Universitat Oberta de Catalunya Gender Equality Analysis Executive summary

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Universitat Oberta de Catalunya

Executive summary

Staff perceive the UOC's organizational culture to be one that promotes equality.

The UOC has considerable scope for improvement in reducing the gender-based digital divide that currently exists in Catalonia.

This executive summary is based on a series of indicators designed to provide data on the current level of gender equality at the UOC. The aim is to analyse the gender relations of staff and students at the University.

The information presented in the following pages relates to the University's commitment to policies favouring equality, the development of an organizational culture that lends itself to gender equality, and the extent to which an inclusive, non-androcentric perspective has been incorporated in communication, and use of image and language. There is information on the gender perspective in teaching and research, and an examination of the composition of the university community, taking different groups, professional categories, types of programme, and posts of responsibility and leadership into account. Gender equality in working conditions is also examined, paying particular attention to potential situations of sexual or sex and gender-based harassment and discrimination.

The study provides an analysis of the current situation at the UOC regarding gender equality, and it is important to stress the University's clear commitment to promoting equality, as shown by the number of equality plans introduced and the increase in funding and personnel for its Equality Unit.

With regard to the UOC's organizational culture, although there is little training to help academic and administrative staff take the gender perspective into account, a great many efforts have been made to raise awareness of gender equality among the university community. This fact is directly related to the UOC's clear commitment to this issue, which staff are aware of.

An analysis of the UOC's communication, and use of image and language shows that it clearly supports raising the profile of women in different roles and areas. However, some cases were found where the written language used was not inclusive.

The gender perspective in teaching and research is a key aspect to bear in mind at the UOC. It is worth stressing both that teaching staff look to incorporate strategies to reduce gender roles in the classroom and that the virtual learning environment, as a specific feature of the UOC, can facilitate the participation of women in some cases. However, substantial differences between the gender dynamics at the UOC and at face-to-face institutions were not detected. In terms of the UOC's research, the gender perspective is included only in a few specific studies and not across-the-board in the bulk of the studies conducted by the University. Likewise, there is an unequal distribution of students, with a low proportion of women in courses related to new technologies, a field traditionally associated with men.

The UOC university community is predominantly female. However, this analysis shows that there is a lack of gender equality with certain positions of responsibility and leadership or professional categories which are more highly valued socially being held predominantly by men.

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The fact that the UOC is an online institution could help improve work–life balance and help prevent sexual and sex- and gender-based harassment.

There is a certain degree of vertical and horizontal segregation, among both students and academic staff, and a lack of gender equality in the different fields of study.

The situation at the UOC is similar to that at other Catalan universities where, as a result of gender roles, some fields are male-dominated and others female-dominated.

The existence of gender inequality in access to education, training and promotion, and in achieving a satisfactory work–life balance raises questions. However, one of the main limitations at the UOC regarding gender inequality in working conditions is the lack of information for an extensive analysis. Such an analysis would provide indicators that could be monitored to determine whether the situation improves, worsens or remains the same. Although the data do not reveal situations of great inequality, the salary gap and tackling sexual and sex- and gender-based harassment are especially sensitive areas in which the UOC has room for improvement.

In short, the situation regarding gender relations at the UOC depends on the area analysed. There is an organizational culture that promotes gender equality and the conditions are in place for this to continue to be strengthened. Nonetheless, there is still scope for improvement in the University's commitment to gender equality.

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Area 1. Tools to consolidate effective gender equality policies

Indicators	Strong points	Weak points
1.1. Existence of a UOC Equality Plan	The UOC has had equality plans since 2008.	
1.2. Adequacy of the UOC Equality Plan	The current UOC Equality Plan includes a wide range of measures.	The current plan includes measures which have not been fully implemented because the details of their application are incomplete.
1.3. Existence of an Equality Unit and its position in the organizational chart	There is an Equality Unit with its own staff and objectives.	
1.4. Adequacy of the Equality Unit (analysis of structure and operation)	There has been an increase in the human resources allocated to the Equality Unit.	It is difficult for the UOC to systematically compile data broken down by sex to analyse the situation regarding gender equality.
1.5. Existence and role of an Equality Agent	There is someone responsible for coordinating the Equality Unit.	
1.6. Adequacy of the Equality Unit budget for its objectives	In recent years, the Equality Unit's budget has been increased and it has taken on staff.	

Area 2. An organizational culture promoting gender equality

Indicators	Strong points	Weak points
2.1. Training and compulsory training for academic staff regarding the gender perspective	There is optional training for academic staff regarding the gender perspective but it is limited.	There is no compulsory training regarding the gender perspective.
2.2. Number of participants at training sessions for academic staff regarding the gender perspective by sex		We have no data for attendance at training sessions for academic staff regarding the gender perspective.
2.3. Number of training sessions for administrative staff regarding the gender perspective		There have been no training sessions for administrative staff regarding the gender perspective.
2.4. Number of participants at training sessions for administrative staff regarding the gender perspective by sex		We have no data for attendance at training sessions for administrative staff regarding the gender perspective.
2.5. Number of awareness-raising activities regarding gender equality aimed at the whole university community	Awareness-raising activities regarding gender equality are organized on a regular basis.	
2.6. Perception of the existence of an organizational culture favouring equality	A high percentage of staff consider the UOC to have a culture that favours gender equality.	The majority of UOC staff do not think that it supports an organizational culture favouring gender equality.
2.7. Existence of an all-encompassing gender perspective in the agenda of the UOC's governing bodies		The agenda of the UOC's governing bodies does not include an all-encompassing gender perspective.

Area 3. Communication, image and language

Indicators	Strong points	Weak points
3.1. Inclusive and non-sexist use of language in external communications	In its communications the UOC includes the gender perspective and raises the profile of women.	It does not systematically use inclusive, non-androcentric language.
3.2. Inclusive and non-sexist use of language in internal communications	Administrative staff believe they use non-sexist, non-androcentric language in their work.	Inclusive and non-sexist language is not used systematically in internal communications.
3.3. Inclusive and non-sexist use of language in internal communications regarding teaching	There are members of the teaching staff who use inclusive and non-sexist language.	Inclusive and non-sexist language is not used systematically in internal communications regarding teaching.
3.4. Existence of a handbook for non-sexist, non-androcentric use of language	The UOC has a handbook for non-sexist, non-androcentric use of language.	The handbook is pending revision and is for guidance only.
3.5. Perception of gender awareness in the use of non-sexist language by the university community	Academic and administrative staff believe that the UOC incorporates a non-sexist, non-androcentric perspective in its visual and written communications.	

Area 4. The gender perspective in teaching and research

Indicators	Strong points	Weak points
4.1. Proportion of doctoral programmes specializing in gender equality		There are no doctoral programmes specializing in gender equality.
4. 2. Proportion of research groups and projects dealing with gender issues in each field of knowledge	11% of research groups deal specifically with gender issues.	
4.3. Perception of the extent to which the gender perspective is incorporated in research projects which are not specifically related to gender	Academic staff are in favour of measures to incorporate the gender perspective in research projects and groups.	Most academic staff do not feel that gender perspective has been incorporated in research projects and groups.
4.4. Measures taken by the UOC to promote the gender perspective in research and the impact of such measures	The UOC is implementing a wide range of measures to promote incorporation of the gender perspective in research.	
4.5. Proportion of bachelor's degree, postgraduate and master's degree programmes dealing with gender equality		There are no bachelor's degree, postgraduate or master's degree programmes dealing with gender equality.
4.6. Proportion of courses dealing with gender equality in bachelor's degree, postgraduate or master's degree programmes	Over 30% of bachelor's degree programmes include at least one course dealing with gender equality.	Only 5% of postgraduate and master's degree programmes include at least one course dealing with gender equality.
4.7. Perception of the extent to which gender mainstreaming is included in bachelor's degree, postgraduate and master's degree programmes		The perception of the extent to which gender mainstreaming is included in bachelor's degree, postgraduate and master's degree programmes is low in the case of bachelor's degrees.

Area 5. Presence and representation of women and men

Indicators	Strong points	Weak points
5.1. Balanced composition of staff by sex and age	The composition of academic staff by sex and age is balanced.	The number of male and female administrative staff is not balanced, and horizontal segregation can be observed, although there is no imbalance in connection with age.
5.2. Balanced composition of staff by sex and length of service	There are no significant differences between men and women regarding length of service.	
5.3. Balanced composition of teaching staff by sex, category and field of knowledge	The composition of most professional categories of teaching staff is balanced.	There is, however, horizontal segregation in teaching staff.
5.4. Balanced composition of research staff by sex and field of knowledge	The composition of research staff is balanced.	
5.5. Balanced composition of administrative staff by sex and type of contract	Administrative staff are predominantly women.	The majority of administrative staff with temporary contracts are women.
5.6. Balanced composition of administrative staff by sex and post		Vertical segregation can be observed in the administrative staff.
5.7. Balanced composition of affiliated teaching staff by sex, category and field of knowledge	The composition of affiliated teaching staff is balanced.	There is horizontal segregation among affiliated teaching staff.
5.8. Balanced composition of tutors by sex and field of knowledge	The composition of staff acting as tutors is balanced.	There is horizontal segregation in this group.
5.9. Balanced composition of doctoral programme governing bodies by sex	The coordination of doctoral programmes is carried out equally by men and women.	For the last four years, the director of the Doctoral School has been a man.

Indicadors	Punts forts	Punts febles
5.10. Balanced composition of staff supervising doctoral theses by sex		The composition of staff supervising doctoral theses is not balanced.
5.11. Balanced composition of tutors for doctoral programmes by sex	There is gender balance in one of the doctoral programmes.	The tutors for doctoral programmes are predominantly male.
5.12. Balanced composition of IN3 staff by sex	In the IN3 there is gender balance and no vertical segregation is evident.	
5.13. Balanced composition of research projects by sex	There is gender balance among those acting as principal investigator in research projects.	
5.14. Balanced composition of research groups by sex	Most research groups are over 50% women.	There is horizontal segregation in research groups.
5.15. Proportion of principal investigators in research groups who are women	The proportion of principal investigators in research groups is balanced.	
5.16. Balanced composition of UOC students by sex	The UOC student body includes a large proportion of women.	
5.17. Balanced composition of students by sex and bachelor's degree programme		There is horizontal segregation in the composition of some bachelor's degree programmes.
5.18. Balanced composition of student body by sex and branch of knowledge compared with other Catalan universities		In those bachelor's degree programmes where it occurs, horizontal segregation is greater at the UOC than at Catalan universities as a whole.

Indicators	Strong points	Weak points
5.19. Balanced composition of student body by sex and master's degree programme		Horizontal segregation can be detected in the composition of some master's degree and postgraduate programmes.
5.20. Performance of students on bachelor's degree and master's programmes by sex	There are no significant differences between the performance of men and women.	
5.21. Proportion of theses defended by women	The composition of those defending theses is balanced.	The proportion of women defending theses is lower than that of those awarded doctoral grants.
5.22. Balanced composition of predoctoral staff by sex	The composition of those who receive internal doctoral grants is balanced.	The majority of those who receive external grants are men.
5.23. Balanced composition of doctoral students by sex and research area	The composition of doctoral students is generally balanced.	There is horizontal segregation in one doctoral programme, which is predominantly male.
5.24. Presence of women and men in individual positions of authority		Neither of the two most important individual posts is held by a woman.
5.25. Balanced composition of members of governing bodies by sex	The composition of the Governing Council is balanced.	Only 22% of the members of the Executive Board are women.
5.26. Presence of women and men in individual academic posts	There is a balanced presence of both sexes among faculty deans and programme directors.	The position of deputy dean is not held by a balanced number of men and women.

Area 6. Gender equality in career development and working conditions

Indicators	Strong points	Weak points
6.1. Proportion of women who have been promoted internally	Women are not underrepresented among those who have been promoted internally.	
6.2. Balanced composition of staff recruitment boards by sex		No information is available regarding the sex of members of recruitment boards for academic or administrative staff.
6.3. Balanced composition of staff promotions boards by sex		No information is available regarding the sex of members of promotions boards for academic or administrative staff.
6.4. Presence of the gender perspective in regulations for staff recruitment	Staff believe that the UOC takes the gender perspective into account in regulations on staff recruitment.	However, in the documentation analysed there are no clauses to ensure a balance between the sexes in staff contracted.
6.5. Presence of the gender perspective in regulations for staff promotion	Staff believe that the UOC takes the gender perspective into account in internal staff promotion processes.	There are no regulations governing staff promotion.
6.6. Participants in training courses for academic staff by sex		There is a lack of monitoring of participation in training courses.
6.7. Participants in training courses for administrative staff by sex		There is no information available on participation in such courses.
6.8. Balanced composition of those who have undertaken periods of research abroad by sex		There is no information available on the breakdown by sex of those who have undertaken periods of research abroad.

Indicators	Strong points	Weak points
6.9. Proportion of women receiving research grants, by research institute	Women are being awarded grants for research.	
6.10. Breakdown of staff by salary bands		The breakdown of staff by salary bands shows inequalities between men and women.
6.11. Gender salary gap among academic staff	The salary gap detected is the result of a number of individual cases and is not generalized.	There is a substantial salary gap in certain categories of academic staff.
6.12. Gender salary gap among research staff	In one category of research staff there is no salary gap.	There are other categories of research staff where such a gap exists.
6.13. Gender salary gap among administrative staff		In most professional categories there is a salary gap that favours men but the differences are small.
6.14. Balanced composition of honorary degrees by sex		Men are overrepresented among those nominated by the UOC for honorary degrees in 2018.
6.15. Balanced composition of recipients of other awards (for teaching innovation, research, bachelor's and master's degree final projects, etc.) by sex	Men are not overrepresented among recipients of other awards.	
6.16. Existence of mechanisms to prevent, detect and deal with sexual and sex- and gender-based harassment	The UOC has a protocol for preventing and dealing with sexual and sex- and gender-based harassment.	There are no strategies for detecting such harassment. Most UOC staff are unaware of the protocol or do not consider that such cases are dealt with satisfactorily.
6.17. Perception of discrimination and harassment	Most members of the university community do not perceive any cases of discrimination or harassment.	Replies from some academic and administrative staff report cases of discrimination and harassment.

Indicators	Strong points	Weak points
6.18. Balanced breakdown of staff opting to work fewer hours by sex	There are no significant differences between men and women who opt to reduce their number of working hours.	
6.19. Balanced breakdown of staff taking paternity or maternity leave by sex	There are no significant differences between the leave taken by women and men.	
6.20. Balanced composition of active applications for e-work by type of staff and sex		No information available.
6.21. Prevalence of reasons for active applications for e-work by sex		No information available.
6.22. Reasons for current applications for e-work by sex		No information available.
6.23. Perception of access to measures for improving work–life balance	Most UOC staff consider that the UOC facilitates a work–life balance in day-to-day work and work teams.	

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