

# Gender Equality Plan 2022-2026

GENDER EQUALITY COMMITTEE - NATIONAL AND  
KAPODISTRIAN UNIVERSITY OF ATHENS



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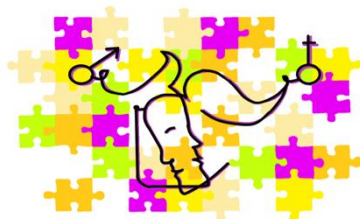
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HELLENIC REPUBLIC

**National and Kapodistrian  
University of Athens**

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## Introduction

According to Horizon Europe, the new framework for Research and Innovation (2021-2027) of the Council of Europe, as well as broad EU policies for the promotion of gender equality and the elimination of gender inequality and discrimination, sexual harassment and gender-based violence, all Higher Education Institutions in Greece are required to prepare and implement Gender Equality Plans. In this context, the Gender Equality Committee (GEC) of the National and Kapodistrian University of Athens (NKUA) developed and drafted the present Gender Equality Plan, which has taken into account the (international and national) regulatory framework on gender equality, is based on the analysis of sex-disaggregated data at the National and Kapodistrian University of Athens, and presents the basic principles of actions to be implemented over the 2022-2026 period at NKUA. Dr. Diana Manesi and PhD candidate Yulie Papadakou made a decisive contribution to the formulation of the present Action Plan.

## Regulatory Framework

The present Gender Equality Plan (GEP) abides by the guidelines of Horizon Europe, the new Framework for Research and Innovation (2021-2027) of the Council of Europe, whereby gender equality in research and innovation becomes a requirement for all involved entities.

## International Regulatory Framework

Gender equality is a universal right ratified by International Treaties (e.g. the Charter of the United Nations of 1945, the Universal Declaration of Human Rights of 1948, the International Covenant on Civil and Political Rights of 1966<sup>1</sup>, the International Covenant on Economic, Social and Cultural Rights of 1966<sup>2</sup>, the United Nations' Convention on the Elimination of All Forms of Discrimination against Women (CEDAW - 1979)<sup>3</sup>, the Beijing Declaration and Platform for Action (Beijing, 4 - 15 September 1995), the Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence (Istanbul, 11 May 2011)<sup>4</sup>), by International Labour Organization Conventions, with arrangements for maternity protection and facilitation of employability for workers with family responsibilities (International Labour Organization Conventions 100, 103, 111, 156), by European Union Treaties (the Treaty of Rome of 1957, which established the European Economic Community, and the Treaty of Amsterdam of 1999, which introduced the principle of gender equality and the elimination of discrimination on the basis of sex and sexual orientation to the EU Treaties), and by European Regulations and European Community Directives for the promotion of gender equality in the workplace and employment<sup>5</sup>.

### *International Organisations*

European Union's commitment to the principle of gender equality and effort to eliminate gender discrimination led to the establishment of the *European Institute for Gender Equality* in 2010, a decentralized organisation working to achieve gender equality by conducting research and publishing data and good practices. The European Institute for Gender Equality monitors, inter alia, the way in which the European Union responds to its international commitments on gender equality, in line with the Beijing Platform for Action<sup>6</sup>.

Gender equality in education is a key priority for UNESCO, which formulated the Strategy for Gender Equality in and through Education 2019-2025<sup>7</sup>. The strategy focuses on

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<sup>1</sup> Law No. 2462/1997, Government Gazette A/25/1997.

<sup>2</sup> Law No. 1532/1985, Government Gazette A/25/1985.

<sup>3</sup> Law No. 1342/1983.

<sup>4</sup> Law No. 4531/2018, Government Gazette 62/A/5.4.2018.

<sup>5</sup> By way of illustration, see Directive 76/207/EEC on the implementation of the principle of equal treatment of men and women regarding access to employment, vocational training and promotion, as well as working conditions, Directive 2002/73/EC on the implementation of the principle of equal treatment and the prohibition of direct and indirect discrimination in the public sector, Directive 96/34/EC on parental leave as a means of reconciling work and family life, Directive 2004/113/EC on the implementation of the principle of equal treatment of men and women regarding access to and supply of goods and services, Directive 2006/54/EC on the implementation of the principle of equal opportunities and equal treatment of men and women regarding matters of employment and occupation, Regulation (EC) No. 1922/2006 of the European Parliament and the Council of 20.12.2006, regarding the establishment of the European Institute for Gender Equality, EE L 403, 30.12.2006.

<sup>6</sup> <https://eige.europa.eu/beijing-platform-for-action>

<sup>7</sup> From access to empowerment: UNESCO strategy for gender equality in and through education 2019-2025 available at: <https://unesdoc.unesco.org/ark:/48223/pf0000369000>.

system-wide transformation to benefit all learners and targeted interventions to support girls' and women's empowerment. It offers three clear lines of action: (a) better data to inform action for gender equality in and through education, (b) better legal, policy and planning frameworks to advance rights, and (c) better teaching and learning practices to empower.

## **National Regulatory Framework**

### *Greek Constitution*

At the level of National Law, the Greek Constitution guarantees gender equality in Article 4 par. 2, as follows: "Greek men and women have equal rights and equal obligations", while Article 116 par. 2 allows the implementation of positive measures (e.g. gender quotas) to promote gender equality, explicitly stating that such measures are non-discriminatory<sup>8</sup>. Regarding the issue of work, Article 22 par. 1 of the Constitution provides for equal pay for work of equal value, regardless of gender or other discrimination<sup>9</sup>.

The measure of quotas, which is allowed by Article 116 of the Constitution, came into force to strengthen the participation of women in decision-making centers and research. The participation of women in decision-making centers and research is provided for by Article 57 of Law 3653/2008 (Government Gazette A/21.3.2008) "Regulatory framework for research and technology and other provisions", which determines a minimum of representation of scientists of either sex of at least 1/3 in national bodies and Research and Technology Committees, provided that candidates possess the required qualifications for the position in hand.

### *Workplace and Employment Legislation*

Law No. 3896/2010<sup>10</sup>, implementing the principles of equal opportunities and equal treatment of men and women in matters of work and employment, prohibits:

- any form of direct or indirect discrimination on grounds of gender, in particular in relation to marital status,
- sexual harassment in the workplace, defining it as the manifestation of "any form of unwanted verbal, non-verbal or physical conduct of a sexual nature, with the purpose or effect of infringing on the dignity of a person, in particular when creating an intimidating, hostile, degrading, humiliating or offensive environment",
- any less favourable treatment of a person related to gender reassignment,

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<sup>8</sup> "Adoption of positive measures for promoting equality between men and women does not constitute discrimination on grounds of sex. The State shall take measures for the elimination of inequalities actually existing, in particular to the detriment of women."

<sup>9</sup> "Work constitutes a right and shall enjoy the protection of the State, which shall care for the creation of conditions of employment for all citizens and shall pursue the moral and material advancement of the rural and urban working population. All workers, irrespective of sex or other discrimination, shall be entitled to equal pay for work of equal value." Constitution 2001 (Government Gazette 85/A/18.4.2001).

<sup>10</sup> (Government Gazette 207/A/2010/12/08) (Ar. 1,2,3,8) "Implementation of the principle of equal opportunities and equal treatment of men and women in matters of work and employment. Harmonisation of existing legislation with Directive 2006/54 / EC of the European Parliament and of the Council of July 5, 2006 and other related provisions."

- a mandate involving discrimination against a person on the grounds of gender and
- less favourable treatment of women due to pregnancy or maternity, in presidential decrees 176/1997 (Government Gazette 150/A), 41/2003 (Government Gazette 44/A) and Article 142 of Law No. 3655/2008 (Government Gazette 58/A).

Moreover, with the passing of Law No. 4808/2021 (Government Gazette 101/A/19.6.2021), Greece ratified the Violence and Harassment Convention (No. 190) of the International Labour Organisation to eliminate violence and harassment in the world of work, adopted by the General Conference of the International Labour Organisation in Geneva on 21 June 2019. According to the Convention “gender-based violence and harassment” means “violence and harassment directed at persons because of their sex or gender, or affecting persons of a particular sex or gender disproportionately, and includes sexual harassment”. More specifically, Article 9 of the Law states that:

*“Each Member shall adopt laws and regulations requiring employers to take appropriate steps commensurate with their degree of control to prevent violence and harassment in the world of work, including gender-based violence and harassment, and in particular, so far as is reasonably practicable, to:*

*(a) adopt and implement, in consultation with workers and their representatives, a workplace policy on violence and harassment,*

*(b) take into account violence and harassment and associated psychosocial risks in the management of occupational safety and health,*

*(c) identify hazards and assess the risks of violence and harassment, with the participation of workers and their representatives, and take measures to prevent and control them, and*

*(d) provide workers and other persons concerned with information and training, in accessible formats as appropriate, on identified hazards and risks of violence and harassment and associated prevention and protection measures, including on the rights and responsibilities of workers and other persons concerned in relation to the policy referred to in paragraph (a) of this Article.”*

#### *Promotion of gender equality on national level*

The ratification of the Istanbul Convention regarding violence against women and domestic violence, with the passing of Law No. 4531/2018 (Government Gazette 62/A/5.4.2018), has been a milestone in the latest national commitments to gender equality. The Convention is the first legally binding international text which sets out criteria for the prevention of gender-based violence and at the same time calls for violence against women to be included in the list of recognised crimes of the European Union.

Accordingly, Greece passed Law No. 4604/2019 (Government Gazette 50/A/26.3.2019) of the Ministry of Interior, whose first part is titled “Promoting gender equality, preventing and combating gender-based violence” (Articles 1-30) in which:

- gender mainstreaming is included in the preparation of administrative documents (Article 12), prohibiting the use of formalities that conceal or contain gender

discrimination, while violation of the principles of equality, equal opportunities and equal treatment of men and women in matters of work and employment, and the use of gender-discriminatory language fall under Disciplinary Law,

- and gender mainstreaming is included in the action plans and curricula of higher education institutions, as well as in primary and secondary education and in the educational process in general (Article 17) (G.S.D.F.P.G.E, 2019).

Following the passing of Law 4604/2019 on the promotion of substantive gender equality and amidst vibrant interactions on social media regarding sexual abuse and gender-based violence and domestic violence of #metoo in Greece, in May 2021 the National Gender Equality Plan was published and submitted to a public consultation in July 2021. The Action Plan sets out 4 priority areas:

- preventing and combating gender-based and domestic violence,
- equal participation of women and men in decision-making positions,
- equal participation of women and men in the workforce
- gender integration into policies

Inter alia, the National Gender Equality Plan provides for the implementation of the provisions of the Istanbul Convention, the implementation of the pilot programme “Eleni Topaloudi” on sexual harassment of female students in a university setting, awareness-raising campaign on sexual harassment in the workplace in the public and private sectors, the preventing and combating violence against women and girls with disabilities, legislative actions and awareness-raising campaigns for the promotion of women in leadership positions, the encouragement of women and girls to participate in the fields of science, technology, engineering, math and ICT, the promotion of "gender budgeting" and the promotion of non-sexist use of language in public documents.

### **Horizon Europe 2021-2027**

The new framework of Horizon Europe has as its priority commitment to gender equality in research and innovation with an emphasis on three points: **a) having a Gender Equality Plan becomes an eligibility criterion for certain categories of legal entities of the Member States of the European Union**, b) gender integration into research and innovation content is a requirement by default, an award criterion evaluated under the excellence criterion (unless the topic description explicitly specifies otherwise), and c) aiming at increasing gender balance throughout the programme with a target of 50% women in Horizon Europe boards, expert groups and evaluation committees, and introducing gender balance in research teams as a ranking criterion for proposals with the same score.

Mandatory requirements for a GEP:

- a) Be a formal document signed by the top management, and disseminated within the institution. It should demonstrate a commitment to gender equality, set clear goals and detailed actions and measures to achieve them.



- b) Have dedicated resources for the design, implementation, and monitoring of GEPs, including funding for specific positions as well as earmarked working time for the institution staff,
- c) Include arrangements for data collection and monitoring: the GEP must be evidence-based and founded on sex or gender-disaggregated baseline data collected across all staff categories, and
- d) Be supported by training and capacity-building (Apospori, 2021).

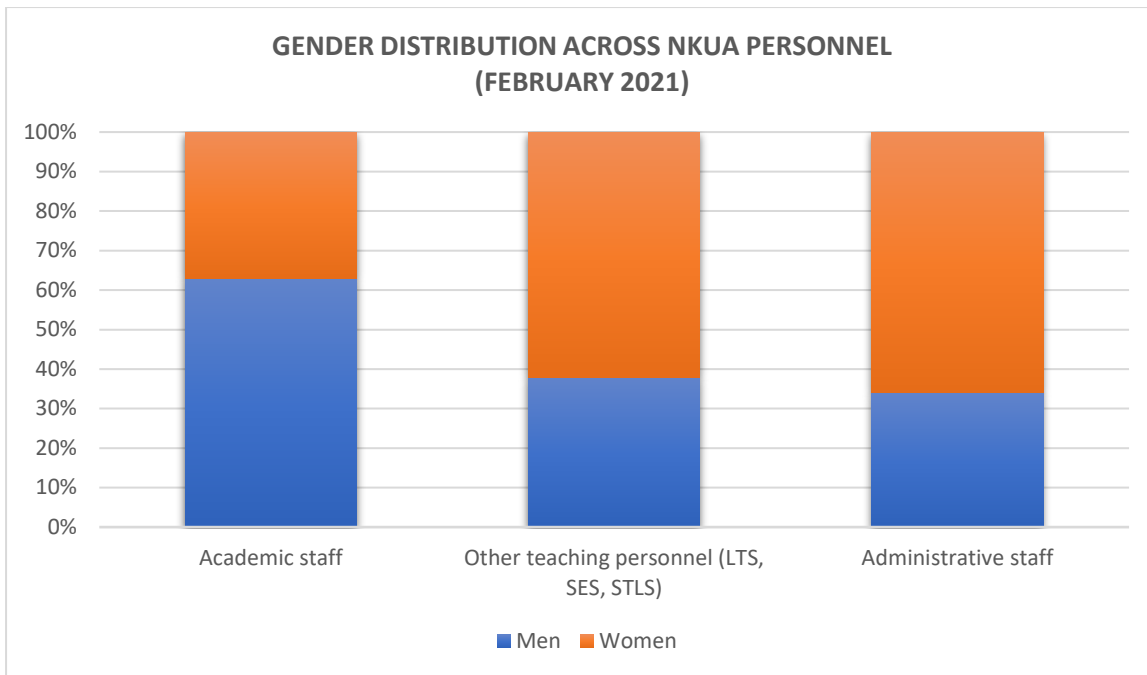
### Analysis of gender-disaggregated data at NKUA

We present an analysis of gender distribution across the NKUA community, i.e. University personnel and students of all levels, and inclusion of the gender dimension in undergraduate and postgraduate curricula. Quantitative data are provided by GEC of NKUA on personnel for February 2021, on student population for the academic year 2019-20 and on curricula for the academic year 2020-21.

Findings on gender distribution are organized into categories according to the type of relationship with the University (work and study) and relate to aggregate data at University level, while at the same time emphasis is placed on largest Schools and disparities, where those may exist, per School and Department, aiming to delve into and better capture gender dynamics at NKUA. The analysis of the gender dimension in the curricula is based on the title and/or description of modules, and involves modules with the perspective of gender studies as their main focus, and modules in which there is reference to or modules which include thematic units related to the perspective of gender studies and/or gender relations.

### Gender distribution across NKUA personnel

NKUA employs 1,613 faculty members, 471 other teaching, laboratory and technical staff (LTS, SES & STLS) and 1,057 people in administrative positions (February 2021 data). Out of 3,141 employees, 1,580 are women, therefore women comprise 50% of the University's personnel. Nevertheless, the distribution of women across positions at NKUA varies widely. Women make up 37% of faculty members, 62% of other teaching, laboratory and technical staff and 66% of administrative staff.



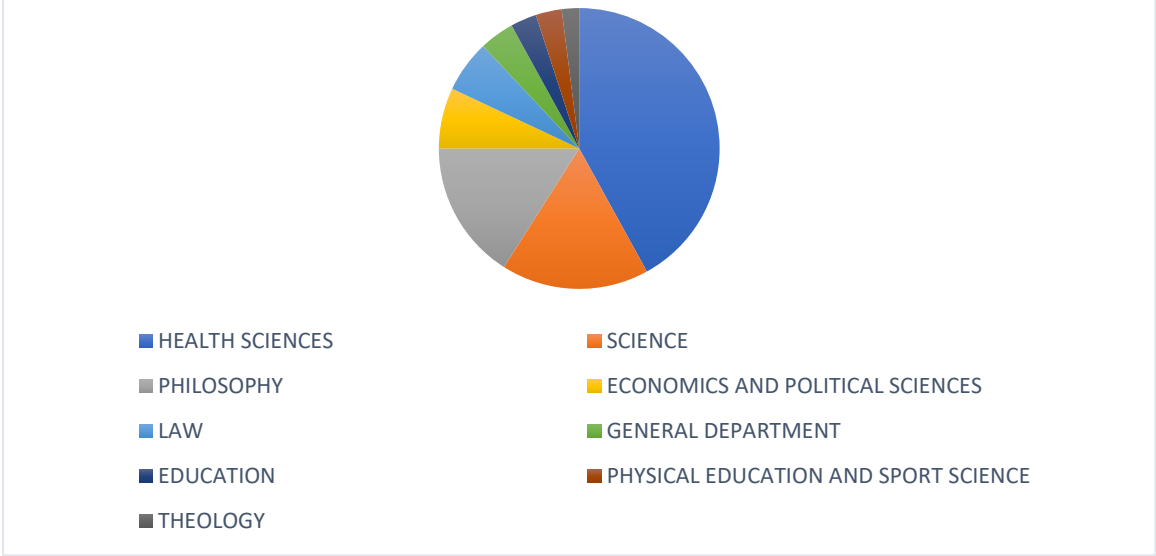
Yet, it is important to highlight that this analysis of gender representation refers only to permanent personnel and leaves out many categories of employees who are involved in teaching and research under precarious working conditions (e.g. contracted for a fixed period of time, etc.), namely doctoral students and researchers, who are hired in positions to gain teaching experience, contract academic staff, academic fellows, postdoctoral researchers, etc.

#### A. Faculty members

Women faculty are clearly fewer than men in 7 out of 9 Schools of the University (General Department, Science, Economics and Political Sciences, Theology, Physical Education and Sport Science, Law, and Health Sciences), while they comprise a lower percentage of faculty than the overall female faculty at NKUA in the those same 7 Schools. In order to assess female representation more accurately, it is advisable to consider the size of each School, as there are large disparities in both the number of Departments that make up each School and the total headcount of faculty members in each Department. For example, the Department of Medicine alone makes up 33% of faculty members of the entire University (530 faculty members), while the School of Education (2 Departments), in which female faculty amount to 73%, makes up only 3% of faculty members of the entire University (44 faculty members).

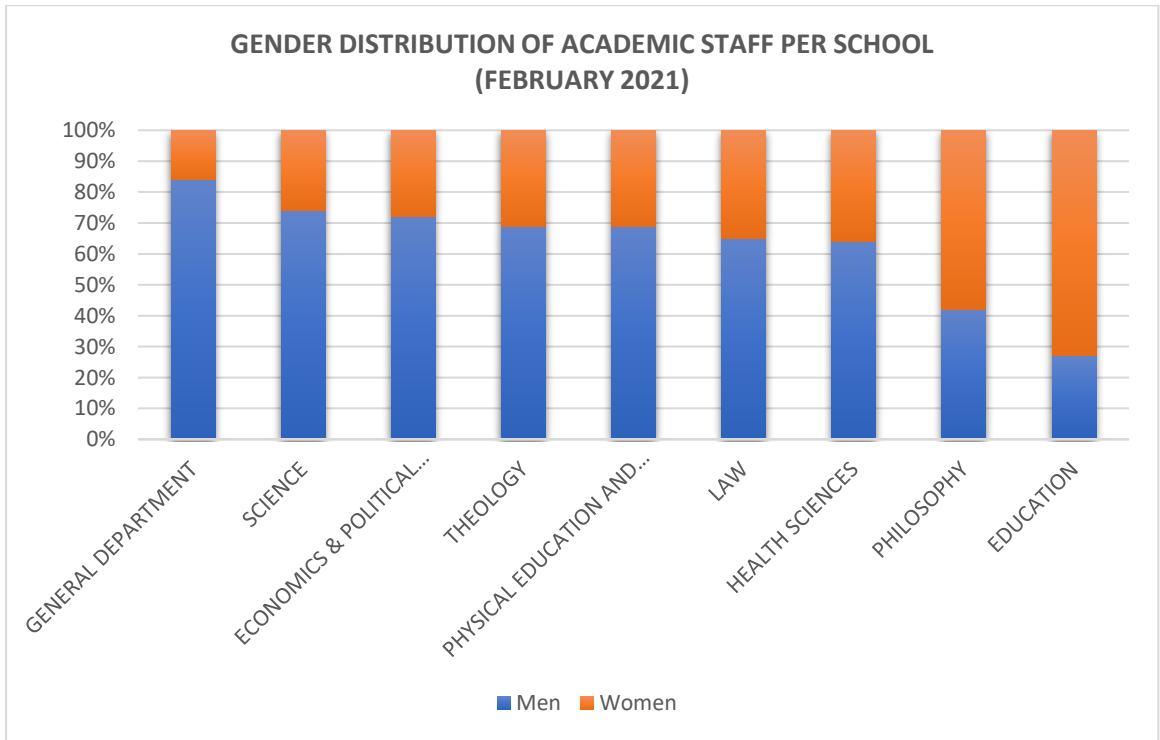
It is clear that gender distribution across faculty members at NKUA is primarily shaped by the 3 largest Schools (which account for 75% of faculty members of NKUA), that is, the School of Health Sciences, the School of Science, and the School of Philosophy, followed by the School of Economics and Political Sciences and the School of Law.

**ACADEMIC STAFF DISTRIBUTION PER SCHOOL  
(FEBRUARY 2021)**

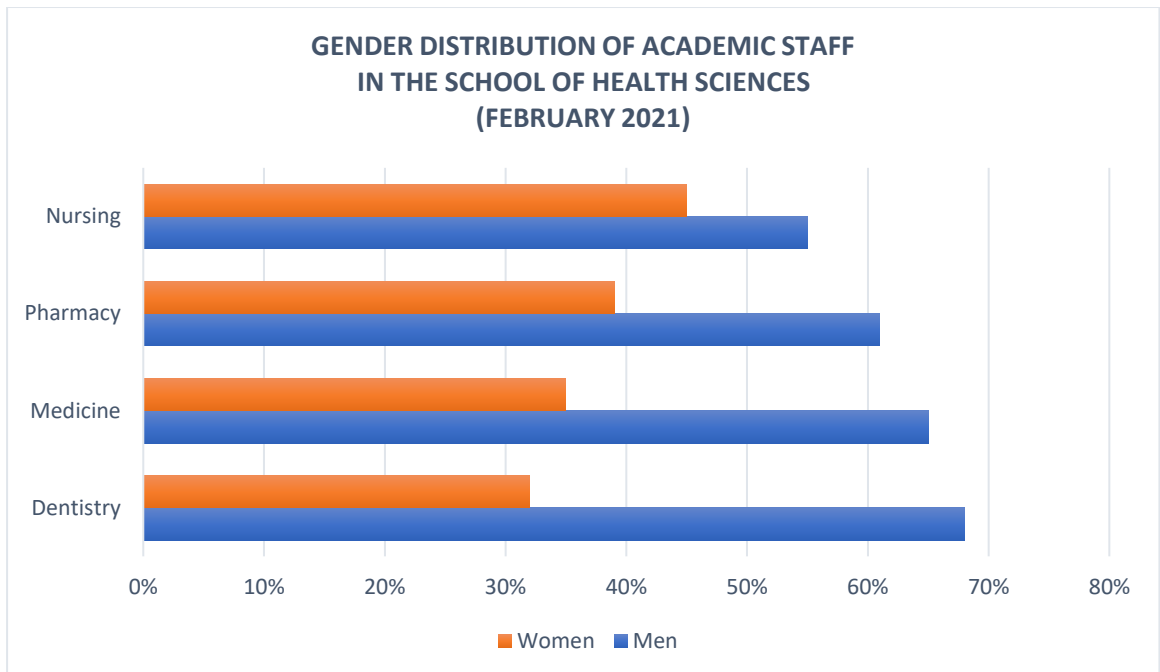


**Women faculty comprise 37% of the entire NKUA faculty.** This percentage shows variations, with women making up only 16% in the General Department (former TEI of Central Greece), 26% in the School of Science, 28% in the School of Economics and Political Sciences, 31% in the School of Theology and in the School of Physical Education and Sport Science, 35% in the School of Law and 36% in the School of Health Sciences, while they make up the majority in the School of Philosophy with 58%, and in the School of Education with 73%.

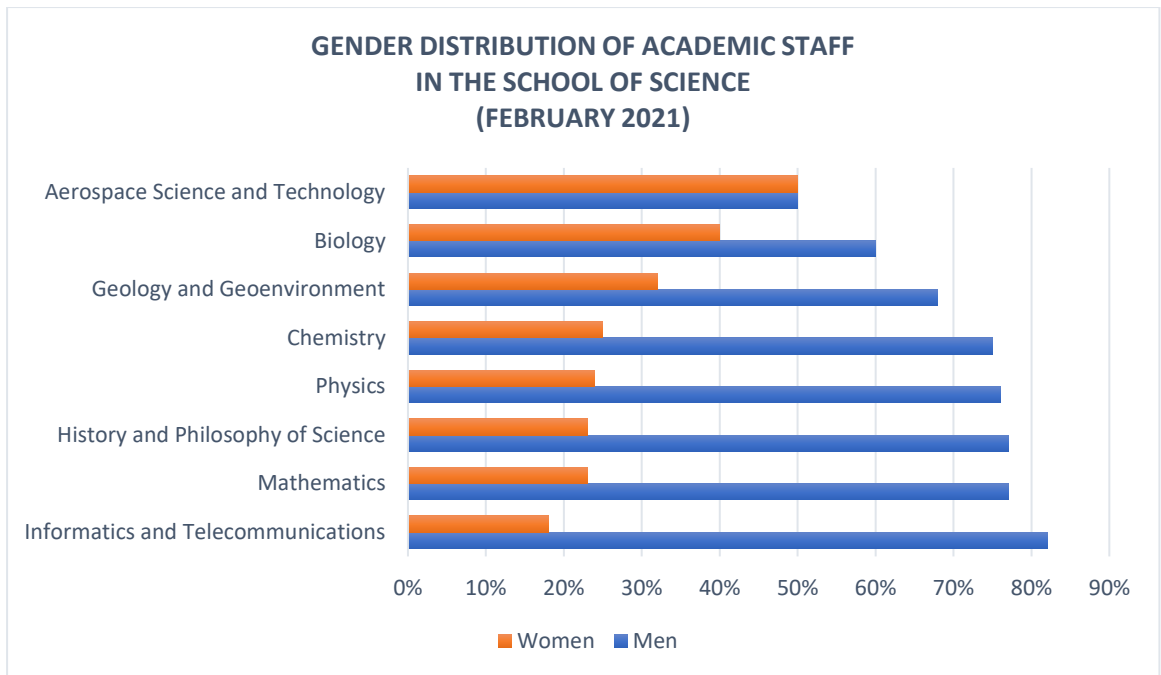
**GENDER DISTRIBUTION OF ACADEMIC STAFF PER SCHOOL  
(FEBRUARY 2021)**



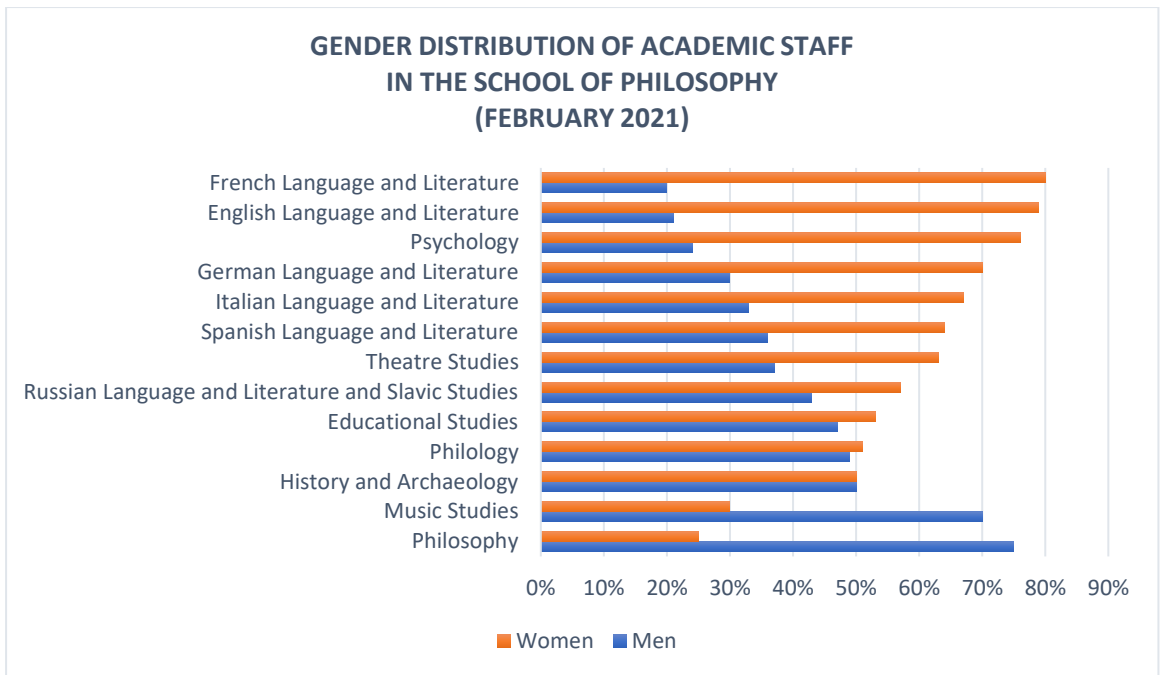
Focusing on the largest Schools of NKUA, we can see that in the School of Health Sciences women faculty comprise 36% (240). More specifically, female representation in the Department of Medicine is 35% (186), in the Department of Dentistry 32% (24), in the Department of Pharmacy 39% (16), and in the Department of Nursing 45% (14). In the case of Nursing, in which the percentage of women faculty is 9 percentage points more than that of the School of Health Sciences, this seems to reflect common social stereotypes, linking (underrated) nursing care to women, a fact that is in sharp contrast with the small percentage of female faculty in Medicine.



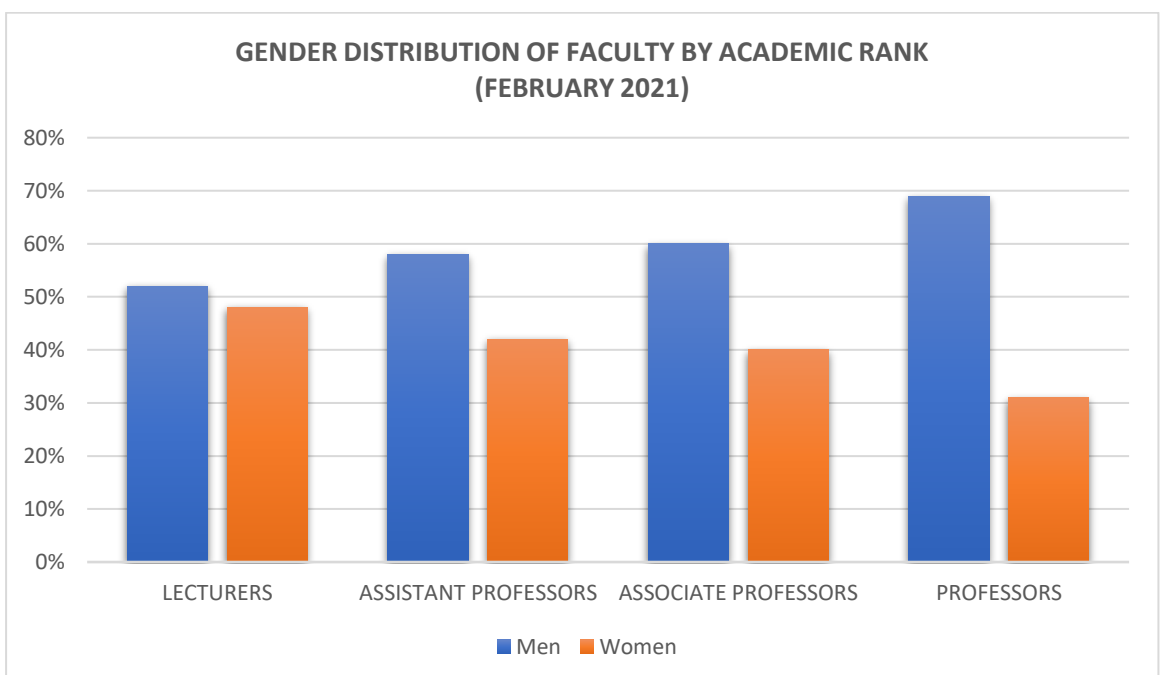
Likewise, in the School of Science, with stereotypically male-dominated scientific fields and with an average percentage of women faculty of 26% (the 2nd lowest in NKUA), female representation ranges from 18% in the Department of Informatics and Telecommunications (6) to 50% in the Department of Aerospace Science and Technology (with 1 in 2 faculty members being a woman). In the other departments, women account for 23% of faculty, both in the Department of Mathematics (10) and in the Department of History and Philosophy of Science (6), 24% in the Department of Physics (12), 25% in the Department of Chemistry (10), 32% in the Department of Geology and Geoenvironment (14), and 40% in the Department of Biology (14).



Lastly, in the 3rd largest School of NKUA, and the one with the most Departments (13 Departments), that is, the School of Philosophy, with an average percentage of women faculty of 58%, in 10 out of the 13 Departments women comprise the majority of faculty members. More specifically, they represent 25% of faculty members in the Department of Philosophy (3), 30% in the Department of Music Studies (7), 50% in the Department of History and Archaeology (17), 51% in the Department of Philology (24), 53% in the Department of Educational Studies (8), 57% in the Department of Russian Language and Literature and Slavic Studies (4), 63% in the Department of Theatre Studies (10), 64% in the Department of Spanish Language and Literature (7), 67% in the Department of Italian Language and Literature (8), 70% in the Department of German Language and Literature (14), 76% in the Department of Psychology (13), 79% in the Department of English Language and Literature (19), and 80% in the Department of French Language and Literature (16). In the School of Philosophy, we can see that women faculty are more than their male colleagues in departments of Philology, while there are differences in other departments of Humanities, with an extremely low percentage of women faculty in Philosophy. A small percentage of women can also be seen in Music Studies.



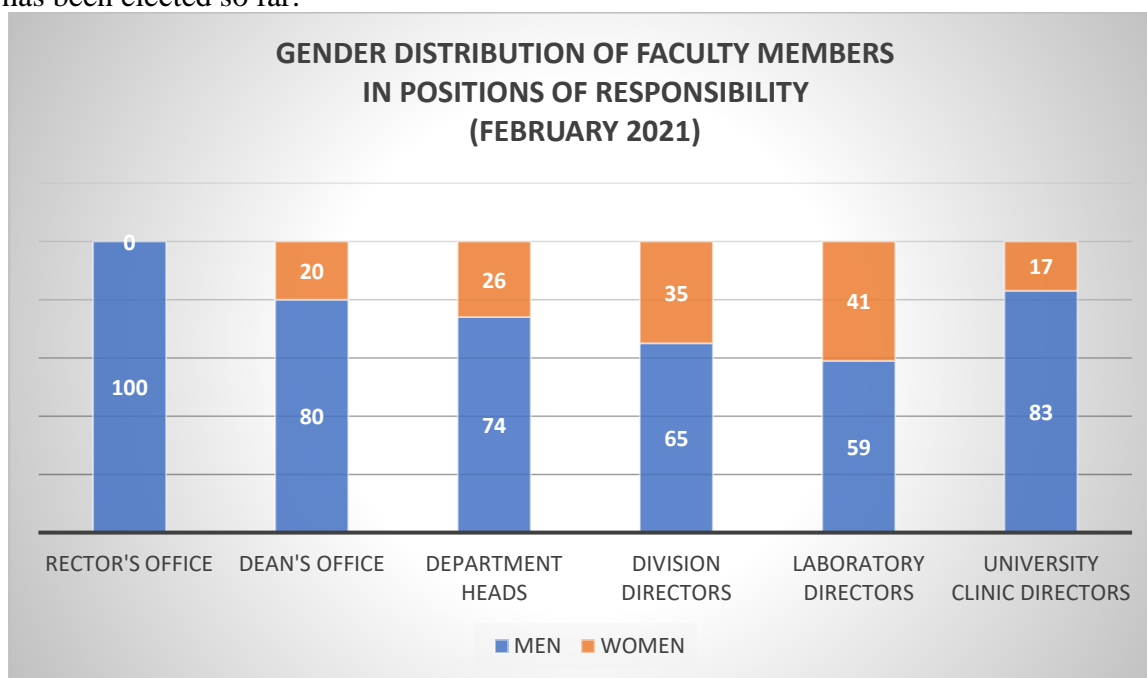
Regarding gender distribution of faculty members by academic rank in the Schools of NKUA, the representation of men is clearly greater than that of women in all academic ranks. Women faculty make up 48% of lecturers, 42% of assistant professors, 40% of associate professors and 31% of professors. It is evident that the ratio of female to male faculty is inversely proportional to the rank we are referring to. Focusing on the rank of professors, we can see that there are no female professors in the Departments of Business Administration (5 male professors), Ports Management and Shipping (however, there is no male professor either), Philosophy (2 male professors), and Russian Language and Literature and Slavic Studies (however, there is no male professor either), while in the Department of Informatics and Telecommunications there are 20 male professors and only 1 female professor.



Across positions of responsibility, according to February 2021 data, gender distribution of faculty members was as follows: 5 male staff in the Rector’s Office, 2 female and 8 male staff in the Dean’s Office, 10 female and 29 male Department Heads, 33 female and 60 male Division Directors, 129 male and 88 female Laboratory Directors, and 58 male and 12 female University Clinic Directors.

GENDER DISTRIBUTION OF FACULTY MEMBERS IN POSITIONS OF RESPONSIBILITY (FEBRUARY 2021)																				
RECTORS			DEANS			DEPARTMENT HEADS			DIVISION DIRECTORS			LABORATORY DIRECTORS			NKUA CLINIC DIRECTORS			TOTAL		
MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL
5	0	5	8	2	10	29	10	39	60	33	93	129	88	217	58	12	70	289	145	434
100%	0%		80%	20%		74%	26%		65%	35%		59%	41%		83%	17%		67%	33%	

Therefore, in February 2021, 80% of all staff in the Dean’s Office were men, 74% of all Department Heads were men, 65% of all Division Directors were men, 59% of Laboratory Directors were men, and 83% of all University Clinic Directors were men. Lastly, no female Rector has been elected so far.



According to the latest data provided by GEC for December 2021, there are 10 men (100%) in the Dean’s Office and 29 men and 10 women Department Heads. We can see that even in the 2 Schools in which women faculty are the majority (Philosophy and Education) the Dean is a male person, and that 8 of the 13 Department Heads in the School of Philosophy are men.

**B. Other Teaching Staff (LTS, SES, STLS)**

Although there are fewer female than male faculty members at NKUA, female representation in other teaching, laboratory and technical staff positions (LTS<sup>11</sup>, SES<sup>12</sup>, STLS<sup>13</sup>) reaches 62% (490). The General Department has the lowest percentage of women (19%). The remaining 8 Schools have more female than male teaching, laboratory and technical staff: the School of Science 56% (82), the School of Physical Education and Sport Science 59% (13), the School of Education and the School of Philosophy 66% (19 and 57, respectively), the School of Law and the School of Health Sciences 67% (4 and 83, respectively), the School of Economics and Political Sciences 69% (20) and the School of Theology 75% (9). The School of Science (147), the School of Health Sciences (123) and the School of Philosophy (87) provide employment for the majority of other teaching, laboratory and technical staff. The School of Economics and Political Sciences (29), the School of Education (29) and the School of Physical Education and Sport Science (22) follow. Finally, the School of Theology (12), the General Department (STLS of Departments of former TEI of Central Greece) (16) and the School of Law (6) have the lowest number of other teaching staff.

The School of Science, which provides employment for the largest number of other teaching, laboratory and technical staff, namely 147 people, is the only one in which the total headcount of female other teaching staff (82) is larger than that of women faculty. Thus, in the School of Science, with 26% women faculty (the second lowest percentage of women faculty across NKUA Schools), female other teaching, laboratory and technical staff reaches 56%. Likewise, in the School of Health Sciences, where a large number of other teaching, laboratory and technical staff are employed, namely 123 people, the total headcount of female other teaching staff is 83 (67%) and of women faculty 240 (36%). On the other hand, the total headcount of male other teaching, laboratory and technical staff in the School is 40 (33%) and of male faculty 436 (64%).

In the School of Economics and Political Sciences, with 28% women faculty (the third lowest percentage across NKUA), female representation in other teaching, laboratory and technical staff is 69% (against 31% male representation).

In the School of Law, in which nearly as many women are employed as in the entire University, 35% of women are faculty and 67% are other teaching, laboratory and technical staff. We stress here again that the School of Law has the lowest number of other teaching staff (6 employees in total: 4 women and 2 men). In the School of Theology, one with the lowest percentage of female personnel of the overall percentage at NKUA and with a low number of other teaching, laboratory and technical staff (12), there are 9 women of other teaching staff (75%) and 12 women faculty (31%). Women who are members of other teaching, laboratory and technical staff outnumber women faculty.

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<sup>11</sup> **Laboratory Teaching Staff (LTS)** members carry out laboratory-applied teaching work at HEIs primarily involving laboratory, clinical and practical exercises in the relevant applied fields of sciences. PhD holders or A-rank members can teach, be assigned to teach in-depth courses to small groups of students under supervision of the School's professors.

<sup>12</sup> **Special Education Staff (SES)** members carry out special educational-teaching work at Higher Education Institutions (HEIs). This category consists of educational staff teaching foreign languages or Greek as a foreign language, physical education, design as well as other fine and applied arts. The formal qualifications required for appointment to SES positions are a University or Technological Education Institute (TEI) degree associated with the cognitive field of the position announced as well as a relevant PhD.

<sup>13</sup> **Special Technical Laboratory Staff (STLS)** members provide infrastructure work to HEIs offering specialized technical and laboratory services so that HEIs' educational, research and applied work is carried out in the best possible way. By decision of the department's assembly LTS and STLS members may be assigned independent teaching work.



In the School of Philosophy there is not great disparity between women faculty (58%, 150) and women who are members of other teaching, laboratory and technical staff (66%, 57), whereas 42% (108) of men are faculty and 34% (30) are other teaching, laboratory and technical staff. Here we note that there is a better gender balance, since 1/3 of men and 1/3 of women is other teaching staff: 30 against 108 and 57 against 150, respectively. Likewise, the School of Education, like other Schools such as the School of Philosophy, has the highest percentage of women faculty of the overall percentage at NKUA, [73% (32) of women are faculty and 67% (19) are other teaching, laboratory and technical staff]. Regarding male representation, 27% (12) are faculty and 34% (10) are other teaching, laboratory and technical staff. However, as already mentioned, the School of Education is the second School at NKUA with the lowest percentage of faculty (3%, 44).

In the School of Physical Education and Sport Science, the School with the lowest percentage of women of the overall percentage at NKUA, 31% (16) of women are faculty and 59% (13) are other teaching, laboratory and technical staff, whereas 69% (35) of men are faculty and 41% (9) are other teaching, laboratory and technical staff. Finally, the General Department (former TEI of Central Greece) is the only one where men are more than women in both faculty (84%, 51) and other teaching, laboratory and technical staff (81%, 13). In this Department, 16% (10) of women are faculty and 19% (3) are other teaching, laboratory and technical staff.

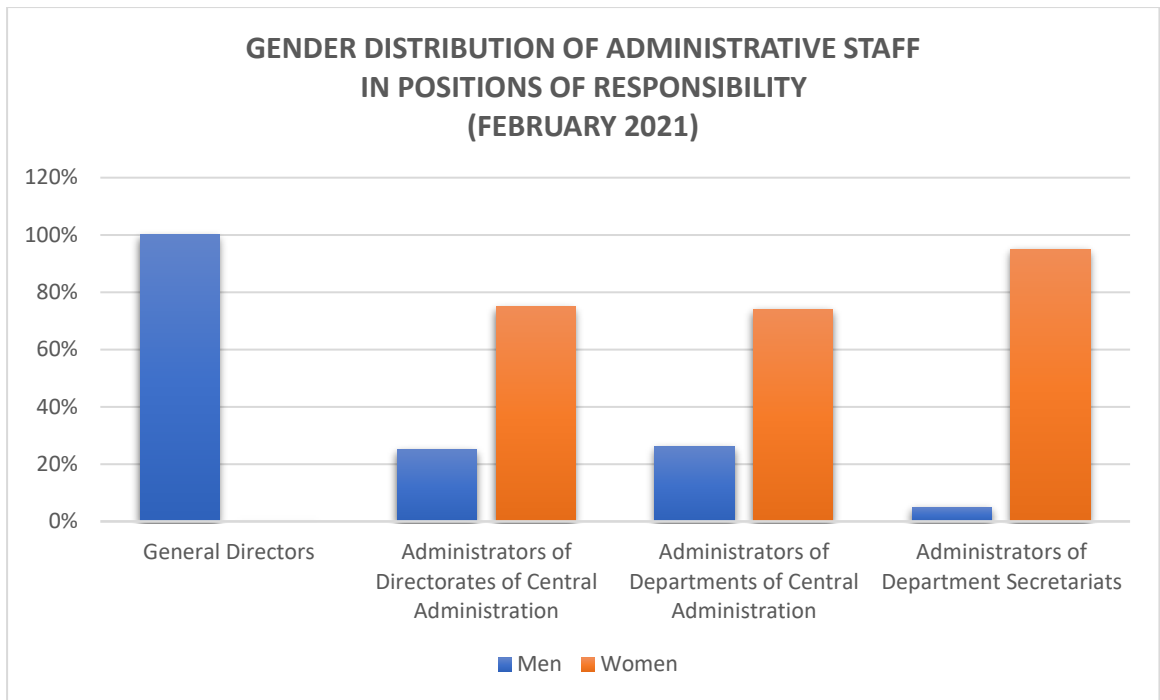
SCHOOL	NKUA – TOTAL FACULTY MEMBERS ALL ACADEMIC RANKS (FEBRUARY 2021)		
	Men	Women	Total
THEOLOGY	27	12	39
LAW	62	33	95
ECONOMICS AND POLITICAL SCIENCES	78	31	109
HEALTH SCIENCES	436	240	676
PHILOSOPHY	108	150	258
SCIENCE	207	73	280
EDUCATION	12	32	44
PHYSICAL EDUCATION AND SPORT SCIENCE	35	16	51
GENERAL DEPARTMENT	51	10	61

SCHOOL	NKUA – OTHER TEACHING STAFF (LTS, SES, STLS) (FEBRUARY 2021)		
	Men	Women	Total

<b>THEOLOGY</b>	<b>3</b>	<b>9</b>	<b>12</b>
<b>LAW</b>	<b>2</b>	<b>4</b>	<b>6</b>
<b>ECONOMICS AND POLITICAL SCIENCES</b>	<b>9</b>	<b>20</b>	<b>29</b>
<b>PHILOSOPHY</b>	<b>30</b>	<b>57</b>	<b>87</b>
<b>SCIENCE</b>	<b>65</b>	<b>82</b>	<b>147</b>
<b>HEALTH SCIENCES</b>	<b>40</b>	<b>83</b>	<b>123</b>
<b>EDUCATION</b>	<b>10</b>	<b>19</b>	<b>29</b>
<b>PHYSICAL EDUCATION AND SPORT SCIENCE</b>	<b>9</b>	<b>13</b>	<b>22</b>
<b>GENERAL DEPARTMENT</b>	<b>13</b>	<b>3</b>	<b>16</b>

### C. Administrative staff

There is great gender disparity between faculty and administrative staff, with higher female representation in positions of responsibility when it comes to administration, and lower when it comes to teaching and research. This reflects a widespread social and gender stereotype in the workplace whereby women are expected to take on administrative roles and support but not hold leadership positions in research and teaching as department heads, laboratory or clinic directors etc. More specifically, of the total Administrators of Directorates of Central Administration 75% are women, of the total Administrators of Departments of Central Administration 74% are women, and of the total Administrators of Department Secretariats 95% are women.

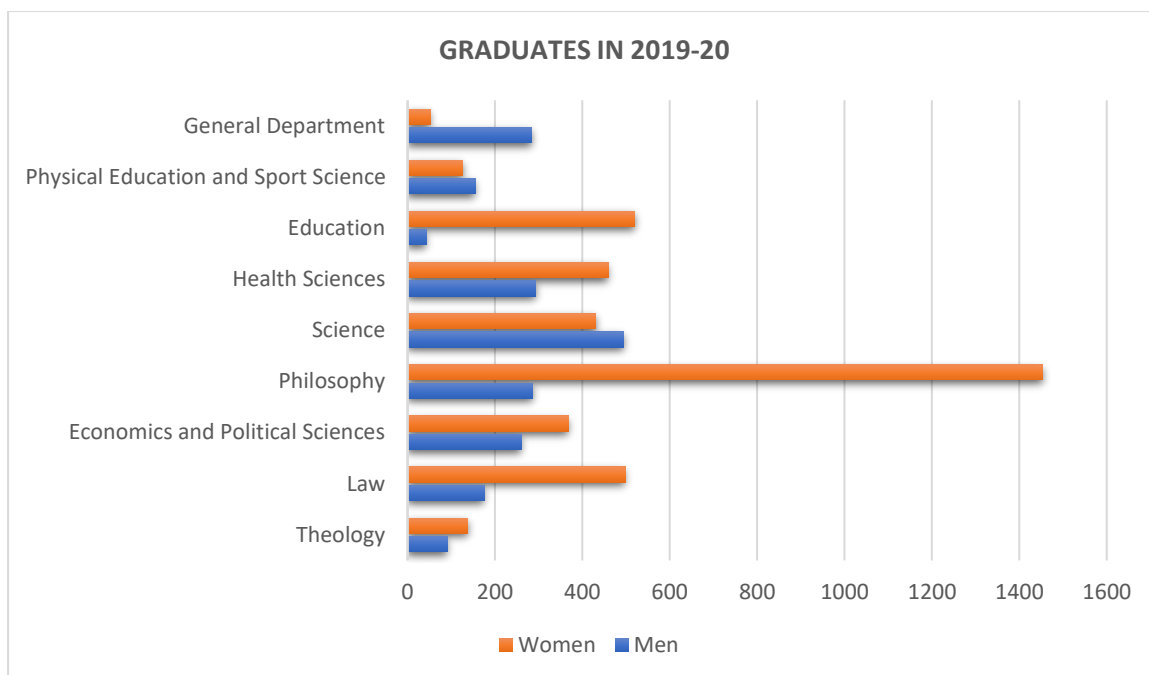


### Gender distribution across NKUA students

#### Graduate students in 2019-20

In the academic year 2019-20, there were 43,556 (active) undergraduate students at NKUA, 61% of whom were female (26,371). In the same academic year, 6,127 students graduated from NKUA, 66% of whom were female(4,045). We note that the majority of active (undergraduate) and graduate students at NKUA are female.

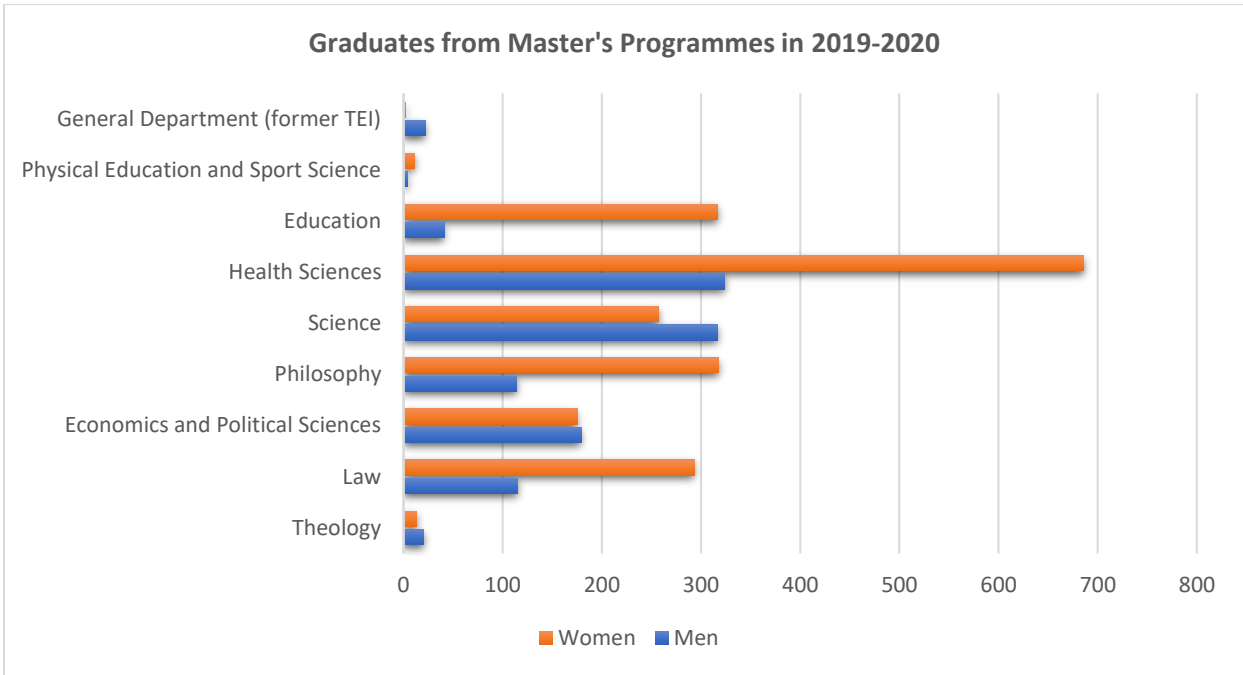
Regarding gender distribution across Schools for the year 2019-20, there were 138 female graduates and 91 male graduates (total 229) from the School of Theology, 498 female graduates against 175 male graduates (total 673) from the School of Law, 368 female graduates and 260 male graduates (total 628) from the School of Economics and Political Science, 1,453 female graduates and 286 male graduates (total 1,739) from the School of Philosophy, 431 female graduates and 495 male graduates (total 926) from the School of Science, 459 female graduates and 293 graduates (total 752) from the School of Health Sciences, 520 female graduates and 43 male graduates (total 563) from the School of Education, 126 female graduates and 155 male graduates (total 281) from the School of Physical Education and Sports Science, and 52 female graduates and 284 male graduates (total 336) from the General Department(former Technological Educational Institutes (TEIs) of Central Greece).



### Postgraduate students in 2019-20

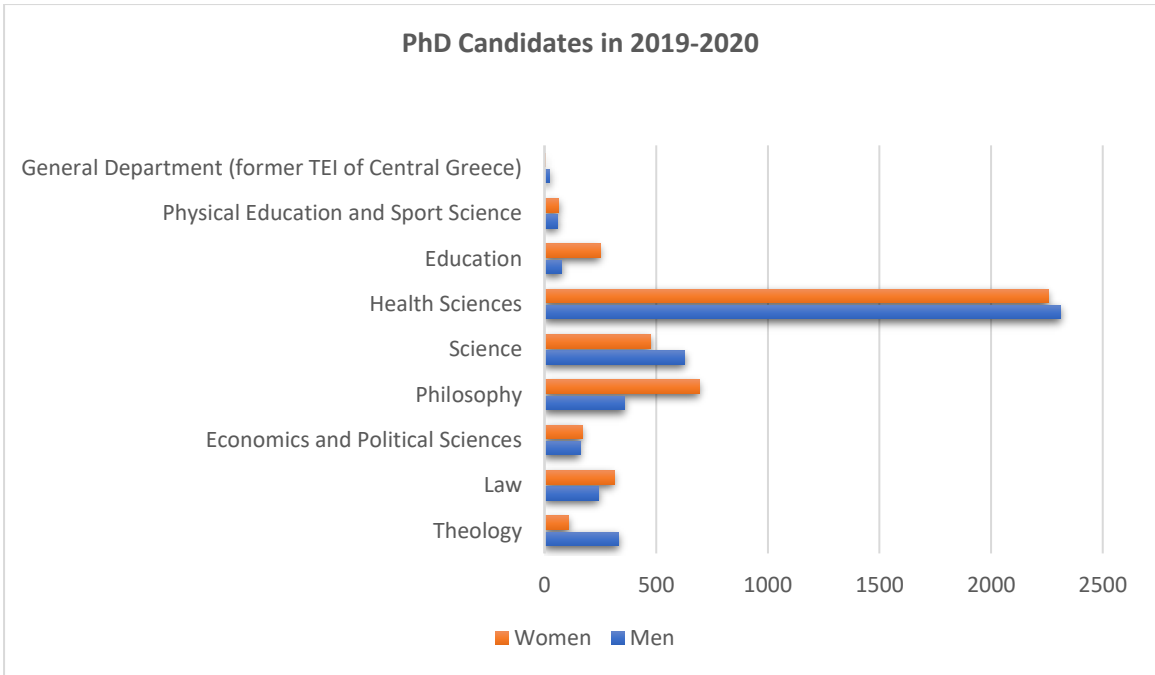
During 2019-20, there were 14,545 postgraduate students at NKUA, 60% of whom were female (8,668).

Postgraduate students who obtained a Master's degree were 3,208 in total, 65% of whom were female (2,072). More specifically, there were 13 female and 20 male postgraduates (total 33) from the School of Theology, 293 female and 115 male postgraduates (total 408) from the School of Law, 175 female and 179 male postgraduates from the School of Economics and Political Sciences, 318 female and 114 male postgraduates from the School of Philosophy, 257 female and 317 male postgraduates (total 574) from the School of Science, 686 female and 324 male postgraduates (total 1,010) from the School of Health Sciences, 317 female and 41 male postgraduates (total 358) from the School of Education, and 2 female and 22 male postgraduates (total 24) from the School of Physical Education and Sport Science. With the exception of the School of Theology, the School of Science, the General Department (former TEI) and the School of Economics and Political Sciences, where we note a small difference between female and male postgraduates, the majority of students who completed a postgraduate degree were female.



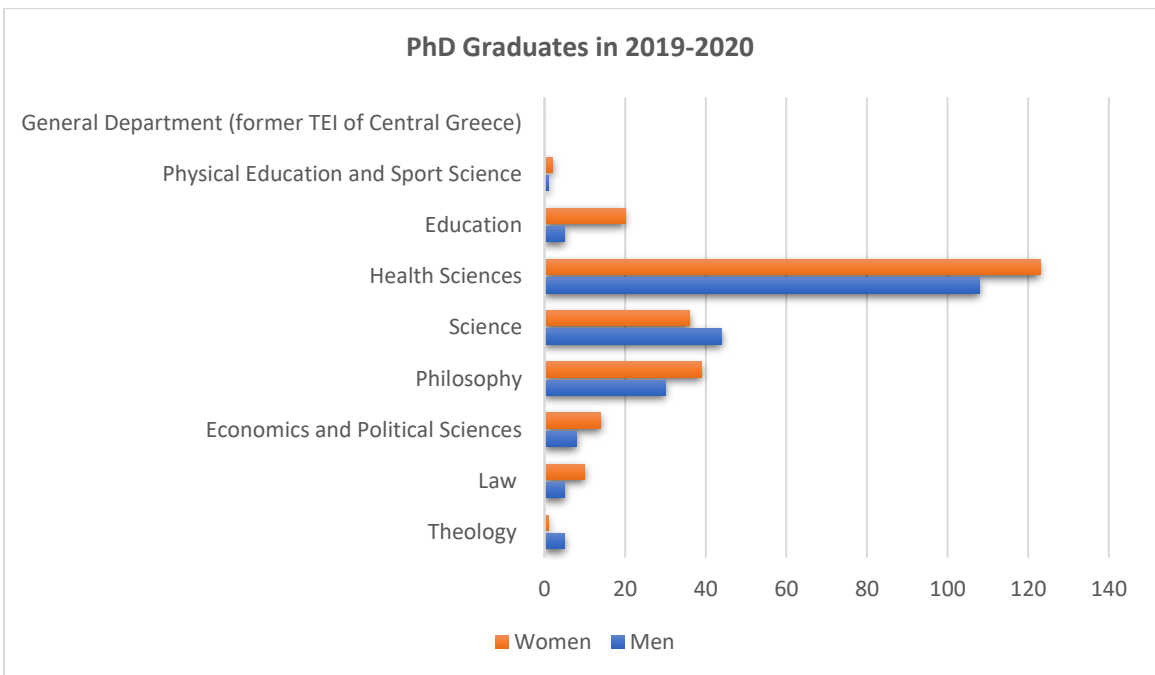
**PhD Candidates in 2019-20**

In 2019-20, there were 8,526 registered PhD candidates at NKUA, 51% of whom were women (4,330). More specifically, there were 107 women and 333 men (total 440) in the School of Theology, 312 women and 242 men (total 554) in the School of Law, 169 women and 161 men (total 330) in the School of Economics and Political Sciences, 693 women and 360 men (total 1,053) in the School of Philosophy, 476 women and 628 men in the School of Science, 2,257 women and 2,312 men (total 4,569) in the School of Health Sciences, 249 women and 78 men (total 327) in the School of Education, 63 women and 59 men (total 122) in the School of Physical Education and Sport Science, and 4 women and 23 men (total 27) in the General Department (former TEI of Central Greece). With the exception of the School of Science, the School of Theology, the School of Health Sciences and the General Department (former TEI of Central Greece), the majority of PhD candidates at NKUA were women.



**PhD graduates**

In 2019-2020, there were 451 PhD graduates at NKUA, 54% of whom were women (245).



## Gender and Sexuality related modules at NKUA

**At the National and Kapodistrian University of Athens there are not currently any self-contained undergraduate or postgraduate programmes in Gender and Sexuality Studies.** Here we list the undergraduate and postgraduate modules which either a) have the perspective of gender, gender performance/inequality and sexuality as their main focus or b) make reference to or include thematic units related to gender issues, gender performance/inequality and sexuality, based on their title and/or description, as provided in the University study guides.<sup>14</sup>

It is important to note that a Gender and Sexuality Studies Programme would significantly contribute to the success of the NKUA Gender Equality Plan.

### Modules having the perspective of gender, gender performance/inequality and sexuality as their main focus

Modules which had the perspective of gender, gender performance/inequality and sexuality as their main focus during the academic year 2020-21 were included in the study programmes of 7 out of the 9 Schools of NKUA (26 at undergraduate and 6 at postgraduate level). The School of Economics and Political Science offered 8 undergraduate and 2 postgraduate modules, the School of Law offered 1 undergraduate module and no postgraduate module, the School of Theology offered 2 undergraduate modules and 1 postgraduate module, the School of Philosophy offered 9 undergraduate and 2 postgraduate modules, the School of Science offered 1 undergraduate module and no postgraduate module, the School of Education offered 4 undergraduate modules and 1 postgraduate module (all by the Department of Early Childhood Education) and the School of Physical Education and Sport Science offered 1 undergraduate module and no postgraduate module. There were no modules on gender studies and/or gender relations in the study programmes of the School of Health Sciences or of the General Department.

School	Modules having the perspective of gender, gender performance/inequality and sexuality as their main focus Academic year 2020-21	
	Undergraduate level	Postgraduate level
<b>Economics and Political Sciences</b>	8	2
<b>Law</b>	1	0
<b>Theology</b>	2	1
<b>Philosophy</b>	9	2
<b>Science</b>	1	0
<b>Education</b>	4	1
<b>Physical Education and Sport Science</b>	1	0

<sup>14</sup>This analysis does not include modules of the main programmes of study of the School of Health Sciences (e.g. Physiology, Endocrinology, Gynaecology, etc.), in which gender is not problematized as a social construct and as a factor of differentiation and stratification of the social subjects, but is assumed to be "naturally" present in the body ("sex").

<b>Health Sciences</b>	0	0
<b>General Department</b>	0	0

Focusing on the distribution of modules across departments based on the perspective of gender studies and/or gender relations, we can see that in the School of Economics and Political Science such modules were taught in 4 of the 8 departments (not in the Department of Economics, Business Administration, Ports Management and Shipping, or Digital Arts and Cinema). In the School of Theology such modules were taught in 1 of the 2 departments (not in the Department of Social Theology and the Study of Religion). In the School of Philosophy such modules were taught in 7 of the 13 departments (not in the Department of Philology, Educational Studies, Philosophy, Italian Language and Literature, Music Studies, or Russian Language and Literature and Slavic Studies). In the School of Science such modules were taught in 1 of the 8 departments (not in the Department of Mathematics, Physics, Biology, Chemistry, Geology and Geoenvironment, Informatics and Telecommunications, or Aerospace Science and Technology). Finally, in the School of Education such modules were taught in 1 of the 2 departments (not in the Department of Primary Education).

Modules making reference to or including thematic units related to gender issues, gender performance/inequality and sexuality

Modules which made reference to or included thematic units related to gender issues, gender performance/inequality and sexuality during the academic year 2020-21 were included in the study programmes of 7 out of 9 NKUA Schools (82 at undergraduate and 21 at postgraduate level). The School of Economics and Political Science offered 13 undergraduate and 2 postgraduate modules, the School of Law offered 5 undergraduate and no postgraduate modules, the School of Theology offered 7 undergraduate modules and no postgraduate modules, the School of Philosophy offered 30 undergraduate and 8 postgraduate modules, the School of Science offered 11 undergraduate and 4 postgraduate modules (all 11 undergraduate modules and 3 of the postgraduate modules were taught in the Department of History and Philosophy of Science). The School of Health Sciences offered 1 undergraduate module and no postgraduate modules, and the School of Education offered 15 undergraduate and 7 postgraduate modules. No modules making reference to or including thematic units related to gender and sexuality were offered in the School of Physical Education and Sport Science or in the General Department.

School	Modules making reference to or including thematic units related to gender issues, gender performance/inequality and sexuality Academic year 2020-21
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	<b>Undergraduate level</b>	<b>Postgraduate level</b>
<b>Economics and Political Sciences</b>	13	2
<b>Law</b>	5	0
<b>Theology</b>	7	0
<b>Philosophy</b>	30	8
<b>Science</b>	11	4
<b>Education</b>	15	7
<b>Physical Education and Sport Science</b>	0	0
<b>Health Sciences</b>	1	0
<b>General Department</b>	0	0

Examining the distribution of courses made reference to or included thematic units related to gender and/or gender relations across departments, we can see that in the School of Economics and Political Sciences such modules were taught in 4 of the 8 departments (not in the Department of Economics, Business Administration, Sociology, or Ports Management and Shipping). In the School of Philosophy such modules were taught in 11 out of the 13 departments (not in the Department of Spanish Language and Literature or Russian Language and Literature and Slavic Studies). In the School of Science such modules were taught in 2 out of the 8 departments (not taught in the Department of Mathematics, Physics, Biology, Chemistry, Informatics and Telecommunications and Aerospace Science and Technology). Finally, in the School of Health Sciences such modules were taught in 1 out of the 4 Departments (not taught in Medicine, Pharmacy or Dentistry). Therefore, it is clear that issues of gender and gender relations are not usually included in the study programmes of "hard" sciences (e.g., Medicine, Mathematics, Physics, etc.).

### Concluding remarks

Women seem to hold more positions of administrative duties and positions of other teaching, laboratory and technical staff than men, while they are starkly under-represented in faculty positions (37%).

Examining all the data presented here, we can see that female representation of doctoral graduates from all the Schools of NKUA (for the year 2019-2020), was greater than male representation by 54%. Also, the majority of postgraduate students who completed a Master's degree in 2019-2020 were women (65%).

Despite the fact that more women than men obtain Master's and PhD degrees, this is not reflected in gender distribution across faculty members. Of course, here we must consider the fact that the first postgraduate programmes in Greece were introduced in the 1990s and increased considerably in the 2000s. Therefore, a large number of faculty members have completed their doctoral studies abroad.

Moving up the academic career ladder, women hold fewer senior faculty positions than men. The gap between men and women faculty seems to widen as they move up the hierarchy by 4 percentage points (52% vs. 48%) at the rank of lecturer, 16 percentage points (58% vs. 42%) at the rank of assistant professor, 20 percentage points (60% vs. 40%) at the rank of associate professor, and 38 percentage points (69 % vs. 31%) at the rank of full professor. These data could possibly indicate that nowadays more female than male PhD holders earn tenure, however the current situation suggests a glass ceiling in academia, that

is, unacknowledged and invisible barriers which prevent women from rising in the academic hierarchy.

Indeed, there are more women than men in other teaching, laboratory and technical staff positions, even in male-dominated Schools, such as the School of Science. Although entry requirements and duties vary across other teaching, laboratory and technical staff, there are PhD holders in these positions whose data were not included in the analysis at this stage.

At the same time, it seems that in some scientific areas the professional development of women is less difficult than in others. Women faculty are more likely to move up the hierarchy in subjects and Schools that are usually associated with care services and in which men are less interested than women, such as Nursing and Primary or Early Childhood Education, but also Philology and other areas of Humanities.

On the other hand, female administrative staff are more likely than male administrative staff to rise through the ranks of administration and occupy positions of responsibility.

The above findings highlight the problem of gender inequality at NKUA and the need to take measures and implement policies aimed at removing barriers that compound gender inequalities. Although glass ceiling is supported by quantitative analyses, its detection alone does not inform us of the reasons and processes through which gender inequality is consolidated, nor of the strategies devised by female academics to overcome the obstacles they encounter. We would say that glass ceiling represents part of a larger context of gender inequalities and the ways in which they are manifested and (re)produced in the University. The social barriers that women face in their quest for academic career development are often associated with the (re)production of sexist use of language, representations and practices in University procedures, unequal involvement of women in home care (e.g. childcare, dependent family members and household chores), and sexual harassment (Armenti, 2004; Finkel et al., 1994; Lindquist & McKay, 2018; Williams, 2005; Winkler, 2000). **Obviously, there is a need for more quantitative and qualitative data in order to shed light on specific subtle mechanisms of inequality which make it more difficult for women to land a position in academia and progress their careers.**

In addition, the distribution of modules across departments with the perspective of gender studies as their main focus and/or modules in which there is reference to or which include thematic units on gender relations shows that the analytic category of gender as a constitutive element of social relations, institutions, sciences and knowledge itself is recognized only as one of many subjects, and is not included in all undergraduate and postgraduate programmes. In particular, it seems to be a subject of marginal - if of no - importance in the study programmes of "hard" sciences, such as Health Sciences and Science.

More data need to be collected on the position of women in the University, as currently we do not have sufficient documentation on challenges women usually face in the workplace. For example, it is important to investigate phenomena such as the "glass escalator", the "sticky floor", the "frozen middle", the "second shift", the "mommy track" and the "glass cliff". The glass escalator is used to describe how men when they enter female-dominated occupations tend to rise faster to upper levels of leadership. (Women take the stairs, while men take the glass escalator; Williams, 1992). The sticky floor is used to describe gender differences and wage inequality at the bottom of the wage distribution, with lower wages for women than for men (Tesch et al., 1995). Frozen middle refers to the slow career development of women, specifically to the fact that although they reach mid-level positions, their career progress is hindered, regardless of their performance (Wentling, 1992). The second shift (Craig, 2007) and the mommy track (Hill et al., 2004) are related to the issue of work-family balance and refer to the second shift women work in the manner of household chores and family care, which is not considered as working time as these tasks are tied to motherhood and stereotypical gender performance. Finally, the glass cliff (Ryan & Haslam,

2005) is used to refer to the phenomenon of women being more likely than men to be appointed in leadership positions during periods of crisis or downturn, when there is a higher risk of failure. Consequently, they are to take the blame, despite their hard work and effort, and fall off a cliff.

## Basic principles

### Inclusive university

Inclusive university is linked to the idea of inclusive education. Inclusive education refers to the process of improving the education system so that it can offer education opportunities to all social groups (Sebba & Anscow, 1996). The Convention against Discrimination in Education adopted by UNESCO in 1960 and the World Declaration on Education for All (Naskou-Perraki & Bachtsevanidou, 2008), which was adopted in 1990 at the conference of Jomtien, in Thailand, invited countries to take measures to ensure “equity in education” and promote “equal access to educational opportunities.” In the context of the UNESCO Convention, inclusive education refers to actions aiming to integrate marginalized groups into tertiary education and measures that promote access to higher education. In addition, special emphasis is placed on diversity as an integral part of inclusive education and the need to design curricula that are more gender sensitive and take into account cultural diversity (Rambla et al., 2008: 8-9). Based on UNESCO’s definition of inclusive education, changes in tertiary education, especially in NKUA, should be aimed at:

- a) Promoting equal access for all (academic staff, administrative staff, students) to education, technical training, teaching and research and establishing a mechanism for tracking, measuring and documenting data regarding equal access.
- b) Promoting diversity and inclusion both in the curricula and the social structure of the university. Developing flexible, well-adapted and accessible curricula that take into account cultural diversity and meet student diverse needs.
- c) Combating gender (and other forms of) discrimination, exclusion and stereotypes, and providing overall student support.

Inclusive education cannot be achieved through short-term and individual effort. **Long-term planning**, coordinated action and a variety of measures aiming at the entire community of NKUA (academic staff, other teaching staff, administrative staff, research collaborators, students) are required.

### Gender equality and Equal opportunities

The concept of gender equality is based on human rights principles and social justice. We use the term “gender equality” to refer to equal rights, equal obligations and equal opportunities of all subjects regardless of their gender and sexual orientation. Compliance with the principles of human rights and social justice is crucial for the promotion of gender equality in education and research. Our approach to gender equality complies with the EU policy on research and innovation (European Commission, 2012; 2015; 2016; 2019; 2016a; 2016b).

Equity in education is usually examined from three perspectives which consider different aspects of the educational process. The first considers access to basic education or access to different tiers of the education system. The second considers learning processes and outcomes, particularly opportunities for degree completion and moving up the academic career ladder. The third and final considers the long-term benefits of education and its impact on better livelihood outcomes and more life opportunities .

At this point, we should raise issues that relate to organizational culture and elements in the existing system that constitute barriers to gender equity, as well as issues related to decision-making bodies and processes (Kontogiannopoulou- Polydorides, 1997:52; 1995).

Any effort to improve gender equality in research and higher education requires developing a Gender Action Plan which takes into account the present status of gender equality at NKUA. On this basis the key goals of the Action Plan will be set along with indicators for evaluation, and the necessary actions and interventions will be planned for these goals to be achieved.

### Inclusive research and teaching

Facilitating progress in integrating the gender dimension into research and innovation content and into higher education curricula is of paramount importance for the creation and transfer of knowledge free of gender bias. The European Institute for Gender Equality stresses that “knowledge constitutes the basis upon which future generations are going to build their societies. It is of great importance that research-produced knowledge, transferred through education, is free of gender bias (EIGE, 2016).” As highlighted by the League of European Research Universities (2015:17), the European Commission Directorate-General for Research and Innovation has been emphasizing the need for gender analysis in its funded projects for years. These policies have been reformulated in Horizon 2020.

Drawing on ELIAMEP’s (2021) study regarding Gender Equality Action Plans at universities and research centers in Greece and the study of Oetke et al. (2016), we can identify two sub-fields of action:

- a) *Integrating the gender dimension into education*, which includes measures to mainstream gender issues in higher education curricula and measures to enhance awareness and sensitivity regarding gender and gender-based violence. It also refers to initiatives to mainstream gender in research training and study programmes (at undergraduate and postgraduate level).
  
- b) *Integrating the gender dimension into research content*, which refers to the use of methods from gender studies in all stages of research process and in all themes and modules.

### Organisational culture without gender exclusion

Organisational culture involves the informal structures of universities and is made up of attitudes, beliefs, assumptions, emotions, expectations, practices, and relations among its members (Pettigrew, 1979, Matsagouras, 2002 as stated by Floros, 2014). More specifically, a gender approach to organisational culture involves the ways in which various organisations of the public and private sector are run. It refers to the numerical distribution between women and men, gendered distribution of tasks, gender marginalization, gender responsibilities, positions and expertise in the organisational hierarchy, gendered power dynamics, and finally, the way in which academic departments are run and their vertical or horizontal setup. It also refers to incidents of sexual harassment and the processes through which gender marginalization is reproduced. Finally, it refers to the language used by the University and the symbols, images and other forms of representation and perceptions that affirm and reproduce gender discrimination (Anagnostou, 2021). We can identify three sub-fields of action in this direction:

- a) *Raising awareness of gender-related issues and gender bias*: Gender bias influences tremendously universities and research centers either on the level of everyday interactions or through unconscious gender bias in role models and practices in decision-making. Overcoming gender bias and raising awareness among employees with the aim of increasing sensitivity is essential to achieve gender equality.
- b) *Non-discrimination*: Policies on combating discrimination should examine gender issues and gender-based violence but also other gender and sexual identities and how these intersections contribute to explicit or implicit exclusion and discrimination. To achieve gender equality we need to cultivate and promote a workplace culture of equality.
- c) *Prevention and measures against sexual harassment and other forms of gender-based violence*: Higher education is not immune to sexual harassment and gender-based violence in general. Universities and research centers should take measures to put an end to all types of harassment, and offer support to victims or witnesses of harassment or discrimination on the basis of gender identity, or personal characteristics, sexual orientation, race, skin colour, nationality or ethnicity, religious or other beliefs, disability or long-term illness, age, family or social class.

#### Equal gender representation, addressing gender bias and stereotypes

Gender equality in decision-making positions is necessary for effectively combating gender bias and developing an inclusive organisational culture without gender exclusion and discrimination. Gender as the main factor of subject differentiation and classification shapes social relations and practices. However, because gender difference is often naturalized, these are not perceived as sexist, misogynist, homophobic etc., but as neutral. The unconscious reproduction of sexist representations (even by women) produces implicit discrimination and results in women being evaluated less favourably than men for the same work or achievement (Anagnostou, 2021). Addressing gender bias in decision-making does not only refer to equal representation of women and men in administrative boards and committees, but also to the ability of their members to reflect and challenge stereotypical representations,

address their own biases and participate in decision-making, while making sure that all members are aware of the gender perspective. Combating gender bias is a long process that **requires partnership between organisations and decision-makers** -administrative staff, academic staff, other teaching staff, research collaborators, students- and actions at an institutional and individual level.

### Gender Equality Observatory

For the effective implementation of the Gender Action Plan at NKUA we recommend the **establishment of a “Gender Equality Observatory”, in the first trimester of 2022**, in a legal form that will be decided by the University governing bodies, under the name “**Gender Equality Observatory**” - with ΠΑΡ.ΕΙ acronym in Greek and GEO in English. Specified resources will be allocated depending on action plans.

In accordance with article 33, law 4589/2019 (Government Gazette A’13/29.01.2019), the Gender Equality Committee (GEC) in collaboration with the Rector’s Office will monitor the work of GEO, and the CGE members will make up the Scientific Board of GEO. Since 2020, the Gender Equality Committee has set two priorities: non-sexist use of language and tackling sexual harassment at NKUA. These goals will be achieved through the creation of a research monitoring body, GEO, which will operate on the basis of the aforementioned goals set by GEC, and will engage the entire NKUA community (academic staff, other teaching, technical and laboratory staff, administrative staff, researchers, students).

The aim of the Observatory is to develop structures that will:

- Provide **documentation services** through the collection, organisation, synthesis, and dissemination of available data regarding gender equality at NKUA in education and research.
- Conduct research into gender studies and sexuality and promote scientific networking in those areas of research.
- Design and build the website of the Observatory which will be user-friendly, easy to navigate, with brief and continually updated content on the Observatory’s actions. The website will have a responsive web design automatically adjusting to different screen sizes and social media sharing tabs (facebook/ twitter).
- Document and examine policies for gender equality within the university on a quantitative and qualitative level.
- Follow issues regarding gender equality and contribute to the elimination of gender bias and stereotypes.
- Raise awareness and sensitise academic staff, other teaching, technical and laboratory staff, administrative staff and students on issues pertaining to gender-based violence and gender equality.
- Formulate policy proposals and action plans for the promotion of gender equality at NKUA.

- Promote collaboration between various institutions and bodies on a national and international level for the implementation of actions for gender equality at the University. More specifically, the Observatory will maintain close collaboration with the Rector’s Office, the NKUA Gender Equality Committee (GEC) and those of other Universities, as well as with civil society and non-governmental organizations (NGOs).
- Showcase and share good practices for the promotion of gender equality at NKUA.
- Offer mediation services to resolve complaints of harassment or unequal treatment at the University.
- Offer assistance, support and guidance to victims of sexual harassment, other forms of gender-based violence and unequal treatment within the University.

### Members of the Observatory

For the achievement of the aforementioned goals we suggest that the Gender Equality Observatory - GEO hires two (2) people with proven knowledge of or professional experience on gender and sexuality issues. We also suggest that two (2) members of the administrative staff of NKUA provide part-time technical and administrative support, and one (1) technician is employed for building and maintaining an effective website. Every School is invited to delegate the collection and organisation of gender disaggregated data across Departments and monitoring and coordination of the implementation of the Observatory’s actions in the specific School to one (1) person or group of people.

### Gender Equality Plan

In the context of its operation, the Observatory will develop and implement an Action Plan for Gender Equality for the period 2022-2026. More specifically, the Observatory will proceed to the implementation of a number of actions and measures on the basis of the key priorities set by Horizon 2022-2026: a) Balance between professional and personal life and organisational culture, b) Gender balance in leadership and decision-making positions, c) Gender equitable recruitment and career development, d) Integration of the gender dimension into teaching and research, e) Measures against gender-based violence. The following table delineates the key priorities on the basis of specific goals and objectives, suggests specific measures and actions for their implementation, sets an implementation timeframe for each target, identifies stakeholders and sets indicators to monitor progress.

Priority areas	Objectives	Measures - Actions	Target groups	Timeframe	Responsibility for implementation	Indicators
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<b>1. Work-life balance and organisational culture</b>	1.1 Promoting structures to support gender equality	Formation of a Gender Equality Committee in each School	Faculty Other teaching, technical, and laboratory staff  Administrative staff  Students	2022	Schools  Gender Equality Observatory  Rector's Office	
	1.1 Promoting structures to support gender equality	Review of administrative documents and generally of every University text and image on the basis of non-discrimination regarding gender and sexual orientation Promotion of non-sexist use of language	Faculty  Other teaching, technical, and laboratory staff  Administrative staff  Research collaborators  Students	2022-2026	GEC  Gender Equality Observatory  Rector's Office Senate  Directorate of Administrative Affairs  Directorate of Education and Research  Schools	Non-sexist use of language and imagery in all University documents, paperwork and digital material
	1.2 Promoting gender equality in the University's culture, procedures and practices (Documentation - Evaluation)	Collection of quantitative and qualitative data by gender across Schools and Departments, analysis and drafting of annual reports	Faculty  Other teaching, technical, and laboratory staff  Administrative staff  Research collaborators  Students	2022-2026	Gender Equality Observatory  GEC  Rector's Office Directorate of Planning and Organisation  Directorate of Administrative Affairs  Directorate of Technical Services  Quality	Publication of annual reports



					Assurance Unit (MODIP) Special Account for Research Grants (SARG) Faculty/Department Secretariats	
	1.2 Promoting gender equality in the University's culture, procedures and practices (Documentation - Evaluation)	Promotion of training initiatives for faculty, other teaching, technical, laboratory staff and administrative staff regarding gender equality	Faculty Other teaching, technical and laboratory staff Administrative staff Students University clinics staff Patients in University Clinics	2022-2026	Gender Equality Observatory GEC Rector's Office Schools Civil society groups	Implementation and documentation of training, one-day conferences, seminars and creation of audio-visual and printed/digital material
	1.2 Promoting gender equality in the University's culture, procedures and practices (Prevention)	Formulation of a Code of Conduct regarding gender (Gender Policy Code of Conduct), which will be included in future internal University regulations	Faculty staff Other teaching, technical and laboratory staff Administrative staff Research collaborators Students	2022	Gender Equality Observatory GEC Rector's Office Senate Special Account for Research Grants (SARG)	Publication and implementation of the Gender Policy Code of Conduct

	1.3 Promoting work-life balance (Prevention)	Provision for new nurseries and use of childcare centres during participation at scientific meetings	Faculty Other teaching, technical and laboratory staff Administrative staff	2022-2026	Gender Equality Observatory Rector's Office Property Development and Management Company of NKUA (PDMC)	Childcare centres including creative activities for children of all ages
	1.3 Promoting work-life balance (Prevention)	Provision of care facilities and services for dependent family members during participation at scientific meetings	Faculty Other teaching, technical and laboratory staff	2022-2026	Gender Equality Observatory Rector's Office (Collaboration with external bodies)	Care facilities for family dependent members
	<b>2. Gender balance in leadership and decision-making</b>	2.1 Promoting actions that encourage women's participation in positions of responsibility (Documentation - Evaluation)	Collection of quantitative and qualitative data by gender in positions of responsibility (e.g. Directors of clinics, Divisions, Laboratories, Master's programmes, Department Heads, Schools, Central	Faculty Other teaching, technical and laboratory staff Administrative staff	2022-2026	Gender Equality Observatory Directorate of Planning and Organisation of NKUA

		Administration)				
	2.1 Promoting actions that encourage women's participation in positions of responsibility (Prevention)	Guidelines and incentives aiming at women's participation in administrative bodies	Selection committee member, electoral bodies, candidates	2022-2026	Rector's Office Gender Equality Observatory GEC Schools	Actions for encouraging female participation, information campaigns
<b>3. Gender equality in recruitment and career progression</b>	3.1 Promoting procedures that enhance and support the recruitment and professional development of women, in line with academic excellence criteria	Dissemination of good practices in collaboration with foreign universities	Faculty at early stages of their career, researchers, PhD candidates, students	2022-2026	Rector's Office Gender Equality Observatory GEC Directorate of Public, International Relations and History	Seminars, one-day conferences in collaboration with foreign universities
	3.1 Promoting procedures that encourage and support the recruitment and professional development of women in line with academic excellence criteria	Promotion of seminars on women's empowerment and mentoring of female researchers	PhD candidates Research collaborators and teaching staff Postdoctoral researchers	2022-2026	Rector's Office Gender Equality Observatory Special Account for Research Grants (SARG) Civil society groups	Empowerment seminars and creation of digital and printed material
	3.1 Promoting procedures that encourage and support the recruitment and	Promotion of women's research and actions for dissemination of research results	Faculty PhD candidates Postdoctoral	2022-2026	Gender Equality Observatory GEC	Documentation of research projects led by women

	professional development of women in line with academic excellence criteria	(e.g. press release and actions for research publicity)	researchers		Special Account for Research Grants (SARG) Schools Departments	and publication of annual report
<b>4. Integration of the gender dimension into research and teaching content</b>	4.1 Integration of gender and sexuality into teaching content and curricula	Collection, organisation and documentation of data on the inclusion of the dimension of gender and sexuality in University curricula, modules and research programmes	Faculty Other teaching, technical and laboratory staff Students	2022-2026	Gender Equality Observatory GEC Rector's Office Directorate of Education and Research Special Account for Research Grants (SARG) Schools Departments	Annual reports
	4.1 Integration of gender and sexuality into teaching content and curricula	Promotion of integration of the gender dimension into all sciences	Faculty Other teaching, technical and laboratory staff Students	2022-2026	Gender Equality Observatory GEC Rector's Office Schools	Gender awareness-raising actions for all stakeholders and annual reports
	4.1 Integration of gender and sexuality into teaching content and curricula	Promotion of interdisciplinary modules on gender	Faculty Other teaching, technical and laboratory staff	2022-2026	Gender Equality Observatory GEC Rector's Office	Annual reports

			Students		Schools School Training Committees (if applicable) Publishing houses	
	4.2 Integration of gender and sexuality into research	Establishment of undergraduate and postgraduate dissertation and doctoral thesis awards on gender studies and sexuality	Faculty Research collaborators Students Master students PhD candidates Postdoctoral researchers	2022-2026	GEC Gender Equality Observatory Rector's Office Schools Funding Office - Property Development and Management Company of NKUA (PDMC) Directorate of Endowments	Annual report of awards
	4.2 Integration of gender and sexuality into research	PhD and postdoctoral scholarships on gender and gender equality.	Faculty Research collaborators Students Master's students PhD candidates	2022-2026	GEC Gender Equality Observatory Rector's Office Schools Funding Office - Property Development and Management Company of NKUA (PDMC) Special	Annual report of scholarships

					Account for Research Grants (SARG) Directorate of Endowments	
	4.2 Integration of gender and sexuality into research	Call for tenure track positions in gender studies and sexuality	Faculty candidates	2022-2026	GEC Gender Equality Observatory Rector's Office Schools	Annual report of calls
	4.2 Integration of gender and sexuality into research	Call for research proposals on gender studies and sexuality	Faculty Research collaborators Students Master's students PhD candidates Postdoctoral researchers	2022-2026	GEC Gender Equality Observatory Rector's Office Special Account for Research Grants (SARG) Funding Office - Property Development and Management Company of NKUA (PDMC) Schools	Annual report of calls
	5.1 Promoting awareness-raising actions and prevention of gender-based violence	Seminars on gender-based violence	Faculty Other teaching, technical and laboratory staff Administrati	2022-2025	Gender Equality Observatory GEC Rector's Office Schools Civil society	Publication of annual reports

<b>5. Measures against gender-based violence and sexual harassment</b>			ve staff Research collaborators Students Workers in NKUA Clinics		Student Associations	
	5.1 Promoting awareness-raising actions and prevention of gender-based violence	Drafting a Code of Conduct on Sexual Harassment and other forms of gender-based violence	Faculty Other teaching, technical and laboratory staff Administrative staff Research collaborators Students Workers in NKUA Clinics	2022-25	Gender Equality Observatory GEC Rector's Office Senate Civil society	Drafting and dissemination of a Code of Conduct on Sexual Harassment and other forms of gender-based violence
	5.1 Promoting awareness-raising actions and prevention of gender-based violence	Developing and disseminating awareness-raising material regarding gender-based violence (leaflets, spots, campaigns)	Faculty Other teaching, technical and laboratory staff Administrative staff Research collaborators Students	2022-25	Gender Equality Observatory GEC Rector's Office Schools Civil society Student Associations Student Ombudsman	Publication and documentation of material
	5.2 Promoting guidance on handling incidents	Setting up an SOS helpline for the support and	Faculty Other	2025-2026	Gender Equality	Publication of annual

	of gender-based violence	guidance of victims of gender-based violence	teaching, technical and laboratory staff  Administrative staff    Students		Observatory  GEC  Rector's Office  Schools  Civil society  Student Associations  Student Ombudsman	reports
	5.2 Promoting guidance on handling incidents of gender-based violence	Developing procedures for reporting incidents of gender-based violence and for the prosecution of perpetrators, while creating a safe environment for all stakeholders	Faculty  Other teaching, technical and laboratory staff  Administrative staff  Research collaborators  Students  Workers in NKUA clinics	2025-26	Gender Equality Observatory  GEC  Rector's Office  Schools  Civil society  Students Associations  Student Ombudsman	Publication, dissemination and documentation of procedures

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