



UNIVERSITY OF CRETE

Gender Equality Plan (2022-2024)



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GEP Supervisors

George Kossioris, Deputy Rector for Academic Affairs
UoC Gender Equality Committee (GEC)

Organization – Oversight – Text Editing

Katerina Dalakoura, Anastasia Diakatou, Kyriaki Thermos

Investigation*– Study – Text

Katerina Dalakoura, Anastasia Diakatou, Kyriaki Thermos, Olga Themeli, Helen Fournaraki, Irene Aboumogli (graduate student, GEC associate member)

*Contributors to the investigation into human resources and discrimination/harassment at the UoC: Panagiota Fatourou (GEC member), Zacharoula Kasseris and Eva Anastasiadi (former GEC members).

Translation

Kyriaki Divini, Irene Havredaki (Specialized Teaching Staff), Rosemary Tzanaki

Translation Editing

Rosemary Tzanaki

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Foreword

The University of Crete (UoC) bases all its activities on universal principles and values, respect for human rights and liberties, personal dignity, justice, solidarity, and merit. It consistently aims to create an environment of high-quality studies, research, and employment. The attainment of this goal presupposes the assurance that no person is excluded, and the awareness that unequal participation on the basis of gender is detrimental to scholarship, research, and innovation.

Within the framework of these principles, the University promptly incorporated principles and mandates of the national and European legal framework regarding equality and its substantive implementation. In line with the provisions of Law 4589/2019, article 33 (Government Gazette issue 13/v. A/29-01-2019), the University established the Gender Equality Committee (GEC) by decision of the Senate and took measures to support the Committee in its work (financial and legal support; assistance by the University administrative services). Efforts are being made to structure and restructure the UoC regulatory documents (Code of Ethics and Good Practice, Funding and Management Guide) to include the principles of equality and inclusion. Equality-related activities are also systematically included in the annual and/or four-year plans of the University.

Although much has been achieved, the University still faces numerous challenges. The UoC Gender Equality Plan for 2022-2024 sets out priorities and actions which, based on the study of the specific circumstances and characteristics of the Institution, aim to further investigate the data pertaining to education, research, recruitment, and employment conditions, as well as conscious and/or unconscious bias and discrimination within the Institution. The planned actions are also intended to raise awareness of equality issues among all who work and study at the University, to create conditions conducive to the promotion of equality, and to put the principles of equal coexistence, respect for all and acceptance of all into actual practice.

Achieving gender equality requires a long-term, conscious, and honest effort to bring about change. Through the design and implementation of the Gender Equality Plan, the University of Crete has laid the initial solid foundations to this end. Based on annual monitoring and evaluation of its outcomes, the University's path to equality will continue to be reshaped, in the conviction that the implementation of the GEP will be to the benefit of all and advance academic knowledge, innovation, and excellence.

Professor George Kossioris

Deputy Rector of Academic Affairs, Lifelong Learning,
International Relations and Outlook

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Introduction

Respect for human rights constitutes a fundamental obligation of every State based on the rule of law. Discrimination against *women* in particular, and against any person generally, violates the principles of *equal rights* and *respect* for human dignity.

The principle of gender equality is enshrined in both the Greek Constitution (article 4 § 2) and the UN Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) which was signed by Greece on March 2, 1982 and incorporated into Greek law (Law 1342/83). Moreover, international conventions, optional protocols and European Union Directives have been ratified by and incorporated into Greek law, underlining the fact that in the Greek legal order the protection of the principle of gender equality is both a fundamental obligation and an imperative necessity.

Law 4604/2019 “On substantive gender equality, prevention and combating gender-based violence” introduced gender mainstreaming. The gender perspective is included in all areas of private and public life, especially the political, social, economic, and cultural spheres. Provision is also made for actions at ministerial level for the incorporation of the principle of gender equality and the gender perspective in public policies. Moreover, Law 4589/2019, article 33 mandates the establishment of Gender Equality Committees in Greek Higher Education Institutions (HEIs).

Unfortunately, despite the legislative provisions, our country has not achieved the corresponding outcomes. According to the Women, Peace and Security Index recently published by the Georgetown Institute for Women, Peace and Security (GIWPS) and the Peace Research Institute Oslo (PRIO), Greece is ranked 45th out of 170 countries that participated in the research, and last in the group of developed countries. The worst performance is noted in employment and financial inclusion.¹

Further, according to the European Institute for Gender Equality (EIGE), Greece was ranked last among EU member states on the Gender Equality Index with a score of 52.5 out of 100 points. The country’s score increased by just 4.4 points from 2005 to 2017 (+1.2 points compared to 2015). Despite this slight improvement, Greece dropped one place from its 2005 ranking.

It is particularly interesting to note that the deepest inequalities have been identified in the domain of power. Greece ranked 27th among EU countries, 28 points behind the EU average. However, improvements are observed in all the sub-domains of power, with the greatest in that of political power.

Furthermore, Greece faces the most significant challenges regarding gender equality in the sub-domain of economic power. Women form 9% of the governing boards of the largest publicly listed companies and 8% of the board of directors of the Central Bank of Greece (compared with 7% and 0% respectively in 2005). Women account for 13% of the boards of directors of research funding organizations, 20% of board members of public radio-television broadcasting organizations, and just 10% of the members of higher decision-making bodies of national Olympic sports organizations.

¹For further details, see Georgetown Institute for Women, Peace and Security and the PRIO Centre on Gender, Peace and Security <https://giwps.georgetown.edu/the-2021-women-peace-and-security-index/>

Lastly, it is worth underlining that the uneven concentration of women and men in various sectors of the job market is an ongoing problem: 23% of women, compared to 8% of men, work in the education, health and social welfare sectors. Fewer women (4%) than men (20%) work in science, technology, engineering and mathematics (STEM). Generally, the percentages of both women and men working in STEM professions in Greece are very low compared to other EU member states.

A similar picture emerges from the 2020 European Commission (EC) report on higher education². The gender equality situation in our country appears to be reflected in our universities. In the 2020 EC report, which includes data on the 27 member states, Greece presents one of the lowest percentages of women among HEI faculty members (35.1% compared to the 41.3% EU average). It is noted that the number of female faculty members is higher in “feminized” disciplines (social sciences and humanities) and considerably lower in science and technology disciplines, which are socially typified as more “masculine”. It is noteworthy that, although the majority of university graduates are women and there is an equal proportion of female and male PhDs, the presence of women in higher education teaching and research is limited; indeed, the number of women decreases in higher academic positions. The same is true of participation in university committees and the governing bodies of schools and departments.

It appears that progress towards gender equality, both in the general population and in universities in particular, has been minimal or negligible in Greece since 2000. Although Greece’s score on the Gender Equality Index improved in 2005-2017, it nevertheless remains much lower than the EU average. Greece has progressed at a slower pace compared with other EU member states, meaning that the gap between our country and the rest of the EU has widened over time. One significant and promising sign is that Greece’s score has increased in the domain of knowledge (+8.5 points).³

Combating discrimination cannot be achieved solely by means of legislation and theoretical approaches, nor is it dictated mechanistically through legal mandates, international day celebrations and grandiose festivities. It is imperative that the existing laws – which frequently remain dead letter laws – be implemented and that all possible measures be taken to ensure the adoption of a different legal culture, capable of promoting substantive gender equality and combating every form of discrimination, and contributing to the changing of persistent and deeply rooted gender attitudes, perceptions, and biases. For example, it is not enough to merely ratify (through the recently enacted Law 4808/ 2021) the International Labour Organization Convention No. 190 on the elimination of violence and harassment in the world of work, which was adopted by the International Labour Organization at its Session in Geneva on June 21, 2019. *Both* the vigorous implementation of the relevant provisions *and* accompanying measures, procedures and institutions are required to protect workers and enable the exercise of their rights, while raising awareness and informing workers and employers on the prevention, tackling, and elimination of such incidents in future.

In the framework of this approach, and given the slow progress observed in the field of gender equality in the European Union as a whole, the EC and the European Research Area and Innovation Committee (ERAC) have incorporated in a clear and binding manner the principle of gender equality in the strategic planning and goals on education, research, and innovation for the period 2021-2025. The attainment of these goals is pursued through the principles for the establishment of the new European Research Area (ERA), the commitment of

² For further details, see https://ec.europa.eu/info/publications/she-figures-2018_el

³ All data are drawn from the She Figures 2018 (2019) European Commission report; see pp. 118, 121, 131, 128.

the member states to these principles (with the formulation of National Road Maps [NRMs]), and EU funding instruments (Horizon2020, Horizon Europe).⁴

On the basis of these statutory texts, higher education institutions and research centers are called upon to revise their education and research strategies and plan structural changes regarding the management of human resources, funding, decision-making, and evaluation procedures, aiming for inclusion and equal gender participation in academic knowledge, professional development, and research. Gender Equality Plans, as instruments for structural change in HEIs and research centers, constitute EU directives, binding countries and their academic and research institutions to the strategic European goals for equality, as well as being an eligibility prerequisite for European research funding as of 2022.⁵

Through the design, implementation and monitoring of its Gender Equality Plan (GEP), the University of Crete aims to serve and advance gender equality in the academic life of the Institution (in administration, education, research, communication, interaction among its members), and to strive to safeguard the principle of acceptance of diversity, denouncing all forms of discrimination and fostering a culture of inclusion. It also seeks to reduce inequalities in professional development, to mitigate discrepancies between men and women in research, and to achieve a higher share of women in administration and decision-making positions, thus contributing to the promotion of research, the advancement of scientific knowledge and innovation, and the creation of an equal academic community. These goals will be pursued by means of systematic recording and monitoring of all data.

The UoC Institutional Framework for Gender Equality

In the Greek legal order, the protection of the principle of gender equality is, as stated above, a fundamental obligation and an imperative need. In this spirit, adhering to legislative requirements (Law 4589/2019, article 33, Government Gazette issue 13/v. A/29/01/2019), the Senate of the University of Crete has established a Gender Equality Committee (GEC) comprised of volunteers. The GEC is an advisory body to the Senate and the administrative bodies of the Schools and Departments on the advancement of equality at all levels of operation and in all aspects of academic life. It is composed of nine members who serve for a term of three years. Inter alia, the GEC formulates action plans for the promotion and safeguarding of substantive equality within the educational, research, and administrative procedures of the Institution, proposes measures for furthering equality and combating sexism to the appropriate bodies, promotes the preparation of studies and research pertaining to the issues within its scope, and provides assistance to victims of discrimination when they report discriminatory treatment.

Given that the University of Crete fully respects women's rights – taking every appropriate measure for the elimination of every form of discrimination – it has incorporated the requirements and fundamental principles which the GEC is called upon to serve following its establishment and operation in the new *Code of Ethics and Good Practice of the University*. Thus “any form of gender-based violence, bullying or harassment, verbal,

⁴ European Commission, Gender equality in research and innovation, https://ec.europa.eu/info/research-and-innovation/strategy/strategy-2020-2024/democracy-and-citizens-rights/gender-equality-research-and-innovation_en. Regarding the member-states' commitments under the NRMs, see for example the Greek NRM: Ministry of Education, Research and Religious Affairs / General Directorate of Research and Technology, *National Action Plan for Gender Equality, 2021-2025*, Athens, November 2021. European Commission, Horizon Europe Work Program 2021-2022: 13. General Annexes (European Commission Decision C(2021)1940 of 31 March 2021).

⁵ European Commission, Horizon Europe Work Program 2021-2022, *ibid*.

*mental or physical, which violates personal sexual freedom and sexual dignity is morally unacceptable and should be treated with zero tolerance by the members of the academic community”.*⁶

Moreover, the *Code of Ethics for Gender Equality in Research of the University of Crete* (CEGER, endorsed by Senate Session 472/18.11.2021) stipulates that it is based on three pillars: (a) gender equality in research, (b) respect for diversity in the research environment, and (c) gender-based good practices. Indeed, the main goals proposed, in accordance with EU and ERA policies, are: “(a) the strengthening of representation and retention of women in research, paying particular attention to sectors in which women are under-represented, and (b) the integration of the gender aspect and perspectives in research and innovation, in cases where the research relates to or has an impact on humankind.”⁷

In the *Organization Plan of the University of Crete*, in line with the fundamental principles and values of the Institution, it is specified that “any discrimination related to race, color, gender, age, nationality, ideology, personal life choices, religion, or any lawful social perception and practice is unacceptable”. Indeed, among its fundamental ethical principles, the Organization Plan stipulates that “in the performance of academic work, any type or form of discrimination against those to whom that work is addressed, based on nationality, race, origin, language, gender, religion, private life, sexual orientation, physical ability or socioeconomic status, must be avoided”.⁸

Last, the fundamental principle of Gender Equality in general has influenced the *UoC Institutional Policy of Research Funding*, as set out in the recent Funding and Management Guide of the Special Account for Research Funds of the University of Crete (Government Gazette issue 5550/17.12.2020, decision no. 14436), following the decisions of the Research Committee (Session 656/2.11.2020) and the Senate (Session 445/19.11.2020). Thus it is stipulated, inter alia, that the Research Funding Program seeks to develop and support research ensuring the implementation of the University Code of Ethics for the promotion of gender equality in all structures and academic/research procedures.⁹

In addition to the general regulatory documents of the Institution, individual provisions concerning equality are gradually being formulated and implemented by the services of the Institution and the GEC, such as the publication of a Guide to the Use of Gender-neutral Language in university documents and correspondence, a Guide on Dealing with Sexual Harassment, etc. Specific reference is made to these provisions in Chapter 2, in each priority area presented therein.

⁶ Code of Ethics and Good Practice of the University of Crete, article 1, para. 4. See also article 2, paras 9, 10 & article 5, paras 5, 7, 8.

https://www.uoc.gr/files/items/6/6116/kodikas_deontologias_kai_kalis_praktikis_toy_panepistimioy_kritis_5.7.21.pdf

⁷ Code of Ethics for Gender Equality in Research of the University of Crete,

<https://www.elke.uoc.gr/aboutus/legislation> & <https://eif.uoc.gr/index.php/el/kodikas-deontologias-hidden-menu>

⁸ Draft Organization Plan of the University of Crete, article A2, par. 2, article Theta 2, par. 2,3, pp. 3-4 and 123,

<https://www.uoc.gr/university/intra-structure-function/project-1.html>

⁹ Funding and Management Guide of the Special Research Fund Account of the University of Crete. Annex I, Research Funding Program Regulation, p. 36, <https://elke.uoc.gr/docs/OXE-2020.pdf>

Chapter 1. Gender Equality Strategy – Priorities and Goals

1.1 Methodology

The task of the study and design of Gender Equality policies at the University of Crete has been assigned to the Gender Equality Committee (GEC), which was officially established at regular session 434/18-06-2020 of the Senate of the University of Crete. Within the framework of its scope and purposes, which include the formulation and recommendation to the appropriate bodies of action plans and measures for the promotion of genuine gender equality in all institutional procedures, and the combating of all forms of discrimination (GEC Rules of Procedure, Government Gazette issue 3395, v. B/28.7.2021, articles 5 & 6), the GEC has undertaken to draw up a Gender Equality Plan which is subject to approval by the Senate and the Rectorship of the Institution.

Design and organization

1st stage: Securing institutional support – utilization of resources, structures and human resources

As underlined in the official documents of the national and European bodies responsible for the design and implementation of equality policies of academic institutions, collaboration with and support from the administration and structures of the institutions are a sine qua non of such endeavors.¹⁰ Therefore the following were sought:

- Collaboration with the Rectorship of the Institution
- Institutional support for the implementation of the project (administrative, legal, financial)

Specifically, the Institution's administration has provided human and financial resources such as secretarial support and the creation of a General Interest project by the UoC Research Committee (Code No. 10936, titled "Supporting the Gender Equality Committee of the University of Crete"), with annual funding for the financial support of the GEC's operation and work (studies/research, implementation, seminars/lectures, promotion/dissemination). Cooperation between the Institution's Services and the GEC was also supported in the context of data supply and processing for the needs of the GEP (see 2nd stage).

Within the framework of the fundamental principle of the Institution (and of the GEC) that equality is "a common concern and a common responsibility", collaboration was pursued with faculty members specializing or engaged in equality issues, and with members of the student body (as associate members) for the support of the studies/research.

2nd stage: Designing the GEP: priority setting – planning and organizing studies

In designing the GEP, we initially studied the relevant guidelines set out by the European Commission and the European Institute for Gender Equality (EIGE) as well as the guidelines in the Horizon Europe program in order to set the priorities for the planned studies and the collection of data which, according to the guidelines of all the aforementioned bodies, should pertain to *specific elements and meet certain defined (by the aforementioned bodies) requirements*, while *the design should be adapted to the particular context of each institution*. Subsequently, the areas/domains of study and the data to be gathered were defined, so that the formulation of the institution's policy on gender and gender equality could be underpinned by systematic empirical study of the current situation. The selected areas/domains of the institution's life and

¹⁰ European Commission, Communication from the Commission to the European Parliament, *the Council, the European Economic and Social Committee and the Committee of the Regions: A Union of Equality- Gender Equality Strategy 2020-2025*, Brussels, 5.3.2020 [COM(2020) 152 final]. EIGE, *Gender Equality in academia and research GEAR tool*, Luxembourg: Publications Office of the European Union, 2016. Ministry of Education, Research and Religious Affairs/General Directorate of Research and Technology, *National Action Plan for Gender Equality, 2021-2025*, *ibid*.

operation were assigned to individual GEC groups to be studied. Thus, *Working Groups* were formed in which, in addition to GEC members, associate members from the UoC workforce also participated, while the working group for guiding and formulating the Gender Equality Plan was also organized.

Specifically, *the areas/domains of study and the corresponding working groups* formed are:

- Gender and human resources (students, administrative staff, faculty) (Working Group for the Study and Drafting of the Human Resources Gender Map)
- Research and equality (Study Group on Gender Equality in Research)
- Sexism and language (administrative documents, academic texts, communication) (Working Group for the Drafting of the Guide to the Use of Gender-neutral Language)
- Discrimination/Bullying/Harassment (Study Group on Discrimination)
- Gender issues and education (curricula/seminars/events) (Working Group for the study of education issues)
- Formulation of the GEP (Working Group for the preparation of the UoC Gender Equality Plan)

3rd stage: Implementation of the studies – mapping the situation at the UoC in regard to Gender Equality and tackling discrimination

The above working groups began studying the respective areas in September 2020, collaborating with the following institutional services for data collection and the preparation of studies:

- Statistics Agency, Financial and Administrative Support Unit (FASU) of the Special Account for Research Funds of the University of Crete (SARF UoC), Departmental Secretariats, Public Relations Office, Student Counseling Center, for the provision of data and the documentation/study of the situation at the UoC in regard to equality issues
- The Legal Office of the UoC, regarding institutional issues concerning discrimination/harassment and the possibility of amending the official documents of the University

In order to “assess” (to a certain extent) the validity of the studies, these were forwarded to: (a) the respective agencies/offices in order for them to comment on or endorse the studies/texts (e.g. the Research Committee regarding research issues), (b) academic Departments (e.g. the study of the Gender Map of the University staff, presenting the data by Department, or the Code of Ethics for Research), and (c) individual faculty members with expertise in the subject of specific studies (e.g. gender-neutral language issues). The studies and texts formulated in light of the studies are posted on the GEC webpage to keep members of the university community informed and collect feedback (www.eif.uoc.gr).

4th stage: Priority areas for intervention: goals – activities – timetable

The agenda for the writing of the Gender Equality Plan was set in July 2021. Based on the available data and the studies, to the extent that they had been completed, and taking into consideration any changes taken up and instituted by the UoC in the meantime and those in the process of being endorsed by the Senate – as a result of the studies and recommendations put forward by the GEC – the priority areas for intervention and the strategic goals in each area were identified, the most appropriate activities (in the context of the Institution) were selected, and the timetable for the implementation of each activity was defined, as presented schematically in chapter 1.2 (Priorities and strategic goals) and analyzed in detail in chapter 2. The following were also determined: the monitoring bodies for the implementation of the GEP, and the means of dissemination of the GEP in order to inform the members of the UoC community of its goals and activities (see chapter 3).

In summary: The UoC Gender Equality Plan is intended to be implemented and in force in the period 2022-2024. It encompasses seven priority areas, with strategic and more specific goals underpinned by specific data

on the current situation in each area regarding equality issues at the UoC, area-specific actions, and an action implementation timetable. The bodies/structures/services responsible for the implementation of the actions, including the implementation monitoring bodies, have been defined, while the publicization of the GEP has been provided for, as well as actions seeking to raise the academic community's awareness of it.

The priority areas and the area-specific strategic goals are presented below.

1.2 Priorities and strategic goals

Taking into account the priority axes of the 2021-2025 National Action Plan for Gender Equality and the EU Gender Equality Strategy 2020-2025, and on the basis of the qualitative and quantitative data of the aforementioned studies conducted by the GEC working groups, the following basic priority areas were selected for the GEP of the Institution: (1) *Human Resources*, (2) *Research*, (3) *Work-life Balance*, (4) *Administration and Decision-making Bodies*, (5) *Communication*, (6) *Education*, and (7) *Discrimination/Bullying/Harassment*.

When organizing interventions and actions for each priority area, area-specific goals were set which are further elaborated in more concrete objectives and targeted actions, adjusted to the distinct characteristics of the Institution and its needs, so that any gender-related discrepancies and inequalities in the Institution can be handled and any institutional or organizational gaps can be determined. More specifically, the set strategic goals for each priority area are as follows:

Human Resources

Goals

- Closing wide gender gaps in the student body
- Closing wide gender gaps in staff categories

Research

Goals

- Integrating the gender dimension in research (in both research content and research teams)
- Ensuring retention and strengthening the participation of women in research

Work-life Balance

Goal

- Promoting and supporting work-life balance

Administration and Decision-making Bodies

Goal

- Strengthening equal gender representation in leadership and decision-making positions

Communication: policies on the use of gender-neutral language

Goal

- Educating and raising awareness among the university community of the use of gender-neutral language

Education

Goals

- Increasing the number of courses with a core theme or sub-themes of gender or gender equality offered in the curricula of Departments and at Institutional level (gender-inclusive curriculum)

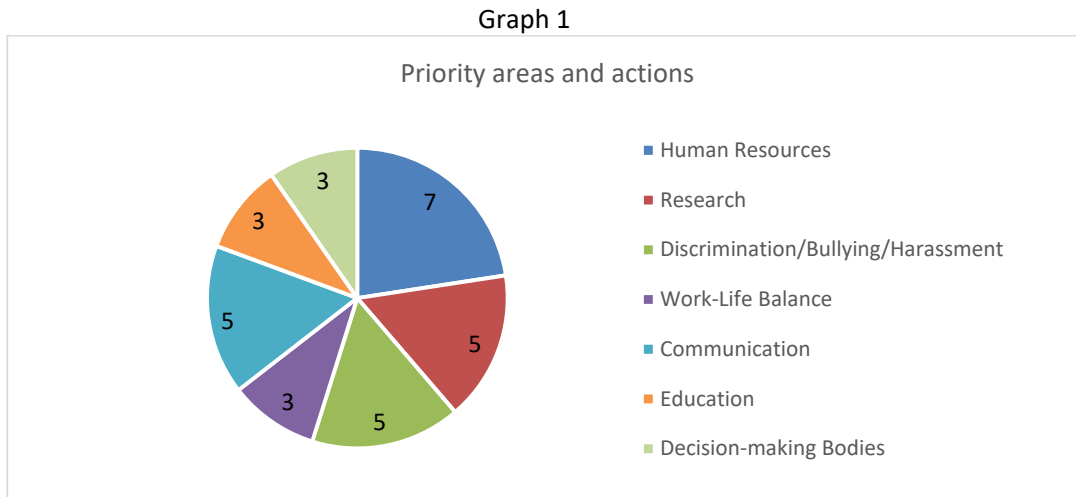
Discrimination/Bullying/Harassment

Goals

- Upgrading of the current institutional procedures for the handling of discrimination and harassment incidents at the University, and upgrading of the services supporting those affected.

- More effective prevention of such negative behaviors

Graph 1 presents the UoC GEP priority areas and the number of actions planned in each.



Chapter 2. Mapping the current situation at the UoC – Gender equality promotion strategies – Action planning

2.1 Human Resources

2.1.1 Current situation

A. Students

Statistical studies on the Greek as well as the international situation indicate that education choices and studies are influenced by gender. In *She Figures 2021*, a publication of the European Commission, it is noted that on average, at undergraduate and graduate level, the percentage of women was higher than that of men in the total student population and the total number of graduates (54% and 59% respectively), and that there was an almost equally balanced representation of genders at the doctoral level of studies (48%).¹¹ In its 2019 Report on the Quality of Higher Education, the Hellenic Authority for Higher Education (HAHE) reports that in Greece female higher education graduates outnumber male graduates in the arts and humanities, education, and health and social welfare sciences, whereas male graduates outnumber female graduates in the sciences, mathematics, statistics, and computer and communication systems science.¹²

At the University of Crete (UoC), the UoC Gender Equality Committee (GEC) conducted a preliminary study and statistical analysis of the data on the student population (of all three study cycles, undergraduate, graduate, and doctoral), and on the staff (academic and administrative), in order to assess the current situation regarding gender representation in the studies and work context of the Institution. The findings

¹¹ European Commission, *She Figures 2021: Gender in Research and Innovation - Statistics and Indicators*, <https://ec.europa.eu/assets/rtd/shefigures2021/>

¹² Annual Report on the Quality of Higher Education 2019, National Higher Education Authority, Athens 2020, p. 22.

pertaining to balanced representation, divergence and disproportions are largely consistent with the national and international data.

Specifically:

Undergraduate Studies: Large discrepancies between the numbers of female and male undergraduate students were observed in the Schools of Social Sciences, Education, and Philosophy. In all Departments of these Schools, except the Department of Economics, women comprise the vast majority of the student population, ranging from 66.03% to 93.54%. In the Departments of Primary Education, Preschool Education, History and Archaeology, Philology, Philosophy and Social Studies, Psychology, and Sociology there is a discrepancy of over 50% in favor of female students, with the Department of Preschool Education displaying the greatest gap. In the School of Sciences and Engineering there is a mixed picture. In the Departments of Biology and Chemistry female students account for 67% and 64.5% respectively. By contrast, in the Physics Department and even more so in the Computer Science Department, male students outnumber female students, who make up 36% and 19% respectively. There are no glaring disparities in the remaining UoC Departments and Schools.

Graduate Studies. The postgraduate female to male student ratio in Master's degree programs is less apparent in 11 out of the 17 UoC Departments/Schools compared to the undergraduate student ratio. In most Departments of the School of Sciences and Engineering, there is a discrepancy of over 30% in favor of male graduates. Conversely, in the Departments of Primary Education, Preschool Education, Philology, Biology, Mathematics & Applied Mathematics, Psychology, Economics, and the School of Medicine there are over 30% more female students than male. Notably, in the Departments of Preschool Education, Philology, and Psychology this discrepancy is greater than 60%.

Doctoral Studies. In all Departments of the School of Education and the School of Philosophy there has been a decline as well as a reversal of the female/male ratios (for example in the Department of Political Science and the Department of History and Archaeology) from the Master's to the Doctoral level of studies (despite the high number of women studying in these Departments). A decline in these proportions has also been identified in all Departments of the School of Sciences and Engineering and the School of Social Sciences. No significant disparities have been observed in the remaining Schools and Departments.

Table 1. Number of male and female students by level of study in UoC Departments (2018-2019 academic year)

UNIVERSITY OF CRETE STUDENTS (2018-19)									
Department	Undergraduate		Graduate Studies		Doctoral		Total		
	Men	Women	Men	Women	Men	Women	Men	Women	Total
PRIMARY EDUCATION	290	944	76	221	23	26	389	1191	1580
PRESCHOOL EDUCATION	80	1158	18	140	6	21	104	1319	1423
HISTORY & ARCHAEOLOGY	478	929	113	160	59	55	650	1144	1794
PHILOLOGY	245	967	14	66	22	32	281	1065	1346
PHILOSOPHY & SOCIAL STUDIES	334	1014	35	82	23	39	392	1135	1527
PHYSICS	749	426	16	7	34	11	799	444	1243
BIOLOGY	232	471	32	70	44	60	308	601	909
COMPUTER SCIENCE	1055	202	97	26	43	13	1195	241	1436
MATH & APPLIED MATH	1107	1029	22	17	14	11	1143	1057	2200
MATERIALS SCIENCE &	416	426	21	10	45	13	482	449	931

TECHNOLOGY									
CHEMISTRY	243	442	38	60	33	36	314	538	852
MEDICAL SCHOOL	483	561	77	161	189	238	749	960	1709
PSYCHOLOGY	183	890	1	13	6	16	190	919	1109
POLITICAL SCIENCE	401	652	53	46	46	23	500	721	1221
SOCIOLOGY	305	980	23	59	11	10	339	1049	1388
ECONOMICS	1115	756	18	13	6	6	1139	775	1914

Graduates

Undergraduate Program Graduates. In most UoC Schools and Departments, the ratios of women to men in Bachelor's degree graduates do not vary widely compared with undergraduate students. However, interestingly, in the School of Education the proportion of female to male Bachelor's graduates is much higher than that seen among undergraduates.

Master's Program Graduates. In the School of Philosophy, the percentage of female Master's program graduates is significantly higher than that of undergraduate program graduates. In the remaining Schools and Departments there is either a slight increase in the female/male ratio, as in the Department of Physics, or there are no noticeable variations, as in the Department of Biology, compared with the corresponding proportions for undergraduate students.

As far as female and male doctoral graduates are concerned, the data sample from most Schools and Departments is too small to yield valid results. A more extensive study is planned (and recorded in the goals and actions of this area) which will include data from a larger number of previous years.

Table 2. Number of male and female graduates by UoC Department (2018-2019 academic year)

MALE AND FEMALE GRADUATES OF THE UNIVERSITY OF CRETE (2018-19)									
Department	Bachelor's Graduates		Master's Graduates		Ph.D Graduates		Total Graduates		
	M	W	M	W	M	W	M	W	Total
PRIMARY EDUCATION	22	144	29	84	1	3	52	231	283
PRESCHOOL EDUCATION	2	148	2	27	1	2	5	177	182
HISTORY & ARCHAEOLOGY	48	68	9	5	1	4	58	77	135
PHILOLOGY	23	123	4	13	1	1	28	137	165
PHILOSOPHY & SOCIAL STUDIES	15	98	7	8	1	3	23	109	132
PHYSICS	30	25	7	4	7	0	44	29	73
BIOLOGY	29	78	13	41	5	10	47	129	176
COMPUTER SCI.	71	11	26	9	4	0	101	20	121
MATH & APPLIED MATH	63	69	6	6	2	1	71	76	147
MATERIALS SCI. & TECHNOLOGY	17	14	5	6	4	2	26	22	48
CHEMISTRY	24	54	15	16	2	2	41	72	113
MEDICAL SCHOOL	63	66	26	57	14	27	103	150	253

PSYCHOLOGY	15	101	0	6	1	1	16	108	124
POL. SCIENCE	29	43	4	10	1	1	34	54	88
SOCIOLOGY	12	58	2	4	0	0	14	62	76
ECONOMICS	77	82	3	5	0	0	80	87	167

B. Staff

The Hellenic Authority for Higher Education (HAHE) Report on the Quality of Higher Education for 2019, with respect to gender in the Teaching, Academic, and Administrative staff of HEIs in EU member states, reports that male teachers outnumber women. Greece has the second highest percentage of male teachers (65.33%), the European average being 56.94%. The study conducted at the University of Crete demonstrated that most faculty are men in all Schools/Departments except for the Department of Philology and the Departments of Education. The University of Crete employs 460 faculty, 137 of whom are women and 323 are men. In 13 of 16 UoC Schools/Departments, women make up less than 50% of faculty members. In five of these they number less than 10%, in four they range between 11% and 30%, and only in five does the percentage of female faculty members vary from 30% to 50%. The lowest percentages of women occur in the Departments of Physics, Biology, Materials Science and Technology, Chemistry, Mathematics and Applied Mathematics (STEM), Computer Science, Economics, and Political Science.

Table 3. Absolute numbers and percentages of male and female faculty by Dept./School (2018-2019)

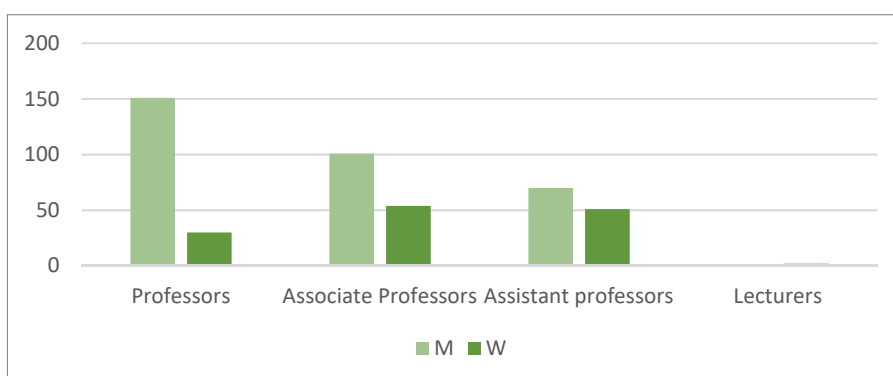
Department	Faculty		TOTAL	Percentage	
	Men	Women	Total	Men	Women
PRIMARY EDUCATION	9	10	19	47.37%	52.63%
PRESCHOOL EDUCATION	10	17	27	37.04%	62.96%
HISTORY & ARCHAEOLOGY	12	11	23	52.17%	47.83%
PHILOLOGY	10	12	22	45.45%	54.55%
PHILOSOPHY & SOCIAL STUDIES	12	11	23	52.17%	47.83%
PHYSICS	20	1	21	95.24%	4.76%
BIOLOGY	20	6	26	76.92%	23.08%
COMPUTER SCIENCE	21	2	23	91.30%	8.70%
MATHEMATICS & APPLIED MATHEMATICS	36	3	39	92.31%	7.69%
MATERIALS SCIENCE & TECHNOLOGY	13	5	18	72.22%	27.78%
CHEMISTRY	20	2	22	90.91%	9.09%
MEDICAL SCHOOL	84	37	121	69.42%	30.58%
PSYCHOLOGY	11	6	17	64.71%	35.29%
POLITICAL SCIENCE	13	2	15	86.67%	13.33%
SOCIOLOGY	12	10	22	54.55%	45.45%
ECONOMICS	20	2	22	90.91%	9.09%
TOTAL	323	137	460	70.22%	29.78%

Notably, whereas in the student population of the University women outnumber men, the reverse is true of the academic staff, where there is a higher discrepancy. Men make up 70.2% of the faculty members, with women comprising 29.8% (2018-2019 academic year). Moreover, the difference between the numbers of male and female faculty members increases as they move up the academic ladder from lecturers to full professors (see Table 4 and Graph 2).

Table 4. Faculty and students, University of Crete (2018-19)

FACULTY	MEN	WOMEN	STUDENTS	MEN	WOMEN
Number	323	137	Number	8974	13608
%	70.2%	29.8%	%	39.7%	60.3%
Total	460			22583	

Graph 2. Faculty of the University of Crete by academic rank (2018-2019)



On the contrary, no significant gender gaps were observed in the Laboratory Teaching Staff and the Specialized Technical Laboratory Staff. However, there was a wide gender gap among the administrative staff and the Specialized Teaching Staff, with women making up the vast majority of employees.

Graphs 3 & 4 UoC Administrative staff and Specialized Teaching Staff (2018-2019 academic year)



No specific policy or strategy has so far been planned to address these discrepancies and gaps. However, actions and initiatives intended to empower women (especially students) are implemented in or by the University of Crete.

More specifically:

(a) *WOMENTORS* (<https://www.womentors.gr/>): Since 2020 the University of Crete has participated in the *WOMENTORS: Empowering Young Women* program, implemented in the framework of the Active Citizens Fund by the Lambrakis Foundation and its NGO partner “Mission Anthropos”. This initiative aims at the multifaceted empowerment of women aged 18-35 through education and capacity-building for participation, decision-making, power and action, so that they can take full control of their lives and health. As part of this program, a number of female students are trained so that they can empower other women in turn. There was a significant response to the call for participation in the program by all Schools of the University of Crete. In 2020, 149 female students participated in the program’s activities.

(b) *Women in Science and Engineering (WiSE)* (<https://www.csd.uoc.gr/~wise/>). This group, created by the Computer Science Department of the University of Crete, is coordinated by Professor Maria Papadopouli. It aims to (a) encourage and guide female students in the fields of computer science, technology, engineering and mathematics, (b) give prominence to women in the Science and Technology field, and (c) attract more women to computer science. The project involves lectures, mentoring, and events addressed to students in secondary education.

(c) *Greek ACM-W: The Greek Chapter of the ACM-W (Association for Computer Machinery - Council on Women in Computing)*. Founded by Computer Science Professor Panagiota Fatourou (a GEC member) in July 2018, the *Greek ACM-W* aims at the pursuit of gender-balanced representation in disciplines and professional sectors related to Computer Science in Greece.

2.1.2 Approach

Based on the findings of the UoC Gender Map study, the goals and actions designed and planned are intended to close the wide gender gaps in the student body, the faculty, and other staff. In Greece, the system for student admission to higher education is determined by the state. Consequently, universities can play a role in mitigating the impact of gender stereotypes on boys’ and girls’ study choices through education and awareness-raising activities addressed to university students, as well as the general public, regarding the interaction between science, gender, and stereotypes. Such activities can also be carried out in collaboration with other stakeholders in education, especially in secondary education.

Furthermore, regarding the selection of administrative and academic staff and their professional development, the legal framework defined by the state provides little leeway for interventions. Nevertheless, HEIs can shape policies, within the legal regulatory framework, to remove the obstacles related to or capable of affecting their members’ professional careers.

The present Plan has selected a multilevel approach. At the initial level, quantitative and qualitative data collection methods are used to ensure detailed and in-depth recording of facts and figures. At the next level, information is disseminated in combination with educational activities (seminars, role modelling, talks), in order to inform, educate, and raise awareness both within the university community and in society at large regarding the role of stereotypes and the most common obstacles to professional development. Last, at the level of the University’s Organization Plan, a framework will be formulated and procedures set up to monitor

and support the smoothing out of disparities. More specifically, an internal system of principles, procedures, and regulations will be organized and supported by the UoC administration and services.

2.1.3 Goals – Actions – Responsible Bodies

Goal 1. Closing the student gender gap in the Departments in which the difference between men and women is greater than 50%:

1. Department of Primary Education,
2. Department of Preschool Education,
3. Department of Philology,
4. Department of Philosophy and Social Studies,
5. Department of Computer Science,
6. Department of Psychology,
7. Department of Sociology

Actions:

- Enrichment of statistical data:
 - (a) Annual updating of the Gender Map
 - (b) Supplementation of the Gender Map with comparative data from other Greek and international HEIs on Departments in which the recorded differences between the percentages of male and female students are greater than 50%. It is important to determine whether there are any points of difference that can be attributed to particular characteristics of the Institution.
- Empowerment and awareness-raising seminars
The current Plan proposes a series of educational activities to challenge and reject stereotypes in study choice:
 - (a) Organization of women's empowerment seminars at the UoC.
 - (b) It is recommended that at "Information Days" addressed to high school students and organized by UoC Departments, representatives of both genders inform students on the role of stereotypes in their choice of studies (role modeling). "Information Days" vary according to the organizing Department (at least 5-6 days per year). Large numbers of school students (at least 150 students per Department) participate in these events annually.

Goal 2. Closing the wide gender gap in all staff categories. In order to acquire a fuller picture of career paths and professional development, the following actions are proposed:

Actions

- ✓ Enrichment of data on career issues
At staff level, it is proposed that the following issues are studied in the staff categories in which large disparities have been recorded, by academic rank (faculty) and grade/administrative position (administrative staff):
 - (a) average number of years required for women and men's professional development (career path), by category and rank/grade
 - (b) average retirement age
 - (c) number of staff, by gender, taking parental leave, and length of leave
 - (d) number of female and male candidates applying for job openings by staff category
- ✓ Study/Recommendations to ensure equal gender representation on recruitment committees
- ✓ A qualitative study on the most common obstacles to professional development. The collection and analysis of such data can reveal key aspects of academic life associated with the personal experiences of UoC staff, as well as the deeper causes of observed gender inequalities.

Table Goals – Actions – Responsible Bodies

GOALS	ACTIONS	RESPONSIBLE BODIES	2022	2023	2024
Closing wide gender gaps in the student body	Annual updating of the Gender Map (male and female students)	GEC Department of Statistics and Studies	Annual Gender Map update		
	Comparative study Departments with highly disproportionate ratio of male to female students	GEC Department of Statistics Gender Lab	Comparison with corresponding Depts in Greek HEIs	Comparison with corresponding Depts in European HEIs	-----
	Empowerment seminars for UoC female students	GEC Faculty	1 Seminar per year		
	Gender sensitization of high school students	GEC Heads of Departments	Information days for school students (role modeling) per year and per Dept. (at least 5 days and 150 students per Dept.)		
Closing wide gender gaps in staff categories	Enrichment of Gender Map quantitative and qualitative data on professional development issues	GEC Directorate of Personnel	Distribution by gender of (a) retired staff (b) number of years in service until retirement (c) parental leave & average length of leave	(a) distribution by gender of candidates for new positions (b) average number of years required for professional development (per category) by gender	-----
	Study of factors related to obstacles to professional development (all staff categories)	GEC Gender Lab	Study design and implementation		
	Ensuring gender-balanced participation in staff selection committees (all staff categories)	Responsible Deputy Rector Directorate of Personnel SARF UoC	Drafting of proposals	Incorporation in regulatory documents	

2.2 Research and Gender Equality

2.2.1 Current situation

2.2.1.1 Institutional Framework

The University of Crete is committed to integrating and promoting equality in its operations (administration, academic life, education, research). It has therefore introduced fundamental principles of gender parity to its

institutional policy on research activity and research funding, and has taken initial measures to ensure that these principles are respected by the UoC research community. More specifically, relevant articles have been included in the UoC Code of Ethics and Good Practice (Senate Session 464/15.07.2021), in particular in article 5 on “Principles of research activity” (hiring/selection of male and female researchers, language of publication of research findings, respect for the individual regardless of gender/gender identity or sexual orientation).¹³ To ensure equality in research, the Institution has established a Code of Ethics for Gender Equality in Research (CEGER – Senate Session 472/18.11.2021) annexed to the Funding and Management Guide (FMG) of the Special Account for Research Funds (SARF). The CEGER is based on three pillars: gender equality in research, respect for diversity in the research environment, and good practices on gender, elaborating on the gender equality principles of the Code of Ethics and Good Practice. The principal goals of the CEGER principles and regulations, in line with the principles of the European Commission and the European Research Roadmap (ERR), are (a) to ensure the retention of women and strengthen their participation in research, aiming for a 1:1 ratio (currently 32.8% in the EU and <20% worldwide), and (b) to integrate the gender aspect and perspective in research and innovation.¹⁴ Regarding the commitment of the UoC and its researchers to respecting the principles of gender equality in research activity, as set out in the SARF Funding and Management Guide (FMG) (Government Gazette issue 5550/17.12.2020), the principal regulatory document of the UoC on research stipulates that, during the course of research in the UoC, the Code of Ethics for Gender Equality in Research applies, while male and female researchers, upon undertaking their research projects, commit to adhering to its principles.¹⁵

Furthermore, the University has *two laboratories specializing in gender and equality research*: The *Educational Research Laboratory* (ERL) (Government Gazette issue 177/2.8.2000] in the Department of Philosophy and Social Studies, which focuses on Women’s and Gender History from a research perspective, and the interdisciplinary *Gender Studies Center, Gender Lab* which operates in collaboration with the Sociology Department and with the participation of members of other UoC Departments, and supports research and studies on gender and equality. In both laboratories, postgraduate male and female students work on theses and doctoral dissertations in these research fields, relevant research projects are implemented, and initiatives contributing to gender sensitization of the academic community and society at large are promoted.

2.2.1.2 Gender Map of the UoC research workforce

In order to map out the research activity of the academic/research staff of the University of Crete by gender, a preliminary, small-scale study (in regard to the number of years and the variables considered) has been implemented. It specifically examines the funded research activity of faculty/researchers in 2018-2021, on research projects managed by the Special Account for Research Funds of the University of Crete (SARF UoC). The study only refers to the Principal Investigators (PIs) of the research projects, as it is not currently possible to gather data on their research teams through the SARF information system. The gender and academic rank of the principal investigators are examined, together with the type of funded research project (funding bodies). Where possible, the data are compared with the corresponding data at the national and European level. These limitations make the study’s findings less generalizable. The study is expected to be completed during the implementation of the GEP, incorporating and analyzing the data on the overall research activities of male and female faculty/researchers of the University of Crete.

¹³ Code of Ethics and Good Practice of the University of Crete, *ibid*.

¹⁴ Code of Ethics for Gender Equality in Research of the University of Crete, *ibid*.

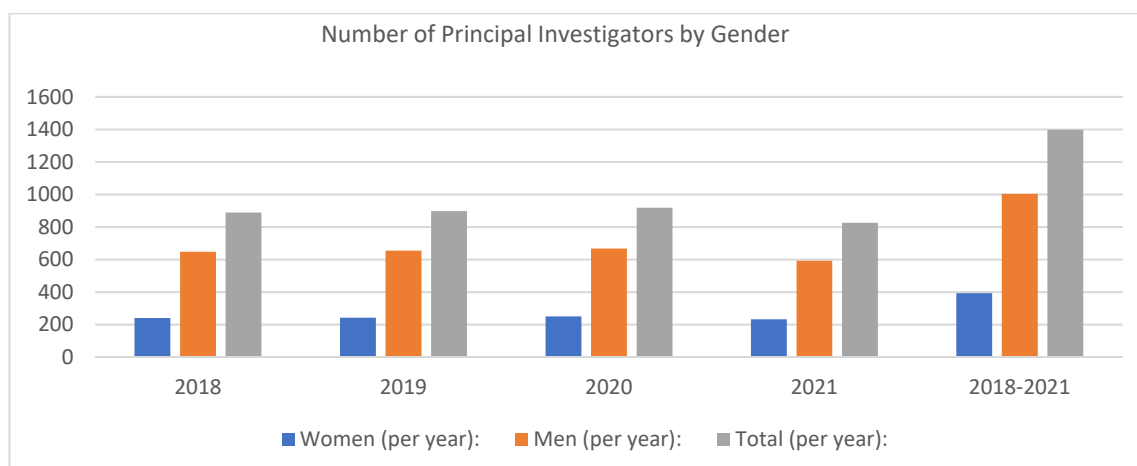
¹⁵ Funding and Management Guide of the Special Account for Research Funds of the University of Crete, *ibid*.



Participation of women in research – female to male ratio of Principal Investigators. In 2018-2021, the SARF UoC managed a total of 1,390 research projects; in 390 of these the principal investigators were women and in the remaining 1,000 the principal investigators were men (see Table and Graph 5). This gap between the number of female and male PIs (averaging 28% and 72% respectively in this period), albeit very wide, approximately corresponds to the difference between the absolute numbers/percentages of women and men in the total number of UoC faculty members (29.8% [137 female faculty members] and 70.2% [323 male faculty members] respectively). Taking this gap into consideration, female researchers/Pis appear to fall short by -1.8% compared with their percentage of the total faculty. Therefore, slightly fewer female faculty members appear to participate in research at the UoC, specifically with regard to attracting funding, compared with their male peers.

Table and Graph 5 Female and Male Principal Investigators of projects managed by the SARF (2018-2021)

	2018		2019		2020		2021		2018-2021	
	Number	%	Number	%	Number	%	Number	%	Number	%
Women	241	27%	243	27%	251	27%	233	28%	394	28%
Men	648	73%	655	73%	668	73%	593	72%	1004	72%
Total per year	889		898		919		826		1398	



However, compared to the corresponding national and European data, UoC female faculty/researchers seem to lag behind significantly (in both absolute and percentage terms). The EU average for female researchers, according to the 2021 European Commission data,¹⁶ is 32.8%, while Greek female researchers represent 37.8% of the total population of researchers in Greece (higher than the EU average).

Generally speaking, at both EU and national level, and even more so at the University of Crete, the under-representation of women in research/attracting funding is closely linked, besides other parameters, to the small proportion of women among faculty. As stated above, at the University of Crete, female faculty members represented approximately 30% of the total tenured academic staff in 2015 to 2016, whereas at EU level this percentage was 40% in 2018 and 42.3% in 2021.¹⁷ Consequently, an increase in the proportion of women in research cannot be pursued without taking this limiting factor into account.

Nevertheless, despite the small number of female faculty members in the UoC and the proportionately low percentage in funded research projects, if we take into account the individual women PIs per year and in total in 2018-2021, a proportionately greater number of women appear to be involved in SARF-funded research projects, with approximately half as many individual women PIs as individual men PIs. Thus for example, 45 women and 92 men gained SARF funding for new research projects in 2018, with 50 and 91 respectively in 2019, 47 and 101 in 2020, and 18 and 35 in 2021 (see Table 6). This is a significant finding which explains the high percentage of Greek female researchers at national level, as well as the particularly high proportion of early career female researchers attracting funding from national sources/funding calls (see below).

Table 6. Individual women and men PIs of new research projects per year at the UoC (2018-2021)

	2018		2019		2020		2021		2018-2021	
	Number	%	Number	%	Number	%	Number	%	Number	%
Individual women	45	33%	50	35%	47	32%	18	34%	160	33%
Individual men	92	67%	91	65%	101	68%	35	66%	319	67%
Total	137		141		148		53		479	

¹⁶ She Figures 2021, <https://ec.europa.eu/assets/rtd/shefigures2021/index.html>

¹⁷ European Commission, *She Figures 2021: Gender in Research and Innovation - Statistics and Indicators*, ibid.

The higher total percentage of male faculty/researchers/PIs compared to women is ascribed to the fact that male researchers run more than one research project per year, as illustrated in the present study (see Table 7). They therefore probably have a larger number of successful research proposals or submit more proposals. Hence, the ratio of submitted to funded research proposals by PI gender is a significant parameter in the comprehensive study of the association between gender and funded research at the UoC, allowing the policies for increasing female researchers/faculty to be planned on the basis of detailed data and interpretations. This is also true of other parameters, such as ownership of research patents. At EU level, for example, women seem to lag behind men in attracting funding by -3.9%, while 10.7/100 research patents are granted to women. The study of these parameters at the UoC is planned for the three-year period 2022-2024.

Table 7. New research projects by PI gender per year (2018-2021)

	2018		2019		2020		2021		2018-2021	
	Number	%	Number	%	Number	%	Number	%	Number	%
Women	56	28%	65	31%	62	29%	21	27%	204	29%
Men	142	72%	144	69%	152	71%	56	73%	494	71%
Total	198		209		214		77		698	

Regarding the academic rank of research project PIs, the study sample contained fewer female than male PIs of all academic ranks. The greatest discrepancy between male and female PIs occurs at the highest rank (52 female full professors as opposed to 241 male full professors). In other words, female researchers / full professors supervise 7% of the total research projects supervised by researchers at this rank (46%), whereas their male peers supervise 39% of such projects. At the mid-level rank (associate professor) the disparity is less noticeable (70 female compared to 105 male PIs, corresponding to 10% and 15% of the research projects at this rank). Among assistant professor PIs, there is a slight gap between women and men (66 female compared to 73 male PIs, 9% and 10% respectively), whereas among early career researchers (doctoral candidates and postdoctoral researchers) there is almost no discrepancy (9 female to 10 male PIs) (see Tables 8 & 9).

Table 8. Number of female and male researchers/PIs by rank and category (2018-2021)

Rank/Category	2018			2019			2020			2021			2018-2021		
	Number			Number			Number			Number			Number		
	W	M	Total	W	M	Total	W	M	Total	W	M	Total	W	M	Total
SPEC. TECHNICAL LABORATORY STAFF	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1
LABORATORY TEACHING STAFF	1	5	6	0	8	8	1	4	5	2	4	6	4	21	25
PERMANENT STAFF (HE DEGREE)	0	0	0	0	5	5	0	1	1	0	1	1	0	7	7
DOCTORATE HOLDER	0	0	0	0	0	0	0	2	2	0	0	0	0	2	2
PROFESSOR	9	87	96	26	77	103	12	75	87	5	32	37	52	271	323
ASSOCIATE PROFESSOR	19	25	44	22	31	53	20	37	57	9	11	20	70	104	174
ASSISTANT PROFESSOR	17	19	36	17	20	37	27	31	58	5	3	8	66	73	139
POSTDOC RESEARCHER	7	4	11	0	1	1	2	1	3	0	2	2	9	8	17

LECTURER	2	0	2	0	0	0	0	0	0	0	0	0	2	0	2
UNKNOWN RANK/CATEGORY	1	2	3	0	2	2	0	1	1	0	7	7	1	12	13
Total	56	142	198	65	144	209	62	152	214	21	61	82	204	499	703

Table 9. Female and male researchers/Pis (%) by rank and category (2018-2021)

Rank /category of researchers	(2018 -2021)		
	W	M	Total
SPECIALIZED TECHNICAL LABORATORY STAFF	0%	0%	0%
LABORATORY TEACHING STAFF	1%	3%	4%
PERMANENT STAFF (HE DEGREE)	0%	1%	1%
DOCTORATE HOLDER	0%	0%	0%
PROFESSOR	7%	39%	46%
ASSOCIATE PROFESSOR	10%	15%	25%
ASSISTANT PROFESSOR	9%	10%	20%
POSTDOC RESEARCHER	1%	1%	2%
LECTURER	0%	0%	0%
UNKNOWN RANK/CATEGORY	0%	2%	2%
TOTAL	29%	71%	100%

Based on these data, the female to male PI ratio by rank is as follows: female PIs at the highest rank number less than one-fifth of male PIs of the same rank; female PIs at the mid-level academic rank correspond to two-thirds of their male peers; and female assistant professor PIs number almost nine-tenths of male PIs of the same rank. If these ratios are compared with the corresponding female/male faculty ratios (see Table 10), a slight “deficit” is observed in the number of female faculty members at the rank of full professor who are successful in attracting funding. By contrast, the proportion of female associate and assistant professor PIs increases significantly in current SARF research projects. It is important to note the almost equal but also very small number of doctoral candidate and postdoctoral researcher PIs in the total number of research projects in this time period (9 women and 10 men).

Table 10. UoC faculty by gender and rank (2018-2019)

Rank	Number		Percentage (%)		Ratio	Total
	W	M	W	M		
Professor	30	151	16.6	83,8	$W \approx 1/5 M$	181
Associate Professor	54	101	34.8	65,2	$W \approx 1/2 M$	155
Assistant Professor	51	70	42.1	57,9	$W \approx 5/7 M$	121
Lecturer	2	1	--	--	$M = 1/2 W$	3
Total	323	137	70.2	29,8		460

Given that early career researchers, especially women, are highly active at national level (according to National Documentation Centre [NDC] data, and based on the *She Figures 2021* data on Greek human resources in research)¹⁸, this poses a challenge to the UoC in its efforts to increase the numbers of early career female researchers as well as early career researchers in general. Based on the reports mentioned above, participation of *early career female researchers* in national projects and actions supporting early career researchers (with European Social Fund funding) is high, and indeed higher than that of *male researchers*: in 2016-2018, women represented 60.5% of participants in actions supporting doctoral candidates, 51.9% of those in actions supporting postdoctoral researchers, and 51.7% of those in actions supporting early career researchers. Another significant element in the NDC report which must be taken into account in designing actions to close the gap between female and male UoC faculty members, and consequently between female and male researchers, is that, despite the high proportion of early career women in the aforementioned research actions, fewer women than men were involved in actions intended to strengthen the academic teaching experience in all three academic periods (2016/2017 to 2018/2019) in which the action was implemented up to the year of the publication of the report (with participation rates of 41.5%, 40.4%, and 41.1% respectively).¹⁹ This mismatch, given, as the EU data show, that female researchers are more likely to choose an academic career²⁰, raises questions regarding hiring criteria and/or conscious or unconscious bias in applying staff selection and recruitment criteria.

Regarding the funding bodies and the participation of PIs by gender, women seem to have a higher participation in projects funded by the Research Committee of the UoC. Of the 195 (28%) research projects funded by the Research Committee in the four-year period 2018-2021, 70 (10%) had female PIs whereas 125 (18%) had male PIs (see Table 11).

The projects advertised by the Research Committee are intramural, with a relatively small budget, intended to support research conducted by faculty (mainly in the humanities and social sciences), doctoral candidates, and early career researchers, and to disseminate research findings. A smaller number of research projects with female PIs is funded by EU agencies (19/64 projects), national resources (28/76 projects), organizations (9/30 projects) and sponsorship awards (14/34 projects), approximately half the number of projects in these categories having male PIs (European agencies: W:3%, M:6%; National resources: W:4%, M:7%; Funding by Organizations: W 1%, M:3%; Sponsorship awards: W:6%, M:19%) (see Table 11).

Compared to male PIs, female PIs had an exceptionally low rate of funding attraction in calls for proposals regarding co-funded projects (e.g. NSRF Partnership Agreement for the Development Framework), (F:25, M:103 or 4% and 15% respectively). These projects pertain to Sectoral Operational Programs such as the “Competitiveness, Entrepreneurship and Innovation” (EPAnEK) program and the EPAnEK European Regional Development Fund/ERDF, “Research-Create-Innovate” funding scheme. These programs are financed by research consortia from different HEIs, research centers, and businesses. Female researchers are also under-represented as PIs in service delivery projects (W:6%, M:19%). Such projects relate to Clinical Studies, Medical Measurements/Analyses, Training Programs in Education, Summer Schools, etc. A more detailed study of the participation of female researchers in the various program categories, examined in relation to participation eligibility preconditions in the corresponding calls for proposal submissions, the degree of competitiveness, etc., is particularly important in order to understand and interpret the discrepancies in attracting funding between male and female faculty and researchers (see Table 11).

¹⁸ National Documentation Centre, *Women’s Participation in Research and Development in Greece, 2000*, https://metrics.ekt.gr/sites/metrics-ekt/files/ekdoseis-pdf/2020/WomenRD_Greece_Edition2020_el.pdf European Commission, *Gender in Research and Innovation - Greece, 2020*.

¹⁹ National Documentation Centre, *ibid*.

²⁰ At EU level, 55.9% of female researchers work at HEIs, see *She Figures 2021*, p 7.

Table 11. Funding bodies and distribution of PIs by gender

Funding Framework	2018-2021			2018-2021		
	Number			Percentage		
	Women	Men	Total	Women	Men	Total
1. Research Committee Funding	70	125	195	10%	18%	28%
2. European Projects	19	45	64	3%	6%	9%
3. National Resources	28	48	76	4%	7%	11%
4. Co-funded Projects	25	103	128	4%	15%	18%
5. Organizations	9	21	30	1%	3%	4%
6. Sponsorship Awards	14	21	35	2%	3%	5%
7. Service Delivery Projects	39	130	169	6%	19%	24%
Unknown	0	1	1	0%	0%	0%
Total	204	494	698	29%	71%	100%

2.2.2 Approach

According to the findings of the aforementioned study on the UoC research workforce, as well as the relevant literature on research sector data in Greece and the EU, female faculty/researchers generally lag far behind their male peers. This disparity is greater among full professors, while in the category of early career female researchers (doctoral candidates, postdoctoral researchers, and assistant professors) the gap is narrower, with approximately equal representation of female and male doctoral candidates. These data are linked to (a) the poor representation of women among UoC research staff compared to men, (b) the consequently fewer research proposal submissions, especially for large EU, mainly NSRF-funded projects, leading to less experience in attracting attraction, (c) female researchers' limited or less vigorous networking (as their low participation in service delivery projects probably suggests), and (d) conscious or unconscious gender bias in the research sector (as a working assumption, also based on the literature). In this context, the planned actions will focus, on the one hand, on informing the academic community of the importance of equal gender participation in research, and on sensitization regarding gender bias in research (gender-biased & gender-blind research) and, on the other hand, on empowering early career female researchers (mentoring, networking) in attracting funding for their research projects. Investigating the degree of integration (up to 2021) of the gender dimension in research (both in the content and in the male/female ratio in research teams), on the basis of doctoral dissertations and the research projects managed by the SARF UoC, will lead to the determination of the gender equality index in research at the UoC and the definition of the improvement percentage to be pursued, while the empirical study (with female researchers as the research subjects) of the challenges faced by women in research will provide feedback for the activities and strategies planned in this phase.

2.2.3 Goals – Actions – Responsible Bodies

Goal 1. *Integrating the gender dimension in research (in both research content and research teams)*

Actions:

- ✓ *Awareness-raising/sensitization of the UoC research community as a whole on the importance of equal gender participation in research and on gender bias in the research sector (gender-biased & gender-blind research), through the organization of seminars and webinars.*
- ✓ *Keeping a record of completed doctoral dissertations and research projects at the UoC (2018-2024) in terms of gender integration in research (content and composition of the research teams), and establishing indicators on the basis of doctoral dissertations/research projects in 2018-2021 which have integrated gender in the research.*

Goal 2. Ensuring retention and strengthening of women’s participation in funded research projects

Actions:

- ✓ Mentoring of early career female researchers (doctoral candidates, postdoctoral researchers, assistant professors) in drafting research proposals and networking at national and international level, in order to submit joint research proposals (to national and EU funding bodies). Proposal submission mentoring will be conducted (a) on a one-to-one basis by the supervisors of the doctoral candidates and the Principal Investigators of the postdoctoral researchers, and (b) in groups by the corresponding SARF UoC unit. Networking mentoring will be provided through relevant actions (e.g. seminar/s) organized by the University of Crete Research Centre (UCRC) in collaboration with the corresponding SARF UoC unit.

Goal 3. Investigation of the factors influencing the under-representation of women in funded research projects

Actions:

- ✓ Study of the ratio of women to men submitting research funding proposals compared to the ratio of women to men who gain funding (2018-2024). Recording of the annual and overall gender ratios (PIs and research teams) by School/Department (SARF UoC and national bodies).
- ✓ Research (using questionnaires, interviews, focus groups) to study and analyze the association between “work and family conditions” and “involvement in funded research projects”.

Table. *Goals – Actions- Responsible bodies*

GOALS	ACTIONS	RESPONSIBLE BODIES	2022	2023	2024
Integrating the gender dimension in research	Sensitization/awareness raising on the importance of equal gender participation in research and on gender bias in research (gender-biased & gender-blind research).	GEC Gender Studies Center	1 seminar/webinar per year (researchers of all disciplines and ranks)		
	Recording of doctoral dissertations and research projects that integrate gender in research & establishment of indicators	GEC SARF UoC Educational Research Laboratory	(a) Recording of doctoral dissertations, research projects (2018-2021) (b) Establishment of indicators	Recording of doctoral dissertations, research projects (2021-2024)	
Ensuring retention and strengthening the participation of women in funded research projects	Mentoring of early career female researchers in drafting research proposals and networking for the submission of research	SARF UoC Supervising faculty	1 group of early career researchers (mentoring) per year (one-to-one and group guidance) 1 seminar/webinar (networking) per year (female doctoral candidates, postdoctoral		

	proposals		researchers, assistant professors)
Investigating factors influencing the under-representation of women in funded research projects	Study of the ratio of women to men submitting research proposals compared to that of women to men accessing funding (2018-2024)	GEC SARF UoC	Study implementation
	Annual recording of gender ratios (PIs and research teams) by School/Dept. and overall	GEC SARF UoC	Study implementation
	Research (using questionnaires, interviews, focus groups) on the association between “work and family conditions” and “involvement in research”	GEC	Study implementation

2.3 Work-life Balance

2.3.1 Current situation

The recent Law 4808/2021 incorporated Directive (EU) 2019/1158 on work-life balance, providing support to parents with parental leave, caregiver leave and force majeure leave, as well as improved teleworking opportunities and flexible working hours. The most recent circulars by staff category (permanent, open-ended and fixed-term contract staff) set out details and amendments on this issue.

Parental support facilities at the University of Crete:

- ✓ Day care center. There is a municipal day care center for children aged 3-5 on the Voutes Campus in Heraklion. Children of staff or students of the University of Crete have priority enrolment.
- ✓ Creative Play Centers (Playrooms). There are low-cost playrooms for children aged 4-12, available on both the Rethymnon and the Voutes campus. The facilities can be used by children of parents working or studying at the UoC over the Christmas, Easter and summer holidays.

2.3.2 Approach



The present Action Plan aims at strengthening every opportunity provided by the University to support staff and students, regardless of gender, in an effort to balance work and private life. The existing legislation and relevant provisions are insufficient without the supporting measures proposed by the competent bodies and the allocation of the necessary resources for their implementation. The approach to the issue is twofold: monitoring and supporting the implementation of the

statutory measures, and increasing the means of support offered by the Institution.

2.3.3 Goals – Actions – Responsible Bodies

Goal: To reduce difficulties in balancing private and professional life. The following courses of action are proposed in order to promote and support work-life balance:

Actions

- ✓ Monitoring the implementation of the provisions of Law 4808/2021 on parental leave and flexible working hours or teleworking. Recording the data on the implementation of these provisions by staff category.
- ✓ In collaboration with the UoC General Directorate and the Directorate of Personnel, efforts will be made to facilitate the process of managing staff complaints of discriminatory treatment due to the use of privileges permitted by law, such as parental leave, flexible hours, etc.
- ✓ Proposal to increase childcare facilities and provisions for university staff and students.

Table. *Goals – Actions – Responsible bodies*

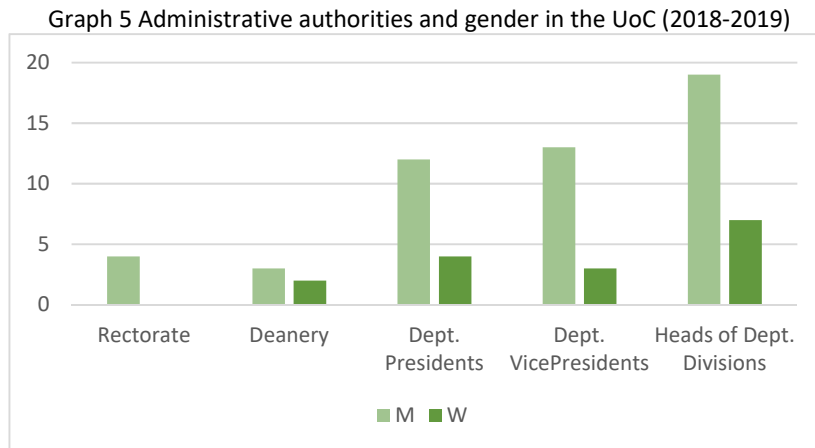
GOAL	ACTION	RESPONSIBLE BODIES	2022	2023	2024
Mitigation of work-life balance difficulties	Monitoring implementation of the law on parental leave and flexible working hours or teleworking.	GEC General Directorate Directorate of Personnel	Data recording and analysis by staff category		-----
	Establishment of a grievance redressal procedure for unfavorable treatment due to the use of privileges allowed by law	General Directorate Directorate of Personnel Legal Office	Institutionalization of the procedure Implementation	Implementation	
	Proposal for increasing childcare facilities and provisions	GEC Responsible Deputy Rectors	Decisions on the proposals	Implementation of decisions	

2.4 Administration – Decision-making Bodies

2.4.1 Current situation

The European Institute for Gender Equality (EIGE) recently published the Equality Index 2021 data for its member countries. With a score of 52.5/100, Greece ranks last among EU countries, with the lowest performance in the “Power” index (27.0%), which measures gender representation in positions of responsibility and decision making. According to the European Commission SHE Figures 2018 (2019) report, at EU level women form 23.6% of heads of HEIs, 31% of participants in Councils and Committees, and 24.5% of heads of Committees and Boards.

At the University of Crete, 76% of posts in the administrative bodies, the Rectorate and positions of presidents and vice-presidents of the academic Departments are held by men. The significant under-representation of women in positions of responsibility and in decision-making bodies in these high-ranking positions is striking, while there is a complete absence of women in the Rectorate.



Gender participation in decision-making positions regarding research and management of research funds in the UoC was recorded in collaboration with the Management of the Financial and Administrative Support Unit (FASU) of the Special Account for Research Funds (SARF UoC). The data collected pertain to the participation of male and female faculty in the Research Committee (Plenary Session of the Committee and Seven-Member Committee). As presented below, there were 55 women and 150 men (27/73%) in the Plenary Session of the Research Committee in 2014-2021, while the Seven-member Committee numbered 4 women and 17 men (19%/81%) in 2018-2021. These UoC data are in line with the data of the European Institute of Gender Equality (EIGE) for Greece (2021), which highlight the low participation of women in decision-making positions in research (W:22.7%, M:77.8%). These data refer to gender participation, in the positions of member or president, in the Academy of Athens, the highest national academic establishment. A similar picture, albeit with a larger gap, emerges for the Research Institutes (W:11.1%, M:88.9%).

Graphs 6 & 7 Proportion of women and men in academic and administrative decision-making positions on research in the UoC



Furthermore, 98 men and 52 women participated in the 21 Committees and Councils of the University of Crete, as they appear on the UoC main website (2021-2022).

2.4.2 Approach

Any attempt to redress the gender balance in positions of responsibility should take into account the current gender ratio of organization members and/or the specific staff subcategory. Otherwise, the situation will become challenging for the gender with fewer members (e.g. female faculty compared to male faculty), leading to “overemployment” of members of these staff categories in decision-making bodies or committees.

2.4.3 Goals – Actions – Responsible Bodies

Goal: To strengthen equal gender representation in positions of responsibility and decision-making bodies. At the University of Crete, there is a significant under-representation of women in leadership positions and decision-making bodies. The following courses of action are proposed in order to strengthen equal representation:

Actions

- ✓ Application of a quota where required by law
- ✓ Elevation and promotion of women with a significant presence in research and university education in the promotional and social media of the University, and in the mass media (articles in UoC journals, presentations of work and important figures).
- ✓ Ensuring the equal or proportional participation of all, regardless of gender, in Administrative Bodies, Committees and Boards.

Table Goals – Actions - Responsible Bodies

GOALS	ACTIONS	RESPONSIBLE BODIES	2022	2023	2024
Strengthening equal gender representation in leadership positions	Application of quota where required by law	Responsible Deputy Rector, General Directorate	Quota recording		Quota application monitoring
	Highlighting and promoting women’s distinctions and work	GEC Department of Public Relations UoC Journals		1 article per year in the UoC Newsletter / <i>Triton</i> journal 1 Lecture per year	
	Proposal for ensuring gender-balanced participation in Committees / Bodies	Responsible Deputy Rector, General Directorate	Incorporation in regulatory documents Implementation		Implementation – Monitoring

2.5 Communication: Policies on the use of gender-neutral language

2.5.1 Current situation

Over the past fifty years, research on issues of gender, language and their interconnection has shown that language and discourse are not a socially and ideologically “neutral” means of communication among individual members of societies, but reflect social, class and gender ideologies and hierarchies. Language, therefore, in its formal, grammatically codified form, reflects these ideologies and hierarchies of historical time and of the societies in which language is formed and used. Studies on the relation between gender and language in particular have shown the multidimensionality of the phenomenon of linguistic sexism, that is, the use of language (by men and women) in ways that exclude from speech or devalue members of the opposite or the same gender. Linguistic sexism works primarily to the detriment of women, as linguistic expression is dominated by the masculine gender, while other stylistic modes of expression essentially form a dominant “male language/dialect”. This applies not only to the Greek language but also to other European languages that have grammatical genders (e.g. English, although with fewer grammatical gender forms, Spanish, etc.). The use of gendered language, as it has been formed, is therefore a means of negative discrimination against women and a factor that hinders efforts to consolidate substantive equality, as it not only reproduces but also solidifies existing gender hierarchies and negative discrimination.

Institutional framework at European, international and national level

In this context, both **institutions and committees of the European Union and international organizations** have made recommendations to their respective member countries for the elimination of linguistic sexism, and measures have been taken to ensure gender equality in the official written language of the EU and its organizations, such as Recommendation CM/Rec(2007)17 of the Committee of Ministers of the European Council, which, among other things, calls on Member States to take measures for the promotion of a language that reflects the principle of gender equality, or Recommendation R(90)4, specifically addressing the elimination of linguistic sexism.²¹ Equal language treatment is included in general EU policies promoting equality in academia and research, as provided for in Recommendation CM/Rec(2007)13 of the Committee of Ministers to the Member States of the European Union on gender mainstreaming in education, followed by the conclusions and recommendations of the Council of Europe Conference “Combating gender stereotypes in education and through education” (Helsinki, 9-10 October 2014).²²

At national level, recent legislation on equality issues provides for the visibility and equal treatment of gender in official texts. More specifically, Law 4604/2019, article 12 states that “the use of wording that conceals or contains gender discrimination in the drawing up of administrative documents is prohibited”, while Law 4589/2019, article 33 provides for the establishment of Gender Equality Committees in Higher Education Institutions, with the aim of promoting gender equality across the whole range of academic activities, and the drafting of relevant action plans for the elimination of gender discrimination, including the domain of linguistic expression. Furthermore, the updated *National Action Plan for Gender Equality, 2021-2025* (2021)

²⁰ Council of Europe (2007). Recommendation CM/Rec (2007) 17 of the Committee of Ministers to Member States on gender equality standards and mechanisms. Recommendation No. R (90) 4E of the Committee of Ministers to Member States on the elimination of sexism from language. Recommendation CM/Rec (2007) 2 on media pluralism and diversity of media content.

²² See *Combating Gender Stereotypes in and through Education* Report of the 2nd Conference of the Council of Europe National Focal Points on Gender Equality Helsinki, 9-10 October 2014, <https://rm.coe.int/1680590fe5> (last accessed: 24/11/2021).

makes provisions for action plans in sector policies, in particular “the promotion of gender-neutral language in public documents” (Priority Axis 4: Gender mainstreaming in sector policies, Action 4.1.4).²³ Finally, on the initiative of the General Secretariat for Gender Equality (now renamed the General Secretariat for Demography and Family Policy and Gender Equality), in 2015 a team of female scientists drafted a *Guide to the Use of Gender-neutral Language in Administrative Documents* (republished by the General Secretariat for Gender Equality, 2018),²⁴ an official document containing instructions and specific suggestions on the use of gender-neutral language in administrative documents.²⁵

University of Crete: linguistic culture and measures. In this context, at the University of Crete, the *Administrative Services* are gradually adapting the language of administrative documents to the rules of gender-neutral language. Based on an initial non-systematic examination of public administrative documents, and the correspondence and announcements of various UoC services, a conscious effort was made to use forms of language that render the feminine gender grammatically visible. However, this adaptation of documents is not performed in a consistent and systematic way; it does not include all the linguistic forms or expressions that contain gender discrimination, nor is it observed in all the administrative documents, announcements and correspondence of all services. The same applies to the *websites of the academic*



departments, Committees and Offices. The problem is more pronounced in students’ written texts and (based on an indicative assessment) in publications by faculty.

²³ Ministry of Education, Research and Religious Affairs/General Secretariat for Research and Technology, National Action Plan for Gender Equality, 2021-2025, Athens, May 2021, pp. 78-79.

²⁴ *Guide to the Use of Gender-neutral Language in Administrative Documents*, Hellenic Ministry of the Interior / General Secretariat for Gender Equality, March 2018. <https://isotita.gr/wp-content/uploads/2018/01/%CE%9F%CE%B4 % CE% B7% CE% B3% CF% 8C% CF% 82-% CE% BC% CE% B7-% CF% 83% CE% B5% CE% BE% CE% B9% CF% 83% CF% 84 % CE% B9% CE% BA% CE% AE% CF% 82-% CE% B3% CE% BB% CF% 8E% CF% 83% CF% 83% CE% B1% CF% 82.pdf>

²⁵ Guidelines on the use of gender-neutral language have been compiled under the auspices of the United Nations, for languages such as English, Spanish, etc. See Guidelines for gender-inclusive language in English, United Nations, Gender-inclusive language, <https://www.un.org/en/gender-inclusive-language/guidelines.shtml>. Guidelines on Gender-Neutral Language, UNESCO, 1999. <https://unesdoc.unesco.org/ark:/48223/pf0000377299>

In order to address the issue of linguistic sexism in the academic field of the UoC, a *Guide to the Use of Gender-Neutral Language* has been drafted for the use of all members of the academic community (administrators, students, faculty and researchers). The Guide was compiled in two versions/forms, an extensive version informing UoC members of the scholarly dialogue on the relationship between language and gender, and a brief “practical user guide”. The aim of the first version of the Guide was to present the diversity of aspects of linguistic sexism, the theoretical approaches to the phenomenon, details of the proposals formulated in the literature to overcome all aspects of the phenomenon, and finally the formulation of proposals for avoiding gendered grammatical forms or modes of expression. These contents demonstrate the reasons for writing this guide, even though there is already a Guide to the use of gender-neutral language, compiled by the General Secretariat for Demography and Family Policy and Gender Equality, which focuses on the study of administrative documents and the formulation of instructions and suggestions. The UoC Guide was prepared by the GEC (with the participation of a specialist scientist, while the final result was examined by UoC faculty specializing in language and gender issues) and funded by the Research Committee.

2.5.2 Approach

Given this increasing awareness of the UoC administrative services regarding the use of gender-sensitive language, the existence of a guide that constitutes a tool for the systematic approach to gender-neutral language within the UoC, and considering the lack of education/training of both administrative staff and students in the use of gender-neutral language, as well as the lower level (as a working assumption) of awareness among faculty and researchers of the role of language in promoting equality or aiding gender equality, the approach to the issue will focus firstly on the sensitization and awareness-raising of all UoC members, and secondly on education/practice in the use of gender-sensitive language of specific staff categories, particularly the administrative staff, and students. Regarding the use of gender-neutral language by faculty and researchers, in addition to awareness-raising activities in which these staff categories will be a target group, another supporting factor will be their commitment through the Code of Ethics on Equality in Research²⁶, which stipulates that the publication of research results should be expressed in gender-neutral language. At a second stage, at the level of the UoC as an organization, interventions will be made in the language of the administrative documents and the online presentation/promotion of the UoC. Regarding the achievement of the objectives in this priority area, it is believed that the incorporation in the national and EU legal framework of measures for tackling sexism in public discourse and communication (the media) will create favorable conditions for both the sensitization and the more rapid adaptation of the UoC university community to the use of a language that renders both grammatical genders visible.

2.5.3 Goals – Actions – Responsible Bodies

Goal 1 To inform and raise the awareness of the members of the university community (administrators, students, faculty/researchers) on the role of linguistic sexism in the reproduction of stereotypes and the consolidation of gender inequalities. The aim, more specifically, is to inform all UoC members on this issue, and to facilitate the practice/training of the members, especially students and administrative staff, in the utilization of the Guide on the use of gender-neutral language.

²⁶ See above, chapter 2.2 Research and Gender Equality / 2.2.1 Institutional Framework, pp. 20-21.

Actions

- ✓ Lecture series (2022-2024) or workshops (2022-2024)
- ✓ Training of members of the university community (by category of staff/members, with emphasis on students, administrative staff and the webmasters of the Institution’s websites and online pages)

Goal 2 Application of the Guide to administrative language and the online presentation/promotion of the UoC.

Actions

- ✓ Creating standardized administrative documents based on the *Guide to the Use of Gender-neutral Language* and seeking to increase the visibility of gender identities where possible. For example, in forms/documents in which gender needs to be declared, the options “man” and “woman” can be supplemented by “other” or (preferably) “state gender”.
- ✓ Application of the Guide to the UoC website, the School and Department websites, and the UoC Committees, to ensure equal reference to gender.
- ✓ Changing the Greek names of institutions, structures and committees (e.g. Young Researcher Award, Student Counseling Center, etc.) that refer exclusively to the masculine gender.

Table. Goals – Actions – Responsible Bodies

GOALS	ACTIONS	RESPONSIBLE BODIES	2022	2023	2024
Raising awareness of the role of linguistic sexism in the reproduction of stereotypes and gender inequalities	Lectures Seminars	GEC Faculty of the Dept. of Philology	Series of lectures/workshops (over all 3 years)		
	Training in the use of the Guide	GEC School of Philosophy Writing Center	2 groups of students per year 1 group of administrative staff per year	Webmasters/staff responsible for promotion of the UoC	
	Application of the Guide to the websites of the UoC, Schools, and Departments	UoC administration, Schools and Departments	Implementation	-----	-----
Application of the Guide to administrative language and the online presentation/promotion of the UoC	Creating standardized administrative documents based on the Guide	GEC Head of Administrative Services	Creation and use of documents	Monitoring	
	Changing the name of institutions, committees, etc. which refer exclusively to the masculine gender	Rectorate-Senate of the University	Application	-----	-----

2.6. Education

2.6.1 Current situation

The education provided by the University of Crete on issues of gender equality and the acceptance of diversity is based on three pillars: (A) the organization of lectures, conferences, summer schools, etc., (B) the courses offered at undergraduate and graduate level, and (C) the research and educational activities of the Teaching Practicum and Educational Research Laboratory and the Gender Studies Center - Gender Lab.

Pillar A. Educational activities in the form of seminars and lectures on relevant topics are organized each year.

Indicative activities, 2021:

- Lecture/discussion: “At home and in public places: Aspects of gender and domestic violence”, part of the public lectures series *The University in Society*, organized by the UoC School of Social Sciences and the Gender Lab in collaboration with the Regional Unit of Rethymnon and the Municipality of Rethymnon.
- “Discussing violence against women”, co-organized by the GEC and the Gender Lab.
- Online showing of the film *The Swallows of Kabul*, directed by Zabou Breitman and Eléa Gobbé-Mévellec, co-organized by the GEC and the Philosophical Research and Translation Laboratory of the UoC Department of Philosophy and Social Studies.

Indicative activities, 2020:

- *Seminar by Young Researchers, “Brown Bag Seminar” of the University of Crete Research Center (UCRC/KEME). (Presentations of research papers).*
- ✓ Presentation of the project “Vegera - Female Exchange Communities: A feminist project in a village of Crete” (Irimi Aboumogli, graduate student of the Department of Sociology, University of Crete, Rethymno, December 11, 2020)
- ✓ Presentation on “Defending the human right of women to a life without violence: The holistic approach to the Istanbul Convention” (Christina Tsakistraki, postdoctoral researcher, Department of Sociology, University of Crete, November 23, 2020).
- ✓ Lecture: “The reproductive rights battleground in Poland: Socio-cultural contexts, legal frameworks and human consequences”, Dr. Katarzyna Zielinska, Institute of Sociology, Jagiellonian University.
- *Workshop* (online) of the Department of Sociology Students’ Association on “Gender-based Violence, Incidents and Ways of Combating It”.
- *Lectures: “Sex and gender in research design and reporting”, Carolyn Ells, Associate Professor, Medicine Biomedical Ethics Unit, McGill University, Montreal, Canada, in collaboration with the DEFORM 2nd International Workshop Governance of Science and Research Integrity: Agencies, Researchers, Case Studies.*

Pillar B. In 2018-2021, the University of Crete School of Social Sciences (Departments of Sociology, Political Science, Psychology) and the School of Philosophy (Departments of History and Archeology, Philology, Philosophy and Social Studies), offered (I) 18 undergraduate and 4 graduate courses focusing on gender, gender relations and hierarchies, and (II) 25 undergraduate and 11 graduate courses containing chapters on or extensive references to gender, gender relations and hierarchies. The courses are posted on the GEC website (www.eif.uoc.gr) and those of the Departments. These Departments are located on the Gallos Campus (Rethymnon). Undergraduate and graduate students of the School of Sciences and Technology (SST)

and the Medical School, based in Heraklion, have the option of choosing the gender courses offered by the Departments in Rethymnon.

Pillar C. The UoC does not provide any established graduate courses on gender. The Educational Research Laboratory and the Gender Studies Center - Gender Lab provide postgraduate education promoting research on gender and equality.



2.6.2 Approach

In order to understand the importance of gender mainstreaming, equality, and various forms of discrimination (contemporary and historical), to advance academic knowledge and research, and to promote equality and acceptance of diversity as a culture in the academic community, the following courses of action will be pursued: (a) at the level of the teaching staff, awareness-raising activities will be organized to inform and sensitize the faculty and the program committees of the UoC Departments, with the objective of developing relevant courses at all three levels of studies; (b) at the institutional level, the integration of gender as a factor in the evaluation of undergraduate and graduate curricula of the academic Departments of the institution will be examined and planned in collaboration with the Quality Assurance Unit (QAU).

2.6.3 Goals – Actions – Responsible Bodies

Goals. To increase the number of courses on gender and equality (as a core theme or subtheme) offered by the academic Departments and to establish relevant courses offered at the level of the Institution.

Actions:

- Organizing information and awareness-raising actions for the faculty and the undergraduate and graduate program committees of all Departments of the Institution, with the objective of integrating gender/equality issues into academic teaching
- Establishment of an award of excellence or a scholarship for a graduate thesis on gender/equality
- Collaboration with the Quality Assurance Unit (QAU) for the integration of gender as a factor in the evaluation of undergraduate and graduate programs of the Departments.

Table. Goals – Actions – Responsible Bodies

GOAL	ACTIONS	RESPONSIBLE BODIES	2022	2023	2024
Increasing the number of courses focusing on gender/equality in Department curricula	Information and awareness-raising actions for faculty and Undergraduate and Graduate Program Committees focusing on the importance of	GEC GSC Department Program	1 Seminar per semester		

gender/equality mainstreaming in teaching	Committees			
Establishment of an award of excellence or a scholarship for a graduate thesis on gender/equality	GEC Research Committee	Institutional-ization	----	-----
Collaboration with the Quality Assurance Unit (QAU) on including gender mainstreaming in the evaluation of Undergraduate and Graduate Programs	Quality Assurance Unit (QAU)	Changes to QAU instructions/forms	-----	-----

2.7 Discrimination/Bullying/Harassment

2.7.1 Current situation

2.7.1.1 Combating gender and other discrimination and harassment, including sexual harassment

In recent years, there has been a significant strengthening of the legislation intended to combat discrimination, to pursue gender equality and to deal with crimes against women. The promotion of the principle of equal treatment and the fight against discrimination on the grounds of race, color, national or ethnic origin, descent, religious or other beliefs, disability or chronic illness, age, marital or social status, sexual orientation, identity or gender characteristics are provided for in Law 4443/2016.

Of all the applicable statutes, however, the Istanbul Convention of the Council of Europe is the most comprehensive international treaty on combating violence against women and tackling domestic abuse, pointing out in its preamble that the structural nature of violence against women is both a cause and an effect of gender inequality. With its ratification (Law 4531/2018) by the Greek legal system, Greek law became aligned with EU standards and was significantly enhanced.

It is worth pointing out that most of the statutes adopted after 2015 were enacted in compliance with EU and international legislation rather than on the initiative of the Greek legal system. In many cases, their integration in our legislation was only accomplished after lengthy delays.

Finally, it should be noted that statutory protection alone is not enough. Preventing and combating all forms of discrimination and violence against women requires political and social action and a constant effort to change deep-rooted social attitudes, perceptions, and prejudices.

UoC regulatory documents and procedures for dealing with discriminatory behaviors and harassment

The University of Crete, in the context of the humanitarian principles it serves, presumes in its regulatory documents that the principles of equality and gender equality form an integral part of human rights and the constitutional rights of the citizen, as established by international and national legislation. It explicitly states that the operation of the Institution and the activities of the academic community must be conducted in such a way that these rights are fully respected. In this context, the Rules of Procedure of the UoC state that “any

discrimination related to race, color, gender, nationality, ideology, personal life choices, religion, physiology and any other lawful social perception and practice, is considered unacceptable". Furthermore, *"the exercise of any psychological violence and any deviation from the teacher-student relationship are considered unacceptable"*.²⁷

These humanitarian academic goals, as well as the behaviors that they address, are codified in the documents on academic integrity and ethics, which define a set of principles that regulate the functioning of the university community and the relations between and within each section of that community. Among these principles, such as respect for human rights and freedoms, justice, solidarity and merit, the principle of **personal dignity** occupies a distinct place. Elaborating on all these principles, the new *Code of Ethics and Good Practice* (CEGP) of the University of Crete (published July 5, 2021), drafted by the UoC Ethics Committee with the assistance of the Gender Equality Committee, serves them in a systematic and well-defined way, in line with contemporary legal culture and broader academic concerns. More specifically:

- ✓ Behaviors defined as morally unacceptable and academically unethical include those that offend personal dignity in general and *"sexual dignity"* in particular, and violate *"personal sexual freedom"*. Thus, it is explicitly stated that *"any form of gender-based violence and any act of bullying or harassment whether verbal, psychological, or physical [...] must be treated with zero tolerance by members of the academic community"*.²⁸
- ✓ All categories of UoC staff, as well as the student body, should refrain in their interpersonal relations from any acts such as those mentioned above, *"especially in cases of unequal power relations"*. Thus, asymmetric relations within the academic community are addressed as a distinct factor that may give rise to behaviors of harassment, *"bullying"* and *"victimization"*.²⁹
- ✓ Under this policy, every member of the academic community is both entitled and required to appeal to the appropriate bodies or a Committee of the Institution, in order to submit a relevant report, if they are subjected to any of the aforementioned acts of discrimination, either directly or indirectly.³⁰
- ✓ It is a fundamental general principle that *"any form of discrimination that results in unequal treatment must be avoided during academic work"*. Moreover, a wide range of identity characteristics that could be grounds for discrimination are identified: *"based on ethnicity, race, origin, language, gender, religion, political and social beliefs, private life choices, sexual orientation, physical ability, and socioeconomic status."*³¹
- ✓ Finally, it is explicitly stated that all the acts described above constitute *"grave violations of human freedom and dignity"* not only when manifested directly and in person, but also when they are *"carried out through social networks online"*.³²

In conclusion, the new UoC Code of Ethics and Good Practice, following the logic of *gender mainstreaming*, interconnects discrimination based on gender identity and sexual orientation with other aspects of social identity that are subject to discrimination and inequality (*intersectionality*), and introduces new categories in the recording of discriminatory and harassing behaviors, delivering a strong message of zero tolerance and thereby *implicitly acknowledging that the university is not inherently immune to such behaviors*.

²⁷ Rules of Procedure of the University of Crete [Government Gazette Issue B1525/14.12.2000 No. 1/375/B1/696], Article 1, paragraph 2, p. 2.

²⁸ Code of Ethics and Good Practice of the University of Crete, Article 1: p. 2.

²⁹ CEGP, Article 2: p. 4.

³⁰ CEGP, Article 2: p. 4.

³¹ CEGP, Article 1: p. 2.

³² CEGP, Article 2: p. 4.

It is worth mentioning here an example of good practice in handling such issues at the level of academic units: the Department of Philology of the UoC School of Philosophy has formulated a *Code of Conduct* containing a chapter dedicated to these negative behaviors which includes the establishment of a Departmental *Anti-Discrimination Ethics Committee*, as an advisory body on incidents of discrimination, sexual harassment, and bullying.³³

Good practices such as the above, as well as the new UoC Code of Ethics and Good Practice in general, provide a very important conceptual framework and an institutional basis, so that a reference to such behaviors can be *incorporated in the relevant regulatory documents of UoC decision-making bodies and academic Departments* in the near future, declaring that they will not be tolerated in the academic community.

Handling and dealing with incidents of discrimination and harassment: *relevant university bodies and procedures based on existing legislation*

Signed incident reports involving all forms of discrimination and harassment, including sexual harassment, may be submitted to the University of Crete. Both those directly affected and witnesses to such incidents can file a relevant report or complaint:

With the following institutional bodies and administrators:

- ✓ The Chair of each Academic Department: applies to all categories of students and staff associated with the Department (faculty, Specialized Teaching Staff, Laboratory Teaching Staff and Specialized Technical Laboratory Staff, students and researchers, including external collaborators, administrative and technical staff)
- ✓ The Dean of each School: applies to all the above categories of students and staff associated with the academic Departments of the School
- ✓ The Rector of the Institution: applies to all categories of the university community
- ✓ The responsible administrative head: applies to administrative staff

With the following Committees and institutions of the University:

- ✓ The Gender Equality Committee (GEC): any member of the university community may submit a written report to the Committee by completing the online report form on the GEC website
- ✓ The Ethics Committee (EC): applies to all categories of the university community.
- ✓ The Student Ombudsman
- ✓ The Senate

The institutional procedures for the investigation of such incidents are as follows, in order of priority:

- ✓ Investigation by the Incident Investigation Committee (IIC):
- ✓ Administrative inquiry under oath:

Support services for students who have experienced or may experience discrimination, sexual harassment, and other harassing or bullying behaviors

The University of Crete provides students with both psychological support and legal advice, through the Student Counseling Center and the Student Ombudsman respectively. These institutions offer their services to male and female students who are or might become the direct recipients of such negative behaviors.

³³ See *Ethical Guidelines of the Department of Philology*, chapter 3: "Relationships among members of the academic community", pp. 4-6.

The Student Counseling Center and the provision of psychological support for these negative behaviors

The Student Counseling Center (SCC) of the University of Crete was established in 2003 in two Branches, on the Gallos (Rethymnon) and Voutes (Heraklion) campuses. Among the main services offered by the SCC is individual and group counseling and psychological support for students. The Center operates with the appropriate scientific staff of specially trained psychologists, workers, and sociologists. In carrying out its duties, the SCC strictly adheres to the rules of confidentiality and privacy, in accordance with Regulation (EU) 2016 /679 – General Data Protection Regulation (GDPR), in regard to the protection of personal data.³⁴

In the above context, both SCC Branches receive various requests, *“including requests that may relate to incidents such as harassment, bullying or sexual abuse or gender-based violence, always at the request of the student themselves”*.³⁵ Given that there is currently no other, more specialized service providing psychological support to students (or, indeed, to other categories of the academic community) who are subjected to such behaviors either on or off campus, and although these behaviors are not explicitly mentioned in the SCC Rules of Procedure or its information material, it is this institution that applies the established methods of psychological support to members of the student body who resort to it for such reasons.³⁶

The two SCC Branches of the UoC, in the framework of their collaborations with organizations and bodies of the Institution, are in contact with the UoC Gender Equality Committee. In the context of the latter’s mediating role in regard to such negative behaviors, they *brought to the Committee’s attention, at its request, some very important general and reportable information and insightful comments regarding their experience on the subject, and also made suggestions for further actions related to the work of the SCC*. Both Branches state that they have supported students, at their own request, who have suffered “harassment, sexual harassment, gender-based violence, bullying, and racism”, behaviors “which may have been committed by persons in authority, peers, or individuals outside the university community”.³⁷

It should be noted that the responsible staff of the SCC consider that, *particularly in cases of sexual harassment and gender-based violence*, the comprehensive support of the recipients of such behaviors requires expertise in handling such cases and an interdisciplinary team (specialized psychologist, social worker, legal expert), something that the SCC does not have at its disposal, as this is not explicitly provided for in its existing Rules of Procedure. It is stated, however, that the SCC can organize or co-organize actions aimed at raising awareness within the university community on issues of sexual harassment and gender-based violence, utilizing specialized structures outside the Institution, such as the Counseling Center for Victims of Violence of the Municipality of Rethymnon.³⁸ Finally, both Branches of the SCC point out, as good practice, the need to create a statutory UoC action protocol for handling all incidents of such negative behaviors, especially sexual harassment and gender-based violence, aiming at an immediate and uniform approach toward such incidents, and also intended to provide optimal assistance to victims, such as more specialized psychological support (apart from the support they will receive from the UoC Student Counseling Center).

The Student Ombudsman. The UoC Student Ombudsman “mediates between students and faculty or administrative services of the University and generally ensures compliance with the law in student affairs, in

³⁴ See Student Counseling Center of the University of Crete, *Rules of Procedure* and <https://skf.uoc.gr/index.php/en/>

³⁵ Written responses provided by the SCCs of Heraklion (22.11.2021) and Rethymnon (30.11.2021) to a series of questions addressed to them by the GEC Working Group on discrimination and harassment.

³⁶ Written responses provided by the SCCs of Heraklion (22.11.2021) and Rethymnon (30.11.2021), *ibid*.

³⁷ Written responses provided by the SCCs of Heraklion (22.11.2021) and Rethymnon (30.11.2021) to a series of questions addressed to them by the GEC Working Group on discrimination and harassment.

³⁸ Written responses provided by the SCC of Rethymnon (30.11.2021), *ibid*.

accordance with the principles of academic freedom and the proper functioning of the University”.³⁹

Within the framework of this mediating role, the Student Ombudsman *may* also handle cases involving all forms of discrimination, harassment, bullying, and gender-based violence against UoC students, either *on submission of a report by the persons themselves* or *ex officio*. All students can address their requests to the Ombudsman, either to report an incident relating to the above or to seek legal advice regarding such incidents.

Exercising the mediating role of the GEC: formulation of procedures for handling incidents of discrimination, sexual or other harassment, gender- and power-based violence – Drafting of relevant information material.

The procedure for submitting a report to the GEC and the handling of the report stipulates the following: the GEC accepts reports of incidents of negative discrimination (due to gender, gender identity, sexual orientation, nationality, religion, social background, etc.), harassment, sexual abuse, gender-based violence, and power-based violence, whether the violence is physical, verbal or psychological. All categories of members of the academic community have the right to submit a report to the Committee. This report may be submitted either by the recipient of any of the above negative behaviors or by a person or persons who have witnessed such incidents. All reports must be signed by the person submitting them and cannot be anonymous. Reports can be submitted online by filling in the relevant form on the GEC website. The report form is accompanied by an information form on personal data processing, in accordance with Regulation (EU) 2016 /679 – General Data Protection Regulation (GDPR).⁴⁰

Drafting of information material (guide) on dealing with discrimination, especially sexual violence and harassment, at the University. Within the framework of the GEC’s responsibility to provide information and training to members of the academic community on issues related to gender, equality, and non-discrimination, the GEC Working Group on Discrimination Issues has produced a concise guide titled *Dealing with Sexual Harassment at University*. The guide is based both on relevant texts of foreign universities and on the results of the Group’s research on formulating procedures for handling incidents of discrimination, sexual or other harassment, gender- and power-based violence.⁴¹ The guide is available online on the GEC website and on the websites of Departments and services of the University of Crete. It is also available in printed form from the same bodies and services.

2.7.2 Approach

The need to address shortcomings in the Institution’s regulatory documents and existing procedures in dealing with incidents of all kinds of negative behaviors and in providing support services to those affected: It has been ascertained that the Rules of Procedure of the University of Crete which have been in effect since 2000 [Government Gazette B1525 14.12.2000 Issue 1/375/B1/696] make no mention of discriminatory, harassing, and bullying behaviors, which are contrary to human dignity, the principle of equality, and

³⁹ <https://www.uoc.gr/studies-at-uni/tutor/synigoros.html>

⁴⁰ The responsibility for the management of GEC reports, and the relevant procedures, are detailed on the GEC website.

⁴¹ Guide sources: UN Women (<https://www.unwomen.org/en/news/stories/2019/11/feature-consent-no-blurred-lines>), Sciences Po University, France (<https://www.sciencespo.fr/students/en/news/10-measures-advance-gender-equality-university>), UoC Committee on Gender Equality (www.eif.uoc.gr> Combating discrimination).

academic ethics and integrity. Consequently, the Disciplinary Provisions of the Rules of Procedure (see Chapter B, Article 26) do not explicitly include or name any of the discriminatory or harassing behaviors. Thus, it is considered necessary to enrich the Disciplinary Provisions of the Rules of Procedure by including these negative behaviors in the disciplinary offenses attracting appropriate penalties, in order for the Rules of Procedure of the Institution to align with the relevant national and international legislation, and also to *emphasize the importance of criminalizing such behaviors* within the academic educational and work environment, while respecting our legal culture. Similar omissions in declaring that such behaviors will not be tolerated at the university have been found in other regulatory documents (e.g. rules of procedure) of academic Departments, Research Laboratories and other UoC bodies.

The Institution, within the context of the gender equality policy that it is developing, and more generally of the policy of combating all forms of negative discrimination, harassment, and bullying behaviors, making particular use of the newly established GEC and its mediating role, intends to examine the aforementioned regulatory documents more systematically in order to incorporate into them the repudiation of all such behaviors and to clarify that disciplinary sanctions are applied accordingly, in a systematic and uniform manner at institutional level, and in all possible forms and contexts of their manifestation in the University, including online social networks. Moreover, it has been ascertained that there is a need to upgrade and specialize the existing psychological support services for students affected by such negative behaviors, particularly with regard to gender discrimination and sexual harassment. There is also a need to extend the availability of those services to the other two categories within the academic community (administrative and teaching staff), while specialist legal advice should also be reinforced and expanded in like manner. Consequently, the need was identified for the development of collaborations to this end between the bodies of the Institution and also between more specific institutions and services of the University, such as the Student Counseling Center, the Student Ombudsman, the Legal Office, the GEC, etc.

Lack of systematic investigation of experiences of discrimination and harassment in all categories of the academic community, and the need for such an investigation and study: To date, the University of Crete has not conducted any extensive and/or systematic investigation and study of any such experiences (discrimination, gender discrimination, harassment, and sexual abuse in particular, and all forms of bullying and power-based violence), within the academic community, for any of its human resources categories. Such an investigation and the resulting study are considered absolutely necessary in order to gain a full picture of the extent of such phenomena that members of the academic community may have experienced within the university, and perhaps also while living in local communities. This should also be done in order for the Institution to take into account the findings of the relevant investigation and study, using them to further develop its equality policy in general and its gender policy in particular. In any case, an extensive investigation of the general campus climate would contribute to the further sensitization and vigilance of the university community towards such phenomena.

The need to fill information gaps and especially to systematically educate the university community regarding all forms of discrimination, harassment, and bullying: It has been ascertained that there is a need for various initiatives to inform and raise awareness of such issues among the bodies of the institution and the members of the academic community. This can be achieved by the planning and implementation of a series of seminars organized by experts, which will be addressed to all members of the university community and impart the accumulated scientific knowledge and experience relating to the manifestation of such negative behaviors, especially in higher education institutions. They will also elaborate on the various forms of these behaviors and set out ways of dealing with them in academic life and also in a wider context.

2.7.3 Goals – Actions – Responsible Bodies

Addressing and combating discrimination, harassment, bullying, and power-based violence: *goals and planned actions*

A. Improving the UoC regulatory documents and existing procedures on the handling of such incidents, in order to combat all these forms of behavior in the most appropriate way.

Goal:

In the context of the equality policy of the UoC, particularly the fight against all forms of negative discrimination and harassing behaviors, the main goal is to incorporate in the UoC Rules of Procedure statements that any such behaviors are not tolerated in the university, clearly setting out the associated disciplinary offences in the Disciplinary Provisions of the Rules of Procedure. In the same context, the aim is to deal as uniformly and directly as possible with incidents involving all such negative behaviors at the level of the Institution. This requires the investigation of relevant measures, such as the drafting of a UoC protocol.

Actions

- ✓ Systematic assessment of the UoC Rules of Procedure in order to identify any shortcomings in both the identification and management of all forms of such negative behaviors, which are not tolerated in the academic operation and life of the university.
- ✓ *Definition* of specific disciplinary offenses and penalties related to such behaviors and *specification* of penalties for each category of the academic community, based on current legislation. Drafting of the relevant provisions to be included in the UoC Rules of Procedure or any other regulatory documents of the Institution.
- ✓ Investigation of the possibility of drafting an action protocol instituted by the UoC pertaining to the handling of incidents of all forms of such negative behaviors, both (a) *at the level of incident management procedures*, and (b) *at the level of providing appropriate legal advice and, in particular, appropriate psychological support for all categories of the University community that may experience such behaviors*, including students, whose psychological support by the Student Counseling Center could become more specialized, either as part of the services provided by the Center or outside them.

B. Investigation and study of the extent of discrimination and sexual harassment at the University.

Goal:

Conducting an investigation into the extent of all forms of discrimination and sexual harassment at the University while recording qualitative and quantitative data which will serve as the basis for further development of policies to combat negative behaviors at the University of Crete.

Actions

- ✓ Study design and implementation: (a) campus climate study for all categories of the academic community: the investigation, through closed-ended questionnaires, will detect and record the current situation at the university regarding the experience of incidents of discrimination, sexual harassment, and other harassing and bullying behaviors, and (b) with closed and open-ended questions, for the specific investigation of self-reported victimization in the student population of the Institution.

C. Informing and educating the university community

Goal:

Undertaking various further initiatives to inform the bodies and members of the university community on issues of sexual harassment and discrimination, and to plan educational activities on these issues addressed to all categories of the academic community.

Action

- ✓ Based on the findings of the campus climate investigation (see 3.5.2 above) and international good practices in sexual harassment and discrimination training, educational activities tailored to the needs of the university will be planned in collaboration with specialist agencies.

Table. Goals – Actions – Responsible Bodies

GOALS	ACTIONS	RESPONSIBLE BODIES	2022	2023	2024
Amendment of UoC regulatory documents and improvement of incident handling procedures	Amendment of the UoC Rules of procedure	GEC	Implementation	-----	-----
	Drafting a “code” of disciplinary offenses/penalties & incorporating it into the regulatory documents	GEC Legal Office	Drafting a code	Implementation	-Use
	Examining the possibility of drafting a specific action protocol to address negative behaviors and support victims	GEC Legal Office SCC Student Ombudsman		Implementation	
Study on the extent of discrimination and sexual harassment	Study design and implementation: (a) campus climate study involving all member categories, (b) investigation of self-reported victimization (questionnaires)	GEC & Gender Studies Center	Changes to QAU instructions/forms	Study	
Informing and educating the university community	Planning educational activities in collaboration with specialist agencies	Specialist adult education agencies GEC		Educational activities per year	

Chapter 3. GEP Monitoring – Implementation – Evaluation

The Gender Equality Committee, in collaboration with the responsible bodies for each goal, as stipulated in the Action Plan, monitors the implementation of the specific actions within the established timeframe. The action plan implementation process strongly emphasizes the involvement of all stakeholders and feedback in order to evaluate its effectiveness and make the necessary adjustments. To this end, it is important to ensure that information is disseminated and that members of the university community are kept updated.

To facilitate the process, the GEC proposes the following measures:

1. Establishment of an Office for Equality Issues. Data collection and monitoring the implementation of the plan is a particularly arduous task that must be based on sound human and financial resources. In accordance with European standards, the Office will be staffed by people familiar with the principles of public

administration and data analysis. The staff of the Equality Office may include a supervisor, secretarial support, and academic staff specializing in equality and discrimination issues, who are also familiar with study implementation/monitoring. The GEC will supervise and coordinate the work of the Office. It is recommended that the Office and the GEC be placed under the supervision of the same Deputy Rector.

2. Integration of the data related to the design, implementation, and monitoring of the Gender Equality Plan (GEP) in the information systems of the Institution’s services, for the collection of the necessary data and the creation of information flow.

3. Appointment, in each Administration/Administrative department, as well as the academic Departments of the Institution, of an individual responsible for the recording/monitoring and management of the data in the administration/department systems, in collaboration with the Equality Office and the GEC.

Table Goals – Actions – Responsible Bodies

GOALS	ACTIONS	RESPONSIBLE BODIES	2022	2023	2024
Monitoring - evaluation	Establishment of an Equality Office	GEC Responsible Deputy Rectors General Directorate	Establishment of an Equality Office Securing funding Creation of information flow/connection to the Institution’s information systems	Monitoring report	Drafting an evaluation
Publicity, ensuring that members are properly informed	Posting on the UoC website	Public Relations Office	Posting on the UoC website	_____	_____
	Presentation of the GEP Announcements/ individual information	GEC GEC Secretariat, Gender Equality Office	Presentation of the GEP Announcements regarding members’ obligations based on the GEP Individual information	Individual information	

Chapter 4. GEP Overview

The UoC Action Plan was designed to be implemented and applied in the 2022-2024 period. It includes seven priority areas, with strategic and specific objectives, based on precise data regarding the current situation on equality issues in each area in the UoC. It specifies actions by priority area and provides a timetable for the implementation of these actions. Responsible bodies/structures/services have been designated for the implementation of the actions, as have the implementation monitoring bodies, while provision has also been made for the publicization of the Plan and for actions providing information to the members of the academic community. All the above are presented in the summary table below.

4.1 Summary Table

UoC GEP Summary Table: Priority Areas, Goals, Actions, Responsible Bodies, Timetable

AREA 1: Human Resources					
GOALS	ACTIONS	RESPONSIBLE BODIES	2022	2023	2024
Closing wide gender gaps in the student body	Annual updating of the Gender Map (students)	GEC & Dept. of Statistics and Studies	Annual Gender Map update		
	Study of Departments with wide gender gaps among their students	GEC & Dept. of Statistics Gender Lab	Comparisons with corresponding Departments of other Greek universities	Comparisons with corresponding Departments of European universities	-----
	Empowerment seminars for female students	GEC Faculty	1 Seminar per year		
	Sensitization of high school students	GEC Heads of Departments	School information days (role modeling) per year and Department (at least 5 days and 150 students per Department)		
Closing wide gender gaps in staff categories	Enrichment of Gender Map quantitative and qualitative data on professional development issues	GEC Directorate of Personnel	Distribution by gender of (a) retired staff (b) years of service until retirement (c) parental leave and average length of leave	a) gender distribution of job candidates (b) average number of years required for professional development (per category) by gender	-----
	Study of factors related to obstacles to professional development (all staff categories)	GEC Gender Lab	Study design & implementation		
	Ensuring gender-balanced participation in staff selection committees (all staff categories)	Responsible Deputy Rector Directorate of Personnel SARF UoC	Drafting of proposals	Incorporation in UoC regulatory documents	
AREA 2: Research and Gender Equality					
GOALS	ACTIONS	RESPONSIBLE BODIES	2022	2023	2024

Integrating the gender dimension in research	To inform and raise awareness of the importance of gender equality in research and on of gender bias in research (gender-biased & gender-blind research)	GEC Gender Studies Center	1 seminar/webinar per year (researchers of all disciplines and ranks)		
	Recording of doctoral dissertations and research programs that integrate gender & establishment of indicators	GEC SARF UoC Educational Research Laboratory	(a) Recording of dissertations & research projects (2018-2021) (b) Establishment of indicators	Recording of doctoral dissertations & research projects (2021-2024)	
Ensuring retention and strengthening the participation of women in research projects	Mentoring of early career female researchers in drafting research proposals and networking for the submission of research proposals	SARF UoC Supervising faculty members	1 group of early career female researchers (mentoring) per year (one-to-one and group guidance) 1 seminar/webinar (networking) per year (female doctoral candidates, postdoctoral researchers, assistant professors)		
	Study of the ratio of women to men submitting research proposals compared to those who receive funding (2018-2024)	GEC SARF UoC	Study implementation (2022-2024)		
Investigating factors influencing the under-representation of women in funded research projects	Annual recording of gender ratios (PIs and research teams) by School/Dept. and overall	GEC SARF UoC	Study implementation (2022-2024)		
	Researching the relationship between “work and family conditions” and “research activity”	GEC	Study implementation (2022-2024, annually and in total)		
AREA 3: Work-life Balance					
GOAL	ACTIONS	RESPONSIBLE BODIES	2022	2023	2024
Mitigation of work-life balance difficulties	Monitoring implementation of the law on parental leave and flexible hours	GEC General Directorate Directorate of Personnel	Recording and studying of the data by staff category		-----

	Establishment of a grievance redressal procedure for unfavorable treatment due to the use of privileges allowed by law	General Directorate, Directorate of Personnel & Legal Office	Institutionalization of the procedure Implementation	Application	
	Proposal for increasing childcare facilities and provision	GEC & responsible Deputy Rectors	Decisions on the proposals	Implementation of decisions	
AREA 4: Administration – Decision-making Bodies					
GOAL	ACTIONS	RESPONSIBLE BODIES	2022	2023	2024
Strengthening equal gender representation in leadership positions	Application of quota where allowed by law	Responsible Deputy Rector General Directorate	Quota recording	Quota application	Monitoring
	Highlighting and promoting women’s distinctions & work	GEC & Department of Public Relations UoC Journals	1 article per year in the UoC Newsletter / <i>Triton</i> journal	1 Lecture per year	
	Proposal for ensuring gender-balanced participation in Committees / Bodies	Responsible Deputy Rector General Directorate	Incorporation in regulatory documents Implementation	Implementation -	Monitoring
AREA 5: Communication: Policies on the use of gender-neutral language					
GOALS	ACTIONS	RESPONSIBLE BODIES	2022	2023	2024
Raising awareness of the role of linguistic sexism in the reproduction of stereotypes and gender inequalities	Lectures/Seminars	GEC Faculty of the Dept. of Philology	Series of lectures/workshops (over all 3 years)		
	Training in the use of the Guide	GEC School of Philosophy Writing Center	2 groups of students per year 1 group of administrative staff per year	Webmasters/staff responsible for promotion of the UoC	
Application of the Guide to administrative language and the online presentation/promotion of the UoC	Application of the Guide to the websites of the UoC, Schools, and Departments	Administration of the UoC, Schools & Departments	Implementation	-----	-----
	Creating standardized administrative documents based on the Guide	GEC Head of Administrative Services	Creation and use of documents	Monitoring	

	Changing the name of institutions, committees, etc. that refer exclusively to the masculine gender	Rectorate Senate	Application	-----	-----
AREA 6: Education					
GOALS	ACTIONS	RESPONSIBLE BODIES	2022	2023	2024
Increasing the number of courses focusing on gender/equality in Department curricula & at institutional level	Information and awareness-raising actions for faculty and Undergraduate & Graduate Program Committees on the importance of gender/equality mainstreaming in teaching	GEC University of Crete Research Center (UCRC) Department Program Committees	1 Seminar per semester		
	Institution of an award of excellence or scholarship for Graduate thesis (gender/equality)	GEC Research Committee	Institution	-----	-----
	Collaboration with the Quality Assurance Unit (QAU) on including gender mainstreaming in the evaluation of the Undergraduate and Graduate Programs	Quality Assurance Unit (QAU)	Changes to QAU instructions/forms	-----	-----
AREA 7: Discrimination/Bullying/Harassment					
GOALS	ACTIONS	RESPONSIBLE BODIES	2022	2023	2024
Amendment of UoC regulatory documents and improvement of incident handling procedures	Amendment of the UoC Rules of Procedure	GEC	Implementation	-----	-----
	Drafting a “code” of disciplinary offenses/penalties and incorporating it in regulatory documents	GEC Legal Office	Drafting a code	Implementation-Use	
	Examining the possibility of drafting a special action protocol to address negative behaviors and support victims	GEC Legal Office Student Counseling Center Student Ombudsman	Implementation		
Study on the extent of all forms of discrimination and sexual harassment	Study design and implementation: (a) campus climate study involving all member	GEC Gender Studies Center	Changes to QAU instructions/forms	Study	

<p>Informing and educating the university community</p>	<p>categories, (b) investigation of self-reported victimization (questionnaires)</p>		
	<table border="1"> <tr> <td data-bbox="391 443 694 600"> <p>Planning educational activities in collaboration with specialist agencies</p> </td> <td data-bbox="694 443 1013 600"> <p>Specialist adult education agencies GEC</p> </td> <td data-bbox="1013 443 1452 600"> <p>Educational activities per year</p> </td> </tr> </table>	<p>Planning educational activities in collaboration with specialist agencies</p>	<p>Specialist adult education agencies GEC</p>
<p>Planning educational activities in collaboration with specialist agencies</p>	<p>Specialist adult education agencies GEC</p>	<p>Educational activities per year</p>	