



# The Gender Equality Strategy and the Gender Equality Plan 2022-2025

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Bucharest, Romania**

## Abbreviations and definitions

EUA	European University Association
GE	Gender equality
GEP	Gender equality plan
HoD	Head of Department
HR	Human Resources
R&I	Research and Innovation
VR	Vice Rector
UMFCD	University of Medicine and Pharmacy "Carol Davila"
Sex	Either of the two major forms of individuals that occur in many species and that are distinguished respectively as female or male especially on the basis of their reproductive organs and structures ( <a href="https://www.merriam-webster.com/dictionary/">https://www.merriam-webster.com/dictionary/</a> )
Gender	The behavioral, cultural, or psychological traits typically associated with one sex ( <a href="https://www.merriam-webster.com/dictionary/">https://www.merriam-webster.com/dictionary/</a> )
Sex vs Gender	A clear delineation between sex and gender is typically prescribed, with sex as the preferred term for biological forms, and gender limited to its meanings involving behavioral, cultural, and psychological traits. In this dichotomy, the terms male and female relate only to biological forms (sex), while the terms masculine/masculinity, feminine/femininity, woman/girl, and man/boy relate only to psychological and sociocultural traits (gender) ( <a href="https://www.merriam-webster.com/dictionary/">https://www.merriam-webster.com/dictionary/</a> )
Social inclusion	Social inclusion is defined as the process of improving the terms of participation in society, particularly for people who are disadvantaged, through enhancing opportunities, access to resources, voice and respect for rights. <a href="https://www.un.org/esa/socdev/rwss/2016/chapter1.pdf">https://www.un.org/esa/socdev/rwss/2016/chapter1.pdf</a>

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## 1. Introduction

The University of Medicine and Pharmacy "Carol Davila", UMFCD, Bucharest, is a state higher education institution, of public interest, with legal personality, integrated in the national higher education system, which provides university training in the field of medical sciences. and pharmaceuticals.

The university autonomy entitles the university community to establish its own mission, institutional strategy, structure, activities, organization and functioning, human and material resources management, in compliance with the legislation in force.

The Gender Equality Strategy 2022-2025 represents the proof of the commitment made by the decision-makers of the University of Medicine and Pharmacy "Carol Davila" (UMFCD), Bucharest, Romania, to help ensure the mainstreaming of gender equality into all UMFCD policies and to bridge the gap between commitments made at national and European level I and the reality of women in Romania, as a key-factor for a sustainable development of the Academia's society, including from a social, territorial and economic point of view, as an agent of nation's progress and prosperity. The document is meant to provide the general framework of intervention to eliminate the important weaknesses identified in this area: inequities, optimized use of resources, using evidence based data. Gender equality benefits research and innovation (R&I) by improving the quality and relevance of R&I, attracting and retaining more talent, and ensuring that everyone can maximise their potential.<sup>1</sup>

According to our Strategic Plan of Institutional Development 2021-2028, UMFCD operates on the basis of the following key principle: Academic performance of excellence - equal opportunities for access to university, creating the premises for success and achieving excellence for all graduates of our university.<sup>2</sup>

The Gender Equality (GE) strategy for 2022-2025 was developed by the UMFCD on the basis of input from the entire university and takes into account everyone who works and studies at our university. The strategy is a framework-document meant to allow a strong articulation to the European context and strategic guidelines contained in the the provisions of the European Charter for researchers and of the Code of Conduct in the process of the recruitment of researchers<sup>3</sup>,

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<sup>1</sup> <https://op.europa.eu/en/publication-detail/-/publication/ffcb06c3-200a-11ec-bd8e-01aa75ed71a1>

<sup>2</sup> <https://umfcd.ro/despre-umfcd/biroul-rectorului/plan-strategic-de-dezvoltare-institutionala/>

<sup>3</sup> [https://cdn2.euraxess.org/sites/default/files/policy\\_library/ttf\\_goal\\_2\\_results\\_v1.0.pdf](https://cdn2.euraxess.org/sites/default/files/policy_library/ttf_goal_2_results_v1.0.pdf)

2015-2019, the European Gender Equality Strategy 2020-2025<sup>4</sup> and the Horizon Europe guidance on gender equality plans<sup>5</sup>.

Based on the GE strategy, the university developed the GE Plan (GEP) for 2022-2025, with concrete actions and measures, as well as indicators for measuring progress of its implementation and revisions.

Enforcing its mission and values, the GE strategy and the GEP of the UMFCD ensure and promote equality and diversity to knowledge and the acquisition of skills to all. The objectives of the GE strategy are implanted through specific actions that aim at safeguarding an equal and inclusive organizational culture and promoting gender-equality at all levels. As such, the GE strategy and the GEP will pro-actively enable, gender equality awareness raising, skills and competences; gender balance in decision-making structures and processes, including recruitment; gender equality in teaching and research; and integrating the gender dimension in teaching curricula and the entire research process.

The UMFCD views the Gender Strategy 2022 – 2025 as a main document meant to arouse progress and development across the priority gender areas. The key-factors for the success of the Strategy are the ownership, commitment and accountability of the institutional actors and employers in meeting the proposed objectives, starting from the employees of this university, academia and administrative sector and up to the high level involved in developing the actual paradigm of the gender dimension with one which is more adequate for the modern, progress and development orientation desired by the Romanian society. The achievement depends greatly on the success in promoting a culture of collaboration, pursuing a progress of the gender status, most efficient use of the resources available and promoting a quality management.

If we want to build an organisation and research teams capable of innovating, we need diversity and promotion of equal opportunities. Diversity enhances creativity. It encourages the search for novel perspectives, leading to better decision making and problem solving. That is the conclusion drawn from decades of research from organisational scientists working in Life Sciences areas.

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<sup>4</sup> [https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy\\_en](https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy_en)

<sup>5</sup> <https://op.europa.eu/en/publication-detail/-/publication/ffcb06c3-200a-11ec-bd8e-01aa75ed71a1>

## **2. THE PRESENT CONTEXT OF THE GENDER EQUALITY STRATEGY AT THE EUROPEAN, NATIONAL AND UNIVERSITY LEVEL**

### **2.1. The present context of the Gender Equality Strategy at the EU level**

Although inequalities still exist, the EU has made significant progress in gender equality over the last decades. This is the result of

- equal treatment legislation
- gender mainstreaming, integration of the gender perspective into all other policies
- specific measures for the advancement of women

Encouraging trends are the higher number of women in the labour market and their progress in securing better education and training. However, gender gaps remain and in the labour market women are still over-represented in lower paid sectors and under-represented in decision-making positions.<sup>6</sup>

At the political level, ministers of EU member countries committed in 2015 to promote social inclusion and cultural diversity and to foster education of disadvantaged young people, by ensuring that education systems address their needs.<sup>10</sup> A similar commitment was made by higher education ministers at the 2015 Ministerial Meeting of the Bologna Process in 2015 in Yerevan, where they agreed to make higher education systems more inclusive.<sup>11</sup> This was reiterated by the European Commission in its 2017 renewed agenda for higher education. In the framework of the European Research Area, gender equality in research is one of the priority topics, and research institutions such as universities are encouraged to draw up gender equality action plans <sup>7</sup>.

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<sup>6</sup> [https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy\\_en](https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy_en)

<sup>7</sup> <https://eua.eu/downloads/publications/universities-39-strategies-and-approaches-towards-diversity-equity-and-inclusion.pdf>

Gender equality goals can only be achieved through a structural approach to change across the whole European R&I system, entailing the joint commitment of R&I organisations, their funders and national authorities, and the European Commission. The introduction of the Gender Equality Plan (GEP) eligibility criterion aims to support these efforts, reflecting the Horizon Europe legal basis which strengthens gender equality as a cross-cutting priority<sup>8</sup>.

## **2.2 The present context of the Gender Equality Strategy at the national level**

In Romania, the policy on equal opportunity and equal treatment between women and men was first legislated in 2002, while the main government body for equal opportunities was established as a national agency in 2005. Several changes have since taken place in both legislation and the institutional architecture of the government bodies.

In 2002, the Parliament adopted Law 202/2002 on Equal Opportunities between Women and Men, which specifically focused on gender equality (Gender Equality Law). Among other measures, the law provides for positive action promoting gender equality as ‘special actions that are adopted on a temporary basis in order to accelerate the realisation in practice of equal opportunities between women and men’ (Article 4(e)), but those actions are only admitted where they are ‘aimed at protecting certain categories of women or men, and not women as a group in comparison with men’ (Article 6(5)(b)).

The highest responsibility for gender equality is vested in the National Agency for Equal Opportunities between Women and Men (Agenția Națională pentru Egalitatea de Șanse între Femei și Bărbați - ANES), established in 2002.

The 2018–2021 National Strategy for the Promotion of Equal Opportunity and Treatment between Women and Men was approved through the Government Decision 365/24.05.2018. The Strategy has three general objectives (promoting universal access of girls and women to sexual and reproductive health; reconciliation of professional life with family and private life; encouraging women’s participation to the decision making process) and five domains of intervention: education, health, the labour market, balanced participation in decision-making processes, and gender mainstreaming.

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<sup>8</sup> REGULATION (EU) 2021/695 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 28 April 2021 establishing Horizon Europe – the Framework Programme for Research and Innovation, laying down its rules for participation and dissemination, and repealing Regulations (EU) No 1290/2013 and (EU) No 1291/2013 and COUNCIL DECISION (EU) 2021/764 of 10 May 2021 establishing the Specific Programme implementing Horizon Europe – the Framework Programme for Research and Innovation, and repealing Decision 2013/743/EU

### 2.3. The present context of the Gender Equality Alignment at the University' level

Besides system-level reforms, regulations and supporting policies, it is important to identify concrete examples at the institutional level, in order to show how diversity, equity and inclusiveness can be embedded as a distinct feature into higher education, research and university management. Universities across the globe have, for instance, included the SDGs explicitly as a policy framework for their strategies. In several cases universities have gone ahead themselves in terms of developing diversity and inclusion strategies that correspond to the society they are part of, even when there is no explicit national policy framework for widening participation. The imperative for broader participation has been made more urgent by the influx of refugees over the past couple of years, which prompted universities across Europe to establish targeted initiatives for integration. This raises a number of strategic and practical questions about how institutions can deal with issues of diversity, inclusion, equity and access – questions that need to be addressed differently depending on the national and cultural context. Possible responses include the introduction of institutional strategies for diversity management, policies for equal opportunities, social innovation or widening participation of underrepresented groups, for example those with a lower socio-economic background or ethnic minorities. Responses can be focused on outreach, access and student retention, but also cover staffing policies.<sup>9</sup>

Thus, our university operates on the following principles:

- Civic and social responsibility, through public engagement in solving the problems of the health system and in improving its performance
- Academic performance of excellence - from equal chances of access to university to creating the premises for success and achievement of excellence for all graduates of our university
- Performance-oriented management and ensuring the continuous improvement of quality in the institutional process
- Institutional transparency, through which all decisions and activities carried out at the level of UMFCD management are made public, in order to inform the academic community

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<sup>9</sup> <https://eua.eu/downloads/publications/universities-39-strategies-and-approaches-towards-diversity-equity-and-inclusion.pdf>



- Non-discriminatory access of students and social inclusion, with particular emphasis on students with disabilities and those from backgrounds with socio-economic vulnerabilities, thus coagulating democratic values, which UMFCD places at the heart of student training processes
- Active involvement of students in the decision-making process
- Development of entrepreneurial activities, for capitalization and consolidation of the competencies of our graduates
- Judicious and efficient management of resources, which will bring an institutional profit in the medium and long term, both at the material level but especially at the level of human resources
- Promoting the values of student-centered education through the use of new technologies in the training of students but also in the training of university teachers\
- Continuous improvement of the quality of the teaching process and research, by increasing the institutional capacity, developing the material base and digitization

The core values of UMFCD are:

- Equal treatment of the all members of our academic community, with dignity, fairness and mutual respect
- Recognition of personal and institutional value and rewarding merits, creativity and innovation that have brought a solid institutional reputation
- Institutional solidarity in relation to the community of academic affiliation, the team spirit being cultivated and promoted
- Decisional and organizational transparency, as values of a collegial and collaborative community
- Promotion of an intercultural and interethnic understanding - cultivating tolerance, ecumenism, acceptance of difference and diversity
- Freedom of expression and conscience and openness in education, training and research, in direct connection with university ethics and deontology, mutual respect and multiculturalism
- Excellence in research, education and public employment, through transparency and constant promotion of our institutional values
- Accessibility in accordance with the academic standards agreed at national and international level, with the needs of students, teachers, educational partners and society

### **3. INSTITUTIONAL ARRANGEMENTS TO DEFINE AND IMPLEMENT GENDER EQUALITY AND GENDER EQUALITY PLAN**

The process of making and implementing the PEG started in 2021 with an internal analysis with several focus areas, including how gender equality is addressed within the institution. The analysis was carried out internally, in the form of a questionnaire, within the Alliance for Life (A4L) project, which is creating a network of advanced biomedical research institutions in Central and Eastern Europe, laying the groundwork for the development and implementation of good research management practices in several areas. Following the internal analysis, a series of measures were proposed at institutional level to improve those institutional aspects that would ensure better equal opportunities. These measures have been tested in several meetings, both with institutional partners and with top and middle management of UMFCD, and the collection of feedback resulted in a series of actions that formed the basis of this Gender Equality Plan (GEP).

Also, the university will appoint an institution-wide EG officer with the following duties:

- implementation, monitoring and evaluation of the PEG
- provide practical support and tools to the actors involved in the implementation of the PEG
- cooperate and involve stakeholders at all levels to ensure the implementation of the PEG measures
- raise awareness of the benefits of gender equality in research organisations
- to assess progress on gender equality in the organisation

The PEG as a strategic document, will involve the whole institution, with the support and formal commitment of senior management, and the active involvement of the whole organisation, including staff, students and stakeholders, both women and men. Thus, senior management and the UMFCD leadership team will be involved, as well as administrative services, in particular the RUNOS Directorate, the Social Directorate, the Psychological, Educational and Professional Counselling Centre, the Information Systems and Digital Communications Directorate, the Student Entrepreneurship Directorate, Alumni, Student Activities, Projects and Programmes.

## Area 1. Work-life balance and organisational culture *Horizon ghid pagini 31-33*

A key component of the transformation of an organisation's culture for advancing gender equality is **work-life balance**. Work-life balance is relevant for both women and men and involves ensuring that all staff are properly supported to advance their career alongside personal responsibilities that they may hold outside of the workplace, including caring responsibilities.

### Objective: Promoting integration of work with family and personal life

Action/Measure	Target	Cronologie				Indicators	Responsible
		2022	2023	2024	2025		
1. Developing the necessary tools for work-life balance policy	Academic staff, researchers, technical and administrative staff, students		X	X	X	Policy tools for work-life balance achieved	Rector, PRs, OEG, RU, DS, CCP, DSI, DAS
2. Availability of flexible working times arrangements, from part-time to remote working for administrative tasks	Academic staff, researchers, technical and administrative staff, students		X	X	X	Flexible working time arrangements for administrative tasks developed especially for staff with caring responsibilities or part-time employees	Rector, PRs, OEG, RU, DS, CCP, DSI, DAS
3. Workload at the level of management, teaching, medical, research and administrative tasks including how different tasks are allocated and distributed, such as teaching and administrative versus research workloads in universities;	Academic staff, researchers, technical and administrative staff, students		X	X	X	Internal procedure for quantifying managerial, teaching, medical, research and administrative tasks	Rector, PRs, OEG, RU, DS, CCP, DSI, DAS
4. Organisational culture by improving working conditions for teachers, adapted to their specific needs. Ensuring health and safety at work and adapting the working environment to general working conditions and crisis situations (e.g. COVID-19 pandemic)	Academic staff, researchers, technical and administrative staff, students	X	X	X	X	Improved working conditions Number of compartments/departments/improved	Rector, PRs, OEG, RU, DS, CCP, DSI, DAS
5. Realizarea anuală a unui studiu cu privire la satisfacția angajaților UMFCD din București (didactic și personal administrativ) și valorificarea și integrarea rezultatelor acestuia în planul/strategia de dezvoltare instituțională și în planurile anuale de activitate ale universității. PRELUAT DIN STRATEGIA UMFCD		X	X	X	X	Study conducted	Rector, PRs, OEG, RU, DS, CCP, DSI, DAS

## Area 2. Gender balance in leadership and decision-making

### Objective: Promoting gender equality in the institutional culture, processes and practice

Action/Measure	Target	Timeline				Indicatori	Responsible
		2022	2023	2024	2025		
1. Appoint the EG officer, in a proactive or advisory role, to be responsible for monitoring and ensuring that workplace procedures and practices respect gender equality	Academic staff, researchers, technical and administrative staff, students	X				OEG numit	Rector, PRs, RU
2. Communication and dissemination of the PEG at institutional level; annual collection and monitoring of data collected by gender/ gender of UMFCD staff and students	Academic staff, researchers, technical and administrative staff, students	X	X	X	X	PEG diseminat periodic Date colectate si monitorizate anual	Rector, PRs, OEG, RU, DS, CCP, DSI, DAS
3. Routine revision of any text, communication, images, from a gender equality and diversity standing point	Academic staff, researchers, technical and administrative staff, students	X	X	X	X	Texte comunicari, imagini revizuite din punct de vedere al egalității de gen și al diversității	Rector, PRs, OEG, RU, DS, CCP, DSI, DAS
4. Promotion of initiatives to facilitate a widespread gender competence at all levels of the organization with provision of training to staff, teachers and researchers	Academic staff, researchers, technical and administrative staff, students		X	X	X	Training de conștientizare cu privire la problemele egalității de gen	Rector, PRs, OEG, RU, DS, CCP, DSI, DAS

### Area 3. Gender equality in recruitment and career progression

**Objective: Promoting processes to facilitate and support gender-sensitive recruitment, career and appointments**

Action/Measure	Target	Timeline				Indicator(s)	Responsible
		2022	2023	2024	2025		
1. Carrying out gender awareness initiatives, briefings and creating guidelines for gender-sensitive recruitment, career and appointments	University management		X	X	X	Gender awareness initiatives and guidelines	Rector, PRs, OEG, RU, DS, CCP, DSI, DAS
2. Courses and training on gender equality, career development and leadership	Academic staff, researchers, technical and administrative staff, students		X	X	X	Courses and training for recruitment  Courses and training for career progression  Courses and training for leadership	Rector, PRs, OEG, RU, DS, CCP, DSI, DAS
3. Disseminate and communicate career good practices - role models for women (scientists, researchers and academics)	Academic staff, researchers, technical and administrative staff, students		X	X	X	Initiatives for raising awareness on female role models  Initiatives for raising awareness on gender diversity in research teams	Rector, PRs, OEG, RU, DS, CCP, DSI, DAS

#### Area 4. Integration of the gender dimension into research and teaching content

##### Objectives:

- Promoting a gender and sex perspective in research processes
- Promoting the integration of a sex and gender perspective in teaching curricula

Action/Measure	Target	Timeline				Indicator	Responsible
		2022	2023	2024	2025		
1. Internal training seminars on the use of sex and gender perspective in research, to foster the acknowledgment of its economic, social and innovation value	Academic staff, researchers, technical and administrative staff, students		X	X	X	Participation in training seminars on integrating sex/gender analysis methods, by gender and field of research	Rector, PRs, OEG, RU, DS, CCP, DSI, DAS
2. Development, communication and implementation of standards for the incorporation of the sex and gender variables into research	Academic staff, researchers, technical and administrative staff, students		X	X	X	Participation in training seminars on integrating sex/gender analysis methods, by gender and field of research  Perception of the gender/sex variables in research contents	Rector, PRs, OEG, RU, DS, CCP, DSI, DAS
3. Institutional recognition within the university of those dissertations that have taken the gender dimension into account. (e.g., prizes for Master/PhD Thesis)	Academic staff, researchers, technical and administrative staff, students		X	X	X	Awarded Master/PhD Thesis	Rector, PRs, OEG, RU, DS, CCP, DSI, DAS

4. Disseminate and communicate career good practices - role models for women (scientists, researchers and academics)	Academic staff, researchers, technical and administrative staff, students		X	X	X	Initiatives for raising awareness on female role models  Initiatives for raising awareness on gender diversity in research teams	Rector, PRs, OEG, RU, DS, CCP, DSI, DAS
5. Workshops on the integration of gender equality and diversity issues in curriculum design, learning activities and/or program of study, as support for teaching staff	Personal academic, studenți		X	X	X	Training seminars or guidelines on integrating sex/gender in teaching curricula	Rector, PRs, OEG, RU, DS, CCP, DSI, DAS
6. Courses and training tools in all faculties / programmes and at all levels (BA, MA, PhD) on sex and gender variables	Personalul academic		X	X	X	Courses on specific gender dimensions, per teaching rogramme (faculty)	Rector, PRs, OEG, RU, DS, CCP, DSI, DAS
7. Specific courses available for students on gender equality and soft skills in their study curricula	Studenti		X	X	X	Sex/ gender variables in teaching	Rector, PRs, OEG, RU, DS, CCP, DSI, DAS

## Area 5. Measures against gender-based violence, including sexual harassment

**Objective: Raising awareness about the importance of equality issues and strengthening positive attitudes towards diversity**

Action/Measure	Target	Cronologie				Indicator(s)	Responsabil
		2022	2023	2024	2025		
1. Training on discrimination phenomena (including discriminatory language), violence (including that based on prejudice or gender), harassment, and sexual harassment	Academic staff, researchers, technical and administrative staff, students		X	X	X	Participation in training, per categories  Skills acquired in relation to identifying and responding to discrimination and violence phenomena	Rector, PRs, OEG, RU, DS, CCP, DSI, DAS
2. Develop internal (university) electronic tool (website/platform) supporting information and education, as well as allowing the reporting of sexual harassment and discrimination	Academic staff, researchers, technical and administrative staff, students		X	X	X	Dedicated university website/platform, number of visits, number of real-case situations reported and solved	Rector, PRs, OEG, RU, DS, CCP, DSI, DAS
3. Reinforce the Code of Ethics of the university with provisions against gender-based violence, including sexual harassment	Academic staff, researchers, technical and administrative staff, students	X	X	X	X	Initiatives for raising awareness on female role models  Initiatives for raising awareness on gender diversity in research teams	Rector, PRs, OEG, RU, DS, CCP, DSI, DAS



4. Awareness campaign highlighting diversity and inclusiveness in the university community and encouraging prevention of discrimination in various areas	Academic staff, researchers, technical and administrative staff, students		X	X	X	Awareness campaign	Rector, PRs, OEG, RU, DS, CCP, DSI, DAS
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