



Gender Equality Plan University of Macedonia
2025-2028

***Gender Equality and Anti- Discrimination Committee
of the University of Macedonia***

This document has been unanimously approved by the Senate Council (nr. 1/12.09.2025)

Gender Equality and Anti-Discrimination Committee (GEAD) of the University of Macedonia

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The Gender Equality Plan (GEP) of the University of Macedonia 2025-2028 was formulated with the approval of the Gender Equality and Anti-Discrimination Committee of UoM. It was compiled by Aikaterini Sarri, President of GEAD Committee with the assistance of the regular members Eleni Mavragani, Christina Syriopoulou, Zoe Kantaridou, Mariet Vaina, as well as the administrative personnel from the Quality Assurance Monitoring Unit, Research Committee and University's Human Resource Office.

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List of acronyms:

ECO-Department of Economics

BSOS-Department of Balkan, Slavic & Oriental Studies

AI- Department of Applied Informatics

BA-Department of Business Administration

FIN-Department of Finance & Accounting

IES-Department of International & European Studies

ESP-Department of Educational & Social policy

MSA-Department of Music Science & Art

GEP- Gender Equality Plan

GEAD -Gender Equality and Anti-Discrimination Committee

UoM -University of Macedonia

RC-Research Committee of the university

1. Introduction

According to the National Action Plan for Gender Equality 2021-2025 (see 2021-2025.pdf isotita.gr) significant inequalities are observed in terms of gender-based and domestic violence, women's participation in social and political life and in the labor market, in both academia and workforce in sectors such as Informatics and Communication Technologies (ICT) and overall research. We are currently going through a critical period for all equality related issues on a national and international level following significant developments in the field of the EU policies related to equal rights entities and their responsibilities. According to the Ombudsman's special report on equal treatment in 2024, one in two reports submitted to the Authority in 2024 reported gender discrimination at the workplace, while one in four concerned unfair treatment against a disabled person. A steady advanced percentage is recorded in gender-based cases of discrimination (52%), while an increase (4%) is observed in disability- based discrimination cases (26%).

The same situation seems to prevail in the country's universities, where gender differences are observed in terms of the percentages of non-equal and unequal representation of women and men in various employment categories, such as teaching and research staff as well as among student population.

Meanwhile, there is a significant lack of institutional regulations and good educational, research and awareness-raising practices on issues of gender difference related and inequality issues due to gender and/or sexual orientation.

Gender studies focusing on masculine versus feminine reproduce stereotypes and foster the “invisible factory” of gender-based evaluation of qualifications and leadership abilities, attributing to men and their tendency towards the sciences and enhanced abilities compared to women and their inclination towards the humanities and social sciences, as well as those who are trained in traditional jobs such as teachers, nurses, care-givers, assistant personnel, secretarial support etc.

As a result, the existence of the “glass ceiling” phenomena proves the obvious, namely that women fall behind in leadership positions due to a lack of qualifications, skills, time and desire to deal with complex management issues, while at the same time being called upon to perform the duties of motherhood and domestic care.

In any case, common findings are that, a) there is no systematic education and awareness-raising on issues of gender and gender equality, and b) the inefficient recording of the gender map within institutions with methodical monitoring of indicators and the creation of an environment that practically supports equality in

terms of women's empowerment and the achievement of goals that may overturn gender stereotypes and break down the obstacles of the "glass ceiling" phenomenon.

The Greek language of bureaucracy remains a language of 'mansplaining', where the masculine gender prevails in all written texts. This shapes the male predominance in leadership positions, and excludes power from the "female professions" (see the case of the Secretariat of Departments where the male gender is used while in 99% of all cases Department Secretariats are managed by women).

LGBTQI+ individuals face greater difficulties, since, according to the text of the National Strategy for LGBTQI+ Equality, the 4491/2017 Law and in general, these individuals are not protected within a safe and inclusive environment for issues of discrimination and difference. More broadly, issues of gender-based violence and discrimination as manifested through incidents of harassment and sexism that occur within the university community are not systematically addressed.

At the University of Macedonia (UoM), the Gender Equality Committee (GEC) was established for the first time in 2020 as an advisory body to the Senate and the Administrations of the Faculties and Departments to promote gender equality at all levels of their operation and in all processes of academic life, as defined in the relevant legislation.

The Committee was subsequently renamed the Gender Equality and Anti-Discrimination Committee (GEAD) of the University of Macedonia, in accordance with the provisions of Law 4957/issue A'/21-7-2022 and specifically Article 218 (87156/28-9-2023). It consists of nine (9) regular members: six (6) faculty members, one (1) member of the Special Teaching Staff, one (1) administrative employee and one (1) student. Its members have a three-year term and are appointed following a call for expressions of interest by the Rector's authorities. The GEC evolved into the GEAD Committee under Law 4957/2022.

The responsibilities of the GEAD Committee are provided for in the relevant legislative provisions. The GEAD Committee of the University of Macedonia, within the framework of its operation according to this article is responsible for the following:

- a) To prepare action plans to promote and ensure substantive equality and the fight against discrimination in the educational, research and administrative processes of the institution and to prepare an annual report, which it submits to the Senate and the Board of Directors,
- b) To recommend to the competent bodies measures to promote equality and combat discrimination, in order to address sexual harassment and any type of harassing behavior,

- c) To monitor and evaluate the progress of the implementation of the above measures and their results and recommends their amendment, revision or supplementation,
- d) To provide information and training to members of the academic community on issues related to gender equality, LGBTQI+ individuals and the fight against all types of discrimination, addressing sexual harassment and all types of harassing behavior,
- e) To promote the development of curricula and the holding of seminars and lectures that focus on the study of gender, LGBTQI individuals, the fight against discrimination and the treatment of sexual harassment and all types of harassing behavior,
- f) To promote the preparation of studies and research on issues related to its field of competence,
- g) To record reports and complaints about incidents of discriminatory treatment and sexual harassment or harassment based on gender and forwards them to the competent bodies,
- h) To provide assistance to victims of discrimination, sexual harassment and harassing behavior, when they report discriminatory treatment or harassment.

At the same time, the GEAD Committee of the University of Macedonia monitors and responds to the requirements of the EU environment for research and teaching. According to Horizon Europe, and the new Framework for Research and Innovation (2021-2027) of the Council of Europe, as well as the broader EU policies 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 other EU countries are invited to prepare and implement Action Plans for the promotion of Gender Equality, in order to be eligible.

The Gender Equality Plan (GEP) of the University of Macedonia, taking into account the (national and international) institutional framework and guidelines, is structured into four main axes which correspond to initiatives and actions covering all five proposed areas of intervention within the "Horizon Europe" framework.

The present GEAP includes articles and objectives aiming to

- i. update the Institution's Gender Map which reflects the current situation of the overall gender distribution among teaching and administrative staff and the student population, as well as propose respective monitoring indicators
- ii. Promote and support Study Programs, Educational Seminars - Workshops - Events, and Research within the University on the topic of gender and equality,

- iii. Submit a strategic plan for the regulation of sexist/biased language in order to eliminate the use of gender stereotypes within the institution,
- iv. Raise awareness on gender equality, through proposals for coordinated actions of inclusion and extroversion within and outside the institution,
- v. Formulate suggestions, instructions, directions and proposals for the integration of gender equality into the culture of the organization and the fight against gender discrimination
- vi. Develop actions and activities to address harassment and discrimination based on gender and sexual orientation, proposing actions and activities that contribute to combating these incidents/cases .

2. Gender Equality and Anti-Discrimination Strategy in the Updated Academic Development Strategic Plan of the University of Macedonia

The Strategic Academic Development Plan of the University of Macedonia 2024-2028, based on the Government Gazette No. Issue B 6115/05.11.2024, stipulates that in order to achieve the long-term vision and support its timeless mission, the University of Macedonia introduces and implements transparent strategic planning procedures that, among other, aim to achieve and maintain a dynamic balance between respect for multiculturalism, diversity and the adoption of policies of equality, integration and inclusion for all members of the University community. In this context, the operational strategies include "ensuring gender equality and eliminating discrimination". Specifically, at the core of the actions for the formulation and implementation of institutional strategies, among others, a general concern is stated/identified to ensure gender equality and avoid discrimination based on (i) gender or sexual orientation, (ii) racial or ethnic origin, (iii) religion or religious beliefs, (iv) health/disability status, and (v) age, at all levels of functioning and in all processes and activities of academic life.

Furthermore, the strategic planning of the Institution regarding Gender Equality and Anti- Discrimination includes the following sub-objectives:

- i. Monitoring of the Institution's Gender map with the help of the Gender Equality Office, as referred to in the University's GEP.
- ii. Strengthening teaching at an undergraduate level into offering elective courses on Gender Studies.
- iii. Offering support for the relevant programs by the Center for Lifelong Learning and for collaboration with external bodies
- iv. Supporting basic research on gender issues through the research programs managed by the University's Research Committee.
- v. Addressing sexist language and gender stereotypes in the institution's environment.

- vi. Addressing harassment and discrimination based on gender and sexual orientation through the institutional structures of the institution
- vii. Supporting the GEAD Committee from an institutional Unit (Office Level).
- viii. Harmonization of the institution's practices with those of European Universities on issues of gender equality and combating discrimination.
- ix. Acquisition by the University of the "Equality Label", as a reward for the implementation of policies of equal treatment and opportunities for female and male employees.

The above strategic objectives constitute a basic roadmap for the formulation of the proposed GEAP of the University of Macedonia for the period 2025-2028.

3. Actions of the GEAD Committee at the University of Macedonia

The GEAD committee was elected in September 2023. Between September 2023-December 2024, the following actions took place:

- i. A working group was established by GEAD members to compile an inclusive language guide and a brief user guide to be adopted by the University of Macedonia community following the initial proposal of the GEC with the sub. No. Prot. 3449 (31.5.2021). This was submitted to the Rector's Council under the title "Proposal for a decision to integrate the gender presence in all administrative documents (in accordance with law no. 4604 /2019) and gradually in all public discourse instances of the University".
- ii. A recommendation from the Rector was sent electronically to all members of the University Community with an attached file entitled "A Practical Guide for drafting of public documents", to be adopted and applied during oral/written and daily communication within the University (i.e.: official documents, printed and electronic correspondence, material posted on the institution's website and/or on other connected websites).
- iii. A survey was conducted among the student population, examining issues of equality, gender and discrimination (<https://forms.gle/qzgrzdpJ5LxW6wVb6>). The GEAD with the encouragement and contribution of its former member Professor Anastasia Psalti, investigated the stance of the student body towards gender stereotypes. Findings/Results demonstrated an urgent need to address stereotype issues, discrimination and prejudice against women and the need to reverse the existing situation, within universities and more so in the broader social environment.

The students, as proven by their answers, acknowledge the problem, thus recognizing that university institutions and by extension faculties and departments can function as a cradle for the development of initiatives and actions for an overall change of overall culture. The need of the student population to be properly informed on

relevant issues also becomes evident; issues such as gender and equality in academic life, intersectionality – approaching gender and sexuality issues in the light of, for example, other types of discrimination (racial, class, age, disability, etc.).

iv. Following the analysis of the research results, a series of open lectures has been initiated:

☐ 15/5/2024 "Is gender self-determined?" with guest speaker Stergios Kaprinis, associate professor of Psychiatry, Aristotle University of Thessaloniki with the panel coordination of the president of the GEAC

☐ 25/6/2024 "Navigating Consent and Allyship" with the British Embassy in Athens and the support of the GEAD Committee of the University of Macedonia. The discussion was held in English. The president of the GEAD Committee also gave a speech at the event.

☐ 22/11/2024 "Violence on the Internet and Gender" in collaboration with the Postgraduate Program in Law and Informatics of the University of Macedonia and guest speakers: Lawyer/Attorney Dr. Maria Mylosi, Senior Officer of the National Police at the Sub-Directorate for the Prosecution of Electronic Crime of the Northern Greece Mr. Athanasios Kamaris, the National Police Officer at the Criminal Investigations Sub-Directorate of Northern Greece Ms. Dimitra Potouri. The panel discussion was coordinated by Professor Eugenia Alexandropoulou.

v. 17/7/2024, presentation of the GEAD committee by the GEAD member Mariet Vaina at an awareness workshop on the topic "Equality in the Workplace", in the conference room of the Regional Council of Central Macedonia.

vi. 13-14/12/2024 organization of the 1st Student Conference in Greece on the topic "Gender and Equality: An Interdisciplinary Approach", with the following themes:

Theme 1: The Gender Perspective in Business

Theme 2: Ethnic Entrepreneurship and Gender Perspective

Theme 3: Women, Peace and Security

Theme 4: Gender and Disability

Concert with works by female composers from the Renaissance to the present

Theme 5: Women in the Economy

Theme 6: History of Gender in the Middle Ages

Theme 7: Gender and Education

Theme 8: Gender and Law

Workshop/Laboratory: Women on Top

vii. Additionally, GEAD committee collaborations were initiated with (a) the environmental group Greek Eco Project, (b) the Women's Hostel of the Municipality of Thessaloniki & the Municipality of Kordelio/Evosmos, (c) DIOTIMA, (d) the Infinity group, (e) the NGO Hypatia and (f) Women on top.

viii. Activation of the #genderMAK Volunteer Group. Since most of the members of the group had graduated from university, a new open call was made to staff the group. 20 members of the student population responded and were trained by a team from the E-lab entrepreneurship laboratory of the University of Macedonia. The new group supported in the best possible way the holding of the 1st Student Conference mentioned above while contributing to:

- the communication between the GEAD committee and the student body through a clear "channel",
- the inclusion of students through active action in the work of the GEAD Committee and its support,
- Feedback provision with ideas and suggestions directly from the students regarding actions that they themselves would like to see within the UoM, and
- the promotion of the discussion regarding issues of gender, sexuality and equality among them.

ix. Inclusion of the “GEAD Committee Support Office” in the Organizational Plan of the University of Macedonia as an independent administrative service, at the office level, reporting directly to the Rector or the competent Vice-Rector.

x. 15/3/2025 planning of an event in collaboration with the Equality Institute of the Business Administration Society of Northern Greece (EDEBE), within the framework of the Money Show entitled “Equality and Inclusion in the Workplace: From Regulatory Provisions to Business Culture” and the participation of Deloitte, Lidl, Thessaloniki Port Authority.

xi. 18/3/2025 planning of an event in collaboration with the University of Macedonia Library, by Women on Top Thessaloniki Hub, entitled "Self-Confidence & Financial Well-Being: Small Habits that Make a Difference" at which the President of the GEAD committee presented a statement.

4. GEAP of the University of Macedonia and Horizon Europe 2021-2027

The new Horizon Europe 2021-2027 framework sets as a horizontal priority the commitment to gender equality. In particular, eligibility criteria are the existence of a

Gender Equality Plan (GEP) and the integration of the gender dimension in the content of research and innovation. In addition, it aims to ensure the equal participation of women in evaluation committees and other advisory bodies.

According to "Horizon Europe" the following conditions are defined for GEP:

i. **Public document:** The GEP should be an official document, published on the institution's website, signed by senior management and actively disseminated within the organization. It should also demonstrate a commitment to gender equality by setting clear objectives and detailed actions and measures to achieve them.

ii. **Resources:** The GEP should set out how resources will be secured to implement the plan. Organizations should consider the type and size of resources needed to support a continuous process of sustainable organizational change.

iii. **Data collection and monitoring:** Organizations should collect gender data and present them based on indicators in annual reports.

iv. **Training:** The GEP should also include awareness-raising and training/education on gender equality. These specific actions must involve the entire organization (the university), be evidence-based, and constitute an ongoing and long-term process.

Regarding the harmonization of the University of Macedonia with the above conditions, the following are mentioned:

- The University of Macedonia's GEP constitutes a public document and is published on the official website of the University of Macedonia at <https://www.uom.gr/eif/xrhsimoi-syndesmoi>
- For the implementation of the University of Macedonia's GEP, there are annual resources reserved from the regular budget of the University of Macedonia (funding of actions, activities, events, etc.). At the same time the support for actions as well as the establishment and operation of the Office of the GEAD Committee for the next three years has been ensured through the call ΕΚΠ37 – ΟΠΣ12874. An extensive analysis of the actions supported through this specific call is provided in the next paragraph.
- A mechanism and cooperation between the individual Departments and Offices of the University of Macedonia (Quality Unit, Secretariats, Rectors' Office, etc.), in collaboration with the GEAD Committee, has been developed for the collection, processing, regular review and recording of data on gender. The following paragraphs present in detail the "Gender Map" at the University of Macedonia for the most recent academic years 2021-2024.

- The GEP of the University of Macedonia, as developed, for the three-year period 2025-2028, includes specific awareness-raising and training/education actions regarding gender equality.

5. Resources for the implementation of the University of Macedonia's GEP.

The financing of the implementation of the University of Macedonia's GEP is done with resources provided via the overall financial budget of the Institution. The implementation of GEAD related actions covered with resources from the overall financial budget require the prescription of actions, an average cost estimate, the necessary funding and its utilization for the implementation of the GEP.

In addition to resources derived from the Institutions' overall annual budget, the call ΕΚΠ37 – ΟΣΣ12874 titled *"Actions to strengthen and promote equality in HEIs and the support for the Psychological and Counselling Support Centre"* and in particular its Sub-Action 1 *"Sub-Action 1: Actions to strengthen and promote equality in HEIs with emphasis on gender equality"* contributes to the implementation of GEAD Action Plans as an integral element of the strategic planning and academic/topic related evaluations of HEIs. The University of Macedonia, will utilize the funding from this specific call, with the following objectives:

- Establishment and operation of the GEAD Committee Support Office, as foreseen in the organizational proposal of the institution,
- Development and implementation of innovative methods of organizing work and administrative procedures with the aim of creating an all inclusive culture in terms of gender,
- Actions to collect data related to the gender distribution across members of the community of the HEI, information and training on the use of inclusive language, integration of the gender dimension in curricula,
- Compilation of relevant guides and a toolkit,
- Actions that facilitate a balanced participation of women and men in the decision-making positions of HEIs, as well as the unhindered and equal promotion of men and women in the academic hierarchy,
- Actions to combat sexual violence and harassment incidents.

6. Support Office of the GEAD Committee

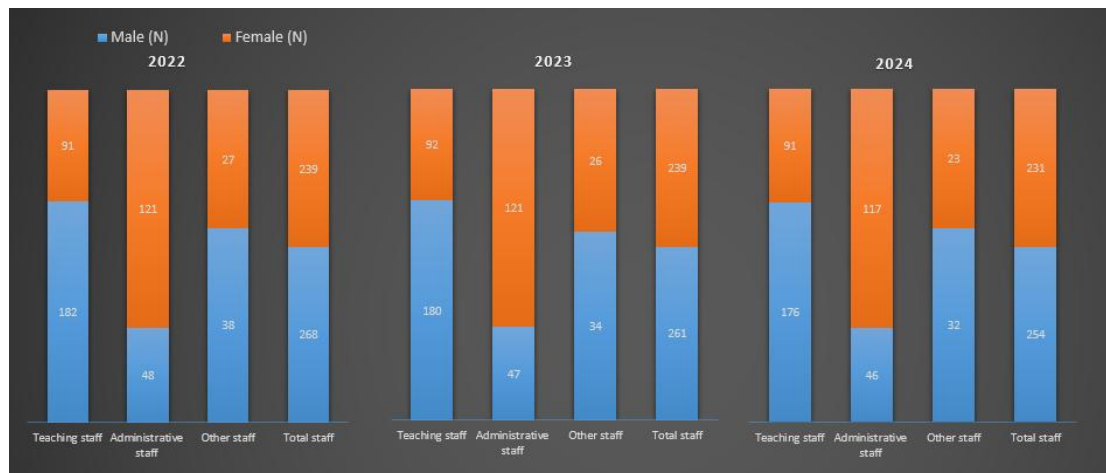
The effective implementation of the University of Macedonia's GEP requires the operation of the "Support Office of the GEAC". According to the proposal for approval of the Organization of the University of Macedonia, the GEAD Support Office is an independent administrative unit, which shares the following responsibilities: a) secretarial support for the Committee meetings/assemblies, b) coordinating the work for the implementation of the UoM GEP, c) supporting the organization of educational and informative actions and update the university community about the progress of its actions, as well as about important relevant events that take place (trainings, workshops, etc.), d) ensuring the active presence of the GEAD Committee online and on all social platforms, and e) providing information and services on the official GEAD webpage <https://eif.uom.gr/> on (i) policies, national and European, to address gender inequalities and discrimination in research and innovation, (ii) good practices from other educational institutions and organizations in Greece and abroad, (iii) funding opportunities for research projects on gender and the fight against discrimination and networking as well as collaboration opportunities, and (iv) issues of gender, gender democracy, gender-based violence and anti-discrimination.

Furthermore, the GEAD Support Office, in collaboration with the competent UoM administrative services/units and the GEAD Committee, will provide information concerning data related to gender in order to be recorded and regularly updated to be used in the UoM Gender Map. The GEAD Support Office will operate within the University of Macedonia in a special space allocated for this purpose.

7. Gender Equality Map of the University of Macedonia

According to the most recent data (year 2024), the University of Macedonia employs a total of 485 staff (including teaching staff) and seconded employees, of whom 231 are women and 254 are men. Overall, there appears to be a balance in gender distribution, but a detailed analysis shows that there are significant differences in individual staff categories. In particular, for the last year of the analysis (2024), the majority of the institution's permanent administrative staff (not including seconded employees) are women (117) compared to men (46). Therefore, of the total number of 231 women employed at the University of Macedonia, 117 belong to the administrative staff and only 114 to other categories. For example, specifically, 176 men and only 91 women are employed in the total teaching staff. These discrepancies have also been observed in previous years. Therefore, over time, faculty positions are mainly occupied by men, while women are more prevalent in administrative staff positions (Graph 1).

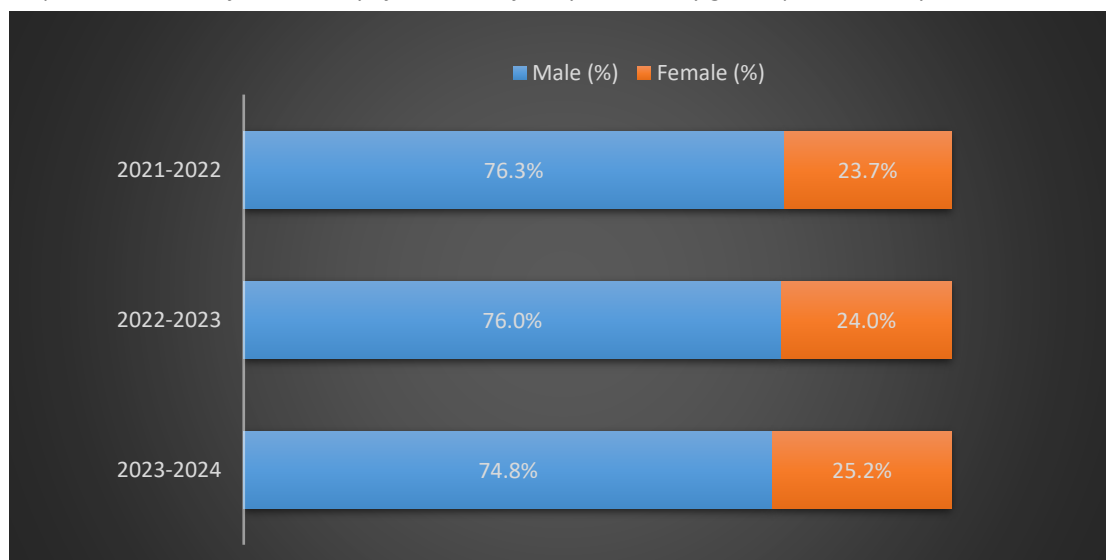
Graph 1. Gender distribution of staff at the University of Macedonia in the period 2022-2024 by gender per category



Faculty members (by gender)

During the 2023-2024 academic year, a total of 206 faculty members of all ranks (professors, associate professors, and lecturers) worked at the University of Macedonia, of whom 154 were men and 52 were women. The percentage of female faculty members ranges from 23.7% for the academic year 2021-2022 to 25.2% for the academic year 2023-2024 (Graph 2).

Graph 2. Distribution of all University of Macedonia faculty members by gender per academic year



The data show, first, that the percentage of female faculty members lags significantly behind that of male faculty members and, second, that the percentage of female faculty members has been increasing in recent years, albeit at a slow pace. Figure 3 shows the distribution of faculty members by gender, rank, and academic year.

Graph 3. Distribution of total faculty members at the UoM by gender, rank, and academic year

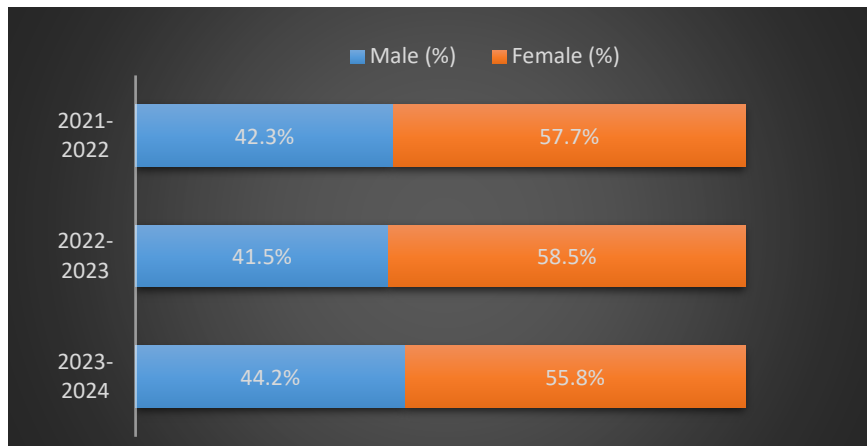


According to the above, women (21.4% for the last reference year) are consistently underrepresented at the professor level compared to men (78.6%). The data are similar for the other ranks, but it should be noted that women account for up to 31.3% at the lower ranks. Overall, it is clear that (i) female faculty members lag behind male faculty members regardless of rank, (ii) the higher ranks of faculty members show greater disparities between men and women, and (iii) in recent years, there has been a marginal increase in the participation of female faculty members at the University of Macedonia. Indicatively, while in the academic year 2021-2022 female assistant professors accounted for 29.6% of all faculty members at this rank, in the last available academic year (2023-2024), the corresponding percentage increased to 31.3%. It should be noted that at the rank of lecturer, in absolute terms, a total of two (2) female lecturers served in those years.

Distribution of other teaching staff by gender

In the academic year 2023-2024, there were a total of 52 members of other teaching staff), of whom 23 were men and 29 were women (Graph 4).

Graph 4. Distribution of total members of other teaching staff at the UoM by gender per academic year.



Regarding the distribution by category of other teaching staff, for the academic year 2023-2024, the percentage of women stood at 33.3%, 71.4%, and 70.6% for the categories of Laboratory Staff, Technical Staff, Special Educational Staff, respectively. In other words, there are fewer women in the Laboratory Staff category compared to the others (Graph 5).

Graph 5. Distribution of other teaching staff members by gender and academic year

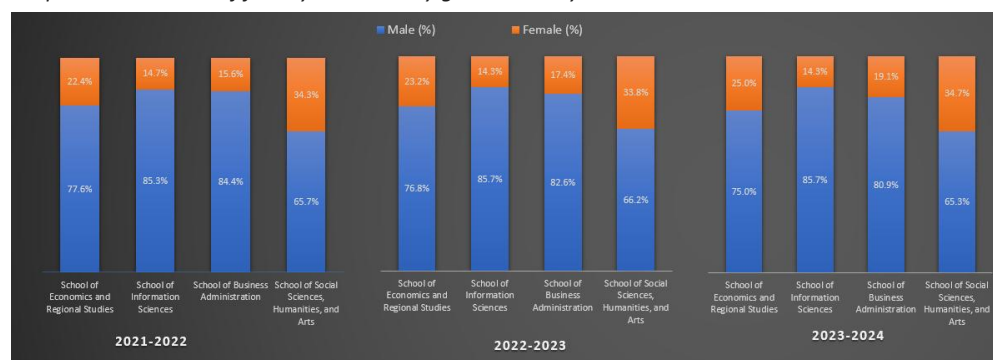


Faculty members (by gender) per School

Over time, the school with the lowest percentage of female faculty members is the single-department School of Information Sciences. Specifically, at the rank of Professor, in the academic year 2021-2022, there were 12 men and 3 women, while in the academic year 2023-2024, the number was 18 men and 3 women, respectively. There is also a low percentage of female faculty members in the Schools of BA and Economics and Regional Studies. Specifically, in the School of BA in the academic year 2023-2024, there were 8 female faculty members compared to 38 male faculty members. Furthermore, women are found in lower ranks – in 2023-2024, of the total

of 9 female faculty members, 5 were Assistant Professors and 1 was a Lecturer. Similarly, in the School of Economics and Regional Studies, the gender distribution of faculty members includes a consistently high number of men. Based on rank, in the 2021-2022 academic year, there were 26 male professors and 7 female professors, while in the last academic year, the number of male professors remained stable and the number of female professors increased by one (Graph 6).

Graph 6. Distribution of faculty members by gender and by school

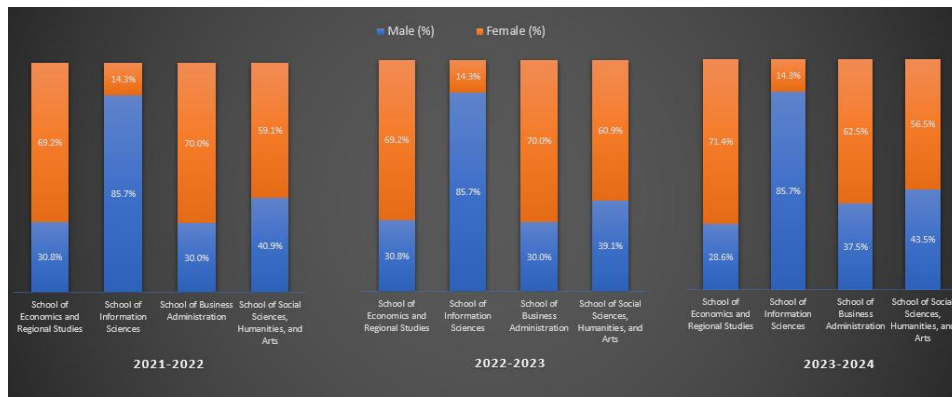


Over time, the school with the highest percentage of female faculty members at the University, while men still outnumber women, is the Faculty of Social Sciences, Humanities, and Arts. For the academic year 2021-2022, there are 46 men and 24 women, while the corresponding figures for the academic year 2023-2024 are 47 men and 25 women. In terms of developments in the faculty of the School of Social Sciences, Humanities, and Arts, the number of women serving as professors rose from 6 (compared to 20 men) in the academic year 2021-22 to 10 (compared to 25 men) in the academic year 2023-24, showing a steady increase in the presence of women at the highest level.

Other teaching staff (by gender) per School

A total of 52 other teaching staff members Laboratory Teaching Staff, Technical Staff, Special Educational Staff served in the four Schools of the Institution. Specifically, the School of Economics and Regional Studies employed 14 members, 10 of whom were women (71.4%), the Single-Department School of Applied Informatics employed 7 members, 1 of whom was a woman (14.3%), the School of Business Administration had 8 members, 5 of whom (62.5%) were women. Finally, the School of Social Sciences, Humanities, and Arts had a total of 23 other teaching staff members, of whom 13 (56.5%) were women (Graph7).

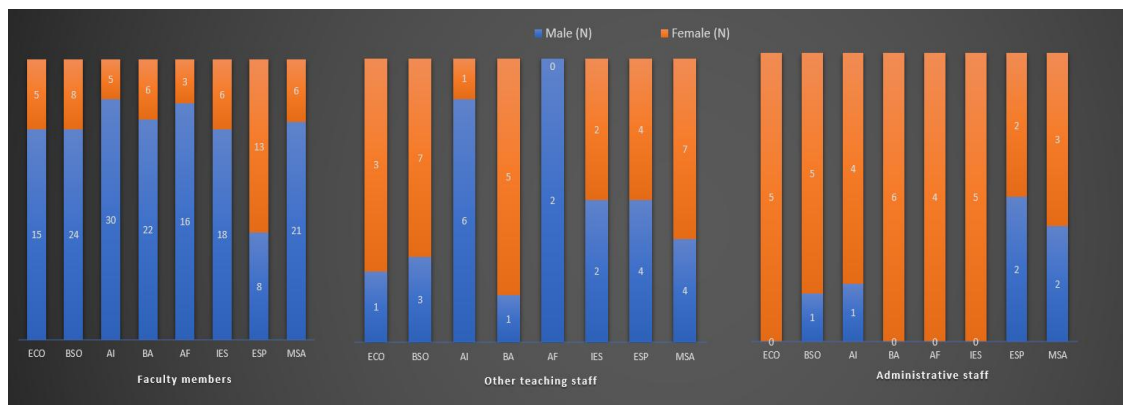
Graph 7. Distribution of other teaching staff members by gender and school



Faculty Staff (by gender) per Department

With regard to academic staff, a comparative assessment of the gender distribution of staff in the Departments for the academic year 2023-2024 shows that, with the exception of the Department of ESP, where female faculty members outnumber male faculty members (female faculty members account for 61.9% of the total faculty members in the Department), in the other Departments of the Institution, female faculty members are outnumbered by male faculty members. For example, the Departments of AI and FIN have the lowest representation of female faculty members, with 5 (five) and 3 (three) out of a total of 35 and 19 faculty members, respectively (Graph 8).

Graph 8. Distribution of administrative staff members by gender and staff category for the academic year '23-'24



As regards other teaching staff (Laboratory Teaching Staff, Technical Staff, Special Educational Staff) for the academic year 2023-2024, the data show that women have a higher numerical presence than men in these categories of administrative staff in the Departments of ECON, BSO, BSA, and MSA. In the AI and ESP Departments, there

is a balance in the distribution based on gender, while in the AF and AI Departments, men in the category of other teaching staff outnumber women.

Finally, with regard to the administrative staff of the Departments for the academic year 2023-2024, the gender distribution data show that, with the exception of the ESP Department, where there is an equal number of male and female administrative staff, in the other departments of the institution, women outnumber men in terms of their presence in departmental administrative staff positions. It should be noted that in the ECON, BSA, BSO, AI and IES departments, administrative positions are held exclusively by women.

Distribution of faculty members, other teaching staff (Laboratory Teaching Staff, Technical Staff, Special Educational Staff) and administrative staff (by gender) per department

Based on the gender map data presented above, there is a variation in the gender characteristics of the Institution's Schools. For example, in the School of Information Sciences, the representation of male faculty members is quite high. In contrast, in the School of Social Sciences, Humanities, and Arts, there is a proportionally higher representation of female faculty members. However, the differences observed in the gender distribution among the Institution's Schools may stem from the specific characteristics of the individual Departments. Therefore, in order to obtain a more complete picture of the gender map of the institution, it is necessary to analyze the data separately for each of the eight departments of the UoM.

Department of Economics (ECO): Men dominate the faculty (18 men and 5 women in the academic year 2021-2022 and 15 men and 5 women in the academic year 2023-2024). The increase in the ratio of women to men is due to the fact that the number of male members has decreased. Among the other teaching staff (Laboratory Teaching Staff, Technical Staff, Special Educational Staff) women have consistently accounted for 3 out of a total of 4 members (Figure 9, appendix). As regards the number of faculty members per rank, the overall picture does not differ, and it is clear that men in the higher ranks significantly outnumber women (for example, 2 women and 10 men in the year 2023-24 (Figure 10, appendix).

Department of Balkan, Slavic and Oriental Studies (BSO): In the academic year 2023-24 there are 24 male faculty members and 8 female. The longitudinal analysis shows that the number of female faculty members is stable (equal to 8), while the number of male faculty members has decreased from 27 in the academic year 2021-22 to 24 in the academic year 2023-24. In the other teaching staff of the Department, women

have historically outnumbered men, as indicatively in the academic year 2023-24 there were 3 men to 7 women. In administrative staff positions, the ratio of women to men has increased, as from 3 women to a total of 4 administrative employees in the academic year 2021-22, in the last academic year of the analysis there are 5 female employees to a total of 6 administrative employees (Graph 11, appendix). Regarding the distribution of faculty members by grade, in all reference years, the number of men exceeds that of women. Regarding the lecturer grade, there remains 1 woman and no men (Graph 12, appendix).

Department of Applied Informatics (AI): In the academic year 2021-22 there are 30 male faculty members and 5 women, while indicatively in the first year of the analysis (academic year 2021-22) there were 29 men and 5 women, showing that men occupy more faculty member positions over time compared to women. Accordingly, in the other teaching staff in the last three academic years there are 6 men and 1 woman. Finally, in the administrative staff, in the last two academic years it consists of 4 women and 1 man (Graph 13, appendix). Regarding the evolution of faculty members in this Department, over time, 3 women serve at the Professor level, while the number of male Professors has increased from 12 in the academic year 2021-2022 to 18 in the academic year 2023-2024. In addition, male Professors outnumber women in the remaining faculty member ranks as well, as indicatively for the last academic year of analysis, there were 1 female associate professor and 1 female assistant professor (Graph 14, appendix).

Department of Business Administration (BSA): In the academic year 2021-2022, 22 male and 5 female faculty members served, while in the academic year 2023-2024, the presence of women increased marginally by one (22 male and 6 female). As for the other teaching staff, in all years of the analysis, women outnumber men. Specifically, in the last academic year of reference, there were 5 women and 1 man. Finally, the administrative staff of the Department has over time consisted only of female administrative employees. (Graph 15, appendix). Regarding the evolution of faculty members, female faculty members are mainly in the lower ranks (Graph 16, appendix).

Department of Accounting and Finance (AF): In the academic year 2023-24, there were 16 male and 3 female faculty members and in the other teaching staff, 2 male and no female. Finally, the administrative staff of the Department consisted of 4 women (Figure 17, appendix). Regarding the development of faculty members and the ranks at which faculty members serve, all women are at the lowest rank, namely the position of Assistant Professor. Over time, the presence of women has increased

numerically, from 2 Assistant Professors in the academic year 2021-22 to 3 the following year. It is noted that for the reporting period, there were no faculty members at the lecturer level (Figure 18, appendix).

Department of International and European Studies (IES): Male faculty members have decreased marginally from 19 in the academic year 2021-22 to 18 in 2023-24, while in the same period female faculty members increased marginally from 5 to 6. Regarding the other teaching staff, it is observed that while in the academic years 2021-22 and 2022-23 there were 2 men and 1 woman, in the last academic year (2023-24) there is a balance as both men and women (2 members of other teaching staff). On the contrary, in the category of administrative staff, the said Department is staffed only with female administrative employees (Graph 19, appendix). Regarding the ranks of faculty members, over time no women serve in certain ranks or more men serve (Graph 20, appendix).

Department of Educational and Social Policy (ESP): In the academic year 2023-24, a total of 13 female faculty members served compared to 8 men, and their ratio increased compared to the initial reference year (2021-22) in which women were 12 compared to 7 men. As for the other teaching staff, women outnumbered men (5 compared to 3) for the first two years of the analysis, while in the academic year 2023-24 there was a balance between men and women in terms of the number of other teaching staff. The administrative staff of the Department has over time occupied an equal distribution in terms of gender, as 2 men and 2 women work (Graph 21, appendix). Regarding the rank of faculty members, it is noted that at the higher level, in the year 2023-24, there was complete balance at the Professor level as 6 men and 6 women served. At the lower levels, in the same year, it is observed that women outweigh men as at the Associate Professor level 4 women served against 1 man and at the Assistant Professor level 3 women served against 1 man. There is no faculty member at the lecturer level (Graph 22, appendix).

Department of Music Science and Art (MSA): In the academic year 2023-24, 27 faculty members served, of whom 6 were women and 21 were men. As for the other teaching staff, 11 members served, of whom 7 were women, during the academic year 2023-24. The administrative staff consists of 2 men and 3 women (Graph 23, appendix). Regarding the distribution based on gender and the level at which the faculty members serve, the data show that at the higher level of Professor, more men have served over time compared to women, and specifically, women have numbered 3 over time, while men have increased from 9 to 11 in the reference years. At the level of Associate Professor, 2 women serve, while men have decreased from 6 to 4. Finally,

at the introductory level of Assistant Professor from 2 women and 5 men changed to 1 woman and 6 men in the reporting period (Graph 24, appendix).

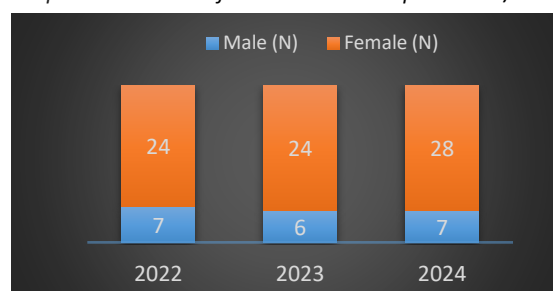
In conclusion, based on all of the above, the existence of gender differences in the staffing of the UoM Departments is observed. In particular, the data show overall that (i) there are fewer women than men in the faculty member ranks, (ii) there is a slower development in female faculty members compared to men, as women over time show higher numerical values in the lower faculty member ranks compared to the other ranks, (iii) the female presence is stronger in administrative staff positions, (iv) the ratio of the number of female faculty members to the number of male faculty members is higher in the Department of ESP, compared to the other Departments of the Institution and (v) that, in absolute terms, the AF Department has the fewest female faculty members (2 faculty members) compared to the other Departments of the Institution, who in fact serve at the rank of Assistant Professor.

Gender Distribution & Positions of Responsibility

The analysis of the gender distribution in positions of responsibility concerns two categories of staff: administrative and teaching.

Administrative Staff: Positions of responsibility (directors of Dpt/Units) are mainly occupied by women. In particular, the position of executive director at UoM is occupied by a woman. In addition, women hold positions of supervisors in: library, RC/Quality Assurance Unit (including individual Departments), Directorate of Academic Affairs, etc. In total, in the various departments, units, departments and offices of the Institution, indicatively for the year 2024, 35 supervisor positions are identified, of which there are 7 male supervisors and 28 women (Graph 25)

Graph 25. Directors of administrative Departments/Units (by gender)



The number of female directors of administrative Departments/Units over time exceeds the number of men for the period 2022-2024. Specifically, regarding the positions of Directors of the Institution (Administrative Directorate, Financial Management Directorate, Academic Affairs Directorate, Technical Works Directorate and Library and Information Center Directorate) during the period of analysis, 4

female managers and 1 male manager serve. However, the fact that women over time outweigh men is very likely due to the fact that the "pool" of female administrative employees is much larger compared to that of men, as it is indicatively recalled that in the year 2024, 117 women served as permanent administrative employees compared to 46 men.

Faculty Staff: The Rectorate authorities in the academic years 2021-2022 to 2023-2024 the Rector's position has been solely occupied by males. During the same period, the composition of the Rectorate authorities are 4 male faculty members and 1 female in the first two academic years, and only male faculty members in the last year of the analysis.

The positions of Deans during the last three academic years are occupied only by male faculty members, while during the analysis a female faculty member temporarily held the duties of Dean for a specific (transitional) period.

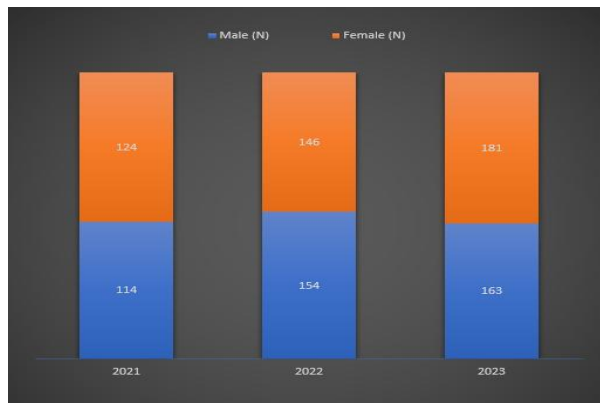
Regarding the positions of Heads in the seven Departments that appoint a Head, 2 female faculty members served as Department Heads during the first two years of the analysis and 1 female in the last reference year.

Gender distribution & Research programs/projects

The following is an analysis of the number of researchers as well as administrative/technical staff in projects managed by RC both overall and by scientific field.

Regarding the total staff employed (research staff and administrative/technical staff) in RC, it is observed that women in the years 2021 and 2023 are more than men, while in the year 2022 men are marginally more than women. Indicatively, in the last reference year it is observed that women constituted 52.6% of the total staff employed in RC UoM projects, an element that demonstrates the balanced representation of women (administrative/technical and research staff) in ELKE projects (Graph 26).

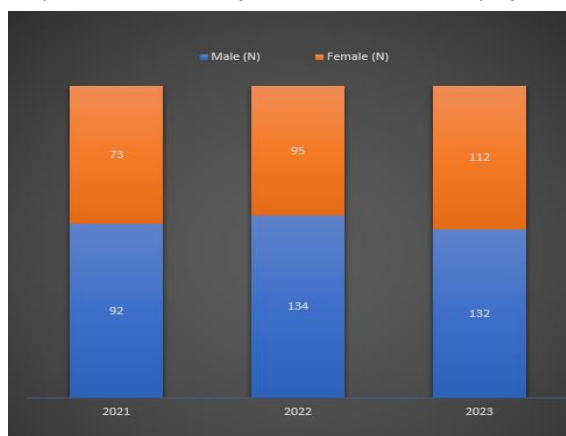
Graph 26. Distribution of total employees by gender in the RC.



Administrative/technical staff: Over time, women outnumber men, as indicatively in 2023 there were 69 women employed out of a total of 100.

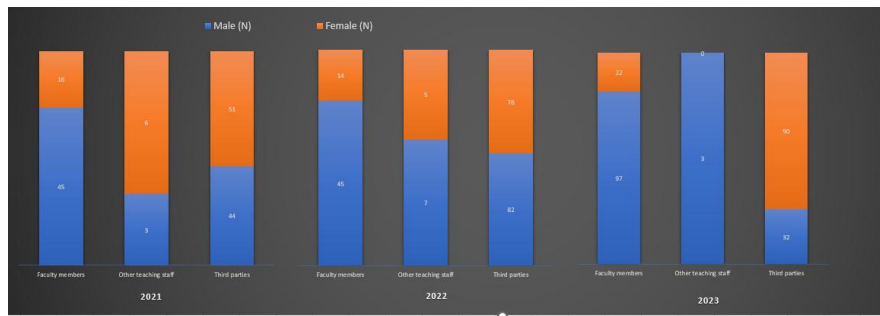
Research staff: Throughout the period 2021-2023, female researchers are numerically inferior to men. Specifically, in 2021, 92 men were employed in ELKE projects compared to 73 women. In 2022, women in RC research staff were 95 compared to 134 men, while in the last year (2023), there were 112 female researchers and 132 male researchers (Graph 27).

Graph 27. Distribution of researchers in RC UoM projects by gender



Regarding data on research staff when divided into faculty members, other teaching staff and third parties, the results are presented in the following graph (Graph 28).

Graph 28. Distribution of researchers in RC UoM projects based on capacity



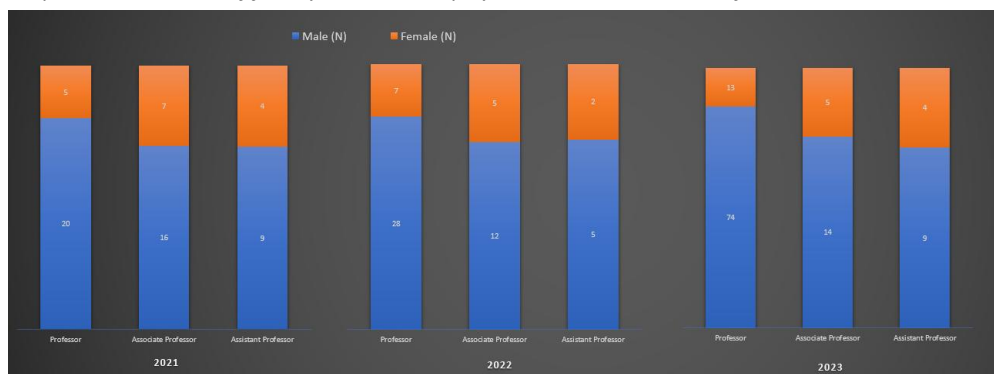
Faculty members: Men are more numerous than women over time. Specifically, in 2021, 45 men and 16 women were employed as faculty members, while in 2023 the number of men doubled (97), the number of women continues to fall significantly short (22).

Other Teaching Staff: The number is low and indicatively: in 2023 only 3 men were employed.

Third parties (e.g. external contractors): In 2021 and 2023, women were more than men. Specifically, in this category, in 2021, 51 women were employed compared to 44 men, while in 2023, 90 women were employed compared to 32 men.

In addition, to evaluate the participation of faculty members as research staff of RC, the analysis based on the faculty member level (Graph 29).

Graph 29. Distribution of faculty members employed as researchers at RC of UoM based on level



It is observed that over time, faculty members participating in research programs and holding the rank of Professor outnumber faculty members belonging to other ranks, while in terms of gender, the number of men is at least four times higher than the number of women. Women are numerically inferior to men in all other ranks as well.

Faculty Members – Principal Investigators (PIs): In 2023, the RC managed a total of 192 projects, in which 53 faculty members participated as Principal Investigators. The discrepancy in the number of total projects with the number of PIs is due to the fact

that some faculty members are PIs in more than one project. In terms of gender, male PIs are at least twice as many as women (39 and 14, respectively). Overall, (i) the PIs are mainly first-level Professors (43), 33 men and 10 women and (ii) regardless of rank, the PIs are mostly men.

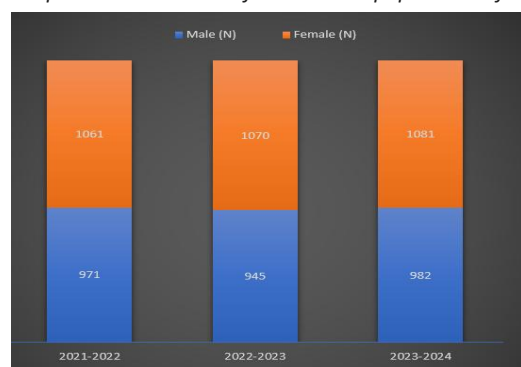
Distribution of student population (by gender)

Undergraduate students

At the Institution level, there is a relative balance for all three reference years in terms of gender among the student population. Only among those who have graduated is there a slight advantage in the female gender. The data concern three categories of the student population: (new) entrants, registered students and graduates.

(New) entrants: In the academic year 2021-2022 there were 1,061 female students and 971 male students. The number of female students increased to 1,070 in the academic year 2022-2023 and to 1,081 in the academic year 2023-2024. The number of male students was 945 in the academic year 2022-2023 and increased to 982 in the academic year 2023-2024. Regarding the last reference year, it is concluded that newly admitted female students constitute 52.4% of newly admitted students of the University of Macedonia (Graph 30).

Graph 30. Distribution of the student population of the UoM by gender: newly enrolled students



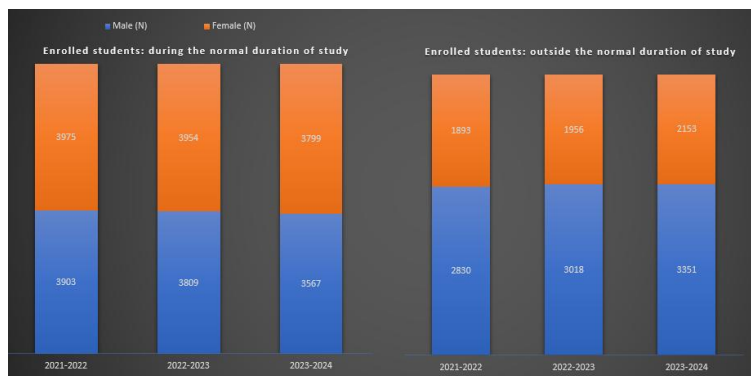
Enrolled: In the academic year 2021-2022, there were a total of 5,868 female and 6,733 male students enrolled, indicating that the number of males is higher compared to the corresponding number of female students. In fact, it is observed that over time the number of both males and females is increasing among the student population of the institution (Graph 31).

Graph 31. Distribution of the student population of the UoM by gender: enrolled students



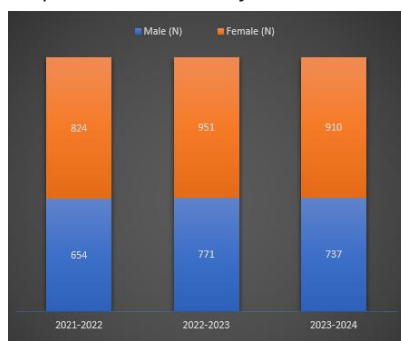
In particular, with regard to the duration of study and especially the standard 4-year duration of study, women outnumber men in all years. While outside the normal duration of study, most are men (Graph 32).

Graph 32. Distribution of student population (by gender) and duration of study: enrolled students



Graduates: Over time, the number of female students graduating is higher than the corresponding number of male graduates. Specifically, in the academic year 2021-2022, female graduates were 824 compared to 654 men, while in the last reporting year, women were 910 compared to 737 men (Graph 33)

Graph 33. Distribution of the UoM student population by gender: graduates

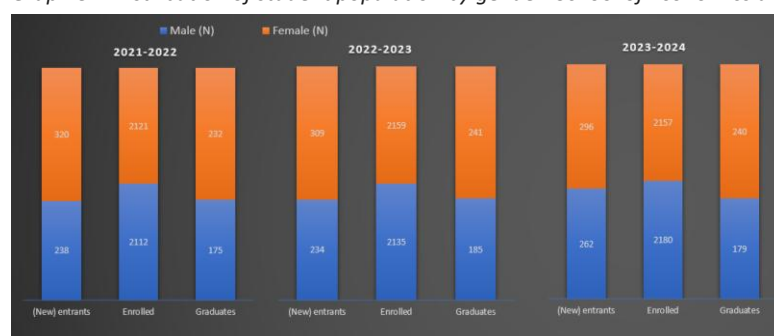


Distribution of student population (by gender) by School

The analysis of student population data (undergraduate programs) shows that the gender distribution of the student population differs depending on the School of study.

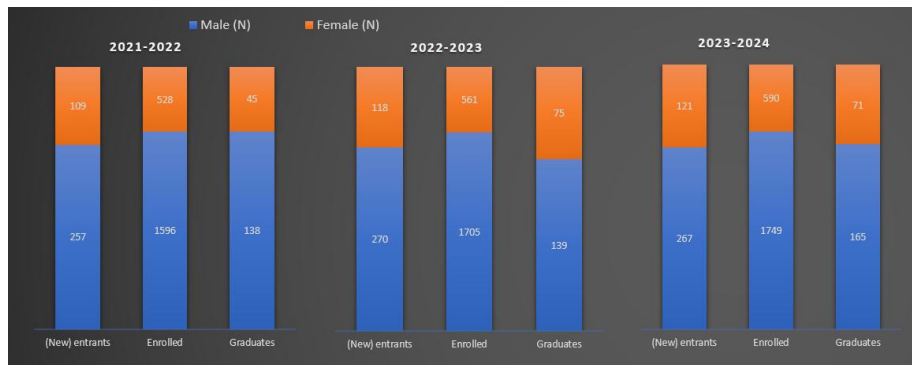
School of Economics and Regional Studies: Over time, there have been more female newly admitted students than male students, however, it is observed that in the last reporting year this discrepancy has decreased. Specifically, while in the academic year 2021-2022, 238 male students and 320 female students were admitted to the School of Economics and Regional Studies, in the academic year 2023-2024, 262 male students and 296 female students were admitted. Regarding the category of registered students, the data shows that while in the first two reference years there were more women than men, in the last year there were 2180 male registered students compared to 2157 female students. The decrease in registered students is largely due to the fact that there are more female graduates compared to male graduates (Figure 34).

Graph 34. Distribution of student population by gender: School of Economics and Regional Studies



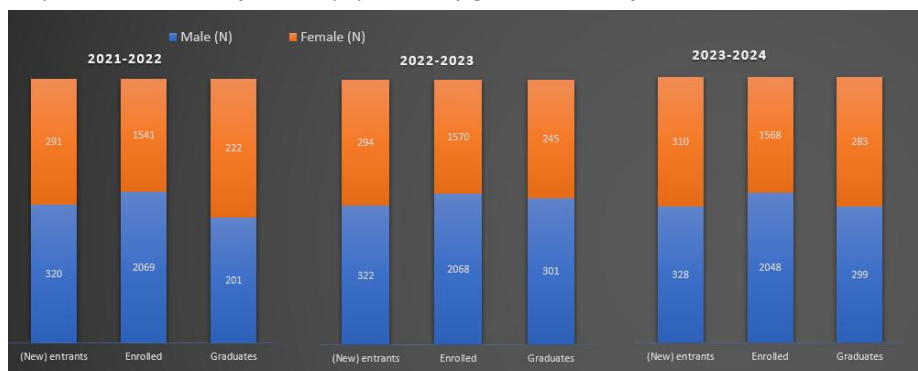
Single-Department School of Information Sciences: Men outnumber women in all indicators under consideration. Specifically, in the academic year 2021-2022, newly admitted male students were 257 compared to 109 newly admitted female students. Correspondingly, in the last reference year (2023-2024), newly admitted male students were 267 compared to 121 newly admitted female students. Similarly, registered male students outnumber registered female students in all reporting years (Graph 35).

Graph 35. Distribution of student population by gender: School of Information Sciences



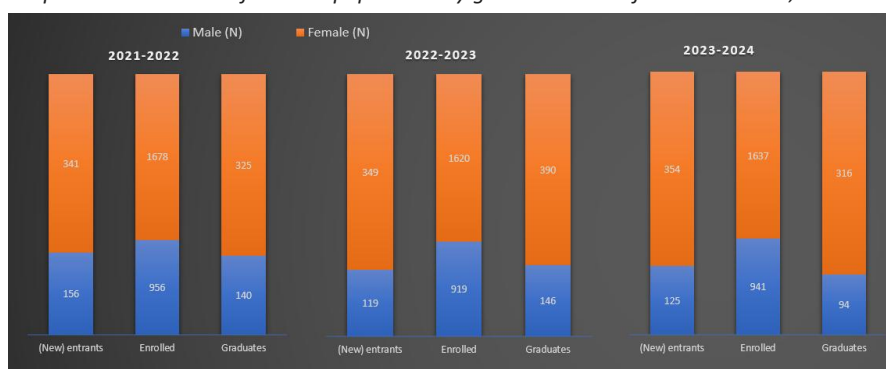
School of Business Administration: In the category of newly admitted students, women are marginally less compared to men. The deviations in absolute sizes increase in terms of registered students, as indicatively in the academic year 2021-2022, there were 2069 male registered students compared to 1541 women. The deviation is maintained in the following academic years as in the last reference year the number of registered students was 2048 male and 1568 female (Graph 36).

Graph 36. Distribution of student population by gender: School of Business Administration



School of Social Sciences, Humanities and Arts: The data shows that women outnumber men in all indicator categories (Figure 37).

Graph 37. Distribution of student population by gender: School of Social Sciences, Humanities and Arts



Distribution of student population (by gender) by Department

The following is an analysis of data that comparatively concerns the Departments of the institution for the academic year 2023-2024.

(New) enrolled students: The data show that smaller deviations (in absolute terms) between men and women are observed in the Departments of ECO (190 male students versus 180 female students) and in the Department of MSA (47 male students versus 52 female students). On the other hand, the largest deviations (in absolute terms) are observed in the Department of AI where men are numerically more (267 male students versus 121 female students) as well as in the Department of ESP where women are numerically more (Graph 38, appendix).

Enrolled: Some discrepancies are mitigated in terms of the number of enrolled students, as for example in the Department of AI, male enrolled students are 1749 compared to 590 women, while in the Department of ESP, female enrolled students are 662 compared to 126 male students (Graph 39, appendix)

Graduates: The smallest discrepancies (in absolute terms) are observed in the Department of MSA as well as in the Department of ECO. In the Department of AI, 94 more men graduated and in the Department of ESP, 170 more women graduated (Graph 40, appendix).

Based on the data for the academic year 2023-24, the Department of AI has the highest number of newly admitted students (N=388), followed by the Department of ECON (N=370) and the Department of AF (N=341). In these Departments, the percentage of newly admitted female students was 31.2%, 48.6% and 41.3%, respectively. This shows that in the Departments of the University with the largest number of newly admitted students, women are numerically less than men. The Department of MSA is the one with the lowest number of newly admitted students (N=99) and women constitute 52.5% of the total population. In terms of the category of registered students, the Department of ECO (N=3,151) presents the highest number of students and women constitute 42.9% of the total number, while the Department of MSA presents the lowest levels of registered students (N=677) with women constituting 44.9%. In terms of graduates, the Department of BSA presents the highest number (N=294) with women constituting 51%, while the Department of MSA presents the lowest number (N=61) with women constituting 49.2%.

Therefore, in the last year of the analysis, the departments with the highest percentage of women are the Department of ESP, the Department of International & European Studies, the Department of BSO, the Department of BSA and the Department of MSA at the level of new entrants. While in terms of graduation rates,

a higher percentage of women is found in the case of the Department of ESP, the Department of BSO, the Department of IESS and the Department of BSA.

Postgraduate students

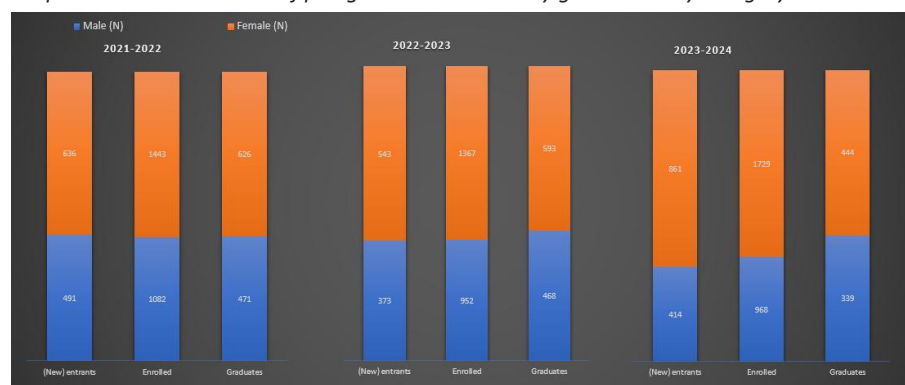
At the Institution level, the number of female students in postgraduate programs is higher than the corresponding number of male students overall. The data concern three categories of the student population: (new) entrants, registered students and graduates (Graph 41).

(Newly enrolled): In the academic year 2021-2022, there were 636 newly admitted female postgraduate students and 491 newly admitted male postgraduate students. The number of newly admitted female postgraduate students increased to 543 in the academic year 2022-2023 and to 861 in the academic year 2023-2024.

Enrolled: In the academic year 2021-2022, male enrollment was 1082 and female enrollment was 1443, while in the academic year 2023-2024, male enrollment decreased (968) and female enrollment increased (1729).

Graduates: In the last year of analysis 2023-2024 – more women graduated than men

Graph 41. Total distribution of postgraduate students by gender and by category



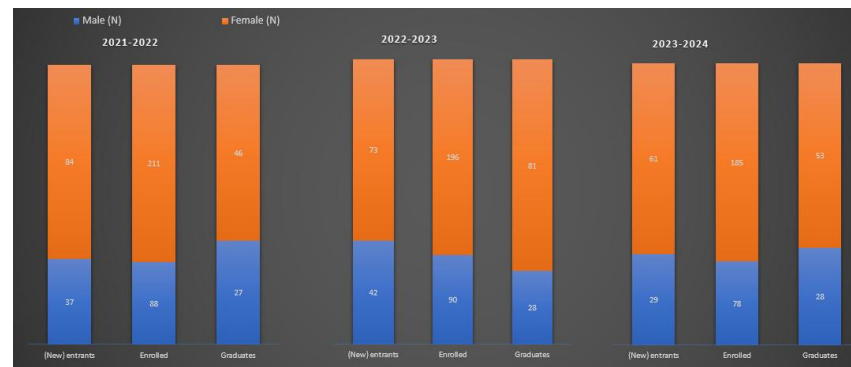
Postgraduate students (by gender) by School

The analysis of the data of the student population (postgraduate programs) shows that its gender distribution as well as the total number of postgraduate students differs depending on the School of study.

School of Economic and Regional Studies: Over time, there are more female newly admitted students than men. Regarding the category of registered postgraduate students, the data shows that over time, there were more women than men. In the last year, there were 78 male registered students compared to 185 women. Also, there are more female graduates compared to male graduates and specifically male

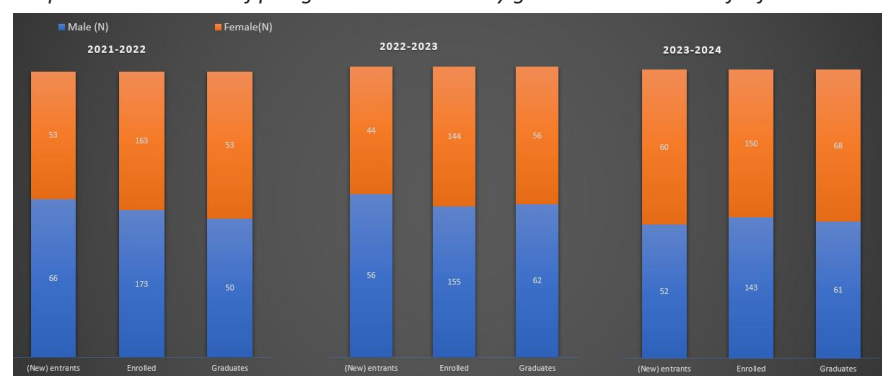
graduates in the academic year 2023-2024 were 28 compared to 53 women (Graph 42).

Graph 42. Distribution of postgraduate students by gender in the School of Economics and Regional Studies



Single-Department School of Information Sciences: Men outnumber women in terms of the category of newly admitted students during the first two academic years under review, while in the academic year 2023-2024, women outnumber men. Specifically, in the academic year 2021-2022, newly admitted postgraduate male students were 66 compared to 53 newly admitted female postgraduate students. On the contrary, in the last reference year (2023-2024), newly admitted male postgraduate students were 52 compared to 60 newly admitted female students. Regarding the number of enrolled postgraduate students, in the last year there are small differences between the genders, while with the exception of the academic year 2022-2023, in the remaining years women were more than men in terms of the graduation rate from postgraduate programs (Graph 43).

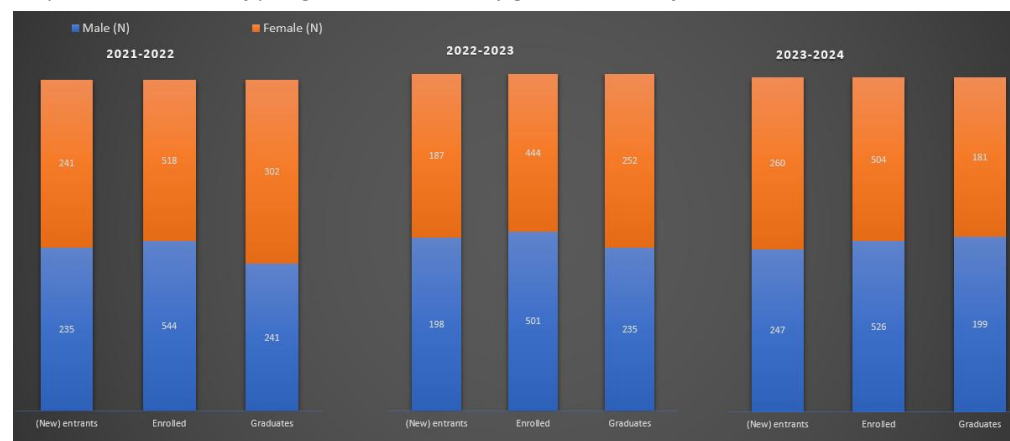
Graph 43. Distribution of postgraduate students by gender in the School of Information Sciences



School of Business Administration: In the category of newly admitted postgraduate students, it is observed that, with the exception of the academic year 2022-2023, female students outnumber men. More specifically, in the academic year 2021-2022 there were 235 men and 241 women who were admitted to postgraduate programs

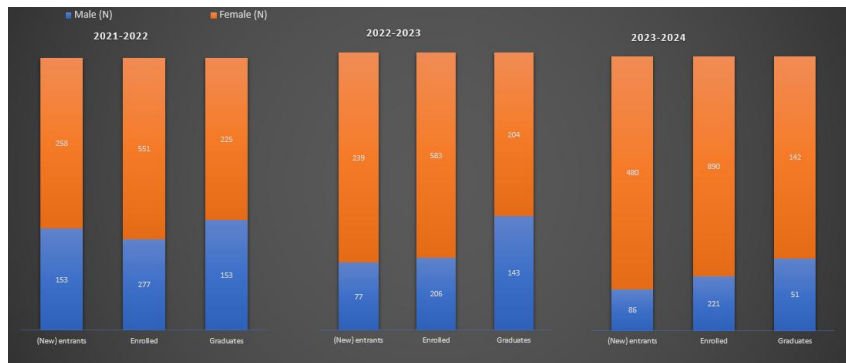
of the School, while in the last reporting year 247 men and 260 women were identified. The data differ in terms of the registered students. In the academic year 2021-2022, male students were 544 compared to 518 women, and in the last reference year, the number of students enrolled in postgraduate programs was 526 men and 504 women. Regarding the number of graduates from postgraduate programs of the School of Business Administration, the data shows that, with the exception of the academic year 2023-2024, in the other two reference years, the number of women is higher than that of men graduating from postgraduate programs (Graph 44).

Graph 44. Distribution of postgraduate students by gender: School of Business Administration



School of Social Sciences, Humanities and Arts: The data show that women outnumber men in all indicator categories. Specifically, in the academic year 2021-2022 153 male and 258 female students entered the School's postgraduate programs, while in the academic year 2023-2024, the corresponding figures were 86 male and 480 female students. In terms of the number of registered postgraduate students, in the academic year 2023-2024, 221 male and 890 female students are registered in the School's postgraduate programs. Finally, female postgraduate students outnumber men in terms of the number of graduates, as indicatively, in the academic year 2023-2024, 51 male and 142 female students graduated (Figure 45).

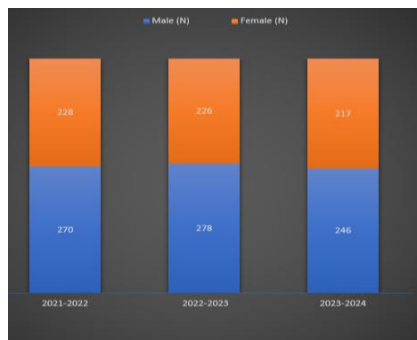
Graph 45. Distribution of postgraduate students by gender: School of Social Sciences, Humanities and Arts



Doctoral Candidates

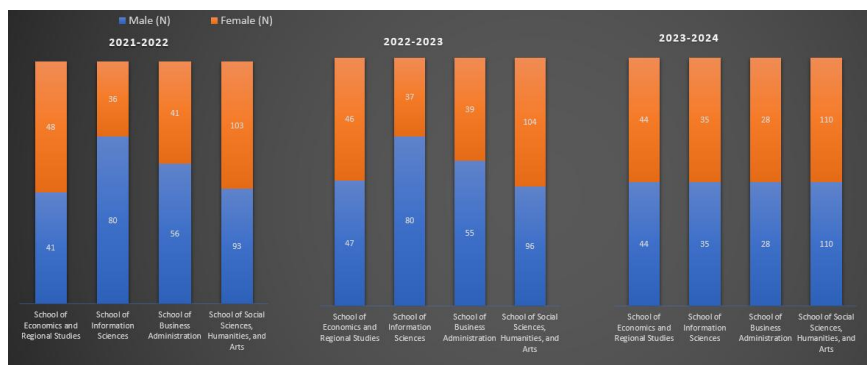
At the Institutional level, for the academic year 2021-2022, there were 270 men and 228 women enrolled in their doctoral studies. Over time, it is observed that men, at the institutional level, outnumber women in terms of participation (enrollment) in doctoral studies. Indicatively, in the academic year 2023-2024, active male doctoral candidates were 246 while female doctoral candidates 217 (Graph 46).

Graph 46 Distribution of doctoral candidates at the UoM



For a more complete analysis, data on registered PhD students were collected per School of the university (Graph 47).

Graph 47. Distribution of PhD candidates according to gender in each School



School of Social Sciences, Humanities and Arts: Over time, the number of women is greater than the corresponding number of men registered in third-cycle programs. Specifically, there were 110 women and 92 men, with the corresponding percentage being 54.5.

School of Economics and Regional Studies: With the exception of the academic year 2022-2023, in the remaining years under review, women also outnumber the registered PhD students. Indicatively, in the academic year 2023-2024, women were 44 and men were 34, and therefore constituted 56.4% of the total number of those enrolled in the third cycle of studies.

School of Business Administration: Female doctoral candidates numbered 28 and were numerically less than the 44 male doctoral candidates (percentage of women: 38.9%).

School of Information Sciences: In this particular School, the lowest percentage of women was observed in the total number of those enrolled in the third cycle as 35 women (31.5%) and 76 men were enrolled in doctoral studies.

8. Gender Equality Action Plan (GEP) at the UoM 2025-2028

The GEP of the University of Macedonia aims to integrate the gender dimension into the culture of the University, contributing to the formation of an inclusive organization. Strengthening gender balance in positions of responsibility and decision-making, in professional development, in balancing work and personal life and in combating discrimination are additional objectives of the GEP. For the development of this GEP for the period 2025-2028, the guidelines and specifications set out through the European Union (EU) “Horizon Europe” Framework Programme were followed. In particular, the UoM GEP includes actions and activities from the five (5) proposed thematic areas and specifically includes actions, measures and activities related to (a) balancing personal and professional life, (b) gender balance in leadership and decision-making, (c) gender equality in recruitment and professional development, (d) integrating the gender dimension in research and education and (e) addressing gender discrimination, including sexual harassment. It is noted that the UoM GEP 2025-2028, taking into account the above, has the following four main priority axes:

A. Gender mainstreaming and development of a gender inclusive culture: Key objectives of this priority axis include the creation of structures at UoM to support gender balance through the establishment of a contact group and the operation of a staffed GEAD Support Office that will develop communication and interact with the University Community. An additional objective is to strengthen gender balance in the procedures and practices at the University of Macedonia through the implementation

of seminars/events on the use of non-sexist language and through cooperation with relevant Departments of the University of Macedonia. The axis also aims to assess the current situation and promote a gender inclusive culture through regular collection, processing, analysis, and evaluation of gender-related data. The data will concern the Departments, Faculties, administrative services and the University as a whole and their evaluation will contribute to the mapping of guiding principles and instructions for strengthening gender balance in the Institution. Within the framework of this specific axis, actions will be implemented that aim to promote gender equality and combat discrimination: The GEAD committee will regularly implement actions (seminars, workshops, events) that aim to promote extroversion and promote gender equality in the University Community. Finally, the axis aims to ensure a balance between professional and personal life: The GEAD Office, in collaboration with competent administrative Departments, will record possible problems regarding the use of legal privileges for the balance between professional and personal life as well as will record suggestions and actions that aim to strengthen the balance between personal and professional life.

B. Gender mainstreaming in curricula, teaching and research: The main objectives of this specific priority axis include the promotion of gender equality in curricula and teaching. The GEAD Office and the GEAD Committee will undertake the regular recording of courses and educational programs (undergraduate, postgraduate, Lifelong Learning) that concern gender equality and will propose guidelines for the introduction of courses or the promotion of interdisciplinary material in the University Departments (e.g. through a toolbox) on gender equality and the fight against discrimination. At the same time, this specific axis aims to implement actions to raise awareness of the university community regarding the introduction of interdisciplinary thematic modules regarding gender equality and the fight against discrimination. In the same context, a toolbox (freely accessible and available) with material on gender equality and the fight against discrimination, including sexual harassment, will be developed. In addition, under the responsibility of the GEAD, special lectures will be implemented in collaboration with faculty members, organizations, etc. aimed at achieving the above objectives. Finally, proposals will be formulated to the competent bodies for announcements of positions of faculty member, visiting professor, etc. with a subject related to gender equality. An additional objective of this specific axis is the promotion of gender equality in Research. In order to achieve this specific objective, a record will be made of research programs and research activity related to the gender dimension. In addition, specific proposals will be made to the RC for the integration of

proposals regarding gender equality and the fight against discrimination. Also, on a regular basis (e.g. annually), the research activity will be recorded, analyzed and mapped, the gender dimension will be integrated and the research activity (e.g. publications) of the University Community will be analyzed based on gender, as well as the research programs of the University (RC, University Research Institute) based on the gender of the Scientific Director, in order to provide proposals and guidelines for strengthening gender balance in research. The GEAD will also take actions related to the continuation and related promotion of the annual award for research work on a subject related to gender equality and the fight against discrimination.

C. Gender balance in recruitment, professional development, and participation in leadership and decision-making positions: The main objective of this axis is to promote gender equality in recruitment, professional development, and participation in leadership and decision-making positions. To achieve this objective, gender-related data will be collected, processed, and analyzed regarding the specific parameters, as well as the formulation of instructions/guidelines/suggestions to ensure gender balance in the establishment of committees and bodies of the institution. An additional objective of this axis is gender equality in professional development, and in this context, the collection, processing, and evaluation of the required data may highlight possible gender-related professional development gaps and contribute to the formulation of guidelines. It is noted that in order to achieve the above goal, it is also considered important to formulate initiatives and create events/seminars/workshops for the empowerment of women.

D. Gender-based violence and sexual harassment: The purpose of this specific priority axis is to address gender-based violence and sexual harassment. In this context, the first objective is to formulate a protocol of actions for receiving and addressing reports and/or complaints on issues of gender equality and combating discrimination. In order to achieve the objectives, procedures will be established for the collection and recording of complaints based on applicable legislation. In addition, information material will be developed to guide members of the University Community in reporting/complaining of possible incidents. An additional objective is to create networks to connect the University Community with organizations providing support on issues of gender-based violence and sexual harassment. Finally, the axis aims at implementing events and actions to raise awareness of the University Community on issues of gender-based violence and sexual harassment as well as undertaking actions to prevent possible incidents through the organization and

implementation of events/seminars as well as through the creation and dissemination of relevant information material. It is noted that for the implementation of the above, an important role is played by the GEAD Committee as well as the operation of a staffed GEAD Support Office at UoM, which will be involved in all actions to achieve the goals set in the University's GEP. In addition, the GEAD Committee and the GEAD Support Office will coordinate actions and cooperate, as appropriate, with other structures/organizations/institutions for the joint responsibility of implementing the GEP. The detailed presentation of the UoM GEP, including the individual objectives, actions, target groups, Implementation Responsibility and Measurement Indicators, for the period 2025-2028 is presented in the following table.

Priority Axis	Objectives/ Goals	Actions Measures	Groups- Objectives	Implementation entity	Indicators
A. Inclusion of gender dimension and development of an inclusive culture related to gender	A1. Creation of support structures for gender equality	Creation of contact groups (1-2 p.) in each School of the University to collaborate with GEAD Committee GEAD Office function and contact with community of UoM	Academic staff, teaching staff, student body	GEAD support office GEAD, deaneries	Support unit, Annual reports
	A2. Gender equality in all procedures and daily practices in the University	Training (seminars/workshops/info material) of UoM members to use non sexist language	University community	GEAD Support Office, GEAD Committee, Rectorate, Personnel Office	Implementation measurement of the use of non sexist language, annual reports
	A3. Assessment/Evaluation of current situation and promotion of inclusive	Collecting information and data (qualitative and quantitative) related to gender in each faculty, academic or administrative unit Data analysis,	University community	GEAD Support Office, GEAD Committee, Rectorate, Personnel Office, Administration Directorate, Computer and Statistics Center	Annual reports, Gender Map of the university

	gender-related culture	evaluation, submitting annual report including all guidelines			
	A4. Promotional actions for gender equality and non discrimination	Support of actions (seminars, workshops, actions for information and dissemination of results) education and awareness-raising in the university community on issues of gender and against discrimination	University community	GEAD Support Office, GEAD, Rectorate, Center of Teaching Support Personnel Office	Annual reports
	A5. Promotion of work-life balance	Monitoring of flexible working hours where applicable. Collection of complaints/grievances in instances of no use of privilege detected according to the valid laws and provisions	University community	GEAD Support office, GEAD Committee, Rectorate,	Annual reports,
B. Inclusion of gender dimension in all study courses, teaching and research	B.1 Promotion of gender equality in all study courses and teaching procedures	Listing of courses in all active study programs (under and post-graduate) related to gender equality and gender and the respective programs offered at the Center of Lifelong Learning Submission of proposals for including courses of thematic chapters related to gender equality and non	University community	GEAD Support Office, GEAD Committee, Rectorate, Deaneries, academic, teaching administrative staff, Center of Teaching Support	Annual reports, information material for community engagement in gender equality and non-discrimination issues

		discrimination issues Engagement actions for members of the University community to include thematic chapters related to gender equality and non discrimination issues Development of material -tools available for broader use by the University community for issues related to gender equality and non discrimination issues Courses offered in a special lectures format in collaboration with other members of the academic staff, institutions, or other HEIs (local and international) Submission of proposals to appropriate decision bodies for hiring of academic staff, visiting lectors in the field of gender equality			
	B2. Promotion of gender equality in research	Listing of research projects of active research programs related to gender dimension. Inclusion of	University community	GEAD Support Office, GEAD, Rectorate, Deaneries, academic, teaching staff, Research	Annual reports, awards and nominations for relevant research projects/papers

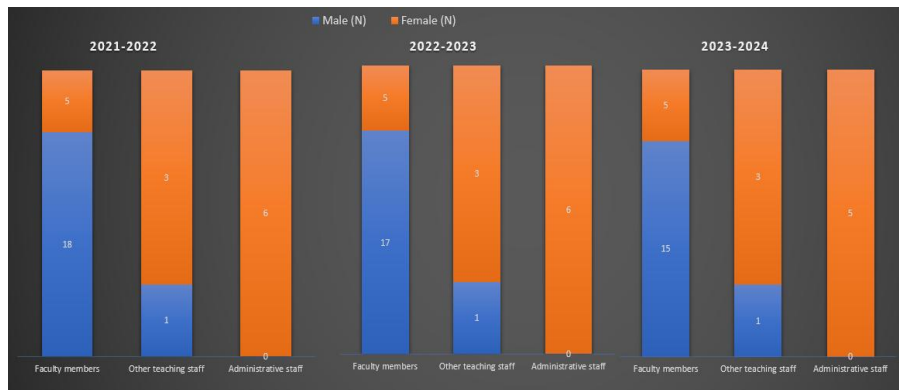
		research projects related to gender equality and non-discrimination in research empowerment actions applied by the Research Committee Listing of overall annual research activity (publications) of members of the University with gender related issues. Listing of research projects managed by the Research Committee or Research Institute of the university and the male/female distribution in the position of Scientific Coordinator Continuation of annual nomination/award for research work in the field of gender equality and non discrimination.		Committee	
C. Balanced representation of gender in all hiring procedures, professional development and participation in leading positions / decision making posts	C1. Promotion of gender equality in hiring procedures, professional development and leading	Collection, analysis and processing of data related to gender for hiring procedures, development, and participation in leading positions/decision making positions. Guidelines and introductions	Academic and administrative personnel at the University	GEAD Support Office, GEAD, Rectorate, Personnel Office	Annual reports, gender map of the University , guidelines and presentations (if available)

	positions/ decision making posts	(when deemed necessary) to ensure gender equality in the committees and decision making entities			
	C2. Gender equality in professio nal develope ment	Collection, analysis, description of data (absense, timeframe for development)	Academic and Administrativ e personnel	GEAD Support Office, GEAD, Rectorate, Personnel Office,	
D. Gender- based violence and sexual harassment	D1. Establishi ng a protocol of actions for receiving and dealing with reports and/or complai nts on issues of gender equality and combatin g discrimin ation.	Establishing procedures for collecting and recording complaints based on applicable legislation. Creating information material to guide members of the University Community in reporting/complai ning of possible incidents.	University of Macedonia Community	GEAD Office, GEAD Committee, Rector's Authorities, Legal Service	Information material on addressing gender- based violence and sexual harassment
	D2. Networki ng of university communi ty members with support organizati ons on	Creation of a cooperation network with local bodies to raise awareness on issues of gender- based violence and combat gender-based violence and harassment.	University of Macedonia Community	GEAD Office, GEAD Committee, Counselling service, Rectors' Authorities, Student Associations, Civil Society.	Annual reports

	issues of gender-based violence and sexual harassment				
	D3. Informing the university community, raising awareness on issues of gender-based violence and sexual harassment and actions to prevent related issues	Organization and implementation of informational events (conference, speech, etc.) with the aim of raising awareness on issues of gender-based violence and sexual harassment. Creation and dissemination of informational material (brochures, posters, etc.) to raise awareness on issues of gender-based violence and sexual harassment	University of Macedonia Community	GEAD Office, GEAD Committee, Counselling service, Rectors' Authorities,	Annual reports, program of informative events

Appendix Graphs

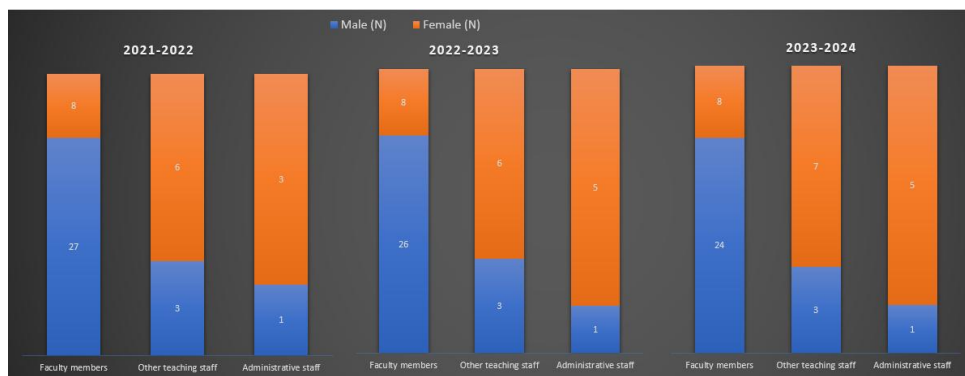
Graph 9. Distribution of administrative staff members by gender and by category in the ECO Department



Graph 10. Distribution of teaching staff members by gender and by grade in the ECO Department



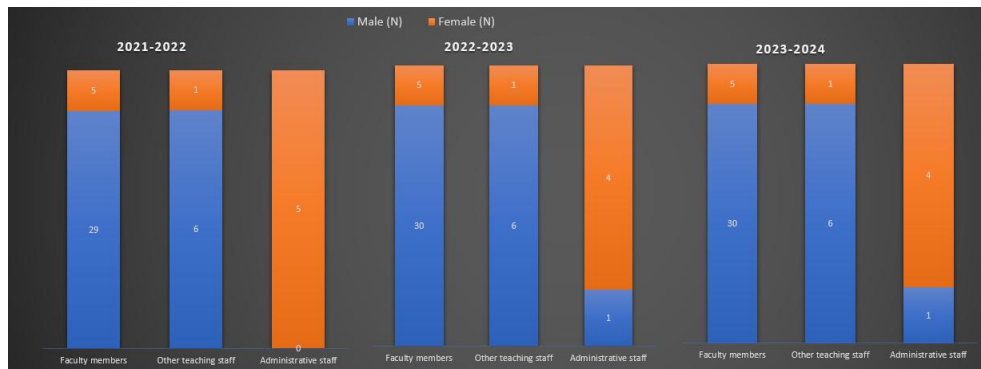
Graph 11. Distribution of administrative staff members by gender and by category in the BSO Department



Graph 12. Distribution of teaching staff members by gender and by grade in the BSO Department



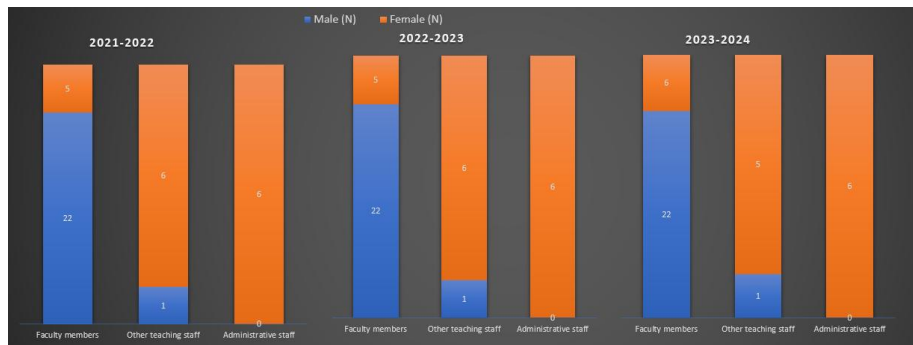
Graph 13. Distribution of administrative staff members by gender and by category in the AI Department



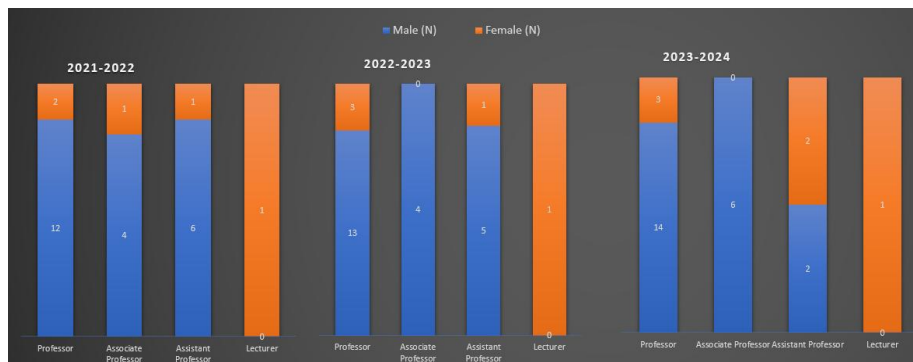
Graph 14. Distribution of teaching staff members by gender and by grade in the AI Department



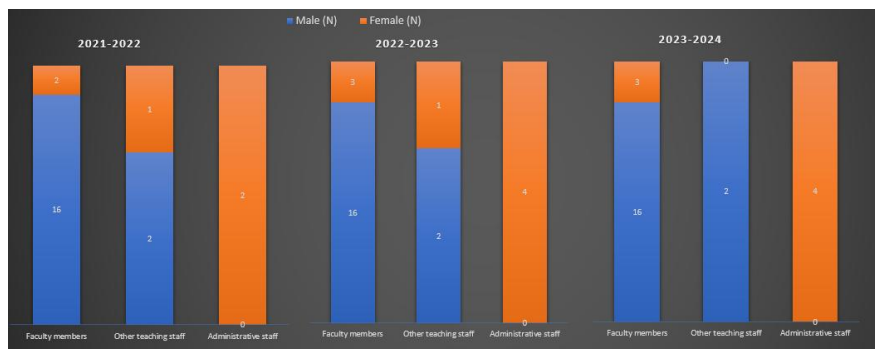
Graph 15. Distribution of administrative staff members by gender and by grade in the BSA Department



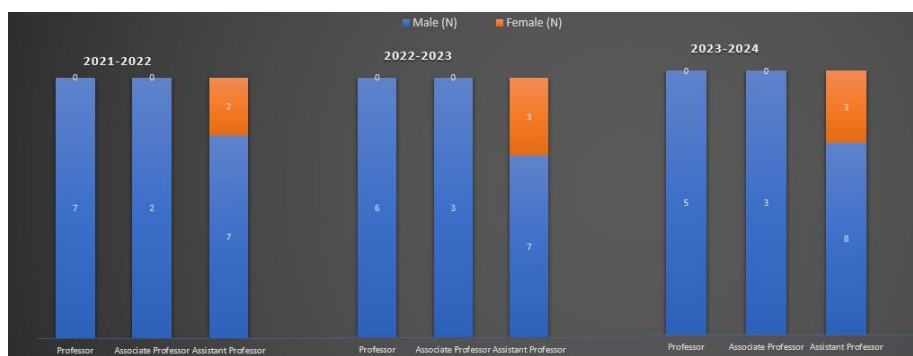
Graph 16. Distribution of faculty members by gender and by grade in the BSA Department



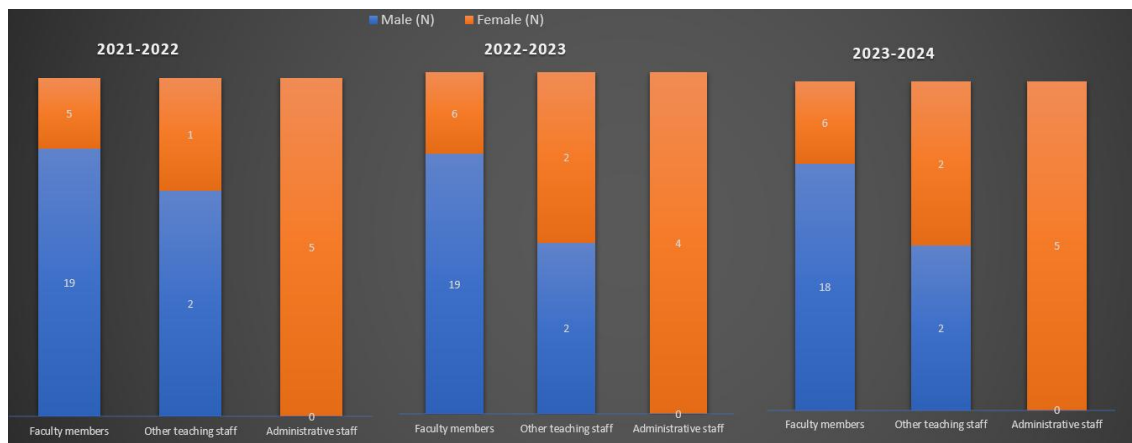
Graph 17. Distribution of administrative staff members by gender and by category at the AF Department



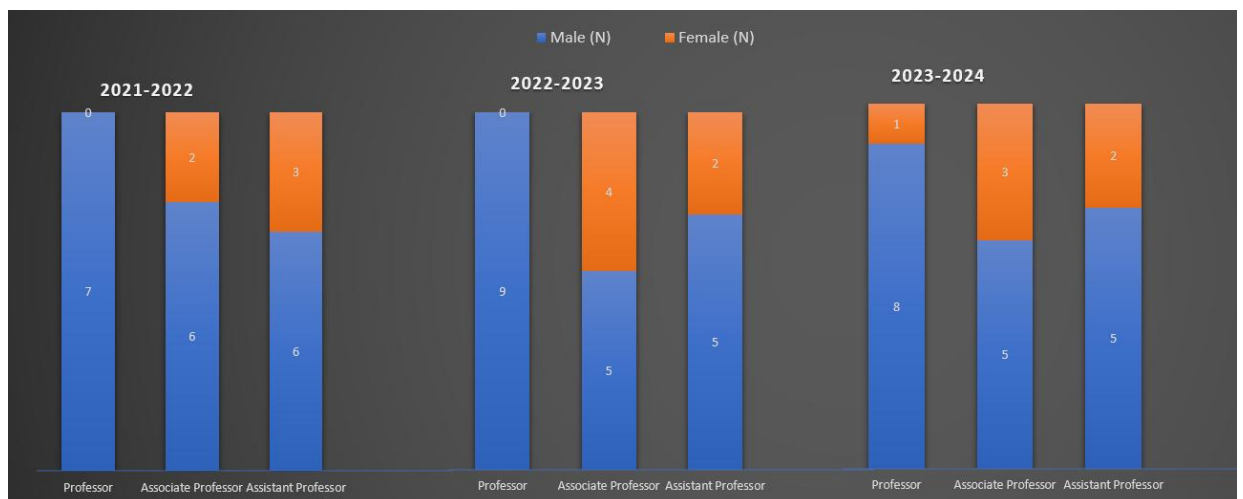
Graph 18. Distribution of faculty members by gender and by grade at the AF Department



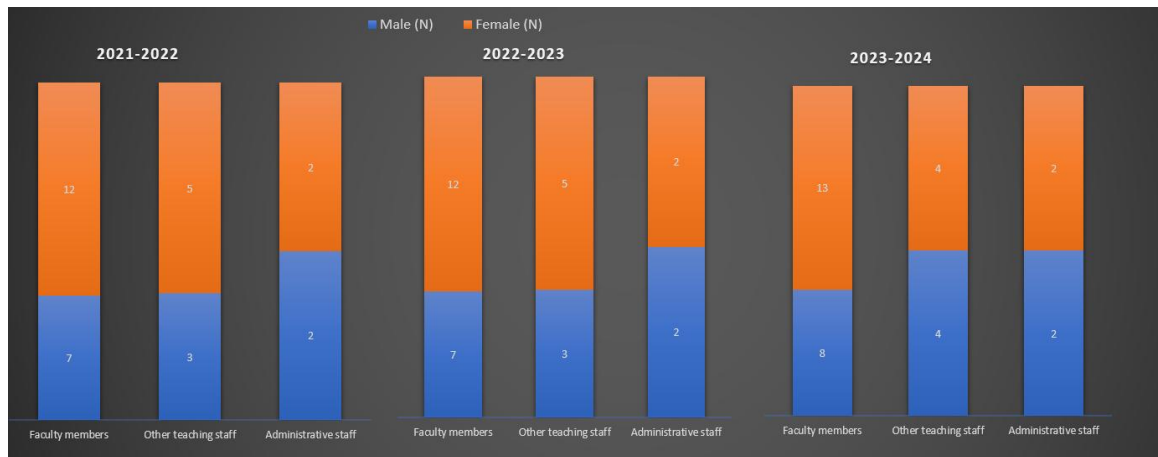
Graph 19. Distribution of administrative staff members by gender and by category at the IES Department



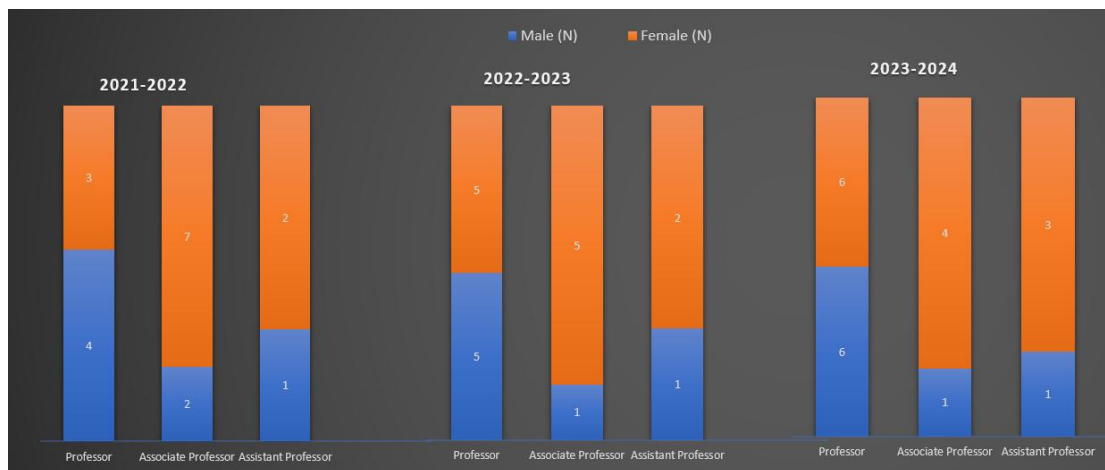
Graph 20. Distribution of faculty members by gender and by grade at the IES Department



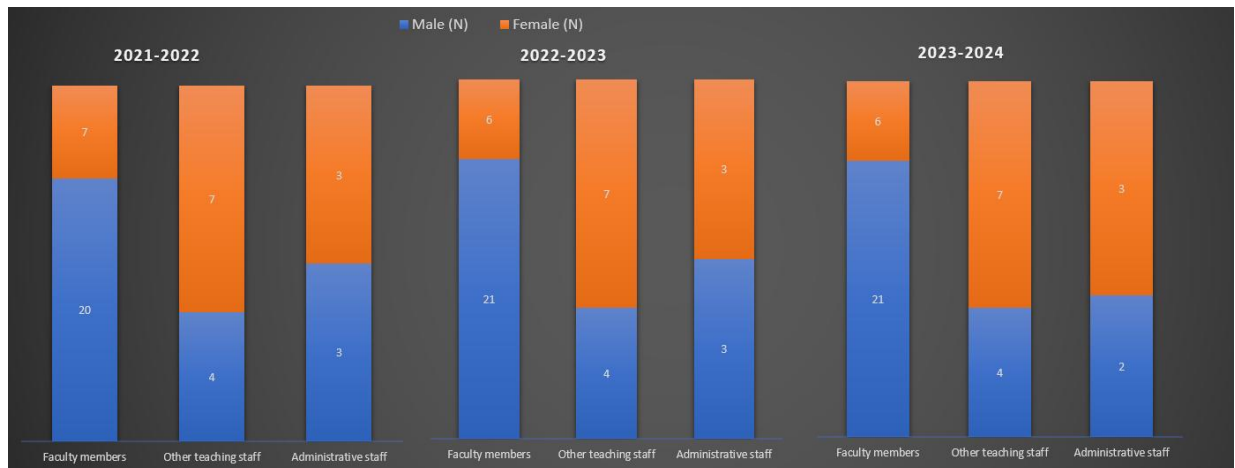
Graph 21. Distribution of administrative staff member by gender and by category at the ESP Department



Graph 22. Distribution of faculty members by gender and by grade at the ESP Department



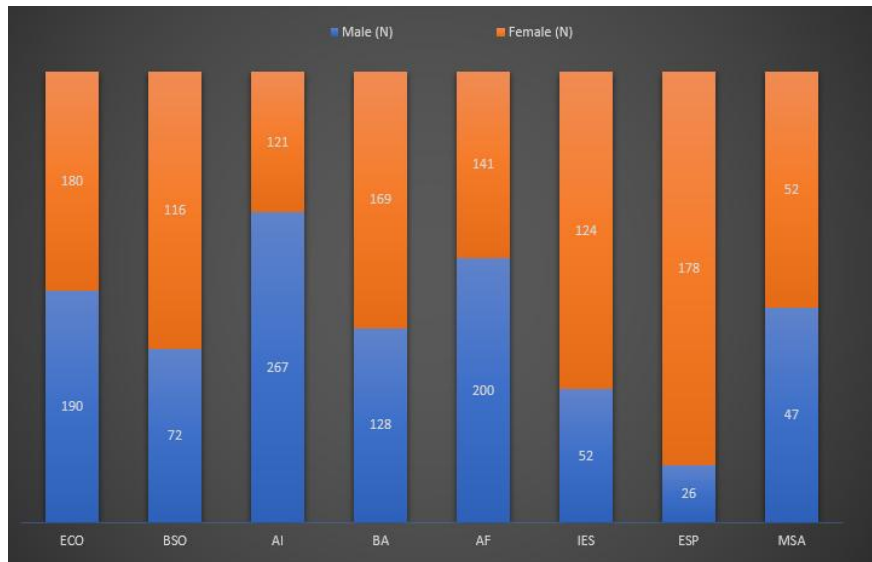
Graph 23. Distribution of administrative staff members by gender and by category at the MSA Department



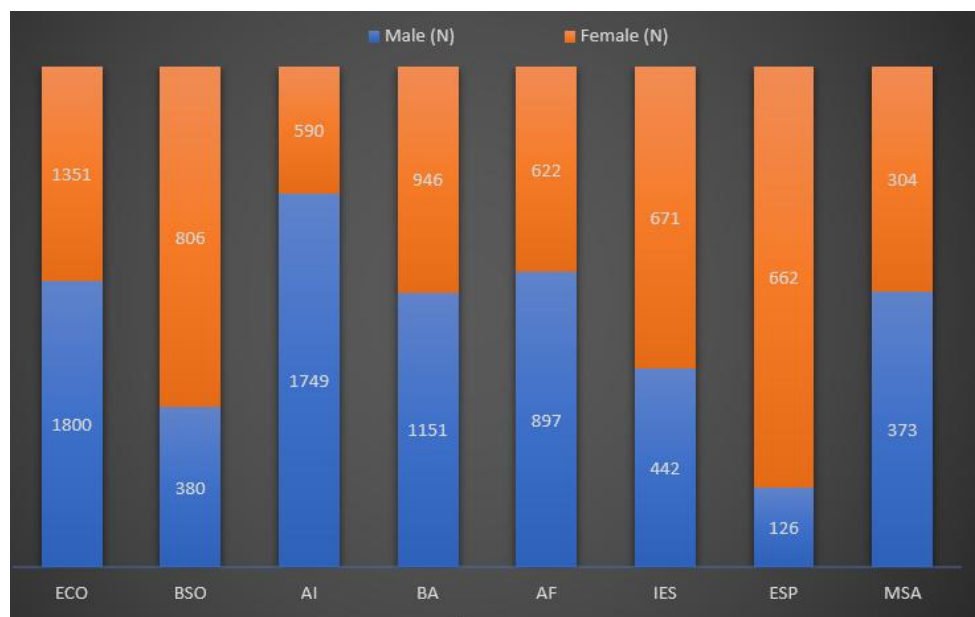
Graph 24. Distribution of faculty members by gender and by grade at the MSA Department



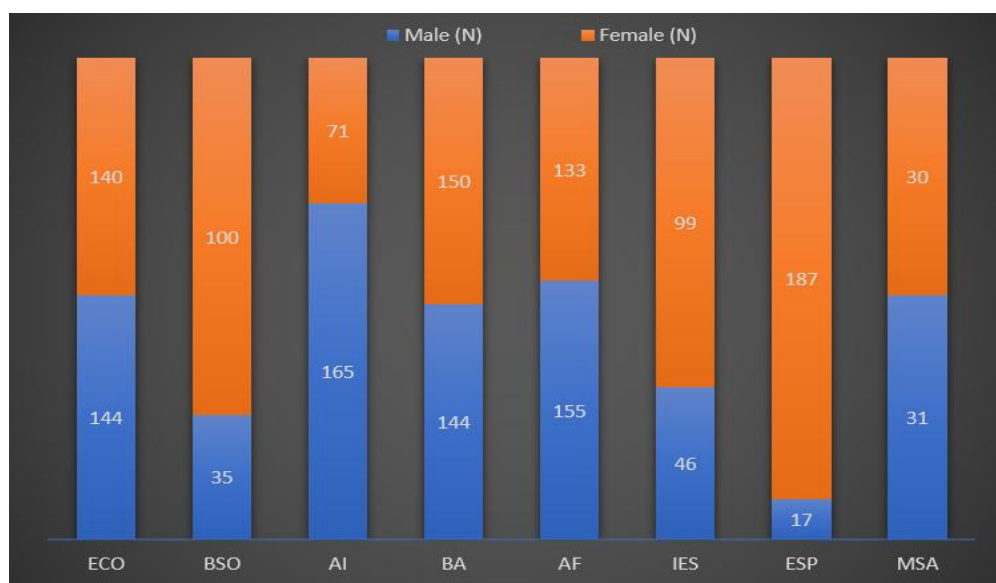
Graph 38. Distribution of student population by gender at each Department: newly enrolled male and female students in the 2023-24 academic year



Graph 39. Distribution of student population by gender at each Department: enrolled male and female students in the 2023-24 academic year



Graph 40. Distribution of student population by gender at each Department: graduates



Graph 47. Distribution of PhD candidates by gender at each School

