GENDER EQUALITY STRATEGY AND GENDER EQUALITY PLAN
2022-2025
"VASILE ALECSANDRI" UNIVERSITY
OF BACAU

DEFINITIONS

Sex - either of two groups into which many living things are divided according to their roles in reproduction and which consist of males or females (https://www.merriamwebster.com/dictionary/)

Gender – behavioural, cultural, or psychological traits typically associated with one sex (https://www.merriam-webster.com/dictionary/)

Sex versus Gender – a clear demarcation is usually established between sex and gender, with sex being the preferred term for biological forms and gender limited to its meanings involving behavioural, cultural and psychological traits. In this dichotomy, the terms male and female refer only to biological forms (sex), while the terms masculine/masculine, female/feminine, female/girl, and male/boy refer only to psychological and sociocultural traits (gender). (https://www.merriam-webster.com/dictionary/)

ABREVIERI

UBc	"Vasile Alecsandri" University of Bacău
GE	gender equality
GEP	Gender equality plan
DD	Department Director
HR	Human resources

Introduction

The Gender Equality Strategy for 2022-2025 developed by "Vasile Alecsandri" University of Bacau takes into account the entire academic community (employees, students). GE's strategy has been built on the provisions of the European Charter for Researchers and Code of Conduct for the Recruitment of Researchers 2015-2019, the European Strategy for Gender Equality 2020-2025 and Horizon Europe's guidelines on gender equality plans.

The motivation for developing GE's strategy is to ensure that our University is a safe place for everyone, and all activities and processes that take place comply with the principles of equality, diversity, inclusion and non-discrimination.

Based on GE's strategy, the University has developed the GEP for 2022-2025, with concrete actions and measures, as well as indicators to measure the progress of its implementation and revisions.

By implementing its mission and values, GE's strategy and UBc's GE plan ensure and promote equality and diversity of knowledge as well as skills acquisition for all. GE's strategy objectives are implanted through specific actions aimed at protecting an equal and inclusive organisational culture and promoting gender equality at all levels. As such, GE's strategy and GEP will proactively enable increased awareness of gender equality, skills and competences; gender balance in decision-making structures and processes, including recruitment; gender equality in teaching and research; and gender mainstreaming in teaching programmes and throughout the research process.

Strategy, principles and directions of action

"Vasile Alecsandri" University of Bacău aims to promote an organisational culture and perspectives as inclusive as possible, both among employees and in interactions with institutional partners, opening dialogue within the academic community about the importance and benefits of respecting gender equality principles.

Based on internal analysis and national and European policies and requirements, the management of UBc (Senate, Board of Directors) is committed to develop the university strategy for gender equality for 2022-2025 and the corresponding GEP.

For the implementation of GEP, the positions of *GE Officer* in each faculty and *GE Delegate* in each department are created within UBc. The GE officer has a proactive role, and GE delegates act as consultants in implementing and monitoring GE's strategy.

Specifically, GE officers and GE delegates contribute to the creation, implementation, monitoring, and evaluation of GEPs; provide practical support and tools to actors involved in the implementation of the GEP; cooperate and involve stakeholders at all levels to ensure the implementation of GEP actions; is involved in raising awareness about the benefits of gender equality in the university; assesses progress in gender equality in the university.

The University management appoints a representative with responsibilities in the field of equal opportunities and treatment between women and men, who is part of the working group and coordinates it. The GE Working Group (Men and Women) consists of:

- a representative from the management of the University;
- one representative of the teaching and research staff from each faculty;
- one student from each faculty;
- a representative of the auxiliary teaching staff;
- a representative of non-teaching staff.

Through the measures adopted under this GEP:

- promotes mutual respect and ensures equal opportunities for the UBc academic community;
- recognise differences as potential sources of development and growth, both individual and organisational, promote and value diversity;
- inequalities are prevented, promoting both internally and externally values that ensure equal opportunities in UBc.

In the fight against inequalities, elimination of imbalances and barriers, in order to ensure equal rights and opportunities, UBc aims to:

- promoting an inclusive culture based on respect for dignity, equality, differences and the fight against stereotypes, discrimination, harassment and violence (in any form);
- promoting mutual respect and a framework integrating cultural, religious or ideological differences;
- promoting practices and policies at institutional level that ensure balanced representation at all levels of decision-making (gender equality);
- promoting institutional processes that ensure equal and efficient opportunities and access throughout the career in the institution (from recruitment to career development);
- developing practices that ensure institutional transparency by applying the principles of excellence, equal opportunities and diversity;
- developing and encouraging critical and creative thinking by protecting freedom of expression; promoting a healthy and safe working environment.

Areas/Objectives

The objectives and desired results of the GEP are detailed in Annex 1 (Action Plan for the application of the legal provisions on equal opportunities and treatment between women and men).

Review of requirements, policies and case studies

The Working Party carries out case studies relevant to discrimination, inclusion and gender equality (Annex 2 – List of indicators used for data collection).

Prioritizing the development of GE's strategy and the development of GEPs, UBc appoints a working group to conduct a literature review, policy requirements, recommendations, and existing examples (Appendix 3 – List of sources used for literature review).

Data collection and analysis
The list of indicators to be used for data collection is presented in Annex 2.
Data analysis is carried out in working meetings at all levels and includes university management, academic and research staff, representatives of university administration and support, services and student representatives. All working groups included an even number of men and women.
The conclusions of the meetings are analysed in the University Senate, and then communicated to all university staff and students.

GEP monitoring and evaluation
The achievement of GEP, progress towards GE's strategy goals and objectives are evaluated through regular meetings.
These meetings provide conclusions on GEP implementation, comments and recommendations that will allow for adjustments and improvements to GEP interventions for the coming year.
GEP implementation at UBc is continuously monitored by GE officers and delegates. GE officers from each faculty along with GE delegates from each department are responsible for data collection. They will conduct a first analysis of GEP progress (against indicators), gather information and feedback.
GE's functions in the University produce annual reports, which are then presented to University management and discussed.
Annual reports lead to continuous review of the GEP, containing qualitative information and quantitative data such as: updates of human resources data and monitoring data to keep track of the implementation of key actions.
After their elaboration, endorsement and approval by the university management, the annual report of GEP is published on the University's website and communicated to the entire academic community.

Action Plan for the application of legal provisions on equal opportunities and treatment between women and men

D1. Work-life balance and organisational culture
Objective: To promote the integration of work into family and personal life

Action/Measure	Target	Term 2022	2023	2024	2025	Indicator(s)	Responsible
1. Development of policies and procedures regarding professional integration and family life, appointment of the representative with duties in the field of equal opportunities at the University level for promoting professional integration in family and personal life	Academic staff, auxiliary personnel and non-academic staff, researchers		X	X	X	Policy and procedures relating to professional and personal life integration	Management of UBc, HR, vice-rector responsible for research programmes, GE responsible
2. Implementation of ICT-based systems to increase flexibility and improve the scheduling of work meetings based on the needs of balancing professional and personal life (e.g., management and communication of the meeting schedule/time)	Academic staff, auxiliary personnel and non-academic staff, researchers	X	X	X	X	Standard procedure for ICT-based systems promoting work-life balance	Management of UBc, HR, vice-rector responsible for research programmes, GE officers, IT services
3. Availability for organising flexible working hours (face to face or online).	Academic staff, auxiliary personnel and non-academic staff, researchers	X	X	X	X	Development of weekly curricula for teachers and harmonization of work schedule for auxiliary and non-teaching staff, researchers	Management of UBc, HR, vice-rector responsible for research programmes, GE responsible

D2. Gender balance in leadership and decision-making
Objective: To promote gender equality in institutional culture, processes and practices

Action/Measure	Target	Term 2022	2023	2024	2025	Indicator(s)	Responsible
1. Appointment of those responsible for implementing and monitoring practices related to gender equality in leadership and decision-making, within University entities	Academic staff, auxiliary personnel and non-academic staff, researchers	X	X			Decisions	Management of UBc, HR, vice-rector responsible for research programmes, GE and DD officers, GE delegates
2. Routine review of any text, communication, images, from the point of view of gender equality and diversity	Academic staff, auxiliary personnel and non-academic staff, researchers	X	X	X	X	Grading all information in terms of gender equality and diversity	GE managers, GE delegates

Action/Measure	Target	Term				Indicator(s)	Responsible
		2022	2023	2024	2025		
3. Promote initiatives to facilitate widespread gender competence at all levels of the organisation through training	Academic staff, auxiliary personnel and non-academic staff, researchers	X	X	X	X	Training evaluation sheets	GE managers, GE delegates

D3. Gender equality in recruitment and career progression

Objective: Promote processes that facilitate and support gender-responsive, career, and nomination recruitment

Action/Measure	Target	Term				Indicator(s)	Responsible
		2022	2023	2024	2025		
1. Conduct gender awareness initiatives, briefings and create guidelines for gender-sensitive recruitment, careers and nominations	University Management	X	X	X	X	Gender awareness initiatives and guidelines	Management of UBc, HR, Vice-Rector responsible for research programmes, GE Officers, DD
2. Gender equality courses and training	Academic staff, auxiliary personnel and non-academic staff, researchers	X	X	X	X	Recruitment courses and training Courses and preparation for career progression Leadership courses and training	vice-rector responsible for research programmes, HR, DD, GE officers, GE delegates
3. Dissemination and communication of good career practices - role models for women (scientists, researchers and academics)	Academic staff, auxiliary personnel and non-academic staff, researchers		X	X	X	Initiatives to raise awareness about female role models. Initiatives to raise awareness about gender diversity in research teams	GE managers, GE, DD delegates

D4. Gender mainstreaming in research and teaching content

Objectives:

- Promoting a gender and sex perspective in research processes
- Promote the integration of a sex and gender perspective in teaching curricula

Action/Measure	Target	Term				Indicator(s)	Responsible
		2022	2023	2024	2025		
1. Internal training seminars on the use of sex/gender analysis methods, by gender and field of research, to encourage recognition of its economic, social and innovation value	Teaching staff, researchers, students	X	X	X	X	Participation in training seminars on gender / gender analysis methods, gender and research field	Vice-rector responsible for research programmes, Academic staff, Researchers, GE managers

Action/Measure	Target	2022	2023	2024	2025	Indicator(s)	Responsible
2. Develop, communicate and implement standards for incorporating sex and gender variables into research	Teaching staff, researchers, students		X	X	X	Participation in training seminars on gender / gender analysis methods, gender and research field Perception of gender/sex variables in research contents	vice-rector responsible for research programmes, teaching staff, researchers, GE responsible
3. Institutional recognition within the University of those completion papers that have taken into account the gender dimension (e.g. awards for master's/doctoral thesis)	Teaching staff, researchers, students		X	X	X	Award-winning Master/PhD thesis	Teaching staff, researchers, students
4. Dissemination and communication of good career practices - role models for women (scientists, researchers and academics)	Teaching staff, auxiliary and non-teaching staff, student researchers		X	X	X	Initiatives to raise awareness about female role models. Initiatives to raise awareness about gender diversity in research teams	GE managers, GE delegates, DD
5. Workshops on gender equality and diversity mainstreaming in curriculum design, learning activities and/or study programme in support of teaching staff	Academic staff, students		X	X	X	Training seminars or guides on sex/gender integration in teaching programmes	Vice-rector for educational programmes and student activities, HR, Deans, DD, GE Managers
6. Training courses and tools in all faculties/programmes and at all levels (Bachelor, Master, Doctorate) on sex and gender variables	Teaching staff		X	X	X	Courses on specific gender dimensions, per teaching programme (faculty)	curricula and student activities, HR, Deans, DD, GE Managers
7. Specific courses available to students on gender equality and skills in their study programmes	Students		X	X	X	Sex/gender variables in teaching modules/courses, by field of study	curricula and student activities, DD, GE Managers

D5. Measures against gender-based violence, including sexual harassment

Objective: Raise awareness of the importance of equality issues and strengthen positive attitudes towards diversity

Action/Measure	Target	Term				Indicator(s)	Responsible
		2022	2023	2024	2025		
1. Training on discrimination phenomena (including discriminatory language), violence (including bias or gender-based), harassment and sexual harassment	Academic staff, auxiliary personnel and non-academic staff, students, researchers		X	X	X	Participation in training, by categories Skills acquired in relation to identifying and responding to discrimination and violence phenomena	Management of UBc, HR, Vice-Rector responsible for research programmes, GE Officers
2. Development of an internal (university) electronic tool (website/platform) to support information and education, as	Academic staff, auxiliary personnel and non-academic staff,	X	X	X	X	Website/platform dedicated to the university, number of visits, number	UBc management, vice-rector responsible for

well as to enable reporting of sexual harassment and discrimination	students, researchers					of real situations reported and resolved	research programmes, HR, IT services, GE Officers
3. Strengthen the university's Code of Ethics with provisions against gender-based violence, including sexual harassment	Academic staff, auxiliary personnel and non-academic staff, students, researchers	X	X	X	X	Initiatives to raise awareness about female role models Initiatives to raise awareness about gender diversity in research teams	UBc management, vice-rector responsible for research programmes, HR, GE Officers
4. Awareness campaign highlighting diversity and inclusion in the university community and encouraging the prevention of discrimination in various fields	Academic staff, auxiliary personnel and non-academic staff, students, researchers	X	X	X	X	Awareness campaign	GE Managers

Annex 2. List of indicators used for data collection (second semester, 2023-2024)

1. Women and men in leadership positions
Table 1. University Management

	Women	Men
President of the Senate		1
Rector		1
Vice-rector for economic and quality strategies	1	
Vice-rector for educational programmes and student activities		1
Vice-Rector for research programmes		1
Vice-rector for national and international relations	1	
Vice-rector for university ethics and image	1	
Administrative Managing Director		1
TOTAL	**3**	**5**

Table 2. Faculty Management

	Dean	Vice-dean(s)	Heads of Department	Total women	Total men
Faculty of Engineering	1F	2M, 1F	3M,2F	4	5
Faculty of Letters	1F	2F	2F	5	0
Faculty of Sciences	1F	1M	3F	4	1
Faculty of Economic Sciences	1M	2F	2F	4	1
Faculty of Movement, Sport and Health Sciences	1M	2M, 1F	1M, 1F	2	4
Total men	**2**	**5**	**4**		**11**
Total women	**3**	**6**	**10**	**19**	

F=female, M=male

Table 3. Other heads of structures:

	Women	Men
General University Secretariat		1
Rectorate Service	2	
School of Doctoral Studies	3	
Department of Distance Learning and Part-time Learning	1	
College for tertiary education	1	
Institute for Research, Development and Innovation, Consulting and Technology Transfer		1
Central University Library	1	
Alma Mater Publishing House in Bacău		1
Economic Service	3	
Technical Service	1	1
Administrative Service	1	1
Human Resources and Communication Service	1	3
Student Entrepreneurial Society	1	
Department of Professional Counselling	1	
Faculty Chief Administrator	4	
Faculty secretariat	5	
TOTAL	**25**	**8**

2. Women and men – academic staff and researchers
Table 4. Total number of teachers, by faculty

	Professor	Associate professor	Lecturer	Assistant professor	Total women	Total men
Faculty of Engineering	4	9	8	2	23	
	5	7	14	0		26
Faculty of Letters	2	11	7	0	20	
	1	1	2	0		4
Faculty of Sciences	2	7	6	0	15	
	0	1	5	0		6
Faculty of Economic Sciences	1	4	12	0	17	
	2	3	0	0		5
Faculty of Movement, Sport and Health Sciences	2	8	6	0	16	
	5	9	4	1		19
Etc.						
Total women	**11**	**39**	**39**	**2**	**91**	
Total men	**13**	**21**	**25**	**1**		**60**

Table 5. Total number of researchers

	Women	Men
Experienced researchers (CSI, CSII, CSIII)	0	0
Early stage researchers (CS, ACS)	0	0
TOTAL	**0**	**0**

3. Women and men – administrative and support services
Table 6. Total number of women and men in administrative and support services

	Women	Men
Secretary	16	0
Financial administrators - patrimony	20	11
Librarians	4	0
Engineers	0	3
Psychologists	2	0
Technicians	0	1
Workers	5	24
Caregiver	24	0
TOTAL	**71**	**39**

4. Women and men – students at all levels and for all study programmes
Table 7. Total number of women and men students at all levels and faculties

	Bachelor	Master	Doctorate	Total women	Total men
Faculty of Engineering	274	143	12	429	
	667	214	15		896
Faculty of Letters	448	179	19	646	
	39	17	2		58
Faculty of Sciences	156	84	0	240	
	319	49	0		368
Faculty of Economic Sciences	474	145	0	619	
	241	51	0		292
Faculty of Movement, Sport and Health Sciences	431	80	0	511	
	490	94	0		584
Etc.					
Total women	**1783**	**631**	**31**	**2445**	
Total men	**1756**	**425**	**17**		**2198**

Annex 3.
List of sources used for literature review
Council of Europe Gender Equality Commission, https://www.coe.int/en/web/genderequality/gender-equality-commission

EU FESTA - Gender Issues in Recruitment, Appointment and Promotion Processes – Recommendations for a Gender Sensitive Application of Excellence Criteria, https://eige.europa.eu/sites/default/files/festa_gender_issues_recruitment_appointment_promotion.pdf

EU Strategy for Gender Equality 2020-2025, https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy_en

EUA - Universities' Strategies and Approaches towards Diversity, Equity and Inclusion, https://eua.eu/downloads/publications/universities-39-strategies-and-approaches-towards-diversity-equity-and-inclusion.pdf

EUCEN - Diversity, Equity and Inclusion in European Higher Education Institutions, https://eua.eu/downloads/publications/web_diversity%20equity%20and%20inclusion%20in%20european%20higher%20education%20institutions.pdf

European charter & code of conduct for the recruitment of researchers, https://cdn2.euraxess.org/sites/default/files/policy_library/ttf_goal_2_results_v1.0.pdf

European Commission- Gender equality strategy. Achievements and key areas for action., https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy_en#achievements-in-gender-equality

European Institute for Gender Equality, https://eige.europa.eu

GARCIA – Mapping organisational work-life policies and practices, https://eige.europa.eu/sites/default/files/garcia_report_mapping_org_work-life_policies_practices.pdf

Guidelines for using gender-sensitive language in communication, research and administration, https://eige.europa.eu/sites/default/files/reutlingen_university_guidelines_for_using_gender-sensitive_language.pdf

Horizon Europe General Annexes, https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/horizon/wp-call/2021-2022/wp-13-general-annexes_horizon-2021-2022_en.pdf

Horizon Europe guidance on gender equality plans, https://op.europa.eu/en/publication-detail/-/publication/ffcb06c3-200a-11ec-bd8e-01aa75ed71a1

LERU - Equality, diversity and inclusion at universities: the power of a systemic approach, https://www.leru.org/publications/equality-diversity-and-inclusion-at-universities

Science Europe - Practical Guide TO Improving Gender Equality in Research Organisations, https://eige.europa.eu/sites/default/files/se_gender_practical-guide.pdf

Student evaluations of teaching (mostly) do not measure teaching effectiveness, https://eige.europa.eu/sites/default/files/science_open_research_student_eval_teaching_effectiveness.pdf

Applicable national legislation

- National Strategy for Equal Opportunities between Women and Men for 2006-2009;
- Law no. 202/2002 on equal opportunities and treatment between women and men, republished;
- Higher Education Law no. 199/2023
- Government Emergency Ordinance no. 61/2008 on the implementation of the principle of equal treatment between women and men in the access to and supply of goods and services;
- The Constitution of Romania, art. 4 para. 2 and Article 16 para. 1;
- Labour Code, art. 3-9;
- Government Ordinance no. 137/2000 republished on preventing and sanctioning all forms of discrimination;
- Government Decision no. 967/1999 on the establishment and functioning of the Interministerial Consultative Commission in the field of equality between women and men (CODES)
- National Action Plan for Equal Opportunities between Women and Men (GD no. 1273/2000)
- Government Decision no. 285 of 4 March 2004 on the implementation of the National Action Plan for Equal Opportunities between Women and Men
- Decision of the Chamber of Deputies on the establishment of the Commission for Equal Opportunities between Women and Men (Decision no. 24/18 November 2003)
- Law 448/2006 on the protection and promotion of the rights of persons with disabilities
- Law 210/1999 on paternity leave
- Decision No. 286 of 23 March 2011 approving the Framework Regulation establishing the general principles for filling a vacant or temporary vacant post corresponding to contractual positions and the criteria for promotion to next higher professional grades or steps of contract staff in the budgetary sector paid from public funds
- Decision No. 457 of 4 May 2011 approving the Framework Competition Methodology for filling vacant teaching and research positions in higher education
- Order No. 3.666 of 30 March 2012 on the approval of the Code of rights and obligations of students