# GEARING ROLES

FACTSHEET ON UDEUSTO GENDER ASSESSMENT REPORT

Short Presentation of the Institution

The University of Deusto, which was founded in 1886 by the Society of Jesus, focuses on six main areas that are broken down into 6 faculties: Business, Law, Psychology and Education, Theology, Social and Human Sciences and Engineering. Its aim is to train leaders who may go on to integrate a professional, humanistic and ethical vision. The distinguishing features of this university, located in the centre of two cities - Bilbao and San Sebastián – and also in Madrid, are the education of students in competences and values thanks to their own socially-recognised teaching model. The University of Deusto has a special responsibility for putting the right to equality between men and women into effect, whereby it is committed to integrating the gender perspective into all the organisation, teaching, research and transfer processes, as well as improving the management conditions in which daily life is pursued.
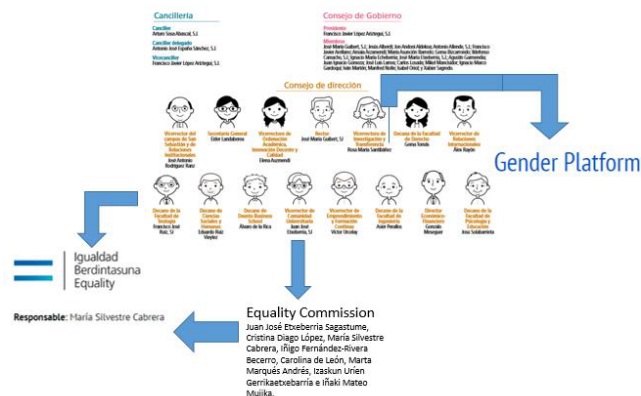
Brief description on the National/Regional Context

In Spain, the legal framework regarding gender equality, gender-based violence and its mainstreaming to other normative frameworks, as it is the case for research and higher education, is shared between the State and the Autonomous Communities (regional entities). Thus, actual regulation mandates Higher Education Institutions to build up gender equality structures (equality units) and to develop a Assessment Report and a Gender Equality Plan. Furthermore, the promotion of a gender perspective in research and education and the obligatory nature of protocols for the prevention of sexual and gender-based harassment are set out. Despite the favourable legal framework, penalties for non-compliance are not envisioned, and HEIs and Spanish and Basque research centres reproduce the same patterns of inequality: feminization of work-life balance, wage gap in some professional categories, discredit of gender studies, scissors effect (linked to Matilda effect) in research careers and lack of mainstreaming of the gender perspective across disciplines.

Policy framework on gender equality in research and higher education institutions

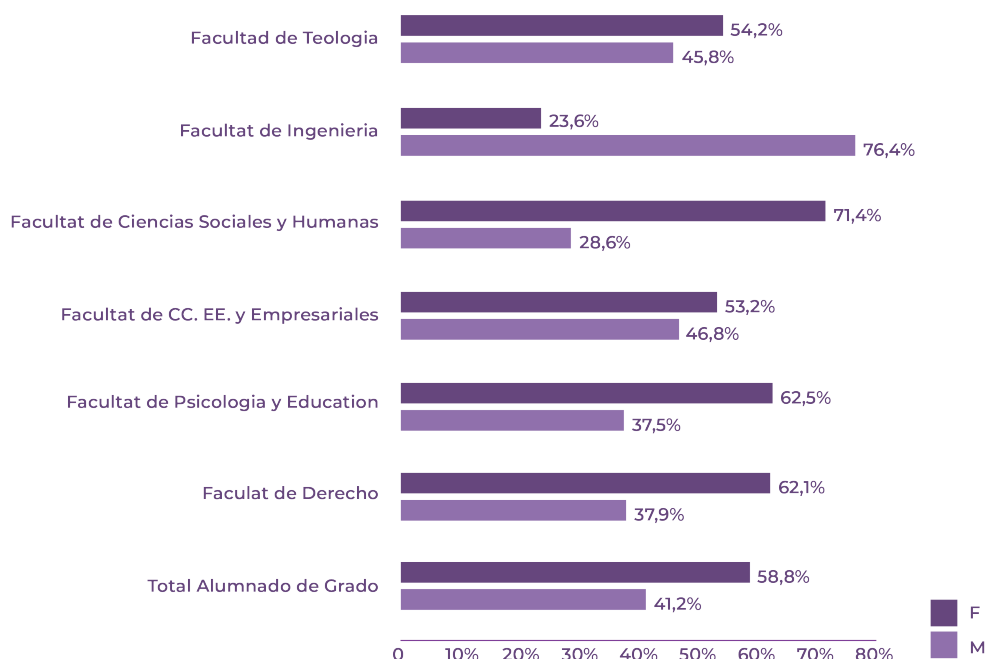| Country	Policy strategies and documents	Scope of policy strategies and documents	Policy support to GEPs	Gender equality policy in research funding
EE	Yes	Gender balance in decision-making positions; equal opportunities in allocating grants	No	Yes (access to grants)
ES	Yes	Career development; parity in decision-making positions; training; work-life balance; fighting gender-based violence	No	Yes (funding of research on gender in social sciences and humanities)

PT	Yes	Production of sex-disaggregated data; partnership between equality body and research governance body	Yes (limited: potential use of European Structural Funds for funding GEPs)	Yes (funding of research on gender)
UK	Yes	Implementation of the 'equality duty' by public institutions, including research and higher education institutions, derives from a legal obligation; scope determined at institutional level (broader than gender equality)	Yes (public organisations are compelled to have equality objectives and equality schemes)	Yes (United Kingdom Research Council integrated the assessment of gender equality policies in its research excellence framework to accede funding; National Institute for Health Research included scores in the Athena SWAN scheme as eligibility criteria for funding)
SI	Yes (low intensive)	Access to decision-making positions; enrolment of women in research; feminist knowledge transfer	No	Yes (rules for (co)financing and monitoring of research consider gender balance in decisionmaking positions)
TR	—	—	—	—

Source: EIGE; information collected through the study's fieldwork

Methodological aspects

For the development of the Institutional Assessment, quantitative and qualitative methodology were used, as prescribed by WP3 Guidelines of the project. Quantitative Data were provided by different areas or centres of UDEUSTO (IT Service, General Secretariat, Deiker, IRPO, among others). It is important to highlight that the institution is at the point of developing a data systematization for future data gatherings, which will facilitate the evaluation and development of future Institutional Assessments.

Main findings of the Assessment

Facultad de Teologia — F 54,2% / M 45,8%
Facultat de Ingenieria — F 23,6% / M 76,4%
Facultat de Ciencias Sociales y Humanas — F 71,4% / M 28,6%
Facultat de CC. EE. y Empresariales — F 53,2% / M 46,8%
Facultat de Psicologia y Education — F 62,5% / M 37,5%
Faculat de Derecho — F 62,1% / M 37,9%
Total Alumnado de Grado — F 58,8% / M 41,2%

0 10% 20% 30% 40% 50% 60% 70% 80%

F
M

Quantitative analysis provides us with significant information such as the following: there is clear educational segregation in the University's training offer; the Faculties of Social and Human Sciences and Psychology and Education are feminized, while the Faculty of Engineering is masculinized. Power structures are masculinized at their highest level, and parity is reached in a greater proportion at intermediate levels.

F
18,18%

M
81,82%

F
M

F
25%

M
75%

F
M
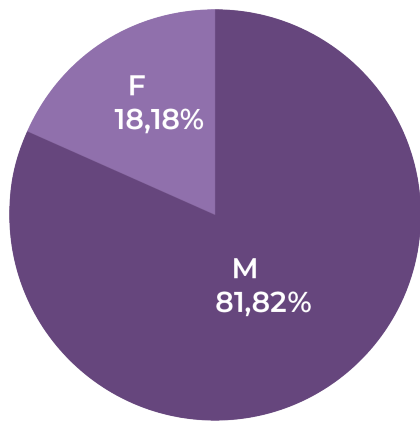
Graphic 1 : Composition of the Board of Governos of the UDEUSTO
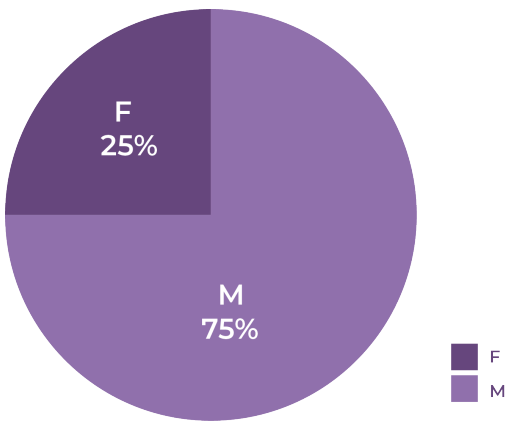
Graphic21 : Composition of the Board of Directors of the UDEUSTO

With regard to Teaching and Research staff, wage differences arising from excess teaching hours are detected, as well as a scissor effect on the access to certain categories. Concerning Administrative Staff, it can be highlighted its clear feminization, the fact that most of the work-life balance measures are used by its members and that, in general, the group lacks a clear professional development path. Another conclusion that quantitative analysis reveals is the low gender mainstreaming in teaching and research. It highlights, however, the large number of leading female researchers at the helm of research teams recognized as teams of excellence.

Percentage of scientific authorships by sex in the last 2 years (when acting as corresponding author)	Men	Women
Faculty of Economics and Business Administration	59,27%	40,73%
Faculty of Social and Human Sciences	36,90%	63,10%
Engineering Faculty	76,88%	23,12%
Law Faculty	43,08%	56,92%
Theology Faculty	83,33%	16,67%
Faculty of Psychology and Education	32,65%	67,35%
Total	50,40%	49,60%

Finally, two comments have to be made concerning communication and sexual and gender-based harassment. The first one is the commitment of the members of Communication team to enhance inclusiveness in social networks and events, that contrast with some resistances to the use of some communicative tools such as inclusive language among university members. The second one has to do with the lack of awareness about the existence of protocols and structures to deal with sexual and gender-based harassment.

Main Challenges coming out from the Assessment

The realization of the diagnosis has been a complex process that has allowed the identification formal and informal resistances, but it has also involved a learning process about how to overcome some of these resistances and how to build areas of trust and joint projects. It must be assumed that a challenge will be to overcome these resistances and that they do not limit the impact of the actions that are prioritized in the Gender Equality Plan.

Another challenge will be to prioritize actions that respond to all areas of the GEP, as there are social groups and interests that prioritize areas related to working conditions, work-life balance and harassment, leaving some issues related to the gender mainstreaming in teaching and research and the promotion of university career. It will also be difficult to make substantive progress on promotions, salaries and regulations, as the organization is more prone to actions that have to do with awareness raising. Training for people in top management positions is also envisaged as a resistance to overcome.