

# GENDER EQUALITY PLAN

2021-2025

NOVA  
UNIVERSITY  
LISBON

**NOVA**  
NOVA UNIVERSITY  
LISBON



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Gender Equality Plan – NOVA University Lisbon

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SPEAR is a four-year project to support and implement gender equality plans in academia and research. Funded by the European Union, the project is coordinated by the University of South Denmark and joins eight European universities with the aim to develop institutional changes to increase women's participation in Research and Innovation and to improve their career prospects. SPEAR offers supportive structures comprised in its interconnected Community of Learning (CoL) and Community of Practice (CoP). CoL will provide learning platforms while CoP provides an arena for experience exchanges. Both these are crucial to successful and sustainable implementation of GEPs, a key instrument to improving gender equality.

[www.gender-spear.eu](http://www.gender-spear.eu)

**DISCLAIMER** As per the European Institute for Gender Equality (EIGE), data representing gender-related issues are collected and presented disaggregated by sex, as in referring to the biologically based categories of female and male, as the main and overall classification. The term gender is used to make reference to the non-biological characteristics or social categories.

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# A WORD FROM THE RECTOR

## 1. A WORD FROM THE RECTOR

Women and girls represent half of the world's population and, therefore, half of its potential for innovation and growth. Yet, they remain underrepresented in various fields, including science, despite the efforts put by the global community over the past decades.

**While more and more women are indeed completing higher education and reaching senior levels in science, many of them continue to be left out or to lack the same opportunities as men,** particularly with regard to compensation, job progression, leadership positions and enrolment in STEM careers.

In most cases, this is the result of long-standing gender stereotypes, cultural misconstructions and harmful traditions that define careers suitable and non-suitable for men and women, and inhibit the role of women in society, thus increasing the existing gap. This calls for an urgent approach specifically focused on gender equality in Higher Education Institutions (HEI), and for a firm commitment that can transform words and ideas into actions and results.

Fighting gender inequality, as well as any other obstacles that undermine the ability of an individual with talent and willingness to explore his or her potential, must be a cornerstone in every HEI to ensure equal opportunities in the recruitment, retention and promotion of talent in universities.

Universities of the 21st century, such as NOVA University Lisbon, which have the fundamental responsibility of training the next generation of citizens, professionals and decision makers, should serve as platforms to foster diversity, equality and inclusiveness, and leave no room for inequalities of any sort, just like in any other sector in Society.

**“ A more equal society is a safer, happier, more efficient and, therefore, more prosperous society. A better place for all its citizens and definitely more resilient to economic crisis.**

In its mission to serve society, NOVA has proudly endorsed the Sustainable Development Goals (SDG), as the global and civic University it aims to be. All its activities, both academic and institutional, are more and more aligned with these framework, particularly, but not exclusively, with the SDG for Gender Equality, Reduced Inequalities and Quality Education for All, which are all critical to achieve peaceful and sustainable societies. Here, **HEI can play an important role, by setting up the example in terms of their own institutional practices and developing the necessary mechanisms to monitor and act on the existing glass ceilings and other barriers that prevent equality from prospering.**

**A more equal society is a safer, happier, more efficient and, therefore, more prosperous society. A better place for all its citizens and definitely more resilient to economic crisis.**

NOVA's contribution towards a more equal and inclusive society has been internationally acknowledged by rankings such as the Times Higher Education Impact Ranking, which in 2021 considered NOVA as the Portuguese institution with the best performance in gender studies, gender equality policies and commitment to recruit and support women careers, and 2nd best among young European universities.

Yet, there is room for much more improvement before we can have a fully inclusive and fair environment. In fact, NOVA performs well in terms of gender parity within our teaching and academic staff, and women are the large majority of our non-academic staff. But when we look at the roles they play, it becomes clear that our female academic and non-academic staff are still under-represented in leadership and senior level positions.

Hence, the development of a Gender Equality/Equal Opportunities Plan is a very important step towards the implementation and monitoring of our pro-equality efforts and a clear message on how NOVA University stands concerning this very important topic.

**João Sàágua**  
*Rector of NOVA University Lisbon*



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# INTRODUCTION

## 2. INTRODUCTION

### 2.1. FRAMEWORK – EU POLICIES & GUIDELINES

Gender Equality (GE) is a fundamental human right and a prerequisite for inclusive growth. GE has emerged as a central topic over the years, gaining a fundamental role in today's society. Established 25 years ago, the Beijing Declaration and Platform for Action (BDPfA)<sup>1</sup> remains the most progressive blueprint on the topic of women's rights and the most comprehensive global initiative ever designed. In terms of GE and empowerment of women and girls, the BDPfA took stock of the advances and setbacks seen in gender-related issues as well as the challenges moving forward. Ahead of time, the BDPfA not only paved the way towards a framework for change that envisioned GE in all aspects of life, but also made unprecedented advances about women's empowerment where leaders have the responsibility to ensure that GE is always considered in decisions affecting the everyday lives of citizens.

Although many of the challenges identified in 1995 are still relevant today, new challenges have emerged in recent years brought by digitalisation and technological innovation, migration patterns alteration and even climate changes.

The main goals of Research and Innovation (R&I) policies proposed by the European Commission for GE are underpinned by strategies focused on stimulating and strengthening equality in scientific careers, ensuring gender balance in decision-making bodies, and integrating the gender dimension in R&I<sup>2</sup>. Member States are encouraged to create an environment that promotes not only the removal of barriers associated with recruitment, but also the retention and career progression of female researchers,

especially early career researchers, complying with the European Union legislation on GE (Directive 2006/54/EC). The recommendations for the European Research Area align with the need to promote sustainable institutional and cultural changes in the national strategies of member states for research institutions. In this context, the EC further suggests that funding organisations encourage Higher Education Institutions (HEI) and Research Performing Organisations (RPO) to develop GE strategies and/or plans and to mobilise adequate resources for their implementation. The institutional change focuses on removing the obstacles inherent to the academic and research system itself and on creating strategies to overcome and/or mitigate the gender imbalance associated with human resources management, decision-making, research programmes and funding schemes.

The 2030 United Nations Agenda for Sustainable Development<sup>3</sup> was launched in 2015 to end poverty and set the world on a path of peace, prosperity, and opportunity for all on a healthy planet. The 17 Sustainable Development Goals (SDGs) are, by definition, global goals for poverty eradication and sustainable development and are at the heart of EU initiatives to improve citizens' lives and to contribute to a sustainable future. The EU Gender Equality Strategy 2020-2025<sup>4</sup> is composed of a set of concrete actions mainly aligned with SDG 5 and SDG 10 not only to achieve a more GE Europe but also to ensure the reduction of inequalities and that no one is left behind, as indicated in Figure 1.



<sup>1</sup> United Nations 1995. ISBN: 978-1-936291-93-9

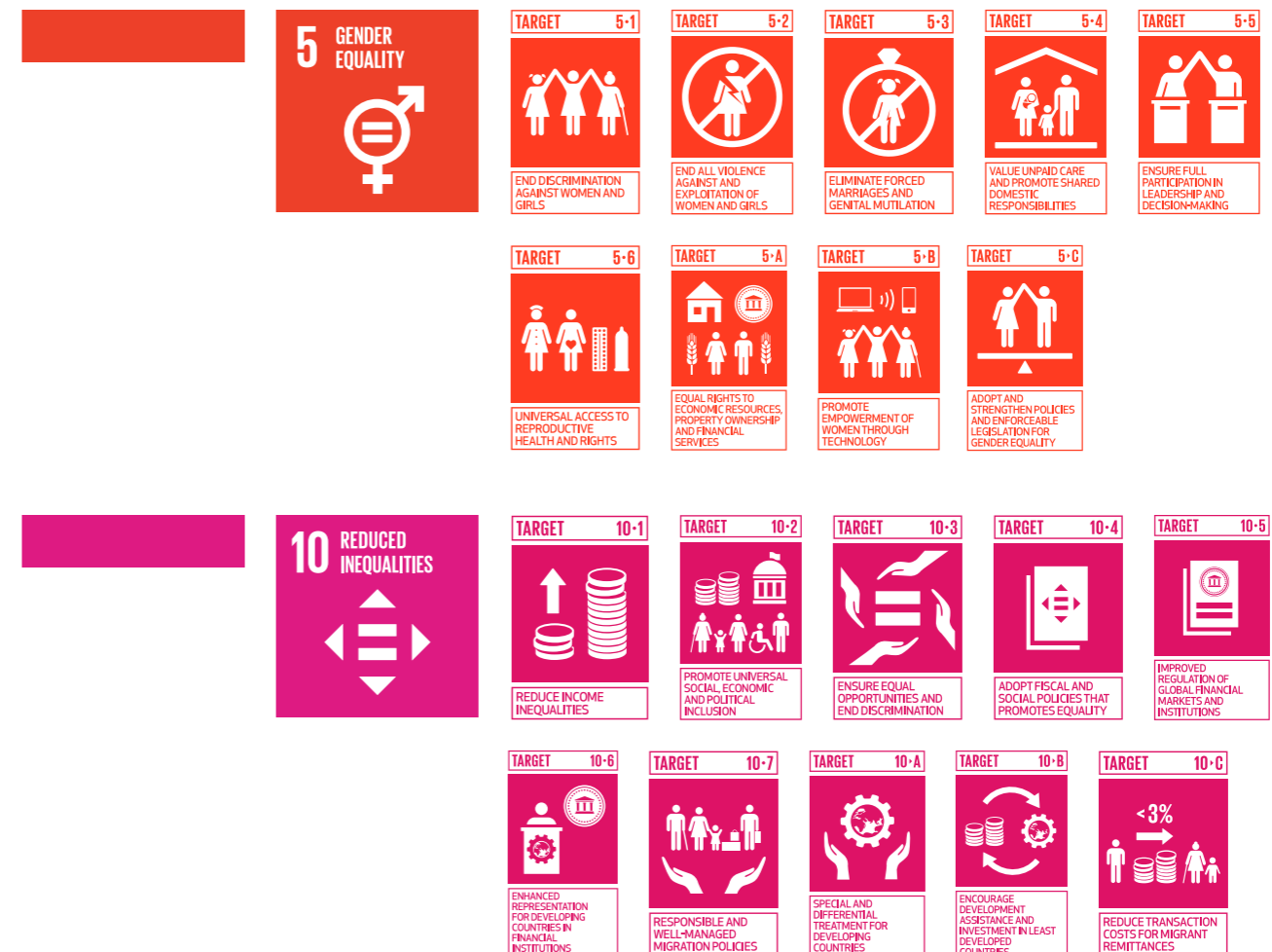
<sup>2</sup> Gender Equality in Academia and Research – [www.eige.europa.eu](http://www.eige.europa.eu)

<sup>3</sup> Transforming our world: the 2030 Agenda for Sustainable Development, A/RES/70/1, United Nations 2015

<sup>4</sup> A Union of Equality: Gender Equality Strategy 2020-2025, European Commission 2020

Figure 1

SDG 5 aims to achieve GE and empower all women and girls and has nine specific targets, while SDG 10 aims to reduce inequality within and among countries and counts with ten specific targets (Source: United Nations and Global Goals for Sustainable development Platform).



Since the beginning of July 2020, together with Germany and Slovenia, Portugal has been part of the trio Presidency until the end of 2021, and it was during the first semester of 2021 that Portugal assumed the Presidency of the EU Council. Apart from other measures, one of these trio's main goals was the protection of citizens and freedoms, highlighting the importance of democracy and human rights<sup>5</sup>. GE is a fundamental human right, and within this Presidency, a joint statement on GE was presented by Germany, Portugal and Slovenia<sup>6</sup>. This trio has been committed to determine the impact of the biggest public health crisis of the last 100 years on people's lives – the COVID-19 pandemic. Essentially, the Portuguese Presidency proposed to identify

and analyse the transformations in social dynamics brought by the pandemic, and the demands and challenges faced by women and men that have emerged from pre-existing inequalities. To understand how the different organisations have reacted to the pandemic, the approach was mainly focused on gender inequalities, concerning with the adaption to new forms of work and reconciling work and family life. In this regard, it is important to highlight the report produced by the European Institute for Gender Equality (EIGE) during the Portuguese Presidency about the socio-economic impact of COVID-19 on GE and its contribution to crucial future policy decisions in support of the GE goals of the EU recovery process<sup>7</sup>.

<sup>5</sup> <https://www.2021portugal.eu/en/programme/the-trio-presidency-programme/>

<sup>6</sup> The Trio Presidency Programme: Statement on Gender Equality, 2020

<sup>7</sup> Gender equality and the socio-economic impact of the COVID-19 pandemic, EIGE 2021

In addition, in its Presidency, Portugal planned to make GE a priority and ensure the preservation of previous progress, while creating new approaches to face the challenges and needs exacerbated by the pandemic. Furthermore, the Portuguese Presidency also participated in the Conference “Gender equality and the Istanbul Convention: a decade of action” to mark the 10<sup>th</sup> anniversary of the Istanbul Convention and celebrated the implementation and accession of EU State-Members to the Convention.

## 2.2 MAKE GENDER EQUALITY A PRIORITY

Although some statutory provisions aimed to promote GE and equal opportunities between women and men exist, Portugal still has no legislation in force, in this regard, and in particular, for HEI and RPO. As a country that aims to effectively fulfil human rights and ensure the participation of all, Portugal has prioritized the intervention in GE issues through the constitutional principles of equality and non-discrimination and promoting equality between women and men as one of the fundamental tasks of the Government<sup>8</sup>. At the National level, the public policies for non-discrimination on the grounds of gender and equality between women and men have been substantiated by plans since 1997<sup>9</sup> and more recently by the 4<sup>th</sup> (2011-2013)<sup>10</sup> and 5<sup>th</sup> (2014-2017)<sup>11</sup> Plans for Equality, Gender, Citizenship and Non-discrimination. Nowadays, there is only one plan resulting from the Council of Ministers Resolution N.º 61/2018, of May 21<sup>st</sup> designated as **National Strategy for Equality and Non-Discrimination 2018-2030 – “Portugal + Equal”** (ENIND 2018-2030)<sup>12</sup>. This plan was launched in 2018 with the intention to start a new programmatic cycle aligned with the 2030 Agenda for Sustainable Development and supported by three action plans: (1) Action Plan for Equality between Women and Men (PAIMH); (2) Action Plan to Prevent and Combat Violence against Women and Domestic Violence (PAVMVD); and (3) Action Plan to Combat Discrimination on the basis of Sexual Orientation, Gender Identity and Expression, and Sexual Characteristics (PAOIEC).

For the first time, the national plans for equality (Plan for Equality, Gender, Citizenship and Non-Discrimination) address GE in higher education and in R&I. The measures encompass mainly:

- 01 outlining the importance of maintaining protocols that ensure sustained funding for research projects aimed to deepen the scientific knowledge on gender, social relations and policies for GE;
- 02 integrating GE perspective in higher education, mainly through promoting studies and specific criteria integration, evaluation and accreditation of HEI and RPO;
- 03 integrating GE approach in curricula and extracurricular programmes of HE;
- 04 supporting the implementation of effective gender action plans in RPOs, although they are not mandatory by law.

Under the responsibility of the State Secretary for Citizenship and Equality, the Commission for Citizenship and Gender Equality (CIG) is the official body responsible for the implementation of public policies designed to promote GE in Portugal and to monitor the National Strategy in place (ENIND). CIG also needs to ensure the implementation of the provisions of some common laws in such as Law N.º 26/2019 (March 28<sup>th</sup>) that establishes a minimum threshold of 40% of women and men as senior leaders of the direct and indirect State Administration (HEI are included).

Although this Strategy is not explicitly targeted to academia and research, there are some initiatives linked to R&I promoted by CIG, which deserve attention, such is the case of the cooperation with the Portuguese Foundation for Science and Technology (FCT, I.P.) with the intention to integrate GE in research content. In 2020, both entities launched the **GenderResearch4COVID-19** initiative

to support research projects on the impact of health emergency caused by COVID-19 on gender inequalities and violence against women and domestic violence<sup>13</sup>.

One of these initiatives, the L'Oréal Portugal Medals of Honour for Women in Science launched in 2004 in a partnership between the National UNESCO Commission and the FCT, I.P. aims to distinguish and support early career researchers of recognized merit to pursue their research in the areas of Sciences, Engineering and Technology for Health or for the Environment.

On the other hand, CIG is also the Operator of the Conciliation and Gender Equality Program in partnership with the Norwegian Equality and Anti-discrimination Ombud (LDO), under EEA Grants Funding Mechanism 2014- 2021. Through this Program, innovative and

structuring projects are being funded, aligned with the aforementioned National Strategy, such as the case of **Gender Equality in Higher Education Institutions (GE- HEI) project**. This project not only aims to promote GE in HEI but also intends to understand the factors that contribute to explain inequalities in universities<sup>14</sup>.

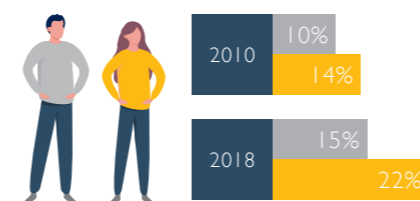
According to EIGE, Portugal is the Member State with the greatest margin for improvement, in terms of gender inequalities, having improved its rank by four places in the GE Index<sup>15</sup> in the last decade. On one hand, there has been a substantial increase in women completing higher education and female representation on boards of directors. However, inequalities concerning pay gap, unpaid domestic work and care work persist. Together, these indicators point out that Portugal is still below the European average as what GE is concerned.

Figure 2

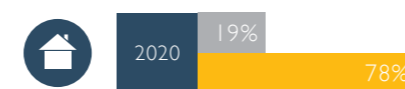
Key indicators about Portugal from EIGE, in terms of gender: In Portugal, not only the number of women (in gold) and men (in grey) getting university degrees is increasing, but also women's representation on the board of the central bank and on the boards of publicly listed companies has increased. Furthermore, Portugal is moving towards gender balance in political decision-making, although the gender gap in unpaid housework and care and the gender inequalities in financial situations still persist (adapted from EIGE).

MEN  
WOMEN

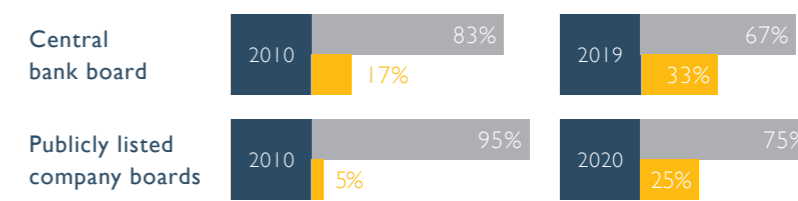
### HIGHER EDUCATION GRADUATES



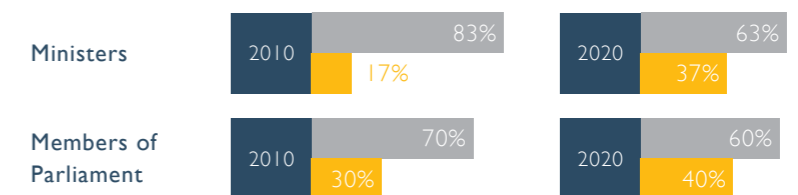
### UNPAID HOUSEWORK AND CARE



### ECONOMIC DECISION-MAKING



### POLITICAL DECISION-MAKING



### FINANCIAL SITUATION



<sup>8</sup> Article 9 (subparagraph h), Constitution of the Portuguese Republic, 1976

<sup>9</sup> Council of Ministers Resolution N.º 49/97

<sup>10</sup> Council of Ministers Resolution N.º 5/2011

<sup>11</sup> Council of Ministers Resolution N.º 103/2013

<sup>12</sup> National Strategy for the Equality and Non-Discrimination - Portugal + Equal (ENIND 2018-2030)

<sup>13</sup> GenderResearch4COVID-19 brochure, FCT, 2021

<sup>14</sup> <https://gehei.dges.gov.pt/en>

<sup>15</sup> Gender Equality Index 2020: Portugal



## 2.3 OUR COMMITMENT

NOVA University Lisbon (NOVA) presents itself as a **Global & Civic** institution recognised by its teaching and research that follows an international agenda, and by its commitment towards societal, cultural and economic development of the community at large. NOVA's vision of the future clearly calls for everyone's participation, in a **“leave no one behind”** approach, which incorporates an essential requirement that integrates institutional policies and undoubtedly contributes to a global transformation through local actions.

The University has contributed towards a more equal and inclusive society, with a specific emphasis on GE:

01

**NOVA offers the first and only PhD in Gender Studies in Portugal**, which aims to acknowledge Gender Studies as an autonomous scientific area of research and advanced training.

02

NOVA founded the **National Observatory of Violence and Gender**, which is the first of its kind in Portugal and which produces scientific-based knowledge on the different social dimensions of violence against women, serving the academic community and providing support for decision-making and intervention in fighting this terrible phenomenon.

03

NOVA has emerged as the Portuguese institution with the **best performance** in «gender studies, gender equality policies and commitment to recruit and support women careers», the **15<sup>th</sup> best worldwide** and **2<sup>nd</sup> best among young European universities**, according to the Times Higher Education Impact ranking 2021.

04

NOVA performs well in terms of gender parity within our academic and research staff, and women are the large majority of our non-academic staff. But there is still a lot of work to be done, because when we look at the roles they play, we get a totally different picture, as it becomes clear that our female academic and non-academic are **under-represented in leadership job positions**.

05

Integrated in the Interdisciplinary Centre for Social Sciences (CICS.NOVA), NOVA has a multidisciplinary research team dedicated to women studies – **Faces de Eva**. Their goal is to identify new working areas and trying to articulate with stakeholders the search, sharing and dissemination of scientific knowledge.

06

**ANTÍGONA – Clinic For Equality and Discrimination Law** is one of the NOVA Law Knowledge Centers based on the development of activities related to the promotion of legal counselling, training and research in the areas of Equality and Discrimination Law.

07

**NOVA WOMEN in BUSINESS** is an academic club based at Nova School of Business and Economics that targets the existing gender gap in our society, specifically focusing on the business and academic world.

NOVA intends to strengthen the potential of its' community in a boosting initiative as a transformative agent capable of establishing the necessary networks between the policies and strategies proposed by the University in the Strategic Plan 2020-2030<sup>16</sup>. In this strategy for the next decade, we shed light on the importance of NOVA's effective contribution to that goal through different ways:

the **SPEAR Project**, which intends to develop institutional changes aimed at improving the participation of women in R&I and their career prospects. This project operates with four overall objectives:

- 01 increasing the number of RPOs with implemented Gender Equality Plans (GEPs);
- 02 removing barriers and improving career prospects for women in academia;
- 03 improving the gender balance in decision-making bodies;
- 04 strengthening the gender dimension in research content.

the **NOVA 4 the Globe platform**<sup>17</sup>, which seeks to enhance the societal impact of NOVA University through education, research and institutional best practices, in compliance with the Green Deal, the Paris Agreement, and the SDGs.

In 2020, the world faced the biggest global public health crisis in the last 100 years – the COVID-19 pandemic – leading to dramatic transformations in social dynamics. This pandemic brought with it differentiated demands on women and men as a consequence of pre-existing gender inequalities. It is known that the COVID-19 pandemic is having a disproportionately negative impact on women researchers and in academia, with the long-term impacts still to unfold. The increase in unpaid care and domestic work during lockdowns and confinement translated into a reduction in the number of articles submitted for publication, research project applications and research hours among women researchers, jeopardizing their careers<sup>18</sup>. Unable to predict the future it is important to ensure that the inequalities observed during the periods of confinement of this pandemic among male and female teachers and researchers are mitigated, and that in the event of a new catastrophe, they are avoided or at least minimized. NOVA in collaboration with ISCTE-IUL, coordinator entity of the SAGE19 project<sup>19</sup>, is producing a Manual with a set of recommendations for good practices and public policies to mitigate its impact on academic women's careers. Furthermore, also in the scope of COVID-19, NOVA is

making its contribution and efforts by coordinating studies focused on domestic violence and on the social-economic impact of COVID-19 in Portuguese families<sup>20</sup>.

As a decentralized institution, NOVA has envisioned and designed proximity policies in its structural and strategic priorities, based on the principles of inclusion, equal opportunities and diversity. NOVA's out-of-the-box concept and innovation-driven environment has created a hub to promote local actions that are essential to value the role of NOVA's community and boost institutional growth and value. In this context, the implementation of plans focused on inclusion, equal opportunities and diversity is only possible with NOVA's community involvement. What is more, here is where NOVA's community gets the leading role in the pursuit of this goal, with a global and comprehensive approach with precise local actions.

The creation of these partnerships and activities contributes to the formulation of integrated policies that can be shared at local, national and international levels. NOVA presents itself as an accelerator for the development of more inclusive policies, engaging equality and diversity, in a completely transparent way.

<sup>16</sup> [www.unl.pt/sites/default/files/plano\\_estrategico\\_2020-30\\_-\\_versao\\_sintese\\_-\\_eng.pdf](http://www.unl.pt/sites/default/files/plano_estrategico_2020-30_-_versao_sintese_-_eng.pdf)

<sup>17</sup> [www.unl.pt/en/nova/nova-4-globe](http://www.unl.pt/en/nova/nova-4-globe)

<sup>18</sup> Gender in the Portugal Research Arena: A Case Study in European Leadership, Elsevier, 2021

<sup>19</sup> <https://sage19.iscte-iul.pt/en/>

<sup>20</sup> Dias, Sónia et al, Violence in intimate relationships in times of COVID-19: Gender Inequalities and (new) contours of domestic Violence?; Lisboa, Manuel et al, The impact of COVID-19 on violence against women: a longitudinal analysis; Lisboa, Manuel et al, Lisbon+Equality – Support service for victims of domestic violence; Peralta, Susana et al, Portugal, Social Balance, Report 2020.



## INTEGRATION OF DATA: INFOGRAPHICS

- 3.1. Staff 16
- 3.2. Enrolled Students 21
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# INTEGRATION OF DATA: INFOGRAPHICS



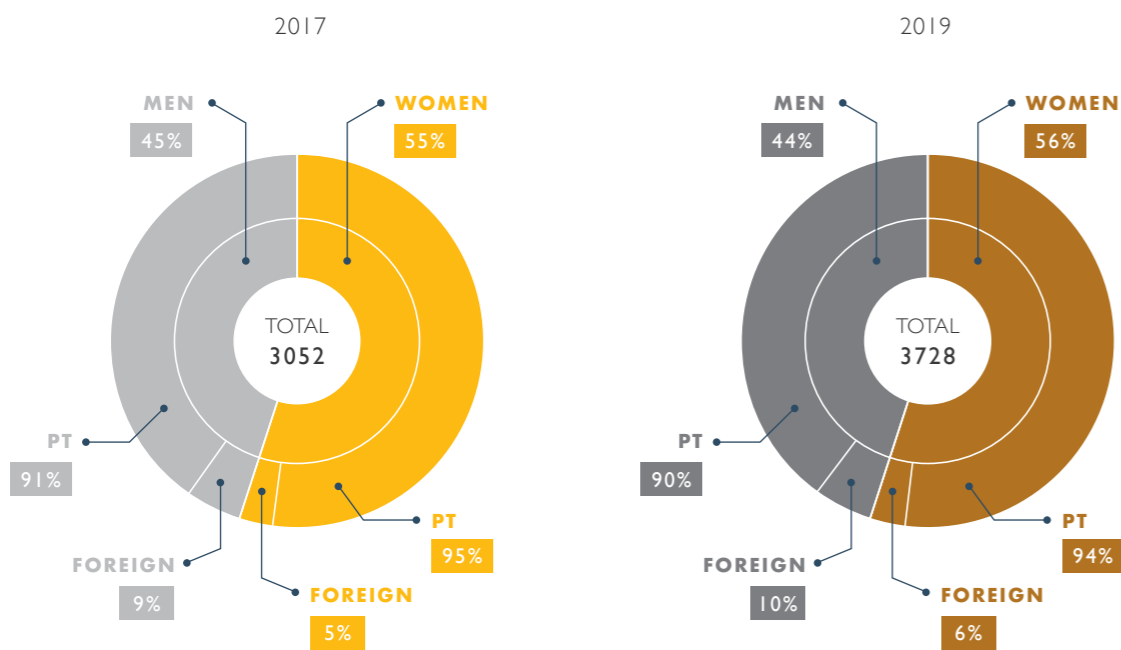
### 3. INTEGRATION OF DATA: INFOGRAPHICS

As aforementioned, NOVA is a decentralised university with nine schools scattered across the Lisbon Metropolitan Area. The data presented herein provide a global overview of NOVA's community focused not only on students and staff, but also on scientific outputs produced/accomplished by NOVA faculty and researchers in 2017 and in 2019. The set of indicators presented allows not only a gender-based diagnosis of NOVA, but also marks the starting point for data collection and establishes the goal for monitoring and progress follow-up of the different phases of implementation of this GEP. Using these indicators for follow-up and monitoring intends to reflect the challenges associated with equality, inclusion and non-discrimination that NOVA faces, taking into consideration the transversal needs of all schools. As NOVA is a global and civic university with an inclusive and non-discriminatory profile, the usage of these indicators is analysed and presented in a binary male/female format merely for simplicity and due to the existing systematisation of data collection by institutions. In view of that, we aimed to design an evidence-based approach with effective measures for the identified challenges.

#### 3.1. STAFF

In the years analysed, women represent more than half of NOVA staff community (55% in 2017 and 56% in 2019, respectively) and more than 90% of the staff is Portuguese (Figure 3).

Figure 3 Relative distribution of men and women of NOVA staff in 2017 and in 2019, disaggregated by nationality.



As expected, the academic staff comprises the vast majority of all staff, although there was a decreased in teaching staff (56% in 2017 and 51% in 2019), accompanied by an increase of administrative staff (20% in 2017 and 25% in 2019), and no change was observed in the relative percentage of research staff (Figure 4). It is also important to highlight that for each researcher, NOVA has two professors.

Figure 4

Relative Distribution of NOVA academic and non-academic staff in 2017 and in 2019.



At NOVA, in 2017 and in 2019, PhD holders represent around 45% of the total staff, with men being the most represented group among teaching staff (57%) while women are a majority in the research staff (approximately 60%). In the administrative staff, PhD holders are in residual numbers, but women are the most representative group (70%) (Figure 5).

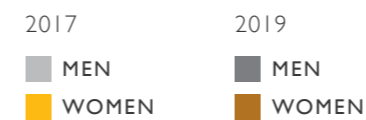
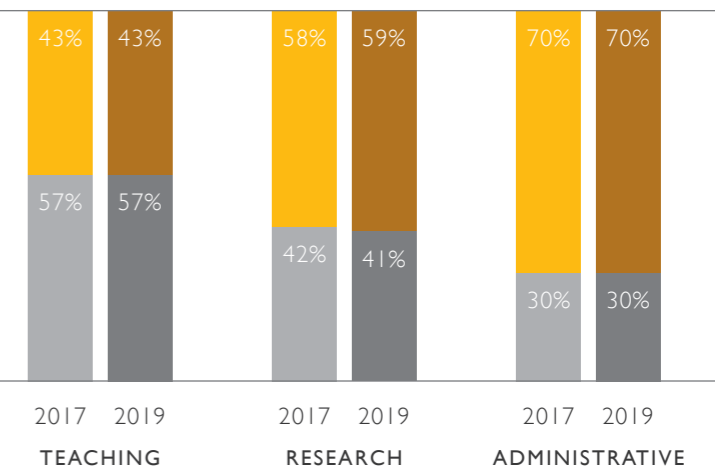


Figure 5

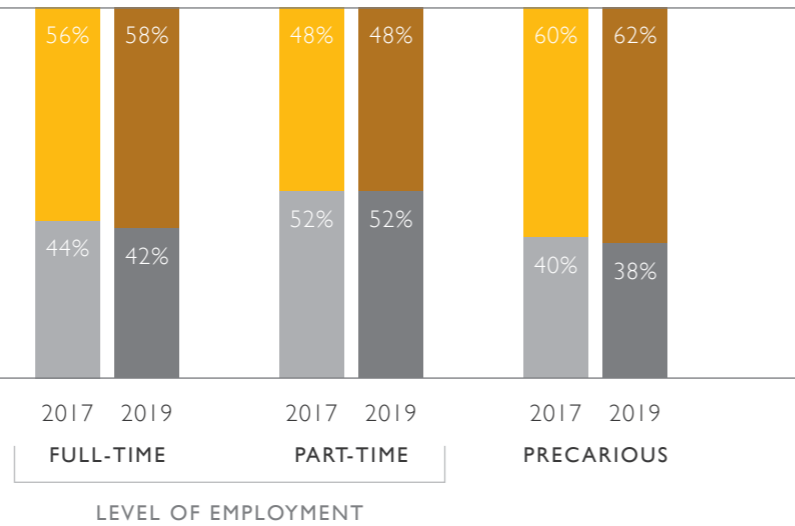
Relative distribution of PhD holders among NOVA staff in 2017 and in 2019, disaggregated by sex.



In what concerns the type of contract of NOVA staff (Figure 6), women are the most representative group working full-time (56% vs. 44% in 2017 and 58% vs. 42% in 2019) and working under precarious contracts (less than one-year contracts) (60% vs. 40% in 2017 and 62% vs. 38% in 2019) at NOVA, with a slight increase in both cases. Interestingly, the relative percentage of men and women working part-time at NOVA remained virtually unaltered in 2017 and in 2019, and women are the underrepresented group (52% are men and 48% are women).

Figure 6

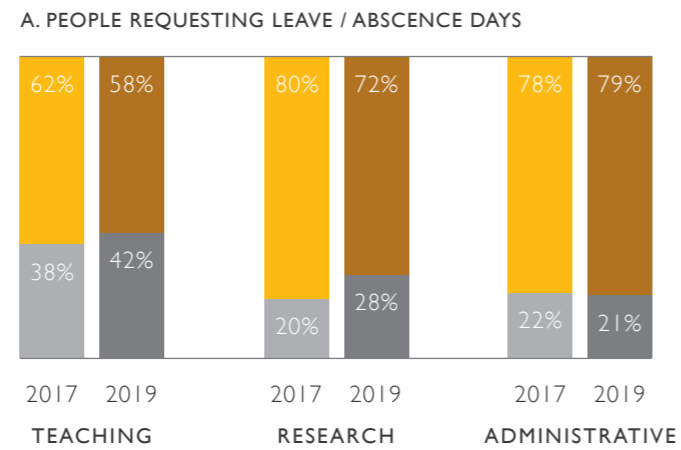
Relative distribution of men and women according to the type of contract, in 2017 and in 2019.



Among staff, most people submitting requests to take leave/absence days, at NOVA, are women from the administrative staff (Figure 7A). The majority of requests submitted were parental leaves and, as expected, men took almost 30 days of leave on average, while women took approximately 3.5 months of leave (>100 days). Unsurprisingly, women submitted requests claiming family support reasons more often than men (84% in 2017 and 81% in 2019) (Figure 7B).

Figure 7

Relative distribution of requests submitted concerning leave/absence days among NOVA's staff (A), detailed by type and by average number of days taken (B) in 2017 and in 2019, disaggregated by sex.

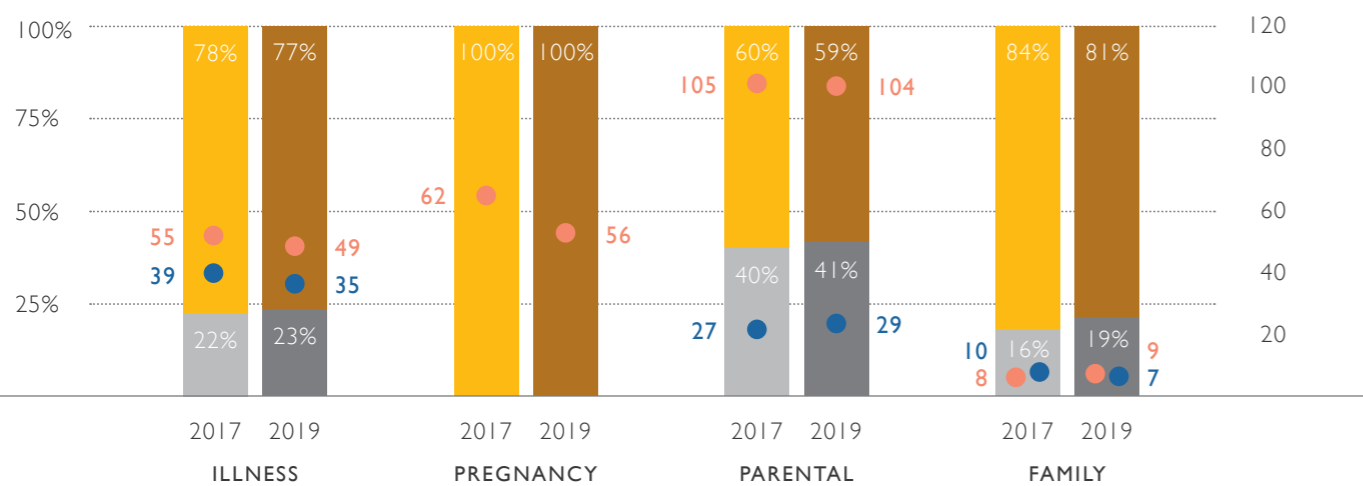


B. REQUESTS PER LEAVE / ABSCENCE DAYS

● WOMEN ● MEN

Percentage of requests submitted

Average number of absence/ leave days taken



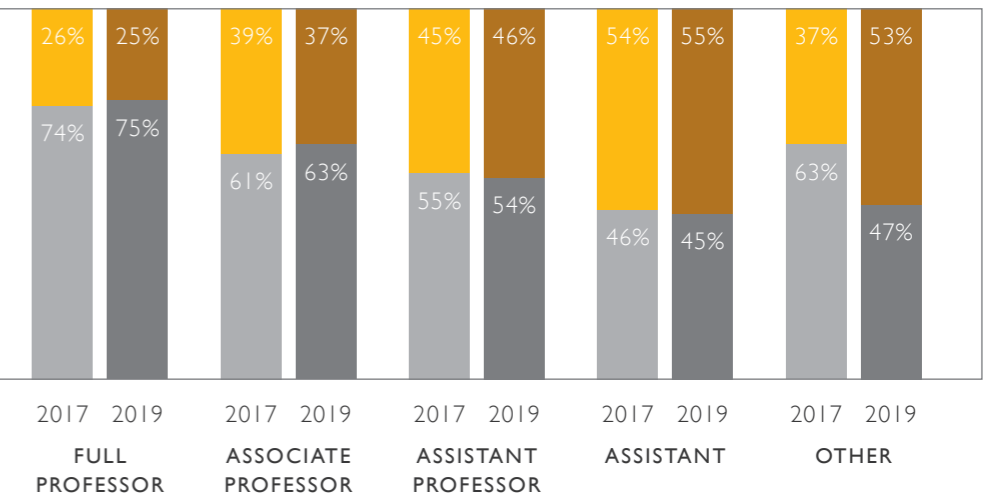
The analysis by staff categories shows a difference between teaching, research and administrative staff.

### 1. TEACHING STAFF

The teaching category represents 50% of all NOVA's staff and men are the most representative group overall, regardless of the year. Men are also the most representative group in higher categories, i.e. Full and Associate Professors, in both years. In 2019, the majority of Assistants are women, compared to the balance for this category in 2017. Lecturers and Tutors were merged into a category designated by "Others", in which occurred a trend shift of women being underrepresented in 2017, to be in similar number as men in 2019. Although there is an overall increase in teaching staff in 2019 compared to 2017, the relative percentage of men and women remains virtually unchanged (Figure 8).

Figure 8

Relative distribution of men and women among teaching staff, in 2017 and in 2019, disaggregated by category.

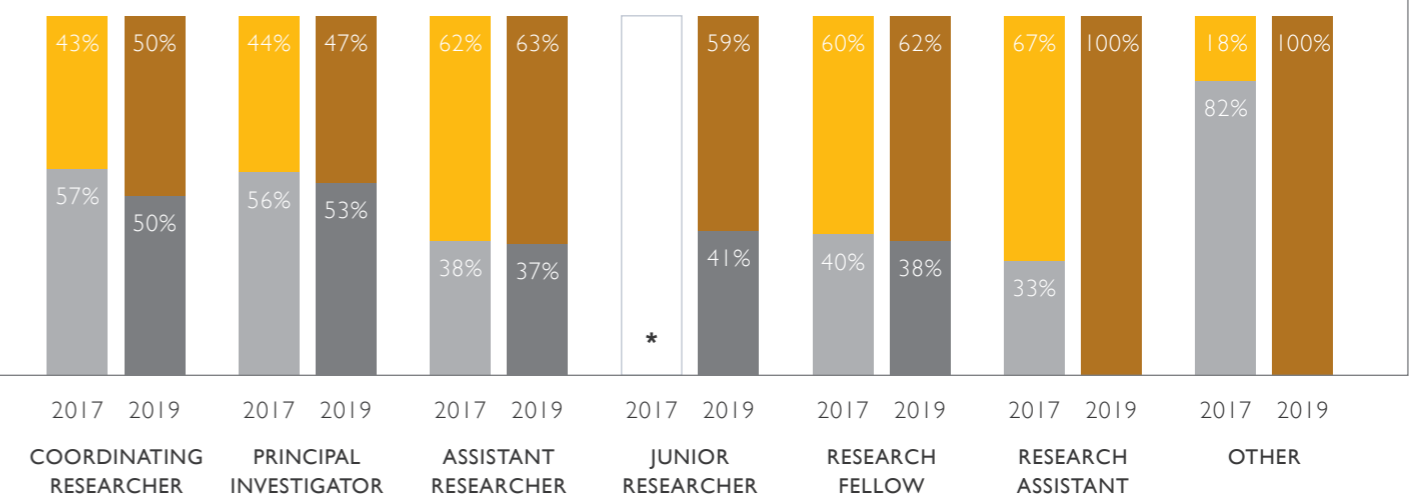


### 2. RESEARCH STAFF

Representing a quarter of the overall university's staff, the NOVA research community is characterised by a majority of women in almost all categories, in both years analysed. In higher categories, i.e. Coordinating Researcher and Principal Investigator, there are as many men as there are women despite a more than 20% increase of Principal Investigators in 2019. Between new categories, i.e. Junior Researcher, and old ones, i.e. the general category of Researcher, a rearrangement of the categories in this group was verified, between the years 2017 and 2019, as the relative percentage of female researchers increased in comparison to male researchers (Figure 9).

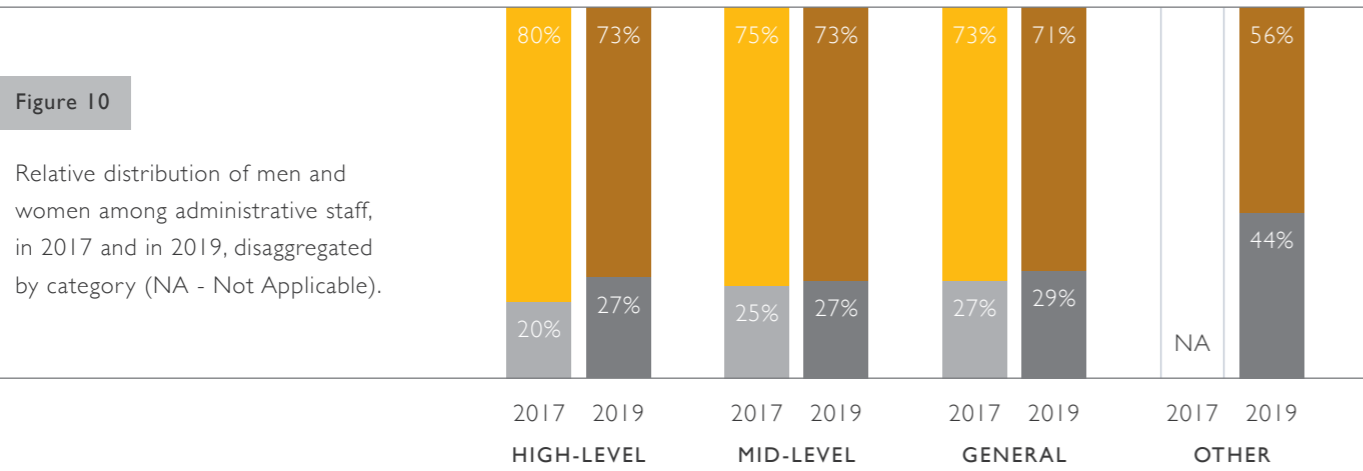
Figure 9

Relative distribution of men and women among Research staff, in 2017 and in 2019, disaggregated by category (\*Category created in 2017 but only effective from 2018).



### 3. ADMINISTRATIVE STAFF

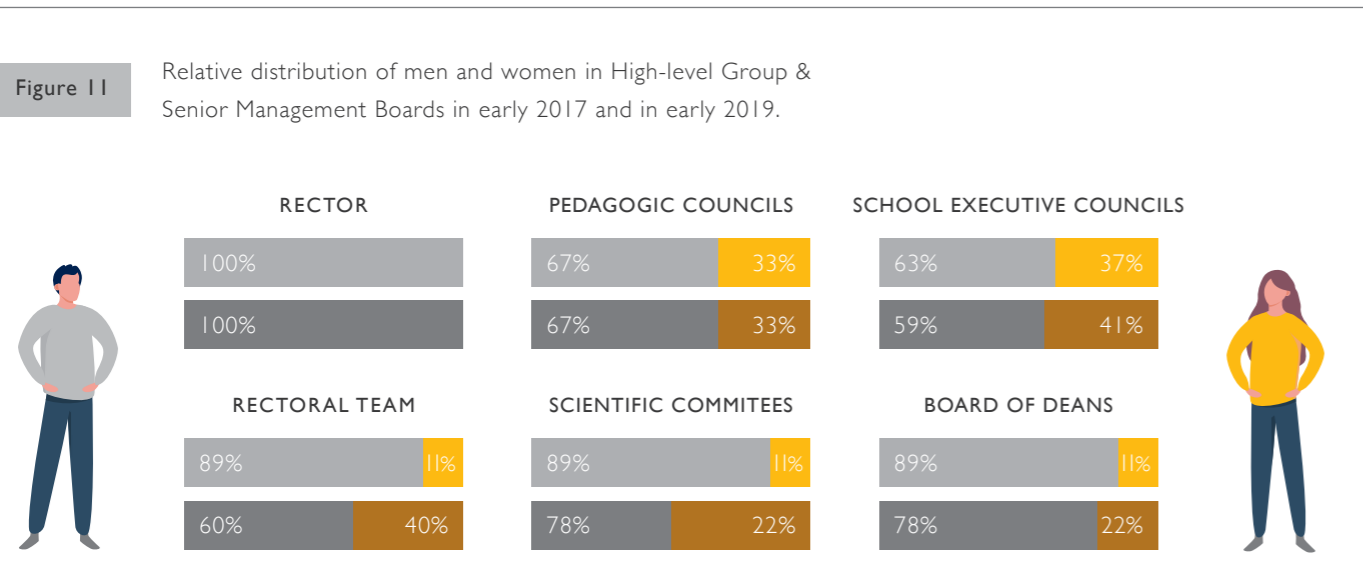
The administrative staff is mainly composed of women in the various categories, regardless of the year, despite the increase in the number of men in administrative positions in 2019 (Figure 10).



For teaching, research and administrative groups, the analysis by age and scientific field are illustrated in the Appendixes section.

### 4. HIGH-LEVEL GROUP & SENIOR MANAGEMENT

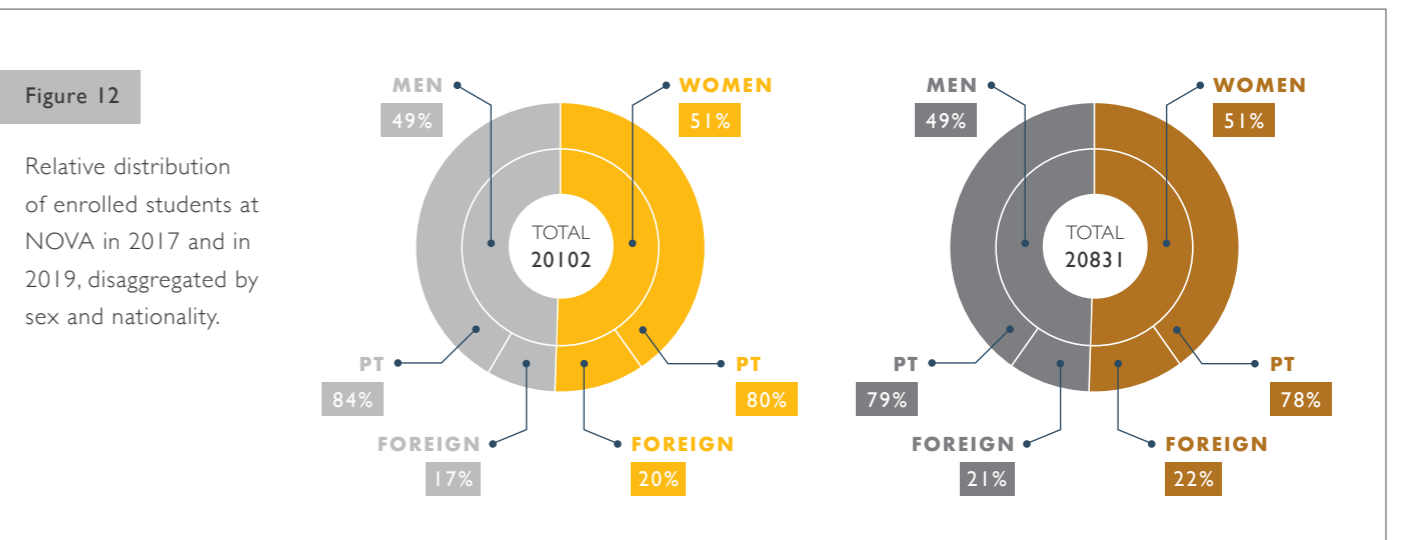
In decision-making bodies, in the high-level group and in senior management boards, women are the under-represented group in all councils and committees, regardless of the year.



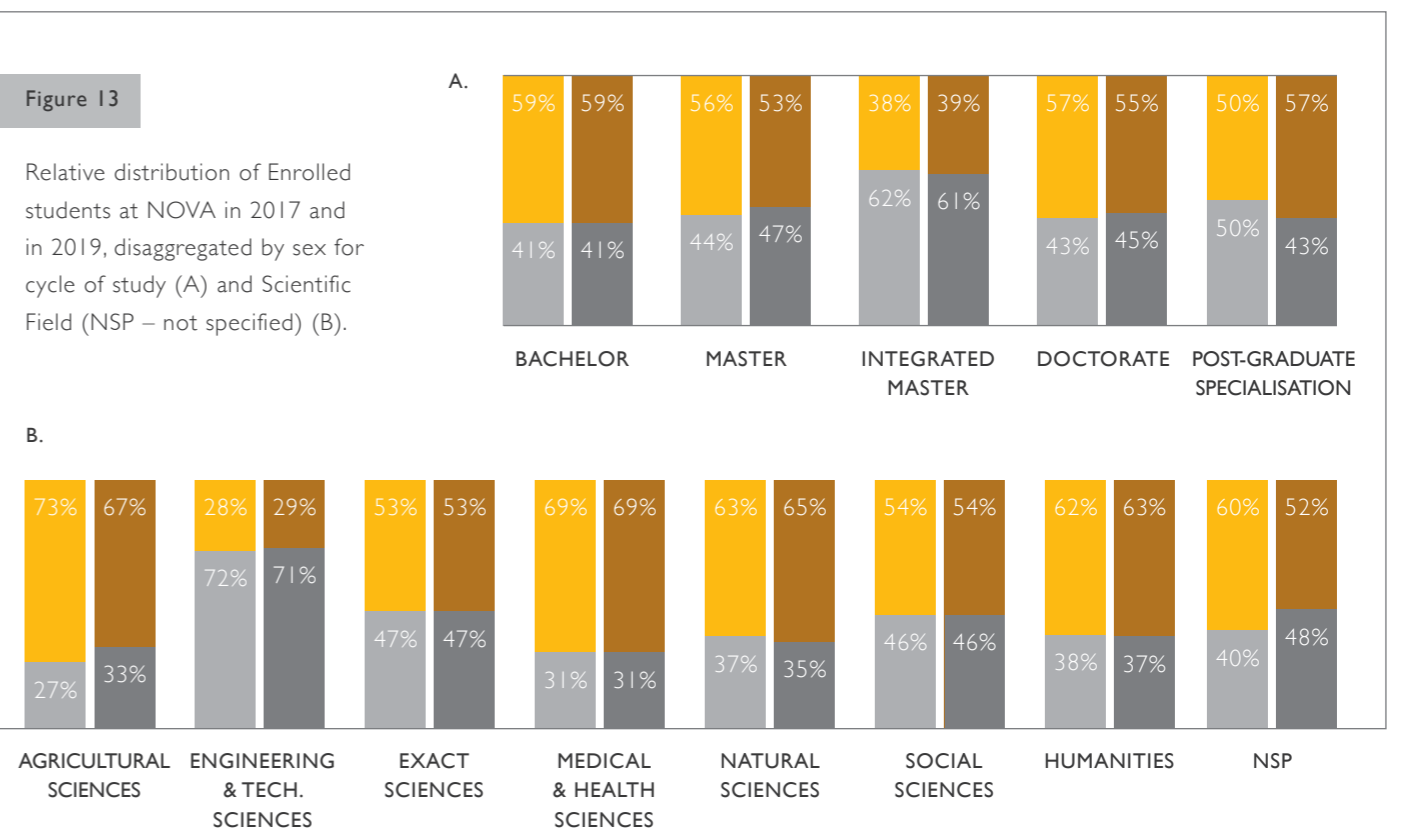
Although the Pedagogic Council remained virtually unaltered between 2017 and 2019 considering the percentage of women – smaller – that take part in these management boards, there was a 10%-increase in Scientific Committees and in the Board of Deans, in 2019, despite the fact that women remain the least represented group. In addition, the Rectoral team has experienced a substantial increase in the participation of women (from 11% in 2017 to 40% in 2019), although the Rector is still a man. Regarding the Schools Executive Councils, a slight change in women’s participation was observed, with a 3% increase in 2019 (Figure 11).

### 3.2. ENROLLED STUDENTS

NOVA’s community is more than staff, and as a university a very important part of our community are the students. With regard to the enrolled student population, there is an increase from 20102 students in 2017 to 20831 students in 2019, although the relative percentages of men (49%) and women (51%) remain virtually unchanged (Figure 12).



In general, in 2017 and in 2019, the most representative group of enrolled students in the different study cycles (Bachelor, Master, Doctorate and Post-Graduate Specialisation) are women, with the exception of the Integrate Master in which men are the majority (Figure 13A). This is further supported by the distribution of the enrolled students by fields of study, since the majority of the Integrated Masters are in the field of Engineering and Technology Sciences, the only scientific field in which women are in the minority. Contrariwise, women dominate in the remaining fields of study (Agricultural Sciences, Exact Sciences, Medical and Health Sciences, Natural Sciences, Social Sciences, Humanities and the general field of study, NSP) (Figure 13B).



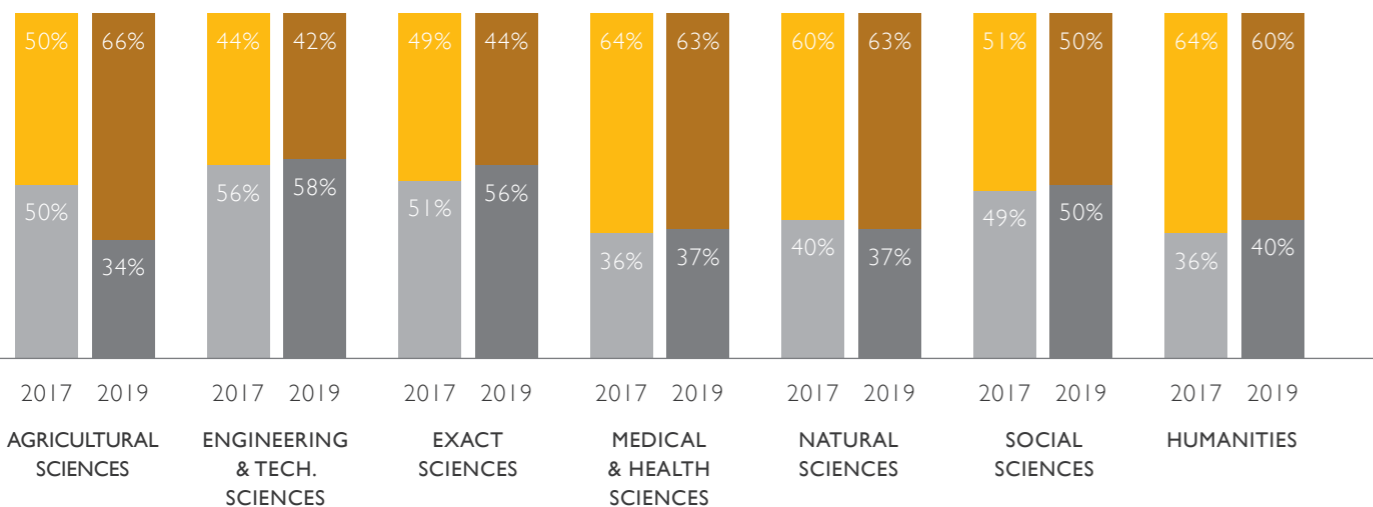
Advanced training is an important part of a university, in particular Doctoral students. Therefore, a thorough analysis was performed only for this set of students regarding their nationality and scientific field. In 2017 and 2019, more women have chosen NOVA to do their PhD, of which between one third are foreigners (Table 1).

**Table 1** Relative distribution of doctoral students enrolled from NOVA in 2017 and 2019, disaggregated by sex and nationality.

Year	Sex	Nationality	N.º of PhD students enrolled	Percentage of Men and Women according to nationality (%)	Total Percentage of Men and Women (%)
2017	Men	Foreign	316	33%	43%
		Portuguese	645	67%	
	Women	Foreign	312	25%	57%
		Portuguese	951	75%	
			<b>2224</b>		
2019	Men	Foreign	340	35%	45%
		Portuguese	640	65%	
	Women	Foreign	343	28%	55%
		Portuguese	863	72%	
			<b>2186</b>		

Like other cycles of study, the majority of doctorate students enrolled are women and this occurs in most fields of study, except Engineering and Technology Sciences and in Exact Sciences in which the majority of enrolled students are men (Figure 14).

**Figure 14** Relative distribution of doctoral students enrolled from NOVA, in 2017 and 2019 disaggregated by sex and scientific field.

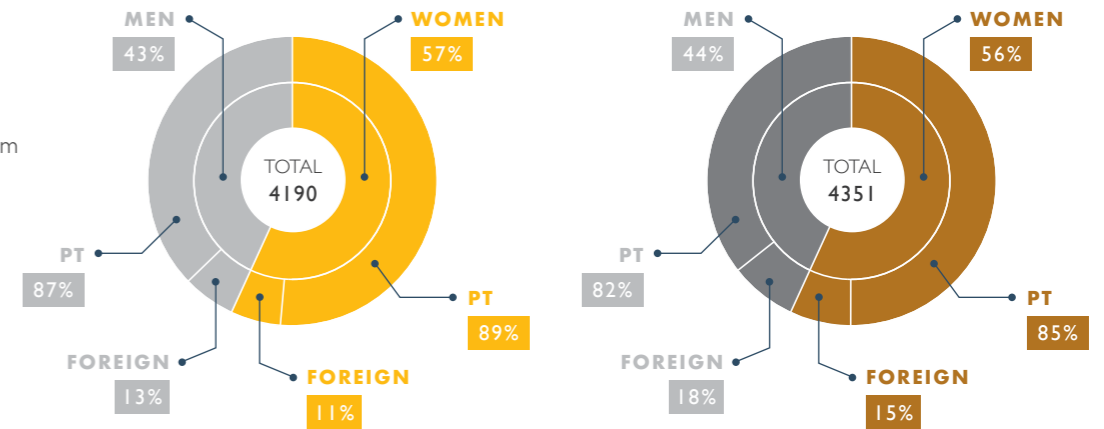


### 3.3. GRADUATED STUDENTS

In what concerns the graduated students, more students finished their study cycle in 2019 (4351 students), compared to those who finished in 2017 (4190 students). More than half of the graduating students are female and the majority are Portuguese (Figure 15).

**Figure 15**

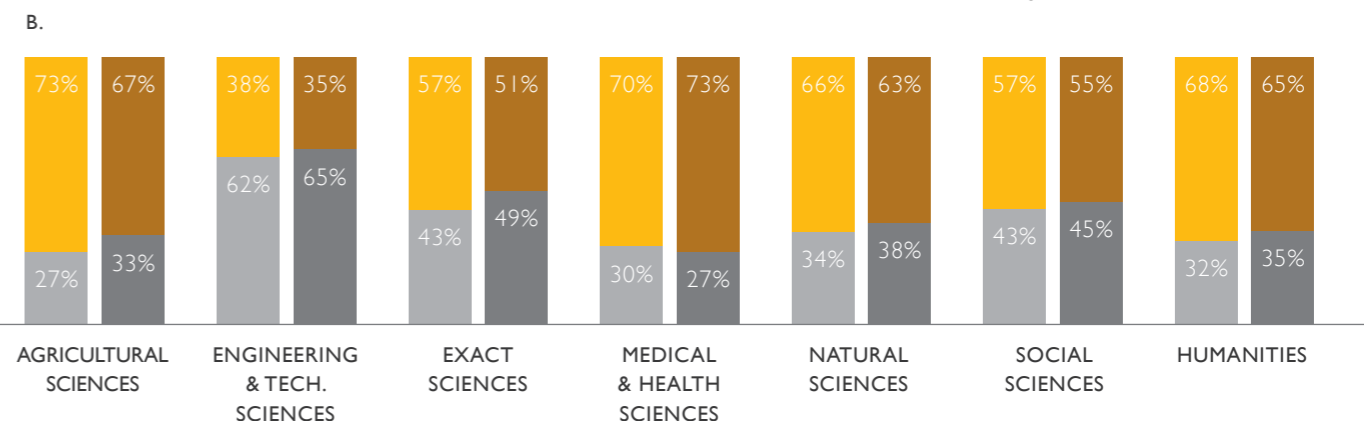
Relative percentage of graduated students from NOVA in 2017 and in 2019, disaggregated by nationality.



In general, in 2017 and in 2019, the most representative group of graduated students in the different study cycles (Bachelor, Master and Doctorate) are women, with the exception of the Integrate Master, in which men are the majority (Figure 16A). Once again, this is further supported by the distribution of the graduated students by fields of study, since most of the Integrated Masters are in the field of Engineering and Technology Sciences, the scientific field in which the majority of students are men. Except for Exact Sciences that has as many men as it has women graduating in this field, the distribution of students in the remaining fields of study (Agricultural Sciences, Medical and Health Sciences, Natural Sciences, Social Sciences and Humanities) is dominated by women graduates (Figure 16B).

**Figure 16**

Relative Distribution of Graduated Students at NOVA in 2017 and in 2019, disaggregated by Sex for Cycle of Study (A) and Scientific Field (NSP – not specified) (B).

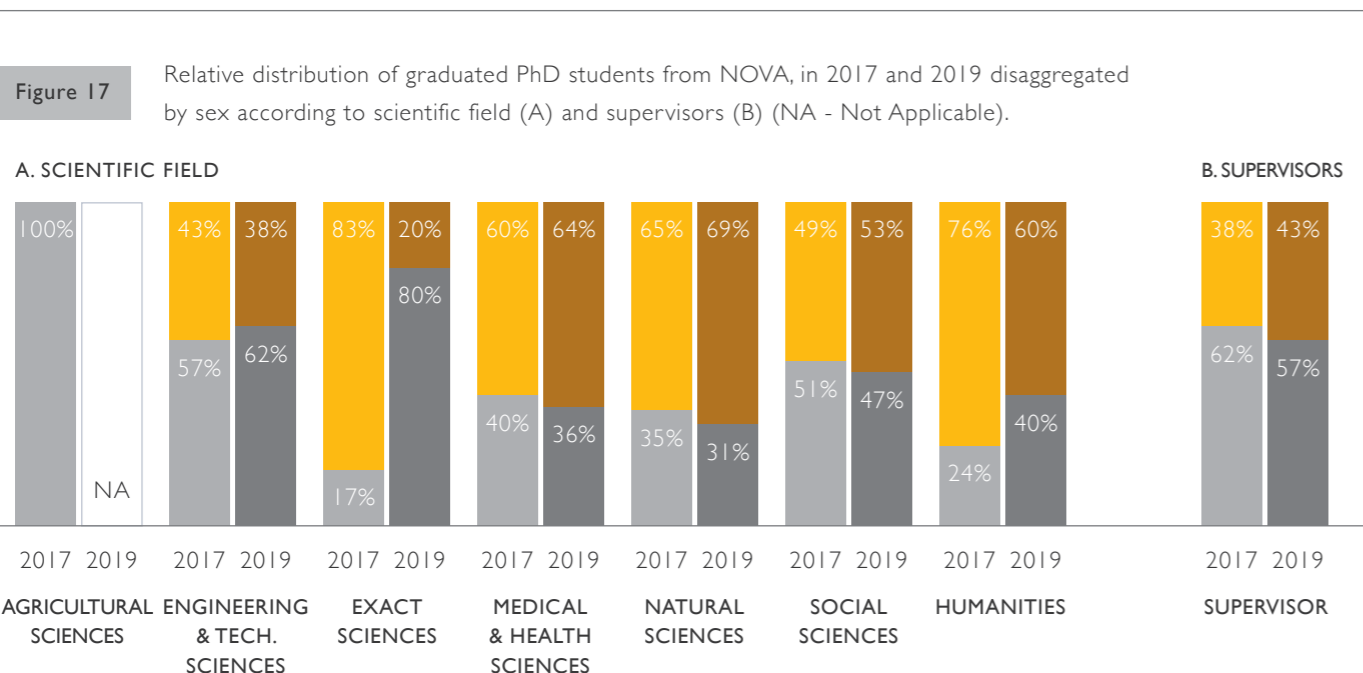


Like for enrolled students, particular attention was also given to the Doctoral students that obtained their degree in 2017 and 2019. The analysis, disaggregated by sex, was performed considering their nationality, scientific field and supervisors. As expected, in 2017 and 2019, the majority of doctorate graduate students at NOVA are women, and more than half of graduates are foreigners, regardless if they are men or women (Table 2).

**Table 2** Relative distribution of doctoral students who graduated from NOVA in 2017 and 2019, disaggregated by sex and nationality.

Year	Sex	Nationality	N.º of PhD students graduated	Percentage of Men and Women according to nationality (%)	Total Percentage of Men and Women (%)
2017	Men	Foreign	43	41%	42%
		Portuguese	61	59%	
	Women	Foreign	33	23%	58%
		Portuguese	111	77%	
			<b>248</b>		
2019	Men	Foreign	21	28%	43%
		Portuguese	53	72%	
	Women	Foreign	30	30%	57%
		Portuguese	70	70%	
			<b>174</b>		

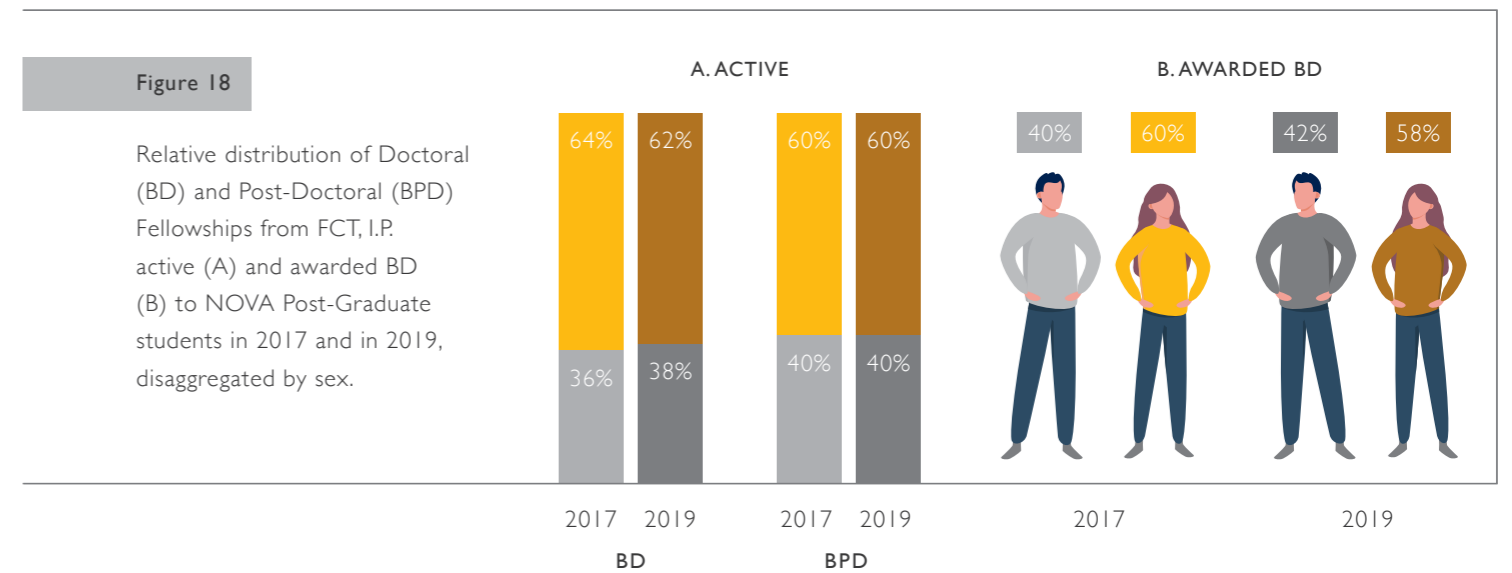
Additionally, mostly men graduate from Agricultural Sciences, Engineering and Technology Sciences and Social Sciences in 2017, while in the remaining fields of study the majority of doctorate graduate students are women. In 2019, the distribution of graduate students remained unchanged, with the exception of Exact Sciences (in which more men graduate) and in the Social Sciences (in which most graduate students are women) (Figure 17A). At NOVA, advanced training – in particular PhD students – is mainly (co-) supervised by men, although the number of women supervisors has increased greatly in 2019 (Figure 17B).



### 3.4. SCIENTIFIC OUTPUTS

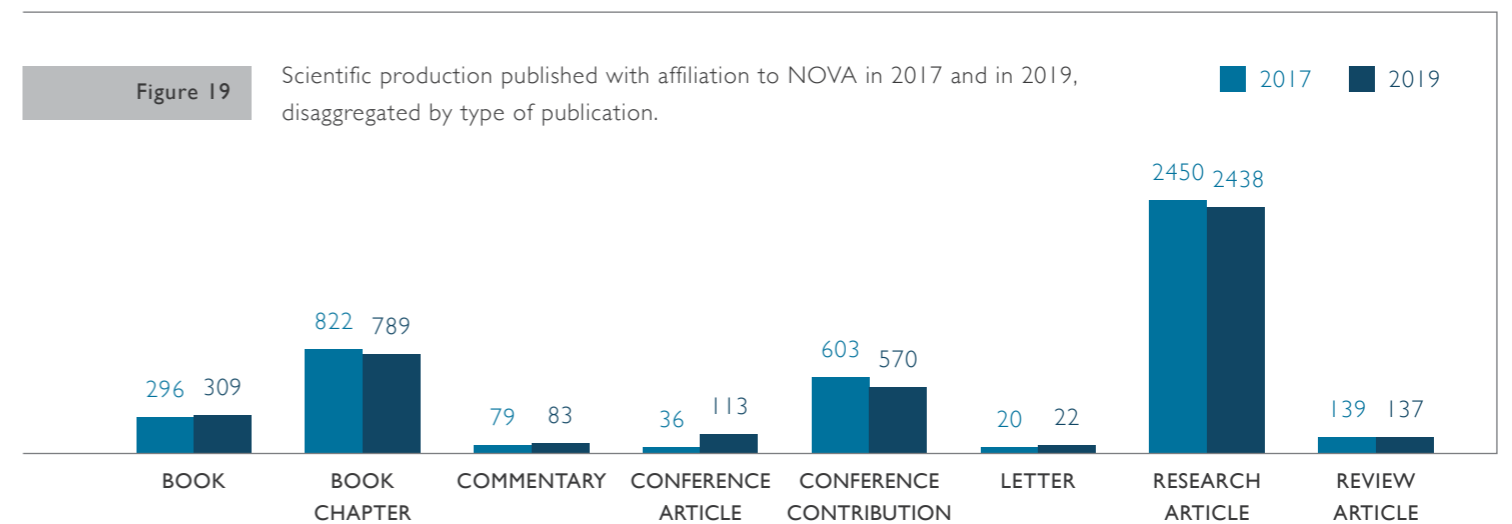
One way to assess the impact of the University is through indicators of scientific production and academic performance – the scientific outputs. Therefore, in the diagnosis produced for 2017 and 2019, a set of scientific indicators, disaggregated by sex, were considered for the GEP, such as: Doctoral and Post-Doctoral fellowships awarded from FCT, I.P., scientific publications, and research projects funded, including the competitive ERC Grants, patents and start-ups.

PhD students face challenges that are more complex since they are specialising in a field of study and to overcome the investment, in general they apply for doctoral grants (BD) mostly from the FCT, I.P. This national funding agency also funded post-doctoral fellowships (BPD) until 2016, so during 2017 and 2019 there are several active BPD at NOVA. Considering that the NOVA research community is mostly composed of women, it is expected to have more awarded BD in 2017 and 2019 to female students and consequently more women with active BD grants. For BPD, we observed the same trend as active BD for both years.

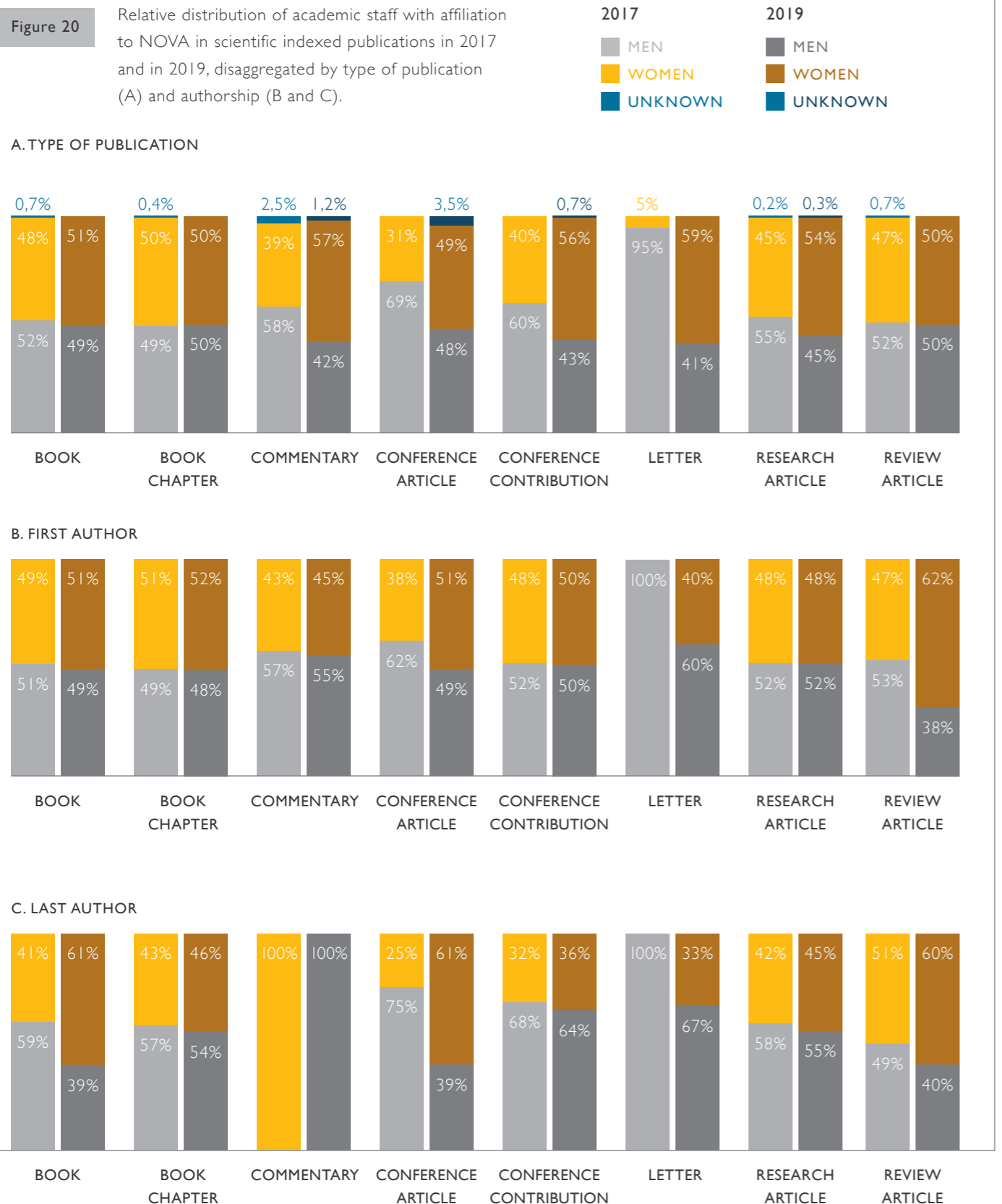


At NOVA, in general, more BD were awarded to women in 2017 and in 2019, and women are also the most representative group of all active BD and BPD in almost fields of science. However, an interesting fact was observed concerning the BD awarded in 2019 for Engineering and Technology, Exact Sciences and Social Sciences, which become fields mostly represented by male students (Appendixes section).

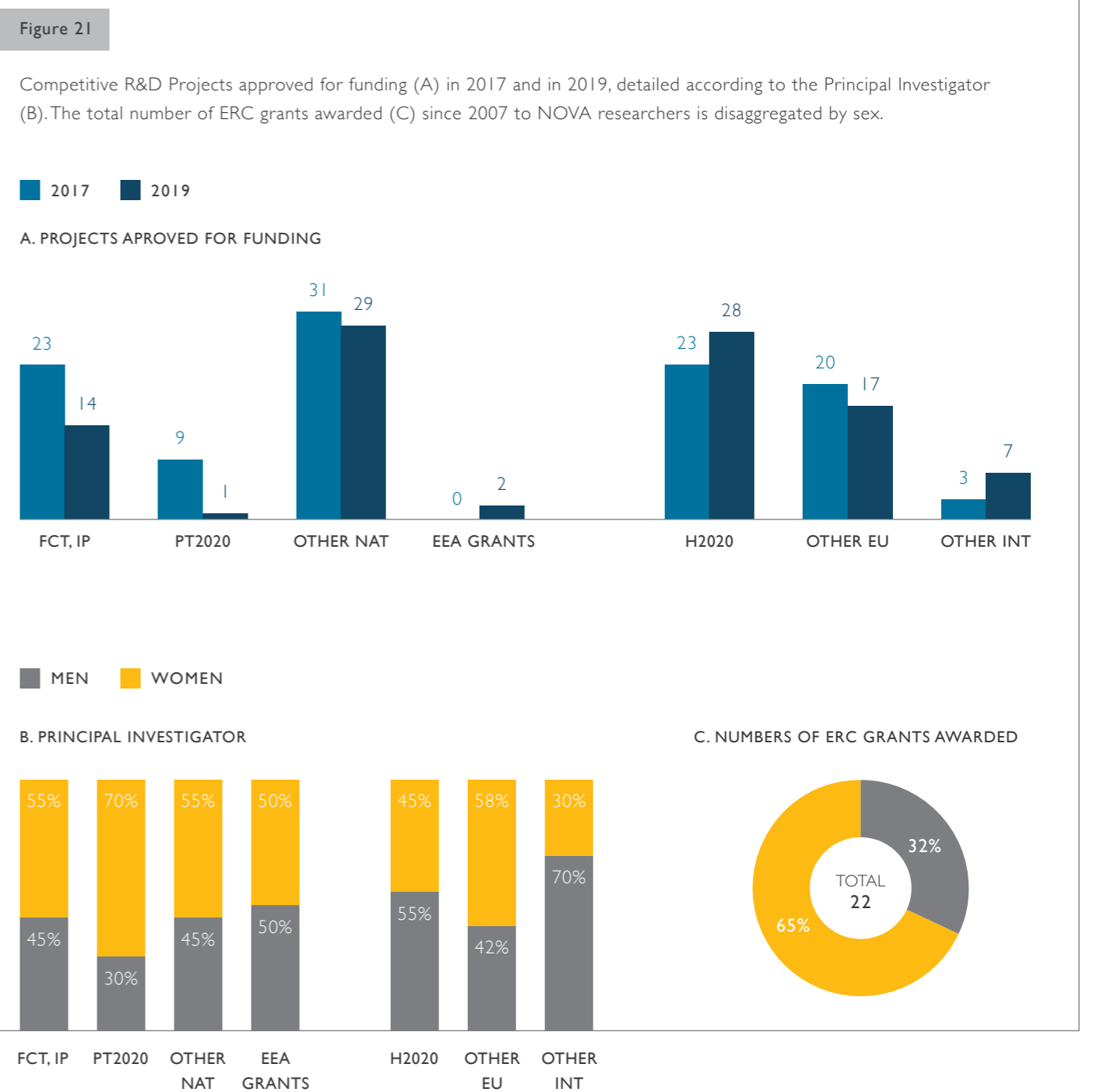
Scientific production is most of the times reflected in the number, impact factor and type of scientific publications. The total number of publications was very similar in 2017 (4445 publications) and in 2019 (4461 publications) (Figure 19).



Although some researchers or professors have chosen not to specify their gender, an increase in women publishing with affiliation to NOVA occurred between 2017 and 2019, turning women the most representative group overall (Figure 20A). In more detail, as expected, both first and last authors of scientific publications with NOVA affiliation are mostly men in 2017, whereas in 2019 the difference between men and women considering first authorships affiliated to NOVA is practically residual (Figure 20B and 20C).



Another way to consider scientific performance is by evaluating the capacity to attract competitive funding for research projects. While in 2017 most of the funding came from national calls, in 2019 funding for projects came mainly from European funding through the Horizon 2020 (H2020) framework programme (Figure 21A). Interestingly, Principal Investigators of projects funded through national calls are mainly women, while Principal Investigators of projects financed by European calls are mainly men (Figure 21B).



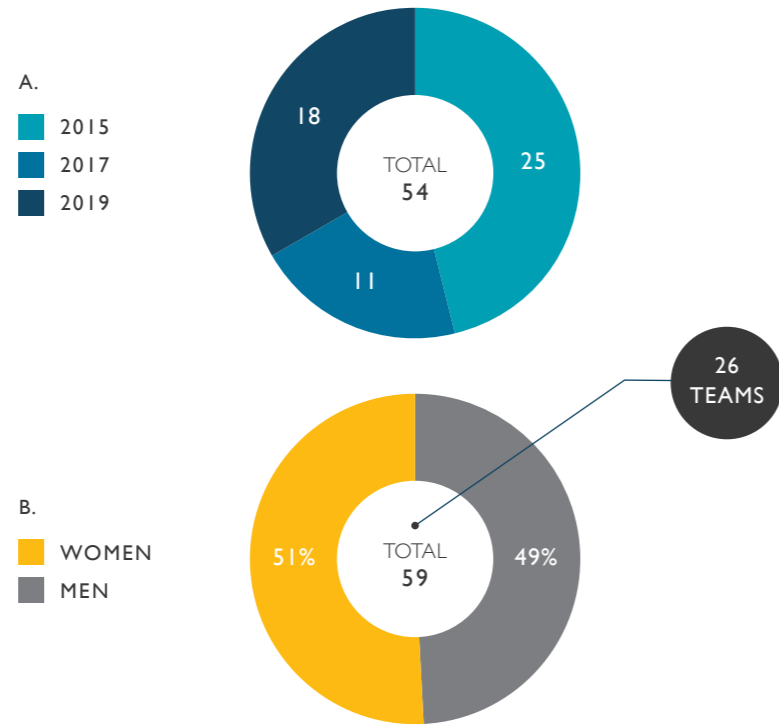
One of the most competitive European calls for funding is the European Research Council (ERC) Grants. Since 2007, at NOVA, 22 ERC Grants were awarded and most of the researchers awarded with this type of grant are women (Figure 21C).



The most relevant scientific outputs interconnect to innovation and entrepreneurship. In the years of 2015, 2017 and 2019, a total of 54 patent applications were submitted by NOVA or by NOVA professors/researchers, distributed by 26 teams whose overall male/female percentage is 49-51 (Figure 22A and B).

Figure 22

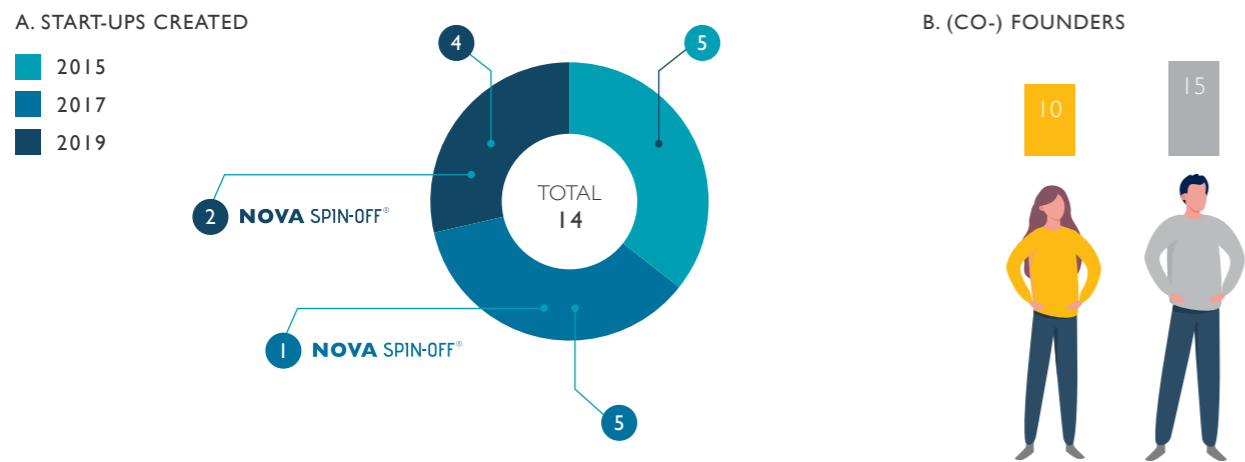
Patent applications submitted (A) by men and women from NOVA (B) in 2015, in 2017 and in 2019.



In the same period (2015, 2017 and 2019), 14 start-ups were created among NOVA professors, researchers, students and alumni, in which women represent only one third of the (co-)founders, and 3 have the NOVA seal (Figure 23A and B).

Figure 23

Start-ups created (A) (Co-) Founded by and within NOVA community (B) in 2015, in 2017 and in 2019.

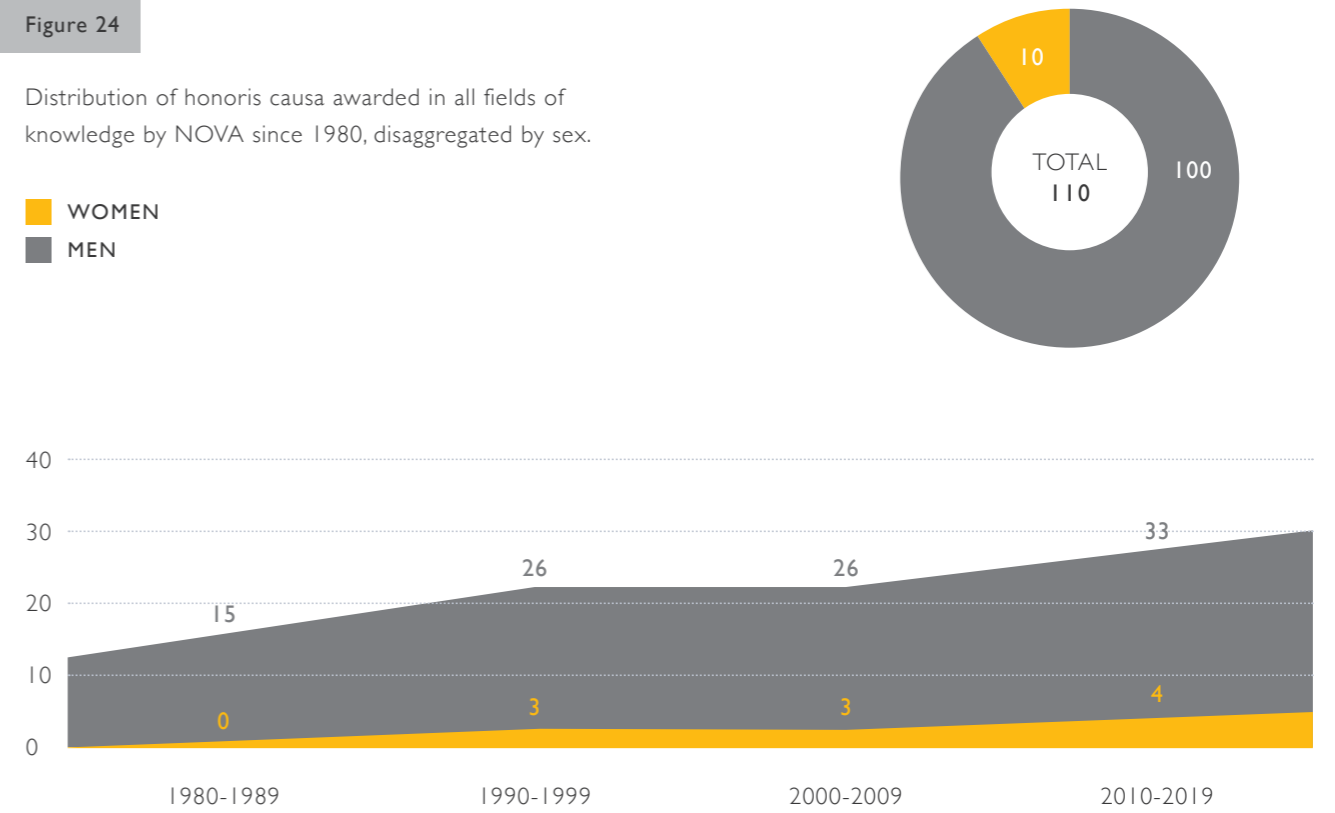


On the other hand, the acknowledgment of people external to the University, in all areas of knowledge, is also of utmost importance.

The *Honoris Causa* recognition has been awarded to only ten women (9% of all awarded) since 1980 (Figure 24).

Figure 24

Distribution of honoris causa awarded in all fields of knowledge by NOVA since 1980, disaggregated by sex.





## STRATEGIC DIMENSIONS

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4. University as a Place for Work 38
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### 4.2. Monitoring and Evaluation 40

# STRATEGIC DIMENSIONS

NOVA GEP considers five strategic dimensions containing a total of 10 measures and 44 goals. The implementation period for this plan is 2021 – 2025. Implementation will be monitored annually to assess progress, needs and challenges faced during the process, and this document will be revised and adjusted accordingly.


## 4.1. MEASURES / ACTIVITIES

### 1. STRUCTURAL INTEGRATION AND POLICIES

MEASURE/ ACTIVITY	DESCRIPTION/ GOALS	TARGET GROUPS	PEOPLE INVOLVED	SDG'S AGENDA 2030
<b>Structural Integration of GE/EO</b>	<p><b>01</b> <b>Creation of a mission statement of GE/EO</b> and other strategic governance documents/policies with inclusive language or updating the existing ones (e.g., Strategic Plan 2020-2030; GE/EO policy, Ethics code, etc.), accordingly. These documents will follow EU and national guidelines to ensure a gender-equitable environment;</p> <p><b>02</b> Ensure <b>senior management involvement</b>;</p> <p><b>03</b> Encourage and foster <b>gender-equal composition of all bodies</b> (boards, teams, committees, etc.), with at least 40% of the underrepresented group (based on the provisions laid on Law 26/2019 of March 28th);</p> <p><b>04</b> <b>Creation of a GE/EO office</b> for implementation and monitoring of GE/EO measures;</p> <p><b>05</b> Make a <b>public commitment</b> in relation to gender balance – The documents/information will be disseminated through NOVA's public website, internal newsletter and intranet;</p> <p><b>06</b> Creation of a <b>dissemination and communication plan</b> for GE;</p> <p><b>07</b> <b>Allocate annually budget</b> specific for GE activities and dedicated Human Resources.</p>	Academic and non-academic staff, researchers, students and PhD students	<ul style="list-style-type: none"> <li><span style="color: #FFC000;">■</span> NOVA-SPEAR team</li> <li><span style="color: #FFC000;">■</span> Rectoral team &amp; Board of Deans</li> <li><span style="color: #FFC000;">■</span> Heads of departments involved (HR, Strategic Planning; Research, Communication, etc.)</li> <li><span style="color: #FFC000;">■</span> Members of NOVA Gender working group and/or people with know-how and interest in GE/EO</li> <li><span style="color: #FFC000;">■</span> Heads of NOVA's Strategic &amp; Transversal Platforms</li> </ul>	 
<b>Raising awareness of GE in the collection and communication of different indicators</b>	<p><b>08</b> Implement the <b>collection and report of the different indicators</b> normally used for several documents (public and internal) disaggregated by sex: e.g., The different documents and reports produced annually, namely the annual activities report, and NOVA Science magazine, etc. the data should be presented disaggregated by sex (number of students for different grades; number of teaching and research staff; number of funded projects and publications by PI, etc.). When applicable, the facts and number section of NOVA's public website should follow this rule.</p>			
<b>Raising awareness for GE in internal and external dissemination actions</b>	<p><b>09</b> <b>Implement training and communication activities</b> to share the good practices and to create awareness about what NOVA is proposing to implement and achieve in a GE/EO context (NOVA community engagement);</p> <p><b>10</b> <b>Identify internal and external stakeholders</b> to further promote engagement and disseminate several GE perspectives according to their background;</p> <p><b>11</b> Creation of working groups to <b>promote sustainable synergies and partnerships</b> between stakeholders and NOVA's community and within the NOVA community.</p>			

<sup>21</sup> Council of Ministers Resolution no 64/2006, May 18th; Law no 4/2018, February 9<sup>th</sup>; Inclusive Language Manual (approved by CES, May/2021); Guidelines on Gender-Neutral Language, UNESCO, 1999.

**4.1. MEASURES / ACTIVITIES**  
**2. EQUAL ACCESS TO EMPLOYMENT**

MEASURE/ ACTIVITY	DESCRIPTION/ GOALS	TARGET GROUPS	PEOPLE INVOLVED	SDG'S AGENDA 2030
<p><b>Improvement of HR selection and recruitment processes</b></p>	<ul style="list-style-type: none"> <li><b>01</b> Ensure that NOVA follows the criteria and procedures for <b>selecting and recruiting human resources based on the principle of equality and non-discrimination</b> according to gender (creation of guidelines and procedures that encourage men/women to apply for areas in which they are under-represented).</li> <li><b>02</b> Ensure gender balance in the <b>construction of selection teams</b>;</li> <li><b>03</b> Implement training and technical guidance to collaborators responsible for the selection, interviews and recruitment in order to <b>recognise and avoid biases</b> based on gender stereotypes (unconscious bias).</li> </ul>	<p>HR and administrative staff</p> <p>Academic and non-academic staff, researchers, students and PhD students</p>	<ul style="list-style-type: none"> <li>■ NOVA-SPEAR team</li> <li>■ Rectoral team &amp; Board of Deans</li> <li>■ Heads of departments involved (HR, Strategic Planning; Research, Communication, etc.)</li> <li>■ Heads of NOVA's Strategic &amp; Transversal Platforms</li> </ul> 	  
<p><b>Career progression, support and retention</b></p>	<ul style="list-style-type: none"> <li><b>04</b> Offer Mentoring and Empowerment courses to improve <b>visibility, self-confidence, negotiation and leadership skills</b>, focused on the underrepresented gender;</li> <li><b>05</b> Share career development <b>good practices</b> – role models for women (scientists, researchers and academics);</li> <li><b>06</b> Campaign/Promote within and outside the institution to make the <b>gender diversity</b> of research teams and women's contribution to R&amp;I more visible;</li> <li><b>07</b> Introduction in the RPO's internal Research evaluation procedure the consideration of <b>parental leave periods</b> in order to reach a more equal assessment.</li> </ul>			

4.1. MEASURES / ACTIVITIES

3. EQUALITY IN THE WORKING CONDITIONS

NOVA University of Lisbon needs to ensure that all members of its community are familiar with measures related to discrimination, including physical, psychological or sexual harassment. Moreover, NOVA needs to highlight its commitment to equal opportunities and recognise the need to foster and promote a fair distribution of opportunities for development according to personal requirements:

MEASURE/ ACTIVITY	DESCRIPTION/ GOALS	TARGET GROUPS	PEOPLE INVOLVED	SDG'S AGENDA 2030
<p><b>Equal treatment &amp; protection against discrimination and harassment</b></p>	<ul style="list-style-type: none"> <li>01 Creation and development of <b>mechanisms focused on raising awareness</b> and dissemination at different levels in the institution;</li> <li>02 Provide <b>infrastructure accessibility and adaptation improvements</b> regularly so that everyone has access to equal resources and opportunities to study and to work;</li> <li>03 Creation of <b>guidelines for equal access</b> to resources (e.g., funding, equipment, lab space, etc.);</li> <li>04 Guidelines for <b>fair and transparent measures</b> to adapt the duration and distribution of working time across all areas (Teaching, research, administration);</li> <li>05 Physical, psychological or sexual <b>harassment prevention</b> strategy/document (preventive measures), to ensure a safe, healthy and reliable working environment.</li> <li>06 Creation of <b>procedural regulation</b> to know how to react in the event of working rights violation or of no compliance with preventive measures: implementation of adequate training; development of policies and documents of good practices and for victim protection; creation of anonymous report mechanisms with adequate psychologic support available; appointment of an ombudsperson to address issues related with rights violations.</li> </ul>	<p>Academic and non-academic staff, researchers, students and PhD students</p>	<ul style="list-style-type: none"> <li>NOVA-SPEAR team</li> <li>Rectoral team &amp; Board of Deans</li> <li>Members of NOVA Gender working group and/or people with know-how and interest in GE/EO</li> </ul> 	   

4.1. MEASURES / ACTIVITIES

4. UNIVERSITY AS PLACE FOR WORK

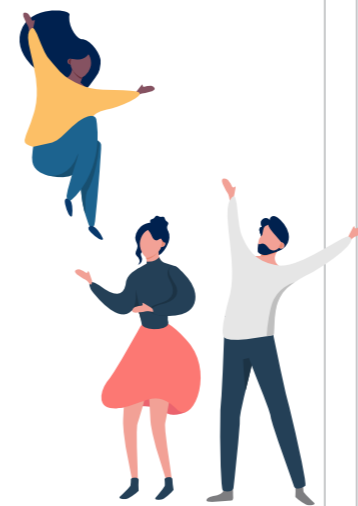
MEASURE/ ACTIVITY	DESCRIPTION/ GOALS	TARGET GROUPS	PEOPLE INVOLVED	SDG'S AGENDA 2030
<p><b>Work-life balance (WLB)</b></p>	<ul style="list-style-type: none"> <li>01 <b>Reasonable working hours</b>, limited overtime and holiday and vacation policies;</li> <li>02 Encourage the <b>schedule of key meetings to core hours</b> to enable attendance by those with family responsibilities;</li> <li>03 Availability of <b>flexible working-time arrangements</b>, from part-time to remote working;</li> <li>04 Stimulate <b>team-work and cooperation</b> between different areas/departments;</li> <li>05 Provision and promotion of leisure, sport/gym and healthcare facilities.</li> </ul>	<p>Academic and non-academic staff</p>	<ul style="list-style-type: none"> <li>NOVA-SPEAR team</li> <li>Rectoral team &amp; Board of Deans</li> <li>Members of NOVA Gender working group and/or people with know-how and interest in GE/EO</li> </ul> 	  
<p><b>Care &amp; family life</b></p>	<ul style="list-style-type: none"> <li>06 <b>Active support</b> of parental leave and family assistance by the organisation;</li> <li>07 <b>Career/Parent-friendly workplaces</b> (e.g., breastfeeding rooms, etc.);</li> <li>08 Entitlement to time off from work or <b>reduction of working hours</b> for breastfeeding (reduction of 2h/day);</li> <li>09 <b>Child-care facilities availability</b> and/or funding, tailored to employees and students' needs.</li> </ul>	<p>Academic and non-academic staff, researchers, students and PhD students</p>		



## 4.1. MEASURES / ACTIVITIES

### 5. GENDER DIMENSION ON RESEARCH & EDUCATION

MEASURE/ACTIVITY	DESCRIPTION/GOALS	TARGET GROUPS	PEOPLE INVOLVED	SDG'S AGENDA 2030
<p><b>To strengthen gender dimension in research</b></p>	<p>Promoting a gender perspective in Research processes:</p> <ul style="list-style-type: none"> <li><b>01 Monitoring of all data regarding Research</b> disaggregated by gender: funded projects, publications and patents, excellence evaluation, etc. in different type of communication (Public website, reports, internal documents, NOVA Science magazine, etc.);</li> <li><b>02 Organization of conferences/meetings/workshops</b> taking gender balance into consideration in the selection of participants/speakers when possible;</li> <li><b>03 Science dissemination</b> of underrepresented groups;</li> <li><b>04 Inclusion of the gender dimension</b> in research projects;</li> <li><b>05 Training to integrate the gender</b> dimension in research;</li> <li><b>06 Accounting for family career-breaks</b> in internal funding schemes/awards;</li> <li><b>07 Promote equal opportunities</b> to boost career progression on research.</li> </ul>	Academic & Research staff	<ul style="list-style-type: none"> <li>NOVA-SPEAR team</li> <li>Rectoral team &amp; Board of Deans</li> <li>Members of NOVA Gender working group and/or people with know-how and interest in GE/EO</li> </ul>	  
	<ul style="list-style-type: none"> <li><b>08 Increase the number of women in more high-level categories</b> of the teaching career (e.g., more women as associated and full professors);</li> <li><b>09 Ensure gender balance in academic evaluation panels</b> (e.g., Advisory boards, thesis defence committees, etc.);</li> <li><b>10 Encourage the inclusion of optional courses in the academic curricula on GE</b>, transversal to all scientific domains and mandatory training sessions about unconscious bias tailored for students;</li> <li><b>11 Foster the creation of GE-based clusters/clubs in all NOVA academic units</b> to promote GE, particularly when it comes to the academic and professional market that university students are soon to be acquainted with.</li> </ul>	Students and PhD students		



## 4.2. MONITORING & EVALUATION

To evaluate researchers' performance, national and European recommendations mainly focus on the importance of defining guiding principles to monitor the implementation of gender policies at the institutional level with appropriate indicators. Particularly, to achieve institutional change is essential to develop gender awareness and capacity building and is fundamental to implement more flexible and family-friendly working conditions for both women and men.

Institutional support to male and female teachers and researchers, by NOVA, should follow a systematic methodology. In this sense, emphasis needs to be placed on statistics that capture not only the impact of factors external to work responsibilities (e.g., time spent on domestic tasks and family support), but also the technical difficulties and technological challenges. It should also be taken into account how the culture of the institution itself contributes to an uneven effect of the necessary transformations on the academic community. Therefore, a global map of the impact of the situation should also emphasise the different characteristics of teachers and researchers, in terms of gender, age, category, employment status, etc. This analysis will make it possible to assess and differentiate the effect of most situations on working conditions between women and men and what is the impact is in terms of stability, recognition and career progression. This way, it will also be possible to understand which pre-existing gender inequalities the NOVA community struggle with and to what extent they go.

In this regard, we propose to update existing policies and documents and create new ones when required to support a GE/EO environment and provide training and workshops to all academic and non-academic staff, researchers and students. In addition, we will foster an equal and safe environment within the community and monitor the impact of the results through staff engagement surveys.

To map the institutional landscape and generate the gender intervention actions, we will develop a set of tools and procedures to monitor the established indicators, from which the data gathered will be disaggregated by sex and Academic Unit. This will support the design of an evidence-based approach with effective measures to achieve the proposed challenges and goals.



# SUSTAINABILITY

## 5. SUSTAINABILITY

Since it is impossible to predict the future, one can only try to ensure that gender inequalities are mitigated, or at least minimised.

For this reason, this document considers various recommendations to be implemented by NOVA and all of its Schools. The identification of short- and medium-term priorities highlights the need to create tools that allow impact assessment on teaching and research activities focused on gender inequalities. This is of utmost importance for the development of measures targeting impact contention or mitigation and for planning gender-sensitive strategies to deal with future challenges.

Whatever approach is used, it should be geared towards assessing the effects of gender inequalities on working conditions at the institutional level and identifying actions to be taken to promote changes that are care-centred and sensitive to the needs of men and women.

Figure 25

Diagnostic tool template.

OVERVIEW	EVALUATION MECHANISMS	RISK ASSESSMENT	RESPONSE
<ul style="list-style-type: none"> <li>Scientific profile of Academics and Researchers;</li> <li>Institutional standards for support working conditions management;</li> <li>Effects and direct measures of response.</li> </ul>	<ul style="list-style-type: none"> <li>General impact of situation on teaching and research activities;</li> <li>Identification of short and medium term priorities for adequate response;</li> <li>Impact of adopted restriction measures.</li> </ul>	<ul style="list-style-type: none"> <li>General characteristics of Academics and Researchers;</li> <li>Work/life balance;</li> <li>Effects related with gender issues;</li> <li>Teaching and student support.</li> </ul>	<ul style="list-style-type: none"> <li>Restructure the performance evaluation system;</li> <li>Implementation of structural and financial support to mitigate gender gaps;</li> <li>Creation and establishment of mechanisms for stability, recognition and career progression.</li> </ul>

It is important to distinguish between measures to be adopted in the short- and medium-term, since the implementation of institutional measures promoting GE in different contexts should be seen as a long-term objective.

In that concern, NOVA aims:



To move towards a more gender equal, non-discriminatory and inclusive environment, it is necessary to develop research projects and allocate budget for planned GE actions and initiatives through **Funding & Budgeting**. This will allow the mobilisation and ensure the availability of human and financial resources while creating the opportunity for specific funding application of research projects focused on GE/Gender Studies.



To create an internal body/office – the **Gender Equality & Equal Opportunities Office**. The Office will coordinate and monitor GE efforts, ensure the implementation of GE actions, in-house human resources, knowledge and expertise, and guarantee that gender-sensitive and gender-specific actions are incorporated into standard management procedures. Therefore, this Office will sustain the necessary institutional change and strengthen the sustainable commitment assumed by the Rector in the Strategic Plan 2020-2030 for NOVA.



It is very important to create sustainable GE **Monitoring Tools** to assess policy outcomes. This will increase the robustness and sustainability of gender mainstreaming strategies, will allow progress assessment and make this document more concrete and tangible, and will define the responsibilities and roles within the institution.



The establishment of sustainable **Procedures & Cooperation** with internal units to ensure regular data collection. To start, the *NOVA Gender Working Group* was created with representatives from all Academic Units, guaranteeing that challenges faced by all Schools are taken into consideration. This will foster the combination of different expertise and types of knowledge to reach all organisational staff and departments, and will help achieve sustainable changes. Thus, ensuring the sustainability of actions, while reducing resistance towards GE initiatives.



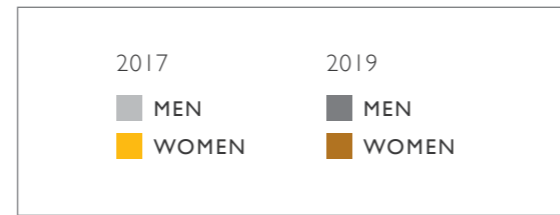
The **Communication & Dissemination** of GE measures and GE initiatives/actions plays one of the most important roles, since it increases the commitment and potential impact of the proposed measures and provide visibility. This enables the measurement of actual progress, helps to identify areas for further improvement, and counter resistance to initiatives promoting GE.



# APPENDIXES

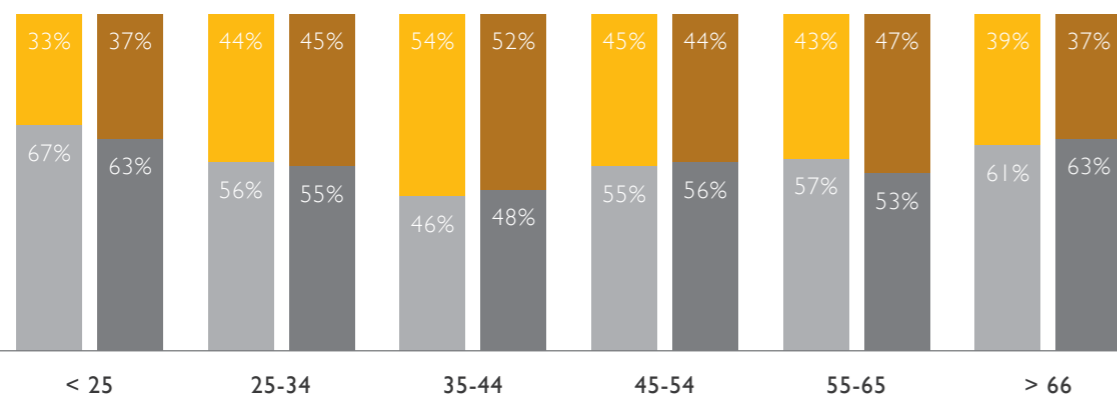
## 6. APPENDIXES

In this section, additional data is shown regarding the three main categories of indicators: (1) Staff, (2) Students and (3) Scientific Outputs.

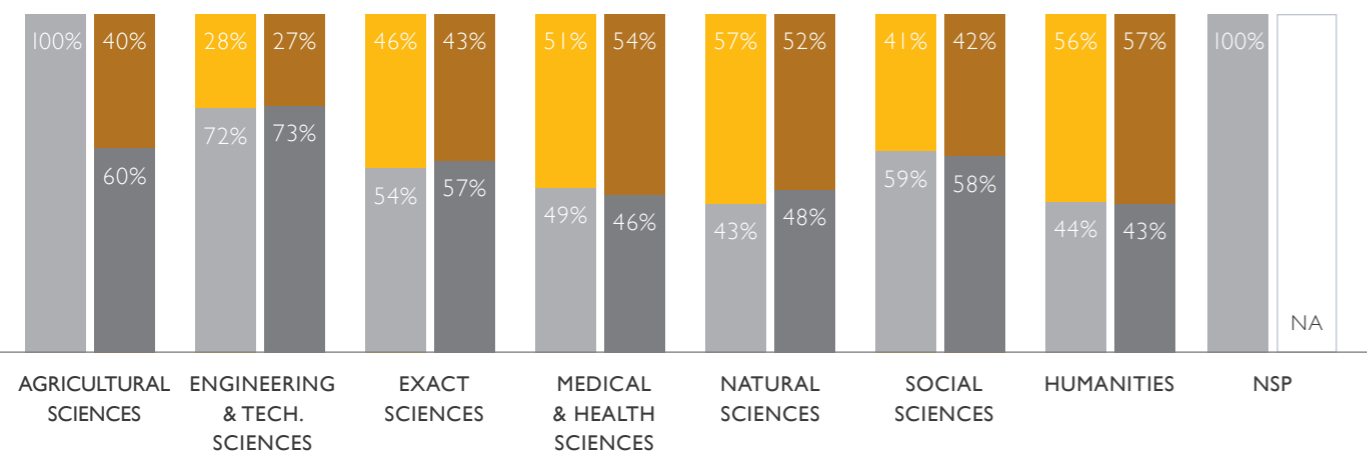


### TEACHING STAFF

**Figure 26** Relative distribution of men and women among teaching staff, in 2017 and in 2019, according to their age group. More than 77% of the NOVA staff community is older than 35 years old. The teaching staff is the exception in terms of representation, in which men are the majority, regardless of the year. It is interesting to verify that there is a difference in the age groups, in which more than 60% of the teaching staff is older than 45 years old.

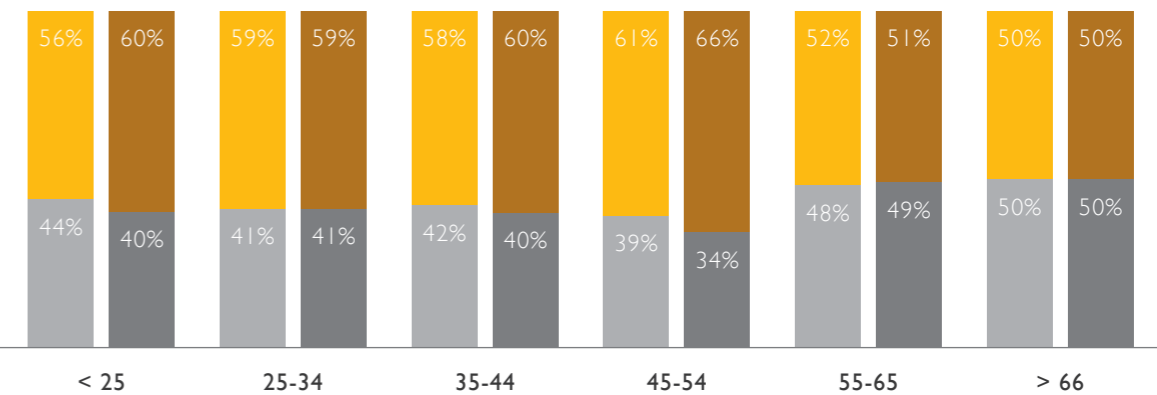


**Figure 27** Relative distribution of men and women among teaching staff, in 2017 and in 2019, according to their Scientific field (NSP – Not Specified; NA - Not Applicable). In relation to the analysis by scientific fields, for teaching staff in 2017, the Engineering and Technology Sciences, Exact Sciences, Social Sciences and Agricultural Sciences are the areas mostly composed by men, while those of Medical and Health Sciences, Natural Sciences and Humanities have more women than men – a situation that remains unaltered in 2019.

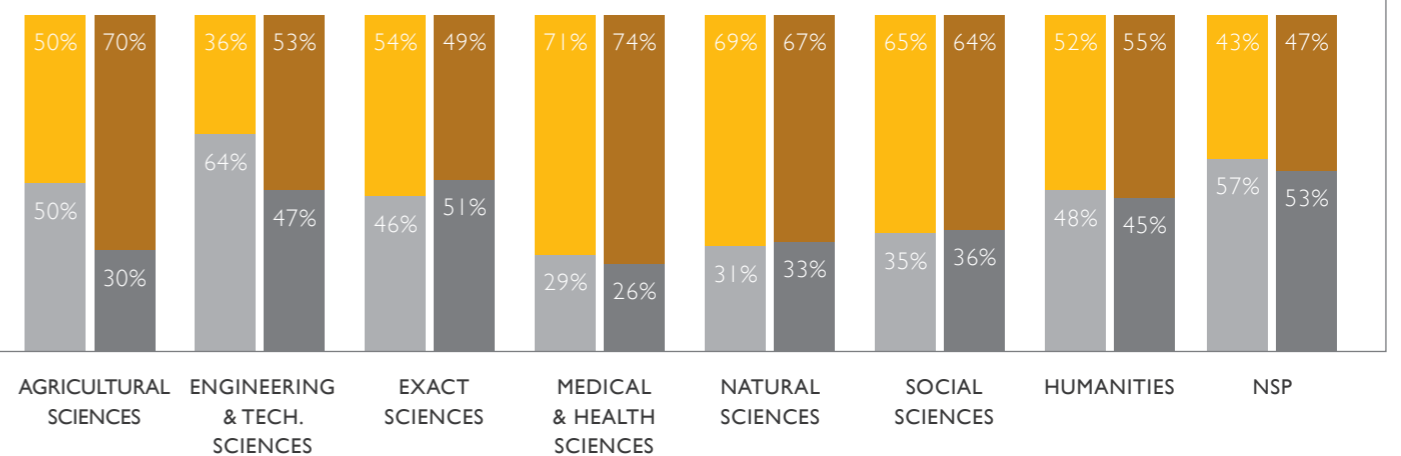


### RESEARCH STAFF

**Figure 28** Relative distribution of men and women among Research staff, in 2017 and in 2019, according to their age group. Among the NOVA staff community, women are the most representative group among researchers, regardless of the year. Noteworthy, there is a difference in the age groups, in which around 80% of research staff are between 25 and 54 years old.

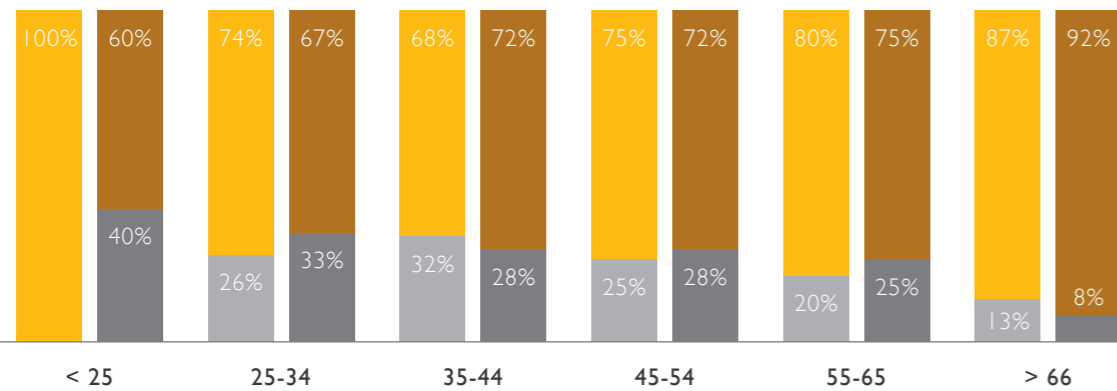


**Figure 29** Relative distribution of men and women among Research staff, in 2017 and in 2019, according to their Scientific field (NSP – Not Specified). In 2017, female researchers are the most representative group in most scientific fields, except in Engineering and Technology Sciences that are mainly composed of men and in Agricultural Sciences, in which men and women are in equal number. Interestingly in 2019, the trend continued towards women majority in the scientific fields of Medical and Health Sciences, Natural Sciences, Social Sciences and Humanities. However, there was a shift: in the field of Engineering and Technology Sciences, the number of women doubled, thus becoming the most representative group in this field and in Exact Sciences where the men/women ratio is similar.



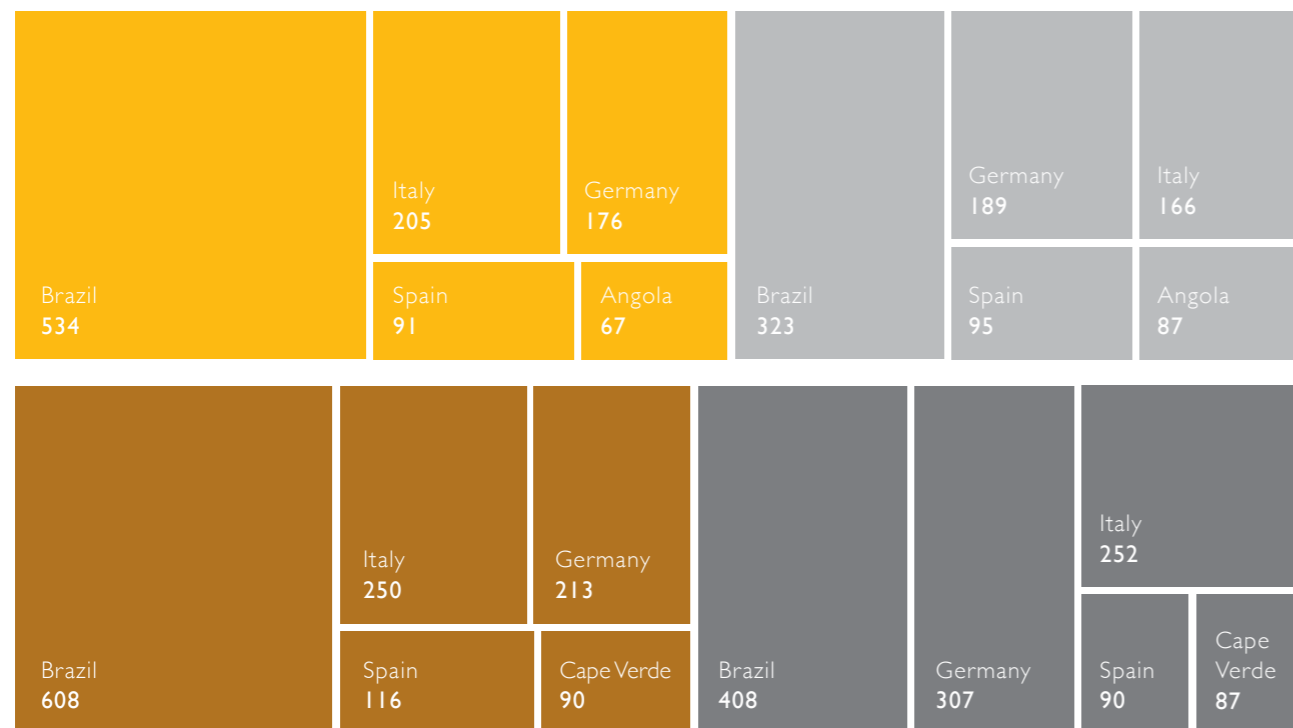
### ADMINISTRATIVE STAFF

**Figure 30** Relative distribution of men and women among administrative staff, in 2017 and in 2019, according to their age group. In the age groups, around 85% of administrative staff are older than 35 years old.



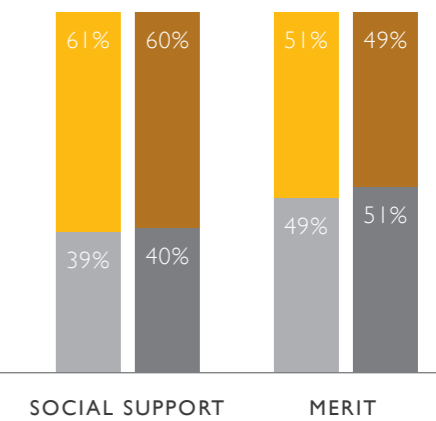
### ENROLLED STUDENTS

**Figure 31** Relative distribution of enrolled students at NOVA in 2017 and in 2019, disaggregated by sex and the most frequent nationalities. NOVA is a global university with an international profile and that in 2017 more than 15% of the students enrolled at NOVA were foreigners coming from Brazil, Italy, Germany, Spain and Angola, and of these the majority were women. The percentage of international students increased by 20% in 2019, in which the most representative group continues to be women coming from Brazil, Italy, Germany, Spain and Cape Verde.



**Figure 32**

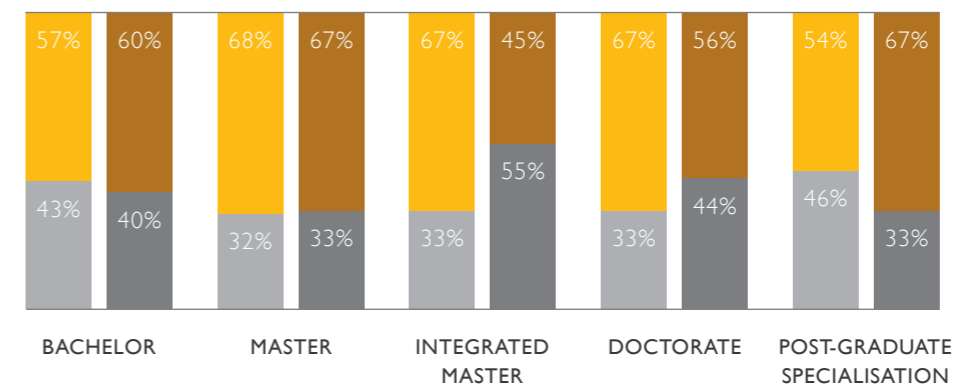
Relative distribution of students who required social support or received a merit scholarship at NOVA in 2017 and in 2019, disaggregated by sex. Despite the increase of students enrolled at NOVA between 2017 and 2019, it is important to note that some students require financial support to continue their studies; others receive merit-based scholarships. Data from NOVA show that the number of students with grants and fellowships is similar in 2017 and in 2019, and women are the most representative group, regardless of the study cycle.



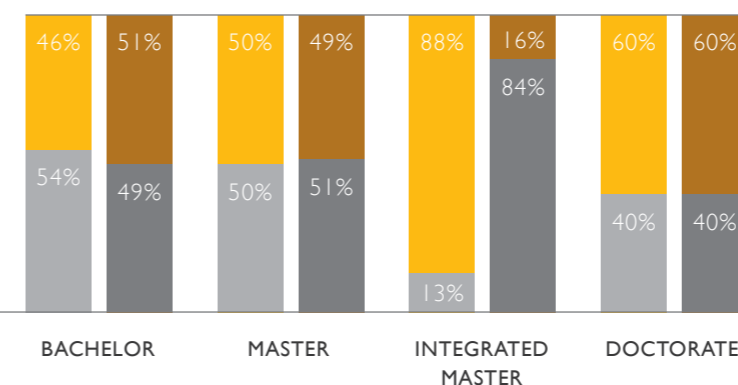
**Figure 33**

Relative distribution of Enrolled students who have working student statute (A) or work part-time jobs (B) in 2017 and in 2019, disaggregated by cycle of study. Women are more often students with working student statute in 2017, regardless of the study cycle. In 2019, men became the majority of students enrolled in integrated masters requesting for working student statute (Fig. 19A). In any case, a portion of NOVA students works part-time jobs but do not have a working student statute. In detail, in 2017, the overall number of students in this situation was very small and the relative percentages between young men and women were very similar. Strikingly, in 2019, this population has increased substantially; in which young women are the most representative among doctorate students, whereas young men are the most representative among integrated master students.

#### A. WORKING STUDENTS WITH STATUTE



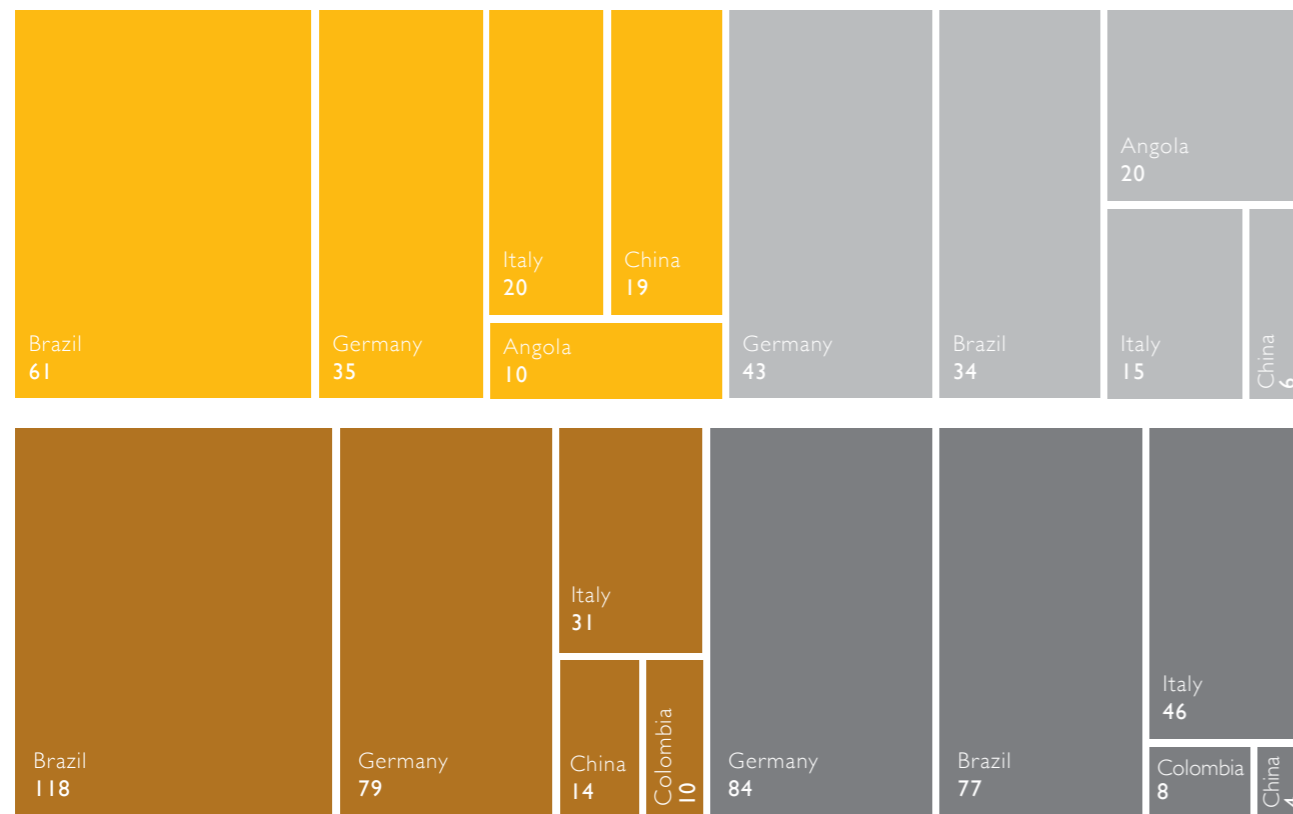
#### B. STUDENTS WORKING PART-TIME JOBS





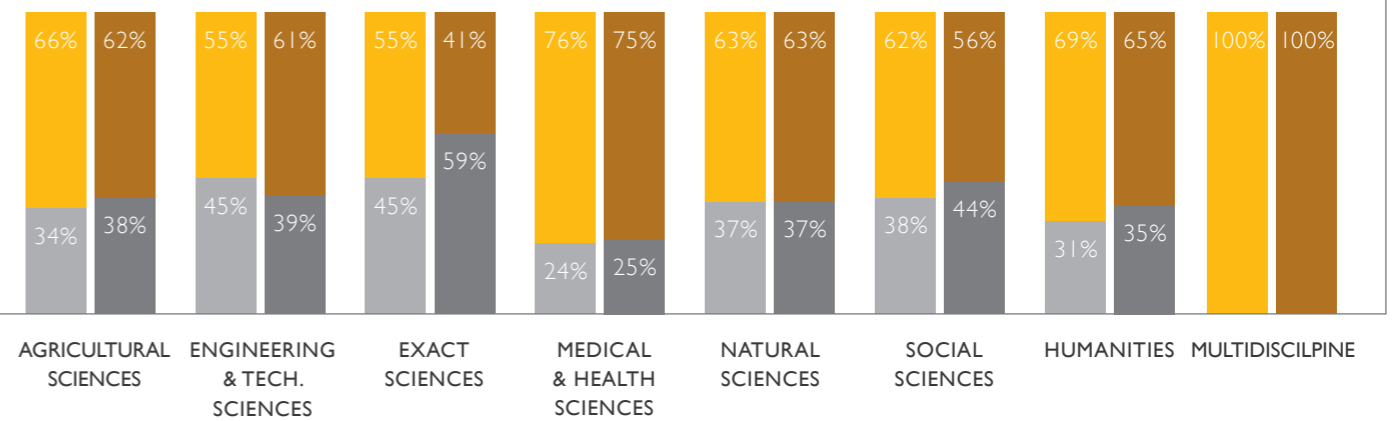
## GRADUATED STUDENTS

**Figure 34** Relative percentage of graduated students from NOVA in 2017 and in 2019, disaggregated by sex and the most frequent nationalities. The majority of foreign graduate students are men: in 2017 about 11% (W) vs. 13% (M) of the graduate students are foreigners from Brazil, Germany, China, Italy and Angola; and in 2019 the percentage of foreign graduate students rises to about 15% (W) – 18% (M) and they are from Brazil, Germany, Italy, China and Colombia.

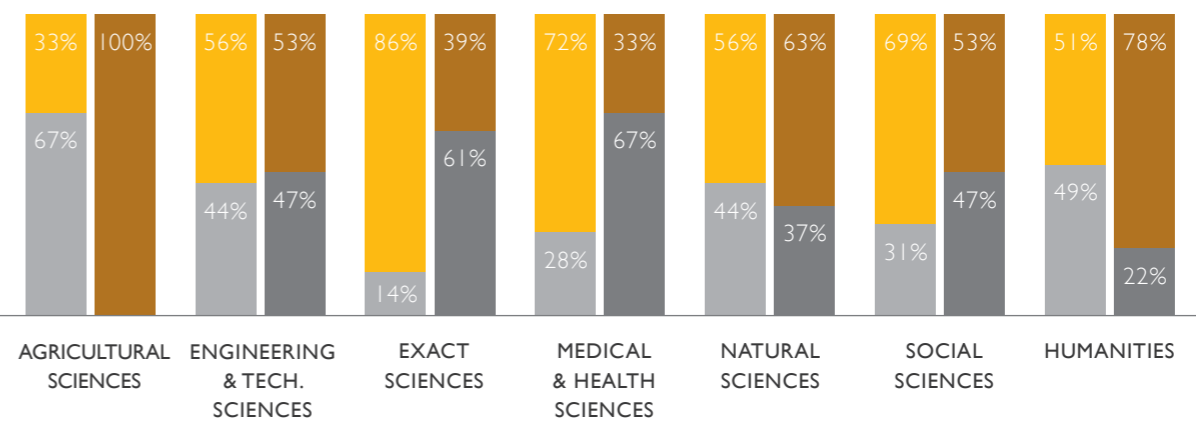


## SCIENTIFIC OUTPUTS

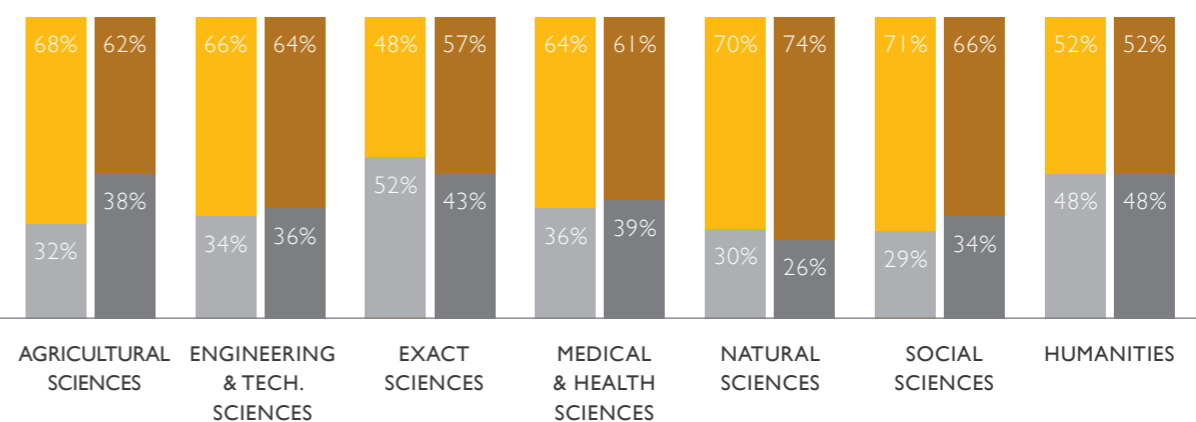
**Figure 35** Relative distribution of Active Doctoral (BD) Fellowships from FCT, IP in 2017 and in 2019, disaggregated by sex and scientific field.



**Figure 36** Relative distribution of Awarded Doctoral (BD) Fellowships from FCT, IP in 2017 and in 2019, disaggregated by sex and scientific field.



**Figure 37** Relative distribution of active Post-Doctoral (BPD) Fellowships from FCT, IP in 2017 and in 2019, disaggregated by sex and scientific field.





# LEAVE NO ONE BEHIND

## **ACKNOWLEDGEMENTS**

We acknowledge the SPEAR project consortium with whom the NOVA-SPEAR team have been sharing this journey and learning new concepts and best practices. Also to the NOVA Gender Working Group as well as to all administrative and technical staff who collaborated, directly or indirectly, in the elaboration of the institutional gender audit and the Gender Equality Plan.



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