



## THE GENDER EQUALITY STRATEGY AND THE GENDER EQUALITY PLAN 2022-2025

### “VICTOR BABEȘ” UNIVERSITY OF MEDICINE AND PHARMACY

### STRATEGIA ȘI PLANUL DE IMPLEMENTARE AL EGALITĂȚII DE GEN (2022 – 2025) ÎN UNIVERSITATEA DE MEDICINĂ ȘI FARMACIE “VICTOR BABEȘ” DIN TIMIȘOARA

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## Abbreviations and definitions

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



## Introduction

The Gender Equality (GE) strategy for 2022-2025 was developed by the “Victor Babes” University of Medicine and Pharmacy, Timisoara, on the basis of input from the entire university and takes into account everyone who works and studies at our university. The GE strategy was built on the provisions of the European Charter for researchers and of the Code of Conduct in the process of the recruitment of researchers<sup>1</sup>, 2015-2019, the European Gender Equality Strategy 2020-2025<sup>2</sup> and the Horizon Europe guidance on gender equality plans<sup>3</sup>.

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

Based on the GE strategy, the university developed the GE Plan (GEP) for 2022-2025, with concrete actions and measures, as well as indicators for measuring progress of its implementation and revisions.

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

## I. Review of requirements, policies and case studies

Prior to developing the GE strategy and the GEP, the “Victor Babes” University of Medicine and Pharmacy appointed a working group to conduct a literature review of the existing requirements,

<sup>1</sup> [https://cdn2.euraxess.org/sites/default/files/policy\\_library/ttf\\_goal\\_2\\_results\\_v1.0.pdf](https://cdn2.euraxess.org/sites/default/files/policy_library/ttf_goal_2_results_v1.0.pdf)

<sup>2</sup> [https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy\\_en](https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy_en)

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



policies, recommendations and examples and case studies pertinent to discrimination, inclusiveness, and gender equality, with a special focus on universities and research performing organizations.

The resources used in this literature review study are presented in Annex 3.

## II. Diagnosis (data collection and analysis)

### II.1. Data collection

The following indicators were selected at the “Victor Babes” University of Medicine and Pharmacy as relevant for the discussion on gender equality issues:

- Staff numbers by sex/gender at all levels, by departments and function (including administrative / support staff)
- Numbers of women and men in academic and administrative decision-making positions (e.g. top management team, boards, committees, recruitment and promotion panels);
- Number of female and male students at all levels and for all disciplines

#### 1. Women and men in leadership positions

**Table 1. University management**

	<b>Woman</b>	<b>Man</b>
Senate president		1
Rector		1
Vice Rector for Education		1
Vice Rector for Scientific Research		1
Vice Rector for International Relations	1	
Vice Rector For Academic Development		1



Vice Rector For PhD Studies	1	
Vice Rector For Administrative Tasks		1
Economic Director	1	
General Secretary	1	
<b>TOTAL</b>	<b>4</b>	<b>6</b>

**Table 2. Faculty management**

*(please mark W or M, as appropriate)*

	<b>Dean</b>	<b>Vice Dean</b>	<b>Head of Department</b>	<b>Total women</b>	<b>Total men</b>
Faculty of Medicine	M	2W / 2 M	6W / 10M	8	13
Faculty of Dental Medicine	W	0 W / 2M	2W / 1M	3	3
Faculty of Pharmacy	W	W	2 W / 0 M	4	0
<b>Total men</b>	1	4	11		
<b>Total women</b>	2	3	10		

**Table 3. Other Heads of University structures / units (independent units, other than academic):**

	<b>Woman</b>	<b>Man</b>
General Administrative Director		M
Human Resources Director		M
Payroll and Human Resources Manager	W	
IT Director		M
Communication and Digital Media Manager	W	
Financial and Accounting Director	W	
Financial and Accounting Manager	W	
Technical Director		M



Acquisitions and Public Procurement Manager		M
Technical Manager		M
Transport and Car Park Office Head		M
Social and Administrative Director	W	
Administrative Office Head	W	
Building Security Manager		M
Rector's Chancellor	W	
Library Manager	W	
Entrepreneurship, Website and e-learning platforms administration Manager	W	
Research and Grants Management Office Head	W	
International Relations Manager	W	
Development Director		M
Marketing Manager	W	
University Secretary General	W	
Administrative Secretariat Manager	W	
University Senate Office Manager	W	
Doctoral School Office Manager	W	
Chief Secretary of the Faculty of Medicine	W	
Chief Secretary of the Faculty of Dental Medicine	W	
Chief Secretary of the Faculty of Pharmacy	W	
<b>TOTAL</b>	<b>19</b>	<b>9</b>

## 2. Women and men – academic staff and researchers

**Table 4. Total number of academic staff, per faculty**

	<b>Professor</b>	<b>Associate professor</b>	<b>Lecturer</b>	<b>Assistant</b>	<b>Total women</b>	<b>Total men</b>
Faculty of Medicine	/Total Number Women/ <b>34</b>	/Total Number Women/ <b>61</b>	/Total Number Women/ <b>99</b>	/Total Number Women/ <b>210</b>	<b>404</b>	



	/Total Number Men/ <b>50</b>	/Total Number Men/ <b>37</b>	/Total Number Men/ <b>56</b>	/Total Number Men/ <b>144</b>		<b>287</b>
Faculty of Dental Medicine	/Total Number Women/ <b>9</b>	/Total Number Women/ <b>6</b>	/Total Number Women/ <b>12</b>	/Total Number Women/ <b>35</b>	<b>62</b>	
	/Total Number Men/ <b>2</b>	/Total Number Men/ <b>4</b>	/Total Number Men/ <b>7</b>	/Total Number Men/ <b>26</b>		<b>39</b>
Faculty of Pharmacy	/Total Number Women/ <b>4</b>	/Total Number Women/ <b>15</b>	/Total Number Women/ <b>11</b>	/Total Number Women/ <b>13</b>	<b>43</b>	
	/Total Number Men/ <b>1</b>	/Total Number Men/ <b>5</b>	/Total Number Men/ <b>1</b>	/Total Number Men/ <b>2</b>		<b>9</b>
<b>Total women</b>	<b>47</b>	<b>82</b>	<b>122</b>	<b>258</b>	<b>509</b>	
<b>Total men</b>	<b>53</b>	<b>46</b>	<b>64</b>	<b>172</b>		<b>335</b>

### 3. Women and men – administrative and support services

**Table 5. Total number of women and men in administrative and support services**

*(please consider only total numbers)*

	<b>Women</b>	<b>Men</b>
Office administration support (secretaries)	47	5
IT support services	8	10
Librarians	6	3
Data protection	0	1
Legal Office	1	1





Internal Audit	0	1
Student Career Counseling and Guidance	4	0
Internal prevention and protection service	1	2
Support for Research and Grants Management	6	1
Publishing and printing	5	2
Marketing	2	3
Archive	2	0
Human Resources	6	4
Accounting and Scholarship	12	0
Acquisitions	3	4
Technical workers (Electricians, plumbers, carpenters, etc)	0	17
Drivers	0	6
Cleaning Services	68	1
Building Security	14	33
Building administration	6	5
Teaching Support (laboratory technicians, chemists, biologists, engineers, etc)	51	14
Other	2	1
<b>TOTAL</b>	<b>244</b>	<b>114</b>

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

**Table 6. Total number of women students at all levels (BA, MA, PhD) and all study programmes**

	<b>Total women</b>	<b>Total men</b>
Faculty of Medicine	<b>3611</b>	<b>1358</b>
Faculty of Dental Medicine	<b>727</b>	<b>372</b>
Faculty of Pharmacy	<b>447</b>	<b>91</b>
Master studies	<b>213</b>	<b>41</b>
PhD Studies	<b>425</b>	<b>258</b>



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<b>Total women</b>	<b>5423</b>	
<b>Total men</b>		<b>2120</b>

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

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

## II. 2. Data analysis

We conducted internal analyses of the data collected, and reviews of existing policies addressing gender equality and inclusiveness. The analyses took place in workshops, meetings and working seminars at all levels, with the gender equality function assigned for developing the GEP (please name the exact title) and including the university management, university academic and research staff, representatives of university administrative and support services, and representatives of students. Each and all working groups included even numbers of men and women.

The conclusions of the internal audit were then analyzed in the university Senate, and then communicated to the entire university staff and students.

### Qualitative analysis of data

The qualitative research showed that:

- The university is perceived as a safe place, without gender-violence
- The university is overall perceived as inclusive



The important conclusions of the internal analysis at the university are:

- We need to train and educate our staff and students on gender-equality
- We need to communicate gender relevant actions and measures actively and efficiently
- We need to develop a gender strategy and a GEP for 2022-2025, with clear actions and targets, and responsible persons

### III. GE strategy and GEP

Based on the internal review and the national and European policies and requirements, the university Senate and the Rector committed to developing the university strategy for gender equality for 2022-2025, and the corresponding GEP.

The “Victor Babes” University of Medicine and Pharmacy decided on creating the function of GE officer within each faculty plus one GE delegate in each department (academic and other university departments). The GE officer has a proactive role, and the GE delegates have a consultant role in implementing and monitoring the GE strategy.

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

#### III.1. GE Strategy 2022-2025

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

Area of intervention	Objectives
<b>1. Work-life balance and organisational culture</b>	Promoting integration of work with family and personal life
<b>2. Gender balance in leadership and decision-making</b>	Promoting gender equality in the institutional culture, processes and practice
<b>3. Gender equality in recruitment and career progression</b>	Promoting processes to favor and support gender-sensitive recruitment, career and



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	appointments
<b>4. Integration of the gender dimension into research and teaching content</b>	Promoting a gender and sex perspective in research processes Promoting the integration of a sex and gender perspective in teaching curricula
<b>5. Measures against gender-based violence, including sexual harassment</b>	Raising awareness about the importance of equality issues and strengthening positive attitudes towards diversity

### III.2. GE Plan 2022-2025

The GE Plan at the “Victor Babes” University of Medicine and Pharmacy comprises areas of intervention, objectives, key measures, target audience, timeline, responsible persons, and indicators to measure progress.



## Area 1. Work-life balance and organizational culture

### Objective: Promoting integration of work with family and personal life

Action/Measure	Target	Timeline				Indicator(s)	Responsible
		2022	2023	2024	2025		
1. Availability of policies, procedures, and structures at the university for promoting integration of work with family and personal life	Academic staff, researchers, technical and administrative staff		X	X	X	Policies, procedures, and services for work and personal life integration	Rector, HR VRs, GE officers
2. Implementation of ICT-based systems for enhancing flexibility and improving a better planning of working meetings accordingly to work life balance needs (e.g., management and communications of the meeting schedule/timing)	Academic staff, researchers, technical and administrative staff	X	X	X	X	Standard procedure for ICT-based systems promoting work and personal life integration	Rector, HR VRs, GE officers, IT services
3. Availability of flexible working times arrangements, from part-time to remote working	Academic staff, researchers, technical and administrative staff	X	X	X	X	Policies, procedures, and services for work and personal life integration	Rector, HR VRs, GE officers



## Area 2. Gender balance in leadership and decision-making

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

Action/Measure	Target	Timeline				Indicator(s)	Responsible
		2022	2023	2024	2025		
1. Appointing delegates in departments/faculties/centers, with a proactive or consultant role to be responsible for monitoring and ensuring that workplace procedures and practices respect gender equality	Academic staff, researchers, technical and administrative staff	X	X			Gender equality policy and structures	Rector, HR VRs, GE officers, HoD, GE delegates
2. Routine revision of any text, communication, images, from a gender equality and diversity standing point	Academic staff, researchers, technical and administrative staff, students	X	X	X	X	Policies, procedures and services for work and personal life integration	GE officers, GE delegates
3. Promotion of initiatives to facilitate a widespread gender competence at all levels of the organization with provision of training to staff, teachers, and researchers	Academic staff, researchers, technical and administrative	X	X	X	X	Awareness training on gender equality issues	GE officers, GE delegates



	staff, students						
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### Area 3. Gender equality in recruitment and career progression

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

Action/Measure	Target	Timeline				Indicator(s)	Responsible
		2022	2023	2024	2025		
1. Carrying out gender awareness initiatives, briefings and creating guidelines for gender-sensitive recruitment, career, and appointments	University management	X	X	X	X	Gender awareness initiatives and guidelines	Rector, HR, VRs, GE officers, HoD
2. Disseminate and communicate career good practices - role models for women (scientists, researchers and academics)	Academic staff, researchers, technical and administrative staff, students		X	X	X	Initiatives for raising awareness on female role models  Initiatives for raising awareness on gender diversity in research teams	GE officers, GE delegates, HoD

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

**Objectives:**



- Promoting a gender and sex perspective in research processes

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

Action/Measure	Target	Timeline				Indicator(s)	Responsible
		2022	2023	2024	2025		
1. Internal trainings on the use of sex and gender perspective in research, to foster the acknowledgment of its economic, social and innovation value	Academic staff, researchers, students, scientific community	X	X	X	X	Participation in training seminars on integrating sex/gender analysis methods, by gender and field of research	VR for Research, Academic staff, Researchers, GE officers
2. Development, communication, and implementation of standards for the incorporation of the sex and gender variables into research	Academic staff, researchers, students		X	X	X	Participation in training seminars on integrating sex/gender analysis methods, by gender and field of research  Perception of the gender/sex variables in research contents	VR for Research, Academic staff, Researchers, GE officers





3. Institutional recognition within the university of those dissertations that have taken the gender dimension into account.	Academic staff, researchers, students, scientific community		X	X	X	Awarded Master/PhD Thesis	Rector, VRs, Academic staff, Researchers
4. Disseminate and communicate career good practices - role models for women (scientists, researchers, and academics)	Academic staff, researchers, technical and administrative staff, students		X	X	X	Initiatives for raising awareness on female role models  Initiatives for raising awareness on gender diversity in research teams	GE officers, GE delegates, HoD

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

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

Action/Measure	Target	Timeline				Indicator(s)	Responsible
		2022	2023	2024	2025		
1. Training on discrimination phenomena (including discriminatory language), violence	Academic staff,		X	X	X	Participation in training, per	Rector, HR, VRs, GE



(including that based on prejudice or gender), harassment, and sexual harassment	researchers, technical and administrative staff, students					categories  Skills acquired in relation to identifying and responding to discrimination and violence phenomena	officers
2. Develop internal (university) electronic tool (website/platform) supporting information and education, as well as allowing the reporting of sexual harassment and discrimination	Academic staff, researchers, technical and administrative staff, students	X	X	X	X	Dedicated university website/platform, number of visits, number of real-case situations reported and solved	Rector, VRs, HR, IT services, GE officers
3. Reinforce the Code of Ethics of the university with provisions against gender-based violence, including sexual harassment	Academic staff, researchers, technical and administrative staff, students	X	X	X	X	Initiatives for raising awareness on female role models  Initiatives for raising awareness on gender	Rector, VRs, HR, GE officers



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						diversity in research teams	
4. Awareness campaign highlighting diversity and inclusiveness in the university community and encouraging prevention of discrimination in various areas	Academic staff, researchers, technical and administrative staff, students	X	X	X	X	Awareness campaign	GE officers



#### IV. Monitoring and evaluation of the GEP

The implementation of the GEP at the “Victor Babeș” University of Medicine and Pharmacy, the progress against the GE strategy aims and objectives are regularly assessed, through periodic meetings. The implementation of the GEP will be permanently monitored by the GE functions (officers and delegates) at the university. The GE officers at each faculty together with the GE delegates within each department are responsible with collecting data and input. They will perform a first analysis of the progress of the GEP (against the indicators), gather knowledge and feedback.

The GE functions at the university will conclude findings reports (once a year), which are then presented to the university management (Rector, VRs, Deans) and discussed. These meetings will provide valuable conclusions on the implementation of the GEP. These meetings will also provide comments and recommendations that will enable adjustments and improvements to interventions on the GEP for the following year.

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

After their conclusion and adoption by the university management (Senate, Rector, VRs), the periodic (annual) GE progress report is published on the university website and communicated to the entire academic community.

**Rector,**  
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*Semnătura olografă este aplicată pe varianta originală a documentului care se păstrează în arhiva Senatului universitar. Prezentul act are aceeași forță juridică ca și documentul original.*

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