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The Gender Equality Strategy and the Gender Equality Plan 2025-2028

for Spiru Haret University

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Abbreviations and definitions

GE	Gender equality
GEP	Gender equality plan
HoD	Head of Department
HR	Human Resources
VR	Vice Rector
Sex	Either of the two major forms of individuals that occur in many species and that are distinguished respectively as female or male especially on the basis of their reproductive organs and structures (https://www.merriam-webster.com/dictionary/)
Gender	The behavioral, cultural, or psychological traits typically associated with one sex (https://www.merriam-webster.com/dictionary/)
Sex vs Gender	A clear delineation between sex and gender is typically prescribed, with sex as the preferred term for biological forms, and gender limited to its meanings involving behavioral, cultural, and psychological traits. In this dichotomy, the terms male and female relate only to biological forms (sex), while the terms masculine/masculinity, feminine/femininity, woman/girl, and man/boy relate only to psychological and sociocultural traits (gender) (https://www.merriam-webster.com/dictionary/)

Introduction

The Gender Equality (GE) strategy for 2025-2028 was developed by the Spiru Haret University on the basis of input from the entire university and takes into account everyone who works and studies at our university. The GE strategy was built on the provisions of the European Charter for researchers and of the Code of Conduct in the process of the recruitment of researchers¹, 2015-2019, the European Gender Equality Strategy 2020-2025² and the Horizon Europe guidance on gender equality plans³.

The motivation for developing the GE strategy is to ensure that our university is a safe place for everyone, and all activities and processes that take place respect the principles of equality, diversity, inclusiveness and non-discrimination.

Based on the GE strategy, the university developed the GE Plan (GEP) for 2025-2028, with concrete actions and measures, as well as indicators for measuring progress of its implementation and revisions.

Enforcing its mission and values, the GE strategy and the GEP of Spiru Haret University ensure and promote equality and diversity to knowledge and the acquisition of skills to all. The objectives of the GE strategy are implanted through specific actions that aim at safeguarding an equal and inclusive organizational culture and promoting gender-equality at all levels. As such, the GE strategy and the GEP will pro-actively enable, gender equality awareness raising, skills and competences; gender balance in decision-making structures and processes, including recruitment; gender equality in teaching and research; and integrating the gender dimension in teaching curricula and the entire research process.

I. Review of requirements, policies and case studies

Prior to developing the GE strategy and the GEP, Spiru Haret University appointed a working group to conduct a literature review of the existing requirements, policies, recommendations and examples and case studies pertinent to discrimination, inclusiveness and gender equality, with a special focus on universities and research performing organisations.

¹ https://cdn2.euraxess.org/sites/default/files/policy_library/ttf_goal_2_results_v1.0.pdf

² https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy_en

³ <https://op.europa.eu/en/publication-detail/-/publication/ffc06c3-200a-11ec-bd8e-01aa75ed71a1>

II. Diagnosis (data collection and analysis)

II.1. Data collection

The following indicators were selected at Spiru Haret University as relevant for the discussion on gender equality issues:

- Staff numbers by sex/gender at all levels, by disciplines, function
- Numbers of women and men in academic and administrative decision-making positions
- Numbers of staff by sex/gender applying for/taking parental leave, for how long and how many returned after taking the leave;

1. Women and men in leadership positions

Table 1. University management

	Woman	Man
Senate president	0	1
Rector	0	1
Vice-Rector for Scientific Research	1	0
Vice-Rector for Quality, Institutional Strategies, Educational Policies and Non-University Tertiary Education	0	1
Vice-Rector for Legal and Administrative Litigation Issues	0	1
Vice-Rector for International Relations	1	0
Vice-Rector for Undergraduate, Master and Doctoral Studies	1	0
Economic Director	1	0
General Secretary	1	0
TOTAL	5	4

2.		M	F	≤29	30 - 44	45 - 54	55≥
Teaching staff - full-time	259	107	152	0	46	126	87
- teachers	30	18	12	0	0	6	24
- lecturers	116	46	70	0	15	64	37
- lecturers/supervisors	104	38	66	0	26	52	26
- assistants	9	5	4	0	5	4	0
Associated teaching staff	63	41	22	0	16	22	25
- teachers	8	7	1	0	0	1	7
- lecturers	12	10	2	0	2	4	6
- lecturers/supervisors	39	22	17	0	12	16	11
- assistants	4	2	2	0	2	1	1
TOTAL	322	148	174	0	62	148	112

As part of data collection and diagnosis, we conducted university-wide surveys with the following indicators:

- Number of years needed for women and men to make career advancements
- Numbers of women and men candidates applying for distinct job positions
- Numbers of staff by sex/gender applying for/taking parental leave, for how long and how many returned after taking the leave
- Opinions on the work-life balance in the university
- Integration of the gender dimension into research and teaching content
- Perception of gender-based violence, including sexual harassment in the university
- Perception (opinion) regarding inclusiveness and discrimination at the university

II. 2. Data analysis

We conducted internal analyses of the data collected, and reviews of existing policies addressing gender equality and inclusiveness. The analyses took place in workshops, meetings and working seminars at all levels, with the gender equality function assigned for developing the GEP (please name the exact title) and including the university management, university academic and research

staff, representatives of university administrative and support services, and representatives of students. Each and all working groups included even numbers of men and women.

1. Quantitative analysis of data

The analysis of numerical data illustrated that:

- (There are more men than women in leadership positions at faculty level; women are more reluctant in taking up additional administrative responsibilities because of work-life balance)
- (On average, the number of women and men in academic positions, i.e., professor, associate professor, lecturer, assistant, is even, reflecting good existing recruitment practices in the university)
- (On average, the number of women and men among students shows more women than men, with a need to reflect on the recruitment/admission policies)

2. Qualitative analysis of data

(Please write your own conclusions. Below we present a case as an example for a university; you may use the same or different, as the need be)

The qualitative research showed that:

- Combining work and family life – women more often declare that they are responsible for most of family duties
- The expectation of international mobility is more difficult for women to reconcile with taking care of children and other dependents
- Women do more housework; maternal responsibilities delay academic work and discourage women from taking up administrative positions)
- Women with children do not take longer trips abroad, they publish less, become less involved in the social life of the faculty, and less frequently decide to take up administrative positions
- The gender dimension is not yet well integrated in research and teaching
- The university is perceived as a safe place, without gender-violence
- The university is overall perceived as inclusive

- The strategies of the faculties are rather unclear, faculties do not communicate that they act on gender equality in any way

To summarize the results of the studies, it can be noted that all the situations mentioned by the respondents and situations analyzed at the university are, to some extent, factors of discrimination or manifestations based on gender.

The important conclusions of the internal analysis at Spiru Haret University are:

- We need to revisit the existing policies and procedures, to make gender relevant, and develop new ones covering all identified areas of intervention
- We need to train and educate our staff and students on gender-equality
- We need to communicate gender relevant actions and measures actively and efficiently
- We need to develop a gender strategy and a GEP for 2025-2028, with clear actions and targets, and responsible persons

III. GE strategy and GEP

Based on the internal review and the national and European policies and requirements, the university Senate and the Rector committed to developing the university strategy for gender equality for 2025-2028, and the corresponding GEP.

The Spiru Haret University decided on creating the function of GE officer within each faculty. The GE officer has a proactive role, and the GE delegates have a consultant role in implementing and monitoring the GE strategy.

Specifically, the GE officers and GE delegates contribute to setting up, implement, monitor and evaluate the GEP; provide practical support and tools to the actors involved in the GEP implementation; cooperate with and engage stakeholders at all levels in order to ensure the implementation of the GEP's actions; raise awareness about the benefits of gender equality in the university; assess the progress towards gender equality in the university.

The university management (Senate and Rector) mandated Central Research Institute and a dedicated working group to develop the GE strategy and the GEP 2022-2025. The GE working group included men and women representatives of university leadership, academic positions and researchers.

III.1. GE Strategy 2025-2028

The GE Strategy comprises the following areas of intervention and objectives for 2022-2025:

1. Work-life balance and organisational culture	Promoting integration of work with family and personal life
2. Gender balance in leadership and decision-making	Promoting gender equality in the institutional culture, processes and practice
3. Gender equality in recruitment and career progression	Promoting processes to favor and support gender-sensitive recruitment, career and appointments
4. Integration of the gender dimension into research and teaching content	Promoting a gender and sex perspective in research processes Promoting the integration of a sex and gender perspective in teaching curricula
5. Measures against gender-based violence, including sexual harassment	Raising awareness about the importance of equality issues and strengthening positive attitudes towards diversity

III.2. GE Plan 2025-2028

The GE Plan at Spiru Haret University comprises areas of intervention, objectives, key measures, target audience, timeline, responsible persons, and indicators to measure progress.

Area 1. Work-life balance and organisational culture

Objective: Promoting integration of work with family and personal life

Action/Measure	Target	Timeline				Indicator(s)	Responsible
		2025	2026	2027	2028		
1. Availability of policies, procedures and structures at the university for promoting integration of work with family and personal life	Academic staff, researchers, technical and administrative staff		X	X	X	Policies, procedures and services for work and personal life integration	Rector, HR VRs, GE officers
2. Feasibility plans for the creation of new welfare services, e.g., contract arrangements made by the university with service suppliers from family care duties and house chores to child-care (elderly-care) in case of conference or congress, or international mobility	Academic staff, researchers, technical and administrative staff		X	X	X	Policies, procedures, and services for work and personal life integration	Rector, HR VRs, GE officers
3. Implementation of ICT-based systems for enhancing flexibility and improving a better planning of working meetings accordingly to work life balance needs (e.g., management and communications of the meeting schedule/timing)	Academic staff, researchers, technical and administrative staff	X	X	X	X	Standard procedure for ICT-based systems promoting work and personal life integration	Rector, HR VRs, GE officers, IT services
4. Availability of flexible working times arrangements, from part-time to remote working	Academic staff, researchers, technical and administrative staff	X	X	X	X	Policies, procedures and services for work and personal life integration	Rector, HR VRs, GE officers

Area 2. Gender balance in leadership and decision-making

Objective: Promoting gender equality in the institutional culture, processes and practice

Action/Measure	Target	Timeline				Indicator(s)	Responsible
		2025	2026	2027	2028		
1. Appointing delegates in departments/ faculties/centres, with a proactive or consultant role to be responsible for monitoring and ensuring that workplace procedures and practices respect gender equality	Academic staff, researchers, technical and administrative staff	X	X			Gender equality policy and structures	Rector, HR VRs, Central Research Institute
2. Routine revision of any text, communication, images, from a gender equality and diversity standing point	Academic staff, researchers, technical and administrative staff, students	X	X	X	X	Policies, procedures and services for work and personal life integration	HR VRs, Central Research Institute
3. Promotion of initiatives to facilitate a widespread gender competence at all levels of the organization with provision of training to staff, teachers and researchers	Academic staff, researchers, technical and administrative staff, students	X	X	X	X	Awareness training on gender equality issues	Central Research Institute

Area 3. Gender equality in recruitment and career progression

Objective: Promoting processes to facilitate and support gender-sensitive recruitment, career and appointments

Action/Measure	Target	Timeline				Indicator(s)	Responsible
		2025	2026	2027	2028		
1. Carrying out gender awareness initiatives, briefings and creating guidelines for gender-sensitive recruitment, career and appointments	University management	X	X	X	X	Gender awareness initiatives and guidelines	Rector, HR, VRs, Central Research Institute
2. Courses and training on gender equality	Academic staff, researchers, technical and administrative staff, students		X	X	X	Courses and training for recruitment Courses and training for career progression Courses and training for leadership	VRs, HR, Central Research Institute
3. Disseminate and communicate career good practices - role models for women (scientists, researchers and academics)	Academic staff, researchers, technical and administrative staff, students		X	X	X	Initiatives for raising awareness on female role models Initiatives for raising awareness on gender diversity in research teams	Central Research Institute

Area 4. Integration of the gender dimension into research and teaching content

Objectives:

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

Action/Measure	Target	Timeline				Indicator(s)	Responsible
		2025	2026	2027	2028		
1. Internal training seminars on the use of sex and gender perspective in research, to foster the acknowledgment of its economic, social and innovation value	Academic staff, researchers, students, scientific community	X	X	X	X	Participation in training seminars on integrating sex/gender analysis methods, by gender and field of research	VR for Research, Academic staff, Researchers, Central Research Institute
2. Development, communication and implementation of standards for the incorporation of the sex and gender variables into research	Academic staff, researchers, students		X	X	X	Participation in training seminars on integrating sex/gender analysis methods, by gender and field of research Perception of the gender/sex variables in research contents	VR for Research, Academic staff, Researchers, Central Research Institute

3. Disseminate and communicate career good practices - role models for women (scientists, researchers and academics)	Academic staff, researchers, technical and administrative staff, students		X	X	X	Initiatives for raising awareness on female role models Initiatives for raising awareness on gender diversity in research teams	GE officers, GE delegates, HoD
4. Workshops on the integration of gender equality and diversity issues in curriculum design, learning activities and/or program of study, as support for teaching staff	Academic staff, students		X	X	X	Training seminars or guidelines on integrating sex/gender in teaching curricula	VR for Teaching, HR, Deans, HoD, GE officers
5. Courses and training tools in all faculties / programmes and at all levels (BA, MA,) on sex and gender variables	Academic staff			X	X	Courses on specific gender dimensions, per teaching programme (faculty)	VR for Teaching, HR, Deans, HoD, GE officers
6. Specific courses available for students on gender equality and soft skills in their study curricula	Students			X	X	Sex/ gender variables in teaching modules/courses, per field of study	VR for Teaching, HoD, GE officers

Area 5. Measures against gender-based violence, including sexual harassment

Objective: Raising awareness about the importance of equality issues and strengthening positive attitudes towards diversity

Action/Measure	Target	Timeline				Indicator(s)	Responsible
		2025	2026	2027	2028		
1. Training on discrimination phenomena (including discriminatory language), violence (including that based on prejudice or gender), harassment, and sexual harassment	Academic staff, researchers, technical and administrative staff, students		X	X	X	Participation in training, per categories Skills acquired in relation to identifying and responding to discrimination and violence phenomena	Rector, Central Research Institute, HR, VRs,
2. Reinforce the Code of Ethics of the university with provisions against gender-based violence, including sexual harassment	Academic staff, researchers, technical and administrative staff, students	X	X	X	X	Initiatives for raising awareness on female role models Initiatives for raising awareness on gender diversity in research teams	Rector, VRs, HR, Central Research Institute

IV. Monitoring and evaluation of the GEP

The implementation of the GEP at Spiru Haret University the progress against the GE strategy aims and objectives are regularly assessed, through periodic meetings. The implementation of the GEP will be permanently monitored at the university. Each faculty together with Central Research Institute are responsible with collecting data and input. They will perform a first analysis of the progress of the GEP (against the indicators), gather knowledge and feedback.

The periodic reports allow the continuous review of the impact of the GEP as well as keeping the wider community informed and engaged in the progress towards gender equality. The review of progress reports includes qualitative information as well as quantitative data, such as updates on human resource data disaggregated by sex, monitoring data to keep track of the implementation of key actions.

GE progress report is published on the university website and communicated to the entire academic community.