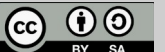




# Addressing gender-based violence in academic environments

Date. Facilitator's name, email address.

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# Agenda

9.30 – 9.50	<b>Welcome and Overview</b>
9.50 – 10.55	<b>Content Part 1.</b> Basic concepts
10.55 – 11.45	<b>Content Part 2.</b> Examples of gender discrimination and violence in the University
11.45 – 12.00	<b>Break</b>
12.00 – 12.45	<b>Content Part 3.</b> Inclusive and gender-neutral language
12.45 – 13.10	<b>Content Part 4.</b> University Protocol
13.10 – 13.30	<b>Closure</b>

# Training objectives

- Introduce participants to the basic concepts of sexual and gender-based harassment, discrimination, and violence in academic contexts.
- Equip participants with skills to use inclusive and gender-neutral language in professional and academic interactions.
- Illustrate real-life examples of gender discrimination and violence within universities to help participants identify and address such issues effectively.
- Provide clarity on the university's procedures for reporting, preventing, and responding to harassment incidents.

# Learning outcomes

- Understand and articulate the fundamental principles of sexual and gender-based harassment and their implications in academic environments.
- Demonstrate the ability to use gender-neutral and inclusive language in verbal and written communication.
- Recognize behaviours and situations that constitute gender discrimination and violence within universities.
- Understand university policies and protocols for handling harassment cases, ensuring compliance with institutional and ethical guidelines.

## Glossary

**Gender Balance:** An equitable distribution of genders within a group, organization, or team, often with the goal of fostering diverse perspectives and reducing bias.

**Gender Barriers:** Obstacles that limit opportunities, resources, or fair treatment based on gender, often rooted in societal norms or institutional practices.

**Gender-Based Violence:** Any act of violence directed at an individual based on their gender, often intended to establish or reinforce gender-based power inequalities.

**Gender Dimension:** The integration of gender considerations into the design, implementation, and evaluation of policies, projects, or research to ensure that they benefit all genders fairly.

**Gender Equality:** The state of equal access to opportunities and resources, regardless of gender, aiming to eliminate gender-based discrimination and ensure fair treatment for all.

**Gender Equality Plan:** A formal policy or document developed by an organization to promote equal opportunities and eliminate gender bias within the workplace or project environment.

**Gender Impact:** The specific effects or outcomes that an action, policy, or program has on gender equality or the experiences of different genders.

**Gender Inequalities:** Disparities in status, resources, opportunities, and treatment based on gender, often resulting from systemic biases or discrimination.

# Glossary

**Gender Mainstreaming:** A strategy in which gender perspectives are integrated into all stages of project planning, implementation, and evaluation, promoting equal opportunities and preventing gender-based discrimination.

**Gender Quotas:** A system of setting minimum requirements for gender representation in certain areas, such as employment or decision-making bodies, to promote gender equality.

**Gendered Metaphors:** Figurative language that reinforces gender stereotypes or assigns gendered characteristics to certain roles, objects, or actions.

**Gender-Sensitive Lens:** An approach or perspective that actively considers and addresses the different needs, roles, and experiences of individuals based on their gender.

**Language Bias:** The use of language that reinforces stereotypes or excludes certain groups, often unintentionally; this can include gendered terms or phrasing that favor one gender over another.

**Mitigating Measures:** Actions taken to reduce or counteract potential negative effects, such as policies or practices aimed at lessening gender-based barriers or biases.

**Sexual Harassment:** Unwanted or inappropriate behavior of a sexual nature that creates an intimidating, hostile, or offensive environment for the victim.

**Unconscious Gender Biases:** Implicit biases specifically related to gender, which can influence perceptions, decisions, and behaviors without conscious awareness, often perpetuating stereotypes and inequalities.

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## Basic concepts

- Difference between sex and gender
- Gender difference, gender identity, gender expression and sexual orientation
- Harassment
- Violence against women
- Violence against women at the University
- Harassment in Agriculture and Life Sciences Universities



# Difference between sex and gender

**Sex:** primary and secondary sexual characteristics of the body (external genitalia, internal genitalia, gonads, chromosomes, hormonal load, etc.).

**Gender:** a sociocultural construction that assigns different roles, aptitudes, capacities, personality traits and social responsibilities to men and women, and which is also built dichotomously on the basis of biological sex: masculine and feminine.

# Gender stereotypes

## Female gender

- Being sensitive and delicate
- Weakness and need for protection
- Submission and dependence
- Having daughters or sons
- Taking care of others
- Private sphere
- Sexually passive

## Male gender

- Force and aggressiveness
- Risk-taking and courage
- Independence and self-sufficiency
- Hardness and repressed emotions
- Authority
- Public sphere
- Sexually active

# Gender difference, gender identity, gender expression and sexual orientation

**Gender:** belongs to the sociocultural context and is shared with the people around us.

**Gender identity:** people, as individuals, have a specific gender identity, which matches the sex resulting from the binary male or female classification assigned at birth (cis people) or does not match (transgender people).

**Gender expression:** the way a person presents themselves to the outside world through their appearance, behaviour, clothing, hairstyle, etc. (being more or less masculine; being more or less feminine).

**Sexual orientation:** this is only determined by people's capacity for emotional, affective and sexual attraction towards people of another gender (heterosexual), the same gender (gay, lesbian) or more than one gender (bisexual), as well as by the intimate and sexual relationships they establish.

Harassment consists of any **non-consensual physical, verbal or non-verbal behaviour** by a person or a group of people directed at one or more people with the **purpose or effect of attacking their dignity**, especially when this creates an intimidating, hostile, degrading, humiliating or offensive environment.

The offensive actions or conduct must be insistent and repetitive for them to be classified as harassment. Nonetheless, some isolated or infrequent behaviours may be serious enough to qualify as sexual harassment.

# Classifications of harassment

- **Sexual:**

This refers to verbal, non-verbal or physical conduct of an unwanted sexual nature that attacks the person's dignity and creates an intimidating, hostile, degrading, offensive or uncomfortable environment or produces this effect.

- **By reason of sex:**

This refers to unwanted verbal or physical behaviour that attacks the person's dignity and creates an intimidating, hostile, degrading, offensive or uncomfortable environment, if this behaviour is motivated by or based on the sex or gender of the person being harassed.

- **By reason of sexual orientation, gender identity and gender expression:**

Any behaviour based on a person's sexual orientation, gender identity or gender expression that has the purpose or effect of violating their dignity or physical or psychological integrity, or of creating an intimidating, hostile, degrading, humiliating, offensive or uncomfortable environment.

# Examples of harassment

- **Sexual:**

Making obscene sexual comments, making sexualised jokes, sexually blackmailing or pressuring someone to have sex.

- **By reason of sex or gender:**

Making disparaging comments about women because they are women, making sexist or sexualised comments or jokes, asking questions with reference to motherhood, displaying a condescending attitude or making patronising comments, making comments about appearance.

- **Harassment by reason of sexual orientation, gender identity and gender expression:**

Making LGBTI-phobic comments or jokes, ridiculing or belittling, making lewd comments to a person because they belong to the LGBTI community, making homophobic physical attacks, using sexual orientation as an insult.

# Types of harassment

- **Horizontal harassment:**

The different forms of harassment can occur between male and/or female coworkers, in which case we call it horizontal harassment.

- **Vertical harassment:**

Vertical harassment occurs between superiors and subordinates, professors and students, that is, between people who hold different positions of power. Vertical harassment can be upward or downward.

- **Quid pro quo exchange harassment:**

A form of vertical sexual harassment in which the harasser threatens (or implies) the harassed person that if he does not submit to his sexual demands he will lose benefits, opportunities or conditions at work or in his career (when it occurs between teachers and students).

- **Hostile work environment harassment:**

A set of behaviours that creates an intimidating, hostile and offensive environment. Comments of a sexual nature, jokes (usually requires the actions to be insistent and repetitive, depending on the gravity of the behaviour).



# Violence against women

We define violence against women as the **violation of human rights through gender-based violence** that is a manifestation of discrimination and inequality within the framework of a system of power relations of men over women. It is inflicted by physical, economic or psychological means, includes threats, intimidation and coercion, and results in physical, sexual or psychological harm or suffering, whether it occurs in the public or private sphere.

## Violence against women can occur:

- In an intimate relationship
- In the family
- At work
- In the community

## Violence against women takes different forms.

These forms include:

- Sexist comments Insults and humiliations
- Controlling behaviour in an intimate relationship
- Physical and verbal aggression
- Microaggressions
- Rape or pressure to have sex

# Violence against women

**Violence against women is not a minor problem. It is a social problem and as such affects everyone.**

Men (from all social and educational backgrounds) who commit violence against women are ‘normal’ men, and the vast majority of them do not have a mental illness or disorder.

It should be noted that these more serious and more visible forms of violence are sustained by other less visible or less explicit forms of violence.

It is these subtle and invisible behaviours that make it possible to normalise situations of violence that victims, but also aggressors and their circle, may sometimes find hard to identify. Without this context, the escalation to severe violence, such as murder, rape or physical assault, would be virtually impossible.

## Who is usually bullied?

Harassment is a behaviour that is closely **linked to our society's structural inequalities** (sexism, classism, xenophobia, racism, LGBTI-phobia, etc.) and therefore its power relations and dynamics.

Although harassment can occur in any field or profession and in any age group, studies clearly show that **the vast majority of people who suffer harassment are women** and that in most cases the harassers are men.

# Who is usually bullied?

**People who deviate from the heteropatriarchal norm**, such as lesbian, gay and bisexual people, are also at risk of suffering these forms of violence, as well as transgender and intersex people, who may suffer harassment because of their sexual orientation and/or gender identity, **and anyone whose gender expression is non-normative** (whether or not they are part of the LGBTI community).

- Young women.
- Single women with family responsibilities (single, widowed, separated and divorced mothers).
- Women in professional sectors or jobs that are traditionally male (in which there are few women).
- Lesbian and bisexual women.
- Women with disabilities.
- Migrant women and/or women who belong to an ethnic minority.
- Women in precarious employment (subcontracted, occasional or temporary).

# What are we doing at the University?

We have made a commitment to create a **safe and respectful environment for all people** in which equality is upheld, and to do this effectively we need to listen, reflect and change attitudes and behaviours that have long been normalised.

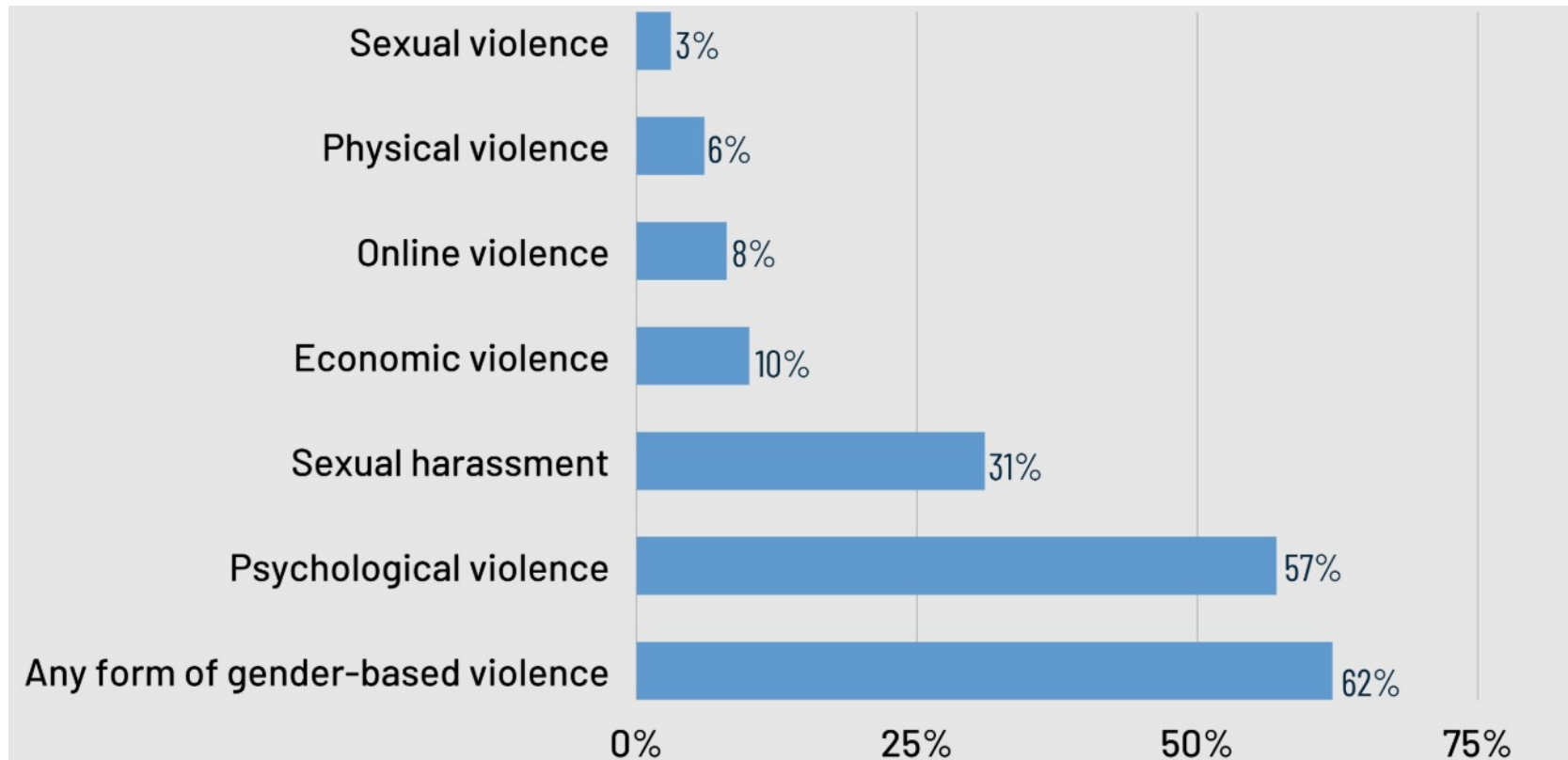
# Gender-based violence at the University

Within the University, **power relations, sexism and LGBTI-phobia** manifest themselves in different ways and generate different situations of inequality, abuse or violence, either because these situations take place within the University or because the people who belong to it are affected by them or have been affected by them in another context.

The highest risk of experiencing violence is **between the ages of 20 and 24**, although this risk starts from the age of 15. Most undergraduate students are between 18 and 24 years old.

# Gender-based violence at the University

Prevalence of any form of gender-based violence and by form on gender-based violence



**Source of data:** Lipinsky, Anke; Schredl, Claudia; Baumann, Horst; Humbert, Anne Laure; Tanwar, Jagriti; Bondestam, Fredrik; Freund, Frederike; Lomazzi, Vera (2022). UniSAFE Survey – Gender-based violence and institutional responses. GESIS – Leibniz Institut für Sozialwissenschaften. Data file Version 1.0.0, <https://doi.org/10.7802/2475>



# What are we doing at the University?

The University has drawn up the **UPC Protocol for Prevention and Response to Situations of Violence, Discrimination and Harassment (excluding workplace harassment)**.

**Are you aware of it?**

## Further information: Legal Framework (Spain & Catalonia)

- Organic Law 3/2007, of 22 March, for the Effective Equality of Women and Men
- Law 5/2008, of April 24, on the Right of Women to Eradicate Violence against Women
- Law 17/2015, of 21 July, on Effective Equality between Women and Men
- Law 17/2020, of 22 December, amending Law 5/2008, on the Right of Women to Eradicate Violence against Women
- Law 19/2020, of 30 December, on Equal Treatment and Non-Discrimination
- Organic Law 10/2022, of 6 September, on the Comprehensive Guarantee of Sexual Freedom

## Further information: Some data (Spain & Catalonia\*)

- Around 25% of women resident in **Catalonia** have been the object of some serious or very serious sexist aggression.

If we focus on the **university field**:

- Around 10% of female university students has felt coerced, harassed or sexually insulted (the frequency with which male violence affects university girls and women is enough to be alarmed).
- In **Catalonia**, studies indicate that the prevalence of sexist violence among female university students is around 15%.
- In **Spain**, we know that around 20% of female university students has suffered control or isolation from their partner (a terribly normalized form of sexist violence).

\*Male violence survey, Government of Catalonia (2016) ([https://interior.gencat.cat/ca/el\\_departament/publicacions/seguretat/estudis-i-enquestes/enquesta\\_de\\_violencia\\_masclista/enquesta-de-violencia-masclista-2016/](https://interior.gencat.cat/ca/el_departament/publicacions/seguretat/estudis-i-enquestes/enquesta_de_violencia_masclista/enquesta-de-violencia-masclista-2016/))

# Harassment in Agriculture and Life Sciences (ALS) Universities

## Forms of harassment:

- **In Classroom:** Inappropriate comments, sexist remarks, or exclusion based on gender.
- **In Labwork:** Labs often involve working in confined spaces or over long hours, increasing opportunities for inappropriate behavior. Shared spaces may also lead to diminished privacy, amplifying vulnerabilities.
- **In Fieldwork or Remote Locations:** Power imbalances, such as coercion or harassment by supervisors, peers, or local stakeholders. Isolated settings can increase vulnerability, limit access to support systems, and complicate reporting processes.
- **During Internships or Cooperative Education:** Harassment in workplace settings, often heightened by isolation in rural areas. Working in diverse cultural settings during fieldwork may expose individuals to environments where local gender norms differ significantly from university standards.
- **In Online Platforms:** Sexual harassment through emails, social media, or other digital communication platforms.

## Risk factors in ALS Universities

- **Fieldwork Settings:** Fieldwork often occurs in isolated or rural locations where access to support systems may be limited. Individuals may face harassment from peers, supervisors, or even community members during outreach or research activities.
- **Power Imbalances:** Close-knit academic environments often involve hierarchical relationships, which can discourage reporting due to fear of retaliation or damage to career prospects.
- **Non-traditional Work Hours:** Long and irregular work hours in labs, greenhouses, or field studies can create vulnerabilities for harassment, especially when working alone or in small teams.
- **Cultural and Regional Influences:** Gender norms in rural or agricultural settings may perpetuate discriminatory attitudes or behaviours. Students and researchers from diverse gender identities might face heightened risks in these environments.
- **Internships and Cooperative Programs:** Students working with industry partners or in agricultural operations might encounter workplace harassment, with limited oversight from the university.

# Consequences of Harassment in ALS Universities

- **Academic and Career Impact:** Victims may experience decreased academic performance, loss of research opportunities, or withdrawal from the field.
- **Mental and Physical Health:** Anxiety, depression, and burnout are common, especially in high-stress environments like fieldwork.
- **Loss of Diversity:** Harassment contributes to underrepresentation of women and gender minorities in these fields, particularly in leadership roles.

# Addressing Harassment in ALS Universities: Best Practices

- **Education and Training:**
  - Mandatory training for students, faculty, and staff on recognizing and preventing harassment.
  - Specialized training for fieldwork supervisors and researchers.
- **Policies and Reporting Mechanisms:**
  - Clear policies outlining unacceptable behaviors and consequences.
  - Anonymous and accessible reporting systems, including apps or hotlines.
- **Support Systems:**
  - Mental health and counseling services tailored to victims of sexual and gender-based harassment.
  - Peer networks and support groups for marginalized communities.
- **Monitoring Fieldwork and Labwork:**
  - Structured oversight for field and lab-based activities.
  - Buddy systems or scheduled check-ins during fieldwork.
- **Promoting Inclusivity:**
  - Initiatives to create a culture of respect and equality, especially in traditionally male-dominated areas like agriculture.
  - Inclusive representation in leadership and decision-making.



# Harassment in ALS Universities - Fieldwork

**Fieldwork Codes of Conduct** are crucial documents that outline the expected behaviors, responsibilities, and protocols to ensure safety and respect during fieldwork.

## Implementation Strategies:

- **Pre-Fieldwork Briefings:** Team members review the Code of Conduct, and supervisors emphasize its importance.
- **Written Agreements:** Participants sign a document acknowledging their understanding and commitment to the code.
- **Continuous Monitoring:** Field leaders maintain open communication with team members and address concerns promptly.
- **Post-Fieldwork Debriefings:** Participants discuss challenges, report incidents, and provide feedback to improve future codes.

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## Group Activity (*Template*)

*Try to identify **what is happening** in the scenes narrated in the context of the University, where different behaviours related to gender discrimination and violence appear.*

### **Everyday scenes we will deal with:**

1. Girls doing work on role models
2. Girl who goes up to the blackboard
3. Girl who has just arrived on Erasmus
4. Controlling behaviour in an intimate relationship
5. Boys' conversation about girls
6. Girl on work placement
7. Boys' instant messaging group
8. Girl starting work
9. Girls going out

*After each of the scenes you will find a brief explanation of the different phenomena that occur in each of the situations, with data and information that will help you complement what you have already read.*

## Group Activity: Scene 1 – Girls doing work on role models



**What is happening?**

**What are we doing at the University?**

## Group Activity: Scene 2 – Girl who goes up to the blackboard



**What is happening?**

**What are we doing at the University?**

## Group Activity: Scene 3 – Girl who has just arrived on Erasmus



**What is happening?**

**What are we doing at the University?**

## Group Activity: Scene 4 – Controlling behaviour in an intimate relationship



**What is happening?**



## Group Activity: Scene 5 – Boys’ conversation about girls



**What is happening?**

## Group Activity: Scene 6 – Girl on work placement



**What is happening?**

**What are we doing at the University?**

## Group Activity: Scene 7 – Boys’ instant messaging group



**What is happening?**

## Group Activity: Scene 8 – Girl starting work



**What is happening?**

**What are we doing at the University?**

## Group Activity: Scene 9 – Girls going out



**What is happening?**

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# Inclusive and gender-neutral language at the University

By addressing language at the University, we emphasize prevention, respect, and equity, fostering a safer and more inclusive academic environment.

- **Challenge harmful norms:** Language shapes attitudes and behaviours. Gender-inclusive language helps dismantle stereotypes and biases that contribute to gender-based violence.
- **Create safe environments:** Using inclusive language fosters respect and belonging, reducing microaggressions and creating a supportive academic culture.
- **Empower change:** It provides practical tools for educators and staff to address biases and model equitable communication, promoting systemic change.
- **Prevent discrimination:** Inclusive language discourages normalization of discriminatory behaviors that perpetuate gender-based violence.
- **Support institutional goals:** It aligns with academic commitments to diversity, equity, and inclusion, reinforcing the prevention of gender-based violence.



# Inclusive and gender-neutral language in teaching and research

We must strengthen the gender perspective in teaching and research through egalitarian communication in the classroom that avoids any discrimination based on gender, class, sexual orientation, origin, beliefs...

**Egalitarian communication** aims for everyone to feel equally and worthily represented when we express ourselves, whether orally, in writing, audiovisually or even non-verbally.

## What are we about?

- Avoid using the masculine as a generic form.
- References to groups, professions, job categories, positions...
- ...

# Inclusive and gender-neutral language in teaching and research (Language: English)

## References to unspecified persons

### 1. Generic plural

(subject) he/she → they

(object) him/her → them

(possessive) his/her(s) → their(s)

When **students** have no certificate, the University will ask **them** to take an exam.  
**Researchers** have to be completely objective in **their** findings.

# Inclusive and gender-neutral language in teaching and research (Language: English)

## References to unspecified persons

### 2. Double forms: “he or she”/ “his or her” (last resource)

The average student is worried about **his or her** marks.

Students are worried about **their** marks.

The average student is worried **about marks**.

### 3. The article

The applicant must demonstrate **his** ability to work independently.

The applicant must demonstrate **an** ability to work independently.

The applicant must demonstrate **the** ability to work independently.

# Inclusive and gender-neutral language in teaching and research (Language: English)

## References to unspecified persons

### 4. The second person and the imperative

- Less formal documents (manuals, guides, instructions...)

The student should make sure he checks **his** references carefully.

**You** should make sure **you** check **your** references carefully.

First, **turn on** your computer..

# Inclusive and gender-neutral language in teaching and research (Language: English)

## References to unspecified persons

### 5. Change of wording

A good architect knows that **he** should strive for accuracy.

**Accuracy is an important goal for a good architect.**

### 6. Simplification / Omission

A good student knows that **he** should strive for excellence.

**A good student strives for excellence.** (Simplification)

A good scientist relies, to some degree, on **his** common sense.

A good scientist relies, to some degree, **on common sense.** (Omission)

# Inclusive and gender-neutral language in teaching and research (Language: English)

## References to unspecified persons

### 7. All ~s, each ~, every ~, everyone/everybody, anyone/anybody, someone/somebody, those who

- They agree with the third person plural > they, them, their

All candidates are requested to include a cover letter and **their** CV in their applications.

Every candidate has to include references for work experience **they** have had over the past two years.

**He** who asks is a fool for five minutes, but **he** who does not ask remains a fool forever.

**Anyone** who asks is a fool for five minutes, but **one** who does not ask remains a fool forever.

# Inclusive and gender-neutral language in teaching and research (Language: English)

## References to unspecified persons

### 8. Impersonal expressions: person, party + they/them/their

- Common expressions in document templates (certificates, for example) and other official documents such as agreements.

For whatever purposes it may serve and at the request of the **person** concerned, I issue this certificate.

Each **party** must ratify the pact before it can take effect. **They** will then publish the text in their region's official gazette in the space of six months.



# Inclusive and gender-neutral language in teaching and research (Language: English)

## References to unspecified persons

### 9. Passive voice

Each student handed in **his** coursework on time.

All the coursework **was handed** in on time (by the students).

# Inclusive and gender-neutral language in teaching and research (Language: English)

## Professional categories

- Most categories have no gender (vice-rector, president, etc.)
- Without gender when it is the position and not the specific person.

**Chairwoman** Lithgow apologized for **her** absence.

A new **chair/chairperson** must be elected before the Senate's inaugural session.

Attention to ambiguities:

The chairperson apologized for **their** absence.

(Chairperson or other committee members?)

The **chairperson** apologized for not being able to attend.

# Inclusive and gender-neutral language in teaching and research (Language: English)

## Professional categories

### Examples of marked words

Marked word	Neutral word
businessman	business executive, manager
chairman	chair, chairperson
doorman	security guard
freshman	first-year student
ombudsman	ombuds officer

# Inclusive and gender-neutral language in teaching and research (Language: English)

## Reference to more than one person

**Chairwomen** Lithgow and Puig will offer a short press conference.  
Mr Ferrer and Ms Lithgow served as **chairpersons** at the meeting.

Harriet Harman has been the acting leader of Labor since the resignation of **Miliband**.  
**Harriet Harman** has been the acting leader of Labor since the resignation of **Ed Miliband**.

# Inclusive and gender-neutral language in teaching and research (Language: English)

## Male and female

- We will only use the distributive expression when we want to emphasize "men and women".

The survey obtained similar results among both **male and female students**.

Terry Harris, a well-known **female** productivity consultant, will advise the committee headed by Mr. Todd Sui.

Terry Harris, **a well-known productivity consultant**, will advise the committee headed by Todd Sui.

# Inclusive and gender-neutral language in teaching and research (Language: English)

## Headings

- Dear student
- Dear faculty member
- Dear colleague
- Dear Sir or Madam  
(addressee unrelated to the University)

# Inclusive and gender-neutral language in teaching and research (Language: English)

## Use of “Mr”, “Mrs” and “Ms”

"Mrs" = married woman

"Miss" = single woman

Mr (man)

Ms (female)

(no dot in British English)



# Inclusive and gender-neutral language in teaching and research (Language: English)

## Problematic words

- Words with “man” and others

Marked word	Neutral word
man in the street	people in general, people, the average person
man-made	artificial, synthetic
mankind, man	humanity, people, human beings, humankind, humans, the human race
manpower	workforce, labour force, employees, workers, staff

# Inclusive and gender-neutral language in teaching and research (Language: English)

## Problematic words

### Examples:

The **manpower** needed to complete the task was estimated at 2 employees.

The **workforce** needed to complete the task was estimated at 2 employees.

That's one small step for a man, one giant leap for **mankind**.

That's one small step for a **person**, one giant leap for **humankind**.

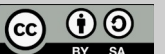


# Inclusive and gender-neutral language in teaching and research (Language: English)

## Automatic translations

Machine translators do not process double gender correctly!

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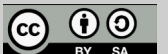
# Inclusive and gender-neutral language in teaching and research (**National Language**)

## Examples

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the European Union



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## What do we do at **UPC**?

**UPC** has developed protocols for prevention and action against violence, harassment and discrimination.

- Protocol for prevention and action for the student body
- Protocol for prevention and action in the work area

## Who to ask for advice?

- Equality reference person (Person in charge of equality at schools / Head of the Professional Development Service)
- Equality Office
- Student Council

# UPC Protocol for prevention and action against harassment

Route	Action	Consists of:	The University, through the protocol, must:
<b>Internal route (UPC)</b>	Direct action	Directly address the person who committed the acts	Include practical guidance on how to act
	Complaint: support and assistance	File a complaint with the UPC and ask for support from the reference person to resolve the situation	Appoint the reference person and a circuit of action
<b>External route</b>	Police and/or judicial / Administrative	Labour Inspection (complaint)	Inform about the non-exclusive nature of the internal routes
	Specialized external psychological-social support & awareness-raising workshops	The UPC has signed a collaboration agreement with the CONEXUS association (free service for students)	



1. An **investigative Commission** is established, made up of:

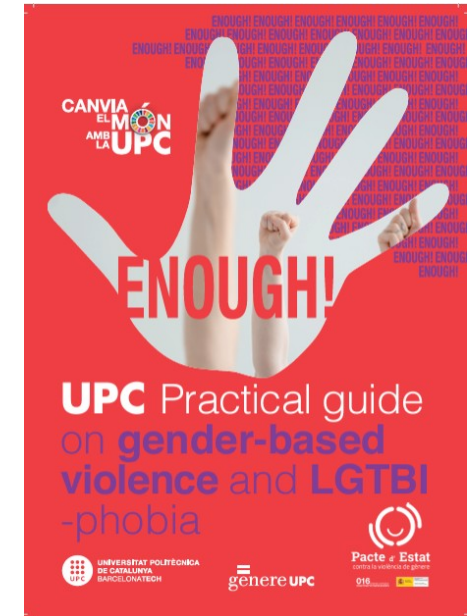
Student body	Work area
the person in charge of equality at the school	1 representative of the Personnel Area
1 person representing the student body (from the Student Council)	2 prevention delegates (from the Occupational Health and Safety Committee)
the Head of Studies	
an Equality technician (who acts as secretary)	
a Legal Services technician	
if necessary, a person specialized in gender violence	

1. An **investigative Commission** is established
2. The information is analyzed (quickly and) confidentially. **Interviewed separately:**
  - the harassed person
  - the alleged harasser
  - the people with relevant information about the case

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2. The information is analyzed (quickly and) confidentially. **Interviewed** separately:
  - the harassed person
  - the alleged harasser
  - the people with relevant information about the case
3. The Commission issues a **report for the Rector**:
  - finds sufficient evidence of harassment and proposes to establish precautionary measures
  - does not appreciate signs of harassment and proposes the filing of the case

## Awareness resources for the **UPC** community

- Students Workshops
- Staff / Equality reference person Trainings
- Campaigns (11-F, 8-M, 17-M, 25-N...)
- Materials: tote-bags, guides, roll-ups, posters...



# Agenda

9.30 – 9.50	<b>Welcome and Overview</b>
9.50 – 10.55	<b>Content Part 1.</b> Basic concepts
10.55 – 11.45	<b>Content Part 2.</b> Examples of gender discrimination and violence in the University
11.45 – 12.00	<b>Break</b>
12.00 – 12.45	<b>Content Part 3.</b> Inclusive and gender-neutral language
12.45 – 13.10	<b>Content Part 4.</b> University Protocol
13.10 – 13.30	<b>Closure</b>

# Recommended sources

- UPC – Violence against women awareness module:  
<https://rise.articulate.com/share/2LrVyOKeJZAqrMP-hOMleefCfTVJe0NJ#/>
- UniSAFE Project (<https://unisafe-gbv.eu/>)
- RESET Project (<https://wereset.eu/>)
- Gender-SMART Project (<https://gender-smart.eu/>)
- ADVANCEGeo Partnership (<https://serc.carleton.edu/advancegeo/index.html>)
- Gender Action (<https://h2020.genderaction.eu/>)
- Council of the European Union:  
[https://www.consilium.europa.eu/media/35446/en\\_brochure-inclusive-communication-in-the-gsc.pdf](https://www.consilium.europa.eu/media/35446/en_brochure-inclusive-communication-in-the-gsc.pdf)
- European Parliament:  
[https://www.europarl.europa.eu/cmsdata/151780/GNL\\_Guidelines\\_EN.pdf](https://www.europarl.europa.eu/cmsdata/151780/GNL_Guidelines_EN.pdf)
- University of Warwick: [https://warwick.ac.uk/services/equalops/getinvolved/initiatives/lgbtua/gender\\_neutral\\_language.pdf](https://warwick.ac.uk/services/equalops/getinvolved/initiatives/lgbtua/gender_neutral_language.pdf)
- Interuniversity Style Guide (<https://www.upc.edu/slt/ca/writing-resources/university-management/interuniversity-style-guide/upc-style-guide#gender>)



## Self-Evaluation (*Template*)

We would like you, **voluntarily and completely anonymously**, to complete a test related to the information we have provided you and the scenes we have proposed.

**Your collaboration helps us prevent gender-based violence.**



# Exit questionnaire

Before you go, we'd love to hear your feedback.

**QR code or short link**



# Addressing gender-based violence in academic environments

Date. Facilitator's name, email address.

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