UNIVERSIDADE Đ
COIMBRA

**PLAN FOR EQUALITY,
EQUITY AND DIVERSITY
2019-2023**

PLAN FOR EQUALITY, EQUITY AND DIVERSITY 2019-2023

UNIVERSIDADE ᴅ COIMBRA

INDEX

CHARTER OF PRINCIPLES FOR EQUALITY, EQUITY AND DIVERSITY AT THE UNIVERSITY OF COIMBRA

The University of Coimbra (…) contributes to the economic and social development, to the defence of the environment, to the promotion of social justice and enlightened and responsible citizenship and to the consolidation of knowledge-based sovereignty.

[Statutes of the University of Coimbra, article 2]

The University of Coimbra asserts itself, in its identity matrix, as an inclusive and socially responsible institution, defending and promoting equitable practices and policies and fighting discrimination, namely concerning gender identity and expression, sexual orientation, age, disability, ethnic origin, nationality, religion or belief.

With a firm commitment in favour of the integral development and the promotion and defence of the dignity of all the members of the academic community, the University of Coimbra is guided by the fundamental principles of equality, proportionality and freedom. Such principles, which are pillars of a practice anchored in the promotion of human rights, embody the responsibility of each subject and of the organisation in creating and safeguarding concrete (material, social, academic and legal) conditions for their exercise, based on a sense of justice and collective commitment.

In this regard, the University of Coimbra assumes the promotion of an active and enlightened, socially responsible and inclusive citizenship as one of its goals, by preserving the right to have rights, respecting dignity, equality and the right to difference, so that everyone can reach their potential, in a collective formulation of common goals and challenges. Such purpose calls for the development of principles and internal policies that reinforce the integration of equality and diversity in the most diverse levels of its activity, that strengthen the precept that identical situations deserve equal treatment, that contribute to the awareness-raising of the community and that lead to a greater safeguarding of equity and diversity.

Therefore, in this Charter of Principles for Equality, Equity and Diversity, ten structuring principles of the practices and policies of the University of Coimbra are enshrined, whose thread is the guideline assumed regarding the fight against inequalities and the elimination of imbalances and barriers, thus guaranteeing equal opportunities to access and enjoy rights, and in line with the United Nations Sustainable Development Goals:[1]

1 – **Inclusion**: promotion of an inclusive culture, shared by the entire academic community, based on the respect for dignity, equality and right to difference and on the fight against stereotypes, discrimination, harassment or violence, in any form or type;

2 – **Citizenship**: guidance for deepening of the themes of citizenship and equality in its strategy, regularly monitored and assessed, allowing the continuous implementation of improvement measures;

3 – **Diversity**: integration and fruitful coexistence of mutual respect between different cultures and acceptance of cultural, religious, individual and ideological diversity; assumption of an ongoing training to raise

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[1] Especially concerning SDG 5 (Gender equality) and 10 (Reduced inequalities).

awareness of respect for diversity, enshrining it in the internal and external production and transfer of knowledge;

4 – **Gender equity:** promotion, in institutional practices and policies, of a balanced representation of gender in the different mission pillars and axes, at the most diverse levels, namely scientific, academic, management and decision-making;

5 – **Equality**: promotion of processes and conditions that ensure equal opportunities to access and effectively enjoy rights, in the different areas of activity, with particular emphasis on research, teaching and people management from recruitment and selection to career development and progression;

6 – **Balance**: promotion of measures that enable to implement individual and collective well-being processes and reconcile, in the best possible way, the generality and the particularity, namely the reconciliation of the personal, professional and family life of its workers;

7 – **Transparency and integrity**: development of practices of relational transparency and procedural justice, with application of criteria and principles of excellence that ensure equal opportunities and the full expression of diversity; defence of the academic honesty and an active fight against all types of fraud;;
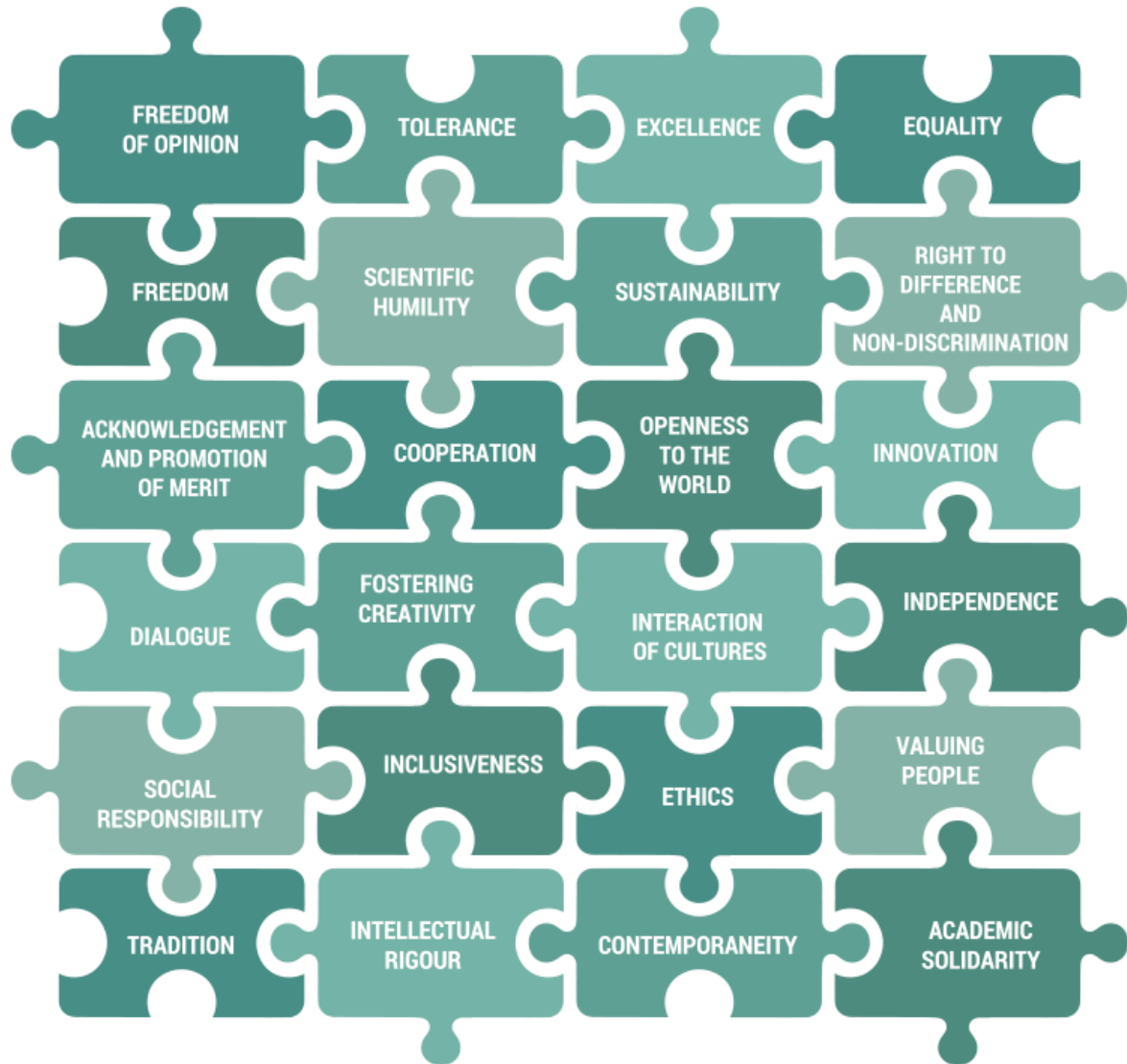
8 – **Accessibility**: promotion of accessibility practices and policies and monitoring of people with special needs; production and reproduction of critical and socially relevant knowledge, in all areas of human curiosity, with excellence and accessibility, from a perspective of democratisation of knowledge and open science;

9 – **Freedom**: development and encouragement of critical and creative thinking, by protecting freedom of expression; promotion of health and security guarantee, as conditions that enable the full enjoyment of individual and collective freedom;

10 – **Human development**: enhancement, concerning all choices and actions, of the individual development potential, the expectations and specificities of each person, aiming to contribute to the formation of the citizens involved, fully aware of their rights and accountable to their duties.

1. FRAMEWORK

The Plan for Equality, Equity and Diversity of the University of Coimbra (PIED@UC) is aligned with the institutional mission, values and strategy, as aforementioned in the Preamble, thus complying with what is recommended in the UC Strategic Plan 2019-2023.

FREEDOM OF OPINION	TOLERANCE	EXCELLENCE	EQUALITY
FREEDOM	SCIENTIFIC HUMILITY	SUSTAINABILITY	RIGHT TO DIFFERENCE AND NON-DISCRIMINATION
ACKNOWLEDGEMENT AND PROMOTION OF MERIT	COOPERATION	OPENNESS TO THE WORLD	INNOVATION
DIALOGUE	FOSTERING CREATIVITY	INTERACTION OF CULTURES	INDEPENDENCE
SOCIAL RESPONSIBILITY	INCLUSIVENESS	ETHICS	VALUING PEOPLE
TRADITION	INTELLECTUAL RIGOUR	CONTEMPORANEITY	ACADEMIC SOLIDARITY

Taking into consideration that People are the most important asset of the UC, – explicitly assumed in the current strategy – promoting and ensuring an inclusive, stimulating and solidary environment, which respects the rights and dignity of everyone and the right to difference, positions it as a socially responsible institution and reinforces, in its identity matrix, the principles leading to a civilisationally advanced society.

Besides the values, the principles of equality, equity and diversity configure questions of justice: men and women, regardless of their sexual identity or orientation, their nationality or age, their disability, their social, racial or ethnic origin, their religion or belief, should have the same participation and influence opportunities. By means of its policies and practices, the University is responsible for promoting and ensuring equality and fighting discrimination.

Particularly with regard to gender equality, the adoption of a gender perspective, parity of work teams and the involvement of gender competencies enable to reach different audiences and clients, taking into consideration a broader set of necessities and expectations. In addition, they provide a competitive advantage

by enabling the full development of a larger portion of the existing talent. Therefore, it is a contemporaneous issue since it is related to the ethic development of societal structures in the sense of social justice. Within the Academia this is inseparable from valuing and developing people by means of support to the implementation of their expertise and expectations: namely by means of the coordination of work and personal/family life, and equitable distribution of the workload, concomitantly with the promotion of a safe and gender issues sensitive environment. These work environments contribute also to attract and retain talent by means of the effective recognition and promotion of merit – thus preventing the *leaky pipeline* of women in science. Complementarily, the inclusion of the gender dimension in the research processes and contents will contribute to a better balance of perspectives, references and impacts on the researches' design and their products in various areas.

Respecting thus the spirit of its identity matrix, the University of Coimbra asserts itself as a global and inclusive University, and it enhanced and particularised the dimension of Citizenship, Equality and Inclusiveness in the 2019-2023 UC Strategic Plan within the scope of its commitment to Sustainability and Social Responsibility. These two aspects – the sustainable management of its activities and resources, and the social responsibility in its activity – are embodied in attitudes, behaviours and actions that frame and should be present in the whole activity of the UC, enabling it to respond to the present needs without compromising the future, and strengthen the awareness and civic action of the whole academic community.

PROMOTING ACTIVE, ENLIGHTENED, SOCIALLY RESPONSIBLE AND INCLUSIVE CITIZENSHIP, BY PRESERVING THE RIGHT TO HAVE RIGHTS, RESPECTING DIGNITY, EQUALITY AND THE RIGHT TO DIFFERENCE, SO THAT EVERYONE CAN REACH THEIR POTENTIAL, IN A COLLECTIVE FORMULATION OF COMMON GOALS AND CHALLENGES.

Citizenship, Equality and Inclusiveness – Vision, UC Strategic Plan 2019-2023

In this context, it is also important to highlight the four defined strategic guidelines that are completely reflected on the Plan for Equality, Equity and Diversity, which is thus perfectly aligned with the institutional strategy.

STRENGTHENING THE SOCIAL AID, BY ENSURING EQUITY AND THE PROMOTION OF ACADEMIC SUCCESS, IMPROVING THE LIVING CONDITIONS OF THE STUDENT COMMUNITY AND FIGHTING INEQUALITIES

Promoting social justice within the student community is crucial, as well as ensuring access to inclusive, quality and equitable education, by ensuring that there are learning opportunities for all and that the students' living conditions are improved. To this end, the UC will continue to ensure direct and indirect support to its students by means of the SASUC, by reinforcing student social aid, in all its aspects, which is a determining factor in the fight against withdrawal and in the promotion of continuity and academic success. Welcome conditions (accommodation and meals) will be improved and study places and opening hours that meet the students' needs will be provided.

The quality of the medical services will be ensured by enhancing their dissemination to the academic community, and the psychological counselling and psychiatric support services will also be strengthened.

The Academic Association of Coimbra (AAC- Students' Union) will be the preferred partner in this guideline, but the UC will also establish a dialogue with the "republicas" and the "solares" as autonomous prime movers of the academic community and integral parts of its identity matrix. Partnerships with the Municipality of Coimbra will be developed in key areas such as welcome programmes for new national and international students.

COMBATING GENDER INEQUALITIES AND ENSURING EQUAL OPPORTUNITIES BY ELIMINATING IMBALANCES AND BARRIERS

Equality between women and men is an imperative and a social objective in itself, essential to a full experience of citizenship and a condition for the building of a sustainable future.

Gender inequality is a problem with deep roots and multiple and complex causes, based on gender stereotypes, in which action is required. Such purpose calls for the development of internal policies, whether in terms of human resources, career progression or harassment prevention. Similarly, strengthening gender mainstreaming in knowledge production and transfer, besides being socially responsible, it is an opportunity to improve the pedagogical quality and social relevance of research results.

The UC is aligned with and co-responsible for a fairer society. Therefore, it will implement an institutional action plan for equality, which removes obstacles to equal opportunities, reinforces the principle that identical situations deserve equal treatment and leads to a reality of gender equality, in line with the national and European policy objectives and guidelines – namely within the scope of "Portugal + Equal" and the European Research Area –, and with the SUPERA project – Supporting the Promotion of Equality in Research and Academia.

Among other measures, the UC will implement the use of inclusive language in its documents and will provide data and statistics by gender, thus enabling to assess and monitor the UC position in terms of equality.

In addition, the UC will actively engage society, by raising awareness of and drawing attention to gender equality issues.

PROMOTING POLICIES FOR SOCIAL INCLUSION AND PROTECTION OF MINORITIES, ENSURING THE RIGHT TO DIFFERENCE AND THE RIGHT TO HAVE RIGHTS, BY ENSURING EQUAL ACCESS AND CONDITIONS TO ACHIEVE SUCCESS

The University of Coimbra will promote equality and inclusion policies for minorities. The right to have rights is to be respected, and this includes the right to difference. The right (and protection) to difference will be enshrined in all regulations and procedures, by advocating inclusion, integration and welcoming. The UC will continue to find solutions to ensure equal access to all levels of education and training, by improving accessibility and the working and study conditions, and respecting the characteristics of all people with specific needs.

Diversified support aimed at students with special educational needs will be strengthened as well as the support to the organisational units who host them. Furthermore, a support organisation will be created within the scope of the prevention and monitoring of issues associated with mental health, by providing a safe, inclusive and effective learning environment for everyone.

PROMOTING ENLIGHTENED AND RESPONSIBLE CITIZENSHIP, SOCIAL COHESION AND HUMAN RIGHTS, BY DEFENDING CIVILISATIONAL AND ETHICAL PRINCIPLES AND CONTRIBUTING TO THE ALL-ROUND TRAINING OF CITIZENS

The University of Coimbra is committed to the well-being of the academic community and society at large, by embracing freedom of thought, freedom of expression and critical thinking so that everyone can fulfil their potential respecting dignity and equality, and fighting any violation of human rights. Since it is essential to deepen ethical principles in academic life, by intensifying the dissemination and promotion of ethics in all the areas of the University life and activity, and by strengthening the link between ethical and technical issues, a UC Code of Ethics will be created.

The UC will implement a pedagogical approach that condemns acts of physical or psychological aggression, violence or harassment that use the "praxe" as an excuse and will focus on culture as a vehicle of values leading to a fairer and socially more solidary society. Additionally, in partnership with the Academic Association of Coimbra (AAC-Students' Union), the UC will also focus on the involvement of students in projects of cultural promotion, volunteering, social innovation and other forms of civic intervention. The students' active participation is the key to enthusiasm.

The UC is also responsible for contributing to the all-round training of students, by forming citizens who use their knowledge for the benefit of society and to build a better world.

This Plan represents one more step in the commitment of the University of Coimbra to the Sustainable Development Objectives. Aware of the contribution it can give to renew behaviours, strengthen awareness and civic action, and thus contribute to a more sustainable and inclusive future, the UC is strongly committed to the 2030 United Nations Agenda for Sustainable Development. The UC, by assuming an unequivocal will to respond to problems that are concerns for society, contributes and will contribute to the mobilisation of global efforts around the set of common objectives and goals established in the Agenda to promote the convergence of action and to enable the response to societal challenges.

10 REDUCED INEQUALITIES

BY 2030, PROGRESSIVELY ACHIEVE AND SUSTAIN INCOME GROWTH OF THE BOTTOM 40 PER CENT OF THE POPULATION AT A RATE HIGHER THAN THE NATIONAL AVERAGE

BY 2030, EMPOWER AND PROMOTE THE SOCIAL, ECONOMIC AND POLITICAL INCLUSION OF ALL, IRRESPECTIVE OF AGE, SEX, DISABILITY, RACE, ETHNICITY, ORIGIN, RELIGION OR ECONOMIC OR OTHER STATUS

ENSURE EQUAL OPPORTUNITY AND REDUCE INEQUALITIES OF OUTCOME, INCLUDING BY ELIMINATING DISCRIMINATORY LAWS, POLICIES AND PRACTICES AND PROMOTING APPROPRIATE LEGISLATION, POLICIES AND ACTION IN THIS REGARD

ADOPT POLICIES, ESPECIALLY FISCAL, WAGE AND SOCIAL PROTECTION POLICIES, AND PROGRESSIVELY ACHIEVE GREATER EQUALITY

IMPROVE THE REGULATION AND MONITORING OF GLOBAL FINANCIAL MARKETS AND INSTITUTIONS AND STRENGTHEN THE IMPLEMENTATION OF SUCH REGULATIONS

ENSURE ENHANCED REPRESENTATION AND VOICE FOR DEVELOPING COUNTRIES IN DECISION-MAKING IN GLOBAL INTERNATIONAL ECONOMIC AND FINANCIAL INSTITUTIONS IN ORDER TO DELIVER MORE EFFECTIVE, CREDIBLE, ACCOUNTABLE AND LEGITIMATE INSTITUTIONS

FACILITATE ORDERLY, SAFE, REGULAR AND RESPONSIBLE MIGRATION AND MOBILITY OF PEOPLE, INCLUDING THROUGH THE IMPLEMENTATION OF PLANNED AND WELL-MANAGED MIGRATION POLICIES

IMPLEMENT THE PRINCIPLE OF SPECIAL AND DIFFERENTIAL TREATMENT FOR DEVELOPING COUNTRIES, IN PARTICULAR LEAST DEVELOPED COUNTRIES, IN ACCORDANCE WITH WORLD TRADE ORGANISATION AGREEMENTS

ENCOURAGE OFFICIAL DEVELOPMENT ASSISTANCE AND FINANCIAL FLOWS, INCLUDING FOREIGN DIRECT INVESTMENT, TO STATES WHERE THE NEED IS GREATEST, IN PARTICULAR LEAST DEVELOPED COUNTRIES, AFRICAN COUNTRIES, SMALL ISLAND DEVELOPING STATES AND LANDLOCKED DEVELOPING COUNTRIES, IN ACCORDANCE WITH THEIR NATIONAL PLANS AND PROGRAMMES

BY 2030, REDUCE TO LESS THAN 3 PER CENT THE TRANSACTION COSTS OF MIGRANT REMITTANCES AND ELIMINATE REMITTANCE CORRIDORS WITH COSTS HIGHER THAN 5 PER CENT

5 GENDER EQUALITY

END ALL FORMS OF DISCRIMINATION AGAINST ALL WOMEN AND GIRLS EVERYWHERE

ELIMINATE ALL FORMS OF VIOLENCE AGAINST ALL WOMEN AND GIRLS IN THE PUBLIC AND PRIVATE SPHERES, INCLUDING TRAFFICKING AND SEXUAL AND OTHER TYPES OF EXPLOITATION

ELIMINATE ALL HARMFUL PRACTICES, SUCH AS CHILD, EARLY AND FORCED MARRIAGE AND FEMALE GENITAL MUTILATION

RECOGNIZE AND VALUE UNPAID CARE AND DOMESTIC WORK THROUGH THE PROVISION OF PUBLIC SERVICES, INFRASTRUCTURE AND SOCIAL PROTECTION POLICIES AND THE PROMOTION OF SHARED RESPONSIBILITY WITHIN THE HOUSEHOLD AND THE FAMILY AS NATIONALLY APPROPRIATE

ENSURE WOMEN'S FULL AND EFFECTIVE PARTICIPATION AND EQUAL OPPORTUNITIES FOR LEADERSHIP AT ALL LEVELS OF DECISIONMAKING IN POLITICAL, ECONOMIC AND PUBLIC LIFE

ENSURE UNIVERSAL ACCESS TO SEXUAL AND REPRODUCTIVE HEALTH AND REPRODUCTIVE RIGHTS AS AGREED IN ACCORDANCE WITH THE PROGRAMME OF ACTION OF THE INTERNATIONAL CONFERENCE ON POPULATION AND DEVELOPMENT AND THE BEIJING PLATFORM FOR ACTION AND THE OUTCOME DOCUMENTS OF THEIR REVIEW CONFERENCES

UNDERTAKE REFORMS TO GIVE WOMEN EQUAL RIGHTS TO ECONOMIC RESOURCES, AS WELL AS ACCESS TO OWNERSHIP AND CONTROL OVER LAND AND OTHER FORMS OF PROPERTY, FINANCIAL SERVICES, INHERITANCE AND NATURAL RESOURCES, IN ACCORDANCE WITH NATIONAL LAWS

ENHANCE THE USE OF ENABLING TECHNOLOGY, IN PARTICULAR INFORMATION AND COMMUNICATIONS TECHNOLOGY, TO PROMOTE THE EMPOWERMENT OF WOMEN

ADOPT AND STRENGTHEN SOUND POLICIES AND ENFORCEABLE LEGISLATION FOR THE PROMOTION OF GENDER EQUALITY AND THE EMPOWERMENT OF ALL WOMEN AND GIRLS AT ALL LEVELS

2. STARTING POINT DIAGNOSIS AND ANALYSIS

This Plan for Equality, Equity and Diversity of the University of Coimbra is, from the outset, based on the in-depth contextual analysis developed in the 2019-2023 Strategic Plan, especially the results of the extensive process of listening, the – self and hetero – diagnosis, in order to know the strengths and weaknesses of the University, and the study of its surroundings, with the aim of being able to enjoy favourable circumstances and opportunities, and to anticipate risks and threats that may arise.

Additionally, the diagnosis carried out within the scope of the SUPERA project - *Supporting the Promotion of Equality in Research and Academia* – that the UC hosts, points out a set of challenges concerning gender equality, both at a cross-cutting level (such as the insufficient general awareness of these issues), and at the level of the recruitment and support to career progression, the leadership and decision-making, and the gender mainstreaming in research and educational contents. The analysis and diagnosis undertaken at the time – between September 2018 and February 2019 – were based on an extensive list of quantitative and qualitative indicators, comprising key-areas of intervention, obtained by means of a mixed methodological approach (combining various methods and instruments to collect and analyse information). With the aim of assessing the situation of the University of Coimbra in terms of equality, the diagnosis has shown potential for improvement in several thematic areas, much in line with what happens with other national higher education institutions, with an emphasis on:

- dimension of gender in teaching and research;
- equality in the institutional mission, structures and policies;
- bodies and decision-making processes;
- policies for the coordination of professional life with personal and family life;
- recruitment, career retention and improvement;
- sexism, bullying, and sexual and moral harassment.

On the other hand, and taking into account the analysis developed in 2019 within the scope of the Strategic Plan, an idea agreed upon in the Green Book on Social Responsibility and Higher Education Institutions (2018) was considered as a threat. The absence of specific regulation and the little enhancement of social responsibility within the context of higher education institutions manifest themselves as threats to good practices within the institutional context, given the inexistence of express guidelines from the authority, the absence of references in the Legal Regime of Higher Education Institutions, the low enhancement in the assessment models (of teaching by A3ES and of research by FCT), the rigidity in human resources or public procurement provisions, and the absence of financial support measures, in what concerns the aspect of social responsibility.

Nevertheless, it should be highlighted that the UC counts on a fundamental contribution in the aspect of social responsibility – the Social Services of the University of Coimbra (SASUC), which provide an important support service to the student community, of recognised quality in the national panorama and that, with their action, contribute decisively to implement policies and measures within the scope of equality, equity and diversity. In addition, the active role that the UC has been assuming in networks, such as the Sustainable Campus Network or the ORSIES - Observatory for Social Responsibility and Higher Education Institutions, are a relevant factor.

The 2030 United Nations Agenda for Sustainable Development stands out *per se* as an opportunity for the UC both to act, react and interact with society by means of knowledge share, and to introduce sustainable attitudes, behaviours and actions in all its spheres of action.

The different analyses and diagnoses thus highlight aspects that require specific actions in the different domains analysed, and the implementation of this Plan is intended to promote a full access to the rights, the implementation of effective equality situations and the integral respect for diversities, contributing to combat the deep historical and cultural roots of inequality so that discrimination phenomena or differentiated attitudes towards people with certain characteristics or specific needs do not take place in the UC's universe.

SUPERA DIAGNOSTIC

EQUALITY IN THE INSTITUTIONAL MISSION, STRUCTURES AND POLICIES

The absence of references to gender in the mission of the 2015-2019 Strategic Plan is an example of the meagre importance that was given to these issues at the level of governing. In the meantime, this situation evolved with the statement of gender issues in the 2019-2023 UC Strategic Plan. The absence of support mechanisms for the gender mainstreaming[2] that go beyond or strengthen national legislation and regulation reflects on the results of the in-depth gender analysis about the situation of men and women in the institution.

SEXISM, BULLYING, AND SEXUAL AND MORAL HARASSMENT

Before the recent entry into force of national legislation on Codes of Conduct to prevent and combat moral and sexual harassment at work, the UC did not count on a proactive strategy for combating harassment. In the meanwhile, the Code of Conduct of the UC has been approved, and complementary actions may also be developed thus enabling the development of policies for prevention of harassment. The diagnosis points out the existence of sexist attitudes and behaviours, as well as other forms of discrimination that, when communicated, were subject to analysis. The reported experiences are mainly about processes of disregard, sexualisation and career blocking which, according to the survey results, have a greater impact on women, non-binary persons and men perceived as non-conforming to the dominant perception of manhood.

BODIES AND DECISION-MAKING PROCESSES

Although there is a gender balance in the intermediate leader positions, women are in the minority in the governing bodies of the University (at the central level and at the level of its different Units). Male dominance of top positions has an effect on women's leadership aspirations, who have a lower expectation of filling these positions. However, the reasons pointed out by men to not fill decision-making positions are mainly personal (lack of motivation/interest), while women's reasons are more linked to social, family and organisational factors (i.e., work overload, lack of time and opportunities).

RECRUITMENT, CAREER RETENTION AND IMPROVEMENT

Although there are more women than men working at the UC, there is a cleavage between different types of personnel: women dominate in non-teaching staff and are in the minority in academic staff. Nevertheless, the progressive masculinisation of non-teaching staff in recent years points the way to greater convergence in the future. With regard to the academic staff, in the teaching career there is trend for feminisation, while in research career there is a trend for masculinisation.

The analysis of the statistical data in terms of vertical segregation shows the existence of the *leaky pipeline* model: although there has been evolution (correlated with an increasing weight of women in the academic community), the higher is the career grade, the lower is the proportion of women, which still reflects much the historical context.

The distribution per scientific areas denotes traditional patterns of horizontal segregation: women are more present in the areas of health, social sciences and humanities, and men are dominant in engineering and technologies.

The statistical data and the survey results indicate potential unconscious gender bias in the selection and examination practices, and gender gaps in the performance assessment in some scientific areas, especially in those with a lower female representation, such as sports, natural sciences, engineering and technology. Simultaneously, there are indications that women are more affected by the increasing focus on scientific production and bibliometrics, and by the workload and work time intensification, and in the survey, they stated that they spend more time working and they consider work, more frequently, as a relevant source of stress and personal strain.

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[2] "Systematic integration of the situations, priorities and needs of women and men into all policies, with a view to promoting equality between them and mobilising explicitly the set of policies and global actions for equality, by means of an active and open consideration, at a planning stage, of their effects on the respective situations of men and women in the development, monitoring and assessment phases". Source: *CITE - Manual de formação em igualdade de oportunidades entre mulheres e homens. 2003*

POLICIES FOR THE COORDINATION OF PROFESSIONAL LIFE WITH PERSONAL AND FAMILY LIFE

The UC is aligned with national legislation concerning these policies, namely in relation to maternity and paternity rights, and modalities of flexible working, surpassing the legal requirements when it comes to day nursery/kindergarten services. However, a significant part of the academic community is still unaware of the existence of the provisions and mechanisms available – i.e., although regulations safeguard some rights of the students-parents, its coverage is still low. With regard to the academic personnel, there is a strong demand for workload reduction (particularly concerning the bureaucratic functions and teaching load), which the flexible working time in itself does not ensure; and regarding the non-teaching staff, according to the survey results, there is a hiatus between the aspirations to access modalities of flexible working and its effective benefit.

DIMENSION OF GENDER IN TEACHING AND RESEARCH

Although there is a curricular programme in gender studies (PhD in Feminist Studies), the number of gender specific curricular units is still residual, given that the great majority is optional. The integration of the dimension of gender is particularly weak in the more masculinised areas (Information and Communication Technologies, and natural sciences) and more common in the feminised areas (social sciences, journalism and information).

There is also an absence of specific projects within the scope of gender equality and an incipient gender mainstreaming in the scientific output, especially in exact sciences.

Gender inequalities are also seen in obtaining and managing funds for research: women lead fewer projects (30 per cent out of the total) and more reduced budgets (17 per cent out of the budget's total).

3. STRATEGIC FORMULATION

The first Plan for Equality, Equity and Diversity of the University of Coimbra is an important milestone in the pathway and commitment to promoting equality in the institution, in line with the values it proclaims, since it will enable, from the outset, a proactive action to include those principles in the policies, processes and practices that comprise its activity. This commitment results from a social responsibility perspective, not only by defending equality principles, but also by making the most of the privileged role of the University, as an entity that produces and conveys knowledge, in the promotion of a social environment characterised by substantive equality between men and women.

This is an ambitious document, like the ones presented by other academic and scientific institution that make up the SUPERA project consortium, funded within the scope of the Horizon 2020 Research and Innovation Framework Programme, and whose objective is to promote the institutional change, in the sense of gender equality, by means of the implementation of action plans. In order to be able to achieve the desideratum of truly combating inequalities, it is fundamental to involve all members of the academic community in a participatory process, in which the dissemination and awareness-raising component assume a crucial role.

The PIED@UC will contribute to overcome the imbalances detected in the elaborated diagnosis and it is chronologically aligned with the 2019-2023 Strategic Plan; as such, actions are established beyond the implementation period of the SUPERA project, thus giving it post-project sustainability and aiming to establish a precedent for other plans and actions that will consolidate the effort in the future.

The Plan, by being a means and a mechanism for its full implementation, takes as its own the vision defined for the pillar Citizenship, Equality and Inclusiveness of the 2019-2023 UC Strategic Plan:

> **PROMOTING ACTIVE, ENLIGHTENED, SOCIALLY RESPONSIBLE AND INCLUSIVE CITIZENSHIP, BY PRESERVING THE RIGHT TO HAVE RIGHTS, RESPECTING DIGNITY, EQUALITY AND THE RIGHT TO DIFFERENCE, SO THAT EVERYONE CAN REACH THEIR POTENTIAL, IN A COLLECTIVE FORMULATION OF COMMON GOALS AND CHALLENGES.**

With the purpose of responding to the challenges identified in the diagnosis, within a spirit common to the SUPERA Project, the Plan established nine **strategic objectives**, essentially defined from the challenges identified in the diagnosis. Each strategic objective is broken down into **specific objectives** that reflect dimensions necessary for the accomplishment of the first ones and that frame and operationalise themselves by means of the actions provided for in the action plan. In addition, with each objective is associated a set of **goals** which represent the impacts expected in the end.

The goals were defined in a perspective of performance development of the underlying indicators, safeguarding that, in all situations, the activity of the UC will necessarily respect the inherent legal questions and will not fail to ensure merit as an essential premise; in these situations, its activity will consist mainly of dissemination and awareness-raising actions, endeavouring to act on the academic community and influence the external social context.

STRATEGIC OBJECTIVE 1

MITIGATE HORIZONTAL SEGREGATION, BY PROMOTING THE INTEGRATION OF WOMEN AND MEN IN SCIENTIFIC/STUDIES AREAS IN WHICH THEY ARE UNDER-REPRESENTED

GOALS

RAISE AWARENESS AND PROMOTE AN INCREASE IN THE NUMBER OF ACADEMIC FEMALE PERSONNEL IN THE SCIENTIFIC AREA OF ENGINEERING AND TECHNOLOGIES BY 3-7 PP

RAISE AWARENESS AND PROMOTE AN INCREASE IN THE NUMBER OF FEMALE STUDENTS IN THE AREA OF INFORMATION AND COMMUNICATION TECHNOLOGIES BY 3-7 PP

RAISE AWARENESS AND PROMOTE AN INCREASE IN THE NUMBER OF MALE STUDENTS IN AREAS WITH LOWER MALE REPRESENTATION, SUCH AS EDUCATION, BY 3-7 PP

SPECIFIC OBJECTIVES

1.1. DECONSTRUCT GENDER STEREOTYPES BY MEANS OF THE FEMALE AND MALE REPRESENTATIONS IN SCIENCE

1.2. GIVE VISIBILITY AND ENCOURAGE PROFESSIONALS/ACADEMICS OF EXCELLENCE IN AREAS IN WHICH THEIR GENDER IS UNDER-REPRESENTED

1.3. PROMOTE THE ADMISSION OF STUDENTS OF BOTH GENDERS TO THE DIFFERENT STUDIES AREAS, ESPECIALLY TO THE MORE UNBALANCED ONES

STRATEGIC OBJECTIVE 2

COMBAT VERTICAL SEGREGATION, BY REMOVING INSTITUTIONAL BARRIERS TO THE CAREER PROGRESSION AND SUPPORTING THE IMPROVEMENT OF CAREERS

GOALS

RAISE AWARENESS AND PROMOTE AN INCREASE IN THE NUMBER OF FEMALE FULL PROFESSORS BY 3-7 PP

RAISE AWARENESS AND PROMOTE AN INCREASE IN THE NUMBER OF FEMALE MAIN AND COORDINATOR RESEARCHERS BY 3-7 PP

ENSURE A MINIMUM LEVEL OF REPRESENTATION OF 33-40 PER CENT OF WOMEN AND MEN IN SELECTION BOARDS (RECRUITMENT)

ENSURE A MINIMUM LEVEL OF REPRESENTATION OF 33-40 PER CENT OF WOMEN AND MEN IN EXAMINATION BOARDS (PHD EXAMS)

SPECIFIC OBJECTIVES

2.1. SUPPORT THE ACADEMIC STAFF CAREER BY MEANS OF TRAINING AND MENTORING ACTIVITIES

2.2. ENSURE THE GENDER BALANCE IN THE SELECTION AND EXAMINATION BOARDS (RECRUITMENT, PROMOTION, AWARDS)

2.3. DEEPEN THE ANALYSIS OF THE GENDER BIAS IN THE SELECTION AND EXAMINATION PROCESSES

2.4. ENABLE DECISION MAKERS TO CONDUCT TRANSPARENT AND UNBIASED RECRUITMENT PROCESSES

STRATEGIC OBJECTIVE 3

IMPROVE THE RECONCILIATION OF AND BALANCE BETWEEN WORK/STUDY AND PERSONAL AND FAMILY LIFE

GOALS

PROMOTE A MINIMUM LEVEL OF 90 PER CENT OF STUDENT-PARENTS, WITH CHILDREN UP TO 5 YEARS OLD, COVERED BY THE STATUS OF STUDENT-PARENTS

PROMOTE AN INCREASE IN THE NUMBER OF PARENTAL LEAVES GRANTED TO STUDENTS BY 25 PER CENT

INCREASE BY 3-7 PP THE NUMBER OF INDIVIDUALS OF THE NON-TEACHING STAFF WHO BENEFIT FROM FLEXIBLE WORKING TIME AND/OR TELEWORKING.

SPECIFIC OBJECTIVES

3.1. CLARIFY AND MAKE THE RIGHTS OF STUDENT-PARENTS MORE COMPREHENSIVE

3.2. REDUCE THE IMPACT OF CARING RESPONSIBILITIES ON THE PROFESSIONAL PERFORMANCE

3.3. RAISE THE COMMUNITY AWARENESS OF THE EXISTING SOLUTIONS CONCERNING THE RECONCILIATION OF WORK/STUDY AND PERSONAL AND FAMILY LIFE

3.4. REDUCE THE BARRIERS CREATED BY THE CARING RESPONSIBILITIES TO THE PARTICIPATION IN SCIENTIFIC EVENTS (EXTERNAL PERSONNEL)

STRATEGIC OBJECTIVE 4

ENSURE THE INCLUSIVITY IN THE GOVERNING BODIES

GOAL

ENSURE A MINIMUM LEVEL OF 40 PER CENT OF WOMEN AND MEN IN THE GOVERNING AND MANAGEMENT BODIES

SPECIFIC OBJECTIVES

4.1. ENSURE THE IMPLEMENTATION OF THE PROVISIONS LAID DOWN IN THE LAW NO. 26/2019 (28TH MARCH), WHICH ESTABLISHES A MINIMUM THRESHOLD OF 40 PER CENT OF WOMEN AND MEN AS SENIOR LEADERS OF THE DIRECT AND INDIRECT STATE ADMINISTRATION

4.2. ENABLE THE GOVERNING BODIES AND LEADERS TO GENDER MAINSTREAMING IN THEIR ACTIVITY

STRATEGIC OBJECTIVE 5

INTEGRATE EQUALITY, EQUITY AND DIVERSITY INTO THE STRUCTURES AND POLICIES, BY ENSURING THE ACTIONS SUSTAINABILITY

GOALS

INSTITUTIONALISE THE PLAN FOR EQUALITY, EQUITY AND DIVERSITY

COLLECT AND PRESENT DATA AND STATISTICS WITH A GENDER DIMENSION IN THE REPORTS AND PUBLIC DOCUMENTS, THUS ENABLING TO ASSESS THE EQUALITY SITUATION IN ALL AREAS

SPECIFIC OBJECTIVES

5.1. CREATE MECHANISMS TO MONITOR EQUALITY, EQUITY AND DIVERSITY AND PROPOSE POLICIES ACCORDINGLY

5.2. INTRODUCE GENDER INDICATORS IN THE DATA COLLECTION TOOLS, MONITORING AND COMMUNICATION

5.3 INTEGRATE EQUALITY, EQUITY AND DIVERSITY AS FUNDAMENTAL VALUES, BY TARGETING THEM IN THE INSTITUTIONAL MISSION AND IN THE STRATEGIC MEDIUM AND LONG-TERM DOCUMENTS

5.4. INTEGRATE EQUALITY, EQUITY AND DIVERSITY ISSUES INTO THE EXISTING MECHANISMS OF DECISION-MAKING

STRATEGIC OBJECTIVE 6

INTEGRATE THE GENDER PERSPECTIVE AND THE PRINCIPLES OF EQUALITY, EQUITY AND DIVERSITY INTO ALL THE SCIENTIFIC AREAS, THE EDUCATIONAL AND RESEARCH CONTENTS, AS A COMPONENT OF ACADEMIC EXCELLENCE

GOALS

INCREASE BY 3-5 PP THE NUMBER OF RESEARCH PROJECTS THAT INCLUDE THE GENDER, SEX, EQUITY, EQUALITY AND DIVERSITY PERSPECTIVE

INCREASE BY 12.9-14.9 PP THE NUMBER OF SCIENTIFIC PUBLICATIONS THAT INCLUDE A GENDER, SEX, EQUITY, EQUALITY AND DIVERSITY PERSPECTIVE

PROMOTE A BALANCED LEVEL OF REPRESENTATION (MINIMUM OF 33-40 PER CENT OF WOMEN AND MEN) IN PROJECT RESEARCH TEAMS AND IN TEAMS OF THE R&D UNITS

SPECIFIC OBJECTIVES

6.1 ENABLE PROFESSORS AND RESEARCHERS TO INTEGRATE THE GENDER PERSPECTIVE, THE PRINCIPLES OF EQUALITY, EQUITY AND DIVERSITY, AND THE THEME OF ETHICS IN RESEARCH, TEACHING AND KNOWLEDGE TRANSFER

6.2. RECOGNISE, MAKE VISIBLE AND DISSEMINATE THE GENDER PERSPECTIVE IN TEACHING, RESEARCH AND KNOWLEDGE TRANSFER

6.3. PROMOTE THE CREATION OF CURRICULAR UNITS FOCUSING ON GENDER STUDIES AND ACCESSIBLE TO THE WHOLE STUDENT COMMUNITY

6.4. PROMOTE THE INCLUSION OF THE GENDER PERSPECTIVE IN RESEARCH PROJECTS AND STUDIES PROGRAMMES ALREADY ESTABLISHED (PILOT PROJECTS)

6.5. PROMOTE EQUITY IN RESEARCH (PARTICIPATION OF WOMEN AND MEN, PROJECTS COORDINATION/FUNDING)

STRATEGIC OBJECTIVE 7

RAISE THE ACADEMIC COMMUNITY AWARENESS OF EQUALITY, EQUITY AND DIVERSITY

GOALS
CREATE AND MAINTAIN A SECTION OF THE WEBSITE DEVOTED TO EQUALITY, EQUITY AND DIVERSITY

IMPLEMENT A POLICY AND MECHANISMS OF INSTITUTIONAL COMMUNICATION WITH GENDER SENSITIVE WRITTEN AND VISUAL CONTENTS AND INCLUSIVE LANGUAGE

SPECIFIC OBJECTIVES
7.1. CREATE AND STRENGTHEN MECHANISMS TO DISSEMINATE INFORMATION ABOUT EQUALITY, EQUITY AND DIVERSITY

7.2. PROMOTE THE REFLECTION ON AND DEBATE INEQUALITIES IN THE ACADEMIC COMMUNITY — INCLUDING RACIAL AND ETHNIC STEREOTYPES —, THUS CONTRIBUTING TO FIGHT AGAINST THEM

7.3. RAISE AWARENESS AND ENABLE THE ACADEMIC COMMUNITY TO A MORE INCLUSIVE AND NON-STEREOTYPED COMMUNICATION

7.4. ADOPT GENDER-SENSITIVE PRACTICES WITHIN THE INSTITUTIONAL COMMUNICATION MECHANISMS

7.5. DISSEMINATE PRACTICES AND PROJECTS IN THE FIELD OF EQUALITY, EQUITY AND DIVERSITY

STRATEGIC OBJECTIVE 8

PROMOTE INCLUSION AND MINORITIES' PROTECTION POLICIES, PREVENT DISCRIMINATION AND COMBAT HARASSMENT AND VIOLENCE AT ALL LEVELS (SEXUAL, SEXIST AND MORAL)

GOALS
INCREASE BY 150-200 PER CENT THE SUPPORT FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

IMPLEMENT OMBUDS OFFICES FOR PROFESSORS AND NON-TEACHING STAFF, THUS FACILITATING THE OPERATIONALISATION OF THE CODE OF CONDUCT FOR THE PREVENTION OF AND COMBAT TO HARASSMENT

SPECIFIC OBJECTIVES
8.1. GUARANTEE THE RIGHT TO DIFFERENCE AND THE RIGHT TO HAVE RIGHTS

8.2. PROMOTE THE INTEGRATION AND THE SUPPORT TO STUDENTS WITH SPECIAL NEEDS

8.3. IMPROVE AND PROMOTE THE IMPLEMENTATION OF THE CODE OF CONDUCT FOR THE PREVENTION OF AND COMBAT TO HARASSMENT

8.4. RAISE THE UNIVERSITY COMMUNITY'S AWARENESS OF THE IDENTIFICATION, PREVENTION AND REPORT OF HARASSMENT REAL SITUATIONS

STRATEGIC OBJECTIVE 9

DEEPEN THE THEMES OF CITIZENSHIP AND EQUALITY, BY CONTINUOUSLY IMPLEMENTING IMPROVEMENT MEASURES

GOALS
INCREASE BY 50-60 PER CENT THE NUMBER OF PROJECTS WITH SOCIAL IMPACT, IN PARTNERSHIP WITH THE MUNICIPALITY OF COIMBRA, NGOS AND/OR SOCIAL ECONOMY ORGANISATIONS

SPECIFIC OBJECTIVES
9.1. PROMOTE AN ENLIGHTENED AND RESPONSIBLE CITIZENSHIP, THUS CONTRIBUTING TO THE INTEGRAL EDUCATION OF CITIZENS

9.2. PROMOTE SOCIAL COHESION AND HUMAN RIGHTS, BY DEFENDING CIVILISATION AND ETHICAL PRINCIPLES

The following table of goals presents the starting values for each of the indicators associated with goals, as well as the quantification of the value to be achieved at the end of the Plan's implementation.

PLAN FOR EQUALITY, EQUITY AND DIVERSITY | UNIVERSITY OF COIMBRA

STRATEGIC OBJECTIVE			GOAL	INITIAL SITUATION (2017)	GOAL 2023
1	Mitigate horizontal segregation, by promoting the integration of women and men in scientific/studies areas in which they are under-represented	A	Raise awareness and promote an increase in the number of academic female personnel in the scientific area of Engineering and Technologies by 3-7 pp	33.1 per cent [91 out of 275]	36.1 - 40.1 per cent
		B1	Raise awareness and promote an increase in the number of female students in the area of Information and Communication Technologies by 3-7 pp	15.9 per cent [132 out of 828]	18.9 - 22.9 per cent
		B2	Raise awareness and promote an increase in the number of male students in areas with lower male representation, such as Education, by 3-7 pp	24.2 per cent [159 out of 658]	27.2 - 31.2 per cent
2	Combat vertical segregation, by removing institutional barriers to the career progression and supporting the improvement of careers	C1	Raise awareness and promote an increase in the number of Female Full Professors by 3-7 pp	27.9 per cent [43 out of 154]	30.9 - 34.9 per cent
		C2	Raise awareness and promote an increase in the number of Main and Coordinator Female Researchers by 3-7 pp	15.4 per cent [2 out of 13]	18.4 - 22.4 per cent
		D1	Ensure a minimum level of representation of 33-40 per cent of women and men in selection boards (recruitment)	selection board [2018]: 30.8 per cent women / 69.2 per cent men	33 - 40 per cent
		D2	Ensure a minimum level of representation of 33-40 per cent of women and men in examination boards (PhD exams)	PhD examination board [2018]: 32.2 per cent women / 67.8 per cent men	33 - 40 per cent
3	Improve the reconciliation of and balance between work/study and personal and family life	E	Promote a minimum level of 90 per cent of student-parents, with children up to 5 years old, covered by the status of student-parents	n/a	90 per cent
		F	Promote an increase in the number of parental leaves granted to students by 25 per cent	20 [17F + 3M]	25
		G	Increase by 3-7 pp the number of individuals of the non-teaching staff who benefit from modalities of flexible working time and/or teleworking	91.2 per cent	94.2 - 98.2 per cent
4	Ensure the inclusivity in the governing bodies	H	Ensure a minimum level of 40 per cent of women and men in the governing and management bodies	27.1 per cent [45 out of 166]	min. 40 per cent
5	Integrate equality, equity and diversity into the structures and policies, by ensuring the actions sustainability	I	Institutionalise the Plan for Equality, Equity and Diversity	does not exist	approved and currently in force
		J	Collect and present data and statistics with a gender dimension in the reports and public documents, thus enabling to assess the equality situation in all areas	scarce data presentation with gender dimension	implemented
6	Integrate the gender perspective and the principles of equality, equity and diversity into all the scientific areas, the educational and research contents, as a component of academic excellence	K1	Increase by 3-5 pp the number of research projects that include the gender, sex, equity, equality and diversity perspective	0 per cent [0 out of 360]	3-5 per cent
		K2	Increase by 12.9-14.9 pp the number of scientific publications that include a gender, sex, equity, equality and diversity perspective	8.9 per cent [277 out of 3115]	12.9 - 14.9 per cent
		L	Promote a balanced level of representation (minimum of 33-40 per cent of women and men) in project research teams and in teams of R&D Units	n/d	33 - 40 per cent
7	Raise the academic community awareness of equality, equity and diversity	M	Create and maintain a section of the website devoted to equality, equity and diversity	does not exist	implemented
		N	Implement a policy and mechanisms of institutional communication with gender sensitive written and visual contents and inclusive language	does not exist	implemented
8	Promote inclusion and minorities' protection policies, prevent discrimination and combat harassment and violence at all levels (sexual, sexist and moral)	O	Increase by 150-200 per cent the support for students with special educational needs	150 [2018]	225 - 300
		P	Implement ombuds offices for Professors and non-teaching staff, thus facilitating the operationalisation of the code of conduct for the prevention of and combat to harassment	does not exist	implemented
9	Deepen the themes of citizenship and equality, by continuously implementing improvement measures	Q	Increase by 50-60 per cent the number of projects with social impact, in partnership with the Municipality of Coimbra, NGOs and/or social economy organisations	4 [2018]	6 - 7

4. ACTION PLAN

The attached **action plan** presents the set of measures and initiatives (activities) that embody the intervention to be implemented, organised by strategic objective. For each activity, in addition to identifying the accomplishment indicator(s), the corresponding schedule is established and the units, services / divisions and areas to be involved in its implementation are indicated. Furthermore, the responsibility for its accomplishment is also assigned.

STRATEGIC OBJECTIVE	SPECIFIC OBJECTIVES		ACTION	CALENDAR				INDICATOR	RESPONSIBLE PERSON / TEAM	AREAS INVOLVED	ALIGNMENT - STRATEGIC PLAN and ACTION PLAN
				2020	2021	2022	2023				
1 Mitigate horizontal segregation, by promoting the integration of women and men in scientific/studies areas in which they are under-represented	1.1, 1.3	1	Integrate the perspective/theme of gender equality within the scope of the existing programmes in order to promote academic choices of prospective students free of gender stereotypes		x	x	x	pre-university audiences covered no. of programmes and initiatives integrated into this perspective	VR CA VR CC SUPERA Team	UO SGA AAC DCom	
	1.1, 1.2	2	Develop a communication campaign, giving visibility to researchers and relevant individuals of the gender that is under-represented in each scientific area		x	x		no. of initiatives of the campaign indicator of audience covered (videos viewings, website visits,…)	VR CC SUPERA Team	DCom / NMar UO	
	1.2	3	Create a distinction for man(men)/woman(women) with outstanding performances in (an) areas(s) in which they are under-represented		x	x		no. of distinguished, per scientific area and gender	Rector's Team VR AF SUPERA Team	Rector's Team UO	
	1.3, 2.5	4	Perform mentoring activities and bootcamps with students, professors and researchers		x	x	x	no. of participants, per gender, studies area and cycle of studies	VR CA SUPERA Team	UO SGA AAC	
2 Combat vertical segregation, by removing institutional barriers to the career progression and supporting the improvement of careers	2.1	5	Create an e-learning pack on "transferable/transversal competencies in science", as a career management/development tool to enable researchers to have support and supervision of supervisors or mentors			x	x	no. of hours of the course/unit/module no. of people attending the course, per gender and studies/scientific area	VR CC SUPERA Team	III SPGI UC_D	
	2.2	6	Produce guidance in order to promote, whenever possible, the balanced presence of women and men in selection and examination boards (min. 33-40 per cent of each gender representation) and boost the application of impartiality mechanisms, thus eliminating potential bias	x	x			produced guidance (type, format) dissemination of the guidance and no. of persons informed by means of official channels	VR CA VR LN SUPERA Team	Rector's Team SGRH SGA	SP goal Rector's AP Administration AP SASUC AP FEUC AP
	2.3, 2.4	7	Carry out a training and co-creation workshop on barriers to gender equality, raising awareness of the dynamics that reproduce inequalities in the recruitment and assessment, aimed to decision makers (chairpersons of examination and peer review panels, scientific directors, human resources representatives)			x		no. of training hours no. of participants, per gender and per group results of the workshop (no. of selection processes analysed; no. of critical points identified; no. of measures/recommendations)	VR CA VR CC VR LN SUPERA Team	SGA SPGI SGRH UO	
	2.4, 6.1, 6.2, 7.3	8	Disseminate and promote the use of guides/guidance-documents for the different areas and themes (inclusive, transparent and unbiased recruitment processes; integration of the gender perspective into the pedagogical practice; conduct gender analyses in the design and development of concepts and theories, in the formulation of research questions, in data collection and analysis and in the use of analysis instruments; inclusive communication and promotion of its implementation	x	x			guides and guidance produced and validated no. of downloads and viewings of the online documents	VR AF VR CA VR CC VR LN SUPERA Team	GPQ DCom SGA SPGI SGRH	

SP goal
Rector's AP
Administration AP
SASUC AP
FEUC AP

STRATEGIC OBJECTIVE	SPECIFIC OBJECTIVES		ACTION	CALENDAR				INDICATOR	RESPONSIBLE PERSON / TEAM	AREAS INVOLVED	ALIGNMENT - STRATEGIC PLAN and ACTION PLAN
				2020	2021	2022	2023				
3 Improve the reconciliation of and balance between work/study and personal and family life	3.1	9	Revise the regulation on the rights of student-parents (clarify its formulation; provide for the award of the specific status to all the students in this situation; introduce the right to maternity/paternity leave by covering all students; extend to student-parents the benefits granted to other status - i.e., priority in timetable selection)	x				revised regulation taking into account all the identified elements / dissemination and no. of students informed by means of official channels	VR CA / SUPERA Team	Rector's Team / SGA / GAJ	implemented
	3.2	10	Carry out co-creation workshops (fab labs) with members of different academic/professional groups (different categories and employment relationships) and other stakeholders in order to develop measures that can be tested with the purpose of promoting the coordination of work and family spheres	x	x			no. of training hours / no. of participants, per gender and per group / no. of measures/recommendations with the purpose of promoting coordination of the work and family spheres	VR AF / SUPERA Team	Rector's Team / Administration / UO	
	3.2	11	Produce guidance so that the schedule of meetings is accomplished within the normal working hours, and the mandatory training and professional upgrade courses are carried out at times compatible with family responsibilities		x			produced guidance (type, format) / dissemination of the guidance and no. of persons informed by means of official channels	VR LN / SUPERA Team	Rector's Team / SGRH / GAJ	
	3.2	12	Revise the in-house regulation on working time	x				revised regulation	VR LN / SUPERA Team	Rector's Team / SGRH / GAJ	
	3.2	13	Raise the Units and Services' Leaders awareness of the acceptance of the modalities of flexible working time and working place arrangements (extend the scope of flexible working time and encourage teleworking), whenever they do not affect the regular and effective workings of the services	x	x			no. of awareness initiatives / no. of leaders whose awareness was raised, per Unit and Service	VR LN / SUPERA Team	Rector's Team / Administration / SASUC / UO / UECAF	
	3.2	14	Make available a form for selecting academic working times that enables to take into account the needs concerning the coordination of work/family in the assignment of teaching activities		x			availability of the form / no. of Organisational Units (UO) applying the measure / no. of parents-beneficiaries	VR CA / VR LN / SUPERA Team	SGA / SGRH / UO	
	3.2	15	Produce guidance to be disseminated to the organisational units in order to standardise and formalise the time of the academic working time reduction to be granted during the period of breastfeeding or bottle-feeding dispensation which is laid down in the law.	x	x			produced guidance (type, format) / no. of Organisational Units (UO) applying the measure / no. of parents-beneficiaries	VR CA / VR LN / SUPERA Team	SGA / SGRH / GAJ / UO	
	3.2, 3.4	16	Make available childcare services for visiting researchers and Professors	x				service made available / no. of users	VR AF / SUPERA Team	SASUC	
	3.3	17	Promote initiatives for disseminating information about the existing rights concerning coordination of work/family adequate for the different in-house audiences (special attention to the student population)	x	x	x	x	no. and type of dissemination initiatives / no. of persons covered by dissemination initiatives, per group (students, academic staff, non-teaching staff)	VR CA / VR LN / SUPERA Team	DCom / SGRH / SGA	
4 Ensure the inclusivity in the governing bodies	4.2	18	Promote the organisation of training actions in the fields of Citizenship, Equality and Diversity aimed to leaders	x	x	x	x	no. of training actions and hours / no. of trainees, per gender and Unit and Service	VR LN / SUPERA Team	Rector's Team / SGRH	
	4.1	19	Extend to all the governing and management bodies of the various Teaching and Research Units and Extension Units the provisions provided for in Law no. 26/2019 of 28th March, which establishes the minimum threshold of 40 per cent of women and men as senior leaders of the direct and indirect State administration	x				produced guidance (type, format) / no. of Units adopting the measure	Rector / SUPERA Team	Rector's Team / Administration / GAJ / UO / UECAF	FLUC AP / FDUC AP / ICNAS AP

STRATEGIC OBJECTIVE	SPECIFIC OBJECTIVES		ACTION	CALENDAR				INDICATOR	RESPONSIBLE PERSON / TEAM	AREAS INVOLVED	ALIGNMENT - STRATEGIC PLAN and ACTION PLAN
				2020	2021	2022	2023				
5 Integrate equality, equity and diversity into the structures and policies, by ensuring the actions sustainability	5.1	20	Integrate equality, equity and diversity policies into the action of the governing and management bodies of the UC	x	x	x		no. of measures implemented by the governing and management bodies	Rector SUPERA Team	Rector's Team Administration UO / UECAF	
	5.2	21	Adapt information collection systems in order to integrate information about the students' family state of affairs (existence of minor children and their ages)		x			information collection systems adapted	VR AF VR CA SUPERA Team	SGA SGSIIC EPD	
	5.2	22	Include inclusive language and the variable "sex" in all the data, statistics, reports and public documents of the University, thus enabling to assess gender equality in all the areas	x	x	x		guidance/guidelines for introducing the variable "sex" in the data, statistics, reports and public documents institutional public documents in which the guidance is applied no. of Units and Services including the variable "sex"	VR AF VR LN SUPERA Team	DPGD GPQ Units and Services	
	5.2	23	Promote the application of inclusive language in all the processes, procedures, work instructions, guidance documents and forms of the Management Services of the UC (SG.UC)	x	x	x	x	percentage of documents of the SG.UC published at the platform MOS|UC in the year n-1, that apply the inclusive language	VR AF SUPERA Team	GPQ	Quality Plan
	5.2	24	Revise the forms and the communication instruments with the students, applicants and alumni, with the non-teaching staff and stakeholders in general in order to include inclusive language	x	x	x	x	percentage of messages defined in SG documents or defined in the information systems, revised to meet this requirement no. of documents with inclusive language	VR AF SUPERA Team	Administration	Administration AP
	5.2	25	Define a model and indicators to elaborate regular monitoring and assessment reports on the status of the institution in terms of equality, equity and diversity		x	x		report model defined no. of indicators monitored	VR AF PR PPS SUPERA Team	DPGD GPQ	
	5.3, 5.4	26	Explicitly assume equality, equity and diversity as a value and fundamental objective of the University of Coimbra, and include them clearly in strategy documents	x				values integrated into the strategy documents	Rector's Team PR PPS SUPERA Team	Rector's Team DPGD	
	5.3	27	Integrate objectives and goals of equality, equity and diversity into the 2019-2023 Strategic Plan	x				no. of objectives and goals in the Strategic Plan (PE)	Rector's Team PR PPS SUPERA Team	Rector's Team DPGD	
	5.3	28	Communicate the policy and the objectives of equality, equity and diversity to the whole academic community by means of the website, distribution lists and "welcome packets"		x	x	x	no. of communication initiatives indicators of audience covered (videos viewings, website visits,…)	VR CA VR CC VR LN SUPERA Team	Dcom	

STRATEGIC OBJECTIVE	SPECIFIC OBJECTIVES		ACTION	2020	2021	2022	2023	INDICATOR	RESPONSIBLE PERSON / TEAM	AREAS INVOLVED	ALIGNMENT - STRATEGIC PLAN and ACTION PLAN
6 — Integrate the gender perspective and the principles of equality, equity and diversity into all the scientific areas, the educational and research contents, as a component of academic excellence	6.1, 6.2, 6.3	29	Carry out workshops and training sessions for Professors on the integration of gender perspective, equality principles, equity and diversity, and the theme of ethics into the pedagogical practice		x			no. of participants, per gender and per Organisational Unit (UO) training volume	VR CA SUPERA Team	SGRH UO	
	6.3	30	Create Curricular Units focusing on gender studies and make them available for students of all courses			x	x	curricular units created no. of registered students, per gender and course	VR CA SUPERA Team	Rector's Team UO SGA	
	6.1, 6.2	31	Carry out workshops and training sessions for researchers on the integration of gender perspective, equality principles, equity and diversity, and the theme of ethics into the research	x	x			no. of participants, per gender and per Organisational Unit (UO) training volume	VR CC SUPERA Team	SPGI SGRH UO	
	6.2	32	Map the academic staff with gender competencies and competencies in the integration of the gender perspective into the scientific work	x				elaborated and disseminated mapping no. of website visits	VR CA VR CC SUPERA Team	III UO DCom	
	6.2, 7.5	33	Encourage gender studies and projects within this field by supporting the dissemination of their results	x	x	x	x	no. and type of dissemination actions no. of studies and projects in this field	VR CC SUPERA Team	DCom SPGI UO	
	6.4	34	Implement pilot projects in order to include the gender perspective in studies programmes in different scientific areas		x	x	x	no. of pilot-projects, per UO	VR CA SUPERA Team	Rector's Team SGA UO	
	6.4	35	Implement pilot projects in order to include the gender perspective in research projects in different scientific areas		x	x	x	no. of pilot-projects, per UO	VR CC SUPERA Team	Rector's Team SPGI UO	
	6.5	36	Produce guidance in order to promote, whenever possible, the balanced presence of women and men in the projects' teams (min. 33-40 per cent of each gender representation) in applications for research funding	x	x			guidance produced no. of Units applying the guidance	VR CC SUPERA Team	Rector's Team SPGI UO	
	6.5	37	Create a mechanism to measure the proportion of women and men in the research teams of the financed projects		x	x		mechanism established proportion of women in the research projects teams, per scientific area	VR CC SUPERA Team	SPGI	
	6.2	38	Contribute to equality, equity and diversity in cultural, artistic and editorial initiatives	x	x	x	x	no. of cultural, artistic and editorial initiatives incorporating the values of equality, equity and diversity	VR DL SUPERA Team	UECAF	CA AP
7 — Raise the academic community awareness of equality, equity and diversity	7.1, 7.3, 7.4, 7.5	39	Create and disseminate a subpage of the website devoted to equality, equity and diversity	x	x			creation of the subpage no. of visits	VR CC PR PPS SUPERA Team	III DPGD	
	7.1, 7.2, 7.5	40	Include the theme of equality, equity and diversity in an issue of the journal "Rua Larga"		x			no. of issues including the theme	VR DL SUPERA Team	DCom	
	7.1, 7.2, 7.5	41	Promote the organisation of seminars, conferences and other public sessions on equality, equity and diversity	x	x	x	x	no. of events organised no. of participants, per gender and per group	ER SUPERA Team	Rector's Team III SGRH DCom	
	2.4, 4.1, 6.1, 7.1, 7.3, 8.2	42	Integrate equality, equity and diversity into the training programmes			x	x	no. of specific training actions and hours, per type of target group and no. of trainees	VR LN SUPERA Team	SGRH DCom	
	7.2, 7.5	43	Disseminate to the whole academic community the gender diagnosis and the plan for equality, equity and diversity, including the production of a promotional video	x	x	x		no. of dissemination initiatives indicator of audience covered (videos viewings, website visits,…)	Rector VR AF SUPERA Team	DCom NMar	
	7.3	44	Promote the organisation of a workshop/training session on inclusive communication aimed to staff members involved in in-house ads external communication processes		x			no. of training actions and hours no. of participants, per gender and per group and Unit / Service	Rector VR LN SUPERA Team	DCom UO	
	7.4	45	Promote the adoption of gender sensitive editorial practices on the website and social networks: inclusive language, representativeness of men and women in equivalent functions, counter negative gender stereotypes, disseminate equality practices and projects		x	x	x	no. of initiatives developed to promote gender sensitive editorial practices inclusive language used no. of practices and equality projects disseminated	Rector SUPERA Team	DCom	Archive's AP

STRATEGIC OBJECTIVE	SPECIFIC OBJECTIVES		ACTION	CALENDAR				INDICATOR	RESPONSIBLE PERSON / TEAM	AREAS INVOLVED	ALIGNMENT - STRATEGIC PLAN and ACTION PLAN
				2020	2021	2022	2023				
8 Promote inclusion and minorities' protection policies, prevent discrimination and combat harassment and violence at all levels (sexual, sexist and moral)	8.1	46	Enshrine the right to (and the protection of) difference in all the regulations and procedures of the UC and encourage the participation of the academic community members in extension projects aimed at promoting equality and non-discrimination	x	x	x	x	percentage of implementation	Rector VR AF SUPERA Team	DPGD GPQ	Rector's AP
	8.2	47	Implement and develop the initiative UC for All	x	x	x	x	no. of actions developed	VR CA VR AF	Rector's Team	
	8.3	48	Carry out an awareness/information and dissemination campaign for preventing and combatting sexual and moral harassment			x	x	no. of initiatives of the campaign indicator of audience covered (videos viewings, website visits,…)	ER SUPERA Team	Rector's Team DCom SGRH AAC	FCDEFUC AP
	8.4	49	Revise and update the code of conduct for the prevention of and combat to harassment, by means of the identification of possible weaknesses/limitations		x			code revised and updated no. of changes proposed and no. of changes undertaken	VR LN SUPERA Team	Rector's Team GAJ	
	8.4	50	Promote the organisation of co-creation workshops (fab labs) with a view to identifying possible improvements of the code of conduct for the prevention of and combat to harassment	x				no. of training hours no. of participants, per gender and per group no. of measures/recommendations	VR AF VR LN SUPERA Team	Rector's Team GAJ UO SGRH AAC Student Ombud	
9 Deepen the themes of citizenship and equality, by continuously implementing improvement measures	9.1	51	Strengthen social responsibility and civic action of the academic community, enhancing their quantitative and qualitative dimensions, sharing methodologies, instruments and good practices, and developing common actions with social impact	x	x	x	x	participation rate in the social responsibility initiatives	VR CA VR AF	Rector's Team	Rector's AP Administration AP
	9.1	52	Create the volunteering programme of the UC, promoting the involvement of the students	x	x	x	x	creation of the programme no. of volunteering actions	VR CA	Rector's Team	Rector's AP
	9.1, 9.2	53	Develop training, awareness and debate actions that enable to increase in the students and the other academic community, the freedom of thought and expression and the respect for dignity	x	x	x	x	no. of actions developed	VR CA	Rector's Team	Rector's AP
	9.2	54	Create a cross-cutting Ethics Code in the whole UC and raise the academic community's awareness of the theme	x	x	x	x	degree of implementation	VR CA VR CC VR AF VR LN	Rector's Team	Rector's AP Quality Plan
	9.1	55	Promote a programme for preventing and combatting academic fraud, thus increasing the responsibilisation of students and Professors	x	x	x	x	no. of actions aimed to students	VR CA	Rector's Team	Rector's AP
	9.2	56	Promote the integration of students in humanitarian emergency	x	x	x	x	no. of sessions promoted	VR CA VR JNC	DRI	Administration AP

Subtitles:

VR AF - Vice Rector António Figueiredo; VR CA - Vice Rector Cristina Albuquerque; VR CC - Vice Rector Cláudia Cavadas; VR DL - Vice Rector Delfim Leão; VR JNC - Vice Rector João Nuno Calvão; VR LN - Vice Rector Luís Neves; PR PPS - Pro Rector Patrícia Pereira da Silva

AAC - Associação Académica de Coimbra; DCom - Divisão de Comunicação; DPGD - Divisão de Planeamento, Gestão e Desenvolvimento; DRI - Divisão de Relações Internacionais; EPD - Encarregado de Proteção de Dados; GAJ - Gabinete de Apoio Jurídico; Gabinete de Promoção de Qualidade;
III - Instituto de Investigação Interdisciplinar; NMar - Núcleo de Marketing; SASUC - Serviços de Ação Social da Universidade de Coimbra; SGA - Serviço de Gestão Académica; SGRH - Serviço de Gestão de Recursos Humanos; SPGI - Serviço de Promoção e Gestão da Investigação;
SGSIIC - Serviço de Gestão de Sistemas e Infraestruturas de Informação e Comunicação; UC_D - Ensino a Distância; UECAF - Cultural Extension and Training Support Units; UO - Organic Units

AP - Action Plan; FCDEFUC AP - Faculdade de Ciências do Desporto e Educação Física Action Plan; FDUC AP - Faculdade de Direito da Universidade de Coimbra Action Plan; FEUC AP - Faculdade de Economia da Universidade de Coimbra Action Plan;
FLUC AP - Faculdade de Letras da Universidade de Coimbra Action Plan; ICNAS AP - Instituto de Ciências Nucleares Aplicadas à Saúde Action Plan; SASUC AP - Serviços de Ação Social da Universidade de Coimbra Action Plan; SP - Strategic Plan

5. MONITORING AND REPORT

The implementation of this Plan – and the inherent monitoring of the University of Coimbra progress in terms of equality, equity and diversity -, requires a regular follow up, which enables to assess the adequacy of the planned strategy and the use of the dedicated resources. Additionally, the consolidation of practices is essential in the prosecution of sustainability, which is a fundamental dimension for the institutional change.

Regular monitoring of the Plan for Equality, Equity and Diversity, aligned with the monitoring of the Strategic Plan, will be, from the outset, materialised by means of the assessment of the activities implementation degree and the analysis of the achieved results in the corresponding accomplishment indicators, enabling thus to monitor regularly the implementation of the outlined actions and, consequently, the established objectives.

The **KPI map** (*key performance indicators*) – attached – will be also monitored, a set of indicators and data, mostly defined from those built for SUPERA project, which embody the commitment assumed by the different institutions of the European consortium, and break down into **impact indicators** (that enable to assess not only the accomplishment of the goals, but also other dimensions concerning the medium-long term effects of the intervention) and into **result indicators** (that enable to assess the effects of the intervention for the institutional change, in the prosecution of the specific objectives).

Finally, the key players in this Plan and their responsibilities are clarified below.

RECTOR'S TEAM/GENERAL COUNCIL/MANAGEMENT COUNCIL
As bodies responsible for the governing of the UC, their role is to:
- publicly support equality, equity and diversity as principles and values;
- publicly endorse the Plan and the structure responsible for its implementation;
- provide the human and financial resources necessary for the implementation of the Plan;
- approve documents, procedures and activities relevant to the institutional change;
- require regular updates regarding the Plan's implementation and progress.

SERVICE DIRECTIONS AND UNIT HEADS
As responsible for overseeing the strategic and daily activities of UC services, their role is to:
- assist/coordinate the implementation of the Plan in the respective service/unit;
- actively participate and contribute to the activities, ensuring technical support to the development of the actions;
- provide information and data for monitoring the implementation of the Plan.

DIRECTIONS OF ORGANISATIONAL/CULTURAL EXTENSION AND TRAINING SUPPORT/RESEARCH AND DEVELOPMENT (R&D) UNITS
The Directions are responsible for:
- ensuring public support and practical implementation of the measures, procedures and activities provided for in the Plan;
- encouraging gender mainstreaming, as well as other dimensions of equality, equity and diversity, in teaching and research;
- instruct the relevant entities to provide information and data for monitoring the Plan.

FOCAL/CONTACT POINTS FOR EQUALITY
As fundamental players in cross cutting and decentralising the institutional change process, their contribution focuses on:
- participating in diagnosis, implementation and assessment activities;
- acting as contact points by means of the mobilisation and encouragement of the participation of all groups (students, non-teaching staff and academic staff) in their respective units/services/divisions;
- identifying social change agents and other possible allies;
- identifying resistance, needs and inspiring practices;
- collaborating in dissemination and communication activities;
- acting as reference persons and agents of transformation in their organisational contexts.

ACADEMIC PERSONNEL

The teaching and the research staff are responsible for:

- gender mainstreaming, as well as other dimensions of equality, equity and diversity in research and teaching (developing pilot-projects);
- organising activities in order to integrate the aforementioned dimensions into research and innovation.

ACADEMIC ASSOCIATION OF COIMBRA / STUDENTS' REPRESENTATIVES

Given their proximity to the student community, their intervention is fundamental to raise students' awareness of equality:

- include equality, equity and diversity topics in the work of the various departments and sections of AAC;
- ensure a balance in gender representation in the organisation;
- mobilise the student community to participate in the Plan's activities;
- organise campaigns, events and other awareness-raising initiatives.

KPI

KEY PERFORMANCE INDICATORS

	STRATEGIC OBJECTIVE	DATA & INDICATORS	TYPE	ASSOCIATED WITH A GOAL?	NOTES
1	Mitigate horizontal segregation, by promoting the integration of women and men in scientific/studies areas in which they are under-represented	Distribution of the academic staff per gender and scientific area	IMPACT	A	
		Distribution of students per gender and studies area	IMPACT	B1 and B2	
		Distribution of non-teaching staff per gender and Organisational Units (UO)	IMPACT		
		percentage of programmes aimed to pre-university audiences that include the gender equality perspective/theme	RESULT		
		No. of men and women distinguished/made visible in areas in which they are under-represented, per scientific area	RESULT		
2	Combat vertical segregation, by removing institutional barriers to the career progression and supporting the improvement of careers	Distribution of the academic staff (Professors and researchers) per gender, career grade and scientific area	IMPACT	C1 and C2	
		Proportion of men and women in selection and examination boards	IMPACT	D1 and D2	
		Distribution of non-teaching staff per gender and career grade	IMPACT		
		percentage of men and women PhD students and academics with "transferable/transversal competencies in science"	RESULT		
		percentage of competitions in which guidance for the proportion of men and women in selection and examination boards is received, per Organisational Unit (UO)	RESULT		
		Analyses of gender bias in the selection and examination processes completed and presented to management bodies	RESULT		binary indicator (yes / no)
		No. of decision makers with strengthened competencies to conduct transparent and unbiased recruitment processes	RESULT		
3	Improve the reconciliation of and balance between work/study and personal and family life	No. of students with the status of student-parent	IMPACT	E	
		No. of parental leaves granted to students	IMPACT	F	
		No. of non-teaching staff members benefitting from the modalities of flexible working time	IMPACT	G	
		rights of students-parents extended	RESULT		binary indicator (yes / no)
		No. of students-parents with a specific status granted/guaranteed	RESULT		
		Level of satisfaction of the working and student personnel with the possibility of reconciling work/study - personal and family life	RESULT		implies a satisfaction questionnaire
		Level of information of the working and student personnel about the existing possibilities of reconciling work/study - personal and family life	RESULT		implies a satisfaction questionnaire
4	Ensure the inclusivity in the governing bodies	Proportion of women and men in positions of governing and management bodies	IMPACT	H	
		Rectors order to apply the Law no. 62/2017 approved	RESULT		binary indicator (yes / no)
		No. of leaders and persons of governing bodies endowed with the competencies to integrate gender perspective into their activity, per gender and Organisational Unit (UO)	RESULT		
5	Integrate equality, equity and diversity into the structures and policies, by ensuring the actions sustainability	Plan for Equality, Equity and Diversity institutionalised	IMPACT	I	binary indicator (yes / no)
		Data and statistics with gender dimension included in the public reports and documents	IMPACT	J	binary indicator (yes / no)
		percentage of data/indicators registered that include the variable "gender"	RESULT		
		percentage of management documents (report, monitoring and assessment) that include gender indicators	RESULT		
		Values of equality, equity and diversity present in the strategy documents	RESULT		binary indicator (yes / no)
		No. of actions for gender equality included in the activities report of the General Council	RESULT		
		percentage of meetings of the Senate in which gender issues are approached	RESULT		
6	Integrate the gender perspective and the principles of equality, equity and diversity into all the scientific areas, the educational and research contents, as a component of academic excellence	No. of research projects within the scope of gender studies	IMPACT	K1	
		No. of scientific publications that include a gender perspective	IMPACT	K2	
		Proportion of men and women in projects research teams and in R&D Units teams	IMPACT	L	
		No. of new curricular units (common) devoted to gender issues	IMPACT		
		percentage of research projects coordinated by women	IMPACT		
		Medium funding of research projects, per coordinator's gender and scientific area	IMPACT		
		No. of Professors and researchers with strengthened competencies to integrate the gender perspective into their research/teaching, per gender and Organisational Unit	RESULT		
		No. of individuals targeted in communication initiatives for including the gender perspective in teaching	RESULT		
		No. of studies programmes/curricular units with a pilot-project for integrating the gender perspective implemented, per studies area	RESULT		
		No. of research projects/initiatives with pilot-projects for integrating the gender perspective into the different research internships, per scientific area	RESULT		
		Assessment mechanism of the proportion of men and women in research teams implemented	RESULT		binary indicator (yes / no)
		Guidance for the gender balance defined to create research teams	RESULT		binary indicator (yes / no)
7	Raise the academic community awareness of equality, equity and diversity	Section in the website devoted to equality, equity and diversity created	IMPACT	M	binary indicator (yes / no)
		Policy and institutional communication mechanisms including guidance for gender sensitive contents and inclusive language	IMPACT	N	binary indicator (yes / no)
		Dissemination practices of information about gender equality institutionalised	RESULT		binary indicator (yes / no)
		Inclusiveness and gender sensitivity of the language used on the online platforms	RESULT		binary indicator (yes / no)
		No. of practices and projects in equality field disseminated	RESULT		
8	Promote inclusion and minorities' protection policies, prevent discrimination and combat harassment and violence at all levels (sexual, sexist and moral)	No. of students with special educational needs supported	IMPACT	O	
		Ombuds offices for the teaching and non-teaching staffs	IMPACT	P	binary indicator (yes / no)
		No. of sexual and moral harassment incidents reported to institutional organisations	IMPACT		
		No. of sexual and moral harassment and bullying incidents resolved	IMPACT		
		code of conduct for the prevention of and combat to harassment revised and updated	RESULT		binary indicator (yes / no)
		Specific and regular actions in equality, equity and diversity included in the training programmes	RESULT		binary indicator (yes / no)
		Information and dissemination strategy to prevent and combat sexual and moral harassment created and implemented	RESULT		binary indicator (yes / no)
9	Deepen the themes of citizenship and equality, by continuously implementing improvement measures	No. of projects with social impact, in partnership with the Municipality of Coimbra (CMC), NGOs and/or social economy organisations	IMPACT	Q	
		No. of volunteering actions developed within the volunteering programme	RESULT		

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