

Gender Equality Plan



Democritus University of Thrace



December 2021

Contents

1. Introduction	4
2. The Strategy for Gender Equality at DUTH	6
2.1 Gender Equality in DUTH	6
2.2. Gender Equality Policies	6
3. Human Resources	8
3.1 Recruitment	8
3.1.1 Teaching & Research Staff	8
3.1.2. Administrative Staff	10
3.1.3 Students	10
3.1.4 Internal targets for gender equality in recruitment	12
3.2 Career progression	12
3.2.1 Faculty members	12
3.2.2 Students	13
3.2.3. Internal targets for gender equality in career progression	16
3.3 Work-life balance and organizational culture	16
3.4.1 Internal targets to improve working conditions	18
4. Institutional Governance & Administration	20
4.1 Gender representation in leadership and top management positions	20
4.2. Gender representation in Institutional Directorates	23
4.3 Gender representation in key institutional committees, councils and advisory boards	24
4.4 Gender representation in institutional supportive structures	26
4.5 Internal targets for gender balance in leadership and decision-making and driving institutional change towards gender equality	27
5. Research and Teaching	30
5.1 Gender representation in funded scientific projects	30
5.2 Gender dimension into research performed in DUTH	32
5.3 Gender dimension in teaching content	34
5.3. Gender dimension in Research in DUTH	35
5.4 Measures to integrate gender in research and teaching	37
6. Institutional Communication	39
6.1 Gender language in institutional documents	39
6.2 Measures towards adopting gender-inclusive language	40

7. Gender-based violence & Sexual harassment	41
7.1 Current status	41
7.2 Mechanisms to identify and handle cases of sexual harassment and violence	44
8. Data collection & monitoring	45
8.1 Current status	45
8.2 Sex/gender disaggregated data, annual reporting and monitoring	46

1. Introduction

Gender equality is among the basic values shared by the EU. The central aim of a Gender Equality Plan (from now on referred as GEP) is to :

- end gender violence
- to challenge gender stereotypes
- to promote equal opportunities
- to promote equal gender representation

The aim of Duth's GEP is to develop a Gender sensitive University by increasing the University's community awareness on gender issues, to promote gender equality and gender sensitivity, by establishing new forms of leadership which are fundamental to reforming our institutions. As Drew and Canavan (2021) argue: " Academia can only be truly sensitive if by learning from the past, It can also avoid repeating the same mistakes and addressing existing new biases."

Ending gender violence and fighting sexual harassment is among the priorities of GEP in DUTH. The aim is to produce better knowledge and develop conscience on Gender violence, among the members of Teaching and Research staff, Administrative staff and the student community, in order to combat and eradicate gender based violence and increase the University's community capacity to address instances of Gender based violence .

Furthermore, GEP focuses on developing a strategy comprising policies and actions within the University to fighting sexual harassment. This is among the priorities of the GEP adopted by DUTH. The emphasis is put on designing a comprehensive protocol to monitor, report and take action about cases of verbal, emotional, physical and sexual abuse and harassment within the University Community.

This report includes this strategy as it has been designed by the Gender Equality Committee with the co-operation and support of the University's Administration and it presents the human resources and gender balance among University Teaching and Administrative staff and students in various Schools and Dept of the University. It discusses how gender may influence

recruitment and career progression and it refers to policy measures, initiated by the State and the University to familiarize family and career development (eg. Child care positions for University Staff in co-operation with The Local Authorities). It presents the statistics referring to gender representation in leadership and top management positions, in Institutional Directorates, in key institutional committees, councils and advisory boards and in institutional supportive structures.

It further presents a research study findings which took place in 2021 aiming to highlight the extent to which gender issues have been included in various teaching subjects and research studies initiated in DUTH.

2. The Strategy for Gender Equality at DUTH

2.1 Gender Equality in DUTH

Prompted by the fact that gender equality is a fundamental human right, while progress concerning gender equality in Greece is very slow, Democritus University of Thrace (DUTH) has initiated the implementation of new policies and activities to promote gender equality.

In this context, DUTH, with respect to:

1. Constitutional declarations (article 4, paragraph 2 “Greek men and women have the same rights and obligations”, article 116, paragraph 2 “Taking actions to ensure gender equality is not a discriminatory act against genders. The State takes action against discriminatory actions that are mainly targeted towards women”)
2. Law 3549 (Reformation of institutional framework for the organization and operation of Universities), article 1, paragraph 2e that defines the core mission of Greek Universities to “contribute to the establishment of gender equality between men and women”
3. Law 4604, Part 1 (Promotion of instrumental gender equality and prevention and elimination of gender violence),

Declares its responsibility to ensure gender equality, to eliminate gender discrimination and unequal treatment based on bias, prejudice and stereotypes about gender, gender identity and/or sexual orientation, to address discriminatory and/or abusive behavior, sexual harassment and/or sexist behavior.

2.2. Gender Equality Policies

By establishing the Gender Equality Committee (GEC) (law 4589/2019, vol B, article 33), DUTH aims at developing a unified policy for the promotion of equality at all levels and procedures of academic life in the Institution.

For the realization of the above-mentioned policies, GEC suggests the following actions:

A. Prevention and elimination of discriminations at the academic and administrative levels

- Highlight the career achievements of women in DUTH, aiming to eliminate the exclusion of women from positions of high responsibility, as well as administrative positions.
- Promote equal representation of genders at academic and administrative committees and at Institutional bodies.
- Reviewing and restructuring of administrative papers, regulations, statutes, study curricula, rulebooks and other official Institutional papers to reflect the values of gender equality in terms of their content and use of language, abolishing sexist language, in the context of law N. 4604/2019 (Official Government Gazette/A'/29-1-2019).
- Communication of the policy of DUTH concerning gender equality in the members of the academic community.

- Allocation of funds for the incorporation of policy and the implementation of gender equality.

B. Research and education

- Design and implementation of informational seminars, lectures, and awareness events for academics about gender equality issues and the elimination of discrimination on the basis of gender, gender identity and/or sexual orientation.
- Promotion of studies on gender issues.
- Proposals of addition of new lectures and/or topics in existing modules about gender issues in the curriculum of bachelor's students, or promote the interdepartmental collaboration and establish new master's courses that will focus on gender studies.

C. Elimination of gender-specific abusive behavior

- Introduction of rules about the decisive and effective resolution of discriminatory behavior and harassment (Institutional rules of procedure).
- Establishment of mediation services in the case of complaints about discriminatory behavior or harassment that will foresee the resolution of the case (e. g. establishment of an Office for Gender Equality Issues, or the use of an Institutional hotline in collaboration with institutional committees, such as the Advisory and Accessibility Committee, the Student Advocacy) and help the victims of discriminatory and abusive behavior on the basis of gender, gender identity and/or sexual orientation.

D. Social responsibility and networking

- Organization of events (independently or in collaboration with local authorities, Gender Equality committees, Municipal/Regional Gender Equality Committees, Social Policy departments and Gender Equality committees of regional authorities, Women Consulting Centers) with the aim to promote good practices about the elimination of discrimination on the basis of gender and the promotion of gender equality.
- Interaction with local Bodies, Institutions and networks that promote Gender Equality.

3. Human Resources

In this section, the current state of gender representation in DUTH's human resources is presented per staff (Teaching & Research and Administrative Staff) and student category (undergraduate and Master or PhD students) (Section 3.1). In addition, career progression elements are presented to depict gender-related imbalances if any (Section 3.2). Current status in work-life balance conditions and organizational culture is briefly presented (Section 3.3).

Based on the main outcomes of current mapping in DUTH's human resources, we set targets and propose measures, relevant activities and indicators in our attempt to alleviate recorded imbalances.

The mapping of gender representation is based on the data collected annually by the Quality Assurance Unit of DUTH (2015-2020).

3.1 Recruitment

Recruitment procedures of teaching and administrative staff need to comply to the Greek law that excludes gender-related discrimination criteria. Hence, for this staff category, we consider gender representation as a factor related to the competencies of the applicants only.

3.1.1 Teaching & Research Staff

Below the current state of gender representation in the teaching and research staff of DUTH is presented (Fig. 1). Faculty members are mainly represented by men (72.3 %), whereas women's representation reaches 27.7 % when all members are considered collectively (Fig. 1A). The same trend is recorded in all levels, where women representation ranges from 22.2 % in Full Professors position to 34.5% in Assistant Professors (Fig. 1A).

Considering gender representation in Faculty members in the different scientific fields, women are underrepresented in all fields and levels, except for Humanities (50.9 %). In the other fields, the percentage of women representation ranges from 16.3 % in the Polytechnic field and 17.3 % in the Law, Social, Political and Economic Sciences to 37.7 % in Education studies fields (Fig. 1B).

With regard to the other teaching & technical staff (4 categories), a slightly higher percentage representation (55.5 %) was recorded for women over men (Fig. 1C). This percentage was similarly higher over men's percentage in all four categories. However, a considerable variation is recorded in the percentages per scientific field (Fig. 1D). The Environmental Sciences field is not represented by women at all, followed by Health Sciences (17.6 %) and Polytechnic School (36.8 %), whereas in the rest scientific fields women are either equally represented (Humanities) or over-represented (Law, Social, Politics and Economics: 71.4 %, Education Studies: 62.5 %) (Fig. 1D).

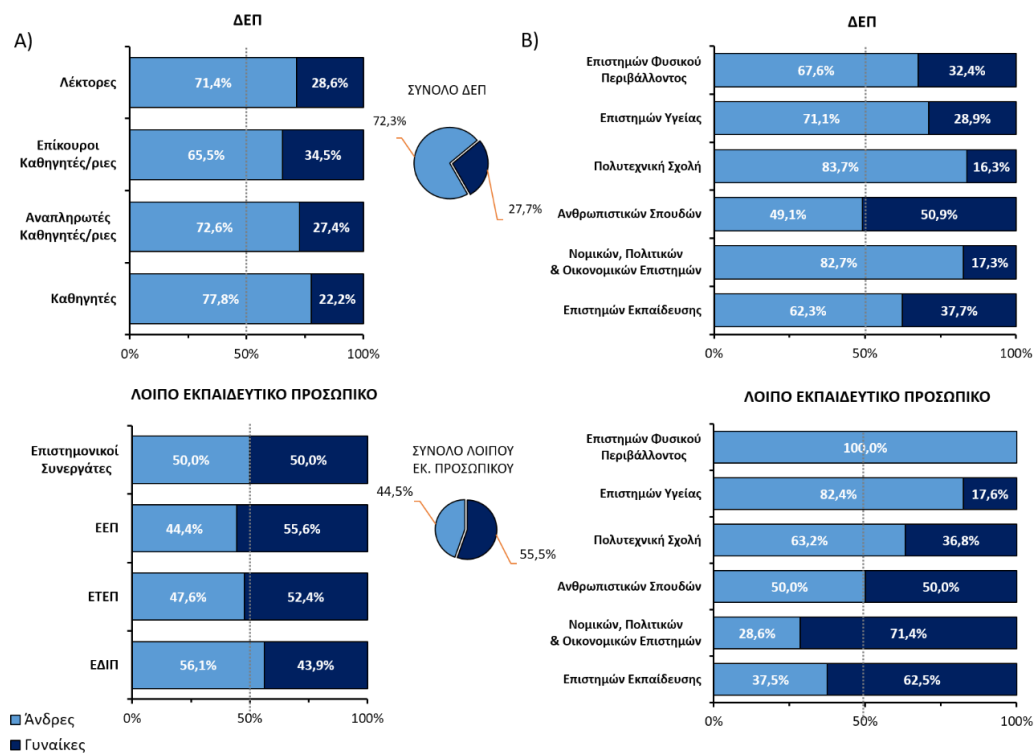


Figure 1. Gender representation in Teaching & Research staff (A. Total, B. Per scientific field).

Women representation in projects that are handled by the Special Account for Research Funds (SARF) of DUTH ranged from 28.4 to 30.4 % over the 3-year period of 2018-2020 (Fig. 2). Both among the Faculty members participating in a project and the personnel (postdoctoral researchers, scientific collaborators, etc.), the majority were men with the percentage of female Faculty members ranging from 26 to 28 %, whereas that of the female personnel from 39 to 44 % (Fig. 2). Similarly, female Principal Investigators were 19-20% of the total in 2018-2020 (Fig. 2).

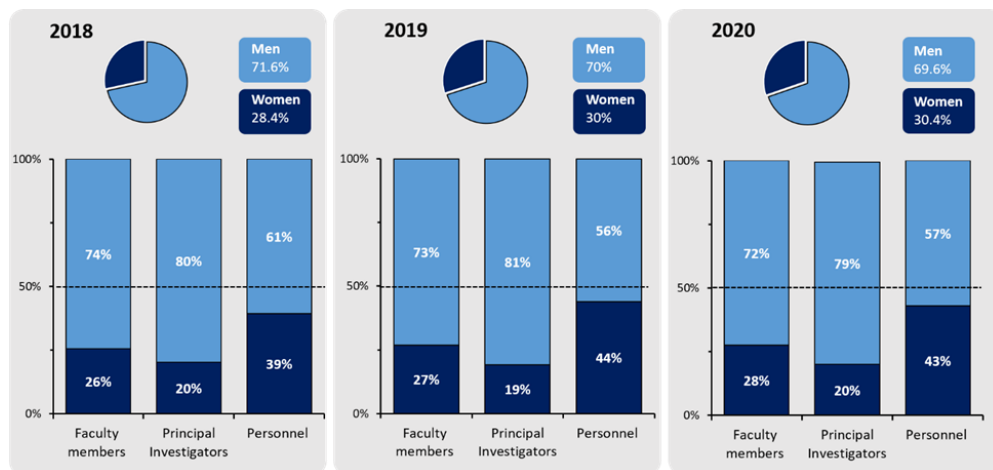


Figure 2. Gender representation in staff participating in projects of SARF DUTH (2018-2020).

3.1.2. Administrative Staff

Gender representation in the administrative staff is recorded to be biased against women (Fig. 2). In total, 80.8 % of total staff are women (Fig. 2A) and this trend is also depicted in all scientific fields, except for the Law, Social, Politics and Economics field with equal representation between women and men (Fig. 2B). No representation of men is recorded in the administrative staff in Education Studies (Fig. 2B).

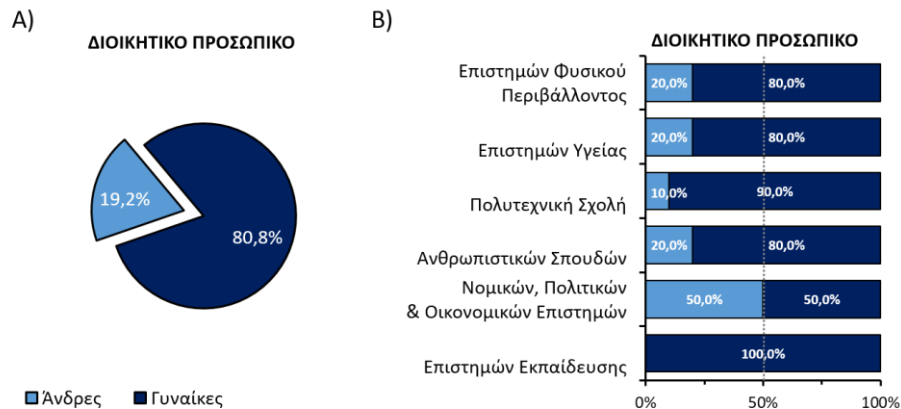


Figure 3. Gender representation in the administrative staff (A. Total, B. Per scientific field).

3.1.3 Students

Undergraduate students are shown to be represented slightly by more women, with 56.1 % of enrolled students as compared to men (43.9 %) (Fig. 3A). With the exception of the Polytechnic School (37.0 % women), in all other fields men are underrepresented as compared to women, with percentages ranging from 28.8 % in Humanities to 56.2 % in Environmental Sciences (Fig. 3B).

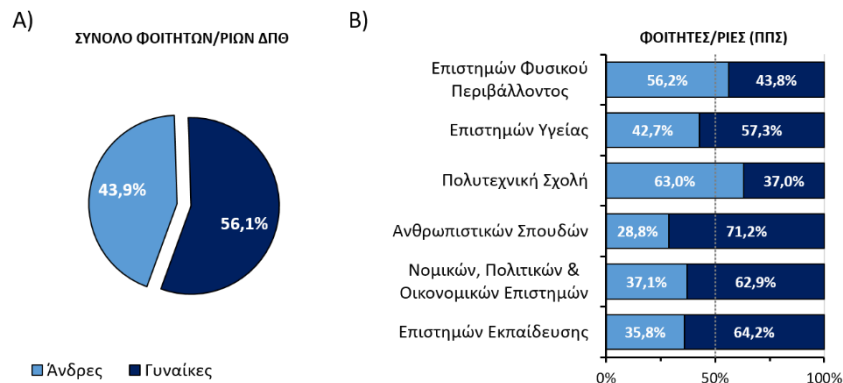


Figure 4. Gender representation in undergraduate students (A. Total, B. Per scientific field).

Similarly, women's representation in postgraduate students is higher than men's (65.0 % over 35.0 %, respectively, Fig. 4A). With the exception of the Polytechnic School, all scientific fields are represented by a higher number and relevant percentage of women over men (Fig. 4B).

With regard to the PhD students, a slightly higher (50.5 % over 49.5 %) percentage was recorded for men over women (Fig. 4C), mainly derived from the higher percentages of men representation in the Polytechnic School (69.8 %) and Environmental Sciences (54.5 %) (Fig. 4B).

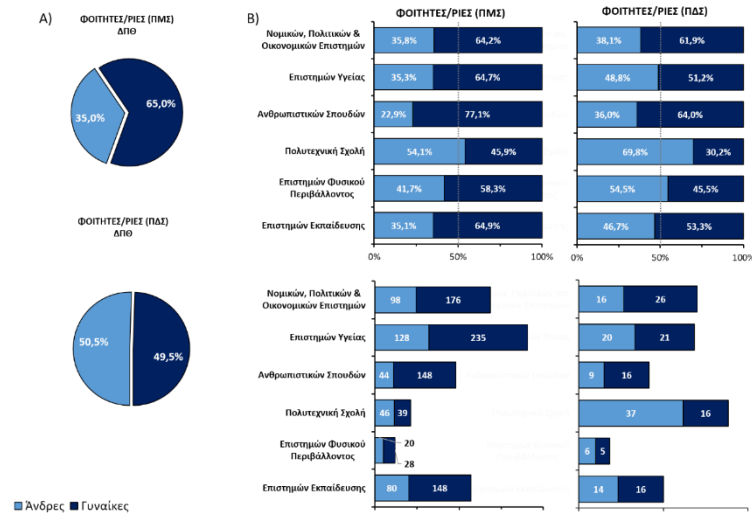


Figure 5. Gender representation in postgraduate (Master and PhD) students (A. Total, B. Per scientific field).

Based on the above, we conclude to the following:

- Women representation in Faculty members is low (22.2 %), especially in the position of Full Professor, in all fields except for Humanities (50.9 %).
- Women representation in the Teaching and Research staff in Environmental Sciences is null, followed by Health Sciences (17.6 %) and Polytechnic School (36.8 %). In contrast, women are over-represented in Law, Social, Politics and Economics (71.4 %) and Education Studies (62.5 %).
- Women are under-represented in projects of SARF DUTH, both in participating staff (Faculty members and personnel) and in leading projects (Principal Investigators).
- Men are under-represented in the Administrative staff, with null representation in Education Studies.
- With the exception of the Polytechnic School, men students are underrepresented in the undergraduate and the postgraduate (Master's) level.
- With the exception of the Polytechnic School (69.8 %) and Environmental Sciences (54.5 %), men are under-represented in the PhD level.

3.1.4 Internal targets for gender equality in recruitment

Measures	Objectives	Target audience	Activities	Timeframe	Dedicated resources	Targets & Indicators
Recruitment						
Ensure gender representation in staff	Report & understand the legal status and identify opportunities in recruitment processes	Teaching and research staff, administrative staff, students	Collect legal documents, Consult DUTH's legal office, map domains where options are available	Jan 2023	Top management, Legal office, Gender Equality Committee	Opportunities and domains of intervention Proposal of specific measures
Setting internal targets	Increase awareness and assist decision making Gather and analyze disaggregated gender data	Teaching and research staff, students	Reporting Training to increase awareness	Annually	Top management, Quality Assurance Unit, Gender Equality Committee, GDPR office, Administration, Communication office Students' committees Gender experts	Gender Equality Committees in Schools with student representation Annual Reports

3.2 Career progression

3.2.1 Faculty members

The progression from one level position to the next, up to the position of Full Professor, is considered here as a career development index over the years. As shown in Fig. 6, career progression among women and men is stable over the years, with men being over-represented in all levels as compared to women (Fig. 5).

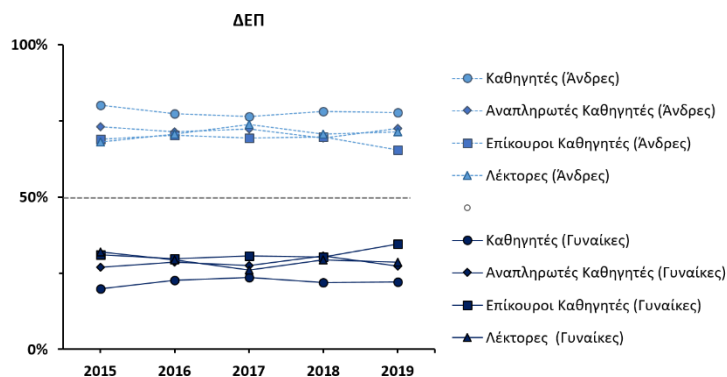


Figure 6. Career development of Faculty members (2015-2020).

3.2.2 Students

Undergraduate students

Graduation percentage of undergraduate students over the last 5 years is mainly represented by women (61.3 %), with the exception of Polytechnic and Environmental Sciences where graduation percentages of men are higher (54.7 % and 58.9 %, respectively) (Fig. 7). It should be noted however, that this trend was also recorded in the students enrolling to the different fields (Fig. 3).

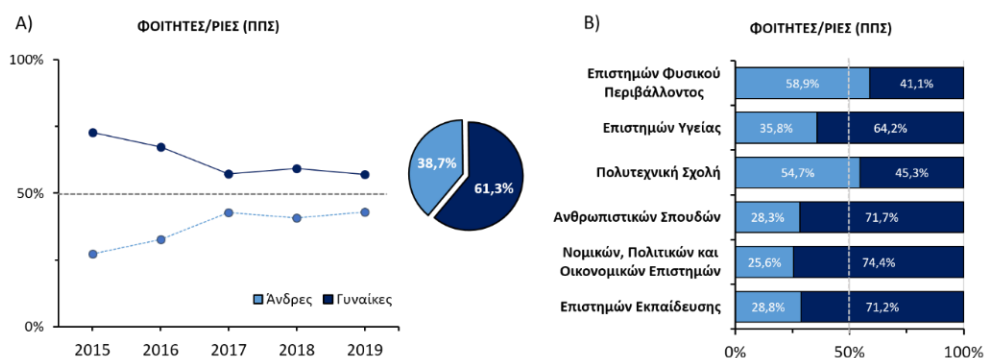


Figure 7. Graduation percentages of undergraduate students of DUTH (2015-2020) (A. Total, B. Per scientific field)

Receiving an Erasmus fellowship to attend courses or conduct research abroad can be considered a career progression index at the undergraduate level. Similarly to what was recorded above, more women were Erasmus fellowships recipients, a trend that is recorded to be more or less stable over the years (Fig. 8A). Under-representation of men in Erasmus outgoing fellowships is depicted in all scientific fields (even in the Polytechnic School), with the exception of Environmental Sciences where men and women are equally represented (Fig. 8B).

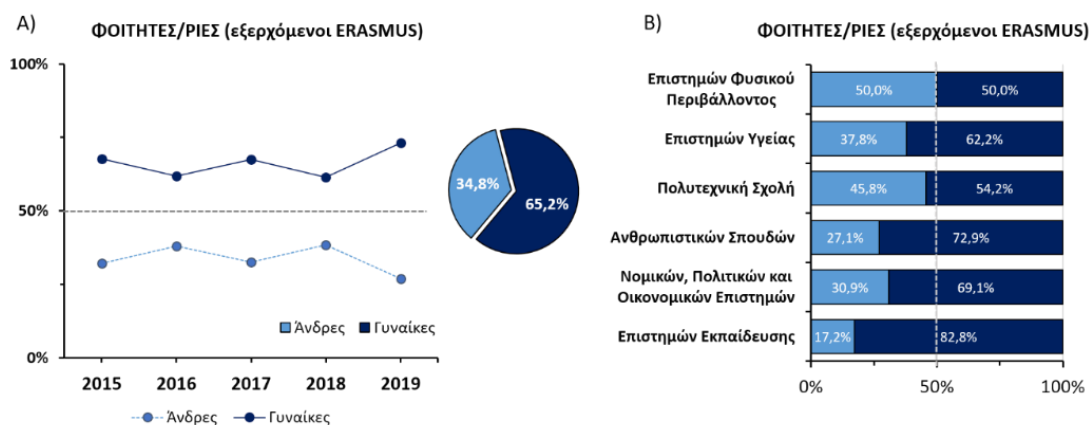


Figure 8. Erasmus outgoing students (201-2020) (A. Total, B. Per scientific field)

Postgraduate students

Graduation percentages in Master students are recorded to be in favor of women (65.0 %) over men (Fig. 9A). Under-representation of men in graduating Master students is depicted in all scientific fields (even in the Polytechnic School) (Fig. 9B).

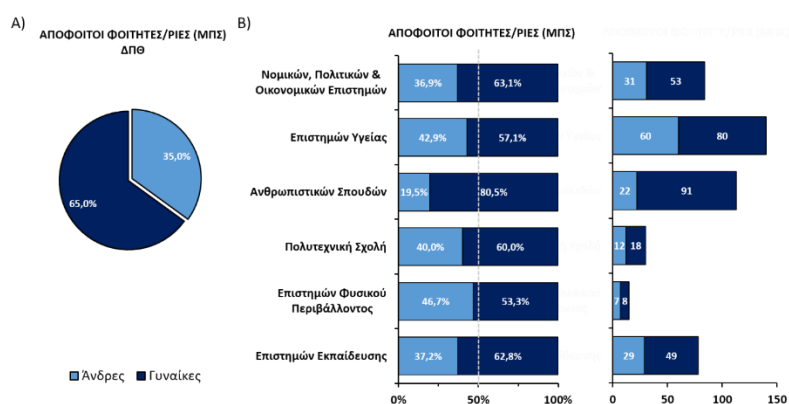


Figure 9. Graduation percentages of postgraduate students (A. Total, B. Per scientific field)

With regard to the publication records of PhD students, men hold a slightly higher number of publications (52.1 %) over women (Fig. 10A), a trend that is also shown in the fields of Law, Politics and Economics (84.8 %), Humanities (57.1 %) and Polytechnics (63.5 %) (Fig. 10B). Women representation is higher in Health Sciences (53.2 %), Environmental Sciences (59.2 %), and Education Studies (76.4 %) (Fig. 10B).

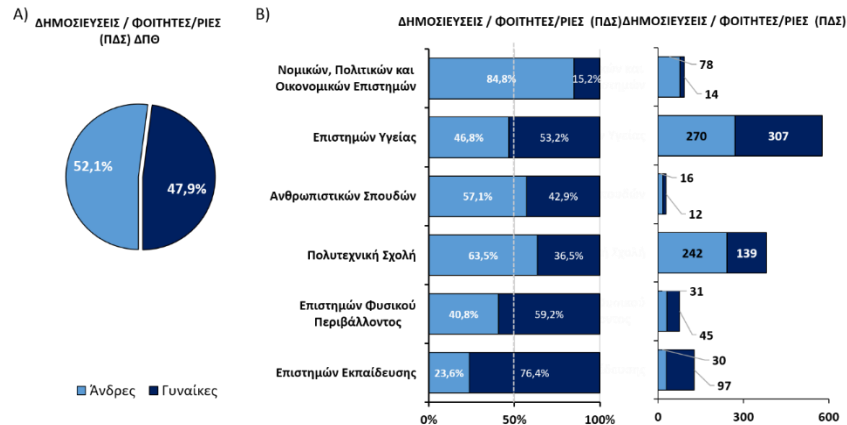


Figure 10. Publications of PhD students (A. Total, B. Per scientific field)

Based on the above, we conclude to the following:

- Career progression in Faculty members is stable over the years, with men being over-represented in all levels.
- Graduation percentage of undergraduate students is higher for women, a trend that coincides with the relevant enrollment percentages in the different scientific fields.
- More women are Erasmus fellowships recipients, a trend that is recorded to be stable over the years (with equal representation in Environmental Sciences).
- Under-representation of men in graduating Master students is depicted in all scientific fields (even in the Polytechnic School).
- In total, men PhD students hold a slightly higher number of publications (52.1 %) over women. Women representation is higher in Health Sciences (53.2 %), Environmental Sciences (59.2 %), and Education Studies (76.4 %).

3.2.3. Internal targets for gender equality in career progression

Measures	Objectives	Target audience	Activities	Timeframe	Dedicated resources	Targets & Indicators
Career progression						
Increase women representation in high-level positions	Identify & report main forces against career development	Teaching and research staff	Interviews, questionnaires in an annual basis	Jan 2025	Quality Assurance Unit, Gender Equality Committee, Communication office, Administration	Increase the number of women in Full Professorship positions
Establish a career development office to empower students	Identify & report the main factors that hamper students' development in certain fields/stages	Students (post- & undergraduates)	Interviews, questionnaires Courses on career development Workshops e.g., Women in STEM, Men in Humanities	Jan 2025	Quality Assurance Unit, GEC, Communication office, Counseling and Accessibility Unit Gender and career development experts	Increase in female/male postgraduate student representation in STEM/Humanities schools Career Development office Two workshops and courses

3.3 Work-life balance and organizational culture

A gender analysis was conducted on the use of available work-life balance measures among faculty members of DUTH. The analysis includes the percentage of women compared to men that made use of a sabbatical leave, an Erasmus visit abroad, or parental leave during the last 3 years. As shown in Fig. 11, 64 and 54 % of faculty members that made use of a sabbatical leave or an Erasmus stay abroad were men, whereas more women (64 %) made use of parental leave. Nevertheless, in the latter case the number of members was very low in general (4 men and 7 women), highlighting the need for identifying first the causes of such low numbers.

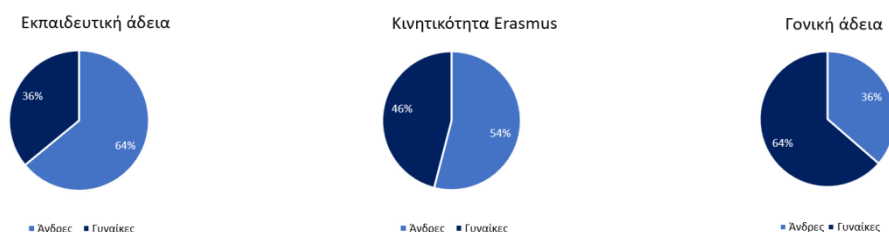


Figure 11. Gender representation in Faculty members making use of a sabbatical leave, an Erasmus visit or paternity leave (2018-2021).

With regard to work-life balance measures, DUTH responds to the conditions established by the Greek National legislation. However, the low numbers identified in parental leaves as well as the higher percentages of men taking advantage of sabbatical or Erasmus leaves in the gender analysis above highlight the necessity of an in-depth analysis of causal factors in all different personnel of DUTH (Faculty members, administrative staff, fixed-term contract research personnel), as well as students of all levels and postdocs. Next step will be the establishment of mechanisms to inform personnel and students for available measures within DUTH towards work-life balance, and the development of the Institutional Work-life Balance Policy aiming to enhance the balance among work and personal lives of DUTH employees and students, also supporting family life care.

3.4.1 Internal targets to improve working conditions

Measures	Objectives	Target audience	Activities	Timeframe	Dedicated resources	Targets & Indicators
Work-life balance & organizational culture						
Work-life Balance Policy development and implementation	Improve working conditions to enhance balance among professional duties and personal needs	Faculty members, administrative staff, research staff, students	Include gender equality into policies, workload balance practices, adoption of inclusion avoidance policies, equal treatment of part time work, practices to facilitate students with children or elderly people care, ensure parent-friendly rooms (e.g. rooms for children stay during conferences and meetings), reduced workload for pregnant women	Jun 2023	Human resources management GEC	Satisfaction index of employees regarding their working environment
Mapping mechanism	Identify obstacles & opportunities related to work-life balance	Teaching and research staff, administrative staff, students	Questionnaires and interviews towards different staff and students	Annually	GEC Quality Assurance Unit	Establishment of the mechanism Mapping of current state & causal factors

Information and support services	Inform staff and students about available measures	Teaching and research staff, administrative staff, students	Information days Workshops aiming to the sensitization of administration bodies and reduce resistances	Annually	GEC Legal office Students councils ???	Establishment of the mechanism (information days and dedicated workshop)
Establish a formal mechanism to map and handle incidents of gender-based violence and sexual harassment	Implementation, raising awareness and training	Teaching and research staff, administrative staff, students	Establishment of the mechanism & operation Interviews, questionnaires in an annual basis Seminars and events Training		Top management, GEC, experts in gender-based violence & sexual harassment in Academia	Establishment of the mechanism Mapping of current state (annually) One dedicated seminar per faculty (annually)
Increase awareness on unconscious gender biases	Inform and attenuate unconscious biases in decision makers	Decision makers (faculty members, administration)	Workshops on unconscious gender biases Questionnaires	Annually	Gender experts GEC	One workshop per year Reports

4. Institutional Governance & Administration

The current picture of gender representation in various institutional governance bodies, directorates, key committees, councils and advisory boards is described in the following sections. More specifically, issues of gender representation in: i) the leadership and top management positions (section 4.1), ii) the institutional directorates (section 4.2), iii) key institutional committees, councils and advisory boards (section 4.3), and iv) various institutional supportive structures (section 4.4) are discussed.

4.1 Gender representation in leadership and top management positions

The current picture of the gender representation in DUTH's decision making positions and top management is illustrated in Fig.12. In general, women's participation accounts for 17% *versus* 83% of men, in decision making positions. However, in top management positions, the percentage of women is quite high, reaching 50% in vice-rectors' positions and 33.33% in the Rector's Council.



Figure 12. Gender composition in top management positions A. Total (percentage), B. Per category (shown in percentage and in actual numbers).

The rest of the top management positions are male dominated as 80% of the Senate members, 75% of the Deans positions, and 83.33% of the Departmental Heads are occupied by men. Even amongst the surrogate members of the Departmental Heads, the representation of women is very low (3,7%).



Figure 13. Gender composition in DUTH Deaneries A. Total deanery members (percentage), B. Per School Deanery (shown in percentage and in actual numbers).

Fig.13 illustrates the gender composition in the 8 deaneries of DUTH. The total number of men that possess a seat in these deaneries is 76.06% *versus* 23.94% of women. The Deanery of the School of Education has equal distribution of men and women amongst its members (50%), while the lowest representation of women is observed in the School of Agricultural and Forestry Sciences (8,33%) followed by School of Engineering (12.50%), Law School (15.38%) and School of Health Sciences (21.44%). The percentage of women in the Deaneries of School of Classic and Humanities and School of Social Political and Economic Sciences is 33,33%.

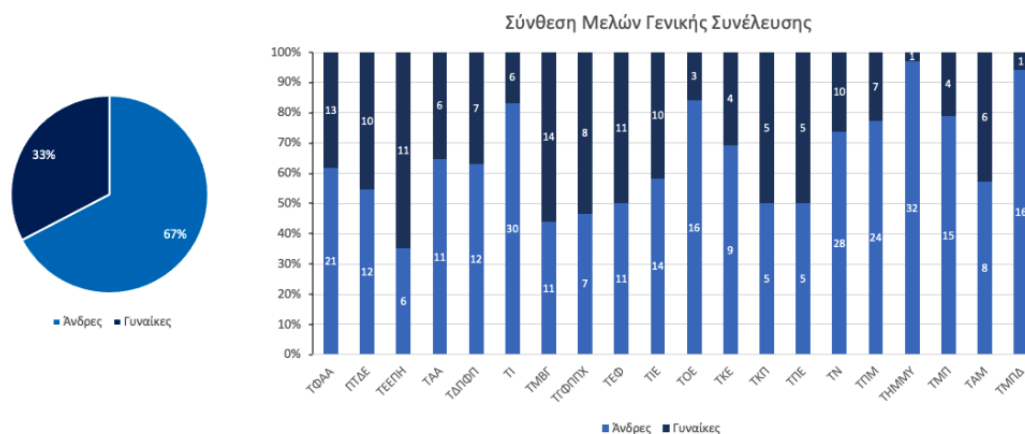


Figure 14. Percentages of men and women in the General Assemblies (GA) of DUTH A. Total men and women DUTH GA members (percentage), B. Per individual institutional faculty (shown in percentage and in actual numbers).

The gender picture in the General Assemblies (GAs) of the individual faculties of DUTH Schools follows more or less the same pattern. Again, the total percentage of men and women in the GAs'

members is 67% and 33%, respectively (Fig.14A). The percentages of women vary across the University's faculty general assemblies with the highest being 64.71% in the GA of the School of Education and the lowest (less than 10%) in GAs of Faculties in the School of Engineering (i.e.3.03% in the Faculty of Electrical and Computer Engineering and 5.88% in the Faculty of Production and Management Engineering) (Fig. 14B).

The Special Account Research Funds (SARF) is a central institutional body that is established and operates in all Higher Education Institutions (HEIs). Its primary objective is the management and utilization of funds for research purposes, education, training, technological development and innovation. SARF's administration and management are carried out by its own bodies and is independent from the administration and management of HEIs. The SARF's bodies administration and management consist of SARF's Research and Management Committee and the President of the SARF's Research and Management Committee. The latter consists of representative members from all Departments and the Vice-Rector of Research as the President. The position of the Vice-Rector of Research is currently held by a woman Professor. The representation of female members from all Departments reaches better levels in this important decision-making body accounting for 40% of SARF regular committee members (the surrogate committee female members account for 30%). The representation of women in DUTH's SARF is illustrated in Fig.15.

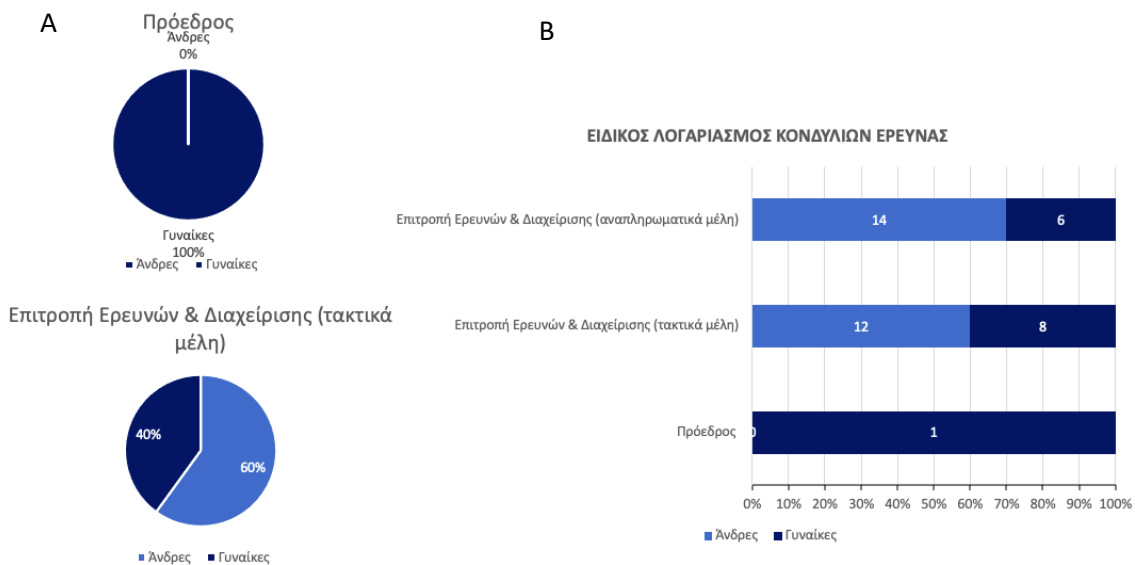


Figure 15. Gender composition in Special Account Research Funds (SARF) A. Percentage pies of gender representation in the President's position (upper pie) and the SARF Research and Management Committee (lower pie), B. Bar graphs of gender representation in SARF (shown in percentages and in actual numbers).

4.2. Gender representation in Institutional Directorates

The General Directorate of Administrative Support is responsible for the propulsion of modernization processes within the framework of the goals set and decisions made by the administrative bodies of the University as well as within the coordination plan designed for the execution of the work carried out by all Directorates. The General Directorate of Administrative Support is responsible for the propulsion of modernization processes within the framework of the goals set and decisions made by the administrative bodies of the University as well as within the coordination plan designed for the execution of the work carried out by all Directorates. It is subdivided in three sub-directorates: a) the Directorate of Administrative Support, b) the Directorate of Academic Affairs and c) the Directorate of Financial Management. The representation of women is quite high in all sub-directorates accounting for 66,67%, 50% and 62,50%, respectively (Fig.16).

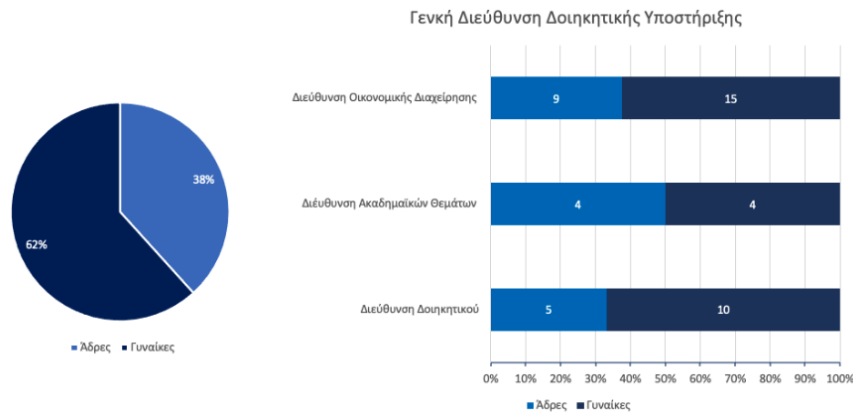


Figure 16. Gender composition in General Administrative Directorate A. whole percentages and B. percentages in its three sub-directorates (actual numbers are also shown).

The General Directorate of Planning and Development has as its object the promotion of the modernization processes, within the framework of the objectives and the decisions of the governing bodies of the University and the coordination of action for more methodical and efficient execution of the work of its Directorates. The General Directorate of Planning and Development consists of the following sub-directorates: a) Directorate of Planning & Development b) Directorate of Technical Works, c) IT Department. The gender composition in these subdirectories is shown in Fig.17.

Although the general picture is that there is a 36% representation of women in the General Directorate of Planning and Development, some sub-directorates are male- and other female-dominant. In the IT Directorate all members are men, while in the Directorate of Planning and Development all members are women. The Directorate of Technical Works has a gender representation ratio of 70 men/women.

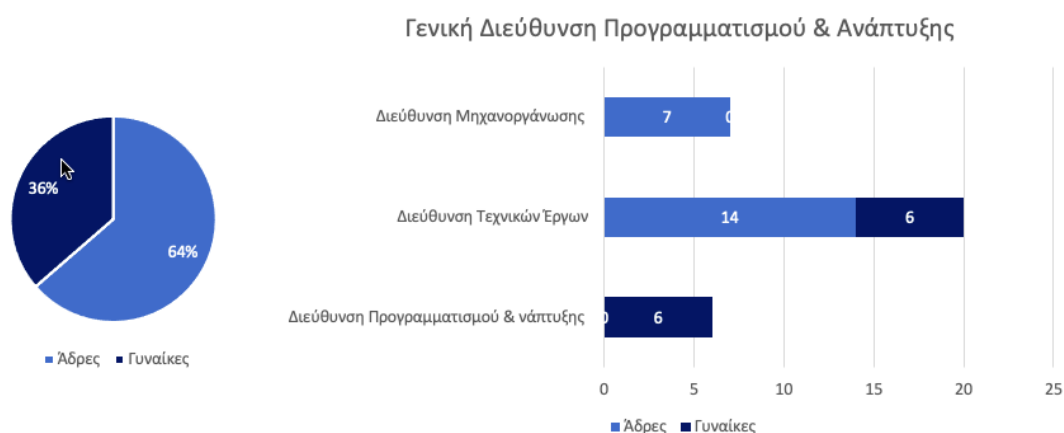


Figure 17. Gender composition in the General Directorate of Planning & Development. A. whole percentages and B. percentages in its three sub-directorates (actual numbers are also shown).

4.3 Gender representation in key institutional committees, councils and advisory boards

Fig. 18 summarizes the gender profile in the Institutional Committees of a) Research of Ethics and Integrity of Science, b) Integrity Committee, c) Gender Equality Committee and d) Sustainable Development Committee. The participation of women in these Committees is high accounting for 46% in total (Fig.18A). The gender composition in each Committee is illustrated in Fig.18B.

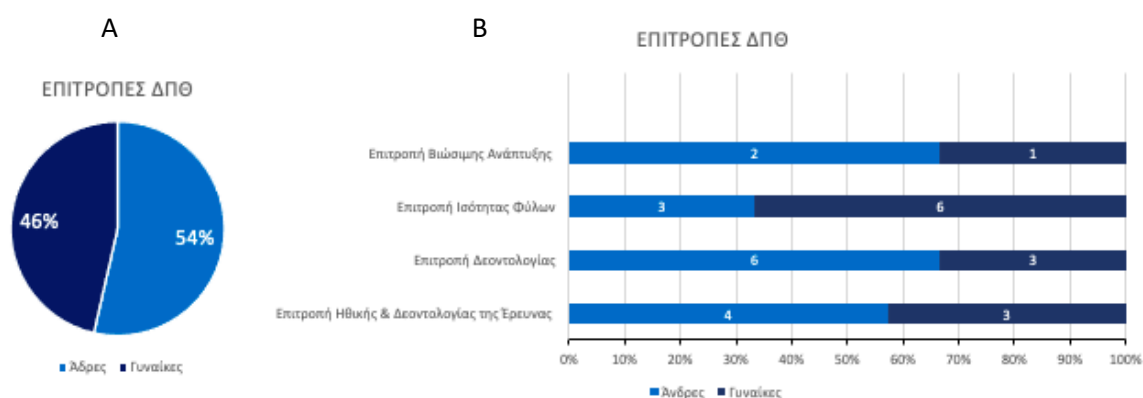


Figure 18. Gender composition in the Committees of a) Research of Ethics and Integrity of Science, b) Integrity, c) Gender Equality and d) Sustainable Development A. Percentage pie of gender representation in all Committees, B. Bar graphs of gender representation in each Committee (shown in percentages and in actual numbers)

As far as the participation of women in various Councils that exist in the Institution, Fig.19 summarizes the current situation. Women possess 38% of the seats in these Councils having quite

high representation in the Service Council (80%), followed by Technical and Financial Council (33.33%) and finally in the Technical and Financial Council (16.67%).

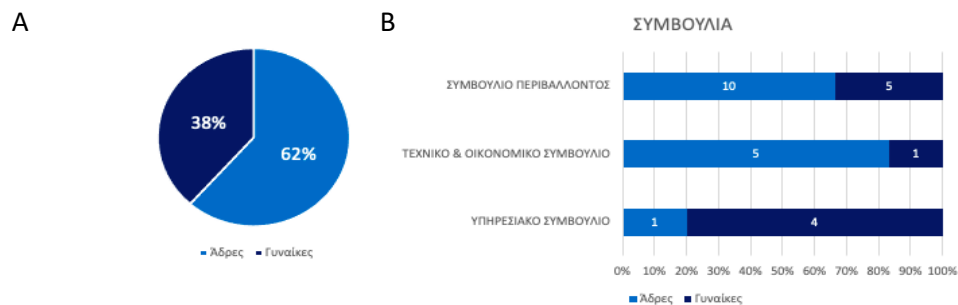


Figure 19.

Gender composition in the a) Environment Council, b) Technical and Financial Council, c) Service Council A. Percentage pie of gender representation in all Councils, B. Bar graphs of gender representation in each Council (shown in percentages and in actual numbers).

QAU consists of an advisory body for the administration of the University that gathers valuable information for its strengths and weaknesses and suggests further improvements aiming to ensure the provision of high-quality services for the benefit of the students, the human workforce of the institution as well as of the wider society. This is mainly achieved through the coordination of the processes concerning the internal and external evaluation of both academic and administrative units of the University, conducted under the auspices of UQA.

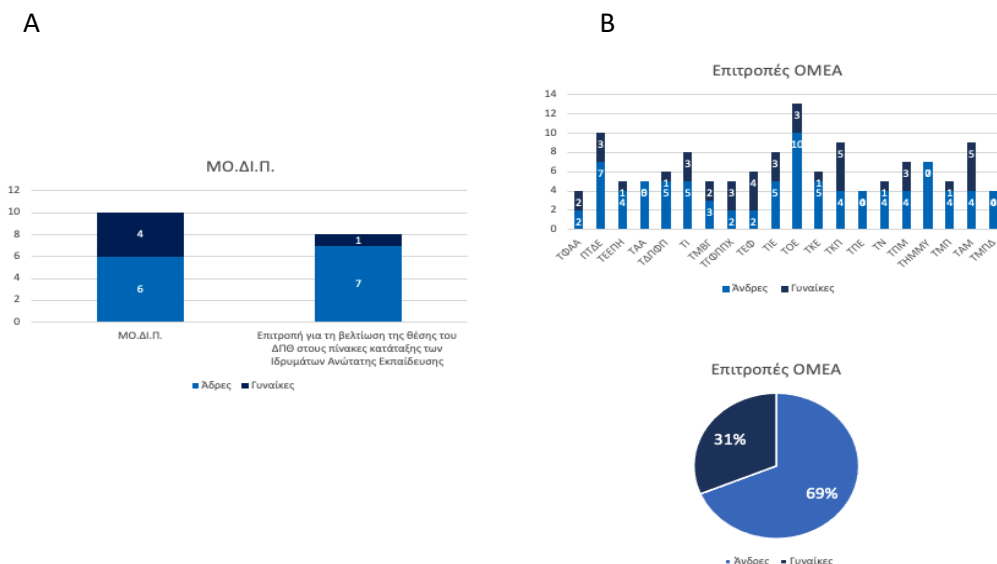


Figure 20. A. Gender representation in the Central Quality Assurance Unit and the Committee for the Improvement of the position of DUTH (in actual numbers). B. Gender representation in Internal Evaluation Groups (OMEA) shown as percentage and in actual numbers per Academic Unit (*upper panel*) and as a total percentage of men and women in the pie chart (*lower panel*).

Each academic unit has its own internal evaluation group (OMEA), which operates within the academic unit, has a monitoring role and acts as a connecting link between the Central Quality Assurance Unit (QAU) and the corresponding academic unit. In cooperation with the QAU, it coordinates the internal evaluation procedure within the academic unit. The gender composition of members of the central QAU and the internal evaluation groups in each academic unit is shown in Fig.20. The Committee for the improvement of the position of DUTH in the ranking tables of Higher Education was recently established (Fig. 20A) following QAU's suggestion to develop an action plan at the level of Administration, Academic Departments and faculty members of DUTH.

4.4 Gender representation in institutional supportive structures

The picture of men and women representation in various institutional supportive structures is shown in Figure 21.

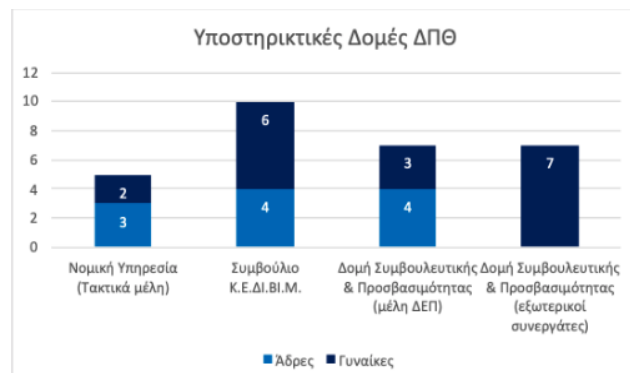


Figure 21.Gender representation in various DUTH supportive structures.

4.5 Internal targets for gender balance in leadership and decision-making and driving institutional change towards gender equality

Measures	Objectives	Target audience	Activities	Timeframe	Dedicated resources	Targets & Indicators
Gender balance in leadership and decision-making						
Setting internal targets on balanced gender representation in leadership and decision making-bodies	Increasing balanced gender representation with respect to faculty/university committees, middle/top-management	Students, Researchers, University Staff, Faculty members	Formulating recommendations with respect to balanced representation at faculty/University committees and management and popularizing them at the levels of all units	End of 2022	Gender Equality Committee Quality Control Unit, Middle management, Top management	Implementation of guidelines by end of 2022
		Students, Researchers, University Staff, Faculty members	Formulating and implementing guidelines on percentages for gender representation in faculty/University committees and decision-making bodies	2023-2025	Gender Equality Committee, Quality Control Unit, Middle management, Top management	Increasing the proportion by 2025 - monitoring indicators annually -(targeting for 40% representation of women)
		Students, Researchers, University Staff, Faculty members	Formulating and implementing guidelines on appointing both men and women as chairpersons of decision-making authorities	2023-2025	Gender Equality Committee, Quality Control Unit, Middle management, Top management	Increasing the proportion by 2025 - monitoring indicators annually - (targeting for 40% representation of women)

Driving institutional change towards gender equality	Awareness of the decision-making and governance body of DUTH in order to influence and ensure inclusive internal procedures	Students, Researchers, University Staff, Faculty members	Creation of effective management practices based on collection and popularization of gender equality best practices of European Universities and Research Performing Organizations	2022-2023	Gender Equality Committee, Quality Control Unit, International Cooperation Office, Europe Direct Office, Middle management, Top management	Best practices collected Popularization initiatives organized, Number of participants/Scale of the target group Number of effective practices created
		Students, Researchers, University Staff, Faculty members	Raising awareness and building capacity of inclusiveness through targeted training, seminars and mentoring programs	2022-2025	Gender Equality Committee Quality Control Unit, Training and Lifelong Learning Center, Internal experts and stakeholders, external experts and stakeholders	Number of training sessions performed annually/Number of participants/Scale of the target group Number of seminars performed annually/Number of participants/ Scale of the target group Number of mentoring programs performed annually/Number of participants/Scale of the target group

		Students, Researchers, University Staff, Faculty members	Preparing the ground for alignment of the Organization's core activities with gender equality (GE) in promotion of excellence by integrating GE in university's strategic plan, ethics and research policy - linking equality with quality	2023	Gender Equality Committee, Integrity Committee, Research Committee, Research Ethics Committee and Integrity of Science, Sustainable Development Committee, Middle/Top management	Relative committees engaged Gender equality adapted in university ethics and research policies Evidence of integration
		Students, Researchers, University Staff, Faculty members	Performing periodic consultations with stakeholders and the academic community on gender equality activities	Continuous	Gender Equality Committee, Middle/Top management, Internal experts and stakeholders, external experts and stakeholders	Consultation sessions with stakeholders' experts and university community members on gender activities/Number of participants

5. Research and Teaching

5.1 Gender representation in funded scientific projects

Table 1 represents the percentage (%) of gender share in funded scientific projects at DUTH during the years 2018-2020. In general, $73.35 \pm 0.99\%$ male and $26.65 \pm 0.99\%$ female faculty members participate in funded scientific projects. According to the data, a slight increase of two percentage points has been observed during the last 3 years in the participation of women faculty members in funded projects. As far as research personnel hired for the purposes of the projects (fixed-term contracts) is concerned, the ratio of participating women/men is much higher. The average percentage of hired women is $42.10 \pm 2.43\%$ with an observed increase in the hiring rate of women of 3,72 percentage points in the years 2018-2020.

Table 1. Gender percentage (%) of Faculty members and hired personnel in funded scientific projects at DUTH (2018-2020)

Faculty members				Hired Personnel (fixed-term contracts)		
	2020	2019	2018	2020	2019	2018
Men	72.43	73.21	74.40	56.94	56.09	60.66
Women	27.57	26.79	25.60	43.06	43.91	39.34
Total	100	100	100	100	100	100

Between 2018-2020, the percentage of women acting as principal investigators in funded scientific grants was $19.99 \pm 0,74\%$ versus $80 \pm 0.01\%$ of men (Table 2).

Table 2. Gender percentage (%) of Principal Investigators in funded research grants (all grant categories; 2018-2020)

Principal Investigators in funded research grants			
	2020	2019	2018
Men	79.4	80.84	79.80
Women	20.6	19.16	20.20
Total	100	100	100

The following figures depict the annual pictures of gender representation in different types of competitive scientific funded projects that have been administered by the SARF-DUTH between the years 2018-2020. Fig.22 demonstrates the gender percentage (%) of Principal Investigators and hired Personnel in funded research grants at DUTH (grant categories: 1. National grants, 2. European & international grants, 3. European co-funded-ESPA grants; years: 2018, 2019, 2020). Fig.23 demonstrates the gender percentage (%) of Principal Investigators and hired Personnel in funded educational grants at DUTH (grant category: postgraduate studies/life-long learning/Erasmus+; years: 2018-2020).

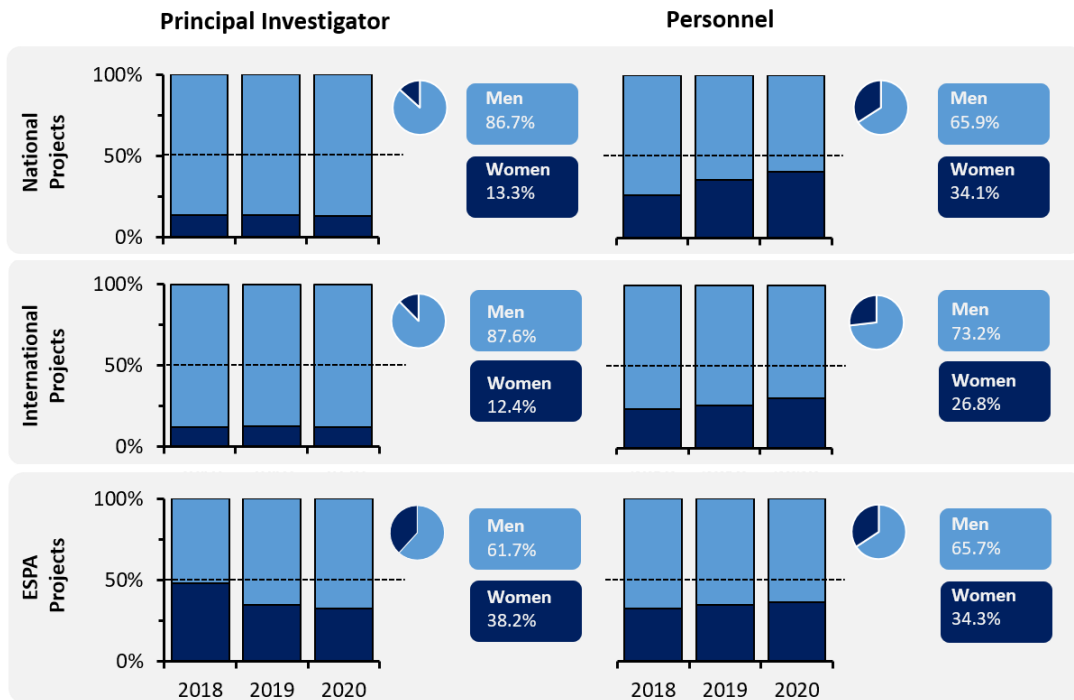


Figure 22. Gender representation of Principal Investigators and hired Personnel in different types of SARF-DUTH projects (2018-2020).

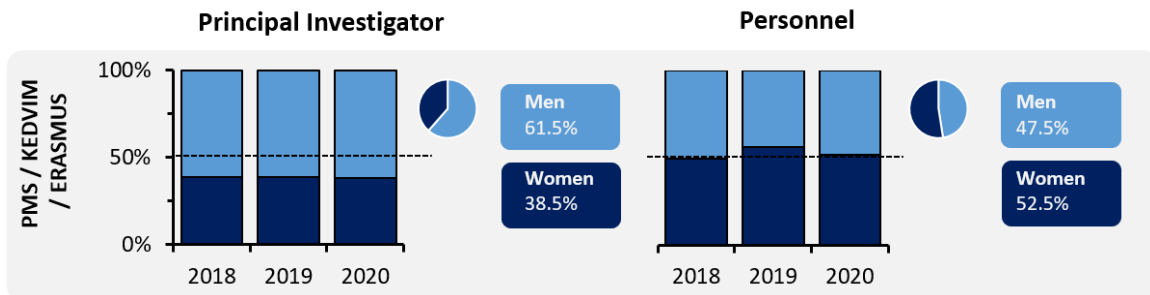


Figure 23. Gender representation of Principal Investigators and hired Personnel in various types of educational grants (2018-2020).

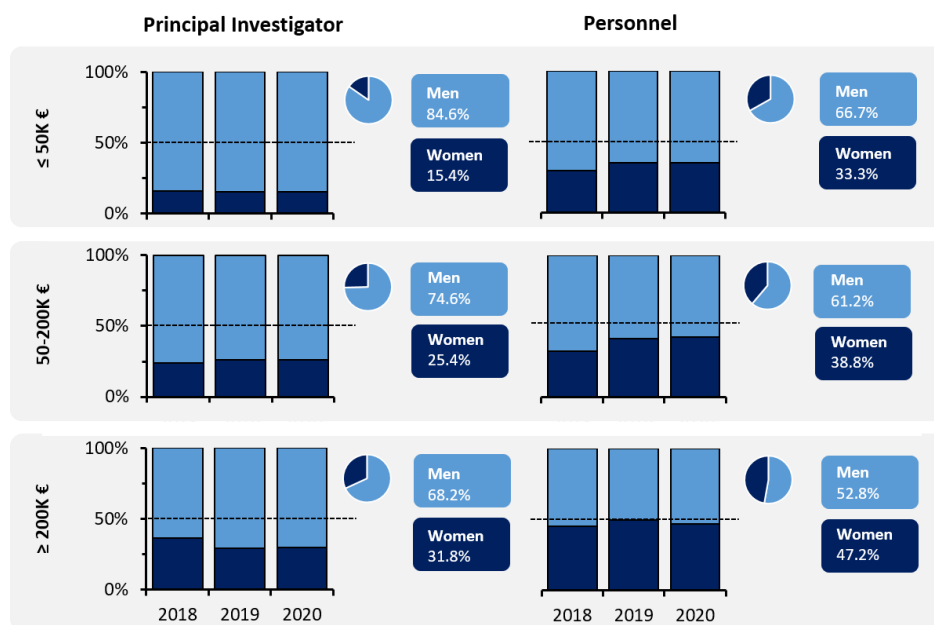


Figure 24. Gender representation in different SARF-DUTH projects per budget (2018-2020).

It is gratifying to see that there are women in DUTH who are project leaders in highly competitive grants and mentors of young researchers. Unfortunately, as our analyses indicate, the percentages are small compared to men, but this also reflects as an expected consequence based on the existing ratio of men/women at the faculty level. Surprisingly, the percentage of women as principal investigators appears to increase with the project budget reaching a representation of 31.8% in funded grants of >200K. Also, the same picture holds true for the recruitment of women personnel for the needs of the funded projects. The recruitment of women appears to increase with the project budget and in projects with higher budgets it almost reaches equal levels (47.2%) (Fig.24).

5.2 Gender dimension into research performed in DUTH

Although a thorough context analysis has not yet been performed, it appears that the integration of the gender dimension in the research contents and methodology may apply for some current funded research. Based on preliminary data that were collected during a questionnaire-survey addressed to principal investigators of funded research grants during the last three years (2019-2021), (Fig.25) the following observations were made:

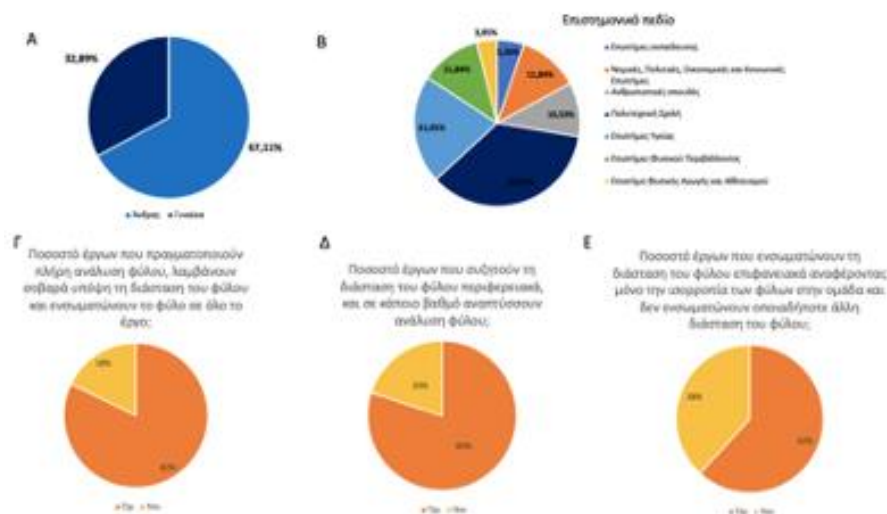


Figure 25. Results of a questionnaire-survey on the incorporation of gender dimension in research that was addressed to Principal Investigators of SARF-DUTH projects during the years 2019-2021. A. Percentage of men and women of Principal Investigators of the grants that participated in the survey. B. Percentage of the scientific disciplines of the grant proposals. C. Percentage of projects that carry out a full gender analysis, consider the gender dimension and integrate gender throughout the project, D. Percentage of projects that discuss the gender dimension marginally, and to some extent develop gender analysis. E. Number of projects that incorporate the gender dimension superficially mentioning only the gender balance in the research groups and do not incorporate any other gender dimension

- 18% of the total research grants carry out a full gender analysis, considering the gender dimension and integrating gender throughout the project
- 20% of the grants discuss gender dimension even marginally, and to some extent, develop gender analysis, and
- 38% of the grants incorporate gender by taking into consideration the gender balance into the research groups, but do not incorporate any other gender dimension into the research content

However, it is important to implement a more thorough analysis of the integration of gender dimension in all research grants administered by SARF at DUTH and also perform an analysis in the research content and methods in all faculties at institutional level, especially also, in regards to publications, PhD and Master's theses.

Although an inclusion of a gender dimension may not be easy and may not apply in all areas of research at first glance, especially the more technical fields. It is important to start to consider however, how we could be benefited by addressing questions relevant to gender and explore their social impacts and implications in fields like Health and Medicine, or Engineering and Environment. The inclusion of the research dimension into the research content may appeal for

some human-or socially-oriented topics, but for sure, is not widely considered by the academic community. Initial actions need to focus on setting internal targets in preparing the ground, initiate appropriate researchers' training sessions, and foster discussions on incorporating gender dimension into the research policy of the Institution.

5.3 Gender dimension in teaching content

Gender Equality Committee-DUTH (GEC-DUTH) has administered a target-focused structured questionnaire to the University's permanent and fix-termed contract teaching staff regarding their teaching syllabus and research activities in order to investigate if and to what extent they incorporate gender perspectives into those.

58 questionnaires out of 15 departments that replied, were filled in and returned to the administrator. The structured findings regarding teaching are presented below:

Departments:

1. Department of Philology

Indicatively, courses that gender perspective is directly or indirectly presented in the syllabus are Grammatology, Women in Linguistics, Sociolinguistics, Pragmatics, Dialectology, Gender in Byzantine literature, Roman erotic literature, Scientific Literature, Sex, gender and feminine logos in ancient Rome, Ovidius, Catulus, women in literature, etc.

2. Department of Social Work

Indicatively, courses that gender perspective is directly or indirectly presented in the syllabus are Domestic Violence and Social Work, Gender and Equality, Counseling and critical reflection, Multiculturalism and social work, Social psychology, Social Policy. Human rights, etc.

3. Department of Molecular Biology

Indicatively, courses that gender perspective is directly or indirectly presented in the syllabus are Counseling and educational psychology, Developmental biology, job orientation, Teaching techniques, etc.

4. Primary Education Department

Indicatively, courses that gender perspective is directly or indirectly presented in the syllabus are equality in education, STEAM sciences and gender, etc.

5. Department of Education Sciences in Early Childhood

"Indicatively, courses that gender perspective is directly or indirectly presented in the syllabus are Social and Educational Inequalities, Educational Psychology, Social Psychology, The Dynamics of Relationships and Contexts in the Learning Process, etc."

6. Department of Medicine

Indicatively, courses that gender perspective is directly or indirectly presented in the syllabus are Physiology I,II,III, Health Science, Sexual reproduction, etc.

7. School of Law

Indicatively, courses that gender perspective is directly or indirectly presented in the syllabus are History of Law, Criminology, Law of the minors, etc.

8. Department of Language, Literature and Culture of Black Sea Countries

Indicatively, courses that gender perspective is directly or indirectly presented in the syllabus are Law for the protection of human rights, introduction to the organization of International community, etc.

9. School of Physical Education and Sport Science

Indicatively, courses that gender perspective is directly or indirectly presented in the syllabus are psycho-mobility, training, etc.

10. Department of Social Policy

Indicatively, courses that gender perspective is directly or indirectly presented in the syllabus are introduction to social policy, Local development and social policy, etc.

5.3. Gender dimension in Research in DUTH

Respectively to the above, the structured findings regarding research conducted in the university that involve gender perspective are indicatively presented below:

1. Research that incorporate gender in teaching staff's interest: 14 positive replies out of 58 questionnaires

Indicatively, fields that gender perspective is directly or indirectly presented in staff's research interest come from departments of Greek literature, Medicine, History and Ethnology, Social Work, Social Policy, Molecular Biology, Law, Primary Education, Preschool Education, Gymnastics.

Indicative areas of research include gender and acceptance of new methods in agricultural sciences, representation of women in logos construction, gender logos in Latin literature, medicine and gender, physiology of reproductive system, women in science and engineering, the image of women as readers in the 19th century, gender studies and society, domestic violence, gender equality, multiculturalism, gender and bioscience, gender based violence, gender and grammar, gender differentiation in mobility with focus in the disable people, etc.

2. Staff participation in funded research projects that have full or partial connection with gender issues: 8 positive answers

*3. Staff participation in **non-funded** research projects **that have full or partial** connection with gender issues: 4 positive answers*

*4. Staff participation in **funded** projects of research and/or intervention that **do not have any** connection with gender issues: 195 positive answers*

5. Number of doctoral students who are supervised by DUTH staff who answered the questionnaires: Women: 66, Men: 42

6. Number of postgraduate students in postgraduate degrees in DUTH, where staff who answered the questionnaire is the Director of Postgraduate Courses: Women: 128, Men: 68.

In conclusion, it can be said that gender dimension in research and teaching in DUTH is in a initial stage and has a long way ahead in order to be more focused and developed both in the departmental syllabuses and the research interests and activities of the staff.

5.4 Measures to integrate gender in research and teaching

Measures	Objectives	Target audience	Activities	Timeframe	Dedicated resources	Targets & Indicators
Gender dimension in research and teaching content						
Setting internal targets	Encourage gender mainstreaming and/or gender dimension in the content of research and teaching to increase excellence in research and teaching	Academic community, research staff, students	Organization of an experts' network for the exchange of experiences, knowledge gain, skills development and know-how for gender equality	2022-2025	Gender Equality Committee, national GEC network, gender experts (national, international)	Internal targets set
		Academic community, research staff, students	Provision of guidance and training on gender mainstreaming in the content of research	2022-2025	Quality Assurance Unit, Gender Equality Committee, Special Account of Research Funds, Communication office, Training and Lifelong Learning Center, Teaching and Learning Support Office, Middle- and High-level Management	<p>Increased awareness of the DUTH gender equality targets by the academic community, research staff, students</p> <p>Increased number (%) of research projects integrating gender dimension in research by 2025</p> <p>Increased number (%) of women PIs by 2025</p> <p>Increased number of scientific publications (%) integrating</p>

						<p>gender dimension in their subject</p> <p>Increased number of Undergraduate and PhD theses integrating the gender dimension in their subjects</p>
		Research staff	Use of an inclusion statement in all calls of recruitment positions to encourage women to submit applications (???)	2022-2025	Gender Equality Committee, Special Account Research Committee, Top management	<p>Number of revised formal documents used for recruitment calls in research projects administered by SARF DUTH to encourage women participation</p> <p>Balanced presence of women and men in research groups</p>
		Academic community and teaching staff, students	Provision of guidance and training on gender mainstreaming in the content of teaching	2022-2025	Quality Assurance Unit, Gender Equality Committee, Communication office, Training and Lifelong Learning Center, Teaching and Learning Support Office, Middle- and High-level Management	<p>Increased awareness of gender issues among academic members and students</p> <p>Increased number (%) of teaching courses on gender</p> <p>Introduction of new lectures on gender issues in existing curricula</p>

** Inclusion of the statements like: a) "DUTH encourages women to apply for..." b) "In the case of equivalent participants, the less represented gender will be prioritized"

6. Institutional Communication

6.1 Gender language in institutional documents

A number of institutional documents were assessed for the use of gender-neutral language. These included randomly selected internal regulation documents of DUTH departments that are written in Greek and can be found on the websites of the respective departments. Specifically, the documents were assessed for the exclusive use of male gender or for considering both male and female genders. Out of the screened documents, 57% were found to use both genders, whereas 29% used only male-gendered language.

An in-depth analysis is planned to be performed in all public and internal administrative documents with the aim to initially assess the current situation at the institutional, school and departmental levels. The goal will be to map current state and gradually train the administrative staff and sensitize personnel for the use of gender-neutral language according to the 'Guide of using non-sexual language in administrative documents' (General Secretariat for Gender Equality 2018) in Greek documents and the UNESCO's Guidelines for gender-inclusive language in English (<https://www.un.org/en/gender-inclusive-language/>). A number of training workshops will be performed by language experts so that DUTH staff is familiarized and sensitized for the use of gender-inclusive language in both written and verbal communication in the academic environment. In parallel, all DUTH websites as well as production material (e.g. leaflets, posters, photos, etc.) will be assessed for the unfortunate incidence of using sexist-related icons, symbols or pictures and mitigation measures will be taken to eliminate such issues. Toward this end, training workshops will be organized to sensitize staff for the use of non-sexist symbols and icons.

6.2 Measures towards adopting gender-inclusive language

Measures	Objectives	Target audience	Activities	Timeframe	Dedicated resources	Targets & Indicators
Gender-inclusive language in Institutional Communication						
Familiarize and gradually adopt the guidelines of using gender-inclusive language and non-sexist icons/symbols	Use of gender sensitive language in all institutional documents	Administrative staff Faculty members Students	Training workshops (annually) Questionnaires & interviews Documents/websites assessment and correction	Jan 2023	GEC Language experts Gender experts	Number of documents assessed to be using gender sensitive language Number of participants in the workshops Feedback from questionnaire Corrected documents/websites

7. Gender-based violence & Sexual harassment

7.1 Current status

At Democritus University of Thrace (DUTH), strategic planning regarding gender is already included in the main corpus of institution's strategic planning, (see <https://modip.duth.gr/%CF%83%CF%84%CF%81%CE%B1%CF%84%CE%B7%CE%B3%CE%B9%CE%BA%CE%BF%CF%82-%CF%83%CF%87%CE%B5%CE%B4%CE%B9%CE%B1%CF%83%CE%BC%CE%BF%CF%82/>), wherein targets 4 and 5 specifically refer to a university open to the local community with respect to the cultivation of European values. It is more than obvious that here, values such as respect of human dignity, democracy, social inclusion, welfare state, human rights, equality and elimination of all discrimination (Target 4) are included. Similarly, Target 5 refers to an accessible, viable and smart University giving emphasis to the issue of equal access in education and in the workplace, meeting again as previously, the parameter of gender equality at work and education.

In the light of the above, by applying the relevant law, DUTH has established the Gender Equality Committee (GEC) and has given them responsibilities, among others, such as the writing up of a Gender Equality Plan of Action, having the core theme in it the prevention and treatment of sexual harassment and all forms of discriminatory behaviors in its environment.

The term Sexual harassment refers to any unprovoked and unwanted verbal, non-verbal or physical behavior of a sexual connotation, that aims at or results in the insult of human dignity, by creating an environment of bullying, hostile, humiliating and violent behavior (article 2, par. 1δ Law 3896/2010).

As it is clear that except for the above indirect referring to issues of gender equality within the strategic planning official report of DUTH, the GEC is committed at researching and declaring the current situation as well as making suggestions for action, to the Senate so that they will be part of the renewed strategic report and be in accordance with other European Universities treating those issues.

More specifically, DUTH has to provide an important input in Target 5 about sustainable development goals (SDG5) of the UN regarding Gender Equality and Women's Empowerment, but also in all other SDGs, as gender equality constitutes the basic pillar for all targets.

In addition, there has to be a connection with all law reports about equal treatment between sexes, prevention and treatment of violence and elimination of all forms of discriminatory behaviors and sexual harassment.

Also, to incorporate and apply Law 3896/2010 that refers to the principle of equal opportunities between sexes and equal treatment in the workplace, Law 4351/2018 that refers at the report of the Council of Europe about the prevention and treatment of violence against women and domestic violence (Istanbul Convention), Convention 190 (2019) for the elimination of violence and harassment at the workplace, and finally at the article 337 Penal Law (Law 619/2019) for the reinforcement of penalties on those who violate the above rights.

Since 2021 and according to the targets of the Horizon Europe program, EU reinforces the promotion of Gender Equality Plans for Action (GEPs) so that the development of gender equality in EU to be established. Furthermore, this constitutes a prerequisite and a selection criterion for access to budget, with 5 suggesting areas in its context: 1. Work and family life balance and organizational culture, 2. Gender equality in leadership and decision-making, 3) Gender equality in job recruitment and development 4) Incorporation of gender in research and teaching, and 5) measures taking against gender-based violence and sexual harassment.

Thus, scientific research and academic research in particular, that has a close or even more distanced relationship with human beings, has to and cannot thereafter omit taking into consideration the dimension of gender. The incorporation of the analysis of both biological and social sex in research and innovation, adds an added value at it and affects its development without any kind of discriminations or exclusions.

Current status seems to be indicatively described in the following:

- There is a lack of clear leading lines, policies or procedures that refer to cases of gender-based violence/ sexual harassment/sexist behavior and other forms of discriminatory actions at the general strategic policies of DUTH.
- From unofficial information from teaching staff it seems to exist an important number of students that have suffer some form of violence and/or sexual harassment due to their sex within the university, or they may have witnessed such cases of violations.
- Most of the above victims hesitate to make a formal report of that experience due to fear of stigma, lack of formal mechanisms in the university or low self-confidence for finding a proper solution to their problem.
- Lack of specialized services in the university that could provide support and for the prevention and treatment of the problem.

Indicative good practice guidelines and actions that the DUTH could take onboard in order to support victims, prevent and eliminate sexual harassment and any discriminatory behavior in its environment are:

- Campaigns for information and sensitization of all academic community in a systematic bases (e.g. recognition of forms of harassment, discrimination, trans/homophobia, rights, responsibilities, etc.)
- A series of videos and talks referring to issues of gender equality with emphasis on sexual harassment and discriminatory behaviors presented in all schools and departments at DUTH and all other category of recipients (administration, teaching staff, students, cleaning staff, etc.)
- Production of advanced knowledge around gender-based violence and discriminations based on sex, together with the development of functional research tools for the prevention and elimination of these phenomena.
- The establishment of a specialized structure within the university for gathering data and monitoring the situation of the appearance of the phenomena (2022-2024) with the

recruitment of specialized staff including a psychologist, a social worker, a legal employee who will work in close cooperation with the members of GEC- DUTH as well as other relevant services of the university and the specialized services in the local community.

- The creation of a protocol about sexual harassment and discriminatory behaviors (what these are, forms and types, consequences, etc.), as well as a protocol of dealing with cases that impeach their experiences and want to see justice to this crime made against them.
- The creation of a wider network of support services from the local community and the national level too for better support and counseling of the victims, such as Centers for women counseling, etc.
- The creation of a code of ethics against sexual harassment and discriminatory behaviors in DUTH.

All the above, can be planned and implemented with the support, guidance and coordination of the members of GEC – DUTH, who are committed in developing actions for the gender equality and the acceptance of differentiation in education, work and life, using the lights of all different scientific fields that are healed in the University.

7.2 Mechanisms to identify and handle cases of sexual harassment and violence

Measures	Objectives	Target audience	Activities	Timeframe	Dedicated resources	Targets & Indicators
Sexual harassment and gender-based violence						
Design and establish protocols for monitoring, registration, and intervention in instances of sexual harassment and gender-based violence.	To support victims and encourage both victims and witnesses to report the incidences.	Administrative staff Faculty members Students Researchers	<p>Define and identify sexual harassment, discriminatory behaviors and gender-based discrimination</p> <p>Establishment of a unit comprised of experts to monitor and register incidences of sexual harassment and discriminatory behavior</p> <p>Raise awareness and organize informational events.</p> <p>Establishment of Code of Conduct against sexual harassment and discriminatory behavior in DUTH.</p>	2022-2024	<p>GEC</p> <p>Experts on gender harassment (psychologists, social workers etc.)</p> <p>Special Account Research Committee</p> <p>Middle & Top management</p>	<p>Protocol for monitoring and registration of incidences of harassment/discrimination/ violence on the basis of gender.</p> <p>Revised Code of Conduct that will include gender issues with emphasis on harassment/violence/discrimination.</p> <p>Participation in informational events and seminars</p>

8. Data collection & monitoring

8.1 Current status

The law 4604/2019 (Official Government Gazette, 2019, article 13) foresees that public services, legal entities under the public law (N.P.D.D.), such as DUTH, belonging to the General Government, are obliged to collect and maintain sex disaggregated statistical data on their fields of competence. These data are sent, on an annual basis, and at least once a year, to the Documentation, Research and Digital Support Department (Observatory) of the General Secretariat of Gender Equality. The latter keeps a relevant record which is used for the operation of the Observatory for Gender Equality.

DUTH collects data through its Quality Assurance Unit, which is an advisory body for the administration of the University that gathers valuable information for its strengths and weaknesses and suggests further improvements aiming to ensure the provision of high-quality services for the benefit of the students, the human workforce of the institution as well as of the wider society. The internal and external evaluation of both academic and administrative units of the University are conducted under the auspices of the QAU.

Although some elementary data concerning gender ratio among students and faculty members can be retrieved from the data repositories that QAU keeps during the last years, there is no other integral mechanism to support the collection of gender disaggregated data in the routine processes of the organization.

The call for the preparation plan for Gender Equality at Institutional level was the first time that such gender disaggregated data were sought through other mechanisms such as QAU, SARF, student registries, various administrative offices etc. It is of utmost importance, in view of the preparation and the implementation of an action plan for gender equality in DUTH, the creation of a Gender Equality Office with the mission to support, lead, coordinate and embed gender equality and diversity actions in the University, while cooperating with the established DUTH Gender Equality Committee. A central mechanism for collection of gender disaggregated data needs to be developed operating through a dedicated structure, such as, a Gender Equality Office. Within the initial activities of the plan would be the establishment of a gender collection framework based on quantitative and qualitative data that will provide the appropriate indicators for monitoring gender equality. The Gender Equality Office will be responsible for implementing the data collection procedures (surveys based on questionnaires, focus groups, interviews, collection of administrative data etc. as required) performed on an annual basis and improving the ongoing processes. These data may include quantitative statistics on academics/researchers/staff/students, the perception of gender equality and gender-related issues such as work-life balance, workplace conditions, harassment etc., among all its academic members, data on monitoring the implemented actions under the plan that would support future reviews and updates of the plan leading to the development of suitable evidence-based strategic policies. These actions are expected to greatly facilitate monitoring gender equality in the institution and also enable the embedding of these tools in the diagnosis and monitoring of intersectionality and other diversity-related issues within the University. The long-term impact would be the evolution of a more gender sensitive and inclusive University promoting equal development and professional opportunities among its members.

8.2 Sex/gender disaggregated data, annual reporting and monitoring

Measures	Objectives	Target audience	Activities	Timeframe	Dedicated resources	Targets & Indicators
Establishment of a Gender Equality Office	Creation of a supportive structure to co-operate with the Gender Equality Committee and promote gender equality targets	All community members	Design of the operational activities of the Gender Equality Office	2022	Gender Equality Committee, Quality Control Unit, Special Account of Research Funds, IT Department, Middle-level management, Top-level management	Implementation of a new supportive structure for gender equality (2022)
Setting the framework and the integral mechanism for collecting gender disaggregated data	Establishment of monitoring methodologies based on measurable gender-related indexes to evaluate the progress and the development of evidence-based strategic policies to eliminate gender and other diversity-related inequalities	All community members	Development of the data collection framework Implementation of annual data collection procedures, annual reports and assessment of the situation Improvement and annual reviewing and updates of the collection procedure	June 2022	Gender Equality Office, Gender Equality Committee, Quality Control Unit, Research Funds, IT Department, Middle-level management Top-level management	Number and types of tools used for the collection of gender-disaggregated data Number of responders to data collection calls Annual reports Monitoring awareness on gender equality situation (number of attendees in relevant informative events organized by GEC, number of visits of the annual reports posted at the institutional website)