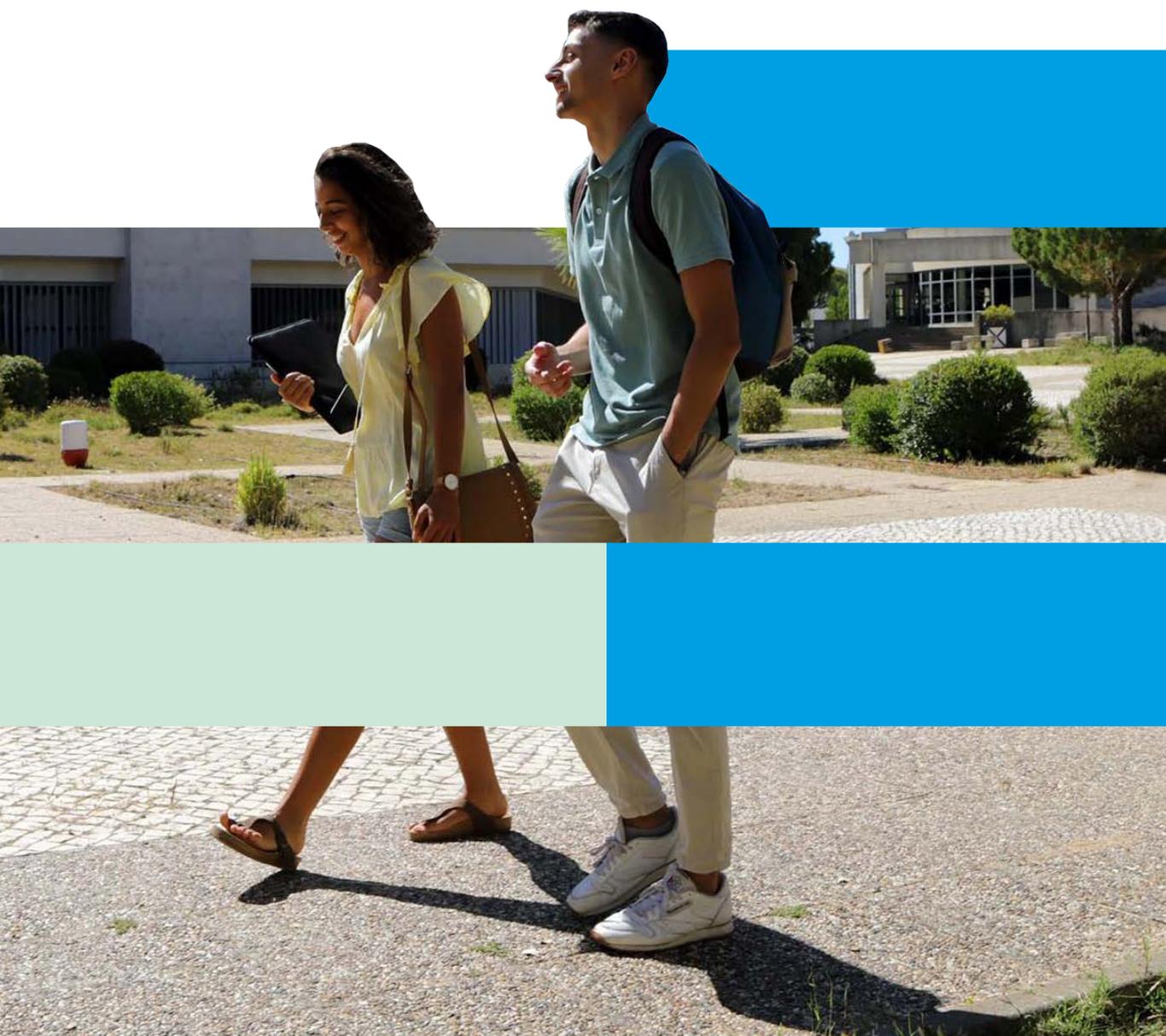


GENDER EQUALITY INCLUSIVITY PLAN UNIVERSITY OF ALGARVE



2nd REPORT

Monitoring PI²Género UAlg



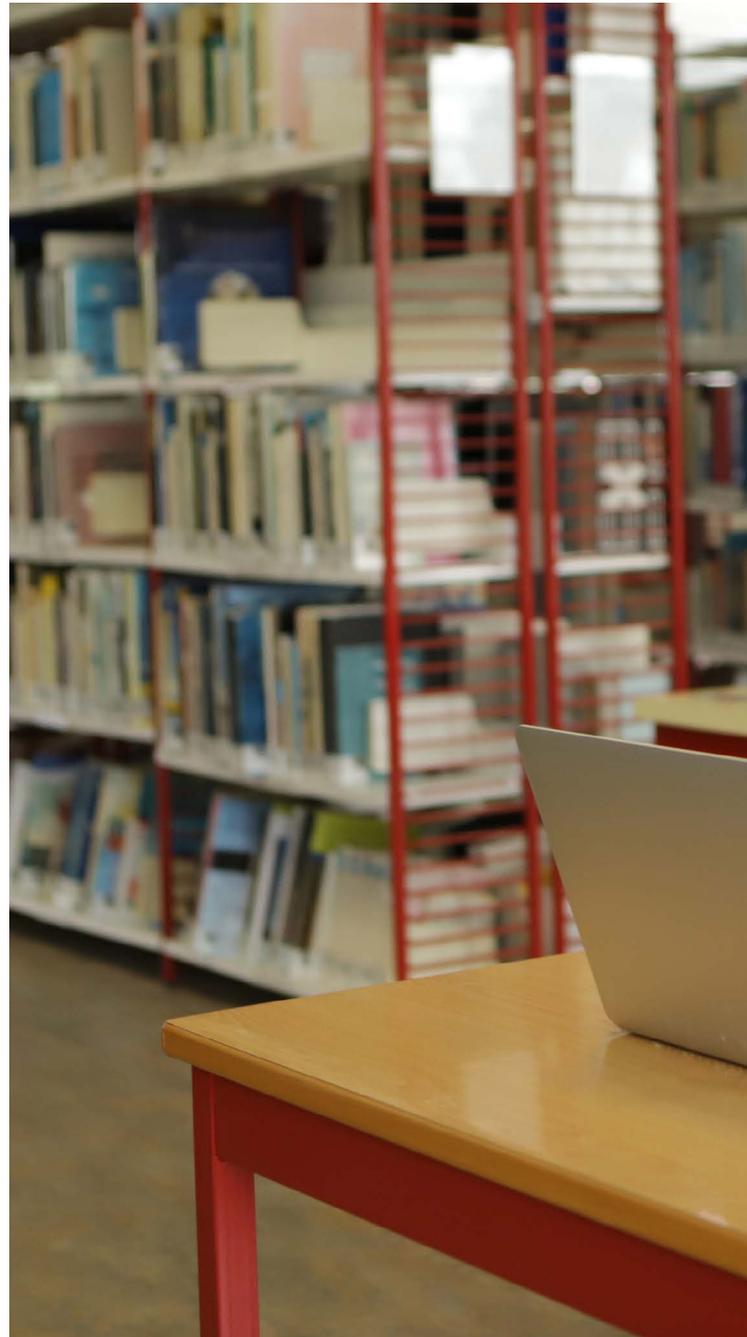
Drafted by the working group convened
for the purpose, as appointed by Order
RT.91/2021, updated by Order RT.76/2023

2023

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2nd REPORT

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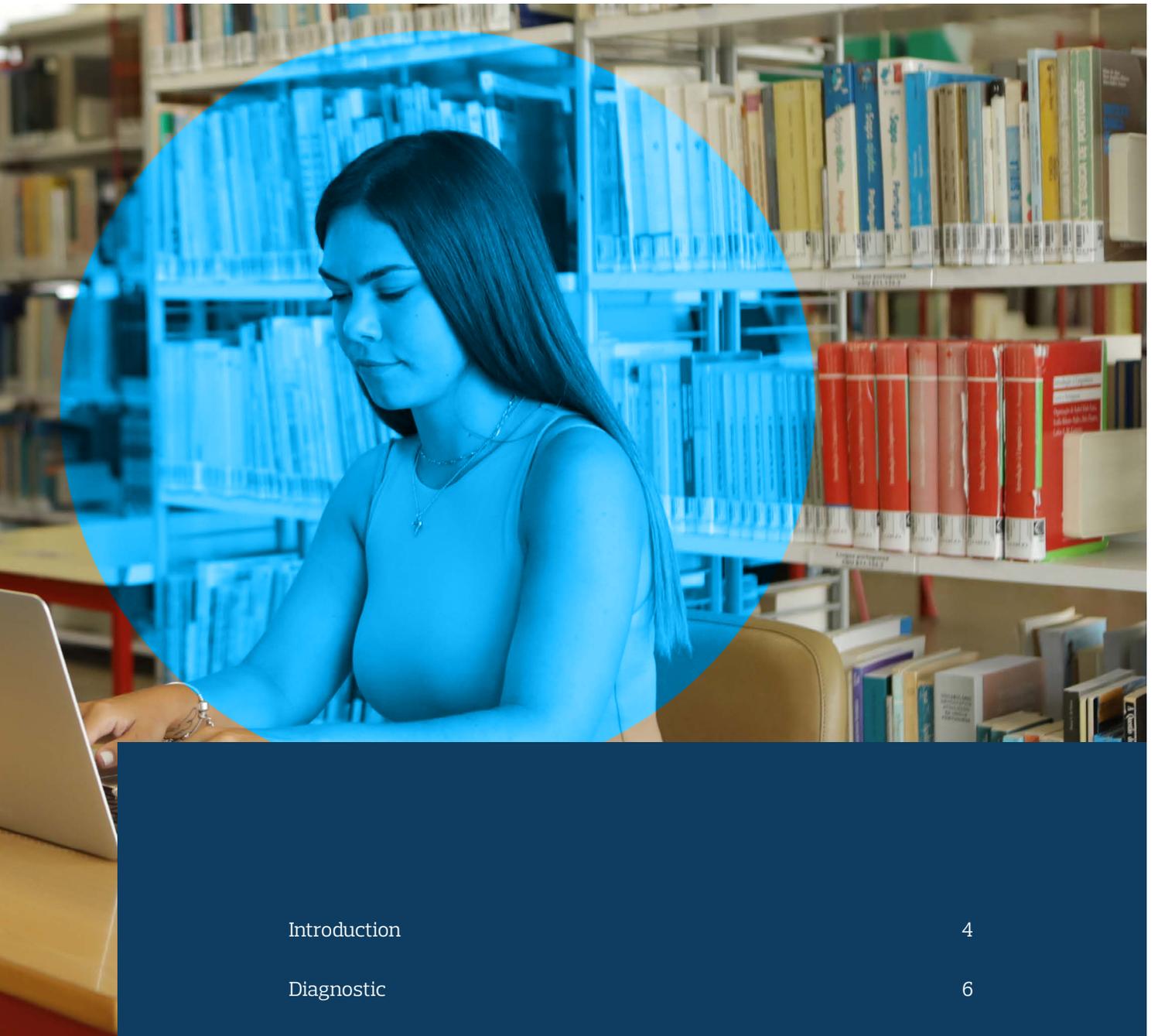


Drafted by the working group convened for the purpose, as appointed by Order RT.91/2021, updated by Order RT.76/2023, composed of the following members:

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*The University of the Algarve (UAlg) is an **institution based on the principles of equality**, contributing to society in the region in which it operates.*

Introduction

The University of Algarve is an institution based on the principle that equality will contribute to a safer, happier, more prosperous, and more STEAM-empowered society in the region within which it operates, striving to be a better place for all and strengthen its resilience to crises, whether environmental, economic, health-related or humanitarian. The continuous monitoring of conditions in the different areas allows for prompt action to be taken that generates well-being in the community as a whole.

The National Strategy for Equality and Non-Discrimination - Portugal+Igual (ENIND), for the period 2023-2026, includes three action plans: Action plan for equality between women and men

(PAIMH), Action plan to prevent and combat violence against women and domestic violence (PAVMVD), Action plan to combat discrimination on the basis of sexual orientation, gender identity and expression, and sexual characteristics (PAOIEC).

Through the publication of its 1st Inclusive Gender Equality Plan (PI²Género UAlg) in 2022, the University of the Algarve (UAlg) also committed to contributing to the implementation of the Portuguese Strategy for Equality and Non-Discrimination, in line with the UN SDGs for 2030.

One year on from the publication of PI²Género UAlg and the first diagnostic report carried out at UAlg on the subject, and as stated in its objectives, monitoring and

continuous improvement routines must be put into practice.

The data separated by sex (men and women) gathered in the areas of research, teaching, and human resources in the period between 2016 and 2020 used in the first analysis is now supplemented by an analysis of information focusing on the period between 2021 and 2022 (calendar years) and the 2021/22 and 2022/23 academic years.

As in 2022, also included in the analysis was data resulting from surveys carried out in the last term of 2023 on the perception of gender equality at UAlg, by gender (female, male, non-binary, other)¹. It should be noted that the general objectives of the UAlg PI²Gender Plan were to contribute to gender balance and

non-discrimination across every level of UAlg's operations, using the following initiatives to do so:

- Identifying the actions required to mitigate existing inequalities;
- Sharing UAlg's best practices within public and private ecosystems throughout the region and internationally;
- Implementing monitoring and continuous improvement routines;
- In turn, the specific objectives of this monitoring of the UAlg PI² Gender Plan are;
- Collecting and analysing data broken down by sex for the period in question and reporting the information to the decision-making authorities and Academia as a whole;
- Positioning our performance in relation to partners from

European and non-European Higher Education Institutions within the scope of the European Sustainable Horizons Project – SustainableHorizon in European HEIs – Designing the Horizons of Sustainability– SHEs.

The current monitoring of the Gender Equality Plan at UAlg was drafted as part of the European project SHEs – Sustainable Horizons, run by UAlg following the applicable international guidelines, from establishing a gender equality plan to assessing its genuine impact. This analysis was compared with that of the other European Higher Education Institutions in the SHE Consortium and with Associated Universities in other continents – Africa, Asia, and the Americas – allowing for the exchange of good practices with various partners.

All the institutions committed to change, like UAlg, aim to reduce gender inequalities inclusively and

progressively and in a way that can be monitored so as to empower the entirety of the institution in the area of social, economic and political inclusion, also including the rights of nature. As such, it seeks to ensure that no one can be privileged, favoured, discriminated against or deprived of any right or exempted from any duty on the basis of their ancestry, gender, language, birthplace, ethnicity, religion, political or ideological convictions, educational level, economic or social conditions, or sexual orientation.

The Times Higher Education Impact Ranking 2023, which is based on the performance of HEIs across various indicators, highlighted UAlg for its position in relation to SDG 4:



Sustainable Development Goals – World University Rankings 2023.

¹Methodological note – Annexes 1, 2 and 3.

Diagnostic

Research

Research and Development Units and Projects (R&DU) 2021-2022

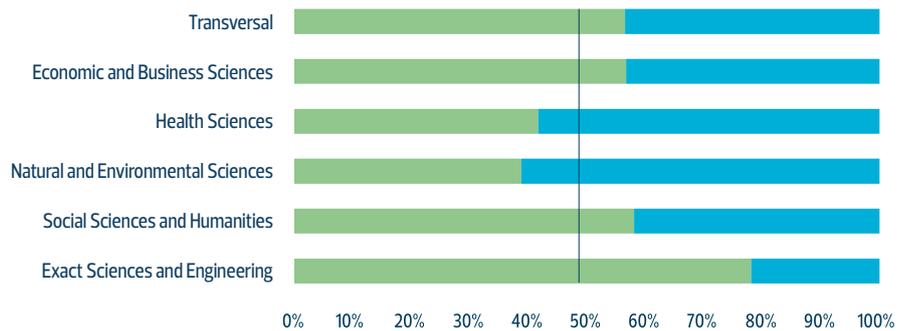
Although for the period under analysis (2021-2022), there were more female research staff at UAAlg than male (average over the years under analysis), 40% were male (M) and 60% female (F), women lead only 49% of research projects at UAAlg as Principal Investigator (PI), while men lead 51%. However, a change has been noted in relation to the previous monitoring period, which ran up to 2020, in which the percentage of women was equal to that of men, but the former ran only 41% of projects compared to 59% of which men were the PI.

Across the country, men continue to predominantly run projects in the areas of Exact Sciences and Engineering, for which around 80% of PIs are male. Where national partnerships are concerned, women forged a higher percentage of partnerships in the area of Health and Environmental Sciences, as in the period prior to 2020. However, where international partnerships were concerned, women stood out between 2021 and 2022 with more partnerships as PIs, registering 80% more partnerships than men.

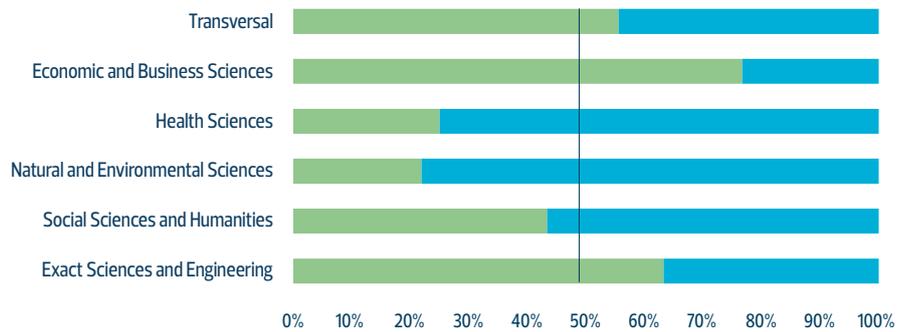
This led to a reversal of the percentages of men and women in the fields of engineering on an international level, which, in the previous period up to 2020, had been dominated by men (Figure 1).

● Female ● Male

PIs in national and international projects, by area and sex, as a percentage



PI in national projects with partners, by area and sex, as a percentage



PI in an international project with partners, by area and sex, as a %

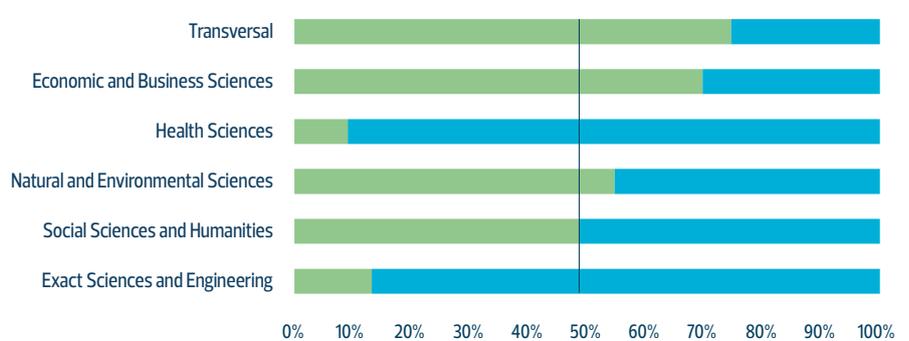
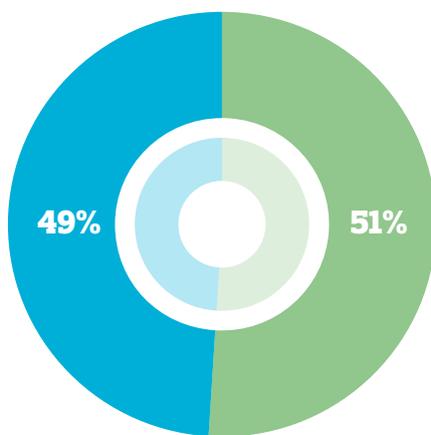


Figure 1
Relationship between the % of males and females running projects (PI) and number of partnerships forged by each sex (top graph - total projects, middle graph - projects within Portugal; bottom graph - international projects).



Management of Research and Development Units (R&DU)

At UAlg, men run more R&DU (Centres and Hubs) than women (Figure 2). However, there has been an improvement compared to the previous monitoring period up to 2020, when only 43% of women were managers, with the percentage having risen to 49% in the last two years.

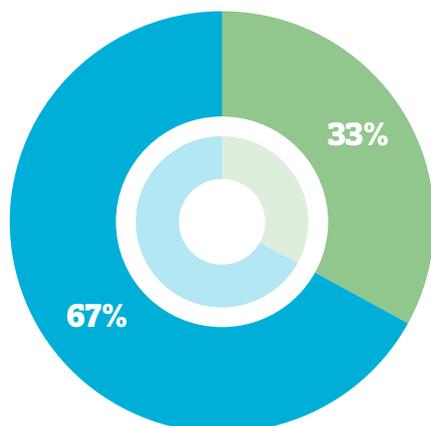


Management of R&DU

Figure 2
Relationship between the percentage of male and female Research and Development Unit managers at UAlg (centres and hubs).

Patents

As far as patents are concerned, the women at UAlg owned more inventions or co-inventions in 2021 and 2022, making up 67%, while men accounted for 33% (Figure 3). This also represents an increase in the contribution made by women compared to the period prior to 2020.



Percentage of patents per sex

Figure 3
Relationship between the percentage of patents between males and females.

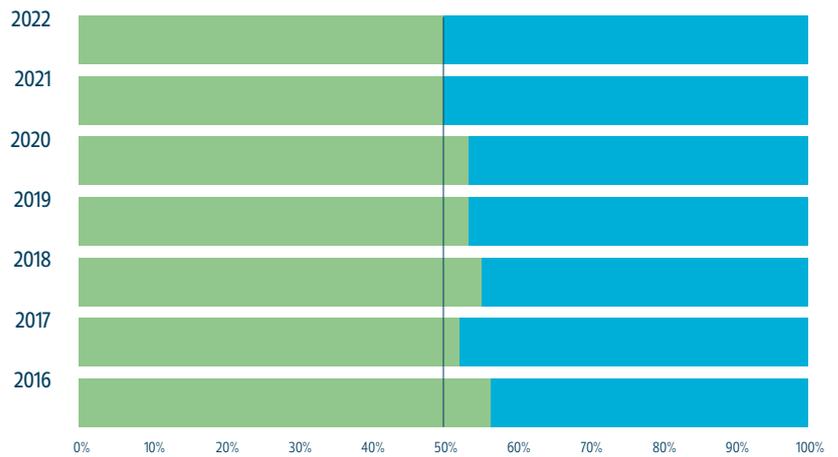


● Female ● Male

Publications

With regard to the authorship and co-authorship of publications in the Scopus database, it can be seen that in the period under review, women at UAlg registered a higher percentage of publications compared to men (51% F 49% M). The difference is more pronounced for editorials (79% F 21% M) (Figure 4).

Percentage of publications by sex



Publications per type and by sex as a percentage

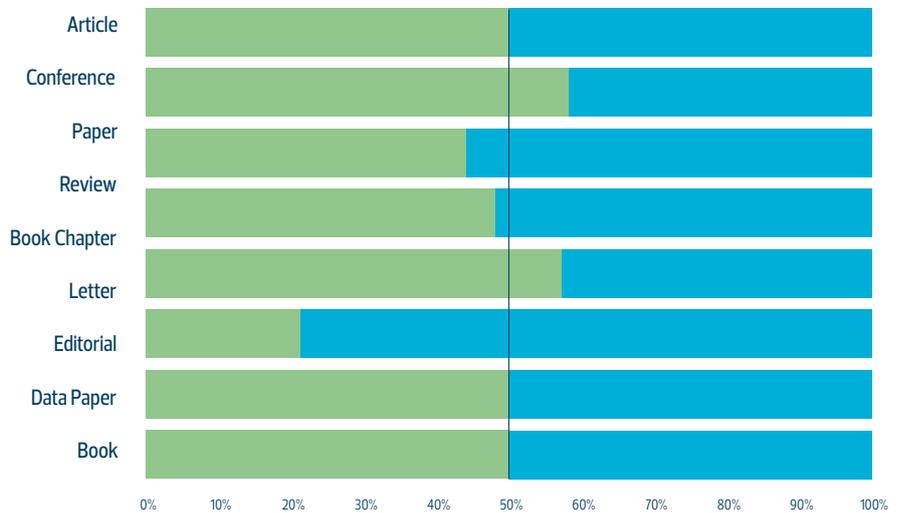


Figure 4
Relationship between the percentage of male and female authors and the type of publications present in the Scopus database in the analysis period 2021 -2022.



In terms of the quality of the scientific journal, when measured by quartiles, on average, women continued to publish in journals ranked in higher quartiles (Table 1).

Journal Male	No. of publica- tions SCOPUS	Quartile
Frontiers In Marine Science	36	Q1 and Q2
Sustainability Switzerland	21	Q1 and Q2
Science Of The Total Environment	14	Q1
Scientific Reports	14	Q1
E3s Web Of Conferences	13	NA
Lecture Notes on Computer Science Including Subseries Lecture Notes on Artificial Intelligence And Lecture Notes on Bioinformatics	13	Q3 and Q4
Enterprise Engineering Series	11	N/A
Energies	10	Q1 and Q2
Foods	9	Q1 and Q2
Agronomy	8	Q1

Journal Woman	No. of publica- tions SCOPUS	Quartile
Frontiers In Marine Science	35	Q1 and Q2
Scientific Reports	29	Q1
Sustainability Switzerland	24	Q1 and Q2
Science Of The Total Environment	23	Q1
Molecules	17	Q1, Q2 and Q3
E3s Web Of Conferences	12	N/A
Foods	11	Q1 and Q2
International Journal of Environmental Research and Public Health	11	Q2
Acta Horticulturae	10	Q4
Energies	10	Q1 and Q2

Table 1

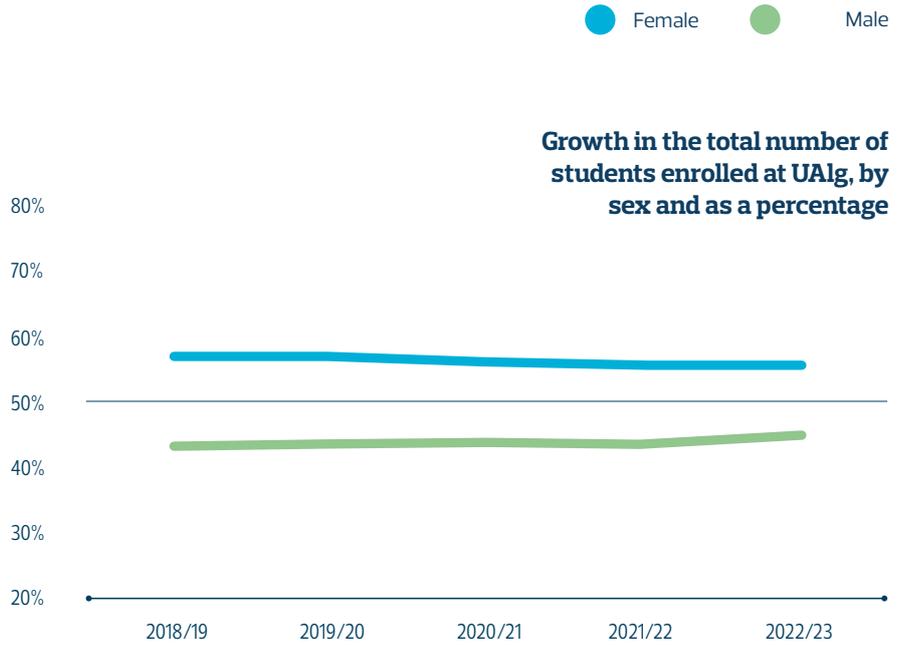
Analysis of the quantity of articles and the quality of scientific journals used by men and women from 2016–2020.

Student population

Where the student population is concerned, and according to the data gathered on the UAlg student population over 5 academic years, from 2018/2019 to 2022/2023, available via the DGEEC, the total number of students enrolled has trended upward, by sex, across the levels of study.

Figure 5

Growth in the total number of students enrolled at UAlg, by sex and as a percentage, between the academic years of 2018/2019 and 2022/2023.



The data for the five academic years under analysis show that there is a higher percentage of female students at the University of Algarve. However, this difference has been decreasing in percentage, standing at 9.94% in 2022/23. In 2018/19, the distribution of the 7849 students enrolled in full courses was 56.66% female and 43.34% male. In 2022/23, of the 9822 students enrolled in full courses, 54.97% were female and 45.03% male (Figure 5). An overall

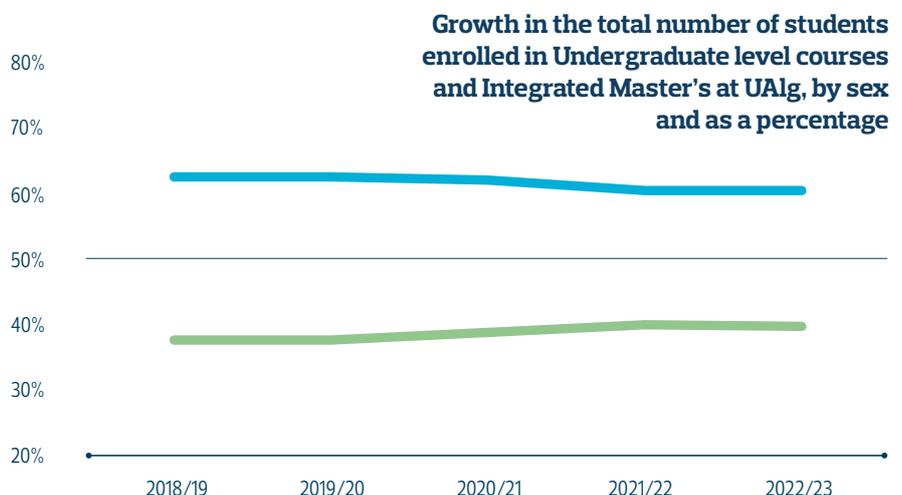
growth in the number of students registered in the period under review is also notable.

To be able to conduct a more detailed analysis, a data breakdown by level of education is required: (i) Undergraduate and Integrated Master's Courses; (ii) Master's Courses; (iii) PhD Courses; (iv) TEsP courses, considering figures for each sex across the various Organic Units (v), scientific areas and courses.

In the last 5 years, the female student population enrolled in Undergraduate and Integrated Master's courses registered as greater than the male population. It is clear, however, that between 2018/19 and 2022/23, the predominance of female students among those enrolled has been decreasing, with a slight percentage increase in the male student population, from 43.24% in 2018/2019 to 44.08% in 2022/2023 (Figure 6).

Figure 6

Growth in the total number of students enrolled in Undergraduate level courses and Integrated Master's at UAlg, by sex and percentage, between the academic years of 2018/2019 and 2022/2023.



Growth in the total number of students enrolled in Master's level courses at UAlg, by sex and as a percentage

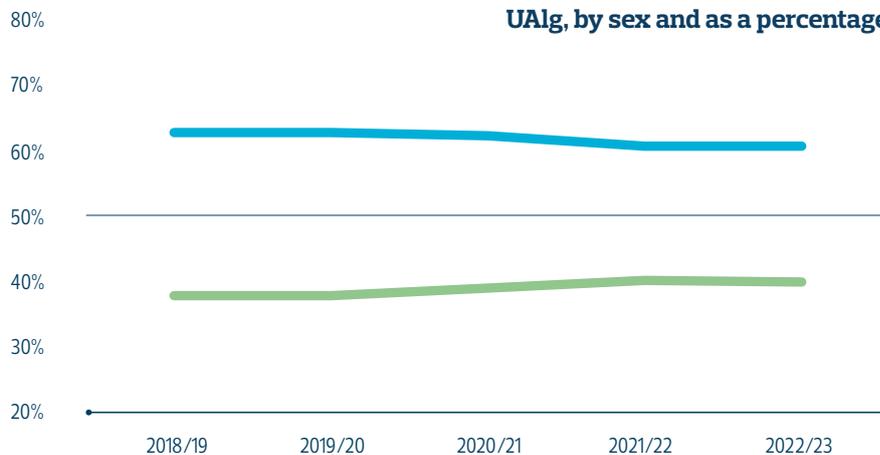


Figure 7
Growth in the total number of students enrolled in Master's level courses at UAlg, by sex and percentage, between the academic years of 2018/2019 and 2022/2023.

Likewise, it can be seen that the population of female students attending Master's courses was higher in the reference period, consistently registering a difference of over 20%. However, between 2018/19 and 2022/23, a slight percentage increase was registered in the male student population, which rose from

37.57% in 2018/2019 to 39.50% in 2022/2023 (Figure 7). In the 2018/2019 and 2019/2020 academic years, the numbers of female and male students enrolled in PhD courses was practically the same, with the percentage difference between the sexes reducing for the 2019/2020 academic year (1.20%).

The 2020/2021 academic year registered a percentage increase in the male population (51.63%), but a decrease in the number of PhD students within the male population was noted in the following years, along with a significant percentage increase in the female student population (Figure 8).

Growth in the total number of students enrolled in PhD level courses at UAlg, by sex and percentage

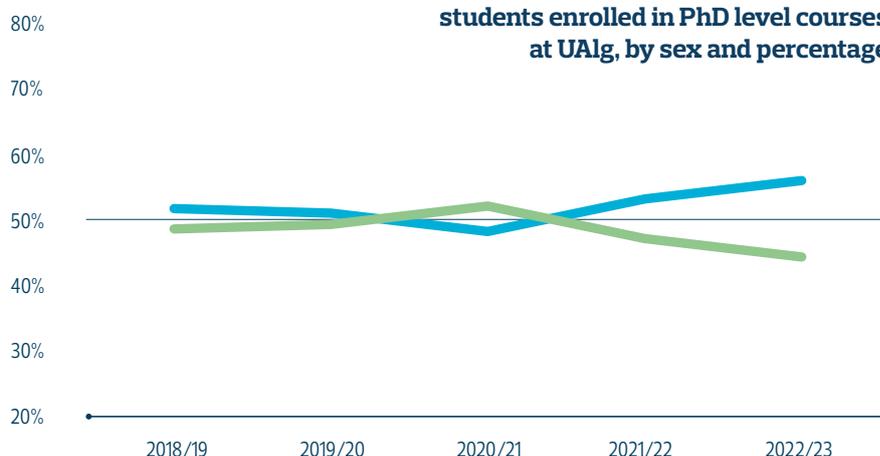
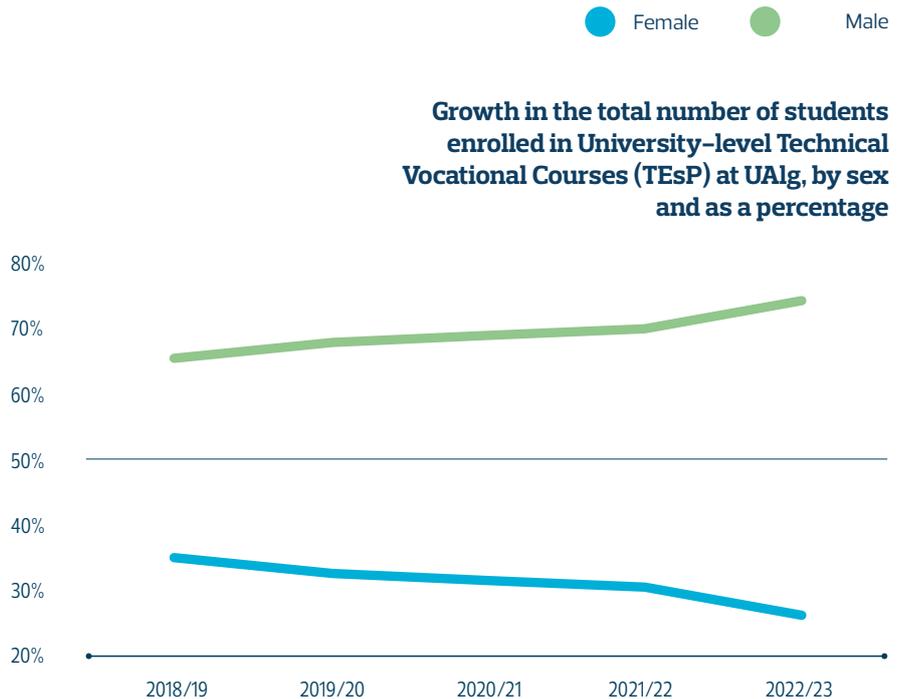


Figure 8
Growth in the total number of students enrolled in PhD level courses at UAlg, by sex and percentage, between the academic years of 2018/2019 and 2022/2023.

The student population attending University-level Technical Vocational Courses (CTeSP) has been increasing in the last 5 years, with a greater predominance of male students registered (73.87% in 2022/23). A clear downward trend was seen in the number of female students, contrasting with an increase in the number of students overall (Figure 9).

Figure 9
Percentage of growth in the number of students enrolled in University-level Technical Vocational Courses between the academic years 2018/2019 and 2022/2023.

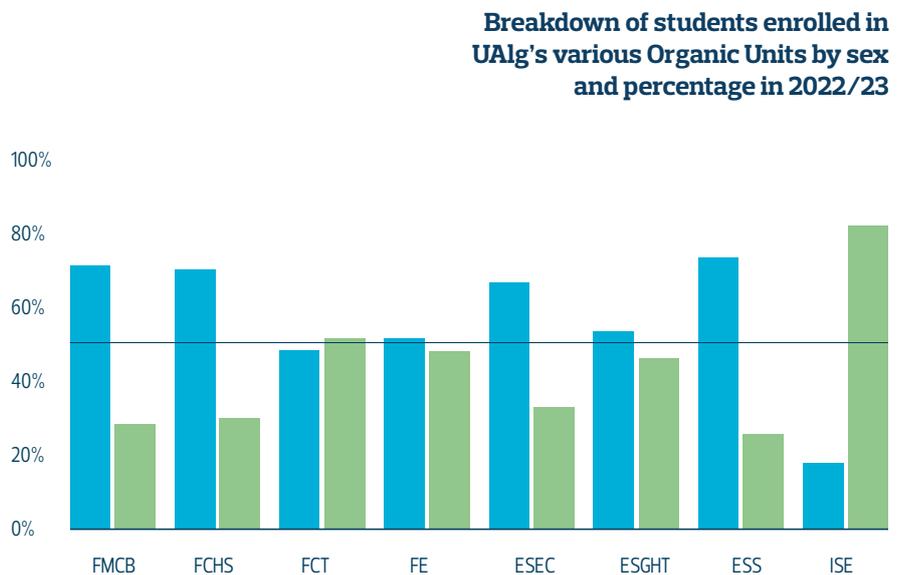


The 2022/2023 academic year was considered a reference year based on the analysis of data gathered on the student population of each organic unit. The data for this year reveals considerable differences in the distribution of each sex across the university's various organic units.

The population of the ISE continues to be predominantly male (82%), contrasting with the ESS, FCHS, ESEC and FCBM, the populations of which are mostly female (74%, 70%, 67% and 71%, respectively). The population attending the FE, FCT, and ESGHT are more balanced, with a slight predominance of males in

the FCT (52%), and (which can be linked to Engineering, Applied Mathematics in Economics and Management, and Economics courses), which contrast with the FE and ESGHT, which shows a predominance of female students (52 and 54%, respectively) (Figure 10).

Figure 10
Breakdown of students enrolled in UAlg's various Organic Units by sex and percentage in the academic year 2022-2023.



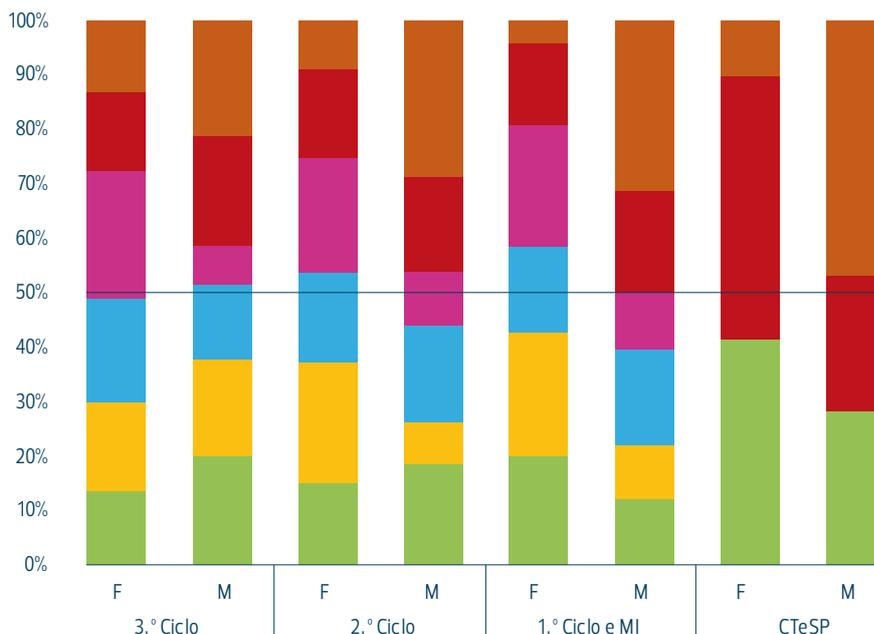


Figure 11
Students enrolled in the 2022/2023 academic year, as a percentage, per area, level of education, and sex.

The distribution of students enrolled in the 2022/2023 academic year, by sex and internal group of UAlg courses shows that there are significant differences between the areas (Figure 11):

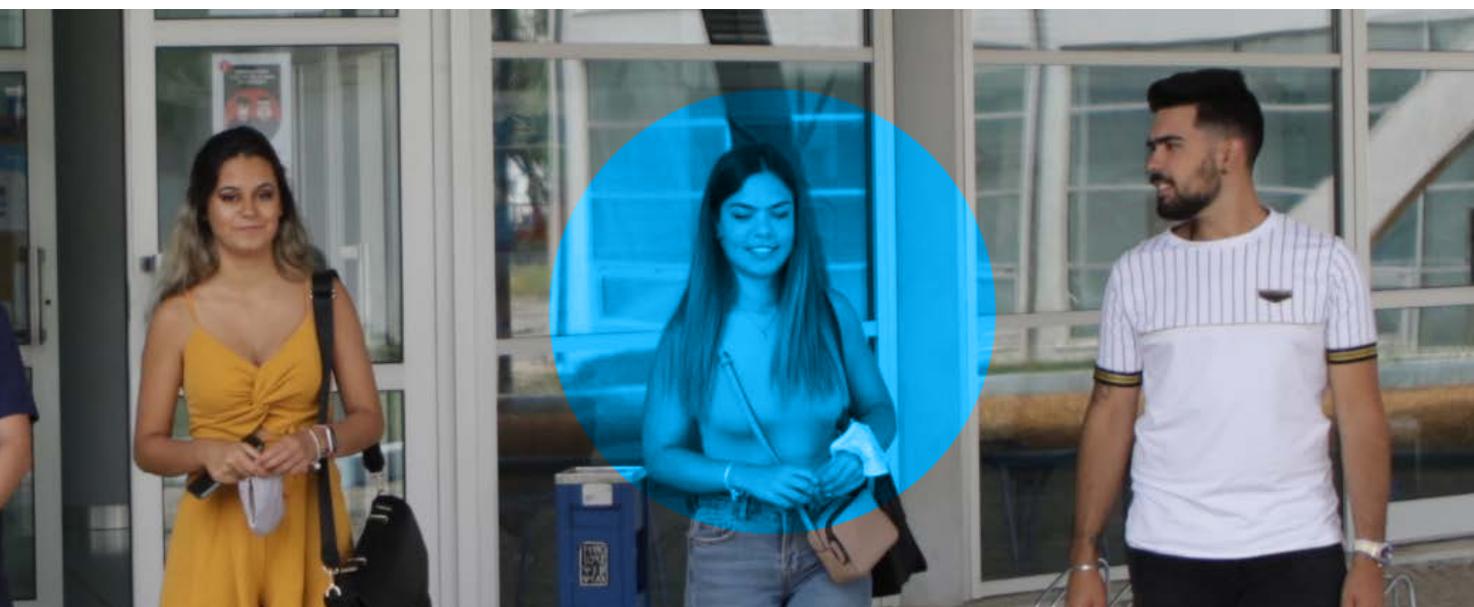
- In the area of **Engineering and Technologies**, a predominance of male students was observed across all course levels;
- In the area of **Social and Educational Sciences and Health Sciences and Technologies**,

female students predominate across all course levels;

- In the area of **Exact and Natural Sciences**, female students register a slight predominance over male in Undergraduate and Integrated Master's courses, with female students making up a more significant majority in Master's and PhD courses;
- In the area of **Arts, Communication and Heritage**,

female students predominate in Undergraduate and Master's courses, compared to higher numbers of male students in PhD courses.

- In the area of **Economics, Management and Tourism**, numbers of male students predominate slightly over numbers of female students enrolled in Undergraduate and PhD courses, unlike Master's courses, where female students predominate.



An analysis of data gathered in the same period, relating to graduates, broken down by sex, was also carried out, considering education levels (Figures 12 to 16).

Figure 12
Graduates by level of education and sex, as a percentage, for the 2021/2022 academic year.

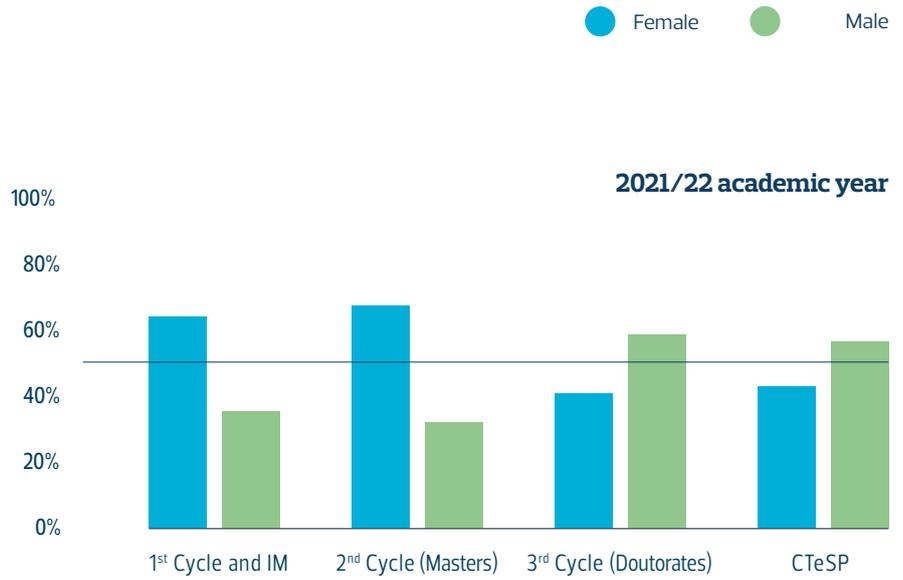


Figure 13
Graduates by level of education and sex, as a percentage, for the 2020/2021 academic year.

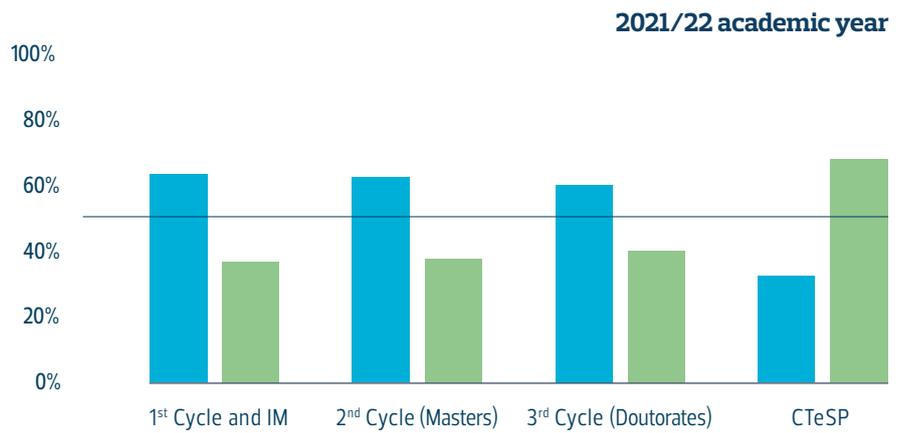


Figure 14
Graduates by level of education and sex, as a percentage, for the 2019/2020 academic year.

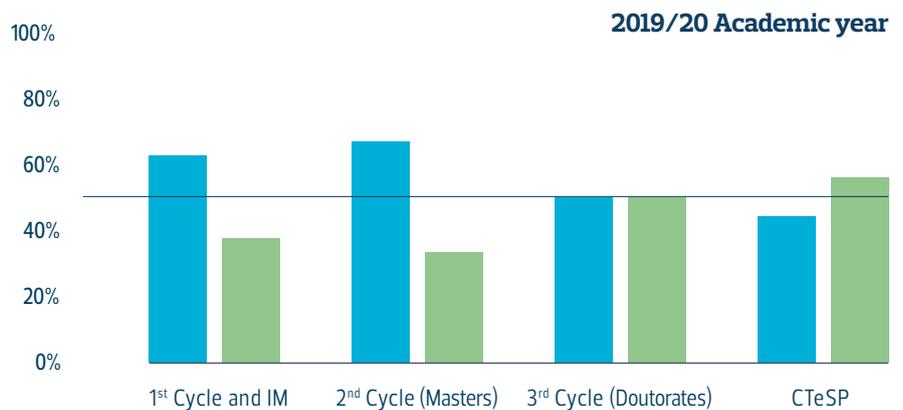
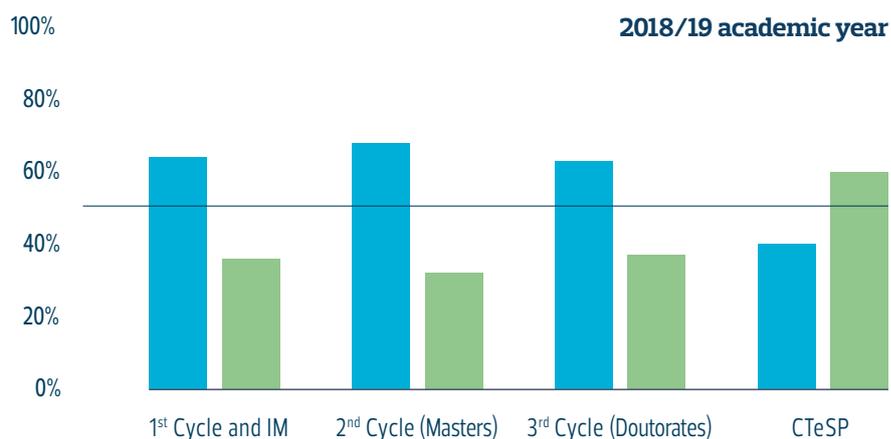
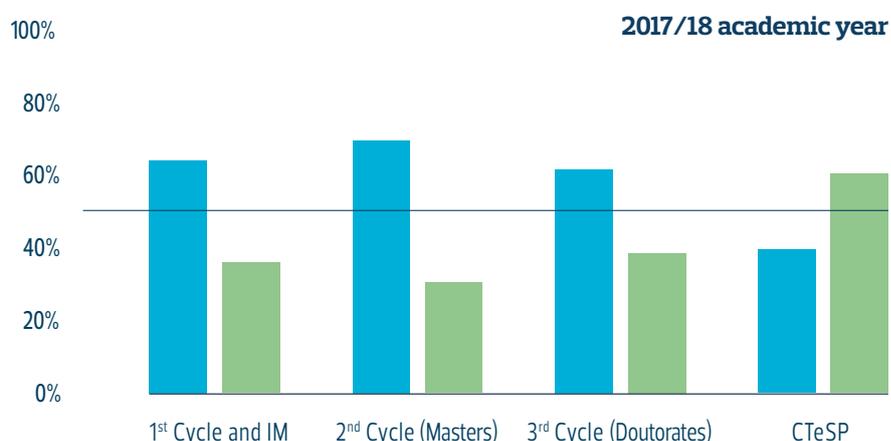


Figure 15

Graduates by level of education and sex, as a percentage, for the 2018/2019 academic year.

**Figure 16**

Graduates by level of education and sex, as a percentage, for the 2017/2018 academic year.



An analysis of the number of students graduating by sex shows that female students consistently predominate in Undergraduate, Integrated Master's, and Master's degree courses.

Where PhD courses are concerned, it should be emphasised that the numbers of students of each sex were equal in the 2019/2020 academic year, whereas male students predominated in 2021/2022. In contrast, the number of male graduates registered for University-level Technical Vocational Courses was, naturally, higher (Figures 12 to 16).

An analysis of the differences in the number of graduates, by sex and by level of education, must, however, take into account the relative percentage of female and male students. It should be noted that between 2017/2018 and 2021/2022, the percentage difference in female graduates of Undergraduate and Integrated Master's degree courses was around 25% higher overall than of male graduates, while the corresponding difference in the number of enrolments was much smaller.

The same is true of Master's courses, with a difference in the percentage

of female graduates of over 25% across all academic years, which is higher than the corresponding difference in the number of enrolments. The same trend is even more marked in University-level Technical Vocational Courses, where the percentage difference in graduates for both genders indicates a higher graduate/enrolment ratio for females, as consistently observed for Undergraduate, Integrated Master's, and Master's courses.

● Female ● Male

In order to better understand the differences observed in the percentage of students graduating when compared to numbers of students enrolled, by gender, in foundation courses, an analysis was carried out of the average grades

required to be accepted onto higher education courses via the National Contest for Access and Admission to Higher Education (CNA), considering every stage of the application process. The differences between the overall

average grades required of male and female students are small, though generally higher for females. It can also be observed that the differences between the genders vary slightly across the various OUs. (Figures 17 to 20).

Figure 17
CNA grade average entry requirements by Organic Unit and sex – Academic year 2021/2022.

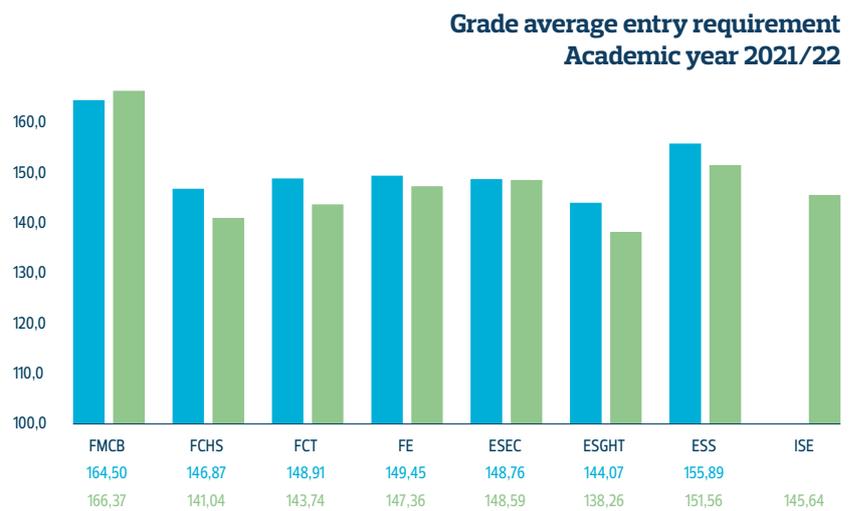
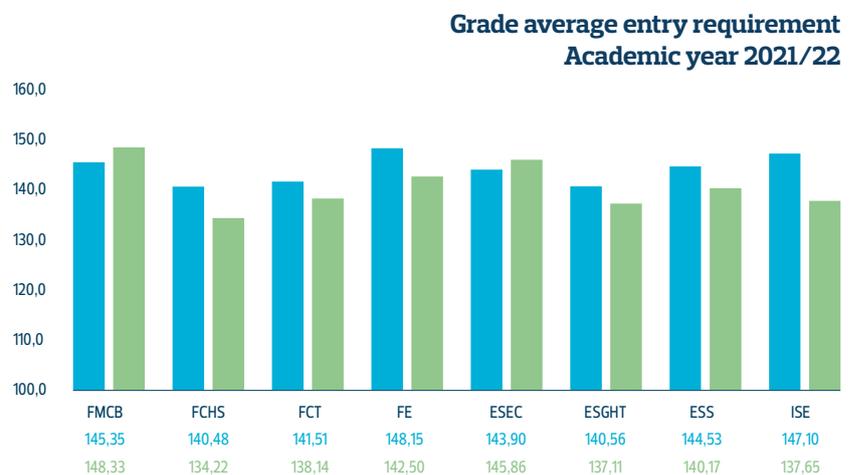


Figure 18
CNA grade average entry requirements by Organic Unit and sex – Academic year 2020/2021.





**Grade average entry requirement
Academic year 2019/20**



Figure 19
CNA grade average entry requirements by Organic Unit and sex – Academic year 2019/2020.

**Grade average entry requirement
Academic year 2018/19**

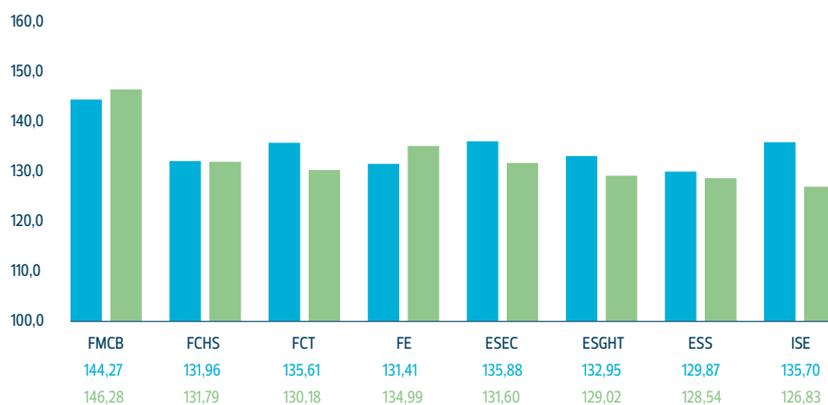
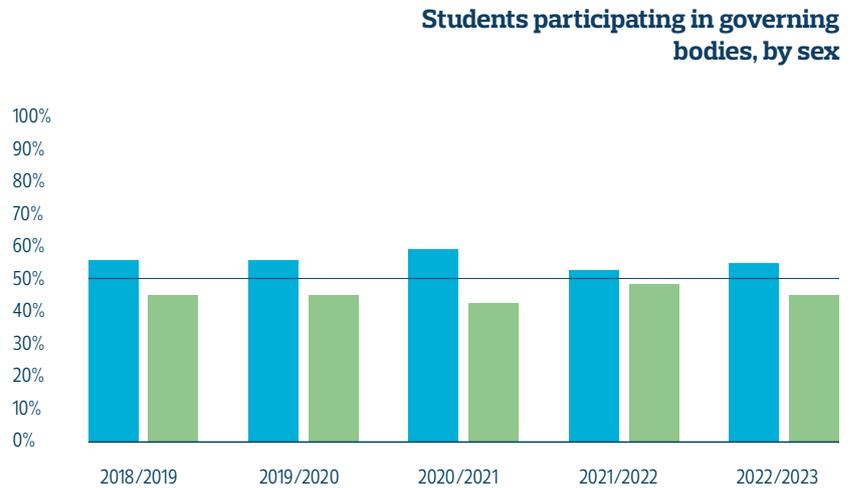


Figure 20
CNA grade average entry requirements by Organic Unit and sex – Academic year 2018/2019.

● Female ● Male

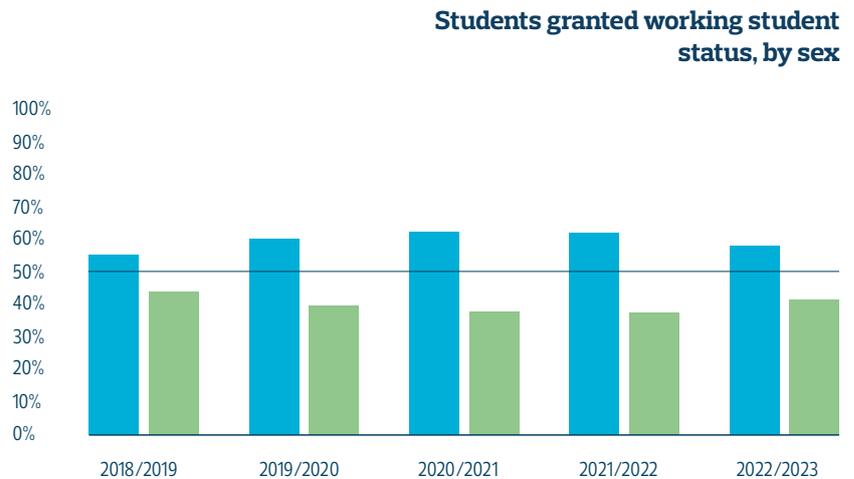
As far as student participation in governing bodies is concerned, specifically holders of the status of association leader, a predominance of female students was registered, though the difference has been decreasing over the period under analysis (Figure 21).

Figure 21
Students participating in governing bodies, by sex and as a percentage.



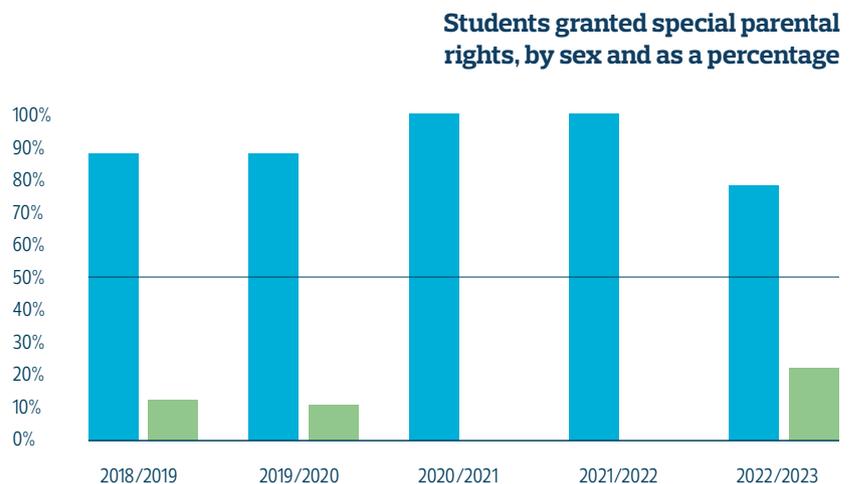
Regarding the distribution of students granted working student status, a predominance of female students was also registered (Figure 22).

Figure 22
Students granted working student status, by sex and as a percentage.



Where the distribution of students with special rights due to them being parents is concerned, there was also a predominance of female students (Figure 23).

Figure 23
Students granted special parental rights, by sex and as a percentage.

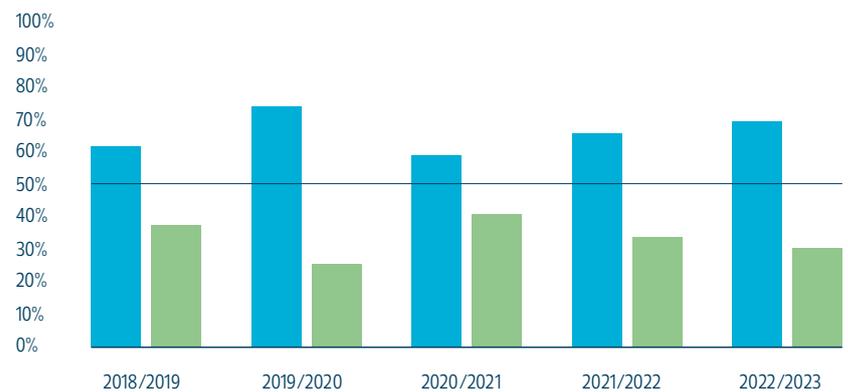


Marked differences can be seen in the distribution of male and female students awarded merits and scholarships, with women receiving a higher percentage of merit awards and scholarships (Figure 24).

Figure 24

Students awarded merits and scholarships, by sex and as a percentage.

Students with merit awards and scholarships, by sex





Regarding the distribution of doctoral students with and without research grants, by sex, there was a predominance of women during the reference period, with female students making up more

than 60% of the grants awarded (Figure 25). Accordingly, students with FCT grants and others, such as Marie Skłodowska-Curie Actions, were considered. Among PhD students without

scholarships, numbers of male students have been registering a downward trend, contrasting with an increase in the number of female students benefiting from funding (Figure 26).

Trend in number of PhD students with scholarships, by sex and as a percentage

● Female ● Male

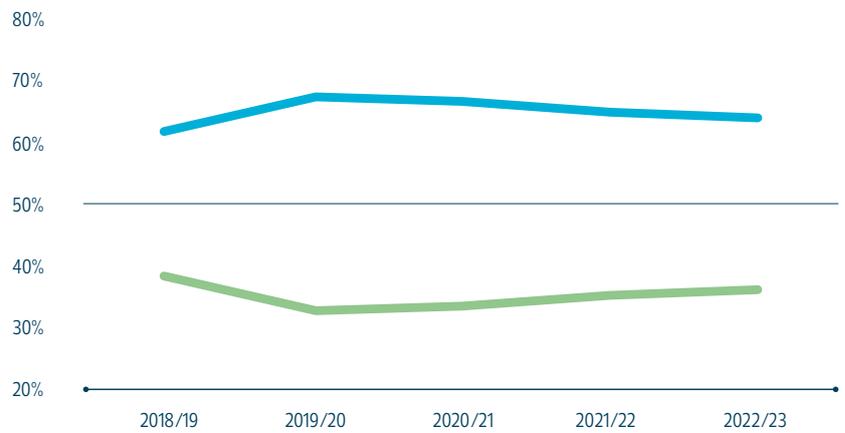


Figure 25
Number of students enrolled in PhDs with research grants, by sex and as a percentage.

Trend in number of PhD students without grants, by sex and as a percentage

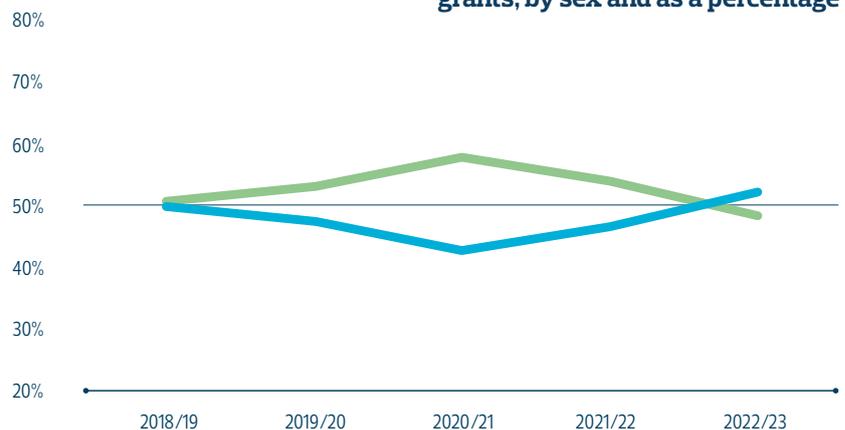


Figure 26
Total number of students enrolled in PhDs, with and without research grants, by sex and as a percentage.

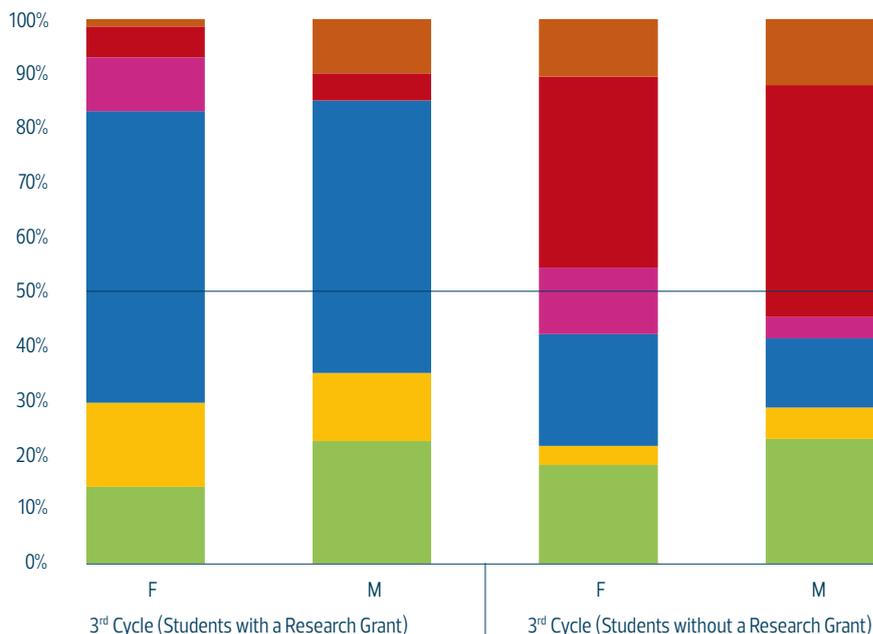


Figure 27
Percentage of students enrolled in PhDs, with and without a research grant, by educational area and sex M-male, F-female, in the 2022/2023 academic year.

With regard to the distribution of PhD students with and without research grants by area, equal numbers of male and female students were registered in the 2022/23 academic year with regard to students enrolled in PhD programmes with and without research grants in the areas of Arts,

Communication and Heritage (Figure 27).

Male students prevail among students enrolled in PhD programmes with research grants in the areas of Engineering and Technology, with male students also clearly prevailing

among students enrolled in PHD programmes without research grants in the area of Economics, Management and Tourism. Where other areas of study are concerned, numbers of female students prevail among students enrolled in PHDs, both with and without research grants.

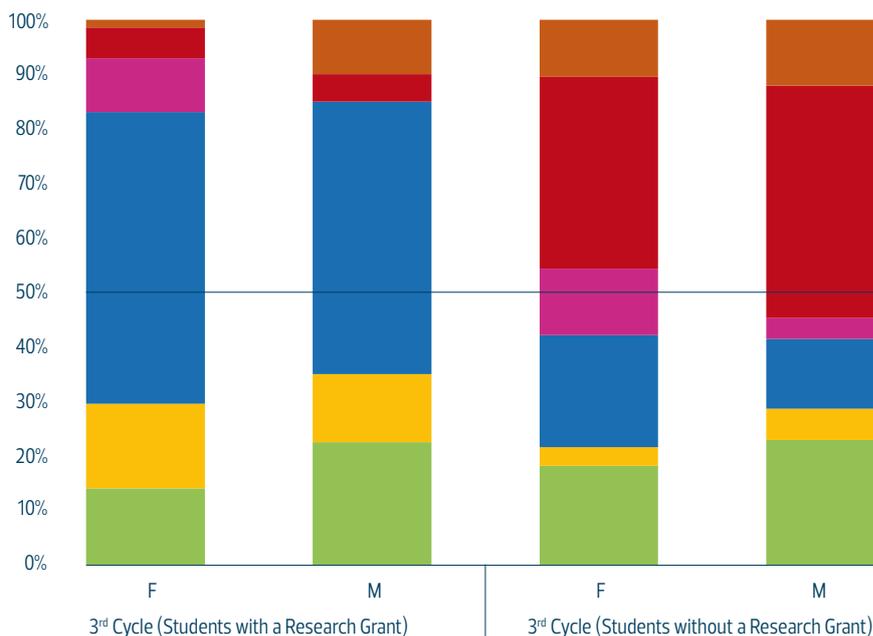


Figure 28
Percentage of students enrolled in PhDs, with and without a research grant, by educational area and sex M-male, F-female, in the 2021/2022 academic year.

- Engineering and Technology
- Economics, Management and Tourism
- Social and Educational Sciences
- Exact and Natural Sciences
- Health Technologies and Sciences
- Art, Communication and Heritage

Figure 29
 Percentage of students enrolled in PhDs, with and without a research grant, by educational area and sex M-male, F-female, in the 2020/2021 academic year.

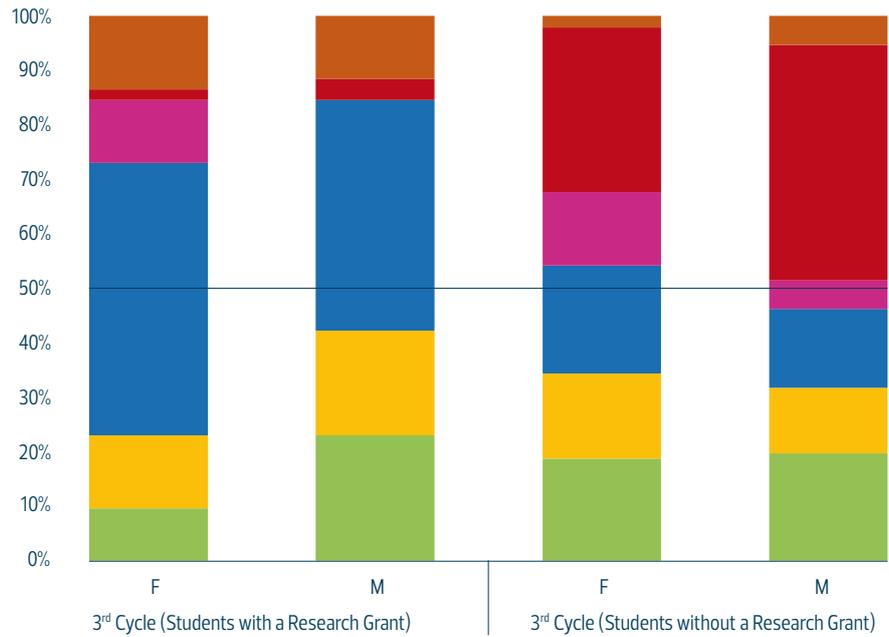


Figure 30
 Percentage of students enrolled in PhDs, with and without a research grant, by educational area and sex M-male, F-female, in the 2019/2020 academic year.

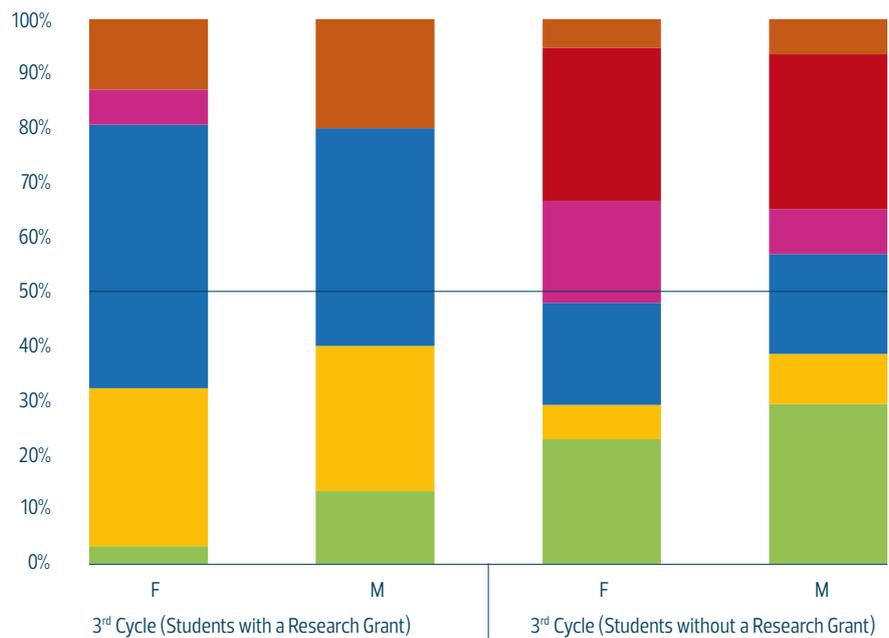
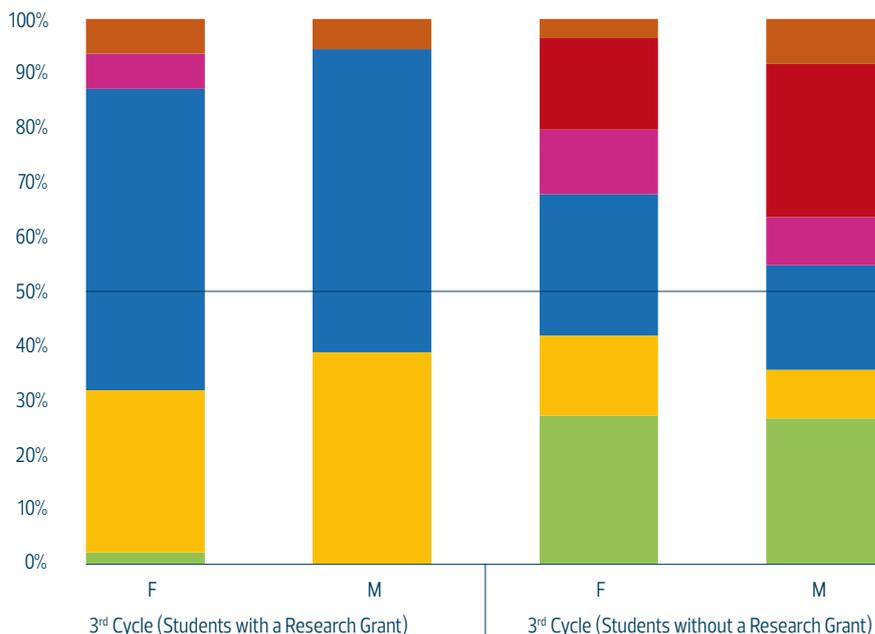


Figure 31
 Percentage of students enrolled in PhDs, with and without a research grant, by educational area and sex M-male, F-female, in the 2018/2019 academic year.



International students

The COVID pandemic has, as expected, affected the total figures of international students. However, when assessed as a %, the students involved in mobility programmes have remained consistent with the previous monitoring period.

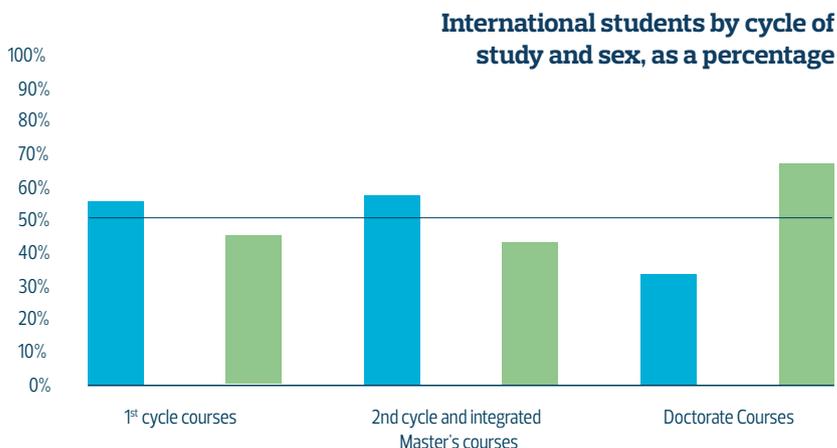
Where international students are

concerned, that is, foreign students who did not reside in Portugal before starting their studies, a greater discrepancy was registered in PhD programmes, with women making up only 33% of the total students enrolled in 2021 (Figure 32). The difference between sexes was higher than that registered in the

monitoring period of the 1st report, (2016-2020), when women made up 35% of the total students. For courses other than PhDs, women continued to prevail, making up over 50% of the total students.

● Female ● Male

Figure 32
 International students enrolled in 2021/2022 by cycle of study, gender and percentage.



Mobility

In the context of the pandemic, which was experienced between 2021/2022, UAIG students (OUTGOING) continued to register lower rates of Mobility and lower overall numbers when compared to 2016–2020 (OUTGOING= 268; Men=90, Women= 178), compared to foreign students (INCOMING) who attended the institution as part of a mobility scheme in the same period (INCOMING=919; Men=278; Women=641). However, as in the 2016–2020 period, over the years studied, more women were registered among INCOMING students, with the only area in which male and female students were somewhat balanced being mobility within Portugal (Figure 33).



● Female ● Male

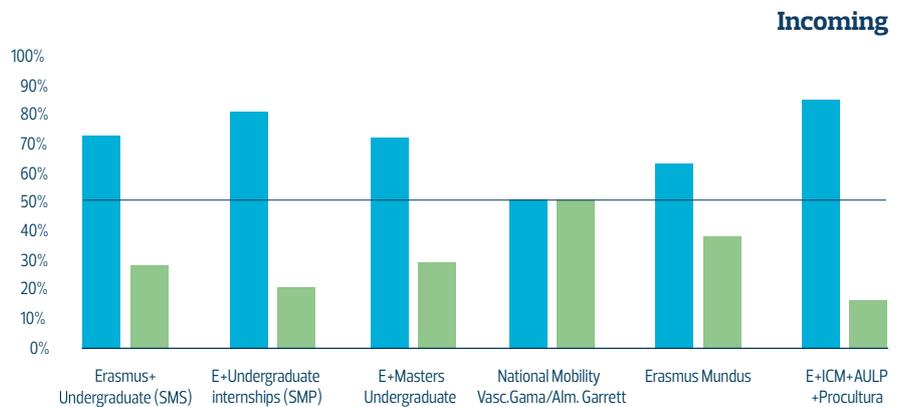


Figure 33
 Mobility of incoming students between the academic years 2021/2022 to 2022/2023 by sex, as a percentage.



Outgoing

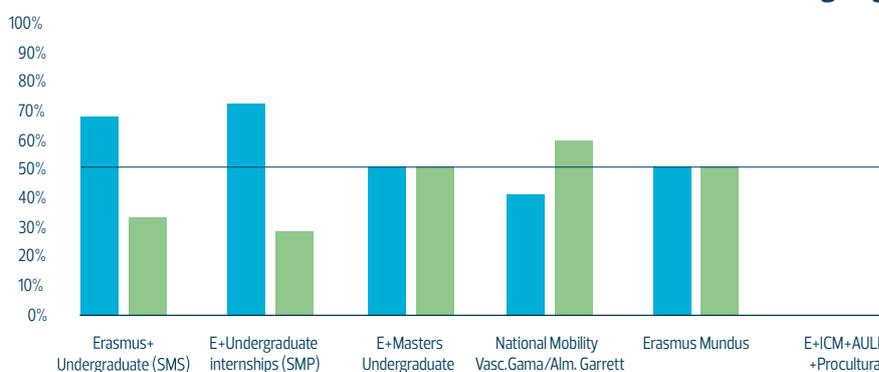


Figure 34
 Mobility of outgoing students between the academic years 2021/2022 to 2022/2023 by sex, as a percentage.

Human Resources

This section describes the average data regarding teaching, research, non-teaching and non-research staff distributed between the University and Polytechnic subsystems within the University of Algarve.

The data collected shows that in 2022, there were no significant changes in the number and distribution of university employees by sex.

From 2018 onwards, the change in the number of Investigator positions filled by permanent employees results from the opening of specific tenders launched for the hiring of research staff, funded by the FCT, specifically: The Application Process to Stimulate Scientific Employment (CEEC) – Individual CEEC, institutional CEEC and CEEC within the scope of projects. These tenders significantly increased the number of staff in this category (Figure 20). However, no major changes took place in the two years in question.

Generally, numbers of male and female teaching staff was somewhat balanced across both subsystems. However, a more marked difference could be observed among non-teaching and non-research staff and investigators, with female staff prevailing. This is in line with data collected in Portugal and on a Europe-wide scale, which register a higher percentage of female science investigators in Europe. Among the non-teaching staff, a slight reduction in the difference between the sexes was noted in 2022 (Figure 35).

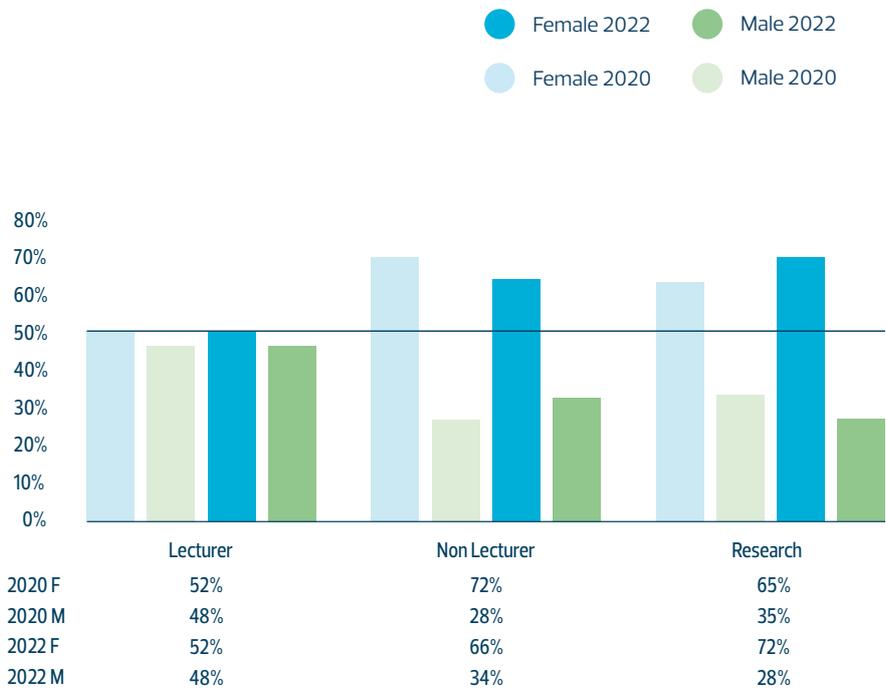
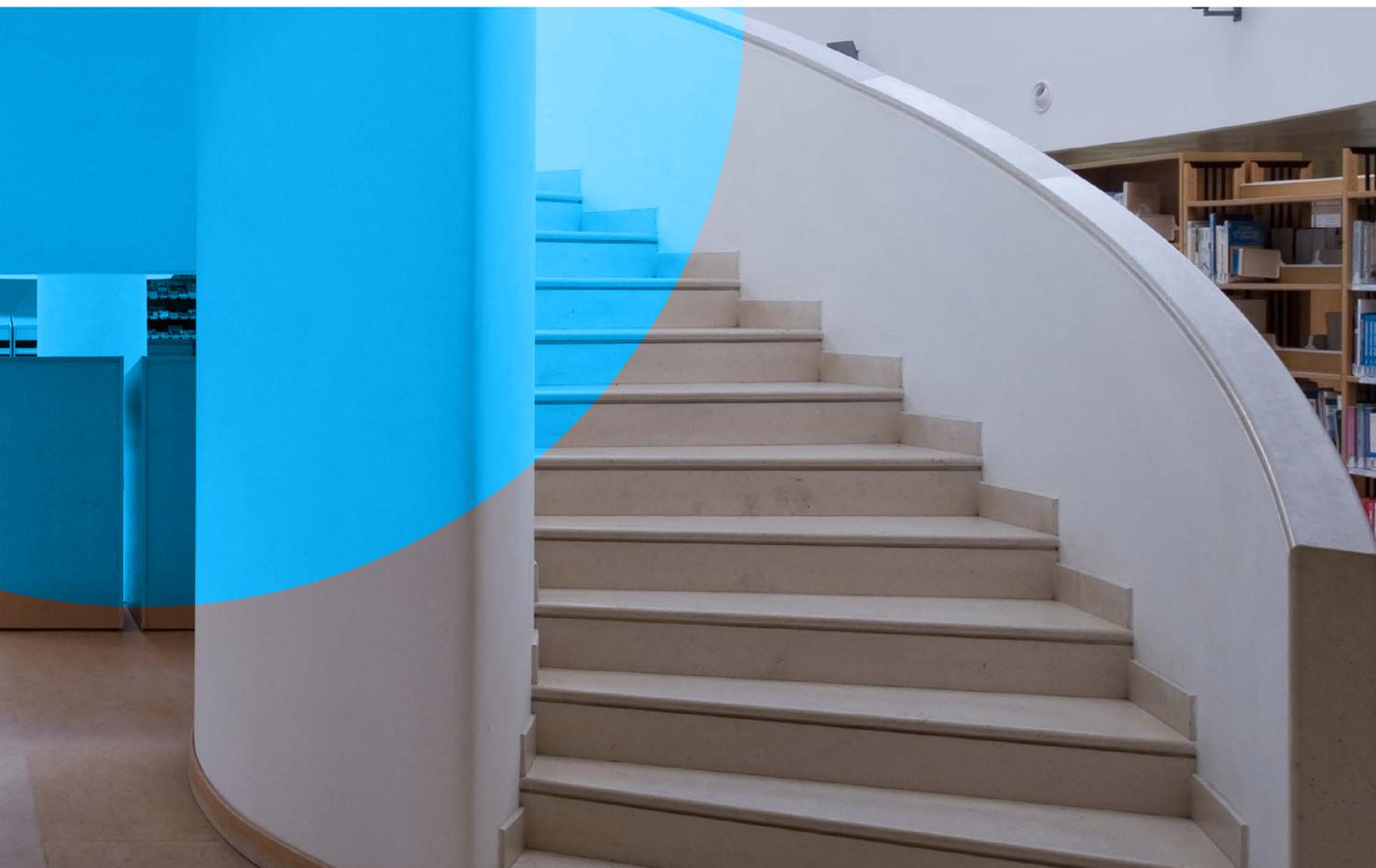


Figure 35
Comparison of the University of Algarve staff between 2020 and 2022, by gender



Teaching Staff

The Organic Units within the university education subsystem of the University of Algarve are the Faculty of Science and Technology, Faculty of Economics, Faculty of Human and Social Sciences and Faculty of Medicine and Biomedical

Sciences (known as the Department of Biomedical Sciences and Biomedicine until 2020).

School of Management, Hospitality and Tourism, School of Health, and Institute of Engineering.

Within UAlg's polytechnic education subsystem are the School of Education and Communication,

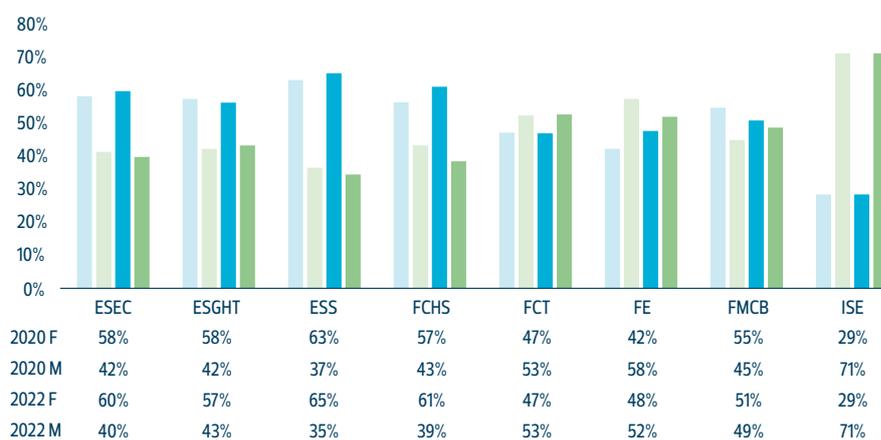
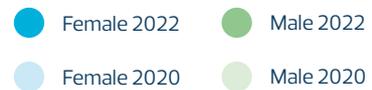


Figure 36
Breakdown of OU teaching staff members, by sex, in 2020 and 2022.



In general, the differences between the sexes between 2020 and 2022 remained stable. The Organic Units ESEC, ESGHT, ESS, FCHS, and FMCB still register a predominance of female teaching staff. In the latter, the difference between the two sexes has narrowed. In contrast, the difference has grown slightly in the FCHS. The differences registered previously remain in the FE, FCT and ISE, with a slight reduction in the case of the FE,

where male staff predominate (Figure 36).

Moving on from the Organic Units to the extent to which the sexes are represented in terms of the seniority of teaching staff at the University (Figure 37), it can be seen that the trend noted previously has been reversed in the intervals 05-09 years and over 40 years. While in 2020, male staff predominated, higher numbers

of female staff were registered in 2022. Female staff prevailed in the lowest range, up to 5 years, although the difference noted was blurred between 2020 and 2022. Female staff also made up higher numbers in the intervals of 10-14 and 15-19 years, although the difference between the two decreased in the former in 2022. The intermediate intervals, 20-24 and 25 years-29, continue to be made up primarily of men.

These results may relate to those obtained from the breakdown of numbers of each sex by category, as shown in the following graphs.

Considering the categories in both subsystems, it can be seen that there are more women in the Guest Assistant Professor category, a trend that continued in 2022.

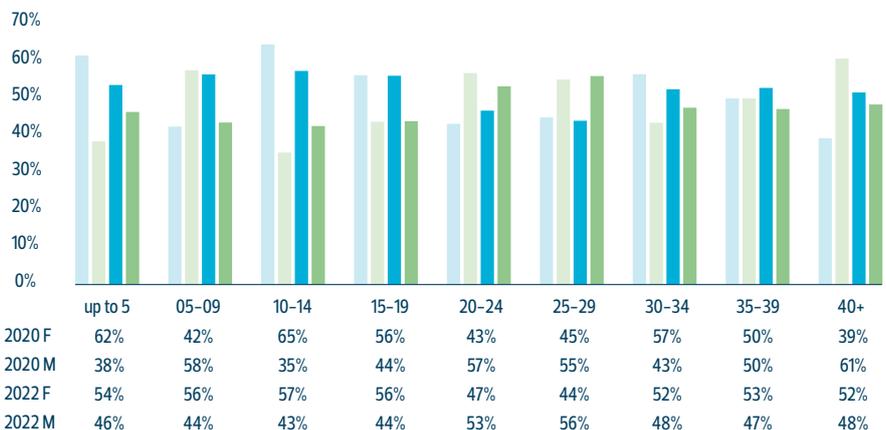


Figure 37
Distribution of teachers by sex, by seniority, between 2020 and 2022. (blue or light green 2020, blue or dark green 2022; Blue female; Green male).

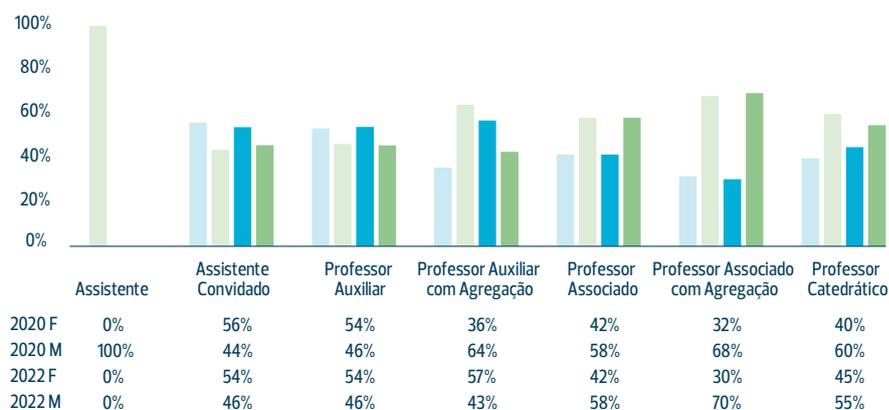
In 2020, more females were registered as Guest Assistant Professors and Assistant Professors within the university education subsystem, while males predominated in the remaining roles.

The balance between the sexes had shifted by 2022, with female staff predominating in the category of Assistant Professor with Tenure (Figure 38). In the following categories, the most represented sex continues to be male, mainly in

the category of Associate Professor with Tenure. In the polytechnic education subsystem, no relevant differences were noted in relation to the distribution of sexes by category (Figure 39).

Figure 38

Distribution of teachers by sex, by seniority, between 2020 and 2022. (blue or light green 2020, blue or dark green 2022; Blue female; Green male).



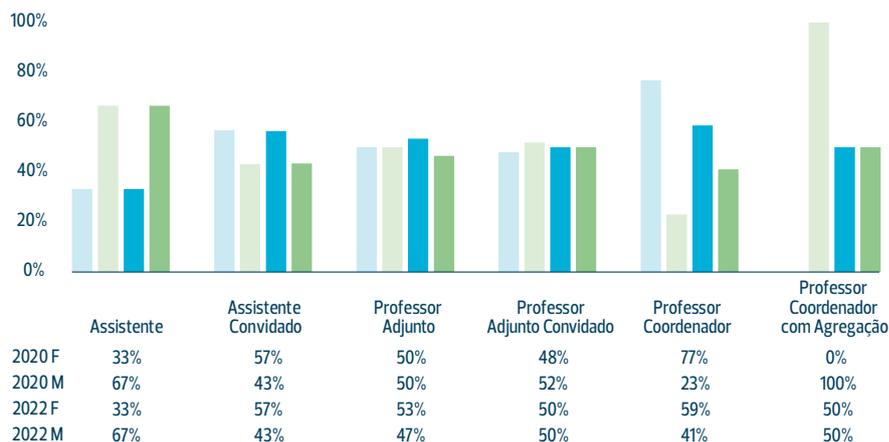
Despite this, it can be seen that the difference between numbers of female and male staff in the category of Coordinating Professor decreased from 2020 to 2022.

there are more women at the start of their careers at UAAlg than men. However, as seniority increases, the percentage of men also grows. Nevertheless, it can be ascertained that the numbers of both sexes are generally balanced at the University of the Algarve at this level.

A combined analysis of the seniority and category graphs shows that

Figure 39

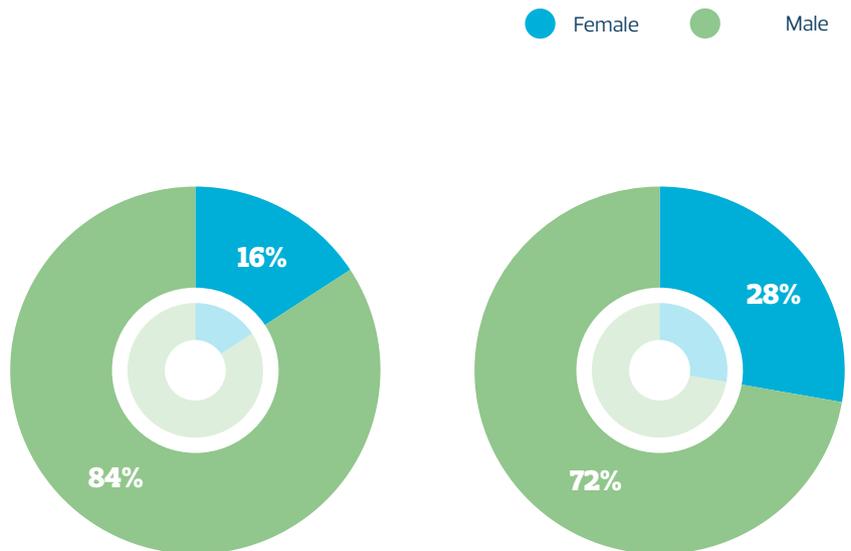
Breakdown of teaching staff by job title and sex in Polytechnic Education, 2020, as a percentage.





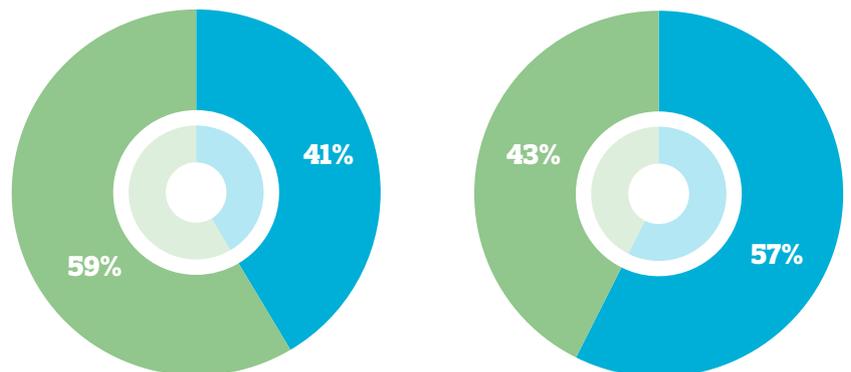
When analysing the participation of teaching staff in juries within the university subsystem, it can be seen that more male staff participated in both 2021 and 2022 (Figure 40). However, female participation increased in 2022, from 16% to 28%.

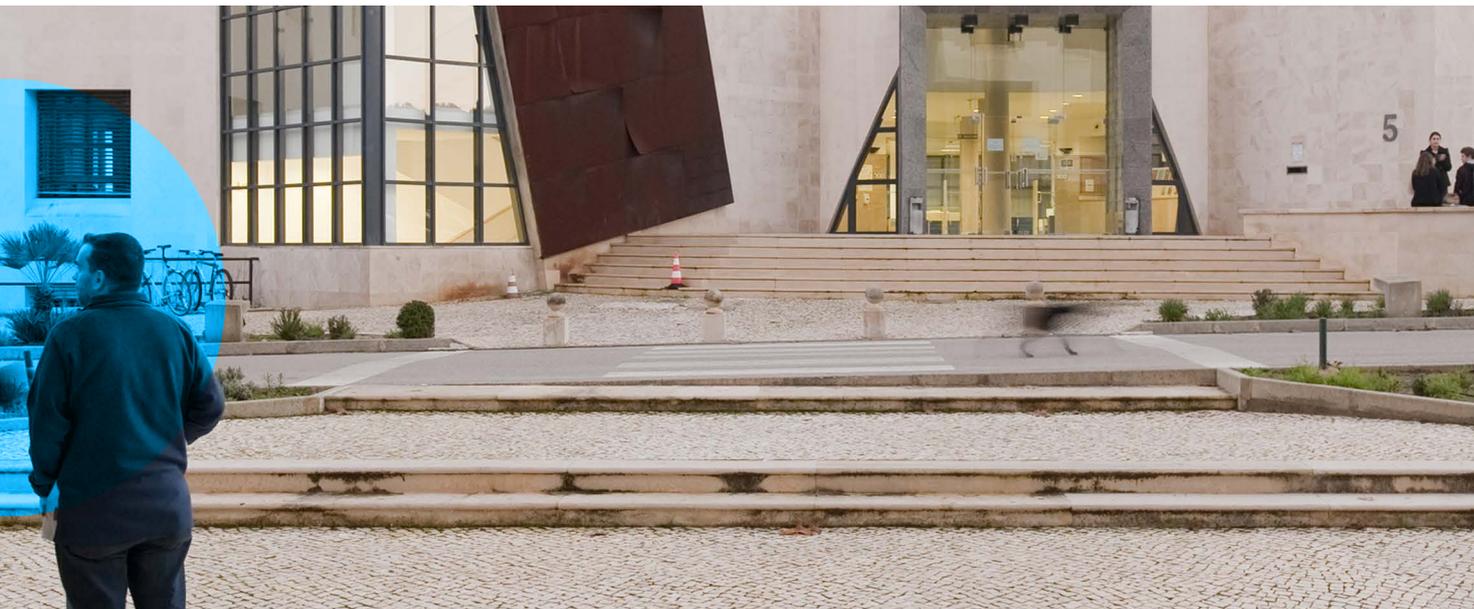
Figure 40
Participation of teaching staff in tenure juries in 2021 and 2022, within the university subsystem.



In the polytechnic subsystem, it can be seen that male members prevailed in 2021, although the difference is not significant. In 2022, the situation was reversed, with the majority of female jury members being female, making up 57% (Figure 41).

Figure 41
Participation of teaching staff in specialist juries in 2021 and 2022, within the polytechnic subsystem.





Non-teaching and non-research staff

A disparity between sexes is evident among non-teaching staff, among which females predominate – a trend established previously and continued into 2022. The exceptions to this rule are the categories of Senior Manager and IT. Male staff members predominate in the institution's IT department.

In general, the University of Algarve has more female workers than male, which has not shown much variance

in percentage between the years compared.

The category of senior managers (Rector, Vice-Rectors, and Administrator) is a specific case. Although there was an increase in the number of female managers between 2016 and 2020, which increased the parity between the sexes, 2022 registered a slight increase in male managers (Figure 42).

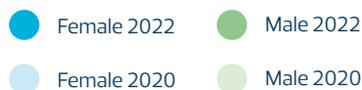
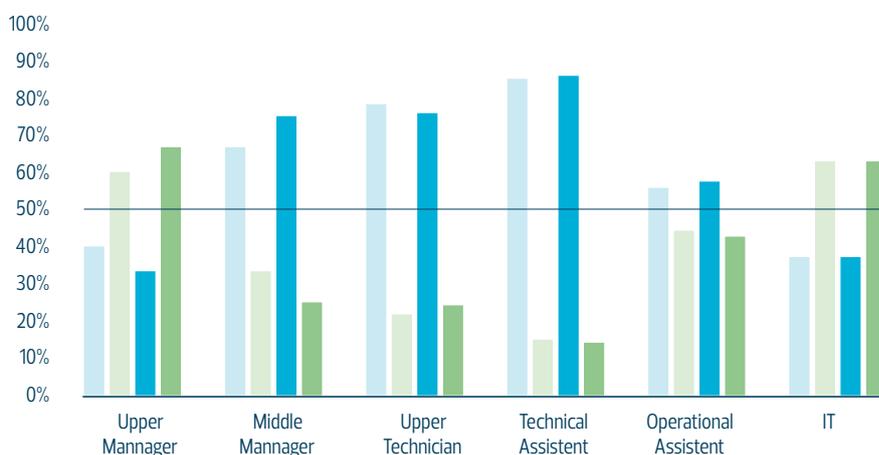


Figure 42
Breakdown of non-teaching staff, by role and sex. Comparison between 2020 and 2022. (Blue or light green 2020, Blue or dark green 2022; Blue female; Green male).





Community perception of gender equality

Two studies were carried out, of a quantitative nature, to analyse the perceptions of students and professionals regarding aspects related to gender.

The aim was to determine the perceptions of professionals regarding certain indicators, such as the concern for gender equality by management bodies and the culture relating to work-life balance created by the institution. The sample consists of 283 participants who responded to the survey in the period between 06 October and 22 November 2023.

With regard to institutional level indicators (Figure 43), average numbers of males were higher than those of females.

Institutional Level

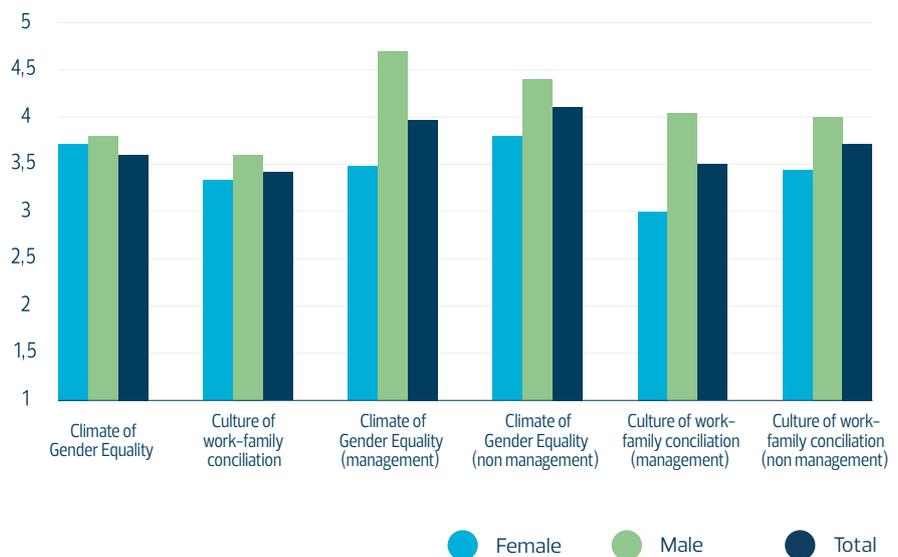
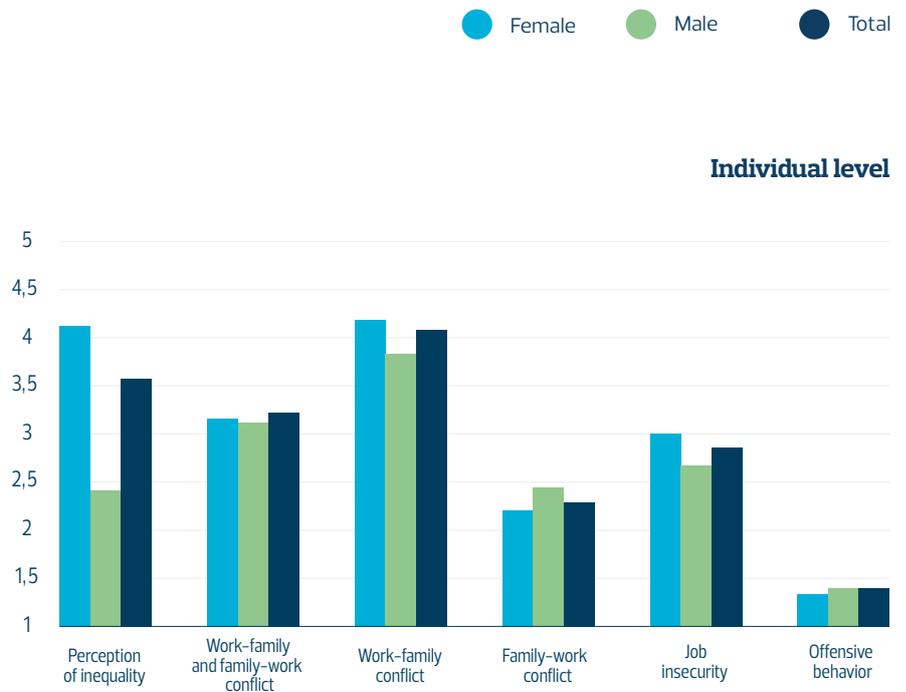


Figure 43
Average staff member perceptions of institutional variables, by gender
Note: Response levels, from 1 to 7.

Where individuals are concerned, it can be seen that the perception of inequality was higher among women. Regardless of gender, the averages recorded are higher in the perception of work interfering with family than family interfering with work. Averages far below the central point of the scale (i.e., 3.5) also stand out in terms of the perception of abusive behaviour. (Figure 44).

Figure 44
Averages, by sex, of individual variables perceived by staff members
Note: Response levels, from 1 to 7.

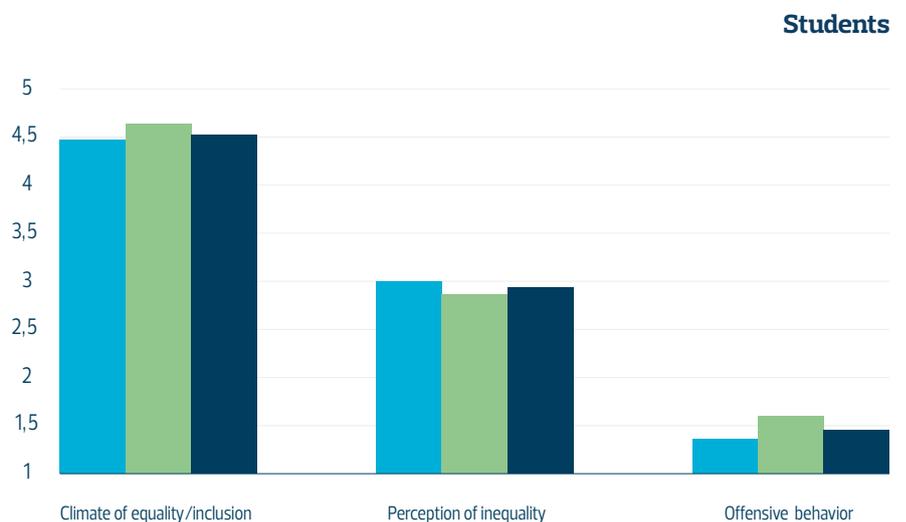


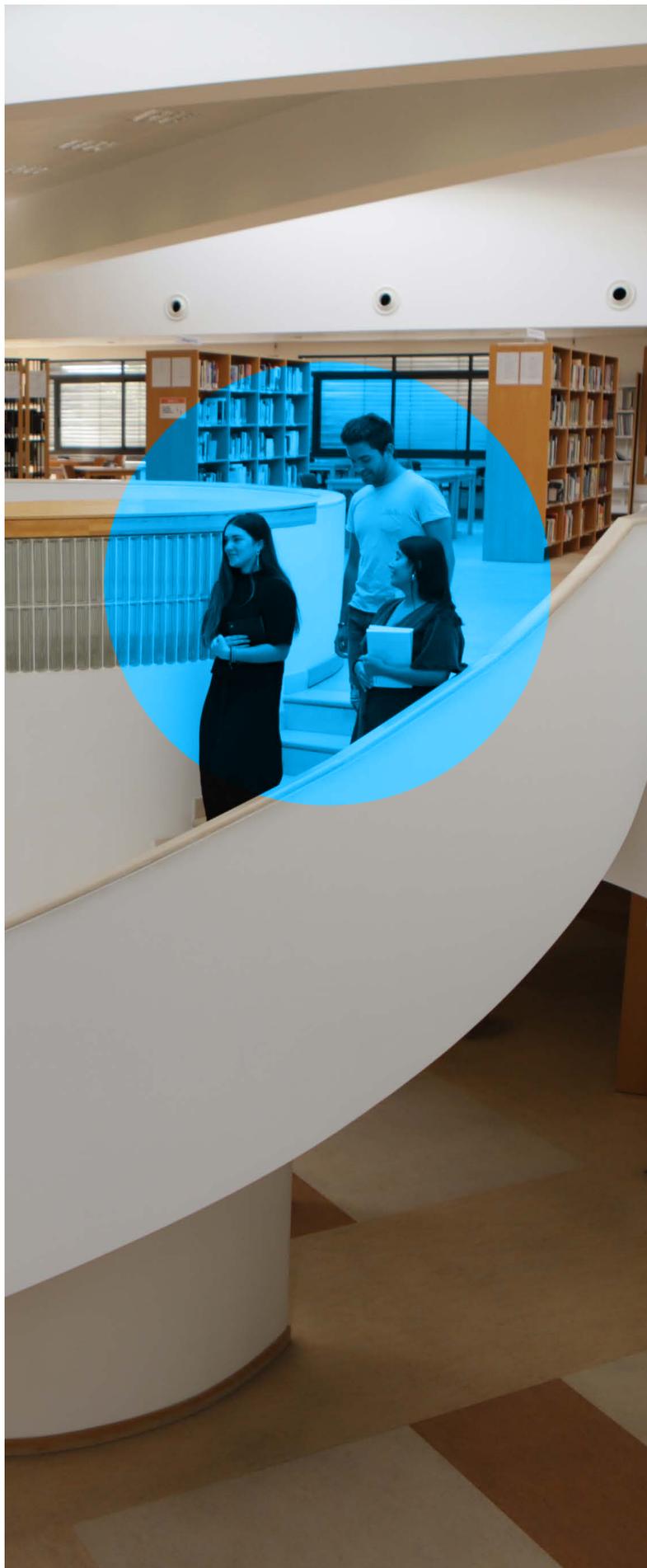
The study was carried out with the aim of assessing student perceptions regarding the institution's concern and involvement in the issue of gender (in)equality, as well as analysing

student perception of insults or verbal provocations directed at them. The study sample consisted of 148 participants, who answered the online questionnaire between the 06 October and 22 November

2023. Regarding the main results in this area, averages far below the central point of the scale stand out in reference to offensive behaviours (Figure 45).

Figure 45
Averages of student perceptions, by gender Note: Response levels, from 1 to 7.





Conclusions, Strategy and actions

In short, it is worth highlighting the Monitoring carried out in 2021-2023:

a) Women continue to be represented in higher numbers at all levels of education, research, and services at UAlg and specifically in the areas of Health; despite male staff members continuing to predominate in areas such as Exact Sciences and Engineering, especially IT.

b) Compared to the 1st monitoring period of 2016-2020, carried out previously, in terms of research, there has been a recovery in the female presence in project leadership, U&ID coordination, and patent holding, in which they were previously underrepresented until 2020. The data from this report (2021-2022) present figures that show more evenly balanced numbers of men and women in these areas, specifically 49% of women as PIs of projects and managers of centres, with the percentage of women surpassing that of men who own inventions or co-inventions, at 67%.

c) In the period under review, a balance was achieved in terms of publications, coming in at close to 50%. Where previously men registered higher numbers, the representation of women has increased.

d) Students are more equally represented in the summary analysis, divided by OU, in the FCT, FE, ESGHT. The FMCB, ESS, FCHS register a predominance of female students, while male students predominate in the ISE.

In Undergraduate and Master's degree courses, women register in higher numbers, as in the previous period of 2016–2020. However, the predominance of female students among those enrolled has been decreasing, with a slight percentage increase in the male student population, from 43% in 2018/2019 to 44% in 2022/2023.

The CTESP contrasts with other levels of study, despite the fact that the student population has been increasing over the last 5 years, as in the other levels, with male students predominating (73.87% in 2022/23).

Among graduates, the percentage difference between the sexes indicates a higher ratio of female graduates/students enrolled.

e) More of a balance was registered in the attendance of PhD courses, with the exception of international students, among which male students continue to prevail. In terms of mobility, "Outgoing" UAlg students

continue to make less use of the opportunity than "Incoming" foreign students who do part of their courses at the University of Algarve. In turn, it is UAlg students, especially those studying for Undergraduate and Master's degrees, who make the most of the opportunity by means of mobility, study, and internships.

With regard to the gender distribution of PhD students, with and without research grants, by area, this was found to be more equal in the 2022/23 academic year than in the previous period.

In the areas of Arts, Communication and Heritage, a prevalence of male students enrolled in PhDs with research grants was registered, as in the areas of Engineering and Technology. A clear prevalence of males was also registered in the area of Economics, Management and Tourism, among students enrolled in PhDs without research grants. Where other areas of study are concerned, numbers of female students prevail among students enrolled in PhDs, both with and without research grants.

Generally speaking, the University of Algarve has a higher number of female employees across the various departments,

with no change registered across the years compared, with males only predominating in the IT departments.

However, men make up a higher percentage across higher ranks of non-teaching and non-research staff, senior managers and teaching staff in the categories of full professor, associate professor, and coordinator with tenure.

Within UAlg's subsystems, the Polytechnic registered greater parity in terms of female and male teaching staff, with the exception of the ISE. This tendency is also evident in the composition of hiring panels, and a greater imbalance in favour of men was registered in the university subsystem. However, female participation increased from 16% to 28% in 2022, although it remained close to parity in the polytechnic subsystem.

As in the previous period, the perception of gender inequality at UAlg is higher among females than males. Regardless of gender, the averages recorded are higher in the perception of work interfering with family than family interfering with work. Also noteworthy is the reduced perception of offensive behaviour by UAlg Academia, students and staff.

This monitoring exercise carried out on the UAlg Gender Equality PI² in 2023, about a year after the first monitoring exercise was carried out and perceptions gathered, has presented a general consolidation of the representation of women across the various areas and activities at UAlg.

In terms of education, it should be noted that in Undergraduate and Master's degree courses, women are more represented across all areas with the exception of Exact Sciences and Engineering, while higher numbers of men are registered in CTESP and PhD courses with the exception of Science, Health and Education.

A comparison of the UAlg Gender PI² with plans from other universities under the Sustainable Horizons-SHEs project (<https://www.widera.education>), which

also aims to promote more inclusive institutions and share good practices, showed that of the various partner and associate institutions, 14 have gender equality inclusivity plans, 6 of which have had them since 2020. All institutions consider it important/very important for higher education institutions to have a gender equality plan (6.48/7). Partner institutions in the project include the University of Huelva (Spain), the King Michael I University of Life Sciences in Timisoara

(Romania), the LAB University of Applied Sciences (Finland), the Ludwigshafen University of Business and Society (Germany), and the Tomas Bata University in Zlín (Czech Republic). The project also includes a number of associate institutions outside Europe, specifically the University of Namibe, Agostinho Neto University, Eduardo Mondlane University, Andres Bello University, Federal University of Western Pará, National University of Itapua, University of Magdalena, University of São Tomé and Príncipe, University of Bangui, Ahmadu Bello University, University of Ghardaia, South Valley University, University of Ruhuna, Royal Thimphu College, and National University of Equatorial Guinea. The gender equality plans of the various institutions share common categories: students / education, human resources (staff), research, strategies / implementation, sexual harassment; work-life balance / well-being. The majority systematise the institution's information based on institutional data. However, in addition to this analysis, the University of the Algarve also carries out quantitative studies to assess the perception of subjects relating to gender: among (1) students; (2) grant holders, teaching staff, researchers, and non-teaching and non-research staff.

Sustainable Horizons Partner or Associate University – SHEs**2022**

University of Algarve, <i>Portugal</i>	2022
University of Huelva, <i>Spain</i>	Before 2020
"King Michael I" University of Life Sciences in Timisoara, <i>Romania</i>	2022
LAB University of Applied Sciences, <i>Finland</i>	Before 2020
Ludwigshafen University of Business and Society, <i>Germany</i>	Before 2020
Tomas Bata University in Zlin, <i>Czech Republic</i>	2022
University of Namibe (<i>Associated Partner</i>).	No reply
Agostinho Neto University (<i>Associated Partner</i>)	2023
Eduardo Mondlane University (<i>Associated Partner</i>)	Before 2020
Andres Bello University (<i>Associated Partner</i>).	no reply
Federal University of Western Pará (<i>Associated Partner</i>).	Not as of yet
National University of Itapua (<i>Associated Partner</i>)	Not as of yet
University of Magdalena (<i>Associated Partner</i>)	2023
University of São Tomé and Príncipe (<i>Associated Partner</i>).	Not as of yet
University of Bangui (<i>Associated Partner</i>)	Not as of yet
Ahmadu Bello University (<i>Associated Partner</i>).	Before 2020
University of Ghardaia (<i>Associated Partner</i>).	no reply
South Valley University (<i>Associated Partner</i>).	Before 2020
University of Ruhuna (<i>Associated Partner</i>).	no reply
Royal Thimphu College (<i>Associated Partner</i>)	Not as of yet
National University of Equatorial Guinea (<i>Associated Partner</i>).	Not as of yet

Finally, the sharing of monitoring strategies and awareness-raising actions and good practices in this report remain to be stressed, in addition to the finding of a potential convergence of (4) strategic structural objectives relating to the sharing of good practices relating to work/family relations and mitigating the imbalances detected, in line with our strategic objectives, which are indicated below:

- Build gender into UAlg's institutional structure, ensuring the institution's leadership, governing bodies, and management lead by example,

seeking constant development in line with the most rigorous Portuguese and international standards;

- Strengthen an organisational culture that promotes gender equality and inclusion, encompassing formal and informal means of communication, and active and inclusive practices carried out both internally and externally (within the region);
- Improve the work-life balance of all employees and students, by boosting well-being in a healthy environment;

- Mitigate gender imbalances in teaching and research, in areas such as Exact Sciences, Engineering, and Health Sciences, across UAlg's regional, national, and international operations.

In this context, the activity report of the initiatives carried out/planned following the launch of the UAlg PI2 Gender plan to achieve the proposed objectives was carried out, indicating all institutional managers, key groups, and regional *stakeholders*, as well as the SDGs targeted by the initiatives.



Objective 1

Working gender equality into UAlg's organisational structure

Actions

1.1 An annual report was drafted, containing: a) Diagnoses carried out on gender equality within the academic community so as to periodically monitor perceptions regarding gender equality and inclusion both on an organisational and individual level; b) Reports produced (1st report containing data from between 2016–2020, and

the 2nd containing data from 2021–2022), available on the UAlg website, that allow the academic community to understand gender indicators and their relevance in teaching, research and human resources; c) Updated methodologies, standardising data collection practices and carrying out initiatives geared towards upcoming gender equality plans;

1.2 A rectoral commitment statement was issued in 2022 regarding the Gender Equality Inclusion Plan, which shall be a strategic document used by UAlg to work towards gender equality per national and European guidelines, the active, public sharing of which ensure that it is successfully implemented/monitored;

Target groups

Students and workers.

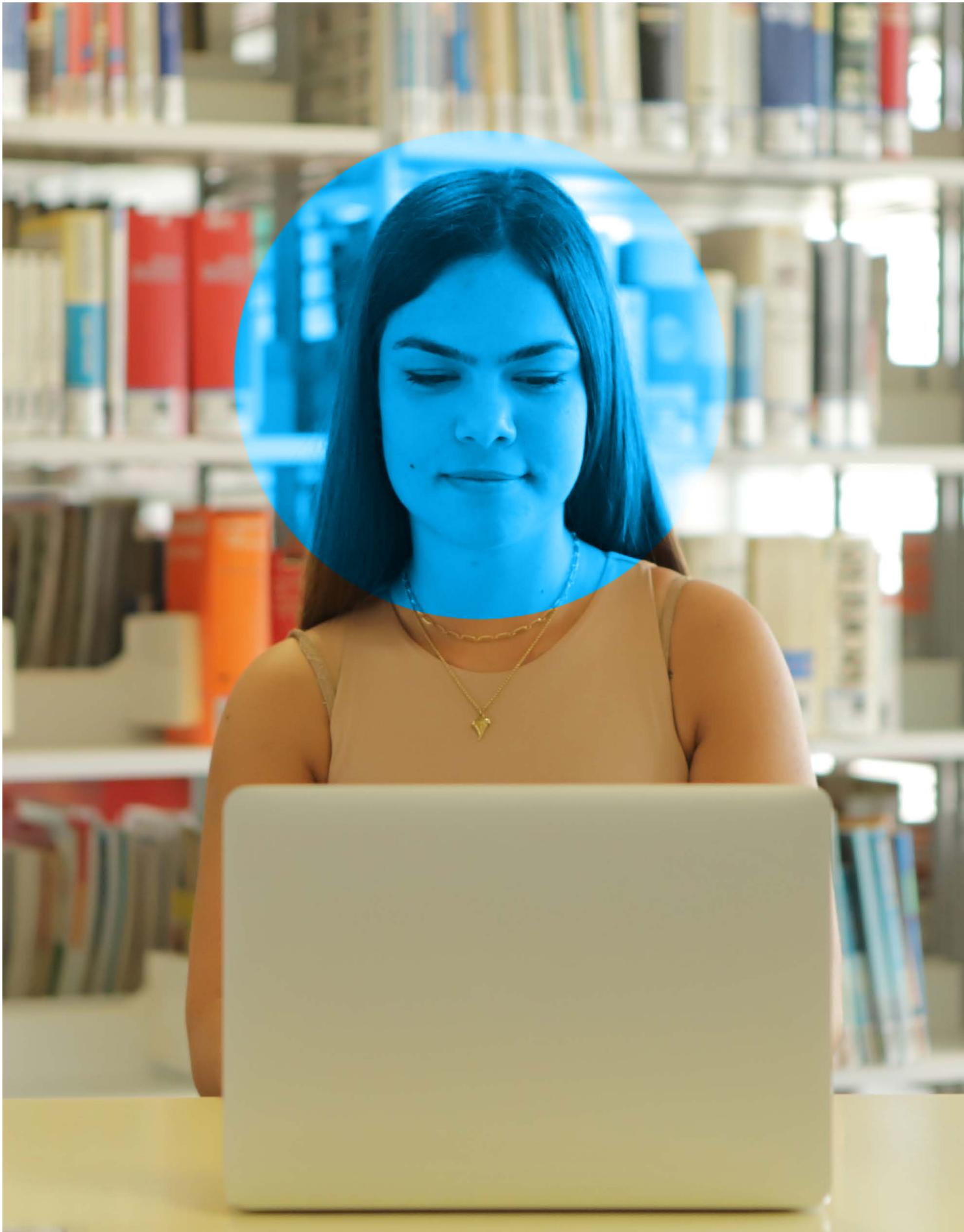
AGENDA 2030 SDGs encompassed

SDG 5, SDG 10

Persons responsible

Rectoral team, members of the PI² Gender UAlg working group, Directors of Organic Units, and Directors of Services.





Objective 2

Strengthen an organisational culture that promotes gender equality and inclusion – behaviours and communication

Actions

2.1 A seminar was held to present the UAlg Gender Equality Inclusivity Plan (PI2) in May 2022 and the main items in the plan (Research, Teaching, and Human Resources) were monitored in the years following the initial Diagnosis, as well as parallel training sessions run on gender equality in the academic community on the various themes covered in the plan.

2.2 Communication and discussion sessions relating to equality, equity, inclusion, and diversity were held at UAlg and at the Sustainable Horizon - SHEs project European partner and associate universities; and at SEA-EU.

2.3 Guidelines have been created within the institutional and legal framework (Law no. 93/2021 of 20 December) on how to report violations of rights or non-compliance with measures, per the principles of transparency, good conduct, and good practice.

2.4 An open platform on which it is permanently possible to participate in any action that calls out inequality was created - the UAlg reporting platform. Per the principles of transparency, good conduct and good practice, the channel protects users under the whistleblower protection programme when reporting on the following areas: Non-inclusion/Discrimination; and Sexual or Moral Harassment.

2.5 Campaigns, events and initiatives were run to raise awareness of equality, draft documents delineating good practices, and protect victims, with sustainable cooperation achieved between the UAlg community and regional and international institutions; the GEMINI (Gender Equality through Media Investigation and New Training Insights) action-research project supported these actions, which aims to combat gender-based

stereotypes that create gender inequalities and empower young adults to create positive messages of gender equality.

2.6 Applications for projects relating to gender equality in research projects were encouraged, and several were approved, including the coordination of Sustainable Horizon (SHEs), which integrates this dimension of institutional change in terms of gender balance at UAlg and partner universities, as well as the GEMINI project, which focuses on the representation of gender identities in television series and how they can contribute to gender equality, and is aimed at European secondary school students and trainers/teachers across four geographical and socio-cultural areas of Europe. Some students are already focusing their dissertations on this area. All the modules taught at UAlg have been classified according to the SDGs, and those responding to SDG 5 total 388; 11% of all modules.

Target groups

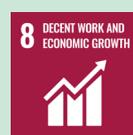
Students, workers and stakeholders.

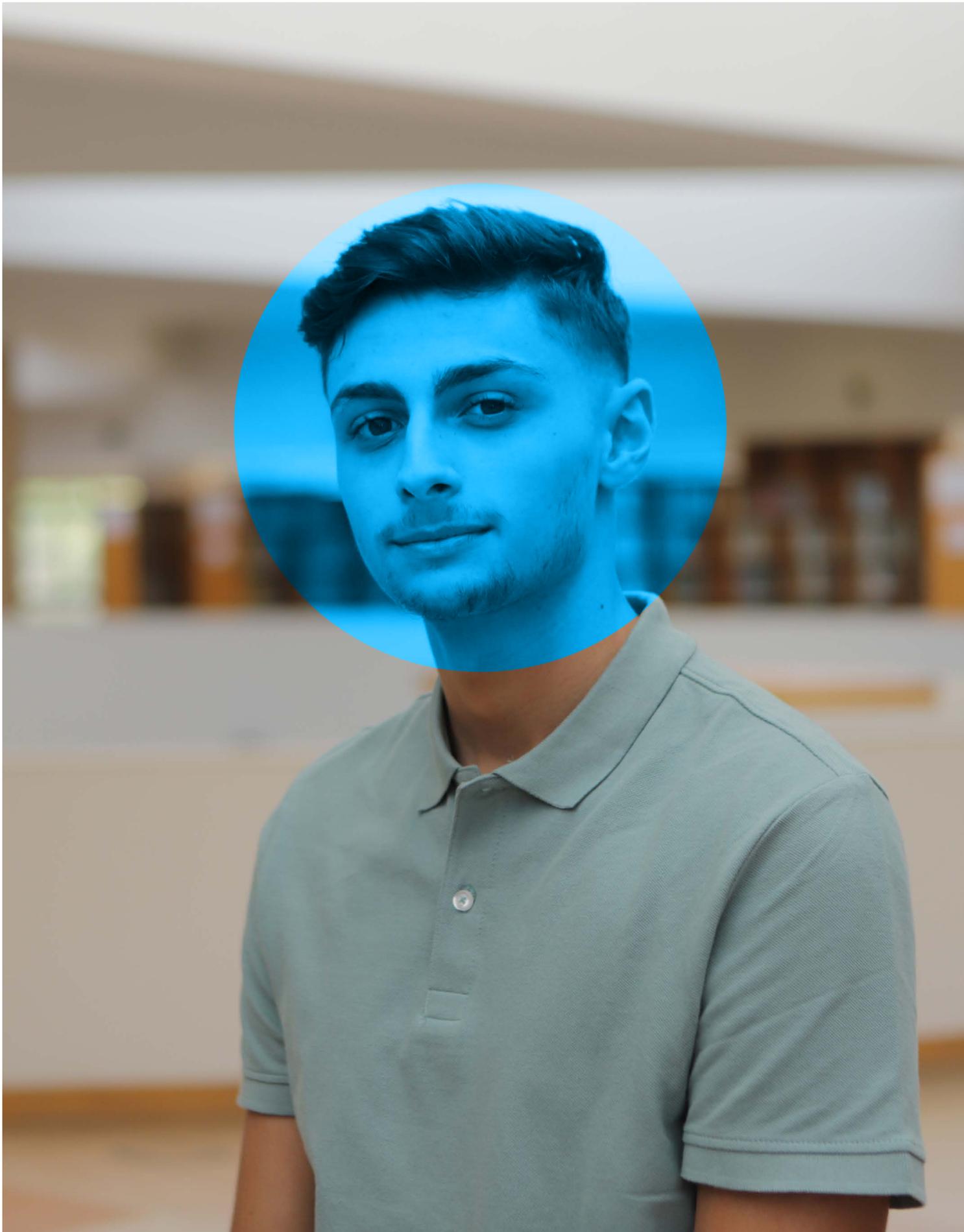
Persons responsible

Teaching staff, researchers including PhD students, workers with specific training in the subject matter and members of the PI²Género UAlg working group.

AGENDA 2030 SDGs encompassed

SDG 4, SDG 5, SDG 8, SDG 10, SDG 11





Objective 3

Encouraging values that promote well-being and a healthy work-life-family balance, where gender is concerned

Actions

3.1 Several sessions were held in 2021 (1st and 2nd) and 2022 (3rd and 4th) on the subject of time management, contextualising the dimension of gender.

3.2 Parental leave and family aid for chronic/long-term illnesses were supported by the organisation within the legal framework;

3.3 The principles and procedures of Portuguese Standard 4522 were

implemented: 2014 – Standard for Family-responsible organisations.

3.4 Foster values that aim to boost the well-being, quality of life and general satisfaction of all stakeholders where work-life balance is concerned.

3.5 Develop mentoring programmes and run professional skills development sessions geared towards career development while

maintaining a work-life balance and also taking advantage of the Mobility programmes available to foreign and national institutions, both for students and staff.

3.6 The need to produce guidelines to increase gender parity in student work groups, across modules and areas, where UAlg's OUs are concerned, was reported.

Target groups

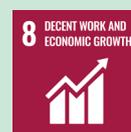
Students and workers.

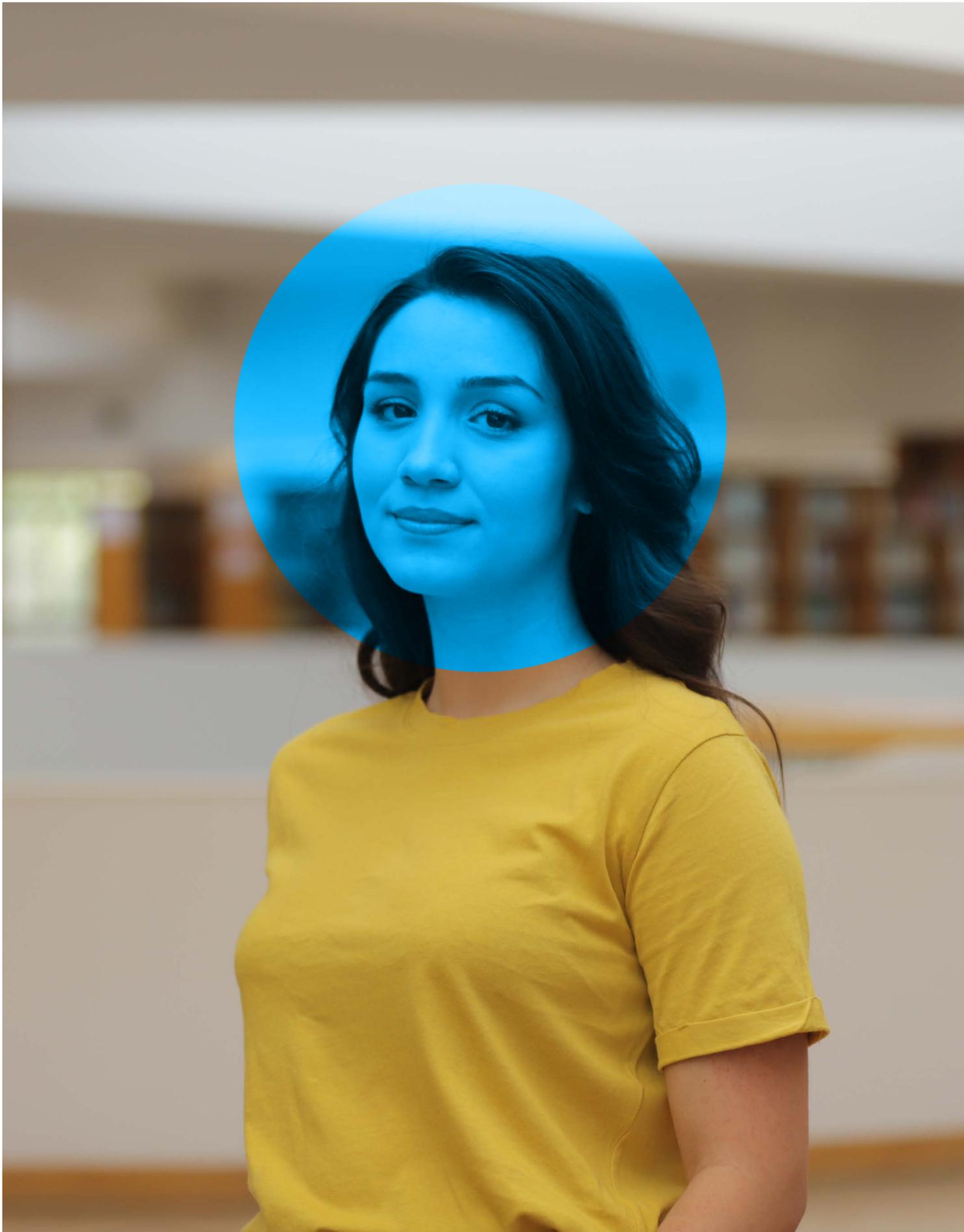
Persons responsible

Rectoral team, GAIP, FCHS, Organic Unit Directors, Directors of Services.

AGENDA 2030 SDGs encompassed

SDG 5, SDG 8, SDG 10





Objective 4

Mitigate gender imbalance in teaching, research and innovation

Actions

4.1 The current report containing 2021–2022 data revealed a transversal increase of female students and staff in the areas of engineering, exact sciences, and economic and business sciences, including initiatives run in secondary schools relating to the STEAM areas.

4.2 The current report containing 2021–2022 data contains the number of patents and projects filed for which the PIs were female.

4.3 The dropout rates of students

of the nationalities noted in the annual diagnosis were also monitored;

4.4 More conditions were provided to attract more international female students to UAlg's PhD programs, including family support (granting students special parental rights), especially within the scope of the CEMAR science LP UNESCO/FCT consortium.

4.5 The awareness raised within the PI2 group contributed to promoting a progressive

approximation of the gender balance of the members of hiring and promotion panels at UAlg (40% of the under-represented gender, per the provisions of Decree-Law no. 26/2019 of 28 March, which establishes a framework of balanced representation between men and women in management personnel and Public Administration bodies);

4.6 New job openings have boosted gender equality in career progression, especially in senior positions.

AGENDA 2030 SDGs encompassed

SDG 3, SDG 4, SDG 5, SDG 9, SDG 10, SDG 11

Target groups

Students and workers.

Persons responsible

Rectoral team, Organic Unit Directors, Directors of Services, GRIM, CRIA.



Sources of information

European Commission: A Union of Equality. Gender Equality Strategy 2020–2025, 2020

<https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52020DC0152>

Global Gender Gap Report 2021, World Economic Forum

<https://www.weforum.org/reports/global-gender-gap-report-2021/digest>

SHE Figures Report 2021, European Commission, Directorate General for Research and Innovation, Brussels: 2021

https://ec.europa.eu/info/sites/default/files/research_and_innovation/strategy_on_research_and_innovation/documents/ec_rtd_era-policy-agenda-2021.pdf

Horizon Europe Guidance on Gender Equality Plans (GEPs)

<https://data.europa.eu/doi/10.2777/876509>

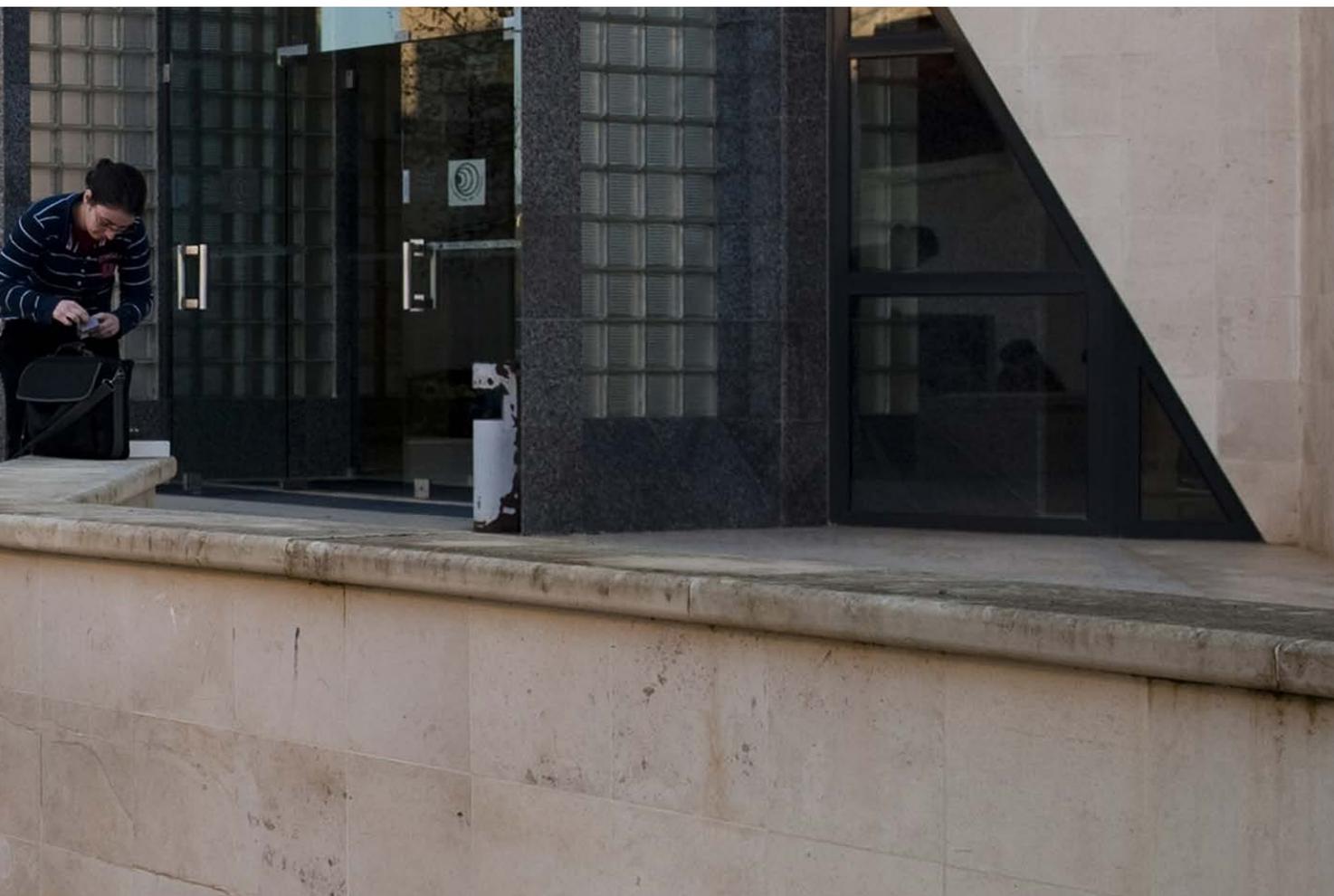
GE-HEI – Gender Equality in Higher Education Institutions-DGES

<https://gehei.dges.gov.pt/>









Data Privacy at the University of Algarve

All data collected and processed as part of the drafting of the University of Algarve (UAlg) Gender Equality Inclusion Plan is done so with the aim of putting together a plan of programmed activities to be carried out at UAlg with the aim of progressively reducing inequalities between genders, and monitoring such progress.

The lawfulness of data collection within the context of the UAlg Gender Equality Inclusion Plan, as provided for in the General Data Protection Regulation (EU 2016/679), in the case of the collection and processing of 'non-special' personal data, a contract will be entered into, as per article 6 (1b) and the fulfillment of the legal obligation contained

in Article 6. (1c). In the case of collection and processing of data of special categories per Article 9.(1), the data subject will lawfully be asked to provide explicit consent per Article 9.(2a).

All data is collected and processed for the purposes of the University of Algarve Gender Equality Inclusion Plan. The confidentiality of all data processing is guaranteed through the exclusive use of data by the University of Algarve, with the data retention period applied being the minimum necessary for the purposes of the plan, and processing being carried out per the terms and conditions of the Data Protection Policy available at www.ualg.pt.



The monitoring and implementation of this plan was partly carried out under the Sustainable Horizon - SHEs project

