ARISTOTLE
UNIVERSITY OF
THESSALONIKI

GENDER EQUALITY PLAN (GEP, Greek: SDIF)

Reference period: June 2022 through October 2024

ΕΠΙΤΡΟΠΗ
ΙΣΟΤΗΤΑΣ ΤΩΝ ΦΥΛΩΝ
ΑΠΘ

RESET

Thessaloniki
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This Gender Equality Plan (GEP) was prepared under the responsibility of the Gender Equality Committee (GEC, Greek: EIF) in collaboration with the European Project *"RESET – Redesigning Equality and Scientific Excellence Together" (Grant Agreement no.: 101006560).*

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Abbreviations

HQA (ADIP)	Hellenic Quality Assurance and Accreditation Agency
HEI (AEI)	Higher Education Institutions, in English: Universities
AUTh (APTH)	Aristotle University of Thessaloniki
GEO (GIF)	Gender Equality Office
TRS (DEP)	Teaching & Research Staff
EU	European Union
RECCC (EIDE)	Research Ethics and Code of Conduct Committee
GEC (EIF)	Gender Equality Committee
SARF (ELKE)	Special Account for Research Funds
PADF (ESPA)	Partnership Agreement for the Development Framework
SC (EY)	Scientific Coordinator
ERA (EXE)	European Research Area
CIRI (KEDEK)	Centre for Interdisciplinary Research and Innovation
CCPS (KESYPSY)	Center for Consultation and Psychological Support
ITC (KID)	IT Center
QAU (MODIP)	Quality Assurance Unit
UN	United Nations Organisation
IAT (OMEA)	Internal Assessment Team
GEP (SDIF)	Gender Equality Plan
EIGE	European Institute for Gender Equality
ERA	European Research Area

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Introduction

The Gender Equality Plan (GEP) of the Aristotle University of Thessaloniki (AUTh) seeks to integrate gender mainstreaming into all the functions of the Aristotle University of Thessaloniki, its structure, practices, human resources management, curricula, research, participation in governing bodies, and to eliminate all forms of gender-based discrimination and violence, by laying the foundations for the creation of an inclusive and gender-sensitive academic environment.

The GEP of the AUTh was implemented following the guidelines and specifications of Horizon Europe[1], the new European Union (EU) Framework Programme for Research and Innovation for 2021-2027, and meets the four mandatory requirements related to the process:

- It constitutes a strategic document of the organisation, signed by the senior administration, which has been published on the official website of the institution and actively communicated to all members of the institution.

- It provides for dedicated resources and expertise in gender equality to implement the plan and support sustainable organisational change.

- It provides for the collection and analysis of data on each gender regarding the personnel and students, the monitoring of relevant indicators and the creation and publication of annual stocktaking reports, upon which the objectives and indicators of the GEP will be updated.

- It includes information, awareness-raising and training actions on gender equality which engage and address all members of the institution and constitute an ongoing and long-term process.

In addition to the above four mandatory requirements, the GEP of the AUTh includes objectives that evolve around the thematic areas proposed by the Horizon Europe Guidelines. Following the analysis and evaluation of the current situation at the institution regarding gender equality, the thematic areas were adapted to the needs of the organisation and were developed as follows:

- Thematic Area A: Gender-inclusive and gender-sensitive environment

- Thematic Area B: Gender mainstreaming in teaching and research

- Thematic Area C: Balanced gender representation in leadership and decision-making positions

- Thematic Area D: Gender equality in recruitment and career development

- Thematic Area E: Gender-based violence and harassment

For each of the above thematic areas, specific objectives were set and individual actions and measures are proposed to achieve them. For each action, the required resources (human, financial, etc.) have been roughly estimated and responsible bodies/structures/services have been designated to be responsible for their implementation within a specific timeframe.

The effective implementation of the GEP of the AUTh requires the establishment of a Gender Equality Office (AUTh GEO), the availability of necessary resources and the support of the Rectorate Authorities and the Senate, the active participation of the Schools, the Faculties, and the administrative units.

The content of the AUTh GEP 2022-2024 includes:

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[1] European Commission, Directorate-General for Research and Innovation, Horizon Europe guidance on gender equality plans, 2021, https://data.europa.eu/doi/10.2777/876509

- Chapter 1: Promoting Gender Equality in Greece and in Universities – National and European Reference Framework
- Chapter 2: Development, Implementation and Evaluation of the Gender Equality Plan at the Aristotle University of Thessaloniki
- Chapter 3: Strategic Objectives and Implementation Plan of the AUTh Gender Equality Plan (2022-2024)
- Annex: Gender map of the AUTh

This AUTh GEP was prepared under the responsibility of the Gender Equality Committee (GEC) in close cooperation with the European Project "RESET – Redesigning Equality and Scientific Excellence Together" (Grant Agreement no.: 101006560).

The Gender Equality Plan (GEP) of the AUTh runs for two years (2022-2024) and will be updated in October 2024 in the context of the European project "RESET – Redesigning Equality and Scientific Excellence Together" (Grant Agreement no.: 101006560).

1. Promoting Gender Equality in Greece and in Higher Education Institutions – National and European Reference Framework

1.1 The progress of Greece and the Higher Education Institutions towards achieving substantive gender equality

Gender equality is not only a fundamental human right but also a necessary foundation for a peaceful, sustainable and prosperous world (UN, strategic goal 5)[2]. Eight years remain until the milestone of 2030 for achieving the Sustainable Development Goals; progress in this direction is slow and varies according to the priorities set by governments around the world.

According to data from the European Institute for Gender Equality (EIGE) and based on the European Gender Equality Index 2021, no Member State of the European Union (EU) has achieved full gender equality and progress is slow.

In the Gender Equality Index, Greece scores 52.5/100 points and ranks last in terms of gender equality in the EU[3]. In recent years, the financial crisis and the prolonged austerity policies in Greece, followed by the pandemic, have had a significant gender impact and have further hindered the already slow progress of Greece in this regard.

This general impression in the field of gender equality is also reflected in the field of research, innovation and higher education. More specifically, according to reports of the European Commission in recent years, (She Figures 2021)[4], in the field of Higher Education, Greece demonstrates one of the lowest percentages in women who are members of the Teaching and Research Staff (TRS). Women are under-represented in the natural and technological sciences too, while their presence is significantly lower at the highest levels of the academic hierarchy, regardless of the scientific field.

Regarding the structure of the teaching staff based on gender in the Universities, in 2019, Greece has the third highest percentage in male teachers (64.3%), when the average in the European Union is 56.62%, according to Eurostat data, as recorded in the latest annual report of the Hellenic Authority for Higher Education - HQA (2020) on the quality of higher education[5]. In addition, Greece has one of the lowest percentages in women among the Rectorate Authorities at Universities and other senior administrative positions compared to other EU Member States. In the current academic year (2021-2022), there are only three (3) female Rectors (at the Harokopio University of Athens, the University of the Aegean and the Panteion University) in the twenty-four (24) Universities of the country and ten (10) female Vice Rectors out of a total of eighty-seven (87) rectors. There are no women in twelve (12) of the twenty-four (24) rectorate bodies, including the Aristotle University of Thessaloniki.

The above data indicates that the design and support, with every available tool and means to implement policies in order to accelerate progress towards the direction of substantive gender equality in Universities and research institutes, are an immediate priority and the Gender Equality Plans is the opportunity to do so.

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[2] The UN Sustainable Development Goals include gender equality (Goal 5) "Gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world. See *"Sustainable Development Goals: 17 Goals to Change Our World"*. Available at: https://isotita.gr/wp-content/uploads/2017/04/SBA.pdf

[3] Gender Equality Index, 2021, European Institute for Gender Equality. https://eige.europa.eu/gender-equality-index/2021/EL Last accessed: May 2022

[4] European Commission, Directorate-General for Research and Innovation, She figures, 2021: gender in research and innovation: statistics and indicators, Publications Office, 2021, https://data.europa.eu/doi/10.2777/06090

[5] Hellenic Authority for Higher Education, 2020, Annual Report on the Quality of Higher Education, Hellenic Authority for Higher Education, Athens

1.2 Policies at national and European level

Over the last decade, Greece has started to harmonise its legal framework and policies with EU policies and imperatives on gender equality and gender mainstreaming in research. It has the constitutional, legislative as well as an adequate institutional framework to implement a comprehensive policy to eliminate gender inequality in scientific research and higher education. Indicatively:

- The article 6 of Law 2839/2000 stipulates that at least one third of each gender be represented in all decision-making bodies, including those at the Higher Education.

- The article 57 of Law 3653/2008 addresses gender imbalances in the decision-making process in the field of research, by setting a minimum quota of 1/3 for each gender in the participation of scientists in the staffing of the National Institutions and the Research and Technology Committees, provided that the candidates have the same qualifications.

- Law 4386/2016 on "Arrangements for research and other provisions" underlines the need to achieve a greater balanced gender representation in the composition of the evaluation and selection committees, as well as various advisory bodies in the field of research, technology and innovation. Furthermore, Article 25 of the same law underlines that at least one third of the members in said advisory bodies and scientific boards of research institutes must be of one gender, so long as the candidates have the necessary qualifications, as required for each post.

- Law 4604/2019 on "Promoting Substantive Gender Equality and Combating Gender-Based Violence" encourages universities and research organisations to integrate gender into their curricula and research content (Article 17) and stresses that Higher Education Institutions must ensure the promotion of gender equality at all levels and procedures of academic life, in accordance with Article 33 of Law 4589/2019 (Article 13).

- The Article 33 of Law 4589/2019 provides for the creation of "Gender Equality Committees" in each GEP

- The ratification of the Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence, known as the "Istanbul Convention" with Law 4431/2018 (A' 62).

- The ratification of the International Labour Organisation Convention 190 on the Elimination of Violence and Harassment in the World of Work with the recent Law 4808/2021.

The General Secretariat for Demography and Family Policy and Gender Equality is the state body responsible for designing, implementing and monitoring the implementation of equality policies in all areas. The National Action Plan for Gender Equality 2021-2025 includes actions related to gender mainstreaming in sectoral policies, promoting gender equality in education, science and research, promoting women's equal participation in decision-making/leadership positions, promoting women's equal participation in the labour market, strengthening women's and girls' education and training in research and technology as well as improving the position of women suffering from multiple forms of discrimination[6]. In addition, a key action implemented by the General Secretariat for Demography and Family Policy and Gender Equality which relates to the promotion of Gender Equality in Universities is the implementation of gender-neutral language in the official documents of the Greek public administration[7].

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[6] National Gender Equality Plan 2021-2025

[7] Guide on Non-Sexist Language in Administrative Documents

At a European level, the "Gender Equality Strategy"[8] forms the framework for the European Commission's work on gender equality and sets out policy objectives and key actions for the period 2020-2025.

Regarding the policies to promote gender equality in research and innovation, gender equality was gradually strengthened as a priority of the European Commission for the European Research Area (ERA)[9]; in 2020, a new commitment was made and integranted into several measures and initiatives, such as the European Union's Framework Programme for Research and Innovation (Horizon Europe)[10] for the period 2021-2027. In this framework programme, gender equality is set as a horizontal priority, both in the evaluation of research proposals and in the implementation of research programmes as well as in the profile of institutions applying for funding. In this way, one of the basic conditions for funding is the existence of active Gender Equality Plans, which have certain specifications, at Universities and research organisations[11].

The integration of the principle of gender equality in a clearer and more binding way into the strategic plans and objectives for education, research and innovation can only be achieved through concrete and comprehensive planning, such as that undertaken in the Gender Equality Plans (GEPs). This GEP aspires to actively contribute to these changes by serving the social role of the University.

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[8] https://eur-lex.europa.eu/legal-content/EL/TXT/PDF/?uri=CELEX:52020DC0152&from=EN

[9] European Research Area (ERA). Available at:
https://ec.europa.eu/info/research-and-innovation/strategy/strategy-2020-2024/our-digital-future/era_en

[10] Horizon Europe program (2021 -2027).
Available at: https://horizoneurope.gr/

[11] For more information on the Gender Equality Plan, see European Commission, Directorate-General for Research and Innovation, *Horizon Europe guidance on gender equality plans*, 2021. Available at: https://data.europa.eu/doi/10.2777/876509

2. Development, Implementation and Evaluation of the AUTh Gender Equality Plan

According to Article 33 of Law 4589/2019, the conduction of action plans to promote and ensure substantive gender equality in universities falls within the Gender Equality Committee's (GEC) scope. The AUTh GEC has been established since 2019 and operates as an advisory body to the Senate and the Administrative bodies of Faculties and Schools, to promote equality in all operational levels and all processes of academic life.

The implementation of the European project "RESET – Redesigning Equality and Scientific Excellence Together"[12] (Grant Agreement No.: 101006560) began in January 2021, with AUTh participating as a partner institution along with 6 other universities in Europe (University of Bordeaux, University of Lodz, University of Porto, Ruhr-University Bochum, University of Oulu, SciencesPo University). The project aims to showcase gender equality in the academic community in the field of research and excellence. One action of the project pertains to designing the 1st Gender Equality Plan at AUTh

In this framework, the AUTh GEC and the RESET project implementation team at AUTh collaborated for the conduction of the AUTh GEP 2022-2024.

Furthermore, the "Gender Equality Board" (GEB) was created in April 2021, as part of the contractual obligations in the "RESET" project. It serves as an advisory body to the GEP.

The development and implementation phases of the AUTh GEP follow the key steps set out in the tool for Gender Equality in Academia and Research, proposed by the European Institute for Gender Equality[13], and are mentioned in the Horizon Europe guidelines and specifications as follows[14]:

- **Audit and control phase**: Includes the collection of gender-disaggregated data and the conduction of a critical analysis for processes and practices, in order to identify gender-based inequalities and biases. Any relevant national laws, regulations or funding requirements are also reviewed at this phase.

- **Planning phase**: Set interim and final objectives, record actions and measures to address issues, allocate resources and responsibilities, and specify timelines.

- **Implementation phase**: Publish the Plan and implement activities according to the timeline, including, for example, the establishment of working groups for the development and implementation of new policies and processes. This phase should include informative, awareness-raising and training actions to achieve the GEP objectives across the institution.

- **Monitoring and evaluation phase**: Regularly evaluate the implementation of the project and its progress in regard to its objectives. An ongoing review of findings and progress will also provide data to adjust actions and objectives, when necessary, but also to optimise results. This will be a reflective process – implementing the actions provides feedback for their initial planning.

The AUTh GEP is a dynamic action plan that includes a set of commitments and actions aimed at promoting gender equality in the institution, by activating the entire academic community and promoting a process of structural changes.

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[12] https://wereset.eu/

[13] GEAR tool: https://eige.europa.eu/gender-mainstreaming/toolkits/gear/step-step-guide

[14] European Commission, Directorate-General for Research and Innovation, Horizon Europe guidance on gender equality plans, 2021, https://data.europa.eu/doi/10.2777/876509

2.1 Data collection and analysis of the current situation at AUTh

As per the activities of the European "RESET" project, from March 2021 to October 2021, quantitative and qualitative data has been collected by the competent services and databases at AUTh, as well as by employing questionnaires and thematic discussion groups focusing on the following four main fields of priority[15]:

- Leadership and decision-making
- Recruitment, career development and availability of family-friendly policies
- Gender dimension in research and knowledge transfer
- Gender bias and stereotypes, sexism and sexual harassment

Moreover, information was gathered from the ongoing research on sexual violence and harassment in student life, as funded by the Special Account for Research Funds (SARF) of AUTh and under the auspices of the Gender Equality Committee at AUTh.

In February 2022, within the framework of the collaboration between the AUTh GEC and the RESET project, additional information was collected by competent AUTh services in order to complete the institution's gender map (Annex). Some key data on gender ratio in the student body and TRS have been retrieved from the QAU records in recent years. However, there is no comprehensive mechanism to support the collection of gender-disaggregated data across AUTh processes, a fact that was discovered while creating the AUTh gender map for the needs of the GEP. The gender map has not been systematically recorded in AUTh, therefore it is not possible to illustrate this information through time. Parallel to launching the GEP, it is deemed necessary to further collect key quantitative and qualitative data on the thematic areas of the GEP, as well as develop IT systems that will improve data collection, especially in the fields prioritised by the GEP.

Analysing available data and information, together with the expertise of GEC members, has led to the following summarized conclusions. These conclusions, in turn, led to the identification of intervention priorities and the measures/actions that need to be implemented.

2.1.1 Administration, leadership and decision-making bodies in AUTh

In regard to the gender ratio in AUTh administrative, leadership and decision-making bodies, it appears that females in TRS do hold such positions, albeit with significantly lower percentages (20% are Deans, 31.7% School Heads – Annex – Table 17). It should also be stated that only those TRS members of the first and second level may participate in administrative bodies. As shown in the gender map (Annex – Table 4), in nine (9) out of eleven (11) faculties of AUTh, the vast majority of first- and second-level TRS members are male.

As far as administrative staff is concerned, it appears that the majority of positions of responsibility are occupied by women (Annex – Table 20).

The results of the qualitative survey by the RESET project showed that stereotypes regarding women's leadership skills and abilities, along with the fact that women are often called to choose between a career in leadership positions and family care, without the provision of mechanisms or policies to support them, act as a deterrent to the advancement of women to upper and senior leadership positions of the institution.

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[15] The analysis of the results of the above research was included in a report submitted to the European Commission, which according to the contractual obligations of the project is confidential.

Moreover, no measures or provisions promoting a gender-balanced participation in leadership and decision-making positions have been found in constitutional documents of the AUTh (such as its Internal Regulation).

Besides encouraging female participation in leadership roles at AUTh, awareness-raising and education are also considered a necessity in dealing with gender bias in decision-making.

Finally, it is deemed essential to complete the gender map with more data on gender ratio for members of Department leaderships, the Research Committee, Laboratory leaderships, University Clinic and Senate leaderships, but also in positions of lower responsibility and at a lower decision-making level, such as University Units and Research Centres, Committees or Councils that have an advisory or consultative role and administrative councils for syndicalist bodies across all employee categories at AUTh.

> The objectives and measures/actions for the promotion of gender equality in administrative, leadership and decision-making bodies at AUTh are included in *Thematic Area C: "Balanced gender representation in leadership and decision-making positions"* of this GEP.

2.1.2 Recruitment, career development and availability of family-friendly policies

Regarding the gender ratio of staff, recruitment and career development at AUTh, there appears to be horizontal and vertical occupational segregation. As shown in the gender map (Annex – Tables 1,2,3,5), in the majority of faculties, academic staff positions are predominantly occupied by men. Exceptions are observed at the Faculties of Philosophy and Education. On the contrary, in regard to administrative staff, it appears that the majority of positions are occupied by women. During the implementation process of the GEP, the gender map of AUTh will be completed and additional data will be collected, such as the average time men and women need to be promoted to the next level (as TRS members) in total and per Faculty/School, the average annual salary per gender and staff category, etc.

Also, at an organisation level, no institutional gender mainstreaming protocols were detected in recruitment procedures, nor protocols specifying a compulsory gender ratio for application evaluation committees.

No policies regarding the promotion of work-life balance were detected, while the days of leave and the benefits the permanent staff members of the institution are entitled to are stipulated by Greek legislature. No data was collected for staff with project contracts during the implementation of this GEP. Finally, it is deemed necessary to collect data for all staff categories, for instance, on the use of parental leave, child care leave and teaching staff leave, Erasmus mobility**,** the percentage of employees who cannot take regular leave on the dates they prefer, etc.

> The objectives and measures/actions to promote gender equality in recruitment and career development processes, as well as to increase the availability of family-friendly policies are included in *Thematic Area A "Gender-inclusive and gender-sensitive environment" (Priority field A.4: Work-life balance)* and *Thematic Area D "Gender equality in recruitment and career development"* of this GEP.

2.1.3 Gender dimension in teaching, research and knowledge transfer

An analysis of the current situation shows that gender-related actions have a long history at AUTh. There are several TRS members dealing with gender-related subjects and participating in funded research projects. There is also a number of gender-related undergraduate-level courses, and gender-related theses and dissertations have been written.

However, there is no established framework at an institutional level to support, guide and promote gender dimension in research, teaching and knowledge transfer activities. It appears that gender mainstreaming in

research, teaching and knowledge transfer activities depends on the decisions, actions and sensitivity of each researcher and teaching staff member on the subject.

Also, among the undergraduate or postgraduate studies programs and degrees that AUTh offers, none features the analysis of gender dimension as its main field of study. However, there are courses, mostly elective ones, that are mainly themed around gender dimension, according to their titles or descriptions listed at QAU.

The GEC is the only official institutional body actively promoting gender education, studies programs, courses, seminars and events. Some of its actions include writing a list of gender-related courses at AUTh for each academic year, and a list of AUTh members dealing with gender issues. Also, it hosts several seminars, workshops and campaigns on gender issues, addressing not only the university community, but a wider audience.

Examples include:

- During the academic year of 2021-2022: During the winter semester, nine (9) gender-related courses were offered at AUTh by various schools (3 in the Faculty of Philosophy, 4 in the Faculty of Education and 2 the in Faculty of Fine Arts). During the spring semester, seven (7) gender-related courses were offered at AUTh by various schools (3 in the Faculty of Philosophy, 2 in the Faculty of Economics & Political Sciences & Journalism, 1 in the Faculty of Education, 1 in the School of Medicine and 1 interdepartmental course at the Faculty of Health Sciences).

The allocation of gender courses in various faculties shows that the analytical category of gender is not included in all undergraduate studies programs, or that it has a completely marginal position in the fields of Science, Technology, Engineering and Mathematics.

- List of AUTh members dealing with gender-related subjects: The GEC has compiled a list of members dealing with gender-related subjects per Faculty/Department/field of study [16] in order to enhance the visibility of gender-related subjects in AUTh and help students, researchers, colleagues at AUTh and other higher education institutions when carrying out searches for members, based on gender-related research interests and actions. The list consists of 73 members. It has been compiled based on statements by AUTh members and will be renewed every two years.

Regarding research, the data that has been collected show that in the last two (2) years (i.e. 2019-2021) only 0.47% of all projects funded at AUTh level were for gender-related research. Also, in 72.58% of research projects carried out at AUTh since 1/1/2022 (excluding those funded by SARF), SCs are male, whereby only in 27.41% of them they are female. Additionally, there are no available tools, policies, practices or educational programs that the university can employ to promote gender mainstreaming in research activities, or to guide researchers to achieve gender mainstreaming when forming a research team, designing the research methodology, collecting data and analysing results.

> Objectives and measures/actions for gender mainstreaming in teaching and research are included in *Thematic Area B, "Gender mainstreaming in teaching, research and knowledge transfer"* of this GEP.

2.1.4 Gender bias and stereotypes, sexism and sexual harassment

Institutional dimension: no available bodies

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[16]See list of members at: https://www.auth.gr/news/28503/

According to the comprehensive guide of the European Institute for Gender Equality (EIGE) (2017) on the implementation of GEPs in universities and research institutions[17], a key factor maximising the impact of GEPs at an institutional level is a well-staffed gender equality body, a central body that coordinates and monitors actions, while providing human resources, knowledge and expertise to achieve gender mainstreaming. It is important for such a body to have a clear mandate and be at the appropriate institutional level, so as to effectively support the implementation of gender equality actions.

AUTh has no such bodies. The GEC that was officially established in 2019 cannot assume such a role, as it lacks resources, facilities and support staff. Therefore, the establishment of a body called the Gender Equality Office (AUTh GEO) is deemed necessary for the effective implementation and evaluation of AUTh GEP, the creation of a gender-inclusive and gender-sensitive academic environment and the promotion of actions combating gender stereotypes.

Use of gender-inclusive language

There is increasing awareness for the use of inclusive language at AUTh, but there are no examples for a practical and systematic method to overcome sexist language in administrative documents, announcements and communications of administrative services. The same applies to the websites of Faculties, Deanships, Committees and Units. At a faculty or school level, this is traditionally showcased by some schools, such as the School of English Language and Literature, while the Deanship of the Faculty of Education has been setting an example for good practices with the use of non-sexist language, both in documents and communications, for about 15 years. In this context, a well-known example is the use of the Greek term to distinguish a "female dean" ("Κοσμητόρισσα/Kosmetorissa") since 2008. At this point, it is also worth noting the unanimous decision by the Deanship of the Faculty of Philosophy in March 2021 for the use of non-sexist language in all kinds of communication, written or oral. Finally, there have recently been two positive steps towards inclusivity. The first is that the new Internal Regulation of the Centre for Education and Lifelong Learning (KEDIVIM) (Government Gazette 1940/19-4-2022/vol. B) has been drawn using non-sexist language. The second is the capability to select a third gender in the process of filling in personal data (male, female, other), giving the opportunity to express diverse gender identities beyond the prevalent binary gender classification (male - female). It is deemed essential to raise awareness and educate the members of the university community, as well as implement the use of gender-inclusive language.

An inclusive environment for LGBTQI+ community members

Although sexual orientation, gender identity/expression and gender characteristics are still major factors for victimisation, discrimination and exclusion, so far no sets of measures or a comprehensive Action Plan have been developed to support and socially empower them at higher education institutions. Circumstances are more favourable today, with the emergence of the National LGBTQI+ Equality Strategy Committee's report.[18] In its section "Education Without Exclusions", the relevant excerpt for universities underlines the need for the "creation of a safe and inclusive environment for teaching staff members and students in universities" and "the creation and development of support bodies for LGBTQI+ students".

Violence and harassment

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[17] EIGE (European Institute for Gender Equality). 2017. Implementing a Gender Equality Plan in Academia and Research — EIGE Detailed guide. Luxembourg: Publications Office of the European Union.

[18] Findings of the National LGBTQI+ Equality Strategy Committee at: https://primeminister.gr/wp-content/uploads/2021/06/ethniki_statigiki_gia_thn_isothta_ton_loatki.pdf?fbclid=IwAR34YNean10p2xWhA0jsS5f3myGMVooARH0HxWRkhakBqUVBg3bvEtzTVnU

The results of the research carried out in the framework of the European "RESET" project, which was addressed to the academic and administrative staff of the institution, show that harassment and bullying incidents do take place in AUTh and are related to gender, age and years of work experience.

In regard to the student body, research is being conducted under the auspices of the GEC and funded by AUTh SARF. The survey involves 2,134 students, 81% of whom undergraduate students and 74.5% women. According to the first results, sexual harassment rates ranged from 3% to 23%, depending on their form, while for the majority of students, they did not appear to significantly affect their performance and participation in academic processes and activities. However, most students stated that such phenomena are highly concerning and that they do not know where to seek help or how to report such incidents within the university. Of the 220 cases of sexual harassment, 85.5% of victims were female, and 91% of the perpetrators were male. Students stated that the majority of perpetrators were undergraduate students (47%), followed by TRS members with 27%. It is alarming that 96.4% of students did not contact any of the competent bodies of the institution for these incidents, mainly because they did not consider these incidents serious enough to report them (at a rate of 58.4%) and because they believed that any report would not have any effect (at a rate of 32.5%). As stated by the students at a rate of 67.4%, incidents such as these seem common.

AUTh has no mechanism to record incidents of violence, bullying and harassment, nor any relevant service/office where victims can seek help and support. There is an urgent need to establish policies and a mechanism that will prevent and address the phenomenon of sexual harassment and other forms of gender-based violence at AUTh.

> Objectives and measures/actions to combat gender bias, stereotypes, sexism and sexual harassment are included in *Thematic Area A "Gender-inclusive and gender-sensitive environment"* and *Thematic Area E "Gender-based violence and harassment"* of this GEP.

2.2 Specifying objectives, actions, resources and scheduling the implementation of the AUTh GEP

The prioritised fields for intervention were specified based on the above data and information. Each field focuses on a specific thematic aspect of gender equality policies – as defined in the specifications of Horizon Europe – which have been adapted to AUTh's unique characteristics (Table 1). The objectives and actions in each thematic unit and the timeline for the implementation of actions have been specified; a statement was made for the necessary resources; the responsibilities for the implementation of the actions have been allocated; and the methods to inform and update the members of the academic community have been specified (Chapter 3). Thematic Area A: Gender-inclusive and gender-sensitive environment includes objectives and actions that are necessary for the effective implementation, monitoring and evaluation of the entire GEP.

Education and awareness-raising actions related to gender equality and the constituent thematic areas of the GEP have also been included.

An important element of the AUTh GEP is that it includes actions that concern all the different groups within the institution, such as senior leadership, academic, administrative and research staff and the student body.

The AUTh Gender Equality Plan (GEP) provides for a total of 53 actions, and its duration is two years (2022-2024).

The implementation of AUTh GEP's constituent actions has been allocated to the institution's competent bodies and groups, enhancing the participation of the entire academic community in its implementation.

The effective implementation of the AUTh GEP requires a number of cross-cutting actions:

- Establish a Gender Equality Office (AUTh GEO)
- Allocate necessary resources
- Support by the Rectorate Authorities and the Senate, active participation of Faculties, Schools and Administrative bodies
- Update the Senate on the implementation progress of the GEP
- Establish a mechanism for the collection of gender-disaggregated data, for the ongoing monitoring of progress regarding gender equality in AUTh
- Raise awareness for gender equality among the university community. Inform about the GEP and acquire the know-how for its implementation

Several members of AUTh have a long experience in gender issues, both at a teaching and research level. They have carried out gender-related studies and research projects and have collaborated with equality bodies in the public sector and civil society organisations. These data are positive predictors for progress in the field of gender equality and for supporting the implementation of the GEP.

With the establishment of the Gender Equality Office (AUTh GEO), the responsibility for the implementation of specific actions of this GEP will be transferred from the GEC to the GEO

AUTh's GEP will be updated in October 2024 as part of the European project "RESET – Redesigning Equality and Scientific Excellence Together" (Grant Agreement no.: 101006560).

Table 1: Thematic areas and prioritised fields of the AUTh GEP 2022-2024

Priority fields	
Thematic Area A: Gender-inclusive and gender-sensitive environment	
A.1	Form the appropriate institutional conditions and infrastructures promoting gender equality and inclusivity at AUTh and implement the GEP in a sustainable way.
A.2	Overcoming sexist language
A.3	Develop a safe and supportive work and learning environment for all LGBTQI+ members of the university community
A.4	Work-life balance
Thematic Area B: Gender mainstreaming in teaching and research	
B .1	Gender mainstreaming in curricula
B.2	Gender mainstreaming in research; assess the impact on each gender while designing and implementing new research proposals
Thematic Area C: Balanced gender representation in leadership and decision-making positions	
C.1	Increase female recruitments in leadership and decision-making positions
Thematic Area D: Gender equality in recruitment and career development	
D.1	Address horizontal and vertical occupational segregation
Thematic Area E: Gender-based violence and harassment	
E.1	Record the extent of the phenomenon at AUTh
E.2	Establish the capacity to report gender-based violence and harassment incidents, and to support and guide victims
E.3	Reduce the number of gender-based discrimination, violence and sexual harassment incidents

2.3 Monitor progress and evaluate the AUTh GEP

Monitoring the progress of the AUTh GEP will be carried out on the basis of specific and measurable indicators, in order to evaluate its effectiveness and adapt the objectives and measures accordingly. These indicators have been specified and are included in the implementation plan of the GEP (Chapter 3).

Additionally, Objective A1.3 specifies the configuration of the AUTh IT systems to improve the collection of gender-disaggregated data, especially for the prioritised fields of the GEP, in order to monitor progress and evaluate the plan.

Finally, it is specified that an annual report will be submitted to the Senate regarding the implementation progress of the GEP.

3. Strategic Objectives and Implementation Plan of the AUTh Gender Equality Plan (2022-2024)

According to the AUTh's Strategic Plan for 2019-2022[19], AUTh aims to offer the highest level of education, as a university that is environmentally friendly and accessible to everyone, while producing internationally acclaimed research and contributing to the financial and social development of the country. In order to achieve this goal, AUTh's Strategic Plan highlights the implementation of practices ensuring compliance with and protection of fundamental principles, including:

- preventing and combating all forms of violence and bullying;
- combating all forms of discrimination; and
- the principle of equal treatment for all genders, as well as promoting their substantive equality.

In this context, the AUTh Gender Equality Plan (2022-2024) aims to:

➢ Establish an institutional framework for the integration of gender equality and inclusivity principles in all of the institution's policies.

➢ Overcome sexist language in AUTh's public discourse.

➢ Increase the number of gender-related courses offered and integrate gender issues across course contents, while promoting gender mainstreaming in curriculum design.

➢ Achieve gender mainstreaming in research (both in research content and teams), familiarization with the use and methodology of research rooted in gender studies, boost and ensure sustainable female participation in research.

➢ Reduce the phenomenon of the "glass ceiling" and the obstacles faced by female TRS members during their professional development.

➢ Develop a more favourable framework for the attainment of a work-life balance, for men and women in the institution.

➢ Promote a balanced gender participation in leadership and decision-making positions.

➢ Implement multidimensional interventions that will reduce discrimination, sexual harassment and violence in all of the institution's "spaces" and processes.

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[19]https://qa.auth.gr/documents/accreditation/auth/%CE%917.%20%CE%A3%CF%84%CF%81%CE%B1%CF%84%CE%B7%CE%B3%CE%B9%CE%BA%CF%8C%20%CE%A3%CF%87%CE%AD%CE%B4%CE%B9%CE%BF%202019-2022.pdf

3.1 Thematic Area A: Gender-inclusive and gender-sensitive environment

Thematic Area A	Gender-inclusive and gender-sensitive environment	
Need A.1	**Form the appropriate institutional conditions and infrastructures promoting gender equality and inclusivity at AUTh and the sustainable implementation of the Gender Equality Plan.**	
Objective A1.1	**Establish, staff and operate a body called the "Gender Equality Office" (AUTh GEO, in Greek: AUTh GIF)**	
Actions/Measures		**Actor**
A.1.1.1	Write the action plan feasibility report, founding decision and statute	Gender Equality Committee (GEC, in Greek: EIF)
A.1.1.2	Approval to establish the GEO and integrate it in the institutional structure of AUTh	Senate, Rectorate authorities
A.1.1.3	Find and guarantee a space and equipment	Senate, Rectorate authorities
A.1.1.4	Staff the office with qualified personnel	Senate, Rectorate authorities
Target groups	The entire AUTh community	
Indicators	Establish and operate the GEO until 31/12/2022	
Resources		
Human resources	2 full-time employees and two (2) occasional part-time members for technical support	
Financial resources	• AUTh • Seek ESIF funding • Funding from the Special Account for Research Funds (SARF, in Greek: ELKE;) (percentage of funding for research programs)	

Other resources	• Provision of an office and equipment in AUTh

Timetable
Complete all actions until December 2022

Objective A1.2	**Spread awareness about the promotion of gender equality and inclusivity in AUTh; educate about the GEP and develop the capacity for the implementation of required policies, standards and guidelines.**

	Actions/Measures	Actor
A.1.2.1	Introduce GEP formally, disclose to and inform the university community; formal announcement/statement by the Rectorate authorities for the adoption of political and strategic equality, to be published on the AUTh website and the websites of all faculties and schools.	GEC, European RESET project, Rectorate authorities, Faculty deans, School heads
A.1.2.2	GEC proposal for the integration of the GEP objectives into AUTh's strategic planning for 2022-2025 and in its respective regulatory documents.	GEC and Rectorate authorities
A.1.2.3	Implement annual (per year of GEP's activity) awareness-raising and educational actions for university administration officials, academic and administrative staff members and the student body on issues of gender equality and gender discrimination.	GEC, Faculty GECs, Council for the Promotion of Gender Equality, Deanships, Schools, Administrative Units, Rectorate authorities, European RESET project
A.1.2.4	Create and digitally distribute printable educational resources to all staff members and students on gender equality and discrimination issues.	GEC, Faculty GECs, Council for the Promotion of Gender Equality, European RESET project
A.1.2.5	Form a Consultation Committee consisting of the Rectorate authorities, Deans, School heads, Heads of administrative units in charge of constituent actions, GEC members and members coordinating Faculty Gender Committees.	Senate

A.1.2.6	Encourage the formation of Gender Committees at Faculties with no such committee, or reform existing ones if inactive.	GEC, Council for the Promotion of Gender Equality
A.1.2.7	Write an annual report to be submitted to the Senate regarding the GEP implementation progress.	GEC

Target groups	The entire AUTh community
Indicators	• Launching 1 event in 2022, which representatives from all Faculties, Schools and Administrative units of the AUTh will successfully attend • Publishing the GEP in Greek and English on the relevant AUTh website (https://www.auth.gr/en/gender-equality-plan-en/) and the GEC webpage • Forming 1 Consultation Committee / 3 annual meetings • Number of seminars/meetings held, number of attendances • Publishing an annual implementation report of the GEP on the AUTh and GEC official websites

Resources	
Human resources	• GEC and Faculty GEC members • Rectorate authorities, Deans, Faculty heads, Heads of adiminstrative units • Council for the Promotion of Gender Equality • European RESET project
Financial resources	-
Other resources	Comprehensive training toolkit for gender equality/gender mainstreaming, useful for different target groups, as developed in the framework of the European RESET project (Grant Agreement no.: 101006560).

Timetable	
Action	**Year**

A.1.2.1	2022
A.1.2.2	2022
A.1.2.3	2022,2023,2024,2025
A.1.2.4	2022,2023,2024,2025
A.1.2.5	2023
A.1.2.6	2022,2023
A.1.2.7	2022,2023,2024,2025

Objective A1.3	**Configure the AUTh IT systems to improve the data collection for each gender, especially for the prioritised areas of the GEP, in order to monitor its progress and assess.**	
Actions/Measures		**Actor**
A.1.3.1	Write a list of data that should comprise the gender map of AUTh, which should be collected to sustainably monitor the implementation of the GEP.	GEC, Faculty GECs, Data Protection Officer (DPO)
A.1.3.2	Update and customize the AUTh IT systems, the Quality Assurance Unit (QAU, in Greek: MODIP) and SARF, aiming at the comprehensive and systematic data collection for the list of action A.1.3.1	Vice Rector of Academic Affairs and Student Welfare, Vice Rector of Research and Lifelong Learning, Vice Rector of Administrative Affairs, QAU, SARF, IT Center (in Greek: KID)
Target groups	The entire AUTh community	
Indicators	- Updating AUTh IT systems for the collection of GEP data - Full gender map in the updated GEP (October 2024)	

Resources		
Human resources	GEC, QAU, SARF, IT Center	
Financial resources	-	
Other resources	-	
Timetable		
Action	**Year**	
A.1.3.1	2022	
A.1.3.2	2022-2023	

Need A.2	Overcoming sexist language
Objective A2.1	**Raise awareness and educate the members of the university community; implement the use of gender-inclusive language.**

Actions/Measures		Actor
A.2.1.1	Create a brief and practical guide to implement the use of gender-inclusive language at AUTh	GEC, Faculty GECs
A.2.1.2	Wide distribution of the guide (action A.2.1.1) to all AUTh services, faculties and schools, and to all senior administration members.	GEC, Faculty GECs, Council for the Promotion of Gender Equality
A.2.1.3	Conduct educational seminars for the implementation of the guide (action A.2.1.1) addressed to AUTh employees, particularly senior adminstration members.	GEC, Faculty GECs
A.2.1.4	Implement the use of gender-inclusive language in administrative documents, printable and online communications, on the AUTh website, the websites of Schools and Faculties, in the names of agencies, bodies and committees and in AUTh legal-regulatory statements.	Vice Rector of Academic Affairs and Student Welfare, Vice Rector of Research and Lifelong Learning, Vice Rector of Administrative Affairs, QAU, SARF, IT Center, Legal Service
A.2.1.5	Conduct an educational seminar for the use of gender-inclusive language addressed to the student body.	GEC, Faculty GECs
A.2.1.6	The format of the gender-inclusive language will be approved by the Senate.	Senate

Target groups	Academic & Administrative staff; Senior adminstration; Student body
Indicators	• Percentage (%) of documents using gender-inclusive language – 30% per year of GEP activity • Using gender-inclusive language on the AUTh website, the websites of Schools and Faculties, Committees and web platforms • Percentage (%) of announcements/press releases using gender-inclusive language • Number of seminars/meetings held, number of attendances

Resources	
Human resources	GEC, Faculty GECs, Employees and Heads of relevant faculties and services
Financial resources	-
Other resources	• Guide for the use of non-sexist language by the AUTh GEC • Guide for the use of non-sexist language in administrative documents • Toolkit for gender-inclusive institutional communication developed in the framework of the European RESET project (Grant Agreement no.: 101006560)
Timetable	
Action	**Year**
A.2.1.1	2023
A.2.1.2	2023
A.2.1.3	2023-2024
A.2.1.4	2025
A.2.1.5	2023-2024
A.2.1.6	2023

Need A.3	Develop a safe and supportive work and learning environment for all LGBTQI+ members of the university community
Objective A3.1	Raise awareness in the AUTh university community about equal participation for everyone at the university.

Actions/Measures		Actor
A.3.1.1	Investigate to design and develop support services for LGBTQI+ community members (in cooperation with the AUTh Center for Consultation and Psychological Support – CCPS, in Greek: KESYPSY).	GEC, Faculty GECs, CCPS
A.3.1.2	Host annual, experiential networking actions/awareness-raising seminars for all university community members on discrimination and exclusion based on gender, gender identity and/or gender expression and sexual orientation.	GEC, Faculty GECs, European RESET project, AUTh Gender and Equality Student Association (in Greek: FYLIS), Other relevant student associations
A.3.1.3	Publish announcements/messages to the AUTh community; use of LGBTQI+ pride symbol on international days dedicated to LGBTQI+ people (Pride, Days of Visibility, International Day against Homophobia/Transphobia/Biphobia/Interphobia, Transgender Day of Remembrance, and more).	GEC, Faculty GECs, Rectorate authorities. Faculty deanships, Press office

Target groups	The entire AUTh community
Indicators	• Number of seminars/meetings held, number of attendances • Number of announcements/messages to the university community on international days for LGBTQI+ people

Resources	
Human resources	GEC, Faculty GECs, European RESET project
Financial resources	-

Other resources	Guide to inclusive practices for LGBTQI+ people, implemented by the METHEXI Workshop (Panteion University of Social and Political Sciences) in the framework of the European Project titled "Universities towards Diversity – UniDiversity"

Timetable	
Action	**Year**
A.3.1.1	2023-2024
A.3.1.2	2022-2023-2024-2025
A.3.1.3	2022-2023-2024-2025

Need A.4	Work-life balance	
Objective A4.1	**Overcome challenges in the attainment of work-life balance by AUTh employees**	
Actions/Measures		**Actor**
A.4.1.1	Host an educational seminar for staff (academic, administrative, research), administrative staff members, as well as faculty and service Heads, to raise awareness and introduce best practices for the promotion of work-life balance.	GEC, Faculty GECs, European RESET project
A.4.1.2	Develop and distribute informative material and a parental support information pack on why work-life balance is necessary and its benefits; this will be addressed to academic and administrative staff members, as well as research partners, and will include information about the services available at AUTh that offer support.	GEC, Faculty GECs
A.4.1.3	Propose flexible and remote work adjustments to the Senate for both academic and administrative staff members with caregiving responsibilities; implementation by competent authorities and services as per the applicable legislation.	GEC, Faculty GECs, Rectorate authorities, Senate, Legal service

A.4.1.4	Carry out research to record the needs for childcare sevices for university employees and students.	Centre for Social Research and Decision Support, Childcare Center, Data Protection Officer
A.4.1.5	Stipulate the provision of facilities and actions pertaining to the creative engagement of children during major events/conferences/workshops/holiday seasons for university community members, at a low cost	University Gym, School of Primary Education, Child Care Centre and other relevant bodies
A.4.1.6	Provide a space to be used as a lactation room (for breast-feeding and/or breast milk pumping) at the Center for Interdisciplinary Research and Innovation (CIRI, Greek: KEDEK) and every faculty.	Administrative services, Faculties, CIRI

Target groups	Academic staff Administrative staff Heads of Services and Schools Senior administration members Research partners
Indicators	• Number of seminars/meetings held, number of attendances • % flexible and remote work adjustments for both academic and administrative staff with caregiving responsibilities

Resources	
Human resources	GEC, Faculty GECs, Centre for Social Research and Decision Support
Financial resources	
Other resources	International guides for good work-life balance practices

Timetable	
Action	**Year**

A.4.1.1	2023-2024
A.4.1.2	2023-2024
A.4.1.3	2023-2024
A.4.1.4	2023-2024
A.4.1.5	2024-2025
A.4.1.6	2025

3.2 Thematic Area B: Gender mainstreaming in teaching and research

Thematic Area B	Gender mainstreaming in teaching and research	
Need B.1	**Gender mainstreaming in course curricula**	
Objective B1.1	**Promote gender mainstreaming in the design of analytical course curricula and inclusion of gender issues across course and teaching content.**	
	Actions/Measures	**Actor**
B.1.1.1	Annual recording of courses and training programs including gender dimensions and gender identity; to be published before the beginning of each semester to facilitate their selection. Collaboration with the QAU to achieve gender mainstreaming in the evaluation of undergraduate and postgraduate curricula; courses focusing on gender issues bear a special marking.	Faculties, Schools, Deanships, Secretariats, Department of Studies, QAU
B.1.1.2	Host an informative/awareness-raising/educational action for the Internal Assessment Team (IAT, Greek: OMEA) committees, the Studies Committees of the Schools, the Boards of Postgraduate Studies and the teaching staff, on the importance of gender mainstreaming in teaching content, particularly in scientific fields such as: Sciences, Engineering, Informatics and Technology etc.	GEC, Faculty GECs
B.1.1.3	Investigate the capacity and coordinate actions for the creation of a Postgraduate Program in Gender Studies, which will include interdisciplinarity, cross-thematic integration and inclusivity in their curriculum.	GEC, Faculty GECs, Council for the Promotion of Gender Equality, Department of Studies, Faculties, Schools
Target groups	Academic staff Laboratory & Research Partners	
Indicators	Increasing the number of gender-oriented courses offered and/or including gender-related subjects.	

Resources	
Human resources	GEC, Faculty GECs, Council for the Promotion of Gender Equality, Faculties, Schools
Financial resources	-
Other resources	Comprehensive training toolkit for gender equality/gender mainstreaming, useful for different target groups, as developed in the framework of the European RESET project (Grant Agreement no.: 101006560).

Timetable	
Action	**Year**
B.1.1.1	2022-2023-2024-2025
B.1.1.2	2023
B.1.1.3	2023

Need B.2	**Gender mainstreaming in research; assess the impact on each gender during drafting and implementing new research proposals**
Objective B2.1	**Promote gender mainstreaming and the cross-thematic approach to gender in research content and in the formation of gender-balanced and inclusive research teams.**

Actions/Measures		Actor
B.2.1.1	Host awareness-raising/informative seminars for the university community on the importance of gender mainstreaming in research; mainly, host educational seminars for research and laboratory teams, in order to facilitate understanding and apply gender dimensions in research methodologies and content.	GEC, European RESET project, SARF

B.2.1.2	Distribute and publish a protocol/guide for researchers on gender mainstreaming in research proposals and programs	European RESET project - SARF
B.2.1.3	Gender mainstreaming in the university policy for research activities and other statements, such as the "Research Code of Conduct".	Research Ethics and Code of Conduct Committee (RECCC, in Greek: EIDE)

Target groups	AUTh Research staff AUTh Laboratory staff members
Indicators	• Number of seminars/workshops held, number of participants. • % of laboratories and researchers who have used the protocol/guide and considered it useful in assessing the impact of their research on each gender

Resources	
Human resources	• GEC • European RESET project (Grant Agreement no.: 101006560) • Research Ethics and Code of Conduct Committee (RECCC, in Greek: EIDE)
Financial resources	-
Other resources	Impact assessment protocol for each gender to be used in new research proposals, as developed in the framework of the European RESET project (Grant Agreement no.: 101006560)

Timetable	
Action	**Year**
B.2.1.1	2022-2024
B.2.1.2	2022

B.2.1.3	2023

Objective B2.2	Boost female participation in funded research.	
Actions/Measures		**Actor**
B.2.2.1	Form a network of female mentors comprising female AUTh teaching staff members, to guide new female researchers (PhD candidates, post-doctoral scholars)	GEC, Faculty GECs, SARF
B.2.2.2	Explore the inclusion of a statement to encourage more female applicants in all calls for applications regarding short-term contracts for research staff. E.g. "The Aristotle University of Thessaloniki encourages women to submit applications for the position of…"	GEC, SARF
B.2.2.3	Distribute informative material on good practices promoting equal and balanced gender participation in research teams.	GEC, SARF
Target groups	AUTh Research staff	
Indicators	% increase of female researchers who are Scientific coordinators in research proposals and projects % increase of female applicants in calls for research staff applications regarding short-term contracts	
Resources		
Human resources	GEC, SARF	
Financial resources	-	
Other resources	-	
Timetable		

Action	Year
B.2.2.1	2022-2024
B.2.2.2	2022-2024
B.2.2.3	2022-2024

3.3 Thematic Area C: Balanced gender representation in leadership and decision-making positions

Thematic Area C	Balanced gender representation in leadership and decision-making positions	
Need C.1	**Increase female hiring in leadership and decision-making positions**	
Objective C1.1	**Encourage female participation in leadership roles**	
Actions/Measures		**Actor**
C.1.1.1	Host an informative/awareness-raising campaign; feature and showcase the work of women in positions of responsibility in AUTh's public communications and social media.	European RESET project
C.1.1.2	Establish an annual distinction for a woman in a position of responsibility at AUTh.	Rectorate Authorities
C.1.1.3	Publish a brochure and poster encouraging women to apply for institutional positions and ranks.	GEC, Faculty GECs
C.1.1.4	Host an awareness meeting for the members of the main administrative and decision-making bodies in AUTh, in order to promote balanced gender representation in leadership and decision-making positions.	GEC, Council for the Promotion of Gender Equality
Target groups	Female population in and out of the AUTh, Administrative and decision-making bodies of the AUTh	
Indicators	• % increase in female applicants for leadership and decision-making positions • % increase of females in leadership and decision-making positions	
Resources		
Human resources	GEC, European RESET project	

Financial resources	
Other resources	"Persons of the Campus" campaign, to be developed in the framework of the European RESET project (Grant Agreement no.: 101006560)

Timetable	
Action	**Year**
C.1.1.1	2022-2023
C.1.1.2	2023
C.1.1.3	2023-2024
C.1.1.4	2022-2025

3.4 Thematic Area D: Gender equality in recruitment and career development

Thematic Area D	Gender equality in recruitment and career development	
Need D.1	**Address horizontal and vertical gender segregation**	
Objective D1.1	**Gender mainstreaming in all recruitment stages**	
Actions/Measures		**Actor**
D.1.1.1	Introduce a compulsory gender quota for application evaluation committees	Rectorate authorities, Senate
D.1.1.2	Proposal to require application evaluation committees to submit justification for recruitments and promotions not involving women, especially in scientific fields and services with male over-representation (academic, administrative and research staff).	GEC, Personnel Directorates, School heads, Deanships
D.1.1.3	Proposal for "employee exit interviews" to collect data on interviewees' perception of gender equality in each school and service.	GEC, Personnel Directorates, School heads, Deanships, DPO
Target groups	Academic and administrative staff	
Indicators	% increase in female recruitment in scientific fields and services with male over-representation	
Resources		
Human resources	GEC, GEO, Personnel Directorates	
Financial resources		
Other resources		
Timetable		

Action	Year
D.1.1.1	2022-2023
D.1.1.2	2022-2023
D.1.1.3	2022-2024

Objective D1.2	Reinforce the professional development of women	
Actions/Measures		**Actor**
D.1.2.1	Create a working group to explore the establishment of gender-inclusive career development criteria.	GEC, Faculty GECs, Personnel Directorates
D.1.2.2	Host awareness-raising seminars at faculties in the fields of: Science, Technology, Engineering and Mathematics (STEM) (invite female academics to share their career stories).	GEC, Faculty GECs, Council for the Promotion of Gender Equality
Target groups	Academic and administrative staff	
Indicators	Number of gender-inclusive career development criteria Increase in the number of females who have developed professionally during the GEP in the fields of: Science, Technology, Engineering and Mathematics	
Resources		
Human resources	GEC, Faculty GECs, Personnel Directorates, Council for the Promotion of Gender Equality	
Financial resources		
Other resources		

Timetable	
Action	**Year**
D.1.2.1	2023
D.1.2.2	2023

3.5 Thematic Area E: Gender-based violence and harassment

Thematic Area E	Gender-based violence and harassment	
Need E.1	**Record the extent of this phenomenon at AUTh**	
Objective E1.1	**Collect quantitative and qualitative data from the entire university community**	
Actions/Measures		**Actor**
E.1.1.1	Conduct quantitative research (using questionnaires) on a representative sample of staff and students, to investigate the occurrence of violence and harassment	Centre for Social Research and Decision Support, Faculty GECs, DPO
E.1.1.2	Conduct qualitative research (using individual interviews) in select groups of students and staff members to investigate the occurrence of violence and harassment.	Centre for Social Research and Decision Support, Faculty GECs, DPO
Target groups	Entire university community	
Indicators	Numbers and/or percentages of gender-based violence and sexual harassment incidents Other quantitative data on gender-based violence	
Resources		
Human resources	Centre for Social Research and Decision Support, Faculty GECs, DPO	
Financial resources		
Other resources	IT Center, RECCC	
Timetable		
Action		**Year**

E.1.1.1	2023
E.1.1.2	2023

Need E.2	**Establish a way to report gender-based violence and harassment incidents, and to support and guide victims**	
Objective E2.1	**Establish a procedure and mechanism to record and address reports and complaints concerning gender-based violence, discrimination and sexual harassment incidents**	
Actions/Measures		**Actor**
E.2.1.1	Establish an agency and develop a mechanism for the collection and recording of signed and anonymous complaints (within the framework of the GEC's operation) as per the applicable legislation	GEC, CCPS and other AUTh support services, Rectorate authorities, DPO, Legal Service
E.2.1.2	Establish a management and action protocol following reports/complaints of gender-based violence and sexual harassment incidents, in order to properly address the incidents and support victims.	GEC, CCPS and other AUTh support services, Rectorate authorities, DPO, Legal Service
E.2.1.3	Inform/raise awareness in the university community regarding the establishment and operation of the recording mechanism of signed and anonymous complaints regarding gender-based violence, discrimination and sexual harassment incidents.	Press Office, Faculties, Schools, Services
Target groups	Entire university community	
Indicators	• 1 recording mechanism for signed and anonymous complaints • 1 action protocol • Informing all Faculties, Schools, Services	
Resources		
Human resources	Rectorate authorities, DPO, Legal Service, Press Office, CCPS	

	Financial resources	-

Other resources	-

Timetable	
Action	**Year**
E.2.1.1	2022-2023
E.2.1.2	2022-2023
E.2.1.3	2022-2023

Need E.3	**Reduce the number of gender-based discrimination, violence and sexual harassment incidents**
Objective E3.1	**Inform, educate and establish rules to eliminate gender-based discrimination, gender-based violence and sexual harassment**

Actions/Measures		**Actor**
E.3.1.1	Actions about informing/raising awareness and developing skills, so as to identify and report gender-based discrimination, gender-based violence and sexual harassment incidents (e.g. leaflets, seminars, podcasts).	GEC, Faculty GECs
E.3.1.2	Create and approve a guide to ethical behaviour, by the Senate; adopt respective sanctions for gender-based violence and sexual harassment incidents	GEC, Faculty GECs, GEO, Council for the Promotion of Gender Equality, Rectorate authorities, Legal Service

Target groups	Entire university community

Indicators	% reduction of gender-based discrimination, gender-based violence and sexual harassment incidents

Resources	
Human resources	GEC, Faculty GECs, Council for the Promotion of Gender Equality, Rectorate authorities, Legal Service
Financial resources	
Other resources	

Timetable	
Action	**Year**
E.3.1.1	2022-2024
E.3.1.2	2022-2024

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