

Gender Equality Plan (GEP)

2022-2025

for the University of Agricultural Sciences and Veterinary Medicine of Cluj-Napoca

Introduction

The Gender Equality Plan (GEP) for the period 2022-2025 was developed by the University of Agricultural Sciences and Veterinary Medicine Cluj-Napoca (USAMV Cluj) based on the measures and information included in the Guidelines for Equal Opportunities and Treatment of USAMV Cluj. The motivation behind the development of the GEP is to ensure that our University is a safe and welcoming place for everyone, and that all activities and processes that take place in the academic environment respect the principles of equality, diversity, inclusion and non-discrimination, as clearly indicated in the Guidelines for Equality of Chances and Treatment, in the University's missions and values, as well as in the University's Code of Conduct.

Before the development of the GEP, the University of Agricultural Sciences and Veterinary Medicine Cluj-Napoca appointed a working group to carry out a diagnostic analysis for the academic year 2021-2022 regarding the distribution of women and men in the various structures of the University (teaching staff, researchers, students, administrative staff).

The following indicators were selected at USAMV Cluj as being relevant for the compilation of the diagnostic analysis and for the compilation of the GEP, based on the results of the analysis (the selection was made from the list of indicators provided by UEFISCDI (<https://uefiscdi.gov.ro/>) for the realization of Gender Equality Plans in Romanian universities:

- Number of staff by gender (women, men) at all levels, by discipline, function (including administrative / support staff);
- Number of women and men in academic and administrative decision-making positions (e.g. leadership team, boards, committees, recruitment and promotion committees);
- Number of students by gender in all the study programs.

Results of the diagnostic analysis

1. Women and men in leadership positions

Table 1. Distribution of men and women in the University management structures in the academic year 2021-2022

Position	Woman	Man
Senate president		x
Rector		x
Vice Rector 1 (Academic)	x	
Vice Rector 2 (Research)		x

Vice Rector 3 (Quality assurance)	x	
Vice Rector 4 (International Relations)		x
Vice Rector 5 (Social)		x
Vice Rector 6 (Relation with economic environment)		x
Vice Rector 7 (Doctoral School)	x	
Economic Director	x	
General Secretary	x	
TOTAL	5	6

Table 2 Distribution of men and women in the Faculty management in the academic year 2021-2022

Faculty/Structure	Dean/ Head	Vice Deans	Heads of Department	Total W	Total M
Faculty of Agriculture	W	0W / 3M	2W / 1M	3	4
Faculty of Horticulture	M	2W / 1M	1W / 3M	3	5
Faculty of Animal Science and Biotechnology	M	2W / 1M	1W / 1M	3	3
Faculty of Veterinary Medicine	M	1W / 2M	0W / 4M	1	7
Faculty of Food Science and Technology	W	3W / 0M	2W / 0M	6	0
Department of Educational Science	W	n/a	n/a	1	0
TOTAL W	3	8	6	17	x
TOTAL M	3	7	9	x	19

Table 3. Other heads of university structures / units (independent units, other than academic) in the academic year 2021-2022

Unit	W	M
SDE	6	15
SCH	12	14
Statiunea Viticola Apoldu	1	7
TOTAL	19	36

2. Women and men – academic staff and researchers

Table 4. Total number of academic staff per faculty/structure in the academic year 2021-2022

Faculty/Structure	Professor	Associate professor	Lecturer	Assistant	Total W	Total M
Faculty of Agriculture	6 W	4 W	8 W	4 W	22	39
	11 M	12 M	11 M	5 M		
Faculty of Horticulture	9 W	6 W	13 W	4 W	32	7
	3 M	2 M	2 M	0 M		
Faculty of Animal Science and Biotechnology	9 W	7 W	19 W	4 W	39	31
	13 M	5 M	12 M	1 M		
Faculty of Veterinary Medicine	4 W	6 W	8 W	0 M	18	16
	8 M	3 M	5 M	0 M		
Faculty of Food Science and Technology	9 W	3 W	17 W	15 W	44	58
	23 M	16 M	14 M	5 M		
Department of Educational Science	0 F	2 W	2 W	0 F	4	0
	0 M	0 M	0 M	0 M		

TOTAL W	37	28	67	27	159	x
TOTAL M	58	38	44	11	x	151

Table 5. Total number of researchers

Category	W	M
Experienced researchers (CSI, CSII, CSIII)	6	2
Early-stage researchers (CS, ACS)	4	0
TOTAL	10	2

3. Women and men – administrative and support services

Table 6. Total number of women and men in administrative and support services in the academic year 2021-2022

Unit	W	M
Office administration support (secretaries)	30	2
IT support services	0	3
Librarians	13	0
Building administration	49	4
Other	147	146
TOTAL	249	157

4. Women and men – students at all levels and for all study programmes

Table 7. Total number of women students at all levels (BA, MA, PhD) and all study programmes in the academic year 2021-2022

Faculty	BA	MA	PhD	Total
Faculty of Agriculture	267 W	114 W	44 W	425 W
	511 M	158 M	70 M	739 M
Faculty of Horticulture	419 W	152 W	30 W	601 W
	689 M	177 M	19 M	885 M
Faculty of Animal Science and Biotechnology	172 W	58 W	37 W	267 W
	214 M	67 M	27 M	308 M
Faculty of Veterinary Medicine	1056 W	0 W	73 W	1129 W
	418 M	0 M	64 M	482 M
Faculty of Food Science and Technology	332 W	172 W	0 W	504 W
	120 M	41 M	0 M	161 M
Total W	2246	496	184	2926 W
Total M	1952	443	180	2575 M

Data interpretation and conclusions

The conclusions of this diagnostic analysis of the distribution of women and men in the various structures and programs of studies of the USAMV Clu were discussed and critically evaluated in

the Senate, with the final form of the GEP being subsequently disseminated to all members of the university by publication as an official document of USAMV Cluj. With support/mandate from the Senate, the Rector engaged in the development and implementation of the GEP for the University of Agricultural Sciences and Veterinary Medicine in Cluj-Napoca, for the years 2022-2025.

The data analysis indicated the following aspects related to gender (distribution of women and men) at USAMV Cluj:

- There is a balanced distribution of men and women in management positions (Rectorate and faculties)
- There is a women-biased distribution in administrative and support services, e.g. higher number of women in secretarial positions.
- On average, the number of women and men in academic positions, i.e. professor, associate professor, assistant, is similar, reflecting appropriate employment practices in the University.
- On average, the number of women and men among students shows more women than men, with the recommendation to reflect on the admission policies and professional orientation of the two genders in general; in some of the majors, such as Agriculture, Horticulture, Animal Science and Biotechnology, there is a higher proportion of men among students.

Based on the internal analysis presented above and the national and European policies and requirements, the University Senate and the Rector undertook to develop the Gender Equality Plan for the period 2022-2025 presented below.

The GEP includes the following areas of intervention and objectives for 2022-2025:

Area of intervention	Objective(s)
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 gender equality perspective in components of 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

Area 1. Work-life balance and organisational culture

Objective: Promoting integration of work with family and personal life

Actions/ measures	Target	Timeline				Indicator	Responsible
		2022	2023	2024	2025		
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, GEP representatives/ each faculty
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, ITC committee, GEP representatives/ each faculty

Area 2. Gender balance in leadership and decision-making

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

Actions /Measures	Target	Timeline				Indicator(s)	Responsabil
		2022	2023	2024	2025		
1. Appointing GEP representatives 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, students	X	X			Gender equality dimensions policies and guidelines	Rector, HR, GEP representatives/ each faculty
2. Routine revision of any text, communication,	Academic	X	X	X	X	Procedures for	GEP

images, from a gender equality and diversity standing point	staff, researchers, technical and administrative staff, students					monitoring and documenting dimensions of gender equality in research, education and administrative activity	representatives/ each faculty
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	Activities to raise awareness of anti-discrimination policies at the institutional level.	GEP representatives/ each faculty

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)	Responsable
		2022	2023	2024	2025		
1. Carrying out gender awareness initiatives, briefings and creating guidelines for gender-sensitive recruitment, career and appointments	Management structures of the University	X	X	X	X	Gender awareness initiatives and guidelines, references to access	Rector, HR, GEP representatives/ each faculty
2. 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	Responsabili PEG la nivel de facultăți, Prorector cercetare, Directori de departamente

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 components of teaching and learning processes

Action /Measure	Target	Timeline				Indicator(s)	Responsible
		2022	2023	2024	2025		
1. Educational lectures and open seminars of information on the use of the equal opportunity and treatment approach, to stimulate the recognition of the economic, social and innovation values of this approach.	Academic staff, researchers, technical and administrative staff, students	X	X	X	X	Participation in information seminars on the approach to equal opportunities and treatment in the context of research and the use of specific tools, such as: http://igar-tool.gender-net.eu/en/framework/what-is-igar	GEP representatives/ each faculty
2. Dissemination and communication of models of good career practices, in relation to gender equality - role models for women (in research, education, etc.)	Academic staff, researchers, technical and administrative staff, students		X	X	X	Initiatives to raise awareness of female role models Initiatives to raise awareness of the distribution of females and males in research teams	GEP representatives/ each faculty
3. Workshops available on request for students and teachers on gender equality, inclusive curriculum and soft skills	Students, academic staff		X	X	X	Workshops on the dimensions of equal opportunities and treatment organized in collaboration with student	GEP representatives/ each faculty Student representatives

						representatives.	
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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
		2022	2023	2024	2025		
1. Information on discrimination (including language), violence (based on gender bias) and sexual harassment	Academic staff, researchers, technical and administrative staff, students		X	X	X	Participation in anti-discrimination information events Skills acquired in relation to the identification and response to discrimination phenomena - making reflections in various forms.	Rector, Human Resources, GEP representatives / each faculty
2. Awareness of existing procedures to report and prevent sexual harassment and discrimination in the institution	Academic staff, researchers, technical and administrative staff, students	X	X	X	X	Number of cases reported and resolved by the Ethics Commission of USAMV Cluj-Napoca	Members of the Ethics Committee, GEP representatives / each faculty
3. Awareness campaigns for inclusion in the university community.	Academic staff, researchers, technical and administrative staff, students	X	X	X	X	Presentation and reflection on educational video materials, e.g. channel of the European Commission https://www.youtube.com/watch?v=67sbLrJAflQ&t=28s	GEP representatives / each faculty

Monitoring and assesment of GEP

The implementation of the GEP at USAMV Cluj will be evaluated through periodic meetings of representatives at the faculty level and other responsible persons. Faculty-level representatives with the implementation of the GEP will conclude reports of findings (ones/mandates), which are then presented to the university management (rector, vice-rectors, deans) and discussed. These meetings will provide valuable insights from GEP implementation, as well as comments and recommendations that will allow adjustments and improvements to GEP.

Periodic reports (when requested by the Rector's Office) enable the continuous review of the impact of GEP at the institutional level, as well as keeping the academic community optimally informed and involved in the progress towards awareness of the importance of equality of opportunity and treatment and combating discrimination. The review of PEG's progress reports will include qualitative information as well as quantitative data, such as updates of HR data broken down by gender, monitoring data to track the implementation of key actions etc.

After the validation by the university management (Senate, Rector, vice-rectors), the progress report of the GEP will be published on the university website and communicated to the entire academic community.

Approved,

Rector

Prof. Dr. Cornel Cătoi



GEP-related Ressources:

Council of Europe Gender Equality Commission,
<https://www.coe.int/en/web/genderequality/gender-equality-commission>

EU FESTA - Gender Issues in Recruitment, Appointment and Promotion Processes – Recommendations for a Gender Sensitive Application of Excellence Criteria,
https://eige.europa.eu/sites/default/files/festa_gender_issues_recruitment_appointment_promotion.pdf

EU Strategy for Gender Equality 2020-2025, https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy_en

EUA - Universities' Strategies and Approaches towards Diversity, Equity and Inclusion,
<https://eua.eu/downloads/publications/universities-39-strategies-and-approaches-towards-diversity-equity-and-inclusion.pdf>

EUCEN - Diversity, Equity and Inclusion in European Higher Education Institutions,
https://eua.eu/downloads/publications/web_diversity%20equity%20and%20inclusion%20in%20european%20higher%20education%20institutions.pdf

European charter & code of conduct for the recruitment of researchers,
https://cdn2.euraxess.org/sites/default/files/policy_library/ttf_goal_2_results_v1.0.pdf

European Commission- Gender equality strategy. Achievements and key areas for action.,
https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy_en#achievements-in-gender-equality

European Institute for Gender Equality, <https://eige.europa.eu>

GARCIA – Mapping organizational work-life policies and practices,
https://eige.europa.eu/sites/default/files/garcia_report_mapping_org_work-life_policies_practices.pdf

Guidelines for using gender-sensitive language in communication, research and administration,
https://eige.europa.eu/sites/default/files/reutlingen_university_guidelines_for_using_gender-sensitive_language.pdf

Horizon Europe General Annexes, https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/horizon/wp-call/2021-2022/wp-13-general-annexes_horizon-2021-2022_en.pdf

Horizon Europe guidance on gender equality plans, <https://op.europa.eu/en/publication-detail/-/publication/ffcb06c3-200a-11ec-bd8e-01aa75ed71a1>

LERU - Equality, diversity and inclusion at universities: the power of a systemic approach,
<https://www.leru.org/publications/equality-diversity-and-inclusion-at-universities>

Palmen, R., Arroyo, L., Muller, J., Reidl, S., Caprile, M., & Unger, M. (2020). Integrating the gender dimension in teaching, research content & knowledge and technology transfer: Validating the EFFORTI evaluation framework through three case studies in Europe. *Evaluation and Program Planning*, 79, <https://doi.org/10.1016/j.evalprogplan.2019.101751>

<https://www.sciencedirect.com/science/article/pii/S0149718919302393>

Science Europe - Practical Guide TO Improving Gender Equality in Research Organisations, https://eige.europa.eu/sites/default/files/se_gender_practical-guide.pdf

Student evaluations of teaching (mostly) do not measure teaching effectiveness, https://eige.europa.eu/sites/default/files/science_open_research_student_eval_teaching_effectiveness.pdf