

The logo consists of four interlocking circles in red, orange, blue, and green, each containing a small white dot.

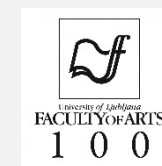
GEARING ROLES

IGOT GENDER EQUALITY PLAN: Main Achievements and Resistances Faced

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IGOT GEP - General details

Status of the GEP:

- Approved in September 2020 by the Dean
- The GEP counts on 35 measures and actions among eight areas of intervention
 1. Mission and institutional culture;
 2. Women's leadership and participation within the school's decision-making bodies;
 3. Student recruitment and trajectories;
 4. Recruitment and academic career progression;
 5. Gender in research;
 6. Inclusion of gender perspective within curricula;
 7. Work-personal life balance;
 8. Sexism and sexual harassment.

GEP Implementation Process

TASK Force

- GR team (core group)
- representatives of governing bodies, academic and non-academic staff and students

Equality Committee (7 members : 4 academic; 1 non-academic; 2 students) The composition, terms of reference approved by the school council, under the proposal of the Dean

Working groups

- Group 1 - Collect and publicise information disaggregated by sex to include in IGOT's and CEG's annual reports.
- Group 2 - Gender in curricula
- Group 3 - Gender in research
- Group 4 – Work-life balance
- Group 5 – Gender activism (promotion of different kind of initiatives, campaigns)

Main achievements

✓ An institutional commitment with the **promotion of gender equality** was assumed by the competent governing bodies.

- Creation of the section [IGOT+igual](#) and [CEG+igual](#) in their respective websites
- Incorporation into the statutes of the CEG (IGOT Research unit), Article 3, the **commitment to follow the principles expressed in the European Charter for Researchers, in the Code of Conduct for the Recruitment of Researchers and in the Systematic Action for Gender Equality (SAGE).**

✓ Creation of a **Commission for Equality** for the promotion of all forms of equality and against discrimination.

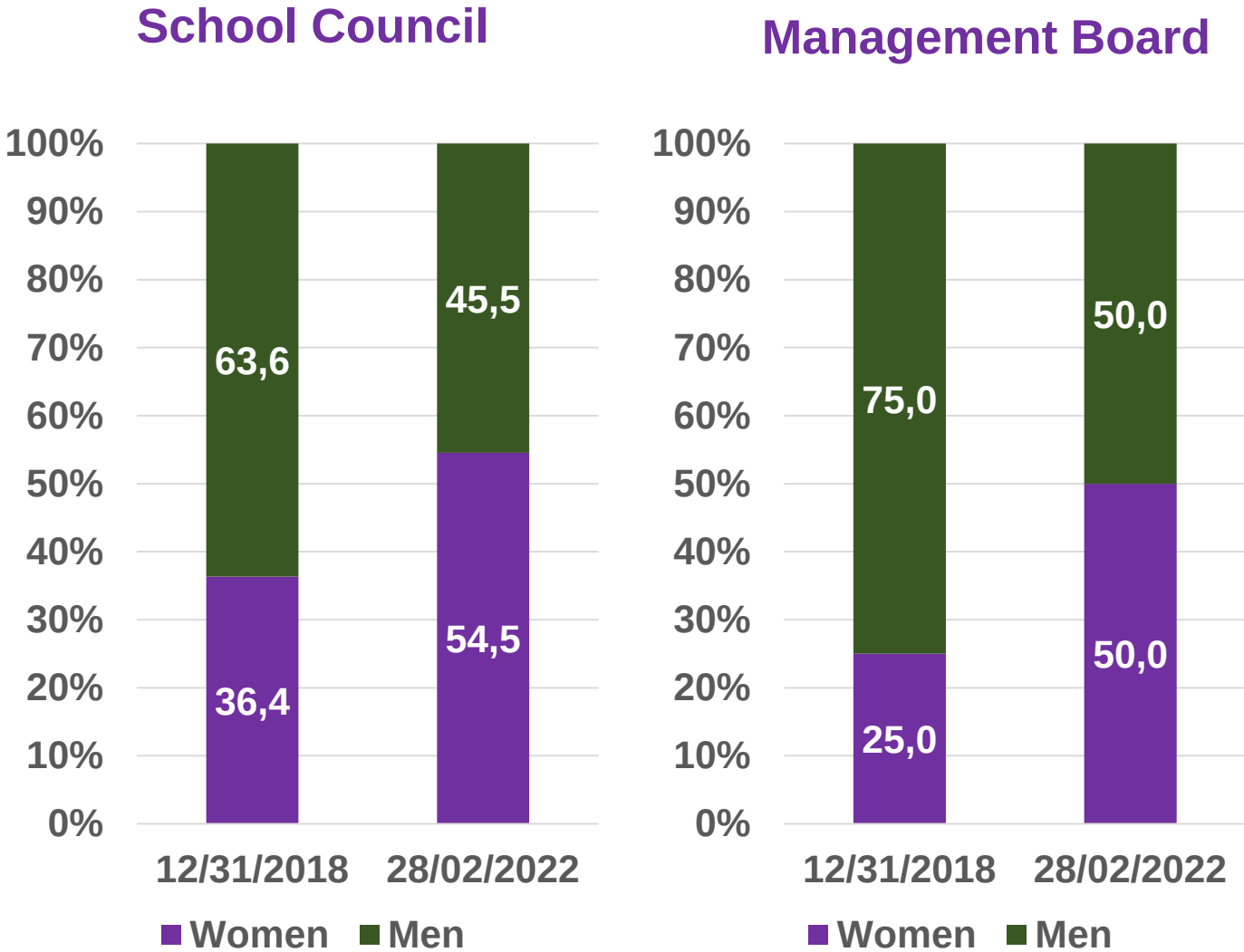


- ✓ Collection of **information disaggregated by sex** to include in IGOT's and CEG's annual reports.
- ✓ Promotion of the **use of inclusive language** in official/institutional communication and reports.
- ✓ **Raising awareness of gender (in)equality** in the academic community.

Women's leadership and participation within the school's decision-making bodies

- ✓ Participation of women in the school's decision-making bodies slightly increased
- ✓ Revision of the procedures for appointing jury members for Master and PhD defences as well as for the selection of applicants for research positions, to ensure a more balanced participation of men and women. Guidelines have been defined to stop the appointment of juries exclusively composed of men and to promote the balanced representation of men and women.

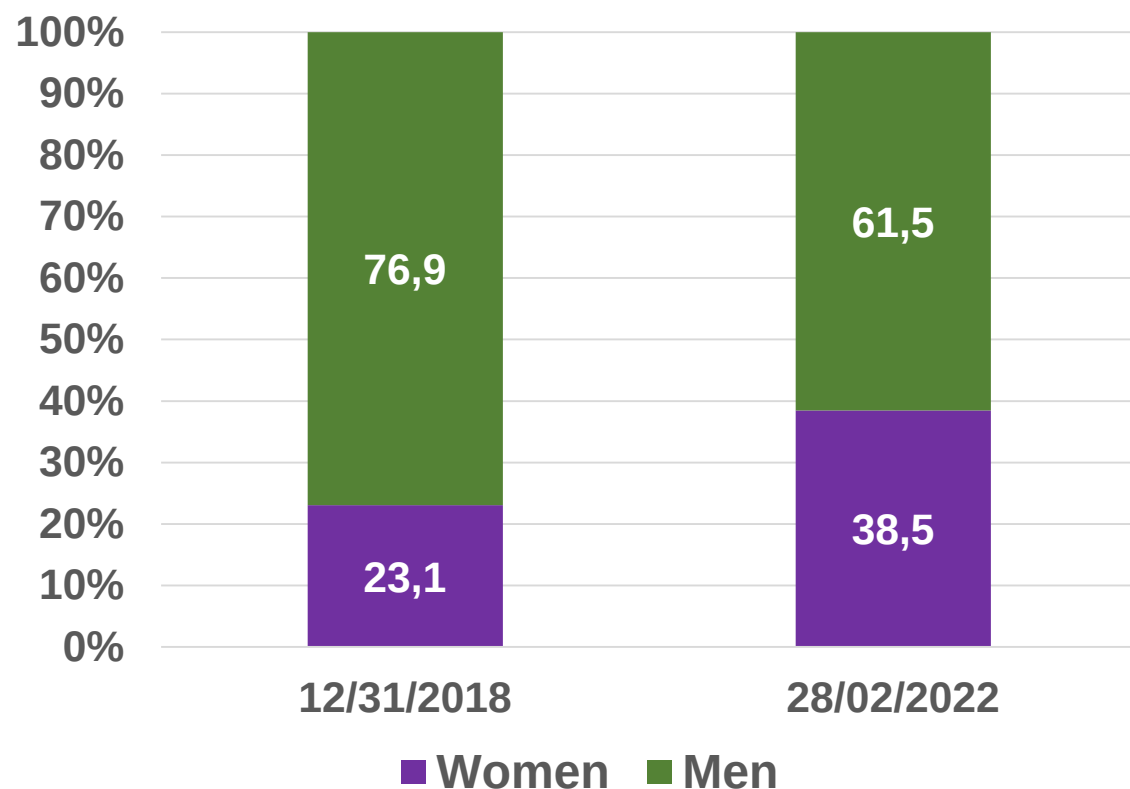
Women’s leadership and participation within the school’s decision-making bodies in 12/31/2018 and February 2022



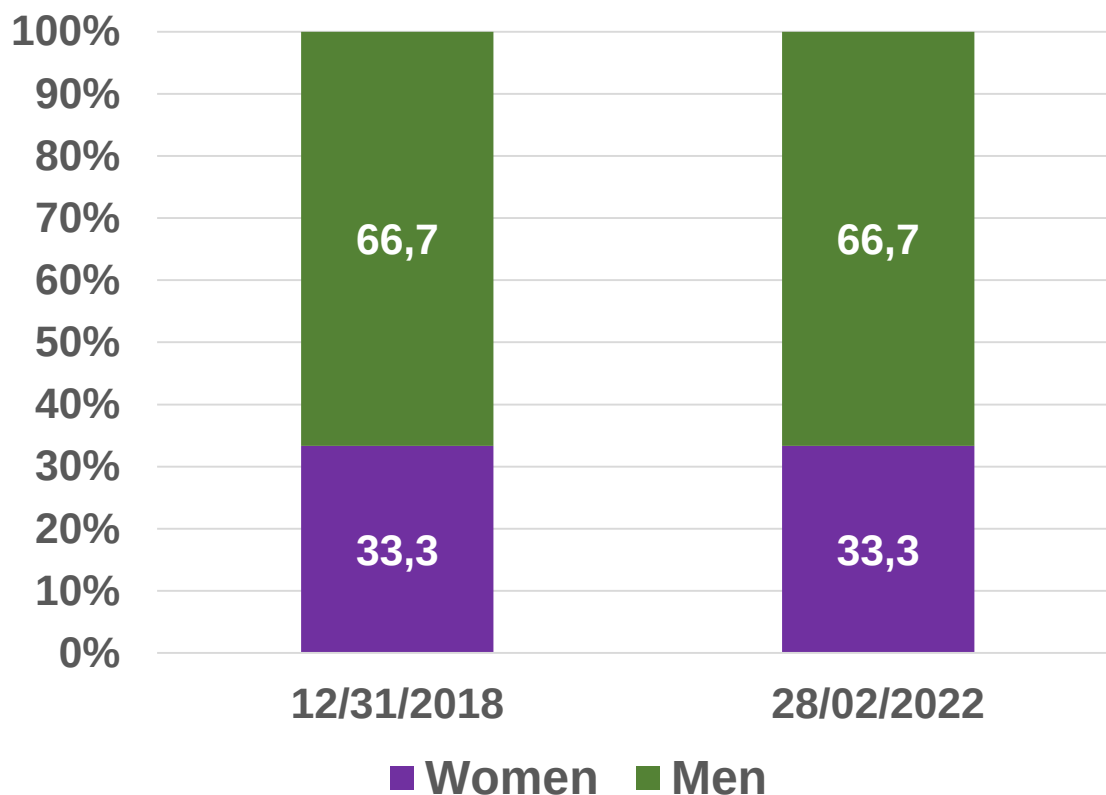
Dean of School				
Position	12/31/2018		28/02/2022	
	Women	Men	Women	Men
Dean	1	0	0	1
Deputy Dean	-	1	1	1
Total (%)	50.0	50.0	33,3	66,7

Women's leadership and participation within the school's decision-making bodies in 12/31/2018 and February 2022

Composition of IGOT's Scientific Council
(12/31/2018 - 28/02/2022)



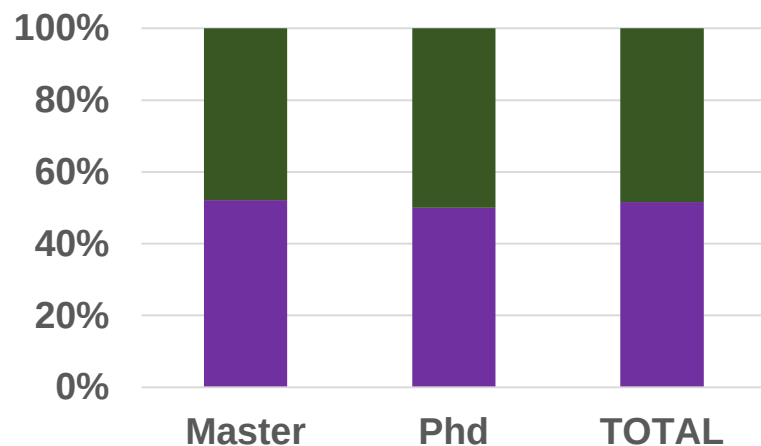
Composition of IGOT's Pedagogic Council
(12/31/2018 - 28/02/2022)



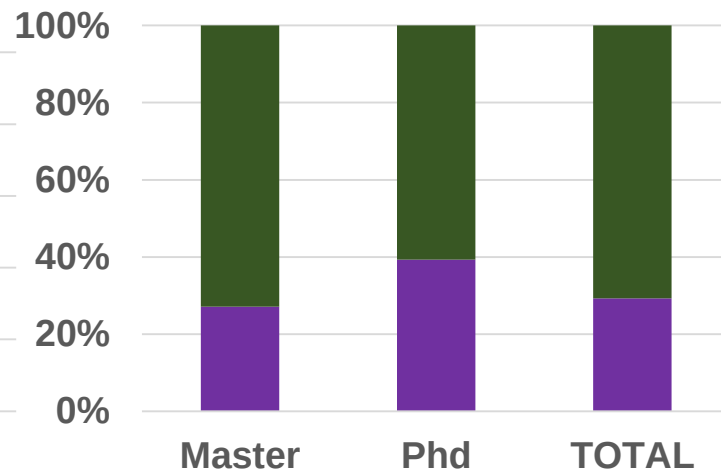


MASTER AND PHD THESES CONCLUDED IN IGOT, 2016 – 30TH JANUARY, 2019 & 2021, By sex of author, supervisor and Jury members

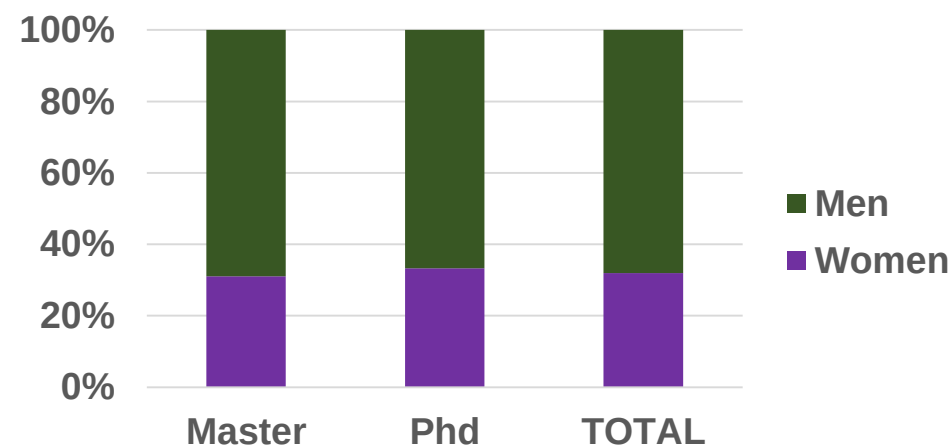
Author, by sex
2016-30th January, 2019



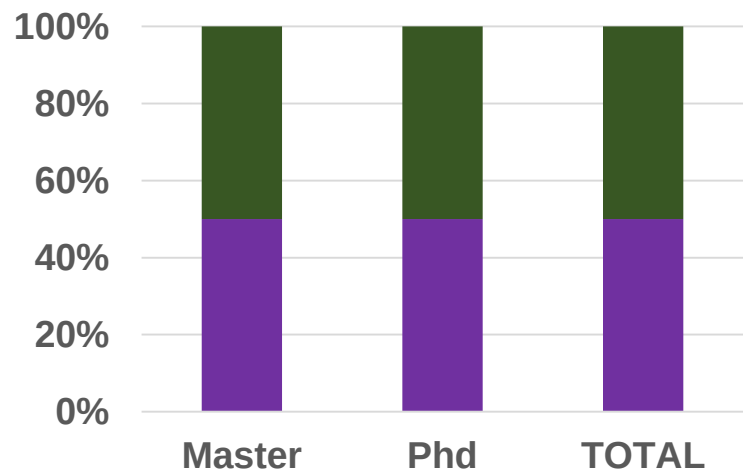
Supervisor, by sex
2016-30th January, 2019



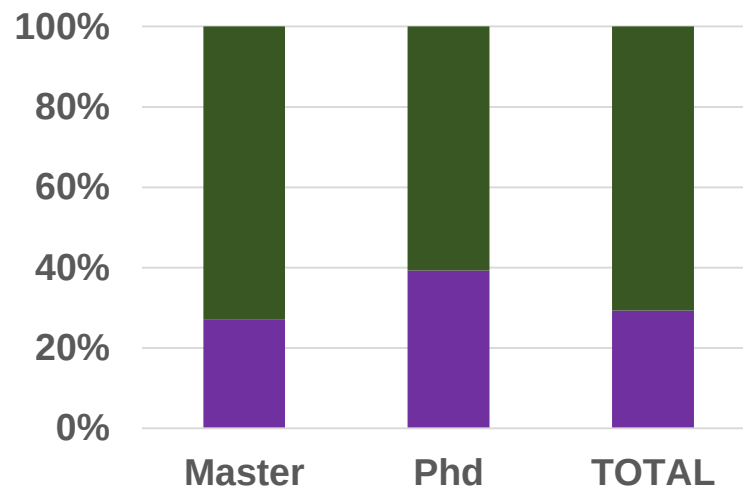
Jury members, by sex
2016-30th January, 2019



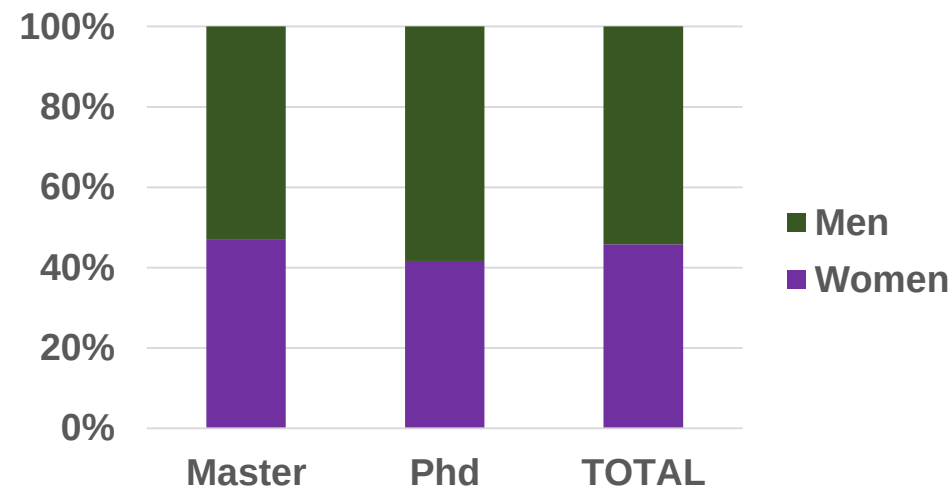
Author, by sex, 2021



Supervisor, by sex, 2021



Jury members, by sex, 2021



Recruitment and academic career progression:

Teaching staff, by rank (31/12/2018 – 31/12/2021)

	31.12.2020					31.12.2021				
Category	Women		Men		Total	Women		Men		Total
	N.º	%	N.º	%	N.º	N.º	%	N.º	%	N.º
Full Professor	2	40.0	3	60.0	5	1	25.0	3	75.0	4
Associate Professor	4	44.4	5	55.6	9	3	30.0	7	70.0	10
Assistant Professor	5	31.3	11	68.8	16	7	39.0	11	61.1	18
Guest Assistant Professor	1	33.3	2	66.7	3	1	50.0	1	50.0	2
Guest Assistant	0	0.0	0	0.0	0	0	0.0	7	100.0	7
Total	12	27.9	31	72.1	43	12	29.3	29	70.7	41

Increasing vertical segregation

Gender in Research and the CV

Gender in research:

- Establishment of a working group for mainstreaming gender in research.
- Training related to: research funding skills; the balanced composition of research teams; the inclusion of a gender perspective within research projects; and the economic, social and innovation value of gender equality.
- The Isabel André Prize for Gender Equality in Geography (biannual prize) was launched.



Inclusion of gender perspective within curricula:

- Establishment of a working group for mainstreaming gender in the curriculum.
- Promotion of training workshops
- the number of courses which incorporate a gender perspective increased from 4 In 2018/19 to 19 In 2021/22.

Degree programmes	2018/19	2021/22
Undergraduates	3	13
Master	1	19

Main achievements

Work-personal life balance

- ✓ Establishment of a working group to identify problems and promote gender-responsive interventions.
- ✓ Adjustment of work meetings and commitments to take place during working hours and online meetings have been encouraged.
- ✓ Revision of the Regulation of Working Hours and Flexible Working Arrangements for administrative staff.

Sexism and sexual harassment

- ✓ Creation of specific mechanisms for filing complaints in case of discrimination, moral harassment, sexual harassment and other violence in the work/study environment.
- ✓ Training and awareness raising on sexual and moral harassment.

Resistances: What?

Leadership and decision-making

- ✓ Gender stereotypes and the gendered distribution of unpaid labour
- ✓ “no one is prevented from applying for a leadership position”.
- ✓ Fulfilling quotas specified in legislation reluctantly
- ✓ Fear of losing power and privilege

Recruitment and academic Career progression

- ✓ High resistance to positive actions
- ✓ Meritocracy arguments
- ✓ Confidence gap

Work-life balance

- ✓ Strong focus on presentiality
- ✓ Prevalence of the idea that WLB can be instrumentalised to other purposes

Gender mainstreaming

- ✓ “Professors have academic freedom on course design.
- ✓ Gender is a burden for the research community-
- ✓ The imposition of gender perspective is perceived as a distract from the real research.

Sexual harrassment

- ✓ Lack of information.
- ✓ Lack of confidence that institution will tackle the problem.

Resistances

What?

- ✓ Trivialisation of gender equality
- ✓ Gender fatigue
- ✓ Refusal to accept responsibility (“the imbalance between men and women at the Institute is a reflection of wider social inequality”)
- ✓ Formal compliance without cultural change

From Whom?

- ✓ Faculty and researchers (men and women)
- ✓ Students
- ✓ Some people in positions of power

Thank you