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Supporting the Promotion of Equality
in Research and Academia

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Preliminary gender analysis and baseline assessment of the University of Coimbra

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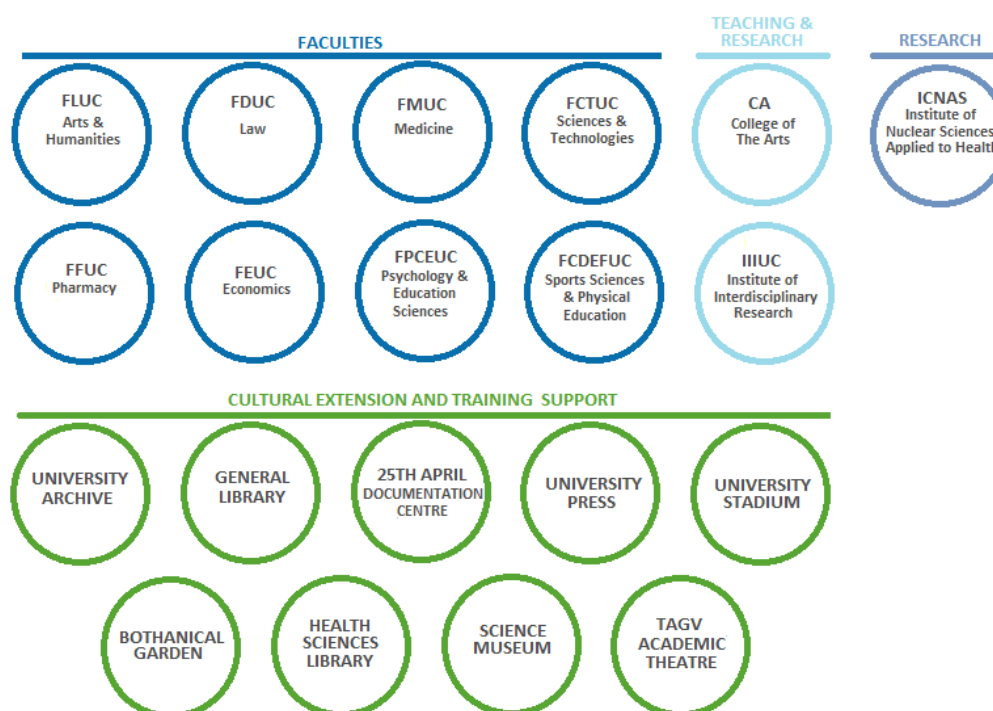
1. Introduction and country context

1.1 Brief description of the UC

The University of Coimbra (UC) is an international reference in higher education and research in Portugal, with 223 undergraduate and postgraduate degree courses and 96 non-degree courses organized in eight Faculties, and with research in several fields of knowledge, through 40 Research Units. The University currently has 23.161 students, including, over 4.000 foreign students (representing 78 nationalities), and 3.648 workers,¹ falling into two broad categories: academic staff, containing teaching and research (61%) and technical staff (39%).

An overview of the structure of the University of Coimbra is summarized in the following organograms. The first one displays its operational Units: Organizational Units (Faculties and Teaching and Research Units), a Research Unit and Extension Units. Apart from the entities displayed below, there are 33 Research Units integrated in the various Organizational Units, as well as 7 legally autonomous Research Centres (one of which is CES).²

Figure 1 Organogram of Units



Source: Own elaboration on UC official organogram

The second organogram displays the hierarchical structure of governing and supervisory bodies, as well as administration and management departments. The graphical queues (relative positions and interconnecting lines) represent the relations between these entities to a degree. Nonetheless, additional explanation regarding the power relations and composition of these bodies is pertinent:

¹ Including research fellowship holders, interns, regular independent contractors, and non-research grantees.

² The 7 autonomous structures, due to the nature of their connection with the UC, are accounted for solely with regards to research output analysis, being excluded from the organizational component.

The Rector, after being elected by the General Council, forms his/her Rectoral Team and, along with one of the Vice-Rectors and the Administrator, constitutes the Management Council.

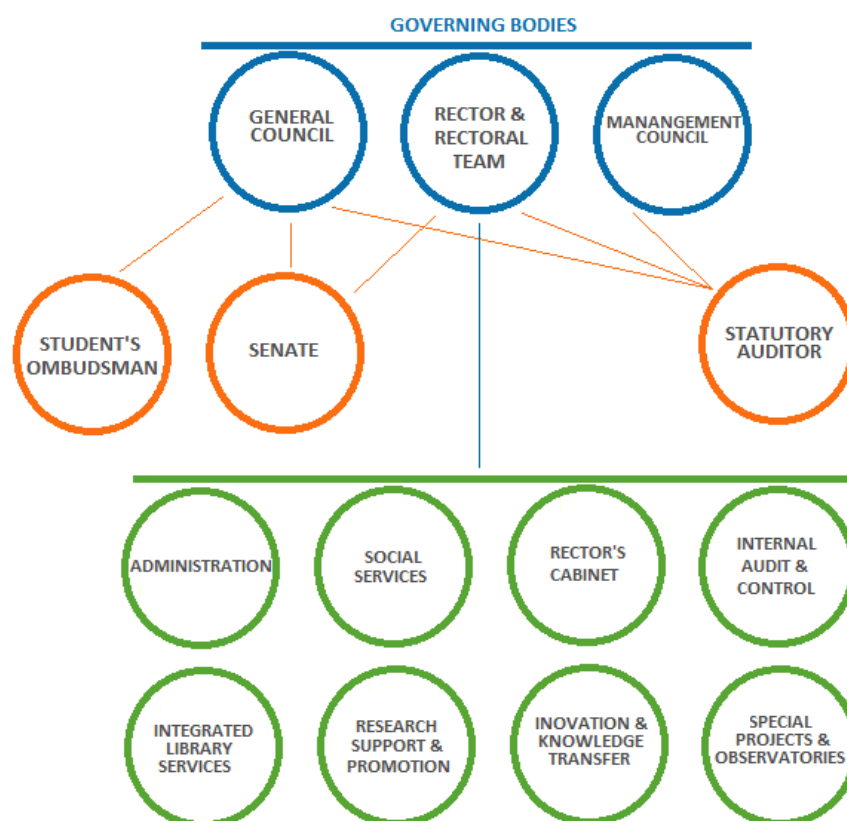
The General Council is constituted by 35 elected members representing three stakeholder groups, 18 Academic Staff, 2 Technical Staff, 5 Students and 10 external personalities. Apart from electing the Rector, it designates the Student's Ombudsman and oversees structural aspects of the organisation, such as the tuition price and the dismissal of Organizational Units' Directors.

The Senate is composed of the Rector, the Directors of every Organizational Unit, 2 Students of each Unit and 2 Technical Staff Representatives. It has the power to change the UC's statutes, help the Rector with disciplinary action and acts as a consultative organ in other matters.

The Statutory Auditor is appointed by the Government and oversees all patrimonial and financial matters.

The remaining Divisions and Services (in green) perform activities related to a specific dimension within the management of such a large and diverse institution, in direct contact with the Rectoral Team.

Figure 2 Organogram of Governing and Administration bodies



Source: Own elaboration on UC official organogram

As most other Portuguese academic/research institutions, the University of Coimbra is a 'newcomer' to gender equality at the governance level, in the sense that it has no embedded, structural and sustained program, nor appropriate 'machinery' for the promotion of gender equality. However, the results of the early preliminary gender analysis of the UC (which sustained SUPERA's proposal) clearly highlighted the need for an institutional change in this domain. Results showed important gender gaps in different academic and non-academic areas and positions



within university. Despite the almost gender-balanced overall distribution of staff and student's population, women and men are asymmetrically distributed both across scientific/study areas (horizontal segregation) and academic/professional grades/ranks and decision-making positions (vertical segregation). The preliminary analysis also pointed out the widespread lack of awareness and expertise on gender issues within the University of Coimbra, as well as insufficient recognition of the Feminist/Women's/Gender Studies and disregard for the gender dimension in the institution's curricula (courses on gender related topics being a mere part of broader subjects, such as psychology, education sciences and humanities).

When it comes to gender equality, the university follows the official legal rules on equality and non-discrimination. However, because gender inequality has deep historical and cultural roots, mere accordance with the law falls short of equality requirements. In this domain, general law principles are often only stepping-stones towards progress. It is necessary to take measures further beyond, from a regulatory, political and cultural standpoint, in order to promote true equal opportunities for women and men.

1.2 Gender equality policy context

The Constitution of the Portuguese Republic enshrines the principle of gender equality and the promotion of equality between men and women as a fundamental task of the State. Portugal ratified the Convention on the Elimination of all Forms of Discrimination against Women in 1980, without any reservation, being one of the first UN Member States to do so.

Nevertheless, Portugal had no legislation fostering gender equality in public higher education institutions until recently. In February 2019, the Parliament approved a new law that constitutes an important milestone for the promotion of gender equality in academia. This new law institutes a system of balanced representation between men and women in the decision-making bodies of public administration (comprising the public institutes and foundations, thus including public higher education institutions). Balanced representation means a minimum of 40% of people of each sex. From the 1st January 2020 this minimum threshold must also be observed in the lists of candidates presented for the election of the collegiate organs of government and management. Moreover, lists of candidates for elective positions should also comply with the following rule of ordination: the first two candidates cannot be of the same sex and there can be no more than two candidates of the same sex in any consecutive positions. Non-elected decisional, supervisory, inspection and management bodies must also comply with the 40% rule. Non-compliance with the rule determines the nullity of the designation.

The main policy instruments for the promotion of gender equality in Portugal are the national plans for equality and citizenship. Between 1997 and 2017, Portugal had five plans: Global Plan for Equality of Opportunities 1997-1999; II National Plan for Equality 2003-2006; III National Plan for Equality - Citizenship and Gender⁴ 2007-2010; IV National Plan for Equality, Gender, Citizenship and Non-Discrimination 2011-2013; and V National Plan for Equality: Citizenship, Gender and Non-Discrimination 2014-2017. A range of measures concerning public policies on education was taken over the years under these plans, while few addressed specifically research and higher education institutions. Nonetheless, it is possible to highlight a number of relevant measures. One of the most significant was the protocol signed in 2008 between the Commission for Citizenship and Gender Equality (CIG) and the Foundation for Science and Technology (FCT)



to finance research projects that deepen scientific knowledge on Gender Social Relations. Even though it was discontinued, a new measure was included in the fifth national plan: Introduce a Gender Studies category into the funding programme of the Foundation for Science and Technology (FCT), in order to support research in Portugal. The fourth plan included a promising measure: to promote the incorporation of the scientific knowledge in the fields of gender studies in the curricula of undergraduate and postgraduate courses in higher education (within the framework of the Bologna Agreement), but the scope of its implementation was very limited.

The National Strategy for Equality and Non-Discrimination 2018-2030 - Portugal + Equal, which encompasses several national plans, has been recently approved by the Portuguese government. For the first time, within the framework of one of the plans covered by the strategy (the action plan for equality between women and men), a strategic objective is set out specifically for the promotion of gender equality in higher education and scientific and technological development. Among other measures, it comprises support for the creation and implementation of gender equality plans and for advanced training on discrimination in higher education institutions.

The development of gender equality plans in organizations has been supported since 2007 by thematic operational programmes under the structural funds' framework in Portugal (QREN – National Strategic Reference Framework and Portugal 2020). Two thematic programs - Human Potential Thematic Operational Programme (POPH) and the subsequent Social Inclusion and Employment Operational Programme (POISE) - included one intervention typology focused on funding Plans for Equality (although calls for that typology under the latter one has not open so far). While said typology was not specifically targeted at funding universities and research institutions, three universities were selected to receive financial support to set up gender equality plans (GEP).

Considering the lack of policies and laws promoting gender equality in research and higher education, as well as the few existing GEPs in Portuguese universities, tools/instruments, approaches and initiatives to progress gender equality in research are very limited.

The aim of this report is to assess the state of play of gender equality and equality matters in the UC, by examining available data, information and policies. The issue areas focused on are linked to the priority areas of SUPERA: (i) recruitment, retention, career progression, including availability of family- friendly policies, (ii) leadership and decision making (iii) gender dimension and knowledge transfer, and (iv) gender biases and stereotypes, sexism and sexual harassment.



2. Methods

As gender inequality presents itself in a multitude of facets, assessing gender equality in higher education institutions requires a holistic methodology. Accordingly, a mixed methods approach was adopted for the research work that is the backbone of the present report.

Quantitative indicators were developed to reflect tangible dimensions of the analysis, measurable through the diverse uses of statistical distributions and ratios found in the following chapters. The bulk of the data used for this purpose comes from administrative sources, such as anonymized personnel and student databases, and databases of research projects, containing information on a range of selected indicators. Statistical data was provided by the Division of Planning, Management and Development (DGPD), since the University's functional protocol requires that all research queries related to the institution to be addressed by this division.

A productive relationship was established with DGPD for the local SUPERA project. This is crucial for the success of SUPERA since DGPD has direct access to most of the requested data, being the unit in charge of UC's quadrennial planning reports and yearly evaluation reports. Moreover, its members' extensive knowledge on the UC's structure, personnel, regulations and boundaries was quite helpful, by providing useful clarifications and aid in the identification of interviewees. Consequently, DGPD is a valuable partner in the expanding Hub that will be part of the Gender Equality Plan (GEP).

In spite of DGPD collaboration, the method of indirect data collection suffers from some shortcomings, the most evident being the delay in the access to the required (meta)data, caused by some communication lapses. Moreover, in a few cases relevant meta(data) could not be accessed because raw data is mandatorily anonymized and compounded by the DGPD. These procedures sometimes restrict focal points of the analysis. For example: in managerial staff groups with very few elements, anonymization implies that all elements are labelled generically in spite of their different hierarchical and institutional placements, thus distorting the gender ratios on decision-making positions.

The quantitative analysis was complemented by documental analysis and interviews in order to capture the procedural and regulatory framework of the institution. This was made by consulting official documents and by interviewing members of the board and managerial staff, such as vice-rectors and heads of division, who provided insight into documentation as well as information on other processual and cultural relevant issues about the UC.

Other qualitative instruments used comprise: A content analysis, through a "tailor-made" tool designed according to the structure of UC's main public communication platforms (website and social media), aiming to assess dimensions of gender inequality such as gender balance, horizontal segregation and language used; Keyword searches, which were applied to research outputs and theses produced in the institution, with the purpose of identifying those that encompass a gender dimension; A survey, which assessed the experiences and perceptions of the UC community, staff and students, regarding gender equality and related issues such as work/study conditions and organizational culture. In addition, two case studies were developed to further understand two inequality dimensions – (student) parenthood and harassment.



The University's website was a major source of information and data, both qualitative and quantitative. It allowed the extraction and analysis of sources such as regulations, organograms, official announcements, program's structures and course curricula. Along with UC's social media pages, the website was also a primary data source in itself, as its text and subtext have been the object of the content analysis.

National legislation was an important institutional data source because the UC, as a public university, is subject to public law. One of its most useful regulatory documents was the statute of the university teaching career, which establishes the institutional organization, alongside with recruitment and performance assessment, career development, regulation on salaries and broad working conditions.

The survey is a pilot survey which targeted the three main university populations: teaching and research staff, technical and administrative staff, and students. It was developed and carried out through online tools - Limesurvey. UC's mailing lists were used to contact potential participants and questionnaires remained active for two weeks in December 2018. An additional participation request was made by the end of the first week.

The survey questionnaire was introduced by a short presentation of its aims as well as informing on the anonymity of the data collection process. It included both closed and open ended questions (later categorized using content analysis) and was organised under the following thematic sections: (i) Professional/academic status; (ii) Career/academic history and aspirations; (iii) Work-life balance; (iv) Work/study environment; (v) Mobbing/bullying and sexism; (vi) Attitudes and expectations on gender equality; (vii) Demographic information. Three different versions of the questionnaire were designed according to the specifics of each target group (see the survey questionnaires in the Appendix).

Students' response rate to the survey was 6% (1404 out of 23514), with 67,5% female respondents (946), 32% men (448) and 0,5% (7) non-binary. Females account for 69% of responses among 1st cycle students, 71% among 2nd cycle students, 60% among the 3rd cycle students and 62% in other students. Women are slightly overrepresented in each cycle and overall, when figures are compared to data on the UC's students' population. Within the sample, 3rd cycle students are underrepresented and 2nd cycle students are overrepresented, by 7p.p. each.

Academic staff's response rate to the survey was 11% (201 out of 1783), with 51% being female (6 p.p. overrepresentation), 48% male and 1% non-binary. Women accounted for 29% of respondents in Grade A, 48% in Grade B, 52% in Grade C and 55% in Grade D. While this is in line with the UC universe in grades A and D, it corresponds to overrepresentation in grades B and C. Moreover, Grade C is overrepresented in the sample (54% to 39%) while the Grade D is underrepresented (28% to 44%). The average age of academic respondents is 47 years old for female and 46 for male. Average seniority is 18 and 16 years of service, respectively.

Still regarding academic staff, the distribution per Fields of Science was the following: 23% Natural Sciences (42% women), 23% Engineering and Technology (40% women), 17% Medical & Health Sciences (59% women), 0% Agricultural Sciences (a single male respondent), 21% Social Sciences (57% women), 16% Humanities (69% women). Representation-wise, this means that Medical & Health Sciences is underrepresented by 17p.p and that overrepresentation occurs in Engineering & Technology (6p.p), Social Sciences (5p.p) and Humanities (6p.p). There is also



women overrepresentation in Engineering & Technology (16p.p), Social Sciences (8p.p) and Humanities (9p.p).

Technical staff's response rate was 13% (251 out of 1875), 72% of those being female (quite in line to the 68% of females in the UC's payroll) and 28% being male respondents. By occupational categories, women amounted to 67% of managerial staff respondents, 70% of higher technicians, 80% of technical assistants, 50% of operational assistants and 67% of other categories. Therefore, women are sub represented in managerial staff and operational assistants. Moreover, higher technicians are overrepresented (62% to 31%), whilst operational assistants are underrepresented (2% to 30%). The residual category "other" is also underrepresented (4% to 10%).

The method used to select the samples was not random (non-probabilistic sampling) meaning that it was dependent on the individuals' choice, interest and motivation to participate. One can, therefore, estimate that those who are more aware, interested or affected by the topic of the questionnaire were more likely to complete it. The overrepresentation of women in the survey samples (especially in the student's sample) is somehow illustrative of this bias. As the samples are not representative of the overall UC population, the data does not allow definitive findings to be generated, requiring a conservative take in interpreting the results.

In any case, the survey is a relevant complementary data source, establishing links with findings from other data sources and methods and thus providing valuable insights into how the state of the art in gender equality is perceived by different groups of the UC community.

Regarding the interviews, 6 were conducted to top and middle level managers and governing body's representatives. Some more informal, exploratory discussions were also held with middle level managers, who provided insight on specific areas of activity.

The timeframe available for the completion of this report was the biggest limitation throughout the process. Six months give small leeway for collection of key data sets, clarifications and in-depth analysis. In fact, much of the data was obtained during the fourth quarter of 2018, leaving short time for processing, analysing and systematizing the full scope of data.

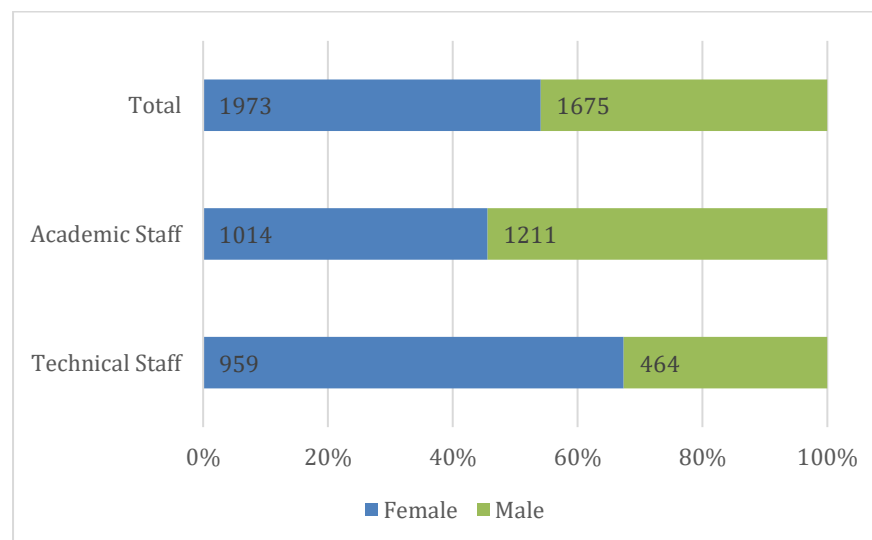
More detailed information on specific methodological tools or strategies, as well as on specific limitations to the analysis, can be found in the respective thematic section.

3. Recruitment, selection and career progression support

This opening chapter delves into specific inequality patterns that are common to most higher education institutions, concerning the gender distribution of staff and students by scientific areas and units as well through the ranks and hierarchies of the institution. Hiring tendencies and work/study conditions are also analysed, giving way to a key topic of gender equality in the framework of higher education institutions: work/study-life balance and existing policies for reducing the impact of care responsibilities upon career/study paths.

In the University of Coimbra, the **overall distribution of staff is broadly balanced** in terms of gender (Figure 1): 54% of workers are female and 46% are male. However, analysis by staff group reveals a significant unbalance in the non-academic career as technical staff is mostly composed of women (67%), whereas the academic career is more gender balanced (46% of women).

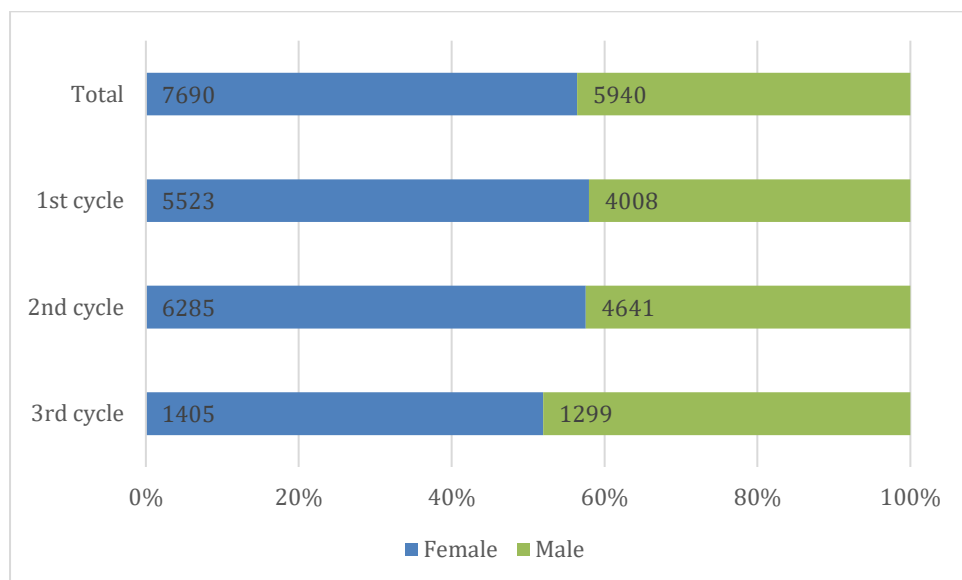
*Figure 3 Academic and Technical staff, by sex**



* December 31st 2017. Source: Own elaboration on UC administrative data

Regarding students, distribution by gender is also broadly balanced: 57% of all students are female, a proportion that is reflected in the 1st and 2nd cycle but that drops towards a more balanced 51% in the 3rd cycle.

Figure 4 Students, total and per cycle, by sex



*Academic year 2017/2018. Source: Own elaboration on UC administrative data.

3.1. Horizontal Segregation

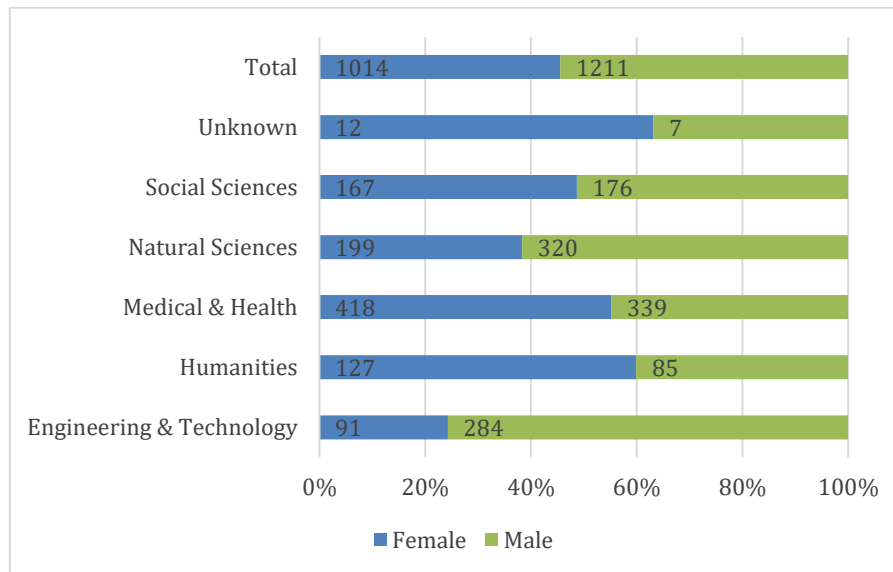
Indicator 1 a)	Sex ratio of staff and academic members and students per scientific field (disciplines). Cover BA, MA, PhD
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– Academic Staff

Horizontal segregation in academic staff is here addressed from a double standpoint: a) by Field of Science; b) by organizational unit.

The chart below shows the gender distribution by broad Field of Science. The most gender-balanced distributions can be found in the Social Sciences (49% of women and 51% of men) and Medical and Health Sciences (55% of women, 45% of men). The most unbalanced fields are, respectively: Engineering & Technology (only 24% of women), Natural Sciences (38% of women) and, in the opposite direction, Humanities (60% of women).

Figure 5 Academic staff per broad fields of science, by sex



Source: Own elaboration on UC administrative data

These figures indicate that the UC mirrors the gender gaps found elsewhere. **Women dominate in the Humanities (arts, philosophy, history, languages and so forth), while men strongly are strongly prevalent in the fields of Engineering and Technology (including architecture) and Natural Sciences** (comprising, among others, mathematics, physics, biology and computer science). Somewhere in-between, the **Medical & Health Sciences** (medicine, pharmacy, nutrition and sports)³ and **Social Sciences** (psychology, sociology, economics, management, political science) are quite gender-balanced. Contrarily to the evidence found in some literature, the **Social Sciences field stands out as the most balanced in the UC.**

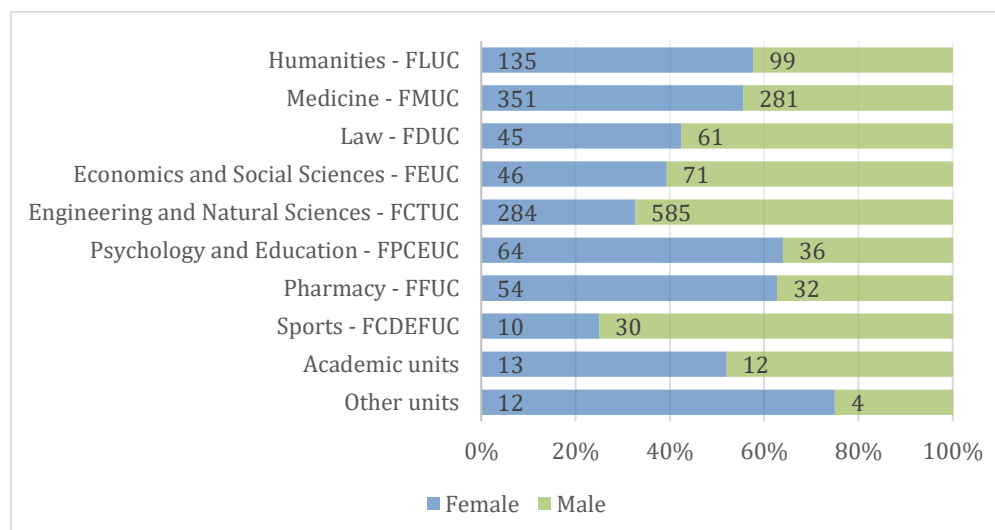
As the staff of the **Medical & Health Sciences** field accounts for more than one third of the total academic staff, while having 55% women, it strongly influences total average. In effect, when withdrawing it from the exercise the overall share becomes **41% of women and 59% of men.**

It should be noted that all these broad scientific fields encompass highly diverse sub-fields, thus justifying a more detailed analysis. Moreover, as the purpose of the present report is to perform an organizational analysis, the organizational structure of the UC must also be taken into account. Therefore, decomposing data by organizational unit is advisable, providing relevant insight on horizontal segregation.

Although the UC comprises 17 organizational units, the 8 faculties aggregate, by far, most academic staff. The figure below details information for the 8 faculties, while aggregating the figures relative to smaller units which employ only residual numbers of academic personnel (3 small units that produce academic work and 6 administrative and support units, which include the main library, the rectorate and the university press).

³ In the UC there are no courses on nursing which are usually strongly female-dominated.

Figure 6 Academic staff per Organizational Unit, by sex



Source: Own elaboration on UC administrative data

Overall, these figures do not differ much from those per Field of Science. The largest unit (FCTUC), comprising most of the personnel in Engineering and Natural Sciences, accounts for 39% of the UC’s academic personnel, only 33% of them being women. The second largest unit is the Faculty of Medicine (FMUC) which employs 28% of all the academic workers, of whom 56% are women. The third largest unit is the Faculty of Humanities (FLUC), which aggregates most of the personnel in the field of Humanities in a total of 11% of the total academic staff, of whom 58% are women.

The breakdown from the organizational standpoint is mostly revealing when it comes to the Social Sciences, the field that proved to be the most gender balanced, with a 49% female population. In fact, the 3 faculties that make it up show very contrasting gender distributions. While the Faculty of Law (FDUC) and the Faculty of Economics (FEUC) (also teaching courses in Management, Sociology and International Relations) are not far from balance with 42% and 39% of women, respectively, the faculty of **Psychology and Educational Sciences (FPCEUC) is strongly female-dominated** (64% of women).

The two smallest organizational units, both contributing to the Medical & Health Sciences field, show strongly contrasted gender patterns: while the faculty of Pharmacy (FFUC) is female-dominated (63% of the academic workers are women), the Faculty of Sports Sciences (FCDEFUC) is heavily male-dominated (only 25% of the staff are women). Hence, figures concerning these 2 faculties are quite revealing of horizontal segregation patterns within the broad scientific field of the Medical and Health Sciences where Sports are a pronounced exception to heavy feminization.

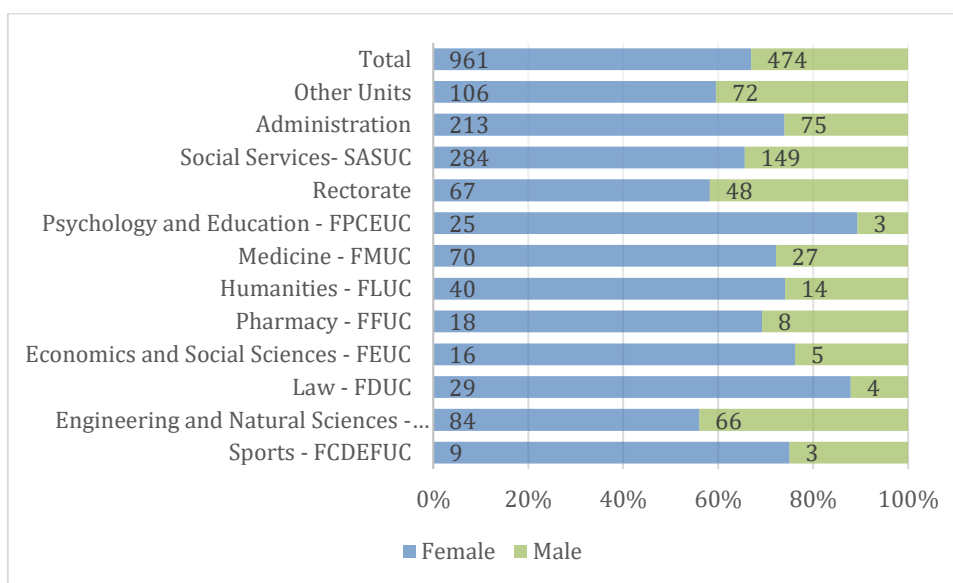
– Technical Staff

In what concerns technical staff, the analysis focuses exclusively on the Organizational Units, since most of the tasks performed are independent from Fields of Science.

Technical staff are female-dominated both overall (67% of women) and by organizational unit. **The least female-dominated units are FCTUC and the Rectorate,** with 56% and 58% of

women, respectively. The strongest unbalances are found at FPCEUC and FDUC, where women account for 89% and 88% of the technical staff, respectively.

Figure 7 Technical Staff per Organizational Unit, by sex



Source: Own elaboration on UC administrative data

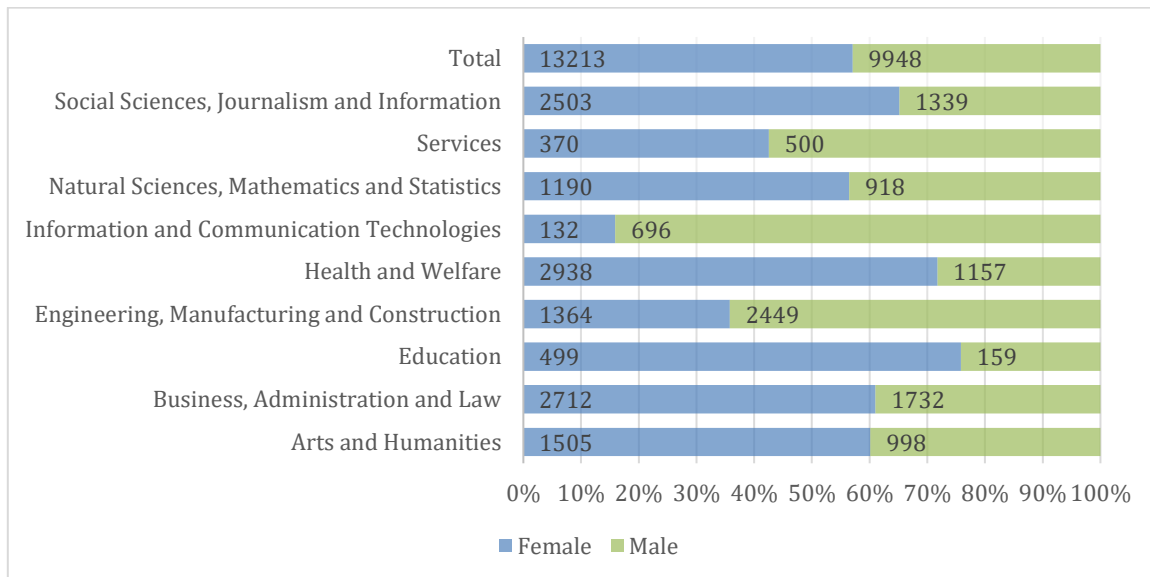
Although gender patterns of technical staff differ substantially from that of academic staff – in the overall share of women and in the ordering of organizational units – some common traits are worth mentioning. **In the overall framework of the UC**, the Faculty of Engineering and Natural Sciences is clearly biased “in favour” of male workers, both in academic and technical staff, thus **suggesting biased gender practices of recruitment and selection most likely supported in gender stereotypes**. The same applies to the Faculty of Psychology and Education but in reverse direction. From a different angle, the contrast between the slightly male-domination of academic staff in the Faculty of Law and the intensely female-dominated distribution of technical staff is also striking. Finally, the relatively high proportion of men in technical staff in the Rectorate (the organizational unit in the top of the UC’s organizational hierarchy) is also quite meaningful, suggesting the well-known tendency to male-domination in decision-making bodies.

– Students

Before analysing horizontal segregation among UC’s students, it is important to clarify that students are classified by Fields of Study instead of Fields of Science. This difference in the terminology mirrors a fundamental difference: while academic members are dedicated to the production and dissemination of knowledge, students are acquiring knowledge. Although this distinction is useful in analytical terms, it does not hamper comparison, as there is a relevant affinity between the two classifications.

The following graph shows the gender distribution of students per Field of Study for students enrolled in all degree programs. This excludes the minority of students that are enrolled in non-degree conferring programs or courses.

Figure 8 Students per Field of Study, by sex



Source: Own elaboration on UC administrative data

In the University of Coimbra 57% of the students are female. Nonetheless, in line with overall gender patterns of activity and knowledge, two Fields of Study stand out as strongly **male-dominated: Information and Communication Technologies** (with only 16% of women) and **Engineering, Manufacturing and Construction** (36% of women). On the opposite side, the 2 most **female-dominated** fields are **Education** (76% of women) and **Health & Welfare** (72% of women). It is also worth to give a closer look to the Services, as this field of study comprises strongly contrasted sub-fields in terms of gender composition. In fact, while **Sports Sciences are strongly male-dominated** (with only 27% of female students), the **Social Services’** programs show an overwhelming proportion of **female students** (91%).

These are worrying results indicating that the **traditional patterns of gender segregation prevail among students**, thus maintaining past trends on this matter.

All the remaining 6 broad Fields of Study are female-dominated. In Social Sciences and Journalism and Information women account for 65% of students; in Business, Administration and Law the proportion of female students is 61%, in Arts and Humanities the proportion of women is 60%. The most balanced field of studies is **Natural Sciences and Mathematics where women account for 56%. This represents an exception in the usual gender patterns as this field of studies tends to be male-dominated in most countries.**

Indicator 2	Proportion of women among researchers
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The gender balance of the UC staff is a nuanced topic, as made evident by the discussion so far. On one hand, women predominate, accounting for 54% of the entire population of the UC (1973 out of 3648 staff members). On the other hand, this derives from a considerable wedge between staff types: Women account for 67% of technical staff (959 out of 1453), but are just 46% of academic staff (1014 out of 2225). Within academic subcategories, **women represent 51% of research staff (267 out of 519), while accounting for just 44% of teaching staff (747 out of 1706).**

Indicator 3	Existing mechanisms to attract and retain female/and male scholars to fields where they are underrepresented, for example: Formal policies (quota, grants reserved for women academics/students etc.)
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There are no mechanisms to attract and retain female/and male scholars to fields where they are underrepresented.

3.2. Vertical Segregation

Indicator 4	Sex ratio of teaching and research staff per rank
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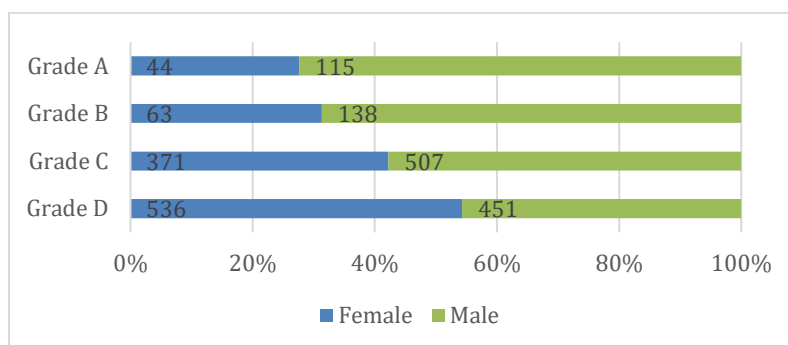
– Academic Staff

Horizontal segregation provides a limited perspective on gender inequality since it distinguishes between horizontal categories, but does not put them into context within a power structure. The analysis of vertical segregation is especially relevant in a highly hierarchical and complex work environment such as the UC. The analysis will now focus on the institutional hierarchies at place for both the academic and the technical staff, which are decisive, as they relate closely to autonomy, either scientific or managerial, leadership within one’s own group, access to higher paygrade levels and professional status which translates into perceived social status.

The following chart shows the number of male and female academic members in each of four grades (A, B, C and D), corresponding to the grades in She Figures (2015).

Grade D, in the bottom of the hierarchy, comprises, on the research side, post-doctoral, doctoral, master and research's grantees. On the teaching side, it comprises teaching assistants, lecturers and trainee assistants, all of them positions with fixed-term contracts. Grades A, B, and C correspond to permanent or guest positions⁴ for both teaching and research faculty: full professors and chief researchers at Grade A, associate professors and senior researchers at Grade B, assistant professors and assistant researchers at Grade C.

Figure 9 Academic staff per rank, by sex



Source: Own elaboration on UC administrative data

⁴ “Guests” comprise a small number of Grade A, B and C members that are bonded by fixed-term contracts to enact roles equivalent to their permanent counterparts.

Teaching grades A and B are tenured positions, meaning that they are guaranteed a post at the same category in a different institution, namely in the event of termination of service due to institutional reorganization. All other grade A, B and C positions are subject to permanent contracts, not enjoying such benefits.



The noticeable blue pyramid in the chart above means that the higher the level in the hierarchy, the lower the proportion of women. The only female-dominated level (by a small margin) is Grade D, the lowest of the four, with 54% of women. The proportion of women then falls to 42% in Grade C, 31% in Grade B and 28% in Grade A, the top level.

At first, it is striking that there are more women in grade D (536 out of 1014 that is, 53%) than in all the other grades altogether, while the corresponding figure for men amounts to only 37% (451 out of 1211). However, this is due to the large proportion of Grade D in Medical & Health, which is subject to specific conditions, since the vast majority of these professionals are medical doctors who take on small teaching assignments, therefore, they are only part-time UC employees.

In order to exclude the effects of this group, an analysis of full-time personnel was done, resulting in 53% women in Grade D, while the ratios of other categories also remain close (within 2p.p) to what is shown in the chart. The takeaway is that there is a steep decline in female participation along the academic career path: **men occupy most full-time and permanent positions, only being outnumbered by women in precarious professional arrangements.**

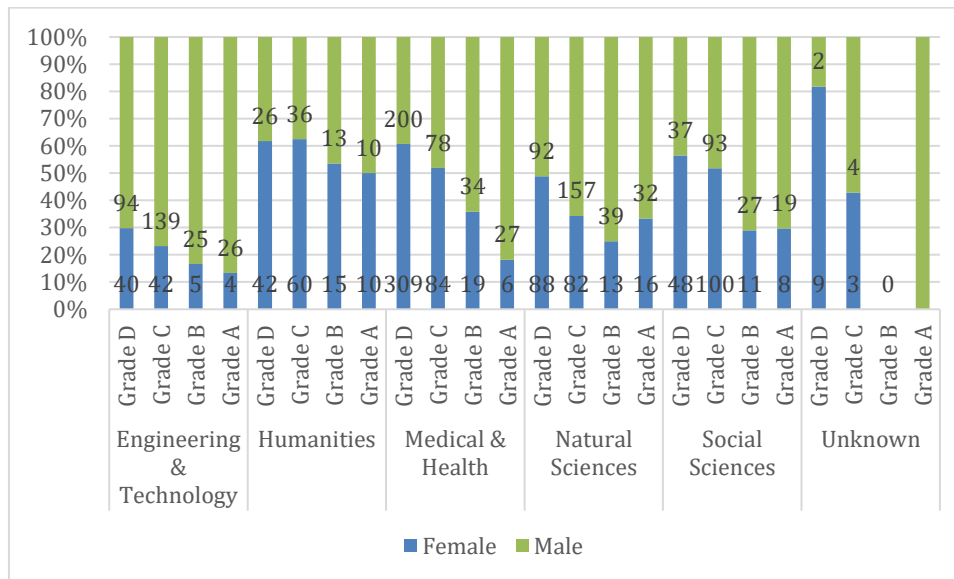
Moreover, women outnumber men in all categories that compound Grade D. Looking at the most precarious labour category within Grade D, that of research grantees, women outnumber men by 177 to 156. Research grantees are subject to grant contracts, often short-term, with no autonomy and reduced social benefits, due to a special social security regime that does not entitle them to unemployment allowances and retirement pensions.

An important insight from results on vertical segregation is that the **above-mentioned gender balance in overall academic staff (46% of women), derives from the disproportionate number of women at the bottom category of the rank (which is also the most numerous of all).**

When aggregate figures by rank are broken down by Teaching and Research Staff, the pattern does not change significantly for the Teaching Staff. As for the **Research staff**, most belong to Grade D (88%, that is, 459 out of 519), of whom 53% (245) are female. Within grade C, 43% are women while in grades B and A women amount to 13% and 20% of each, respectively. **The vertical gender segregation is even more pronounced among researchers than among teachers: although 51% of all researchers are women, they amount to just 38% (24 out of 64) of grades A, B and C.** As will become clear below, when Seniority will be taken into account, this is one of the most striking facets of inequality between men and women in the UC.

Turning now to vertical segregation per **Fields of Science**, a balanced gender distribution in the top ranks is found only in the Humanities (50% of women in grade A and 54% in Grade B). The Humanities are also the exception in Grade C and Grade D where women prevail (63% and 62% of women, respectively). All other Fields of Science show sizeable segregation, with higher female participation in Grade D than in Grade C.

Figure 10 Academic staff per rank and Field of Science, by sex⁵



Source: Own elaboration on UC administrative data

The lowest female participation in top ranks occurs in **Engineering & Technology** (13% for Grade A and 17% for Grade B) showing that overwhelming **male-dominance in this field is even stronger in the highest ranks**.

Humanities and **Natural Sciences** are the fields in which the largest percentages of women staff can be found at Grade A, at roughly 8% each. The lowest percentage occurs in **Medical & Health Sciences** (1,4%). The Medical & Health field also stands out by the very small percentage of women at the top academic rank (18%), even though 55% of all staff of the field are women.

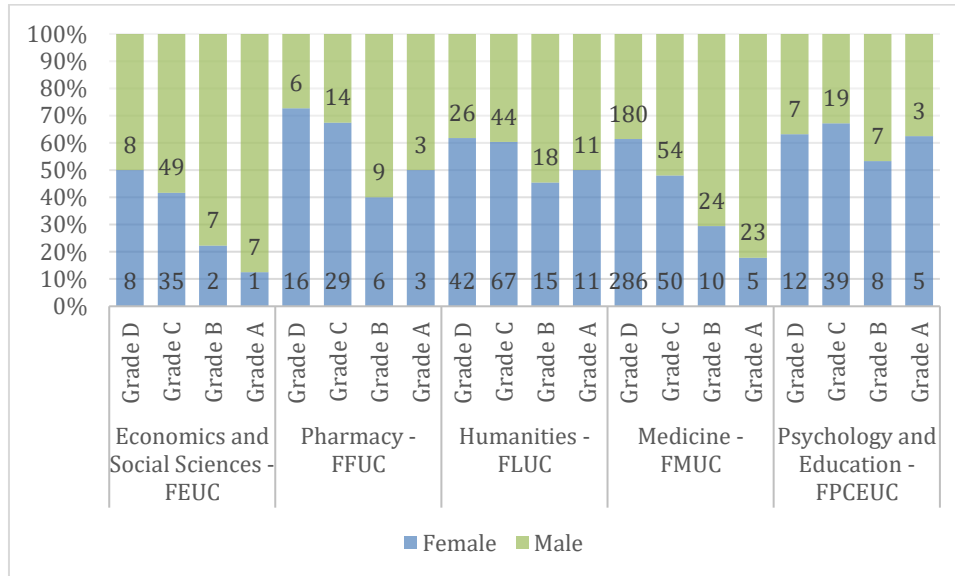
It is noteworthy that, apart from the Medical & Health field, every other Grade D is smaller than Grade C. In fact, the number of workers in Grade D of the Medical & Health’s field is of gargantuan proportions, amounting to 67% of all academic staff in that field of science. This is due to the aforementioned group of medical doctors that take on part-time teaching assignments, who are not considered precarious. In any case, the high percentage of women in this Grade is relevant, but refined conclusions on the matter would require in-depth analysis of this group’s motivations and professional arrangements outside the UC.

In order to complement the analysis on vertical segregation the charts below present rank figures by Organizational Unit.

It now turns out that not all Organizational Units show a clear pyramidal structure by gender. While the faculties of Medicine, Law, Economics and Engineering & Natural sciences maintain the pyramidal pattern, the others reveal a “flattened pyramid” which is particularly clear at the faculty of Psychology and Education, where there are more women than men in every rank, and at the faculty of Sports, where all ranks are male-dominated except for Grade B, where there are 3 women and 2 men.

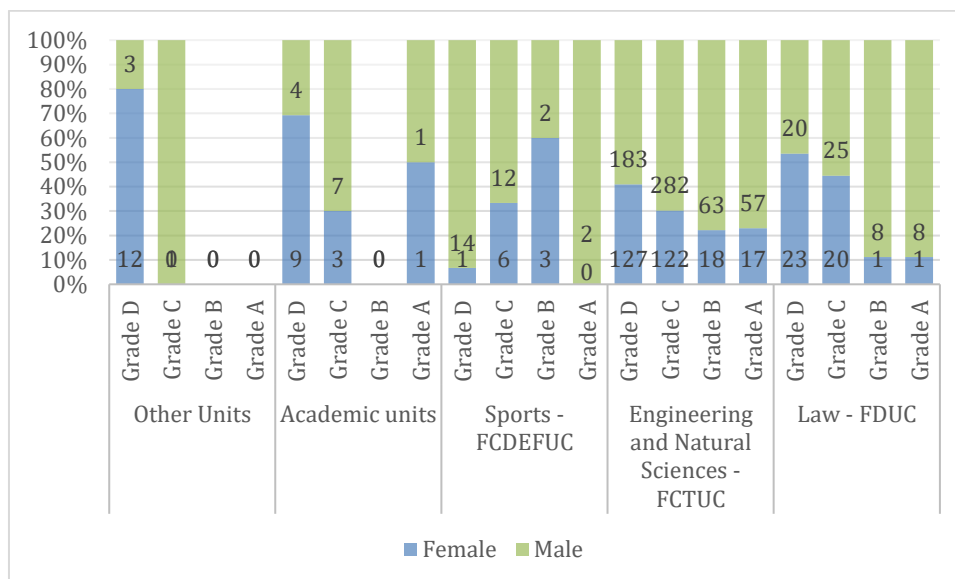
⁵ There is one male in Unknown Grade A, not shown due to graphic difficulties.

Figure 11 Academic staff per rank and Unit, by sex (1)



Source: Own elaboration on UC administrative data

Figure 12 Academic staff per rank and Unit, by sex (2)



Source: Own elaboration on UC administrative data

The largest Unit, FCTUC, is clearly male-dominated and exhibits a pyramidal structure, even though the Natural Sciences' component contributes to reducing that pattern.

FMUC, which is the bulk of the Medical & Health Sciences field, is a large institution that has a rather steep gender pyramid in a double sense. Firstly, the top ranks are much smaller in number than the bottom ones. Secondly, the proportion of women declines sharply the higher up the hierarchy, from 61% at Grade D, to 48% at Grade C, 29% at Grade B and 18% at Grade A. FFUC, the other contributor to the Medical & Health Sciences' field, is a much smaller unit which has much higher female presence in Grades D and C, even being balanced at Grade A.

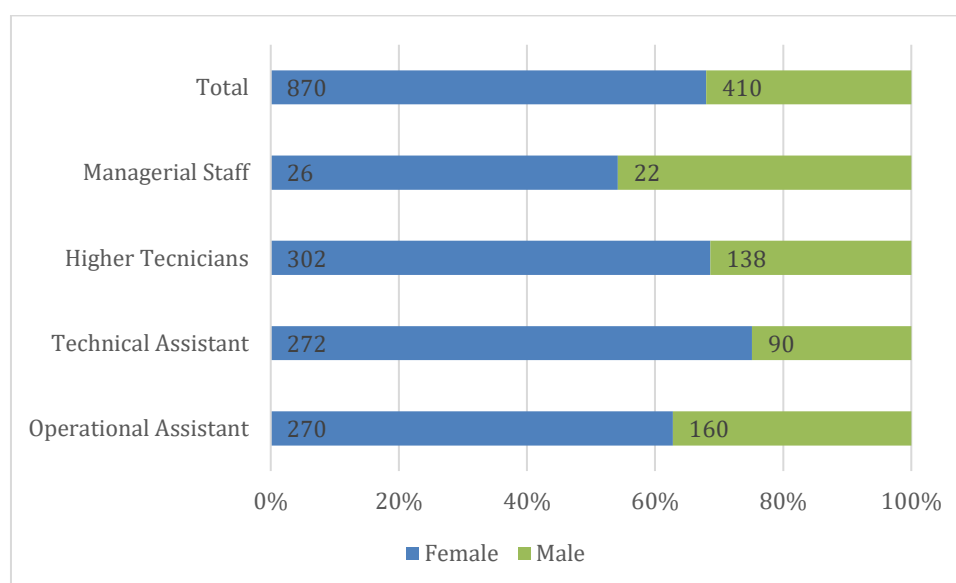
The most gender balanced Organizational Unit is FLUC, which forms the bulk of the Humanities' Field. It shows a 50/50 Grade A, 45% of women at Grade B, 60% at Grade C and 62% at Grade D.

Indicator 5	Gender distribution of staff per rank
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Technical Staff

Technical staff is classified into 4 hierarchical categories. From the bottom up they are: Operational Assistants, Technical Assistants, Higher Technicians and Managerial Staff, which includes middle and top-level managers.

Figure 13 Technical staff, total and per rank, by sex



Source: Own elaboration on UC administrative data

Women account for 68% of staff and there are more women than men in all ranks, including in qualified positions such as Higher Technicians. However, in the Managerial rank, the decision-making positions, the percentage drops to just 54%. The rectoral team, comprised in this group, includes 6 men and 2 women.⁶

The recruitment process for managerial positions is twofold. Regarding the rectoral team, the rector is elected by the General Board and forms the collective afterwards, by invitation. Concerning other managerial positions, an open public recruitment process takes place, conducted by a collective jury which is presided by one of the vice-rectors. In most instances, the selected candidate is already an experienced higher technician within the UC staff. Given the large female

⁶ Included, rather, at the period this analysis refers to. After a new rector was elected, a new rectoral team was announced, which includes 8 men and 3 women. The announcement took place a few hours before the submission of this report.

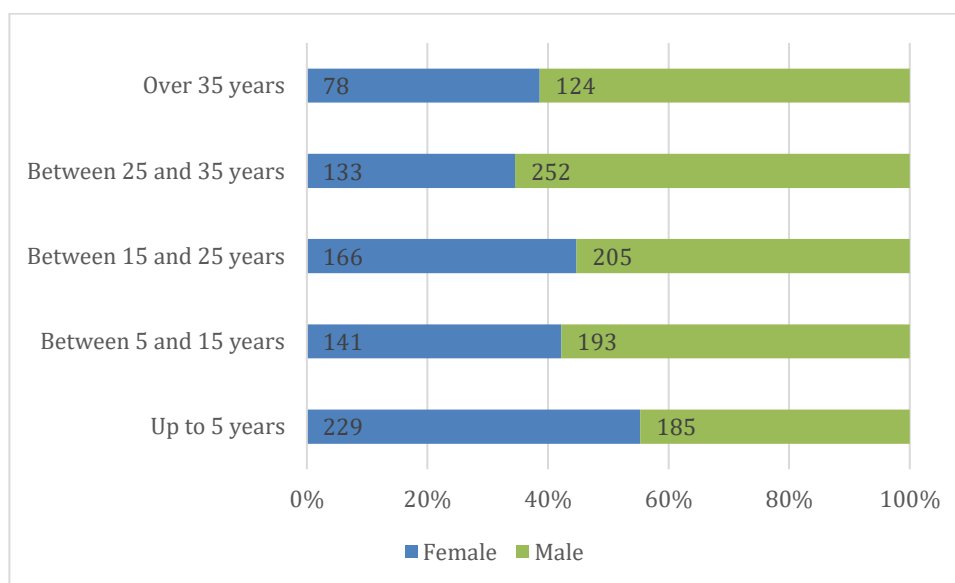
predominance at the higher technician rank (67%), it is somewhat striking that the managerial positions are so close to gender parity.⁷

Indicator 6	Gender distribution of teaching/research and staff per seniority or length of service within the institution
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For this purpose, Teaching and Research staff are addressed separately.

Men prevail in every seniority rank in Teaching, except for the bottom one where 55% of the staff are women (see chart below). This is in accordance with the better academic performance of female students when compared to male students. Although the movement **towards feminization over the last 5 years** might indicate a tendency for future gender parity, **that is not assured because there is wide evidence of further dropouts among women in academic careers than among men.**

Figure 14 Seniority of Teaching Staff, by sex



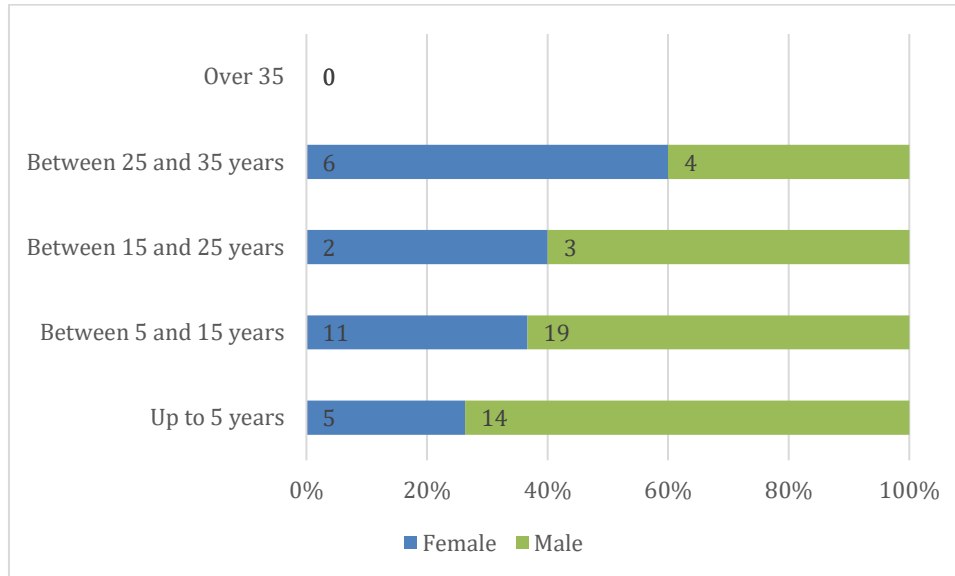
Source: Own elaboration on UC administrative data

Among the minority of UC's researchers having a stable employment relationship⁸, women prevail only in the top seniority rank (25-35 years). Data also shows male-dominance of the Research Staff over the last few years, as the bottom rank **shows more men (14) than women (5) have been hired over the last 5 years.**

⁷ A new parity law for management positions in public administration has been approved by the Parliament in February 2019. It was evidently not in effect for the nomination of these managerial positions, hence the gender balance being presented as striking. Nonetheless, it constitutes a promising sign of commitment towards structural change in the public sector, along with other recently approved legislation.

⁸ Concerning the Research staff, it must be pointed out that the analysis is hindered by the fact that data on Research Staff is not wholly accurate, representing roughly 12% (64 out of 519) of the staff actually in research. In fact, data on seniority is available only for workers with a stable employment relationship, which does not apply to grantees and interns who represent most of the research personnel.

Figure 15 Seniority of Research Staff, by sex

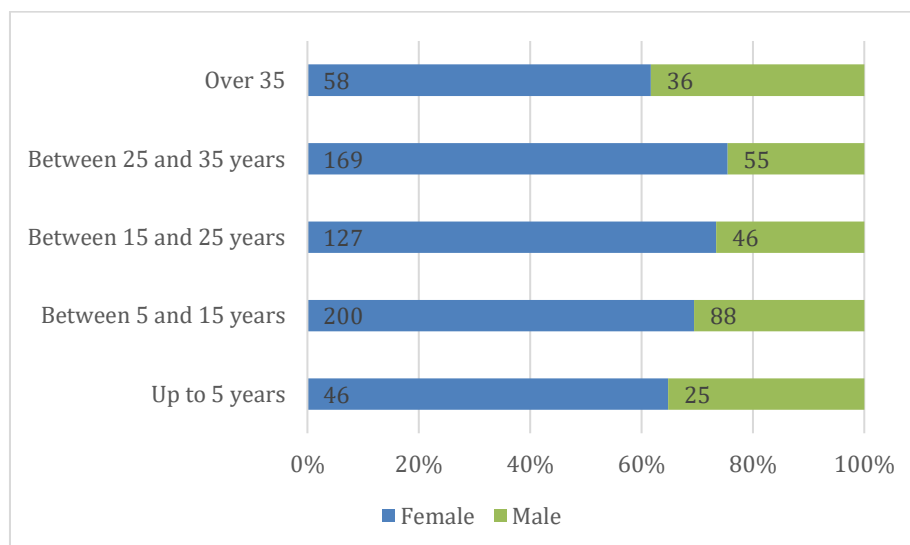


Source: Own elaboration on UC administrative data

The main reason for the low numbers in the UC’s Research Staff is that there have been scarce calls for permanent positions in research, the need for personnel being largely remedied by grantees. This adds new insight to the vertical segregation issues examined earlier, as we now see that women constitute only 26% of effective hires in the last 5 years even though they are 51% of all research staff. As such, **the male-dominated hiring in such an exclusive job** - which constitutes the desired professional opportunity for the most precarious group in researching (grantees) - **is a very pertinent issue regarding gender equality.**

Turning now to Technical Staff⁹, there **seems to be a steady decrease in feminisation for the last 25 years, when it attained a very disproportionate level (75%).**

Figure 16 Seniority of Technical Staff, by sex



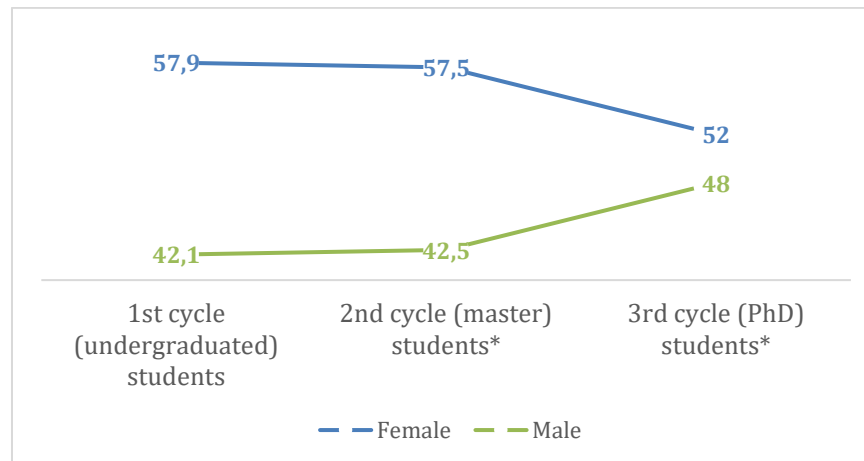
⁹ Regarding Technical Staff, seniority data is also unavailable for both grantees and interns but these constitute only 10% of total, thus being much less relevant for the analysis of Seniority.

Source: Own elaboration on UC administrative data

– Students

As regards the students' population, although women **outnumber men at every cycle** of studies, the **proportion of women** decreases the higher the cycle of studies.

Figure 17 Gender proportions of students per study cycle



Source: Own elaboration on UC administrative data

While at the undergraduate level there are 15,8 p.p. more women than men, the difference drops to 4 p.p. at the doctorate level. Not only does this evidence that **more women than men drop out of an academic path as students**, it is consistent with the mentioned phenomenon that more women than men drop out along the academic career in the UC, since attaining a PhD is an important step in an academic career.

Indicator 7	Availability of gender equality specific mentoring and career guidance for female faculty, staff and PhD students
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No formal mechanisms established.

Indicator 8	Average number of years needed for w/m for promotion to the next rank also broken down by age, scientific field, and Faculty/Staff (Consider including race/ethnicity, or country of origin)
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As a preliminary remark, it must be noted that the public sector **career progression** has been mostly frozen between 2011 and 2017 due to the severe austerity measures adopted in the context of the sovereign debt crisis that afflicted Portugal. Moreover, available data does not allow to fully respond to this indicator, since the information provided only refers to the years between the latest wage progression of staff (January 1st 2018) and the previous one, as it is exposed below.

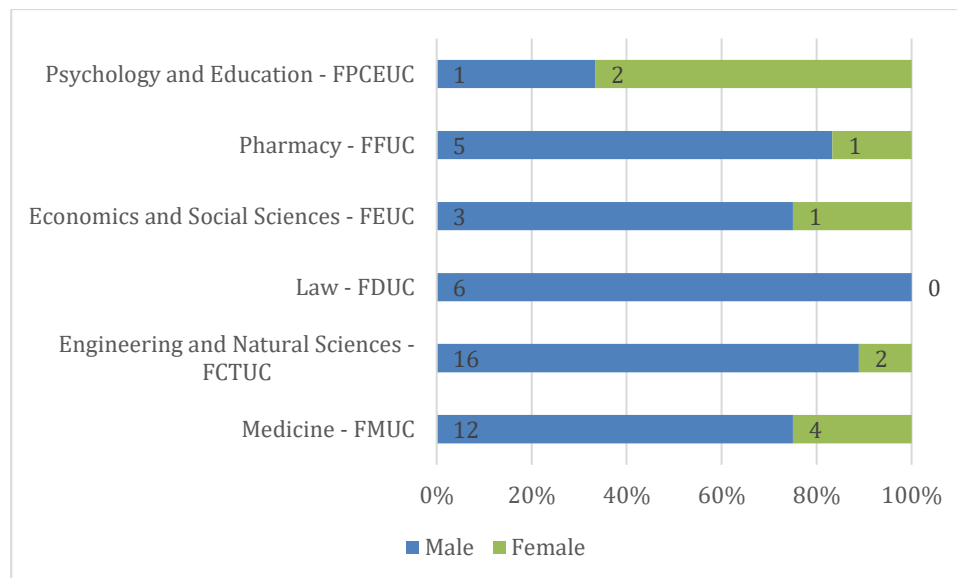
Furthermore, **academic staff's career paths are very diverse from technical staff's**.

– Academic Staff

Regarding academic staff, the promotion system is especially relevant as it assures the progression up the formal hierarchy ranks which are closely associated to tenure, academic status, autonomy and remuneration. Promotions take place by being successful in a public tender call for a specific position in the career. Although severely restricted by the University's financial constraints, between 2011 and 2017 there were 54 calls, out of which only a **small number have been hold**

by women (11, that is 20%). The chart below shows the **gender distribution of promotions** per Organizational Unit. It shows very clearly that the distribution of promotions does not match with the Units' gender distribution of academic staff, except for FPCEUC. Apart from that Unit, all other Units exhibit vertical segregation in favour of male faculty.

Figure 18 Academic Staff promotions per Organizational Unit, by sex



Source: Own elaboration on UC administrative data

Survey results corroborate this indication: in spite of an **average number of applications identical for men and women (1,1)**, **male academic respondents were 33% more successful** (0,9 versus 1,2 average successful applications for women and men, respectively).

A standout feature of those figures is that, not only they are greater than 1 but the average successful applications for men outnumber their average applications. **This is the outcome of multiple successful applications of a considerable number of men, compared to women: out of 47 male respondents that applied more than once, 15 were successful in multiple applications, while the analogous figures for women are 52 and 8.**

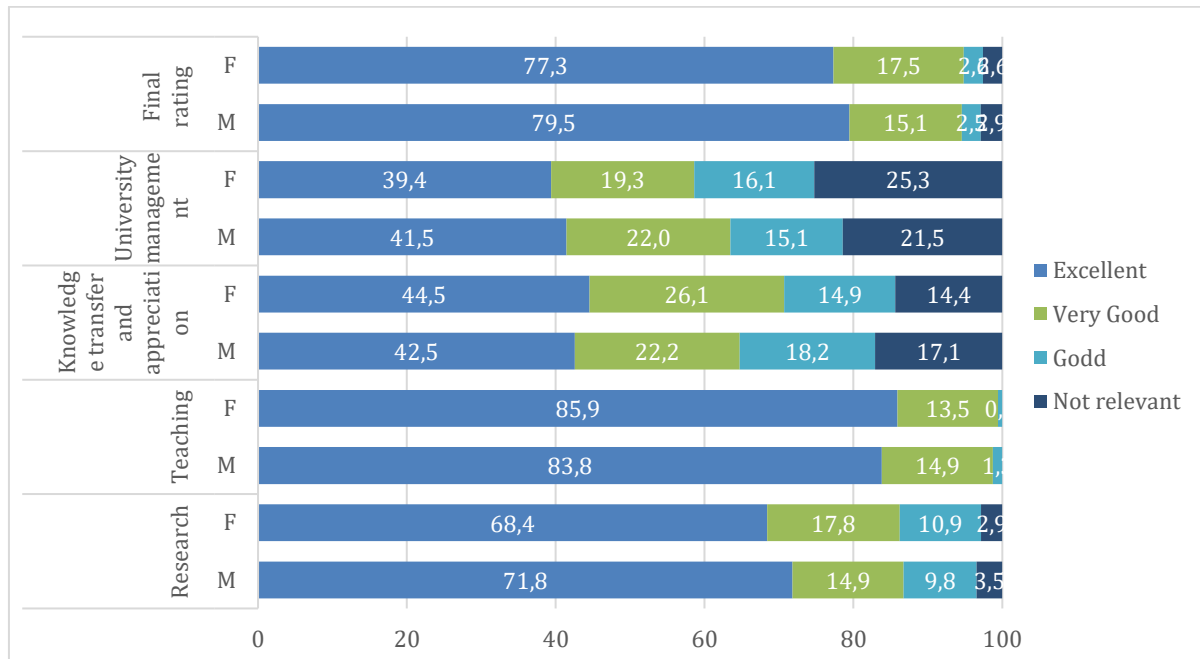
Slightly more than 50% of respondents (same share for men and women) have never applied for a promotion. Most of them – especially women - claim this is due to the **inexistence of calls that suit their professional profile and/or aspirations**. The second most common justification for not applying was the belief that one's own profile/CV did not meet the calls' criteria or that it was not good enough to compete with other candidates. There were also some instances in which the respondents did not fulfil admission pre-requisites, such as a permanent contract - the fact that women invoked this reason as much as the previous one is a reflection of the greater precariousness they are exposed to.

Academic staff has also an assessment system that **determines wage progression within each professional category**. This has been frozen for the aforementioned period. This system is based on triennial performance appraisals. The appraisal grade results from a weighted average of the marks obtained in 4 different items: Research (scientific production and projects, etc.); Teaching (teaching activity, supervision, etc.), Transfer and Exploitation of Knowledge (university outreach, dissemination of scientific knowledge, consultancy services, etc.), and University's

management tasks (participation in university’s board/management bodies). Among these, Research is, by far, the most important item.

The figure below **does not show meaningful gender gaps in the overall performance evaluation results. Yet, some gender differences emerge when broken down by performance items.** Whereas women attain slightly better marks in the strands of Teaching and Knowledge Transfer, men score best in Management, reflecting the underrepresentation of women in the UC’s decision-making bodies.

Figure 19 Appraisal ratings of female and male faculty staff (2014-2016)



Source: Own elaboration on UC administrative data

Available data on Academic staff’s performance appraisal’s results are valuable in identifying potential gender bias in evaluation standards. The table below compares the percentages of male and female that obtained top ratings (Excellent), by Organizational Unit.¹⁰ This analysis is intended to highlight discrepancies between men and women that require further explanations – wider gender gaps may be due to a number of factors, including biases in the evaluation process or a specific organizational context that has a negative impact on a group’s performance/evaluation.

¹⁰ The others marks are “Very Good and “Not relevant”.

Figure 20 Percentage of "Excellent" scores in appraisal rating, total and within gender (2014-2016)

Organizational Unit	% of Male staff	% of Female staff	% of Total staff
Sports - FCDEFUC	91%	63%	79%
Engineering and Natural Sciences - FCTUC	83%	70%	79%
Law - FDUC	79%	93%	83%
Economics and Social Sciences - FEUC	76%	79%	77%
Pharmacy - FFUC	83%	87%	85%
Humanities - FLUC	78%	83%	81%
Medicine - FMUC	88%	85%	87%
Psychology and Education - FPCEUC	83%	90%	88%

Source: Own elaboration on UC administrative data

The first 3 organizational units considered are the ones that exhibit larger gaps. At **FCDEFUC**, while 91% of male staff received an “Excellent” rating, only 63% of females were at the same level. This is the highest **gender gap (28p.p.)** of all organizational units. Coincidentally or otherwise, FCDEFUC also presents the lowest proportion of female faculty. **FCTUC** is the second on the proportion of female faculty and also presents a wide **gender gap (13p.p.)**. It may be that these indicators are somehow correlated, even though **FDUC disrupts that pattern**, ranking fourth in the lowest proportion of female faculty while presenting a **14p.p reverse gender gap** in “Excellent” appraisal ratings.

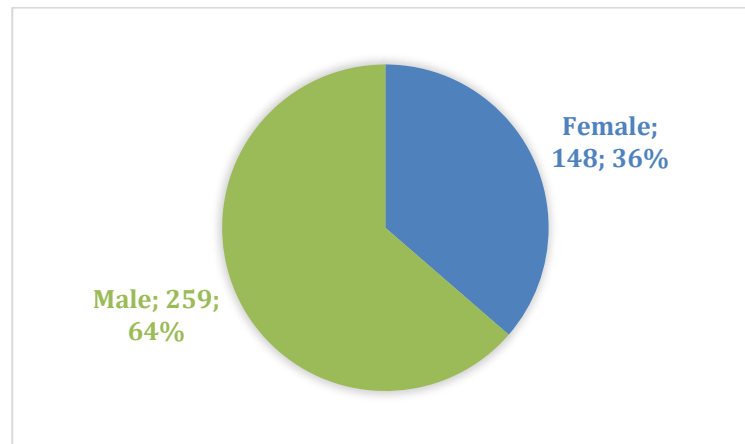
Unfortunately, due to anonymization requirements, it was not possible to perform a crossed analysis between organizational units and academic grades. It would be a good complement to the information presented, since an analysis by academic Grades did not retrieve gender gaps at any grade or rating.

This information is highly pertinent, since the distribution of promotions does not match the Units’ gender distribution of academic staff, with the sole exception of FPCEUC. Apart from that Unit, all other Units exhibit signs of vertical segregation in favour of male faculty.

The same discrepancy between the overall gender distribution of academics and the relative presence of men and women within career progression trajectories can be observed when analysing wage progression within each professional category. The chart below, which **present wage progressions of faculty in 2018,¹¹ shows an important gender gap (benefiting male staff), even if considering the overall gender distribution of teaching staff.**

¹¹ When career progression was ‘unfrozen’, in 2018, staff members made career progressions based on their evaluations of previous years.

Figure 21 Latest changes* in wage positions of teaching staff, by sex



* 01/01/2018. Source: Own elaboration on UC administrative data

As noted above, available data on the time needed for career advancement only covers the period intervening between the latest wage progression made by faculty early in this year and the previous one. This restricted period covered by the available data limits the scope of the analysis.

In any case, the figure below does not show a significant gender gap in the average years needed for wage progression. The breakdown by professional category reveals more pronounced variations between male and female faculty within some categories, which display opposite trends: while within grade B men take more time (approximately 8 months) than women to move on to the next wage position, within the highest career grade men exhibit an advantage over women which correspond to the same period (approximately 8 months). Nevertheless, these differences are statistically not significant.¹²

Figure 22 Years between the latest wage progression of teaching staff and the previous one, per professional category (averages)

	Female	Male
Assistant Professor (Grade C)	11,4	11,5
Associate Professor (Grade B)	10,3	11
Full Professor (Grade A)	11,8	11,1
Total	11,4	11,3

Source: Own elaboration on UC administrative data

The break down by organizational unit reveals more compelling gender unbalances. The information presented in the table below shows gender gaps in most teaching units, although Student's T-test only displays statistical significance in two of them: FCTUC (p value=0,029) and FDUC (p-value=0,019). At the Engineering and Natural Sciences Faculty (a male dominated one), women take over two years more than men to advance to the next wage position, whereas a reverse trend is observed at the Law Faculty, where men take over two years more than women to reach a higher wage position. These organizational units are exactly among those where larger gaps in appraisal ratings could be observed – favouring men at FCTUC and women at FDUC, in correspondence with what is observed herein.

P-values > 0,05 (T-Test).

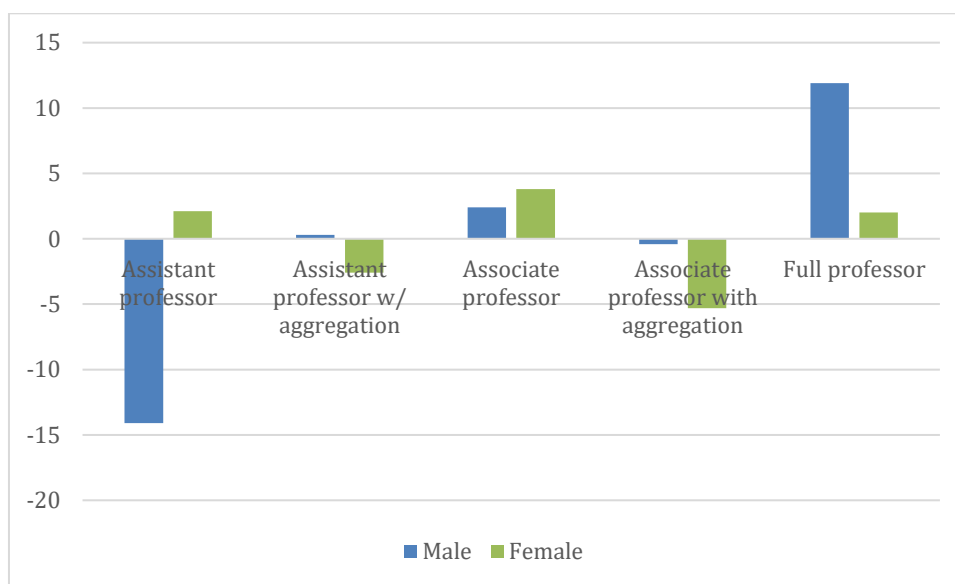
Figure 23 Years between the latest wage progression of teaching staff and the previous one, per organizational unit

	Female		Male	
	N	Mean	N	Mean
Sports - FCDEFUC	2	7,6	7	10,0
Engineering and Natural Sciences - FCTUC	44	12,2	137	11,3
Law - FDUC	7	8,6	17	11,0
Economics and Social Sciences - FEUC	17	10,2	25	11,5
Pharmacy - FFUC	13	10,8	5	10,7
Humanities - FLUC	34	11,6	35	11,4
Medicine - FMUC	10	10,0	21	11,4
Psychology and Education - FPCEUC	21	12,3	12	11,1

Source: Own elaboration on UC administrative data

Career progression is dependent on many factors, and gender differences regarding this topic are frequently associated with greater care responsibilities being assumed by women. The following chart hints towards to that within the teaching career path, as it presents a diverse hierarchy. It displays the effects of having children (or not) in the career progression of men and women - the age interval is between 50 and 60 so that family schemes can be considered “final” and all categories are represented, allowing for different progression patterns to appear.

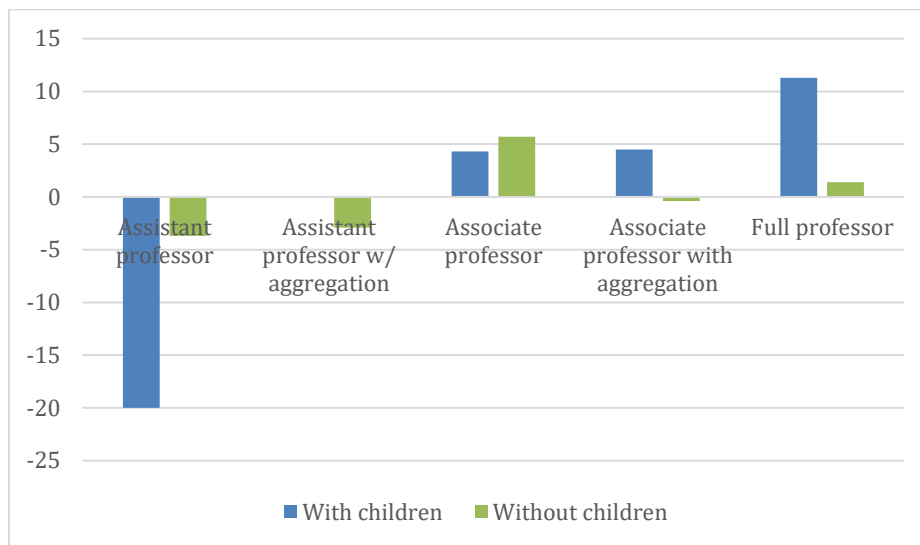
Figure 24 Percentage points difference between teaching staff, with and without children, by sex and category, within the 50 to 60 years-old age interval.



Source: Own elaboration on UC administrative data

Interestingly, **men with children have fared quite better than those without children**. As for women, the differences are small but a thought-provoking pattern is evident: **women with children suffer a delay in career progression**, which comes in the form of aggregation. The chart below provides complementary insight into the matter, by exhibiting inter-sex comparison.

Figure 25 Percentage points difference between male and female teaching staff with children; male and female teaching staff without children, by category, within the 50 to 60 years-old age interval

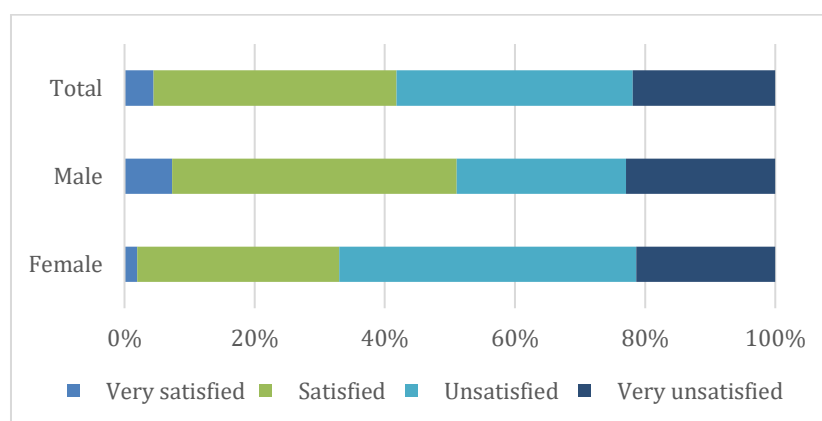


Source: Own elaboration on UC administrative data

The career trajectories of men and women without children appear to be quite similar, since the largest difference found was slightly over 5p.p, for Associate professors. On the contrary, **men with children have gone farther (and faster) within the teaching career path than women with children.**

The **exposed dynamics necessarily have an effect on staff’s satisfaction with career development**, resulting that female academics’ satisfaction to that regard is significantly less than men’s (p-value = 0,04) (Mann-Whitney U Test). The following table reflects this, as a large number of women respondents declared to be unsatisfied with career progression (47, or 46%) and only 2 were very satisfied. By contrast, 7 out of the 99 of men respondents declared to be very satisfied and 43% to be satisfied.

Figure 26 Level of satisfaction of male and female academic staff with career progression in the UC (N=201)

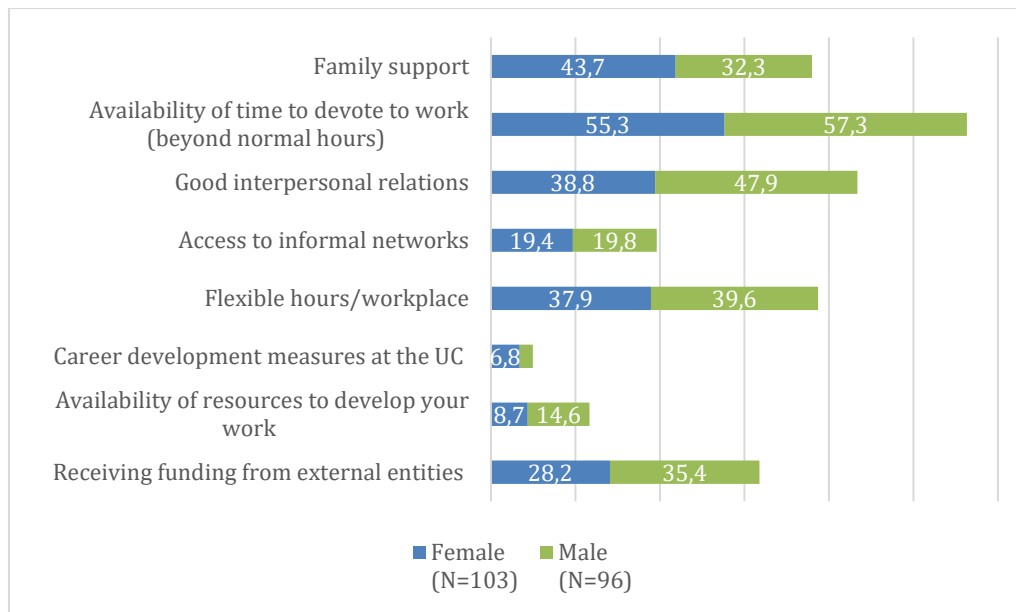


Source: CES-UC SUPERA - Survey

A key point, for both men and women, however, is the high proportion of members who are very unsatisfied with career progression (above 20%). This figure may rise concern, since personnel frustrations can severely impact the workplace.

Differentiated satisfaction levels may be related to the factors pointed out as underpinning career development (figure 25).

Figure 27 Factors underpinning career development of female and male academic staff in the UC (% of cases; N=199)



Source: CES-UC SUPERA - Survey

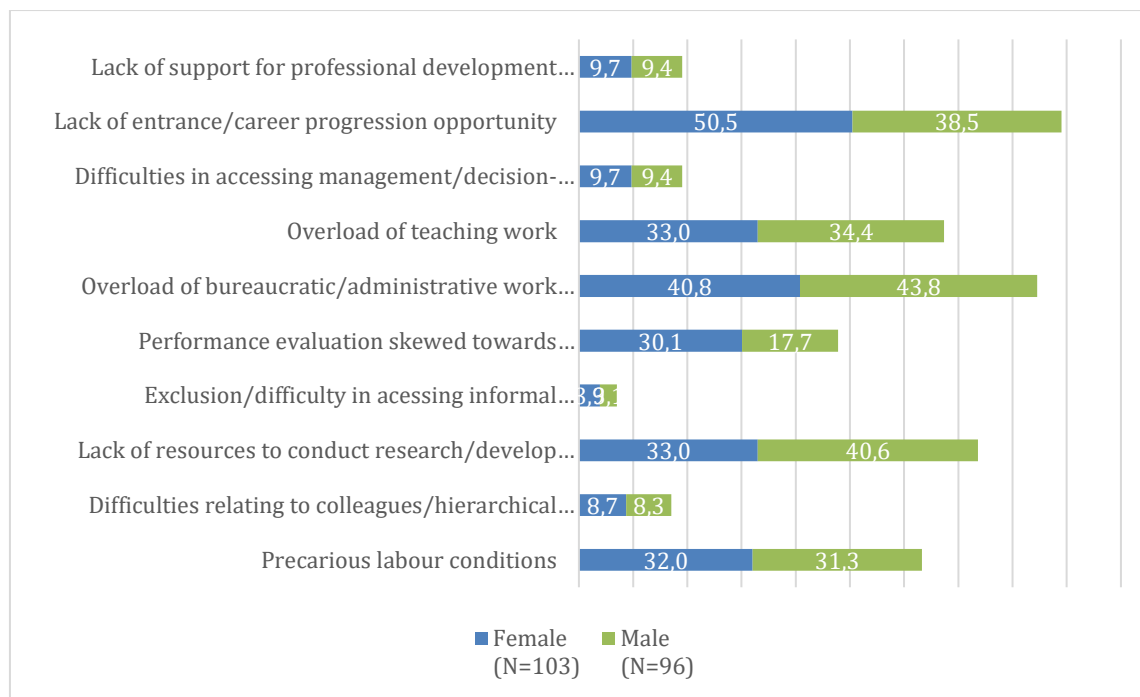
The largest difference between men and women resides in the importance given to family support, with 11p.p. more women selecting it as a propellant for their career. The second largest factor is the establishment of good interpersonal relations, indicated by 9p.p more men than women. Receiving funds from external entities follows, also being more selected by men, at 7p.p.

Given that the factor more often indicated by both men and women is the availability to work beyond normal hours, family support may be expected an essential requisite of career development. However, women value it to a greater extent, whereas good interpersonal relationships are highlighted on the male side. Even though it is expected that people within organizations establish personal bonds, interpersonal relations are not a staple of academic merit, as it is formally stated. Its inclusion from both men and women, together with the **emphasis in informal networks, highlights the relevance of long-established networks and personal bonds for allocating career opportunities, putting into perspective the assumed neutrality of the process of promotions.** The higher proportion of men referring to the importance of interpersonal relations may indicate a gender bias on this matter.

It might also be that the higher importance women place on family support derives from a greater availability of such support for men, allowing them to rely more on it and therefore not valuing it to the same degree. Conversely, women may value it as a major contributor for career development due to the persistent cultural norms and values that assign them household and care responsibilities. This is critically related to the need to devote extra hours for work, mentioned by both groups – if the career requires longer working hours, it is logical that more women (who take more household and care duties upon themselves) refer to family support as valuable for their career progression.

Moreover, survey results on the factors considered restrictive for career development also show differences between men and women.

Figure 28 Constraining factors for career development of female and male academic staff in the UC (% of cases; N=199)



Source: CES-UC SUPERA - Survey

The four most selected factors are similar for men and women, albeit to different degrees: Lack of resources to perform their work, a skewed performance evaluation towards bibliometric indicators, overload or lack of support in bureaucratic/administrative work, and overload of teaching work.

The largest differences by gender are found in the figures regarding skew of performance evaluation towards bibliometric indicators and lack of career progression opportunities, both emphasized by women. The third largest difference resides in the 7p.p more men that selected lack of resources to conduct their work as a constraint.

Although men and women complain about the same topics and select bureaucratic and teaching overload in similar proportions, women are much more likely to emphasize the role of the **“focus on scientific production criteria for academic performance assessment”** and the **“lack of career progression opportunities”**. This suggests that the greater focus on scientific performance (over teaching and other tasks) for tenure and promotion evaluations within the UC may not be gender-neutral, impacting more negatively on the female career path.

Full understanding of this dynamic would require further research. When asked about specific factors hampering their dedication to the job content, women and men also share complaints about bureaucratic work. However, 12p.p more women select teaching assignments as an important factor. If women spend a greater share of their time on teaching this will constrain their career progression, since such tasks are not well recognized for that purpose. What remains to be understood is the cause of this: do women get more teaching assignments than men? Do they actually dedicate more of their time to that kind of task than men?

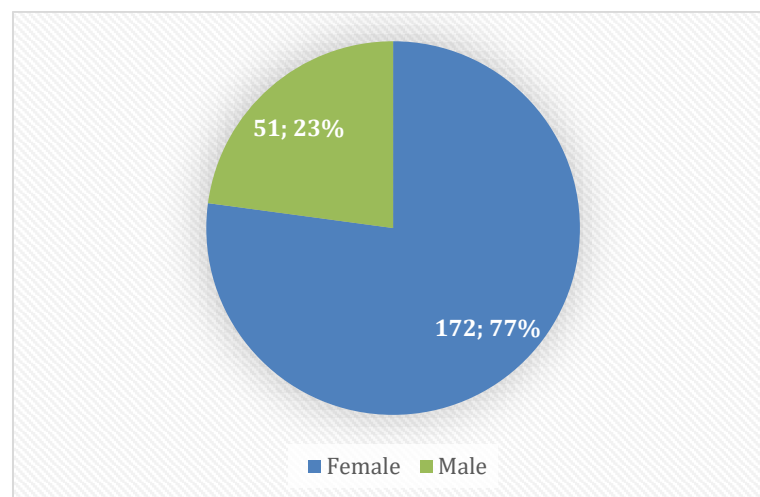
In any case, **female academics appear to be more exposed than men to the consequences of the heavy workload and long work hours derived from their positions.** Survey results indicate that women spend more time working on weekdays than men (half an hour, on average), they are more likely to frame work as a relevant source of stress and personal tension and they also feel less satisfied with available time to work on their main areas of interest.¹³

– Technical Staff¹⁴

Technical staff is part of the general civil service where career progressions depend on a biennial performance appraisal, subject to an intricate system with quotas in place for the attribution of top grades. When career progression was ‘unfrozen’, in 2018, 532 technical staff members (37% of the total) made career progressions based on their evaluations of previous years. Unfortunately, pertinent data is available only for 223.

As available data refers to only part of the promoted staff, overall gender distribution of technical staff cannot be compared to that of career progressions in the same group. Nonetheless, it is worth noting the expressive gender gap (in favour of women) in career progression of technical staff.

*Figure 29 Latest changes in wage positions of technical staff, by sex **



** 01/01/2018 Source: Own elaboration on UC administrative data*

For most technical staff ranks, gender differences in average years for promotion were statistically not significant (p-value=0,160; Student’s T-Test) (table below). However, statistically significant differences were found in the case of Technical Assistants (p-value=0,033; Student’s T-Test).

⁸ “My work is a relevant source of stress/personal tension” (p-value=0,04); “Available time to work on my main areas of interest” (p-value=0,05); Mann-Whitney U Test).

¹⁴ Even though the same questions were posed to Technical staff members, analyzing their answers regarding promotion application and success has crucial limitations. Because the main career paths are mono or bicategorical but have several intermediary stages within categories, it was specified in the questionnaire that the term ‘promotion’ referred to applications for higher categories within career paths or superior career paths altogether. Yet, the results obtained are not fitting with this set condition and, in many instances, the term seems to have been interpreted as a progression in intermediary stages, which do not require application. Nevertheless, a reliable insight is that the vast majority of respondents that have not applied for promotions attributed it to the inexistence of calls.

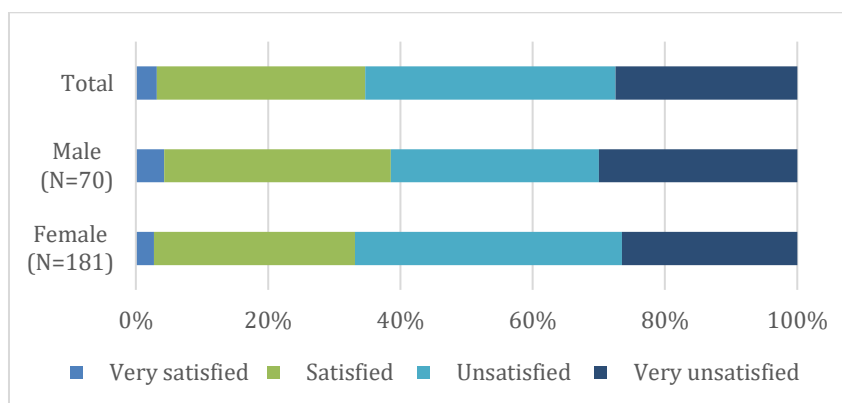
Figure 30 Years between the latest wage progression of technical staff and the previous one (averages)

	Female	Male
Higher Technicians	11,5	11,5
Technical Assistants	12,2	13
Operational Assistants	14,2	13,7
Remaining careers	12,2	10,9
Total	12,3	12,7

** 01/01/2018. Source: Own elaboration on UC administrative data*

Considering the scarce differences in average time for career progression, it is not surprising that men's and women's **satisfaction levels regarding career development are more similar among the technical staff than among the academic staff.**¹⁵

Figure 31 Level of satisfaction of male and female technical staff with career progression in the UC (% of cases; N=251)



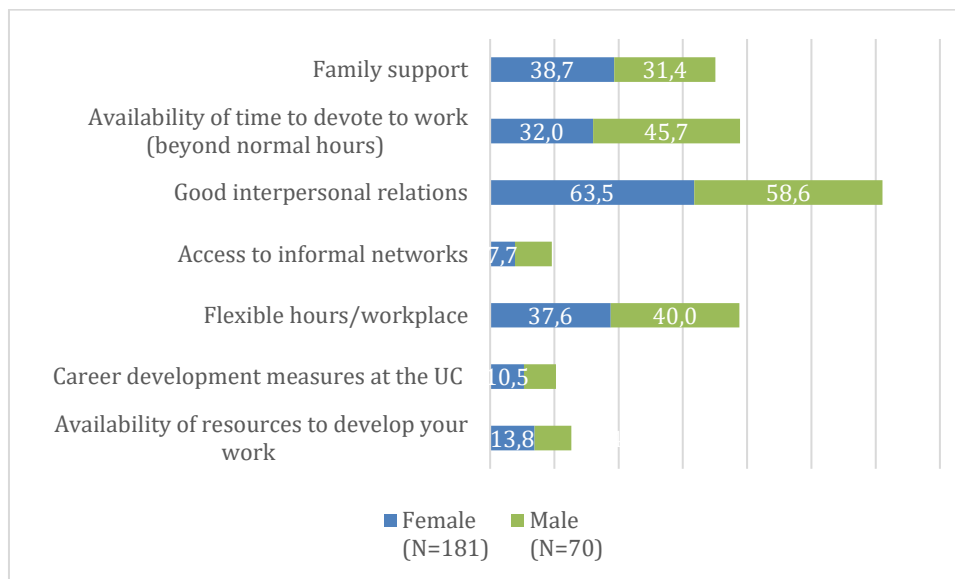
Source: CES-UC SUPERA - Survey

However, **some traits remain:** a greater share of women reports dissatisfaction while most men declare to be satisfied; high levels of “very unsatisfied” (28%) slightly higher for men; the proportion of “very satisfied” larger for men than for women.

As for the factors favouring career development, they are necessarily different from those selected by academic staff due to the diverse functional roles. In any case, there are some common features.

¹⁵ Although career development satisfaction is higher for men than women, gender differences are not statistically significant (p-value = 0,794; Mann-Whitney U Test).

Figure 32 Factors underpinning career development of female and male technical staff in the UC (% of cases)



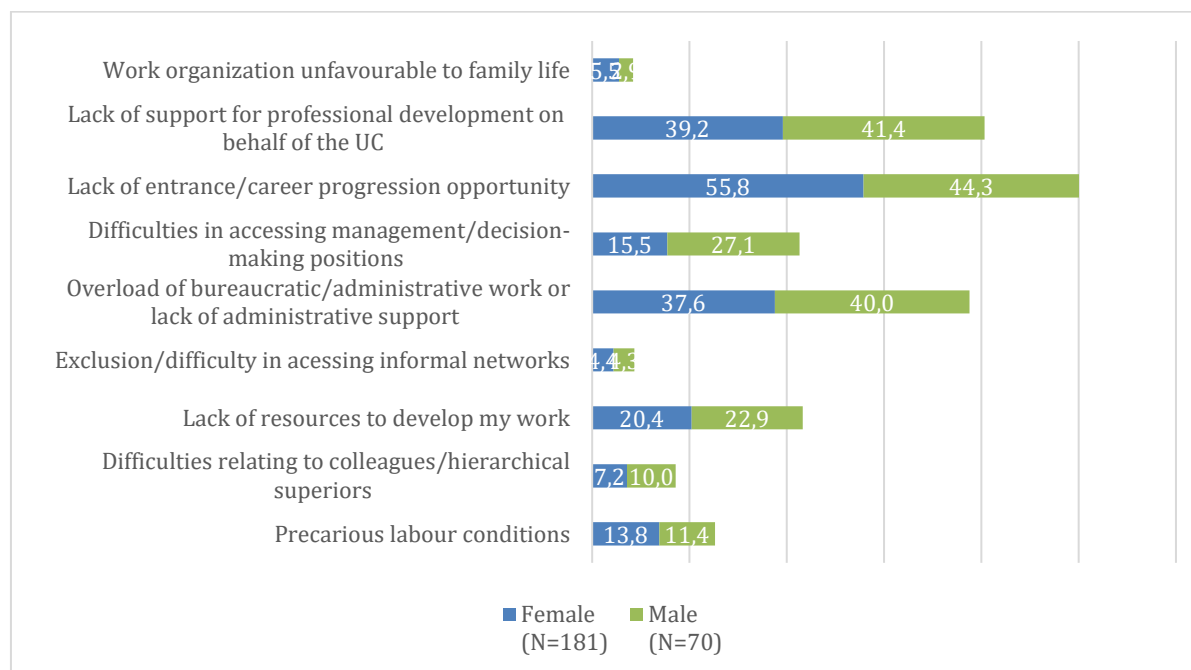
Source: CES-UC SUPERA - Survey

The four most chosen factors, for both men and women, coincide with those chosen by the academic staff. However, **among the technical staff both men and women attached the most importance to “good interpersonal relations”**. This may derive from the fact that, within this group, career development is much less dependent on promotions (and public international calls) than it is within the academic group. Therefore, good relations with coworkers and superiors can influence the attribution and execution of tasks, personal requests and even the evaluation process that enables career progression (since this relies heavily on hierarchical superior’s assessment).

The choice of the factor “family support” also prevails among women, although the gender gap in this choice is now reduced to 7 p.p. (it is the second most chosen factor by women and the fourth by men). The second most selected factor by men (fourth by women) is the availability of time to devote to work beyond normal hours. It is noteworthy that men’s proportional selection of the factor “devoting extra hours” outweighs that of women’s by 14p.p. Considering that 49% of female respondents currently have dependent children, this result might derive from the effective unavailability of many women to work overtime, due to their familiar responsibilities.

The survey results on factors constraining career development (chart below) seem inconsistent with that last hypothesis because only a very scarce percentage of women identified unavailability to work overtime as a constraint. But it is also evident that the answers to these two divergent questions are non-symmetrical, overall. In fact, very low percentages of respondents selected “Difficulties relating to colleagues/hierarchical superiors” and “Exclusion/difficulty in accessing informal networks”, which are semantically symmetrical to “good interpersonal relations”. The same is true for the factors “Family support” and “Work organization unfavorable to family life” vis-à-vis “Lack of family support” and “Unavailability to work beyond working hours”.

Figure 33 Constraining factors for career development of female and male technical staff in the UC (% of cases)



Source: CES-UC SUPERA – Survey

The three most prevalent factors, and their ordering, for both men and women are: a) lack of career progression opportunities, b) lack of professional development on behalf of the UC, and c) a bureaucratic/administrative overload. However, **women selected “lack of opportunities for entrance/progression” by almost 12p.p. more than men. Conversely, a symmetric differential was observed for the factor “difficulties in accessing management/decision-making positions”** which men were more prone to choose (it was the fourth most selected factor by men, while for women the fourth factor was “lack of resources”).

Given these results, it would appear that men tend to attach more importance to access to management positions than women. But results are strongly influenced by the sample composition. Although other staff categories include some low-level management positions, the most relevant management and decision-making positions can only be accessed by higher technicians, who make up 67% of male respondents and 60% of female respondents. Nevertheless, by itself this difference does not fully justify gender patterns in the results regarding management aspirations. More importantly, technical assistants, the staff category below higher technicians, account for 29% of female respondents and only for 17% of male respondents. Due to the structure of public service careers, technical assistants may qualify for a higher technician position through an open call, but not to a management position. We can therefore conclude that the sample composition is the main reason for the differences in the results regarding career development aspirations. The fact that 70% of technical assistants and 38% of higher technicians selected the “lack of career progression opportunities”, while only 11% and 23%, respectively, selected “difficulties in accessing management positions” further supports that conclusion.

3.3. Equal Pay

Indicator 9	Existence of policies on equal pay (quality, enforcement)
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No specific policy addresses this issue. As with every other related issue, the legal framing of the procedure is implicitly deemed sufficient, as it should adhere to the constitutional equality principle.

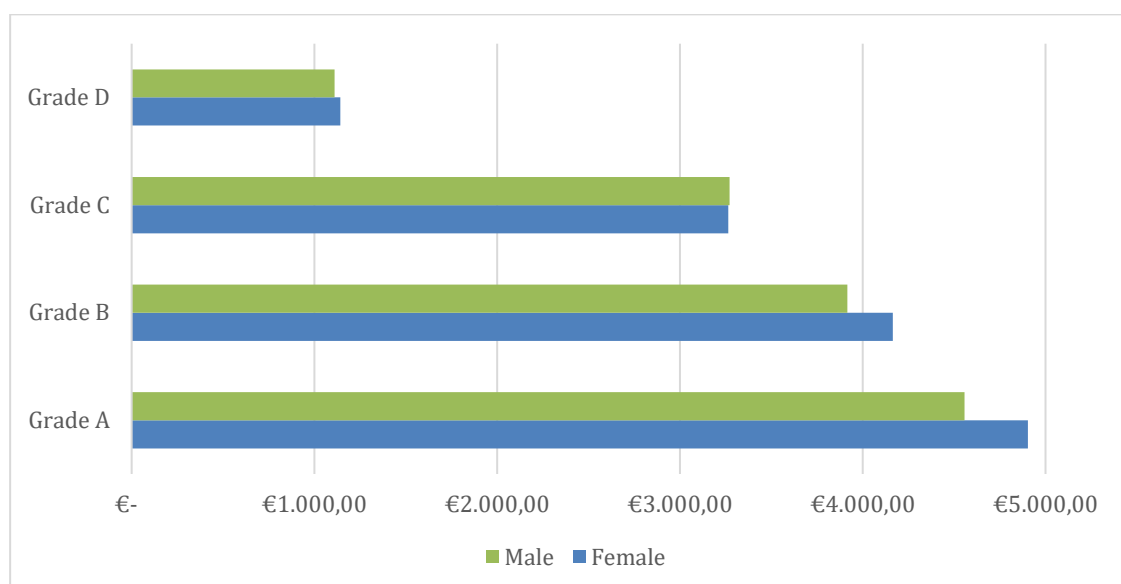
Indicator 10	Male/female salary comparison per rank/ workload (academic employees and staff). Control for number of children, marital status, and nationality)
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UC’s employees are paid according to the Portuguese civil service wage scales, which depend on the type of career the worker belongs to. This means that there are 2 different schemes being applied to employees in the UC: a) the so-called “general scheme” for technical staff; b) the specific scheme for university’s teachers and researchers. Each one of these **wage schemes sets pay echelons within professional categories, which correspond to a basic gross monthly salary**. The only data available for this report refers to such basic monthly gross wage figures, thus excluding any wage supplements and/or allowances. This limits the accuracy of the analysis of gender gaps as it is well-known that women usually do not benefit from all kinds of supplementary remuneration as much as men do.

Considering the overall average (excluding professional category), women in academic and technical positions are paid about 89% and 91% of the basic monthly average salary of men, respectively. Although these gender wage gaps are not a salient issue within the UC, they have some specific features worth to be considered in the analysis herein.

As shown in Figure 24, there is a **wage advantage for female academics in the higher ranks** (female who are full or associate professors are paid about 108% and 106% of the average salary of the men in the same categories, respectively). Nonetheless, these differences might be explained by the women’ greatest seniority (and age) in those higher ranks (as women have 3 and 2 more years of seniority on average, respectively), which, depending on the appraisal results, is linked to higher pay echelons. Men’s seniority exceeds women’s only at the bottom grade.

Figure 34 Average basic gross monthly salary by Gender and Academic Staff grade (full-time)



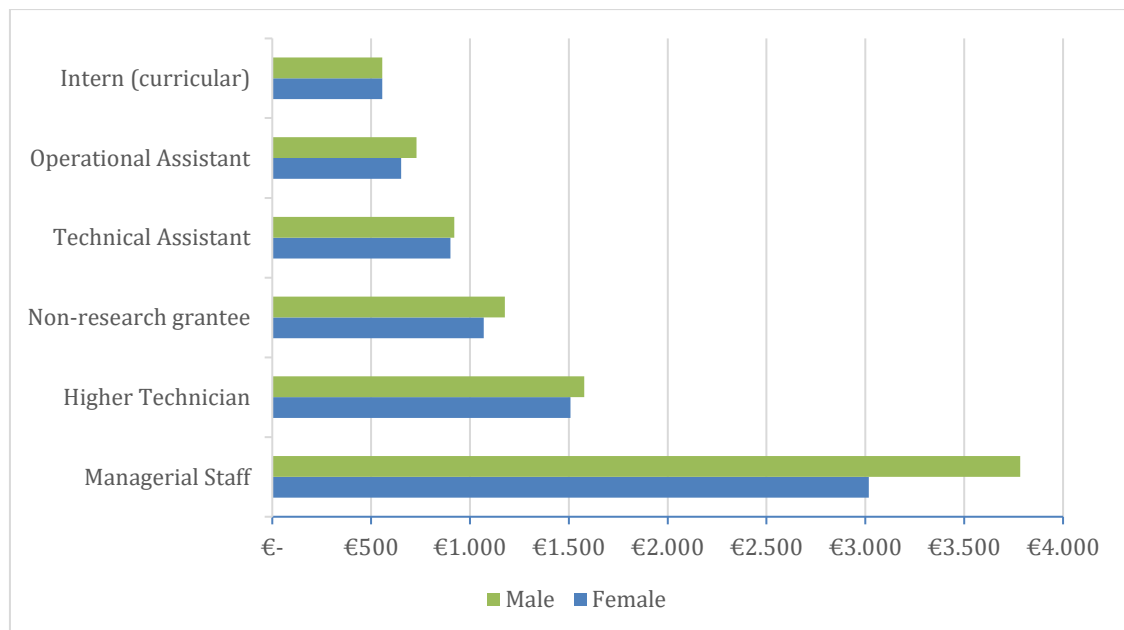
Source: Own elaboration on UC administrative data

Regarding technical staff (Figure 25), women’s basic wages are lower than men’s in all ranks of the career, although by a small margin, except for managers. In fact, the most striking gap can be

observed in the top category – managerial staff - where women are paid only about 80% of the average monthly salary of men. **This suggests that the increased participation of women in decision-making occurs in the lower-waged middle-management positions**, even though part of the differences might also be explained by the lower average seniority of women managers (4 years less than men).

At the bottom position of the career (operational assistant), women are paid about 89% of the average monthly salary of men.

Figure 35 Average salary by Gender and Technical Staff category (full-time)



Source: Own elaboration on UC administrative data

While in some categories (managerial staff and operational assistant) average gaps may result from the greater male seniority, that is not a valid explanation for the other positions, where gender differences in seniority and age are not significant.

The exposed conclusions pertaining to equal pay are interesting, in the sense that they pave the way for further research and more in-depth statistical analysis, which require exploring the gender pay gap through variables that are currently not accessible.

Complementarily, the survey questionnaire included perceptions on the adequacy of wages (as compared to colleagues’), which may be useful to ascertain gender bias in pay. Within academic staff, statistically significant gender differences (with a confidence interval of 95%) were found concerning the level of satisfaction with current salary in comparison with those of colleagues.

Indicator 10 | Distribution of student grants /sex

Solidarity grants, funded by the national budget, are destined for low-income students of undergraduate and master’s courses, that is, students whose household earnings per capita are below the minimum wage. In the academic year 2017/2018 grants were awarded to 1514 male students and to 2865 female students, thus representing a 65% female prevalence. There is also a

UC's Social Support Fund, created as a complement for particularly sensible cases, which was conceded to 120 male and 212 female students (64%).

Merit-based grants are awarded to the 3% of best-performing students in each Faculty. Overall, there are 57% of female students and 57% female merit grantees. Although these grants are not evenly distributed by gender in all Faculties, they are not far from that, as shown in the table below. Yet, two faculties stand out from this analysis: FFUC, with an overrepresentation of females in merit grantees of 14p.p.; and FMUC, with an underrepresentation of females of 10p.p.

Figure 36 Percentage of total female students and percentage of female merit grantees, per Organizational Unit

Organizational unit	Percentage of female students	Percentage of female merit grantees
Sports - FCDEFUC	28%	33%
Engineering and Natural Sciences - FCTUC	41%	42%
Law - FDUC	63%	65%
Economics and Social Sciences - FEUC	54%	49%
Pharmacy - FFUC	80%	94%
Humanities - FLUC	61%	59%
Psychology and Education - FPCEUC	85%	89%
Medicine - FMUC	67%	57%

Source: Own elaboration on UC administrative data

3.4 Recruitment, Termination

Indicator 11	Gender distribution on type of contracts (less than a year / temporary / permanent)
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The available data does not include the duration of labour contracts, distinguishing only by type of contract (permanent/temporary). Hence, the analysis presented herein describes the gender patterns by type of contract, beginning in the most stable and binding and going down the scale to the most precarious and/or least binding ones.

As the university personnel comprises 2 very different careers, the analysis is also applied separately to teachers and researchers, on one hand, and to technical staff, on the other hand.

Women account for 44% of indefinite duration labour contracts of teaching/research staff in the UC (389 out of 995). Among them, one must distinguish between tenured and non-tenured positions. All Grade A and B teaching/research staff have tenure but only 31% of them are women (96 out of 314). Thus, tenure is heavily male-dominated in the UC. Although with not tenured, assistant professors with a definite appointment (the largest category in teaching staff) also have indefinite duration contracts. These are gender-balanced (50% of women).

The fixed-term contracts in the academic staff comprise very different situations, such as: a) all the invited professors, independently of their category; b) assistants; c) lecturers and d) monitors. Altogether, women account for 49% of these.

Although its juridical status indicates otherwise, grants are *de facto* labour relations, as grant contracts define a hierarchical relationship through the assignment of works. Out of all grantees, mostly academic ones, 55% are women (295 out of 535).

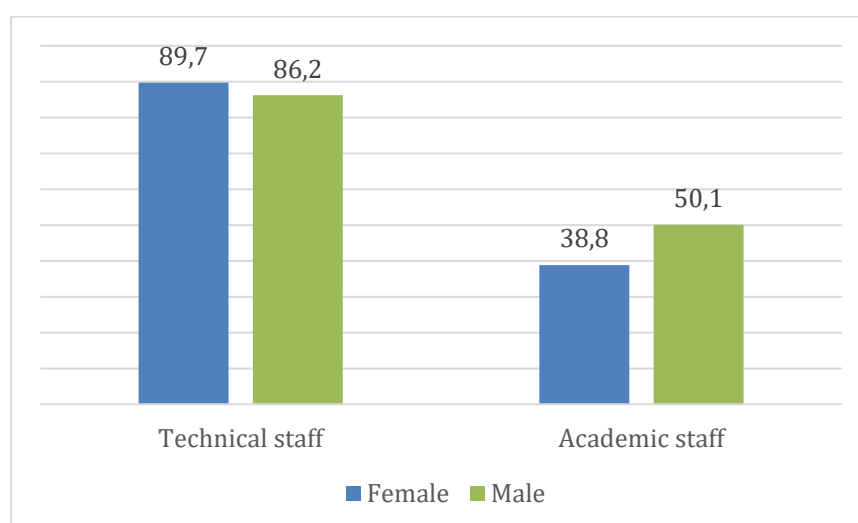
Voluntary agreements apply to teaching/research workers who are not part of the UC personnel, such as doctors, former faculty and other specialists taking on some teaching/research assignments. Being voluntary, those are unpaid positions which cannot be taken into account when analysing the characteristics of the contracted personnel, since salary is a defining factor of the relationship between employee and employer. Such voluntary agreements' cases are gender-balanced (9 men and 9 women).

Turning now to the technical staff, indefinite duration labour contracts account for 1251 workers, 69% of whom are women. In a transitory regime, which is a temporary situation giving way to a contract of indefinite duration, 44% are women (4 out of 9). Within indefinite duration contracts there is a category for mobility, in which the employee is assigned to a different unit than the one he or she is originally bonded to, with 74% women (25 out of 34).

Among its personnel, the UC also includes curricular interns, those who are taking on an internship as a part of their education. As its fundamental purpose is not a professional activity, and since the integration process of interns is highly different from any other recruitment activity, this category stands in the frontier of a labour relation and of the current analysis. There are 32 interns in the UC, of which 21 are female (65%).

Summing up, apart from the tenure, figures on contracts indicate gender parity within the UC. However, as often happens in organizational and gender analyses, there are nuances worth exploring. Although the bulk of UC employees have indefinite duration contracts, the distribution is far from even in terms of professional roles and categories. In fact, when decomposing overall figures into technical and academic staff, the result is very diverse from the aggregated one (graph below).

Figure 37 Proportion of male and female staff with permanent positions



Source: Own elaboration on UC administrative data

Even though they constitute 46% of academic staff, **a much smaller percentage of women (38%) are employed permanently** (against 50% of men).

Indicator 12 Existence of gender sensitive protocols for recruitment and hiring (quality and enforcement)

As a public university, UC is subject to specific legislation, namely regarding recruitment processes, which are designed and arbitered on the basis of equal opportunities. Nevertheless, other Portuguese higher education institutions have identified flaws in such processes and have implemented gender sensitive protocols on that matter, whereas the UC has not yet made such efforts.

Indicator 13 Gender distribution of successful job applicants against the pool of applicants

In the year 2017, there were 49 recruitment calls at the UC, resulting in the hiring or promotion of 90 workers (46 women and 44 men). As the following table shows, **the share of women in hiring was always lower than the share of women in applications.**

Figure 38 Percentage of female applications and hiring, by type of staff

Staff type	Percentage of female applicants	Percentage of female hirings
Managerial	59%	50%
Technical	63%	60%
Academic	46%	33%
Total	59%	49%

Source: Own elaboration on UC administrative data

These numbers are revealing, except for the Managerial Staff. As there were only two tenders for this category, the 50% figure means that one man and one woman were successful, thus relativizing the discrepancy against the pool of applicants.

It is quite likely that the small difference (only 3 p.p.) for the Technical Staff is related to the **huge female-domination in this group which may have caused a large adherence of women to openings in Technical Staff's ranks.**

Nevertheless, the most striking figure is the 33% of academic female's hiring, against an almost gender balanced pool of applicants (46% of females), meaning a **considerable overrepresentation of men in the selected candidates.**

3.5 Family-friendly policies

Employees:

Indicators 14 and 15 Maternity and paternity policy (quality, enforcement)

For employees, the maternity and paternity policy follows the General Labour Law for Public Servants. Newly parents or adopters are entitled to a paid leave (“initial parental leave”) of up to 5 months, with the possibility of a 30-day extension (which may be shared by the mother and the father as they wish from six weeks after the birth, since the first six weeks leave is obligatory for mothers). Fathers are also entitled to a ‘father’s-only initial parental leave (up to 25 days). Some other complementary subsidized leaves are in place to support adopting parents, parents of

chronically ill children or of children requiring prompt assistance, high-risk pregnancies, pregnancy termination and women who are exposed to specific professional risks (when pregnant or breastfeeding). In the event of teenage motherhood, grandparents who live with the grandchild are entitled to a 30-day leave. Breastfeeding mothers are also entitled for two daily one-hour work exemptions. In addition to child-related leaves, parents of young children are entitled to flexible working time schedules and other flexible working arrangements: part-time work, flexible schedule, reduced working hours and teleworking (whenever compatible with the functions performed).

Some survey replies suggest that the **implementation of the family-related leave arrangements is not always straightforward**. In a few cases there were reports of more or less explicit unfavourable dispositions by superiors and colleagues to the enjoyment of policy's mechanisms, namely pressure to work while on leave, shortened leave and a degradation of interpersonal relations in the workplace.

The **lack of awareness of the scope of the MOTHERty and paternity policies also raises some concern** on law enforcement. Among the academic staff with dependent children who answered the survey only 60% was aware of the possibility of extension of the parental/adoption leave, while only 37% knew of the child assistance leave and 49% of the leave regarding chronically ill children. Female academics are slightly more aware than their male counterparts. Technical staff in a similar parental condition are generally more aware of these policies, with percentages of 62%, 50% and 68% respectively. Quite surprisingly, the right to protection against dismissal or non-renovation of contract on the grounds of maternity/paternity is widely unknown for both academic and technical staff. Given the importance of these rights for an inclusive workplace, the awareness levels of UC staff ought to be more encompassing. Figures on the technical staff degree of awareness do not show relevant differences between men and women.

Figure 39 Awareness of existing maternity and paternity provisions by staff with dependent children (%)

	Academic staff (N=79)	Technical staff (N=119)
Parental/adoption leaves with extension (up to 6+3 months)	59,5	62,2
Child assistance leave (after the end of parental leave) (up to 2 years)	36,7	50,4
Disabled or chronically ill child leave	49,4	68,1
Exemption of work for breastfeeding	72,2	92,4
Possibility of part-time and/or flexible schedule (for workers with small, disabled or chronically ill children)	26,6	71,4
Protection against dismissal or non-renovation of contract for worker who is pregnant, has recently given birth or is breastfeeding, and to worker who is enjoying a parenting leave	24,1	26,1

Source: CES-UC SUPERA - Survey

Indicator 16	Subsidized child-care services/available childcare facility
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UC, through its Social Services (SASUC), has a subsidized childcare facility on campus for children between 2 months and 6 years of age, comprising a nursery and a kindergarten, which is available for students and staff (academic and technical). The UC is one of the only two public universities with their own childcare facilities, capable of receiving about 145 children. The

monthly fee ranges from 36 to 247 euros, depending on the income of the household. **Although information on this provision is available in the website, only 57% of staff with children are aware of its existence.**

Indicator 17	Pregnancy care provided by the institution beyond national level provision
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Inexistent.

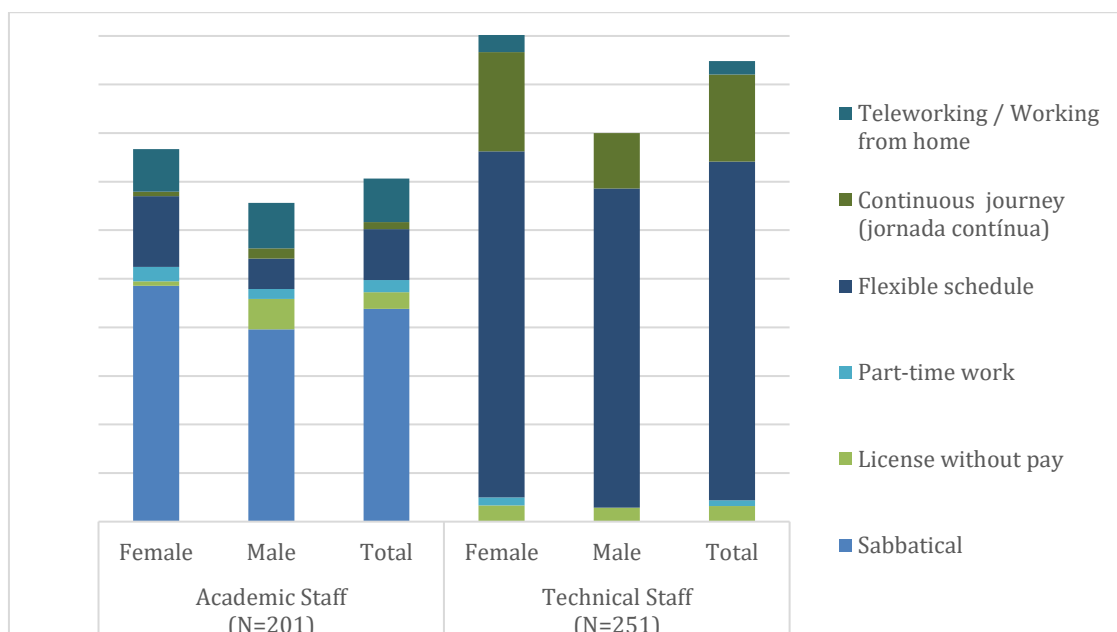
Indicator 18	Care policy/services for dependents (other than children)
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Children and partners of employees and students can benefit from medical assistance (access to appointments in various clinical specialties, nursing and clinical analysis) at the UC's Medical Services. These services are provided at very affordable prices, and in some cases, free of charge. Nevertheless, those facilities are not extensive to other dependents apart from children. Besides, not all of the staff members, especially academics, are aware of this arrangement (it is known by 54% of teaching/research staff and 75% of technical staff).

Indicator 19	Existence of policies to reduce the impact of care responsibilities upon career/study paths (quality, enforcement): <ul style="list-style-type: none"> ▪promotion ▪publications ▪access to fellowships ▪flexible working hours, teleworking, part-time working policy ▪flexible study plans for students
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There is no institutional policy to reduce the impact of care responsibilities upon career/study paths (neither any supporting measure for the return to work after a family-related leave) that go beyond what is prescribed in the national law. **There are flexible work regimes in place, following the general labour law in public functions**, even though they are not widely accessible. Employees are entitled to submit a request for reduced, continuous or flexible working hours, but managers may refuse such requests (except in some well-defined situations established by national law - e.g, workers with small, disabled or chronically ill children).

Figure 40 Female and male staff who benefit/have benefited of flexible work regimes at the UC (% of cases)



Source: CES-UC SUPERA - Survey



Flexible work arrangements are valuable solutions for promoting gender equality, considering that, on the average, Portuguese women spend an extra 1h45 per day in household duties, compared to men.¹⁶

Part-time, teleworking, flexible schedule and continuous journey and are the main non-standard work modalities available in the UC. **Flexible schedule is very common among technical staff**, with 70% of respondents having formally benefitted from it at some point in time, whereas denial rates are close to 2%. In an apparent contradiction, a significant number of staff survey respondents also point flexible schedule has being the main solution to improve their current work/family balance. This occurs because a relevant share of its staff does not enjoy it, in spite of considering themselves eligible and even though it is a widespread practice in the UC. Of those that do enjoy it, a few consider that it does not help productivity in its current form, due to the establishment of a partly fixed schedule that resembles traditional working hours.

While much less accessible as compared to flexible hours, teleworking and continuous journey head the aspirations of the UC technical staff. These are much fewer common practices in the institution, only being available to 3% and 18% of staff survey respondents, respectively, yet preferred by many others (respectively, 30% and 20% of staff respondents). As expected, a higher percentage of women show interest in every one of these modalities, than that of men. This is true even for part-time, a residual phenomenon in the institution which only 3 (2%) of the respondents have experienced.

The reality of academic staff is much different. From among the modalities mentioned, **formal flexible schedule** is most relevant, having been available for 10% of the respondents. However, some caution may be required in interpreting such data relating to the *formal* assignment of flexible working arrangements, considering that the **nature of academic work and the general culture of the institution allows for some informal flexibility in the working hours of the faculty staff.** In any case, female prevalence persists, as 15% of women respondents have benefited from it, contrasting with 6% of men. Teleworking has a 9% implantation, equally distributed by gender.

However, the most common (and also the most desired) leave for academic staff is a sabbatical one, which 44% of respondents have benefitted from. Again, women's relative interest is higher, with 49% having taken a sabbatical, while only 40% of men are in the same situation.

Whereas most claims of technical staff to integrate the private/family life into work organization regard **flexible working arrangements**, academic staff claim for the **reduction of the heavy workload**. This groups' main constraints and concerns relate to work overload and hours of work derived from their positions, indicating the reduction of bureaucratic duties as the main solution to improve their work/life balance, followed by the reduction of teaching duties (particularly mentioned by women). Several women academics also pointed out the classes and meetings after 6:00 pm as problematic, because they are not compatible with children school schedule. The improvement of labour bond has also been mentioned in several instances, due to the great number of grantees that form the UC's Academic staff.

Students

¹⁶ According to CIG, Portugal's Commission for Citizenship and Gender Equality.

There is a policy regarding students that are parents of children up to 3 years old. Although this policy is broadly defined in institutional regulations, it appears to fail in addressing important paternity and maternity needs, and a certain degree of doubt also prevails over the enforcement of the policy. An in-depth analysis can be found in the case study below.

Figure 41 Case study Special rights for parent students

Title: Special rights for parent students	
Methods and sources to collect information: Interviews with management/governing bodies, informal interviews with technical staff (administrative services) and with coordinators of graduate and post-graduate study programs, survey questionnaire, document analysis (regulations).	
SUPERA’s key action area: Recruitment, selection and career progression support	
Level of the policy	Institutional
Brief description	<p>There is an institutional policy regarding pregnant students and students that are parents of children up to 3 years, implemented in accordance with national law. Among other rights, it allows excused absences in specific events (pre-natal appointments, delivery period, breastfeeding and illness assistance for children), the possibility of compensation classes or pedagogical support to make up for said absences, the postponing of evaluations and submission or presentation of assignments under continuous evaluation, as well as the access to a special exam season. In addition to those provisions, childcare facilities (crèche and kindergarten) are also available for students.</p> <p>Although several rights are safeguarded in the regulations, not all maternity and paternity rights (as stated in the Portuguese Constitution) seem to be wholly covered/protected by the UC policy. The greatest omission relates to parental leaves, as no full and wide-ranging reference to maternity/paternity leaves – i.e., the right to exemption from class attendance (or course suspension) for a given period following childbirth/after the delivery period - can be found in any UC regulation.</p> <p>The space dedicated to the parenting rights within institutional regulations, when compared to the one dedicated to other situations established by national law under which students can enjoy special benefit is somehow illustrative of the relatively little attention devoted from the UC to student parents. Unlike other “special situations”, for instance, students’ association members, high-performance athletes, firefighter and military personnel, parent students do not benefit from a “specific status”, and are pushed into the “another special rights” section of the special rights regulation.</p>
Mechanisms that produce/reproduce tensions between studies and parenthood and/or	<ul style="list-style-type: none"> • The UC data system does not collect, track or report data on student's parental status and conditions, contributing to the invisibility of the struggles of pregnant and parenting students in the physical and policy spaces of the UC. Data tracking (starting on monitoring the share of parent students enrolled in the UC) would permit improving to acknowledge and better serve this student population. • Information on the benefits and procedures to request the special parenting rights and conditions granted by the UC is not fully accessible. The provisions are scattered over two different regulations (special rights regulation, and fees

gender
inequality

regulation), and some of them would need to be **more detailed/specified and made clearer and more explicit, both in terms of content and procedures for requesting**. Moreover, there is no apparent proactive effort in order to make those rights more accessible or visible (for example, through systematized and simplified information on the website, leaflets or other means of dissemination).

- From the questionnaire survey, it is clear that **most students**, namely those who have children up to 3 years old (41 out of 1401 respondent students), **are unaware of the available rights addressed to parent students in the UC**. The best-known right is available for the whole student community - part-time studying (known to over 80% of students) - while specific rights directed to parent students are largely unknown to students covered by them (over 70% of students with children up to 3 years) - excused absences for pre-natal appointments, delivery period, breastfeeding and illness assistance for children; the possibility of compensation classes or pedagogical support to compensate the excused absences; the postponing of evaluations and submission or presentation of assignments under continuous evaluation; and the access to the special exam season. Most surprisingly, subsidized childcare facilities provided by the UC are only known to half of the parents with children up to 3 years old.
- **There are important benefits enjoyed by students covered by specific status that are not attributed to parent with children**. For instance, whereas students who are part of the student's association and high-performance athletes have priority when selecting timetables (from among the existing possibilities), parents of young children do not have a similar benefit. The availability of this benefit for parent students would be especially relevant considering that the many regular childcare services and elementary schools usually do not cover evening class periods, from 6:00 pm to 8:00 pm, as the UC services do.
- **There is no clear reference to maternity/paternity leaves**. The only similarity to the idea of a **prolonged absence for parenting** can be found under the possibility to suspend deadlines for delivering final academic works (project, dissertation, and thesis or internship report) during absences caused by pregnancy interruption, clinical risk during pregnancy, adoption, and *parenthood* (for a period equal to the leaves granted by the labour law). Nevertheless, the scope of this provision is limited, as it only applies to 2nd and 3rd cycle students and only cover a limited period of the study cycle. Moreover, **in the period when a proxy to a maternity/paternity leave can often be perceived**, namely in cases in which the birth of children is not coincident with the development period of the thesis/dissertation/project, the effective/substantive **absence for the purpose of giving birth and taking care of infant children is not being assured**, as students are not entitled to activate the exemption from class attendance or suspend the registration in the course during the "leave" period.
- Moreover, **the implementation of some parenting rights is every so often problematic**. A certain degree of doubt prevails over the enforcement of the regulatory dispositions, due to reports of people who were eligible but did not benefit from them (or ended up benefiting after several attempts), either because of **unawareness of its existence** (which from the survey appears to be common) or because it was (at first instance) **declined by the services for administrative reasons** (e.g., delivery, on paper, of documents proving the birth of the child made



	<p>after the deadline established (until 2018 the deadline was maximum 5 days after the birth); delivery of the fellowship certificate and/or the declaration of suspension of the fellowship payment outside the time limits and/or without the required format).</p>
Mechanisms that foster harmonization of studies and parenthood and/or gender equality	<ul style="list-style-type: none">• Besides the “special rights” of parent students foreseen in the special right regulation, the UC also offers subsidized childcare facilities (for children aged between 2 months and 6 years old) available for both their staff and students. They offer nearly 145 slots, of which less than a quarter is taken by children of students. This arrangement is particularly valuable for international students and displaced students (who cannot rely on the family network), as well as for single-parent students (who face greater difficulties in reconciling parenthood and studies).• The possibility to make a registration as a part-time student in the UC is particularly interesting for students who need to reconcile their studies with family obligations, whereas more than one quarter of survey respondent students with children and one third with dependent persons under their care (including children, disable and elderly) are working students.
Implications of the policy/practice for harmonization of studies and parenthood	<ul style="list-style-type: none">• The statistical data on the use of maternity and paternity rights points to a low effectiveness of the institutional policy in its potential to enable parent students to exercise greater choice in balancing the studies and parenthood. Only 17cases of maternity “leave” and 3 of paternity “leave” were recorded by the services in the course of the academic year 2016/2017. Although UC services do not have complete information on the number of students who had children during that school year, the relevance of those situations when considering the total number of students (over 20.000) is residual and should cover a low proportion of parent students. These numbers also suggest the limited effect of the parenting policy in promoting male involvement in caregiving, as the share of the male student taking a “leave” in the total of “leaves” is extremely low.• Questionnaire survey findings (specifically the open-ended question on measures that might help to achieve a better balance between academic and personal lives and the final comments to the survey) provide evidence of a great deal of effort that parents (especially female working students) of young children put to continue their studies and to have a good academic performance. There are some references to the lack of support from the university to the conciliation of parenthood with studies, namely in the way maternity absences (specifically “leaves” and breastfeeding) are welcomed and implemented, the lack of (affordable) vacancies in the UC nursery/kindergarten, the inflexible timetables and education arrangements (compulsory attendance in classes, imposed evaluation system, ..); timetables that are incompatible with parenthood (classes until 8:00 pm and during the weekend) and lack of financial support.• Family responsibilities are a factor in school abandonment, particularly in the case of young women. Indeed, although we cannot estimate the magnitude of this phenomenon within the UC community, there are reports of women that abandoned their studies in the university after giving birth, referring to the lack of support from the institution.



Conclusion

Case studies findings highlight several important debilities of the UC policy towards student parents, not only in terms of quality but also in terms of endorsement. Although normative documents include a range of provisions to support mother and father students, certain important support needs of parent students are not fully covered by these provisions. Within a higher education system subject to considerable (demographic) pressure to widen participation, it would be rational to provide stronger support to parent-students, notably as part of an approach to attract non-traditional students.

4. Leadership and decision-making

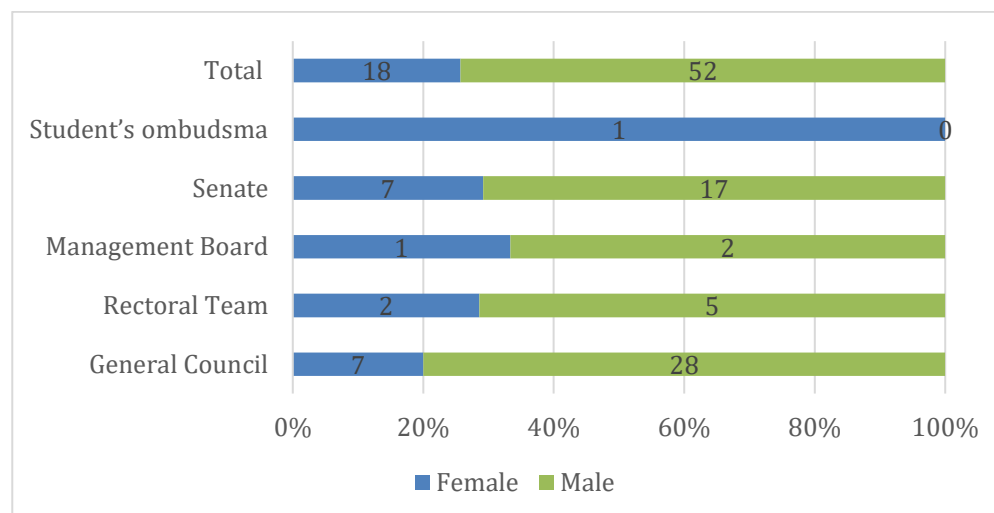
Following up on the issues of the previous chapter, the present one discusses the gender-mainstream strategies/processes put in place in the institution. This requires a broad analysis of elements that shape the integration of gender issues and perspectives, starting with the presence of women in leadership positions and the existence of policies that promote gender equality. Afterwards, the focus is shifted into processual topics such as gender-sensitive data collection for management purposes and the monitoring of gender equality.

4.1. Inclusiveness of governing bodies

Indicator 20	Proportion of women in: Board, Senate, top leadership, unit heads, student union, committees, ad-hoc working groups. (Consider the qualitative assessment of decision-making power of women)
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The UC's Governing Bodies are largely male-dominated, as women make up just 26% of its members. The following chart details the gender distributions for each of them.

Figure 42 Governing bodies' members, by sex



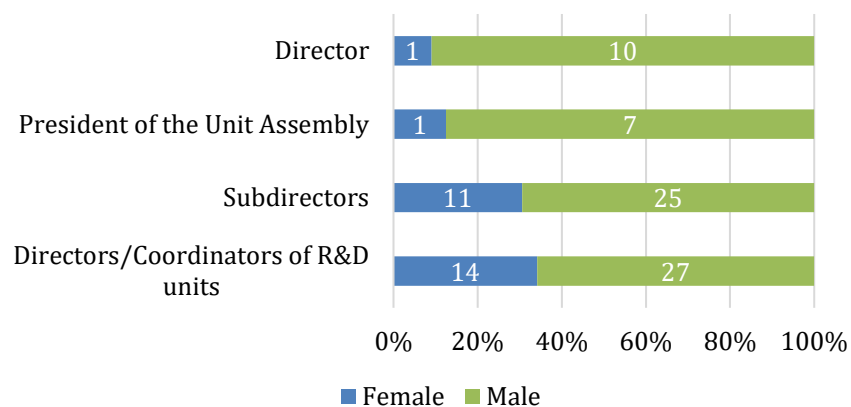
Source: Own elaboration on UC official website data

The General Council is the largest body and also the most unbalanced, with just 20% of its members being women. It is one of the most influential as the Rector is elected by it, among other mandates.

The Rector, the University's highest representative, is a man and will be replaced by another man in early 2019, after the end of the present term. The incumbent Rectoral Team is made up of 4 men and 1 woman and the succeeding one, announced hours before submission of the present report, is constituted by 8 men and 3 women.

Another **visible trend illustrating women's under-representation at the highest levels of academia** is the data on women heading faculties and research units. 1 out of 11 is a Director, 11 out of 36 Subdirectors and 1 out of 8 is President of the Unit Assembly. Within R&D institutes, there are 14 women Directors/Coordinators, out of a total of 41.

Figure 43 Faculty / R&D Unit heads, by sex



Source: Own elaboration on UC administrative data

Up to this point, there is a clear disparity in male and female representativeness at the governing level. However, at a **lower level of decision-making** (middle management) **there is a more balanced gender representation**: 20 out of 32 of individuals who occupy technical staff management positions (such as heads of cabinet, directors of service, heads of division, coordinators) are women.

The **survey results support the evidence on governing bodies' sex-desegregated data**. When questioning academic and non-academic staff about their experience and expectations of taking part in a governing/management body or other high-level decision-making position, more men than women mention either hoping to one day be part of such bodies or actually being part of such an organ. On the other hand, from the table below displays a significant gap between expectations of participation and effective participation among administrative and technical staff, especially men, which suggest that opportunities for non-academic staff participation in decision making do not cover the high expectations for involvement.

Figure 44 Leaderships experience and expectations of staff (%)

Do you hope to one day be part of a university/faculty/unit governing/management body?	Academic staff (N= 201)		Technical staff (N= 251)	
	Female	Male	Female	Male
Yes	10,7	17,7	16,6	31,4
No	28,2	17,7	42,0	30,0
I don't know	40,8	30,2	34,3	27,1
I have already been/am part of such a body	20,4	34,4	7,2	11,4

Source: CES-UC SUPERA - Survey

There were also questions addressing staff's **participation in commissions/committees/juries** (recruitment, evaluation, prize, etc...) or counsels (consultive, scientific, pedagogical), which are key governance decision-making fora in scientific institutions. Overall, 65% of academic and 35% of technical staff declare that are or have been part of such bodies. While gender differences in the overall participation are not much pronounced, they show that female faculty/researchers enjoy the greatest level of representation on that bodies compared to men (68% of women against 63% of men), whereas a reverse trend is observed amongst technical staff (37 % of men are/were part



of such structures, against 34 % of women). Nonetheless, in the case of academic staff, female participation in such councils/committees is primarily sustained in membership positions, whereas male participation is sustained more often in leadership positions, once again illustrating the glass-ceiling effect which affects women scientific career.

There is also an important gender dimension concerning the **stated reasons for not participating** or not hoping to participate in management bodies and other decision-making structures. Female staff members are more likely than men to emphasize the heavy workload and lack of time, opportunities and abilities (the latter, only in the case female non-academics). In reverse, men are more likely to stress the lack of interest/motivation to fill those positions (specifically male non-academics) and the incompatibility/discontent with the actual management/governance culture and practices (specifically male non-academics).

Most interestingly, **women are more likely than men to acknowledge the benefits of the participation in decision-making bodies** in their career in the UC. The gender imbalance in benefit recognition is particularly marked among technical staff, although academic staff is more cognizant of those benefits overall (40% of female and 32% of male teaching/research staff compared to 30% of female and 11% of male technical staff). Among the benefits achieved with the involvement in such bodies are: a deep understanding of academic setting/ institutional structures, processes, and dynamics; the greater visibility and professional recognition; the strengthening of professional/academic networks/contacts and collaborations with colleagues; curriculum reinforcement (particularly for the purpose of performance evaluation).

As regards to **student leadership**, the **gender distribution within decision-making structures tend to be more gender balanced** when compared to UC's governing bodies, although top positions are male dominated. Academic Association of Coimbra (AAC), the Student's Union, is composed of three organs, all headed by men, while with an overall balanced composition (there are 12 women out of 26 high-level members).

Similarly to staff, surveyed students were questioned about their leadership experience and expectations. Although the largest number of male and female students (939 out of 1401 - 67%) see themselves taking on a leadership role in the future, only a few - mainly men (14% compared to 9% of women) – are already (or have been) in a leadership role. In addition, shorter-term leadership expectations are far more modest. Less than a quarter of respondent students (19% of female and 25% of male) currently are, have already been or expect to become a student representative in a university/faculty governing/management body. Most students, especially women, are reluctant to engage in such positions.

On the other hand, the participation in academic groups or student representation bodies seem to be more appealing for male and female students alike: respectively, 21% and 20% are currently or have already been part of such academic organs/groups. Nevertheless, as observed for staff, there are important gender differences on the reasons stated for not participating in students' unions/groups: male students tend to mention lack of interest/motivation or abilities more often, whereas female students are the most constraint by the lack of time and opportunities to participate.

4.2. Policies on gender equality and their quality

Indicator 21	Place of gender within the wider program and mission document of the university.
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No mention to gender equality in the mission document (as stated in the Statutes of the University of Coimbra), **nor in the wider programming of the UC** (outlined in the Strategic Plan 2015-2019). The gender equality objective is neither integrated and mainstreamed in strategic documents nor is stated when long-term priorities are established and communicated.

Indicator 22	University level gender policies in place (quality, enforcement): non-discrimination, affirmative measures, gender sensitive communication policy etc.
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No designated policy or measure to actively promote gender equality, even though the UC has a 5-star rating in the QS Stars rating, one that references gender equality as one of the main evaluation criteria. With respect to **gender equality and non-discrimination, the university basically complies with national legislation** and does not take a duly proactive approach or merchandises itself as an institution taking the lead in this type of proactive attitude.

Indicator 23	Bodies mandated to implement and monitor these policies.
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See above.

4.3. Availability of affirmative measures for women in leadership positions

Indicator 24	Quota policy (quality, enforcement)
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There is no quota policy in place to promote gender equality in leadership positions. A law regarding quotas for gender parity in Public Administration management positions has been approved in February 2019, but is yet to come into effect.

Indicator 25	Mentoring for women for leadership positions
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Inexistent.

4.4. Gender equality hub

Indicator 26	Gender equality unit part of administration (set up permanently, budget, number of tasks, authority, place in hierarchy including presence in executive board, senate and other decision-making bodies)
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There is no structure/machinery for gender equality at the University of Coimbra, neither at the central level nor in the various faculties and departments.

Indicator 27	People responsible for gender equality in HRO, Student services, communications, careers (FTE, budget, authority)
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Inexistent.

4.5. Inclusive decision making

Indicator 28	Consultation platforms available for gender equality issues? Councils, committees or other mechanisms of inclusive decision-making (levels, regularity of meetings, authority, budget) Are students, faculty, staff included?
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There are no consultation platforms specifically geared to gender equality issues. Nevertheless, some **governing bodies of the UC, namely the General Council and the Senate, inherently integrate consultation mechanisms in the various governance areas and in which the various members of the UC's community are represented.**

The Senate is a consulting body assisting the Rector in the University's management, composed by the directors of the organizational units, elected student representatives (one from each faculty), two elected technical staff representatives and other members appointed by the Rector, such as the vice-rectors, the UC's administrator and the president of the student's union. The Senate focuses specially on the coordination of activities in different domains of institutional policy (scientific research, educational offer, development and innovation, management of quality, teacher and student mobility within the University, international relations, financial resources and patrimony).

The General Council, among other prerogatives, is entitled to approve the strategic/annual planning and the general guidelines of the University, to propose initiatives deemed necessary to the good functioning of the University in the various fields of action and to the election of the Rector. It is composed of staff and students, holds ordinary meetings four times a year and extraordinary meetings upon necessity and is organized in permanent and ad-hoc committees around different thematic/governance areas (in which gender issues could be integrated, namely within the current Committee on Culture, Citizenship and Sport).

Documental analysis of activity reports and meeting minutes, supported by interviews and informal conversations with members of those bodies, suggest that **gender issues have not been focus of significant attention over the last mandate of both organs**, which is owed not least to **the pronounced under-representation of women in these governing structures**, discussed earlier in this report.

4.6. Gender sensitive data-collection

Indicator 29	Gender sensitive data-collection required by policies
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There is no formal policy requiring sensitive data-collection, although that is a **normal practice in certain management areas** (namely academic services and human resources), **as sex is a standard identification variable** of personnel/employees and students comprised in database systems of HR and academic management. Such data is not readily accessible for a larger public, but can eventually be accessed through the Planning, Management and Development Division (DGPD) (though one will not get access to the initial raw data nor to the database as such for privacy reasons).

Indicator 30	Data management system includes gender indicators (types of data)
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Sex-disaggregated data is available for a wide range of indicators, notably on personnel/human resources and students. **The University of Coimbra disposes of a broad range of HR indicators for different categories of students and personnel.** For instance, when it comes to personnel, information is available on position, income category, etc.; when it comes to students, on the study cycle, course, etc. Such data is gathered through student registration and central personnel data files, and are linked to databases systems. These databases comprise the variable of sex (as well as other socio-demographic variables, such as age and nationality).

However, although human resources and students' databases (which contain important gender-related socio-demographic information) are sex disaggregated, **the data is not processed in a gender-sensitive manner into reports and other communication tools** (except for the overall gender disaggregation of UC employees and students integrated into the annual management reports and in the "Facts & Figures" website's section). On the other hand, **data systems lack**



more “advanced” gender-segregated data, notably on indicators specifically set up to measure gender equality, which could be resource demanding in terms of collection and treatment.

4.7. Regular monitoring and evaluation

Indicator 31	Regular monitoring and evaluation reports on gender equality available (number and timing of reports)
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Inexistent. **Although sex-disaggregated data is available** for a large set of indicators within a number of action areas, **it is not analysed and reported/disseminated in order to track progress on gender equality**. This is an important factor contributing to the lack of awareness of gender equality matters within important segments of the institution.

Indicator 32	Responsibility for evaluation and monitoring clearly allocated
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See above.

Indicator 33	Are recommendations of these reports followed up on?
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See above.

5. Gender dimension in research and knowledge transfer (content and curricula)

After gauging the UC’s internal mechanisms for gender mainstreaming, it is suitable to assess their expression in the institution’s core activities: research and teaching. The chapter begins with an overview of the place of gender in research, which includes institutional guidelines and informal practices, as well as the distribution of research funds by sex and the inclusion of gender perspectives in publications. A similar exercise is done on the teaching side, where guidelines and practices are also present, in combination with the mainstreaming of gender dimension in curricula, the existence of gender-specific courses and the relevance of women authors in syllabi.

5.1. Gender dimension in research content

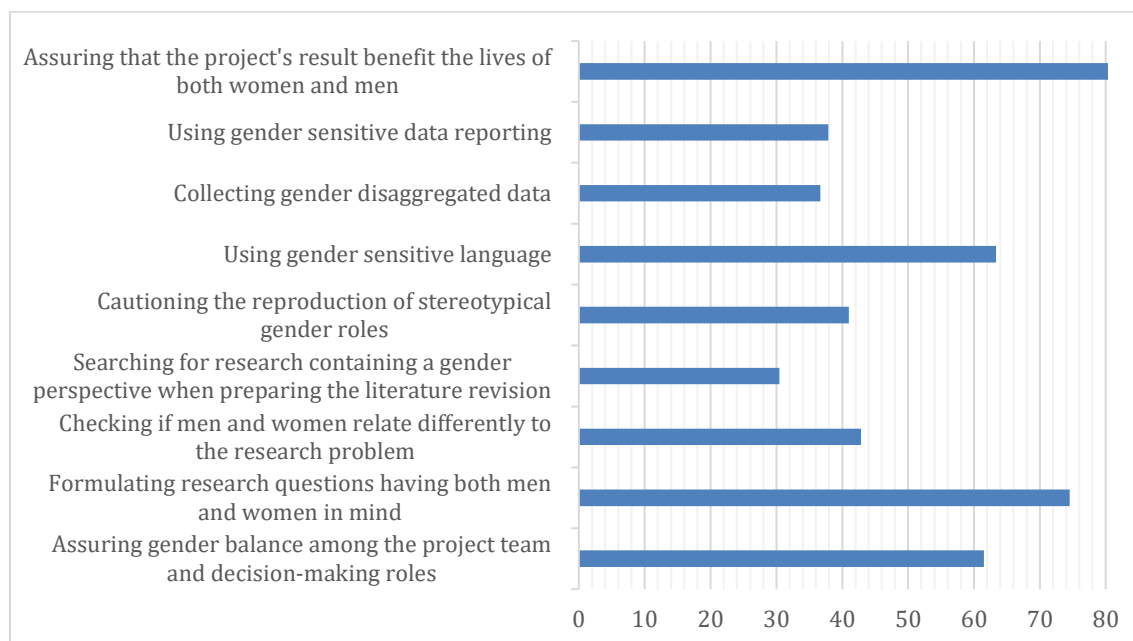
Indicator 34	Policies, guidelines on the integration of the gender analysis into research (quality, enforcement)
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There are no policies, guidelines or other measures on the integration of the gender analysis into research. The development of research topics and lines is left at the discretion of professors/researchers, their research groups, departments and faculties.

Indicator 35	Gender-sensitive research practices – informal: prevalence and type of practices
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When asked about their adherence to gender sensitive practices in research, male and female academics reported similar practices and concerns, which are shown in the following chart.

Figure 45 Gender-sensitive research practices (%) (N=161*)



* Respondents who declare having participated in a research project during their career in the UC.

** Differences between men and women not statistically significant in any gender-sensitive practice: (p -values > 0,05; Chi-Square Test).

Source: CES-UC SUPERA - Survey

Understanding these results calls for an in-depth reflection. The fact that 80% of respondents claim that they ensure that their projects' results benefit the lives of both men and women is most probably explained through the **social desirability effect**. Besides, both the related sentence and “formulating research questions having both men and women in mind” convey generic shared values that are widely adhered to, as well as being intrinsically connected to the production of scientific knowledge.

These answers are indicative of attitudes that are not reflected in the objective assessment of the inclusion of a gender dimension in research, teaching and publishing, as will be shown ahead. The lack of differentiation between the answers of men and women might reside in their understanding of the question – that these correspond to concerns that ought to be taken into account when discussing good research practices.

By contrast, the sentences that have been confirmed by between 30% and 37.5% of respondents are much more specific. Particularly relevant for a gender mainstreaming strategy in research is the data disaggregation by sex, the search for literature with a gender perspective and the usage of gender sensitive data in reporting. The adherence to these practices can be considered as an indicator of research that mainstreams the gender perspective. The majority of these researchers are included either in the Social Sciences, Journalism and Information or Arts and Humanities (respectively 30 and 12 out of 69 answers). This strongly implies that gender-sensitive research is still confined in the social and human sciences enclave.

It should also be considered that this is an accidental sample which resulted in the voluntary action to answer the survey. Thus, it is expectable that the respondents are conscious and favourably inclined towards gender issues.

Indicator 36	Number and % of gender-specific projects funded from institutional sources or from external sources (running projects)
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The database on research projects that was made available only contains information on the integrated research units of the UC, not including legally autonomous research units, such as CES. Hence, excluding CES, out of 360 projects run by the UC in 2017, at both national and international levels, none was gender-specific or even gender-orientated.

During that year, CES had 3 running gender-specific projects. In addition, over the last 5 years, gender-specific research has been a prolific area at CES, with 19 projects – 7 of those ongoing at the time of writing, February 2019.

Indicator 37	Distribution of research funds by sex
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Research funds for projects led by women were approximately 16,6 million euros, out of a total of over 97 million (17%). Women lead 107 out of the mentioned 360 projects (30%), meaning that the funding per project was approximately 155 thousand euros, slightly above half of the 318,5 thousand euros per men-led project.

These findings shed light on differences in the experiences of women and men in obtaining and managing research funds and are in line with academic staff questionnaire findings regarding levels of satisfaction with research financing. Subsequently, female academics are significantly less satisfied with the financing levels of their research than their male colleagues, with a satisfaction rating of 23% (against 40% of male).

Indicator 38	Funding success rate differences between women and men (principal investigators)
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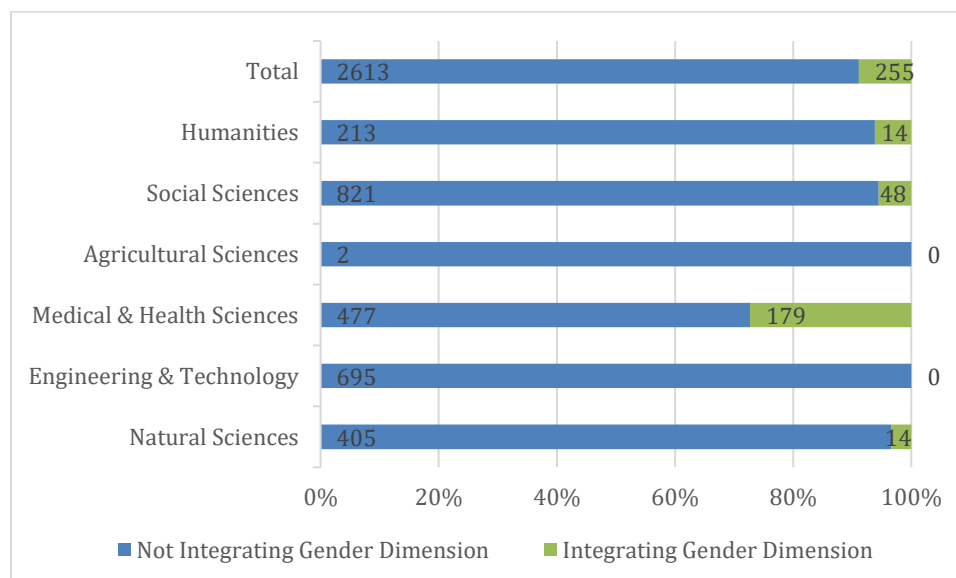
For research project proposals submitted in 2017, the success rate for those with male coordinators was 37,7% (183 out of 486), while female-led proposals had a success rate of 34,1% (79 out of 252). The gender balance of coordinators is the more relevant figure concerning this topic, as only 34% of these research proposals have been submitted by women.

Indicator 39	Number and % of MSc and PhD theses integrating a gender dimension in their subject matter in the last 1-2 years /discipline
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The method for capturing this data was a simplified adaptation of the one used in She Figures 2015. Firstly, a Field of Science was attributed to all theses dating from 2016 and 2017 present in. Then, a set of keywords was defined and database canvassed. The fields included for each publication were: Title, Subtitle, Keywords and Abstract.

The list of search keywords, which were introduced in Portuguese (European and South American forms) and English, is: gender, sex(ual), woman, women, female, femini(nity) mother, matern(ity), matriar(chy), daughter, vagin(al), breast, uterus, pregnan(cy), gestation, man, men, male, masculin(ity), father, patern(ity), patriar(chy), son, peni(al), prostate, contraceptive, gonads, genit(alia), hetero(sexuality), homo(sexuality), lgbt, queer, trans(gender), intersex, body, porn(ography), family, marriage – the searching method consisted in introducing the linguistic radicals in order to detect prefixed or suffixed words, as exemplified between parentheses. Every entry that contained one or more keywords was then examined in order to confirm the presence of a gender dimension.

Figure 46 Theses integrating a gender dimension, per Field of Science



Source: Own elaboration on UC administrative data

The total percentage of theses integrating a gender dimension is 9%, a figure that is heavily determined by **Medical & Health Sciences**, one of the most prolific fields, in which 27% of theses integrate a gender dimension. This presence of gender dimensions is due to the long-standing tradition of Medicinal, Pharmaceutical and Sports Sciences to divide research sample populations by gender or purposefully studying only male or female elements, most frequently due to biological and physiological differences.

Both the fields of **Humanities** and **Social Sciences** show a 6% figure in this exercise - a low figure considering that they include gender, cultural and inequality studies, in which the inclusion of a gender dimension is a staple. For Humanities, it appears that there is no relevant implantation of gender dimensions in artistic, cultural and historic work at the UC (more specifically FLUC, the faculty of Arts and Humanities) – an observation that holds truth in the analysis of scientific publications that is presented afterwards. Within Social Sciences, the low percentage derives of the multiplicity of subfields, which includes some with a tradition on gender dimension, such as Sociology and Psychology, and others not so much, such as Law and Business.

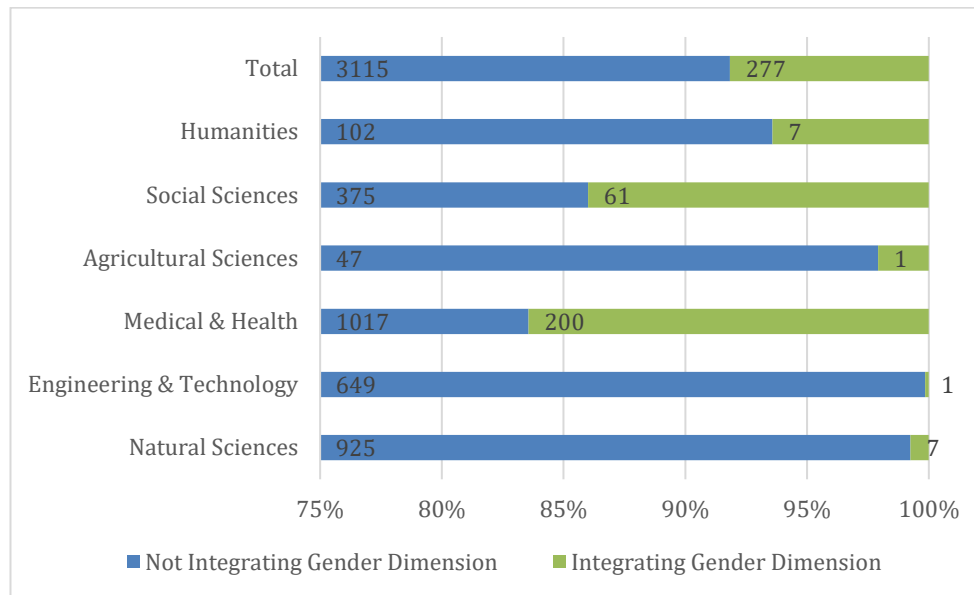
The presence of gender dimension in **Natural Sciences** is residual and inexistent in both **Engineering & Technology** and **Agricultural Sciences**.¹⁷

Indicator 40	Number and % of scientific publications integrating a gender dimension in their subject matter in the last 1-2 years /discipline
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The methodology used for this exercise is analogous to the one described in the previous indicator, after extracting from the Web of Science database all UC’s publications dating from 2017. The results are presented in the following chart:

¹⁷ There is no department dedicated to Agricultural Sciences, making it was impossible to categorize academic members as belonging to it - hence why it was absent from the previous indicators. Even though its number of theses is extremely residual, the volume of scientific work produced in that field is more relevant, as shown in Indicator 40.

Figure 47 Scientific publications integrating a gender dimension per Field of Science



Source: Own elaboration on Web of Science database

As happened in the previous exercise, **it stands out immediately is that the total number and percentage (8%) of publications integrating a gender perspective** is affected by the **Medical & Health Sciences** field, because it is most prolific field and has the highest percentage of positive cases, 16%. The drop from the levels found in these is in part due to the decrease in the proportion of Sports Sciences. Nonetheless, its relatively high percentage still derives from the aforementioned established practice of including gender perspectives in medical research, as it stems directly from biological differences between sexes.

The inclusion of gender dimension in **Social Sciences** increases by 8p.p, to 14%. This can be attributed to the lesser presence of fields like Business and Law, which are much more common among these that scientific publications. The **Humanities** field maintains its percentage, at 6%.

Consistent with what was observed before regarding theses, the remainder, **Natural Sciences, Engineering & Technology** and **Agricultural Sciences** also have residual figures at this level.

Indicator 41	Number and % of staff/researchers trained on the integration of gender analysis into research by (main) field of study
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None.

Indicator 42	Other measures to encourage the integration of the gender dimension in research content and knowledge transfer (e.g., prizes): description
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There are no measures to promote the integration of the gender dimension in research content and knowledge transfer in place.

5.2. Gender-sensitive curriculum

Indicator 43	Gender/women's studies department: Yes/No; description
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Although there is no specific women studies department, Gender Studies has some tradition and implementation as a research field in the UC, yet mostly through the research work carried out by one of its autonomous research units - CES - within various research groups, projects and networks.

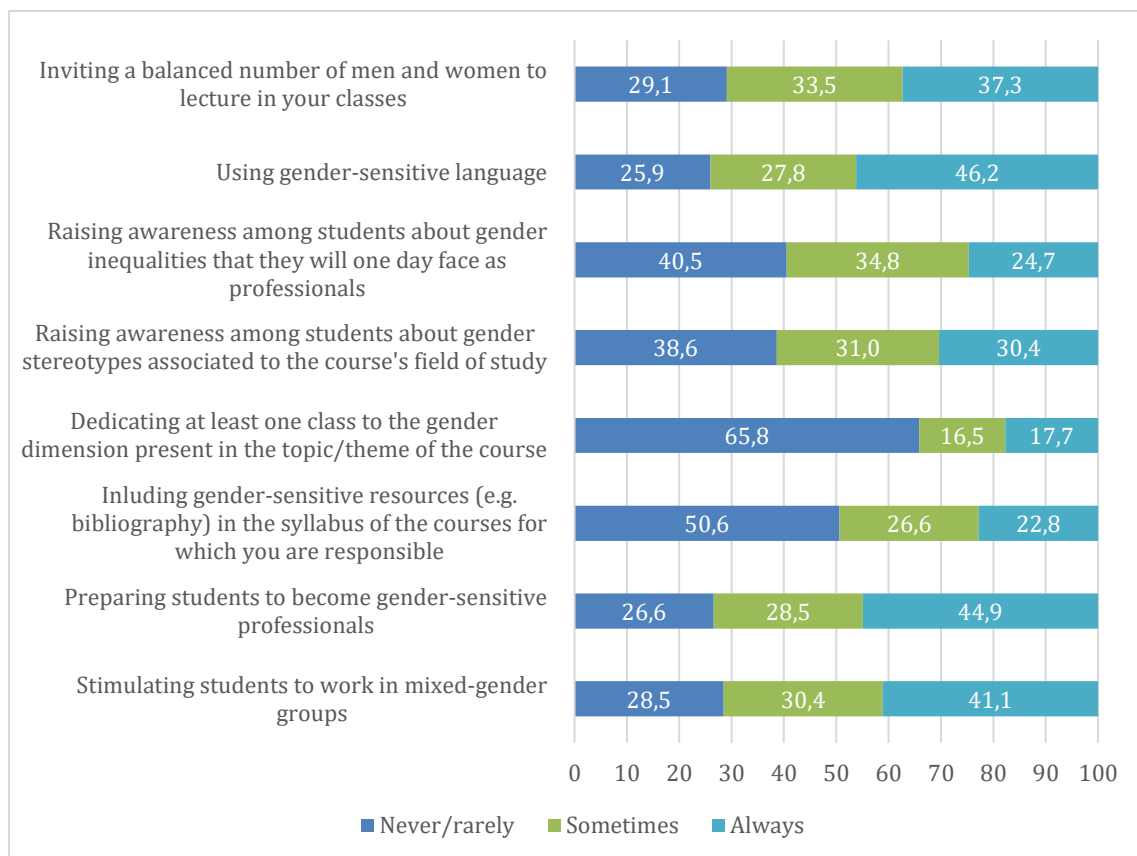
Indicator 44	Policies, guidelines on the integration of the gender dimension into curricula (quality, enforcement)
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Inexistent. A similar point made to research matters is to be made for teaching matters. Ultimately, development of specific course contents/syllabus is left to the discretion of professors, even if the responsibility for the validation of these contents is up to scientific council of each department/faculty.

Indicator 45	Informal gender-sensitive pedagogical practices: prevalence and type of practices
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The following chart reflects the answers of teaching staff when asked about their gender sensitive practices within that role.

Figure 48 Gender-sensitive teaching activities (%) ((N=158))*



* Respondents who declare to perform teaching assignments at the UC.

** Differences between men and women are statistically significant in the two-following practices, having been more frequently selected by women: Stimulating students to work in mixed-gender groups (p -value = 0,049) and Raising awareness among students about gender inequalities that they will one day face as professionals (p -value = 0,048); (Mann-Whitney U Test).

Source: CES-UC SUPERA - Survey

Dedicating at least one class to the gender dimension present in the topic/theme of the course is a key issue concerning gender-sensitive teaching activities, being applicable in various dimensions



for the vast majority of topics. Two out of each three respondents, without significant differences between women and men, declared that they did not address gender issues in their classes.

The other more objective practice that could indicate higher gender-sensitive teaching is the inclusion of gender-sensitive resources in the syllabus of the courses, which is not confirmed by 50.6% of the respondents. In any case, the analysis of the bibliographical references revealed a weak presence of publications of female authors, with the exception of Social Sciences, Journalism and Information, where it attains almost 40% (see Table 47, below).

Two other topics exhibit intermediary levels of rejection, at around 40% of the answers. They were: “Raising awareness among students about gender inequalities that they will one day face as professionals” and “Raising awareness among students about gender stereotypes associated to the course’s field of study”. **Both topics challenge teachers in their concern to prepare their students for the inequities waiting them in the labour market and the stereotypes that affect their scientific area.** With few exceptions, female students would benefit most of these gender-sensitive teaching practices. In their absence, they are the most harmed.

It should be noted, however, that women revealed a higher concern with students’ future in the labour market, having declared concerns with “Raising awareness among students about gender inequalities that they will one day face as professionals” more frequently than men.

Finally, we can consider that the two topics with lower levels of rejection – “Stimulating students to work in mixed-gender groups” and “preparing students to become gender-sensitive professionals” – can be interpreted as a “good teaching practices” in general, in a perspective of education for citizenship, without necessarily associate them to gender-sensitive teaching. Women showed a greater attention to the sexual composition of working groups.

All in all, less than half of the teachers shows some awareness on what it means to adopt gender-sensitive teaching practices. This is a poor result, considering that it is probable that the respondents to the survey are more aware of the meaning of such practices. Moreover, as it has been underlined regarding gender-sensitive practices in research, the majority of positive answers came from teachers of Arts and Humanities and Social Sciences.

Indicator 46	Number, % and description of degree conferring (undergraduate, MSc and/or PhD) programs on gender.
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A single one, the doctorate program in Feminist Studies.

Indicator 47	Number and % of gender specific courses by (main) field of study
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In the collection of the primary data, every one of the 4417 courses available in the UC was taken into account. All programs had been classified according to Fields of Study beforehand, as it was a necessary action for the analysis of horizontal segregation among students. In this instance, when a course was part of multiple programs, sometimes belonging to different fields, its syllabus was scrutinized in order to attribute it to the most suitable program, according to the Field of Study. This prevented the data from being tainted with repeated and possibly contradicting cases.

With such a large pool of data, the guiding rationale was to filter the possibilities with a wide conceptual net on gender, through course titles and the program they were included in. Afterwards, course syllabi were carefully reviewed with the purpose of stripping the selection of false-

positives. The results may be checked in the tables below. The first details the number and percentage of gender-specific courses per field, while the second enumerates the existing gender-specific courses.

Figure 49 Gender specific courses per Field of Study, total and percentage

Field of study	Total courses	Gender specific	%
Arts and Humanities	554	2	0,4%
Business, Administration and Law	454	0	0,0%
Education	168	1	0,6%
Engineering, Manufacturing and Construction	1235	0	0,0%
Health and Welfare	466	3	0,6%
Information and Communication Technologies	126	0	0,0%
Natural Sciences, Mathematics and Statistics	597	0	0,0%
Services	149	0	0,0%
Social Sciences, Journalism and Information	668	12	1,8%
TOTAL	4417	18	0,4%

Source: Own elaboration on UC official website data

Figure 50 List of gender specific courses

Field of Study	Program	Unit	Cycle	Course
<i>Arts and Humanities</i>	History	FLUC	1 st	Women's History
	Modern Languages	FLUC	1 st	Contemporary Topics on Feminism
<i>Education</i>	Education Sciences	FPCE UC	1 st	Education, Gender and Citizenship
<i>Health and Welfare</i>	Medicine	FMUC	2 nd	Reproductive Medicine
	Medicine	FMUC	2 nd	Gynaecology and Obstetrics
<i>Social Sciences, Journalism and Information</i>	Social and Cultural Psychiatry	FMUC	2 nd	Culture and Sexualities
	Psychology	FPCE UC	2 nd	Clinical Sexology
	Sociology	FEUC	2 nd	Women, Law and Globalization
	Sociology	FEUC	2 nd	Sexual Equality Policies
	Journalism and Communication	FLUC	2 nd	Media, Gender and Representations
	Sociology	FEUC	3 rd	Sociology of Gender Relations
	Sociology – Labour Relations, Social Inequality and Unionism	FEUC	3 rd	Sexual Equality Policies
	Feminist Studies	FLUC	3 rd	Women in History
	Feminist Studies	FLUC	3 rd	Women, Race and Ethnicity
	Feminist Studies	FLUC	3 rd	Feminist Theory and Epistemology
Feminist Studies	FLUC	3 rd	Gender, Language and Communication	
Feminist Studies	FLUC	3 rd	Sociology of Work and Family	



Feminist Studies	FLUC	3 rd	Sexuality, Rights and Gender Violence
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Source: Own elaboration on UC official website data

Given that the doctorate program on Feminist Studies is the sole gender specific program offered by the UC, it is unsurprisingly the largest contributor for this indicator, with 6 out of 18. These courses, along with ten others, include their gender specificity from a social approach, while the remaining two entail a biological/medical standpoint.

To this regard, there is a defining detail that is worth noting: **only the Feminist Studies courses in Gynaecology and Obstetrics, Culture and Sexualities are mandatory for the completion of their respective programs, all others are optional.**

Indicator 48	Number and % of courses with gender component in their syllabus by (main) field of study
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Mapping the availability of courses with a gender component involves searching for gender dimension/issues within course content, objectives/expected outcomes, required/recommended readings, proposed methodologies and other course requirements.

For detailed results, see indicator 49 below, which compiles that exercise with another factor of a gender dimension: the proportion of authors from each sex in syllabi.

Indicator 49	Proportion of women authors used in syllabi / field of study (sample)
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As the UC offers almost 1200 courses, the thorough analysis of each syllabi was a very time-consuming task for which the result would not justify the effort required. For that reason, a sample was assembled. It consists of 30 courses per Field of Study (10 per study cycle), totalling 270 courses. The selection was random: courses were numbered and selected via an online random number generator.

Afterwards, syllabi were examined with two indicators in mind: the percentage of those which featured a gender component in their syllabus, by Field of Study, as well as the proportion of women authors used in syllabi, also per Field of Study.

The results are shown on the table below. The second column contains the percentage of courses with a gender component, while the third indicates the percentages of women authors in syllabi. There is a caveat to this analysis, as the majority of syllabi identify the authors' first name by its initial, therefore preventing the gender cataloguing this exercise requires. Hence the fourth "Valid Cases" column, indicating the percentage of cases in which it was possible to identify the author's gender, in each Field of Study. Logically, the percentages of women authors in syllabi refer only to valid cases, not to the entirety of courses with the fields.

Figure 51 Percentage of courses with a gender component and Proportion of women authors in syllabi, per Field of Study

Field of Study	Percentage of courses with gender component	Women authors in syllabi	Valid cases
<i>Arts and Humanities</i>	7%	20%	47%
<i>Business, Administration in Law</i>	3%	17%	68%
<i>Education</i>	17%	25%	1%
<i>Engineering, Manufacturing and Construction</i>	0%	21%	16%
<i>Health and Welfare</i>	3%	29%	27%
<i>Information and Communication Technologies</i>	0%	5%	53%
<i>Natural Sciences, Mathematics and Statistics</i>	0%	21%	9%
<i>Services</i>	17%	15%	16%
<i>Social Sciences, Journalism and Information</i>	30%	38%	32%

Source: Own elaboration on UC official website data

The vast majority of courses does not feature a gender component and 3 Fields of Study even recorded 0 of such cases, in the sample applied. From a general overview of the programs' curricula, it is expectable that the full range of courses in the **Engineering, Manufacturing and Construction and Information and Communication Technologies** would maintain that same number if not restricted to the 30-course sample, based on related literature¹⁸. On the other hand, the Natural Sciences, Mathematics and Statistics field ought to contain a residual number of positives, namely in the Life Sciences/Anthropology subfields. In any case, the figure would be very low.

Business, Administration in Law and Health and Welfare have recorded a single positive in this analysis (3%), while Arts and Humanities recorded 2 (7%). Although the accuracy of such percentages against the full database is obviously unknown, a general oversight at other courses did not retrieve any other courses with gender components embedded, informally sustaining this estimate.

In the Services and Education fields 5 courses with gender components were identified, amounting to 17%. To this regard, Social Sciences, Journalism and Information had the highest percentage, at 30% or 9 positives.

The landscape concerning women authors in syllabi is highly nuanced. In Education, a field highly associated with female presence, only 25% of women authors were identified. This figure does not hold much credibility, as with was only possible to identify a mere 1% of authors in the sample. Information and Communication Technologies, the theoretical opposite in terms of gender balance, confirms this status with 5% of women authors. A safer approximation, since it scored 53% in case validity, the highest in this analysis.

¹⁸ Garcia Project, 2015, Toolkit for Integrating Gender- Sensitive Approach into Research and Teaching, University of Trento



Nonetheless, the highest percentage of women authors is found in the Social Sciences, Journalism and Information field, at 38% (32% case validity), still far from gender balanced. It is followed by Health and Welfare, at 29% (27% case validity) and the aforementioned Education at the top scoring fields in terms of women authors. All fields considered, the average number of women authors in syllabi is a mere 21%. This means that, on average, for each female author, there are four male authors in the UC's syllabi.

These findings and the difficulties of data gathering expose the inadequacy of the reference styles, such as APA, that do not include the authors' first name in full. This should be taken into account in the norms defined by the University for the presentation of dissertations and theses. It is, however, understandable that such a norm will face some resistance, due to the influence of national and international traditions in the scientific fields, as happens in the Education Sciences, for example. An eventual solution could be the reviewing of norms for paper submission of mainstream journals.

6. Gender biases and stereotypes, sexism and sexual harassment

The fields of research and higher education are not immune to sexual and gender-based harassment, being a pervasive and particularly harmful phenomenon that can arise from gender biases and stereotypes. Therefore, this chapter discusses how biases and stereotypes are reinforced or combatted by the institution, namely through its communication platforms and the presence of women in scientific events. The final section is dedicated to an in-depth analysis of the manifestations of the aforementioned phenomena and possible strategies to answer those and other related issues.

6.1 Gender sensitive communication

Indicator 50	Policies, guidelines on gender sensitive communication (quality, enforcement)
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Policies, guidelines on gender sensitive communication are inexistent. They are also not the standard informal practice.

Indicator 51	Gender sensitivity of general university website (1 month of content) and other printed publications (leaflets, brochures, weekly, annual reports)
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Website

A content analysis tool was developed with the purpose of discerning the gender sensitivity of the UC's website. The content within 3 levels of depth was considered, meaning that every tab within three mouse clicks of the homepage (four in case the third click led to a directory page) was included in the exercise.

In total, 438 tabs of the UC's website were examined. Out of those, 357 were not suitable for this analysis, as they did not present any "human content", containing instead regulations, curricular programs, the University's historic context and so forth. Out of the **81 suitable tabs, 40 were gender balanced, representing men and women in equal numbers and attributing similar status**, both in written and visual content (contextual pictures). Of the remaining 41, 4 featured only women, and 7 only men, while 12 represented mostly women and 18 represented mostly men. There is no indication or mention of a non-binary individual or group.

The “only men” and “only women” classifications are associated with generic images used in purely institutional tabs, as the cover images selected contained only one individual, therefore not representing an actual unbalance.

That is not the case, however, with the majority of the “mostly men” and “mostly women” tabs. The **“mostly men”** tabs were specifically related to **testimonies of alumni, interviews and initiatives promoting cooperation between the UC and outside entities, namely renowned local companies**. On the other hand, **“mostly women”** is a feature of more institutional tabs, in which visual elements like staff pictures are often the sole human element. These include the tab presenting academic support services, social services and secretary. **Separated contexts such as the ones presented embed representations of a gendered division of the institution, associating certain roles inside the University’s structure**.

In such settings, the roles women are represented are not higher than middle-level management. Men presence, on the contrary, is associated with success through and beyond the institution, which comes with a higher perceived social status. Moreover, there is a higher male presence in interviews and media coverage. Gender balance in these areas is key for equality, since they provide platforms to voice visions and opinions, besides confirming social status and potentiating role models, whenever an individual is the centrepiece of media work.

Regarding the **pictures** used, a significant number of them has **gender and social diversity¹⁹ in mind**, as they are present in practically all of the 40 “gender balanced” tabs. These pictures were clearly produced with this purpose, as they often represent students posing in front of the UC’s most distinguishable buildings. As for the imagery used in the remaining tabs, it has been already explored in the previous paragraphs.

Traditionally, the most common uses of Portuguese grammar were male-centric. In recent years, there has been an effort to make the language gender-inclusive, namely through attempts of mainstreaming linguistic strategies and practices that are not centred on the male subject, while not contradicting grammatical principles. **The UC’s website content does not reflect this concern, as its content is written following the traditional practices**, almost to no exception. Nevertheless, it is relevant to mention that the section of the website restricted to students, which was not a part of this content analysis, features inclusive language.

News

Inside the website content analysis, the News section required a different approach. Consequently, all the 54 news articles published in the month of September 2018 were subject to content analysis using a modification of the general tool.

In applicable instances, gender distribution was gauged. Concerning **written content, 18 were gender balanced, while 5 mentioned exclusively females and 17 males**. The scenario for visual elements is parallel with 14 cases classified as balanced, 2 as female and 11 as male. Only 4 articles showed signs of social diversity, all pertaining to the nationality of mentioned individuals – a foreign film director, international students and a *honoris causa* recipient.

¹⁹ “Social diversity” is loosely used in this instance. It reports mostly to the depiction of ethnical diversity and sometimes age. One notable absence is that of people with disabilities.



Dividing the articles by Field of Science reveals interesting dynamics. In **Medical & Health Sciences**, a field in which women are much more present, **out of 14 publications, the content of 6 out is classified as only male and 4 balanced**, while gender analysis did not apply to the remainder.

Within **Natural Sciences**, a field of higher male presence, 4 articles present exclusively males, 1 female and another is balanced, among 10 in total. Engineering & Technology, male-dominated, has 1 balanced and 1 exclusively male, out of 6 articles.

Social Sciences and Humanities were the most balanced fields – the former with the content of 2 articles divided into 1 male and 1 female; the latter’s 2 were both balanced.

Written Publications

A different content analysis tool was developed for written publications, which was then applied to 9 publications, ranging from cultural topics to institutional reports. The selected publications were: *Rua Larga* #51, a cultural magazine published by the UC every 6 months; *UC Global* #116-#119, a weekly newsletter of UC; the *Management and Accounting Report*; the *2015-2019 Strategic Plan*; the *Management Systems Manual*; the *Quality Policy Manual*.

The analysis tool contemplated 5 dimensions: the presence of a gender perspective in the publication; the use of inclusive language; gender distribution of writers and contributors; focused-on, counting the number of men and women who were the centrepieces of particular sections.

***Rua Larga* was the only publication containing a full gender perspective, including a gender studies piece that discussed intersectionality issues.** That same piece was the only section of every publication that used inclusive language. In the reviewed magazine issue, all images were non-human, whereas there were 3 male and 2 female writers, with 2 men and no women focused-on.

UC Global’s language tends to be more simplistic and does not contain images, given the newsletter format. In the 4 issues reviewed, no gender perspective or inclusive language was detected. While the authorship is not individually attributed, 7 men and 1 woman were focused-on.

The remainder are institutional/administrative publications. None includes a gender perspective or inclusive language, although the *Management and Accounting Report* shows gender disaggregation of UC employees (but nothing else). All its imagery in non-human, while authorship and focus-on does not apply, an absence that extends to the other 3 publications of the sort. The only standout point concerning these documents in the fact that the image selection for the *2015-2019 Strategic Plan* shows diversity in gender and race.

Indicator 52	Availability of complaint mechanisms in cases of sexist communication (for example mailbox or unit where you can complain)
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There are several supervisory organs in the UC, but none has this specific mandate. Nonetheless, there is a Compliments, Suggestions and Complaints box in the website, where the UC community can fill a form exposing a situation/issue on any subject related to the UC functioning. All the claims are considered, followed up as appropriate and answered by written. In 2017, 589 complaints, 102 suggestions and 141 compliments were received.

Indicator 53	Existence of training on gender sensitive communication
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Inexistent.

6.2. Communicating gender equality

Indicator 54	Gender equality website (place in hierarchy, content, up-to date, budget)
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There is no tab dedicated to gender equality on the UC's website.

Indicator 55	Gender equality on social media
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The previously presented content analysis tool was also applied to the UC's social media platforms (Facebook, Instagram, Twitter and YouTube), including every post of September 2018.

The most active and diverse platform is Facebook. It is used as a multifaceted communication tool, combining the promotion of tender calls, scientific and cultural events, news from the UC community and even some institutional announcements, such as enrolment dates. The majority of these posts are links to the UC's website, sometimes to the News tab, which results in overlapping content between both analyses. As solely posts these links are posted on the Twitter account, its content is already included within Facebook's analysis. Nonetheless, they are different platforms, with their own "editorial" practices and thus warrant separate reviews, due to this caveat.

Instagram and YouTube written content is circumscribed to small leads or descriptions that contextualize the image or video and therefore have not been considered relevant to the present analysis. Due to the audio-visual nature of YouTube, any verbal discourse, spoken or written, was pondered into the visual content analysis, as it matched the images shown.

Figure 52 Gender representation on the UC's Social Media platforms

Platform	Number of Publications	Visual content gender representation				Written content gender representation			
		Absent	Only male	Only female	Both	Absent	Only male	Only female	Both
Facebook	57	27	11	2	17	16	16	5	18
Twitter	39	16	9	2	11	7	12	5	12
Instagram	38	21	0	3	14	-	-	-	-
YouTube	16	3	7	1	5	-	-	-	-

Source: Own elaboration on UC official social media accounts data

Of the posts to which a gender analysis is applicable, gender balanced posts were the most common. However, there is a clear discrepancy between the number of times men and women were solely represented, and that tends to the greater presence of men.

The exception to that practice are Instagram posts, where "only female" outnumbers "only male" 3 to nil. It does not reflect, however, a highlight of women within the UC. The choice of images observed in that platform is mostly based on generic imagery that combines with the description to communicate a message. Of those 3 posts, one post focuses on a woman, a speaker in a scholar event, and therefore shows her image. The other two, which exemplify the previous rationale, contain images of undifferentiated female students, one image used for welcoming new students and the other for the promotion of an entertainment event in the UC's grounds. On the other platforms, contrarily, pictures of people are often selected because the post concerns a person or group. It is substantial and specific, not generic and vague in terms of those it portrays.

Another dimension analysed was social diversity – ethnicity, nationality and age, when identifiable. Of the total 145 posts which have a human element, across all platforms, only 18

where considered to portray social diversity. 13 of those contain images with both genders present, the remaining 5 display only men. For the most part, this is coincidental, as 2 of the posts pertain to an exhibition of the film “Yellow Submarine”, which revolves around the Beatles, all male; other 2 are related to a *honoris causa* awardee, a man. The remaining post deviates from this inevitability, as it shows testimonies of several male international students.

Having a more generous time window, a more thorough analysis would have been pursued, including a more detailed semiotic content analysis. In any case, these frequency values are very indicative of the UC’s communication tendencies, mostly gender sensitive when it comes to representation, but lacking in a balanced gender presence. Inclusive language is not used, a corollary of a previous rationale, since this section’s texts are largely drawn from media that was scrutinised before.

It is arguable that this is a reflection of the institution’s *status quo*, in which men are more commonly placed in positions that potentiate their feats as newsworthy, therefore being more present in social media. Anyway, there is an evident effort to communicate gender equality via parity in the visual elements (which often are not a precise match to the content, as they are taken from a general repository).

Indicator 56	Information about gender equality and related policies included in processes of on boarding for incoming students and new employees
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Gender equality is not specifically addressed with students or employees upon their entry in the institution, although it is indirectly present:

Students receive a charter of principles which does not mention gender equality specifically, but does contain indications of regulatory documents and other pertinent information, including a link to the document that determines the rights for parent students.

New employees are welcomed via a brief introductory session during which they receive a welcome guide that, among other things, informs them on their main rights and obligations pertaining to work scheduling, absences, vacations and licenses – important work-life balance dimensions that directly impact gender equality.

Indicator 57	Awareness of existing policies on gender equality (employees, students)
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See Family-friendly policies section.

6.3. Gender equity in events

Indicator 58	Gender distribution in events organized by the institution <ul style="list-style-type: none">▪ during the last 2 years (sample if necessary)▪ only speakers/chairs
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Being one the largest national higher education institutions, the UC hosts dozens of scientific and cultural events weekly. Hence, determining the respective gender distribution in an exercise that includes every event is a herculean task, one that was not compatible with the limited time available for the conception of this report.

Therefore, a sample of scientific events was determined. It considers the third Friday of each month, from September 2016 to September 2018. The rationale was that Fridays are the day of the week when it is more common for most academic/scientific events to occur. In the case of multiday events, Fridays is often one of the chosen weekdays (in such cases, only sessions taking place in



Fridays were included in the sample). Accounting for every month of the year was relevant, thus mitigating the risk of over-focusing on the analysis on set of specific months, which could include regular yearly events. The month of September is represented three times (2016, 2017, 2018) because two years had not yet been completed by the time of the third Friday of September 2018, the 23rd. As there were no annual events taking place during that period, this choice does not skew the analysis to that regard, nor in any foreseeable other. The event and participant list are publicly available in the UC's website, more specifically in IIIUC's calendar page.

The analysis was broken down by Field of Science, in order to provide a more detailed depiction of the matter. **As demonstrated in the table below, the female proportion in these events was 45%, which translates into a Gender ratio of 0,82. The Social Sciences field is by far the most prolific in terms of event organizing, and the only one were women outnumbered men.** In Medical and Health Sciences, there were 42% of women speaking and chairing events. At **Engineering and Technology** and Humanities events, there were about one third of women in the same positions. For **Natural Sciences**, that figure drops below one fifth, even though its influence on the combined ratio is rather small.

Figure 53 Proportion of female speakers/chairs events organized by the UC between September 2016 and September 2018

Field of science	Female participants	Male participants	Total participants	Female proportion
Social Sciences	195	146	341	57%
Humanities	48	97	145	33%
Engineering and Technology	14	30	44	32%
Medical and Health Sciences	92	128	220	42%
Natural Sciences	6	28	34	18%
Total	355	429	784	45%

Source: Own elaboration on UC official website data

There is a caveat to the information presented, as almost half of the female participants (47% or 92 people) in the field of Social Sciences were present in a single event, which was the 2nd international Colloquium of Master and Doctorate Students in Gender Studies. This event can be considered a statistical outlier, as it solely accounts for 102 participants (13% of the total), in an analysis that included 203 events. If the Colloquium was to be excluded from the exercise, the female proportion in Social Sciences would drop to 43%, and to 39% overall %.

Indicator 59	Existing policies to ensure gender balance in academic events
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Inexistent, organizers rely on individual perspective and sense of equality.

6.4. Attitudes on gender equality

Indicator 60	Attitudes on gender equality in research and higher education
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The interviews with stakeholders, particularly with top-management members, reveal that, despite the openness to push forward gender mainstreaming within the organization, **there is still an overall lack of awareness on gender equality issues within the UC.**

On the one hand, there is a **general perception that the state of play of the institution in terms of gender equality is broadly balanced.** This belief is supported by the robust overall representation of women within the UC' community (whereas ignoring what lags behind and beyond those overall figures) and, more specifically, in some disciplines, fields and sectors. It is particularly interesting to notice that the mere presence of women in certain functions, particularly in high-level positions, is reported as expressing an overall gender-balanced situation in those positions or functions, despite their meagre presence within those positions.

On the other hand, **whilst recognizing that there is no institution-based policy or measure of positive action for gender equality,** there is a strong belief that the current system of admission and promotion based on the **"meritocracy" and "excellence" alone will ensure "equal opportunities for all"**. Even though several gender imbalances are acknowledged (for instance, the concentration of female and male staff and students in certain scientific/study areas), they are likely to be addressed to cultural/social factors and/or individual professional/career choices outside the realm and scope of the institutional action. This raises the 'problem' of the **lack of awareness of how systems and structures, policies, processes and procedures can (re)produce** social values leading to gender bias, even where the employers have the very best of intentions on fairness and equality.

Interesting to note, when analysing the data of the survey conducted on academic and technical staff and university students, is also the **lack of a strong rejection of statements asserting the absence of gender discrimination within the labour market**. As the analysis reveals, there is a clear cleavage, i.e. differences are statistically significant between men's and women's perceptions of gender inequalities within the institution. In general, men are less prone to recognize women's discrimination and added difficulties accessing and progressing the labour market. This unreal assessment of the presence of gender inequalities persists in men's assessment of women's overburden with domestic and family responsibilities. As the answers evidence, there is also a discrepancy between male and female evaluations on the maintenance of an unbalanced gender distribution of domestic and family responsibilities. Thus, **men evidence less awareness of gender inequalities and exhibit more stereotyped visions of gender roles and women are generally more aware of gender inequalities, notably in research and academic settings, as well as of the institutional obstacles to gender equality**.

Figure 54 Beliefs and attitudes on gender equality in academia (averages of valid answers)

<i>Scale: 1 = Fully Disagree, 4 = Fully Agree</i>	Acad. Staff (N=201)	Techn. Staff (N=251)	Stud. (N=1401)	Total (unweighted average)
Perceptions and acknowledgment of gender inequalities				
In Portugal, women are no longer discriminated against in the labour market	2,0*	2,2*	2,0*	2,1
If a man cuts back on his professional obligations to dedicate himself to family, the negative impact on his career is greater than if a woman does the same	2,1*	2,2	2,0*	2,1
Socially speaking, men and women are seen as equally competent in engineering jobs	2,4*		2,1*	2,3
Generally speaking, (in the academic career), men are preferred in admission and progression processes	2,3*	2,4*	2,4*	2,4
Within the academic career, a woman will probably experience greater difficulties in progressing than a man			2,4	2,4
In practice, men and women have the same academic career opportunities, whichever field/professional area it is	2,4*	2,2*	1,9*	2,2
The academic career/ The career in a higher education institution is perfectly compatible with personal/family life	2,6	2,7		2,6
The general notion of a scientist's profile is still very masculine	2,4*	2,3*	2,5*	2,4
Women continue taking on more domestic and family responsibilities	3,0*		3,1*	3,1
Beliefs on the causes of gender imbalances				
In general, women have lower leadership skills	1,5	1,5	1,4	1,5
Women are less represented in leadership positions because they have no interest in them	1,8	1,9	1,6	1,7
Biological differences between men and women justify their concentration in specific areas/professions	1,7	1,8	1,9	1,8
Women have more difficulties in advancing up the academic career because they undertake more family responsibilities	2,8*	2,7*		2,8

Women abandon the academic career due to work and organizational conditions in higher education institutions	2,2*			2,2
In spite of the good intentions and commitment of higher learning/research institutions, women's competences and achievements are underestimated	2,5*	2,6*		2,6
Academic institutions/ employers reproduce gender stereotypes that lead to inequality and discrimination	2,5*	2,5	3,1*	2,7
Beliefs and attitudes towards gender roles and sexual division of labour				
Some professional areas are more suited to men, others to women	1,7*	1,8	1,8*	1,8
Women who give importance to their professional development leave their family behind	2,1*	2,2	1,9*	2,0
Attitudes towards actions to promote gender equality and women's interest groups				
In professional/scientific areas where women or men are underrepresented, their entry should be promoted	2,8*	2,9	2,9*	2,9
Higher education institutions ought to create better conditions for work-life balance	3,2	3,3	3,3	3,3
Measures should be taken in order to increase women representativeness in decision-making roles in higher education institutions	2,7*	2,8*		2,8
Gender equality should be progressive, not forced	2,8	2,8	2,9	2,8
Feminists are trying to gain control over men			1,9*	1,9

(*) *Differences between men and women statistically significant: p –value <0, 05 (Mann-Whitney U Test).*

Source: CES-UC SUPERA - Survey

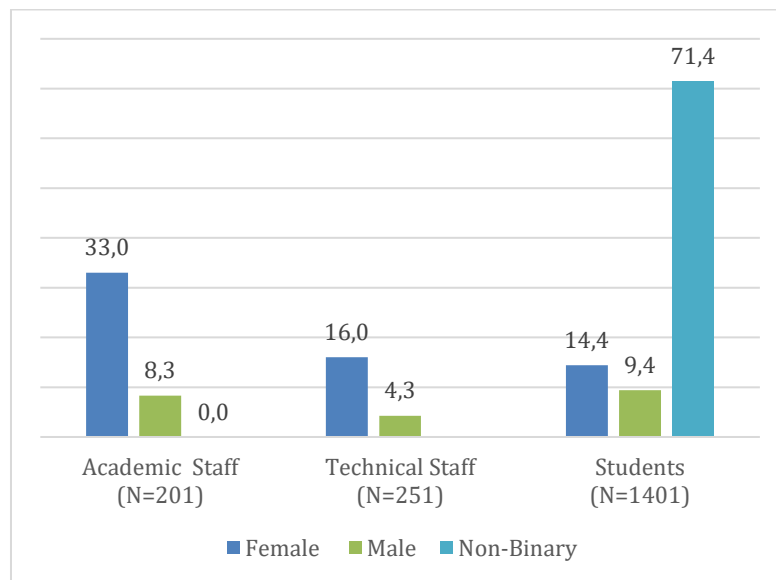
Moreover, women in academia face an added difficulty when compared to women in other activity sectors. As the analysis also highlights, there is **a higher difficulty to recognize the existence of gender inequalities and of gender discrimination within academia**. Typified as a space of respect towards human needs and diversity, governed by meritocracy, it is, therefore, very difficult to recognize the existence of such inequalities. This may be one of the factors influencing the lack of awareness exhibited, also, by the university stakeholders and their faith in meritocracy and excellence as the sole strategy to generate equal opportunities for all. **The lack of investment and of priority ascribed by the institution to the implementation of positive actions to promote gender equality and eliminate gender discrimination seems to echo traditional views but also a lack of interest.**

Regardless of notable male and female differences in beliefs and attitudes towards gender equality, **there is a broad consensus on two major points**. First, there is **a clear rejection of biological capabilities and motivation differences** (i.e. deterministic factors) as causes of gender inequalities. Second, there is a **general support for the implementation of proactive action by the higher education institutions in order to promote gender equality and better working-life balance condition.**

-Indicator 61	Experience of discrimination in work, study and research environment of the institution
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The analysis of the experience of gender discrimination reveals this same divergence between male and female beliefs towards gender inequality and discrimination. As the graph below exhibits, women report significantly higher levels of gender discrimination. This is especially true for female workers within the institution that report discrimination rates four times higher than their male counterparts. This is particularly acute for female academic staff where 33% (34 out of 103) of the respondents declare to have been exposed to gender-based discrimination.

Figure 55 Proportion of male, female and non-binary respondents reporting exposure to gender-based discrimination (%)*



() A situation in which respondent felt disadvantaged in the UC for being a woman/man, and/or on account of his/her sexual orientation, gender expression/identity or sexual characteristics.*

Source: CES-UC SUPERA - Survey

Survey findings also suggest that female staff are **far more scrutinised, judged and misvalued than male staff within the UC.** Female academics are notably less likely to feel their work valued within the institution. In fact, women tend to disagree more with the statement “I feel that my contribution in the service/unit/faculty is appreciated” ($p\text{-value}=0,05$; Mann-Whitney U Test). This is even more problematic, as the analysis reveals that female students are also less likely than their male counterparts to feel able to express their ideas in classes ($p\text{-value}=0,00$), to feel their participation valued in classes when they do it ($p\text{-value}=0,01$), to have their opinion and ideas heard during classroom discussions and writing up of collective academic essays, **suggesting that this form of discrimination starts early in their careers.** This means that gender discrimination is structural to the system and that there are cultural norms and power structures in place shaping women’s experience and opportunities within the institution. Furthermore, female academic and technical staff are, equally, more likely to have their work under scrutiny than male staff. In fact, female workers tend to agree more with the statement “I feel under constant scrutiny [in my service/department/unit/faculty]” ($p\text{-value}=0,037$; Mann-Whitney U Test).

Still looking at the student population, despite the presence of an equally higher percentage of female students reporting experiences of gender-based discrimination, what is more blatant in the above graph is the **high proportion of non-binary students declaring to have felt discriminated against.** Despite the reduced number of non-binary students answering the questionnaire, 5 out of

a total 7 of non-binary students declare to have been subjected to gender-based discrimination. The triangulation of this with the percentage of male students (9.4%) also reporting having felt discriminated against on the same grounds, might suggest the **prevalence, even within younger generations, in this case the student population, of highly stereotyped gender roles as part of this dominant cultural norms and powers.**

In the presence of such a traditional environment, those people non-conforming with the dominant gender roles and/or sexual identity become highly vulnerable. This impacts also on women, who are constantly under social scrutiny. Under this scrutiny any non-conforming attitude or behaviour, but also personal appearance, tends to be repressed. **Therefore, it is not surprising that female students report higher levels of unfavourable treatment within the UC due to their gender, than male students** (12.2% compared to 4.9%) as gender stereotypes are also used to control, repress and blame them. A symptom of their unhappiness with this situation is the highly significant ($p\text{-value}=0,00$) **divergence between male and female students when agreeing with the statement that ‘the UC is a great place for women to study’ or that ‘the UC culture is not sexist’, with male students being considerably more positive in their evaluation.** This becomes very clear when analysing the reports of discrimination left by the respondents of the survey to open-ended questions.

Cross-cutting to the three considered populations - academic staff, non-academic staff and students – when analysing personal experiences of discrimination, is the experience of **marginalization**. This ordeal emerges in most testimonies, and assumes **several facets** with the same purpose and end results i.e. **minorize and devalue women’s participation in order to reproduce male dominance and prominence**. The different facets assumed within the given answers are: devaluation of women’s contribution within a work context, blocking female participation in classes and work context and ignoring or making women invisible. This emerges in reports such as the following:

“in mixed meetings, the male colleagues quoted each other, even when the arguments were first raised by me.”;

“In the context of a PhD seminar, I often felt the word cut out to give voice to a male colleague. Within academic discussions, although I was saying exactly the same as a male colleague, the reason was not given to me. That is, there is a valuation of the masculine word, even if the feminine word is saying exactly the same. In colloquiums [...] I’ve been attacked with questions after a communication, which, clearly, were only made to legitimize the male presence. I felt attacked solely because I was a woman, in one case, the only woman on the panel.”

“In the context of decision-making (Scientific Council), men's voices have more weight than women's voices, even if they have less or no experience of the problem”.

“My opinion tends to be devalued when the subject requires a gender perspective and the people present know that. They often make jokes to have fun with it”

A second transversal ordeal is being constantly **sexualized** in their public life. As the several statements from students, academic and non-academic staff reveal, there is a continuous experience of sexist jokes and comments by male colleagues (this is paramount in female students’ accounts), as well as an over-experience of male gaze in work context, plus sexual harassment. Women report sexist comments like

“inappropriate language used by male colleagues, emphasizing appearance characteristics to justify my [her] participation in governance positions: 'carinha laroca' [pretty face], 'a woman to compose the bouquet', “being called voluptuous by a hierarchical superior”,

“In the class of [...] [arts related class], the teacher suggested that girls [sic] should be naked to get a higher mark” or, as another student records,

“In the context of an oral examination - I was once called a ‘hurried bitch’ by a teacher. In the context of a written assessment - upon arriving at the auditorium to do the written test, the teacher said that he was about to see if behind my pretty face there was something useful.”

But also report examples of sexual harassment:

“In the discipline of [...], the teacher of this chair often addresses the students with inappropriate comments of a sexual nature leaving the students uncomfortable, but we cannot miss classes because it is of compulsory attendance. He often misses to register our presence in the attendance sheets (despite checking our presence in the class) so that we have to talk to him by the end of the class. [...] Every single year, sexual harassment complaints about this teacher are made by the students.”

Another overrepresented experience within first person reports is **career blockage**. This last facet of discrimination dominates the accounts of female academics, who consistently report a **lack or reduced promotional opportunities within the UC**. According to the different accounts given by the respondents, this end-result is achieved by the use of diverse strategies, including: male precedence in work contracts, delayed career progression, reduced access to leading/management roles and scientific committees and boards, devaluation of curriculum/work achievements and the use of double standards when evaluating women's and men's performances in classes and at work. As it is reported:

“I believe that they tried to devalue my curriculum in the public tender in which I passed to Associate Professor (especially one of the members of the Jury that was from the UC), because of the themes that I have dedicated to, but I was able to win the contest [...] due to the majority of votes from the members of the Jury from outside the UC.”

“Academic opportunities are often offered to men. For example: publication of articles, paper presentations, participation in congresses / seminars / etc.”

It is not surprising that **women are less positive in their assessment of the university's action to promote gender equality**. Despite the high value of people reporting their lack of awareness about that (28.5% of female students and 25.4% of female students) which is symptomatic of the above highlighted lack of institutional gender equality policy, 56.4% of female students report that, in their opinion, the university promotes gender equality against 61.2% of male students. The main reason for this evaluation, for both male and female students, is never having felt or witnessed gender inequality. For those few (15% of women and 13,4% of men) stating that the university does not promote gender equality, the issues that reverberate when justifying their answers are: the institution's reduced effort, followed by the teacher's attitudes, the lack of female representatives, having felt or experienced gender inequality and student rituals (praxe). As the analysis also reveals, international students are more likely to report having been discriminated against due to their gender when compared to national students, 19.1% compared to 7.9%. This raises the hypothesis that female foreign students, plus the above highlighted non-binary students, are the weakest links in terms of gender discrimination within the UC, demanding urgent proactive gender equality and anti-discrimination actions by the university stakeholders in order to protect them against any potential harm.



6.5. Sexual harassment

Indicator 62	Policies on sexual harassment (quality, enforcement)
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As regards the prevention and elimination of sexual harassment, the **UC appears to have been reluctant to embrace a pro-active approach**. This situation was not much different from the one that has long prevailed at the national level, in the absence of provisions on sexual harassment meeting the structural and comprehensive definition given to it in the EU directive adopted in 2002. The gap between national legislation and the internal procedures to prevent sexual harassment and to handle actual cases has appeared more clearly after the recent approval of the **national law strengthening the legal framework for the prevention of harassment practice in the workplace (Law 73/2017), prompting the institution to address this issue**.

An in-depth analysis on this issue can be found in the case study below.

Indicator 63	Statistics of cases of harassment (cases brought, settlement, remedy)
Indicator 64	Experience of sexual harassment/ hostile work environment
Indicator 65	Availability of counselling for gender-based offenses and harassment

See Case Study below.

Figure 56 Case study: Handling of sexual harassment and mobbing/bullying at the institutional level

Title: Handling of sexual harassment and mobbing/bullying at the institutional level	
Methods and sources to collect information: Interviews with management/governing bodies and informal interviews with technical staff (administrative services), Survey questionnaire, document analysis (regulations)	
SUPERA's key action area: Gender biases and stereotypes, sexism and sexual harassment	
Level of the policy/practice	Institutional
Brief description	<p>There is no policy to prevent and combat harassment or specific procedures to deal with such situations at the institutional level. The procedure used is provided in the national labour code (in incidents between staff members) and in the disciplinary regulations for students (when also involving staff), being similar other situations subject to disciplinary action. A code of conduct to prevent and combat harassment at the workplace is currently being prepared, following a national legal requirement to adopt these codes by companies/public institutions with 7 or more employees.</p> <p>Although the survey questionnaire results suggest that prevalence of sexual harassment and bullying within the UC is significant, such incidents are rarely reported/denounced at the institution level. When they are, the institutional support provided and the processes' development are often considered inadequate/insufficient (lack of response, lack of information on the procedures followed, confidentiality and anonymity not guaranteed, lack of independence of those who host and / or lead the processes, ...).</p>
Mechanisms that reproduce gender inequality and harassment	<ul style="list-style-type: none"> • There is no written policy regarding sexual harassment and mobbing/bullying, making it clear that harassment is unlawful and will not be tolerated, clearly defining sexual harassment and bullying and identifying the strategy for addressing harassment. • The complaint process/procedure currently in force is insufficiently detailed, clear and explicit (e.g., not enough information on the process stages, on how and when a report should be made and on who will deal with the complaint) and misses some important aspects (e.g., guarantee confidentiality and anonymity for complainant, respondent and witnesses, safeguards to protect against victimization, reprisals and malicious allegations) • There are no measures in place to help prevent mobbing/bullying and sexual harassment; i.e., actions to actively minimize the risk of harassment (e.g., education and training on sexual harassment and bullying, information and dissemination campaigns, audits to monitor the incidence of harassment and effectiveness of the complaint process) • There are no specialized sources of advice and support ('harassment and bullying advisers') to harassed/bullied staff and students. Such staff would play a useful role.

- In the last 10 years, only 4 cases of harassment were recorded by the central UC's services: 2 of sexual harassment (1 involving students and the other involving non-academic staff) and 2 of bullying (involving student's accusations against professors). From among the 4 reported cases, 3 were solved/remediated, resulting in disciplinary action and sanction of the respondents (specifically, written warning), and one (of alleged sexual harassment) was dismissed/closed. Nevertheless, the interviews with stakeholders revealed that if only few cases have been reported so far, warnings on such situations were more frequent, with evidences that instruments were missing to effectively address it.
- **The residual number of sexual harassment and mobbing/bullying cases recorded by the central services of the UC is somehow surprising considering the significance of exposure exposed in the questionnaire survey.** The number of cases participated at the institutional level reported in the survey questionnaire is quite more expressive, even though representing only a minority of the described harassment situations (mainly for cases of sexual harassment). In total, over 40 sexual harassment and 80 mobbing/bullying incidents were reported/denounced to some entity at the department/faculty and/or institutional level. The main recipients of the complaints are members of the unit directorate and immediate superiors, in the case of staff complaints, and professors, in the case of student complains. According to regulations, any person who is aware of any event that might constitute a disciplinary infraction must report the incident to the rector or to the director of the organizational unit. Nevertheless, the prevalent practice does not appear to be in line with this disposition, considering the small volume of cases recorded by the administrative services. The questionnaire results also indicate that the majority of the participated/denounced cases (especially those reported by students) where followed by inaction from the institution (at least not any action of which complainant are made aware), **it is fair to question the effectiveness of the internal complaint procedures and mechanisms.** In the majority of cases reported in the survey where members exposed to harassment sought for help or advice from entities within the institution but did not get any response, there cannot be observed improvements in their situation. Worryingly, in a number of these cases, people report negative consequences (e.g, disbelief, anxiety, worsening of the harassment behavior) after asking for advice/support within the institution.
- In the few cases in which institutional action takes place, there are two different types of common institutional responses, according to the type of harassment. One - the only one officially enshrined - is formal and is prevalent in the sexual harassment incidents, consisting of the conduction of an inquiry/disciplinary action (which turned out inconclusive in half the cases reported in the questionnaire). The other one is informal and is (accordingly to the survey findings) the most common in

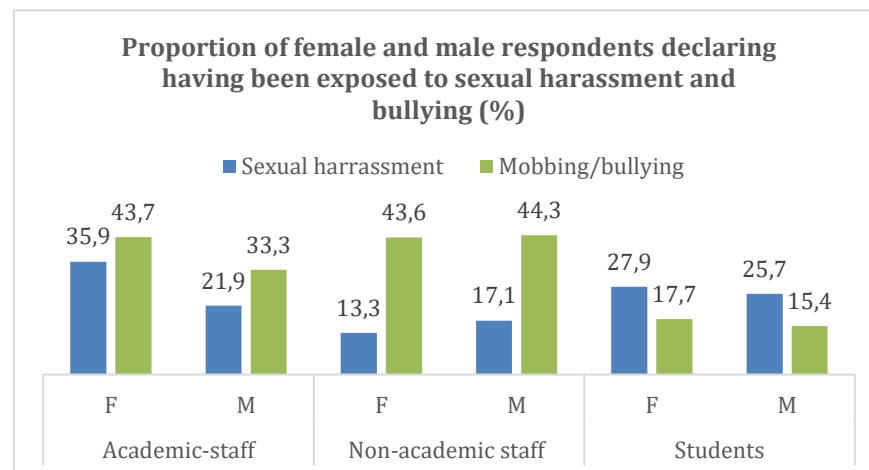


	<p>mobbing/bullying incidents, consisting of the promotion of a mediation meeting between the complainant and the respondent.</p> <ul style="list-style-type: none"> • The weaknesses of the institutional response to sexual harassment and bullying pointed out by the survey respondents who stated being exposed to harassment range from the non-response of the internal entities/services and lack of information (on the available options to the complaint process, potential outcomes, options for assistance/support and protections against reprisals), to the inadequacy /insufficiency/ ineffectiveness of the actual institutional response (lack of advice and support during the process, breach of confidentiality and anonymity, lack of independence of those who host and/or lead the Investigation, ...).
<p>Mechanisms that foster gender equality</p>	<ul style="list-style-type: none"> • Availability of medical services (including psychology and psychiatry) for students and staff constitute an important option for UC members (mainly students) exposed to harassment that are seeking emotional support. • The remedial action following a finding of mobbing/bullying and sexual harassment formally established by the UC is common to other disciplinary infractions and consists of disciplinary action/sanction against the person found to have engaged in harassment. From the survey questionnaire results, this remedial action appears to have a positive impact on the victim's situation: in all the cases where the perpetrator was sanctioned, victims reported that this result made them feel better, as the misconduct diminished or stopped. However, in addition to taking remedial action in the individual case, it is good practice for institutions to make systemic changes to their work/study environment to prevent the recurrence of harassment and to avoid any perception that mobbing/bullying and sexual harassment is condoned by the institution. Whenever a complaint is made, even where allegations have not been admitted or substantiated, it may still be appropriate to take action to prevent future harassment.
<p>Gender implications</p>	<ul style="list-style-type: none"> • Findings from the survey questionnaire suggest that sexual harassment and mobbing/bullying²⁰ occurs within all scientific fields in the UC, affects

²⁰ The behaviors accounted for in the survey questionnaire were: Sexual harassment - Sexually offensive jokes or commentary; Explicit and undesired sexual proposals; Sexually offensive phone calls, text messages, images, e-mails or letter; Sexually offensive phone calls, text messages, images, e-mails or letters; Offensive and intrusive questions regarding your private life; Unwanted physical contact (touching, wiggling, grabbing, groping, kissing or attempting to); Sexual aggression or attempt to; Demand for sexual favors in exchange for better grades, less demanding standards or special support in academic tasks; Other. Mobbing: Being the target of stressful situations with the purpose of provoking a negative reaction; Not receiving any tasks, repeatedly; Being despised, ignored or humiliated, forcing your isolation from colleagues and hierarchical superiors; Being ridiculed or the target of frequent jokes of offensive content, on the account of your sex, gender expression/identity, sexual orientation, race, ethnicity, disability, age, religion, etc; Having impossible goals, objectives or deadlines set out for you Being berated to, with the purpose of intimidating; Having your ideas, proposals and projects appropriated by someone else, without mentioning you as the author; I have never experienced any of these behaviors. Bullying: Exposure/humiliation due to your academic performance; Being ridiculed or the target of frequent depreciative jokes, on the account of your sex, gender expression and identity, sexual orientation, race, ethnicity, disability, social status, religion, etc; Being the target of physical aggression: punching, slapping, kicking, pushing, bumping, etc...; Receiving offensive messages or images

of the policy/
practice

students, academic and non-academic staff (overall, 26% - 473 out of 1853 respondents - declare having been exposed to some form of sexual harassment and 23% - 423 out of 1853 - declare having experienced some form of mobbing/bullying within the UC – see figure below), and frequently occurs as a form of gender discrimination. Within gender category, non-binary members (namely students) appear to be greatly exposed to both bullying and sexual harassment: 5 out of 7 non-binary students suffered some form of sexual harassment and/or bullying in the UC. On the other hand, although the differences between male and female members are not impressive, women (especially women academics) are still the primary target of the two forms of harassment. The greatest difference between men and women is found in the category of sexual harassment in the form of unwelcome physical contact and sexual assault, to which women seem to be much more vulnerable (while men are particularly susceptible to intrusive and offensive questioning about their private lives).



Count (N)	Academic-staff		Non-academic staff		Students	
	F	M	F	M	F	M
Sexual harassment	37	21	24	12	264	115
Mobbing/Bullying	45	32	79	31	167	69

Source: CES-UC SUPERA – Survey

- Disabled and foreign (female) members too appear to be at a significant disadvantage with both mobbing/bullying and sexual harassment. Overall, amongst 29 disabled women, 8 declare having experienced sexual harassment and 7 mobbing/bullying within the UC. In its turn, amongst 181 foreign women, 69 claim having suffered sexual harassment and 44 mobbing/bullying. **This means that groups in an already marginalized position appear to be more exposed to harassment than other groups.**
- Harassment in the UC has different configurations, namely according to the type of harassment and the community cluster concerned. **Although horizontal configurations of mobbing/bullying and sexual harassment are quite common** within UC, for both types of harassment, and for the

by email, social media or text messages; Being the center of rumors, negative commentary, insinuation or persistent criticism; Being threatened or staked; Being screamed at, with the intent of intimidation; Being despised, ignored, humiliated or forcibly isolated from colleagues and/or faculty members.



	<p>whole staff group, that vertical top-down configuration is most prevalent, with superiors, managers, board/management members or colleagues of higher category being the most frequent perpetrators of harassment experienced at work by men and women. Despite this general trend, there are noteworthy differences, namely gender based, as concerns the perpetrator's characteristics of the two types of harassment. Top-down sexual harassment is significantly more frequent among female targets (especially in the non-academic career, where there are stronger hierarchies), whereas horizontal sexual harassment (by colleagues of the same category) and bottom-up sexual harassment (by hierarchical inferior or colleagues of a lower category) are more frequent among male targets. In contrast, mobbing perpetrated by colleagues of the same category is more frequent among female targets, whereas top-down mobbing, specifically in the non-academic career, is prevalent among male targets. Finally, it is worth mentioning that, on one hand, there's a considerable weight of sexual harassment perpetrated by students against faculty (mainly against men), and on the other, the relevance of this form of violence as committed by faculty against administrative/technical staff).</p> <ul style="list-style-type: none">• For the student population, the most common sexual harassment and bullying perpetrators are co-students. Nevertheless, the significant proportion of students that reported exposure to harassment by professors is particularly disturbing: almost one third (mainly female) in the case of sexual harassment, and nearly half in the case of bullying.• From the survey results it is clear that exposure to harassment and bullying leads to important psychological, physical and professional/academic consequences for individuals, in the form of depression, anxiety, reduced work motivation and engagement, impaired career opportunities and move to another job/course (within the institution).
Conclusion	<p>By disclosing the important prevalence of mobbing/bullying and sexual harassment forms, as well as the significant gaps in the implementation of the right to a safe working/studying environment within the UC, this case study highlights the need for substantive and systematic action by the institution, not only to respond to individual harassment complaints, but also to prevent the occurrence of harassment and to support and encourage bystanders to report any inappropriate behaviour.</p> <p>Also, by revealing convincing intersections between sex, gender identity/expression, sexual orientation, disability and nationality (ultimately, race/ethnicity) and experiences of exposure to harassment, the study case highlights the need for the adoption of Intersectional perspectives that include minority groups both in assessing the prevalence of exposure, and in designing, implementing and assessing preventive and redressing measures.</p>

7. Summary of findings and conclusions

The picture painted by this report with respect to the situation of gender equality at the University of Coimbra (UC), one of the leading Portuguese higher education institutions, is a spur to a more in-depth analysis of data already collected (especially staff and student survey data, which was not fully exploited), as well as for further research, investigation, and stakeholders' consultation and engagement.

Like most research institutions and universities in Portugal, UC is at a starting stage regarding the promotion of gender equality. There are no structures or machineries to support gender equality in place, nor specific gender equality policies, measures or provisions that go beyond or even reinforce national laws and regulations. The lack of any reference to gender in the mission and strategic wider program of the UC is a prime example of the little attention that has been devoted to gender matters at the governance level. Such an early stage in framing gender-mainstreaming structures is challenged by the results of the comprehensive analysis of the situation of men and women within the institution, as described in this report.

The overall figures regarding the presence of women in the institution's setting hide major gender imbalances and inequalities that are disclosed by deeper detailed analysis. Firstly, gender balance of the UC staff is a nuanced topic. Although, on average, women seem to be more present than men across the institution, this conclusion derives from a considerable wedge between staff types: women are overrepresented among technical staff while being much less represented among academic (teaching and research) staff. The trend towards masculinization of technical staff over past years appears to promise future gender parity, whereas the currently observed movement towards feminization of teaching staff might be mitigated by well-known "leaky pipeline" phenomena that tends to affect women's scientific career paths. Moreover, the sharp trend towards masculinization of research staff (the most restrict group within academic career) is of particular concern. Secondly, data on the distribution of men and women by study/scientific field reveals strict patterns of horizontal segregation. For instance, while women are more likely to be found in the fields of Humanities and Health & Welfare, men are much more likely to be found in Engineering & Technology. The prevalence of these traditional gender segregation patterns among students is of particular concern, although this pattern also prevails in the national and European academic context.

Statistical data analysis also confirmed the 'leaky pipeline model': the higher the stage in a career path, the lower the proportion of women, both in academic and non-academic jobs. In fact, although women are well-represented in technical/administrative, academic and students' careers (even outnumbering men in the technical and student's groups), striking gender inequalities persist up the career ladder. The cross-cutting pattern of vertical segregation is reflected in important gender imbalances in working conditions, placing women in more precarious contractual arrangements (namely in the academic professions) and at a greater disadvantage in terms of wages and status within the institution. The glass ceiling effect is particularly pronounced in the scientific professions where the fields having lower proportions of women are also those where there are less women in top ranks (eg. Engineering and Technology), thus suggesting a correlation between vertical and horizontal segregation. This is strongly supported by the findings on performance appraisals of faculty staff, which show that the gender gap in performance ratings is higher within



disciplines having a weak representation of women (i.e., sports, natural sciences, engineering & technology).

Low levels of women participation in the governing bodies of both the university and the research/teaching units also confirms male-domination at the highest levels of academia. Although the lower level of decision-making (middle management) is gender-balanced, women constitute a minority in the top levels of the academic hierarchy. It has been postulated in the literature that the male-domination of high-level positions conveys the message that there is no place for women at the top, thus reducing their leadership expectations. Results of the survey conducted on staff and students confirmed women's lower expectations of filling in those positions. Findings also suggested that the reasons appointed by men for not being (or expecting to be) in decision-making positions are mostly individual (lack of motivation/interest), whereas in the case of women they relate to social/familial and organizational reasons (e.g., work overload, lack of time and opportunities).

Statistical data and questionnaire survey data raise important issues concerning selection and progression opportunities as they both suggest potential gender-biased selection/promotion procedures and practices which require particular attention from the institution. Survey findings confirm data on job applications in showing systematic overrepresentation of men in the selected candidates, especially in the academic career. First person's accounts of female academics confirm such findings by consistently reporting a lack (or reduced) promotional opportunities mainly due to reduced access to decision-making positions and to gender-bias in the assessment of curriculum and work. Female survey respondents also emphasised the lack of career progression opportunities as a factor which hinders career development within the UC. Moreover, women appear to be the most affected by the increased focus on scientific production and outcome measures and by the long hours' work culture and the intensification of work that feature the academic career in the UC (and academia, in general). Survey results show that women spend more hours working on weekdays than men and that they are also more likely to frame their work as a relevant source of stress and personal tension.

Against this backdrop, family-friendly flexible working policies are deemed particularly relevant. In this respect, the UC complies with national legislation for civil servants, namely regarding paternity and maternity provisions and flexible work arrangements. Moreover, the UC provides childcare facilities that go beyond what is legally required. Flexible working hours are quite common within technical staff, and deemed particularly relevant to enable women and men to reconcile their career aspirations and private life. Other flexible working arrangements (i.e., teleworking and reduced working hours) are outlined as attractive options, yet much less available. Whereas technical staff claims are mostly for flexible working arrangements, academic staff claims are for the reduction of the heavy workload, which flexible work regimes alone cannot assure. However, it is the students' population that face more difficulties regarding the quality and the enforcement of maternity and paternity policies. Although several rights are safeguarded in the regulations, the policy in place appears to fail in addressing the needs of students with children, who face serious quality and accessibility problems.

Regarding the prevention and elimination of sexual harassment and mobbing/bullying, the existing policies are best categorized as basic. Even though the recent approval of a national law requiring employers to adopt a more proactive approach towards preventing and combating harassment has



led the institution to address this issue (a code of conduct is currently being prepared by the UC), up to the present there has been no pro-active strategy tackling sexual harassment at work or mobbing and bullying in general. The current policy provides what is legally required and pertains to the handling of specific cases. The lack of proactive action, as well as the few cases recorded by the central services of the UC, contrasts with the notable exposure to harassment declared in the survey responses and with evidences that instruments to effectively address the issue are missing.

Along with the worrying frequency of sexual harassment within the UC, by disclosing experiences of prejudice and gender inequality reported by survey respondents, the study suggests a noteworthy - yet not standard - exposure to sexism and other forms of gender discrimination within the university. The absence of action by institutional stakeholders, described above, combines with faith in meritocracy to sort out gender-based discrimination within the UC. The result appears to be the production and reproduction of a gender-biased culture which, according to survey results, seems to impact women, non-binary people and anyone that may be read as non-conformant with the dominant perception of masculinity.

This culture appears to be maintained and reproduced by various processes, including marginalization, sexualisation and career blockage. Women are specially affected in their careers, as evidenced by the vertical segregation patterns and corroborated by a number of female academic survey respondents, who assert that they are more scrutinised, judged and misvalued, not thus do not get the same praise and opportunities that their male colleagues do for their work and contributions. Along similar lines, students' survey answers suggest that gender discrimination occurs in some contexts, beginning with the behaviours of teachers and colleagues, both inside and outside the classroom, intertwining with student culture phenomena. Ultimately, these dynamics undermine the confidence, personal development and well-being of women that find themselves on their receiving end. Action from the university's stakeholders is paramount not only to mitigate the current impact of this phenomenon, but also to prevent future gender bias and discrimination, by developing measures that foster the dissemination of a more gender-sensitive and equal culture.

Although it is acknowledged by interviewed board/management members that the institution is not immune to sexual harassment and sexism, they are framed as marginal behaviours, related to a minority of individuals, and not seen as structural behaviours. The strong belief that criteria of merit and excellence regulating career advancement in the UC alone prevent gender-based discrimination provides a breeding ground for an overall lack of awareness of how systems, processes and procedures within institutions can be discriminatory.

As for policies on mainstreaming gender knowledge in research and education at the institution, they can best be evaluated non-existent. Efforts are heavily dependent on the presence and initiative of individual professors and researchers, who have made possible the creation of a PhD degree in gender studies, along with the inclusion of gender courses within several study programs, thus contributing to the development of a gender studies field within the UC. As an emerging field within the university, it has shown vibrant indications (in spite of some discrimination from local academia reported by survey respondents), namely its presence in the UC's cultural magazine and the organisation of one of the largest scientific events in the institution – even though, apart from it, female representation in scientific event is considerably below equitable levels.



Apart from scientific events, there are a number of research-related dimensions that require improvement towards equality. One of them relates to funded research projects as a substantially low proportion of women coordinate projects, at about one third. Moreover, those projects have an average funding per project that is close to half of that of male-led projects, besides a lower application success rate. Within these projects, gender-related issues do not receive much consideration. There is a notorious absence of gender-specific projects and there are no policies for conducting gender-sensitive research, leading to dubious responses in the survey, concerning gender-sensitive research practices.

Knowledge transfer, and teaching, follows along the same lines. Even though there is one program on gender studies (a doctorate in feminist studies), there are a residual number of gender-specific courses available, and most of them are optional. Women authors are scarcely present in course syllabi, as are gender topics. Again, there are no policies in place to ensure equality at this level, which is reflected in the survey responses of both students and teachers, through a considerable number of complaints from the former and a general lack of awareness of gender-sensitive pedagogical practices by the latter.

Gender mainstreaming is also highly dependent on communication strategies. At this level, there is an evident effort to represent both men and women in official online platforms, namely through the use of photographic elements purposefully produced with diversity in mind. By contrast, in the same platforms, male voices and accomplishments are significantly more present, as they are more commonly the focus of news articles, interviews and related elements. It is postulated that this is not an editorial bias, but rather a reflection of the institution's *status quo*, in which men occupy more prominent positions and consequently are more regularly the target of internal and external media attention.

In conclusion, all four topical areas considered for this preliminary diagnosis show significant potential for improvement on the identified gender issues, as does the broad "governance" of the institution. Hence, structural change towards gender equality is advisable and should encompass the integration of gender mainstreaming in legal frameworks, structures, processes, actors and practices through which the university is governed and managed.

While not specifically intended to and/or sufficiently mobilized for this purpose, there are particularly important internal mechanisms and procedures already in place that can be channelled, adjusted and/or boosted to include gender equality perspectives, such as:

- data collection/management systems, which already enable the broken down by sex of a broad range of personnel and student's data, although not processed and analysed;
- governance/management mechanisms and tools, such as strategic planning and a quality assurance institutional strategy, which are "key channels" not only for accessing gender related data and designing new gender indicators, but also for setting and integrating gender equality objectives in the wider institutional programming and decision-making;
- consultation mechanisms in the various governing/policy areas, namely those inherent to the functioning of the governing bodies of the university, are key potential platforms to gender equality issues (for instance, via integration of gender issues into the General Council committees).

We believe this report constitute a significant first step towards fully understanding and tackling the ways gender inequalities are being constructed and reproduced within the University of



Coimbra. The report must be regarded as seeking to raise awareness of these issues while also providing encouragement to take action.



APPENDIX

Survey Questionnaires

– Academic Staff

This questionnaire is part of a survey conducted within SUPERA | Supporting the Promotion of Equality in Research and Academia, a project that aims to implement a Gender Equality Plan in the University of Coimbra.

In this survey we invite you to share your experiences, perceptions and conceptions about various aspects related to your career path and to the conditions and working environment at the University of Coimbra.

The questionnaire will not take more than 20 minutes to complete. All transitions are made automatically and the filling of the questionnaire can be interrupted and resumed later.

Voluntary participation: Your participation is voluntary, there will be no monetary retribution. You may quit the survey at any moment, without justification or loss of any sort. Choosing to participate will not affect your work or any kind of related evaluation.

Risks: Due to nature of the research, we will invite to share personal information and opinions regarding gender equality in the UC. If you do not feel comfortable approaching any of the topics, such as sexual or sexist harassment, you may advance the questionnaire leaving such questions unanswered.

Confidentiality and anonymity: All the gathered data is confidential and will only be published with anonymity guaranteed, leaving no possible identification of the respondent.

Anonymity is entirely assured. The e-mail address through which you have received this message will not be registered. The results will not be analysed individually, but collectively, along with the answers of every respondent.

CURRENT PROFESSIONAL STATUS

1. What is your professional category? *

- Full Professor (Professor/a catedrático/a)
- Associate Professor with aggregation (Professor/a associado/a com agregação)
- Associate Professor (Professor/a associado/a)
- Assistant Professor with aggregation (Professor/a auxiliar com agregação)
- Assistant Professor (Professor/a auxiliar)
- Lecturer (Leitor/a)
- Monitor/a
- Coordinator Researcher (Investigador/a coordenador/a)
- Principal Researcher with aggregation (Investigador/a principal com agregação)
- Principal Researcher (Investigador/a principal)
- Assistant Researcher with aggregation (Investigador/a auxiliar com agregação)
- Assistant Researcher (Investigador/a auxiliar)
- Research Grantee (research fellowship as part of UC's projects)
- Post-doctoral Grantee (Post-doctoral fellowship from FCT, or another funding entity)
- Other

2. In which of the UC's units do you currently work in?

- Faculty of Arts and Humanities Faculty of Arts and Humanities
- Faculty of Law Faculty of Law
- Faculty of Medicine Faculty of Medicine



- Faculty of Sciences and Technology Faculty of Sciences and Technology
- Faculty of Pharmacy Faculty of Pharmacy
- Faculty of Economics Faculty of Economics
- Faculty of Psychology and Education Sciences Faculty of Psychology and Education Sciences
- Faculty of Sport Sciences and Physical Education Faculty of Sport Sciences and Physical Education
- Institute for Interdisciplinary Research Institute for Interdisciplinary Research
- College of the Arts College of the Arts
- Units of Cultural Extension and Training Support (Archive, General Library, 25th April Documentation, Centre, Stadium, Press, Botanical Garden, Health Sciences Library, Science Museum, TAGV) Units of Cultural Extension and Training Support (Archive, General Library, 25th April Documentation, Centre, Stadium, Press, Botanical Garden, Health Sciences Library, Science Museum, TAGV)
- R&D Unit (integrated in the UC) R&D Unit (integrated in the UC)
- R&D Unit (functionally autonomous) R&D Unit (functionally autonomous)
- Other •

3. When did you start working in the UC?

4. Are you permanently employed with the UC (or autonomous R&D unit)?

- Yes
- No

5. Select the scientific fields in which you develop your academic activities:

- Exact Sciences
- Natural and Environmental Sciences
- Engineering and Technology Sciences
- Health and Life Sciences
- Sports Sciences
- Agrarian and Veterinary Sciences
- Social Sciences
- Arts and Humanities

6. As a UC professor/researcher, each percentage of your time do you currently spend in each of the following types of activities?

- Research
- Teaching
- Knowledge transfer and appreciation (Transferência e valorização do conhecimento)
- University management
- Other tasks

7. What percentage of your time would you like to spend in each of the following activity types?

- Research
- Teaching
- Knowledge transfer and appreciation (Transferência e valorização do conhecimento)
- University management
- Other tasks

8. In order to advance professionally, what percentage of your working time do you believe you would have to invest in each of the following activities?

- Research
- Teaching
- Knowledge transfer and appreciation (Transferência e valorização do conhecimento)



- University management
- Other tasks

8.1 What "Other tasks" would you need to invest in, in order to advance your career?

CAREER HISTORY AND ASPIRATIONS

9. What were the determining factors in your application to the UC?

- Permanent position
- Salary level
- Interest in the role and duties
- Autonomy
- Intellectual challenge
- Flexible working arrangements
- Prestige of the university
- Location
- Other

10. How satisfied are you with the progression/development of your career in the UC? *

- Very satisfied
- Satisfied
- Unsatisfied
- Very unsatisfied

11. From your perspective, what has helped develop your career in the UC, beyond your commitment and dedication?

- Family support
- Availability of time to devote to work (beyond normal hours)
- Good interpersonal relations
- Access to informal networks
- Flexible hours/workplace
- Career development measures at the UC (training, mentoring/career guidance, mobility grants, etc.)
- Availability of resources (financial, material, etc.) to develop your work
- Receiving funding from external entities (research projects, consultancies, etc.)
- Other

12. From your perspective, what has made your professional development in the UC more difficult?

- Precarious labour conditions
- Difficulties relating to colleagues/hierarchical superiors
- Lack of resources (financial, material...) to conduct research/develop my work
- Exclusion/difficulty in accessing informal networks
- Performance evaluation skewed towards bibliometric indicators
- Overload of bureaucratic/administrative work or lack of administrative support
- Overload of teaching work
- Difficulties in accessing management/decision-making positions
- Lack of entrance/career progression competitions
- Lack of support for professional development on behalf of the UC (training, mentorship/career orientation, mobility grants, etc.)



- Work organization unfavorable to family life
- Lack of family support
- Unavailability to work beyond working hours
- Personal choices
- Other factors

13. Do you hope to one day be part of a university/faculty/unit governing/management body?

- Yes
- No
- I don't know
- I have already been/am part of such a body

13.1 What leads you to not wanting to be a part of these bodies?

14. Have you ever been a part of any Counsel (consultive, scientific, pedagogical) or Commission/Committee/Jury (recruitment, evaluation, prize, etc...)?

- Yes, as chair
- Yes, as member
- Yes, as chair and member
- No

14.1 To what extent participating in management bodies/committees/counsels/commissions/juris has benefitted your career in the UC?

Has not benefitted / Has benefitted slightly / Has benefitted greatly

15. In what way participating in management bodies/committees/counsels/commissions/juris has benefitted your career in the UC?

16. How many times have you applied for a higher category call in the UC?

(Or for a professor/researcher "career positions" - e.g., in the case of research grantees)

16.1 How many times were you successful? *

16.2. Why have you never applied for a promotion before?

16.3 What would encourage you to apply for a promotion?

16.4 What would discourage you to apply for a promotion?

WORK-LIFE BALANCE

17. To which extent are you satisfied with your work-life balance? *

Very satisfied / Satisfied / Unsatisfied / Very unsatisfied

18. Are you aware if any of the following rights/services/measures are available in the UC?

I know it exists / I know it does not exist / I do not know if it exists

- Parenting/adoption with extension (up to 6+3 months)
- Child assistance license (after the end of parenting license) (up to 2 years)
- Disabled or chronically ill child license
- Exemption of work for breastfeeding



- Possibility of part-time and/or flexible schedule (for workers with small, disabled or chronically ill children)
- Supporting measures for the return to work after license
- Protection in the case of dismissal or non-renovation of contract for worker who is pregnant, has recently given birth or is breastfeeding, and to worker who is enjoying a parenting license
- Subsidized childcare facilities
- Medical services (general practice, family planning, gynaecology, dentist, etc...) extensive to children and partners of workers and students

19. Among the listed licenses/exemptions, please select any of which you have benefitted in the UC, indicating the duration (in months) of the most recent occurrences.

- Parental/adoption leave. Duration:
- Disabled or chronically ill child assistance license. Duration:
- 2 hours/day work exemption for breastfeeding. Duration:
- Other. Which and what was the duration?
- I have never benefitted of any family-related exemption/license during my time at the UC (please, enter "0" in the box)

20. Did you feel any resistance on behalf of the UC to you benefitting of any license/exemption?

- Yes
- No

20.1 Please detail how that resistance was manifested.

21. Please check if you have ever benefitted, have been denied or would like to benefit from one of the following work modalities/licenses (please report exclusively to your career in the UC).

I have benefitted / I have never required it / I required it, but it was denied / I haven't required it, but would like too

- Sabbatical leave
- Leave without pay
- Part-time work
- Flexible schedule
- Reduced working hours (jornada continua)
- Teleworking / Working from home
- Other •

22. Taking into consideration the totality of your work during the school period, how many hours do spend working on weekdays (Mon-Fri), on average?

24. Is there anything, depending on the UC, that would allow you to have a greater work-life balance?

WORK ENVIRONMENT

25. State your level of agreement with each of the following sentences, pertaining to work conditions in your service/department/unit/faculty.

Fully agree / Agree / Disagree / Fully Disagree

- I feel under constant scrutiny
- I feel capable of expressing my opinions
- I feel that my contribution in the service/unit/faculty is appreciated
- My colleagues always ask for my opinion about research/work-related ideas and issues
- I feel that I do not fit in easily in my service/department/faculty



- I work harder than my colleagues in order to be perceived as a competent worker
- I rarely have the opportunity to participate in commissions/committees/reunions/major projects
- More experienced colleagues have encouraged me to apply for a promotion (higher category)
- If I were able to go back, I wouldn't have chosen this career
- My work is a relevant source of stress/personal tension
- It is difficult to make teaching and research compatible
- My work is a source of satisfaction to me

26. Please state your degree of satisfaction with the following dimensions of your work.

Very satisfied / Satisfied / Unsatisfied / Very Unsatisfied

- Opportunities to collaborate with colleagues
- Level of social interaction with unit/faculty members
- Financing levels for my research or creative efforts
- Current salary in comparison with the salaries of my colleagues
- Appreciation for the work I develop
- Available time to work on my main areas of interest
- Ability to attract students for joint work

GENDER DIMENSION IN ACADEMIC PRACTICE

27. Do you perform teaching assignments at the UC? *

- Yes
- No

27.1 To what extent do you integrate each of the following practices in your teaching activities?

Never / Rarely / Sometimes / Always

- Stimulating students to work in mixed-gender groups
- Preparing students to become gender-sensitive professionals
- Including gender-sensitive resources (e.g. bibliography) in the syllabus of the courses for which you are responsible
- Dedicating at least one class to the gender dimension present in the topic/theme of the course
- Raising awareness among students about gender stereotypes associated to the course's field of study
- Raising awareness among students about gender inequalities that they will one day face as professionals
- Using gender-sensitive language
- Inviting a balanced number of men and women to lecture in your classes

Have you ever participated in a research project in the UC (or autonomous R&D unit)? *

- Yes
- No

28.1 Which of the following practices and situations are/were assured in the research project(s) in which you currently participate (or in the last project you participated in) in the UC?

- Assuring gender balance among the project team and decision-making roles
- Formulating research questions having both men and women in mind
- Checking if men and women relate differently to the research problem
- Searching for research containing a gender perspective when preparing the literature revision
- Cautioning the reproduction of stereotypical gender roles



- Using gender-sensitive language
- Collecting gender disaggregated data
- Using gender sensitive data reporting
- Assuring that the project's results benefit the lives of both women and men

MORAL, SEXUAL AND SEXIST HARRASSMENT AT WORK

29. Have you ever been in a situation in which you felt disadvantaged for being a woman/man, in the UC?

- Yes
- No

29.1 Please provide a brief description of such instance(s). What was the context? Who were the actors involved (colleagues, professors...)?

29.2 What consequences did those situations have in your career?

30. Have you ever been in a situation in which you felt you were treated wrongfully on account of your sexual orientation, gender expression/identity or sexual characteristics, in the UC?

- Yes
- No

30.1 Please provide a brief description of such instance(s). What was the context? Who were the actors involved (colleagues, professors...)?

30.2 What were the consequences of such instance(s) in your life and career?

31. Have you ever experienced any of these behaviours?

- Sexually offensive jokes or commentary
- Explicit and undesired sexual proposals
- Sexually offensive phone calls, text messages, images, e-mails or letters Sexually offensive phone calls, text messages, images, e-mails or letters
- Offensive and intrusive questions regarding your private life
- Unwanted physical contact (touching, wiggling, grabbing, groping, kissing or attempting to)
- Sexual aggression or attempt to
- Demand for sexual favours in exchange for better grades, less demanding standards or special support in academic tasks
- I have never experienced any of these behaviours
- Other:

31.1 Who exhibited those behaviours?

- Colleague of equal category
- Colleague of lower category
- Colleague of higher category
- Colleague member of the Faculty/Unit management bodies
- Staff member with management responsibilities
- Staff member without management responsibilities
- Student
- Other: •

31.2 Have you sought for help or advice in any of the following entities within the institution?

- Faculty/Unit Director
- Human Resources Department



- Union Representative
- Health/Social Services
- I did not seek support within the institution
- Other:

31.3 What was the institution's response?

- There was no answer
- An inquiry was conducted, which turned out inconclusive
- An inquiry was conducted, resulting in sanctions for the person involved
- A mediation meeting was promoted between myself and the person involved
- You are unaware if any measures were taken
- Other:
-

31.4 What was the process's outcome?

- I felt better
- I felt worse
- The behaviour diminished
- The behaviour stopped
- The behaviour worsened
- It made no difference whatsoever

32. Have you ever experienced, in a persistent and reiterated fashion, the following behaviours, within your current work environment?

- Being the target of stressful situations with the purpose of provoking a negative reaction
- Not receiving any tasks, repeatedly
- Being despised, ignored or humiliated, forcing your isolation from colleagues and hierarchical superiors
- Being ridiculed or the target of frequent jokes of offensive content, on the account of your sex, gender expression/identity, sexual orientation, race, ethnicity, disability, age, religion, etc
- Having impossible goals, objectives or deadlines set out for you
- Being berated to, with the purpose of intimidating
- Having your ideas, proposals and projects appropriated by someone else, without mentioning you as the author
- I have never experienced any of these behaviours
- Other:
-

32.1 Whose exhibited such behaviour(s)?

- Colleague of equal category
- Colleague of lower category
- Colleague of higher category
- Colleague member of the Faculty/Unit management bodies
- Staff member with management responsibilities
- Staff member without management responsibilities
- Student
- Other:

32.2 Have you sought for help or advice in any of the following entities within the institution?

- Faculty/Unit Director



- Human Resources Department
- Union Representative
- Health/Social Services
- I did not seek support within the institution
- Other:

32.3 What was the institution's response?

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- A mediation meeting was promoted between myself and the person involved
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- Other:
-

32.4 What was the process's outcome?

- I felt better
- I felt worse
- The behaviour diminished
- The behaviour stopped
- The behaviour worsened
- It made no difference whatsoever

ATTITUDES AND EXPECTATIONS ON GENDER EQUALITY

33. State your level of agreement with the following sentences

Fully Agree / Agree / Disagree / Fully Disagree

- In Portugal, women are no longer discriminated against in the job market
- In general, women have lower leadership skills
- Women are less represented in leadership positions because they have no interest in them
- If a man cuts back on his professional obligations to dedicate himself to family, the negative impact on his career is greater than if a woman does the same
- Socially speaking, men and women are seen as equally competent in engineering jobs
- In practice, men and women have the same opportunities in their academic career, whichever field it is
- Biological differences between men and women justify their concentration in specific areas/professions
- In professional/scientific areas where women or men are underrepresented, their entry should be promoted
- Some professional areas are more suited to men, others to women
- Women have more difficulties in advancing up the academic career because they undertake more family responsibilities
- Academic institutions reproduce gender stereotypes that lead to inequality and discrimination
- Higher learning institutions ought to create better conditions for work-life balance
- The academic career is perfectly compatible with personal/family life
- The general notion of a scientist's profile is still very masculine
- Women abandon the academic career due to work and organizational conditions in higher learning institutions
- In spite of the good intentions and commitment of higher learning/research institutions, women's competences and achievements are underestimated



- Measures should be taken in order to increase women representativeness in decision-making roles in higher learning institutions
- Gender equality should be progressive, not forced
- Women continue taking on more domestic and family responsibilities
- Women who give importance to their professional development leave their family behind
- Generally speaking, in the academic career, men are preferred in admission and progression processes

DEMOGRAPHIC INFORMATION

34. What is your gender?

- Feminine
- Masculine
- Other

35. In what year were you born in? *

36. What is your nationality?

37. Do you live with a partner?

- Yes

37.2 Is your spouse/partner employed at the moment?

- Yes
- No

38. Do you have any children at your care? *

- Yes
- No

38.1 How old is the youngest child? *Age is in years

39. Do you have dependent elderly persons at your care?

- Yes
- No

40. Do you have dependent disabled persons at your care?

- Yes
- No

41. Do you have any disability?

- Yes
- No

42. If you have any additional comment about this questionnaire and/or related topics and subjects, please leave it in the space below.

Please write your answer here:

You have reached the end of the questionnaire.

Thank you very much for your time!

For any subsequent queries about the questionnaire and the project may be addressed to: Mónica Lopes (monica@ces.uc.pt) or Francisco Rodrigues (franciscorodrigues@ces.uc.pt)



– Technical Staff

This questionnaire is part of a survey conducted within SUPERA | Supporting the Promotion of Equality in Research and Academia, a project that aims to implement a Gender Equality Plan in the University of Coimbra.

In this survey we invite you to share your experiences, perceptions and conceptions about various aspects related to your career path and to the conditions and working environment at the University of Coimbra.

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Risks: Due to nature of the research, we will invite to share personal information and opinions regarding gender equality in the UC. If you do not feel comfortable approaching any of the topics, such as sexual or sexist harassment, you may advance the questionnaire leaving such questions unanswered.

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Anonymity is entirely assured. The e-mail address through which you have received this message will not be registered. The results will not be analysed individually, but collectively, along with the answers of every respondent.

CURRENT PROFESSIONAL STATUS

1. What is your professional category? *

- Manager
- Senior Technician
- Technical Coordinator
- Technical assistant
- General Manager
- Operator
- Operational Assistant
- Science and Technology Management Fellow
- Other

2. When did you start working in the UC? *

3. In which of the UC's units do you currently work in?

- Administration
- Rectorate
- Faculty of Arts and Humanities Faculty of Arts and Humanities
- Faculty of Law Faculty of Law
- Faculty of Medicine Faculty of Medicine
- Faculty of Sciences and Technology Faculty of Sciences and Technology
- Faculty of Pharmacy Faculty of Pharmacy
- Faculty of Economics Faculty of Economics
- Faculty of Psychology and Education Sciences Faculty of Psychology and Education Sciences
- Faculty of Sport Sciences and Physical Education Faculty of Sport Sciences and Physical Education
- Institute for Interdisciplinary Research Institute for Interdisciplinary Research
- College of the Arts College of the Arts



- R&D Unit (integrated in the UC) R&D Unit (integrated in the UC)
- R&D Unit (functionally autonomous) R&D Unit (functionally autonomous)
- Social Services
- Units of Cultural Extension and Training Support (Archive, General Library, 25th April Documentation, Centre, Stadium, Press, Botanical Garden, Health Sciences Library, Science Museum, TAGV) Units of Cultural Extension and Training Support (Archive, General Library, 25th April Documentation, Centre, Stadium, Press, Botanical Garden, Health Sciences Library, Science Museum, TAGV)
- Other

Are you permanently employed with the UC (or autonomous R&D unit)?

- Yes
- No

CAREER HISTORY AND ASPIRATIONS

4. What were the determining factors in your application to the UC?

- Permanent position
- Salary level
- Interest in the role and duties
- Autonomy
- Intellectual challenge
- Flexible working arrangements
- Prestige of the university
- Location
- Other

5. How satisfied are you with the progression/development of your career in the UC? *

- Very satisfied
- Satisfied
- Unsatisfied
- Very unsatisfied

6. From your perspective, what has helped develop your career in the UC, beyond your commitment and dedication?

- Family support
- Availability of time to devote to work (beyond normal hours)
- Good interpersonal relations
- Access to informal networks
- Flexible hours/workplace
- Career development measures at the UC (training, mentoring/career guidance, mobility grants, etc.)
- Availability of resources (financial, material, etc.) to develop your work
- Other

7. What has been hindering your professional growth in the UC, in your perspective?

Precarious labour conditions

- Difficulties relating to colleagues/hierarchical superiors
- Lack of resources (financial, material...) to conduct research/develop my work
- Exclusion/difficulty in accessing informal networks
- Overload of bureaucratic/administrative work or lack of administrative support



- Difficulties in accessing management/decision-making positions
- Lack of entrance/career progression competitions
- Lack of support for professional development on behalf of the UC (training, mentorship/career orientation, mobility grants, etc.)
- Work organization unfavourable to family life
- Lack of family support
- Unavailability to work beyond working hours
- Personal choices
- Other factors

8. Do you hope to one day be part of a university/faculty/unit governing/management body (namely: conselho geral, conselho de gestão, senado) or service management (namely: administração, direção de serviço, chefia de divisão, coordenação de unidades ou serviços)?

- Yes
- No
- I don't know
- I have already been/am part of such a body

8.1 What leads you to not wanting to be a part of these bodies?

9. Have you ever been a part of any Counsel (consultative, scientific, pedagogical) or Comission/Comitee/Jury (recruitment, evaluation, prize, etc...)?

- Yes, as chair
- Yes, as member
- Yes, as chair and member
- No

9.1 To what extent participating in management bodies/committees/counsels/commissions/juris has benefitted your career in the UC?

- Has not benefited
- Has benefited slightly
- Has benefited greatly

9. 1 In what way participating in management bodies/committees/counsels/commissions/juris has benefitted your career in the UC?

10. How many times have you applied for a higher category call in the UC?

(Or for a professor/researcher "career positions" - e.g., in the case of research grantees)

10.1 How many times were you successful? *

10.2. Why have you never applied for a promotion before?

11. What would encourage you to apply for a promotion?

11.1 What would discourage you to apply for a promotion?

WORK-LIFE BALANCE

12. To which extent are you satisfied with your work-life balance? *



Very satisfied
Satisfied
Unsatisfied
Very unsatisfied

13. Are you aware if any of the following rights/services/measures are available in the UC?

I know it exists / I know it does not exist / I do not know if it exists

- Parenting/adoption with extension (up to 6+3 months)
- Child assistance license (after the end of parenting license) (up to 2 years)
- Disabled or chronically ill child license
- Exemption of work for breastfeeding
- Possibility of part-time and/or flexible schedule (for workers with small, disabled or chronically ill children)
- Supporting measures for the return to work after license
- Protection in the case of dismissal or non-renovation of contract for worker who is pregnant, has recently given birth or is breastfeeding, and to worker who is enjoying a parenting license
- Subsidized childcare facilities
- Medical services (general practice, family planning, gynaecology, dentist, etc...) extensive to children and partners of workers and students

14. Among the listed licenses/exemptions, pleased select any of which you have benefitted in the UC, indicating the duration (in months) of the most recent occurrences.

- Parental/adoption leave. Duration:
- Disabled or chronically ill child assistance license. Duration:
- 2 hours/day work exemption for breastfeeding. Duration:
- Other. Which and what was the duration?
- I have never benefitted of any family-related exemption/license during my time at the UC (please, enter "0" in the box)

14.1 Did you feel any resistance on behalf of the UC to you benefitting of any license/exemption?

- Yes
- No

15. Taking into consideration the totality of your work during the school period, how many hours do spend working on weekdays (Mon-Fri), on average?

16. Please check if you have ever benefitted, have been denied or would like to benefit from one of the following work modalities/licenses (please report exclusively to your career in the UC).

I have benefitted / I have never required it / I required it, but it was denied

-
- Leave with no pay
- Part-time work
- Flexible schedule
- Reduced working hours (jornada continúa)
- Teleworking / Working from home
- Other

17. Is there anything, depending on the UC, that would allow you to have a greater work-life balance?

**WORK ENVIRONMENT**

18. State your level of agreement with each of the following sentences, pertaining to work conditions in your service/department/unit/faculty.

Fully Agree / Agree / Disagree / Fully Disagree

-
- I feel under constant scrutiny
- I feel capable of expressing my opinions
- I feel that my contribution in the service/unit/faculty is appreciated
- My colleagues always ask for my opinion about research/work-related ideas and issues
- I feel that I do not fit in easily in my service/department/faculty
- I work harder than my colleagues in order to be perceived as a competent worker
- I rarely have the opportunity to participate in commissions/committees/reunions/major projects
- More experienced colleagues have encouraged me to apply for a promotion (higher category)
- My work is a source of satisfaction to me
- If I were able to go back, I wouldn't have chosen this career
- My work is a relevant source of stress/personal tension

19. Please state your degree of satisfaction with the following dimensions of your work.

Very Satisfied / Satisfied / Unsatisfied / Very Unsatisfied

-
- Opportunities to collaborate with colleagues
- Level of social interaction with unit/faculty members
- Financing levels for my research or creative efforts
- Current salary in comparison with the salaries of my colleagues
- Appreciation for the work I develop
- Available time to work on my main areas of interest

MORAL, SEXUAL AND SEXIST HARRASSMENT AT WORK

20. Have you ever been in a situation in which you felt disadvantaged for being a woman/man, in the UC?

- Yes
- No

20.1 Please provide a brief description of such instance(s). What was the context? Who were the actors involved (colleagues, professors...)?

[]20.2 What consequences did those situations have in your career?

21. Have you ever been in a situation in which you felt you were treated wrongfully on account of your sexual orientation, gender expression/identity or sexual characteristics, in the UC?

- Yes
- No

21.1 Please provide a brief description of such instance(s). What was the context? Who were the actors involved (colleagues, professors...)?

21.2 What were the consequences of such instance(s) in your life and career?

22. Have you ever experienced any of these behaviours?

- Sexually offensive jokes or commentary
- Explicit and undesired sexual proposals



- Sexually offensive phone calls, text messages, images, e-mails or letters Sexually offensive phone calls, text messages, images, e-mails or letters
- Offensive and intrusive questions regarding your private life
- Unwanted physical contact (touching, wiggling, grabbing, groping, kissing or attempting to)
- Sexual aggression or attempt to
- Demand for sexual favours in exchange for a job, better grades or better working conditions
- I have never experienced any of these behaviours
- Other:

22.1 Who exhibited those behaviours?

- Colleague of equal category
- Colleague of lower category
- Colleague of higher category
- Member of the Faculty/Unit management bodies
- Hierarchical superior
- Professor/Researcher
- Student
- Other:

22.2 Have you sought for help or advice in any of the following entities within the institution?

- Immediate superior
- Member of the Unit Directorate
- Human Resources Department
- Union Representative
- Health/Social Services
- I did not seek support within the institution
- Other:

22.3. What was the institution's response?

- There was no answer
- An inquiry was conducted, which turned out inconclusive
- An inquiry was conducted, resulting in sanctions for the person involved
- A mediation meeting was promoted between myself and the person involved
- You are unaware if any measures were taken
- Other:

22.4 What was the process's outcome?

- I felt better •
- I felt worse •
- The behaviour diminished •
- The behaviour stopped •
- The behaviour worsened •
- It made no difference whatsoever

23. Have you ever experienced, in a persistent and reiterated fashion, the following behaviours, within your current work environment?

- Being the target of stressful situations with the purpose of provoking a negative reaction



- Not receiving any tasks, repeatedly Not receiving any tasks, repeatedly
- Being despised, ignored or humiliated, forcing your isolation from colleagues and hierarchical superiors
- Being ridiculed or the target of frequent jokes of offensive content, on the account of your sex, gender expression/identity, sexual orientation, race, ethnicity, disability, age, religion, etc
- Having impossible goals, objectives or deadlines set out for you
- Being berated to, with the purpose of intimidating
- Having your ideas, proposals and projects appropriated by someone else, without mentioning you as the author
- I have never experienced any of these behaviours
- Other:

23.1 Whose exhibited such behaviour(s)?

- Colleague of equal category
- Colleague of lower category
- Colleague of higher category
- Member of the Faculty/Unit management bodies
- Hierarchical superior
- Professor/Researcher
- Student
- Other:

23.2 Have you sought for help or advice in any of the following entities within the institution?

- Immediate superior
- Member of the Unit Directorate
- Human Resources Department
- Union Representative
- Health/Social Services
- I did not seek support within the institution
- Other:

23.3 What was the institution's response?

- There was no answer
- An inquiry was conducted, which turned out inconclusive
- An inquiry was conducted, resulting in sanctions for the person involved
- A mediation meeting was promoted between myself and the person involved
- You are unaware if any measures were taken
- Other:

23.4 What was the process's outcome?

- I felt better
- I felt worse
- The behaviour diminished
- The behaviour stopped T
- The behaviour worsened
- It made no difference whatsoever

**ATTITUDES AND EXPECTATIONS ON GENDER EQUALITY****24. State your level of agreement with the following sentences**

Fully Agree / Agree / Disagree / Fully Disagree

- In Portugal, women are no longer discriminated against in the job market
- In general, women have lower leadership skills
- Women are less represented in leadership positions because they have no interest in them
- If a man cuts back on his professional obligations to dedicate himself to family, the negative impact on his career is greater than if a woman does the same
- In practice, men and women have the same opportunities in their academic career, whichever field it is
- Biological differences between men and women justify their concentration in specific areas/professions
- In professional/scientific areas where women or men are underrepresented, their entry should be promoted
- Some professional areas are more suited to men, others to women
- Women have more difficulties in advancing up the academic career because they undertake more family responsibilities
- Academic institutions reproduce gender stereotypes that lead to inequality and discrimination
- Higher learning institutions ought to create better conditions for work-life balance
- In an academic institution career is perfectly compatible with personal/family life
- The general notion of a scientist's profile is still very masculine
- In spite of the good intentions and commitment of higher learning/research institutions, women's competences and achievements are underestimated
- Measures should be taken in order to increase women representativeness in decision-making roles in higher learning institutions
- Gender equality should be progressive, not forced
- Women who give importance to their professional development leave their family behind
- Generally speaking, in the academic career, men are preferred in admission and progression processes

DEMOGRAPHIC INFORMATION**25 What is your gender?**

- Feminine
- Masculine
- Other

[26. In what year were you born in? ***27. What is your nationality?****28. Do you live with a partner?**

- Yes
- No

28.1 Is your spouse/partner employed at the moment?

- Yes
- No

29. Do you have any children at your care? *

- Yes
- No

29.1 How old is the youngest child? * Age is in years**30. Do you have dependent elderly persons at your care?**



- Yes
- No

31. Do you have dependent disabled persons at your care?

- Yes
- No

32. Do you have any disability?

- Yes
- No

33. If you have any additional comment about this questionnaire and/or related topics and subjects, please leave it in the space below.

Please write your answer here:



– Students

This questionnaire is part of a survey conducted within SUPERA | Supporting the Promotion of Equality in Research and Academia, a project that aims to implement a Gender Equality Plan in the University of Coimbra.

We invite you to share your experiences, perceptions and conceptions about various aspects related to your academic experience in the UC and the overall environment of the Campus.

The questionnaire will not take more than 15 minutes to complete. All transitions are made automatically and the filling of the questionnaire can be interrupted and resumed later.

Voluntary participation: Your participation is voluntary, there will be no monetary retribution. You may quit the survey at any moment, without justification or loss of any sort. Choosing to participate will not affect your work or any kind of related evaluation.

Risks: Due to nature of the research, we will invite to share personal information and opinions regarding gender equality in the UC. If you do not feel comfortable approaching any of the topics, such as sexual or sexist harassment, you may advance the questionnaire leaving such questions unanswered.

Confidentiality and anonymity: All the gathered data is confidential and will only be published with anonymity guaranteed, leaving no possible identification of the respondent.

Anonymity is entirely assured. The e-mail address through which you have received this message will not be registered

CURRENT STUDENT STATUS

1. Select your faculty/education unit.

- Faculty of Arts and Humanities Faculty of Arts and Humanities
- Faculty of Law Faculty of Law
- Faculty of Medicine Faculty of Medicine
- Faculty of Sciences and Technology
- Faculty of Pharmacy Faculty of Pharmacy
- Faculty of Economics
- Faculty of Psychology and Education Sciences
- Faculty of Sport Sciences and Physical Education
- Institute for Interdisciplinary Research
- College of the Arts
- Other:

2, Which study cycle are you enrolled in? *

- 1st cycle (Undergraduate)
- 2nd cycle (Masters)
- 3rd (Doctorate)
- Non Degree Programmes (eg: Postgraduate, Training course)
- Single course units

3. Which course are you enrolled in?

4.1 Was your current course your first option?

4.2 Which course was your first option?

5. Do you currently perform any remunerated activity? *

- Yes
- No

**5.1 Which remunerated activity do you perform?****5.2 In what regime are you performing such activity?**

Full-time (+30 weekly hours)

Part-time

Sporadically

ACADEMIC/PROFESSIONAL CHOICES**6. Which factors influenced/guided you study/professional field choice?**

- I wasn't accepted in the course I desired
- Possibility of connecting with audiences
- My grades enabled enrolment in this course
- Theoretical reflexion and critical thought development
- Professional status/popularity - socially valued profession
- The possibility of establishing a suitable career for men or women
- Creative and innovative work
- Good job opportunities
- High pay expectations
- Area of personal interest
- Good career development opportunities
- Favourable work-life balance
- More experimental work, less theoretical effort required
- Contribute to the well-being of people/a better world
- Others

6.1 What "Other" factors influenced you study/professional field choice?**7. Do you expect to become a student representative in an university/faculty governing/management body?**

- Yes, I expect to become/I have already been/I am a student representative
- No
- I don't know

Are you a part of any student representation organ (including "núcleo de estudantes" - student body) and/or academic group (e.g. tuna, orfeão, choir, theatre)?

- Yes
- No

8.1 Which student representation organ are you a part of?**8.2 Why are you not a part of any of such organs?****9. Do you see yourself taking on a leadership role in the future?**

- Yes
- No
- I am already in a leadership role

ACADEMIC ENVIRONMENT**10. With regards to your experience in the UC, select the level to which you agree with the following sentences:**

Fully Agree / Agree / Disagree / Fully Disagree

- I feel capable of expressing my views in classes



- My colleagues always ask for my opinion about problems and ideas associated with classes and academic work
- I felt that I do not fit well within my faculty/department
- I have to work harder than my peers to be perceived as a good student
- I rarely have the opportunity to take part of important academic initiatives
- Sometimes, it is hard to achieve my goals with encouragement
- I feel like my contribution in the classes is valued
- I feel reluctant when approaching some concerns, out of fear that it has a negative effect on my academic path
- I have already given up on something because I underestimated myself
- UC is a great place for women to study in
- UC is a great place for men to study in

11. To what extent are you satisfied with the following dimensions of the academic environment?

Very Satisfied / Satisfied / Unsatisfied / Very Unsatisfied

- Opportunities to collaborate with colleagues
- Social interaction with faculty/university members
- The sensation of my work being appreciated
- Opportunity to integrate research groups/initiatives
- Incentive/support for the participation in scientific events (e.g. Conferences) and production (e.g. articles, books)

12. Classify UC's culture within the following criteria:

Fully Agree / Agree / Disagree / Fully Disagree

- Friendly
- Cooperative
- Inclusive
- Non sexist
- Diverse
- Transparent
- Supportive

13. In your opinion, the University of Coimbra promotes Gender Equality?

Yes

No

Don't know

13.1 What is the reasoning behind that answer?**BULLYING, SEXUAL AND SEXIST HARRASSMENT****14. Have you ever been in a situation in which you felt you were being wrongfully treated for being a woman/man, in the UC?**

- Yes
- No

Provide a brief description of such instance(s). What was the context? Who were the actors involved (colleagues, professors...)? Were there any consequences for your life/academic career?

15. Have you ever been in a situation in which you felt you were treated wrongfully on account of your sexual orientation, gender expression/identity or sexual characteristics, in the UC?

- Yes
- No



15.1 Provide a brief description of such instance(s). What was the context? Who were the actors involved (colleagues, professors...)? Were there any consequences for your life/academic career?

16. Have you ever experienced any of these behaviors?

- Sexually offensive jokes or commentary
- Explicit and undesired sexual proposals
- Sexually offensive phone calls, text messages, images, e-mails or letters
- Offensive and intrusive questions regarding your private life
- Unwanted physical contact (touching, wiggling, grabbing, groping, kissing or attempting to)
- Sexual aggression or attempt to
- Demand for sexual favours in exchange for better grades, less demanding standards or special support in academic tasks
- I have never experienced any of these behaviours
- Other:

16.1 Who exhibited those behaviours?

- Colleague/student
- Professor/Faculty member
- Staff member
- Other:

16.2 Have you sought for help or advice in any of the following entities within the institution?

- Professor
- Faculty/Department directorate
- Students' Ombudsman
- Students Body/Association
- UC's Health/Social services
- I did not seek support within the institution
- Other:

16.3 What was the institution's response?

- There was no answer
- An inquiry was conducted, which turned out inconclusive
- An inquiry was conducted, resulting in sanctions for the person involved
- A mediation meeting was promoted between myself and the person involved
- You are unaware if any measures were taken
- Other:

16.4 What was the process's outcome?

- I felt better
- I felt worse
- The behaviour diminished
- The behaviour stopped
- The behaviour worsened
- It made no difference whatsoever

17. Have you ever experienced, in a persistent and reiterated fashion, the following behaviours, within the UC?

- Exposure/humiliation due to your academic performance



- Being ridiculed or the target of frequent depreciative jokes, on the account of your sex, gender expression and identity, sexual orientation, race, ethnicity, disability, social status, religion, etc
- Being the target of physical aggression: punching, slapping, kicking, pushing, bumping, etc...
- Receiving offensive messages or images by e-mail, social media or text messages
- Being the centre of rumours, negative commentary, insinuation or persistent criticism
- Being threatened or stalked
- Being screamed at, with the intent of intimidation
- Being despised, ignored, humiliated or forcibly isolated from colleagues and/or faculty members
- I have never experienced any of these behaviours
- Other:

17.1 Whose exhibited such behaviour(s)?

- Colleague/student
- Professor/faculty member
- Staff member
- Other:

17.2 Have you sought for help or advice in any of the following entities within the institution?

- Professor
- Faculty/Department directorate
- Students' Ombudsman
- Students Body/Association
- UC's Health/Social services
- I did not seek support within the institution
- Other:

17.3 What was the institution's response?

- There was no answer
- An inquiry was conducted, which turned out inconclusive
- An inquiry was conducted, resulting in sanctions for the person involved
- A mediation meeting was promoted between myself and the person involved
- You are unaware if any measures were taken
- Other:

17.4 What was the process's outcome?

- I felt better
- I felt worse
- The behaviour diminished
- The behaviour stopped
- The behaviour worsened
- It made no difference whatsoever

ATTITUDES AND EXPECTATIONS ON GENDER EQUALITY**18. State your level of agreement with the following sentences**

Fully Agree / Agree / Disagree / Fully Disagree

- In Portugal, women are no longer discriminated against in the job market
- In general, women have lower leadership skills



- Women are less represented in leadership positions because they have no interest in them
- If a man cuts back on his professional obligations to dedicate himself to family, the negative impact on his career is greater than if a woman does the same
- Socially speaking, man and woman are seen as equally competent in engineering jobs
- In practice, men and women have the same career opportunities, whichever field it is
- Biological differences between men and women justify their concentration in specific areas/professions
- In courses/fields of study where women or men are underrepresented, their entry should be promoted
- Some professional areas are more suited to men, others to women
- Employers reproduce gender stereotypes that lead to inequality and discrimination
- Higher learning institutions ought to create better conditions for work-life balance
- The general notion of a scientist's profile is still very masculine
- Within the academic career, a woman will probably experience greater difficulties in progressing than a man
- gender equality should be progressive, not forced
- Feminists are trying to gain control over men
- Many women today are demanding special treatment
- In a job-seeking context, men are generally preferred
- Women continue taking on more domestic and family responsibilities
- Women who give importance to their professional development leave their family behind

ACADEMIC-PERSONAL LIFE BALANCE

To what extent are you satisfied with the balance between your academic and personal lives?

- Very satisfied
- Satisfied
- Unsatisfied
- Very unsatisfied

20. Is there anything that might help you achieve a better balance between you academic and personal lives?

21. Are you aware of the availability of any of the following rights/services/measures, within the UC?

I know it exists / I know it does not exist / I do not know if it exists

- Subsidized childcare facilities
- Part-time studying
- Medical services (general practice, family planning, gynaecology, dentist,...) extensive to children and partners of staff and students
- Young University Student Appointment (psychology, psychiatry)
- Free contraceptive distribution for students
- Suspension of deadlines for academic tasks (project, dissertation, thesis or internship report) during prolonged absences caused by pregnancy interruption, clinical risk during pregnancy, adoption and paternity
- In the event of pre-natal appointments, delivery period, breastfeeding and illness assistance for children under the age of 3: excused absences and the possibility of compensation classes or pedagogical support, as well as the postponing of evaluations and submission or presentation of assignments, granting access to the special exam season.
- Non-mandatory enrolment in a minimum number of courses/classes for parents with children until the age of 3
- Excused absences and the possibility of taking exams in the special season to assist an ill partner or direct family member

**DEMOGRAPHIC INFORMATION****22. What is your gender? ***

- Feminine
- Masculine
- Other

23. In what year were you born in? ***24. What is your nationality?****25. Do you live with a partner?**

- Yes
- No

26. Do you have any children at your care? *

- Yes
- No

27. How old is the youngest child?**28. Do you have dependent elderly persons at your care?**

- Yes
- No

29. Do you have dependent disabled persons at your care?**30. Do you have any disability?**

- Yes
- No

31. If you have any additional comment about this questionnaire and/or related topics and subjects, you may write it in the space below.

Please write your answer here:

You have reached the end of the questionnaire.

Thank you very much for your time!

For any subsequent queries about the questionnaire and the project may be addressed to: Mónica Lopes
(monica@ces.uc.pt) or Francisco Rodrigues (franciscorodrigues@ces.uc.pt)