Plan for Equality, Equity and Diversity

2021-2025

Title: Plan for Equality, Equity and Diversity 2021-2025

Authors: Teresa Carvalho, Sara Diogo, Sónia Cardoso, Pedro Luís Silva, Bruno Vilhena

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Table of Contents

Message of the Board

The CIPES Plan for Equality, Equity and Diversity 2021-2025 reflects the Centre's commitment to promoting processes and structures that aim to contribute to the construction and consolidation of equality and cohesion within the framework of its activities and organisation. It is a matter of simultaneously taking on diversity as an added value for the Centre as an organisation, as an enabler and enhancer of research itself in the social and human sciences, and, *a fortiori*, of research on higher education policies. The study of the structures and processes of the transformation of higher education, the analysis of the multiple social and economic impacts of higher education systems and institutions, and the analysis of their effects on the equality, equity and diversity of the teams involved (students, academics, researchers, technical support staff, institutional leaders and external representatives) are, undoubtedly, enriched by the plurality of stances that build this research.

The objectives of this Plan seek to promote and reflect an organisational culture of social responsibility based on inclusion. Thus, the promotion of an inclusive organisational culture, namely through the balance in decision-making processes and bodies, and the integration of the gender dimension in research, ensuring non-discrimination based on gender or other diversity, as well as the promotion of balance between the work and personal life of all workers, are a clear commitment of the CIPES Board. While the concern with gender equality is transversal to all the alignment of the Centre, so is the involvement with the other dimensions of social and cultural diversity. The assumption is that creativity and innovation are promoted by diversity and enhanced by its immersion in the organisation's culture.

Within the framework of the Goals for Sustainable Development – 2030, the priorities of the European Union and the Agenda 2030 (Portugal) that have been framing CIPES' options, objectives and activities, this Plan seeks to be a mainstay of the Centre's contribution to the development, cohesion and social justice within its sphere of action. The attainment of the objectives set out in this Plan is, therefore, an institutional commitment of the Centre's Board.

The Board of Directors

Centre for Research in Higher Education Policies

Matosinhos, November 2021

Introduction

CIPES is a research unit that aims to produce and disseminate knowledge on higher education. It seeks to do so in close collaboration with key stakeholders in the higher education system. Accordingly, the work carried out at the Centre is disseminated in institutions and scientific networks to be assessed by peers and among different audiences who may benefit from ongoing research in higher education and, therefore, obtain a more informed view on the main developments in the sector. The aim of producing and disseminating knowledge on higher education policies is carried out both at the national and international levels.

CIPES is an association established in 1998 by the University of Porto and the University of Aveiro. The CIPES research team is associated with a wide range of institutions that include the above-mentioned ones but also the University of Minho, the Polytechnic Institutes of Bragança and Leiria, the Catholic University, the Lusófona University, the Portuguese Institute of Administration and Marketing, the Organisation for Economic Co-operation and Development (OECD) and the Higher Education Assessment and Accreditation Agency (A3ES). The preparation of this Plan for Equality, Equity and Diversity is in line with the requirements and recommendations of some supranational bodies, such as the United Nations (Sustainable Development Goals of the 2030 Agenda), the European Commission (Horizon Europe), or the European Research Area. At the national level, it should be noted its alignment with the National Strategy for Equality and Non-Discrimination 2018-2030 – Portugal + Equal (ENIND), published in May 2018 through the Resolution of the Council of Ministers No 61/ 2018, and that this plan also intends to articulate with the existing gender equality plans at the Universities of Aveiro and Porto.

The definition of this plan is based on some basic concepts, namely:

1. **Inclusion** – promotion of an inclusive culture, shared by the entire community, based on the respect for dignity, equality, the right to be different and the fight against stereotypes and discrimination, harassment or any form of violence.

2. **Diversity** – integration and fruitful coexistence and mutual respect between different cultures and acceptance of cultural, religious, individual and ideological diversity; assumption of ongoing training to raise awareness of respect for diversity, enshrining it in knowledge production and transfer.

3. **Equality** – promotion of processes and conditions that ensure the same opportunities for access and effective fruition of rights, in the different areas of action.

4. **Gender equity** – promotion, in institutional practices and policies, of a balanced representation of gender in the different mission pillars and axes, at the most diverse levels, namely, the scientific and decision-making ones.

5. **Sex** – regards the biological features that define a human being as a woman or a man. These sets of biological features are not mutually exclusive, inasmuch that there are individuals who have both (EIGE, 2021).

6. **Gender** – traditionally, the word "gender" was associated with the distinction between women/men and girls/boys, corresponding to the roles, attributes, behaviours and social opportunities associated with each. Currently, there is consensus in the scientific community on the possibility that gender diversity integrates the existence of other human variations, including sex, sexuality, age, social status, etc. (GenPort, 2021).

In this sense, this plan follows the recommendations of the 2019-2023 National Strategic Plan for Equality and Inclusion, aiming to promote an active, informed, inclusive and socially responsible citizenship, through the preservation of the right to have rights, the respect for dignity, equality, and the right to be different, so that its members can reach their potential, in a collective formulation of common goals.

Thus, the Plan for Equality, Equity and Diversity 2021-2025 is based on an intersectional and integration approach and seeks to prevent and eliminate gender inequalities and/or others, through cultural and structural change. The adoption and implementation of the Plan for Equality, Equity and Diversity for the period 2021-2025 (re)affirm, reinforce and expand CIPES' commitment to equality, diversity and inclusion while calling on the entire community to get actively involved in building a more just, egalitarian and cohesive – civil and scientific – society.

Starting point: Diagnosis and analysis

This section puts forth an overview of CIPES, its members and teams, as well as the research projects. The research carried out takes place at the intersection between the three main lines of research that make up the Centre: Policies at the System Level (PSL), Institutional and Organisational Analysis (IOA) and Economic and Social Relevance of Higher Education (ESRHE). Notwithstanding the organisation around these three main lines of research, there is an intense interaction between them and their respective research teams and projects. This interaction means that each line of research is based on – and articulates significantly with – the others through the sharing of the processes and results of its activity, contributing to stimulating a rich and innovative intellectual environment.

Policies at the System Level (PSL)

The central objective of this line of research is critically analysing higher education policies, their development and their effects in different contexts. Taking on a perspective of analysis at multiple levels, PSL encompasses studies of higher education reforms, both at the system and institutional levels. The influence of higher education governance and management narratives, alongside the reshaping of its structures and processes, is also a privileged focus of attention. The relationships between governance and management and between the transnational, European, national and institutional levels in shaping higher education policies have therefore become objects of analysis, accounting for the transformations of higher education in Portugal and Europe.

Institutional and Organisational Analysis (IOA)

This line carries out research at the specific level of higher education institutions, their structures, processes and organisational practices, and institutional actors. This context includes the analyses of how policies are perceived and implemented at the institutional level, how they shape organisational configurations, governance and management, structures and processes, quality assurance and improvement, academic work, gender relationships in the academy and the practices of the various institutional actors.

Economic and Social Relevance of Higher Education (ESRHE)

The ESRHE line focuses on the analysis of the dimensions of higher education systems and institutions and their relationship with the environment in which they operate, and their multiple impacts. The work of this line of research has led to the development of different research projects centred on topics such as the analysis of the role of the private sectors in the massification of the higher education systems; the identification of substantial efficiency and equity issues associated with the current funding situation in Portuguese higher education; the exploration of issues related to efficiency and effectiveness in the Portuguese higher education system, namely the analysis of factors likely to explain the differences identified in the performance of its institutions; the evaluation of the effects of the human capital investment program on the current perceptions of the higher education roles, namely in terms of the transition of graduates to the labour market, and also the valuation of knowledge and innovation at the local and regional levels.

The human resources associated with CIPES have different typologies, namely:

- 'Scholarship holders' and/or 'Students' – regards the members of the group of students enrolled in a study cycle at any partner university or polytechnic institute who are carrying out unpaid research activities within the scope of their study cycle (that is, carrying out work leading to degrees in 1st, 2nd or 3rd cycle study programmes), or who have been awarded a grant to carry out research activities within the scope of a research project or planned CIPES activity;

- 'Collaborating Researchers' – concerns the members of the research team who belong to CIPES research groups or more than one R&D unit and who may or may not hold a doctoral degree, including post-doctoral members of the research group. These team members collaborate with CIPES, but they are not required the degree of dedication and involvement of the members belonging to the 'Integrated Investigators' team;

- 'Integrated Researchers' – regards the members of the research team with a doctoral degree, with a contract or bond with a Portuguese institution and who devote a minimum of 20% of their working time to research activities; they are only 'Integrated Researchers' at CIPES and may be collaborators in other R&D units;

- 'Technical and Administrative Staff' – concerns CIPES staff members who perform tasks of an administrative and technical nature (human resources, travel, purchases, treasury, accounting, maintenance and infrastructure).

CIPES has a team of 51 people from various Portuguese and foreign universities, including technical and administrative staff. 63% are women, and 37% are men. Table 1 depicts the distribution of CIPES members by sex, broken down by the type of function they perform.

Table 1. CIPES members, by sex and type of function

| Type of function	Male	Female	Total	% Male	% Female
'Scholarship holders'/'Students'	4	6	**10**	40%	60%
'Collaborating Researchers'	9	12	**21**	43%	57%
'Integrated Researchers'	6	11	**17**	35%	65%
Technical and Administrative Staff	-	3	**3**	0%	100%
TOTAL	**19**	**32**	**51**	**37%**	**63%**

Table 1 reveals that all types of existing functions in CIPES are composed of a majority of female elements, and the data allow observing the same trend of distribution of members by sex of the general population. Indeed, in all categories, around 60% of the research staff at CIPES are female, while the remaining around 40% are male.

Figure 2 shows the breakdown by sex of 'Researchers' according to the percentage of dedication to the research unit. Although there is an equitable distribution of the number of men and women researchers with a percentage of dedication to the research unit of up to 33%, when this percentage increases, women predominate (nine out of 12 with dedication between 33% and 66% and nine out of 13 of the research team members who have dedication between 66% and 100%).
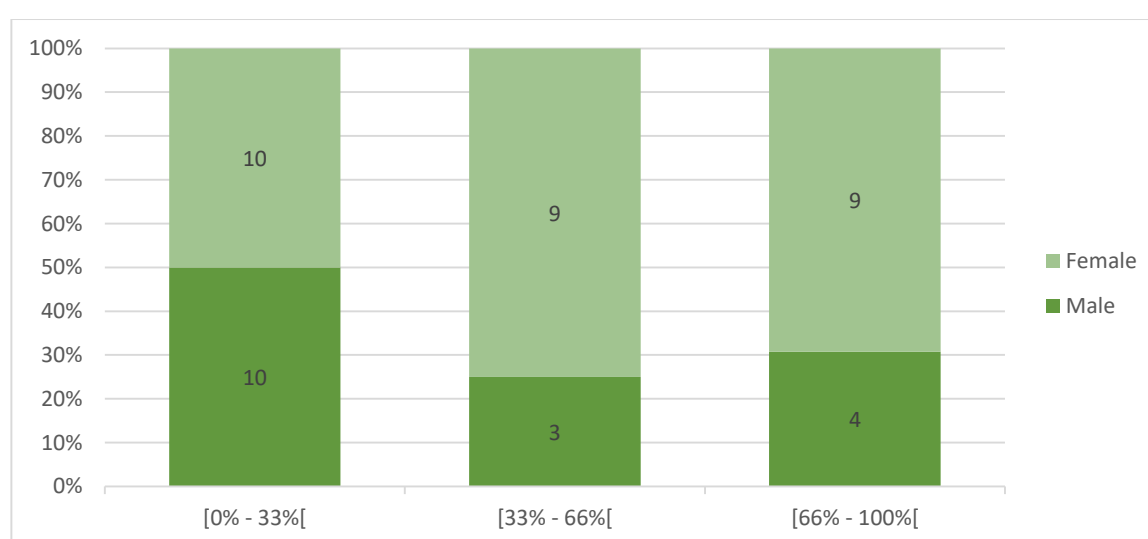
Figure 1. CIPES 'Researchers' broken down by percentage of dedication to the research unit and by sex

Figure 2 is based on the analysis of all the projects in which CIPES has already participated, as the lead entity or partner, since its establishment (based on the information available on the Research Centre website, complemented with information made available by members of the 'Integrated Investigators' group), and also on the analysis of the distribution of its teams by sex.
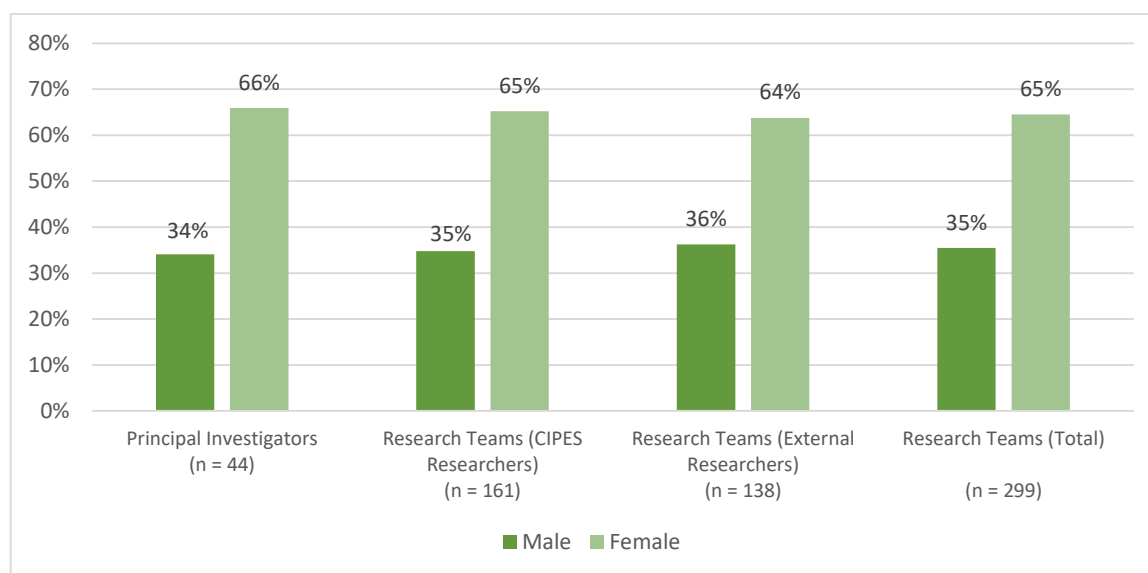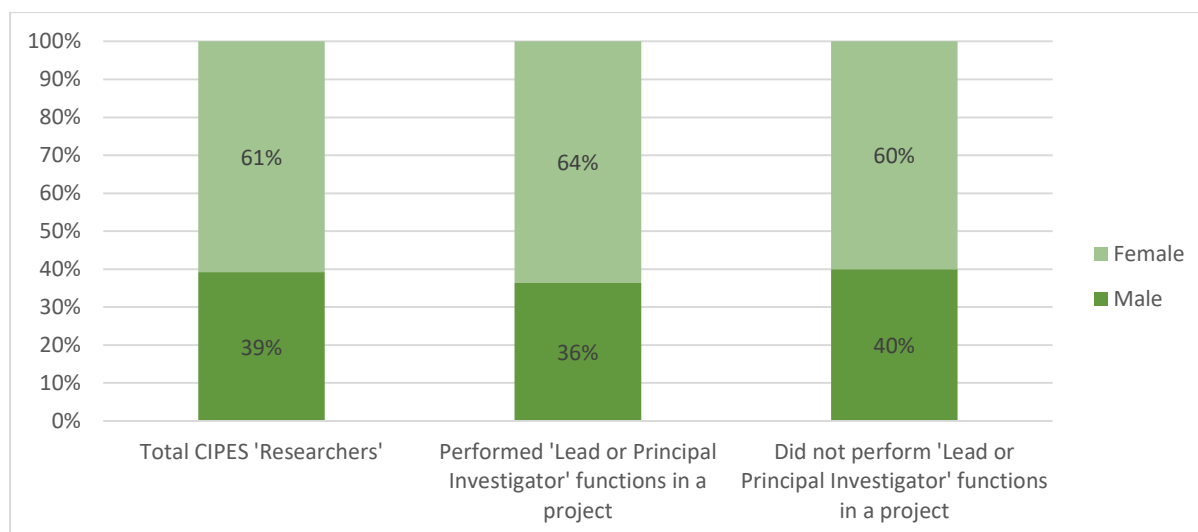

Figure 2. Composition of research teams by sex

For a total of 37 research projects, accounted from 2002 to 2021, the analysis of the composition of the (Co)Principal Investigators (n = 44) shows that almost two-thirds were female (n = 29), and only 34% of them were male (n = 15). Concerning the total distribution by sex of these projects' research teams (n = 299), more than 65% of the research team members were also female (n = 193), with this distribution being practically equal among the research team members that were part of CIPES and those who were external to CIPES, whereas the remaining 36% of the research team members were male (n = 106). Analysing this gender distribution in the research projects, we can see that it follows, and is very close to, the gender distribution of the members of the Research Centre, as depicted in Table 1, indicating a balance vis-a-vis the general composition of CIPES.

The same conclusion may be drawn when the analysis focuses on the CIPES elements that have already performed, or co-performed, leadership or coordination roles ('Responsible or Principal Investigator') in projects developed by the Research Centre. Of the total number of CIPES members assigned to research, a quarter has already developed activities as

'Responsible or Principal Investigator' of scientific projects, and, of these, the majority were female (about 64%), and the remaining 36% were male, as can be seen in Figure 3 below.

Figure 3. CIPES elements assigned to research who performed PI functions in projects, by sex

The tendency towards some imbalance in the distribution of research team members, with a higher presence of women, is to be expected if we consider the fact that the proportion of women holding a PhD has been increasing in the country, being, in 2016, 53.3% of the number of theses completed or recognised in Portugal (Cardoso et al., 2022). On the other hand, although the natural sciences were the preferred area for women holding a PhD until 2006, since then, this area has been replaced by the social sciences (Cardoso et al., 2022).

The persistence of the phenomenon of vertical segregation is widely acknowledged in the literature, with women having a lower participation in top career positions, as well as in government bodies and in decision-making processes (Carvalho & Machado, 2011; Diogo et al., 2020; O'Connor et al., 2015). Aware of this trend, the composition of the governing bodies of CIPES was analysed, namely the direction and the director. Since its founding in 1998, the role of the director has been held by a male element. The Board of Directors is currently composed of five members, all proposed and approved by the General Assembly, under the proposal of the Scientific Board (composed of all members of the research team holding a PhD who develop their work at CIPES). The analysis of the constitution of the CIPES Board of Directors by sex reveals the existence of a structure that may be considered equal, with three women and two men (one of them being the Director of CIPES).

Strategic Objectives of the Plan

Based on the diagnosis presented, the actions defined in this plan of for equality, equity and diversity have a broader nature that does not isolate the gender variable as the only aspect of diversity and a potential factor of discrimination. In this sense, the Plan is based on five strategic objectives, broken down into sub-objectives (and these into Actions):

1. Promotion of an inclusive organizational culture

   According to this strategic objective, it is intended to implement a set of actions that lead to the establishment, enhancement and highlight of an inclusive institutional culture within the research unit, increasing awareness of the importance of existing stereotypes and biases related to gender, in the intersection with other relevant variables, and to promote the creation of multicultural and inclusive awareness in CIPES.

   This strategic objective has two sub-objectives: 1. Promote the creation of multicultural and inclusive awareness in the research centre and raise awareness of the importance of stereotypes and unconscious biases; and 2. Incorporate the inclusive dimension into the institutional culture and highlight its promotion and dissemination.

2. Work-life balance

   With this strategic objective, it is intended to redefine working conditions to improve work-life relationships, which also have associated a strong gender component.

   This strategic objective has a sub-objective: 1. Redefine working conditions to improve work-life relationships.

3. Balance in decision-making processes and bodies

   Regarding this specific objective, it is intended to ensure gender equality and diversity in decision-making processes and to address and include these dimensions in decision-making processes. Simultaneously, it is intended that such inclusion be monitored, with a regular analysis of the evolution of the inclusive composition of CIPES bodies.

   This strategic objective is divided into four sub-objectives: 1. Ensure gender equality in decision-making processes; 2. Foster professional development practices; 3. Monitor the evolution of the inclusive composition of decision-making bodies; and 4. Include the gender and diversity dimensions in the institutional decision-making processes.

4. Integration of the gender dimension in research

   This strategic objective is based on raising awareness of the importance of developing actions aimed at integrating the gender perspective into CIPES plans, projects and research practices.

   This strategic objective includes a sub-objective: 1. Integrate the gender perspective into research plans, projects, and practices.

5. Preventing and fighting violence and discrimination based on gender

   With this last strategic objective in mind, efforts will be made to implement actions aimed at preventing any type of discrimination, harassment and/or violence in the research centre, ensuring an organisational environment based on respect for the integrity and dignity of all CIPES members.

   This strategic objective is divided into three sub-objectives: 1. Prevent discrimination and fight different types of harassment and violence at all levels (sexual, sexist, moral); 2. Disseminate the Code of Conduct for gender diversity and equality; and 3. Ensure an organisational environment based on respect for the integrity and dignity of the people who study, research and work at CIPES.

STRATEGIC OBJECTIVE 1 – Promotion of an inclusive organizational culture							
Sub-objectives	Name of the action	Target audience	Actors involved	Responsible for the implementation	Scheduling (start and end date)	Expected results (output/outcome)	Monitoring and assessment
1. Promote the creation of multicultural and inclusive awareness in the research centre and raise awareness of the importance of stereotypes and unconscious biases	**Action 1** Actions of awareness and debate on equality and inclusion	CIPES members	Research teams in the area of gender and equality	Board of Directors	Once a year	Increase in gender awareness	Number of participants in each action
	Action 2 Monitor and disseminate all norms and recommendations issued by entities with responsibility for promoting equality and inclusion	CIPES members	Administrative staff	Board of Directors	Whenever new legislation emerges	Dissemination of legislation on equality and diversity	Number of updates and disseminations on CIPES webpage
	Action 3 Exchange of good practices with other research centres and other national and/or international HEIs	Stakeholders	Research teams in the area of gender	Board of Directors	Once a year	Ensure the implementation of the known best practices	Monitoring and number of updates of plan actions
	Action 4 Promoting the inclusive participation of actors in events organised by CIPES (e.g., gender balance; ensuring accessibility conditions)	CIPES members and stakeholders	All CIPES members	Board of Directors	Whenever CIPES organises events	Promote equal opportunities	Number of events with inclusive participation (number of participants with different features)

2. Incorporate the inclusive dimension into the institutional culture and highlight its promotion and dissemination	**Action 5** Inclusion of data disaggregated by variables of diversity (sex, age, etc.) in institutional information and documents, complying with data protection regulations	General public	Administrative staff	Board of Directors	One every four years	Create evidence of potential inequalities	Number of documents with gender-disaggregated data
	Action 7 Commit CIPES governing bodies to take on an active commitment to promoting an inclusive culture	Board of Directors	Board of Directors and members of the various governing bodies	Board of Directors	During the period of implementation of the plan	Increase the commitment to inclusive culture	Actions of inclusion developed by the Board of Directors
	Action 8 Dissemination and promotional actions of the Plan for Equality, Equity and Diversity within the CIPES community and its public	CIPES members and general public	Administrative staff	Board of Directors	During the period of implementation of the plan	Give visibility to the plan	Number of views on CIPES webpage

STRATEGIC OBJECTIVE 2 – Work-life balance							
Sub-objectives	**Name of the action**	**Target audience**	**Actors involved**	**Responsible for the implementation**	**Scheduling (start and end date)**	**Expected results (output/outcome)**	**Monitoring and assessment**
1. Redefine working conditions to improve work-life relationships	**Action 1** Adopt the good reconciliation practices identified in the Portuguese standard (NP 4552:2016l) in CIPES	CIPES members	Administrative staff	Board of Directors	2.º ano de implementação do plano	Promover um ambiente de trabalho equilibrado	Número de ações implementadas para promover o equilíbrio
	Action 2 Listening to the needs of the CIPES community regarding work-life balance	CIPES members	Administrative staff	Board of Directors	Once a year	Know the specific reality of CIPES	Implementation of a questionnaire

STRATEGIC OBJECTIVE 3 – Balance in decision-making processes and bodies							
Sub-objectives	Name of the action	Target audience	Actors involved	Responsible for the implementation	Scheduling (start and end date)	Expected results (output/outcome)	Monitoring and assessment
1. Ensure gender equality in decision-making processes	**Action 1** Ensure gender balance in recruitment, evaluation and selection committees	CIPES members	Research team and administrative staff	Board of Directors	In all situations of recruitment and promotion	Avoid bias in processes of recruitment and promotion	Number of gender-balanced juries
2. Foster professional development practices	**Action 2** Counselling and monitoring in the preparation of individual plans of professional development	CIPES members	Research team and administrative staff	Board of Directors	Once a year	Create conditions that enhance career progression with equal opportunities	Number of counselling and follow-up actions
3. Monitor the evolution of the inclusive composition of decision-making bodies	**Action 3** Update of report/analysis of the composition of decision-making bodies in terms of gender	CIPES research team	Research team and administrative staff	Board of Directors	Once a year	Maintain equity in participation in decision-making bodies	Analysis of the bodies' composition
4. Include the gender and diversity dimensions in the institutional decision-making processes	**Action 4** Inclusion of the theme of gender inequality and diversity in the training offered to all people with an employment contract with the institution	CIPES members	Research team and administrative staff	Board of Directors	Once a year	Raise awareness of the gender impact of decisions	

STRATEGIC OBJECTIVE 4 – Integration of the gender dimension in research							
Sub-objectives	Name of the action	Target audience	Actors involved	Responsible for the implementation	Scheduling (start and end date)	Expected results (output/outcome)	Monitoring and assessment
1. Integrate the gender perspective into research plans, projects, and practices	Action 1 Actions of awareness on the inclusion of the gender and diversity dimensions in research proposals and projects	CIPES members	Research team	PI of projects	Once a year	Increase the integration of the gender dimension in research carried out at CIPES	Number of actions of awareness
	Action 2 Ensure the existence or maintenance of gender-balanced research teams	CIPES members	Research team	PI of projects	Whenever research teams are constituted	Increase the number of gender-balanced teams	Number of gender-balanced teams

STRATEGIC OBJECTIVE 5 – Preventing and fighting violence and discrimination based on gender							
Sub-objectives	Name of the action	Target audience	Actors involved	Responsible for the implementation	Scheduling (start and end date)	Expected results (output/outcome)	Monitoring and assessment
1. Prevent discrimination and fight different types of harassment and violence at all levels (sexual, sexist, moral)	**Action 1** Actions to disseminate information and raise awareness to prevent and fight harassment (moral, psychological and sexual) and discrimination	CIPES members and stakeholders	Research team and administrative staff	Board of Directors	Once a year	Raise awareness of the various forms of harassment and the need to prevent and fight it	Number of actions of dissemination
	Action 2 In case of situations of discrimination, harassment, or other forms of (gender) violence in the workplace, establish a route that refers to the complaint mechanisms existing in the universities that are part of CIPES (University of Aveiro and University of Porto)	CIPES members and stakeholders	Administrative staff	Board of Directors	During the duration of the project, the process continuing in the following period	Eliminate possible episodes of harassment and violence	Number of uses of the complaint mechanisms
	Action 3 Dissemination of existing complaint procedures and legislation in this regard in the	CIPES members and stakeholders	Administrative staff	Board of Directors	At the beginning of the year and whenever there are changes to procedures	Ensure disavowal of inappropriate behaviour and eliminate possible episodes of	Number of actions of dissemination

						harassment and violence	
2. Disseminate the Code of Conduct for gender diversity and equality	**Action 4** Ensure compliance with the provisions of the codes of conduct of the universities that are part of CIPES	CIPES members and stakeholders	Administrative staff	Board of Directors	At the beginning of the year and whenever there are changes to procedures	Ensure that the entire community is aware of the principles of the codes of conduct	Number of actions of dissemination

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