



National Technical University of Athens

**School of Electrical and
Computer Engineering**

Internal Gender Equality Assessment

National Technical University of Athens

School of Electrical and Computer Engineering



This research has been carried out by ECE - NTUA in the context of CALIPER project through the funded European Union's Horizon 2020 Research and Innovation under Grant Agreement No 873134.

Executive Summary

In the context of the Horizon 2020 project, [CALIPER](#), the School of Electrical and Computer Engineering of National Technical University of Athens (ECE - NTUA) has conducted an analysis to identify gender bias and inequalities inside the Institution.

This internal assessment followed the **three ERA priorities on Gender Equality** and examined them in the context of **specific activity/service areas** (e.g., human resources, institutional governance, institutional communication, research, teaching, student services, transfer to market, sexual harassment, intersectionality) inside ECE - NTUA.

The assessment depicts the situation based on data collected from the previous three years (2017-2018, 2018-2019, 2018-2020). ECE - NTUA has carried out the research activities (surveys, interviews, focus groups, desk research), involving different stakeholders (high-, and middle-management level, professors, researchers, etc.), and collected their qualitative and quantitative data.

These findings may lay the grounds for the design of the ECE – NTUA's Gender Equality Plan and its implementation and exploitation by the Institution as envisioned by the [CALIPER](#) project.



Introduction

Purpose & Scope

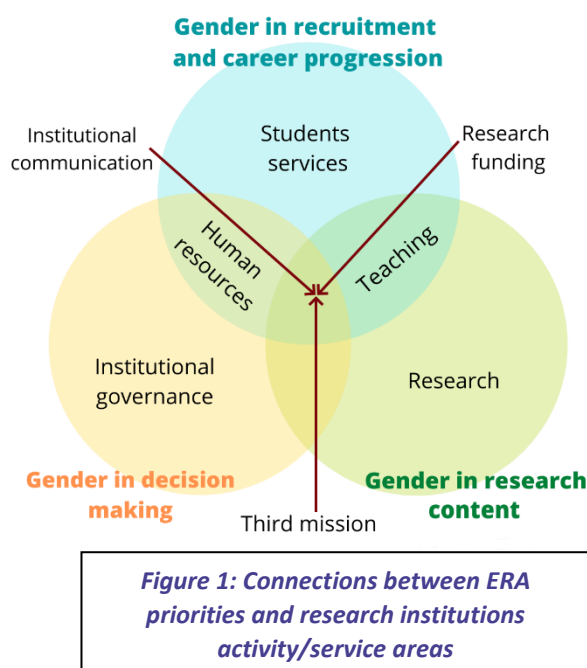
The internal assessment has been implemented by ECE - NTUA as the first step towards structural changes. The core goal has been to identify the existing gender bias and inequalities in internal processes, practices and procedures. The further analysis has concluded on the exact situation of the organisation and on the measurement units useful to compare and monitor the progress.

The internal assessment analysis has involved all the ERA priorities on Gender Equality¹:

1. Removing barriers to the recruitment, retention and career progression of female researchers.
2. Addressing gender imbalances in decision-making processes.
3. Integrating the gender dimension in research and innovation content.

The above priorities have been addressed through the analysis of the following research institutions activity/service areas:

1. Human resources
2. Institutional governance
3. Institutional communication
4. Research
5. Student service
6. Teaching
7. Transfer to market
8. Gender/sexual harassment
9. Intersectionality



The matrix on the right represents how the 3 ERA priorities on gender equality in research touch upon the different activity- service areas/functions of ECE - NTUA.

¹ Communication of the European Commission of the 17.07.2017

National Technical University of Athens – School of Electrical and Computer Engineering (RPO)

The data validation

This internal assessment report of the School of Electrical and Computer Engineering (ECE) at the National Technical University of Athens (NTUA), is based on qualitative and quantitative data. The data have been collected by the NTUA-CALIPER research team of the ECE institution, who carried out desk and policy analysis, interviews, surveys and focus groups, applying the internal assessment methodology provided within CALIPER project.

The data collection process

During the data collection activities, the NTUA-CALIPER research team reached personnel from different departments of the ECE institution (Administrative, Academic, Research & Teaching, Technical, and Research Personnel) as well as the Liaison-Career Office of the NTUA and the NTUA Professional Practice Office in order to gain more in-depth knowledge on the current and future activities at the University (NTUA) level (i.e. beyond the School of ECE, NTUA Central administration of the ECE School secretarial).

The data collected refer to the last three years (2017-2020). It is worth mentioning that the data collection took place at the beginning of the COVID19 pandemic, from April to August 2020. Therefore, the NTUA-CALIPER research team had to put additional effort and adapt its activities to the new situation (e.g. transfer physical interviews to online, reach out to personnel at the Central administration that could be working from home, etc.).

Overall, there were no significant issues on information regarding the qualitative indicators of the internal assessment. The desk research, the surveys and the interviews provided satisfactory levels of knowledge. The following adaptations have been done to the main tools of the internal assessment methodology:

- Survey - personnel categories:
 - The categories were adapted according to the personnel categories in the School of ECE. In some cases, more than one role is mentioned.
- Interviews:
 - The interview questions were adapted for each category of personnel as foreseen by the methodology. The critical questions were all asked, and an effort was made to ask most of the other items in the corresponding areas. In the case of professors/ members of the deanery, the questionnaires were adapted to ask the critical questions only, leading the conversation to the other issues depending on the flow of the discussion. This was necessary to maintain the interview within the short timeslots available for their interviews due to their tight schedule.
 - Interviewees in the internal assessment also provided information for the external evaluation on their own accord. In other cases, they were asked some of the questions for the external evaluation.
 - Some optional interview questions were not asked, as the answers were already known or answered early in the interview process, e.g. whether the School has adopted measures for career progression of the underrepresented gender.
 - Concerning top managers, interviews took place with 3 (out of 6) members of the deanery. It was not possible to arrange an interview with the rest.
- Focus group:
 - Instead of a separate internal and external focus group, a single combined focus group meeting took place, covering both areas separately (discussing first internal assessment topics, and then external ones).



Source of data

The **desk research and policy analysis** has been based on several National sources published by the Greek government and scientific publications authored by Greek Universities, including NTUA, the Aristotle University of Thessaloniki, the National and Kapodistrian University of Athens etc. The extensive list of references can be found at 0 References.

With regards to the **interviews**, seventeen (17) have been done at the ECE-NTUA level, to capture the vision of the high levels of the hierarchy on gender-equality. Attention was given to selecting people able to provide specific information on the background and future plans of the organization in terms of gender equality in the specific area. A **focus group** also took place with ten (10) participants, all from the NTUA - ECE. Finally, 112 persons have completed the **survey**, including researchers, members of the Deanery, Professors from different positions, the staff of administrative and HR offices, etc.

The figure below shows that more women were available to participate in an interview, while the majority of men completed the survey. As for the focus group, it had a balance among men and women.

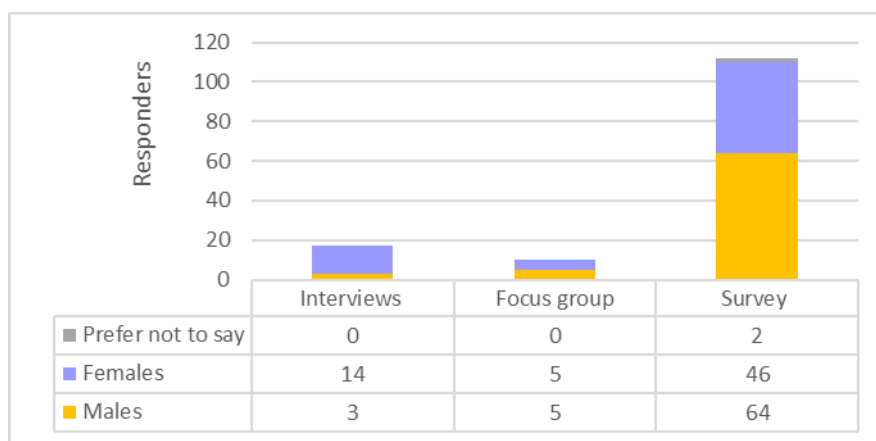


Figure 2: NTUA responders gender distribution

As for the professional profile of the responders, many high-level (Dean and vice-Deans)- and middle-level (Heads of Offices)- managers accepted to be interviewed, while some middle-level participated in the focus group as well.

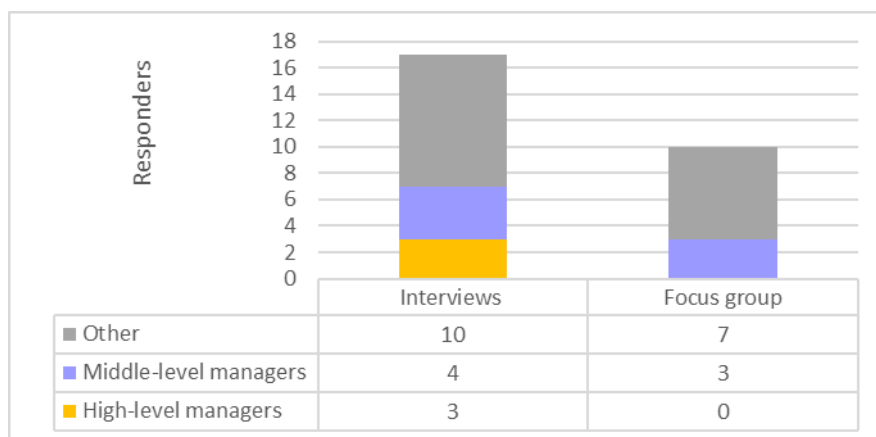


Figure 3: NTUA interviews and focus group responders' position in the organisation

The survey has been completed mainly by researchers and Full Professors. One of the Heads of a department (out of the 7 departments/sectors that exist in the School) has also filled it in. A small percentage of responses is comprised of administrative staff, HR, offices, etc.

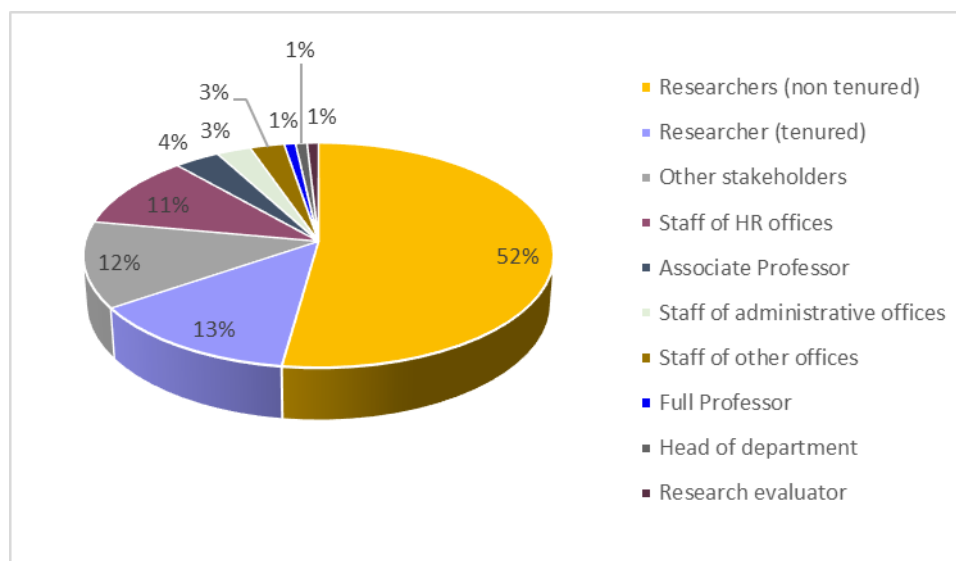


Figure 4: NTUA survey responders' position in the organisation

Internal assessment analysis of the activity/service areas

1. Human resources

Human resources management falls under the responsibility of the School administration and the Central Administration of the NTUA. Salaries and leaves for permanent personnel are managed by the NTUA General Directorate for Administrative Support (Which Includes the Directorates of administration, finance, IT, Studies, Student Services). The School and its governing bodies are responsible for faculty tenure and career progress decisions (General Assembly, Elector's committees), as well as the hiring and career progress of other permanent staff (Teaching laboratory Staff / Technical Laboratory Staff / Administrative Staff).

The NTUA-CALIPER research team has been investigating the existence of **gender-sensitive recruitment protocols/policies** and **policies to prevent gender bias in recruitment** in the School of Electrical and Computer Engineering (NTUA - ECE). ECE - NTUA is a School that currently employs 5 female Faculty members out of 61 in total Faculty members. This extends to the rest of researchers, i.e. non-permanent research staff such as PhD candidates, research associates, laboratory staff and others temporarily engaged in research projects. According to data provided by the Institute of Computers and Communication Systems (ICCS), in 2017, 2018, 2019, the Institute has signed temporary contracts with 607 persons, of which 170 were women, and 437 were men (28% vs 72% respectively). Note that academic staff were excluded from this sample. Therefore, women are underrepresented in tenured academics as well as researchers in general.

In the context of recruitment, ECE-NTUA doesn't have specific gender-sensitive protocols for recruitment and hiring in ECE-NTUA. Particular processes for hiring permanent personnel (administrative, research, academic, technical) exist, but they are not explicitly designated by the School, rather than the Ministry of Education. The Ministry announces vacancy notices describing the full requirements of qualifications and experience needed and all eligible candidates have the right to submit their CV. Candidates are assessed on their capabilities and experience, while the gender dimension is not considered.

There are four (4) categories of permanent personnel (academic, administrative, research, technical) in ECE-NTUA. Hiring processes for three of these categories (academic, administrative, technical) follow the procedures established by the Ministry of Education and the Supreme Council for Civil Personnel Selection (ASEP), while work behavior and ethics follow the civil servants' code.

The procedures for hiring administrative, technical, and academic (permanent) personnel, as defined by the relevant legislation, do not foresee an explicit interview stage. Academic and professional qualifications are evaluated, but there is no gender-sensitive criteria. Two new academic positions have been filled, by one male and one female, in the last 5 years. Regarding recruitment and hiring of academic personnel (permanent) in ECE-NTUA, vacancy notices are announced through the Apella electronic system (<https://apella.minedu.gov.gr/>), by the Ministry of Education. All announcements, procedures and deadlines are regarding the “election” (i.e. hiring) of faculty members in Greece are uploaded. Candidates can also apply through the system. The “election” criteria established refer to the academic profile and background of each candidate, but no gender-relevant issues are considered. The Electors are selected from the School's registries; therefore, the allocation of women electors is low, in line with the overall gender distribution of the School's academic staff. Within this framework, and as noted in the interviews, given the same qualifications, male Electors tend to prefer male candidates, as opposed to female Electors that may show no preference at all. The school has elected (for academic grade promotion) 2 female professors and 26 male professors in the last five years.

Finally, regarding recruitment and hiring of non-permanent personnel, the School usually announces vacancy notices, fully describing the needed qualifications and eligible candidates may participate. Additionally, the School announces notices for PhD candidates, according to the needs of each research field. These notices have specific requirements (final grade, research area etc.) but do not include gender sensitive criteria or protocols. Non-permanent personnel and researchers are hired through vacancy notices announced either by the Rector's Office, or by the School's Deanery. Criteria regarding knowledge background, experience etc. may be applied, but no gender sensitive recruitment protocols/policies or policies to prevent gender bias in recruitment exist.

Note that an interview stage is also not foreseen explicitly for both permanent and non-permanent personnel, but informal interviews may take place in some cases (e.g. informal discussions with supervisors may take place when assessing PhD candidates).

Regarding permanent administrative personnel, as well as academic personnel, **career breaks** are allowed and established by law. Administrative personnel can be granted unpaid leave for up to five (5) years. Also paid leaves for educational reasons (Postgraduate studies, PhD's etc.) are foreseen. All long-term leaves need to be approved by the Staff Council. The same stands for academic personnel, for which career breaks due to research or other reasons (care-related reasons) are also granted.

Turning to the **career progression**, the contracts for academic staff (Grades, A, B, C, D in Greece as defined in European Commission (EC). (2019). *She Figures 2018*, p.196). Grades A/B/C are tenured (permanent) Grade D is temporary (fixed-term). For the permanent administrative personnel, the promotion/tenure process and criteria are the responsibility of the University (and not the School of ECE). The promotion policy is aligned with the common promotion policy of the Greek public administration. The criteria used are not flexible. Promotions for permanent personnel are based on the supervisor and Head of Administration's written performance assessments. Faculty promotions are based on research performance, teaching experience and years at the position.

Non-permanent personnel and researchers' promotions (wage promotions) occur through experience (years of experience), scientific expertise (PhD nomination and other scientific work) and other related criteria. Major life events are not considered. The application of flexible criteria depends on the negotiation and



agreements with the research supervisor (e.g. project principal investigator, research group leader, etc.), and the informal norms established in each research group and laboratory. The sex ratio both on a permanent and temporary contract is male.

The Glass Ceiling Index is decreasing among the last three years, in 2017 was 2.0, in 2018 was 1,66 and in 2019 also was 1,66. It is calculated as no of women in Grades A,B,C / no of women in Grade A.

The measures implemented in NTUA regarding **maternity/paternity leaves** are the ones established by laws, presidential decrees and EC directives. Note, however, that these measures apply only to salaried/permanent staff (i.e. faculty, administrative, technical, laboratory staff) or temporary staff under a fixed-term contract. These generally don't apply to temporary staff with an agreement based on delivering a specific piece of work (e.g. work on a research deliverable), which have an "independent contractor" status. In this case, they need to informally agree on work-life balance arrangements with the project leader or research supervisor for the lab. The relevant survey respondents provided data on the work-life measures. Most of the survey respondents seem to know about measures such as working from home, parental leaves, sabbaticals, support for returning to work and flexible working hours, and consider them overwhelmingly positive. The exception is part-time work, for which many respondents have some doubts. However, note that all salaried positions are currently full-time, while temporary research contracts have no specific working hours.

In terms of work-life balance, mainly women are taking parental leave (Technical laboratory, Faculty, Administrative and Research and Teaching staff) and the unpaid leave is the most common request. As for the remuneration, the gender pay gap is 68% for all Staff.

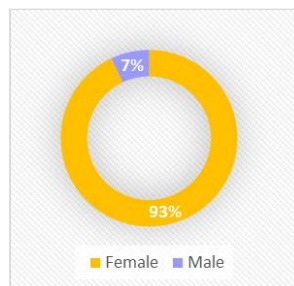
The figures below depict the current situation.



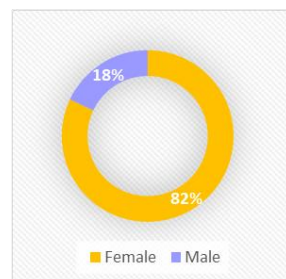
Human resources

Recruitment

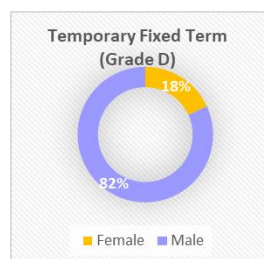
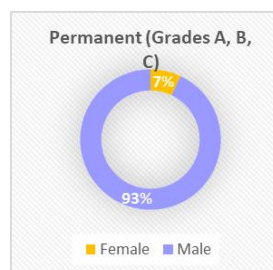
Sex ratio on permanent contract



Sex ratio on temporary contract



Sex ratio on type of contract for academics



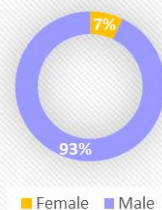
The definitions for Grades A,B,C correspond to those used for Greece in the She Figures 2018 report (European Commission (EC). (2019). She Figures 2018, p.196). These are:

Grade A: Professor, Grade B: Deputy Professor, Grade C: Assistant Professor, Lecturer. Numbers for 1/1/2020

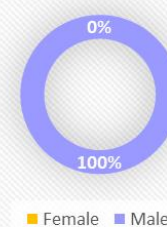
Vertical segregation

Proportion of women grade A/B/C staff

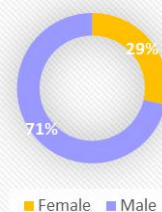
Grade A Faculty



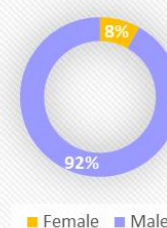
Grade B Faculty



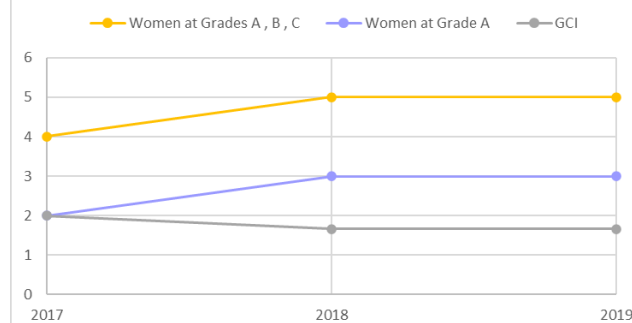
Grade C Faculty



All Grades



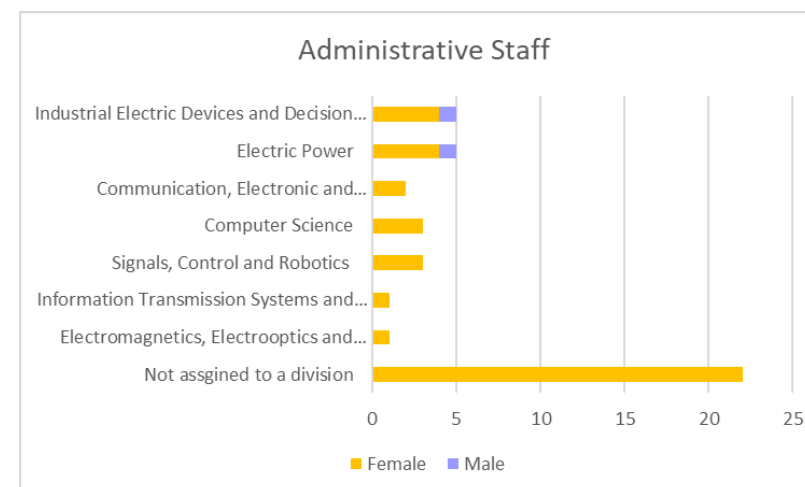
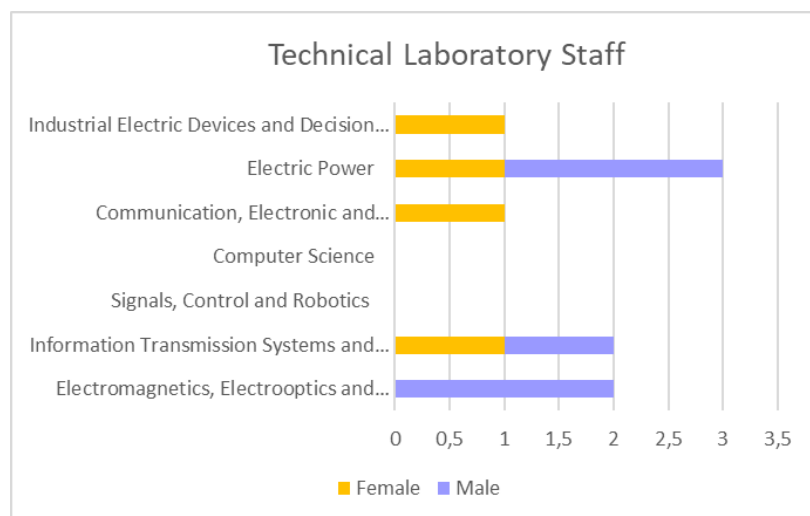
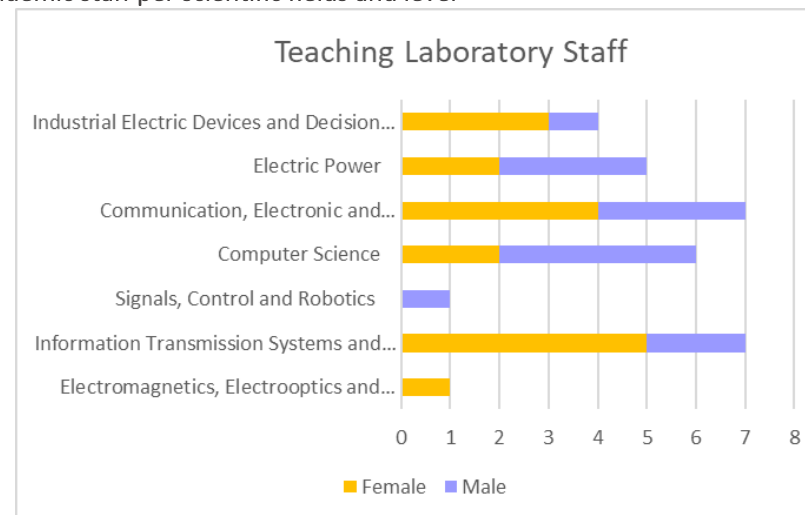
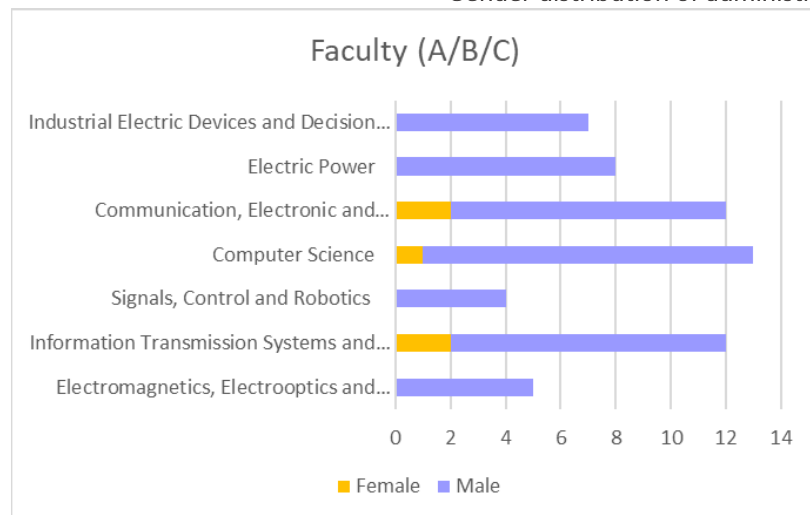
Glass Ceiling Index



Human resources

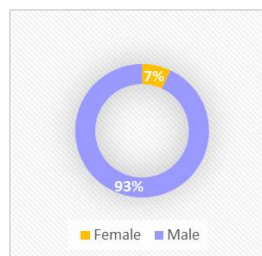
Horizontal segregation

Gender distribution of administrative and academic staff per scientific fields and level

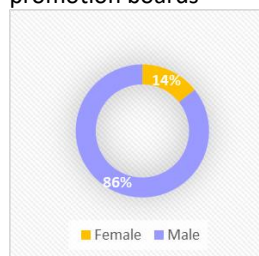


Recruiting and promotion panels/boards

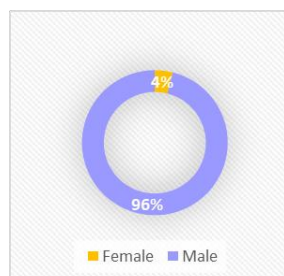
Faculty tenure boards



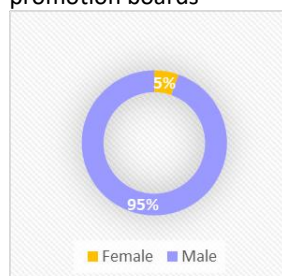
Teaching Laboratory Staff promotion boards



Faculty promotion boards

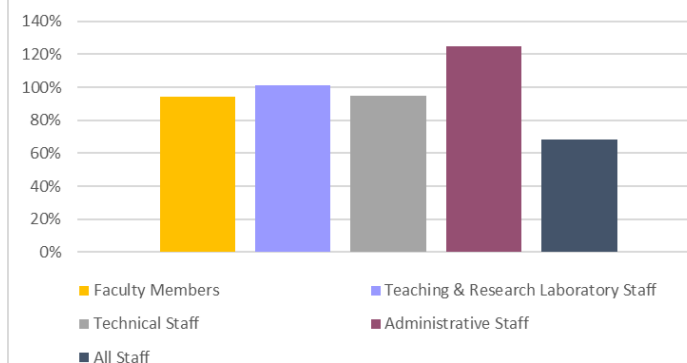


Technical Laboratory Staff promotion boards



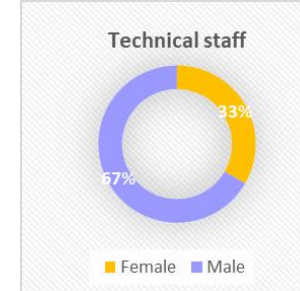
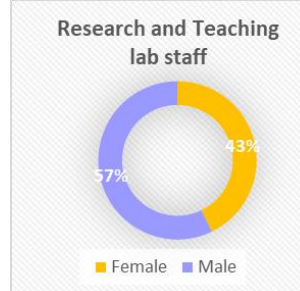
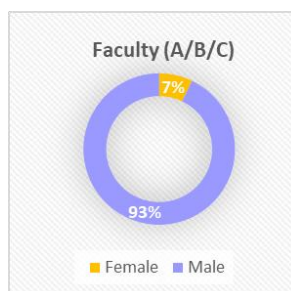
Remuneration

Gender Pay Gap (female/male)



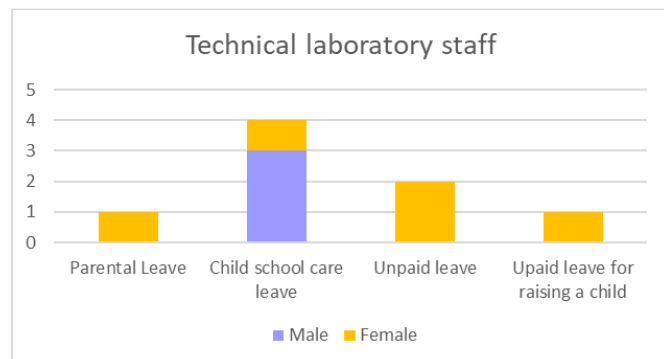
Career progression

Number of women and men having achieved promotion in the last 5 years, both at the academic and administrative levels



Work life balance

Parental leaves by gender



Female career breaks and drop-outs

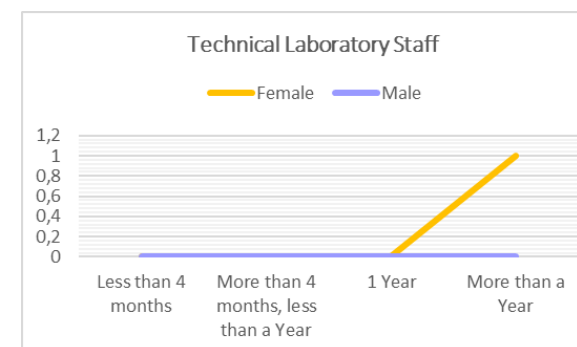
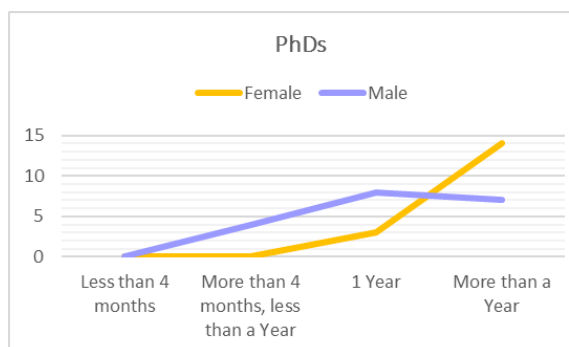
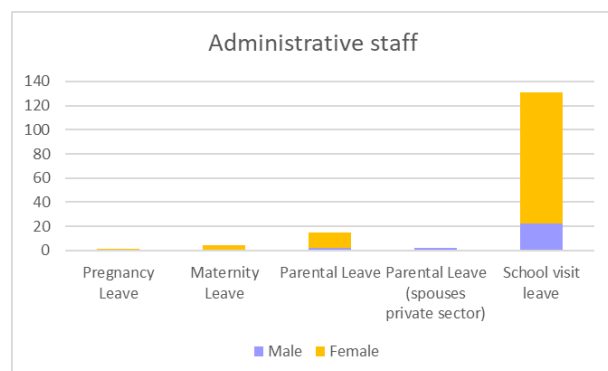
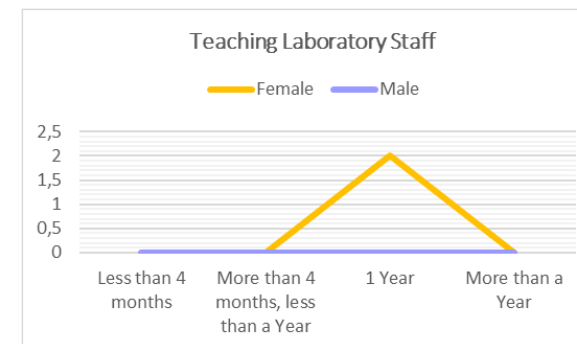
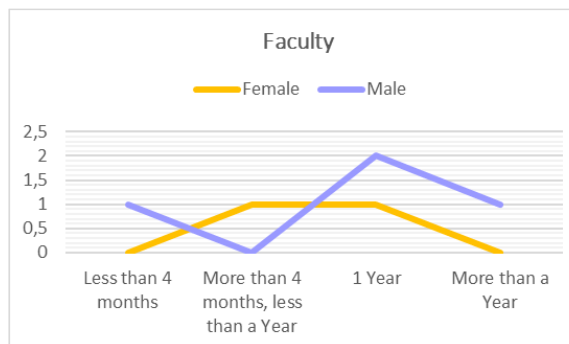


Figure 5: ECE-NTUA & NTUA human resources current situation

2. Institutional governance

The ECE-NTUA (as all other Schools and horizontal functions of the NTUA) is overseen by the University governing bodies. These include the Rector, Vice-Rectors, and the Senate. Faculty members of the School participate in those bodies, as well as various NTUA-level committees (e.g. The Research Fund committee).

The ECE-NTUA enjoys significant autonomy in institutional governance. The top decision-making positions is the Dean (currently male) and the Deanery (1 female, four male Vice Deans).

Desk research shows that that NTUA – and therefore ECE-NTUA as well – has a **commitment to gender equality**. NTUA was founded in 1837. In 1894 the NTUA's Director proposed, to the Ministry of Education, the admittance of women to NTUA's "School of Arts". The proposal was accepted, and at the same year, an exceptional "Graphics and Plastics" class for women was established. During the 1920s the first women engineers graduate from various Schools of NTUA (Thanailaki P., 2012)

NTUA operates under state supervision, wielded by the Ministry of National Education and Religious Affairs. The NTUA internal Rules of Procedure (Official Government Gazette, 2000) are based on Article 16 of the Constitution of Greece, which declares that "All Greeks are entitled to free education on all levels at State educational institutions. The State shall provide financial assistance to those who distinguish themselves, as well as to students in need of assistance or special protection, in accordance with their abilities" in combination with Article 4 which states that "Greek men and women have equal rights and equal obligations" (Hellenic Parliament, 2008).

Furthermore, **Gender-sensitive budgeting** is foreseen in the Law 4604/2019 (Official Government Gazette, 2019). According to it, the gender dimension must be reflected in budget planning and the accompanying activities of legal entities belonging to the General Government, such as NTUA.

Furthermore, **gender equality is not actively monitored** at NTUA. However, the Law determines that academic Institutions shall send a relevant report through the Ministry of Education, to the General Secretariat for Gender Equality (GSGE). This report will include data which contribute to the fulfilment of the institutions' objectives, as well as their plans for the coming year, in terms of gender equality. Moreover, the report should be sent one month after the planning and approval of the budget. Each institution shall provide training for the staff involved in the budget and activities planning. The training is supported by GSGE, the Research Centre for Gender Equality (KETHI) and the National Centre for Public Administration and Local Government Self-Government (E.K.D.D.A.). The content, methods, duration, process of training, the means of cooperation among the competent bodies as well as any other relevant issue may be determined by a decision of the Ministers of Interior and Administrative Reconstruction (Official Government Gazette, 2019).

The School of ECE – NTUA collects **gender-disaggregated data** that are sent to the Ministry of Education and other public organisations upon request. This data concerns the student's gender ratio and other characteristics such as religion, nationality, health issues and possible disabilities. The particular information is retrieved from the students' registry where each student's file is digitally kept. No other procedure or tool embed a gender dimension in data collection processes in ECE-NTUA.

Greek National laws foresee **gender balance in decision making**. In particular, the Law 4386/2016 on "Regulations on research and other provisions" recognizes the need to achieve greater gender balance in the composition of leadership/decision making positions and established a specific gender quota. In particular, the Law foresees that, regarding evaluation and selection committees and advisory bodies in the field of research, technology and innovation, at least one-third of the members of these advisory bodies and scientific councils of research institutes must be from either sex, "as long as the candidates have the necessary qualifications as required by each position" (Official Government Gazette, 2016). Furthermore, the



Greek Strategy for Gender Equality 2016-2020 also promotes the adoption and increase of quotas in members of advisory boards or other collective bodies (GSGE, 2017).

Regarding the existence of **mentoring or coaching services/activities for leadership positions** dedicated to women, most interviewees responded that either no such actions are in place in a School level, or they did not know whether they exist. Some interviewees underlined the fact that there is an informal encouragement for female representation in such positions, which is described in the previous section, but the problem still exists due to the small number of female faculty members. Note that the situation is reversed in the case of the administrative staff, where the vast majority are women. However, at an institutional level, the liaison-student services office is co-organising, participating and/or disseminating various events with a gender equality dimension. A more focused event was a workshop was organized in October 2019 by the NTUA Laboratory of Industrial and Energy Economics and the Innovation and Research Hub “Epinoo”. The event, dealing with Initiatives in Women’s Entrepreneurship, was disseminated to all interested NTUA parties, by the liaison-student services office. At ECE-NTUA, we meet women in leadership positions, including Director of undergraduate studies /head of undergraduate studies committee, member of the Deanery, head of administration / head of the secretariat for undergraduate studies, head of the Communication Office, head of the finance office, head of the secretariat for postgraduate studies.

Moreover, the Law 4589/2019 includes an article that foresees the establishment of **Committees for Gender Equality (CGE)** in all Greek universities (Official Government Gazette, 2019a). Under the provisions of the law, the CGE is to be established at the “institution” level (i.e. covering the whole university, and not at the “department” or “school” levels. It foresees such committees as consultative bodies to assist the university administration in its efforts to promote gender equality. The NTUA is in the process of creating a CGE and published a call for applicants from the various Schools and administrative services. The call started on the 14th of September 2020 and lasted until the 30th of September 2020, while the membership applications were being processed at the time of the submission of this report (November 2020).

At the School level, ECE-NTUA has not established its Gender Equality Committee yet. In July 2020, the NTUA Senate convened and discussed the establishment of a Gender Equality Committee. Some limited gender equality-related work is undertaken by the NTUA (Market) **Liaison-Student Services Office**. Its focus is on providing various services to students, including help with accessing the job market, and others. The Liaison–Student Services Office develops activities and established actions that favor equality policies and equal access in education regardless of parameters such as gender, nationality, race and/or personal and physical disabilities. The Office retains professionals to provide counselling and psychological support to NTUA students in need, for free (Note that, as evidenced from the interviews, it is estimated that about 10% of the students are using the counselling services to deal with issues related to gender, gender identity and sexuality). The Office also organizes, participates in and communicates events and activities referring to gender equality issues. These included for example topics such as the enhancement of the role of women in scientific activities, ongoing education for women engineers, systematic research regarding the position of women engineers in the Greek market, the connection between second-grade education and academic life, workshops on female entrepreneurship, women-only hackathons and workshops on gender violence.

The NTUA and the ECE-NTUA have not yet implemented specific diversity and/or **gender equality bodies**. Until such bodies are developed, it seems that it is in the ECE-NTUA’s best intention to initiate further collaborations with existing gender equality bodies and other relevant institutions in order to increase the presence of diverse interconnections regarding gender equality. Especially ECE-NTUA strongly cooperates with Universities in Greece which have created Gender Equality Committees. Various other bodies present opportunities for collaboration such as the General Secretariat for Gender Equality of the Ministry of Labor and Social affairs. Work with civil society organisations may include partnerships with the Institute of Electrical and Electronics Engineers – IEEE and the Women in Engineering affinity group of its Greek chapter,



the Greek Women's Engineering association and others. Furthermore, the project team has been in contact with the Laboratory of Gender of the Department of Sociology in the University of Crete, for collaboration within the context of CALIPER in the basis of expertise and information exchange and know-how transfer.

About the existence of a **GEP**, Law 4604/2019 on "Promoting Substantive Gender Equality, Preventing and Combating Gender-Based Violence - Provisions for Granting Citizenship -Provisions for Elections of Local Authorities- Other Provisions" (Official Government Gazette, 2019) includes a definition for a Gender Equality Plan, its contents and those liable for their submission, namely public and private bodies. The GEPs will be submitted to the General Secretariat for Gender Equality, which forwards them to the Special Permanent Committee on Equality, Youth and Human Rights. However, it does not specify how and when it is required by public and private organisations. Note that the law provides various concrete measures for the inclusion of gender equality and gender aspects in public policy. Neither NTUA nor the School of ECE have developed or implemented a GEP.

The figure below shows the current status with regards to institutional governance.



Institutional governance

Gender composition of decision-making bodies

Gendered composition of governing administration boards, committees, academic senate, etc.

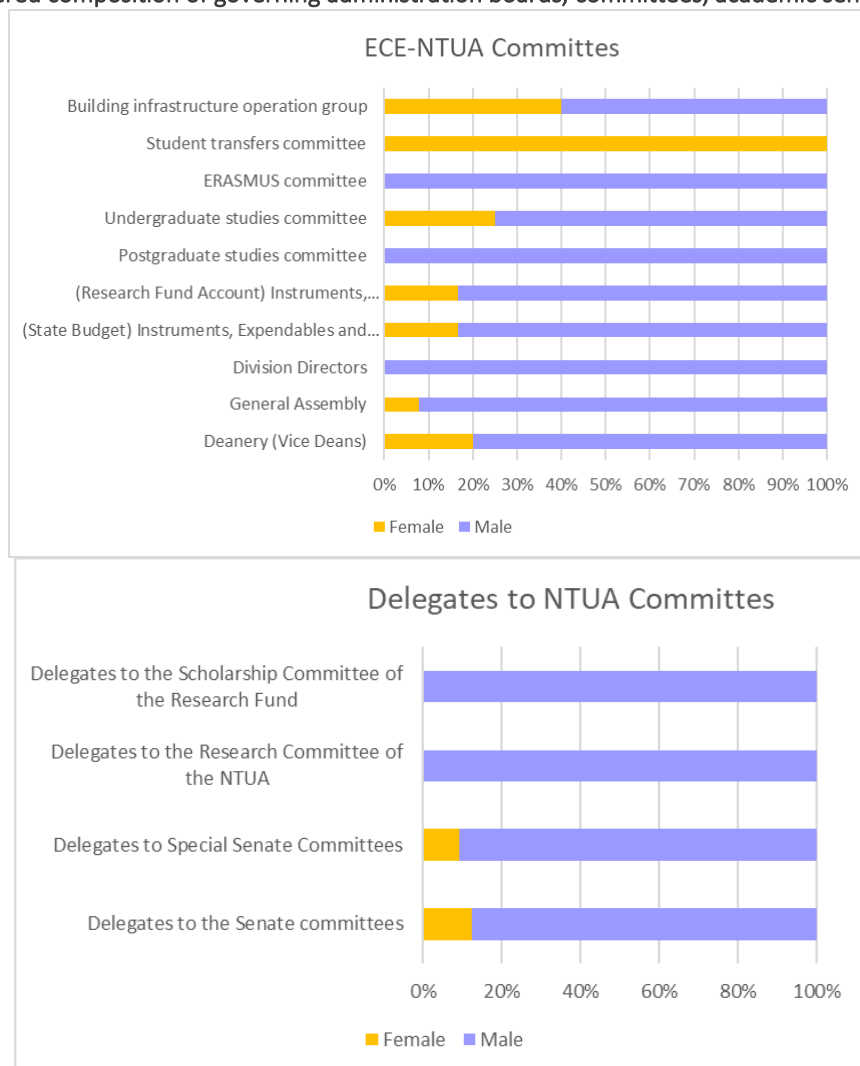


Figure 6: ECE-NTUA & NTUA committees' current situation

3. Institutional communication

NTUA has a central website and social media accounts which introduce all visitors to its Schools and presents its activities, organisation, Senate decisions etc. The same stands for each of the NTUA Schools.

The School of ECE has its own web page, and social media accounts that are all managed by the School's Communication Office. Furthermore, all external communication activities (events, conferences, workshops, School visits etc.) are also implemented within the context of the School's Communication Office, in close cooperation with the School's decision-making bodies.

Moreover, the School's Laboratories might also have their own web pages and social media, but these are managed by their respective administrators, which they disseminate their own, mostly research-related, activities. Therefore, they have not been considered in this analysis.

At the external communication level, the key information that the ECE promotes through different means (website, material) is related to the academic and scientific activities and events. The audience they refer

includes both women and men. However, non-binary, non-conforming people dimension is not visible in the announcements and material.

From a brief overview of the ECE's communication material, it appears that in general, it reflects a level of diversity, in terms of sex, age and sometimes ethnicity and disability but not in a systematic manner. As all the announcements are related to academic progress and achievements within the School – Institution, their content depends on the achievement itself. The visibility of diversity is correlated with the composition of the research teams or categories of persons featured in the communication materials.

Usually, the ECE's communication channels only depict persons directly involved with the subject of the communication (e.g. research groups, award winners, speakers, etc.) and do not use images to represent categories of persons. In fact, all “stock-like” images depict experiments, equipment, laboratories etc., without persons in them. However, gender-sensitive language is not used either in the web site's announcements or in any other section of it. As ECE is an engineering School, the areas of study represented are more technical/technological.

Regarding equally addressing all genders, the institutional **website** of ECE and NTUA seem to contain announcements relating to both male and female genders. In particular, in ECE website, there is no dedicated gender equality webpage. Information regarding the CALIPER project, occurring lately, have initiated some degree of gender equality promotion through the ECE-NTUA website. Nevertheless, this is not a replacement for a dedicated section or sections on the topic. However, it promotes gender equality indirectly through announcements regarding the scientific and/or academic achievements of female students and/or teaching staff, when it occurs. Overall, the ECE site's administrator is responsible for maintaining gender equality in the website content. It is also essential to consider that ECE is an engineering School. For example counting the number of people represented in pictures in the ECE-NTUA website, within a period of one year (April 2019 – April 2020) there were 84 women (researchers, students, professors etc.) and 182 men (researchers, students, professors etc.).

ECE-NTUA **social media** promotes gender equality through announcements regarding the scientific and/or academic achievements of female students and/or teaching staff when it occurs. There is not a social media strategy tailored to this topic.

The ECE itself, hasn't organised and promoted **awareness-raising campaigns** aiming at fighting stereotypes. However, at an NTUA level and through the Liaison and Gender Services Office, relevant activities have been organized and disseminated for participants among all Schools. The situation is similar to dedicated communication activities promoting women in science. At the level of ECE, such activities haven't been organized, but at NTUA level, several activities promoting women have taken place, and one of them has been co-organised with ECE.

At the level of internal communication, in 2015 the General Secretariat of Gender Equality (GSGE) elaborated the first version of the “**Guide of using non-sexist language in administrative documents**”, which was further updated to its final version in 2018 (GSGE, 2018). The Guide contains comments, instructions, recommendations, advice, and specific suggestions for the use of non-sexist language, in order to promote and apply gender equality in administrative documents. Furthermore, its secondary goal is to inform and raise awareness on gender issues.

According to the National Strategy Plan on Gender Equality (GSGE, 2017) various educational and training activities on the practical implementation of the particular guide have already taken place, while the National Strategy further urges for the organization of more similar activities. As these activities are being organized and implemented by E.K.D.A.A., anyone working in the Public Administration or Local Government can attend them. However, the research results from survey and interviews show that relevant awareness-raising



activities about training have not taken place, since the majority of the audience is not aware that they exist, or not informed.

In ECE, there are no official in-school (or in-University) guidelines/protocols on gender-sensitive and non-biased communication/language. However, the code of ethics is implemented, while politeness and good behaviour are also applied. The same situation is also in administrative communication. In addition, there are no official complaint mechanisms in cases of gender-biased/sexist transmission. Most interviewees mentioned that people who want to lodge a complaint about such problems usually contact the School's Dean or the School's Secretary and they handle the matter directly.

4. Research

The laboratories of ECE are responsible for their individual research, and they are free to prepare grant proposals (for EU and national authorities) and engage in research projects relevant to their specialisation.

The Greek Strategy for Gender Equality refers to mechanisms for promoting and monitoring gender equality. These include the possibility of combined training programmes and funding incentives, including some for the integration of gender in the context of scientific research. A number of those are in place, but they do not specifically refer **to research but, more broadly, to education or training**.

Grant proposals are submitted, and projects and co-financed research projects are implemented under two modalities. A subset of research grants is managed by the Special Research Fund of the NTUA (ELKE), along with grants from other Schools of the NTUA. ELKE is independent of the School and is overseen by the NTUA central administration and the NTUA research committee. The other projects are managed by the ICCS. In this case, the ICCS manages only projects concerning the School of ECE.

The ECE-NTUA hasn't allocated any funds for specific programs on gender studies. The School participates in several research projects, (financed from EU or state funding mechanisms). Still, it seems that the vast majority do not consider the dimension of gender as a central topic of research. These research projects depending on the topic consider the gender dimension, although it is mostly secondary to the main research topic. The last three years (2018-2020) the Institute of Communications and Computer Systems (ICCS - NTUA) started 432 projects but no one of them focused on gender issues, while the NTUA Special Account for Research Funding (E.L.K.E.) from the School of Electrical and Computer Engineering started 101 projects, with one focusing on gender issues. Specifically, for ECE-NTUA there is no current formalised practice ensuring the integration of the **gender dimension into research** in a systematic way.

The EU funded projects prerequisite gender equality standards for the projects' proposal and implementation, but there are no other **policies or guidelines** at a School level on the integration of gender analysis into research. Currently, integrating gender aspects is at the discretion of the research team, and usually, it is secondary to the main research topics. For instance, a current project that investigates climate change models considers gender as one of the parameters taken into account within the models and all the related activities are conducted accordingly. All the workshops needed to elicit information from stakeholders impose gender quotas.

Finally, in the ECE-NTUA department, there are no **women studies** since the whole university is technical with a focus on engineering. However, it was discussed that maybe a dedicated course could be included in the curricula. Also, a course looking into gender and design is currently taught by the NTUA School of Architecture.

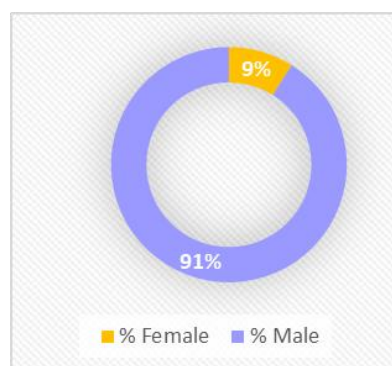


Research

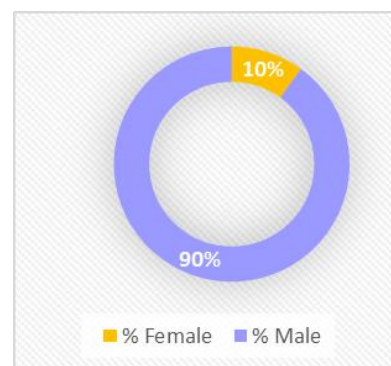
Gendered roles in research delivery

Principal Investigators
(Institute of Communication and Computer
Systems projects)

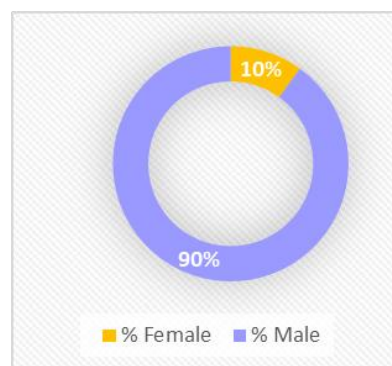
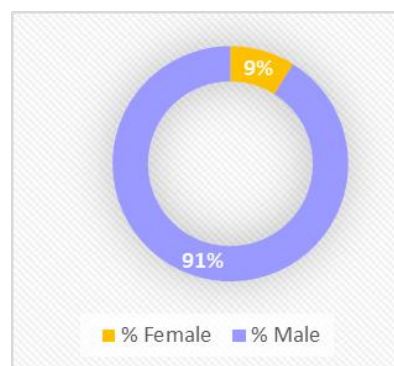
Share of women among P.I.s in the last 3 years



Principal Investigators
(NTUA Special account for research
funding)

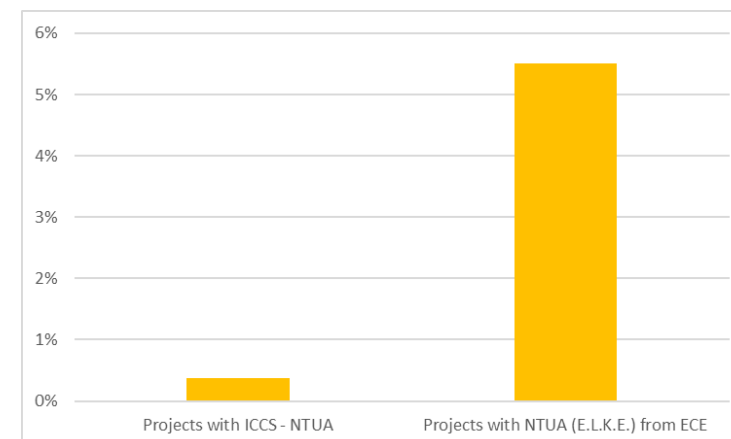


Share of female project leaders in the last 3 years



Research content

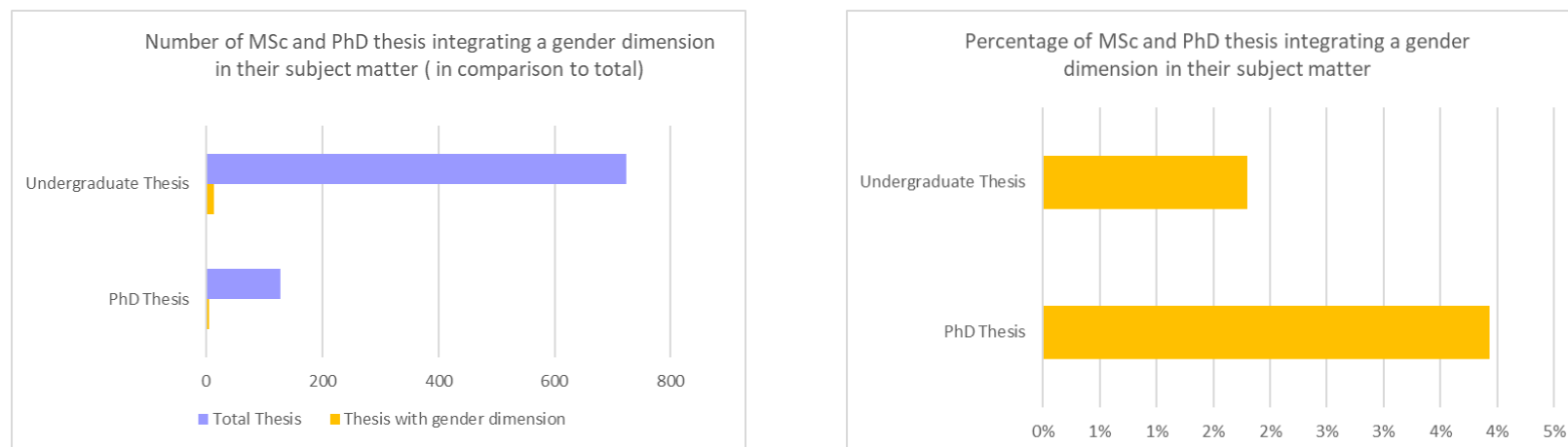
Percentage of research project which started in the last 3 years and
take into consideration gender issues in relation to all research
projects



Notes: Principal Investigators are the academic staff officially leading the research team of the project, and are considered to be the same as project leaders. The NTUA Special account for research funding also provided the share of projects with women

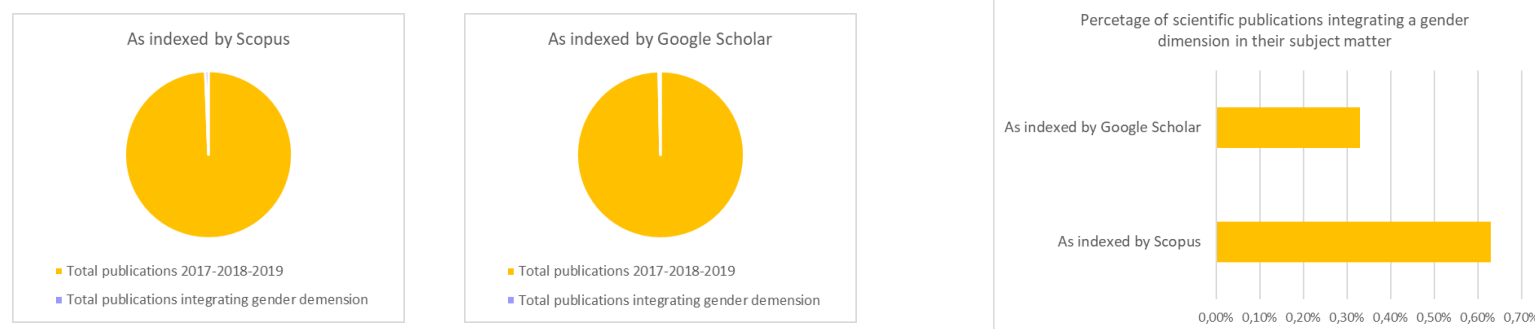


Number and percentage of MSc and PhD theses integrating a gender dimension in their subject matter in the last 3 years



Notes: All data (abstract, full texts) retrieved from the artemis.cslab.ece.ntua.gr repository. Data from July 2017 - July 2020. The collection of MSc theses is not up-to-date and no data are available for the last 3 years. Undergraduate theses are included in a separate line.

Number and percentage of scientific publications integrating a gender dimension in their subject matter in the last 3 years



Notes: The databases were searched using the terms "National Technical University of Athens", "School of Electrical and Computer Engineering" (providing the total output for 2017-2018-2019), and alternatively "gender", "woman", "women", "female" to refine the results. The articles were then read to locate the relevant references and selected only if gender was a research dimension (e.g. if effects were differentiated by gender etc.) or considered in the results (e.g. as a confounding factor, or affecting generalisability of the conclusions). Other types of reference (eg. gender noted in dataset but not examined further) were not included. Note that the NTUA institutional repository is not up-to-date regarding scientific publications.

Figure 7: ECE-NTUA & NTUA research area current situation



5. Student service

The NTUA as a whole provides a set of services to all its members: Library collection and journal subscriptions to major academic publishers (the School of ECE also provides its library and collections), a publishing service for theses, course notes / handouts, books and other material, a sports centre and sports activities, a bicycle path, a clinic and a church, restaurants and canteens. Additional services for students include a discount card for transport, museums and events, free meals at the NTUA restaurant for low-income students and low-cost meals for all others, a mental health counselling service, dormitories, student rent subsidies for low-income students, awards, and scholarships. Additionally, the NTUA operates an apprenticeship office and an Innovation and Entrepreneurship Unit for students, as well as a career office. Foreign language lessons are included as electives in the curriculums of the Schools. Educational trips are organised with the Schools and their faculty and are relevant to the scientific areas of the Schools' divisions. Finally, the NTUA operates an alumni office.

With regards to initiatives that aim at attracting girls to STEM studies, ECE-NTUA School does not have a specific strategy on attracting girls to the Electrical and Computer Engineering field. However, there are some outreach **activities for secondary education**. For instance, several schools from secondary education visit the campus and get a guided tour of the premises and all the labs and available services. Additionally, professors pay visits to various schools to speak about the engineering profession and the potential careers of students applying to the School. Finally, there is a dedicated course in secondary education on "Vocational guidance" aiming at helping students in their selection of higher education and professional alternatives.

Within the framework of an initiative of the Liaison – Student Services Office, at an NTUA level, NTUA students (volunteers) were sent at various interested schools, to disseminate and communicate the research and work elaborated in the institution and to further encourage school students to enroll for engineering studies. However, the volunteer character of this activity made it hard to continue and currently is no longer available.

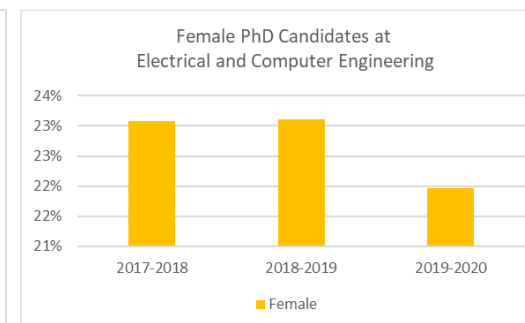
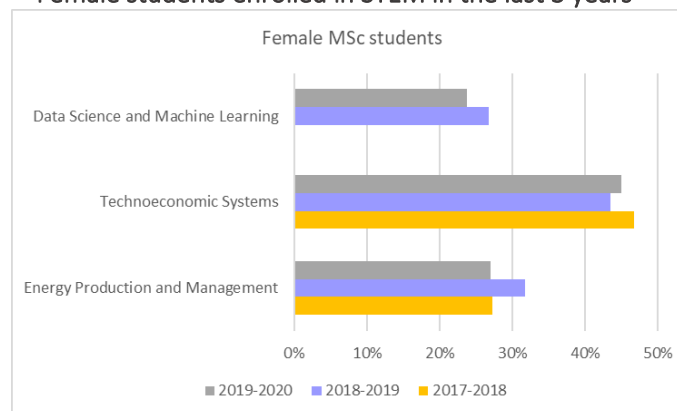
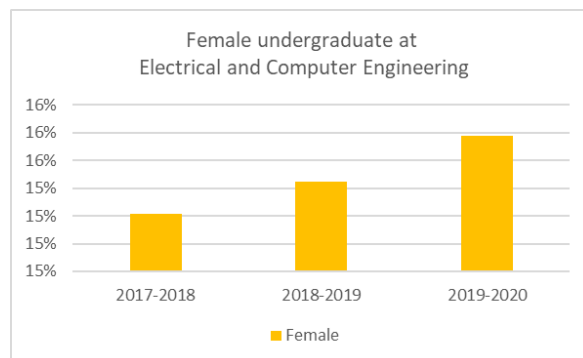
In the context of NTUA, several services are provided to students at all Schools (like ECE-NTUA), including a **career counselling office** and a psychological support service. All these services aim at aiding and counselling enrolled students in any kind of matter, including possibly gender equality issues. However, this is unclear from the descriptions of these services if they adopt a gender-sensitive approach. It is worth to mention that in article 7 of Law 4485/2017 (Official Government Gazette, 2017) the counselling services that need to exist in each university are enumerated. The law notes that they can vary depending on the university's needs. There is no provision for a gender-sensitive approach in counselling.



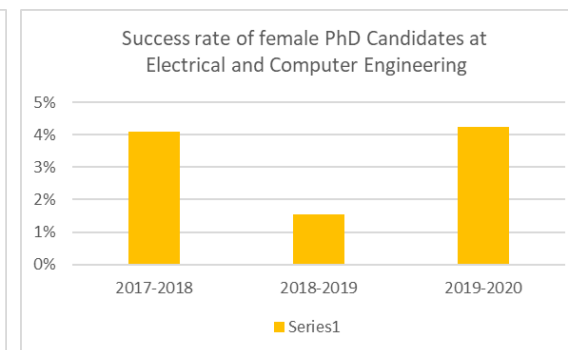
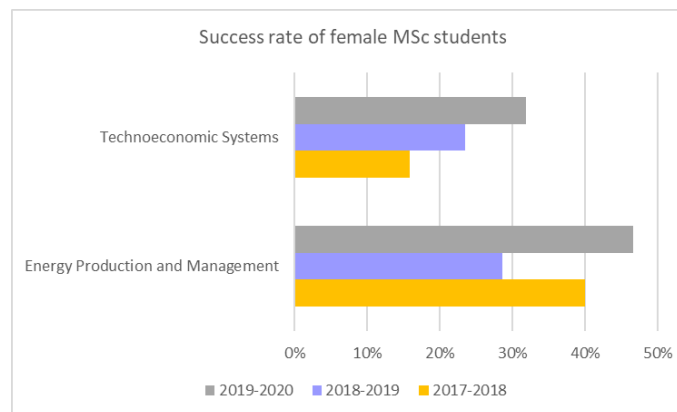
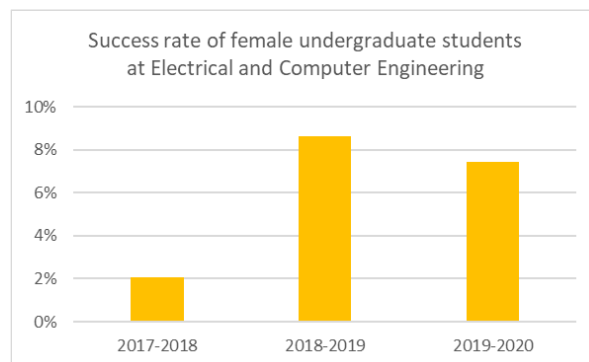
Student services

Recruitment

Female students enrolled in STEM in the last 3 years



Success rate of female STEM students in the last 3 years



Regarding the distribution of undergraduate students, it should be noted that they attend a common set of courses until semester 5, i.e. there is no specialisation per scientific field. After semester 5, they can pick a specialisation stream for the rest of their studies (semesters 6-9), either enrolling fully (i.e. attending 7 courses from the stream) or partially (attending a smaller subset of courses from the stream, with the obligation to enroll in another partial stream). The stream enrolment figures in the figure refer to the selected specialisation streams of undergraduate students for semesters 6-9.



Student services

Recruitment

Gender distribution of students per STEM field and level

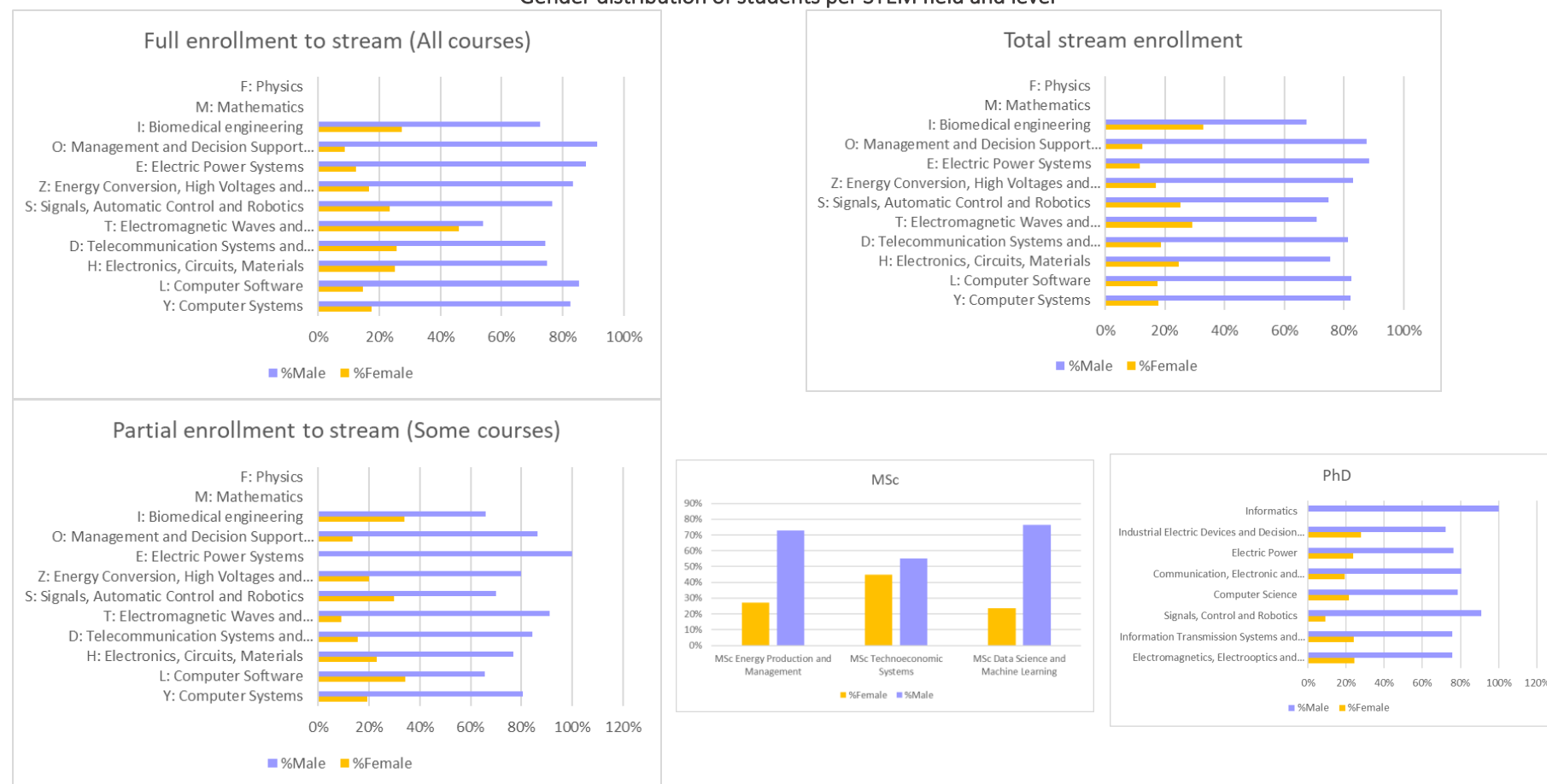


Figure 8: ECE-NTUA & NTUA student services current situation



6. Teaching

The curriculum is determined by the ECE-NTUA's governing bodies and followed by the individual divisions, labs, and faculty responsible for each course. The teaching activities are organised by each lab, who is ultimately responsible for the content of the course and the teaching methods used. Teaching is carried out by faculty, or Teaching Laboratory Staff, with contributions from researchers.

Desktop research shows that at present, there is no specific policy or set of guidelines for the **integration of a gender dimension in the curriculum** at the School of Electrical and Computer Engineering. However, relevant national laws exist, such as the **Law 3896/2010** (Official Government Gazette, 2010) indicating the principle of equal treatment of men and women in terms of access to employment, vocational training and development, working conditions and other relevant provisions. This also applies to integrating the gender dimension in all aspects of academia and into the curricula of universities. Moreover, the **Greek Strategy for Gender Equality calls** for the integration of gender courses in academic, research institutions, such as ECE-NTUA, as well as in higher education military institutions and relevant institutions that organise training, seminars and other similar activities. The main goal is to promote gender equality, removing gender stereotypes, ensuring equal access and participation in decision-making centers, and equal opportunities for hierarchy advancement (GSGE, 2017). Additionally, **Law 4604/19** (Official Government Gazette, 2019) in article 17 "Promoting gender equality through education and learning" refers that higher education institutions, such as ECE NTUA, ensure the promotion of gender equality at all levels and processes of academic life by Law 4589/2019, which establishes Gender Equality Committees (Official Government Gazette, 2019a).

Currently, there are no formal guidelines for gender-sensitive teaching in Greek legislation or within the ECE-NTUA and the NTUA. However, there are some seminars and training available for gender-sensitive writing and teaching for administrative staff from EKDA. In addition, professors and lecturers follow the code of ethics, some use gender-sensitive language, but all the above depend on their own goodwill.

According to most interviews, there is **no gender bias** evident during the implementation of lectures. However, some interviewees recognised that students interact with male and female faculty members differently. Some mentioned that there could be difficulties, especially for female professors/lecturers, regarding acceptance and keeping order in a broad -mostly male- audience. Regarding examinations, it was mentioned that the best way to avoid gender bias is to remove the possibility of personal analysis. Even in cases of **oral exams**, students should be primarily grouped, while more than one faculty members should also participate.

7. Transfer to market- external relation - third mission

The commercial exploitation of research outputs in collaborative projects is usually the responsibility of the private sector partners. The ECE-NTUA itself does not exploit research outputs commercially, nor does it create research-based spin-offs. The ICCS implements several research and development projects for the public (in Greece and the EU) and private sectors.

However, the NTUA Innovation and Entrepreneurship Unit provides some support to student-led startups, which can be assumed that they exploit some of the know-how provided by the School. Students are also supported to start apprenticeships in the private and public sector and are also supported by the NTUA career office.

The figure below depicts the percentage of females who participated as speakers to STEM conferences.



Transfer to the market

% female speakers in conferences on STEM in the last 3 years



The data refers to PhD candidates who presented papers in conferences in Greece and abroad. The data on Professors refer on Conferences and Scientific meetings (in Greece and abroad), in which they presented scientific work.

Figure 9: ECE-NTUA transfer to market refer to the current situation

8. Gender/sexual harassment

There are no formal bodies or mechanisms dealing with sexual harassment or gender violence issues. Complaints are usually communicated to the Dean's office, where they are handled directly. There is no specific counselling service for persons involved in, or victimised by gender violence / sexual harassment. The Liaison-Career Office offers psychological and psychiatric support to all the enrolled students and sometimes to employees. However, this support does not take preventive actions or initiate any other processes.

Nevertheless, the national legislation Law 3896/2010 (Official Government Gazette, 2010) addresses the issue of sexual/gender harassment in the workplace. Particularly, the law refers to providing equal opportunities and treating equally both women and men regarding matters of work and employment.

Simultaneously, the law allows for an independent authority and particularly the Greek Ombudsman to monitor whether the law is being applied (2020). The Ombudsman examines all the cases, after the first court hearing. The law allows the employee that was harassed to claim monetary compensation and demand both administrative and criminal charges in violation of the principle of equal treatment. Within the university, there is not currently an initiative addressing the issue of sexual harassment.

Moreover, the Greek Strategy for Gender Equality 2016-2020 further **promotes activities** regarding the information and sensitization of the academic and research society on issues like gender inequalities, violence, harassment, sexism, and stereotypes. Additionally, activities refer to the establishment of an office, within the structure of the Ministry of Education and higher education institutions, for the monitoring of the application and promotion of gender equality. This Office will also have the responsibility of filing complaints in cases of gender discriminatory treatment, as well as the care for the effective dealing of sexual harassment (GSGE, 2017).



Interesting information on the current status has been extracted through the survey. Regarding the question of whether the responders have experienced sexual harassment because of their gender 85.8% claims they haven't, 10.6% that they have and 3.5% do not wish to respond. The ones that answered yes, also responded that they did not disclose it to the competent authority within the university. They also clarified that there is no such authority to go to or that they were afraid of the stigma. Others described that they were sure that they wouldn't find a solution to the issue, so they dropped it, or they dealt with it alone. 21.6% have witnessed sexual harassment, and 78.4% have not. From the ones that did see such an event, 74.4% did not take any further action, while 25.6% reported it themselves or encouraged the victim to do so. The ones that remained inactive clarified that they did so because there is no reporting mechanism, or that the victim didn't want them to. Regarding the question of whether there is counselling on gender-based offences, the 84.8% does not know whether such a service exists, and 15.2% knows that it doesn't exist. Regarding whether the responders themselves have used the counselling service, in case they know it 97.8%, said no, and 2.2% that they do not want to answer.

Significant proposals have been provided from the interviewees and the focus group. In particular, many interviewees propose various measures to be taken, such as the creation of a help desk or a supportive framework that will support and guide the victims, while initiating respective procedures for intervention, charges and/or punishment.

The focus group members are aware that no policies or initiatives are aiming at addressing sexual harassment. Some of them think that it is not a real problem or that each victim is capable of addressing each particular case on their own. The focus group discussed that there is no reporting process. Thus it is straightforward for an issue to be overlooked. They think that there should be a committee or something similar established, however, the members of this committee should be independent, and its members are chosen with caution. Alternatively, the members should be experts outside the organisation to establish that every case is handled correctly for the victim and the offender alike.

ECE-NTUA may increase awareness about the need for the existence of a desk/service or a committee available for employees and staff to receive support/advice on gender-based offences and harassment and initiate activities towards its establishment.

9. Intersectionality

Within the University, as well as the ECE-NTUA, there are no formalised institutional measures addressing the issue. However, the Law 3896/ 2010 (Official Government Gazette, 2010) includes a specific article dedicated to the principle of equal treatment and the prohibition of discrimination. This forbids any kind of direct or indirect discrimination based on gender. This applies to sexual harassment or discrimination based on gender as well as any less favourable behaviour towards a person based on their gender or any other structural inequalities.

Regarding inequalities other than gender, currently, **two workstations** are being built in the institutions' library that will assist students with sight and mobility issues. Furthermore, scholarship programs for students with psychological disorders, health issues, as well as based on various social criteria exist.

Additionally, the **Liaison-Student Services Office** supports and disseminates various activities for minorities and different marginalized social groups.

Currently, there are no institutional measures that consider gender in conjunction with other discriminations, apart from some efforts that have been put in place for people with disabilities.



Assets and points worth of attention

The staff of the School of Electrical and Computer Engineering (ECE) at NTUA is comprised mainly by male academics across the different grades (A, B, C) and male personnel with a permanent or temporary contract. The only exception is the laboratory staff, which is gender-balanced, and in some sectors, the females are more. Regarding discrimination in **recruitment and hiring** based on gender, the institution doesn't have specific gender-sensitive protocols. Most of the survey responders who applied for a job in ECE-NTUA haven't met any discrimination in their career. A very few of them reported to have faced some sort of discrimination because of their age, being legally declared disabled, their nationality, being overweight and a smoker, and of their gender identity. Regarding **promotions** within ECE-NTUA, the vast majority of survey responders (more than 90%) also claim that they have not faced discrimination based on gender in their last application, either in the whole course of their career. The **career breaks** due to care-related issues are taken into consideration during the recruitment/interview phase especially when the nature of research is technical-oriented (e.g. on the field high voltage measurements – windmill plants, mountains etc.). Regarding non-permanent personnel (researchers), career breaks are negotiated and agreed with the supervisor(s). Non-permanent contracts based on deliverables do not foresee career breaks or leaves. All interviewees recognised that women usually face the dilemma between career and family, which results in a career break for some time. Some interviewees noted that women tend to abandon their academic careers after the completion of a major research project, or after obtaining their PhD. Others claim that for female researchers (i.e. non-permanent staff), pregnancy and motherhood interfere with their careers in a more limited way as, most of the times, the nature of the work is such that allows flexible hours, as well as working from home. With regards to the institution facilitation of in/outgoing **research mobility for women** researchers, the survey responses have been quite contradictory to the relevant priorities, if it exists, should be communicated. Similar is the situation for administrative staff. Overall, the **working environment** in ECE-NTUA is positive, and the vast majority of employees are satisfied with their job, even if some respondents referred about sexist behaviours and need to improve the working environment. Turning to the **equal pay**, there are policies in place, including the equality right, established by the Hellenic Parliament. These are applied for permanent staff only.

The national legislation includes specific laws that address the issue of **sexual/gender harassment** in the workplace. There is an independent authority that monitors reported cases and a Greek strategy that organised activities for the information and sensitisation of the academic and research society. In ECE-NTUA there are not individual policies, not a desk/service or a committee available for employees and staff to receive support/advice on gender-based offences and harassment.

All levels of **organisational commitments** take into account the gender equality. In fact, it seems that there is a further need for a direct and exact positioning of gender equality in the organisation's broader **program and mission**. Gender equality is indirectly monitored through statistical data that ECE-NTUA provides to the Ministry of Education and other public organisations, including gender disaggregation for students and employees populations only which are not officially published by Schools. There are no specific target quotas/gender quotas applying to appointment to leadership positions, elections to **decision making positions/governing bodies** in ECE-NTUA. It is unclear whether these quota provisions have ever been put to practice, and there is no information confirming that this has taken place (Anagnostou & Avlona, 2019). Even though the School informally encourages women to participate in decision making positions, no **mentoring or coaching services/activities for leadership positions** are implemented in the institution. Finally, there are no Diversity/Equality bodies in the ECE-NTUA School or in NTUA as a whole. However, the Liaison– Student Services Office has undertaken plenty of the responsibilities that such a Body would have. The Greek law is already on the same side as ECE-NTUA to proceed and make structural changes to improve institutional governance.



Even though there are no formal regulations for the **external communication** of the institution, the website administrators and the event organisers (administration, faculty members, researchers) try to keep a balance in the equal representation of gender, age groups and other characteristics. In terms of **internal communication**, there are national educational and training activities on the practical implementation of the *Guide of using non-sexist language* in administrative documents, but its implementation depends on the individual interest of the employees. Further study in the communication documents (official and/or unofficial), the communication tools and communication language used show that the guide has not been applied. This does not apply only to the School of ECE, but various other legal entities belonging to the General Government.

The ECE-NTUA is carrying out significant **research** in STEM fields, but tailored activities on how to integrate gender dimension have not been identified. The vast majority of the Principal Investigators at research projects is males. The MSc and PhD Thesis and scientific publications of the institution are focusing on engineering, and a very low percentage of them consider gender dimension in research and innovation.

The NTUA as a whole, and especially ECE-NTUA have a clear interest to attract young people equally **enroll in STEM studies** and continue their careers. Through the interviews and focus groups, two critical challenges were identified. The first is that students are not aware of some actions that the University undertakes, therefore particular emphasis should be given on promotional activities. Moreover, the Career – Liaison Office of the NTUA offers to all of the enrolled students' psychological support and counselling regardless of the topic of the issue. It was noted that about 10% of the students have asked for help with gender, gender identity and sexuality issues.

There are active Greek laws on the integration of a **gender dimension in the curriculum**, such as the Law 3896/2010 (Official Government Gazette, 2010), Law 4604/19 (Official Government Gazette, 2019), and the Greek Strategy for Gender Equality calls. The institution does not have specific formal guidelines or policies in place, but currently, the personnel is receiving training for gender-sensitive writing from Governmental initiatives. Therefore, at the moment, there is no gender bias evident during the implementation of lectures.

The ECE-NTUA is producing several and substantial research results, which **transfers to the market** through scientific paper and thesis, but it does not commercially exploit them. The gap is overt between females and males who participated as speakers to STEM conferences. The NTUA Innovation and Entrepreneurship Unit provides support to student-led startups but gender disaggregated data are not available yet.

With regards to prevent **intersectionality-related issues**, NTUA applies the national Law 3896/ 2010 (Official Government Gazette, 2010) and is taking actions on disability issues in particular, through scholarship programs to students, improving infrastructural accessibility, and providing psychological support, but more could be done to tackle how disability intersects with gender and other discrimination grounds and to improve the dissemination of the existing measures.

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