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“GHEORGHE ASACHI” TECHNICAL UNIVERSITY OF IAȘI



THE GENDER EQUALITY STRATEGY and THE GENDER EQUALITY PLAN

2022-2025

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Definitions and terms in relation to gender equality

The specific terms of the field used in the development of the Gender Equality Strategy and of the Gender Equality Plan are, for the most part, in accordance with the definitions and concepts provided by the European Institute for Gender Equality (EIGE)¹ and Law no. 202/2002 on equality of opportunity and treatment between women and men, as amended and supplemented² (Law no. 202/2002).

Gender equality competencies: The skills, attributes, and behaviours that people need to effectively integrate gender, involving theoretical and practical knowledge of various tools that could be used for this process. They require acknowledging that no political or organizational action is gender-neutral and that women and men are affected by policies in different ways (EIGE).

Gender balance: The equal participation of women and men comprising the human resources of an organization in all areas of activity, projects, or programs thereof (EIGE).

Work-life balance: It refers not only to caring for dependents, but also to "extracurricular" responsibilities or to important life priorities. Work arrangements should be flexible enough to allow employees of both sexes to engage in lifelong learning activities and to continue their professional and personal development, not necessarily directly related to the employee's job (EIGE).

Gender equality: Equality of rights, responsibilities, and opportunities of women and men, which involves taking into account the interests, needs, and priorities of both women and men, acknowledging the diversity of different groups of women and men. Gender equality is seen as both a human rights issue, and a prerequisite and indicator of people-centred sustainable development (EIGE).

Gender: The set of roles, behaviours, traits, and activities that society considers appropriate for women and men respectively (Law no. 202/2002).

Sexual harassment: The situation in which unwanted behaviour with a sexual connotation, physically, verbally, or non-verbally expressed, is manifested, aiming at or resulting in injuring the dignity of a person and especially in creating a hostile, degrading, humiliating or offending environment of intimidation (Law no. 202/2002).

Psychological harassment: Any inappropriate behaviour that occurs over a period of time, is repetitive or systematic, and involves physical behaviour, oral or written language, gestures, or other intentional acts that could affect the physical or psychological integrity, dignity or personality of an individual (Law no. 202/2002).

Gender mainstreaming: (Re)organizing, improving, developing, and assessing policy processes so that a gender equality perspective could be incorporated into all policies, at all levels and in all phases, by the actors normally involved in policy-making (EIGE).

¹ <https://eige.europa.eu/gender-mainstreaming/concepts-and-definitions>

² Legislation portal, <http://legislatie.just.ro/Public/DetaliuDocument/35778>

Gender perspective: An instrument for approaching reality by questioning the established power relations between men and women, and social relations in general. It is a conceptual framework, a methodology for interpretation, and a critical analysis tool that guides decisions, broadens and changes standpoints, and allows us to reconstruct concepts, analyse attitudes, and identify gender biases and conditioning, in order to analyse and modify them subsequently through dialogue (EIGE).

Gender biases: Actions or judgments based on the perception that women are not equal to men (EIGE).

Occupational segregation (vertical and horizontal): The concentration of one sex in certain educational fields or in certain occupations (horizontal segregation) or the concentration of one sex in certain grades, levels of responsibility, or positions (vertical segregation).³

Sex: The biological characteristics that define individuals as being females or males. These sets of biological characteristics do not exclude each other, as there are individuals who possess both, but these characteristics tend to differentiate individuals as males and females (EIGE).

Sex vs. gender: Typically, a clear distinction is prescribed between sex and gender, with sex being the preferred term for biological forms, while gender would be limited to meanings involving behavioural, cultural, and psychological traits. In this dichotomy, the terms male and female refer only to biological forms (sex), while the terms masculine/masculinity, feminine/femininity, woman/girl, and man/boy refer only to psychological and socio-cultural traits (gender).⁴

Gender stereotypes: Organized systems of beliefs and consensual opinions, perceptions, and prejudices regarding the attributes and characteristics, as well as the roles that women and men have or should fulfil (Law no. 202/2002).

Abbreviations

GE	Gender equality
GEP	Gender Equality Plan
AAQA	Academic Affairs and Quality Assurance
RDI	Research, Development, Innovation
CUDS	Council for University Doctoral Studies
CDC	Computerisation and Digital Communications
IR	International Relations
HR/HR manager	Human Resources / Human Resources manager
HRM	Human Resources Management

³ The Council of the European Union, Synthesis of the EIGE report “Gender segregation in education, training and the labour market”, <https://data.consilium.europa.eu/doc/document/ST-15468-2017-ADD-1/ro/pdf>

⁴ <https://www.merriam-webster.com/dictionary/>

Introduction

The Gender Equality Strategy for the period 2022-2025 (GE Strategy) was developed by "Gheorghe Asachi" Technical University of Iași (TUIASI) based on contributions from the entire university community and targets all categories of employees and students of the university. The Gender Equality Strategy was developed in accordance with the provisions of the European Charter for Researchers and of the Code of Conduct for Recruitment of Researchers 2015-2019⁵, the European Strategy for Gender Equality 2020-2025⁶ and the guidelines provided by the new framework programme of the European Union for research and innovation, Horizon Europe, regarding gender equality plans⁷.

The Gender Equality Strategy for the period 2022-2025 expresses the commitment of the leadership of "Gheorghe Asachi" Technical University of Iași to respect the principles of equality, diversity, inclusion, and non-discrimination in all its areas of activity and to ensure a safe and equitable environment for all members of the university community.

Based on the GE Strategy, TUIASI has developed the Gender Equality Plan 2022-2025 (GEP), through which it assumes objectives and concrete measures regarding better integration of the gender dimension into its entire activity, as well as indicators for measuring the progress of implementation and review thereof. The Gender Equality Plan for the period 2022-2025 should be considered in correlation with the Strategic Plan of "Gheorghe Asachi" Technical University of Iași for the period 2021-2024, as well as with the Internal Regulation, the University Charter, the Code of academic professional deontology and ethics, and the Collective Labour Agreement at the level of "Gheorghe Asachi" Technical University of Iași, being the reference document for all the stakeholders of the implementation of strategic objectives to ensure gender equality in the university.

Consolidating the mission and values of the university, the GE Strategy and the GEP aim to guarantee and promote equality and diversity in accessing knowledge and acquiring skills for all employees and students of TUIASI. The strategic objectives are translated into specific actions, which aim to protect an equitable and inclusive organizational culture and to promote gender equality at all levels, proactively addressing the raise of awareness of gender equality issues and the development of skills and competencies in the field, ensuring gender balance in decision-making structures and processes, as well as in recruitment and selection processes; gender equality in teaching and research activities is also addressed, as well as integrating the gender dimension into teaching programmes and within the entire research process.

⁵https://cdn2.euraxess.org/sites/default/files/policy_libraryTtf_goal_2_results_v1.0.pdf

⁶https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy_en

⁷<https://op.europa.eu/en/publication-detail/-/publication/ffc06c3-200a-11ec-bd8e-01aa75ed71a1>

I. Analysis of legislation, requirements, policies and case studies in the field of gender equality

In order to develop the Gender Equality Strategy and Plan, the university has appointed a working group to conduct an analysis of the national legislation in force in the field of gender equality, as well as of the requirements, policies, recommendations, and relevant case studies concerning discrimination, inclusion, and gender equality at the European Union level, with a focus on universities and research organizations.

The bibliographic resources used in this analysis are mentioned in Annex 1.

II. Diagnostic analysis in the field of gender equality

The GE Strategy and the GEP were developed based on the results of the Gender Equality Diagnostic Analysis (GE Diagnostic Analysis), conducted during the period October - December 2021.

II.1. Data collection

TUIASI selected the following relevant indicators for the Gender Equality Diagnostic Analysis:

- ✓ The number of women and men in decision-making structures at TUIASI (University Senate, Administration Council, Council for Doctoral Studies, Faculty Councils, Department Councils, Doctoral School Council, Committees);
- ✓ The number of employees, by sex, in areas of activity (academic, research, administrative, and support services);
- ✓ The number of women and men involved in research-development activities;
- ✓ The number of employees, by sex, who have requested/taken parental leave, for how long, and how many of them have returned after the leave;
- ✓ The number of female and male students at all levels of study (bachelor's, master's, doctoral) and for all disciplines.

The statistical data of TUIASI at the end of 2020 as regards the selected indicators are mentioned in the tables below.

Note: For the diagnostic analysis, the data will be collected in accordance with the following tables, with only the final values relevant to each of the selected indicators being included in the final analysis.

1. Women and men in leadership positions

Table 1. University leadership

	Woman	Man
President of the University Senate		x
Vice-president of the Senate		x
Secretary of the Senate		x
Rector		x
Vice-rector in charge with the Academic Affairs and Quality Assurance		x
Vice-rector in charge with the International Relations	x	
Vice-rector in charge with the activity of Research, Development and Innovation	x	
Vice-rector in charge with the activity of Informatisation and Digital Communications	x	
Vice-rector in charge with the activity of Resources Management		x
Vice-rector in charge with Student Affairs	x	
Director of the Council for University Doctoral Studies	x	
General-Administrative Director		x
TOTAL	6	7

Table 2. Faculties' management

	Dean	Vice-deans (no. W + no. M)	Director of Doctoral School	Total number of women	Total number of men
Faculty of Automatic Control and Computer Engineering	1M	1W+3M	- /1M	1	5
"Cristofor Simionescu" Faculty of Chemical Engineering and Environmental Protection	- /1M	2W	1M	2	2
Faculty of Civil Engineering and Building Service	1W/ -	1W+3M	- /1M	2	4
Faculty of Machine Manufacturing and Industrial Management	-/1M	1W+2M	1W/ -	2	3
Faculty of Electronics, Telecommunications and Information Technology	1W/ -	1W+3M	- /1M	2	4
Faculty of Electrical Engineering, Energetics and Applied Informatics	-/1M	3M	- /1M	-	5

Faculty of Hydrotechnics, Geodesy and Environmental Engineering	-/1M	3M	- / -	-	4
Faculty of Mechanical Engineering	-/1M	2W+2M	- /1M	2	4
Faculty of Materials Science and Engineering	- /1M	3M	1M	-	5
Faculty of Industrial Design and Business Management	1W/-	1W+2M	1W/-	3	2
“G.M.Cantacuzino” Faculty of Architecture	1W/-	2M	-/-	1	2
Total number of women	4	9	2	15	-
Total number of men	7	26	7	-	40

Table 3. Other decision-making structures’ management (university committees, directorates, secretariats)

	Woman	Man
Committee of academic professional deontology and ethics	1	5
Committee for the analysis and research of disciplinary infractions	3	3
TUIASI monitoring Committee	14	13
Committee for quality assurance and evaluation	4	4
Directorate for computerisation and digital communication	3	13
Directorate for project monitoring and management	14	1
Economic Directorate	17	2
Directorate for Student Affairs	100	67
Directorate for Human Resources	16	2
University’s chief secretary	1	-
Student Entrepreneurial Society SAS TUIASI	1	-
TOTAL	174	10

2. Women and men – academic staff, researchers, administrative personnel

Table 4. Total number of academic staff/faculties

	Professor	Associate Professor	Senior lecturer eng.	Senior lecturer	Assistant Professor	Total no. of women	Total no. of men
Faculty of Automatic Control and Computer Engineering	W/2	W/6	W/3	W/-	W/2	13	-
	M/9	M/7	M/20	M/-	M/10	-	46
“Cristofor Simionescu”	W/11	W/12	W/17	W/-	W/4	44	-

Faculty of Chemical Engineering and Environmental Protection	M/6	M/7	M/8	M/-	M/-	-	21
Faculty of Civil Engineering and Building Service	W/4	W/6	W/26	W/3	W/2	41	-
	M/6	M/11	M/35	M/-	M/1	-	53
Faculty of Machine Manufacturing and Industrial Management	W/4	W/6	W/8	W/-	W/2	20	-
	M/13	M/9	M/10	M/-	M/4	-	36
Faculty of Electronics, Telecommunications and Information Technology	W/4	W/5	W/5	W/5	W/5	24	-
	M/9	M/16	M/12	M/5	M/3	-	45
Faculty of Electrical Engineering, Energetics and Applied Informatics	W/2	W/1	W/7	W/-	W/2	12	-
	M/19	M/14	M/17	M/-	M/7	-	57
Faculty of Hydrotechnics, Geodesy and Environmental Engineering	W/3	W/1	W/7	W/-	W/-	11	-
	M/2	M/6	M/14	M/-	M/-	-	22
Faculty of Mechanical Engineering	W/1	W/3	W/4	W/-	W/3	11	
	M/7	M/14	M/12	M/-	M/8	-	41
Faculty of Materials Science and Engineering	W/1	W/1	W/10	W/-	W/3	15	-
	M/9	M/7	M/9	M/-	M/3	-	28
Faculty of Industrial Design and Business Management	W/8	W/12	W/21	W/-	W/3	44	-
	M/1	M/9	M/5	M/-	M/1	-	16
"G.M.Cantacuzino" Faculty of Architecture	W/-	W/2	W/7	W/-	W/1	10	-
	M/1	M/1	M/10	M/-	M/2	-	14
Total number of women	40	55	115	8	27	245	-
Total number of men	82	101	152	5	39	-	379

Table 5. Total number of researchers

	Women	Men
Senior researchers (1 st , 2 nd , 3 rd grade research fellows)	62	144
Junior researchers (researcher, research assistant)	36	37
TOTAL	98	181

Table 6. Total number of women and men employed in administrative and support services

	Women	Men
Secretariates	54	-

IT support services	6	16
Librarians	25	-
Administrators	109	45
Grant support centres	14	1
Other administrative support services	208	225
TOTAL	416	287

3. Women and men involved in research-development activities

Table 7. Distribution of staff involved in R-D activity per staff categories

Staff category	Persons on 31.12.2021	Of which: women	
		Number	%
Researchers (PhD students, graduates of higher education with doctoral training, scientists)	217	78	35,94
of which: internal staff	138	52	37,68
Technicians and assimilated personnel (engage in scientific and technical activities under the guidance of research fellows)	3	1	33,33
of which: internal staff	-	-	-
Support staff whose activity directly serves the R-D activity (managers, administrative staff, office personnel and secretarial staff, unskilled craftsmen)	6	4	66,33
of which: internal staff	5	3	60,00
Total number of persons involved in R-D activity	226	83	36,73
of which: internal staff	143	55	38,46

Table 8. Distribution of researchers involved in R-D activity after being awarded academic ranks, by age and sex groups

Age group	Academic staff with teaching and research activity	Of which: women		Staff with research activity only	Of which: women	
		Number	%		Number	%
TOTAL RESEARCHERS	138	52	37.68	79	26	32.91
÷ 25 yr old	-	-	-	-	-	-
25 ÷ 34 yr old	14	6	42.86	42	15	35.71
35 ÷ 44 yr old	58	19	32.76	12	5	41.67
45 ÷ 54 yr old	30	13	43.33	10	3	30.00
55 ÷ 64 yr old	32	13	40.625	4	1	25.00
≥ 65 yr old	4	1	25.00	11	2	18.18
1. Rank:	Professor			Research fellow 1st grade		
÷ 25 yr old	-	-	-	-	-	-
25 ÷ 34 yr old	1	-	0.00	-	-	-

35 ÷ 44 yr old	6	-	0.00	-	-	-
45 ÷ 54 yr old	8	3	37.50	-	-	-
55 ÷ 64 yr old	20	7	35.00	-	-	-
≥ 65 yr old	2	1	50.00	9	2	22.22
Total 1	37	11	29.73	9	2	22.22
2. Rank:	Assoc. Professor, Senior lecturer (eng.)/ Senior lecturer			Research fellow 2nd and 3rd degree		
÷ 25 yr old	-	-	-	-	-	-
25 ÷ 34 yr old	2	1	50.00	-	-	-
35 ÷ 44 yr old	14	5	35.71	-	-	-
45 ÷ 54 yr old	6	5	83.33	1	-	0.00
55 ÷ 64 yr old	10	4	40.00	-	-	-
≥ 65 yr old	1	-	0.00	2	-	0.00
Total 2	33	15	45.45	3	-	0.00
3. Rank:	Assistant, PhD completed			Researcher		
÷ 25 yr old	-	-	-	-	-	-
25 ÷ 34 yr old	2	1	50.00	-	-	-
35 ÷ 44 yr old	29	10	34.48	4	2	50.00
45 ÷ 54 yr old	15	5	33.33	-	-	-
55 ÷ 64 yr old	2	2	100.00	-	-	-
≥ 65 yr old	1	-	0.00	-	-	-
Total 3	49	18	36.73	4	2	50.00
4. Rank:	Research assistant /Doctoral student employed in research			Researchers in positions that do not need a doctoral title		
÷ 25 yr old	-	-	-	-	-	-
25 ÷ 34 yr old	9	4	44.44	42	15	35.71
35 ÷ 44 yr old	9	4	44.44	8	3	37.5
45 ÷ 54 yr old	1	-	0.00	9	3	33.33
55 ÷ 64 yr old	-	-	-	4	1	25.00
≥ 65 yr old	-	-	-	-	-	-
Total 4	19	8	42.10	63	22	34.92

4. Women and men – students/study level (Bachelor's, Master's, doctoral studies), for all disciplines

Table 9. Total number of students /study level (Bachelor's, Master's, doctoral studies)

Area of study	Bachelor's students	Master's students	Doctoral students	Total no of women	Total no of men
Electronics engineering, telecommunications and information technologies	361	116	16	493	-
	905	223	32	-	1160
Chemical engineering	174	128	48	350	-
	84	26	16	-	126
Environmental engineering	83	65	47	195	-
	56	59	10	-	125
Engineering and management	268	116	23	407	-
	309	119	16	-	444
Mechanical engineering	42	35	15	92	-
	749	242	68	-	1059
Energy engineering	38	23	12	73	-
	239	82	35	-	356
Computers and Information technology	218	51	4	273	-
	498	136	16	-	650
Systems engineering	178	35	5	218	-
	416	74	10	-	500
Industrial engineering	217	167	44	428	-
	401	182	69	-	652
Civil engineering	325	0	0	325	-
	1153	0	0	-	1153
Building services	23	0	0	23	-
	233	0	0	-	233
Electrical engineering	104	23	19	146	-
	669	123	83	-	875
Chemistry	0	0	9	9	-
	0	0	2	-	2

Geodesic engineering	120	23	0	143	-
	93	21	0	-	114
Automotive engineering	31	12	0	43	-
	575	190	0	-	765
Mechatronics and robotics	23	6	0	29	-
	264	74	0	-	338
Materials engineering	83	64	49	129	-
	202	28	17	-	315
Architecture	339	0	0	339	-
	240	0	0	-	240
Civil engineering and building services (M)	0	151	45	196	-
	0	438	90	-	528
Total no of women	2627	980	304	3911	-
Total no of men	7086	2053	496	-	9635

For data collection, a comprehensive survey was conducted at the level of the university, with the following indicators:

- ✓ Number of women and men applying for specific job positions;
- ✓ Number of employees according to sex who have requested/taken parental leaves, for how long and how many have returned to work after leave;
- ✓ Opinions regarding the balance between work and personal life, at the level of the university and of the faculties;
- ✓ Integration of the gender dimension into research and teaching content;
- ✓ Perception regarding moral and psychological harassment, including sexual harassment, in the university;
- ✓ Perception regarding inclusion and discrimination in the university.

II. 2. Data analysis

The collected data and the internal documents addressing gender equality and inclusion were analysed. To this purpose, working meetings were held at the level of the university and of the faculties, attended by the coordinator for the implementation of the GE Strategy and of the GEP, as well as by representatives of the university board, of the teaching and research staff, of the administrative and

support services personnel, as well as student representatives. The working groups included an equal number of men and women.

The Rector of the university declared his commitment to developing and implementing the Gender Equality Plan of "Gheorghe Asachi" Technical University of Iași for the period 2022-2025.

1. Quantitative data analysis

The numerical data analysis showed that:

- ✓ The number of women and men in leadership positions at the faculty level is balanced;
- ✓ On average, the number of women and men in academic positions, such as professor, associate professor, senior lecturer, assistant professor, is balanced, reflecting the good recruitment practices existing in the university;
- ✓ On average, the number of female and male students show that gender distribution is balanced, with a need to reflect on recruitment/admission policies;
- ✓ The number of women involved in research projects is overall balanced compared to the number of men

2. Qualitative data analysis

The qualitative data analysis showed that:

- ✓ As regards the harmonization of professional activity and family obligations, women declare more often that they are in charge with most of the family responsibilities, while maternal responsibilities delay academic work and discourage them from taking up administrative positions;
- ✓ Requirements specific to international mobilities are harder to meet for women, due to the need for childcare and other dependent care;
- ✓ The gender dimension is not yet well integrated into research and teaching;
- ✓ The university is perceived as a safe place, free from gender-based violence;
- ✓ The university is perceived as being inclusive.

Conclusions:

- All situations mentioned by the respondents are, to some extent, factors of discrimination or manifestations based on gender criteria;

- A revision of the existing procedures at the level of the university and its faculties is necessary for better integration of the gender dimension, together with the development of new procedures covering all identified areas of intervention;
- Awareness-raising and training of the university staff and students with regard to gender equality are also necessary;
- We must actively and effectively communicate actions and measures relevant to ensuring gender equality throughout the university community;
- We need to develop a gender strategy and a gender equality plan for the period 2022-2025, with clear objectives and effective actions, and allocate specific resources and responsibilities for their implementation.

III. TUIASI Gender Equality Strategy and Plan for the period 2021-2025

Based on the GE Diagnostic Analysis and on national and European policies and requirements, the University Senate and the Rector have committed to developing the university strategy for gender equality for the period 2022-2025 and the corresponding gender equality plan.

The University leadership has decided to appoint a *coordinator for the implementation of the Gender Equality Plan for the period 2022-2025* (GEP coordinator), one *gender equality officer* (GE officer) at each faculty level, and one *gender equality delegate* (GE delegate) within each research center. The gender equality officers play a proactive role, while the gender equality delegates serve as consultants in the implementation and monitoring of the GE Strategy.

More specifically, the GE officers and the GE delegates have the following responsibilities:

- to contribute to the development, implementation, monitoring, and evaluation of the GEP;
- to provide practical support and tools to the actors involved in the implementation of the GEP;
- to cooperate and engage stakeholders at all levels to ensure the implementation of the GEP actions;
- to increase awareness of the benefits of GE within the university;
- to assess progress in integrating GE into the university.

The University leadership has mandated the GE roles (coordinator, officers, and delegates) in the university and a dedicated working group for the development of the GE strategy and GEP, which includes representatives, both women and men, of the university/faculty leadership, of the teaching and research staff, of students from each faculty, and of the administrative and support services.

III.1. Gender Equality Strategy for the period 2022-2025

TUIASI Gender Equality Strategy targets the following areas of intervention and objectives for the period 2022-2025:

AREA OF INTERVENTION	OBJECTIVES
I. Organisational culture and the balance between work and private life	<ul style="list-style-type: none">• Strengthening positive attitudes towards diversity and inclusion in all TUIASI areas of activity• Promoting an academic environment conducive to personal and family life
II. Leadership and decision-making processes	<ul style="list-style-type: none">• Ensuring gender balance in decision-making and management structures• Promoting the principle of gender equality in institutional practices, processes, and culture

III. Recruitment, selection and career development	<ul style="list-style-type: none"> • Promoting gender balance in recruitment and selection processes at all levels • Encouraging and supporting women in developing their academic and research career
IV. Teaching, researching and knowledge transfer	<ul style="list-style-type: none"> • Promoting a gender perspective in research processes and knowledge transfer • Integrating a gender perspective into TUIASI's study programmes/curricula
V. Measures against gender-based violence, including sexual harassment	<ul style="list-style-type: none"> • Increasing awareness of gender equality issues and strengthening positive attitudes towards inclusion and diversity • Preventing any form of violence and/or moral or psychological harassment based on gender, including sexual harassment

III.2. Gender Equality Plan for the period 2022-2025

The TUIASI Gender Equality Plan for the period 2022-2025 (GEP) includes the key measures and actions for achieving the specific strategic objectives of each area of intervention, the target group of these actions and measures, the implementation deadlines and the persons in charge, as well as the target indicators for measuring progress.

Intervention area I. Organisational culture and the balance between work and private life

Objectives:

- Strengthening positive attitudes towards diversity and inclusion in all TUIASI areas of activity
- Promoting an academic environment conducive to personal and family life

Action/Measure	Target group	Deadline				Indicator(s)	Person(s) in charge
		2022	2023	2024	2025		
1. Organising awareness-raising campaigns (debates, seminars, conferences) on gender equality in higher education and research, addressing sensitive topics such as: inclusion and diversity, gender biases and stereotypes, inclusive language, etc.	Academic staff, students, research staff, teaching assistants, administrative personnel	X	X	X		2 promotion campaigns organized by 2025 Minimum of 100 participants from the target group per campaign	GEP coordinator, GE officers
2. Encouraging and supporting the Student Entrepreneurial Society (SAS TUIASI) to organise events promoting gender equality and female entrepreneurship culture.	SAS TUIASI members	X	X	X	X	X training workshops on gender equality and female entrepreneurship culture, for groups of 10 members of SAS TUIASI.	SAS coordinator, GEP coordinator, GE officers
3. Analysis of Analysis of proposals regarding flexible working hours, including part-time and remote work, at the university and faculty levels.	Academic staff, students, research staff, teaching assistants, administrative personnel	X	X	X	X	Policies and procedures dedicated to integrating work with personal and family life	GEP coordinator, GE officers

4. Using available digital tools and solutions (e.g., communication platforms, Google Drive, etc.) to facilitate communication and improve planning and management of work tasks, and to harmonise them with personal life obligations.	Academic staff, students, research staff, teaching assistants, administrative personnel	X	X	X	X	X Training sessions, work instructions regarding the use of digital communication and management solutions.	CDC vice-rector, GEP coordinator, GE officers, TUIASI Data Centre
5. Integrating gender perspective into internal surveys for evaluating the university employees' satisfaction with their workplace and working environment.	Academic staff, students, research staff, teaching assistants, administrative personnel		X	X	X	2 surveys conducted 100 questionnaires completed	RDI vice-rector, HR manager, GEP coordinator, GE officers

Intervention area II. Leadership and decision-making processes

Objectives:

- Promoting the principle of gender equality in institutional practices, processes, and culture
- Ensuring gender balance in decision-making and management structures

Action/Measure	Target group	Deadline				Indicator(s)	Person(s) in charge
		2022	2023	2024	2025		
1. Establishing structures with specific duties and responsibilities related to establishing gender equality at the institutional level: one GE officer at each faculty and one GE delegate within each research centre of TUIASI.	Academic staff, students, research staff, teaching assistants, administrative personnel	X	X			The GEP coordinator, 11 GE officers, and the GE delegates are appointed	HR manager, GEP coordinator, GE officers, GE delegates
2. Providing professional training in the field of gender equality for GE officers.	GEP coordinator, GE officers	X	X			GEP coordinator, Officers and	RDI vice-rector, HR manager, GEP

	GE delegates					delegates complete the course of expert in gender equality	coordinator, GE officers, GE delegates
3. Reviewing institutional documents for a better integration of the gender perspective		X	X	X		Institutional documents reviewed from the gender perspective	GEP coordinator, GE officers, GE delegates
4. Introducing the gender perspective into the procedures for the election of the management teams at the university and faculty levels, as well as appointing and/or selecting committees and teams of experts and evaluators.	The university, faculties', councils' and directorates' leadership, Committees and teams of experts and evaluators	X	X			Proportional representation of minimum 40/60 % in management structures, councils and scientific committees, teams of experts and evaluators is achieved.	Rector, HR manager, GEP coordinator, GE officers, GE delegates
5. Integrating the gender perspective into the planning of TUIASI scientific and outreach events, in order to ensure gender balance in the composition of event organising committees, as well as representation in the activities of the programmed events (roundtable discussions, presentations, competitions)	Organising committees of scientific and outreach events organised by TUIASI	X	X	X	X	Proportional representation of minimum 40/60 % in the composition of organizing committees and in the activities of the programmed events is achieved.	RDI vice-rector, AAQA vice-rector, GEP coordinator, GE officers, GE delegates

Intervention area III. Recruitment, selection and career development

Objectives:

- Promoting gender balance in recruitment and selection processes at all levels
- Encouraging and supporting women in developing their academic and research career

Action/Measure	Target group	Deadline				Indicator(s)	Person(s) in charge
		2022	2023	2024	2025		
1. Detailed analysis of recruitment, selection, and professional advancement procedures and practices, aimed at identifying factors that might encourage indirect discrimination based on gender criteria.		X	X			Recruitment and selection procedures reviewed from a gender perspective	HRM vice-rector, RDI vice-rector, AAQA vice-rector, HR manager, GEP coordinator, GE officers, GE delegates
2. Organising annual training sessions on the recognition and prevention of gender-based discrimination and gender stereotypes in recruitment, selection, and career development processes.	The staff involved in the recruitment and the management of Human Resources at the university and faculties level	X	X	X	X	X Trainings organised at the university and faculties level Y trained employees and students	RDI vice-rector, AAQA vice-rector, HR manager, GEP coordinator, GE officers, GE delegates
3. Disseminating best practice models regarding the academic and research career of women.	Academic staff, research staff, teaching assistants, administrative personnel	X	X	X	X	X Workshops dedicated to young female researchers Y participants	GEP coordinator, GE officers, GE delegates
4. Developing a mentoring programme	TUIASI female		X	X	X	2-month	RDI vice-rector,

dedicated to supporting the academic career development of young female researchers.	researchers at an early stage of their academic careers					mentoring programme for 10 beneficiaries	CUDS director, GEP coordinator
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Intervention area IV. Teaching, researching and knowledge transfer

Objectives:

- Promoting a gender perspective in research processes and knowledge transfer
- Integrating a gender perspective into TUIASI's study programmes

Action/Measure	Target group	Deadline				Indicator(s)	Person(s) in charge
		2022	2023	2024	2025		
1. Internal training seminars on using the gender perspective in research to promote recognition of its economic, social, and innovative value.	Academic staff and teaching assistants, researchers, students and scientific community of TUIASI	X	X	X	X	22 participants in training sessions, per sex and field of research	RDI vice-rector, GEP coordinator GE officers
2. Developing, communicating, and implementing standards for incorporating gender variables in research.	Academic staff and teaching assistants, researchers, students		X	X	X	22 participants in training sessions, per sex and field of research	RDI vice-rector, academic staff, researchers, GEP coordinator, GE officers
3. Mentioning within the university the dissertations and doctoral theses that have considered the gender dimension.	Academic staff and teaching assistants, researchers, students and scientific community of		X	X	X	5 Master's dissertations / doctoral theses mentioned	RDI vice-rector, GEP coordinator, GE officers

	TUIASI						
4. Organizing training seminars on integrating gender equality and diversity issues into curriculum design, learning activities, and/or study programmes, as a means to support the teaching staff.	Academic staff and teaching assistants		X	X	X	2 Training seminars on integrating sex/gender into the programmes. 30 trained beneficiaries	AAQA vice-rector, HR manager, GEP coordinator, GE officers
5. Incorporating gender equality courses/course modules in the programmes/areas of study at all levels.	TUIASI students (Bachelor's, Master's, doctoral studies)		X	X	X	2 course modules in gender equality/areas of study	AAQA vice-rector, RDI vice-rector, CUDS director, GEP coordinator, GE officers

Intervention area V. Measures against gender-based violence including sexual harassment

Objectives:

- Increasing awareness of gender equality issues and strengthening positive attitudes towards inclusion and diversity
- Preventing any form of discrimination and moral or psychological harassment based on gender, including sexual harassment

Action/Measure	Target group	Deadline				Indicator(s)	Person(s) in charge
		2022	2023	2024	2025		
1. Organising awareness-raising and training actions with regard to discrimination phenomena (including discriminatory language, gender biases and stereotypes), moral and psychological harassment (including sexual harassment), with the administration of final questionnaires to assess acquired knowledge and perception.	Academic staff, students, research staff, teaching assistants, administrative personnel		X	X	X	2 Workshops on gender discrimination topics 20 participants/ target group category	GEP coordinator GE officers

2. Creating an information and support point for the prevention, detection, and reporting of moral and psychological harassment and/or violence based on sex or gender criteria.	Academic staff, students, research staff, teaching assistants, administrative personnel	X	X	X	X	1 online support service, number of visits, reported and solved real situations	GEP coordinator GE officers
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IV. Monitoring and assessing the Gender Equality Plan

The implementation of the Gender Equality Plan for the period 2022-2025 at the University and faculty levels, as well as progress towards the goals and objectives of the Gender Equality Strategy for the period 2022-2025 will be periodically assessed during working meetings organized by the GEP coordinator, in which the GE officers and delegates, and a representative from the university leadership will partake.

The implementation of the GEP will be continuously monitored by the GEP coordinator and the GE officers, who are responsible for collecting annual data, disaggregated by sex, for the relevant indicators, and the analysis of the feedback in relations with the indicators.

Gender Equality Officers within the University will compile findings reports (once a year), which will be synthesized into the Annual Report presented to the Administration Council and discussed in the University Senate. The purpose of these meetings is to provide conclusions, observations, and relevant recommendations regarding the implementation of the GEP, which will serve as the basis for any possible adjustments and improvements to GEP interventions for the following year.

The periodic reports allow for continuous review of the impact of GEP, and for informing and involving the broader community along the various stages related to gender equality progress. In reviewing progress reports, both qualitative information and quantitative data should be considered, such as updates on human resources data, disaggregated by sex and other monitoring data, to keep track of the implementation of key actions.

After discussion and adoption by the university's leadership (Senate, rector, vice-rectors), the (annual) periodic progress report on GE is published on the university's website and distributed to the entire academic community.

Annex 1. List of resources used for bibliographic research

(alphabetically)

European Charter and Code of Conduct for Recruitment of Researchers,

https://cdn2.euraxess.org/sites/default/files/policy_libraryTtf_goal_2_results_v1.0.pdf

The European Commission - Gender Equality Strategy. Achievements and Key Areas of Action,
https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy_en#achievements-in-gender-equality

Council of Europe. Gender Equality Commission,

<https://www.coe.int/en/web/genderequality/gender-equality-commission>

ER FESTA - Gender Issues in Recruitment, Appointment, and Promotion Processes -

Recommendations for a Gender Sensitive Application of Excellence Criteria,

https://eige.europa.eu/sites/default/files/festa_gender_issues_recruitment_appointment_promotion.pdf

EUA – Universities' Strategies and Approaches Towards Diversity, Equity, and Inclusion,

<https://eua.eu/downloads/publications/universities-39-strategies-and-approaches-towards-diversity-equity-and-inclusion.pdf>

EUCEN – Diversity, Equity and Inclusion in European Higher Education Institution,

https://eua.eu/downloads/publications/web_diversity%20equity%20and%20inclusion%20in%20european%20higher%20education%20institutions.pdf

Student evaluations of teaching (mostly) do not measure teaching effectiveness,

https://eige.europa.eu/sites/default/files/science_open_research_student_eval_teaching_effectiveness.pdf

GARCIA – Mapping organisational work-life policies and practices,

https://eige.europa.eu/sites/default/files/garcia_report_mapping_org_work-life_policies_practices.pdf

Law no. 202/2002 on gender equality as amended and supplemented,

<http://legislatie.just.ro/Public/DetaliuDocument/35778>

LERU - Equality, diversity and inclusion at universities: the power of a systemic approach,

<https://www.leru.org/publications/equality-diversity-and-inclusion-at-universities>

Guidelines for using gender-sensitive language in communication, research and administration, https://eige.europa.eu/sites/default/files/reutlingen_university_guidelines_for_using_gender-sensitive_language.pdf

Horizon Europe – General annexes, https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/horizon/wp-call/2021-2022/wp-13-general-annexes_horizon-2021-2022_en.pdf

Horizon Europe guidance for gender equality plans, <https://op.europa.eu/en/publication-detail/-/publication/ffcb06c3-200a-11ec-bd8e-01aa75ed71a1>

G.O. no. 137/2000 regarding the prevention and sanctioning of all forms of discrimination, republished, as amended and supplemented, <http://legislatie.just.ro/Public/DetaliuDocument/24129>

Science Europe – Practical Guide to Improving Gender Equality in Research Organisations, https://eige.europa.eu/sites/default/files/se_gender_practical-guide.pdf

EU Gender Equality Strategy 2020-2025,

https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy_en

Case studies:

University of Southern Denmark, https://www.sdu.dk/en/om_sdu/sdus_profil/gender_equality/get

Jagiellonian University, Poland, <https://geincee.act-on-gender.eu/Blog/developments-geincee-cops-member-organisations-part-7-jagiellonian-university-krakow>

University of Bologna, Italy, <https://www.unibo.it/en/university/who-we-are/gender-equality-plan>

University of Warsaw, Poland, <https://en.uw.edu.pl/gender-equality-plan-for-uw/>

Eindhoven University of Technology, Netherlands, <https://www.tue.nl/en/our-university/about-the-university/diversity-and-inclusionTue-gender-equality-plan/>