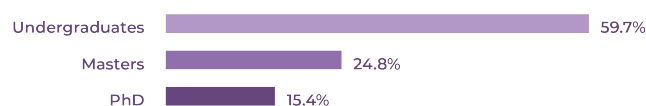


FACTSHEET ON IGOT'S GENDER ASSESSMENT REPORT

Short Presentation of the Institution

The School of Geography and Spatial Planning (IGOT) of the Universidade de Lisboa (ULisboa) comprises a teaching and a research unit - the Centre for Geographical Studies (CEG). IGOT offers 15 different degrees across undergraduate, master and PhD levels of study, of which 9 (60%) are in partnership with other faculties in at ULisboa or with other higher education institutions. IGOT also collaborates on the PhD in Gender Studies, a joint programme offered by 4 faculties. There are 745 students enrolled in IGOT, approximately 1.5% of the student body of ULisboa; 59.7% of students are undergraduate, 24.8% masters and 15.4% are enrolled in PhD programmes.



Programmes	Total	Men		Women	
		No.	%	No.	%
PhD programmes (3rd cycle)	115	54	47	61	53
Masters (2nd cycle)	185	90	48.6	95	51.4
Graduation in Geography (1st cycle)	298	181	60.7	117	39.3
Graduation in Planning and Spatial Management	147	102	69.4	45	30.6
Total	745	427	57.3	318	42.7

Table 1 : Students enrolled in IGOT on 12/31/2018, by study cycle and sex

Source: IGOT's Accademic Office

Brief description on the National/Regional Context

The Portuguese Government recognizes equality and non-discrimination as a condition for building a sustainable future for the country. State policies developed on gender are guided by Constitutional principles of equality and non-discrimination and the promotion of equality between women and men. Other treaties signed at both the international and the European level have reinforced the promotion of gender equality in Portugal through their normative and operational frameworks. The Commission for Citizenship and Gender Equality (CIG, in Portuguese) is the national body responsible for promoting and upholding the principles of equality enshrined in the Portuguese Constitution. CIG ensures the implementation of public policies through the coordination of National Plans. The national plan currently in force (2018-2030) has the objective of promoting interventions in matters of gender equality; violence against women, gender violence and domestic violence; discrimination on the grounds of sexual orientation, gender identity, transgender and sexual characteristics.





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

In order to assess IGOT's gender issues, five methodological approaches were followed: 1) policy and institutional analysis comprising an analysis of the legal framework on gender equality in Portugal and a review of the policy measures and strategies in place to support gender equality in research and higher education; 2) analysis of gender disaggregated statistical data on management practices produced by the University's faculties and the General Directorate for Education and Science Statistics; 3) analysis of the content of the syllabuses of courses in order to identify the presence of a gender perspective, as well as a quantitative analysis of competitive funding obtained and consultancy services provided by IGOT's staff by gender; 4) an online survey implemented among academic and research staff of ULisboa focusing on issues of career progression, challenges, discrimination, harassment and the working environment; and 5) interviews were conducted with teaching staff and researchers at IGOT and focus groups were conducted with students of different programmes.



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Main findings of the Assessment

The main findings of the assessment report can be summarized in five priority areas:

1. Recruitment, retention, career progression and work-life balance. Women represent slightly more than 1/3 of the total number of teaching staff and researchers in IGOT. The gender imbalance is lower towards the top of the career hierarchy with women representing 40% of the Full Professors and 44.4% of Associate Professors and only 31.3% of Assistant Professors. There is no gender pay gap considering that the government defines the remuneration scales for the different professional careers within Public Administration. In terms of academic recruitment, the number of women hired was actually two and a half times greater than that of men (01/2017 – 09/2019). Regarding career progression, it is interesting to note that the percentage of women who have been recruited for less than three years is higher than that of men. This indicates that in recent years there is a positive trend towards reducing the disadvantage of women not only at entry point of the university teaching career, but also in access to top positions.

Category	Women		Men		Total
	No.	%	No.	%	
Full Professor (Professor Catedratico)	2	40	3	60	5
Associate Professor with “Agregacio”	1	50	1	50	2
Associate Professor	3	42.9	4	57.1	7
Assistant Professor	5	31.3	11	68.8	16
Assistant Researcher	2	100	0	0	2
Guest Assistant Professor	1	33.3	2	66.7	3
Guest Assistant	2	20	8	80	10
Total	16	35.6	29	64.4	45

Table 2 : Teaching staff/Researchers working at IGOT on 12/31/2018, by sex and professional category

Source: Human Resources Management Unit (IGOT's Social Balance Sheets 2018)



2. Leadership and Decision-making. There is an over-representation of men in IGOT's governing bodies

Position	Women		Men	
	No.	%	No.	%
President (*)	0	0	1	100
Teachers	3	50	3	50
Non-teaching staff	0	0	1	100
Students	1	50	1	50
%		40		60

Table 3 : Gender composition of IGOT's management bodies on 12/31/2018

Human Resources Management Unit

3. Gender dimension in research and knowledge transfer including gender in pedagogical practice and curricula. Women are well represented in the coordination of international projects, but are under-represented as Principal Investigators of national projects and in consultancy work in the period under study.

There are currently no gender-specific courses at the undergraduate level and gender is only referenced in the objectives of two of the undergraduate course modules and one at the master's level. There is relative parity in the number of master's and PhD theses authored by men and women. On the contrary, the supervision of postgraduate students and the composition of master's and PhD juries are clearly imbalanced.

4. Sexism, gender biases and stereotypes

Institutional communication at IGOT is not gender sensitive. In general, the number of male speakers is slightly higher than the number of women speakers in events held at IGOT.

5. Sexual harassment

According to survey results, slightly over 75% of women compared with over 90% of men agree that there is non-sexist environment at IGOT. Nevertheless, there is an acknowledgement of a persistent culture of gender stereotypes/ trivialization of gender issues.



Main Challenges coming out from the Assessment

- There is a need to instigate change in the institution's organizational culture, in order to build a better balance between work and family and personal. This means developing clear measures and working to change practices;
- To ensure equal representation in positions of power it is necessary to achieve a more balanced gender composition of IGOT's governing bodies, as such there is a need to create parity in the electoral process;
- The promotion of gender mainstreaming represents an overarching challenge involving adopting measures to change the organizational culture, policies, procedures and the governance model adopted in IGOT;
- To meet the objective of mainstreaming gender in education and research, actions to increase sensitivity and knowledge are important in order to overcome resistances revealed in the workshops conducted at IGOT.
- Promoting careers in geography for women and achieving a greater gender balance among undergraduate students necessitates developing actions outside IGOT and engaging with students and teachers in secondary school;
- The final challenge relates to changing attitudes at the individual level in order to accept gender mainstreaming and change behaviour accordingly, reducing stereotyping and trivialization of gender issues.

