

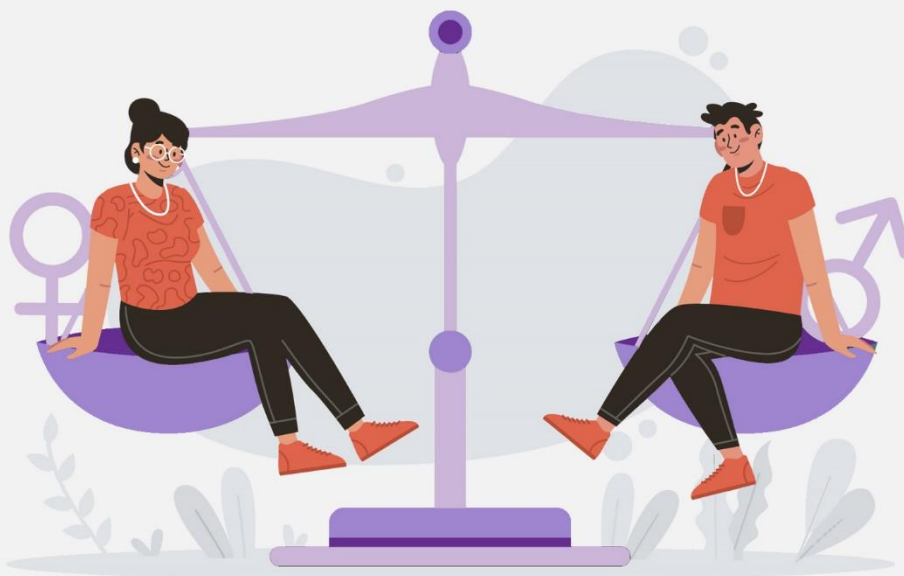


IGOT GENDER EQUALITY PLAN

INSTITUTO DE GEOGRAFIA E ORDENAMENTO DO TERRITÓRIO
[INSTITUTE OF GEOGRAPHY AND SPATIAL PLANNING]

GEARING ROLES PROJECT

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TECHNICAL SHEET

Title

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GEARING-ROLES PROJECT

GEARING-Roles is a four-year project, funded by the Programme Horizon 2020 - Framework Programme for Research and Innovation 2014-2020 of the European Commission (contract no. 824536). It is promoted by a consortium of 10 European institutions, academic and non-academic, coordinated by the University of Deusto (Bilbao, Spain) that shall design, implement and evaluate 6 Gender Equality Plans, including that of the IGOT. The project has the firm purpose of challenging and transforming gender roles and identities linked to academic careers and contributing to real institutional change. This multidisciplinary, multinational and multisectoral cooperation is supported by training initiatives, mentoring activities, awareness-raising campaigns, besides videos, podcasts, workshops and conferences to disseminate the results, sharing of good practices and networking (more information on: <http://gearingroles.eu/>).

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INTRODUCTION

IGOT Gender Equality Plan, which is hereby presented, is the result of a process started in 2016, by the then President of the Institute, Maria Lucinda Fonseca. It all started with the appointment of a workgroup, coordinated by Margarida Queirós, charged with carrying out a gender audit at IGOT and presenting a Strategy for Gender Equality in the Institute. Multiple vicissitudes prevented this group from working continuously, so it was only in 2018 that a document which included a diagnosis of the situation and some guidelines and strategies¹ was presented.

The starting point of this “Diagnosis and Strategy” was the 2017-2019 Action Programme of Maria Lucinda Fonseca’s application for the IGOT Presidency, which identifies the promotion of equal opportunities as a “guarantee that all of the members of the IGOT community are treated with respect and dignity” (Fonseca, 2016, p. 4). Cooperating to eliminate the gender-based discrimination, contributing to create a complete community in its citizenship becomes one of the most important objectives of that instrument.

With this Diagnosis and Strategy, presented and discussed at a meeting of the School Board, opened to all the members of the IGOT community, held on 26 October 2018, IGOT boosts a culture of diversity and inclusion within its community, helping to destroy gender stereotypes and promote an inclusive and dynamic working, researching, teaching and learning environment, where everyone is valued, collectively and individually.

With fundamental rights as a benchmark, IGOT sees itself, in the context of the University of Lisbon, as an organization which mission is based on education and research for citizenship, educating responsible and sympathetic people, and on the promotion of women and men’s rights at work and in all the other spheres of daily life.

The participation of IGOT in the GEARING Roles Project, funded by the H2020 Programme, was essential to consolidate the institutional commitment to gender equality, as the Institute is one of the six institutions in this consortium, responsible for the preparation, implementation and evaluation of a Gender Equality Plan. This is an ambitious project for a small Research and University Teaching Institution that is part of the largest Portuguese university. However, its vocation to integrated knowledge, derived from the multiple collaborations in research and teaching with other entities, in particular the University of Lisbon, places it in a privileged position to transmit values and boost active policies of tolerance and equal opportunities.

It should also be noted that the institutional commitment to the promotion of Equal Opportunities made by the School Board and the former President of the Institute, was renewed by the current President, Prof. José Manuel Simões, including in his Action Programme the objective of promoting the implementation of the “IGOT Plan for Equal Opportunities”².

As previously stated, the Gender Equality Plan in IGOT fits into the GEARING Roles Project, funded by the Horizon 2020 Programme (Call H2020-SwafS-2018-2020, CSA Action), that aims to fund “projects that contribute to the implementation of gender equality in higher education

¹ http://www.igot.ulisboa.pt/wp-content/uploads/2019/07/IGUALDADE-GE%CC%81NERO-E-OPORTUNIDADES_Diagn%C3%B3stico-e-Estrat%C3%A9gia.pdf

² http://www.igot.ulisboa.pt/wp-content/uploads/2019/07/JMS_Candidatura-Presid%C3%Aancia-IGOT_final%C3%ADssima.pdf, p.19.

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institutions and/or research centres, as a requirement for developing actions that favour effective equality between women and men, promoting structural change in university organizations". To achieve this goal, the GEARING Roles Project has as its mission the construction and implementation of Gender Equality Plans in six institutions, including IGOT, explicitly assuming the traditional male/female binary.

Therefore, the gender equality plans, funded by Horizon 2020, specifically seek to promote a culture of equality within organizations, the recognition and the promotion of women's research career, and the incorporation of women in decision-making positions. For this purpose, the focus is on deconstructing gender roles in order to unveil often unconscious stereotypes that operate in the decision-making, selection and promotion of people process and in the attribution of value and recognition.

Thus, it should be noted that although the basis of the GEARING Roles project is based on the traditional dichotomies (women, men; female, male) currently contested (e.g. queer theory, intersectionality) and being aware of this reserve, this is a requirement of the Science for Society specific funding (Call H2020-SwafS-2018-2020) limiting the scope of action to the binary.

The GEARING Roles project team recognizes this limitation, but seeks to extend the scope of the IGOT Gender Equality Plan, bearing in mind the promotion of equal opportunities regardless of sex, gender, identity and gender expression, defending, on its basis, human rights, regardless of circumstances and various assignments.

NATIONAL AND INTERNATIONAL FRAMEWORK

At European level, the gender perspective is assumed to be essential to the social organization model and was adopted as a strategy to promote equality between women and men and to fight gender discrimination. The objective of the integration of gender perspective in Member-states lies in the transformation of unequal social and institutional organizations into egalitarian and fair structures for women and men. It therefore involves incorporating the gender perspective in policy preparation, implementation, monitoring and evaluation.

The Constitution of the Portuguese Republic legitimizes equality between men and women as a fundamental principle and task of the State (Article 9(h), CRP). As such, the recognition of differences between the living standards of men and women is a first step towards the integration of the gender perspective in the daily lives of public institutions. The mainstreaming of the gender perspective in public policies therefore results from the application, from the late 1990s to the present day, of different “National Equality Plans” (currently, National Strategy for Equality and Non-Discrimination 2018-2030, ENIND, in force).

From the set of measures established in the national plans, particularly relevant are those of integration of gender dimension in Central and Local Public Administration. The decision of improving gender equality plans is fundamental to understand and transform unequal social and institutional structures and organizations, in particular from the Central and Local Public Administration.

Generally, Gender Equality Plans, Gender Action Plans and other related instruments are the result of the diligence of the institutions arising from legal basis, or voluntary initiatives at the organizational level; they are defined as strategic initiatives and adapted to define the framework and operational conditions to implement gender perspective and put it into practice in the workplace, at all levels (European Parliament, 2017). Specifically, according to Oliveira and Villas-Boas (2012, p. 123³), *a gender equality plan is a set of corrective measures, designed on the basis of a diagnosis of the situation and aimed at achieving, in a given company or institution, equal opportunities between women and men, eliminating sex-based discrimination*. According to these authors, strategic actions in terms of gender equality are identified in them, for a defined period of time. This can include indicators to measure their success and therefore presuppose monitoring and evaluation. We hope that this will contribute to change practices and behaviours in the institutions as well as stimulate parity cultures.

In research and higher education institutions, plans and other related instruments and approaches are different, as they depend on the type of the organization, the institutional context in which they are conceived and implemented, and the type of disparities identified. Within such organizations, the European Commission, in partnership with the European Institute for Gender Equality (EIGE), has been supporting the adoption of Gender Equality Plans, monitoring their evolution and assessing their impacts [for more details, see: *European Commission Communication on “A Reinforced European Research Area Partnership for Excellence and Growth”* (COM (2012) 392 final) and <http://eige.europa.eu/gender-mainstreaming/toolkits/gear>].

The European Commission expects that at least three objectives will be achieved in the field of gender equality in research institutions:

- 1) promote equality in scientific careers;
- 2) ensure gender balance in decision-making processes and bodies;

³ Oliveira, Catarina & Villas-Boas, Susana. (2012). Igualdade de Género na Universidade da Beira Interior. *Ex aequo*, nº 25:, pp. 119-136.

3) integrate the gender dimension in research and innovation, considering the biological and social characteristic of women and men.

In Portugal not many research and higher education institutions have a *Gender Equality Plan*, a *Gender Action Plan*, or another related instrument. However, in the national university context, the University of Beira Interior (Gender Equality Plan, UBIgual, 2011) and the University of Trás-os-Montes and Alto Douro (Equality Plan, 2016-17) stand out for having been pioneers among Portuguese public universities in their concern with the principles of equality and in the preparation of documents of this nature.

More recently, also by the participation in projects funded by the European Union, through the H2020 Programme, Gender Equality Plans have been drawn up at the Higher Institute for Economy and Management (ISEG) of the University of Lisbon (PLOTINA Project – Promoting gender balance and inclusion in research and innovation) at ISCTE – University Institute of Lisbon, within the scope of the SAGE Project (Systemic Action for Gender Equality) and at the University of Minho (EQUAL-IST Project – Gender Equality Plans for Information Sciences and Technology Research Institutions).

Currently, in addition to the GEARINGRoles Project, two more similar ongoing projects integrate Portuguese university institutions that are developing Gender Equality Plans for their universities: i) Social Studies Centre – University of Coimbra (SUPERA Project – Supporting the Promotion of Equality in Research in Academia); ii) Nova University of Lisbon (SPEAR Project – Supporting and Implementing Plans for Gender Equality in Academia and Research).

The University of Lisbon does not have central guidelines for the promotion of gender equality. However, it should be noted that in addition to ISEG and IGOT, also IST - Instituto Superior Técnico (Higher Technical Institute) has been developing a series of programmes and initiatives to promote gender equality.

METHODOLOGY

The preparation process of the Gender Equality Plan took as a reference the GEAR Tool guidelines (EIGE, 2016⁴), starting with a diagnosis of women and men situation at IGOT, as well as an analysis of the institution's procedure and organizational practices, with a view to identify gender inequalities⁵. The analyses carried out, in relation to the distribution by gender of the members of the management bodies and the exercise of coordination/management positions, students from different study cycles, professors and researchers and technical and administrative staff, dates back to 31 December 2018.

In conducting the gender audit five methodological approaches were used: 1) analysis of the legal framework and gender equality policies in Portugal, as well as of the strategies and measures to promote gender equality in scientific research and higher education; 2) collection and analysis of statistical data disaggregated by sex, concerning teaching, research and non-teaching staff, as well as the student community, in the databases of the University of Lisbon, of IGOT and also national context data, published by the Directorate-General for Education and Science Statistics (DGEEC); 3) gender perspective analysis of the course curricula content offered by IGOT; 4) analysis of the data collected from an online survey of the University of Lisbon teaching and researching staff, including issues related to teaching and researching career development, challenges, discrimination, harassment and working environment; and 5) semi-structured interviews with IGOT managers, professors and researchers and also focus groups and workshops with students from different courses, young researchers and administrative and technical staff and a task force to support the development and implementation of the Plan. The task force, in addition to the members of the GEARING Roles Project, includes the IGOT President, the Director of the Centre for Geographical Studies, the President of the Pedagogical Council, the Executive Director of the Institute, the President of the Students Association and also students and members of the teaching, researching and technical staff (see list of members in Annex 1, p. 26).

After carrying out the diagnosis, the objectives, the intervention areas of the plan, the measures, and actions to be developed, the timetable for implementation and those responsible for its implementation, as well as the goals to be achieved were defined. A monitoring and evaluation plan was also prepared, based on results and impact indicators, in order to adjust and improve interventions so that the objectives of the Gender Equality Plans can be achieved. The GEARING Roles project team played a stimulating role on leading the process of drawing up the Plan, which was fundamentally co-built with the directors of the Institute and students' representatives, professors, researchers, and technical and administrative employees.

The Plan now presented also incorporates suggestions and recommendations from different members of the IGOT community, that have been transmitted to the GEARING Roles project team and other members of the task force throughout the period in which it was produced. It also considered comments and observations resulting from a public consultation process which took place during July 2020.

⁴ <https://eige.europa.eu/gender-mainstreaming/toolkits/gear>

⁵ Fonseca, M. L., Esteves, A., Esteves, H. M., McGarrigle, J., Queirós, M., Xavier, R. (2019). *Gender Equality in IGOT - Instituto de Geografia e Ordenamento do Território, Universidade de Lisboa. Assessment Report*. Lisbon: CEG. GEARING Roles Project.

MAIN RESULTS OF GENDER AUDIT

The main results of the diagnosis can be summarized in 4 priority areas:

1. Recruitment, retention and career development and work/personal life balance⁶

On 31 December 2018, approximately 29% of IGOT professors and researchers were Invited Assistant Professors and Assistants and 40% were Assistant Professors and Researchers. Full and Associated Professors were only 11.1% and 4.4% respectively of the professors and researchers on the Institute's staff chart. This is a pyramid structure that reflects the reduction of career advancement opportunities derived from the reduction of financing of public universities and also from the limitations imposed by the Government on the increase in expenditure on the wages of Public Administration employees.

Although women make up just over a third of the total number of IGOT professors and researchers, the gender imbalance is smaller in the top categories of the university teaching careers, with women accounting for 40% of the total number of professors, 44.4% of associated professors and 31.3% of assistant professors.

The under-representation of women in teaching and research staff and the over-representation in technical and administrative careers observed in IGOT correspond to the general trend observed in Portuguese universities, especially in the areas of Science and Technology, Engineering and Mathematics, although the situations is less unequal than that of all public Portuguese universities.

The gender imbalance observed in teaching staff also occurs in the student community, with women representing 42.7% of the students enrolled in the Institute as of 31 December 2018. The difference is more marked in the first cycle of studies, particularly in the Bachelor's Degree in Spatial Planning and Management. In the second, and most of all in the third cycle of studies, the situation is reversed, with a slight predominance of women (51.4% in Master's Degrees and 53% in PhD degrees).

At the time of the institutional assessment that served as the basis of this Gender Equality Plan, IGOT also had no action programme to promote a better balance between professional, personal and family life of its employees and students, simply complying with the legal provisions on parental leave and support for dependent relatives.

2. Leadership and participation in management bodies of the Institute and University

Taking the situation as of 31 December 2018 as a reference, there is an under-representation of women in management bodies of IGOT, despite the fact that a woman chairs the Institute⁷. Gender inequality is particularly noticeable in the composition of the Board of the Geographical Studies Centre and IGOT Scientific Council, where women represent, respectively, only 25% and 23.1% of its members. In the Pedagogic Council and in the School Council the seats held by

⁶ Data provided by the IGOT Human Resources Unit.

⁷ From January 2019, the Presidency of the Institute has been carried out by a man.

women correspond, in the order indicated, to 33.3% and 36.4%⁸. However, it should be noticed that, in the latter body, 42.9% of teaching and research staff posts were held by women.

3. Gender, research, teaching and knowledge transfer

Taking as a reference the research projects and consulting services, active in the period 2017/19, a very contrasted situation can be observed between international and national studies and projects: 75% of projects and services provided with internationally competitive funding are coordinated by women, in contrast, in the case of FCT-funded projects and consultancy studies, men account for all and 93.1% of the principal investigator.

The courses coordination is very unequal in terms of gender, especially at master and doctoral level, and it should be noted that in the academic year 2018/19 all of the master's degrees offered by IGOT (six) are coordinated by men and of the six doctoral programmes in which IGOT participates, only one is coordinated by a woman. This inequality occurs also in the coordination of curricular unities and is particularly marked in the PhD's in Geography and Tourism, Master's degrees in Geographic Information System and Spatial Modelling and in Tourism and Communication, and in the bachelor's degrees in Geography and Spatial Planning and Management. In the case of PhD in Migrations, most seminars are coordinated by women.

The numbers of Master and PhD theses completed by men and women between January 2016 and January 2019 is quite balanced. However, there is a clear preponderance of men in the supervision teams and in the composition of the juries.

The study plans offered by the IGOT do not include, at least explicitly, a gender perspective and there isn't a formal strategy or guidance by the Institutes' Management bodies to ensure gender equality in the coordination of courses, curricular units, thesis supervision and participation in juries of academic examinations, although the exercise of all these positions are considered in the evaluation of the performance of teaching staff and in competitions for promotion in the university teaching careers.

4. Gender stereotypes, sexism, and sexual harassment

Institutional communication at IGOT, namely in prints, official publications, social networks and on the websites of the Institute and of the Centre for Geographical Studies, presents a non-inclusive of the female gender written language and often uses stereotyped images of young people.

The institutional assessment report and the participatory gender audit also revealed some imbalance, in favour of men, in the composition of guest speakers at conferences and other scientific events promoted by the Institute in 2017 and 2018. However, it should be noted that in 2018 there was a reduction in the differences observed in 2017.

According to the results of the online survey conducted in 2019 to professors and researchers of the University of Lisbon, it was found that, in the case of the IGOT, about $\frac{3}{4}$ of female and 90% of male respondents rated the IGOT culture as predominantly "non-sexist". Where inappropriate behaviour in the workplace is mentioned in the online survey or in interviews with

⁸ It should be noted that in the elections for the School Board and Scientific Council in December 2019, it was possible to ensure that 40% of teaching and research members were occupied by women.

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professors and researchers, it usually corresponds to sexist remarks or jokes considered inconvenient.

PLAN'S OBJECTIVES

The results of the institutional assessment and the strategies that make up the IGOT Gender Equality Plan were widely discussed in sectorial workshops with students, young researchers, professors, technical and administrative staff and with the members of the task force. Based on these discussions and considering the guidelines of the European Commission, the National Strategy for Equality and Non-Discrimination and the intervention areas considered in the GEARING Roles Project, the following general objectives have been established:

1. Ensure effective equal treatment and opportunities for men and women and promote the reconciliation of professional, personal and family life.
2. Integrate the gender perspective in IGOT's organizational culture.
3. Ensure gender balance in the Institution management bodies and in the decision-making processes.
4. Integrate gender dimension in teaching and researching.
5. Ensure the possibility of reporting, in a confidential manner and without any reprisals, in situations of discrimination or sexual or psychological harassment.

The following plan contemplates 8 fundamental dimensions of action and their specific objectives. In order to meet the objectives outlines, 35 measures and actions have been outlined, those responsible for their implementation have been appointed and a timetable has been established for their implementation that will enable the desired results to be achieved.

The participative strategy adopted in the elaboration of the IGOT Gender Equality Plan was fundamental to create consensus and to promote institutional involvement in its implementation.

It should be noted that this plan will only succeed if it is a project that mobilizes the IGOT community. By its nature, it should be a flexible instrument, which can be adjusted throughout its implementation, based on the monitoring and evaluation of the results and of the impact of the proposed measures and actions, always with the broad participation of student, professors, administrative and technical staff of the Institute. The project task force is still open to new members and to suggestions, criticism and comments on the Plan's implementation.

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Dimensions	Objectives	Strategies/actions	Accountability	Implementation			Monitoring & evaluation (targets and indicators)
				2020	2021	2022	
Mission and institutional culture	Commit publicly (externally and internally) to the promotion of gender balance in line with UN's Sustainable Development Goal nº 5	Include the commitment for gender equality promotion within IGOT's and CEG's mission.	School Council, Presidency of IGOT, Direction of CEG	X			Approval by the School Council, Presidency of IGOT and Direction of CEG of the commitment for the promotion of gender equality among the institution's guiding principles and mission.
		Produce IGOT's Welcome Guide, with up-to-date legal information in terms of gender equality.	GEARING Roles team members, task force, Executive Direction, Human Resources Unit.	X			Publicise the guide at both IGOT's and CEG's websites (IGOT+igual, CEG+igual sections); update of content whenever necessary.
		Publicise IGOT's Gender Equality Plan (create the section IGOT+Igal at the institute's website and other communication channels)	Presidency of IGOT, Direction of CEG, Commission for Gender Equality, GEARING Roles team	X	X	X	i) Creation of section IGOT+igual and CEG+igual at their respective websites; ii) Publication of the GEP at both institutions' websites; iii) Dissemination of the GEP through institutional social networks, newsletters and by email to all IGOT/CEG's members; iv) publication of legal information, training opportunities and other related events on the matter of gender equality at both institutional websites; v) publicization within IGOT's programmes.

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Dimensions	Objectives	Strategies/actions	Accountability	Implementation			Monitoring & evaluation (targets and indicators)
				2020	2021	2022	
Mission and institutional culture	Integrate gender dimension within IGOT's organisational culture	Ensure the Plan's implementation, monitoring, evaluation and sustainability	Presidency of IGOT, Direction of CEG, Commission for Gender Equality, GEARING Roles team.	X	X	X	Elaborate an annual report on the implementation and monitoring of the institute's GEP; evaluation of the plan's implementation by external body.
		In strategic documents (e.g. reports, plans, regulations) equality between women and men is expressly mentioned as a corporate value.	Presidency of IGOT, Direction of CEG, Executive Direction	X	X	X	Inclusion of gender equality principles in all IGOT' strategic documents.
		Create a Commission for Equality for the promotion of all forms of equality and against the discrimination on the basis of gender, sexuality, ethnicity, religion and other intersectional factors.	School Council		X		Create Commission until the end of 2021; the task force should elaborate a proposal about the Commission's role and functions to be presented to the School Council until the end of 2020.

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Dimensions	Objectives	Strategies/actions	Accountability	Implementation			Monitoring & evaluation (targets and indicators)
				2020	2021	2022	
Mission and institutional culture	Integrate gender dimension within IGOT's organisational culture	Systematically collect and publicise information disaggregated by sex.	Presidency of IGOT, Direction of CEG, Executive Direction.	X	X	X	Inclusion of data disaggregated by sex in IGOT and CEG's annual reports.
		Training/awareness raising of IGOT's decision-making bodies to gender issues.	Presidency of IGOT, Direction of CEG.	X	X	X	Participation in two pairing events; training programmes (4h per year).
		Include, among the regular training options of IGOT's staff, training for the promotion of gender quality, on gender stereotypes, inclusive language, work-personal life balance, and sexual and moral harassment.	Presidency of IGOT, Direction of CEG, Executive Direction		X	X	Minimum of 1 or 2 participants/year + training evaluation

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Dimensionas	Objectives	Strategies/actions	Accountability	Implementation			Monitoring & evaluation (targets and indicators)
				2020	2021	2022	
Mission and institutional culture	Integrate gender dimension within IGOT's organisational culture.	Promote the use of inclusive language at official/institutional communication and reports.	Presidency of IGOT, Direction of CEG, Executive Direction.	X	X	X	Increase of 25% of official documents with inclusive language/year.
		Include principles of gender equality and IGOT's commitment to gender equality promotion at the students' manual.	Degree coordinators, courses' coordinators.		X	X	Inclusion of gender equality principles in students' manual.
		Promote task force follow up meetings.	GEARING Roles team, task force members.	X	X	X	Minimum of 2 meeting per year to evaluate and monitor GEP's implementation.
Women's leadership and participation within the school's decision making bodies	Ensure gender balance at the composition of decision-making bodies.	Comply with existing national legislation introducing a minimum of 40% female representation at government bodies and higher education institutions (valid from January 2020 onwards).	Presidency of IGOT, School Council, Electoral Commission.	X	X	X	Ensure that women are at least 40% of decision-making bodies of IGOT/CEG (School Council, Scientific Council, Direction of CEG, degree directors)-

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Dimensions	Objectives	Strategies/actions	Accountability	Implementation			Monitoring & evaluation (targets and indicators)
				2020	2021	2022	
Student recruitment and trajectories	Reduce the percentual difference between female and male students at IGOT.	Ensure gender balanced representation of students in student's events (e.g. students' fairs, IGOT Ambassadors Programme, Students Association etc.)	Presidency of IGOT, IGOT Students' Association.	X	X	X	Ensure that women are at least 40% of all students representing IGOT at students' events; encourage the students association to establish gender-balanced teams.
		Give visibility to female role models (key female geographers, national or foreign).	Presidency of IGOT, Scientific Council, Direction of CEG, GEARING Roles team.		X	X	Minimum of 1 initiative/year.
	Promote high achievement levels and equality of opportunities to female and male students.	Monitor students' achievement rates and dropouts, by sex, and propose corrective measures.	Academic services, Pedagogical Council, Course Coordinators.		X	X	Elaborate annual report monitoring students' academic trajectories at IGOT.

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Dimensions	Objectives	Strategies/actions	Accountability	Implementation			Monitoring & evaluation (targets and indicators)
				2020	2021	2022	
Recruitment and academic career progression	Promote gender balance at recruitment level and career progression	Develop mentoring programmes to encourage women-led applications.	Presidency of IGOT, Direction of CEG, Research teams' coordinators, GEARING Roles team.	X	X	X	Nº of researchers/professors (minimum of 5 participants).
		Publicise information regarding gender of applicants (for job vacancies)	Direction of CEG, Research teams' leaders, GEARING Roles team.	X	X	X	IGOT/CEG's activities reports.
		Ensure gender parity at the composition of academic jury's and recruitment panels.	Scientific Council, Presidency of IGOT.	X	X	X	Ensure that women account to 40% of jury members by 2022.

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Dimensions	Objectives	Strategies/actions	Accountability	Implementation			Monitoring & evaluation (targets and indicators)
				2020	2021	2022	
Gender in Research	Promote balanced participation between women and men in the leadership of research projects.	Promote training on research funding skills and balanced composition of research teams.	Direction of CEG, Research teams' leaders.	X	X	X	Ensure that women coordinate 40% of all research projects' applications by 2022.
	Include gender analysis in research.	Promote training programmes on how to include gender perspective within research project and on its economic, social and innovation value.	Direction of CEG, Research teams' leaders, GEARING Roles team.	X	X	X	Minimum of 2 participants/year + evaluation of training.
		Increase the n° of theses and publications including gender perspective.	Project leaders, PhD students, Master students.	X	X	X	Minimum of 12 theses/publications including gender perspective by 2022.
		Creation of the Isabel André Prize for Gender Equality in Geography (biannual prize).	Direction of CEG.	X			Creation of prize in 2020; first award in 2021.

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Dimensions	Objectives	Strategies/actions	Accountability	Implementation			Monitoring & evaluation (targets and indicators)
				2020	2021	2022	
Gender in Research	Promote gender parity at panels, conferences and other events held at IGOT.	Establish clear guidelines to ensure gender parity at conference panels and other academic events.	Presidency of IGOT, Direction of CEG, Research teams' leaders, Scientific Council, research projects' coordinators.	X	X	X	40% % of female representation at all scientific events organised by IGOT/CEG by 2022.
	Include, whenever pertinent, gender perspective as part of the criteria for the evaluation of research projects.	Make evident that, whenever pertinent, research applications hosted by CEG/IGOT (including doctoral and postdoctoral grants and projects) need to detail in which ways a gender perspective will be used in the project.	Presidency of IGOT, Direction of CEG, Research projects' leaders, Commission for Gender Equality.	X	X	X	Share of calls for applications (PhD, postdoctoral, professorships) including gender perspective as part of evaluation criteria.
	Ensure excellency and respect to all researchers at IGOT/CEG,	Ratify the European Charter for Researchers (2005) and the Code of Conduct for the Recruitment of Researchers (2005).	Scientific Council, Direction of CEG.	X			Ratification until the end of 2020.

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Dimensions	Objectives	Strategies/actions	Accountability	Implementation			Monitoring & evaluation (targets and indicators)
				2020	2021	2022	
Inclusion of gender perspective within curricula	Promote the inclusion of the gender perspective within course programmes taught at IGOT,	Promote training and awareness raising programmes for gender equality and the development of soft skills.	Presidency of IGOT, Direction of CEG, GEARING Roles team.		X	X	1 annual workshop/awareness raising programme, minimum of 15-20 participants of all staff levels + evaluation.
		Inclusion of gender perspective within courses' programmes (when pertinent).	Degree coordinators, courses' coordinators, teaching staff.	X	X	X	Minimum of 2 curricular units including gender perspective/year; ensure that all basic bibliography includes female authors.
Work-personal life balance	Promote a healthy balance between work and personal life.	Adjust, whenever possible, work meetings and commitments to take place at working hours (bearing in mind exceptional cases) and encourage online meetings.	Decision-making bodies of IGOT/CEG.	X	X	X	Ensure that work meeting are scheduled with respect to the worker, taking into account the worker's availability, and never during days-off.
		Give positive visibility to men taking parenthood leave.	Decision-making bodies of IGOT/CEG, Executive Direction.		X	X	Production and dissemination of videos reporting personal accounts on work-personal life balance (1 video/year); dissemination of related information in the Welcome Guide.

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Dimensions	Objectives	Strategies/actions	Accountability	Implementation			Monitoring & evaluation (targets and indicators)
				2020	2021	2022	
Work-personal life balance	Promote a healthy balance between work and personal life.	Implement, whenever possible, a compensatory time system (Law 59/2008, Public Labour Regime).	Presidency of IGOT, Scientific Council, Executive Direction.	X			Establish guidelines for technical staff members with flexible working hours and compensatory time system.
		Take actions for the work-personal life balance of IGOT's academic community members.	Presidency of IGOT	X	X	X	Prioritize placement at IGOT's Summer School and other social activities to family members of IGOT's community; disseminate videos of personal accounts on work-personal life balance.
		Publicise existing social action programmes at the University level.	Task force	X	X	X	Prioritize placement at IGOT's Summer School and other social activities to family members of IGOT's community; disseminate videos of personal accounts on work-personal life balance.

IGOT GENDER EQUALITY PLAN

Dimensions	Objectives	Strategies/actions	Accountability	Implementation			Monitoring & evaluation (targets and indicators)
				2020	2021	2022	
Sexism and sexual harassment	Ensure the existence of an organisational environment based on the respect for the integrity of those studying and working at IGOT.	Create specific mechanisms for filing complaints in case of discrimination, moral harassment, sexual harassment and other violences in the work/study environment.	Presidency of IGOT , Commission for Equality.	X	X	X	Creation of procedures until the end of 2020; evaluation by the number of complaints and resolution of cases.
	Ensure that people can file complaints anonymously and without retaliation in case of discrimination or harassment.	Publicise available mechanisms for filing complaints.	GEARING Roles team, Presidency of IGOT.	X	X	X	Publicise related information at courses' programmes, IGOT+igual website section and in the Welcome Guide.

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IGOT GENDER EQUALITY PLAN

ANNEX I



MEMBERS OF THE *TASK FORCE* OF THE GENDER EQUALITY PLAN⁹

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⁹ It is worth mentioning that, in addition to the members who are currently part of the task force, since its creation in June 2019, four other people who no longer work at IGOT participated in its elaboration: Paulo Ferreira (former executive director), Susana Siborro (research support services), Luís Miranda Alves (computer support services) and Raquel Rocha (research assistant of the GEARING Roles project). All collaborated, in a committed and enthusiastic way, in the elaboration of the diagnosis and the Gender Equality Plan that is now presented. The GEARING Roles Project team is grateful to them for their valuable contribution.



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