



GENDER EQUALITY PLAN UNIVERSITY OF MACEDONIA 2022-2024



Approved unanimously by the Senate (No 13/1.6.2022)

GENDER EQUALITY COMMITTEE (GEC) UNIVERSITY OF MACEDONIA (2020-2023)

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Introduction

According to the National Action Plan for Gender Equality 2021-2025 (see <http://www.opengov.gr/minlab/?p=5333>), *"Greece ranks last in the EU list in terms of the Gender Equality Index for 2020 with data for 2018, and despite the minor improvement of the index compared to 2010 and 2017 it still remains in the same position since 2010"*. Indeed, there are significant inequalities in women's participation in the social and the political sphere and in the labor market, education and employment, specifically in fields such as Information and Communication Technologies (ICT) and research.

A similar situation is evident within Universities across the country, where significant gender differences display an unequal representation of women versus men in different fields of employment such as teaching, research but also among the student population. At the same time, there is a lack of institutional regulations and best teaching, research and awareness-raising practices on issues of inequality based on gender and / or sexual orientation.

Male- or female-oriented studies reproduce stereotypes and create an invisible web of gender-dependent assessment for qualifications and leadership skills. They attribute to men who tend toward the hard sciences, more skills than to women who tend towards humanistic and social sciences and to roles such as teacher, care-giver, assistant, secretarial support, etc. This results in the 'glass ceiling' phenomenon according to which women cannot hold leadership positions due to lack of qualifications, skills, time or even desire to deal with complex issues as they are also required to deal with maternity and family duties. In any case, it is common knowledge that there is neither systematic training and awareness-raising on gender-equality issues, nor a record of the gender-equity map in higher education institutions with monitoring indicators, which may formulate a supporting environment for female empowerment and for the achievement of goals which may reverse gender stereotypes and dissolve the glass ceiling.

In addition, the Greek bureaucratic language remains a language of 'mansplaining', in which the masculine gender prevails over the feminine one in all texts, not only contributing to the increased percentage of men holding leadership positions, but also to encouraging gender disparities and thus diminishing the value of traditionally "female professions" (i.e. Secretary [male gender in Greek] of a Department when in 99% of cases the Secretariats of the Departments are managed by women). Furthermore, issues of gender-based violence and discrimination as manifested through incidents of harassment and sexual misconduct within the academic community have not been properly addressed.

In the University of Macedonia there is a Gender Equality Committee (GEC-IEF) which functions as a consultant to the Senate and the Schools and Departments for the promotion of gender equality in all levels and processes of the academic life as defined by the current legislation¹. The GEC consists of nine members: six (6) faculty members, one (1) member of

¹ According to article 45 of the Internal Regulation of the University of Macedonia (approved in the Senate meeting 20/17.6.2021), there is a Gender Equality Committee. The decision no 4132/9.7.2021 was published in the Government Gazette ([ΦΕΚΒ' 3457 στις 29.7.2021](#)).

the other teaching staff (EEP, EDIP, ETEP), one (1) from the administrative staff, one (1) student and an equal number of substitute members. Its members serve a three-year term and they are designated after a call for expression of interest initiated by the Rector. The candidates are evaluated by a three-member committee, designated by the Senate, and are shortlisted and submitted to the Senate for approval. The Senate takes into consideration the overall contribution of the candidates in the fields of gender equality, actions against inequalities, discrimination and social exclusion. During this process, the Senate may designate substitute members according to the proposal of the three-member committee. The approved GEC members come to their first meeting after the Rector's call, where the president of the committee is elected with secret ballot.

The obligations and objectives of the UoM GEC are stated in the relevant legal provisions. In particular, to regulate issues related to the support of discrimination and/or harassment victims, the GEC provides advisory/ mediation services according to the respective protocols and, where appropriate, suggests to the Rectorate and the Senate measures to promote equality and appropriate actions to be taken against sexism. In this context its main responsibilities are the following:

- a. functioning as a link between the University and other national and international academic institutions, social entities and organizations that share similar responsibilities for the promotion, through synergies, of expertise, know-how and skills on gender and equality related issues, especially through curricula, training seminars, research activities and social events.
- b. collaborating with other competent bodies and entities within the University (i.e. Student Counseling and Support Center, Student Advocacy Office, Ethics Committee, Legal Service, Student/staff associations, etc.) whenever it is deemed necessary for addressing and managing gender equality issues in general.

Furthermore, the GEC of UoM monitors and complies with the requirements for research and teaching which are set within the European environment. According to Horizon Europe, the new framework for Research and Innovation (2021-2027) of the Council of Europe, as well as the broader European policies for promoting gender equality and eliminating gender inequalities and discrimination, sexual harassment and other forms of gender-related violence, all Higher Education Institutions in Greece and in the rest of the EU countries are invited to draw up and implement Action Plans for the promotion of Gender Equality in order to be eligible.

In this context, the Gender Equality Committee (GEC) of the UNIVERSITY OF MACEDONIA, in collaboration with the Rectorate undertook the development and drafting of this Gender Equality Action Plan for the University of Macedonia.

Taking into account the (national and international) institutional framework, the UoM GEP:

-sets basic principles for gender equality, and specific goals to be implemented for the years 2022-2024

-records the current state of gender map distribution in teaching, administrative staff and student body, and suggests monitoring indicators

-highlights the fields and points out where sexist language and gender stereotypes are observed in administration, research and teaching, and appeals to guidelines to enhance systematic training in gender and equality issues. It also suggests institutional changes and other good practices to eliminate stereotypes and gender discrimination

-raises the issue of sexual harassment and discrimination based on gender and sexual orientation, and proposes support procedures for victims as well as counseling for perpetrators.

More specifically, the UoM GEP includes the following 5 sectors:

1. the creation of the National Charter of the institution
2. the promotion and support of Study Programs, Educational Seminars and Research at UoM on the topics of social gender and equality
3. raising awareness of social gender and equality, through seminars and actions of inclusion and extroversion inside/outside the institution
4. addressing sexist language and gender stereotypes in the Foundation's environment
5. dealing with gender and sexual orientation related harassment and discrimination.

Analysis of institutional framework

Introduction

This Gender Equality Plan (GEP) was prepared in accordance with the specifications of the Horizon Europe Framework Program of the European Union on Research and Innovation for the period 2021-2027. According to Horizon Europe, the submission of proposals and selection to be funded requires ensuring gender equality in research and innovation within public entities, research organizations and Higher Education Institutions. In this context, interested/candidate bodies must draw up and implement a Gender Equality Plan (GEP).

The University of Macedonia supports and validates this initiative.

According to Horizon Europe, gender mainstreaming in the content of research and innovation is an eligibility condition and is evaluated according to the criterion of excellence (unless otherwise stated in the topic description). The Program aims to promote gender balance in the overall functioning of the institutions aiming for 50% participation of women on each board, expert group and evaluation committee. In addition, the gender balance within research groups is a ranking criterion in cases of a tie.

Each Gender Equality Plan (GEP) must meet four criteria:

- 1) The GEP must be an official document published on the University website, approved by the governing bodies, signed by the highest authority and disseminated within the University. It must state the organization's/institution's commitment to the principle of gender equality and set clear objectives, as well as propose detailed measures and actions, in order to achieve them.
- 2) The GEP must be supported by dedicated resources with expertise in gender equality in order to remain active. For this, resources must be secured for the planning, implementation and monitoring of the GEP, including job-specific funding and dedicated University staff time.
- 3) The University must provide the infrastructure necessary for the collection and monitoring of analytical data regarding staff and students divided by sex/gender, as well as preparing annual reports based on relevant indicators.
- 4) The GEP must include measures for education and awareness regarding gender equality.

Institutional framework for gender equality in Greece

Human Rights, i.e. the freedoms and claims that are inalienable and inherent to all individuals by virtue of their human nature, are enshrined in provisions of both domestic law (Constitution/Laws) and international law (Universal International Conventions/ European context). The cornerstone of human rights is the prohibition of discrimination based on gender, sexual orientation, origin, language, religion, political or other opinion, disability, age or other criteria.

Below are listed the main directions of the regulatory stock with specific focus on the safeguarding of gender equality in Greece.

National legislation

The Constitution of the Hellenic Republic contains a special provision for gender equality (A. 4§2 S: "Greek men and women have equal rights and obligations"), equal pay for work of equal value, regardless of gender (A. 22 § 1 S) and allows positive measures to be taken to promote gender equality (A. 116 § 2 S²).

Following A. 116 § 2 Σ, Greek legislation has activated the quota measure to enhance women's participation in decision-making positions/centers, such as e.g. in the case of A. 57 of Law 3653/2008 (Government Gazette A / 21.3.2008) "Institutional framework for research and technology and other provisions". This specifies a 1/3 minimum percentage rate of scientists of each gender for the staffing of the National Research and Technology bodies and Committees, provided the candidates possess the necessary qualifications.

Greece is aligned with European legislation regarding equal opportunities at work and employment, as well as the prohibition of sexual harassment at the workplace³. Also, domestic law prohibits ill-treatment due to pregnancy or maternity⁴.

Among the recent legislative milestones is the Law on "Promotion of substantial gender equality, prevention and fight against gender-based violence" (Law 4604/2019, Government Gazette 50/A/26.3.2019), which includes the gender dimension within the administration, of the Disciplinary Law, of the Curricula of the Higher Education Institutions and in general of the educational process.

Finally, the National Gender Equality Action Plan 2021-2025 (November 2021⁵), which was adopted following the above legislation, sets key priorities for gender mainstreaming in sectoral policies that include gender and family violence, the equal participation and treatment of women in social and political life, in the labor market, in the sectors of digital skills, economy, sports and disability.

² It should be noted, though, that there is no explicit reference to gender characteristics (such as gender identity, sexual orientations, disability, age and minority), to constitutional provision for the protection of life, honour and personal freedom (A.5 § 2 S).

³ "Implementation of the equal opportunities principle and equal treatment of men and women on issues employment. Alignment of national legislation to the 2006/54/EK (5th July 2006) directive of the European Parliament and the Commission and other related provisions" (Government Gazette 207/A/2010/12/08 (No. 1,2,3,8)).

⁴ Indicatively: Presidential Decree 176/1997 (Government Gazette 150/A), 41/2003 (Government Gazette 44/A) and article 142, Law 3655/2008 (Government Gazette 58/A).

⁵ Hellenic Republic, Ministry of Labour & Social Affairs, Secretary General for Demography and Family Policy and Gender Equality, National Action Plan for Gender Equality 2021-2025, Athens, November 2021, <https://isotita.gr/wpcontent/uploads/2021/12/ΕΣΔΙΦ-2021-2025.pdf>

International legal commitments of the Hellenic Republic

The Hellenic Republic adheres to the global and regional international framework for Human Rights. It has ratified all the fundamental international conventions on human rights, gender equality and the prohibition of all forms of discrimination, as drawn up in the framework of global and regional international organizations – and at the same time has accepted all the relevant international judicial and supervisory mechanisms and procedures that ensure the observance of the corresponding international acts.

Greece is a founding Member State of the United Nations Organization (Law 585/1945); according to the UN Charter, the Member States declare their belief "in the fundamental rights of individuals, in the dignity and value of individuals, to the equality of the rights of men and women" (Preamble of the UN Charter). The UN also aims to "develop and encourage respect for human rights and fundamental freedoms for all, without distinction as to race, sex, language or religion" (A. 1§3 UN Charter).

Greece has ratified the major international conventions of the UN on human rights, at the center of which is the principle of the prohibition of discrimination based on gender, such as e.g. the International Covenant on Civil and Political Rights (1966), the International Covenant on Economic, Social and Educational Rights (1966) and the Convention on the Rights of Persons with Disabilities (2006).

In particular, with regard to gender equality, Greece has ratified the following specific international conventions, which are an integral part of its legal order by virtue of Art. 28 § 1 of the Greek Constitution:

- United Nations International Convention on the Elimination of All Forms of Discrimination against Women (New York, 18 December 1979) (L. 1342/83, Official Gazette 39/A/1.4.1983)
- Council of Europe Convention on the Prevention and Combating of Violence against Women and Domestic Violence and Protection (Istanbul, 11 May 2011) (L. 4531/2018, Official Gazette 62/A/5.4.2018)
- Convention Nr. 190 of the International Labor Organization on the Elimination of Violence and Harassment in the workplace, adopted by the Conference of the International Labor Organization (Geneva, June 21, 2019) (Law 4808/202, Official Gazette 101/A/19.6.2021).

It is noted that Greece has been a Member State of the Council of Europe since 1949, has ratified the European Convention on Human Rights (Law 2329/1953, Official Gazette A' 68/1953) and abides by the decisions of the European Court of Human Rights. Among the important policy objectives of the Council of Europe is the 2018-2023 Gender Equality Strategy.

Gender equality is also a priority of other international institutions, of which Greece is a Member State. In this regard, UNESCO has published a Strategy for Gender Equality in Education 2019-2025⁶.

Dimension between legislative framework and social reality

Despite the extensive network of recent legislative arrangements and actions, the social reality is very different. It is urgent to implement additional measures and actions towards the realization of substantial gender equality in Greece. According to the finding of the National Gender Equality Action Plan for 2021-2025,

"Greece ranks last in the EU in terms of the Gender Equality Index for 2020 with 2018 data, remaining in the same position since 2010, despite a small improvement in the index compared to 2010 and 2017. The best relative performances of our country are recorded in the health and financial sectors, while the lowest performances and therefore the greatest room for improvement are recorded in the sectors of power and representation, care giving time and activities and work. Therefore, it is still necessary application of Laws 4531/2018 and Law 4604/2019 and to integrate gender perspective in sectoral policies⁷".

Institutional framework for gender equality at the University of Macedonia

As previously stated/demonstrated, the protection of gender equality is one of the guiding principles of the Greek legal order and the Quality Policy and the overall operation of the University of Macedonia are oriented precisely in this direction. According to A. 6 of the current Internal Regulation of the University of Macedonia (2021)⁸

"4. The University of Macedonia protects and promotes gender equality and ensures the fight against discrimination based on sex, race, color, national or ethnic origin, descent, religious or other beliefs, disability or chronic illness, age, family or social status, sexual orientation, identity or gender characteristics in education, working and employment conditions and the professional development of all members of the university community. In this context, it ensures that all members of the university community (students, members of the teaching and research staff, members of the scientific, technical, administrative staff) can carry out their work in an environment free from any form of discrimination, direct or indirect, and from any form of harassment and promoting an equal representation of the all sexes in administrative bodies, committees, etc.

⁶ From access to empowerment. UNESCO strategy for gender equality in and through education 2019-2025, Paris, 2019, available at: <https://unesdoc.unesco.org/ark:/48223/pf0000369000>.

⁷ National Action Plan for Gender Equality 2021-2025, pp.8-9.

⁸ The Internal Regulation of the University of Macedonia was approved by the Senate at meeting no. 20/17.6.2021. The relevant decision (no. 4132/9.7.2021) was published in the Official Gazette B' 3457/29.7.2021.

5. Throughout the text of this Regulation, whenever the masculine gender is mentioned (Rector, Vice-Rector, Dean, President, Director, teacher, researcher, worker, student, etc.) the corresponding use of the feminine (e.g. Rector) will be understood, the Vice Chancellor, the Dean, the President, the Director, the teacher, the researcher, the employee, the student, etc.) as well as vice versa, unless there is a clear differentiation otherwise".

At the University of Macedonia, an unpaid Gender Equality Committee (GEC) was established (2020) and operates as an advisory body to the Senate and the Administrations of Schools and Departments for the promotion of gender equality at all levels of operation and in all procedures of academic life, as defined in the current legislation⁹.

⁹ For detailed data, visit the Gender Equality Committee (GEC) website: <https://www.uom.gr/eif/h-epitroph/epitroph-isothtas-ton-fylon-eif> (Accessed: April 14, 2022).

Basic Principles – Concepts/Indicators (GEP/UoM 2022-2024)

The GEP/UoM (2022-2024), taking into account the goals that the GEC has set since its establishment at UoM and as they are stated in the internal Regulations of the Foundation, according to the consultation between its members during the GEC meetings, and in coordination with the corresponding HEIs of the other Universities of the country, also taking into account: a) the principles of the Constitution (article 4, par. 2 "Greek men and women have equal rights and obligations", article 116, par. 2 "Taking positive measures to promote equality between men and women does not constitute gender discrimination of women. The State ensures the elimination of inequalities that exist in practice, especially to the detriment of women"), b) the law 3549 (Reform of the institutional framework for the structure and operation of the Higher Educational Institutions) and in particular the article 1, par. 2e, which defines among the main objectives of the mission of the HEIs to "contribute to the consolidation of gender equality and equality between men and women", c) Law No. 4604, part one (Promotion of substantial gender equality, prevention and combating of gender-based violence), as well as the European directives (see Gender Equality: a strengthened commitment in Horizon Europe), the UoM GEP (2022-2024):

- focuses on the establishment of gender equality in the institution with a view to combating all forms of gender discrimination, which produce stereotypical sexist biases in teaching, research and the academic environment, due to a lack of education regarding gender identities and/or sexual orientation, but also due to discriminatory and/or abusive practices, sexual harassment and/or sexist behavior.

-invests in specific analytical categories of fields that focus on one hand on the recording of a gender map, on gender discrimination and inequality problems and on the other hand the suggestions for monitoring and addressing such issues both on an institutional as well as a practical level.

-aims to establish real equality within the University, through the cultivation of an all-inclusive university, promoting suggestions of best practices for gender and other discrimination related issues within the academic community.

-addresses a real gender equality design on the basis of the concepts and analytical categories/fields as indicatively listed below:

In summary it aspires:

- to create a gender map and suggest concepts, monitoring indicators and achieving goals
- to develop gender related educational knowledge/programs
- to integrate the gender dimension in research
- to address unconscious gender bias among staff, management and decision-makers

- to foster educational awareness-raising processes and bureaucratic structures to deal with gender discrimination and the promotion of real equality policies

This UoM GEP which is compiled under (the responsibility and) supervision of the GEC, in cooperation with the UoM Rectorate and with the approval of the Senate, presents a three-year medium-term action plan for the years 2022-24, with specific records of the existing situation, with an initial reference year of 2018/19 as well as proposals for recommendations and the implementation of best practices. Gender equality policies should be initiated by offering systematic courses on Gender Studies, with interdisciplinary and cross-disciplinary approach that will identify problems by discipline, while confronting the challenges of equality policies. Equality policies should cure pathologies and omissions in the issue of gender discrimination within the administration and in the broader academic environment. Equality policies should go hand in hand, converse and converge with those of relevant academic institutions and other actors in society.

For these reasons, the following basic principles of the GEP are stated in the following concepts constituting indicators for the analytical categories of fields and the preparation of a policy and action plan for the time period 2022-2024.

Gender Planning for Real Equality

De facto and de Jure Gender Equality At the 4th World Conference on Women, the concept of gender equality replaced the previous concept of gender equality. De Facto and de Jure Gender Equality: De jure equality (sometimes called formal equality) refers to equality before the law. De facto equality refers to equality in practice. A university organisation's Action Plan should aim for substantive equality and should cover all areas of action, empowerment and support used to measure inequality and promote equality, both on a short and medium term, as well as in on a long term.

Biological (sex) and social sex (gender): the need to distinguish 'biological sex' (sex) from 'social sex' (gender) is highlighted, where the former is defined in terms of its genetic characteristics, while the latter concerns an acquired gender identity, male/female or other gender that is culturally learned, historically transformed and socially shaped through relations of power, authority, economic inequality, environments of reciprocity or egalitarian distribution.

The lack of familiarity with the teaching of social gender on a high school as well as on a university level education constitutes the problem of gender inequality observed in our country, with the persistence of gender discrimination, sexism and homophobia, despite progressive institutional arrangements at times. In the Greek environment, the lack of familiarity with the terms of gender, as a socio-cultural difference, can even be identified from its non-identification by the automatic correctors in the electronic text processors (See gender, homophobia, etc.).

Gender inequality: Inequalities or dissimilarities in any area of institutional nature or mentality between women and men, as social genders, regarding their participation in access to resources, rights, remuneration, allowances, but also positions of prestige, public discourse, knowledge, skills, etc.

Invisible Barriers: Attitudes and entrenched hegemonic perceptions in language and body posture, standards, norms, values that hinder or prevent the full and free participation of women (or men) in some areas of social and economic life.

Glass ceiling: The invisible barrier that results from a complex set of structures, institutions and customary behaviors in male-dominated organizations, and leads to stopping women from assuming senior positions in organizations.

Prejudice/gender stereotypes: Prejudice refers to the attitude we adopt towards a group of people and it is responsible for the stereotypes we reproduce through it because of gender, race, language, class, ethnicity, age, disability, sexuality or of any other difference.

Gender violence: Gender stereotypes that produce sexism are fueled by perceptions of inferiority at the expense of female bodies, when they are framed by environments of inequality and a lack of an institutional framework of equality and practices and policies of protection, empowerment, etc. Toxic masculinities produce violence at the expense of women (verbal and physical) and often converse with the other prejudices and discriminations that produce racism, elitism, mansplaining culture, feeling of superiority, violence and conflict against minority and female bodies.

Tools-Indicators-Best Practices-Timeline-Targeting

Gender Planning: Gender-sensitive planning is a key issue in the drafting of a GEP. It should include the recognition of gender differences, inequalities, invisible barriers, violence and prejudices that should be made visible, recorded, monitoring indicators should be identified, best practices and lasting supporting structures should be proposed.

Indicators: These will be used to analyze and monitor the changes of the gender map data in terms of the quantitative and qualitative demands of equality

Best practices: to achieve the goals of the GEP proposals should be formulated for the elaboration of best practices including the following weighting factors in the perspectives, practices and structures related to the overall gender planning.

Gender perspective/aspect: By using a "gender perspective" in any field (see administration, research, teaching) we approach or examine an issue, paying particular attention to the potentially different ways that men and women are affected or are likely to be affected, but also in the policies of affirmative action, empowerment, balanced representation, quota, advisory support. In a sense, it is a filter or lens of self-evaluation, awareness, and care to establish real equality policies within the academic institution. The distribution of positions of power and decision-making in a 40-60% representation regardless of gender, between men and women in all areas of life, is an important condition for equality between men and women (Recommendation 96/694/EC of the December 2nd 1996 Council, OJ L 319).

Quotas/Balanced participation of women and men in committees, elected bodies (Gender balanced participation):

The determination of a percentage or share of positions, seats or available resources between men/women although desirable cannot, however, be established within the University when such a policy does not fall under the absolute control of the self-governing body. In addition, however, the balanced participation of women and men in their representation in the committees and elected bodies of the university can be taken into account.

Positive action: By promoting measures and policies focusing on a specific group (women or men) with the aim of empowerment, awareness-raising and sensitization we foster the elimination and prevention of discrimination or the compensation of a disadvantageous position they may find themselves in.

These fall into the category of administrative arrangements or other form of actions that aid the improvement of a minority condition of a gender in its professional performance (See support of research programs and MA programs on issues of gender and gender equality, support of parental structures and maternity leaves, free education and offering of awareness programs in gender and equality issues, support for awareness-raising actions organized by GEC and its partners).

Empowerment: This concerns both affirmative action practices (see above) and, if not primarily, the encouragement and support of individuals who are victims of sexually harassing behavior and sexist discrimination within the community. They focus on ensuring unbiased handling and support services for complaints from persons who have suffered verbal or physical harassment at work or school.

Gender Equality Office: For the continuation, and with an aim to consolidate objectives and best practices, the establishment of a Gender Equality Office (GEO) is proposed in the long term. The GEO will be located on the university premises and will: undertake the task of monitoring the gender map, offer support for empowerment actions planned by the GEC and cooperating members on gender and equality issues, process the complaints of harassment and discrimination, always in cooperation with the Rectorate, offer assistance and the provision of advisory work on behalf of the GEC and the other services of the institution, such as 'the student advocate office', the Counseling Office, and any other legal category representation.

A. Institutional Gender Map/Charter

Current situation

Gender analysis of available data in UoM

The following is a reflection of the gender distribution among all members of the UoM community, i.e. teaching and administrative staff as well undergraduate, graduate and PhD. level student population. Indicators are based on collected data for the academic years 2018-2019, 2019-2020, 2020-2021 provided by the Quality Assurance Unit and the Personnel Department and were subsequently processed by the GEC members.

The findings on gender distribution are organized into categories based on the type of their employment relation within the University (fulltime/continuous work and study) and rely on main aggregates for the academic and administrative staff on institutional, School and Department level and for the student body on an Institutional and School level. An analysis of the gender characteristics of the student population of each separate Department is included in the annual record of the Internal Evaluation Reports issued the by Quality Assurance Unit.

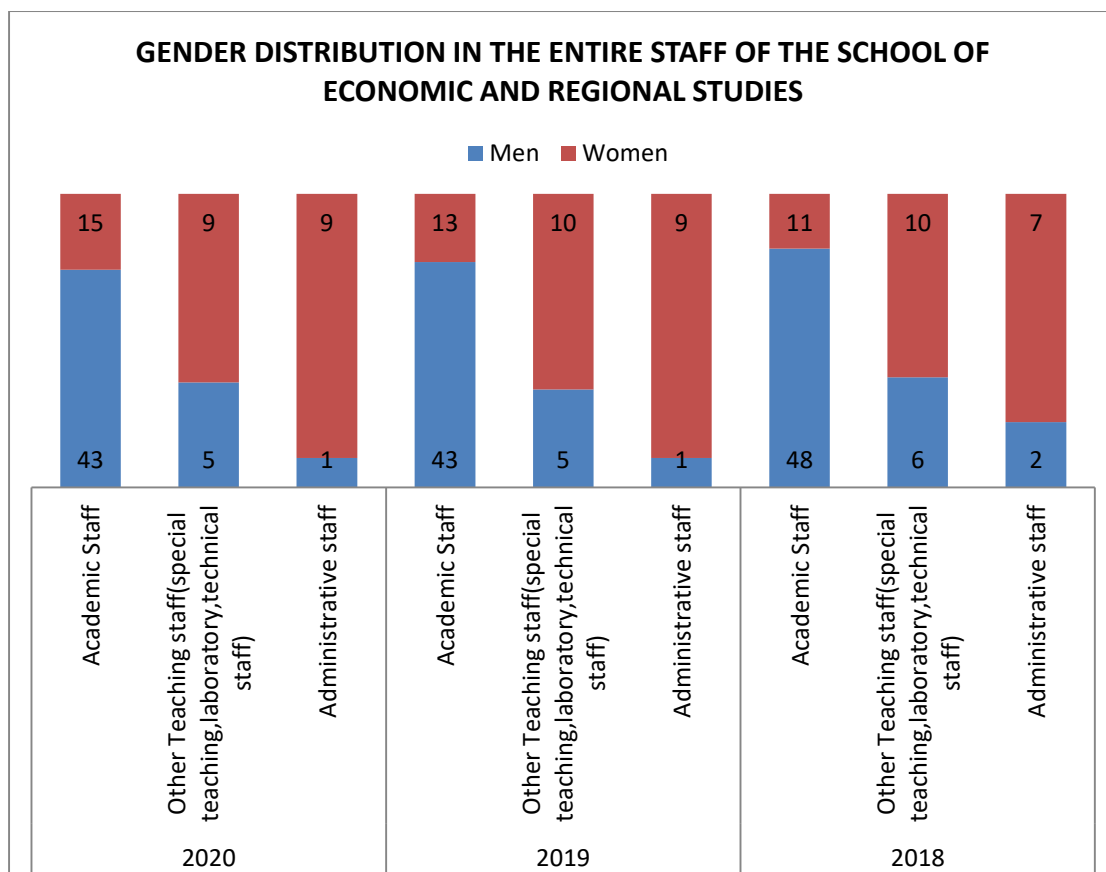
Gender distribution among total UoM staff

Distribution by School

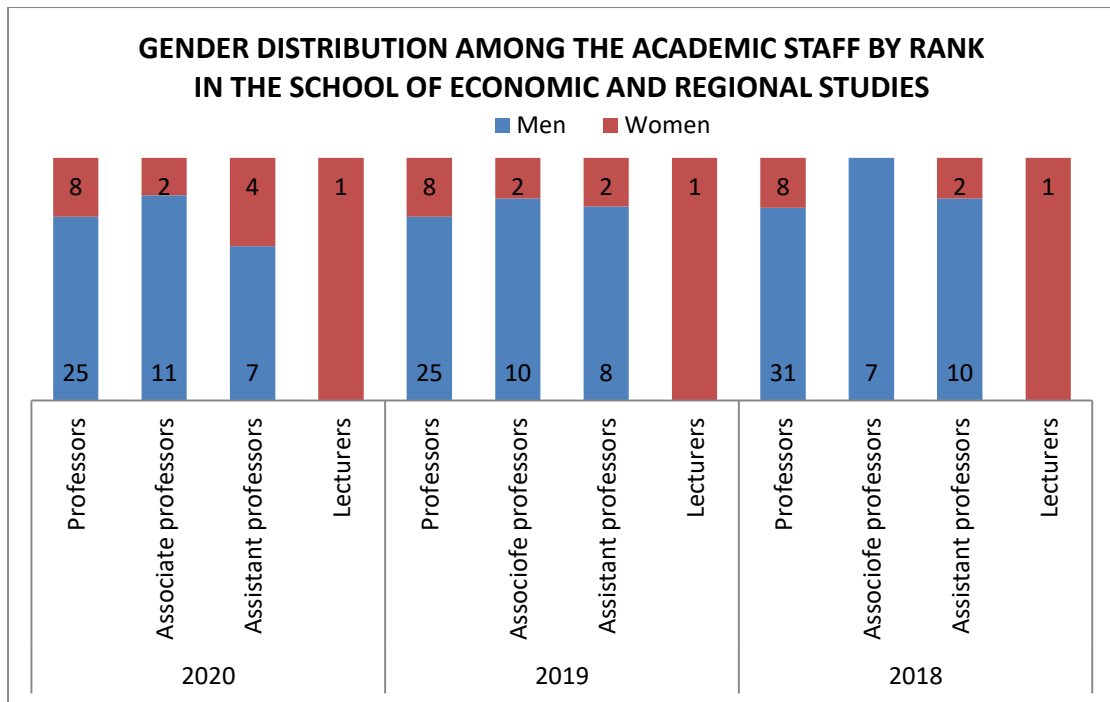
Results show that there is a significant variation in the gender characteristics among various Schools. For example, the School of Information Sciences exhibits a high percentage of male representation, especially among faculty members. In comparison, in the School of Social Sciences, Humanities and Arts, which includes traditional 'feminine' fields of study, there is a proportionally greater representation of women faculty members.

School of Economic and Regional Studies

In this School, the overall **gender distribution of all staff members** for 2020 includes a consistently high number of male faculty members, (48) in 2018 and (43) in 2019 and 2020. The female faculty members in the respective years are (11) in 2018, (13) in 2019 and (15) in 2020. In the remaining categories of teaching staff, in the years 2018 and 2019 there are (10) women, and (6) and (5) men respectively. In 2020, there are (9) women and (5) men. In the administrative staff during the reference years, findings are reversed. For 2018, there are (7) women and (2) men while there are (9) women and (1) men in 2019 and 2020.



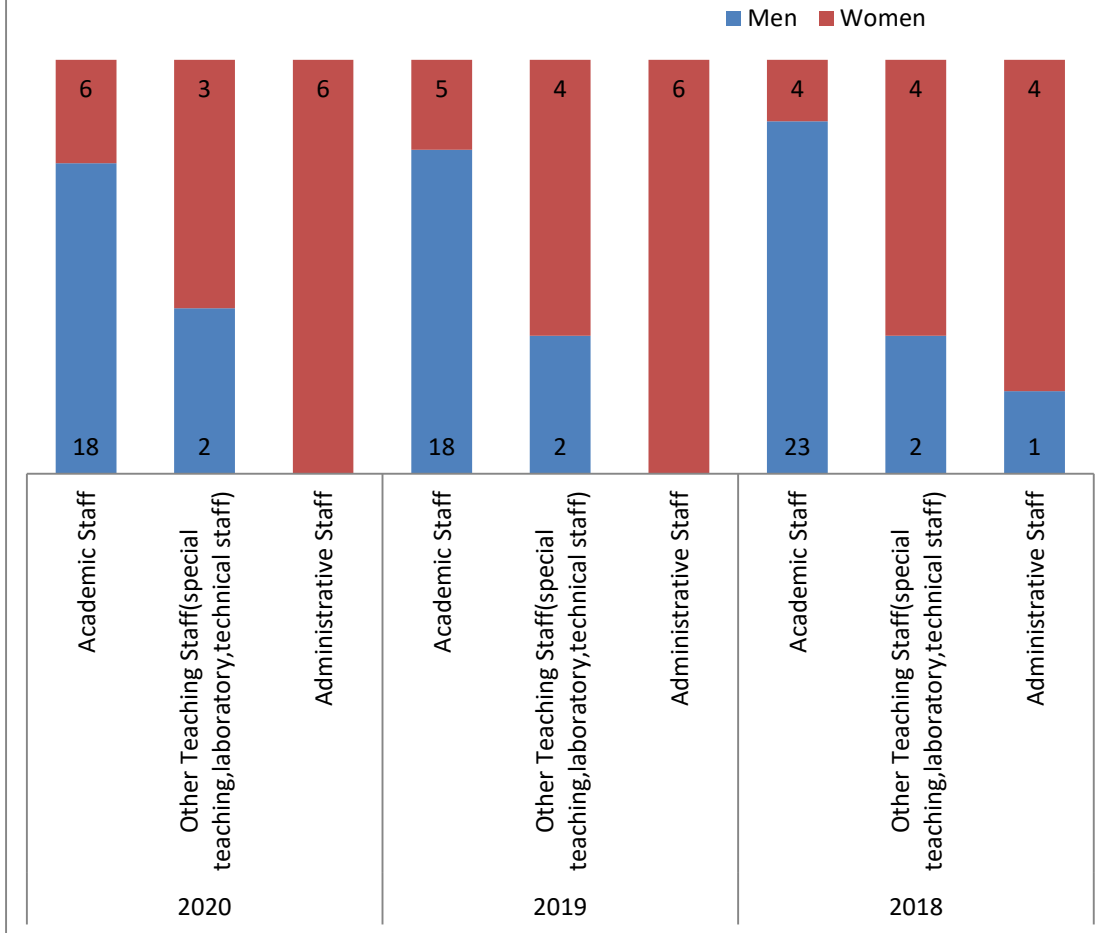
Within the faculty members, there are (31) male professors in 2018 and (25) in 2019 and 2020, while in the three reference years there are (8) female professors. There are (11) male associate professors in 2020, (10) in 2019 and (7) in 2018. The women associate professors are (2) in 2020, and 2019 and (0) in 2018. In the assistant professor rank, there are (7) men in 2020, (8) in 2019 and (10) in 2018, while there are (4) women in 2020 and (2) in 2019 and 2018. In the three reference years there is (1) woman lecturer.



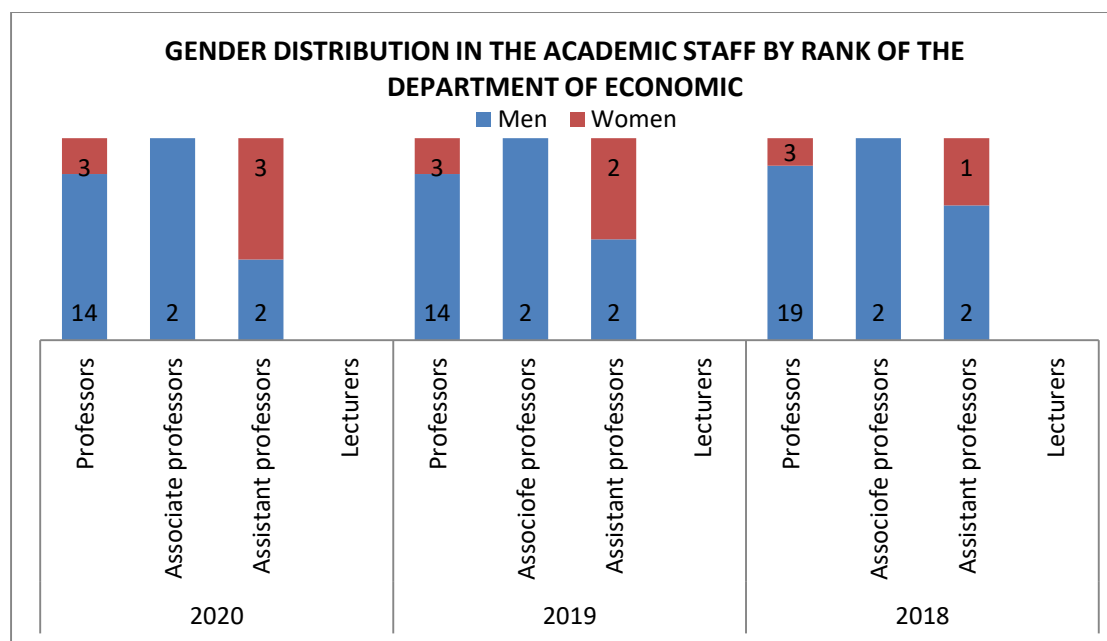
Department of Economics

It seems that there is male dominance among faculty members as there are (18) men but only (6) women in 2020. In 2019, there are (5) women and a stable number of men (18). In 2018, there are (23) while only (4) women. In the other teaching staff (EEP, EDIP, ETEP) women are (3) out of (5) total members in 2020, while there are (2) women out of (6) in 2018 and 2019. On the contrary, in the administration of the department, there are (6) women in 2019 and 2020, while in 2018 there are (4) women and (1) man.

GENDER DISTRIBUTION IN THE ENTIRE STAFF OF THE DEPARTMENT OF ECONOMIC

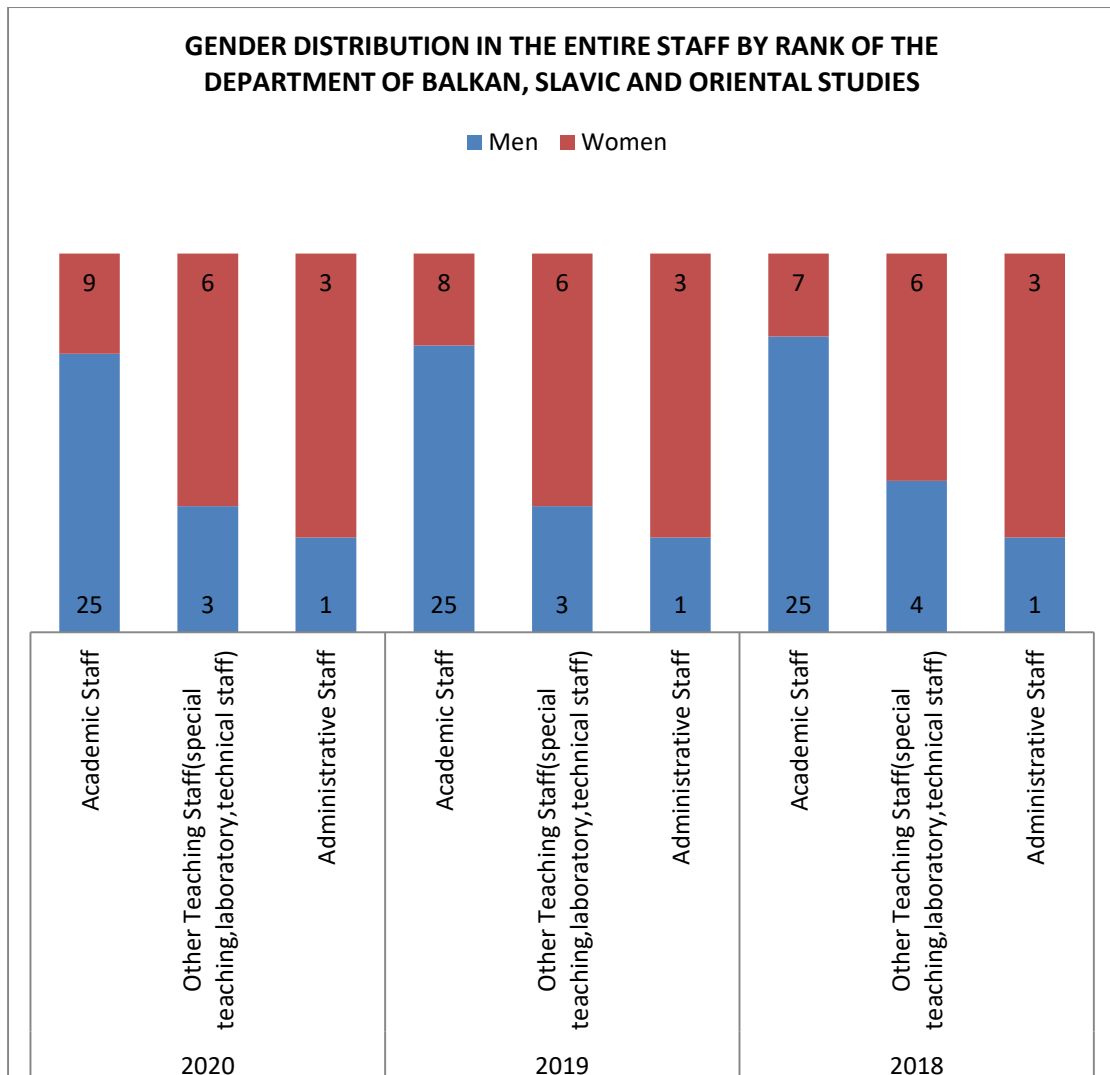


Within the faculty members, there are (2) men assistant professors in the three reference years, while there are (3) women in 2020, (2) in 2019 and (1) in 2018. In the rank of associate professor there are (2) men and no women in the three reference years. There are (14) male professors in 2020 and 2019 and (19) in 2018. There are (3) female professors in the three reference years.

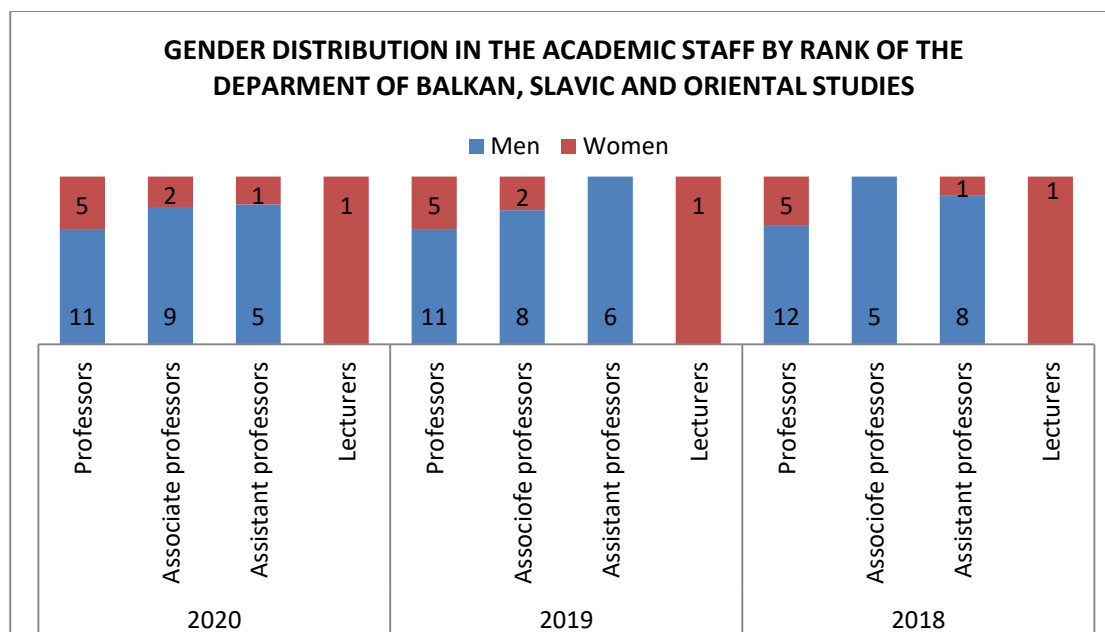


Department of Balkan, Slavic and Oriental Studies

In the Department of Balkan, Slavic and Oriental Studies, there are (25) male faculty members and (9) female in 2020, (25) men and (8) women in 2019 and (25) men and (7) women in 2018. In the other teaching staff, there are (6) women and (3) men in 2019 and 2020, while in 2018 (6) women and (4) men. In the administrative staff, there are (3) women and (1) man in all three reference years.



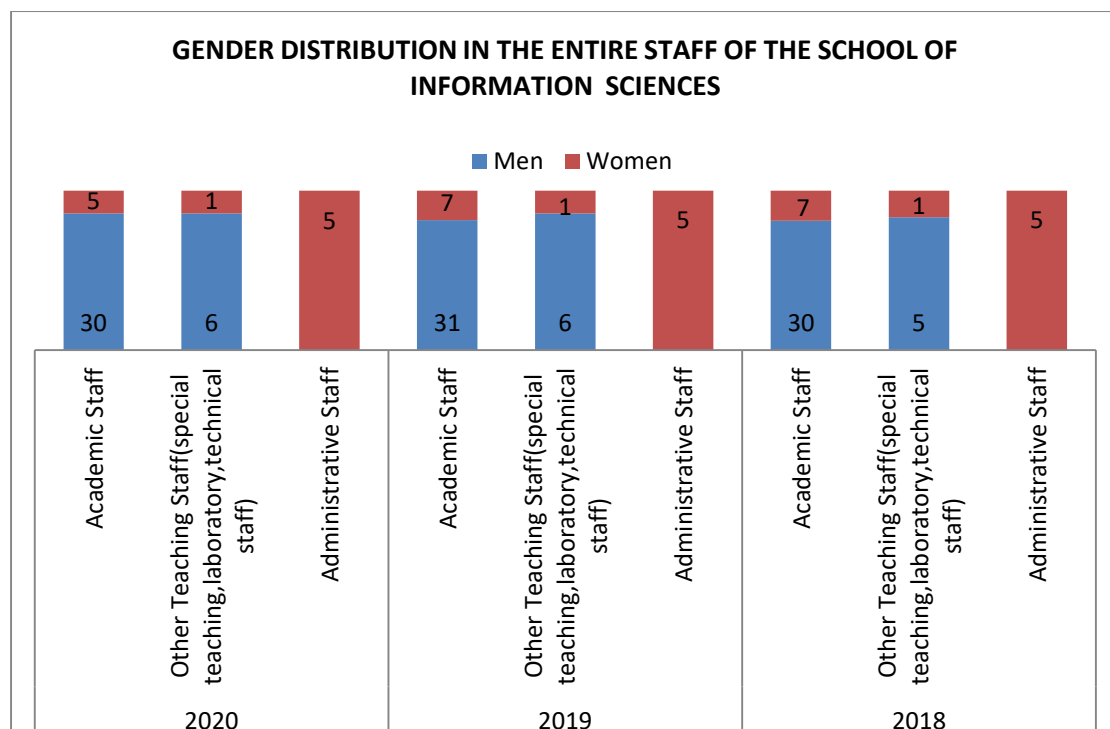
Regarding faculty members, in 2018, there is (1) female lecturer and (0) no man, (8) men and (1) woman in the rank of assistant professor, (5) men and (0) women in the rank of associate professor and (12) men and (5) women in the rank of full professor. In 2019, there are (1) female lecturer and (0) no man, (6) men and (0) woman in the rank of assistant professor, (8) men and (2) women in the rank of associate professor and (11) men and (5) women in the rank of full professor. In 2020, there (1) female lecturer and (0) no man, (5) men and (1) woman in the rank of assistant professor, (9) men and (2) women in the rank of associate professor and (11) men and (5) women in the rank of full professor.



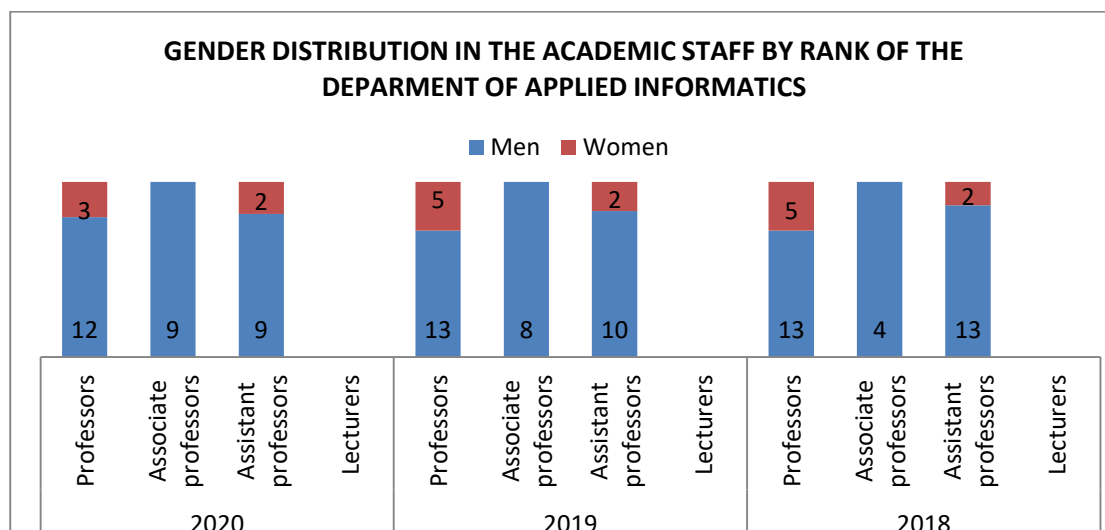
School of Information Sciences

Department of Applied Informatics

In the one-department School of Information Sciences, in the Department of Applied Informatics, there are (30) men faculty members and (5) women in 2020, (31) men and (7) women in 2019 and (30) men and (7) women in 2018. In the other teaching staff there are (6) men and (1) woman in 2020 and 2019 and (5) men and (1) woman in 2018. In the administrative staff there are (5) women and (0) man in in the three reference years.

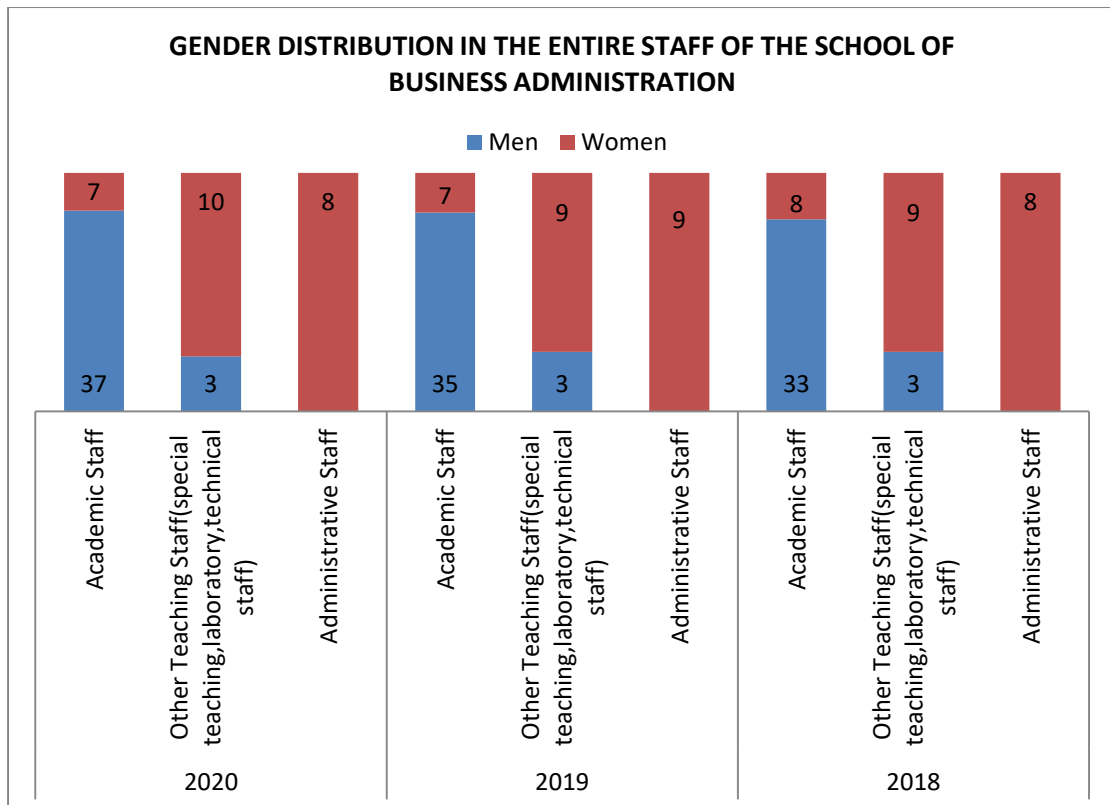


Regarding faculty members, there are (12) male professors and (3) female in 2020 and (13) men and (5) women in 2019 and 2020. In the rank of associate professor, there are no (0) women in the three reference years while there are (9) men in 2020, (8) in 2019 and (4) in 2018. In the rank of assistant professor, there are (2) women in the three reference years while (9) men in 2020, (10) in 2019 and (13) in 2018. There are no lecturers in the three reference years.

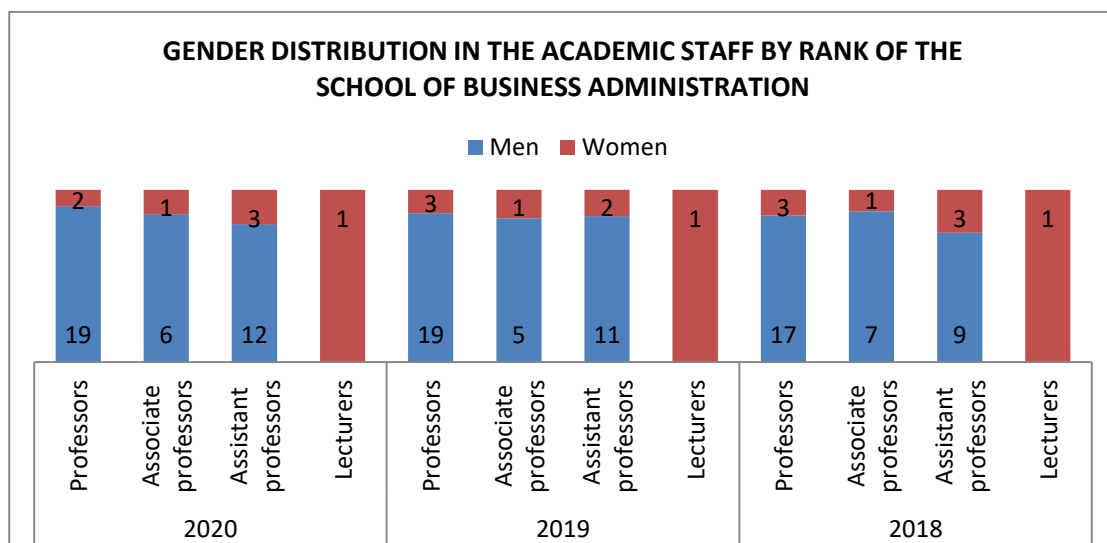


School of Business Administration

In the School of Business Administration, there are only (7) women faculty members and (37) men in 2020. In 2019, the number of women remains stable, while there are (35) men and in 2018 there are (8) women and (33) men. In the other teaching staff and administrative positions the situation is reversed. In the other teaching staff, there are (3) men and (9) women in 2018 and 2019, while there are 10 women and the same number of men in 2020. In the administrative staff all (8) members are women in the three reference years.

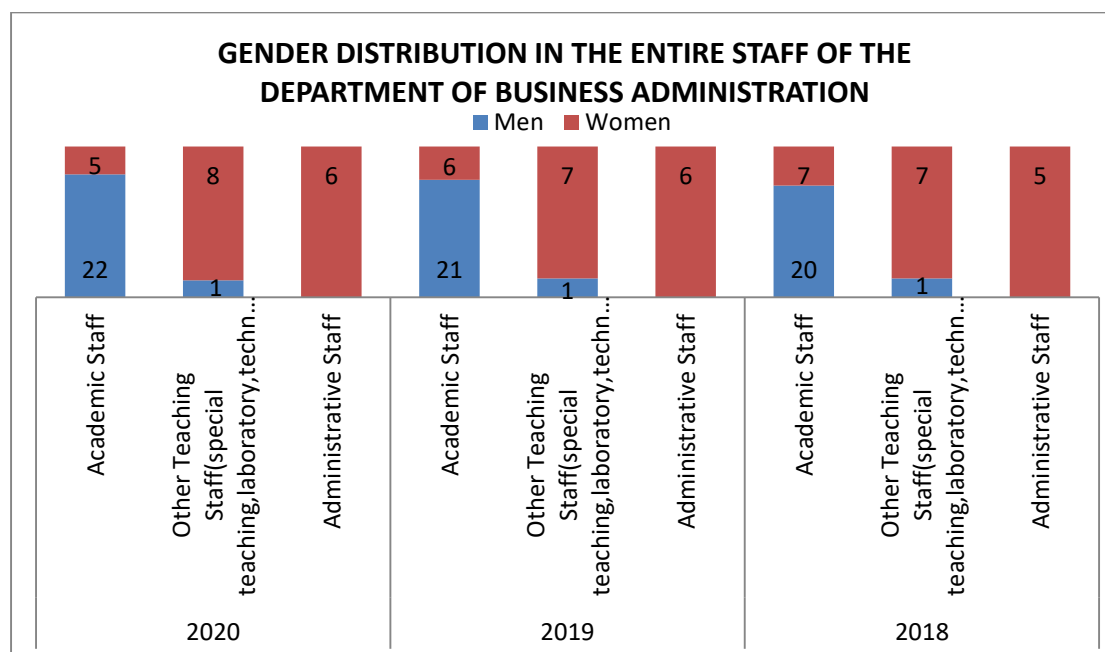


In the academic staff we see women remain in the lower ranks of assistant professor and lecturer. There are (3) women assistant professors and (1) lecturer in 2020 and 2018 and (2) in 2019. In the same rank, there (12) men in 2020, (11) in 2019 and (9) in 2018. There is no male lecturer in the three reference years. In the rank of associate professor, there is (1) woman in the three reference years while there are (6) men in 2020, (5) in 2019 and (7) in 2018. In the rank of the full professor, there are (19) men in 2020 and 2019 and (17) in 2018, while there are (2) women in 2020 and (3) in 2019 and 2018.

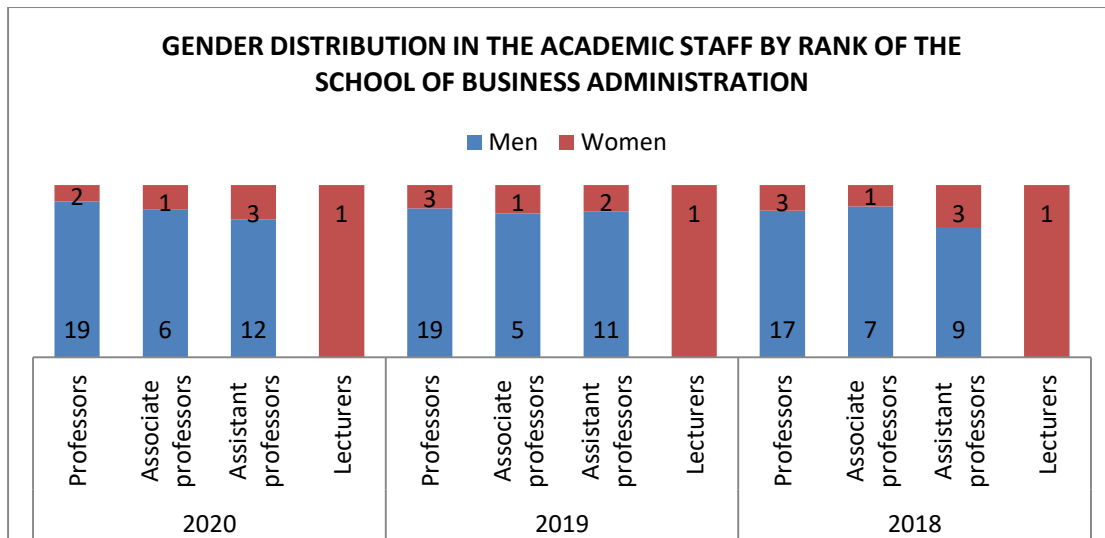


Department of Business Administration

In the Department of Business Administration, there are (22) male faculty members and (5) female in 2020, (21) men and (6) women in 2019, and (20) men and (7) women in 2018. In the other teaching staff, there are (1) man and (7) women in 2018 and 2019 while in 2020 there are (8) women. In the administrative staff there are (6) women in 2019 and 2020 and (5) in 2018.

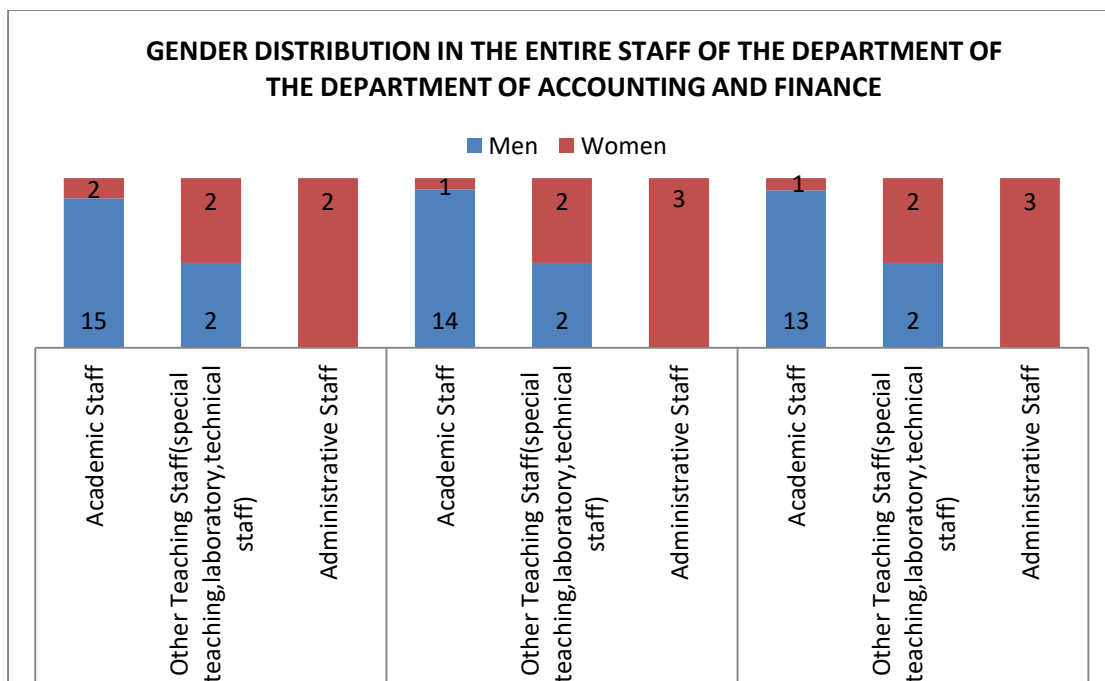


Regarding faculty members we see women in the lower ranks mainly that of the assistant professor. There is (1) woman lecturer in the three reference years and (1) assistant professor in 2020 and 2019 and (2) in 2018. In the rank of associate professor, there are (6) men in 2020, (5) in 2019 and (7) in 2018 while there is (1) woman in the three reference years. In the rank of professor there are (2) women in 2020 and (3) in 2019 and 2018, while there are (19) men in 2020 (19) in 2019 and (17) in 2018.

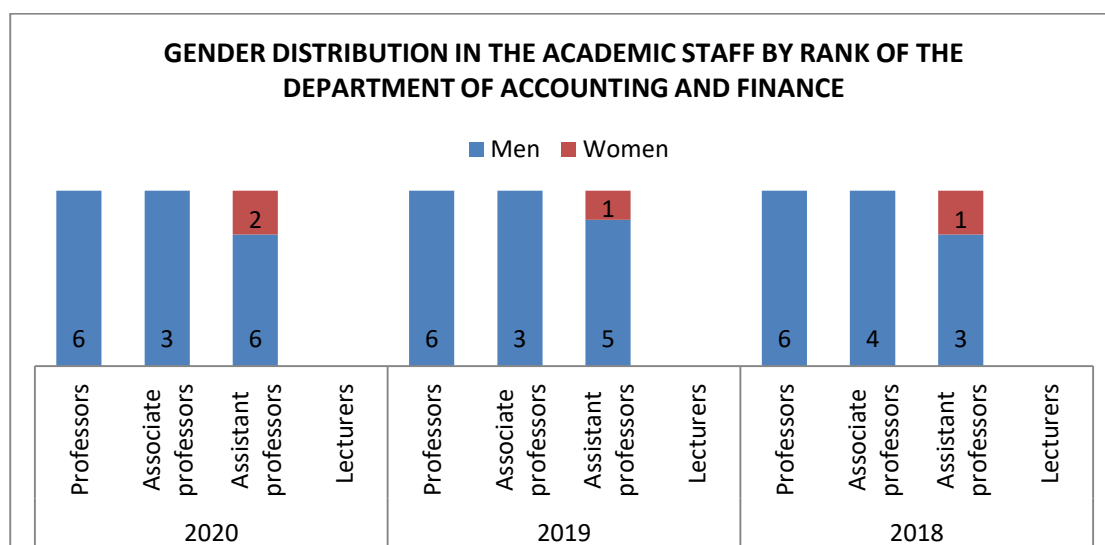


Department of Accounting and Finance

In the Department of Accounting and Finance there are (15) male faculty members and (2) female in 2020, (14) men and (1) woman in 2019 and (13) men and (1) woman in 2018. In the other teaching staff there are (2) men and (2) women in all three reference years. In the administrative staff, we find exclusively women, (3) in 2018 and 2019 and (2) in 2020.

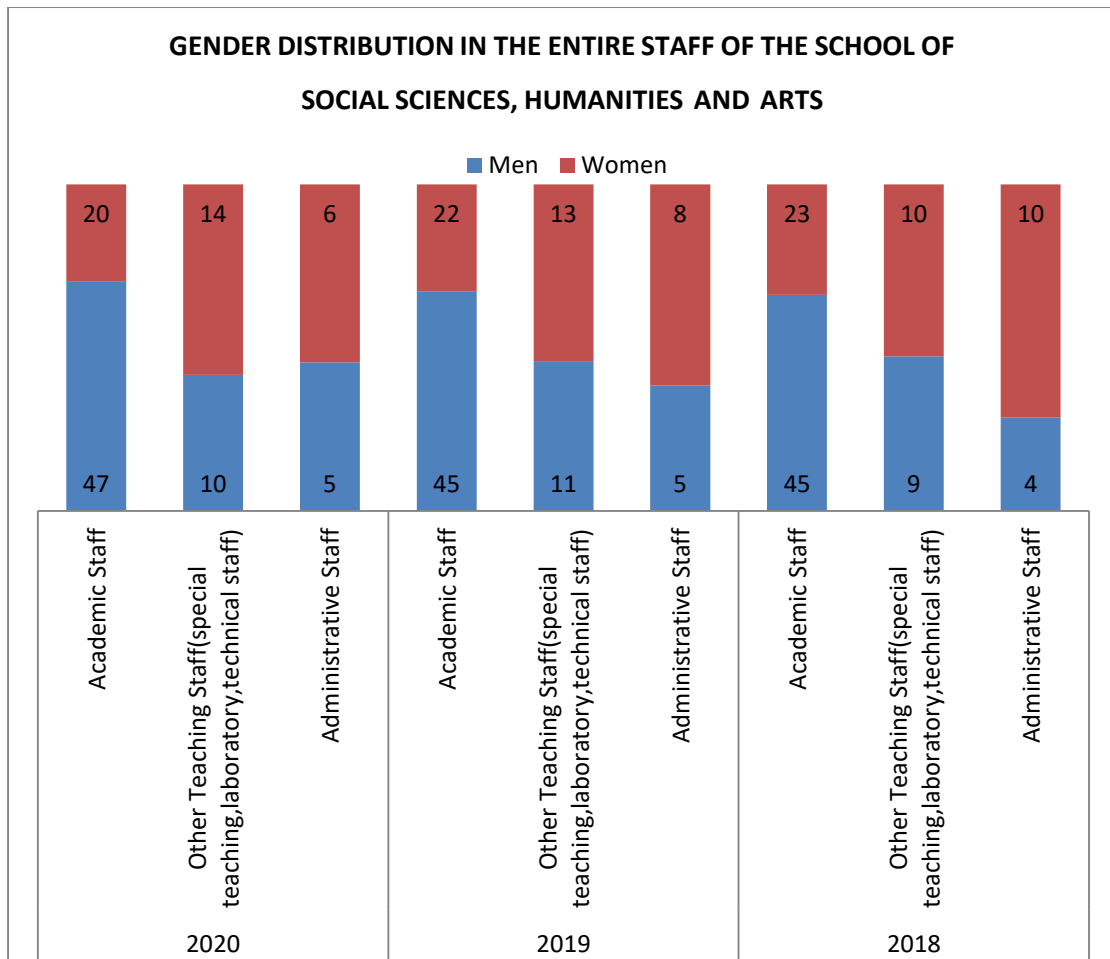


In the promotion of faculty members, there are (6) male professors in the three reference years and no (0) woman. In the rank of associate professor there are (3) men in 2020 and 2019 and (4) in 2018. There is no woman associate professor. In the rank of assistant professor, there (6) men in 2020, (5) in 2019 and (3) in 2018, the women are (2) in 2020 and (1) in 2019 and 2018. There are no lecturers in this department.

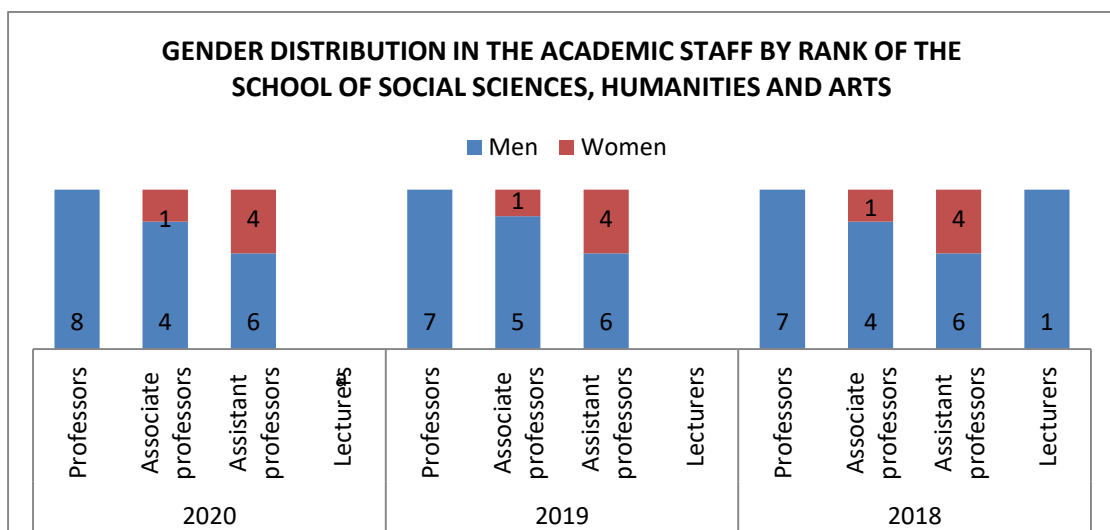


School of Social Sciences, Humanities and Arts

In the School of Social Sciences, Humanities and Art, there are (47) men and (2) women in 2020, (45) men and (22) women in 2019, and (45) men and (23) women in 2018. In the other teaching staff, there are (10) men and (14) women in 2020, (11) men and (13) women in 2019, (9) men and (10) women in 2018. In the administrative staff, there are (5) men and (6) women in 2020, (5) men and (8) women in 2019, (4) men and (10) women in 2018.

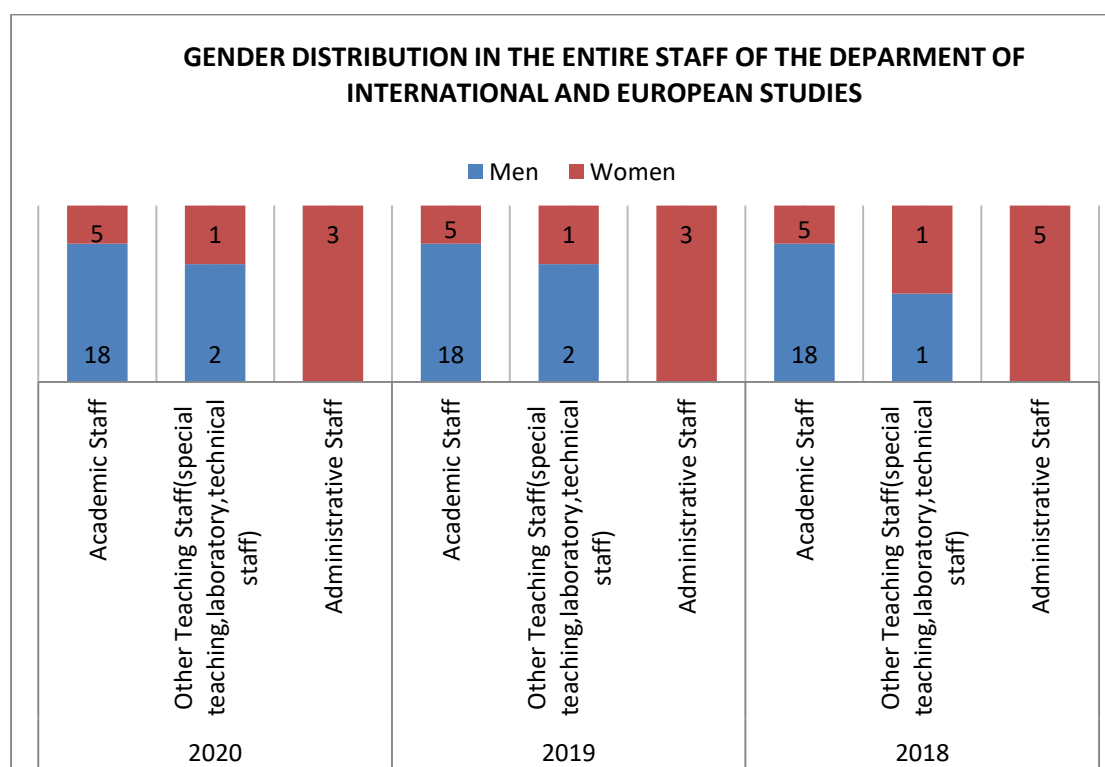


Regarding faculty members, there are (6) men and (4) women in the rank of assistant professor while there is (1) woman lecturer in 2018. There no women professors while there are (8) men in 2020 and (7) in 2029 and 2018. There is only (1) woman associate professor and (4) men in 2020 and 2018 while in 2019 there are (5) men associate professors.

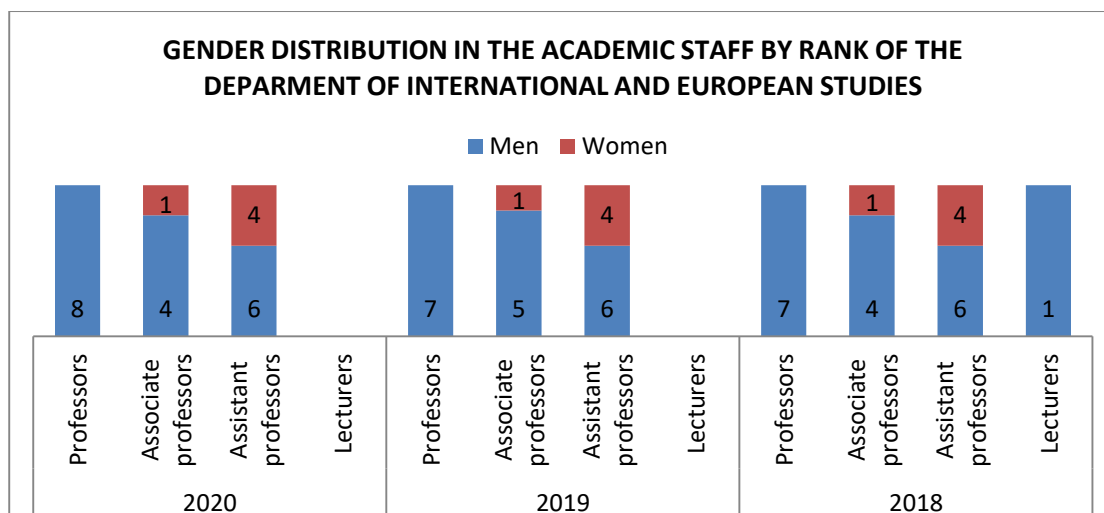


Department of International and European Studies

In the Department of International and European Studies, there are (18) men faculty members and (5) women. In the other teaching staff, there is (1) man and (1) woman in 2018 while there are (2) men and (1) woman in 2019 and 2020. In the administrative staff, there are exclusively women employees (5) in 2018 and (3) in 2019 and 2020.

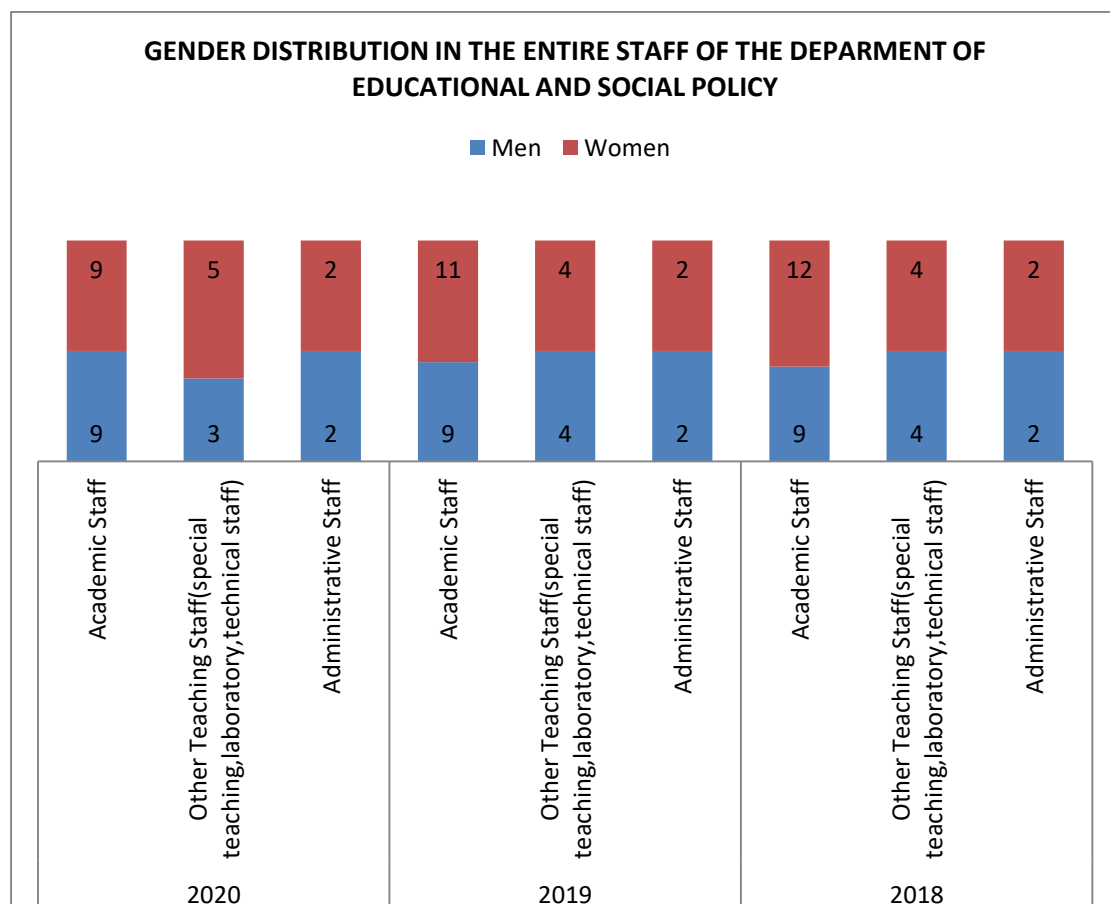


Regarding faculty members, we see (4) women assistant professors and (6) men in the three reference years. In 2018 there was (1) woman lecturer. In the rank of associate professor there are (4) men in 2020, (5) in 2019 and (4) in 2018. In the same rank there is (1) woman in the three reference years. In the rank of professor there no women while there (8) men in 2020 and (7) in 2019 and 2018.

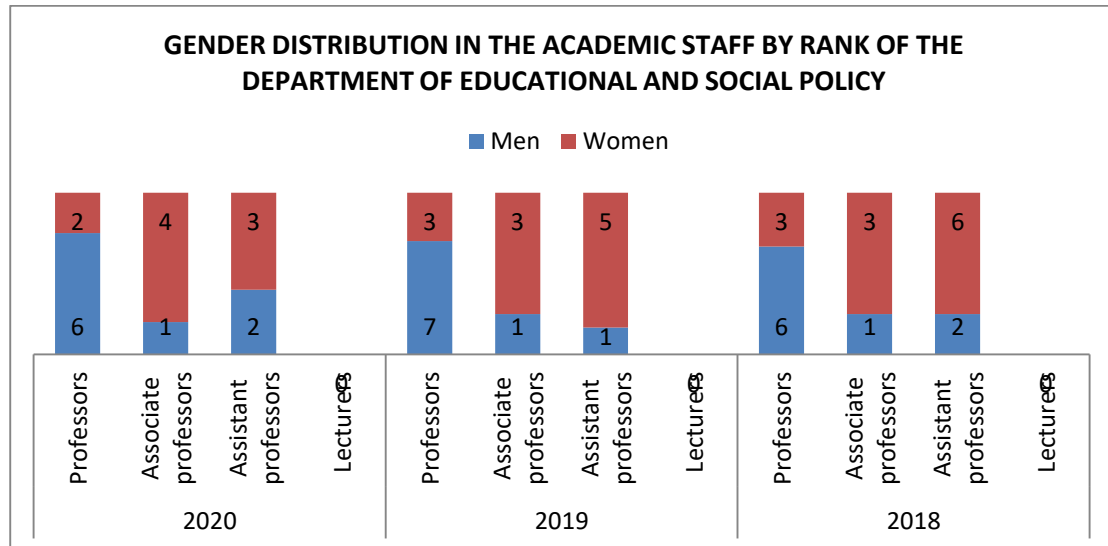


Department of Social and Educational Policy

In the Department of Social and Educational Policy, there are (9) male faculty members in all three reference years while there (9) women in 2020, (11) in 2019 and (12) in 2018. In the other teaching staff, there are (5) men and (5) women in 2020, (4) men and (4) women in 2019 and 2018. In the administrative staff, there are (2) men and (2) women in all three reference years.

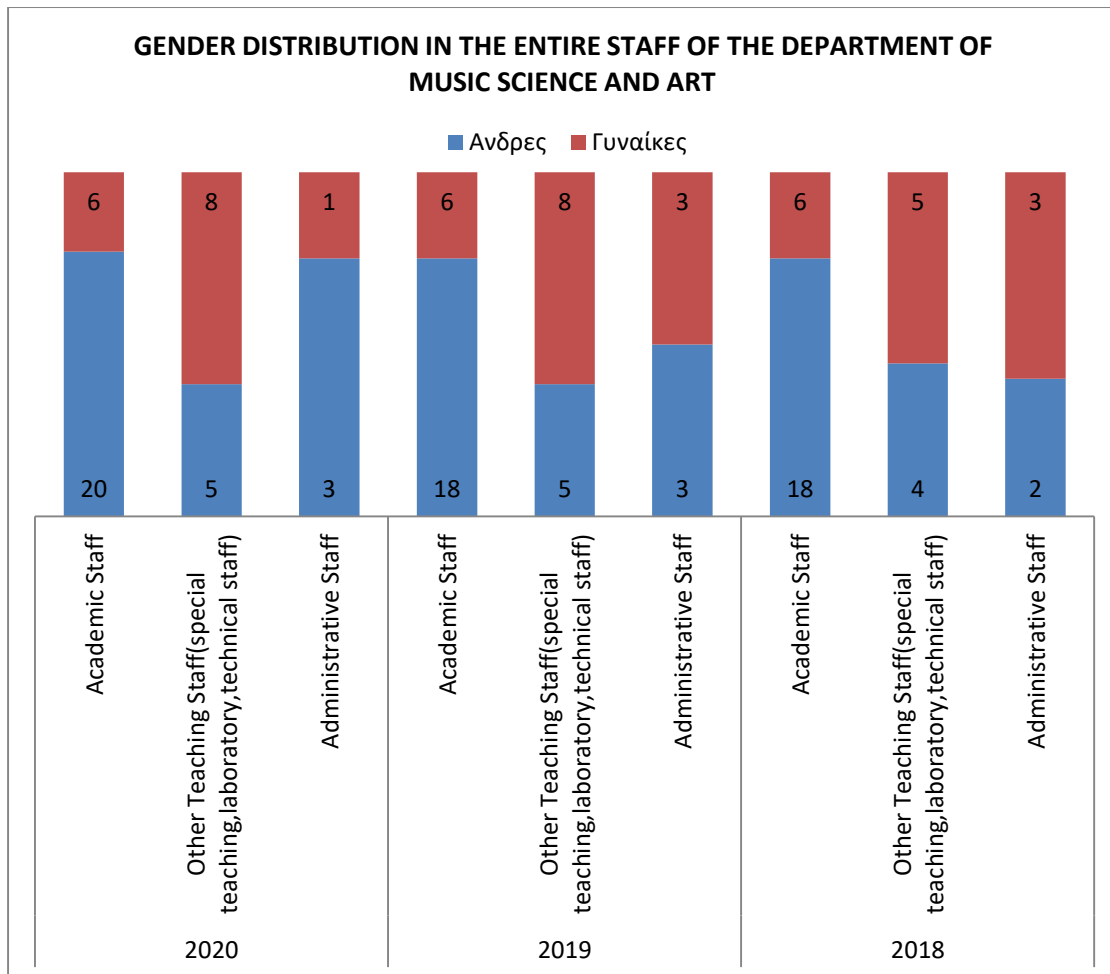


Regarding faculty members, there are (6) male professors and (3) female in 2018, (7) male and (3) female in 2019 and (6) male and (2) female in 2020. In the rank of associate professor, there is (1) man in the three reference years while (4) women in 2020 and (3) in 2019 and 2018. In the rank of assistant professor, there are (2) men in 2020, (1) in 2019 and (2) in 2018, while there (3) women in 2020, (5) in 2019 and (6) 2018. There is no lecturer in this department.

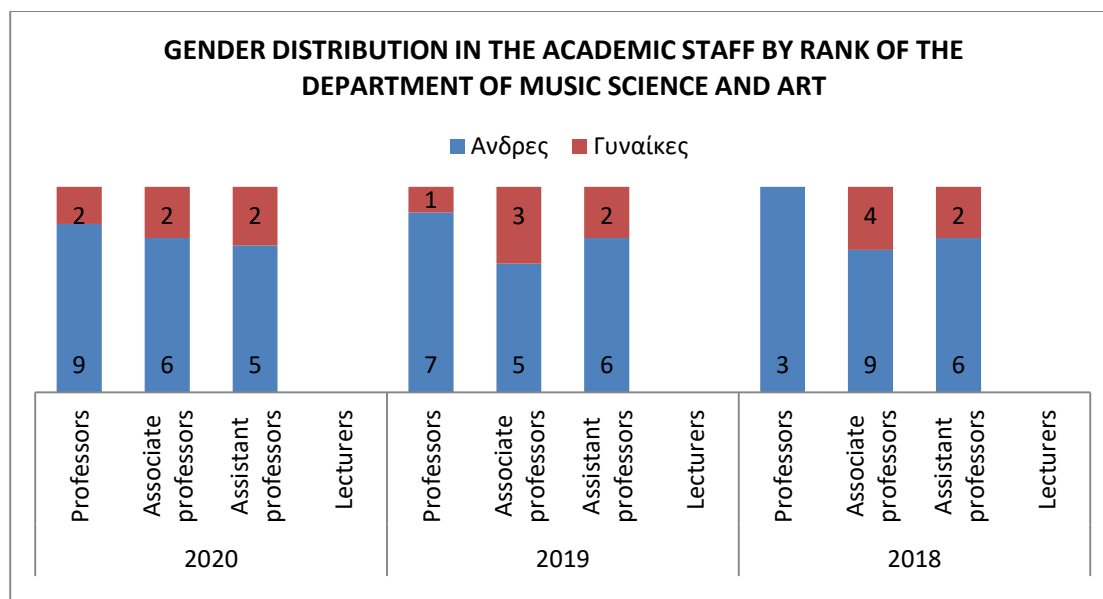


Department of Music Science and Art

In the Department of Music Science and Art, there are (20) male faculty members and (6) female in 2020, and (18) men and (6) women in 2019 and 2018. In the other teaching staff there are (5) men and (8) women in 2020 and 2019 and (4) men and (5) women in 2018. In the administrative staff, there are (3) men and (1) woman in 2020, (3) men and (3) women in 2019 and (2) men and (3) women in 2018.



Regarding faculty members, there are (9) male professors and (2) female in 2020, (7) male and (1) female in 2019 and (3) male and (0) female in 2018. In the rank of associate professor, there are (6) men in 2020, (5) in 2019 and (9) in 2018, while there (2) women in 2020, (3) in 2019 and (4) in 2018. In the rank of assistant professor, there are (2) women in the three reference years while there are (5) men in 2020 and (6) in 2019 and 2018. There are no lecturers in this department in the three reference years.



The above description indicates that there are gender differentiations among the departments of the university which highlight a slower progression of women faculty members as well as a smaller number of women in the faculty overall. Moreover, there is a higher number of women in Schools and Departments dealing with social sciences or humanities or art. On the contrary, the picture is reversed in the administrative staff as women outnumber men in such positions.

Authority/Decision-making positions

The academic staff/faculty members elected in decision-making posts¹⁰ (Rectorate, Deanship, Heads/Deputy Heads of Departments) are mainly men, which is an evidence of the 'glass ceiling phenomenon' for the women faculty members. In the Rectorate for the three reference years there is (1) woman and (3) men. In the four Deanship positions there only men in the three reference years. In the Heads of Departments there is (1) woman in 2020 and 2019 and (0) in 2018. There is (1) woman Deputy Head in the three reference years. There are (7) men Heads of Department in 2020 and 2019 and (8) in 2018. There are (5) men Deputy Heads of Department in the three reference years.

AUTHORITY/DECISION-MAKING POSITIONS					
	RECTORATE	DEANSHIP	HEAD OF DEPT	DEPUTY HEADS	TOTAL
2020					

¹⁰ The data for decision-making posts related to faculty members for the reference years do not count the Heads of Laboratories. The data from the current year (2021-22) seem to indicate strong presence of women as Heads of Laboratories (9 women, 2 men).

WOMEN	1	0	1	1	3
MEN	3	4	7	5	19
2019					
WOMEN	1	0	1	1	3
MEN	3	4	7	5	19
2018					
WOMEN	1	0	0	1	2
MEN	3	4	8	5	20

In the administrative decision-making posts gender differences are quite reversed as the presence of women is dominant. In the 6 Directorates there are (5) women in the three reference years. In the 16 Administrative Departments there are (13) women and (3) men in 2020 and (12) women and (3) men in 2019 and 2018. In the 8 Secretariats of Academic Departments there are (7) women in decision-making posts.

AUTHORITY/DECISION-MAKING POSITIONS				
	DIRECTORATE	ADMINISTRATIVE DEPTS.	SECRETARIATES OF ACADEMIC DEPTS	TOTAL
2020				
WOMEN	2	14	7	23
MEN	0	4	1	5
2019				
WOMEN	2	11	7	20
MEN	0	4	1	5
2018				
WOMEN	2	11	7	20
MEN	0	4	1	5

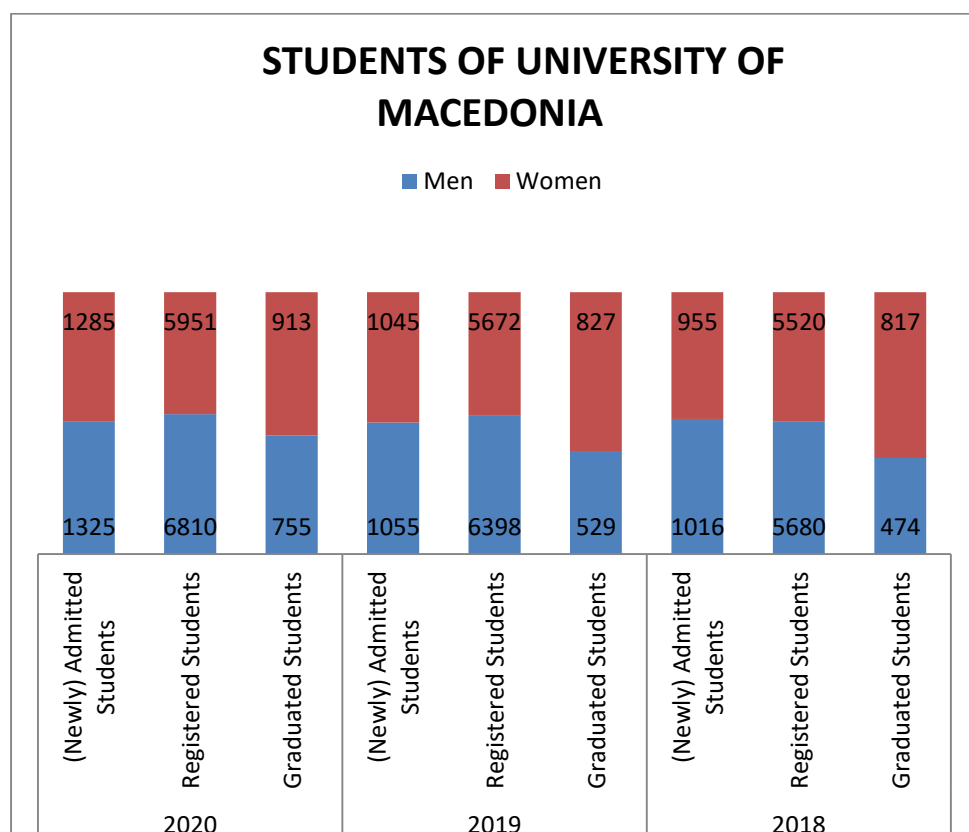
Students of the University

UNDERGRADUATE STUDENTS

INSTITUTIONAL LEVEL

At the institutional level there is a relative balance in all three reference years between the female and the male population with a slight lead of women student graduates. Data refer to

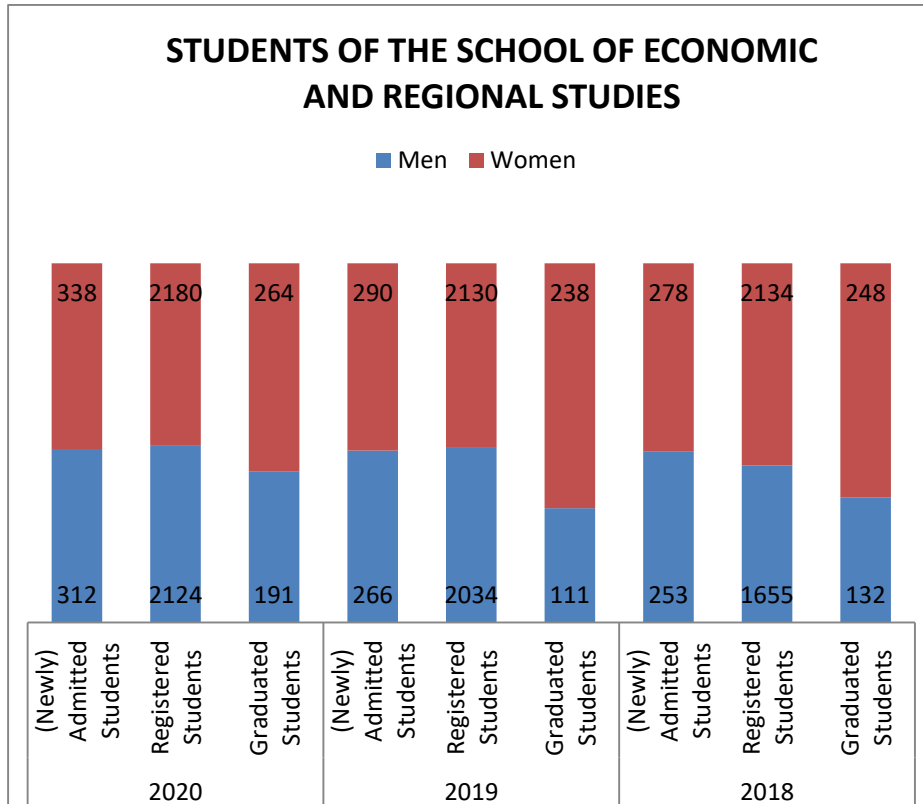
three categories of students: newly-admitted, registered, and graduates. In the newly-admitted students there are (1285) women and (1325) men in 2020, (1045) women and (1055) men in 2019 and (955) women and (1016) men in 2018. In the registered students, there are (5951) women and (6810) men in 2020, (5672) women and (6398) men in 2019 and (5520) women and (5680) men in 2018. In the graduates (alumni), there are (913) women and (755) men in 2020, (827) women and (529) men in 2019 and (817) women and (474) men in 2018.



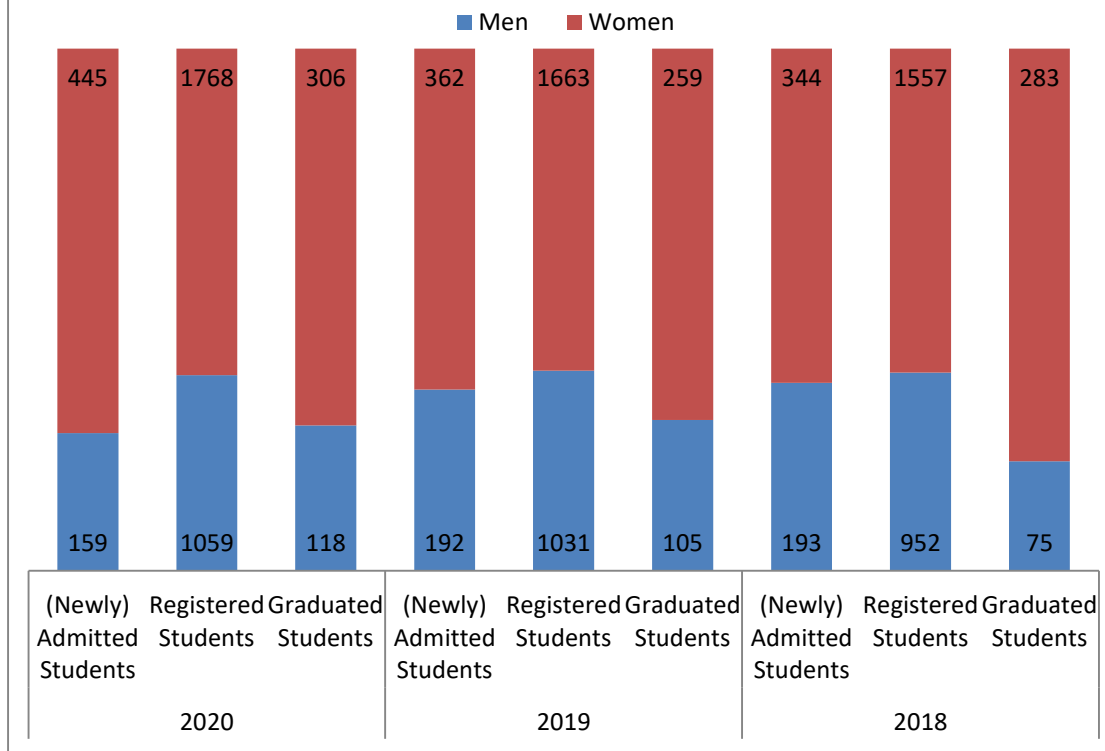
Schools

In Schools with more social and humanistic character such as that of Economic & Regional Studies or the one of Social Sciences, Humanities and Art, there is a female lead in the newly-admitted students. Thus, in 2020, there are (338) women and (312) men newly-**admitted** students in the former while there are (445) women and (159) men in the latter. In 2019, in the same category of students there are (290) women and (266) men in the former school while in the latter there are (362) women and (192) men. In 2018, there are (278) women and (253) men in the former while in the latter there are (344) women and (193) men. In the total number of **registered** students in 2020 in the School of Economic & Regional Studies we find (2180) women and (2124) men while in the School of Social Sciences, Humanities and Art there are (1768) women and (1059) men. In 2019 in the former School there are (2130) women and (2034) men while in the latter there are (1031) men and (1663) women. In 2018, in the former School there are (1655) men and (2134) women while in the latter there are (952) men and (1557) women. Finally, in the graduated students in 2020 in the School of Economic & Regional Studies there are (264) women and (191) men while in the School of Social Sciences, Humanities and Art there are (306) men and (118) women. In 2019, in the former school there

are (111) men and (238) women while in the latter School there are (105) men and (259) women. In 2018, in the School of Economic & Regional Studies there are (132) men graduated students and (248) women and in the Schools of Social Sciences, Humanities and Art there are (75) men and (283) women.



STUDENTS OF THE SCHOOL OF SOCIAL SCIENCES, HUMANITIES AND ARTS



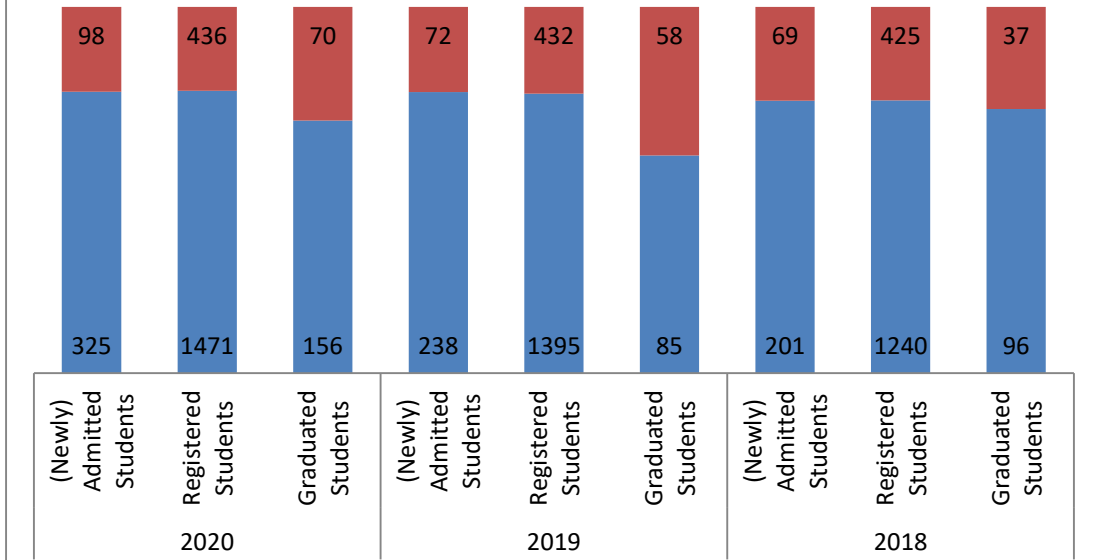
On the contrary, in the School of Information Sciences and the School of Business Administration for the three reference years there is a male lead. In 2020, in the former there are (98) women in the newly-admitted students and (325) men, while in the latter there are (404) women and (529) men. In 2019, there are (72) women and (238) men in the former School while in the latter there are (321) women and (359) men. In 2018, in the School of Information Sciences there are (69) women and (201) men, while in the School of Business Administration there are (49) women and (369) men.

Regarding the **registered** students, in 2020 in the School of Information Sciences we find (436) women and (1471) men while in the School of Business Administration there are (1567) women and (2156) men. In 2019, in the same category of students there are (1567) women and (2156) men in the former School, while in the latter there are (1447) women and (1938) men. In 2018, there are (425) women and (1240) men in the former School while in the latter there are (1404) women and (1833) men.

In the category of **graduated** students in 2020 in the School of Information Sciences we find (70) women and (156) men while in the School of Business Administration there are (273) women and (290) men. In 2019, there are (58) women and (85) men in the former School while in the latter (272) women and (228) men. In 2018, the graduated students in the School of Information Sciences are (37) women and (96) men, while in the School of Business Administration there are (249) women and (171) men.

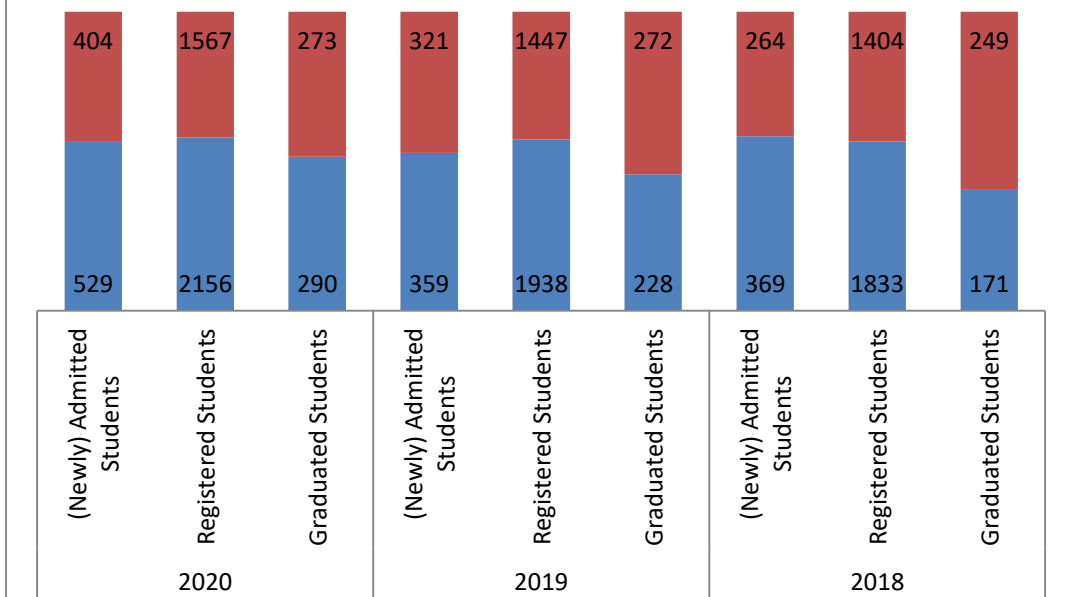
STUDENTS OF THE SCHOOL OF INFORMATION SCIENCES

■ Men ■ Women



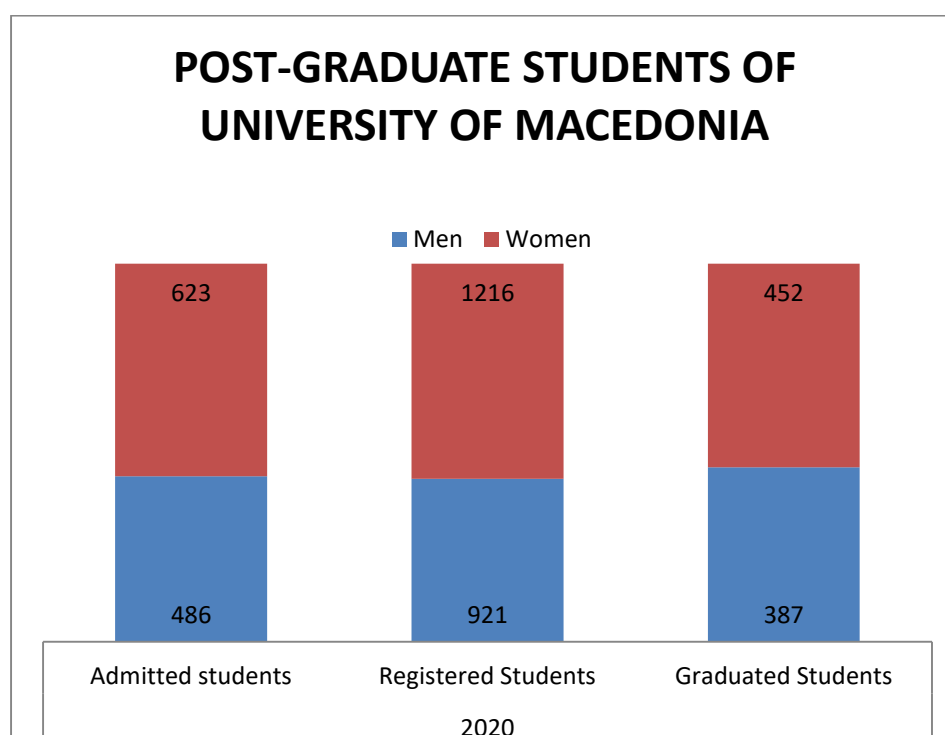
STUDENTS OF THE SCHOOL OF BUSINESS ADMINISTRATION

■ Men ■ Women



Postgraduate students¹¹

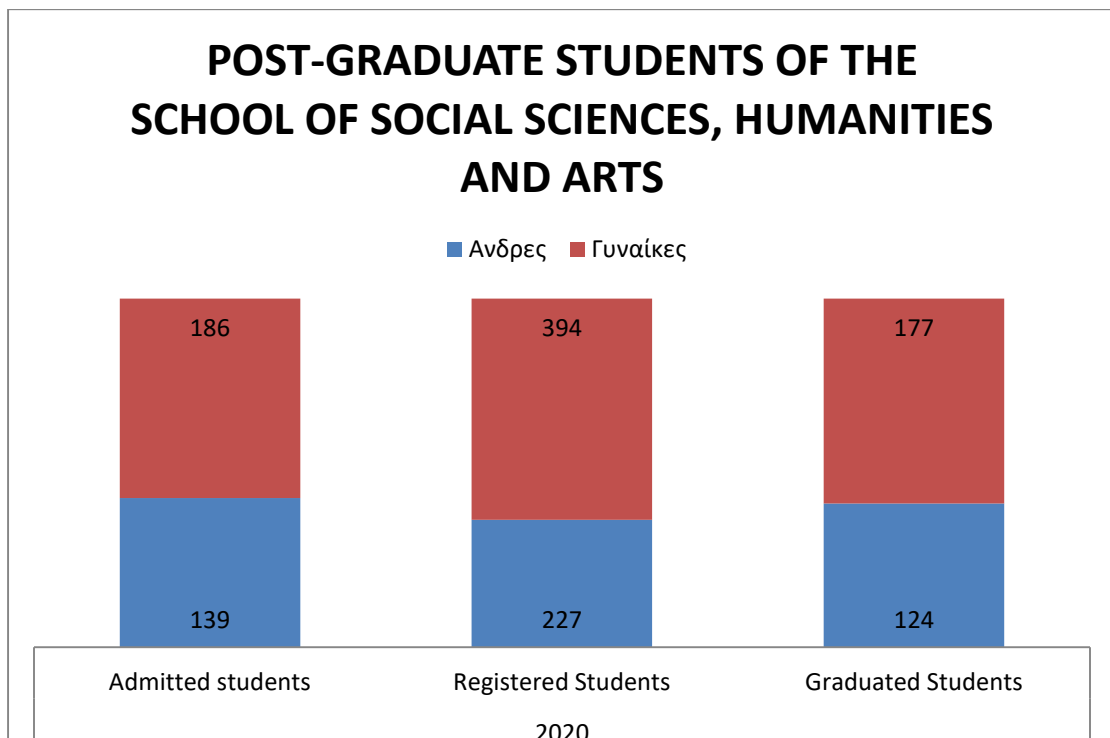
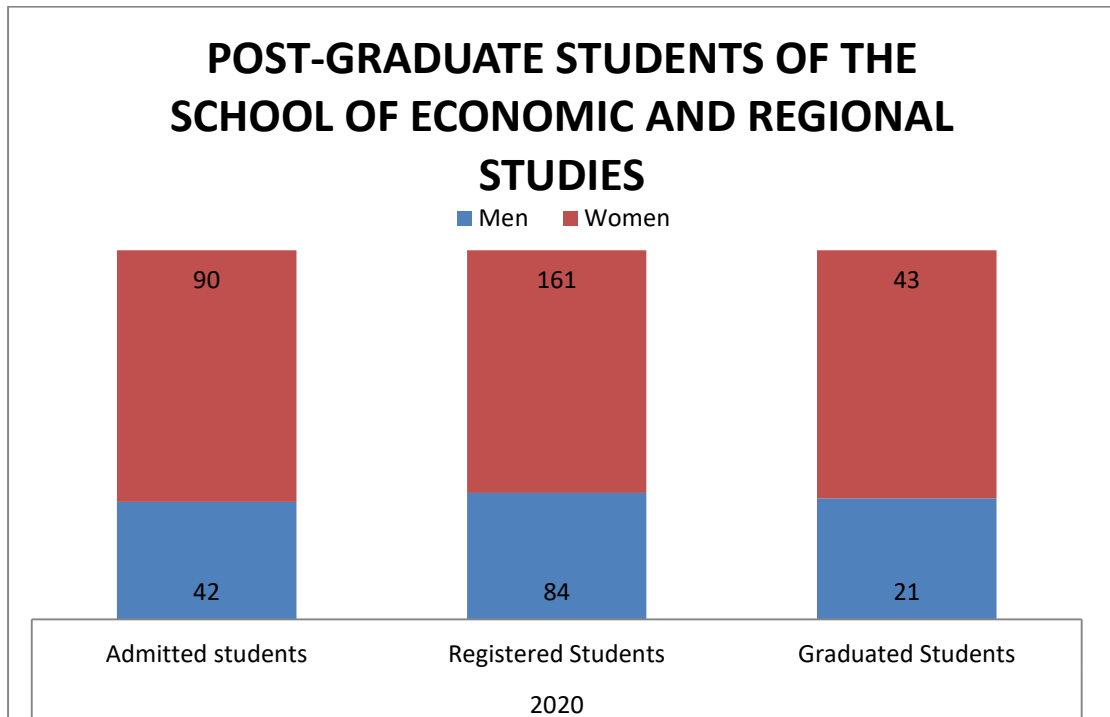
New entrants in all postgraduate programs in 2020 refer to (468) men and (623) women. In the registered postgraduate students there are (1216) women and (921) men while in the graduated postgraduate students there are (452) women and (387) men.



Schools

In the School of Economic and Regional Studies, there are (90) newly-admitted postgraduate women and (42) men in 2020. In the registered students in all the postgraduate programmes of the School there are (16) women and (84) men while in the graduated postgraduate students (43) are women and (21) men. Similarly, in the School of Social Sciences, Humanities and Art, in the newly-admitted postgraduate students there are (186) women and (139) men in 2020. Among the registered students there are (394) women and (84) men in 2020 while (177) women graduated and (124) men.

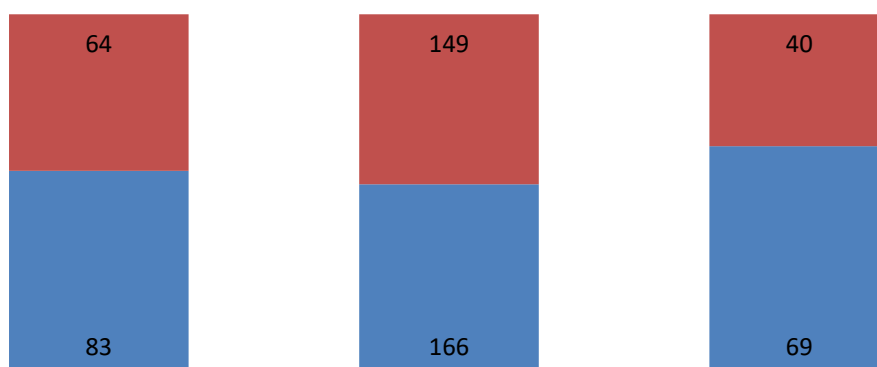
¹¹ For postgraduate students and PhD candidates data has been used only for the year 2020 due to a lack of respective indicators from HAHE (E@AAE).



In the School of Information Sciences, new admissions in postgraduate programmes in 2020 are (64) women and (83) men. Among the registered students there are (149) women and (166) men while (40) women graduated and (69) men. In the School of Business Administration, new admissions in postgraduate programmes in 2020 are (283) women and (222) men. Among the registered students there are (512) women and (444) men while (192) women graduated and (173) men in 2020.

POST-GRADUATE STUDENTS OF THE SCHOOL OF INFORMATION SCIENCES

■ Ανδρες ■ Γυναίκες



Admitted students

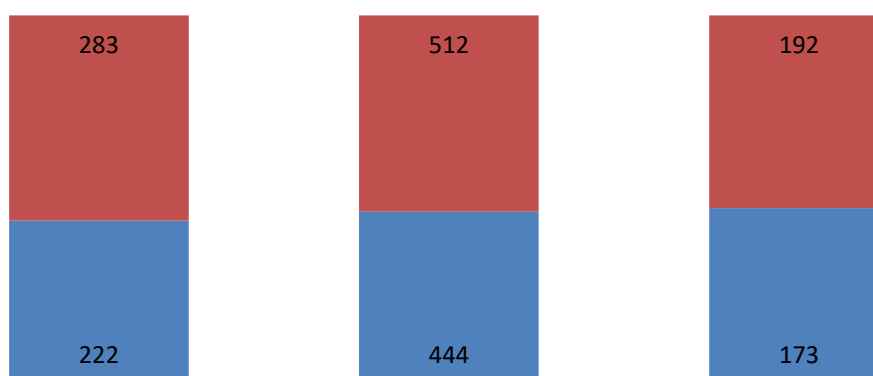
Registered Students

Graduated Students

2020

POST-GRADUATE STUDENTS OF THE SCHOOL OF BUSINESS ADMINISTRATION

■ Ανδρες ■ Γυναίκες



Admitted students

Registered Students

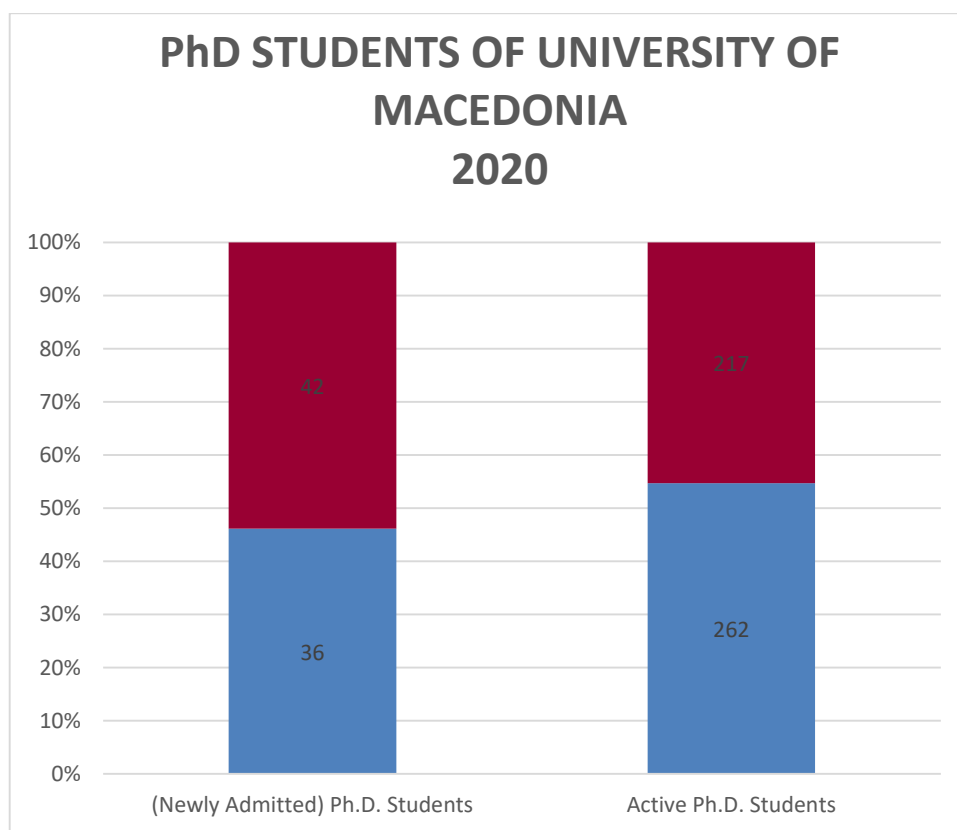
Graduated Students

2020

PhD students¹²

¹² No data are available for gender differences in 2018 and 2019. Similarly for PhD candidates that are in the final stages of their work no data are available in terms of gender.

In 2020, at the institutional level there are (36) men and (42) women newly-admitted PhD students, and (262) men and (217) women registered PhD students.

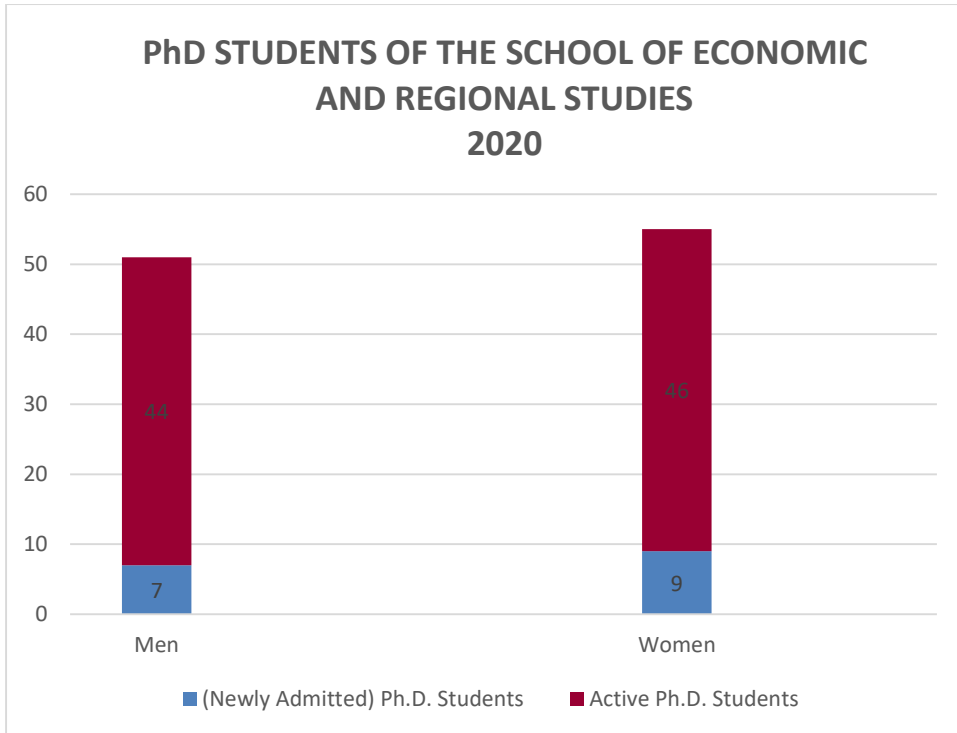


Schools¹³

School of Economic and Regional Studies

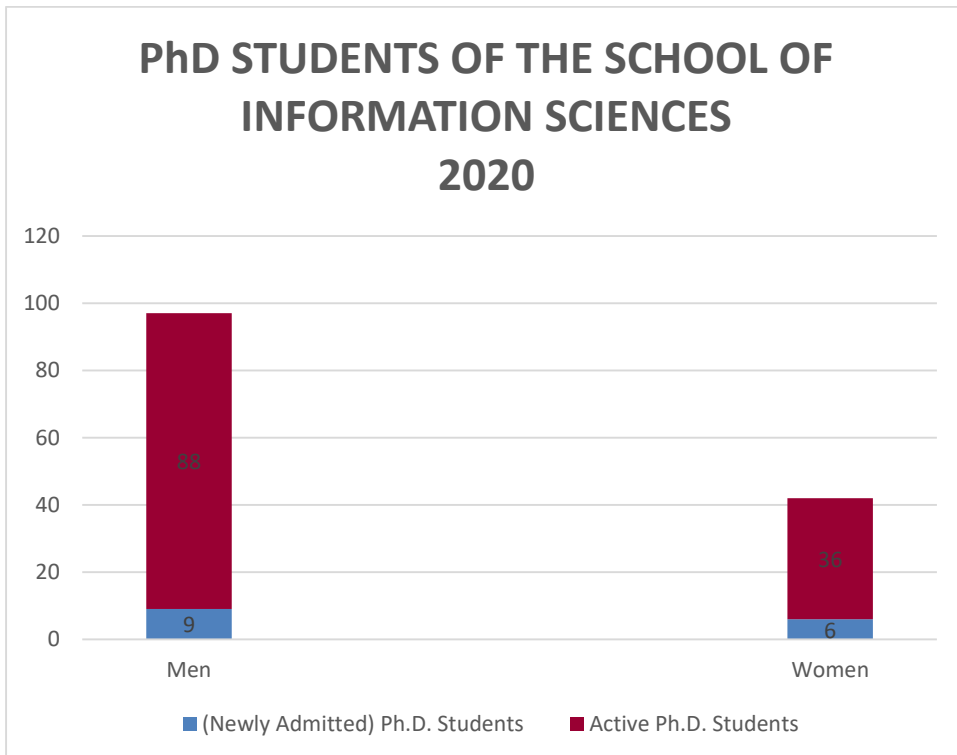
In the School of Economic and Regional Studies, in 2020, there are (7) men and (9) women newly-admitted PhD students, while there were (44) men and (46) women registered doctoral students.

¹³ We will not refer to the level of the department as these data are presented in detail in the annual internal evaluation of the departments.



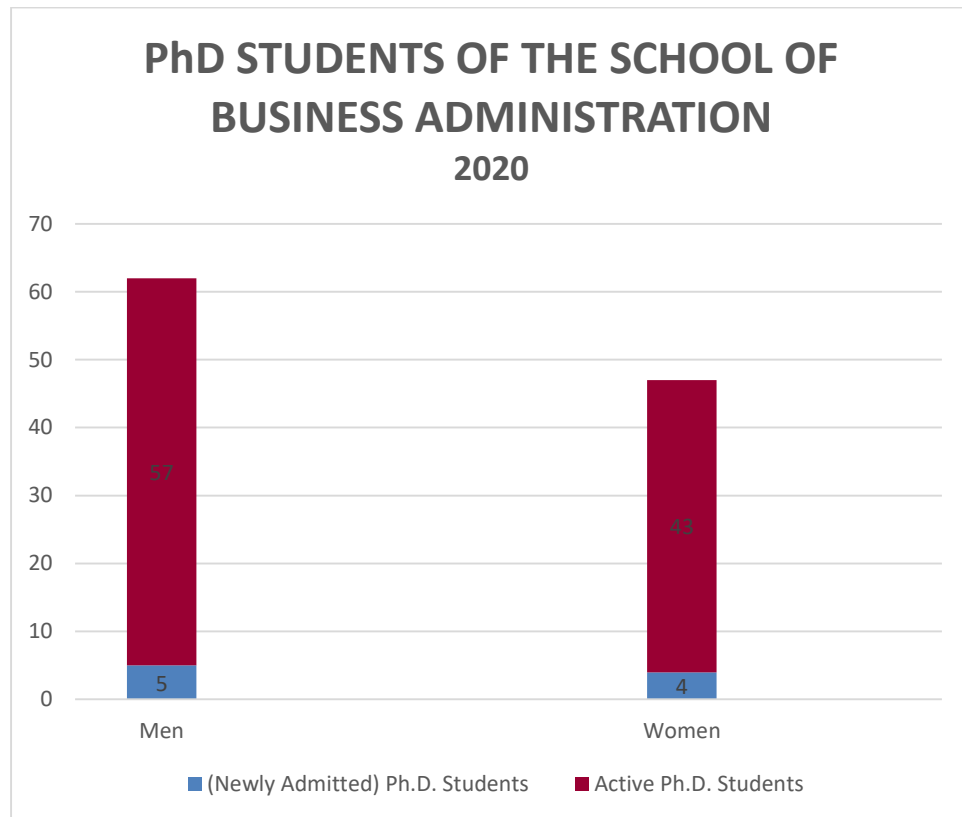
School of Information Sciences

In the School of Information Science in 2020, there are (9) men and (6) women as new entrants in the 3rd cycle of studies, while there remain registered (88) men and (36) women.



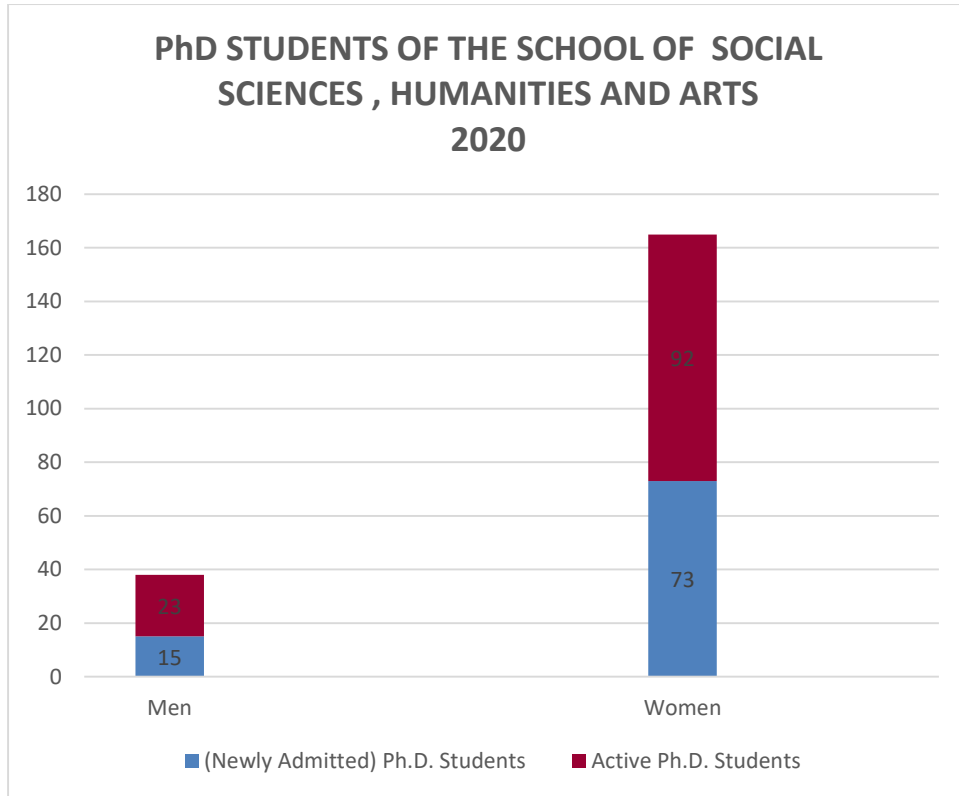
School of Business Administration

In the School of Business Administration in 2020, there are (5) men and (4) women as new entrants while there remain (57) men and (43) women actively registered.



School of Social Sciences, Humanities and Arts

In the School of Social Sciences, Humanities and Arts in 2020, there are (15) men and (23) women new entrants while there remain (73) men and (92) women actively registered.



Monitoring-Objectives-Indicators

The collection of data and the monitoring of indicators that will be set by the general Strategic Planning of the institution should include the core concepts represented in this GEP. The task of recording and monitoring should be assigned to appointed staff members, full-time employed in the Gender Equality Office. Currently, this is undertaken by the Quality Assurance Unit of the University using data collected by the Personnel Office.

Regarding the objectives, it is recommended that they should be of key priority in the Strategic Planning of the institution in order to effectively achieve the reduction of the vast discrepancies that are depicted in the current gender mapping of the University. An annual update of the map, visible online posting and an annual meeting on the topic will better contribute to the development of effective equality and empowerment policies.

Finally, the discussion on the strategic planning on gender, discrimination and equality related issues should be conducted at the level of Departments and Schools to improve the result of the indicators, through the setting of specific measures and actions. The specific goals and indicators will result from the above procedures.

B. Gender and equality awareness within the UoM

Curricula and Research: current situation

During the current academic year 2021-2022 students have the opportunity to attend various courses (mainly elective) related to equality and gender issues. Specifically they are 4 courses on an undergraduate level, 3 graduate level courses 2 of which are taught in English in addition to 3 training programs conducted within the framework of the Center of Education and Lifelong Learning.

COURSE TITLE	DEPT	POSTGRADUATE PROGRAMME
WOMEN AND BUSINESS	BUSINESS ADMINISTRATI ON	
POLITICS OF GENDER AND POWER:WEST, ISLAMIC WORLD AND GLOBAL SOUTH	BALKAN, SLAVIC & ORIENTAL STUDIES	
WOMEN'S ENTREPRENEURSHIP: THE WESTERN WORLD AND THE GLOBAL SOUTH (ENG)	BALKAN, SLAVIC & ORIENTAL STUDIES	
POLITICAL ANTHOPOLOGY, RELIGION AND GENDER IN THE BALKAN & SOUTH MEDITERRANEAN REGION		HISTORY, ANTHROPOLOGY & CULTURE IN EASTER & SOUTH EASTERN EUROPE
ANTI-DISCRIMINATION POLICIES IN EUROPE		EUROPEAN POLICIES ON YOUTH, ENTREPRENEURSHIP, EDUCATION AND CULTURE
COMPARATIVE ISSUES ON GENDER AND CULTURAL DIVERSITY (ENG)		HUMAN RIGHTS AND MIGRATION STUDIES
ETHICS: GENDER, EDUCATION,SOCIAL ETHICS & BIOETHICS ISSUES	EDUCATIONAL & SOCIAL POLICY	

Training programs (Center of Education and Lifelong Learning)

1. Gender relations, power and sexuality in education (Dept of Balkan, Slavic & Oriental Studies) 2021-22
2. Skills workshops: sex education, STEM, inclusiveness (Dept of Educational & Social Policy) 2021-22
3. Intercultural education: approaching multi-culturalism in the educational system (Dept of Balkan, Slavic & Oriental Studies)

Proposals- Best practices

Currently there is a limited number of courses offered on gender and gender equality, which falls short of an inclusive university. There is an urgent need to enhance teaching at the undergraduate level with gender-oriented courses, while a general course on Gender Studies should be offered as a general skills course in all UoM study programs.

It is recommended that interdepartmental and interinstitutional undergraduate programs be established on gender issues and gender equality. The provision of special educational training for the administrative staff as well as training programs for trainers should be conducted by the Center of Education and Lifelong Learning

It is also recommended that the female teaching staff be increased in the university in general and on gender equality issues in particular, in cases of equally ranking candidates.

Regarding research, the support of basic research (by the Research Committee) is recommended on gender equality issues. Faculty members should also be encouraged to include gender issues within their research interests. It is noteworthy that this GEC recommendation has already been accepted by the Rectorate for the year 2022. In fact, the first cycle of Basic thematic research in spring 2022 is titled "Gender and Equality Policies" and refers to the support of four research projects funded by the UoM Research Committee.

C. Gender and equality awareness in and outside the University

Current situation

The main concern of all members of the GEC is the creation of awareness and the dissemination of valid information to all members of the University on gender and equality related issues. For more detailed information on the UoM GEC actions, please visit the following links: <https://www.uom.gr/eif> and in the social networks https://www.facebook.com/eif.pamak/?ref=pages_you_manage

Since its establishment in 2020, the following actions have been organised by the GEC:

- Open student design competition for the official GEC logo (*Awarded logo designed by Triantaphyllia Halepli, student of the Department of Business Administration and Management, UoM, Nov 2020*).
- Online event of the UoM GEC (25.11.20 12-2pm). Presentation of UoM GEC with guest speaker Stavros Boufidis, psychologist / activist, on the occasion of November 25th, International Day for the Elimination of Violence against Women.
- Online information day (5.3.2020) entitled "*Sexist discourse in the Public Sphere*" with guest speakers Emeritus Professor Maria Gasouka, author of the Guide to a non-sexist language, as well as professionals from the fields of journalism and culture.
- Charity Christmas bazaar with the contribution of the NGOs "NAOMI", "Iris" and in collaboration with the group of GEC student volunteers and Aristotle University GEC members to support Women's Shelters of the Municipality of Thessaloniki and the Municipality of Kordelio / Evosmos.



- Charity event on the occasion of the International Women's Day (8.3.2022), with the participation and support of "DIOTIMA", and presentations -handmade creations on the topic of eminent female figures of modern history from the UoM GEC group of student volunteers.
- Support and contribution of articles to the student magazine "*EIRINI-Anthropological Journal for the Study of Gender, Cultural Heterogeneity and Social Discrimination*" (<https://ireneanthropologic.wordpress.com/>), in collaboration with the Cultural Studies and Social Gender Laboratory (cbg-lab.uom.gr)
- Informal opinion poll/questionnaire on gender stereotype issues, conducted by Professor Ch. Syriopoulou, member of the UoM GEC, was conducted online to the entire student population. Answers revealed a demand to address stereotypes of discrimination and prejudice/bias against women and the necessity for change in the work environment, not only within HEIs but more so, on a broader social level.
- Formation of *genderMAK*, student volunteer group, under the supervision of GEC members. The ultimate goal of *genderMAK* group is the production of texts with full literary/bibliographical support, to support students at their scientific work/papers and the publication of texts in order to raise awareness of the rest of the student body.

Goals

Gender awareness and equality should be supported through broader partnerships with social and local entities/bodies, however it is noted that initiatives developed by both the student body and the employees in their local and collective communities are of outmost importance.

GEC members should be actively involved in future partnerships with Research Labs and in student initiatives to support events, campaigns and actions against gender discrimination and, focusing not only on women, but also in support of other sections of the population, such as people with disabilities, and all those who experience inequality, exclusion and racism due to their origin, culture, socio-economic status, etc.

Regarding the promotion of the information transfer and awareness-raising of both UoM staff and the student body on gender and equality related issues, the following actions are suggested:

1. Creation of a glossary including basic terms related to gender, sexuality, discrimination and equality to be posted on the UoM website with detailed information/instructions for the student population about its purpose and use.
2. Establishment of an "open access library" that includes a list of gender and sexuality related books/publications to be posted on the GEC website and available through the UoM Library. In addition, informational campaigns should be organized aiming to promote awareness and research within the academic environment and the entire student population.
3. Organization of student days / conferences / workshops

The organization of thematic events within the Institution is considered important for the distribution of information and awareness-raising among UoM staff members and the student population. The proposed topics of interest should include:

- i. Gender and equality issues in academic life of general concern to all members within the University on every aspect of their everyday academic life.
- ii. Intersectionality issues - approaching gender and sexuality issues in the light of other factors of discrimination (e.g. race, class, age, disability, etc.).

4. Connection of GEC and the City / GEC and Civil Society An important pillar/aspect of the UoM GEC function- as well as of the overall function of the University- is its significant impact on the city and its local society. Thus, UoM should function as a source of knowledge, training, information and initiation of an open discourse, without being confined to "narrow" institutional barriers.

In this context, a series of UoM GEC actions are planned - especially through the organization of open days and conferences - primarily through partnerships between the latter and local bodies/entities of Thessaloniki (Municipality of Neapolis-Sykeon, Municipality of Thessaloniki, Region of Central Macedonia, etc.), but also through its partnerships with the Region of Central Macedonia. Such events could include:

- i. Screening of films and documentaries on gender and equality related issues - within or outside the University premises
- ii. Thematic workshops specifically designed by students in collaboration with the UoM Research Labs
- iii. Related printed and online publications of articles/ papers/ presentations/ PSAs/ campaigns

In collaboration with the GEC, UoM is advised to:

- financially enable actions and campaigns on discrimination and equality-related issues, by providing the necessary resources of human support and infrastructure
- operate as the main communication source with online updates on the UoM website and social media platforms
- include best practices regarding gender equality based visualization/ signage within the University premises
- dissemination of instructions among administrative and academic staff on the elimination of sexist language
- support study and research programs on equality related issues
- establish institutional procedures to support victims of sexist discrimination and harassment incidents.

D. Dealing with sexist language and gender stereotypes within the Institution

Current situation

The University of Macedonia needs to seriously consider the letter of the Ministry of Interior addressed to all public sector agents regarding the “Integration of the gender dimension into all administrative documents” (Α.Π. 37877/17-5-2019). In this letter, there is specific reference to the articles 12 and 14 of the Law 4604/2019 and the “Guidelines for non-sexist language use in administrative documents”. These guidelines constitute an easy-to-use and specialized tool to identify, understand and eliminate the linguistic sexism that governs the various administrative documents used in ministries, regional and local public agencies. It is worth noting that the “integration of the gender dimension in language” has already been included in the training programmes of the National Centre for Public Administration & Local Government (EKDDA) Training Institute and training seminars are implemented in various public agencies¹⁴.

Addressing sexist language and gender stereotypes within the University

The UoM GEC submitted to the Rector's Council (Prot. No. 3449, 31.5.2021) a *“Proposal to integrate the gender dimension in all administrative UoM documents (according to law no. 4604/2019) and gradually to UoM's public speech ”*. Taking into account the Guide for the Use of Non-Sexist Language in Administrative Documents -Issued by the General Secretariat for Gender Equality (GGIF) (National Printing Office, March 2018) <http://www.isotita.gr/wp-content/uploads/2018/01/Οδηγός-μη-σεξιστικής-γλώσσας.pdf>), and following the findings of the field of Sociolinguistics, which systematically studies the relationship between language and gender, the report/proposal was submitted with guidelines and examples with regard to the definition of linguistic sexism in the use of Greek language, on the linguistic subtopics of morphology, syntax and semantics. The report also includes observations and proposals in view of a modern and an all-inclusive university, free from linguistic gender discrimination, aiming to achieve substantial gender equality.

¹⁴ Law 4604 /2019 (Government Gazette 13/τ.Α’/29-1-2019). See: <http://www.isotita.gr/wp-content/uploads/2019/03/N.4604-για-την-Ουσιαστική-Ισότητα-των-Φύλων.pdf>.

5. National Action Plan for Gender Quality (ESDIF). See: <http://www.isotita.gr/wpcontent/uploads/2017/04/ESDIF.pdf>

6. Circular on: “Overcoming linguistic sexism and integrating the Gender dimension in administrative documents”. No. ΔΙΑΔΠΥΔ/ΤΣΠΕΑΔ/Φ.18/ οικ.5748 /25.2.2016. ΑΔΑ: ΩΣΞΧ465ΦΘΕ-ΧΦ9

7. Letter to all public sector bodies on “Integration of the gender dimension into all administrative documents”. See: <http://www.isotita.gr/wp-content/uploads/2019/05/ΕΠΙΣΤΟΛΗ-ΥΦΥΠΟΥΡΓΟΥ-ΕΣΩΤΕΡΙΚΩΝ-ΜΕ-ΘΕΜΑ-ΣΕΞΙΣΤΙΚΗΓΛΩΣΣΑ-ΣΤΑ-ΔΙΟΙΚΗΤΙΚΑ-ΕΓΓΡΑΦΑ.pdf>

8. See: Guidelines for non-sexist language use in administrative documents- General Secretariat for Demography and Family Policy and Gender Equality (National Printing House, March 2018). <http://www.isotita.gr/wp-content/uploads/2018/01/Οδηγός-μη-σεξιστικής-γλώσσας.pdf>

The report includes an extensive reference to the gender discrimination of the Greek language, noting the "hegemonic discourse of the male sex" effect, a systematic practice that perpetuates the perception of male supremacy in science, management and leadership. The limited participation of women in decision-making positions reinforces the deficit shown in the Greek language in adjective definitions related to authority and leadership positions, since, as sociolinguists note, "language reflects society and the way we think".

The systematic use of the feminine gender in written and oral speech, as pointed out by modern social theory and the social sciences in general, is largely a matter of habit rather than aesthetics. Only through the use of language is a language type validated and ultimately accepted. After all, as is commonly known in humanities and social sciences, the problem lies not in the language itself, but in our own attitude towards language.

Therefore, it is necessary to identify/ codify the use of a non-sexist Greek language of general acceptance nationwide, free from exclusions, in which the female gender is not only formally but equally visible.

As such, it is the institution's priority to

- comply with the current legislation for the integration of the gender dimension in all administrative documents and gradually proceed with a long-term plan to adjust/reform all levels of spoken language/ use of its public speech (i.e. on the website, on the e-learning platform, in all online communication within the university community, in all press releases and announcements, etc.).
- take into account the letter from the Ministry of Internal Affairs addressed to all public sector bodies on the topic of "Integration of the gender dimension in administrative documents" (AP 37877 / 17-5-2019) which refers to articles 12 and 14 of Law 4604/2019 and the "Guide to Using Non-Sexist Language in Administrative Documents", an easy-to-use and specialized tool for recognizing, understanding and eliminating language sexism that governs the various administrative documents used in ministries but also in public entities/bodies, in the Regions and in the Municipalities. It is pointed out that the "integration of the gender dimension in language" has been included in the educational programs of the National Center for Public Administration & Local Government (EKDDA) where training courses and seminars are held in various public bodies.

Goals - Best practices

For the integration of non-sexist language (oral and written) and promoting a true culture of equality the GEC proposes the following:

- amendments of the Internal Regulations of the Institution, of the Research Committee Financing Guide and all other regulatory texts in order to include both genders

- modification/ adjustment of public administrative documents (applications, declarations, diplomas, degrees, salary spreadsheets, retirement applications, etc.) in both genders
- adaptation/ modification of public announcements/ public speeches/ bulletins/ formal addressing /press releases/ announcements /University's internal correspondence
- adaptation of relevant university signs, to become gender-friendly and avoid other discrimination based on race, language, religion, disability, etc.
- adaptation of the spoken speech / addresses, through advertisements (posters, spots, signs, etc.).

To achieve this, the GEC recommends close collaborations with the student body and requests for the financial support offered by the institution for campaigns promoting the use of non-sexist speech, for student competitions and awards of excellence, etc.

E. Tackling harassment and discrimination based on sex and sexual orientation

Current situation

According to verbal statements of the Board of the UoM Students' Association, although they have repeatedly urged their members to come forward with sex-related harassment there has not yet been any such official report in the past 6 years. The Board considers that this is probably due to a lack of trust in the University administration and the Student Association, to be competent enough to solve such incidents (they would rather rely on lawyers outside the University).

The UoM GEC points out that, on the one hand, the present association does not promote equality policies (see title, board quota, lack of actions to raise awareness on gender and equality issues, use of sexist language, etc.), on the other hand no discriminatory procedures for treating gender incidents are explicitly provided for handling discrimination. The same culture seems to prevail in all UoM services and Departments of, with the exception of some occasional rumors and anonymous incidents which are reported generally and confidentially, usually not self-referentially. The current absence of any reported complaints of sexual abuse/ harassment within the University does not imply the non-existence of such incidents, as UoM GEC states, but merely highlights the gap between the institutional administration and the institutional regulatory framework, and the necessity to develop a culture of recognition of sexist discrimination, which should be handled with discretion towards the victim to ensure the elimination of the harassing toxic behavior.

Goals - Best practices

The GEC points out the absence of an institutional framework for dealing with incidents of verbal and physical gender-based violence in the national action plans, which would otherwise facilitate the advisory role of each GEC in creating discreet and effective response procedures.

In view of the GEC's existing inability to operate as a regulatory framework/entity, a *Sexual Harassment Management Committee (SCCC)* should be established instead, which could be composed by 1 or 2 members of the GEC, a member of the student's Advocate office, a member of the Personnel Office of the Institution and possibly a member of the Student Counseling and Support Center. Each reported complaint should be managed discreetly and forwarded to the Rectorate to decide on further institutional steps that need to be followed. In addition, in order to safeguard the procedure, it is proposed to establish an institutional structure, such as the Office of Gender Equality, that, in consultation with the respective GEC, would handle/manage anonymous complaints, offer first hand victim support on dealing with gender-based violence issues, but also promote equality policies in research, teaching and a culture of equality within the institution.

Conclusions-General observations

In the proposed Gender Equality Plan (2022-2024) the gender mapping of the institution was based on data for the reference years 2018-2019, 2019-2020, 2020-2021. The UoM GEC points out potential shortcomings in the accurate gender mapping of the institution, which currently serves as the main source of identifying basic gender inequalities. Furthermore, at this point it fails to issue relevant equality policies in the proposed UoM GEP 2022-2024, as this is not currently considered a matter of high priority by the national legislative framework and the National Action Plans.

The GEC of UoM highlights the weaknesses in the gender map of the institution, which is the source of basic gender discriminations, but is not entitled to propose specific policies in the present GEC-UoM 2022-2024. There are no provisions for such proposals neither in the national legislative frame nor in the political priorities of the national action plans, as gender-oriented goals and their relevant indices should be included in the broader strategic plan of the institution, its departments and its schools. However, it strongly recommends that special care be taken in including women in decision-making positions taking into account the qualifications, the wishes and the capacities of the candidates.

Overall, all the comments on the current situation and the improvement proposals should be included in the broader strategic framework of the institution. For instance, the establishment of a *Gender Equality Office* is highly recommended. It should operate with the supporting consultation of the GEC; it should be included in the frame of the Strategic Planning Unit (<https://www.uom.gr/monada-strathgikoy-sxediasmoy>) for the collection and monitoring of the gender map of the institution; it should be supported by the Teaching & Learning Centre (<https://www.uom.gr/en/gradim>) on gender teaching and research issues; and it should operate in collaboration with the Student Counselling and Support Centre (<https://www.uom.gr/student-support>), the Advocate of the Student and institutional staff representatives.

The UoM GEC 2020-2023 considers that for the implementation of this GEP the university must commit resources and logistical infrastructure that will support the advisory and planning work of the GEC through the establishment of a Gender Equality Office, which will operate institutionally and will coordinate all work produced to achieve goals and indicators.

*This UoM GEP for the years 2022-2024 was submitted for approval to the UoM's Senate Council in April 2022, in accordance with the current institutional framework.

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