Gender in UVT - Annual Progress Report
West University of Timișoara, 2023

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Overview

West University of Timisoara (WUT) commits to the European standards of policy and practice regarding gender equality.

The WUT Gender Equality Plan (GEP) implementation involves going through several stages, such as: an audit phase, a planning stage, an implementation stage, a monitoring and evaluation phase.

This report is intended to present the progress of WUT GEP implementation in 2023. It provides key actions, recommendations and conclusions, that will allow adjustments and improvements for the 2024 action plan.

After several consultations with international and national consortia of institutions and organizations working on implementing GEPs, we invested a considerable amount of time on improving and standardizing the data collection instruments, such as internal procedures for collecting gender identity (and more broadly diversity and inclusion) data in administrative procedures, developing a comprehensive survey for all research and teaching staff (including PhD students and external collaborators), and we are correlating our efforts with international initiatives on developing a survey dedicated to students. We expect the quantitative data to be collected by May 2024 and qualitative data by December 2024. Also, we plan a redesign and expansion of the pilot mentoring program we tested in 2022-2023.

In December 2023, a teamwork was nominated to develop the second edition of WUT GEP.

In 2024, we are in the process of joining the INSPIRE Community of Practice, uniting and international consortium of universities and research centers dedicated to sharing knowledge and best practices around GEP implementation.

Targeted Indicators

Leaders and Decision-Making Bodies

Recruitment and Career Progress

Work-Life Balance

Research

Students and Teaching

Leaders and Decision-Making Bodies

Roles in Decision-Making Bodies

	Women	Men	%Women	%Men
Monocratic role per gender (Rector, Director General)	-	2	-	100%
Directors of Department and degree course per gender	**14**	25	**36%**	64%
Gender composition of the Board of Governors	**3**	6	**33%**	67%
Gender composition of recruitment and promotion committees	on average		50%	50%

Action Tips

More women candidates for positions of Rector, Director General and Department Directors are needed and need to be supported. Regarding this fact, is intended to be identified and popularised the good practices of female rectors, general directors and department directors.

List of Gender sensitive Resources available in the University

Available Resources

✔ Internal Order Regulation (ROI) & Collective Labor Contract (CCM)

✔ Contact offices for gender equality issues: HR Department, Ethics Committees

✔ Information in job advertisements in research fields

✔ Regular collection of gendered data and publication of an annual gender report.

✔ Existing targets for women in governing boards and committees

✔ Existing targets for women applying as managers or high-level staff

✔ Existence of a policy/protocol for sexual harassment/gender-based violence (GBV)

✔ Equality days/events or Awareness-raising efforts on gender equality through materials, conferences, briefings, etc. addressed to a wider public

✔ The Interdisciplinary Research Center on Gender Issues & the Gender Studies journal.

Missing Resources

◻ Information in marketing and outreach materials

◻ Agenda on the website

◻ Awareness raising training policies on gender issues of members of recruitment selection committees, HRM, decision makers, public communication officers and staff

◻ Social budget/sustainability budget including gender equality issues

◻ Public directory of resources: gender expert database, lists of relevant guidelines, manuals, reports, extensive bibliographic references

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Recruitment and Career Progress

Recruitment and Career Progress

In 2022 and 2023, we developed a pilot mentoring program with 5 professors as mentors and 10 PhD students, as well as early career researchers from different faculties, as mentees.

In 2023 were taken actions in order to develop policies and processes for flexible work, including remote work regarding the employee that have the special (sensitive) condition of taking care of elder persons or kids. A teamwork from different administrative departments and multidisciplinary fields was drawn up for this key action.
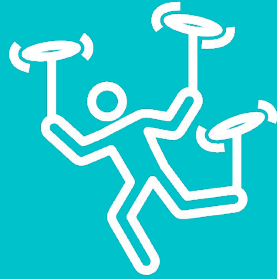
Work-Life Balance

List of Gender sensitive Resources available for work-life balance

Available Resources

✔ Gender Equality Plan

✔ Mentoring program

✔ Existing policy on recruitment and/or gender balanced careers of administrative personnel (e.g., career schemes; leadership trainings etc.)

✔ Canteen with takeaway service; gyms, yoga or sports courses, book clubs, agreements with external services as benefit for staff

✔ COVID19-related policies/services/measures aimed to support the categories most sensitive to the effects of the pandemic crisis

✔ Adaptation of meeting times to workers' needs related to care (at the departmental or organization-wide level)

✔ Official policy on flexibility arrangements (work in progress)

Missing Resources

 Lactation room

 Nursery

 Elderly care assistance

Research

WUT is in full process of implementation of Human resources strategy for researchers (HRS4R) in order to implement the Charter and the Code of Conduct in the recruitment of researchers. The adoption and implementation of the principles stated in these documents will contribute to improving the level of attractiveness of the institutions for researchers. Institutions adopting the Charter and the Code following application strategy are rewarded by the European Commission with the HR Award of Excellence in Research (HR Excellence in Research Award). In this process, an internal diagnosis is carried out that will contribute with results to the indicators targeted in WUT GEP.

The *Center for counseling and guidance in the career of a researcher - the western region* is a project implemented by WUT carry out actions with a special attention to the gender dimension in the research career and in the content of research.

Regarding this indicator, we disseminated good practices of successful men and women in research career indenting to raise awareness on feminine models but also on gender diversity in research teams.

In 2023, the Faculty of Physical Education and Sports became an active part of the „SUPPORTER- SecUring sPORTs Education thRough innovative and inclusive Gender Equality Plans".

Research on Gender

The Interdisciplinary Research Center on Gender Issues & the Gender Studies journal.

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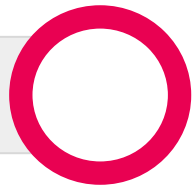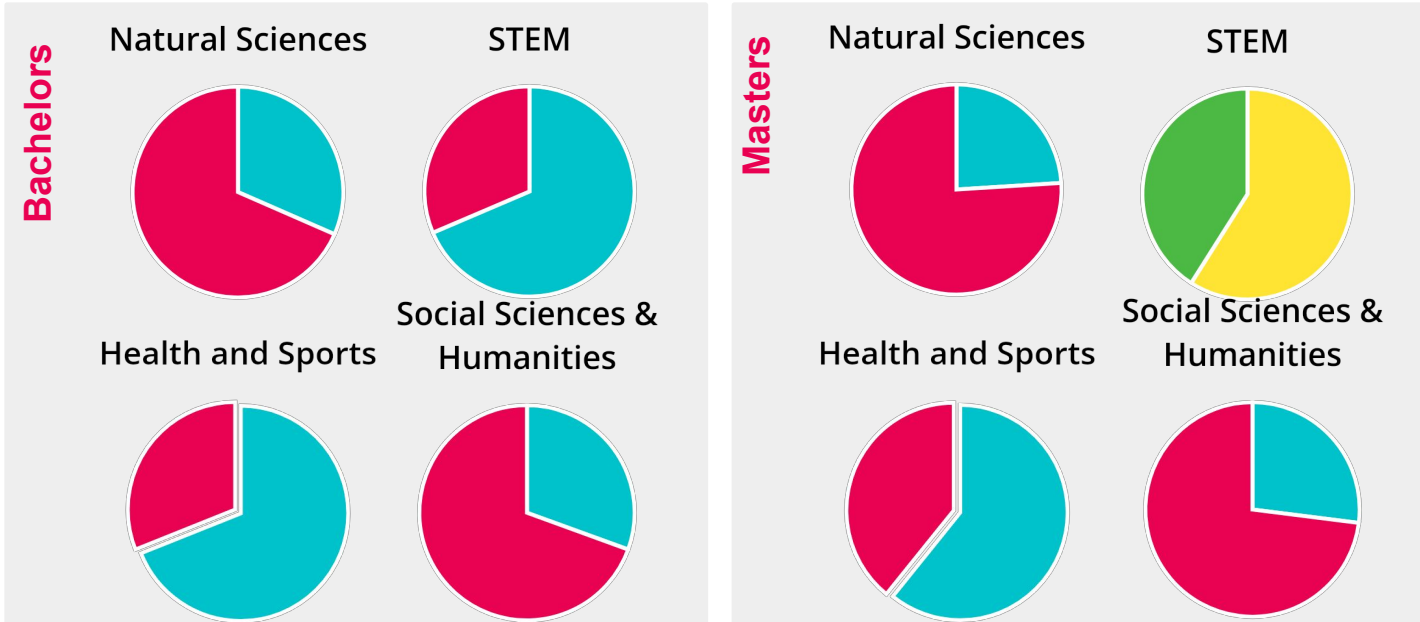
Students and Teaching

Recruitment patterns by Faculty

	Bachelors		Masters	
	Women	Men	Women	Men
Faculty of Arts and Design	72%	**28%**	71%	**29%**
Faculty of Chemistry, Biology and Geography	⬈71%	**29%**	⬈73%	**27%**
Faculty of Law	73%	**27%**	69%	**31%**
Faculty of Economy and Business Administration	⬈58%	42%	46%	54%
Faculty of Physical Education and Sports	**31%**	⬈69%	**34%**	⬈66%
Faculty of Physics	▬46%	▬54%	46%	⬈54%
Faculty of Letters, History and Theology	74%	**26%**	77%	⬈**23%**
Faculty of Mathematics and Informatics	▬**31%**	▬69%	▬**38%**	▬62%
Faculty of Music and Theatre	59%	41%	58%	42%
Faculty of Sociology and Psychology	⬈86%	**14%**	88%	**12%**
Faculty of Political Science, Philosophy and Communication Sciences	66%	**34%**	▬66%	▬**34%**

In bold are highlighted faculties which under-represent a certain gender (Oct 2023).

Arrow shows increasing with over 3% comparing to previous data. Equal shows similar percents compared to previous data.

Recruitment patterns by field of study

Bachelors

Natural Sciences

STEM

Health and Sports

Social Sciences & Humanities

Masters

Natural Sciences

STEM

Health and Sports

Social Sciences & Humanities

Action Tips
The university can set cultural norms though promotion of gender-neutral professions and examples of good practice of both women and man in recruitment processes.

Strengths

Majority women students	Majority women research and teaching staff	Course offerings in BA & MA
Available resources	Mentoring program	Research center and journal on gender issues
Interest in gender issues research	Flexible work arrangements	No gender gap in promotion and success rates in research funding

Recommendations

Policies and Processes

Develop official documents to make explicit the institutional support for gender issues (e.g., harassment, mobility, etc.)

Mentorship & examples of good practice

Exposing the community to role models and examples of good practice

Awareness raising events and activities

Organize gender-oriented events and activities for the community, to raise awareness and invite for inclusion

18

Key Takeaways

| 1 | Communication & Dissemination | In 2023 we focused our communication efforts with the management and administrative layers of the university, to inform them about recurrent data collection efforts and objectives, and we sampled opinions for the need of a mentoring program form the community of professors, researchers and students. In 2024, we aim at developing the communication and dissemination efforts to the entire WUT community. |

| 2 | Mentoring | In 2022-2023 we started the pilot Mentoring Program at WUT with 5 mentors and 10 mentees. We plan on extending this program in the fall of 2024, to include more mentors and mentees and a series of activities to raise awareness, co-create and co-design further steps of the GEP implementation. |

| 3 | Indicators & Data collection | The WUT GEP objectives and established indicators implementation will continue in 2024. This year, we introduce a new data collection instrument, to complement the objective administrative data with subjective experiences from employed staff and current students. |

19

Key Takeaways

4	Need for more formal procedures	We continue our efforts to communicate about the need for more formal procedures around issues such as flexible work conditions for people with disabilities, children, and elderly care duties.
5	Need for a Commission for Equal Chances	We need a formal body to monitor, evaluate and regulate equal opportunities for all in the university.
6	Need for community activities	In several contexts the need for shared community activities was highlighted. As such, we plan on surveying the community and co-create a year-long plan of activities to raise awareness, exchange examples of good practice, offer advice and support understanding.

Quantitative & qualitative indicators monitored and evaluated

LEADERS AND INSTITUTIONS: Decision Making Bodies (Inst)

1.1 Monocratic role per gender (Rector, Director General)

1.2 Directors of Department and degree course per gender

1.3 Gender composition of the Board of Governors

1.4 Gender composition of recruitment and promotion committees

1.5 Existence of Gender sensitive language and images' policies for institutional documents and official communication

1.6 Existence of a gender equality person/group of people/office with reference for gender equality matters

1.7 Existence of awareness raising training policies on gender issues of members of recruitment selection committees, HRM, decision makers and public communication officers or other TA staff. Does a policy on awareness training on gender sensitive issues exist: General Management

1.8 Regular collection of gendered data and publication of an annual gender report. Does a regular collection of gendered data accompanied by a publication of an annual gender report exist in the institution for 2023 and the last 3 years?

1.9 Existing targets for women in governing boards and committees. Do targets for women in governing boards and committees exist?

1.10 Existing targets for women applying as managers or high-level staff. Do targets for women applying as managers or high-level staff exist?

1.11 Existence of a policy/protocol for sexual harassment/gender-based violence (GBV). Does a policy/protocol for sexual harassment/gender-based violence (GBV) exist?

1.12 Equality days/events or Awareness-raising efforts on gender equality through material, conferences, briefing etc. addressed to a wider public. Do Equality days/events or Awareness-raising efforts on gender equality exist?

1.13 Gender equality plan. Does a Gender equality plan or alike exist in the institution for 2023 and/or the last 3 years?

1.14 Gender equality is mentioned in official documents

1.15 Existence of a social budget/sustainability budget/other form of periodical report including gender equality issues

1.16 Support materials such as guidelines, manuals (generic or specific) available concerning gender equality issues

1.17 Existing directory of resources: gender expert database, lists of relevant reports, extensive bibliographic references

RECRUITMENT AND CAREER PROGRESSION for RESEARCHERS and TEACHING STAFF (Inst/Dep)

2.1 Number of female Research Fellow out of the total by field of research OR department (Grade D)

2.2 Number of female PhD students out of the total by field of research OR department (Grade D)

2.3 Number of female and male Researcher by field of research OR department (Grade C)

2.4 Number of female and male Associate Professor by field of reserch OR department (Grade B)

2.5 Number of female and male Full Professor by field of research OR department (Grade A)

2.6 Existence of Mentoring Programs

2.7 Existing targets in selection committees

2.8 Existing policy on recruitment and/or gender balanced careers of scientific personnel (e.g. career schemes; leadership trainings etc.)

2.9 Gender distribution amongst TA staff at different qualification levels (B,C,D, EP). Percentage of women out of the total of TA staff.

2.10 Existing policy on recruitment and/or gender balanced careers of administrative personnel (e.g. career schemes; leadership trainings etc.)

2.11 Pay gap for each professional level within the organization

2.12 Average of years in the same professional level by gender

2.13 Promotion Rate by gender and field and grade/level

WORK-LIFE BALANCE (Inst)
3.1a Existing work life balance policies/services/measures
3.1b How many people in the organization benefit from each services, disaggregated by gender, grade (professors and researchers) and level. For both TA Staff and Researcher and Professors, in two separate figures.
3.1c How many women and men there are in TA staff and Researcher and professors , in separate figures.
3.2 Percentage of technical and administrative staff that benefit from parental leave. How many women out of the female TA staff benefit from parental leave in proportion to the total? In %? How many men out of the male TA staff benefit from parental leave in proportion to the total? In %?
3.3 Percentage of teaching staff that benefit from parental leave by gender. How many women and men (Teaching staff) benefit from parental leave in proportion to the total? In %?
3.4 COVID19-related policies/services/measures aimed to support the categories most sensitive to the effects of the pandemic crisis
3.5 Expenses for contribution for the enrolment of children in nurseries
3.6 Expenses for Child bonus
3.7 Flexibility arrangements
3.8 Adaptation of meeting times to workers' needs related to care (at the departmental or organization-wide level)

RESEARCH (Inst)
4.1 Number of PhD thesis including the sex and gender dimensions per field of research ; absolute number of all thesis discussed in one year.
4.2 Number of gender-related fellowship awarded per field of research; absolute number of all fellowship awarded in one year.
4.3 Number of empowerment trainings for career progression
4.4 Number of Research Centres in Gender and Women Studies
4.5 Number of applicants and beneficiaries of research fundings by gender; total number of tenured staff by gender
4.6a Funding success rate differences by international level
4.6b Funding success rate differences by national level
4.7 Total amount of research fundings by gender

STUDENTS AND TEACHING (Inst/Dep)
4.8 Percentage of female students out of the total of students per department/area (Bachelor and MA) and total number of female and male students
4.9 Degree performances disaggregated by gender.
4.10 Number of teaching courses including the sex and gender dimensions (undergraduate and graduate); total numbers of courses (BA and MA)
4.11 Gender-related learning activities by field of research and a.ys.
4.12 Master Degrees in Gender and Women Studies

Qualitative indicators	
Socio-demographic information	1.1 Gender self-identification 1.2 Age 1.3 Number and age of children 1.4 Other persons in care 1.5 Life partner situation
Current work and professional life	2.1 Year of employment start 2.2 Academic role 2.3 Years in position 2.4 Office versus remote work 2.5 Satisfaction with job 2.6 Satisfaction with employer
Employment	3.1 Problems with employment 3.2 If yes, how were they solved 3.3 The role of the University in encouraging diversity, equity and inclusion in employment selection processes
Productivity levels	4.1 Level of professional productivity indicators in the past 5 years 4.2 Difficulties in productivity in the past 5 years 4.3 Working over the weekends 4.4 Working over-time 4.5 Other contractual obligations/employment outside WUT 4.6 Role of University in supporting staff productivity
Promotion	5.1 Problems with job promotion 5.2 If yes, how were they solved 5.3 Role of the University in promotion processes

Qualitative indicators	
Mobility	6.1 Difficulties in accessing mobility opportunities 6.2 If yes, how did they solve them 6.3 Role of University to facilitate mobilities for staff
Flexibility	7.1 Work flexibility problems 7.2 If yes, how were they solved 7.3 Role of University in facilitating work flexibility
Communication	8.1 Difficulties in communication 8.2 If yes, how were they solved 8.3 Role of University in communicating effectively
Gender policy	9.1 Awareness and knowledge of existing gender equity resources in the university
Family responsibilities and mental health	10.1 Personal responsibilities in the past 5 years 10.2 Personal support for responsibilities 10.3 Work-life balance 10.4 Role of University in supporting staff with significant family responsibilities
Mentoring and work environment	11.1 Psychological safety at work 11.1 Self-reported mental health 11.3 Types of time off
Discrimination and sexual harassment	12.1 Involvement in mentoring relationships 12.2 Personal development 12.3 Relationship with colleagues 12.4 Relationship with students
Professional details	