RESET

Redesigning Equality and Scientific Excellence Together

Project Information

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RESET aims to address the challenge of Gender Equality in Research Institutions in a diversity perspective, with the objective to design and implement a user-centered, impact-driven and inclusive vision of scientific excellence.

Consortium partners

RESET academic core charters revised, including engagement for scientific excellence, gender equality and diversity

Document Information

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Abbreviations

AGG	General Equal Treatment Act
AUTh	Aristotle University of Thessaloniki
CEMR	Council of European Municipalities and Regions
DORA	Declaration on Research Assessment
EC	European Commission
ERA	European Research Area
EU	European Union
GBV	Gender-Based Violence
GE	Gender Equality
GEP	Gender Equality Plan
GIA	Gender Impact Assessment
GSRT	Greek Secretariat for Research and Technology
HEI	Higher Education Institution
HR	Human Resources
HRS4R	European Human Resources Strategy for Researchers
HR	Human Resources
KPI	Key Performance Indicator
LaBRI	Bordeaux Laboratory of Research in Computing
UBx	University of Bordeaux
UL	University of Lodz
UOULU	University of Oulu
U.Porto	University of Porto
RPO	Research Performing Organisation
RUB	Ruhr University of Bochum
ScPo	Sciences Po Paris
TM	Top Management

Executive summary

The deliverable "D5.1 RESET academic core charters revised, including engagement for scientific excellence, gender equality and diversity" is part of the RESET WP5 – Ensure a sustainable and cultural change by establishing a gender and diversity-friendly environment. It is one of the results of task 5.1 – Adjusting institutional core texts to include gender equality and diversity as pillars for scientific excellence. This task consists in the collection of institutional core charters and policy documents of the RESET institutions and analysis of potential integration of notions of gender equality and diversity into their content.

Upon a review of European, national and local contexts and policy documents, this deliverable identifies best practices and recommendations for further revision of institutional policy documents. These recommendations are developed in accordance with the RESET's vision of a more inclusive scientific excellence presented in the RESET Joint Statement of top management on their engagement for equality, diversity and excellence in research (RESET, 2022) and the main principles of the HRS4R strategy.

This deliverable also provides an update to the first version of the RESET D6.5 - Joint statement of top management on their engagement for equality, diversity and excellence in research: by presenting some specific criteria and potential indicators for more inclusive evaluation of scientific excellence. The recommendations, best practices, criteria and indicators singled out in this document provide a basis for an effective set of values, core principles and engagements that have to be further developed, promoted and monitored via Gender Equality Plans and other institutional policy documents.

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1.   Introduction

The present deliverable is part of WP5 – Ensure a sustainable and cultural change by establishing a gender and diversity-friendly environment. It is one of the results of task 5.1 – Adjusting institutional core texts to include gender equality and diversity as pillars for scientific excellence. This task consists in the collection and analysis of institutional strategic documents and policies of RESET institutions.

The deliverable identifies existing charters and policies of the RESET universities in terms of gender equality (GE), diversity and evaluation of scientific excellence. It analyses the national legislative framework and draws best practices, recommendations and standards at the European level. Through local analysis, it aims to identify impactful local practices and opportunities for further development of gender and diversity mainstreaming policies. Finally, it offers solutions and recommendations for further revision and creation of gender equality and diversity charters, namely through the implementation of GEPs' 2.0 actions or monitoring of institutional policy making processes.

Along with the production and dissemination of this document, RESET aims at inspiring, encouraging and framing initiatives of the European Higher Education Institutions (HEIs) towards development of more inclusive research environments via integration of gender equality and diversity values into policymaking and application of an intersectional approach. Within this perspective, the update of the RESET "Joint Statement of Top Management on their Engagement towards Gender Equality, Diversity and Excellence in Research" provides an opportunity for establishment of a more inclusive monitoring system for evaluation of scientific excellence and agreement on common values.

This deliverable integrates results of various RESET work packages and tasks. First of all, it is linked to WP1 - *Design, implement and mainstream GEPs as regular, intersectional and co-designed institutional practice*. The content of GEPs, as well as the results of the comprehensive analysis carried out by the implementing partners (D1.2) provides details of the context and acknowledges existing practices. Task 5.1 - *Adjusting institutional core texts to include gender equality and diversity as pillars for scientific excellence* - is also in line with WP6 objective to *upgrade existing excellence policy towards greater inclusiveness*, and the D6.5 – *Joint statement on equality, diversity and scientific excellence* (RESET, 2022).

The publication of this deliverable together with D5.2 - *Report on the RESET network's structural engagement against sexual harassment through the work of new or enhanced units* and D5.3 - *Report on RESET's laboratory-scale incentives towards their communities* - marks achievement of the milestone 4 – "RESET institutions mark their engagement for cultural change" – through redesigning of an inclusive and safe work environment by integrating equality and diversity in their charters.

This document is divided into 6 parts, where part 1 introduces its objectives, methodology and provides definitions of main concepts. Part 2 draws on the policy framework of the European Union in terms of equality and diversity and presents relevant charters. Part 3 contains an analysis of institutional strategic documents and charters identified within the RESET institutions. Chapter 4 sets a list of recommendations for elaboration, dissemination and evaluation of institutional core documents. Finally, the fifth part of this deliverable presents an update to the RESET top management Joint statement on their engagement towards equality, diversity and scientific excellence and provides potential criteria and indicators for more inclusive scientific excellence.

1.1   Methodology

In general, an approach developed within T5.1 takes into consideration the fact that institutional strategic texts, core documents and charters are rarely opened for review outside of their planned periodic update (if any) and their modification usually involves consultation and validation by the statutory university bodies through a series of administrative processes (RESET Interim Monitoring Report, 2023). Thus, this deliverable analyses existing charters and core documents and, consequently, provides recommendations that may be considered by RESET institutions within their further development of documents that mainstream university's values and promote gender equality, diversity and more inclusive definition of scientific excellence. This approach was also discussed and agreed upon during one of the project's Consortium meetings (June 2022).

The work on this task started when the task leader (the University of Bordeaux - UBx) developed and shared a survey to all RESET partner institutions in order to census existing charters, core documents and policies at the institutional, local and national levels. The survey was composed of five main questions and specifying sub-questions (see table 1).

N°	Questions
1	**Are there any specific gender equality and diversity charter(s) at your university?** Could you briefly describe them (type of commitment, recommendations, size, language, where it is available, target groups)?
2	**Are there any charters or documents linked with these topics at your university? (e.g., strategy of the university, statement about societal transitions)** Could you briefly describe them? (type of commitment, recommendations, size, language, where it is available, target groups)?

3	**Do you have any knowledge of existing charters implemented by another structure of the university (e.g.: lab, research unit)?** Could you briefly describe them (type of commitment, recommendations, size, language, where it is available, target group)?
4	**Are there any gender equality and diversity regulations at your university?** Could you briefly describe it/them (type of commitment, recommendations, size, language, where it is available, target groups)?
5	**Is there any national legislative framework on gender equality and diversity?**

Table 1 - List of questions of the survey on RESET institutions core charters and strategic documents

As a next step, the RESET partners completed the survey with information and links to the documents, as well as provided some additional explanation of the local context. The first results confirmed that most of the corresponding texts are written in local languages, which restrains their in-depth analysis by the task leader.

In parallel to the dissemination of this survey, an analysis of the European and national contexts was carried out with the help of the following resources:

- **European level**: Gender Equality Index of the European Institute for Gender Equality and a review of a few selected charters.

- **Project level:** content gathered for the elaboration of D1.2 – Gender equality survey data reports.

- **National level:** official websites of Ministries and other local HEIs.

The common point of all presented documents is their link to the concepts of equality and diversity. Besides charters, we will also analyse possibilities for mainstreaming of gender and diversity to the institutional policy documents with larger strategic scope, such as strategic plans, codes of conduct, mission statements and statutes.

Although this deliverable does not represent an exhaustive list of existing charters, statements, regulations and strategic documents of the RESET institutions, the main objective of the applied methodology was to identify "models" of policy documents that could be adapted to other institutional contexts, identify potential areas for improvement and share examples of good practices.

1.2   Definitions

To ensure a good understanding of the content of this deliverable, we provide below definitions of some key words and concepts, namely: **charter**, **equality**, **diversity**, **intersectionality**, **scientific excellence** and **institutional transformation**.

Under a *charter,* we understand a list of voluntarily adopted commitments set to tackle a particular issue. A charter targets the structure of the organisation (Ostrom, 2005) and this type of document can be elaborated collectively. There have been more and more charters focused on social issues that have been progressively adopted by companies and institutions to reinforce their principles of social responsibility (Pereira, 2008). Besides highlighting engagement of an institution, charters point out essential elements and encourage the implementation of concrete actions. These soft law tools (Bodet & Lamarche, 2007) are thus a lever for institutional action and a mark of commitment. According to Pereira (2008) and Casagrande, (2012), a charter becomes relevant and meaningful only through a slow process of collective and multidisciplinary development. It is a way not only to affirm the importance of institutional stakeholders in the implementation of actions, but also to highlight their role as representatives of a committed workplace with ethical values (Casagrande, 2012).

Gender equality refers to "*the equal rights, responsibilities and opportunities of women and men and girls and boys*" (EIGE, Glossary & thesaurus, n.d.). It is one of the 17 Sustainable Development Goals (SDGs) set by the United Nations. In line with these goals, the EU Gender Equality Strategy 2020-2025 strives for the achievement of a more equal, diverse and inclusive European Union space. Gender equality helps to improve the quality and impact of research and innovation by fostering its relevance to the whole society, it creates better working environments that enable good quality research and learning, attracts talents and maximises the potential and skills of staff and students (European Commission, 2021a).

Diversity stands for the "differences in the values, attitudes, cultural perspective, beliefs, ethnic background, sexual orientation, gender identity, skills, knowledge and life experiences of each individual in any group of people" (European Commission, 1998). A diverse working environment enables strategic adaptation of practices and outputs to the current societal challenges, and is favourable to the well-being of employees, as well as their loyalty to the company (Bereni, 2009).

The concept of intersectionality was developed by Kimberly Crenshaw in 1989. It illustrates an intersection of multiple factors of discrimination - gender, race, social class - in the analysis of gender inequalities. Intersectionality argues that gender overlaps with other macro-level forms of oppression and privilege, based on economic, social or ethnic characteristics (Kelly, 2021). This approach enables one to take into consideration the complexity of social and power relations and offer solutions adapted to all social groups. To be as inclusive as possible, charters and policies have also to

be intersectional. The co-design methodology process applied in the process of a charter's elaboration can make it more inclusive, that is to say, by integrating and recognizing the place of minority groups in the university community (INVITED, 2019).

Scientific Excellence may be seen as a ubiquitous goal in research and innovation. Criteria of excellence are commonly believed to be neutral and based on objective indicators: bibliometrics, international mobility, peer review, citations in journals. However, while reviewing the social conditions that influence the quality of those criteria (gender, age, social class, race, sexual orientation), gender-bias and social inequalities may have an impact on the evaluation of excellence (Van den Brink & Benschop, 2012). Academia are marked by a *race for excellence*, developed around the masculine academic culture and norms and that encourage *managerialisation* of research institutions (Pochic, 2018). These criteria for excellent research lead to the research culture that promotes 'academic capitalism', meaning the crossing of scientific search for truth and maximisation of economic profits (Ferree & Zippel, 2015). Excellence is mistakenly used as a rationalising myth - which definition would be agreed by everyone, despite the differences in contexts (O'Connor & O'Hagan, 2016; Nielsen et al., 2017; O'Connor & Barnard, 2021). Scientific excellence must be analysed through the intersectional prism, and adapted to local specificities. The RESET project aims at reflecting on a more inclusive definition and evaluation of scientific excellence. Top-management of the seven RESET institutions elaborated and signed a Joint Statement on their Engagement towards Gender Equality, Diversity and Excellence in research − D6.5[1] − that presents their innovative and more inclusive vision of this concept.

Institutional transformation means a "profound change within an institution, which also affects the outside environment. It encompasses changes in the basic values and dominant beliefs, as well as changes in the rules and regulations that lead to certain working results" (EIGE, Glossary & thesaurus). The European Institute for Gender Equality elaborated a key checklist for institutions with questions on institutional change. Two of them are linked with core documents:

- *Does the organisation have an official statement on their goal for gender equality and their strategy for pursuing gender mainstreaming?*
- *Is gender mainstreaming integrated in the regulations of the organisation and in both the formal and informal standard operating procedures?*

Thus, a process of revising charters and policy documents might have a favourable impact on the institutional transformation towards development of more inclusive values and practices.

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[1] https://wereset.eu/wp-content/uploads/2022/09/Joint-statement-RESET_website.pdf

To better understand the context in which RESET institutions implement gender equality and diversity policies, we will focus on the European legislative and operational framework towards equality and diversity in part 2.

2. Legislative and operational framework for equality and diversity in Europe

The European Union is founded on values of freedom, democracy, equality, respect of human dignity and rule of law. Equality is a key European value (EQUINET). It is the responsibility of its institutions, Member States and decision-makers to promote inclusion through the implementation of dedicated policies and practices (Dalli, 2022). In Europe, two legislative frameworks enforce respect to the equality and non-discrimination laws: the European Union and the Council of Europe.

In the European Union, the Treaty of Rome integrated a principle of gender equality for the first time in 1957 by promoting equality of salaries between women and men. In 1975, the Council Directive 75/117/EEC on the application of the principle of equal pay for men and women was enacted. In 1976, the Equal Treatment Directive prohibited discrimination on the grounds of sex in access to employment, vocational guidance, promotion and working conditions. In 1997, the Treaty of Amsterdam enforced the EU position to combat discrimination. In the last decades, the EU's missions in relation to equality and human rights have been strengthened by the ratification of the Lisbon Treaty, which entered into force in 2009. The enforcement of the European position in favour of equality and inclusion has been completed by the development of laws and actions implemented by most Member States.

According to the most recent EIGE report (2022), three of the six RESET countries have a gender equality index below the average of the European Union (68,6): Greece has an index of 53.4, Poland - 57.7 and Portugal - 62.8. Finland, ranks 4th in the EU with the score of 75.4 and is followed by France, ranking 5th with 75.1. These two are the countries with the highest GE index in the consortium. Germany's score is aligned with the average value in the EU - 68,7.

Besides promoting diversity through diversity charters, this concept is also at the heart of the EU motto – *"United in Diversity".* The EU annually celebrates a month of Diversity in May and the Commission launched the European Capitals of Inclusion and Diversity Award[2].

In the following subchapters, we will inspect existing European charters and strategic documents related to the topics of equality and diversity.

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[2] https://www.eudiversity2022.eu/

2.1   EU charters and other policy documents on equality, diversity and inclusion

The European Union has a long tradition of charters and strategic texts that were collectively elaborated to promote fundamental values, rights and principles. In addition to presenting common European charters on diversity and equality, we will also focus on the national context of countries-members of the RESET consortium.

2.1.1 Charter of Fundamental Rights of the European Union

Type of document	Year of creation	Target group	Availability	Language
Charter	2000	EU Member States	Publicly available on the website of the European Commission[3]	English and 23 other languages

The Charter of Fundamental Rights of the European Union is a legally binding document that brings together questions of personal freedoms and rights of the citizens of the EU. It was declared in 2000 and came into force in December 2009 along with the Treaty of Lisbon. It is seen as a "powerful tool used to protect, promote and further strengthen peoples' rights in the European Union" (European Commission, 2021b). Agreement on common values and rights is also considered as one of the driving forces behind the process of constitutionalisation of the European Union (Gaïa, 2004). Many fundamental rights enshrined in the Charter are at the same time set out in the national constitutions and case laws, as well as in the European Convention on Human Rights (all EU Member States are the signatories).

The Charter is composed of one preamble, six titles (each covering one right) and the seventh title is dedicated to general provisions governing the interpretation and application of the Charter. Principles of equality (Title III) and diversity are central in this charter: through the promotion of human rights regardless of sex, ethnicity, religion, sexual orientation, emphasising rights of children, elderly persons and people with disabilities (European Convention, 2000). This perspective also makes the document intersectional:

Article 21 – Non-discrimination

Article 22 – Cultural, religious and linguistic diversity

Article 23 – Equality between women and men

Article 26 - Integration of persons with disabilities.

Since 2010, an annual report on the application of the European Charter of Fundamental Rights has been published. It is a summary of the monitoring of the impact of the

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[3] https://www.europarl.europa.eu/charter/pdf/text_en.pdf

charter and progress made. The 2021 annual report highlights two important elements of the Charter that can be kept as a good practice for RESET institutions (European Commission, 2021b):

- It has to be disseminated widely, since "the more people know about the rights guaranteed in the Charter and how to rely on them, the more powerful they become" (European Commission, 2021b).

- Monitoring of implementation allows adjusting of actions and reinforces engagement of stakeholders.

Since the publication of the new Charter strategy (European Commission, 2020a), the annual report focuses on the best practices and challenges. This document aims at encouraging prevention, promotion, implementation and enforcement of the application of the Charter (European Commission, 2020a). It follows up the process of implementation of the Charter's principles by the Member States.

The Charter of Fundamental Rights had a concrete societal impact by triggering new legislation and directly protecting and promoting key rights: e.g., data protection or gender equality. The Charter's principles and values cannot be taken for granted, especially in times of societal and environmental transitions (European Commission, 2020a). Thus, it is fundamental to perpetuate the dissemination and monitoring of such documents.

Good practices:

- Adoption of a four-step strategy for implementation of the charter: prevention, promotion, implementation and enforcement.

- Raising awareness on the existence and content of the charter through dedicated communication actions.

- Monitoring and accountability of the charter through the publication of a regular report on the implementation of concrete actions in line with charter's principles and engagements.

2.1.2 European Charter for Equality between Men an Women in Local Life

Type of document	Year of creation	Target group	Availability	Language
Charter	2006	Local authorities of the EU	Publicly available on the website of the Observatory[4]	English and 23 other languages

The **European Charter for Equality between Men and Women in Local Life** was elaborated in 2005-2006 within the framework of a project undertaken by the Council

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[4] https://www.ccre.org/docs/charte_egalite_en.pdf

of European Municipalities and Regions together with local institutions (Council of European Municipalities and Regions, n.d.). The project was supported by the European Commission through its 5th Community Action Programme for Equality between Men and Women. This document targets local and regional institutions of the EU: they are encouraged to sign it as a proof of their commitment for gender equality. Upon signature, they have to implement action plans for equality and engage into collective work with their local institutions and execute actions (Council of European Municipalities and Regions, 2006).

The structure of the document includes Charter's main principles and a part dedicated to the development of a Gender Equality Plan. The third part is a reminder on the responsibility of signatories in terms of gender equality.

To further support signatories of the Charter, the Council of European Municipalities and Regions (CEMR) launched an Observatory of the European Charter for Equality[5] in March 2012. It is an online platform that presents best practices and examples of successful local policies, as well as a guide for the elaboration of Gender Equality Plans. This platform facilitates peer learning and maps local and regional authorities that signed the Charter.

Good practices:

- Engaging signatories to implement a Gender Equality Plan is an effective way to make the charter impactful and go beyond its symbolic aspect.

- Online platform enables exchange and collaboration among signatories: helping them to find ideas, pieces of advice and inspiration.

2.1.3 European Charter for Researchers

Type of document	Year of creation	Target group	Availability	Language
Charter	2005	Researchers, employers and funders of HEIs and RPOs	Publicly available on the website of the European Commission[6]	English and 23 other languages

The European Charter for Researchers is part of a larger document dedicated to research careers in the EU. It also includes a Code of Conduct for the Recruitment of Researchers. The combination of these two documents provides recommendations that outline signatories' roles and best practices for endorsement of this document. The Charter constitutes a framework for actions of researchers, employers and funders in favour of collaboration, research progress and excellence. It intends to promote

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[5] https://charter-equality.eu/
[6] https://euraxess.ec.europa.eu/jobs/charter/european-charter

mobility and career advancement of researchers and make the European Research Area (ERA) more attractive in terms of working conditions and career development (European Commission, 2005).

To support the implementation of the European Charter for Researchers, the European Commission also developed the European Human Resources Strategy for Researchers (HRS4R) and the Code of Conduct for the Recruitment of Researchers. The strategy aims to improve practices of research organisations and institutions with regard to the recruitment and working conditions of researchers. Among RESET institutions, Sciences Po Paris, the University of Lodz and the University of Oulu in 2017 obtained the label of HR Excellence in Research. The GEP of U.Porto foresees submission of an application to this label. The University of Bordeaux has begun the process of implementation of this strategy in 2023.

> **Good practice:**
> - Elaboration of a list of recommendations for the implementation of the charter's principles and values

2.1.4 European Union Platform of Diversity Charters

Type of document	Year of creation	Target group	Availability	Language
Charters (adapted to each country)	2004	Private and public organisations of the EU member states	Publicly available on the website of the EC[7]	English and 23 other local languages

The EU Platform of Diversity Charters was created for the public and private sector organisations to enable exchange of their best practices and cases of successful implementation. The platform collects 26 charters from 26 countries and gathers around 12 800 signatories from private companies, NGOs, trade unions and public organisations, including HEIs. By signing the Charter, organisations make a public commitment to promote diversity and inclusion in the workplace.

The European Charter for Diversity paved the way for the implementation of numerous institutional documents and policies in favour of inclusion. This document - adapted to each national and local context - may serve as a framework for the implementation, monitoring and improvement of policies towards equality and diversity.

All six RESET partner countries are represented in the platform with a dedicated charter. They all participate in the annual European Diversity Month by organising events to

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[7]https://commission.europa.eu/strategy-and-policy/policies/justice-and-fundamental-rights/combatting-discrimination/tackling-discrimination/diversity-and-inclusion-initiatives/diversity-charters-eu-country_en

promote diversity at the local and regional level. A newsletter of the Diversity Charter informs subscribers on the actions implemented in the different countries, and gives some examples of best practices.

In each country, the Diversity Charter is managed by a specific association or a company. Below we provide a short description of how the Diversity Charter is managed at the national level within each of the RESET countries' contexts.

Finland

In Finland, since 2012, the Charter for Diversity has been managed by a non-for-profit promoter for sustainable business and developer of expertise – FIBS. The FIBS website[8] presents principles and tools to implement the Diversity Charter: e.g., a Diversity and Inclusion Self-Assessment Tool enables creation of a matrix and identification of the most important fields. The tool is based on four thematic areas:

1. Commitment
2. Diversity and inclusion work processes
3. Employees
4. Customers, users and other collaboration partners.

In Finland, the Charter for Diversity is presented as a way to "increase the competitiveness and profitability of *[your]* company by identifying, among other things, new customer groups" (FIBS, 2020).

France

In France, the Charter for Diversity is carried out by an association that supports companies and organisations in social innovation – *Les entreprises pour la cité[9]*. In 2004, this Charter was the very first document established in Europe promoting diversity at the workplace (DIMAIN, n.d.). The Charter was updated in 2018 and nowadays it counts more that 4 500 signatories, including public and private higher education institutions, (e.g., Kedge Business School, University of Strasbourg - Charte de la Diversité, n.d.). The principles of the Charter are structured around three areas:

1. Tackling discriminations
2. Fostering equal opportunities
3. Adopting inclusive management.

The website of the Charter contains some useful resources for signatories: bibliographic references (per thematic area), a document that outlines the principles of the Charter and benefits of signing it, and examples of best practices implemented by

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[8] https://www.fibsry.fi/
[9] https://www.charte-diversite.com/

organisations. Since 2010, a Report on Diversity has been published every two years and presents an assessment of the evolution in terms of diversity actions and commitment of the Charter signatories: they engage to promote the Charter, contribute financially and provide information for regular reporting.

Greece

The Greek Diversity Charter[10] was launched by the KEAN-Cell of Alternative Youth Activities in 2019. Its implementation is linked to the EU-funded DIMAIN programme[11], and serves as a means of commitment for the implementation of equal opportunities and diversity policy in the working environment. Almost 150 companies have signed the Charter. It covers all fields of discrimination: gender, age, ethnicity, disability, sexual orientation and religion, with a particular focus on gender equality at work (European Commission, n.d.).

The Diversity Charter is supported by the Greek General Secretariat for Gender Equality of the Ministry of Interior, the Economic and Social Council of Greece, the Federation of Municipalities and the Hellenic Federation of Enterprises.

Germany

In Germany, the Diversity charter was established in 2006 and has been managed by a non-profit association Charta der Vielfalt[12] since 2011. Most members of this association are large companies and institutions.

The Charter is organised around five principles:

1. Organisational culture
2. HR processes
3. Diversity within and outside the organisation
4. External dialogue
5. Promotion of diversity
6. Information on the benefit of diversity.

Its website offers many resourceful documents including guidelines for diversity management and specific pages for employers and employees. In the framework of the implementation of the Charter, signatories engage in the organisation of the annual

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[10] https://diversity-charter.gr/

[11] The DIMAIN programme has been funded by the Erasmus + Programme of the European Commission. It integrates five partners from Cyprus, Greece, Latvia and Lithuania. It aims at supporting countries and their organisations into the implementation of the Diversity Charter through three main outputs: a Diversity Charter Guide (adapted to each national context), a training program on diversity management and inclusion and an online collaborative platform.

[12] https://www.charta-der-vielfalt.de/

German Diversity Day by implementing actions and discussions on diversity and equality within employees.

Within the framework of this charter, a pilot project – "Raising Anti-Racist Awareness – Strengthening Competence for Diversity in the Workplace"[13] was launched in 2021. In February 2023, the first output was presented - an Anti-Racism Toolbox (European Commission, 2023). This toolbox aims at helping stakeholders to understand the consequences of racism at the workplace and critically examine their own behaviours. Among other elements, the toolbox contains checklists, worksheets and references. The team of the project is now working on the English version in order to share the toolbox with other organisations implementing the Diversity Charter.

Poland

In Poland, the Diversity Charter - Karta Różnorodności[14] was launched in 2012, by the Responsible Business Forum in collaboration with the Office of the Government Plenipotentiary for Equal Treatment and the Office of the Polish Human Rights Defender (European Commission, n.d.). There are almost 300 signatories, among which there is a RESET partner - the University of Lodz. UL was the first Polish HEI to sign it in 2018. The principles of the Diversity Charter are integrated within the UL strategy document and the campaign #UniversityDiversity[15].

The text on the website states that signatories of the Polish Diversity Charter have to:

1. Implement recommendations in their organisation.
2. Promote the Charter.
3. Remain in contact with the Coordinator of the Polish Diversity Charter.
4. Fill out an annual evaluation questionnaire on the policies of equal treatment and diversity management.
5. Share their best practices on policies of equal treatment and diversity management.

This document goes further than the legal provisions of the Polish Labour Code and was created in collaboration with public administration, non-profit organisations, trade unions and business representatives.

The Responsible Business Forum also runs actions that concern education on diversity and inclusivity. It published additional materials to equip signatories with the knowledge about implementing, promoting and monitoring diversity and inclusivity issues. Several public administration bodies and HEIs have also joined the initiative:

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[13] The project was funded by the German Federal Government Commissioner for Migration, Refugees and Integration and Federal Government Commissioner for Anti-Racism.
[14] https://odpowiedzialnybiznes.pl/karta-roznorodnosci/
[15] https://www.uni.lodz.pl/en/social-committment/university-diversity

University of Lodz, Wroclaw University of Economics, Poznan University of Economics, and Krakow University of Economics.

Portugal

In Portugal, the Diversity Charter – Carta da Diversidade[16] is managed by the Portuguese Association for Diversity and Inclusion. Their website contains a "Platform of knowledge", which provides resources and presents a list of engagements for signatories:

1. Respect the principles of the Diversity Charter and actively apply them in the organisational culture.
2. Participate in the promoted activities; disseminate the principles of the charter to employees, partners, customers and suppliers.
3. Share Diversity and Inclusion initiatives and practices.
4. Participate in the assessment of the Diversity Charter contributing to build an observatory on signatory organisations.

Once organisation decide to adopt the charter, they can fill in a survey[17]. This survey aims at identifying the organisation's understanding of the concept of diversity, listing its objectives and motivations, defining potential actions and inquiring general information about the organisation. It also integrates the dimension of accessibility and adaptation to people with disability or specific needs (sign language, translation into braille or audio-description, translation into another language etc.). This survey tool does not only reinforce engagement and encourages signature, but also provides examples of potential actions. It enables monitoring of the implementation of the Charter and can be a good starting point for an impact assessment.

The Charter's website also contains other information to guide its implementation through thematic areas, best practices, thematic working groups, and a "Label of Diversity" (since 2017). The label rewards organisations that carry out or encourage practices promoting diversity and equal opportunities at work.

The Charter has a multiplicity of signatories, among which are public services, private companies, HEIs, including two units of the U.Porto (School of Economics and Management and UPTEC - Science and Technology Park).

In general, the European context is very favourable to the implementation of charters and other strategic documents favouring equality and diversity policy making. The abovementioned EU charters and policy documents entail the creation of a whole system that maintains their functioning. Thus, the design of charters, codes and other

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[16] https://www.appdi.pt/carta-portuguesa-para-a-diversidade/
[17] https://docs.google.com/forms/d/e/1FAIpQLSfcLFyfAWICD4Y9vu2U0eJb7PRbQxbyq5sU-eKX2Mon1yU1Ew/viewform

policy documents have to include development of systems for reporting on their implementation, dissemination, monitoring, and platforms for exchange and promotion of good practices and tools. Moreover, commitment of signatories may be reinforced through engagement to sign action plans, develop certain actions, achieve criteria or follow recommendations.

Many policy documents target questions of equality, diversity in an intersectional perspective following the general EU legal framework for non-discrimination. Thus, in addition to the conception and implementation of inclusive Gender Equality Plans, other policy documents should also embrace this inclusive dimension.

In the next chapter, we will present an analysis of the dimensions of equality, diversity and inclusion in the existing institutional charters and other policy documents of the RESET partner universities.

3.   Charters and policy documents on equality and diversity of RESET institutions

According to the results of the WP5 survey, not all RESET institutions have developed dedicated charters or regulations on gender equality and diversity. The development of these documents depends on the local context (Pereira, 2008). However, all RESET institutions implement Gender Equality Plans and follow national or local regulations addressing issues of equality and diversity: discrimination, gender-based violence, sexual harassment, selection bias, work-life balance.

In this part, we present a selection of various policy documents (strategic plans, codes of conduct, charters, statutes) related to these topics in each of RESET universities. The objective of this chapter is to explore the national and local settings in terms of gender equality and diversity, identify gaps, best practices and areas for improvement. The results will be further synthesized through a list of general recommendations for the revision of existing documents or creation of new ones including values of equality and diversity (part 4).

3.1   Aristotle University of Thessaloniki

Article 2 of the **Greek** Constitution enshrines gender equality in terms of rights and obligations. Over the last decade, Greece has been harmonising its legal framework in accordance with the EU policies on gender equality and gender mainstreaming in research. Several laws frame an objective of a balance between genders in decision-making and recruitment. Law 4604/2019 on "Promoting substantive equality between the sexes and combating gender-based violence" encourages universities and research organisations to integrate gender in their study programs and research content (Anagnostou & Avlona, 2019) and highlights that HEIs shall ensure the promotion of gender equality at all levels and processes of academic life. The article 33 of the Law

4589/19 introduces an official establishment of Gender Equality Committees in all Greek universities as an Advisory Body of the Senate and the Administrations of the Schools and Departments. The General Secretariat for Family Policy and Gender Equality is a government body responsible for designing, implementing and monitoring equality policies in all fields. Under its activities, the National Action Plan on Gender Equality 2016-2020 was published, integrating an objective of "Promoting Gender Equality in Formal Education, Science & Research''.

Despite all these requirements, the Aristotle University of Thessaloniki does not yet dispose of any other specific policy document dedicated to diversity or equality, except for the Gender Equality Plan developed under the RESET. Nonetheless, the adoption of the GEP in 2022 was a marker for the sustainable implementation of structural and cultural change towards gender equality at all levels. Two specific GEP actions promote an objective of disseminating structural change and mainstreaming gender in the AUTh policy and culture:

> *Gender mainstreaming in the university policy for research activities and other statements, such as the "Research Code of Conduct"*

> *GEC proposal for the integration of the GEP objectives into AUTh's strategic planning for 2022-2025 and in its respective regulatory documents.*

Integration of such actions in the GEP highlights the commitment of the AUTh to consider equality and diversity to be part of the main values of the university.

3.1.1 *Strategic Plan of the Aristotle University of Thessaloniki (2019-2022)*

The AUTh Strategic Plan[18] sets a framework for priorities, values and missions of the university. It states that AUTh aims to offer the highest level of education providing an inclusive studying and working environment, producing research that will flourish internationally, and contribute to the financial and social development of the country. To achieve inclusive excellent environment, the first part of the document sets out the next main principles:

- Preventing and combating all forms of violence and bullying.
- Combating all forms of discrimination.
- Promoting the principle of equal treatment for all genders, as well as promoting their substantive equality.

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[18] Στρατηγικό Σχέδιο 2019 2022
https://qa.auth.gr/documents/accreditation/auth/%CE%917.%20%CE%A3%CF%84%CF%81%CE%B1%CF%84%CE%B7%CE%B3%CE%B9%CE%BA%CF%8C%20%CE%A3%CF%87%CE%AD%CE%B4%CE%B9%CE%BF%202019-2022.pdf

The enunciation of those principles in this structural document is a strong mark of commitment by the AUTh. This objective is further promoted and reinforced through the co-design and implementation of the AUTh GEP.

> **Good practice:**
> - Enactment of the principles of equality and diversity in a core policy document of the institution.

3.1.2 Regulation of Principles and Operation of the Research Ethics Committee

The Regulation of Principles and Operation of the Research Ethics Committee[19] has been written applying principles of gender-inclusive language and includes the following stipulations:

- *Article 9. Operation of the Research Ethics Committee:*

The Research Ethics Committee compiles a register of experts to support its work. The register is annually renewed under the responsibility of the President of the Research Ethics Committee, depending on the scientific fields treated in the faculties of AUTh; the subject matter of the research proposals submitted to the Research Ethics, and taking measures so that both sexes are equally represented as far as possible.

- *Article 18. Respect of rights of third parties:*

When conducting the research, AUTh researchers must show the appropriate respect for the dignity and individual rights of third parties involved in research activity. They need to take care to avoid any unfavourable discrimination of research participants due to gender, racial or ethnic origin, disability or disease, religion or belief, age or sexual orientation, participation in a national minority, language or property.

> **Good practice:**
> - Inclusion of principles of equality and diversity in the text for that frames functioning of the Research Ethics Committee.

Although the AUTh has not elaborated yet any specific charter on diversity or equality, those principles are enacted in the core documents related to the university strategy and operationalisation of research and educational activities.

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[19] Κανονισμός Αρχώνκαι Λειτουργίαςτης ΕΗΔΕ του ΑΠΘ,
https://qa.auth.gr/documents/regulations/%CE%9A%CE%B1%CE%BD%CE%BF%CE%BD%CE%B9%CF%83%CE%BC%CF%8C%CF%82%20%CE%91%CF%81%CF%87%CF%8E%CE%BD%20%CE%BA%CE%B1%CE%B9%20%CE%9B%CE%B5%CE%B9%CF%84%CE%BF%CF%85%CF%81%CE%B3%CE%AF%CE%B1%CF%82%20%CE%95%CE%97%CE%94%CE%95.pdf

The integration of gender equality and diversity in such strategic documents, linked with the university's main mission of production and transfer of knowledge, promotes inclusive definition of excellence.

> **Areas for improvement - AUTh**
>
> The Strategic Plan and other policy documents may integrate a part with specific actions and practices that favour an equality and diversity environment (e.g., use of gender-inclusive language, objective of a minimum ratio of each sex in the Research Ethics Committee) or include a reference to the GEP.

3.2   University of Bordeaux

In **France**, an appointment of a Gender Equality Officer has been mandatory in all HEIs since 2013. In 2014, a national law for "Real equality between women and men" compelled the State and all its bodies - including HEIs - to disseminate actions to ensure gender equality. GE strategy was reinforced in French universities in 2019 with a Law for Transformation of Civil Service that contains a section on occupational equality between women and men and implies an obligatory implementation of an Action Plan for Gender Equality for each public employer.

In 2013, the Ministry for Higher Education and Research, along with the Ministry for Women's Rights elaborated a Charter in Favour of Equality between Women and Men in HEIs. The co-design of this Charter gathered the Council of University Presidents (CPU), the Association of Grandes Ecoles (CGE) and the Association of Directors of Engineering Schools (CDEFI) (French Ministry of Higher Education and Research, Ministry for Women's Rights, 2013). After a common introduction, it contains two sections: one endorsed by the CPU and CDEFI and the other by the CGE. This Charter also includes a list of suggested practices, such as preventing sexual stereotyping; elimination of sexist language in administrative documents; gender-balance in governance or annual collection of sex-disaggregated data on the university community and structures (Marshall, 2013).

Among the RESET partner universities, ScPo signed this Charter. This signature paved the way for an establishment of a position of a Gender Equality Officer (2014), supported adoption of Sciences Po's first Gender Equality Plan (2014-2017, extended till 2019) and creation of the first unit for monitoring of sexual harassment (2014). The University of Bordeaux did not endorse the Charter directly, but its engagement was represented through the signature by the CPU. In line with the principles of the Charter, UBx adopted a *Schéma directeur pour l'égalité entre les femmes et les hommes* (Blueprint for Occupational Equality between Men and Women) in 2015. Along with Gender Equality Plans issued in 2020 and 2022, this demonstrates a strong stand on the principles of the Charter.

In addition to that, the University of Bordeaux has elaborated several institutional charters, such as the Charter for Good Digital Practices or the Charter for Recruitment. Among other policy documents, we identified four specific ones that address equality and diversity. Since the latest President's elections in 2022, the general policy of the UBx has become strongly focused on environmental and social transitions. Within this strategy, questions of equality and diversity are interrelated with the environmental issues. The GEP of the University of Bordeaux (2022) contains two related actions:

> *Action 1, thematic area 1, dedicated to the consolidation of the dissemination of codes, guidelines and charters governing recruitment practices at all levels within the university, in order to promote the systematic, equally accessible and transparent publication of job offers (University of Bordeaux, 2022a).*

> *Action 1, thematic area 2, foresees to collate and revise all of the university's fundamental texts, with a focus on equality and diversity. Propose changes if necessary (University of Bordeaux, 2022a).*

Generally, in France, multiple HEIs (in RESET: UB, ScPo) develop and disseminate their GEPs, charters and codes that promote gender equality and diversity. However, these dimensions are only slightly highlighted in other strategic documents of universities: statutes or official strategies.

3.2.1 Charter for Responsible Recruitment of the University of Bordeaux

Type of document	Year of creation	Target group	Availability	Language
Charter	Last update: 2023	University personnel involved in recruitment processes	Available on the intranet version of the university's website	French

The Charter for Responsible Recruitment[20] was elaborated by the Human Resources Service and represents a complement to the Guide for Recruitment addressing all stakeholders involved in the recruitment processes. The Charter for Recruitment includes a paragraph on University's engagement towards inclusiveness and equity in recruitment and a list of 10 commitments: e.g., principles of transparency, communication, confidentiality, ethics and equity.

> *We commit ourselves to take all applications into consideration, to ensure fair treatment and to respect rules of non-discrimination on the basis of health and disability, of ethnic or social origin or on trade union belonging, sexual orientation, political or religious beliefs (University of Bordeaux, 2022b).*

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[20] Charte du Recrutement Responsable – https://www.u-bordeaux.fr/download_file/force/76a7ab56-8666-4949-99e3-315e8f176dd0/1168

> **Good practices:**
>
> - Inclusion of principles of equality and diversity in a central document for recruitment.
> - Definition of a list of main commitments for responsible and ethical recruitment process.

3.2.2 Roadmap for Institutional and Social Transitions

Type of document	Year of creation	Target group	Availability	Language
Roadmap	2021	University community (personnel and students)	Publicly available on the website of the UBx	French and English

The UBx commitment for environmental and social transitions was made official with the signature of a dedicated Roadmap[21] in February 2021. This document is the result of a co-designing process involving more than a hundred members of the university community. It is available in French and English.

The Roadmap is a thirty-page document compiling 24 engagements taken by the University towards four main objectives:

1. Getting organised to meet the challenges of transitions (e.g., training the university personnel).
2. Engaging for the environment (e.g., developing a sustainable water management).
3. Promoting social policies (e.g., acting for gender equality).
4. Gathering the university community around transitions (e.g., developing research focused on social and environmental issues).

As a result of this Roadmap, the University of Bordeaux has also prepared and published an Action Plan for Transitions (2022-2023). It takes over 24 engagements of the Roadmap and highlights actions to reach these engagements. The actions of this plan integrate and reinforce actions from other institutional documents, among which is the Gender Equality Plan (2022) and a Disability Policy Framework[22]. Steering committees and a Council of Transitions carry out the follow-up for the implementation of the principles. This Council is composed of 30 members, with equal numbers of men and women - staff and students. Together, they evaluate implementation of the roadmap's

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[21] Environmental and Social Transitions Roadmap of the University of Bordeaux - https://www.u-bordeaux.fr/download_file/force/c7ce87b2-0263-458f-81e2-2d7282762cbe/4445
[22] University of Bordeaux. (2021). Schéma Directeur Handicap https://www.u-bordeaux.fr/download_file/force/cefc4926-e5db-43ba-8c16-21270b659f2a/2443

principles by analysing developed actions and their potential impact. The engagements are planned to be achieved as part of the implementation of different institutional projects (RESET, ACT, ENLIGHT a.o.), and with the help of local partners (students associations, task forces etc.)

Good practices:

- Interconnection between social and environmental transition in this document increases the force and visibility of the document, installing a multidisciplinary board of institutional stakeholders around common objectives of a structural and sustainable change in a multidisciplinary perspective.

- Choosing a limited number of commitments (24) makes the general engagement more feasible and clear for the university community.

- The document contains a complete list of people, who participated in its elaboration. It recognizes their contribution and highlights the importance of a co-design and multidisciplinary collaboration for a document that initiates institutional change.

- Co-designing and participatory methods used for its elaboration and monitoring contribute to its adaptability and acknowledgement.

3.2.3 Charter Labs in Transition

Type of document	Year of creation	Target group	Availability	Language
Charter	2022-2023	Research units (laboratories, departments) – only signatories must respect it	Final version sent to each research department	French

The Charter "Labs in Transition" - "Labos en transitions" is the result of collaboration of a working group composed of 35 participants, including representatives of 10 out of 11 UBx's research departments, as well as the referents for sustainable development representing research institutes of the UBx. Its elaboration was inspired by existing institutional documents, namely the Charter for a Secure Professional Environment Open to Diversity of the Institute for Research in Fundamental Computing (IRIF, 2021).

The signature of this document has two main objectives: contemplation on the working conditions and excellent scientific research schemes and setting up of indicators that will lead to an action plan. According to the Charter's strategy, the heads of research departments have to encourage research units and laboratories to endorse it. The dissemination of the Charter has to be accompanied with a guide that facilitates monitoring of indicators and presents best practices.

The Charter is set out as a five pages document gathering nine commitments around societal and environmental issues, as well as organisation and management practices.

Thematic area	Commitments
Societal commitments	• Equal treatment, opportunities, and promotion of diversity. • Protection against gender-based and sexual violence. • Gender and/or sex disaggregated data on categories of personnel.
Environmental commitments	• Reduction of direct and indirect energy consumption. • Reduction and recycling of waste. • Carbon footprint indicators.
Organisation and management	• Development and management of action plans around these commitments. • Consideration of the Anthropocene dimension and the epistemology standpoint in research projects.

Table 2 - Commitments of the Charter for Social and Environmental Transitions

To monitor the implementation of the charter, some indicators were developed in collaboration with the RESET project team, namely:

- Gender disaggregated data: distribution of lecturers, professors, PhD, post-docs, staff (and categories), distribution of scientific, administrative responsibilities and career advancement.
- Indicators of carbon footprint of buildings, trips, IT equipment, other activities (a guide is available for laboratories).

This Charter also promotes attribution of a dedicated label to the laboratories after:

1. Signing the charter.
2. Presenting a self-assessment analysis (action plans for monitoring of indicators).

The Charter Labs in Transition Is still under development and will be finalised in 2023.

Good practices:

- The document is concise with a limited number of recommendations (9).

- Signature of the Charter obliges to implement specific actions and provisions, which ensures efficiency of the Charter and facilitates monitoring and commitment of stakeholders.

- Provision of specific indicators facilitates evaluation and monitoring of implementation.

3.2.4 Equity, Diversity and Inclusion Charter of the Laboratoire Bordelais de Recherche en Informatique

Type of document	Year of creation	Target group	Availability	Language
Charter	2022	Members of the LaBRI	Publicly available on the LaBRI website and on the GitHub platform	French & English

At the University of Bordeaux, it is still rare that a laboratory endorses a charter. However, the Laboratoire Bordelais de Recherche en Informatique (Bordeaux Laboratory of Information Research - LaBRI) developed a Charter for Diversity, Equality, and Inclusion in 2022. This document became an emblem for LaBRI's commitment and identity: it promotes their vision of a working environment. It was also inspired by the IRIF's members Charter (IRIF, 2021).

After a brief introduction of its objectives, readers are acknowledged with definitions of the main terms: equity, diversity, inclusion, discrimination, harassment and cognitive bias. The core principles of the document are the following:

1. Building fair and diverse community.
2. Using gender-inclusive language.
3. Promoting personal dignity, respect for work and people.
4. Protecting community against gender-based violence and sexual harassment.

This Charter contains a paragraph presenting a list of contacts available to support potential victims or witnesses of discrimination or harassment. There is also a reminder that any person - member of the laboratory or invited member has the legitimacy to be supported and heard. At the end, the charter is endowed with case studies to illustrate implementation of its principles:

> **Situation 18**: **At conferences, it is sometimes difficult to find a place to work. The hotel room becomes a working space. How can we invite a colleague or student to work in our room without ambiguity?**
>
> *Despite all possible benevolence, this situation is prone to be considered sexual harassment and should be avoided. An alternative is to choose a more neutral location, such as a workroom or a public space.*

> **Good practices:**
>
> - Definition key words is a powerful way to raise awareness on important concepts while making sure that each signatory and member of the community understands the principles of the document.
>
> - Examples of case studies make the document more accessible.
>
> - Informing readers on the existing resources and contacts for support in case of discrimination or gender-based violence contributes to the establishment of a safe working environment.

> **Areas for improvement - UBx**
>
> - Although the Charter for Recruitment integrates questions of equality and diversity, the document is written in the general masculine form. A general recommendation would be to re-write it applying principles of gender-inclusive or gender-neutral language.
> - The Roadmap for Social and Environmental Transitions could integrate definitions of main terms: *equality, diversity, social transitions and environmental transitions.*
> - To evaluate the impact of a charter or other strategic documents, members of the councils and steering committees have to be regularly informed about the existing actions**.**
> - Contrary to other RESET partners, questions of equality and diversity are not present in the Statute of the University. Adding equality and diversity to this central strategic document would reinforce institutional engagement.
> - To promote its commitment to the values of equality and diversity and taking into account recommendations on gender inclusive and/or gender-neutral communication, additional versions of institutional documents can be elaborated.
> - UBx core documents should be more inclusive and open to diversity in general (for example, with application of an intersectional approach and fight against discrimination).

3.3   University of Lodz

Until now, there have been no formal policy measures to support gender equality in research and higher education in **Poland**. The Ministry of Education and Science has not provided yet any official regulations or procedures concerning the anti-discriminatory policies. However, equality and non-discrimination are mentioned in some legal documents of the Republic of Poland, namely the Polish Constitution, the Labour Code, the Equality Act, and the Act on the Promotion of Employment and Labour Market Institutions. The Polish legal and policy framework on gender equality is known

to have experienced a series of major setbacks over the past few years. Despite the presence of some measures to support pregnancy and parenthood, GE is not in the list of goals of the Act on Higher Education and Science (2018). Gender equality and gender mainstreaming in research are addressed in the National Action Plan (NAP), submitted in 2019 in response to the ERA Roadmap (2015–2020). According to Wroblewski (2020), it was assessed as lacking definitions and not presenting concrete actions. Nevertheless, the National Centre for Science (Polish research funding body), monitors the distribution of grants according to the gender of principal investigators.

In 2017, the University of Lodz was awarded with HRS4R award for the implementation of an Action Plan for Recruitment. The European Commission has highlighted UL's efforts towards transparency of recruitment process, opportunities for scientific career development, programmes supporting young scientists, stability of employment, substantive and financial assistance in the case of submitting and settling research projects. In the framework of the HRS4R label, internal regulations were reviewed such as general rules, the Senate resolutions, the Rector's regulations in terms of consistency with the guidelines set out in the Charter and the Code. Furthermore, UL was the first Polish HEI signatory of the European Charter for Diversity in 2018. In 2019, UL as a HEI published the first report of social responsibility.

Since 2016, the University of Lodz has also been engaged in the "University Diversity" project that promotes diversity among the academic community and encourages welcoming of international students and personnel. The project combines initiatives showing both culture, age and gender diversity of the UL community. Several activities are developed in this framework: photo exhibitions, cookbooks, university days of diversity.

In March 2023, the Anti-Discrimination and Anti-Mobbing procedure was implemented. The document compiles two fundamental issues regarding reacting to abusive cases and supporting the creation of diverse and inclusive working conditions. The procedure encompasses all groups, including students. It gives a chance to report discriminatory cases in the academic community and employs the process of implementing adequate mechanisms of coping with the abuses. The procedure was consulted with GEB before the final acceptance. It is a visible sign of changes toward a transparent working place. It strengthens the right to be treated equally and seems to be a milestone in the debate on gender equality in academia. It fills the gap in the formal approach to minimise the risk of unaccepted behaviour.

3.3.1 Strategy of the University of Lodz (2021-2030)

Type of document	Year of creation	Target group	Availability	Language
Strategy	2020	University community	Publicly available on the website of the UL	Polish and English

The Strategy of the University of Lodz[23] targets the whole university community. It presents the mission, vision and values of the University, and is composed of a detailed description of objectives and actions to achieve them. This document affirms the role of institutional stakeholders as representatives of a committed excellent workplace with ethical values. The Strategy of the UL is a core policy document that reminds the responsibility of the university for the production of social impact and the development of inclusive frameworks ensuring accountability and monitoring.

The document starts with a Rector's introduction presenting the philosophy of the UL and its core principles: scientific diversity, tolerance, respect, multiculturalism, work ethic, inclusive institution (University of Lodz, 2021). The next part sets out a mission and vision of the University leading to the values guiding the community: courage, curiosity, commitment, cooperation, respect, and where questions of diversity and equality are highlighted. Then, there is an explanation of the four main strategic objectives and their subdivision into operational goals and activities. Thus, diversity is perceived as one of the strengths of the UL, and this principle is mentioned all along the document.

> **Good practice:**
> - Introductory pages signed by the Rector or other representative of top-management reinforce the political value of the document.
> - Progressive streamlining of the main values into concrete objectives and actions strengthens accountability of stakeholders.

3.3.2 Anti-Discrimination Procedure

The University of Lodz has been working on the establishment of a monitoring unit dedicated to the anti-discrimination for several years and the RESET project accelerated and facilitated this process. Since 2018, the representatives of the UL have participated in the creation of the Anti-Discrimination Programme with the Municipality of Lodz. After the RESET's launch, the UL team started working on the development of the institutional procedure based on results from focus groups and the survey conducted within WP1.

In June 2022, the Rector signed GEP, where implementation of the Anti-Discrimination Procedure was one of the main tasks. A working group consisted of various stakeholders and representatives of different units. In January 2023, the work on a procedure was complete. It was officially adopted at the end of March 2023. The GEP of UL foresees the testing phase of the procedure and its further implementation under GEP 2.0. The management of the University of Lodz is currently preparing

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[23] Strategy of the University of Lodz 2021-2030 -
https://www.uni.lodz.pl/fileadmin/user_upload/Strategy_of_the_University_of_Lodz_2021_2030.pdf

communication actions to promote the monitoring unit. The first step will be to disseminate information via a dedicated website[24]. The procedure is tailored for both staff members and students.

This is a ground breaking achievement for UL as few Polish universities have a special mechanism dedicated to the anti-discrimination. Even if some Polish universities have codes of conduct that include rules on GBV, political and public support is weak. Only 15% of Poles consider GBV a problem (Ciaputa, 2021). The only Polish university with an identified policy against sexual harassment is the University of Warsaw.

Areas for improvement - UL

- Although equality and diversity are present in the fundamental texts of the UL, there are only a few other institutional documents mentioning these subjects. Therefore, some specific communication and promotion actions have to be undertaken to increase visibility of the inclusive GEP and reinforce related values through the institutional policy documents.

- The UL team in charge for the elaboration, dissemination and implementation of GEP could rely on a strong and documented position of the university in terms of diversity. The label of HRS4R, the campaign "University Diversity", the signature of the European Charter for Diversity and the Anti-Discrimination Procedure frame and support the university's policy towards diversity in an intersectional perspective. However, the specific topic of gender equality is not visible in most of documents. Although dimensions of gender equality and intersectionality have to be reinforced, both GEP and the Anti-Discrimination Procedure are two decisive milestones for the sustainable and structural institutional change.

3.4   University of Porto

In 1976, the **Portuguese** Constitution adopted the Principle of Equality, according to which no citizen can be treated differently. In 2018, the National Strategy for Gender Equality and Non-Discrimination – "*Portugal + Equal*" (2018-2030) was launched with the implementation of three Action Plans: the Action Plan for Equality between Women and Men (PAIMH); the Action Plan to Prevent and Combat Violence against Women and Domestic Violence (PAVMVD); the Action Plan to Combat Discrimination on Grounds of Sexual Orientation, Gender Identity and Expression, and Sexual Characteristics (PAOIEC).

Although in Portugal GEPs have not been obligatory for HEIs, they are promoted within the National Strategy for Gender Equality and Non-Discrimination for 2018-2030. The overall strategy is overseen by the Commission for Citizenship and Gender Equality

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[24] https://www.uni.lodz.pl/en/unilodz-discrimination-free-zone

(CIG). According to the EIGE's Gender Equality Index (2022), Portugal is on the path of becoming an innovation leader when it comes to policies on gender equality.

As a public entity, U.Porto is committed to the Ethical Charter of Public Administration, namely to the principle of equality: staff may not benefit or harm any citizen on the basis of their origin, sex, race, language, political, ideological or religious convictions, economic situation or social status. Additionally, a gender quota of 40% was enforced for the statutory and governance bodies in the Portuguese public organisations, including HEIs (Law 26/2019).

The University of Porto does not yet dispose of any specific charter for equality and diversity. However, some actions of the GEP (2022a) support this objective:

> *A1.1 - Disseminate the joint declaration on the commitment of U.Porto and the partner institutions of the RESET project towards Equality, Diversity and Scientific Excellence in Higher Education and Research*
>
> *A1.3 – Make U.Porto's commitment towards Gender Equality, Diversity and Scientific Excellence visible in the main documents produced*
>
> *B2.1 - Review the processes manual to ensure equal opportunities in the different stages of the recruitment process*
>
> *B2.5 – Adapt the documentation (manual) for welcoming new workers to include U.Porto's commitment to gender equality and diversity*
>
> *D1.2   Adopt a gender-inclusive language and communication in U.Porto's institutional communications (internal and external)*
>
> *D3.1 – Disseminate guiding documents on gender equality, diversity and non-discrimination among the academic community.*
>
> *D3.2   Update the code of conduct regarding the prevention and fight against discrimination, harassment and gender violence and/or other forms of violence*

3.4.1 Statutes of the University of Porto

Type of document	Year of creation	Target group	Availability	Language
University statutes (legal document)	2009	University community	Publicly available on the website of the U.Porto and online portal of the Official Journal of the Government - *Diário da República*	Portuguese

The Statutes[25] are embedded in a legal document that frames the university's role and organisation. It is structured in 12 chapters and divided into sections with 113 articles. It also includes regulations and defines roles of stakeholders.

The values and mission part of the Statutes highlights questions of equality and diversity:

> *4 - The University of Porto ensures equal access and treatment, regardless of gender and social political, ethnic or religious order.*
>
> *5 - The University of Porto undertakes, under the terms of the law, to eliminate all factors that constitute disadvantages to the living within the University of Porto of citizens with disabilities.*
>
> *Excerpt from the University of Porto Statutes, Diário da República, 2.ª série — Nº100, 25 May 2015* (Universidade do Porto, 2015)

Integration of principles of equality and diversity in the university statutes promotes the institutional commitment for inclusive and excellent culture.

Good practice:

- Integration of principles of equality and diversity in central and strategic documents such as the University Statutes highlights the importance of these topics and of the institution's commitment.

3.4.2 Code of Good Conduct to Prevent and Combat Harassment and Discrimination at Work

Type of document	Year of creation	Target group	Availability	Language
Code of conduct	September 2022	University community	Publicly available on the website of the U.Porto and online portal of the Official Journal of the Government - *Diário da República*	Portuguese

This Code of Good Conduct was established in response to the Letter sent in spring 2022 by the Portuguese Minister for Science, Technology and Higher Education addressed to HEIs. According to this Letter, the Ministry recommended to adopt a Code of Conduct and recommendations to prevent and combat bullying and sexual harassment in academia. Therefore, the Code of Good Conduct of the University of Porto sets legal framework and is composed of 16 articles and two annexes dedicated to the definition of moral and sexual harassment. The document also describes steps

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[25] Estatutos da Universidade do Porto -
https://sigarra.up.pt/sasup/pt/legislacao_geral.legislacao_ver_ficheiro?pct_gdoc_id=697017&pct_nr_id=300&pct_codigo=1

and actions to be undertaken in case of harassment and reminds on the responsibility of university and stakeholders.

> *The University of Porto is guided by high ethical standards and ensures equal access and treatment, regardless of gender and social, political, ethnic or religious aspects, among others* (Universidade do Porto, 2022b)

The scope of the Code of Good Conduct goes beyond the one of other charters, since it implies a strict respect of the rules and regulations. Implementation of an online reporting portal[26] for cases of fraud, harassment and discrimination underpins this engagement of the University of Porto.

Good practice:

- Adoption of legally binding documents facilitates sustainable and efficient change, especially in case of issues of gender-based violence and discrimination.

Areas for improvement - U.Porto

U.Porto engagement for equality and diversity can be further reinforced through the development of specific documents on work-life balance, digital code of conduct or gender-sensitive code for recruitment and promotion.

3.5   Ruhr University Bochum

In 2007, the Framework Act for Higher Education in **Germany** made the promotion of gender equality a general requirement for universities to access public funding. In 2021, to strengthen connection between stakeholders working in favour of equality, a Federal Equality Foundation was established. The Federal Equality Law states an obligation for public organisations (including universities) to develop a GEP. These provisions are detailed and further reinforced by specific legislation and policies at the level of Federal States, especially as higher education is primarily a competency of the sub-national level in Germany.

In the case of the RUB, which is situated in North-Rhine Westphalia, the realisation of gender equality is a legal duty of the university's governance. Officers for Equal Opportunity are in charge of supporting and advising them in this endeavour. Responsibilities of the Equal Opportunity Officer are described in the University Act and the State Equal Opportunity Act of North Rhine-Westphalia. This document also defines

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[26] Link to the portal: https://www.up.pt/denuncias/index-en.html. Staff and students can use the U.Porto online portal to report any illegal practice (discrimination, harassment, fraud). The portal ensures the anonymity and protection of whistle-blowers and reinforces U.Porto commitment for transparency, integrity and responsibility.

their rights that enable performance of the related tasks. The State Equal Opportunity Act of North Rhine-Westphalia requires implementation of an Equal Opportunity Plan for a period of three to five years for each department of more than 20 employees.

Thus, the Ruhr University Bochum is a RESET mentor university equipped with a Framework Plan for Gender Equality structuring measures, targets and goals for Gender Equality for the duration of 4 years. It relies on the gender-disaggregated data of each faculty and administration of the RUB. It was developed together with the heads of departments and the Gender Equality Board, and addresses challenges identified at RUB both on quantitative and qualitative level. Employees - representatives of the Gender Equality Board, have to give their consent to the Plan before it passes to the Senate's vote. It is not a charter, but a central document to frame and impel RUB's commitment towards gender equality and diversity.

At RUB, two other types of policy documents could be included in this report: the Target Agreements with the Faculties and the RUB's Anti-Discrimination Policy.

3.5.1 RUB Anti-Discrimination Procedure

Type of document	Year of creation	Target group	Availability	Language
Policy	Latest version - February 2023	University community	Publicly available on the RUB website	German

This document relies on the General Equal Treatment Act (AGG)[27] that incorporates four European Anti-Discrimination Directives into the German law. Since February 2023, RUB is one of the first German universities to include students in this policy, which is usually targeting solely employees. The document states the commitment of the university to promote diversity and take preventive actions against discrimination. For the occasion of its update, an article was published in the RUB News Portal[28].

The RUB Anti-Discrimination policy defines standards for behaviours and relationships at the workplace. Furthermore, it determines the responsibility of governance taking action and preventing discrimination, harassment, violence, stalking and mobbing. It also sets out the procedure to be followed in case of discrimination. Moreover, this policy contains a sentence highlighting specific vulnerability of women and gender minorities in case of sexist and sexual violence.

The Guidelines to Anti-Discrimination Policy serve to understand the procedure of prevention and complaints. Moreover, they provide a non-exhaustive list of specific

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[27]
https://www.antidiskriminierungsstelle.de/SharedDocs/downloads/EN/publikationen/agg_wegweiser_engl_guide_to_the_general_equal_treatment_act.pdf?__blob=publicationFile
[28]   https://news.rub.de/hochschulpolitik/2023-02-08-richtlinie-verabschiedet-diskriminierung-nicht-hinnehmen

cases of discrimination or violence and inform on available counselling services or contact persons in case of discrimination.

Good practices:

- Presentation of cases of discrimination, gender-based violence and bullying facilitates identification of these situations.

- The RUB Anti-Discrimination policy provides an inclusive framework, as it targets the whole university community – personnel and students.

- Presentation of services and referent persons increases dissemination and impact.

3.5.2 Target Agreements with RUB faculties

Type of document	Year of creation	Target group	Availability	Language
Agreements	2010	Each faculty has its own target agreement	Publicly available on the website of the faculties and the webpage of the Equal Opportunity Officer	German

RUB Target Agreements are co-designed every 4-5 years by the Heads of a faculty or a department and the university management with the participation of the Equal Opportunity Officer. They are part of strategic agreements on objectives, which also deal with other aspects of faculties' orientation and research outputs. Target Agreements are based on the evaluation of equality-related indicators of each faculty in comparison to the group of people in a similar situation in Germany. The target agreements are about achieving gender parity according to the principles of the cascade model.

Cascade model sets "targets for the promotion of women at each qualification level on the basis of the proportion of women at the level that is directly below" (EIGE, Gender mainstreaming).

In the Target Agreements, the faculties and the Rectorate jointly determine their goals and actions. The target agreements are keys to improve gender equality at faculties and play an important role in the procedures of appointment: for example, when vacant professorships have to be filled, the gender equality quota has to be met. The agreements also integrate qualitative measures, such as training sessions on gender equality.

Before their approval by the Rectorate, the target agreements are evaluated by the Gender Equality Board.

Good practices:

- Identification of specific goals and developing actions to achieve them is a way to reinforce the institutional engagement and to make it more efficient and feasible.

- Involvement of the Heads of laboratories, departments and faculties, Gender Equality Officer and the GEB members highlights their commitment and enables a multidisciplinary analysis of the situation.

- Focus on specific structures (faculties) enables adaptation of actions to the specific context.

Area for improvement - RUB

Gender equality and diversity are integrated in the strategic documents of the RUB and taken into consideration in recruitment and career advancement. However, values of gender equality, diversity and more inclusive evaluation of excellence can be further promoted by making them more visible and enhancing accessibility to all stakeholders of the university.

3.6   University of Oulu

In **Finland**, the Act on Equality between Men and Women (Finland, 1987) for Achieving Gender Equality in Teaching and Education states that Higher Education and Research Institutions shall promote occupational equality between women and men and tackle gender-based discrimination. This document obliges RPOs and HEIs to implement a Gender Equality Plan with a focus on five areas: decision-making, career management, work-life balance, teaching, gender-based violence and discrimination.

In line with the Act, the Finnish Gender Equality Action Plan 2020-2023 also covers higher education and research, especially the Area 4 - Promoting gender equality in early childhood education and in school education (Finnish Ministry of Social Affairs and Health, 2021). In 2022, the Finnish Ministry of Higher Education published a Report on Equality and Diversity in HEIs. It contains 14 developmental actions and represents a guiding document for new steps and activities in the upcoming years. It also identifies some weaknesses of GEPs, namely in the area of recruitment (Finnish Ministry of Education and Culture, 2022).

The University of Oulu is provided with an Equality and Diversity Plan (2022-2023), which includes orientations and measures within two main areas:

Objectives and organisation of work on equality and diversity at UOULU.

Promotion of diverse culture and climate, through occupational equality, research and education.

The University of Oulu is another RESET mentoring partner. Although it is not endowed with any specific charter on equality or diversity, its engagement for excellence, equality and diversity is clearly expressed in the Equality and Diversity Plan (2022-2023), the Accessibility Plan, and on its website, where two other main elements are highlighted: the HRS4R Action Plan 2023 and the Declaration on Responsible Research. In our analysis, we will focus on the latter three elements.

3.6.1 UOULU Accessibility Plan

Type of document	Year of creation	Target group	Availability	Language
Plan	2022	University community	Publicly available on the website of the University of Oulu	Finnish and English

The UOULU Accessibility Plan[29] has been adopted in December 2022. It aims at describing the state of accessibility at UOULU (physical environment, services and communication) and forecasting the development of strategies to improve accessibility. The GEP is mentioned in this document and its principles are stipulated:

The measures of the Equality and Diversity Plan 2022–2023 also steer our efforts to promote equality and non-discrimination at work. In fact, since early 2022, the Plan already describes how equal and non-discriminatory culture is promoted at the University of Oulu (University of Oulu, 2022).

The Accessibility Plan is a document that has an intersectional perspective, as it defines accessibility in various ways, aiming at reducing inequalities and enabling all members of the community to have access to the university as a working, studying and living space. The Plan does not only focus on physical accessibility of facilities, but also on international mobility - through sharing of information and specific grants for students. A series of measures is planned for 2023-2024, such as training sessions or drawing up of rules for inclusive and safe working spaces.

Good practice:

- Adoption of the intersectional perspective reinforces inclusive dimension and targets the whole university community.

- Prioritisation of a few measures for the period of two years enables stakeholders to focus on some essential steps to achieve or foster change.

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[29] https://ouluyo.oncloudos.com/aski/202212101.12102.PDF

3.6.2 HRS4R Action Plan 2023

Type of document	Year of creation	Target group	Availability	Language
Action plan	Elaborated in 2013 and has been reviewed and updated regularly	University community	Publicly available on the UOULU website	English & Finnish

The University of Oulu declared its engagement in the HRS4R process in 2012 and was awarded with the HR Excellence in Research Acknowledgement in 2014. The UOULU HRS4R Action Plan[30] is composed of 20 actions and their follow-up indicators (Gender Action Plan's principles, time limits, responsible unit, indicators, targets, current status). Several actions are linked with values and core principles on gender- and diversity-related issues, such as:

- *Action 4: Equality Plan updated and promoted*
- *Action 5: Continuing to improve transparency of recruitment policy*
- *Action 13: Creating support measures for leading diversity and inclusion*
- *Action 19: Developing measures that support flexible and family-friendly operating environment and work-life balance.*

The first internal assessment of the process was carried out in 2016, followed by an external review with an on-site visit in 2020, and the second internal assessment in 2023 (University of Oulu, n.d.)

3.6.3 UOULU Declaration on Responsible Research

Type of document	Year of creation	Target group	Availability	Language
Declaration	Unknown	University community	Publicly available on the UOULU website	English & Finnish

Based on the signature and adoption of several documents at the European (DORA Declaration, European Open Science Cloud) and national (Finnish Declaration for Open Science and Research 2020−2025) levels, this Declaration[31] is a summary of UOULU's commitment towards equality and diversity in research.

> *We take into account the implementation of gender equality and diversity in the composition of research groups and research decision-making. We improve the scientific quality and the societal relevance of the produced knowledge,*

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[30] https://www.oulu.fi/en/university/careers/hr-excellence-research/hrs4r-action-plan-2023
[31] https://www.oulu.fi/en/research/responsible-research

technology and innovation by integrating gender analysis in research content (University of Oulu's Declaration on Responsible Research).

Good practice:

- Extensive review of existing documents on equality, diversity and excellence.

Areas for improvement - UOULU

Although the HRS4R Action Plan and the UOULU Declaration on Responsible Research are available on the website, the responsibility for their elaboration, implementation and endorsement is not indicated clearly. Their "formal" value can be improved.

3.7   Sciences Po Paris

As Sciences Po Paris has an inspiring framework in terms of policy documents on equality and diversity, this deliverable also integrates their examples: as EGERA Charter for Gender-Sensitive Governance in Research and Higher Education.

3.7.1   EGERA Charter for Gender-Sensitive Governance in Research and Higher Education

Type of document	Year of creation	Target group	Availability	Language
Charter	2017	All members of the academic and research communities	Online	English

EGERA[32] Charter for Gender-Sensitive Governance in Research and Higher Education[33] was adopted in 2017 as part of the EU funded project EGERA. It aims at enhancing gender equality in the governance of research and higher education organisations. Starting with a preamble describing the overall status quo, it acknowledges core principles of equality, inclusion, fairness, transparency and accountability. It endorses the institutional objective of favouring equal access and balanced participation of men and women to/in decision-making positions and bodies. It also presents an exposure of HR procedures and processes to potential biases, emphasising the necessity to pay greater attention to their interference with evaluation and professional assessment

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[32] EGERA - Effective Gender Equality in Research and Academia is a EU-funded project under the FP7-SIS call for projects that was coordinated by Sciences Po between 2013 and 2017.
[33]
https://www.ru.nl/publish/pages/825177/signed_egera_charter_for_gender_sensitive_governance_in_research_higher_education_institutions.pdf

frameworks. Principles stated in the document are complemented by nine streams of actions targeting all members of the academic and research communities. Signatories commit to promote those actions, from integrating gender equality in all strategic and statutory documents through adopting mid- and long-term quantitative objectives and proactive measures to achieve gender balance in decision-making positions.

Good practice:

- Presentation of nine streams of action specifies the engagements stated in the document.

3.7.2 EGERA Charter on Gender-Sensitive Communication in and by Academic Institutions

Type of document	Year of creation	Target group	Availability	Language
Charter	2017	Academic community	Online	English

The EGERA Charter on Gender-Sensitive Communication in and by Academic Institutions[34] was also adopted in 2017 as part of the EGERA project. It underlines the role of communication in reproducing pervasive gender and other stereotypes, thus contributing to shaping non-supportive environments that favour vertical segregation. It aims at providing suggestions for a more inclusive communication. Subscribing to the same principles as those stated in the previous Charter and to the exemplary role that should be endorsed by HEIs and Research bodies, it acknowledges the performative and normative functions of language in the broad sense of the term. Communication in all its forms can either hinder or advance gender equality through reproducing or counteracting existing inequalities. The Charter concludes with a series of recommended actions to implement those principles and goals.

Good practice:

- Presentation of a series of initiatives to implement the goals of the charter.

3.7.3 Charter for Students Life

Type of document	Year of creation	Target group	Availability	Language
Charter	2017	Academic community	Online	English

The revision of the ScPo Charter for Student Life (2021) has provided integration of gender equality as a guiding principle for the functioning of the academic community

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[34] https://www.uab.cat/Document/822/178/EGERA_Charter_Gender_Sensitive_Communication_ENG.pdf

including students' organisation. It prohibits sexist behaviours or statements, sexual harassment and violence.

> **Good practice:**
>
> - Integration of the principle of gender equality in a strategic document such as the Charter for Student Life is a way to highlight its value for the institution and draws awareness on its role in community life.

To conclude, the notions of diversity, equality and inclusive evaluation of excellence are unevenly present in strategic documents of the RESET partners. Their integration and mainstreaming at the local level is almost proportional to the support of these values at the national level.

Some institutions integrate questions of gender equality and diversity into strategic policy documents of the university (UL, U.Porto, ScPo). Others devised policies documents for specific processes and procedures: recruitment (UBx and UOULU), Anti-Discrimination Procedure (UL and RUB), Codes of Conduct or Regulations (AUTh and U.Porto).

Local Gender Equality Plans and core policy documents must be linked and complement each other. These documents should promote a common idea, since they are based on similar principles. Elaboration and implementation of an inclusive GEP is a way to execute concrete actions towards diversity and equality presented in strategic institutional documents. It is recommended for all GEP implementing partners to take these elements into consideration while updating their GEPs (2.0).

The concept of excellence is rarely quoted in strategic documents. The importance of creating a diverse and inclusive environment that reinforces excellent results should be highlighted. A reference to the RESET Joint Statement in core texts will not only make a link to one of the project's results, but may also be a way to promote the institutional commitment towards a more inclusive evaluation of scientific and academic excellence.

5.1 Task Leader encourages RESET partners to strengthen the monitoring of strategic institutional documents and identify possibilities to elaborate or upgrade such documents with larger inclusion of principles of equality, diversity and inclusion. This process will allow further alignment with local inclusive GEPs, the RESET Joint Statement and the EU non-discrimination legal framework.

In part 4, we present a list of recommendations for the elaboration, upgrading, dissemination and monitoring of policy documents towards inclusion of equality and diversity. These recommendations should be adapted to each local context and shared with strategic institutional stakeholders.

4. General recommendations for the revision of institutional charters and strategic policy documents

This part will be dedicated to the list of general recommendations on how to elaborate or upgrade a charter or other strategic policy document towards equality and diversity in HEIs. Within the framework of regular updates of GEPs, RESET institutional stakeholders are invited to monitor the review of strategic institutional documents and identify possibilities to upgrade or create new ones. They are encouraged to draw the link between strategic documents that declare institutional values and principles of equality and diversity stated through GEPs and the RESET Joint Statement. The principles of more inclusive evaluation of scientific excellence must be integrated in institutional documents, promoting criteria that would be adapted to each local context.

The RESET approach towards inclusion of equality and diversity into policy documents foresees three phases:

1. Elaboration and adoption
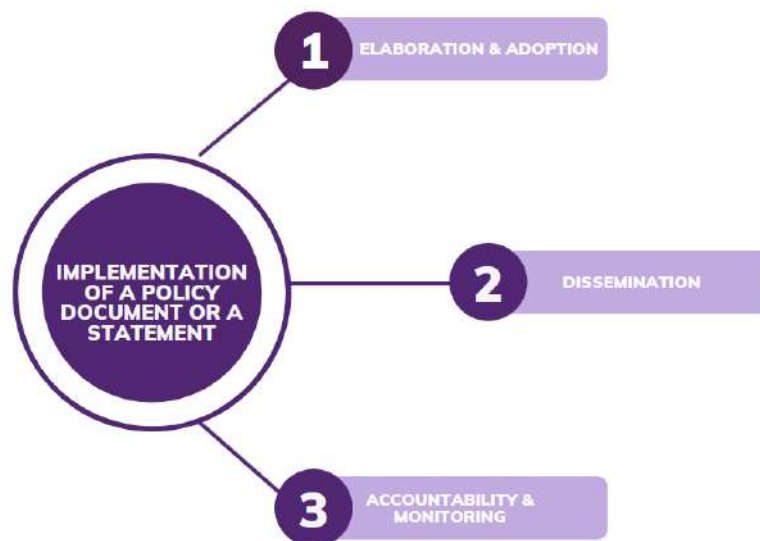2. Dissemination
3. Monitoring and accountability

Figure 1 - Three steps for implementation of a policy document or a statement

Partners should take the EU legislative framework as a standpoint to revise or create institutional policy documents. The European Charter for Diversity implemented at each

national level presents examples of adaptation to the local scale. It could reinforce and enlarge institutions' commitment not only towards gender equality, but also towards diversity or inclusion. GEPs can be tailor-made catalysts to upgrade other institutional documents: they could be referenced, promoted and disseminated together.

4.1 Elaboration and adoption

This part explains steps and draws recommendations for organisations aiming to introduce policy on diversity and equality or improve their existing institutional documents. The steps for the implementation are outlined in the figure 2:

1. Identify existing institutional documents that address the same issues and make sure that your project is in line with their principles

2. List priorities and clarify the objectives by elaborating a participative diagnosis

3. Constitute a multidisciplinary team and acknowledge its members with key concepts

4. Organise co-designing sessions with institutional stakeholders to elaborate the document (refer to the RESET's Co-design starter kit - D9.2, 2021)

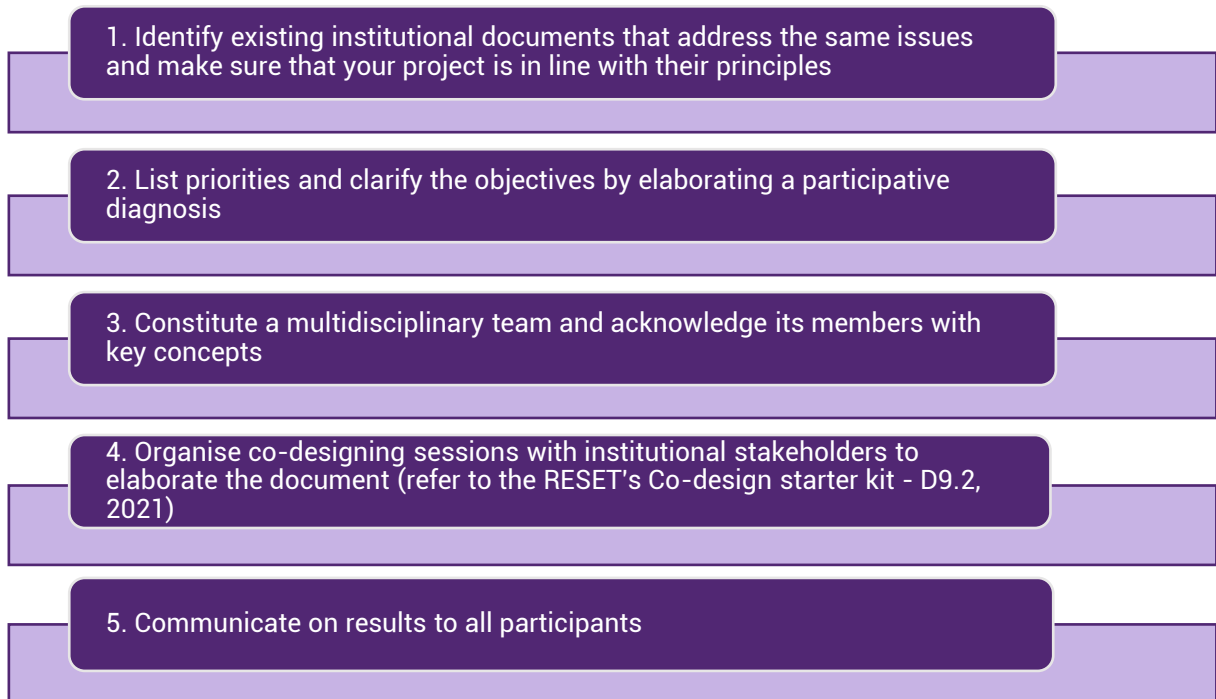5. Communicate on results to all participants

Figure 2 - Steps for the elaboration of a policy document or a statement

Once the methodology for the conception of the charter is adopted, specific attention needs to be put on the content of the document. Figure 3 presents some important elements to integrate:
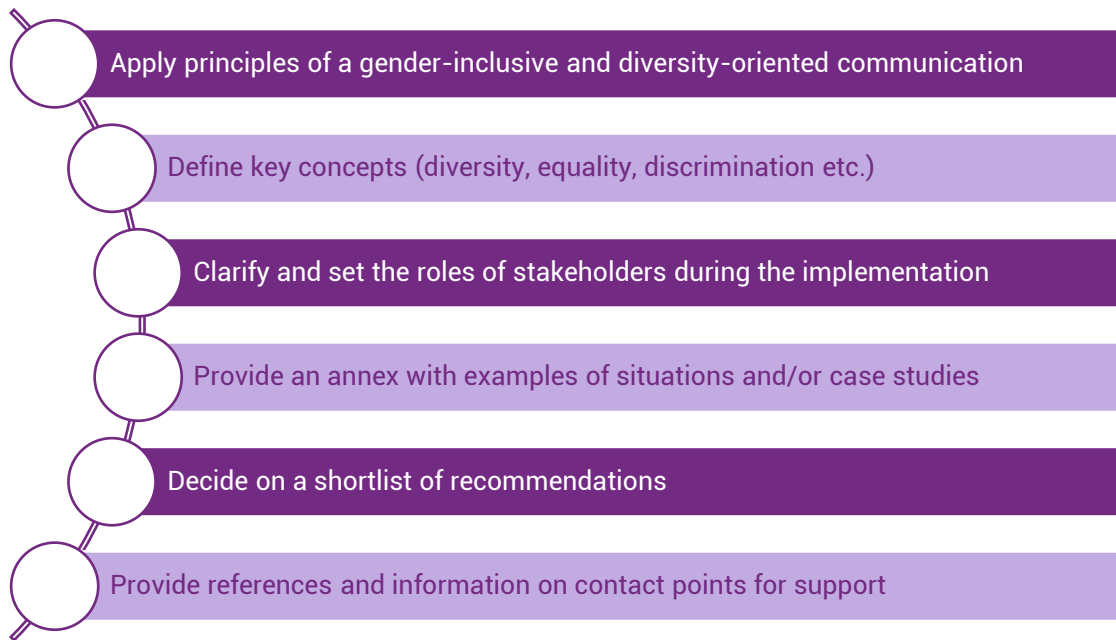
	Apply principles of a gender-inclusive and diversity-oriented communication
	Define key concepts (diversity, equality, discrimination etc.)
	Clarify and set the roles of stakeholders during the implementation
	Provide an annex with examples of situations and/or case studies
	Decide on a shortlist of recommendations
	Provide references and information on contact points for support

Figure 3 - Elements to include in the content of a charter or strategic document[35]

Other recommendations derive from the methodology used in the DORA Declaration on Research Assessment[36]. This Declaration impelled an innovative vision on scientific excellence and research assessment. In 2012, a group of editors and publishers of scholarly journals gathered at the Annual Meeting of the American Society for Cell Biology (ASCB) in San Francisco to develop a set of recommendations for improvement of research evaluation. They elaborated a document containing a set of recommendations for various stakeholders participating in the research process: funding agencies, institutions, publishers and researchers. After an analysis of the structure of this document, we can single out the following recommendations:

- Dividing recommendations in thematic areas makes the charter/other policy document more accessible. Each area describes the role of particular stakeholders, focusing on 2-3 main actions.

- Sharing academic references at the end of the charter can help signatories to understand its content, access additional sources and reinforce their engagement.

- Co-designing a charter with experts from different fields is a way to adapt it to the various realities and needs.

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[35] For more information on gender-inclusive language, see Toolbox for gender neutral, diversity-oriented institutional communication, 2021 available at https://doi.org/10.5281/zenodo.6906206
[36] https://sfdora.org/read/

- Translation of the document in several languages makes it more accessible, inclusive and enables its larger dissemination.

The Declaration has been widely disseminated and signed by 23,058 stakeholders and organisations in 160 countries. This stimulated discussion around ways to fairly assess the quality and impact of scientific contributions (Schmid, 2017). However, its efficiency depends on accountability of stakeholders and sustainable change in practices (Schmid, 2017). Despite the presence of detailed criteria for evaluation, gendered practices may persist (O'Connor & O'Hagan, 2016). The DORA declaration is an example of the importance of accountability of research stakeholders in the effective implementation of a structural change towards a more inclusive definition of scientific excellence.

Elaboration or revision of charters on equality and diversity is a complex and comprehensive umbrella process. Institutions should not only express their principles of occupational equality and strive for diversity, but also include gender related issues: gender-based violence and discriminations, unconscious bias, engagement for work/study and personal balance, and family-friendliness.

4.2   Dissemination

The dissemination of the document is a key step to enable its efficiency while ensuring its prevention, promotion, coordination and enforcement (European Commission, 2021b).

Prevention. It consists of (1) raising awareness of the community on the existence of the charter: with short documents and presentations, (2) raising awareness on the concepts and values highlighted by the charter. Promotion of diversity and equality in an organisation enables production of performant and impact-driven outputs that manifest needs of society (Bereni, 2009).

> *Example: to raise awareness on the French Charter for Diversity, a short version of the document was created in order to present its main elements and the content. There is a specific paragraph on the benefits of adopting this Charter, demonstrating it and encouraging its adoption.*

Promotion. Linked with prevention, it encourages the development of tools, monitoring mechanisms, training and strategies to ensure compliance of institutional actions with the strategic document.

> *Example: EIGE implemented a guide - the GEAR tool[37]- that shares good practices and provides inspiration for the implementation of actions towards equality and diversity.*

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[37] https://eige.europa.eu/gender-mainstreaming/toolkits/gear

Coordination. Signatories have to coordinate actions towards equality and diversity and share experiences. It is a way to identify the existing practices and resources, and to get inspired by initiatives, both for the design and implementation. This also implies articulation of the document with other strategic texts, plans and charters that carry the same values and principles (e.g., GEPs, Joint Statement and Statutes).

> *Example:1) The open EU platform enables sharing of good practices in the elaboration and the implementation of a Charter for Diversity; 2)The Accessibility Plan of the University of Oulu refers to the Equality and Diversity Plan and highlights the links between both documents.*

Enforcement. The charter or strategic document can be co-designed following a bottom-up approach, but it also has to be supported and promoted by the representatives of the top-management. To ensure its endorsement, decision-makers must sign and promote it. The governance must endorse the charter or any other policy, and its implementation should be monitored.

> *Example: 1) Signature of the RESET Joint statement on Equality, Diversity and Scientific Excellence by Rectors, Directors, Presidents and Vice-Rectors; 2) Appointment of a focal point for the monitoring and coordination of the charter is recommended* (European Commission, 2020a).

4.3   Accountability and monitoring

To validate the efficiency of the charter or any other policy document, it is essential to ensure accountability of signatories and monitoring of the implementation.

Indicators. The first step to do so is to select indicators that will illustrate the concretization of the charter/policy principles into actions, e.g., a number of training activities on gender-based violence or a share of women in decision-making boards. Key performance indicators (KPIs) have to be aligned with specific objectives. These indicators will then become a proof of efficiency of the document. The question of indicators will be further developed in part 5.

Follow-up. Another step entails implementation of a survey/another inquiring method to census the level of awareness on the document and its actions. This practice was developed in the context of the EU Charter of Fundamental Rights - to investigate citizens' awareness and knowledge of the Charter and its application (European Commission, 2019a). It encompasses:

- Awareness of the EU Charter of Fundamental Rights and how informed respondents feel about it.

- Where respondents would refer if their rights were violated.

- Level of interest in more information about the Charter.

- Opinions about the legal character of the Charter.

- Understanding of application.

Moreover, execution of a survey helps to measure the impact of the document.

Outreach. It is necessary not only to follow up the actions of the charter/policy that were carried out, but also to make sure that specific commitments and principles are in line with and complemented by the other institution's documents and activities. As it is stated on the website of the Portuguese Charter for Diversity (Associação Portuguesa para a Diversidade e Inclusão, n.d.), signatories must share the charter's principles with any other stakeholder collaborating with them (partners, users, clients).

To sum up, we encourage RESET institutions to follow the recommendations provided in this report in order to enrich and promote their existing policy documents and regulations or to co-design new ones. In this way, we foster RESET partners to devise a communication and dissemination strategy (adapted to each institutional context) and consider inclusion of relevant actions into GEP 2.0. Revision of core policy documents should not be limited to texts covering directly gender equality, diversity and discrimination, but also include key strategic documents such as universities' strategic plans, mission statements, charters for recruitment, contractual objectives and, potentially, their statutes. Partners are invited to monitor eventual possibilities for revision of strategic documents in the aim of integrating principles of excellence, diversity and equality. Each institution should choose the best way to integrate these principles in its local policies. HEIs should embrace a strategy towards inclusive scientific excellence and make it visible in other strategic documents. It is fundamental for all documents to be interrelated, not only by referencing each other, but also by sharing the same values and commitments. To this end, promotion of local GEPs and RESET Joint Statement may be a catalyst for the implementation of other gender and diversity-sensitive policy documents.

5. Pathway to RESET Joint Statement for Equality, Diversity and Excellence in Research version 2.0

In the framework of the RESET WP6 – Act upon governance and upgrade existing excellence policy towards greater inclusiveness, top-management members of the seven RESET partner institutions co-designed and endorsed a Joint Statement demonstrating their engagement for equality, diversity and excellence in research (D6.5 of RESET, 2022).

The current version of the statement (available in the Annex 2) presents four main areas of action to leverage sustainable and efficient cultural and institutional change towards more equality and diversity while moving forward in the production of excellent research and innovation results. This document illustrates RESET members' joint vision of a more inclusive scientific excellence, namely its societal and environmental dimensions.

These areas are presented in the Figure 4.

Figure 4 - Four thematic areas of RESET Joint Statement (D6.5), 2022

According to the RESET interim monitoring report (2023), issued by the RESET evaluating partner - ScPo Paris: RESET joint statement is an *"unprecedented bold statement in favour of transforming the governance, culture, and missions of universities towards equality".*

According to the recommendations of the project's external Advisory Board, the RESET joint statement requires improvement in the following areas:

- Dissemination of the document through the institutional websites and dedicated communication.

- The RESET Joint Statement is a collective commitment from the members of top management. Thus, it is very important that they take formal ownership and promote it. GEB networks and bilateral meetings with members of the governance may be occasions to discuss the local dissemination of the statement.

- Dissemination of the statement to the local policy makers (other HEIs, ministries, RPOs).

The representatives of the top management of the RESET partner institutions have already endorsed the first version of the statement. The signatories of the statement are:

- António Sousa Pereira - Rector of the University of Porto

- Dean Lewis – President of the University of Bordeaux

- Essi Kiuru - Administrative director of the University of Oulu

- Jouko Niinimäki – Rector of the University of Oulu

- Martin Paul - Rector of the Ruhr University of Bochum

- Mathias Vicherat - Director of Sciences Po Paris

- Nikolaos Papaioannou - Rector of Aristotle University of Thessaloniki

- Zbigniew Kmieciak – Vice-Rector for Research of the University of Lodz.

Partners now have to focus on its further dissemination and monitoring of impact. The first actions in this direction include:

- Consideration of the principles of this statement in the elaboration of local GEPs 1.0 and 2.0).

- The Joint Statement is publicly available on the on the RESET website to guarantee its dissemination at the ERA level[38].

- Local Gender Equality Boards play the role of the main dissemination channels promoting the Joint Statement at the local level.

- The statement was translated in French and in Polish. The ultimate efforts will be required from partners to elaborate a strategy for its institutional communication and publication on all institutional websites.

- Dissemination of the statement during a local training workshop on inclusive management involving top and middle management personnel at the University of Bordeaux (November 2022).

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[38] https://wereset.eu/deliverables/reset-joint-statement-on-our-engagement-for-equality-diversity-and-excellence-in-research/

- Publication of the Joint Statement on the University of Porto's webpage[39].
- After its approval by the European Commission, the Statement should be further promoted within the European Research Area with the help of EIGE, GenderPortal, Zenodo Community and other relevant platforms.

According to the analysis set out in the previous chapters of this deliverable, we aim to further develop the Statement and provide recommendations, potential criteria and indicators that frame RESET strategy towards more inclusive evaluation of scientific excellence. In this way, we foster introduction and adoption of an effective set of values and principles on gender- and diversity-related issues, among which are prevention and actions against gender-based violence and discriminations, selection bias, engagement for work-life balance and establishment of more inclusive working environment.

The main objective of this process is to initiate the progressive revision of the statement, provide recommendations and deadlines, which will pave the way for further actions: namely, potential revision of other institutional strategic documents and regulations (within GEP 2.0). The following recommendations have to be discussed with institutional stakeholders, agreed on and adopted through a new version of the statement.

This approach also goes in line with the tasks 6.5 - Involving top management of each RESET institution to co-design joint policies and statements on gender equality in excellent research schemes and T6.6 - Co-designing and implementing our definition of scientific excellence, and disseminating to ERA. Integration of the suggested criteria and indicators will be a subject of discussion, negotiation and approval of universities communities. The official endorsement of the updated version of the Statement will take place with the submission of the deliverable D8.3 RESET white paper on gender equality and local scientific excellence policies in academia foreseen in October 2024.

To elaborate a list of more inclusive criteria and metrics for scientific excellence, the leader of these tasks - the University of Bordeaux carried out a literature review and ran a capacity building and a co-designing workshop "More Inclusive Criteria for Scientific Excellence" (February 2023).

According to the literature review, gender inequalities are rooted in a multiplicity of interrelated factors, which implies an assessment of impact of policies and environments in a holistic and multidimensional way (Schmidt & Cacace, 2017). Multiple studies and authors acknowledge that the definition of excellence is not agreed

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[39] https://www.up.pt/portal/en/explore/about-U.Porto/equality-inclusion-and-diversity/

Under RESET project: This commitment is expressed in the Joint Statement on Equality, Diversity and Scientific Excellence, a document that reaffirms the engagement of RESET universities to define and enhance equality, diversity and scientific excellence within leadership practices, institutional culture, knowledge production and transfer.

upon even at the highest levels of policy making and should be adapted according to the local context and stakeholders (O'Connor & O'Hagan, 2016; Nielsen, 2017; Ferretti et al., 2018; O'Connor & Barnard, 2021). However, excellence can be measured with the help of indicators, construction of which typically involves activities of quantification, as research excellence has no physical substance in itself (Ferretti et al., 2018).

Taking into account the RESET's Statement four thematic areas, as well as criteria and indicators suggested by different authors, we provide below a list of criteria (evidence) and indicators (possible metrics) for the monitoring and implementation of a more inclusive evaluation of scientific excellence. By 'criteria' we mean the conditions that need to be met in order to comply with a principle. 'Indicators' are the measurable states that allow the assessment of whether or not a particular criterion has been met. These criteria and indicators may be applied in the framework of monitoring of implementation of local GEPs, as well as other strategic documents. Metrics are used to verify the actual implementation of policies and measures and foresee their potential impact.

5.1   Governance

The political and institutional support at the governance level is an essential condition for legitimating and highlighting significance of inclusion, societal impact and collective efforts within excellence (Joint statement of top management on their engagement for equality, diversity, 2022).

RESET partners believe it is important to implement regulation on the gendered composition of boards and committees, as well as to monitor training and communication activities targeting issues of underrepresentation of women and other representatives of the potentially vulnerable groups in the decision-making bodies. While equality has nearly been reached at the level of PhD graduates, only 24% of top positions in the higher education sector are occupied by women (European Commission, 2020b). Thus, the main criteria for the Governance Area is "Equality in decision-making bodies", which can be achieved through a dedicated national and local policy (laws, statutes, codes, charters) on gender balance in the administrative and academic councils, commissions, peer review and selection committees and other structures of this type.

Evidence	Possible Metrics
Existence and monitoring of implementation of a policy on gender balance in the peer-review and selection committees, as well as in decision-making bodies.	▪ Share of women/men in promotion or recruitment boards, and in decision-making bodies, by scientific field. ▪ Share of women/men in academic and administrative decision-making positions (e.g., boards, councils, committees, juries).

	▪ Gender of the head of the institution and their political teams (Vice-Rectors/Presidents). *Suggestion: objective of a minimum of 40% of the underrepresented group in each committee or body.*
Existence and monitoring of implementation of training activities on gender equality, diversity, biases, stereotypes for members of selection committees.	▪ Sex/gender disaggregated data on people who followed training activities (by field/unit). *Suggestion: objective of training of 100% of the members of selection committees.*

Table 3 - Potential indicators for "Governance"

5.2 Institutional culture

Promotion of equality and diversity as parts of the institutional culture enables the endorsement and legitimisation of GEP actions. It also encourages structural change in accordance with sustainable models of development and innovation (Joint statement of top management on their engagement for equality, diversity, 2022).

This thematic area has a large scope and identifies criteria in line with the RESET vision on the sustainable and impactful institutional and cultural change reflected in the:

- Joint roadmap on establishing institutional standards and frameworks for recruitment and career promotion towards equality, diversity and scientific excellence (D6.1, RESET, 2022).
- Toolbox for gender neutral, diversity-oriented institutional communication (D5.4, RESET, 2021).
- Comprehensive gender equality / mainstreaming toolbox useful for different training groups or national contexts (D4.2, RESET, 2022).
- RESET media campaign promoting cultural change "Faces of Campus"[40].

The main selected criteria for the "Institutional culture" are the following:

- Transparency of institutional systems
- Policy for equality and diversity
- Equal recognition in attribution of prizes, awards, funding
- Environmental responsibility.

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[40] https://wereset.eu/resources/campaigns/media-campaign-faces-of-campus/

Transparency of institutional systems

Transparency is an essential element of the institutional culture since it enables trust in the objectivity of the institutional decision making processes. According to the ERA 2018 progress report:

> *Governments and stakeholders should consider how the rules for national funding schemes could better support the principles of openness, transparency and merit-based recruitment and remove legal barriers to open recruitment of researchers in research performing organisations and define new ways to researcher career development.* (European Commission, 2019b)

Evidence	Possible Metrics
Availability and publication of sex/gender disaggregated data on teachers/researchers/staff/students.	Share of men/women among teachers/researchers/staff/students, by age group, scientific field (disability, origin).
Availability and publication of sex/gender disaggregated data on research funding.	Share of men/women of funded research projects.
Availability and publication of sex/gender disaggregated data on publications.	Share of men/women by publications (by scientific field).
Availability and publication of sex/gender disaggregated data on GBV and discrimination.	Number and nature of cases of GBV/discrimination (by sex). *Suggestion: The implementation of a regular survey on the working environment can be an additional provider for indicators.*
Existence and implementation of a system for an open and transparent advertisement of positions (expected skills and experience, criteria for selection, description of accessibility).	Sex/gender disaggregated data on the pool of applicants and selected candidates.

Table 4 - Potential indicators for "Institutional culture" - Transparency of institutional systems

Policy for equality and diversity

This criterion focuses on the existence of institutional policies, documents and facilities that favour establishment of an equal, safe and inclusive environment. According to the results of the Emerald Global Inclusivity report[41] (2022), 90% of academics agreed that inclusivity promotes diversity of thought, 88% consider it creates a more open learning

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[41] https://www.emeraldgrouppublishing.com/global-inclusivity-report-2022

culture and 87% agree that it has a positive effect on creative thinking. Women academics appear more adversely affected than men do:

46% of women versus 15% of men have experienced gender discrimination, 38% of women versus 29% of men have experienced verbal micro aggressions, and 34% of women versus 25% of men for behavioural micro aggressions.

Thus, HEIs should dedicate resources and put effort into developing and/or improving existing policies contributing to the establishment of an equal and diversity-friendly environment.

Evidence	Possible metrics
Existence of institutional policy documents for gender, diversity, inclusion, intersectionality and a system for monitoring of their implementation.	▪ Dissemination of a survey/poll targeting the university community: degree of knowledge of these policies and related actions. ▪ Share (gendered data) of employees and students, who are acknowledged with the existence and content of these policy documents.
Existence of an institutional structure/unit to promote gender equality, diversity, inclusion and a system for monitoring of its actions.	
Existence of a procedure for dissemination of strategic documents including values of equality and diversity - to all new employees and students.	
Existence of a page dedicated to equality/diversity on the institutional website.	
Existence of a policy for tackling gender-based violence and discrimination (procedure, protocol, unit, portal).	Number of referrals and treated cases of reported GBV and discrimination. Sex/gender-disaggregated data on reported cases.
Elaboration and dissemination of reports on the number of cases of GBV and discrimination (e.g., presentation to trade unions, publication on the institutional website).	
Existence of a policy on gender-inclusive and/or diversity-oriented communication and a system for monitoring of its implementation.	Dissemination of a survey/poll targeting the university community: degree of knowledge of these policies and related actions.

Existence of training activities & tools on GE, diversity, inclusion.	Sex/gender-disaggregated data on personnel/students who followed training, by field/unit.

Table 5 - Potential indicators for "Institutional culture" – Policy for equality and diversity

Equal recognition in attribution of prizes, awards, funding

Excellence in research can and should be recognized through attribution of specific prizes. However, the criteria for evaluation of candidates should consider potential differences in the career paths and research fields of the selected candidates or applicants. Moreover, institutions can install gender-sensitive policies that will positively contribute not only to their image, but also to the establishment of a more inclusive and safe environment.

Evidence	Possible metrics
Existence of prizes/awards to value contribution to research and academic activities.	▪ Sex/gender disaggregated data on the nominees (applicants) and winners, by scientific field. *Suggestion: if applicable, objective of at least 40% of the underrepresented gender among nominees and prize winners.* ▪ Sex/gender disaggregated data on the institutional members of the National Research Academies. ▪ Ratio of nominees for honorary titles per gender, nationality and scientific field (e.g., Doctor Honoris Causa)
Existence of an anonymous system for evaluation of research projects (e.g., double blind evaluation, tools for identification and prevention of unconscious bias).	
Existence of gender-sensitive policy/protocol for running of awards ceremonies and conferences.	▪ Sex/gender balance among keynote speakers. ▪ Sex/gender balance among members of the jury.

Table 6 - Potential indicators for "Institutional culture" – Equal recognition in attribution of prizes, awards, funding

Environmental responsibility

The Transition Charter of the University of Bordeaux is an excellent example of how societal and environmental dimensions should be jointly considered in the evaluation of the excellent academic environment. Universities and their communities are not

isolated structures, humans are the main driving force of the Anthropocene: they exist and produce impact on ecosystems. Some academics even suggest applying the Index of Sustainable Development to the evaluation of the excellence of universities (Hamant & Jensen, 2022). In order to implement principles of equality and diversity and to answer contemporary challenges, it is fundamental to adopt a wider strategy of social and environmental transitions. Moreover, gender inequalities are directly reflected in the access and usage of environmental resources (Forest & Foreste), and the environmental issue is the current setting of reflections on gender inequalities through the question of care (Laugier, 2015). Gender equality is inscribed as the Sustainable Goal 5 of the United Nations.

Evidence	Possible metrics
Existence of a policy/strategy document that combines issues of environmental and societal responsibility; a system for monitoring of its implementation (e.g., Action Plan).	Monitoring of an environmental footprint of personnel, research units, and campuses.
Integration of actions and principles towards environmental transitions in strategic documents (GEP, Statutes, Strategy of the University).	

Table 7 - Potential indicators for "Institutional culture" – Environmental responsibility

5.3   Occupational equality

The process of providing employees and students with all elements necessary for their fulfilment, dedication and growth should be carried out with respect to the sex and gender representation in the units and structures, and considering balance between professional and personal life, since excellent results require excellent environments (Joint statement of top management on their engagement for equality, diversity, 2022).

Occupational equality - in academic and non-academic career paths - should be reflected in the institutional policy for recruitment and advancement, strategy for equal payment and internationalisation, support of teaching and research related activities, measures towards balance between work/studies and personal life. The international dimension is one of the main criteria for evaluating excellence and enabling career advancement for researchers. However, it is strongly influenced by class and gender inequalities (Zippel, 2017).

University can support its equality and diversity strategy through codes of conduct or charters that among others integrate principles of recognition of:

- Age and gender gap related to the paternity and maternity leaves in the evaluation and selection of candidates.

- Publications in languages other than local and/or English in the evaluation and selection of candidates. According to Sutz (2020) academics are expected to publish in Northern academic journals in their disciplines. Promotion often depends on such publication. Even where local scholarly publications exist, they are often not taken into consideration.

- Pedagogic innovation and dedication in the evaluation and selection of candidates.

- Recognition of contributions made by the research support offices (monitoring of calls for projects, writing of proposals, administrative and financial support, project management) through dedicated media campaigns, eligibility for funding or inclusion of their names to the final outputs.

- Support for international mobility of employees and welcoming of visiting scholars and administrative staff (as in Erasmus programmes).

Promotion of equality and diversity in the recruitment and career advancement process

Evidence	Possible Metrics
Existence of a system/report for monitoring sex/gender-disaggregated and intersectional data on personnel.	Sex/gender ratio of personnel by disciplines, by function (including administrative/support staff); by contractual relation to the organisation, by age, by academic age, by disability, by nationality, by number of children.
Existence of a system/report for monitoring of data on average number of years needed for women and for men to make career advancement (per grade).	Sex/gender disaggregated data on applicants to positions, selected candidates and a success rate
Existence of a system/report for monitoring of data on precarious employment.	Sex/gender disaggregated data on carriers of fixed-term contracts, post docs, part-time contracts, hourly paid contracts, permanent contracts.
Existence of gender sensitive recruitment policies and guidelines (e.g., European Code of Conduct for the Recruitment of Researchers, UBx Charter for Recruitment) and a system for monitoring of its implementation.	▪ Consideration of publications in local journals and languages other than English during recruitment and promotion. ▪ Share (sex/gender disaggregated data) of foreigners in doctoral programmes.

Existence of a policy to value and support teaching activities (e.g., leaves dedicated to the participation and elaboration of pedagogical projects; prize for innovative teaching).	▪ Sex/gender-disaggregated data on leaves dedicated to the participation to and elaboration of pedagogical projects. ▪ Sex/gender-disaggregated data on applicants and winners of prizes for innovative teaching.
Existence of a policy or guidelines that cover WLB (e.g., children day-care facilities) and a system for monitoring of its implementation and dissemination.	▪ Sex/gender-disaggregated data on persons applying for/taking parental leave; duration of the leave. ▪ Sex/gender-disaggregated data on use of WLB and care-related facilities (e.g., home office, maternity leave, paternity leave).
Existence of tools and processes that facilitate international mobility (guides, doctoral networks, mentoring programmes, availability of information in several languages). Existence of a WLB policy for visiting scholars.	▪ Sex/gender-disaggregated data on incoming and outgoing visiting scholars by scientific fields. ▪ Number of events carried out in the international networks. ▪ Gender-disaggregated data on registration for networking events. ▪ Average number of attendees. ▪ Post-event evaluation surveys.

Table 8 - Potential indicators for "Occupational equality" - Promotion of equality and diversity in career advancement processes

5.4 Production and transfer of knowledge

Development of training programs, pedagogical content and methodology that draw awareness to equality and diversity issues is essential to introduce viable and long-term effects. Gender mainstreaming in research and teaching activities does not only enable efficient awareness raising on these issues, but also contributes to the innovation and excellence potential of the institution. In the framework of RESET, reporting on existing courses and training sessions on gender equality and diversity has been done in D4.1 - Report on specific training needs of each partner university and the presentation of the existing training programmes/courses/workshops. Gender mainstreaming in pedagogical and research activities is further promoted through dedicated actions in local GEPs (AUTh, UBx, UL, U.Porto).

Collection of sex- and/or gender-disaggregated data on funding of projects improves data-driven and more objective decision-making and distribution of resources. Integration of knowledge on gender inequalities to the teaching and training activities contributes to the sustainability of the gender equality and diversity policy.

According to the European Innovation Council Pilot Advisory Board (2021), it is essential to promote gender equality in research and entrepreneurship and achieve balanced participation in the European Innovation Council supported activities, in order to "win the race to lead the next wave of strategic technologies".

Integration of gender and intersectionality into research and teaching activities

Evidence	Possible metrics
Existence of GIA policy document (protocol & checklist RESET) and/or training for applicants about the integration of the sex and gender dimensions in research; a system for monitoring of its dissemination.	▪ Institutionalisation of the Gender Impact Assessment - GIA protocol (signature, publication). ▪ Public availability of the institutional guidelines on GIA.
Existence of sex/gender-disaggregated data on research funding.	▪ Sex/gender-disaggregated data on successful applicants, by age and scientific field; ▪ Sex/gender-disaggregated data on size of grant for projects. ▪ Sex/gender-disaggregated data on composition of research teams of funded projects, by (academic) age and scientific field. ▪ Number/percentage of projects that integrate gender/intersectional dimensions for the funding proposal (national, European, international, internal).
Existence of a system for monitoring of courses (training and lectures) and tools that help to integrate gender and diversity dimension.	▪ Number of hours of dedicated institutional courses (attended/given by gender). ▪ Number of Bachelor, Master and PhD programmes and training classes that explicitly integrate gender equality and diversity in their titles and/or contents[42]

Table 9 - Potential indicators for "Production & transfer of knowledge" - Integration of gender and intersectionality into research and teaching activities

Fostering socially valuable use of knowledge – opening of universities to environments

As universities and research structures receive public funding, their outputs and infrastructure should contribute to the dissemination of the socially valuable knowledge, favour innovation and maintenance of the dialogue between science,

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[42] RESET D4.1 - Report on specific training needs of each partner university and the presentation on the existing training programmes/courses/workshops

research and citizens (participative science) and support Open Science practices and principles.

Scientific and academic services (e.g., scientific mediation and communication, laboratory services, training activities delivered for external audiences) provided by the universities should be valued in their evaluation for the distribution of public funding and awarding labels that imply excellence (Barrere, 2020).

Evidence	Possible metrics
Offer of scientific and academic services.	Number of training & awareness raising activities delivered for the external community (including gender and diversity training).
Existence of services and mechanisms that enable participative science.	Number of EU, national, local projects that enable participative science; gender-disaggregated data on participants.
Existence of institutional policy on Open Science and mechanisms for its monitoring.	Number of articles and/or datasets in open access.

Table 10 - Potential indicators for "Production & transfer of knowledge" - Fostering socially valuable use of knowledge – opening of universities to environments

The presentation of selected criteria and indicators targets improvement of monitoring and evaluation of scientific excellence. In this project, we aim to provide more inclusive indicators and criteria for the evaluation of both individual and institutional levels of scientific excellence. RESET institutional stakeholders will be encouraged to participate in the discussions, debates and co-design activities around a future updated version of the Joint Statement of top management on their engagement for equality, diversity and excellence in research, which will be presented in the end of the project and endorsed by the top management.

6.   Conclusion

This deliverable presents existing documents of the EU and of the RESET universities in terms of gender equality, diversity and evaluation of scientific excellence. It analyses the European and national legislative frameworks and highlights best practices, recommendations and standards for the revision, update or creation of such documents.

Results presented in D5.1 come from a review of existing documents at the EU, national and institutional scale, which was completed by a survey identifying charters and texts related to equality and diversity at their institutions. Based on the survey, the report provides recommendations for HEIs in the elaboration, promotion and monitoring of strategic institutional documents and identification of possibilities to elaborate or upgrade policies with larger inclusion of principles of equality, diversity and excellence.

The history of European Union includes a long tradition of charters and strategic documents that highlight values of the Union, namely its commitment towards equality and diversity and non-discrimination. The EU charters and documents entail the creation of a whole system that maintains their functioning and monitoring of impact. They provide a solid foundation for some RESET partners for the elaboration of their own policies, namely with the European Diversity Charter (UL), the HRS4R framework (UL, UOULU, U.Porto, ScPo), or the European Charter for Recruitment (UBx).

Within RESET institutions, notions of diversity, equality and inclusive excellence are unevenly present in core policy documents. Some of them dispose of strategic documents that express the general support for diversity (AUTh, UL, U.Porto, RUB), others integrate equality and diversity in specific procedures: recruitment (UBx and UOULU), Anti-Discrimination procedure (UL and RUB), Codes of Conduct or Regulations (AUTh and U.Porto). The concept of inclusive excellence is rarely quoted in these institutional strategic texts.

Thus, partners should create cohesion between RESET inputs and core policy documents. Elaboration and implementation of an inclusive GEP is a way to execute concrete actions towards diversity and equality presented in the strategic institutional documents. The recommendation shall be taken into account in the elaboration of GEPs 2.0 (M46).

Partner institutions may also count on the RESET Joint Statement on equality, diversity and scientific excellence (2022) to integrate those principles in their core policies. Further alignment of strategic documents and charters with local inclusive GEPs, the RESET Joint Statement and the EU non-discrimination legal framework is foreseen in the project.

This deliverable also includes a mid-term update of the Joint Statement on equality, diversity and scientific excellence. It integrates criteria and indicators tailored for four

thematic areas: Governance, Institutional Culture, Occupational Equality and Production & Transfer of Knowledge. Partners shall discuss on these indicators with institutional stakeholders (GEB members, top and middle management, HR and other relevant services, communities in general) and agree on a common list of evidence and metrics to endorse through the updated version of the Statement in the end of the project (M46). The final updated version of the Joint Statement has to be further appropriated and disseminated within each institutional community.

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Annex 1 - List of selected policy documents

Title	Country / institution	Link
Charter of Fundamental Rights of the European Union	European Union	https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:12012P/TXT
European Charter for Equality between Men and Women in Local Life	European Union	https://www.ccre.org/docs/charte_egalite_en.pdf
European Charter for Researchers	European Union	https://euraxess.ec.europa.eu/sites/default/files/am509774cee_en_e4.pdf
European Platform of Diversity Charters	European Union	https://www.eudiversity2022.eu/european-diversity-month-2022/eu-platform-of-diversity-charters/
Finnish Diversity Charter - Suomen monimuotoisuusverkosto	Finland	https://fibsry.fi/ajankohtaista/fibss-diversity-services-help-companies-increase-their-competitiveness-and-profitability/
French Diversity Charter - Charte de la Diversité	France	https://www.charte-diversite.com/charte-de-la-diversite/
Greek Diversity Charter - Χάρτα Διαφορετικότητας	Greece	https://diversity-charter.gr/
German Diversity Charter - Charta der Vielfalt	Germany	https://www.charta-der-vielfalt.de/ueber-uns/ueber-die-initiative/die-urkunde-im-wortlaut/
Polish Diversity Charter - Karta Różnorodności	Poland	https://odpowiedzialnybiznes.pl/diversity-charter/
Portuguese Diversity Charter - Carta para a Diversidade	Portugal	https://www.appdi.pt/carta-portuguesa-para-a-diversidade/
Strategic Plan of the Aristotle University of Thessaloniki	AUTh, Greece	https://qa.auth.gr/documents/accreditation/auth/%CE%917.%20%CE%A3%CF%84%CF%81%CE%B1%CF%84%CE%B7%CE%B3%CE%B9%CE%BA%CF%8C%20%CE%A3%CF%87%CE%AD%CE%B4%CE%B9%CE%BF%202019-2022.pdf
Regulation of Principles and Operation of the Research Ethics Committee	AUTh, Greece	https://websites.auth.gr/ehde/wp-content/uploads/sites/65/2021/02/%CE%9A%CE%91%CE%9D%CE%9F%CE%9D%CE%99%CE%A3%CE%9C%CE%9F%CE%A3-%CE%91%CE%A1%CE%A7%CE%A9%CE%9D-%CE%9A%CE%91%CE%99-

		%CE%9B%CE%95%CE%99%CE%A4%CE%9F%CE%A5%CE%A1%CE%93%CE%99%CE%91%CE%A3-%CE%95%CE%97%CE%94%CE%95-%CE%91%CE%A0%CE%98.pdf
Charter for Responsible Recruitment	UBx, France	https://www.u-bordeaux.fr/download_file/force/76a7ab56-8666-4949-99e3-315e8f176dd0/1168
Roadmap for Environmental and Social Transitions	UBx, France	Eng: https://www.u-bordeaux.fr/download_file/force/c7ce87b2-0263-458f-81e2-2d7282762cbe/4445 Fr: https://www.u-bordeaux.fr/download_file/force/57e2e414-30c1-49c7-9dd8-63038393bec8/4445
Charter Labs in Transitions	UBx, France	Not publicly available for the moment
Charter for Equity, Diversity and Inclusion	Laboratoire Bordelais de Recherche en Informatique (LaBRI), UBx, France	Eng: https://www.labri.fr/en/labris-equity-diversity-and-inclusion-charter Fr: https://www.labri.fr/la-charte-dequite-diversite-et-inclusion-du-labri
Strategy of the University of Lodz	UL, Poland	Eng: https://www.uni.lodz.pl/fileadmin/user_upload/Strategy_of_the_University_of_Lodz_2021_2030.pdf Pl: https://www.bip.uni.lodz.pl/fileadmin/user_upload/Strategia_Uniwersytetu_%C5%81%C3%B3dzkiego_2021-2030.pdf
Anti-discrimination procedure of the University of Lodz	UL, Poland	https://www.uni.lodz.pl/en/unilodz-discrimination-free-zone
Statutes of the University of Porto	U.Porto, Portugal	https://sigarra.up.pt/sasup/pt/legislacao_geral.legislacao_ver_ficheiro?pct_gdoc_id=697017&pct_nr_id=300&pct_codigo=1
Code of Good Conduct to Prevent and Combat Harassment and Discrimination at Work	U.Porto, Portugal	https://files.dre.pt/2s/2022/09/188000000/0033100338.pdf

Anti-Discrimination Policy of the Ruhr University of Bochum	RUB, Germany	https://www.antidiskriminierungsstelle.de/SharedDocs/downloads/EN/publikationen/agg_wegweiser_engl_guide_to_the_general_equal_treatment_act.pdf?__blob=publicationFile_
Target agreement with RUB faculties	RUB, Germany	https://www.chancengleich.ruhr-uni-bochum.de/cg/chancen/foerderplaene.html.de
HRS4R Action Plan of the University of Oulu	UOULU, Finland	https://www.oulu.fi/en/university/careers/hr-excellence-research
Declaration on Responsible Research of the University of Oulu	UOULU, Finland	https://www.oulu.fi/en/research/responsible-research
EGERA Charter for Gender-Sensitive Governance in Research and Higher Education	ScPo, France	https://cordis.europa.eu/project/id/612413/reporting
EGERA Charter on Gender-Sensitive Communication in and by Academic Institutions	ScPo, France	https://cordis.europa.eu/project/id/612413/reporting
Charter for Students Life	ScPo, France	https://www.sciencespo.fr/students/sites/sciencespo.fr.students/files/reglement-vie-etudiante-sciencespo-fr.pdf

Annex 2: RESET top-management joint statement on their engagement for equality, diversity and scientific excellence

We, the consortium of the partner universities involved in the European project RESET - Redesigning Equality and Scientific Excellence Together, are committed to promote and sustain gender equality, diversity and scientific excellence within our institutional environments.

In higher education and research, recent decades have been characterized by the dissemination of a narrow imperative focusing on scientific excellence alone. This has resulted in a growing debate on "excellence," and how it often overlaps with the notion of elitism. In this context, academics have often been seen solely as competitors and "scientific entrepreneurs," while other criteria such as the diversity of career pathways, working conditions and contextual challenges that academics face have been ignored. Scientific excellence does not depend on a set of quantitative criteria and requirements, but must also include qualitative, cultural and social dimensions.

The pressure related to the competition of institutions based on the primacy of quantitative criteria has provoked a general fatigue of university communities that must be healed. In this aspect, the collective contribution of university communities to the excellent results must be included in the evaluation of academic standing.

The objective of this declaration is to ensure that all research stakeholders can participate in the competition for excellence, regardless of their social characteristics. At the same time, it intends to widen the definition and the collective dimension of excellence at the institutional level, by valuing contribution of all members of the community, thereby widening the definition of excellence. This statement takes its roots in the principles of gender equality and diversity, according to which all individuals should have the same opportunities, regardless of their sex, gender, sexual orientation, nationality and ethnicity, the fact of having disability, their religion, social background or even culture.

With the help of an intersectional and co-designing perspective, we will focus on the evolution of career paths including elements related to work-life balance and access to decision-making. In conformity with Horizon Europe and national requirements, we will devote our efforts to the integration of gender dimension in research, and to the prevention of gender bias, stereotypes, discrimination and sexist and racist violence. As higher education institutions, we have a role to play not only in knowledge production, but also in its transfer at both administrative and scientific levels. We also aim at framing and implementing sustainable societal, gender- and diversity-responsible practices within our institutional environments, spreading values via networks, alliances, clusters and other types of partnerships. Hence, asserting equality and diversity in the production and dissemination of scientific knowledge is the major key to produce innovative, reflexive, impact-driven, societally relevant and inclusive content.

As primary channels in the production and dissemination of knowledge, we highlight our responsibility and engagement for equality and diversity through four key areas: Governance, Institutional Culture, Occupational Equality and Knowledge Production & Transfer.

GOVERNANCE

- Strengthening our commitment to equality and diversity principles by reviewing our core texts and official guidelines. We aim to highlight our institutional documents to reflect our common ambition for developing excellent research and innovation schemes. We aspire our institutions to be representatives of diversity, involvement, and quality of our communities.
- Enhancing co-design and collaboration in the creation, development and monitoring of ideas and actions in favour of equality and diversity. Our ambition is to include all relevant local stakeholders in the co-design of policies and innovative solutions, namely, into the implementation, monitoring and evaluation of local inclusive Gender Equality Plans (GEP). Our will is also to encourage European alliances, international mobility networks and territorial

innovation centres to participate in the promotion of an inclusive excellence culture.

- Fostering diversity and equal representation in decision-making bodies and processes. This engagement will be adapted to our contexts and requires long-term efforts: namely, regulation on the composition of boards and committees, training and communication activities tackling the issue of underrepresentation of women and other representatives of marginalized groups in decision-making bodies.

The political and institutional support at the governance level is an essential condition for legitimating and highlighting significance of inclusion, societal impact and collective efforts within excellence.

INSTITUTIONAL CULTURE

- Promoting sustainable cultural change by establishing a gender and diversity-friendly environment. As employers and service providers, we have a responsibility to ensure that both employees and users have a chance to work and/or study in an atmosphere of mutual respect, benevolence and sharing of common civic values. The way we communicate and act, along with our regulations must echo our engagement to build together inclusive excellent universities.

- Using a way of communication that reflects the diversity of our environments. Visual, oral and written communication is a powerful tool to share ideas and spread messages. It might affect the perception of legitimacy and the position of a person in society. Therefore, we aspire to be as transparent as possible, and promote diversity and non-discrimination practices via our communication channels.

- Integrating gender mainstreaming in our policies: in order to promote equality at all levels, our past, current and future policies should be analysed, monitored and updated taking into consideration their impact on gender equality.

- Combating all forms of discrimination or gender-based violence within our institutions. We engage ourselves to draw awareness to the issue, and to address and sanction any cases of discrimination or violence that could occur at our universities. Our position includes promotion of safety and equality in our living, working and virtual spaces.

The promotion of equality and diversity within institutional culture is one of the first steps to ensure the efficiency of our actions. It will enable their endorsement and encourage structural change in accordance with sustainable models of development and innovation.

OCCUPATIONAL EQUALITY

- Ensuring equality of opportunities by refining recruitment, retention and decision-making processes. Building a professional career, progressing and finding a balance with one's personal life are the main domains in which inequalities are observable. Occupational equality is thus a lever for the development of a more inclusive society, in which individuals may emancipate and achieve excellent results despite their divergent social backgrounds or personal situations. Within the framework of RESET, we will encourage the creation and dissemination of tools for transparent and non-discriminatory processes and procedures of recruitment and career advancement.
- Reflecting on the impact of parenthood on careers and solutions to enable a work-life balance. Leaves linked with parenthood, a part-time job or a lack of time for research and personal life activities may be serious challenges to embrace while making a career. Along with promoting modern forms of parenting, the main ambition here is to ensure that having children does not present a barrier for the professional realization and achievement of excellent results. Higher Education Institutions, as employers, have to align with European and local legislation and provide necessary facilities.
- Enhancing and valuing contribution of administrative and academic communities within European responsible research & innovation. Research

support positions often remain invisible and yet are essential to the development and outreach of scientific excellence. It is thus important to recognize the work and outputs of all communities involved in excellence making, as they contribute to the enrichment, blooming and development of our institutions at (inter-)national level and promote European research and innovation.

Professional realization is still one of the fields in which gender inequalities remain the most visible in European countries. The process of providing employees and students with all elements necessary for fulfilment, dedication and growth should be carried out with respect to the balance between professional and personal life, since excellent results require excellent environments.

PRODUCTION & TRANSFER OF KNOWLEDGE

- Developing training programs and pedagogical content that draw awareness to equality and diversity issues. The transversal notions of equality and diversity have to be included in the teaching and research content along with acknowledgement on bias, stereotypes and prejudices in professional practices. In this way, students and employees will be equipped with concrete tools. It is also a manner to highlight everyone's responsibility for the construction of a more inclusive society.

- Promoting integration of gender dimension in research through the implementation of the Gender Impact Assessment (GIA) tool of RESET. The requirements of the Horizon Europe programme on integrating gender dimension in research highlight the need for alignment between science development and contemporary societal challenges. The respect of GIA, research integrity and multidisciplinarity is a conceptual and operational basis for responsible research and innovation and excellent research outputs.

- Developing societal dimensions of research & innovation. We intend to promote accessible science and produce sustainable innovation, challenge established knowledge, and reach out to a large number of users. This objective is set in the

context of the progressive opening of data and scientific results. In the aim of developing responsible research & innovation – and in accordance with the European strategy for inclusive and sustainable growth, we will promote open access, gender equality and respect of ethics and research integrity.

In order to keep scientific excellence societally relevant and impact-driven, it is paramount to take into consideration social inequalities that rule over human relationships and influence knowledge. Science is a solution to reduce inequalities, and to do so, it must be enriched by considering diversity in all disciplines, methodologies and contributions. Scientific and academic excellence should be taken as the results of collective efforts, valuing the participation of all stakeholders. The transformations to be carried out within the framework of RESET and seven partner universities aim to be facilitated by the broadening of the criteria of scientific excellence, emphasising intersectionality, performance and research integrity in an inclusive and rewarding perspective.