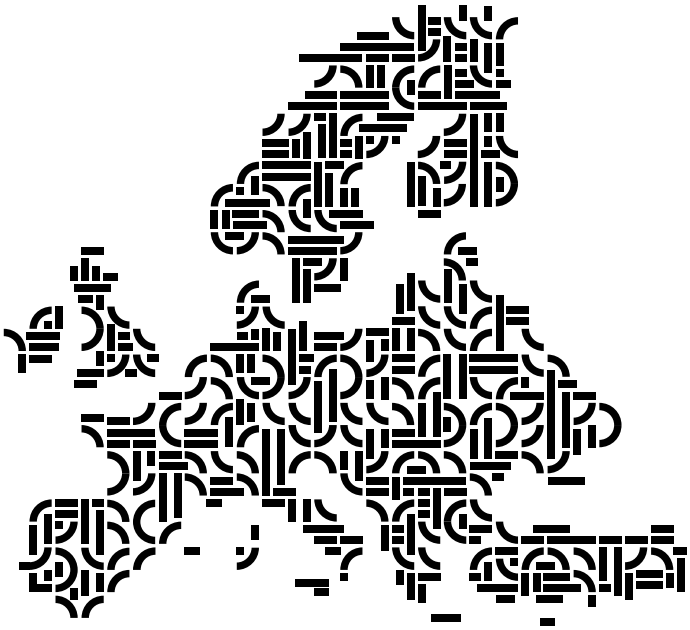

European University

INNOCORE GENDER EQUALITY PLAN

Deliverable 1.2

Date: 30 November, 2021

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2	2021-11-17	UPM	Asunción Gómez-Pérez, EELISA innoCORE principal investigator.
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4	2021-11-23	PSL	Laura TIERLING, European partnerships manager (PSL) (1st Quality Check)
5	2021-11-29	EELISA	EELISA Exec. Board, EELISA Exec. Director (Sofia Costa D'Aguiar), EELISA innoCORE quality assurance coordinator (Juan Manuel Muñoz) (2nd Quality Check)

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EELISA innoCORE Partners

Number	Role	Name in original language	Name in English	Short name	Country
1	COO	Universidad Politécnica de Madrid	Technical University of Madrid	UPM	Spain
2	BEN	École Nationale des Ponts et Chaussées	National School of Civil Engineering	ENPC	France
3	BEN	Friedrich-Alexander-Universität Erlangen-Nürnberg	Friedrich-Alexander University Erlangen-Nürnberg	FAU	Germany
4	BEN	İstanbul Teknik Üniversitesi	Istanbul Technical University	ITU	Turkey
5	BEN	Scuola Normale Superiore	Higher Normal School	SNS	Italy
6	BEN	Scuola Superiore di Studi Universitari e di Perfezionamento Sant'Anna	Sant'Anna School of Advanced Studies	SSSA	Italy
7	BEN	Universitatea Politehnica din Bucuresti	Politehnica University of Bucharest	UPB	Romania
8	BEN	Budapesti Műszaki és Gazdaságtudományi Egyetem	Budapest University of Technology and Economics	BME	Hungary
9	BEN	Université Paris Sciences et Lettres	Université PSL	PSL	France

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Executive summary

This document is prepared within the work package WP1 – 'Coordination, evaluation, communication and dissemination', task 1.7, as deliverable D1.2 'Gender Equality Plan' of the project EELISA INNOvation and Common Research strategy (hereinafter referred to as EELISA innoCORE), co-funded by European Union's Horizon 2020 research and innovation programme under grant agreement No 101035811.

When producing D1.2 'Gender Equality Plan' (GEP), EELISA innoCORE has followed, as far as applicable, the methods and tools proposed by EIGE (European Institute for Gender Equality)[1] GEAR tool (Gender Equality in Academia and Research)[2]. According to EIGE toolkit, a GEP can be broken up into four different steps or phases:

1) Analysis to collect sex-disaggregated data, assess processes and practices critically;
2) Planning to define objectives and targets;
3) Implementation of actions and entangle in outreach activities;
4) Monitoring to evaluate, adjust and improve future interventions.

This document covers partially phase 1) Analysis and phase 2) Planning.

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

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Glossary- Abbreviations and definitions

(alphabetic order)

Definitions for gender specific terms included below have been taken from EIGE's Glossary[3].

CA. Consortium Agreement. The consortium agreement is a private agreement between the beneficiaries, to set out the rights and obligations amongst themselves. (It does NOT involve the European Commission/Agency.)

EELISA Community. The EELISA communities are mission-driven working groups that bring together students, teachers, and researchers from all partner universities with prestigious professionals, grassroots organizations, citizens, private companies, and public institutions to find innovative solutions to real-world challenges.

EELISA Cluster. EELISA Clusters are science-based working groups that will work on the scientific and technological solutions that may contribute to solve the societal challenges identified by EELISA Communities.

Equal opportunities of women and men. This concept indicates the absence of barriers to economic, political and social participation on ground of sex and gender and other characteristics. Such barriers are often indirect, difficult to discern and caused and maintained by structural phenomena and social representations that have proved particularly resistant to change.

EIGE. European Institute for Gender Equality is an autonomous body of the European Union, established to contribute to and strengthen the promotion of gender equality, including gender mainstreaming in all EU policies and the resulting national policies, and the fight against discrimination based on sex, as well as to raise EU citizens' awareness of gender equality.

GA. Grant Agreement. This is the grant contract concluded between the EU and the beneficiaries. It establishes the rights and obligations that govern the grant. It consists of a core text and annexes (for instance, fixing the project content and the project budget).

Gender balance. Gender balance is commonly used in reference to human resources and equal participation of women and men in all areas of work, projects or programmes. In a scenario of gender equality, women and men are expected to participate proportionally to their shares in the population.

GEP. Gender Equality Plan. In the specific context of research organisations and higher education institutions, the European Commission considers a Gender Equality Plan as a set of actions aimed at: 1. conducting impact assessment/audits of procedures and practices to identify gender bias; 2. identifying and implementing innovative strategies to correct any bias; 3. setting targets and monitoring progress via indicators (1).

HEIs. Higher Education Institutions.

KPIs. Key Performance Indicators.

[3] https://eige.europa.eu/gender-mainstreaming/concepts-and-definitions

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Sex disaggregated data. Sex-disaggregated statistics are data collected and tabulated separately for women and men. They allow for the measurement of differences between women and men on various social and economic dimensions and are one of the requirements in obtaining gender statistics.

STEM. Science, technology, engineering and mathematics.

Work-life balance. The term “work–life balance” refers not only to caring for dependent relatives, but also to “extracurricular” responsibilities or important life priorities. Work arrangements should be sufficiently flexible to enable workers of both sexes to undertake lifelong learning activities and further professional and personal development, not necessarily directly related to the worker’s job.

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1 Introduction to EELISA innoCORE

The European Engineering Learning Innovation and Science Alliance (EELISA) is a bottom-up alliance of European higher education institutions representing more than 180,000 students and 50,000 graduates each year, 16,000 faculty members and 11,000 administrative staff. EELISA is one of the 41 European Universities selected by the European Commission under the Erasmus+ call, focused on education. EELISA was selected during the second pilot call. With the formalization of this European University, partners are initiating an unprecedented level of institutionalised cooperation between our institutions in order to gradually achieve our long-term ambitious vision: the education of European Engineers.

A pillar of EELISA will be the setting-up of EELISA Communities: challenge-based working groups where citizens, private companies and academia will collaborate to face societal challenges. EELISA Communities will be the place where education, research, innovation and public debate coexist and connect, enhancing the connection of engineering with society.

Within this framework, **EELISA innoCORE is conceived as an integral part of the Alliance**, being a tool supporting, strengthening and delving deeper into the cooperation set up by EELISA. Building on the ecosystem of EELISA Communities, **EELISA innoCORE focuses on the R&I dimension of the Alliance in a three-step plan**: 1) make our researchers and innovators know each other, create spaces for dialogue with citizens and with non-academic actors and set up a portfolio of shared scientific infrastructures; 2) foster and support the development of joint R&I actions and the creation of new structures (research groups, clusters, joint labs, start-ups, scientific parks) and 3) optimize the outreach of these actions.

EELISA innoCORE will be running for three years and it is structured around seven (7) work packages (WPs), focusing each on one of the key elements of the project. Under InnoCORE, EELISA partners will work on establishing a portfolio of joint research areas and defining a joint roadmap of research infrastructures (WP2). InnoCORE will map existing research infrastructures and facilities (WP4), with two aims: establishing the rules for opening their use and defining the main features of a booking system so that these resources can be used by all researchers of the Alliance, on the one hand; eventually, establishing a framework for jointly investing in new infrastructures.

EELISA innoCORE will support the collaboration and the setting-up of joint research projects among the members of the Alliance through the development of a networking platform (WP5), the setting-up of clusters[4], the launching of seed funding for prospective young researchers (WP5) and the use of existing or new equipment and facilities in labs to foster collaborations (WP4). In addition to this, EELISA innoCORE has two work packages dedicated to interlinking the incubation, start-up and entrepreneurship support services of the members of the alliance (WP7) and to foster the participation of society in science (WP7) and strengthening relations with the industry world (WP6). UPM will coordinate and lead the management of the project, being responsible for guiding the project in cross-cutting issues, such as gender balance (WP1). Lastly, the project has a dedicated work package on open science (WP3).

[4] Science-based working groups that will work on scientific and technological solutions than can help solve the societal challenges identified by EELISA Communities.

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Table 1: List of work packages and WP leaders

WP	WP title.	WP Leader
WP1	Coordination, evaluation, communication and dissemination	UPM
WP2	EELISA Research and Innovation Strategy	ITÜ
WP3	EELISA Strategic Framework for Open Science practices	UPB
WP4	EELISA Multi Labs (sharing facilities & equipment)	PSL
WP5	Set up initiatives for joint research projects (Enable joint research)	SNS
WP6	Reinforcing cooperation in R&I with other sectors, especially academia-business cooperation	BME
WP7	Create the "embedding" for EELISA-wide R&I structures (Optimize outreach)	FAU

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2 EELISA innCORE GEP– Methodology, rationale and objectives

2.1 EELISA innCORE Gender Equality Plan – Methodology

Gender equality is a key focus and component of responsible research and innovation. Under the Work Programme 2018-2020 of SwafS (Science with and for Society), gender equality was specifically addressed by strategic orientation 2 "Steeping up support to Gender Equality in Research & Innovation policy". EELISA innoCORE was framed under the specific topic "Support for the Research and Innovation Dimension of European Universities". However, EEELISA innoCORE aims to have a broader impact, including gender equality.

In addition to this, within the new Horizon Europe, the legal base sets gender equality as a crosscutting priority and introduces strengthened provisions, including the need to have a Gender Equality Plan (GEP). Having a GEP in place becomes an eligibility criterion for certain categories of legal entities from EU countries and associated countries.

In the specific context of research organisations and higher education institutions, the European Commission considers a Gender Equality Plan as a set of actions aiming at[5]:

1) Conducting impact assessment of procedures and practices to identify gender bias;
2) Identifying and implementing innovative strategies to correct any bias;
3) Setting targets and monitoring progress via indicators.

This set of actions, which can have different degrees of complexity, is meant to articulate a strategic view aimed at achieving gender equality.

D1.2 'Gender Equality Plan' (GEP) of EELISA innoCORE follows the methods, tools and structures proposed by EIGE (European Institute for Gender Equality)[6] for the production of a GEP. EELISA innoCORE is therefore using the GEAR tool (Gender Equality in Academia and Research)[7]. According to EIGE toolkit, a GEP can be broken up into four different steps or phases:

1. Analysis	Sex-disaggregated data is collected; procedures, processes and practices are critically assessed with a view to detect gender inequalities and gender bias;
2. Planning	Objectives are defined, targets are set, actions and measures to remedy the identified problems are decided, resources and responsibilities are attributed and timelines are agreed upon;
3. Implementation	Activities are implemented and outreach efforts are undertaken so as to gradually expand the network of stakeholders;
4. Monitoring	The process and the progress are regularly followed through and assessed. Findings from the monitoring exercise(s) allow to adjust and to improve interventions, so that their results can be optimised.

[5] https://eige.europa.eu/gender-mainstreaming/toolkits/gear/what-gender-equality-plan-gep
[6] https://eige.europa.eu/
[7] https://eige.europa.eu/gender-mainstreaming/toolkits/gear

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Within this context, the aim of D1.2 'Gender Equality Plan' is three-fold:

1. performing an initial assessment of the gender equality state-of-play in our HEIs, covering two elements: collection of data (are our HEIs collecting gender disaggregated data?) and gender policies (do our HEIs have a gender equality polices in place?);
2. setting the bases to agree on a set of common indicators, to be able to compare the situation among our HEIs and against the EU average (agreement on indicators in M9, data collected in M16 and updated in M36) in the most accurate way;
3. agreeing on a preliminary set of actions at consortium-level.

D1.2 'Gender Equality Plan' will be updated in M16 and M36 (corresponding to the implementation and monitoring phases of GEP), according to the following schedule:

Table 2: EELISA innoCORE Gender Equality Plan Work Plan

Month	Action
M6 (November 2021)	D1.2 Initial assessment of gender equality state-of-play in our HEIs, agreement on preliminary list of KPIs, agreement on preliminary actions (planning).
M9 (February 2021)	Final agreement on list of KPIs.
M16 (September 2022)	Data collection by partners and update of GEP.
M36 (May 2023)	Update of data and update of Gender Equality Plan (monitoring).

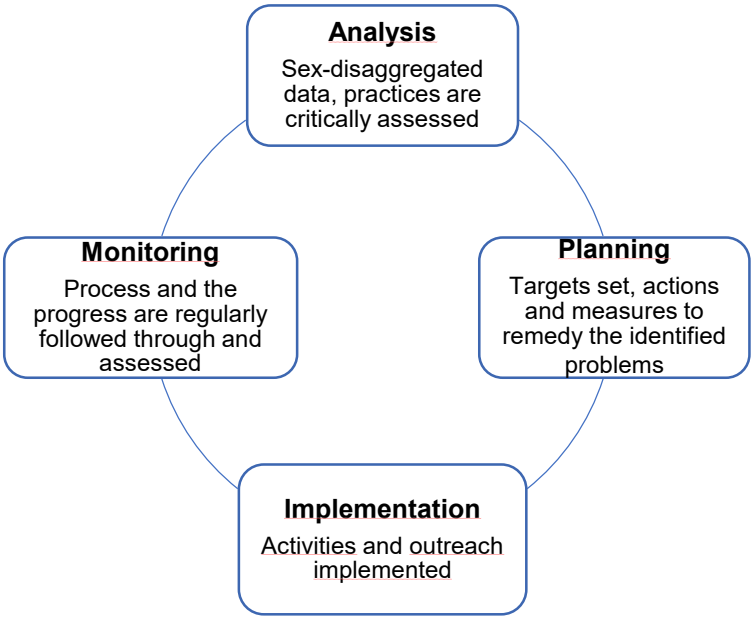

Figure 1: Phases of a Gender Equality Plan according to GEAR tool

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2.2 EELISA innCORE Gender Equality Plan – Rationale and objectives

Both EELISA and EELISA innoCORE are pilot flagship projects put in place at European-level. As such, both EELISA and EELISA innoCORE must meet high expectations and drive beyond state-of-the-art. In this context, **EELISA and EELISA innoCORE aim to demonstrate how gender equality can be embedded and fostered by a network of universities cooperating throughout Europe**.

Both EELISA and EELISA innoCORE are driven by the following principles, translated in four intervention areas:

- EELISA and EELISA innoCORE are fully committed with gender equality, **being embedded symbolically in its very roots**. EELISA's acronym does not only stand for European Engineering Learning Innovation and Science Alliance. Our name also pays a tribute to women engineers through the memory of Elisa Leonida Zamfirescu (1887 – 1973), one of the very first women to obtain an engineering degree in the world[8].

- In certain fields of engineering women are still underrepresented. This could be due to different factors. However, we know that from an early age, we learn to associate science with men. As it has been extensively researched throughout the last decades, there are strong relationships between women's representation in science and gender-science stereotypes, and a lack of female roles models in STEAM, meaning that men tend to be more associated with science than women. **EELISA innoCORE is committed to fight again gender biased representations of science and promoting a gender-balanced image of the European Engineer**.

- EELISA innoCORE partners are at different stages regarding gender equality policies. Whereas some partners have very comprehensive policies in place regarding gender equality, others are right now working on their gender equality plans. Peer-learning being a cornerstone of creating an Alliance, gender equality is another topic where **EELISA innoCORE partners want to learn from each other**. **EELISA innoCORE aims to develop and support stakeholders to share a vision on equality**.

EELISA's acronym also pays a tribute to women engineers through the memory of Elisa Leonida Zamfirescu (1887 – 1973), one of the very first women to obtain an engineering degree in the world. She also embodied the core elements of EELISA Alliance: she had a multi-cultural and cross-border background, contributed to engineering with innovative methods for the analysis of minerals and had a determined social commitment.

[8] https://eelisa.eu/what-is-eelisa/

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The Gender Equality Plan (GAP) contributes to the integration of the gender dimension throughout all WPs and comprises **four areas of intervention**:

Area of intervention	Details of actions and rational
Analytical measures, targets, indicators, monitoring and evaluation	Performance of an initial analysis of the state-of-play at EELISA innoCORE partners regarding collection of sex disaggregated data. *Are EELISA innoCORE partners collecting sex disaggregated data, for how long have they been doing so and how often?* Agreement on a preliminary set of common KPIs, to be agreed upon in M9, collected in M16 and updated in M36, in order to have comparable data. Indicators are aligned as far as possible with those of the 'She figures' report, so that partners can compare their situation with the EU average.
Structures and policies to support gender equality	Performance of an initial analysis of the state-of-play at EELISA innoCORE partners regarding structures and policies in place to support gender equality. *Do partners have a GEP in place? How often do they review it? Do partners have a Gender Equality Unit or Gender Equality Officer?* Coordination with EELISA Work Group on Gender Equality (under EELISA Erasmus+). Exploring the appointment of a Gender Equality Quality Control Manager (under discussion among partners and with EELISA Erasmus+).
Awareness-raising and competence development	EELISA innoCORE GEP plans three types of activities: organisation of peer-learning and exchange of good practices workshops; competence development workshops; and awareness raising events (see section 7)
Selection and evaluation processes, dissemination and communication	EELISA innoCORE partners' will evaluate how to mainstream gender equality in its selection and evaluation processes.

EELISA innoCORE is fully aware that the degree of commitment to gender equality and the range of related measures in European countries and research institutions is very diverse. There are international EU-level requirements, national (and sometimes regional) legal frameworks and, finally, university-level procedures. This creates a multifaceted picture that makes comparison challenging. In addition to this, individual gender equality policies and measures and gender objectives to be set up by our partners come to an institutional competence and can only be established at individual level by our partners. **Concrete measures might also depend and steam from national rules and legislation. It is not EELISA innoCORE GEP intention either to homogenise the gender equality plans of our partner nor to homogenise procedures or structures**.

EELISA innoCORE **GEP is intended to be a living document**, **which will be updated in M9, M16 and M36**. EELISA innoCORE partners will be able to evaluate progress and adapt actions, including the further development of the aims and vision of the project. In order to further go into the planning and implementation phase, we need to have homogenised indicators, so that partners can have a fair comparison and diagnosis of the situation. Actions will be redefined against this picture.

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3 The European Framework

Since the European Commission's ERA Communication of 2012, gender equality as a priority has been strengthened progressively. Already under the ERA Communication 2012[9], the European Commission set 3 objectives to work with EU countries and foster an institutional change:

1. fostering equality in scientific careers;
2. ensuring gender balance in decision-making processes and bodies;
3. integration of the gender dimension into the content of research and innovation.

Yet, despite the progress made, the ERA Progress report[10] and She Figures[11] highlight that implementation across the EU is uneven, and structural barriers to gender equality in research and innovation organisations persist (see section 5.1):

- **women occupy only 24% of top academic positions**
- women are still under-represented in the STEM fields
- **women represent less than 10% of patent holders**

With the 2020 ERA Communication[12], there has been a renewed commitment for gender equality in Research and Innovation (R&I) through various measures and initiatives. In the ERA, research organisations and higher education institutions are invited to implement institutional change relating to human resources management, funding, decision-making and research programmes. The main objectives of institutional change are to enhance women's representation and retention at all levels of their scientific careers and to promote the integration of the gender dimension in research and innovation content.

Additionally, the European Commission is also addressing these barriers through the main funding instrument Horizon Europe. Within the new Horizon Europe**, the legal base sets gender equality as a crosscutting priority and introduces strengthened provisions**. There are 3 main levels at which gender equality is considered in Horizon Europe:

- **having a Gender Equality Plan (GEP) in place becomes an eligibility criterion for certain categories of legal entities from EU countries and associated countries;**
- **the integration of the gender dimension into research and innovation content** is a requirement by default, an award criterion evaluated under the excellence criterion, unless the topic description explicitly specifies otherwise;
- increasing gender balance throughout the programme is another objective, with a target of 50% women in Horizon Europe related boards, expert groups and evaluation committees, and gender balance among research teams set as a ranking criterion for proposals with the same score.

[9] https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52012DC0392&qid=1617889676939
[10] https://ec.europa.eu/info/publications/era-progress-report-2018_en
[11] https://ec.europa.eu/info/publications/she-figures-2018_en
[12] https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=COM%3A2020%3A628%3AFIN

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Within this context, one aim of D1.2 has been assessing the state-of-play at EELISA innoCORE partners regarding their gender equality policies and Gender Equality Plans in place (see section 6). Moreover, following EU recommendations, EELISA innoCORE GEP foresees awareness-raising and capacity-building tools, meant to achieve institutional change at our institutions. Particularly, EELISA innoCORE partners being at different stages regarding gender policies, peer-learning constitutes a key objective of D1.2.

EELISA innoCORE will follow the principles set by European strategies and guidelines on research integrity, equal opportunities and expected gender ratios:

Charter of Fundament Rights of the European Union (EU)[13]

Article 20 states: "Everyone is equal before the law." Equality (aka equal opportunities) lies thus in the very centre of the European Union's values. For this reason, "any discrimination based on any ground such as sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation [is] prohibited" as is stated in Article 21. The following Article 22 focuses on diversity.

Article 8 of the Treaty on the Functioning of the European Union states as follows: "In all its activities, the Union shall aim to eliminate inequalities, and to promote equality, between men and women."

A Union of Equality[14]

The European Commission aims to achieve "a Union of equality" through a Task Force on equality, as well as a dedicated portfolio which focuses on the areas of gender and LGBTIQ equality, anti-racism, support for Roma in equality, inclusion and participation. Equality will thus be ensured with different mechanisms, policies and actions to change structural and intersectional discrimination and societal stereotypes.

EC Gender Equality Strategy 2020-2025[15]

The Gender Equality Strategy for 2020-2025 was the first strategy paper of the "Union of equality" approach, focusing on equality for women and men, in all their diversity, to freely pursue their chosen path in life and to thrive in society and the economy. The strategy tackles several key areas, among others to challenge gender stereotypes and achieve gender balance in decision-making and in politics. To ensure such equality for representation and decision-making is an integral part of governance. In the field of Research & Innovation, the Horizon Europe programme foresees some special commitments with regards to gender equality (see Chapter 2.2).

[13] https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A12012P%2FTXT
[14] https://ec.europa.eu/commission/commissioners/2019-2024/dalli/announcements/union-equality-first-year-actions-and-achievements_en#:~:text=Building%20a%20Union%20of%20equality,-55%25%20of%20women&text=The%20goal%20is%20a%20Union,and%20lead%20our%20European%20society.
[15] https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy_en

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EU Anti-Racism Action Plan 2020 2025[16]

The EU Anti-Racism Action Plan is also part of the "Union of equality" approach of the EU and aims at tackling racism and racial discrimination across society on various levels, among others in legal framework, data collection, a Diversity and Inclusion Office within the commission as well as a more diverse staff to improve representativeness.

The European Charter & Code for Researchers[17]

The EC adopted a Charter for Researchers and a Code of Conduct for the Recruitment of Researchers in 2005 and since then, 1280 organisations have endorsed these two documents. The Charter consists of a set of general principles and requirements to specify roles and responsibilities of researchers and funders of research and can thus be understood as a framework for the working environment of researchers at all stages of their career. It addresses points such as research freedom, good practice in research, public engagement, accountability, etc. The Code of Conduct complements the Charter with regards to selection procedures.

The European Code of Conduct for Research Integrity[18]

This code of conduct was developed in 2017 by All European Academies (ALLEA), which consist of more than 50 academies from over 40 countries in the Council of Europe region. The aim is to ensure joint values and principles for regulating research. These are based on the following fundamental principles of research integrity: reliability, honesty, respect and accountability. The code of conduct touches furthermore on important aspects for the research community such as publication and dissemination, reviewing and evaluating, collaborative working, etc.

[16] https://ec.europa.eu/info/policies/justice-and-fundamental-rights/combatting-discrimination/racism-and-xenophobia/eu-anti-racism-action-plan-2020-2025_en
[17] https://euraxess.ec.europa.eu/jobs/charter-code-researchers
[18] https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/horizon/guidance/european-code-of-conduct-for-research-integrity_horizon_en.pdf

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4 Gender in EELISA innoCORE governing structures and management team

EELISA innoCORE will seek to guarantee, as far as possible, an adequate gender balance in governing and management bodies and structures. In this regard, it is important to take into account that some governing bodies, such as the ACRI, are made of representatives holding concrete positions at our HEIs (rectors, vice-rectors, directors); therefore, striking a perfect gender balance might not be possible in some cases.

EELISA innoCORE management structure is built on the one created for EELISA, both projects sharing the same the Governing Board. Particularly to EELISA innoCORE, a new advisory board will be created, the Advisory Council on Research and Innovation, ACRI (*as of November 2021, this body has not been yet formally launched*).

Below we include a description of the management structure of EELISA innoCORE with the number of men and women. As it can be seen, the management team of EELISA innoCORE is gender balanced in almost all groups and bodies. Despite this, strategic bodies (EELISA governing board and EELISA innoCORE decision-making contacts) still show a higher number of men than women.

Table 3: EELISA innoCORE governing bodies and management team

EELISA innoCORE governing bodies and management team	Composition	# Men	# Women
EELISA Governing board	Rectors, Directors, and Presidents from the member institution, EELISA President and a representative of students, academic and administrative staff.	9	6
Advisory Council on Research and Innovation, ACRI	*Not yet officially launched*	N/A	N/A
Principal Investigator	Prof. Asunción Gómez-Pérez, Vicerrector of Research, Innovation and Doctoral studies at UPM.		X
Quality Assurance Manager	Prof. Juan Manuel Muñoz-Guijosa (Associate Vice-Rector for Innovation and technology transfer, Director of Technology Transfer Office)	X	
Research, Innovation, Entrepreneurship & Doctoral studies decision-making – Contact points	Each partner has been asked to appoint a contact person responsible for Research, Innovation, Entrepreneurship & Doctoral studies, with capacity to take decisions. As of November 2021, this group is made of 9 people.	6	3

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Operational contact points	Each partner has been asked to appoint a contact person for operational issues (dealing with the daily management of InnoCORE). As of November 2021, this group is made of 10 people.	5	5
WP Leaders	WP leaders and co-leaders have been asked to appoint a person as leader of the WP package. As of November 2021, this group is made of 11 people (some partners have appointed two representatives).	6	5

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5 Gender Equality Statistics at EELISA innoCORE

In order to evaluate the situation of our HEIs, we must consider comparable number of appropriate scientific communities. The aim of the first stage of EELISA innoCORE GEP has been to agree on a preliminary set of common KPIs to work on, with the aim of reaching out a final agreement on common KPIs in M9. KPIs will be collected in M16 and updated in M36, in order to have comparable data. Indicators will be aligned as far as possible with those of the 'She figures' report, so that partners can compare their situation with the EU average.

5.1 Statistics at EU level – Reference data

The data presented below are extracted from the latest 'She figures' publications: She Figures 2018 publication and She Figures 2021 infographic (the complete She Figures 2021 is not available as of November 2021)[19].

The EU is approaching gender balance among doctoral students. Overall, **in 2016, women made up 47.9 % of doctoral graduates at the EU level (EU28),** while in two thirds of EU Member States the proportion of women among doctoral graduates ranged between 45 % and 55 %. **This figure increased again in 2018, women being close to reaching gender parity among doctoral graduates (48.1 % of doctoral graduates in EU27) (2018, Eurostat).** However, the proportion of women among doctoral graduates still varies among the different fields of education; in 2016, women doctoral graduates at EU level were over-represented in education (68 %), **but under-represented in information and communication technologies (21%) and engineering, manufacturing and construction (29 %).**

Regarding researcher workforce, gender imbalance still remained in 2015 ('2018 She figures'). In the EU-28, women represent very slightly over one third (33.4 %) of the total population of researchers. This proportion has seen a minor increase since 2012, when women represented 33.0 % of researchers. However, there are great differences between countries. While Latvia and Lithuania are the countries with the highest proportions of women researchers (51.0 % and 50.7 % respectively), the Netherlands had the lowest proportion of women researchers (25.4 %) followed by France (26.1 %) and Czechia (26.9 %).

As they move up the academic ladder, women are less represented. In the EU-28 in 2016, women represented 48 % of doctoral students and graduates, 46 % of grade C academic positions, 40 % of grade B and **24 % of grade A academic positions**. The gap between women and men was wider **in STEM** (science, technology, engineering and mathematics); while women made up 37 % of doctoral students and 39 % of doctoral graduates, **they held only 15 % of grade A academic positions**.

In the EU-28, the proportion of women among heads of institutions in the higher education sector increased from 20 % in 2014 to 22 % in 2017. Furthermore, in 2017, women made up 27 % of the members of boards of research organisation; however, when focusing on board leaders alone, the proportion of women decreased to 20%.

[19] https://op.europa.eu/en/web/eu-law-and-publications/publication-detail/-/publication/61564e1f-d55e-11eb-895a-01aa75ed71a1

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The 'She figures' 2021 infographic shows some improvements. In 2018, women represented 47.1 % of doctoral students and graduates, 46.6 % of grade C academic positions, 40.3 % of grade B and 26.2 % of grade A academic positions. 23.6% of head of higher education institutions were women in 2019.

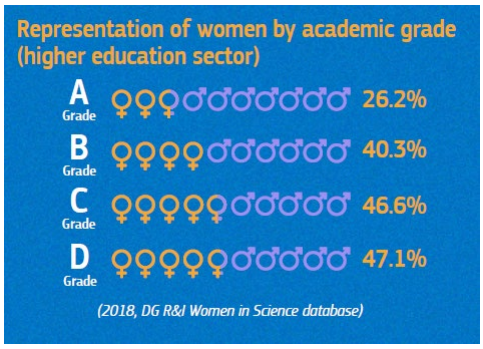

Figure 2: Representation of women by academic grade (higher education sector) (Source: She figures 2021[20])

In the EU-28, **women were still under-represented in the writing of scientific papers**. Between 2013 and 2017, the ratio of women to men among authors of scientific publications in the EU was on average one to two. However, this ratio is slowly improving and it has been increasing by almost 4 % per year since 2008. The highest women to men ratio of authorship was observed in the fields of medical and agricultural sciences.

Moreover, **women are still strongly under-represented among patent inventors**; between 2013 and 2017 in the EU, the women to men ratio of patent inventors was on average just over one to three. A strong gender gap in the composition of the inventor's teams was also observed in the EU-28, where the most frequent composition of the teams was all men (47 %), followed by those with just one male inventor (33%).

A final overall observation for EU countries was a slight gender gap in receiving research grants. The funding success rate was higher for men team leaders than women team leaders by 3.0 percentage points.

At the EU-28 level, 26.6 % of the women and 28.3 % of the men that graduated at doctoral level studied in the field of natural sciences, mathematics and statistics. This field was the most popular broad field for both sexes. The second most popular field for women was health and welfare (21.5 % of female graduates) while for men it was engineering, manufacturing and construction (20.2 % of male graduates). For both sexes, services (i.e. personal, hygiene & occupational health, security and transport services) were the least popular field (0.6 % of female graduates and 0.8 % of men).

[20] https://op.europa.eu/en/web/eu-law-and-publications/publication-detail/-/publication/61564e1f-d55e-11eb-895a-01aa75ed71a1

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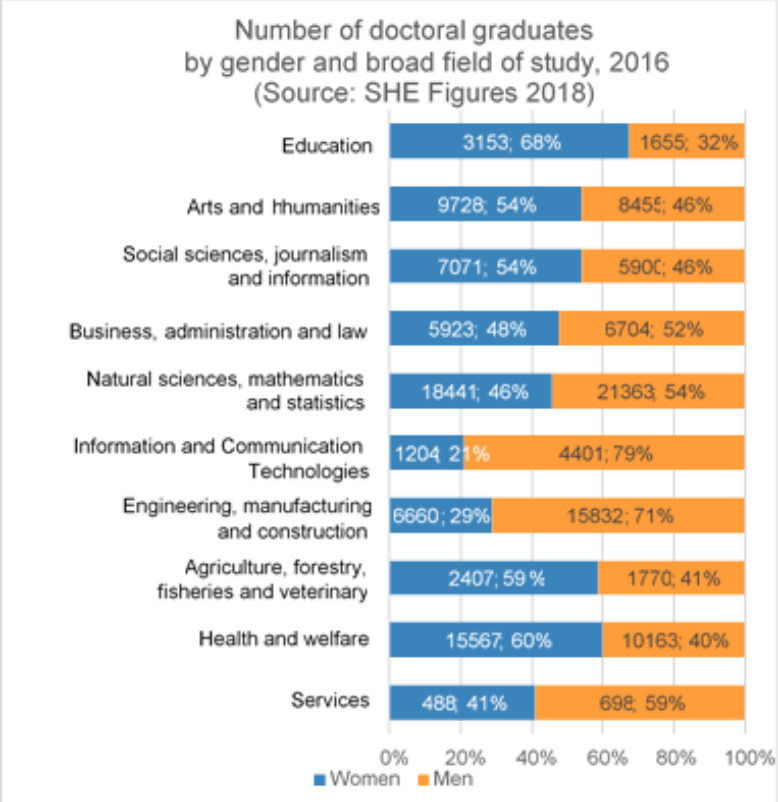

Figure 3: Proportion and absolute number of doctoral graduates by gender and broad field of study, 20216. Data on EU-28. (Source: She figures 2018)

Within this context, when selecting a common set of indicators, EELISA innoCORE partners are trying to align indicators with the 'She figures' report as best as possible, so that EELISA innoCORE partners can compare the situation at their institutions not only among themselves but with the EU average (see section 4 'Gender Equality Statistics at EELISA innoCORE partners).

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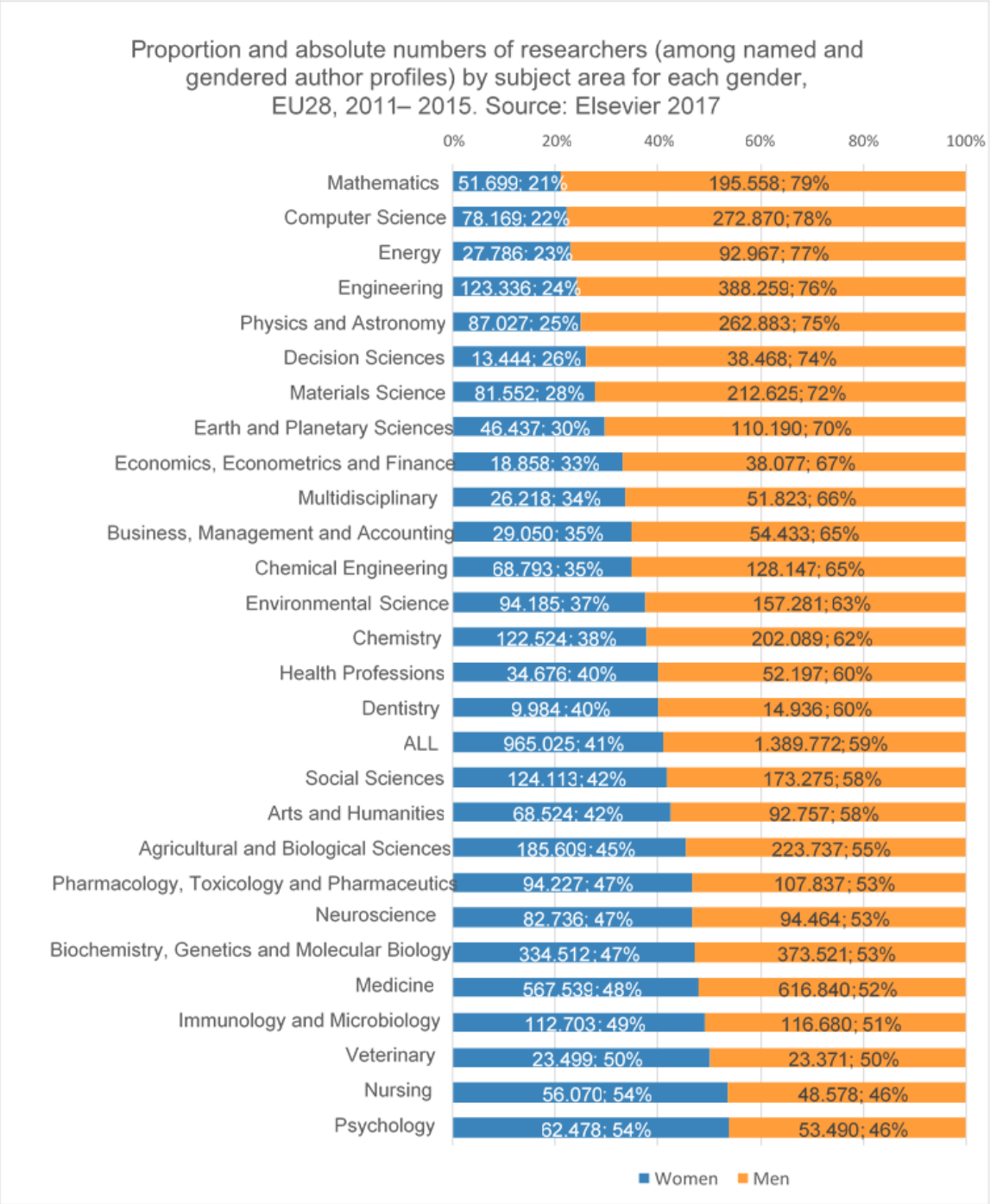

Figure 4: Proportion and absolute number of researchers (among named and gendered author profiles) by subject area for each gender, EU28, 2011-2015. Source: Elsevier 2017 – Gender in the Global Research Landscape.

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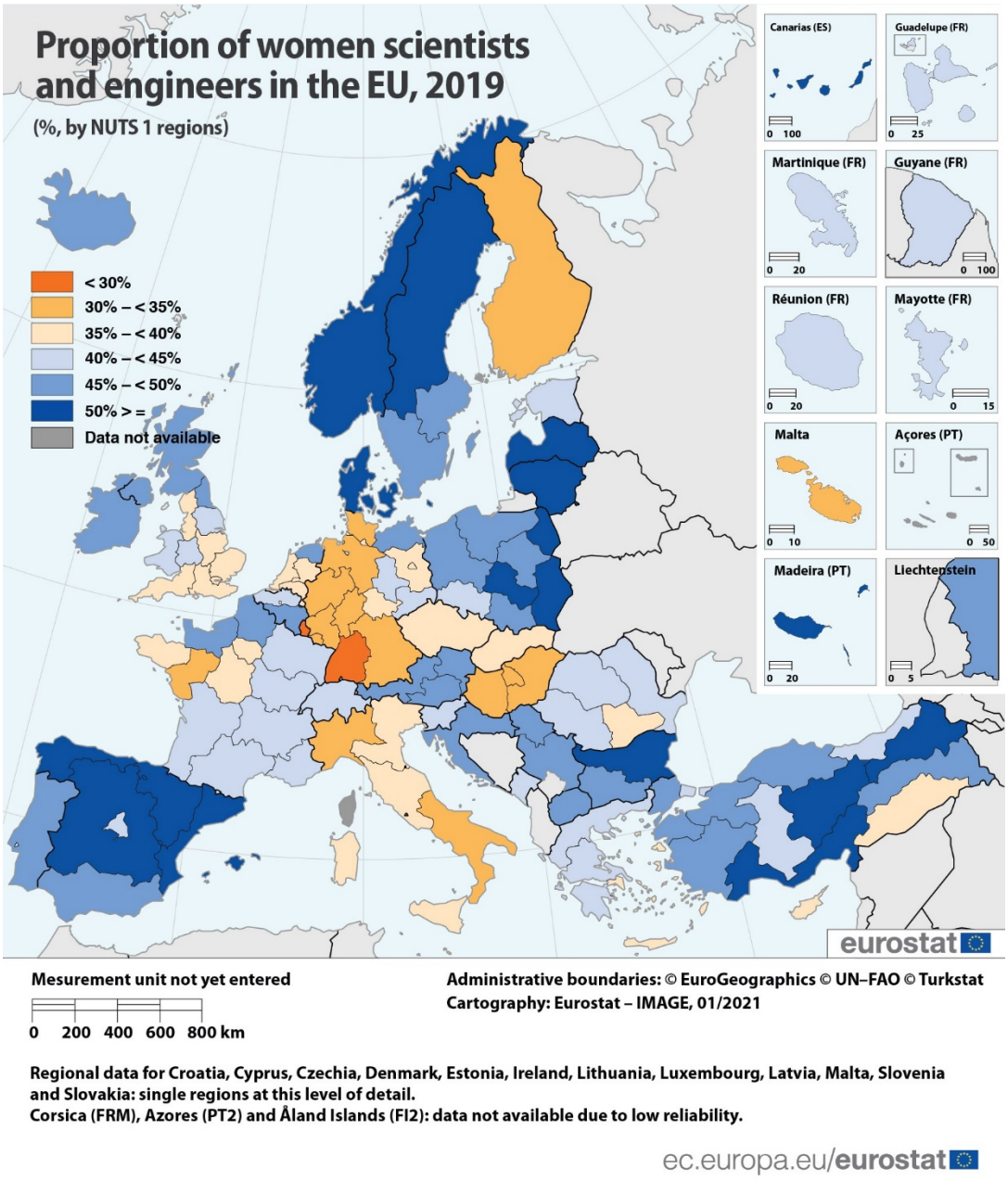

Figure 5: Women in science and engineering. Source: Eurostat 'Women in science and engineering'[21]

[21] https://ec.europa.eu/eurostat/web/products-eurostat-news/-/edn-20210210-1

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5.2 Gender Equality Statistics at EELISA innoCORE partners

As part of the first stage of EELISA innoCORE Gender Equality Plan, EELISA innoCORE **partners have been asked to describe the current situation at their institutions regarding the collection of sex-disaggregated data**. You will find in Annex I the description provided by each EELISA innoCORE partner regarding the type of sex-disaggregated data that they collect and how.

Based on the information provided by partners as of November 2021, below we include some hypothesis and preliminary conclusions. EELISA innoCORE recognises that the statements included herein could be biased, since indicators differ from one partner to another. For instance, academic career differs from one country to another. Sometimes, HEIs distinguish between different career paths (research and non-research staff), seniority levels (post-doc to professor), sometimes they only provide one general figures for staff or students. Moreover, there is no common approach to collecting gender statistics.

The first inference is that **all EELISA innoCORE HEIs gather sex-disaggregated data one way or the other**. **Most partners update these data annually** (UPM, ENCP, FAU, SNS, SSA, UPB). In this regard, **it is worth noting the influence of Gender Equality Plans in the collection of data**. Indeed, some partners are currently working on their GEPs and declare that gathering more comprehensive and detailed data regarding sex-disaggregation will be part of their GEPs.

Table 4: PhD students (academic year 2020-2021) – Proportion of female/male PhD students over total PhD students at EELISA partners (NP., not provided)

	UPM	ENPC	FAU*	ITÜ	SNS	SSSA	UPB	BME	PSL
Women (n)	683	51	360	1565	113	97	NP	230	NP
Men (n)	1,405	127	406	1949	193	156	NP	499	NP
Total	2,088	178	766	3514	306	253	NP	729	NP
Women (%)	33	29	47	45	37	38	NP	32	NP
Men (%)	67	71	53	65	63	62	NP	68	NP

*FAU: students having completed their PhD in 2020

Table 5: Lecturing and research staff 2020 – Proportion of female/male lecturing and research staff over total number of lecturing and research staff at EELISA partners (NP., not provided)

	UPM[1]	ENPC[2]	FAU[3]	ITÜ[4]	SNS[5]	SSSA [6]	UPB[7]	BME[8]	PSL
Women (n)	764	54	130	1122	58	42	504	214	NP
Men (n)	2,110	170	473	1099	17	113	646	1113	NP
Total	2,840	224	603	2221	75	155	1,150	1,327	NP
Women(%)	27	24	21.6	50.2	22.3	27	44	16.1	NP
Men (%)	73	76	78.4	49.8	77.3	73	56	83.9	NP

[1]UPM = Lecturing & Research Staff, 2020
[2]ENPC = Researchers, 2019
[3]FAU = Professorships, 2020
[4]ITU = Academicians, 2020
[5]SNS= Professors and researchers, 2020
[6]SSSA = Professors and researchers, 2020
[7]UPB = Employees with teaching roles and a PhD degree, 2021
[8]BME = Academic staff with scientific degree

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Table 6: Full professors 2020 (tenured, staff/permanent position, highest rank), gender ratio (men/women) at EELISA partners - (NP., not provided)

	UPM[1]	ENPC	FAU[22]	ITÜ	SNS	SSSA	UPB	BME	PSL
Women (n)	54	NP	59	215	NP	9	NP	7	NP
Men (n)	286	NP	269	327	NP	43	NP	116	NP
Total (n)	340	NP	328	542	NP	52	NP	123	NP
Women(%)	16	NP	18	40	NP	17	NP	6	NP
Men (%)	84	NP	82	60	NP	83	NP	94	NP

[1]2019
FAU = Only C4/W3 Professorships (highest rank), 2020

Despite the differences between indicators, **it seems that women are still underrepresented in our institutions at all levels. The statement made by FAU (see section 3) "the higher one climbs on the career ladder, the higher the gender imbalance becomes" seems also to be true for partners having provided data.**

The proportion of women as PhD students is still lower than men (below 40% at 4 partners), this rate being lower when it comes to lecturing and research staff (under 30% at 6 of our 9 institutions). The only exception regarding lecturing and research staff are ITÜ and UPB. **It is worth noting the situation at ITÜ where women represent over half of their academicians**. When it comes to grade A positions (full professor), the proportion is even lower at the partners having provided data, the exception being again ITÜ.

Figures seem to match the European average: as stated above, **in 2018, women represented 47.1 % of doctoral students and graduates but 26.2 % of grade A academic positions** (grade A positions are equivalent to full professors in most countries).

Although only two partners provide input on the situation per field of research, their statements and situation seem to be similar (FAU and UPM) and both stress the **sharp difference between research fields.** The share of students completing doctoral studies is gender balanced in certain fields —agronomics, forestry and environment and architecture for UPM or medicine for FAU—, and very imbalanced in fields such as telecommunications (UPM, 21%) or engineering (FAU, 21%).

In order to be able to compare their situation accurately, EELISA innoCORE partners are working on a set of common indicators. **At this step, EELISA innoCORE partners have agreed on a preliminary list of KPIs, to be reviewed during the upcoming months, with the aim of reaching a final agreement in M9 (February 2022) and first collection in M16 (September).**

[22] FAU = Only C4/W3 Professorships (highest rank), 2020

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5.3 Preliminary Key Performance Indicators and data collection

In order to accurately compare the situation at our institutions, EELISA innoCORE partners have agreed to collect a common set of Key Performance Indicators. EELISA partner have agreed on a preliminary list of potential KPIs (below). **Collection of data involves work from several departments and services at our HEIs. For some partners, some KPIs will be new. In the upcoming months, EELISA innoCORE partners will work on agreeing on a common set of KPIs, based on the preliminary list below. EELISA innoCORE partners will decide on the final list of KPIs in M9, according to the capabilities of each institution to gather those data**.

Figures will be collected in M16 and updated in M36. This will allow us to monitor the situation and impact of both EELISA innoCORE actions as well as the impact for some partners in putting in place their GEPs.

For the analysis of KPI2 'Lecturing and research staff', EELISA innoCORE will try to use a cascade model, as in the 'She figures' report. The cascade model means that women and men are expected to be represented at each career level in proportion to the level-below.

Table 7: Preliminary list of Key Performance Indicators

Doctoral Studies. *Academic career typically starts with a PhD completion, thus the analysis by gender of PhD enrolment and PhD thesis defence may be a good indicator of the future participation of women in research and innovation activities. In theory, the more women awarded with a PhD degree, the more women that could apply for a permanent position in academia. That means the gender gap would disappear when sufficient women will attain their PhD degrees with respect to male PhD graduates, if other causes of gender imbalance would not be present.*	
KPI 1.1	PhD Students registration - PhD Enrolment *(Students enrolled in doctoral programmes at the institution, gender ratio, per academic year).*
KPI 1.2	PhD Thesis Defended (*Number of students having completed and successfully defended their PhD thesis, gender ratio, per academic year)*
KPI 1.3	PhD Student's registration (enrolment) (international) *(International students enrolled in doctoral programmes at the institution, gender ratio, per academic year).*
KPI 1.4	PhD Supervisors *(Hypothesis for further analysis: UPM PhD supervision data indicated that female PhD students were mostly matched with a male PhD advisor. Some studies suggested that this circumstance could contribute to a higher women's scientific careers drop-out rate after completing the doctorate).*
Postdoc Researchers & Research Staff	
KPI 2.1	Lecturing and research staff, gender ratio (men/women), total, per year.
KPI 2.1.1	Full professor (tenured, staff/permanent position, highest rank), gender ratio (men/women), per year.
KPI 2.1.2	Associate professor (tenured, staff/permanent position), gender ratio (men/women), per year.
KPI 2.1.3	Assistant professor (non-tenured, entry-level, non-permanent positions), gender ratio (men/women), per year.

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KPI 2.2	Posdoctoral researchers hired under competitive European and national research programmes and calls, active contracts, gender ratio (men/women).
KPI 2.2.1	Posdoctoral researchers hired under MSCA (MSCA IF/postdoctoral and Cofund)
KPI 2.2.2	Posdoctoral researchers hired under national competitive calls
Research Activities	
KPI 3.1	European Research Projects, members of the project, gender ratio (men/women), active awarded projects funded H2020 & Horizon Europe
KPI 3.2	European Research Projects, coordinators of the project, gender ratio (men/women), active awarded projects funded H2020 & Horizon Europe
KPI 3.3	National research projects granted (National Plan for Scientific and Technical Research and Innovation), members of the project, gender ratio (men/women)
KPI 3.4	National research projects granted (National Plan for Scientific and Technical Research and Innovation), members of the project
KPI 3.5	Projects with industry, projects led by women, gender ratio (men/women) *Agreements and contracts with the business sector, projects funded by companies: contracts where universities provide a research service to a company against payment (Consulting and Technical Assistance, Technological Support, R&I projects).*
KPI 3.6	Principal investigators (directors) of research groups/laboratories, gender ratio (men/women)
Innovation	
KPI 4.1	Innovation - Participation in patents (inventors) *(Ratio of inventors, gender ratio (men/women) over total number of inventors. E.g. 40 patents requested in year X involving 100 inventors, out of which 55 men and 45 women).*
KPI 4.2	Innovation - Participation in software registration/licenses (inventors) *(Participation in software registration/licenses (inventors), gender ratio (men/women). E.g. 40 patents requested in year X involving 100 inventors, out of which 55 men and 45 women)*
KPI 4.3	Participation in University-Industry Chairs *Industry-University Chairs (I-U Chairs) are strategic and long term partnership between companies/institutions and the University in order to carry out education, research or knowledge transfer activities in an area of common interest. In contrast with the category above "projects with industry", University-Industry Chairs are more comprehensive and longer-term structures, comprising also education.*
Science with & for Society	
KPI 5.1	Participation of women in European Researcher's Night *(This indicator refers to active participation of staff as speakers, organisers, panellists in event, not to attendants).*
KPI 5.2	Participation of women in national / regional science week / research days *(This indicator refers to active participation of staff as speakers, organisers, panellists in event, not to attendants).*
KPI 5.3	Number of activities on or linked with gender balance organised by the institution / Actions on gender balance
Publications in Scientific Journals	
KPI 6	Number of articles where at least one author is a women over total number of articles, per year

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Women in governing bodies of the institution	
KPI 7	Presence of women in governing bodies

As the report 'She figures' repeatedly shows and as some partners point out, there are still important differences in gender representation according to research fields, women still being underrepresented in ICTs and engineering. In order to draw a picture on this matter, **EELISA innoCORE partners will evaluate the possibility of classifying some KPIs per broad fields of study** (and if possible, narrow field of study[23]) and **field of research**, using the 'She figures' report classification:

Doctoral Studies – Broad fields of study **KPI 1.2 Thesis defended**	**Postdoc Researchers & Research Staff – Fields of research** **KPI 2.1 Lecturing and research staff** **KPI 2.1.1 Full professor**

• Education
• Arts and humanities
• Social sciences, journalism and information
• Business, administration and law
• Natural sciences, mathematics and statistics
  ○ Biological and related sciences
  ○ Environment
  ○ Physical sciences
  ○ Mathematics and statistics
• Information and Communication Technologies
• Engineering, manufacturing and construction
  ○ Engineering and engineering trades
  ○ Manufacturing and processing
  ○ Architecture and construction
• Agriculture, forestry, fisheries and veterinary
• Health and welfare
• Services
	• Natural Sciences
	• Engineering and technology
	• Medical sciences
	• Agricultural sciences
	• Social sciences
	• Humanities

[23] Narrow fields of study, sub-classification for "Natural sciences, mathematics and statistics", "Engineering, manufacturing and construction".

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6 Gender Equality Policy at each EELISA innoCORE partner

As part of the first stage of EELISA innoCORE Gender Equality Plan, EELISA innoCORE partners have been asked to describe the current situation at their institutions regarding a) gender equality structures —do our EELISA innoCORE partners have a gender equality unit and/or a gender equality contact point at their institutions?—, and b) policies —do our EELISA innoCORE partners have a gender equality plan in place? Do they have measures in place to promote gender equality?

As reflected in the table below, most EELISA innoCORE partners have a gender equality unit (6 out of 9) and a gender equality officer appointed (6 out of 9). Regarding GEPs, four partners have a GEP in place. **It is worth noting that five other partners are currently working on the Gender Equality Plans, planned to be ready by the end of 2021 or beginning of 2022**. This means that, by the end of this year, **all EELISA innoCORE partners will have their GEP in place**.

Partner	Acronym	Do you have a gender equality unit?	Do you have a gender equality plan?	Do you have a gender equality officer/person responsible?
Universidad Politecnica De Madrid	UPM	Yes[24]	Yes (2017-2020) Under review	Yes Paloma García-Maroto Olmos unidad.igualdad@upm.es
Ecole Nationale Des Ponts Et Chaussees	ENPC	Yes	No (in progress to be approved by December 2021)	Yes (recruitment in progress)
Friedrich-Alexander-Universität Erlangen-Nuernberg	FAU	Yes[25]	Yes (2018-2022)	Yes Dr. Imke Leicht imke.leicht@fau.de
Istanbul Teknik Universitesi	ITÜ	Yes, but it is a kind of centre named as: "Woman's studies centre in science, engineering and technology"[26]	Yes it has been just prepared as first version	Yes Prof. Dr. Leman Figen Gül fgul@itu.edu.tr
Scuola Normale Superiore	SNS	Yes[27] (CUG, Joint Committee for Equal Opportunity)	In progress to be approved by January 2022	Yes

[24] https://www.upm.es/UPM/PoliticasIgualdad
[25] https://www.gender-und-diversity.fau.de/
[26] https://www.kaum.itu.edu.tr/en/
[27] https://www.sns.it/en/cug-comitato-unico-di-garanzia

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Scuola Superiore Di Studi Universitari E Di Perfezionamento S Anna	SSSA	Yes [28](CUG, Committee for the Guarantee of equal opportunities, worker's wellbeing and antidiscrimination)	In progress (to be approved by December 2021)	Yes Calogero Oddo Calogero.oddo@santannapisa.it
Universitatea Politehnica Din Bucuresti	UPB	No	In progress to be approved and finalized by September 2022	No (will be established when the gender equality plan is officially started)
Budapesti Muszaki Es Gazdasagtudomanyi Egyetem	BME	No	In progress (suggested text submitted to the Senate, Senate will decide at the end of November)	Not yet
Universite Paris Sciences et Lettres	PSL	NP	Yes (us and each school depending on the French higher education system in PSL)	One of our vice president is in charge of social responsibility and is the main contact on the subject.

Gender equality policies and GEPs of EELISA innoCORE partners cover (logically) similar areas. As described by each partner (see annexes), gender equality policies at EELISA innoCORE partners include, in a greater or lesser degree, measures to tackle the following challenges:

Intervention area	Situation and measures applied by EELISA innoCORE partners
Fostering **gender equality in recruitment**	Guaranteeing gender equality in recruitment processes constitutes a main intervention area for EELISA innoCORE partners. Some measures worth noting are: - Ensuring gender balance or a minimum gender representation in selection committees. - Using extension windows in calls where there are age-limits or experience-limits for periods of paternity and maternity leave. - Briefing and training selection committees to avoid unconscious or implicit gender bias. - Establishing quotas for female researchers.
Achieving **gender-balance not only in leadership**, decision-making and representation but **also in certain areas (e.g. faculties or research**	Aware of the important imbalances still existing in some research areas (particularly, the under-representation of women in certain fields, such as ICT), some EELISA innoCORE partners are putting a strong focus on attracting more women to certain areas, e.g.:

[28] https://www.santannapisa.it/it/ateneo/comitato-unico-di-garanzia-cug

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fields) showing great imbalances	- Start-up funding for the appointment of female professors at the Faculty of Engineering (FAU). - Rotating guest professorships for female scientists in subjects where they are underrepresented (FAU). - Proactive headhunting to recruit female professors (FAU). - Production of a list for the under-represented gender when a position becomes vacant (for the selection procedure) (ITU).
Applying measures against **gender-based violence and harassment**	Preventing, identifying and fighting against sexual harassment constitutes a cornerstone of gender policies. Some concrete measures include: - Setting up a helpline for sexual harassment and violence victims (PSL) - Specific directive or protocols on sexual harassment and gender discrimination (ITU, UPM).
Supporting **work-life balance** (including childcare support)	Gender equality policies include also measures to support work-life balance. Particularly, it is worth noting the effort made by some partners (FAU, SNS, BME) regarding family-care support (both child-care and elderly care), with measures such as: - Regular university childcare services (FAU) - Possibility of part-time study, and flexibilization of studies (FAU). - Consulting service about eldercare (FAU) - Supporting the reintegration of employees after maternal / paternal leave (BME) - Subsidized conditions for the use of day-care nursery services (SNS) - Financial support to parents in the costs related to attendance at playrooms and similar services (e.g. after-school care) (SNS) - Support financially the personnel in the costs incurred for care and assistance services to the elderly and / or differently abled: the action “Help for our elderly and/or disabled” (SNS).
Awareness-raising and attracting young women to STEM areas, role models	Regarding awareness-raising actions, it is worth noting two types of actions that EELISA innoCORE partners have been putting in place: - Female mentoring programmes (UPM, FAU) - Girls in STEM days or similar initiatives (FAU, BME)

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	Indeed, some partners are putting in place activities aimed to increase female student numbers by targeting female school students or encourage female students and staff by promoting role models.
Gender studies and research on gender	Some EELISA innoCORE partners are also supporting gender equality with the setting-up of study programmes or structures focused on gender, e.g. Interdisciplinary Center Gender-Difference-Diversity (IZGDD) (FAU), Chair for Social Psychology with Focus on Gender and Diversity (FAU), provision of funding in the field of gender research (FAU), Specialist University Degree in Gender, Technology and Leadership (UPM), Expert course on Women and Sport (UPM), UNESCO Chair on Gender Equality Policies in Science, Technology and Innovation (UPM).
Diversity and non-discrimination in a broader sense	Lastly, in many cases gender policies are part of broader equality and non-discrimination policies covering aspects such as homophobia, ethnic diversity or disabilities.

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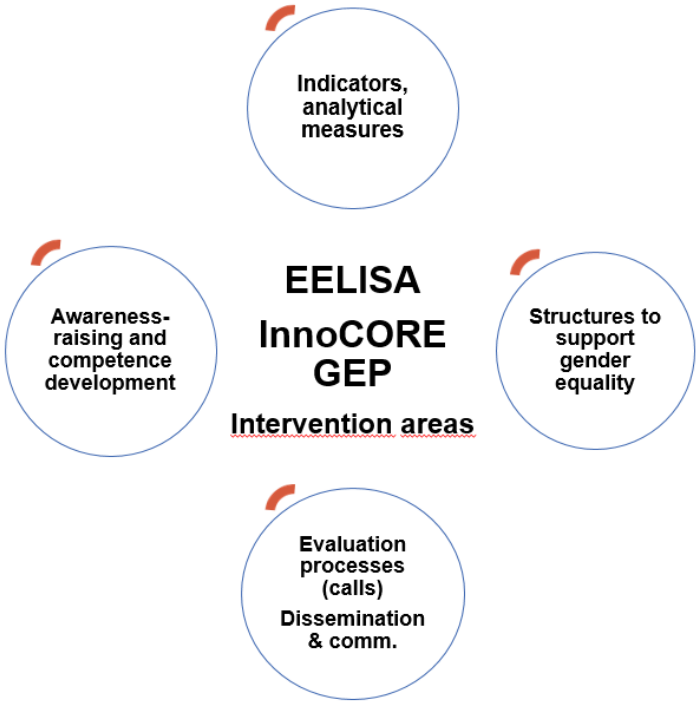
7 Gender Equality at EELISA and EELISA innoCORE level – Areas of intervention

Based on the results of the first diagnosis and the meetings held by EELISA Gender Group and EELISA innoCORE partners for the production of the Gender Equality Plan[29], but also on the specialised literature, the previous experience of other contexts in the European Research Area (ERA), EELISA innoCORE has defined five main areas of intervention:



7.1 Analytical measures, targets, indicators, monitoring and evaluation

Data acquisition and analysis have been explained in previous sections. See section 5.2. 'Gender Equality Statistics at EELISA innoCORE partners'.

7.2 Structures to support gender equality

The European Engineering Learning Innovation and Science Alliance (EELISA) is a bottom-up alliance of **9 European higher education institutions**. **EELISA innoCORE Swafs project is focusing on the R&I dimension of the Alliance**. Under EELISA innoCORE, D1.2 is meant to provide partners with insights on the situation regarding gender equality at their institutions. EELISA innoCORE will provide its partners and its decision-making bodies with information and will work to enhance cooperation among partners with the following structures:

[29] EELISA and EELISA innoCORE partners met on 27 October 2021, 5 November 2021 and 19 November 2021.

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- A network with contact persons at the partner institutions facilitating the exchange of good practices between partners (**under EELISA Erasmus+ project. EELISA has created a gender group with relevant contacts from each institution. The group consists mainly of the representatives of gender equality units from each partner. EELISA innoCORE WP1 and EELISA Gender Group are coordinating work to avoid overlapping).*
- A gender equality expert providing EELISA innoCORE partners with advice on the gender equality in research (under discussion among partners), EELISA innoCORE and EELISA Erasmus+ are exploring the relevance of appointing such a figure (***under discussion***).

Via the present gender equality plan, EELISA innoCORE partners have performed an initial analysis the state-of-play at EELISA innoCORE partners regarding structures and policies in place to support gender equality. Conclusion have been explained in previous sections. See section 6 'Gender Equality Policy at each EELISA innoCORE partner'.

7.3 Awareness-raising and competence development

As the first diagnosis of the situation shows, some EELISA innoCORE partners have a longer tradition in gender equality policies and more comprehensive set of measures put in place. As of November 2021, EELISA innoCORE foresees three type activities for awareness-raising and competence development:

Table 8: Awareness-raising and competence development activities

Aim	Type of activity	Targeted group	KPI
Competence development	Workshop on exchange of good practices	EELISA innoCORE partners, EELISA innoCORE gender equality units.	1
Competence development	Workshop "Gender Perspective in Research & Innovation".	Our own University communities.	1
Awareness raising	Roundtables (e.g. women in decision-taking positions in EELISA innoCORE and/or successful women in innovation and entrepreneurship).	Peers, other universities, policy-makers at EU, national and regional level; specific target group: Women scientists associations.	2

7.4 Gender Equality in EELISA innoCORE selection and evaluation processes, dissemination and communication

Gender Equality in selection and evaluation processes

Under EELISA innoCORE, it is foreseen launching several selection and evaluation processes during the lifetime of the project: namely, 1) open calls for creating clusters, 2) open calls for EELISA Connect and 3) seed funding for prospective young researchers. As of the date of production of this document, the tasks related to this processes have just started or have not started yet. Therefore, details regarding these calls are not yet available.

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Below we include some measures that EELISA innoCORE will consider applying when the terms and conditions of the calls are defined at a later step (it must be taken into account that the terms and conditions will depend on the call and will have to comply in the first place with internal policies of our HEIs).

- **Gender equality in evaluation committees**: EELISA innoCORE will try to guarantee, as far as possible, gender equality in the composition of evaluation committees. Given the still existing imbalances inside our institutions (see above) and for committees in certain technical fields (such as ICT), EELISA innoCORE recognises that striking a balanced composition might not be possible.

- **Extension windows for calls with age limits or for curricular appraisal in calls**. If there are calls with age or experience limits, EELISA innoCORE will consider applying extension windows, if this is compatible with internal rules of HEIs and/or the applicable legislation. "Extension windows" mean that the limits take into account periods spent by the applicant on family care duties and related situations: maternity or paternity leave, adoption or fostering, temporary incapacity during pregnancy, temporary incapacities, leave due to childcare, family care, gender violence and terrorist violence, care of dependent persons.

- **Use of gender sensitive language in call descriptions and communication**. When drafting and disseminating calls, EELISA innoCORE will pay attention to using gender-sensitive language, avoiding sexist language, gender discriminatory language or gender biased language[30]. It is worth noting that, following EIGE's recommendation on the use of gender-sensitive communication, EELISA innoCORE will use gender-sensitive language rather than gender-neutral language. **Given the underrepresentation of women in engineering, we think that giving visibility to gender, and particularly to women, is an important way for the Alliance to have a positive impact**. This could affect, for instance, the images used when giving visibility to the calls.

Gender Equality in dissemination and communication

When planning conferences, webinars, lectures or events, EELISA innoCORE will try to seek, as far as possible, gender equality in the composition of panels and invited speakers.

[30] https://eige.europa.eu/publications/gender-sensitive-communication/first-steps-towards-more-inclusive-language/terms-you-need-know

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https://www.santannapisa.it/it/ateneo/comitato-unico-di-garanzia-cug

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Annex I – Current situation at each EELISA innoCORE partner – Statistics

Bellow you will find a short description of the situation at each EELISA innoCORE partner as of November 2021. Partners have been asked to provide a description on how and how frequently they gather sex-disaggregated data and provide figures as far as possible according to their current practices.

1. Universidad Politécnica de Madrid - UPM

In 2019, UPM made a thorough review of the participation of women in research, translated in a review article published in the journal *Scientometrics*: "Participation of women in doctorate, research, innovation, and management activities at Universidad Politécnica de Madrid: analysis of the decade 2006-2016"[31]. These data are updated every year and are usually presented during an event on 11 February for the "International Day of Women and Girls in Science"[32]. Below we include a summary of the situation at UPM.

UPM still registers a widespread male prevalence over women in third cycle (doctoral studies). The majority of students that started their doctoral studies and completed their PhD were men (33% women vs. 67% men and 32% and 69%, respectively, for the academic year 2020/2021). These rates have been more or less steady for the last 10 years. The proportion of international female PhD students (students enrolled) was slightly higher compared to Spanish students: 35% women vs. 65% men (average, other nationalities, last three academic years). However, it is worth noting the **sharp difference between research fields**. Whereas the average percentage of women completing doctoral studies is traditionally very low in computer science and telecommunications (21%) as well as in manufacturing and industry (21%), the share of students completing doctoral studies is gender balanced in fields such as agronomics, forestry and environment and architecture. Lastly, female supervisors are clearly underrepresented —average 18% for the period 2007-2019, for the programme FPU[33].

Overall, women represent **27% of the lecturing and research staff**, this figure having registered a steady increase since 2007 (from 23% in 2007 to 27% in 2020). **Only 16% of full professor positions are held by women**. The ratio of women researchers hired under competitive programmes at both national (e.g. Ramón y Cajal, Juan de la Cierva) and international level (e.g. MSCA) has been 28% on average for the last 10 years, having reached a balance only in 2018 (58% of women). Regarding participation in research projects, **UPM has registered a continuous increase in the number of women participating in international projects** (from 24% in 2015 to 35% in 2019, although the ratio decreased in 2020 to 27%). The ratio of women participating in national-funded research projects has been 21% on average for the last 10 years with a peak in the 2018 calls (37%). Regarding coordination of projects, the mean value of women as international project coordinators was 27% in the period 2007-2020, ranging from 6% in 2011 to 50% in 2014. On this matter (women leadership), **the number of women that are principal investigators or group leaders of**

[31] https://oa.upm.es/63752/

[32] Data is extracted from UPM internal software S2I (Research Management System), employed to manage data related to research and innovation projects; AGORA, computer system capable of streamlining the management of academic data, including PHD studies at UPM, offering information about personal data of PhD students and their advisors; APOLO, a database containing records of the PhD theses defended at UPM from 1980 onwards.

[33] *Ayudas para Formación del Profesorado* (University Teacher Training).

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UPM research groups is still low (23% in 2020), but there has been a growing tendency in the last 10 years, from 12% in 2008 to 22% on average in 2016-2020.

On the innovation side, although there seems to be an increasing tendency, according to OTRI-UPM, female UPM inventors (patents and software licenses) represented only 22%. The rate of women holding UPM's Industry-University Chairs has remained stable (16% on average for the last 10 years). In this regard, **the gender gap in patenting is more noticeable than the gender gap in other activities, reflecting not only gender inequality but also an unproductive use of the female innovation capabilities.**

To conclude, empirical evidence shows a stubborn and persistent lack of gender balance in the participation of women in research, innovation, management and doctoral activities in UPM, although rates of women participation has been increasing in most indicators.

2. Ecole Nationale Des Ponts Et Chaussees – ENPC

Since 1977 in France, public institutions have been required to draw up an annual social report. Global gendered data for all of the institution's employees are discussed in this document, gathering researchers and other staff categories.

In 2019, **24% of ENPC's researchers are women**. According to ENPC recent statistics, 33% of students and **29% of PhD are young women for the year 2020-2021**[34].

As of Autumn 2021, there is no official Gender Equality Plan. Nevertheless, a working group dedicated to the development and drafting of an GEP was set up this year and a first draft will be available by the end of 2021. Based on it, gender equality activities will be organized on the next years, for example awareness raising and training for staff, enhanced monitoring of gender data, action for a better work-life balance, and particular focus on gender equality in recruitment and career progression.

3. Friedrich-Alexander-Universität Erlangen-Nuernberg – FAU

For information and planning purposes, FAU's staff department (S-PFS) Planning, Management Information Systems, Statistics provides the university management, the faculties, the administration, the Office for Gender and Diversity, and the women's representatives **at least once a year university-, cross-faculty and cross-departmental-wide gender and diversity data and reports**. These are prepared annually by the Office for Gender and Diversity and are discussed at regular intervals in the university committees, especially in the extended university management and in the senate. The statistical indicators on gender allow to quantitatively measure the success of the university's gender policy over the course of time and to implement new gender-specific measures in a targeted manner. Furthermore, they serve the university management for the university-wide strategy development and are the basis for the development of binding target figures in the faculties, departments and research networks. Below we include an overview of the situation at FAU in 2020.

34 https://www.ecoledesponts.fr/sites/ecoledesponts.fr/files/documents/eec_2020_2021_version_anglaise_web.pdf

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On the level of doctoral studies FAU comes close to an equilibrium between men and women (47% women and 53 % men completed their PhD in 2020). There are, however, **great differences between the different Faculties**: the percentage of women (vs. men) completing their PhD in 2020 ranges from 64.7 % in the Faculty of Medicine, 58.8 % in the Faculty of Humanities, Social Sciences, and Theology, 45 % in the Faculty of Sciences, 41.3 % in the Faculty of Business, Economics, and Law to **20.1 % in the Faculty of Engineering**.

On the level of completed habilitations the picture looks already quite different as only 37.1 % of those completing their habilitation at FAU in 2020 were women (and 62.9 % were men). The percentage of women (vs. men) completing their habilitation in 2020 ranges from 50 % in the Faculty of Engineering (with a total of only 2 habilitations in 2020, however), 41.7 % in the Faculty of Humanities, Social Sciences, and Theology, 37.2 % in the Faculty of Medicine, 33.3% in the Faculty of Sciences to 0 % in the Faculty of Business, Economics, and Law (again with a total of only 2 habilitations in 2020, however).

Finally, **on the level of professorships there is the sharpest imbalance between men and women at FAU in 2020**: out of the 603 professors only **21.6 % were women** vis-à-vis 78.4 % men. The percentage of women (vs. men) holding professorships again varies significantly between the different Faculties. It ranges from 39.0 % in the Faculty of Humanities, Social Sciences, and Theology, 21.3 % in the Faculty of Business, Economics, and Law, 19.1 % in the Faculty of Sciences, 15.8 % in the Faculty of Medicine to 10.0 % in the Faculty of Engineering.

In conclusion, two observations can be made: Firstly, the higher one climbs on the career ladder, the higher the gender imbalance becomes at FAU. Secondly, on all levels of qualification gender imbalance varies quite significantly between the different Faculties at FAU.

4. Istanbul Teknik Universitesi – ITÜ

The focus on gender perspective is already integrated to ITU's strategic plan. Istanbul Technical University (ITU) is committed to collect and make academic, social and physical data publicly available in the annual reports and in the following website: https://sayilarla.itu.edu.tr. The reports include gender-based statistics of academic and admin staff as well as students based on the Faculties and Institutions.

In addition to this, there is currently a centre established on **Woman Studies in Science Engineering and Technology (KAUM** by its Turkish acronym and WSC-SET by its English acronym), in order to utilize the potential for gender equality within the Istanbul Technical University. The WSC-SET at ITU collects the male-female numbers of students and academic staff annually and publishes this information in the **annual report**. Since 2012, the analysis data was made public in the WSC-SET's web-site[35] (www.kaum.itu.edu.tr) and in the annual reports of the Centre, as the numbers of academics and students separately tabulated in the forms of histogram based on the faculties in ITU. The recent analysis also has the male-female numbers of administrative staff as well as academic staff in administrative role. The key action in this regard will be to Institutionalize a systematic collection of gender-disaggregated data in all areas, including management, teaching and research.

[35] https://www.kaum.itu.edu.tr/tr/itu-kadin-erkek-sayilari-2012-2013/ and www.kaum.itu.edu.tr

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The student gender data is collected through the Office of Student Administration, the faculty and administration staff gender based data is collected from the Office of the Human Resources.

ITU has recently prepared a Gender Equality Plan as a draft within the scope of EELISA innoCORE. **Relevant statistics will be collected in more detail within the framework of the Gender Equality Plan by December 2021**. Nevertheless, recent statistics from ITU summarizes of the current situation:

- With a rate of **50.52%, the rate of female academicians slightly exceeds the rate of male academics (49.48%).** The proportions are almost equal.
- With the data of 2020, ITÜ has 68% male and 32% female students.

5. Scuola Normale Superiore - SNS

From 2015, SNS has collected data on gender distribution among the various categories of SNS, personnel, selected SNS students in terms of gender balance, gender composition of the research fellows and its relation with the commission for their selection. The **data are collected once per year**. Here, an example of the data available on gender distribution among the various categories of personnel within the SNS during the years:

Scuola Normale Superiore	2015	2016	2017	2018	2019	2020
Technical/Administrative STAFF (MALE)	110	107	107	108	93	92
Technical/Administrative STAFF (FEMALE)	157	152	153	159	148	144
Executive (MALE)	2	2	2	3	3	3
Executive (FEMALE)	1	1	1	0	0	0
Professors and researchers (MALE)	60	60	60	58	59	58
Professors and researchers (FEMALE)	24	24	20	18	16	17

Here, in the following, the analysis of the gender distribution among SNS students in 2020:

SNS	MALE			FEMALE			TOT		
DEPARTMENT	Sc.	Hs.	SPS	Sc.	Hs.	SPS	Sc.	Hs.	SPS.
STUDENTS (TOT)	233	163	27	74	71	36	307	234	63
MASTER STUDENTS	128	97	5	18	46	4	146	143	9
PhD	105	66	22	56	25	32	161	91	54

*Sc. = Sciences / Hs.= Humanities /SPS = Socio-political sciences

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6. Scuola Superiore Di Studi Universitari E Di Perfezionamento S. Anna – SSSA

With the latest Strategic Plan, it was agreed to enhance the different factors of sustainability as represented within the 2030 Agenda. According to this framework SSSA has drawn up two documents: the "Sustainability Report" and the more specific "Gender Report", over a three-year window, with a preliminary and mainly internal value, in view of a **more complete and more in-depth version concerning 2021**.

The Gender Report has a twofold aim: on the one hand, it photographs the gender distribution of the various components within the University, as well as the participation of women and men in the management bodies of the School and, on the other, it monitors the actions in favor of gender equality, by evaluating their impact also in synergies with other policies of the University.

A summary of the statistics of the last year shows the following situation:

- PhD Students: female: 97 (38%), male: 156 (62%)
- **Professors: female: 22 (25%), male: 65 (75%)**
- **Researchers: female: 20 (29%), male: 48 (71%)**
- Scientific coordinators of European projects: female: 48 (38%), male: 77 (62%)
- Scientific coordinators of national projects: female: 106 (30%), male: 252 (70%)

7. Universitatea Politehnica Din Bucuresti - UPB

At UPB, data on gender is collected upon hiring (i.e., whenever a new position is open and occupied by someone new). **This information is also collected every year** and the data is also forwarded to CNFIS (National Council for Financing Higher Education). We collect information about the students (study domain, study cycle, gender), as well as personnel categories (teaching, non-teaching, research, administrative). We also forward this information to INS (National Statistics Institute). As of November 2021, the figures are as follows:

- Employees with teaching roles: 1259 (546 females, 43%; 713 males, 57%)
- Employees with teaching roles and management positions: 158 (48 females, 30%; 110 males, 70%)
- **Employees with teaching roles and a PhD degree: 1150 (504 females, 44%; 646 males, 56%).**

Currently, UPB is working on a Gender Strategy, whose implementation is the result of an action from the 2020-2022 Action Plan for the research human resource, which was approved by the European Commission (for which UPB received in September 2020 the Degree for the research human resource). The aim is to have the Gender Strategy with a concrete action plan by 7 September 2022.

8. Budapesti Muszaki Es Gazdasagtudomanyi Egyetem – BME

As an implementation of its commitment towards gender equality, BME published its Equal Opportunities Plan in July 2021.These values were reinforced in the Institutional Development Plan (2021-2025) and constituted a key element of the Programme of the Rector inaugurated in 2021.

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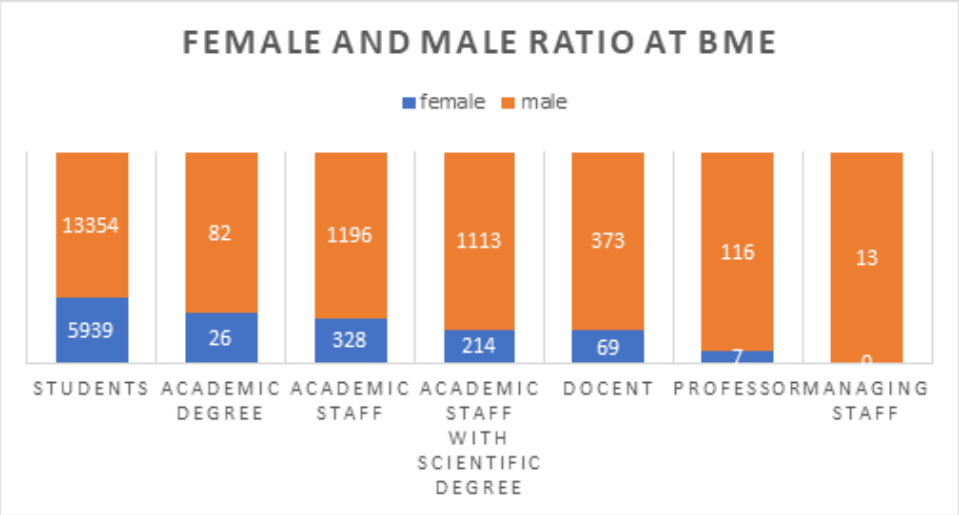
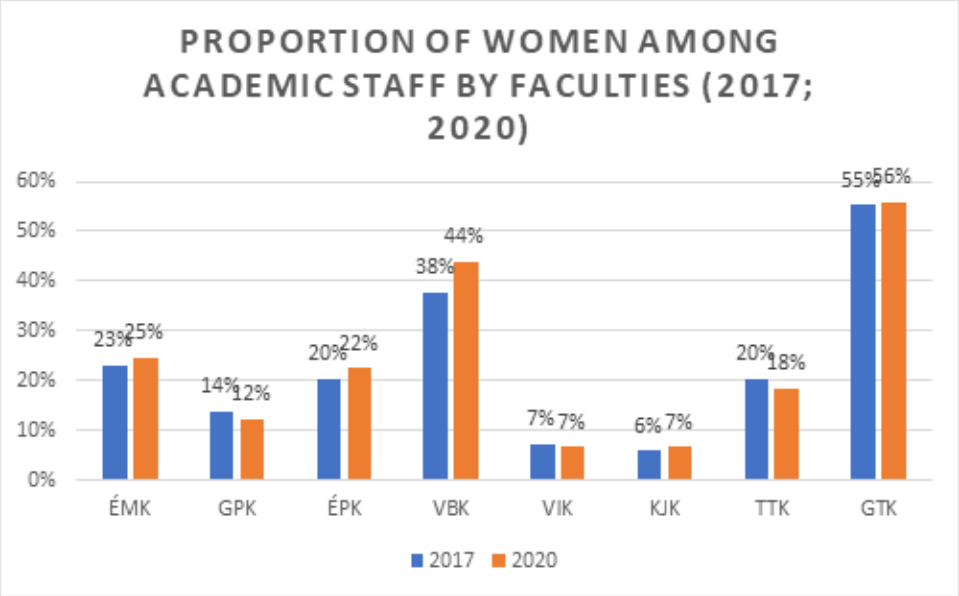
As a preparation of the Equal Opportunities Plan between 2019-2021 relevant data were collected which constituted the basis of the Diagnosis of the GEP:

- male/female ratio at the university and at faculty level,
- male/female ratio in academic and non-academic positions
- proportion of women holding positions or participating in university bodies,
- proportion of women in academic positions from students to university professors
- parents raising young children, employees on and returning from maternity/paternity leave

Male/female ratio at the university and at faculty level



Proportion of women holding positions or participating in university bodies



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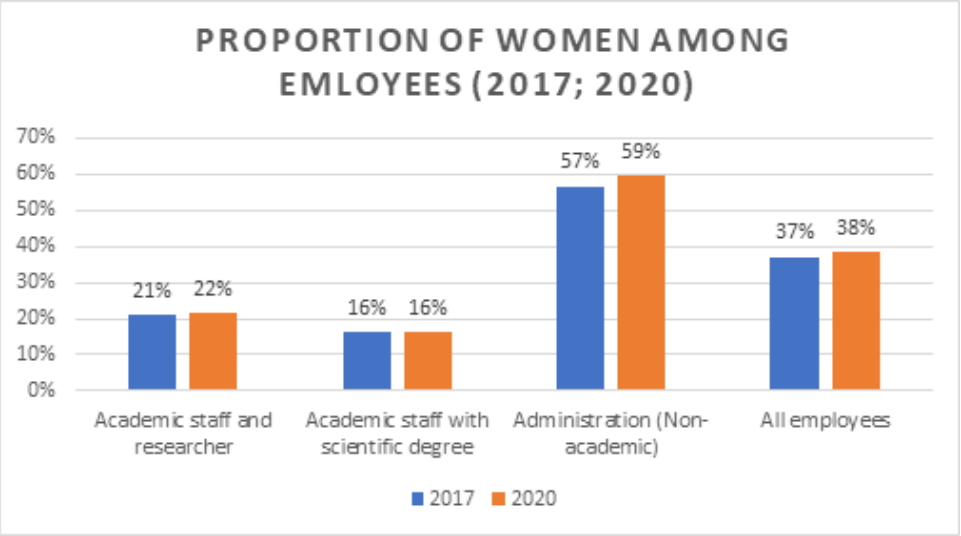
Male/female ratio in academic and non-academic positions



Proportion of women holding positions or participating in university bodies

	2017					2020				
	Female	male	Sum	f%	m%	Female	male	Sum	f%	m%
Central Level										
Senate	1	26	27	3,7%	96,3%	5	23	28	17,9%	82,1%
Rectorate/Chancellery Level										
Chancellery	0	1	1	0,0%	100,0%	0	1	1	0,0%	100,0%
Vice-Chancellery	0	2	2	0,0%	100,0%	0	1	1	0,0%	100,0%
Rectorate	0	1	1	0,0%	100,0%	0	1	1	0,0%	100,0%
Vice-Rectorates	1	5	6	16,7%	83,3%	0	3	3	0,0%	100,0%
DiRectorates	7	11	18	38,9%	61,1%	5	11	16	31,3%	68,8%
Faculty Level										
Deans	0	8	8	0,0%	100,0%	0	8	8	0,0%	100,0%
Vice-Deans	6	27	33	18,2%	81,8%	3	25	28	10,7%	89,3%
Leaders of Doctorate schools	0	12	12	0,0%	100,0%	1	11	12	8,3%	91,7%
Head of Departements / Institutes	15	92	107	14,0%	86,0%	16	100	116	13,8%	86,2%

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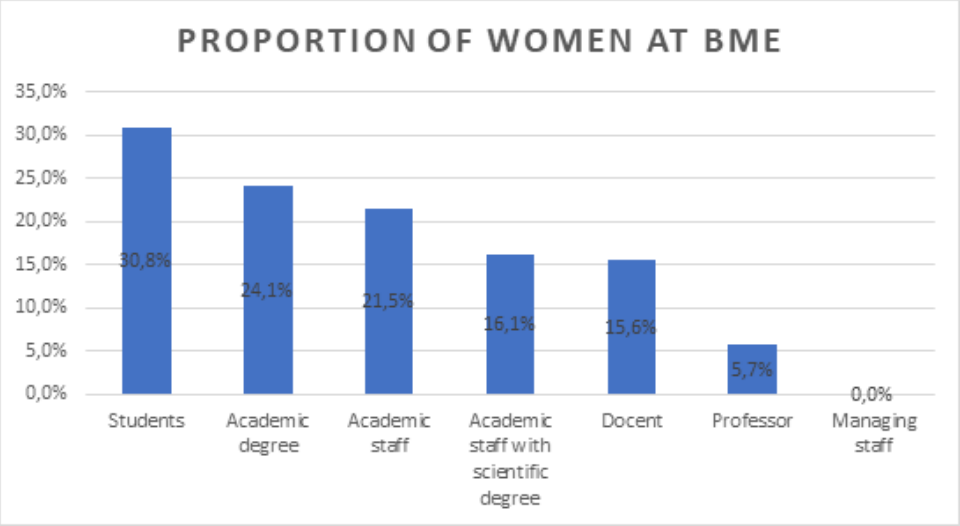
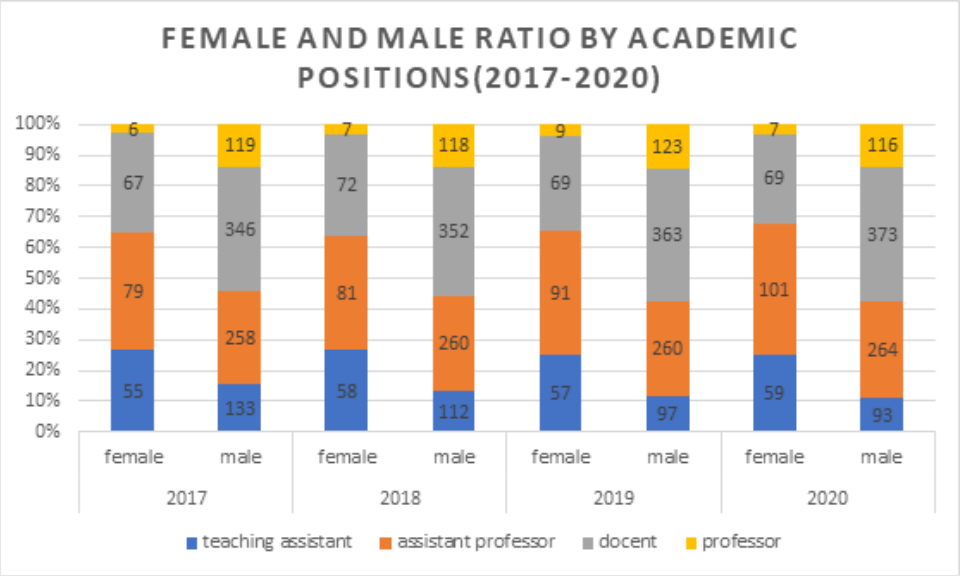
Proportion of women in academic positions from students to university professors





Parents raising young children, employees on and returning from maternity/paternity leave

Employees' data at BME				
	2017.04.26		**2020.02.05**	
Data description	**Pers**	**%**	**Pers**	**%**
All employees	2 630	100,00%	2646	100%
Women	982	37,34%	1008	38,10%
Academic staff	1340	50,95%	1309	49,47%
Women at academic staff level	260	19,40%	274	20,93%
Parents raising young child (under 10)	606	23,04%	619	23,39%
Parents raising child (under 16)	813	30,91%	843	31,86%

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Parents raising more children (under 16)	548	20,84%	503	19,01%
Employees working atypical way (part-time, working form home etc.)	308	11,71%	439	16,59%
Employees coming back to work from maternity/paternity leave	9	0,34%	16	0,60%
Employees working during maternity / paternity leave	1	0,04%	21	0,79%
Employees on maternity / paternity leave	-	-	54	2,04%

9. Universite Paris Sciences et Lettres - PSL

We **collect data on our employees once a year thought our HR**, in which we look at salary, category of employment, type of contracts, etc. We collect data on our students once a year as well, just to see their choices in matter of subjects of studies, their grades and orientations choices. We do not specifically collect data on gender, but gender is a data that we collect among others.

Depending of PSL schools, different HR focus and strategies have been chosen, for example, Engineering school tend to focus on gender equality in their recruitment, while other schools have a broader approach on diversity topics (economical background, etc.).

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Annex II – Current situation at each EELISA innoCORE partner – Gender Equality Policies

1. Universidad Politécnica de Madrid - UPM

UPM has a comprehensive policy on gender equality and equal opportunities that includes the following key actions:

i) **Gender Equality Unit & Gender Contact Points (Schools and Faculty)**[36]**.** In order to comply with Spanish Organic Law 3/2007 on promoting an effective equality between women and men, UPM created its Gender Equality Unit (*Unidad de Igualdad*) in 2007 with the following tasks: producing, implementing, monitoring and evaluating UPM's Gender Equality Plan; informing and advising UPM's governing bodies on equal opportunities policy; raising-awareness among the university community on the meaning and outreach of the principles of equality. In addition to the equality unit, all centres at UPM (schools and faculties) have a contact point on gender equality responsible for coordinating and implementing gender equality policies at each centre.

ii) **Gender Equality Plan**[37] **and annual reports.** UPM produced and is implementing a Gender Equality Plan covering the period 2017-2020 (under review as of October 2021). The plan is structured around two work lines and three priority axis. The work lines are: a) promoting the presence of women in Engineering, Architecture and Sports at UPM through the implementation of a structural change inside the institution and the update of its HR policies; b) promoting the take-up of a gender dimension in all areas (teaching and lecturing, research, administration). The Gender Equality Plan was reviewed in 2019. Additionally, the Equality Unit produces annual reports.

iii) **Recruiting and European Human Resources Strategy for Researchers (HRS4R) seal**. UPM has been awarded with the HRS4R seal in 2019, endorsing the principles established by the European Charter and Code for Researchers for the recruitment of researchers. As part of the implementation of the seal, UPM run a gap analysis and produced an action plan. UPM's policies on gender equality and non-discrimination were thoroughly evaluated (evaluation criteria 10 'Non-discrimination')[38].

iv) **Social events and outreach activities promoting gender equality**. It is worth noting the yearly presentation given by the Vice-Rectorate for Research, Innovation and Doctoral Studies on the "Participation of Women in Research, Doctorate, Innovation and Management Activities at UPM", given on 11 February, "International Day of Women and Girls in Science". The presentation includes the annual review of a set of statistics on the participation of women in research at UPM. In addition to this, UPM organises regular events on gender: conferences, exhibitions, talks[39].

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[36] https://www.upm.es/UPM/PoliticasIgualdad

[37] https://www.upm.es/UPM/PoliticasIgualdad/Plan?fmt=detail&prefmt=articulo&id=cf77139bec587210VgnVCM10000009c7648a____

[38] https://www.upm.es/Investigacion/HRS4R/HRS4R/Gap

[39] https://www.upm.es/UPM/PoliticasIgualdad/EventosCongresos?fmt=detail&prefmt=articulo&id=08b3e537d2097210VgnVCM10000009c7648a____

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v) **Statistics, "Participation of women in doctorate, research, innovation, and management activities at Universidad Politécnica de Madrid: analysis of the decade 2006-2016"[40].** In 2018, UPM made a thorough review of the participation of women in research, catalysed in a review article published in the journal *Scientometrics*. Data are updated every year and presented during an event on 11 February (above).

vi) **Gender studies**. UPM offers university courses and degrees on gender equality, including: "*Specialist University Degree in Gender, Technology and Leadership" and "Expert course on Women and Sport"*, subject "*Gender and Urban Planning*" in the masters offered by the Department of Architecture and Urban and Spatial Planning. **UPM holds as well the UNESCO Chair on Gender Equality Policies in Science, Technology and Innovation[41].**

vii) **Female mentoring programmes**. UPM together with the Spanish Royal Academy of Engineering put in place the .mentoring programme "*Women and Engineering*" (implemented in 2016) and the project "*I want to be an Engineer*"[42] (academic year 2018/19) for girls in secondary schools.

viii) **II Protocol for the Prevention of and Action Against Sexual Harassment**, and Cyber Sexual Harassment, Harassment Based On Sex, Sexual Orientation[43].

ix) **Disability Care and Support**. Lastly, regarding equal opportunities and non-discrimination, it is worth noting that UPM has a Disability Care Unit (*Unidad de Atención a la Discapacidad*) and Coordinators and Collaborators (Schools and Faculty) regarding disability care, including curriculum adapted for disabled people and quotas reserved for disabled people in VR RID "*Programa Propio*" calls.

[40] https://oa.upm.es/63752/
[41] https://www.gendersteunescochair.com/
[42] https://www.etsisi.upm.es/noticias/quiero-ser-ingeniera-proyecto-upm-imio
[43] https://short.upm.es/xy7oe

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2. Ecole Nationale Des Ponts Et Chaussees – ENPC

A Gender Equality Plan (GEP) will be validated at the end of 2021. The GEP implemented measures on 2021-2024 of this fields:

- Prevention and treatment of pay gaps,
- The diversity of professions, professional paths and career development,
- The articulation between professional and personal life;
- The fight against sexual and gender-based violence.

Beyond ENPC's GEP validation, a Gender Equality Officer (GEO) is named at the management level of ENPC, her/his recruitment is on progress for the moment. The GEO is in charge of the well implementation of the Gender Equality Plan of the institution. He/She will also be supported by a network of Gender referent in each department of ENPC. The creation of this network is one of the measures identified by ENPC's GEP on 2021-2024 and could constitute a Gender Equality unit, with a transversal vision across the departments of ENPC.

Also, since October 2021, a Diversity responsible for students was hired in order to promote gender equality & diversity to ENPC students (engineers, master students, PhD students). One of the first implemented actions is the creation of a charter of respect for others: each student has undertaken to respect.

3. Friedrich-Alexander-Universität Erlangen-Nuernberg – FAU

FAU has implemented a comprehensive policy on gender equality and equal opportunities that includes the following key actions in the following fields of action[44]:

i) **Structural Anchoring:** The field of action "Structural Anchoring" aims at consolidating the bindingly anchored gender equality, diversity and family policy as cross-cutting issues and at all levels of the university. With a consistent interlocking of centralized and decentralized structures, the promotion of a gender- and diversity-sensitive as well as family-friendly university culture is promoted as a guiding principle of FAU.

   This field of action includes the following **key actions:** anchoring of equal opportunities at the level of the University management, establishment of the Equal Opportunities Commission, election of the FAU Women's Representatives, establishment of the Office for Gender and Diversity, establishment of FAU's and the University Hospital's Family Service, establishment of the Welcome Center, establishment of the Dual Career Service, election of equal opportunities representatives for non-scientific personnel, and the establishment of the Diversity Commissioner of the Faculty of Humanities, Social Sciences, and Theology.

ii) **Career and Personnel Development, Appointment Policy:** The goal of the field of action "Career and Personnel Development, Appointment Policy" is to increase the proportion of women in science at all levels of qualification. The focus is on professorships and higher-paid as well as permanent mid-level positions in fields and

[44] https://www.gender-und-diversity.fau.de/files/2018/03/FAU_Gleichstellungskonzept_2018-2022_web.pdf

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subjects in which women are underrepresented. Measures to promote female scientists and the compatibility of career and family are just as much part of this field of action as FAU's proactive appointment policy.

This field of action includes the following **key actions:** In order to promote the career and personnel development for female scientists, FAU has established the ARIADNE mentoring programs, provides funds for the promotion of equal opportunities for women in research and teaching, has established faculty awards and a dissertation award for female scientists, provides conference funding for female scientists, has launched the Emerging Talents Initiative (ETI) 50 % of whose funding is reserved for female scientists, provides a flexible interim financing of research project positions, finances International Visiting Scholarships, and provides Coaching. In order to make positive role models visible FAU has established rotating guest professorships for female scientists in subjects where they are underrepresented, organizes guest lectures about career paths for women in science, established the Emmy Noether Lecture, awards the Renate Wittern-Sterzel Prize (equality prize), and organizes Gender Lectures at the Faculty of Medicine. Furthermore, FAU has implemented a proactive appointment policy by the following means: the use of appointment guidelines, proactive headhunting to recruit female professors, quality assurance of the process, training and handout for women's representatives in appeals committees, and start-up funding for the appointment of female professors at the Faculty of Engineering. Concerning the compatibility of career and family FAU provides a maternity leave bridging, offers regular university childcare services, mobile parent-child rooms, children's holiday care, babysitting services, conference service, and emergency programs for child and family care. Additionally, FAU established a consulting service about eldercare.

iii) **Teaching and Study:** The field of action "Teaching and Study" aims to recruit female respectively male students for subjects in which they are underrepresented. This area also includes advising and continuing education programs for students in the introductory phase of their studies and for students with an immigrant background. Measures for gender and diversity competence as well as gender and diversity in teaching should also contribute to the reduction of gender stereotypes and discrimination in teaching and studying. Furthermore, the goal of this field of activity is to optimize the compatibility of studies and family.

With regard to gender equality, this field of action includes the following **key actions:** the offer of the taster internship "Girls and Technology", lectures by female scientists at trade fairs and at high schools in the metropolitan region Nuremberg, the organisation of the Women Researchers Camp at FAU, and the establishment of the "Girls' Day" and "Boys' Day". Furthermore, FAU has established the Working Group Gender and Diversity in Teaching, recommended that every department at the Faculty of Humanities, Social Sciences, and Theology shall offer at least one course per semester that covers gender-specific topics, and made teaching and studying more flexible. Finally, in order to improve the compatibility of studies and family, FAU offers regular university childcare services, additional childcare places for students, a parent-child room, a day café for students with child, the possibility of part-time study, and the flexibilization of studies.

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iv) **Research:** The goal of the field of action "Research" is to anchor, bundle and stabilize gender and diversity research at FAU. Gender and diversity research makes a significant contribution to the further development of gender equality, family and diversity policy. It provides empirical and theoretical findings on how gender- and diversity-specific discriminations and social inequality are reflected and reproduced in specific ways in the academic world.

This field of action includes the following **key actions:** the establishment of the Interdisciplinary Center Gender-Difference-Diversity (IZGDD), the establishment of the Chair for Social Psychology with Focus on Gender and Diversity, and the provision of funding in the field of gender research.

v) **Monitoring and Evaluation:** A sustainable gender equality, diversity and family policy must be continuously reviewed, act in a context-related manner, and be qualitatively oriented and transparent. In the "Monitoring and Evaluation" field of action, FAU regularly monitors data on gender ratios and other diversity dimensions at the various qualification levels and on career paths. On the one hand, this includes the collection, analysis and evaluation of statistical key figures as well as target group-specific surveys and analyses in order to be able to assess and improve development and participation opportunities, taking gender and diversity aspects into account. On the other hand, regular evaluation of equal opportunity measures is necessary to ensure their quality and to be able to develop them further in a needs-oriented and tailored manner.

This field of action includes the following **key actions:** data monitoring on gender and diversity, the survey of docData, the implementation of the FAU student survey, the implementation of the diversity survey of the scientific staff, and the implementation of the concept for the evaluation of equal opportunity measures.

vi) **Networking and Public Relations:** The goal of the "Networking and Public Relations" field of action is FAU-internal and external networking and public relations to strengthen, communicate, and further develop FAU's equal opportunity policy internally and externally.

This field of action includes the following **key actions:** FAU participates in many local as well as state and national higher education networks on gender equality, diversity and family policy. In addition, FAU is also networked with various non-university institutions on these topics. In the area of public relations, the Office for Gender and Diversity (BGD), in close cooperation with the FAU Marketing Department, regularly provides informational materials on the work and measures in the areas of gender, diversity and family. To make these known to a wider public, the BGD gives interviews to the press and FAU's diverse media. The BGD website was redesigned and thoroughly revised in 2017 as part of the relaunch to the new FAU design. The creation of an English-language version of the BGD's website is being planned.

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4. Istanbul Teknik Universitesi – ITÜ

The focus on gender perspective is already integrated to ITU's strategic plan. However, ITU has recently prepared a Gender Equality Plan as a draft within the scope of EELISA innoCORE. Prior to this, a directive on sexual harassment and gender discrimination had also been prepared for academic, administrative and contract staff working part-time or full-time.

For a long time, in addition to the research and publication activities in their own areas, the female faculty members in Istanbul Technical University had an important contribution to the topics of gender equality. For example, **there is currently a center established on Woman Studies in Science Engineering and Technology (KAUM)** in order to utilize the potential for gender equality within the Istanbul Technical University

1. Data Collection and Planning and Making it Publicly Available

Istanbul Technical University (ITU) committed to collect and make academic, social and physical data publicly available in the annual reports and in the following website: https://sayilarla.itu.edu.tr. The reports include gender-based statistics of academic and admin staff as well as students based on the Faculties and Institutions.

A similar annual reporting is also available on the ITU Women Studies Centre in Science, Engineering and Technology's (WSC in SET) website since 2012[45]. The student gender data is collected through the Office of Student Administration, the faculty and administration staff gender based data is collected from the Office of the Human Resources. The ITU WSC in SET participates in both international and national university cooperation in Gender issues. Some of the projects are available in the website as well: https://www.kaum.itu.edu.tr/tr/arastirmalar-projeler/.

The key actions bellow are going to be implemented.

- An Equality committee will be formed to monitor the realization of the objectives of the GEP.
- The Equality Committee will monitor the realization of the objectives of the GEP.
- The Equality Committee will develop monitoring methods for equality status which can be used in the faculties and departments.
- The Equality Plan will be revised every strategic period this is usually 3 to 5 years.
- Gender-based statistics will be examined in the annual reports of the University and its faculties and will be discussed during performance negotiations.

The following gender-based statistics will be generated annually:

- graduates,
- undergraduate degrees and postgraduate degrees –
- new students
- international students
- staff by task group
- fixed-term staff by task group
- parental leave
- wages and salaries
- participants in staff training

[45] https://www.kaum.itu.edu.tr/tr/itu-kadin-erkek-sayilari-2012-2013/

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Qualitative information is generated for the purpose of monitoring the equality situation.

Workplace wellbeing surveys include questions on the equality situation can be conducted regularly.

The Equality Committee cooperates with organizations which promote equality.

Data protection issues will be considered in drawing up statistics and communications.

2. Recruitment, selection and career progression support

There is a significant difference between faculties and within faculties in the distribution of female and male faculty. There are no procedures to ensure gender equality in recruitment and selection processes for all positions. The key actions below are going to be implemented;

- Institutionalize a systematic gender segregated data collection regarding recruitment.
- Set targets for each faculty, institute, centre and research program for raising the percentage of the under-represented gender (women or men) faculty and monitoring progress via indicators.
- A selection procedure should be established for all administrative and academic positions that will create a list for the under-represented gender before that position becomes vacant.
- Prepare an equal opportunities framework program concerning age limit calls (scholarships, fellowships and grants). This program might have different elements for female and male researchers who certify that they stayed with the child(ren) on parental leave.
- Create a new election procedure for Boards, Senate or Commissions
- Ensure that at least 40% of the underrepresented sex participate in committees involved in recruitment/career progression and in establishing and evaluating research programmes.
- Organize training for those involved in selection processes to avoid unconscious or implicit gender bias to interfere in the decision-making.
- Critically review the existing selection processes and procedures at all stages and to remedy biases where these occur.
- Put a non-discrimination clause in all job advertisements. For programs and units where there is a major gender imbalance, include a welcoming clause for applications coming from the underrepresented gender.
- Make the selection processes and the criteria for promotion more transparent.
- Organize regular trainings for all faculty and staff involved in recruitment processes as well as other related trainings, such as gender-sensitive budgeting for procurement and finance department.

3. Analytical measures, targets, indicators, monitoring and evaluation

Women Studies Centre in Science, Engineering and Technology (WSC-SET) at ITU collects the male-female numbers of students and academic staff annually and publishes this information in the annual report. Since 2012, the analysis data was made public in the WSC-SET's web-site (www.kaum.itu.edu.tr) and in the annual reports of the Centre, as the numbers of academics and students separately tabulated in the forms of histogram based on the faculties in ITU. The recent analysis also have the male-female numbers of administrative staff as well as academic staff in administrative role. The key action in this regard will be to

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Institutionalize a systematic collection of gender-disaggregated data in all areas, including management, teaching and research.

4. Integration of the gender dimension into research and teaching content

Through the institutionalization of mechanisms and procedures for integrating gender in research, the university will also meet a necessary requirement of gender equality ranking systems in higher education such as Times Higher Education rankings. The key actions in this regard will be

1. Integration of gender dimension and perspectives in research content and management in all research fields.
2. Redefine scientific excellence with sensitivity to gender including research impact and inclusiveness where it applies.
3. Designing mechanisms for gender mainstreaming in teaching and curriculum across disciplines.
4. Review students' program choices and career trajectories with a gender perspective.

5. Scuola Normale Superiore - SNS

SNS has a "Comitato Unico di Garanzia" (CUG, Guarantee Act Committee) in charge also for the policies for gender gap reduction, and starting from March 2021 the SNS constituted a workgroup dedicated to the GEP drafting, a process that should to be concluded at the end of this year or at maximum within January 2022.

The so-called Guarantee Act Committee (CUG) plans every year a series of activities mapped in the Positive Actions Plan (PAP) in order to reduce the gender gap.

As example, among the PAP for2020 and 2021 we cite the following activities and actions:

- Ensure subsidized conditions for the use of day-care nursery services;
- Financially support parents in the costs related to attendance at playrooms and similar services (e.g. after-school care) and/or when schools are open
- Support financially the SNS personnel in the costs incurred for care and assistance services to the elderly and / or differently abled: the action "Help for our elderly and/or disabled".
- Spreading the culture of equality: appointment of a Delegate of the SNS's Director for Disability and Equal Opportunity.
- Preventing and combating discrimination, abuse, and harassment in the workplace and educational settings.
- Countering sexism and homophobia.
- Regulations for the activation and management of "alias" careers
- Adoption of Guidelines for Equal Gender Opportunity in School Conferences and Events
- A series of seminars dedicated to gender equality

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6. Scuola Superiore Di Studi Universitari E Di Perfezionamento S Anna – SSSA

One of the main bodies at Scuola Superiore Sant'Anna, that is specifically addressed to gender oriented and equal opportunity issues, is the Committee for the Guarantee of equal opportunities, workers' well-being and anti-discrimination (CUG). The CUG is composed of one member appointed by each of the most representative trade unions as part of the Administration and an equal number of School representatives in order to ensure an overall equal representation by both genders. The President of the CUG is appointed by the School.

The CUG helps to optimize the School productivity by promoting the creation of an environment respectful of the principles of equal opportunity, organizational well-being and free of any form of discrimination, direct and indirect, due to any of the following:

- gender
- chronological age
- disability
- ethnicity
- language
- political views
- sexual orientation.

Moreover, starting from the analysis enclosed in the "Gender Report" about the results of the planned actions, SSSA is currently drafting its Gender Equality Plan with the main objective to define actions aimed at promoting equal opportunities. The Gender Equality Plan is expected to be ready by December 2021-January 2022.

7. Universitatea Politehnica Din Bucuresti - UPB

Currently, UPB is working on a Gender Strategy, whose implementation is the result of an action from the 2020-2022 Action Plan for the research human resource, which was approved by the European Commission (for which UPB received in September 2020 the Degree for the research human resource). The aim is to have the Gender Strategy with a concrete action plan by 7 September 2022.

8. Budapesti Muszaki Es Gazdasagtudomanyi Egyetem – BME

The Equal Opportunities Plan (July 2021), the Institutional Development Plan (2021-2025), the Programme of the Rector along with the Gender Equality Plan currently before the Senate define objectives and activities in the following five main areas:

1. Fostering gender equality in recruitment and career progression
2. Supporting work-life balance
3. Achieving gender-balance in leadership, decision-making and representation
4. Applying measures against gender-based violence, supporting inclusive institutional culture
5. Integration of gender dimensions in the research and teaching content.

Activities and initiatives are launched under the following objectives:

- Ensuring that all phases of recruitment are gender-sensitive

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- Reducing the loss of women's involvement in scientific career
- Adjusting work obligations to child-care responsibilities
- Providing family-friendly university infrastructure and services
- Supporting the reintegration of employees after maternal/paternal leave
- Increasing the number of applications among women for leadership positions
- Ensuring that women and men are fairly represented in all the university committees, boards and outreach events
- Ensuring that the participants of both genders can fulfil their assigned responsibilities equally
- Providing efficient channels for resolving cases of gender-based violence and discrimination
- Means to further strengthen pro-equity attitudes and fighting stereotypes, implicit and explicit gender bias
- Implementing gender aspects in research, with special attention to STEM fields
- Implementing gender-inclusive teaching practices

As the content of the GEP is currently in the progress of deliberation by the Senate, examples of existing activities:

- Equal Opportunities Committee has been set up in June 2021
- Girl's Day at BME http://www.bme.hu/hirek/20211018/Ujra_szemelyesen_kaphatnak_inspiraciot_a_mernoki_tudomanyok_irant_erdeklodo_lanyok promoting STEM fields for high-school students, held every year in October
- Yearly recommendations by the Talent Development Board for the promotion of activities supporting work-life balance

9. Universite Paris Sciences et Lettres - PSL

PSL has a Gender Equality plan, it has been voted last year. It is based on the French governement baseline, and specifically has a sections on students and prevention against sexual violences. It has a quite wide range of HR policies destined to help women better balance work/family life, and to promote gender equallity in general. PSL launched an helpline for sexual harassment and violence victims in september, and is planning to organise compulsery seminar on gender equality for all managers and professors.

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