Further analysis is required to understand the reasons behind this difference. Looking forward to the next situational diagnosis, we plan to conduct a much more precise analysis incorporating relative values into the data (i.e. how many women and men hold senior posts out of the total number for each).

PhD thesis supervision is a further category in this area showing gender imbalances and differences. In this sense, the number of women supervisors stands at 36% with no change in figures over previous years.

Turning now to horizontal segregation and focusing on departments, there are ‘female-’ and ‘male-dominated’ departments, in line with findings from previous years. Women outnumber men in three departments, representing between 60 and 70% of staff members: Spanish, Modern and Classical Languages; Applied Pedagogy and Educational Psychology; and Nursing and Physiotherapy. In turn, men outnumber women in ten departments, with the lowest number of women (between 9 and 17%) being observed in the following: Geography; Industrial Engineering and Construction; and Physics. This is particularly noticeable in the Department of Geography, where the number of women is gradually declining compared to figures from previous years.

With regard to promotions, more women have moved up from assistant lecturer with a PhD to contract lecturer with a PhD, followed by senior lecturer to full professor. Nevertheless, women only represent 18.7% of promotions to professor status.

Table 3. PDI Promotion by Gender. 2021	Promotions	Women	Men	%
Assistant Lecturer to Assistant Lecturer with a PhD	4	2	2	50
Assistant Lecturer with a PhD to Contract Lecturer with a PhD	17	7	10	41.1
Senior Lecturer to Full Professor	16	3	13	18.7

Finally, when looking at the figures for work-life balance measures, we see ever more men taking paternity leave (more than women taking maternity leave) which currently lasts for

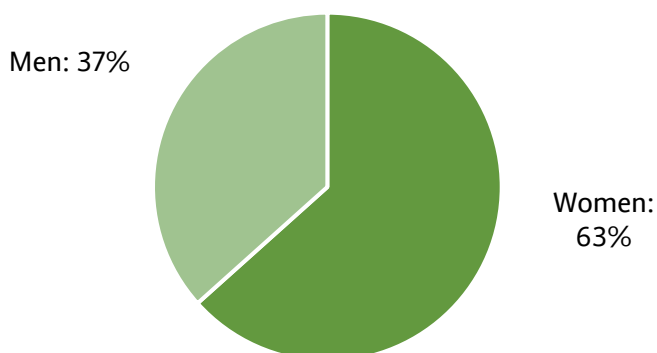
16 weeks. In turn, almost the same number of men as women have taken nursing leave. Moreover, twice the number of men than women retired in 2021.

Table 4. Leave for Work-Life Balance. 2021	Women	Men
Maternity	16	
Paternity		32
Nursing	4	3
High-risk pregnancy	1	

In short, women PDI are at a disadvantage when looking at many of the analysed benchmarks, although there have been minor improvements in recent years, such as the small rise in women PDI within overall staff numbers, including more women senior lecturers and full professors. Nevertheless, we should bear in mind that these changes are not due to any specific gender policy and require further analysis in the coming years.

b) Technical, Management, and Administration and Services Staff (PTGAS)

Total PTGAS staff by gender. 2021



In line with historical figures, women are in the majority amongst PTGAS staff members at the UIB. Indeed, the percentage of women has remained slightly above 60% throughout the years.

When looking at the figures by age, most staff members are between 40 and 59 years old, with the average age of women coming in slightly above the average for men. It is worth highlighting the observation made in the previous analysis regarding the progressive rise in the average age of PTGAS staff members (47.8 for women and 46.8 for men). Current figures point to the average age of staff members continuing its upward trend.

The analysis also looked into the average number of years of service. No significant difference has been found between women and men, with both working for an average of around 17 years.

In terms of professional level, there are generally more women at lower levels (C1 and C2), and the same number of women and men at A2 level. However, at A1 level, where having an undergraduate degree is a requirement, there are fewer women (39.9%) than men. Moreover, the data for statutory professional categories reveal there are more full civil servants than those in interim positions. In turn, women represent around 60% of all workers in both categories. Nevertheless, some differences are of note in terms of category levels. In this sense, there are fewer women full civil servants at A1 level, whereas in the interim civil servant category, there are fewer women at C2 level. One reason for this may be the lower number of available positions at higher levels.

Table 5. PTGAS Workforce by Statutory Category, Professional Level and Gender. 2021	Level	Women	Men	% Women
Fixed-term bridging contract	IV.2		1	
Fixed-term bridging contract. Total			1	
Part-time fixed-term bridging contract	IV.1		1	
Part-time fixed-term bridging contract. Total			1	
Full civil servant	A1	23	39	37.1
	A2	41	29	58.6
	C1	124	37	77.0
	C2	85	52	62.0
	E	1		100.0

Full civil servant. Total		274	157	63.6
Interim civil servant	A1	3	1	75.0
	A2	6	6	50.0
	C1	9	23	28.1
	C2	93	38	71.0
	E		1	0.0
Interim civil servant. Total		111	69	61.7
Overall total		385	228	62.8

There is a certain level of horizontal segregation with regard to work positions and areas, with women being in the majority amongst administrative and assistant staff. In turn, men represent the majority in technical posts, i.e. specialists, management, etc. Moreover, there are certain highly ‘female-’ and ‘male-dominated’ positions in different services or units. For example, women hold 90% of the posts in the Payroll, Social Security and Immigration Service, and the Human Resources Service. By contrast, men are the majority in the Information Technology Centre (CTI) and Scientific & Technical Services. These figures clearly outline horizontal segregation where women generally work in administration and human resources, and men in services linked to science and technology.

There is a gender balance in certain posts with specific responsibilities, whereas others could be considered more ‘female-dominated’. Department and service heads, general positions and area supervisors would fall under the first category. In contrast, women hold more posts as centre administrators, office managers and section leads. In turn, senior management posts are ‘female-dominated’ (13 women vs 3 men). The Head of Administration is one of these senior positions.

Moving on to selection panel members for open competitive calls, it is noteworthy that these panels only attained a gender balance on three out of 24 occasions between 2018 and 2019. In all other instances, men were in the majority. This contrasts completely with the majority of PTGAS staff members being women.

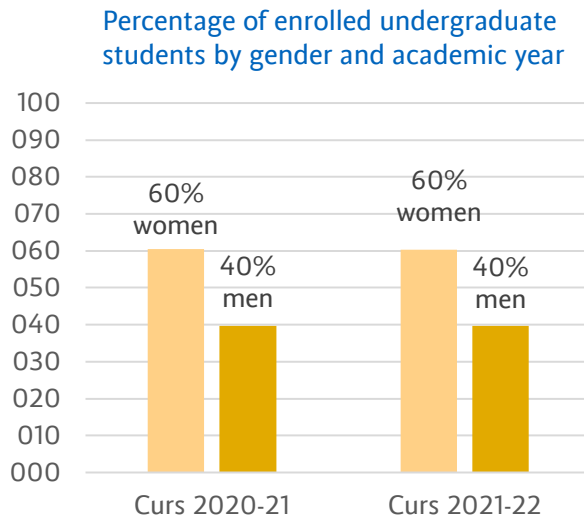
Finally, the benchmarks for family responsibilities were analysed. With regard to maternity and paternity leave, ten women and five men took advantage of it in 2021. Looking at paternity specifically, there has been a decline in the number of men taking this leave in comparison to the previous analysis period. This is likely due to a lower number becoming parents.

Table 6. Maternity and Paternity Leave by Gender. 2021	Women	Men	Total
Maternity SS FT	10		10
Paternity SS FT		5	5
Overall total	10	5	15

When it comes to other types of leave, we would firstly highlight care-related duties. Men are in the majority in certain categories, such as hospital admission of a child under the age of 18 (five men and no women) and nursing of an infant under the age of 12 months (four men and no women). However, more women took the aggregate one-month nursing leave than men (11 vs 2). With regard to care-related leave not related to children, e.g. family death, serious illness and/or hospital admission, most requests were made by women in 2020 (78.4%). We would like to highlight that these figures are for 2020, when the COVID-19 pandemic hit. It is highly likely that the pandemic had a major impact on this type of leave and, thus, further analysis is required for subsequent years.

In conclusion, the figures for PTGAS have hardly changed over the relevant time period. Nonetheless, there is a particular concern: although women make up the majority in most analysed benchmarks, we note a glass ceiling in the A1 category. The reasons behind this require further analysis and, where applicable, positive initiatives to improve the situation should be introduced.

c) Students



* Curs = academic year.

This section begins with a look at the enrolment figures for undergraduate programmes. As has been the case in previous analyses, women are in the majority, representing slightly above 60% of the student body. Taking into consideration different programmes, horizontal segregation is still apparent, with women comprising the majority on programmes in the areas of education, social sciences and health care, and men on scientific and technical degrees. In this vein, the most ‘female-dominated’ degree is Early Childhood Education, where 95.4% of students are women. By comparison, the most ‘male-dominated’ programme is Informatics Engineering, where only 9% of students are women. In historical terms, certain ‘male-dominated’ programmes have seen an improvement (Philosophy and Physics) whereas others have experienced a decline in female enrolment (Mathematics and History).

Table 7. Students Enrolled on Master’s Programmes by Gender and Academic	Women	Men	% Women
2020-21 Academic Year	893	616	59.2
2021-22 Academic Year	790	611	56.4

The enrolment numbers for master’s and PhD programmes reveal a near gender balance. Women represent 56.4% of students on master’s programmes and 50.6% on PhDs. The

problem is the so-termed ‘scissors’ effect, where women are in the majority at undergraduate level and, as the training level progresses, fewer women enrol.

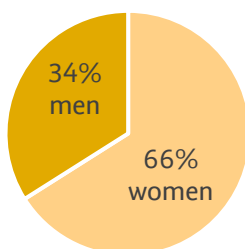
Table 8. Students Enrolled on PhD Programmes by Gender and Academic Year	Women	Men	% Women
2020-21 Academic Year	478	462	50.9
2021-22 Academic Year	437	426	50.6

Focusing on master’s programmes, it is worth highlighting how programme selection is determined by undergraduate studies. The figures reveal the same trend in ‘male-’ and ‘female-dominated’ areas for master’s degrees. For example, women make up 85% of students on the Master’s Degree in Equality Policies and Gender-Based Violence Prevention, and the Master’s Degree in General Health Psychology. In turn, women only represent 30% of students on the more ‘male-dominated’ Master’s Degree in Intelligent Systems and the Master’s Degree in Advanced Physics and Applied Mathematics.

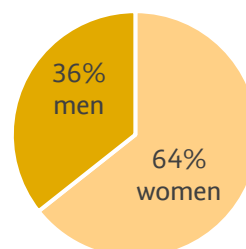
Turning now to PhD enrolment, there is more of a gender balance in comparison to lower levels. Nonetheless, there are still ‘male-’ and ‘female-dominated’ programmes, such as the PhD in Interdisciplinary Gender Studies, where over 90% of students are women, and the PhD in Electronic Engineering, where 85% of students are men.

In terms of successful programme completion, most graduates from undergraduate and master’s programmes are women (66% and 64%, respectively). These figures demonstrate women are generally successful on their programmes. Moreover, the success rate for PhD programmes in the 2020-21 academic year was also fairly high for women (59%).

Graduates from undergraduate programmes by gender. 2020-21 academic year



Graduates from master's programmes by gender. 2020-21 academic year



Further interesting figures include the number of part-time students enrolled on all programmes, compiled here for the first time. In this sense, 64% of part-time students are women. The highest number is seen on undergraduate programmes (around 65%) and the lowest on PhDs (around 45%). More information is required to better interpret these figures, such as age or reasons to be granted part-time student status.

With regard to mobility programmes, most students are women, both for inbound and outbound stays. For example, 75.1% of inbound students and 65.1% of outbound students on the largest ERASMUS programme (KA103) were women in the 2020-21 academic year (where there were fewer restrictions due to the COVID-19 pandemic).

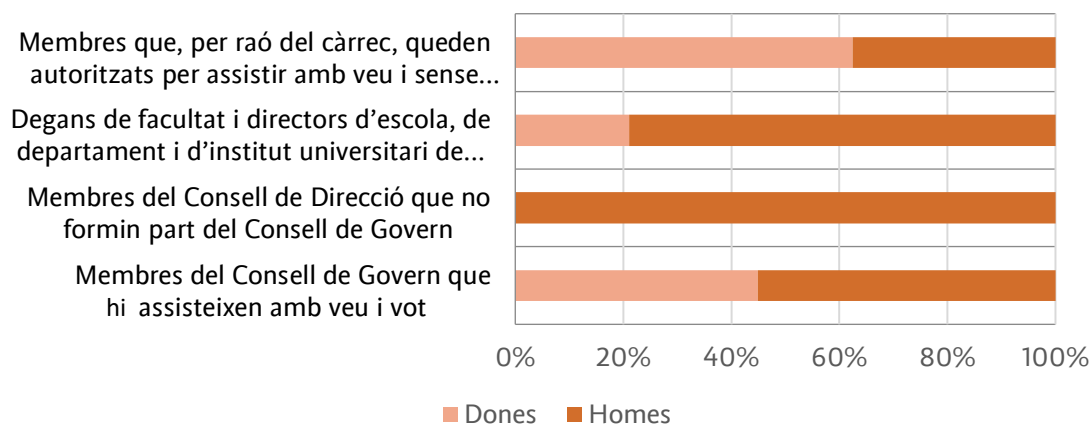
Women were also in the majority in terms of grant awards from the Ministry of Education (67%). By contrast, CAIB grants from the Balearic government were awarded to more men over the analysis period. In turn, FPI research and FPU teaching grants linked to PhD programmes highlight interesting figures. The percentage of women varies a little although, in most of the years under analysis, fails to surpass 40% for FPI grants. This means gender balance was not achieved. With regard to FPU grants, the figures vary a lot, making it difficult to reach a conclusion on any gender difference. There would seem to be no fixed pattern.

In short, student benchmarks have not changed significantly in recent years and women are in the majority in many instances. Nevertheless, there continues to be a so-called ‘scissors’ effect for enrolments on all programmes. Moreover, major horizontal segregation remains a stable element over time with overwhelming male dominance, for example, on the Degree in Informatics Engineering. All these data point to there being a lot of work to do, not only at the university but also in secondary and primary schools.

d) Governing Bodies

Women continue to be under-represented on some UIB governing and representation bodies. Although it could be said most bodies attain a gender balance, women members are in the minority. Nevertheless, it is worth outlining an improvement in women members on the Governing Council, particularly those who have the right to both speak and vote.

Governing Council Members by Gender. 2021



See footnote for key².

Table 9. Executive Council Members by Gender. 2021	Women	Men
Office of the President and Vice Chancellor		1
Offices of the Pro-Vice-Chancellors	4	5
Office of the General Secretary	1	
Delegate of the President and Vice Chancellor (Health University and Campus Affairs)		1
Office of the Head of Administration	1	
Total	6	7

In this sense, the highest percentages of women are found on the Senate (42.1%), Governing Council (40.3%) and Student Council (42.8%). In turn, there is a balance with over 50% of women on the Executive Council and the PTGAS Staff Committee (57.9%). The more 'male-dominated' bodies include the Social Council (33.3%—this percentage has

² (i) Members whose post authorises them to speak but not vote.
(ii) Deans of Faculty and Heads of University Colleges and Schools, Departments and Research Institutes.
(iii) Executive Council members not on the Governing Council.
(iv) Governing Council members who may speak and vote.

fallen from over 40% pre-2019) and the PDI Staff Committee, where women do not even make up 20% of members. Finally, the Works Committee is the only body that one could term 'female-dominated' (61.9%). In short, although there may well be a gender balance on many governing bodies at the university, said balance is narrow and the number of women should rise, in the same vein as on the Governing Council.

e) Staff Remuneration

As the European Economic and Social Council states, pay equality, defined as 'equal pay for equal work or work of equal value', continues to be a challenge not only in Spain as a whole but across all autonomous regions. The pay difference between men and women, known as the salary gap, is both undeniable and concerning given its scope and enduring nature. The main causes behind this pay inequality include a lack of shared responsibility, the barriers to accessing management posts and the lower amount of time spent by women on paid work due to their having to take on domestic responsibilities (often on their own and which are unevenly shared).

Act 11/2016 on Gender Equality sets out that public administrations must implement positive discrimination measures to ensure equal opportunities and eradicate both vertical and horizontal professional segregation, as well as pay inequalities. In this regard, Pillar 2 in the 3rd Gender Equality Plan at the Government of the Balearic Islands (general services) enshrines equal pay for women and men.

An analysis on the salary gap at a public institution such as the university cannot merely be based on a simple comparison between employee salaries, since this does not evidence pay discrimination as such. Thus, we need to look into whether there are inequalities across the following areas: interim and temporary posts; promotion; access to management posts; access to salary bonus payments; work-life balance (requests to reduce working hours and leaves of absence), etc.

Nonetheless, for transparency purposes and to ensure the institution's commitment to make progress in analysing this area for future equality plans, the following tables are included to highlight the average staff salaries at the UIB for teaching, research and administrative posts in 2020 and 2021:

PDI Remuneration 2020	Women		Men		W/M	
PDI Category	no.	Salary (€)	no.	Salary (€)	no.	Salary
Full Professor	38	78,136.34	107	78,204.19	0.36	1.00
Senior Lecturer	112	61,717.32	170	60,588.74	0.66	1.02
Contract Lecturer with a PhD	34	55,288.43	47	55,984.27	0.72	0.99
Tenure-Track Contract Lecturer with a PhD	57	44,345.90	56	43,727.24	1.02	1.01
Assistant Lecturer with a PhD	16	22,292.65	17	22,123.25	0.94	1.01
Assistant Lecturer	26	17,894.43	23	14,265.74	1.13	1.25
Associate Lecturer	348	3,570.67	452	3,663.67	0.77	0.97

PDI Remuneration 2021	Women		Men		W/M	
PDI Category	no.	Salary (€)	no.	Salary (€)	no.	Salary
Full Professor	37	80,042.94	109	78,938.21	0.34	1.01

Senior Lecturer	118	62,379.73	171	61,834.34	0.69	1.01
Contract Lecturer with a PhD	46	55,391.13	51	54,599.08	0.90	1.01
Tenure-Track Contract Lecturer with a PhD	48	44,863.32	55	41,797.74	0.87	1.07
Assistant Lecturer with a PhD	15	23,018.04	12	22,737.48	1.25	1.01
Assistant Lecturer	25	15,579.15	23	15,768.12	1.09	0.99
Associate Lecturer	400	3,313.32	517	3,436.47	0.77	0.96

PTGAS Remuneration 2021	Women		Men		W/M	
PTGAS Category	no.	Salary (€)	no.	Salary (€)	no.	Salary
A1	26	48,425.29	40	49,890.67	0.65	0.97
A2	47	36,657.93	35	35,971.17	1.34	1.02
C1	132	28,795.04	60	27,563.31	2.20	1.04
C2	178	20,513.34	90	22,192.83	1.98	0.92
E	1	13,820.34	1	13,706.44	1.00	1.01

f) The Situational Diagnosis from the 2nd Equality Plan

The main conclusions from the analysis from other action areas included in the 2nd UIB Equality Plan are as follows:

The plan put forward 71 measures, 43 of which were not implemented. The 3rd UIB Equality Plan includes 23 of the aforementioned 43 pending measures. The goals have been adapted to the actual possibilities and resources at the university. In this vein, the specific goals have been reduced from 17 to 15 in the new plan.

The 'gender' variable needs to be included in all future statistical records at the university. In turn, current records need to be updated as far as possible. Specialised internal training on gender that matches different workplaces is an essential element to include the gender perspective across all university departments and services.

A new protocol to combat sexual and gender-based harassment, or harassment on the grounds of sexual orientation at the heart of the institution must be approved.

A priority goal has been set to improve and promote work-life balance options, as well as create new and more accessible opportunities. In turn, the new plan aims to raise awareness and expand knowledge across the entire community regarding the importance of shared responsibility.

5. Development Committee for the 3rd UIB Equality Plan

The list of members on the Development Committee for the 3rd UIB Equality Plan is provided below. The members were initially approved by the Executive Council on 1st December 2021. The Executive Council approved an amended list on 26th April 2023:

Chair:

Dr Marc Nadal Roberts, Pro-Vice-Chancellor for Strategic Planning, Internationalisation and Cooperation.

Members:

Dr Elena Sureda Demeulemeester, a tenure-track contract lecturer with a PhD in Social Psychology in the Department of Psychology, and Head of the Risk Prevention Service

Ms Catalina Pou Rayas, a specialist in the UIB Legal Advice Service

Ms Irene Vich Picornell, Head of the Human Resources Service

Ms Ruth Escribano Dengra, Coordinator of the Cooperation for Development and Solidarity Office

Ms Aina Núñez Carrillo, a representative from the PTGAS Staff Committee

Dr Margalida Capellà i Roig, a representative from the PDI Staff Committee

Dr Francina Maria Orfila Sintes, a representative from the Works Committee

Ms Raquel Sebastián Hernández, a representative from the Student Council

Dr Capilla Navarro Guzmán, Head of the Equal Opportunities Office and a senior lecturer in Social Psychology in the Department of Psychology.

Secretary:

Dr Enrique Urbano Ángel, a gender equality specialist in the Equal Opportunities Office.

6. Regulatory Framework for the 3rd UIB Equality Plan

The principle of gender equality underpins the obligation at all public administrations, including the University of the Balearic Islands, to implement an equality plan. This legal principle prohibits any type of gender-based discrimination and has been internationally framed as a human right within the main human rights treaties to which Spain is a signatory: Article 14 in the European Convention for the Protection of Human Rights and Fundamental Freedoms from 1950; Article 26 in the International Covenant on Civil and Political Rights from 1966; and Article 2 in the Convention on the Elimination of All Forms of Discrimination Against Women. In turn, the UN General Assembly adopted Sustainable Development Goal (SDG) 5 'Achieve gender equality and empower all women and girls' in 2015 as part of the 2030 Agenda for Sustainable Development. Moreover, according to Article 3 in the Treaty on European Union adopted in Lisbon, gender equality is one of the EU's goals. Indeed, Article 8 tasks the EU with eliminating inequalities and promoting equality between men and women in all of its activities. In addition, all EU treaties set out this principle as one of the EU's founding values, alongside democracy, human rights, human dignity, the rule of law and freedom.

The EU has also recognised equality as a right in Article 21 in the Charter of Fundamental Rights of the European Union. In fact, a vast swathe of European legislation and case law from the Court of Justice of the European Union (CJEU) has defined and consolidated gender equality as a principle, value, goal and right across many areas, particularly with regard to employment.

In Spain, Article 1.1 in the Spanish Constitution sets out the principle of equality as one of the fundamental pillars of the rule of law, further defined in articles 9.2 and 14. Organic Law 3/2007 of 22nd March on the Effective Equality between Women and Men takes into consideration the cross-cutting nature of equality, thus establishing the prevention of all forms of discriminatory behaviour and the implementation of effective policies to ensure the principle of equality.

At regional level, Article 17 in Organic Law 1/2007 of 28th February that amends the Statute of the Autonomous Region of the Balearic Islands explicitly addresses the principle of equality and non-discrimination based on gender. It also states 'all women and men have

the right to freely assert their personalities and develop their individual capacity, as well as live with dignity, in safety and independently'. Finally, Act 11/2016 of 28th July on Gender Equality sets out that all public administrations in the Balearic Islands must incorporate the gender perspective across all their activities. It defines this perspective as follows: 'taking into account the differences between women and men in a sphere or activity in order to analyse, plan, design and implement policies that consider how women are affected by different activities, situations and needs.'

The specific obligation at public administrations to implement a gender equality plan is included in Article 51 in Organic Law 3/2007 of 22nd March on the Effective Equality between Women and Men, and Additional Provision Seven in the Recast Text of the Basic Public Employee Statute Act, approved by Royal Legislative Decree 5/2015 of 30th October.

In turn, Article 44 in Act 11/2016 of 28th July on Gender Equality sets out the elements to be included in equality plans for public administration employees in the Autonomous Region of the Balearic Islands.

At the UIB specifically, gender equality is included in Regulatory Agreement 14886/2023 of 30th March that approves the UIB's rules of peaceful and respectful coexistence (FOU [Official University Gazette] no. 552 of 28th April). In particular, Section Two in Article 8 refers to the UIB Equality Plan and states the plan shall foster the necessary conditions to ensure effect equality between women and men at the UIB.

7. General Goals of the 3rd UIB Equality Plan 2023-2027

The development of the 3rd Equality Plan has identified the main aims, i.e. the desired results from implementing specific measures included in the plan. The goals are quantifiable, measurable and achievable, in line with the inherent needs at the university. They have been set by taking the findings from the analysis stage as a basis. The ultimate purpose of the 3rd Equality Plan is to ensure equality between women and men at the heart of the university.

The main goals of the new plan are listed below:

Goal 1:

Bolstering the gender perspective in a cross-cutting approach across the entire university.

Goal 2:

Promoting and including the gender perspective in working conditions and career development for all staff members.

Goal 3:

Creating a fair and equal working environment and ensuring occupational health for all employees.

Goal 4:

Defining and implementing suitable procedures to tackle special protection scenarios, such as violence against women, or sexual or gender-based harassment.

Goal 5:

Guaranteeing the gender perspective is included in all academic activities.

8. Main Pillars, Specific Goals and Measures in the Plan

This section covers the specific content in the 3rd UIB Equality Plan: the main pillars, specific goals and measures in order to achieve its main goals. Moreover, it also includes the benchmarks, coordinating individual or unit and timeframe to roll out each specific measure. In this light, it is worth underlining what each item means and involves.

The pillars represent the plan's action areas and are based on the general goals identified in the situational analysis. In this sense, the plan contains five main pillars:

- A culture of equality and good governance. This involves measures to attain a cross-cutting implementation of the gender perspective across all areas at the university
- Working conditions and professional growth. The selected measures aim to ensure equal conditions for women and men with regard to job opportunities, salaries and promotions
- Occupational health, i.e. work-life balance and shared responsibility. This entails measures to guarantee full physical, psychological and social wellbeing for all employees through effective occupational hazard prevention and suitable approaches with a gender perspective, e.g. work-life balance and shared responsibility
- Special protection scenarios. The plan includes specific measures to prevent and combat violence against women, and sexual and gender-based harassment in the workplace
- Research, knowledge transfer and teaching. Specific measures that include the gender perspective have been defined for all academic activities regardless of level.

The specific goals focus on specifying the required procedures in order to attain the plan's general goals.

The measures provide a suitable response for the university's specific needs, as outlined in the situational diagnosis, with a view to achieving the set goals and intentions. These measures are precise and defined in such a way as to ensure the ensuing results can be measured and quantified through qualitative and quantitative benchmarks.

The benchmarks are used to assess the progress and implementation of each measure. They align with the goals set out in the 3rd Equality Plan and each specific measure we aim to assess.

The coordinating individual or unit must ensure compliance with the relevant measures assigned to them.

The timeframe refers to the total amount of time assigned to complete each measure. There are three timelines: short term (12 months), medium term (two years) and long term (four years).

3rd Gender Equality Plan of the University of the Balearic Islands

The specific goals in the 3rd UIB Gender Equality Plan are set out below. The UIB Equal Opportunities Office has designed this document, and provides support and guidance to all coordinating individuals and units for the measures.

Pillar One. A Culture of Equality and Good Governance

Goal 1.1. Improve systematisation of statistical data including the gender perspective

Including the gender perspective involves taking into account the differences between women and men in a sphere or activity in order to analyse, plan, design and implement policies. In this sense, an essential first step in achieving this goal involves compiling all statistics on the university community broken down by gender.

Measure 1.1.1: Identify the necessary data to be collected to support the future analysis stage for the next UIB Equality Plan

Coordinating Unit	Equal Opportunities Office
Timeframe	Short term
Benchmarks	Designing a data form for the next situational diagnosis

Measure 1.1.2: Create a standardised statistical data collection system that includes the 'gender' variable

Coordinating Unit	Office for Strategic Planning
Timeframe	Short term

Benchmarks	Creating the system and including the 'gender' variable
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Goal 1.2. Make the contributions made by women to the university community more visible

If Albert Einstein had been born a woman, we would likely not even remember her surname today, as all her accomplishments would have been attributed to a man. This has been a common occurrence throughout history, so much so that a term has been coined to describe the systematic bias against women scientists: the Matilda effect. In truth, science is merely an example of this. Overlooking women's contributions has a direct impact on the future generations of girls and young women: they grow up and learn in an education system that has erased all leading female figures from school textbooks and works of history.

Measure 1.2.1: Periodic promotion campaigns on the professional activities of women researchers at the University of the Balearic Islands	
Coordinating Unit	UIB faculties Institutional Identity and Culture Service
Timeframe	Medium term
Benchmarks	Number of implemented campaigns

Measure 1.2.2: Provide continuity to the #OnSónElles initiative to make the presence of women experts more visible in the public arena	
Coordinating Unit	Equal Opportunities Office
Timeframe	Long term

Benchmarks	The number of implemented activities within the framework of the #OnSónElles programme
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Measure 1.2.3: Identify spaces and buildings named after landmark women from different areas

Coordinating Unit	Technical and Infrastructure Service Institutional Identity and Culture Service
Timeframe	Short term
Benchmarks	The number of identified spaces named after women

Measure 1.2.4: Perform an analysis on how women's presence has evolved across all levels within the university community and circulate the findings

Coordinating Unit	Equal Opportunities Office Communications Service
Timeframe	Medium term
Benchmarks	Performing the analysis Circulation activities about the analysis

Goal 1.3. Strengthen the university's public commitment to gender equality

Equality is one of the university's foundational values as an institution that undertakes the public service of higher education through teaching, research, knowledge transfer and innovation.

Measure 1.3.1: Hold periodic meetings and network with public organisations in the area of gender equality in the autonomous region

Coordinating Unit	Equal Opportunities Office
Timeframe	Long term
Benchmarks	The number of meetings

Measure 1.3.2: Run specific campaigns on the importance of gender equality and combating different forms of violence against women to commemorate International Women's Day, on 8th March, and the International Day for the Elimination of Violence against Women, on 25th November

Coordinating Unit	Equal Opportunities Office Institutional Identity and Culture Service Communications Service
Timeframe	Long term
Benchmarks	The number of implemented campaigns

Measure 1.3.3: Circulate the 3rd UIB Gender Equality Plan around the entire university community, as well as publish previous plans and analyses

Coordinating Unit	Equal Opportunities Office
Timeframe	Short term
Benchmarks	Circulation activities for the 3 rd Equality Plan Publishing the previous plans and analyses

Measure 1.3.4: Establish a hallmark to acknowledge work undertaken by UIB centres, departments, research areas, etc. on gender equality

Coordinating Unit	Institutional Identity and Culture Service
Timeframe	Medium term
Benchmarks	Creating the hallmark

Measure 1.3.5: Support secondary schools that offer an elective subject on gender equality, provide them with materials and/or hold periodic information sessions

Coordinating Unit	UIB Office for the University Transition and Orientation Programme
Timeframe	Long term

Benchmarks	The number of implemented activities
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Goal 1.4. Include the gender perspective in all management activities at the University of the Balearic Islands

In order to be a benchmark public institution in creating and promoting knowledge and values, not only for the entire university community but also for society at large, the university must undergo a sensible transformation process. This requires everyone within the UIB community work together and engage in attaining equality between women and men.

Measure 1.4.1: Circulate the Multilingual Manual on Inclusive Language (<i>Criteris multilingües per a la redacció de textos igualitaris</i>) published by the Vives Network of Universities amongst all UIB employees, and include it in the PTGAS and PDI staff training programmes.	
Coordinating Unit	Language Service
Timeframe	Medium term
Benchmarks	Circulation activities for the manual Including the relevant material in the PTGAS and PDI staff training programmes

Measure 1.4.2: Support student associations in running activities to promote effective gender equality	
Coordinating Unit	Student and Degrees Service Office of the Pro-Vice-Chancellor for Student Affairs

Timeframe	Long term
Benchmarks	The number of contacted student associations The activities undertaken

Measure 1.4.3: Produce a specific training plan on the gender perspective that aligns with professional duties in all services involved in human resources management at the university

Coordinating Unit	Human Resources Service
Timeframe	Long term
Benchmarks	The number of training activities The number of participants broken down by gender

Measure 1.4.4: Provide training in gender equality and preventing different forms of violence against women for the entire PTGAS and PDI community through available independent learning platforms

Coordinating Unit	Human Resources Service Equal Opportunities Office
Timeframe	Long term

Benchmarks	The number of courses given and participants broken down by gender
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Pillar Two. Working Conditions and Professional Growth

Goal 2.1. Promote gender equality in accessing posts and promotions at work

Equal treatment and non-discrimination between women and men in accessing posts, labour relations and working conditions is recognised in many legal regulations at international, European, national and regional level. This improves staff performance, motivation and work-life balance.

Measure 2.1.1: Review and monitor gender balance on all collegiate bodies involved in competitive recruitment calls, and selection and promotion procedures at the University of the Balearic Islands	
Coordinating Unit	Human Resources Service
Timeframe	Long term
Benchmarks	The members on different collegiate bodies broken down by gender

Measure 2.1.2: Produce an ethical commitment framework document regarding gender equality and non-discrimination for all instances set out in law to be included in all agreements the university signs with external companies	
Coordinating Unit	Human Resources Service Equal Opportunities Office
Timeframe	Long term

Benchmarks	Producing the commitment document
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Measure 2.1.3: Ensure university regulations on accessing positions and promotions at work for PDI and PTGAS does not include any direct or indirect gender-based discrimination content	
Coordinating Unit	Office of the General Secretary Human Resources Service
Timeframe	Short term
Benchmarks	A review of the regulations and proposed amendments

Measure 2.1.4: Produce an analysis to detect whether there are possible subjective and objective obstacles to job promotions for women PTGAS and PDI staff members	
Coordinating Unit	Risk Prevention Service
Timeframe	Medium term
Benchmarks	Performing the analysis The number of participating women PTGAS and PDI staff members

Goal 2.2. Verify possible gender-based salary gaps

The principle of equal pay for work of equal value is a fundamental right that is directly applicable to all employees. A gender-based salary gap at a public institution such as the university cannot be solely based on comparing employee salaries. We need to look into whether there are inequalities across the following areas: interim and temporary posts; promotion; access to management posts; access to salary bonus payments; work-life balance (requests to reduce working hours and leaves of absence), etc.

Measure 2.2.1: Produce a report to verify whether there is a gender-based salary gap at the university, in accordance with the pay transparency principle

Coordinating Unit	Payroll, Social Security and Immigration Service
Timeframe	Medium term
Benchmarks	Producing the report

Measure 2.2.2: Produce a quantitative report on university staff access to maternity, paternity, and child or dependent person care leave

Coordinating Unit	Human Resources Service Equal Opportunities Office
Timeframe	Medium term

Benchmarks	The number of employees who took maternity, paternity, child and dependent person care leave
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Goal 2.3. Promote gender-balanced representation in the workplace

It is essential the university community tear down gender stereotypes and roles in order to ensure it is free from prejudice and constraints regarding the place of men and women.

Measure 2.3.1: Run specific training and awareness activities on gender roles and stereotypes where a particular gender is underrepresented in specific job positions and sectors at the university	
Coordinating Unit	Human Resources Service Equal Opportunities Office
Timeframe	Long term
Benchmarks	The number of implemented activities The number of participants broken down by gender

Pillar Three. Occupational Health: Work-Life Balance and Joint Responsibility

Goal 3.1. Promote the gender perspective in occupational health

In order to include the gender perspective, it is essential to assess the hazards and specificities for job positions, in accordance with scenarios that may affect men and women differently.

Measure 3.1.1: Include the ‘gender’ variable in occupational hazard assessments, both for data collection and processing systems, and occupational health impact analyses

Coordinating Unit	Risk Prevention Service
Timeframe	Short term
Benchmarks	Including the ‘gender’ variable in reports

Measure 3.1.2: Produce a specific protocol for adapting or changing jobs for staff members with children

Coordinating Unit	Risk Prevention Service Human Resources Service
Timeframe	Medium term
Benchmarks	Producing the protocol The number of staff members who used the protocol broken down by gender

Goal 3.2. Promote work-life balance for all UIB staff members

Work-life balance means the time staff dedicate to their job, and their personal and home life should be evenly distributed. It is worth remembering that proper work-life balance benefits employees and organisations alike.

Measure 3.2.1: Conduct a survey amongst UIB staff to identify their needs and interests with regard to work-life balance

Coordinating Unit	Risk Prevention Service Human Resources Service
Timeframe	Medium term
Benchmarks	Conducting the survey The number of participants broken down by gender

Measure 3.2.2: Implement an information and awareness policy to foster working from home for staff, with a commitment to work-life balance and environmental sustainability, where specific positions allow for this possibility

Coordinating Unit	Human Resources Service
Timeframe	Medium term
Benchmarks	Number of implemented campaigns The number of staff members working from home to attain a work-life balance, broken down by gender

Measure 3.2.3: Produce a recommendations and suggestions document to promote a change in how meetings are arranged; encourage working groups to attend meetings remotely, where possible, with a view to reducing commutes and optimising working time

Coordinating Unit	Risk Prevention Service Equal Opportunities Office
Timeframe	Medium term
Benchmarks	Producing the recommendations and suggestions document

Measure 3.2.4: Foster the opening of spaces for breastfeeding (or expressing breast milk) in different university buildings and work centres

Coordinating Unit	Risk Prevention Service
Timeframe	Long term
Benchmarks	The number of spaces opened

Goal 3.3. Raise awareness about the importance of shared responsibility

Shared responsibility refers to being jointly responsible for specific situations or activities in the home. It aims to ensure an equitable, balanced and functional distribution of personal, family and work duties.

Measure 3.3.1: Run outreach campaigns on the importance of shared responsibility and its impact on wellbeing in the workplace for all staff members

Coordinating Unit	Institutional Identity and Culture Service
Timeframe	Medium term
Benchmarks	The number of outreach campaigns The number of participants broken down by gender

Measure 3.3.2: Circulate the Practical Guide for Shared Family Responsibilities (*Guia pràctica de corresponsabilitat familiar*), produced by the Balearic government, amongst all staff members

Coordinating Unit	Human Resources Service
Timeframe	Short term
Benchmarks	The circulation activities carried out

Measure 3.3.3: Encourage male workers to take advantage of paternity leave and other available work-life balance options (PDI, PTGAS and students)

Coordinating Unit	Human Resources Service
Timeframe	Long term
Benchmarks	The number of male workers who took paternity leave

Measure 3.3.4: Create a specific area on the UIB intranet regarding specific work-life balance and shared responsibility rights for all staff

Coordinating Unit	Information Technology Area Equal Opportunities Office
Timeframe	Short term
Benchmarks	Creating the area

Pillar Four. Special Protection Scenarios

Goal 4.1. Guarantee the university community is free from sexual and gender-based harassment

The University of the Balearic Islands views sexual and gender-based harassment, or harassment on the grounds of sexual orientation, as an attack on personal dignity and, therefore, utterly unacceptable. Hence, the UIB will ensure it is free from any of these forms of violence and provide all necessary resources to prevent and take action against them.

Measure 4.1.1: Design and approve a protocol to prevent and address instances of sexual and gender-based harassment throughout the university community

Coordinating Unit	Office of the General Secretary Equal Opportunities Office Committee for Peaceful and Respectful Coexistence
Timeframe	Short term

Benchmarks	Approving and publishing the protocol
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Measure 4.1.2: Run outreach activities about the protocol to prevent and address instances of sexual and gender-based harassment throughout the university community	
Coordinating Unit	Institutional Identity and Culture Service Equal Opportunities Office Committee for Peaceful and Respectful Coexistence
Timeframe	Short term
Benchmarks	The number of outreach and publicity activities

Measure 4.1.3: Provide specific training to coordinators who manage the procedures included in the protocol	
Coordinating Unit	Office of the General Secretary Equal Opportunities Office Committee for Peaceful and Respectful Coexistence
Timeframe	Short term
Benchmarks	The number of training activities carried out

Measure 4.1.4: Promote lifelong learning campaigns about sexual and gender-based harassment over the independent learning platform (detection, regulations, consequences, etc.)

Coordinating Unit	Human Resources Service Committee for Peaceful and Respectful Coexistence
Timeframe	Long term
Benchmarks	The number of courses given The number of participants broken down by gender

Measure 4.1.5: Establish a record on the implementation of the operational procedure included in the protocol for monitoring purposes

Coordinating Unit	Equal Opportunities Office Committee for Peaceful and Respectful Coexistence
Timeframe	Short term
Benchmarks	The number of instances where the protocol procedure was implemented, broken down by gender

Goal 4.2. Reaffirm the UIB’s commitment to combatting different forms of violence against women

The University of the Balearic Islands embraces its public commitment to reject and combat this scourge in order to ensure the university community and society at large respect human rights and are free from all forms of violence against women.

Measure 4.2.1: Provide specific training on preventing, detecting and addressing misogynist violence to all staff members	
Coordinating Unit	Human Resources Service Equal Opportunities Office Committee for Peaceful and Respectful Coexistence
Timeframe	Long term
Benchmarks	The number of training activities carried out The number of participants broken down by gender

Measure 4.2.2: Produce and circulate a summary document on the UIB intranet that sets out the rights and useful resources for female employees who are victims of gender-based violence	
Coordinating Unit	Office of the General Secretary
Timeframe	Short term
Benchmarks	Producing the document

	<p>Circulation activities for the document</p> <p>Creating a link to the document on the intranet</p>
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<p>Measure 4.2.3: Ensure leave, absences, deferments, sabbaticals or any other right requested by female employees who are victims of gender-based violence are handled quickly and efficiently</p>	
Coordinating Unit	Human Resources Service
Timeframe	Short term
Benchmarks	<p>The number of leave requests made for this reason</p> <p>The number of leave requests granted for this reason</p>

Pillar Five. Research, Knowledge Transfer and Teaching

Goal 5.1. Promote women's participation in research

Despite having recognised how important it is to include the gender perspective at universities, progress is slow and requires additional effort to achieve real and effective change at the institution and its research centres. Including the gender perspective in research bolsters equality, strengthens policies, creates opportunities to innovate and improves solutions aimed at meeting current and future needs within society.

Measure 5.1.1: Run training and awareness activities to include the gender perspective in research

Coordinating Unit	Human Resources Service Research Area
Timeframe	Long term
Benchmarks	The number of implemented activities The number of participants broken down by gender

Measure 5.1.2: Ensure there is at least one gender specialist on research committees responsible for selecting research projects

Coordinating Unit	Research Area
Timeframe	Long term
Benchmarks	The members of the research committees

Measure 5.1.3: Establish an award for one outstanding final degree project (TFG) and one master's thesis (TFM) on gender equality at the University of the Balearic Islands

Coordinating Unit	Centre for Postgraduate Studies Office of the Pro-Vice-Chancellor for Student Affairs
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Timeframe	Long term
Benchmarks	Granting the awards

Measure 5.1.4: Organise a symposium to spotlight research findings from gender studies within academe

Coordinating Unit	Research Area
Timeframe	Medium term
Benchmarks	Celebrating the symposium The number of participants broken down by gender

Measure 5.1.5: Produce a study with disaggregated data on gender regarding the state of the art in research at the UIB in terms of equal opportunities and outcomes, in order to outline any possible obstacles faced by women researchers

Coordinating Unit	Research Area
Timeframe	Medium term
Benchmarks	Performing the analysis

Goal 5.2. Incorporate the gender perspective into knowledge transfer and innovation

Knowledge transfer that includes the gender perspective evidences the ongoing need to create spaces for improving and strengthening networks between universities, public institutions and women.

Measure 5.2.1: Include the 'gender' variable in reports from the Research Results Transfer Office (OTRI), the Office for European Projects (OPE) and the Office for National and Regional Projects (OSR-EA)	
Coordinating Unit	Research Results Transfer Office, Office for European Projects and Office for National and Regional Projects
Timeframe	Short term
Benchmarks	Including the 'gender' variable

Measure 5.2.2: Strengthen network organisation and coordination aimed at research into and circulation of the values of gender equality and non-discrimination	
Coordinating Unit	Research Area
Timeframe	Long term
Benchmarks	The events organised The number of participants broken down by gender

Measure 5.2.3: Perform an analysis on the research stays undertaken by men and women (length, location, children, funding)

Coordinating Unit	Research Area Equal Opportunities Office
Timeframe	Medium term
Benchmarks	Performing the analysis

Goal 5.3. Ensure quality teaching with a gender perspective

SGD 4 in the 2030 Agenda refers to Quality Education. It is essential to include the gender perspective in order to ensure this goal. When it comes to teaching, this involves including knowledge generated by women scientists and experts who are often rendered invisible across many disciplines, as well as critical perspectives that reveal androcentric concepts.

Measure 5.3.1: Circulate the Guides for University Teaching with a Gender Perspective (*Guies per a una docència universitària amb perspectiva de gènere*) from the Vives Network of Universities around the entire university community

Coordinating Unit	Undergraduate Studies Management Unit Postgraduate Studies Management Unit
Timeframe	Short term
Benchmarks	Circulation activities for the document

Measure 5.3.2: Run information sessions on including skills in gender equality on curricula, particularly for degrees in the areas of health care, social sciences, education and law

Coordinating Unit	Undergraduate Studies Management Unit Postgraduate Studies Management Unit
Timeframe	Medium term
Benchmarks	The number of information sessions carried out The number of participants broken down by gender The number of curricula including the relevant skills

Measure 5.3.3: Provide material and guidance to secondary schools in order to address gender stereotypes with regard to choosing higher education courses

Coordinating Unit	UIB Office for the University Transition and Orientation Programme
Timeframe	Long term
Benchmarks	The number of schools that received guidance The resources provided

9. Scope and Effective Period

The 3rd UIB Equality Plan applies to the entire university community, regardless of the legal status of their relationship with and position at the institution. Moreover, it applies to both the current workplace and all activities linked to work, irrespective of whether they take place on- or off-campus.

The university community comprises all staff members (whatever their legal status at the institution) and students at all UIB campuses (Majorca, Minorca, and Ibiza and Formentera).

The effective period for the 3rd plan is four years, starting from the date it is approved by the Governing Council.

10. Monitoring and Assessment of the 3rd Equality Plan

The individuals or bodies assigned as ‘coordinators’ for each measure will ensure the plan is implemented properly.

The Development Committee for the 3rd UIB Equality Plan will establish a Monitoring Committee for the Equality Plan within six months from its effective date. The Development Committee will appoint the five members of the Monitoring Committee from its own members, in accordance with operational criteria. In order to ensure appropriate monitoring of the plan’s implementation, the schedule for annual meetings will be set at the time the Monitoring Committee is established.

The individuals or bodies responsible for each measure will periodically submit information to the Monitoring Committee on their implementation, in line with the set benchmarks and schedule.

The Monitoring Committee will have three core responsibilities:

— Periodically monitoring and assessing the plan’s implementation on the basis of information submitted by coordinating individuals or bodies for each measure. It will substantiate the suitability and level of implementation with regard to the set goals. In

addition, and where applicable, it will make any necessary changes in order to ensure each measure is suitably rolled out and aligns with the situation on the ground

— After the first two years of the plan's effective period, it will have six months to produce an interim assessment report. The report will assess the level of implementation for each measure, as well as their impact with regard to the set goals

— After the plan's effective period comes to an end, it will produce a final assessment report in order to verify the set goals have been attained. In this vein, it will assess compliance with the 3rd Equality Plan by firstly considering the implementation of the different measures and, secondly, their impacts with regard to identified needs. It will also take into account any newly identified needs and, wherever possible, the necessary measures to successfully satisfy them. Moreover, the report will be a basis for designing the 4th UIB Gender Equality Plan after updating the situational diagnosis document.

In order to ensure transparency throughout the implementation, monitoring and assessment stages of the 3rd Equality Plan, the interim and final assessment reports will be published on the UIB Equal Opportunities Office website, alongside the plan itself. In turn, the university will run all necessary activities to promote the contents of the plan to the entire UIB community.