

DELIVERABLE D5.2

COMMON RECOMMENDATIONS OF EDUC MEMBERS ON ETHICS AND PARITY/EQUALITY PRINCIPLES



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Abstract	This deliverable reports on the results of the work carried out by EDUC-SHARE on common recommendations on ethics, parity, and equality principles.
Keywords	Ethics, parity and equality principles



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GENERAL INTRODUCTION

EDUC-SHARE project aims to offer an open, inclusive, favourable work environment within the Alliance in line with the 2020 Communication on the new European Research Area (ERA)¹ and Action 5 of the ERA Policy Agenda 2022-2024².

Starting from the analysis of the culture and the context of each institution, the partners' commitment is to reflect on institutional strategies and challenges, especially focusing on ethics and gender equality policies, and shared common practices towards attractive working conditions for talented researchers in each institution that will reflect the European shared values.

It seems important to underline that these are common recommendations that can be used as a starting point and inspiration for the next activities and projects the EDUC Alliance will carry out. This deliverable intended to connect the peculiarities of each university in terms of ethics and gender equality policies, valorising the differences to find a common path to identify principles and recommendations in which all members recognize themselves.

Objectives

Deliverable 5.2 "Common Recommendations of EDUC Members on Ethics and Parity/Equality Principles" and the related Task 5.3 "Defining common policies on three selected topics" are framed in Working Package 5 "HRS4R process" which pursues the overall objective 3³ of the EDUC-SHARE Document of Actions (DoA), taking advantage of the fact that 3 partners are already awarded "HR Excellence in Research".

The main goals of this deliverable are to map the state of the art of ethics and gender equality policies and activities at the institutional level, share and exchange best practices, and draft a final document of common principles on ethics, equality, and parity.

This document has a transversal role and contributes to other work packages and tasks of the project: it is an integrated part of the deliverable 1.1 „EDUC long-term research Agenda“ (Work Package 1 - Long-term research and Innovation Agenda) and it could also suggest activities to be implemented in the HRS4R action plans of the unlabelled universities (Work Package 5 - HRS4R process).

The recommendations have been drafted with the contribution of the whole EDUC-SHARE partners. UNICA led this task.

¹ COM(2020) 628 final [A new ERA for Research and Innovation](#) {SWD(2020) 214 final}

² Action 5 "Promote gender equality and foster inclusiveness, taking note of the Ljubljana Declaration" 14308/21 [Era Policy Agenda 2022-2024](#)

³ Objective 3: To share a career development agenda in line with the HRS4R process with the aim of offering an open, inclusive, favourable work environment within the alliance with common policies in ethics, equality and parity



Methodology

The kick-off meeting of the task was held in April 2022.

It has been decided to appoint a working group (WG) on ethics and professional equality and parity respectively involving experts on the topics from each partner.

Composition of Working Groups on Ethics and Equality/Parity Principles:

University	Ethics	Professional equality and parity
UNICA	Paola Piras <i>Professor, member of the UNICA Ethics Committee</i>	Barbara Barbieri <i>Professor, representative of the UNICA Working Group for the Gender Equality Plan in Supera H2020 Project</i>
UP	Tina Urbach <i>Personnel Development Organisation Administrator for HRS4R</i>	Fabienne Donau <i>Gender Data Management Officer Deputy Equal Opportunity Commissioner</i>
MU	Veronika Smítková <i>Lawyer, Research Ethics Committee</i> Jana Klimentová <i>Lawyer, Research Ethics Committee</i>	Jana Nová <i>HR Award Manager</i>
UPECS	Katalin Füzér <i>Associate Professor, Member of HRS4R Working Group and Leader of EDUC-WIDE for UPECS</i>	Katalin Füzér <i>Associate Professor, Member of HRS4R Working Group and Leader of EDUC-WIDE for UPECS</i>
UPN	Geneviève Bergonnier-Dupuy <i>Vice President Research</i>	Laurence Sinopoli <i>Vice President of Social and Human Relations</i>
UNIVREN	Gilles Salbert <i>Scientific Integrity Referent</i>	Nicoletta Tchou <i>Vice-president in charge of Professional Equality and Parity</i>

As decided during the first meeting an internal survey was run (**Annex 1 Survey_Task 5.3_Defining common policies**), short open-ended questions, among each working group to provide an up-to-date framework of the selected topics and to draft a comprehensive background of Alliance partners. The survey was launched in July 2022.

The report maps the *status quo* of July 2022. Still, it is important to underline that since then EDUC partners have developed and implemented additional measures and performed various activities in tune with their Gender Equality practices.

The aims of the survey are to:

- a) Gather data and information by analyzing the academic context of each EDUC University and sharing best practices.
- b) Identify opportunities and barriers due to European, national, or local policies.



c) Compare the existing researchers' recruitment and selection processes and procedures at all stages to develop specific measures to promote equal opportunities.

The expected outcomes lead to:

- a) Increase the awareness of ethical and gender equality dimensions in research and education at the level of the Alliance.
- b) Evaluate how internal regulations, biases, and stereotypes influence career gender imbalances and leadership at the level of the Higher Education Institutions (HEI) involved.



SECTION 1: ETHICS PRINCIPLES

Outcomes of the survey

Section 1 focuses on the Ethics topic (11 questions).

First of all, the WG considered framing a common concept of ethics through the identification of the “European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers” principles: specifically, research freedom, professional responsibility, and good research practice.

Research ethics and integrity are of the utmost importance to the European Union⁴, especially related to academic research and innovation. Within European Union funding projects, there is a continuous incentive for beneficiaries to respect the fundamental principle of research integrity⁵ and adhere to the highest standards to achieve research excellence in all domains.

The aim is to work together at the Alliance level to better align policies and practices (activities and institutional bodies) and deal with society's needs and expectations in line with the European Responsible Research and Innovation (RRI) approach.

1) GENERAL OBSERVATION AND ASSESSMENT OF THE INSTITUTION AND ITS INTERNAL POLICIES OR PRACTICES (questions from B1 to B9 -Annex 1 Survey_Task 5.3_Defining common policies)

The first part of the Ethics survey section presents an outline of the internal policies and institutional bodies of the universities to explore to what extent and in what way ethics principles are embedded in each institution.

According to the answers, all the Universities have internal documents that cover the three principles (research freedom, professional responsibility, and good research practice); Masaryk University has already translated them into English while the University of Rennes is completing the translation.

Besides general guidelines covering ethics principles, some universities have charters and guidelines covering specific issues (e.g. Anti-plagiarism charter – UPN and UNIVREN) to better guarantee the originality of scientific works and publications.

Regarding ethical institutional practices embedded at each university, there are different approaches:

- Officers or units to assess research proposals to prevent breaches of ethical research principles (e.g. specific ombudspersons for investigating allegations of scientific misconduct - UP, Referent for scientific integrity - UPN, or Research Integrity Officer - UNIVREN);

⁴ Council conclusions on Research Integrity, Council of the European Union December 2015.

⁵ As set for example in the European Code of Conduct for Research Integrity of All European Academies.



- Ethics committees composed of appointed members, internal and external, that have responsibilities of promoting and monitoring the respect of ethical principles (UNICA).

The main activities carried out by these Committees or Units are the following:

- Advisory role, vigilance, and prevention function: e.g. at UPN the Research Ethics Committee provides advice on research projects, the Referent for Scientific Integrity can provide advice on, and deals with, scientific misconduct; at UNICA, the Ethics Committee verifies compliance with the academic “Code of Ethics” of the various academic activities;
- Training sessions about research integrity addressed to the researchers’ academic community (e.g. especially for PhD students and Postdocs – UNIVREN and UP);
- Support on disputed matters regarding scientific misconduct or ethical issues in general.

Relating to mechanisms to identify research misconduct⁶ applied at the Alliance level, members of the academic community are invited to report research misconduct to institutional bodies and, to address some specific issues, for example, by using anti-plagiarism detection software (*Compilatio* at UPN, *Plagiarism Detection tool* at MU).

General Conclusion

- There is no uniform European definition of research misconduct or unacceptable practices although the European CoC (Code of Conduct) provides some guidance here. Some countries (or institutions) have a clear definition of research misconduct (e.g. Fabrication, Falsification, and Plagiarism known as FFP) while others have a more “moral” description⁷.
- The national Research Integrity and Ethics landscape is very varied: some countries have robust research integrity systems (e.g. the German Research Ombudsman; and the French Office for Research Integrity -OFIS) that act as advisory bodies and handle research misconduct cases, while others have no uniform guidance at the national level.

Perspectives

- Research Integrity Officer is a good practice to be adopted by each Institution of the Alliance.
- A standard definition concerning research ethics, integrity, and misconduct at the Alliance level. Include these definitions in official documents.

⁶ For a common definition of research misconduct, it has been requested to the participants of the survey refer to the one set by the Code of Ethics in Academic Research of the European University Institute – EUI.

⁷ Recommendations for the Investigation of Research Misconduct, ENRIO Handbook, By the ENERI consortium in close cooperation with ENRIO, pag. 2. [INV Handbook ENRIO_07032019_web.pdf](#)



- Common framework at EDUC universities about ethical principles since EDUC partners are beneficiaries of Horizon 2020 and Horizon Europe funds and they must comply with programme requirements (e.g. Art. 19 HE programme⁸).
- Use as a reference “The European Network for Research Ethics and Integrity” which is a network of networks that brings together researchers and other relevant stakeholders from two important fields: Research Ethics (RE) and Research Integrity (RI).
- Adoption of anti-plagiarism detection software at EDUC Alliance.
- Training focused on the value and method-transfer for plagiarism prevention starting from master’s degree student.

2) BEST PRACTICES ON ETHICS ISSUES, COMMUNICATION AND AWARENESS ACTIVITIES

(question B10 to B12 - Annex 1 Survey Task 5.3_Defining common policies)

According to the answers, the main good practices to be spread at the Alliance level should be:

- dissemination and promotion;
- organization of training sessions and study days to increase awareness of integrity and ethical issues among academic staff and the researchers’ community.

Almost all institutional websites have a section that gathers useful information and activities on Ethics issues. Besides the website’s section, each institution has different ways to promote and share ethical principles among academic staff: study and info days on ethics, internal communication, and regular information on ethical activities and resources; official notifications of the university; newly hired professors' information package.

Perspectives

- Learn from each other: main discussions and challenges about RI and RE principles and research misconducts should be published. Organization of workshops with experienced scientists working abroad who share their experiences on ethical issues.

3) SUGGESTIONS (questions from B13 to B14 -Annex 1 Survey Task 5.3_Defining common policies)

Relating to changes or actions suggested to support the three principles in higher education and research, some points of attention emerged.

⁸ Regulation (Eu) 2021/695 of The European Parliament and of the Council of 28 April 2021 establishing Horizon Europe – the Framework Programme for Research and Innovation, laying down its rules for participation and dissemination, and repealing Regulations (EU) No 1290/2013 and (EU) No 1291/2013



Critical points:

- Perception, due to the excessive workload, of the ethical issues and regulations as a time-consuming activity and intrusive constraints.
- Performance pressure contributes to research misconduct because some people do not see any other solution.

Improvements:

- Facilitate and reinforce the exchange of knowledge and experiences in the early training of researchers;
- Increase awareness through the set-up of additional training sessions for staff members as well as for master's degree students.
- Improve English versions of the website and English translations of relevant documents to increase visibility for foreign students and personnel.

Perspectives

- Challenges resulting from new information and communication technologies: ethical use of artificial intelligence and big data systems.
- Further development of the subject within the Common Open Science Strategy of EDUC (D2.1).

Common Recommendations on Ethics

THE OBJECTIVE OF THE DOCUMENT

Research ethics and integrity are of the utmost importance to the European Union⁹, especially related to academic research and innovation. Within European Union funding projects, there is a continuous incentive for beneficiaries to respect the fundamental principle of research integrity¹⁰ and adhere to the highest standards to achieve research excellence in all domains.

Science with and for Society (SwafS) has financed several projects aimed at fostering and promoting a better understanding of ethics and research integrity issues and supporting the research community in this area. The funding of SwafS projects and the ethics appraisal process in Horizon 2020 are helping to raise awareness among researchers in academia and industry as well as relevant actors on the importance of ethics and research integrity as a means of promoting excellence in research¹¹.

⁹ Council conclusions on Research Integrity, Council of the European Union December 2015.

¹⁰ As set for example in the European Code of Conduct for Research Integrity of All European Academies.

¹¹ Research Ethics and Research Integrity Achievements in Horizon 2020 and recommendations on the way forward https://apre.it/wp-content/uploads/2021/05/KI0320246ENN.en_.pdf



Given the diverse national research integrity and ethics landscapes concerning the Universities of the EDUC Alliance, the Ethics Working Group's objective is to collaborate and compare policies, practices, activities, and institutional bodies involved.

CRITICAL POINTS EMERGED AND SUGGESTIONS

Concerning the recommendations about research ethics and research integrity in higher education institutions, certain points of attention have emerged.

Critical points:

- At times, researchers might view ethical issues and regulations as burdensome responsibilities and restrictive measures, especially when faced with an overwhelming workload. As a result, they may be tempted to prioritize other aspects of their responsibilities rather than ethical assessments, which can affect their research's overall integrity and trustworthiness.
- Performance pressure may significantly contribute to research misconduct, as some researchers may perceive it as the only viable means of meeting expectations or achieving research outcomes. This may lead them to compromise research integrity by repeatedly engaging in actions such as data fabrication, falsification, or plagiarism, which they perceive as shortcuts to meet their demands.

Suggestions from partners:

- Facilitate and strengthen the exchange of knowledge and experiences during the early training of researchers. By encouraging this collaborative exchange, early-stage researchers can benefit from the diverse perspectives of their peers and mentors and lay a strong basis for their future contributions to the scientific community, in line with the respect of ethical principles;
- Raise awareness by providing additional training for staff and master's degree students.
- Enhance the English versions of the website and improve the English translations of relevant documents to increase visibility and accessibility for foreign students, researchers, and staff.

FINAL COMMON RECOMMENDATIONS

Based on the analysis of the survey responses, a few key issues have been identified for the development of common recommendations at the Alliance level.

The common recommendations at the Alliance level should be understood as suggestions to be followed to create a common framework and to initiate a process of continuous improvement and updating on ethical issues. This is particularly valuable in the case of integrated actions, collaborative research projects (on the understanding that each university will maintain its own ethics committee mechanism, etc.), or the sharing and networking of research infrastructures.



Key findings	Common Recommendations
<p>Lack of common ethical standards and framework for research at the EDUC Alliance level</p>	<ul style="list-style-type: none"> • Agree upon common definitions of research ethics, integrity, and misconduct at the Alliance level. These definitions could be incorporated into official documents. A common ethical framework at EDUC universities is important, as EDUC partners are also beneficiaries of Horizon 2020 and Horizon Europe funds and must comply with the programme requirements (e.g. Art. 19 HE programme) • Use as a reference: <ul style="list-style-type: none"> - “The European Network for Research Ethics and Integrity” which is “a network of networks that brings together researchers and other relevant stakeholders from the Research Ethics (RE) and Research Integrity (RI) fields”; - tools developed by ENERI: ENERI Decision Tree; ENERI Classroom (a special website just for training materials) ENERI Video interviews with REC & RIO members – ENERI. • Reinforcing the connection with the EDUC Open Science strategy D2.1 Common Open Science Strategy of EDUC - EDUC Alliance Open Science Strategic Framework 2022-2026. • Adopting a policy on the use of social media. Two fields to consider: <ol style="list-style-type: none"> 1) communication through social media (privacy issues and act/speak on behalf of the institution); 2) how to use the data from social media (quality of the research and quality in research).
<p>The perception that ethical issues and regulations are a time-consuming activity and intrusive constraints</p>	<ul style="list-style-type: none"> • Fostering a research culture that prioritizes ethical conduct and creates an environment where individuals are supported and encouraged to maintain the highest standards of integrity in their work; • Organize training activities focused on the value and method transfer for plagiarism prevention;
<p>Implement supporting actions to raise awareness on ethical topics</p>	<ul style="list-style-type: none"> • It should be good practice for each institution in the Alliance to have a Research Integrity Officer; • Adoption of anti-plagiarism detection software at each university of the Alliance; • Organization training sessions and study days to raise awareness of integrity and ethical issues among academic staff and the research community (starting from master’s degree students to senior researchers); • Mutual learning and sharing of experiences with a focus on ethics and integrity principles and research misconduct issues;



	<ul style="list-style-type: none">• Dissemination and promotion activities of ethics topics, especially on challenges arising from new information and communication technologies (e.g. ethical use of artificial intelligence and big data systems);• Raise awareness of Artificial Intelligence (AI) and its use (emphasizing that AI is a means and not an end), promote the relevant European vision and values, and respect the ethical standards and relevant EU law;• Adopt guidelines for the use of AI that are consistent with the Institution's ethical principles and that guarantee the human contribution to the research product; • Ensure that research results comply with the ethical principles and key requirements for the realization of trustworthy AI, in line with the European Commission's "Ethical Guidelines for Trustworthy Artificial Intelligence".
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SECTION 2: EQUALITY AND PARITY PRINCIPLES

Outcomes of the survey

Section 2 of the survey focuses on Equality and Parity issues and existing researchers' recruitment and selection processes (12 questions).

A necessary premise is that each institution's internal organization and policies depend on national-specific legislation dedicated to promoting gender equality in research and innovation (e.g. the nominee of gender officers in all universities and research organizations in France, and the appointment of a Guarantee Committee in Italy).

Furthermore, the European Union does not oblige academic organizations to follow a standard model, precisely because of the national cultural and legislative diversities but invites universities to use the guidelines available online to look for conformity in the information and suggestions from which to start.

This allows universities to think about their functioning structural model to identify better obstacles or barriers that generate work environments that are not inclined towards equality and inclusion, imagining suitable changing processes to their context and therefore feasible.

From the answers provided, it can be deduced that each university in the alliance, is trying to promote gender equality in its research organization by implementing all those actions suggested by the European Institute for Gender Equality (EIGE), which allow for a structural and cultural change to be carried out through compliance with national legislation and community; attention to well-being at work; cooperation between all categories of staff and stakeholders; redesigning, within respective national laws framework, internal decision-making processes, and career management procedures; placing greater attention on gender perspective in research and teaching.

Despite this, significant results emerge from the survey on what has not yet been achieved in any partner university and substantial differences that can be bridged to build common principles.

1) GENERAL OBSERVATION AND ASSESSMENT OF THE INSTITUTION AND ITS INTERNAL POLICIES OR PRACTICES (questions from C1 to C7-Annex 1 Survey_Task 5.3_Defining common policies)

The first part of the Equality and Parity survey section is focused on providing a snapshot of the current institutional context, especially policies, and documents on this topic.

According to the responses, all the universities of the EDUC Alliance have already adopted a Gender Equality Plan, however, at the time of this study, only two out of six are available in English (some of the universities are working on that). Connected to this there is the achievement of the KPI (Key Indicator Performance) n°5 "Number of specific measures to promote change toward equal opportunities", foreseen within WP5, that strengthens the partners' commitment and leads to solving this challenge.



The engagement and sensitivity of the Alliance institutions are demonstrated, also, by additional documents or guidelines (e.g. Charter for Equality between men and women-UPN; Action Plan on Gender Equality in the Workplace UPN and UNIVREN; Anti-Discrimination Guidelines-UP; etc.) that each university adopted to prevent and reduce potential inequalities and discrimination.

At the organizational level, five out of six institutions, foresee the existence of one, or more, bodies dedicated to equality and parity issues (e.g. UP equal opportunity commissioner at each faculty, all departments and at the central level) with specific roles and competencies.

Relating to these, among others, these Bodies:

- deal with the topics of equal opportunities, diversity, anti-discrimination, and the advancement of women in academia;
- propose actions and events about the university's equality and non-discrimination policy;
- provide psychological support and guidance and inform interested people of their rights and resources available;
- if the case of discriminatory behaviours or situations of sexual harassment recommend disciplinary or legal actions;
- collect and manage gender data.

In some universities, there are two main kinds of bodies: one appointed (e.g. council or committee) with a high level of representation of the academic composition (teaching staff, vice presidents, directors, administrative staff, and students), and others that are permanent offices with a dedicated staff.

Some of these entities are focused on specific themes regarding areas of inequality that are of particular concern from a gender perspective and that need intervention (e.g. Sexist and sexual violence complaint mechanisms -UPN).

Even if each institution underlines visible progress to create a respectful environment through the implementation of inclusive strategies and activities, participants in the survey are aware that there are opportunities for advanced development.

The following barriers to equality, diversity, and inclusion of a diverse nature have been identified:

- Inequality in salaries "Gender pay gap" and career development and opportunities - *The segregation effect of the professions due to an over-representation of men in the highest paying professions, combined with an over-representation of women in the lowest paying professions;*
- Gender inequality in leadership positions: an unbalanced breakdown between women and men is underlined especially regarding an under-representation of women in top positions (e.g. full professors);



- Work-life balance and organizational culture: *few supports offered to female researchers to reconcile personal and working life, especially during the period of motherhood and early childhood - difficulties in implementing maternity/paternity leave policies equally;*
- Cultural nature: *a masculine representation of the academy persists (language and leadership positions).*

Furthermore, all EDUC universities foresee a procedure to identify or counteract discriminatory practices. Each university has developed its modality to address these issues: for example, implementation of recommendations in force at the European or national level, awareness campaigns, training, and workshops events, and collecting reports on discriminatory behaviors.

General Conclusion

The assessment of the current context of the EDUC-SHARE partners relating to internal policies and practices is quite positive and the survey demonstrates that equality and parity principles are core values within the whole Alliance.

Nevertheless, there are significant differences among institutions in procedures and bodies dedicated to preventing and counteracting discrimination, and to promote an inclusive environment, within and through the EDUC Alliance, it should be desirable to standardize some mechanisms.

Perspectives

We suggest that the partner universities:

- Allocate adequate resources to develop a gender budgeting;
- Standardize some procedures or guidelines and create a uniform basis of values and working conditions for researchers to deal with discriminatory behaviours;
- Inspire ourselves from the Norwegian Committee for Gender Balance and Diversity in Research: 1. fairness; 2. democracy and credibility; 3. national [would become international] research objectives; 4. research relevance; 5. research quality; 6. competitive advantage.

2) RESEARCHERS' RECRUITMENT AND SELECTION PROCEDURES (questions from C8 to C9-Annex 1

Survey_Task 5.3_Defining common policies)

The second part of the Equality and Parity survey section is dedicated to comparing the current recruitment and selection processes and procedures for researchers across all universities, with a particular emphasis on promoting equality and parity.

The survey results demonstrate a significant commitment among partners to advancing equality and parity through good practices within academia.



As for the actions implemented by each university to support transparent and inclusive researchers' recruitment procedures, the following emerged:

Communication and dissemination activities:

- A short video on gender stereotyping in academic hiring, accessible to all committee members (UPN);
- Awareness-raising initiatives on equality and anti-discrimination addressing selection committees (UNIVREN and UP);
- Communication targeting all academic females to pursue career advancement (UPN);
- Provide all committee members with data on the gender representation of their discipline both nationally and locally (UPN).

Recruitment and Selection Procedures:

- Recruitment and selection processes are carried out in compliance with the OTM-R strategy – Openness, Transparency, and Merit-based candidate evaluation, Equal opportunities, Efficiency, Gender balance, Protection of rights (MU and UP);
- Promotion of equal gender composition in the evaluation committees for the recruitment of teaching, research, technical, administrative, and librarian staff in compliance with national legislation (UNICA);
- Definition of new procedures aimed at reducing gender bias in public evaluations (consistently with the national current law) (UNICA);
- Involvement of equal opportunity officers in the appointment/hiring process (UP);
- Quota-based composition of the appointment committee (40% women, at least one female university lecturer) (UP).

General Conclusion

Despite the strong commitment of each university to promoting equal opportunities and a merit-based evaluation, they have different levels of awareness and there are still asymmetrical situations. This may depend on several factors: national legislation constraints or, in specific cases, on the experience developed thanks to the HRS4R process, especially through the adoption of an OTM-Recruitment Strategy (UP and MU). This policy serves as a guideline for those responsible for the hiring process and offers potential candidates' information on the standards of the recruitment selection process.

Perspectives

Standardization of the recruitment and selection process through the OTM-R policy development within the HRS4R process will guide not labelled institutions (UNICA, UPECS and UPN).



3) EVALUATING EQUALITY AND PARITY IN RESEARCH TEAMS (question C10 -Annex 1 Survey Task

5.3 Defining common policies)

EDUC Universities aim to drive forward gender equality within the research processes, activities, and outputs, both within research teams and in research content. Some examples of the measures already undertaken or in progress are:

- census of the projects, publications, and initiatives focused on gender dimension, to promote research on these topics (UPN);
- collection and monitoring of gender-disaggregated data (UNICA, MU and UP);
- raising awareness of the gender dimension in research and teaching activities (UNICA, UP, and MU);
- providing information about existing programmes to promote equal opportunities, and advising on possible equal opportunity measures and innovative ideas to support excellence in research (UP);
- establishment of annual awards to promote gender mainstreaming in research (PhD thesis) (UNICA);
- established a memorandum of understanding with the local stakeholders (RFO) to integrate gender equality topics in research funding programme (UNICA);
- supporting female researchers in taking part in international scientific groups, conferences, panels, and commissions of experts through measures to support childcare services (UNICA and UP).

General Conclusion

Each institution of the EDUC Alliance considers a priority to improve research content by integrating a gender and diversity perspective and supporting the creation of gender-balanced research teams.

Perspectives

The census of projects focused on gender dimensions.

Supporting actions to raise awareness of the gender dimension in research.

4) BEST PRACTICES on equality and parity issues, e.g., actions on work and family life conciliation, gender balance in decision-making, etc. (question C11-Annex 1 Survey_Task 5.3_Defining common policies)

Regarding the request to describe at least one best practice of each institution, there have been different kinds of contributions, namely:

- The University of Paris Nanterre set up a unit to fight against gender-based and sexual violence with a dedicated email address and a webpage. The implementation of this reporting mechanism stems from the UPN's commitment to prevent and tackle gender-based and sexual violence that members of the



university community may encounter while pursuing their studies or engaging in their professional activities.

- The University of Cagliari institutionalized the role of Delegate for Gender Equality and introduced “alias” careers for gender transitioning students and PhD candidates. These policies are consistent with UNICA's commitment to establishing an environment that fosters inclusivity and diversity, enabling all individuals to actively contribute and benefit from a fair and respectful academic and working context, including active involvement in key decision-making bodies.
- The Masaryk University designated a Gender Equality Guarantor, namely the Vice-Rector for Human Resources and Academic Affairs, who will collaborate with other members of the university's management, various units within the university, and representatives from relevant departments in the Rector's Office to effectively carry out the activities outlined in the GEP of Masaryk University. The Gender Equality Guarantor submits an annual report to the MU.
- The Equal Opportunity Coordination Office of the University of Potsdam provides financial support to university members so that they can finish their studies and research without financial concerns. The scholarship is primarily aimed at female students, young female scientists, and parents after a family-related break. The scholarship is intended to increase the proportion of women at all academic qualification levels.
- The University of Rennes offers teaching and research staff the opportunity to undertake research semesters without a teaching workload after returning from maternity or parental leave.

5) COMMUNICATION AND AWARENESS ACTIVITIES to fight biases and stereotypes (questions from C12 to C14- Annex 1 Survey_Task 5.3_Defining common policies)

Effective communication and targeted activities play a crucial role in fighting bias and stereotypes within the academic community. The EDUC Universities demonstrate a deep commitment to addressing this issue, employing a diverse set of tools to achieve their goals:

- detailed webpages on their institutional websites, facilitating easy access to information on gender equality and related topics;
- communication campaigns and targeted information materials like flyers addressing diverse topics, such as gender-neutral language, sexual discrimination, and more;
- training activities, seminars, and conferences designed to inform and promote gender equality in academia, address work-life balance, and tackle gender asymmetries, that consider also relevant legislative and policy frameworks;
- ongoing review mechanism for staff recruitment processes that aimed at ensuring fair treatment with a focus on improving conditions for workers with specific family, personal, and health needs. This



mechanism also includes a focus on the physical and information-communication accessibility of buildings and workstations;

- establishment of an Interdepartmental research centre focused on gender issues and design of career support pathways, with a particular emphasis on implementing mentoring programmes aimed at fostering inclusivity and support for researchers;
- participating in audits that accompany and provide guidance to universities in developing structures, tools, and measures to promote the inclusion of diverse groups in daily university life. This process engages all stakeholders and is driven internally within the institution.

General conclusion and suggestions

This work indicates a strong determination among EDUC Universities to promote equality, inclusivity, and diversity in the academic environment, fostering a positive and supportive culture for all members of their respective communities.

6) SUGGESTIONS OF GOOD PRACTICES, in any other Institution, to implement at the level of the EDUC Alliance (C15)

Recommendation by UNICA: based on other University's experience it should be useful to develop a MOOC course of 7 lessons on Gender equality and the fight against discrimination in universities.

This represents an excellent practice that would be interesting to propose at the EDUC Alliance to enhance a vision of gender equality that goes beyond the boundaries of specific academic and national institutions.

Masaryk University proposes to closely monitor and incorporate the work already accomplished and currently underway at the European level, as well as the initiatives implemented by other university alliances:

- Policy group on diversity, equality, and inclusion, League of European Research Universities LERU;
- Gender and Diversity working group, The Guild of European Research-Intensive Universities;
- Equality & Diversity Working Group, The Coimbra Group;
- Gender, Diversity, and Inclusion working group, EU-Life.

The University of Potsdam's suggestion: involving equal opportunities commissioners in all personnel decisions has greatly increased the awareness of committees. This structural decision could be introduced in all EDUC institutions.

The University of Rennes suggests that the development of mentoring for women entering a PhD programme could be an action carried out in all EDUC institutions.



Common recommendations and perspectives

Recommendations

This document constitutes deliverable D5.2 “Common Recommendations of EDUC Members on Ethics and Parity/Equality Principles”. It results from the activities undertaken within Task 5.3 "Defining common policies on three selected topics", in which EDUC Alliance partners undertook a self-assessment of their "state of the art" regarding practices and policies aimed at combating inequality of genre in the academy, to build common recommendations that could represent the starting point for future activities or projects of the Alliance. Below are the common and shared recommendations.

KEY FINDINGS	COMMON RECOMMENDATIONS
Allocate adequate resources to support women in research	Scholarships/research grants for women, especially those with family-care-related responsibilities. Female empowerment structures: Women in particular are supported in remaining in science through mentoring programmes, coaching offers, and financial or in-kind support.
Promote the access of women in sectors where they are under-represented	Promotion of inclusiveness and gender equality in organizing scientific and educational events and in assuring their visibility. The presence of equal opportunity officers in all personnel selection procedures.
Promote the access of women to decision-making positions and governance	Appointment of Delegate for Gender Equality and Gender Equality Guarantor in the governance.
Ensure that appropriate language is used to guarantee equal and inclusive treatment in the official documents	Adoption of a gender-sensitive institutional/administrative language
Support actions to raise awareness of the gender dimension in research	Training for researchers in gender/equality issues, from designing studies to disseminating results

Perspectives

Implementation of Gender Equality Principles are planned to be carried out within EDUC II and EDUC-WIDE. EDUC II has a working group to develop training modules for PhD candidates and young researchers on "Female Empowerment", themes such as gender inequality, gender-based violence in academia, and gender



methodologies. EDUC-WIDE's third pillar, Career Diversity, includes the objective to develop and implement the Gender Equality Plans in ,widening' countries. The current report and its annexes (namely Annex 2_Ethics_Common vocabulary, Annex 3_Gender equality_Common definitions and Annex 4_Repository of good practices) should constitute a solid base to build on.



List of Annexes

Annex 1_Survey_Task 5.3_Defining common policies

Annex 2_Ethics_Common vocabulary

Annex 3_Gender equality common definitions

Annex 4_Gender Equality repository of good practices at each University



ANNEX 1

Survey_Task 5.3_Defining common policies



The **aim of this task** is "defining common principles on Ethics, Equality, and Parity and improving young researchers' environments (training offers, supervision, working conditions, professional integration)".

Two working groups (one on ethics topics and one on equality and parity topics) have been set up.

This **20 minute-survey gathers data and information** by analyzing the academic context of each EDUC University with the aim to identify and share best practices in view of the common EDUC recommendations.

It includes two sections:

Section 1 on Ethics topics

Section 2 on Equality and Parity issues

The deadline to fill out the survey is **25/07/2022**.

There are 33 questions in this survey.

General Information

University *

Choose one of the following answers

Please choose **only one** of the following:

Masaryk

Paris-Nanterre

Pécs

Potsdam

Cagliari

Name & Surname *

Please write your answer here:

Position at the University *

Please write your answer here:

Working Group *

Choose one of the following answers

Please choose **only one** of the following:

Ethics

Equality and Parity

Section_Ethics principles

Focus on the 3 following topics from the European Charter & Code for Researchers concerning Ethics issues:

Research freedom	Researchers should focus their research for the good of mankind and for expanding the frontiers of scientific knowledge , while enjoying the freedom of thought and expression , and the freedom to identify methods by which problems are solved, according to recognised ethical principles and practices. Researchers should, however, recognise the limitations to this freedom that could arise as a result of particular research circumstances (including supervision/guidance/management) or operational constraints, e.g. for budgetary or infrastructural reasons or, especially in the industrial sector, for reasons of intellectual property protection. Such limitations should not, however, contravene recognised ethical principles and practices, to which researchers have to adhere.
Professional responsibility	Researchers should make every effort to ensure that their research is relevant to society and does not duplicate research previously carried out elsewhere . They must avoid plagiarism of any kind and abide by the principle of intellectual property and joint data ownership in the case of research carried out in collaboration with a supervisor(s) and/or other researchers. The need to validate new observations by showing that experiments are reproducible should not be interpreted as plagiarism, provided that the data to be confirmed are explicitly quoted. Researchers should ensure, if any aspect of their work is delegated, that the person to whom it is delegated has the competence to carry it out.
Good practice in research	Researchers should at all times adopt safe working practices , in line with national legislation, including taking the necessary precautions for health and safety and for recovery from information technology disasters , e.g. by preparing proper back-up strategies . They should also be familiar with the current national legal requirements regarding data protection and confidentiality protection requirements and undertake the necessary steps to fulfil them at all times.

Do you have any internal documents, guidelines, or regulations that cover these principles?

*

Only answer this question if the following conditions are met:

Answer was 'Ethics' at question '[G1Q00004]' (Working Group)

Choose one of the following answers

Please choose **only one** of the following:

Yes

No

If any, please specify the title of the document and provide the link:

Only answer this question if the following conditions are met:
Answer was 'Ethics' at question '[G1Q00004]' (Working Group)

Please write your answer here:

Is this document available in English? *

Only answer this question if the following conditions are met:
Answer was 'Ethics' at question '[G1Q00004]' (Working Group)

Choose one of the following answers

Please choose **only one** of the following:

Yes

No

In progress

Has your institution embedded, in its regulations, principles from any academic research integrity charter or code of conduct of research integrity? If any, please specify principles and title of the document *

Only answer this question if the following conditions are met:
Answer was 'Ethics' at question '[G1Q00004]' (Working Group)

Comment only when you choose an answer.

Please choose all that apply and provide a comment:

Code of Ethics in Academics Research of the European University Institute (EUI)

The European Code of Conduct for Research Integrity of the All European Academies (ALLEA)

Other: please specify the title

Other: please specify the title

Other: please specify the title

How far ethics principles are embedded in institutional practices? Please give some examples. *

Only answer this question if the following conditions are met:
Answer was 'Ethics' al question '[G1Q00004]' (Working Group)

Please write your answer here:

Do you have a Unit or Committee dedicated to Ethics issues? *

Only answer this question if the following conditions are met:
Answer was 'Ethics' al question '[G1Q00004]' (Working Group)

Choose one of the following answers
Please choose **only one** of the following:

Yes

No

In progress

Make a comment on your choice here:

How is it composed? (Internal and/or external members) *

Only answer this question if the following conditions are met:
Answer was 'Ethics' al question '[G1Q00004]' (Working Group)

Please write your answer here:

If any, what kind of activities are carried out by this Unit/Committee? *

Only answer this question if the following conditions are met:
Answer was 'Ethics' at question '[G1Q00004]' (Working Group)

Comment only when you choose an answer.
Please choose all that apply and provide a comment:

Advisory rate

Training offer on Ethics issues

Support on disputed matters Other:

please give an example

Other: please give an example

Does your Institution foresee a mechanism to identify research misconduct (for a definition of research misconduct please refer to the Code of Ethics in Academic Research of the European University Institute EUI <https://www.eui.eu/Documents/ServicesAdmin/DeanOfStudies/CodeofEthicsinAcademicResE> and impose appropriate sanctions?

*

Only answer this question if the following conditions are met:
Answer was 'Ethics' at question '[G1Q00004]' (Working Group)

Please write your answer here:

Please describe any other good practice you have implemented in your Institution, not mentioned above. *

Only answer this question if the following conditions are met:
Answer was 'Ethics' at question '[G1Q00004]' (Working Group)

Please write your answer here:

What does your Institution do to promote and share these principles among academic staff?*

Only answer this question if the following conditions are met:
Answer was 'Ethics' al question '[G1Q00004]' (Working Group)

Please write your answer here:

Does the institutional website have a section that gathers useful information on Ethics issues? *

Only answer this question if the following conditions are met:
Answer was 'Ethics' al question '[G1Q00004]' (Working Group)

Choose one of the following answers
Please choose **only one** of the following:

- Yes
- No
- In progress

Which changes or actions do you suggest supporting these three principles (Research freedom, Professional responsibility, and Good practice in Research) in higher education and research? *

Only answer this question if the following conditions are met:
Answer was 'Ethics' al question '[G1Q00004]' (Working Group)

Please write your answer here:

Do you know any good practice, in any other Institution, which you would like to implement at EDUC Alliance level? *

Only answer this question if the following conditions are met:
Answer was 'Ethics' al question '[G1Q00004]' (Working Group)

Please write your answer here:

Section_Equality and parity principles

Do you have any internal documents, guidelines, or regulations that cover equality and parity principles? *

Only answer this question if the following conditions are met:

Answer was 'Equality and Parity' al question' [G1Q00004]' (Working Group)

Choose one of the following answers

Please choose **only one** of the following:

Yes

No

Other

If any, please specify the title of the document and provide the link:

Only answer this question if the following conditions are met:

Answer was 'Equality and Parity' al question' [G1Q00004]' (Working Group)

Comment only when you choose an answer.

Please choose all that apply and provide a comment:

Gender Equality Pian

Gender budgeting

Other: please specify the title

Other: please specify the title

Other: please specify the title

Is this document available in English? *

Only answer this question if the following conditions are met:

Answer was 'Equality and Parity' al question' [G1Q00004]' (Working Group)

Choose one of the following answers

Please choose **only one** of the following:

Yes

No

In progress

Do you have a Unit or Committee dedicated to equality and parity issues? (e.g., Guarantee Committee, Equality Unit, etc.)*

Only answer this question if the following conditions are met:

Answer was 'Equality and Parity' at question' [G1Q00004]' (Working Group)

Choose one of the following answers

Please choose **only one** of the following:

Yes

No

In progress

Make a comment on your choice here:

How is it composed? (Internal and/or external members) *

Only answer this question if the following conditions are met:

Answer was 'Equality and Parity' at question' [G1Q00004]' (Working Group)

Please write your answer here:

What are the barriers to equality, diversity and inclusion at your Institution? *

Only answer this question if the following conditions are met:

Answer was 'Equality and Parity' at question' [G1Q00004]' (Working Group)

Please write your answer here:

Does your Institution foresee a mechanism or procedure to identify unfair or discriminatory policies, practices, and events? (For example, as required by the UK Equality Act 2010-, an Equality Impact Assessment) Can you please briefly describe it? *

Only answer this question if the following conditions are met:

Answer was 'Equality and Parity' at question ' [G1Q00004]' (Working Group)

Please write your answer here:

Do you think that researchers' recruitment and selection procedures in your institution promote equality and parity? *

Only answer this question if the following conditions are met:

Answer was 'Equality and Parity' at question ' [G1Q00004]' (Working Group)

Please write your answer here:

Which actions does your Institution put in place to support transparent and inclusive researchers' recruitment procedures? (e.g., a fair composition of the evaluation committee, equal opportunities to apply to a position, etc.) *

Only answer this question if the following conditions are met:

Answer was 'Equality and Parity' at question ' [G1Q00004]' (Working Group)

Please write your answer here:

Does your Institution foresee specific measures to promote equality and parity in research teams or to include a gender perspective in research content? Can you please briefly describe it? *

Only answer this question if the following conditions are met:

Answer was 'Equality and Parity' al question' [G1Q00004]' (Working Group)

Please write your answer here:

Describe a best practice at your Institution (e.g., Actions on work and family lite conciliation, Gender balance in decision-making, etc.)*

Only answer this question if the following conditions are met:

Answer was 'Equality and Parity' al question' [G1Q00004]' (Working Group)

Please write your answer here:

What does your Institution to promote and share equality and parity policies and practices among academic staff? *

Only answer this question if the following conditions are met:

Answer was 'Equality and Parity' al question' [G1Q00004]' (Working Group)

Please write your answer here:

Does the institutional website have a section that gathers useful information on equality and parity issues? *

Only answer this question if the following conditions are met:

Answer was 'Equality and Parity' al question' [G1Q00004]' (Working Group)

Choose one of the following answers

Please choose **only one** of the following:

Yes

No

In progress

Describe actions (if available) put in place that will reduce (or eliminate) a negative impact on equality and parity *

Only answer this question if the following conditions are met:

Answer was 'Equality and Parity' at question ' [G1Q00004]' (Working Group)

Please write your answer here:

Do you know any good practice, in any other Institution, which you would like to implement at EDUC Alliance level? *

Only answer this question if the following conditions are met:

Answer was 'Equality and Parity' at question ' [G1Q00004]' (Working Group)

Please write your answer here:

Thanks for your collaboration

Submit your survey.

Thank you for completing this survey.

Annex 2

Ethics Common Definition And Vocabulary

RESEARCH ETHICS	<p>Research ethics is the researchers' community's commitment to uphold the expected standards of conduct and to apply ethical principles to research activities.</p> <p>References</p> <p><i>The European Charter for Researchers</i> https://euraxess.ec.europa.eu/sites/default/files/am509774cee_en_e4.pdf</p> <p><i>The European Code of Conduct for Research Integrity REVISED EDITION 2023</i> https://allea.org/wp-content/uploads/2023/06/European-Code-of-Conduct-Revised-Edition-2023.pdf</p> <p><i>Horizon 2020 Programme. Guidance How to complete your ethics self-assessment</i> https://ec.europa.eu/research/participants/data/ref/h2020/grants_manual/hi/ethics/h2020_hi_ethics-self-assess_en.pdf</p> <p><i>European Commission Ethics in Social Science and Humanities 05 July 2021</i> https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/horizon/guidance/ethics-in-social-science-and-humanities_he_en.pdf</p> <p><i>European Commission Ethics and data protection 05 July 2021</i> https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/horizon/guidance/ethics-and-data-protection_he_en.pdf</p> <p><i>Conseil of Europe Guidelines on the protection of individuals with regard to the processing of personal data in a world of Big Data</i> https://rm.coe.int/16806ebe7a</p> <p><i>European Commission Guidance note — Potential misuse of research</i> https://ec.europa.eu/research/participants/data/ref/h2020/other/hi/guide_research-misuse_en.pdf</p> <p><i>Guidance note — Research involving dual-use items</i> https://ec.europa.eu/research/participants/data/ref/h2020/other/hi/guide_research-dual-use_en.pdf</p>
RESEARCH INTEGRITY	<p>Research Integrity is the proper research conduct, appropriateness of methodology, and resilience toward external inputs or pressures.</p>



	<p>References</p> <p><i>The European Charter for Researchers</i> https://euraxess.ec.europa.eu/sites/default/files/am509774cee_en_e4.pdf</p> <p><i>The European Code of Conduct for Research Integrity REVISED EDITION 2023</i> https://allea.org/wp-content/uploads/2023/06/European-Code-of-Conduct-Revised-Edition-2023.pdf</p>
<p>RESEARCH FREEDOM</p>	<p>Research Freedom means that researchers must be independent in selecting research topics and that their freedom of expression must be guaranteed without institutional interference or censorship. At the same time, it ensures that research is inclusive and accessible to a wide range of individuals, not just the privileged.</p> <p>References</p> <p><i>The European Charter for Researchers</i> https://euraxess.ec.europa.eu/sites/default/files/am509774cee_en_e4.pdf</p> <p><i>Charter of Fundamental Rights of The European Union (2000/C 364/01) articles 11 e 13</i> https://www.europarl.europa.eu/charter/pdf/text_en.pdf</p>
<p>PROFESSIONAL RESPONSIBILITY</p>	<p>Professional Responsibility refers to the interconnection of responsibility and accountability. Researchers are considered accountable for adhering to research rules, and any failure to comply can be attributed to them, resulting in potential legal consequences.</p> <p>References</p> <p><i>The European Charter for Researchers</i> https://euraxess.ec.europa.eu/sites/default/files/am509774cee_en_e4.pdf</p> <p><i>The European Code of Conduct for Research Integrity REVISED EDITION 2023</i> https://allea.org/wp-content/uploads/2023/06/European-Code-of-Conduct-Revised-Edition-2023.pdf</p>
<p>GOOD PRACTICE IN RESEARCH</p>	<p>Good practice in research means adopting behaviors and methods in research that are functional for the sole purpose of achieving objectives, while respecting the rules of the scientific community, the people involved, and their rights, serving the societal interest.</p>



	<p>References</p> <p><i>The European Charter for Researchers</i> https://euraxess.ec.europa.eu/sites/default/files/am509774cee_en_e4.pdf</p> <p><i>The European Code of Conduct for Research Integrity REVISED EDITION 2023</i> https://allea.org/wp-content/uploads/2023/06/European-Code-of-Conduct-Revised-Edition-2023.pdf</p> <p><i>Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation)</i> http://data.europa.eu/eli/req/2016/679/oj</p>
<p>RESEARCH MISCONDUCT</p>	<p>Research misconduct refers to the transgression of the research community's norms pertaining to research integrity. This may involve the creation, manipulation, and/or fabrication of data; the appropriation of others' research findings without due acknowledgment of the original authors; non-adherence to established guidelines; contravention of regulations governing data management among research participants; and disregard of supervisor obligations.</p> <p>References</p> <p><i>The European Charter for Researchers</i> https://euraxess.ec.europa.eu/sites/default/files/am509774cee_en_e4.pdf</p> <p><i>The European Code of Conduct for Research Integrity REVISED EDITION 2023</i> https://allea.org/wp-content/uploads/2023/06/European-Code-of-Conduct-Revised-Edition-2023.pdf</p> <p><i>OECD, Global Science Forum – Best Practices for Ensuring Scientific Integrity and Preventing Misconduct</i> http://www.oecd.org/science/sci-tech/40188303.pdf</p> <p><i>OECD Global Science Forum Investigating Research Misconduct Allegations in International Collaborative Research Projects A PRACTICAL GUIDE April 2009</i> https://www.oecd.org/science/inno/42770261.pdf</p>
<p>PLAGIARISM</p>	<p>Plagiarism can be defined as the act of appropriating the words, data or ideas of others, even if not literally, without proper acknowledgment or citation of the original source.</p>



	<p>References</p> <p><i>The European Code of Conduct for Research Integrity REVISED EDITION 2023</i>, paragraph 3.1 https://allea.org/wp-content/uploads/2023/06/European-Code-of-Conduct-Revised-Edition-2023.pdf</p> <p><i>The European Charter for Researchers</i> https://euraxess.ec.europa.eu/sites/default/files/am509774cee_en_e4.pdf</p>
<p>CONFLICT OF INTEREST</p>	<p>A conflict of interest is a circumstance wherein the researcher's objectivity is compromised due to personal interests or various pressures, including external influences, that impede them from assuming an impartial stance in their research.</p> <p>References</p> <p><i>Regulation (EU) No 536/2014 of the European Parliament and of the Council of 16 April 2014 on clinical trials on medicinal products for human use, and repealing Directive 2001/20/EC</i> https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:02014R0536-20221205</p> <p><i>The European Code of Conduct for Research Integrity REVISED EDITION 2023</i>, paragraph 2.7 https://allea.org/wp-content/uploads/2023/06/European-Code-of-Conduct-Revised-Edition-2023.pdf</p> <p><i>The European Charter for Researchers</i> https://euraxess.ec.europa.eu/sites/default/files/am509774cee_en_e4.pdf</p>



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- The European Code of Conduct for Research Integrity, Revised Edition 2023 <https://allea.org/wp-content/uploads/2023/06/European-Code-of-Conduct-Revised-Edition-2023.pdf>
- Code of Ethics in Academic Research IUE 263/22 (CA 249) rev. 1 <https://www.eui.eu/documents/servicesadmin/deanofstudies/codeofethicsinacademicresearch.pdf>
- Charter of Fundamental Rights of The European Union (2000/C 364/01) [Charter of Fundamental Rights of the European Union \(europa.eu\)](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A2000C0364%2F01)
- European Convention on Human Rights https://www.echr.coe.int/documents/convention_eng.pdf
- Recommendations for the Investigation of Research Misconduct [INV Handbook ENRIO 07032019 web.pdf](https://www.enr.io/07032019-web.pdf)
- Horizon 2020 Programme - Guidance How to complete your ethics self-assessment https://ec.europa.eu/research/participants/data/ref/h2020/grants_manual/hi/ethics/h2020_hi_ethics-self-assess_en.pdf
- European Commission, Ethics in Social Science and Humanities - 05 July 2021 https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/horizon/guidance/ethics-in-social-science-and-humanities_he_en.pdf
- European Commission, Ethics and data protection - 05 July 2021 https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/horizon/guidance/ethics-and-data-protection_he_en.pdf
- Conseil of Europe, Guidelines on the protection of individuals with regard to the processing of personal data in a world of Big Data <https://rm.coe.int/16806ebe7a>
- European Commission, Guidance note — Potential misuse of research https://ec.europa.eu/research/participants/data/ref/h2020/other/hi/guide_research-misuse_en.pdf



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- Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee, and the Committee of the Regions “Building Trust in Human-Centric Artificial Intelligence“ <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52019DC0168&from=LT>
- Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee, and the committee of the regions “Establishing a European Declaration on Digital Rights and Principles for the Digital Decade“ COM(2022) 27 final <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52022DC0027>
- Unesco, Recommendation on the Ethics of Artificial Intelligence <https://unesdoc.unesco.org/ark:/48223/pf0000381137>
- Framework of ethical aspects of artificial intelligence, robotics and related technologies European Parliament resolution of 20 October 2020 with recommendations to the Commission on a framework of ethical aspects of artificial intelligence, robotics and related technologies (2020/2012(INL)) <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52020IP0275>
- Joint declarations European Parliament Council European Commission, European Declaration on Digital Rights and Principles for the Digital Decade 2023/C 23/01 [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32023C0123\(01\)](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32023C0123(01))
- European Commission, Regulation of the European Parliament and of the Council laying down harmonized rules on Artificial Intelligence (Artificial Intelligence Act) And amending certain union legislative acts - COM(2021) 206 final 2021/0106(COD) <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52021PC0206>
- European Commission, White Paper On Artificial Intelligence - A European approach to excellence and trust - COM(2020) 65 final <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52020DC0065>
- Asilomar AI principles, 2017 [https:// futureoflife.org/ai-principles](https://futureoflife.org/ai-principles)



- UNI Global Union, Top Ten Principles for Ethical AI
https://www.thefutureworldofwork.org/wp-content/uploads/2023/10/uni_ethical_ai.pdf
- Regulation (Eu) 2016/679 Of The European Parliament And Of The Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation)
<https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32016R0679>



Annex 3

Gender Equality Common Definitions and Vocabulary

Introduction

In universities, knowledge is produced, transmitted, and disseminated. These institutions have a central role in the development of a society particularly of the new generations, also respecting gender awareness and against all forms of discrimination. One of how an organization can act towards this goal is to use language consciously, to counteract inequalities and challenge stereotypes and traditional roles in society. Universities can help build a more democratic, tolerant, less conflictual society, aware of differences and open to realizing everyone's aspirations.

Language and communication are tools and contexts in which inequalities can be developed, transmitted, and reiterated. University communication should instead promote an inclusive approach, incorporating equity, openness, and inclusion as central values. This is the reason why the members of Task 5.3 who dealt with gender equality policies evaluated the opportunity to draw up a shared vocabulary, highlighting some key terms, useful to always take into consideration in the official communications of the Educ-Share alliance.

Starting from the experience of the H2020 SUPERA project, the working group depicted its own common EDUC-SHARE definitions starting from the identification of key terms relating to gender-sensitive language and communication.

Empowerment	<p>The process of gaining access and developing one's capacities to participate actively in shaping one's own life and that of one's community in economic, social, and political terms. (OECD)</p> <p>An example related to research and academia: through training, mentoring, or peer support processes, allow women staff to develop the leadership and knowledge skills required to increase their participation in the University's decision-making processes and to facilitate their leadership at all levels</p>
Gender	<p>Gender refers to the roles and responsibilities of individuals (men, women, and those who do not conform to the binary gender dichotomy) that are created in our families, our societies, and our cultures. The</p>



	<p>concept of gender also includes the expectations held about the characteristics, attitudes, and likely behaviors of both women and men (femininity and masculinity). Gender roles and expectations are learned. They can change over time and they vary within and between cultures. Systems of social differentiation, such as political status, class, ethnicity, physical and mental disability, age, and more, modify gender roles. The concept of gender is vital because, when applied to social analysis, it reveals how women's subordination (or men's domination) is socially constructed. As such, the subordination can be changed or ended. It is not biologically predetermined nor is it fixed forever. (UNESCO)</p> <p>An example related to research and academia: organizational structures (therefore also Universities and Research Institutes) are not gender neutral, and gender is not an addition to ongoing organizational processes but an integral part of those processes. Thus, organizations are inherently gender-based, and several studies have shown that work practices considered "normal" tend to privilege characteristics that are socially and culturally ascribed to men and devalue traits ascribed to women.</p>
<p>Gender awareness</p>	<p>The process aims to show how existing values and norms influence our picture of reality, perpetuate stereotypes, and support mechanisms (re)producing inequality. It challenges values and gender norms by explaining how they influence and limit the opinions taken into consideration and decision-making. In addition, awareness-raising aims to stimulate a general sensitivity to gender issues. (European Institute for Gender Equality (EIGE) - Glossary).An example related to research and academia: the distribution of power in academia or research institutes is not the same between men and women as most institutional governance structures are largely male-dominated. This explains why there are only a few women rectors all over the globe.</p>
<p>Gender bias</p>	<p>Gender bias is a preference or prejudice toward one gender over the other. Bias can be conscious or unconscious, and may manifest in many ways, both subtle and obvious.</p> <p>Academia is not immune to gender bias. Recognizing common stereotypes of women in the workplace and taking measures to eliminate them would improve the climate for all genders. (EIGE-Glossary)</p> <p>An example related to research and academia: several findings on gender inequality in academia, have led to calls for more transparent and open recruitment procedures and accountability among decision-makers in order to remedy the bias and arbitrariness of opaque</p>



	<p>appointment processes and guard against the reproduction of gender inequality practices that hamper the career progression of women.</p>
Gender balance	<p>This term is commonly used about human resources and equal participation of women and men in all areas of work, projects, or programmes. In a gender equality scenario, women and men are expected to participate in proportion to their share of the population. In many areas, however, women participate less than might be expected based on the gender distribution of the population (underrepresentation of women), while men participate more than expected (overrepresentation of men). (source: United Nations Statistics Division – UNSD. Global Gender Statistics Program; secondary source: EIGE)</p> <p>An example related to research and academia: the presence of women in academia is still highly unbalanced in the STEM areas, as well as in decision-making positions.</p>
Gender budgeting	<p>According to the Council of Europe’s widely used definition, gender budgeting is an application of gender mainstreaming in the budgetary process. It involves conducting a gender-based assessment of budgets, incorporating a gender perspective at all levels of the budgetary process, and restructuring revenues and expenditures to promote gender equality. In short, gender budgeting is a strategy and a process with the long-term aim of achieving gender equality goals. Fully applying gender budgeting within EU budget processes means the full integration of gender perspectives at all stages of budgeting and planning processes. Practices and methodologies to introduce and sustain gender budgeting in Europe[3] in recent years demonstrate its twin aims: to include the lived realities of women’s and men’s lives in budgets and to make existing inequalities visible in budgeting. In practice, gender budgeting is about revealing the different impacts of spending and revenue decisions on women and men, which differ depending on their life stages and economic and social circumstances. In tandem, it means reviewing public finance decisions to ensure that these contribute to advancing gender equality, rather than reinforcing existing inequalities. (European Institute for Gender Equality (EIGE) - Glossary).</p>
Gender equality	<p>This term refers to the equal rights, responsibilities, and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women’s and men’s rights, responsibilities, and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs, and priorities of both women and men are taken into</p>



	<p>consideration, recognizing the diversity of different groups of women and men. Gender equality is not a women’s issue but it should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centered development. (EIGE-Glossary)</p> <p>An example related to research and academia: several researchers have highlighted that academia appears to be one sphere in which men and masculinity are locked into one another in ways that, whether or not by intention, exclude or marginalize women and femininity.</p>
Gender equity	<p>The concept of gender equity refers to “fairness of treatment for individuals (and those who do not conform to the binary gender dichotomy) according to their respective needs. This may include equal treatment or treatment that is different, but which is considered equivalent in terms of rights, benefits, obligations and opportunities”. (International Labour Office - ILO, 2000).</p> <p>An example related to research and academia: the underrepresentation of academic women at higher classifications has been widely publicised, nationally, internationally, as well as across disciplines.</p>
Gender mainstreaming	<p>It is characterized by top-down approaches, with global, national, and local agencies setting rules and deciding on policies for increased gender equality (Eurydice, 2020).</p> <p>An example related to research and academia: in academia this can be achieved by raising awareness, the implementation of specific measures to promote a gendered perspective, and the promotion of structural changes. It aims at changes in the mainstream processes, challenging the existing norms built on the experiences of men and, more generally, power relations based on gender.</p>
Gender pay gap	<p>The gender pay gap is the difference between men’s and women’s pay, based on the average difference in gross hourly earnings of all employees. (Source: European Commission, Directorate-General for Justice, Tackling the gender pay gap in the European Union, Publications Office, 2014, https://data.europa.eu/doi/10.2838/48187 page 2).</p> <p>How is the gender pay gap measured in the EU? The gender pay gap is shown as a percentage of men’s earnings and represents the difference between the average gross hourly earnings of male and female employees. Gross earnings are wages or salaries paid directly to an employee before any deductions for income tax and social security contributions are made. In the EU, data on the gender pay gap is based</p>



	<p>on the methodology of the Structure of Earnings Survey (SES). (Source: European Commission, Directorate-General for Justice, Tackling the gender pay gap in the European Union, Publications Office, 2014, https://data.europa.eu/doi/10.2838/48187 page 3)</p> <p>Main causes of the GPG</p> <p>The gender pay gap is a complex issue caused by several interrelated factors:</p> <p>Discrimination in the workplace, Workplace practices and pay systems, Undervaluing of women's work and skills, Few women in senior and leadership positions, Balancing work and family responsibilities (Source: European Commission, Directorate-General for Justice, Tackling the gender pay gap in the European Union, Publications Office, 2014, https://data.europa.eu/doi/10.2838/48187 pages 5-7)</p>
<p>Gender-sensitive language</p>	<p>Gender-sensitive language aims to apply gender equality to written and spoken language.</p> <p>It is realised when women, men and those who do not conform to the binary gender dichotomy are made visible and addressed in language.</p> <p>Due to the importance of the gender dimension in public policy, enhancing gender visibility is an important way for public policy to positively affect all members of society.</p> <p>Law- and policy-makers are always advised to use gender-sensitive language, rather than gender-neutral language. This is a relevant aspect to consider for all the texts within universities and research institutions. (EIGE, 2019).</p> <p>An example related to research and academia: languages such as German, Romance languages and Slavic languages, where every noun has a grammatical gender and the gender of personal pronouns usually matches the reference noun, should use the feminine correspondents of masculine terms for instance for job titles; furthermore, replacing the generic masculine with neutral forms for specific referents has gained acceptance in many languages.</p>
<p>Gender stereotypes</p>	<p>Gender stereotypes are preconceived ideas whereby males and females are arbitrarily assigned characteristics and roles determined and limited by their sex. Sex stereotyping can limit the development of the natural talents and abilities of individuals their educational and professional experiences as well as life opportunities in general. Stereotypes about women both result from and are the cause of deeply ingrained attitudes, values, norms, and prejudices against women. They are used to justify and maintain the historical relations of power of men over women as well as sexist attitudes that are holding back the advancement of women.</p>



	<p>An example related to research and academia: evidence suggests that stereotype-based cognitive bias negatively impacts women’s career advancement in traditionally male fields, especially toward leadership in these fields</p>
Glass ceiling	<p>The difficulty for women in reaching top positions, together with both horizontal and vertical segregation, still act as powerful determinants of gender discrimination in the workplace. The problem of the glass ceiling persists and next to it, the obstacles have multiplied rather than the opportunities for female work. The problem of job discrimination does not only concern the advancement of the career, but it infiltrates all levels and areas within the organization, a point that we can reasonably speak not only of a crystal ceiling but of a labyrinth path, a sort of tangle of joints and curves, visible or not, which prevent linear career paths (Eagly & Carli, 2007). The glass ceiling in academia is well documented.</p> <p>An example related to research and academia: Less female professors reach the highest professor degree.</p>
Glass Ceiling Index	<p>It is an index that measures the probability of women compared to men reaching the highest qualification in the academic hierarchy. The index is given by the ratio of two shares: that of women permanently present in the academic world in Grade A, B, and C and that of women in Grade A. The GCI assumes a value of 1 when there is perfect gender equality in Grade A; the more the index takes values higher than 1 the more women are underrepresented in Grade A.</p> <p>An example related to research and academia: in 2007 the value of the GCI for European women academics (EU28) was equal to 1.80, in 2016 there is a trend towards a decrease in the index and the estimated value corresponds to 1.64. (She Figures, 2018)</p>
Glass cliff	<p>The glass cliff is a relative of the “glass ceiling” — a metaphor for the invisible, societal barrier that keeps women from achieving the highest positions in business, politics, and organisations. The glass cliff is a twist on that: women are elevated to positions of power when things are going poorly. When they reach the upper ranks of power, they’re put into precarious positions and therefore have a higher likelihood of failure, meaning there’s a greater risk for them to fall (Ryan & Haslam, 2005).</p> <p>An example related to research and academia: the history of leadership in academia was (maybe yet is) basically male. When a woman holds leadership positions, her leadership and management style is often</p>



	challenged.
Horizontal segregation	<p>This refers to gender imbalance across broad economic sectors. The distribution of genders by field of study has been studied over time in order to evaluate the evolution of the in different fields. This allows us to identify recent trends in the distribution of women in different areas of science and to uncover any (de)feminization/(de)masculinization of certain fields of study. (EIGE- Glossary)</p> <p>An example related to research and academia: the analysis of gender representation in each academic field reveals imbalances in the distribution, in almost all EU countries.</p>
Intersectionality	<p>With reference to gender equality, intersectionality is an analytical tool for studying, understanding and responding to the ways in which sex and gender intersect with other personal characteristics/identities, and how these intersections contribute to unique experiences of discrimination. It starts from the premise that people live multiple, layered identities deriving from social relations, history and the operation of structures of power. Intersectional analysis aims to reveal multiple identities, exposing the different types of intersectional and multiple discrimination and disadvantage that occur as a consequence of the combination of identities and the intersection of sex and gender with other grounds. (EIGE- Glossary)</p> <p>An example related to research and academia: failure to recognise the existence of biases born of privilege, and the importance of marginalised experience in understanding certain phenomena, enables the designation of bias to deny academics with this marginalised experience the right to a personhood. It is still common to hear words like “woman“, “black“, “queer-scientist“, highlighting the rarity of these identities coexisting with that of “scientist“. Meanwhile, white male scientists are referred to merely as “scientists“, which acknowledges that initiates of academia frequently have that identity and implies that it is irrelevant to their status as a scientist.</p>
Leaky pipeline	<p>The leaky pipeline is a metaphor used to explain that if you pour water (young girls) into a pipe, and it leaks along its length (girls and women exit at various times), very little water (professional women leaders) will emerge at the end of the pipeline. (Cronin & Roger, 1999).</p> <p>An example related to research and academia: in academia or research institutions, at every stage of the appointment process the number of women academics decreases and, as a result, the percentage of women full professors does not reflect the proportion of qualified women.</p>



<p>Maternal wall</p>	<p>This metaphor gives a clear image of how women’s careers are negatively affected by the breaks in employment necessary for motherhood (Crosby, Williams, & Biernat, 2004; Williams, 2005).</p> <p>An example related to research and academia: some scholars have documented the sharp impact of having children on academic women’s careers. Women who have children soon after receiving their Ph.D. are much less likely to achieve tenure than men who have children at the same point in their career.</p>
<p>Scissor effect</p>	<p>In the literature on gender and science this uneven trend in the careers of men and women is referred to as the "scissors effect".</p> <p>An example related to research and academia: the result of unequal participation of men and women in science allows a graphic representation in the shape of a scissors that shows how the percentages of men and women reverse their positions as the scientific career advances</p>
<p>Sexism</p>	<p>Definitions of sexism generally emphasize two components: hostility toward women (i.e., hostile affect and negative stereotypes) and the endorsement of traditional gender roles (i.e., restricting women’s conduct to fit societal prescriptions and confining women to roles accorded less status and power than those of men). (Glick, & Fiske, 1997)</p> <p>An example related to research and academia: two researchers, obviously women, were advised by an anonymous reviewer from an international journal to “find one or two male biologists to work with”. The reviewer supposes that having a male co-author would improve the paper.</p>
<p>Sexual harassment</p>	<p>It is a form of gender-based violence encompassing acts of unwanted physical, verbal or non-verbal conduct of a sexual nature, which have a purpose or effect of violating the victim’s dignity and creating an intimidating, hostile, degrading, humiliating or offensive environment. Acts of sexual harassment are, typically, carried out in the context of abuse of power, promise of reward or threat of reprisal (EIGE).</p> <p>Sexual harassment involves a significant number of women in academia across the EU nations. Controversies remain about what constitutes sexual harassment, although most agree that the power differential between harasser and victim is central to the definition, its existence, and lack of reporting. The discussion of the cultural context of sexual harassment illustrates the strong underpinnings of this phenomenon and the resistance to its elimination.</p>



<p>Sticky floor</p>	<p>It is a metaphor that has been used to account for women being held back in lowly-paid jobs at the bottom levels of organisations. It was initially used in 1995 to describe how the careers of women in academic medicine were stalled due to a lack of institutional resources and support (Carnes, Morrissey, & Geller, 2008).</p> <p>An example related to research and academia: academic women are more present in researchers and associate professors' roles, while they are much less present in full professor roles. Careers are generally slower than male colleagues.</p>
<p>Unconscious bias</p>	<p>Bias is a cognitive process which can be defined as skewed information processing under the influence of context and accumulated experience. Broadly speaking, we act on the basis of internalised schemas, which we use to make the task of processing information efficient and manageable. However, these useful, cognitive "short-cuts" can also mislead us, because they tend to make us pay more attention to information that confirms our expectations and less attention to disconfirming information, thus introducing biases. Bias is at play in many everyday situations, it affects all of us, and there are many issues influenced by bias in specific situations, among them ethnic and regional identity, age, sexual and religious orientation and gender effects, for which intersectionality effects may occur. Unconscious (or implicit) bias is used to mean that human beings are not neutral in their judgment and behaviour but have experience-based associations and preferences (or aversions) without being consciously aware of them.</p> <p>There is ample evidence that unconscious gender bias plays a role in academia in several ways (as it does in other organizations and society at large). For example, bias is a factor contributing to vertical segregation, i.e. the fact that women do not reach the most senior and prominent positions at universities in the same proportions as men. Moreover, there is an undeniable body of evidence showing that bias against women is already present in recruitment and selection processes for early-career female researchers. Bias can creep in when advertising vacancies, in the composition and working methods of selection committees, and in the language itself used in evaluations. Lastly, EU statistics show higher male applicants' success rates in funding competitions (about 4% on average across Europe), and some studies point to male applicants receiving higher quality evaluations of researchers, although not higher quality of proposal, in funding competitions. (LERU.ORG)</p> <p>An example related to research and academia is the belief that</p>



	<p>academic institutions and networks are essentially unbiased and that appointments, rewards, and recognition are based upon objective judgments of excellence or talent. There is thus the assumption that individual career progression follows “merit” and that if there are imbalances these are due to inequalities existing in society (outside of academia). This view perpetuates the illusion of academia as a meritocratic “sanctuary” located outside/or parallel to society, but whose organizational participants (students, staff) are still affected by it (Hardin & Banaji, 2013).</p>
<p>Velvet ghettos</p>	<p>The glass ceiling is not only due to the late entry of women in organisations but is also linked to an obvious process of horizontal job segmentation. Women are generally concentrated in traditional ‘velvet ghettos’ (communication, finance, HR (Guillaume & Pochic, 2009).</p> <p>An example related to research and academia: academic women are mainly present in careers related to human and social studies and less in STEM careers.</p>
<p>Vertical segregation</p>	<p>The research concerning vertical segregation in academia generally starts with a descriptive overview and analysis of the statistics on the representation of women and men across the hierarchical levels. It might be defined as a description of the under-representation of women in higher or management positions (glass ceiling), taken as a starting point for discussions on the causes of and explanations for segregation. (Blackburn, Brooks, & Jarman, 1999; 2000; 2001a; 2001b).</p> <p>An example related to research and academia: the vertical segregation of women’s careers in the academic field is represented by a scissor trend: the higher the hierarchical scale the more the gap in favor of men widens</p>



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Annex 4 Gender Equality Repository of good practices at each University

1. University of Cagliari

Promotion of inclusiveness and gender equality in organizing scientific and educational events and in assuring their visibility

Sub-actions	1. Guidelines adoption 2. Guidelines dissemination
Direct target	Teachers, researchers (including early stage), technical, administrative, and librarian staff
Indirect target	Teachers, researchers (including early stage), technical, administrative, and librarian staff, PhD students, students, society as a whole
Key-people	CUG The University Guarantee Committee
Output	1. Guidelines for the organization of scientific and educational events 2. Reports and statistics on the frequency and share of inclusive events
Outcome	Accreditation of the role of UNICA as an organization for the promotion of gender equality in debate and scientific communication at local, national, and international levels

Institutionalization of the role of delegate for gender equality

Sub-actions	Teachers, researchers (including early stage), technical, administrative, and librarian staff, students
Direct target	Media, society as a whole, Delegates in other
Indirect target	Rector, academic bodies
Key-people	CUG
Output	Inclusion of Gender Equity Office in the Top Governance
Outcome	Structural Integration of gender policies in the university action plan



Promotion of equal gender composition in the evaluation committees for the recruitment of teaching, research, technical, administrative, and librarian staff, starting from the current legislation on gender balance in teaching evaluation committees

Sub-actions	1. Revision of the regulations on the composition of the commissions for Technical administrative personnel 2. Monitoring of the increase in gender symmetry in the evaluation committees
Direct target	Applicants to the public contests
Indirect target	University Community
Key-people	Academic Senate and Board of directors, Staff management
Output	1. Regulation 2. Monitoring report
Outcome	Gender gap reduction in career paths

Adoption of a gender-sensitive institutional/administrative language

Sub-actions	1. Adjustment of internal regulations and related forms starting with the inclusion of the female gender in addition to the male option 2. Promotion of the use of gender-sensitive language in institutional communications
Direct target	Teaching staff with management responsibilities, administrative staff
Indirect target	University community
Key-people	General management, all management units
Output	1. Guidelines for a gender-sensitive administrative language 2. Provision of forms including the gender dimension: adaptation of regulations to the guidelines
Outcome	Promotion of a gender-inclusive culture



2. University of Rennes

Action: Professional equality action plan

https://www.univ-rennes.fr/sites/www.univ-rennes.fr/files/medias/files/plan_egalite_pro_ur1_2021.pdf

Sub-actions	Assessment, prevention and treatment of pay gaps Equal access: diversity of professions, training, and careers Articulation between professional activity and personal and family life Fight against discrimination, harassment, sexual and gender-based violence
Direct target	Teachers, researchers (including early stage), technical, administrative, and librarian staff
Indirect target	Students
Key-people	University community of HR Award managers, HRS4R Working groups and Steering committees
Output	Transparent monitoring Trainings and awareness campaigns Inclusive communications guideline Equal opportunities application procedures
Outcome	Develop good practices and support staff initiatives

Action: March (new annual) Event: Sciences and equality, women's place

<https://agenda.univ-rennes.fr/events/egalite-et-sciences-la-place-des-femmes>

Sub-actions	Each conference describes how, in specific fields, a given scientific discipline, by not seeing women, by not taking them into account, or even by discriminating against them, reinforces a world dominated by men, or on the contrary, contributes to equality through innovative points of view and scientific advances.
Direct target	Students, PhD students, and Post Docs
Indirect target	Professionals, Associations promoting equality
Key-people	Scientific Committee



Output	
Outcome	

Action: Charter for promoting equality and combating discrimination

https://www.univ-rennes.fr/sites/www.univ-rennes.fr/files/medias/files/charte_ur1_promotion_delegalite_et_lutte_contre_les_discriminations.pdf

Sub-actions	<p>Training with qualified partners</p> <p>Support with registration under the usual first name</p> <p>Investigation into discrimination and harassment</p>
Direct target	University Community
Indirect target	University partners
Key-people	Academic Senate and Board of directors, Staff management
Output	<p>Ensure the dissemination of the information to all university staff and students and the values the charter conveys by any relevant means, and in particular by display in each service, the joint distribution of the new arrivals booklet, and all other means of internal communication identify a steering committee whose mission will include the dissemination and promotion of the charter, to specify the procedures for guiding witnesses and victims situations of discrimination to the appropriate support structures, as well as the development of action plans.</p> <p>Present an annual review of the conditions for implementing the Charter to all staff and students at the university, including a census of good practices and feedback.</p>
Outcome	Encourage commitment to equality

Action: equality referent network animation

Sub-actions	<p>Seminars, training and meetings</p> <p>Poster campaign to prevent sexist and sexual violence</p> <p>https://www.univ-rennes.fr/sites/www.univ-rennes.fr/files/medias/files/AfficheVSS2022.pdf</p>
Direct target	Researchers (including early stage)



Indirect target	Academic staff and students
Key-people	Each member of the network
Output	Drafting of a methodology and action plan Production of a monitoring tool and statistics
Outcome	Identify targeted actions to be carried out jointly

3. University of Paris Nanterre

Action: 1. Maternity or parental leave for academic staff

Sub-actions	<p>Women academics are entitled to maternity leave as defined by statutory provisions (Labor Code):</p> <ul style="list-style-type: none"> -16 weeks for the 1st or 2nd child (working time reduced to half of the service); -26 weeks beyond that (working time reduced to one-fifth of the service); -34 or 46 weeks in the case of multiple births (no service at all). <p>When the maternity leave covers two academic years, the women academics may choose between:</p> <ul style="list-style-type: none"> -postpone the 3 weeks of annual leave corresponding to the administrative closure of the University. The mother will therefore benefit from a greater reduction in the following year; -choose the academic year to which the full discharge will be applied.
Direct target	Academic staff
Indirect target	
Key-people	New parents
Output	Support the research activity after a maternity leave; Enable teacher-researchers to resume their research under the best possible conditions after maternity or parental leave.
Outcome	Promotion of a gender-inclusive policy and culture



Action: 2 Information for promotion committees

Sub-actions	Since 2021, new national measures have been taken regarding the promotion of the Maîtres de conférences (Associate Professors) with more than 10 years' seniority to access to the professor chair. Paris Nanterre University's Equality and Non-Discrimination Mission sends statistical information notes to each of the dedicated committees, detailing gender distribution in the department both globally and specifically for each status (associate professor and full professor) within their department. The informational notes assess the impact the distribution of the promotion of a woman, or a man would have within the department.
Direct target	Associate Professors
Indirect target	Academic staff
Key-people	women
Output	Adoption of an Action Plan for professional equality and non-discrimination between women and men
Outcome	Commitment to link career development policies with greater gender equality goals

Action: 3 3. Procedures for setting up a system for reporting, dealing with and monitoring sexual and gender-based violence, harassment and discrimination.

Sub-actions	UPN Equality and Non-Discrimination Unit. Since 2018-19, Paris Nanterre University has set up a listening and supporting unit for victims of sexual and gender-based violence (SGBV). This is a result of the University's internal policy and the French decree of 13 March 2020 n°2020-256, which provides the duty to deal with acts and behaviors of violence, discrimination, and harassment through a reporting mechanism. The social monitoring unit, which is currently improving its listening protocols, handles issues of harassment in the workplace.
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	<p>The actions of Paris Nanterre University's unit for tackling sexual and gender-based violence are structured around four fundamental principles:</p> <ul style="list-style-type: none"> - strict confidentiality; - a caring and non-judgmental outlook; - reactivity; - neutrality. <p>The system must comply with three main prerogatives:</p> <ul style="list-style-type: none"> - prevention; - support; - sanction procedure.
Direct target	victims and witnesses of sexual and gender-based violence
Indirect target	Staff and students
Key-people	
Output	<ul style="list-style-type: none"> - designation of a two-persons team within the unit's medico-social section to welcome the victim; - listening, information and guidance thanks to internal support (medico- social, psychological, information) or referral to appropriate external structures; - informing the enlarged committee (plenary) if necessary and preparing the possible decisions; - drafting of a report and recommendations to the University (precautionary measures, disciplinary actions, reports to the public prosecutor based on article 40 of the French Code of Criminal Procedure).
Outcome	

4. University of Pècs

Action: The two items to be noted are 1. the office of University Ombudsman (since 2020) and 2. the Gender Equality Plan, effective as of Jan 11, 2022, enacted as a regulation compulsory for H2020 grant applicants.

https://adminisztracio.pte.hu/sites/adminisztracio.pte.hu/files/files/Adminisztracio/Szabalyzatok_utasitasok/PTE_SZMSZ/32mell-igazgatasiszmsz_20230701.pdf;



https://adminisztracio.pte.hu/sites/adminisztracio.pte.hu/files/files/Adminisztracio/Szabalyzatok_utasitasok/pte_nemi_egyenlosegi_terve.pdf

Sub-actions	Unfortunately, there are no subactions.
Direct target	General university population (students, staff, faculty)
Indirect target	
Key-people	Ombudsman: single person, without administrative staff, handles equal opportunity complaints. Independent, appointed by the Rector for five years, unlimited reappointments. GEP: The Head of the Rector's Cabinet (employed by the Rector) is identified as the coordinator of GEP-related processes.
Output	No outputs can be identified.
Outcome	Among all university official leadership positions (including that of the Ombudsman) only one is occupied by a woman.

5. University of Potsdam

Action: Presence of equal opportunity officers in all personnel selection procedures

Sub-actions	The central Equal Opportunity Officer takes part in the strategy discussions for the establishment/replacement of a professorship. The decentralized Equal Opportunity Officers accompanied the personnel recruitment procedures, especially those in which women are underrepresented.
Direct target	Applicants, commission
Indirect target	All members of the university
Key-people	Gender Equality officers (central level, Administration, central and scientific facilities, faculties)
Output	Equal opportunities application procedures, raising awareness
Outcome	Increase in the proportion of women

Action: Expansion of conflict management with structures for consultations and complaints



Sub-actions	Improve advisory structures through better visibility and trainings. Implementation of the anti-discrimination policy of the University of Potsdam: Complaint office for students and employees.
Direct target	People who would like to make use of a counseling service or complain about discrimination, bullying or stalking.
Indirect target	All members of the university
Key-people	Counseling centers, complaints office
Output	Visible and trained counselors and complaints office
Outcome	An equal opportunity, respectful, and nondiscriminatory university culture. If an incident should occur, the persons concerned are aware that they can seek advice or file a complaint.

Action: Scholarships for women, especially those with care responsibilities

Sub-actions	Provide various scholarships with consideration for care responsibilities. Of particular note is the Gertrud-Feiertag-Scholarship, which is aimed at women and parents.
Direct target	Students, PhD students and Post Docs
Indirect target	
Key-people	
Output	Improving the quality of studying / work through financial support
Outcome	more diverse university because it was managed to keep different groups of people at the university

Action: female empowerment structures

Sub-actions	Women in particular are supported in remaining in science through mentoring programmes, coaching offers, financial or non-material support.
Direct target	Female students/ PhD students/ Post Docs
Indirect target	
Key-people	equal opportunities commissioner, Potsdam Graduate School, Equal Opportunity Coordination Office, faculties
Output	
Outcome	more women in science, reduction of drop outs



Action: active recruiting strategies

Sub-actions	Creation of a concept for the legally secure active recruitment of female professors
Direct target	Applicants
Indirect target	All members of the university
Key-people	appointment (as professor) management, speaker for active recruitment
Output	More female applicants
Outcome	gender-diverse university

6. Masaryk University

Action: The MU Gender Equality Plan was proposed based on the results and recommendations of gender audits carried out by MU units (ten faculties and two institutes) in the period 03-07/2021

Sub-actions	A profound MU methodology was elaborated by the university HR Award manager to guide the gender audits at organizational units. MU also financially supported the external expertise to evaluate and interpret the gender audits' results.
Direct target	HR Award managers at MU units
Indirect target	The management of the MU units
Key-people	University community of HR Award managers, HRS4R Working groups and Steering committees
Output	Twelve very detailed gender audits. The findings presented in the final reports of the gender audits in individual thematic areas are supported by content analysis of documents, statistical data analysis, results from questionnaire surveys, group discussions with selected groups of people, and individual and group interviews.
Outcome	The capacity building at MU units for supporting their competence in pursuing the actions proposed by the GEP MU



Action: At the MU management level, a Gender Equality Guarantor has been appointed who will cooperate with other Vice-rectors, particularly MU units and representatives of relevant departments from the MU Rector's Office, in the implementation of GEP MU activities.

Sub-actions	In collaboration, the Guarantor is the Vice-Rector for Human Resources and Academic Affairs, particularly with the Vice-Rector for Student and Alumni Affairs. They regularly report on their activities and achievements in the implementation of the GEP MU to the MU Management Board, principally in the form of an annual report in this area, including proposals for measures for the next period to fulfil the objectives and activities of the GEP MU. The annual report is also available to the management of the individual MU units and all MU employees and students
Direct target	MU units and all MU employees and students
Indirect target	Official figures from EC that will conduct GEP compliance check and those funding bodies who require the proof of the existence and implementation of the GEP.
Key-people	University community of HR Award managers, HRS4R Working groups and Steering committees
Output	The implementation of the regular evaluation and monitoring of the GEP via elaboration of MU methodology - Gender-disaggregated data collection at MU.
Outcome	The capacity and competence building at MU units for evaluation and monitoring purposes in the GEP areas: Transformation of organizational culture; work-parenting mix; recruitment and selection; career progression, equal opportunities for women and men in leadership positions; measures against sexual harassment and other forms of violence; inclusion of the gender dimension in research and innovation; studies and student population



Action: The elaboration and introduction of preventive tools to prevent unwanted behaviour (Gender-based violence, e.g. bullying, discrimination, sexual harassment, etc.) as well as tools to help in the event of their occurrence)

Sub-actions	The methodology for dealing with sex was created under the supervision of the vice-rector for student and graduate affairs harassment at MU, and a contact persons' network (one person per MU unit) was created. These contact persons were at the same time professionally trained so they were able to provide counseling to victims, witnesses and those accused of sexual harassment. To avoid conflicts in this area, the MU unit responsible for staff development provides training on a regular basis for both academic and non-academic employees.
Direct target	MU community (all employees and students)
Indirect target	The general public
Key-people	Contact persons for dealing with sexual harassment incidents
Output	The clear methodology and appointment of the MU ombudsperson In 2023 https://www.muni.cz/en/about-us/official-notice-board/protection-of-rights
Outcome	The capacity and competence building for creating the social security culture at MU and MU units

