Evidence map: institutional transformation during the first GEP cycle

Area	Starting point / problem	GEP intervention	Institutional change	Evidence	IGEP 2026–2030 continuation
Equality governance	Fragmented activities; one specialist; no local plenipotentiaries	University-wide GEP and investment in capacity	Permanent Equality Team; local structures; Observatory	1 → 6 central staff; 0 → 36 Equality Plenipotentiaries in 34 units	Consolidates multi-level governance and monitoring.
GBV / sexual harassment	Need for systematic prevention and response	Education, guidance, training, formal and informal pathways	Permanent institutional responsibility	8,055 SH-course participations; specialised pathways	Maintains GBV/SH prevention, reporting, support and response.
Discrimination / undesirable behaviour	Separate procedures and support mechanisms	Integrated policy, procedures and communication	Unified policy; Coordinators; specialised Commissions; Ombuds	Ombuds 265 → 444; formal complaints 4 → 43	Strengthens prevention, access and trust in support pathways.
Equality competence	Knowledge and awareness gaps	Multilingual e-learning, training, campaigns	Permanent educational infrastructure	35,835 e-learning participations + 6,374 other training participants; increased knowledge in 2024	Focuses on attitudes, culture and everyday practices.
Recruitment	Risk of informal/discretionary practices	Equality-sensitive recruitment standards	Mandatory University-wide rules	Ordinance No. 27/2025	Monitors new recruitment standards and equality-sensitive careers.
Career progression	Gender inequalities and caring-related barriers	Targeted programmes + broad research support	Support plus gender/career-stage monitoring	33 programme participants; 30 retained; 49.26% of young-researcher microgrants to women	Continues career support and disaggregated monitoring.
Leadership	Women underrepresented in senior decision-making	Monitoring, leadership training, career support	Gender balance systematically monitored	Women Deans 25% → 40%; Senate 25W/37M → 33W/32M; associate professors 40% → 44%	Continues monitoring and balanced leadership measures.
Work-life balance	Barriers combining careers/study and care	Parenthood research, process reform, guidance	Caring absences embedded in assessment rules	Assessment rules changed; support information systematised	Embeds work-life balance and support for at-risk groups.
Intersectionality / LGBTQ+	Diversity dimensions insufficiently captured	Targeted support and intersectional research	More explicitly intersectional EDI approach	Preferred-name/pronoun requests 53 → 104 → 135	Embeds intersectionality and overlapping inequalities.
Gender dimension in R&I	Limited institutional integration	Guidance and competence-building	Initial basis established	Guidance and training disseminated	Makes gender in research and teaching a strategic objective.